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ESPÍRITO SANTO



Ministério
da Educação

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Professor do Magistério do Ensino Básico, Técnico e Tecnológico

DISCIPLINA / ÁREA

Inglês

Caderno de Provas

Questões Objetivas

INSTRUÇÕES:

- 1- Aguarde autorização para abrir o caderno de provas.
- 2- Após a autorização para o início da prova, confira-a, com a máxima atenção, observando se há algum defeito (de encadernação ou de impressão) que possa dificultar a sua compreensão.
- 3- A prova terá duração máxima de 04 (quatro) horas, para as duas partes, não podendo o candidato retirar-se da sala em que se realiza a prova antes que transcorra 02 (duas) horas do seu início.
- 4- A prova é composta de 40 questões objetivas.
- 5- As respostas às questões objetivas deverão ser assinaladas no Cartão Resposta a ser entregue ao candidato. Lembre-se de que para cada questão objetiva há **APENAS UMA** resposta.
- 6- A prova deverá ser feita, obrigatoriamente, com caneta esferográfica (tinta azul ou preta).
- 7- A interpretação dos enunciados faz parte da aferição de conhecimentos. Não cabem, portanto, esclarecimentos.
- 8- O Candidato deverá devolver ao Fiscal o Cartão Resposta, ao término de sua prova.

INGLÊS

Read the article below and choose the **CORRECT** alternative from 1 to 4:

Views of intelligence across cultures

- 5
10
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- A** In recent years, researchers have found that people in non-Western cultures often have ideas about intelligence that are considerably different from those that have shaped Western intelligence tests. This cultural bias may therefore work against certain groups of people. Researchers in cultural differences in intelligence, however, face a major dilemma, namely: how can the need to compare people according to a standard measure be balanced with the need to assess them in the light of their own values and concepts?
- B** For example, Richard Nesbitt of the University of Michigan concludes that East Asian and Western cultures have developed cognitive styles that differ in fundamental ways, including how intelligence is understood. People in Western cultures tend to view intelligence as a means for individuals to devise categories and engage in rational debate, whereas Eastern cultures see it as a way for members of a community to recognize contradiction and complexity and to play their social roles successfully. This view is backed up by Sternberg and Shih-Ying, from the University of Taiwan, whose research shows that Chinese conceptions of intelligence emphasize understanding and relating to others, and knowing when to show or not show one's intelligence.
- C** The distinction between East Asia and the West is just one of many distinctions that separate different ways of thinking about intelligence. Robert Serpell spent a number of years studying concepts of intelligence in rural African communities. He found that people in many African communities, especially in those where Western-style schooling is still uncommon, tend to blur the distinction between intelligence and social competence. In rural Zambia, for instance, the concept of *nzulu* includes both cleverness and responsibility. Likewise, among the Luo people in rural Kenya, it has been found that ideas about intelligence consist of four broad concepts. These are named *paro* or practical thinking, *luoro*, which includes social qualities like respect and responsibility, *winyo* or comprehension, and *rieko*. Only the fourth corresponds more or less to the Western idea of intelligence.
- D** In another study in the same community, Sternberg and Grogorenko have found that children who score highly on a test of knowledge about medicinal herbs, a test of practical intelligence, often score poorly on tests of academic intelligence. This suggests that practical and academic intelligence can develop independently of each other, and the values of a culture may shape the direction in which a child's intelligence develops.
- It also tends to support a number of other studies which suggest that people who are unable to solve complex problems in the abstract can often solve them when they are presented in a familiar context. Ashley Maynard, for instance, now professor of psychology at the University of Hawaii, conducted studies of cognitive development among children in a Mayan village in Mexico using toy looms, spools of thread, and other materials drawn from the local environment. The research suggested that the children's development, could be validly compared to the progression described by Western theories of development, but only by using materials and experimental designs based on their own culture.

