MINISTÉRIO DA EDUCAÇÃO
COLÉGIO PEDRO II

CADERNO
DE QUESTÕES

INGLÊS

IDECAN
INSTITUTO DE DESENVOLVIMENTO EDUCACIONAL, CULTURAL E ASSISTENCIAL NACIONAL

INGLÊS

Questions 01 to 06 refer to text I.

Text I

Critical Literacy and Foreign Language Education

Understanding the basic principles of Critical Literacy is vital for establishing a viable relationship between EFL teaching and the general (critical) education of the individual. Critical literacy supporters conceive literacy in broader socio-cultural and political terms. Critical literacy is mainly derived from post-structuralism, critical social theory and critical pedagogy. From post-structuralism, critical literacy has borrowed its methods of critique and the understanding of texts as ideological constructions embedded within discursive systems. Based on critical social theory, critical literacy sees texts as continually subjected to methods of social critique. Finally, because of the influence of critical pedagogy, critical literacy practices need to draw on social justice, freedom, and equity as central concerns. As I am discussing critical literacy and language education in Brazilian contexts, I will highlight the contributions of Paulo Freire's Critical Pedagogy. Freire's contributions to the conceptualization of critical literacy are fundamental, as critical literacy essentially determines a different attitude towards reading. Reading the word is not enough**.** As stated in Freire's work, reading the word and reading the world should be intrinsically related, as any text is embedded in comprehensive contexts of social, historical, and power relations that generate it. Moreover, the critical reading of the word within the world, and vice-versa, is a tool for social transformation. Consequently, critical pedagogies to literacy centralize issues of social justice and emancipation. How does critical pedagogy enlighten the roles to be played by EFL teaching in the education, for example, about race relations?

A major concern of Freire's critical pedagogy as well as for other educators committed to critical forms of education is the development of "critical consciousness." Through critical consciousness, students should come to recognize and feel disposed to remake their own identities and sociopolitical realities through their own meaning-making processes and through their actions in the world. Ultimately, critical literacy is an instrument of power and provides a possibility of transforming the society if the empowered individual wants to.

Considering the status of English as a lingua franca, materials, especially those de-signed by publishers in the US and UK, are used for organizing lessons around topics that can be included in classroom activities without causing discomfort, so that the same textbook series can be sold to different parts of the world. Some publishers even have lists of banned topics or rely informally on the acronym PARSNIP (politics, alcohol, religion, sex, narcotics, isms, and pork) as *a rule of thumb*.

The convention of avoidance, then, is related to problems that tend to be purposefully neglected and are those that customarily are the most meaningful issues in real world students' lives. The avoided topics are also close to the ones suggested by OCEM as topics that should be present in Brazilian schools to promote critical literacy. Teachers of English, as well as any other teacher, face, in their daily teaching, educational challenges that go beyond the imagined protected spaces of schools and the imagined worlds portrayed in textbooks. What seems to be relevant in students' lives are not necessarily common topics included in EFL textbooks, such as 'Mr. Smith's weekend' or 'global warming', although these can be considered valid topics to be discussed in classrooms.

Considering all these challenges, it is necessary to define the role of teacher education in this process. Teachers should be seen as transformative agents and their education should be focused upon this perspective. This encompasses the traditional contents of sociology of education, psychology of education, educational legislation and other subjects. But, the specific weight on ELT needs to entail criticism of current practices and suggestions for creating new ones.

(JORGE, M. Critical literacy, foreign language teaching and the education about race relations in Brazil. In: The Latin Americanist, vol. 56, 4, December 2012, pp. 79-90. Available in: https://www.academia.edu . Accessed on September 24ᵗʰ, 2014.)

01

The main idea of the text is
A) the need to suggest new techniques for the teaching of English in Brazil.
B) the relationship between critical literacy and language education in Brazil.
C) the role of teacher education concerning language learning in South America.
D) the use of materials that include uncomfortable topics for most Brazilian students.

02

According to the text, critical literacy involves
A) adopting an interdisciplinary approach in all classes at school.
B) interpreting texts without any discussion about political and social issues.
C) consciousness that texts are built upon issues such as ideology, politics and social values.
D) traditional contents of sociology of education, psychology of education, educational legislation and other subjects.

03

By saying that *"Reading the word is not enough."* (§1), Paulo Freire means that
A) authors in general have great difficulty to express their messages.
B) readers should not attempt to read a text based on their knowledge of the world.
C) texts reflect more often than not the ideas of individuals without necessarily mirroring the concepts of the world.
D) the interpretation of a text is directly connected to questions such as where, when, to whom and why it has been produced.

04

Because of the influence of critical pedagogy, critical literacy encompasses
A) principles of social justice, liberty and equality.
B) apology for alcohol, religion, sex, narcotics, isms, and pork.
C) the methodology based on control of thought and censorship.
D) avoidance of topics such as race discrimination, sexual abuse and bullying.

