COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

PROVA ESCRITA DE INGLÊS

PRIMEIRA PARTE – QUESTÕES OBJETIVAS (100 pontos)

LEGISLAÇÃO

QUESTÃO 1

De acordo com o disposto na Constituição Federal de 1988, no que se refere à educação, é correto afirmar que

(A) a educação, dever exclusivo do Estado, será promovida e incentivada com a colaboração da sociedade, visando ao pleno desenvolvimento da pessoa e o estudo na idade certa.

(B) o ensino será ministrado com base no pluralismo de ideias e de concepções pedagógicas, bem como a coexistência de instituições públicas e privadas de ensino, sem prejuízo de outros princípios.

(C) os Institutos Federais gozam de autonomia didático-científica, administrativa e de gestão financeira e patrimonial, e obedecerão ao princípio de indissociabilidade entre ensino, pesquisa e extensão.

(D) o estatuto da instituição de ensino disporá sobre as categorias de trabalhadores considerados profissionais da educação básica e sobre a fixação de prazo para a elaboração de seus planos de carreira, no âmbito da União.

QUESTÃO 2

De acordo com o disposto na Lei n. 12.772/2012, é correto afirmar que

(A) o cumprimento do interstício de 18 (dezoito) meses de efetivo exercício em cada nível é um dos requisitos para a progressão na Carreira de Magistério do Ensino Básico, Técnico e Tecnológico.

(B) o ingresso nos cargos de provimento efetivo de Professor da Carreira de Magistério do Ensino Básico, Técnico e Tecnológico ocorrerá sempre no Nível IV da Classe C I, mediante aprovação em concurso público.

(C) no regime de dedicação exclusiva, será admitida, observadas as condições da regulamentação própria de cada Instituição Federal de Ensino, a percepção de remuneração de cargos de direção ou funções de confiança.

(D) para os fins do disposto nesta lei, promoção é a passagem do servidor para o nível de vencimento imediatamente superior dentro da mesma classe, e progressão, a passagem do servidor de um nível para outro subsequente.

QUESTÃO 3

No que se refere ao disposto no Estatuto do Servidor Público Federal (Lei n. 8.112/1990), é correto afirmar que

(A) a autoridade que tiver ciência de irregularidade no serviço público é obrigada a instaurar, imediatamente, processo administrativo disciplinar, assegurada ao acusado ampla defesa.

(B) a autoridade instauradora do processo disciplinar poderá, como medida cautelar, afastar o servidor do exercício do cargo, pelo prazo de até 90 (noventa) dias, sem remuneração.

(C) as denúncias sobre irregularidades serão objeto de apuração, desde que contenham a identificação e o endereço do denunciante e sejam formuladas por escrito, confirmada a autenticidade.

(D) o prazo para a conclusão do processo disciplinar não excederá 120 (cento e vinte) dias, contados da data do fato, admitida a sua prorrogação por igual prazo, quando as circunstâncias o exigirem.

COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

QUESTÃO 4

A Lei n. 13.146/2015 institui a Lei Brasileira de Inclusão da Pessoa com Deficiência (Estatuto da Pessoa com Deficiência).

No que se refere aos seus dispositivos, é correto afirmar que

(A) para fins de aplicação desta Lei, consideram-se barreiras arquitetônicas aquelas existentes nas vias e nos espaços públicos e privados abertos ao público ou de uso coletivo.

(B) é dever exclusivo do Estado assegurar à pessoa com deficiência, com prioridade, a efetivação dos direitos referentes à vida, à saúde, à sexualidade, à paternidade e à maternidade, à alimentação.

(C) a educação constitui direito da pessoa com deficiência, assegurados sistema educacional privado e trabalho ao longo de toda a vida, de forma a alcançar o desenvolvimento de seus talentos e habilidades.

(D) os casos de suspeita de violência praticada contra a pessoa com deficiência serão objeto de notificação compulsória pelos serviços de saúde públicos e privados à autoridade policial e ao Ministério Público.

QUESTÃO 5

Referente ao Estatuto da Criança e do Adolescente (Lei n. 8.069/1990), foram feitas as seguintes afirmativas:

I. As revistas destinadas ao público infanto-juvenil não poderão conter ilustrações, fotografias ou anúncios de bebidas alcoólicas e tabaco, e deverão respeitar os valores éticos e sociais da família.

