GOVERNO DE PORTUGAL

MINISTÉRIO DA EDUCAÇÃO E CIÊNCIA

PROVA DE AVALIAÇÃO DE CONHECIMENTOS E CAPACIDADES
COMPONENTE ESPECÍFICA — INGLÊS (5200)   2014/2015

Decreto-Lei n.º 146/2013, de 22 de outubro | Decreto Regulamentar n.º 7/2013, de 23 de outubro

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Código da Prova 5200   **Data** 27 de março de 2015

Duração da Prova: 90 minutos.   13 Páginas

INSTRUÇÕES DE PREENCHIMENTO

Utilize caneta ou esferográfica de tinta preta indelével.

Não é permitido o uso de corretor.

Marque com um X a sua resposta: ☒

Para anular uma resposta: ◼

Para revalidar uma resposta: ◉

RESPOSTAS AOS ITENS DE ESCOLHA MÚLTIPLA	
1. .... (A) ☐ (B) ☐ (C) ☐ (D) ☐	16. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
2. .... (A) ☐ (B) ☐ (C) ☐ (D) ☐	17. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
3. .... (A) ☐ (B) ☐ (C) ☐ (D) ☐	18. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
4. .... (A) ☐ (B) ☐ (C) ☐ (D) ☐	19. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
5. .... (A) ☐ (B) ☐ (C) ☐ (D) ☐	20. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
6. .... (A) ☐ (B) ☐ (C) ☐ (D) ☐	21. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
7. .... (A) ☐ (B) ☐ (C) ☐ (D) ☐	22. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
8. .... (A) ☐ (B) ☐ (C) ☐ (D) ☐	23. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
9. .... (A) ☐ (B) ☐ (C) ☐ (D) ☐	24. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
10. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐	25. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
11. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐	26. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
12. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐	27. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
13. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐	28. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
14. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐	29. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐
15. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐	30. .. (A) ☐ (B) ☐ (C) ☐ (D) ☐

Para tornar menos morosa a realização da prova, é-lhe fornecida uma cópia da folha de registo das respostas aos itens de escolha múltipla. No entanto, caso a utilize, terá de transcrever as respostas aí registadas para a folha de rosto do caderno da prova. Para esse efeito, dispõe de 10 minutos suplementares após a conclusão da prova (*Guia da Prova*, Capítulo IV, B-11).

Como material de escrita, só pode ser usada caneta ou esferográfica de tinta indelével preta.

Não é permitido consultar dicionários ou outros recursos bibliográficos.

As respostas são registadas na folha própria para o efeito.

Só são consideradas as respostas que apresentem de forma inequívoca a opção correta.

A prova é constituída por 30 itens de escolha múltipla.

A prova é classificada numa escala de 0 a 100 pontos.

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Item 1

1. Grammatical structures have many different functions and uses. Choose the best option to complete the statement about the use of the word «as» that is underlined in the sentence.

She stopped smoking <u>as</u> she was worried about her health.

Here <u>as</u> is used to introduce a

(A) comparison

(B) reason

(C) reported question

(D) time period

Item 2

2. You are planning an activity on multi-word verbs with your 10th year class and decide to do a quick analytical revision first. You write these sentences on the board and ask the students to focus on the underlined items. You ask them which sentence contains a phrasal verb in the underlined section. What is the correct answer?

(A) He <u>jumped over the wall</u> in order to get away from the dog that was chasing him.

(B) He <u>picked up Crioulo</u> very quickly when he was living in Cape Verde last year.

(C) He slowly <u>walked along the footpath</u> by the canal lost in thought.

(D) He <u>looked through the car window</u> to see if his jacket was still on the back seat.

Item 3

3. You are teaching an 8th year class for the first time. Which of the following should you give priority to when planning the syllabus and your lessons for the first term?

(A) *Programa de Inglês – 3.º Ciclo LE1*

(B) *Metas Curriculares de Inglês – Ensino Básico: 2.º e 3.º Ciclos*

(C) *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR)

(D) The coursebook chosen by the school for the 8th grade.

Item 4

4. From among the classroom techniques listed below which one best helps learners to develop their skills to understand the meaning of a recorded spoken text?

(A) Use a text you know the learners will fully understand at the first listening.

(B) Summarise the text orally for the learners before the first listening.

(C) Tell the learners to read the tapescript at the same time as they listen.

(D) Give them two simple gist questions to answer during the first listening.

Item 5

5. Which descriptor corresponds to level A2 Writing of the «Common Reference Levels: self-assessment grid», in the *Common European Framework of Reference*?

