

INGLÊS

INSTRUÇÃO: As questões de números 01 a 10 estão baseadas nas publicações SE/CENP - *Pro-postas Curriculares (e Prática Pedagógica) – Língua Estrangeira Moderna – Inglês*.

01. O estudo de uma língua estrangeira pode e deve

- (A) ser uma experiência centrada na seleção de conteúdos e formas interessantes de ensinar.
- (B) prever atividades e técnicas de repetição para fixação de estruturas gramaticalmente corretas.
- (C) priorizar a fixação dos mecanismos das estruturas da língua estrangeira, por meio de exercícios de repetição.
- (D) garantir a automatização de mecanismos de aprendizagem para o bom desempenho comunicativo.
- (E) proporcionar uma experiência de comunicação humana, que o educando vivencia no seu dia-a-dia.

02. O professor de Inglês tem a tarefa de

- (A) auxiliar o aluno a assumir o seu aprendizado, adaptando o ensino de línguas a uma realidade dinâmica e variável.
- (B) utilizar métodos de ensino modernos, garantindo o cumprimento dos conteúdos estabelecidos em lei.
- (C) adquirir técnicas pedagógicas que garantam a aprendizagem da língua estrangeira de uma forma prazerosa.
- (D) tratar das quatro habilidades (ouvir, ler, escrever, falar) com a mesma ênfase e expectativa de aprendizagem.
- (E) eleger um método eficaz para a transmissão dos conteúdos gramaticais necessários ao domínio da língua.

03. Ao avaliar a aprendizagem, o professor de Inglês deverá levar em conta

- (A) o desempenho lingüístico do aluno, destacando suas produções corretas das incorretas.
- (B) a correção gramatical apresentada pelo aluno em situações de testes e provas.
- (C) a auto-avaliação do aprendiz e dos outros elementos de seu grupo de estudo.
- (D) a gravidade do tipo de erro apresentado pelo aluno em relação à série.
- (E) o domínio do aluno sobre os conhecimentos transmitidos em aula.

04. “O objetivo da aprendizagem da língua estrangeira é,(.....), adquirir competência em comunicação.”

Essa competência é

- (A) a capacidade de o aluno comunicar-se com precisão gramatical.
- (B) o resultado da capacidade de utilizar-se da habilidade oral em inglês.
- (C) a capacidade de transferir as regras da língua de maneira adequada.
- (D) o resultado do conhecimento da gramática ligado às funções da língua.
- (E) o resultado da graduação de conteúdos gramaticais determinados.

05. O ensino da língua estrangeira moderna

- (A) beneficia o estudo da língua materna, pois leva à conscientização de que há semelhanças e diferenças entre ambas.
- (B) prejudica a aprendizagem da língua materna, devido às diferenças de ortografia e de sintaxe existentes entre ambas.
- (C) representa uma peça suplementar no currículo escolar, uma vez que seu papel educacional é restrito.
- (D) estimula o julgamento de valor, levando o aluno a rejeitar ou valorizar demais tudo o que é estrangeiro.
- (E) facilita a homogeneização de valores culturais absorvidos das sociedades em que a língua é falada.

06. A produção oral

- (A) deve ser evitada no início da aprendizagem, uma vez que, pela dificuldade que representa, torna-se pouco motivadora para o aluno.
- (B) deve ser incentivada desde o início da aprendizagem por meio de diálogos simples, que reflitam as situações reais de fala.
- (C) deve ser trabalhada em classe desde o início, pois primeiro o aluno aprende a ouvir, depois a falar, ler e escrever.
- (D) deve ser trabalhada em classe, obedecendo, porém, à seqüência de aquisição das habilidades, sendo que falar ocorre por último.
- (E) deve ser pouco trabalhada em classe, pois os alunos terão pouca necessidade dessa habilidade para a aprendizagem da língua.

07. Assinale a alternativa que indica o procedimento mais adequado ao alcance dos objetivos propostos para o ensino de leitura e compreensão de texto.

