

TEXTO 1 - SCIENCE FOR SOCIETY

Science is the greatest collective endeavor. It contributes to ensuring a longer and healthier life, monitors our health, provides medicine to cure our diseases, alleviates aches and pains, helps us to provide water for our basic needs – including our food, provides energy and makes life more fun, including sports, music, entertainment and the latest communication technology. Last but not least, it nourishes our spirit.

Science generates solutions for everyday life and helps us to answer the great mysteries of the universe. In other words, science is one of the most important channels of knowledge. It has a specific role, as well as a variety of functions for the benefit of our society: creating new knowledge, improving education, and increasing the quality of our lives.

Science must respond to societal needs and global challenges. Public understanding and engagement with science, and citizen participation including through the popularization of science are essential to equip citizens to make informed personal and professional choices.

Governments need to make decisions based on quality scientific information on issues such as health and agriculture, and parliaments need to legislate on societal issues which necessitate the latest scientific knowledge. National governments need to understand the science behind major global challenges such as climate change, ocean health, biodiversity loss and freshwater security.

To face sustainable development challenges, governments and citizens alike must understand the language of science and must become scientifically literate. On the other hand, scientists must understand the problems policy-makers face and endeavor to make the results of their research relevant and comprehensible to society.

Challenges today cut across the traditional boundaries of disciplines and stretch across the lifecycle of innovation -- from research to knowledge development and its application. Science, technology and innovation must drive our pursuit of more equitable and sustainable development.

Available at <https://en.unesco.org/themes/science-society> . Accessed on 6th Sep. 2021.

As questões de 1 a 10 referem-se ao Texto 1.

1. (DISCURSIVA 5 LINHAS) Qual o papel específico da ciência com relação à sociedade?
2. (DISCURSIVA 5 LINHAS) Quais argumentos são utilizados para defender a importância da ciência na sociedade?
3. (DISCURSIVA 5 LINHAS) Qual a relação entre as necessidades sociais, os desafios globais e a ciência?
4. (DISCURSIVA 5 LINHAS) Qual deve ser a posição dos governos frente à ciência?
5. (DISCURSIVA 5 LINHAS) O que significa “tornar-se letrado cientificamente”?
6. (DISCURSIVA 5 LINHAS) Como o texto apresenta os desafios atuais relacionados à ciência?
7. Na sentença “It contributes to ensuring a longer and healthier life, monitors **our** health, provides medicine to cure our diseases, alleviates aches and pains, helps **us** to provide water for our basic needs [...]”, as expressões “our” e “us”, referem-se
 - a) aos autores do texto.
 - b) a Unesco.
 - c) aos leitores do texto.
 - d) à sociedade como um todo.
 - e) aos cientistas.
8. (DISCURSIVA 3 LINHAS) Leia as sentenças do texto e escreva em português somente as expressões em negrito, na mesma ordem de destaque.

I - Governments need to make decisions based on **quality scientific information** [...]

II – [...] science is one of **the most important channels of knowledge**.

III - National governments need to understand the science behind **major global challenges** [...]

9. (DISCURSIVA 5 LINHAS) As expressões cognatas auxiliam na leitura e compreensão de textos em outros idiomas, sendo conhecidas como um tipo de estratégia de leitura. Escreva cinco cognatas que estão no Texto 1 que auxiliaram na sua compreensão desse texto.
10. (DISCURSIVA 5 LINHAS) Na sentença “Science **must** respond to societal needs and global challenges”, qual o significado e o sentido da expressão “must”?

TEXTO 2 - THE GLOBAL ALLIANCE FOR LITERACY WITHIN THE FRAMEWORK OF LIFELONG LEARNING (GAL)



Literacy is an integral part of the right to education and the foundation of lifelong learning as well as a driver for sustainable development. It empowers individuals, improves livelihoods, enables greater participation in society and the labour market, benefits child and family health and nutrition, and reduces poverty.

An estimated 773 million adults worldwide still lack basic literacy and numeracy skills – two-thirds of whom are women. Southern Asia is home to almost one-half of this global youth and adult population with no basic literacy and numeracy, while 27 per cent live in sub-Saharan Africa. The other 10 per cent are in East and South-East Asia, 9 per cent in Northern Africa and Western Asia, while about 4 per cent live in Latin America and the Caribbean.

Concerted effort is needed in policy development and financial investment to safeguard literacy for all, especially those from greater disadvantage. To this end, the Global Alliance for Literacy within the Framework of Lifelong Learning (GAL) was launched in 2016 to advance global literacy efforts and address challenges to promoting literacy around the world.

[...]

GAL engages a multiplicity of stakeholders to advocate for the importance of youth and adult literacy and to catalyse in an effective and coordinated manner efforts to improve literacy rates in the countries that need it the most.

Retrieved and adapted from <https://uil.unesco.org/literacy/global-alliance> . Accessed on 6th Sep. 2021.

As questões de 11 a 16 referem-se ao Texto 2.

11. (DISCURSIVA 5 LINHAS) Escreva em português a versão mais adequada para *“the Global Alliance for Literacy within the Framework of Lifelong Learning”*.
12. (DISCURSIVA 5 LINHAS) Qual a problemática que envolve as ações do GAL?
13. (DISCURSIVA 5 LINHAS) Qual o propósito do GAL?
14. (DISCURSIVA 5 LINHAS) A partir das informações descritas no segundo parágrafo do Texto 2, especifique a quem ou que o número “773 milhões” se refere?
15. (DISCURSIVA 5 LINHAS) A partir das informações descritas no segundo parágrafo do Texto 2, especifique a quem ou que o número “50%” se refere?
16. (DISCURSIVA 2 LINHAS) No excerto *“GAL engages a multiplicity of stakeholders to advocate for the importance of youth and adult literacy and to catalyse in an effective and coordinated manner efforts to improve literacy rates in the countries that need it the most”*, a expressão *it*, está substituindo a expressão:

TEXTO 3 - GLOBAL CITIZENSHIP EDUCATION IN LATIN AMERICA

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In this chapter, we examine how global citizenship is constructed in core education policies and Curricula in ten Latin American countries. Our results suggest that citizenship is constructed in very similar ways. Globalization, in contrast, is constructed through two competing depictions. In some countries, imperialism in the recent history of the continent is minimized or perceived as unproblematic. In others, the globe is described as being unequal in terms of economic, political and ideological power. We conclude by arguing for a global citizenship education framed by a geopolitical of knowledge in which competing understandings of global citizenship coexist.

Available at https://link.springer.com/chapter/10.1057/978-1-137-59733-5_5 . Accessed on 6th Sep. 2021.

As questões de 17 a 20 referem-se ao Texto 3.

17. (DISCURSIVA 5 LINHAS) Qual o propósito do estudo, descrito no Texto 3?
18. (DISCURSIVA 5 LINHAS) Quais perspectivas de construção da globalização são destacadas em contraste à construção de cidadania?
19. Considerando a estrutura e as características do Texto 3, ele pertence ao gênero:
 - a) Síntese.

- b) Sinopse.
- c) Resumo.
- d) Esquema.
- e) Capítulo.

20. (DISCURSIVA 5 LINHAS) Quais as características presentes no Texto 3 que determinam o seu pertencimento a esse gênero?