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APRESENTAÇÃO

Caro aluno

número de pessoas que usa a língua inglesa e tem outro idioma como língua materna é maior do que a quantidade de falantes nativos de inglês. Dessa forma, a língua inglesa possibilita a comunicação escrita e oral entre pessoas do mundo todo, seja presencialmente ou a distância, seja para fins pessoais, profissionais, artísticos ou acadêmicos. Assim, saber inglês é um conhecimento importante para o mercado de trabalho e um instrumento valioso para o desenvolvimento acadêmico, além de facilitar o acesso a diferentes formas de entretenimento e de arte. Aprender inglês, portanto, é uma maneira de se preparar e se qualificar para tudo isso.

Esta coleção foi planejada pensando-se em contribuir para o desenvolvimento da sua formação como indivíduo que utiliza a linguagem em diversas práticas sociais. Dessa forma, ao longo dos três volumes, você encontra uma grande variedade de gêneros textuais e de temas de relevância social, além da valorização do uso da língua inglesa como instrumento de ampliação das possibilidades de acesso a diversas formas de pensar, sentir e agir no mundo. Para tal, o ensino da língua não acontece de maneira isolada, mas é sempre articulado com as demais disciplinas do currículo, convidando você a refletir de modo crítico sobre diversas questões e a participar mais ativamente da sua comunidade.

Todas as atividades foram elaboradas a partir de situações de uso da língua inglesa para que você seja capaz de desenvolver, de forma integrada, as habilidades de compreensão e de produção tanto da escrita quanto da fala. Além disso, a obra busca explorar a diversidade cultural e a riqueza das variações linguísticas.

Como buscamos valorizar seu papel na construção coletiva do conhecimento ao longo de toda a coleção, esperamos que a obra seja um convite para você se engajar com entusiasmo, junto com seus colegas e seu professor, em um processo de aprendizagem colaborativo, prazeroso e enriquecedor.

Os Autores



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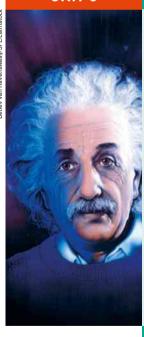


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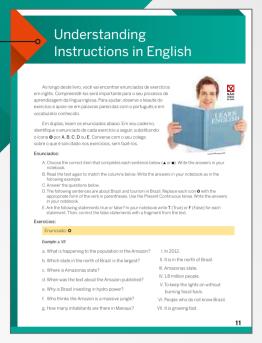
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CONHEÇA SEU LIVRO

Conheça as seções que fazem parte deste livro.

UNDERSTANDING INSTRUCTIONS IN ENGLISH

Conheça alguns enunciados em inglês que aparecem ao longo do livro.



TIPS INTO PRACTICE

Conheça dicas para colocar em prática diversas estratégias de compreensão de textos escritos e orais em inglês.





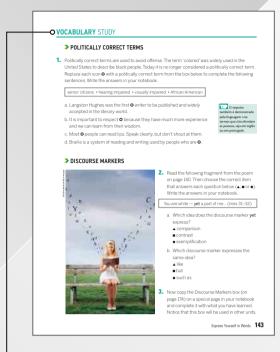
WARMING UP

Explore o título da unidade e as imagens de abertura para levantar hipóteses relacionadas ao tema.

READING

Prepare-se para ler o texto principal da unidade (Before Reading), fazer atividades de compreensão (Reading for General Comprehension, Reading for Detailed Comprehension) e refletir criticamente sobre o texto que acabou de ler (Reading for Critical Thinking).





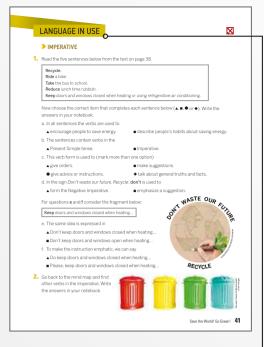
VOCABULARY STUDY

Estude o vocabulário de forma sistemática e contextualizada.



LISTENING AND SPEAKING

Participe, com seus colegas, de atividades de ouvir e falar em inglês.



LANGUAGE IN USE

Aprimore seus conhecimentos gramaticais a partir de situações de uso da língua.

WRITING

Escreva um texto com base na observação de textos que você explorou na unidade.





Debata com seus colegas questões relevantes sobre o tema da unidade.

PROJECT

Planeje, desenvolva e apresente projetos interdisciplinares em grupo. Cada projeto está dividido em duas partes (A e B).



REVIEW

Reveja conteúdos trabalhados (Reading, Language in Use), faça questões do Enem e de vestibulares anteriores (Studying for Exams) e avalie sua aprendizagem (Thinking about Learning) a cada duas unidades.



LANGUAGE REFERENCE AND EXTRA PRACTICE

Reveja os conteúdos linguísticos trabalhados e faça novos exercícios para praticar o que aprendeu.

IRREGULAR VERBS

Consulte uma lista de verbos irregulares no passado agrupados por ordem alfabética e por formas semelhantes.

EXTRA ACTIVITIES

Faça atividades adicionais relacionadas aos conteúdos das unidades.

STUDYING FOR ENEM

Prepare-se para o Enem por meio de seis simulados, totalizando 30 questões, e depois, faça uma prova anterior completa.

GLOSSARY

Veja o significado de palavras e expressões utilizadas no livro.

INDEX

Consulte a lista de tópicos gramaticais trabalhados na coleção.

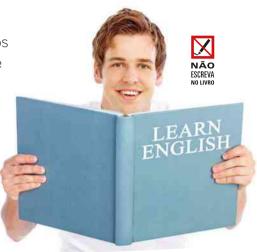
BIBLIOGRAPHY

Conheça a bibliografia utilizada na coleção.

Understanding Instructions in English

Ao longo deste livro, você vai encontrar enunciados de exercícios em inglês. Compreendê-los será importante para o seu processo de aprendizagem da língua inglesa. Para ajudar, observe o leiaute do exercício e apoie-se em palavras parecidas com o português e em vocabulário conhecido.

Em duplas, leiam os enunciados abaixo. Em seu caderno, identifique o enunciado de cada exercício a seguir, substituindo o ícone � por A, B, C, D ou E. Converse com o seu colega sobre o que é solicitado nos exercícios, sem fazê-los.



kurhan/Shutterstock

Enunciados:

- A. Choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.
- B. Read the text again to match the columns below. Write the answers in your notebook as in the following example.
- C. Answer the questions below.
- D. The following sentences are about Brazil and tourism in Brazil. Replace each icon ❖ with the appropriate form of the verb in parentheses. Use the Present Continuous tense. Write the answers in your notebook.
- E. Are the following statements true or false? In your notebook write **T** (True) or **F** (False) for each statement. Then, correct the false statements with a fragment from the text.

Exercícios:

Enunciado: 3

Example: a. VII

- a. What is happening to the population in the Amazon?
- b. Which state in the north of Brazil is the largest?
- c. Where is Amazonas state?
- d. When was the text about the Amazon published?
- e. Why is Brazil investing in hydro power?
- f. Who thinks the Amazon is a massive jungle?
- g. How many inhabitants are there in Manaus?

- I. In 2012.
- II. It is in the north of Brazil.
- III. Amazonas state.
- IV. 1.8 million people.
- V. To keep the lights on without burning fossil fuels.
- VI. People who do not know Brazil.
- VII. It is growing fast.

Enunciado: 3

- a. Do you travel when you are on vacation? If so, where do you usually go to?
- b. What places would you like to visit? Why?



Enunciado: 3

- a. The Present Continuous tense is used in headlines 1. 2 and 3 to talk about:
 - ▲ actions happening at the time of speaking/publishing.
 - changes happening around the time of speaking/publishing.
- b. The following headlines present a positive view of Brazil:
 - ▲ headlines 1 and 2.

- headlines 2 and 5.
- c. The following headline presents a negative evaluation/description of an event:
 - ▲ headline 3.

- headline 4.
- d. The Present Continuous tense is used in headline 5:
 - ▲ to ask about an action happening around now.
 - to describe an action happening right now.
- e. In headline 2, the author omits the verb:
 - ▲ is.

■ are.

- f. Two possible short answers for the question in headline 5 are:
 - ▲ Yes, it is. / No, it isn't.

■ Yes, it's. / No, it is not.

Enunciado: 3

- a. Motivated primarily by the immense biodiversity, the Pantanal (become) a top Brazil travel destination for ecotourism.
- b. It's recommended that tourists who **(plan)** their vacations in Brazil make reservations well in advance due to the increasing popularity of this country.
- c. you (plan) to visit Brazil? [...] Never forget to try ecotourism. It is one of the main attractions of the destination.
- d. The people chopping down the Amazon at the speed of Belgium per annum � (not think) about Brazil or its people.

Adapted from: www.articlesfactory.com/articles/travel/brazil-vacations-in-pantanal.html, http://braziltravelinformation.blogspot.com.br, www.crikey.com.au/2009/11/12/calling-truenergys-cprs-bluff/?wpmp_switcher=mobile&wpmp_tp=1. Accessed in: September 2015.

Enunciado: 3

- a. Most of the tourists visit Rio's favelas for long hours.
- b. Tourists are visiting Rio's favelas more frequently.
- c. Only a small number of Brazilians are visiting Rio's favelas.
- d. Rio's favelas have reputations for crowding, poverty and clashes between drug gangs and police.
- e. Casa Alto Vidigal is a luxury hotel in Rio de Janeiro.



Tips into Practice

- 1. Leia o texto abaixo e responda:
 - a. Qual é a ideia principal?
 - b. Qual é o objetivo do texto?
 - c. Que recursos foram empregados para atingir esse objetivo?



ABUSE HUMILIATE OFFEND.

You have the right to dignity at work. Degrading and offensive behaviour is NOT ACCEPTABLE and will not be tolerated.

Together we can end bullying and harassment at work.

Available at: http://mhdmovingpeople.blogspot.com.br/2011/08/we-help-first-transpennine-express.html>.

Accessed in: September 2015.

2. Muitas vezes, algumas estratégias de leitura, como observar o uso de diferentes tamanhos e cores de letras, nos ajudam a compreender um texto. O que ajudou você a compreender o texto?

Nesta seção, pense sobre as estratégias de leitura que você já usa e aprenda outras.

Antes de fazer os exercícios sobre o texto abaixo, conheça algumas dicas de estratégias que são importantes antes, durante e/ou depois da leitura do texto.

A Ative seu conhecimento prévio sobre o tema do texto para favorecer o estabelecimento de hipóteses sobre o que será lido.

Identifique o gênero textual (anúncio, artigo de revista etc.) para, com base no que você já sabe sobre esse gênero, compreender melhor o texto, seus objetivos e sua estrutura.

Health Smart

SLEEP SCIENCE

Identifique a seção (da revista) a que o artigo pertence para facilitar a formação de hipóteses sobre o que será lido.

Arcurs/Shutterstock/Glow Images

Sleep keeps the kilos at bay

Faça previsões sobre o texto a partir da imagem e de seu conhecimento de mundo.

Faça previsões sobre o texto com base no título e nas palavras-chave.

Apoie-se
em palavras
transparentes para
fazer previsões
sobre o texto e
compreendê-lo.

Localize números, abreviações e nomes para identificar informações específicas mais rapidamente. Growing evidence suggests a good sleep routine plays an important part in weight control — with a study from the Mayo Clinic showing sufficient sleep is needed to keep our kilojoule intake on track. Study participants who slept for 80 minutes less than a control group consumed on average an extra 2300 kJ each day.

"Research shows that when people

are sleep deprived there are changes inside the brain and this could be driving them to eat more," says study co-investigator Dr Andrew Calvin. The hormones linked to hunger may be upset, too. "Even though they [sleep deprived study participants] produced the signal telling them they were full, they still consumed extra kilojoules."

Identifique a fonte do texto para favorecer o estabelecimento de hipóteses sobre

o que será lido.

Sleep Science

READER'S DIGEST. New Zealand: Reader's Digest (Australia) PTY LTD, v. 181, n. 1083, August 2012. p. 28.

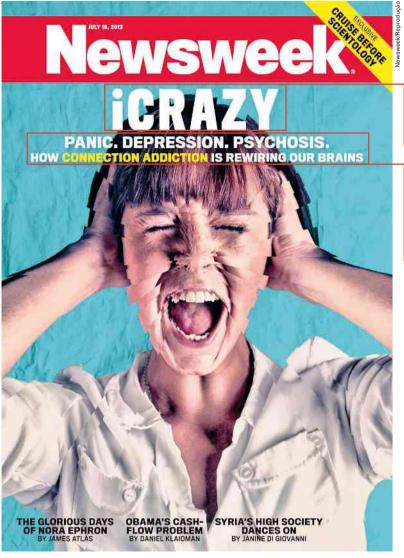
- 1. Agora, faça as atividades a seguir sobre o texto da página anterior em seu caderno. Para cada exercício, informe a estratégia de leitura (A-H) que você utilizou. No item a, por exemplo, a estratégia apresentada na Tip D pode ajudar você.
 - a. Com base na foto, qual você acha que é o assunto do texto?
 - b. O que você sabe sobre o sono? Por que precisamos dormir? Quantas horas por dia você dorme?
 - c. A partir do título, descobrimos que o texto estabelece uma relação entre o sono e o
 - ▲ peso.
 - humor.
 - estresse.
 - d. Qual é o gênero do texto apresentado?
 - ▲ Artigo de revista.
 - Anúncio de colchão ortopédico.
 - Campanha publicitária.
 - e. Ao identificar a fonte do texto, percebemos que ele foi publicado em uma revista
 - ▲ de economia.
 - especializada em contos.
 - de assuntos diversos.
 - f. Em que seção da revista o texto foi publicado?
 - ▲ Saúde.
 - Economia.
 - Entretenimento.
 - g. Quais palavras transparentes, isto é, semelhantes ao português, podem ser encontradas no texto?
 - h. Em seu caderno, copie o parágrafo abaixo, substituindo os ícones o por informações sobre a pesquisa mencionada no texto.

De acordo com o pesquisador �, uma pessoa que dorme menos consome mais calorias. No estudo, realizado na �, um grupo de pessoas que dormiu � a menos do que outro grupo consumiu 2 300 kj (cerca de 550 calorias) diários a mais.

2. Read the text below and choose the correct answers (▲, ■ or •). Tips I-K can help you! Write the answers in your notebook.

Observe o leiaute do texto, ou seja, a organização visual dos elementos verbais (palavras) e não verbais (cores, tipos de fonte, imagens etc.) na página.

Observe as relações entre os elementos verbais e não verbais.



Note que o título apresenta a ideia geral do texto.

Note que os subtítulos ampliam/detalham a ideia apresentada no título.

From: NEWSWEEK, July 16 2012.

Tip **B** can help you!

- a. The text is a
 - ▲ magazine cover.
 - magazine article.
 - campaign slogan.
- b. The purpose of the text is
 - ▲ to attract people's attention so they'll buy the magazine.
 - to convince readers to agree with the author's opinion.
 - to raise people's consciousness on the positive effects of technology.

- Tip
- can help you!
- c. The name of the magazine is
 - ▲ iCRAZY.
 - Newsweek.
 - Exclusive.
- **3.** Quais são as palavras transparentes do texto? Responda em seu caderno.

- **4.** Em seu caderno, responda às questões abaixo com base no texto da página anterior. Para cada item, utilize a dica de estratégia de leitura sugerida.
 - a. No título iCRAZY, a que "i" se refere?

b. Qual é a relação entre a foto e o termo iCRAZY?

c. Quais são os três exemplos de problemas psicológicos que podem ser desenvolvidos por pessoas viciadas em conexão à Internet?

d. Por que a expressão connection addiction tem uma cor diferente?

e. No subtítulo *How connection addiction is rewiring our brains*, qual trecho descreve os efeitos do vício em conexão à Internet?

Tip: A

Tip: J, L

Tip: K

Tip: I

Tip: K

- **5.** Que ideias você espera encontrar na matéria de capa da revista apresentada na página anterior? Responda em seu caderno.
- **6.** Leia a seguir o título e o subtítulo da matéria de capa da revista *Newsweek* para verificar se suas previsões se confirmam.

In Newsweek Magazine

Is the Web Driving Us Mad?

Jul 9, 2012 1:00 AM EDT

Tweets, texts, emails, posts. New research says the Internet can make us lonely and depressed — and may even create more extreme forms of mental illness, Tony Dokoupil reports.



Um texto pode ser lido com diferentes objetivos. Neste caso, o objetivo é verificar se as previsões feitas devem se confirmar.

Available at: <www.huffingtonpost. com/2012/07/09/is-the-web-driving-usmad_n_1658862.html>. Accessed in: September 2015 (Fragment). 7. Em seu caderno, copie o esquema abaixo, substituindo os ícones 🔾 por palavras do fragmento de texto do exercício 6.

TECHNOLOGY **PSYCHOLOGICAL EFFECTS** tweets Ionely extreme forms of 😂

Use expressões e/ou palayras-chave para criar um esquema, diagrama, quadro ou mapa conceitual e, assim, organizar visualmente as ideias de um texto. antes, durante e/ou depois da leitura.

- **8.** Read the text below and answer the following questions in your notebook. Tips 0-S can help you!
 - Observe o contexto para identificar palavras parecidas com o português, mas com significado diferente (false friends).

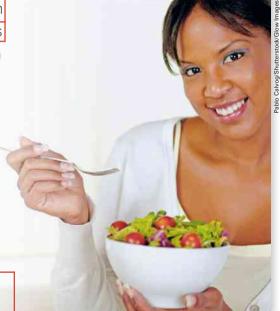
Apoie-se no vocabulário já conhecido. Isso vai ajudá-lo na compreensão do texto.

Q Why do we need a varied diet?

A Late last year, a study conducted in 10 European countries showed that eating a variety of fruits and vegetables reduces lung cancer risk by as much as 23 percent. That's just the most recent evidence that diverse diets are ideal. Our bodies require, among other things, amino acids, fats and vitamins to function. We can get vitamin C, for

example — which assists in biochemical reactions, helps heal wounds, and acts as an antioxidant — from many fruits and vegetables. Fats, a main source of energy, are found in nuts, fish and oils. And animal products, legumes and grains provide nine amino acids vital for building proteins, the structural components of our cells.

Leefy greens contain vitamin A, a necessity for eye and skin health.



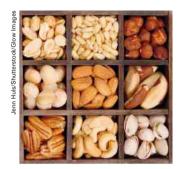
Adapted from: SCIENCE ILLUSTRATED. New York: Bonnier Corporation, volume 4, issue 2, March/April 2011, p. 27.

Não se preocupe com as palavras desconhecidas, pois nem sempre é necessário saber o significado de cada palavra para atingir o objetivo de leitura.

Observe os sufixos e/ou prefixos da palavra para ajudá-lo a compreender seu significado.

Observe o que palavras em uma enumeração ou listagem têm em comum para inferir possíveis significados.

- a. What is the purpose of the text?
 - ▲ To answer a question.
 - To recommend an old diet.
- b. What do **Q** and **A** stand for?
 - ▲ Question and Advice.
 - Ouestion and Answer.



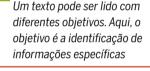
- c. What is the main idea of the text?
 - ▲ A diverse diet is good for your health.
 - A diet based on vegetables is good for your brain.
 - A varied diet eliminates the risk of lung cancer.
- d. There are more than 30 transparent words in the text. Can you find them?
- ? Are the following statements true or false? In your notebook write T (True) or F (False) for each statement. Then, correct the false statements.
 - a. Vegetables are a main source of energy.
 - b. Our bodies require amino acids, fats and vitamins to function.
 - c. Vitamin C acts as an antioxidant.
 - d. Vitamin A is a necessity for hair health.
- 10. Observe os fragmentos abaixo e faça inferências sobre o significado das palavras em **negrito**.

[...] a variety of fruits and **vegetables** reduces **lung** cancer risk [...] Fats, as a main source of energy, are found in **nuts**, fish and oils.

Agora, copie as frases abaixo em seu caderno substituindo cada ícone o por uma das palavras em negrito.

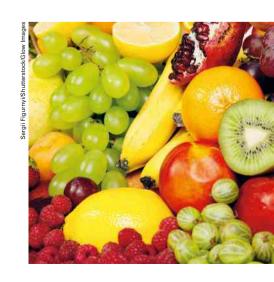
- a. **②** é um órgão do corpo humano.
- b. **♦** é um tipo de alimento rico em gordura.

Agora que você já conheceu várias dicas para a compreensão de textos escritos, é hora de conhecer algumas dicas para a compreensão de textos orais. Note que algumas estratégias utilizadas na leitura também serão empregadas na escuta.



Tip **S**

can help you!



- 11. Carbohydrates, proteins and fats are the three main components of the food you eat. What do you know about them? In your notebook write C (carbohydrates), P (proteins) or F (fats) for each statement below.
 - a. They build muscle and give us energy.
 - b. They are sugars that the body uses for energy.
 - c. They process vitamins.
 - d. They are found in oil, butter, fried foods and fast food.
 - e. They are found in meats, eggs, avocado and beans.
 - f. They are found in bread, rice, fruit and whole grains.
- **12.** Listen to part of an interview with nutritionist Alyson Greenhalgh about the importance of a balanced diet. Then, replace each icon **⋄** with an appropriate answer to complete each sentence below. Write the answers in your notebook.
 - a. Carbohydrates are used for ❖.
 There are two types of carbohydrates: simple and complex.
 - b. Simple carbohydrates are the 3.
 - c. Complex carbohydrates contain lots of 3 and minerals.
 - d. You can find natural sugars in .
 - e. ②, sweets and regular fizzy drinks contain a lot of added sugar.
- Não se preocupe em entender tudo o que ouvir. Isso nem sempre é necessário para atingir seus objetivos de compreensão. Concentre-se nas informações que deseja e preste atenção nas palavras-chave.

Ative seu conhecimento prévio sobre o tema do texto oral para

favorecer o estabelecimento de

hipóteses sobre o que será ouvido.

- 13. Listen to the recording again and choose the correct statements below. Write the answers in your notebook.
 - a. Added sugar is bad for your teeth.
 - b. Simple carbohydrates are better for you than complex carbohydrates.
 - c. People should eat a third of all their food from the simple carbohydrate group.
 - d. It is important that football players eat a diet high in complex carbohydrates.
- 14. Listen to the recording once more and check your answers.
- **15.** What is the next topic to be discussed by the nutritionist in the interview? Write the answer in your notebook.
 - a. The nutrient fat.
 - b. The nutrient protein.
 - c. Vitamins and minerals.
- **16.** Do you have a healthy, balanced diet? Is it high in simple or complex carbohydrates?



Fique atento a algumas características da linguagem oral, como, a repetição de palavras, a entonação de frases e a ênfase em palavras ou sílabas, pois isso facilita a compreensão.

Antes de ouvir o áudio, leia os itens do

exercícios de compreensão oral.

exercício para conhecer as informações solicitadas. Você deverá prestar atenção a

elas durante a escuta. Faça isso em todos os

Z

Estabeleça relações entre o texto e sua realidade.

Ē

Studying with Technology





Why do they use technology?



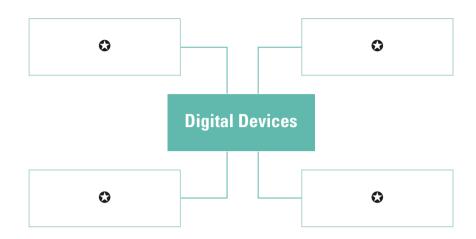


LEARNING OBJECTIVES

- to take part in discussions on the use of technology in education
- to learn how to use the Present Simple tense and question words
- to explore infographics

1. Copy the diagram below in your notebook and replace each icon ◆ with an example of a digital device to complete the diagram. Choose items from the box.

chalk • interactive whiteboard • laptop • notepad • smartphone • tablet • textbook



2. What can you do with the digital devices pictured below? Write the answers in your notebook. The items in the box can help you.

search for information • listen to music and watch videos • read and write emails • take pictures • text friends









BEFORE READING

- 1. Answer the questions below.
 - a. Are you a high-tech person? If so, do you use technology to study?
 - b. Do your teachers use technology in the classroom? If so, what for?
- 2. Turn over the page and, before reading the text, look at the pictures, the title and the layout. Then choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.
 - a. The text contains
 - ▲ a main topic only.
 - a main topic and four subtopics.

- Observe o título, os subtítulos, as imagens e o leiaute do texto. Isso ajudará você a compreendê-lo.
- b. The title and subheadings suggest that technology in the classroom is viewed as something
 - ▲ positive.
 - negative.



3. Infographics (information graphics) are visual representations that present information quickly. Which items from the list below can you find in the infographic on the next page? Write the answers in your notebook. TIP A partir de imagens,

graphs • maps • pictures • percentages • arrows

sobre o que você vai ler. 4. Look at the visual elements in the infographic. Read the title and the subheadings. What ideas do you expect to find in the text?

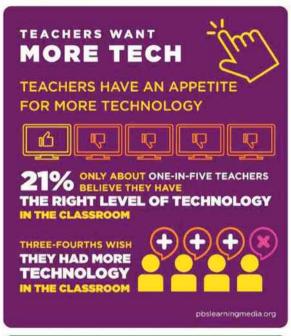
assunto do texto, faça previsões

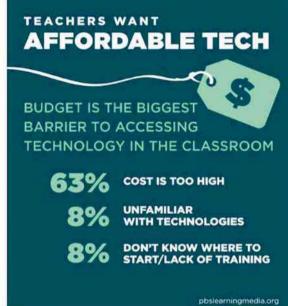
de palavras-chave e do que você já sabe sobre o

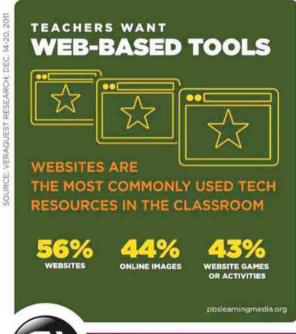


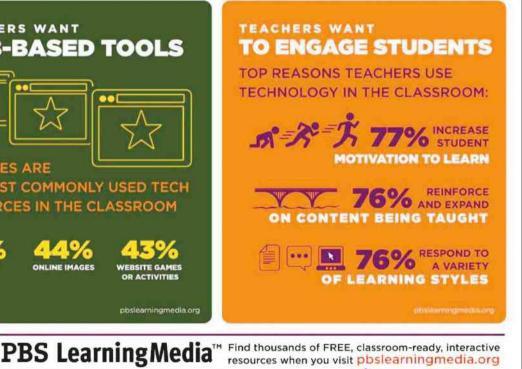
Now read the text quickly to check your predictions.











SIGN UP TODAY!

Available at: http://educationisphysical.com/2012/08/06/technology-what-teachers-want-. Accessed in: September 2015.

READING FOR GENERAL COMPREHENSION

Choose the correct item that answers each question below (▲ or ■). Write the answers in your notebook.

- a. Which keywords best connect to the main idea of the text?
 - ▲ teachers students
 - technology education
- b. According to the text, what do teachers want?
 - ▲ They want more training to use technology in the classroom.
 - They want more technology in the classroom at a reduced cost.

Ao ler, você pode buscar uma compreensão geral do texto ou a identificação de informações específicas.

READING FOR DETAILED COMPREHENSION

- 1. The text is divided into four parts (a-d) listed on the left. What is the main topic of each part? Write the answers in your notebook. Use expressions from the box on the right.
 - a. Teachers want more tech
 - b. Teachers want affordable tech
 - c. Teachers want web-based tools
 - d. Teachers want to engage students
- Reasons for teachers to use technology in the classroom.
- Obstacles to use technology in the classroom.
- The amount of technology used in the classroom.
- Popular technological resources used in the classroom.
- 2. Replace the icon ♥ with the statistics from the box on the right to complete the following statements. Write the answers in your notebook.
 - a. teachers want to have more technology in the classroom.
 - b. About teachers believe they have the right level of technology in the classroom.
 - c. of teachers use technology to respond to a variety of learning styles.

three-in-four 76%

one-in-five

- **3.** Answer the questions below with a fragment from the text. Write the answers in your notebook.
 - a. What is the principal obstacle for teachers to use technology in the classroom?
 - b. What is the top reason for teachers to use technology in the classroom?
 - c. What are the most popular tech resources used in the classroom?

READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- a. According to the text, teachers use technology in the classroom to engage students. Do you think technology always helps students to learn? In your opinion, does the use of technology guarantee a high-quality education? Why?
- b. Do you think high cost is one of the barriers to accessing technology in Brazilian schools? In your opinion, what are other possible barriers?

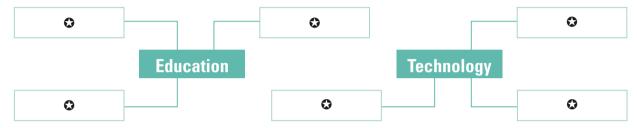
VOCABULARY STUDY

> TRANSPARENT WORDS

1. Transparent words are words with very similar form and meaning in two languages. For example, technology (English) and tecnologia (Portuguese). There are more than 20 transparent words in the infographic. Write them in your notebook.

> WORD GROUPS

2. Word groups are groups of words related to a common topic. Copy the diagrams below in your notebook and replace each icon ❖ with a word from the text.



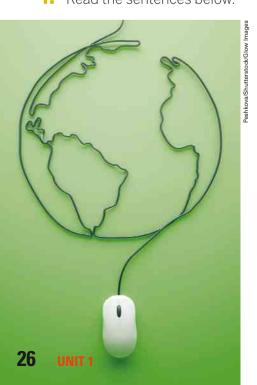
3. In your notebook, add other words to the word groups from exercise **2**.

LANGUAGE IN USE



PRESENT SIMPLE (AFFIRMATIVE AND NEGATIVE FORMS)

1. Read the sentences below.



- I. Teachers want to engage students.
- II. Teachers have an appetite for more technology.
- III. 8% of teachers don't know where to start.

Now choose the correct item that completes each sentence below (\blacktriangle or \blacksquare). Write the answers in your notebook.

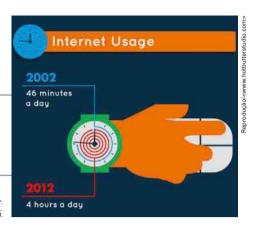
- a. The Present Simple tense is used in all three sentences to talk about
 - ▲ facts and generalizations.
- habits and routines.
- b. The subject **teachers** can be replaced by the pronoun
 - ▲ it (3rd person singular).
- they (3rd person plural).
- c. To form the negative sentence III in the Present Simple, we use **don't**
 - ▲ before the main verb.
- after the main verb.

2. Read an infographic about Internet usage in the US. Then replace each icon • with spend or don't spend to complete the text below. Write the answers in your notebook.

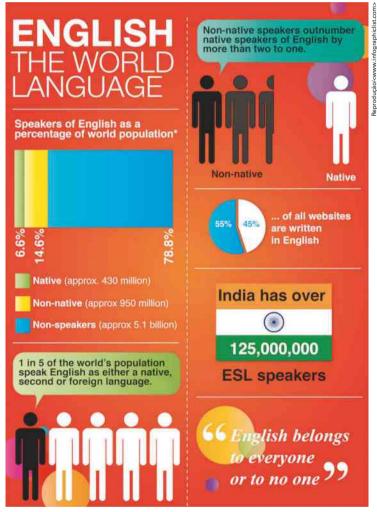
> Nowadays, Internet users in the US **②** only 46 minutes a day on the Internet as in the past.

They O long hours online.

Available at: http://mashable.com/2012/08/22/the-internet-a-decade-later Accessed in: September 2015.



- 3. Did you know that about 55% of all websites are written in English? Read the following infographic about the English language and choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.
 - a. The main purpose of this infographic is to
 - ▲ describe the routine of English speakers around the world.
 - present some interesting facts about English as a world language.
 - b. The Present Simple tense is used in all sentences to talk about
 - ▲ facts and generalizations.
 - habits and routines.
 - c. In "India has over 125.000.000 ESL speakers," the subject is
 - ▲ India. ■ speakers.
 - d. In "English belongs to everyone or to no one," the subject is
 - ▲ everyone. ■ English.
 - e. These two subjects (from items c and d) can be replaced by the pronoun
 - \triangle it (3rd person singular).
 - they (3rd person plural).
 - f. In "English belongs to everyone or to no one," we add s to the main verb because the subject is equivalent to
 - \triangle it (3rd person singular).
 - they (3rd person plural).



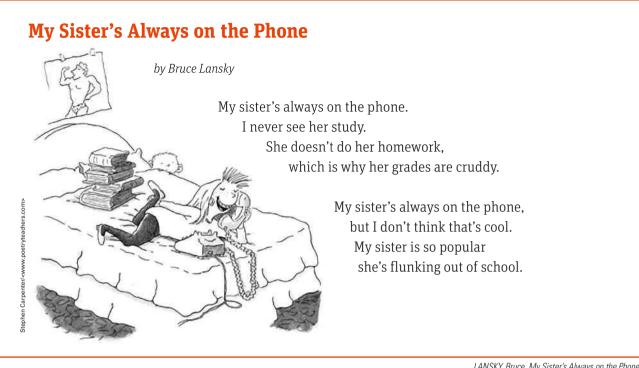
Available at: http://infographiclist.com/2012/03/26/ english-the-world-language-infographic>. Accessed in: September 2015.

- 4. Are you a good language learner? Choose the correct verb form in parentheses to complete each sentence below. Replace each icon ❖ with the verb form in the 3rd person singular. Write the answers in your notebook.
 - a. The good language learner (have/has) the courage to experiment and take risks.
 - b. The good language learner **②** (tries/try) out different strategies to learn vocabulary.
 - c. The good language learner **3** (go/goes) for communication and accuracy.
 - d. The good language learner � (looks/look) for opportunities to learn inside and outside the classroom.
- 5. Read the sentences from exercise 4 again. Then copy the table below in your notebook and replace each icon ❖ with the correct verb form to complete it.

PRESENT SIMPLE TENSE				
Spelling rules for verbs in the 3 rd person singular	Examples			
Most verbs: verb + s	look → ♥ think → thinks discard → discards	offer → offers practice → practices play → plays		
Verbs ending in o, s, z, x, sh, ch: verb + ❖	go → t do → does miss → misses buzz → buzzes	mix → mixes finish → finishes watch → watches		
Verbs ending in consonant + y : verb - ② + ③	try → ۞ study → stud ies			
Exception:	have → ۞			

- 6. Replace each icon with the correct verb form to complete the sentences below. Use the Present Simple tense. Remember to write the answers in your notebook.
 - a. 1903: Edward Binney and Harold Smith ♦ (co-invent) crayons.
 - b. 1921: Artificial life \odot (begin) the first robot built.
 - c. 1937: Chester F. Carlson 🕈 (invent) the photocopier.
- 7. Go back to exercise 6 and choose the correct statement below (▲ or ■). Write the answer in your notebook.
 - ▲ The Present Simple tense is used in the sentences to make past events more vivid.
 - The Present Simple tense is used in the sentences to talk about past events which are not important in the present.

Read the poem below and do exercises 8-14 in your notebook.



LANSKY, Bruce. My Sister's Always on the Phone. Available at: <www.poetryteachers.com/schoolpoems/mysister.html>. Accessed in: September 2015.

- 8. Choose the correct item that completes each sentence below (\triangle or \blacksquare).
 - a. In Bruce's opinion, to be always on the phone is something
 - ▲ negative.
 - positive.
 - b. The Present Simple tense is used in "My sister's always on the phone" to describe
 - ▲ facts.
 - habits.
- 9. Which verbs in the poem are in the Present Simple tense?
- 10. Replace each icon with don't or doesn't to complete the following sentences.
 - a. We use **3** + verb (when the subject is I/you/we/they) to form negative sentences in the Present Simple tense.
 - b. We use **Q** + verb (when the subject is he/she/it) to form negative sentences in the Present Simple tense.
- 11. Turn the following sentences into the negative form to make true statements about the text.
 - a. The girl in the poem has good grades.
 - b. The girl and her brother have the same opinion about school.
- 12. Replace each icon 🛭 with before or after to complete the following sentence. Frequency adverbs like **always** and **never** are used **②** the verb be and **②** the main verb.

13. Copy the box below in your notebook and replace each icon ❖ with a frequency adverb from the poem to complete the box.



- 14. In your notebook, rewrite each sentence below. Use the words in CAPITAL LETTERS in the new sentence as in the following example.
 - a. I never see her study. DOESN'T She... doesn't study.
 - b. My sister's always on the phone. TALKS My sister...
 - c. She doesn't do her homework. NEVER She...

> PRESENT SIMPLE (INTERROGATIVE FORM)/QUESTION WORDS

15. Match the questions and answers about the text as in the example below. Write the answers in your notebook.

Example: a. V

- a. Do teachers have an appetite for more technology?
- b. Does technology cost too little for most teachers?
- c. Why do teachers use technology in the classroom?
- d. **What** do teachers use as popular tech resources in the classroom?
- e. Who wants more technology in the classroom?

- I. Websites, online images and online games or activities.
- II. Teachers.
- III. Because they want to increase students' motivation, reinforce and expand on content and respond to a variety of learning styles.
- IV. No, it doesn't.
- V. Yes, they do.
- 16. Go back to exercise 15 and choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.
 - a. To form interrogative sentences in the Present Simple tense, we use
 - ▲ do + subject (I/you/we/they) + main verb; does + subject (he/she/it) + main verb.
 - does + subject (I/you/we/they) + main verb; do + subject (he/she/it) + main verb.
 - b. In exercise 15, we used short answers in
 - ▲ a and b. c and d.
- **17.** Replace each icon **②** with a question word in **bold** from exercise **15** to complete the statements below. Write the answers in your notebook.
 - a. We use **3** to ask for an explanation or a reason.
 - b. We use to ask about a person/people.
 - c. We use to ask about things, facts or activities.

18. Copy the table below in your notebook and complete it with the questions from exercise 15 as in the example. Replace each icon ② with the correct word(s).

	Question word	Auxiliary verb	Subject	Main verb	Complement	
a.		Do	teachers	have	an appetite for more technology?	
b.		©	technology	©	too high for most teachers?	
C.	٥	٥	teachers	٥	technology in the classroom?	
d.	٥	0	O	٥	O	
e.	0			0	more technology in the classroom?	

- 19. Put the words in the correct order to ask questions. Write them in your notebook.
 - a. you / surf / why / do / on the Internet
 - b. uses / who / the Internet in your home
 - c. of the use of the Internet in the classroom / think / do / what / you
- **20.** Now use the guestions from exercise **19** to interview a classmate.



LISTENING AND SPEAKING



1. You already know a lot of words related to computers. Choose a word from the following box to label each picture below. Write the answers in your notebook.

download • upload • hard drive • software • IT professional • backup • flash drive

a.







spxChrome/iStock.com/Getty Images



- 2. (a)) Listen to a high school student, Emily, talking about her computer with her friend, Katie. Which of the following statements are correct? Write the answers in your notebook.
 - a. Emily's computer is not working.
 - b. She always uses flash drives to save her computer content.
 - c. She never takes her computer to an IT professional.
 - d. She does not want to buy a new computer.

- 3. □ Listen to the recording again. Then, replace each icon with *Emily* or *Katie* to complete the following statements. Write the answers in your notebook.
 - a. hates computers and social networking.
 - b. thinks that there is no actual interaction on the Internet.
 - c. believes that social networking and emails are very practical.
- 4. (3)) Listen to the recording once more and check your answers.
- **5.** Do you identify yourself more with Emily or Katie? Why?

> SPOKEN LANGUAGE

In spoken English, it is very common to repeat words and expressions when you are feeling angry, anxious, nervous, enthusiastic etc.

- ➤ Listen to four extracts from the dialog and identify the repeated words and expressions. Then, replace each icon in orange as in the example below. Write the answers in your notebook.
- a. repetition of "really".

C. 🗘

b. 🗘

- d. 🗘
- > Why do you think Emily repeats words and expressions?
- 6. Copy the table below in your notebook. Then interview three classmates to complete the table. Replace each icon ♀ with the information you get. Take turns.

TIP Tabelas são úteis para registrar e organizar informações. Para fazer o exercício **6**, anote, na tabela reproduzida no seu caderno, o nome dos colegas que você entrevistar, as perguntas utilizadas e as respostas dadas.

How often do you	Classmate 1	Classmate 2	Classmate 3
How often do you	0	0	O
surf on the Internet?	0	0	O
check your emails?	٥	0	O
watch videos on the Internet?	٥	0	O
text your friends?	0	0	0
use technology in the classroom?	•	•	©

7. What activities from exercise 6 are the most frequent?

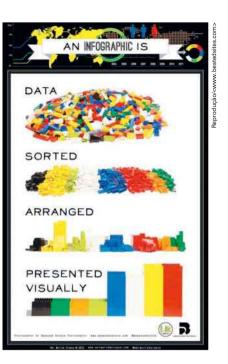
WRITING



In this unit you have read different infographics. Go back to pages 24 and 27 and explore the structure of this genre. Visit the websites <www.coolinfographics.com> and http://submitinfographics.com to find other examples of infographics.

Notice that infographics present research data on a specific topic and use a wide range of visual elements (pictures, graphs etc.).

- 1. Technology in the classroom: What do students want? It is your turn to create an infographic about what you and your classmates want in the classroom in terms of technology. Work in groups. Here are some questions to help you:
 - Do you want more technology in the classroom?
 - What digital tools/resources do you want? What for?



WRITING CONTEXT

Before writing your text, match the columns below to identify the elements of the writing context as in the following example. Write the answers in your notebook. *Example: a. III.*

a. Writer: I. informative tone

b. Readers: II. school board/Internet

c. Genre: III. you and your classmates

d. Objective: IV. present research data on the

e. Style: topic "Technology in the

f. Media: classroom: What do students

want?"

V. infographic

VI. classmates and other people

STEP BY STEP

- 1. Start your research by interviewing your classmates about what they want in the classroom in terms of technology.
- 2. Interview as many participants as possible.
- 3. Indicate percentages and draw conclusions from your data. Use the Present Simple to talk about facts and generalizations.
- **4.** Add pictures and graphs to illustrate your infographic.
- **5.** Exchange infographics with classmates and discuss the texts.
- **6.** Make the necessary corrections.
- **7.** Write the final version of the infographic.

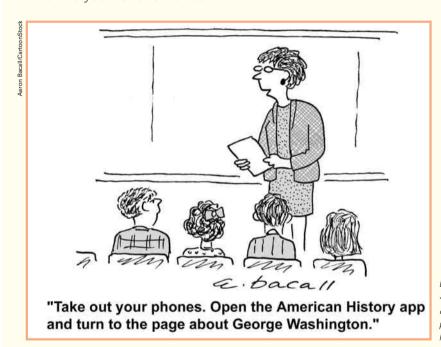
- TIP Ao revisar os textos, considere, por exemplo:
- objetivo: O infográfico está adequado a seu objetivo e ao público-alvo?
- conteúdo: As porcentagens foram verificadas e estão corretas?
- linguagem: As linguagens verbal e não verbal estão bem integradas?
- leiaute: A organização visual facilita a compreensão das informações? Reescreva seu texto com base na revisão feita por você e seus colegas.
- 2. Now it's time to share your infographic with your classmates and other people. All the infographics can be published, for example, on the Internet (blog, school website etc.) or displayed on the school board. You can also use one of the online resources below to create and publish your infographic:
 - <http://create.visual.ly>
- <www.easel.ly>
- <http://infogr.am>

LOOKING AHEAD



The term *digital divide* describes the gap between individuals and communities that have and those that do not have access to modern information and communication technologies like the Internet.

- > In your opinion, what are the causes and the consequences of the digital divide?
- Do you think students with access to technology have more opportunities to learn? Why?
- ➤ In your opinion, what are the possible positive consequences of using technology in the classroom?
- How can technology be included in English, Portuguese, Spanish, Geography, History and Math classes, for example?
 Talk to your teachers about it.



BACALL, Aaron. Available at:
<www.cartoonstock.com/cartoonview.asp?search=site
&catref=aban454&MA_Category=&ANDkeyword=
phone&Ofikeyword=&TITLEkeyword=&NEGATIVE
keyword=>. Accessed in: September 2015.

