INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA DA PARAÍBA

CONCURSO PÚBLICO PARA PROVIMENTO DE PROFESSOR EFETIVO DE ENSINO BÁSICO, TÉCNICO E TECNOLÓGICO

CÓD 26 - Professor EBTT
LETRAS – LÍNGUA INGLESA

FRASE: PROFESSOR, "SOIS O SAL DA TERRA E A LUZ DO MUNDO".
 (Transcrever para o cartão de resposta)

SUA PROVA

Além deste caderno de prova contendo cinquenta questões você receberá do fiscal de sala uma folha destinada às respostas das questões objetivas.
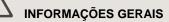
TEMPO

- **4h00min** é o tempo disponível para a realização da prova, já incluindo o tempo para a marcação da folha de respostas da prova objetiva.

- **2h00min** após o início da prova será possível retirar-se da sala, sem levar o caderno de prova.

- **30min** antes do término do período de prova será possível retirar-se da sala levando o caderno de prova.

NÃO SERÁ PERMITIDO

- qualquer tipo de comunicação entre os candidatos;

- levantar da cadeira sem a devida autorização do fiscal de sala;

- portar aparelhos eletrônicos, tais como bipe, walkman, agenda eletrônica, notebook, netbook, palmtop, receptor, gravador, telefone celular, máquina fotográfica, protetor auricular, MP3, MP4, controle de alarme de carro, pendrive, fones de ouvido, Ipad, Ipod, Iphone etc., bem como relógio de qualquer espécie, óculos escuros ou quaisquer acessórios de chapelaria, tais como chapéu, boné, gorro etc., e ainda lápis, lapiseira, borracha e/ou corretivo de qualquer espécie;

- usar o sanitário ao término da prova, após deixar a sala.

INFORMAÇÕES GERAIS

- Confira seus dados pessoais, especialmente nome, número de inscrição e documento de identidade e leia atentamente as instruções para preencher a folha de respostas.

- Assine seu nome, no espaço reservado, com caneta esferográfica transparente de cor azul ou preta.

- Transcreva a frase em sua folha de respostas.

- Em hipótese alguma haverá substituição da folha de respostas por erro do candidato.

- Reserve tempo suficiente para o preenchimento de suas folhas de respostas. Para fins de avaliação, serão levadas em consideração apenas as marcações realizadas na folha de respostas.

- O IDECAN realizará identificação datiloscópica de todos os candidatos. A identificação datiloscópica compreenderá a coleta das impressões digitais dos candidatos. O IDECAN poderá ainda realizar outros procedimentos de identificação, visando, também, à segurança do certame.

- Ao terminar a prova, você deverá, OBRIGATORIAMENTE, entregar as folhas de respostas devidamente preenchidas e assinadas ao fiscal da sala.

- Durante a realização das provas, o envelope de segurança com os equipamentos e materiais não permitidos deverá ser colocado embaixo ou ao lado da carteira/cadeira utilizada pelo candidato, permanecendo lacrado durante toda a realização das provas e somente poderá ser aberto no ambiente externo do local de provas.

- O candidato não poderá recusar-se a submeter à revista do aplicador, bem como à aplicação de detector de metais, inclusive, podendo ser retirado da sala de aplicação de provas para ser submetido a tal procedimento. Ainda, o candidato não poderá alegar motivos religiosos ou crenças pessoais para se eximir de tal procedimento. Artigos religiosos, como burca e quipá, além de aparelhos auricular poderão ser vistoriados, consoante art. 1º, II, b), do anexo inerente ao Decreto 9.508/18.

- Os 3 (três) últimos candidatos de cada sala só poderão sair juntos, após entregarem ao fiscal de aplicação os documentos que serão utilizados na correção das provas. Caso algum desses candidatos insista em sair do local de aplicação antes de autorizado pelo fiscal de aplicação, deverá assinar termo desistindo do Concurso e, caso se negue, será lavrado Termo de Ocorrência, testemunhado pelos 2 (dois) outros candidatos, pelo fiscal de aplicação da sala e pelo Coordenador da unidade de provas.

IDECAN | **20 anos**

LÍNGUA PORTUGUESA	

TEXTO I PARA AS QUESTÕES 01 A 10.

CIDADANIA NO BRASIL

Discorda-se da extensão, profundidade e rapidez do fenômeno, não de sua existência. A internacionalização do sistema capitalista, iniciada há séculos mas muito acelerada pelos avanços tecnológicos recentes, e a criação de blocos econômicos e políticos têm causado uma redução do poder dos Estados e uma mudança das identidades nacionais existentes. As várias nações que compunham o antigo império soviético se transformaram em novos Estados-nação. No caso da Europa Ocidental, os vários
5 Estados-nação se fundem em um grande Estado multinacional. A redução do poder do Estado afeta a natureza dos antigos direitos, sobretudo dos direitos políticos e sociais.

Se os direitos políticos significam participação no governo, uma diminuição no poder do governo reduz também a relevância do direito de participar. Por outro lado, a ampliação da competição internacional coloca pressão sobre o custo da mão-de-obra e sobre as finanças estatais, o que acaba afetando o emprego e os gastos do governo, do qual dependem os direitos
10 sociais. Desse modo, as mudanças recentes têm recolocado em pauta o debate sobre o problema da cidadania, mesmo nos países em que ele parecia estar razoavelmente resolvido.

