

# CONCURSO PÚBLICO

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Professor do Magistério do Ensino Básico, Técnico e Tecnológico

**DISCIPLINA / ÁREA**

*Inglês / Espanhol*

## 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 / ESPANHOL

Read the text below and check the correct answer from 01 to 05:

## LANGUAGE IN THE NEWS

1 As readers of 33 The pools win is 65 real world, but a world  
2 newspapers, and viewers of 34 more likely to be reported in 66 skewed and judged.  
3 television, we readily assume 35 the *Mirror* than in *The* 67 Now what attitude  
4 that *the Nine O` Clock News*, 36 *Times*, whereas a crop failure 68 might one take towards the  
5 or the front page of the *Daily* 37 in Meghalaya may be 69 'bias'? There is an argument  
6 *Express* or the *Guardian*, 38 reported in *The Times* but 70 to the effect that biases do  
7 consists of faithful reports of 39 almost certainly not in the 71 exist, but not everywhere.  
8 events that happened 'out 40 *Mirror*. Selection is 72 *The Daily Express* is biased,  
9 there', in the world beyond 41 accompanied by 73 the *Socialist Worker* is not  
10 our immediate experience. 42 transformation, differential 74 (or the other way round). In a  
11 At a certain level, that is of 43 treatment in presentation 75 good world, all newspapers  
12 course a realistic assumption: 44 according to numerous 76 and television channels  
13 real events do occur and are 45 political, social and 77 would report the unmediated  
14 reported – a coach crashes on 46 economic factors. 78 truth. This view seems to me  
15 the autobahn, a postman 47 As far as differences 79 to be drastically and  
16 wins the pools, a cabinet 48 in presentation are 80 dangerously false. It allows a  
17 minister resigns. But real 49 concerned, most people 81 person to believe, and to  
18 events are subject to 50 would admit the possibility 82 assert, complacently, that  
19 conventional processes of 51 of 'bias': the *Sun* is known to 83 *their* newspaper is unbiased,  
20 selection: they are not 52 be consistently hostile in its 84 whereas all the others are in  
21 intrinsically newsworthy, but 53 treatment of trades unions, 85 the pockets of the Tories or  
22 only become 'news' when 54 and of what it calls 'the 86 the Trotskyites; or that  
23 selected for inclusion in 55 loony Left'; the *Guardian* is 87 newspapers are biased, while  
24 news reports. The vast 56 generous in its reporting of 88 TV news is not (because 'the  
25 majority of events are not 57 the affairs of the Campaign 89 camera cannot lie').  
26 mentioned, and so selection 58 for Nuclear Disarmament. 90 The danger with this  
27 immediately gives us a 59 Such disaffections and 91 position is that it assumes the  
28 partial view of the world. We 60 affiliations are obvious when 92 possibility of genuine  
29 know also that different 61 you start reading carefully, 93 neutrality, of *some* news  
30 newspapers report 62 and discussing the news 94 medium being a clear  
31 differently, in both content 63 media with other people. The 95 undistorting window. And  
32 and presentation. 64 world of the Press is not the 96 that can never be.

**01.** We have a distorted picture of the world beyond our immediate experience because:

- a) real events are deliberately distorted by the media.
- b) we are selective in what we read.
- c) a limited number of events are reported.
- d) the stories that are presented are not fully researched.
- e) journalists manipulate the facts to be more newsworthy.

**02.** The writer implies that *The Times*

- a) never deals with any human interest stories at all.
- b) has large numbers of overseas readers.
- c) carries reports that would not interest *Mirror* readers.
- d) has the same political slant as the *Mirror*.
- e) researches more than the *Mirror*.

**03.** According to the writer, newspapers

- a) shape the political views of their readers.
- b) vary greatly in their degree of objectivity.
- c) are widely perceived to be political biased.
- d) are funded by political pressure groups.
- e) are more worried about economic matters.

**04.** When the author says 'the *Daily Express* is biased',

- a) he in fact means the opposite.
- b) he is citing an opinion he may not hold personally.
- c) he wishes to imply that the *Daily Express* is a special case.
- d) he wants to defend the *Socialist Worker*.
- e) he is not being fair.

