



PROVA DE PROFESSOR DE INGLÊS – 31 A 50

Text 1 – How children learn languages

Questions 31 to 39

How long does it take to learn a language?

Many different factors affect the time it takes. These include your child's age, first language, their reason for **BLANK I** English and their teachers. You can help your child learn quickly by **BLANK II** them lots of opportunities to use English. It helps to have real reasons for **BLANK III** a language, rather than just **BLANK IV** grammar.

Is it true that boys and girls learn languages differently?

Yes. At early ages, girls tend to develop language more quickly. Remember that it's OK for children to develop at different speeds. It will be more similar by secondary school age. However, by this stage children might think that languages are 'more of a girl thing'. Attitudes to learning can have a big impact on educational success so it's important to find ways to encourage your child and help them enjoy their learning.

Do primary and secondary children learn languages differently?

Yes, there are differences.

Primary school children are learning their first and second languages at the same time. It's really important to support both languages. Children with a strong foundation in their first language will find it easier to learn a second language. Encourage your child to play, sing and read in both their first and second languages. Remember to plan separate times to focus on each language. If you say something in English and then in another language, your child will automatically listen for their stronger language and 'tune out' the other language.

Teenagers are interested in exploring their personalities and identities. This creates lots of opportunities to use popular culture, films, TV, music and video games. Teenagers also enjoy challenging authority, which provides opportunities for debates and discussion.

Will learning another language affect how well my child does at school?

Multilingual children learn at a young age that they can express their ideas in more than one way. This helps their thought process and makes them better, more flexible, learners. Research has found that children who speak more than one language do better in school, and have better memories and problem-solving skills.

What kind of learner is my child?

Watch your child playing. What do they enjoy doing? Puzzles

and problem-solving? Physical play and sports? Word games? Writing stories? Creative play? Try doing these types of activities in English and make a note of what your child responds to best. Alternatively, ask your child to create in English their own one-week 'dream timetable of activities'. Let them choose how to present it. For example, they could act it out, prepare a written fact file, make a video, draw pictures, go on a treasure hunt or make a scrap book.

Source: <https://www.cambridgeenglish.org/learning-english/parents-and-children/how-to-support-your-child/how-children-learn-languages/>. Accessed on 01/22/25

31. (PMBS/URCA 2025) The correct verb forms to fill in Blanks I, II, III, and IV, respectively, are:

- A) learn – give – use - study.
- B) to learn – to give – to use – to study.
- C) learning – giving – use - study.
- D) learning – giving – using – studying.
- E) to learn – giving – use – studying.

32. (PMBS/URCA 2025) In the sentence, 'Remember that it's OK for children to develop at different speeds.', the subordinate clause is:

- A) Remember that it's OK.
- B) it's OK for children to develop at different speeds.
- C) that it's OK for children to develop at different speeds.
- D) to develop at different speeds.
- E) for children to develop at different speeds.

33. (PMBS/URCA 2025) The modal verb "might" (in "children might think") gives the idea of:

- A) Certainty.
- B) Suggestion.
- C) Ability.
- D) Possibility.
- E) Permission.

34. (PMBS/URCA 2025) When the sentence 'If you say something in English and then in another language, your child will automatically listen for their stronger language and 'tune out' the other language.' is changed to the second conditional, it becomes:

- A) If you said something in English and then in another language, your child would automatically listen for their stronger language and 'tune out' the other language.



- B) If you say something in English and then in another language, your child would automatically listen for their stronger language and ‘tune out’ the other language.
- C) If you said something in English and then in another language, your child will automatically listen for their stronger language and ‘tune out’ the other language.
- D) If you had said something in English and then in another language, your child would automatically listen for their stronger language and ‘tune out’ the other language.
- E) If you say something in English and then in another language, your child would automatically had listened for their stronger language and ‘tune out’ the other language.

35. (PMBS/URCA 2025) In the sentence ‘Research has found that children who speak more than one language do better in school, and have better memories and problem-solving skills.’, the relative pronouns ‘that’ and ‘who’:

- A) Can be omitted without affecting the meaning of the sentence.
- B) Can’t be omitted without affecting the meaning of the sentence.
- C) Are interchangeable and don’t affect the meaning of the sentence.
- D) Can be replaced by “which” without affecting the meaning of the sentence.
- E) ‘Who’ can be used in the place of ‘that’, but the reverse isn’t acceptable.

36. (PMBS/URCA 2025) The sentence “What do they enjoy doing?” becomes indirect speech as:

- A) They ask me what they enjoy doing.
- B) They asked me what they will enjoy doing.
- C) They asked me what they enjoyed doing?
- D) They asked me whether they enjoy doing.
- E) They asked me what they enjoyed doing.

37. (PMBS/URCA 2025) As with learners and teachers, the suffix –ER is used to form nouns from verbs in:

- A) islander – owner – ever.
- B) Londoner – stronger – elder
- C) other – clever – better.
- D) baker – arranger – follower.

- E) livelier – newer – winter.

38. (PMBS/URCA 2025) Check the option in which the suffix –ING is not used for inflection.

- A) Watch your child playing.
- B) Try doing these types of activities in English.
- C) Writing stories?
- D) Puzzles and problem-solving?
- E) Primary school children are learning their first and second languages at the same time.

