**PROVA ESCRITA PARA O EIXO PROFISSIONAL**

# LINGUAGENS, CÓDIGOS E SUAS TECNOLOGIAS
## (OPÇÃO 109)

### INFORMAÇÕES AO CANDIDATO

Você está recebendo:
- um Caderno de Provas
- um Cartão-Resposta.

## CADERNO DE PROVAS

O Caderno de Provas contém, numeradas, 40 (quarenta) questões, sendo 10 (dez) questões de Conhecimentos Pedagógicos e 30 (trinta) de Conhecimentos Específicos, apresentadas no formato de múltipla escolha. Cada questão possui cinco alternativas, das quais **apenas uma** corresponde à resposta correta. Verifique se o seu caderno está completo.

## CARTÃO-RESPOSTA

Na parte superior do Cartão-Resposta, estão impressos: o nome do candidato, o número do documento de identidade e a área de atuação a que concorre. Confira seus dados. Qualquer irregularidade comunique ao fiscal.

Leia atentamente as instruções de preenchimento contidas no Cartão-Resposta.

Em hipótese alguma, dobre, amasse ou rasure o Cartão-Resposta.

Não marque mais de uma resposta para a mesma questão, pois, se assim proceder, esta será anulada.

O Cartão-Resposta não poderá ser substituído.

**OBSERVAÇÕES:**
1. Não caberá aos fiscais dirimir quaisquer dúvidas sobre o conteúdo da Prova Escrita.
2. A Prova Escrita tem duração de 04 (quatro) horas. Por razões de segurança do Concurso, o candidato só poderá deixar o recinto da prova após, no mínimo, uma hora do seu início.
3. Os 03 (três) últimos candidatos deverão permanecer na sala de prova até que todos tenham terminado, podendo dela retirar-se concomitantemente.
4. O Caderno de Provas e o Cartão-Resposta deverão ser devolvidos ao fiscal da sala.

## CONHECIMENTOS PEDAGÓGICOS

01. Estudos sobre o Pensamento Pedagógico Brasileiro nos colocam diante de diferentes tendências pedagógicas que consolidaram o processo educativo no Brasil. Ao longo do tempo, tais tendências estiveram sob influência de acontecimentos diversos, advindos dos campos: econômico, social, cultural e educacional, que apontavam para outros arranjos pedagógicos. Sobre a Tendência Tradicional, é CORRETO afirmar que

I.   tem bases filosóficas no Humanismo Tradicional e toma a Psicologia Inatista como referência.
II.  tem Johann Friedrich Herbart como seu principal precursor.
III. surge, no Brasil, com o advento da República; seus precursores são Johann Friedrich Herbart e John Dewey.
IV.  sua prática pedagógica é centrada na figura docente, tem nascedouro no catolicismo, foi implantada no Brasil pelos padres jesuítas.
V.   sua prática pedagógica se caracteriza, sobretudo, pelo reconhecimento das experiências e vivências dos alunos, considerando seus conhecimentos prévios.

Estão CORRETAS, apenas:

a) II, V e III.
b) I, IV e III.
c) I, II e IV.
d) I, II e III.
e) II, III e V.

02. As tendências pedagógicas contribuem para a compreensão e orientação da prática educativa, considerando como critério a posição que cada tendência adota em relação às finalidades sociais da escola. Essas concepções foram organizadas em dois grandes grupos: a pedagogia liberal e a pedagogia progressista.

Analise as diversas tendências pedagógicas e faça as devidas correspondências, considerando suas respectivas características.

I.   Tendência liberal tradicional.
II.  Tendência liberal renovada progressivista.
III. Tendência liberal renovada não-diretiva.
IV.  Tendência liberal tecnicista.
V.   Tendência progressista libertadora.
VI.  Tendência progressista libertária.
VII. Tendência progressista crítico-social dos conteúdos.

( ) A principal função social da escola refere-se à apropriação do saber, uma vez que, ao garantir um ensino de qualidade, serve aos interesses populares e consolida o papel transformador da escola.
( ) O reconhecimento da autoridade do professor pressupõe uma atitude passiva e receptiva do estudante, especialmente no que se refere aos conhecimentos transmitidos como verdades absolutas.
( ) Considera que a educação escolar objetiva organizar o processo de aquisição de habilidades, atitudes e conhecimentos mediante técnicas específicas, com ênfase no uso de tecnologias educacionais.

(  ) Privilegia métodos de ensino fundamentados em experiências e na solução de problemas, defendendo a premissa *"aprender fazendo"*, sendo papel da escola adequar as necessidades individuais ao meio social.

(  ) A função da escola reside em promover uma educação que transforme a personalidade dos estudantes em um sentido libertário e autogestionário, sendo a autogestão conteúdo e método, cabendo ao professor o papel de orientador.

(  ) Voltada para a formação de atitudes, enfatiza mais as questões psicológicas do que as pedagógicas ou sociais, sendo, portanto, centrada no estudante e no estabelecimento de um clima favorável a uma mudança no indivíduo.

(  ) Estudantes e professores problematizam o cotidiano e, extraindo conteúdos de aprendizagem, atingem um nível de consciência da realidade a fim de nela atuarem na perspectiva de sua transformação.

A sequência correta dessa caracterização, de cima para baixo, é:

a)   III, V, VI, I, II, IV e VII.
b)   I, II, V, VI, III, IV e VII.
c)   II, V, VII, III, I, IV e VI.
d)   VII, VI, IV, V, III, II e I.
e)   VII, I, IV, II, VI, III e V.