EXTRA READING

http://teaching.about.com/od/tech/Technology-In-Education.htm

http://teaching.about.com/od/tech/tp/Interactive-Math-Websites.htm

 $<\!\!www.zdnet.com/blog/igeneration/what-do-high-school-students-want-from-mobile-tech-infographic/15843>$

<www.famousbloggers.net/digital-divide-infographic.html>

Vício em novas tecnologias. (Barueri: Ciranda Cultural, 2009. Coleção Aprendendo a Viver.)

EXTRA VIDEOS

http://undertoldstories.org/stories/brazils-digital-divide https://www.teachingenglish.org.uk/tips/mobile-learning A rede social. David Fincher. Estados Unidos, 2010.

Save the World! Go Green!





Are you a green person? How green are you?

Fernando Favoretto/Acervo do fotógrafo







Tomas Jasinskis/Shutterstock/Glow Images



LEARNING OBJECTIVES

STANDBY/ON

• to take part in discussions on energy saving and sustainable practices

Jacek/kino.com.br

• to learn how to use the Imperative

Busse Yankushev/Latinstock

• to explore mind maps

STANDBY

1. Choose an environmentally friendly alternative (▲ or ■) to complete the tips below. Write the answers in your notebook. The pictures on the previous page can help you!

a. Go	▲ to school by bike.	
a. G0	■ to school by car.	
b. Choose	▲ incandescent lamps.	
b. Choose	■ LED lamps.	
c. Buy	▲ products with a bad en	ergy star rating.
c. buy	■ products with a good e	nergy star rating.
		.2
d. ▲ Take	long hot showers.	Brandon Ams of the standard of
■ Don't take	iong hereinewere.	1888
		randon A
e. Use	▲ eco bags.	الما الما الما الما الما الما الما الما
e. USe	■ plastic bags.	THE A
		// // //
f. ▲ Leave	appliances on standby	., ,, ,
■ Don't leave	appliances on standby.	

- 2. What can we do to keep our environment healthy? Write the answers in your notebook.
- 3. What do the 3R's of the environment mean? Replace each icon ❖ with an expression from the box on the right to complete each sentence below. Write the answers in your notebook.
 - a. Reduce means **②**

to use again

b. Reuse means @

to process used materials into new products

c. Recycle means &

to use less







BEFORE READING

- 1. Answer the questions below.
 - a. What do you do in your house to save energy? What about your parents?
 - b. How can you reuse the following everyday items?



- c. Do you or your family members reuse items at home? If so, which one(s) and how?
- 2. Turn over the page and, before reading the text, look at the layout and the structure. Then choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.
 - a. The text is
 - ▲ a timeline.

■ a mind map.

TIP Use o que você já conversou em aula e o que você já sabe sobre o assunto para fazer previsões sobre o texto.

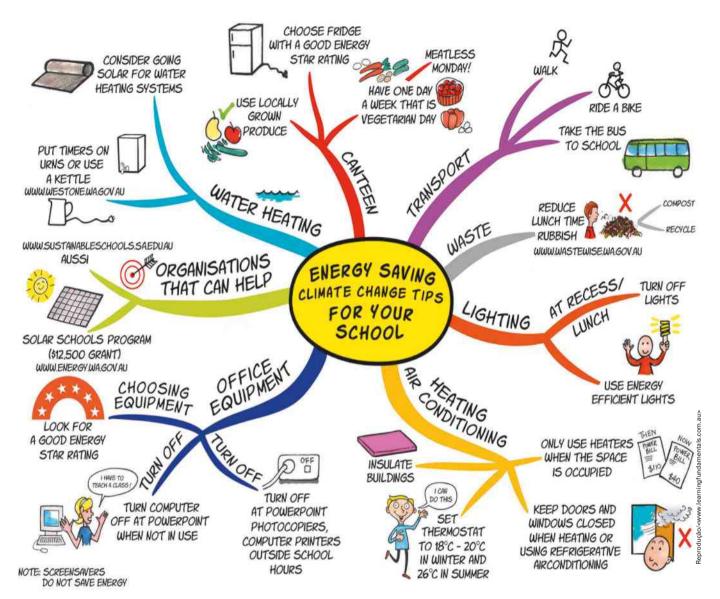
- b. The text contains
- ▲ a main topic only.

- a main topic and eight subtopics.
- c. The structure of the text suggests that it offers
 - ▲ a great number of energy saving tips.
 - a reduced number of energy saving tips.
- 3. In pairs write in your notebook three energy saving tips you expect to find in the text. Write the answers in your notebook.

READING



Now read the text quickly to check your predictions.



Available at: http://learningfundamentals.com.au/resources. Accessed in: September 2015.

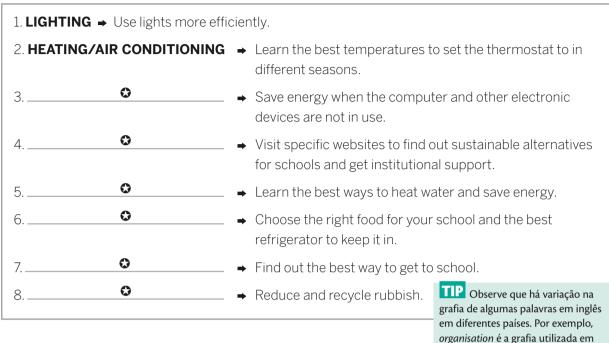
READING FOR GENERAL COMPREHENSION

What is the main idea of the text? Choose the correct item that answers this question. Write the answer in your notebook.

- a. To suggest practical ways of recycling school rubbish.
- b. To give students and teachers tips for using energy efficient lights.
- c. To provide school staff and students with useful ideas on how to save energy.
- d. To help schools reduce their energy costs in winter.

READING FOR DETAILED COMPREHENSION

1. The central topic of the mind map is divided into eight subtopics. Replace each icon ❖ in the box below with the appropriate subtopic. Write the answers in your notebook.



- 2. Read the following problems and questions presented by members of a school community. Then choose an appropriate tip from the text for each problem. Write the answers in your notebook.
 - a. "I need assistance and funding from a program specialized in energy initiatives. Energy costs are very high and going solar may be the best alternative." *Principal*

inglês britânico e australiano. Em inglês americano, usa-se organization.

- b. "I always make sure the air conditioning is at room temperature but my students always ask me to turn it down or up." English teacher
- c. "Can I leave my computer on all the time?" $\mathit{High}\ \mathit{school}\ \mathit{student}$
- d. "I don't know what I can do to make students eat healthy food." $School \ cook$



READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- a. In your opinion, is it easy to put into practice the ideas from the mind map (on page 38)? What difficulties can your school encounter?
- b. What can you do to overcome these difficulties?
- c. What are the possible effects of following those tips in your school?

Procure ter uma postura crítica diante dos textos, considerando novas perspectivas sobre o tema e relacionando-o com a realidade a sua volta.

VOCABULARY STUDY

> WORD FORMATION

1. Read the sentences in the following box. Then, choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.

Meatless Monday! Have one day a week that is a vegetarian day.

- a. We can infer that the suffix -less means
 - ▲ without; not having.
- with: full of.
- b. The suffix -less is usually added to nouns to form
 - ▲ adverbs.

- adjectives.
- 2. Now copy the Word Formation box (on page 173) on a special page in your notebook and complete it with what you have learned. Notice that this box will be used in other units.

> MULTI-WORD VERBS

- 3. Go back to the text on page 38 and focus on the multi-word verb turn off. Then choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.
 - a. In all sentences turn off means
 - ▲ to move the switch on a machine or light so that it starts working.
 - to move the switch on a machine or light so that it stops working.
 - b. Turn off is a
 - ▲ separable multi-word verb the verb and particle can be separated (as in turn the computer off) or together (as in turn off the computer) and the meaning doesn't change.
 - non-separable multi-word verb the verb and particle cannot be separated (as in turn off the computer).



LANGUAGE IN USE



> IMPERATIVE

1. Read the five sentences below from the text on page 38.

Recycle.

Ride a bike.

Take the bus to school.

Reduce lunch time rubbish.

Keep doors and windows closed when heating or using refrigerative air conditioning.

Now choose the correct item that completes each sentence below (\blacktriangle , \blacksquare , \bullet or \blacklozenge). Write the answers in your notebook.

- a. In all sentences the verbs are used to
 - ▲ encourage people to save energy.
- describe people's habits about saving energy.
- b. The sentences contain verbs in the
 - ▲ Present Simple tense.

- Imperative.
- c. This verb form is used to (mark more than one option)
 - ▲ give orders.

- make suggestions.
- give advice or instructions.
- ◆ talk about general truths and facts.
- d. In the sign Don't waste our future. Recycle. don't is used to
 - ▲ form the Negative Imperative.
- emphasize a suggestion.

For questions **e** and **f** consider the fragment below:

Keep doors and windows closed when heating...

- e. The same idea is expressed in
 - ▲ Don't keep doors and windows closed when heating...
 - Don't keep doors and windows open when heating...
- f. To make the instruction emphatic, we can say
 - ▲ Do keep doors and windows closed when heating...
 - Please, keep doors and windows closed when heating...
- 2. Go back to the mind map and find other verbs in the Imperative. Write the answers in your notebook.







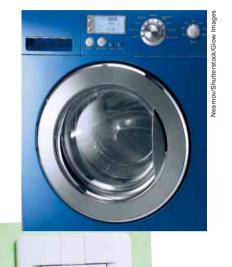
RECYCLE

ON'T WASTE OUR FUTURE



3. Stop wasting energy and money! Copy the tips below in your notebook and replace each icon ❖ with a verb form from the following box to complete each tip as in the example.

fill up • turn off • leave • don't leave • use • do



a. If possible, • the washing machine, tumble dryer or dishwasher: one full load uses less energy than two half loads.

If possible, fill up the washing machine, tumble dryer or dishwasher: one full load uses less energy than two half loads.

- b. Always the lights when you leave a room.
- c. appliances on standby and remember not to ② laptops and mobile phones on charge unnecessarily.
- d. energy saving lightbulbs. They last up to 10 times longer than ordinary bulbs, and using one can save you around £55 over the lifetime of the bulb.
- e. a home energy check. Just answer some simple questions about your home and we'll give you a free, impartial report telling you how you can save up to £280

a year on your household energy bills.



Available at: <www.energysavingtrust.org.uk/domestic/energy-saving-quick-wins>. Accessed in: September 2015.



IMPERATIVE AND PRESENT SIMPLE

4. Read the eco facts and the eco tips about saving energy.



In the kitchen

Eco fact

• Microwaves use ten per cent less energy than a conventional oven.

Eco tip

• Freeze any extra food you have made and eat it later.



In the garden

Eco fact

• Water butts are available from your local council. Using rain water on your garden is better than using fresh water from the hose.

Eco tips

- Use a watering can or a bucket for watering plants and car washing whenever possible instead of a hosepipe. This can save 60 litres of water every time.
- Collect rainwater in water butts and use a watering can instead of a hose.

THE ISOS Green Guide. Available at: <a href="mailto:mailto:. Accessed in: November 2015.

Now choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.

- a. The verbs in the Imperative are used for
 - ▲ Eco facts
- Eco tips.
- b. The verbs in the Present Simple tense are used for
 - ▲ Eco facts.
- Eco tips.

5. Make simple changes to your daily life! Replace each icon ❖ with the correct verb form of the verb in parentheses to complete each eco fact and each eco tip below. Write the answers in your notebook.



a. Televisions and personal entertainment equipment



Eco fact

 The average household ♣ £33 a year by leaving appliances like TVs, DVD players, computers and games consoles on standby. (waste)

Eco tip

 ◆ all chargers at the wall for small appliances like mobile phones once they are charged, or they will continue to use energy. (turn off)

Eco fact

The average household
 about one tonne of waste per year — the same weight as an average car. (produce)



Eco tip

• to carry reusable shopping bags when you go out shopping and recycle old plastic ones. (remember)



c. Shopping

Eco fact

 Food waste ◆ harmful to the environment. (be)

Eco tip

• ② about portion sizes. There are many useful tools available to measure portions, from a tablespoon to a spaghetti measurer. (think)

LISTENING AND SPEAKING



1. Choose an expression from the following box to label each sustainable practice below. Write the answers in your notebook.

go solar • recycle • make your own compost • turn taps off • turn lights off





b.



C.



Antes de ouvir o áudio, leia os itens do exercício para conhecer as informações solicitadas. Você deverá prestar atenção a elas durante a escuta. Faça isso em todos os exercícios de compreensão oral.

2. (3)) Listen to a local radio program from London about sustainable schools. Which photo best represents Wimbledon Park Primary School? Write the answer in your notebook.

а



b.



3. Are the following statements true or false? In your notebook, write **T** (True) or **F** (False) for each statement.

- a. Wimbledon Park Primary School is a candidate for being a sustainable school.
- b. The term **food miles** refers to the speed travelled by food to get to our plates.
- c. In Wimbledon Park Primary School, people reduce, reuse and recycle.
- d. Only a small number of schools are trying to become more sustainable.

4. (iv) Listen to the recording again and replace each icon ◆ with a word from the following box to complete each sentence below. Write the answers in your notebook.

payment • vegetables • fruit • beliefs • paper • actions • award • water

- a. The for being a sustainable school is given to schools that work hard to reduce the quantity of waste they make.
- b. In Wimbledon Park Primary School, they grow 3 at the back of the school.
- c. Sustainability means thinking about the ways our have an impact on the natural world and on other people.
- d. Some schools are monitoring the use of energy and 3.
- **5.** (3) Listen to the recording once more and check your answers.
- **6.** Is your school eco-friendly? In pairs, think of actions to make your school more sustainable. Write the answers in your notebook.

> 🏟 SPOKEN LANGUAGE

Listen to the recording and repeat the words. In your notebook, copy the words in the box below and mark the stressed syllable as in the example.

re.duce • re.use • re.cy.cle • sus.tain.a.ble • sus.tain.a.bil.i.ty • en.er.gy • a.ward

- > Listen to the recording again and check your answers.
- 7. In pairs, discuss sustainable solutions for your community. Use expressions from the two boxes below to talk about eco tips for the problems presented. You can also talk about other problems and eco tips.

Problems
Spend a long time in traffic jams
Always buy new batteries
Expensive energy bill
No recycling program at school

Eco tips
Go solar
Walk or ride a bike
Take quick showers
Use rechargeable batteries
Unplug unused appliances
Turn off lights when you leave the room



8. In your opinion, what is the most alarming problem mentioned in exercise **7**? Why? Write the answers in your notebook.

WRITING



Go back to page 38 and explore the structure of the genre mind map. Visit the website <www.mindmapart.com> to find other examples of mind maps.

A mind map is a diagram used to visually display information. It helps us to see connections between several ideas or pieces of information. A central concept is linked by lines or arrows to other concepts which are linked with other associated ideas, creating a web of relationships. Mind maps generally use different visual elements (pictures, graphs etc.) and are useful for brainstorming, summarizing, planning, goal setting and note taking.

1. Create a mind map with saving energy tips in order to encourage people to run an eco-friendly home

WRITING CONTEXT

Before writing your text, replace each icon • with an appropriate answer to identify the elements of the writing context. Write the answers in your notebook.

- a. Writer: you
- b. Readers: classmates, family members and other people
- c. Genre: 😂
- d. Objective: encourage people to run 🔾
- e. Style: objective tone
- f. Media: school board/Internet

STEP BY STEP

- 1. Think of useful tips for running an eco-friendly home.
- **2.** Start your mind map by listing the parts of a house (kitchen, bathroom, garden etc.).
- 3. Write saving energy tips for each room (actions you should take to save energy in the kitchen, bathroom, garden etc.). Include verbs in the Imperative in your mind map.
- **4.** Add a picture or drawing for each action to illustrate your mind map.
- **5.** Exchange mind maps with a classmate and discuss both texts.
- Make the necessary corrections.
- 7. Make the final version of the mind map.

- Ao revisar os textos, considere, por exemplo:
- objetivo: As informações estão adequadas ao objetivo do texto?
- leiaute: A organização visual facilita a rápida compreensão das informações?
- imagens: As figuras tornam o texto mais claro e interessante?

Reescreva seu texto com base na revisão feita por você e seus colegas.

- 2. Now it's time to share your mind map with your classmates, your family and other people. You can also use one of the following online resources to create and publish your mind map:
 - <bubbl.us>
- <www.text2mindmap.com>
- <www.mindmup.com>
- <http://mindmapfree.com>

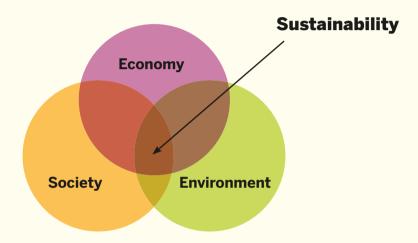
LOOKING AHEAD



- > Our planet has a limited number of natural resources. What can happen to future generations if humans do not create conditions to protect the environment?
- In your opinion, which actions can individuals take to help the world to be more sustainable? Base your answers on the simple principle of sustainability:

"Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment."

EPA United States Environmental Protection Agency. Available at: www.epa.gov/sustainability/basicinfo.htm. Accessed in: September 2015.



- > How can you encourage your friends and family to go green?
- > Find out examples of successful changes in green schools and companies and share them with your friends.

EXTRA READING

<www.landlearnnsw.org.au/sustainability/what-issustainability>

<www.mercindia.org.in/pdf/TIPS_ON_ENERGY_SAVING.pdf>
<www.amane.org.br/public_html/wp-content/
uploads/2015/01/almanaque.pdf>

<www.recycling-guide.org.uk>

Reciclagem, Jen Green. (São Paulo: DCL, 2008. Coleção Nosso Ambiente.)

EXTRA VIDEO

Home — Nosso planeta, nossa casa. *Yann Arthus-Bertrand. França, 2009.*



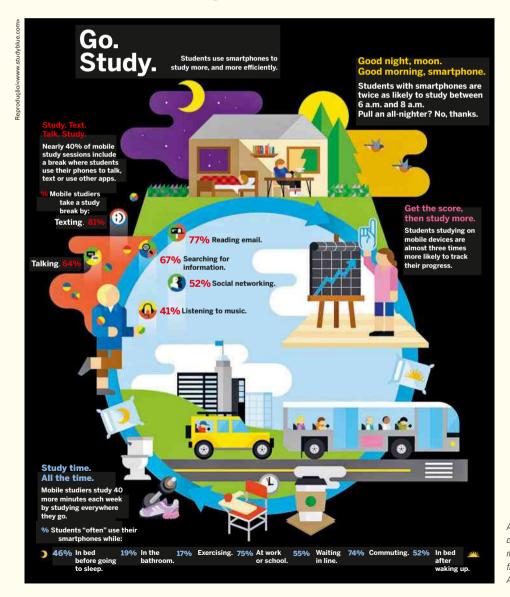


Units 1 & 2

READING



- 1. Before reading the infographic below, answer the question: What do the pictures show? Write the answer in your notebook.
 - a. The daily routine of a student.
 - b. The free time activities of a student.
 - c. The household chores of a teenager.



Available at: <www.studyblue. com/projects/infographicmobile-studying-onlineflashcards-on-smartphones>. Accessed in: September 2015.

- 2. There are more than 15 transparent words in the infographic. Can you find them?
- **3.** Which keywords best express the main idea of the text? Write the answer in your notebook.
 - a. smartphones study efficiently
 - b. smartphones Internet text
 - c. phones students free time
- 4. According to the text, a mobile studier is
 - a. a specialist on mobile phone.
 - b. a student who uses a mobile phone to learn.

- **5.** Answer the questions below in your notebook. Find fragments from the text to support your answers.
 - a. What are the two most popular activities for mobile students?
 - b. Who studies more: a mobile student or a regular student?
 - c. Who checks their progress more frequently: a mobile student or a regular student?

LANGUAGE IN USE

>> PRESENT SIMPLE

1. Choose the correct verb form in each sentence below as in the example. Write the answers in your notebook.

Example:

a. No word in the English language rhyme/rhymes with month.

Answer: rhymes

- b. "Dreamt" is the only English word that end/ ends in the letters "mt".
- c. No words in the English language rhyme/rhymes with orange, silver or purple.
- d. The word "set" have/has more definitions than any other word in the English language.
- 2. The following sentences are about environmental issues. Replace the icons with the correct form of the verbs in parentheses to complete the sentences as in the example. Use the Present Simple tense. Write the answers in your notebook.

Example:

a. Computers **②** (pose) an environmental threat...

Answer: pose

- b. Each person **3** (throw away) approximately four pounds of garbage every day.
- c. Most families (throw away) about 88 pounds of plastic every year.
- d. One bus **③** (carry) as many people as 40 cars!



- e. We each **©** (use) about 12,000 gallons of water every year.
- f. Every ton of paper that is recycled **3** (save) 17 trees.

Available at: <www.planetpals.com/fastfacts.html>. Accessed in: September 2015.

ADVERBS OF FREQUENCY

- 3. Rewrite each sentence below in your notebook. Use the words in CAPITAL LETTERS in the new sentence.
 - a. A conscious citizen doesn't throw garbage on the streets.

NEVER

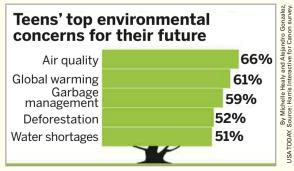
 b. A conscious citizen conserves energy all the time.
 ALWAYS

Available at: http://archive.feedblitz.com/518748/-3919377>.

Accessed in: September 2015.

> QUESTION WORDS

4. Put the words in the correct order to make questions about the infographic below. Write them in your notebook.



Adapted from: USA TODAY. Available at: <www.usatoday.com/news/snapshot.htm>.

Accessed in: September 2015.

- a. gets worried / about the environment / who
- b. do / get worried about air quality / most teens
- c. global warming / make / does / teens worried about their future
- d. get worried / why / teens / do / about deforestation
- e. teens / what / get worried about / do
- 5. Now match the questions from exercise 4 and answers about the infographic as in the example below. Write the answers in your notebook.

Example: I. e

I. The environment. III. Yes. it does.

IV. Teens. II. Because it affects

their future. V. Yes, they do.

➤ IMPERATIVE

6. Replace each icon with a verb from the box below to complete each recycling sign as in the example. Write the answers in your notebook.

> conserve • use • remember • turn off • don't waste • do

> > b.

Example: a. Conserve



NOTICE WHEN NOT IN USE

Reprodução/<www.recyclereminders.com>

Reprodução/<www.recyclereminders.com

Help Conserve

Energy

natural

light when

possible



Reprodução/<www.recyclereminders.com>

d.

Conserve Energy!

Energy Saving Reminder 0 to turn off the copiers at the end of the day!

Available at: <www.recyclereminders.com>. Accessed in: September 2015.

7. Choose the correct verb form in each sentence below as in the example. Write the answers in your notebook.

Example:

a. Iron/Do not iron wet clothes.

Answer: Do not iron

- b. Switch on/Do not switch on the power when TV and Audio Systems are not in use.
- c. Use/Do not use windows with sun films/ curtains.
- d. Leave/Do not leave enough space between your refrigerator and the walls.
- e. Keep/Do not keep your refrigerator or freezer too cold.
- f. Open/Do not open the doors of the refrigerators frequently.

Available at: <www.mercindia.org.in/pdf/TIPS_ON_ENERGY_SAVING.pdf>. Accessed in: September 2015.

PRESENT SIMPLE OR IMPERATIVE?

8. Replace the icons 3 with the correct form of the verbs in parentheses to complete the following sentences. Use the Present Simple tense or the Imperative. Then, replace the icons with Fact or Tip. Write the answers in your notebook as in the example.

Example:

a. : (take) a shower instead of a bath.

Answer: Tip: Take (take) a shower instead of a bath.

- b. ♦: Microwaves ♦ (use) less energy than conventional ovens.
- c. : (read) your newspapers and magazines online.
- d. ♦: Computer screen savers ♦ (not save) electricity.
- e. : The average person : (consume) 168 water bottles a year.
- f. ♦: ♦ (use) rechargeable batteries.
- g. ②: Only ③ (run) a dishwasher when it's full.

Adapted from: http://planetforward.ca/blog/green-tips>. Accessed in: September 2015.

STUDYING FOR EXAMS



Nesta seção, escreva a resposta de cada questão em seu caderno.

1. (Enem/2011)

THE DEATH OF THE PC

The days of paying for costly software upgrades are numbered. The PC will soon be obsolete. And Business Week reports 70% of Americans are already using the technology that will replace it. Merril Lynch calls it "a \$160 billion tsunami." Computing giants including IBM, Yahoo!, and Amazon are racing to be the first to cash in on this PC-killing revolution.

Yet, two little-known companies have a huge head start. Get their names in a free report from the Motley Fool called, "The Two Words Bill Gates Doesn't Want You to Hear..."

Click here for instant access to this FREE report!

BROUGHT TO YOU BY THE MOTLEY FOOL

Disponível em: <www.fool.com>. Acesso em: 11 set. 2015.

Ao optar por ler a reportagem completa sobre o assunto anunciado, tem-se acesso a duas palavras que Bill Gates não quer que o leitor conheça e que se referem:

- a. aos responsáveis pela divulgação desta informação na Internet.
- b. às marcas mais importantes de microcomputadores do mercado.
- c. aos nomes dos americanos que inventaram a suposta tecnologia.
- d. aos sites da Internet pelos quais o produto já pode ser conhecido.
- e. às empresas que levam vantagem para serem suas concorrentes.

2. (Enem/2010)



Disponível em: <www.un.org/millenniumgoals/poverty.shtml>. Acesso em: 11 set. 2015.

Definidas pelos países-membros da Organização das Nações Unidas e por organizações internacionais, as metas de desenvolvimento do milênio envolvem oito objetivos a serem alcançados até 2015. Apesar da diversidade cultural, esses objetivos, mostrados na imagem, são comuns ao mundo todo, sendo dois deles:

- a. O combate à Aids e a melhoria do ensino universitário.
- b. A redução da mortalidade adulta e a criação de parcerias globais.
- c. A promoção da igualdade de gêneros e a erradicação da pobreza.
- d. A parceria global para o desenvolvimento e a valorização das crianças.
- e. A garantia da sustentabilidade ambiental e o combate ao trabalho infantil.

THINKING ABOUT LEARNING



Nesta seção, escreva a resposta de cada pergunta em seu caderno.

> HOW CONFIDENT AM LABOUT

- taking part in discussions on the use of technology in education?
- taking part in discussions on energy saving and sustainable practices?
- using the Present Simple tense?
- using the Imperative?
- using question words?
- exploring infographics?
- exploring mind maps?

Choose one of the following answers:

- √√√ Very confident.
 - √√ Reasonably confident.
 - ✓ Not so confident.

WHAT WORDS/EXPRESSIONS HAVE I LEARNED IN UNITS 1 AND 2?

Example:

Words/Expressions	Words/Expressions in use	Meaning in context
lack of	"8% don't know where to start/ <u>lack</u> <u>of</u> training" – p. 26	the state of not having something

WHAT I FARNING RESOURCES HAVE I USED IN UNITS 1 AND 2?

The items in the box below can help you.

Dictionaries	• Extra videos	Glossary
Extra readings	 Internet 	Language Reference and Extra Practice

WHAT DO I NEED TO DO IN ORDER TO IMPROVE MY LEARNING?

Example:

• Surf the Internet to find extra exercises and games in English.

PROJECT 1A



TURNING TRASH INTO ART (FIRST PART)

In Unit **2** you have talked about sustainable practices. Read the text below and do the first part of Project 1, *Turning trash into art*.



What would you do with thousands of discarded plastic bottles? Artists in Rio de Janeiro turned the plastic bottles into sustainable art when they created giant fish sculptures at Botafogo beach.

The giant fish sculptures are a stunning installation by day and even more breathtaking when they are lit up at night.

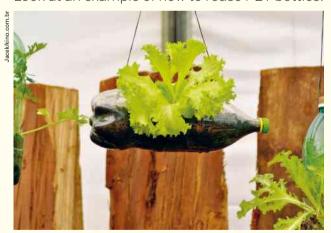
They were created in honor of the United Nations

Conference on Sustainable Development, known as Rio+20.

Available at: http://finedininglovers.com/blog/out-of-the-blue/brazil-giant-fish-sculptures-made-from-plastic-bottles/. Accessed in: September 2015.

> **TASK:** In small groups, think of creative ways to reuse plastic bottles or other things we usually throw away and make a tutorial to share your ideas. In this part of the project, it is only necessary to write a first draft. Later, you are going to use it to make the final version of your tutorial (a poster or a video).

Look at an example of how to reuse PET bottles.



A vertical garden made from reused PET bottles.

TIP Tutorial é um texto ou vídeo que ensina o passo a passo para a realização de uma tarefa.

MORE EXAMPLES OF TUTORIALS AT

<www.cutoutandkeep.net/projects/using/plastic-bottle><www.youtube.com/playlist?list=PL0FI7dCpoux5Zt6lLBT65mrJ</p>4jyqLD11d>

Here is an example of a tutorial.

PET BOTTLE PURSE

Build a cool purse out of the bottoms of 2 PET bottles and a zipper

By Zitta Schnitt



- 1. Cut the bottom portion off of your plastic bottle with a pair of scissors.
- 2. Use fine-grain sand paper to smooth the rough edges.
- 3. Stitch or hot glue a zipper between two cut bottle bottoms



This could be a purse, a makeup kit or a carrier for medication.

Adapted from: http://greenupgrader.com/3454/pet-bottles-purses-put-em-back-to-use/.

Accessed in: September 2015.

> Go to page 88 for the second part of this project.

Traveling around Brazil





What places are these people visiting? Would you like to visit them?







Alberto César Araújo/Folhapres





Rui Rezende/SambaPhote



Imagebroker/Alamy/Other Images

LEARNINGOR IFCTIVES

- to take part in discussions on traveling around Brazil
- to learn how to use the Present Continuous tense
- to learn the differences between the Present Simple and the Present Continuous tenses
- to learn how to use question words and possessive adjectives
- to explore newspaper and magazine headlines

- 1. Answer the questions below.
 - a. Do you travel when you are on vacation? If so, where do you usually go?
 - b. What places would you like to visit? Why?
- Which photograph corresponds to the short description below?

Capital of Santa Catarina, Florianópolis is a wealthy cosmopolitan city located on a large island connected to the continent by three bridges — a tourist hotspot with 42 fabulous white sandy beaches such as Jurerê, Brava and Ingleses.

Available at: <www.brazil.org.uk/resources/documents/tur-brochurebrazil.pdf>. Accessed in: September 2015.







- **3.** Go back to exercise **2** and find the expressions that describe the place. Write them in your notebook.
- 4. How would you describe the perfect place to visit? In your notebook rank the characteristics in the box below from 1 (extremely relevant) to 6 (not really relevant).

safe • beautiful • clean • green • modern • peaceful

BEFORE READING

1. Answer the questions below.



- 2. Before reading the text, look at the picture, the title and the layout. Then choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.
 - a. The text is about
 - ▲ different cities in Brazil.
 - b. The text focuses on favelas as
 - ▲ tourist attractions.
 - c. The text is from
 - ▲ the opinion section of an online newspaper.
- a famous city in Brazil.
- dangerous places for tourists.
- the news section of an online newspaper.
- **3.** Which words or expressions do you expect to find in the text? Write them in your notebook.

READING

Now read the text quickly to check your predictions.





News

RIO DE IANEIRO, BRAZIL

Rio de Janeiro's slums becoming Brazil tourist hotspot

Published: June 25, 2012 *By Casey McDermott — McClatchy Newspapers*

[...] A far cry from the famous Christ the Redeemer statue or the luxury Copacabana hotels, these crowded slum communities — called favelas — on the hillsides of Rio are becoming unlikely stops for visitors who are looking to get a glimpse of life beyond the bars and beaches in Brazil's tourist hotspot.

Foreign tourists — and increasingly Brazilians themselves — are flocking wide-eyed to Rio's favelas to spend a night at a bed and breakfast, sample local cuisine, take graffiti workshops or play paint-ball. In some cases, visitors are settling into these neighborhoods for weeks at a time at venues such as Casa Alto Vidigal, a favela home-turned-hostel that lures crowds with its bar and rooftop deck overlooking the city.

Nigel Parker, of Sydney, Australia, takes in the view from the entrance of favela Rocinha in Rio de Janeiro as colorful paintings of the favela hang around him.



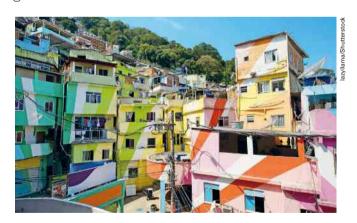
Most of the tourists come for just a few hours, long enough to see what it's like to live in places that have reputations for crowding, crippling poverty and clashes between drug gangs and police. [...]

READING FOR GENERAL COMPREHENSION

- 1. Which statement presents the main idea of the text? Choose the correct item that answers this question. Write the answer in your notebook.
 - a. Favelas in Rio de Janeiro are reducing tourism in Brazil.
 - b. Favelas in Rio de Janeiro are becoming tourist attractions in Brazil.
- 2. Why are tourists visiting Rio's favelas? Choose the correct item that answers this question. Write the answer in your notebook.
 - a. To get the best views of the city from rooftop decks.
 - b. To better understand the way of life in slum communities.

READING FOR DETAILED COMPREHENSION

- 1. Read the text to find the following pieces of information:
 - a. the location of favelas in Rio.
 - b. activities for tourists in Rio's favelas.
 - Write your answers in your notebook.
- 2. Are the following statements true or false? In your notebook write T (True) or F (False) for each statement. Then correct the false statements with a fragment from the text.
 - a. Most of the tourists visit Rio's favelas for long hours.
 - b. Tourists are visiting Rio's favelas more frequently.
 - c. Only a small number of Brazilians are visiting Rio's favelas.
 - d. Rio's favelas have reputations for crowding, poverty and clashes between drug gangs and police.
 - e. Casa Alto Vidigal is a luxury hotel in Rio de Janeiro.



READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- a. What is the best way to get to know a town/city? Is it enough to visit its tourist attractions?
- b. In your opinion, why are favelas in Rio becoming tourist attractions? What are the possible consequences of that for residents of slum communities?

SYNONYMS

Observe o contexto de uso para inferir o significado de palavras desconhecidas.

1. Go back to the text to infer the meaning of the following words and match the synonyms. Write the answers in your notebook as in the example below.

	Example: a. II	
Title	a. slums b. hotspot	l. popular place II. favelas
First paragraph	c. crowded d. hillside e. unlikely f. glimpse	III. elevation IV. (quick) look V. improbable VI. overpopulated
Second paragraph	g. to sample h. to settle into i. to lure j. hostel	VII. inexpensive hotel VIII. to attract IX. to taste X. to become comfortable in a new place or situation
Third paragraph	k. crippling I. clashes	XI. conflicts XII. severe

> NOUN PHRASES

2. In the expression "foreign tourists", tourists is the main word and is modified by foreign.





Identify the main word in each expression below. Then choose the correct words in parentheses to complete the statements about the expressions. Write your answers in your notebook.

these crowded slum communities	unlikely stops for visitors
a. The main word is a (noun/adjective).	a. The main word is a (noun/adjective).
b. The pronoun these refers to (slum/communities). c. The words crowded and slum come	b. The word unlikely comes (before/after) the noun stops and characterizes it.
(before/after) the noun communities and characterize it.	c. The expression for visitors comes (before/after) the noun stops and characterizes it.

- **3.** Put the words in the right order to form noun phrases. Write the answers in your notebook.
 - a. favela/of/the/paintings/colorful
 - b. favorite/destination/travel/a
 - c. local/the/mouth-watering/cuisine



LANGUAGE IN USE

> PRESENT CONTINUOUS

- 1. Read the fragments below from the text on page 57.
 - [...] these crowded slum communities [...] **are becoming** unlikely stops for visitors [...] **Foreign tourists** [...] **are flocking** wide-eyed to Rio's favelas...
 - [...] visitors are settling into these neighborhoods [...]

Now choose the correct item that completes each sentence below (\blacktriangle or \blacksquare). Write the answers in your notebook.

- a. The Present Continuous tense is used in all sentences
 - ▲ to describe actions that always happen (permanent events).
 - to express a current tendency (changes happening around now).
- b. The structure of the Present Continuous tense is
 - ▲ verb be (am/is/are) + main verb in the -ing form.
- main verb in the -ing form.
- 2. It is very common for writers to omit verbs in headlines, principally the verb be. In "Rio de Janeiro's slums becoming Brazil tourist hotspot", which verb is omitted? Write the answer in your notebook.
- 3. Read a postcard from São Paulo and replace each icon ❖ with a word or expression to complete each statement below. Write the answers in your notebook.



Available at: http://postcardsoftheworld.weebly.com/brasil.html#>. Accessed in: September 2015.

- a. The postcard is addressed to a person in ②.
- b. "We're sending" is the contracted form of ...
- c. The Present Continuous is used here to talk about an action that is happening .

There are a lot of headlines about Brazil published in newspapers and magazines around the world. Read the following headlines and do exercises 4-6. Write the answers in your notebook.

BRAZIL 'IS BECOMING MORE ACCESSIBLE'

Available at: https://www.co-operativetravel.co.uk/holiday-news/all-inclusive-holidays/Archived/Brazil-is-becoming-more-accessible>. Accessed in: September 2015.

Brazil becoming a favourite travel destination

. Available at: <www.channelnewsasia.com/stories/singaporebusinessnews/view/1109295/1/.html>. Accessed in: September 2015

Unknown cities in Brazil and Russia are getting richer

Available at: <www.businessweek.com/magazine/content/10 41/b4198009694907.htm>. Accessed in: September 2015.

Earnings season for Brazil is not looking pretty 4

Available at: http://community.nasdaq.com/News/2012-07/earnings-season-for-brazil-is-not-looking-pretty.aspx?storyid=157113. Accessed in: September 2015.

IS BRAZIL DESTROYING THE AMAZON FOR ENERGY? 5

Available at: www.forbes.com/sites/kenrapoza/2012/02/27/is-brazil-destroying-the-amazon-for-energy. Accessed in: September 2015.

4. Choose the correct item that completes each sentence below (▲ or ■).

TIP Note a variação na grafia de favourite, utilizada no inglês britânico, e favorite, utilizada no inglês americano.

- a. The Present Continuous tense is used in headlines 1, 2 and 3 to talk about
 - ▲ actions happening at the time of speaking/publishing.
 - changes happening around the time of speaking/publishing.
- b. The following headlines present a positive view of Brazil:
 - ▲ headlines 1 and 2.

- headlines 2 and 5.
- c. The following headline presents a negative evaluation/description of an event:
 - ▲ headline 3.

- headline 4.
- d. The Present Continuous tense is used in headline 5
 - ▲ to ask about an action happening around now.
 - to describe an action happening right now.
- e. In headline 2, the author omits the verb ▲is. ■ are.
- f. Two possible short answers for the question in headline 5 are
 - ▲ Yes, it is./No, it isn't.

■ Yes, it's./No, it is not.

5. Replace each icon 3 below with before or after.

- a. In affirmative sentences (headlines 1, 2 and 3) in the Present Continuous tense, the verb be (am/is/are) comes • the main verb in the -ing form (becoming, getting).
- b. In negative sentences (headline 4) in the Present Continuous tense, the particle not comes ♦ the verb be (am/is/are) and ♦ the main verb in the -ing form (looking).
- c. In interrogative sentences (headline 5) in the Present Continuous tense, the subject comes 3 the verb be (am/is/are) and • the main verb in the -ing form (destroying).

6. Copy the following table in your notebook and replace each icon ♥ with the correct verb in the -ing form to complete the examples below.

Spelling rules for verbs in the -ing form	Examples
Most verbs:	destroy → ۞
verb + ing	look → ❖
Verbs ending in e:	become 🔸 😂
verb – e + ing	settle → settling
Verbs ending in consonant + vowel + consonant:	get → •
verb + last consonant + ing	stop → stopping
Verbs ending in <i>ie</i> :	die → dying
verb – $ie + y + ing$	lie → lying

- 7. The following sentences are about Brazil and tourism in Brazil. Replace each icon ❖ with the appropriate form of the verb in parentheses. Use the Present Continuous tense. Write the answers in your notebook.
 - a. Motivated primarily by the immense biodiversity, the Pantanal (become) a top Brazil travel destination for ecotourism.
 - b. It's recommended that tourists who (plan) their vacations in Brazil make reservations well in advance due to the increasing popularity of this country.
 - c. you (plan) to visit Brazil? [...] Never forget to try ecotourism. It is one of the main attractions of the destination.
 - d. The people chopping down the Amazon at the speed of Belgium per annum � (not think) about Brazil or its people.

Adapted from: www.articlesfactory.com/articles/travel/brazil-vacations-in-pantanal.html, http://braziltravelinformation.blogspot.com.br, www.articlesfactory.com/articles/travel/brazil-vacations-in-pantanal.html, http://braziltravelinformation.blogspot.com.br, www.articlesfactory.com/articles/travel/brazil-vacations-in-pantanal.html, www.articlesfactory.com/articlesfactory.com/articlesfactory.com/articlesfactory.com/articlesfactory.com/articlesfactory.com/articlesfactory.com/articlesfactory.com/articlesfactory.com/articlesfactory.

PRESENT SIMPLE OR PRESENT CONTINUOUS?

8. Read the following text about the Amazon and replace each icon • with the appropriate verb form in the Present Simple or Present Continuous tense to complete the text. Write the answers in your notebook.

What is the Amazon?

For people who have never been to Brazil, the Amazon • (be) a massive jungle full of anacondas, howler monkeys and lost Indian tribes. To the Brazilian government, and to the Brazilian people, it • (be) more than that. In Amazonas state, the largest state in the north of Brazil, Manaus city • (be) home to 1.8 million people, nearly half the state's 3.4 million population,



according to the Brazilian census bureau IBGE's 2010 data. In Pará, another large Amazon state, **②** (there be) 7.5 million inhabitants. That **②** (not count) the five other states, including parts of Mato Grosso, that **③** (constitute) the Amazon biome, Brazil's largest geographic area bar none. Over six million people **③** (live) in those five states, and they need to work, they need to eat, and they need electricity. And their numbers **④** (grow). It is the one part of Brazil where the population **④** (grow) fastest. It is the emerging market within the emerging nation that is Brazil. To keep the lights on without burning fossil fuels, Brazil is committed to hydro power.

Available at: www.forbes.com/sites/kenrapoza/2012/02/27/is-brazil-destroying-the-amazon-for-energy. Accessed in: September 2015.

- Go back to the text on the previous page and choose the correct item that completes each. sentence below (▲ or ■). Write the answers in your notebook.
 - a. The fragment "the Amazon is a massive jungle full of anacondas, howler monkeys and lost Indian tribes" represents
 - ▲ a preconceived idea about the Amazon, probably from people who do not know the region.
 - an expert opinion about the Amazon, probably from people who live in the region.
 - b. The pronouns it and that in "To the Brazilian government, and to the Brazilian people, it is more than that" refer respectively to
 - ▲ "the Brazilian government" and "the Brazilian people".
 - "the Amazon" and "a massive jungle full of anacondas, howler monkeys and lost Indian tribes".
 - c. In "the Amazon biome, Brazil's largest geographic area bar none", the expression bar none is equivalent to
 - ▲ with no exceptions.

- in a partial way.
- d. The Present Simple tense is used in "Over six million people live in those five states"
 - ▲ to talk about a fact.

- to talk about a temporary action.
- e. The Present Continuous tense is used in "the population is growing fastest"
 - ▲ to talk about an action happening at the time of speaking.
 - to talk about a change happening around now.

QUESTION WORDS

10. Read the text again to match the columns below. Write the answers in your notebook as in the following example.

Example: a. VII

- a. What is happening to the population in the Amazon?
- b. Which state in the north of Brazil is the largest?
- c. Where is Amazonas state?
- d. When was the text about the Amazon published?
- e. Why is Brazil investing in hydro power?
- f. Who thinks the Amazon is a massive jungle?
- g. **How many** inhabitants are there in Manaus?