05

Which alternative describes the conflict between publishers in the US and UK and the suggestions of the OCEM regarding topics to develop critical literacy?
A) The former supports the idea of approaching controversial topics but the latter rejects it.
B) The OCEM suggest banning controversial topics from school materials while the aforementioned publishers favor their inclusion.
C) Both agree that such topics should be included in school materials but that only students in the third year of high school should be exposed to them.
D) Whereas the American and British publishers avoid topics that may cause discomfort, there is a recommendation for such themes in the OCEM.

06

The pronoun THIS in *"This encompasses the traditional contents of sociology […]"* (§ 5) refers to
A) teacher education.
B) the role of the teacher.
C) criticism of current practices.
D) traditional contents of sociology.

Questions 07 to 12 refer to text II.

Text II

Reading Comprehension Instruction

There are widespread and erroneous perceptions that children must know all of the words before they can comprehend a text and that they must comprehend it at the literal level before advancing to comprehension at the inferential level.

Recognizing some words is clearly necessary and central to reading. It is important for children to acquire a set of strategies for figuring out the meanings of words and apply these strategies so that words are recognized automatically. Four groups of strategies exist: (1) common graphophonic patterns (e.g., at in cat, hat, bat), (2) high-frequency or common words used in sentences (e.g., the, a, or), (3) word building (e.g., morphemes, as play in plays, played, playing, playful), and (4) contextual supports gathered through the meanings of sentences, texts, and illustrations. These word recognition strategies are taught as children are engaged in reading and are considered effective in fluency instruction.

Vocabulary and reading comprehension growth occurs side by side even for beginning readers. They each require explicit instruction and lots of reading of stories including repeated readings to teach phonics, to develop sight vocabulary, and to teach children how to decode words; guided retelling using questions that prompt children to name the characters, identify the setting (place and time), speak to the problem, tell what happened, and how the story ended; repeated checking for information; and drawing conclusions. Teaching strategies to children early, explicitly, and sequentially are three key characteristics of effective vocabulary and reading comprehension instruction.

For those who are learning English as second or foreign language, take advantage of their first language knowledge to identify *cognate pairs*, which are words with similar spellings, pronunciations, and meanings in English. To identify the degree of overlap between the two languages is a strategy that has been demonstrated to be effective for Spanish-literate children: learn the words for basic objects (e.g., dog, cat, house, car) that English-only children already know; review and practice passages and stories through read-alouds in order to accelerate the rate at which words can be identified and read; and engage in basic reading skills including spelling.

(PHILLIPS, L.M, NORRIS, S. P. & VAVRA, K.L. Reading Comprehension Instruction (pp. 1-10). Faculty of Education, University of Alberta.
Posted online on 2007-11-20 in: http://www.literacyencyclopedia.ca)

07

Decide whether the following statements are true or false, according to the text above and then choose the right alternative:
I. Comprehension of a text involves understanding of all its words.
II. Children learn how to read naturally, without the support of reading strategies instruction.
III. The development of the lexical system of the language and reading comprehension abilities takes place simultaneously.
IV. The knowledge of transparent words is not beneficial for learners of English as a SL or a FL.
A) Only IV is false.
B) Only III is correct.
C) I and III are correct.
D) II, III and IV are false.

08

All the following English words have a cognate pair in Portuguese, EXCEPT:
A) Cell.
B) Letter.
C) Fabric.
D) Encounter.

09

Indicate the item whose underlined word in the excerpt taken from the text IS NOT an instance of nominalization:
A) *"[…] word building […]"* (§ 2)
B) *"Recognizing some words […]"* (§ 2)
C) *"Teaching strategies to children […]"* (§ 3)
D) *"[…] before advancing to comprehension […]"* (§ 1)

10

In Text 2, the author states: *"Recognizing some words is clearly necessary and central to reading."* (§ 2). In the field of Semantics, there are a number of relations of meaning, such as 'synonym' and 'antonym'. There are also other important relations that children should learn at an early age, namely 'homophone' and 'homograph'. Identify the pairs of words below that exemplify, respectively, each of these two latter relations:
A) knew / new X bow / bow
B) there / their X prey / pray
C) lead / lid X wind / wind
D) to / too X some / sum

11

In relation to *word building*, young readers will be better off learning early the morphemes forming plural nouns. To read and speak appropriately, a child should identify a number of irregular and foreign plural forms, namely:

A) oxen, criteria, boxes, loaves

B) geese, mice, children, syllabi

C) meanings, dice, strategies, teeth

D) spectra, matches, bacteria, analyses

12

An important strategy for understanding and interpreting meanings and intentions in texts is the knowledge of the reasons why the writer opted between active and passive constructions. In this respect, SWAN (2008:410) comments that: *"In a passive clause, we usually use a phrase beginning with by if we want to mention the agent – the person or thing that does the action, or that causes what happens. (Note, however, that agents are mentioned in only about 20 per cent of passive clauses.)"*

In text II, the passive construction is employed several times, as in:

"[…] so that words are recognized automatically." **(§ 2)**

"These word recognition strategies are taught as children […]" **(§ 2)**

"[…] a strategy between the two languages that has been demonstrated to be effective […]" **(§ 4)**

The explanation for the omission of the passive *by-agent* in these sentences is found in:

A) To avoid a long subject.

