



**MINISTÉRIO DA DEFESA
EXÉRCITO BRASILEIRO
COLÉGIO MILITAR DE CURITIBA**

TESTE ESCRITO DA SELEÇÃO ESPECIAL PARA O ESTÁGIO DE SERVIÇO TÉCNICO

ESPECIALIDADE: MAGISTÉRIO PORTUGUÊS/INGLÊS

DATA: 21 OUTUBRO DE 2020

INÍCIO DO TESTE: 08:30h

TÉRMINO DO TESTE: 11:30h

RECOMENDAÇÕES AO CANDIDATO:

1. O tempo de duração do teste é de 3 (três) horas, no qual, além de resolver os itens do CADERNO DE QUESTÕES, o candidato deverá preencher a FOLHA-RESPOSTA.
2. O Preenchimento da FOLHA-RESPOSTA deverá ser realizado com CANETA AZUL OU PRETA, sendo proibido o uso de corretivo.
3. A rasura ou o preenchimento incorreto da folha-resposta ocasionará a anulação do item respectivo onde o candidato incorreu em erro.
4. O candidato deverá marcar na folha-resposta a opção julgada por ele correta conforme o exemplo abaixo:



5. NÃO haverá substituição de FOLHA-RESPOSTA.
6. Ao final do tempo de duração da prova o candidato poderá se retirar do local de realização da mesma somente após entregar o CADERNO DE QUESTÕES e a FOLHA-RESPOSTA corretamente preenchido e assinado que deverá ser entregue ao fiscal de prova.
7. CONFIRA e VERIFIQUE se todas as páginas estão corretamente impressas. Esta prova compõe-se de 40 ITENS.
8. A saída da sala somente será permitida após transcorridos 60 minutos do início da prova.

NOME DO CANDIDATO: _____

IDENTIDADE DO CANDIDATO: _____

Assinatura do Candidato

ESCOLHA A ÚNICA RESPOSTA CERTA, ASSINALANDO-A COM UM "X" NOS PARÊNTESES À ESQUERDA.

1. Which phrasal verb answers correctly the following question ?

- What could you get over?

- (A) a bicycle
- (B) the flu
- (C) a difficult meeting
- (D) Coffee

2. What might take off?

- (A) a business
- (B) a walk
- (C) a coat
- (D) a jacket

3. What kind of thing might you come up with?

- (A) a talk
- (B) a suggestion
- (C) your foot
- (D) your luggage

4. Decide which option illustrates something that is forbidden, according to the modals:

- (A) you should take warm clothes
- (B) cruise ships are not allowed to go where they like
- (C) only small parties are permitted to land
- (D) you've got to keep quiet

5. Choose the sentence that is best completed with the adverb absolutely.

- (A) We were _____ annoyed because when we got there, the cafe was closed.
- (B) The man was _____ furious and was shouting at the manager.
- (C) She's over 70, but she keeps fit and she's still _____ healthy.
- (D) By the end of the day, we all felt _____ tired.

6. which sentence is correctly completed with the adjective lonely.

- (A) I don't like to walk through the city _____ late at night.
- (B) Lots of people are _____ about speaking in front of a large group of people.
- (C) We had to wait at the airport for nearly five hours and everyone was exhausted and _____.
- (D) She was feeling rather _____ and missing her family.

7. You can use mixed conditionals to talk about how a different present situation would have affected a past situation. Choose the option in which mixed conditionals were used.

- (A) In the absence of any shops, consumers would have to adopt a different lifestyle.
- (B) Without a police force, crime rates would increase dramatically.
- (C) Given a lack of public transport, bicycle shops might do substantially more business.
- (D) If public hospitals hadn't been created, people would be paying huge sums for healthcare.