03.  Considere o texto abaixo:

"O processo didático se explicita pela ação recíproca de três componentes – os conteúdos, o ensino e a aprendizagem – que operam em referência a objetivos que expressam determinadas exigências sociopolíticas e pedagógicas, e sob um conjunto de condições de uma situação didática concreta (fatores sociais circundantes, organização escolar, recursos materiais e didáticos, nível socioeconômico dos alunos, seu nível de preparo e desenvolvimento mental, relações professor-aluno, etc.)".

LIBÂNEO, José Carlos. **Didática.** São Paulo: Cortez, 1994.

A esse respeito, analise as afirmações a seguir.

I.    A aprendizagem é o resultado da transmissão e da recepção de conhecimentos organizados e executados pelo professor sob determinadas condições técnicas.

II.   O processo de ensino realiza a mediação escolar, articulando objetivos, conteúdos e métodos às condições concretas das situações didáticas.

III.  Os conteúdos, mesmo desvinculados dos objetivos, são suficientes para efetivação do trabalho docente e asseguram a assimilação de habilidades e conhecimentos.

IV.   O ensino é a atividade docente de organização, seleção e explicação dos conteúdos e de organização das atividades de estudo, tendo em vista a aprendizagem ativa dos estudantes.

IV.   Conteúdos, objetivos e métodos constituem uma unidade, não podendo ser considerados isoladamente, sendo o ensino inseparável das condições concretas de cada situação didática.

Estão corretas, apenas:

a)   III, IV e V.
b)   I, III e IV.
c)   I, II e III.
d)   II, IV e V.
e)   I, III e V.

04. Estudos atuais, no campo dos saberes escolares, apontam para a exaustão e a superação da organização curricular fragmentada e descontextualizada, bem como para a perspectiva interdisciplinar como exigência do mundo contemporâneo. Assinale a opção que apresenta características referentes à perspectiva interdisciplinar.

   a) extinção das disciplinas curriculares.
   b) promoção permanente do diálogo entre diferentes campos do saber.
   c) integração de duas ou mais disciplinas curriculares.
   d) sobreposição das disciplinas curriculares.
   e) justaposição de duas ou mais disciplinas curriculares.

05. O Exame Nacional do Ensino Médio – ENEM – assume, atualmente, as seguintes funções avaliativas: a) avaliação sistêmica, ao subsidiar a formulação de políticas públicas; b) avaliação certificatória, ao aferir conhecimentos para aqueles que estavam fora da escola; c) avaliação classificatória, em relação ao acesso ao ensino superior, ao difundir-se como mecanismo de seleção entre as instituições de ensino superior, articulado agora, também, ao Sistema Unificado de Seleção (SISU). A edição 2016 atingiu mais de oito milhões de inscritos. Costumeiramente são produzidos Relatórios Pedagógicos pelo INEP, após a diagnose dos resultados individuais e globais. Tais documentos revelam os perfis socioeconômicos dos inscritos, além de trazer significativas informações sobre as culturas e as práticas curriculares que regulam e ambientam essa oferta de ensino. Diante do exposto, é correto AFIRMAR que:

   I.   os indicadores apontados nos Relatórios Pedagógicos oferecem relevantes subsídios para a reformulação do Ensino Médio no Brasil.
   II.  o processo avaliativo demandado pelo exame auxilia as ações de estudantes, pais/mães, professores, pesquisadores, gestores e dirigentes das instituições escolares envolvidas nesse processo, oferecendo subsídios à (re)elaboração do Projeto Político Pedagógico, bem como outras ações de planejamento da instituição escolar.
   III. a avaliação sistêmica, demandada pelo exame, deverá propiciar a criação de um ranking para divulgar a qualidade de ensino das instituições que lecionam Ensino Médio no Brasil.
   IV.  o referido processo avaliativo fomenta reflexões acerca das políticas e práticas curriculares que envolvem o Ensino Médio no Brasil, além de oferecer condições para a autoavaliação dos envolvidos no processo de ensino e de aprendizagem.
   V.   o referido processo avaliativo atenderá, sobretudo, a sua função precípua que é promover a seleção para o ingresso no Ensino Superior, principalmente nas instituições públicas.

   Estão CORRETAS, apenas:

   a) I, II e IV.
   b) I, III e IV.
   c) II, III e V.
   d) II, IV e V.
   e) III, IV e V.

06. O Projeto Político Pedagógico de uma escola elegeu a concepção da avaliação formativa-reguladora como uma de suas diretrizes pedagógicas, conforme os pressupostos teóricos recorrentes na literatura pertinente. Os professores, ao materializarem tais pressupostos na sua prática pedagógica, são coerentes ao afirmar que:

a) a sua prática pedagógica, especialmente no que se refere aos processos avaliativos, pouca ou nenhuma relação tem com as opções política e ideológica presentes na escola, na sala de aula e no sistema educativo.

b) o papel da escola é preparar para o mundo do trabalho, formando sujeitos competentes, competitivos e consumidores, cabendo à avaliação medir os conhecimentos aprendidos e, a partir dos resultados de testes e provas, decidir pela aprovação ou reprovação.

c) a sua concepção de avaliação requer uma metodologia que utilize uma diversidade de instrumentos avaliativos com os quais possam mensurar as aprendizagens dos estudantes e a tomada de decisão sobre processos de aprovação e reprovação.

d) a avaliação pressupõe a opção por uma prática educativa em que é responsabilidade da escola ensinar e do aluno aprender, sendo tarefa da escola quantificar a aprendizagem dos estudantes.

e) o processo de avaliação da aprendizagem é processual e contínuo, subsidiando e regulando a prática pedagógica do professor desde o planejamento até a execução do ensino, na perspectiva de orientar uma intervenção didática qualitativa e contextualizada.