- I. In 2012.
- II. It is in the north of Brazil.
- III. Amazonas state.
- IV. 1.8 million people.
- V. To keep the lights on without burning fossil fuels.
- VI. People who do not know Brazil.
- VII. It is growing fast.
- 11. Replace each icon with a question word in **bold** from exercise 10 to complete the statements below. Write the answers in your notebook.
 - a. We use which to ask to specify a thing or person from a number of things or people.
 - b. We use **3** to ask about a person/people.
 - c. We use **3** to ask about things, facts or activities.
 - d. We use **o** to ask about time.
 - e. We use to ask about a place/places.
 - f. We use **3** to ask for an explanation or a reason.
 - g. We use 3 to ask about a quantity (countable nouns).

POSSESSIVE ADJECTIVES

Read the examples below and answer questions 12-14. Write the answers in your notebook.

It's recommended that tourists who are planning *their* vacations in Brazil...

... Brazil or its people

- 12. The following statements are about the use of the possessive adjectives their and its in the fragments in the box above. Replace each icon ② with a word from these fragments.
 - a. Their refers to the word 2 and modifies the noun 2.
 - b. Its refers to the word 2 and modifies the noun 2.
- **13.** Replace the icon **②** with **before** or **after** to complete the following statement. We use possessive adjectives ② a noun or a noun phrase.



14. Copy the table below in your notebook and replace each icon **◆** with an appropriate possessive adjective to complete it.

Subject Pronouns	I	you	he	she	it	we	they
Possessive Adjectives	my	your	his	her	0	our	0

- **15.** The following statements are about travel destinations. Replace each icon **⋄** with an appropriate possessive adjective to complete each statement. Write the answers in your notebook.
 - a. I love London for fabulous and fascinating history.
 - b. We spend all 3 summers in France, visiting 3 family and new countries. 4 definite favorite is the South of France and Spain.
 - c. This is Diane's 30th year as a travel consultant. [...] & favorite travel destinations are Europe and Hawaii.
 - d. James is an Event Manager [...]. favorite travel destinations include South Africa, Brazil and Japan.
 - is Hawaii.
 - f. I just came back from **3** favourite destination in Brazil: bay cities Paraty and Trindade.



<www.tripadvisor.com/ShowTopic-g186338-i17-k2619794-Why_I_love_London_and_you-London_England.html>, <www.trekaroo.com/people/lydie (section "About me & My family")>, <www.zoominfo.com/p/Diane-Rowe/1247663753>, <www.readytalk.com/blog/best-practices-for-webinars>, http://txcdc.com/about-bob-nance-bio.php, http://brazilianleathersofa.tumblr.com/>. Accessed in: September 2015.

LISTENING AND SPEAKING



1. In your opinion, where are the places below located? How would you describe them? You can use expressions from the following box to help you.

famous landmark • mountain area • sandy beach • natural setting tropical city • quiet village • noisy neighborhood • metropolitan area





2. Which place from exercise 1 would you like to visit? What would you like to do there? You can use expressions from the box below to help you.

go sightseeing • go snorkeling • go swimming • go snowboarding • go skiing • go mountain-biking

3. (a) Listen to a Swiss tour guide showing a group of tourists the Alps. Choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.

Note que, quando faz comentários sobre o local visitado, o guia de turismo usa o tempo presente e adjetivos.

a. • million people live in the Alps.	▲ 13	1 4
b. There are • towns and communities in the Alps.	▲ 8,000	■ 18,000
c. The Alps has been an area of commerce since ●.	▲ medieval times	■ ancient times
d. The Alps is the • largest tourist area in the world.	▲ 8 th	■ 10 th

- **4.** ♠ Listen to the recording again and replace each icon ♦ with an appropriate word to complete the following sentences. Write the answers in your notebook. Fazer previsões nos prepara
 - a. The population in the Alps is mainly supported by the industries of **3**, forestry and dairy farming.
 - b. The local economy is very much geared towards skiing, and other winter sports.

- para compreender melhor o que vamos ouvir. Antes de ouvir o áudio, leia as frases e faça previsões sobre a palavra que poderá completar cada
- c. Some operators believe that global warming is responsible for the lack of 3.
- d. Many environmental groups are worried about the disturbance to wildlife by outdoor sports such as ② and mountain-biking.
- **5.** Listen to the recording once more and check your answers.
- **6.** Does tourism have an economic impact on your region? What other kinds of impact does tourism have on your region?

> N SPOKEN LANGUAGE

When we speak we link a lot of words together. Listen to the recording and notice how a consonant sound at the end of a word is linked to a vowel sound at the beginning of the next word.

- 1. a lack of snow
- 2. the local economy
- 3. an effect on tourism
- > Now listen to the recording again and repeat, making the same links.

Juntar o som final de uma palavra com o início da outra é comum também em português. Você pode dar alguns exemplos?

7. In pairs, talk about different places in Brazil. Use information from the boxes below to help you.

Suggested questions:

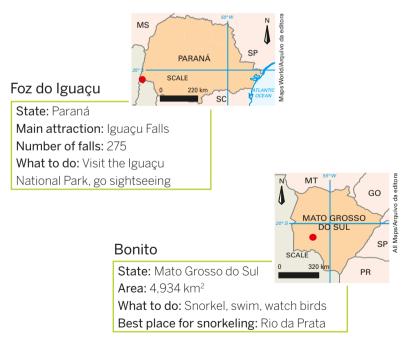
Where is... located?

What is the main tourist attraction in ...?

What is the most visited place in...?

What do tourists usually do in...?

What else do you know about...?





Salvador

State: Bahia Founded: 29 March, 1549 Most visited place: Pelourinho What to do: Visit the beaches, visit

historical churches

Mapas adaptados de IBGE. Atlas geográfico escolar. Rio de Janeiro, 2009.

8. Now imagine you are acting as a tour guide of a group of Japanese tourists who speak English. Talk about a famous attraction in one of the places mentioned in exercise 7 or in your own town/city. If possible, use a picture.

WRITING



In this unit you have read different newspaper and magazine headlines about Brazil. Go back to pages 57 and 61 and notice how the headlines summarize the news and try to catch the reader's attention

1. Write headlines to summarize interesting news about your town/city or region and give people a better idea of the place where you live.

WRITING CONTEXT

Before writing your text, replace each icon 3 with an appropriate answer to identify the elements of the writing context. Write the answers in your notebook.

You and two or three classmates are going to write on in order to summarize interesting news about ②. You are going to use an informative tone. Your text can be published on a traditional school or on an online board so that other classmates and other people can read it.

STEP BY STEP

- 1. Decide what kinds of news you are going to focus on (tourism, environment, sports, culture, behavior, politics etc.). Visit <www.newsmap.jp> for headlines on different topics.
- 2. Read newspapers and magazines and interview members of your community to gather information. Look for reliable sources.
- 3. Check all the information you get.
- 4. Write a first draft of the headlines. Be direct and keep headlines short, even when there are no space limitations.

- **5.** Use the Present Simple tense to talk about past facts. This makes past events more vivid. Use the Present Continuous tense to report a current tendency and/or an event in progress around now.
- Add pictures to illustrate the headlines.
- 7. Exchange headlines with a classmate.
- 8. Make the necessary corrections.
- 9. Write the final version of the headlines.
- 2. Now, with your classmates, put all the headlines and pictures together to collaboratively create a classroom board or an online board about your town/city or region. To create an online wall, you can use, for example, inoit.com>.

Is the Brazilian Amazon shrinking faster?

Available at: <www.globalpost.com>. Accessed in: September 2015.

Brazil plans major Amazon rainforest survey

Available at: <www.globalpost.com>. Accessed in: September 2015.

In Brazil, maid service becoming thing of the past

Available at: <www.forbes.com>. Accessed in: September 2015.

Ao revisar os textos, considere, por exemplo:

- objetivo: As informações estão adequadas ao objetivo do texto?
- · linguagem: O texto está redigido de maneira clara e objetiva?
- · ortografia: Você usou letra maiúscula na letra inicial da primeira palavra e dos nomes próprios?

Reescreva seu texto com base na revisão feita por você e seus colegas.

LOOKING AHEAD



A stereotype is a popular belief about a culture or a specific group of people without knowing them and it is based on generalization.

According to the text on page 57, favelas in Rio "have reputations for crowding, crippling poverty and clashes between drug gangs and police", but now they are becoming tourist attractions.

In your opinion, do people have preconceived ideas about your neighborhood, town/city or country? If so, do you think you can help to break down this stereotype?



Discuss the following quotation by novelist Chimamanda Adichie:

"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."

Available at: www.goodreads.com/quotes/522563-the-single-story-creates-stereotypes-and-the-problem-with-stereotypes-. Accessed in: September 2015.

- In your opinion, what are the negative consequences of stereotypes?
- Do you have preconceived ideas about a culture or a group of people? How can you break down this stereotype?

EXTRA READING

<www.brazil.org.uk/resources/documents/brochurebrazil.pdf>
<www.rioguiaoficial.com.br/>

<www.vivafavela.com.br/>

<www.visitbrasil.com/>

Maré – Vida na favela, Ivaldo Bertazzo; Dráuzio Varella; Paola Berenstein Jacques e Pedro Seiblitz. (Rio de Janeiro: Casa da Palavra, 2002.)

EXTRA VIDEOS

<www.ted.com/talks/lang/en/chimamanda_adichie_the_
danger_of_a_single_story.html>

<www.5min.com/Video/How-to-Break-Cultural-Stereotypesby-Travelling-Abroad-245893474>



Available at: <a href="http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=com_content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=content&view=article&id=23<emid=32&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=content&view=article&id=23&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=content&view=article&id=23&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=content&view=article&id=23&showall=1>">http://pamelatseng.com/cartwheel/index.php?option=content&view=article&id=23&showall=1>">http://pamelatseng.com/cartwheel/index.php.option=content&view=article&id=23&showall=1>">http://pamelatseng.com/cartwheel/index.ph

Feel the Image, Feel the Feeling

Unit



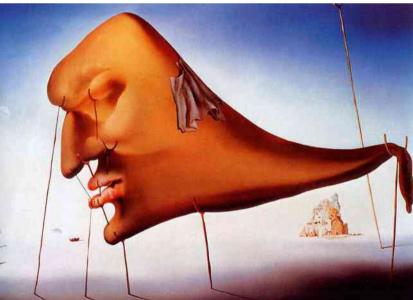
Do you know the name of these paintings? If so, which (ones)?













- · to take part in discussions on feelings and art
- to learn how to use the modal verbs may, might and could to express possibility
- to identify nouns, adjectives and verbs ending in -ing
- · to explore descriptions of images



- 1. Look at the paintings on page 69. Then, match each artist listed below to a masterpiece and an art movement/period from the boxes on the right as in the following example.
 - a. Edvard Munch
 - b. Candido Portinari
 - c. Salvador Dalí
 - d. Leonardo da Vinci

Masterpieces

Mona Lisa (1503-1519) The Scream (1893) El sueño (1937) Woman Crying (1944)

Art Movements/Period

Expressionism
Modernism
Surrealism
the Renaissance

Example: a. Edvard Munch; The Scream (1893); Expressionism

2. What are the figures in the paintings on page 69 doing? How do you feel when you look at them? Replace each icon ❖ with an appropriate answer to complete each sentence below as in the example. The words in the following box can help you. Write the answers in your notebook.

impressed • happy • peaceful • sad • scared • shocked • speechless • uneasy

- a. The woman in Woman Crying is crying. She makes me feel sad.
- b. The person in *The Scream* **3**. He/She makes me feel **3**.
- c. The man in *El sueño* **②**. He makes me feel **③**.
- d. The woman in Mona Lisa 3. She makes me feel 3.
- 3. In pairs, answer the questions below.
 - a. What other famous painters do you know? What are their most important pieces of art? Which art movement do they belong to?
 - b. What do you know about Expressionism, Realism, Surrealism and the Renaissance? Which art movement(s) do you prefer? Why?
 - c. How often do you go to art galleries or art museums: frequently, once in a while or never?
 - d. Do you like contemporary art? Why?

TO UNIT 4

BEFORE READING

- 1. Answer the guestions below in your notebook. The expressions from the boxes below can help you answer questions **b** and **c**.
 - a. In your opinion, what makes people cry? Is it possible to cry for positive reasons?
 - b. How often do you cry?

```
very often • frequently • once in a while • never
```

often = frequently

c. On what occasions do you cry? I cry every time I...

```
watch a sad movie • listen to a sad song • cut up an onion •
argue with my friends or parents • have a bad headache • go to a funeral
```

- d. Do you cry to get what you want?
- e. In your opinion, who cries more often: men or women? Why?
- 2. Read the title of the text on the next page. In your opinion, is crying good for you?
- 3. Now take a look at the picture and the four headings along the text on the next page and answer the questions below.
 - a. Do you think the picture is a work of art? Why?
 - b. In your opinion, what feelings and/or ideas are represented in the picture?
- 4. The text on the next page has four sections. What do you expect to find in each of the four sections listed below? Write your answers in your notebook. The expressions from the following box can help you.

```
possible gender differences • possibility of crying for positive reasons •
       possible reasons for crying • possible benefits of crying
```

- a. Why we cry
- b. Why it feels good
- c. Why women cry more
- d. Tears of joy a myth?
- **5.** Which words from the box do you expect to find in the text? Write the answers in your notebook.

tears	supermarket	health	hormones
feelings	environment	morning	silence
winter	sadness	rain	comfort



Now read the text quickly to check your predictions.

Is crying good for you?

by Kim Schworm Acosta
Photography by Martha Rich

Why we cry Humans most likely cry to solicit help and comfort, and sometimes to ward off aggression from others (female tears can stop men from being mean). It has these functions in helpless, dependent babies, and we have little reason to assume that this trait changes as people get older. Why it feels good It's possible that there is some physiological benefit to crying, such as stimulation of the parasympathetic nervous system, which is important for relaxation. Shedding tears may also release opioids, natural chemicals that affect our feelings of pleasure, and oxytocin, a hormone linked to bonding, feelings of trust and stress reduction. The largest benefit, however, comes not from crying itself but from the comfort and support others offer in reaction to our tears. All of that said, occasionally controlling your tears isn't likely to harm your health. But continually suppressing emotions can sap your body of energy and potentially cause physical symptoms.



Why women cry more First, the male sex hormone testosterone seems to inhibit crying, while the female hormone prolactin may lower the emotional threshold. Plus, women may be exposed to more emotionally charged situations, such as caregiving, and tend to be more empathetic. Finally, men are often expected to control their tears.

Tears of joy — a myth?

Some experts doubt whether we ever cry for positive reasons. Very often, during a happy moment we allow ourselves to reflect on less joyful times. For example, during a reunion, we may

actually cry for all the time that we missed each other. And while getting married is often a positive event, at the same time it is the end of a certain phase in life and this could cause tears of sadness. Another theory is that very positive emotions may also evoke a kind of helplessness. You are simply at a loss as to how to express your extreme joy. This inability to adequately convey your feelings might result in tears. − *Ad Vingerhoets, Ph.D.,* clinical professor of clinical psychology at Tilburg *University in The Netherlands* and editor of Emotion Regulation and Well-Being (Springer).

ACOSTA, Kim Schworm. Is crying good for you? Weider Publications: Natural Health, vol. 42, issue 3, March 2012, p. 90. Available at: <www.fashionhealthmag.com/expert-advice/crying-good-you.htm>.
Accessed in: September 2015.

READING FOR GENERAL COMPREHENSION

- 1. Does the author answer the question in the title ("Is crying good for you?")?
- 2. What is the main idea of the text? Choose the correct item that answers this question. Write the answer in your notebook.
 - a. Crying has different functions as people get older.
 - b. Crying brings some advantages to humans.
 - c. Men cry as much as women.
 - d. Humans don't cry for positive reasons.

READING FOR DETAIL ED COMPREHENSION

- 1. Which benefits of crying are presented in the text? Choose the items below that answer this guestion. Write the answers in your notebook.
 - a. Crying stimulates the division in the nervous system responsible for relaxation.
 - b. It releases natural chemicals that affect our feelings of pleasure.
 - c. It causes health problems.
 - d. It releases a hormone that reduces stress.
 - e. It saps your body of energy.
- **2.** Go back to the text and find a fragment to support each statement below. Write the answers in your notebook.
 - a. To avoid crying at times does not mean you are putting your health at risk.
 - b. People might cry because they don't know how to express their feelings.
 - c. Women are likely to be more sensitive than men.
- 3. Are the statements below T (True) or F (False) according to the text? Write the answers in your notebook.
 - a. Just helpless, dependent babies cry to solicit help and comfort.
 - b. The largest benefit of crying is physiological.
 - c. Women may get more emotional and cry more easily because of the female hormone prolactin.
 - d. According to some experts, during happy moments, we may cry because of a negative feeling.



READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- a. In your opinion, what are the consequences of controlling your emotions?
- b. Do you think men and women express their feelings in the same way? Why?
- c. Do you think men have to control their tears? Why?
- d. How do you feel when you see a male or a female friend crying? What do you usually do?
- e. In your opinion, do painting, literature and other arts tend to represent men's and women's feelings in different ways? Why?



A Woman Weeping (1644) is an oil painted by Rembrandt.



Weeping Woman (1883) is a drawing by Vincent van Gogh.



Weeping Woman (1937) is an oil on canvas painted by Pablo Picasso.

VOCABULARY STUDY

DISCOURSE MARKERS

TIP Os marcadores discursivos ajudam a compreender como as ideias de um texto se relacionam.

Read the following fragments from the text on page 72. Which idea does each discourse marker in **bold** express? Use words from the box below to answer this question in your notebook.

addition conclusion contrast exemplification

- a. Humans most likely cry to solicit help **and** comfort (1st paragraph)
- b. **such as** stimulation of the parasympathetic nervous system (2nd paragraph)
- c. The largest benefit, **however**, comes not from crying itself (2nd paragraph)
- d. But continually suppressing emotions can (2nd paragraph)
- e. while the female hormone prolactin may (3rd paragraph)
- f. Plus, women may be exposed to (3rd paragraph)
- g. Finally, men are often expected to control their tears (3rd paragraph)
- h. For example, during a reunion (4th paragraph)

LANGUAGE IN USE



> -ING: NOUN, ADJECTIVE OR VERB?

- 1. Read the fragments below and replace each icon **②** with the correct words in parentheses to complete the following sentences. Write the answers in your notebook.
 - I. Is crying good for you?
 - II. ... occasionally controlling your tears isn't likely to harm your health.
 - III. ... continually suppressing emotions can sap your body of energy...
 - IV. ... getting married is often a positive event...
 - V. ... female tears can stop men from being mean...
 - VI. Weeping Woman (Dora) is an oil on canvas painted by Pablo Picasso.
 - a. In sentences I, II, III and IV, the words in *italics* are **◊** (names of actions/actions in progress). They are **◊** (verbs/nouns).
 - b. In sentence V, the word in *italics* \bullet (refers to an action/presents a characteristic). It is \bullet (a verb/an adjective).
 - c. In sentence V, **being** is used in the *-ing* form because it comes **3** (as part of the Present Continuous tense/after a preposition).
 - d. In sentence VI, weeping � (gives the woman's name/describes the woman). It is � (a noun/an adjective).
- 2. Read the following descriptions of three paintings on page 69 and find the *-ing* forms used in the texts. Then decide if they are used as *nouns*, *adjectives* or *verbs*. Write the answers in your notebook.

The Scream

The Scream painting by Edvard Munch is one of the most well-known pieces of artwork in history, appealing to a wide audience even today. There are actually four different original versions of *The Scream* that Edvard Munch created using different art mediums including oil paints, tempera, and pastels.

In *The Scream's* timeless image there is a genderless person with a pale face, standing beside a railing with an expansive view of a chaotic environment. What is so gripping about the image is that the person is screaming, their mouth hung wide open with their hands on the sides of their face, and you can see that scream reflected and continuing on into the distance of the intensely bloody red, orange, deep blue, and black colored background. [...]



Available at: http://totallyhistory.com/the-scream.

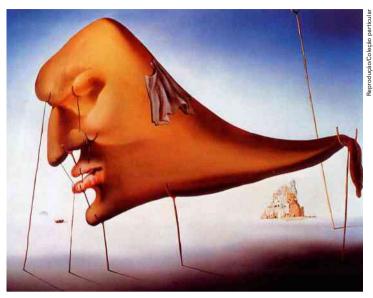
Accessed in: September 2015.

Sleep

Dalí's *Sleep* of 1937 deals with a Freudian theme of the world of dreams that has fascinated the Surrealists. This painting is an attempt to duplicate the dream world into canvas.

The most important figure is the huge sleeping head supported by crutches. It is the most significant part of the message that deals with the subconscious (of the head) and its dreams.

Emphasis is put visually on the sleeping head by magnifying it to a gigantic size, positioning it in the center, and coloring it in light yellowish colors contrasted with the light blue sky.



Available at: http://ornagee.blogspot.com.br/2007/10/salvador-dali-sleep-1937.html.

Accessed in: September 2015.



Available at: <www.louvre.fr/en/oeuvre-notices/mona-lisa-portrait-lisa-gherardiniwife-francesco-del-giocondo>. Accessed in: September 2015.

Mona Lisa

[...] The *Mona Lisa* is the earliest Italian portrait to focus so closely on the sitter in a half-length portrait. The painting is generous enough in its dimensions to include the arms and hands without them touching the frame. [...] The figure is shown in half-length, from the head to the waist, sitting in a chair whose arm is resting on balusters. She is resting her left arm on the arm of the chair, which is placed in front of a loggia, suggested by the parapet behind her and the two fragmentary columns framing the figure and forming a "window" looking out over the landscape. [...]

MODAL VERBS: MAY, MIGHT, COULD

- Read the fragments below from the text "Is crying good for you?".
 - I. Shedding tears may also release opioids...
 - II. ... the female hormone prolactin may lower the emotional threshold.
 - III. ... women may be exposed to more emotionally charged situations...
 - IV. ... we may actually cry for all the time that we missed each other.
 - V. ... very positive emotions may also evoke a kind of helplessness.
 - VI. This inability to adequately convey your feelings might result in tears.
 - VII. ... this **could** cause tears of sadness.

Now choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.

- a. In sentences I, II, III, IV and V, the modal verb may expresses
 - ▲ certainty.
 - possibility.
- b. In sentences VI and VII, the modal verbs might and could express
 - ▲ strong probability.
 - weak possibility.
- c. We use modal verbs, like may, might and could
 - ▲ before the infinitive of other verbs.
 - after the infinitive of other verbs.
- 4. Read the following fragment about *Mona Lisa* and replace each icon 3 with may or may not to complete it. Write the answers in your notebook.



Leonardo da Vinci's *Mona Lisa* is arguably the most famous portrait in the world, but now some are speculating that the woman with the inscrutable smile 3 be a woman after all. They are suggesting that the Mona Lisa be a self-portrait, da Vinci in drag.

WATT, Nick; KANNAMPILLY, Ammu. ABC News, London, Jan. 26, 2010. Is Da Vinci's vincis-mona-lisa-self-portrait/story?id=9662394>. Accessed in: September 2015. **5.** Read the comic strip below and choose the correct items to answer the questions or complete the sentences. Write the answers in your notebook.

Ao ler histórias em quadrinhos, observe as relações entre os elementos verbais e não verbais.

















DAVIS, Jim. November, 1988. Available at: http://garfield.com/comic. Accessed in: September 2015.

- a. What is Garfield's opinion about the painting?
 - ▲ The painting depicts him very well.
 - The painting does not depict him well.
- b. Where is Jon's sandwich?
 - ▲ It is under Garfield. He is lying on Jon's sandwich.
 - It is in Garfield's stomach. He is lying on his stomach.
- c. In "You might say that", might conveys an idea of
 - ▲ certainty.

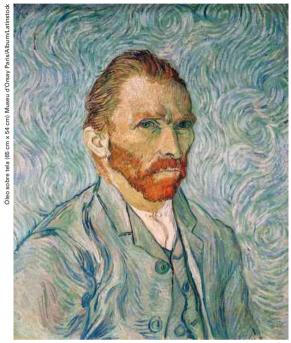
- weak possibility.
- d. In "Hey, Mister, may we bury your cat in the sand?", may is used by the kids to
 - ▲ ask for permission.
- talk about probability.
- **6.** The following extracts from the comic strip above contain words ending in *-ing*. Are they *nouns*, *adjectives* or *verbs*?
 - a. "... is lacking something..."
 - b. "This painting of you..."
 - c. "... this is kind of relaxing".



LISTENING AND SPEAKING



1. In your opinion, which words and expressions from the box below are related to Vincent van Gogh? Write the answer in your notebook.



famous artist • paintings •
drawings • museum • journalist •
exhibition • modern art •
Brazilian painter •
expensive artworks

Vincent van Gogh. Self-Portrait (1889).

- 2. (*)) A new exhibition of Van Gogh's artworks has opened in Amsterdam. Listen to a podcast about the exhibition, "Van Gogh's life and work". Which of the following statements are correct? Write the answers in your notebook.
 - a. Van Gogh was committed to drawing, painting and writing.
 - b. He had no brothers or sisters.
 - c. The Van Gogh Museum is in the Netherlands.
 - d. The museum attracts a lot of visitors a year.
 - e. The special exhibition includes Van Gogh's letters to his brother.
 - f. Just one painting by Van Gogh is expensive.

solicitadas. Você deverá prestar atenção a elas durante a escuta. Faça isso em todos os exercícios de compreensão oral.

TIP Antes de ouvir o áudio,

leia os itens do exercício para conhecer as informações

3. (a) Listen to the recording again and replace each icon the with numbers from the box below. Write the answers in your notebook.

- a. Age at death: 3.
- b. Number of years dedicated to art: 3.
- c. Number of letters to his brother: 3.
- d. Amount of visitors the Van Gogh Museum attracts a year: more than 3.



- 4. (3) Listen to the recording once more and check your answers.
- 5. Painters express themselves through their art. What forms of art does your school promote?

> In Spoken Language Listen to the recording and repeat. Notice the final -ing sound.

painting • drawing • feeling • crying • weeping • smiling

- 6. Copy the table below in your notebook. Then interview your classmates to find out about their tastes and experiences concerning art. Replace the green icons ❖ with new items to ask about. Replace the black icons ❖ with your classmates' names when their answer is affirmative. Take turns as in the example.
 - Student A: Do you like drawing?
 - Student B: Sure! How about you?
 - Student A: No, I don't. Do you go to art museums at least once a year?
 - Student B: Not really. And you?

Find someone who	Classmates' names
likes drawing.	©
goes to art museums at least once a year.	0
knows three Brazilian painters.	•
prefers modern art to other forms.	٥
listens to classical music.	•
enjoys dancing.	•
•	٥
•	٥

7. What is the most popular activity in exercise **6**?

WRITING



In this unit you have read descriptions of paintings on pages 75 and 76. These descriptions can be found in museum sites, art review magazines, blogs and other sites about art etc. Notice that they describe some important elements in the picture, such as the central figure, the background and the colors.

1. Now it's your turn to write a description of a picture (painting, photo or drawing) to share information about it. You and your classmates may choose to focus on an artist, a theme or an art movement.

WRITING CONTEXT

Before writing your text, replace each icon 3 with an appropriate answer to identify the elements of the writing context. Write the answers in your notebook.

You are going to write a 🔾 (painting, photo or drawing) in order to share 🗗 about it. You are going to use a descriptive tone. Your text can be published on the Internet so that your classmates and other people can read it. You and your ♀ can also organize an exhibition at your school to show what you have created.

STEP BY STEP

- 1. Select a painting, photograph or drawing.
- 2. Start your description by saying the name of the picture and the artist.
- 3. Mention some of the important elements in the picture (central figure, colors, background, movement etc.).
- 4. Use the Present Simple tense to write your description in a vivid way. Use the Present Continuous tense to describe what a figure is doing or wearing.
- **5.** Include expressions such as "... is one of the most well-known pieces of artwork in history", "The most important figure is...".
- 6. Illustrate your description with the picture of the painting, photograph or drawing you described.
- 7. Add a title (the name of the picture).
- 8. Exchange descriptions with a classmate and discuss both texts.
- 9. Make the necessary corrections.
- **10.** Write the final version of the description.
- Ao revisar os textos, considere, por exemplo:
- objetivo: As informações estão adequadas ao objetivo do texto?
- conteúdo: As informações estão corretas e completas?
- ortografia: As palavras estão escritas corretamente?

Reescreva seu texto com base na revisão feita por você e seus colegas.

2. Now it's time to share your description. You and your classmates can organize all the descriptions to create online posters (using <www.glogster.com>, for example) on specific topics and share them with other students, your teachers, your families and people everywhere. You can also organize an exhibition at your school to show what you and your classmates have created.

LOOKING AHEAD

X

Do you think art is a way of expressing feelings? In your opinion, can art affect people's emotions?

In pairs, read the following quotes and discuss the possible relationships between art and feelings.

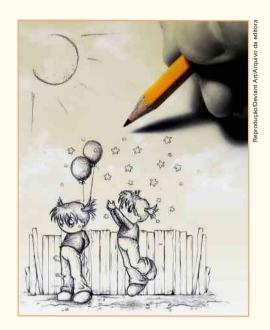
"Art is the objectification of feeling."
(Herman Melville)

"I want to touch people with my art."

(Van Gogh)

"Every portrait that is painted with feeling is a portrait of the artist, not of the sitter."

(Oscar Wilde)



- What about you? Do you have any difficulties talking about your feelings?
- Do you use any form of art to express your emotions? If so, which one(s)?
- Do you think schools should promote the creation and exhibition of students' artwork? Why (not)?



EXTRA READING

<www.theartstory.org/section_movements.htm>

<www.louvre.fr/en/visites-en-ligne>

<www.nationalgallery.org.uk/visiting/virtualtour/>

<www.moma.org/learn/moma_learning>

<www.metmuseum.org/collections/browse-highlights>

O grande livro da Arte: edição de bolso, organizado por Roberto Carvalho de Magalhães (Rio de Janeiro: Ediouro, 2005.)

Ismos — Para entender a Arte, Stephen Little. (Rio de Janeiro: Globo, 2011.)

O poder da Arte, Simon Schama. (São Paulo: Companhia das Letras, 2010.)

EXTRA VIDEO

O sorriso de Mona Lisa. Mike Newell. Estados Unidos, 2003.

Review

Units 3 & 4

READING



Favela Painting: Giving Pride to Brazil's Poor



"I've never been to a museum in my life, and now I'm living in one," said one of Brazil's poorest of her Vila Cruzeiro favela neighborhood. Dutch artists Jeroen Koolhaas and Dre Urhahn perform a vibrant form of charitable art they call Favela Painting. A favela is a Brazilian shanty town that houses the city's poorest citizens, those who cannot find gainful work or a proper home. These run-down ghettos are dangerous and dilapidated, roundly ignored by Brazilian city governments. Where charity has forgotten Brazil's favelas, Koolhaas and Urhahn have aimed to instill pride in the poor by giving these neighborhoods an entirely new, entirely artful appearance.

The team at Favela Painting travel to Brazil's favelas, live there among the poor and organize teams of local citizens who join them in their art. Koolhaas and Urhahn propose paint pieces that re-invent the neighborhood and produce them hand-in-hand with the locals. The results are absolutely stunning, a colorful mix of geometric patterns that turn the ignored, the ugly into living works of art. Those who live in these favela neighborhoods can take pride in their homes and their communities, thanks to the charitable work of the Favela Painting team.

Available at: https://superduperfresh.wordpress.com/2010/06/06/favela-painting-giving-pride-to-brazil%E2%80%99s-poor. Accessed in: September 2015.

- 1. Look at the **picture** and the **title** of the text. What do you expect to read about?
- 2. What is the main purpose of the text? Write the answer in your notebook.
 - a. To promote local artists from favelas in Brazil.
 - b. To describe the benefits of graffiti in favelas in Brazil.
 - c. To talk about the benefits of the work of the *Favela Painting* team.
- 3. Are the following statements true or false? In your notebook write T (True) or F (False) for each statement. Then correct the false statements with fragments from the text. Write the answers in your notebook.
 - a. The work of the *Favela Painting* team gives favela neighborhoods a completely new and colorful appearance.
 - b. The work of the *Favela Painting* team is making people proud to live in favela neighborhoods.
 - c. Jeroen Koolhaas and Dre Urhahn work with famous international artists in Brazil's favelas.
 - d. The work of the *Favela Painting* team is expensive.
- **4.** Choose the expressions used to refer to favelas in Brazil. Write the answer in your notebook.
 - a. absolutely stunning
 - b. these run-down ghettos
 - c. a Brazilian shanty town
 - d. a vibrant form of charitable art

LANGUAGE IN USE

PRESENT CONTINUOUS.

1. Read the cartoon below and choose the correct answer. Write the answer in your notebook.



Available at: http://scienceblogs.com/clock/2008/08/21/science-idol-cartoon-contest-w. Accessed in: September 2015.

The Present Continuous tense is used to

- a. describe an action that always happens (a permanent event).
- b. express a current tendency (a change happening around now).
- 2. Replace the icons 3 with the correct form of the verbs in parentheses to complete the following text about Brazil. Use the Present Continuous tense. Write the answers in your notebook.

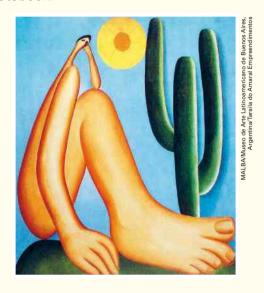
Brazil is safer than ever, and the big cities like Rio and Sao Paulo (enjoy) a kind of renaissance. Graffiti 2 (disappear), new Even Brazil's shanty towns, or favelas, & (experience) a rebirth as residents take back their communities from the drug lords.

> Adapted from: <www.newyorkqnews.com/2011/01/brazil/index.html>. Accessed in: September 2015.

QUESTION WORDS

- 3. In your notebook put the words in the correct order to make questions about the text from exercise 2. Then, answer the questions.
 - a. are/favelas/why/experiencing a rebirth

- b. is/what/happening to graffiti?
- c. the text mention/does/which/Brazilian cities
- 4. Replace the icons 3 with question words to complete the questions about an important Brazilian painting. Write the answers in your notebook.



- a. is the name of the painting? Abaporu.
- b. a does it mean? Abaporu means "the man who eats".
- c. is its painter? Tarsila do Amaral.
- d. art movement does the painting belong to?

The Modernist Movement.

e. • is the painting important to the Modernist Movement?

Because it represents renovation and freedom of Brazil's national art.

f. **♦** is *Abaporu* exhibited? At the Latin American Art Museum of Buenos Aires.

Available at: http://tarsiladoamaral.com.br>. Accessed in: September 2015.

POSSESSIVE PRONOUNS

- 5. Replace the icons with possessive adjectives to complete the sentences about artist Vik Muniz and his work. Write the answers in your notebook.
 - a. Famous visual artist Vik Muniz lives and works in New York but & hometown is São Paulo
 - b. Vik Muniz incorporates a multiplicity of unlikely materials into ophotographs.
 - c. The documentary "Lixo Extraordinário" shows photographs by Vik Muniz. • title in English is "Waste Land".
 - d. With the documentary Vik Muniz aims at inspiring pickers of recycling materials to re-imagine lives.
 - e. Suelem is one of the garbage pickers from "Lixo Extraordinário" and she's proud of 3 work.

Available at: <www.wastelandmovie.com>. Accessed in: September 2015.

PRESENT SIMPLE OR PRESENT. **CONTINUOUS?**

- 6. Replace the icons with the correct form of the verbs in parentheses to complete the following sentences about rainforests. Use the Present Simple or the Past Continuous tenses. Write the answers in your notebook.
 - a. We @ (lose) Earth's greatest biological treasures just as we (begin) to appreciate their true value.
 - b. Experts ② (estimate) that we ② (lose) 137 plant, animal and insect species every single day due to rainforest deforestation.
 - c. The Amazon rainforest (cover) over a billion acres [...].
 - d. With 2.5 million square miles of rainforest, the Amazon rainforest (represent) 54 percent of the total rainforests left on Earth.

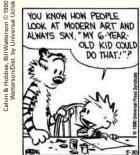
Available at: <www.rain-tree.com/facts.htm>. Accessed in: September 2015.

> -ING: NOUN, ADJECTIVE OR VERB?

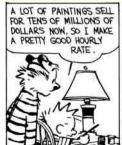
- 7. Read the following fragments from the text on page 83 and focus on the words in **bold**. Are they nouns, adjectives or verbs? Write the answers in your notebook.
 - a. [...] a vibrant form of charitable art they call *Favela Painting*. (1st paragraph)
 - b. [...] now I'm **living** in one [...] (1st paragraph)
 - c. The results are absolutely **stunning** [...] (2nd paragraph)
 - d. [...] turn the ignored, the ugly into **living** works of art [...] (2nd paragraph)

MODAL VERBS OF POSSIBILITY

8. Read the comic strip below and choose the correct modal verb to complete each statement about it. It is not necessary to understand all the words in the text. Write the answers in your notebook.









WATTERSON, Bill. Available at: <www.gocomics.com/calvinandhobbes/1990/05/30>. Accessed in: September 2015.

- a. Calvin could/ couldn't be a true modern artist.
- b. Calvin might/might not be a forger.
- c. Calvin may/may not get into serious trouble.

STUDYING FOR EXAMS



Nesta seção, escreva a resposta de cada questão em seu caderno.

1. (Enem/2011)





or we cannot return the postcard!

Send us a postcard in an envelope with your name, your address, a postcard stamp, and what you would like to know

about the ANDRILL project, or a question you have about Antartica, and we'll send a postcard to you from the ice!

place postage here ARISE McMurdo Station Project G - 091 - M PSC 469 Box 800 APO AP 96599-1035 U.S.A.

Os cartões-postais costumam ser utilizados por viajantes que desejam enviar notícias dos lugares que visitam a parentes e amigos. Publicado no site do projeto ANDRILL, o texto em formato de cartão-postal tem o propósito de:

- a. comunicar o endereco da nova sede do projeto nos Estados Unidos.
- b. convidar colecionadores de cartões-postais a se reunirem em um evento.
- c. anunciar uma nova coleção de selos para angariar fundos para a Antártica.
- d. divulgar às pessoas a possibilidade de receberem um cartão-postal da Antártica.
- e. solicitar que as pessoas visitem o site do mencionado projeto com maior frequência.

2. (UnB-DF/2012)

Jan or Johannes Vermeer van Delft (1632-1675), a Dutch genre painter who lived and worked in Delft all his life, created some of

the most exquisite paintings in

His works are rare. Of the 35 or 36 paintings generally attributed to him, most portray figures in interiors. All his works are admired for the sensitivity with which he rendered effects of light and color and for the poetic

Western art.



quality of his images. He produced meticulously constructed interiors with just one or two figures - usually women. These are intimate genre paintings in which the principal figure is invariably engaged in some everyday activity. Often the light enters Vermeer's paintings from a window. He was a master at depicting the way light illuminates objects.

During the late 1650s, Vermeer began to place a new emphasis on depicting figures within carefully composed interior spaces. Other Dutch painters painted similar scenes, but they were less concerned with the articulation of the space than with the description of the figures and their actions.

Little is known for certain about Vermeer's life and career. Not much is known about Vermeer's apprenticeship as an artist either. After his death, Vermeer was overlooked by all but the most discriminating collectors and art historians for more than 200 years. His few pictures were attributed to other artists. Only after 1866, when the French critic W. Thore-Burger "rediscovered" him, did Vermeer's works become widely known and his works heralded as genuine Vermeer.

Available at: <www.ibiblio.org>. Accessed in: September 2015.

Judge the items that follow according to the text above, and write C (Correct) or E (Erroneous).

- 1. It took around two centuries for Vermeer's paintings to be attributed to him again.
- 2. Some of Vermeer's paintings are considered strange.
- 3. Even though there were just a few of them, Vermeer's paintings proved to be very influential in the history of Dutch painting.
- 4. Whenever Vermeer's paintings portray human figures, these individuals are shown performing ordinary tasks.
- 5. Vermeer got his inspiration from poems about women.
- 6. Vermeer paid meticulous attention to the scenery in his paintings.
- 7. Light did not play a significant role in Vermeer's paintings.
- 8. Vermeer gave greater emphasis to interior spaces than other painters did.
- 9. Vermeer's life and work history were widely documented.
- 10. Vermeer was neglected by most collectors and art historians after he died.

THINKING ABOUT LEARNING



Nesta seção, escreva a resposta de cada pergunta em seu caderno.

> HOW CONFIDENT AM LABOUT

- taking part in discussions on traveling around Brazil?
- taking part in discussions on feelings and art?
- using the Present Continuous tense?
- using question words?
- using possessive adjectives?
- using the modal verbs may, might, could?
- exploring headlines?
- exploring descriptions of images?

Choose one of the following answers:

- √√√ Very confident.
 - √√ Reasonably confident.
 - ✓ Not so confident.

WHAT WORDS/EXPRESSIONS HAVE I LEARNED IN UNITS 3 AND 4?

Example:

Words/Expressions	Words/Expressions in use	Meaning in context
unlikely	"these crowded slum communities [] are becoming <u>unlikely</u> stops for visitors" – p. 60	improbable

WHAT LEARNING RESOURCES HAVE I USED IN UNITS 3 AND 4?

The items in the box below can help you.

Dictionaries	• Extra videos	Glossary
Extra readings	• Internet	Language Reference and Extra Practice

WHAT DO I NEED TO DO IN ORDER TO IMPROVE MY LEARNING?

Example:

• Look for opportunities to practice the language.

PROJECT 1B



TURNING TRASH INTO ART (SECOND PART)

In Unit **4** you have talked about art. Follow the steps below and do the second part of Project 1, *Turning trash into art.*

- > TASK: After having reused plastic bottles or other things we usually throw away, it is time to share your ideas with your local community and the world!
- 1. Produce it! In groups, review the draft you and your classmates wrote in the first part of this project. Then make a poster or record a video to teach people how to create what you have designed. Visit the following links to help you:
 - http://artmind-etcetera.blogspot.com.br/2009/07/how-to-make-tutorial.html;
 - <www.creativeblog.com/video-production/make-tutorial-video-2131915>;
 - <www.udemy.com/blog/how-to-make-a-great-tutorial-video>.
- 2. Share it locally! Organize an exhibition at your school to show what you and your classmates have created. Invite teachers, family members, friends, and other people from your community to get to know about your "green creations".
- **3.** Share it globally! Use the Internet to create and/or share your tutorial. Use English to make your tutorial so that people from all over the world can get inspired by your ideas!

> THINK ABOUT IT!

Reflita sobre o desenvolvimento do projeto a partir das questões a seguir:

- Como você se sentiu ao transformar lixo em arte? E ao fazer o tutorial?
- Como foi a apresentação dos projetos na escola?
- Como as pessoas reagiram ao tutorial na Internet?
- Você faria alguma coisa de modo diferente? Se sim, o quê?
- Você acredita que transformará lixo em arte outra vez?



Old Heroes, New Heroes





Who are they? What do you know about them?











LEARNING OBJECTIVES

- to take part in discussions on old and new heroes
- to learn how to use the Past Simple tense
- to learn how to use object pronouns
- to explore biographies

- 1. Answer the questions below.
 - a. Who are the most famous comic book superheroes you know?
 - b. What are their superpowers? Who/What are their enemies?
 - c. Who is your hero or heroine in real life? Why?
- 2. Read the sentences below and decide if they describe the classical hero or the modern hero. In your notebook write **C** for classical hero or **M** for modern hero.
 - a. He was of royal birth or half mortal, half god.
 - b. He is never surprised by events and shows little emotion.
 - c. He performed extraordinary actions.
 - d. He performs actions for his survival.
 - e. He fights against corruption in government.
 - f. He fought for his own honor.

