



PROFESSOR DE INGLÊS

Text 1 – Questions 26 to 30

SITCOMS IN ESL CLASS? WHY THE “FRIENDS” TV SERIES IS FANTASTIC FOR TEACHING ENGLISH

Are your students not getting your “Smelly Cat” references? Or do they act completely oblivious when you shout “we were on a break!” at the end of each class recess? If so, you might need to add some “**Friends**” into your lessons. Not only will this famous American TV series make your ESL activities more exciting, but it’ll also give your students the opportunity to learn more about how friends casually talk and interact with one another in the U.S. Let’s look at some reasons why using “Friends” to teach English is a recipe for success, plus three practical tips to effectively use this show as a tool in the ESL classroom.

WHY TEACHING ENGLISH WITH “FRIENDS” IS A GOOD IDEA

Teaching English with “Friends” is great for the following reasons:

- It gives students a better understanding of American culture and life in New York City.
- Students see how native English speakers in the U.S. hold casual, informal conversations with their friends using idioms and slang.
- The series covers all aspects of everyday life and adulthood, giving students an opportunity to build a broader vocabulary and learn how to talk about a wider range of topics. “Friends” is one of those TV shows that almost everyone can relate to in one way or another. It’s about four adults living in the

city, going to work and hanging out at the end of the day. For that reason, it’s an excellent way for ESL students to master conversational English.

(...)

From: <https://goo.gl/ubkoDG>. Accessed on 08/13/2018

26. (CONCURSO MAURITI/2018) It is correct to say that the TV Series Friends:

- A) never represents real and casual language, so it can’t be used in ESL.
- B) is one of the good ways to teach English for children under the age of six.
- C) is not appropriate for teenagers because it is full of hot scenes.
- D) brings real-life conversations and interactions between friends in the U.S.A.
- E) was recorded in order to support English teachers to improve their everyday classes.

27. (CONCURSO MAURITI/2018) If an English teacher chooses to use “Friends” in her/his classes:

- A) S/He will have a range of vocabulary and American idioms to work with.
- B) S/He will be pedagogically limited to teach oral language.
- C) S/He won’t be able to discuss anything about American culture.
- D) S/He will have to use subtitles in order for her/his students understand.



E) S/He must be prepared to listen and answer the parents' complaints.

28. (CONCURSO MAURITI/2018) The suffix **-hood** in "**adulthood**" cannot be found in:

- A) brotherhood – childhood
- B) parenthood – likelihood
- C) hoodlum – lens hood
- D) neighborhood – manhood
- E) knighthood – womanhood

29. (CONCURSO MAURITI/2018) "**Hanging out**" may be replaced by:

- A) answering questions
- B) spending time
- C) looking forward
- D) keeping up
- E) working out

30. (CONCURSO MAURITI/2018) The pronunciation of the letter **S** in the word **Friends** is also found in:

- A) adults
- B) sitcoms
- C) tips
- D) recess
- E) topics

Text 2 – Questions 31 to 34

ELT IN BRAZILIAN PUBLIC SCHOOLS: HISTORY, CHALLENGES, NEW EXPERIENCES AND PERSPECTIVES

Ricardo Luiz Teixeira de Almeida

Abstract: Historically speaking, the teaching of English was never a part of Brazilian primary schools programmes. Foreign language teaching as an obligatory school subject appears only in the sixth year of basic education, and its goal is more connected to the development of critical citizens, rather than to the promotion of proficient speakers of the language. Recently, however, a number of municipal public educational systems, often in partnership with private language institutes, have introduced ELT from the very first year of primary school. This is the case, for example, of the project Rio Global Child 2016, created by the City of Rio de Janeiro in partnership with *Cultura Inglesa*, a well-known private English institute in Brazil. What I intend to do in this paper, thus, is: firstly, to present an historical overview of ELT in Brazilian public schools, discussing its educational relevance and functions, the challenges faced by teachers and students, and both the beliefs and debates concerning the issue (cf. Almeida, 2012; Assis-Peterson, 2003; Moita Lopes, 1996; Tílio, 2012) – including also a first account of the Brazilian cities involved in the implementation of ELT in primary schools; and, then, to discuss critically Rio de Janeiro's project for the teaching of English in primary schools. Such a discussion is necessary not only because it may help to understand better the risks of adopting a single method (and its materials) for teaching in contexts that can be extremely different from one another, but also because



other projects and experiences may benefit from an honest account of the problems faced by the association of private and public spheres and interests exemplified by Rio's project.