45 E The original hope of many cognitive psychologists was that a test could be developed that was absent of cultural bias. However, there seems to be an increasing weight of evidence to suggest that this is unlikely. Raven's Progressive Matrices, for example, were originally advertised as 'culture free' but are now recognized as culturally loaded. Such non-verbal intelligence tests are based on cultural constructs which may not appear in a particular culture. It is doubtful
50 whether cultural comparisons of concepts of intelligence will ever enable us to move towards creating a test which encompasses all aspects of intelligence as understood by all cultures. It seems even less likely that such a test could be totally free of cultural imbalance somewhere.

55 The solution to the dilemma seems to lie more in accepting that cultural neutrality is unattainable and that administering any valid intelligence test requires a deep familiarity with the relevant culture's values and practices.

(www.apa.org/monitor/feb03/intelligence.html)

01. After reading the article choose the correct heading for sections A,B,C,D,E.

- I Research into African community life
- II Views about intelligence in African societies
- III The limitations of Western intelligence tests
- IV The Chinese concept of intelligence
- V The importance of cultural context in test design
- VI The disadvantages of non-verbal intelligence tests
- VII A comparison between Eastern and Western understanding of intelligence
- VIII Words for "intelligence" in African languages
- IX The impossibility of a universal intelligence test

- () Section A
- () Section B
- () Section C
- () Section D
- () Section E

- a) III – VIII – I – VII – V
- b) III – II – IV – IX – I
- c) III – VII – I – V – IX
- d) II – VII – I – V – IX
- e) III – VI – I – V – IX

02. Read down the list of statements to identify Robert Serpell's finding.

- a) There is a clear relationship between intelligence and relationships with others in Chinese culture.
- b) The difference between intelligence and social competence is not distinct in many African communities.
- c) Children frequently scoring well in practical tests score less well in academic tests.
- d) In experiments to measure cognitive development, there is a link between the materials used and the tests results.
- e) The way cognition is viewed in East Asian cultures differs fundamentally from those in Western cultures.

03. Which of the following is the main argument of the article?

- a) Intelligence tests should include tests of social skills and responsibility.
- b) Test takers from any culture can learn the cognitive style required by Western intelligence tests.
- c) More research is needed to develop an intelligence test which is valid for all cultures.
- d) Intelligence tests cannot be free of cultural bias.
- e) A test which encompasses all aspects of intelligence can be developed.

04. Which statement is not related to non-verbal intelligence tests mentioned by the writer?

- a) The development of culturally neutral tests is unlikely.
- b) Ravens's Progressive Matrices are culturally specific.
- c) Many cognitive psychologists originally hoped tests could be developed free of cultural bias.
- d) The creation of culturally-free tests is sometimes possible.
- e) Non-verbal intelligence tests are based on cultural constructs.

05. The world's main trading line linking Asia and the United States west coast is now seeing between 10 and 15 percent less trading than a year ago. Meanwhile, _____ a strong euro, exports of Oriental goods to Europe barely increased by 3 percent.

- a) however
- b) although
- c) despite
- d) unless
- e) yet

06. The current major financial crisis that has brought economic growth to an abrupt standstill in countries has started to affect the shipping industry and, **therefore**, the ports sector as well.

The highlighted linking word indicates

- a) concession
- b) contrast
- c) purpose
- d) example
- e) conclusion

07. Choose the correct alternative to complete the caption:



“I _____ twenty-five years making a name for myself and now you want me to CHANGE it?!”

- a) spend
- b) 've spent
- c) spent
- d) 'd spend
- e) am spending

08. In the following sequence: firstly / secondly / finally / at first / first of all / the odd one is:

- a) firstly
- b) secondly
- c) finally
- d) at first
- e) first of all

09. The following suffixes are used to make nouns from verbs and the only one that forms a noun from an adjective is:

- a) -ment
- b) -ion
- c) -ation
- d) -ness
- e) -ing

10. All the adjectives below start with a negative prefix. Which one is not correct?

- a) inaccurate
- b) illiterate
- c) immortal
- d) irreplaceable
- e) irrelevant

11. Observe the sentence carefully and identify the equivalent sentence.

A tremendous amount of chemistry has been illustrated by the phenomena.

