

CADERNO PARA REVISÃO

QUESTÕES

1. Com relação ao *Microsoft Excel*, versão língua portuguesa, a função que realiza um teste condicional determinando se a condição é verdadeira ou falsa é:

- A) =TESTE().
- B) =TESTECONDICIONAL().
- C) =SE().
- D) =VERDADEIROOUFALSO().
- E) =REALIZATESTES().

2. Qual das funções do Microsoft Excel 2003 abaixo calcula o número de células NÃO vazias em um intervalo definido segundo determinados critérios?

- A) CONT.SE
- B) SE
- C) SOMASE
- D) NUMERA
- E) CONT

3. Qual tecla de função serve para atualizar (recarregar) a página atual, quando pressionada no navegador Microsoft Internet Explorer?

- A) F1
- B) F2
- C) F10
- D) F11
- E) F5

[PREFEITURA DE JOINVILLE SC 2024 CESPE / CEBRASPE]

CONTEÚDO CESPE / CEBRASPE - 2024 - Prefeitura de Joinville - SC - Professor de Língua Inglesa
DISCIPLINA Inglês
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4. No ensino da língua inglesa, o tratamento da produção escrita como processo pode beneficiar os alunos ao

- A) trabalhar a técnica de *scanning*, que permite abordar na escrita uma ampla gama de tópicos em um curto período de tempo.
- B) possibilitar que eles tenham contato com registros linguísticos e sotaques próprios dos falantes nativos da língua inglesa.
- C) priorizar a correção imediata dos erros gramaticais para evitar a internalização de padrões inadequados.
- D) incentivar a experimentação linguística e a expressão individual, promovendo criatividade e autenticidade na escrita.
- E) facilitar a memorização de vocábulos rebuscados ou de uso incomum.

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5. Text 9A2-II

As I was driving, the snow had started falling in earnest. The light was flat, although it was midmorning, making it almost impossible to distinguish the highway. I turned on the radio to help me concentrate on the road ahead; the announcer was talking about the snow. "The state Highway department advises motorists to use extreme caution and to drive with their headlights on to ensure maximum visibility." He went on. "The state highway supervisor just called to say that one of the plows almost hit a car because the person driving hadn't turned on his lights." I checked, almost reflexively, to be sure that my headlights were on.

How can information serve those who hear or read it in making sense of their own worlds? How can it enable them to reason about what they do and to take appropriate actions based on that reasoning? My experience with the radio illustrates two different ways of providing the same message: the need to use your headlights when you drive in heavy snow. The first offers dispassionate information; the second tells the same content in a personal, compelling story. The first disguises its point of view; the second explicitly grounds the general information in a particular time and place. Each means of giving information has its role, but I believe the second is ultimately more useful in helping people make sense of what they are doing. When I heard the story about the plow, I made sure my headlights were on.

In what is written about teaching, it is rare to find accounts in which the author's experience and point of view are central. A point of view is not simply an opinion; neither is it a whimsical or impressionistic claim. Rather, a point of view lays out what the author thinks and why. The problem is that much of what is available in professional development in languageteacher education concentrates on telling rather than on point of view. The telling is prescriptive, like the radio announcer's first statement. It emphasizes what is important to know and do, what is current in theory and research, and therefore what you — as a practicing teacher — should do. But this telling disguises the teller; it hides the point of view that can enable you to make sense of what is told.

Donald Freeman. **Series Editor's preface.** In: P. R. Moran. **Teaching culture: perspectives in practice.** Boston (MA): Heinle, 2001 (adapted).

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Choose the option that presents a correct rewriting of the sentence "It emphasizes what is important to know and do, what is current in theory and research, and therefore what you — as a practicing teacher — should do" (sixth sentence of the last paragraph of text 9A2-II), maintaining the original meaning and grammar correctness.

A) The telling way of information has to do with things a practicing teacher should know and do, and with what theory and research indicates, notwithstanding what he or she must do.

B) The telling shows how important it is to know and do what is prescribed in theory and research, and consequently what a real teacher should do.

C) This way of giving information focuses on what is important to know and do, and on what can be found in theory and research, and, thus, on what one — as a practicing teacher — should do.

D) By placing the emphases on what a practicing teacher does, because it is a trend in theoretical and research areas, it is telling of what is important to know and to do.

E) It shows what one should know and do that is prescribed for theory and research, and consequently, what guidance you, as a practicing teacher, should follow.

[PREFEITURA DE JOÃO PESSOA PB 2014 FGV]

Changes in Brazilian Education

[...] the publication of the National Curricular Parameters issued by the Brazilian Ministry of Education and Culture in 1998 (Secretaria de Educação Fundamental, 1998) have replaced previous educational guidelines that emphasized skills development and focused on standardized content. The current policies comprise an interventionist agenda, and propose the development of critical thinking through a curriculum that:

- Helps students understand that knowledge is socially constructed, reflecting knowledge makers' experiences, beliefs and values;
- Shows how assumptions about hegemonic identities are the effect of situated practices, varying according to socio-cultural specifics of diverse historical contexts;
- Questions stereotyping that construct dichotomous views of identities; and,
- Highlights the diversity and plurality of life that constitutes social experience.

