COLÉGIO PEDRO II
PRÓ-REITORIA DE ENSINO
CONCURSO PÚBLICO DE PROVAS E TÍTULOS PARA PREENCHIMENTO
DE CARGOS VAGOS DA CARREIRA DE MAGISTÉRIO DO
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PROVA PRELIMINAR DE INGLÊS

Antes de iniciar a prova, leia atentamente as seguintes instruções:

- Esta prova contém **40 (quarenta) questões**. Verifique se este caderno de questões está completo.

- Em cada questão, deverá ser marcada apenas uma das alternativas.

- A prova terá a duração máxima de **3 (três) horas**.

- O candidato somente poderá retirar-se da sala onde se realiza a prova após decorridos 60 (sessenta) minutos de seu início.

- A interpretação dos enunciados faz parte da aferição de conhecimentos e da avaliação, não cabendo, portanto, esclarecimentos adicionais durante a realização da prova.

- Os três últimos candidatos, ao entregarem suas provas, permanecerão em sala como testemunhas do encerramento dos trabalhos a cargo do fiscal da sala.

- O fiscal lhe entregará o **Cartão Resposta**, **com seus dados nele impressos**. Verifique se estão corretos e, em caso de dúvida, dirija-se ao fiscal.

- As respostas das questões deverão ser assinaladas no Cartão Resposta, **obrigatoriamente com caneta esferográfica de tinta preta**.

- Somente serão consideradas as respostas assinaladas no **Cartão Resposta**.

- Qualquer tipo de rasura, marcação de mais de uma alternativa de resposta ou uso de corretivo no **Cartão Resposta** invalidarão a questão.

- **Em nenhuma hipótese, o Cartão Resposta poderá ser substituído**.

- Ao término da prova, **entregue ao fiscal este caderno de questões e o Cartão Resposta**.

- Será **eliminado deste Concurso Público** o candidato que:

  a) usar, durante a realização da prova, máquina de calcular, rádios, gravadores, fones de ouvido, telefones celulares, *pagers*, quaisquer equipamentos eletrônicos ou fontes de consulta/comunicação de qualquer espécie;

  b) ausentar-se da sala sem assinar, diante do fiscal, a lista de presença.

AGUARDE AUTORIZAÇÃO PARA COMEÇAR A RESPONDER ÀS QUESTÕES.

TEXT 1: (Questions 1 to 14 must be answered based on Text 1)

VANISHING LANGUAGES
When the last speakers go, they take with them their history and culture.

There's a Welsh proverb I've known for as long as I can remember: "*Cenedl heb iaith, cenedl heb galon.*" It means, "A nation without a language [is] a nation without a heart," and it's become more poignant over the years as more and more families who live around me in North Wales speak in English instead of Welsh across the dinner table.

5 Welsh, the direct descendant of the Celtic language that was spoken throughout most of Britain when the Anglo-Saxons invaded, has long been under threat from English. England's economic and technological dominance has made English the language of choice, causing a decline in the number of Welsh speakers. And although the decline has steadied in the last 15 years, less than 20 percent of the population of Wales today can speak Welsh in addition to English.

10 The Welsh language is clearly in trouble. Someday, it may even join the rapidly growing list of extinct languages, which includes Gothic and Hittite, Manx and Cornish, Powhatan and Piscataway.
[…]
The loss of languages may have accelerated recently, but it is hardly a new problem. In the 19th century, there were more than 1,000 Indian languages in Brazil, many spoken in small, isolated

15 villages in the rain forest; today there are a mere 200, most of which have never been written down or recorded. In North America, the 300 or more indigenous languages spoken in the past have been halved.

People sometimes talk of "the beauty of Italian" or of "German's authority," as if such characteristics might make a language more or less influential. But there is no internal mechanism in

20 a language that settles its fate. Languages are not, in themselves, more or less powerful. People don't adopt them because they are more precise. They gain ascendancy when their speakers gain power, and they die out when people die out or disperse. It's as simple as that
[…]
[…] Language is more than a shared code of symbols for communication. People do not fight

25 and die, as they have done in India, to preserve a set of symbols. They do so because they feel that their identity is at stake - that language preservation is a question of human rights, community status and nationhood. This profoundly emotional reaction is often expressed in metaphors. Language nationalists see their language as a treasure house, as a repository of memories, as a gift to their children, as a birthright. And it is this conviction that has generated manifestoes and marches in

