



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

TESTE ESCRITO DA SELEÇÃO ESPECIAL PARA O ESTÁGIO DE SERVIÇO TÉCNICO

ESPECIALIDADE: MAGISTÉRIO PORTUGÊS/INGLÊS

DATA: 19 SET 22

INÍCIO DO TESTE: 14h 30 min

TÉRMINO DO TESTE: 17h 30 min

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 no qual 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 da FOLHA-RESPOSTA.
6. Ao final do tempo de duração da prova, o candidato somente poderá se retirar do local de sua realização após entregar ao fiscal de prova o CADERNO DE QUESTÕES e a FOLHA-RESPOSTA corretamente preenchidos e assinados. Ambos deverão ser entregues ao fiscal da prova juntos.
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 (A) CANDIDATO (A): _____

IDENTIDADE DO (A) CANDIDATO (A): _____

Assinatura do(a) Candidato (a)

1. Which phrasal verb correctly fill in the blanks?

- We had to _____ the meeting till Tuesday.

- (A) Put off
- (B) Bring Back
- (C) Look For
- (D) Go out

2. Choose the sentence that is grammatically correct?

- (A) I hate the thought to get old.
- (B) These sheets are to wash.
- (C) He was nowhere to find.
- (D) There's a lot of work to do.

3. Which collocation is grammatically correct?

- (A) a heavy friend
- (B) a golden opportunity
- (C) a devoted smoker
- (D) a crashing nuisance

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

- (A) I must water the flowers.
- (B) People really had to work hard in those days.
- (C) I'd like to can skate.
- (D) The kitchen ought to be painted one of these days.

5. Choose the alternative that best completes the sentence.

“What _____ at eight o'clock yesterday evening?”

- (A) were you being
- (B) were you doing
- (C) have you been doing
- (D) had you done

6. Write “T” if the sentence is grammatically correct, and “F” if it is grammatically incorrect. Then choose the alternative with the correct sequence.

- I. After spending all night awakened, we finally slept until midday.
- II. We hang out with our friends in many different places, after all we went home.
- III. I will phone you after I will arrive.
- IV. After completing this form, give it to the secretary.

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

7. Choose the option in which the alternative suggest a situation “different” from the reality.

- (A) I wish you were here.
- (A) Maria will study abroad for three years.
- (B) Carmen works hard at the office.
- (C) They are exercising a lot recently.

8. Choose the alternative in which the conditional structure is correct.

- (A) If I will get up late, I would miss the school bus.
- (B) If Maria knew the whole true, she won't go out.
- (C) If I had won the lottery, I would have lend you some money.
- (D) If I were you, I would try harder next time.

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

- (A) If she misses five classes in a row, she would fail the subject.
- (B) Marcus will invite you to dinner, if you are free tonight.
- (C) If you give her some love, she would have loved you back.
- (D) She would tell you her point-of-view if she had knew the true.

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

- (A) She at once realized her mistake.
- (B) What are you doing tomorrow?
- (C) Yesterday morning something very strange happened.
- (D) He in a hurry got dressed.

11. Consider the following assertive regarding adverbs and adjectives

- () In the clause “She smiled friendly!”. FRIENDLY was correctly employed.
- () In the clause “Pedro is dead drunk”. DEAD is an adjective.
- () In the clause “Go easy”. EASY is an adverb.
- () In the clause “You’re doing fine”. FINE is an adjective.

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

- *He was wearing _____ shirt.*

- (A) An old flannel dirty
- (B) A dirty old flannel
- (C) A flannel old dirty
- (D) A dirty flannel old

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

- I. When my teacher talks too _____ . it's difficult to understand him.
- II. My dad used to shout _____ when he was angry.
- III. She did _____ in her tennis match last week. She won.
- IV. I'm sitting _____ so I don't want to move.

- (A) quickly, loudly, well, comfortably
- (B) quick, loud, godly, normally
- (C) slowly, noise, good, quickly
- (D) fast, loud, bad, gently

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

- I. He _____ Spanish and given a word list.
- II. The cake _____ by Mary.
- III. The windows _____.
- IV. She _____ was attacked by a dangerous dog.

- (A) were taught, was buied, has been cleaned, were attacked
(B) were taught, were brought, had been cleaned, were attackd
(C) was taught, was brought, have been cleaned, was attacked
(D) was taught, were bried, have been cleaned, was attacked

15. Write “T” if the sentence is grammatically correct, and “F” if it is grammatically incorrect.

- () They have got lots of furnitures.
() I heard this news in the morning.
() He asked me to pack my luggage.
() We have received no informations about the accident.

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

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

- I. My husband _____ (taste) the food while I´m cooking.
- II. Carla _____ (have) a bath every evening.
- III. Pedro _____ (see) the doctor now
- IV. Bárbara _____ (have) a party next weekend.

