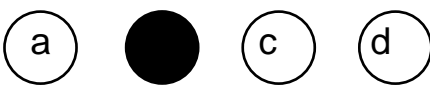




CIDADE DE GRAVATAÍ  
**INSTRUÇÕES GERAIS**

- 1 - Este caderno de prova é constituído por 40 (quarenta) questões objetivas.
- 2 - A prova terá duração máxima de 04 (quatro) horas.
- 3 - Para cada questão, são apresentadas 04 (quatro) alternativas (a – b – c – d).  
**APENAS UMA delas** responde de maneira correta ao enunciado.
- 4 - Após conferir os dados, contidos no campo Identificação do Candidato no Cartão de Resposta, assine no espaço indicado.
- 5 - Marque, com caneta esferográfica azul ou preta de ponta grossa, conforme exemplo abaixo, no Cartão de Resposta – único documento válido para correção eletrônica.  


- 6 - Em hipótese alguma, haverá substituição do Cartão de Resposta.
- 7 - Não deixe nenhuma questão sem resposta.
- 8 - O preenchimento do Cartão de Resposta deverá ser feito dentro do tempo previsto para esta prova, ou seja, 04 (quatro) horas.
- 9 - Serão anuladas as questões que tiverem mais de uma alternativa marcada, emendas e/ou rasuras.
- 10 - O candidato só poderá retirar-se da sala de prova após transcorrida 01 (uma) hora do seu início.

***BOA PROVA!***



## CONHECIMENTOS ESPECÍFICOS

Leia os textos a seguir, para resolução das questões 01 e 02.

### Texto I

Em geral, quando se comenta a literatura de José de Alencar esta é marcada por seu traço indianista (...) Discute-se apenas um certo artificialismo que há nas descrições que Alencar fez dos índios, e também a excessiva idealização de personagens como Peri, Iracema e Ubirajara. No entanto, o próprio escritor havia declarado em suas páginas sobre os povos indígenas que seu ideal era despir os índios daqueles traços grotescos que lhe haviam colocado os europeus em seus diários de viagens. Portanto, seu índio era um personagem de romance, belo, idealizado, forjado para ser símbolo de uma nacionalidade que estava em construção. Assim, sua beleza, força, heroísmo faz com que os índios sejam como os cavaleiros medievais, os quais não existiram no Brasil, por falta de uma Idade Média. De forma, que dentro do ideal de a América ser a renovadora do Velho Mundo, o índio figura nas obras de Alencar como o cavaleiro nobre das florestas.

(CÂNDIDO, Wesley Roberto. Revista Iluminart, Número 5, Agosto de 2010, disponível em [http://www.cefetsp.br/edu/sertaozinho/revista/volumes\\_anteriores/volume1numero6/volumes\\_anteriores/volume1numero5/iluminart.htm](http://www.cefetsp.br/edu/sertaozinho/revista/volumes_anteriores/volume1numero6/volumes_anteriores/volume1numero5/iluminart.htm) Acesso em: 28 fev. 2014.

### Texto II

Em nossos dias, o neo-indianismo dos modernos de 1922 (precedido por meio século de etnografia sistemática) iria acentuar aspectos autênticos da vida do índio, encarando-o não como gentil-homem embrionário, mas como primitivo, cujo interesse residia precisamente no que trouxesse de diferente, contraditório em relação à nossa cultura européia. O indianismo dos românticos, porém, preocupou-se sobremaneira em equipará-lo qualitativamente ao conquistador, realçando ou inventando aspectos do seu comportamento que pudessem fazê-lo ombrear com este no cavalheirismo, na generosidade, na poesia.

CANDIDO, Antônio. **Formação da Literatura Brasileira**: momentos decisivos. São Paulo: Martins, 1969.

1. Considerando as opiniões expostas nos textos acima, conclui-se que:

- a) A concepção acerca da composição na criação de personagens indígenas, durante a estética romântica privilegiava a graça, o heroísmo, a bravura, a beleza e a força física a fim de reforçar positivamente a construção da nova identidade nacional.
- b) Antonio Candido defende que a melhor concepção estética para a criação de personagens índios é aquela na qual se tenta promover os nativos, enfatizando suas características físicas e morais.
- c) Ambas estéticas: Romantismo e Modernismo optaram por copiar características oriundas dos chamados "cavaleiros medievais" na construção de personagens indianistas como forma de preservação do passado glorioso dos europeus a fim de reforçarem nossa condição de país colonizado.
- d) O texto I afirma que o escritor José de Alencar não gostava das descrições feitas pelos viajantes europeus em seus diários porque não acreditava na veracidade de tais caracterizações, uma vez que os nossos nativos eram retratados por pessoas despreparadas e sem compromisso com a cultura brasileira.

2. Analisando os conceitos estéticos propostos na composição de temas indígenas nos textos I e II, o fragmento literário que melhor retrata a concepção romântica é:
- a) “No fundo do mato virgem nasceu Macunaíma, herói de nossa gente. Era preto retinto e filho do medo da noite. Houve um momento em que o silêncio foi tão grande escutando o murmurejo do Uracicoera, que a índia tapanhumas pariu uma criança feia. Essa criança é que chamaram de Macunaíma”. ANDRADE, Mario. **Macunaíma**. São Paulo: Círculo do livro, 1981.
  - b) “Se pensais que vivo no meio de bárbaros, estais completamente enganados. Nos Sete Povos começa a nascer uma das mais belas civilizações de que o mundo tem notícia. (...) Os índios das reduções vivem hoje mais cristamente que muitos brancos de Pamplona, Madrid ou Lisboa. Estão já redimidos do feio pecado da promiscuidade; pois todos se casam de acordo com as leis da Igreja (...)” VERISSIMO, Erico. **O tempo e o Vento**. 42. edição. São Paulo: Editora Globo, 2000.
  - c) “Só a Antropofagia nos une. Socialmente. Economicamente. Filosoficamente. Única lei do mundo. Expressão mascarada de todos os individualismos, de todos os coletivismos. De todas as religiões. De todos os tratados de paz. Tupi, or not tupi that is the question. Contra todas as catequeses. E contra a mãe dos Gracos. Só me interessa o que não é meu. Lei do homem. Lei do antropófago.” ANDRADE, Oswald. **Manifesto Antropófago** Disponível em: <http://www.brasiliana.usp.br>. Acesso em 29 fev. 2014.
  - d) “Ele gosta de dizer que só deseja me devolver o orgulho mairum... fincapé em que eu nada tenho de extraordinário: cada homem, diz ele, tem sua raiz seja em uma aldeia de Gênova, num bairro de Nova Iorque ou numa tribo no interior do Brasil.(...) Minha aldeia não é parte de coisa nenhuma. É um povo em si, quer dizer uma tribo com sua linguinha, sua religiãozinha, seus costumezinhos destinados a desaparecer”. RIBEIRO, Darcy. **Maíra**. Rio de Janeiro: Record, 1996.