Keywords: ELT; linguistic policies; Brazilian contexts

From: <https://goo.gl/hDnVFh>. Accessed on 08/26/2018

31. (CONCURSO MAURITI/2018)
According to the text you have just read, one of its goals is:

- A) To present a general review of the teaching of ELT in Brazilian public schools.
- B) To show poor improvements in the ELT area in municipal schools.
- C) To discuss innovations in the ELT area concerned with reading classes.
- D) To present a tutorial of the project Rio Global Child 2016 in order to be adopted by other schools.
- E) To propose a partnership with *Cultura Inglesa* in order to help students learning English in public schools.

32. (CONCURSO MAURITI/2018)
According to the Abstract:

- A) Brazilian public schools have always offered English classes since kindergarten.
- B) Brazilian teachers are the most prepared to teach English as a foreign language in South America.

C) Children have access to good and different programmes for learning English since Elementary School.

D) In Brazilian public schools, English is taught from the first year in the Elementary School.

E) The project Rio Global Child 2016 failed in becoming students of public schools good speakers of English.

33. (CONCURSO MAURITI/2018) The Abstract doesn't say that:

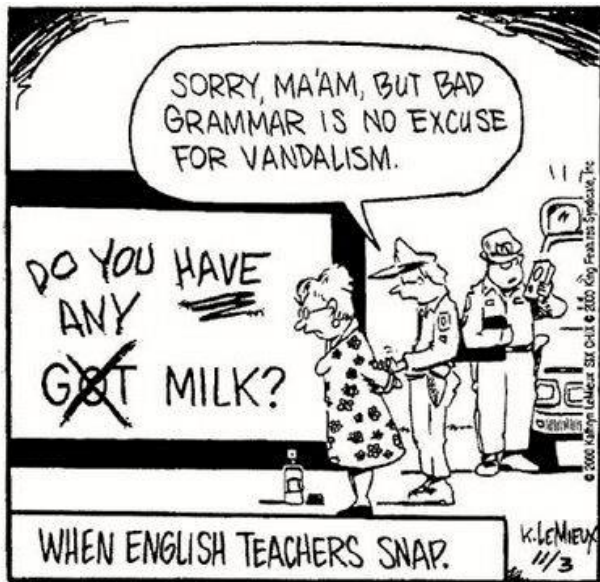
- A) The project Rio Global 2016 was done by the city of Rio de Janeiro.
- B) The goal of the project Rio Global 2016 was to reach the first year of primary school.
- C) The project Rio Global 2016 was carried out in Rio de Janeiro.
- D) Brazilian public schools don't teach their students to be a fluent speaker of English.
- E) *Cultura Inglesa* received lots of money to enter the project Rio Global 2016.

34. (CONCURSO MAURITI/2018) The same process of word formation used in speakers was also used in:

- A) teacher – sailor – ruler
- B) dusty – dustier – dustiest
- C) stop – stopped – stopping
- D) loudspeaker – drive-thru – air conditioning
- E) liar – lying – lies

35. (CONCURSO MAURITI/2018) After reading the text below, you can say that another way to ask this question is:

- A) Does she have some milk?
- B) Has she got any milk?
- C) Have you got any milk?
- D) Don't you have any milk?
- E) Haven't you got some milk?



Text 3 - Questions 36 to 40



From: <https://goo.gl/W2yjdD>. Accessed on 08/13/2018

36. (CONCURSO MAURITI/2018) After reading the texts, one can conclude that the woman:

- A) although retired, still works as a painter.
- B) was asked to correct the announcements' grammar errors.
- C) still works as a teacher of English.
- D) made some mistakes about grammar when tried to correct the sentences.
- E) corrected ill-formed sentences on business establishments.

37. (CONCURSO MAURITI/2018) In "Hurry in fast!", why is the word 'fast' inappropriate?

- A) Because 'fast' is in adverb that cannot modify the verb 'hurry'.
- B) Because 'fast' denotes a longer period of time which doesn't fulfill the appropriate meaning of the sentence.
- C) Because the adjective 'fast' should have been inflected as 'faster'.
- D) Because the adverb 'fast' should have been inflected as 'faster'.
- E) Because 'fast' is an adjective and cannot modify the verb 'hurry'.

38. (CONCURSO MAURITI/2018) What is the grammatical class of 'quickly' in the text?



- A) adjective
- B) verb
- C) adverb
- D) noun
- E) conjunction

39. (CONCURSO MAURITI/2018) In one of the announcements, the woman erased the S from the noun ‘shrimps’. Why did she do that?