II. O acesso ao ensino obrigatório é direito público subjetivo e o seu não oferecimento pelo poder público ou sua oferta irregular importa responsabilidade da autoridade competente.

III. É dever das instituições de ensino, clubes e agremiações recreativas e de estabelecimentos congêneres assegurar medidas de conscientização e prevenção ao uso ou dependência de drogas ilícitas.

IV. As instituições de ensino deverão atuar de forma articulada na execução de ações destinadas a coibir o uso de castigo físico ou de tratamento cruel e difundir formas não violentas de educação de crianças e de adolescentes.

Estão corretas

(A) I, II e III.
(B) I, II e IV.
(C) I, III e IV.
(D) II, III e IV.

COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

CONHECIMENTOS ESPECÍFICOS

TEXT 1

School for sexism

By Deborah Cameron (Oxford University)

This week, it was announced that schools in England are being issued with new guidelines on combatting sexism and gender stereotyping. This initiative follows research conducted for the Institute of Physics (IoP), which found that most schools took sexism less seriously than other kinds of prejudice and discrimination. […]

The IoP's main concern—one it shares with the government, which co-funded the research—is that girls are being deterred from studying science subjects by the sexist attitudes they encounter in school. Language is only one of the issues the report urges schools to tackle. […] But language was the main theme picked up in media reporting on the new guidelines, with many news outlets dramatically proclaiming that children 'as young as five' were going to be 'banned' from using certain words.

[…] I think we can guess why these newspapers were so keen on the language angle. They've known since the heyday of 'political correctness gone mad' that nothing stirs up the wrath of Middle England like a story about someone trying to ban words. Never mind that no sane parent permits total free expression for the under-fives […].

This reporting only underlined the point that sexism isn't taken as seriously as other forms of prejudice. […] Rather than being outraged by the idea of telling primary school children to watch their words, shouldn't we be asking why 'children as young as five' are using sexist language in the first place?

We may not want to think that this is happening among children still at primary school, but unfortunately the evidence says it is. […] Girl Guiding UK publishes an annual survey of girls' attitudes: the 2015 survey, conducted with a sample of nearly 1600 girls and young women aged between 7 and 21, found that in the week before they were questioned, over 80% of respondents had experienced or witnessed some form of sexism, much of which was perpetrated by boys of their own age, and some of which undoubtedly occurred in school. 39% of respondents had been subjected to demeaning comments on their appearance, and 58% had heard comments or jokes belittling women and girls. […]

By the time they go to secondary school, girls are conscious of this everyday sexism as a factor which restricts their freedom, affecting where they feel they can go, what they feel able to wear and how much they are willing to talk in front of boys. In the Girl Guiding UK survey, a quarter of respondents aged 11-16 reported that they avoided speaking in lessons because of their fear of attracting sexist comments.

So, the Institute of Physics isn't just being perverse when it identifies sexist 'banter' as a problem that affects girls' education. It's to the organization's credit that it's saying this shouldn't be tolerated—and it's also to its credit that it's offering practical advice. Its recommendations are sensible, and its report contains many good ideas for teachers to consider. […]

When the Sunday Times talks about 'boys and girls cheerfully baiting each other in the playground', the implication is that we're dealing with something reciprocal, a 'battle of the sexes' in which the two sides are evenly matched. But they're not evenly matched. What can a girl say to a boy that will make him feel like a commodity, a piece of meat? What popular catchphrase can she fling at him that has the same dismissive force as 'make me a sandwich'? […]

The IoP report does not seem to grasp that there is more to sexism than gender stereotyping. It falls back on the liberal argument that stereotyping harms both sexes equally: it's as bad for the boy who wants to be a ballet dancer as it is for the girl who dreams of becoming an astrophysicist. But sexism doesn't harm boys and girls equally, just as racism doesn't harm white people and people of colour equally. It is the ideology of a system based on structural sexual inequality: male dominance and female subordination. You can't address the problem of gender stereotyping effectively if you don't acknowledge the larger power structure it is part of.

Disponível em: https://debuk.wordpress.com. Acesso em: 20 out. 2019.

COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

BASED ON TEXT 1, ANSWER QUESTIONS 6-11

QUESTION 6

According to linguist Deborah Cameron, the IoP report:

- (A) locates the source of oppressions in a structure which language is just part of.
- (B) contradicts the figures presented by Girl Guiding UK survey and is perverse when identifies sexist 'banter' as a problem.
- (C) claims that it is necessary to ban certain words from school environment so that girls feel more encouraged to study sciences.
- (D) states that boys and girls perform a kind of "battle of sexes", in which boys are, sometimes, more affected by sexist language than girls.

QUESTION 7

Assuming a sociointeractional viewpoint, Giesel (in FERREIRA, 2012) argues that all forms of discourse can be understood as a social product, since they are present in the experiences of students.

Regarding the position presented above, choose the quote below from Cameron's text which might support the idea that language teachers should approach aspects of sexist language and gender stereotyping in their lessons.

- (A) "But language was the main theme picked up in media reporting on the new guidelines, with many news outlets dramatically proclaiming that children 'as young as five' were going to be 'banned' from using certain words."
- (B) "When the Sunday Times talks about 'boys and girls cheerfully baiting each other in the playground', the implication is that we're dealing with something reciprocal, a 'battle of the sexes' in which the two sides are evenly matched."
- (C) "They've known since the heyday of 'political correctness gone mad' that nothing stirs up the wrath of Middle England like a story about someone trying to ban words."
- (D) "By the time they go to secondary school, girls are conscious of this everyday sexism as a factor which restricts their freedom, affecting where they feel they can go, what they feel able to wear and how much they are willing to talk in front of boys."

QUESTION 8

The following quote from Cameron's article presents a standard passive construction, according to Parrott (2010): "This week, it was announced that schools in England are being issued with new guidelines on combatting sexism and gender stereotyping."

Among the sentences below, choose the only one that follows a different pattern from standard passive constructions.

- (A) "Examples from the results of the second questionnaire are given in the Appendix"
- (B) "Mick was attacked with a cut-throat razor"
- (C) "He got his leg broken playing football."
- (D) "She is thought to be a genius."

QUESTION 9

Regarding the use of gerunds and infinitives, choose the alternative in which all the verbs follow the same pattern of the underlined verb in the excerpt: "They've known since the heyday of 'political correctness gone mad' that nothing stirs up the wrath of Middle England like a story about someone <u>trying to ban</u> words".

- (A) risk – postpone – urge – begin
- (B) hate – stop – encourage – avoid
- (C) advise – persuade – regret – love
- (D) go on – stop – regret – remember

COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

QUESTION 10

Select the sentence that best paraphrases the excerpt:

"Language is only one of the issues the report urges schools to tackle. […] But language was the main theme picked up in media reporting on the new guidelines".

(A) Language is only one of the issues the report urges schools to tackle. Therefore, language was the main theme picked up in media reporting on the new guidelines.

(B) In spite of the fact that language is only one of the issues the report urges schools to tackle, it was the main theme picked up in media reporting on the new guidelines.

(C) Language was the main theme picked up in media reporting on the new guidelines. Moreover, language is only one of the issues the report urges schools to tackle.

(D) On the one hand, language was the main theme picked up in media reporting on the new guidelines. Thus, it is only one of the issues the report urges schools to tackle.

QUESTION 11

The words WRATH (§ 3), DEMEANING (§ 5) and SENSIBLE (§ 7) were used in Cameron's text.

Choose the group of synonyms which could respectively replace them.

(A) rage, disdainful, wise
(B) woe, fair-spoken, reasonable
(C) grudge, degrading, emotional
(D) contempt, complimentary, shrewd

QUESTION 12

Consider the excerpt "It's to the organization's credit that it's saying that it shouldn't be tolerated".

The subjunctive mood has been correctly used to rephrase it in all the sentences, **EXCEPT**

(A) It's desirable that sexism shouldn't be tolerated.
(B) It's desirable that sexism don't be tolerated.
(C) It's desirable for sexism not to be tolerated.
(D) It's desirable that sexism not be tolerated.

QUESTION 13

Santos (2012) points out that a sociointeractional approach to learning occurs from the development of a context in which a more competent partner gives the learner the necessary support in the learning process, emphasizing the idea that the learning process is always mediated. Such mediation involves the interaction between teachers, students, resources and teaching materials. Still, on the relevant aspects of the sociointeractional approach to learning, the author mentions Vygotsky's notion that language is the most important mediating tool. Therefore, thinking, reading, writing, and talking about a specific topic have an important impact on our understanding of the world.