Considere os seguintes textos para a resolução da questão 03

### Texto I

“(...) Os federalistas (alcunhados de “maragatos”) depuseram as armas em 1895, conseguindo do governo a promessa de que seria revista a constituição, no sentido de que se impedisse a reeleição sucessiva do presidente do Estado (promessa que não se efetivou). Na etapa que se seguiu após a luta pelo poder entre as duas facções políticas (republicanos e federalistas), o PRR (Partido Republicano Rio-Grandense) consolidou o seu domínio. O final do conflito implicou tanto o fortalecimento da máquina política situacionista quanto à polarização partidária do Rio Grande do Sul”.

PESAVENTO, Sandra, in: **História do Rio Grande do Sul**. Porto Alegre: Mercado Aberto, 1997.  
(adaptado)

## **Texto II**

### **Sabe Moço**

Sabe moço que no meio do alvoroço  
Tive um lenço no pescoço que foi bandeira pra mim  
E andei mil peleias em lutas brutas e feias  
Desde o começo até o fim  
Sabe moço depois das revoluções  
Vi esbanjarem brasões prá caudilhos coronéis  
Vi cintilarem anéis assinatura em papéis  
Honrarias para heróis

É duro moço olhar agora prá história  
E ver páginas de glórias e retratos de imortais  
Sabe moço fui guerreiro como tantos  
Que andaram nos quatro cantos  
Sempre seguindo um clarim  
E o que restou, ah sim  
No peito em vez de medalhas  
Cicatrizes de batalhas  
Foi o que sobrou prá mim

Ah !... sim  
No peito em vez de medalhas  
Cicatrizes de batalhas  
Foi o que sobrou prá mim

Disponível em: <<http://www.cifraclub.com.br>> Acesso em: 01. Mar. 2014.

### Texto III

“Licurgo lança o olhar na direção da Intendência, que fica do outro lado da praça. Os maragatos tomaram conta dela e apossaram-se de todas as casas da cidade; mas nem assim podem dizer que são senhores de Santa Fé, pois só entram e saem do paço municipal pelas portas dos fundos, e não se atrevem a cruzar a praça nem as ruas que ficam ao alcance das balas do Sobrado. Licurgo suspira fundo, com um feroz sentimento de orgulho. De certo modo ele ainda governa Santa Fé! Maragato algum jamais botará o pé no Sobrado, nem como inimigo, nem como amigo; nem agora nem nunca!

VERISSIMO, Erico. **O tempo e o Vento**. 34. edição. São Paulo: Globo, 2000.

### 3. Considerando as informações dos textos acima, analise as assertivas:

- I. A Revolução Federalista, ocorrida entre os anos de 1892 e 1895 foi um conflito armado que dividiu parte da população do Rio Grande do Sul. Devido a sua importância histórica e cultural na formação da identidade do povo gaúcho, o escritor Erico Verissimo usa-a de fundo, entre outros tantos conflitos, para escrever o romance **O Tempo e o Vento**.
- II. A letra da canção **Sabe moço**, dá voz à parte mais empobrecida dos combatentes dos conflitos armados ocorridos no Estado do Rio Grande do Sul, no século XIX, para os quais não sobravam dinheiro, favores ou terras, mas apenas cicatrizes e lembranças.
- III. O personagem Licurgo Cambará (texto III) é neto do capitão Rodrigo Cambará, e tal qual o parente famoso não se furta de confrontar os inimigos. Tornou-se o líder dos chimangos de Santa Fé e cumpriu com sua palavra de que não permitiria que sua casa fosse tomada pelos maragatos.

Está(ão) correta(s) as afirmativas

- a) I, II e III.
- b) I e III, apenas.
- c) II e III, apenas.
- d) I e II, apenas.

Considere os textos a seguir para resolução da questão 04

**Texto I**

**Poema de circunstância**

Onde estão os meus verdes?  
Os meus azuis?  
O arranha-Céu comeu!  
E ainda falam nos mastodontes, nos brontossauros, nos  
tiranossauros.  
Que mais sei eu ...  
Os verdadeiros monstros, os Papões, são eles, os arranhas-céus!  
Daqui  
Do fundo  
Das suas goelas.  
Só vemos o céu, estreitamente, através de suas gargantas  
ressecas.  
Para que lhes serviu beberem tanta luz?!  
Defronte  
À janela onde trabalho  
Há uma grande árvore ...  
Mas já estão gestando um monstro de permeio!  
Sim, uma grande árvore ...  
Enquanto há verde,  
Pastai, pastai, olhos meus...  
Uma grande árvore muito verde ... Ah!  
Todos os meus olhares são de adeus  
Como o último olhar de um condenado!

QUINTANA, Mario. **Antologia Poética.**

## Texto II



Disponível em: <<http://www.photoshoptotal.com.br/>> Acesso em: abril, 2014.

4. Analisando atentamente a leitura dos dois textos, poema e imagem, podemos considerar que
- a) há um tom melancólico em ambas, o qual sugere que a vida moderna traz um afastamento do contato direto com a natureza devido, principalmente, ao aumento das áreas urbanas e à diminuição dos espaços verdes.
  - b) a leitura dos textos reforça o paradoxo pós-moderno e expõe a dicotomia entre os dois modos antagônicos da vida contemporânea: de um lado a preocupação com o futuro, e de outro a tristeza de não poder recriar o passado, e isso impede a felicidade.
  - c) os textos denunciam o descomprometimento com a questão ambiental, sobretudo nas grandes cidades, nas quais a população convive com grandes empreendimentos imobiliários e parece condenada a uma vida cercada de concreto.
  - d) enquanto o poema destaca o sentimentalismo na defesa das árvores como contato diário com a natureza, a imagem comprova que não há a necessidade de árvores para que as pessoas possam viver felizes nas grandes metrópoles.