The Brazilian Curricular Parameters suggest that the learning of foreign languages should provide students with opportunities for acting in the world through discourses besides the ones offered by their mother tongue. From this perspective, TEFL should approach the way people act in society through language, constructing the social world, themselves, and others around them. The quote below summarizes the document's approach to language in society:

"Language use (both verbal and visual) is essentially determined by its sociointeractional nature because whoever uses language considers either an audience or an addressee. This approach implies that meaning is dialogic, i.e., it is constructed by all participants in discourse. Besides that, interactional encounters do not occur in a social vacuum. They involve institutional, cultural and historical contexts". (Secretaria de Educação Fundamental, 1998, p. 27, our translation)

According to this view texts are purposefully constructed by identifiable participants (e.g., author and audience) in response to exigencies of time, place, and subject matter. Therefore, in the foreign language classroom, students should be encouraged to recognize and reconstruct these contexts which influence the way texts are organized as well as the lexical-grammatical components they contain -- procedures involved in the notion of critical thinking. This is to be underpinned by the discussion of socially relevant topics, such as gender-related issues, cultural pluralism, ethics, and citizenship. The idea is that students can compare how these topics are constructed in their mother tongue and in the foreign language.

(adapted from Santos, D. & Fabricio, B.F Teaching English as a Second or Foreign Language, in <http://www.tesl-ej.org/ej38/a1.html>)

6. Read the following sentences and mark true (T) or false (F).

() Grammar issues must be avoided at all costs.

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() Lexis and grammar must be exclusive focus of the class.

() Lexical-grammatical components should not be disregarded.

The statements are, respectively:

A) F-T-F.

B) F-T-T.

C) T-F-T.

D) T-T-F.

E) F-F-T.

[SEE MG 2018 FUMARC]

Introduction to global food loss and food waste

Food losses and food waste are quickly becoming a top global issue, because while there are millions of families with children starving, others are living in abundance, with many others carelessly throwing food away. Many of us have wasted food in one way or the other, but the real food losses and waste matter is _____ than just consumer food waste. From farming fields and storage places, through transportation, processing, market places, down to consumption places such as homes, schools, restaurants and workplaces, more than half of all food produced globally go to waste. This is a tragedy! In developing countries, it takes a lot of man-power to produce food. In more advanced countries, machines and technology are used, but the drain on energy, destruction of vegetative lands, the use of chemicals and _____ impact on the environment are phenomenal. Putting all that together, it is clear that a major problem has emerged and we are all in a position to help in one way or the other.

(Adapted from: <https://goo.gl/ySEn3F>. Access: 01/23/2018)

7. The best possessive adjective to complete this sentence "*the use of chemicals and _____ impact on the environment are phenomenal*" is

A) Our

B) Your

C) Her

D) His

E) Its

[SEE MG 2018 FUMARC]

Importance of Aquaculture

Aquaculture involves the art, science and business of breeding aquatic animals and plants in fresh or marine waters for human use. It also extends to the marketing of such organisms in a controlled environment. It is a kind of agriculture, and

therefore, it requires inputs such as clean water and nutrients. It also requires storage for harvested produce, transportation and marketing facilities. Inputs often depend on the species that are farmed. Species lower on the aquatic food chain usually require less input, *as they feed on microorganisms* and are fine in just clean water. More inputs like fish or fishmeal, cereals, or grains are required, as we get higher on the food chain with species like salmon or tuna. All over the world, the demand for seafood has increased because people have learned that seafood as part of regular diets are healthier and help fight cardiovascular disease, cancer, Alzheimer's and many other major illnesses. Aquaculture will add to wild seafood, and make it _____ and accessible to all. Aquaculture business provides tax and royalty revenue to local governments. Besides, there is also potential revenue from exports.

(Adapted from: <https://goo.gl/qbcfY>. Access: 01/25/2018)

8. The best way to complete the sentence "*Aquaculture will add to wild seafood, and make it _____ and accessible to all*" is

A) Most cheap

B) More cheaper

C) More cheap

D) Cheapest

E) Cheaper

[SEE MG 2018 FUMARC]

9. In the phrase "*with many others carelessly throwing food away*" the phrasal verb **throwing food away** could be replaced by

A) Discarding food

B) Eating food

C) Growing food

D) Planting food

E) Selling food

[PM BA 2017 IBFC]

DISCIPLINA Língua Inglesa

10. Os advérbios têm a mesma função em inglês e em português, ou seja, modificam um verbo, um adjetivo ou outro advérbio ou uma frase completa. Com base nessas informações analise as sequências apresentadas a seguir.

I - Actively, quickly, easily, independently, carefully, poorly.

II - Above, below, here, there, near, far (from).

III - Today, yesterday, now, early, late, last next, soon, ago.

IV - Temporarily, shortly, indefinitely, permanently, forever.

V - Very, almost, extremely, greatly, partially, strongly, totally.

VI - Possibly, perhaps, maybe, almost, certainly, definitely.

Assinale a alternativa cuja correspondência entre os exemplos (acima) e os tipos (abaixo) de advérbios está correta.

A) adverbs of manner, adverbs of place, adverbs of degree, adverbs of duration, adverbs of time, adverbs of probability

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B) adverbs of manner, adverbs of place, adverbs of time,
adverbs of duration, adverbs of degree, adverbs of probability

C) adverbs of place, adverbs of manner, adverbs of time,
adverbs of duration, adverbs of degree, adverbs of probability

D) adverbs of manner, adverbs of probability, adverbs of time,
adverbs of duration, adverbs of degree, adverbs of place

E) adverbs of probability, adverbs of place, adverbs of time,
adverbs of duration, adverbs of degree, adverbs of manner

GABARITO DA SEÇÃO

1 C 2 A 3 E 4 D 5 C

6 E 7 E 8 E 9 A 10 B