B) To emphasize the action.

C) To avoid naming the agent so as not to assign or admit responsibility.

D) To emphasize the "doer" of the action as a way of revealing his actions.

Question 13 refers to text III.

Text III

Different ways of reading include:

● _____ […]: rapidly reading a text in order to get the gist, or the main ideas or sense of a text. For example, a reader might use this strategy when reading a film review in order to see if the reviewer liked the film or not.

● _____: reading a text in search of specific information, and ignoring everything else, such as when consulting a bus timetable for a particular time and destination.

[…]

A teaching approach, […], aims to help learners to become more effective readers by training them in the sub-skills of reading, and by teaching them reading strategies. Some of the sub-skills of reading are:

● using contextual and extra-linguistic information (such as pictures, layout, headlines) to make _____ regarding what the text is about

● understanding words and identifying their grammatical function

● guessing the meaning of words from context

● recognizing grammar features, such as _____, and 'unpacking' the syntax of sentences

● identifying the topic of the text, recognizing topic changes

● identifying text-type, text purpose, and text organization, and identifying and understanding _____ and other cohesive devices (…)

● identifying key information from less important information

● inferring the writer's attitude

● identifying what _____ in a text refer to.

(THORNBURY, S. An A-Z of ELT – A dictionary of terms and concepts used in English Language Teaching. Oxford: Macmillan Publishers Limited, 2006. pp. 190-191.)

13

Identify the correct sequence of the missing words in the text:

(1) word endings

(2) predictions

(3) skimming

(4) discourse markers

(5) scanning

(6) pronouns

A) (5), (3), (2), (4), (6), (1).

B) (3), (5), (2), (1), (4), (6).

C) (3), (5), (4), (1), (6), (2).

D) (5), (2), (3), (1), (4), (6).

Questions <u>14</u> to <u>18</u> refer to text IV.

Text IV
Identity and Interaction: a sociocultural linguistic approach

Different research traditions within sociocultural linguistics have particular strengths in analyzing the varied dimensions of identity outlined in this article. The method of analysis selected by the researcher makes salient which aspect of identity comes into view, and such 'partial accounts' contribute to the broader understanding of identity that we advocate here. Although these lines of research have often remained separate from one another, the combination of their diverse theoretical and methodological strengths – including the microanalysis of conversation, the macroanalysis of ideological processes, the quantitative and qualitative analysis of linguistic structures, and the ethnographic focus on local cultural practices and social groupings – calls attention to the fact that identity in all its complexity can never be contained within a single analysis. For this reason, it is necessary to conceive of sociocultural linguistics broadly and inclusively. The five principles proposed here – Emergence, Positionality, Indexicality, Relationality, and Partialness – represent the varied ways in which different kinds of scholars currently approach the question of identity. Even researchers whose primary goals lie elsewhere can contribute to this project by providing sophisticated conceptualizations of how human dynamics unfold in discourse, along with rigorous analytic tools for discovering how such processes work. While identity has been a widely circulating notion in sociocultural linguistic research for some time, few scholars have explicitly theorized the concept. The present article offers one way of understanding this body of work by anchoring identity in interaction. By positing, in keeping with recent scholarship, that identity is emergent in discourse and does not precede it, we are able to locate identity as an intersubjectively achieved social and cultural phenomenon. This discursive approach further allows us to incorporate within identity not only the broad sociological categories most commonly associated with the concept, but also more local positionings, both ethnographic and interactional. The linguistic resources that indexically produce identity at all these levels are therefore necessarily broad and flexible, including labels, implicatures, stances, styles, and entire languages and varieties. Because these tools are put to use in interaction, the process of identity construction does not reside within the individual but in intersubjective relations of sameness and difference, realness and fakeness, power and disempowerment. Finally, by theorizing agency as a broader phenomenon than simply individualistic and deliberate action, we are able to call attention to the myriad ways that identity comes into being, from habitual practice to interactional negotiation to representations and ideologies.

It is no overstatement to assert that the age of identity is upon us, not only in sociocultural linguistics but also in the human and social sciences more generally. Scholars of language use are particularly well equipped to provide an empirically viable account of the complexities of identity as a social, cultural, and – most fundamentally – interactional phenomenon. The recognition of the loose coalition of approaches that we call sociocultural linguistics is a necessary step in advancing this goal, for it is only by understanding our diverse theories and methods as complementary, not competing, that we can meaningfully interpret this crucial dimension of contemporary social life.