- A) Because as all sea food, the noun ‘shrimp’ doesn’t have plural form.
- B) Because ‘shrimp’, as a countable noun, doesn’t have plural form.
- C) Because ‘shrimp’ as an uncountable noun, doesn’t have plural form.
- D) Because ‘shrimp’ refers to the food and it comes always in singular.
- E) Because she didn’t know the rules for plural in English.

40. (CONCURSO MAURITI/2018) The form ‘they’re’, written on the bank’s wall, suggests that the person who wrote it:

- A) can’t read or write very simple sentences in English.
- B) didn’t know that there were two different forms with the same pronunciation.
- C) never attended syntax classes in High School.

D) did a brilliant job making such an error.

E) is correcting the grammar mistakes s/he made when she wrote on the walls.

Text 4 – Questions 41 to 43

How to Change Your Approach to ESL for Teen Students

(...)

Remember, teenagers are going through a unique period of growth in their lives. They’re trying to make sense of the world around them. They enjoy learning and solving problems, but typically on their own terms.

Teenage students tend to have their own learning styles which differ from those of children and adults. Kids like activities and games, and they’re more likely to complete assignments just for your praise and recognition. Adults take a no-nonsense approach to learning – they’re learning English for a clear-cut reason, and they’d prefer that their time and money not be wasted.

Unlike children and adults, we often need to put in a bit more effort in order to motivate our classes of adolescent learners. These are some excellent steps that help capture the attention of teenage ESL students:

- **Build rapport** — Even if they never admit it to you, adolescents are looking for a safe learning environment where they can feel comfortable and secure. They also greatly appreciate getting a sense of familiarity and belonging from their teachers, peers and surroundings. Help create such an environment by getting to know them and what they like.

- **Learn their interests** — Build lessons based on their hobbies and interests to gain their undivided attention and make English class feel relevant. One of the easiest ways that I got teenage boys to speak more English was to have them talk about their favorite soccer players.



- **Use multimedia** — Nobody, least of all a teenager, wants to read from a textbook all day. Excellent ESL lessons for teens involve videos and other exciting media involving technology, flashy visuals, fun topics and pop culture.

Many teenagers need to be sold on the idea that learning English is right for them. After all, many of them would rather do something more entertaining with their time than learning a new language.

Understand your students' goals and objectives. Are they dreaming of studying certain subjects in college, or pursuing certain careers? Do they long to travel the English-speaking world? Try to create lessons to help them succeed. You can work in some great activities for students who are looking to learn survival English, and even more for students trying to boost their conversational skills.

(...)

From: urlshortener.at/jrxMV. Accessed on 08/30/2018

41. (CONCURSO MAURITI/2018) What is the best way to involve teenagers in ESL classes?

- A) Bringing written and role play activities to every class of English.
- B) Asking them to present their activities speaking aloud in front of their classmates.
- C) Bringing to the English classes a variety of activities based on their needs.
- D) Using the same oral and written activities you use with adult classes.
- E) Focusing on grammar and vocabulary in order for them to understand the texts they read.

42. (CONCURSO MAURITI/2018) Teenagers differ from children and adults because:

- A) Teenagers have a unique style of learning that may force the teachers to bring lively activities to classroom.
- B) Teenagers like to play all the time, while children and adults prefer to have classes on the computers.
- C) Teenagers prefer learning English by writing long essays, while children and adults prefer lively activities.
- D) Teenagers need more relaxing classes while children and adults need classes full of energy.
- E) Teenagers like long classes while children and adults don't. They prefer short and lively classes.

43. (CONCURSO MAURITI/2018) One of the key elements to teach teenagers is:

- A) motivating their parents.
- B) helping them to get success in their learning.
- C) showing different job opportunities.
- D) point out the mistakes they made.
- E) being friend of their friends.

Text 5 – Questions 44 and 45



"You said you wanted me to show you a better school report, so I borrowed Tommy Wilson's."

From: <https://goo.gl/jwmjQ6>. Accessed on 08/13/2018

44. (CONCURSO MAURITI/2018) After reading the text and analyzing the picture above, you can say that:

- A) The boy in the picture is Tommy Wilson.
- B) Those people in the picture are Tommy Wilson's parents.
- C) Tommy Wilson lent his school report to the boy.
- D) The boy in the picture showed his brilliant school report.
- E) The boy in the picture is an excellent student.