30 Montreal on behalf of French; civil disobedience in India and Pakistan, in Belgium and in Spain.

Such demonstrations stand in stark contrast to places where cultural and linguistic pluralism works successfully, as in Switzerland and Sweden, where the dominate culture respects the identities and rights of its linguistic minorities, and provides educational opportunities for speakers. Successful multilingual communities such as Sweden's serve as examples for the United Nations, UNESCO, the

35 Council of Europe, and the European Parliament as they act to preserve minority language use.

Conversely, several countries have actively repressed minority languages, such as Basque by the Spanish fascists, or Sorbian (a Slavic language spoken in southern Germany) by the Nazis. And laws forbidding the use of minority languages have been commonplace; children have been punished for using a minority language in school; street signs in a minority language have been outlawed; the

40 publication of books in the language have been banned; people's names have been forcibly changed to their equivalents in the language of the dominant power. Whole communities, such as several in the Basque-speaking parts of northern Spain, have had their linguistic identity deliberately eliminated.

Political arguments for and against preservation have been expressed with such vehemence that they tend to dominate any discussion of minority languages. Does the loss of linguistic diversity

45 present civilization with a problem analogous to the loss of a species in biology? Not entirely. A world containing only one species is impossible. But a world containing only one language is by no means impossible, and may not be so very far away. Indeed, some argue strongly in favor of it. The possibility of creating a unilingual world has motivated artificial-language movements (such as Esperanto) since the 16th century, and there are many who currently see the remarkable progress of

50 English as a promising step towards global communication. They argue that mutual intelligibility is desirable and should be encouraged: Misunderstandings will decrease; individuals and countries will

negotiate more easily; and the world will be more peaceful.

55 This kind of idealism wins little sympathy from language nationalists, who point out that the use of a single language by a community is no guarantee of civil peace - as is currently evident in the states of the former Yugoslavia or in Northern Ireland. But language nationalists are faced with major practical concerns: How can one possibly evaluate the competing claims of thousands of endangered languages? Is it sensible to try and preserve a language (or culture) when its recent history suggests that it is heading for extinction? In the next few years, international organizations may have to decide, on chiefly economic grounds, which languages should be kept alive and which allowed to die. […]

Question 1

From reading the text, one may infer that the Celtic language

A) will become extinct in the short term.

B) used to be prevalent before the Anglo Saxon era.

C) has lately been gaining ground to English.

D) is chosen by the largest part of population.

Question 2

It is correct to state that the process of vanishing languages

A) only targets spoken languages.

B) had its origins in the 19th century.

C) has to do with power.

D) is determined by internal mechanisms.

Question 3

Regarding the nationalists mentioned in paragraph 6, it is correct to say that they

A) argument in favor of actual fight.

B) use metaphors to preserve their linguistic identity.

C) adopt a special code of symbols for communication.

D) consider their language a national heritage.

Question 4

The passage "street signs in a minority language have been outlawed" (L. 39) can be best paraphrased by

A) street signs in a minority language have been allowed.

B) street signs in a minority language have been made illegal.

C) a new set of street signs in a minority language have been approved.

D) a new law allowing street signs in a minority language has been enforced.

Question 5

The noun phrases <u>a shared code of symbols for communication</u> (L. 24) and <u>the Basque-speaking parts of northern Spain</u> (L. 42) correspond to the following combination:

A) a code for the communication of shared symbols.
   the people who live in the North of Spain.

B) a code for sharing the symbols in communication.
   the Basque spoken in the North of Spain.

C) a communication of symbols shared in a code.
   the Basque spoken in parts of Northern of Spain.

D) a code of symbols shared for communication.
   the regions in the North of Spain where Basque is spoken.

Question 6

It is correct to say that the distinction between the modal verbs in the extracts "The loss of languages may have accelerated recently, […]" (L. 13) and "[…] as if such characteristics might make a language more or less influential." (L. 18,19) is grounded in

A) level of possibility.

B) types of formality.

C) relatedness of time.

D) grant of permission.

Question 7

In the passage "[…] today there are a mere 200." (L. 15), one can point out that the elliptical words are

A) lists of extinct languages.

B) Indian languages in Brazil.

C) small, isolated villages in the rain forest.

D) indigenous languages in North America.

Question 8

It is correct to affirm that the word <u>so</u> in "They do so because they feel that their identity is at stake" […]" (L. 25,26) substitutes for

A) fight and die.

B) gain power.