(A) I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

(B) I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

(C) I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

(D) I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

Item 6

6. Which of the following will **not** help your students to become more autonomous learners?

(A) correcting all their errors for them

(B) providing dictionary training

(C) giving self-assessment practice

(D) encouraging regular goal-setting

Item 7

7. Which would be the most appropriate type of test to give your students at the very beginning of the 10th year to see what level their language performance is at?

(A) an achievement test

(B) an aptitude test

(C) a progress test

(D) a proficiency test

Item 8

8. There is an exercise in your coursebook which has an opinion text with some paragraphs missing (i.e. a «gapped text»). The missing paragraphs are written below the text in jumbled order. The students must decide which paragraph best fits in each gap in the text. There is usually one extra paragraph. This is a good activity to develop the students'

(A) grammatical knowledge.

(B) extensive reading skills.

(C) understanding of punctuation.

(D) understanding of discourse features.

Item 9

9. You are working with your 10th year students using a process writing approach to develop their discursive writing skills. Which of the following activities would **not** be appropriate in this context?

(A) Peer editing

(B) Following a fixed guided outline

(C) Generating ideas for the content

(D) Producing several drafts

Item 10

10. The *Common European Framework of Reference* states on page 104:

«Users of the Framework may wish to consider and where appropriate state: [...] what awareness of the relation between home and target cultures the learner will need so as to develop an appropriate _____ competence.»

(A) intercultural

(B) plurilingual

(C) linguistic

(D) strategic

11. You are analysing the six errors an 8ᵗʰ year learner has made in his written text and categorising them according to what caused them. Look at the underlined items and decide what the most likely cause for each is – a careless slip, a transfer error, or a developmental error.

> *My cousin is 17 years old. He wants to <u>be doctor</u> and he studies a lot at school. He <u>don't plays</u> a lot with his friends. Last week he went to the <u>library</u> and he bought a book about bones. When he came home he <u>spoked</u> a lot to his <u>fathers</u> about it. He said that he wanted to go and study <u>medecine</u> in England but they said it was very expensive to study medicine there.*

What is the correct analysis of the 6 errors you have found?

(A) 0 slips / 3 transfer / 3 developmental

(B) 1 slip / 2 transfer / 3 developmental

(C) 1 slip / 3 transfer / 2 developmental

(D) 2 slips / 2 transfer / 2 developmental

Item 12

12. You use the following sentences taken from a concordancer and ask your students to analyse the examples to work out how the lexical items «since» and «for» are used.

- She hasn't been back home **since** she got married.
- He left in 2009 and **since** then has been working on his new book.
- I've had no news of them **since** 1999.
- She's been working on the Native American literature project **for** 8 years now.
- **For** three months he survived on nothing but water and some fruits and small animals he managed to catch.
- The university decided to extend the scholarship programme **for** a further 6-month period.

This approach to grammar teaching is called _____.

(A) linguistic

(B) rule-driven

(C) deductive

(D) inductive

Item 13

13. You are looking for some new ideas and practical activities to motivate your 9ᵗʰ year learners.

Which of the following resources would **not** be useful for this purpose?

(A) The *Journal of English for Academic Purposes*

(B) The monthly magazine *English Teaching professional* (Et*p*)

(C) The BBC and British Council's www.teachingenglish.org.uk website

(D) The annual APPI (Associação Portuguesa de Professores de Inglês) Conference

Item 14

14. Critical Thinking Skills are considered to be increasingly important to incorporate in the language classroom today. We hear much about Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS).

Which of the following is considered to be one of the Lower Order Thinking Skills?

(A) analysing

(B) remembering

(C) creating

(D) evaluating

Item 15

15. In the *Metas Curriculares de Inglês – Ensino Básico: 2.° e 3.° Ciclos*, which skill and year do the following four learning targets apply to?

I. Identificar o *slogan* e o público alvo de textos publicitários em diferentes contextos culturais.

II. Identificar os pontos principais em textos jornalísticos.

III. Reconhecer a linha geral de argumentação de um texto, mas não necessariamente de forma pormenorizada.

IV. Identificar as principais conclusões em textos de opinião.

(A) Compreensão Oral/Listening L8 – 8.° Ano

(B) Compreensão Oral/Listening L9 – 9.° Ano

(C) Leitura/Reading R8 – 8.° Ano

(D) Leitura/Reading R9 – 9.° Ano

Item 16

16. The European Language Portfolio is a _____ tool that was designed to facilitate student mobility, raise intercultural awareness, encourage learner reflection and promote learner autonomy.