8. Match the two halves of each sentence then mark the correct option.

- | | |
|--------------------------------------|---|
| (A) If you did more revision, ... | (1) we'll get our skis out. |
| (B) If it snows, ... | (2) she'll be able to tell you. |
| (C) If I have time, ... | (3) they usually have a coffee. |
| (D) If Helen comes round, ... | (4) you'd pass the exam. |
| (E) If there had been a vote, ... | (5) I'd never have eaten seafood. |
| (F) If they finish early, ... | (6) they would have lost. |
| (G) If you swam regularly, ... | (7) I like walk to work. |
| (H) If I'd known about the risk, ... | (8) your body would be in better shape. |

- (A) A-5; B-2; C-8; D-3; E-7; F-4; G-1; H-6.
- (B) A-4; B-1; C-7; D-6; E-2; F-8; G-3; H-5.
- (C) A-4; B-1; C-7; D-2; E-6; F-3; G-8; H-5.
- (D) A-5; B-2; C-7; D-6; E-4; F-1; G-3; H-8.

9. Some sentences below show mistakes that students have made when using conditionals with unless. Choose the correct sentence.

- (A) People hardly ever use candlelight today unless there isn't anything wrong with the power supply.
- (B) There isn't much to do in the city unless you haven't got friends.
- (C) You must stop working so hard unless you don't want to end up in hospital sooner or later.
- (D) If there were no televisions, we wouldn't know much about other countries unless we visited them.

10. Mark the assertive that presents the adverb in its correct position.

- (A) I get usually headaches.
- (B) He speaks well German.
- (C) My father forgot completely his wedding anniversary.
- (D) If he does not study, he will probably fail the test.

11. Consider the following assertive regarding adverbs and adjectives

- () In the clause "She smiled friendly". Friendly is an adjective.
- () In the clause "Take it easy". Easy is an adjective.
- () In the clause "He won the match fair and square". Fair is an adverb.
- () In the clause "The Newspaper used to be printed daily". Daily is an adverb.

- (A) F, T, T, F
- (B) T, T, F, F
- (C) F, F, T, T
- (D) T, F, T, F

12. Considering that when we have several adjectives coming before a noun in a clause, mark the sentence that follows a correct order of the adjectives.

- (A) The secretary got a brown table wooden.
- (B) My silly old dog stole my father's slippers again.
- (C) My mother bought big one delicious apple pies for my birthday.
- (D) That American red silk dress is very fancy.

13. Consider the following adverbs of manner. Fill in the blanks and mark the correct answer.

QUICKLY	HAPPILY	BADLY
WELL	TERRIBLY	

- In fairy tales, the heroes usually live _____ ever after.
- I am _____ sorry for this misunderstanding.
- All is great, when all ends _____.
- Don't mind this insult, as _____ as you forget, things will be ok.
- She sings very _____, the exact opposite of singing well.

- (A) happily, terribly, well, quickly, badly
 (B) quickly, well, badly, terribly, happily
 (C) badly, happily, well, terribly, quickly
 (D) happily, terribly, well, badly, quickly

14. Use the correct form of the passive voice to complete the following sentences

- The Egyptian Pyramids _____ around 400 B.C.
- The Monalisa _____ by Michelangelo.
- Greek _____ mainly _____ in Greece.
- If we don't work hard, all the exercises _____ by tomorrow.

- (A) was build, weren't painted, was spoke, will be solve
 (B) were built, wasn't painted, is spoke, won't be solvd
 (C) were built, wasn't painted, is spoken, won't be solved
 (D) was built, wasn't invented, is speaked, won't be solve

15. Mark (C) if the sentence is CORRECT and (I) if the sentence is INCORRECT:

- () John and Mary studyied English together a long time ago.
- () Jack wrote a book about the World's endangered species.
- () He rided his new motorcycle to work yesterday.
- () She sanged her favourite song at the concert last weekend.
- () The judge sentence the criminal for his crimes.
- () The Army Officer forgot to wax his boot for the Independence Parade.