C) gain ascendancy.

D) die out or disperse.

Question 9

One may say that the use of as in "Language nationalists see their language as a treasure house, as a repository of memories, as a gift to their children, <u>as</u> a birthright." (L. 27-29) and in "Such demonstrations stand in stark contrast to places where cultural and linguistic pluralism works successfully, as in Switzerland and Sweden, [...]" (L. 31,32) conveys, respectively, the idea of

A) emphasis/simile.

B) example/metaphor.

C) simile/example.

D) metaphor/ emphasis.

Question 10

The discourse marker in "Conversely, several countries have actively repressed minority languages, […]" (L. 36) means the opposite of

A) likely.

B) reasonably.

C) consequently.

D) similarly.

Question 11

The alternative which presents a word whose formation process is the same as in "commonplace" (L. 38) is

A) poignant.

B) multilingual.

C) birthright.

D) nationhood.

Question 12

Mark the excerpt in which a word formed by the adding of the suffix –ING in a similar way as it happens to the underlined word in "[…] the remarkable progress of English as a <u>promising</u> step towards global communication." (L. 49,50) can be found:

A) " Misunderstandings will decrease, […]" (L. 51).

B) "[…] in the Basque-speaking parts of northern Spain […]" (L. 42).

C) "[…] when its recent history suggests that it is heading for extinction?" (L. 57,58).

D) "And laws forbidding the use of minority languages have been commonplace; […]" (L. 37,38).

Question 13

The change of word order in the clause "[…] but it is hardly a new problem." (L. 13) to <u>hardly is it a new problem</u> reveals the following linguistic phenomena:

A) fronting/ inversion.

B) theme/inversion.

C) cleft-sentence/ focus.

D) cleft-sentence/ fronting.

Question 14

On paraphrasing the underlined words in "Whole communities, such as several in the Basque-speaking parts of northern Spain, <u>have had their linguistic identity deliberately eliminated</u>." (L. 41,42) one might say that someone/ something

A) deliberately eliminated their linguistic identity.

B) is deliberately eliminating their linguistic identity.

C) has deliberately eliminated their linguistic identity.

D) had deliberately eliminated their linguistic identity.

TEXT 2: (Question 15 must be answered based on Text 2)

[…] Once we grasp that language is a practice itself, we are no longer reliant on linguistic theory that has not been developed with worldly language activity in mind, and instead can start to see applied linguistics as working at the cutting edge of an understanding of language as used in everyday contexts of workplaces, classrooms, courtrooms, asylum seeker tribunals, medical
5   encounters, shopping centres, popular cultural interactions, and much more. By taking the idea of the local seriously, we can move towards a far better appreciation of language ideologies, of local understandings of language, of the ways in which participants themselves orient towards language. We can also start to develop more sophisticated geographies of linguistic happenings, which take us beyond the idea of language use in context and instead operate with a more dynamic understanding
10 of the construction of place and language together. And finally, we can orient towards a form of politics that is grounded in local language activity rather than being reliant on the grand sweeping gestures of imperialism, language rights and globalization.
[…]

(PENNYCOOK, A.D. 2010, Critical and Alternative Directions in Applied Linguistics. Australian Review of Applied Linguistics: MONASH UNIVERSITY EPRESS vol. 33, n. 2, pp. 1-18, 2010. Available in:<http://www.nla.gov.au/openpublish/index.php/aral/article/view/2049/2463>. Accessed on March 16th 2013.)

Question 15

Taking into account the assumptions that underlie the text, one can say that the author advocates a linguistic approach that

A) views language as theoretical practices.

B) explains language in terms of local practices.

C) assigns priorities to global language practices.

D) fosters language politics based on universal practices.

TEXT 3: (Questions 16 to 19 must be answered based on Text 3)

       If the absence of discrete and stable identities is what marks our end-of-the-millenium cultural scenario, it only stands to reason that the way we conceptualise language must reflect the rapid changes already under way. Language is, after all, amongst the most important cultural attributes of peoples and nations – or whatever is still left of these rapidly disappearing identities in an increasingly
5 globalized world. By the same token, language teaching cannot remain immune to these changes either. Specialists in teaching – and, in particular, the teaching of World English (WE) will, henceforth, need to take into consideration the important fact that language teaching is, over and above everything else, a matter of negotiating identities (cf. Canagarajah, 1999b). And, to be sure, different social and cultural environments will call for different strategies when it comes to dealing with the
10 question of negotiating new identities in the face of contact with alien tongues.