Tudo isso mostra a complexidade do problema. O enfrentamento dessa complexidade pode ajudar a identificar melhor as pedras no caminho da construção democrática. Não ofereço receita da cidadania. Também não escrevo para especialistas. Faço convite a todos os que se preocupam com a democracia para uma viagem pelos caminhos tortuosos que a cidadania tem seguido
15 no Brasil. Seguindo-lhe o percurso, o eventual companheiro ou companheira de jornada poderá desenvolver visão própria do problema. Ao fazê-lo, estará exercendo sua cidadania.

(http://www.do.ufgd.edu.br/mariojunior/arquivos/cidadania_brasil.pdf)

O TEXTO I acima aborda aspectos sociológicos, ligados à formação do povo brasileiro. Sobre os aspectos linguísticos presentes no TEXTO I, responda às próximas 10 questões.

---

1. No título, o termo "NO BRASIL" trata-se de

A) elemento linguístico que especifica o núcleo nominal "CIDADANIA".
B) termo restritivo de verbo.
C) indicador de circunstância de lugar ao verbo.
D) elemento que indica enumeração argumentativa ao núcleo "CIDADANIA".
E) expressão de natureza expletiva.

2. Em relação ao uso de vírgula, pode-se afirmar que, no trecho "Discorda-se da extensão, profundidade e rapidez do fenômeno, não de sua existência." (linha 1) a vírgula que antecede o signo linguístico "profundidade" ocorre porque há

A) necessidade de separar adjuntos adverbiais deslocados.
B) aposto explicativo.
C) termos de mesma função sintática.
D) adjuntos adnominais restritivos.
E) complementos nominais em sequência.

3. Ainda sobre o trecho "Discorda-se da extensão, profundidade e rapidez do fenômeno, não de sua existência." (linha 1), pode-se afirmar que a partícula "se" trata-se de

A) elemento de indeterminação de sujeito paciente.
B) elemento de indeterminação de sujeito agente.
C) partícula de reflexividade.
D) partícula fossilizada.
E) figuração como elemento de realce.

4. Acerca do gênero textual constante do TEXTO I, pode-se afirmar que há predominância de tipo

A) argumentativo.
B) expositivo.
C) injuntivo.
D) narrativo.
E) descritivo.

5. A respeito da oração "iniciada há séculos" (linha 2), pode-se afirmar que se trata de

A) adjunto adnominal oracional explicativo.
B) adjunto adverbial oracional de tempo.
C) adjunto adverbial oracional de modo.
D) complemento nominal oracional.
E) aposto explicativo oracional.

6. A partícula "se" possui, na Língua Portuguesa, várias funções morfossintáticas e vários significados. Sobre tal partícula, presente neste trecho do texto "Se os direitos políticos significam participação no governo, uma diminuição no poder do governo reduz também a relevância do direito de participar." (linhas 7 e 8), pode-se afirmar que se trata de

A) conjunção de valor condicional.
B) conjunção de valor causal.
C) conjunção de valor temporal.
D) pronome de valor condicional.
E) pronome de valor causal.

7. Em "(...) o que acaba afetando o emprego e os gastos do governo, (...)" (linha 9), percebe-se, do ponto de vista dos fatores de textualidade, que

A) falta total coesão sequencial marcada pelo conectivo "e".
B) há prejuízo textual em razão da utilização errada dos artigos.
C) há uso completamente reprovável do gerúndio em qualquer nível de linguagem.
D) há cadeia coesiva nos elementos de coesão textual "o" e "que".
E) falta o sujeito para o verbo "acabar".

8. Na passagem "Desse modo, as mudanças recentes têm recolocado em pauta o debate sobre o problema da cidadania, (...)" (linha 10), o elemento "desse modo*"* marca a sequenciação textual. Não haveria qualquer desvio gramatical e a ideia seria preservada, caso se substituísse o conectivo citado por

A) "em vista disso".
B) "eis que".
C) "em que pese".
D) "destarte".
E) "posto que".

9. No trecho *"Tudo isso mostra a complexidade do problema."* (linha 12)*,* o elemento textual "isso" possui natureza de coesão

A) exclusivamente sequencial.
B) exofórica.
C) catafórica.
D) expletiva.
E) referencial anafórica.

10. No trecho *"Ao fazê-lo, estará exercendo sua cidadania."* (linha 16), ocorre o signo linguístico "fazê-lo", cujo acento gráfico ocorre pelo mesmo motivo que em

A) "também" (linha 7).
B) "séculos" (linha 2).
C) "tecnológicos" (linha 2).
D) 'relevância' (linha 8).
E) "fenômeno" (linha 1).

TEXTO II PARA AS QUESTÕES 11 A 20

FILOSOFIA DOS EPITÁFIOS

   Saí, afastando-me dos grupos, e fingindo ler os epitáfios. E, aliás, gosto dos epitáfios; eles são, entre a gente civilizada, uma expressão daquele pio e secreto egoísmo que induz o homem a arrancar à morte um farrapo ao menos da
5 sombra que passou. Daí vem, talvez, a tristeza inconsolável dos que sabem os seus mortos na vala comum (*); parece-lhes que a podridão anônima os alcança a eles mesmos.

