

Claudio Franco  
Kátia Tavares

# WAY TO GO!

2

Ensino Médio  
Língua Estrangeira  
Moderna – Inglês

ea  
editora ática



**Claudio Franco**  
**Kátia Tavares**

# WAY TO GO!

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# APRESENTAÇÃO

## Caro aluno

O 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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Fredrik Skold/Getty Images

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Emiliano Capozoli/Folhapress

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Rido/Shutterstock

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Robin Marchant/Getty Images



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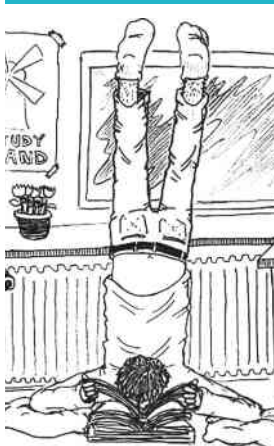
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Reprodução <http://octarama.blogspot.com.br>



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# CONHEÇA SEU LIVRO

Conheça as seções que fazem parte deste livro.

## USING THE DICTIONARY

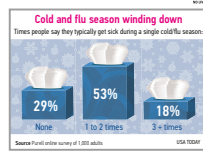
Apresenta exercícios e dicas de uso de diferentes tipos de dicionários bilingües e monolíngües.

### Using the Dictionary

Além do glossário deste livro (página 218), você tem o hábito de usar dicionários para consultar palavras em inglês? Você já utilizou algum dicionário eletrônico (no computador, no tablet, no celular)?

Ao fazer os exercícios desta seção, você vai aprender a usar dicionários de diferentes tipos para ajudar na sua aprendizagem de inglês.

Leia o texto ao lado para responder às questões 1-4. Escreva a resposta de cada questão em seu caderno.



- A enquete acima se refere a um período específico do ano. Qual período é esse?
  - ▲ A estação do ano em que as pessoas sentem mais frio.
  - A época do ano em que as pessoas geralmente ficam resfriadas ou gripadas.
- Segundo o texto, o que é correto dizer sobre a frequência com que os participantes adoecem durante o período do ano indicado ("cold and flu season")?
  - ▲ A maioria dos participantes nunca fica doente.
  - Cerca de 1/3 dos participantes adoecem mais de duas vezes.
  - Aproximadamente metade dos participantes fica doente uma ou duas vezes.
- Observe o contexto de uso da palavra **season** no texto acima. Em seguida, escolha a melhor definição apresentada no Dicionário 1 (na página seguinte) para **season** no texto em questão.
  - ▲ Definição 1: "one of the four periods (spring, summer, autumn, and winter) into which the year is commonly divided".
  - Definição 2: "a particular period of time during the year".

The 10<sup>th</sup> episode of the second season, "Dance Dance Revolution," contained a wonderful example of music in Cam's everyday life.

▲ Estação.

■ Temporada.

## TIPS INTO PRACTICE

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

### Tips into Practice

- Leia o texto para responder às questões a seguir em seu caderno.

#### RDHealth

NOT SO SOFT

#### Lighten Your Sugar Load

We know that sugar drinks are bad for our waists, teeth and general health, but is the message getting through? Recent research from the University of Adelaide, Australia, shows drinking too many soft drinks is bad, especially given a new link between soft drinks and asthma. The high sugar content in soft drinks may make the airways more vulnerable to allergic inflammation, says study leader Dr Zumin Shi. "Animal studies show that sugar-fed mice had more than twice as much airway inflammation as water-fed mice," he says.

Most people, including children, increase their consumption of sugary drinks in the festival seasons, says Dr Steve Hambleton, president of the Australian Medical Association. "Sugary foods and drinks are nice to have now and then, but limit them to special occasions."

- Cite três malefícios causados por refrigerantes.
  - Qual instituição conduziu uma pesquisa recente sobre o consumo em excesso de refrigerante?
  - Quais foram os resultados da referida pesquisa?
  - O que foi possível observar em experimentos com animais?
  - Qual é a recomendação do presidente da Associação Médica da Austrália?
- Explique, com as próprias palavras, a relação entre o termo *soft drinks* e o uso da expressão *not so soft*. Responda em seu caderno.
  - Muitas vezes, algumas estratégias de leitura, como a de observar as relações entre os elementos verbais e não verbais, nos ajudam a compreender o texto. O que ajudou você a compreender o texto? Responda em seu caderno.

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## Lights, Camera, Action!

### Unit 6

#### Warm-up

Have you seen these movies? Who are these characters?

**LEARNING OBJECTIVES**

- to take part in discussions on movies
- to learn how to use the Present Perfect tense
- to learn the differences between the Past Simple and the Present Perfect tenses
- to explore movie reviews

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## WARMING UP

Explore o título da unidade e as imagens de abertura para discutir questões 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*).

### READING

Now read the text to check your predictions.

#### SOP CULTURAL DIFFUSION HUMAN SYSTEM

#### CULTURAL DIFFUSION

In the past, when groups of people lived in relative isolation, cultures varied widely from place to place. Customs, styles, and preferences were handed down from one generation to the next.

Today, as a result of high-speed communication, trade, and travel, cultures all around the world are encountering and adopting new ideas. New customs, clothing and music trends, food habits, and lifestyles are being introduced into cultures everywhere at almost the same time. Some people are concerned that this trend in popular culture may result in a loss of cultural distinctiveness that makes places unique. For example, fast food chains once found only in the United States can now be seen in major cities around the world. And denim jeans, once a distinctively American clothing style, are worn by young people everywhere in place of more traditional clothing.

An important key to the spread, or diffusion, of popular culture is the increasing contact between people and places around the world. Cellular telephones, satellite television, and cybercafés have opened the world to styles and trends popular in Western countries. And tourists, traveling to places that were once considered remote and isolated, carry with them new ideas and fashions that become catalysts for bringing about cultural change.



A COUPLE IN TRADITIONAL INDIAN attire stroll through a modern shopping mall in India. (Caption: Stores and movie theaters bring Western fashions, technologies, and ideas into contact with local culture and values.)



TAKING A BREAK from a traditional ceremony, a Mumbai woman in India enjoys a soft drink that was once uniquely American.



THE INFLUENCE OF BAHAMIAN CULTURES on the American landscape is evident in urban communities as Ocho Rios in the heart of New York City.

NATIONAL GEOGRAPHIC STUDENT ATLAS OF THE WORLD, 2<sup>nd</sup> edition. Washington: National Geographic Society, 2009. p. 30-31.

24 UNIT 1



## READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- In your opinion, do people usually see eating disorders as a health problem or as a matter of personal choice? What are the consequences of such a view?
- Do you think family members can play an important role in the prevention and in the overcoming of eating disorders? If so, how?

## VOCABULARY STUDY

### WORD GROUPS

- Replace each icon  with a word from the box below to complete the following word groups. Write the answers in your notebook.

emaciation • starvation • depression • orthorexia • heavy • thin • fat • obese • obesity

| Excess weight                                                                     | Excess weight loss                                                                | Diseases                                                                          |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  | emaciation                                                                        |  |
|  |  |  |
|  |  |  |

### WORD FORMATION

- Read the definitions in the table below and replace the icons  with words from the text to complete the table. Write the answers in your notebook.

| Definitions          | Words formed with a prefix                                                        |
|----------------------|-----------------------------------------------------------------------------------|
| not healthy          |  |
| not similar          |  |
| not normal           |  |
| inadequate nutrition |  |

- 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.



74 UNIT 4

## VOCABULARY STUDY

Estude o vocabulário de forma sistemática e contextualizada.

## LANGUAGE IN USE

### SECOND CONDITIONAL

Read the fragments below and do exercises 1 and 2. Write the answers in your notebook.

"[...] if you **had** the chance to go back in time and sit across the table from the high school student Amy Lee, what **would** you tell her?"  
"I **would** tell myself to just relax."

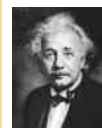
- Complete the following: If Amy Lee had the chance to go back in time, she
  - would not relax.
  - would tell herself to just relax.
  - would sit across the table from a high school student.



- What is correct to say about the reporter's question?
  - It refers to a real and possible situation.
  - It refers to an unreal and impossible situation.

Read the following quotes by famous people in history and do exercises 3-6. Write the answers in your notebook.

#### Albert Einstein



"If I were not a physicist, I would probably be a musician. I often think in music. I live my dreams in music. I see my life in terms of music."

#### Eleanor Roosevelt



"If life were predictable, it would cease to be life, and be without flavor."

#### Martin Luther King



"Even if I knew that tomorrow the world would go to pieces, I would still plant my apple tree."

Live and Learn 129

## LANGUAGE IN USE

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

## LISTENING AND SPEAKING

- Satellites have enabled scientists to collect information about our planet and its climate on a global scale. Replace each icon  with a word from the following box to complete the text below and learn about NASA's satellites. Write the answers in your notebook.

changes • climate • sea • NASA • orbit • ozone • temperature

Satellites are some of the best sources of data for  change research.  currently has more than a dozen Earth science spacecraft/instruments in  studying all aspects of the Earth system. The agency's research encompasses solar activity,  level rise, the  of the atmosphere and the oceans, the state of the  layer, air pollution, and  in sea ice and land ice.

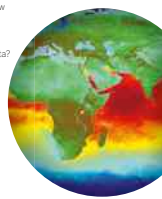


Available at: <http://climate.nasa.gov/news\_>\_Accessed in March 2015

- Listen to an interview with Dr. Bindschadler, a Senior Research Earth Scientist who works for NASA. Choose the correct statements. Write the answers in your notebook.
  - Half the satellites that NASA operates are just looking down at the Earth.
  - NASA is the only organization responsible for collecting global climate evidence.
  - The Earth has been warmer than it is today.
  - According to Dr. Bindschadler, now the climate is changing gradually.

- Listen to the recording again and answer the questions below in your notebook.
  - How much does NASA spend a year studying the climate?
  - How often does each NASA satellite orbit the Earth and collect data?
  - How many satellites are operated by NASA?

- Listen to the recording once more and check your answers.
- What has been the rise in temperature over the last 50 years? Write the answer in your notebook.
  - About 1/4 of a degree centigrade (0.25 °C).
  - About 1/4 of a degree centigrade (0.75 °C).



Climate Change 99

## LISTENING AND SPEAKING

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

## WRITING

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

### WRITING

In this unit you have read the profiles of two athletes on pages 56 and 65. Notice that such profiles usually present short pieces of information about the athlete's life and career. Visit <www.london2012.com/athletes> and <www.london2012.com/paralympics/athletes> to find other examples of profiles.

- Write the profile of a Brazilian Olympian or Paralympian you admire.



#### 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.

You are going to write the  of a Brazilian  you admire in order to present short pieces of information about him/her. You are going to use an  tone. Your text can be published on a traditional school board or on the Internet so that other classmates and other people can read it.

#### STEP BY STEP

- Think of a Brazilian athlete you admire.
- Get to know more about his/her life and career (personal details, Olympic medals, awards, curiosities etc.). You can use the Internet to do some research.
- First, organize the personal details (birth date, height, weight etc.). Use the **comparative** and/or **superlative** form to describe the athlete's performance ("Daniel Dias performed better in 2012 London than in 2008 Beijing").
- Include a small photo of the athlete.
- Exchange profiles with a classmate and discuss both texts.
- Write the final version of the profile.

Antes de escrever o texto, considere, por exemplo:  
• objetivo: O texto está adequado a uma situação e a um público-alvo?  
• imagens: As imagens estão relacionadas ao texto e o tom está adequado?  
• cores: As cores usadas despertam interesse sem prejudicar a leitura?  
Rescreva seu texto com base no feedback dado por você e seus colegas.

- Now it's time to share the profile. You and your classmates can organize the profiles to create posters (using <www.glogster.com>, for example) on specific sports and share them with other students, your teachers, your families and people everywhere.

Overcoming Obstacles 67

## LOOKING AHEAD

Read the comic strip below and discuss the questions that follow in pairs.



- In your opinion, what is Mooch's attitude towards school?
- Do you think developing study skills could help Mooch? Why (not)?
- Have you ever been in the same situation? If so, what did you do about it? Did anyone help you? Share your personal experiences.
- In your opinion, what can be done at your school to help students become better learners? Discuss your suggestions with your teacher and the whole class.

### Study Skills

- Pay attention in class.
- Take good notes.
- Keep an organized notebook for each subject.
- Know the purpose of each assignment.
- Ask questions in class.
- Review! Review! Review! It can help you retain 80% of the information.
- Plan a definite time and place for studying each day.
- Study for a while and take short breaks.
- Don't cram for hours the night before a test.
- Study a little bit each day.

**Think positive... Do your best!**

**EXTRA READING**  
[www.bbcstudystudy.org/](http://www.bbcstudystudy.org/)  
[www.studyskills.org/](http://www.studyskills.org/)  
[www.corn.ac.uk/uk/studyskills/](http://www.corn.ac.uk/uk/studyskills/)  
**EXTRA VIDEOS**  
[www.bbcstudystudy.org/support-centers/study-skills/study-skills-videos/](http://www.bbcstudystudy.org/support-centers/study-skills/study-skills-videos/)  
[www.darimouth.edu/~arckills/videos/index.html](http://www.darimouth.edu/~arckills/videos/index.html)



150 UNIT 8

## LOOKING AHEAD

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

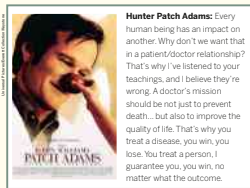
## PROJECT

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

### PROJECT 2A

#### LEARNING WITH MOVIES (FIRST PART)

In Unit 6 you have talked about movies. Read fragments of scripts of two inspirational movies and do the first part of Project 2. Learning with movies.



**Hunter Patch Adams:** Every human being has an impact on another. Why don't we want that in a patient/doctor relationship? That's why I've listened to your teachings, and I believe they're wrong. A doctor's mission should be not just to prevent death... but also to improve the quality of life. That's why you treat a disease, you win, you lose. You treat a person, I guarantee you, you win, no matter what the outcome.



**Chris Gardner:** Hey. Don't ever let somebody tell you... you can't do something. Not even me. All right?  
**Christopher:** All right.  
**Chris Gardner:** You got a dream... you gotta protect it. People can't do something themselves... they wanna tell you you can't do it. If you want something, go get it. Period. Let's go.

**TASK:** In small groups, work on a short movie script based on scenes from different inspirational movies you have already seen or heard of. Select the most interesting dialogs related to a topic of your choice (such as friendship, love, family, overcoming difficulties etc.) and arrange them together to create a coherent script. You can add some short sentences of your own to make the transition from one scene to another. You are not supposed to create a whole new script, but make a compilation of scenes that should last from 5 to 10 minutes when performed. Make your script really moving and don't forget to choose an appealing title. In this part of the project, it is only necessary to write a first draft. Later, you are going to improve your text and perform it.

**YOU CAN FIND MOVIE SCRIPTS AT**  
[www.scribd.com/](http://www.scribd.com/)  
[www.scribd.com/movies](http://www.scribd.com/movies)  
[www.script-o-rama.com/table.shtml](http://www.script-o-rama.com/table.shtml)

O script de um filme, peça, novela ou programa de rádio é um roteiro com lista, informações sobre a cena, o som, a imagem etc. Um script baseado na compilação de cenas já existentes é um roteiro organizado a partir de um eixo temático que dá sentido ao conjunto de cenas selecionadas.

➤ Go to page 156 for the second part of this project.

122 Project 2A

## 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.

## Review

## Units 3 & 4

### READING

- Take a look at the texts and choose the correct item that completes each sentence below (A, B or C). Write the answers in your notebook.



- The texts are about  
 ▲ extreme sports.  
 ■ London 2012 Paralympic Games.
- The texts are  
 ▲ tickets.  
 ■ posters.



- What is the main purpose of the texts? Write the answer in your notebook.  
 a. Promote sports development in London.  
 b. Promote ticket sales for the London 2012 Paralympic Games.
- Replace each icon ○ with an appropriate word or expression to complete the following statements according to the texts. Write the answers in your notebook.  
 a. Both Paralympians had their ○ amputated.  
 b. The last day to buy tickets was ○.  
 c. It was possible to buy tickets for the Paralympic games through the website ○.

83

## 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 já aplicada 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.

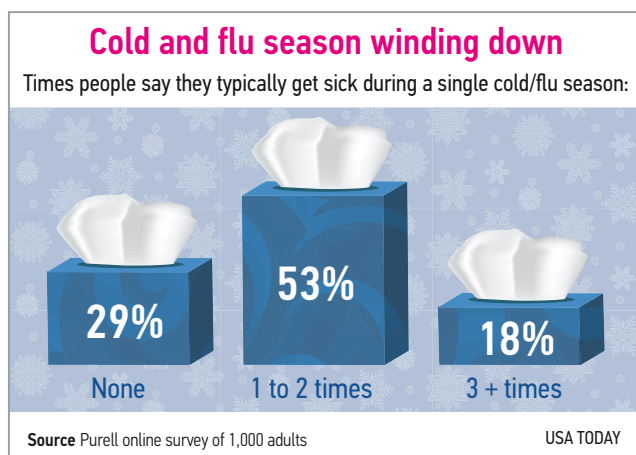
# Using the Dictionary



Além do glossário deste livro (página 218), você tem o hábito de usar dicionários para consultar palavras em inglês? Você já utilizou algum dicionário eletrônico (no computador, no *tablet*, no celular)?

Ao fazer os exercícios desta seção, você vai aprender a usar dicionários de diferentes tipos para ajudar na sua aprendizagem de inglês.

Leia o texto ao lado para responder às questões 1-4. Escreva a resposta de cada questão em seu caderno.



Banco de Imagens/Arquivo da editora

USA Today Snapshots. Adapted from: <www.usatoday.com>. Accessed in: March 2016.

1. A enquete acima se refere a um período específico do ano. Qual período é esse?
  - ▲ A estação do ano em que as pessoas sentem mais frio.
  - A época do ano em que as pessoas geralmente ficam resfriadas ou gripadas.
2. Segundo o texto, o que é correto dizer sobre a frequência com que os participantes adoecem durante o período do ano indicado (“cold and flu season”)?
  - ▲ A maioria dos participantes nunca fica doente.
  - Cerca de 1/3 dos participantes adoece mais de duas vezes.
  - Aproximadamente metade dos participantes fica doente uma ou duas vezes.
3. Observe o contexto de uso da palavra **season** no texto acima. Em seguida, escolha a melhor definição apresentada no *Dicionário 1* (na página seguinte) para **season** no texto em questão.
  - ▲ Definição 1: “one of the four periods (spring, summer, autumn, and winter) into which the year is commonly divided”.
  - Definição 2: “a particular period of time during the year”.
4. Agora, observe o contexto de uso da palavra **season** no fragmento a seguir. Em seguida, consulte o *Dicionário 2*, na página seguinte, e escolha o melhor termo equivalente em português para **season** no texto abaixo.

**TIP** Antes de recorrer ao dicionário, busque inferir o significado de palavras desconhecidas a partir da observação do contexto em que elas são utilizadas.

The 10<sup>th</sup> episode of the second season, “Dance Dance Revelation,” contained a wonderful example of music in Cam’s everyday life.

THIBEAULT, Matthew D.; EVOY, Julianne. General Music Today. Vol. 24, Issue 3, 2011. p. 52. (Fragment)

▲ Estação.

■ Temporada.



Observe, a seguir, o verbete referente à palavra **season** em quatro dicionários diferentes para responder às questões 5 e 6. Escreva a resposta de cada questão em seu caderno.

## Dicionário 1

season /'si:zn/  **noun** Save 

plural **seasons**  
**Learner's definition of SEASON**

**1** [count] : one of the four periods (spring, summer, autumn, and winter) into which the year is commonly divided

- Spring is my favorite *season* (of the year).
- I enjoy watching the *seasons* change every year.

**2** : a particular period of time during the year: such as

**a** [count] : a period of time when a particular sport is being played

- the baseball/football *season*
- The team had a good *season* last year. [= the team played well last year]

— see also **OFF-SEASON, POSTSEASON, PRESEASON**

**b** : a period of time when a particular event, process, activity etc. occurs

[count]

- These plants have a short growing *season*.
- the **breeding/mating season** [= the period of time when animals, birds etc. are mating]
- the **Christmas season**
- (US) the **holiday season** [= the time from late November through January when several holidays (such as Christmas, Hanukkah, and New Year's Eve) happen]

[noncount]

- The article talks about ways to stay healthy during **flu season**. [= the time of year, and especially the winter, when many people get influenza and other mild illnesses]
- June marks the beginning of **tourist season**. [= the time when many people go to visit places as tourists]
- During **peak season** [= the time when tourists visit the most], the island is very crowded.

**c** [count, noncount] : a period of time when people are legally allowed to hunt, fish etc.

- Deer *season* starts next week.
- lobster *season*

Available at: <www.learnersdictionary.com/definition/season>. Accessed in: March 2016.

## Dicionário 2

season /'si:zn/ **substantivo, verbo**

► **s** 1 estação 2 temporada: *season ticket* bilhete de temporada

**LOC in season** (que está) na estação

► **vt** temperar, condimentar **seasonal adj** 1 sazonal, de estação 2 (trabalho) de temporada **seasoned adj** 1 (pessoa) calejado 2 condimentado **seasoning s** tempero

DICIONÁRIO OXFORD ESCOLAR: para estudantes brasileiros de inglês.  
 Oxford: Oxford University Press, 2009. p. 645.

## Dicionário 3

season /'si:zn/ **noun**

**1** one of the four periods of the year; winter, spring, summer or autumn

**2** a period of the year when a particular thing happens: *the holiday season*

CAMBRIDGE ESSENTIAL ENGLISH DICTIONARY: The Best Start to Learning English.  
 Cambridge: Cambridge University Press, 2004. p. 334.

## Dicionário 4

Definition

season

season  ★ 

**noun**

1. one of the four periods of the year (spring, summer, autumn and winter), beginning astronomically at an equinox or solstice, but geographically at different dates in different climates.
2. a period of the year characterized by particular conditions of weather, temperature etc.: *the rainy season*.
3. a period of the year when something is best or available: *the oyster season*.
4. a period of the year marked by certain conditions, activities etc.: *baseball season*.
5. a period of the year immediately before and after a special holiday or occasion: *the Christmas season*.

Home Definitions Synonyms Learners

Dictionary.com App.

### 5. Correlacione as colunas abaixo.

- |                 |                                        |
|-----------------|----------------------------------------|
| a. Dicionário 1 | I. Dicionário monolíngue para celular. |
| b. Dicionário 2 | II. Dicionário monolíngue impresso.    |
| c. Dicionário 3 | III. Dicionário monolíngue online.     |
| d. Dicionário 4 | IV. Dicionário bilíngue impresso.      |

### 6. Qual(is) dicionário(s) apresenta(m) as seguintes informações sobre o verbete **season**?

- |                          |                                       |
|--------------------------|---------------------------------------|
| a. Classe gramatical     | d. Expressão idiomática com a palavra |
| b. Transcrição fonética  | e. Exemplos de uso em frases          |
| c. Áudio com a pronúncia |                                       |

# Tips into Practice

1. Leia o texto para responder às questões a seguir em seu caderno.



## RDHealth

NOT SO SOFT

### Lighten Your Sugar Load

**W**e know that sugar drinks are bad for our waistlines, teeth and general health, but is the message getting through? Recent research from the University of Adelaide, Australia, shows drinking too many soft drinks is bad, especially given a new link between soft drinks and asthma. The high sugar content in soft drinks may make the airways more vulnerable to allergic inflammation, says study leader Dr Zumin Shi. “Animal studies show that sugar-fed mice had more than twice as much airway inflammation as water-fed mice,” he says.

Most people, including children, increase their consumption of sugary drinks in the festival seasons, says Dr Steve Hambleton, president of the Australian Medical Association. “Sugary foods and drinks are nice to have now and then, but limit them to special occasions.”



READER'S DIGEST. *The Reader's Digest Association, Inc. India, March 2013, p. 152.*

- Cite três malefícios causados por refrigerantes.
  - Qual instituição conduziu uma pesquisa recente sobre o consumo em excesso de refrigerante?
  - Quais foram os resultados da referida pesquisa?
  - O que foi possível observar em experimentos com animais?
  - Qual é a recomendação do presidente da Associação Médica da Austrália?
2. Explique, com as próprias palavras, a relação entre o termo *soft drinks* e o uso da expressão *not so soft*. Responda em seu caderno.
3. Muitas vezes, algumas estratégias de leitura, como a de observar as relações entre os elementos verbais e não verbais, nos ajudam a compreender o texto. O que ajudou você a compreender o texto? Responda em seu caderno.

Nesta seção, pense nas 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 e o gênero do texto para formular hipóteses sobre o que será lido. Ao ler, busque verificar essas hipóteses.



## Body language, not facial expressions, broadcasts what's happening to us

Say Hebrew University, US researchers



Expressions numbered 1, 4, 6 show tennis player's face on losing a point; expressions numbered 2, 3, 5 show a player after winning a point. Tests show that those looking at facial expressions alone cannot determine what the true emotion is.

Jerusalem, Nov. 29, 2012 — If you think that you can judge by examining someone's facial expressions if he has just hit the jackpot in the lottery or lost everything in the stock market — think again. Researchers at the Hebrew University of Jerusalem and at New York University and Princeton University have discovered that — despite what leading theoretical models and conventional wisdom might indicate — it just doesn't work that way.

Rather, they found that body language provides a better cue in trying to judge whether an observed subject has undergone strong positive or negative experiences.

In a study published this week in the journal *Science*, the researchers present data showing that viewers in test groups were baffled when shown photographs of people who were undergoing real-life, highly intense positive and negative experiences. When the viewers were asked to judge the emotional valences of the faces they were shown (that is, the positivity or negativity of the faces), their guesses fell within the realm of chance.

The study was led by Dr. Hillel Aviezer of the Psychology Department of the Hebrew University, together with Dr. Yaacov Trope of New York University and Dr. Alexander Todorov of Princeton University.

In setting out to test the perception of highly intense faces, the researchers presented test groups with photos of dozens of highly intense facial expressions in a variety of real-life emotional situations. For example, in one study they compared emotional expressions of professional tennis players winning or losing a point. [...]

**B** Note que o título antecipa ideias importantes que o texto apresenta.

**C** Observe as relações entre os elementos verbais e os não verbais.

**D** Busque relacionar as legendas tanto às imagens quanto às ideias do texto.

**E** Identifique as relações estabelecidas entre partes do texto a partir do marcador discursivo que as une.

**G** Note que expressões como **that is** introduzem explicações sobre o que já foi dito e podem ajudar na compreensão do texto.

**F** Observe o contexto para identificar palavras parecidas com o português, mas com significado diferente (false friends) e faça inferências sobre seu verdadeiro significado.

**H**

Busque sempre identificar a que elemento o pronome se refere para compreender como as ideias se relacionam em um texto.

To pinpoint how people recognize such images, Aviezer and his colleagues showed different versions of the pictures to three groups of participants:

1) the full picture with the face and body; 2) the body with the face removed; and 3) the face with the body removed. Remarkably, participants could easily tell apart the losers from winners when they rated the full picture or the body alone, but they were at chance level when rating the face alone. [...]

“From a practical-clinical perspective, the results may help researchers understand how body/face expressions interact during emotional situations. For example, individuals with autism may fail to recognize facial expressions, but perhaps if trained to process important body cues, their performance may significantly improve”, says Aviezer.

**I**

Observe a função dos sinais de pontuação no texto, como, por exemplo, os dois-pontos e as aspas.

Adapted from: <[www.eurekalert.org/pub\\_releases/2012-11/thuo-bl112912.php](http://www.eurekalert.org/pub_releases/2012-11/thuo-bl112912.php)>.

Accessed in: March 2016.

Agora, leia o texto para fazer as atividades a seguir em seu caderno. Utilize as dicas de estratégias de leitura sugeridas.

**Tip A**

can help you!

1. In your opinion, is it possible to guess other people's feelings by observing their facial expressions?
2. What kinds of information do you expect to find in a text aimed at disseminating new scientific findings to the general public?
  - a. the name(s) of the researcher(s)
  - b. the name(s) of the research center(s)
  - c. the name(s) of the research participant(s)
  - d. a brief description of the research procedures
  - e. a summary of the research findings
  - f. possible contributions to society
  - g. a detailed description of materials and methods
3. Who are the researchers mentioned in the text? Where do they work?
4. In which paragraph(s) can you find the following information? Match the columns below.
 

|                                                   |                                                                      |
|---------------------------------------------------|----------------------------------------------------------------------|
| a. possible contributions to society              | I. 2 <sup>nd</sup> paragraph                                         |
| b. a summary of the research findings             | II. 3 <sup>rd</sup> , 5 <sup>th</sup> and 6 <sup>th</sup> paragraphs |
| c. a brief description of the research procedures | III. 8 <sup>th</sup> paragraph                                       |
5. What reveals our feelings more easily: our facial expressions or our body language?

**Tip B**

can help you!



6. Whose facial expressions are those in the pictures? Is it easy to determine if they show a positive or a negative emotion?

Tip **C and D** can help you!

7. Read the first paragraph again and choose the correct item to complete the sentence below.

Researchers have discovered that...

- a. theoretical models and conventional wisdom do not work.
- b. you cannot judge people's feelings by examining their facial expressions.

8. What idea is expressed by **despite** in the first paragraph?

Tip **E** can help you!

- a. Comparison.
- b. Concession.
- c. Conclusion.
- d. Consequence.

9. Which expression below can replace **rather** in the second paragraph?

- a. On the contrary.
- b. For that reason.
- c. Without a doubt.
- d. As a consequence.

10. How do we say the following words in **bold** in Portuguese?

Tip **F** can help you!

"In a study published this week in the **journal** *Science*, the researchers present **data** showing that [...]"

- a. Jornal e data.
- b. Jornal e dados.
- c. Revista científica e data.
- d. Revista científica e dados.

11. Which expression below can replace **that is** in the third paragraph?

Tip **G** can help you!

"When the viewers were asked to judge the emotional valences of the faces they were shown (**that is**, the positivity or negativity of the faces), their guesses fell within the realm of chance."

- a. For example.
- b. In other words.
- c. On the other hand.

12. In "Remarkably, participants could easily tell apart the losers from winners when **they** rated the full picture or the body alone [...]," the pronoun **they** refers to

Tip **H** can help you!

- a. participants.
- b. losers.
- c. winners.

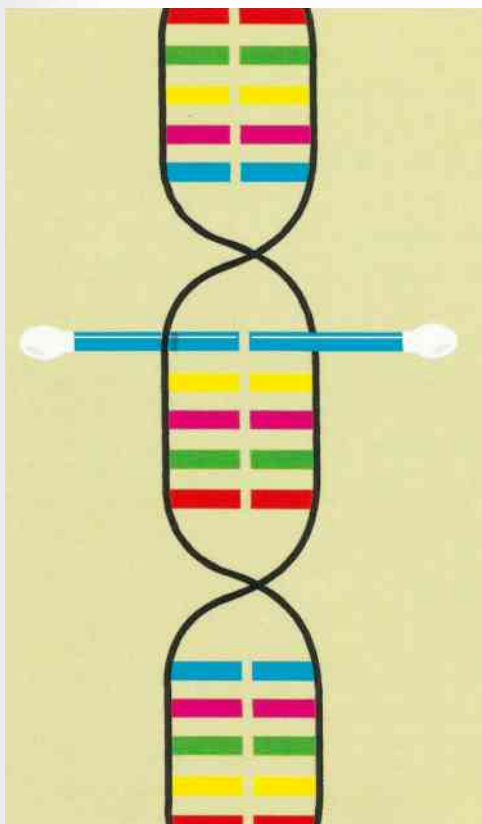
13. Identify the function of the following punctuation marks.

Tip **I** can help you!

- a. The colon ( : ) in the 6<sup>th</sup> paragraph.
- b. The quotation marks ( " ") in the 8<sup>th</sup> paragraph.

Leia o texto abaixo e responda às questões 14-16 em seu caderno. Utilize as dicas de estratégias de leitura vistas no texto anterior (Tips A-I).

IT JUST AIN'T SO...



Reprodução/Revista Time

## Genes Don't Dictate Your Rx

Our genome makes us who we are; it can provide valuable clues about our health and potentially help us predict our risk for diseases. But a new study shows that knowledge of our DNA isn't as revealing as doctors hoped.

In a report published in *The American Journal of Human Genetics*, scientists at the Harvard School of Public Health found that incorporating genetic information did not improve doctors' ability to predict disease risk above and beyond standard risk factors, including family history, lifestyle, and behavior. So having detailed genetic information didn't change doctors' prevention or treatment plans.

"For most people, your doctor's advice before seeing your genetic test for a particular disease will be exactly the same as after seeing your tests," said Peter Kraft, a coauthor of the research and an epidemiologist at the Harvard School of Public Health, in a statement.

The researchers looked at risk factors — both genetic and environmental — for three common, chronic diseases: breast cancer, type 2 diabetes, and rheumatoid arthritis. All conditions are known to be influenced by a combination of genetic and lifestyle factors. The researchers wanted to determine whether adding information about the interplay of these factors would improve the sensitivity of disease-risk prediction.

It didn't, which means our current limited ability to interpret the complex interplay between genes and environment makes genetic tests too uncertain in guiding health decisions, at least for now.

TIME. 100 New Scientific Discoveries: Fascinating, Momentous, and Mind-Expanding Stories.  
Time Esp. Ed. 34, 2013, p. 59.

**14.** Answer the questions below.

- Who is the researcher mentioned in the text? What is his specialty and where does he work?
- What are the three standard risk factors mentioned in the text?
- What are the common, chronic diseases mentioned in the text?
- Why are genetic tests too uncertain in guiding health decisions?

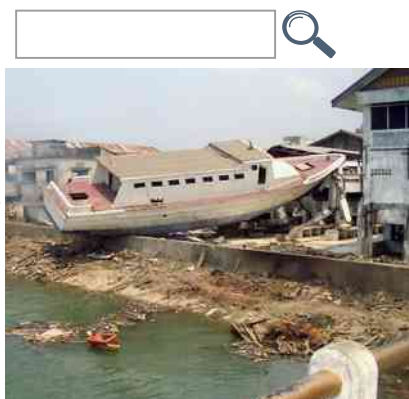
- 15.** Which fragment below summarizes the research findings?
- a. “Our genome [...] can provide valuable clues about our health and potentially help us predict our risk for diseases.” (1<sup>st</sup> paragraph)
  - b. “[...] found that incorporating genetic information did not improve doctors’ ability to predict disease risk above and beyond standard risk factors [...]” (2<sup>nd</sup> paragraph)
  - c. “All conditions are known to be influenced by a combination of genetic and lifestyle factors.” (4<sup>th</sup> paragraph)

- [illegible]

- 17.** Replace each icon 🌪️ with a word from the box below to complete the following text and learn about natural disasters. Write the answers in your notebook.

earthquakes • nature • reconstruct • destroy •  
damage • loss • economic

**J** Ative seu conhecimento prévio sobre o tema do texto oral para favorecer o estabelecimento de hipóteses sobre o que será ouvido.



## What are natural disasters?

Natural disasters are tremendous forces of ⚡ that can ⚡ cities and towns all over the world. Some of the most well-known natural disasters that happen every year are: avalanches, ⚡, volcanic eruptions, floods, tsunamis, tornadoes, droughts, heat waves, hailstorms, and hurricanes (also known as cyclones and typhoons).

The effects of natural disasters can be devastating. They can result in ✪ of life and physical damage to one's body or to one's property. Natural disasters can also result in ✪ damage. With all the ✪ the natural disaster can do to a country, the affected governments will have to pay to ✪ buildings and infrastructure.

*Adapted from: <[www.savcps.com/websites/Natural\\_Disasters/grace/what\\_are\\_natural\\_disasters.html](http://www.savcps.com/websites/Natural_Disasters/grace/what_are_natural_disasters.html)>. Accessed in: March 2016.*

18.  Listen to a news report about a natural disaster that happened in Australia in January 2011. What disaster was it? Write the answers in your notebook.

**K** Não se preocupe em entender tudo o que ouvir. Isso nem sempre é necessário para atingir seus objetivos de compreensão.

a. Flood



Warner/Shutterstock/Glow Images

b. Volcanic eruption



beboy/Shutterstock/Glow Images

c. Earthquake



fotoStory/Shutterstock/Glow Images

d. Tsunami



Egd/Shutterstock/Glow Images

19.  Listen to the recording again and replace each icon  with a number from the box below to complete the following sentences. Write the answers in your notebook.

50 • 100 • 2,000 • 200,000 • 1,000,000 • 1,000,000,000

- More than  people in the northeast were forced to leave their homes.
- It was the worst natural disaster in the area in almost  years.
- It was estimated that the event had cost Australia more than  Australian dollars.

**L** Antes de ouvir o áudio, leia os itens do exercício para conhecer as informações solicitadas. Você deverá prestar atenção a elas durante a escuta.



20.  Listen to the recording once more and choose the correct item that answers each question below (▲ or ■). Write the answers in your notebook.

- a. What region in Australia was affected by the catastrophe?  
▲ Northeast Australia.  
■ Southeast Australia.
- b. Where were many people forced to move?  
▲ To evacuation centers.  
■ To abandoned homes.
- c. What did the Australian military furnish to those affected?  
▲ Food, water and clothes.  
■ Food, water and medical supplies.
- d. What dangers lurking under the water posed a big problem to Australia?  
▲ Alligators and sharks.  
■ Crocodiles and snakes.

**M** Ao ouvir o áudio, concentre-se nas informações que deseja identificar e preste atenção nas palavras-chave.

21.  Listen to the recording again and check the answers to exercises 19 and 20.

Read the text below and do exercises 22 and 23.

### 18/Jan – Solidariedade: jovens voluntários em Xerém

Nesta quinta-feira, dia 17 de janeiro, das 10h às 16h, os jovens do Espro Rio de Janeiro atuaram como voluntários para ajudar as vítimas das enchentes que ocorreram no último dia 3 e deixaram centenas de pessoas desabrigadas na cidade de Xerém, distrito de Duque de Caxias (RJ).

Foram 40 jovens Aprendizes participantes, que contribuíram na separação de roupas, manuseio de alimentos, montagem de kits de doações e apoio às famílias de uma das regiões mais afetadas da cidade. “Ajudar ao próximo nunca é demais, e percebemos que é bem gratificante praticar o bem mesmo que com o pouco que você possa dar ou fazer. Isso já é o suficiente”, conta Fellype França, um dos jovens voluntários na ação.

Available at: <[www.espro.org.br/noticias/capacitacao-basica-para-o-trabalho/1233-18jan-solidariedade-jovens-voluntarios-em-xerem](http://www.espro.org.br/noticias/capacitacao-basica-para-o-trabalho/1233-18jan-solidariedade-jovens-voluntarios-em-xerem)>. Accessed in: March 2016.

22. Choose the correct statement about the floods in Xerém and Australia. Write the answer in your notebook.

- a. The floods that occurred in Xerém (2013) were more severe than the ones in Australia (2011).
- b. The people affected by the floods in Xerém and Australia counted on the help of others to overcome the natural disaster.

23. In pairs, answer the questions below.

- a. Have you ever experienced a natural disaster? If so, what happened?  
How did you feel?
- b. In your opinion, how important is volunteering after a natural disaster?
- c. Do you think it is possible to reduce the effects of natural disasters?  
How can people get prepared for them?

**N** Estabeleça relações entre diferentes textos, tanto em língua inglesa quanto na língua materna.

# Cultural Diffusion

## Unit

Warming  
**UP**

What can you see in the pictures below? Where are these elements originally from? Are they popular in Brazil?



Lucian Miasan/Alamy/Latinstock



bikeriderlondon/Shutterstock



Monkey Business Images/Shutterstock/Glow Images

Krisley Andrey Valevich/Shutterstock/Glow Images



testing/Shutterstock

Crealista/Shutterstock/Glow Images



arek\_malang/Shutterstock

LEARNING  
OBJECTIVES

- to take part in discussions on cultural diffusion
- to review the use of present and past tenses
- to learn how to use *used to*
- to explore online forum posts



## BEFORE READING

1. What is "cultural diffusion" about? Choose the expressions you believe to be related to it. Write the answer in your notebook.
  - a. The separation of different cultures.
  - b. The dissemination of popular culture.
  - c. The preservation of local cultural customs.
  - d. The transmission of trends from one culture to another.
2. The spread of cultures is accelerated by different technologies. Which examples of new information and communication technologies can you find in the box below? Write the answer in your notebook.

satellite television • digital camera • Internet • cellular telephone • printer

3. Look at the pictures on the next page and read their captions. What is their function in the text? Write the answer in your notebook.
  - a. To give examples of different cultures getting into contact.
  - b. To show differences between cultural habits in the past and in the present.
4. Before reading the entire text, read only the first sentence of each paragraph and try to predict the purpose of each paragraph. Match the columns below. Write the answers in your notebook as in the following example.

**TIP** Busque relacionar as legendas tanto às imagens quanto às ideias do texto.

**TIP** É comum apresentar-se a ideia principal do parágrafo já na primeira frase.

*Example: a. III*

a. "In the past, when groups of people lived in relative isolation, cultures varied widely from place to place."  
(1<sup>st</sup> paragraph)

- I. To describe cultural diffusion in the present.
- II. To present a factor that contributes to cultural diffusion nowadays.
- III. To describe cultural diffusion in the past.

b. "Today, as a result of high-speed communication, trade, and travel, cultures all around the world are encountering and adopting new ideas."  
(2<sup>nd</sup> paragraph)

c. "An important key to the spread, or diffusion, of popular culture is the increasing contact between people and places around the world."  
(3<sup>rd</sup> paragraph)



Malgorzata Kisryn/Shutterstock/Glow Images





Now read the text to check your predictions.

## 50# CULTURAL DIFFUSION

### HUMAN SYSTEM

## CULTURAL DIFFUSION

In the past, when groups of people lived in relative isolation, cultures varied widely from place to place. Customs, styles, and preferences were handed down from one generation to the next.

Today, as a result of high-speed communication, trade, and travel, cultures all around the world are encountering and adopting new ideas. New customs, clothing and music trends, food habits, and lifestyles are being introduced into cultures everywhere at almost the same time. Some people are concerned that this trend in popular culture may result in a loss of cultural distinctiveness that makes places unique. For example, fast food chains once found only in the United States can now be seen in major cities around the world. And denim jeans, once a distinctively American clothing style, are worn by young people everywhere in place of more traditional clothing.

An important key to the spread, or diffusion, of popular culture is the increasing contact between people and places around the world. Cellular telephones, satellite television, and cybercafés have opened the world to styles and trends popular in Western countries. And tourists, traveling to places that were once considered remote and isolated, carry with them new ideas and fashions that become catalysts for bringing about cultural change.

Jodi Cobb/National Geographic/Getty Images



A COUPLE IN TRADITIONAL ROBES stroll through a modern shopping mall in Doha, Qatar. Stores and movie theaters bring Western fashions, technologies, and ideas into contact with Arab culture and values.

Stuart Monk/Shutterstock/Glow Images



CaroAlamy/Other Images

TAKING A BREAK from a traditional ceremony, a Maasai warrior in Kenya enjoys a soft drink that was once uniquely American.



THE INFLUENCE OF IMMIGRANT CULTURES on the American landscape is evident in ethnic communities as Chinatown in the heart of New York City.

