*Seu modelo de prova está na página seguinte

Curso de Inglês Instrumental Online

preparatório para Provas de Proficiência do Mestrado e Doutorado com Certificado de Proficiência

SAIBA MAIS

Teste de Proficiência em Língua Inglesa

Leia os dois textos abaixo e responda as perguntas referentes a cada um.

Texto 1

Scientists and Their Social Responsibility

Scientists have a major responsibility: to help young people enjoy, appreciate, and be excited by science

Enrolment in science and engineering courses in universities is decreasing. This **downward trend** may have been caused by the system of education itself, the low quality training of science teachers; and the low salary, social status, and recognition of science teaching.

The scientific community has realized that strategic change in education must start at the primary school level. **This** should involve a discovery-based primary school science and mathematics education.

Since the early 1990s, many academies of science in several countries have adopted special primary school science education programs. The French program in primary schools, for example, involves hands-on experimentation by schoolchildren. The teachers challenge, guide, and encourage students to think, analyze, discuss, verbalize and write their thoughts. In the process, teachers and scientists interact via the Internet on scientific problems, and teachers interact with fellow teachers on classroom experiences and problems. In the five years that **it** has been practiced in about 20 percent of the schools in France, it has been observed that 6- to 12-year old children are open to and enjoy science. Students not only learn science but also speak and write better.

In December 2003, 68 academies of science all over the world became signatories to the International Academy Panel (IAP) Statement on Science Education of Children. The IAP recommended to all national leaders the following:

(1) Teaching of the sciences to both girls and boys should begin in their primary and nursery schools. There is evidence that children, from the youngest age, are capable of **building upon** their natural and insatiable curiosity to develop logical and rational thought;

(2) This teaching should be closely tied to the realities with which the children are confronted locally, in their natural environment and culture, to facilitate continuing exchange with their family and friends;

(3) This teaching should be based upon models of **inquiry-based pedagogy**, assigning a major role to questioning by the students, leading them to develop hypotheses relating to the initial questions and, when possible, encouraging experimentation that, while simple in terms of the **apparatus used**, can be performed by children themselves;

(4) Teaching of the sciences which is handed down vertically by a teacher enunciating facts to be learnt by heart should be avoided in favor of horizontal teaching, that is, **one** which connects children with nature directly, at the same time involving their senses and their intelligence;

(5) Links should be established between teachers, via the Internet, first within their own country, then internationally, taking advantage of the universal nature of the laws of science to establish a direct contact between classes in different countries on subjects of global interest (e.g., climate, ecology, geography);

(6) Priority should be given to the networking of schools, and support should be given to efforts to develop shareable experiments and teaching tools (such as documents and experiment portfolios) to be placed in **an electronic commons** for **all** to modify and use.

Scientists have recognized that they have a primary responsibility to promote the teaching of science to children in ways that will develop **their** natural and insatiable curiosity to develop logical and rational thought.

Adapted from::*Scientists and Their Social Responsibility*. Manila Bulletin.February 12, 2006.Scientists have recognized that they have a

Responda as seguintes perguntas com relação ao Texto 1.

1) Que fatores arrolados no texto afetaram a procura por cursos nas áreas de ciência e engenharia?
2) Segundo o texto, o que os resultados preliminares do programa francês de educação científica indicam?
3) Segundo o IAP, que parâmetros devem ser seguidos para a educação em ciências no ensino primário?
4) Retomada referencial: Ao que se referem os pronomes em negrito no texto acima?

a. this (linha 9):
b. it (linha 23):
c. one (linha 55):
d. all (linha 69)
e. their (linha 73)

5) O que as seguintes palavras e expressões significam no texto:

a. downward trend (linha 2):
b. building upon (linha 36):
c. inquiry-based pedagogy (linha 45):
d. apparatus used (linha 50):
e. an electronic commons (linha 69):

Texto 2

Only 5% of Tropical Forests Managed Sustainably

Progress has been made but more is needed, report warns.

By **Michael Hopkin**

Only a tiny percentage of the planet's tropical forests are being managed properly. Almost all tropical forests are still in danger of degradation, according to the most comprehensive survey yet of how these resources are managed. Only 5% of tropical timber is managed sustainably, says the report.

Although progress has been made in sustainable forestry, only an area the size of Germany is truly in good hands, say the authors of the survey, published by the International Tropical Timber Organization (ITTO), an intergovernmental organization based in Yokohama, Japan, and compiled with the help of 33 countries representing almost all of the world's tropical forest.

For the remaining 95% of forest, the challenge is to ensure that any logging is carried out in a way that is both profitable and sustainable, the report adds.

At least the trend is in the right direction, says report co-author Duncan Poore, a forest-conservation expert based in Inverness, UK. In 1988, the first time that the ITTO surveyed the status of tropical forests, less than a million hectares were classed as sustainably managed — defined by the organization as "making it possible to maintain a forest without degrading its values, while allowing society to benefit from its resources". That figure has now grown to some 36 million hectares.

But that is a tiny fraction of the 814 million hectares designated as 'permanent forest estate': land that should be preserved as forest rather than given over to agriculture or other land uses.

According to government reports, about half of this permanent forest estate is being logged or otherwise exploited, and the remaining half is designated as 'protected'. Whether this protection is being monitored or enforced isn't well known.

"It is clear that the security of most tropical forests is still in jeopardy," says the ITTO's executive director, Manuel Sobral Filho, "which demonstrates a collective failure to understand that forests can generate considerable economic value without being destroyed."

This economic value is the key to progress, says Poore. It's not a question of ring-fencing forests and excluding human activity. Rather, governments should stress the value of sustainable forestry by encouraging accreditation, and by clamping down on illegal logging. "People are willing to pay a price for timber from sustainable forest," he says.

"Not buying timber is harmful," adds Poore. "And buying it from non-sustainable forest is just as harmful. What we recognize as being most important is making the entire enterprise gain a reasonable profit."

ITTO experts are meeting in Mérida, Mexico, next week to discuss how countries can make sustainable forest management a reality. "It is far easier for forest operators to make a plan than it is for them to implement it," says the ITTO's Steven Johnson, one of the report's editors. "Companies can appear to comply with requirements for sustainable management, while continuing to employ poor logging practice and to run the forests into the ground."

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Adapted from: news@nature.com, Nature Magazine

Responda às seguintes perguntas com relação ao texto 2. Use as folhas pautadas em anexo para responder às questões 1, 2 e 3.

1. Qual é o progresso a que se refere o subtítulo do texto?

2. Como a ITTO define florestas manejadas de modo sustentável?

3. O que é mais importante, na opinião de Duncan Poore, quanto à compra de madeira?

4. Marque a única alternativa correta. A terminação em *–ing* na palavra "degrading" (linha 30) ocorre pela mesma razão que em:

( ) according (linha 4)
( ) remaining (linha 18)
( ) encouraging (linha 56)
( ) willing (linha 58)
( ) meeting (linha 66)

5. O que as seguintes expressões significam no texto?

a. the most comprehensive survey yet (linhas 4-5): _____

_____

_____

b. sustainable forestry (linha 10): _____

_____

_____

c. permanent forest estate (linhas 35-36): _____

_____

_____

d. ring-fencing (linha 53): _____

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_____

e. clamping down (linha 57): _____

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