(Machado de Assis, Memórias Póstumas de Brás Cubas)

11. A obra de Machado de Assis é uma das mais respeitadas da literatura nacional, principalmente pelas sutilezas estilísticas de construção textual sob a natureza sintático-filosófica. Acerca de tal lógica e de acordo com seus conhecimentos pressupostos, pode-se afirmar que, no título do TEXTO II, a locução "DOS EPITÁFIOS" confere ao substantivo "FILOSOFIA"

A) a ideia de que os epitáfios têm natureza paciente, ou seja, de que são apenas o objeto da reflexão do narrador-personagem.
B) a relação de expletividade textual, ou seja, de elemento desnecessário à compreensão da mensagem do narrador-personagem.
C) a ideia predominante de natureza restritiva e agente, haja vista que o núcleo "EPITÁFIO" desempenha, ao mesmo tempo, a noção de restrição acerca da espécie de filosofia e a percepção de que há uma lógica de filosofia advinda do núcleo da locução adjetiva citada.
D) a ideia de mera explicação do núcleo substantivo "EPITÁFIO".
E) a noção exclusiva de restrição de contemporaneidade, porquanto a reflexão abordada é exclusivamente ligada aos tempos atuais.

12. Ainda sobre a locução "DOS EPITÁFIOS" pode-se afirmar que, sintaticamente, funciona como

A) adjunto adnominal restritivo de "FILOSOFIA".
B) aposto especificativo de "FILOSOFIA".
C) complemento nominal de "FILOSOFIA".
D) adjunto adnominal explicativo de "FILOSOFIA".
E) aposto explicativo de "FILOSOFIA".

13. Sobre construção textual, pode-se afirmar que, no TEXTO II, há predominância de

A) narração argumentativo-filosófica.
B) narração meramente expositiva.
C) narração injuntiva-expositiva.
D) argumentação exclusivamente persuasiva.
E) descrição argumentativa-narrativa.

14. Caso a expressão "à morte" (linha 4) fosse reescrita em português culto contemporâneo, ter-se-ia

A) "da morte".
B) "pela morte".
C) "na morte".
D) "com a morte".
E) "acerca da morte".

15. Os estudos brasileiros de variação linguística descrevem variantes como a norma culta, a coloquial, a padrão etc. Com base nessa informação, pode-se afirmar que, na passagem "Saí, afastando-me dos grupos (...)" (linha 1)*,* caso fossem ignoradas completamente as diferenças entre as normas acerca da sintaxe de colocação pronominal e fossem observadas apenas as diferenças de normas com base em outra sintaxe, o trecho seria reescrito da seguinte forma, em variante coloquial da língua portuguesa:

A) Saí, afastando dos grupos.
B) Saí, me afastando dos grupos.
C) Saí, dos grupos me afastando.
D) Saí, dos grupos afastando-me.
E) Saí, me dos grupos afastando.

16. O trecho "E, aliás, gosto dos epitáfios; eles são, entre a gente civilizada, uma expressão daquele pio e secreto egoísmo que induz o homem a arrancar à morte um farrapo ao menos da sombra que passou." (linhas 2 a 5) é construído sob a lógica da coesão sequencial que não se utiliza de marcadores argumentativos para ligar as estruturas oracionais. Caso se substituísse o sinal de ponto e vírgula por um marcador textual de coesão sequencial, sem que se altere a coerência do texto, ter-se-ia o seguinte conectivo:

A) malgrado
B) entrementes
C) porquanto
D) debalde
E) conquanto

17. A construção textual "E, aliás, gosto dos epitáfios; eles são, entre a gente civilizada, uma expressão daquele pio e secreto egoísmo (...)" (linhas 2 e 3) constrói-se por meio de recurso de ironia, o que gera, no contexto apresentado, uma crítica

A) exclusivamente social acerca da inutilidade dos epitáfios.
B) predominantemente dogmática acerca da inexistência dos epitáfios.
C) predominantemente filosófica acerca da função dos epitáfios.
D) exclusivamente epistemológica acerca da inutilidade dos epitáfios.
E) exclusivamente social acerca da função dos epitáfios.

18. O trecho "(...) induz o homem a arrancar à morte um farrapo ao menos da sombra que passou." (linhas 4 e 5) possui elemento linguístico marcado pelo acento indicativo de crase. Tal acento é proveniente, no caso em tela, em razão da fusão do artigo "a" com a preposição "a", a qual advém da regência do

A) verbo induzir.
B) verbo passar.
C) verbo arrancar.
D) nome homem.
E) nome sombra.

19. Acerca do excerto "(...) parece-lhes que a podridão anônima os alcança a eles mesmos.", (linhas 6 e 7) pode-se afirmar que o

A) trecho "que a podridão anônima os alcança a eles mesmos funciona" como sujeito do verbo parecer.
B) pronome "lhes" funciona como sujeito do verbo parecer.
C) pronome "lhes" funciona como objeto direto do verbo parecer.
D) pronome "lhes" funciona como dativo de posse do nome podridão.
E) pronome "os" funciona como objeto direto do verbo parecer.

20. O trecho "(...) uma expressão daquele pio e secreto egoísmo que induz o homem a arrancar à morte um farrapo ao menos da sombra que passou." (linhas 3 a 5) é constituído de duas partículas "que". Sobre tais partículas, pode-se afirmar que têm

A) a mesma função sintática, mas classificações morfológicas distintas.
B) a mesma função sintática e o mesmo referente textual.
C) função sintática distinta e o mesmo referente textual.
D) a mesma função sintática e referentes textuais distintos.
E) funções sintáticas distintas e a mesma classificação morfológica.