(BUCHOLTZ, M.; HALL, K. Identity and interaction: a sociocultural approach. In: Discourse Studies, vol 7 (4-5). London: SAGE, 2005. pp. 585-614.)

14
Choose the best ending for the following sentence, according to the text: *In order to understand the construction of identity, _____.*
A) it is necessary to focus on one method of analysis
B) the researcher should make salient the aspect he or she wants to analyse
C) it is ideal to analyse the negotiations in conversations as a single line of research
D) it is advisable to take into account a variety of aspects from different lines of research

15
By reading the text, we can infer that, according to Bucholtz and Hall,
A) identity is restricted to the individual.
B) identity is constructed within interaction.
C) identity evolves irrespective of discourse.
D) identity is mainly a psychological phenomenon.

16
The alternative that shows the same process of word formation as in INTERACTIONAL – APPROACH – SOCIOCULTURAL is, respectively:
A) themselves – transform – within
B) scholarship – further – elsewhere
C) complexity – reason – discovering
D) intersubjectively – achieved – fundamental

17
The conjunction BECAUSE in *"Because these tools are put to use in interaction, the process of identity construction does not reside within the individual but in intersubjective relations of sameness and difference, realness and fakeness, power and disempowerment."* (§ 1) could be replaced without change of meaning, by
A) due to.
B) as for.
C) in order that.
D) due to the fact that.

18
Analyse the underlined words in the given sentence from the text and identify the one that DOES NOT function as an adjective. *"Although these lines of research have often remained separate from one another, the combination of their diverse theoretical and methodological strengths […] calls attention to the fact that identity in all its complexity can never be contained within a single analysis."* (§ 1).
A) all
B) their
C) these
D) another

Questions 19 and 20 refer to text V.

Text V

[…] Language teachers can ill afford to ignore the sociocultural reality that influences identity formation in the classroom, nor can they afford to separate the linguistic needs of learners from their social needs. In other words, language teachers cannot hope to fully satisfy their pedagogic obligations without at the same time satisfying their social obligations. They will be able to reconcile these seemingly competing forces if they "achieve a deepening awareness both of the sociocultural reality that shapes their lives and of their capacity to transform that reality" (van Manen, 1977, p. 222). Such a deepening awareness has a built-in quality that transforms the life of the person who adopts it. Studies by Clandinin, Davies, Hogan, and Kennard (1993) attest to this self-transforming phenomenon:
As we worked together we talked about ways of seeing new possibility in our practices as teachers, as teacher educators, and with children in our classroom. As we saw possibilities in our professional lives we also came to see new possibilities in our personal lives. (p. 209)
(KUMARAVADIVELU, B. Toward a Post-method Pedagogy. In: Tesol Quarterly, vol.35, No. 4, Winter, 2001, p.544.)

19
Choose the alternative best related to what Kumaravadivelu suggests about post-method teachers:
A) Transformation takes place in the classroom and affects learners more than teachers.
B) The empowerment of learners will not lead to satisfying teachers' pedagogic obligations.
C) Post-method teachers are supposed to cope with both students' linguistic and social demands.
D) By fostering identity formation in the classroom, it will be possible to teach learners about social skills.

20
Considering the expression *"can ill afford"* in the excerpt […] *"Language teachers can ill afford to ignore […]"* (first lines of the text), we can say that language teachers
A) are aware of the necessity of helping their students shape their identities.
B) barely consider the influence of reality in their students' identity formation.
C) badly perceive the influence of sociocultural aspects in their students' identity formation.
D) should definitely account for sociocultural influence in the formation of their students' identities.

Questions 21 to 25 refer to text VI.

Text VI

Critical Discourse Analysis

We have seen that among many other resources that define the power base of a group or institution, access to or control over public discourse and communication is an important "symbolic" resource, as is the case for knowledge and information (van Dijk 1996). Most people have active control only over everyday talk with family members, friends, or colleagues, and passive control over, e.g. media usage. In many situations, ordinary people are more or less passive targets of text and talk, e.g. of their bosses or teachers, or of the authorities, such as police officers, judges, welfare bureaucrats, or tax inspectors, who may simply tell them what (not) to believe or what to do.

On the other hand, members of more powerful social groups and institutions, and especially their leaders (the elites), have more or less exclusive access to, and control over, one or more types of public discourse. Thus, professors control scholarly discourse, teachers educational discourse, journalists media discourse, lawyers legal discourse, and politicians policy and other public political discourse. Those who have more control over more – and more influential – discourse (and more properties) are by that definition also more powerful.