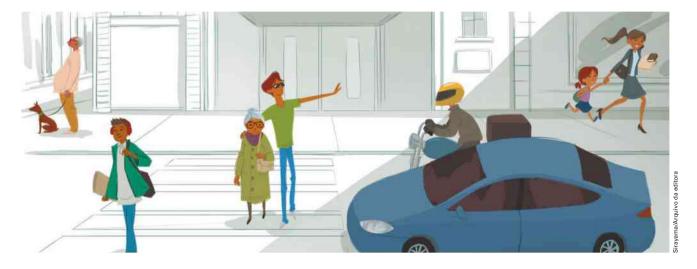
NORMAN, Vera. Four concepts of the heroic. Available at: www.fansnetwork.co.uk/football/southampton/news/19167/heroes-villains-and-scapegoats/?scrollto=post16960>.

Accessed in: September 2015.

3. How would you describe a modern hero/heroine? In pairs, choose the characteristics below you consider essential.

ambitious	bad-tempered	brave	charming
conservative	ethical	hard-working	honest
lazy	open-minded	polite	selfish
reliable	self-confident	sensible	two-faced

4. What other characteristics are important in a modern hero/heroine? In your opinion, what makes a modern hero?



BEFORE READING

- 1. Answer the questions below in your notebook.
 - a. Who was Ayrton Senna?
 - b. Where was he from?
 - c. Why was he famous?
- 2. Turn over the page and, before reading the text, look at the picture, title and source of the text. Then choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.
 - a. The text is an extract from
 - ▲ a weekly magazine.
 - a reference book.
 - b. The text is the introductory part of
 - ▲ a biography of Ayrton Senna.
 - a film review about Ayrton Senna.
 - c. Ayrton Senna died at
 - ▲ an old age.
 - an early age.
- 3. Which of the following items about Ayrton Senna do you expect to find in the text? Write the answers in your notebook.
 - date and place of birth
 - parents' names
 - · details about his career
 - important events in early life
 - · date and place of death
 - leisure activities
 - physical and psychological characteristics
 - people who inspired him





Now read the text to check your predictions.







Ayrton Senna: 1960-1994 - Race car driver



Brazilian race car driver Ayrton Senna was a famous professional race car driver and sportsman at the time of his death in a racing crash in 1994. After an outstanding career on the kart racing circuit, Senna was a three-time champion of the elite Formula One (F1) series. In his brief but spectacular career, Senna proved he was arguably "the most remarkable racing driver of all time," according to Alan Henry in Grand Prix Champions.

Born Ayrton Senna da Silva on March 21, 1960, in Sao Paulo, Brazil, Senna was an awkward child who was later diagnosed with a motor-coordination problem. Senna's father, Milton da Silva, was a successful businessman and landowner, but also was a motor racing fan, and encouraged his son's fascination with cars. When Senna was four, his father gave

him a one-horsepower go-kart. When Senna got behind the wheel, his awkwardness disappeared — he was a natural. The entire family supported Senna's interest in motoring, and spent weekends together at local parks where the young man could drive his kart. His parents used driving privileges as leverage to get Senna, a lackluster student, to pay better attention to his studies. Fortunately for Senna, his family was wealthy and could afford to finance his racing.

At eight years old, Senna was driving the family car. European racing stars Jim Clark and Jackie Stewart were his heroes, as well as Emerson Fittipaldi, a Brazilian driver who was fast emerging as an extraordinary talent. Senna received a 100cc kart for his tenth birthday, but had to practice on his own at the local kart track until he turned 13, the minimum age for racing karts in Brazil. Interest in European motor racing grew in Brazil when Fittipaldi won the Formula One World Championship in 1972, and the nation hosted its first Grand Prix at Interlagos the following year.

READING FOR GENERAL COMPREHENSION

Choose the quote by Ayrton Senna that is connected to the main idea of the text. Write the answer in your notebook.

- a. "Money is a strange business. People who haven't got it aim for it strongly. People who have are full of troubles."
- b. "Racing, competing, it's in my blood. It's part of me, it's part of my life; I have been doing it all my life and it stands out above everything else."

READING FOR DETAIL ED COMPREHENSION

1. What do the following numbers refer to? Match the columns below. Write the answers in your notebook as in the following example.

Example: a. IV

a. Ayrton Senna was born in... 1. 4. b. Ayrton Senna died in... II. 13.

TIP Localize números no texto para identificar informações específicas mais rapidamente.

- III. 8. c. Ayrton Senna drove the family car when he was... IV. 1960. d. Ayrton Senna drove his first go-kart when he was... V. 1972. e. Fittipaldi won the F1 World Championship in... VI. 1994. f. The minimum age for racing karts in Brazil is...
- 2. Are the following statements true or false? In your notebook write T (True) or F (False) for each statement. Then correct the false statements as in the example.
 - a. Senna came from a poor family. F. Senna came from a wealthy family.
 - b. Ayrton Senna died in a racing car crash.
 - c. Senna's father encouraged him to be a race car driver.
 - d Senna received a kart when he turned 13
 - e. Senna won the elite Formula One series twice.
- 3. Read the text again to answer the questions about Ayrton Senna as in the example below. Write the answers in your notebook.
 - a. Where was Ayrton Senna born? In Sao Paulo, Brazil.
 - b. What was his occupation?
 - c. Who were Senna's heroes?

Now choose the correct item that answers each question below (▲ or ■).

- d. Was he a brilliant student? ▲ Yes. he was. ■ No. he wasn't.
- e. Did he have the support of his family in motoring? ▲ Yes. he did. ■ No. he didn't.

READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- a. The financial and emotional support of Ayrton Senna's family played an important role in his life. In your opinion, to what extent can families play an important part in a person's life?
- b. What can you learn from Ayrton Senna's biography?

VOCABULARY STUDY

WORD FORMATION

1. Read the following fragment and choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.

successful businessman and landowner

- a. We can infer that the suffix -ful means
- b. We can infer that the suffix -er indicates
- c. The suffix -ful is usually added to nouns to form
- d. The suffix -er is usually added to verbs to form ▲ nouns.
- ▲ without; not having.
- ▲ an occupation.
- ▲ adverbs.

- with; full of.
- a comparison.
- adjectives.
- adjectives.
- 2. Now copy the Word Formation box (on page 173) on a special page in your notebook and complete it with what you have learned. Notice that this box will be used in other units.

LANGUAGE IN USE



> PAST SIMPLE

Read the fragments below from the text on page 92 and do exercises 1 and 2. Write the answers in your notebook.

Ayrton Senna was a famous professional race car driver and sportsman...

European racing stars Jim Clark and Jackie Stewart were his heroes...

When Senna was four, his father gave him a one-horsepower go-kart.

The entire family supported Senna's interest in motoring...

Senna received a 100cc kart for his tenth birthday...

... Fittipaldi won the Formula One World Championship in 1972...

1. Choose the correct item that completes the sentence below.

The Past Simple tense is used in all sentences

- a. to talk about completed actions and states in the past.
- b. to talk about incomplete actions and states in the past.
- Replace each icon with a word or expression to complete the following statements.
 - a. The Past Simple is often used with expressions that refer to a specific time in the past. In the sentences, the time expressions are: for his tenth birthday, • and •.
 - b. Supported and received are examples of regular verbs in the past. Regular verbs in the Past Simple all end in .
 - c. Was/were, gave and won are examples of irregular verbs in the past. We use 3 when the subject is I/he/she/it and ♥ when the subject is you/we/they.

3. Go back to the text on page 92 and find other examples of regular and irregular verbs in the past. Then copy the table below in your notebook and replace each icon • with an appropriate verb in the past to complete it.

Regular verbs			Irregular verbs
support	supported	be	was, were
receive	received	give	gave
encourage	۞	win	won
prove	۞	can	•
turn	۞	get	•
use	۞	grow	•
		have	•
		spend	•

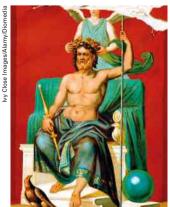
4. Athena, a Greek goddess, and Zeus, a Greek god, were considered heroes of mythology. Replace the icon • with the past form of the verbs in the box below to complete the texts. Write the answers in your notebook.

	Regular verbs		Irregular verbs
inherit	inherited	be	was, were
		become	became
		keep	kept
		lead	led
		make	made



Athena

A powerful war goddess, Athena was usually depicted with her shield or protective cloak, known as the aegis. She also a patron of crafts, especially pottery, weaving, and shipbuilding, and the goddess of the city of Athens. She • the wisdom of her mother, Metis, an attribute that *made* her favour Odysseus, the wisest and most cunning of the Greek heroes. In all these roles she was especially valued because she • always accessible, unlike many gods who their distance from humans.



Zeus

Zeus, son of the Titans Cronus and Rhea, the god of the sky and thunder. His most feared weapon 🌣 his thunderbolt, fashioned by the Cyclopes.

He **②** ruler of the gods when he **③** them in their defeat of the Titans during the Cosmic War.

> WILKINSON, Philip. Myths & Legends: an illustrated guide to their origins and meanings. London: Dorling Kindersley, 2009. p. 24, 36.

Batman and Captain America are two famous superheroes. Read the following texts to find out some interesting facts about them and do exercises 5-8. Write the answers in your notebook.



A lot of key elements of the Bat-mythos weren't introduced until the 1940s

Batman's home was first named as "Gotham City" in Detective Comics #48 in 1940, and before that Batman lived in "Metropolis" or just New York. The Bat-signal didn't appear until Detective Comics #60 in 1942. The Batcave didn't appear until 1948, and prior to that Batman just had a secret hangar for the Batplane and a deserted barn connected to Wayne Manor by a secret passageway.

Available at: http://iog.com/5759535/10-things-you-didnt-know-about-batman. Accessed in: September 2015..

How Captain America really got his shield

Speaking of Captain America, did you know that his steel/vibranium-covered shield was a present given to him in the comics by President Franklin Roosevelt?

He visited the Captain at one point in between his many battles during World War II and gave it to him to use as protection.

Available at: http://screencrush.com/10-things-avengers.

Accessed in: September 2015.



- 5. Choose the correct items (▲ or ■).
 - a. Were the Bat-signal and the Batcave key elements before the 1940s?
 - ▲ Yes, they were.

- No, they weren't.
- b. Was the shield of Captain America a present?
 - ▲ Yes. it was.

- No. it wasn't.
- c. In **negative** sentences with the verb be in the Past Simple tense, we use **not**
 - ▲ before was/were.

- after was/were.
- d. In interrogative sentences with the verb be in the Past Simple tense, we use was/were
 - ▲ before the subject.

- after the subject.
- 6. Read the fragments below and replace each icon with affirmative, negative or interrogative to complete the following statements.

He visited the Captain...

... Batman just had a secret hangar for the Batplane...

The Bat-signal didn't appear until Detective Comics #60 in 1942.

The Batcave didn't appear until 1948...

... did you know that his steel/vibranium-covered shield was a present given to him...?

- a. In 3 sentences in the Past Simple tense, we use didn't (= did not) + main verb in the infinitive.
- b. In **3** sentences in the Past Simple tense, we use the past form of the main verb (regular or irregular).
- c. In sentences in the Past Simple tense, we use did + subject + main verb in the infinitive.
- 7. Replace each icon **3** with the appropriate verb form in the past.
 - a. Batman's home always named as "Gotham City"? (be)
 - No, it **②**. "Metropolis" **②** his home before 1940.
 - b. Satman the Bat-signal before the 1940s? (use)
 - No. he \(\Omega\). He \(\Omega\) it until 1942.
 - c. Captain America a sword as a present? (get)
 - No, he . He a shield for his protection.
- 8. Go back to the texts about Batman and Captain America and find the irregular verbs in the past.

OBJECT PRONOUNS

9. Read the sentences below.

When **Senna** was four, his father gave **Senna** a one-horsepower go-kart.

When Senna was four, his father gave him a one-horsepower go-kart.

She [Athena] inherited the wisdom of her mother, Metis, an attribute that made Athena favour Odvsseus...

She [Athena] inherited the wisdom of her mother, Metis, an attribute that made her favour Odysseus...

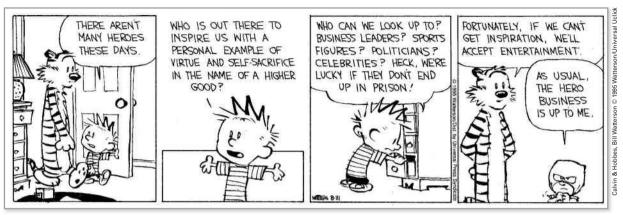
He became ruler of the gods when he led the gods...

He became ruler of the gods when he led them...

Choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.

- a. The pronouns him, her and them are used as objects and refer to
 - ▲ a following element. ■ a previous element.
- b. We use object pronouns
 - ▲ to avoid repetition. ■ to emphasize an element.

10. What does Calvin think of today's heroes? Read the following comic strip and choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.



WATTERSON, Bill. August, 1995. Available at: <www.gocomics.com/calvinandhobbes>. Accessed in: September 2015.

- a. According to the comic strip, we can infer that
 - ▲ Calvin admires business leaders, sports figures, politicians, celebrities from today's world.
 - Calvin criticizes business leaders, sports figures, politicians, celebrities from today's world.
- b. Hobbes, Calvin's tiger, believes that real-life heroes
 - ▲ are a great source of inspiration.
- are not a great source of inspiration.
- c. The object pronoun **us** refers to
- ▲ Calvin only.
- people (including Calvin).

- d. The object pronoun **me** refers to
- ▲ Calvin only.
- people (including Calvin).

LANGUAGE

REFERENCE and

EXTRA PRACTICE

on page —165—

11. Copy the table below in your notebook and replace each icon ◆ with an appropriate pronoun to complete it.

Subject Pronouns	I	you	he	she	it	&	they
Object Pronouns	me	you	٥	©	©	us	©

- **12.** Read some statements about everyday heroes shared on a website. Then replace each icon with the correct *object pronoun* in parentheses to complete the statements. Write the answers in your notebook.
 - a. Many of are who we are today because of someone in our lives. (them/us)
 - b. Steven Spielberg is my hero and inspiration. He is so many things to ❖ I am not sure on where to start. (him/me)
 - c. Ronnie not only impacted his students with his caring attitude and faith in ◆ (them/him) but also with all of the staff that had the fortune to work with ◆. (them/him)
 - d. My hero is my dad for a lot of reasons. His intelligence, creativity, and caring personality are what make ♠ my hero. (him/me)
 - e. My hero is my mom, I picked my mom because she's funny, patient, loving, caring, great mom, pretty, good sense of humor, very smart, fun, wealthy, good influence, successful, very hard working, not selfish, protective, just got to love ♥! (her/me)

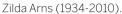
YOUR EVERYDAY Hero Stories. Available at: www.values.com/your-everyday-heroes. Accessed in: September 2015.

LISTENING AND SPEAKING



1. Why are these people considered heroes? Replace the icon 🕈 with their names to complete the following sentences. Write the answers in your notebook.







Martin Luther King (1929-1968).



John Lennon (1940-1980).



Indira Gandhi (1917-1984)

- a. was a powerful politician from India.
- b. was famous for his passionate speeches.
- c. dedicated her life to the poor, especially children.
- d. was a peace activist and wrote many songs that promoted peace.
- 2. What else do you know about the people mentioned in exercise 1? Do you admire any of them?
- 3. (1) Listen to four people from different countries talking about their heroes. They are part of an online project that invites people to share podcasts about heroes all over the world. Match the speakers to their heroes. Write the answers in your notebook as in the example below.

Example: a. II

- a. Speaker 1: Hugh Davis
- b. Speaker 2: Jaqueline Lima
- c. Speaker 3: Shavani Gupta
- d. Speaker 4: Harry Taylor

- I. Zilda Arns
- II. Martin Luther King
- III. John Lennon
- IV. Indira Gandhi

TIP Podcast é um arquivo digital de áudio que se encontra disponível na Internet. Os conteúdos podem variar bastante, mas é comum haver depoimentos, entrevistas, dicas, instruções e/ou comentários em geral.

- **4.** in Listen to the recording again and answer the questions below in your notebook.
 - a. What famous speech did Martin Luther King deliver?
 - b. What was Zilda Arns's profession?
 - c. Who killed John Lennon?
- 5. (a) Now listen to speakers 2 and 3 again and choose the correct item that answers each question below (▲ or ■). Write the answers in your notebook.
 - a. Who was called the 'child of revolution'?
 - ▲ Zilda Arns.

- Indira Gandhi.
- b. What happened to Zilda Arns in 2006?
 - ▲ She was nominated for the Nobel Peace Prize.
 - She founded a pastoral care for poor children.
- c. How did Indira Gandhi die?

 - ▲ She was killed in an earthquake in Haiti. She was assassinated by her two bodyguards.

- **6.** (12) Listen to the recording once more and check your answers.
- 7. In your opinion, what does it take for a person to move from ordinary to extraordinary?

> IN SPOKEN LANGUAGE

➤ There are three different ways to pronounce the -ed ending of regular verbs in the Simple Past tense: /t/, /d/ or /rd/. Listen to the recording and repeat.

/t/	/d/	/1d/
helped	called	founded
worked	delivered	dedicated
	organized	coordinated

➤ In your notebook copy the table below and replace the icons • with the verbs from the box. Listen to the recording and check your answers.

wanted • killed • asked • recognized • nominated • stopped

/t/	/d/	/1d/
٥	0	0
0	0	0

8. Now it is your turn to make part of the online project about heroes around the world. Listen to another person talking about her hero and decide what to include in your short speech.

My name is Isabel Perez and I'm from Colombia, the same country Shakira is from. I'm completely obsessed with her. She inspires me so much! I love all her songs but it is her personality that I look up to. Shakira is involved in global issues and is personally committed to helping children. She founded the Pies Descalzos Foundation, a foundation to help poor children in Colombia. She is also a UNICEF Goodwill Ambassador. I'm sure she makes a difference to the lives of a lot of people.

- ✓ Say your name and where you are from.
- ✓ Say briefly what your hero/heroine has done.
- Say what you think/feel about your hero/heroine.

9. It is time to make your speech to the whole class. You can also record it to make a podcast and share it with other people.

Com base nos depoimentos que ouviu, planeje o que vai dizer sobre seu herói ou heroína. Depois, apresente seu depoimento para um colega e pergunte se ele entendeu e se tem alguma sugestão para você melhorar sua apresentação.

WRITING



In this unit you have read the introductory part of a biography on page 92. Notice that biographies usually include:

- why the person is/was important;
- when and where the person was born; if it is the case, when the person died;
- who the person's parents are/were:
- what happened in the person's life (important facts about his/her life/career in a chronological order).

Biographies can also include comments on the person's personality and/or distinctive physical traits. Visit the websites <www.values.com/your-everyday-heroes> and <www.biography.com> to find other examples of biographies.

1. Write a biography of your everyday hero/heroine – a person you admire or consider of great significance. The person can be dead or alive, from your neighborhood, your country or abroad.

WRITING CONTEXT

Before writing your text, match the columns below to identify the elements of the writing context. Write the answers in your notebook as in the example below.

Example: a. IV

a. Writer: I. tell people about the life of your everyday hero/heroine

h Readers: II. classroom board/Internet c. Genre: III. classmates and other people

d. Objective: IV. you

e. Style: V. biography

f. Media: VI. informative tone

STEP BY STEP

- 1. Think of your everyday hero, such as an inspiring family member, a community leader from your neighborhood etc.
- 2. Start the biography by mentioning the person's name and why he/she is important.
- 3. Mention dates and places of birth and/or death and names of relevant people (parents, siblings, spouse).

- 4. Say what happened in his/her early life and career.
- **5.** Add a picture of the person you are writing about to illustrate the biography.
- 6. Exchange biographies with a classmate and discuss both texts.
- 7. Make the necessary corrections.
- 8. Create the final version of the biography.
- TIP Ao revisar os textos, considere, por exemplo: objetivo: As informações estão adequadas ao objetivo do texto? · conteúdo: Os dados sobre a pessoa (datas, lugares, nomes) foram verificados e estão corretos? · linguagem: O texto elaborado está redigido de maneira clara e objetiva? • ortografia: As palavras estão escritas corretamente? Reescreva seu texto com base na revisão feita por
- 2. Now it's time to share the biography of your everyday hero/heroine with your classmates and other people. The texts can be published, for example, on the Internet (blog, school website etc.) or in the school newspaper. You can also share the story of your real-life hero at <www.values. com/your-everyday-heroes>.

você e seus colegas.

LOOKING AHEAD





"People do extraordinary things every day. They share their time, resources, or love. They show incredible strength and courage. They inspire us by their example."

- In your opinion, can the quotation above be a good definition of modern heroes?
- Deing a hero or heroine is also about overcoming difficulties and doing your best. Find out and share with your friends examples of people who have overcome difficulties in life.
- What about you? Do you also try to overcome difficulties and do your best?
- Discuss the following quotation by Magic Johnson:

"You're the only one who can make the difference.
Whatever your
— dream is, —
go for it."





EXTRA READING

<www.myhero.com>

<www.giraffe.org>

<marvel.com/universe>

A jornada do herói, *Joseph Campbell.* (São Paulo: Ágora, 2004.)

O poder do mito, *Joseph Campbell.* (São Paulo: Palas Athena, 2012.)

O livro de ouro da mitologia, *Thomas Bulfinch. (Rio de Janeiro: Ediouro, 2011.)*

Ayrton Senna – Uma lenda a toda velocidade, Christopher Hilton. (São Paulo: Global, 2009.)

EXTRA VIDEOS

<www.myhero.com/films>

Os Vingadores – The Avengers. *Joss Whedon. Estados Unidos*, 2012.

Senna. Asif Kapadia. Reino Unido e França, 2010. (Documentário.)

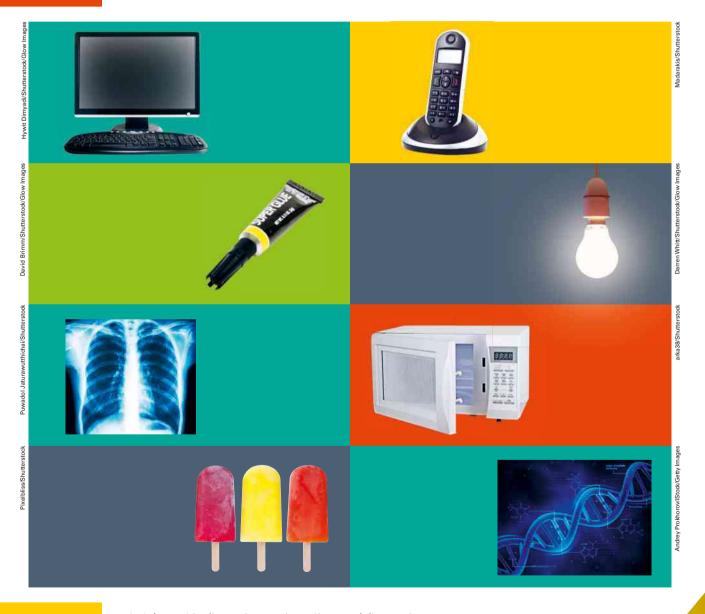
Inventions and Discoveries





Look at the pictures below. Can you name these things?







- to take part in discussions on inventions and discoveries
- to learn how to use the Past Continuous tense
- to learn the differences between the Past Simple and the Past Continuous tenses
- to explore timelines

- 1. In your opinion, what are the top inventions of our century?
- 2. Did you know that Albert Einstein developed the theory of relativity? In your notebook order (1-7) the events to learn about his life.
 - 1. Albert Einstein won the Nobel Prize in Physics.
 - 2. Albert Einstein graduated from high school at the age of 17.
 - 3. Albert Einstein completed his General Theory of Relativity.
 - 4. Albert Einstein was fifteen when he wrote his first scientific work.
 - 5. He died of an aortic aneurysm.
 - 6. Albert Einstein was born in Germany.
 - 7. At age 10, Albert Einstein started studying subjects like math, science and philosophy.

Available at: <www.thefreeresource.com/albert-einstein-timeline-facts-quotes-and-resources>. Accessed in: September 2015.

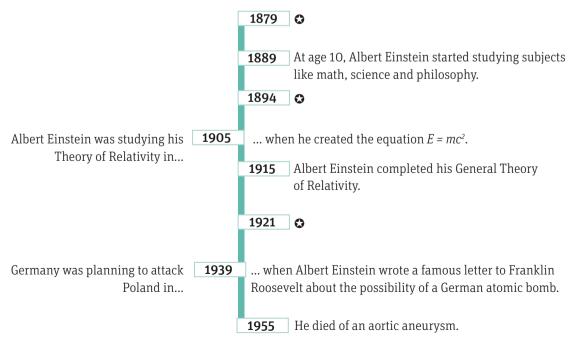
3. Read Einstein's short biography to find out more about him. Then copy the following timeline in your notebook and replace the icons ② with events from exercise 2 to complete it.

Biography of Albert Einstein

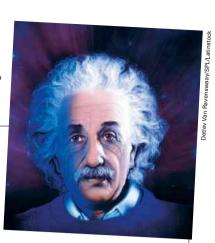
Albert Einstein was a German-born theoretical physicist. He is best known for his theory of relativity and specifically mass-energy equivalence, $E = mc^2$. Einstein received the 1921 Nobel Prize in Physics for his services to Theoretical Physics, and especially for his discovery of the law of the photoelectric effect.

Available at: <www.xtimeline.com/timeline/Biography-of-Albert-Einstein>. Accessed in: September 2015.

Timeline of Albert Einstein's life



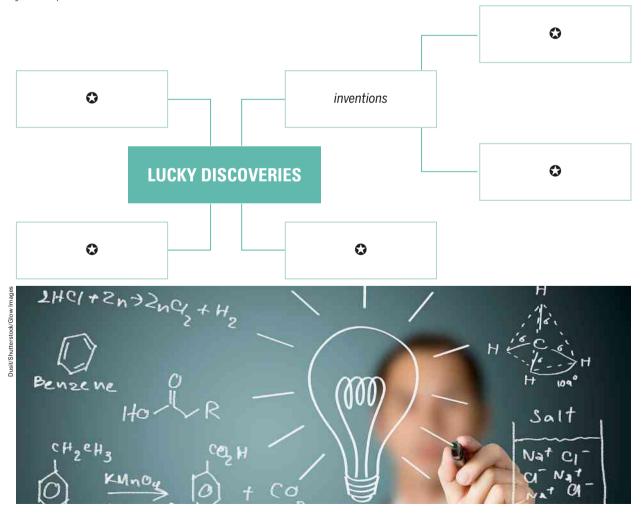
Available at: http://einstein.biz/#biography>, < www.thefreeresource.com/albert-einstein-timeline-facts-quotes-and-resources>. Accessed in: September 2015. (Adapted.)



BEFORE READING

- 1. Answer the questions below.
 - a. Are you a lucky person?
 - b. Can you count only on luck to get what you want? What else is necessary?
- 2. Turn over the page and, before reading the text, look at the photos, the title, the subtitles and the source of the text. Then choose a word from the box to complete each sentence below. Write the answers in your notebook.

- a. The text is part of a magazine ...
- b. The text talks about two famous accidental .
- 3. Look at the **photos** on page 106 and read their **captions**. What do both photos show famous inventors or famous inventions?
- 4. Copy the mind map below in your notebook and replace the icons ❖ with words or expressions you expect to find in the text.





Now read the text quickly to check your predictions.







LUCKY DISCOVERIES

Famous inventions and advances that came about by accident

Some of the biggest game-changing inventions and discoveries of our time were not the product of calculated genius, but accidents that happened to work out. These lucky mishaps have given the world everything from the awesome Slinky toy to the lifesaving antibiotic penicillin. In many cases they've also reshaped major industries or created entirely new ones. NEWSWEEK takes a look at some of the most serendipitous breakthroughs in history and how they came about.



Popsicle inventor Frank Epperson, shown with his granddaughter Nancy.

POPSICLES

Every child is grateful for Frank Epperson, even if he or she doesn't know it. In 1905, Epperson was a mere 11 years old when he accidentally left a soft-drink concoction with a stirring stick in it on the front porch of his San Francisco home. It happened to be a very cold night, and when the boy found his cup the next day, the liquid inside was frozen to the stick. While he had no idea what to make of it at the time, nearly two decades later he patented his "frozen ice on a stick" and called it the Eppsicle, but then changed the name to "Popsicle" because his children liked that better. A few years later he sold his invention to the Joe Lowe Co. in New York. The Popsicle eventually ended up in the hands of Unilever's Good Humor division, which offers more than 30 flavors today.

MICROWAVE OVENS

In 1946 Raytheon engineer Percy Spencer was testing a magnetron — a device that emits microwave radiation — when he realized that the candy bar in his pocket had melted. He figured the magnetron caused this to happen and tested his theory by placing popcorn kernels near the device. When those popped, he tried to cook an egg, which exploded. Sure, it made a mess, but he also realized that exposure to low-density microwave energy could quickly cook food. Spencer and other engineers started to work on a practical way to trap the waves and use them for this purpose. By 1947 the first commercial units became available through Raytheon. They weighed as much as 750 pounds and cost thousands of dollars, but by 1975 technological advances had made the device as popular (and affordable) as an oven range.



A woman removes a cooked hamburger from Raytheon's Radarange, the first commercial microwave oven.

NEWSWEEK. Lucky Discoveries. Available at: https://www.thedailybeast.com/newsweek/galleries/2010/08/31/famous-accidental-discoveries.html. Accessed in: September 2015.

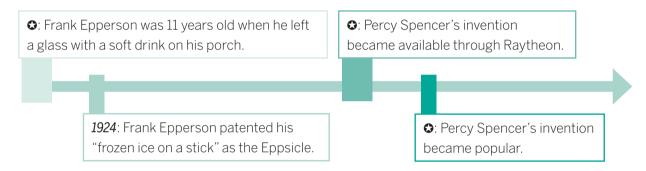
READING FOR GENERAL COMPREHENSION

What is the main purpose of the text? Choose the correct item that answers this question. Write the answer in your notebook.

- a. To introduce the latest inventions.
- b. To talk about famous inventors in history.
- c. To present some accidental inventions.
- d. To reveal some tragic accidents in the world.

READING FOR DETAILED COMPREHENSION

1. Copy the following timeline in your notebook and, according to the text on page 106, replace each icon • with the correct year as in the example below.



- 2. Are the following statements true or false? In your notebook write T (True) or F (False) for each statement as in the example. Then correct the false statements.
 - a. Popsicles and microwave ovens were discovered by accident. T.
 - b. The Slinky toy and penicillin are two examples of lucky discoveries.
 - c. Percy Spencer tested his theory by placing a candy bar in his pocket.
 - d. The popular version of microwave ovens became available by 1947.
- **3.** What do the pronouns in **bold** refer to? Match the columns below. Write the answers in your notebook as in the following example.

Example: a. VII

- a. ... or created entirely new **ones**. (1st paragraph)
- b. ... even if **he** or **she** doesn't know it. (2nd paragraph)
- c. While **he** had no idea... (2nd paragraph)
- d. ... because his children liked that better. (2nd paragraph)
- e. ... when he realized that the candy bar... (3rd paragraph)
- f. When **those** popped... (3rd paragraph)
- g. ... and use **them** for this purpose. (3rd paragraph)
- h. **They** weighed as much as 750 pounds... (3rd paragraph)

- I. child
- II. Percy Spencer
- III. waves
- IV. Frank Epperson
- V. popcorn kernels
- VI. Popsicle
- VII. industries
- VIII. the first commercial units

READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- a. Many people believe all inventors are people who work really hard to solve complex problems. What view of inventors does the text present?
- b. In your opinion, can luck really help scientists? Is it enough for their work? If not, what other factors are important?

VOCABULARY STUDY

> NOUN PHRASES

- 1. Copy the noun phrases below in your notebook and underline the main word(s) in each noun phrase as in the example.
 - a. famous inventions and advances
 - b. the biggest game-changing inventions and discoveries of our time
 - c. the product of calculated genius
 - d. these lucky mishaps
- **2.** Go back to the text on page 106. Which noun phrases from exercise **1** are used in the place of the expression "Lucky Discoveries" (title)? Write the answer in your notebook.

> MULTI-WORD VERBS

- **3.** In your notebook write the definition of each multi-word verb below. Choose the definitions from the box on the right.
 - a. to come about ("Famous inventions and advances that came about by accident.")
 - b. to work out ("... accidents that happened to work out.")
- to develop in a satisfactory way
- to happen or to start to happen

SYNONYMS

4. Match the words in **bold** to their synonyms. Write the answers in your notebook as in the example below.

Example: a. I

a. ... he **accidentally** left I. unintentionally

b. ... **entirely** new ones

c. The Popsicle **eventually** ended up III. completely

d. ... could **quickly** cook food IV. finally

IIP Em inglês, acrescenta-se o sufixo

-ly a adjetivos para formar advérbios
(accidental → accidentally), assim como
em português acrescenta-se o sufixo

-mente (acidental → acidentalmente).

> WORD FORMATION

- **5.** Use adverbs ending in -ly to rewrite the sentences below. Write the answers in your notebook.
 - a. He solved the problem in a brilliant way.
 - b. Each chapter presents the historical context in a brief manner.

LANGUAGE IN USE



> PAST SIMPLE (REVIEW)

1. Go back to the text on page 106 to find regular and irregular verbs in the past. Then copy the table below in your notebook and replace each icon • with an appropriate verb in the past to complete it.

Regular verbs		Irregular verbs
call → called		be → was, were
cause 🔸 🛇	patent 🔸 🛇	become → �
change 🔸 🗘	pop → ©	can → ©
explode 🔸 😂	realize 🔸 🗘	cost → ≎
end → ❖	start 🔸 🖸	find → ❖
figure 🗕 🕏	test → ©	have → ♡
happen → �	try → ⊙	leave → ❖
like → 🌣	weigh → ۞	make 🔸 🛇
		sell → ©

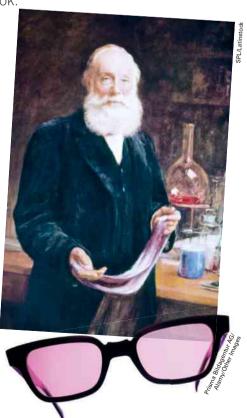
2. Replace the icons with verbs from exercise 1 to complete the following text about the color mauve, a "lucky discovery". Write the answers in your notebook.

The Color Mauve

In 1856 the chemist William Perkin was trying to find a cure for malaria when his experiments produced a dark sludge.

It \odot a disappointing result, but Perkin noticed the color. It was a particular shade of purple, which \odot to be a hot color at the time. He was able to isolate the compound that produced the color — mauve — and \odot it worked well as a dye. Within a year, Perkin \odot his synthetic dye, the first synthetic dye ever made, and opened a company to make and sell it.

Photos: Sir William Perkin in the lab; glasses with mauve shade lenses, the colour that Perkin created and popular.



Adapted from: LUCKY DISCOVERIES.
Available at: https://www.thedailybeast.com/newsweek/galleries/2010/08/31/famous-accidental-discoveries.html
Accessed in: September 2015.

> PAST CONTINUOUS

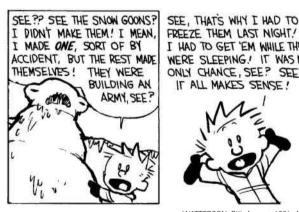
Read the fragments below from the texts on pages 106 and 109 to do exercises 3 and 4. Write the answers in your notebook.

- a. In 1946 Raytheon engineer Percy Spencer was testing a magnetron [...] when he realized that...
- b. In 1856 the chemist William Perkin was trying to find a cure for malaria when his experiments produced a dark sludge.
- 3. Choose the correct item that completes each sentence below (▲ or ■).
 - a. The Past Continuous tense is used in both fragments to talk about
 - ▲ completed actions in the past. actions in progress in the past.
 - b. The structure of the Past Continuous tense is
 - ▲ verb be (was/were) + main verb in the -ing form. main verb in the -ing form.
 - c. We often use the Past Continuous tense with the Past Simple tense. This happens when a long action is interrupted by another shorter action. The Past Continuous tense indicates the
 - ▲ long action. shorter action.
- 4. Replace each icon with a word or expression from the fragments to complete the following statements.
 - a. The word used to connect the clauses is .
 - b. The time expressions in the sentences are 2 and 2.
- 5. Replace the icons with the appropriate form of the verbs in parentheses to complete the following texts about different accidental discoveries. Use the Past Continuous tense. Write the answers in your notebook.
 - a. MICROWAVE: Percy Spencer (walk) past a radiation tube and noticed that the candy in his pocket melted.
 - b. **POPSICLE**: In 1905, Frank Epperson **②** (try) to make a soda pop a popular drink at that time. He mixed the popular drink with soda water and accidently left the mixture on his porch all night.
 - c. CHOCOLATE CHIP COOKIES: Mrs. Wakefield (make) chocolate cookies when she ran out of baker's chocolate. Then she decided to use broken pieces of semi-sweet chocolate.
 - d. **SUPERGLUE**: Harry Coover **②** (develop) plastic lenses for gun sights, when he accidentally created a synthetic adhesive.
 - e. **SACCHARIN**: In 1879 Constantin Fahlberg **(try)** to find alternative uses for coal tar, when he came home with dirty hands and noticed that his wife's biscuits tasted a lot sweeter.

- 6. Are the following statements about the texts from exercise 5 true or false? In your notebook write T (True) or F (False) for each statement. Then correct the false statement(s) as in the example below.
 - a. Frank Epperson was drinking soda water when he accidentally discovered popsicles. F: Frank Epperson wasn't drinking soda water. He was trying to make soda pop.
 - b. Mrs. Wakefield was eating a chocolate cake when she accidentally discovered chocolate chip cookies.
 - c. Percy Spencer was carrying a candy in his pocket when he accidentally discovered microwave radiations.
- 7. Go back to exercise **5** to ask and answer questions as in the example below. Write the answers in vour notebook.
 - a. Was Percy Spencer eating (eat) a candy when he accidentally discovered microwave radiation? (walk past/a radiation tube) • No, he wasn't. He was walking past a radiation tube.
 - b. ◆ Dr. Harry Coover ◆ (use) a gun when he accidentally discovered superglue? (develop/gun sights) ❖
 - c. Constantin Fahlberg (wash) his hands when he accidentally discovered artificial sweetener? (eat/biscuits) **②**

PAST SIMPLE OR PAST CONTINUOUS?

8. Calvin made a snow goon (hostile snowman) by accident. Read the comic strip below and answer the guestions in your notebook.



FREEZE THEM LAST NIGHT! I HAD TO GET 'EM WHILE THEY WERE SLEEPING! IT WAS MY ONLY CHANCE, SEE? SEE, IT ALL MAKES SENSE!







WATTERSON, Bill. August, 1991. Available at: www.gocomics.com/calvinandhobbes/1991/01/18>. Accessed in: September 2015.

- a. How many snow goons did Calvin make?
- b. When did Calvin freeze the snow goons?
- c. What were the snow goons doing when Calvin got them?
- d. How did Calvin feel after talking to his parents about the snow goons?
- e. Contractions are very common in spoken English. What does the contraction 'em mean?

9. Identify the verb form that describes the interrupted action in each sentence below. Write the answers in your notebook as in the example.

Example: a. was working

- a. American engineer Wilson Greatbatch was working on a gadget when he inserted the wrong type of resistor into his invention.
- b. Dr. Harry Coover discovered superglue in 1942 when he was trying to isolate a clear plastic to make precision gun sights.
- c. Coover was working in a Tennessee chemical company when he realized the potential of the substance.
- 10. Replace the icons with the appropriate form of the verbs in parentheses to complete the following text about another accidental discovery. Use the Past Simple or the Past Continuous tense. Write the answers in your notebook.



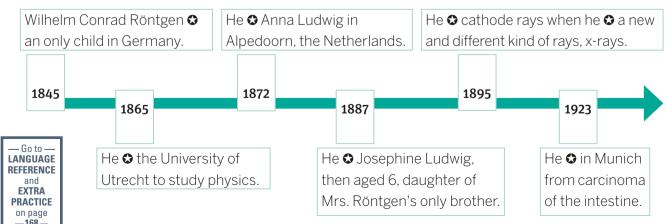
X-rays

In 1895, physicist Wilhelm Röntgen � (perform) a routine experiment with cathode rays, when he � (notice) that a piece of fluorescent cardboard � (light up). He � (place) a thick screen between his cathode emitter and the radiated cardboard, proving that particles of light � (pass) through solid objects. Röntgen � (realize) the importance of this discovery and � (make) the first x-ray image with a skeletal image of his wife's hand.

Adapted from: SWANSON, Marisa. 10 Accidental Inventions. Available at: <www.ehow.com/list_7470448_10-accidental-inventions.html>. Acessed in: September 2015.

11. Copy the timeline of Nobel Prize Winner in Physics Wilhelm Röntgen in your notebook. Replace the icons with the appropriate form of the verbs from the box below to complete the timeline. Use the Past Simple or the Past Continuous tense.

marry • discover • enter • die • adopt • be born • study



LISTENING AND SPEAKING



1. Are you interested in astronomy? Match the words to the definitions. Write the answers in your notebook as in the example below.

Example: a. III

a. star I. A tool that was invented to help people see distant objects out in space.

b. orbit II. The path one object takes around another.

III. A self-luminous sphere that shines through the release of energy produced by c. planet

nuclear reactions at its core.

d. universe IV. An object moving around a star.

e. telescope V. The space that contains all of the matter and energy in existence.

2. (1) Listen to a news program on the radio about a recent discovery in astronomy and answer the questions below in your notebook.

a. What have scientists discovered?

b. What did scientists use to find it?

3. $\stackrel{\circ}{\bullet}$) Listen to the recording again and choose the correct statement about Gliese 581g. Write the answer in your notebook.

TIP Para compreender

a. It was an accidental discovery.

c. It orbits a star called Gliese 581g.

d. It's as big as an eight-storey building.

informações específicas, preste b. It could support life. atenção nas palavras-chave.



- 4. (i) Listen to the recording once more. Are the following statements true or false? In your notebook write T (True) or F (False) for each statement.
 - a. Gliese 581g is very distant in space terms.
 - b. Conditions on Gliese 581g are similar to Earth's.
 - c. The temperature on the surface of Gliese 581g is just right for liquid water to exist.
 - d. Scientists believe there are many other Earth-like planets waiting to be discovered.
- 5. (15) Listen to the recording once more and check your answers.



6. Would you like to travel to colonize another planet?

> 16 SPOKEN LANGUAGE

> Schwa — /ə/ — is the most common sound in English. It is a weak, unstressed sound and it occurs in many words as in inventor and computer. Listen to the words in the recording and repeat them. Then copy them in your notebook and underline the letters pronounced as /ə/ as in the example below.

experts • system • discover • water • scientist • temperature

7. In pairs, talk about the inventions/discoveries below. Decide which one is the top invention/discovery. Use information from the following boxes to support your opinions.



Electricity

- Not invented by anyone, but discovered.
- It affects almost every aspect of our lives
- from how we travel to how we spend our weekends.
- Information can be accessed from nearly any location in the world with electricity.



• Invented in 1876 by Alexander Graham Bell (with Thomas Watson).

- It allows immediate two-way communication over great distances.
- It can be a lifesaver in an emergency.

Telephone



- Discovered in 1929 by Alexander Fleming.
- It is a widely used powerful antibiotic (the first).
- It is useful for treating bacterial infections.

Penicillin

8. What would you like to invent or discover to make life better?

WRITING



In this unit you have read timelines of famous scientists' lives on pages 104 and 112. Notice that timelines are often accompanied by a short biography and usually include important events such as date of birth/death, date of an important discovery/publication.

Visit < www.dipity.com > to find other examples of timelines.

1. Write a short biography and create a timeline to complement it. You may write a short version of the biography you wrote in the last unit or choose a different person this time. The person can be dead or alive, from your neighborhood, your country or abroad.

WRITING CONTEXT

Before writing your text, replace each icon • with an appropriate answer to identify the elements of the writing context. Write the answers in your notebook.

a. Writer: you

b. Readers: classmates and other people

c. Genres: short biography and 3

d. Objective: tell people about the life of a person you admire/consider of great significance

e. Style: 😂

f Media: school board/Internet

STEP BY STEP

- 1. Think of a person you admire or consider of great significance such as an inspiring family member, a community leader from your neighborhood, a famous scientist etc.
- 2. Write a short biography of this person. This type of biography usually includes why the person is/was important and one or two facts about his/her life.
- 3. Select the important events of the person's life to create a timeline.
- 4. Start by mentioning the year or date and say what happened in his/her early life and career.