CONHECIMENTOS ESPECÍFICOS

Questions 21-23 are based on the following passage:

Assessing learners' oral skills are considered as a crucial process in most EFL teaching and learning programs. However, it can be challenging for teachers to make a valid, reliable, and fair assessment. This study aimed to investigate Saudi college students' and teachers' point of views toward the effectiveness of oral assessment techniques used to assess learners speaking-skills in the EFL classroom. Two different questionnaires were administered to 12 EFL teachers and forty-two students' who are majoring in English at the Languages and Translation College at King Saud University. Both quantitative and qualitative data were collected from respondents, treated statistically, analyzed and revealed in the following sections. The findings of the study revealed that EFL teachers are using a variety of communicative oral assessment techniques and are utilizing effective assessment procedures in assessing their students' speaking skills. For students, the results revealed that students are generally satisfied with the assessment techniques and procedures that, teachers use in assessing their language performance. Recommendations and suggestions are offered for all concerned parties.

21. The passage above was taken from a scientific article. Which part of the article was this passage probably taken from?

A) Introduction.
B) Summary.
C) Results.
D) Acknowledgments.
E) Literature review.

22. What can be inferred from the passage?

A) The EFL initials are an abbreviation for "English as a foreign learner".
B) The EFL students' oral skills can be considered valid, reliable and fair, therefore difficult to be evaluated.
C) The evaluations were directed for graduate students at the Languages and Translation College at King Saud University.
D) An oral evaluation was conducted for both students and teachers during the research.
E) An opinion survey was conducted for both teachers and students during the research.

23. What can be stated about the result of the research?

A) Study subjects showed increased English speaking skills and responded positively to the methods used to assess their English speaking skills.
B) Students were not satisfied with their teacher's assessment techniques and procedures due to the variety of methods used.
C) Teachers were satisfied with the variety of techniques used when assessing their students' speaking skills.
D) Students were satisfied with their performance regarding the methods used by the teachers to assess their English speaking skills.
E) Teachers responded positively to the research intent since they used diverse and efficient methods to assess their students' English speaking skills.

24. According to the textual genres, it can be stated that

A) a hortatory text provides truth in a way that is educational and purposeful.
B) a procedural text is intended to encourage someone to do something.
C) a narrative text lists the characteristic or something or someone.
D) a descriptive text give guidance on how to do something.
E) a expository text provides facts through a reliable source.

25. Based on the concepts and applicability of English for specific purposes (ESP), it can be stated that

A) It is more likely to be design for adult learners.
B) It is usually direct to beginners.
C) It uses the same methodology from that one of general English.
D) It has nothing in common with English for speakers of other languages (ESOL).
E) It is more likely to be direct to native speakers.

Questions 26-30 are based on the following passage:

Schools of thought: can mindfulness lessons boost child mental health?

Children are taking 10 minutes out from the hurly burly school day to reflect on their thoughts and their feelings. Some ground themselves by thinking about their feet on the floor, while others concentrate on their breathing.

This is mindfulness, the lessons quickly growing in popularity as an antidote to the stress of being a young person in the 21st century, be it pressure to perform in exams, social media, or the obsession with body image that is reported to even affect primary age children.

Children are learning about their brains and how to deal with **unruly** thoughts – to control emotions such as anger and fear. It is no longer head, shoulders, knees and toes, but amygdala, hippocampus and pre-frontal cortex.

The most recent NHS survey of young people's mental health in 2017 shows one-in-eight 5- to 19-year-olds in England has a diagnosable mental health condition. Hospital admissions for anorexia alone more than doubled in the eight years to 2017/18.

Stress is a known barrier to learning and a growing number of schools are targeting the emotional health of pupils through schemes such as meditation, mindfulness and the provision of mental health first aiders and buddies.

The Mental Health Foundation charity wants emotional wellbeing to be at the heart of the school curriculum, and has chosen body image as the key theme of this year's Mental Health Awareness Week. Dr Antonis Kousoulis, its assistant director, said its survey last year found 47% of people aged 18-24 had experienced stress over their body image to the extent of being **overwhelmed** or unable to cope. "Social media has certainly played a part," he says. "Historically, it was the mirror that was the main driver of perception of our image and how we thought others perceived us. Nowadays, young people are exposed almost on a 24/7 basis to manipulated and heavily edited images, whether that's in advertising or photos of their friends."

Over the past five years there has been a proliferation of mindfulness organisations and companies selling lesson plans and staff training to schools. But does it work?

Secondary school teacher Richard Burnett, who founded the Mindfulness in Schools Project 10 years ago, warns against "quick fix" approaches. "We are a charity started by teachers who wanted to teach children how best to manage their thoughts and feelings and deal with the rollercoaster of being a young person," he says.

It has two training courses for teachers – one aimed at secondary students and another for younger classes. "It's about training your attention to notice what is going on. If you are aware of that, you can choose how to respond, for example to manage the amygdala, the part of the brain that detects fear and prepares a response," he says.

Emotional disorders are on the rise, and we should instil something in our children and young people about coping with stress, advises Lee Hudson, the Royal College of Paediatrics and Child Health's mental health lead. But should it be mindfulness? There is evidence that the process can bring benefits to adults, he says. "[But] the evidence for its effectiveness with children is not yet sufficiently robust and we need more research. However, some schools are **rolling it out** and children seem to enjoy it – and it unlikely to cause harm."

(Available in: https://www.theguardian.com/society/2019/may/16/mindfulness-lessons-child-mental-health. Accessed on May 17th, 2019. Adapted.)