07. D. Sara reside e trabalha na periferia da região metropolitana de Recife e tem dois filhos. O mais velho terminou o Ensino Fundamental e necessita de uma vaga no Ensino Médio em uma escola pública e gratuita para dar continuidade aos estudos. Depois de percorrer várias escolas no bairro onde mora e em outros bairros próximos, D. Sara não conseguiu vaga no Ensino Médio. Vendo o risco de seu filho ficar sem estudar, D. Sara foi orientada a buscar a garantia do direito social à educação junto ao Poder Público. Para tanto, utilizou como fundamento para sua exigência o que preconiza a Constituição Federal (CF), conforme segue.

I. O atendimento à educação obrigatória, inclusive do Ensino Médio, é direito subjetivo, cabendo ao Poder Público a obrigatoriedade de ofertá-la para todos.

II. A Educação Básica é obrigatória e gratuita dos 4 (quatro) aos 17 (dezessete) anos, o que inclui, necessariamente, a oferta do Ensino Médio para todos os cidadãos.

III. A educação é direito de todos e dever do Estado e da família, mas a Lei prevê apenas a progressiva extensão da obrigatoriedade e gratuidade ao Ensino Médio.

IV. O não oferecimento ou a oferta irregular do Ensino Médio importam a responsabilização da autoridade competente, que é obrigada a providenciar o atendimento.

IV. O Ensino Médio, como etapa final da Educação Básica, prescinde da obrigatoriedade e da gratuidade, não havendo na Constituição Federal qualquer dispositivo que respalde sua oferta nesses termos.

Estão corretas, apenas:

a) II, III e V.
b) I, II e IV.
c) III, IV e V.
d) I, II e III.
e) I, IV e V.

08. A atual Lei de Diretrizes e Bases da Educação Nacional - LDB, sob o número 9.394/96, também conhecida como Lei Darcy Ribeiro, define as diretrizes gerais da educação brasileira. Por meio do TÍTULO IV, DA ORGANIZAÇÃO DA EDUCAÇÃO NACIONAL, trata, especificamente no art. 13, de incumbências docentes, dentre as quais, destacam-se três:

I.  participar da elaboração da proposta pedagógica do estabelecimento de ensino.
II.  fomentar seu próprio desenvolvimento profissional, permanentemente.
III.  fomentar e promover a articulação entre a escola e a comunidade em geral.
IV.  cumprir os dias letivos e as horas-aula estabelecidas, além de participar integralmente dos períodos dedicados ao planejamento, à avaliação e ao desenvolvimento profissional.
V.  colaborar com as atividades de articulação da escola com as famílias e a comunidade.

Estão CORRETAS, apenas:

a)  I, II e III.
b)  I, III e IV.
c)  I, IV e V.
d)  II, III e IV.
e)  II, IV e V.

09. Um gestor de uma escola pública, ao passar pelo pátio, observou um grupo significativo de estudantes debatendo e criticando as condições de estudo e de ensino, além da necessária melhoria da alimentação fornecida. Diante desse cenário, o gestor determinou o fim da reunião e proibiu futuras manifestações.

De acordo com a Lei 8.069, de 13 de julho de 1990, que dispõe sobre a Estatuto da Criança e do Adolescente (ECA), o gestor deveria:

a)  informar aos estudantes que não será permitido a utilização do tempo pedagógico de aula em reuniões estudantis que pouco ou nada contribuirá para a melhoria das condições da escola.
b)  identificar os estudantes e comunicar aos pais a participação desses discentes no movimento, solicitando a tomada de providências para que não ocorram futuras manifestações.
c)  estimular os estudantes a exercerem o direito de organização e participação no Grêmio Estudantil, de forma a sistematizar o diálogo com a gestão sobre suas reivindicações.
d)  lembrar aos professores que, como responsáveis pelo cumprimento da carga horária, compete a eles a gestão da sala de aula, não devendo permitir a saída de estudantes para reuniões.
e)  advertir os estudantes de que a escola não constitui fórum adequado às suas reivindicações, devendo os mesmos se dirigirem à Secretaria de Educação, único órgão capaz de atendê-las.

10. A Resolução CNE/CEB nº 06, de 20 de setembro de 2012, e o Parecer CNE/CEB nº 11, de 09 de maio de 2012, definem Diretrizes Curriculares Nacionais para a Educação Profissional Técnica de Nível Médio. Para efeitos dessas Diretrizes, a oferta da educação técnica de nível médio deve ser desenvolvida nas formas articulada e subsequente ao Ensino Médio.

Analise os casos a seguir e identifique as formas de oferta correspondentes.

I. Paulo terminou o Ensino Médio e, sentindo necessidade de ingressar no mundo do trabalho, resolveu fazer o curso Técnico em Saneamento, com duração de 2 (dois) anos.

II. Maria, estudante do Curso Técnico em Edificações, iniciou seus estudos no primeiro semestre de 2016, com previsão de término no segundo semestre de 2019, quando receberá o certificado de sua habilitação profissional e, ao mesmo tempo, de conclusão do Ensino Médio.

III. Fátima resolveu dar prosseguimento a seus estudos, investindo na sua qualificação profissional em um Curso Técnico em Eventos.

IV. João é um estudante matriculado no Curso Técnico de Nível Médio em Turismo de um *Campus* do IFPE e, ao mesmo tempo, em horários e dias compatíveis, cursa o Ensino Médio em uma escola pública estadual com a qual o IFPE possui convênio.