- (A) C, C, I, I, C, C
 (B) C, C, C, I, I, C
 (C) I, C, I, I, I, C
 (D) I, C, C, I, I, C

16. Fill in the blanks to make the clauses complete.

- As of 2019, Captain Miller _____ (serve) in the American Front in Afghanistan. His family _____ (have) a hard time adjusting to his absence.
- Captain Miller's sons _____ (praying) for his father's safe return home.
- Captain Miller _____ (give up), even though he misses home.
- Mary, Captain Miller's wife, _____ (hope) that her husband's integrity is whole.
- General Marshall and General Kieran, Cap Miller's Commanding Officers, _____ (order) his troops to advance on enemy lines every day.

- (A) isn't serving / is having / are praying / is giving up / is hoping / are ordering
- (B) is serving / is having / are praing / isn't giving up / isn't hoping / are ordering
- (C) is serving / is having / are praying / isn't giving up / is hoping / are ordering
- (D) isn't serving / is having / are praying / is giving up / isn't hoping / is ordering

17. Considering the structure of perfect verb forms "have + past participle", mark (T) for TRUE and (F) for FALSE statements.

() In the clause "Bill Gates has given his money to many charities", "given" is the perfect verb form of the verb "give".

() "If we don't hurry, Francesca's birthday party will have ended by the time we arrive there". In this sentence, the structure "will have ended" is future perfect tense.

() In the sentence "Ayrton Senna had been driving for Williams when he died in 1994", the structure "had been driving" is present perfect progressive tense.

() "Iron Man has been Marvel's favorite super hero since 2008". In this sentence, the structure "has been" is in the past perfect tense.

- (A) F, T, F, F
- (B) T, T, T, F
- (C) F, F, T, T
- (D) T, T, F, F

18. Regarding the sentences in the Future tense, mark T (True) and F (False).

() The “Shall/Will” structure can be used to express our intentions and attitudes towards other people: they are common in offers, requests, threats, promises and announcements of decisions, e.g., “I will call you tonight”.

() The future progressive can be used to say that something will be in progress at a particular time, e.g., “This time tomorrow, we will be at Metallica’s concert.”

() “Be going” + infinitive is a structure that cannot be used to predict the future on the basis of present evidence – to say that a future action or event is on the way, or starting to happen. Therefore, the sentence “Look at the sky. It is going to rain” is not correct.

() The “Shall/Will” structure can function as a prediction. Predictions can be used as a way of giving orders – instead of telling somebody to do something; the speaker just says firmly “it will happen”. This is common in military-style orders, e.g., “The regiment will attack at dawn”.

(A) T, T, F, T

(B) T, F, T, F

(C) F, F, T, F

(D) T, F, F, T

19. Regarding the use of modal verbs, mark the correct answer.

(A) Must” indicates weak probability in the clause “They must work hard in order to get fit”

(B) “I can go swimming at the club after I finish my homework”. In this sentence, “can” indicates strong obligation.

(C) Should indicates recommendation in the sentence “You should study for the test at Colégio Militar de Curitiba, if you study hard, there’s a chance you will work there”.

(D) “Could” indicates prohibition in the sentence “They could travel to Scotland, if they wanted to”.

20. Fill in the gaps with the correct preposition

- The OTT didactic test is scheduled to happen _____ three o’clock _____ Colégio Militar de Curitiba.

- Soldier’s Day is going to be celebrated _____ August 25th

- _____ about four hours there will be a Meteor shower _____ the sky.

(A) at/at - in - at/at

(B) on/at - on - in/on

(C) at/on – on - at/at

(D) at/at - on - in/in

21. Regarding the “Second Conditional”, mark (C) if the sentence is CORRECT and (I) if the sentence is INCORRECT.

- () If Jonah slept early, he would never be late for work.
- () Kirk will play the guitar better if he practiced more often.
- () If Wyatt studied to pass the Military Exam, he would not have to work as a salesperson at the mall.
- () Tony would win the 42K marathon, if he worked out every day.
- () If Cliff didn't watched TV all afternoon, he would have passed the exam.