**05.** The writer's attitude towards distortion of news is that

- a) it happens more in the press than on TV.
- b) its incidence varies between different newspapers.
- c) it is far too prevalent.
- d) it is inevitable.
- e) it is unacceptable.

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**06.** Choose the right alternative.

I) The two children tried as hard as they could to \_\_\_ a reconciliation between their parents.

II) After surgery, it took the patient several hours to \_\_\_.

III) I'm going to \_\_\_ at her somehow.

IV) Why do you \_\_\_ such rudeness?

V) As his aunt's only beneficiary, he will \_\_\_ a fortune on her death.

- a) come into / get back / bring about / put up with / come to
- b) put up with / come into / bring about / come to / get back
- c) come into / come to / get back / put up with / bring about
- d) bring about / get back / put up with / come into / come to
- e) bring about / come to / get back / put up with / come into

**07.** Choose the alternative which best completes each sentence.

- I) The small boat drifted helplessly \_\_\_ the mercy of the wind and waves.
- II) Politicians interviewed on TV seldom see eye \_\_\_ eye with their interviewers.
- III) The in-depth news bulletins are aimed \_\_\_ a middle-aged, professional audience.
- IV) His disabilities did not prevent him \_\_\_ sailing around the world.
- V) A government official leaked the story \_\_\_ the world press.

- a) from / to / to / at / at
- b) at / to / to / from / at
- c) to / to / at / at / from
- d) to / at / to / at / from
- e) at / to / at / from / to

**08.** Choose the right linkers.

- I) \_\_\_ their parents' opposition, Tom and Ann decided to get married.
- II) \_\_\_ my car dates from 2005, yours is brand new.
- III) We worked hard, but \_\_\_ we were unable to finish the job in time.
- IV) I really like Darren, \_\_\_ he's occasionally rude to me.
- V) Beethoven became deaf at the age of 32. \_\_\_, he still managed to compose great music.

- a) whereas / even though / however / despite / whereas
- b) despite / whereas / nevertheless / even though / however
- c) nevertheless / however / even though / whereas / despite
- d) despite / even though / however / whereas / nevertheless
- e) nevertheless / whereas / however / even though / despite

**09.** Complete the gaps in the advertisement, using one of the alternatives.

***Learn a language in 2 weeks***

There has never been an <sub>1</sub>\_\_\_ way to learn a new language! Just spend an hour a day following Babel, a new CD-ROM language course, based on the very <sub>2</sub>\_\_\_ language-teaching theories. Most people can expect to reach fluency within six months, although the more time you spend on it, <sub>3</sub>\_\_\_ your progress will be. And at only \$150 Babel is certainly <sub>4</sub>\_\_\_ than most other similar courses, which often cost over \$300.

Apply online for Babel, the language course described as “<sub>5</sub>\_\_\_ 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 <sub>6</sub>\_\_\_ 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

**10.** 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

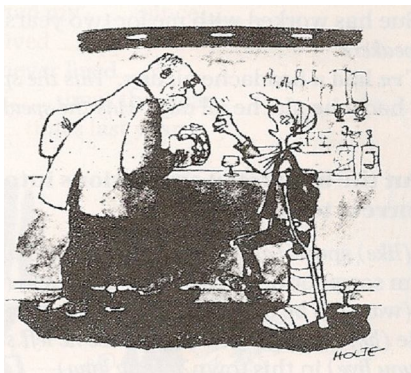
**11.** Match the sentences below with the ideas expressed by the modal verbs.

- 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

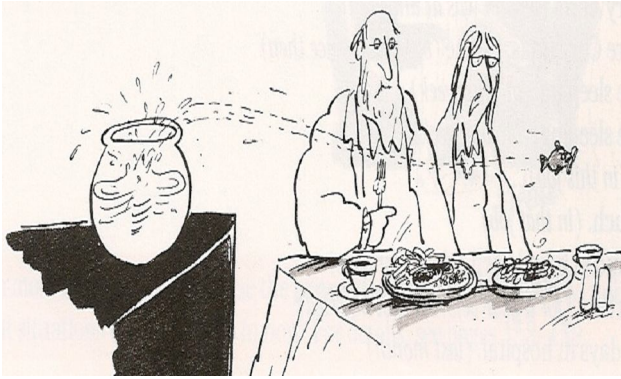
**12.** Choose the correct alternative to complete the caption:



“oh Yes! I \_\_\_\_\_ your sort before.”