## READING FOR GENERAL COMPREHENSION

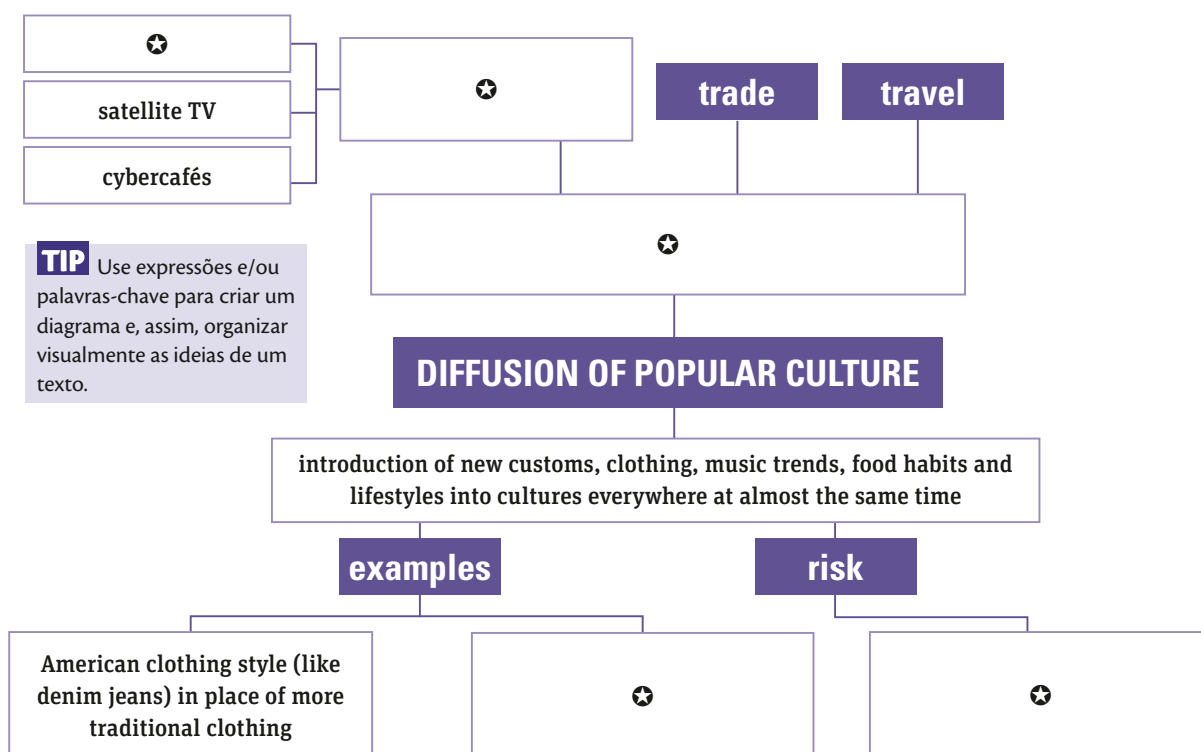
According to the text, which statement below is correct? Write the answer in your notebook.

- Cultural diffusion is happening just from one generation to the next.
- The dissemination of cultures around the world is happening at a rapid pace.
- Cultural spread is increasing contact among people, except in non-Western countries.

## READING FOR DETAILED COMPREHENSION

- Replace each icon ★ with a word or expression from the text to complete the statements below. Write the answers in your notebook.
  - In the past, ★, ★, and ★ were passed on from generation to generation.
  - Today, cultures worldwide are adopting new ideas as a consequence of ★, ★ and ★.
  - ★ and ★ were popular only in the U.S. and now are popular all over the world.
- The diagram below summarizes the text. Copy it in your notebook and, in pairs, replace each icon ★ with an expression from the following box to complete the diagram.

high-speed communication • loss of cultural distinctiveness • cellular phones •  
American food chains in major cities around the world • increasing contact  
between people and places around the world



# READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- a. In your opinion, what are the benefits and the risks of cultural diffusion?
- b. What is there in Brazil that is originally from other cultures? Do you believe your region is losing its cultural distinctiveness? Why (not)?

## VOCABULARY STUDY

### ➤ BORROWING

1. **Borrowing**, a consequence of cultural diffusion, is the process of adopting words from a different language into a native language. For example, *website* is an English term used by Brazilians and people from other cultures. Read the text to find other examples of borrowed words we use in Portuguese. Write the answers in your notebook.
2. What other borrowed words do you know? Write the answers in your notebook.

### ➤ WORD FORMATION

3. Copy the table below in your notebook and replace each icon ⚡ with a word from the text to complete the table.

| adjective   | noun       | adverb        |
|-------------|------------|---------------|
| ⚡           | culture    | culturally    |
| ⚡           | tradition  | traditionally |
| ⚡           | uniqueness | uniquely      |
| distinctive | ⚡          | ⚡             |

4. 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

5. Which expressions from the box below are equivalent in meaning to the ones in **bold**? Write the answers in your notebook.

for instance • as a consequence of • because of

- a. ... **as a result of** high-speed communication, trade, and travel...
- b. **For example**, fast food chains once found only in the United States...
6. 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.



## ➤ REVIEW: VERB TENSES

Read the fragments from the text on page 24 and do exercises 1-3. Write the answers in your notebook.

- I. "In the past, when groups of people **lived** in relative isolation, cultures **varied** widely from place to place."
- II. "Today, as a result of high-speed communication, trade, and travel, cultures all around the world **are encountering** and **adopting** new ideas."



Kevin Murray/Getty Images

1. Copy the table below in your notebook and, in pairs, complete it. Choose the correct item (▲ or ■) in each case and replace the icon ⚡ with the correct answer.

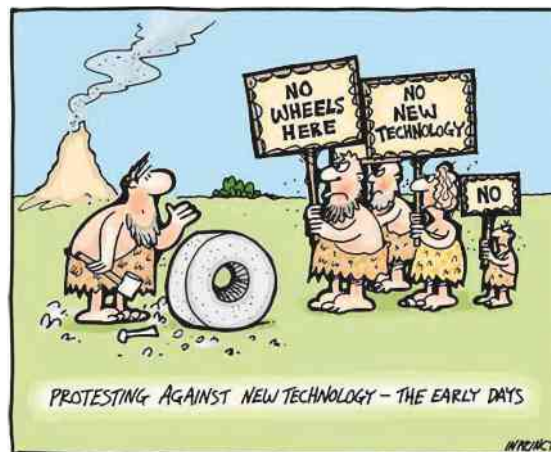
|                        | Fragment I                                                                                                    | Fragment II                                                                                                   |
|------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Verb tense</b>      | ▲ Past Simple<br>■ Past Continuous                                                                            | ▲ Present Simple<br>■ Present Continuous                                                                      |
| <b>Use</b>             | ▲ to talk about completed actions and states in the past.<br>■ to talk about actions in progress in the past. | ▲ to talk about facts and generalizations.<br>■ to express changes happening around now (current tendencies). |
| <b>Time expression</b> | In the past                                                                                                   | ⚡                                                                                                             |

2. Choose two equivalent terms for "Today" in fragment II.
- Nowadays
  - Those days
  - In a moment
  - Now
3. Which fragment below describes a change happening around now?
- "... fast food chains once found only in the United States..."
  - "... is the increasing contact between people and places around the world."
  - "... are being introduced into cultures everywhere at almost the same time."



4. Read the cartoon and replace the icons ★ with the correct form of the verbs in parentheses to complete the sentences below. Use the Present Simple or the Past Simple. Write the answers in your notebook.

- In the early days people ★ (protest) against the wheel. They ★ (not want) a new technology.
- Nowadays, the wheel ★ (be) a new technology and everybody ★ (use) it as part of their lives.
- Many people ★ (not accept) new ideas easily.



Available at: <<http://techcomic.wordpress.com/2010/12/18/protesting/>>.

Accessed in: December 2015.

5. Replace the icons ★ with verbs in the Present Simple or the Past Simple to complete the text below. Write the answers in your notebook.

## Globalization

The close of the 20<sup>th</sup> century ★ (see) a technology revolution that ★ (change) the way people and countries relate to each other. This revolution in technology ★ (be) part of a process known as globalization.

Globalization ★ (refer) to the complex network of interconnections linking people, companies, and places together without regard for national boundaries. Although it ★ (begin) when countries ★ (become) increasingly active in international trade, the process of globalization has gained momentum in recent years. [...]



NATIONAL GEOGRAPHIC STUDENT ATLAS OF THE WORLD. 3<sup>rd</sup> edition. Washington: National Geographic Society, 2009. p. 48. (Fragment)

## ➤ USED TO

Read the fragment from the text on page 22 and do exercises 6-8. Write the answers in your notebook.

"We **used to dress** moderately, now girls **wear** sleeveless shirts and short skirts."

- Choose the correct statement about the fragment.
  - It refers to an old cultural habit that is now finished.
  - It refers to an old cultural habit that is still very popular nowadays.
- Choose the two sentences below that are similar in meaning to "We used to dress moderately".
  - We didn't dress moderately.
  - We don't dress moderately anymore.
  - We were accustomed to dressing moderately.

8. Choose three equivalent terms for “now”.

- a. These days
- b. In a moment
- c. Nowadays
- d. Today

Read the following online forum posts and do exercises 9 and 10. Write the answers in your notebook.

### What do you like about American culture?

by lin 02-10-2010, 08:38 AM

Before coming to the US, I knew there were many cool things around me related to American culture. To my surprise, what really called my attention when I got here was the fact that they greet everybody and look at people in the eyes when talking to them. I didn't use to greet strangers at first because it was unusual in China. Now I always greet people with a big smile on my face.

### Re: What do you like about American culture?

by debbie 02-10-2010, 03:25 PM



I always greet people and it is something I've learned with Americans.

What I really like about the US is their fabulous musicals!

I remember going to the theater every month when I lived in NYC. My favorites: *The Lion King* and *Wicked*.

Adapted from: <<http://forums.cultures-shocked.org/index/>>. Accessed in: December 2015.

9. Answer the questions below in your notebook.

- a. Do Americans greet people they do not know?
- b. Did Lin use to greet strangers in China?
- c. Does Lin greet strangers in the US now?
- d. What did Debbie use to do in NYC?

10. Now replace each icon ☛ with the appropriate piece of information to complete the following statements about **used to**.

- a. We use **used to + main verb** (base form) to describe ☛ that are now finished. They are actions that do not happen anymore.
- b. In ☛ sentences, we use **didn't use to + main verb** (base form).
- c. In ☛ sentences, we use **did + subject + use to + main verb** (base form).

11. Replace each icon ☛ with **used to/didn't use to + verb** from the box below to complete the following sentences about past and present habits. Write the answers in your notebook.

tell • tell • keep • ride • watch

- Back then people ☛ TV or go to the movies for entertainment. They ☛ stories and sing lullabies.
- In medieval times people ☛ in carriages or on horses but now we travel by cars and trains.
- Ancient Greek Athenians ☛ the time by looking at the sun but now we have watches and clocks.
- Before electricity people ☛ food fresh by putting salt on it but now we use refrigerators.

12. Read the following cartoon and answer the questions below in your notebook.

- What did the dog use to do?
- What does the dog do now?



Available at:  
<[cartoonstock.com/directory/c/car\\_ads.asp](http://cartoonstock.com/directory/c/car_ads.asp)>.  
Accessed in: December 2015.

## LISTENING AND SPEAKING



- Ask and answer the following questions in pairs.
  - Why are you studying English?
  - What languages do you study at school?
  - What languages would you like to learn? Why?
  - What are the benefits of speaking different languages?



2.  Listen to the introduction of a talk by a professor at a conference in Liverpool, England. What is it about? Write the answer in your notebook.

- a. Disappearing languages.
- b. English as a global language.
- c. Languages used on the Internet.

3.  Listen to the recording again and replace each icon  with a word or expression to complete the sentences below. Write the answers in your notebook.

- a. Each language gives us different  on reality.
- b. Some languages have rich oral cultures with stories and  passed on to younger generations.
- c. English and  are widely used languages in business and communication.
- d.  accelerates the rate of language loss.

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

4.  Listen to the recording once more and check your answers.

5.  Listen to the recording again. In your notebook write **T** (True) or **F** (False) for each statement. Then correct the false statements. Write the answers in your notebook.

- a. According to the professor, words that describe a particular idea may not translate precisely into another language.
- b. He says that at least 300 languages spoken on Earth may disappear.
- c. He says that English is putting a number of languages at risk.
- d. He believes that every time a language dies, we lose a part of ourselves.

## **SPOKEN LANGUAGE**

➤ Listen to the recording and repeat the words. Then copy them in your notebook and underline their stressed syllable as in the example below.

lan.guage • cul.ture • en.dan.gered • knowl.edge •

his.to.ry • sto.ry • hu.man • per.spec.tive

➤ Listen to the recording again and check your answers.



6. Read the infographic below and, in pairs, talk about communicating on the Internet. You can use expressions from the following box to help you. Take turns.

- the most used language to communicate on the web
- the second most used language to communicate on the web
- over 530 million people use English on the Internet
- about 82.5 million people use Portuguese on the Internet

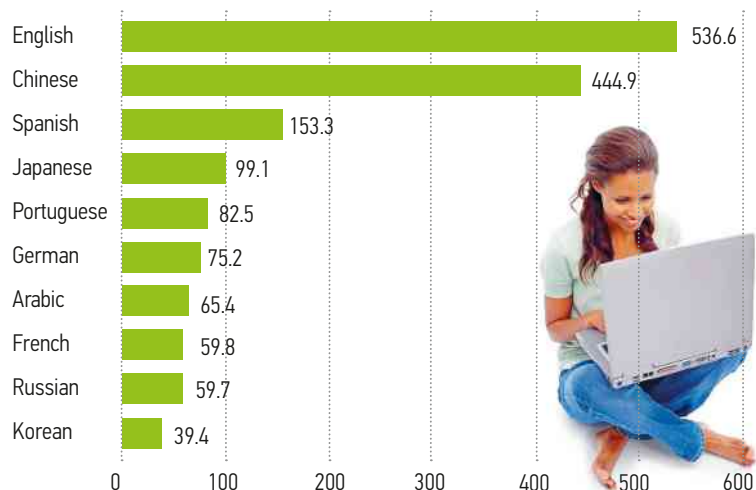
## Communicating on the Web

There are over 2 billion people who use the Internet in 2011, which is a 480% increase from 2000. How we communicate on the Internet:

**44%** of Internet users are in Asia

### Internet Users by Language

In millions, as of March 2011



Sources: Internet World Stats, Miniwatts Marketing Group, Dreamstime.com R.Toro/www.livescience.com

**TIP** Ao conversar sobre um determinado assunto, busque fazer referência a informações apresentadas em um ou mais textos para enriquecer a discussão.

Available at: <[www.livescience.com/15867-internet-web-communication-languages.html](http://www.livescience.com/15867-internet-web-communication-languages.html)>. Accessed in: December 2015.

7. In pairs, ask and answer the questions below.

- Do you use English to communicate on the web? If so, on what occasions?
- What tools do you often use to communicate on the web?
- Do you use the Internet to learn about different cultures? If so, how?
- Do you use the Internet to learn English? If so, how?

8. What do the texts about cultural diffusion (page 24) and globalization (page 28) have in common with the infographic “Communicating on the Web”? Discuss it with a classmate.



In this unit you have read some online forum posts on pages 22 and 29. Basically, a forum is a place online where forum members can interact and discuss various topics. An initial post opens the forum and presents one or more topics for discussion. Then forum members post messages to reply to previous ones. They can share personal opinions and a lot of information.

1. Choose one of the opening posts below and write a reply to it.
  - a. Local cultures are gradually changing because of globalization. In your opinion, does globalization destroy or enrich cultures?
  - b. The diffusion of popular culture may result in a loss of the cultural distinctiveness that makes places unique. How can people try to preserve their local cultures?
  - c. I believe that when a cultural habit is introduced into another culture, it is never the same as in the original place. Do you agree?

## 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. classmates                     |
| b. Readers:   | II. school board/Internet         |
| c. Genre:     | III. you                          |
| d. Objective: | IV. informal tone                 |
| e. Style:     | V. online forum post              |
| f. Media:     | VI. discuss a topic about culture |

### TIP

Ao revisar os textos, considere, por exemplo:

- objetivo: As informações estão adequadas a seu objetivo e ao público-alvo?
  - conteúdo: Há pelo menos um argumento para justificar a opinião expressa? Ele está claro e coerente?
  - linguagem: A resposta está redigida de maneira clara e objetiva?
  - ortografia: As palavras estão escritas corretamente?
- Reescreva seu texto com base na revisão feita por você e seus colegas.

## STEP BY STEP

1. Think about the topic/question presented in the post that opens the forum.
2. Write down your ideas and experiences concerning the topic/question.
3. If necessary, talk to other people and/or do research on the Internet to get more information on the topic.
4. Write a first draft of the post. Expressions of agreement and disagreement are frequently used by forum members ("I'm sorry, but you're mistaken.").
5. Exchange posts with a classmate and discuss both texts.
6. Make the necessary corrections.
7. Write the final version of the post.

2. Now it's time to share your post with your classmates. You can organize all the posts on a classroom board or create a real online forum. Then read your classmates' posts and choose one (or more) to reply to.



Ozerina Anna/Shutterstock

# LOOKING AHEAD



- Look at the pictures below and try to associate them with the concepts of cultural diffusion and cultural diversity.
- In your opinion, is globalization a threat to cultural diversity? Why (not)?



- In your opinion, do people in Brazil try to preserve their cultural distinctiveness? If so, how?
- Read the quotation below. Do you agree with it? Why (not)?

***“No culture can live if it attempts to be exclusive.”***  
(Mahatma Gandhi)

## EXTRA READING

<[www.topics-mag.com/globalization/page-influence%20culture.htm](http://www.topics-mag.com/globalization/page-influence%20culture.htm)>  
<[www.topics-mag.com/globalization/page.htm](http://www.topics-mag.com/globalization/page.htm)>  
<[www.p12.nysed.gov/ciai/socst/grade3/geograph.html](http://www.p12.nysed.gov/ciai/socst/grade3/geograph.html)>  
<<http://independent.org/newsroom/article.asp?id=2258>>  
<<http://yaleglobal.yale.edu/>>

## EXTRA VIDEOS

<[www.unesco.org/new/en/culture/themes/cultural-diversity/video-challenge/video-competition-finalists](http://www.unesco.org/new/en/culture/themes/cultural-diversity/video-challenge/video-competition-finalists)>  
<[http://teachertube.com/viewVideo.php?video\\_id=264418](http://teachertube.com/viewVideo.php?video_id=264418)>

# Choosing a Career

## Unit

# 2

Warming  
UP

What are their occupations? Would you like to have one of these jobs?



michaeljung/Shutterstock



Monkey Business Images/Shutterstock



Kanon/Shutterstock

Zurijata/Shutterstock/Glow Images



Jack Sullivan/Alamy/Other Images

Fredrik Skold/Getty Images



Stephen Coburn/Shutterstock/Glow Images

LEARNING  
OBJECTIVES

- to take part in discussions on choosing a career
- to learn how to use the modal verbs: *should*, *must*, *have to*, *can*, *may*
- to explore problem letters and letters of advice



1. Answer the questions below.
  - a. Do you have a hobby? What are you passionate about?
  - b. Would you like to make a living out of your hobby? Why (not)?
2. What do you need to consider when choosing a career? In your notebook rank the following items from **1** (extremely relevant) to **7** (not so relevant).

- a. salary
- b. employability
- c. job satisfaction
- d. workplace safety
- e. flexible working hours
- f. opportunities for career development
- g. employee benefits (e.g. health, dental insurance)



With/Shutterstock/Glow Images

3. Match the following jobs to their descriptions and requirements. Write the answers in your notebook as in the following example.

*Example: Job I. d*

- a. Interior designer
- b. Fashion designer
- c. Public relations specialist
- d. Computer systems analyst
- e. International relations professional

**TIP** Apoie-se em palavras transparentes e em seu conhecimento do assunto para compreender os textos.

#### Job I

**Job Description:** He or she helps a company or other organization to use computer technology effectively and efficiently. He or she incorporates new technology into a company's current system.

**Requirements:** Strong problem-solving, analytical, interpersonal and communication skills; the ability to concentrate and pay attention to detail.

#### Job II

**Job Description:** He or she communicates with the public on behalf of companies, organizations or governments. He or she is also called a media specialist.

**Requirements:** The ability to communicate clearly, creativity, initiative, an outgoing personality, self-confidence.

#### Job III

**Job Description:** He or she creates clothing, including dresses, suits, pants and skirts, and accessories such as shoes, for consumers.

**Requirements:** Sewing and pattern-making skills; an eye for color and detail and sketching ability.

*Adapted from: <[http://careerplanning.about.com/od/occupations/a/career\\_briefs.htm](http://careerplanning.about.com/od/occupations/a/career_briefs.htm)>. Accessed in: December 2015.*

4. Would you like to have one of the jobs mentioned in exercise 3? Why (not)?

## BEFORE READING

1. Answer the questions below.
  - a. Do you have doubts about your future? If so, what are they?
  - b. Who can you talk to when you have questions or problems? Do they give you good advice?
2. Turn over the page and, before reading the text, look at the **picture**, the **title** and the **structure** of the text. Then choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.

a. The text presents

- ▲ a problem letter and a letter of advice.
- a job application letter and a response letter.

c. "Dear Abby" is

- ▲ Abigail's nickname.
- the name of the column.

b. The picture shows the woman who

- ▲ writes the letter.
- answers the letter.

d. The text is organized into two parts:

- ▲ the problem and the advice, respectively.
- the offer and the response, respectively.

3. The title is related to the two parts of the text. Choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.

a. "Young teen fearful of future" refers to

- ▲ the first part of the text (DEAR ABBY) – **the problem**
- the second part of the text (DEAR NEEDS A DIRECTION) – **the advice**

b. "has lots of time on her side" refers to

- ▲ the first part of the text (DEAR ABBY) – **the problem**
- the second part of the text (DEAR NEEDS A DIRECTION) – **the advice**

**TIP** O título antecipa ideias importantes sobre o texto.

4. What does the expression "time on her side" (title) indicate. Write the answer in your notebook.

- a. It indicates that the teen has a short period of time to solve her problem.
- b. It indicates that the teen has a long period of time to solve her problem.

5. In your opinion, what is the young teen afraid of?





Now read the text to check your predictions.



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dear abby

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<www.uexpress.com/dearabby>



## Dear Abby

Dear Abby is written by Abigail Van Buren, also known as Jeanne Phillips, and was founded by her mother, Pauline Phillips. It is the most popular and widely syndicated column in the world — known for its uncommon common sense and youthful perspective.

## YOUNG TEEN FEARFUL OF FUTURE HAS LOTS OF TIME ON HER SIDE

26/11/2011

DEAR ABBY: I'm 14 and I'm terrified that I won't know what to do once I'm in college and have to decide on a long-term job. I have a lot of interests, but none that would lead me toward a career. My teachers and the books I read say I should find my passion and follow it for the rest of my life. My problem is, I don't have a stand-out passion I love intensely.

I have an amazing family who would support me in any direction I choose, but I don't know what that would be. I get good grades and work hard, and I believe I can achieve anything I choose. The problem is, I don't know what I want to do.

I know I'm young, but I worry all the time about my future and being stuck in a job I hate. I'm involved in lots of activities — student government, piano lessons, sports, service clubs and more — and I enjoy all of them. But none of them inspire a burning passion. Do you have any suggestions on how to find my passion? — NEEDS A DIRECTION, ATLANTA

DEAR NEEDS A DIRECTION: Yes. And the first one is to relax and quit worrying about not having found your "passion" at 14. This isn't the Middle Ages, when young people had to start as apprentices in an association and have the same occupation for the rest of their lives. You are intelligent and only beginning to explore your various talents.

You may excel in several different areas, which is good, because workers no longer necessarily stay in one kind of job for a lifetime. People are usually good at the things they enjoy, so slow down. You must give yourself time to see where you excel. I am positive that if you do, you'll find your passion(s) in a field you enjoy.

Dear Abby is written by Abigail Van Buren, also known as Jeanne Phillips, and was founded by her mother, Pauline Phillips. Write Dear Abby at [www.DearAbby.com](http://www.DearAbby.com) or P.O. Box 69440, Los Angeles, CA 90069. 11/26/2012.

Adapted from: <[www.uexpress.com/dearabby/?uc\\_full\\_date=20111126](http://www.uexpress.com/dearabby/?uc_full_date=20111126)>. Accessed in: December 2015.

## READING FOR GENERAL COMPREHENSION

---

1. What is the teen's problem? Write the answer in your notebook.
  - a. She does not have any career interests.
  - b. She does not have the support of her family.
  - c. She does not know which career to choose.
2. What is Abby's response to the original letter? Write the answer in your notebook.
  - a. The adolescent should not focus on various talents, but find her passion.
  - b. The adolescent should work as an apprentice in an association when she turns 14.
  - c. The adolescent should not worry about finding a great passion because she is only 14.

## READING FOR DETAILED COMPREHENSION

---

1. Who are they? Match the columns below. Write the answers in your notebook as in the following example.

*Example: a. III*

- |                      |                                                     |
|----------------------|-----------------------------------------------------|
| a. NEEDS A DIRECTION | I. Abigail's real name.                             |
| b. Abigail Van Buren | II. Abigail's mother.                               |
| c. Pauline Phillips  | III. the young teen who writes the original letter. |
| d. Jeanne Phillips   | IV. the counselor who writes the letter of advice.  |

2. NEEDS A DIRECTION is a pseudonym (a fictional name). Why is it used in the text? Write the answer in your notebook.
  - a. To provide the teen's location.
  - b. Not to reveal the teen's true identity.

3. What do the words in **bold** refer to? Write the answers in your notebook.

- a. ... follow **it** for the rest of my life... (1<sup>st</sup> paragraph)
- b. ... I don't know what **that** would be. (2<sup>nd</sup> paragraph)
- c. ... I enjoy all of **them**. (3<sup>rd</sup> paragraph)
- d. And the first **one** is... (4<sup>th</sup> paragraph)

4. Find a fragment that refers to each statement about NEEDS A DIRECTION as in the example below. Write the answers in your notebook.

- a. She is a good student.

*Fragment: "I get good grades and work hard..."*

- b. She receives positive encouragement from her family.
- c. She is afraid of having a job she hates for the rest of her life.
- d. She hasn't developed a real passion for any of the activities she's involved in.

**TIP** Para compreender como as ideias se relacionam em um texto, busque sempre identificar a que elemento um pronome se refere.



5. Read the text again to answer the following questions in your notebook.
- What activities is NEEDS A DIRECTION involved in?
  - What happened to young people in the Middle Ages?
  - Nowadays, do workers need to stay in one kind of job for the rest of their lives?
  - According to Abigail, what things are people usually good at?
6. How can you send a letter to “Dear Abby”? Choose the correct items that answer this question. Write the answer in your notebook.
- Through a website.
  - Through an email address.
  - By regular post.

## READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- |                                                                                                                                                                                                                                                                      |                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a. What do you think of Abigail's advice? What would you recommend to NEEDS A DIRECTION?</p> <hr/> <p>b. In your opinion, what should be taken into consideration when choosing a career? Do you worry about choosing a career? If so, what are your worries?</p> | <p>c. According to Abigail's advice, “workers no longer necessarily stay in one kind of job for a lifetime.” In your opinion, what are the positive consequences of that?</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## VOCABULARY STUDY

### ➤ SYNONYMS

1. In your notebook write down an equivalent term to each word/expression in **bold**. Choose words from the box below.

stay with • be talented in • form • stop • relax • old • evident • area

- You may **excel in** several different areas...
- People are usually good at the things they enjoy, so **slow down**.
- ... you'll find your passion(s) in a **field** you enjoy.
- ... I don't have a **stand-out** passion I love intensely.

## ➤ WORD FORMATION

2. In “known for its **uncommon** common sense and **youthful** perspective”, what do the words in **bold** mean? Choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.

- a. *Uncommon...*      ▲ is the opposite of common.      ■ means very common.  
b. *Youthful...*      ▲ is the opposite of youth.      ■ means typical of young people.

3. Copy the table below in your notebook and replace the icon ★ with adjectives that can characterize the noun **advice**. Use **un-** or **-ful** to form these adjectives as in the example.

| Adjectives                                                       | Noun   |
|------------------------------------------------------------------|--------|
| <i>useful</i> (use)<br>★ (help)<br>★ (necessary)<br>★ (expected) | advice |

4. In your notebook write a sentence about Abigail’s letter of advice using one of the adjectives from exercise 3.
5. 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.

## ➤ PREPOSITIONS

6. Copy the dictionary entries below in your notebook and replace each icon ★ with a preposition from the text on page 38 to complete the entries.

**good** *adj.*

- PREP. ★ *He’s very good ★ music.* | **for** *Vegetables are good for you.* |  
**to** *She was very good to me when my husband died.* | **with** *She’s good with figures.*

**involved** *adj.*

<sup>1</sup> taking part in something

- PREP. ★ *He was involved ★ a road accident.* |  
**with** *She first became involved with the organization in 1998.*

**worry** *verb*

- PREP. ★ *Don’t worry ★ me, I’ll be fine.* |  
**with** *Don’t worry the driver with unnecessary requests.*

**TIP** Os dicionários podem apresentar diferentes combinações de palavras, sendo cada uma adequada a determinado(s) significado(s) e contexto(s) específico(s). Veja aqui as preposições usadas em cada situação.

OXFORD Collocations Dictionary for Students of English. Oxford: Oxford University Press, 2002.

7. Which preposition collocates with **good** in each sentence below? In your notebook, replace each icon ★ with a preposition from exercise 6.
- Abigail is good ★ giving advice.
  - She’s pretty good ★ words.
  - I’ll study accounting. I’m pretty good ★ numbers.
  - Thanks for the tip. It looks pretty good ★ me.
  - I’m particularly good ★ solving problems.
  - It might be good ★ your career.



## ➤ MODAL VERBS: *SHOULD*, *MUST* AND *HAVE TO*

Read the fragments below and do exercises 1-5 in your notebook.

- I. My teachers and the books I read say I **should** find my passion and follow it...  
 II. You **must** give yourself time to see where you excel.  
 III. ... young people **had to** start as apprentices in an association...

1. Match the modal verbs below to the ideas they express.

- |                 |                            |
|-----------------|----------------------------|
| a. should       | I. necessity, obligation   |
| b. must/have to | II. advice, recommendation |

**TIP** Com base nos exemplos, faça inferências para compreender regras de uso da língua inglesa.

2. **Must** has no past tense. Which verb form do we use to express the same idea in the past?

- a. Should.                      b. Had to.

3. Which sentence is equivalent in meaning to fragment I?

- a. My teachers and the books I read say it is important for me to find my passion and follow it...  
 b. My teachers and the books I read say it is not important for me to find my passion and follow it...

4. Which sentence is equivalent in meaning to fragment II?

- a. It is probable that you give yourself time to see where you excel.  
 b. It is necessary that you give yourself time to see where you excel.

**TIP** *Must not* indica proibição: **You mustn't come.** (= **You are not allowed to come**). Para indicar ausência de necessidade ou de obrigação, usamos a forma **not have to**: **You don't have to come.** (= **You don't need to come**).

5. Match the modal verbs in **bold** to the ideas they express.

- |                                                                     |                                   |
|---------------------------------------------------------------------|-----------------------------------|
| a. Abigail <b>must</b> have a wide experience in giving advice.     | I. prohibition                    |
| b. Abigail <b>must not</b> reveal anyone's identity in "Dear Abby". | II. deduction, logical conclusion |

6. Read the following comic strip and answer the questions below in your notebook.



SCHULZ, Charles. August 25, 2012. Available at: <www.peanuts.com/comics>. Accessed in: December 2015.

- a. What is Snoopy's secret?  
 b. What is the contracted negative form of **should**?  
 c. In interrogative sentences, does **should** come before or after the subject?

7. Young people can ask elders for confidential advice on websites like <www.elderwisdomcircle.org>. Replace each icon ★ with **should** or **shouldn't** to complete the letters of advice below. Write the answers in your notebook.

**TIP** Não se preocupe em compreender todas as palavras dos textos. Isso não é necessário para realizar as atividades 7 e 8.

a. Having your parents split up is difficult. Remember that they both love you and that you ★ try to fix their problems. You ★ choose to be with whichever parent is the one who you can talk to easiest. Explain to each parent that you love them, but you're concerned about making a choice. You ★ do this at a calm moment.

I wish you the best. Write again anytime you wish.

Best Regards,

PicklesMarie

c. Do you really think he does not know that you like him? Studies have shown that 85% of communication is nonverbal. All beginnings are risky. ★ I join the sports team? ★ I sing? ★ I study law? What if I'm not good enough? What if they don't like me?

You ask me what you ★ do. I don't know, dear. You don't either. Isn't it wonderful? I wonder what will happen. Don't you?

Best Regards,

Nana

b. Thank you for contacting us here at EWC. The fact that he is not cute and not popular ★ be a problem. Some of the finest long term relationships that I know came out of a situation like the one you have described.

I think you ★ start with what you know to be true and see where it goes from there. You ★ let others (outside your family) dictate what is good for you, in my opinion.

We wish you well in your decision in this matter and if you have any other questions, please don't hesitate to write us here at EWC.

Best Regards,

TEB

(EWC = Elder Wisdom Circle)

Available at: <www.elderwisdomcircle.org>. Accessed in: December 2015.

8. In your notebook identify the letter of advice from exercise 7 (a, b or c) that answers each original letter below.

**Original letter 1:**

I really like this guy in my school and we are good friends. I want to tell him I like him but the only thing I'm scared about is that he won't like me back. What should I do?

**Original letter 2:**

I like this guy and he likes me. I just got out of a relationship and I want to date him. Except he is not cute and he's not popular. I like him for his personality but I don't want to be made fun of. What should I do?

**Original letter 3:**

My parents decided last night to split up and my mom left. It is completely unexpected and I have a ten-year-old brother. I'm not sure what to do or how to feel. Which parent should I choose to live with because they are giving me the option?

Adapted from: <www.elderwisdomcircle.org>. Accessed in: December 2015.

## ➤ MODAL VERBS: CAN AND MAY

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

... I believe I **can** achieve anything I choose.  
You **may** excel in several different areas...

- |                                                 |               |                |
|-------------------------------------------------|---------------|----------------|
| a. The modal verb <b>can</b> is used to express | ▲ capacity.   | ■ permission.  |
| b. The modal verb <b>may</b> is used to express | ▲ obligation. | ■ possibility. |

10. Match the following situations to the uses of **can** and **may** as in the example below. Write the answers in your notebook.

Example: a. I

**TIP** Observe que a mesma palavra pode expressar ideias diferentes dependendo do seu contexto de uso.

- a. He **can** write and talk on the phone at same time.



- b. **May** I borrow your book about career choices?



- c. Working as an apprentice **can** be good for you career.



Ilustrações: Sirayama/Arquivo da editora

- d. Learning another language **may** be good for your future.



- e. **Can** I read your letter?



- I. We use **can** for ability.
- II. We use **can** for possibility.
- III. We use **can** for permission.
- IV. We use **may** for possibility.
- V. We use **may** for permission.

11. Replace each icon ★ with an expression from the following box to complete the original letter below and the letter of advice on the next page. Write the answers in your notebook.

can help you • may be classified • should I do • must tell • have to talk

04/20/2012

**DEAR ABBY:** I'm 16 and well below the average height for females. It bothers me a lot. I'm treated like a 5-year-old. I get picked up all the time, and it's awkward talking to people because they look straight down at me — and they never let me forget it.

I try to act cool about it, but honestly, I'm losing sleep over it. I'm really self-conscious, and when I get upset people just laugh at me and say I'm "cute."

What ★? — LOOKED DOWN UPON IN NEW JERSEY



Daniel Laflor/Getty Images



**DEAR LOOKED DOWN UPON IN NEW JERSEY:** No one has the right to pick you up. If this is happening at school, you ★ the principal about it because it ★ as a form of bullying. It will then become the school administrator's job to make clear to your classmates that their behavior is not appropriate. If it's happening outside of school, you ★ to your parents so they ★ put an end to it.

Adapted from: <www.uexpress.com/dearabby/?uc\_full\_date=201204207>. Accessed in: December 2015.

**TIP** Não se preocupe em compreender todas as palavras dos textos. Isso não é necessário para realizar as atividades.

## LISTENING AND SPEAKING



— Go to —  
**LANGUAGE  
REFERENCE**  
and  
**EXTRA  
PRACTICE**  
on page  
— 159 —

- Ask and answer the following questions in pairs.
  - At what age do people usually start to work in Brazil? And at what age do people usually retire?
  - What would be your dream job?
  - What wouldn't you like to work with? Why not?

- <sup>5</sup> Listen to a part of a lecture for high school students in which a woman talks about her career path. What has happened to her? Write the answer in your notebook.
  - She has been promoted.
  - She has changed her career.
  - She has started her own business.

**TIP** Em uma palestra, é comum haver hesitações e pausas, geralmente quando o palestrante está planejando o que vai dizer a seguir.

- <sup>5</sup> Listen to the recording again and replace each icon ★ with a word or expression to complete the table. Write the answers in your notebook.

|    |                                                          |   |
|----|----------------------------------------------------------|---|
| a. | Name of the woman                                        | ★ |
| b. | Current job                                              | ★ |
| c. | Years in current job                                     | ★ |
| d. | Previous workplace                                       | ★ |
| e. | Years in previous job                                    | ★ |
| f. | Person who encouraged her to take up the job opportunity | ★ |



Alan Edwards/Alamy/Glow Images

- <sup>5</sup> Listen to the recording once more and check your answers.
- <sup>5</sup> Listen to the recording again. In your notebook write **T** (True) or **F** (False) for each statement. Then correct the false statements. Write the answers in your notebook.
  - The woman works long hours, especially in the winter.
  - She has turned a weekend hobby into a career.

- c. She used to spend 15 hours playing tennis over the weekend.
- d. Her job requires being able to communicate and deliver knowledge.

6. Do you believe the woman did the right thing? Has her husband given her a useful piece of advice?

## 6 SPOKEN LANGUAGE

There are a lot of silent letters in English. Silent letters are letters that are not pronounced when the word is spoken. For example, the letter *i* in *fruit* or *l* in *walk*.

- ▶ Listen to the recording and repeat the words. In your notebook, copy the words in the box below and mark the silent letter in each word as in the example.

name • communicate • translate • hours • what • talk • knowledge

- ▶ Listen to the recording again and check your answers.

7. Are you good at giving advice? In pairs, role play different situations as in the example.

**Student A** comes up with useful pieces of advice to help **Student B**. Use information from the box below. Take turns.

**Student A:** What's the matter?

**Student B:** I make a lot of money, but I'm not happy with my job. What should I do?

**Student A:** But... what's bothering you? Is it your boss?

**Student B:** No, he's a good person. The problem is that I work with sales, but I don't like it. I want to be an actor.

**Student A:** Well, I guess you should study acting first. Don't quit your job right now because it's very difficult to become an actor without experience.

## SITUATIONS

1. I make a lot of money, but I'm not happy with my job.

**What should I do?**

2. I'm looking for a part-time job, but I have no experience.

**What should I do?**

3. I haven't decided on what career I'm going to pursue.

**What should I do?**

4. My parents want me to follow in their footsteps, but that's not what I truly want.

**What should I do?**



Dundain/Shutterstock/Glow Images



In this unit you have read different problem letters. Go back to pages 38 and 43 and explore the structure of this genre. Visit the websites <www.dearabby.com> and <www.elderwisdomcircle.org> to find other examples of problem letters.

**TIP** Use o que você já sabe sobre como os textos se organizam, tanto em inglês quanto em português, para escrever seus próprios textos.

1. Do not keep problems or worries to yourself. Ask for advice! Write a problem letter to ask for advice on something that is worrying you, a friend or a family member.

## 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. Genre: 🌟
- d. Objective: 🌟 *on something that is worrying you, a friend or a family member*
- e. Style: *informal tone*
- f. Media: *classroom bulletin board/Internet*

## STEP BY STEP

1. Think of a question. It can be a problem or concern such as family, relationship or career questions.
2. Focus on what worries you the most. Get all your ideas down on paper.
3. Decide on the person you will ask for advice. Start your letter with "Dear..."
4. Describe the situation. Try to provide as many details as possible.
5. Use the modal verb **should** to ask for advice ("Which parent should I choose to live with...?"). Finish your letter with a question like "What should I do?".
6. Do not write your real name on the letter. Use a pseudonym (fictional name).
7. Exchange letters with a classmate and discuss both texts.
8. Write the final version of your problem letter.

**TIP** Ao revisar os textos, considere, por exemplo:

- objetivo: O texto está adequado a seu objetivo e ao público-alvo?
- conteúdo: Os detalhes sobre a situação descrita foram verificados e estão corretos?
- linguagem: O problema está descrito de maneira clara e objetiva?

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

2. Now it's time to share your problem letter with your classmates and other people. You can publish it on websites like <www.dearabby.com> or <www.elderwisdomcircle.org>.
3. In small groups, choose problem letters to answer them. Discuss the situations with your classmates and try to give some useful pieces of advice. Review the letter of advice and share it with the whole class. You can find examples of letters of advice on pages 38 and 43.

## LOOKING AHEAD



- Read the quotation below and discuss the importance of considering your “passion” when choosing a career.

“Choose a job you love, and you will never have to work a day in your life.”

(Confucius)

- Read ten myths about choosing a career. Discuss them with your classmates.

1. Choosing a career is simple.
2. A career counselor can tell me what occupation to pick.
3. I can't make a living from my hobby.
4. I should choose a career from a “Best Careers” list.
5. Making a lot of money will make me happy.
6. Once I choose a career I'll be stuck in it forever.
7. If I change careers my skills will go to waste.
8. If my best friend (or sister, uncle, or neighbor) is happy in a particular field, I will be too.
9. All I have to do is pick an occupation... Things will fall into place after that.
10. There's very little I can do to learn about an occupation without actually working in it.

Available at: <[http://careerplanning.about.com/od/careerchoicechan/a/myths\\_choice.htm](http://careerplanning.about.com/od/careerchoicechan/a/myths_choice.htm)>. Accessed in: December 2015.



RTimages/Shutterstock/Glow Images

**TIP** Para conhecer diferentes perspectivas, converse com profissionais que atuam em diversas áreas e contextos.

### EXTRA READING

<<http://careerplanning.about.com>>  
<<http://guiadoestudante.abril.com.br>>  
<[www.ciee.org.br](http://www.ciee.org.br)>

Em busca da profissão – Qual é a sua trilha? (Liliana e Michelle Iacocca, São Paulo: Ática, 2004).

### EXTRA VIDEOS

<[www.howcast.com/guides/6-How-to-Pick-a-Career](http://www.howcast.com/guides/6-How-to-Pick-a-Career)>  
The Devil Wears Prada. David Frankel. Estados Unidos, 2006.

- Go back to page 38 and read “Dear Abby”'s letter again. Which of the ten myths about choosing a career relate to them? Discuss them with a classmate.

### READING



1. Read the following text to identify three methods of cultural diffusion. Then copy the table below in your notebook and replace each icon ★ with a method of cultural diffusion from the text to complete the table.

**About.com**

Geography
What Is Geography?
Maps
Physical & Cultural

### Cultural diffusion

Culture is generally referred to as a certain group's particular way of life. [...] Cultural diffusion is the term used to describe the spread of cultural ideas. There are three methods of cultural diffusion. The first is called direct diffusion and occurs when two distinct cultures are very close together. Over time, direct contact between the two leads to an integration of cultures. An example today would be the similar interest in soccer in some areas of the United States and Mexico.

Forced diffusion or expansion diffusion is the second method of cultural diffusion and takes place when one culture defeats another and forces its beliefs and customs onto the conquered people. An example here would be when the Spanish took over lands in the Americas and later forced the original inhabitants to convert to Roman Catholicism in the 16th and 17th Centuries. [...]