These notions of discourse access and control are very general, and it is one of the tasks of CDA to spell out these forms of power. Thus, if discourse is defined in terms of complex communicative events, access and control may be defined both for the context and for the structures of text and talk themselves.

(van DIJK, T. A. Critical Discourse Analysis. In: SCHIFFRIN, D.; TANNEN, D.; HAMILTON, H. (eds.).
The Handbook of Discourse Analysis, Wiley-Blackwell, 2003. pp. 352-371.)

21

The author van Dijk suggests that for the analysis of the relations between discourse and power, access to specific forms of discourse is itself a power resource. Which of the following statements best relates to this premise?
A) Some people have control over everyday talk.
B) Most people have control over all sorts of discourse.
C) Some people have control over more influential discourse.
D) A few ordinary people are passively controlled by text and talk.

22

A cohesive text is created in many different ways. Halliday and Hasan (1976) identify five general categories of cohesive devices that create coherence in texts. The sentence below introduces prominently one of those categories. Which is it?
"[…] professors control scholarly discourse, teachers educational discourse, journalists media discourse, and politicians policy and other public political discourse." **(§ 2)**
A) ellipsis
B) reference
C) substitution
D) lexical cohesion

23

Select the expression that CANNOT be considered a synonym for spell out in *"[…] and it is one of the tasks of CDA to spell out these forms of power."* (lines 12, 13)
A) make plain
B) go into detail
C) throw light upon
D) go down the line

24

Choose the alternative with the same meaning of as in *"[…] communication is an important 'symbolic' resource, as is the case for knowledge and information (van Dijk 1996)."* (§ 1) is:
A) He works as a waiter.
C) Leave everything just as you found it.
B) Her skin was white as snow.
D) As it was getting late, we took the children home.

25

Identify the illocutionary force of the professor's utterance below:
Professor to Undergraduates during a class at the university: "How's that paper doing? It's due on Monday."
(Adapted from: http://ccat.sas.upenn.edu/~haroldfs/dravling/illocutionary.html. Accessed on October 24, 2014.)

A) A polite inquiry about the progress of the paper.
B) A demand that the paper be brought on Monday.
C) A request for the students to hand in the paper before Monday.
D) A proposal for a new assignment to be handed in at a later date.

Questions 26 to 28 refer to text VII.

Text VII

The term 'assessment literacy' has been coined in recent years to denote what teachers need to know about assessment. Traditionally, it was regarded as the ability to select, design and evaluate tests and assessment procedures, as well as to score and grade them on the basis of theoretical knowledge. More recent approaches embrace a broader understanding of the concept when taking account of the implications of assessment for teaching. […] Knowing and understanding the key principles of sound assessment and translating those into quality information about students' achievements and effective instruction are considered essential.

(BERGER, A. Creating Language - Assessment Literacy: A Model for Teacher Education. In: HÜTTNER, J.; MEHLMAUER-LARCHER, B.; REICH, S. (eds.) Theory and Practice in EFL Teaching Education: Bridging the Gap. Multilingual Matters, 2012. pp.57-82.)

26

Within a *"broader understanding"* of the concept of assessment, teachers should reflect upon their practice taking some questions into account. Which of the four questions below SHOULD NOT be a priority for assessment concerned with effective instruction?
A) How will the type of assessment selected affect my students?
B) Will this type of assessment tell students about the achievement outcomes we, teachers, value?
C) How can I actively apply test data in a way that students' performance will impact on teaching procedures?
D) Can I formulate tests, decide on the values for each question and correct them mainly according to my acquired, formal knowledge?

27

In the sentence *"Traditionally, it was regarded as the ability to select, design and evaluate tests and assessment procedures, as well as to score and grade them on the basis of theoretical knowledge"* (§ 1), examples of _____ can be identified. Choose the word that best completes the blank:
A) exegeses   B) anaphora   C) exophora   D) cataphora

28

Match the descriptions that apply to summative, formative or diagnostic assessment. Note that more than one description can apply to one type of assessment.
I. It can help the teacher to identify students' current knowledge of a subject.
II. It provides feedback and information during the instructional process.
III. It takes place when learning has been completed and provides information and feedback that sum up the teaching and learning process.
IV. It is typically given to students at the end of a set point.
A) Diagnostic (IV), formative (II), summative (I, III).
B) Diagnostic (III), formative (I, IV), summative (II).
C) Diagnostic (I), formative (II), summative (III, IV).
D) Diagnostic (IV), formative (I, II), summative (III).

Questions 29 and 30 refer to text VIII.

Text VIII

"When I first lived in Saudi Arabia, I tended to answer questions in Arabic about my health (the equivalent of ' 'How are you'?) with the equivalent of my familiar routine responses of 'Okay' or 'Fine'. However, I eventually noticed that when I asked a similar question, people generally answered with a phrase that had the literal meaning of 'Praise to God'. I soon learned to use the new expression, wanting to be pragmatically appropriate in that context. My first type of answer wasn't 'wrong' (my vocabulary and pronunciation weren't inaccurate), but it did convey the meaning that I was a social outsider who answered in an unexpected way."