(A) I, C, I, I, C

(B) C, I, C, I, I

(C) I, I, C, I, C

(D) C, I, C, C, I

22. Regarding the “First Conditional” is one of the three common patterns with “if” and combines 02 (two) specific tenses, and that an *if*-clause often refers to a condition – something which must happen first, so that something else can happen , mark the sentence that is correct.

- (A) If General Moore orders the attack now, he will get a significant amount of soldiers killed.
- (B) If King Henry V had lost the Battle of Agincourt, England would have been conquered by the French
- (C) Charles would became King of England, if his mother dies today.
- (D) If I played the guitar as he did, I would be in a famous band.

23. According to Michael Swan (1995) “Some verbs and preposition/particles are regularly used together [...] These combinations are rather like two-word verbs. They are often called ‘phrasal verbs’ in grammars. Regarding the author’s assertive, fill in the blanks with the appropriate phrasal verb

Look at	Stand up	Turn off
Look up		Get on

- The student doesn't know the meaning of the word “Intolerable”. Maybe he must _____ the word in a dictionary
- “Please _____ this annoying music, you are disturbing my sleep”.
- “_____ this beautiful nature’s phenomenon; Isn’t the ‘Aurora Borealis’ beautiful?”
- When you direct yourself to a superior Officer it is mandatory to _____.
- “Wow! That’s an outstanding motorbike! Can I _____ it and ride it?”

(A) stand up, turn off, Look at, look up, get on

(B) get on, stand up, Look up, turn off, look at

(C) look up, turn off, Look at, stand up, get on

(D) look up, turn off, Look at, get on, stand up

24. An expression like *turn up* (meaning 'arrive'), *break even* (meaning neither 'make a profit nor a loss') or *a can of worms* (meaning 'a complicated problem') can be difficult to understand, because its meaning is different from the meanings of the separate words in the expression. [...] Expressions like that are called 'idioms'. Idioms are usually special to one language and cannot be translated word for word (though related languages may share some idioms). Regarding the author's assertive, match the suitable idiomatic expression to the highlighted explanation in these sentences:

1. This is a very strong precipitation .	() To be head over heels.
2. Bruce really loves Ursula.	() To kill two birds with one stone.
3. The detective knows who the murderer is.	() To beat around the bush
4. If you do that, you will resolve your problem and mine .	() It's raining cats and dogs.
5. Stop stalling , and tell us what the problem is!	() The cat is out of the bag.

(A) 2, 3, 1, 5, 4

(B) 2, 5, 4, 1, 3

(C) 2, 4, 5, 1, 3

(D) 2, 4, 1, 5, 3

25. Choose the correct alternative:

(A) He could read in the age of three!

(B) She has phoned me a few minutes ago.

(C) He is alike his father.

(D) I'll take both shirts.

26. The verb in which the – ED ending is pronounced /t/ is:

(A) Tried

(B) Used

(C) Clothed

(D) Watched

Methodology

A “method” is not a relevant issue in such a connection between approach and technique. As your teacher-trainees develop and carry out classroom techniques, they can benefit by grounding everything they do in well-established principles of language learning and teaching. In so doing, they will be less likely to bring a pre-packaged and possibly ineffective method to bear, and more likely to be directly responsive to their students’ purposes and goals.

27. Which statement is correct according to Brown (2001, p. 45)?

- (A) The classes should be teacher-centered to establish students’ purposes and goals.
- (B) Principles of language learning and teaching should be the more important for teachers’ planning than the method itself.
- (C) The author believes that a set of exercises should be done repeatedly to improve students’ fluency.
- (D) The discussion about methods and their effectiveness, are controversial, therefore should not guide teachers to adopt the most appropriated method for their students.

According to Brown (2001) “If all learners were intrinsically motivated to perform all classroom tasks, we might not even need teachers! But you can perform a great service to learners and to the overall learning process by first considering carefully the intrinsic motives of your students and then by designing classroom tasks that feed into those intrinsic drives. Classroom techniques have a much greater chance for success if they are self-rewarding in the perception of the learner. The learners perform the task because it is fun, interesting, useful, or challenging, and not because they anticipate some cognitive or affective rewards from the teacher.”