- (A) Tradução para a língua materna com o propósito de simplificar o texto e facilitar sua compreensão.
- (B) Utilização de textos autênticos para a leitura individual em voz alta e conseqüente treino fonético.
- (C) Levantamento de questões sobre o tema, obtenção das informações gerais e informações específicas.
- (D) Utilização prioritária do texto como modelo de precisão formal da língua estrangeira na modalidade escrita.
- (E) Exploração das estruturas utilizadas na modalidade escrita para acelerar a fixação das formas orais.

08. Na escolha dos textos, o professor deve basear-se

- (A) nos interesses e necessidades dos aprendizes.
- (B) em pontos gramaticais ou itens lingüísticos relevantes.
- (C) na adequação gramatical do texto para garantir seu completo entendimento.
- (D) na seqüência dos textos apresentados no material didático.
- (E) no aprofundamento de um conteúdo escolhido pelo professor.

09. Em relação ao erro, pode-se dizer que

- (A) o professor deverá facilitar as tarefas para diminuir o risco de erros.
- (B) o professor deverá evitar corrigir os erros dos alunos iniciantes.
- (C) o aluno deverá ser constantemente corrigido até produzir sem erros.
- (D) o erro deve ser discutido com o aluno, para que ele possa monitorar-se.
- (E) o erro deve ser assinalado pelo professor para poder avaliar o aluno.

10. Selecione a alternativa que completa o enunciado seguinte:

“Leitores fazem uso de determinadas estratégias para a compreensão de textos em língua materna.

- (A) No entanto, essas mesmas estratégias não se aplicam para a compreensão de textos em inglês.”
- (B) Portanto, deve-se despertar a consciência do aluno para a utilização dessas mesmas

estratégias no entendimento de textos em inglês.”

- (C) No entanto, para se compreender um texto em inglês, é necessário, primeiro, adquirir proficiência gramatical na língua-alvo.”
- (D) Portanto, essas mesmas estratégias são transpostas automaticamente, sempre que se processa a leitura de textos em inglês.”
- (E) No entanto, é impossível a utilização dessas estratégias em inglês, devido às diferenças estruturais entre as línguas.”

INSTRUÇÃO: As questões de números 11 e 12 referem-se ao texto abaixo.

Now I know what it's like to
be a postman. I found out
while delivering several
hundred leaflets to homes in
our neighbourhood. Not only
did I have to contend with
truculent dogs. A quarter of
the front doors I visited
didn't even possess a letter
box. Three cheers for our
postmen I say.

Mrs. A. Williams, Rednal,
W. Midlands.

11. Com base no texto apresentado, pode-se afirmar que Mrs. Williams

- (A) teve de lidar com a constante truculência da vizinhança.
- (B) disse ter participado de três comemorações com carteiros.
- (C) questionou-se sobre problemas com cães da vizinhança.
- (D) encontrou uma caixa de cartas perdidas na vizinhança.
- (E) mudou sua opinião sobre o trabalho dos carteiros.

12. Assinale a alternativa que contém a palavra “like” na mesma função gramatical em que aparece no texto acima.

- (A) I like to go jogging in the morning.
- (B) She is just like a mother to me.
- (C) They said they'd like some coffee.
- (D) “We know what we like”, they added.
- (E) He plays jazz, rock and the like.

13. Assinale a alternativa que representa a mesma função expressa em: *Bake the pie in a slow oven.*

- (A) You'd better bake the pie in a slow oven.
- (B) You might bake the pie in a slow oven.
- (C) You could bake the pie in a slow oven.
- (D) You must bake the pie in a slow oven.
- (E) You should have baked the pie in a slow oven.

14. Assinale a alternativa que completa, **correta e respectivamente**, as seguintes sentenças:

- I. She hasn't been _____ for six months now.
- II. The manager fired three _____.
- III. The _____ hired a new manager.
- IV. The expansion of the factory will mean the _____ of sixty extra workers.

- (A) employment-employed-employees-employer
- (B) employer-employees-employed-employment
- (C) employees-employer-employed-employment
- (D) employing-employment-employees-employer
- (E) employed-employees-employer-employment

15. Assinale a alternativa que contém os três verbos com pronúncia diferente em relação à terminação "ed".

- (A) robbed, loved, liked
- (B) visited, wanted, needed
- (C) looked, robbed, wanted
- (D) played, added, called
- (E) packed, phoned, stayed

16. A seqüência em que todas as palavras têm sílaba tônica no seu início é:

- (A) handbag - football - guitar - fantastic.
- (B) horrible - policeman - passenger - necessary.
- (C) envelope - confident - Japan - photograph.
- (D) management - catholic - symptom - comfortable.
- (E) hospital - persist - capitalism - perfection.