- a) met  
b) meet  
c) 've met  
d) am meeting  
e) have been metting

**13.** Choose the correct alternative to complete the caption:



“ \_ When \_\_\_\_\_ last \_\_\_\_\_ that goldfish?..”

- a) do you / feed
- b) are you / feeding
- c) are you going / feed
- d) have you / fed
- e) did you / feed

**14.** 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.

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**15.** 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.

**16.** Concerning reading for specific purposes, identify the only wrong statement below.

- a) If learners know how to read in their own language they can always transfer their reading skills to reading in English.
- b) Giving learners lots of opportunities for extensive reading, in or out of class, helps them to develop their linguistic fluency.
- c) A text may be difficult because it contains complex language and/or because it is about a topic that learners don’t know much about.
- d) Learners learn to read best by reading both simplified and authentic materials.
- e) Teachers need to choose comprehension tasks very carefully. They need to be of an appropriate level of difficulty and practice relevant reading sub skills.

**17.** According to Penny Ur in her book “A Course in Language Teaching”, what is the only false statement:

- a) The primary aim of the book is to bring trainees to the point at which they can begin to function competently and thoughtfully, as a basis for further development and improvement in the course of their own professional practice.
- b) The book should be seen as the beginning of a process, not a complete process in itself.
- c) The book should promote a view of teachers as autonomous and creative professionals with responsibility for the wider development of professional theory and practice.
- d) The book promotes the idea that teachers shouldn't develop theories and practices that would be useful beyond the limits of their own classrooms, although they (the teachers) were allowed to take decisions that would affect their own classroom practice.
- e) Teachers cannot teach a whole class in a way that will fit every student's learning strategies, but they can encourage individual students to find what “works” for them and to approach a learning task in an appropriate way.

**18.** According to Penny Ur in her book “A Course in Language Teaching” decide if the statements below are True (T) or False (F):

- I- It is unsatisfactory for students to be able to produce correct samples of a structure only when they are being specifically tested on it.
- II- It's impossible that students who get full marks in all grammar exercises and tests make mistakes in the same structures when they are composing their own free speech or writing.
- III- One of the jobs of the teacher is to help students make the “leap” from form-focussed accuracy work to fluent production.
- IV- While teaching grammar, as a rule, a simple generalization, even if not entirely accurate, is more helpful to learners than a detailed grammar-book definition.
- V- To elicit grammar rules from students(inductive method) is always more useful than to give the rules to the students and invite them to produce examples (deductive method).

- a) F / V / F / F / V
- b) V / F / V / F / F
- c) V / F / V / V / F
- d) V / V / V / V / F
- e) F / F / V / V / F

**19.** Match the teacher language with the teaching activities :

Teacher language:

I- Listen and repeat together.

II – What do we have for the first one?

III- That’s not quite right.

IV- Whose turn is it?

V- No, it begins with “c”. We learnt it last lesson.

Teaching activities

A- Playing game

B- Starting a drill

C- Prompting

D- Commenting on performance

E- Checking answers

a) B / E / D / A / C

b) B / E / D / C / A

c) C / E / D / A / B

d) B / E / C / A / D

e) B / C / D / A / E

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**20.** In the words and verbs: shows, books, glasses, kisses and in the verbs: washed, cleaned, hunted, watched the morphemes indicating third person singular or plural and past are pronounced as:

a) /s/, /z/, /z/, /z/ and /t/, /d/, /Id/, /t/

b) /z/, /s/, /z , /s/ and /d/, /t/, /Id/, /d/

c) /s/, /z/, /Iz/, /Iz/ and /t/, /d/, /Id/, /t/

d) /Iz/, /Iz/, /z/ , /s / and /t/, /d/, /d/, /t/

e) /z/, /s/, /Iz/ , /Iz/ and /t/, /d/, /Id/, /t/





# ESPAÑOL

## Texto 1

### Somos todos culpables de la ruina del planeta

La salud del mundo está hecha un asco. “Somos todos responsables”, claman las voces de la alarma universal, y la generalización absuelve: si somos todos responsables, nadie es.