Thus, regarding the teaching and learning of reading from a sociointeractional perspective and the role strategies have in that process, it is possible to draw some conclusions. Read the conclusions below, decide which ones are in accordance with that approach and mark the most adequate answer A – D.

I. Developing learner strategies in the foreign language reading class implies that the learner will be at the centre and in control of the use of strategies, being the agent of his/her strategic decisions.

II. Since the 1990s, reading has come to be understood as a complex and dynamic activity that involves not only bottom-up and top-down cognitive processes, but also other contextual elements such as the reader's experience with other texts, the medium in which the text is written and the reader's decisions, as well as the reading strategies that he/she uses.

III. Successful readers often focus their attention on the general meaning of the text, but always use the dictionary when they encounter unfamiliar words. They also seek to break up word groups into single words to improve their comprehension.

IV. Activation of the student's prior knowledge of a subject, attention to the title of the text, its images, as well as typographic marks (font type, bold, italics, etc.) and identification of the textual genre are important pre-reading strategies that can lead the learner to formulate successful hypotheses about the text, making it easier to understand.

COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

The correct option is

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

TEXT 2

"In spite of sharing Fairclough's (1995/2010) view that the pedagogy of multiliteracies is situated in a critical language awareness perspective since its constructions parts from the problematization of work, citizenship and lifeworlds relations in the new global capitalism to propose the (re)design of meanings so as to account for the multiplicity of semiosis and lifestyles in contemporaneity, we can still notice that, in several aspects, the pedagogy designed by the New London Group legitimize some of the orders of discourse from this same capitalism it criticizes. Such a legitimation appears, for instance, in the comparison between teachers and managers used to define the notion of designer. It can also be noticed in the emphasis the Group places on the preparation for the labor market, even though the development of a metalanguage able to raise critical awareness about every practice is also emphasized. It is also worthwhile to highlight that the pedagogy of multiliteracies was thought as an educational alternative to respond to the "dramatic global economic change" we have been going through "as new business and management theories and practices emerge across the developed world" (NEW LONDON GROUP, 2000, p.10). Within this context, the fact of the multiliteracies pedagogy be constructed in the clash between legitimatizing and problematizing crystallized literacy practices from this developed world in the search of alternative life and educational designs becomes comprehensible."

OLIVEIRA, M. B. F.; SZUNDI, P. T. C. Multiliteracies Practices at School: for a responsive education to contemporaneity.
Bakhtiniana, São Paulo, v. 9, n. 2, Jul./Dec. 2014, p. 202, 203.

BASED ON TEXT 2, ANSWER QUESTION 14

QUESTION 14

According to the text, we may say that

    (A) Despite criticizing capitalism, the New London Group ends up legitimatizing some of its orders of discourse.
    (B) Due to the fact that they fail to problematize crystallized literacy practices, the New London group ends up legitimatizing the orders of discourse of capitalism.
    (C) Although the New London Group shares Fairclough's view on the pedagogy of multiliteracies, they fail to account for the multiplicity of semiosis and lifestyles in contemporaneity.
    (D) Since the New London Group does not share Fairclough's view on the pedagogy of multiliteracies, they construct a multiliteracies pedagogy which is capable of legitimatizing and problematizing crystallized literacy practices.

TEXT 3

"Despite the contemporary calling of the speech/textual genre conceptions to deal with privations in the educational system (ROJO, 2008), the treatment given to genre, especially in theories operating with the notion of textual genre, has mainly focused on genre's stable characteristics and on the development of competencies/capacities that lead to the comprehension and production of the oral and written genres circulating in the social world.

One of the implications of this kind of treatment for the literacy practices at school has considerably often been the genre displacement from micro and macrolinguistic contexts that interact in meaning construction to abstractly focus on the stable characteristics defining news, comics, recipes, editorial, blogs etc. Another, and maybe more serious, unfolding is that since it doesn't look at how genres mingle and hybridize with other genres and semiosis in processes of constant (re)designing meanings, such a treatment can end up contributing to the mere (re)production of genres legitimized by school, leaving little or no space at all for the innovations and destabilization that mingling and transgression processes print to texts in contemporaneity and, as a consequence, for a critical position in relation to meanings constructed in the margins of what school validates as acceptable literacy practices."