17. Assinale a alternativa em que todas as palavras contêm o "s" final pronunciado da mesma forma.

- (A) bats, caps, ads, lots
- (B) laughs, makes, mops, larks
- (C) causes, puts, does, pledges
- (D) bus, comes, crosses, judges

(E) pencils, pens, comes, bites

18. Das palavras apresentadas abaixo, a única que tem o som de "th" diferente dos demais é:

- (A) cloth.
- (B) thanks.
- (C) clothe.
- (D) three.
- (E) earth.

19. Todas as palavras têm o mesmo som vocálico de "duck" na seqüência

- (A) cover - hush - fun - lucky.
- (B) cut - push - money - pudding.
- (C) butcher - honey - common - sugar.
- (D) but - Sunday - love - bull.
- (E) London - bullet - mother - put.

20. Assinale a alternativa que contém somente "uncountable nouns".

- (A) advice, piece, work, lamp
- (B) sink, rubber, paper, slice
- (C) news, dust, wool, loaf
- (D) biscuit, money, iron, rule
- (E) traffic, fruit, information, grass

21. "People assume too easily that politics solve all human problems. No one ought ever to make so false an assumption."

Reescrevendo-se o trecho acima na voz passiva, a forma **correta** será:

- (A) Too easily politics have assumed to solve all human problems. An assumption so false no one ought to have made.
- (B) Politics are assumed too easily to solve all human problems. So false an assumption ought never to be made.
- (C) That politics have been assumed too easily to solve all human problems. So false an assumption no one ought not to have made.
- (D) All human problems are assumed by politics too easily to be solved. An assumption so false ought never to be made.
- (E) Politics solving all human problems are being assumed too easily by people. Never so false an assumption ought being made.

INSTRUÇÃO: As questões de números 22 a 24 contêm espaços em branco. Assinale, em cada uma, a alternativa que os completa **correta e respectivamente**.

22. I'd like to ask you _____.

- (A) how old you are, when were you born and what you enjoy doing
- (B) how old are you, when were you born and what do you enjoy doing
- (C) how old you are, when you were born and what you enjoy doing
- (D) how old are you, when you were born and what do you enjoy doing
- (E) how old you are, when were you born and what you do enjoy doing

23. I. He arrived _____ to see his little daughter's performance.

II. My teacher is usually nice but _____ she can be very rude.

III. The airplane landed exactly _____.

IV. It was easy _____ to find good jobs but now it's almost impossible.

- (A) in time - at one time - at time - on time
- (B) at one time - on time - in time - at times
- (C) at time - in time - on time - at one time
- (D) on time - at one time - in time - at times
- (E) in time - at times - on time - at one time

24. I. That material is _____ of a mixture of polyester and cotton.

II. Fruit _____ you good.

III. She seems to be _____ a lot of changes in her plans.

IV. Have you _____ the jobs I asked you to do?

- (A) done - makes - making - made
- (B) making - made - done - made
- (C) made - do - doing - make
- (D) made - does - making - done
- (E) done - does - doing - made

25. Assinale a alternativa que indica o discurso indireto de:

"Please don't drink any more," said his wife. "Don't forget that we have to drive home."

- (A) She begged him not to drink any more and reminded him that they had to drive home.
- (B) She asked him not drinking any more and asked him not to forget that they have to drive home.
- (C) His wife told him to drink no more and advised him to not forgetting that they had to drive home.
- (D) She asked him kindly don't drink any more and begged him not to forget that they would have to drive home.
- (E) His wife said to him not to drink any more and remembered him they had to be driven home.

INSTRUÇÃO: As questões de números 26 a 29 referem-se ao texto abaixo. Para as questões de 26 a 28, escolha as alternativas que preenchem, **corretamente**, os espaços em branco, de acordo com o respectivo número.