(YULE, G. Pragmatics. Oxford: Oxford University Press, 1996. pp.5.)

29

The narrative illustrates the fact that Pragmatics is concerned with:

A) *"the study of the relationship between linguistic forms and the users of those forms"* (YULE, 1996:4)

B) *"the study of the relationships between linguistic forms and entities in the world, that is, how words literally connect to things"* (YULE, 1996:4)

C) *"the formal relation of signs to one another and relations of signs and the objects to which they are applicable"* (MORRIS, 1938, apud LEVINSON)

D) *"the study of the relationship between linguistic forms, how they are arranged in sequence and which sequences are well formed"* (YULE, 1996:4)

30

According to the principles of Pragmatics, Text 8 illustrates an example of:

A) Overlapping

B) Backchanneling

C) Temporal deixis

D) Dispreferred acts

QUESTÕES DISCURSIVAS

01 (30 points)

1.1 (10 points)
Read the following text and decide whether the statements below it are True or False. In either case, justify your answer.

Reading is a receptive skill. But the fact that it is receptive does not mean that it is passive: reading is an active, even interactive process. Readers bring their own questions to the text, which are based on their background knowledge, and they use these to interrogate the text, modifying their questions and coming up with new ones according to the answers they get. In order to do this, they draw on a range of knowledge bases. They need to be able to decode the letters, words and grammatical structures of the individual sentences – what is called *bottom-up processing*. But they also enlist *top-down processes*, such as drawing on discourse and schematic knowledge, as well as on immediate contextual information. Discourse knowledge is knowing how different text-types are organized, such as news reports, recipes, ads or academic papers. Schematic knowledge is the reader's existing knowledge of the topic (…). Reading involves an interaction between these different 'levels' of knowledge, where knowledge at one 'level' can compensate for lack of knowledge at another (…). Readers also bring their own *purposes* to texts, and these in turn determine the way they go about reading a text. The two main purposes for reading are for *information* (such as when consulting a directory), and for *pleasure* (such as when reading a novel), although these purposes may overlap.

(Adapted from: THORNBURY, Scott. An A-Z of ELT – A dictionary of terms and concepts used in English Language Teaching. Oxford, Macmillan Publishers Limited, 2006 pp. 190-191.)

A) At least two of the aforementioned knowledge types should be activated in a good warm-up activity that precedes the reading of a text.
Justification:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

B) Lack of grammatical knowledge invariably prevents the reader from understanding a text.
Justification:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

1.2 (20 points)

As students progress through school, they are asked to read increasingly complex informational and graphical texts in their courses. The ability to understand and use the information in these texts is key to a student's success in learning. Successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts. However, most students need explicit teaching of these strategies to become better.

Effective readers use strategies to understand what they read <u>before, during, and after reading</u>.

(http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/reading.pdf, Accessed on October 5th, 2014.)

Relying on the principles about reading strategies described above, use the following text – *10 Small Ways to Conserve and Protect Our Environment* **– to prepare activities for a class of regular students of the 8th year of "Ensino Fundamental" from a public school like Colégio Pedro II. You should include pre-reading, during and post-reading activities that encompass both different levels of reading comprehension and checking of the lexical-grammatical elements present in the text in focus.**

10 Small Ways to Conserve and Protect Our Environment

By Gil Cadiz / 1 May 2013

In celebration of Earth Day, here are some reminders about how you can contribute to save our one and only planet. Population boom and fossil fuel based technological advancements have taken a serious toll on our natural environment. So now we need to do our part in reversing the effects of degradation in order for humanity to continue living in a habitable and sustainable way.

In essence, the 3 Rs –<u>Reduce, Reuse and Recycle</u> are still as relevant and important as ever.

Here are 10 simple ways to conserve and protect the environment through small changes to your daily routine for a better world for you, your family, your community and all living things now and forever.
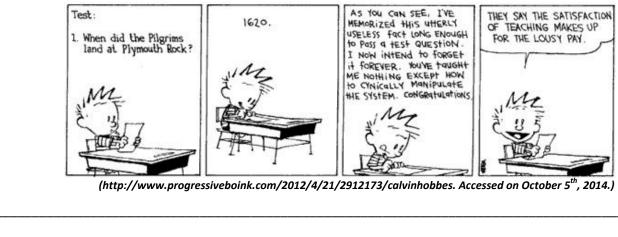
1. Create a compost heap in your garden or use a compost bin. This helps recycle food waste and other biodegradable materials.
2. When going shopping, make it a habit to bring your own eco-bags and say no to plastic bags as much as possible.
3. Join as many tree planting trips as you can.
4. If possible, try carpooling to work, business presentations, events, or even to run errands. Think of ways you can reduce the number of trips you make using your car.
5. Reduce emissions from cars by walking or cycling. These are not just great alternatives to driving, they are also great exercise.
6. Use public transport, when you can, for everyday travel.
7. Send your drinking bottles, paper, used oil, old batteries and used tires to a depot for recycling or safe disposal.
8. Do not pour chemicals and waste oil on to the ground or into drains leading to bodies of water.
9. Wherever possible, separate biodegradable and recyclable waste from non-biodegradable and work to reduce the amount of non-biodegradable or recyclable waste.
10. Reduce the amount of meat you eat, or even better become a vegetarian.

