



**MAGISTÉRIO DE LÍNGUA INGLESA – 31 A 50**

**Text 1 – The Black Cat (Edgar Allan Poe)**  
**Questions 31 to 34**

Pluto – this was the cat's name – was my favorite pet and playmate. I alone Blank I him, and he attended me wherever I went about the house. It was even with difficulty that I could prevent him from following me through the streets.

Our friendship lasted, in this manner, for several years, during which my general temperament and character – through the instrumentality of the Fiend Intemperance – had (I blush to confess it) experienced a radical alteration for the worse. I Blank II, day by day, more moody, more irritable, more regardless of the feelings of others. I suffered myself to use intemperate language to my wife. At length, I even offered her personal violence. My pets, of course, were made to feel the change in my disposition. I not only neglected, but ill-used them. For Pluto, however, I still retained sufficient regard to restrain me from maltreating him, as I made no scruple of maltreating the rabbits, the monkey, or even the dog, when by accident, or through affection, they came in my way. But my disease grew upon me – for what disease is like Alcohol! – and at length even Pluto, who was now becoming old, and consequently somewhat peevish – even Pluto Blank III to experience the effects of my ill temper.

*From: <https://poestories.com/read/blackcat>. Accessed on 10/15/2025*

**31. (PMM/URCA 2025) The verbs that correctly fill in Blanks I, II and III are respectively:**

- A) feed – grow – begin
- B) am feeding – am growing – is beginning
- C) fed – grew – began
- D) would have fed – would have grown – would have begun
- E) have fed – have grown – have begun

**32. (PMM/URCA 2025) As in difficulty, the suffix **-y** turns an adjective into a noun in:**

- A) rainy – cloudy – sunny
- B) noisy – comfortably – loyalty
- C) easy – lengthy – democracy
- D) honesty – modesty – jealousy
- E) kindly – properly – fully

**33. (PMM/URCA 2025) When addressing the pronunciation of the regular past tense morpheme **-ed**, which verbs from the excerpt of *The Black Cat* can be presented as examples of the [d] allophone?**

- A) attended – neglected – lasted
- B) used – offered – retained
- C) retained – lasted – attended
- D) suffered – experienced - neglected
- E) experienced – offered– neglected

**34. (PMM/URCA 2025) Regarding the process of word formation, it can be stated that:**

- I. Playmate is an example of a compound word formed by combining the words “play” and “mate”.
- II. Inflection occurs when a suffix is added to a word without changing its grammatical class as in becoming (...*Pluto, was now becoming old...*).
- III. Derivation occurs when affixes are added to a word to change its meaning and, in some cases, its grammatical class.

- A) I and II are incorrect.
- B) Only II is correct.
- C) I, II and III are correct.
- D) Only III is incorrect.
- E) Only I and III are correct.

**Text 2 – The Picture of Dorian Gray**  
**Questions 35 to 40**

The Picture of Dorian Gray, moral fantasy novel by Irish writer Oscar Wilde, published in an early form in Lippincott's Monthly Magazine in 1890. The novel, the only one written by Wilde, had six additional chapters when it was released as a book in 1891. An archetypal tale of a young man who purchases eternal youth at the expense of his soul, the work is a romantic exposition of Wilde's own Aestheticism.

The story begins in the art studio of Basil Hallward, who is discussing a current painting with his witty and amoral friend Lord Henry Wotton. Henry thinks that the painting, a portrait of an extraordinarily beautiful young man, should be displayed, but Basil disagrees, fearing that his obsession with the portrait's subject, Dorian Gray, can be seen in the work. Dorian then arrives, and he is fascinated as Henry explains his belief that one should live life to the fullest by indulging one's impulses. Henry also points out that beauty and youth are fleeting, and Dorian declares that he would give his soul if the portrait were to grow old and wrinkled while he remained young and handsome. Basil gives the painting to Dorian.

*From: <https://www.britannica.com/topic/The-Picture-of-Dorian-Gray-novel-by-Wilde>. Accessed on 10/15/2025*



**35. (PMM/URCA 2025) When teaching the process of word formation and the allophonic variations of the inflectional suffix -s in the third person singular of verbs in the simple present tense, the teacher may employ the excerpt from *The Picture of Dorian Gray*, in which the allophone [s] is illustrated in:**

- A) thinks and points
- B) arrives and thinks
- C) purchases and gives
- D) points and begins
- E) gives and disagrees

**36. (PMM/URCA 2025) The clause “beauty and youth are fleeting” functions as:**

- A) The subject of the main clause.
- B) The object of the main clause.
- C) The main clause itself.
- D) A dependent clause.
- E) An adverbial clause.