- 5. Use the Past Simple tense to talk about completed past events. Use the Past Continuous tense to talk about an event in progress in the past.
- 6. Add a picture of the person you are writing about to illustrate your timeline and short biography.
- 7. Exchange timelines and short biographies with a classmate and discuss them.
- 8. Make the necessary corrections.
- 9. Write the final version of the timeline and short biography.

- TIP Ao revisar os textos, considere, por exemplo:
- objetivo: As informações estão adequadas ao objetivo dos textos?
- · conteúdo: Os dados sobre a pessoa (datas, lugares, nomes) foram verificados e estão corretos?
- · linguagem: Os textos elaborados estão redigidos de maneira clara e objetiva?
- leiaute: A organização visual da linha do tempo facilita a compreensão das informações? Reescreva seus textos com base na revisão feita por você e seus colegas.
- 2. Now it's time to share your timeline and short biography with your classmates and other people. You can also use one of the online resources below to create and publish your timeline:

• <www.timetoast.com>

• <www.dipity.com>

LOOKING AHEAD

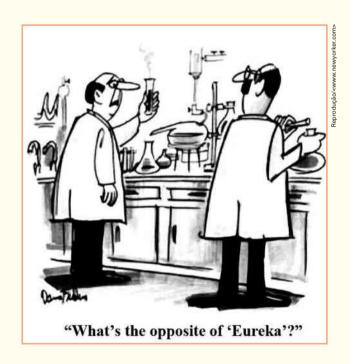


> In this unit, you have read texts about several accidental or lucky inventions. Based on them discuss the quotations below:

"Luck is what happens when preparation meets opportunity." (by Seneca, Roman philosopher, mid-1st century AD)

"Chance favors only the prepared mind." (by Louis Pasteur, French chemist, 1822-1895)

- > Do you think the discoveries shown in this unit are important ones? Why? In your opinion, how can science make a difference in our lives?
- > We say *Eureka!* to celebrate a discovery. In the cartoon, the scientist didn't discover what he wanted. In your opinion, what is the relevance of mistakes in our lives? How do you deal with them?



EXTRA READING

http://list25.com/25-accidental-inventions-that-changed-the-world

http://science.howtuffworks.com/innovation/inventions/10-accidental-inventions.htm

<www.biography.com/people/groups/discovery/scientific/all>

1001 invenções que mudaram o mundo, Jack Challoner. (São Paulo: Arqueiro, 2011.)

25 grandes ideias: como a ciência está transformando o nosso mundo, Robert Matthews. (Rio de Janeiro: Zahar, 2008.) Descobertas acidentais em ciências, Royston M. Roberts. (Campinas: Papirus, 1995. Coleção Papirus Ciência.)

EXTRA VIDEOS

<www.boomsbeat.com/articles/4639/20140529/25-accidental-inventions-video.htm> O óleo de Lorenzo. George Miller. Estados Unidos, 1992.



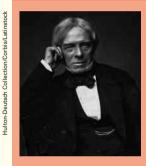
Units 5 & 6

READING



1. Before reading the texts, look at the **pictures** and the **titles**. Who are these people? What do you know about them?

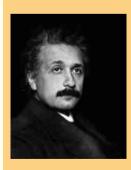
MICHAEL FARADAY (1791-1867)



This English inventor played an important role in furthering knowledge about the relationship between magnets and electricity. His discovery of what he called "electromagnetic rotation" was a vital step

in the development of what would become the electric motor. Faraday worked out that the interaction between electricity and a magnet would lead to the constant rotation of current, something he tested using a wire carrying electricity, a magnet, and a bowl of mercury.

ALBERT EINSTEIN (1879-1955)



Einstein was born to Jewish parents in southern Germany. In 1905, he published his Special Theory of Relativity, which was followed by the General Theory of Relativity in 1915. His

theories revolutionized understanding of the relationship between time, space, matter, and energy. From the 1920s Einstein was fêted worldwide, but chose exile in the US, away from Hitler's Germany.

ISAAC NEWTON (1642-1727)



In 1687, the English physicist Isaac Newton published the universal law of gravitation, one of the most remarkable of all scientific discoveries. It explained what holds the universe together: that all heavenly bodies exert a

force called *gravitas*, or weight. Newton's work would dominate science's views on the physical universe for almost 300 years.

HISTORY YEAR BY YEAR: the ultimate visual guide to the events that shaped the world.

London: DK, 2011. p. 229, 299, 357.

- **2.** What is the main purpose of the texts? Write the answer in your notebook.
 - a. To describe accidental inventions and discoveries.
 - b. To talk about famous scientists and their discoveries.
- 3. Replace each icon with Faraday, Newton or Einstein to complete each statement below. Write the answers in your notebook.
 - a. **3** studied the relationship between time, space, matter, and energy.
 - b. contributed to the field of electromagnetism.
 - c. described universal gravitation.
 - d. and were English scientists.

- 4. Answer the guestions below in your notebook.
 - a. What did Faraday discover?
 - b. Did Newton's work dominate science views for almost three centuries?
 - c. When did Einstein publish the General Theory of Relativity?

LANGUAGE IN USE

PAST SIMPLE

- 1. The following sentences are about important scientists in history. Replace the icons & with the correct form of the verbs in parentheses to complete the sentences. Use the Past Simple tense. Write the answers in your notebook.
 - a. Augusta Ada Byron (develop) the world's first computer program.
 - b. Ada Lovelace (influence) the computer programming of today.
 - c. Albert Einstein & (believe) in the power of imagination.
 - d. F. Sherwood Rowland @ (discover) the 'greenhouse effect'.
 - e. The Hib Vaccine Team (create) a vaccine against the bacteria that can cause meningitis and pneumonia.
 - f. Irene Ayako Uchida (help) find the link between radiation and birth defects.
 - g. Mohammed Bah Abba 3 (invent) a refrigeration device that is not dependent on electricity.
 - h. Sir Alexander Fleming (save) millions of lives with his discovery of penicillin.

Adapted from: http://myhero.com/science/science_content.asp. Accessed in: September 2015.

2. Replace the icons 3 with the correct form of the verbs in parentheses to complete the following text about a Lucky discovery. Use the Past Simple tense. Write the answers in your notebook.

Corn flakes

Who knew that one of America's first beloved cereals was invented by accident? It all 3 (start) with Will Keith Kellogg, his interest in medicine and a bout of forgetfulness. Kellogg @ (assist) his brother, who **♦** (work) as a doctor at the Battle Creek Sanitarium in Michigan, with patients and their diets. [...]

Responsible for making bread dough one day, Kellogg accidentally **3** (leave) his main ingredient — boiled wheat — sitting out for several hours. When he @ (come back) to roll the ingredient into dough, the wheat 3 (become) flaky. Curious to see what would happen, Kellogg baked the flaky dough

> anyway, creating a crunchy and flaky snack. The flakes (be) a hit with patients, so Kellogg & (embark) on a mission to enhance the product for large-scale sale. [...]

Available at: http://science.howstuffworks.com/innovation/inventions/ 10-accidental-inventions2.htm>. Accessed in: September 2015.

OBJECT PRONOUNS

- 3. Choose the correct object pronoun to complete each quote by Albert Einstein. Write the answers in your notebook.
 - a. "We cannot solve our problems with the same thinking we used when we created them/us."
 - b. "Logic will get you from A to B. Imagination will take you/it everywhere."
 - c. "Once we accept our limits, we go beyond it/them."
 - d. "Intellectuals solve problems, geniuses prevent him/them."
 - e. "You ask me/you if I keep a notebook to record my great ideas. I've only ever had one."
 - f. "We still do not know one thousandth of one percent of what nature has revealed to us/her."

Available at: <www.brainyquote.com/quotes/authors/a/ albert_einstein.html>. Accessed in: September 2015. **4.** Moms are everyday heroines. Read the comic strip about a mom on vacation and choose the expression that completes the sentence below. Write the answer in your notebook.



JOHNSTON, Lynn. January, 2011 (ID: 11597). Available at: <www.fborfw.com>. Accessed in: September 2015.

The object pronoun "them" refers to

a. the little girls. b. the tourist's children.

c. the little girl and her mother.

> PAST CONTINUOUS

- 5. Replace the icons ❖ with the correct form of the verbs in parentheses to complete the sentences about the comic strip from exercise 4. Use the Past Simple tense. Write the answers in your notebook.
 - a. Elly ② (walk) on the beach in Barbados when she saw a vendor selling beach wraps.
 - b. As Elly ② (go) to look at the beach wraps, she saw the vendor's daughter, Samantha.
 - c. While Elly **②** (try on) a beach wrap, she told the woman about her two kids.
 - d. Elly **②** (not expect) to miss her children in Barbados.

PAST SIMPLE OR PAST CONTINUOUS?

6. Replace each icon with a verb from the following boxes to complete the comic strips below. Write the answers in your notebook.



JIM'S JOURNAL. July 2012. Available at: <www.gocomics.com/jimsjournal/2012/07/18>. Accessed in: September 2015.



forgot • sent • went • was leaving

JIM'S JOURNAL. July 2012. Available at: www.gocomics.com/jimsjournal/2012/07/20. Accessed in: September 2015.

STUDYING FOR EXAMS



Nesta seção, escreva a resposta de cada questão em seu caderno.

(Unifesp/2012)

Longevity: Habits May Extend Life Only So Much

By Nicholas Bakalar August 8, 2011

The eating, drinking and exercise habits of extremely old but healthy people differ little from those of the rest of us, a new study has found. Gerontologists at the Albert Einstein College of Medicine recruited 477 Ashkenazi Jews ages 95 to 112 who were living independently. The researchers took blood samples, did physical examinations and obtained detailed personal and medical histories from each participant. Then they compared them with 1,374 non-Hispanic white adults, ages 65 to 74, from the general population. For both men and women, consumption of alcohol, amount of physical activity and the percentage of people on low-calorie or low-salt diets were almost identical in the two groups.

Long-lived men were less likely to be obese than their younger counterparts, although no less likely to be overweight. The oldest women were more likely to be overweight and less likely to be obese. More men among the oldest were nonsmokers, but smoking habits were not significantly different among the women.

Does this mean that it all depends on genes, and we might as well eat, drink and be merry? No, according to the senior author, Dr. Nir Barzilai, director of the Institute for Aging Research at Albert Einstein College of Medicine. "For most of us who do not have genes for longevity," he said, "if you follow the healthy lifestyle the medical community has put forth, you are much more likely to live past 80."

The study was published online last week in The Journal of the American Geriatrics Society.

Disponível em: <www.nytimes.com>. Acesso em: 22 set. 2015. (Adaptado.)

- 1. According to the text.
 - a. independent elderly people are more likely to live more and in a healthy way.
 - b. the research compared two groups: one of men aged from 95 to 112 and one of women aged from 65 to 74.
 - c. the study concluded that extremely old people do not have significantly different eating, drinking and exercise habits from the rest of the population.
 - d. women in the oldest group were more likely to be nonsmokers when compared to women in the 65 to 74 group.
 - e. non-Hispanic white adults tend to live less than Ashkenazi Jews, probably because of their lifestyle.
- 2. Os homens que fizeram parte do grupo da faixa etária mais velha:
 - a. eram todos antitabagistas.
 - b. apresentaram propensão à obesidade e ao sobrepeso.
 - c. não consumiam bebidas alcoólicas e faziam dieta com restrição de calorias e de sal.
 - d. não eram sedentários, mas também não praticavam exercícios físicos.
 - e. apresentaram uma tendência ao sobrepeso semelhante à dos homens na faixa dos 65 a 74 anos.
- 3. No trecho do segundo parágrafo Long-lived men were less likely to be obese than their younger counterparts, although no less likely to be overweight. — a palavra although pode ser substituída, sem alteração de sentido, por:
 - a. but
 - b. so
 - c. or
 - d. since
 - e. thus

THINKING ABOUT LEARNING



Nesta seção, escreva a resposta de cada pergunta em seu caderno.

HOW CONFIDENT AM I ABOUT...

- taking part in discussions on old and new heroes?
- taking part in discussions on inventions and discoveries?
- using the Past Simple tense?
- using the Past Continuous tense?
- using object pronouns?
- exploring biographies?
- exploring timelines?

Choose one of the following answers:

√√√ Very confident. √√ Reasonably confident. ✓ Not so confident.

WHAT WORDS/EXPRESSIONS HAVE I LEARNED IN UNITS 5 AND 6?

Example:

Words/Expressions	Words/Expressions in use	Meaning in context	
eventually	"The Popsicle <u>eventually</u> ended up" – p. 106	finally	

WHAT LEARNING RESOURCES HAVE I USED IN UNITS 5 AND 6?

The items in the box below can help you.

Dictionaries	 Extra videos 	Glossary
Extra readings	• Internet	Language Reference and Extra Practice

WHAT DO I NEED TO DO IN ORDER TO IMPROVE MY LEARNING?

Example:

• Take notes of the new words and expressions I learn.

PROJECT 2A

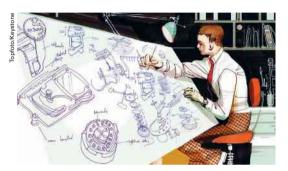


EUREKA: IDEAS FOR A HEALTHIER WORLD! (FIRST PART)

In Unit 6 you have talked about inventions and discoveries. Read the text below and do the first part of Project 2, Eureka: Ideas for a healthier world!

PRÊMIO JOVEM CIENTISTA

Conheça os vencedores do Ensino Médio



Aparelhos de som MP3 tornaram-se companheiros inseparáveis de atletas que gostam de intensificar seus treinos com a prática da corrida. Mas será que os atletas sabem como tirar maior proveito do seu set list musical? Pesquisas de diversas áreas já provaram que as batidas de uma música podem diminuir ou aumentar o ritmo das

passadas, determinando o grau de desempenho do corredor. Pensando nisso, João Pedro Wieland, do Colégio de Aplicação da UFRJ, criou um aplicativo capaz de selecionar as músicas salvas em um smartphone de acordo com as necessidades físicas de atletas profissionais e amadores no momento da prática. O projeto foi agraciado com o 1º lugar da categoria Estudante do Ensino Médio do XXVI Prêmio Jovem Cientista, no ano em que o tema escolhido foi "Inovação tecnológica nos esportes". [...]

Em segundo lugar ficou Izabel Souza de Jesus Barbosa, do Instituto de Aplicação Fernando Rodrigues da Silveira (CAP-Uerj), por realizar um mapeamento das "tribos" de jovens presentes em sua escola e desenvolver um projeto que, a partir da prática de esportes, pretende despertar a cidadania e diminuir a prática de bullying entre os estudantes.

O terceiro lugar foi para a estudante Bianca Valeguzki de Oliveira, aluna do 2º ano do Colégio Presbiteriano de Juína, em Mato Grosso, que encontrou um fruto nativo capaz de repor proteínas e dar mais energia a atletas. [...]

Adapted from: http://jovemcientista.org.br>. Accessed in: September 2015.

- **TASK:** In small groups, try to think of practical ideas to help people live a healthier life. Write down a short description of what you intend to propose and present arguments to support it. In this part of the project, it is only necessary to write a first draft. Later, you are going to use it to make a slide presentation. If possible, try to put your ideas into practice and see if they really work. Get inspired by the participants of Prêmio Jovem Cientista at <www.jovemcientista.org.br/>.
- Go to page 156 for the second part of this project.

Uma apresentação com slides é uma sequência de telas que exibe informações organizadas de modo objetivo, geralmente com o apoio de imagens.

Have Fun and Get Fit

Unit



What are they doing to have fun?









acek Chahraszewski/Shutterstor



Barone Firenze/Shutterstock/Glow Imag



Deklofenak/Shutterstock/Glow Images



Alamy/Other Imag

LEARNING OBJECTIVES

- to take part in discussions on video games, technology and health
- to learn how to use the relative pronouns which, who and that
- to explore game reviews

1. What do you like doing in your spare time? Choose your favorite leisure activities in the box below.

Indoor activities watching television • talking on the phone • going to the movies reading books • going to the shopping mall · listening to music • playing video games singing • surfing on the net • chatting with friends on the net drawing **Outdoor activities** doing sports • having a picnic dancing • swimming • surfing · going to the beach · flying a kite • riding a bike skateboarding going camping walking in the park

- 2. In your notebook write down your TOP 5 leisure activities. In pairs, compare your answers.
- **3.** In pairs, answer the questions below.



BEFORE READING

- 1. In pairs, answer the questions below.
 - a. Do you play video games or computer games? If so, what is your favorite game?
 - b. How many hours a day do you spend sitting in front of the computer or TV?
 - c. A person who spends a lot of time sitting, usually watching TV, is called a couch potato. Are you a couch potato?



- 2. Turn over the page and, before reading the text, look at the picture, title and subtitle. Then choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.
 - a. The picture shows a man
 - ▲ watching television.
 - playing video games.
 - b. The picture and the title suggest that
 - ▲ playing video games can be very dangerous.
 - "active" video games can help you exercise.
 - c. The word "exer-game" is a combination of two words
 - ▲ external + games.
 - exercise + games.
 - d. In "But is an 'exer-game' a real workout?" the author questions whether "active" video games are
 - ▲ equivalent to actual physical activity.
 - a form of exercise.
 - e. The article belongs to the
 - ▲ sports section in a magazine.
 - beauty section in a magazine.
- **3.** Which of the following words and expressions do you expect to find in the text? Write them in your notebook.

burn calories	cinema	improve your fitness
vegetables	physical activity	TV programs



Now read the text quickly to check your predictions.



Video Killed the Couch Potato

But is an "exer-game" a real workout?

here's no doubt that 'active video games', ones that require you to move your body to control your on-screen character, burn more calories than traditional passive video games. But that's not saying much. The more important question is whether they burn enough calories to make a real difference to your health and the answer depends on what game you're playing, and how vigorously you play it.

A recent study at the University of Waterloo found that students burned 5.4 times more calories playing the 'exer-game' Wii Sports tennis than they would by just sitting on the couch. That's not as much as a real game of tennis, which burns about eight times more calories than you'd burn at rest, but it means a respectable workout that can help improve your fitness. In contrast, an earlier study of other games like Dance Dance Revolution and Wii bowling found that they burned even fewer calories; equivalent to walking at a moderate pace.

The bottom line: active video games are better than nothing,

but not as good as the 'real' sports that they imitate. Since most young Canadians already spend more than six hours a day sitting in front of TV and computer screens, 'parents should at least try to get their kids playing games that involve being physically active', says Scott Leatherdale, the researcher who led the Waterloo study. "That being said, video games should not replace actual physical activity."

Alex Hutchinson

©2011 BY ALEX HUTCHINSON, "WHICH COMES FIRST, CARDIO OR WEIGHTS?"

IS PUBLISHED BY MCCLELLAND & STEWART. WWW.MCCLELLAND.COM

READER'S DIGEST. Canada, March 2012, p. 118. In: HUTCHINSON, Alex. Which Comes First, Cardio Or Weights?

Available at: <www.mcclelland.com>. Accessed in: September 2015.

READING FOR GENERAL COMPREHENSION

- 1. What is the main idea of the text? Write the answer in your notebook.
 - a. You don't burn calories by playing exer-games.
 - b. Passive video games are better than exer-games.
 - c. Exer-games are equivalent to a real workout.
 - d. Exer-games can help improve your fitness.
- 2. Do the matching below to understand the organization of the text. Write the answers in your notebook.
 - a. The author provides arguments based on two studies.
 - b. The author summarizes the main point and guotes a researcher to support the conclusion.
 - c. The author introduces the topic of the text and prepares the reader for the arguments.
 - I. 1st paragraph
 - II. 2nd paragraph
 - III. 3rd paragraph

READING FOR DETAILED COMPREHENSION

1. Write P (for passive video games) or A (for active video games) in reference to each of the following statements about the text. Write the answers in your notebook as in the example.

Example: a. A

- a. They are also known as exer-games.
- b. They make you sit in front of a screen.
- c. They require you to move your body.
- d. They turn you into a couch potato.
- e. They imitate "real" sports.
- f. They make you burn more calories.
- 2. Read the text again and answer the following questions with a fragment from the text, as in the example below. Write the answers in your notebook.
 - a. How does the author define "active" video games?

"ones that require you to move your body to control your on-screen character"

- b. Do "active" video games make a real difference to your health?
- c. What was the result of a recent study at the University of Waterloo about the "exer-game" Wii Sports tennis?
- d. Are active video games a good way to exercise?

READING FOR CRITICAL THINKING

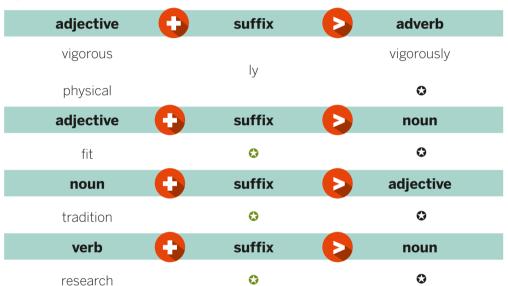
Discuss the following questions with your classmates.

- a. In your opinion, can exer-games really help people to be physically active?
- b. Do you think researchers should develop more studies about the effects of active video games and compare them to other physical activities? Why?
- c. Can you think of any possible negative effects of exer-games? Which one(s)?

VOCABULARY STUDY

WORD FORMATION

1. Copy the following table in your notebook and replace the icons ❖ with words from the text. Then replace the icons ❖ with the suffix used to form each word.



O acréscimo de um sufixo geralmente modifica a classe gramatical da palavra. Isso acontece tanto em inglês quanto em português.

2. Now copy the Word Formation box (on page 173) on a special page in your notebook and complete it with what you have learned. Notice that this box will be used in other units.

DISCOURSE MARKERS

3. Which idea do the discourse markers in **bold** express? Replace the icons **②** with words from the box below. Write the answers in your notebook.

- a. ... move your body to control your on-screen character... (1st paragraph) 3
- b. That's not as much as a real game of tennis [...], but it means a respectable workout...
 (2nd paragraph) **3**
- c. A recent study at the University of Waterloo found [...]. In contrast, an earlier study of other games [...] found that... (2nd paragraph) ❖

- d. ... other games like Dance Dance Revolution... (2nd paragraph) 3
- e. Since most young Canadians already spend more than six hours a day sitting in front of TV and computer screens... (3rd paragraph) €
- f. ... video games are better than nothing, but not as good as the 'real' sports that they imitate... (3rd paragraph) ❖
- 4. Choose a discourse marker (▲ or ■) to replace the underlined ones. You CANNOT modify the structure and the meaning of the sentences. Write the answers in your notebook.
 - a. ... move your body to control your on-screen character

▲ for

■ in order to

- b. ... other games <u>like</u> Dance Dance Revolution
 - ▲ for example

■ such

- c. ... not as good as the 'real' sports that they imitate
 - ▲ SO... SO

■ so... as

- 5. Now copy the Discourse Markers box (on page 174) on a special page in your notebook and complete it with what you have learned. Notice that this box will be used in other units.
- **6.** Match the expressions with a similar meaning. Write the answers in your notebook.
 - a. There's no doubt (1st paragraph)
- I. The main point
- b. The bottom line (3rd paragraph)
- II. Taking that into consideration
- c. That being said (3rd paragraph)
- III. Everyone knows

TIP Além das conjunções, outras palavras e expressões utilizadas para relacionar ideias em um texto são chamadas de marcadores discursivos.





RELATIVE PRONOUNS: WHICH, WHO, THAT

1. Read the sentences below.

That's not as much as a real game of tennis.



A real game of tennis burns about eight times more calories than you'd burn at rest.



That's not as much as a real game of tennis, which burns about eight times more calories than you'd burn at rest.

Now choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.

- a. The relative pronoun which is used
 - ▲ to connect elements in a sentence and to avoid repetition.
 - to emphasize an element in the sentence and to contrast ideas.
- b. The relative pronoun which refers to
 - ▲ a real game of tennis.

- eight times more calories.
- c. The relative pronoun which is used in reference to
 - ▲ people.

■ things.

- 2. Read the following sentences in the box. Then choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.
 - ... the researcher **who** led the Waterloo study...
 - ... games that involve being physically active...
 - a. The relative pronouns who and that refer to
 - ▲ a previous element (= noun or noun phrase).
 - a following element (= noun or noun phrase).
 - b. The relative pronoun who is used in reference to
 - ▲ people.

- things.
- 3. Game reviews inform the public about positive and/or negative aspects of a game. Replace each icon **②** with **who** or **which** to complete the following game reviews. Write the answers in your notebook.

Eurogamer Sweden

Nov 1, 2011.

The best game for Kinect just got better. Dance Central 2 improves on practically every feature in the original, and adds a much-needed two player mode, a must for everyone ◆ likes to have fun.

Connor_M

Feb 5, 2012.

This game is definitely the best game in the series. You will see new features, an updated combat system, and a new story, **②** follows on from the previous game. The whole game lasts more than 40 hours, including all sidequests. This is definitely a must buy for Final Fantasy fans.

JenniferV.

May 30, 2008.

I love the Wii Fit and you can't deny that it makes for a lot of family fun! Even my boyfriend thought it would be stupid enjoyed it very much. I believe that if you use it properly, you can lose weight. This is very motivational and fun at the same time.

Mart1982

Nov 20, 2011.

I like how you can't always just defeat the enemy by waving the Wii remote about, as many enemies require thought to defeat.

Liked collecting items needed to upgrade my weapons and such, as well as the games setting, ❖ is a colourful and vibrant world, with interesting characters. An excellent addition to the Zelda series, and you will get good value for money from this game, as you'd expect from a quality title such as this.

- 4. Are the reviews from exercise **3** positive or negative? Write the answers in your notebook.
- 5. Which game(s) would you recommend to a couch potato? Why? Write the answers in your notebook.
- 6. Read another game review and find the relative pronouns used in it. Then, identify the words or expressions they refer to, as in the example below.

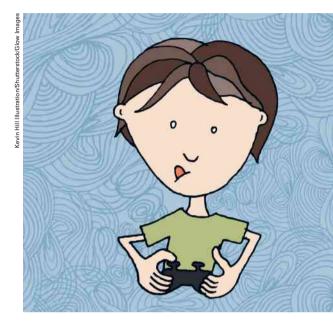
Eddie 23

Mar 20, 2012.

Kids that stay all day long playing video games should try having some fun and doing some exercise at the same time. My sixteen-year old son, who is overweight and never works out, is now having a great time with Wii Fit. And the activities that make him really move his body, like stepping and running, are his favorite ones. This may not be the "real thing", but it's a fun way to get off the couch.

METACRITIC. Available at: <www.metacritic.com/game>. Accessed in: September 2015.

Example: (relative pronoun)



Now choose the correct item that completes each sentence below (♠, ■ or •). Write the answers in your notebook.

- a. The relative pronoun that can be used in reference to
 - ▲ things.
- people.
- people and things.
- b. In "Kids that stay all day long playing video games", we can replace that by
 - who.
- which.
- c. In "the activities that make him really move his body", we can replace that by
 - who.
- which.
- 7. Read the sentences below. Then match the columns to complete the statements. Write the answers in your notebook.

Kids should play "exer-games", which involve being physically active. Kids should play "exer-games" that involve being physically active.

- a. In the first sentence, the relative pronoun which is used to introduce a clause that...
- 1. limits the type of games kids should play.
- b. In the second sentence, the relative pronoun that is used to introduce a clause that...
- adds information about the type of games kids should play.

8. Relative pronouns can be the subjects or objects in relative clauses. Read the sentences below and replace each icon 3 with the function of each relative pronoun, as in the example. Write the answers in your notebook.

Example	Function	Is it possible to omit the Relative Pronoun?
the researcher who led the Waterloo study	The researcher led the Waterloo study. Function: subject	No.
the "real" sports that they imitate	They imitate the real sports . Function: ②	Yes . You can also say: the "real" sports they imitate
a real game of tennis, which burns about eight times more calories	A real game of tennis burns about eight times more calories. Function: G	No.
the dance game that Kinect deserves	Kinect deserves the dance game . Function: ⊙	Yes . You can also say: the dance game Kinect deserves

- Choose the correct item that completes the statement below. Write the answer in your notebook.
 You can omit relative pronouns
 - a. only if they are subject in relative clauses.
 - b. only if they are object in relative clauses.
 - c. if they are subject or object in relative clauses.
- **10.** Choose the item(s) that contain(s) a relative pronoun you can omit. Write the answer in your notebook.
 - a. A frustrating game that I can't recommend.
 - b. Bank Job is a challenging, fast-paced, running game that is easy to pick up and play...
 - c. ... the joys of nostalgia and charm that Donkey Kong Country brings to the table.



LISTENING AND SPEAKING



1. You are going to listen to part of a radio interview with a fitness instructor from Sydney, Australia. Which recommendations listed below do you expect to hear about? Write the answer in your notebook.

"Recommendations I expect to hear about..."

a. Set realistic goals.

- e. Get someone to show you around all the equipment.
- b. Choose activities you like.
- f. Schedule during quiet hours.
- c. Start exercise routines slowly.
- g. Exercise with a friend.
- d. Get professional advice.
- h. Make sure you rehydrate yourself.
- 2. Now listen to the interview. Were your predictions correct? Which items from exercise 1 (a-h) does the fitness instructor really mention? Write the answer in your notebook.
- 3. (i))We should incorporate physical activity into everyday life. Listen to the recording again and choose the activities suggested by the fitness instructor.







- 4. in Listen to the recording once more and check your answers.
- **5.** What do you try to do in order to improve your health and fitness?

> (iiii) SPOKEN LANGUAGE

> The letters i and y can be pronounced as /aɪ/, as in exercise and cry, or as /1/, as in fit and happy. Listen to the recording and repeat.

/aɪ/	/1/
try	equipment
rehydrate	lift
dehydrate	improve

Copy the table below in your notebook and replace the icons 3 with the words from the box. Write the answers in your notebook. Then listen to the recording and check your answers.

gym • diet • instructor
advice • fitness • quiet

/aɪ/	/1/
0	•
•	•
0	O

- **6.** Take the quiz below and find out if you have a healthy lifestyle. Write the answers in your notebook. Then interview a classmate as in the example. Use the question words in blue to ask extra questions.
 - **Student A:** Do you sleep at least 7-8 hours every night?
 - Student B: Hmm... Sometimes.
 - **Student A:** What time do you usually go to bed?
 - Student B: At about eleven, eleven thirty. And you?

Are you leading a healthy lifestyle?				
QUESTIONS		ANSWERS		
Do you sleep at least 7-8 hours every night? What time?		 Yes. Sometimes. No. 		
Do you smoke? > Why?		 Never. Occasionally. Unfortunately. 		
Do you have breakfast every morning? What?		 I have a nice healthy breakfast. I do manage a quick breakfast most of the time. No time for it. 		
Do you exercise? > What?		 Four times a week. Once or twice a week. Very rarely. 		
Do you spend quality time with family? Who?		 I devote considerable time to family. I manage an hour every evening. Rarely. 		
Are you under a lot of stress? Why?		 Not really. Often. Always. 		
How often do you need to see the doctor? What?		 Rarely. Sometimes. Quite often. 		
SCO	SCORE: Answer 1 = 1 point. Answer 2 = 0.5 point. Answer 3 = 0 point.			
t	7-5.5 points 5.0-3.5 points Leading a healthy and happy lifestyle Maintaining a ba		lanced lifestyle	3.0-0 points Not leading a healthy lifestyle
Result	You are leading a healthy and happy lifestyle. Continue in the same way.	You are maintaining a balanced lifestyl — not really healthy but not totally unhealthy. You can surely improve with efforts.		You are not leading a healthy lifestyle. Devote some more time to yourself and your family. Try to exercise more. Try to be less stressed.

 $Adapted\ from: < www.funquizcards.com/quiz/health-fitness/are-you-leading-a-healthy-lifestyle.php>.\ Accessed\ in:\ September\ 2015.$

7. Do you and your classmate have similar lifestyles? What can you do to have a really healthy lifestyle?

WRITING



In this unit you have read different game reviews. Go back to pages 130-131 and explore the structure of this genre. Game reviews are usually published in magazines and websites about games. They can be written by professional critics or by anyone who wants to share their opinions about a game. Game reviews help us decide if a game is worth playing. Notice that a possible structure is the following: (A) starting the review with a general statement; (B) talking about special features; (C) summing up and, if it is the case, recommending the game. Visit the websites <www.metacritic.com/game> and <www.polygon.com/games/reviewed> to find other examples of game reviews.

1. Write a review to recommend a game you like.

WRITING CONTEXT

Before writing your text, match the columns below to identify the elements of the writing context. Write the answers in your notebook as in the example below.

Example: a. III.

a. Writer: I. game review

b. Readers: II. classroom newspaper/Internet

c. Genre: III. you

IV. classmates and other people d. Objective:

e. Style: V. critical tone

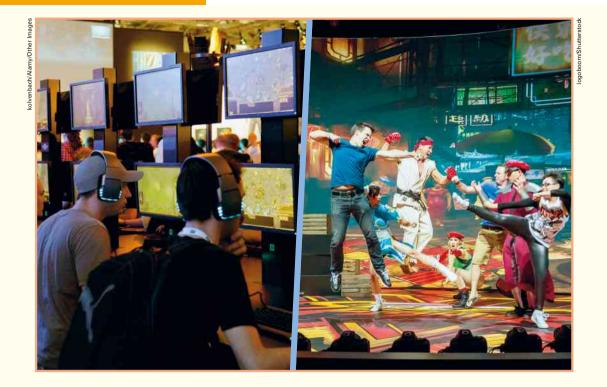
f. Media: VI. express your thoughts about a particular game

STEP BY STEP

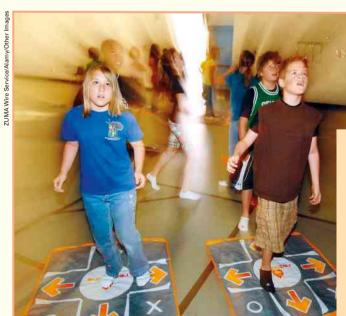
- 1. Think of a great game to write a positive review of.
- 2. Start your review by giving the name of the game and mentioning one of its general features. Use a general statement to start the review (e.g. "This game is definitely the best game in the series.").
- 3. Mention the special features of the game. Use expressions such as "... adds a much-needed two player mode", "...with interesting characters.".
- **4.** Say why you recommend the game. Use positive adjectives and expressions (e.g. "motivational", "fun", "vibrant", "a quality title", "good value for money", "a must for everyone who likes to have fun").
- **5.** Add a picture or draw a character from the game to illustrate your review.
- 6. Exchange reviews with a classmate and discuss both texts.
- 7. Make the necessary corrections.
- 8. Write the final version of the game review.
- TIP Ao revisar os textos, considere, por exemplo: objetivo: A resenha está adequada ao público-alvo e ao seu objetivo? conteúdo: Você verificou as informações gerais do jogo? • linguagem: O texto está redigido de maneira clara e objetiva? Você escolheu adjetivos adequados para descrever sua opinião sobre o Reescreva seu texto com base na revisão feita por você e seus colegas.
- 2. Now it's time to share your game review with your classmates and other people. The game reviews can be published, for example, on the Internet (blog, school website etc.) or in the school newspaper.

LOOKING AHEAD





- > Are you a gamer? Are you an exer-gamer?
- > How does this affect your life and your classmates' lives?
- > How can you get the best out of video games and avoid their negative effects?
- > Do you think schools should use "exer-games" in physical education classes? Why?



EXTRA READING

<www.webmd.com/parenting/features/
 exercise-lose-weight-with-exergaming>
<www.exergamelab.org/>
<www.exergamesunlocked.org/>

EXTRA VIDEO

<www.videojug.com/film/how-to-use-videogames-to-keep-fit>

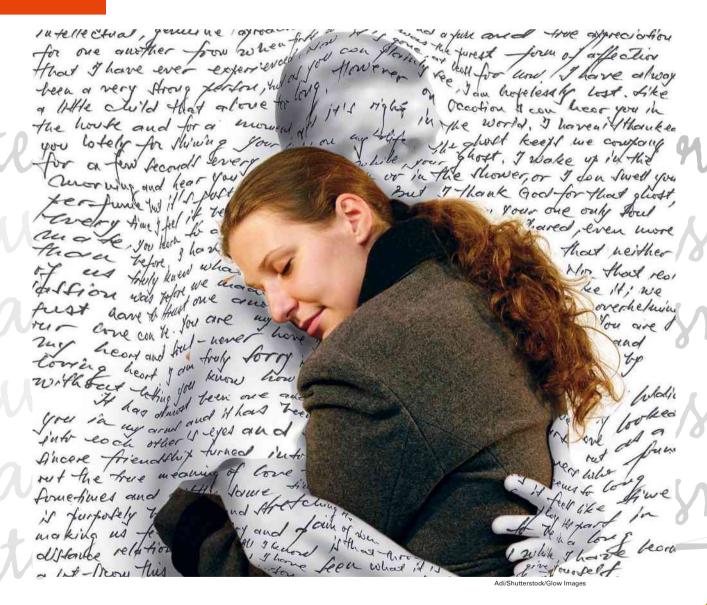
Express Yourself in Words





What is the woman in the picture below doing? How is she feeling?

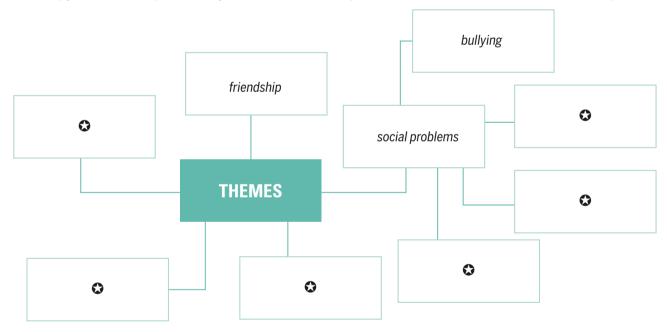




LEARNING OBJECTIVES

- · to take part in discussions on poetry and feelings
- to learn how to use the Future with will
- · to explore poems

- 1. What do you like reading? Choose your favorites.
 - Drama
- Mystery
- Fiction
- Nonfiction
- Horror
- Poetry
- Humor
- Science fiction
- Romance
- Short story
- 2. Answer the questions below.
 - a. What is yourfavorite book?Who is its author?
- b. Do you like reading poems? If so, who is your favorite poet?
- c. Do you write poems? If so, what do you often write about?
- 3. Copy the mind map below in your notebook and replace the icons & with common themes in poems.



In your opinion, how do poets get inspiration to write? Do you believe they always express their feelings in poems?

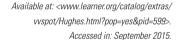


BEFORE READING

- 1. Carlos Drummond de Andrade and Cecília Meireles are examples of famous Brazilian poets. Do you know other poets? If so, which one(s)?
- 2. Knowing about the author of a text can help you make predictions about it. Before reading a text by Langston Hughes, read a short biography about him and answer the questions below in your notebook.

Langston Hughes

Langston Hughes, among the most versatile and prolific of modern American authors, achieved distinction in poetry, fiction, and drama. Race is at the center of his work - the beauty, dignity, and heritage of blacks in America. But Hughes was never racist - he always sought to speak to all Americans, especially on the larger issues of social, economic, and political justice.





- a. Which literary genres made Langston Hughes famous?
- b. What is the main theme in his work?
- c. When speaking to all Americans, which issues did he write about?
- **3.** Turn over the page and, before reading the text, look at the name of the **author**, the **title** and the structure of the text. Then according to your expectations about the text, choose the item that completes each sentence below (▲ or ■). Write the answers in your notebook.
 - a. The text is a
 - ▲ letter.

- poem.
- b. The central theme of the text is
 - ▲ race.

- friendship.
- c. "English B" in the title refers to
 - ▲ a school subject.
- a nationality.

READING



Now read the text to check your predictions.

Theme for English B

By Langston Hughes

The instructor said,

Go home and write a page tonight. And let that page come out of you

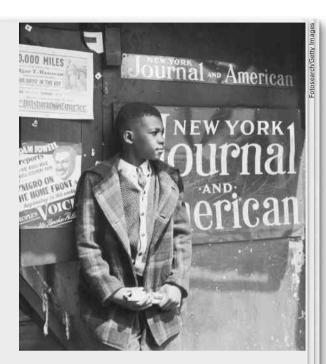
5 Then, it will be true.

I wonder if it's that simple?
I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here to this college on the hill above Harlem.

- 10 I am the only colored student in my class.

 The steps from the hill lead down into Harlem through a park, then I cross St. Nicholas,

 Eighth Avenue, Seventh, and I come to the Y, the Harlem Branch Y, where I take the elevator
- 15 up to my room, sit down, and write this page:
 - It's not easy to know what is true for you or me at twenty-two, my age. But I guess I'm what I feel and see and hear, Harlem, I hear you: hear you, hear me we two you, me, talk on this page.
- 20 (I hear New York too.) Me who? Well, I like to eat, sleep, drink, and be in love. I like to work, read, learn, and understand life. I like a pipe for a Christmas present, or records – Bessie, bop, or Bach.



- 25 I guess being colored doesn't make me NOT like the same things other folks like who are other races. So will my page be colored that I write? Being me, it will not be white. But it will be
- a part of you, instructor.
 You are white —
 yet a part of me, as I am a part of you.
 That's American.
 Sometimes perhaps you don't want to be a part of me.
- 35 Nor do I often want to be a part of you.

 But we are, that's true!

 As I learn from you,
 I guess you learn from me—
 although you're older— and white—
- 40 and somewhat more free.

This is my page for English B.

HUGHES, Langston. Langston Hughes: selected poems. London: Serpent's Tail, 1999. p. 247-8.

READING FOR GENERAL COMPREHENSION

1. Choose the two campaign slogans with the same important message as in the poem. Write the answer in your notebook.







a.

2. Replace the icon \odot with a word from the campaign slogans in exercise 1 to complete the statement below.

In the poem, the author presents a critique of ? in America.

READING FOR DETAILED COMPREHENSION

- 1. Choose the passage that is directly related to the title of the text. Write the answer in your notebook.
 - a. "Go home and write / a page tonight."
 - b. "I went to school there, then Durham, then here / to this college on the hill above Harlem."
- 2. Which passage presents the student's page for English B? Choose the correct answer below and write it in your notebook.
 - a. Lines 6-15.
- b. Lines 16-40.
- **3.** Find a word in the first part of the poem that refers to the skin color of the student. Write the answer in your notebook.

- **4.** Read the first part of the poem again and answer the questions below in your notebook.
 - a. How old is the student?
 - b. Where was he born?
 - c. Where did he study before college?
- **5.** Are the following statements true or false? In your notebook write **T** (True) or **F** (False) for each statement. Then correct the false statements with one or two lines from de poem as in the example.
 - a. The student finds it easy to know what is true for him.
 - F: It's not easy to know what is true for you or me. (line 16)
 - b. The student writes a page about himself for the assignment.
 - c. There are some black students in the English class.
 - d. The student doesn't like things that white people like.
 - e. The student believes he is a part of the instructor and the instructor is a part of him.
 - f. The student believes he is free like the instructor.
- **6.** Which places do the words in **bold** refer to? Choose the answers from the box below. Write them in your notebook.

I went to school there, then Durham, then here to this college... (lines 8-9)

- Durham on the hill above Harlem Winston-Salem
- a. there
- b. here
- 7. Choose the correct statements about the poem. Write the answer in your notebook.
 - a. It contains everyday language.
 - b. It contains archaic expressions.
 - c. It contains a lot of contracted forms.
 - d. It contains no rhymes.

READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- a. Langston Hughes wrote"Theme for English B" in 1949.In your opinion, is the poemsocially relevant today? Why?
- b. What did you feel when you read "Theme for English B"? In your opinion, how did society react to the poem at the time?