(http://www.qbuzz.qnet.net/2013/05/10-small-ways-to-conserve-and-protect-our-environment/, Accessed on October 19th, 2014.)

_____
_____
_____
_____
_____
_____
- 13 -
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

02 (20 points)

According to the site referred below, "Bill Watson, the creator of Calvin, is criticizing the American public education system, saying how they only teach children to memorise useless information instead of teaching them anything useful, worthwhile or practical." Do you think the comic strip could be a reference to the Brazilian public education system? How would you approach the issue in your pedagogic practice in the context of a regular public school?

(http://www.progressiveboink.com/2012/4/21/2912173/calvinhobbes. Accessed on October 5th, 2014.)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

03 (20 points)
Taking into account the definition of genre in the following text, identify and then comment on the *social purposes* of TEXTS 1 and 2, relating them to their *characteristic features*.

Helping Students to see "Genres" as More Than "Text Types"

By Ramona Tang

One common problem associated with the teaching of the notion of "genre" at any level of schooling is that students often leave with the idea that different "genres" are quite simply different "text types", each characterized by certain pre-determined textual features. Thus letters, for instance, are thought of as that sort of text which necessarily has a date, a salutation, a message, a closing and a signature at the end. Narratives are thought of as necessarily having stages such as an orientation, a complication, and a resolution.

While being a convenient way of teaching and thinking about "genres", I would suggest that focusing purely on the *formal* features of different genres in fact leaves out one of the most important elements of writing – the fact that writing is done for communication, and that we write to accomplish social purposes (e.g. to inform, to entertain, to apologize, to maintain friendship etc.). To put it another way, people do not write to produce a product. We do not write letters, for instance, so that we can hold in our hands a text that has a date, a salutation and so on. We write letters for real social and communicative purposes – to express gratitude to someone, for instance, or to try to get out of paying a parking fine, or to maintain a connection with a loved one in a distant country.

A genre, thus, is much more than a "text type" with a fixed, static, and arbitrary form. Rather, genres have evolved in response to certain social purposes that certain types of writing have to serve; genres have the textual elements that they do because those textual elements have been found over time to be capable of accomplishing what writers typically need to accomplish with those sorts of texts. In this vein, Miller (1984: 151) has argued that "a theoretically sound definition of genre must be centred not on the substance or the form of discourse but on the *action* it is used to accomplish" (my emphasis).

(http://iteslj.org/(The Internet TESL Journal, Vol. XII, No. 8, August 2006). Accessed on October 19, 2014.)

Text 1:

CEO

Multinational company associated with large transnational group, active in several industries, now undergoing restructuring and expansion, seeks highly qualified executive to lead one of its business units.

Required experience: minimum of 10 years in

executive positions with responsibility over business, market development, and identification of new market niches.

Personal characteristics relevant to successful job

performance: flexibility in human relations (horizontal and vertical), team-work skills, leadership, ability to work under pressure.

Outstanding compensation and benefit package.

Please, e-mail your résumé to:

helio@manager.com.br.

Information will be kept strictly confidential.

(Taken from O Globo, 17/08/2003)

TEXT 2:

Jo, darling

Don't be alarmed but there's been a small accident. Tommy fell and cut his chin. There was blood everywhere and he screamed but it isn't too bad. I've taken him to A & E. There'll probably be a wait. Please put the pie on the table in the oven. And can you do some potatoes and a salad with it? Thanks. And darling don't go out. Please stay by the phone in case daddy phones and then you can tell him what's happened. Perhaps you can get on with some homework or something.

Lots of love

Mummy

(DEAN, M. Test Your Reading. Essex, England: Penguin English Guides. 2003. pp. 13.)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

04 (30 points)

The pivotal role of knowledge in production processes and in organization of social life breaks away with the paradigm according to which education would be taken as an instrument to "shape and suit" the professional of the world of labor. Discipline, obedience, strict compliance with rules established, which up until recently were requirements for social inclusion via professional development, have now become irrelevant in view of the emerging requirements brought about by technological and social development […].