As formas de oferta são, respectivamente:

a) Subsequente/ Articulada concomitante/ Articulada integrada com Educação de Jovens e Adultos/ Articulada integrada.

b) Articulada integrada/ Sequencial/ Integrada ao Ensino Médio no âmbito do PROEJA/ Articulada concomitante.

c) Articulada concomitante/ Subsequente/ Articulada integrada/ Integrada ao Ensino Médio no âmbito do PROEJA.

d) Subsequente/ Articulada integrada/ Articulada integrada com Educação de Jovens e Adultos/ Articulada concomitante.

e) Sequencial/ Subsequente/ Articulada concomitante/ Articulada integrada com Educação de Jovens e Adultos.

## CONHECIMENTOS ESPECÍFICOS

Read **TEXT 1** and answer questions 11 to 24.

**TEXT 1**

**WHY MILLENIALS WILL SAVE US ALL**

By Joel Stein

I am about to do what old people have done throughout history: call those younger than me lazy, entitled, selfish and shallow. But I have studies! I have statistics! I have quotes from respected academics! Unlike my parents, my grandparents and my great-grandparents, I have proof.

Here's the code, hard data: the incident of narcissistic personality disorder in nearly three times as high for people in their 20s as for the generation that's now 65 or older, according to the National Institutes of Health; 58% more college students scored higher on a narcissism scale in 2009 than in 1982. Millennials got so many participation trophies growing up that a recent study showed that 40% believe they should be promoted every two years, regardless of performance. They are fame-obsessed: three times as many middle school girls want to grow up to be a personal assistant to a famous person as want to be a senator, according to a 2007 survey; four time as many would pick the assistant job over CEO of a major corporation. They're so convinced of their own greatness that the National Study of Youth and Religion found the guiding morality of 60% of millennials in any situation as that they'll just be able to feel what's right. Their development is stunted: more people ages 18 to 29 live with their parents than with a spouse, according to the 2012 Clarck University Poll of Emerging Adults. And they are lazy. In 1992, the non-profit Families and Work Institute reported

that 80% of people under 23 wanted to one day have a job with greater responsibility; 10 years later, only 60% did.

Millennials consist, depending on whom you ask, of people born from 1980 to 2000. To put it more simply for them, since they grew up not having to do a lot of math in their heads, thanks to computers, the group is made up mostly of teens and 20-somethings. At 80 million strong, they are the biggest age grouping in American history. Each country's millennials are different, but because of globalization, social media, the export of Western culture and the speed of change, millennials worldwide are more similar to one another than to old generations within their nations. Even in China, where family history is more important than any individual, the internet, urbanization and the one-child policy have created a generation as overconfident and self-involved as the Western one. And these aren't just rich-kid problems: poor millennials have even higher rates of narcissism, materialism and technology addiction in their ghetto-fabulous lives.

They are the most threatening and exciting generation since the baby boomers brought about social revolution, not because they're trying to take over the Establishment but because they're growing up without one. The Industrial Revolution made individuals far more powerful - they could move to a city, start a business, read and form organizations. The information revolution has further empowered individuals by handing them the technology to compete against huge organizations: hackers vs. corporations, bloggers vs. newspapers, terrorists vs. Nation-states, YouTube directors vs. studios, app-makers vs. entire industries. Millennials don't need us. That's why we're scared of them.

In the U.S, millennials are the children of baby boomers, who are also known as the Me Generation, who then produced the Me Me Me Generation, whose selfishness technology has only exarcebated. Whereas in the 1950s families displayed a wedding photo, a school photo and maybe a military photo in their homes, the average middle-class American family today walks amid 85 pictures of themselves and their pets. Millennials have come of age in the era of the quantified self, recording their daily steps on FitBit, their whereabouts every hour of every day on PlaceMe and their genetic data on 23 and Me. They have less civic engagement and lower political participation than any previous group. This is a generation that would have made Walt Whitman wonder if maybe they should try singing a song of someone else.

They got this way partly because in the 1970s, people wanted to improve kids' chances of success by instilling self-esteem. It turns out that self-esteem is great for getting a job or hooking up at a bar but not so great for keeping a job or a relationship. "It was an honest mistake," says Roy Baumeister, a psychology professor at Florida State University and the editor of Self-Esteem: The puzzle of Low Self-Regard. "The early findings showed that, indeed, kids with high self-esteem did better in school and were less likely to be in various kinds of trouble. It's just that we've learned latter that self-esteem is a result, not a cause." The problem is that when people try to boost self-esteem, they accidentally boost narcissism instead. "Just tell your kids you love them. It's a better message," says Jean Twenge, a psychology professor at San Diego State University, who wrote Generation Me and The Narcissism Epidemic. "When they're little it seems cute to tell them they're special or a princess or a rock star or whatever their T-shirt says. When they're 14 it's no longer cute." All that self-esteem leads them to be disappointed when the world refuses to affirm how great they know they are. "This generation has the highest likelihood of having unmet expectations with respect to their careers and the lowest levels of satisfaction with their careers at the stage that they're at," says Sean Lyons, co-editor of Managing the New Workforce: International Perspectives on the Millennial Generation. "It is sort of a crisis of unmet expectations."

What millennials are most famous for, besides narcissism is its effect: entitlement. If you want to sell seminars to middle managers, make them about how to deal with young employees who email the CEO directly and beg off projects they find boring. English teacher David McCullough Jr.'s address last year to Wellesley High School's graduating class, a 12-minute reality check titled "You Are Not Special," has nearly 2 million hits on YouTube. "Climb the mountain so you can see the world, not so the world can see you," McCullough told the graduates. He says nearly all the response to the video has been positive, especially from millennials themselves; the video has 57 likes for every dislike.