Como conejos se reproducen los nuevos tecnócratas del medio ambiente. Es la tasa de natalidad más alta del mundo: los expertos generan expertos y más expertos que se ocupan de envolver el tema en el papel celofán de la ambigüedad. Ellos fabrican el brumoso lenguaje de las exhortaciones al “sacrificio de todos” en las declaraciones de los gobiernos y en los solemnes acuerdos internacionales que nadie cumple. Estas cataratas de palabras, inundación que amenaza convertirse en una catástrofe ecológica comparable al agujero de ozono, no se desencadenan gratuitamente. El lenguaje oficial ahoga la realidad para otorgar impunidad a la sociedad de consumo, a quienes la imponen por modelo en nombre del desarrollo y a las grandes empresas que le sacan el jugo.

Pero las estadísticas confiesan. Los datos ocultos bajo el palabrerío revelan que el veinte por ciento de la humanidad comete el ochenta por ciento de agresiones contra la naturaleza, crimen que los asesinos llaman suicidio, y es la humanidad entera quien paga las consecuencias de la degradación de la tierra, la intoxicación del aire, el envenenamiento del agua, el enloquecimiento del clima y la dilapidación de los recursos naturales no renovables.

La señora Harlem Bruntland, que encabeza el gobierno de Noruega, comprobó recientemente que “si los siete mil millones de probadores del planeta consumieran lo mismo que los países desarrollados de Occidente, harían falta diez planetas como el nuestro para satisfacer todas sus necesidades”. Una experiencia imposible. Pero los gobernantes de los países del sur que prometen el ingreso al Primer Mundo, mágico pasaporte que nos hará a todos ricos y felices, no sólo deberían ser procesados por estafa. No sólo nos están tomando el pelo, no: además, esos gobernantes están cometiendo el delito de apología del crimen. Porque ese sistema de vida que se ofrece como paraíso, fundado en la explotación del prójimo y en la aniquilación de la naturaleza, es el que nos está enfermando el cuerpo, nos está envenenando el alma y nos está dejando sin mundo. Extirpación del comunismo, implantación del consumismo: la operación ha sido un éxito, pero el paciente se está muriendo.

(Eduardo Galeano, *Úselo y tírelo*, Ed. Planeta, Argentina, 1997, pp. 9-11 in Eugenia Flavian & Gretel Eres Fernández “Repertorio de Exámenes de Español para Ingreso en la Universidad”, Ed. SGEL, Madrid, 2002.)

### Questões 21 a 23.

Assinale a alternativa que melhor corresponde à mensagem do texto:

- 21.** a) El mundo está enfermo porque la tasa de natalidad mundial es muy elevada.  
b) Los responsables usan un lenguaje engorroso y amenazador.  
c) No se firman acuerdos internacionales sobre el medio ambiente.  
d) Los expertos en medio ambiente disimulan el problema.  
e) Los gobernantes de los países del sur prometen el ingreso al Primer Mundo.

- 22.** a) Las cataratas producen inundaciones que resultan en una amenaza ecológica.  
b) La sociedad de consumo impone un modelo de desarrollo.  
c) El palabrerío oficial absuelve a las grandes empresas.  
d) La humanidad entera comete agresiones contra la naturaleza.  
e) Los conejos se reproducen como los nuevos tecnócratas del medio ambiente.

- 23.** a) El planeta tiene siete millones de habitantes que se concentran en Occidente.  
b) Con tanto consumo, sería imposible satisfacer las necesidades de todos los seres del planeta.  
c) Los gobernantes de los países de Sur ingresan a los países del Primer Mundo sin pasaporte.  
d) Este sistema de vida es un paraíso que nos hará a todos ricos y felices.  
e) La explotación del prójimo y la aniquilación de la naturaleza hacen los hombres felices.