**37. (PMM/URCA 2025) In the passage “...can be seen in the work...”, the modal verb can expresses:**

- A) advice
- B) permission
- C) request
- D) possibility
- E) ability

**38. (PMM/URCA 2025) Identify the option in which the modal verb should is used with the same meaning as in the phrase “...should be displayed...”**

- A) You should see a doctor. You've been cold for two weeks.
- B) Students should go to school earlier.
- C) It should be cold tomorrow.
- D) The kids should arrive before 10:00.
- E) It's natural that she should feel happy.

**39. (PMM/URCA 2025) In the sentence: “Dorian then arrives, and he is fascinated as Henry explains his belief that one should live life to the fullest by indulging one's impulses,” the conjunction as links two clauses. Which of the following best describes the idea expressed by this conjunction?**

A) Purpose

B) Time

C) Conclusion

D) Comparison

E) Contrast

**40. (PMM/URCA 2025) Which of the following sentences correctly represents this statement “Basil gives the painting to Dorian.” in reported speech?**

- A) Basil said that Dorian gives him the painting.
- B) Basil said that he gives the painting to Dorian.
- C) Basil said that he had given the painting to Dorian.
- D) Basil said that he gave the painting to Dorian.
- E) Basil said that he will give the painting to Dorian.

**41. (PMM/URCA 2025) Brown and Abeywickrama (2019) provide a detailed explanation of the five most common types of tests, namely achievement tests, diagnostic tests, placement tests, proficiency tests, and aptitude tests. Read each definition below carefully and select the one that best defines proficiency tests.**

- A) These tests are not limited to one course, curriculum, or single skill in a language; rather they aim to test global competence in a language.
- B) They identify aspects of a language that a student needs to develop or that a course should include. This type of test should elicit information on what students need to work on in the future.
- C) The purpose of these tests is to place a student into a particular level or section of a language curriculum or school. The student's performance on the test should indicate the point at which the student will find material neither too easy nor too difficult but appropriately challenging.
- D) They measure the learner's ability within a classroom lesson, a unit, or an entire curriculum. They also analyze the extent to which students have acquired language features that have already been taught.
- E) They are designed to measure capacity or general ability to learn a foreign language before taking a course and ultimate predicted success in that undertaking. These tests were ostensibly designed to apply to the classroom learning of any language.



**42. (PMM/URCA 2025) Brown and Abeywickrama (2019) also provide comprehensive explanations of language assessment and its implementation in classroom contexts. In Chapter II, the authors discuss five fundamental principles of language assessment. Read each principle carefully and match it to its corresponding definition.**

I. Validity

II. Practicality

III. Reliability

IV. Authenticity

V. Washback

( ) This principle refers to the logistical, down-to-earth, administrative issues involved in making, giving, and scoring an assessment instrument.

( ) This principle positively influences what and how teacher teach and learners learn.

( ) This principle has consistent conditions across two or more administrations and gives clear directions for scoring and evaluation. It also contains items/tasks that are unambiguous to the test-taker.

( ) This principle reflects real-world language use. It contains language that is as natural as possible.

( ) This principle measures exactly what it proposes to measure, relying as much as possible on empirical evidence (performance).

BROWN, H. D.; ABEYWICKRAMA, P. *Language Assessment: Principles and Classroom Practices*. 3. ed. Hoboken, NJ: Pearson Education, 2019.

**The correct sequence is:**

A) I, II, III, V, IV.  
B) V, IV, II, I, III.  
C) III, IV, V, II, I.  
D) IV, III, II, I, V.  
E) II, V, III, IV, I.

**43. (PMM/URCA 2025) If the English teacher intends to assess students' progress in oral skills over the course of instruction, they may administer:**

A) an achievement test  
B) a diagnostic test  
C) a placement test  
D) a proficiency test

E) an aptitude test

**44. (PMM/URCA 2025) Given that reading strategies should be selected in accordance with both the students' proficiency levels and the genre of the text, align each text genre with the corresponding level of students proficiency.**

I. Shopping lists, dialogues, postcards

II. Editorials, research summaries, literary texts

III. Newspapers, magazines, short stories

( ) Beginners

( ) Intermediate students

( ) Advanced students

A) I, II, III.