Though they're cocky about their place in the world, millennials are also stunted, having prolonged a life stage between teenager and adult that this magazine once called twixters and will now use once again in an attempt to get that term to catch on. The idea of the teenager started in the 1920s; in 1910, only a tiny percentage of kids went to high school, so most people's social interactions were with adults in their families or in the workplace. Now that cell phones allow kids to socialize at every hour – they send and receive an average of 88 texts a day, according to Pew – they're living under the constant influence of their friends. "Peer pressure is anti-intellectual. It is anti-historical. It is anti-eloquence," says Mark Bauerlein, an English professor at Emory, who wrote The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (or, Don't Trust Anyone Under 30). "Never before in history have people been able to grow up and reach age 23 so dominated by peers. To develop intellectually you've got to relate to older people, older things: 17-year-olds never grow up if they're just hanging around other 17-year-olds." Of all the objections to Obamacare, not a lot of people argued against parents' need to cover their kids' health insurance until they're 26.

Millennials are interacting all day but almost entirely through a screen. You've seen them at bars, sitting next to one another and texting. They might look calm, but they're deeply anxious about missing out on something better. Seventy percent of them check their phones every hour, and many experience phantom pocket-vibration syndrome. "They're doing a behavior to reduce their anxiety," says Larry Rosen, a psychology professor at California State University at Dominguez Hills and the author of iDisorder. That constant search of a hit of dopamine ("Someone liked my status update!") reduces creativity. From 1966, when the Torrance Tests of Creativity Thinking were first administered, through the mid-1980s, creativity scores in children increased. Then they dropped, falling sharply in 1998. Scores on tests of empathy similarly fell sharply, starting in 2000, likely because of both a lack to face-to-face time and higher degrees of narcissism. Not do only millennials lack the kind of empathy that allows them to feel concerned for others, but they also have trouble even intellectually understanding others' points of view.

So, yes, we have all that data about narcissism and laziness and entitlement. But a generation's greatness isn't determined by data; it's determined by how they react to the challenges that befall them. And, just as important, by how we react to them. Whether you think millennials are the new greatest generation of optimistic entrepreneurs or a group of 80 million people about to implode in a dwarf star of tears when their expectations are unmet depends largely on how you view change. Me, I choose to believe in the children. God knows they do.

Source: **Time**. Available at http://time.com/247/millennials-the-me-me-me-generation/
Accessed on October 24, 2016.

11. The main communicative purpose of TEXT 1 is to

   a) present an alternative way of living to this new generation.
   b) announce the appearance of the ME ME ME Generation.
   c) inform that Millennials are the ME ME ME Generation.
   d) report on the greatness of the current generation.
   e) discuss the Millenials as a controversial and perhaps promising generation.

12. According to the author, Millennials are:

   a) interactive and spend all day with the people around them.
   b) famous for their sense of entitlement.
   c) confident about talking with the people around them while at bars.
   d) empowered for having been born from 1995 to 2000.
   e) the most boring generation since social revolution.

13. TEXT 1 is a/an

   a) feature story.
   b) essay.
   c) survey report.
   d) academic article.
   e) summary.

14. In the sentence "Millennials consist, depending on <u>whom</u> you ask, of people born from 1980 to 2000" (paragraph 3), the relative pronoun **whom** refers to

   a) people born from 1980 to 2000.
   b) the Millennials.
   c) the older generation.
   d) the one asked.
   e) teens and 20-somethings.

15. In the sentence: "This is a generation that would have made Walt Whitman wonder if maybe they should try singing a song of someone else." (paragraph 5), the use of '**would have**' is an indication of:

   a) the third conditional as a past situation that did not happen.
   b) the third conditional as a present or future situation which is no longer possible because of the way things have been turned out.
   c) the second conditional as an unreal or improbable situation now or in the future.
   d) the second conditional for prediction of the results or unlikely future conditions.
   e) the third conditional as drawing logical conclusions from probable present situations.

16. In "this generation has the highest likelihood of having *unmet* expectations (...)" (paragraph 6), the prefix *un* means

   a) false
   b) against
   c) not
   d) lacking
   e) the reverse of

17. In the sentence "If you want to sell seminars to middle managers, make them about how to deal with young employees who email the CEO directly and beg off projects **they** find boring." (paragraph 7), the word '**they**' refers to:

   a) young employees.
   b) projects.
   c) middle managers.
   d) seminars.
   e) Millennials.

18. The phrasal verb <u>hooking up</u> in the sentence "It turns out that self-esteem is great for getting a job or hooking up at a bar but not so great for keeping a job or a relationship." (paragraph 6) is most adequately substituted by

    a)  talking loudly.
    b)  meeting people.
    c)  getting a bit merry.
    d)  enjoying themselves.
    e)  being scandalous.

19. In the sentence "So, yes, we have all that data about narcissism and laziness and entitlement." (paragraph 10), the word entitlement is best defined as a

    a)  sense of pluck.
    b)  belief in having responsibility.
    c)  demonstration of grit.
    d)  belief in having special rights.
    e)  sense of self confidence.

20. Cohesive devices can help us understand the organization and logic of a passage. These phrases are cues in both text and speech to aid the reader or listener in understanding how certain information connects.
    In the sentence "<u>though</u> they're cocky about their place in the world (...)" (paragraph 8), the linking word *though* is used to establish an idea of

    a)  contrast.
    b)  comparison.
    c)  summarization.
    d)  concession.
    e)  addition.

