UNIVERSIDADE DE PASSO FUNDO
INSTITUTO DE FILOSOFIA E CIÊNCIAS HUMANAS
Curso de Letras
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EXAME DE PROFICIÊNCIA EM LEITURA EM LÍNGUA INGLESA

Passo Fundo, outubro de 2017

Nome completo:_____

Instituição de vínculo: _____

Número da matrícula (para alunos da UPF):_____

PPG (curso): _____

Este exame tem como objetivo principal comprovar sua proficiência em leitura e compreensão de textos em língua inglesa. Para tanto:

- leia, atentamente, os textos e as questões que a eles se referem;
- evite traduzir o texto todo, mas, apenas, o vocabulário necessário para compreendê-lo;
- responda às questões em português (norma culta) e letra legível, com base nas informações de cada texto;
- use o dicionário impresso, se desejar.

Para realizar este exame:

- use caneta azul ou preta;
- confira o número de questões;
- rubrique todas as folhas da prova;
- não é permitido o uso de dicionários eletrônicos ou qualquer outro equipamento eletrônico;
- não é permitido emprestar dicionários.

A duração da prova é de 3 (três) horas.

EXECUTIVE FUNCTIONING PROBLEMS

01 **What is Executive Functioning?**[1,2,3]

02 The frontal lobe is the area of the brain that controls executive

03 functioning skills which can be described as a set of higher-order

04 mental skills that help people to get things done. Deficits in executive

05 functioning skills make it difficult to gather information and structure it

06 for evaluation, as well as difficulty taking stock of your surroundings

07 and changing your behavior in response. While some adults may have

08 learned tricks or strategies to help them compensate, many continue to fail to meet their daily responsibilities

09 and experience trouble at work and at home. Serious consequences of poor executive functioning skills in adults

10 can be loss of a job for not meeting deadlines, lowered credit rating, or late tax filling penalties because they do

11 not have their financials organized.

12 Executive functioning skills allow us to:

13   1.   Analyze a task.

14   2.   Plan how to take on the task.

15   3.   Organize the steps required to carry out the task.

16   4.   Create timelines for completing the task.

17   5.   Use flexibility to adjust for changes if needed to complete the task.

18   6.   Complete a task in a timely fashion and/or meet a deadline.

19 **Signs there may be deficits in executive functioning skills:[1,2]**

20   • Not being able to manage time well, difficulty meeting deadlines or goals and determining the amount of time

21   that has passed or is necessary to complete a task.

22   • Difficulty organizing and planning.   • Misplacing and losing possessions, paperwork, etc.

23   • Trouble paying attention.   • Difficulty delaying response or withholding a

24   • Trouble switching focus and shifting between   response.

25   activities.   • Difficulty prioritizing work or responsibilities.

26   • Not being able to remember details.   • Difficulty self-monitoring behavior, progress, and

27   emotions.

28 **Possible causes trouble with Executive Functioning.[1,2]**

29 Some people are born with weak executive function. People with ADHD, depression, Autism Spectrum Disorder,

30 or learning disabilities often have executive functioning weaknesses. Difficulty with executive functioning has

31 also been associated with adult Bipolar Disorder and OCD. Experiencing a brain injury, suffering a stroke, or

32 sustaining damage from Alzheimer's can also cause a loss of executive functioning.

33 **Improving executive functioning skills.** [2]

34 There is no medication to eliminate difficulty with executive functioning, though some evidence has been found

35 that stimulant medications may be of benefit for some aspects of executive dysfunction. A therapist or coach can

36 help people to improve time management, better manage space and keep things from getting lost, and improve

37 work habits. Cognitive behavioral therapy can help a client to self-monitor thoughts and behavior, and social

38 skills training can help to create appropriate responses in social situations.

Resources:
[1] WebMD: What is Executive Function?
[2] Leslie E. Packer, PhD: Overview of Executive Dysfunction
[3] ADDitude, New Hope Media LLC
        Retrieved and adapted from https://manhattanpsychologygroup.com/executive-functioning-problems-adults on July 19th, 2017.

AS QUESTÕES DE 1 A 7 REFEREM-SE AO TEXTO 1.

1. **Qual o propósito geral do texto?**

_____

_____

_____

_____

2. **Onde se encontram as habilidades de funcionamento executivo e como essas podem ser definidas?**

_____

_____

_____

_____

3. **O que acontece com pessoas que têm déficit nas habilidades das funções executivas?**

_____

_____

_____

_____

4. **Quais tarefas as pessoas podem realizar a partir de suas habilidades de funcionamento executivo?**

_____

_____

_____

5. **Cite quatro sinais que podem evidenciar o déficit nas habilidades de funcionamento executivo.**

_____

_____

_____

_____

6. Quais são as possíveis causas de problemas com o funcionamento executivo?

_____

_____

_____

_____

7. O que pode ser feito para aperfeiçoar as habilidades de funcionamento executivo?

_____

_____

_____

_____

TEXT 2

WHY IS CONDUCTING RESEARCH IN SOME COUNTRIES SO DIFFICULT?