Leia o fragmento do crítico literário, Antonio Candido:

“Uma crítica que se queira integral deixará de ser unilateralmente sociológica, psicológica ou linguística, para utilizar livremente os elementos capazes de conduzirem a uma interpretação coerente. Mas nada impede que cada crítico ressalte o elemento da sua preferência, desde que o utilize como componente da estruturação da obra. E nós verificamos que o que a crítica moderna superou não foi a orientação sociológica, sempre possível e legítima, mas o sociologismo crítico, a tendência devoradora de tudo explicar por meio de fatores sociais.”

(CANDIDO, Antonio. **Literatura e Sociedade**. Publifolha, 2000, p.9)

5. Considerando as críticas literárias acerca de textos do cânone da literatura brasileira, pode ser considerado um exemplo típico de *sociologismo crítico*, a análise que apresente a seguinte afirmação:
- a) **São Bernardo** é um romance regionalista que critica o chamado coronelismo e as resoluções políticas do Estado Novo.
  - b) A poesia de Cruz e Sousa concentra-se em anular as referências afrodescendentes, uma vez que está vinculada ao processo de “embranquecimento” cultural brasileiro.
  - c) **O Tempo e o Vento** é um romance que une fatos históricos e culturais no qual as paixões assumem uma dimensão transindividual por meio das ações de personagens arquetípos.
  - d) A poesia de Cecília Meireles é um “grito” transfigurado que se concentra no plano da expressividade, enfatizando o léxico e os ritmos portugueses.

Considere os fragmentos abaixo para resolução da questão 06

Entre as competências a serem desenvolvidas nas aulas de Língua Portuguesa do Ensino Médio, os PCN’s apontam: “Respeitar e preservar as diferentes manifestações de linguagem utilizadas por diferentes grupos sociais, em suas esferas de socialização [...]”; “Compreender e usar a língua portuguesa como língua materna, geradora de significação e integradora da organização de mundo e da própria identidade”

(BRASIL. Parâmetros Curriculares Nacionais: Ensino Médio: Linguagens, Códigos e suas tecnologias. Brasília: MEC/SEMTEC, 2006.)

A língua é um enorme iceberg flutuando no mar do tempo, e a gramática normativa é a tentativa de descrever apenas uma parcela mais visível dele, a chamada norma culta. Essa descrição, é claro, tem seu valor e seus méritos, mas é parcial (no sentido literal e figurado do termo) e não pode ser autoritariamente aplicada a todo o resto da língua — afinal, a ponta do iceberg que emerge representa apenas um quinto do seu volume total. Mas é essa aplicação autoritária, intolerante e repressiva que impera na ideologia geradora do preconceito linguístico. (BAGNO, Marcos. Preconceito Linguístico, 2001. p.9)

6. Considerando os conceitos acerca do uso da língua portuguesa presentes nos PCNs e na obra do linguista Marcos Bagno, apenas é **INCORRETO** afirmar que:
- a) O linguista Marcos Bagno defende uma forma mais ampla para o ensino da língua materna, a qual contemple um número mais significativo de variações linguísticas.
  - b) Os PCNs apontam para uma maior atenção quanto às variações linguísticas e suas relações contextuais dentro e fora da sala de aula.
  - c) Os estudos de Marcos Bagno vão ao encontro dos estipulados pelos PCNs, pois estabelecem condições diferenciadas para o estudo da língua materna.
  - d) Os fragmentos revelam que os estudos linguísticos modernos apontam para uma maior flexibilização da norma culta e maior compreensão das variedades linguísticas.

Leia o pequeno excerto abaixo:

Segundo Alfredo Bosi (1989), "Visto à luz da cultura europeia, o \_\_\_\_\_ reage às correntes analíticas dos meados do século, assim como o \_\_\_\_\_ reagira à Ilustração triunfante em [17] 89. Ambos os movimentos exprimem o desgosto das soluções racionalistas e mecânicas e nestas reconhecem o correlato da burguesia industrial em ascensão; ambos recusam-se a limitar a arte ao objeto, à técnica de produzi-lo, a seu aspecto palpável; ambos, enfim, esperam ir além do empírico e tocar, com a sonda da poesia, um fundo comum que susteria os fenômenos, chame-se Natureza, Absoluto, Deus ou Nada."

7. A alternativa que completa, de forma correta, as lacunas do texto acima é, respectivamente
- a) Romantismo – Simbolismo
  - b) Simbolismo – Romantismo
  - c) Realismo – Romantismo
  - d) Romantismo – Realismo

Observe atentamente a tira abaixo para resolução das questões 08, 09 e 10.



Disponível em: <<http://deposito-de-tirinhas.tumblr.com/>> Acesso em: abril de 2014.

8. Considerando as inferências textuais, podemos perceber que a figura de linguagem presente no primeiro quadrinho da tira é uma:
- a) Hipérbole.
  - b) Metáfora.
  - c) Metonímia.
  - d) Catacrese.
9. Considerando a variante linguística utilizada na tira nas falas do personagem Chico Bento, o uso do vocábulo "mais", no segundo quadrinho tem valor semântico de
- a) adição.
  - b) explicação.
  - c) adversidade.
  - d) consequência.
10. O humor da tira consiste na interpretação
- a) literal que o personagem Chico Bento faz da fala do menino filho de um grande pecuarista.
  - b) parcial que o filho do pecuarista faz do número ínfimo de cabeças de gado que o pai do Chico Bento possui.
  - c) errônea que o personagem filho do pecuarista faz acerca do poder econômico exercido pelo seu pai sobre os demais estancieiros.
  - d) semiótica acerca da ostentação dos grandes fazendeiros sobre os pequenos agricultores, na forma de terras e gado.

Leia o texto abaixo, para responder as questões de 11 a 15.

Montanha chinesa (pintura subungueal), 1995-1996



ALBERNAZ ACOSTA, Daniel. **montanha chinesa** (pintura subungueal), 1995-1996. São Paulo: Editora da Universidade de São Paulo, 1997, p. 115.

**11.** Há no texto uma importante relação texto/imagem. Essa relação compreende uma

- a) tentativa de entender o conceito de linguagem.
- b) inexistente correlação à análise de textos.
- c) perspectiva sociosemiótica verbal.
- d) abordagem complementar.