21. In the sentence "Never before in history have people been able to grow up and reach age 23 so dominated by peers." (paragraph 8), there is an example of *inversion*. About this particular use, it is correct to say that *inversion* is

    I.    used when the speaker/writer wishes to emphasize the negative element of the sentence.
    II.   not usually used for rhetorical effect, such as in political speeches.
    III.  relatively common in everyday usage.
    IV.   when the position of the subject and the verb are inverted in a negative sentence.
    V.    most commonly used with present perfect or past perfect.

    The only **correct** alternatives are:

    a)  I, IV and V.
    b)  II, III and V.
    c)  III and V.
    d)  I, II and IV.
    e)  II, III and IV.

22. Read this excerpt taken from TEXT 1: "When the Torrance Tests of Creativity Thinking were *first* administered, through the mid-1980's, creativity scores in children increased. *Then* they dropped, falling sharply in 1998." (paragraph 9). Choose below the only sentence which the semantic relatioshionships are maintained:

a) By the time Torrance Tests of Creativity Thinking were first administered, through the mid-80's, creativity scores in children increased and did not stop increasing until the mid to late 90's.
b) Torrance Tests of Creativity Thinking were first administered in the early 80's and their creativity scores in children decreased gradually in 1998.
c) At the time Torrance Tests of Creativity Thinking were first administered, throughout the mid-1980's, the children had higher scores in relation to their creativity. After that, the scores dropped and fell steadly in 1998.
d) Meanwhile Torrance Tests of Creativity Thinking were administered, their creativity scores in children were higher in 1980, but they fell sharply ten years late.
e) After Torrance Tests of Creativity Thinking had been first administered in the mid to late 80's, their creativity scores in children increased.

23. Most of the learners tend to interpret the suffix -ING only as a gerund form. However, many times it appears as a noun, an adjective, a subject or a complement. Read the sentences below taken from TEXT 1 and match the uses of the **ING** form on the left with the sentences on the right.

1) ING as an adjective      A) "(…) Clark University Poll of Emerging adults (…)" (paragraph 2).

2) ING as a noun      B) "Whereas in the 1950s families displayed a wedding photo (…)" (paragraph 5).

3) ING as present continuous      C) "(…) Since they grew up not having to do a lot of math in their head (…)" (paragraph 3).

4) ING after preposition      D) "(…) Not because they're trying to take over the Establishment (…)" (paragraph 9).

5) ING as a gerund      E) "(…) People wanted to improve kids' chances of success by instilling self-esteem." (paragraph 6).

Choose the only correct alternative.

a) 1D, 2C, 3E, 4C, 5A
b) 1E, 2C, 3D, 4A, 5B
c) 1B, 2A, 3C, 4B, 5D
d) 1C, 2D, 3A, 4E, 5B
e) 1A, 2B, 3D, 4E, 5C

Read **TEXT 2** and answer questions 24 and 25.

**TEXT 2**

Zainab Akande
May 13, 2013

'It seems not a lot of people are impressed with *TIME's* latest magazine cover, dubbing millennials as the "ME ME ME" generation:

Although there's a subtitle that suggests despite selfies and living in the basement with parents, past the narcissism, millennials have the power to save the world. I tried reading the article to get a sense of how, but sadly I was blocked by a paywall to Joel Stein's article. (The journalism industry needs to do what a journalism industry has to do in order to survive, after all.)

Still, the nature of the cover itself can be easily interpreted to suggest that millennials are the *only* generation to have suffered from crippling egotism, when that simply isn't the case. The only major difference now is that millennials have Facebook, Twitter, and Instagram to highlight their *me*-ness.'

Source: Available at <https://mic.com/articles/41419/me-me-me-generation-top-5-time-magazine-cover-parodies#.sX0pzb9yt> Accessed on 10 November 2016. (Adapted).

24. Choose the only alternative below which applies to TEXT 2.

   a) It presents the figure *epigraph* which is used when the writer takes advantage of a prior text (in this case, TEXT 1) in order to begin his/her own plot.
   b) It creates an interrelationship with the TEXT 1. It also generates related understanding in separate works.
   c) It presents the figure *citation* which constitutes copyright infringement of TEXT 1.
   d) The figure *paraphrase* was very used in TEXT 2 once the writer recreated, with her own style, a new text, without mentioning the prior text.
   e) The figure of *plagiarism* is clearly highlighted in TEXT 2 as it was used with irony and in a comic way.

25. Still in relation to TEXT 2, the word "*me*-ness"

   a) refers to an antissocial state of the new generation.
   b) is related to the lack of self-confidence.
   c) can be substitued in meaning by the word "proudness".
   d) can be substituted in meaning by the word "perverseness".
   e) is related to one's identity as a unique individual.

Read **TEXT 3** and answer questions 26 to 34.


**TEXT 3**


## THE PAPERLESS CLASSROOM IS COMING
Michael Scherer


Back-to-school night this year in Mr. G's sixth-grade classroom felt a bit like an inquisition. Teacher Matthew Gudenius, a boyish, 36-year-old computer whiz who runs his class like a preteen tech startup, had prepared 26 PowerPoint slides filled with facts and footnotes to deflect the concerns of parents. But time was short, the worries were many, and it didn't take long for the venting to begin.

"I like a paper book. I don't like an e-book," one father told him, as about 30 adults squeezed into a room for 22 students. Another dad said he could no longer help his son with homework because all the assignments were online. "I'm now kind of taking out of the routine.", he complained. Rushing to finish, Gudenius passed a slide about the debate over teaching cursive, mumbling, "We don't care about handwriting." In a flash a mother objected: "Yeah, we do."

