

**PROVA DE INGLÊS**

READ THE FOLLOWING PASSAGES CAREFULLY AND CHOOSE THE OPTION THAT BEST COMPLETES EACH QUESTION, ACCORDING TO THE TEXTS.

**TEXT 1**

1 There's a quiet revolution taking place in classrooms all around the  
2 country. Its main idea is that all children are smart, and the job of teachers  
3 and parents is to help children find the style of learning that uses their  
4 natural intelligence.

5 The teachers in these classrooms are putting into practice a theory  
6 which was developed by professors at Harvard University: the multiple  
7 intelligence (MI) theory. This theory challenges traditional ideas about  
8 intelligence. It also questions the value of intelligence tests. MI researchers  
9 point out that traditional teaching and testing focus only on two of the seven  
10 kinds of intelligence that people possess – language and logic skills. So  
11 children who don't learn in a style that depends on them are called  
12 inadequate.

13 According to Thomas Armstrong, author of *Seven Kinds of Smart*, the  
14 children are fine, but the teaching methods are inadequate. "In traditional  
15 education, we try to remake students to get them to learn in our way. In  
16 fact, we need to remake the way we teach so that it fits the student," he  
17 explains. "We need to recognize that different children learn in different  
18 ways and that all ways of learning are okay. Then we will really be in the  
19 business of education," he adds.

20 He also points out that all children can use each of the learning styles  
21 but some are stronger than others. Students naturally use one or more of  
22 their stronger styles. Armstrong notes that a learner's preferred style this  
23 year may change next year. "Two and three-year olds are body smart," he  
24 says as an example. "They learn by touching, feeling and doing. As  
25 children grow and change, they develop other strengths."

26 It would be a mistake to focus on one intelligence, as the goal should  
27 be to expand, not limit, each learners potential. Let children use their  
28 special gifts, but also encourage them to explore all of the intelligences.  
29 That's the road to discovery.

EDIGER, Anne & PAVLIK, Cheryl. *Reading Connections*. New York, Oxford University Press, 2000. Adapted.

**QUESTION 21**

The main idea in the text is that

- a) children should use only two kinds of intelligence
- b) educators should find each child's best way of learning
- c) parents should not interfere in their children's learning process
- d) teachers should develop seven kinds of intelligence

**QUESTION 22**

In "It also questions the value of intelligence tests." The word **it** (line 8) refers to the

- a) logic skill
- b) language skill
- c) traditional teaching
- d) MI theory

**QUESTION 23**

In "So children who don't learn...." The word **so** (lines 10-11) conveys an idea of

- a) contrast
- b) condition
- c) conclusion
- d) concession

**QUESTION 24**

According to Thomas Armstrong children should be encouraged to

- a) help their teachers and parents
- b) start a revolution in the classroom
- c) use their natural intelligence
- d) pass intelligence tests.

**QUESTION 25**

Thomas Armstrong thinks that teachers should

- a) adapt their teaching methods to their students.
- b) remake students to get them to learn in the teacher's way.
- c) recognize their teaching methods are always inadequate.
- d) invest their money in the education business.

**QUESTION 26**

In “In fact, we need to remake the way we teach...” (lines 15-16) the word **need** conveys an idea of

- a) permission
- b) obligation
- c) capacity
- d) necessity

**QUESTION 27**

In “Then we will really be....” (line 18) The word **we** refers to

- a) children
- b) educators
- c) students
- d) writers

**QUESTION 28**

A student’s learning style

- a) may eventually change
- b) is always the same
- c) depends on strength
- d) is based on culture

**QUESTION 29**

Younger children tend to learn

- a) by mainly using their body
- b) when their parents help them
- c) especially at school
- d) if teachers encourage them

**QUESTION 30**

Focusing on one type of intelligence would be a mistake because it would

- a) let children use their special gifts.
- b) limit the learner’s potential.
- c) encourage children to behave badly.
- d) expand the learner’s intelligence.

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**TEXT 2**

1 Brazil's natural resources, almost unparalleled, involves responsibility,  
2 i.e., how can the country play its role on the international environmental  
3 stage without compromising its development?

4 As a mecca for tourists, Brazil offers something for everyone – from  
5 paradisiacal beaches to jungle adventures from charming colonial towns to  
6 fabulous countryside. And how tourism can help the environment eventually  
7 is a matter of economics: people are willing to see Brazil's flora and fauna;  
8 conservation groups are crying out for funding. Join the two, and the result is  
9 ecotourism.

10 By capitalizing on a country's natural and cultural heritage in a  
11 responsible and sustainable way, ecotourism aims to educate and entertain,  
12 promote a sound environmental conscience, provide enjoyment and  
13 relaxation, and, above all, conserve an area. This concept reached Brazil in  
14 1985 when Embratur initiated an ecological tourism project, but a lack of  
15 public and private funding have often placed theory and reality at odds; thus  
16 many projects have never gotten off the ground.

17 However, throughout the 1990s, ecotourism in Brazil gathered strength  
18 as both environmental groups and the government recognized the  
19 importance of using ecotourism's economic potential in order to nurture the  
20 country's land and culture, as well as to provide jobs and income.

*Speak Up*, January 2005, page 23. Adapted.

**QUESTION 31**

Brazil's natural resources are considered almost

- a) unknown
- b) unique
- c) unforgettable
- d) unbelievable

**QUESTION 32**

The word **its** in "its role" (line 2) refers to

- a) stage
- b) nature
- c) environment
- d) Brazil

**QUESTION 33**

Ecotourism in Brazil is possible because of

- a) economic and environmental factors
- b) the position of the country in America
- c) an international effort to protect the forest
- d) the efforts of Brazilian government

**QUESTION 34**

The notion of ecotourism is based on

- a) protection of natural and cultural resources
- b) education of Brazilian people
- c) the works of conservation groups
- d) beautiful beaches and big forests

**QUESTION 35**

The concept of ecotourism in Brazil is

- a) based mainly on theory
- b) related to a project initiated by Embratur
- c) entirely financed by the government
- d) internationally recognized

**QUESTION 36**

The expression **at odds** in “placed theory and reality at odds” (line 15) indicates that theory and reality were

- a) studied
- b) in harmony
- c) in conflict
- d) forgotten

**QUESTION 37**

The word **thus** in “... thus many good projects...” (line 15) implies

- a) consequence
- b) finality
- c) opposition
- d) agreement

**QUESTION 38**

“The word **throughout** in “throughout the 1990s”, (line 17) indicates that a change happened

- a) after the 1990s.
- b) at the end of the 1990s.
- c) in the middle of the 1990s.
- d) during all the 1990s.

**QUESTION 39**

The word **both** in “gathered strength as both....” (line 18) refers to

- a) jobs and income
- b) the country’s land and culture
- c) environmental groups and the government
- d) politics and economy

**QUESTION 40**

One of the main benefits of ecotourism is the

- a) education given to tourists
- b) creation of more job opportunities
- c) protection given to colonial towns
- d) development of governmental efforts