45. (CONCURSO MAURITI/2018) The suffix –ed in the verbs 'wanted' and 'borrowed' are pronounced, respectively, as:

- A) /t/ and /Id/
- B) / Id/ and /t/
- C) /t/ and /d/
- D) /d/ and /d/
- E) /Id/ and /d/

Text 6 – Questions 46 to 49

English Learning in Brazil

Statutory and the National Curricular Guidelines make the teaching of a foreign language at elementary and high school compulsory. However, teachers and experts acknowledge that English teaching - both public and private - is unable to provide students with a usable level of English. They identify similar reasons to those that cause other problems in basic education: the lack of language teaching equipment and over-filled classrooms. There are also fundamental problems with the amount of time set aside for teaching English and it is hard to find adequately qualified teachers. In these conditions English teaching is reduced to the basic rules of grammar, reading short texts and learning to pass multiple choice exams for university admittance.

Even government officials admit that English teaching in basic education has many shortcomings. The National Curricular Guidelines (which outline the curriculum for each subject) are well articulated, but cannot be applied fully in practice. Officials have pointed out that there are no language labs in schools as there is little funding available for them.

Learning English in Brazil: Understanding the aims and expectations of the Brazilian emerging middle classes.

British Council, 2014.



46. (CONCURSO MAURITI/2018) One of the problems pointed in the text for the failure of learning English in Brazilian public schools is:

- A) Too many resources in the classrooms.
- B) Crowded classrooms.
- C) No time for lunch.
- D) Multiple choice texts.
- E) Students lack interest.

47. (CONCURSO MAURITI/2018) The text doesn't mention that:

- A) English teachers are well paid all over the country.
- B) There are few English classes per week.
- C) There aren't enough school labs.
- D) It's difficult to find proficient teachers.
- E) It's not necessary to speak English to enter the university.

48. (CONCURSO MAURITI/2018) About the teaching of English in Brazilian private schools, the text says that:

- A) The students are taught English oral skills three times a week.
- B) The students are able to have any school subject in English.
- C) It is compared to European teaching.
- D) It doesn't allow students to be proficient in English.

E) Students aren't obliged to attend to English classes.

49. (CONCURSO MAURITI/2018) The text says that the National Curricular Guidelines:

- A) has nothing good to add to the teaching of English at all.
- B) isn't responsible for the foreign languages.
- C) can't guarantee the good theory into practice.
- D) establishes the amount of money to be spent in English labs.
- E) doesn't connect the foreign languages to other school subjects.

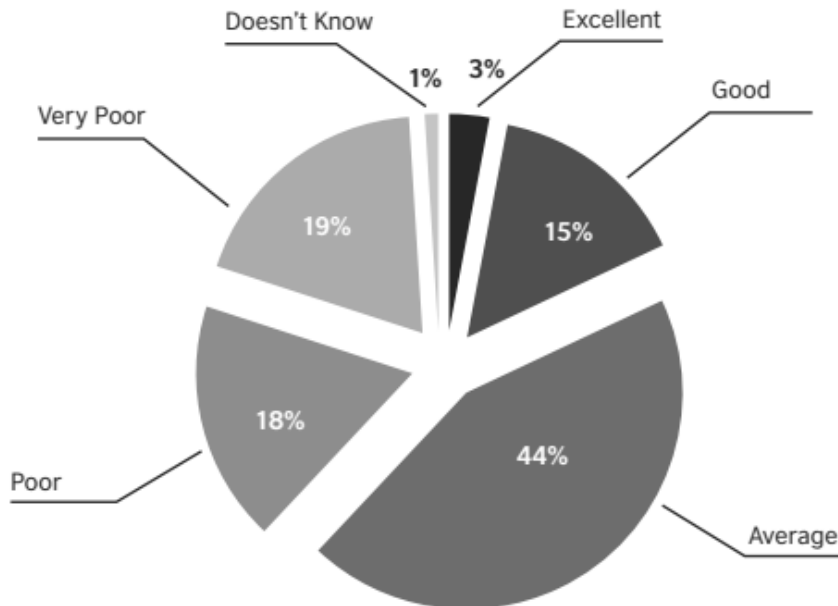
50. (CONCURSO MAURITI/2018) According to the graphic that follows, one can conclude that:

- A) Most people consider public education excellent.
- B) Almost 50% studied in public schools.
- C) Nobody said public education had problems.
- D) Very few people didn't know how to rate the public education.
- E) Few people consider public education reasonable.



THE QUALITY OF PUBLIC EDUCATION

How people rate public education in Brazil



Source: Data Popular based on the 2011 Public Opinion Research/Senate Data

Learning English in Brazil: Understanding the aims and expectations of the Brazilian emerging middle classes. British Council, 2014.