The final form of cultural diffusion is indirect diffusion. This type happens when cultural ideas are spread through an intermediary or even another culture. An example here would be the popularity of Italian food throughout North America. Technology, mass media, and the internet are playing a huge role in promoting this type of cultural diffusion around the world today.

China Images/Alamy/Glow Images

Adapted from: <<http://geography.about.com/od/culturalgeography/a/culturehearts.htm>>. Accessed in: December 2015.

| Methods of cultural diffusion | Examples                                                                                   |
|-------------------------------|--------------------------------------------------------------------------------------------|
| ★                             | the similar interest in soccer in some areas of the United States and Mexico               |
| ★                             | the religion imposed on the original inhabitants of the Americas by the Spanish conquerors |
| ★                             | the popularity of Italian food throughout North America                                    |

2. Which method of cultural diffusion occurs through military, political and/or economic force? Write the answer in your notebook.
3. Which method of cultural diffusion are the new technologies of information and communication currently promoting? Write the answer in your notebook.



## LANGUAGE IN USE



### » USED TO

Read the cartoon on the right and do exercises 1 and 2. Write the answers in your notebook.

1. Answer the questions below.

- Did the boy use to play music?
- What used to happen to the boy in the past?
- Is he a good musician?

2. Choose below three equivalent terms for "now" in the cartoon.

- these days
- in a moment
- nowadays
- today



STIVERS, Mark. Available at: <[www.michellehenry.fr/music.htm](http://www.michellehenry.fr/music.htm)>.

Accessed in: December 2015.

3. Read another cartoon on the right and choose the correct item(s) that complete(s) each sentence below (▲, ■ or ●). Write the answers in your notebook.

- It is possible to infer from the cartoon that the woman
  - ▲ prefers email to flowers.
  - misses her boyfriend's old habits.
  - believes her boyfriend is a romantic person.

b. The two sentences that are similar in meaning to "He used to send me flowers, now he sends me email." are

- ▲ He didn't send her email.
- He doesn't send her flowers anymore.
- She was accustomed to receiving flowers.



STEVENS, Mick. Available at: <[www.condenaststore.com/-sp/He-used-to-send-me-flowers-now-he-sends-me-email-Cartoon-Prints\\_i8640372\\_.htm](http://www.condenaststore.com/-sp/He-used-to-send-me-flowers-now-he-sends-me-email-Cartoon-Prints_i8640372_.htm)>.

Accessed in: December 2015.

4. Replace each icon ★ with **used to + verb** from the box below to complete the sentences about past habits. Write the answers in your notebook.

enjoy • wear • explain • hunt

- The ancient Greeks ★ things they couldn't understand with myths.
- People in Japan ★ kimonos in their daily life.
- Native Americans ★ in groups.
- The ancient Greeks ★ going to the theatre where masks would be used to portray a character.

5. Replace each icon ★ with the correct form of the verbs in parentheses to complete the sentence below. Write the answers in your notebook.

In the past, most Brazilians ★ (come/used to come) to the United States looking for work; now they ★ (come/used to come) to spend money and create jobs.

## ➤ MODAL VERBS

6. Replace each icon ★ with **should** or **shouldn't** to complete the tips for picking a career path in college. Write the answers in your notebook.

- a. You ★ find out the day-to-day ups and downs of professions.
- b. You ★ only ask for career advice from family members or friends, but you ★ also interview them to find out about their personal career challenges and achievements.
- c. You ★ rely on luck or fate in your career. Instead, you ★ put yourself in a position to create numerous opportunities.

7. Choose the idea expressed by the modal verbs in **bold** (▲ or ■). Write the answers in your notebook.

- a. You **should** choose your career based on what you are good at.
  - ▲ obligation
  - recommendation
- b. High school students **have to** think carefully about their career choices.
  - ▲ advice
  - necessity
- c. School and career counselors **must** communicate effectively with students.
  - ▲ obligation
  - recommendation
- d. Your brother **must** be a very talented writer. His last book sold a million copies.
  - ▲ obligation
  - deduction

- e. Drivers **must not** text and drive.

- ▲ prohibition
- lack of necessity

- f. Your career path **doesn't have to** go in just one direction.

- ▲ prohibition
- lack of necessity

- g. You **may** be surprised at how you can fit the things you love doing into a career.

- ▲ permission
- possibility

- h. Online quizzes **can** guide you through the process of self-discovery, but they can't tell you what your perfect career would be.

- ▲ permission
- possibility

8. Replace each icon ★ with the correct modal verb in parentheses to complete the sentences below. Write the answers in your notebook.

- a. Candidates ★ (mustn't/don't have to) talk to anyone except the invigilator during the exam.
- b. You ★ (mustn't/don't have to) bring anything to the party if you don't wish to do so.
- c. You are a very inspiring person. Your parents ★ (can/must) be so proud of you!

9. What idea is expressed by each modal verb in exercise 8? Write the answers in your notebook.

10. Read the following quote and replace the icon ★ with **must** or **doesn't have to** to complete the quote. Write the answer in your notebook.

"The biggest mistake that you can make is to believe that you are working for somebody else. Job security is gone. The driving force of a career ★ come from the individual. Remember: Jobs are owned by the company, you own your career!"  
(Earl Nightingale)



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

## 1. (Enem/2012)

### Viva la Vida

I used to rule the world  
 Seas would rise when I gave the word  
 Now in the morning I sleep alone  
 Sweep the streets I used to own  
 I used to roll the dice  
 Feel the fear in my enemy's eyes  
 Listen as the crowd would sing  
 "Now the old king is dead! Long live the king!"

One minute I held the key  
 Next the walls were closed on me  
 And I discovered that my castles stand  
 Upon pillars of salt and pillars of sand  
 [...]

MARTIN, C. *Viva la Vida*, Coldplay. In: *Viva la Vida or Death and all his friends*. Parlophone, 2008.

Letras de músicas abordam temas que, de certa forma, podem ser reforçados pela repetição de trechos ou palavras. O fragmento da canção *Viva la Vida*, por exemplo, permite conhecer o relato de alguém que

- costumava ter o mundo aos seus pés e, de repente, se viu sem nada.
- almeja o título de rei e, por ele, tem enfrentado inúmeros inimigos.
- causa pouco temor a seus inimigos, embora tenha muito poder.
- limpava as ruas e, com seu esforço, tornou-se rei de seu povo.
- tinha a chave para todos os castelos nos quais desejava morar.

## 2. (Enem/2012)

ENEM/2012



DONAR. Disponível em: <<http://politicalgraffiti.wordpress.com>>. Acesso em: 2 mar. 2016.

Cartuns são produzidos com o intuito de satirizar comportamentos humanos e assim oportunizam a reflexão sobre nossos próprios comportamentos e atitudes. Nesse cartum, a linguagem utilizada pelos personagens em uma conversa em inglês evidencia a

- Predominância do uso da linguagem informal sobre a língua padrão.
- Dificuldade de reconhecer a existência de diferentes usos da linguagem.
- Aceitação dos regionalismos utilizados por pessoas de diferentes lugares.
- Necessidade de estudo da língua inglesa por parte dos personagens.
- Facilidade de compreensão entre falantes com sotaques distintos.

## THINKING ABOUT LEARNING



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

### ➤ HOW CONFIDENT AM I ABOUT...

- taking part in discussions on cultural diffusion?
- taking part in discussions on choosing a career?
- using *used to*?
- using the Imperative?
- using the modal verbs *should, must, have to, can, may*?
- exploring online forum posts?
- exploring problem letters and letters of advice?

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 |
|-------------------|---------------------------------------------------------------------|--------------------|
| <i>stand-out</i>  | "I don't have a <u>stand-out</u> passion I love intensely." – p. 38 | <i>evident</i>     |

### ➤ WHAT LEARNING 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:

- Look up words and expressions in an online dictionary and listen to their pronunciation.

# PROJECT 1A



## ➤ BRIDGING CULTURAL GAPS THROUGH SPORTS (FIRST PART)

In Unit 1 you have talked about globalization and cultural diffusion. Read the text below and do the first part of Project 1, *Bridging cultural gaps through sports*.

Even competitive team sports have gone global. With cable television, space satellites and the Internet, people can follow sports taking place in every part of the world. Global cultural convergence is further advanced when teams from different countries come together to compete periodically in international sporting events — such as the Olympics or the World Cup in soccer.

These sporting events appeal to a wide global audience. They bring people together as citizens of a new global community. The rules of the game rise above differences. Sports contribute to social unity, tolerance and integration. Sports provide a universal language that can bridge cultural gaps, resolve conflicts, and bring about greater understanding among people of different backgrounds and nationalities.

Available at: JARRETT, M; ZIMMER, S.; KILLO, J. Mastering The TEKS In World Geography. Ronkonkoma: Jarrett Publishing Company, 2011. p. 203.

**TIP** *Clipping* é o termo inglês (também usado em português) para se referir a uma notícia ou reportagem recortada de um jornal ou revista (ou de qualquer material impresso). Um conjunto de **clippings** sobre o mesmo assunto é útil para se saber como um determinado tema, entidade ou pessoa são retratados na mídia. Atualmente, também são comuns os **clippings** eletrônicos (ou **e-clippings**), que reúnem notícias selecionadas em uma página da web.

➤ **TASK:** In small groups, search for news items related to how sports have contributed positively to the bridging of cultural gaps around the world. In this part of the project, it is only necessary to collect as many news items as possible. Later, you will be sorting them out in order to create a poster, mural or share them online as e-clippings.

Read an example of news about the promotion of peace through football.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |        |        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------|--------|
| HOME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | NEWS | ISRAEL | SEARCH |
| <b>Peres Wants 'Soccer Game for Peace' with Israel and PA vs. Spain</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |        |        |
| By: Jewish Press News Briefs<br>Published: February 21 <sup>st</sup> , 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |        |        |
| <p>President Shimon Peres and the head of the Barcelona soccer club announced on Thursday a special soccer match for peace that will include players from the Palestinian Authority.</p> <p>President Peres told club president Sandro Rosell at a press conference, "I am delighted that we will have the opportunity to launch this project together. Your club motto is 'Més que un club' and it's true. Barca is 'more than a club'. It is a message. A message of togetherness. A message of friendship..."</p> <p>"A soccer club is also a school. It is educational; it teaches our children to play together despite their differences."</p> <p>He then turned to his vision of peace and stated, "Real peace is between people and not just between governments and as our children love Barcelona, so, too, do children in the Palestinian Authority."</p> |      |        |        |

Available at: <[www.jewishpress.com/news/breaking-news/peres-wants-soccer-game-for-peace-with-israel-and-pa-vs-spain/2013/02/21/?src=ataglancc](http://www.jewishpress.com/news/breaking-news/peres-wants-soccer-game-for-peace-with-israel-and-pa-vs-spain/2013/02/21/?src=ataglancc)>. Accessed in: December 2015.

### YOU CAN FIND NEWS ON THE INTERNET AT

<<https://news.google.com>>  
<[www.onlinenewspapers.com](http://www.onlinenewspapers.com)>  
<<http://newsmap.jp>>  
<[www.nytimes.com/pages/sports/index.html](http://www.nytimes.com/pages/sports/index.html)>

**TIP** Para fazer uma busca eficiente na internet, é fundamental escolher palavras-chave adequadas. Para buscar notícias em inglês sobre a promoção da tolerância e do respeito às diferenças culturais através do esporte, você pode usar diferentes combinações de palavras-chave, como **sports**, **cultural differences**, **gaps**.

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



# Overcoming Obstacles

## Unit

# 3

Warming  
**UP**

The pictures below show talented people. Do you know who they are?  
What do they have in common?



Marisa Cauduro/Folhapress



Zanone Fraissat/Folhapress



Marcos Nagelstein/Preview/Folhapress



Vanessa Carvalho/Brazil Photo Press/Folhapress



Marcos Moraes/Brazil Photo Press/Folhapress



Danielo Verpa/Folhapress



Sergio Lima/Folhapress



Patrícia Santos/CPB



Buda Mendes/LatinContent/Getty Images



Sebastião Nogueira/O Popular/Folhapress



Bruno Poletti/Folhapress



Helena Wresenhaan/Getty Images



LEARNING  
OBJECTIVES

- to take part in discussions on overcoming obstacles
- to learn how to make comparisons
- to explore profiles

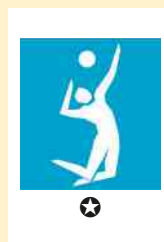
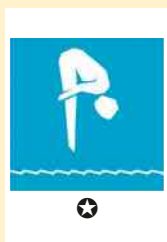
# 1. Answer the questions below.

- What are the most popular sports in Brazil? Who are the most famous athletes?
- Do you like sports? Which one(s) do you prefer playing in physical education classes?
- In your opinion, why are sports so important?



Reprodução <www.brandsoftheworld.com>

# 2. Can you name the following sports? Write the answers in your notebook.



Photoshot/Keystone

# 3. In the London 2012 Olympics, Sarah Menezes became the first Brazilian woman to win gold in judo. Read her profile and answer the questions below in your notebook.

## Sarah Menezes



Country – **Brazil**

Birth date

**26/3/1990 – BELA VISTA (BRA)**

Height

**154 cm / 5'1"**

Weight

**48 kg / 106 lbs**

Gender

**F**

Sport **Judo**

**Occupation**

Athlete, Student

**Education**

Faculdade Santo Agostinho, Brazil

**Language(s) spoken**

English, Portuguese

**Additional information**

**Start of sporting career**

She started the sport at age nine at her primary school in Teresina.

**Parental support**

When she first started judo, she had to hide the fact from her parents. They said judo was not a girl's sport and also complained that being an athlete was not the most appropriate career for her. Sarah went to her training sessions anyway, sometimes saying she had to stay longer at school. It was only when her coach told her parents that she had a chance at becoming a member of the Brazilian national team that they changed their opinion.

**Reason for taking up this sport**

Judo was offered as a sport in physical education classes, and she preferred it over athletics. No other sport was as interesting as judo.

**Training**

She trains from Monday to Saturday for three hours a day. She does bodybuilding for about one and half hours a day.

**Olympic games**

The best female judoka in the 48kg category (2012 London).

- How old was Sarah when she started doing judo?
- Where did she start the sport?
- Did Sarah's parents support her when she first started judo?
- What was her parents' opinion about judo when she started doing?
- What made Sarah's parents change their opinion about judo?
- Do you agree with her parents' first opinion about judo? Why (not)?
- In your opinion, which adjectives best describe Sarah?
  - dedicated
  - hard-working
  - sedentary
  - determined
  - lazy
  - talented

Adapted from: <www.london2012.com/athlete/menezes-sarah-1074076/>.

Accessed in: December 2015.

## BEFORE READING

1. In your opinion, are Olympians faster and stronger than animals?
2. Turn over the page and, before reading the text, look at the **pictures**, the **title** and the **subheadings** of the text. Then choose the correct item that completes each sentence below (▲, ■ or ●). Write the answers in your notebook.

a. The text is

- ▲ a profile.
- an infographic.
- a campaign slogan.

b. The text compares

- ▲ Olympians and animals.
- Olympians and Paralympians.
- land animals and water animals.

c. The sports mentioned in the text are

- ▲ boxing, cycling, football
- handball, gymnastics, diving
- running, jumping, swimming

**TIP** Note que no subtítulo, “When it comes to faster, higher, stronger...”, a expressão **When it comes to** é usada para introduzir o assunto.

3. Look at the pictures again. Take into consideration their selection and order to choose the correct item that completes each sentence below. Write the answers in your notebook.

a. The pictures at the top show the following animals:

- |               |                  |
|---------------|------------------|
| I. cheetah    | IV. cougar       |
| II. dolphin   | V. house cat     |
| III. sailfish | VI. snow leopard |

**TIP** Os elementos verbais e não verbais se complementam para apresentar e reforçar informações.

b. The pictures on the bottom show the following Olympians:

- |                      |
|----------------------|
| I. Cesar Cielo.      |
| II. Charles Austin.  |
| III. Michael Phelps. |
| IV. Mike Powell.     |
| V. Thiago Pereira.   |
| VI. Usain Bolt.      |
- c. The order of the pictures in the text suggests that
- I. animals are superior to Olympians.
  - II. Olympians are superior to animals.





Now read the text to answer the questions on the next page.

## IN 5 MINUTES News and events – visually

# Animals vs. Olympians

When it comes to faster, higher, stronger, animals take the gold over humans – and without much competition

### RUNNING

Usain Bolt of Jamaica – also known as “Lightning Bolt” – ran the 100 metre in 9.63 seconds at the London 2012 Summer Games, which works out to be almost 38 kilometres per hour.

The cheetah is the fastest land animal by far, able to reach speeds over 100 km/h for short bursts.



From standing, a cheetah can accelerate from 0-72 km/h in 2 s; most race cars can't achieve that.

|              |                 |
|--------------|-----------------|
| Cheetah      | Around 111 km/h |
| Greyhound    | 63.4            |
| House cat    | 48.3            |
| USAIN BOLT   | 37.6            |
| Squirrel     | 19.3            |
| Garden snail | 0.05            |

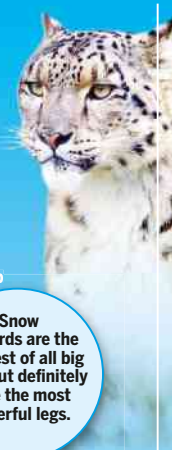
Bolt ran the 100 m in 9.58 s at the 2009 world championships in Berlin, which is 0.05 s faster than his Olympic time

Usain Bolt after winning the 100m in Beijing

### JUMPING (HEIGHT)

American Charles Austin jumped almost 2.4 metres in 1996, an Olympic record that still stands today.

In the animal world, snow leopards have been known to jump 6 metres in the air.



Snow leopards are the smallest of all big cats, but definitely have the most powerful legs.

|                |            |
|----------------|------------|
| Snow leopard   | 6.1 metres |
| Cougar         | 5.4        |
| Horse          | 2.47       |
| CHARLES AUSTIN | 2.39       |
| Dog            | 1.7        |
| Rabbit         | 0.6        |

World record (Huaso, ridden by Alberto Larraiguibel in 1949)

1996 Atlanta Olympics

Guinness world record

The men's world record for high jump is 2.45m, set in 1993 by Cuba's Javier Sotomayor.

Charles Austin's 1996 Olympic record jump

### JUMPING (LENGTH)

Mike Powell, an American long jumper, still holds the world record he created in 1991 of almost 9 metres; the fourth person since 1900 to hold the record for over 20 years.

When it comes to far leaping animals, snow leopards are on top once again; able to jump as far as 15 metres (and they probably don't need the running start we do!)

|                       |           |
|-----------------------|-----------|
| Snow leopard          | 15 metres |
| Eastern Grey Kangaroo | 13.5      |
| MIKE POWELL           | 8.95      |
| Horse World record    | 8.4       |
| Typical frog          | 0.9       |

1991 World Championships in Athletics

Mike Powell's world record jump

Powell won silver medals for long jump at both the 1988 and 1992 Olympics.

### SWIMMING

After completing his swimming events at London 2012, Michael Phelps is now the most decorated Olympian ever with 18 gold medals and 22 overall in his career. During the 100 m butterfly, his average speed would have been almost 7 kilometres per hour. Pretty fast, right?

Enter the sailfish, which has been clocked at speeds exceeding 100 km/h. Phelps wouldn't stand a chance!



|                    |          |
|--------------------|----------|
| Sailfish           | 110 km/h |
| Killer whale       | 55.5     |
| Dolphin            | 38       |
| Leatherback turtle | 35.4     |
| MICHAEL PHELPS     | 6.9      |
| Goldfish           | 1.37     |

Based on a constant 110 km/h speed, the sailfish would finish a 100m race in 3.28 s – Phelps' time was 51.21s.

London 2012, 100m butterfly

As of Dec. 19, 2009, Phelps had set 39 world records – more than any other swimmer; he currently holds 7 of them.

Sources: Wikimedia; National Geographic; britannica.com; hyperdub.com; nature.com

QMI AGENCY

Available at: <<http://slam.canoe.ca/SlamImages05/AnimalOlympians.pdf>>. Accessed in: December 2015.



What is the main idea of the text? Copy the sentence below in your notebook and choose the correct words to complete it.

Olympians • Animals are faster, higher and stronger than gold medal Olympians • animals.

## READING FOR DETAILED COMPREHENSION

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



- |         |                                                 |
|---------|-------------------------------------------------|
| a. 1991 | I. world record for the high jump               |
| b. 1993 | II. world record for the long jump              |
| c. 2009 | III. world record in swimming (100 m butterfly) |

2. Replace each icon ★ with the name of an animal mentioned in the text to complete the statements below. Write the answers in your notebook.

- A ★ can jump 0.9 m.
- A ★ can swim at an average speed of 38 km/h.
- The ★ can jump 13.5 metres.
- A ★ can reach speeds around 20 km/h.
- Jumping 1.7 metres, a ★ set the Guinness world record.

3. In your notebook write **T** (True) or **F** (False) for each statement. Then correct the false statements.

- The cheetah is the fastest land animal in the world.
- The men's world record for the high jump was set by American Charles Austin.
- Snow leopards can jump the highest.
- Mike Powell holds the world record for the long jump.
- The killer whale is the world's fastest water animal.
- Michael Phelps currently holds the most world records in swimming.





## READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- a. Professional athletes are constantly under pressure to become faster, higher and stronger. In your opinion, does this have negative consequences? If so, which one(s)?
- b. Olympians are not the best all the time. They do not win every competition. How do you think they deal with this? In your opinion, how should people deal with failure?

## VOCABULARY STUDY

### ➤ COLLOCATIONS

1. The dictionary entry below shows verbs frequently used with the noun *record*. Replace each icon ⚡ with a verb from the dictionary entry to complete the sentences about Michael Phelps. Write the answers in your notebook.

#### **record** *noun*

<sup>2</sup> best result, highest level record

• **VERB + RECORD** **hold** *Who holds the 100 metre sprint record?* | **set** *She has just set a new world record.* | **beat, break, shatter** *If she continues like this she could beat the record.*

**TIP** Estude combinações de palavras que ocorrem frequentemente em inglês para compreendê-las melhor e utilizá-las em seus textos.

OXFORD Collocations Dictionary for Students of English. Oxford: Oxford University Press, 2002. p. 629.

- a. Michael Phelps currently ⚡ the most world records in swimming.
- b. Michael Phelps ⚡ a new world record in 2012.
- c. Will Michael Phelps ⚡ the record in the next Olympic games?



Daemrich/Glow Images

### ➤ WORD FORMATION

2. Replace each icon ⚡ with a word from the box below to complete the statements about the suffix *-er*. Write the answers in your notebook.

faster • swimmer • higher • stronger • jumper

- a. Words ending in **-er** can indicate occupations as in the nouns ⚡ and ⚡.
  - b. Words ending in **-er** can indicate comparisons as in the adjectives ⚡, ⚡ and ⚡.
3. 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.



## ➤ MAKING COMPARISONS

1. Read the fragments below and match the following columns. Write the answers in your notebook.

Snow leopards are **the smallest** of all big cats, but definitely have **the most powerful** legs.  
 ... 0.05 s **faster than** his Olympic time.  
 No other sport was **as interesting as** judo.

- |                                                                                             |                                                                        |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| a. When two elements are equal in a comparison, we use                                      | I. the superlative form<br>( <i>the smallest, the most powerful</i> ). |
| b. When one element is compared to another, we use                                          | II. the comparative form ( <i>faster than</i> ).                       |
| c. When one element is compared to other elements (two or more) from the same group, we use | III. as + adjective + as<br>( <i>as interesting as</i> ).              |

2. Replace each icon ★ with **the fastest**, **faster than** or **as fast as** to complete the sentences below. Write the answers in your notebook.

- Usain Bolt is ★ man in the world. In 2009 he ran ★ in the 2012 Olympics.
- The cheetah is ★ land animal. It is ★ the house cat.
- The sailfish is ★ water animal. It is ★ the killer whale.
- The dolphin isn't ★ the sailfish or the killer whale.

3. Read the sentences about Sarah Menezes and choose the correct adjectives as in the example below. Write the answers in your notebook.

**Example: a. the best**

- Sarah Menezes was better/the best judoka in the –48kg category in the London 2012 Olympics. She won a gold medal.
- She is one of more talented/the most talented Brazilian judokas. She became the first Brazilian woman to win gold in judo at an Olympic Games.
- She was one of younger/the youngest Brazilian athletes in the London 2012 Olympics. She was just 22!
- She participated in the –48kg category. She wasn't one of heavier/the heaviest judokas at all!

4. Read the sentence below and replace the icon ★ with **comparative** or **superlative**. Write the answer in your notebook.

The adjectives in exercise 3 are in the ★ form because Sarah Menezes is being compared to other judokas.



Flavio Florido/UOL/Folhapress

5. Go back to exercise 3 and replace each icon ★ with the base adjective as in the example below. Write the answers in your notebook.

Example: a. good

- a. better, the best ➔ ★
- b. more talented, the most talented ➔ ★
- c. younger, the youngest ➔ ★
- d. heavier, the heaviest ➔ ★

Read the text below and do exercises 6-8. Write the answers in your notebook.

## Women's Marathon

★ problem for marathon runners is body heat. Having a small, thin body helps maximize heat dissipation. While some distance runners are ★ and some are ★, all are extremely light.

|                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                           |                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1963</b><br><br><small>Reprodução &lt;www.runnersworld.com&gt;</small>                                                                                      | <b>1998</b><br><br><small>Mike Segar/Reuters/Latinstock</small>                                                                         | <b>2003</b><br><br><small>Nir Elias/Reuters/Latinstock</small>                                                               |
| <b>5'6"</b><br>                                                                                                                                                | <b>5'1"</b><br>                                                                                                                         | <b>5'8"</b><br>                                                                                                             |
| <b>100 lbs.</b><br>Time 3:37:07<br><b>Merry Lepper</b> was the first American woman to run a marathon. She had to hide in the bushes near the starting line because women were forbidden to participate. Her only fuel: one Baby Ruth candy bar. | <b>88 lbs.</b><br>Time 2:20:43<br><b>Tegla Loroupe</b> held the world record from 1998 to 2001. She organizes "Peace Marathons" in her native country of Kenya. Nomadic tribesmen and government officials race together. | <b>118 lbs.</b><br>Time 2:15:25<br>British runner <b>Paula Radcliffe</b> suffered asthma and anemia as a child, but went on to win the New York, Chicago and London marathons and set the current world record. |

Available at: <[www.npr.org/blogs/health/2012/08/09/158448224/olympic-bodies-they-just-dont-make-them-like-they-used-to](http://www.npr.org/blogs/health/2012/08/09/158448224/olympic-bodies-they-just-dont-make-them-like-they-used-to)>. Accessed in: December 2015. (Fragment)

6. Replace each icon ★ with an adjective from the box below to complete the first part of the text.

taller • the tallest • bigger • the biggest • shorter • the shortest

7. Match the columns below.

- |                    |                                                                   |
|--------------------|-------------------------------------------------------------------|
| a. Merry Lepper    | I. She holds the current world record.                            |
| b. Tegla Loroupe   | II. She organizes peace marathons in her country.                 |
| c. Paula Radcliffe | III. Women from her time were prohibited from running a marathon. |

8. Replace each icon ★ with the correct form of the adjectives in parentheses to complete the statements below.
- Paula is ★ (fast) than Tegla. She is ★ (fast) female marathon runner.
  - Tegla is ★ (light) and ★ (short) female marathon runner of the 3.
  - Merry is ★ (tall) than Tegla, but she is ★ (short) than Paula.
  - Merry isn't as ★ (young) as Tegla or Paula.

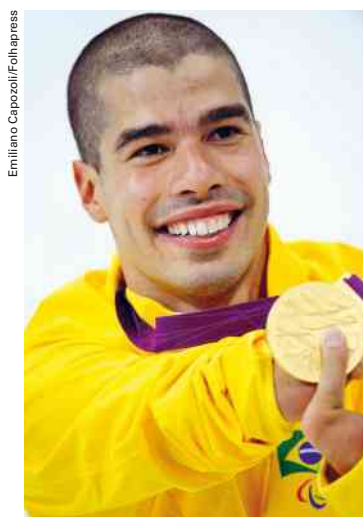
**TIP** A partir da observação dos exemplos, faça inferências sobre as regras ortográficas.

9. Copy the following tables in your notebook and complete them.

| SPELLING RULES FOR COMPARATIVE AND SUPERLATIVE ADJECTIVES                                                                                                                                          |                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMPARATIVE                                                                                                                                                                                        | SUPERLATIVE                                                                                                                                                                                                        |
| <b>Adjectives with one syllable</b>                                                                                                                                                                |                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>most one-syllable adjectives:<br/>adjective + ★<br/>fast → <i>faster</i>, short → <i>shorter</i></li> </ul>                                                 | <ul style="list-style-type: none"> <li>most one-syllable adjectives:<br/>the + adjective + ★<br/>fast → <i>the fastest</i>, short → <i>the shortest</i></li> </ul>                                                 |
| <ul style="list-style-type: none"> <li>one-syllable adjectives ending in -e:<br/>adjective + ★<br/>large → <i>larger</i>, late → <i>later</i></li> </ul>                                           | <ul style="list-style-type: none"> <li>one-syllable adjectives ending in -e:<br/>the + adjective + ★<br/>large → <i>the largest</i>, late → <i>the latest</i></li> </ul>                                           |
| <ul style="list-style-type: none"> <li>one-syllable adjectives ending in consonant + vowel + consonant:<br/>adjective + last consonant + ★<br/>big → <i>bigger</i>, hot → <i>hotter</i></li> </ul> | <ul style="list-style-type: none"> <li>one-syllable adjectives ending in consonant + vowel + consonant:<br/>the + adjective + last consonant + ★<br/>big → <i>the biggest</i>, hot → <i>the hottest</i></li> </ul> |
| <b>Adjectives with two syllables</b>                                                                                                                                                               |                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>most two-syllable adjectives:<br/>★ + adjective:<br/>famous → <i>more famous</i><br/>modern → <i>more modern</i></li> </ul>                                 | <ul style="list-style-type: none"> <li>most two-syllable adjectives:<br/>★ + adjective:<br/>famous → <i>the most famous</i><br/>modern → <i>the most modern</i></li> </ul>                                         |
| <ul style="list-style-type: none"> <li>both forms:<br/>clever → <i>cleverer/more clever</i><br/>common → <i>commoner/more common</i></li> </ul>                                                    | <ul style="list-style-type: none"> <li>both forms:<br/>clever → <i>the cleverest/the most clever</i><br/>common → <i>the commonest/the most common</i></li> </ul>                                                  |
| <ul style="list-style-type: none"> <li>two-syllable adjectives ending in consonant + y:<br/>adjective – ★ + ★<br/>heavy → <i>heavier</i><br/>happy → <i>happier</i></li> </ul>                     | <ul style="list-style-type: none"> <li>two-syllable adjectives ending in consonant + y:<br/>the + adjective – ★ + ★<br/>heavy → <i>the heaviest</i><br/>happy → <i>the happiest</i></li> </ul>                     |

| SPELLING RULES FOR COMPARATIVE AND SUPERLATIVE ADJECTIVES                                                                                       |                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| COMPARATIVE                                                                                                                                     | SUPERLATIVE                                                                                                                                             |
| Adjectives with three syllables or more                                                                                                         |                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• ★ + adjective</li> </ul> <p>powerful ➔ <i>more powerful</i></p> <p>talented ➔ <i>more talented</i></p> | <ul style="list-style-type: none"> <li>• ★ + adjective</li> </ul> <p>powerful ➔ <i>the most powerful</i></p> <p>talented ➔ <i>the most talented</i></p> |
| Irregular adjectives                                                                                                                            |                                                                                                                                                         |
| <p>good ➔ ★</p> <p>bad ➔ <i>worse</i></p> <p>far ➔ <i>farther/further</i></p>                                                                   | <p>good ➔ ★</p> <p>bad ➔ <i>the worst</i></p> <p>far ➔ <i>the farthest/the furthest</i></p>                                                             |

- 10.** The following sentences are about three Brazilian gold medalists in the London 2012 Olympics. Replace each icon ★ with the comparative or the superlative form of the adjectives in parentheses to complete the sentences. Write the answers in your notebook.
- Daniel Dias is ★ (successful) Brazilian Olympic medalist, with a total of 15 medals.
  - Daniel Dias was ★ (strong) Brazilian swimmer who participated in the London 2012 Paralympics.
  - Daniel Dias's performance was ★ (good) than his teammate Andre Brasil's. Daniel won 6 gold medals and Andre won 3.
  - Brazilian sprint runner Alan Oliveira's performance was ★ (great) than that of South African Oscar Pistorius.
  - Arthur Zanetti was one of ★ (flexible) artistic gymnasts in the 2012 rings final.
  - Zanetti dethroned 2008 Olympic champion Chen Yibing. Zanetti had a ★ (high) execution score (9.1) than Yibing (9.0).



Swimmer  
Daniel Dias



Arthur Zanetti in the men's rings final

Available at: <[www.brasil.gov.br](http://www.brasil.gov.br)>; <[london2012.com](http://london2012.com)>. Accessed in: December 2015.



11. Replace each icon ★ with an adjective from the box below to complete the profile of Cesar Cielo. Write the answers in your notebook.

the best • the worst • better • worse • the fastest • faster

**TIP** Não se preocupe em compreender todas as palavras do texto. Isso não é necessário para realizar o exercício 11.

**Cesar Cielo**



Monique Renne/CB/D.A. Press

Country – **Brazil**  
 Birth date  
**10/1/1987 – SANTA BÁRBARA D'OESTE (BRA)**

| Height              | Weight              | Gender   |
|---------------------|---------------------|----------|
| <b>Not provided</b> | <b>Not provided</b> | <b>M</b> |

**Sport** Swimming

**Hobbies**  
 Resting, playing video games, hanging out with friends.

**Education**  
 International Business, Language Studies – Spanish – Auburn University, Auburn, AL, USA

**Sporting relatives**  
 He practiced judo when he was ★ but gave it up because he wasn't winning. He took up water polo in primary school but swam better than he played.

**Superstitions/rituals**  
 Before competition he likes to listen to the theme song from the series *The Contender*. He slaps his arms, legs and chest to "awaken the body".

**Sporting philosophy/motto**  
 "I just want to be ★ swimmer I can be. I want to step up to the blocks, feel confident and feel in shape."

**Olympic games**  
 ★ swimmer in the men's 50 m freestyle (2008 Beijing).

**Awards**  
 He was Brazil's Athlete of the Year in 2008 and 2009.

**Prohibition**  
 In the first year of college he signed a contract prohibiting athletes from many social activities including having a girlfriend and drinking alcohol.

— Go to —  
**LANGUAGE REFERENCE**  
 and  
**EXTRA PRACTICE**  
 on page  
 — 161 —

Adapted from: <www.london2012.com/athlete/cielo-cesar-1073084/>. Accessed in: December 2015.

## LISTENING AND SPEAKING



1. What are the benefits of playing sports? Organize the expressions in the box below into two groups: physical benefits and psychological benefits. Write the answers in your notebook.

Physical benefits

Psychological benefits

- burn calories
- develop higher self-esteem
- increase agility
- increase concentration
- reduce risks of diabetes and heart disease

- build leadership and team skills
- improve fitness
- increase body strength
- promote self-confidence
- reduce stress and depression

2.  Listen to part of a sports TV show in which athlete Tanni Gray-Thompson participates. What is her wish? Write the answer in your notebook.
- She wants young people to give sport a chance.
  - She wants young people to take part in competitions.
3.  Listen to the recording again. In your notebook write **T** (True) or **F** (False) for each statement.
- Tanni Gray-Thompson is one of the greatest Paralympic athletes.
  - She was on the organizing committee for London's 2012 Olympic Games.
  - She thinks that schools should encourage young people to do sports in a fun and enjoyable way.
  - She says that everybody should be involved in a competitive sport.
  - She says that dancing is easier than boxercise.
4.  Listen to the recording once more and choose the correct word that completes each sentence below. Write the answers in your notebook.
- Tanni Gray-Thompson is from Australia/Britain.
  - She has won six/sixteen Olympic medals.
  - She has a daughter/son.
5. Tanni Gray-Thompson says it is worth "having a go at a sport". What sport(s) would you like to have a go at?



Andrew Yates/Agência France-Press

Tanni Gray-Thompson

## **SPOKEN LANGUAGE**

- In certain cases some speakers of English do not pronounce the letter **r** in words. Listen to two different speakers pronouncing the words below and repeat them according to what you hear.

winter r    sports r    importrant    matterr    betterr    greaterr

- Listen to the recording again. Who does not pronounce the letter **r**, speaker 1 or speaker 2?

- 10  ➤ The sentences below are spoken by someone from England. Listen to the recording and choose the sentence in which the letter **r** is pronounced. Write the answer in your notebook.

- The most important thing about sports is having fun.
- I think that David Beckham is the best footballer in the UK.

**TIP** Na Inglaterra, País de Gales e Austrália costuma-se pronunciar a letra **r** da palavra apenas se houver um som vocálico depois, seja na mesma palavra, seja na palavra seguinte. Já nos Estados Unidos, Escócia e Irlanda costuma-se pronunciar a letra **r** sempre.

6. In pairs talk about sports. You can use expressions from the box below to help you compare different sports.

the most watched sport in the world • the most popular sport in Brazil • the most dangerous sport • the most expensive sport • easier than • more difficult than • more competitive than



In this unit you have read the profiles of two athletes on pages 56 and 65. Notice that such profiles usually present short pieces of information about the athlete's life and career. Visit <[www.london2012.com/athlete](http://www.london2012.com/athlete)> and <[www.london2012.com/paralympics/athletes](http://www.london2012.com/paralympics/athletes)> to find other examples of profiles.



laayllama/Shutterstock

1. Write the profile of a Brazilian Olympian or Paralympian you admire.

## 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.

You are going to write the 🌟 of a Brazilian 🌟 you admire in order to present short pieces of information about him/her. You are going to use an 🌟 tone. Your text can be published on a traditional school board or on the Internet so that other classmates and other people can read it.

## STEP BY STEP

1. Think of a Brazilian athlete you admire.
2. Get to know more about his/her life and career (personal details, Olympic medals, awards, curiosities etc.). You can use the Internet to do some research.
3. First, organize the personal details (birth date, height, weight etc.).
4. Use short sentences to describe other pieces of information about the athlete. Try to provide specific details about his/her life and career (education, awards, sports categories etc.). Use the **comparative** and/or **superlative** form to describe the athlete's performance ("Daniel Dias performed better in 2012 London than in 2008 Beijing").
5. Include a small photo of the athlete.
6. Exchange profiles with a classmate and discuss both texts.
7. Write the final version of the profile.

### TIP

Ao revisar os textos, considere, por exemplo:

- objetivo: O texto está adequado a seu objetivo e ao público-alvo?
- imagem: A imagem está relacionada ao texto e o torna mais atraente?
- cores: As cores usadas despertam interesse sem prejudicar a leitura?

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

2. Now it's time to share the profile. You and your classmates can organize the profiles to create posters (using <[www.glogster.com](http://www.glogster.com)>, for example) on specific sports and share them with other students, your teachers, your families and people everywhere.

## LOOKING AHEAD



- In your opinion, what obstacles do Olympians/Paralympians often overcome? Do you think athletes can inspire people to overcome obstacles? Why (not)?
- How can sports help people overcome personal difficulties? Find out and share with your friends examples of people who have overcome difficulties in life with the help of a sport.
- In your opinion, what is the importance of the Olympics and Paralympics to the athletes, the country and people in general?

*"Being here representing Brazil, I'm very happy. It's what I always dreamed about and today I'm entering into the history of the Paralympic Games."*

*(Alan Fonteles Cardoso Oliveira)*

Saulo Cruz/Fotoarena/Folhapress



Alan Fonteles Cardoso Oliveira from Brazil



Leo Fontes/O Tempo/Futura Press

Rio 2016 ambassador Daniel Dias

*"Hosting the most important sports event on the planet will promote the benefits of inclusion in Rio de Janeiro and throughout Brazil."*

*(Daniel Dias)*

### EXTRA READING

[<www.olympic.org/>](http://www.olympic.org/)

[<www.paralympic.org/>](http://www.paralympic.org/)

[<www.specialolympics.org>](http://www.specialolympics.org)

### EXTRA VIDEO

[<www.howcast.com/guides/544-Learn-about-the-Olympics>](http://www.howcast.com/guides/544-Learn-about-the-Olympics)

### TIP

Para conhecer diferentes perspectivas, pesquise projetos sociais que usem o esporte para a promoção da cidadania.

# Eating Habits

## Unit

# 4

Warming  
**UP**

What do the following pictures show? What do they have in common?



Frazer Harrison/Getty Images



Rido/Shutterstock



Africa Studio/Shutterstock



LEARNING  
OBJECTIVES

- to take part in discussions on eating habits
- to learn how to use the first conditional
- to explore questions and answers (Q&A)



1. Answer the questions below.

- Do you have a balanced diet? What do you usually eat?
- Do you worry about your weight or body shape? If so, why?

2. Choose the expressions from the box below that are related to the picture. Write the answers in your notebook.

- |                         |                          |
|-------------------------|--------------------------|
| • distorted body image  | • skipping meals         |
| • underweight           | • balanced diet          |
| • healthy eating habits | • fear of becoming obese |
| • eating disorder       | • high self-esteem       |



3. The first column presents some common questions about eating habits. Match them to the answers in the second column. Write the answers in your notebook as in the following example.

Example: a. II

### Questions

- What does healthy eating mean?
- Why is it important to have a healthy diet?
- How can I make healthy choices when eating out?
- What are some signs of eating disorders?
- What are the characteristics of anorexia?
- Can eating disorders cause death?

### Answers

- Try not to arrive at the restaurant extremely hungry and choose menu items that contain fruits, vegetables, and whole grains.
- Healthy eating is about balance, variety, and moderation.
- Fear of becoming obese as well as a distorted body image.
- Excessive concern about weight and body shape, unexpected weight loss, skipping meals, disappearing to the bathroom after meals.
- A balanced diet is good for your overall health. It also can help you reach a healthy weight and stay there.
- Yes. The mortality rate is approximately 5.6% per decade.

Adapted from: <[www.webmd.com/food-recipes/tc/healthy-eating-frequently-asked-questions](http://www.webmd.com/food-recipes/tc/healthy-eating-frequently-asked-questions)>.  
Accessed in: March 2016.

4. Choose the correct statement about the answers from exercise 3 (second column). Write the answer in your notebook.

- They give examples of good and bad eating habits.
- They provide information to answer questions about eating habits.
- They offer possible solutions to problems related to eating habits.

## BEFORE READING

1. Turn over the page and, before reading the text, look at the **structure** and the **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 in the form of  
▲ an article.                      ■ a questionnaire.                      ● questions and answers.
  - b. This format  
▲ can only be found in texts on the Internet.  
■ facilitates the organization of information about a particular topic.  
● makes it difficult for readers to find specific information in the text.
  - c. The expected readers (audience) are  
▲ extremely overweight parents.  
■ people with healthy eating habits.  
● parents that have children with eating disorders.
  - d. The numbers 14 and 18 refer to  
▲ the order of the questions and answers in the book.  
■ the only questions and answers related to obesity in the book.  
● the most important questions and answers related to obesity in the book.
2. Now read the questions in the text and make predictions about possible answers.
3. In your opinion, which magazine covers are related to the text on the next page? Write the answer in your notebook.



a.



b.



c.



Now read the text to check your predictions.

- 14.** We have heard that if our daughter is heavy as a baby, she will never escape being heavy. Is this true?

This is true in many children. Currently, a large ongoing study from the United Kingdom, called the Early Bird Study, has shown that between 75% and 90% of the excess weight in children is acquired before they start school — that is, before age 5, or so. If they are heavy at this young age, the data show that they are likely to be heavy at age 9 and even later. [...]