28. By this paragraph the author:

- (A) Says it is irrelevant for teachers to try to motivate students.
- (B) Suggests teachers should be aware of what students think and wish.
- (C) States that we might not even need teachers in the future.
- (D) Shows us the difference between intrinsic and external motivation.

29. Choose the alternative in which the SOCIOAFFECTIVE PRINCIPLES are presented, according to Brown's proposed approach to the language teaching principles

- (A) the native language effect – interlanguage – communicative competence.
- (B) language ego – self-confidence – risk-taking – the language culture connection.
- (C) meaningful learning – self-confidence – risk-taking – intrinsic motivation.
- (D) automacity – meaningful learning – intrinsic motivation – the anticipation of reward – strategic investment.

30. Choose the alternative in which the definition of METHOD is according to Brown's explanation on the differences among methodology, approach, method, curriculum/syllabus and technique.

- (A) Method is related to a generalized set of classroom specifications for accomplishing linguistic objectives. They tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials.
- (B) Method is related to theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.
- (C) Method is related to pedagogical practices in general (including theoretical, underpinnings and related research). Whatever considerations are involved in "how to teach" are methods.
- (D) Method is related to any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

Jeremy Harmer says that: "The use of videotapes has been a common feature in language teaching for many years(...). To some people videotape is merely a glorified version of audiotape (...). But there are many reasons why video can add a special, extra dimension to the learning experience (...). One of the main advantages of video is that students do not just hear language, they see it too. Thus we can observe how intonation can match facial expression (...). Video uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out (...)" (p.282).

31. The best alternative is:

- (A) Videos are not essential in the classroom as they are "merely a glorified version of audiotape, and the use of video in class is just listening 'with pictures'.
- (B) Paralinguistic features, such as intonation, make it difficult for the learner to deeply interpret texts.
- (C) When showing a video, it is not important to call the student's attention to cultural behaviour.
- (D) Showing videos in class is particularly important if the teacher wants to raise his/her students' cross-cultural awareness to things such as 'the body language' used by native speakers.

32. Jeremy Harmer in his book The Practice of English Language Teaching says: "Developmental errors: for a long time now researchers in child language development have been aware of the phenomenon of 'over-generalisation'. This is best described as a situation where a child who starts by saying Daddy went, They came, etc. perfectly correctly suddenly starts saying *Daddy goed and *They comed. (...) Foreign language students make the same kind of 'developmental' errors as well". (p. 100). We can infer that:

- (A) errors such as "she is more nicer than him" are part of a natural acquisition process among foreign learners;
- (B) mistakes are subconsciously learnt and it is very difficult for a teacher to correct them;
- (C) when responding to errors, teachers should be seen as telling students off because they are wrong;
- (D) when second language learners make errors, they are demonstrating their difficulty in acquiring that language;

33. On Chapter 9 “Techniques, Textbooks, and Technology”, Brown (2001) presents some relevant observations regarding Technology in the Language Classroom. Based on these author’s remarks, mark the incorrect assertive:

- (A) Technology may have first entered the language classroom in the 1950s and 1960s in the form of the *language laboratory*.
- (B) Technology in the Language classroom has been an important tool in aiding student’s learning English as a Foreign Language.
- (C) Computer Technology is the only technology applicable in the language classroom.
- (D) The advent of language labs brought promises of great breakthroughs in language teaching.