(A) monolingual

(B) bilingual

(C) multilingual

(D) extra-lingual

17. This is what some students did in their class. Which approach is it an example of?

In groups we had to plan a study visit to a museum. Afterwards we discussed what vocabulary we had needed to do this.

(A) Lexical approach

(B) Task-based learning

(C) Situational approach

(D) Presentation, practice and production

18. «Hot Potatoes» is

(A) a tool for creating interactive activities on the Internet.

(B) a programme to help you plan your lessons.

(C) a mobile learning app.

(D) a learning podcast to practise your English.

19. Which of the following words contains the schwa /ə/ sound?

(A) cupcake

(B) paper

(C) women

(D) bread

20. You are writing a lesson plan for a lesson on the environment. Here are the instructions for the first activity:

Brainstorm with your students as many words as you can think of connected with pollution.

What is the aim of this activity?

(A) to practise negotiating skills

(B) to categorise lexical items

(C) to actively engage learners in the topic

(D) to encourage learning through guided discovery

21. Your students have written a short narrative text in class as part of their course assessment. You have corrected and returned the texts with individual feedback consisting of comments on the content and the areas they need to work on. You spend some time during the next lesson allowing the students to go through their work and to ask you questions. This is an example of:

(A) assessment of learning

(B) summative assessment

(C) portfolio assessment

(D) learning-oriented assessment

22. You are revising verb tenses and their uses and meanings. Which tense below does this time line represent for the verb «to live»?

2011	today	future
moved to Madrid	*still in Madrid*	
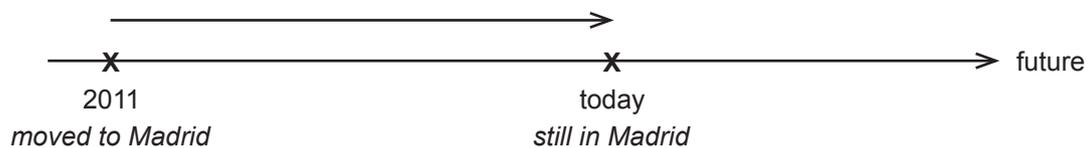
(A) present continuous

(B) present perfect continuous

(C) past continuous

(D) past perfect continuous

23. You have noticed your 11th year students are making a lot of mistakes with the use of the comma so you write the following sentences on the board to highlight their errors. Three have mistakes in the punctuation. Which sentence shows a correct usage?

(A) The problem that we have been talking about today in our group, shows that there is still much to be done to improve women's rights.

(B) It is still very hard for women to get promoted to the top jobs, they are usually given to their male colleagues instead.

(C) In many countries women have to obey their husbands completely, and they are not allowed to own any property or even get an education.

(D) Even today in some developed countries, such as America and Germany women and men do not receive the same pay for doing the same job.

24. You have found an interesting news article about juvenile Internet crime in Britain. Here are four activities you decide to use to exploit the text to develop your students' reading skills.

I. Skimming activity

II. Follow-up writing activity

III. Warm-up speaking activity

IV. Intensive reading activity

Which order should you do the activities in?

(A) I / II / III / IV

(B) II / III / I / IV

(C) III / IV / I / II

(D) III / I / IV / II

25. You have a very bright student in your 11ᵗʰ year class who wants to go and study aeronautical engineering at an English university. He doesn't particularly like the English classes but knows he needs to take a special English exam to certify his level of English if he is to be accepted. He starts to work much harder in your classes when he learns this. This is an example of what kind of motivation?

(A) extrinsic

(B) intrinsic

(C) academic

(D) vocational

26. What are the underlined parts of these utterances called?

«<u>Let's go</u> to see Birdman tonight.» and «<u>Why don't we</u> go for a pizza afterwards?»

(A) exponents

(B) functions

(C) notions

(D) idioms

27. Which word is stressed on the third syllable?

(A) alchemist

(B) interruption

(C) comfortable

(D) development

28. Choose the term relating to presentation techniques and introductory activities that matches the following example.

The teacher asks the students: *Am I talking about something abstract or something concrete?*

(A) lead-in

(B) focus on form

(C) concept question

(D) contextualization

29. There are many different activities we can use to develop learners' speaking skills.

Which of the following activities aim to develop spoken interaction rather than just spoken production?

(A) role-plays

(B) reading dialogues aloud

(C) oral presentations

(D) substitution drills

30. You have a very good student in one of your 10th year classes who writes interesting and coherent texts. However, she often makes careless, very elementary mistakes in her writing. You decide she needs to …

(A) study more grammar rules.

(B) learn to be autonomous.

(C) learn some proof-reading techniques.

(D) do some sentence transformation exercises.

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