- 18.** Do eating disorders such as anorexia, bulimia, binge eating, and other diseases play a role in obesity?

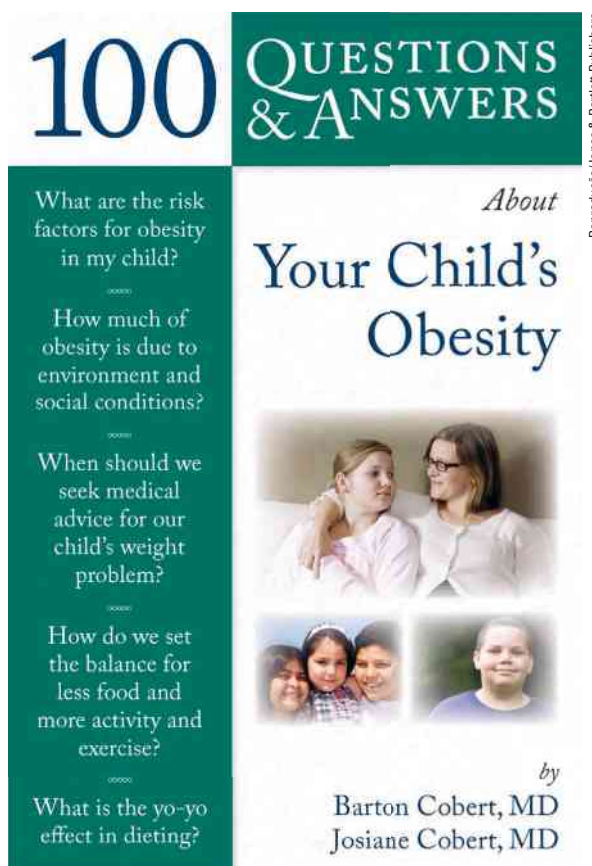
**Anorexia nervosa** is a very serious disease that can be fatal. It is characterized by excess weight loss and emaciation even though the patient may perceive herself to be “fat”. This disease is more common in females than males. These patients may starve to death.

**Orthorexia** is similar to anorexia, but the reason for the abnormal food-related behavior is not a wish to be thin or a perception of being fat. Rather, these people want to eat only healthy and pure foods to the point of malnutrition and even starvation. They may avoid the “wrong” or “unhealthy” foods such as those made from animals or fats, or those that have preservatives.

**Bulimia nervosa** is a disease of **binge eating** followed by self-induced purges (vomiting, laxative use, enemas) to get rid of the food just eaten. This can lead to serious heart, kidney, and other diseases as well as depression. Fatal cases have been reported.

**Binge eating** is characterized by patients eating large quantities of food even when they are not hungry (and even when feeling “stuffed”). Unlike some of the other eating disorders, these patients are often obese and suffer from problems that excess weight causes.

**Compulsive eating disorder** is a mixed group of symptoms in people who cannot control or stop how much or how often they eat. This has been called an addiction to food. They may eat all day, particularly sugary foods or other foods that they crave. They may be very rapid eaters and go through withdrawal when they stop eating. Patients may feel anxious and panicked while eating and guilty and depressed after eating.



COBERT, Barton; COBERT, Josiane. 100 questions & answers about your child's obesity. 1<sup>st</sup> edition. Sudbury: Jones & Bartlett Publishers, 2011. p. 23, 26-27.

## READING FOR GENERAL COMPREHENSION

What is the main purpose of the text? Write the answer in your notebook.

- To offer possible solutions to problems related to obesity.
- To give useful advice to people with unhealthy eating habits.
- To provide detailed explanations to questions about eating disorders.

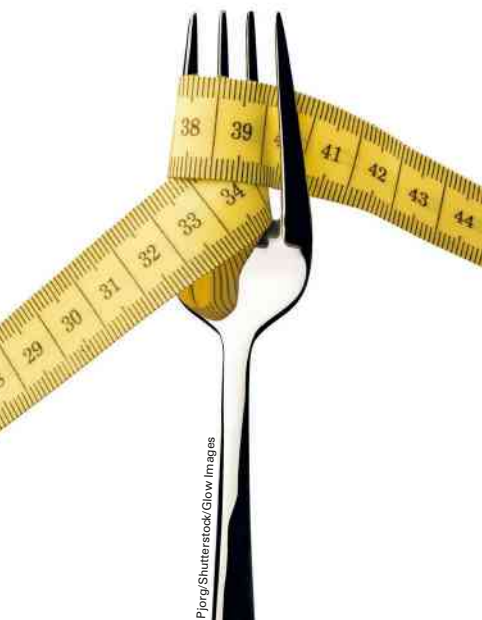
## READING FOR DETAILED COMPREHENSION

1. What are the conclusions of the Early Bird Study about childhood obesity? Write the answer in your notebook.

2. Match the words in **bold** to the terms they refer to. Write the answers in your notebook as in the following example.

*Example: a. VII*

**TIP** Identifique o(s) elemento(s) a que um pronome (ou expressão iniciada por pronome) se refere para compreender como as ideias se relacionam em um texto.



- Is **this** true? (1<sup>st</sup> question)
- This disease** is more common... (2<sup>nd</sup> answer, 1<sup>st</sup> paragraph)
- ... **these people** want to eat... (2<sup>nd</sup> answer, 2<sup>nd</sup> paragraph)
- ... **those** that have preservatives. (2<sup>nd</sup> answer, 2<sup>nd</sup> paragraph)
- This** can lead to serious... (2<sup>nd</sup> answer, 3<sup>rd</sup> paragraph)
- ... **these patients** are often obese... (2<sup>nd</sup> answer, 4<sup>th</sup> paragraph)
- This** has been called... (2<sup>nd</sup> answer, 5<sup>th</sup> paragraph)

- foods
- bulimia nervosa
- anorexia nervosa
- compulsive eating disorder
- people with orthorexia
- people who eat large quantities of food even when they are not hungry
- if our daughter is heavy as a baby, she will never escape being heavy

3. Match the following eating disorders to their definitions. Write the answers in your notebook.

- anorexia nervosa
- bulimia nervosa
- orthorexia
- compulsive eating disorder

- A disease that involves eating large amounts of food followed by vomiting or the use of laxatives to eliminate the food just eaten.
- A disorder in which a person wishes to eat only healthy foods to the point of malnutrition or hunger.
- A condition in which patients cannot control the amount of food or how often they eat.
- A very serious disease that is characterized by excess weight loss even though the person may perceive him or herself as overweight.

READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- a. In your opinion, do people usually see eating disorders as a health problem or as a matter of personal choice? What are the consequences of such a view?
- b. Do you think family members can play an important role in the prevention and in the overcoming of eating disorders? If so, how?

VOCABULARY STUDY

WORD GROUPS

1. Replace each icon with a word from the box below to complete the following word groups. Write the answers in your notebook.

emaciation • starvation • depression • orthorexia • heavy • thin • fat • obese • obesity

| Excess weight | Excess weight loss | Diseases |
|---------------|--------------------|----------|
| ★             | <i>emaciation</i>  | ★        |
| ★             | ★                  | ★        |
| ★             | ★                  | ★        |

WORD FORMATION

2. Read the definitions in the table below and replace the icons with words from the text to complete the table. Write the answers in your notebook.

| Definitions            | Words formed with a prefix |
|------------------------|----------------------------|
| not healthy ➡          | ★                          |
| not similar ➡          | ★                          |
| not normal ➡           | ★                          |
| inadequate nutrition ➡ | ★                          |

3. 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

4. Which words/expressions from the box below are equivalent in meaning to the ones in **bold**? Write the answers in your notebook.

on the contrary • in addition to • like • although

- a. ... eating disorders **such as** anorexia, bulimia, binge eating, and other diseases...
- b. ... **even though** the patient may perceive herself to be "fat".
- c. **Rather**, these people want to eat only healthy and pure foods...
- d. ... other diseases **as well as** depression.
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.

## LANGUAGE IN USE

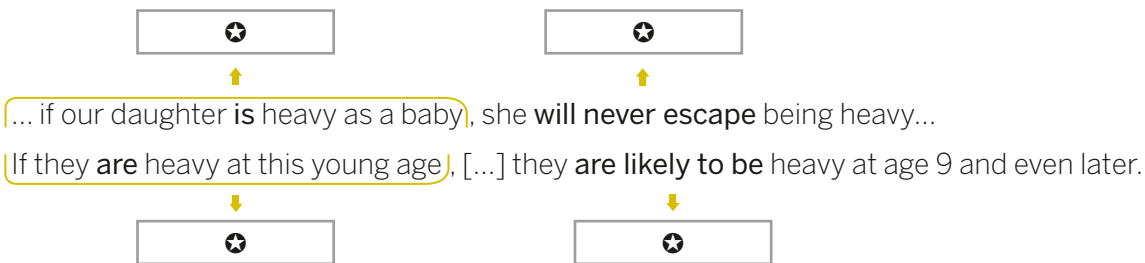


### ➤ FIRST CONDITIONAL

Read the fragments below and do exercises 1-3. Write the answers in your notebook.

- I. ... **if** our daughter **is** heavy as a baby, she **will** never escape being heavy...
- II. **If** they **are** heavy at this young age, [...] they **are likely to be** heavy at age 9 and even later.

1. What does each clause express? Replace each icon ⚡ with **condition** or **result** to complete the boxes below.



2. Choose the correct item that answers each question below (▲ or ■). Write the answers in your notebook.
- a. Which sentence is equivalent in meaning to fragment I?
- ▲ Our daughter will never escape being heavy if she is heavy as a baby.
  - If our daughter is heavy as a baby, she will never be heavy later.
- b. Which sentence is equivalent in meaning to fragment II?
- ▲ If they are heavy at this young age, they will never be heavy at age 9 and even later.
  - If they are heavy at this young age, they will probably be heavy at age 9 and even later.
- c. What is correct to say about fragments I and II?
- ▲ They refer to a real possibility for a particular situation to happen in the future.
  - They refer to an unreal possibility for a particular situation to happen in the future.

3. Read the fragments again and replace each icon ★ with an appropriate word/expression to complete the following table about the structure of the first conditional. Write the answers in your notebook.

**TIP** A partir dos exemplos, faça inferências para compreender regras de uso da língua inglesa.

| Condition                                      | Result                              |                                          |
|------------------------------------------------|-------------------------------------|------------------------------------------|
| ... if our daughter <i>is</i> heavy as a baby, | she <i>will</i> never               | <i>escape</i> being heavy...             |
| If + verb in the Present Simple tense          | + ★                                 | + base form of the main verb             |
| If they <i>are</i> heavy at this young age,    | they <i>are likely to</i>           | <i>be</i> heavy at age 9 and even later. |
| If + verb in the Present Simple tense          | + be likely to/may/might/can/should | + ★<br>of the main verb                  |

Read another Q&A and do exercises 4 and 5. Write the answers in your notebook.

### 13. If obesity is genetic, what can I do about it?

No treatment, including gene therapy and genetic manipulation, is available to alter the genetics of a person to correct the disease. Perhaps in the future something will be developed, but now “genetic treatments” do not exist.

If your family carries the genes for the Bardet-Biedl syndrome or the Prader-Willi syndrome, then you should speak with your physician and see a genetic counselor.



Kietr/Shutterstock

Adapted from: COBERT, Barton; COBERT, Josiane. 100 questions & answers about your child's obesity. 1<sup>st</sup> edition. Sudbury: Jones & Barlett Publishers, 2011. p. 22-23.

4. Answer the questions below.
- Is it possible to change someone's genetics in order to reduce his/her chances of becoming obese?
  - Which two syndromes related to obesity are mentioned in the text?
5. Rewrite the sentences below starting with the words given.
- If obesity is genetic, what can I do about it?  
What can...
  - If your family carries the genes for the Bardet-Biedl syndrome or the Prader-Willi syndrome, then you should speak with your physician and see a genetic counselor.  
You should...

6. Match the fragments listed below to form questions. Write the answers in your notebook.

- |                                                        |                                                     |
|--------------------------------------------------------|-----------------------------------------------------|
| a. Will I gain weight,                                 | I. will I gain weight?                              |
| b. Can I get enough protein                            | II. will I miss out on calcium?                     |
| c. If I drink a lot of water,                          | III. if I eat a vegetarian diet?                    |
| d. If I drink semi-skimmed milk instead of whole milk, | IV. if I eat unhealthy food on vacation for a week? |

7. Find an appropriate answer for each question from exercise 6. Write the answers in your notebook.

- No. They have almost the same amount of calcium.
- Protein is not a problem for vegetarians who eat a wide variety of food.
- It depends on how many calories you consume and how many calories you burn.
- Drinking more water will help you to lose weight but not gain it.

Read Bill's letter, a 15-year-old boy, and do exercises 8 and 9. Write the answers in your notebook.

*What's the problem? I like to eat. I'm a little fat. Well, maybe more than a little, but I'm tall. My parents take me to a hushy boys store or order nice clothes from some special place on the Internet. It doesn't matter though since I only wear jeans and t-shirts. I don't have to dress up for school or anything. The girls seem to like me, too, so I don't see what the big deal is. I eat what I want; I love fries and shakes and double cheeseburgers. I can eat a whole pizza for lunch. I don't even go to the school cafeteria for lunch. They just serve veggies and fish and things. Nobody likes that stuff. The school nurse said that ☆ if I am still heavy. I don't smoke or use drugs, so I don't think I'll get sick. That doesn't worry me anyway, because I can lose the weight anytime I want. I just don't want to now.*



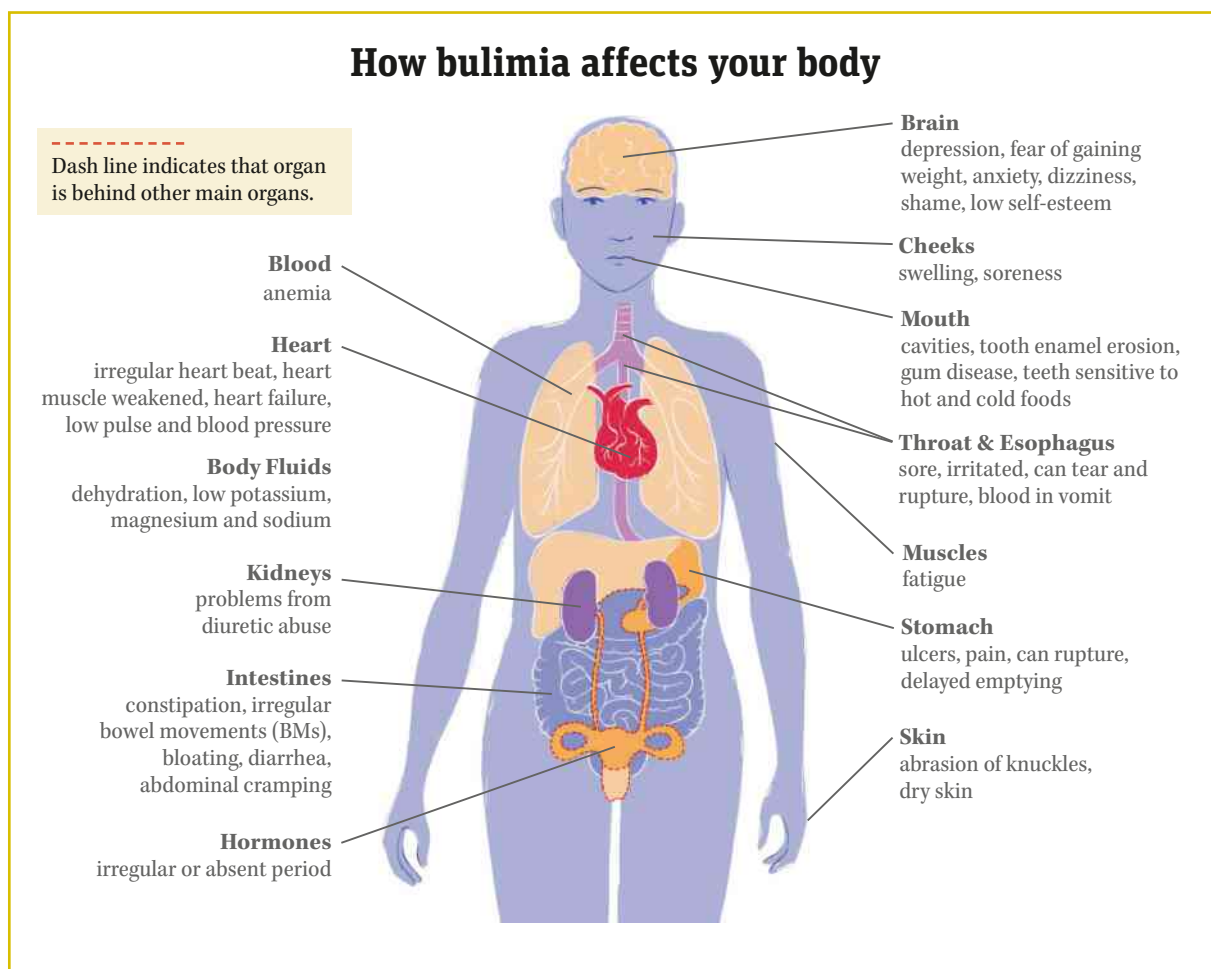
Sirayama/Arquivo da editora

From: COBERT, Barton; COBERT, Josiane. 100 questions & answers about your child's obesity. 1<sup>st</sup> edition. Sudbury: Jones & Barlett Publishers, 2011. p. 121-122.

8. Choose the fragment that best completes the letter.

- "I might have health problems like my dad when I get older"
- "I may not have health problems like my dad when I get older"
- "I will never have health problems like my dad when I get older"

9. Replace each icon ★ with the correct form of the verbs in parentheses to make true statements about the text.
- Bill believes that if he smokes or uses drugs, he ★ (get) sick.
  - Bill believes that if he eats fries and shakes, he ★ (get) sick.
  - Bill believes that he can lose weight anytime if he ★ (want) to.
10. Look at the text below and find out how bulimia affects your health. Then replace each icon ★ with a word from the box to complete the following sentences. Write the answers in your notebook.



Based on: <[www.womenshealth.gov/publications/our-publications/fact-sheet/bulimia-nervosa.cfm](http://www.womenshealth.gov/publications/our-publications/fact-sheet/bulimia-nervosa.cfm)>. Accessed in: March 2016.

may • can • should • likely • will • help • have • fear • beat • have

If your friend has bulimia,

- ... his/her heart ★ irregularly.
- ... he/she is ★ to ★ gaining weight and have low self-esteem.
- ... she ★ irregular or absent periods.
- ... he/she ★ probably ★ blood in their vomit.
- ... you ★ always ★ him/her.

— Go to —  
**LANGUAGE  
REFERENCE  
and  
EXTRA  
PRACTICE**  
on page  
— 163 —

# LISTENING AND SPEAKING

1. In this unit you have learned about eating habits. Before listening to part of a TV program about eating disorders, try to complete the sentences below by replacing each icon ★ with what you expect to hear about. Then compare your answers with those of a classmate. Write the answers in your notebook.

**TIP** Fazer previsões nos prepara 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 frase.

- ★ and ★ are two examples of eating disorders.
- ★ and ★ have taken some of the blame for eating disorders.
- The problem of eating disorders is something that can't be ★.



Gabriela Trojnowska/Shutterstock/Glow Images



Kenneth Man/Shutterstock/Glow Images

2.  Now listen to the recording and check your answers. Were your predictions correct? Complete the sentences below by replacing each icon ★ with an appropriate answer according to what you hear. Write the answers in your notebook.

- ★ and ★ are two examples of eating disorders.
- ★ and ★ have taken some of the blame for eating disorders.
- The problem of eating disorders is something that can't be ★.

3.  Listen to the recording again and choose what the reporter says about eating disorders. Write the answer in your notebook.

- Anorexia is worse than obesity.
- In Brazil, there are more than 60,000 people with eating disorders.
- More and more people are developing eating disorders at a younger age.
- Teenage girls are starving themselves to look like skinny models in magazines.

4.  Choose what each person said in the TV program (▲ or ■). Write the answers in your notebook.

Monkey Business Images/Shutterstock/Glow Images



- a. Teenage girl, Jessica:  
My desire to lose weight was driven by
- ▲ looking at the really skinny models in the magazine.
  - a need for revenge on everyone who has ever made fun of me.

Den Kosmeyer/Shutterstock/Glow Images



- b. Teenage girl, Katie:  
You are constantly looking at them thinking
- ▲ I should be like that.
  - I shouldn't be like that.





c. Magazine editor, Alexandra Stuart: All we're doing is, we're showing images of what we regard as interesting, or beautiful, or fashionable people

▲ and somehow we're saying, you have to be like this.

■ but we're not actually saying, you have to be like this.

5.  Listen to the recording once more and check the answers to exercises 3 and 4.

## **SPOKEN LANGUAGE**

- In spoken language, it is very common to use **er, um, uh, like, right, you know, I mean** when you are thinking about what to say. These sounds, words or phrases are called fillers. Listen to three conversations and choose the fillers used in each conversation. Write the answers in your notebook.

- Conversation 1:** a. er                      b. you know                      c. like                      d. um  
**Conversation 2:** a. you know                      b. like                      c. um                      d. I mean  
**Conversation 3:** a. right                      b. you know                      c. like                      d. uh

**TIP** O uso de **fillers** é comum e muito útil para dar tempo ao falante de pensar o que vai dizer em seguida.

6. In groups of three, discuss the following statements about eating disorders. Express your opinions on the subject. Use expressions from the box below to help you.

### Statements

- Eating disorders are not the person's fault.
- Our society's emphasis on appearance promotes dangerous dieting behaviors.
- It is impossible to have a healthy lifestyle in today's modern world.
- Healthy eating does not have to mean giving up foods you like best.

Use the following expressions when asking someone's opinion:

*What do you think about...?*

*How do you feel about...?*

*What's your opinion about...?*

*What are your views on...?*

*Do you agree that/with...?*

Use the following expressions when giving your opinion:

*In my opinion/view...*

*Personally, I think/believe that...*

*To my mind...*

*As far as I'm concerned...*

Use the following expressions to express agreement:

*Absolutely./Exactly.*

*I agree with you./I couldn't agree with you more.*

*I think so./I suppose so.*

Use the following expressions to express disagreement:

*No way.*

*I'm afraid I disagree./I totally disagree.*

*I don't think so.*



In this unit you have read some texts organized in the format of questions and answers on pages 72 and 76. These texts are often referred to as Q&A (questions and answers) or FAQ (frequently asked questions). Q&As and FAQs help us organize information and make it easier for the reader to locate the pieces of information he/she is looking for. Notice FAQs are usually found in websites and are generally aimed at anticipating answers to the users' frequent questions. Visit the websites <www.allanswers.org> and <www.faqs.org> to find other examples of questions and answers on several topics.

1. In small groups (of three or four students), write some questions and answers (Q&A) related to the theme of this unit — eating habits. Some topics to help you:
  - Having healthy eating habits;
  - Dieting and exercising.
  - Getting to know about eating disorders;

## 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.

You and your classmates are going to write some 🗑️ in order to learn more about 🗑️. You are going to use an 🗑️ tone. Your text can be published on the Internet so that your classmates and other people can read it.

## STEP BY STEP

1. With your classmates, choose a topic to focus on.
2. Brainstorm questions about the topic. When composing questions for a Q&A, avoid yes or no questions. Use **question words** (e.g. *what, who, why, where, when, how*) to ask open-ended questions that invite creative responses.
3. Review all the questions and choose three or four that you consider really relevant. Check if the word order is correct in each question.
4. Do research to gather information to answer the questions. Look for reliable sources.
5. Check all the information you get.
6. Write a first draft of the answers. Start with the easiest questions. Be brief and clear. Add examples, if necessary. Use **such as, like, for instance or for example** to introduce examples.
7. Arrange questions and answers so that the questions are visually separated from the answers and easily found. You can use bold, italics and/or a different color, type or size of letters to write the questions.
8. Exchange questions and answers (Q&A) with another group and discuss them.
9. Make the necessary corrections.
10. Write the final version of the Q&A.

**TIP** Ao revisar os textos, considere:

- objetivo: As informações estão adequadas a seu objetivo e ao público-alvo?
  - linguagem: As perguntas e respostas estão redigidas de maneira clara e objetiva?
  - conteúdo: As informações foram verificadas e estão corretas?
  - 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 Q&A with your classmates and other people. You can organize all the questions and answers written by the class to create a single Q&A text about eating habits and publish it on the Internet.



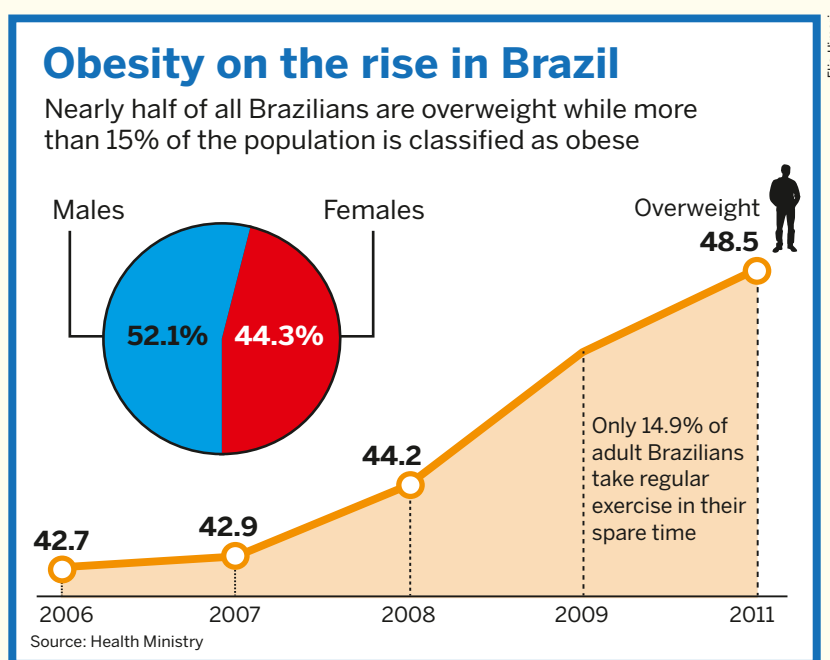
Reprodução <www.brandsoftheworld.com>



**NO BODY IS PERFECT**

- In your opinion, what is the relationship between eating disorders and the standard of beauty set by society?
- People with eating disorders are often discriminated against because of their weight and body shape. How should we deal with such situations?

➤ What does the graphic below show about obesity rates in Brazil? In your opinion, what can be done to help Brazilians acquire healthier eating habits?



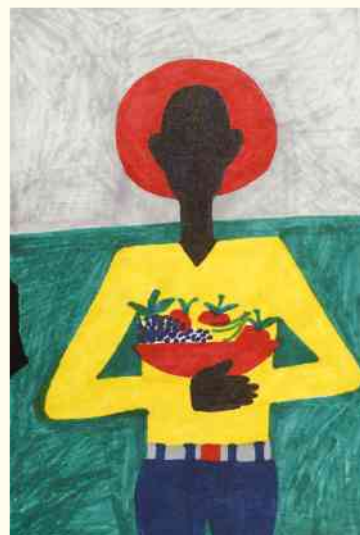
Available at: <www.france24.com/en>. Accessed in: March 2016.

## EXTRA READING

- <[www.nimh.nih.gov/health/publications/eating-disorders/eating-disorders.pdf](http://www.nimh.nih.gov/health/publications/eating-disorders/eating-disorders.pdf)>
- <[http://kidshealth.org/teen/your\\_mind/mental\\_health/eat\\_disorder.html](http://kidshealth.org/teen/your_mind/mental_health/eat_disorder.html)>
- <[www.eatingdisorderfoundation.org](http://www.eatingdisorderfoundation.org)>
- <[www.hsph.harvard.edu/nutritionsource](http://www.hsph.harvard.edu/nutritionsource)>
- <[www.brasil.gov.br/sobre/saude/cuidados-e-prevencao/alimentacao](http://www.brasil.gov.br/sobre/saude/cuidados-e-prevencao/alimentacao)>

## EXTRA VIDEOS

- <<http://videos.howstuffworks.com/health/eating-disorder-videos-playlist.htm#video-2024>>
- Super Size Me. Morgan Spurlock. Estados Unidos, 2004.



Arnold Rice/Getty Images

# Review

# 2

## Units 3 & 4

### READING



1. Take a look at the texts and choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.



- a. The texts are about  
▲ extreme sports.  
■ London 2012 Paralympic Games.
- b. The texts are  
▲ tickets.  
■ posters.



Available at: <[www.creativereview.co.uk/cr-blog/2011/september/london-2012-paralympic-games-posters](http://www.creativereview.co.uk/cr-blog/2011/september/london-2012-paralympic-games-posters)>. Accessed in: March 2016.

2. What is the main purpose of the texts? Write the answer in your notebook.
  - a. Promote sports development in London.
  - b. Promote ticket sales for the London 2012 Paralympic Games.
3. Replace each icon ★ with an appropriate word or expression to complete the following statements according to the texts. Write the answers in your notebook.
  - a. Both Paralympians had their ★ amputated.
  - b. The last day to buy tickets was ★.
  - c. It was possible to buy tickets for the Paralympic games through the website ★.



## ➤ MAKING COMPARISONS

- Look at the pictures below and complete the following sentences by replacing each icon with the comparative or the superlative form. Use one of the adjectives in parentheses. Write the answers in your notebook.

|                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1929</b></p> <p>5'7"</p>  <p>145 lbs.</p> <p>Time: 10.4 seconds</p> <p><b>Eddie Tolan</b> — “The Midnight Express” — was a Detroit native who chewed gum while he raced and taped his glasses to his head.</p> | <p><b>6'5"</b> <b>2012</b></p> <p>5'8"</p>  <p>189 lbs.</p> <p>Time: 9.69 seconds</p> <p>Jamaican <b>Usain Bolt</b> started out life as a cricketer, but he went on to set the 100 meter world record with his shoe untied.</p>                                                    |
| <p><b>HEAVYWEIGHT</b> <b>1948</b></p>  <p>235 lbs.</p> <p>Clean and Jerk: 401 lbs.</p> <p>American <b>John Henry Davis</b> once held every world record in his weight class.</p>                                     | <p><b>HEAVYWEIGHT</b> <b>2006</b></p> <p>6'1"</p>  <p>340 lbs.</p> <p>Clean and Jerk: 579 lbs.</p> <p><b>Hossein Rezazadeh</b> — “The Iranian Hercules” — holds the world record for clean and jerk. He once refused a \$10 million offer to lift for Turkey in the Olympics.</p> |
|                                                                                                                                                                                                                                                                                                        | <p><b>FLYWEIGHT</b> <b>2012</b></p> <p>5'2"</p>  <p>137 lbs.</p> <p>Clean and Jerk: 384 lbs.</p> <p><b>Kim Un Guk</b> is a North Korean weightlifter who set the total weight world record at the London games.</p>                                                               |

Available at: <[www.npr.org/blogs/health/2012/08/09/158448224/olympic-bodies-they-just-dont-make-them-like-they-used-to-](http://www.npr.org/blogs/health/2012/08/09/158448224/olympic-bodies-they-just-dont-make-them-like-they-used-to-)>. Accessed in: March 2016.

- John Henry is (heavy/light) than Kim Un Guk, but Hossein Rezazadeh is (heavy/light) weightlifter.
- (heavy/light) weightlifter is North Korean Kim Un Guk.
- John Henry isn't (short/tall) Hossein Rezazadeh.
- Jamaican Usain Bolt is (fast/slow), (short/tall) and (heavy/light) than Eddie Tolan.
- Usain Bolt is (fast/slow) man in the world.

## ➤ FIRST CONDITIONAL

- Match the fragments below to form sentences. Write the answers in your notebook.

- |                                                   |                                            |
|---------------------------------------------------|--------------------------------------------|
| a. If athletes are metabolically in good control, | I. the football match will be cancelled.   |
| b. Athletes will be disqualified                  | II. if Usain Bolt is in it.                |
| c. If the weather is severe,                      | III. if they do not comply with the rules. |
| d. The competition will be worth watching         | IV. they will perform better.              |

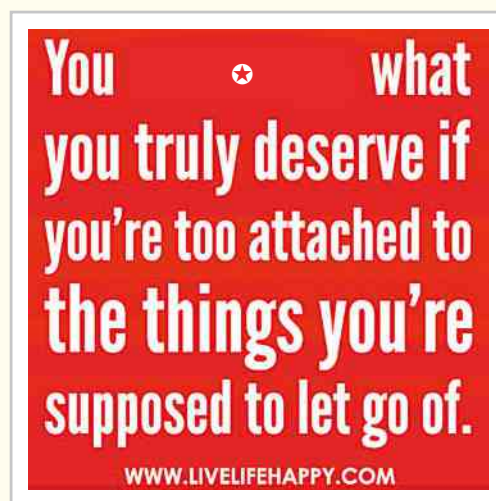


3. Replace each icon ★ with the correct form of the verbs from the box below to complete the following inspirational quotes as in the example. Write the answers in your notebook.

concentrate • control • destroy • not get • not sacrifice • not build



Example: will destroy



Available at: <www.livelifehappy.com>. Accessed in: December 2015.

## STUDYING FOR EXAMS



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

1. (UFBA/2012) INSTRUÇÃO: Assinale as proposições verdadeiras e some os números a elas associados.

### Modern Warfare's Silver Lining

- 1 War may indeed be hell, but hell, apparently, isn't all that bad for your health. According to a new study, during most armed conflicts since the 1970s, mortality rates have actually declined. That's not to say that war, in and of itself, leads to longer life spans. Instead, a major reason for the drop is that conflict has become an impetus for international humanitarian groups to ramp up their efforts in poor countries, and they've learned to work public-health miracles in a short amount of time.

- 5 In the Democratic Republic of the Congo, for instance, just twenty percent of children were vaccinated for measles in 1997, at the start of a decade-long civil war. But by 2007 that figure was eighty percent. The metrics on other health initiatives, from treating malnutrition to distributing bed nets, tell a similar story. "It's never any fun living in a refugee camp," says Andrew Mack, a professor at Simon Fraser University and the study's lead author. "But the mortality rates are better in many of those camps than they were before the war." That's no reason to celebrate warfare. But it does suggest that its damage has become much cheaper.

SHERIDAN, Barrett. *Modern Warfare's Silver Lining*. Newsweek, New York, Febr. 1, 2010. p. 7.

De acordo com as informações contidas no texto, é correto afirmar:

- (01) O sério problema de desnutrição no Congo agravou-se bastante durante o período de guerra.  
(02) Os índices de mortalidade, nas últimas décadas, têm diminuído na maior parte dos conflitos armados.  
(04) A guerra civil na República Democrática do Congo, iniciada no final do século passado, ainda continua até os dias atuais.  
(08) Graças aos esforços de grupos humanitários, houve uma melhora considerável na saúde pública dos países pobres em guerra.

- (16) O percentual de crianças vacinadas contra sarampo, na República Democrática do Congo, cresceu muito, em um período de dez anos.

- (32) O estudo mencionado no texto sugere que a maior razão para o fim dos conflitos armados é a falta de alimentos, de médicos e de enfermeiros nos campos de refugiados.

Os termos transcritos à esquerda que, de acordo com o texto, correspondem ao significado apresentado à direita são os seguintes:

- (01) "actually" (l. 4) — at present.  
(02) "drop" (l. 6) — fall.  
(04) "figure" (l. 14) — number.  
(08) "lead" (l. 19) — main.  
(16) "rates" (l. 20) — speed.  
(32) "damage" (l. 23) — harm.

## 2. (Unicamp/2012)



### Why We Need a Food Revolution

By James Oliver

We're losing the war against obesity in the US. It's sad, but true. Our kids are growing up overweight and malnourished from a diet of processed foods, and today's children will be the first generation ever to live shorter lives than their parents. It's time for change. It's time we switch to fresh food and home cooking. It's time for a Food Revolution.

Adaptado de: <[www.jamieoliver.com/foundation/jamies-food-revolution/](http://www.jamieoliver.com/foundation/jamies-food-revolution/)>.

Acesso em: 8 mar. 2016.

- a. Quais são, segundo o texto, as consequências da atual dieta das crianças norte-americanas?  
b. No que consiste a revolução alimentar proposta por James Oliver?

## THINKING ABOUT LEARNING



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

### ➤ HOW CONFIDENT AM I ABOUT...

- taking part in discussions on overcoming obstacles?
- taking part in discussions on eating habits?
- making comparisons?
- using the first conditional?
- exploring profiles?
- exploring questions and answers?

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   |
|-------------------|----------------------------------------------------------------------------------------------------------------|----------------------|
| malnutrition      | "[...] these people want to eat only healthy and pure foods to the point of <u>malnutrition</u> [...]" – p. 72 | inadequate nutrition |

### ➤ 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:

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

## PROJECT 1B



### » BRIDGING CULTURAL GAPS THROUGH SPORTS (SECOND PART)

In Unit 3 you have talked about sports and overcoming obstacles. Follow the steps below and do the second part of Project 1, *Bridging cultural gaps through sports*.

» **TASK:** After having read and selected news items related to how sports have contributed positively to the bridging of cultural gaps, it is time to share your clippings with your local community and the world!

1. **Create it!** In groups, sort your news items by sports or countries. You can display the clippings you collected on a poster or mural or create an e-clipping to share the news items you have selected.

<[www.scoop.it](http://www.scoop.it)>;

<[www.clippings.me](http://www.clippings.me)>.

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 find out about bridging cultural gaps through sports and join in a discussion of the topic.

3. **Share it globally!** Use the Internet to create and/or share your news clippings.

### » THINK ABOUT IT!

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

- » Como você se sentiu ao ler as notícias sobre a promoção da tolerância e do respeito às diferenças culturais através do esporte?
- » Como foi a exibição das notícias selecionadas e a discussão sobre elas na escola?
- » Como as pessoas reagiram aos *clippings* na internet?
- » Você faria alguma coisa de modo diferente? Em caso afirmativo, o quê?
- » Você acredita que sua escola possa promover iniciativas como as descritas nas notícias? Em caso afirmativo, quais? Quais outras iniciativas podem ser adotadas na sua comunidade?





# Climate Change

## Unit

# 5

Warming  
**UP**

What is happening in the picture below? What phenomenon does it illustrate?



David Greitzer/Shutterstock



LEARNING  
OBJECTIVES

- to take part in discussions on climate change and global warming
- to learn how to use the Present Perfect tense
- to explore letters to the editor



1. What do you know about climate change and global warming?
2. Replace each icon 🌡️ with an expression from the box below to complete the following text. Use the glossary, if necessary. Write the answers in your notebook.

greenhouse gases • significant change • period of time • global average temperature • one aspect

## What are climate change and global warming?

**Global warming** refers to the recent rise in 🌡️ near the Earth's surface. It is caused mostly by increasing concentrations of greenhouse gases in the atmosphere. Global warming is causing climate patterns to change. However, global warming itself represents only 🌡️ of climate change.

**Climate change** refers to any 🌡️ in the measures of climate lasting for an extended 🌡️.

**TIP** Apoie-se em palavras transparentes e em seu conhecimento sobre o assunto para compreender o texto.

*Adapted from: <www.epa.gov/climatechange/basics>. Accessed in: March 2016.*

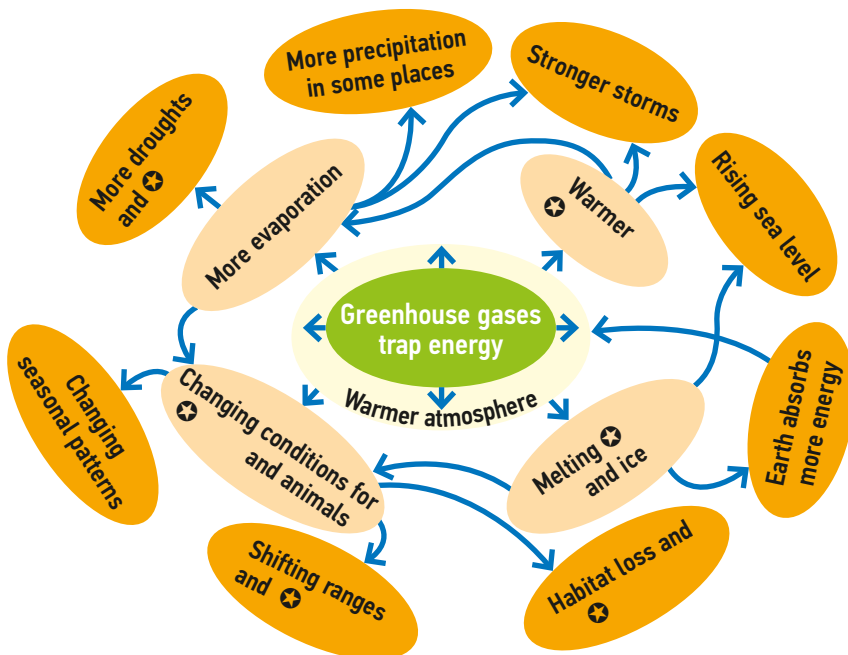
3. Match the words below to their definitions. Write the answers in your notebook.

- a. weather
- b. heat
- c. drought
- d. storm

- I. A long period when there is no rain and people do not have enough water.
- II. The temperature or conditions outside (e.g. if it is hot, cold, sunny, raining etc.).
- III. An extreme weather condition with strong winds and heavy rain or snow.
- IV. The quality of being hot.

4. Global warming can lead to a variety of other changes. Replace each icon 🌡️ with a word from the following box to complete the diagram below. Write the answers in your notebook.

### Climate Connections



- snow
- wildfires
- plants
- oceans
- extinction
- migration

*Adapted from: <www3.epa.gov/climatechange/kids/basics/concepts.html>. Accessed in: April 2016.*

## BEFORE READING

The following extract can help you make connections with the text on the next page. Read it first and do exercises 1-3. Write the answers in your notebook.

**Environment**

[U.S](#) | [BUSINESS](#) | [TECHNOLOGY](#) | [SCIENCE](#) | [HEALTH](#) | [SPORTS](#) | [ARTS](#) | [STYLE](#) | [TRAVEL](#) | [OPINION](#) | [JOBS](#) | [AUTOS](#) | [REAL ESTATE](#)

ENVIRONMENT

Tony Gutierrez/AP Photo/Glow Images

### Study Finds More of Earth Is Hotter and Says Global Warming Is at Work

By JUSTIN GILLIS

Published: August 6, 2012

The percentage of the earth's land surface covered by extreme heat in the summer has soared in recent decades, from less than 1 percent in the years before 1980 to as much as 13 percent in recent years, according to a new scientific paper.

The change is so drastic, the paper says, that scientists can claim with near certainty that events like the Texas heat wave last year, the Russian heat wave of 2010 and the European heat wave of 2003 would not have happened without the planetary warming caused by the human release of greenhouse gases.

Those claims, which go beyond the established scientific consensus about the role of climate change in causing weather extremes, were advanced by James E. Hansen, a prominent NASA climate scientist, and two co-authors in a scientific paper published online on Monday in the Proceedings of the National Academy of Sciences.

THE NEW YORK TIMES, August 7, 2012. Available at: <[www.nytimes.com/2012/08/07/science/earth/extreme-heat-is-covering-more-of-the-earth-a-study-says.html?pagewanted=print](http://www.nytimes.com/2012/08/07/science/earth/extreme-heat-is-covering-more-of-the-earth-a-study-says.html?pagewanted=print)>. Accessed in: March 2016. (Extract)

1. The text is an extract from
- a. a news article.                      b. a scientific paper.

2. What is the main idea of the text?
- a. The Earth has become hotter but the frequency of weather extremes is decreasing.
- b. The Earth's average temperature has increased dramatically over the last decades.

