

Para entender a estruturação das provas de Língua Estrangeira, observe, nos textos apresentados, a existência de uma única linha temática relacionada a propostas de avaliação. As questões deverão ser respondidas em língua portuguesa. A língua estrangeira só deverá ser utilizada quando o enunciado exigir.



CAN EDUCATION SCHOOLS BE SAVED?

As a professor in a school of education, I have a big stake in how this question is answered. There is a simple answer. Education schools survive because they bring in so much money and this makes them quite popular with university presidents. Education school classes have large enrollments, they do not require elaborate and expensive equipment and education school faculty are always
05 among the lowest paid in a university.

Education schools are certainly going to survive. The more important question is whether they will be relevant. To answer this question it is necessary to define two distinctly different belief systems in education. The first of the two asserts that the most important purpose of education is the enhancement of academic achievement. Proponents of this view want students to increase their
10 reading comprehension, become more skilled at performing mathematical computations, know history, and understand science. The operational definition of academic achievement is performance on academic achievement tests. The adoption of academic achievement as the primary purpose for our schools is an assertion that schools are best evaluated in terms of how their students perform rather than by what teachers are doing.

15 Education schools and the national organizations that support them have a different focus. They believe that instructional methods should be evaluated in terms of their fidelity to a progressive philosophy of education. Their focus is on “learning” rather than academic achievement. While the terms “academic achievement” and “learning” may appear to refer to the same activities, the instructional methods designed to enhance “learning” are primarily child-centered and may
20 not only fail to increase academic achievement, but also degrade it. Instead of teachers teaching students, they believe that it is the role of a good teacher to create the proper environment for learning and if this is done properly, students will “learn” by constructing their own meaning. “Learning”, unlike academic achievement, is evaluated in terms of what the teacher is doing. It does not require an examination of what is happening to the students in the classroom.

25 There are two major competing philosophies in education. One asserts that teachers should focus on increasing their students’ academic achievement. The other dismisses the importance of academic achievement and instead defines good teaching as the creation of a classroom atmosphere that avoids explicit instruction in favor of giving responsibility for learning to the students. The two approaches are incompatible and there is really no way to create a compromise between the two.
30 The question left unanswered is who gets to decide between the two. Legislators, governors, and the federal government have declared that academic achievement should be paramount. The faculties of education schools and the national organizations that support them have decided otherwise. We will have to await the outcome of this contest, but it looks like the education schools already are ahead on points.

GEORGE K. CUNNINGHAM
June 11, 2003
<http://www.aei.org>

Questão 01

A importância do papel das Faculdades de Educação que visam à formação de professores através de orientação pedagógica específica está sendo questionada no texto.

A formulação de uma pergunta como título é uma das estratégias argumentativas utilizadas pelo autor.

- A) Cite duas razões oferecidas por ele que justificam a resposta positiva ao título.
- B) Aponte a informação fornecida pelo autor que valida sua opinião.

Questão 02

Este texto, caracterizado como argumentativo, é estruturado a partir de uma organização lógica para expressar pontos de vista em relação ao tema em pauta.

- A) Explique a função do segundo e terceiro parágrafos para a construção da argumentação.
- B) No parágrafo conclusivo, o autor emite sua opinião.
Indique o outro recurso de organização textual utilizado no início deste parágrafo.

Questão 03

Ao desenvolver sua argumentação, o autor expõe duas posições distintas quanto à filosofia que orienta as Faculdades de Educação.

- A) Identifique a base de cada uma dessas posições.
- B) Descreva os métodos de avaliação das duas propostas educacionais.

Questão 04

There are two major competing philosophies in education. (l. 25)

Retire do mesmo parágrafo a frase em inglês que:

- A) reafirma a idéia do fragmento acima;
- B) indica a filosofia mais promissora.

Questão 05

Observe os seguintes fragmentos do texto:

1 – they believe that it is the role of a good teacher to create (l. 21)

2 – We will have to await the outcome of this contest, but it looks like (l. 33)

Indique a quem se refere o pronome pessoal sublinhado no:

- A) fragmento 1;
- B) fragmento 2.



SOME TEACHERS, STUDENTS, PARENTS SAY NO TO TESTS!

A backlash against standard testing can be noticed throughout the nation as a growing number of parents, teachers, students, and organizations question its merits.