**12.** A proposta apresentada pelo artista exercita as novas fronteiras do letramento visual. Nesse exercício, para a construção de sentido, verifica-se que

- a) a imagem precede as palavras.
- b) a perspectiva de compreensão da linguagem e seus mecanismos é irrelevante.
- c) a subjetividade do observador é desprezada.
- d) a imagem é desprovida de seu contexto sócio-cultural.

**13.** Analisando aspectos das relações sociointeracionais, como contato, distância social, perspectiva e modalidade, afirma-se que

- a) o participante está representado explicitamente.
- b) o contato de oferta é incoerente.
- c) o participante se faz notar como objeto de contemplação e/ou análise.
- d) a modalidade naturalista está presente.

**14.** A metafunção responsável pela formação de um todo coerente entre os participantes internos do texto é

- a) representacional.
- b) interativa.
- c) composicional.
- d) integradora.

**15.** Para ALMEIDA (2009 p. 189) "O primeiro passo para uma prática pedagógica mais crítica se inicia a partir de um olhar mais apurado para a retórica de representação de textos e suas características visuais, verbais e multimodais." Em relação à importância da multimodalidade, **NÃO** é correto afirmar que

- a) imagens e outros elementos gráficos se constituem em representações semióticas de vasta utilização social.
- b) convencionalmente, são chamadas de "culturas alfabetizadas" aquelas que fazem uso da escrita como seu mais importante meio de comunicação visual.
- c) a proposta em favor de uma prática de letramento complementar tem enfrentado forte resistência no meio educacional.
- d) uma abordagem pedagógica alternativa, que vise dar conta de textos híbridos se propõe a substituir a prática educacional vigente.

**16.** Em FIORIN e SAVIOLI (2004) encontramos a seguinte afirmativa; “Quando se trata de textos redigidos em linguagem formal, que exigem, portanto, a observância da norma culta, é preciso respeitar as convenções impostas pelo consenso daqueles que usam esse tipo de linguagem. Nessas situações, o desvio dessas normas sempre produz efeitos desconcertantes.” Esses ‘efeitos desconcertantes’ podem ser classificados em quatro grandes níveis, são eles:

- a) Ortografia, sintaxe, conjugação verbal, léxico
- b) Pontuação, sintaxe, morfologia, léxico
- c) Ortografia, sintaxe, morfologia, léxico.
- d) Acentuação, sintaxe, flexão, léxico

Leia o texto abaixo, para responder a questão 17.

os churrascos são de marte

as saladas são de Vênus

me dizia uma amiga que os churrascos

cabem aos homens porque são feitos

fora de casa

às mulheres as alfaces

às alfaces as mulheres

que alguém se rebele e diga

pela imediata mudança de hábitos

assar uma carne no forno

seria um paliativo não seria uma solução

que suem as lindas na frente da churrasqueira

e que piquem eles as folhas verdes

FREITAS, Angélica. **Um útero é do tamanho de um punho**. São Paulo: Cosac Naify, 2012, p. 76.

**17.** Dentre as características percebidas na poesia contemporânea brasileira a que mais se destaca nesse texto é a

- a) narratividade.
- b) intertextualidade.
- c) oralidade.
- d) gramaticalidade.

Leia o texto abaixo, para responder a questão 18.

Tão cedo vejo que o outono se retira e o inverno dá os primeiros sinais de vida. Parece-me que a cidade passou por uma longa provação, cruel e opressiva, e, de súbito, tudo volta ao sossego. Paz de inverno. As linhas todas que distinguem Curitiba - o traçado de suas moradias e o semblante de seus habitantes - permanecem irrealizadas e estrangeiras enquanto as cerquem halos de calor. O inverno, enfim, já expulsa o sol e a canícula para plagas mais próprias de seu brilho. Alegremo-nos, curitibanos, com o amigo inverno ao nosso lado.

VAZ, Toninho. **Paulo Leminski: o bandido que sabia latim**. Rio de Janeiro: Record, 2001, p. 65. (fragmento)

**18.**O poeta Paulo Leminski, aos 13 anos, publicou no boletim do Colégio Estadual, em março de 1962, a crônica "Inverno". Nesse pequeno texto um tanto rebuscado e aparentemente influenciado pelos maneirismos estilísticos do pai, já ficava evidente o estreito relacionamento temático de sua obra com a

- a) melancolia.
- b) poética do frio.
- c) cidade de Curitiba.
- d) poética tropicalista.

**19.**FIORIN e SAVIOLI (2004) afirmam que "coerência deve ser entendida como unidade do texto. Um texto coerente é um conjunto harmônico, em que todas as partes se encaixam de maneira complementar de modo que não haja nada destoante, nada ilógico, nada contraditório, nada desconexo. No texto coerente, não há nenhuma parte que não se solidarize com as demais." (p. 261). Dentre os níveis de coerência abaixo, qual deles **NÃO** é apontado pelos autores?

- a) Espacial.
- b) Narrativa.
- c) Figurativa.
- d) Argumentativa.

Leia o texto abaixo, para responder a questão 20.

É só isso

Não tem mais jeito

Acabou, boa sorte

Não tenho o que dizer

São só palavras

E o que sinto

Não mudará

**20.**A canção Boa Sorte (disponível em: <<http://letras.mus.br/vanessa-da-mata/978899/>> Acesso em: abril de 2014), traduzida e gravada pela cantora e compositora Vanessa da Mata, é um exemplo perfeito da narrativa de uma situação concreta extremamente simplificada e fortalecida pela potência das escolhas efetuadas. Desse modo, de acordo com FIORIN e SAVIOLI (2004), as múltiplas significações possíveis apresentam-se sob o controle de um contexto. Esse encadeamento significativo pode ser comprovado através da

- a) escolha do tema.
- b) escolha das figuras.
- c) interpretação do leitor.
- d) solidariedade significativa.

Read the text below and answer questions 21 to 25.

Technology in education: if students aren't worried, why are teachers?

As a new episode of *My Teacher is an App* airs on BBC Radio 4, Edward Lawless urges teachers to embrace digital technology in the classroom – however frightening it seems



"As teachers, our role must change to one that embraces digital technology as a fundamental part of student learning," says Edward Lawless. Photograph: Athena

1 The third episode of the BBC Radio 4 series, My Teacher is an App, offered a provocative  
2 glimpse into the ways that technology is now being used to meet current educational  
3 needs. I attended the debate at The Great Hall of King's College London, where a  
4 respected panel and an energetic audience discussed the future of online technology and  
5 education.