3. Who is James E. Hansen?
- a. A NASA climate scientist.                      b. A reporter for *The New York Times*.

4. Now turn over the page and, before reading the text, look at the **structure**, the **title**, the **first paragraph** and the **source** of the text. Then choose the correct answers to complete the sentences in the box below. Write the answers in your notebook.

"Signs of Climate Change" is a response by James E. Hansen • Robert Repetto to the news article • scientific paper "Study Finds More of Earth Is Hotter and Says Global Warming Is at Work".

"Signs of Climate Change" is a letter to the editor • scientist, which is published in the "Weather" • "Opinion" section of the newspaper.

5. What signs of climate change do you expect to be mentioned in the letter? Write the answer in your notebook.





Now read the text to check your predictions.

THE NEW YORK TIMES

# SIGNS OF CLIMATE CHANGE

## TO THE EDITOR:

Re “Study Finds More of Earth Is Hotter and Says Global Warming Is at Work” (news article, Aug. 7):

The new paper by James E. Hansen, a NASA climate scientist, and two colleagues addresses a crucial difficulty many people have in differentiating weather and climate.

During hot spells, for example, more people accept that climate is changing, but a colder spell reverses those opinions.

Everybody understands weather: it’s hot, cold, raining, snowing, windy and so on. Fewer people understand that a region’s climate is the frequency of such weather events: how often does it rain or get hotter than, say, 90 degrees?

The Hansen paper shows that these frequencies have changed substantially, both globally and throughout the Northern Hemisphere. Hot and very hot days have become more frequent; very cold days less frequent. The paper shows that there is more than a “perception” that climate change is occurring. The data show that change is real and substantial.

The frequencies have shifted dramatically over the last half-century, especially for the most extreme weather events. The implication is that even more extreme weather is in the offing unless greenhouse gas emissions are quickly brought under control.

ROBERT REPETTO

Boulder, Colo., Aug. 7, 2012

*The writer is the author of “America’s Climate Problem: The Way Forward.”*

THE NEW YORK TIMES, Saturday, August 11, 2012. p. 18. Editorials/Letters.

## READING FOR GENERAL COMPREHENSION

Choose the correct statement about the text. Write the answer in your notebook.

- a. The writer agrees with Hansen that climate change is occurring.
- b. The writer agrees with the editor of *The New York Times* that climate change is dramatic.
- c. The writer disagrees with Hansen and does not believe that the climate is changing.

Phil Noble/Reuters/Latinstock



## READING FOR DETAILED COMPREHENSION

1. Choose the fragment in which the writer makes a comment on Hansen's paper. Write the answer in your notebook.
  - a. "[...] a crucial difficulty many people have in differentiating weather and climate." (2<sup>nd</sup> paragraph)
  - b. "The data show that change is real and substantial." (5<sup>th</sup> paragraph)
  - c. "[...] greenhouse gas emissions are quickly brought under control." (6<sup>th</sup> paragraph)
2. In your notebook write **T** (True) or **F** (False) for each statement. Then, correct the false statements. Write the answers in your notebook.
  - a. Robert wrote a book on climate change.
  - b. Robert believes that many people do not know the difference between weather and climate.
  - c. A region's climate is the frequency of climate events.
  - d. Very cold days have become more frequent.
  - e. According to Robert, even more extreme weather is likely to happen soon.
3. Replace the icon ★ with words from the text to complete the sentences below. Write the answers in your notebook.
  - a. James E. Hansen and ★ wrote a paper on climate change.
  - b. More people accept that climate is changing during hot spells, but a ★ makes them change their minds.
  - c. The frequencies of extreme weather events have changed ★ over the last fifty years.
  - d. The condition to avoid more extreme weather is to control ★.
4. Replace each icon ★ with **weather** or **climate** to complete the sentence below. Write the answers in your notebook.

The increasing frequencies of extreme ★ events show that ★ change is real and substantial.



Patryk Kosmider/Shutterstock

## READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- a. Letters to the editor generally present people's views on controversial issues, such as climate change and global warming. In your opinion, is climate change really taking place? Why (not)?
- b. Robert Repetto believes extreme weather events are a result of the increase of greenhouse gas emissions. Do you agree with him? Why (not)?

Kotenko Oleksandr/Shutterstock/Glow Images



## VOCABULARY STUDY

### ➤ WORDS WITH MORE THAN ONE MEANING

1. In each item (a-d), you can find different meanings for the words **paper**, **address**, **spell** and **degree**. Choose the correct meaning of each word in the fragments below (▲, ■, ● or ◆). Write the answers in your notebook.

**TIP** Observe que a mesma palavra pode expressar ideias diferentes dependendo do contexto de uso.

a. In "The new paper by James E. Hansen", we can infer that **paper** means

- ▲ thin, flat material used for writing on, covering things in etc.
- a newspaper.
- an examination.
- ◆ a piece of writing about a particular subject written by someone who has been studying that subject.

b. In "The new paper [...] addresses a crucial difficulty", we can infer that **address** means

- ▲ to write a name or address on an envelope or parcel.
- to deal with a problem.
- to speak to someone, or to give a speech to an audience.
- ◆ to give someone a particular name or title when you speak or write to them.

c. In "During hot spells, for example, more people accept that climate is changing, but a colder spell reverses those opinions", we can infer that **spell** means

- ▲ a period of time.
- a magic instruction.

d. In "how often does it rain or get hotter than, say, 90 degrees?", we can infer that **degree** means

- ▲ a unit for measuring angles.
- a unit for measuring temperature.
- a qualification given for completing a university course.

Definitions from: CAMBRIDGE Learner's Dictionary. <<http://dictionary.cambridge.org>>. Accessed in: March 2016.





- c. In the fragments, the Present Perfect tense is used to talk about
- ▲ finished actions that happened at a specified time in the past.
  - changes that have happened over a period of time with consequences in the present.

2. Copy the following list of verb forms in your notebook and complete it.

**TIP** Consulte os quadros de verbos irregulares ao final do livro, sempre que necessário.

| Base Form | Past Simple | Past Participle |
|-----------|-------------|-----------------|
| become    | ★           | become          |
| change    | ★           | changed         |
| ★         | ★           | shifted         |
| soar      | ★           | ★               |

3. There is one irregular verb in the list in exercise 2. Which one?

4. What is the structure of the Present Perfect tense?

Hot and very hot days **have become** more frequent...

- a. auxiliary verb (have/has) + main verb (Past Simple)  
b. auxiliary verb (have/has) + main verb (Past Participle)

Read a letter to the editor about global warming and do exercises 5-8. Write the answers in your notebook.

5. Find verbs in the Present Perfect tense in the text.

6. Copy the following list of verb forms in your notebook and complete it.

| Base Form | Past Simple | Past Participle |
|-----------|-------------|-----------------|
| consider  | ★           | ★               |
| focus     | ★           | ★               |
| show      | ★           | ★               |

7. Look at the examples below and replace each icon ★ with **before** or **after** to complete the following statement about the Present Perfect tense.

have **not** focused  
have **not** considered

In negative sentences, we use **not** ★ the auxiliary **verb have/has** and ★ the **Past Participle** of the main verb.

Posted in Publishaletter.com By: (Not Verified)  
Sean Simpson  
Letter to the Editor Sent to: VANCOUVER SUN  
Country: Canada  
Date: APR-6-2012  
Subject: Exporting Global Warming

Dear Editor:

In response to the article We're exporting climate change along with oil, found in *The Vancouver Sun* written by Kathryn Harrison (March 30, 2012).

As the government has shown in the past, the risks around the environment are only second to the ultimate economic growth that the Canadian government wants. As the people of British Columbia have not focused their attentions to the pending ecosystem destruction, they have also not considered the inevitable increase in CO<sub>2</sub> from transportation. This will also increase "Global Warming", thus Canada will be exporting oil for profit and global warming for negative global environmental impacts.

Sean Simpson, Guelph

8. Read the following fragment and choose the correct item that completes the sentence below.

As the government **has shown** in the past...

The Present Perfect tense is used in the text to talk about

- actions that happened at a specified time in the past.
- actions that happened at an unspecified time in the past.

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

- The comic strip on the right shows the consequences of

- ▲ CIA research.
- climate change.

- Based on the comic strip, "has got there" is equivalent in meaning to

- ▲ "has achieved success."
- "has arrived in Arctic Circle."

- The Present Perfect tense (has got) is used to talk about

- ▲ a change over the years.
- a finished action connected with the present.



HALLATT, Alex. Available at: <<http://arcticcirclecartoons.com/comics/april-23-2015>>.

Accessed in: March 2016.

Read the cartoon below about climate change and do exercises 10-14.

Write the answers in your notebook.

**TIP** Observe as relações entre os elementos verbais e não verbais do cartum.

10. Match the following words and their meanings.

- |                   |                          |
|-------------------|--------------------------|
| a. never          | I. not ever              |
| b. ever           | II. in my entire life    |
| c. in my lifetime | III. sometime before now |

11. What is the contracted form of **It has**?

12. Choose two equivalent sentences in meaning to "It's never, ever, been this warm in my lifetime."
- It hasn't been this warm in my lifetime before.
  - This is the first time it has ever been this warm.
  - This is not the first time it's ever been this warm.

13. The Present Perfect tense is used in the cartoon to talk about
- something that has not happened up to now.
  - something that has happened in the past at different times.

14. In the cartoon the word **ever** is used for
- contrast.
  - emphasis.



Available at: <[www.cartoonstock.com/newscartoons/cartoonview.asp?catref=shrn609](http://www.cartoonstock.com/newscartoons/cartoonview.asp?catref=shrn609)>. Accessed in: March 2016.

Read another cartoon about climate change and do exercises 15-18. Write the answers in your notebook.



HAVE YOU NOTICED WE ARE GETTING ONCE  
IN A DECADE STORMS EVERY YEAR NOW?

Available at: <[www.cartoonstock.com/cartoonview.asp?catref=lfon624](http://www.cartoonstock.com/cartoonview.asp?catref=lfon624)>. Accessed in: March 2016.

**TIP** Observe as relações entre este cartum e o da página anterior para ampliar sua compreensão sobre eles.

15. The cartoon uses humor to talk about
- people's perceptions and concerns about climate change.
  - the consequences of natural disasters in the world before global warming.
16. Find a verb in the Present Perfect tense in the cartoon.
17. Replace each icon ★ with **before** or **after** to complete the sentences about the Present Perfect tense.

Have you noticed...?

In interrogative sentences, we use the auxiliary verb **have/has** ★ the subject. The Past Participle of the main verb comes ★ the subject.

18. The Present Perfect tense is used in the cartoon to refer to
- something that has (not) happened up to now.
  - something that has (not) happened in the past at different times.
19. Replace the icons ★ with the correct forms of the verbs from the box below to complete the following sentences. Use the Present Perfect tense. Write the answers in your notebook.

see • change • not stop • think • adapt

- The Earth's climate ★ before, but this time people are causing the changes. They are bigger and happening faster than any climate changes that modern society ★ ever ★ before.
- The amount of carbon dioxide (CO<sub>2</sub>) in the atmosphere ★ rising over the last decades.
- Plants and animals ★ to changes in the environment for millions of years, but today's changes make it difficult for them to adapt.
- ★ you ★ about planting a tree? Trees help to slow climate change because they absorb carbon dioxide during photosynthesis.

— Go to —  
**LANGUAGE  
REFERENCE**  
and  
**EXTRA  
PRACTICE**  
on page  
— 164 —

# LISTENING AND SPEAKING



1. Satellites have enabled scientists to collect information about our planet and its climate on a global scale. Replace each icon 🌐 with a word from the following box to complete the text below and learn about NASA's satellites. Write the answers in your notebook.

changes • climate • sea • NASA • orbit • ozone • temperature

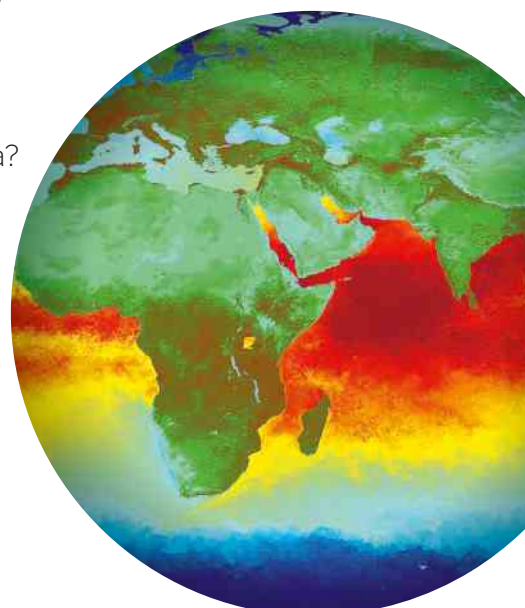
Satellites are some of the best sources of data for 🌐 change research. 🌐 currently has more than a dozen Earth science spacecraft/instruments in 🌐 studying all aspects of the Earth system. The agency's research encompasses solar activity, 🌐 level rise, the 🌐 of the atmosphere and the oceans, the state of the 🌐 layer, air pollution, and 🌐 in sea ice and land ice.



Reprodução/NASA

Available at: <[http://climate.nasa.gov/nasa\\_role](http://climate.nasa.gov/nasa_role)>. Accessed in: March 2016.

2. Listen to an interview with Dr. Bindschadler, a Senior Research Earth Scientist who works for NASA. Choose the correct statements. Write the answers in your notebook.
  - a. Half the satellites that NASA operates are just looking down at the Earth.
  - b. NASA is the only organization responsible for collecting global climate evidence.
  - c. The Earth has been warmer than it is today.
  - d. According to Dr. Bindschadler, now the climate is changing gradually.
3. Listen to the recording again and answer the questions below in your notebook.
  - a. How much does NASA spend a year studying the climate?
  - b. How often does each NASA satellite orbit the Earth and collect data?
  - c. How many satellites are operated by NASA?
4. Listen to the recording once more and check your answers.
5. What has been the rise in temperature over the last 50 years? Write the answer in your notebook.
  - a. About  $\frac{1}{4}$  of a degree centigrade ( $0.25^{\circ}\text{C}$ ).
  - b. About  $\frac{3}{4}$  of a degree centigrade ( $0.75^{\circ}\text{C}$ ).



Reprodução/NASA



## 14 SPOKEN LANGUAGE

- Some suffixes require that stress falls on a particular syllable in a word and may cause stress to change from its regular position in the base word. For example, **or**ganize and organi**za**tion. Listen to the words below and repeat them. Then copy the words in your notebook and mark the stress in the words.

fluc.tu.ate — fluc.tu.a.tion • in.form — in.for.ma.tion

cal.cu.late — cal.cu.la.tion • op.er.ate — op.er.a.tion

- Listen to the recording again and check your answers.



6. How much do you contribute to climate change? Answer the questions below to find out about your carbon footprint. Then interview a classmate. Use extra questions as the ones in blue.

**TIP** Pegada de carbono (do inglês **carbon footprint**) é a quantidade de carbono liberada na atmosfera por causa de alguma ação humana (e não da natureza). Quanto maior a pegada de carbono, maior o impacto no aquecimento global.

| Have you ever...                                                                          | You             | Your classmate  |
|-------------------------------------------------------------------------------------------|-----------------|-----------------|
| planted a tree?<br>➔ If so, how old were you?                                             | • Yes.<br>• No. | • Yes.<br>• No. |
| used eco bags?<br>➔ If so, do you still use them?                                         | • Yes.<br>• No. | • Yes.<br>• No. |
| picked up trash that wasn't yours?<br>➔ If so, what have you picked up?                   | • Yes.<br>• No. | • Yes.<br>• No. |
| reused newspapers or things we usually throw away?<br>➔ If so, ...?                       | • Yes.<br>• No. | • Yes.<br>• No. |
| bought organic food?<br>➔ If so, ...?                                                     | • Yes.<br>• No. | • Yes.<br>• No. |
| been involved in committees dealing with climate change issues?<br>➔ If so, ...?          | • Yes.<br>• No. | • Yes.<br>• No. |
| ★<br>➔ If so, ...?                                                                        | • Yes.<br>• No. | • Yes.<br>• No. |
| ★<br>➔ If so, ...?                                                                        | • Yes.<br>• No. | • Yes.<br>• No. |
| The more you answer "Yes", the more likely you are to reduce your footprint on the Earth. |                 |                 |

7. Do you and your classmate have similar experiences? What can you do to reduce your footprint on the Earth?



Did you know that letters to the editor are among the best-read sections of a newspaper/ magazine? They allow readers to express their views on different topics and share them with other readers. In this unit you have read two letters to the editor on pages 92 and 96. Visit the websites <www.publishaletter.com> and <www.teenink.com/hot\_topics/letters\_to\_the\_editor> to find other examples of letters to the editor.

1. Write a letter to the editor to express your ideas about a specific topic. You may refer to the news article on page 91 or another one of your choice.

## 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. express your views about a specific topic |
| b. Readers:   | II. classroom bulletin board/Internet        |
| c. Genre:     | III. classmates and the local community      |
| d. Objective: | IV. you                                      |
| e. Style:     | V. letter to the editor                      |
| f. Media:     | VI. positive, negative or informative tone   |

## STEP BY STEP

1. Choose a news article on a topic that interests you. It can be the news article on page 91 or another one from a magazine, a newspaper or from the Internet.
2. Before writing your response, start the letter with the expression "To the Editor:" or "Dear Editor:".
3. Mention the news article you are responding to. You can use expressions like "In response to the article ..." or "Re ...".
4. Tell why you are writing the letter and make your point in a clear way in the first paragraph. Your letter can be positive, negative or informative in tone.
5. Explain your thoughts in the second paragraph. Do it in a critical way, but remember to be concise. Use expressions such as "As I see it...", "As far as I am concerned" to state your opinion.
6. Sign the letter. Anonymous letters are not published.
7. Read your text and check the form, the content and the tone of your letter. Always be polite!
8. Exchange letters with a classmate and discuss both texts. Try to make some suggestions on your classmate's letter.
9. Write the final version of your letter to the editor.

### TIP

Ao revisar os textos, considere, por exemplo:

- objetivo: O texto está adequado a seu objetivo e ao público-alvo?
- conteúdo: Você apresentou bons argumentos para sustentar sua opinião sobre o tópico relacionado ao artigo?
- linguagem: O texto está redigido de maneira clara e objetiva?

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

2. Now it's time to share your letter to the editor with your classmates and the local community. You can also publish it in websites like <www.publishaletter.com>.

## LOOKING AHEAD



As the following chart shows, most people do not believe we will stop climate change.

|           | <b>Concern</b><br><i>Climate change and how we respond to it are among the biggest issues I worry about today.</i> | <b>Confidence</b><br><i>The people and organisations who should be doing something about climate change are doing what is needed.</i> | <b>Commitment</b><br><i>I am personally making a significant effort to help reduce climate change through how I live my life today.</i> | <b>Optimism</b><br><i>I believe we will stop climate change.</i> |                                                   |
|-----------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------|
| France    | 37%                                                                                                                | 7%                                                                                                                                    | 30%                                                                                                                                     | 5%                                                               | <b>Sceptical pessimists</b>                       |
| UK        | 22%                                                                                                                | 5%                                                                                                                                    | 19%                                                                                                                                     | 6%                                                               |                                                   |
| Germany   | 26%                                                                                                                | 6%                                                                                                                                    | 25%                                                                                                                                     | 11%                                                              |                                                   |
| USA       | 32%                                                                                                                | 13%                                                                                                                                   | 23%                                                                                                                                     | 18%                                                              | <b>Sceptical optimists</b>                        |
| Mexico    | 59%                                                                                                                | 14%                                                                                                                                   | 43%                                                                                                                                     | 24%                                                              | <b>Committed concerned</b>                        |
| Brazil    | 58%                                                                                                                | 14%                                                                                                                                   | 47%                                                                                                                                     | 26%                                                              |                                                   |
| India     | 60%                                                                                                                | 19%                                                                                                                                   | 47%                                                                                                                                     | 45%                                                              |                                                   |
| China     | 47%                                                                                                                | 46%                                                                                                                                   | 44%                                                                                                                                     | 39%                                                              | <b>Committed confident</b>                        |
| Hong Kong | 46%                                                                                                                | 38%                                                                                                                                   | 37%                                                                                                                                     | 30%                                                              |                                                   |
|           | <input type="checkbox"/> Fewer than 1 in 10 agrees                                                                 | <input type="checkbox"/> 1 in 10 people agrees                                                                                        | <input type="checkbox"/> 1 in 4 people agrees                                                                                           | <input type="checkbox"/> 1 in 3 people agrees                    | <input type="checkbox"/> Half of all people agree |



Nick Aldann/Shutterstock/Glow Images

Adapted from: <<http://science.howstuffworks.com/environmental/202-what-is-global-warming-video.htm>>. Accessed in: April 2016.

- What about you? Are you optimistic or pessimistic? Are you concerned about climate change like most Brazilians? Why (not)?
- In your opinion, what can be done to get people and institutions more engaged in the debate on climate change and global warming?
- Are you making a significant effort to help reduce climate change through how you live your life today?
  - Yes, I am. ➡ Share your experiences with your classmates.
  - No, I'm not. ➡ Why is it so difficult to do your part? Try to figure out how you can start helping.

### EXTRA READING

<[www.epa.gov/climatechange/basics/](http://www.epa.gov/climatechange/basics/)>  
 <[www.unep.org/climatechange/](http://www.unep.org/climatechange/)>  
 <<http://topics.nytimes.com/top/news/science/topics/globalwarming/index.html>>  
 <<http://climate.nasa.gov/>>

### EXTRA VIDEOS

<<http://science.howstuffworks.com/environmental/202-what-is-global-warming-video.htm>>  
 <<http://news.discovery.com/videos/global-warming-videos/>>  
 An inconvenient truth. Davis Guggenheim. Estados Unidos, 2006.



whphoto/Shutterstock/Glow Images

# Lights, Camera, Action!

## Unit



Warming  
**UP**

Have you seen these movies? Who are these characters?



Andrew Cooper/Photo 12/Glow Images



Zade Rosenthal/Walt Disney Studios Motion Pictures/Everett Collection/Keystone



Everett Collection/Keystone



Divulgação/Guilherme Maia

LEARNING  
OBJECTIVES

- to take part in discussions on movies
- to learn how to use the Present Perfect tense
- to learn the differences between the Past Simple and the Present Perfect tenses
- to explore movie reviews



1. What is your favorite movie? What is it about? Who are the main actors in it?
2. Choose the adjectives that best describe your favorite movie. Write the answers in your notebook.

- |                   |               |                     |
|-------------------|---------------|---------------------|
| • adventurous     | • fascinating | • original          |
| • clever          | • heartfelt   | • romantic          |
| • enjoyable       | • hilarious   | • surprising        |
| • family-oriented | • intriguing  | • thought-provoking |

**TIP** Observe que há variação de uso do inglês nos diferentes países:  
 ➡ movie (AmE) = film (BrE);  
 ➡ the movies/movie theater (AmE) = the cinema (BrE).

3. Choose the movie genres you like. Try to give examples of movies for each genre. Write the answers in your notebook.

- |                    |               |                   |
|--------------------|---------------|-------------------|
| • action/adventure | • documentary | • romance         |
| • animation        | • drama       | • science fiction |
| • comedy           | • horror      | • thriller        |
| • cult             | • musical     | • western         |



4. Replace each icon ★ with a genre from the box below to complete the following movie descriptions. Write the answers in your notebook.

animation • comedy • documentary • musical • science fiction

- a. ★ is one of the oldest theatrical genres. Actors have employed many different ways to make us laugh.
- b. Born with the coming of sound, the movie ★ had its base in opera. It provided audiences with an accessible and immediate escape from life.
- c. In ★ and fantasy films, imaginary worlds and scenarios are constructed — often with the aid of special effects — to enable the improbable to become possible.
- d. Film ★ encompasses a multitude of styles, themes, and techniques, from the simplest drawing by hand to images created using the most up-to-date digital technology.
- e. The ★, or non-fiction film, goes back to the very beginning of cinema history.

Source: BERGAN, Ronald. *The Film Book: a Complete Guide to the World of Cinema*. London: DK, 2011.



5. Read the first part of a review of the movie *Rio*. Then find the adjectives that describe it. Write the answers in your notebook.

*Rio* is a very nice, heartfelt, adventurous, and family-oriented movie. It is great for all ages, including families, young kids, as well as older adults! *Rio* is the BEST movie that I have seen all year! I HIGHLY recommend that you see this heartfelt movie! If your family likes humorous, animated films, then *Rio* is for them/you!

Available at: <<http://sharedreviews.com/review/rio-dvd-2011>>. Accessed in: March 2016. (Fragment)



Reprodução 20th Century Fox

6. Do the adjectives from exercise 5 express positive or negative ideas?

## BEFORE READING

- Answer the questions below.
  - Why is Hollywood so famous?
  - What are the most famous Hollywood movies? Which one(s) have you seen?
  - Where do you prefer to watch movies: at home or in the cinema? Why?
- Turn over the page and, before reading the text, look at its **source**. Which of the following words/expressions do you expect to find in the text? Use the glossary, if necessary. Write the answers in your notebook.



johnfiori/Shutterstock/Glow Images

|                 |                           |            |               |
|-----------------|---------------------------|------------|---------------|
| acting          | actor                     | soundtrack | food          |
| digital cameras | drawing                   | audience   | director      |
| DVDs            | entertainment             | direction  | film producer |
| journalist      | the downloading of movies | escapism   | politics      |
| screenplay      | from the Internet         | plot       | upload        |

3. Copy the following table in your notebook and organize the words directly related to cinema from exercise 2 into the four categories below.

| Functions of cinema | People | Movie components | Technical advances |
|---------------------|--------|------------------|--------------------|
| ★                   | ★      | ★                | ★                  |
| ★                   | ★      | ★                | ★                  |
|                     | ★      | ★                | ★                  |
|                     | ★      | ★                |                    |



Now read the text to check your predictions.

Everett Collection/Keystone



Cinema is the largest entertainment industry the world has ever known. It has provided romance and escapism for millions of people all over the globe since its very beginning. The movies offered a panacea in the years of the Great Depression in the US; were the opium of the people through World War II. It was Hollywood, California, known as “the Dream Factory”, which eventually supplied most of “the stuff that dreams are made of”.

However, although Hollywood has dominated the worldwide film industry for almost a century, it is not the only “player” in a truly global market. What makes cinema the most international of the arts is the vast range of movies that come from more than 50 countries. More and more countries, long ignored as film-making nations, have produced films that have entered the international consciousness.

Certainly in the last few decades, creative cinema has spread from the US and Europe to Central and Eastern Asia, and to the developing world – the most amazing example of which is Iran. China, Hong Kong, Taiwan, and Korea have produced films of spectacular visual quality as well as absorbing content. There has also been a long revival of cinema in Spain and the Latin American countries.

In the last decade of the 20<sup>th</sup> century, computer-generated imagery (CGI) explored new ways of expression on the big screen, while digital cameras enabled more people to make features than ever before. With the emergence of videos and DVDs, and the downloading of movies from the Internet, films can be viewed in a variety of ways. Yet, whatever technical advances have been made it is the intrinsic quality of the film – the direction, the screenplay, the cinematography, and the acting – that continues to provoke and delight audiences.

*Adapted from: BERGAN, Ronald. The Film Book: a Complete Guide to the World of Cinema. London: DK, 2011.*

## READING FOR GENERAL COMPREHENSION

What is the text about? Write the answer in your notebook.

- The development of cinema over the years.
- The recent changes in the entertainment industry.
- The emergence of technical advances in Hollywood.



## READING FOR DETAILED COMPREHENSION

1. In your notebook write **T** (True) or **F** (False) for each statement. Then correct the false statements with a fragment from the text.
  - a. Cinema is the most international of the arts.
  - b. Hollywood does not dominate the worldwide film industry anymore.
  - c. Technical advances are responsible for delighting people.
  - d. The emergence of new technologies has provided new ways of viewing films.
2. Read the text again to answer the questions below in your notebook.
  - a. What do people call Hollywood?
  - b. What has happened over the last few decades?
  - c. What examples of technical advances can provide different ways of viewing a film?
3. Read the text and find pieces of information to support or illustrate each idea below as in the examples. Write the answers in your notebook.
  - a. It has provided romance and escapism for millions of people all over the globe since its very beginning.  
*1: The movies offered a panacea in the years of the Great Depression in the US.*  
2: ☆
  - b. More and more countries, long ignored as film-making nations, have produced films that have entered the international consciousness.  
*1: Certainly in the last few decades, creative cinema has spread from the US and Europe to Central and Eastern Asia, and to the developing world – the most amazing example of which is Iran.*  
2: ☆  
3: ☆

## READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- According to the text, millions of people all over the globe have used cinema to engage in fantasy and escape from reality or routine. Do you think cinema is always a means of escapism? In your opinion, what is the role of cinema in society?
- Technical advances have changed the ways of making and viewing films. In your opinion, what are the pros and cons of using technology in cinema?

## VOCABULARY STUDY

### ➤ FALSE COGNATES

- Choose the words or expressions equivalent in meaning to the words in **bold** (▲, ■ or ●). Write the answers in your notebook.
  - "[...] which **eventually** supplied most of 'the stuff that dreams are made of.'" (paragraph 1)  
▲ occasionally                      ■ in the end                      ● sometimes
  - "[...] the vast **range** of movies [...]" (paragraph 2)  
▲ noise                      ■ variety                      ● quality

### ➤ DISCOURSE MARKERS

- Read the fragments below and find the discourse markers that are equivalent to **but**. Write the answers in your notebook.
  - "However, although Hollywood has dominated the worldwide film industry for almost a century, it is not the only 'player' in a truly global market."
  - "Yet, whatever technical advances have been made it is the intrinsic quality of the film [...] that continues to provoke and delight audiences."
- Read the fragment below.

China, Hong Kong, Taiwan, and Korea have produced films of spectacular visual quality **as well as** absorbing content.

Now choose the two correct alternatives to form sentences with an equivalent meaning. Write the answers in your notebook.

China, Hong Kong, Taiwan, and Korea have produced films of...

- spectacular visual quality in addition to absorbing content.
  - both spectacular visual quality and absorbing content.
  - neither visual quality nor absorbing content.
- 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 is used in other units.



DreamWorks/courtesy Everett Collection/Keystone



## ➤ PRESENT PERFECT: *SINCE/FOR*

1. Read the fragments from the text on page 106 and find the verbs in the Present Perfect tense. Write the answers in your notebook.
  - a. "Cinema is the largest entertainment industry the world has ever known."
  - b. "More and more countries [...] have produced films that have entered the international consciousness."
  - c. "China, Hong Kong, Taiwan, and Korea have produced films of spectacular visual quality [...]"
  - d. "It has provided romance and escapism for millions of people all over the globe since its very beginning."
  - e. "[...] Hollywood has dominated the worldwide film industry for almost a century [...]"

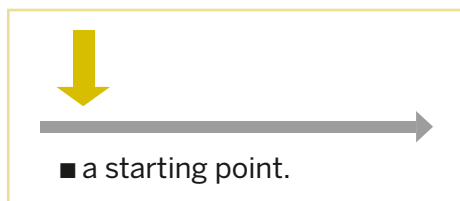
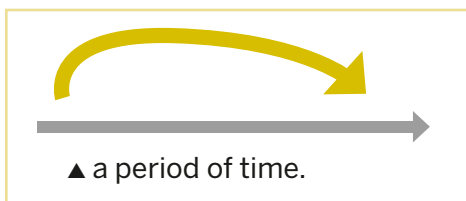
Now read the fragments below and do exercises 2-5. Write the answers in your notebook.

I. It has provided romance and escapism for millions of people all over the globe **since its very beginning**.

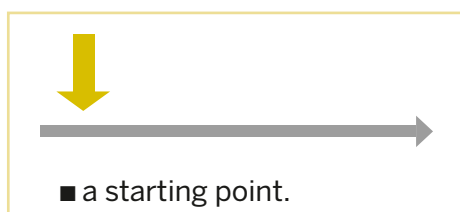
II. [...] Hollywood has dominated the worldwide film industry **for almost a century** [...]

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

- a. The expression "since its very beginning" (fragment I) refers to



- b. The expression "for almost a century" (fragment II) refers to



3. Replace each icon ⚙ with **for** or **since** to complete the statements and the examples below.

- a. We use ⚙ to talk about the time when an action started (a starting point).

Examples: ⚙ I was a child/1999/Monday.

- b. We use ⚙ to talk about the duration of an action (a period of time).

Examples: ⚙ 10 minutes/a month/a long time.





4. Replace each icon ★ with **for** or **since** to complete the sentences below.
- Selton Mello has worked as an actor ★ the age of 11.
  - Walter Salles has produced movies ★ over 20 years.
  - Fernanda Montenegro has been a leading actress in theatre and television ★ the 1950s.
  - Hollywood has been in the business of creating and selling dreams ★ almost a century.

5. In the sentences in exercise 4, the Present Perfect tense is used to refer to actions that
- started and finished at a specified time in the past.
  - started in the past and have continued up to the present.

### ➤ PRESENT PERFECT OR PAST SIMPLE?

Read the fragments below and do exercises 6 and 7. Write the answers in your notebook.



- The movies **offered** a panacea in the years of the Great Depression in the US; **were** the opium of the people through World War II.
- Certainly in the last few decades, creative cinema **has spread** from the US and Europe to Central and Eastern Asia [...]
- In the last decade of the 20<sup>th</sup> century, computer-generated imagery (CGI) **explored** new ways of expression on the big screen [...]

6. Which fragments are in the Past Simple tense?
- Fragment I.
  - Fragment II.
  - Fragment III.

Which time expressions are used in the fragments?

7. Which fragment is in the Present Perfect tense?
- Fragment I.
  - Fragment II.
  - Fragment III.

Which time expression is used in the fragment?

8. Copy the table below in your notebook and complete it by replacing the icons ★ with the correct time expressions from the following box. Write the answers in your notebook.

yesterday • recently • when I was a child • since I was a child • last month •  
over the last months • lately • a year ago • the week before • so far

| Time Expressions                |                                     |
|---------------------------------|-------------------------------------|
| used with the Past Simple tense | used with the Present Perfect tense |
| ★                               | ★                                   |
| ★                               | ★                                   |
| ★                               | ★                                   |
| ★                               | ★                                   |
| ★                               | ★                                   |

9. Match the columns below to make sentences. Use the Present Perfect or the Past Simple. Write the answers in your notebook as in the example.

|                          |                    |                          |
|--------------------------|--------------------|--------------------------|
| Brazilian movies         | become popular     | recently.                |
| <i>Titanic</i>           | win several awards | in 1997.                 |
| <i>The Twilight Saga</i> | become popular     | over the last few years. |

- a. *Brazilian movies have become popular over the last few years.*  
 b. *Titanic* ✱  
 c. *The Twilight Saga* ✱

10. Match the sentences below. Write the answers in your notebook.

- a. Science fiction movies have been popular for ages.  
 b. Charles Chaplin released the silent movie *Modern Times* in 1936.  
 c. The first television advertisement appeared in the United States on July 1, 1941.  
 d. In recent years, Hollywood has adapted several comic books.

- I. an action that started and finished at a specified time in the past.  
 II. an event that started in the past and has continued up to the present.



Reprodução/Warner Bros

11. Replace each icon ✱ with the correct form of the verbs in parentheses to complete the sentences below. Use the Present Perfect or the Past Simple. Write the answers in your notebook.

- a. A hundred years ago the cinema industry ✱ (start) to grow up.  
 b. Lately, Brazilian movies ✱ (receive) widespread recognition, both in Brazil and abroad.  
 c. Charles Chaplin ✱ (make) his first stage appearance when he was 5.  
 d. *Rio* is the best computer-animated movie that I ✱ (see) so far!

## ➤ PRESENT PERFECT: JUST, ALREADY, YET

Read the movie review below and do exercises 12-16. Write the answers in your notebook.

### X-Men 3: The Last Stand (Theater/DVD)

Yeah I have already reviewed it before but this is being written only to remind you that one of the coolest movies ever made is now on DVD. No, it's not a ten-disc special edition but it does have three alternative endings and a few deleted scenes that are more than worth checking out if you are any kind of X-Men movie fan. So if you haven't bought the DVD yet, go buy it! I've just bought mine and I give it 4 stars.



Reprodução/Fox Filmes

Adapted from: GROSS, Timothy. Gross Movie Reviews. Lulu.com, 2007. p. 111. v. 2.

- 12.** Choose the correct item that answers each question below (▲ or ■).
- Is it the first time the writer has written a review of *X-Men 3*?
    - ▲ Yes, it is.
    - No, it isn't.
  - Does the writer recommend the *X-Men 3* DVD?
    - ▲ Yes, he does.
    - No, he doesn't.
- 13.** Which fragments below contain a verb in the Present Perfect tense?
- "[...] I have already reviewed it [...]"
  - "[...] if you haven't bought the DVD yet [...]"
  - "[...] I've just bought mine [...]"
  - "[...] it does have three alternative endings [...]"
- 14.** Which sentence below is equivalent in meaning to "I have already reviewed it before"?
- I have reviewed it earlier.
  - This is the first time I have reviewed it.
- 15.** Match the following words in **bold** to their meanings.
- "[...] I have **already** reviewed it [...]"
  - "[...] if you haven't bought the DVD **yet** [...]"
  - "[...] I've **just** bought mine [...]"
- recently; a short time ago
  - previously; before a particular time
  - so far; at any time up to the present
- 16.** Replace each icon ☛ with **just**, **already** and **yet** to complete the statements below.
- ☛ usually comes at the end of negative or interrogative sentences.
  - ☛ usually comes between the auxiliary verb (have/has) and the past participle.
  - ☛ usually comes at the end of the sentence or between the auxiliary verb (have/has) and the past participle.
- 17.** Replace each icon ☛ with the correct form of the verb in parentheses to complete the following review. Use the Present Perfect tense. Write the answers in your notebook.

## Swing Vote



This is a new political comedy starring Kevin Costner. In a small New Mexico town, Costner is a single father caring for his 12-year-old daughter. It's election day and Costner is the only person left in the country (apparently) who ☛ (**not/vote/yet**). When his daughter tries to vote for him, a malfunction occurs in the voting machine, and his vote is not counted.

But apparently, the election is so close, that it ☛ (**come**) down to a single vote to decide the entire election and it's up to Costner to decide who will be the next President of the United States.

Considering the improbability of this story, the film actually works pretty well. First of all, there is a superb cast. Costner gives a genuine performance as an unsuccessful but lovable single dad who ☛ (**just/lose**) his job. The daughter is played by newcomer Madeline Carroll, who gives a wonderful performance. The film seems to be well-written and is a good mix of comedy and drama. The political comedy is more enjoyable than expected. On a scale of 5 stars, I rate this film 3 stars (GOOD).

— Go to —  
**LANGUAGE  
REFERENCE  
and  
EXTRA  
PRACTICE**  
on page  
— 166 —

*Adapted from: MORENCY, Philip. On the Aisle, v. 2. — Film Reviews by Philip Morency. Pittsburgh: RoseDog Books, 2012. p. 241.*

# LISTENING AND SPEAKING



1. Ask and answer the following questions in pairs.

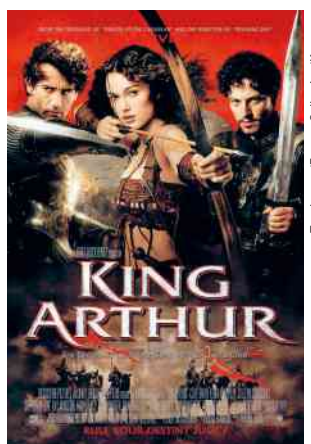
- |                                        |                                          |                                                 |
|----------------------------------------|------------------------------------------|-------------------------------------------------|
| a. Who is your favorite actor/actress? | b. What movies has he/she taken part in? | c. What characters has he/she played in movies? |
|----------------------------------------|------------------------------------------|-------------------------------------------------|

2.  Listen to a reporter talking about a movie that won four Oscars. Which movie is it and who is in it? Write the answers in your notebook.

The movie is...



*The Madness of King George* (1994)  
a.



*King Arthur* (2004)  
b.



*The King's Speech* (2010)  
c.

The main actor is...

- |               |                    |                |
|---------------|--------------------|----------------|
| a. Clive Owen | b. Nigel Hawthorne | c. Colin Firth |
|---------------|--------------------|----------------|

3.  Listen to the recording again and choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.

- |                                             |                                          |                                             |
|---------------------------------------------|------------------------------------------|---------------------------------------------|
| a. The film was produced in                 | ▲ Great Britain.                         | ■ Los Angeles.                              |
| b. It is described as a                     | ▲ documentary.                           | ■ drama.                                    |
| c. The main character in the film is        | ▲ King George.                           | ■ King Arthur.                              |
| d. What helped him overcome his problem was | ▲ psychotherapy.                         | ■ speech therapy.                           |
| e. His therapist taught him how to          | ▲ control his anger and to avoid pauses. | ■ control his breathing and to take pauses. |



4. <sup>15</sup> Listen to the recording once more and check your answers.

5. The main character had a speech impediment. How do you think he felt about speaking in public? How do you feel when talking to a large group of people?

<sup>16</sup> **SPOKEN LANGUAGE**

- > Listen to the recording and notice the sound /ɔ:/ in the verb in **bold**.  
A speech therapist has **taught** him how to take pauses before tricky words.
- > Listen to the recording again and repeat the following verbs in the Past Participle.  
Choose the ones with the sound /ɔ:/ as in **taught**. Write the answers in your notebook.  
bought • broken • brought • caught • fought • known • thought
- > Listen to the recording again and check your answers.

6. In pairs, talk about your experiences and tastes concerning movies. You can use expressions from the boxes below to help you.

the last movie you saw ➡ good?

the best/the worst movie you have ever seen ➡ why?

the scariest/funniest/most romantic movie you have ever seen ➡ how many times?

ever fallen asleep in the middle of a film ➡ which one?

prefer to watch movies or to read books ➡ why?

**TIP** Use pausas para respirar, planejar o que vai dizer e enfatizar alguns trechos da sua fala.

7. In pairs, ask and answer the questions below.

- What is the best Brazilian movie you have ever seen?
- Who was in it?
- Who are some of the most famous actors/actresses in Brazil?
- Do you like them?
- What are they famous for?



MidoSemsem/Shutterstock





In this unit you have read movie reviews on pages 105, 111 and 112. Movie reviews are usually published in magazines, newspapers, and websites about movies. They can be written by professional critics or by anyone who wants to share their opinions about a movie. Movie reviews help us decide if a movie is worth seeing. Visit the websites <www.rottentomatoes.com> and <www.imdb.com> to find other examples of movie reviews.

1. Write a movie review to express your thoughts about a particular movie. You may refer to your favorite movie, a movie you have just seen or even a movie you did not like. It can be a Brazilian or a foreign movie.

## 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 the local community*
- c. Genre: ★
- d. Objective: *express your thoughts about* ★
- e. Style: *critical tone*
- f. Media: *school board/Internet*

**TIP** Ao revisar os textos, considere, por exemplo:

- objetivo: A resenha está adequada a seu objetivo e ao público-alvo?
  - conteúdo: Você verificou as informações gerais do filme (nome dos atores, país, ano de lançamento etc.)? Você incluiu argumentos para sustentar sua avaliação do filme?
  - linguagem: O texto está redigido de maneira clara e objetiva? Você escolheu adjetivos adequados para descrever sua opinião sobre o filme?
- Reescreva seus textos com base na revisão feita por você e seus colegas.