26. What does the word "unruly" in paragraph 3 mean?

A) accurate
B) satisfying
C) impulsive
D) unacceptable
E) poor

27. What is the main idea of the passage?

A) Provide alternative techniques for improving child's mental health, such as acceptance of one's own body.
B) Identify problems arising from lack of emotional control, such as anorexia and stress.
C) Question the efficiency of mindfulness lessons to control emotions and improve mental health.
D) Demonstrate current school's concern over child's mental health and whether mindful lessons could help minimize it or not.
E) Criticize current mental health practices in schools and how they are contributing to the development of emotional disorders.

28. The word 'overwhelmed'' highlighted in paragraph 6 could be best replaced by

A) thankful.
B) devastated.
C) unhappy.
D) cheered up.
E) reckless.

29. What can be stated about the passage?

A) The Mental Health Foundation is a non-profit institution which focuses on body image to help young learners become more self-reliant.
B) The NHS survey showed that there was an increase in the number of people diagnosed with mental health conditions around the world.
C) The Mindfulness in School Projects was created to help children to manage their thoughts and feelings.
D) The Royal College of Paediatrics and Child Health's mental health considers that something should be done to help young learners to understand and deal with stress.
E) The Mental Health Awareness Week is working in partnership with schools to reduce the number of children's mental health problems.

30. What does the phrasal verb "roll it out" in paragraph 10 mean?

A) to introduce.
B) to discredit.
C) to put away.
D) to reopen.
E) to concern.

31. Which of the following statement is true about the narrative text?

A) Biography cannot be considered a narrative text since it only presents the facts about an individual's life. It also makes an attempt to explain someone's feeling which characterizes it as a descriptive genre.
B) The narrative text is a subject-oriented writing style, in which the author focus on telling about a given topic or subject without exposing one's idea.
C) Advertisement can be considered a narrative text since it is noticed and announced in a public medium, which can possibly be done by narrating the story of a company or product.
D) Electronic mail can be considered a narrative text since it is mostly used to convey information and communicate.
E) Novel can be considered a narrative text. It describes intimate human experience and the story is developed to deliver information to the audience, particularly about the plot.

Questions 32-33 are based on the following passage:

Why 'Run' Is The Most Complex Word in the English Language
BY EMILY PETSKO

English can be hard for other language speakers to learn. To use just one example, there are at least eight different ways of expressing events in the future, and conditional tenses are another matter entirely. For evidence of the many nuances and inconsistencies of the English tongue, look no further than this tricky poem penned in 1920. (For a sample: "Hiccough has the sound of cup. My advice is to give up!")

As author Simon Winchester wrote for The New York Times, there's one English word in particular that's deceptively simple: run. As a verb, it boasts a record-setting 645 definitions. Peter Gilliver, a lexicographer and associate editor of the Oxford English Dictionary, spent nine months sussing out its many shades of meaning.

"You might think this word simply means 'to go with quick steps on alternate feet, never having both or (in the case of many animals) all feet on the ground at the same time,'" Winchester writes. "But no such luck: that is merely sense, and there are miles to go before the reader of this particular entry may sleep."

This wasn't always the case, though. When the first edition of the Oxford English Dictionary was published in 1928, the word with the most definitions was set. However, the word put later outpaced it, and run eventually overtook them both as the English language's most complex word. Winchester thinks this evolution is partly due to advancements in technology (for instance, "a train runs on tracks" and "an iPad runs apps").

He believes the widespread use of run—and its intricate web of meanings—is also a reflection of our times. "It is a feature of our more sort of energetic and frantic times that set and put seem, in a peculiar way, sort of rather stodgy, rather conservative," Gilliver told NPR in an interview.

So the next time you tell your boss you "want to run an idea" by them, know that you're unconsciously expressing your enthusiasm— as well as all the other subtleties wrapped up in run that previous words like set failed to capture.

(Available in: http://mentalfloss.com/article/582820/run-most-complex-word-in-english-language. Accessed on May 17th, 2019. Adapted.)

32. What can be stated about the passage?

A) The English language can be difficult to be understood by foreign students due to some of its peculiarities. The variety of verb tenses that the verb "run" indicates exemplifies one of this difficult peculiarities.
B) The author Simon Winchester, a columnist at New York Times, finds that the English language can be particularly difficult. The verb "run", for example, contains more than 645 definitions.
C) The word "run" became the English word with the greatest number of meanings in 1928 . This can be explained due to the advancement in technology that provided diverse contexts for the use of the word.
D) The great number of meanings the word "run" has can be understood by the current moment we live, given the amount of information and the emergence of new technologies.
E) The main meaning of the word run is related to the practice of physical activity. Yet, it contains 644 other definitions which demonstrates how English can be difficult for foreign students.

33. Which of the following phrases is true about the the word "run"?

A) In "The movie runs for 2 hours", the word run can best be replaced by "was filmed".
B) In "The airplane has made its last run", the word run can best be replaced by "trip".
C) In "Do you know how to run this computer?", the word run can best be replaced by "fix".
D) In "Do you want to run your eye over this project?", the word run can best be replaced by "agree".
E) In "Doctor Ryan is the one who runs that hospital", the word run can best be replaced by "owns".

34. Which situation best fits the characteristics of English for specific purposes?

A) Brazilian general managers studying English to speak with foreign companies based in India.
B) Argentinian secretaries studying English to attend foreign guests who are coming for the World Cup.
C) Italian Chemical Engineering students learning English to be able to understand their postgraduate course in England.
D) Japanese Children learning English so they can understand their favorite characters communicating in a foreign animated film.
E) American workers learning English so they can understand the difference between formal and informal language.