It is widely acknowledged among men that all babies are very ugly and it is with feelings barely raised above the level of tolerance that one of them will gaze upon (26). What a pathetic sight the little creature is with its ugly nose and hungry red face, and how extraordinary that anything so small (27) produce such a terrible volume of sound ! He racks his brain for something suitable to say to the hovering parents. Nothing comes, for he does not want to display his ignorance by asking (28) .

26. (A) the baby's friends of him

(B) the baby of his friends

(C) his friend's baby's

(D) his baby friend's

(E) the friend's of his baby

27. (A) ought

(B) have to

(C) is willing

(D) should

(E) is going

28. (A) what about is its sex

(B) about your sex

(C) what sex is it

(D) about what its sex is

(E) what sex it is

29. Assinale a alternativa que apresenta o mesmo significado de “**He racks his brain for something ...**”.

- (A) He tries very hard to remember something ...
- (B) He brings back to memory something ...
- (C) He reminds of something ...
- (D) He recalls for something ...
- (E) He makes someone remember something ...

INSTRUÇÃO: As questões de números 30 a 32 referem-se ao seguinte texto:

It's long been part of folk wisdom that birth order strongly affects personality, intelligence and achievement. However, most of the research claiming that firstborns are radically different from other children has been discredited, and it now seems that any effects of birth order on intelligence or personality will likely be washed out by all the other influences in a person's life. In fact, the belief in the permanent impact of birth order, according to Toni Falbo, comes from the psychological theory that your personality is fixed by the time you're six. That assumption simply is incorrect.

30. According to the text,

- (A) birth control becomes part of folk wisdom.
- (B) the order of birth determines a person's life.
- (C) wise people say that birth order controls personality .
- (D) the order of birth is a sign of wisdom nowadays.
- (E) birth order has nothing to do with intelligence and personality.

31. The text says that

- (A) a person's life is influenced by many things in his lifetime.
- (B) a firstborn child is radically like other children.
- (C) firstborns have stronger impact on a person's life.
- (D) intelligence and personality are effects of permanent impact of birth order.
- (E) birth control influences a person's life in many things.

32. Toni Falbo

- (A) agrees that a child's personality is fixed at the age of six.
- (B) disagrees that at the age of six a child's personality is already fixed.
- (C) is the author of the psychological theory involving firstborn children.
- (D) is a researcher who defends the impact of birth order on intelligence and personality.
- (E) states that folk wisdom explains how personality and intelligence are affected by birth order.

INSTRUÇÃO: As questões de números 33 e 34 referem-se ao texto abaixo.

Canadian researchers may have discovered why women are ten times more likely to develop eating disorders than men, and twice as likely to suffer from depression. It seems that women produce the brain chemical serotonin which is linked to humor and appetite more slowly than men. Neurologist Dr. Miko Diksic of the McGill University in Montreal believes this slow production of serotonin is more than enough to account for higher incidence of depression in women.

33. De acordo com o texto,

- (A) as mulheres são tão propensas aos distúrbios alimentares quanto os homens.
- (B) uma substância produzida pelo cérebro é responsável pelo fato de os homens se mostrarem mais propensos à depressão que as mulheres.
- (C) a maior incidência de depressão entre as mulheres está relacionada com sua propensão ao mau humor.
- (D) os homens são duas vezes mais propensos aos distúrbios alimentares que as mulheres.
- (E) a produção mais lenta, pelo cérebro feminino, de uma certa substância química, responde pela maior incidência de depressão entre as mulheres.

34. In the text, the word **likely** is twice used meaning

- (A) enjoyable.
- (B) suitable.
- (C) inclined.
- (D) appropriate.

(E) thoughtful.

35. The policeman on the motorcycle overtook the car and waved it to the side of the road. He then asked the driver if he knew what speed he had been doing.

Infere-se pelo texto que

- (A) a velocidade do carro estava incompatível com a estrada.
(B) a estrada estava interditada mais adiante.
(C) o carro era roubado, não tinha placa.
(D) o policial multou o motorista porque ele não soube entender a sinalização.
(E) o motorista do carro estava bêbado, não percebia o que estava fazendo.

36. Read the dialogue below and then select the alternative showing the restaurant where Emily and Pat had dinner yesterday.

Emily: It was a lovely dinner, wasn't it?

Pat: Absolutely! I don't mind going back there tomorrow.