- a) The phenomena have illustrated a tremendous amount of chemistry.
- b) The phenomena has illustrated a tremendous amount of chemistry.
- c) The phenomena have been illustrating a tremendous amount of chemistry.
- d) The phenomena illustrated a tremendous amount of chemistry.
- e) The phenomena are illustrating a tremendous amount of chemistry.

12. Choose the alternative that is not equivalent to the original sentence below.

People with initiative are given opportunities.

- a) Those with initiative are given opportunities.
- b) They are giving opportunities to people with initiative.
- c) The company gives opportunities to people with initiative.
- d) Opportunities are given to people with initiative.
- e) They give opportunities to people with initiative.

13. Choose the correct alternative to fill in the blanks:

The capital town of this island is very small and does not have important buildings. The islanders do not have much money, and they have 1 _____ contact with the outside world. There is not 2 _____ chance of the place attracting tourists. There are lots of bicycles but not 3 _____ cars. There are 4 _____ shops, and there is 5 _____ cultural life.

- a) few – little – many – few - much
- b) little – much – few – many - little
- c) little – much – many – few - little
- d) little – little – many – few – little
- e) little – much – many- much – little

14. In the words and verbs: shows, cups, glasses, dances and in the verbs: washed, cleaned, hunted, watched the morphemes indicating third person singular or plural and past are pronounced as:

- a) /z/, /s/, /z/ , /z/ and /d/, /t/, /Id/, /t/
- b) /z/, /Iz /, /s/ , /Iz/ and /d/, /t/, /Id/, /d/
- c) /s/, /z/, /Iz/ , /Iz/ and /t/, /d/, /Id/, /t/
- d) /z/, /s/, /Iz/ , /Iz/ and /t/, /d/, /Id/, /t/
- e) /Iz/, /Iz/, /z/ , /s / and /t/, /d/, /d/, /t/

15. Complete the sentences with the correct choice.

I- "What exactly _____ when you saw the smoke?" "I pressed the fire alarm."

II- By the time we get to the stadium, the match _____.

III- "How long _____ here for?" "I don't know. I haven't decided yet."

IV- Jackson _____ the Nobel prize, but says she is still hoping for recognition.

V- If you happen to see anyone in the garden, don't worry. It _____ the gardener.

VI- I'm sorry to be late. I hope you _____ long.

a) did you do / will have started / are you staying / has not won / is / haven't been waiting

b) did you do / will have started / have you stayed / has not won / is / haven't waited

c) did you do / will have started / are you staying / has not won / will be / haven't waited.

d) have you done / will have started / are you staying / has not won / is / haven't been waiting

e) have you done / will have started / are you staying / has not won / will be / haven't waited

16. What is the correct verb form:

I- Taking this new job means _____ to London.

II- She can't stop _____ chocolate.

III- We agreed _____ outside the restaurant

IV- If you complain, you risk _____ your job.

V- I'll help you _____ that heavy box.

VI- We stopped _____ lunch before driving the rest of the day.

a) to move / eating / to meet / losing / to lift / to have

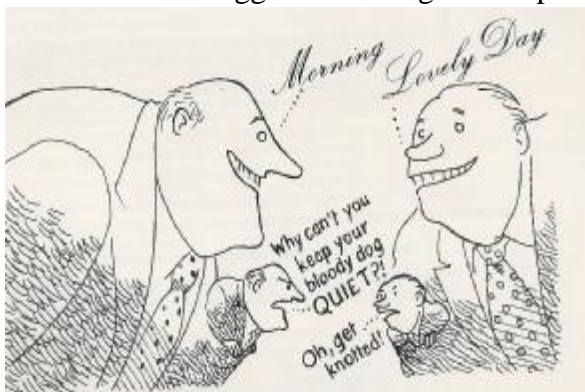
b) to move / to eat / to meet / to lose / lifting / to have

c) moving / to eat / meeting / losing / to lift / to have

d) moving / eating / to meet / to lose / lifting / to have

e) moving / eating / to meet / losing / to lift/ to have

17. What's the suggested message in the picture below:



a) Familiarity never breeds contempt.

b) Social behaviour may trigger hypocrisy.

c) Compulsory intimacy is entirely satisfactory.

d) 'Face to face' confrontation indicates harmony.

e) Sympathy is irrelevant in social life.