## STEP BY STEP

1. Choose a movie and gather basic facts about it such as the title, director, main actors, genre, country and year of release.
2. Watch the movie and take notes on relevant items (e.g. acting, soundtrack, photography etc.).
3. Rewatch some parts and take other notes, if necessary.
4. Start your review with general information about the movie (title, main actors, genre etc.).
5. Write a clear and short overview of the plot. Do not give away the ending of the movie!
6. Critique the movie by stating your opinion. Try to explain your reasons and provide examples/specific details to support your viewpoint. Use **adjectives** to describe the movie ("Rio is a very nice, heartfelt, adventurous, and family-oriented movie.").
7. Mention if you recommend the movie or not. Be honest. Use expressions to recommend the movie ("I HIGHLY recommend that you see this heartfelt movie!").
8. Rate the movie using an easy system (e.g. 4 out of 5 stars).
9. Exchange reviews with a classmate and discuss both texts. Try to make some suggestions on your classmate's review.
10. Write the final version of your movie review.

2. Now it's time to share your movie review with your classmates and the local community. You can also publish it on websites like <sharedreviews.com>.

## LOOKING AHEAD

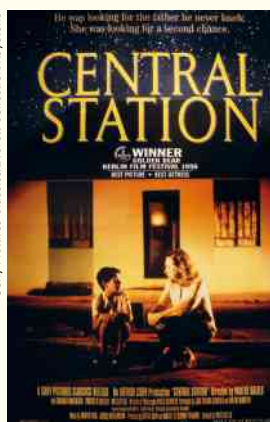


- ▶ *Bollywood* is the popular term used for the Hindi-language film industry based in Mumbai, India. People can learn more about India and its people because of Bollywood movies. In your opinion, how important is this film industry to India and to other countries?
- ▶ The movies below are about Brazil and its people. Choose at least one of them to watch and discuss with your classmates how your country and its people are described in the movie. Do you agree with such views? Why (not)?



Eros International/Everett Collection/Keystone

Sony Pictures Classics/Everett Collection/Keystone



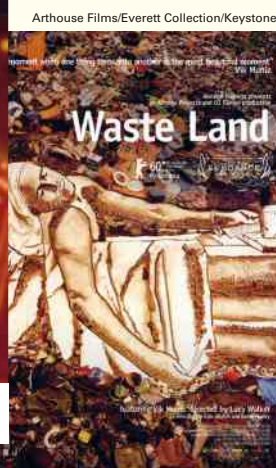
*Central do Brasil*  
(*Central Station*), 1998.



*O Auto da Compadecida*,  
(*A Dog's Will*), 2000.



*O Palhaço*  
(*The Clown*), 2011.



*Lixo Extraordinário*  
(*Waste Land*), 2010.

### EXTRA READING

<<http://worldscinema.org/>>  
<[www.brazilianfilmfestival.com/](http://www.brazilianfilmfestival.com/)>  
<[http://awardsdatabase.oscars.org/ampas\\_awards/BasicSearchInput.jsp](http://awardsdatabase.oscars.org/ampas_awards/BasicSearchInput.jsp)>

### EXTRA VIDEOS

<[www.wastelandmovie.com/](http://www.wastelandmovie.com/)>  
The Purple Rose of Cairo. Woody Allen. Estados Unidos, 1985.  
Cinema Paradiso. Giuseppe Tornatore. Itália, 1988.

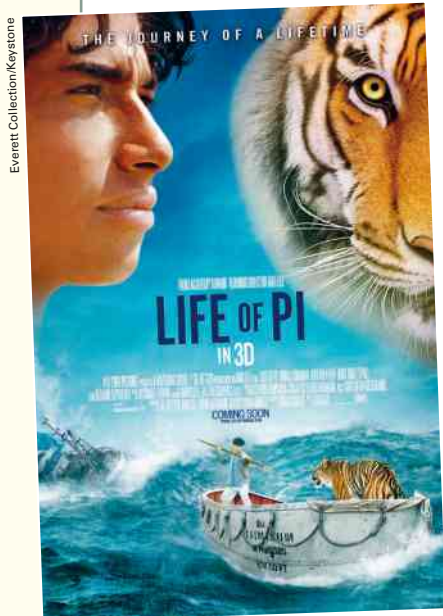


Cellaham/Shutterstock/Glow Images

## READING



1. Take a look at the picture below. What do you expect to read about? Write the answer in your notebook.



### The Life of Pi

With LIFE OF PI, director Ang Lee (“Brokeback Mountain”; “Crouching Tiger, Hidden Dragon”) creates a groundbreaking movie event about a young man who survives a disaster at sea and starts an epic journey of adventure and discovery. While cast away, he forms an amazing and unexpected connection with another survivor... a fearsome Bengal tiger.

Based on the book that has sold more than seven million copies and spent years on the bestseller lists, LIFE OF PI takes place over three continents, two oceans, many years, and a wide universe of imagination.

Since Mr. Lee came aboard the project almost four years ago, he has worked to create a singular vision of author Yann Martel's unforgettable tale of courage, perseverance, inspiration and hope.

In telling Pi's story, Mr. Lee pushes the boundaries of cutting-edge motion picture technologies. LIFE OF PI represents a moment when the science and art of filmmaking have jumped forward, as it did with the visual effects of “Titanic,” the 3D revolution of “Avatar,” and the CGI [computer generated imagery] work in “Rise of the Planet of the Apes,” [...]

Available at: <[www.filmblast.com/life-of-pi-review](http://www.filmblast.com/life-of-pi-review)>. Accessed in: March 2016.

2. What kind of movie is *Life of Pi*? Write the answer in your notebook.
- Comedy/romance.
  - Documentary/epic.
  - Adventure/drama.
3. Choose the correct statements about the text. Write the answer in your notebook.
- The movie *Life of Pi* is based on a best-selling book.
  - Yann Martel is the author of the book *Life of Pi*.
  - Ang Lee is the director of *Titanic*, *Avatar* and *Rise of the Planet of the Apes*.
  - The movie is about a young man and a tiger that survive a disaster at sea.
  - The text describes the movie in a negative way.
4. In “[...] Mr. Lee pushes the boundaries of cutting-edge motion picture technologies,” we can infer that the director uses technology that is
- extremely old-fashioned.
  - exceptionally impressive and innovative.

## LANGUAGE IN USE



### » PRESENT PERFECT

- Find the verbs in the Present Perfect tense in the text. Write the answer in your notebook.
- Replace the icon ★ with the verbs in parentheses to complete the critic reviews for the movie *Life of Pi*. Use the Present Perfect tense. Write the answers in your notebook.

#### Chicago Sun-Times/Roger Ebert

Is it real? Is this whole story real? I refuse to ask that question. *Life of Pi* is all real, second by second and minute by minute, and what it finally amounts to is left for every viewer to decide. I ★ (decide) it is one of the best films of the year.

#### Chicago Tribune/Michael Phillips

*Life of Pi*, Yann Martel's beautiful little book about a young man and the sea and a tiger, ★ (transform) into a big, imposing and often lovely 3-D experience.

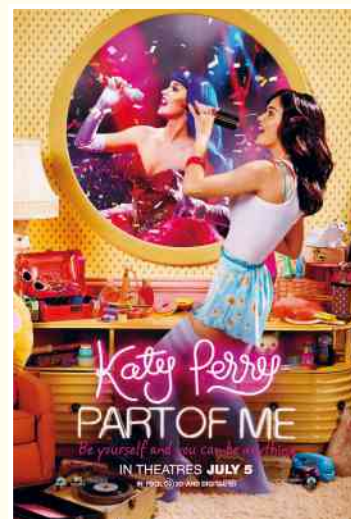
#### The New York Times/A. O. Scott

The movie invites you to believe in all kinds of marvelous things, but it also may cause you to doubt what you see with your own eyes — or even to wonder if, in the end, you ★ (see) anything at all.

Available at: <[www.metacritic.com/movie/life-of-pi/critic-reviews](http://www.metacritic.com/movie/life-of-pi/critic-reviews)>. Accessed in: March 2016.

- Which critic reviews from exercise 2 are positive? Write the answers in your notebook.
  - Chicago Sun-Times
  - Chicago Tribune
  - The New York Times
- Replace each icon ★ with **for**, **since** or **yet** to complete each pair of gapped sentences as in the example below. Write the answers in your notebook.
  - I've ★ bought Rihanna's new DVD. I left the store 5 minutes ago.  
She's ★ released her seventh album. I bought it yesterday.
  - I haven't seen all Harry Potter movies ★. I can't wait to see them!  
Have you read J. K. Rowling's latest book ★?
  - We have waited to see Tom Cruise in this musical ★ a long time.  
He has been an actor ★ almost 30 years.
  - Katy Perry has become a superstar ★ the launch of her world tour.  
She has attracted more fans ★ the release of her first movie.

|         |      |      |      |
|---------|------|------|------|
| a. just | b. ★ | c. ★ | d. ★ |
|---------|------|------|------|



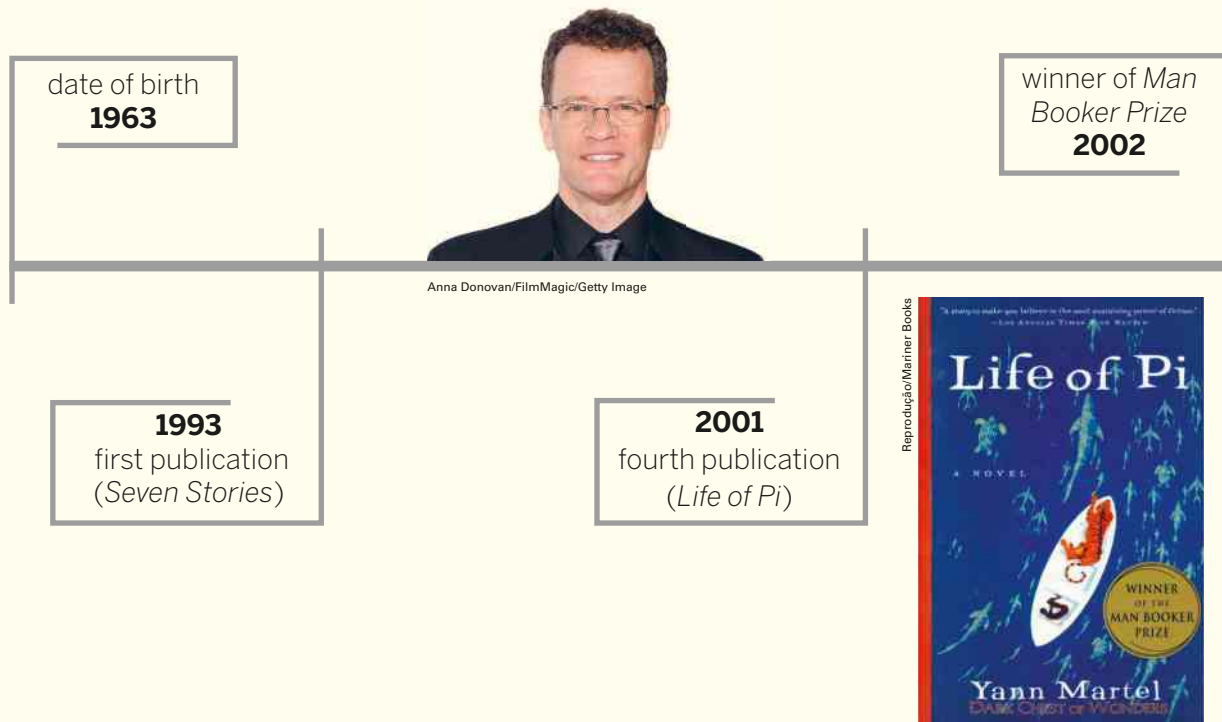
Everett Collection/Keystone



## ➤ PRESENT PERFECT OR PAST SIMPLE?

5. Replace each icon ★ with a verb from the box below to complete the following sentences based on Yann Martel's timeline. Use the Present Perfect or the Past Simple. Write the answers in your notebook.

travel • write • visit • publish • study • read • be born • win



- Novelist Yann Martel ★ in Salamanca, Spain, in 1963.
  - As an adolescent, he ★ at Trinity College School in Port Hope, Ontario.
  - Martel ★ to Iran, Turkey and India. He ★ zoos, churches and temples in India.
  - He ★ his first fictional work, *Seven Stories*, in 1993, and, in 2001, he ★ the novel *Life of Pi*.
  - He ★ the Man Booker Prize for the fiction *Life of Pi* in 2002. Since then, millions of people ★ his novel.
6. Replace the icon ★ with the words in parentheses to complete the sentences below. Use the Present Perfect or the Past Simple. Write the answers in your notebook.
- The best film adaptation they ★ is *Les Misérables*.  
(ever/see)
  - Author J. K. Rowling ★ her first novel for adults in 2012.  
(publish)
  - I think that she ★ the musical *Rock of Ages* five times!  
(already/watch)
  - Meryl Streep ★ her third Oscar for her performance as Margaret Thatcher in *The Iron Lady* in 2012.  
(win)



# STUDYING FOR EXAMS

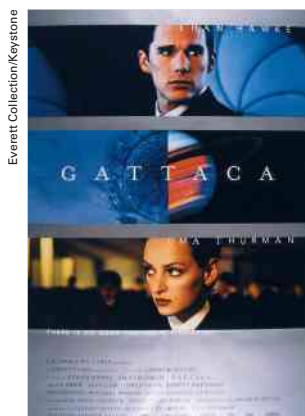


Nesta seção, escreva a resposta de cada questão em seu caderno.

## 1. (Unesp/2012)

### Gattaca Review

by James Brundage  
(January 15<sup>th</sup>, 1999)



*Gattaca* is a character drama in the guise of a thriller, the same way that *The Truman Show* was a drama in the guise of a comedy. Andrew Niccol works his beautiful charms with both of them. In *Gattaca*, he offers us a stunning vision of the not-so-distant

future, a time where genetic engineering is so commonplace that it is common practice. The world, of course, has the drawback that anyone who was not genetically engineered is part of a new class of society, called an *invalid*.

Vincent Freeman was born this way. He chooses, however, not to remain an invalid but to become what is known as a *de-generate*, someone who uses other people's blood, urine, hair etc. to fake a genetic code superior to their own. His dream was to end up in space and being this particularly loathed thing is the only way he is able to do it. Lending his dream to the real Gerome Morrow, a suicidal cripple, the two band together to get him into space. Everything is going well, he is set to leave in a week. Then the mission director is murdered.

This occurs, in my opinion, only to keep less intelligent viewers interested in the story, which contains enough pathos to warrant me watching it if it didn't involve a murder at all. As Vincent tries to keep his secret, he is falling in love with Irene Cassini, another worker at *Gattaca*, the story's equivalent of Cape Canaveral. The panic caused by the moment causes each person involved to examine themselves, society, and the state of the world.

The sad thing about *Gattaca* is that so many people will hate this movie because of its utterly slow pace. It does not keep the interest of someone not intrigued by people, which encompasses most every viewer today. So that takes out studio fans, and its Star Trek target audience.

<www.killermovies.com>. Acesso em: 9 mar. 2016. (Adaptado)

Quem era denominado pelo termo *invalid* no contexto da história do filme? O que significava ser um *de-generate*, no mesmo contexto?

Segundo a crítica, por que o diretor da missão espacial foi assassinado? Havia realmente necessidade de esse fato ocorrer?

## 2. (Enem/2010)

### The Weather Man

They say that the British love talking about the weather. For other nationalities this can be a banal and boring subject of conversation, something that people talk about when they have nothing else to say to each other. And yet the weather is a very important part of our lives. That at least is the opinion of Barry Gromett, press officer for The Met Office. This is located in Exeter, a pretty cathedral city in the southwest of England. Here employees — and computers — supply weather forecasts for much of the world.

Speak Up. Ano XXIII, no 275.

Ao conversar sobre a previsão do tempo, o texto mostra

- o aborrecimento do cidadão britânico ao falar sobre banalidades.
- a falta de ter o que falar em situações de avaliação de línguas.
- a importância de se entender sobre meteorologia para falar inglês.
- as diferenças e as particularidades culturais no uso de uma língua.
- o conflito entre diferentes ideias e opiniões ao se comunicar em inglês.

## THINKING ABOUT LEARNING



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

### ➤ HOW CONFIDENT AM I ABOUT...

- taking part in discussions on climate change and global warming?
- taking part in discussions on movies?
- using the Present Perfect tense?
- exploring letters to the editor?
- exploring movie reviews?

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    |
|-------------------|---------------------------------------------------------------------|-----------------------|
| data              | "The <u>data</u> show that change is real and substantial." – p. 92 | pieces of information |

### ➤ 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:

- Watch movies in English.

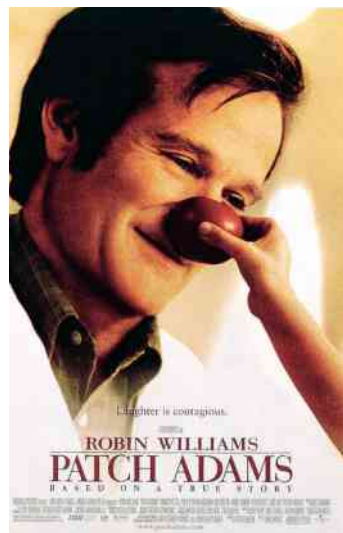
## PROJECT 2A



### » LEARNING WITH MOVIES (FIRST PART)

In Unit 6 you have talked about movies. Read fragments of scripts of two inspirational movies and do the first part of Project 2, *Learning with movies*.

Universal Pictures/Everett Collection/Keystone



**Hunter Patch Adams:** Every human being has an impact on another. Why don't we want that in a patient/doctor relationship? That's why I've listened to your teachings, and I believe they're wrong. A doctor's mission should be not just to prevent death... but also to improve the quality of life. That's why you treat a disease, you win, you lose. You treat a person, I guarantee you, you win, no matter what the outcome.

PATCH Adams. Direção de Tom Shadyac. Estados Unidos, 1998.

**Chris Gardner:** Hey.

Don't ever let somebody tell you...

... you can't do something.

Not even me.

All right?

**Christopher:** All right.

**Chris Gardner:** You got a dream...

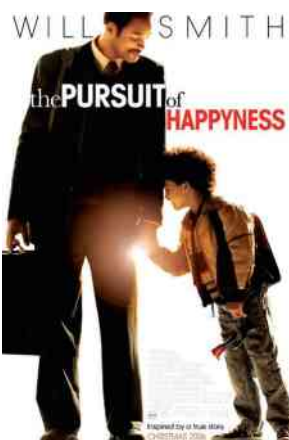
... you gotta protect it.

People can't do something themselves...

... they wanna tell you you can't do it.

If you want something, go get it. Period.

Let's go.



Columbia Pictures/Everett Collection/Keystone

THE PURSUIT of Happyness. Direção de Gabriele Muccino. Estados Unidos, 2006.

» **TASK:** In small groups, work on a short movie script based on scenes from different inspirational movies you have already seen or heard of. Select the most interesting dialogs related to a topic of your choice (such as friendship, love, family, overcoming difficulties etc.) and arrange them together to create a coherent script. You can add some short sentences of your own to make the transition from one scene to another. You are not supposed to create a whole new script, but make a compilation of scenes that should last from 5 to 10 minutes when performed. Make your script really moving and don't forget to choose an appealing title. In this part of the project, it is only necessary to write a first draft. Later, you are going to improve your text and perform it.

### YOU CAN FIND MOVIE SCRIPTS AT

<[www.imsdb.com/](http://www.imsdb.com/)>

<[www.simplyscripts.com/movie.html](http://www.simplyscripts.com/movie.html)>

<[www.script-o-rama.com/table.shtml](http://www.script-o-rama.com/table.shtml)>

**TIP** O *script* de um filme, peça, novela ou programa de rádio é um roteiro com falas, informações sobre a cena, o som, a imagem etc. Um *script* baseado na compilação de cenas já existentes é um roteiro organizado a partir de um eixo temático que dá sentido ao conjunto de cenas selecionadas.

» Go to page 156 for the second part of this project.

# Live and Learn

## Unit

Warming  
**UP**

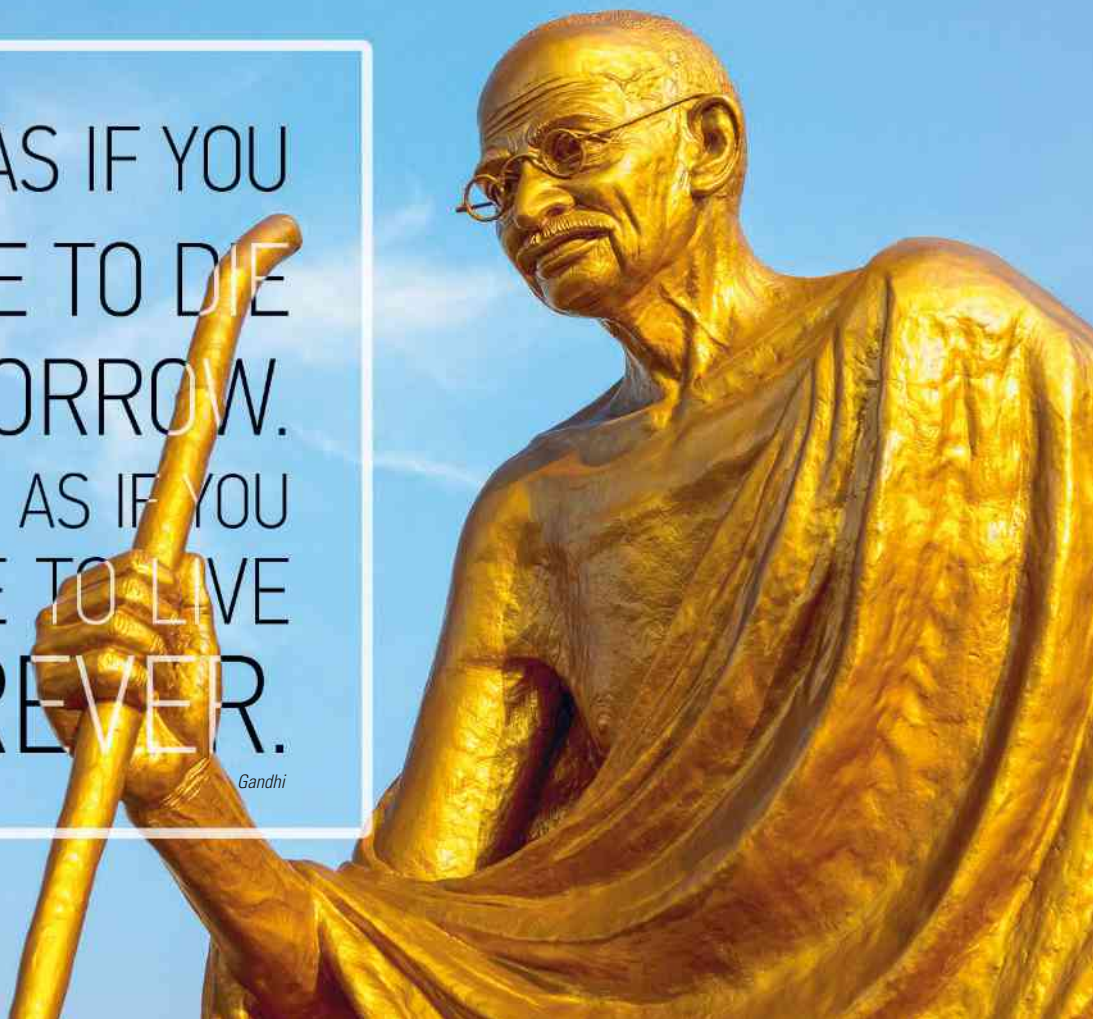
What does this quote by Gandhi mean? Do you agree with him? Why (not)?



Darren Robb/Getty Images

LIVE AS IF YOU  
WERE TO DIE  
TOMORROW.  
LEARN AS IF YOU  
WERE TO LIVE  
FOREVER.

*Gandhi*



### LEARNING OBJECTIVES

- to take part in discussions on life experiences
- to learn how to use the second conditional
- to learn how to use reflexive pronouns
- to explore interviews

1. When you are going through difficult times, what do you often do to help you?

- I play different sports.
- I listen to inspiring music.
- I write poems, blog posts etc.
- I use food to cope with emotions.
- I try to do something fun (e.g. go out with friends, go dancing).
- I ask for advice (e.g. family members, friends, counselor etc.).

2. In your opinion, can music help people deal with problems?

3. Read part of an interview with singer Demi Lovato and answer the questions below in your notebook.

Anton Ivanov/Shutterstock



**What's your advice for people who are maybe also going through a bad day or something that's difficult for them to deal with?**

You know, just keep your chin up and keep truckin', you know. No matter what you're going through, there's a light at the end of the tunnel and it may seem hard to get to it but you can do it and just keep working towards it and you'll find the positive side of things.

**Your music has helped others through difficult times that they have been through. Is there an artist that you listen to that helps you get through those difficult days?**

Yeah, I listen to a lot of John Mayer and James Morrison. There are a lot of artists but those two artists I really, really feel and I listen to their songs and they kind of help pull me through no matter what I'm going through.

Available at: <<http://act.mtv.com/posts/interview-demi-lovato-stay-strong>>.

Accessed in: March 2016. (Fragment)

**TIP**

Note, nas respostas de Demi Lovato, a presença de palavras e expressões características da linguagem falada, tais como **you know, yeah, kind of**.

- a. Has Demi Lovato ever been through a difficult or painful period?
- b. Is she optimistic or pessimistic about life?
- c. What does the singer do to overcome difficult days?

4. What about you? Are there any particular songs that you listen to that help you get through difficult days?



## BEFORE READING

1. Turn over the page and, before reading the text, look at the **picture** and its **title**. Then answer the questions below in your notebook.
  - a. What is the name of the band?
  - b. What kind of band is it?
  - c. Who is the lead vocalist?
  - d. Have you ever heard any of this band's songs? Do you like them?
2. Now notice the **source** of the text and answer the questions below in your notebook.
  - a. Where was the text published?
  - b. In your opinion, who would be interested in this text?
  - c. In which section of the magazine was it published?
  - d. What do you expect to find in this section?
3. In your opinion, which of the topics below are most likely to be mentioned in the text? Write the answer in your notebook.

**TIP** Identifique a fonte do texto para favorecer o estabelecimento de hipóteses sobre o que será lido.

- Evanescence's new album.
- The band's upcoming tour.
- Amy Lee's personal life.
- Amy Lee's opinions about life.
- The band's most popular songs.



Amy Lee of Evanescence

Andrea Raffin/Shutterstock



Now read the text to check your predictions.

## REAL LIFE

# AMY LEE OF EVANESCENCE:

Life is  
about so  
much more  
than what  
we see  
today

*By Christal Earle*

Wind-up Records/Reuters/Latinstock



**S**ometimes we look at people and wonder where they get their strength.

Regardless of what's going on, every time we see them, they look like they have it all together; they are totally in control of their life, and it's easy to wish we knew their secret. How do they keep going, even when everything seems to be falling apart?

Amy Lee is convinced that it doesn't need to be a secret. "Strength sometimes comes from admitting that things may be mixed up, but I can still be okay through it all."

And it hasn't been easy for her. Amy continually repeats that mantra throughout her life. She has had to say goodbye before she was ready — and that loss has altered the landscape of her life.

When she was just seven years old, Amy lost her three-year-old sister. "It shaped my life", says Amy. Trying to stay positive, she continues, "Life itself and all that it means — loving people, saying something that can touch someone else — those are the kinds of things that really matter.

Anything else that is superficial and shallow, that we end up focusing on, is not worth it in the end", she says. "Life is short, so if you want to do something, do it!"

Amy knows that life is always changing. She is the first one to admit that she has changed as a person and as a musician — and she is totally fine with that. Looking at her face, it is easy to see how confident and passionate she is about the future and the opportunity to tour with their self-titled album, *Evanescence*. Facing everything she has been through in life has given her a new self-assurance. "Learning from everyone has made me realize that I am a really great artist. I know I have talent, and there is a confidence that comes with that."

Okay, Amy, so here is the big question: if you had the chance to go back in time and sit across the table from the high school student Amy Lee, what would you tell her?

Her answer comes easily. "I would tell myself to just relax. I am going to be fine, just the way I am." FZ

*Adapted from: Faze magazine. Issue 45, Canada, 2012, p. 30-33. Available at: <[www.faze.ca/issue45/amylee.html](http://www.faze.ca/issue45/amylee.html)>. Accessed in: March 2016.*

## READING FOR GENERAL COMPREHENSION

What is the purpose of the text? Write the answer in your notebook.

- To provide information about the new Evanescence tour.
- To introduce Evanescence's new member.
- To let readers know more about Evanescence's lead vocalist.

## READING FOR DETAILED COMPREHENSION

- The text is a magazine article based on an interview with Amy Lee. Imagine the questions below were asked by the magazine reporter. Answer them as if you were Amy Lee as in the example. Write the answers in your notebook.

a. REPORTER: Have you been through difficult times? What has changed your life?

AMY: I lost my three-year-old sister when I was just seven years old.

b. REPORTER: Where does your strength come from?

AMY: ☆

c. REPORTER: What is really important to you?

AMY: ☆

d. REPORTER: How do you feel about the future?

AMY: ☆

e. REPORTER: What has made you understand that you are a really great artist?

AMY: ☆

- Who is the high school student mentioned in the text? Write the answer in your notebook.
  - A teenager called Amy Lee, who is attending high school now.
  - The singer Amy Lee in the past, when she was a high school student.
- Which lessons has Amy learned in life? Choose the correct answers according to the text. Write the answers in your notebook.
  - We should not focus on superficial things.
  - Bad experiences cannot change the way we are.
  - Recognizing our talents makes us feel confident.
  - Strong people do not share their secrets with others.
  - We become more confident when we get through difficult times.
- When it comes to getting through difficult times, what do Demi Lovato and Amy Lee have in common? Do you think like them?

**TIP** Busque sempre estabelecer relações entre os textos que você lê para ampliar sua compreensão sobre eles e sobre o mundo.



Robin Marchant/Getty Images

## READING FOR CRITICAL THINKING

---

Discuss the following questions with your classmates.

- Amy Lee is an example of a strong person who has learned from different people in life. How did the singer benefit from this kind of experience? In your opinion, what are the advantages of being open to learning from people?
- Who have you learned the most from? What is the most valuable lesson you have learned from him/her?

## VOCABULARY STUDY

---

### ➤ DISCOURSE MARKERS

- Choose the discourse marker with the same meaning as the one in **bold**. Write the answer in your notebook.

“**Regardless of** what’s going on, every time we see them [...]”

- In spite of
- Because of
- Instead of

- 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 is used in other units.



Sheftsoff Stock Photo/Shutterstock

### ➤ MULTI-WORD VERBS

- Read the fragments below and match the following multi-word verbs to their meanings. Write the answers in your notebook.

“Regardless of what’s **going on** [...]” (paragraph 1)

“How do they keep going, even when everything seems to be **falling apart**?” (paragraph 1)

“Anything else that is superficial and shallow, that we **end up** focusing on [...]” (paragraph 4)

“[...] if you had the chance to **go back** in time [...]” (paragraph 6)

- |               |                                                   |
|---------------|---------------------------------------------------|
| a. go on      | I. return to a place where you have been before   |
| b. fall apart | II. finally be in a particular place or situation |
| c. end up     | III. break into pieces                            |
| d. go back    | IV. happen                                        |



## ➤ SECOND CONDITIONAL

Read the fragments below and do exercises 1 and 2. Write the answers in your notebook.

"[...] if you **had** the chance to go back in time and sit across the table from the high school student Amy Lee, what **would** you **tell** her?"

"I **would tell** myself to just relax."

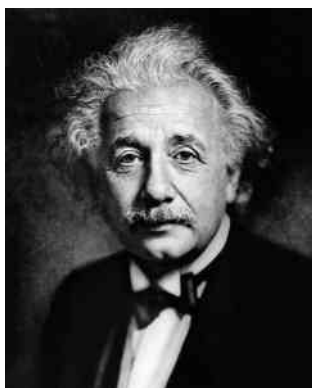
1. Complete the following: If Amy Lee had the chance to go back in time, she
  - a. would not relax.
  - b. would tell herself to just relax.
  - c. would sit across the table from a high school student.
2. What is correct to say about the reporter's question?
  - a. It refers to a real and possible situation.
  - b. It refers to an unreal and impossible situation.



Olga Danylenko/Shutterstock

Read the following quotes by famous people in history and do exercises 3-6. Write the answers in your notebook.

### Albert Einstein



Bachrach/Getty Images

"If I were not a physicist, I would probably be a musician. I often think in music. I live my daydreams in music. I see my life in terms of music."

### Eleanor Roosevelt



Universal History Archive/Getty Images

"If life were predictable, it would cease to be life, and be without flavor."

### Martin Luther King



Consolidated News Pictures/Getty Images

"Even if I knew that tomorrow the world would go to pieces, I would still plant my apple tree."



**3.** Match the following people to their beliefs.

- |                       |                                                                           |
|-----------------------|---------------------------------------------------------------------------|
| a. Albert Einstein    | I. This person believed that uncertainty was necessary to life.           |
| b. Eleanor Roosevelt  | II. This person believed it was important for citizens to do their part.  |
| c. Martin Luther King | III. This person believed music played an important role in his/her life. |

4. In the quote by Martin Luther King, the word **even** is used for

- a. contrast.
- b. emphasis.

**5.** Choose the correct words to complete the statement below.

The quotes refer to real/unreal and possible/impossible situations.



6. Read the following examples and replace each icon 🌟 with **will**, **would**, **was** or **were** to complete the table about the structure of the second conditional.

**TIP** A partir dos exemplos, faça inferências para compreender regras de uso da língua inglesa.

| Condition                                                                                                                                                 | Result                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>If I <b>were</b> not a physicist,</p> <p>If life <b>were</b> predictable,</p> <p>Even if I <b>knew</b> that tomorrow the world would go to pieces,</p> | <p>I <b>would probably</b> be a musician.</p> <p>it <b>would cease</b> to be life [...]</p> <p>I <b>would still plant</b> my apple tree.</p> |
| If + verb in the Past Simple tense,                                                                                                                       | ☼ + base form of the main verb                                                                                                               |
| Notice that in if clauses (condition) we often use the subjunctive form ☼ after I/he/she/it.                                                              |                                                                                                                                              |

**7.** Replace each icon ★ with the correct form of the verbs in parentheses to complete the quotes below. Write the answers in your notebook.

a.



National Baseball Hall of Fame Library/  
MLB Photos/Getty Images

## Satchel Paige

“How old would you be if you ★ (not know) how old you are?”

b.

## Margaret Thatcher

“If you just set out to be liked, you would be prepared to compromise on anything at any time, and you 🍀 (achieve) nothing.”



John Downing/Getty Images

c.



Pamela Chandler/ArenaPAU/Top Foto/Keystone

## J. R. R. Tolkien

“If more of us valued food and cheer and song above hoarded gold, it  
 ✪ (be) a merrier world.”

d.

## Thomas Fuller

“If it ✪ (be) for hopes, the heart ✪ (break).”



Granger Collection/Other Images

## ➤ REFLEXIVE PRONOUNS

Read the fragments below from page 126 and do exercises 8-10. Write the answers in your notebook.

I. Life **itself** and all that it means [...]

II. I would tell **myself** to just relax.

8. What do the reflexive pronouns refer to?

- a. **Itself** refers to the word ✪.
- b. **Myself** refers to the pronoun ✪.

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

- a. In fragment I, the reflexive pronoun **itself** is used to
  - ▲ avoid repetition.
  - emphasize the previous word.
- b. In fragment II, the reflexive pronoun **myself** is used because the subject and the object
  - ▲ are the same person.
  - are not the same person.

10. Why is the reflexive pronoun **themselves** used in the quote below?

“The meaning of things lies not in the things themselves, but in our attitude towards them.”

(Antoine de Saint-Exupéry)

- a. To emphasize the word **things**.
- b. To replace the expression **The meaning of things**.

11. Copy the table below in your notebook and complete it.

| Subject Pronouns   | I | you      | he      | she     | it | we        | you        | they |
|--------------------|---|----------|---------|---------|----|-----------|------------|------|
| Reflexive Pronouns | ★ | yourself | himself | herself | ★  | ourselves | yourselves | ★    |

12. Complete the interview with Rihanna. Replace each icon ★ with a question from the box below as in the following example. Write the answers in your notebook.

What is your secret to success?  
 Do you have any dietary restrictions?  
 Best perks of the business?  
 What do you think all young women need to know?  
 What were you passionate about growing up?



### Up Close with Rihanna

#### What were you passionate about growing up?

I have always been passionate about music.

★

I usually don't eat tons of junk food. However, I never deny myself anything. If I want a cookie, I'll eat a cookie. I think everything done in moderation is fine.

★

Being able to travel all over the world and meet lots of different people.

★

Staying grounded and focused.

★

You should believe in yourself and work hard.

*Adapted from: <www.fazeteen.com/issue27/rihanna.html>. Accessed in: March 2016.*

13. Which qualities are appreciated by Rihanna? Write the answers in your notebook.  
 a. self-confidence      b. sense of humor      c. determination      d. physical appearance
14. Find two reflexive pronouns in the text. Which words do they refer to? Write the answers in your notebook.
15. Replace each icon ★ with a reflexive pronoun to complete the sentences below. Write the answers in your notebook.  
 a. Rihanna never denies ★ anything.  
 b. All young women should believe in ★ and work hard.

— Go to —  
**LANGUAGE  
 REFERENCE**  
 and  
**EXTRA  
 PRACTICE**  
 on page  
 — 168 —

## LISTENING AND SPEAKING

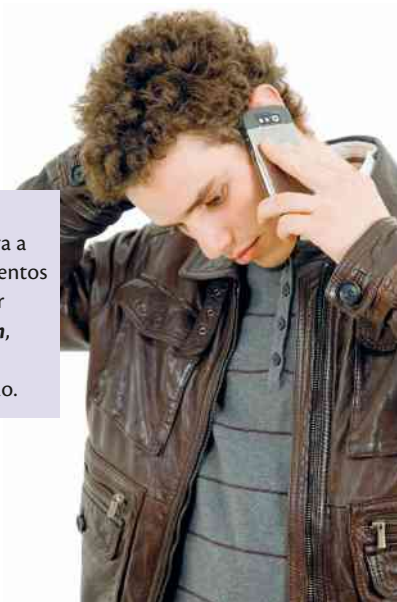


1. When you face a problem, who do you usually turn to? Does he/she give you useful advice?
2.  Listen to two high school friends Charlotte and Steve talking on the phone. What are they talking about? Write the answer in your notebook.
  - a. Who to tell a secret.
  - b. How to spend money.
  - c. What to do with a lost item.



Piotr Marcinski/Shutterstock

**TIP** Em uma conversa telefônica, é comum usar frases ou expressões para a identificação de quem fala, cumprimentos e despedidas. Também é comum usar sons e expressões curtas, como *uhum*, *yeah*, *I see*, a fim de sinalizar para o interlocutor que ele está sendo ouvido.



Rui Vale Sousa/Shutterstock/Glow Images

3.  Listen to the recording again and answer the questions below in your notebook.
  - a. What did Charlotte find on the street?
  - b. How much was in it?
  - c. Was there any identification inside?
  - d. Where did she decide to take it to?
4.  Listen to the recording once more and check your answers.
5. Replace each icon  with **Charlotte** or **Steve** to complete the sentences below. Write the answers in your notebook.
  - a.  phoned a friend to ask for advice.
  - b.  said it would be wrong to keep the money.
  - c.  suggested taking the wallet to the police station.

6. What would you do if you were in Charlotte's shoes?

**18 SPOKEN LANGUAGE**

▶ Contracted forms are very common in spoken language. For example, **I'd**, the contracted form of **I would**, and **I've**, the contracted form of **I have**. Listen to different speakers and identify the contracted forms they use as in the example below. Write the answers in your notebook.

- |                  |                  |      |     |
|------------------|------------------|------|-----|
| a. <i>that's</i> | → <i>that is</i> | d. ★ | → ★ |
| b. ★             | → ★              | e. ★ | → ★ |
| c. ★             | → ★              | f. ★ | → ★ |

▶ Listen to the recording again and check your answers.

7. In pairs, imagine you are talking to each other on the phone. **Student B** phones **Student A** in order to ask for advice on one of the problems below. Use expressions from the following boxes to help you. Take turns.

**Suggested problems**

- I am always late for school.
- I found a wallet on the street.
- My best friend doesn't talk to me any longer.
- I had a fight with my boyfriend/girlfriend.
- I overheard a conversation I shouldn't have.
- My parents found out I lied to them.



**Use the following expressions when asking for someone's advice:**

What do you think I should do (with it)?  
What would you do if you were me/in my shoes?

**Use the following expressions when giving advice to someone:**

If I were you/in your shoes, I'd...  
You should (definitely)...  
You shouldn't...

**Making contact:**

Hi./Hello. This is... (*speaking*).  
Could I speak to..., please?

**Common greetings:**

How are you (*doing*)?  
What's up?

**Taking a call:**

Hi./Hello. This is...  
Hi./Hello. ... *speaking*.

**Asking the caller to wait:**

Hold on, please.  
Just a moment, please.





An interview is a conversation between two or more people in which questions are asked by the interviewer to elicit information (facts, personal views etc.) from the interviewee. An account or a reproduction of such a conversation is also called an interview. Interviews are used in journalism, research, employment-related contexts etc.

In this unit you have read different interviews published on the Internet:

- Q&A-style interviews on pages 124 (Demi Lovato) and 132 (Rihanna);
- a story-style interview on page 126 (Amy Lee).

1. Conduct an interview to get to know more about a classmate you do not talk to that much. It can be a good opportunity to make a new friend!

## 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. interview                                                        |
| b. Readers:   | II. school blog                                                     |
| c. Genre:     | III. you                                                            |
| d. Objective: | IV. classmates and other people                                     |
| e. Style:     | V. informal tone                                                    |
| f. Media:     | VI. get to know more about a classmate you do not talk to that much |



## STEP BY STEP

1. Choose a classmate to interview. Remember to speak only in English with each other!
2. Prepare for the interview. Plan out your questions in advance by writing down a list of questions to guide you through the interview. Use **question** words (e.g. *what, how, when*) to make open-ended questions.
3. Conduct the interview. You can record it and/or take notes. Be friendly and polite! Use the **second conditional** to talk about unreal or impossible situations (“[...] if you had the chance to go back in time [...] what would you tell her?”).
4. Read your notes and/or listen to your recording again to select the most interesting answers.
5. Organize your text. Check to see if the questions can be organized in a different order.
6. Include a picture of the person you are writing about to illustrate your interview.
7. Exchange interviews with a classmate and discuss both texts. Try to make some suggestions on your classmate’s text.
8. Write the final version of the interview.

**TIP** Ao revisar os textos, considere, por exemplo:

- objetivo: As informações estão adequadas a seu objetivo e ao público-alvo?
- linguagem: As perguntas e respostas estão redigidas de maneira clara e objetiva?
- 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 the interview with your classmates and other people. You can publish it on your school blog.



Like Amy Lee in her interview, Gisele Bündchen shares her personal views about life in the quote below.



“There is good in everything; it’s just how you choose to look at it. Everything that’s worth it has a price. For me to be a model – I had to leave my family. Do you think I liked that? No! There are sacrifices. Life is meant to be a challenge, because challenges are what make you grow.”

(Gisele Bündchen, Brazilian fashion model)

Available at: <[www.brainyquote.com/quotes/authors/g/gisele\\_bundchen.html](http://www.brainyquote.com/quotes/authors/g/gisele_bundchen.html)>. Accessed in: March 2016.

- Do you agree with her? Why (not)?
- Do you think Amy Lee and Gisele Bündchen have similar points of view?

Sharing personal experiences and opinions about life may help other people face challenges and overcome difficulties. When famous people do it, the impact of what they say tends to be greater, but anyone can do it.