**Questões 24 a 26.**

Assinale o equivalente em português, de acordo com o texto:

- 24.** Sacar el jugo  
a) livrar-se do jugo  
b) fazer suco  
c) tirar o suco  
d) jogar  
e) tirar proveito
- 25.** Procesar por estafa  
a) processar pelo esgotamento  
b) processar os estafadores  
c) processar por fraude  
d) processar por estafetamento  
e) processar por cansaço
- 26.** Estar hecho un asco  
a) provocar náusea  
b) estar nojento  
c) estar enojado  
d) estar enjoado  
e) provocar ânsia de vômito

**Questões 27 a 29.**

Leia atentamente a frase a seguir e faça o que se pede.

**El lenguaje oficial ahoga la realidad para otorgar impunidad a la sociedad de consumo, a quienes la imponen por modelo en nombre del desarrollo y a las grandes empresas que le sacan el jugo.**

**27.** As preposições que aparecem no texto são:

- a) la, para, de, por a, del
- b) a, por, en, le, el, de
- c) para, de, a, y, le, en
- d) la, el, de, a, en, el
- e) para, a, de, por, en, del, a

**28.** No fragmento *a quienes **la** imponen por modelo*, o vocábulo em destaque se refere a:

- a) linguagem oficial
- b) realidade
- c) impunidade
- d) sociedade de consumo
- e) empresas

**29.** Assinale a alternativa em que todos são pronomes que aparecem no texto:

- a) el, la, quienes
- b) quienes, la, le
- c) quienes, del, le
- d) quienes, para, le
- e) las, quienes, del

**30.** Nas frases abaixo

*Seríamos más felices si .....menos. (consumir)*

*Es posible que las cataratas de palabras ..... en catástrofe.*  
(convertirse)

Conjugados os verbos entre parênteses com a devida concordância, obtêm-se as respectivas respostas:

- a) consumiéramos – se conviertan
- b) consumiéramos – conviertanse
- c) consumiésemos – conviertanse
- d) consumisen – se convirtan
- e) consumieren – conviertanse

## Texto 2

### Su majestad el precio

Por Tomás Domínguez

El actual mundo de los negocios, un encargado de compras que adquiera un producto de mayor calidad a un precio un poco más elevado deberá pasar por la incomodidad de explicar a sus superiores la razón de tal decisión, mientras que inclinándose por el mejor precio, aun a sabiendas de que la calidad es menor, lo más probable es que nadie se dé por enterado. En última instancia, siempre queda la posibilidad de rechazar la partida si la misma no se ajusta a los niveles mínimos requeridos. Se podrá argumentar que este sistema de compras privilegia la mediocridad, pero lamentablemente nuestra función no consiste en filosofar sino en vender, y éstas son las reglas del juego. Por otra parte, exacerbar la competencia, a largo plazo, obliga a los proveedores a mejorar sus productos, así lo dice la teoría y así se cumple en la práctica.

Sin embargo, hoy el cliente sabe lo más relevante del negocio: nuestro precio y el de nuestra competencia, mientras que nosotros sólo conocemos nuestra cotización. El fax de trescientos dólares logró el milagro: el cliente accedió cómodamente a los ansiados tres presupuestos, los proveedores nos transformamos en apenas un poquito más que un número telefónico, y el precio pasó a ser el dato más relevante de todas las transacciones.

Con algo más de dinero, los computadores personales simplificaron nuestras vidas desde el punto de vista técnico, pero pusieron en manos de los clientes muchas de nuestras armas más valiosas. En materia de diseño está pasando algo parecido a lo ocurrido años atrás con la fotografía. El profesional debe aprender a convivir con el *amateur* y con el *amateur* que se cree profesional, o con el *amateur* que es hijo o sobrino o vecino o vaya a saber qué de uno de nuestros principales clientes y, en consecuencia, pasa a tener la llave mágica de su cuenta.

Y como no hay dos sin tres, el rosario nos tiene reservada una nueva perla para los años venideros. En Estados Unidos ya hay empresas que archivaron el fax y los famosos tres presupuestos para la compra de sus insumos. ¿Por qué resignarse con una competencia tan modesta, cuando es posible abrir la misma a todo el mundo por Internet? Pronto usted tendrá la oportunidad de competir en las más diversas licitaciones, habrá bolsas de compras en tiempo real y el mercado nominal de sus negocios crecerá en forma exponencial. Claro que su mercado real, el que hoy le compra, instrumentará sistemas más abiertos de búsqueda de proveedores y, usted ya lo intuye, los precios volverán a bajar.