Questions 35-38 are based on the following passage:

The Regional English Training Centres (RETC) project – new approach to teaching English already shows results
September 30, 2018 08:00 By The nation

British Council and the Thai Education Ministry have joined hands to modernise the teaching methods of 17,000 English-language teachers in the kingdom, moving from the "grammar-vocabulary" memorisation system to focus on communication.The UK cultural and education international body's Regional English Training Centres (RETC) project aims to improve the skills of teachers at primary and secondary schools across Thailand.

Some 75% of English teachers in Thailand are ranked at the A2 elementary level in the Common European Framework of Reference (CEFR), representing an IELTS score of 3.5 to 4, according to the statement issued by British Council on Friday.The RETC Boot Camp project was first introduced in 2015 to improve overall English teaching proficiency. After two and a half years, 15,300 English teachers, or 90%, have improved their confidence in teaching English and using it in classrooms.

As the next step, an assessment and evaluation system is to be considered to assist in the adaptation toward the communicative approach.

Education Minister Teerakiat Jareonsettasin said the development of Thai students' English skills is crucial and needs serious improvement. Each Thai student studies English for at least 12 years at primary and secondary school, **however** most are unable to communicate in English which is the main obstacle to global competition, he said. Two main challenges that need to be addressed are Thai teachers' English skills and their teaching approach. "By focusing on language accuracy and the memorisation method rather than the communicative approach, most Thai students cannot communicate effectively in English," he said.

Many Thai students also have a poor attitude towards English classes. Andrew Glass, director of British Council Thailand, said since the start of the project, 15 RETCs have been established and that 17,000 out of 40,000 of Thailand's English teachers have been trained and mentored in the communicative approach. **Additionally**, more than 30 teachers have been intensively trained to become TMTs. They work with British Council trainers to mentor and transfer knowledge to teachers and school directors, creating academic networking opportunities with regional supervisors to improve their follow-up sessions.

After completing the project, the research clearly indicates that 90% or 15,300 English teachers have more confidence in teaching English in the communicative approach and more confidence in using English in their classrooms. Besides, 72 of English teachers improved their lesson planning and were able to give clearer instructions, while 94% improved their lesson management. In addition, 93% of English teachers have improved their English subject knowledge. Sutthiwat Sutthiprapa, one of the Thai master trainers and a full-time English teacher at Khor Wittayakom in Nakhon Phanom Province, said all the knowledge he gained from the RETC project can be applied in his English classes. "It significantly changes the atmosphere of the classroom and the students' attitude towards English. "Students are eager to attend the class and make every effort to participate in class activities. I believe that if every English teacher in Thailand exploits the RETC concept, Thai students' English ability will increase considerably," he said.

(Available in: https://www.bangkokpost.com/news/general/1548446/british-council-helps-train-thai-english-language-teachers.Accessed on May 18th, 2019. Adapted.)

35. What can be stated about the passage above?

A) The British Council and the Thai Ministry have joined hands to introduce a new English learning method for Thai teachers who teaches primary and secondary students in the UK.

B) For being a new learning method, The RETC Boot camp has still not been able to demonstrate satisfactory results on its effectiveness.

C) After being trained by the RETC boot camp, Thai Teachers have turned into thai masters trainers (TMTs), and became apt to teach students in a communicative approach.

D) Even though, on average, the Thai student learns English for at least 12 years, most still can not communicate effectively in English.

E) According to the communicative approach, by focusing on language accuracy and memorisation, Thai students have been able to communicate effectively in English.

36. The word "however" highlighted in paragraph 4 is closest in meaning to

A) thereafter.
B) hence.
C) nevertheless.
D) therefore.
E) thus.

37. The word "additionally" highlighted in paragraph 5 is closest in meaning to

A) however.
B) moreover.
C) then.
D) meanwhile.
E) similarly.

38. Which statement is true about the Thai English teachers who have completed the project?

A) They were able to communicate in English with their students.

B) They were more confident to manage their classes, although there was no improvement in knowledge.

C) They were able to contribute significantly to the progress of students' interest in the classroom.

D) They were eager to attend the classes and contribute to students' knowledge improvement.

E) They were not able to improve their lesson planning, although they increased their students' interest.

Question 39 is based on the following passage:

Teaching Medical English

Medical English continues to be a growing field as more pharmacists, doctors and nurses leave their home countries and work in English-speaking countries or countries with large international communities such as the UAE.

Teaching medical English can be tough if you don't have a background in life sciences like biology, anatomy and physiology. Fortunately, resources like Hospital English and Multimedical English have a wealth of supplementary material that can help you teach medical English in the classroom.

In addition, medical English lessons should involve vocabulary-building exercises to help students remember difficult medical terms. They should also focus on building speaking and listening skills, as well as improving reading skills so that students can understand those challenging medical journals.

The good news is that most medical English students are already studying at the advanced level, so creating lessons to improve their proficiency levels shouldn't be too difficult. Unlike in beginner classes, you can typically rely heavily on authentic English content like medical videos, talks and publications to create meaningful and challenging lessons.

(Available in: https://www.fluentu.com/blog/educator-english/teaching-english-for-specific-purposes. Accessed on May 21st, 2019. Adapted.)

39. What can be inferred about the Medical English?

A) It could not be learned as an English for specific purposes (ESP) subject since it is taught for advanced level students.

B) It is one of the categories of English for specific purposes (ESP) which focuses on speaking and listening skills.

C) It can only be taught by pharmacists, doctors and nurses.

