

## 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

1. Enrolment in science and engineering courses in
2. universities is decreasing. This **downward trend**
3. may have been caused by the system of education
4. itself, the low quality training of science teachers;
5. and the low salary, social status, and recognition
6. of science teaching.
7. The scientific community has realized that
8. strategic change in education must start at the
9. primary school level. **This** should involve a
10. discovery-based primary school science and
11. mathematics education.
12. Since the early 1990s, many academies of
13. science in several countries have adopted special
14. primary school science education programs.
15. The French program in primary schools, for
16. example, involves hands-on experimentation by
17. schoolchildren. The teachers challenge, guide,
18. and encourage students to think, analyze, discuss,
19. verbalize and write their thoughts. In the process,
20. teachers and scientists interact via the Internet on
21. scientific problems, and teachers interact with
22. fellow teachers on classroom experiences and
23. problems. In the five years that **it** has been practiced
24. in about 20 percent of the schools in France, it has
25. been observed that 6- to 12-year old children are
26. open to and enjoy science. Students not only learn
27. science but also speak and write better.
28. In December 2003, 68 academies of science all over
29. the world became signatories to the International
30. Academy Panel (IAP) Statement on Science
31. Education of Children. The IAP recommended to
32. all national leaders the following:
33. **(1)**Teaching of the sciences to both girls and boys
34. should begin in their primary and nursery schools.
35. There is evidence that children, from the youngest
36. age, are capable of **building upon** their natural and
37. insatiable curiosity to develop logical and rational
38. thought;
39. **(2)** This teaching should be closely tied to the
40. realities with which the children are confronted
41. locally, in their natural environment and culture, to
42. facilitate continuing exchange with their family and
43. friends;
44. **(3)** This teaching should be based upon models of
45. **inquiry-based pedagogy**, assigning a major role to
46. questioning by the students, leading them to
47. develop hypotheses relating to the initial
48. questions and, when possible, encouraging
49. experimentation that, while simple in terms of the
50. **apparatus used**, can be performed by children
51. themselves;
52. **(4)** Teaching of the sciences which is handed
53. down vertically by a teacher enunciating facts to
54. be learnt by heart should be avoided in favor of
55. horizontal teaching, that is, **one** which connects
56. children with nature directly, at the same time
57. involving their senses and their intelligence;
58. **(5)** Links should be established between teachers,
59. via the Internet, first within their own country, then
60. internationally, taking advantage of the universal
61. nature of the laws of science to establish a direct
62. contact between classes in different countries on
63. subjects of global interest (e.g., climate, ecology,
64. geography);
65. **(6)**Priority should be given to the networking of
66. schools, and support should be given to efforts to
67. develop shareable experiments and teaching tools
68. (such as documents and experiment portfolios) to
69. be placed in **an electronic commons** for **all** to
70. modify and use.
71. Scientists have recognized that they have a
72. primary responsibility to promote the teaching of
73. science to children in ways that will develop **their**
74. natural and insatiable curiosity to develop logical
75. 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](#)

1. Only a tiny percentage of the planet's tropical  
2. forests are being managed properly.  
3. Almost all tropical forests are still in danger  
4. of degradation, according to the most  
5. comprehensive survey yet of how these  
6. resources are managed. Only 5% of tropical  
7. timber is managed sustainably, says the  
8. report.  
9. Although progress has been made in  
10. sustainable forestry, only an area the size of  
11. Germany is truly in good hands, say the  
12. authors of the survey, published by the  
13. International Tropical Timber Organization  
14. (ITTO), an intergovernmental organization  
15. based in Yokohama, Japan, and compiled  
16. with the help of 33 countries representing  
17. almost all of the world's tropical forest.  
18. For the remaining 95% of forest, the  
19. challenge is to ensure that any logging is  
20. carried out in a way that is both profitable and  
21. sustainable, the report adds.  
22. At least the trend is in the right direction, says  
23. report co-author Duncan Poore, a forest-  
24. conservation expert based in Inverness, UK.  
25. In 1988, the first time that the ITTO surveyed  
26. the status of tropical forests, less than a  
27. million hectares were classed as sustainably  
28. managed — defined by the organization as  
29. "making it possible to maintain a forest  
30. without degrading its values, while allowing  
31. society to benefit from its resources". That  
32. figure has now grown to some 36 million  
33. hectares.  
34. But that is a tiny fraction of the 814 million  
35. hectares designated as 'permanent forest  
36. estate': land that should be preserved as forest  
37. rather than given over to agriculture or other  
38. land uses.  
39. According to government reports, about half  
40. of this permanent forest estate is being logged  
41. or otherwise exploited, and the remaining half

42. is designated as 'protected'. Whether this  
43. protection is being monitored or enforced  
44. isn't well known.  
45. "It is clear that the security of most tropical  
46. forests is still in jeopardy," says the ITTO's  
47. executive director, Manuel Sobral Filho,  
48. "which demonstrates a collective failure to  
49. understand that forests can generate  
50. considerable economic value without being  
51. destroyed."  
52. This economic value is the key to progress,  
53. says Poore. It's not a question of ring-fencing  
54. forests and excluding human activity. Rather,  
55. governments should stress the value of  
56. sustainable forestry by encouraging  
57. accreditation, and by clamping down on  
58. illegal logging. "People are willing to pay a  
59. price for timber from sustainable forest," he  
60. says.  
61. "Not buying timber is harmful," adds Poore.  
62. "And buying it from non-sustainable forest is  
63. just as harmful. What we recognize as being  
64. most important is making the entire enterprise  
65. gain a reasonable profit."  
66. ITTO experts are meeting in Mérida, Mexico,  
67. next week to discuss how countries can make  
68. sustainable forest management a reality. "It is  
69. far easier for forest operators to make a plan  
70. than it is for them to implement it," says the  
71. ITTO's Steven Johnson, one of the report's  
72. editors. "Companies can appear to comply  
73. with requirements for sustainable  
74. management, while continuing to employ  
75. poor logging practice and to run the forests  
76. into the ground."

Published online: 25 May 2006;  
doi:10.1038/news060522-16

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): \_\_\_\_\_

---

---

e. clamping down (linha 57): \_\_\_\_\_

---

---