18. Fill in the blanks with the appropriate English Idiom:

- I) Broken home(s)
- II) A close season
- III) (in) dribs and drabs
- IV) Fishy
- V) Monkey business / tricks

A) Robert thundered after the kid and swung him up on his shoulder. He stood there with a benign smile, but I could see, as we hurried up, that he was holding him very tightly to prevent any _____.

B) Wales have given British soccer many great players. But always _____. If only they had all arrived in the same generation, then Wales would certainly have been potential world champions.

C) Many of the boys who come before the Juvenile Courts are from _____, but by no means all of them.

D) When the policeman saw a light in the store after closing hours, it seemed to him that there was something _____ going on.

E) He recognized the necessity of _____ during the time of breeding, but he could not help wishing that birds would stagger the business, (i.e. not all breed at the same time).

- a) III / V / I / IV / II
- b) II / III / IV / I / V
- c) IV / III / II / V / I
- d) I / III / II / IV / V
- e) V / III / I / IV / II

19. Which is the only grammatically correct sentence:

- a) We went for dinner at Dorothy's last night.
- b) I asked the way to him.
- c) There has been many problems with the new bridge.
- d) I've been wondering at taking up skating as a hobby.
- e) David accompanied me in my trip to Nepal.

20. Which is the only grammatically wrong sentence:

- a) Each bus owned by the company is washed once a week.
- b) I've never seen somebody that tall before.
- c) It is a completely impossible job.
- d) I'd lost my front door key and I had to smash a window with a brick to get in.
- e) She has to do a lot of travelling in her job.

21. Sorry we're late, we _____ the wrong turning.

- a) take
- b) had taken
- c) took
- d) were taking
- e) are taking

22. Choose the correct alternative to complete the caption:



“_ And please hurry. My credit card _____ at midnight.”

- a) won't expire
- b) will expire
- c) is going to expire
- d) are going to expire
- e) expires

23. Choose the right alternative.

- I) She was completely _____ by him.
- II) This bad cough was _____ by the wet weather.
- III) We couldn't _____ on my salary alone.
- IV) Why do you _____ such rudeness?
- V) The President's unpopular proposals _____ a wave of protests.

- a) set off / taken in / put up with / get by / brought on
- b) brought on / taken in / get by / set off / put up with
- c) taken in / brought on / get by / put up with / set off
- d) brought on / taken in / set off / get by / put up with
- e) taken in / set off / put up with / get by / brought on

24. Choose the only **correct** alternative.

- a) The ancient language of Aramaic **is spoken** in only three villages in Syria and **is being overtaken** gradually by Arabic nowadays.
- b) The ancient language of Aramaic **was spoken** in only three villages in Syria and **has been overtaken** gradually by Arabic nowadays.
- c) The ancient language of Aramaic **has been spoken** in only three villages in Syria and **has been overtaken** gradually by Arabic nowadays.
- d) The ancient language of Aramaic **is being spoken** in only three villages in Syria and **will be overtaken** gradually by Arabic nowadays.
- e) The ancient language of Aramaic **was being spoken** in only three villages in Syria and **is being overtaken** gradually by Arabic nowadays.

25. Choose the only **incorrect** alternative.

- a) The small boat drifted helplessly **at** the mercy of the wind and waves.
- b) Doctors advise people who are deficient **in** Vitamin C to eat more fruit and vegetables.
- c) The jury began to believe the accused man might be guilty because his story did not tie **up** with those of the witnesses.
- d) He had repeatedly warned the children **about** playing too near the canal.
- e) The in-depth news bulletins are aimed **at** a middle-aged, professional audience.

26. Choose the only **incorrect** alternative.

- a) **Despite** the fact that he was very gifted, he never became a concert pianist.
- b) He got an excellent grade in his examination **in spite of** the fact that he had not worked particularly hard.
- c) **Although** he`s an entertaining speaker, it takes him ages to come to the point.
- d) **Though** I warned you about the dangers, you didn`t listen.
- e) The French exam was easy. **Nevertheless**, the chemistry exam was difficult.