D) It is intended for americans and foreigners who want to become specialists in life sciences.

E) It is a specific category of English, therefore, it is usually directed to pharmacists, doctors and nurses.

Questions 40-43 are based on the following passage:

The "Social Practice" of Teaching

Examining teaching from the context of a 'social practice' may provide us with fresh insights that will challenge the accepted ways of seeing the world of teaching with important implications for faculty development. First, we will look at what we mean by a social practice and then see how teaching falls into that category. A social practice needs to be understood in terms of purpose, context, and a complex array of norms. A social practice is, first, a form of activity that has grown out of common needs in a community to accomplish certain purposes.

A system of etiquette and a means for communication serve to make human society more civil. Second, a social practice involves shared and mutually understood ways of behaving or acting. Third, the patterns of action are guided by a complex array or norms that we might call rules, standards, principles, precepts, and unwritten policies. These norms have authority (people comply willingly), and they are created and recreated in and through the interactions of those involved in the practice (Case, 1990; Selman, 1989; MacIntyre, 1984; Taylor, 1983). The norms provide reasons for the actions or behaviors of individuals. As in etiquette using particular forms of address, handshaking, and removing or wearing particular headwear are the behaviors that constitute the practice.

The behaviors have meaning only in terms of the context of that particular community and purpose and can only be explained in relation to the guiding norms. The feature of a social practice (they develop out of the common needs of the community) is clearly consistent with what has already been said about the purposive nature of teaching. Teaching is an activity that has grown out of the need in a community to pass on its knowledge, mores, and behaviors and in medical schools these are formulated as mission statements which include educational aims. To view teaching as a social practice is to acknowledge, first and foremost, the expectations society has for teaching, or in other words, the particular purposes of teaching.

(Available in: D'Eon, M., Overgaard, V., & Harding, S. R. (2000). Advances in Health Sciences Education, 5(2), 151–162. Accessed on May 18st, 2019. Adapted.)

40. What is a social practice according to the text?

A) Purposes within a context and a complex set of rules.
B) Views of the teaching world with important implications for the development of people.
C) Activities that were created in a community with common needs to achieve specific goals.
D) Rules that provide reasons for the actions or behaviors of individuals.
E) Variety of authoritative standards created and recreated without interactions of other people.

41. According to the author of the text, a system of etiquette and a means of communication serve to:

A) Make human society more organized.
B) Make people more methodical.
C) Make human society more competitive.
D) Make people more obedient.
E) Make human society more civil.

42. In the text excerpt "Teaching is an activity that has grown out of the need in a community to pass on its knowledge, *mores*, and behaviors and in medical schools these are formulated as mission statements which include educational *aims*." Which words could replace "mores" and "aims" respectively?

A) Manners and objectives.
B) Bad manners and avoidance.
C) Codes and neglect.
D) Behavior and grudge.
E) Form and means.

43. From the second paragraph, it is possible to state that

A) standards of action are guided by uniform norms that we could call rules.
B) norms justify the actions or behaviors of individuals.
C) norms have authority but people don't voluntarily obey.
D) social practice involves individual and mutually incomprehensible ways of behaving.
E) handshaking, and removing or wearing particular headwear are expendable label behaviors.

Questions 44-46 are based on the following passage:

Technology in schools: Future changes in classrooms

Technology has the power to transform how people learn - but walk into some classrooms and you could be forgiven for thinking you were entering a time warp. There will probably be a whiteboard instead of the traditional blackboard, and the children may be using laptops or tablets, but plenty of textbooks, pens and photocopied sheets are still likely.

The curriculum and theory have changed little since Victorian times, according to the educationalist and author Marc Prensky. "The world needs a new curriculum," he said at the recent Bett show, a conference dedicated to technology in education. Most of the education products on the market are just aids to teach the existing curriculum, he says, based on the false assumption "we need to teach better what we teach today". He feels a whole new core of subjects is needed, focusing on the skills that will equip today's learners for tomorrow's world of work. These include problem-solving, creative thinking and collaboration.

'Flipped' classrooms

One of the biggest problems with radically changing centuries-old pedagogical methods is that no generation of parents wants their children to be the guinea pigs. Mr Prensky he thinks we have little choice, however: "We are living in an age of accelerating change. We have to experiment and figure out what works."

"We are at the ground floor of a new world full of imagination, creativity, innovation and digital wisdom. We are going to have to create the education of the future because it doesn't exist anywhere today." He might be wrong there. Change is already afoot to disrupt the traditional classroom. The "flipped" classroom - the idea of inverting traditional teaching methods by delivering instructions online outside of the classroom and using the time in school as the place to do homework - has gained in popularity in US schools. The teacher's role becomes one of a guide, while students watch lectures at home at their own pace, communicating with classmates and teachers online.

(Available in:https://www.bbc.com/news/technology-30814302. Accessed on May 18st, 2019. Adapted. Author: Jane Wakefield.)

44. According to the educationalist and author Marc Prensky:

A) We need to better teach what was taught in previous years.
B) The children are having bad school performance because the world has an old way of teaching.
C) Most of the education products on the market are just aids to teach the existing curriculum.
D) We are in an age of accelerated change. We do not have time to experiment and figure out what works because there is an accelerate change.
E) We will have to create today's education because there is no expectation for the future.