05 Regarded by many state school boards as the magic bullet to cure what troubles education, standardized tests are not considered a remedy by everyone. Concerns about the tests are openly expressed at student-organized protest rallies and by teacher organizations as large numbers of students fail their state tests. Many of those students will not receive their diplomas or be promoted as a result of their test scores.

10 According to Johnson, a high-school senior, “Although I passed the test, I believe it is unfair and valuable classroom time is taken away. There is a disparity between what is taught at my high school, compared with a nearby vocational high school where many students may not select to take advanced math or science classes that would help them score higher on the exams.”

The American Association of School Administrators (AASA) reported in June that 63 percent of American voters do not agree that student progress for one school year can be accurately summarized by a single test.

15 The revolt against tests has much support. The majority of Americans think that testing is not the right solution for what troubles schools, according to the results of two surveys recently released by education associations.

20 The majority of parents believe that mandated state testing is not a true and valid measurement of their children’s abilities. Parents also said that the test results are inconsistent with some areas of their children’s report cards; they believe some academic skills are being overlooked as a result of preparing for the tests, and that schools are neglecting some enrichment areas such as the arts, team learning, and science projects because those areas are not part of the testing.

DIANE WEAVER DUNNE
<http://www.education-world.com>

Questão 06

Em cada fragmento abaixo há uma metáfora.

1 – *Regarded by many state school boards as the magic bullet to cure what troubles education, (l. 3)*

2 – *standardized tests are not considered a remedy by everyone. (l. 4)*

Retire a metáfora em inglês e apresente uma expressão equivalente em português:

- A) no fragmento 1;
- B) no fragmento 2.

Questão 07

Pesquisas de opinião pública fornecem informação de apoio ao texto, atribuindo maior credibilidade e validade aos dados oferecidos.

Aponte os resultados das pesquisas realizadas pelas seguintes instituições:

- A) AASA;
- B) associações educacionais.

Questão 08

A palavra *disparity*, dentre outras no texto, resulta de processos de afixação.

Retire do texto:

- A) dois adjetivos em inglês com prefixos diferentes que indicam negação;
- B) dois substantivos em inglês com sufixos diferentes que indicam agente da ação.

JOB INTERVIEW: ESCAPE THE PITFALLS



It begins even before you say your first word in an interview. By the time the interviewer walks toward you, an opinion is already being formed. There you sit waiting to give your answers to questions you've prepared for, while you are already being judged by your appearance, posture, smile or nervous look.

05 NONVERBAL PITFALLS TO WATCH FOR:

The Handshake: It's your first encounter with the interviewer. The person holds out his hand and receives a limp, damp hand in return – not a very good beginning. Your handshake should be firm, not bone-crushing, and your hand should be dry and warm.

Your Posture: Stand and sit erect. We're not talking "ramrod" posture, but show some energy and enthusiasm. A slouching posture looks tired and uncaring. Check yourself out in a mirror or on videotape.

Eye Contact: Look the interviewer in the eye. You don't want to stare, as this shows aggression. Occasionally, glance at the interviewer's hand as he is speaking. By constantly looking around the room while you are talking, you convey a lack of confidence or discomfort with what is being discussed.

Your Hands: Gesturing or talking with your hands is very natural. Getting carried away with hand gestures can be distracting. Also, avoid touching your mouth while talking. Watch yourself in a mirror while talking on the phone. Chances are you are probably using some of the same gestures in an interview.

20 Don't Fidget: There is nothing worse than people playing with their hair, clicking pen tops, tapping feet or unconsciously touching parts of the body.

Preparing what you have to say is important, but practicing how you will say it is imperative. The nonverbal message can speak louder than the verbal message you're sending.

CAROLE MARTIN
<http://interview.monster.com/articles/actions>

Questão 09

O texto apresenta alguns conselhos que podem contribuir para o bom desempenho durante uma entrevista.

- A) Retire do texto duas sugestões que estão representadas na imagem.
- B) Formule, com uma frase completa, a conclusão a que chegou o autor sobre mensagens não-verbais em entrevistas.

Questão 10

Este texto, caracterizado como instrucional, pressupõe o emprego de formas verbais específicas.

Retire duas orações em inglês cujas formas verbais expressam a noção de sugestão e conselho:

- A) no segundo parágrafo (l. 6 - 8);
- B) no quinto parágrafo (l. 16 -19).