- (A) is tasting - is having - sees - has
(B) tastes - has - is seeing - has
(C) tastes - is having - sees - is having
(D) is always tasting - has - is seeing - is having

17. Considering the statements, mark (T) for TRUE sentence and (F) for False sentence.

- () We normally use the Present Perfect to denote an action completed before other action in the past.
- () The basic meaning of the Past Perfect is related to an action or situation that started in the past and continues in the present.
- () The Present Perfect Progressive shows that something started in the past and is continuing at the present time.
- () The Past Perfect Progressive shows an action that started in the past continued up until another time in the past.

- (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).

- () We use the auxiliary verb *will* for something scheduled.
- () We often use verbs like *would like, plan, want, mean, hope, expect* to talk about the future.
- () We can use the present continuous for plans or arrangements.
- () We use the present continuous to express beliefs about the future

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

19. Regarding the use of expressions, mark the incorrect answer.

- (A) "I am about to visit my mother". In this sentence, "be about to" expresses events that happen in immediate future.
- (B) "People are due to vote for their elected president.". In this sentence, the expression "be due to" is used to express an event that is planned or expected to happen at a certain time.
- (C) "Virginia is likely to be at the meeting". In this sentence, "be likely to" expresses habitual possibility.
- (D) "I would rather stay at home tonight". In this sentence, the expression "would rather" is used to express preference.

20. Fill in the gaps with the correct preposition

I. We've got English ____ Thursday.

II. My grandfather died ____ 1987.

III. I will have dinner ____ noon.

IV. I will be back ____ ten minutes.

(A) on -in – at - in

(B) at – in – at - on

(C) at – on – in - on

(D) on – in – at – in

21. Regarding the Conditionals”, mark (C) if the sentence is Correct and (I) if the sentence is Incorrect.

I. () If you will mix yellow and blue, you get green.

II. () If I are you, I would tell him straight away.

III. () If he had known, he wouldn't have done it.

IV. () Unless you hurry up, you will miss your flight.

(A) I, C, I, I

(B) C, I, C, I

(C) I, I, C, C

(D) C, I, C, C

22. Mark the sentence that is correct regarding to the “First Conditional”.

(A) If you are late for training today again, I won't let you play in tomorrow's match.

(B) If you had told me about the concert, I wouldn't have gone.

(C) What would you do if you lost your house keys?

(D) I wouldn't open that umbrella inside the house if I were you.

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

at	down	off
after	up	out

- I. She came home feeling lonely and let ____.
- II. The satellite will fragment and burn ____ as it falls through the atmosphere.
- III. Teenagers who drop _____ of high school have trouble finding jobs.
- IV. One day I’ll want to settle ____ and have a family.

- (A) After – up – at - off
 (B) At – down – off - up
 (C) down – up -out - down
 (D) up – after – out - after

24. Match the idiomatic expression to its meaning:

- | | |
|--|---|
| 1. A perfect storm | () Believe in what someone says. |
| 2. Give someone the benefit of the doubt | () Tell something briefly. |
| 3. So far so good | () You have to work for what you want. |
| 4. No pain, no gain | () The worst possible situation. |
| 5. Make a long story short | () Things are going well until now. |

- (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 incorrect alternative:

- (A) I don’t know what the correct answer is.
 (B) How old your uncle Peter is?
 (C) Can you tell me what her address is?
 (D) I can’t see where my wallet is.

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

- (A) Hope
- (B) Laugh
- (C) Wash
- (D) Wanted

27. Fill in the gaps with the correct adjective form:

- I. This movie is so _____ .
- II. Martha is _____ .
- III. Ironing is very _____ .
- IV. Cold weather is _____ .

- (A) Bored – Depressed – Tired - Depressing
- (B) Bored – Depressing – Tiring – Depressed
- (C) Boring – Depressed – Tiring - Depressing
- (D) Boring - Depressing – Tired - Depressed

28. Fill in the correct form: Gerund or Infinitive.

- He enjoys _____ (have) bathing in the evenings.
- My children plan _____ (start) college in the fall.
- He doesn't want _____ (leave) yet.
- I don't recommend _____ (take) the bus today. It's takes forever.

- (A) To have - to start – leaving- to take
- (B) having - to start - to leave – taking
- (C) having – starting – leaving – to take
- (D) To have - starting - to leave – to take

29. Complete the sentences with the correct form.

- I. Do you think the *Harry Potter* films are _____ (good) than the books?
- II. Who is _____ (tall) person in your family?
- III. July is _____ (cold) month of the year in my country.
- IV. *Jill works by far* _____ (hard).

- (A) good - taller – the coldest - harder
- (B) better - the tallest - the coldest – the hardest
- (C) better – taller – colder – the hardest
- (D) best – the tallest - colder – harder

30. Which alternative best completes the sentences below? [(*) means no article]

- I. Look at _____ see.
- II. I visited _____ South Africa last Summer.
- III. The book is about _____ man who lives in New York.
- IV. Marie enjoys eating _____ Swiss cheese.

