



PROFESSOR DE LÍNGUA INGLESA

QUESTIONS 21 to 27

TEACHING GRAMMAR IN THE POST COMMUNICATIVE APPROACH ERA DIANA BAUDUCCO

Grammar. To teach or not to teach? This has been the question that language teachers have asked themselves for ages. It has been a matter of debate for teachers, linguists and second language acquisition experts.

Historically, language teaching approaches and methods have moved from one extreme of the spectrum to another as regards the explicit teaching of grammar. Long before our times, grammar was at the centre of language teaching, as it was believed that the study of the grammar of X's language was the best way to its mastery. So, from medieval times till around the 1970s, the fixation of language teaching on the study and description of structures manifested in approaches such as the Grammar Translation and the Audio Lingual method, with short interludes of the other approaches such as the Direct Method, Total Physical Response and the Silent way which although claiming to differ still based their syllabus on grammar points.

From the Grammar-dominated end of the spectrum, we moved to the Absolutely-no-Grammar end. Grammar based approaches proved inadequate in that students were unable to communicate outside the classroom. Based mainly on Hymes' "communicative competence" and Krashen's models of language acquisition, the Communicative Approach emerged as the meaning-focused alternative to the form-focused approaches of the past. Strong versions of the approach emphasized the teaching of functions and absolutely discouraged the teaching of grammar

structures arguing that communication – and not language description- was the aim of language teaching.

However, the studies of the last 30 years have proved that the lack of grammar instruction has not encouraged language acquisition. On the contrary, more recent studies show that grammar instruction and explicit knowledge of the target language do have positive effects on language acquisition. So, how should we approach the teaching of Grammar in the Post- Communicative- Approach Era?

Source: <https://www.eflmagazine.com/teaching-grammar-post-communicative-approach-era/> Accessed on 17/06/2018

21. (Concurso Milagres/2018) According to the text, it is correct to say that:

- A) Approaches such as the Grammar Translation and the Audio-lingual method emerged after the 1970s.
- B) The Communicative Approach intensified the teaching of grammar structures.
- C) Hymes and Krashen helped develop methods based on grammatical aspects.
- D) The purpose of the Communicative Approach was the teaching of functions.
- E) Grammar instruction has a negative effect in language acquisition.

22. (Concurso Milagres/2018) The text suggests that:

- A) English teachers have been concerned about teaching or not teaching grammar.
- B) Teaching grammar should be avoided in classrooms.
- C) The absence of grammar in teaching has a positive effect on language acquisition.



D) Some methods were not successful because they were based on grammatical aspects.

E) Teachers do not need to reflect on how to teach grammar for their students.

23. (Concurso Milagres/2018) The expression as regards, in the second paragraph, can be substituted by all the terms below, EXCEPT:

A) regarding

B) about

C) with respect to

D) in relation to

E) without

24. (Concurso Milagres/2018) The word although expresses an idea of:

A) comparison

B) opposition

C) result

D) purpose

E) addition

25. (Concurso Milagres/2018) The expression target language refers to:

A) The student's first language

B) the teacher's first language

C) the language that a person intends to learn

D) a difficult language to learn

E) a variation of one's first language

26. (Concurso Milagres/2018) Check the alternative which contains the sound of

the - ed in the verbs: moved, emphasized and proved:

A) /t/

B) /d/

C) /ɪd/

D) /əd/

E) /z/

27. (Concurso Milagres/2018) In the clause that language teachers have asked themselves for ages, the verbal form is in the:

A) Past simple

B) Present continuous

C) Present perfect

D) Past Perfect

E) Future

QUESTIONS 28 to 33

Using authentic material from the real world to teach English

STEFFANIE ZAZULAK

There are lots of resources available to English language teachers today: from textbooks to online teaching tools, they can all aid and enrich English lessons. Many teachers also introduce authentic English material into their lessons to expose learners to the language as it is spoken in the real world.

Authentic material is any material written in English that was not created for intentional use in the English language classroom. Using this content to teach the English language can make the learning process even more engaging, imaginative and motivating for



students. It can also be useful to elicit genuine responses from learners.

The great thing about using authentic material is that it is everywhere, which makes it easy to find, and simple for learners to practice English in their own time. Remember that it isn't limited to articles from newspapers and magazines. Songs, TV programs and films, radio and podcasts, leaflets, menus – anything written in English constitutes authentic material.

(...)

Source: <https://www.english.com/blog/authentic-material/> Accessed on: 18/06/2018.