- Have you ever been inspired by any famous person’s opinions or life story? If so, which one(s)?
- Do you usually share your own experiences and views about life? Why (not)? Live and learn and pass it on!

### EXTRA READING

<[www.experienceproject.com/](http://www.experienceproject.com/)>  
<[www.values.com/inspirational-quotes](http://www.values.com/inspirational-quotes)>  
<[www.brainyquote.com/](http://www.brainyquote.com/)>

### EXTRA VIDEOS

Mahatma Gandhi: <<http://watchmojo.com/video/id/5060/>>  
Margaret Thatcher: <<http://watchmojo.com/video/id/10439/>>  
Martin Luther King: <<http://watchmojo.com/video/id/9101/>>  
TED: <[www.ted.org](http://www.ted.org)>



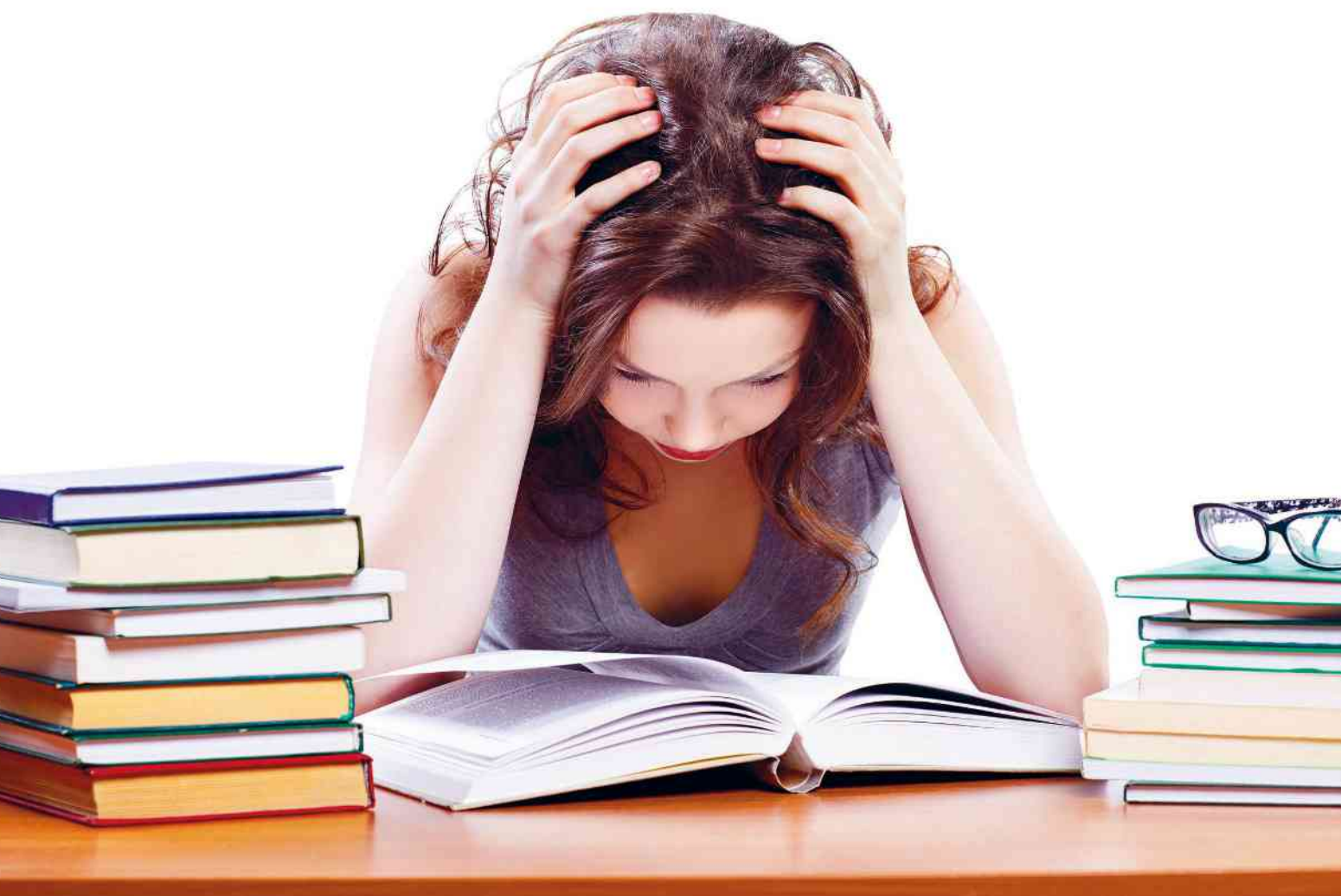
# Study Skills

Unit

# 8

Warming  
**UP**

How often do you find yourself in a situation like this?  
How do you usually feel?



Serg Zastavkin/Shutterstock

LEARNING  
OBJECTIVES

- to take part in discussions on study skills
- to learn how to use the Future with *going to*
- to learn how to use *the more..., the more...*
- to explore comic strips

1. Discuss the following questions in pairs.

- Do you have a study routine? If so, what is it like?
- Do you prefer to study on your own or with other people? Why?
- Can you give examples of healthy study habits?



2. *Study skills* are strategies and techniques that help you study and learn more efficiently. In your opinion, how important is each of the following study skills? In pairs, choose expressions from the box on the right to answer this question.

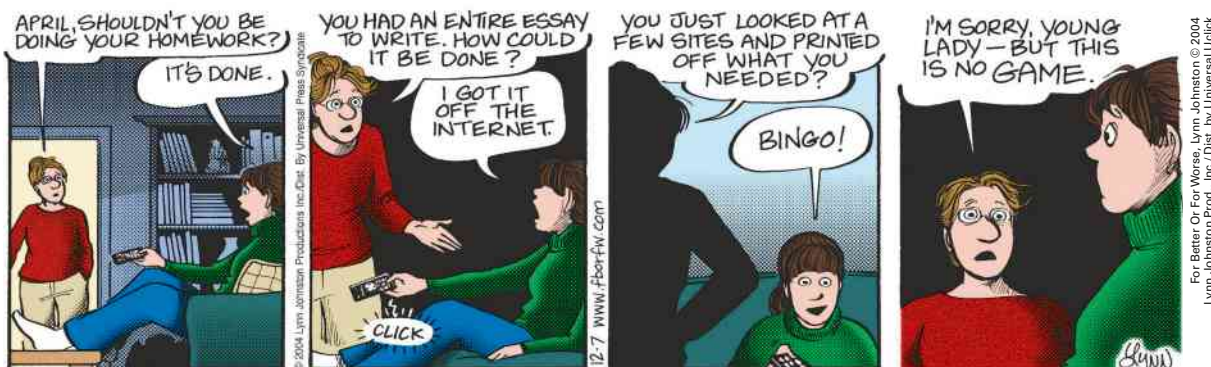
### STUDY SKILLS

- Organizing information
- Learning from mistakes
- Recognizing my own needs
- Managing time effectively
- Managing stress and anxiety
- Writing things in my own words
- Using technology confidently for study
- Distinguishing what is relevant from what is irrelevant
- Finding information in different sources

- Extremely important
- Very important
- Moderately important
- Not that important

3. What study skills mentioned in exercise 2 would you like to develop?

4. Read the following comic strip and answer the questions below in your notebook.



JOHNSTON, Lynn. For Better Or For Worse. December 7, 2004. Available at: <[www.gocomics.com/forbetterorforworse/2004/12/07](http://www.gocomics.com/forbetterorforworse/2004/12/07)>. Accessed in: March 2016.

- What is April doing now?
- Did April's mother have a positive or negative reaction to it?
- How did April do her homework?
- What skill from exercise 2 does April need developing?



## BEFORE READING

1. Turn over the page and, before reading the text, read its **title** and **subheadings** to choose the correct item that answers each question below (▲, ■, ●, ◆ or ★). Write the answers in your notebook.

a. Who is the expected reader of the text?

- ▲ Teachers
- Students
- Parents

b. What are the three study skills presented in the text?

- ▲ High School Study Skills
- Take Breaks
- Stay Focused
- ◆ Don't Skip What You Don't Know
- ★ Just Get Started

c. When should the reader start trying to improve his/her study skills?

- ▲ After high school
- Immediately

**TIP** Preste atenção ao título e aos subtítulos para compreender melhor a organização das ideias no texto.



Sirayama/Arquivo da editora

2. Discuss the following questions in pairs.

a. In your opinion, what can happen if you do not take breaks while you are studying?

b. What kinds of distractions usually affect you when you are studying?

c. What do you do when you get confused about something you are studying? Do you skip it and continue studying or do you try to understand it before you study something else?



Syda Productions/Shutterstock





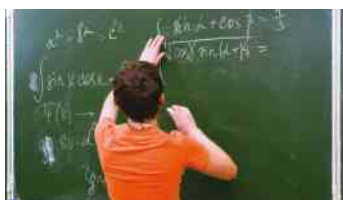
Now read the text below to find out what it says about the topics discussed in exercise 2.



## Improving Your High School Study Skills

### High School Study Skills

If you are a high school student, chances are good that you have a lot on your plate. Between school, extracurricular activities and dealing with your family, it can really feel that you are stretched thin and when you sit down at your desk, the last thing in the world that you want to do is study! Whether you like it or not, it has to be done, and this is where acquiring a few very important high school study skills can be essential. With the right high school study skills under your belt, you will find that studying is going to get easier and much more effective.



Tatiana Belova/Shutterstock/ Glow Images

### Take Breaks

First, when you are thinking about getting good high school study skills, remember that taking breaks is a good idea. A lot of people try to study for hours on end and then get frustrated and upset when they can't remember any of it. Your brain will process things in small chunks much better than it will a continuous feed. Think about the way that people remember phone numbers. Seven digits in a string is harder to remember than a set of three digits followed by four digits. Consider studying for twenty minutes, taking a five minute break and then repeating.



FoodCollection/Diomedea

### Stay Focused

Another important thing to remember when you want to develop good high school

study skills is that you are going to need to learn to ignore distractions. While some people find that a little bit of distraction can keep them focused, most people cannot study effectively when they are listening to music or trying to hold a conversation. Log out of your chat program, turn off your phone and put away your Mp3 player. This can be hard to do, but remember that if you listened to step one, you won't be without it for too long!

### Don't Skip What You Don't Know

If you are confused about something, don't skip it. Many of the classes that are taken in high school are



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cumulative and when you want to make sure that you are getting the results that you need, you need to make sure

that you have a thorough understanding of the foundation that is underneath it all. Falling behind once makes it much more likely that you are going to fall behind again, and the more time that you spend catching up, the less time that you are going to have to yourself. Remember that the basics are fairly simple, so try to stay on top of things right from the beginning.

### Just Get Started

If you want to improve your high school study skills, remember that you are not alone. Even people who seem like they are naturally smart are putting effort in and there is no reason that you cannot get excellent results. You don't have to be bent over your books, slaving away for hours. The more prepared you are on a day to day basis, the better your options are going to be to succeed. This can make all the difference in the world, so get started now!



Pressmaster/Shutterstock/ Glow Images



Koya979/Shutterstock/ Glow Images

Available at: <[www.study-skills-for-all-ages.com/high-school-study-skills.html](http://www.study-skills-for-all-ages.com/high-school-study-skills.html)>. Accessed in: March 2016.

## READING FOR GENERAL COMPREHENSION

---

What is the main purpose of the text? Write the answer in your notebook.

- a. To convince students that high school is the best time of their lives.
- b. To show that improving study skills is not enough to get good grades.
- c. To help high school students improve their study skills.

## READING FOR DETAILED COMPREHENSION

---

1. The first paragraph presents a problem and a solution. Which sentences refer to the problem? Which ones refer to the solution? Write the answers in your notebook.
2. Read the second paragraph again to answer the questions below in your notebook.
  - a. What problem is faced by a lot of people who study for hours without interruption?
  - b. According to the text, it is easier to process information in small parts. What example is given to support this idea?
3. What do the words in **bold** refer to? Write the answers in your notebook.

This can be hard to do, but remember that if **you** listened to **step one**, you won't be without **it** for too long! (paragraph 3)



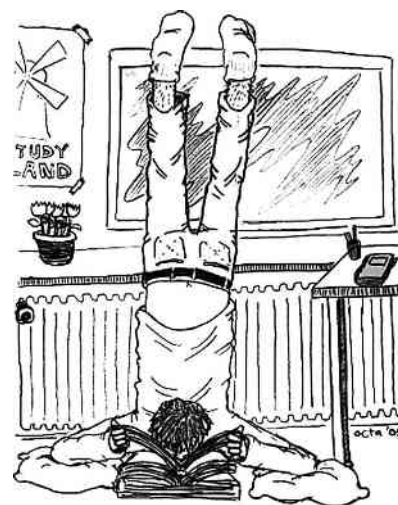
4. Which statements below are in agreement with the fourth and the fifth paragraphs? Write the answer in your notebook.
  - a. If you are confused about something, do not worry. You can try to understand it later.
  - b. As many classes are cumulative, it is better to understand the basics before you move on.
  - c. If you have to go back to understand previous content, you lose time.
  - d. Studying for long hours every day is the best way to achieve success.
  - e. Students who seem to be naturally intelligent also make use of study skills.
5. Is the tone of the text personal or impersonal? Choose the sentence that supports your answer and write it in your notebook.
  - a. The writer establishes a direct connection with the reader.
  - b. The writer presents a list of formal rules to be followed.
6. Is the language in the text formal or informal? Choose the items that support your answer and write them in your notebook.
  - a. Use of contractions, such as *can't*, *won't*, *don't*.
  - b. Use of academic words and expressions, such as *study skills*.
  - c. Use of idioms, such as *chances are*, *have a lot on your plate*, *under your belt*.
  - d. The topic of the text, that is, high school study skills.

**TIP** O grau de formalidade de um texto pode variar dependendo de quem o escreve, para quem ele é escrito e com que objetivo. Assim, um relatório para o chefe é mais formal do que um bilhete para um amigo.

## READING FOR CRITICAL THINKING

Discuss the following questions with your classmates.

- According to the text, most people cannot study effectively when something distracts them. Can you stay focused while listening to music or texting? What distracts you?
- People say that good students are made, not born. Do you think it is possible to learn how to become a good student? Why (not)?



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"FINDING WAYS TO STUDY"

## VOCABULARY STUDY

### ➤ WORD FORMATION

- In which fragment is the word in **bold** used as a noun? Write the answer in your notebook.
  - "[...] remember that **taking** breaks is a good idea."
  - "[...] you are **getting** the results that you need [...]"
- 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 is used in other units.

### ➤ MULTI-WORD VERBS

Read the fragments below and do exercises 3 and 4. Write the answers in your notebook.

[...] **put away** your Mp3 player. (paragraph 3)

**Falling behind** once makes it much more likely that [...] (paragraph 4)

[...] and the more time that you spend **catching up** [...] (paragraph 4)

- Match the multi-word verbs below to their meanings.

|                |                                                              |
|----------------|--------------------------------------------------------------|
| a. put away    | I. fail to do something fast enough or on time               |
| b. fall behind | II. stop using (for the moment)                              |
| c. catch up    | III. do something that you have not been able to do recently |
- Replace each icon ⚡ with a multi-word verb from exercise 3 to complete the sentences below.
  - Keep up to date with your classwork. If you are absent, try to ⚡.
  - Don't get distracted. If you are in class, ⚡ your cell phone.

### ➤ IDIOMS

Read the fragments below and do exercises 5 and 6. Write the answers in your notebook.

If you are a high school student, **chances are** good that you **have a lot on your plate**.

Remember that the basics are fairly simple, so try **to stay on top of things** [...]

You don't have to be bent over your books, **slaving away** for hours.

5. Match the following idioms to their meanings.

- |                              |                                                               |
|------------------------------|---------------------------------------------------------------|
| a. chances are               | I. have a lot of work to do or a lot of problems to deal with |
| b. have a lot on one's plate | II. work very hard                                            |
| c. stay on top of (things)   | III. it is likely                                             |
| d. slave away                | IV. remain in control of something                            |

6. Replace each icon ⚡ with an idiom from exercise 5 to complete the sentences below.

- a. If you don't get enough sleep, ⚡ you are going to perform poorly at school.  
b. A responsible high school student always ⚡ his/her school work.

## LANGUAGE IN USE



### ➤ FUTURE WITH *GOING TO*

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

With the right high school study skills under your belt, you will find that studying **is going to get** easier and much more effective.

Falling behind once makes it much more likely that you **are going to fall** behind again, and the more time that you spend catching up, the less time that you **are going to have** to yourself.

- a. In the fragments, **going to** is used when
- ▲ we want to make promises that are going to take place in the future.
  - the present situation gives us a good idea of what is going to happen in the future.
- b. The structure of the future with **going to** is
- ▲ verb be (am/is/are) + going to + base form of the main verb.
  - going to + base form of the main verb.

2. A high school student has written the list on the right. Read it and answer the questions below. For items **a** and **b**, choose the correct item that answers each question (▲ or ■). Write the answers in your notebook.

- a. Who has probably written the list?
- ▲ A student who wants to become more dedicated to studying.
  - A student who wants to make leisure a priority in his/her life.
- b. In the text, what does **going to** refer to?
- ▲ Plans and intentions.
  - Spontaneous decisions.
- c. What is the negative form of **I'm going to**?

- I'm going to be on time for school and for every class.
- I'm going to keep up to date with my homework.
- I'm going to have a better balance between studying and having fun.
- I'm going to take part in extracurricular activities more often.
- I'm not going to stay up all night studying before a test anymore!



3. What are your plans to become a better student? Make a list in your notebook.

• I'm going to...

• I'm not going to...

4. Read the comic strip below and choose the correct items (▲ or ■). Write the answers in your notebook.



JOHNSTON, Lynn. For Better Or For Worse. December 8, 2004. Available at: <www.gocomics.com/forbetterorforworse/2004/12/08>. Accessed in: March 2016.

- a. Has April used her own words to write the essay?  
 ▲ Yes, she has.      ■ No, she hasn't.
- b. Who is worried about printing stuff off the Internet?  
 ▲ April.      ■ April's mom.
- c. In "Your teacher isn't going to accept this, April", the use of **going to** shows that  
 ▲ April's mom is certain that the teacher isn't going to accept the essay.  
 ■ April's mom is making a plan about what is going to happen to April.
- d. In "I'll look it up later", the use of **will** shows that  
 ▲ April has made a decision before speaking.  
 ■ April has made a decision at the moment of speaking.

**TIP** A variação é uma característica das línguas. Na linguagem oral e informal, é comum que a forma padrão não seja utilizada. Assim, em vez de *There are so many pages* (com o verbo no plural), a personagem diz *There's so many pages* (com o verbo no singular).

Read the comic strip below and do exercises 5-7. Write the answers in your notebook.



JOHNSTON, Lynn. For Better Or For Worse. December 9, 2004. Available at: <www.gocomics.com/forbetterorforworse/2004/12/09>. Accessed in: March 2016.



5. What is April's mom going to do?
6. In order to help April write an essay, what study skill is her mom teaching her?
  - a. Using technology confidently to study.
  - b. Reading effectively.
  - c. Learning from mistakes.
7. April's view on doing an essay is implicit in the comic strip. She believes that writing an essay...
  - a. involves finding out information from different sources.
  - b. can provide her with an opportunity to learn new things.
  - c. is a boring school work.
8. Match the following situations to the uses of **going to** as in the example below. Write the answers in your notebook.

Example: a. II

**TIP** Na linguagem oral e informal, é comum o uso de **gonna** no lugar de **going to**.

I. We use **going to** for plans and intentions.

II. We use **going to** for predictions about the future based on real evidence.

It's 9 o'clock! I'm going to arrive late again.



a.

Going to college in two years' time is going to be a dream come true.



b.

I'm gonna study harder next year!



c.

You have studied a lot. I'm sure you're gonna pass the test.



d.

Ilustrações: Sirayama/Arquivo da editora

9. What time expressions are used in exercise 8 to refer to the future? Write the answers in your notebook.

## ➤ THE MORE..., THE MORE...

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

- I. **The more** prepared you are on a day to day basis, **the better** your options are going to be to succeed.  
 II. [...] **the more** time that you spend catching up, **the less** time that you are going to have to yourself.

- a. Fragment I is equivalent in meaning to  
 ▲ "If you are more prepared on a day to day basis, you are going to have better options to succeed."  
 ■ "You are only going to have better options to succeed if you are more prepared on a day to day basis."  
 b. Fragment II is equivalent in meaning to  
 ▲ "If you spend more time catching up, you are not going to have time to yourself."  
 ■ "If you spend more time catching up, you are going to have less time to yourself."  
 c. We use **the more..., the more...** to say that  
 ▲ one thing depends on another.  
 ■ two things do not vary together.

11. Match the two fragments listed below to find famous quotes and proverbs. Write the answers in your notebook.

- |                            |                                   |
|----------------------------|-----------------------------------|
| a. The more I learn,       | I. the more you want.             |
| b. The more things change, | II. the more they talk.           |
| c. The less men think,     | III. the more they stay the same. |
| d. The more you have,      | IV. the less I know.              |

12. In your notebook, make sentences using **the more..., the more...** as in the example below.

- a. You are going to be more autonomous if you learn more from mistakes.  
*The more you learn from mistakes, the more autonomous you are going to be.*  
 b. It is going to be easier to meet deadlines if you manage time more effectively.  
 c. If you revise earlier, you are going to be less stressed when the exams get closer.  
 d. If you are more actively engaged in linking information, you are going to learn faster.

13. Which sentences in exercise 12 are related to time management? Write the answer in your notebook.

- a. Sentence a.                      b. Sentence b.                      c. Sentence c.                      d. Sentence d.

— Go to —  
**LANGUAGE  
 REFERENCE**  
 and  
**EXTRA  
 PRACTICE**  
 on page  
 — 170 —

# LISTENING AND SPEAKING



1. Match the following terms to their definitions. Write the answers in your notebook.

- a. Plagiarism                      b. Note taking                      c. Self-evaluation

I. The act of recording spoken and written information from lectures in an organized and legible manner.

II. The practice of taking someone else's work or ideas and passing them off as your own.

III. The process of critically reviewing the quality of your own performance.



2. Listen to a teacher and two students talking about the use of the Internet in education in a radio program. What exactly are they talking about? Write the answer in your notebook.

- a. The disadvantages of using digital books available on the Internet.  
b. The inappropriate use of web search engines when doing schoolwork.

3. Listen to the recording again and choose the correct item that answers each question below (▲ or ■). Write the answers in your notebook.

a. How did people use to research?

▲ They used to go to the library and look through books.

■ They used to buy books and sit down for hours looking through them.

b. How do people research now?

▲ They use web search engines.

■ They download digital books from the Internet.

c. How does teacher Jude Carroll detect copied work?

▲ She uses a web search engine.

■ She uses an anti-plagiarism software.

4. Who said what? Replace each icon ★ with a participant's name to complete the sentences below.



Jude, teacher.



Zia, student.



Christine, student.

- a. ★ said that it is easy to find what you want on the Internet — just type in the essay title and you get a lot of information about what you want.  
b. ★ said that the worst part about web search engines is that students who are not committed can copy and paste most of their work.  
c. ★ said that web search engines have really changed what people mean by the word 'research'.

5.  Listen to the recording once more and check the answers to exercises 3 and 4.

6. Do you think copy-and-paste is a common practice among students in your school? What policy against plagiarism does your school adopt?

## SPOKEN LANGUAGE

► There are many words in English that can be used as nouns, adjectives and verbs with the same spelling, but with different word stress. For example, we say research when it is a noun, but research when it is a verb. Listen to the recording and choose the stress of the following words (▲ or ■). Write the answers in your notebook.

|    | Noun/Adjective      | Verb                |
|----|---------------------|---------------------|
| a. | ▲ <u>in</u> .crease | ■ in. <u>crease</u> |
| b. | ▲ <u>re</u> .cord   | ■ re. <u>cord</u>   |
| c. | ▲ <u>prog</u> .ress | ■ prog. <u>ress</u> |
| d. | ▲ <u>pres</u> .ent  | ■ pres. <u>ent</u>  |
| e. | ▲ <u>sur</u> .vey   | ■ sur. <u>vey</u>   |

**TIP** Em inglês, uma mesma palavra pode ter diferentes classes gramaticais, sendo pronunciada de diferentes formas. Em geral, quando a palavra é um substantivo ou adjetivo, a sílaba tônica é a primeira. Quando é um verbo, a sílaba tônica é a segunda.

► Listen to the recording and check your answers. Then listen and repeat.

7. Interview your classmates to find out about their plans for studying for the final exams. Copy the table below in your notebook and complete it with your classmates' names when their answer is affirmative. Make extra questions.

| Find someone who is going to...                     | Classmates' names |
|-----------------------------------------------------|-------------------|
| use technology to study for the final exams.        | ★                 |
| prepare himself/herself for exams in advance.       | ★                 |
| study with friends.                                 | ★                 |
| avoid distractions (TV, phone etc.) while studying. | ★                 |
| ★                                                   | ★                 |
| ★                                                   | ★                 |

8. What is the most frequent activity from exercise 7?

9. Discuss the following questions with a classmate.

- Is it easy to find exactly what you want on the Internet? Why (not)?
- When you use a search engine, how can you choose the best keywords?
- What are the best ways to evaluate the results you find?



In this unit you have read comic strips on pages 138, 144 and will read on page 150. A comic strip is a sequence of drawings in panels that tell a humorous story. By using illustrations, comic strips can express ideas that cannot be expressed with words.

1. Write a comic strip to illustrate a learning experience you or your friends have been through. Be careful to do it in a humorous way without embarrassing any classmates or school workers. Do not include any real names.

## 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. Genre: 🎯
- d. Objective: *illustrate* 🎯 *you or your friends have been through*
- e. Style: *informal tone*
- f. Media: *school newspaper/Internet*

## STEP BY STEP

1. Decide what to write about. It can be a remarkable learning experience in school or outside the school. It can be something about you or your friends.
2. Plan your story first and think of how many panels the comic strip will be divided into.
3. Start with a conflict (a misunderstanding, a problem, a challenge etc.) and finish with a solution or reflection. Remember that humor usually comes from the unexpected.
4. Write the captions for each panel before you start drawing. Remember that we often use **informal language** in comic strips. For example, contractions, idioms and multi-word verbs ("I'll look it up, later."). You can use **onomatopoeia** such as "click", "groan" to add vivid language to the comic strip. Remember that some panels may not have a caption.
5. Read through the captions and think of drawings to depict the actions. Add colors to your comic strip.
6. Exchange comic strips with a classmate and discuss both texts. Talk about how you feel when you read the strips.
7. Work to write the final version of your comic strip.

### TIP

Ao revisar os textos, considere, por exemplo:

- objetivo: A tirinha está adequada a seu objetivo e ao público-alvo?
- linguagem: As linguagens verbal e não verbal estão bem integradas?
- 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 comic strip with your classmates and other people. You can use one of the following online resources to create and publish your comic strip:

- Bitstrips: <[www.bitstrips.com](http://www.bitstrips.com)>;
- Pixton: <[www.pixton.com](http://www.pixton.com)>.



# LOOKING AHEAD



Read the comic strip below and discuss the questions that follow in pairs.



Available at: <www.funkywinkerbean.com>. Accessed in: March 2016.

- > In your opinion, what is Mooch's attitude towards school?
- > Do you think developing study skills could help Mooch? Why (not)?
- > Have you ever been in the same situation? If so, what did you do about it? Did anyone help you? Share your personal experiences.
- > In your opinion, what can be done at your school to help students become better learners? Discuss your suggestions with your teacher and the whole class.

## Study Skills

- > Pay **attention** in class.
- > Take **good** notes.
- > Keep an **organized** notebook for each subject.
- > Know the purpose of each assignment.
- > Ask questions in class.
- > **Review! Review! Review!**  
It can help you retain 80% of the information.
- > Plan a **definite** time and place for studying each day.
- > Study for a while and take short breaks.
- > **Don't cram** for hours the night before a test.

Study a little bit each day.

**Think positive...  
Do your best!**

Available at: <www.srvhs.net/apps/pages/index.jsp?uREC\_ID=57144&type=d&pREC\_ID=82403>. Accessed in: March 2016.

## EXTRA READING

<[www.howtostudy.org/](http://www.howtostudy.org/)>  
<[www.studygs.net/](http://www.studygs.net/)>  
<[www.open.ac.uk/skillsforstudy/](http://www.open.ac.uk/skillsforstudy/)>

## EXTRA VIDEOS

<[www.byui.edu/academic-support-centers/study-skills/study-skills-videos/](http://www.byui.edu/academic-support-centers/study-skills/study-skills-videos/)>  
<[www.dartmouth.edu/~acskills/videos/index.html](http://www.dartmouth.edu/~acskills/videos/index.html)>



Roy Mehta/Getty Images



# Units 7 & 8

**NÃO  
ESCREVA  
NO LIVRO**

1. Take a quick look at the first two panels of the comic strip below and answer: How is April feeling? Write the answers in your notebook.



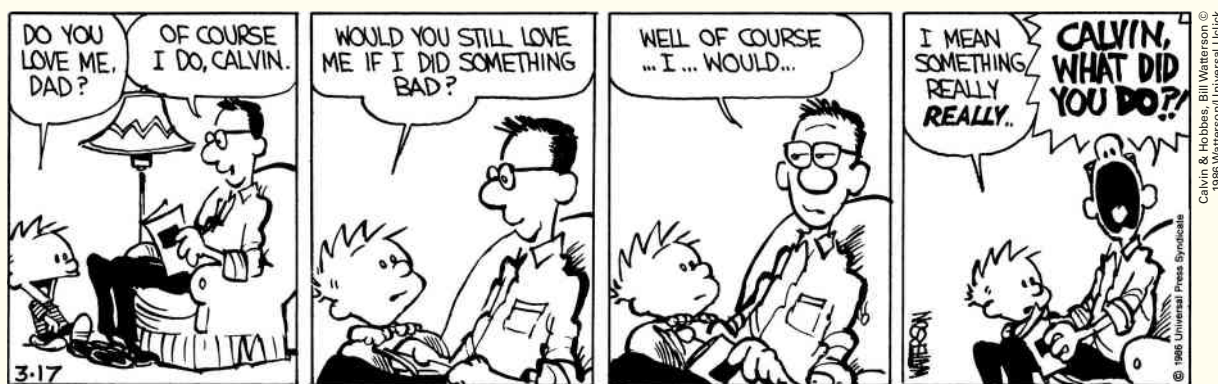
Available at: <[www.fborfw.com/strip\\_fix/2006](http://www.fborfw.com/strip_fix/2006)>. Accessed in: March 2016.

- 2.** Choose the correct item that answers each question below (▲ or ■). Write the answers in your notebook.
- a. What is April complaining about?
- ▲ The amount of school subjects.                      ■ The amount of homework.
- b. What advice does April receive from her sister, Elizabeth?
- ▲ Take breaks.                      ■ Skip what you don't know.
- 3.** In "You're one of **them**!!", what does *them* refer to? Write the answer in your notebook.



## » SECOND CONDITIONAL

1. Replace each icon ★ with the correct form of the verbs in parentheses to complete the questions below. Write the answers in your notebook.
  - a. Would it be very distracting if students ★ (have) laptops available in class?
  - b. What ★ (happen) if teachers stopped assigning homework?
  - c. If you ★ (be) in April's shoes, what study skill would you use?
  - d. How would your English teacher react if he/she ★ (know) that you copied everything straight off the Internet?
2. Answer the questions in exercise 1 in your notebook.
3. Read the comic strip below and choose the correct item that completes each sentence below (▲ or ■). Write the answers in your notebook.



Available at: <[www.gocomics.com/calvinandhobbes/1986/03/17](http://www.gocomics.com/calvinandhobbes/1986/03/17)>. Accessed in: March 2016.

- a. Calvin's question "Would you still love me if I did something bad?" suggests that he
  - ▲ did something bad and is worried about his father's reaction.
  - didn't do anything bad, but is curious about his father's feelings.
- b. Calvin wants his father to believe that the situation is
  - ▲ real and possible.
  - unreal and impossible.

## » REFLEXIVE PRONOUNS

4. Choose the correct reflexive pronoun in **bold** to complete each sentence below. Write the answers in your notebook.
  - a. Students are less likely to find **themselves/yourselfs** slaving away overnight to get good grades if they can manage their time properly.
  - b. Keeping **myself/yourself** organized is going to save you valuable time and allow you to do everything you need to do.
  - c. Teachers **ourselves/themselves** must learn how to teach study skills.
5. Why is the reflexive pronoun used in exercise 4c? Write the answer in your notebook.



## ➤ FUTURE WITH *GOING TO*

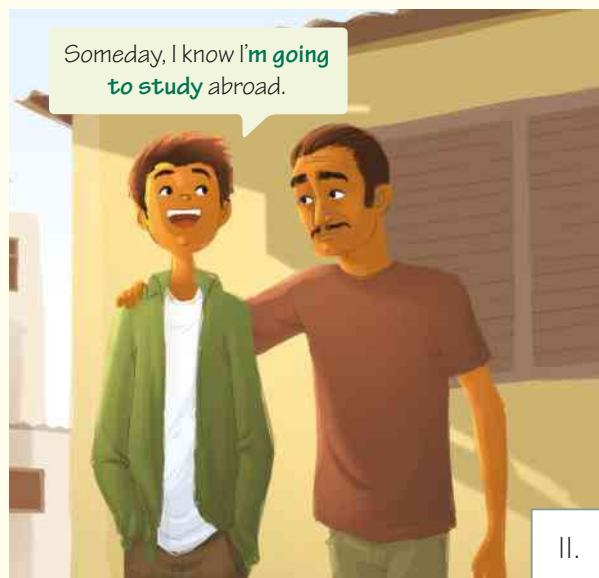
6. Put the words in the right order and find common New Year resolutions. Write the answers in your notebook.
- better/going/to/in/I/physical/am/shape/get  
*I'm going to get in better physical shape.*
  - my/I/reduce/going/am/debt/to
  - some quality time/to/my friends/I/spend/am/with/going
  - going/smoking/I/quit/am/to
  - to/a/find/am/better/I/going/job
  - something/going/to/new/am/I/learn
  - am/to/organized/going/I/get
7. Match the following situations to the uses of **going to**. Write the answers in your notebook.
- We use **going to** for plans and intentions.
  - We use **going to** for predictions about the future based on real evidence.

The final exam is tomorrow and I haven't studied for it yet. I'm **not going to have** enough time to revise.



I.

Someday, I know I'm **going to study** abroad.



II.

Ilustrações: Syrrayama/Arquivo da editora

## ➤ THE MORE..., THE MORE...

8. Make sentences using **the more..., the more...** as in the example below. Write the answers in your notebook.
- You are going to know more if you read more.  
*The more you read, the more you are going to know.*
  - You are going to get better at English if you practice it more.
  - You are going to learn more quickly if you are more focused.
  - You are going to be less stressed if you get more organized.

## STUDYING FOR EXAMS



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

### 1. (Enem/2011)

Na fase escolar, é prática comum que os professores passem atividades extraclasse e marquem uma data para que as mesmas sejam entregues para correção. No caso da cena da charge, a professora ouve uma estudante apresentando argumentos para:

- discutir sobre o conteúdo do seu trabalho já entregue.
- elogiar o tema proposto para o relatório solicitado.
- sugerir temas para novas pesquisas e relatórios.
- reclamar do curto prazo para entrega do trabalho.
- convencer de que fez o relatório solicitado.



Randy Glasbergen/Acervo do artista

GLASBERGEN, R. Today's cartoon. Disponível em: <www.glasbergen.com>. Acesso em: 14 mar. 2016.

### 2. (Enem/2011)



Disponível em: <www.garfield.com.br>. Acesso em: 14 mar. 2016.

A tira, definida como um segmento de história em quadrinhos, pode transmitir uma mensagem com efeito de humor. A presença desse efeito no diálogo entre Jon e Garfield acontece porque

- Jon pensa que sua ex-namorada é maluca e que Garfield não sabia disso.
- Jodell é a única namorada maluca que Jon teve, e Garfield acha isso estranho.
- Garfield tem certeza de que a ex-namorada de Jon é sensata, o maluco é o amigo.
- Garfield conhece as ex-namoradas de Jon e considera mais de uma como maluca.
- Jon caracteriza a ex-namorada como maluca e não entende a cara de Garfield.



## THINKING ABOUT LEARNING



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

### ➤ HOW CONFIDENT AM I ABOUT...

- taking part in discussions on life experiences?
- taking part in discussions on study skills?
- using the second conditional?
- using reflexive pronouns?
- using the Future with *going to*?
- using *the more..., the more*?
- exploring interviews?
- exploring comic strips?

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       |
|-------------------|--------------------------------------------------------------------------|--------------------------|
| <i>fall apart</i> | <i>"even when everything seems to be <u>falling apart</u>?" – p. 126</i> | <i>break into pieces</i> |

### ➤ 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:

- *Establish a regular study schedule.*

## PROJECT 2B



### ➤ LEARNING WITH MOVIES (SECOND PART)

In Unit 7 you have talked about life experiences. Follow the steps below and do the second part of Project 2, *Learning with movies*.

➤ **TASK:** After having prepared an inspiring short script with selected movie scenes, it is time to perform it to your local community and share it with the world!

1. **Produce it!** In groups, review the draft you and your classmates wrote in the first part of this project. Then get prepared to act it out! Assign roles, plan settings, gather props and rehearse the script. If necessary, you can make adjustments to the script. Don't forget to choose songs and/or incidental music to accompany the script.
2. **Share it locally!** Organize a drama event at your school to share the performance that you and your classmates have been working on. Invite teachers, family members, friends, and other people from your community to watch your performance.
3. **Share it globally!** If you feel comfortable, you can video or audiotape your performance and publish the video or podcast on the school website or other educational sites such as <www.teachertube.com>. You can also share the compilation of scenes you have made by preparing a short video with the original selected scenes, if they are available. Choose an appropriate soundtrack and add subtitles to help you convey your message. Publish it on the Internet and let people all over the world get inspired by your video!

### ➤ THINK ABOUT IT!

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

- Como você se sentiu ao selecionar cenas para criar um roteiro inspirador? E ao fazer a apresentação?
- Como foi a apresentação na escola?
- Como as pessoas reagiram ao trabalho publicado na Internet?
- Você faria alguma coisa de modo diferente? Se sim, o quê?
- Você acredita que a sua apresentação possa transformar, de alguma forma, a vida das pessoas na sua comunidade?



Bob Daemmerich/Alamy/Glow Images

YOU CAN FIND A VIDEO COMPILATION OF SCENES ABOUT MOTIVATION AT

<[www.youtube.com/watch?v=MYKsbld6LII](http://www.youtube.com/watch?v=MYKsbld6LII)>

# Language Reference and Extra Practice

## Unit 1



### REVIEW: VERB TENSES

Usamos o **Present Simple** para falar de fatos e generalizações.

*Today, a lot of people **communicate** on the Internet using real time video streaming.*

*Many people **don't accept** new ideas easily.*

Usamos o **Present Continuous** para falar de ações que ocorrem no momento da fala/escrita ou para expressar mudanças que ocorrem momentaneamente (tendências atuais).

*Nowadays, cultures all over the world **are encountering** and **adopting** new ideas.*

*Brazil **is becoming** an economic superpower.*

Usamos o **Past Simple** para falar de ações e estados completos no passado.

*In the past, cultures **varied** widely from place to place.*

*In the early days of civilization people **protested** against the wheel.*

Usamos o **Past Continuous** para falar de ações passadas em andamento.

*We **were reading** a scientific paper when our professor started the discussion.*

*The Hib Vaccine Team **was working** on a vaccine against the bacteria that can cause meningitis and pneumonia.*

### USED TO

Usamos a expressão **used to + verbo principal** (forma básica) para descrever hábitos passados.

São hábitos que não existem mais.

| Forma afirmativa        |     |    |     |    |    |     |      |         |      |                                        |
|-------------------------|-----|----|-----|----|----|-----|------|---------|------|----------------------------------------|
| I                       | You | He | She | It | We | You | They | used to | tell | the time of day by looking at the sun. |
| Ancient Greek Athenians |     |    |     |    |    |     |      |         |      |                                        |

Em frases negativas, usamos **didn't** antes de **use to + verbo principal**.

| Forma negativa |     |    |     |    |    |     |      |        |        |       |                 |
|----------------|-----|----|-----|----|----|-----|------|--------|--------|-------|-----------------|
| I              | You | He | She | It | We | You | They | didn't | use to | watch | TV every night. |
| People         |     |    |     |    |    |     |      |        |        |       |                 |

(didn't = did not)

Em frases interrogativas, usamos **did** antes do sujeito e **use to** antes do verbo principal. Note que o verbo principal está na *forma básica*:

| Forma interrogativa |      |               |       |                 |
|---------------------|------|---------------|-------|-----------------|
| <b>Did</b>          | I    | <b>use to</b> | watch | TV every night? |
|                     | you  |               |       |                 |
|                     | he   |               |       |                 |
|                     | she  |               |       |                 |
|                     | it   |               |       |                 |
|                     | we   |               |       |                 |
|                     | you  |               |       |                 |
|                     | they |               |       |                 |

| Respostas curtas |      |      |          |         |
|------------------|------|------|----------|---------|
| Afirmativa       |      |      | Negativa |         |
| Yes,             | I    | did. | I        | didn't. |
|                  | you  |      | you      |         |
|                  | he   |      | he       |         |
|                  | she  |      | she      |         |
|                  | it   |      | it       |         |
|                  | we   |      | we       |         |
|                  | you  |      | you      |         |
|                  | they |      | they     |         |

## EXTRA PRACTICE

1. Replace each icon ★ with the correct form of the verbs in parentheses to complete the text below about multiculturalism. Use the **Present Simple** or the **Past Simple** tense. Write the answers in your notebook.

### Canadian Multiculturalism: An Inclusive Citizenship



In 1971, Canada ★ (be) the first country in the world to adopt multiculturalism as an official policy. By so doing, Canada ★ (affirm) the value and dignity of all Canadian citizens regardless of their racial or ethnic origins, their language, or their religious affiliation. The 1971 Multiculturalism Policy of Canada also ★ (confirm) the rights of Aboriginal peoples and the status of Canada's two official languages.

Canadian multiculturalism is fundamental to our belief that all citizens ★ (be) equal. Multiculturalism ★ (ensure) that all citizens can keep their identities, can take pride in their ancestry and have a sense of belonging. Acceptance ★ (give) Canadians a feeling of security and self-confidence, making them more open to, and accepting of, diverse cultures. The Canadian experience has shown that multiculturalism ★ (encourage) racial and ethnic harmony and cross-cultural understanding.

Mutual respect ★ (help) develop common attitudes. New Canadians, no less than other Canadians, ★ (respect) the political and legal process, and want to address issues by legal and constitutional means. [...]

Available at: <[www.cic.gc.ca/english/multiculturalism/citizenship.asp](http://www.cic.gc.ca/english/multiculturalism/citizenship.asp)>. Accessed in: March 2016. (Fragment)

2. Replace each icon ⚡ with **used to/didn't use to + verb** in the box below to complete the following sentences about past habits. Write the answers in your notebook.

have • heat • live • use • play

- a. In the past, people ⚡ in terraced houses or cottages.
- b. People ⚡ water to have a bath. They ⚡ candles or oil-lamps to light their houses.
- c. Children ⚡ board games, like chess, instead of computer games. They ⚡ as many toys as they have today.

## Unit 2



### MODAL VERBS: SHOULD, MUST AND HAVE TO

Geralmente, usamos o verbo modal **should** para indicar *aconselhamento, recomendação* e o verbo modal **must** ou **have to** para indicar *obrigatoriedade, necessidade*. Note que usamos verbos modais *antes* de um verbo principal na *forma básica*.