Emily: Impossible, dear. If today's Monday...

(A)



(B)



(C)



(D)



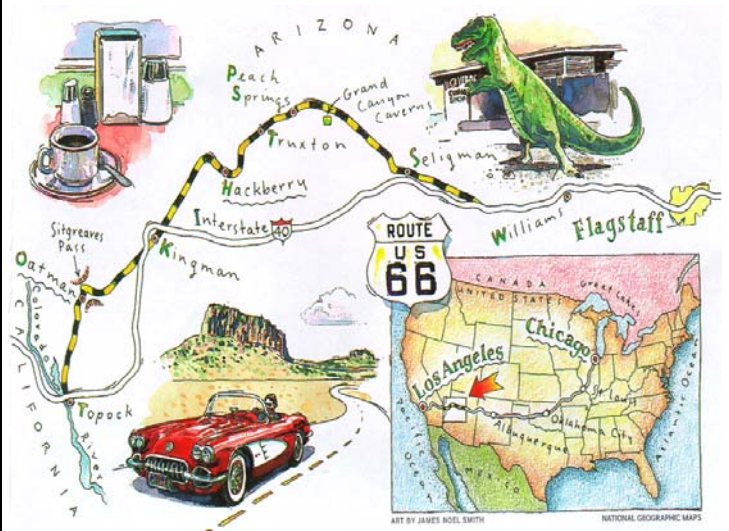
(E)



INSTRUÇÃO: As questões de números 37 e 38 referem-se ao texto e à figura abaixo.

ROMANCING THE ROAD

Tired of the interstate's green-sign, fast food sameness? Head for Arizona, where a long stretch of old Route 66 survives, offering a nostalgic journey through one slice of America. The storied road once linked big towns and small from Chicago to Los Angeles. The perfect ride? A snappy Corvette, icon of the 1960s TV series *Route 66*. Why stop? Perhaps for a true American coffee. Or to behold the *Tyrannosaurus rex* at Grand Canyon Caverns.



37. According to both, text and picture,

- (A) a three-decade old car is the ideal means of transport to ride on Route 66.
(B) Route 66 still connects Chicago to Los Angeles.
(C) Route 66 is for people who prefer modern highways to travel.
(D) the city of Williams is on Route 66.
(E) remains of dinosaurs who used to live in caverns can still be seen all along Route 66.

38. In the text, the words **sameness** and **snappy** are respectively equivalent to

- (A) **equality** and **speedy**.
(B) **inequality** and **motionless**.
(C) **dullness** and **fast**.
(D) **a few** and **modern**.

(E) **monotony** and **fashionable**.

INSTRUÇÃO: As questões de números 39 e 40 referem-se aos anúncios seguintes:

PARK SAVOY HOTEL

158 West 58th Street (Bet. 6th & 7th)
(212) 245-5755 fax (212) 765-0668

Located one block from Central Park and within walking distance to New York's finest restaurants, shops and the theatre district.

RATE: Single \$39, Double \$59.

THE WEST PARK HOTEL

"Quiet elegance Over The Park"

308 West 58th St. at Columbus Circle

Reservation number: **(800) 660-9378**

Fax: (212) 246-3131 Telex 421531ART

Inviting accommodations to satisfy the vacationer or executive, overlooking Central Park and convenient to everything. All rooms include color TV and air conditioning. Rates from \$65 sgl., \$75dbl., \$85 quad., and \$139 suites.



NEW YORK'S
HOTEL
PENNSYLVANIA

Seventh Avenue & 33rd Street

(212)736-5000 ext.801 fax(212) 502-8712

Reservation number: (800)223-8585

Big Apple Break - includes room, full American breakfast daily, cocktail in Penn Bar, Macy's coupon, A & S mall \$10 off and Touneau \$50 discount.

Sgl. \$95, Dbl./Twin \$99 plus room taxes.



LOWES NEW YORK
H O T E L

LOWES NEW YORK HOTEL

569 Lexington Ave. at East 51 st St.

(212) 752-7000, fax (212) 758-6311

Reservation number (800)23-LOWES

OFFER: Weekend specials from \$109. Packages from \$129 - Single \$139-\$205. Double \$139-\$225.