COLUMBIA UNIVERSITY'S MAILMAN SCHOOL OF PUBLIC HEALTH

PUBLIC RELEASE: 4-AUG-2017

01 August 4, 2017 -- Low- and middle-income countries such as Brazil face a lack of epidemiological data, and
02 one of the key priorities for researchers is developing high-quality surveys. Investigators at Columbia
03 University's Mailman School of Public Health with collaborators at the Federal University of São Paulo
04 studied the difficulties in conducting a longitudinal epidemiological survey in a school-based sample in
05 Brazil. The findings are published online in the journal _BMC Psychiatry_.

06 "Overall, researchers in countries like Brazil lack the necessary funding resources to conduct important
07 scientific research," said Silvia Martins, MD, PhD, associate professor of Epidemiology at the Mailman
08 School of Public Health. "In particular, there are very few studies assessing the potential impact of social
09 inequalities and exposure to traumatic experiences on psychiatric outcomes at the population level."

10 Martins and colleagues studied a sample of school-attending adolescents born in 2002 now in the 7th
11 grade in nine public schools during 2014 in two neighborhoods in Sao Paulo with different levels of
12 urbanicity. One neighborhood had low exposure to urban violence and scored high on the Human
13 Development Index, while the other experienced high exposure to urban violence and low Index scores. In
14 total, nine public schools located at the most socially vulnerable regions of each neighborhood were
15 selected.

16 "At the start, we experienced several hardships," said Martins. "**These** included achieving unbiased
17 sampling, reaching subjects, scheduling interviews, keeping participants' updated contact information, and
18 counting on a highly-trained research team."

19 Some classes' records contained names of students who had never actually studied in those schools.
20 "Inaccurate lists of enrolled students were a major source of concern," noted Martins. In terms of
21 communications, the researchers found that poor internet access, deficient telephone and postal services
22 also affected results.

23 "Our study offered some important insights on the problems faced when conducting epidemiological field

24   work in low- and middle-income countries and provides some alternatives on how to deal with these

25   difficulties. Working closely with community leaders, organizing group efforts to perform interviews, using a

26   short, easy to understand instrument and providing a reward for participants are some of the strategies to

27   be used, not only in Brazil, but also in other low- and middle-income countries," observed Martins.

28   The study was supported by Columbia University President's Global Innovation Fund.

29   Co-authors are Shannon O'Healy, Mailman School of Public Health; Thiago Fidalgo, Zila Sanchez, Sheila

30   Caetano and Marcos Ribeiro, Federal University of São Paulo.

31   **Columbia University's Mailman School of Public Health**

32   Founded in 1922, Columbia University's Mailman School of Public Health pursues an agenda of research,

33   education, and service to address the critical and complex public health issues affecting New Yorkers, the

34   nation and the world. The Mailman School is the third largest recipient of NIH grants among schools of

35   public health. **Its** over 450 multi-disciplinary faculty members work in more than 100 countries around the

36   world, addressing such issues as preventing infectious and chronic diseases, environmental health,

37   maternal and child health, health policy, climate change & health, and public health preparedness. It is a

38   leader in public health education with over 1,300 graduate students from more than 40 nations pursuing a

39   variety of master's and doctoral degree programs. The Mailman School is also home to numerous world-

40   renowned research centers including ICAP and the Center for Infection and Immunity.

Retrieved and adapted from https://www.eurekalert.org/pub_releases/2017-08/cums-wic080417.php on August 22nd, 2017.

AS QUESTÕES 8 A 15 REFEREM-SE AO TEXTO 2.

8. O título do artigo apresenta uma pergunta que é respondida em diferentes partes do texto. Complete a tabela com informações relacionadas a cada item envolvido na pesquisa.

a) Recursos financeiros	
b) Contato com sujeitos participantes	
c) Equipe de pesquisadores	
d) Comunicações	

9. Quantas instituições de ensino e pesquisa se envolveram como realizadoras do estudo, e quais foram?

10. Dois grupos de estudantes foram os sujeitos investigados na pesquisa. Quais eram as diferenças entre esses grupos?

11. Conforme o sexto parágrafo (linhas 23 a 27) quais são as quatro recomendações feitas por Silvia Martins para lidar com os problemas relatados no texto?

a)

b)

c)

d)

12. Especificamente, qual é o assunto ao qual faltam pesquisas e que o estudo em questão pretende ajudar a suprir?

13. Quais são os exemplos de problemas citados no texto tratados pela Mailman School em mais de 100 países ao redor do mundo?

14. Escreva objetivamente a que ou quem se referem as expressões abaixo, mantendo coerência em relação ao seu sentido no texto.

a) these (linha 16):
b) its (linha 35):

15. A palavra "agenda" (linha 32) pode ser traduzida, sem alterar o sentido do texto, como

a) ( ) lista de coisas a fazer.

b) ( ) intenção subjacente, oculta.

c) ( ) diário.

d) ( ) registro.