*Seu modelo de prova está na página seguinte

Curso de Inglês Instrumental Online

preparatório para Provas de Proficiência do Mestrado e Doutorado com Certificado de Proficiência

SAIBA MAIS

UNIVERSIDADE FEDERAL DE JUIZ DE FORA

INSTITUTO DE CIÊNCIAS EXATAS

Mestrado Profissional em Educação Matemática

PROVA DE PROFICIÊNCIA EM INGLÊS

21 de dezembro de 2016

INFORMAÇÕES:

Este caderno contém 4 folhas da **Prova de Proficiência em Inglês**.

Esta prova vale 10 (dez) pontos e cada questão dissertativa vale 3,5 (três vírgula cinco) pontos e cada questão de múltipla escolha vale 1 (um) ponto. O(a) mestrando(a) deverá obter nota igual ou superior a 6 (seis) pontos para a aprovação.

INSTRUÇÕES:

1. Registre seu nome e número de matrícula no quadro abaixo.
2. Use caneta esferográfica para responder as questões da prova.
3. É permitida a consulta a dicionário impresso, mas não é permitido o empréstimo do deste entre alunos.
4. Este caderno compõe-se de questões dissertativas e de múltipla escolha.
5. Em cada teste de múltipla escolha há cinco alternativas, sendo correta apenas uma.
6. O preenchimento será no próprio caderno.
7. Durante a prova são vedadas a comunicação entre candidatos e a utilização de dispositivo eletrônico.

DURAÇÃO DA PROVA: DUAS HORAS

Nome: _____

Nº de Matrícula: _____ **Nota: _____**

Abstract 1

GOING BEYOND BELIEF SYSTEMS: EXPLORING A MODEL FOR THE SOCIAL INFLUENCE ON MATHEMATICS TEACHER BELIEFS

Educational Studies in Mathematics
November 2006, Volume 63, Issue 3, p. 347-369

This article discusses an approach to teacher belief systems from cognitive constructs toward sociological constructs to complement existing ideas about the nature and genesis of beliefs. I offer some theoretical ideas for extending the notion of beliefs and describe two contrasting senior mathematics teachers, conceptualising the basis for **their** differences. These differences move away from beliefs about mathematics, toward ideological and discursive positions which in turn construct the nature of beliefs about teaching and learning.

1. Explique da melhor maneira possível do que se trata o Abstract 1

2. O pronome “their” (em negrito) refere-se à:
a) senior mathematics teachers
b) beliefs
c) ideological and discursive positions
d) teaching and learning
e) existing ideas

Abstract 2

Schematic representations in arithmetical problem solving: Analysis of their impact on grade 4 students

Educational Studies in Mathematics (2013), Vol. 84, p. 149-168.

While the of schematic representations in problem solving requires no further demonstration, the way in which students should be taught how to construct these representations invariably gives rise to various debates. This study, conducted on 146 grade students in Luxembourg, analyzes the effect of two types of schematic representation (diagrams vs. schematic diagrams) on the solving of arithmetical problems. The results show that the presence of schematic representations has a clear positive effect on overall student performance and that a non-negligible proportion of students manage to reuse the representations encountered in order to solve new problems. While showing an effect slightly in favor of diagrams as opposed to schematics drawings, our results do not really permit us to draw any conclusions about the form that these representations should take, in particular since a differential effect was observed depending on the type of problem.

3. Explique da melhor maneira possível do que se trata o Abstract 2

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4. Ache no texto uma palavra que pode ser substituída por **found** :

a) permit
b) solve
c) taught
d) encountered
e) draw

Abstract 3

DIDACTICAL ENGINEERING IN FRANCE; AN INSIDER'S AND AN OUTSIDER'S VIEW ON ITS FOUNDATIONS, ITS PRACTICE AND ITS IMPACT

ZDM
October 2015, Volume 47, Issue 6,p .893-903

The notion of didactical engineering has influenced and characterized contemporary research in mathematics education in France to an important **extent**. In this paper, we address the following from an insider's and an outsider's perspective: (1) the way this notion is theoretically grounded, (2) the kinds of design research practices has it led to and is leading to, and (3) the way it relates to the design research paradigm. As a conclusion, we highlight similarities and differences between the two perspectives and recommend further discussions to the benefit of both didactical engineering from an insider's and an outsider's perspective.

5. Qual palavra NÂO poderia substituir **extent** ?

a. range
b. long
c. extension
d. expansion
e. amplitude

Para uso da comissão de avaliação

Atesto, para os devidos fins, que o discente assinalou somente uma opção para cada questão dissertativa.

Examinador: _____

Assinatura: _____

Nota: _____