6 While students in the audience didn't think it was a big deal, not all of the educators saw  
7 technology and education flowing together so smoothly. There was some anxiety in the  
8 room about what would happen to "authentic teaching", whether online learning could  
9 really offer "meaningful activity" and "true engagement", and if social media could provide  
10 "real interaction". Then, of course, there was concern about what would become of "the  
11 human element" in a virtual classroom.

12 These are all valid concerns, but they represent the dangerous assumption that a  
13 "different" learning environment can't preserve cherished educational priorities. I have  
14 seen online courses that are committed to promoting authentic teaching and learning, and  
15 worked with "virtual" teachers who regularly offer meaningful engagement, bringing the  
16 "human element" to their students around the world.

17 On the other hand, I have also seen traditional secondary and university classrooms that  
18 disregard these same priorities, with "live" teachers and lecturers capable of automating  
19 instruction, objectifying and isolating students, and reducing education to the mere  
20 transfer of content.

21 No matter what the conditions may be – online or face-to-face – the quality of the  
22 educational experience depends on the integrity of the curriculum, the teacher and the  
23 learning community.

24 That said, it's normal that teachers and leaders find the integration of online technology in  
25 education frightening. First of all, our generation of "digital immigrant" teachers must shift  
26 \_\_\_\_\_ our comfort zone and \_\_\_\_\_ the world of our "digital-native" students. Second, it  
27 requires bricks-and-mortar schools to take a leap of faith into a medium that's essentially  
28 an unknown world. They have to let go \_\_\_\_\_ the familiar model that we hold dear – not  
29 necessarily because it works so well, but because it's what we know so well – to embrace  
30 an educational medium that many of us don't use, don't understand and don't trust. Third,  
31 and most importantly, it requires us to shift the power of learning from the teacher to the  
32 student; to become the facilitator \_\_\_\_\_ learning rather than the deliverer of knowledge  
33 and \_\_\_\_\_ so doing, to let students lead their own learning. That is a very disturbing



34 prospect for many educators – and parents – because it's all about relinquishing control  
 35 and taking risks.  
 36 But the internet is a natural part of students' lives and for many of them it has been that  
 37 way since before they could walk. It's their natural environment for watching movies and  
 38 TV programmes, accessing music, communicating with friends and organising their daily  
 39 lives. It's not surprising that these digital natives don't consider online learning as such a  
 40 risky venture. The internet already empowers our students with unprecedented  
 41 educational access in ways that we could never have foreseen as teachers in training. The  
 42 question is – how are we teaching them to use that power?  
 43 At the close of the Radio 4 debate evening, one audience member remarked to the panel  
 44 that we need to proceed with caution – our students could suffer if we are too bold in  
 45 adopting online learning technologies. One panellist quietly responded that our students  
 46 and our future will more likely suffer because we are too timid rather than too bold.  
 47 I couldn't agree more. As teachers, our role must change to one that enables, guides,  
 48 personalises and embraces digital technology as a fundamental part of student learning.  
 49 The most dangerous thing we can do to our students is to keep doing what our teachers  
 50 and professors did to us:  
 51 • Remain centre stage in a face-to-face classroom.  
 52 • Ensure that every lesson goes according to our educational script.  
 53 • Focus upon what we want all students to cover during a scheduled lesson rather than  
 54 what each student needs to learn, when they need to learn it.  
 55 • Keep overestimating our own importance in the teaching-learning dynamic and  
 56 underestimating the potential of students to learn independently and collaboratively.  
 57 • Maintain our roles as mediators of content rather than developing our students'  
 58 capacities as discriminating, self-regulated learners in an open-source world.  
 59 It was good enough for us. Right?

Edward Lawless is the principal of Pamoja Education, an online provider of the International Baccalaureate Diploma Programme

Available at: <<http://www.theguardian.com/teacher-network/teacher-blog/2014/mar/10/technology-education-students-teachers-worried>> Consulted on Mar. 26<sup>th</sup>, 2014.

**21.** From the title and the information in the text it is correct to infer that

- a) students do not usually care about what teachers and schools have to offer, once technology provides schoolers with far more interesting and appealing ways of pursuing knowledge.
- b) students are much more used to dealing with technology than teachers are; that is why the use of media in education does not mean any kind of threaten to learners, while the same can not be said about teachers.
- c) students have historically had a passive attitude towards their own education. Therefore, it is natural that they do not give importance to the use of technology in education, for it makes no difference in their interest when it comes to institutional learning.
- d) students usually dominate technology; teachers, in turn, end up feeling threatened by the challenge of making the right choices when media offers such a great variety of options for teaching.

**22.** For each of the ideas below, decide if they represent the students' view (S), the teachers' view (T), or if they are the author's opinion (A) in relation to the use of technology in education.

- ( ) The human element does not depend on a face-to-face interaction. Virtual classes can be much more authentic and human from a distance than in the institutional and live environment.
- ( ) Virtual lessons may eliminate many of the characteristics of face-to-face interaction, like authentic teaching and the true engagement between teachers and students.
- ( ) The use of technology in education is not seen as a problem, but as a natural phenomenon.
- ( ) A different learning environment can't preserve cherished educational priorities.
- ( ) The integration of online technology in education is an issue to worry about.

The correct sequence of answers is the one presented in

- a) A – T – S – T – T.
- b) T – A – A – T – A.
- c) T – A – A – A – T.
- d) A – T – S – T – A.

**23.** The words *glimpse* (line 02), *mortar* (line 27), *relinquishing* (line 34), and *bold* (line 44) can be replaced, without changing their meaning in context, by

- a) glance – cement – giving up – brave
- b) sight – clay – taking up – fearless
- c) squint – cement – abdicating – fair
- d) stare – clay – refusing – cautious

**24.** In lines 26, 28, 32, and 33 the correct sequence of particles that fill in the blanks in the text accordingly is

- a) from – to – from – of – after
- b) out of – to – of – for – on
- c) from – into – over – of – when
- d) out of – into – of – for – in

**25.** Consider the sentence below, taken from the text (the sentence is located below the illustration):

"As teachers, our role must change to one that embraces digital technology as a fundamental part of student learning," says Edward Lawless.