(RAJAGOPALAN, K. ELT classroom as an arena for identity clashes. In: CARMAGNANI, A. M. G.; GRIGOLETTO, M. (org.).
Inglês como língua estrangeira: identidade, práticas e textualidade. São Paulo: Humanitas/ FFLCH/ USP, p. 79-90.)

Question 16

Considering the characteristics of our post-modern society and language, the author raises the need for teaching strategies which

A) submit to global identities.

B) adapt to ever-changing identities.

C) support discrete and stable identities.

D) engender alien tongues and new identities.

Question 17

The expression underlined in "[…] when it comes to dealing with the question of negotiating new identities in the face of contact with alien tongues." (L. 9,10) refers to languages which

A) set examples of World English.

B) break the hegemony of English.

C) lead the dissemination of English.

D) call for new English teaching strategies.

Question 18

In "Specialists in teaching – and, in particular, the teaching of World English (WE) will, henceforth, need to take into consideration the important fact that language teaching is, over and above everything else, a matter of negotiating identities" (L. 6-8), the underlined word functions as a discourse marker of

A) time.

B) cause.

C) contrast.

D) consequence.

Question 19

Indicate which of the following verbs, combined with the same preposition, is similar in meaning to the underlined expression in "[…] different social and cultural environments will <u>call for</u> different strategies […]" (L. 8,9):

A) apply

B) ask

C) adjourn

D) account

TEXT 4: (Questões 20 to 29 must be answered based on Text 4)

A note on learning in the new capitalist world

One important theme in the world in which Millennials are growing up is, I believe, this: thanks to modern technology, young people today are often exposed outside of school to processes of learning that are deeper and richer than the forms of learning to which they are exposed in schools. I do not have space here to develop this theme very fully. Let me give but one example of what I mean.

5   In recent work (Gee 2003), I have been investigating the principles of learning that are built into video and computer games. Video and computer games are today a major cultural practice of young people—the video and computer games industry now outsells the movie industry (Poole 2000). Video and computer games are prototypical high-tech products of the new capitalism, and the businesses that make them, in a highly competitive market, cannot have lots of people fail when they

10   try to learn to play them (just as the makers of *Blue's Clues* have to get their research about what children want and can do right or go out of business).

     Taking modern first- and third-person shooter games as an example (e.g. *Half-Life, Metal Gear Solid, Deus Ex, System Shock 2*), here are just a few (there are many more) of the learning principles that the player is (however tacitly) exposed to in learning to play these games. Learning is

15   based on situated practice; there are lowered consequences for failure and taking risks (you've saved the game and can start over); learning is a form of extended engagement of self as an extension of an identity to which the player is committed; the learner can customize the game to suit his or her style of learning; the learning domain (e.g. a training module connected to the game) is a simplified subdomain of the real game; problems are ordered so that the first ones to be solved in the game

20   lead to fruitful generalizations about how to solve more complex problems later; explicit information/ instruction is given "on demand" and "just in time" in the game world; learning is interactive (probing, assessing, and re-probing the world); there are multiple routes to solving a problem; there are intrinsic rewards (within the game) keyed to any player's level of expertise; the game operates at the outer edge of one's "regime of competence" (always doable with the resources you have at that point, never

25   too easy); "basic skills" are not separated from higher-order skills— both are picked up bottom-up by playing the game or several different games of a given type or genre; the meaning of texts and symbols is situated in what one does, and is thus never purely verbal or textual; meaning/knowledge is built up through various modalities (images, texts, symbols, interactions, abstract design, sound, etc); meaning/knowledge is distributed between the player's mind, the objects and environments in

30   the game world, and other players (who help); knowledge is dispersed as players go online to get help and discuss strategy; players use affinity spaces dedicated to a particular game or type of game for learning; the game constitutes a complex designed system and the player orients his or her learning to issues of design and the understanding of complex systems.

     I could go on, but the point I hope is clear: imagine young people who have been immersed in

35   this sort of learning coming to school to acquire academic language top-down in a setting remote from practice or affinity groups. Such young people experience much better viewpoints on learning in their "trivial" (from a Baby Boomer's perspective) cultural pursuits than they do in the schools Baby Boomers largely control. I should mention, too, that while school-based Baby Boomers give lip service to multicultural diversity and understanding, they rarely extend this understanding to the generational,

40   peer-based, and popular cultures of the young people in school.