POLITICALLY CORRECT TERMS

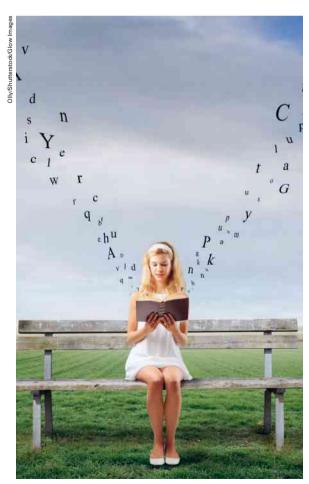
1. Politically correct terms are used to avoid offense. The term 'colored' was widely used in the United States to describe black people. Today it is no longer considered a politically correct term. Replace each icon • with a politically correct term from the box below to complete the following sentences. Write the answers in your notebook.

senior citizens • hearing impaired • visually impaired • African American

- a. Langston Hughes was the first writer to be published and widely accepted in the literary world.
- b. It is important to respect **3** because they have much more experience and we can learn from their wisdom.
- c. Most @ people can read lips. Speak clearly, but don't shout at them.
- d. Braille is a system of reading and writing used by people who are 3.

TIP O respeito também é demonstrado pela linguagem. Use termos que não ofendam as pessoas, seja em inglês ou em português.

DISCOURSE MARKERS



2. Read the following fragment from the poem on page 140. Then choose the correct item that answers each question below (\blacktriangle , \blacksquare or \bullet). Write the answers in your notebook.

You are white — yet a part of me... (lines 31–32)

- a. Which idea does the discourse marker yet express?
 - ▲ comparison
 - contrast
 - exemplification
- b. Which discourse marker expresses the same idea?
 - ▲ like
 - but
 - such as
- 3. Now copy the Discourse Markers box (on page 174) on a special page in your notebook and complete it with what you have learned. Notice that this box will be used in other units.

LANGUAGE IN USE



> FUTURE WITH WILL

Read the fragment below and do exercises 1 and 2 in your notebook.

So will my page be colored that I write?

Being me, it will not be white.

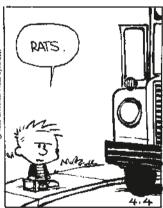
But it will be a part of you, instructor.

- Choose the correct item that completes the sentence below (▲ or ■).
 In the fragment we use will to
 - ▲ express opinions and hopes about the future.
 - make offers and requests about the future.
- 2. Replace each icon **②** with **before** or **after** to complete the sentences below. Write the answers in your notebook.
 - a. In affirmative sentences about the future, we use will 4 the main verb.
 - b. In **negative sentences** about the future, we use *not will* and the main verb.
 - c. In interrogative sentences about the future, we use will the subject.
- 3. Read the comic strip below and match the questions and answers as in the example below. There are two extra answers. Write the answers in your notebook.









WATTERSON, Bill. April 4, 1986. Available at: <www.gocomics.com/calvinandhobbes>. Accessed in: September 2015.

Example: a. VI

- a. Why is Calvin still in bed?
- b. How does Calvin feel when he says 'Rats'?
- c. What is the function of will in the comic strip?
- d. What is the contracted form of | will?
- e. What is the contracted form of will not?

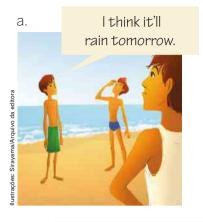
- I. To refer to planned decisions (made before the moment of speaking) about the future.
- II. To refer to spontaneous decisions (made at the moment of speaking) about the future.
- III. Angry.

IV. Won't.

V. I'll.

- VI. Because he doesn't want to go to school.
- VII. Because he is sick.

4. Match the following situations to the other uses of will as in the example below. Write the answers in your notebook.

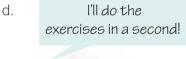






I'll help you with

C.







I. We use will for requests. II. We use will for spontaneous decisions. III. We use will for predictions. IV. We use will for promises.

Example: a. III

V. We use will for offers.

5. What time expressions are used in exercise 4? Write the answer in your notebook.

Read another poem by Langston Hughes and do exercises 6-10 in your notebook.

I, Too, Sing America

by Langston Hughes

I am the darker brother. They send me to eat in the kitchen When company comes, But I laugh, And eat well, And grow strong.

Tomorrow, I'll be at the table When company comes. Nobody'll dare Say to me, "Eat in the kitchen,"

Then.



Besides, They'll see how beautiful I am And be ashamed, -I, too, am America.

Available at: <www.poets.org/poetsorg/poem/i-too>. Accessed in: September 2015.

- **6.** What is the main theme of the poem?
- 7. Choose the correct statements about the poem.
 - a. The poem is about a hopeful future.
 - b. The poem contains everyday language.
 - c. The poem does not contain any contracted forms.
 - d. The poem contains a lot of rhymes.
- **8.** What do "I, Too, Sing America" and "Theme for English B" have in common? Choose the correct answers below.
 - a. Both poems are about social justice.
 - b. Both poems are about American students.
 - c. Both poems have a humorous tone.
- 9. What is the function of will in the poem? Choose the correct answer below.
 - a. To talk about promises about the future.
 - b. To talk about opinions and hopes about the future.
- **10.** What time expression is used to refer to the future?

Many people express themselves through poetry and publish their poems in websites like www.poemhunter.com. Read the poem below and do exercises 11-14 in your notebook.

I Promise That I Will Always Be Your Friend

I promise
That I will
Always be your friend
I promise
That I will never leave you
Alone
Because I will always be here for you
I will promise
That we will spend this life together

Growing old each day

(Aldo Kraas)

Available at: <www.poemhunter.com/poem/i-promise-that-i-will-always-be-your-friend>.

Accessed in: September 2015.

- 11. What is the main theme of the poem?
- 12. What is the function of will in the poem?
- **13.** Use **won't** to rewrite the line below. "I promise that I will never leave you alone."
- **14.** Who is the author of this poem?



LISTENING AND SPEAKING



1. According to what you know about Langston Hughes, which expressions from the box below are related to him? Write the answer in your notebook.



African poet • professor at Columbia University • underprivileged black people in America • important voice in the Harlem Renaissance • race consciousness • rich family • political justice • racial prejudice

- 2. Three scholars are discussing "Advertisement For The Waldorf-Astoria", a poem by Hughes about the opening of a luxurious hotel where black people were not admitted. Listen to the first scholar to find out when Hughes wrote the poem. Choose the correct answer and write it in your notebook.
 - a. In 1929.
- b. In 1931.
- c. In 1941.

TIP Não se preocupe em entender tudo o que ouvir. Concentre-se nas informações que deseja e preste atenção nas palavras-chave.

- 3. $\stackrel{\frown}{\bullet}$) Now listen to the three scholars talking about Hughes's poem. Match the speakers to their comments. Write the answers in your notebook.
 - a. SPEAKER 1
- I. Hughes uses a lot of techniques that advertisers use such as repetition, bold lettering and exclamations.
- b. SPEAKER 2
- II. Hughes describes the ordinary lives of underprivileged black people in America.
- c. SPEAKER 3
- III. Hughes writes the poem when the language of advertising dominates and he subverts it.
- 4. (a)) Listen to the recording once more and check your answers.

- 5. ♣ Now listen to the third scholar again and choose the correct item that answers each question below (♠, or •). Write the answers in your notebook.
 - a. Which lines from the poem does she quote?
 - ▲ "Fine living... a la carte? / Come to the Waldorf-Astoria!"
 - "Have luncheon there this afternoon, all you jobless. / Why not?"
 - "Dine with some of the men and women who got rich off of / your labor [...]."
 - b. The specialist quotes the lines to exemplify a topic conveyed by the poet. Which topic is it?
 - ▲ The effects of advertising on the choices of rich consumers.
 - The cruelty of advertising faced by poor people in a consumer society.
 - The effectiveness of the techniques used by advertisers to convince people.
- **6.** Do you think Hughes's poems are still relevant today? Why (not)?

Ao ouvir o poema, observe o efeito das pausas e o ritmo.

> POKEN LANGUAGE

➤ Listen to a man reciting "I, Too, Sing America" by Langston Hughes. Notice the contracted form of will ('II).

I am the darker brother. Nobody'll dare
They send me to eat in the kitchen Say to me,

When company comes, "Eat in the kitchen,"

But I laugh, Then.

And eat well.

And grow strong. Besides,

They'll see how beautiful I am

Tomorrow, And be ashamed, —

I'll be at the table

When company comes. I, too, am America.

)) Now listen to the recording and repeat.

l'II • you'II • he'II • she'II • it'II • we'II • they'II

- 7. It is your time to recite a poem or improvise a rap song in English! You can choose a poem by your favorite poet or create your own poem or rap and put your emotions into it. Do not forget to say its name, who wrote it and what it is about as in the example below. Work in groups.
 - The poem I'm going to read out loud is called "I do not love you except because I love you" by Pablo Neruda, and it is about love.

I do not love you except because I love you; I go from loving to not loving you, From waiting to not waiting for you My heart moves from cold to fire. Recitar poemas é uma ótima oportunidade para testar rimas e perceber como diferentes sons se encaixam.

WRITING



Poetry, like other forms of creative writing, can be a great way to propose ideas, convey emotions, and entertain the audience all in one. In this unit you have read different poems on pages 140, 145 and 146. Visit <www.poemhunter.com> to find other examples of poems. Read classic and contemporary poets. Get inspired!

1. Write a poem to express your ideas and feelings in a creative way. You may write a long or a short poem, use rhymes or not.

WRITING CONTEXT

Before writing your text, replace each icon 3 with an appropriate answer to identify the elements of the writing context. Write the answers in your notebook.

- a. Writer: you
- b. Readers: classmates and other people
- c Genre: 🗘
- d. Objective: express your o in a creative way
- e. Style: creative writing
- f. Media: school newspaper/Internet

STEP BY STEP

- 1. Think of something to write about. You do not have to choose profound or "poetic" material. Anything can be the theme for a poem (a cell phone, a pet, a casual conversation, a dream etc.). Choose something you know well.
- 2. Focus on your theme and consider it from different angles. Get all your ideas down on paper.
- 3. Do not worry about "style", about writing in a "beautiful" or a "poetic" way. Focus on communicating an aspect of your experience. What makes the poem interesting is your unique perspective.
- 4. Then, start experimenting with the form of the poem. Try organizing your poem in different ways and see what happens. The length of the line can make the reader focus attention on certain words. for example.
- 5. Exchange poems with a classmate and discuss both texts. Talk about how you feel when you read the poems.
- **6.** Work to write the final version of your poem.
- Ao revisar os textos, considere, por exemplo:
- objetivo: No poema, você expressa seus sentimentos sobre o tema?
- linguagem: A linguagem é usada de forma criativa?
- ortografia: As palavras estão escritas corretamente?

Reescreva seu texto com base na revisão feita por você e seus colegas.

2. Now it's time to share your poem with your classmates and other people. You can publish it in the school newspaper or in websites like <www.poemhunter.com>.

LOOKING AHEAD



In this unit, you have read several poems. When you read a poem, do you get pleasure from it? Do you try to understand its meaning(s)? Read the quotations below and discuss the importance of thinking and feeling when you read a poem.



"EVEN WHEN POETRY HAS A MEANING, AS IT USUALLY HAS, IT MAY BE INADVISABLE TO DRAW IT OUT. ... PERFECT UNDERSTANDING WILL SOMETIMES ALMOST EXTINGUISH PLEASURE."

A.E. Housman



To some people, poetry is part of their lives:



Available at: <www.brainyquote.com>. Accessed in: September 2015.

- What does poetry mean to you? How does poetry make you feel?
- Do you think you need more poetry in your life? Why (not)?

EXTRA READING

<www.poets.org/>

<www.poets.com/>

<www.poetryarchive.org/>

<www.youngwriters.co.uk/>

<www.poetryfoundation.org/bio/langston-hughes>

<www.premiojabuti.com.br/>

EXTRA VIDEOS

http://movingpoems.com/>

Sociedade dos Poetas Mortos. Peter Weir. Estados Unidos, 1989.

Review

Units 7 & 8

READING



TALK TO YOURSELF; IT'S GOOD FOR YOU

o matter what happens, there's one person in the world you just can't stop talking to — yourself. [...] But when you talk to yourself make sure you use what the scientists at the University of Illinois at Urbana-Champaign, USA, call the 'interrogative self-talk'. This type of self-talk is one in which we question ourselves — "Will I be able to do this?". According to the researchers, this type of self-talk produces better results than declarative self-talk — "I will be able to do this". To arrive at this conclusion the researchers divided the

participants into 'Will I?' and 'I will' groups to solve some tests.
Surprisingly, the 'Will I?' group fared doubly better than the 'I will' group.

This is because self-posed questions like 'Will I?' inspire responses that are intrinsically motivated such as "I think I will". The introspection gives us inner confidence to achieve the particular challenge and we end up doing it better than when we declare to ourselves "I will". In the "I will" mode, we usually skip the introspection and thus the motivation is not intrinsic. These findings may make a lot of motivational experts raise their eyebrows because the 'I will' self-talk is believed to help us muster inner strength and give confidence.

COMPLETE WELLBEING. Volume V, Issue 1, November 2010, p. 14. (Fragment)

- 1. According to the title of the text, who is good to talk to? Write the answer in your notebook.
- 2. Another title you can give to this article is
 - a. "Self-talking is beneficial."
 - b. "Don't keep secrets to yourself."
 - c. "Stop talking to your friends about your life."

- **3.** In your notebook write I (Interrogative self-talk) or D (Declarative self-talk) for each statement below.
 - a. 'Will I be able to do this?' is an example of this type of self-talk.
 - b. 'I will be able to do this' is an example of this type of self-talk.
 - c. This type of talk does not provide intrinsic motivation.
 - d. This type of talk provides introspection.
 - e. This type of talk is more efficient.

- 4. Infer the meaning of the words in **bold**. Then, choose a synonym for each of them. Write the answers in your notebook.
 - a. ... the 'Will I?' group fared doubly better than the 'I will' group.
 - ▲ talked
- performed
- b. The introspection gives us inner confidence to...
 - ▲ repetition
- reflection
- c. The introspection gives us inner confidence to...
 - ▲ interior
- exterior

- d. ... self-talk is believed to help us muster inner strength...
 - ▲ accumulate
- reject
- 5. Choose the correct statement about the last paragraph. Write the answer in your notebook.
 - a. Researchers found out that 'I will' self-talk is more motivational.
 - b. Motivational experts and researchers have different opinions about the 'I will' self-talk.



RFLATIVE PRONOUNS. WHICH / WHO / THAT

LANGUAGE IN USE

- 1. Choose the correct relative pronoun to complete each dictionary entry. Write the answers in your notebook.
 - a. poet

/'paust/ noun [C]

Definition

someone who/which writes poems

b. lyric

/ˈlɪr.ɪk/ noun

Definition

Ivrics

the words of a song, especially a pop song Paul Simon writes the lyrics for most of his songs.

[C] a short poem who/which expresses the personal thoughts and feelings of the person who/which wrote it

c. verse

/vais/ noun

Definition

one of the parts who/that a song or poem is divided into:

I only know the first verse.

WORDS [U]

words who/that are in the form of poetry The story was told in verse.

d. alliteration

/əˌlɪt.əˈreɪ.ʃən/US/əˌlɪt̪-/ [U] / noun

Definition

the use, especially in poetry, of the same sound or sounds, especially consonants, at the beginning of several words who/that are close together

'Round the rugged rocks the ragged rascal ran' uses alliteration.

> CAMBRIDGE Learner's Dictionary; Cambridge Advanced Learner's Dictionary & Thesaurus. Available at: <dictionary.cambridge.org/ dictionary/british>. Accessed in: September 2015.

- 2. In your notebook write a new sentence with the relative pronoun in CAPITAL LETTERS as in the example below.
 - a. Carlos Drummond de Andrade was an influential Brazilian poet. He wrote the poem "No meio do caminho".

WHO – Carlos Drummond de Andrade was an influential Brazilian poet who wrote the poem "No meio do caminho".

b. Luís Vaz de Camões was a Portuguese poet. He is famous for his epic work Os lusíadas. WHO

c. The Week of Modern Art marked the start of Modernism in Brazil. It took place in São Paulo in 1922.

THAT

d. Tarsila do Amaral was a famous Brazilian painter. She participated in the Week of Modern Art.

THAT

- e. In 1928, Mário de Andrade wrote his great novel, *Macunaíma*. It was one of the founding texts of Modernism in Brazil. WHICH
- f. Rachel de Queiroz was a Brazilian author and journalist. She published her novel O Quinze in 1930.
 WHO

> FUTURE SIMPLE WITH WILL

3. Replace the icons ❖ with verbs from the box below to complete the New Year's resolutions. Use the Future Simple with will as in the following example. Write the answers in your notebook.

read • reduce • learn • quit • volunteer • lose

a. I 🖸 fit.

Getting fit is the top New Year's resolution for 2012, according to the FC Organizational Products survey.

Example: a. I will get fit.

b. I 😂 weight.

While losing weight was the top resolution 10 years ago, it's now in fourth place.

c. I for a non-profit board.

Doing volunteer work didn't make it onto FC Organizational Products' top resolutions back in 2002.

d. I 🕈 a new language.

Learning a language can make travel more fun, help you excel in your job and facilitate other goals.

e. I 🗭 more.

A decade ago, reading wasn't on the list of resolutions. This year, it's the fifth-most-popular resolution for 2012, according to the FC Organizational Survey.

f. I stress in my life.

There are many ways to relieve stress. Taking up Yoga is one.

g. I cosmoking.

While quitting smoking was the third-most-popular resolution a decade ago, it doesn't even make FC Organizational Products' top 10 list for 2012.

Fragments from: www.bloomberg.com/consumer-spending/2011-12-22/the-real-cost-of-keeping-new-year-s-resolutions.html#slide2>. Accessed in: September 2015.

4. Match the situations to the uses of **will** as in the example below. Write the answers in your notebook.

Example: a. III



D. I will always love you.



C. I'll help you carry those bags.



- I. We use will for offers.
- II. We use will for promises.
- III. We use will for spontaneous decisions.

STUDYING FOR EXAMS



Nesta seção, escreva a resposta de cada questão em seu caderno.

1. (Enem/2012)

I. too

I, too, sing America.

Lam the darker brother.

They send me to eat in the kitchen

When company comes,

But I laugh,

And eat well.

And grow strong.

Tomorrow.

I'll be at the table

When company comes.

Nobody'll dare

Say to me,

"Eat in the kitchen."

Then.

Besides.

They'll see how beautiful I am

And be ashamed

I. too. am America.

HUGHES, L. In: RAMPERSAD, A.; ROESSEL, D. (Ed.) The collected poems of Langston Hughes. New York: Knopf, 1994.

Langston Hughes foi um poeta negro americano que viveu no século XX e escreveu "I, too" em 1932. No poema, a personagem descreve uma prática racista que provoca nela um sentimento de

- a. coragem, pela superação.
- b. vergonha, pelo retraimento.
- c. compreensão, pela aceitação.
- d. superioridade, pela arrogância.
- e. resignação, pela submissão.

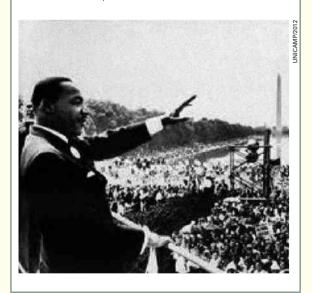
2. (Unicamp/2012)

The March on Washington

When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing

a promissory note to which every American was to fall heir. This note was a promise that all men, ves, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honouring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great depositories of opportunity of this nation. So we have come to our nation's capital to cash this check.



Adaptado de: <www.mlkonline.net/dream.html>. Acesso em: 29 set. 2015.

- a. Na linguagem metafórica do texto, um trecho do discurso proferido por Martin Luther King em 1963, a que se refere a "nota promissória" emitida pelos Estados Unidos da América?
- b. Que crenças levaram os negros norte-americanos a irem a Washington "sacar o cheque" que a América lhes deu?

THINKING ABOUT LEARNING



Nesta seção, escreva a resposta de cada pergunta em seu caderno.

> HOW CONFIDENT AM LABOUT...

- taking part in discussions on video games, technology and health?
- taking part in discussions on poetry and feelings?
- using the relative pronouns which, who, that?
- using the Imperative?
- using the Future with will?
- exploring game reviews?
- exploring poems?

Choose one of the following answers:

- √√√ Very confident.
- √√ Reasonably confident.
 - ✓ Not so confident.

WHAT WORDS/EXPRESSIONS HAVE I LEARNED IN UNITS 7 AND 8?

Example:

Words/Expressions	Words/Expressions in use	Meaning in context
the bottom line	" <u>The bottom line</u> : active video games are better than nothing" – p. 126	the main point

> WHAT LEARNING RESOURCES HAVE I USED IN UNITS 7 AND 8?

The items in the box below can help you.

Dictionaries	• Extra videos	 Glossary
Extra readings	• Internet	 Language Reference and Extra Practice

WHAT DO I NEED TO DO IN ORDER TO IMPROVE MY LEARNING?

Example:

• Look for opportunities to use new words and expressions in English.

PROJECT 2B



EUREKA: IDEAS FOR A HEALTHIER WORLD! (SECOND PART)

In Unit 7 you have talked about health. Follow the steps below and do the second part of Project 2, Eureka: Ideas for a healthier world!

- > TASK: After having thought of practical ideas to help people live a healthier life, it is time to share them with your local community and the world!
- 1. Produce it! In groups, review the draft you and your classmates wrote in the first part of this project. Then create a slide presentation to show people what you have come up with. Visit the following links to help you:
 - <www.wikihow.com/Create-a-PowerPoint-Presentation>;
 - <www.rogerdarlington.me.uk/Presentation.html>;
 - <www.cs.cmu.edu/~mihaib/presentation-rules.html>.
- 2. Share it locally! Organize a science fair at your school to show the innovation that you and your classmates have developed. Invite teachers, family members, friends, and other people from your community to get to know about your ideas.
- **3.** Share it globally! Use the Internet to share your presentation. It can be published, for example, on the school website, a blog or Slideshare (www.slideshare.net). Use English to create your presentation so that people from all over the world can get inspired by your ideas!

> THINK ABOUT IT!

Reflita sobre o desenvolvimento do projeto a partir das questões a seguir:

- Como você se sentiu ao desenvolver uma inovação para um mundo mais saudável? E ao fazer a apresentação?
- Como foi a apresentação dos projetos na escola?
- > Como as pessoas reagiram à apresentação na Internet?
- Você faria alguma coisa de modo diferente? Se sim, o quê?
- Você acredita que seu projeto pode concorrer ao Prêmio Jovem Cientista deste ano?



"Um dos motivos pelos quais eu fiz o aplicativo foi porque o Steve Jobs dizia que os aplicativos ajudam a vida das pessoas."

> João Pedro Vital, 15 anos, vencedor do Prêmio Jovem Cientista 2012.

Language Reference and Extra Practice

Unit 1

NÃO ESCREVA NO LIVRO

PRESENT SIMPLE

Usamos o Present Simple para:

- falar de fatos e generalizações.
 Teachers want more technology in the classroom.
 India has over 125,000,000 ESL speakers.
- falar de rotinas, hábitos, ações do dia a dia.
 My sister always talks on the phone.
 She never does her homework.
- dar mais vida a eventos no passado.
 Chester F. Carlson invents the photocopier in 1937.
 Vannevar Bush proposes hypertext in 1945.

Regras ortográficas para verbos na 3ª pessoa do singular	Exemplos
A maioria dos verbos: verbo + s	want → wants use → uses
Verbos terminados em o, s, z, x, sh, ch: verbo + es	do → does miss → misses buzz → buzzes mix → mixes finish → finishes watch → watches
Verbos terminados em consoante + y : verbo – y + ies	study ⇒ studies cry ⇒ cries
Exceção:	have → has

Em frases negativas, usamos don't/doesn't antes do verbo principal. Note que o verbo principal está em sua forma básica.

	Forma negativa				
1	don't				
You	don t				
Не					
She	doesn't	want	traditional classes.		
It					
We					
You	don't				
They					

(don't = do not; doesn't = does not)

Em frases interrogativas, usamos **do/does** *antes* do sujeito. Note que o verbo principal está em sua forma básica.

	Forma interrogativa				
Da	1				
Do	you				
	he				
Does	she	want	more technology?		
	it				
	we				
Do	you				
	they				

	Respostas curtas				
Afirmativa		Negativa			
	l	do.		l	don't.
	you	uo.		you	uon t.
	he	does. No,		he	
Yes,	she		No,	she	doesn't.
	it			it	
	we	do.		we	
	you			you	don't.
	they			they	

QUESTION WORDS: WHY, WHAT, WHO

Usamos why para perguntar sobre uma explicação ou um motivo.

Why do teachers want more technology in the classroom?

Usamos what para perguntar sobre coisas, fatos ou atividades.

What do students want in the classroom?

Usamos who para perguntar sobre pessoas.

Who wants more technology in the classroom?

Pronome interrogativo	Verbo auxiliar	Sujeito	Verbo principal	Complemento
Why	do	I/you/we/they		
Why	does	he/she/it		more technology in the classroom?
What	do	I/you/we/they	want	
What	does	he/she/it		
Who			wants	

EXTRA PRACTICE

- 1. Replace the icons with the correct form of the verbs in parentheses to complete the following sentences about technology. Use the Present Simple tense. Write the answers in your notebook.
 - a. Technology both learning and teaching. (transform)
 - b. Techonology **②** teachers to reinforce and expand on content. It also **③** students to learn. (enable/motivate)
 - c. Teachers 2 access to high-quality digital content. (need)
 - d. Technology & education more enjoyable both for the teachers and the learners. (make)

2. Replace the icons • with the correct form of the verbs in parentheses to complete the following statistics. Use the **Present Simple** tense. Write the answers in your notebook.

Stats about Technology transforming learning:

- a. 50% of students ages 10 to 18 online for homework help at least once a week. (go)
- b. 75% of students ages 5-7 regularly **3** technology to play educational games. (use)
- c. Students who study on mobile devices 40 minutes more per week studying than those who don't. (spend)

Stats about Technology transforming teaching:

- d. 91% of administrators **②** effective use of ed tech is critical to their mission of high student achievement. (say)
- e. 74% of administrators say digital content in schools 3 student engagement. (increase)
- f. 77% of teachers say technology use in the classroom students to learn. (motivate)
- g. 76% of teachers say technology them to respond to a variety of learning styles. (allow)

Available at: <www.educatorstechnology.com/2014/03/amazing-facts-about-how-technology-is.html>.

Accessed in: September 2015.

Unit 2

X

IMPERATIVE

Usamos o **Imperative** para oferecer:

- sugestões e conselhos.
 Read your magazines online.
 Go green.
- ordens e instruções.
 Turn off the lights when you leave the room.
 Do the exercise in pairs.

Forma afirmativa			
Conserve	energy.		
Prefer LED lamps.			

Em frases negativas, usamos **don't** antes do verbo principal.

Forma negativa			
Don't	take	long hot showers.	
	waste	paper.	

(don't = do not)

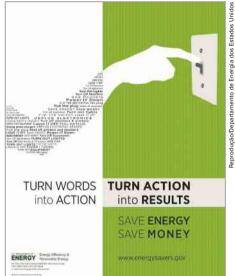
PRESENT SIMPLE OR IMPERATIVE?

Usamos, geralmente, o **Present Simple** para fatos e o **Imperative** para sugestões.

Sugestão	Don't waste food.	Imperative
Fato	Food waste is harmful to the environment.	Present Simple

EXTRA PRACTICE

1. Read the poster below and find the verbs in the Imperative. Write the answers in your notebook.



Available at: <www.energysavers.gov>. Accessed in: September 2015

2. Saving energy at home is easy! Replace each icon ♥ with a verb from the box below to complete each energy saving tip. Use the Imperative (affirmative or negative). Write the answers in your notebook.

$$\mathsf{block} \bullet \mathsf{consider} \bullet \mathsf{keep} \bullet \mathsf{plant} \bullet \mathsf{replace} \bullet \mathsf{set} \bullet \mathsf{unplug} \bullet \mathsf{use}$$

- a. trees to provide shade on the sunny side of your home.
- b. air vents with furniture.
- c. standard bulbs with CFLs. Compact fluorescent light bulbs are more energy-efficient than regular bulbs, while giving off the same amount of light.
- d. microwaves and toaster ovens to cook or warm leftovers. You'll use less energy than cooking with a conventional oven.
- e. ♦ your freezer full it uses less energy than an empty one.
- f. your dishwashers on economy mode, to use less water and electricity.
- g. ◆ a laptop next time you're looking to buy a computer they use less energy than desktop computers.
- h. battery chargers when the batteries are fully charged or the chargers are not in use.

Available at: www.progress-energy.com/carolinas/home/save-energy-money/energy-saving-tips-calculators/100-tips.page?. Accessed in: September 2015.

Unit 3



PRESENT CONTINUOUS

Usamos o **Present Continuous** para:

• falar de ações que estão ocorrendo no momento da fala/escrita.

I'm reading the newspaper now.

We'**re sending** you a postcard from São Paulo.

• expressar mudanças que estão ocorrendo na atualidade. Brazil **is becoming** a popular travel destination. Tourists **are visiting** favelas in Rio.

	Forma afirmativa				
1	am				
You	are				
Не					
She	is	becoming	popular.		
lt					
We					
You	are				
They					

Em frases negativas, usamos not depois do verbo be (am/is/are) e antes do verbo principal.

	Forma negativa					
1	am					
You	are					
Не						
She	is	not	becoming	popular.		
It						
We						
You	are					
They						

(am not = 'm not; is not = isn't; are not = aren't)

Em frases interrogativas, usamos o verbo be (am/is/are) antes do sujeito.

Forma interrogativa						
Am	1					
Are	you					
	he					
Is	she	becoming	popular?			
	it					
	we					
Are	you					
	they					

Respostas curtas						
F	\firmati			Negat	iva	
	1	am.		1	'm not.	
Yes,	you	are.	No,	you	aren't.	
	he	is.		he		
	she			she	isn't.	
	it			it		
	we			we		
	you			you	aren't.	
	they			they		

Regras ortográficas para verbos terminados em -ing	E	Exemplos	
A maioria dos verbos: verbo + ing	send visit	sending visiting	
Verbos terminados em e : verbo – e + ing	become make	becoming making	
Verbos terminados em consoante + vogal + consoante: verbo + última consoante + ing	get stop	getting stopping	
Verbos terminados em ie: verbo – ie + y + ing	die lie	dying lying	

PRESENT SIMPLE OR CONTINUOUS?

Usamos, geralmente, o Present Simple para ações permanentes e o Present Continuous para ações temporárias.

Ações permanentes	Almost 3.4 million people live in Amazonas state.	Present Simple
Ações temporárias	The population is growing fast in the Amazon.	Present Continuous

QUESTION WORDS: WHEN, WHERE, WHICH, HOW MANY

Usamos when para perguntar sobre tempo.

When was the text about the Amazon published?

Usamos where para perguntar sobre lugar.

Where is Amazonas state?

Usamos which para perguntar sobre uma coisa ou pessoa específica em um grupo.

Which state in the north of Brazil is the largest?

Usamos how many para perguntar sobre uma quantidade (palavras contáveis).

How many inhabitants are there in Manaus?

POSSESSIVE ADJECTIVES

Usamos possessive adjectives antes de um substantivo ou um grupo nominal.

Bob and his wife, Norma, live in San Antonio. = he ←

I love **London** for **its** fabulous and fascinating history.

Subject Pronouns	I	you	he	she	it	we	they
Possessive Adjectives	my	your	his	her	its	our	their

EXTRA PRACTICE

- 1. Take a look at the photo on the right. What are the tourists doing in Rio de Janeiro? Write the answer in your notebook.
 - a. They are visiting a favela.
 - b. They are drinking coconut water.
 - c. They are swimming at the beach.
- 2. Replace the icons 🕈 with the correct form of the verbs in parentheses to complete the following sentences about the photo beside. Use the Present Continuous tense. Write the answers in your notebook.
 - a. They for a photograph on the beach. (pose)
 - b. They casual clothes. (wear)
 - c. They . (smile)



- 3. Replace each icon with which, what, who or where to complete the following questions about an important Brazilian painting. Write the answers in your notebook.
 - a. ◆ is the name of the painting? Retirantes (Refugees).
 - b. **◊** is its painter?Candido Portinari.
 - c. does the painting show?
 The effects of a drought on a family of northeastern Brazilian peasants.
 - d. ♦ is it exhibited?At the Museu de Arte de São Paulo (Masp).
 - e. ◆ art movement does it belong to? The Modernist Movement.



Retirantes, de Candido Portinari (1944). Painel a óleo sobre tela, 190 cm x 180 cm. Museu de Arte de São Paulo (Masp).

- **4.** Replace each icon **②** with a possessive adjective to complete the following sentences about famous Brazilian painters. Write the answers in your notebook.
 - a. The Brazilian painter Candido Portinari (1903-1962) is best known for ❖ murals, which fuse nativist and expressionist elements in a powerful and individual style.
 - b. Tarsila do Amaral (1886-1973) and ♠ husband, the poet Oswald de Andrade, traveled throughout Brazil to explore the variety of indigenous culture, and to find inspiration for ♠ nationalistic art

Available at: ">https://en.wikipedia.org/wiki/Tarsila do Amaral>. Accessed in: September 2015.

Unit 4

X

-ING: NOUN, ADJECTIVE OR VERB?

Palavras formadas pelo sufixo -ing podem exercer a função de:

- um substantivo (um nome). Crying is good for you.
- um adjetivo (uma característica). The picture shows a cry**ing** woman.
- um verbo (uma ação). É parte de um tempo verbal contínuo. She is crying tears of joy.

Também usamos o sufixo -*ing* quando um verbo aparece *depois* de uma preposição. *Female tears can stop men from being mean.*

MODAL VERBS: MAY, MIGHT, COULD

Usamos, geralmente, o verbo modal **may** para indicar *possibilidade* e os verbos modais **might** ou **could** para indicar *possibilidade* remota. Note que usamos verbos modais *antes* de um verbo principal no infinitivo (sem a partícula *to*).

Women may cry more than men.

The inability to adequately convey your feelings **might** result in tears.

Getting divorced **could** cause tears of sadness.

Para formar frases negativas, usamos not depois do verbo modal e antes do verbo principal.

The Mona Lisa **may not** be the portrait of a woman.

EXTRA PRACTICE

1. Read the display caption of Picasso's painting *Nude Woman in a Red Armchair* (1932) and focus on the words in **bold**. Are they *nouns*, *adjectives* or *verbs*? Write the answers in your notebook.

This work belongs to the remarkable sequence of portraits that Picasso made of Marie-Thérèse Walter at his country property at Boisgeloup.

Marie-Thérèse is presented here – as in most of her portraits – as a series of sensuous curves. Even the **scrolling** arms of the chair have been heightened and exaggerated to echo the rounded forms of her body. The face is a double or metamorphic image: the right side can also be seen as the face of a lover in profile, **kissing** her on the lips.

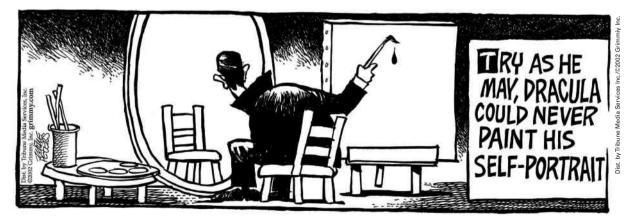
November 2012

Available at: <www.tate.org.uk/art/artworks/picasso-nude-woman-in-a-red-armchair-n06205>.

Accessed in: September 2015.



2. Read the comic strip below and choose the correct item that completes each sentence that follows (▲ or ■). Write the answers in your notebook.



PETERS, Mike. August, 2002. Available at: <www.grimmy.com>. Accessed in: September 2015.

- a. Dracula
 - ▲ is trying to paint his self-portrait.
 - isn't trying to paint his self-portrait.
- b. In "Dracula could never paint his self-portrait", could never paint means that Dracula
 - ▲ was able to paint his self-portrait.
 - wasn't able to paint his self-portrait.

Unit 5



PAST SIMPLE

Usamos, geralmente, o **Past Simple** para falar de ações e estados completos no passado.

When Senna was four, his father gave him a go-kart.

European racing stars Jim Clark and Jackie Stewart were his heroes.

The dog **saved** the child and **turned into** a hero.

VERBO BE

No Past Simple, o verbo be tem formas especiais.

Forma afirmativa				
1	was			
You	were			
Не				
She	was	a hero.		
It				
We				
You	were	heroes.		
They				

Em frases interrogativas, usamos o verbo be (was/were) antes do sujeito.

Forma interrogativa					
Was	1				
Were	you				
	he				
Was	she	not	a hero?		
	it				
	we				
Were	you		heroes?		
	they				

Em frases negativas, usamos **not** depois do verbo be (was/were).

Forma negativa						
1	was					
You	were					
Не						
She	was	not	a hero.			
It						
We						
You	were		heroes.			
They						

(was not = wasn't; were not = weren't)

Respostas curtas						
A	\firmati			Negativa		
	1	was.		1	wasn't.	
	you	were.	No,	you	weren't.	
Yes,	he	was.		he		
	she			she	wasn't.	
	it			it		
	we			we		
	you			you	weren't.	
	they			they		

VERBOS REGULARES

Todos os verbos regulares no Past Simple terminam em ed.

Regras ortográficas para verbos regulares no Past Simple	Exemplos	
A maioria dos verbos: verbo + ed	help visit	helped visited
Verbos terminados em e : verbo + d		received lived
Verbos terminados em consoante + vogal + consoante : (exceto os terminados em w , x , y): verbo + última consoante + ed	hop prefer	hopped preferred
Verbos terminados em consoante + y : verbo - y + ied	study worry	studied worried

VERBOS IRREGULARES

Forma afirmativa					
1					
You					
Не					
She	turned into	a hero.			
It					
We					
You	became	heroes.			
They					

Em frases interrogativas, usamos did antes do sujeito. Note que o verbo principal está em sua forma básica.

Forma interrogativa						
	1					
	you					
	he					
Did	she	turn into	a hero?			
	it					
	we					
	you	become	heroes?			
	they					

Em frases negativas, usamos didn't antes do verbo principal. Note que o verbo principal está em sua forma básica.

	Forma negativa				
1					
You					
Не					
She	didn't	turn into	a hero.		
It					
We					
You		become	heroes.		
They					

	Respostas curtas					
ļ	\firmati		Negativa			
	1			1		
	you			you		
	he			he		
Yes,	she	did.	No,	she	didn't.	
	it			it		
	we			we		
	you			you		
	they			they		

OBJECT PRONOUNS

Usamos **object pronouns** para fazer referência a um termo anterior e evitar sua repetição.

My brother is a real hero. I admire him very much. = He ←

Zeus became ruler of **the gods** when he led **them** in their defeat of the Titans.



Subject Pronouns Possessive Adjectives	my	your	he ———	she	it	we	they
Possessive Adjectives Object Pronouns	my me	your you	his him	her her	its it	us	their

EXTRA PRACTICE

- 1. Based on what you know about Ayrton Senna, replace each icon ♀ with was, wasn't, were or weren't to complete the following sentences. If necessary, go back to the text on page 92. Write the answers in your notebook.
 - a. Ayrton Senna ② a Brazilian Formula One driver who won the world championship three times.
 - b. Senna **3** born in Sao Paulo to a wealthy family, who supported his aspiration to race.
 - c. Senna's parents & Milton da Silva and Neyde Senna.
 - d. He 2 an only child. He had an older sister, Viviane, and a brother, Leonardo.
 - e. Viviane and Leonardo o interested in motoring. Senna was the only child in the family who developed a fascination for cars.
- **2.** Go back to the sentences in exercise $\mathbf{1}$ and find other examples of regular and irregular verbs in the past. Then copy the following table in your notebook and replace the icons 3 with the correct form of the verbs in the past.

Regular verbs	Irregular verbs		
develop - developed	be - was, were		
support - 🌣	have - 😂		
	win - 🔂		

3. The following text is about the lyre of Apollo, who was the god of music and the arts, and an accomplished player of the lyre. Replace the icons 2 with the correct form of the verbs in parentheses to complete the text. Use the Past Simple tense. Write the answers in your notebook.

The lyre of Apollo

Once when Apollo **3** (go) on a journey in pursuit of one of his lovers, he ♦ (leave) his fine herd of cattle untended. Hermes, who had long admired the creatures, **②** (see) that they were left alone and **②** (decide) to steal them and hide them in a cave. But Apollo, who **②** (have) the gift of prophecy, **③** (know) exactly where the cattle • (be) and went to find Hermes and demand his animals back. When Apollo (arrive), Hermes (begin) playing an instrument that he had created from the intestines of one of Apollo's cattle. Apollo was enchanted on hearing the music of the lyre, and **3** (agree) to exchange it for the cattle.



WILKINSON, Philip. Myths & Legends: an illustrated guide to their origins and meanings. London: Dorling Kindersley, 2009. p. 28.

- 4. The fragments below are from the text *The lyre of Apollo*. Choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.
 - a. In "[...] to steal them and hide them in a cave", the object pronoun them refers to
 - ▲ Hermes.

- creatures.
- b. In "[...] to exchange it for the cattle", the object pronoun it refers to
 - ▲ lyre.

■ cattle.

Unit 6



PAST CONTINUOUS

Usamos, geralmente, o **Past Continuous** para falar de ações passadas em andamento.

In 1856 the chemist William Perkin was trying to find a cure for malaria.

Hib Vaccine Team was working on a vaccine against the bacteria that can cause meningitis and pneumonia.

Em frases interrogativas, usamos o verbo be (was/were) antes do sujeito.

Forma afirmativa					
1	was				
You	were				
Не					
She	was	doing	an experiment.		
It					
We					
You	were				
They					

Forma interrogativa						
Was	1					
Were	you					
	he					
Was	she	doing	an experiment?			
	it					
	we					
Were	you					
	they					

Em frases negativas, usamos not depois do verbo be (was/were) e depois do verbo principal.

	Forma negativa						
1	was						
You	were						
Не							
She	was	not	doing	an experiment.			
lt							
We							
You	were						
They							

	Respostas curtas					
Afirmativa Negativa						
	1	was.		I	wasn't.	
	you	were.		you	weren't.	
	he	was.		he		
Yes,	she			she	wasn't.	
	it			it		
	we			we		
	you	were.		you	weren't.	
	they			they		

(was not = wasn't; were not = weren't)

PAST SIMPLE OR CONTINUOUS?

Usamos, geralmente, o Past Continuous associado ao Past Simple. Isso acontece quando uma ação mais longa (Past Continuous) é interrompida por outra mais curta (Past Simple).

Long action	While he was doing an experiment,	Past Continuous
Short action	an accident happened .	Past Simple

Usamos, geralmente, while, when ou as para unir essas orações.

While he was doing an experiment, an accident happened.

The scientist was working in his laboratory **when** he heard an explosion.

As Albert Einstein was studying his Theory of Relativity, he created the equation $E = mc^2$.

EXTRA PRACTICE

- 1. Replace the icons ♥ with the correct form of the verbs in parentheses to complete the following sentences about Albert Einstein. Use the Past Continuous tense. Write the answers in your notebook.
 - a. In 1905, Albert Einstein (develop) his Theory of Relativity when he created the equation $E = mc^2$.
 - b. 1939 was the year that marked the beginning of the second world war. Germany **3** (plan) to attack Poland when Albert Einstein wrote a famous letter to President Franklin D. Roosevelt warning him about the possibility of Germany's building an atomic bomb and urging nuclear research.

Available at: http://mathematicianalberteinstein.weebly.com/timeline.html. Accessed in: September 2015.