OLIVEIRA, M. B. F.; SZUNDI, P. T. C. Multiliteracies Practices at School: for a responsive education to contemporaneity.
Bakhtiniana, São Paulo, v. 9, n. 2, Jul./Dec. 2014, p. 206,207.

COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

BASED ON TEXT 3, ANSWER QUESTIONS 15-16

QUESTION 15

In the excerpt "the treatment given to genre, especially in theories operating with the notion of textual genre, has mainly focused on genre's stable characteristics", the present perfect tense has been used to express the idea that the treatment given to genre

- (A) no longer focuses on genre's stable characteristics.
- (B) used to focus on genre's stable characteristics.
- (C) still focuses on genre's stable characteristics.
- (D) has to focus on genre's stable characteristics.

QUESTION 16

The sentence in which the underlined word shares the same word class as "abstractly" in "to abstractly focus on the stable characteristics defining news, comics, recipes, editorial, blogs etc" is:

- (A) That was a kindly gesture.
- (B) Despite waking up early, Bill drove fast to work.
- (C) Make sure you take in your daily dose of calcium.
- (D) She's found it hard to focus on the test since it was very noisy outside.

TEXT 4

"It must be fairly obvious from the discussion in the foregoing paragraphs that the very concept of 'World Englishes' throws a number of challenges at all those of us who are in one way or another involved in it. For ELT professionals all over the world, it means, among other things, having to take a fresh look at many of the things that have been taken for granted for long.

Consider, for instance, the following. World English is not the mother-tongue of *anyone* – and this includes even those who used to rejoice in their status as the 'native-speakers' of their own varieties of English. This is so because World English is a language that is in the making and, from the looks of it is bound to remain so for the foreseeable future. Incidentally, any temptation to consider World English a pidgin would be totally misguided in that it is not a make-shift language, nor one that is progressing towards a full-fledged language in its own right. Nor, for that matter, is it gathering a new generation of native speakers. Rather, it is resistant to the very terminology that the linguists resort to in describing conventional 'natural' languages."

RAJAGOPALAN, K. **The identity of "World English"**: New Challenges in Language and Literature.
Belo Horizonte: FALE/UFMG, 2009, p.104.

BASED ON TEXT 4, ANSWER QUESTIONS 17-18

QUESTION 17

The word "SO" is used anaphorically in two instances in the excerpt: "This is so because World English is a language that is in the making and, from the looks of it is bound to remain so for the foreseeable future." They were used to refer respectively to the fact that

- (A) World English is not a mother tongue of anyone / the fact that World English is a language in the making.
- (B) we attempt to consider World English a pidgin / the fact that World English is a language in the making.
- (C) World English is a language in the making / the fact that World English is not a mother tongue of anyone.
- (D) some people rejoice in their status as native speakers / the fact that we attempt to consider World English a pidgin.

COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

QUESTION 18

Considering the word formation process, the prefix FORE in the words "foregoing" and "foreseeable", used in the text, carries the same meaning as the prefixes in the following words:

(A) forensic, anteater, protocol
(B) forward, upgrade, antiseptic
(C) foreword, predict, antenuptial
(D) forthcoming, pre-war, outnumber

TEXT 5

"In other words, there are those among us who argue that the future of English is dependent on the likelihood or otherwise of the U.S. continuing to play its hegemonic role in world affairs. Since that possibility seems uncertain to many, especially in view of the much-talked-of ascendancy of emergent economies, many are of the opinion that English will soon lose much of its current glitter and cease to be what it is today, namely a world language. And there are those amongst us who further speculate that, in fifty or a hundred years' time, we will all have acquired fluency in, say, Mandarin, or, if we haven't, will be longing to learn it. […] Consider the following argument: a language such as English can only be claimed to have attained an international status to the very extent it has ceased to be national, i.e., the exclusive property of this or that nation in particular (Widdowson). In other words, the U.K. or the U.S.A. or whosoever cannot have it both ways. If they do concede that English is today a world language, then it only behooves them to also recognize that it is not their exclusive property, as painful as this might indeed turn out to be. In other words, it is part of the price they have to pay for seeing their language elevated to the status of a world language. Now, the key word here is "elevated". It is precisely in the process of getting elevated to a world status that English or what I insist on referring to as the "World English" goes through a process of metamorphosis."