At the same time, it is clear that some of the learning principles I have just sketched are often integral to good science instruction (diSessa 2000), when such instruction seeks conceptual understanding and not just rote memory of facts. Such learning principles are also supported by a good deal of modern work in cognitive science concerned with how humans learn best (Kirshner and Whitson 1997). They are supported, as well, in much contemporary work on literacy learning that stresses critical and conceptual learning (Freedman *et al.* 1999; Rose 1999). On the other hand, they are just the sorts of principles that are driven out of schools by our current mania for testing and accountability.

<div style="text-align:right">(GEE, J. P.. *Situated language and learning*: a critique of traditional schooling. New York: Routledge, 2004.)</div>

45 *(line number)*

Question 20

An overview of the text makes it possible to affirm that the author portraits school as being committed to

A) traditional teaching/learning practices.

B) extended engagement of self.

C) fruitful sharing of different viewpoints.

D) practices valued by students and their peers.

Question 21

From the fragment "I should mention, too, that while school-based Baby Boomers give lip service to multicultural diversity and understanding, they rarely extend this understanding to the generational, peer-based, and popular cultures of the young people in school." (L. 38-40), one can infer that Baby Boomers

A) value student's common knowledge.

B) favor diversity on approaching school contents.

C) behave understandingly towards students in school.

D) show incoherence between discourse and actions.

Question 22

From the excerpt "[…] they are just the sorts of principles that are driven out of schools by our current mania for testing and accountability." (L.46-48), it can be understood that traditional schooling

A) refuses to apply rote learning principles for testing and accountability.

B) employs out-of-school learning principles for testing and accountability.

C) disregards for the sake of testing and accountability the learning principles based on rote memory.

D) ignores for the sake of testing and accountability the learning principles built out of schools.

Question 23

By reading the passage "[…] there are intrinsic rewards (within the game) keyed to any player's level of expertise;[…]" (L. 22,23), it is possible to infer that the

A) expert players have a monopoly on the game awards.

B) rewards inside the game are part of the player´s knowledge.

C) game inherently rewards all players, despite their performances.

D) player's low level of expertise denies access to the rewards of the game.

Question 24

The excerpt "[...] thanks to modern technology, young people today are often exposed outside of school to processes of learning that are deeper and richer than the forms of learning to which they are exposed in schools" (L.1-3) indicates that learning outside of school has become

A) more significant due to young people's exposure to modern technology.

B) richer, despite young people's being exposed to modern technology.

C) deeper, thus allowing young people to become exposed to modern technology.

D) more fruitful, regardless of young people's exposure to modern forms of learning in schools.

Question 25

Regarding the noun phrase modern first-and-third person shooter games (L. 12), one may infer that, in the games referred to, the player

A) uses modern guns to shoot persons in weapon-based games.

B) represents the first or the third person to shoot in modern games.

C) experiences modern games in first or third person shooting position.

D) acts as modern shooters through a person-to-person perspective.

Question 26

On accounting for the semantic value of the prefix used in "[…] the video and computer games industry now outsells the movie industry."(Poole 2000)" (L. 7), the alternative in which the word formation process produces the same effect as in the underlined word is

A) outlive.

B) outlook.

C) outback.

D) outsource

Question 27

The use of do in "Such young people experience much better viewpoints on learning in their "trivial" (from a Baby Boomer's perspective) cultural pursuits than they do in the schools Baby Boomers largely control." (L. 36-38) is a clear instance of the process of

A) ellipsis.

B) transitivity.

C) substitution.

D) emphasis.

Question 28

In the excerpts "[…] there are lowered consequences for failure and taking risks […]" (L. 15) and "[…]while school-based Baby Boomers give lip service to multicultural diversity and understanding,[…]" (L. 38,39), the underlined lexical occurrences are known as

A) collocation / idiom.

B) hyponym / idiom.

C) hyponym / conversion.

D) collocation / conversion.

Question 29

The use of <u>one</u> in "[…] the meaning of texts and symbols is situated in what one does […]" (L. 26,27) is related to

A) ordering.

B) counting.

C) defining.

D) generalizing.

TEXT 5: (Questions 30 to 40 must be answered based on Text 5)

ENGLISH AND THE FUTURE

The world is changing so fast that English, perhaps the most worldly of languages, is struggling to keep up. One thing is for sure: the English learner of the future will be different from those of the past, will be looking for a different kind of English and will expect to learn it in ways which reflect the technology and lifestyles of the 21st century.