- I. "says" is a reporting verb that indicates a recommendation given by the author.
- II. *that embraces digital technology as a fundamental part of student learning* is a defining relative clause and, for this reason, the relative pronoun "that" can not be omitted in the sentence.
- III. "that" can be replaced by "which" in the sentence, without changing its meaning.
- IV. Considering defining and non-defining relative clauses, a similar type of clause to the one presented in the example in the box is given in the sentence "Could you iron the trousers that I've brought from Spain?".
- V. Neither "who" nor "which" can be used instead of "that" in the example in the box.~

From the assertions above, the correct ones are only

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

**26.** Read the text below:



Available at: <<http://rrenatto.files.wordpress.com/2012/03/up-to.png>> Consulted on Mar.28<sup>th</sup>, 2014.

Considering the context of production of the dialogue above, as well as the phrasal verb presented in it, it is correct to imagine that Garfield is about to

- a) travel a long distance to visit someone.
- b) give up a plan.
- c) do something wrong or illegal.
- d) confess a crime.

**27.** Read the text below:



Available at: <<http://rrenatto.files.wordpress.com/2012/04/fill-out21.png>>  
 Consulted on Mar. 28th, 2014.

After talking on the phone to the operator, the man, surprised, calls his wife to tell her about the weird conversation. The alternative in which he reports the facts accordingly, considering verb tenses used in reported speech, is

- a) "First, he told me to fill out the online satisfaction survey. When I told him he haven't even tried to help me yet, he answered that he would like to base his help on how happy I was expecting to be!"
- b) "First, he told me to fill out the online satisfaction survey. When I said he hadn't even tried to help me yet, he answered that he liked to base his help on how happy I expected to be!"
- c) "First, he said I should fill out the online satisfaction survey. When I replied that he didn't try to help me yet, he said he would like to base his help on how happy I expected to be!"
- d) "First, I asked his help. He suggested that I would have to fill out the online satisfaction survey. When I told him he didn't even help me yet, he said he liked to base his help on how happy I expect to be!"

**28.** Read the following concepts and definitions related to Second Language Acquisition studies, according to Rod Ellis (1994).

- I. \_\_\_\_\_ is the study of how language is used in communication. It is particularly concerned with appropriateness (what is said and how it is said in a particular context).
- II. \_\_\_\_\_ is the use of L1 to deal with some communication problem. Nowadays evidence for this phenomenon in all aspects of language – syntax, phonology, semantics and pragmatics – is abundant. It may not always manifest itself as errors but also as avoidance, overuse and facilitation. It constitutes one of the several processes involved in SLA.
- III. \_\_\_\_\_ refers to the belief that input solely does not provide the information needed for learning to be successful. Children must have prior knowledge of what is grammatically possible and impossible as part of their biological endowment.
- IV. \_\_\_\_\_ refers to the way people perceive, conceptualize, organize, and recall information.

The alternative which presents the correct sequence of expressions to fill in the gaps above is

- a) Communicative Strategies – Code Switching – The Mentalist Theory – Individual Differences.
- b) Learner's Competence – Code Mixing – The Innate Device – Metacognitive Style.
- c) The Social Factor – Interlanguage – The Naturalistic Factor – Learner's Aptitude.
- d) Pragmatics – Communication Transfer – Universal Grammar – Cognitive Style.

- 29.** According to research results presented in ELLIS (1994), all the assertions below about formal instruction and language learning are correct, **EXCEPT** the one in alternative
- a) It is possible that formal instruction will show an effect in the case of tests but not in natural production as is predicted by some theories of L2 acquisition such as Krashen's Input Hypothesis.
  - b) Long (1983) considered a total of 11 studies that had investigated whether learners who receive formal instruction achieve higher levels of proficiency than those who do not. His conclusion was that there is considerable evidence to indicate that SL instruction does make a difference.
  - c) When it concerns adult learning, there is a consensus between Long and Krashen that formal instruction is not better than learning a second language in the streets.
  - d) In a study conducted by Spada (1986) those learners who had access to both formal instruction and to exposure to English showed the greatest gains in proficiency. The author claims that attention to both form and meaning works best for L2 learners.

**30.** Observing classroom phenomena, Larsen-Freeman (2000) establishes some principles underlying different language teaching and learning approaches for students to learn to communicate in the target language. The **Communicative Approach** to Language Teaching contributed to a shift in the field of second language acquisition studies in the late 1970's and early 1980's, as well as other approaches, like the **Content-based**, the **Task-based**, and the **Participatory Approaches**. Read the principles below, and decide the order in which each of the highlighted approaches is being characterized in the alternatives that follow.

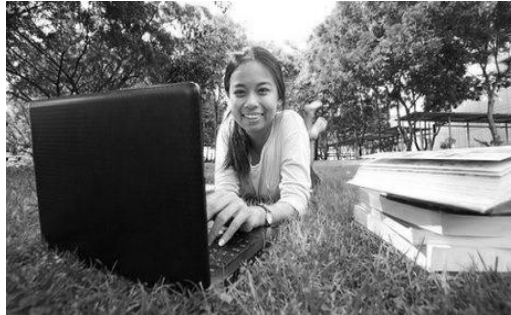
- I. Learning is based on language functions; whenever possible, authentic language should be introduced; the target language is a vehicle for classroom communication, not the object of study; games are important because they have features in common with real communication – there's a purpose to the exchange; students have opportunities to express their own ideas and opinions; learning about linguistic form is important for language competence. \_\_\_\_\_
- II. What happens in the classroom should be connected with what happens in students' lives; content is not pre-determined; education is related to students' real needs and students are motivated by their personal involvement; focus on linguistic form occurs within a focus on content; students can create their own material, which in turn become material to other students. \_\_\_\_\_
- III. The subject matter is used for language teaching purposes; teaching should build on students' previous experience; the target language use is a means to an end, rather than an end in itself; language support is provided by the teacher, by means of examples, redundancies, and comprehension checks; students work with meaningful and authentic materials and tasks. \_\_\_\_\_
- IV. Class activities have a perceived purpose and a clear outcome; a previous activity is a helpful way to have the students see the logic involved in what they are being asked to do; the teacher breaks down into smaller steps the logical thinking process necessary to complete what students have to do; the demand on thinking should be just above students' level of independent work; the teacher does not consciously simplify the language; the teacher supplies the correct target form by reformulating or recasting what the students have said. \_\_\_\_\_

The correct sequence of approaches described above is the one presented in alternative

- a) The Communicative Approach – The Participatory Approach – The Content-based Approach – The Task-based Approach.
- b) The Participatory Approach – The Task-based Approach – The Communicative Approach – The Content-based Approach.
- c) The Task-based Approach – The Communicative Approach – The Participatory Approach – The Content-based Approach.
- d) The Content-based Approach – The Participatory Approach – The Communicative Approach – The Task-based Approach.