RAJAGOPALAN, K. **The identity of "World English"**. New Challenges in Language and Literature. Belo Horizonte: FALE/UFMG, 2009, p. 99-100.

BASED ON TEXT 5, ANSWER QUESTIONS 19-21

QUESTION 19

The author's main purpose in this paragraph is to

(A) talk about the growing role of some countries in the spread of English in world affairs.
(B) explain the process of changing which occurs when a language becomes international.
(C) raise questions about the consequences posed to a language when it becomes international.
(D) alert to the imminent rise of emergent countries and the replacement of English as a world language.

QUESTION 20

The argument presented by Widdowson and cited in the paragraph means that

(A) one can only say that a language has become international when it is no longer considered a national property.
(B) for a language to become international, it is necessary that its users belong to more than one nationality.
(C) once a language has been claimed national it can no longer be considered international.
(D) nations can only claim an international language as their property to a certain extent.

COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

QUESTION 21

Ellipsis and substitution can be used as resources for avoiding repetition.

There are examples of ellipsis and substitution in the excerpt "And there are those amongst us who further speculate that, in fifty or a hundred years' time, we will all have acquired fluency in, say, Mandarin, or, if we haven't, will be longing to learn it.".

Mark the alternative that contains an example of ellipsis only.

(A) You ought to study Mandarin and practise it.
(B) Sue speaks Mandarin, as do her two brothers.
(C) The teacher clearly liked the students, and they her.
(D) Cathy could speak Mandarin much better than Sue.

TEXT 6

"Probably the best-known and most often cited dimension of the WE (World Englishes) paradigm is the model of concentric circles: the 'norm-providing' inner circle, where English is spoken as a native language (ENL), the 'norm-developing' outer circle, where it is a second language (ESL), and the 'norm-dependent' expanding circle, where it is a foreign language (EFL). Although only 'tentatively labelled' (Kachru, 1985, p.12) in earlier versions, it has been claimed more recently that 'the circles model is valid in the senses of earlier historical and political contexts, the dynamic diachronic advance of English around the world, and the functions and standards to which its users relate English in its many current global incarnations' (Kachru and Nelson, 1996, p. 78)."

PENNYCOOK, A. **Global Englishes and Transcultural Flows**. New York: Routledge, 2007, p. 21.

BASED ON TEXT 6, ANSWER QUESTION 22

QUESTION 22

According to the text, it is possible to say that the "circles model" established by Kachru

(A) represents a standardization of the English language.
(B) helps to explain the historicity of the English language.
(C) establishes the current standards of the English language.
(D) contributes to the expansion of English as a foreign language.

TEXT 7

"This, then, is the site of resistance, change, adaptation and reformulation. It is akin to what Canagarajah (1999) in his discussion of resistance to the global spread of English describes as a 'resistance perspective', highlighting the ways in which postcolonial subjects 'may find ways to negotiate, alter and oppose political structures, and reconstruct their languages, cultures and identities to their advantage. The intention is not to reject English, but to reconstitute it in more inclusive, ethical and democratic terms."

PENNYCOOK, A. **Global Englishes and Transcultural Flows**. New York: Routledge, 2007, p. 29.

BASED ON TEXT 7, ANSWER QUESTION 23

QUESTION 23

The sentence that best preserves the meaning of the following excerpt "The intention is not to reject English, but to reconstitute it." is:

(A) Rather than rejecting English, the intention is to reconstitute it.
(B) Besides rejecting English, the intention is to reconstitute it.
(C) Despite rejecting English, the intention is to reconstitute it.
(D) The intention is to reject English in order to reconstitute it.

COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

TEXT 8

"As far as practical conditions and educational relevance are concerned, virtually no major change has occurred in order to justify reframing our teaching. However, in what concerns social relevance, it is undeniable that the growth of the Internet has provided a new context for the use of the English language outside schools. For that reason, it is my belief that skills other than reading may now be taught in our classes without representing a return to a rationale that is alien to our schools. The teaching of writing in the context of Internet genres and practices is definitely necessary, if we want our students to have their own voice, becoming able to project their own local identities in global contexts."