27. Fill in the blanks with markers often found in **written texts**. Then, choose the best option.

___1, it is important to understand why people commit crimes. ___2, what are the motives that make people do things they would never normally do? ___3, a young man steals clothes from a shop; is it because he is unemployed? A drug addict? Mentally disturbed? ___4 it is essential to consider whether punishment makes any difference, or is it just, ___5, a kind of revenge? ___6, how can we help the victims of crime? ___7, how can we get to the roots of the problem, rather than just attacking the symptoms?

- a) First / I mean / Let`s see / Now / for example / Well / In conclusion
- b) First of all / In other words / For instance / Next / so to speak / Finally / In summary
- c) To begin with / You know / For example / Then / as a matter of fact / At last / Finally
- d) At first / all in all / e.g. / Especially / actually / Meanwhile / At least
- e) Firstly / Let me see / That is to say / So / indeed / Summing up / At last

28. Complete the gaps in the advertisement, using one of the alternatives.

Learn a language in 2 weeks

There has never been an 1 way to learn a new language! Just spend an hour a day following Babel, a new CD-ROM language course, based on the very 2 language-teaching theories. Most people can expect to reach fluency within six months, although the more time you spend on it, 3 your progress will be. And at only \$150 Babel is certainly 4 than most other similar courses, which often cost over \$300. Apply online for Babel, the language course described as “ 5 method to have been invented in the past decade, judging by its results”. And remember, we`re offering a 10% discount for the first 1,00 orders, so 6 you apply, the better your chance of paying less!

- a) easiest / latest / the fastest / less expensive / a successful / the soonest
- b) easier / later / the faster / the least expensive / the most successful / the sooner
- c) easier / latest / the fastest / more expensive / the more successful / the soonest
- d) easier / latest / the faster / less expensive / the most successful / the sooner
- e) easiest / late / the faster / less expensive / the most successful / the sooner

29. Choose the correct alternative to complete the caption:



“Bad news, Cromwell – you _____ by a machine.”
 a) 're being replaced
 b) 're replaced
 c) were replaced
 d) are replacing

30. Choose the word which best completes each sentence.

- I) There was a(n) ___ of freshly baked bread coming from the field kitchen.
- II) I was kept awake for most of the night by the ___ of a mosquito in my ear.
- III) On leaving prison, Vic decided to turn over a new ___ and to give up his old life of crime.
- IV) The trouble with eating oranges is that there are too many ___ inside.
- V) Why don't you become a teacher? There's a great ___ of them at the moment.

- a) aroma / whine / leaf / pips / shortage
- b) scent / moan / page / seeds / want
- c) odour / groan / chapter / stones / need
- d) reek / screech / book / nuts / requirement
- e) smut / buzz / chapter / seeds / loss

31. Match the sentences below with the ideas expressed by the modal verbs.

- I) They said we **needed to have** a vaccination but we never got round to it.
- II) They said we **didn't need to have** any vaccination but we did anyway, just to be on the safe side.
- III) They said we **needn't have** had any vaccination but by then it was too late because we'd already had them.
- IV) They said we **should have had** vaccinations and that was why they were refusing us entry.
- V) They said we **shouldn't have had** vaccinations because they were now thought to be unsafe.

- () action was not necessary, but has already been taken anyway.
- () action was necessary or obligatory, and it was wrong not to have taken it.
- () action was not necessary, or was prohibited, and it was wrong to have taken it.
- () action was not necessary, and may or may not have been taken subsequently.
- () action was necessary and may or may not have been taken subsequently.

- a) V / III / IV / I / II
- b) II / IV / III / V / I
- c) IV / II / I / III / V
- d) III / IV / V / II / I
- e) I / III / IV / II / V

32. According to the teaching ideas defended by Sonia Penin, it's necessary to compare the known concepts and the current social reality for the conception of Education. In order to achieve this objective, some actions are listed below. Choose the false alternative.