At issue was far more than penmanship. The future of K-12 education is arriving fast, and it looks a lot like Mr. G's classroom in the northern foothills of California's wine country. Last year, President Obama announced a federal effort to get a laptop, tablet or smartphone into the hands of every student in every school in the U.S. and to pipe in enough bandwidth to get all 49.8 million American kids online simultaneously by 2017. Bulky textbooks will be replaced by flat screens. Worksheets will be stored in the cloud, not clunky Trapper Keepers. The Dewey decimal system will give way to Google. "This one is a big, big deal," says Secretary of Education Arne Duncan.

It's a deal Gudenius has been working to realize for years. He doesn't just teach a computer on every student's desk; he also tries to do it without any paper at all, saving, by his own estimate, 46,800 sheets a year, or about four trees. The paperless learning environment, while not the goals of most fledgling programs, represents the ultimate result of technology transforming classroom.

Gudenius started teaching as a computer-lab instructor, seeing students for just a few hours each month. That much time is still the norm for most kids. American schools have about 3.6 students for every classroom computing device, according to Education Market Research, and only 1 in 5 school buildings has the wiring to get all students online at once. But Gudenius always saw computers as a tool, not a subject. "We don't have a paper-and-pencil lab, he says. When you are learning to be a mechanic, you don't go to a wrench lab."

Ask his students if they prefer the digital to the tree-based technology and everyone will say yes. It is not unusual for kids to groan when the bell rings because they don't want to leave their work, which is often done in ways that were impossible just a few years ago. Instead of telling his students to show their work when they do an algebra equation, Gudenius asks them to create and narrate a video about the process, which can then be shown in class. History lessons are enlivened by brief videos that run on individual tablets. And spelling, grammar and vocabulary exercises have the feel of a game, with each student working at his own speed, until Gudenius – who tracks the kids' progress on a smartphone – gives commands like "Spin it" to let the kids know to flip the screens of their devices around so that he can see their work and begin the next lesson.

26. Which affirmation is true, according to TEXT 3?

   a) The new learning environment makes students complain about leaving the classroom, unlike before.
   b) Most parents have adapted well to the new method.
   c) America's schools have the adequate wiring to get all students throughout the country connected at the same time.
   d) Although technology has brought a unique way of teaching, Algebra is still taught in the same traditional way.
   e) Students don't like the new paperless classroom.

27. According to TEXT 3,

   a) the new method doesn't prevent students from using text books.
   b) the U.S.A. still does not have the adequate internet infrastructure.
   c) the new method is not considered to be environmentally friendly.
   d) each student will need to buy their own computer.
   e) teachers are not motivated with the new technology in classrooms.

28. The word "and" in "Teacher Matthew Gudenius, a boyish, 36-year-old computer whiz who runs his class like a preteen tech startup, had prepared 26 PowerPoint slides filled with facts **and** footnotes to deflect the concerns of parents." (paragraph 1), can only be replaced by

   a) so far.
   b) neither.
   c) altogether.
   d) as well.
   e) either.

29. In "I'm now kind of **taken out** of the routine" (paragraph 2) and in "The Dewey decimal system will **give way** to Google." (paragraph 3), the phrasal verbs 'taken out' and 'give way' mean, respectively:

   a) to remove – to collapse.
   b) to begin – to be replaced by.
   c) to remove – to be replaced by.
   d) to leave – to stop arguing.
   e) to oppose – to break.

30. Read this excerpt taken from TEXT 3: "Last year, President Obama announced a federal effort to get a laptop, tablet or smartphone into the hands of every student in every school in the U.S. and to pipe in enough bandwidth to get all 49.8 million American kids online simultaneously by 2017." (paragraph 3). According to this context, choose the only correct alternative below which has the same meaning as in the phrasal verb 'pipe in'.

   a) bolster
   b) excise
   c) provide
   d) furnish
   e) disguise

31. In the sentence "The paperless learning environment, **while** not the goal of most fledgling programs, represents the ultimate result of technology transforming the classroom." (paragraph 4), in this context, "while" can be replaced by

   a) as.
   b) but.
   c) however.
   d) although.
   e) during.

32. In the sentence "**It**'s a deal Gudenius has been working to realize for years." (paragraph 4), the word *it* refers to the:

   a) Dewey decimal system.
   b) fledging program.
   c) learning environment.
   d) ultimate result of technology.
   e) future of K-12 Education.

33. Synonyms and antonyms can play a very important role in alerting the reader to a change in the direction of the passage. In the sentence "for many of my students a tablet or a laptop screen is almost as quaint as a paper book", the antonym for *quaint* is

   a) wise.
   b) conventional.
   c) original.
   d) obsolete.
   e) unusual.

34. There is a broad consensus that prepositions are notoriously difficult to learn. Long after ESL/EFL students have achieved a high level of proficiency in English, they still struggle with prepositions. In TEXT 3, "Filled with" (paragraph 1), "care about" (paragraph 2) and "replaced by" (paragraph 3) are examples of dependant prepositions. In this context, choose the only alternatives below which all groups of preposition combinations are semantically correct.

   a) boast about, care for, object to be aware of.
   b) dream about, rely in, react to, accuse of.
   c) differ of, refrain from, apply for, deal with.
   d) protest about, glance at, argue of, contribute to.
   e) subscribe to, recover of , succeed in, substitute for.

Read **TEXT 4** and answer questions 35 to 36.