HOTEL BEACON

HOTEL BEACON

2130 Broadway at 75th Street

(212) 787-1100. fax (212) 724-0839

Toll Free Reservation (800) 572-4969

Weekend specials from \$85.

Double with kitchenette \$99-110; Suite (living room, bedroom, kitchenette) \$110-140.

39. Read the dialogue and select the alternative indicating the hotel where Paul and his wife stayed.

Janet: What was your hotel like?

Paul: Very good. And we could cook our own meals there.

- (A) Park Savoy Hotel
- (B) The West Park Hotel
- (C) Hotel Pennsylvania
- (D) Lowes New York Hotel
- (E) Hotel Beacon

40. All the hotels in the ads

- (A) overlook New York's Central Park.
- (B) are located near all points of interest in New York.
- (C) offer some kind of discount.
- (D) offer accommodations for two people for less than \$250.
- (E) have weekend specials.

41. In the Elizabethan age,

- (A) both men and women could write plays and perform in them.
- (B) playwrights did not care about creating original plots.
- (C) plays respected all the classical theatre units.
- (D) playwrights were free to criticize whatever they wanted.
- (E) plays were performed exclusively in London.

42. John Donne and George Herbert were

- (A) Augustan poets.
- (B) Neo-classical poets.
- (C) Romantic poets.
- (D) Pre-Raphaelite poets.
- (E) Metaphysical poets.

43. *"It is the spontaneous overflow of powerful feelings: it takes its origin from emotion recollected in tranquillity..."*

This is the definition of poetry proposed by

- (A) William Blake.
- (B) Percy Bysshe Shelley.

- (C) William Wordsworth.
- (D) John Keats.
- (E) Samuel Taylor Coleridge.

44. Jonathan Swift's *Gulliver's Travels*

- (A) is the first English psychological novel.
- (B) uses imaginary societies to criticize English political and social institutions.
- (C) is a direct product of the prude Victorian society.
- (D) can be defined as something between prose and poetry.
- (E) satirizes the ludicrous Romantic tendency to exaggeration.

45. "In it the author criticizes his own people accusing them of a 'moral paralysis' which hangs mainly over his hometown."

This is a reference to

- (A) James Joyce's *Dubliners*.
- (B) T. S. Eliot's *The Waste Land*.
- (C) Graham Greene's *The Quiet American*.
- (D) Aldous Huxley's *Brave New World*.
- (E) George Orwell's *Animal Farm*.

46. Virginia Woolf's novels

- (A) deal exclusively with men and women fighting for their political ideals.
- (B) are realistic reminiscents of the author's humble background.
- (C) try to go beyond what she regarded as the tyranny of the plot.
- (D) avoid experimentalism in order to analyze all the contradictions of our modern world.
- (E) are conservative in terms of form but extremely advanced in their contents.

47. "The aim of his style was 'to get the most out of the least'. Thus he only seldom uses adjectives and his language is rarely emotional."

This is a reference to

- (A) John dos Passos.
- (B) William Faulkner.
- (C) Ernest Hemingway.

- (D) F. Scott Fitzgerald.
- (E) Sinclair Lewis.

48. In *The American Scholar*, his famous speech at Harvard University, Ralph Waldo Emerson

- (A) stated that conservative Puritanism should always command American literature.
- (B) stated that nature should not be regarded as something transcendental.
- (C) criticized Transcendentalism as a negative orientation for American writers.
- (D) called for a new burst of creativity in order to achieve something original in American literature.
- (E) proclaimed the superiority of "learning" over "intuition".

49. For Edgar Allan Poe, poetry

- (A) should be long and descriptive.
- (B) was the art of making man aware of the social and political world around him.
- (C) was the immediate result of inspiration.
- (D) was not to care about form.
- (E) should create an exclusive sense of beauty.

50. The world of Tennessee Williams

- (A) is ruled by irrational forces which turns life into a game we cannot win.
- (B) reflects the stability of American society in terms of emotional reactions.
- (C) is a mirror of the American northern society, with all the contradictions it inherited from the Civil War.
- (D) is realistic and reflects the author's concern with man's political attitudes.
- (E) is exclusively American in character, and portrays people who always overcome their conflicts.