39. (PMBS/URCA 2025) Examples of compound nouns can be found in:

- A) toothache – timetable – scrap book.
- B) one-week – easy-going – pickpocket.
- C) teenagers – dry-clean – turn back.
- D) sunset – webpage – old-fashioned.
- E) guidebook – well-known – good-looking.

40. (PMBS/URCA 2025) The suffix – ed has three different pronunciations in English: /d/, /t/ and /ɪd/. Check the option in which –ed is pronounced voicelessly.

- A) died.
- B) witnessed.
- C) signed.
- D) interposed.
- E) failed.

41. (PMBS/URCA 2025) Among the allophones of the phoneme /t/, check the option that is labialized:

- A) between.
- B) stand.
- C) letter.
- D) it.
- E) interposed.

42. (PMBS/URCA 2025) In order to teach vocabulary efficiently for writing different texts, the teacher must:

- A) Bring only authentic texts to classroom and teach students the form and formal conventions of a specific genre.



- B) Bring non-authentic texts to the classroom and ask students to identify their forms, conventions, and rhetorical functions.
- C) Show students lists of isolated words, ask them to memorize these words, and apply them in a specific genre.
- D) Associate vocabulary with a specific genre to draw students' attention to appropriate words for use in a specific text.
- E) Show a specific genre as a model and ask students to reproduce it using the words introduced in previous classes.

43. (PMBS/URCA 2025) How does vocabulary choice influence the effectiveness of different text genres?

- A) Vocabulary helps establish the tone and clarity of a text by adapting to the genre's purpose.
- B) Vocabulary is irrelevant in genres like poetry because the focus is on creativity.
- C) Using complex vocabulary is always preferable, regardless of the genre.
- D) Vocabulary only influences academic genres, not creative or informal texts.
- E) Vocabulary has a minor role, since appropriate grammar structure is more important.

44. (PMBS/URCA 2025) Which reading comprehension technique is most effective when analyzing persuasive texts?

- A) Skimming the text for the main idea and tone.
- B) Identifying arguments and evaluating evidence to assess the author's purpose.
- C) Focusing solely on the narrative structure and character development.
- D) Memorizing key vocabulary used in the text for later reference.
- E) Distinguishing between literal and implied meanings.

45. (PMBS/URCA 2025) Match the type of assessment to the correct definition. Then check the correct alternative.

- I. Diagnostic assessment
- II. Formative assessment
- III. Summative assessment

() typically short tests given at the beginning and/or end of a course that allow a teacher to gauge what students know about a topic.

- () typically carried out at the end of a teaching and learning process and is thus usually seen as the means to measure "how much" a student has learned on the course or module.
- () typically small evaluations the teacher carries out frequently during the course to collect evidence of progress or areas of difficulty for each student.

Source: <https://www.timeshighereducation.com/campus/formative-summative-or-diagnostic-assessment-guide>. Accessed on 05/05/2025

- A) I – II – III.
- B) I – III – II.
- C) II – III – I.
- D) III – I – II.
- E) II – I – III.

46. (PMBS/URCA 2025) What are peer and self-assessment good for?

- A) Evaluating teacher's progression since this technique focuses on immediate feedback.
- B) Identifying students' prior knowledge and skill levels before starting a new lesson or unit.
- C) Evaluating overall learning achievements at the end of a unit or course.
- D) Providing opportunities for students to have the teachers' responsibility.
- E) Encouraging self-reflection and developing critical thinking.

47. (PMBS/URCA 2025) Check the alternative that contains the principle of practicality in language assessment.

- A) It is expensive to reproduce.
- B) It can be scored only by computer.
- C) It takes a student ten hours to complete.
- D) It is easy to administrate, score and interpret.
- E) It takes several hours for an examiner to evaluate.

48. (PMBS/URCA 2025) According to Jenkins (2012), English as a Lingua Franca (ELF) is "a means of communication between people who come from different first language backgrounds.". Based on this definition and also on the many studies on ELF so far, we can say that:

- A) Teachers must adhere strictly to native-speaker norms.
- B) Grammar should never be taught, since the focus of ELF is on pronunciation.



- C) Teachers must be aware of the great variety of accents from the students' first languages.
- D) Vocabulary classes must be taught in the students' first language.
- E) The teachers don't need to correct the students' errors on language form.

49. (PMBS/URCA 2025) When teaching English as a Lingua Franca, teachers

- A) can emphasize intelligibility and the ability to convey meaning rather than focusing solely on grammar perfection or accent.
- B) should not expose students to English speakers from different countries and regions.
- C) must not encourage students to recognize various accents as part of the global ELF context.
- D) could adopt a unique accent of English and let students speak their own dialects freely outside the classroom.
- E) need to embrace the diversity of students' English usage while always considering the hegemonic accents.

50. (PMBS/URCA 2025) According to the Base Nacional Comum Curricular (BNCC, 2018), the teaching of the English language must:

- A) focus on real communication with native speakers.
- B) emphasize oral skills instead of reading skills.
- C) be dynamic when presenting new vocabulary.
- D) prioritize real-life communication.
- E) introduce some well-known accent patterns in class.