B) I, III, II.

C) II, III, I.

D) II, I, III.

E) III, I, II.

**45. (PMM/URCA 2025) Which instructional focus should teachers adopt to develop students' macro-level reading comprehension skills?**

A) The ability to infer implicit contextual meaning by integrating background knowledge.

B) The retention of language chunks of varying lengths in short-term memory.

C) The identification of grammatical word classes (e.g., nouns, verbs), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical constructions.

D) The recognition that a single meaning may be conveyed through different grammatical structures.

E) The discrimination of distinctive graphemes and orthographic patterns in English.

**46. (PMM/URCA 2025) Which strategy for enhancing vocabulary and lexicogrammatical competence in written production is considered ineffective?**

A) Introduce new words in meaningful contexts, such as texts, stories, or articles, rather than in isolation.

B) Teach words together with their typical partners (e.g., "make a decision," "strong coffee").

C) Focus on how vocabulary interacts with grammar (lexico-grammar), e.g., verb patterns, prepositions, and noun phrases.



- D) Teach prefixes, suffixes, and root words without providing context, so students memorize them in isolation.
- E) Highlight target vocabulary and grammatical structures in reading and listening materials.

**47. (PMM/URCA 2025) Which instructional approach is most effective when teaching a written genre to students?**

- A) Provide an authentic model of the genre and engage students in guided analysis, addressing both the grammatical structures and lexical items characteristic of the text.
- B) Present the genre in the textbook and instruct students to consult a dictionary for unfamiliar vocabulary.
- C) Have students work in pairs to translate the genre into their first language.
- D) Select written genres that only circulate online, aiming to increase student motivation.
- E) Focus exclusively on the generic structure of the text, deeming it more important than the associated grammar and vocabulary.

**48. (PMM/URCA 2025) In light of the conceptualization of English as a Lingua Franca (ELF) – which emphasizes the use of English as a means of communication among speakers from diverse linguistic and cultural backgrounds – it is incorrect to affirm that:**

- A) It accepts and values the different accents, grammar choices, and vocabulary used by speakers from around the world, as long as communication is effective.
- B) English no longer belongs exclusively to native-speaking countries; it's a global resource shared by many communities.
- C) Users of English as a lingua franca develop sensitivity to cultural differences.
- D) Teachers are encouraged to include global varieties of English, value students' identities, and focus on communication rather than perfection.
- E) The goal is mutual understanding by imitating native-speaker models.

**49. (PMM/URCA 2025) According to the Brazilian National Curriculum Guidelines (BNCC, 2018), English is conceived as a Lingua Franca (EFL), a perspective that legitimizes the diverse linguistic and cultural repertoires of speakers worldwide and challenges the notion that only American or British varieties of English should be considered “correct.” Based on this premise, which of the following represents an implication for the adoption of English as a Lingua Franca in language education?**

- A) To consider all language forms used among speakers of English regardless of context, as long as meaning is conveyed.

- B) To reconceptualize the relationship between language, territory, and culture by recognizing and valuing non-standard forms produced by non-native speakers.

- C) To disregard native speaker norms in English teaching, given that native speakers no longer constitute the majority of English users.

- D) To reinforce the perspective of literacy and multiliteracy, focusing primarily on early childhood education.

- E) To prioritize the adoption of English textbooks authored by non-native speakers, particularly from Global South contexts.

**50. (PMM/URCA 2025) Within the framework of the Brazilian National Curriculum Guidelines (BNCG, 2018), what should be the teacher's main focus when teaching phonemes and their allophonic variations in English?**

- A) To prioritize accuracy over intelligibility in oral production.
- B) To restrict pronunciation practice to standard American or British models, addressing other varieties of English only if time allows.
- C) To design activities that raise learners' awareness of sound patterns and their variations, helping them achieve intelligible and effective oral communication across different linguistic contexts.
- D) To correct every phonetic deviation immediately, reinforcing the idea that exposing students to multiple varieties may hinder their learning progress.
- E) To replace oral practice with reading and writing exercises, since pronunciation skills are naturally acquired through exposure.