28. (Concurso Milagres/2018) According to the text, authentic materials:

- A) are textbooks and worksheets developed by English teachers.
- B) are any material intended for English classes.
- C) are any material extracted from audiovisual resources
- D) are any material that is not developed for English lessons, specifically.
- E) are any material that is exclusively online.

29. (Concurso Milagres/2018) From the information presented in the text, one can NOT infer that:

- A) Authentic materials help students to follow their own rhythm in their practices.
- B) By using authentic materials in class, the teacher will help students to experience the real language.
- C) Authentic materials can accelerate the process of language learning.

D) Finding authentic material may be an uncomplicated task.

E) Students may be more interested and motivated in classes with authentic materials.

30. (Concurso Milagres/2018) The verbs aid and enrich, in the 1st paragraph, can be replaced by:

- A) support and improve
- B) add and improve
- C) unite and complement
- D) help and reduce
- E) help and worsen

31. (Concurso Milagres/2018) The word spoken, in the 1st paragraph, is the past participle form of the verb speak. Check the alternative which contains the CORRECT correspondence between the verb and its past participle form.

- A) break - broke
- B) make - makes
- C) do - done
- D) hide - hid
- E) write – wrote

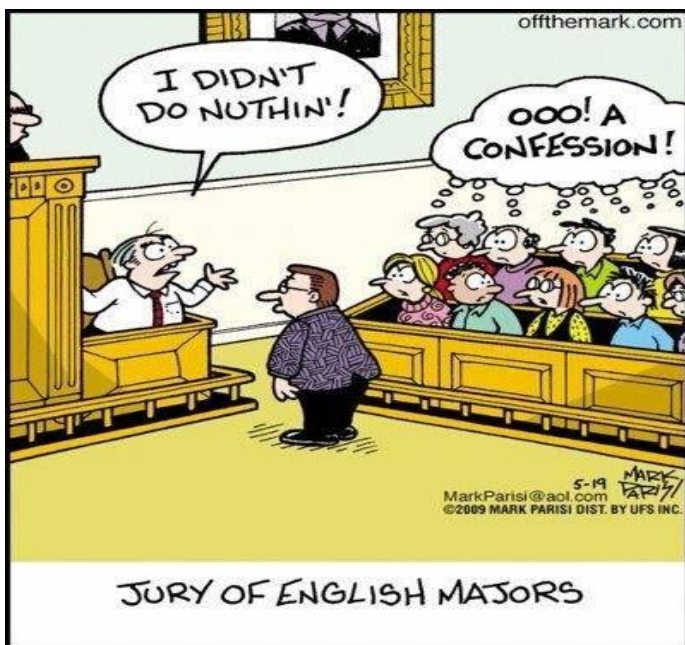
32. (Concurso Milagres/2018) The words using, engaging and motivating, in the second paragraph, are, respectively:

- A) Verb, adjective and adjective
- B) Verb, adjective and noun
- C) Verb, noun and noun
- D) Noun, adjective and noun
- E) Adjective, adjective and adjective

33. (Concurso Milagres/2018) The word ***limited*** (3rd paragraph) is constituted by three syllables with the first one being stressed, as represented by the phonetic transcription: /'lɪm.ɪ.tɪd/. Check the alternative in which the words follow the same number of syllables and the same stress pattern of the word ***limited***.

- A) Authentic - material
- B) Authentic - anything
- C) Magazines - anything
- D) Constitutes - anything
- E) English - anything

QUESTIONS 34 and 35



<https://www.offthemark.com/cartoon/business-finance/lawyers-legal/2009-05-19> Accessed on 22/06/2018