ALMEIDA, R. L. T. The teaching of English as a foreign language in the context of Brazilian regular schools: a retrospective and prospective view of policies and practices. **Revista Brasileira de Linguística Aplicada**, Belo Horizonte, v. 12, n. 2, 2012, p. 347.

BASED ON TEXT 8, ANSWER QUESTIONS 24-25

QUESTION 24

Read the sentences below and decide which ones are in accordance with the ideas presented in the text. Mark the most adequate answer A-D.

I.   The internet has introduced a new relevance for learning a foreign language.
II.   Practical conditions and educational relevance have justified changes to teaching.
III.   The use of the English language outside schools has always been considered relevant.
IV.   The author claims that reading should be the focus of teaching English in schools.
V.   Producing internet related texts may be a way to empower our students.

The correct option is

(A) I, II, III and IV.
(B) I and II.
(C) II, III and IV.
(D) I and V.

QUESTION 25

The same word may belong to different word classes. In text 8, for example, the word "alien" is an adjective, but it could also be a noun in another context.

Select the group of words below in which there is ONE element that belongs to only one word class.

(A) Way, young, voice
(B) Young, cake, voice
(C) Cake, voice, reason
(D) Voice, project, rationale

COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

PROVA ESCRITA DE INGLÊS

SEGUNDA PARTE – QUESTÕES DISCURSIVAS (100 pontos)

QUESTÃO 1
Valor total da questão: 20 pontos

Rajagopalan (2005) points out that "Language, it is widely admitted today, is fraught with power relations. And the activity of teaching only brings to light the unequal distribution of power between the parties involved". Moreover, he continues, "issues relating to unequal power relations between the parties involved are no longer considered external or marginal to discussions about language teaching". In the light of Rajagopalan's words and Deborah Cameron's ideas expressed in the article "School for sexism", answer:

Why is it important that foreign language classes approach issues which, in the past, were considered "marginal" or "external" to language teaching? Support your ideas with practical examples and references.

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COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

QUESTÃO 2

Valor total da questão: 20 pontos

TEXT 1

"An artful teacher sees a child's difficulty in learning to read not as a defect in the child but as a defect "of his own instruction." So he must find a way of explaining what is bothering the pupil. He must do a piece of experimental research, then and there, in the classroom. And because the child's difficulties may be unique, the teacher cannot assume that his repertoire of explanations will suffice, even though they are 'at the tongue's end.' He must be ready to invent new methods and 'must endeavor to develop in himself the ability of discovering them'.[…]

When someone reflects-in-action, he becomes a researcher in the practice context. He is not dependent on the categories of established theory and technique, but constructs a new theory of the unique case. His inquiry is not limited to a deliberation about means which depends on a prior agreement about ends. He does not keep means and ends separate, but defines them interactively as he frames a problematic situation. He does not separate thinking from doing, ratiocinating his way to a decision which he must later convert to action. Because his experimenting is a kind of action, implementation is built into his inquiry. Thus reflection-in-action can proceed, even in situations of uncertainty or uniqueness, because it is not bound by the dichotomies of Technical Rationality."

SCHON, D. **The Reflective Practitioner**: how professionals think in action. New York: Basic Books: 1983, p. 66-68.

TEXT 2

"Work on teacher education (for teachers in general as well as for language teachers in particular) has been moving for some time in the direction of looking to the practitioners as the people who will conduct the most productive research in the field. This started with the renewed interest in the paradigm of Action Research, whereby teachers were invited to identify practical classroom problems, and then try out possible solutions (the 'action' part), and to continue to make changes until they solved the original problem (see KEMMIS and McTAGGART, 1988). For this purpose it was considered unnecessary for them to follow standard academic research practice and thus try to run a 'control' group alongside the class they were experimenting with. But in other respects they were encouraged to follow standard academic practices of data collection and analysis, in order to reach professionally valid conclusions about what worked for them and what did not (see NUNAN, 1989, p.12-14)."

MILLER, C. R.; KELLY, A. R. Discourse Genres. In: ROCCI, A.; SAUSSURE, L.
Verbal Communication. Berlin; Boston: De Gruyter Mouton, 2016, p. 15.