**TEXT 4**

**LESSON PLAN – A SCHOOL TRIP**
Pre-task (15-20 min)

Aim: to introduce the topic of a school trip and to give the class exposure to language related
to it. To highlight words and phrases
Steps:

- Show pictures of students in a school trip, such as museum, park, airport, botanic garden and ask
them where they go to have a good class out.
- Brainstorm words/phrases onto the board related to the topic: people, verbs, feelings, etc.
- Introduce the listening of a teacher and students planning a class out.
- Write up different alternatives on the board to give them a reason for listening eg. (a) museum/public
library; (b) meet at the train station/in the square.
- Play it a few times; first time to select from alternatives, second time to note down some language.
- Tell them they are going to plan a class out and give them a few minutes to think it over.
Task (10 min):students do the task in pairs and plan the day out. Match them with another pair to
discuss their ideas and any similarities/differences.
Planning (10 min)
- Each pair rehearses presenting their class out. Teacher walks around, helps them if they need it and
notes down any language points to be highlighted later.
- Report (15 min)
- Class listen to the plans; their task is to choose one of them. They can ask questions after the
presentation.
- Teacher gives feedback on the content and quickly reviews what was suggested. Students vote and
choose one of the school days out.
- Language focus (20 min)
- Write on the board five good phrases used by students during the last task and five incorrect
phrases/sentences from the task without the word that caused the problem. Students discuss the
meaning and how to complete the sentences.
- Hand out the tape script from the listening and ask the students to underline the useful words and
phrases.
- Highlight any language you wish to draw attention to, eg.: language for making suggestion, giving
opinion, collocations, etc.

35. According to the lesson plan above (TEXT 4), it is correct to say that the teacher is mainly
    applying the

    a) Task-Based Learning Approach.
    b) Multi-Skill Approach.
    c) Content-Based Language Instruction Approach.
    d) Lexical Approach.
    e) T.P.R. Total Physical Response Method.

36. After reading the steps in the plan, we conclude that the lesson:

I. is designed so that students are actively engaged in 'learning about something' rather than in 'doing something.'
II. has explicit educational goals.
III. is based on constructivism and gives careful consideration to situated learning theory.
IV. focus primarily on the language that is needed to achieve some realistic objectives.
V. is challenging, focusing on higher-order knowledge and skills.

The only correct alternative(s) is/are:

a) II, III and IV.
b) I and V.
c) IV.
d) I and IV.
e) II, III and V.

Read **TEXT 5** and answer question 37.

**TEXT 5**

Situation: Teachers of a Tourism Course decide to work with the theme Accessibility which belongs to their Syllabus. They decide to plan a visit to an International Airport.
Here is a list of suggestions for the teachers who are engaged in the activity to plan their lessons:
- A teacher of Tourism and Sustainable Development Theory can ask students to find out about the infra-structure of the place and make a list of possible problems and solutions in order to write a report;
- A teacher of History can ask students to find out when the airport was built, how it was designed, who ruled the city at that time and if there were any interest in improving the accessibility, read the laws about accessibility, write a report about what was going wrong and make suggestions.
- A teacher of English can ask students to find out all the signs if they are translated, if there is accessibility in relation to all the airport, write directions to tell the tourists how to get to the places inside the airport; take notes about problems and solutions.
- The week after the visit all the students will have to share information about their findings.

37. The situation presented above is mainly related to the principle of

a) Behaviorism.
b) Interdisciplinarity.
c) Natural Approach.
d) Total Physical Response (TPR).
e) Constructivism.

38. The Communicative Language Teaching (CLT) is best understood as an approach, not a method. Considering some of its interconnected characteristics as a definition of communicative language teaching-approach, analyse the statements below.

I.   Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
II.  Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
III. Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times accuracy may have to take on more importance than fluency in order to keep learners meaningfully engaged in language use.
IV.  In the communicative classroom, students ultimately have to use the language, productively and respectively, in unrehearsed contexts.
V.   Classroom goals are focused on form rather than meaning.

The only **correct** alternative(s) is/are:

a)  III, IV and V.
b)  II, III and IV.
c)  I, II and IV.
d)  II, III and V.
e)  I, III and V.


39. Some popular ELT authors stress two aspects of English for Specific Purpose (ESP) methodology: "all ESP teaching should reflect the methodology of the disciplines and professions it serves; and in more specific ESP teaching the nature of the interaction between the teacher and learner may be very different from that in general English Class".

According to these authors' view, choose the correct ESP features from the absolute and variable characteristics.

I.   ESP is designed to meet specific needs of the learner.
II.  ESP is not designed for specific disciplines.
III. ESP makes use of the underlying methodology and activities of the disciplines it serves.
IV.  ESP is centered on the language (grammar, lexis and register), skills, discourse and games appropriate to these activities.
V.   ESP is not designed for adult learners, neither at a tertiary level institution nor in a professional work situation. It is however used for learners at a secondary level.

The only **correct** alternative(s) is/are:

a)  I, II and III.
b)  I, II and IV.
c)  III, IV and V.
d)  I, III and IV.
e)  II, III and V.

40. From the point of view of some popular authors Genre is a purposeful, socially constructed oral or written communicative event, such as a narrative, a casual conversation, a poem, a recipe, or a description. Different genres are characterized by a particular structure or stages, and grammatical forms that reflect the communicative purpose of the genre in question.

Considering teaching English for Specific Purpose (ESP) through a Genre-Based Approach, it is true to say that

I.    receptive skills, particularly listening, are given enhanced status.
II.   the main objective of ESP is to enable students to perform certain linguistic tasks related to their academic and professional settings.
III.  the choice of the texts, to be used in the classroom, is based on the genres identified as important for students.
IV.   needs analysis as well as content knowledge diagnosis are key steps in the planning and teaching through this Approach.
V.    one of the key principles of the approach is that grammar as a receptive skill, involving the perception of similarity and difference, is prioritized.

The only **correct** alternative(s) is/are:

a)  II, III and IV.
b)  I, III and V.
c)  III, IV and V.
d)  I and IV.
e)  II, IV and V.