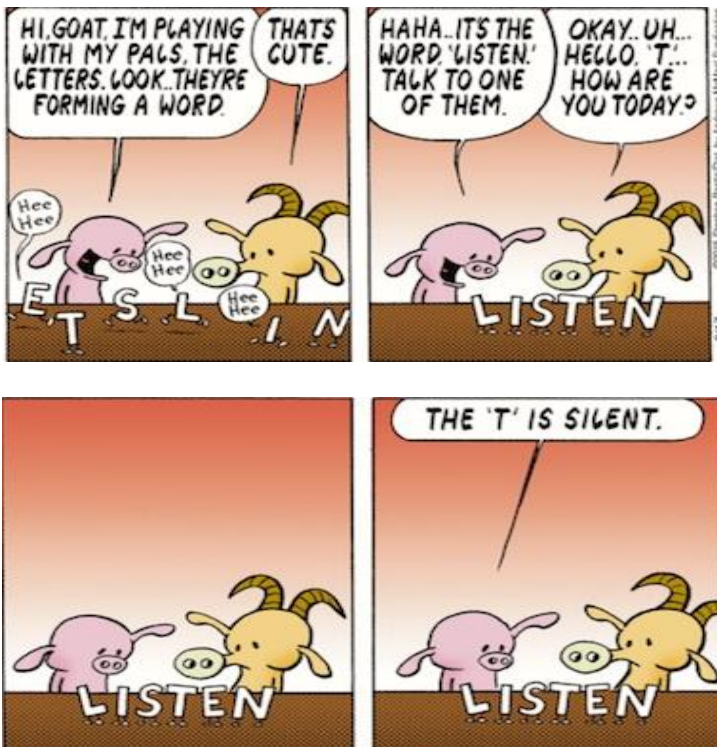
34. (Concurso Milagres/2018) The form ***'nuthin'*** is spelled this way in order to:

- A) represent the way the word *nothing* must be pronounced by everybody who speaks English.
- B) show that the man doesn't know how to spell the word *nothing*.
- C) express a difference between American and British English.
- D) cause surprise in the jury.
- E) try to represent speech by using a non-standard spelling.

35. (Concurso Milagres/2018) The jury came to the conclusion that the man was confessing something because:

- A) He was nervous and did not pronounce the letter 'g' in the word *nothing*.
- B) He used a double negative structure, causing the effect of an affirmation.
- C) He used the contracted form of *did not*.
- D) He used the verb *do* twice in the same sentence, making the sentence redundant.
- E) He was ambiguous by using the present and the past tenses in the same sentence.

QUESTIONS 36 and 37



<https://br.pinterest.com/pin/413979390740412979/?lp=true> Accessed on: 22/06/2018

36. (Concurso Milagres/2018) The word **them** refers to:

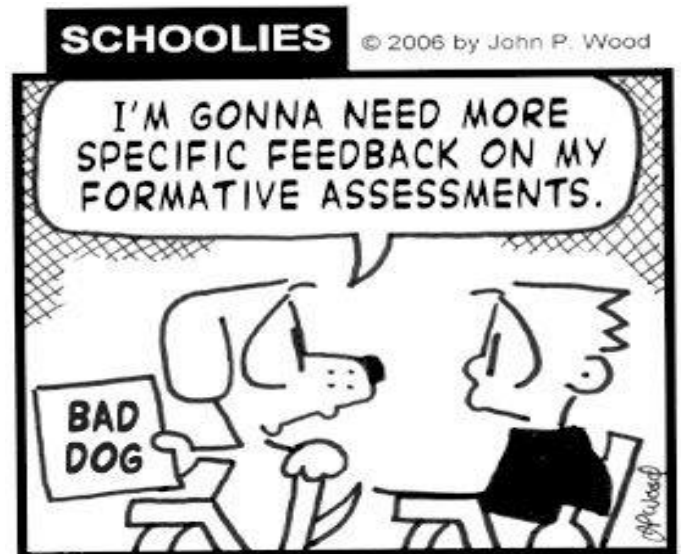
- A) the words
- B) the letters
- C) the animals
- D) the sounds
- E) the letter 'T'

37. (Concurso Milagres/2018) In the word **listen**, the letter T is silent. Silent letters are not pronounced but they appear in the spelling form of a word. Check the alternative in which all the words contain a silent letter, as in **listen**:

- A) fact, castle
- B) island, had

- C) knife, hour
- D) make, cry
- E) music, guide

QUESTIONS 38 and 39



Source: <https://br.pinterest.com/pin/523332419172769962/> Accessed on 18/06/2018

38. (Concurso Milagres/2018) The image suggests that:

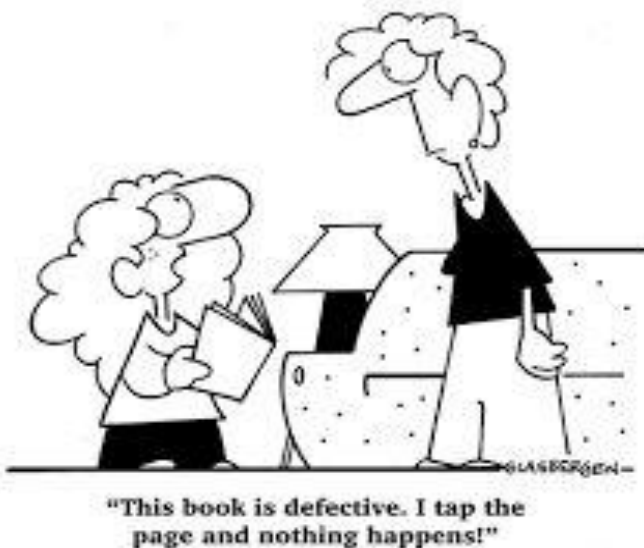
- A) Students always need an evaluation based on a rate from 0-10.
- B) Students usually complain about teacher's evaluation.
- C) Teachers have to evaluate their students using more appropriate adjectives.
- D) Students need a detailed evaluation to check their progress in learning.
- E) Teachers should give less feedback to the students.

39. (Concurso Milagres/2018) The word ***gonna*** is an informal reduction originated by the combination of the words ***going*** and ***to***, followed by a verb. Check the alternative with the sentence in which the reduction of ***going to*** is not possible:

- A) Fred is going to ask a question.
- B) Mya and her friends are going to Japan next week.
- C) Our parents are going to travel to Mexico.
- D) I am going to keep your advice.
- E) She is going to teach him a lesson.

QUESTION 40

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Source: <http://www.glasbergen.com/education-cartoons/education-technology/nggallery/page/2>
Accessed on: 21/06/2018

40. (Concurso Milagres/2018) The charge draws the attention to an

important discussion in the scenario of language teaching and teaching in general, which is:

- A) The necessity to implement more sophisticated books in the classroom environment.
- B) The use of new technologies and how they help students improve learning.
- C) The necessity to maintain the old pedagogical practices and fight against the use of cell phones in classrooms.
- D) The evolution of books and how they've changed to adapt learners' needs.
- E) The necessity to focus on more learnable contents such as grammar and vocabulary.

QUESTIONS 41 and 42



Source: <https://www.offthemark.com/cartoon/medical-health/psychology/2007-12-13> Accessed on 19/06/2018



41. (Concurso Milagres/2018) According to the text, one can NOT infer that:

- A) The words are discussing about the lack of representation on the acronyms.
- B) Prepositions and other function words are essential to compose an acronym.
- C) An acronym is a process of word formation constituted by the initial elements of words or phrases and pronounced as a single word.
- D) FBI is an acronym and the word 'of' is excluded although it belongs to the noun group that FBI stands for.
- E) The words 'and', 'for' and 'the' are all function words and are all excluded from the structure of acronyms.

42. (Concurso Milagres/2018) The phrasal verb left out of could be replaced by:

- A) included in
- B) connected with
- C) removed from
- D) established as
- E) added to

QUESTIONS 43 to 45

Technological change – from consumers to producers
Chris Pim

Over the last 20 years, there has been a tremendous shift in the way that users integrate technology into their personal lives. These changes have taken time to filter down into the educational sector, but slowly

teachers have realised the need to adapt their practice in order to reflect the changing nature of technological use in the wider world.

In the past, technology has predominately been used to source and consume information, whereas today's learners have become particularly adept at creating and collaboratively developing content for a wide variety of purposes, for example so-called Web 2.0 tools such as blogs, forums and wikis. Moreover, children and young people are now becoming increasingly interested in the concept of 'content curation' –selecting, sifting, showcasing and sharing content with friends, family and peers.

The change from a 'read Web' to a 'read/write Web' has encouraged teachers to become increasingly inventive in their approach to engaging technologically savvy learners who want to publish their work within an ever expanding arena.

(...)

PIM, Chris. *Emerging Technologies, emerging minds: digital innovations within the primary sector*. In MOTTERAM, Gary (Ed.) **Innovations in learning technologies for English language teaching**. London: British Council, 2013.

43. (Concurso Milagres/2018) According to Chris Pim's words:

- A) Teachers do not need to adapt their practice in order to include new technologies
- B) Children are not interested in technologies.
- C) The concept of "content curation" does not involve sharing information with others.
- D) The debates about the use of technology in education diminished in the last 20 years.
- E) The use of technologies in education is transforming learners in producers of content rather than only consumers.



44. (Concurso Milagres/2018) The word *whereas* indicates _____ and can be substituted by _____:

- A) Alternation; or
- B) Contrast; because
- C) Contrast; while
- D) Addition; furthermore
- E) Cause; because

45. (Concurso Milagres/2018) The adjective *savvy* has the same idea of:

- A) safe
- B) ignorant
- C) secure
- D) stupid
- E) clever