45. What is the main idea of the 'Flipped' classroom?

A) Provide online instruction to students outside the classroom and use time at school as the place to do homework.
B) Attend lectures at home at your own pace and communicate with the teacher only over the internet without having to go to school.
C) Teach distance learning to save students and teachers time to go to school.
D) Carry out activities at home from the computer because the teacher's help is not necessary for students to learn.
E) Give online classes to a larger number of students, who are the guinea pigs of this new method of teaching.

46. In the last paragraph, the word "afoot" in the passage "Change is already afoot to disrupt the traditional classroom." has the same meaning as:

A) done
B) all over
C) halted
D) arrested
E) in progress

Question 47 is based on the following comic strip:

(Available in: https://www.glasbergen.com/education-cartoons/education-technology/. Accessed on May 18st, 2019. Adapted.)

47. What is the main idea of the comic strip?

A) Criticize the inefficiency of the outdated education system.
B) Show how children are impatient to acquire knowledge because they quickly get information through the internet.
C) Question the length of time a student needs to have an education.
D) Emphasize the importance of technology in kindergarten as a way to aid learning.
E) Show how today's kids are smarter and do not need much time to be educated and so they just need to use the internet.

Questions 48-50 are based on the following passage:

The real reason Apple and Google want you to use your phone less
NIR EYAL MAY 19, 2019
If tech is "hijacking your brain" with their "irresistible" products, as some tech critics claim, why are these companies now acting against their own interests?

This week Apple follows Google by announcing features to help people cut back on their tech use. Why would the companies that make your phone want you to use it less? If tech is "hijacking your brain" with their "irresistible" products, as some tech critics claim, why are these companies now acting against their own interests? Perhaps the tech giants have had a change of heart or have been persuaded by public pressure to change their ways? Hardly. I studied the sophisticated psychology these companies deploy to keep people hooked and wrote a book about how they do it. **At first glance, it appears their business model would benefit from addiction.** The more you use your phone, the more money they make through the apps you buy and the ads you view.

However, the addiction story falls short when considering the long-term interests of these companies. Apple and Google are making it easier for consumers to cut back on phone use because it is in their interest to do so. In this case, what's good for the user is also good for these companies' bottom lines. Apple and Google don't want you to get addicted. Addiction is a compulsive harmful behavior. Rather, they'd prefer you form healthy habits with your digital devices.

Consider why you wear a seatbelt. In 1968, the Federal Government mandated that seat belts come equipped in all cars. However, nineteen years before any such regulation, American car makers started offering seat belts as a feature. The laws came well after car makers started offering seatbelts because that's what consumers wanted. Car makers who sold safer cars sold more.

Similarly, thousands of third-party apps have given smartphone owners ways to moderate tech use with tools to help them monitor how much time they spend online, turn off access to certain sites, and reduce digital distraction — tools very similar to what Apple and Google recently announced. I started writing about this burgeoning trend, in what I called "attention retention" devices, back in early 2015 and today there are more digital wellness products than ever.

As they often do with successful apps built on their platforms, Apple and Google took note of what consumers wanted and decided to incorporate these features as standard — just as car makers did with seat belts in the 1950s. They also went beyond what app makers can do by adding features only the operating system makers can offer, like batch notifications to reduce the frequency of intraday interruptions and the ability to put the phone in "shush" mode by flipping it over.

The history of innovation is littered with examples of new technologies causing unintended harm. As cultural theorist Paul Virilio said, **"When you invent the ship, you also invent the shipwreck."** Although the devices these modern shipbuilders make certainly have potential negative consequences, like overuse, it's also in their interests to make their products less harmful.

With few exceptions, when a product harms people, consumers tend to use it less often or find better alternatives. The feature fight between these two tech rivals benefits everyone. The move to help users create healthy habits with their devices is an example of competition making products better.

Although they are certainly designed to be persuasive and user-friendly, we aren't slaves to our technologies and it behooves us to stop thinking we're powerless. The tech companies are taking steps to help users rein in device overuse. Now it's our turn to put these features to use, buckle down, and buckle up

(Available in: https://www.theladders.com/career-advice/the-reason-apple-and-google-want-you-to-use-your-phone-less. Accessed on May 19th, 2019. Adapted.)

48. According to the passage, what can be stated about Apple and Google?

A) They have a stimulus for fixing detrimental aspects of their technologies just like car makers have a stimulus for making cars safer.
B) They know that helping people use their phone less is bad for business, although they want make people mentally healthier.
C) They want to make their customers more addicted to their phones, yet they pretend to do otherwise.
D) They created tools so their customers could use their phones less, even if it could hurt their business.
E) They created tools so their customers could use their phones more, although apparently they were doing the opposite.

49. What is the author's purpose in mentioning "At first glance, it appears their business model would benefit from addiction" in paragraph 1?

A) He wants to introduce an idea that is known by common sense so he can refute it in the next paragraph.
B) He wants to introduce an unusual idea so that he can explain it better in the next paragraph.
C) He wants to question the validity of an idea so that he may confuse the reader in the next paragraph.
D) He wants to explain his main point of view so that he can introduce a new idea in the next paragraph.
E) He wants to present an easy idea to be understood so he can confirm it in the next paragraph.

50. The author mentions Paul Virilio's statement: "When you invent the ship, you also invent the shipwreck" in paragraph 6 for which of the following reasons?

A) He understands that a company should create setbacks for its technological invention.
B) He thinks that a company should avoid creating setbacks for its technological invention.
C) He believes that is important for a company to be responsible for the setbacks of a technological invention.
D) He thinks that is important for a company to create technologies that come with setbacks.
E) He believes that is not important for a company to be responsible for the creation of technologies that comes with setbacks.