- (A) the – (*) - a – (*)
- (B) the - a – the – a
- (C) (*) - a – the - (*)
- (D) the – (*) – a – the

Methodology

According to Brown (2001), in Chapter 6, teaching across age levels includes differences concerning intellectual development, attention span, sensory input, affective factors and authentic, meaningful language. The author mentions: " _____, with their more developed abstract thinking ability, are better able to understand a context-reduced segment of language authenticity and meaningfulness are of course still highly important, but in adult language teaching, a teacher can take temporary digressions to dissect and examine isolated linguistic properties, as long as students are returned to the original context."

31. The age level that would best fit in the description above is:

- (A) Kids.
- (B) Teens.
- (C) Adults.
- (D) Olders.

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

- (A) Approach is related to any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.
- (B) Approach 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) Approach is related to pedagogical practices in general (including theoretical, underpinnings and related research). Whatever considerations are involved in "how to teach" are methods.
- (D) Approach 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.

33. According to Brown (2001), teaching by principles includes cognitive principles, affective principals and linguistic principles. Mark the assertive that contains ONLY linguistic principles.

- (A) The Language-Culture Connection, Automaticity, Meaningful Learning
- (B) The Language-Culture Connection, Self-Confidence, Risk-Taking
- (C) The Native Language Effect, Interlanguage, Meaningful Learning
- (D) The Native Language Effect, Interlanguage, Communicative Competence

34. According to Brown (2001) "It is also important to note that group work usually implies 'small' group work, that is, students in groups of perhaps six or fewer. Large group-ings defeat one of the major purposes for doing group work: giving students more opportunities to speak". Choose the only right statement about group work according to the author:

- (A) Group work generates mainly passive language.
- (B) Group work offers an embracing affective climate.
- (C) Group work promotes learner irresponsibility and dependence.
- (D) Group work is a step toward general learning instruction.

35. When Brown (2001) presents English as an International Language, he reminds us of Kachru's research (1992) and mentions the inner circle. Choose the alternative in which there are only countries from the inner circle.

- (A) US, UK, Canada, Australia, and New Zealand.
- (B) Ghana, India, Nigeria, Philippines, Singapore, and Sri Lanka.
- (C) Egypt, Saudi Arabia, Indonesia, and Thailand.
- (D) China, Japan, Taiwan, Nepal, and Korea.

36. On Chapter 10 "How to Plan a Lesson", Brown (2001) presents some relevant observations regarding lesson plan. Based on these author's remarks, mark the incorrect assertive:

- (A) Give careful consideration in your lesson plan to the balance between student talk and teacher talk.
- (B) For the most part, a lesson plan will aim at the majority of students in class who compose the 'average ability range'.
- (C) Writing a complete script for a whole hour of teaching is reasonable and always necessary.
- (D) Considering who are the students and their specific language needs will contribute to curriculum planning.

37. Brown (2001) indicates that: "Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship and those for which the purpose is to convey propositional or factual information."

Another way to name the "exchanges that promote social relationship" is:

- (A) interpersonal.
- (B) intrapersonal.
- (C) transactional.
- (D) monologue.

38. According to Brown (2001), "there are many kinds of tests each with a specific purpose, a particular criterion to be measured". With that knowledge in hand, find the correct sentence:

- (A) A diagnostic test is designed to measure a person's capacity or general ability to learn a foreign language and to be successful in that undertaking.
- (B) The purpose of an aptitude test is related directly to classroom lessons, units, or even a total curriculum.
- (C) A proficiency test is intended to be limited to any one course, curriculum or single skill in the language.
- (D) A typical example of a standardized proficiency test is the Test of English as a Foreign Language (TOEFL) produced by the Educational Testing Service.

39. On Chapter 22, Brown (2001) mentions that, for almost a century, intelligence was viewed strictly as the ability to perform linguistic and logical-mathematical problem solving. However, these traditional conceptualizations were amplified by a researcher who includes spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence and intrapersonal intelligence. Who was the researcher who shifted the concept of intelligence to a broad one?

- (A) Howard Gardner.
- (B) Lev Vygotsky
- (C) Jean Piaget
- (D) Michael Lewis

40. According to Brown (2001), “teachers can play many roles in the course of teaching”. Match the correct teacher roles with its definition:

1. The Teacher as Controller	() Plan lessons, modules, and courses, and who structures the larger, longer segments of classroom time.
2. The Teacher as Director	() The least directive role, you are available for advice and counsel when the students seek it.
3. The Teacher as Manager	() Determine what students do, then they should speak, and what language forms they should use.
4. The Teacher as Facilitator	() Keep the process flowing smoothly and efficiently
5. The Teacher as Resource	() A less directive role of making leaning easier for students.

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