PONTIFÍCIA UNIVERSIDADE CATÓLICA DO RIO GRANDE DO SUL
ESCOLA DE HUMANIDADES - CURSO DE LETRAS

PROVA DE PROFICIÊNCIA EM LÍNGUA INGLESA PARA ALUNOS DE MEDICINA, ODONTOLOGIA, FARMÁCIA, ENFERMAGEM, NUTRIÇÃO, FISIOTERAPIA.
GRADUAÇÃO - 2017/2

Nome: _____

Curso:_____

Instruções gerais:

1. Apresentar documento de identidade com foto.

2. Responder às questões em <u>língua portuguesa</u>, com <u>caneta azul ou preta</u>.

3. É permitido consultar dicionários e gramáticas em papel.

4. Não é permitido utilizar *<u>celulares</u>*, *<u>laptops</u>*, *<u>notebooks, tablets</u>* e <u>canetas tradutoras</u>.

5. Entregar a prova no prazo máximo de <u>duas (2) horas</u>.

6. Serão considerados aprovados os candidatos que demonstrarem proficiência, com aproveitamento igual ou superior <u>a 70% de acertos.</u>

I - Responda às questões 1 - 4 de acordo com o texto 1 (*Abstract* do artigo *"Neural deficits in second language reading: fMRI evidence from Chinese children with English reading impairment."*)

Text 1: Abstract

In alphabetic language systems, converging evidence indicates that developmental dyslexia represents a disorder of phonological processing both behaviorally and neurobiologically. However, it is still unknown whether, impaired phonological processing remains the core deficit of impaired English reading in individuals with English as their second language and how it is represented in the neural cortex. Using functional magnetic resonance imaging, the present study investigated the neural responses to letter rhyming judgment (phonological task) and letter same/different judgment (orthographic task) in Chinese school children with English and Chinese reading impairment compared to typically developing children. Whole brain analyses with multiple comparison correction revealed reduced activation within the left lingual/calcarine gyrus during orthographic processing in children with reading impairment compared to typical readers. An independent region of interest analysis showed reduced activation in occipitotemporal regions during orthographic processing, and reduced activation in parietotemporal regions during phonological processing, consistent with previous studies in English native speakers. These results suggest that similar neural deficits are involved for impaired phonological processing in English as both the first and the second language acquired. These findings pose implications for reading remediation, educational curriculum design, and educational policy for second language learners.

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1. Explique o que significa *developmental dyslexia,* segundo os autores. (1 mark)

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2. O que foi investigado pelos autores do artigo? (1 mark)

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3. O que foi revelado através da *Whole brain analyses*? (1 mark)

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4. <u>Traduza,</u> para o <u>Português,</u> o seguinte segmento do <u>texto 1</u>. (2 marks)

"These results suggest that similar neural deficits are involved for impaired phonological processing in English as both the first and the second language acquired. These findings pose implications for reading remediation, educational curriculum design, and educational policy for second language learners."

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II - Responda às questões 5 - 8 de acordo com o texto 2 *(Six ways you can prepare to "age well")*.

Text 2: Six ways you can prepare to "age well".

1   You're probably already doing a lot to ensure that you stay in good health and are able to
2 enjoy your later years: eating right, exercising, getting checkups and screenings as recommended
3 by your doctor. But it also makes sense to have some contingency plans (more specifically six)
4 for the bumps in the road that might occur.
5   1. **Adapt your home.** Stairs, baths, and kitchens can present hazards for older people. Even
6 if you don't need to make changes now, do an annual safety review so you can make necessary
7 updates if your needs change.
8   2. **Prevent falls.** Falls are a big deal for older people — they often result in fractures that can
9 lead to disability, further health problems, or even death. Safety precautions are important, but
10 so are exercises that can improve balance and strength.
11   3. **Consider your housing options.** You might consider investigating naturally occurring
12 retirement communities (NORCs). These neighborhoods and housing complexes aren't
13 developed specifically to serve seniors — and, in fact, tend to host a mix of ages — but because
14 they have plenty of coordinated care and support available, they are senior-friendly.
15   4. **Think ahead about how to get the help you may need.** Meal preparation, transportation,
16 home repair, housecleaning, and help with financial tasks such as paying bills might be hired
17 out if you can afford it, or shared among friends and family. Elder services offered in your
18 community might be another option.
19   5. **Plan for emergencies.** Who would you call in an emergency? Is there someone who can
20 check in on you regularly? What would you do if you fell and couldn't reach the phone? Keep
21 emergency numbers near each phone or on speed dial. Carry a cellphone (preferably with large
22 buttons and a bright screen), or consider investing in some type of personal alarm system.
23   6. **Write advance care directives.** Advance care directives, such as a living will, durable
24 power of attorney for health care, and health care proxy, allow you to explain the type of medical
25 care you want if you're too sick, confused, or injured to voice your wishes. Every adult should
26 have these documents.

Source: http://www.health.harvard.edu/   Published: October, 2017

5. Quais as recomendações sugeridas pelos médicos no 1º parágrafo do texto 2? (1 mark)

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6. Qual o significado das expressões ***"bumps in the road"*** (linha 4) e "***big deal"*** (linha 8)? (2 marks)

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7. Quais são os 6 "*contingency plans*" sugeridos no texto? (1 mark)

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8. A quem se refere o pronome *"they"*...   (1 mark)
   a) Na linha **8** (**they** often result…): _____
   b) Na linha **14** (but because **they** have plenty)_____