

GOVERNO DO ESTADO DE GOIÁS
SECRETARIA DE CIÊNCIA E TECNOLOGIA DO ESTADO DE GOIÁS
SECRETARIA DE EDUCAÇÃO DO ESTADO DE GOIÁS
CONCURSO PÚBLICO PARA O CARGO DE PROFESSOR, NÍVEL III, DO QUADRO
PERMANENTE DO MAGISTÉRIO DA SECRETARIA DE EDUCAÇÃO DO ESTADO DE GOIÁS
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GABARITO PRELIMINAR DA PROVA OBJETIVA – 25/10/2009

INGLÊS

CONHECIMENTOS GERAIS										
TIPO	Q-1	Q-2	Q-3	Q-4	Q-5	Q-6	Q-7	Q-8	Q-9	Q-10
1	C	A	B	D	C	D	A	B	D	B
2	A	C	D	A	B	A	C	D	C	D
3	D	B	A	C	D	C	B	A	A	C
4	B	D	C	B	A	B	D	C	B	A
TIPO	Q-11	Q-12	Q-13	Q-14	Q-15	Q-16	Q-17	Q-18	Q-19	Q-20
1	A	C	C	D	D	A	B	A	C	B
2	B	A	B	C	A	B	C	D	B	D
3	D	B	D	B	C	D	A	B	A	C
4	C	D	A	A	B	C	D	C	D	A
TIPO	Q-21	Q-22	Q-23	Q-24	Q-25	Q-26	Q-27	Q-28	Q-29	Q-30
1	D	A	A	B	D	C	B	B	A	C
2	C	B	D	C	A	A	B	A	C	D
3	A	C	B	D	D	D	A	C	D	A
4	B	D	C	A	D	B	B	D	B	B
CONHECIMENTOS ESPECÍFICOS										
TIPO	Q-31	Q-32	Q-33	Q-34	Q-35	Q-36	Q-37	Q-38	Q-39	Q-40
1	C	A	C	B	B	D	A	C	C	D
2	D	B	D	C	C	A	B	C	D	A
3	A	C	A	D	D	B	C	C	A	B
4	B	D	B	A	A	C	D	C	B	C
TIPO	Q-41	Q-42	Q-43	Q-44	Q-45	Q-46	Q-47	Q-48	Q-49	Q-50
1	B	D	D	B	D	B	A	A	C	D
2	C	A	A	C	A	C	B	B	D	A
3	D	B	B	D	B	D	C	C	A	B
4	A	C	C	A	C	A	D	D	B	C

ENGLISH

A Secretaria de Ciência e Tecnologia do Estado de Goiás e a Secretaria de Educação do Estado de Goiás, por meio do Centro de Seleção da Universidade Federal de Goiás, divulgam as respostas esperadas preliminares das questões da Prova Didática Discursiva, do concurso público para o cargo de professor nível III – Inglês, da Secretaria de Educação do Estado de Goiás. As respostas serão utilizadas como referência no processo de correção. Também serão consideradas corretas outras respostas que se relacionarem à abrangência e à abordagem do conhecimento, bem como à elaboração do texto. Respostas parciais também serão consideradas. A pontuação a elas atribuída levará em conta os diferentes níveis de acerto. A seguir, serão apresentadas as respostas esperadas preliminares de cada questão da Prova Didática Discursiva.

English test correction took into account specific knowledge and skills in teaching methodology. Textual aspects such as coherence, cohesion, lexical option and the ability to use the Standard English variety were also evaluated.

QUESTION 1

Focuses on the teacher's approach and pedagogical practice. Expected answers should identify the method according to the teaching situation described above, which is the audiolingual method. Besides this, at least three characteristics of the method should be mentioned and described such as: language learning is seen as a matter of habit formation; drilling and endless repetitions are used as a way of developing learning strategies; the target language is the only accepted language during the lesson; native language/L1 is seen as an obstacle for L2 learning;

QUESTION 2

Focuses on the basic structure of a general lesson plan. Good lesson plans should consider the following elements: a) the learners – the students' interests – whether they will enjoy the lesson or benefit from it; b) the aims – the goals of the lesson, that is, what learners are supposed to achieve; c) the teaching point – the skills or language items that will be studied; d) the teaching procedures – the activities the learners will do and the sequence they will come in; e) the materials – texts, tapes, pictures, flash cards, etc.; f) classroom management – the way seats are organized in the classroom, timing each stage of the lesson, controlling discipline, etc.); g) feedback.

A variation of the expected answer could be answers that list the following parts of a general lesson plan: objectives/aims, assumptions, anticipated problems, language skills, language systems, topic/context, source of material and timing. These could be explained or exemplified in a lesson plan format.

QUESTION 3

Focuses on the basic structure of a listening lesson. Good listening lessons go beyond the listening task itself with related activities before, during and after the listening. So expected answers for question 3 should mention the following phases and describe what type of activities a teacher can plan for each stage.

Before listening:

Firstly, the teacher prepares the learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then the teacher should provide any necessary background info and new vocabulary they will need for the listening activity.

During listening

The second stage is when the students listen to the selected material. In this phase the teacher should be specific about what students need to listen for. They can listen for selective details or

general content, or for lexical items – words expressing noise or movement, or for people's attitudes or opinions. In other words, listening needs to have a point, an aim, a purpose.

After listening

Finally, the teacher should finish the lesson with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, a project, a writing task, a game, etc. These phases are also known as pre-, while- and post-listening.