- a) Careful analysis of teaching process and the current school undertaken by researchers.
- b) Elaboration of the humanistic and efficient pedagogical project, including the investigative and prescriptive aspects.
- c) The use of a project carried out by an autocratic direction.
- d) Implementation of the pedagogical project in the school system.
- e) Reflections on the developed experiences and strategies of the project in the school routine.

33. The current educational legislation has determined that knowledge must be equally offered to all Brazilians in order to achieve a sound preparation for a successful career and social life. One of the comments is not in accordance with the PCNs.

- a) The practical objectives of learning a foreign language are to understand, to speak, to read and to write, which are expected to extend beyond the established objectives, because they have to reach a higher linguistic competence level.
- b) The Modern Foreign Languages were included in the area of Languages, Codes and their Technologies.
- c) It's necessary to observe the local reality and the students' interests so that the school will adjust the learning process to the needs of the community.
- d) The English Language is still a predominant and isolated subject in the curriculum.
- e) The Foreign Languages are given more importance and acquire a relevant configuration like the other subjects in the curriculum.

34. Read the statements below and decide which are the correct ones.

According to Penny Ur in her book "A Course in Language Teaching":

- I) The idea of "learning by heart" has been associated with the audio-lingual methodology and because of this its practice should be banished from school and from language learning.
- II) The term "Teacher Education" should be used to describe the process of preparation for professional teaching, including all aspects of teacher development.
- III) There is a consistent link between practice and theory.
- IV) Learning may take place without conscious teaching, but teaching is intended to result in personal learning for students.
- V) In foreign language teaching methodology it is further more important than classroom discipline, lesson planning and the provision of interest-topics.

- a) III and IV
- b) I and III
- c) I I and IV
- d) IV an V
- e) II and III

35. When teaching grammar, it is known that the teacher should always start from a very controlled and accuracy-oriented exercise at the beginning to a fluency activity exercise. Considering this, which would be the correct order of the types of grammar practice exercises below:

- I - Guided, meaningful practice
- II- Free sentence composition
- III- Meaningful drills
- IV- Discourse composition
- V- Controlled drills
- VI- Free discourse
- VII- Awareness

- a) V / VI / VII / IV / III / II / I
- b) VII / V / III / I / II / IV / VI
- c) VII / V / I / II / III / IV / VI
- d) VII / III / V / I / II / IV / VI
- e) V / VII / I / III / II / IV / VI

36 . Relate the teacher's decisions with the considerations to learning:
Teacher's decisions:

- I- The teacher decides not to correct the learners during a fluency activity.
- II- The teacher decides to sing a song with the students who are disappointed with their test results
- III- The teacher decides to let one learner work by himself as he works better that way
- IV- The teacher decides to read the class a story they all really like.
- V - The teacher encourages learners to ask for clarification when they don't understand one another.

Considerations about learning:

- A - the role of errors
- B - motivation
- C – learning style

- a) A / B / B / C / A
- b) A / B / C / C / A
- c) B / B / C / B / A
- d) A / B / C / B / B
- e) A / B / C / B / A

37. Relate the teacher's instructions to his/her aims:

Teacher's instructions

- I – Find all the words and phrases you can think of which are connected with keeping fit.
- II- Listen to the story to get a general idea of what it is about.
- III- Listen again and mark the correct route on the map.
- IV- Listen carefully, and mark each sentence with an arrow going up or down.
- V- Choose the past simple or the present perfect to complete the sentences.
- VI- When you have finished the story, decide on the best title for it.

Aims

- A- reading for gist
- B- identifying features of connected speech
- C- listening for gist
- D- listening for specific information
- E- grouping vocabulary according to meaning
- F- focusing on structures

- a) A / D / C / B / F / E
- b) F / C / D / B / E / A
- c) E / C / D / B / F / A
- d) E / C / D / F / B / A
- e) A / B / C / D / E / F

Answer questions **38** and **39** according to the ideas exposed by Sávio Siqueira in his article “O ensino de inglês como língua internacional no Brasil e o lugar da cultura”, in the book “Línguas estrangeiras: para além do método”.