Read the text and answer questions 31 to 35.

- 1 **Online students can't help being sociable**  
2 **By Sean Coughlan** BBC News education correspondent



- 3  
4 Online university students want to talk outside the computer screen

- 5 **It was a revolution moving higher education from bricks to clicks... and now it's**  
6 **started to go back to bricks again.**

- 7 Online university providers, which offered people the chance to study from home, are turning  
8 full circle by creating a network of learning centres where students can meet and study  
9 together.  
10 Instead of demolishing the dusty old classrooms, the online university revolution is responsible  
11 for opening some new ones.  
12 Coursera, a major California-based provider of online courses, is creating an international  
13 network of "learning hubs", where students can follow these virtual courses in real-life, bricks  
14 and mortar settings.  
15 And there are thousands of meet-ups in cafes and libraries where students get together to talk  
16 about their online courses.  
17 This is the latest stage in the rapid evolution of so-called Moocs - massive open online courses  
18 - where some of the world's leading universities have created digital versions of courses which  
19 are offered free over the internet.

20 **Learning together**

- 21 Coursera now has seven million registered users. That's bigger than the entire university  
22 populations of the UK and France combined. But it seems there is an irresistible social side to  
23 learning. Finding stuff out together seems to be more appealing than following a course alone.  
24 The Coursera learning hubs are running in more than 30 cities, from Baghdad to Buenos Aires,  
25 Moscow to Mumbai and Shanghai to Santiago. The learning hubs are run by partner  
26 organisations, providing a place where students following Coursera online courses can come to  
27 study together and get help from mentors.  
28 In Moscow, the learning hub is hosted by Digital October, a centre for technology and  
29 entrepreneurship. Yulia Lesnikova, director of educational programs, says it provides a more  
30 sociable way of following online courses.

31 **'Like a village'**

- 32 There have been four online courses so far followed in the Moscow learning hub. This includes  
33 a course about genetics created by the University of British Columbia, with students in Moscow  
34 being supported by an expert from one of Russia's oldest genetics institutes.  
35 There is a course on gamification from the University of Pennsylvania's Wharton School of  
36 Business, with sub-titles in Russian.



Students following an online course at the Digital October learning hub in Moscow

37  
38

39 When students are gathered for their Mooc classes it becomes a focus for other spin-offs, such  
40 as firms wanting to recruit staff or to get students involved in developing commercial projects.  
41 In Beijing, the learning hub has been set up with Guokr, a Chinese science-based social  
42 networking website.

43 Yang Liu, Guokr's education director, says studying as a group provides a way of keeping  
44 students connected. It's also introduced the word "Moocer" into China, she says.

45 "Learning can be very lonely, they can drop out."

46 It can be a more effective way of studying, she says. In a group of people there's likely to be a  
47 spread of knowledge, with students able to help one another.

48 "It's like a village, they form a small society."

49 It also allows for different types of learner to be supported. About half of the people following  
50 Coursera courses in Beijing are university students, she says.

#### 51 **Cutting drop-out rates**

52 But there are also isolated individuals who like the social setting, such as older people living  
53 alone or mothers looking after children at home.

54 Yin Lu, responsible for Coursera's international development, says learning hubs have a wide  
55 range of local approaches. They can be based around tutors or around organised projects or  
56 else emphasise the social aspect of learning.

57 In India, the focus is on teacher training and professional development. It means that courses  
58 designed for students in the US or Europe are being played out in classrooms in New Delhi and  
59 Mumbai.

60 What has become apparent, she says, is that there is a much lower drop-out rate for students  
61 who attend a learning hub.

62 Moocs allow anyone to enter, with no barriers from cost or qualifications, but that also means  
63 relatively few ever finish a course. Ms Lu says that the typical completion rate for a Mooc is  
64 about 5% to 10%.

#### 65 **Practical projects are run alongside the online courses**

66 For Mooc students attending learning hubs, the completion rates are between 30% and 100%,  
67 she says.

68 Ms Lu says it's likely that more hubs will open where there are concentrations of Coursera  
69 students.

70 But she says there are no plans for these learning hubs to become fully-fledged colleges,  
71 where students might take exams as well as follow courses.

72 "We exist to complement what universities can provide," she says.

73 But it wouldn't be difficult to imagine the commercial possibilities if they changed their mind.

#### 74 **'Meet-ups'**

75 There is something almost organic about how these digital projects have taken root in the  
76 physical world.

77 Moocs were meant to be the university courses of the laptop era, self-sustaining and free-  
78 standing, with students able to stop and start materials on the internet and get online support  
79 from social networking.

80 But you can't stop people from wanting to talk to each other, outside the computer screen.



81 As well as the more formal learning hubs, self-organised "meet-ups" for Coursera students  
82 have sprung up in more than 3,700 cities around the world, based around specific Coursera  
83 online courses.  
84 For example, in London there are groups meeting in cafes at the British Library and the South  
85 Bank Centre. In Paris, there are meetings in the Pompidou Centre and in university buildings.  
86 Meet-ups are held in a whole range of public places, where students want to discuss and  
87 debate these digital courses.  
88 They're scheduled and arranged online, with the only vital ingredients being a laptop, wi-fi and  
89 somewhere to talk.  
90 Even virtual students want to have a cup of coffee and a conversation after a lecture.

Available at: <<http://www.bbc.com/news/business-26925463>> consulted on Apr. 12<sup>th</sup>. 2014.

**31.** Choose the alternative that best summarizes the main ideas of the text.

- a) Following today's tendency to offer students new ways of learning and taking advantage of the available technologies, online university providers are offering people the opportunity to study from home, through the creation of learning centers, where students can meet and study together. This is the latest evolution of the so-called Moocs - Massive online courses.
- b) Following today's tendency to offer students new ways of learning, online university providers, which originally offered people the opportunity to study from home, are expanding their reaching area, by creating learning centers, where students can meet and study together. This is the latest evolution of the so-called Moocs - Massive online courses.
- c) In order to respond to a contemporary demand, which asks education institutions to offer distance learning, online university providers are creating learning centers spread throughout different countries, which are called Hubs, where students can get together and study. This is the latest evolution of the so-called Moocs - Massive online courses.
- d) In order to respond to a contemporary demand, which asks education institutions to offer distance learning, Coursera, a major California-based provider of online courses, is creating an international network of "learning hubs", where students can follow the virtual courses in real-life. This is the latest evolution of the so-called Moocs - Massive online courses.