Based on the ideas exposed in the extracts above concerning research practices, comment on a "unique problem" you have come across in your teaching practice and how you managed to find a solution for it.

COLÉGIO PEDRO II
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Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

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COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

QUESTÃO 3

Valor total da questão: 20 pontos

TEXT 1

"It is my contention that most, if not all, of the students learning English in schools in non-English-speaking countries will need that language not in order to interact within a specific English speech community, but rather to communicate with other English speakers (some native but probably most non-native), both intra- and internationally. In other words, they need to learn English as a lingua franca (ELF): and the main goal of their teachers is to prepare them to function effectively in such contexts."

UR, P. English as a Lingua Franca. **Cadernos de Letras**, Rio de Janeiro, UFRJ, n .27, dez. 2010, p. 85.

TEXT 2

"The PCN (Brazilian National Curricular Parameters – 1998) present at least three groups of reasons why the focus on reading seems to be more applicable to the majority of Brazilian schools: Social, educational, and practical considerations should be taken into account. Social reasons have to do with the possibility and need for using the language outside school. […] This has to do with the fact that, in Brazil, English is not a second language; it is a foreign language. And it has to be taught as such. We are not talking about a context where

our students will be facing the need to use the oral skills outside schools or language institutes. In other words, in terms of social relevance, it makes very little sense to focus on the oral skills."

ALMEIDA, R. L. T. The teaching of English as a foreign language in the context of Brazilian regular schools: a retrospective and prospective view of policies and practices. **Revista Brasileira de Linguística Aplicada**, Belo Horizonte, v. 12, n. 2, 2012, p. 336,337.

In the two extracts above Almeida and Ur present rather opposing views on the teaching of English based on their understanding of learners' needs in non-English-speaking countries: English as a Lingua Franca (ELF) and English as a Foreign Language (EFL). Discuss the implications of these two perspectives for the teaching of English in the Brazilian public education setting nowadays.

COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

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COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

QUESTÃO 4

Valor total da questão: 40 pontos

TEXT 1

"Nowadays, the restricted access to the Internet and to the use of technology reinforces inequality. It is a fact that those who are able to use the tools offered by the Internet, will be better prepared for the challenges of the world. Having these in mind, the BNCC prioritizes the inclusion of a general competence that points to the mastering of the technological aspects and is present in abilities of all curricular components" (ALMEIDA, 2012).

The BNCC for "Ensino Fundamental" introduces six specific competences, the fifth of them, related to technology, as follows:

TEXT 2

COMPETÊNCIAS ESPECÍFICAS DE LÍNGUA INGLESA PARA O ENSINO FUNDAMENTAL

5. Utilizar novas tecnologias, com novas linguagens e modos de interação, para pesquisar, selecionar, compartilhar, posicionar-se e produzir sentidos em práticas de letramento na língua inglesa, de forma ética, crítica e responsável.

The BNCC is also organized in axes and their corresponding thematic units, objects of knowledge and abilities. Here, we will look at the Intercultural Dimension axis.

TEXT 3

EIXO DIMENSÃO INTERCULTURAL – Reflexão sobre aspectos relativos à interação entre culturas (dos alunos e aquelas relacionadas a demais falantes de língua inglesa), de modo a favorecer o convívio, o respeito, a superação de conflitos e a valorização da diversidade entre os povos.

A língua inglesa no cotidiano da sociedade brasileira/comunidade	Presença da língua inglesa no cotidiano

(EF06LI25) Identificar a presença da língua inglesa na sociedade brasileira/comunidade (palavras, expressões, suportes e esferas de circulação e consumo) e seu significado.

(EF06LI26) Avaliar, problematizando elementos/produtos culturais de países de língua inglesa absorvidos pela sociedade brasileira/comunidade.

Consider the extracts from the BNCC given above and the following pedagogical context to devise an activity that could enable students to develop the two abilities in the chart (EF06LI25/EF06LI26). Describe the activity and the steps to implement it.

Grade: 6th

Number of students: 30

COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

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COLÉGIO PEDRO II
Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

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Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

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Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

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Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

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Concurso Público de Provas e Títulos para preenchimento de cargos vagos da
Carreira de Magistério do Ensino Básico, Técnico e Tecnológico – Edital nº 23/2019
PROVA ESCRITA – INGLÊS

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