The new paradigm stems from the understanding that the competencies that are desirable for full human development are increasingly similar to the requirements for one's inclusion in the production process [...].

[...] What competencies are we talking about? One's ability to sustain abstract reasoning; the development of systems-based thinking, as opposed to a partial and fragmented understanding of the phenomena; creativity, curiosity, the ability to think of multiple alternatives to solve a given problem; in other words, the development of diverging thinking, the ability to work in teams, the willingness to seek and accept criticism, the willingness to take risk, the development of critical thinking, knowing how to communicate, the ability to seek out knowledge.

These are the competencies that ought to be found in the social and cultural sphere as well as in political and social activities as a whole and which are prerequisites for the exercise of citizenship in a democratic context [...].

[…] A new curriculum concept for Secondary Education must reflect contemporary developments and, considering the speed at which changes have occurred in the fields of knowledge and production, it must be bold enough to take a forward-looking approach.

(National Curriculum Parameters – Secondary Education. Chapter 1, Part 3: The role of Education in a technology – based society. FEDERAL GOVERNMENT, MINISTRY OF EDUCATION. Accessed on October 2nd, 2014)

4.1 (15 points)

It is an inspiring time for education and technology. Educational technology is consistently developing and increasingly becoming more commonplace in the classroom and schools are turning into a different kind of environment. Discuss your views about this change, indicating the pros and cons of technology for ELT in the public school context.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

4.2 (15 points)
Propose an activity for a class of the 2nd year of "Ensino Médio" that entails the use of a technological tool of your choice. Describe your pedagogical motivations, the goals of the activity, the competencies to be developed and justify the selection of the technological tool employed.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

1. Material a ser utilizado: caneta esferográfica de tinta azul ou preta. Não é permitido o uso de corretores. Os objetos restantes devem ser colocados em local indicado pelo fiscal da sala, inclusive aparelho celular desligado e devidamente identificado.

2. Não é permitido ao candidato entrar e/ou permanecer no local de exame com armas ou utilizar aparelhos eletrônicos (agenda eletrônica, *bip*, gravador, *notebook*, *pager*, *palmtop*, receptor, telefone celular, *walkman*, MP3 *Player*, *Tablet*, *Ipod*, relógio digital e relógio com banco de dados) e outros equipamentos similares, bem como protetor auricular.

3. Durante a prova, o candidato não deve levantar-se, comunicar-se com outros candidatos.

4. A duração da prova é de 05 (cinco) horas, já incluindo o tempo destinado à entrega do Caderno de Provas e à identificação – que será feita no decorrer da prova – e ao preenchimento do Cartão de Respostas (Gabarito) e Folhas de Texto Definitivo (Discursivas).

5. Somente em caso de urgência pedir ao fiscal para ir ao sanitário, devendo no percurso permanecer absolutamente calado, podendo antes e depois da entrada sofrer revista através de detector de metais. Ao sair da sala no término da prova, o candidato não poderá utilizar o sanitário. Caso ocorra uma emergência, o fiscal deverá ser comunicado.

6. O Caderno de Provas consta de 30 (trinta) questões de múltipla escolha e 04 (quatro) questões discursivas. Leia-o atentamente.

7. **As questões das provas objetivas são do tipo múltipla escolha, com 04 (quatro) opções (A a D) e uma única resposta correta.**

8. Ao receber o material de realização das provas, o candidato deverá conferir atentamente se o Caderno de Provas corresponde ao curso a que está concorrendo, bem como se os dados constantes no Cartão de Respostas (Gabarito) e Folhas de Texto Definitivo (Discursivas) que lhe foram fornecidos estão corretos. Caso os dados estejam incorretos, ou o material esteja incompleto, ou tenha qualquer imperfeição, o candidato deverá informar tal ocorrência ao fiscal.

9. Os fiscais não estão autorizados a emitir opinião e prestar esclarecimentos sobre o conteúdo das provas. Cabe única e exclusivamente ao candidato interpretar e decidir.

10. O candidato poderá retirar-se do local de provas somente a partir de 2 (duas) horas após o início de sua realização, contudo, não poderá levar consigo o Caderno de Provas, sendo permitida essa conduta apenas no decurso dos últimos 60 (sessenta) minutos anteriores ao horário previsto para o seu término.

RESULTADOS E RECURSOS

- As provas aplicadas, assim como os gabaritos preliminares das provas objetivas serão divulgados na *Internet*, no *site* **www.idecan.org.br, a partir das 16h00min do dia subsequente ao da realização das provas**.

- O candidato que desejar interpor recursos contra o gabarito da parte objetiva da prova escrita e o resultado provisório da parte discursiva da prova escrita disporá de **2 (dois) dias úteis**, a partir das respectivas divulgações, utilizando o endereço eletrônico do IDECAN (www.idecan.org.br), seguindo as instruções ali contidas.