**32.** Which of the following is **NOT CORRECT**, according to the text?

- a) Besides helping in the learning process (due to the exchange of experiences with other participants), taking part in a Mooc group may also bring job opportunities, since companies look for these groups when selecting new employees or recruiting people to work on a new project.
- b) According to the coordinators, the learning hubs have helped to cut down the drop-out rates. That happens because they allow for different types of students to be supported and can be more effective, since students share knowledge and help each other.
- c) The Mooc hubs have a wide range of local approaches. They can be based around tutors or around organized projects or else emphasize the social aspect of learning. They can also focus on teacher training and on professional development. The "meet-ups" for Coursera students, which are independent from the courses, have also spread for more than 3,700 cities around the world.
- d) Moocs were originally designed as self-sustaining university courses and presupposed that students would stop and start materials on the internet independently and get online support from social networking. However, as you can't stop people from wanting to talk to each other outside the computer screen, the courses nowadays also count on self-organized "meet-ups" spread around the world.

**33.**When several adjectives come before a noun, they usually have to be put in a particular order. Examples from the text include “Online University providers (line 07)”, “Massive open online courses (line 17)”, among others. From the alternatives below, the one which presents a correct sequence of adjectives in the expression is

- a) “Look! I’ve just bought this pair of brown leather Spanish boots. What do you think of them?”
- b) During our trip to Italy last year, we saw lots of beautiful places, but I especially liked those wonderful huge Renaissance cathedrals.
- c) When I saw him approaching that round big conference table, I knew I would finally have the opportunity of meeting and talking to him for the first time.
- d) I really wanted a new racquet, but that steel and nylon light one was too expensive for me to buy.

**34.**Read the sentences below, taken from the text:

- I. “The learning hubs are run by partner organizations (lines 25-26).”
- II. “In Moscow, the learning hub is hosted by Digital October, a centre for technology and entrepreneurship (lines 28-29).”
- III. “They can be based around tutors or around organized projects or else emphasize the social aspect of learning (lines 55-56).”
- IV. “Meet-ups are held in a whole range of public places, where students want to discuss and debate these digital courses (lines 86-87).”

The alternatives which present sentences in the passive voice are

- a) I, II, III, and IV.
- b) II and III, only.
- c) II, III, and IV, only.
- d) I and IV, only.

**35.**In the sentence “When students are gathered for their Mooc classes it becomes a focus for other **spin-offs**, such as firms wanting to recruit staff or to get students involved in developing commercial projects (lines 39-40)”, the expression in bold suggests that

- a) companies take profit from students’ meetings, offering them jobs at lower wages.
- b) students’ objective with the “meet-ups”, besides studying in groups, is trying to get some work related to their field of study.
- c) students attend classes in the Coursera groups willing to be selected by companies that recruit students to take different kinds of jobs.
- d) companies benefit from the fact that students are gathered and offer them jobs related both to the companies’ and the students’ interests.

**36.**The modal verb **could** is used to express ability in the past, among other uses. However, there is a particular situation in which **was able to** should be used instead of **could**. According to this, all the sentences below are correct, **EXCEPT**:

- a) He was a terrific liar. He could make anybody believe him.
- b) My sister could talk when she was 2 years old.
- c) Even though I’d hurt my leg, I could swim back to the boat.
- d) Having grown up in the countryside, John could ride a horse since his early years.

**37.** Read the sentences below.

- I. It's the end of the semester. You should study more, if you want to pass the exam.
- II. Children should learn how to swim when they are little.
- III. I should have posted this letter yesterday
- IV. It's 9:00. I'd better call Sally. She should be at work by now.

The alternative(s) which does(do) not present **should** with the idea of a recommendation or suggestion is(are) the one(s) in

- a) III.
- b) I, III, and IV.
- c) I and IV.
- d) III and IV.

Read the poem *Stop all the clocks*, by the modernist writer W. H. Auden, and answer questions 38 to 40.

1 Stop all the clocks, cut off the telephone,  
 2 Prevent the dog from barking with a juicy bone,  
 3 Silence the pianos and with muffled drum  
 4 Bring out the coffin, let the mourners come.

5 Let aeroplanes circle moaning overhead  
 6 Scribbling on the sky the message He Is Dead,  
 7 Put crepe bows round the white necks of the public doves,  
 8 Let the traffic policemen wear black cotton gloves.

9 He was my North, my South, my East and West,  
 10 My working week and my Sunday rest,  
 11 My noon, my midnight, my talk, my song;  
 12 I thought that love would last forever: I was wrong.

13 The stars are not wanted now: put out every one;  
 14 Pack up the moon and dismantle the sun;  
 15 Pour away the ocean and sweep up the wood.  
 16 For nothing now can ever come to any good

**38.** Considering the poem as a whole, the alternative that best translates the ideas conveyed in the first stanza (lines 01 to 04) is:

- a) The poetic voice wants the world to stop to share his pain, because he has lost someone who was very important to him.
- b) The poetic voice wants the world to share his pain, though he knows it is impossible to stop the clocks, or cut off the telephone.
- c) The poetic voice is hurt and wants everyone to be quiet and to respect his pain.
- d) The poetic voice is telling everyone to be quiet and to bring the coffin, so they can start the funeral.

**39.** In the third stanza, the poetic voice uses the possessive adjective **my** to emphasize the idea that

- a) the person who died was his lover and now he is alone.
- b) the person who died was everything to him and now he doesn't believe in love anymore.
- c) the person who died meant everything to him and now he feels lost.
- d) the person who died meant everything to him and now he doesn't believe in love anymore.

**40.**The Imperative form of the verbs is used in the poem to convey the urgency felt by the poetic voice, who wants everyone to share his pain and gives orders, as expressed in "Stop all the clocks, cut off the telephone" (line 01). Which of the alternatives below shows a different use for the infinitive from the one in the example?

- a) Have some more coffee.
- b) Be quiet, please.
- c) Sit down, everybody.
- d) Do not feed the animals.