Comprenderá, como conclusión de todo esto, que sus angustias son compartidas por muchas personas en todo el planeta y que lo importante es saber que las reglas del juego han cambiado y debemos adaptarnos a ellas o resignarnos a la desaparición de nuestras empresas.

(Adaptado de *Revista Artes Gráficas* (Colombia), Abril 99 in Eugenia Flavian & Gretel Eres Fernández "Repertorio de Exámenes de Español para Ingreso en la Universidad", Ed. SGEL, Madrid, 2002.)

Para las cuestiones de 11 a 20, señale la alternativa correcta en cada caso:

**31.** Según el texto, el encargado de compras de una empresa:

- a) debe archivar los presupuestos
- b) tiende a favorecer el precio
- c) busca la calidad del producto
- d) tiende a rechazar la partida
- e) no puede tomar decisiones

**32.** Según el autor, hoy día el dato más relevante en los negocios es:

- a) la calidad del producto
- b) el precio del producto
- c) la competencia exacerbada
- d) el fax
- e) la relación con el cliente

**33.** Del texto se deduce que:

- a) la relación cliente/proveedor ha mejorado
- b) la relación cliente/proveedor es filosófica
- c) la relación cliente/proveedor es telefónica
- d) la relación cliente/proveedor se profundizará a corto plazo
- e) la relación cliente/proveedor no es profesional

**34.** ¿Qué pasó con la fotografía?

- a) El mercado se llenó de profesionales.
- b) Los profesionales no supieron reaccionar ante las nuevas situaciones.
- c) Los aficionados competían con los profesionales.
- d) No había suficientes profesionales y recurrieron al *amateur*.
- e) Se quedó con la llave de la cuenta.

**35.** Según el autor, la red Internet agudiza la competencia porque

- a) el cliente participa de las licitaciones.
- b) obliga a resignarse con una competencia modesta.
- c) el fabricante puede formular sus tres presupuestos.
- d) el cliente accede fácilmente a las cotizaciones.
- e) el profesional convive con el *amateur*.

**36.** ¿Cuál de estas frases se completa correctamente con *mientras que*?

- a) ..... él no llegaba, yo no podía salir.
- b) Voy al mercado, ..... Tanto, prepara la cena.
- c) ..... más presupuestos pidas, más podrás comparar los precios.
- d) Unos quieren precio ..... otros quieren calidad.
- e) Voy a terminar el trabajo ..... me lo pidas.

**37.** La expresión *aun a sabiendas* en el primer párrafo se traduce al portugués como:

- a) certamente
- b) mesmo sabendo
- c) muito sabido
- d) mesmo sem saber
- e) ainda sabendo

**38.** El pronombre *usted* em el penúltimo párrafo alude al:

- a) lector
- b) cliente
- c) autor
- d) fabricante
- e) encargado

**39.** ¿Cuál de estas alternativas no contiene errores de ortografía?

- a) Dijo que no compraría porque había conseguido un presupuesto más barato.
- b) Hoy día el cliente accede comodamente a la información que necesita.
- c) Vaya a saber a qué venía y qué quería. Sólo sé que entro y salió sin decir palabra.
- d) ¿Por qué bajan los precios? Por que hay competencia entre los proveedores.
- e) És importante saber que reglas han cambiado y adaptarse a ellas.

**40.** Una de estas frases se puede completar correctamente con la siguiente secuencia de artículos y preposiciones: *a los/ en // al*. ¿Cuál?

- a) En ..... mundo ..... negocios, el encargado de compras debe buscar ..... productos más baratos.
- b) La competencia obliga ..... fabricantes ..... bajar ..... precio de sus productos.
- c) Gracias ..... aparatos electrónicos, los clientes tienen ..... sus manos el acceso ..... presupuesto.
- d) El profesional convive ..... aficionado y ..... familiares ..... jefe.
- e) ..... más relevante ..... negocio es ..... precio.

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	



## INGLÊS/ESPAÑHOL

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

## LÍNGUA PORTUGUESA

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

## LOGÍSTICA

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

## MATEMÁTICA

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