

# UNIVERSIDADE FEDERAL DO PIAUÍ



EDUCAÇÃO  
CIÊNCIA  
ARTE  
INCLUSÃO  
SOCIAL

**COPESE**  
COORDENADORIA PERMANENTE DE SELEÇÃO  
UNIVERSIDADE FEDERAL DO PIAUÍ

## EXAME DE PROFICIÊNCIA DE LEITURA EM LÍNGUA ESTRANGEIRA

DATA: 01/04/2012

HORÁRIO: 8 às 11 HORAS

### CADERNO DE PROVA

Idioma:

**INGLÊS**

Área de Pesquisa:

**(3) CIÊNCIAS HUMANAS, CIÊNCIAS SOCIAIS APLICADAS**

#### LEIA ATENTAMENTE AS INSTRUÇÕES

- Esta prova é constituída de um texto técnico-científico em língua estrangeira, seguido de 5 (cinco) questões abertas relativas ao texto apresentado.
- É permitido o uso de dicionário impresso, sendo vedados troca ou empréstimo durante a realização do Exame.
- As respostas deverão ser redigidas em português e transcritas para a **Folha de Respostas** utilizando caneta esferográfica, **tinta preta** ou **azul, escrita grossa**.
- A Folha de Respostas** será o único documento válido para correção, não devendo, portanto, conter rasuras.
- Será eliminado o candidato que identificar-se em outro espaço além daquele reservado na capa da **Folha de Respostas** e/ou redigir as respostas com lápis grafite (ou lapiseira).
- Nenhum candidato poderá entregar o Caderno de Prova e a Folha de Respostas antes de transcorridos 60 minutos do início do Exame.
- Em nenhuma hipótese haverá substituição da **Folha de Respostas**.
- Ao encerrar a prova, o candidato entregará, obrigatoriamente, ao fiscal da sala, o Caderno de Prova e a Folha de Respostas devidamente assinada no espaço reservado para esse fim.

## Persons with Disabilities

Some 10 per cent of the world's population, approximately 650 million people, live with a disability. They are the world's largest minority, and some 80 per cent of them live in developing countries. Among the world's poorest people, 20 per cent have some kind of disability. Women and girls with disabilities are particularly vulnerable to abuse. Persons with disabilities are more likely to be victims of violence or rape, and are less likely to obtain police intervention, legal protection or preventive care. Some 30 per cent of street youths have some kind of disability, and in developing countries, 90 per cent of children with disabilities do not attend school.

In the developed world, a 2004 United States survey found that only 35 per cent of working-age persons with disabilities are in fact working — compared to 78 per cent of those without disabilities. In a 2003 study by Rutgers University, one third of employers surveyed said persons with disabilities cannot effectively perform the required job tasks. The second most common reason given for not hiring persons with disabilities was the fear of costly special facilities.



The needs and rights of persons with disabilities have been high on the United Nations agenda for at least three decades. Most recently, after years of effort, the *United Nations Convention on the Rights of Persons with Disabilities* and its *Optional Protocol* was adopted in 2006 and entered into effect on 3 May 2008.

“UN Enable”, which gives voice to the United Nations commitment to uphold the rights and dignity of persons with disabilities, describes the Convention as marking a paradigm shift. It takes to a new height the movement away from viewing persons with disabilities as *objects* of charity, medical treatment and social protection, towards viewing them as *subjects* having *rights*. And as such, they are capable of claiming those rights and making decisions for their lives based on their free and informed consent, as well as of being active members of society.

### “Persons with disabilities have the right ...

to respect for their human dignity ...

[to] the same fundamental rights as their fellow-citizens ...

[to] the same civil and political rights as other human beings ...

[to] measures designed to enable them to become as self-reliant as possible ...

to medical, psychological and functional treatment [and]

to develop their capabilities and skills to the maximum [and]

hasten the processes of their social integration or reintegration ...

to economic and social security and to a decent level of living ...

according to their capabilities, to secure and retain employment or to engage in a useful, productive and remunerative occupation and to join trade unions [and] to have their special needs taken into consideration at all stages of economic and social planning ...

to live with their families or with foster parents and to participate in all social, creative or recreational activities [and not to] be subjected, as far as his or her residence is concerned, to differential treatment other than that required by his or her condition ...

[to] be protected against all exploitation, all regulations and all treatment of a discriminatory, abusive or degrading nature ...

[and] to avail themselves of qualified legal aid when such aid proves indispensable for the protection of their persons and property ...”

from the Declaration on the Rights of Disabled Persons, proclaimed by the UN General Assembly on 9 December 1975

The Convention, according to UN Enable, is a human rights instrument with an explicit, social development dimension. It reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms — and it clarifies exactly how those categories of rights must be applied. Moreover, it specifically identifies areas where adaptations have to be made to enable persons with disabilities to effectively exercise their rights, as well as areas where their rights have been violated and where protection of their rights must be reinforced.

In a statement welcoming the Convention's entry into force, Secretary-General Ban Ki-moon has called for a concerted effort to translate its vision into reality, to address "the glaring inequalities experienced by persons with disabilities". The UN is continuing its efforts to that end.

The UN International Day of Persons with Disabilities is observed every year on 3 December.

Source: <http://www.un.org/en/globalissues/disabilities/index.shtml>

### EM HIPÓTESE ALGUMA SERÁ CONSIDERADA A RESPOSTA NESTE CADERNO

Depois de fazer a leitura do texto, responda as questões a seguir em português.

**QUESTÃO 01** - Retire do primeiro parágrafo do texto as informações relacionadas aos seguintes dados numéricos.

a) 10 e 650: \_\_\_\_\_

\_\_\_\_\_

b) 80: \_\_\_\_\_

\_\_\_\_\_

c) 20: \_\_\_\_\_

\_\_\_\_\_

d) 30: \_\_\_\_\_

\_\_\_\_\_

e) 90: \_\_\_\_\_

\_\_\_\_\_

**QUESTÃO 02** - As palavras *objects* e *subjects*, em destaque no texto, são utilizadas para representar um contraste. Que contraste é esse?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**QUESTÃO 03** - Segundo exposto por estudo citado no texto, quais argumentos são significativamente utilizados para justificar a não contratação de pessoas com algum tipo de deficiência?

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**QUESTÃO 04** - Escolha e explique com suas palavras três direitos apresentados na *Declaration on the Rights of Disabled Persons*.

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**QUESTÃO 05** - Diga que ações práticas são tomadas pela *United Nations Convention on the Rights of Persons with Disabilities* na tentativa de assegurar os direitos dos portadores de deficiência.

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