34. Brown (2001) defines a “format” of a lesson plan. According to the elements presented by the author, match the element to its applicability :

- | | |
|---------------------------|--|
| 1. Goal(s) | () what you want to students to gain from the lesson |
| 2. Objectives | () set of guidelines (e.g. warm up, set of activities, closure) |
| 3. Material and Equipment | () what you need to take with you (e.g. handouts) |
| 4. Procedures | () extensions of class room activities |
| 5. Evaluation | () determines whether your objectives have been accomplished |
| 6. Extra-class work | () serves as a unifying theme |

- (A) 2, 4, 6, 3, 5, 1
- (B) 4, 2, 3, 6, 1, 5
- (C) 4, 2, 5, 1, 3, 6
- (D) 2, 4, 3, 6, 5, 1

35. In order to create a positive classroom climate a teacher can follow a set of determinations that help to facilitate the learning experience. According to Brown (2001) 03 (three) attitudes are relevant:

- (A) Leave the students alone, not face the class, and only criticize the student.
- (B) Establish rapport, be creative, and only praise the student.
- (C) Establish rapport, generate energy, and balance praise and criticism.
- (D) Establish rapport, not face the class, and not guide the students in activities.

36. Regarding Brophy's comparison of Effective praise versus ineffective praise (1981 In. Brown, 2001), match the columns with E (effective) and I (ineffective) .

- | | |
|------------------------|---|
| Effective praise (E) | <input type="checkbox"/> global comments |
| | <input type="checkbox"/> Specifies accomplishment |
| | <input type="checkbox"/> attributes success to effort |
| Ineffective praise (I) | <input type="checkbox"/> attributes success to luck |
| | <input type="checkbox"/> genuine concern |

(A) E, I, E, E, E

(B) I, E, E, I, I

(C) I, E, E, I, E

(D) E, E, I, E, I

37. According to Brown (2001) in Chapter 21 "Language Assessment I: Basic Concepts in Test Development", there are 03 (three) classic criteria for "testing a test", and they are as follow

- (A) Length, difficulty, reliability
- (B) Validity, difficulty, intelligence
- (C) Practicality, Validity, Length
- (D) Practicality, Reliability, Validity

38. According to Brown (2001), "there many kinds of tests each with a specific purpose, a particular criterion to be measured" (390). With that knowledge in hand, match the kind of test with its applicability:

- | | |
|----------------------|--|
| 1. Proficiency tests | <input type="checkbox"/> general ability to learn a Foreign Language |
| 2. Diagnostic tests | <input type="checkbox"/> level a student in a school / course |
| 3. Placement tests | <input type="checkbox"/> particular aspect of a language (e.g. information on student) |
| 4. Achievement tests | <input type="checkbox"/> global competence in a language (e.g. TOEFL) |
| 5. Aptitude tests | <input type="checkbox"/> related directly to classroom lessons |

(A) 3, 2, 1, 4, 5

(B) 5, 1, 2, 3, 4

(C) 5, 3, 2, 1, 4

(D) 3, 5, 1, 4, 2

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39. According to Brown, (2000) Michael Canale (1983) has carried the seminal work on defining communicative competence. In "Principles of Language Learning and Teaching", H. Douglas Brown presents 04 (four) different components or subcategories (competences) that make up the construct of communicative competence. Mark the assertive that contains these competences

- (A) Affective, Strategic, Structural, Genetic
- (B) Grammatical, Discourse, Affective, Genetic
- (C) Affective, Sociolinguistic, Genetic, Grammatical
- (D) Grammatical, Discourse, Sociolinguistic, Strategic

40. Social distance is a concept that emerged as an affective construct to give explanatory power to the place of culture learning in Second Language learning and it refers to the cognitive and affective proximity of two cultures that come into contact within an individual (Brown, 2000, p. 185). According to John Shumann (1976 In. Brown, 2000, p. 185) Social distance consists of 05 (five) parameters. Mark the assertive that contains these parameters:

- (A) Dominance, Integration, Cohesiveness, Congruence, Permanence
- (B) Domination, Segregation, Disruption, Congruence, Permanence,
- (C) Liberty, Integration, Disruption, Incongruence, History
- (D) Domination, Segregation, Cohesiveness, Congruence, Imperialism

Coutinho
Ferreira

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RASCUNHO – FOLHA DE RESPOSTA

Item	Alternativas			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
Q	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Item	Alternativas			
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