2. Replace the icons 🕈 with the correct form of the verbs in parentheses to complete the texts about different accidental discoveries. Use the Past Simple or the Past Continuous tense. Write the answers in your notebook.



a. Penicillin: A Scottish biologist by the name of Alexander Fleming went on a holiday. Upon his return, he (notice) that the bacteria he had been growing **3** (die). This was due to a fungus growing and killing off the bacteria. That fungus was penicillin, and medicine was forever changed.



b. **Teflon**: A scientist named Roy Plunkett � (work) for a company by the name of DuPont. He � (work) on a project to make refrigerators safer by trying to replacing the refrigerants. He � (notice) that one of the samples he � (work) with left a slippery resin that was chemical and heat resistant. And now we can all make food without having to use oil to keep it from sticking to the pan.





d. Stainless Steel: In 1912, Harry Brearly ♠ (try) to create a gun barrel that would resist erosion. After several months of experimenting, one of his items ♠ (retain) its luster. It was because it had 12 percent chromium. Just the right amount to prevent rust. [...]

Available at: <www.sliptalk.com/inventions-found-by-accident>. Accessed in: September 2015.

Unit 7



RELATIVE PRONOUNS: WHICH, WHO, THAT

Usamos **relative pronouns** para unir elementos em uma frase e para evitar repetição. Note que os pronomes relativos se referem a um elemento anterior.

- Which se refere a coisas.
 - A real game of tennis, which burns a lot of calories.
- Who se refere a pessoas.
 - He is the boy **who** plays video games every day.
- That se refere a coisas ou a pessoas.
- A frustrating game **that** I can't recommend.

Podemos omitir pronomes relativos apenas se eles são objetos em orações adjetivas.

A frustrating game (that) I can't recommend.

The "real" sports (that) they imitate.

EXTRA PRACTICE

- 1. Replace the icons & with which, who or that to complete the game reviews below. Write the answers in your notebook.
 - a. Pac-Man 256 is pretty much everything you love about the 1980 classic, but with a unique twist forces gamers to adapt to a completely brand new game. [...]
 - b. For those 2 already own an HD-Version of FIFA 13 the Wii U Port may come as a disappointment, but for those • have just started their HD gaming journey FIFA 13 offers a well-done soccer simulation despite its resemblance to the predecessor.
 - c. An unreal role-playing experiance worthy of the Star Wars name, 3 is ultimately the greatest honor.

Available at: <www.metacritic.com/game>. Accessed in: September 2015.

- 2. Choose the sentence below in which the relative pronoun that can be omitted. Write the answer in your notebook.
 - a. This is the kind of game that literally makes you forget you're playing a game [...].
 - b. A stunning and rare achievement that makes you feel happy to be a gamer.
 - c. A game that I simply cannot get enough of.

Available at: <www.metacritic.com/game/xbox/prince-of-persia-the-sands-of-time/critic-reviews>. Accessed in: September 2015.

Unit 8

FUTURE WITH WILL

Usamos will para nos referirmos ao futuro. Podemos usar will para:

- tomar decisões espontâneas. I'll make some coffee.
- fazer pedidos. Will you marry me?
- fazer previsões. I think it'**II rain** tomorrow

- fazer promessas. I'll do my homework in a second.
- oferecer ajuda. I'll help you with those bags.

Em frases afirmativas, usamos will antes do verbo principal.

Forma afirmativa					
1					
You					
He/She/It	will	feel	happy.		
We					
You					
They					

(will = 'll)

Em frases interrogativas, usamos will antes do sujeito.

Forma interrogativa						
	I					
	you					
Will	he/she/it	feel	happy?			
	we					
	you					
	they					

Em frases negativas, usamos not depois do will e antes do verbo principal.

Forma negativa							
You							
He/She/It	will	not	feel	happy.			
We							
You							
They							
	They						

you

we

you

they

Yes.

he/she/it will.

Respostas curtas

No.

vou

we

you

they

he/she/it won't.

(will not = won't)

EXTRA PRACTICE

1. Replace the icons with verbs from the box below to complete the following sentences about the benefits of reading poetry. Use the Future Simple with will. Write the answers in your notebook.

- a. It **vou** a better detective. To understand a challenging poem using literary analysis, you have to be observant and look for clues.
- b. It ② you win more arguments. Every piece of writing is really an argument of some kind, and poems are no exception. In poetry, you have to work harder to identify the writer's thesis, which may not be directly stated.
- c. It **②** you appreciate beauty with greater wisdom. In part, poetry is a beautiful response to emotional experience. Whether a poet is sad, anxious, or happy, a poem is an artistic way to express a passing sentiment.
- d. It ❖ you an appreciation for word-nerds. Many wordplay poems are about language itself—the fun of puns and the verve of verbs. A poet might labor for weeks to find the precise word that completes a concluding phrase in a poem.
- e. It **②** you more sincere. One of the things I appreciate about poetry is that it's one of the few spaces for sincere expression. We live in a culture and time period that favors sarcasm, witty repartee, and quick retorts over honest emotional expression.

Available at: http://thoughtcatalog.com/mehnaz-sahibzada/2014/08/15-ways-reading-poetry-will-make-you-more-successful. Accessed in: September 2015.

- 2. Read the following sentences and focus on the uses of will. In your notebook write offer, promise, prediction or spontaneous decisions for each situation.
 - a. I'll make some fresh coffee.
 - b. I will always be a loyal friend.
 - c. I think it'll be sunny tomorrow.
 - d. I'll help you with your Math homework.

Word Formation: Suffixes



• Copie a tabela abaixo no seu caderno e substitua os ícones ❖ pelo que você aprendeu sobre sufixos ao longo do livro. Veja as Unidades 2, 5, 6 e 7.

Sufixos	Palavras	Classe gramatical	Exemplos
-al	tradition <u>al</u>	adjective	tradition <u>al</u> passive video games
-er	&	&	ø
-ful	&	&	ø
-less	❖	❖	ø
-ly	❖	❖	ø
-ness	æ	æ	•

Discourse Markers



• Copie a tabela abaixo no seu caderno e substitua os ícones ❖ pelo que você aprendeu sobre marcadores discursivos ao longo do livro. Veja as Unidades 4, 7 e 8.

Ideias	Marcadores discursivos	Tradução
Adição	also; too o as well as besides; in addition; moreover; what is more; o	também e ⊙ além disso
Causa	as because due to	como porque devido a já que
Comparação	⊙ like	⊙ como
Conclusão in conclusion; summing up; to sum up; briefly		• resumindo
Contraste	 O O; on the other hand; on the contrary O Whereas yet 	o por outro lado enquanto o
Exemplificação	② ; for instance in particular	em particular (tal/tais) como
Propósito	⊙ ; so as to	a fim de (que); para (que)

Irregular Verbs

VERBOS IRREGULARES NO PASSADO AGRUPADOS POR ORDEM ALFABÉTICA

Forma básica*	Passado	Particípio Passado	Tradução**
be	was, were	been	ser, estar
bear	bore	borne	suportar, ser portador de
beat	beat	beaten	bater
become	became	become	tornar-se
begin	began	begun	começar
behold	beheld	beheld	contemplar
bend	bent	bent	curvar
bet	bet	bet	apostar
bid	bid	bid	oferecer, fazer uma oferta
bind	bound	bound	unir, vincular, comprometer(-se)
bite	bit	bitten	morder
bleed	bled	bled	sangrar, ter hemorragia
blow	blew	blown	assoprar, explodir
break	broke	broken	quebrar
breed	bred	bred	procriar, reproduzir
bring	brought	brought	trazer
broadcast	broadcast	broadcast	transmitir, irradiar
build	built	built	construir
burn	burnt/burned	burnt/burned	queimar
buy	bought	bought	comprar
can	could	could	poder
catch	caught	caught	pegar, capturar
choose	chose	chosen	escolher
come	came	come	vir

^{*} Forma básica = infinitivo sem a partícula to

^{**} Apresentamos aqui os sentidos mais comuns dos verbos listados. Em vários casos, os verbos podem assumir outros sentidos. É necessário sempre observar o contexto para compreender o significado do verbo em uso.

Forma básica	Passado	Particípio Passado	Tradução
cost	cost	cost	custar
cut	cut	cut	cortar
deal	dealt	dealt	negociar, tratar
dig	dug	dug	cavar, escavar
do	did	done	fazer
draw	drew	drown	desenhar
dream	dreamt/dreamed	dreamt/dreamed	sonhar
drink	drank	drunk	beber
drive	drove	driven	dirigir, ir de carro
eat	ate	eaten	comer
fall	fell	fallen	cair
feed	fed	fed	alimentar
feel	felt	felt	sentir(-se)
fight	fought	fought	lutar
find	found	found	achar, encontrar
flee	fled	fled	fugir, escapar
fly	flew	flown	voar, pilotar
forbid	forbade	forbidden	proibir
forget	forgot	forgot/forgotten	esquecer
forgive	forgave	forgiven	perdoar
freeze	froze	frozen	congelar, paralisar
get	got	got/gotten	obter
give	gave	given	dar
go	went	gone	ir
grow	grew	grown	crescer, cultivar
hang	hung***	hung	pendurar
have	had	had	ter
hear	heard	heard	ouvir
hide	hid	hid/hidden	esconder
hit	hit	hit	bater
hold	held	held	segurar
hurt	hurt	hurt	machucar
keep	kept	kept	guardar, manter
know	knew	known	saber, conhecer

^{***} Quando hang é usado no sentido de 'enforcar', é um verbo regular (hang – hanged).

Forma básica	Passado	Particípio Passado	Tradução
lay	laid	laid	colocar em posição horizontal, assentar
lead	led	led	liderar
learn	learnt/learned	learnt/learned	aprender
leave	left	left	deixar, partir
lend	lent	lent	emprestar (dar emprestado)
let	let	let	deixar, alugar
lie	lay	lain	deitar
lose	lost	lost	perder, extraviar
make	made	made	fazer, fabricar
mean	meant	meant	significar, querer dizer
meet	met	met	encontrar, conhecer
overcome	overcame	overcome	superar
overtake	overtook	overtaken	alcançar, surpreender
pay	paid	paid	pagar
put	put	put	colocar
quit	quit	quit	deixar, abandonar
read	read	read	ler
ride	rode	ridden	andar de (bicicleta, carro etc.), andar a (cavalo)
ring	rang	rung	tocar (campainha, sino etc.)
rise	rose	risen	subir, erguer-se
run	ran	run	correr, concorrer, dirigir
saw	sawed	sawn	serrar
say	said	said	dizer
see	saw	seen	ver
seek	sought	sought	procurar obter, objetivar
sell	sold	sold	vender
send	sent	sent	enviar
set	set	set	estabelecer, colocar, pôr em determinada condição, marcar, ajustar
shake	shook	shaken	sacudir, tremer
shine	shone	shone	brilhar
shoot	shot	shot	atirar, alvejar
show	showed	shown	mostrar, exibir
shrink	shrank	shrunk	encolher, contrair

Forma básica	Passado	Particípio Passado	Tradução
shut	shut	shut	fechar, cerrar
sing	sang	sung	cantar
sink	sank	sunk	afundar, submergir
sit	sat	sat	sentar
sleep	slept	slept	dormir
slide	slid	slid	deslizar, escorregar
smell	smelled/smelt	smelled/smelt	cheirar
speak	spoke	spoken	falar
spend	spent	spent	gastar
spin	spun	spun	girar, fiar
spit	spit/spat	spit/spat	cuspir
spread	spread	spread	espalhar
stand	stood	stood	parar de pé, aguentar
steal	stole	stolen	roubar
stick	stuck	stuck	furar, fincar, enfiar
stink	stank	stunk	cheirar mal
strike	struck	struck	golpear, desferir, atacar
strive	strove	striven	esforçar-se, lutar
swear	swore	sworn	jurar, prometer, assegurar
sweep	swept	swept	varrer
swim	swam	swum	nadar
swing	swung	swung	balançar, alternar
take	took	taken	tomar
teach	taught	taught	ensinar, dar aula
tear	tore	torn	rasgar, despedaçar
tell	told	told	contar, dizer
think	thought	thought	pensar
throw	threw	thrown	atirar, arremessar
undergo	underwent	undergone	submeter-se a, suportar
understand	understood	understood	entender
uphold	upheld	upheld	sustentar, apoiar, defender
wear	wore	worn	vestir, usar, gastar
weep	wept	wept	chorar
win	won	won	vencer, ganhar
write	wrote	writeen	escrever, redigir

VERBOS IRREGULARES NO PASSADO AGRUPADOS POR FORMAS SEMELHANTES

Forma básica, Passado e Particípio Passado com a mesma forma

Forma básica	Passado	Particípio Passado	Tradução
bet	bet	bet	apostar
bid	bid	bid	oferecer, fazer uma oferta
broadcast	broadcast	broadcast	transmitir, irradiar
cast	cast	cast	atirar, lançar
cost	cost	cost	custar
cut	cut	cut	cortar
hit	hit	hit	bater
hurt	hurt	hurt	machucar
let	let	let	deixar, alugar
put	put	put	colocar
quit	quit	quit	deixar, abandonar
read	read	read	ler
set	set	set	estabelecer, colocar, pôr em determinada condição, marcar, ajustar
shut	shut	shut	fechar, cerrar
spread	spread	spread	espalhar

Passado e Particípio Passado terminados em **nt/ed**

Forma básica	Passado	Particípio Passado	Tradução
burn	burnt/burned	burnt/burned	queimar
learn	learnt/learned	learnt/learned	aprender

Passado com o som /an/ /aŋ/ e Particípio Passado com o som /an/ /aŋ/

Forma básica	Passado	Particípio Passado	Tradução
begin	began	begun	começar
drink	drank	drunk	beber
ring	rang	rung	tocar (campainha, sino etc.)
run	ran	run	correr, concorrer, dirigir
shrink	shrank	shrunk	encolher, contrair
sing	sang	sung	cantar
sink	sank	sunk	afundar, submergir
stink	stank	stunk	cheirar mal
swim	swam	swum	nadar

Passado com o som /ux/ e Particípio Passado com o som /əun/

Forma básica	Passado	Particípio Passado	Tradução
blow	blew	blown	assoprar, explodir
draw	drew	drown	desenhar
fly	flew	flown	voar, pilotar
grow	grew	grown	crescer, cultivar
know	knew	known	saber, conhecer
throw	threw	thrown	atirar, arremessar

Passado com o som /uk/ e Particípio Passado com o som /erkən/

Forma básica	Passado	Particípio Passado	Tradução
shake	shook	shaken	sacudir, tremer
take	took	taken	tomar

Passado e Particípio Passado com o som /stud/

Forma básica	Passado	Particípio Passado	Tradução
stand	stood	stood	parar de pé, aguentar
understand	understood	understood	entender

Passado e Particípio Passado com o som /əuld/

Forma básica	Passado	Particípio Passado	Tradução
sell	sold	sold	vender
tell	told	told	contar, dizer

Passado com o som /əu/ e Particípio Passado com o som /əu/ terminado em en

Forma básica	Passado	Particípio Passado	Tradução
break	broke	broken	quebrar
choose	chose	chosen	escolher
freeze	froze	frozen	congelar, paralisar
speak	spoke	spoken	falar
steal	stole	stolen	roubar

Passado com o som / v e Particípio Passado com o som / v terminado em en

Forma básica	Passado	Particípio Passado	Tradução
drive	drove	driven	dirigir, ir de carro
ride	rode	ridden	andar de (bicicleta, carro etc.), andar a (cavalo)
rise	rose	risen	subir, erguer-se
write	wrote	written	escrever, redigir

Passado e Particípio Passado com o som /att/

Forma básica	Passado	Particípio Passado	Tradução
bring	brought	brought	trazer
buy	bought	bought	comprar
catch	caught	caught	pegar, capturar
fight	fought	fought	lutar
seek	sought	sought	procurar obter, objetivar
think	thought	thought	pensar
teach	taught	taught	ensinar, dar aula

Passado com o som /x(r)/ e Particípio Passado com o som /x(r)n/

Forma básica	Passado	Particípio Passado	Tradução
swear	swore	sworn	jurar, prometer, assegurar
tear	tore	torn	rasgar, despedaçar

Passado e Particípio Passado com o som /eɪ/

Forma básica	Passado	Particípio Passado	Tradução
lay	laid	laid	colocar em posição horizontal, assentar
pay	paid	paid	pagar

Passado e Particípio Passado com o som /gex/

Forma básica	Passado	Particípio Passado	Tradução
forgive	forgave	forgiven	perdoar
give	gave	given	dar

Passado com o som /kerm / e Particípio Passado com a mesma forma da Forma básica

Forma básica	Passado	Particípio Passado	Tradução
become	became	become	tornar-se
come	came	come	vir

Passado e Particípio Passado com o som /ent/

Forma básica	Passado	Particípio Passado	Tradução
bend	bent	bent	curvar
lend	lent	lent	dar emprestado
send	sent	sent	enviar
spend	spent	spent	gastar

Passado e Particípio Passado com o som /ept/

Forma básica	Passado	Particípio Passado	Tradução
keep	kept	kept	guardar, manter
sleep	slept	slept	dormir
sweep	swept	swept	varrer
weep	wept	wept	chorar

Passado e Particípio Passado com o som /ed/

Forma básica	Passado	Particípio Passado	Tradução
bleed	bled	bled	sangrar, ter hemorragia
feed	fed	fed	alimentar
flee	fled	fled	fugir, escapar

Passado e Particípio Passado com o som /elt/

Forma básica	Passado	Particípio Passado	Tradução
deal	dealt	dealt	negociar, tratar
feel	felt	felt	sentir(-se)

Passado com o som /gpt / e Particípio Passado com o som /gpt / /gptn/

Forma básica	Passado	Particípio Passado	Tradução
forget	forgot	forgot/forgotten	esquecer
get	got	got/gotten	obter

Passado e Particípio Passado com o som /ak/

Forma básica	Passado	Particípio Passado	Tradução
stick	stuck	stuck	furar, fincar, enfiar
strike	struck	struck	golpear, desferir, atacar

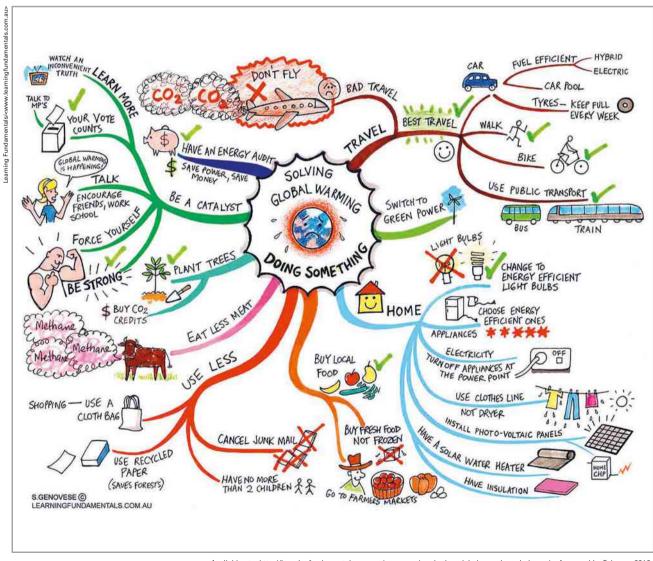
Extra Activities

UNITS 1 AND 2 - A

Read the text below and do exercises 1-3.

Write the answers in your notebook.





Available at: http://learningfundamentals.com.au/resources/combating-global-warming-mind-map/. Accessed in: February 2016.

1. There are a lot of transparent words in the text above. Try to find 10 transparent words.

- 2. Choose the correct item that completes each sentence below (▲ or ■).
 - a The text is
 - ▲ a mind map.
 - an infographic.
 - b. The text contains a main topic and
 - ▲ eight subtopics.
 - nine subtopics.
 - c. The main purpose of the text is to
 - ▲ suggest practical ways of reducing energy costs.
 - provide useful tips on how to solve global warming.
- 3. What do the words in **bold** mean? Make inferences and match the columns helow
 - a. "Switch to green power"
 - b. "Be a catalyst"
 - c. "Have an energy audit"
 - d. "Cancel junk mail"
 - e. "Hybrid"

- I. a vehicle that uses two different types of power, especially petrol/gas or diesel and electricity
- II. advertising material that is sent to people who have not asked for it
- III. an official examination of the quality or standard of something
- IV. to make a change from one thing to another
- V. a person who causes a change
- 4. Replace the icons 3 with the correct forms of the verbs from the box below to complete the following tips on how to stop global warming. Use the Imperative (affirmative or negative).

```
choose • drive • eat • encourage • leave • recycle • replace • use • waste
```

- a. "3 a regular incandescent light bulb with a compact fluorescent light bulb."
- b. " appliances on standby."
- c. "O energy efficient appliances when making new purchases."
- d. "The washing machine or dishwasher only when they are full."
- e. " your organic waste."
- f. "♦ less meat"
- g. "♦ carefully and ♦ fuel."
- h. " your school or business to reduce emissions."

UNITS 1 AND 2 - B



Read the text below and do exercises 1-3.

Write the answers in your notebook.

Waste

Recycling saves energy. Less energy is used when producing new products from recycled materials. This also reduces greenhouse gas emissions.

Recycling helps protect the environment. Recycling reduces the need for extracting (mining,

quarrying and logging), refining and processing raw materials all of which create air and water pollution. [...]

Remember to:

Reduce the amount of the Earth's resources that we use.

Reuse Don't just bin it, could someone else make use of it?

Recycle Can the materials be made into something new?

The Isos Green Guide. July, 2010, p. 14 (Fragment). Available at: <www.isoshousing.co.uk/download. php?file=lib/download/GreenGuide.pdf&name=GreenGuide.pdf>. Accessed in: February 2016.



- 1. There are a lot of transparent words in the text above. Try to find 10 transparent words.
- 2. Answer the questions below.
 - a. According to the text, what happens when we produce new things from recycled materials?
 - b. What is created when extracting, refining and processing raw materials?
- 3. Choose the correct item that completes each sentence below (▲ or ■). Make inferences
 - a. In "This also reduces greenhouse gas emissions.", the pronoun this refers to
 - ▲ 'energy'.

- 'recycling'.
- b. In "This also reduces **greenhouse gas emissions**.", the expression in **bold** means
 - ▲ emissões de gases caseiros.
 - emissões de gases do efeito estufa.
- c. In "processing raw materials", the expression in bold means
 - ▲ matérias-primas.

- materiais didáticos.
- d. In "the Earth's resources that we use", the expression in bold means
 - ▲ recursos naturais.

■ recursos humanos.

UNITS 3 AND 4 - A



Read the text below and do exercises 1-4.

Write the answers in your notebook.

Foz do Iguaçu

The Iguaçu Falls are one of the great natural wonders of the world in the state of Paraná bordering with Argentina and Paraguay. There are 275 waterfalls that stretch 1.8 miles across the Iguaçu River and the highest is 97 metres (319 ft, five times larger than Niagara). The very impressive Devil's Throat is the largest waterfall in the world in terms of volume of water per second.

The falls are an unforgettable spectacle at any time of the year and can be viewed from both the Brazilian and Argentinian banks of the river, from boat trips at the bottom of the falls or from a helicopter. The Brazilian viewing area is located in a National Park that covers a 49.200 ha, area located both in Brazil and Argentina, which has five types of forest and bio-systems in a single place designated a World Heritage Site by Unesco in 1986. Parque das Aves is a very special environmental bird aviary in the forest with 900 birds of 150 species, a butterfly sanctuary and reptiles and wildlife areas. The Itaipu Dam nearby can also be visited.



Available at: <www.freewaybrazil.com.br/travel-to-iguassu-falls/>. Accessed in: March 2016.

- 1. Are the following statements true or false? Write T (True) or F (False) for each statement. Then, correct the false statements.
 - a. The Falls can be seen from both the Argentinian and Paraguayan banks of the Iguaçu River.
 - b. The Iguaçu National Park has five types of forest and bio-systems.
 - c. You can find a butterfly sanctuary and hundreds of different species of birds in the Iguaçu National Park.

- 2. Match the columns below.
 - a. Devil's Throat

- I. a bird aviary near The Iguaçu Falls
- b. Parque das Aves
- II. a Unesco World Heritage Site since
- c. Iguaçu National Park
- III. the largest waterfall in the world in
- III. the largest waterfall in the world in terms of volume of water per second
- **3.** In each noun phrase below, identify the main word as in the example that follows.

1986

Example:

- a. boat trips
 - Answer: trips
- b. a butterfly sanctuary
- c. the great natural wonders of the world
- d. the largest waterfall in the world
- e. an unforgettable spectacle
- f. the Brazilian viewing area
- g. a very special environmental bird aviary
- h. wildlife areas
- i. the Brazilian and Argentinian banks of the river
- j. five types of forest and bio-systems
- 4. In "The Brazilian viewing area", viewing is a/an
 - a. verb.
 - b. noun.
 - c. adjective.
- **5.** Replace each icon **⋄** with a question word from the box below.

- a. are the Iguaçu Falls located? In the state of Paraná bordering with Argentina and Paraguay.
- b. ◆ waterfalls are there in the Iguaçu Falls? There are 275 waterfalls.
- c. was the Iguaçu National Park designated a World Heritage Site by Unesco? In 1986.
- d. ◆ can you find in Parque das Aves? A bird aviary, a butterfly sanctuary and reptiles.

UNITS 3 AND 4 - B



Read the text below and do exercises **1-6**. Write the answers in your notebook.

Cry freedom



Violent and libidinal... Delacroix's Liberty Leading the People

It is the definitive image of the French Revolution – and yet Eugène Delacroix's *Liberty Leading the People* does not portray the French Revolution at all. The subtitle of the nearly 11ft-wide canvas that hangs in the gallery of the Louvre reserved for the greatest French history paintings – those large and weighty accounts of public events, among which this is a rather small and modest image – is very specific. This scene, it tells us, took place on July 28 1830. [...]

Delacroix's political masterpiece does not depict the peaceful and eminently reasonable, not to say bourgeois, outcome of the 1830 Paris uprising but its moment of anarchic freedom, when anything seemed possible. It is the most enduring image of what revolution feels like, from within: ecstatic, violent, libidinal and murderous. [...]

Available at: <www.theguardian.com/artanddesign/2005/apr/02/art1>.

Accessed in: February 2016. (Fragment)

- 1. Answer the following questions about the painting described in the text "Cry freedom".
 - a. What is the name of the painting?
 - b. Who is its painter?
 - c. Where is it exhibited?
- **2.** Go back to exercise **1** and find the question word used in each item.
- **3.** What words does the author use to describe what any revolution can be like?
- 4. In each noun phrase below, identify the main word as in the example that follows.

Example:

a. the French Revolution

Answer: Revolution

- b. the 1830 Paris uprising
- c. the most enduring image
- d. the subtitle of the nearly 11ft-wide canvas
- e. a rather small and modest image
- f. the greatest French history paintings
- g. the definitive image of the French Revolution
- h. Delacroix's political masterpiece
- i. its moment of anarchic freedom
- **5.** Read the following fragments from the text and focus on the words in **bold**. Are they nouns, adjectives or verbs?
 - a. "[...] Eugène Delacroix's Liberty Leading the People [...]"
 - b. "[...] the greatest French history paintings [...]"
 - c. "[...] outcome of the 1830 Paris uprising [...]"
 - d. "It is the most **enduring** image [...]"
- **6.** Read the following fragment from the text on page 188.

"Delacroix's political masterpiece does not depict the peaceful and eminently reasonable [...] outcome of the 1830 Paris uprising but its moment of anarchic freedom [...]"

Which idea does the discourse marker in **bold** express?

a. Addition.

c. Contrast.

b. Conclusion.

d. Exemplification.

UNITS 5 AND 6 - A

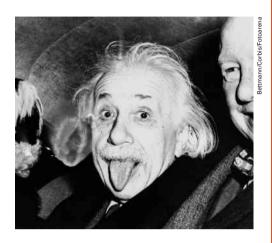


Read the text below and do exercises 1-7.

Write the answers in your notebook.

Albert Einstein

Albert Einstein had two public passions. One was his work: he was a dedicated and ground-breaking scientist. The other was peace, to which he was committed all his life. Both passions involved journeys of discovery. When the two paths met, one of the great modern problems was exposed: how responsible are scientists for the consequences of their discoveries?



Young Einstein

Albert Einstein was born in Germany on March 14 1879. His mother noticed that the back of her baby's head was unusually large, and for a moment thought there was something wrong. With her encouragement Albert was taught to play the violin when still very young, and he became an excellent musician. (As an adult he would take his fiddle everywhere: he found that playing it relaxed him.) He learned to sail, too, which he loved. And he knew by the age of 12 what he wanted to spend his life studying: nothing less than the behaviour of the universe. [...]

> Available at: <www.ppu.org.uk/learn/infodocs/people/pp-einstein.html>. Accessed in: February 2016. (Fragment)

- 1. Are the following statements true or false? Write T (True) or F (False) for each statement. Then, correct the false statements.
 - a. Albert Finstein was a German scientist born in 1879.
 - b. He played the piano when he was a child.
 - c. Science and peace were Einstein's two passions.
 - d. As an adult Einstein discovered he wanted to study the behavior of the Universe.
 - e. Einstein loved sailing.
 - f. When Einstein was a baby, his mother thought there was something wrong with his head.
- **2.** Which of the great modern problems is mentioned in the text?

- **3.** In "As an adult he would take his **fiddle** everywhere", what does the word in bold mean? Make inferences.
- 4. In "he found that playing it relaxed him.", what do the pronouns in bold refer to?
- 5. Replace the icons ♦ with the verbs from the box below to complete the following sentences about Albert Einstein. Use the Past Simple tense.

```
attend • believe • do • fight • have
make • meet • travel • warn • work
```

- a. "Einstein his early scientific work while he a job as a clerk in an office. Later he worked in a university."
- b. "Einstein ♠ hard but he had fun too. He also ♠ for causes he ♠ in."
- c. "Einstein's ideas ♦ him extremely famous. He ♦ the world and ♦ celebrities."
- d. "Einstein was known as a pacifist, which means a person opposed to war. He demonstrations for peace. He about the dangers of atomic weapons."

From: GOLDSMITH, Mike. Eureka!: The most amazing scientific discoveries of all time. Thames & Hudson, 2014, p. 42-43. (Fragments)

- **6.** Go back to the previous exercise and read the sentences about Einstein again. Which item in exercise 5 contains information that is also mentioned in the text "Albert Einstein"?
- 7. Go back to the text "Albert Einstein" and find examples of regular and irregular verbs in the past. Then copy the table below in your notebook and replace the icons ② with the correct form of the verbs in the past.

Regular verbs	Irregular verbs
involve - <i>involved</i>	become - <i>became</i>
learn - ❖	find - ⊙
love - ❖	have - 🛇
notice - 🛇	know - 🚭
relax - ❖	meet - 🏵
support - 👁	think - ⊙
want - 👀	win - 🛇

UNITS 5 AND 6 - B



Read the text below and do exercises 1-5. Write the answers in your notebook.

Had Crick and Watson really discovered the structure of DNA?

It was lunchtime, on Saturday 28 February 1953, at the Eagle Pub in Cambridge. As usual, regulars mixed with tourists enjoying food and drink. Suddenly, on the stroke of one o'clock, the door burst open and two excited young men rushed in. Making their way to the bar, they called loudly for drinks. 'This is a celebration,' announced the taller of the pair. 'We've just discovered the secret of life!'

In an incredible piece of scientific detective work, Francis Crick and James Watson had puzzled out the structure of deoxyribonucleic acid, better known by the



initials DNA. They were helped in this task by their colleagues Rosalind Franklin and Maurice Wilkins. DNA is found in the billions of cells that make up our bodies. It is the chemical that contains all the instructions telling our bodies how to grow. [...]

Thanks to the discoveries of Crick and Watson, and other scientists, we can now treat a vast range of illnesses caused by faulty genes. We can also track down criminals from tiny traces of DNA in their blood. Their work has also led to the Human Genome Project, which studies the exact pattern of genes in people. It has revealed which parts of the DNA molecule control which characteristics in a person.

> From: GOLDSMITH, Mike. Eureka!: The most amazing scientific discoveries of all time. Thames & Hudson, 2014, p. 32-33. (Fragment)

- 1. Based on the text above. who were Crick and Watson? Choose the correct answer.
 - a. They were detectives who became famous for discovering the secret of life.
 - b. They were scientists who became famous for finding out the structure of DNA.
 - c. They were doctors who became famous for opening up new ways of curing diseases caused by aging.
- 2. Answer the questions below.
 - a. Who helped Crick and Watson puzzle out the structure of DNA?
 - b. What diseases can be treated thanks to the discoveries of Crick and Watson?
 - c. What is the Human Genome Project about?

- 3. All the following statements about DNA are correct. Choose the ones that are mentioned in the text.
 - a. DNA stands for deoxyribonucleic acid.
 - b. A real DNA molecule contains millions of atoms.
 - c. It exists in the form of a three-dimensional double helix.
 - d. It is found in the billions of cells that make up our bodies.
 - e. It contains all the instructions telling your body how to grow.
 - f. An important property of DNA is that it can replicate, or make copies of itself.
- 4. Choose the correct item that completes each sentence below (▲ or ■). Make inferences.
 - a. In "Francis Crick and James Watson had puzzled out the structure", the multi-word verb puzzle out means
 - ▲ to find the answer to a difficult or confusing problem.
 - to damage something so badly that it no longer exists.
 - b. In "announced the taller of the pair", the expression the pair refers to
 - ▲ Francis Crick and James Watson.
 - Rosalind Franklin and Maurice Wilkins.
 - c. In "a vast range of illnesses caused by faulty genes", the adjective faulty means
 - ▲ missing.
 - defective.
 - d. In "We can also track down criminals", the multi-word verb track down means
 - ▲ to be responsible for or to take care of someone.
 - to find someone after searching in several different places.
- 5. Go back to the first paragraph of the text and find examples of regular and irregular verbs in the past. Then copy the table below in your notebook and replace the icons ② with the correct form of the verbs in the past.

Regular verbs	Irregular verbs
announce - announced	be - was/were
call - ⊙	burst - ❖
mix - 🏵	
rush - ❖	

UNITS 7 AND 8 - A



Read the text below and do exercises 1-5.

Write the answers in your notebook.

Expert Answers on...



Are video games — *like strategy and role-playing games, for example* — *good for* the mind?

- Dustin*

Studies show that certain types of video games may improve hand-eye coordination, problem-solving skills, and the mind's ability to process information.

Sometimes, though, video games cause more health troubles than benefits. People who spend too much time sitting while playing video games don't get enough exercise. Lack of exercise can play a role in many health problems, including becoming overweight or obese.

Experts also worry that too much video gaming can interfere with a person's life, hurting things like school performance and friendships. Some psychiatrists are concerned that certain people might even become addicted to playing video games. And it's still unclear what impact games with violent or inappropriate sexual content might have on the brain.

Although the jury's still out on the subject, for now it makes sense to enjoy the right kinds of games in moderation. Try mixing up your games: Stimulate your brain with strategy games sometimes; other times, get up and get into games that allow you to physically interact with the action on the screen.

Follow these tips, limit your game playing time to 1 or 2 hours a day, and video game play can be part of a balanced, well-rounded life.

Reviewed by: Steven Dowshen, MD

Date reviewed: June 2015

*Names have been changed to protect user privacy.

Available at: http://kidshealth.org/teen/expert/school_jobs/gaming.html#cat20385>. Accessed in: February 2016.

- 1. Choose the correct statement about the text.
 - a. A teenager addicted to video games talks about its benefits.
 - b. A specialist answers a teenager's question about video games.
 - c. A teenager presents the advantages of playing active video games.
 - d. A specialist compares active video games with passive video games.
 - e. An expert presents the results of a study on the risks of active video games.

- 2. The expert's answer on page 194 has five paragraphs. What's the main topic of each paragraph? Match the columns below.
 - a. paragraph 1
 - I. possible benefits of video games b. paragraph 2
 - II. possible problems of video games c. paragraph 3
 - d. paragraph 4 III. recommendations for the use of video games
 - e. paragraph 5
- **3.** Are the following statements true or false? Write **T** (True) or **F** (False) for each statement. Then correct the false statements with a fragment from the text.
 - a. Experts believe that too much video gaming can cause obesity.
 - b. Experts are concerned that video gaming in excess can impact on school performance and friendships.
 - c. Psychiatrists are certain that too much video gaming is bad for the mind.
 - d. It is recommended that people play one type of game rather than different types.
 - e. It is recommended that people do not play video games for more than 2 hours a day.
 - f. Some kinds of video games may have a positive impact on the brain and improve the mind's ability to process information.
- 4. Read the fragments in the box below and choose the item that completes each sentence that follows (▲ or ■).
 - I. "[...] hurting things like school performance and friendships."
 - II. "[...] it's still unclear what impact games with violent or inappropriate sexual content might have on the brain."
 - III. "Sometimes, though, video games cause [...]"
 - a. In fragment I, the suffixes -ance (as in "performance") and -ship (as in "friendships") form
 - ▲ nouns.
 - adjectives.
 - b. In fragment I, the discourse marker like introduces
 - ▲ a comparison.
 - an exemplification.
 - c. In fragment II, the prefixes un- (as in "unclear") and in- (as in "inappropriate") mean
 - ▲ not; opposite to.
 - again repeatedly.

- d. In fragment III, the discourse marker though is equivalent to
 - ▲ besides.
 - however.
- e. In fragment III, the discourse marker though expresses
 - ▲ addition
 - contrast
- 5. In "People who spend too much time sitting while playing video games [...]", the relative pronoun who refers to people. In each sentence below, identify the word that the relative pronoun in **bold** refers to.
 - a. Teenagers prefer games that imitate real sports.
 - b. Kids should play exer-games, which involve being physically active.
 - c. Studies have indicated that people who play video games too long are often lonely.
 - d. Adults usually like exer-games that incorporate music, competition and realism.
 - e. It is easy to get bored with games that don't have good graphics.
 - f. Experts believe that kids and teens who spend too much time playing video games might become addicted to it.
- **6.** Read the dialogs below. Match the following situations to the uses of will mentioned in the box below.

Situation A

Kate: You can play video games, but don't forget the rules.

Edward: Don't worry, Mom. I'll do my homework before playing those video games.

Situation B

Paul: I love this game but it is too difficult to finish this level!

Mark: I'll help you with it.

Situation C

Leon: I'm tired of this strategy game! I'll play an exer-game now.

Tack: Great idea!

- I. We use will for offers.
- II. We use will for promises.
- III. We use will for spontaneous decisions.

UNITS 7 AND 8 - B

Read the text below and do exercises 1-4. Write the answers in your notebook.

Still I Rise

Maya Angelou, 1928-2014

You may write me down in history With your bitter, twisted lies, You may trod me in the very dirt But still, like dust, I'll rise.

Does my sassiness upset you? Why are you beset with gloom? 'Cause I walk like I've got oil wells Pumping in my living room.

Just like moons and like suns, With the certainty of tides, Just like hopes springing high, Still I'll rise

Did you want to see me broken? Bowed head and lowered eyes? Shoulders falling down like teardrops, Weakened by my soulful cries?

Does my haughtiness offend you? Don't you take it awful hard 'Cause I laugh like I've got gold mines Diggin' in my own backyard.

You may shoot me with your words, You may cut me with your eyes, You may kill me with your hatefulness, But still, like air, I'll rise.

Does my sexiness upset you? Does it come as a surprise That I dance like I've got diamonds At the meeting of my thighs?



Out of the huts of history's shame I rise Up from a past that's rooted in pain I rise

I'm a black ocean, leaping and wide, Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear I rise

Into a daybreak that's wondrously clear

I rise

Bringing the gifts that my ancestors gave, I am the dream and the hope of the slave.

I rise

I rise

I rise.

From: ANGELOU, Maya. And Still I Rise. 1978. Available at: <www.poets.org/ poetsorg/poem/still-i-rise>. Accessed in: February 2016.

- 1. Choose the items below that are related to the poem Still I Rise.
 - a. racial equality
 - b. overcoming oppression
 - c. death
 - d. social justice
- **2.** Choose the correct item that answers each question below $(\blacktriangle, \blacksquare \text{ or } \bullet)$.
 - a. There are a lot of comparisons in the poem. What does the woman in the poem compare herself with?
 - ▲ Dust, moons, suns, hopes, air.
 - Moons, suns, head, eyes, shoulders.
 - Dust, moons, suns, teardrops, ocean.
 - b. Which line below suggests that the woman in the poem experienced racial discrimination as a child?
 - ▲ "Still I'll rise" (line 12).
 - "Up from a past that's rooted in pain" (line 31).
 - "Shoulders falling down like teardrops" (line 15).
 - c. In "You may kill me with your hatefulness, / But still, like air, I'll rise." (lines 23-24), what idea does the discourse marker but express?
 - ▲ Comparison.
 - Addition.
 - Contrast.
- **3.** Notice the use of rhyme in the poem Still I Rise. Then match the rhyming words in **bold**.
 - a. With your bitter, twisted lies
- I. Pumping in my living room
- b. Why are you beset with **gloom**?
- II. But still, like dust, I'll rise
- c. Don't take it so hard
- III. Into a daybreak miraculously clear
- d. Leaving behind nights of terror and fear
- IV. Diggin' in my own backyard
- 4. Repetition is a literary device used by many poets. As a rhetorical device, it can be a word, a phrase, a full sentence or a poetical line repeated to emphasize its significance in the entire text. Go back to the poem on the previous page and find examples of repetition.

Studying for Enem

Nesta seção, escreva a resposta de cada questão em seu caderno.

NÃO ESCREVA

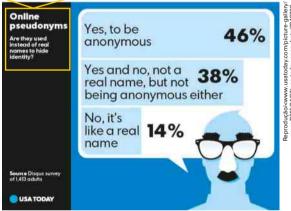
SIMULADO 1

Questão 1

Ao se comunicar pela Internet, muitas pessoas preferem utilizar pseudônimos. O levantamento de dados apresentado no infográfico ao lado indica que

- a. a porcentagem de pessoas que utiliza pseudônimos on-line para esconder sua identidade é crescente.
- b. a grande maioria das pessoas que responderam à pesquisa e usam pseudônimos on-line busca o anonimato.
- c. menos de um quinto dos respondentes prefere utilizar seu nome real em vez de um pseudônimo na Internet.
- d. mais da metade dos pesquisados considera os pseudônimos on-line como uma forma eficiente de esconder sua identidade.
- e. uma pequena porcentagem dos indivíduos que responderam à pesquisa considera o pseudônimo na Internet como um nome real.

Online pseudonyms Are they used instead of real names to hide identity?



Disponível em: <www.usatoday.com>. Acesso em: 8 out. 2015.

Texto para as questões 2 e 3.

Plain Old Aspirin May Boost the Power of Cancer Immunotherapy

Aspirin is a very cheap drug and can be found in any corner store. It treats headaches and can reduce your risk of a heart attack. But now, a study in mice indicates that giving aspirin to cancer patients may strongly boost the effectiveness of the new anticancer drugs that help the immune system fight tumors. [...]

Immunotherapy drugs are very expensive.

In the future, immunotherapy is expected to involve combinations of several drugs. If aspirin can boost their effectiveness, less can be used and it could serve as a way to control soaring costs for treating cancer.

While there is evidence that these findings about aspirin in mice will apply to humans, this has yet to be proven. [...]

Disponível em: <www.youthhealthmag.com/articles/22559/20150905/aspirin-cancer-chemotherapy-immunotherapy.htm>. Acesso em: 8 out. 2015.

Questão 2

A busca por tratamentos mais eficazes contra o câncer é uma das preocupações de estudiosos que investigam a doença. O objetivo do texto é

- a. denunciar os abusos na administração de aspirina na imunoterapia contra o câncer.
- b. divulgar os resultados de uma pesquisa sobre o uso de aspirina no tratamento do câncer.
- c. justificar o uso de ratos em pesquisas sobre o uso de aspirina no tratamento contra o câncer.
- d. desestimular o uso da aspirina por pacientes que tomam combinações de várias drogas contra o câncer.
- e. convidar pacientes com câncer a participar de um estudo sobre a eficácia da aspirina na imunoterapia.

Ouestão 3

De acordo com o texto, o uso da aspirina pode

- a. auxiliar no tratamento de imunoterapia contra o câncer.
- b. reduzir o efeito de outros medicamentos contra o câncer.
- c. ampliar os custos do tratamento de pacientes com câncer.
- d. aumentar o risco de ataque cardíaco em pacientes com câncer.
- e. substituir drogas que ajudam o sistema imunológico a combater tumores.