38. English is considered the international language of the modern times. As language and culture cannot be apart, it is wrong to state that:

- a) English became the language that represents and gives access to many other cultures.
- b) The cultural content used in the teaching of an international language must include no more than two kinds of sources: the target culture as well as the native culture.
- c) One of the educational objectives when learning an international language is to enable the learners to communicate their ideas and culture to other people.
- d) The learners of an international language don't have to internalize the cultural rules of the target language.
- e) The possession of an international language surpasses linguistic, academic, ideological or philosophical matters.

39. When choosing pedagogical materials to teach English as an international language, it is important to:

- a) Use textbooks from hegemonic countries.
- b) Teach values, habits and content from the different cultures of the countries of the “inner circle”, like the USA and England.
- c) Develop critical reflection concerning the target language, especially about the impact of the hegemonic culture of the English language in the world.
- d) Bring American and British elements to the classroom in order to turn it into “a cultural island”, where values, beliefs, behavior and habits from the target culture(s) are taught.
- e) Separate the teaching of the target language from the teaching of the target culture, as a way to prevent cultural imposition or invasion.

40. According to David Nunan, reading as an interactive process does not involve:

- a) The exploitation of linguistic knowledge and real-world knowledge in order to reconstruct the original meaning of the discourse.
- b) The principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information.
- c) The use of different strategies according to the purposes for the reading activity.
- d) The assumption that once a reader has blended the sounds together to form a word, then the word will be recognized, and as a consequence the text will be understood.
- e) The interpretation of what we read in terms of what we already know, and the integration of what we already know with the content of what we are reading.



GERÊNCIA DE PROCESSOS SELETIVOS

CONCURSO PÚBLICO 06/2010

FOLHA DE RESPOSTA (RASCUNHO)

Questão	Resposta	Questão	Resposta	Questão	Resposta	Questão	Resposta
01		11		21		31	
02		12		22		32	
03		13		23		33	
04		14		24		34	
05		15		25		35	
06		16		26		36	
07		17		27		37	
08		18		28		38	
09		19		29		39	
10		20		30		40	

INFORMÁTICA I

Questão	Resposta	Questão	Resposta	Questão	Resposta	Questão	Resposta
01	A	11	C	21	E	31	B
02	D	12	D	22	A	32	C
03	E	13	A	23	C	33	B
04	C	14	C	24	D	34	E
05	D	15	A	25	B	35	B
06	B	16	C	26	E	36	A
07	C	17	D	27	A	37	E
08	D	18	C	28	E	38	C
09	B	19	B	29	A	39	B
10	E	20	D	30	D	40	A

INFORMÁTICA II

Questão	Resposta	Questão	Resposta	Questão	Resposta	Questão	Resposta
01	C	11	D	21	C	31	B
02	D	12	E	22	B	32	C
03	A	13	D	23	D	33	B
04	B	14	C	24	D	34	C
05	B	15	B	25	D	35	E
06	E	16	B	26	D	36	A
07	NULA	17	B	27	B	37	E
08	C	18	D	28	C	38	C
09	E	19	A	29	B	39	B
10	A	20	E	30	E	40	A

INFORMÁTICA III

Questão	Resposta	Questão	Resposta	Questão	Resposta	Questão	Resposta
01	B	11	D	21	C	31	C
02	D	12	E	22	B	32	E
03	C	13	D	23	D	33	D
04	E	14	C	24	E	34	B
05	A	15	D	25	A	35	C
06	E	16	B	26	D	36	NULA
07	A	17	C	27	C	37	NULA
08	C	18	A	28	D	38	E
09	B	19	B	29	NULA	39	A
10	D	20	E	30	C	40	B

INGLÊS

Questão	Resposta	Questão	Resposta	Questão	Resposta	Questão	Resposta
01	C	11	A	21	C	31	D
02	B	12	B	22	E	32	C
03	D	13	C	23	C	33	D
04	D	14	D	24	A	34	A
05	C	15	NULA	25	C	35	B
06	E	16	E	26	E	36	E
07	B	17	B	27	B	37	C
08	D	18	E	28	D	38	B
09	D	19	A	29	A	39	C
10	B	20	B	30	A	40	D