5   Learners in the future are likely to be much younger. Across the world, English is being made a central component of more general educational reform. English is losing its position in the foreign languages curriculum, where it was taught mainly to teenagers and has been reinvented as one of the basic skills which you need to learn when you first go to school. Textbooks and audio visual materials, methods of teaching and expected outcomes are already being transformed.

10   Young children are often said to be better at language learning than older learners but they also have special challenges. Young children don't usually have the kind of instrumental motivation and determination for learning English that older learners often have (though their parents and relations may). English lessons must therefore be fun and rewarding. Young learners also have less experience at learning and so fewer cognitive strategies for remembering things, or coping with the

15   discouraging setbacks that are typical of any learning curve. Highly visual websites with interactive games which rely less on written text will provide accessible support for such learners.

As General English becomes something done when you're young, teenagers and young adults will be seeking more specific needs and knowledge areas. In fact, one of the consequences of the universalisation of English is the convergence between knowledge, skills and English. So, learning

20   about anything in future - whether computers or football - may come with an element of specialised English learning.

The countries where English is most sought after are also changing. As developing economies and growing populations create more demand for English, the global classroom is getting ever fuller. Learners from Brazil, Poland and China are joining classmates from Japan and Korea. But the

25   internet is also supporting many minority learners.

The reasons why people learn English are also changing. Globalisation is bringing together more people than ever who speak different languages and who are turning to English as the means of communication. The English learner of the future may be less worried about sounding exactly like a native speaker and more concerned about how to use English effectively in cross-cultural

30   communication. We may be hearing more non-native speakers in dialogues and a wider range of the 'New Englishes' now used around the world.

Technology will allow English to come to you, rather than you having to go to a special place to learn English. Podcasts and downloadable computer programs hint at the range of things to come as the distinction between televisions, computers, mobile phones and mp3 players gets more blurred.

35   And it is not just the technologies which are converging. It is also increasingly difficult to tell the difference between providers of educational content, service providers and hardware manufacturers. That may be one reason why support for learning English is coming from an increasing number of sources.

Learning English has always involved both pain and pleasure, private slog and social activity.

40   Traditional learning provided take-it or leave-it mixes of these as well as of content but in future

learners will expect be able to choose a formula which suits their cultural and psychological dispositions, or their particular needs at that moment. They, rather than their teachers, will decide how, what and when they will learn. Websites will provide the kind of support needed by learners to chart a pathway through the material and monitor progress.

45   Above all, learning English is about communication and an important part of learning English is being able to exchange views and make friends with people all over the world. As learners become younger, this has a dark side as well. Issues of security and transparency of identity will become greater. Despite the growing independence of learners, trusted institutions and brand names will remain important.

50   Lastly, in envisioning the learners of the future as younger and more demanding, it is also worth considering the teachers of the future. The paradox is, as English becomes spoken by more and more people in the world, the number of English teachers will fall.

(GRADDOL, D.. English and the future. BBC Online, UK, March 2006. Available in:<http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1720_ten_years/page9.shtml>. Accessed on March 07 2013.)

Question 30

The excerpt "The English learner of the future may be less worried about sounding exactly like a native speaker and more concerned about how to use English effectively in cross-cultural communication." (L. 28-30) implies that, when learning English in the future, one will probably

A) rely on the historical aspects of the language.

B) concentrate on the cognitive aspects of speech.

C) focus on the interactional aspects of the language.

D) draw on the suprasegmental aspects of pronunciation.

Question 31

As far as language learning is concerned, the author compares young and old learners and concludes that the latter usually

A) lack in enthusiasm and dedication in the learning process.

B) cope better with difficulties which are typical of any learning process.

C) count on equal cognitive strategies, yet they are more experienced.

D) rely less on visual modes, fun and rewarding as cognitive strategies.

Question 32

The paradox mentioned in the last paragraph of the text is:

A) The technology impact on learning won't affect the number of English teachers.

B) Autonomous English learning won't hinder teaching employment opportunities.

C) Learning English won't necessarily entail a systematic approach to English teaching.

D) The number of English teachers won't keep up with the increasing number of English learners.

Question 33

Concerning the verb phrases <u>will be looking for</u> / <u>will expect</u> (L. 3) and <u>is being made</u> / <u>is losing</u> (L. 5; L. 6), one can say that the difference in either set of examples is, respectively, grounded in

A) aspect and voice.