Questão 4

Caged Bird

by Maya Angelou

The free bird thinks of another breeze and the trade winds soft through the sighing trees and the fat worms waiting on a dawn-bright lawn and he names the sky his own.

But a caged bird stands on the grave of dreams his shadow shouts on a nightmare scream his wings are clipped and his feet are tied so he opens his throat to sing The caged bird sings with a fearful trill of things unknown but longed for still and his tune is heard on the distant hill for the caged bird sings of freedom.

Disponível em: <www.poemhunter.com/poem/caged-bird-21>. Acesso em: 8 out. 2015.

Maya Angelou foi uma escritora americana moderna que lutou pelos direitos civis e também atuou como atriz, cantora, professora, entre outras atividades. Nas três estrofes finais do poema "Caged bird", a autora

- a. deseja que o canto dos pássaros livres se espalhe com os ventos.
- b. acredita que aqueles que vivem sem liberdade também podem ser ouvidos.
- c. lamenta que muitos pássaros sejam aprisionados e impedidos de voar e cantar.
- d. reconhece que a falta de liberdade limita o mundo a sombras, pesadelos e gritos.
- e. admite que guem vive aprisionado perde a capacidade de sonhar com a liberdade

Questão 5

O humor é utilizado em cartuns para tratar de diferentes assuntos. O cartum agui reproduzido

- a. denuncia os impactos da pesca predatória.
- b. alerta para os possíveis efeitos da fome no mundo.
- c. aponta possíveis consequências do desequilíbrio ambiental.
- d. destaca a importância de provérbios para a sabedoria popular.



Disponível em: http://environmentnext.org. Acesso em: 8 out. 2015.

e. critica a falta de capacitação profissional para a exploração de recursos naturais.

SIMULADO 2

Ouestão 1

Pôsteres podem ajudar na divulgação de campanhas de grande importância social. Este pôster tem o objetivo de ajudar no combate

- a. ao trabalho infantil e escravo.
- b. ao preconceito contra negros.
- c. à gravidez na adolescência.
- d. à violência contra crianças.
- e. à prostituição de crianças.



Disponível em: <www.dccampaign.org>. Acesso em: 8 out. 2015.

Cell phone usage linked to boredom, study says

If you can't keep your eyes and hands off of your cell phone, more push notifications may be coming your way in the near future.

A group of researchers in Spain have come up with a way for cell phones to recognize when users are bored based on an algorithm that tracks their activity, and it has the potential to impact how frequently your phone buzzes to get your attention.

The algorithm, which will be presented as part of a study next week in Japan, looks at the last time a phone was unlocked, how recently a text message or call was received and how long

a user has spent scrolling around the device.

"Being bored makes mobile phone users more open to consume suggested content," the study says.

Researchers from Telefonica, in Spain, and Germany's University of Stuttgart made 54 volunteers log how frequently they used their phone in combination with individual boredom levels over a span of two weeks. The evidence proved that there is a direct connection between boredom and phone usage — the more bored you are, the more time you spend engaging apps, texting and calling people on your phone. [...]

Disponível em: <www.nydailynews.com/life-style/cell-phone-usage-linked-boredom-study-article-1.2348921>. Acesso em: 8 out. 2015.

Ouestão 2

Os celulares estão cada vez mais presentes no cotidiano das pessoas e têm sido tema de muitas pesquisas. Os pesquisadores citados no texto descobriram uma forma de

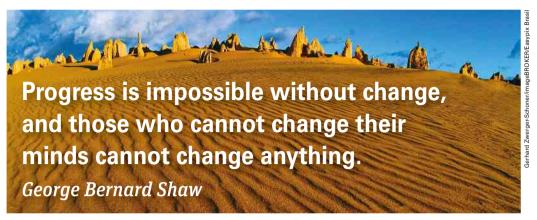
- a. reduzir o tédio provocado pelo tempo excessivo de uso de celulares.
- b. controlar o tempo de uso dos celulares para envio de mensagens de texto.
- c. monitorar o momento e o período de realização de atividades nos celulares.
- d. limitar a frequência com que os celulares tocam para chamar a atenção dos usuários.
- e. identificar os aplicativos mais utilizados pelos usuários de celulares para combater o tédio.

Questão 3

De acordo com o texto, pesquisadores concluíram que

- a. o recebimento constante de notificações provoca tédio nos usuários de celulares.
- b. a sensação de tédio faz com que as pessoas gastem mais tempo usando seus celulares.
- c. o uso excessivo de celulares faz com que as pessoas se sintam entediadas ao realizar suas atividades diárias.
- d. o tempo gasto por usuários de celulares com aplicativos é maior do que o tempo gasto em chamadas telefônicas.
- e. o envio de notificações aos usuários de celulares deve ser feito nos momentos em que o volume de atividade no aparelho diminui.

Ouestão 4



Disponível em: <www.brainyquote.com>. Acesso em: 8 out. 2015.

George Bernard Shaw foi um dramaturgo irlandês que se tornou orador consumado na promoção de causas como, por exemplo, a igualdade de direitos entre homens e mulheres. Na citação acima, o autor

- a. acredita que a mudança é condição para o progresso.
- b. lamenta que nem todas as pessoas são capazes de mudar.
- c. reconhece que é impossível mudar a mente de uma pessoa.
- d. entende que o progresso não é capaz de mudar a mente de uma pessoa.
- e. admite que é possível mudar qualquer coisa sem que se precise mudar a mente.

Questão 5

Andrew Weil's Spontaneous Happiness: Our Nature-Deficit Disorder

In my experience, the more people have, the less likely they are to be contented. Indeed, there is abundant evidence that depression is a "disease of affluence," a disorder of modern life in the industrialized world. People who live in

poorer countries have a lower risk of depression than those in industrialized nations. In general, countries with lifestyles that are furthest removed from modern standards have the lowest rates of depression. [...]

WEIL, A. Newsweek. Disponível em: <www.newsweek.com/andrew-weils-spontaneous-happiness-our-nature-deficit-disorder-68053>. Acesso em: 8 out. 2015 (Fragmento).

A depressão é um dos grandes problemas do mundo moderno. O provérbio que melhor resume a tese do autor sobre esse tema é

- a. "Quem não tem dinheiro na bolsa não tem mel na boca."
- b. "Dinheiro compra tudo, até amor verdadeiro."
- c. "Quando o dinheiro fala, a verdade cala."
- d. "A quem é rico não faltam parentes."
- e. "Dinheiro não traz felicidade."

SIMULADO 3



Questão 1

Walking
while
talking
Talking on smartphones can be a
distraction. Percentage of respon-

dents who have:

Com o uso crescente da telefonia móvel, é comum encontrar pessoas usando o celular nos mais diversos locais e situações. De acordo com os resultados de uma pesquisa apresentados no infográfico a seguir

- a. mais de um terço dos motoristas que responderam à pesquisa já precisou desviar de pedestres que caminhavam distraidamente falando ao celular.
- b. cerca de um terço dos indivíduos pesquisados já foi advertido por alguém por caminhar distraidamente enquanto falava ao celular.
- Walking
 while
 talking
 Talking on smartphones can be a
 distraction. Percentage of respondents who have:

 Source Wireless carrier
 U.S. Cellular online
 U.S

Disponível em: <www.usatoday.com>. Acesso em: 8 out. 2015.

- c. quase um quarto dos respondentes já esbarrou em alguém ou alguma coisa quando caminhava e falava ao celular ao mesmo tempo.
- d. a maioria dos pedestres que responderam à pesquisa nunca teve problemas ao caminhar pela rua enquanto falava ao celular.
- e. menos da metade dos usuários de telefonia móvel acredita que falar ao telefone pode ser uma distração para o pedestre.

Texto para as questões 2 e 3.

Older children to start school later to find out if it suits their biological clocks

Schools across Britain are being asked to take part in a research project to stagger their start times to suit the different biological clocks of children, with ten year olds starting at 9 am and 15 year olds starting at 10 am.

Scientists believe that the body's circadian rhythm, which determines sleep-wake patterns over 24 hour periods, varies with a child's age and

that an earlier school start time for all students is not in the best interests of older children.

The research project, funded by the Wellcome Trust, will recruit 100 schools as part of the biggest study yet into the role that school start-times play in the education and wellbeing of students, said Paul Kelley of the University of Oxford. [...]

Disponível em: biological-clocks-10491931.html
- Acesso em: 8 out. 2015.

Questão 2

O horário de início das aulas é motivo de reclamação por parte de muitos estudantes. O objetivo do texto aqui apresentado é

a. divulgar os resultados de um estudo sobre o ritmo circadiano de estudantes britânicos de diferentes faixas etárias.

- b. anunciar uma investigação sobre o papel dos horários de início das aulas na educação e no bem-estar de alunos britânicos.
- c. convencer os estudantes britânicos a avaliar se seus relógios biológicos precisam ser ajustados ao horário de início das aulas.
- d. convocar escolas britânicas para participar de uma pesquisa sobre os horários de início das aulas e o relógio biológico dos estudantes.
- e. promover um movimento a favor da mudança dos horários de início das aulas em escolas britânicas com base em argumentos científicos.

Ouestão 3

De acordo com o texto, os cientistas

- a. propõem que as aulas das crianças mais novas comecem mais tarde do que as aulas dos adolescentes.
- b. sugerem que o horário de início das aulas seja mais tarde para beneficiar os estudantes de todas as idades.
- c. argumentam que o relógio biológico das crianças vem sofrendo alterações ao longo dos anos devido ao horário escolar.
- d. acreditam que o ritmo circadiano do corpo, que determina os padrões de sono em períodos de 24 horas, varia com a idade da criança.
- e. recomendam que o ritmo circadiano dos estudantes mais velhos seja ajustado para se adequar ao horário de início das aulas e garantir o bem-estar deles.

Ouestão 4



Disponível em: <www.glasbergen.com>. Acesso em: 8 out. 2015.

"It's called 'reading'. It's how people install new software into their brains"

O humor é utilizado em cartuns para tratar de diferentes assuntos. O cartum aqui reproduzido

- a. desvaloriza o papel da leitura na sociedade.
- b. compara o livro impresso com o livro digital.
- c. elogia as pessoas que sabem utilizar o computador.
- d. critica a falta de interesse dos jovens pela leitura de clássicos.
- e. sugere que os jovens gastam mais tempo usando o computador do que lendo.

Every teardrop is a waterfall

[...]

As we saw oh this light I swear you, emerge blinking into

To tell me it's alright

As we soar walls, every siren is a symphony

And every tear's a waterfall

Is a waterfall

Oh

Is a waterfall

Oh oh oh

Is a is a waterfall

Every tear

Is a waterfall

Oh oh oh

[...]

COLDPLAY. Disponível em: http://letras.mus.br/coldplay/1898467/. Acesso em: 8 out. 2015

Figuras de linguagem são comumente empregadas em letras de música. A figura de linguagem presente em "Every teardrop is a waterfall" também pode ser identificada em

- a. "Verdades que esqueceram de acontecer" (Mário Quintana).
- b. "Arranco os olhos e vejo" (Carlos Drummond de Andrade).
- c. "Meus olhos andam cegos de te ver" (Florbela Espanca).
- d. "Rios te correrão os olhos, se chorares" (Olavo Bilac).
- e. "Do riso se fez o pranto" (Vinícius de Moraes).

SIMULADO 4



Questão 1



Think before you print

A new green file format: WWF

The WWF format is a PDF that cannot be printed out. It's a simple way to avoid unnecessary printing. So here's your chance to save trees and help the environment. Decide for yourself which documents don't need printing out – then simply save them as WWF.

SAVE AS WWF, SAVE A TREE

Disponível em: <www.saveaswwf.com>. Acesso em: 8 out. 2015.

O Fundo Mundial para a Natureza (World Wildlife Fund – WWF) é uma organização não governamental preocupada com o meio ambiente. Neste texto, a organização cria

- a. um aparelho que controla o uso da impressora.
- b. uma impressora portátil à base de energia solar.
- c. uma impressora que não polui o meio ambiente.
- d. um formato de arquivo que não pode ser impresso.
- e. um programa de computador que gera arquivos PDF.

Questão 2

Test Can Detect Every Virus to Afflict Humans, Animals

Even uncommon viruses and ones present in low levels: Scientists

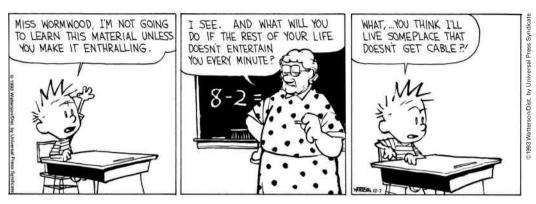
(NEWSER) – A new test developed by scientists at Washington University School of Medicine in St. Louis may prove an invaluable aid to doctors who can't figure out what's wrong with their patients. The test, described in a study in the Genome Research journal, is able to detect, all at once, pretty much any virus that afflicts humans and animals, even viruses that are uncommon or barely detectable, UPI reports. The ViroCap test — said by a press release to be "just as sensitive as [...] gold-standard polymerase chain reaction (PCR)" tests, which cap out at detecting about 20 viruses at a time — registered a 52% improvement over PCR tests, per UPI. "With this test, you don't have to know what you're looking for," says the study's senior author, per the press release. "[The test] casts a broad net and can efficiently detect viruses that are present at very low levels." And the test can be used not only to diagnose more serious viruses such as Ebola, but also for more everyday ones like rotavirus. [...]

> Disponível em: <www.newser.com/story/213708/test-can-detect-every-virus-to-afflict-humans-animals.html>. Acesso em: 8 out 2015

O ritmo dos avanços médicos tem acelerado desde o século XX. A nova descoberta na medicina, apresentada no texto, refere-se a

- a. um exame capaz de identificar qualquer vírus em pessoas e animais.
- b. uma vacina capaz de imunizar pessoas e animais contra qualquer vírus.
- c. um exame específico para diagnosticar se alguém está com o vírus Ebola.
- d. uma vacina capaz de controlar o avanço de vírus como Ebola ou rotavírus.
- e. um exame clínico capaz de detectar qualquer vírus presente em altos níveis.

Texto para as questões 3 e 4.



Disponível em: http://mrscjacksonsclass.com/cartoonshumor.htm. Acesso em: 8 out. 2015.

Questão 3

A sala de aula é um cenário comum para as histórias de Calvin e Hobbes. Na tirinha apresentada, Calvin acredita que, para ele aprender os conteúdos da aula, é preciso que

- a. a professora ensine conceitos menos complexos.
- b. o conteúdo seja adequado à faixa etária dos alunos.
- c. a dificuldade do material aumente de modo gradativo.
- d. a professora torne o material apresentado mais atraente.
- e. o material da aula seja apresentado de forma mais clara.

Questão 4

No segundo quadrinho, a professora

- a. defende que a aprendizagem se dá ao longo da vida.
- b. argumenta que não é possível se divertir o tempo todo.
- c. explica que a aprendizagem não acontece a cada minuto.
- d. destaca a relevância dos conteúdos da aula para a vida dos alunos.
- e. propõe formas inovadoras para apresentar o restante dos conteúdos da aula.

Questão 5

How the Brain Benefits From Being Bilingual

Never mind how well spoken you might be now, you will never again be as adept with languages as the day you were born. Indeed, the youngest person in any room is almost always the best linguist there too. There are 6,800 languages in the world, and since you can't know where you'll be born, you have to pop from the womb to be able to speak any one of them. That talent fades fast — as

early as nine months after birth, some of our language synapses start getting pruned away. But well into your grammar-school years, your ability to learn a second — or third or fourth — language is still remarkable.

That, it turns out, is very good for the brain. New studies are showing that a multilingual brain is nimbler, quicker, better able to deal with ambiguities. resolve conflicts and even resist Alzheimer's disease and other forms of dementia longer. [...]

> Disponível em: http://science.time.com/2013/07/18/how-the-brain-benefits-from-being-bilingual/print/>. Acesso em: 8 out. 2015 (Fragmento).

O bilinguismo é a capacidade de um indivíduo se expressar em duas línguas. De acordo com o presente texto

- a. a capacidade de falar mais de um idioma começa a partir dos nove meses de idade.
- b, o mal de Alzheimer tende a ocorrer mais cedo entre falantes de mais de uma língua.
- c. a melhor maneira de aprender uma segunda língua é estudando gramática na escola.
- d. a fase ideal para se tornar proficiente em mais de um idioma é depois da adolescência.
- e. o cérebro de alguém que fala vários idiomas consegue lidar com ambiguidades de forma mais ágil.

SIMULADO 5

Texto para as questões 1 e 2.

Feel Younger Than Your Age? You'll Live Longer

Self-perceived age actually alters mortality rates, study says

(NEWSER) - If you eat well and exercise, you'll probably feel younger than your chronological age. But new research suggests that simply feeling younger than your age even when accounting for other longevity factors, such as alcohol intake, wealth, illness, education, and smoking — improves longevity, reports Medical News Today. Studying 6,489 participants in the English Longitudinal Study of Aging, researchers report in the journal JAMA *Internal Medicine* that mortality was only 14.3% among those who felt younger than their age, but was 18% for those who felt their age, and 24.6% for those who felt older. "Someone who feels younger is possibly healthier than someone who feels older — they have fewer diseases, they may be more mobile," a researcher tells CBS Philadelphia. [...]

Disponível em: <www.newser.com/story/200084/feel-younger-than-your-age-youll-live-longer.html>. Acesso em: 8 out. 2015.

Questão 1

Estudos sobre longevidade têm sido cada vez mais frequentes. De acordo com o texto, uma nova pesquisa sugere que é possível viver mais quando o indivíduo se sente

- a. forte por praticar atividade física com alta intensidade.
- b. mais fisicamente ativo do que alguém da sua idade.
- c. mais saudável por não fumar ou consumir álcool.
- d. bem disposto mesmo diante de alguma doença.
- e. mais jovem do que sua idade cronológica.

Questão 2

A pesquisa citada no texto

- a. contou com um número reduzido de participantes.
- b. apresentou resultados expressos em porcentagens.
- c. foi publicada pelo periódico English Longitudinal Study of Aging.
- d. investigou os efeitos da alimentação e da atividade física na longevidade.
- e. teve seus resultados publicados em um periódico da área de Educação Física.

Questão 3









Disponível em: <www.peanuts.com>. Acesso em: 8 out. 2015.

Linus é um menino que adora filosofar e está sempre com seu cobertor. Nesta tirinha, a expressão "I might have known!" evidencia que Linus

- a. desejava que seu cobertor estivesse com Snoopy.
- b. ficou agradecido por ter encontrado seu cobertor.
- c. tinha certeza de que seu cobertor estava com Snoopy.
- d. não imaginava que Snoopy queria devolver o cobertor.
- e. não ficou surpreso ao encontrar seu cobertor com Snoopy.

I continue to dream

(Langston Hughes)

I take my dreams and make of them a bronze vase and a round fountain with a beautiful statue in its center.

And a song with a broken heart and I ask you:

Do you understand my dreams?

Sometimes you say you do,

And sometimes you say you don't.

Either way it doesn't matter.

I continue to dream.

Disponível em: <www.poemhunter.com/poem/i-continue-to-dream>. Acesso em: 8 out. 2015.

Langston Hughes foi um autor americano moderno que abordou em seus textos questões como a justiça social, econômica e política. No poema "I continue to dream", o autor

- a. compara seus sonhos com objetos quebrados e sem valor.
- b. mantém seus sonhos independentemente da opinião alheia.
- c. pensa em desistir dos seus sonhos por ser malcompreendido.
- d. lamenta o fato de seus sonhos não serem compreendidos por todos.
- e. continua a sonhar embora seus sonhos não lhe sejam mais tão importantes.

Questão 5

A reciclagem é uma das alternativas sustentáveis mais conhecidas para o tratamento do lixo urbano. Neste texto sobre reciclagem, o autor

- a. afirma que cerca de 60% da população norte-americana recicla produtos.
- b. alerta que há menos de 20% de material não contaminante e reciclável.
- c. apresenta novos rótulos que indicam se produtos podem ser reciclados.
- d. oferece instruções para que o consumidor recicle produtos em sua casa.
- e. esclarece que, pelo menos, 20% dos produtos podem ser reciclados.

Here's how

Voluntary How2Recycle labels that will appear soon on a number of products try to tell consumers which products they likely can recycle. But check local rule, when in doubt.



Widely recycled

At least 60% of the U.S. population can recycle this packaging at curbside or drop-off locations.



Limited recycling

20% to 60% of the population can recycle this material.



Not yet recycled

Less than 20% of the Population can recycle this packaging, or the material is a contaminant.



Store drop-off

At least 60% of the population can leave this material at store drop-off locations, primarily grocery retailers.

For more information, see www.how2recycle.info/recyclabilityreference/

Source: How2Recycle By Frank Pompa, USA TODAY

Disponível em: <www.how2recycle.info>. Acesso em: 8 out. 2015.

SIMULADO 6



Questão 1



Disponível em: <www.fborfw.com>. Acesso em: 8 out. 2015.

As relações familiares são tema recorrente em diversas histórias em quadrinhos. A história apresentada ilustra

- a. o desrespeito ao trabalho realizado fora de casa.
- b. a jornada dupla de trabalho da maioria das donas de casa.
- c. a divisão igualitária de tarefas domésticas entre homem e mulher.
- d. o envolvimento das criancas na realização das tarefas domésticas.
- e. a falta de reconhecimento do trabalho doméstico realizado pela mulher.

Questão 2

Too Much Salt Intake, Not Calories, to Blame for Obesity

Stop counting calories for a bit. Based on a new research on obesity and diet, it looks like calories are not at fault for packing extra pounds but salt intake.

A team of UK researchers with Graham McGregor, a professor in Queen Mary University of London, as the lead author, found out that too much salt can make a person fat, even if they take into consideration the total calories they eat.

To be more specific, for every additional gram of salt a person takes, the risk of obesity increases by as much as 25%. [...]

Salt is one of the most studied food components, and many researches have shown how it can increase the risk of heart disease and hypertension. The new study, though, is the first to establish the direct relationship between obesity and salt intake.

Disponível em: <www.youthhealthmag.com/articles/22484/20150903/salt-obesity.htm>. Acesso em: 8 out. 2015.

Pesquisas sobre obesidade e alimentação buscam ajudar a melhorar a qualidade de vida das pessoas. O estudo mencionado no texto

- a. demonstrou que a contagem de calorias prejudica o controle da obesidade.
- b. indicou que a quantidade de sal ingerida é proporcional ao risco de obesidade.
- c. comprovou que a ingestão de sal aumenta o número de calorias totais consumidas
- d. confirmou a relação entre a ingestão de sal e o aumento do risco de doença cardíaca e hipertensão.
- e. recomendou a ingestão de apenas um grama de sal por dia para reduzir o risco de obesidade em 25%.

Questão 3

Your Essence Is Rooted in Your Character, Not Intellect

Who we are may have more to do with what we stand for than what we know

(NEWSER) – In an attempt to begin to tackle the age-old question of what shapes one's identity, researchers at Duke and the University of Arizona surveyed the caregivers of those with different neurodegenerative diseases to see which ones seemed most likely to strip away the essence of a person. Reporting in the journal *Psychological Science*, they say that people can be stripped of their abilities to move, think, and even remember, but it is not until they are stripped of their moral characteristics — i.e., courage, kindness, and honesty — that their caregivers begin to feel that the person's true identity is slipping away. "Essentially, identity is not what we know, but what we stand for," reports Scientific American. [...]

> Disponível em: <www.newser.com/story/213681/your-essence-is-rooted-in-your-character-not-intellect.html>. Acesso em: 8 out. 2015.

O conceito de identidade é constantemente discutido em várias áreas do conhecimento. De acordo com o resultado da pesquisa apresentada,

- a. a identidade verdadeira de alguém com doença degenerativa é perdida muito cedo.
- b. o caráter de um indivíduo se relaciona diretamente com o seu conhecimento.
- c. a essência de uma pessoa é formada pelo conhecimento que possui.
- d. as características morais são a base da identidade de uma pessoa.
- e. a identidade de uma pessoa muda à medida que ela envelhece.



Disponível em: <www.brainyquote.com>. Acesso em: 8 out. 2015.

Questão 4

Martin Luther King, Jr. foi um grande ativista político estadunidense. Ele se tornou um dos mais importantes líderes do movimento dos direitos civis dos negros com uma campanha de não violência. Na citação ao lado, o valor que está sendo promovido é o de

- a. solidariedade.
- d. justica.
- b. persistência.
- e. paz.

c. ambição.

Questão 5

Dreams

Hold fast to dreams For if dreams die Life is a broken-winged bird That cannot fly. Hold fast to dreams For when dreams go Life is a barren field Frozen with snow.

HUGHES, LANGSTON. Disponível em: <www.poemhunter.com/poem/dreams-2/>.

Acesso em: 8 out. 2015 (Fragmento).

Em "Dreams", Langston Hughes se refere à vida por meio de duas metáforas. Essas metáforas refletem uma visão do escritor em relação à vida, que é

a. irônica.

d. pessimista.

b. cômica.

e. controversa.

c. utópica.

PROVA ANTERIOR: 2013

_ . . .



Questão 1



RIGHT! BEING YOUNG AND IMPRESSIONABLE, I'M THE HELPLESS VICTIM OF COUNTLESS BAD INFLUENCES! AN UNWHOLE-SOME CULTURE PANDERS TO MY UNDEVELOPED VALUES AND PUSHES ME TO MALEFICENCE.







Disponível em: <www.gocomics.com>. Acesso em: 8 out. 2015.

A partir da leitura dessa tirinha, infere-se que o discurso de Calvin teve um efeito diferente do pretendido, uma vez que ele

- a. decide tirar a neve do quintal para convencer seu pai sobre seu discurso.
- b. culpa o pai por exercer influência negativa na formação de sua personalidade.
- c. comenta que suas discussões com o pai não correspondem às suas expectativas.
- d. conclui que os acontecimentos ruins não fazem falta para a sociedade.
- e. reclama que é vítima de valores que o levam a atitudes inadequadas.

Questão 2

Do one thing for diversity and inclusion

The United Nations Alliance of Civilizations (Unaoc) is launching a campaign aimed at engaging people around the world to *Do One* Thing to support Cultural Diversity and Inclusion. Every one of us can do ONE thing for diversity and inclusion; even one very little thing can become a global action if we all take part in it.

Simple things YOU can do to celebrate the **World Day for Cultural Diversity for Dialogue** and Development on May 21.

- 1. Visit an art exhibit or a museum dedicated to other cultures.
- 2. Read about the great thinkers of other cultures.
- 3. Visit a place of worship different than yours and participate in the celebration.
- 4. Spread your own culture around the world and learn about other cultures.
- 5. Explore music of a different culture. There are thousands of things that you can do, are you taking part in it?

UNITED NATIONS ALLIANCE OF CIVILIZATIONS. Disponível em: www.unaoc.org>. Acesso em: 8 out. 2015 (Adaptado).

Internautas costumam manifestar suas opiniões sobre artigos on-line por meio da postagem de comentários. O comentário que exemplifica o engajamento proposto na quarta dica da campanha apresentada no texto é:

- a. "Lá na minha escola, aprendi a jogar capoeira para uma apresentação no Dia da Consciência Negra."
- b. "Outro dia vi na TV uma reportagem a respeito da diversidade. Gente de todos os tipos, várias tribos. Curti bastante."
- c. "Eu me inscrevi no Programa Jovens Embaixadores para mostrar o que há de bom em meu país e conhecer outras formas de ser."
- d. "Curto muito bater papo na Internet. Meus amigos estrangeiros me ajudam a aperfeiçoar minha proficiência em língua estrangeira."
- e. "Pesquisei em sites de culinária e preparei uma festa árabe para uns amigos da escola. Eles adoraram, principalmente, os doces!"

After prison blaze kills hundreds in Honduras, UN warns on overcrowding

15 February 2012

A United Nations human rights official today called on Latin American countries to tackle the problem of prison overcrowding in the wake of an overnight fire at a jail in Honduras that killed hundreds of inmates. More than 300 prisoners are reported to have died in the blaze at the prison, located north of the capital, Tegucigalpa, with dozens of others still missing and presumed dead. Antonio Maldonado, human rights adviser for the UN system in Honduras, told UN Radio today that overcrowding may have contributed to the death toll. "But we have to wait until a thorough investigation is conducted so we can reach a precise cause," he said. "But of course there is a problem of overcrowding in the prison system, not only in this country, but also in many other prisons in Latin America."

Disponível em: <www.un.org>. Acesso em: 8 out. 2015 (Adaptado).

Os noticiários destacam acontecimentos diários, que são veiculados em jornal impresso, rádio, televisão e Internet. Nesse texto, o acontecimento reportado é a

- a. ocorrência de um incêndio em um presídio superlotado em Honduras.
- b. questão da superlotação nos presídios em Honduras e na América Latina.
- c. investigação da morte de um oficial das Nações Unidas em visita a um presídio.
- d. conclusão do relatório sobre a morte de mais de trezentos detentos em Honduras.
- e. causa da morte de doze detentos em um presídio superlotado ao norte de Honduras.

National Geographic News

Christine Dell'Amore Published April 26, 2010

Our bodies produce a small steady amount of natural morphine, a new study suggests. Traces of the chemical are often found in mouse and human urine, leading scientists to wonder whether the drug is being made naturally or being delivered by something the subjects consumed. The new research shows that mice produce the "incredible painkiller" — and that humans and other mammals

possess the same chemical road map for making it, said study co-author Meinhart Zenk, who studies plant-based pharmaceuticals at the Donald Danforth Plant Science Center in St. Louis, Missouri.

Disponível em: <www.nationalgeographic.com>. Acesso em: 8 out. 2015.

Ouestão 4

Ao ler a matéria publicada na National Geographic para a realização de um trabalho escolar, um estudante descobriu que

- a. os compostos químicos da morfina, produzidos por humanos, são manipulados no Missouri.
- b. os ratos e os humanos possuem a mesma via metabólica para a produção de morfina.
- c. a produção de morfina em grande quantidade minimiza a dor em ratos e humanos.
- d. os seres humanos têm uma predisposição genética para inibir a dor.
- e. a produção de morfina é um traço incomum entre os animais.

Questão 5

Steve Jobs: A Life Remembered 1955-2011

Readersdigest.ca takes a look back at Steve Jobs, and his contribution to our digital world.

CEO. Tech-Guru. Artist. There are few corporate figures as famous and well-regarded as former-Apple CEO Steve Jobs. His list of achievements is staggering, and his contribution to modern technology, digital media, and indeed the world as a whole, cannot be downplayed.

With his passing on October 5, 2011, readersdigest.ca looks back at some of his greatest achievements, and pays our respects to a digital pioneer who helped pave the way for a generation of technology, and possibilities, few could have imagined.

Disponível em: <www.readersdigest.ca>. Acesso em: 8 out. 2015.

Informações sobre pessoas famosas são recorrentes na mídia, divulgadas de forma impressa ou virtualmente. Em relação a Steve Jobs, esse texto propõe

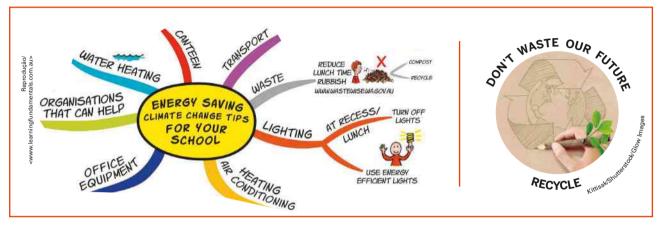
- a. expor as maiores conquistas de sua empresa.
- b. descrever suas criações na área da tecnologia.
- c. enaltecer sua contribuição para o mundo digital.
- d. lamentar sua ausência na criação de novas tecnologias.
- e. discutir o impacto de seu trabalho para a geração digital.

Glossary

Este glossário apresenta uma seleção de palavras e expressões utilizadas no livro, acompanhadas do sentido com que são utilizadas nele. Algumas dessas palavras podem ser utilizadas em mais de um sentido.



1. Para você entender melhor como usar o glossário, observe trechos das páginas 38 e 41.



Procure waste no glossário e responda em seu caderno:

- Qual é o melhor significado para a ocorrência da palavra na página 38?
- E na página 41?

Para conhecer melhor as palavras que se encontram no glossário ou para consultar outras, use um dicionário.

- **2.** Agora, veja ao lado as acepções da mesma palavra em um dicionário bilíngue e responda em seu caderno.
 - a. Quais são as possíveis classes gramaticais de waste?
 - b. Como se diz "lixo nuclear" em inglês?
 - c. Das informações sobre os verbetes listadas abaixo, quais podem ser encontradas neste dicionário?
 - classe gramatical
 - definição em inglês
 - transcrição fonética
 - expressões com o verbete
 - exemplos de uso em frases

waste /weist/ verbo, substantivo, adjetivo Reprodução/Editora Oxford University vt 1 esbanjar 2 (tempo, ocasião) perder 3 (não usar) desperdiçar LOG waste your breath perder seu tempo PHRV waste away definhar s 1 perda, desperdício 2 (ação) esbanjamento 3 [não contável] resíduos, sobras, lixo: nuclear waste lixo nuclear ioc a waste of space (colog) (pessoa) um. inútil . go/run to waste ser desperdiçado, desperdiçar-se ▶ adj 1 waste material/products residuos 2 baldio (terreno) wasted adj [somente antes do substantivo] inútil (viagem, esforço) wasteful adj 1 esbanjador 2 (método, processo) antieconômico wastebasket / werstbæskit/ (GB waste-paper basket) s cesta de papéis → Ver ilustração em GARBAGE CAN wasteland /'weistlænd/s terreno baldio

DICIONÁRIO OXFORD ESCOLAR: para estudantes brasileiros de inglês.

Oxford: Oxford University Press, 2007. p. 725.

abroad: no exterior accurately: precisamente

achieve: alcancar actual: real. verdadeiro addiction: vício. adicão advertiser: anunciante afford: arcar com os custos affordable: acessível agreement: acordo allow: permitir alone: sozinho

although: embora, ainda que ambitious: ambicioso annoy: aborrecer, irritar

anxious: ansioso

appealing: atraente, interessante appliance: utensílio, eletrodoméstico

argue: discutir artwork: obra de arte ashame: envergonhar assist: ajudar, auxiliar assume: supor

attempt: tentativa attract: atrair available: disponível

avocado: abacate award: prêmio, recompensa awesome: impressionante

awkward: estranho

В

backup: cópia de segurança

hake: assar barn: celeiro

battery: pilha, bateria

bav: baía

7 keep at bay: controlar, manter sob

controle become: tornar-se before: antes

behave: comportar-se

behaviour (BrE); behavior (AmE):

comportamento belief: crença believe: acreditar belong: pertencer beside: ao lado de besides: além disso **between:** entre (dois)

beyond: além

bloodstream: corrente sanguínea bodyguard: guarda-costas bonding: afeição, ligação

border: fronteira

bottom: base, parte inferior

bowling: boliche

breakthrough: avanço, progresso **breathtaking:** impressionante, de tirar

o fôlego bridge: ponte

budget: orçamento, cotação de preço

build: construir

7 build up: aumentar, intensificar

gradualmente bureau: agência burn: queimar bury: enterrar

butt: barril, reservatório

butter: manteiga

C

cardboard: papelão

caregiving: prestação de cuidados (a crianças, idosos, doentes) carrier: recipiente, porta-objetos

catch: pegar, capturar

cathode: catodo, eletrodo negativo

chop: picar

♂ chop down: devastar clash: confronto, conflito cloak: capa, manto

coal tar: alcatrão de carvão **commit:** comprometer(-se)

compost: (v.) transformar em adubo;

(s.) adubo orgânico concern: preocupar(-se) concoction: mistura core: centro. núcleo

couch: sofá

7 couch potato: sedentário,

preguiçoso

crafts: artesanato, trabalho manual crash: (v.) entrar em colapso, colidir;

(s.) queda crayon: lápis de cera crippling: severa

cross: atravessar, cruzar

crowd: multidão

cruddy: nojento, péssimo crutches: muletas

cunning: esperto, perspicaz

dairy: de leite, referente a laticínio

dare: atrever. ousar **deaf:** surdo deal: lidar defeat: derrota

degrade: degradar deny: negar depict: retratar deprive: privar deserve: merecer device: aparelho **devote:** dedicar(-se) discovery: descoberta diverse: variado

download: descarregar, transferir.

baixar (dados) draw: traçar 7 draw out: definir drawing: desenho dream: sonho

doubt: duvidar

drown: afogar, afundar **オ drown out:** suprimir drum: reverberar

due to: devido a, por causa de

dye: tinta, corante

Ε

each: cada

earning: ganho, faturamento earthquake: terremoto edge: margem, beirada effectiveness: efetividade

emitter: emissor

engage: engajar, comprometer

entertain: entreter

enthusiastic: entusiasmado environmental: ambiental

exchange: trocar

far: distante fat: gordura

feature: característica feel: sentir(-se) feeling: sentimento fewer: menos

fight: lutar figure: concluir

fingertip: ponta dos dedos fitness: educação física

fizzy: efervescente, espumante flash drive: pen drive, dispositivo de

memória portátil

flavour (BrE); flavor (AmE): sabor

flock: ir em bando flunk: ser reprovado folks: pessoas foreign: estrangeiro forestry: florestal

frame: emoldurar **freeze:** congelar

fridge: geladeira, refrigerador

frozen: congelado **funding:** patrocínio

G

gadget: invenção, aparelho

gap: lacuna, abismo
gather: recolher
get: conseguir
get off: sair
give: dar

7 give up: desistir glimpse: vislumbre goal: objetivo grain: grão

grateful: agradecido gripping: cativante grow: crescer, cultivar guess: supor, achar

H

harassment: assédio hard drive: disco rígido headline: manchete

heal: cura health: saúde hear: ouvir, escutar heart: coração heat: aquecer heater: aquecedor heating: aquecimento

heck: (*interj.*) inferno **helplessness:** desamparo

heritage: herança hide: esconder, ocultar high: alto

hillside: morro hilltop: topo do morro

honor: honra hook: fisgar

hosepipe: mangueira

host: sediar

hostel: albergue, hospedaria **hotspot:** local popular

howler monkey: macaco bugio

hug: abraçarhuge: enormehunger: fome

illness: doença impersonal: impessoal

improve: melhorar

inadvisable: desaconselhável **increase:** aumentar, melhorar

inherit: herdar instead: em vez de insulate: isolar intake: absorção interview: entrevista interviewer: entrevistador issue: questão, assunto

jam: aglomeração, emperramento

7 traffic jam: engarrafamento

joyful: feliz jungle: floresta

K

kettle: chaleira elétrica

kilojoule: medida usada para medir

calorias

know: saber, conhecer

L

labor: trabalho lack of: falta de

lackluster: apático, desinteressado

landmark: marco, ponto de

referência

landowner: proprietário de terras

landscape: paisagem

last: durar laugh: rir

lead: conduzir, levar **least:** menos

at least: pelo menos leave: partir, deixar leisure: lazerlet: permitir, deixar

leverage: poder de barganha

lie: deitar-se lift: elevador light: acender

a light up: iluminar(-se)lightbulb: lâmpadalikely: provavelmente

lips: lábios

loggia: arcada aberta, galeria

lonely: solitário **look:** olhar

7 look up to: admirar

lose: perder loss: perda low: baixo luck: sorte lung: pulmão lure: seduzir, encantar luxurious: luxuoso

\

magazine: revista main: principal

masterpiece: obra-prima mauve: roxo, (cor) malva meaning: significado meatless: sem carne

melt: derreter

mind map: mapa mental, conceitual

mishap: contratempo miss: sentir saudade murder: (v.) assassinar; (s.) assassinato muscle: músculo

nearly: aproximadamente

newspaper: jornal **nightmare:** pesadelo

nut: noz

0

ordinary: comum

outnumber: superar, ultrapassar

outstanding: excelente oven (range): fogão overcome: superar

overlooking: vista (dar para)overpopulated: superpovoadooverweight: acima do peso

pace: ritmo, passo pale: pálido

paic. pailao

patented: registrado como

patente

path: trajetória, caminho

peace: paz peaceful: pacífico place: pôr, colocar pleasure: prazer plight: situação difícil plot: trama, enredo

popcorn kernel: milho para pipoca

porch: varanda
powerful: poderoso
prejudice: preconceito

prior: anterior

properly: apropriadamente,

adequadamente **propose:** propor

purpose: finalidade purse: bolsa

0

quickly: rapidamente quite: muito, bastante

R

railing: gradil, cerca

range: linha

rating: avaliação, classificação

realize: perceber

rechargeable: recarregável record: disco de vinil recycle: reciclar redeemer: redentor reinforce: reforçar release: liberar reliable: confiável

remarkable: extraordinário

replace: substituir require: requerer researcher: pesquisador resemblance: semelhança reshape: transformar resource: fonte

rest: repousar, descansar retrieve: recuperar, restaurar roughly: aproximadamente

rubbish: lixo

S

sample: experimentar sandy: arenoso

sap: drenar scare: assustar

schedule: programar, agendar scholar: estudioso, sábio

scream: gritar season: temporada seek: procurar, tentar self-confident: confiante

selfish: egoísta send: mandar, enviar sensible: sensato, racional

serendipitous: descoberto por acaso,

acidentalmente set: definir setting: cenário settle: fixar

₹ settle in: estabelecer(-se)

shade: matiz, tom shed: derramar, verter shield: escudo

shipbuilding: construção naval

show: mostrar

sightseeing: excursão, visita a lugares

interessantes

sketch: esboco, rascunho

skin: pele

slinky toy: mola maluca slowly: lentamente sludge: lodo, borra slum: favela smart: inteligente smooth: amaciar

snorkel: aparelho respiratório usado

por mergulhadores

snow goon: boneco de neve hostil **snowboard:** prancha semelhante a um esqui para deslizar em encostas

cobertas de neve somewhat: de certa forma

source: fonte spare: livre **speech:** discurso

speechless: sem palavras spend: passar (tempo), gastar

stand: ficar de pé

standby: modo de espera stay: permanecer, ficar

steel: aco stitch: costurar

stirring stick: mexedor de madeira

storey: andar (de edifício) straight: direto, imediato

₹ straight away: imediatamente

strength: força strong: forte

stunning: impressionante,

maravilhoso

(s.) apoio

subvert: subverter, sabotar **support:** (v.) sustentar, carregar;

suppress: suprimir surface: superfície survival: sobrevivência survive: sobreviver

sustainable: sustentável

swim: nadar

Т

tap: torneira taste: provar

teeth: (pl. de tooth) dentes

thick: espesso third: terceiro a third: um terco threshold: limiar

through: através, por meio de

thunder: trovão thunderbolt: raio timer: cronômetro together: junto tonne: tonelada

tool: ferramenta. instrumento

touch: tocar em track: caminho

7 on track: na direção certa, no

caminho certo

trade: comércio, comercial trait: traço, característica

trap: capturar

truly: verdadeiramente trust: confiança try: tentar

U

understand: compreender

uneasy: constrangido, desconfortável

unlikely: improvável

unplug: desplugar, tirar da tomada

unstressed: átono updated: atualizado

upload: carregar, transferir (dados)

vacation: férias venue: local

vibranium: metal fictício do universo

Marvel view: vista

waist: cintura ward: evitar. desviar ward off: evitar, impedir waste: (v.) desperdiçar; (s.) lixo,

weak: fraco wealthy: rico weapon: arma weaving: tecelagem weigh: pesar

weight: peso

resíduo

whole: inteiro, completo whole-grain: grão integral wide: grande, amplo

wide-eyed: de olhos arregalados

wildlife: vida selvagem wisdom: sabedoria within: dentro de work out: dar certo

workout: exercício, atividade física

wound: ferida, ferimento

Index

Este índice remissivo aponta os tópicos gramaticais trabalhados nos três volumes da coleção. Os tópicos trabalhados neste livro são indicados pelo número da página. Os tópicos trabalhados nos volumes 2 e 3 remetem apenas a esses livros.

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