B) time and tense.

C) tense and voice.

D) time and aspect.

Question 34

Considering the semantic role of the adverbial clauses in "As General English becomes something done when you're young, teenagers and young adults will be seeking more specific needs and knowledge areas." (L. 17,18) and "As developing economies and growing populations create more demand for English, the global classroom is getting ever fuller." (L. 22,23), the respective meanings of <u>as</u> are

A) reason and result.

B) result and comparison.

C) reason and proportion.

D) comparison and proportion.

Question 35

The use of <u>those</u> in "One thing is for sure: the English learner of the future will be different from those of the past, will be looking for a different kind of English and will expect to learn […]"(L. 2,3) is an example of

A) cataphoric reference and notional concord.

B) anaphoric reference and notional concord.

C) anaphoric reference and proximity concord.

D) cataphoric reference and proximity concord.

Question 36

In the excerpt "<u>Despite the growing independence of learners</u>, trusted institutions and brand names will remain important". (L. 48,49), the underlined phrase can be replaced by the following subordinate clause

A) While learners are growing independent,

B) Unless learners are becoming independent,

C) As long as learners are growing independent,

D) Seeing that learners are becoming independent,

Question 37 - ANULADA

Question 38

As far as meaning is concerned, the option that conveys the same idea as expressed in "And it is not just the technologies which are converging. It is also increasingly difficult to tell the difference between providers of educational content, service providers and hardware manufacturers." (L. 35,36), is:

A)   Neither technologies nor technology professionals are converging.

B)   Both technologies and technology professionals are converging.

C)   Either technologies are converging or technology professionals are diverging.

D)   Not only are technologies converging but technology professionals are also diverging.
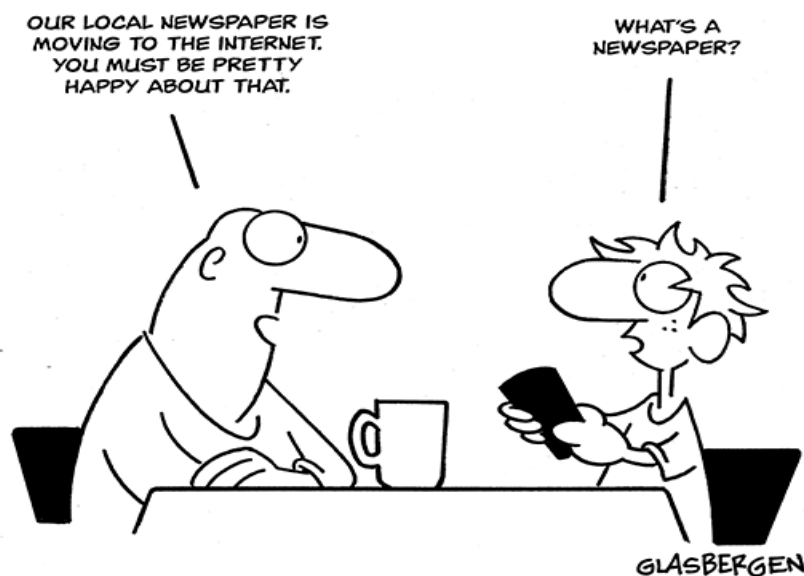
Question 39

By analyzing the underlined phrasal verb "The world is changing so fast that English, perhaps the most worldly of languages, is struggling <u>to keep up</u>." (L. 1,2), one can understand that English is making an effort to

A)   give in.

B)   break out.

C)   carry on.

D)   take over.

Question 40

Indicate which excerpt taken from text 5 is illustrated by the following cartoon:

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OUR LOCAL NEWSPAPER IS MOVING TO THE INTERNET. YOU MUST BE PRETTY HAPPY ABOUT THAT.

WHAT'S A NEWSPAPER?

GLASBERGEN

(Available in:<http://www.glasbergen.com/education-cartoons/?album=4&gallery=129>. Accessed on June 2013.)

A)   "Technology will allow English to come to you, rather than you having to go to a special place to learn English." (L. 32,33).

B)   "Highly visual websites with interactive games which rely less on written text will provide accessible support for such learners." (L. 15,16).

C)   "Websites will provide the kind of support needed by learners to chart a pathway through the material and monitor progress." (L. 43,44).

D)   "[…]the English learner of the future [...] will expect to learn it in ways which reflect the technology and lifestyles of the 21st century." (L. 2-4).