*Everybody says I **should** find my passion and follow it.*

*You **should** do more exercise. It would do you good.*

*All students at this school **must** wear a uniform.*

*You **have to** drive carefully. If not, you may get involved in a car accident.*

O verbo modal **must** também pode indicar *dedução, conclusão lógica*.

*Abby **must** be a good advisor. She always gives good advice.*

*You **must** be very intelligent. You've passed all your exams.*

Para formar frases *negativas* com **should**, usamos **not** depois do verbo modal e *antes* do verbo principal.

*You **should not** let others dictate what is good for you.*

*Parents **shouldn't** choose their child's career.*

Para formar frases *negativas* com **have to**, usamos um verbo auxiliar na negativa (*don't/doesn't/didn't/won't*) antes de **have to**.

*You **don't have to** follow in your parents' footsteps if it's not what you want.*

*You **won't have to** cry anymore. It's over.*

A forma **must not** indica *proibição*. Para indicar *ausência de necessidade ou de obrigação*, usamos a forma negativa de **have to**.

*You **must not** come to the party because you were not invited.*

*You **don't have to** come if you don't want to.*



O verbo modal **must** não tem forma no passado e, quando desejamos expressar a mesma ideia, usamos a forma **had to**.

*Yesterday I **didn't have to** stay up so late studying.*

*When I was younger, I **had to** walk to school every single day.*

## MODAL VERBS: CAN AND MAY

Usamos o verbo modal **can** para indicar:

- capacidade  
*He **can** speak French really well.*  
*He **can** write and talk on the phone at the same time.*
- possibilidade  
*Working as an apprentice **can** be good for you career.*
- permissão  
***Can** I read your letter?*  
*You **can** watch television as much as you want.*

Usamos o verbo modal **may** para indicar:

- possibilidade  
*Learning another language **may** be good for your future.*  
*They **may** study for the final exams tonight.*
- permissão  
***May** I borrow your book about career choices?*  
*You **may** go now.*

## EXTRA PRACTICE

Replace the icons ★ with the correct words in the box below to complete the following text about choosing a career. Write the answers in your notebook.

doesn't have to be • has to be • may enjoy • may not be •  
may want • must be (x 2) • should inspire • shouldn't matter

### What Does Finding Your Passion Mean?

Many authors have written books and articles that stress the importance of finding your passion when you choose a career. Some career experts say your work ★ meaningful. You won't be satisfied if it isn't. They say it ★ you. It ★ your calling. I am not surprised some of my clients don't think it's good enough to like what they do. They've heard repeatedly they ★ head-over-heels in love with their careers.

What my clients fail to realize is that we don't all find the same things meaningful. Not everyone has a calling or defines it in the same way. What I consider a calling ★ what you do. You ★ a career that involves saving lives or using your artistic talents. Most people would say those are callings. Your best friend ★ assembling widgets. Many people would not refer to that as a calling.

It's hard to imagine someone feeling passionate about it, but that really ★. It is certainly an important job to the people out there who need those widgets. What matters most is coming home at the end of the day satisfied that you did a good job. Work you find satisfying ★ what someone else would consider significant or meaningful.



Available at: <<http://careerplanning.about.com/od/careerchoicechan/fl/Finding-Your-Passion.htm>>. Accessed in: March 2016.



## MAKING COMPARISONS

Usamos o comparativo de igualdade (**as... as**) para comparar dois elementos.

*The athletes from Brazil are **as talented as** the ones from the United States.*

*Her coach is **as experienced as** our Physical Education teacher.*

Para fazer comparações na *negativa*, podemos usar a estrutura **as... as** ou **so... as**.

*Some sports are **not as/so popular as** the others.*

*The cougar **isn't as/so fast as** the snow leopard.*

Usamos o comparativo de superioridade (**more... than**) para dizer que um elemento é superior a outro em algum aspecto.

*The snow leopard is **faster than** the cougar.*

*Boxing is **more dangerous than** football.*

Usamos o comparativo de inferioridade (**less... than**) para dizer que um elemento é inferior a outro em algum aspecto.

*Rugby is **less popular than** football in Brazil.*

*Running is **less efficient than** walking, though it is faster.*

| Regras ortográficas para formar adjetivos no grau comparativo |                                                                                                        | Exemplos                                                                       |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Adjetivos com uma sílaba:                                     | A maioria dos adjetivos: <b>adjetivo + er</b>                                                          | tall → taller    old → older                                                   |
|                                                               | Adjetivos terminados em <b>e</b> : <b>adjetivo + r</b>                                                 | nice → nicer    wise → wiser                                                   |
|                                                               | Adjetivos terminados em <b>consoante + vogal + consoante</b> : <b>adjetivo + última consoante + er</b> | fat → fatter    thin → thinner                                                 |
| Adjetivos com duas sílabas:                                   | A maioria dos adjetivos: <b>more + adjetivo</b>                                                        | peaceful → <b>more peaceful</b><br>modern → <b>more modern</b>                 |
|                                                               | Alguns adjetivos: <b>adjetivo + er</b> ou <b>more + adjetivo</b>                                       | simple → simpler ou <b>more simple</b><br>quiet → quieter ou <b>more quiet</b> |
|                                                               | Adjetivos terminados em <b>consoante + y</b> : <b>adjetivo – y + ier</b>                               | angry → angrier<br>busy → busier                                               |
| Adjetivos com três ou mais sílabas:                           | <b>more + adjetivo</b>                                                                                 | important → <b>more important</b><br>generous → <b>more generous</b>           |
| Formas irregulares                                            |                                                                                                        | good → <b>better</b><br>bad → <b>worse</b><br>far → <b>farther/further</b>     |

Usamos o superlativo (**the most...**) para dizer que um elemento, em um grupo, alcança o grau mais alto no aspecto em que é comparado.

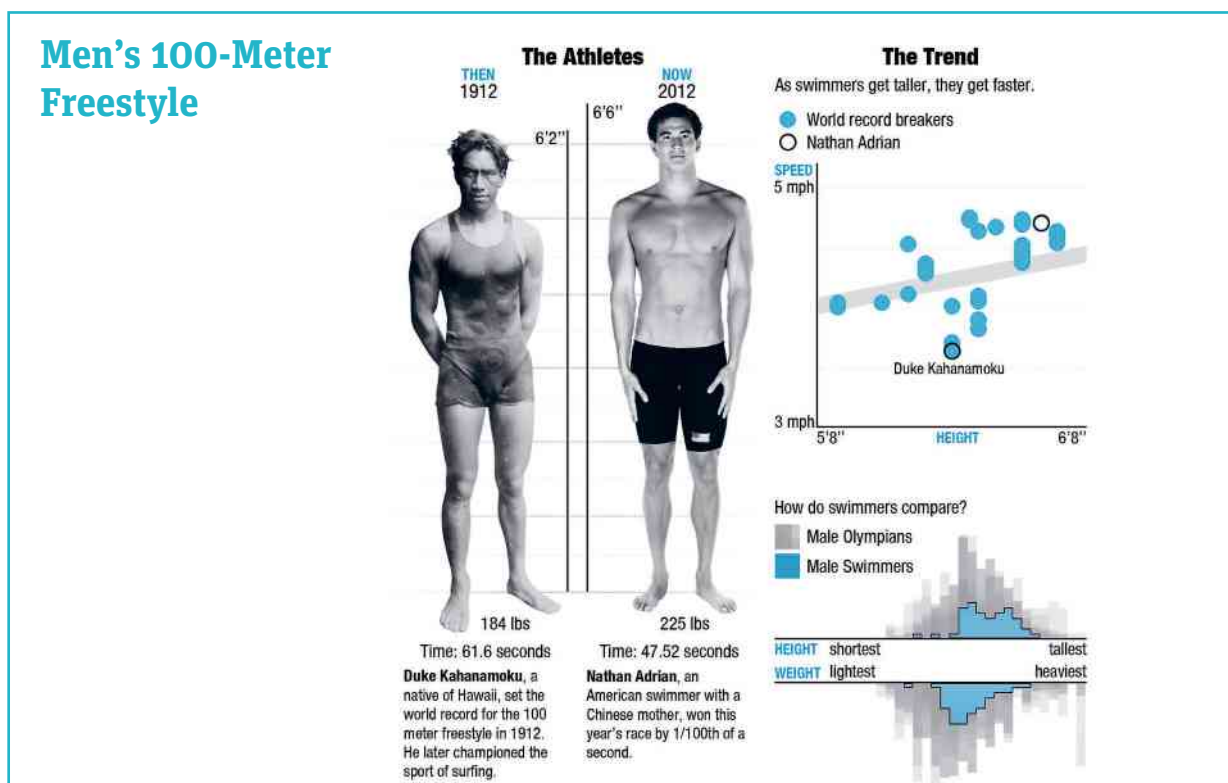
*The cheetah is **the fastest** land animal in the world.*

*Daniel Dias is **the most successful** Brazilian Paralympian.*

| Regras ortográficas para formar adjetivos no grau superlativo |                                                                                                                  | Exemplos                                                                           |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Adjetivos com uma sílaba:                                     | A maioria dos adjetivos:<br><b>the + adjetivo + est</b>                                                          | tall → the tallest    old → the oldest                                             |
|                                                               | Adjetivos terminados em <b>e</b> :<br><b>the + adjetivo + st</b>                                                 | nice → the nicest    wise → the wisest                                             |
|                                                               | Adjetivos terminados em <b>consoante + vogal + consoante</b> :<br><b>the + adjetivo + última consoante + est</b> | fat → the fattest<br>thin → the thinnest                                           |
| Adjetivos com duas sílabas:                                   | A maioria dos adjetivos:<br><b>the most + adjetivo</b>                                                           | peaceful → the most peaceful<br>modern → the most modern                           |
|                                                               | Alguns adjetivos:<br><b>the + adjetivo + est</b> ou <b>the most + adjetivo</b>                                   | simple → the simplest ou the most simple<br>quiet → the quietest ou the most quiet |
|                                                               | Adjetivos terminados em <b>consoante + y</b> :<br><b>the + adjetivo – y + iest</b>                               | angry → the angriest<br>busy → the busiest                                         |
| Adjetivos com três ou mais sílabas:                           | <b>the most + adjetivo</b>                                                                                       | important → the most important<br>generous → the most generous                     |
| Formas irregulares                                            |                                                                                                                  | good → the best<br>bad → the worst<br>far → the farthest/the furthest              |

## EXTRA PRACTICE

- Look at the infographic below and replace each icon ☛ with the **comparative** form to complete the sentences that follow. Use one of the adjectives in parentheses. Write the answers in your notebook.



Available at: <[www.npr.org/sections/health-shots/2012/08/09/158448224/olympic-bodies-they-just-dont-make-them-like-they-used-to-](http://www.npr.org/sections/health-shots/2012/08/09/158448224/olympic-bodies-they-just-dont-make-them-like-they-used-to-)>. Accessed in: March 2016.

- a. Nathan Adrian is ⚡ (fast/slow) than Duke Kahanamoku.
- b. Duke Kahanamoku is ⚡ (short/tall) than Nathan Adrian.
- c. Nathan Adrian is ⚡ (heavy/light) than Duke Kahanamoku.
- d. Most Olympians are not as ⚡ (short/tall) and ⚡ (heavy/light) as swimmers.

2. Replace each icon ⚡ with an adjective from the box below to complete the following text. Write the answers in your notebook.

longer • the longest • lower • the lowest •  
shorter • the shortest

A long, tapered torso makes elite swimmers more hydrodynamic. The taller you are, the longer your torso. Europeans typically have ⚡ centers of mass and ⚡ torsos and they dominate the sport. Asians have ⚡ torsos relative to body size but on average they are ⚡.

Available at: <[www.npr.org/2012/08/09/158455089/olympics-physics](http://www.npr.org/2012/08/09/158455089/olympics-physics)>. Accessed in: March 2016.

## Unit 4



### FIRST CONDITIONAL

Usamos a condicional do tipo 1 (**First Conditional**) para apresentar situações *possíveis e prováveis* de acontecer no presente ou no futuro. A estrutura dessa condicional é:

| Oração Condicional                    | Oração Principal                                                                                                                  |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| If + verbo no <b>Present Simple</b> , | <b>will</b> + forma básica do verbo principal<br>ou<br><b>be likely to/may/might/can/should</b> + forma básica do verbo principal |

*Studies have shown that **if you eat** every three hours, you **won't feel** hungry.  
**If you don't drink** enough water, you **are likely to suffer** from dry skin.*

Se invertermos a posição das orações, eliminamos a vírgula.

*Studies have shown that you **won't feel** hungry **if you eat** every three hours.  
You **are likely to suffer** from dry skin **if you don't drink** enough water.*

### EXTRA PRACTICE

Replace each icon ⚡ with the correct form of the verbs in parentheses to complete the inspirational quotes on the next page. Use the **first conditional**. Write the answers in your notebook.

IF YOU



YOU CAN DO IT, YOU  
WILL NEVER FIND THE  
**MOTIVATION**  
NECESSARY TO START.

(not believe)

Nothing   
in your life if you  
don't do something  
*different* from what  
you've been doing.

(change)

If you want better for  
your life, you  it.  
Make a decision.  
Then take action. It's  
never too late.

Tony Gaskins

(can have)

You are responsible for  
your own happiness. If  
you expect others to  
make you happy, you   
disappointed.

(always be)

Available at: <[www.livelifehappy.com](http://www.livelifehappy.com)>. Accessed in: March 2016.

## Unit 5



### PRESENT PERFECT

Usamos o Present Perfect (have/has + particípio passado do verbo principal) para falar de ações:

- que aconteceram no passado e têm importância ou consequência no presente.

*She **has sold** all her pets.*

*Many animal species **have become** extinct.*

- que começaram no passado e continuam no presente.

*The world's climate **has become** warmer over the past 50 years.*

*Some scientists believe that human activities **have caused** climate change.*



| Forma afirmativa               |     |    |      |      |         |                        |
|--------------------------------|-----|----|------|------|---------|------------------------|
| I                              | You | We | They | have | changed | over the past decades. |
| He                             | She | It |      | has  |         |                        |
| The average global temperature |     |    |      |      |         |                        |

Em frases negativas, usamos **haven't/hasn't** antes do **particípio passado** do verbo principal.

| Forma negativa      |     |    |      |         |         |                                |
|---------------------|-----|----|------|---------|---------|--------------------------------|
| I                   | You | We | They | haven't | adapted | to changes in the environment. |
| He                  | She | It |      | hasn't  |         |                                |
| Human immune system |     |    |      |         |         |                                |

(haven't = have not / hasn't = has not)

Em frases interrogativas, usamos **have/has** antes do sujeito:

| Forma interrogativa |      |         |                       |  |
|---------------------|------|---------|-----------------------|--|
| Have                | I    | changed | over the past decade? |  |
|                     | you  |         |                       |  |
| Has                 | he   |         |                       |  |
|                     | she  |         |                       |  |
|                     | it   |         |                       |  |
| Have                | we   |         |                       |  |
|                     | you  |         |                       |  |
|                     | they |         |                       |  |

| Respostas curtas |      |       |          |      |          |
|------------------|------|-------|----------|------|----------|
| Afirmativa       |      |       | Negativa |      |          |
| Yes,             | I    | have. | No,      | I    | haven't. |
|                  | you  |       |          | you  |          |
|                  | he   | has.  |          | he   | hasn't.  |
|                  | she  |       |          | she  |          |
|                  | it   |       |          | it   |          |
|                  | we   | have. |          | we   | haven't. |
|                  | you  |       |          | you  |          |
|                  | they |       |          | they |          |

Usamos **ever** em frases no **Present Perfect**:

- para saber se alguma vez aquela ação já aconteceu.

*Have you **ever** planted a tree?*

*Have you **ever** been to the Amazon?*

- com o superlativo, para indicar que alguma pessoa ou algo é mais interessante, melhor, pior etc. que alguém já conheceu, viu, ouviu etc.

*It is definitely the worst movie I've **ever** seen.*

*Ribeirão Preto is the hottest city I've **ever** been to.*

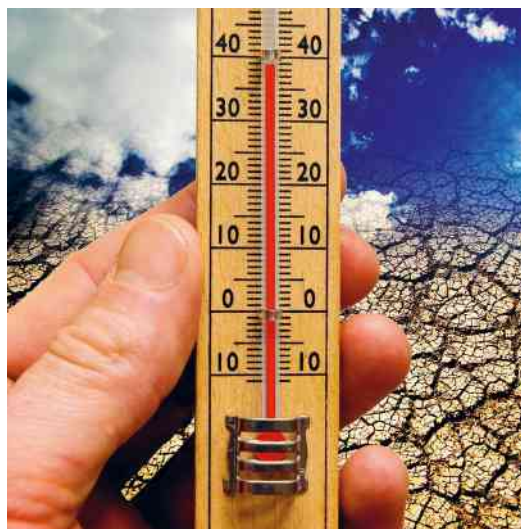
Usamos **never** em frases no **Present Perfect** para falar de ações que nunca aconteceram até o momento presente.

*It's **never** been this warm before.*

## EXTRA PRACTICE

Replace each icon 🌡️ with the correct form of the verbs in parentheses to complete the sentences below that are fast facts about global warming. Use the **Present Perfect** tense. Write the answers in your notebook.

- The average global surface temperature of Earth 🌡️ (rise) by 0.8 degrees Celsius (1.4 degrees Fahrenheit) since 1880.
- The Sea Level 🌡️ (rise) at an average rate of 1.7 mm/year over the last 100 years.
- Just Greenland and Antarctica alone 🌡️ (lose) about 150 cubic kilometers of ice annually in recent years.
- Both the extent and thickness of Arctic sea ice 🌡️ (decline) rapidly over the last several decades.
- While leaders continue to discuss a framework for reducing emissions, global carbon dioxide emissions 🌡️ (remained) stable or increased in recent years.



Meryll/Shutterstock

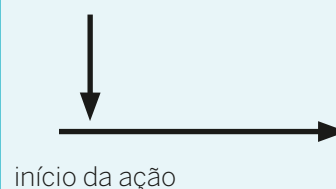
Available at: <<http://climate.nasa.gov/news/649/>>; <<http://itdoesnotaddup.com/2015/09/09/the-evidence-for-rapid-climate-change>>.  
Accessed in: March 2016.

## Unit 6



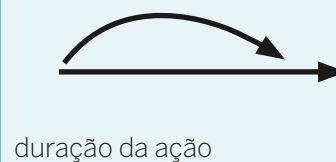
### PRESENT PERFECT: SINCE AND FOR

Usamos **since** em frases no **Present Perfect** para indicar o início de uma ação que começou no passado e continua no presente:



She **has watched** documentaries **since** she was a little girl.  
Meryl Streep **has made** over 60 movies **since** her debut in 1977.

Usamos **for** em frases no **Present Perfect** para indicar a duração de uma ação que começou no passado e continua no presente:



Hollywood **has dominated** the worldwide film industry **for** almost a century.  
Tom Cruise **has starred** in movies **for** over 30 years.

## PRESENT PERFECT OR PAST SIMPLE?

Usamos o **Present Perfect** para ações que aconteceram no passado, sem determinar o momento em que elas aconteceram.

*She **has watched** Titanic a couple of times.*

*All my friends **have seen** Ghost, The Musical.*

*I've **downloaded** a fascinating documentary about global warming.*

Usamos o **Past Simple** para ações que aconteceram no passado em um momento determinado.

*She **watched** Titanic in 1997.*

*All my friends **saw** Ghost, The Musical last weekend.*

*I **downloaded** a fascinating documentary about global warming this morning.*

## PRESENT PERFECT: JUST, ALREADY AND YET

Usamos **just** em frases no **Present Perfect** para nos referirmos a ações que acabaram de acontecer:

*I've **just watched** DiCaprio's latest movie.*

*He **has just left** the film industry.*

Usamos **already** em frases no **Present Perfect** para nos referirmos a ações que já aconteceram (afirmativa):

*Julia Roberts **has already played** the role of a hopeless romantic in several films.*

*Director Walter Salles **has already directed** an Oscar-nominated movie.*

Usamos **yet** em frases no **Present Perfect** para nos referirmos a ações que ainda não aconteceram (negativa) ou para sabermos se uma ação já aconteceu (interrogativa):

*That actress **hasn't won** an Oscar **yet**.*

***Has** that actress **won** an Oscar **yet**?*

## EXTRA PRACTICE

1. Replace each icon ⚡ with **ever**, **never**, **since** or **for** to complete the following sentences. Write the answers in your notebook.
  - a. Famous Hollywood actress Angelina Jolie has been a United Nations Goodwill Ambassador ⚡ 2001.
  - b. Wagner Moura has been a professional working actor ⚡ about 20 years.
  - c. I've been a fan of Bruna Marquezine ⚡ / Love Paraisópolis.
  - d. He's ⚡ participated in a musical before. This will be his first time.
  - e. Have you ⚡ seen a Bollywood film?

2. Replace each icon ★ with the correct form of the verbs in parentheses to complete the following sentences that present facts about Bollywood. Use the **Present Perfect** or the **Past Simple** tense. Write the answers in your notebook.

- Bollywood ★ (release) more than 20 sci-fi films in the 21<sup>st</sup> century and the genre is becoming increasingly popular.
- It ★ (be) a century since the first wholly Indian-produced film was released in Bombay.
- The first wholly-Indian produced film ★ (be) *Raja Harishchandra*, released in 1913.
- Film producers ★ (focus) on India's social issues in the 1950s and especially working class, urban life.
- Indian actor Ranbir Kapoor, who ★ (win) multiple Best Actor awards, admitted he is "not even 2% happy with the work I ★ (do) so far".



Christian Bertrand/Shutterstock

Available at: <[www.mirror.co.uk/news/world-news/bollywood-100th-anniversary-100-fascinating-1825562](http://www.mirror.co.uk/news/world-news/bollywood-100th-anniversary-100-fascinating-1825562)>.  
Accessed in: March 2016.

## Unit 7



### SECOND CONDITIONAL

Usamos a condicional do tipo 2 (**Second Conditional**) para apresentar situações *hipotéticas* ou *pouco prováveis* no presente ou no futuro. A estrutura dessa condicional é:

| Oração Condicional                 | Oração Principal                               |
|------------------------------------|------------------------------------------------|
| If + verbo no <b>Past Simple</b> , | <b>would</b> + forma básica do verbo principal |

*If I **had** the chance, I **wouldn't do** anything different.*

*If I **had** the money, I **would travel** all over the world for a year.*

Se invertermos a posição das orações, eliminamos a vírgula.

*I **wouldn't do** anything different **if I had** the chance.*

*I **would travel** all over the world for a year **if I had** the money.*

Na condicional do tipo 2, geralmente utilizamos a forma **were** (passado do verbo *be*) para todas as pessoas.

*If I **were** you, I **would talk** to her immediately.*

*If I **were** you, I **wouldn't miss** this opportunity.*

*If life **were** predictable, it **wouldn't be** life.*

# REFLEXIVE PRONOUNS

Usamos reflexive pronouns:

- quando o sujeito e o objeto da ação são a mesma pessoa.

*He looked at **himself** in the mirror.*

*The players hurt **themselves** in the match.*

- quando enfatizamos o agente da ação.

*I found it **myself**.*

*The singer wrote the lyrics **herself**, without any help.*

| Subject Pronouns | Reflexive Pronouns |
|------------------|--------------------|
| I                | <b>myself</b>      |
| you              | <b>yourself</b>    |
| he               | <b>himself</b>     |
| she              | <b>herself</b>     |
| it               | <b>itself</b>      |
| we               | <b>ourselves</b>   |
| you              | <b>yourselves</b>  |
| they             | <b>themselves</b>  |

## EXTRA PRACTICE

- Replace each icon ★ with the correct form of the verbs in parentheses to complete the following texts. Use the **second conditional**. Write the answers in your notebook.



(happen) ★



Available at: <www.thecomicstrips.com>. Accessed in: March 2016.



(not do) ★



Available at: <www.thecomicstrips.com>.

Accessed in: March 2016.

(have) ★



2. Replace each icon ★ with a **reflexive pronoun** to complete the following quotes.

- "Believe in ★! Have faith in your abilities! Without a humble but reasonable confidence in your own powers you cannot be successful or happy." (Norman Vincent Peale)
- "The most beautiful thing in the world is, of course, the world ★." (Wallace Stevens)
- "Heroes are ordinary people who make ★ extraordinary." (Gerard Way)
- "Education is not preparation for life; education is life ★." (John Dewey)
- "Every story I create, creates me. I write to create ★." (Octavia E. Butler)

Available at: <www.brainyquote.com>. Accessed in: March 2016.

## Unit 8



### FUTURE WITH GOING TO

Usamos **going to** para nos referirmos ao futuro.

Podemos usar **going to** para:

- falar de planos, intenções para o futuro.

*I'm **going to be** on time for school every day.*

*They **are going to participate** in extracurricular activities more often.*

- fazer previsão do que vai acontecer a partir de fatos evidentes no presente.

*I'm sure you're **going to pass** the test with flying colors.*

*You're **going to be** late again. Hurry up!*

Em frases afirmativas, usamos **be (am/is/are) + going to + forma básica** do verbo principal:

| Forma afirmativa |     |          |     |                                      |
|------------------|-----|----------|-----|--------------------------------------|
| I                | am  | going to | use | technology confidently for studying. |
| You              | are |          |     |                                      |
| He               | is  |          |     |                                      |
| She              |     |          |     |                                      |
| It               |     |          |     |                                      |
| We               | are |          |     |                                      |
| You              |     |          |     |                                      |
| They             |     |          |     |                                      |

Em frases negativas, usamos **not** depois do verbo auxiliar **be**:

| Forma negativa |     |     |          |         |            |
|----------------|-----|-----|----------|---------|------------|
| I              | am  | not | going to | stay up | all night. |
| You            | are |     |          |         |            |
| He             | is  |     |          |         |            |
| She            |     |     |          |         |            |
| It             |     |     |          |         |            |
| We             | are |     |          |         |            |
| You            |     |     |          |         |            |
| They           |     |     |          |         |            |

Em frases interrogativas, usamos o verbo auxiliar **be** antes do sujeito.

| Forma interrogativa |      |                 |                |            |  |
|---------------------|------|-----------------|----------------|------------|--|
| <b>Am</b>           | I    | <b>going to</b> | <b>stay up</b> | all night? |  |
| <b>Are</b>          | you  |                 |                |            |  |
| <b>Is</b>           | he   |                 |                |            |  |
|                     | she  |                 |                |            |  |
|                     | it   |                 |                |            |  |
| <b>Are</b>          | we   |                 |                |            |  |
|                     | you  |                 |                |            |  |
|                     | they |                 |                |            |  |

| Respostas curtas |      |      |          |      |         |
|------------------|------|------|----------|------|---------|
| Afirmativa       |      |      | Negativa |      |         |
| Yes,             | I    | am.  | No,      | I    | 'm not. |
|                  | you  | are. |          | you  | aren't. |
|                  | he   | is.  |          | he   | isn't.  |
|                  | she  |      |          | she  |         |
|                  | it   |      |          | it   |         |
|                  | we   | are. |          | we   | aren't. |
|                  | you  |      |          | you  |         |
|                  | they |      |          | they |         |

## THE MORE..., THE MORE...

Usamos a estrutura **the more..., the more...** (equivalente a **quanto mais..., mais...**, em português) para indicar proporcionalidade.

***The more you have, the more you want.***

***The easier, the better!***

A estrutura também pode ser formada com a expressão **the less** em várias combinações: **the less..., the less...** (quanto menos... menos...), **the more..., the less...** (quanto mais..., menos...), **the less..., the more...** (quanto menos... mais...).

***The less people sleep, the more likely they are to be overweight.***

***The more you talk, the less I understand.***

### EXTRA PRACTICE

1. Put the words in the right order and find common new year resolutions. Write the answers in your notebook.



- a. exercise/to/going/I'm/more
  - b. more/I'm/to/read/going/books
  - c. take up/going/a/to/sport/new/I'm
  - d. to/a/new/I'm/language/going/learn
  - e. a/hours/night/to/going/sleep/eight/I'm
  - f. social networking sites/spend/going/less/to/on/I'm/time
2. Write sentences using **the more..., the more...** as in the example below. Write the answers in your notebook.
    - a. You are going to be more productive if you get more organized.  
***The more organized you get, the more productive you are going to be.***
    - b. You are going to be more fluent in English if you practice it more.
    - c. You are going to complete assignments more quickly if you review your notes more often.
    - d. You are going to be less stressed if you spend fewer hours cramming the night before an exam.

# Word Formation: Suffixes and Prefixes



- Copie as tabelas abaixo no seu caderno e substitua os ícones ★ pelo que você aprendeu sobre sufixos e prefixos ao longo do livro. Veja as unidades 1, 2, 3, 4 e 8.

| Sufixos | Palavras    | Classe gramatical | Exemplos                                                    |
|---------|-------------|-------------------|-------------------------------------------------------------|
| -al     | cultural, ★ | adjective         | Cultural diffusion is the dissemination of popular culture. |
| -er     | ★<br>★      | ★<br>★            | ★                                                           |
| -ful    | ★           | ★                 | ★                                                           |
| -ing    | ★           | ★                 | ★                                                           |
| -ness   | ★           | ★                 | ★                                                           |
| -ly     | ★           | ★                 | ★                                                           |

| Prefixos | Palavras | Classe gramatical | Exemplos |
|----------|----------|-------------------|----------|
| ab-      | ★        | ★                 | ★        |
| mal-     | ★        | ★                 | ★        |
| un-      | ★        | ★                 | ★        |

# 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 1, 4, 5, 6 e 7.

| Ideias                | Marcadores discursivos                                                            | Tradução                                      |
|-----------------------|-----------------------------------------------------------------------------------|-----------------------------------------------|
| <b>Adição</b>         | also; too<br>and<br>★<br>★<br>besides; ★;<br>moreover; what is more; plus         | também<br>e<br>assim como<br>ambos/ambas<br>★ |
| <b>Condição</b>       | as long as<br>★<br>★                                                              | contanto que<br>★<br>a menos que              |
| <b>Concessão</b>      | ★<br>★                                                                            | embora; mesmo que<br>apesar de                |
| <b>Consequência</b>   | ★                                                                                 | ★                                             |
| <b>Contraste</b>      | but; however; yet<br>rather; on the other hand; on the contrary<br>while; whereas | mas; porém; no entanto; entretanto<br>★<br>★  |
| <b>Exemplificação</b> | ★<br>★                                                                            | ★<br>(tal/tais) como                          |



# 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, sinos 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, exhibir                                                   |
| 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         | written            | 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, desistir                                        |
| 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 /**ʌn**/ /**ʌŋ**/

| Forma básica | Passado | Particípio Passado | Tradução                      |
|--------------|---------|--------------------|-------------------------------|
| begin        | began   | begun              | começar                       |
| drink        | drank   | drunk              | beber                         |
| ring         | rang    | rung               | tocar (campainha, sinos 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 /u/ e Particípio Passado com o som /ʊn/

| 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 /ʊk/ e Particípio Passado com o som /eɪkən/

| Forma básica | Passado | Particípio Passado | Tradução        |
|--------------|---------|--------------------|-----------------|
| shake        | shook   | shaken             | sacudir, tremer |
| take         | took    | taken              | tomar           |

Passado e Particípio Passado com o som /stʊd/

| Forma básica | Passado    | Particípio Passado | Tradução              |
|--------------|------------|--------------------|-----------------------|
| stand        | stood      | stood              | parar de pé, aguentar |
| understand   | understood | understood         | entender              |

Passado e Particípio Passado com o som /əʊld/

| Forma básica | Passado | Particípio Passado | Tradução      |
|--------------|---------|--------------------|---------------|
| sell         | sold    | sold               | vender        |
| tell         | told    | told               | contar, dizer |

Passado com o som /əʊ/ e Particípio Passado com o som /əʊ/ 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 /əʊ/ e Particípio Passado com o som /ɪ/ 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 /ɔɪt/

| 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 /ɔɪ(r)/ e Particípio Passado com o som /ɔɪ(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 /gerv/

| Forma básica | Passado | Particípio Passado | Tradução |
|--------------|---------|--------------------|----------|
| forgive      | forgave | forgiven           | perdoar  |
| give         | gave    | given              | dar      |

Passado com o som /keɪm / 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 /gɒt/ e Particípio Passado com o som /gɒt/ /gɒtn/

| Forma básica | Passado | Particípio Passado | Tradução |
|--------------|---------|--------------------|----------|
| forget       | forgot  | forgot/forgotten   | esquecer |
| get          | got     | got/gotten         | obter    |

Passado e Particípio Passado com o som /ʌk/

| 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 **1-4**.

Write the answers in your notebook.

### Diffusion and Globalization

The integration of world markets and technological advances of the last decades have allowed for greater exchange between cultures through the processes of globalization and diffusion. Beginning in the 1980s, Western governments began to deregulate social services while granting greater liberties to private businesses. As a result, world markets became dominated by multinational companies in the 1980s, a new state of affairs at that time. We have since come to refer to this integration of international trade and finance markets as globalization. Increased communications and air travel have further opened doors for international business relations, facilitating the flow not only of goods but of information and people as well. Today, many U.S. companies set up offices in other nations where the costs of resources and labor are cheaper. When a person in the United States calls to get information about banking, insurance, or computer services, the person taking that call may be working in India or Indonesia.

Alongside the process of globalization is diffusion or the spread of material and nonmaterial culture. While globalization refers to the integration of markets, diffusion relates a similar process to the integration of international cultures. Middle-class Americans can fly overseas and return with a new appreciation of Thai noodles or Italian *gelato*. Access to television and the Internet has brought the lifestyles and values portrayed in American sitcoms into homes around the globe. Twitter feeds from public demonstrations in one nation have encouraged political protesters in other countries. When this kind of diffusion occurs, material objects and ideas from one culture are introduced into another.

Available at: <<https://lumen.instructure.com/courses/199939/pages/Section3-14>>. 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 statement(s).
  - a. Multinational companies started to dominate world markets in the 1980s.
  - b. Globalization and diffusion refer to the same processes of cultural integration.
  - c. Diffusion is the spread of material and nonmaterial culture around the globe.

2. Read the fragments in the box below and choose the item that completes each sentence that follows (▲ or ■).

- I. "When a person in the United States calls to get information about banking, insurance, or computer services, the person taking that call may be working in India or Indonesia."
- II. "Middle-class Americans can fly overseas and return with a new appreciation of Thai noodles or Italian *gelato*."
- III. "Access to television and the Internet has brought the lifestyles and values portrayed in American sitcoms into homes around the globe."

- a. Fragment I presents an example of  
▲ globalization.                      ■ diffusion.
- b. Fragment II presents an example of  
▲ globalization.                      ■ diffusion.
- c. Fragment III presents an example of  
▲ globalization.                      ■ diffusion.
3. Read the text again to find the following items:
- a. a time expression that refers to the past.
- b. a word that is equivalent in meaning to "nowadays".
- c. a discourse marker that is equivalent in meaning to "consequently".
4. When people travel, they can always learn about other cultures. But in the past people did not use to travel the same way they do nowadays. Choose the correct verb forms in parentheses to complete the following sentences about travel habits.
- a. In the pre-Digital Age, travelers (used/didn't use) to rely on physical maps. Nowadays map apps (help/used to help) them when they get lost.
- b. Back then tourists (use/used) to read guidebooks to find out the best places to eat, drink and explore. Today the Internet (is/was) their main source of information.

## UNITS 1 AND 2 - B



Read the text below and do exercises 1-4.

Write the answers in your notebook.

### Finding the Right Career

Whether you're just leaving school, finding opportunities limited in your current position or, like many in this economy, facing unemployment, it may be time to consider your career path.

With a little research, you may be surprised at the careers that relate to many of the things you love to do.



## Career tests

Different online tools can guide you through the process of self-discovery. Questions, quizzes, and personality assessments can't tell you what your perfect career would be, but they can help you identify what's important to you in a career, what you enjoy doing, and where you excel.



Ayazgilmel/Shutterstock

## Researching specific careers

If you have narrowed down some specific jobs or careers, you can find a wealth of information online, from description of positions to average salaries and estimated future growth.

## Get support and information from others

While you can glean a lot of information from research and quizzes, there's no substitute for information from someone currently working in your chosen career. Talking to someone in the field gives you a real sense of what type of work you will actually be doing and if it meets your expectations. What's more, you will start to build connections in your new career area, helping you land a job in the future.

Available at: <[www.helpguide.org/articles/work-career/finding-the-right-career.htm](http://www.helpguide.org/articles/work-career/finding-the-right-career.htm)>.

Accessed in: March 2016. (Fragment)

1. According to the text, who may be interested in considering their career path? Choose all the correct items.
  - a. Students who are just leaving school.
  - b. People who find unlimited job opportunities.
  - c. People who are not very happy with their current jobs.
  - d. Unemployed people.
2. Are the following statements true or false? Write **T** (True) or **F** (False) for each statement. Then correct the false statement(s).
  - a. Online tests can't help you choose your career.
  - b. You can find a lot of information about a specific career on the Internet.
  - c. You should not expect to find information about average salaries on the Internet.
  - d. The best way to get information about a career is talking to someone in the field.
  - e. When you talk to someone who is currently working in your chosen career, you build connections that may help you in the future.

3. Read the fragments in the box below and choose the item that completes each sentence that follows (▲ or ■). Make inferences.

- I. "... like many in this economy, facing **unemployment** ..."
- II. "... you **may** be surprised at the careers that relate to many of the things you love to do."
- III. "... you **can** find a wealth of information online ..."
- IV. "... information from someone **currently** working in your chosen career."
- V. "... what type of work you will **actually** be doing ..."

- a. In fragment I, the prefix **un-** (as in "unemployment") means
- ▲ not; opposite to.
  - again repeatedly.
- b. In fragments II and III, the modal verbs **may** and **can** express
- ▲ ability.
  - possibility.
- c. In fragments IV and V, the suffix **-ly** (as in "currently" and "actually") forms
- ▲ adjectives.
  - adverbs.
- d. In fragment IV, the word **currently** means
- ▲ at present.
  - rapidly.
- e. In fragment V, the word **actually** means
- ▲ at present.
  - really.

4. When it comes to choosing a career, it is important to think about your skills, that is, the things that you are good at and have the ability to do well. Replace each icon ★ with **at** or **with** to complete each question below. Then answer the questions.

- a. Are you good ★ giving advice?
- b. Are you good ★ words?
- c. Are you good ★ solving problems?
- d. Are you good ★ numbers?
- e. Are you good ★ people?

## UNITS 3 AND 4 - A



Read the text below and do exercises **1-2**.

Write the answers in your notebook.

|                    |               |
|--------------------|---------------|
| <b>DIAS Daniel</b> |               |
| Sport              | Swimming      |
| NPC                | Brazil        |
| Place of Birth     | Campinas, BRA |
| Height             | 1.71m         |
| Weight             | 60 kg         |

| Sport Specific Information               |                                                                                                                                                                                                                                                                                  |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When and where did you begin this sport? | He began swimming at age 16 in Sao Paulo, Brazil.                                                                                                                                                                                                                                |
| Why this sport?                          | He was inspired to take up the sport after watching Brazilian swimmer Clodoaldo Silva compete at the 2004 Paralympic Games in Athens.                                                                                                                                            |
| Training regime                          | He trains five to eight times per week, as well as doing pilates.                                                                                                                                                                                                                |
| General Interest                         |                                                                                                                                                                                                                                                                                  |
| Sporting philosophy/motto                | "Disability is a limiting word that classifies a person. We all have deficiencies and limits. I am not a disabled athlete, I am a Paralympic athlete."<br><i>From: &lt;arenasports.com.br&gt;, 3 April 2013.</i>                                                                 |
| Impairment                               | He was born without hands. His right arm stopped at his elbow, while his left arm was also shorter and had just a single finger. His right leg finishes at his knee and he has no foot, so he uses a prosthetic to walk.<br><i>From: &lt;istoe.com.br&gt;, 30 November 2012.</i> |
| Other information                        | <b>MOST SUCCESSFUL BRAZILIAN PARALYMPIAN</b><br>During the 2012 Paralympic Games in London, he took his total of Paralympic medals to 15 and became Brazil's most successful Paralympic athlete.<br><i>From: &lt;cpb.org.br&gt;, 30 November 2012.</i>                           |

Available at: <www.paralympic.org/athletes/biographies>. Accessed in: March 2016. (Fragment)

- 1.** In the London 2012 Paralympics, Daniel Dias won 15 medals. Read his profile and answer the questions below.
  - a. How old was Daniel when he started swimming?
  - b. Who inspired Daniel to take up the sport?
  - c. What does Daniel think about disability?
  - d. How does he define himself?

- 2.** Choose the correct item that completes each sentence below (▲ or ■).
- a. In “He trains five to eight times per week, **as well as** doing pilates”, **as well as** can be replaced with  
▲ such as.                      ■ in addition to.
- b. **Shorter**, as in the fragment “his left arm was also **shorter**”, is the  
▲ comparative form of the adjective **short**.  
■ superlative form of adjective **short**.
- c. In the fragment “Brazil’s **most successful** Paralympic athlete”, Daniel Dias is compared to  
▲ one specific Brazilian Paralympic athlete.  
■ all Brazilian Paralympic athletes.
- d. **Most successful** is the  
▲ comparative form of the adjective **successful**.  
■ superlative form of the adjective **successful**.

## UNITS 3 AND 4 - B



Read the text below and do exercises **1-5**.

Write the answers in your notebook.

## What to Eat Before, During, and After Exercise

**By Kathleen M. Zelman, MPH, RD, LD, Reviewed by Brunilda Nazario, MD**



—

What you eat could make your next workout better, whether you're just starting to exercise or you're an athlete in training.

Eating right can help energize your workout. Which foods are best, which should you avoid, and when should you eat?

Sports nutrition expert Christine Rosenbloom, PhD, RD, shares her tips.

I. ★

You need quality carbs, lean protein, heart-healthy fats, and fluids.

Your muscles rely on carbohydrate foods like breads, cereals, pasta, rice, fruits, and vegetables for quick energy.

You need protein for your muscles and for your blood cells, which bring nutrients and oxygen to your muscles.

You also need fluids, or your body will have a hard time performing at its best.

II. ★

There's no one meal that you need to eat before working out. Instead, focus on these 5 things:

Low fat

Moderate in carbs and protein

Low fiber

Includes fluids

Made up of familiar foods that you tolerate well

A grilled chicken sandwich or a slice of cheese pizza might fit the pregame meal description, but stay clear of the fried food (including french fries), greasy burgers, and soft drinks.

Also, a pregame meal isn't the time to try a new food.

III. ★

Water acts as your body's cooling system. You don't want to get dehydrated.

The best way to stay hydrated is to drink plenty of fluids with meals, and drink about 2 cups (16 ounces) of water 2 hours before exercise.

IV. ★

Water is often enough. But if you're exercising for more than 60 minutes in hot, humid conditions, sports drinks may help. They give you carbs and sodium, as well as fluids.

Sports drinks are also a good choice if you play team sports like soccer or football, especially when the temperature and humidity are high. If you sweat a lot, a sports drink might be preferable to water.

*Available at: <[www.webmd.com/diet/what-eat-before-during-after-exercise](http://www.webmd.com/diet/what-eat-before-during-after-exercise)>. Accessed in: March 2016. (Fragment)*

1. Read the title and the first three paragraphs of the text. Then choose the correct item that completes each sentence below (▲ or ■).

- a. The text is an interview with

- ▲ Kathleen M. Zelman.  
■ Christine Rosenbloom.

- b. The interview is about

- ▲ athletes' eating habits.  
■ healthy eating tips for people who exercise.



2. Interviews are made of questions and answers. In the text, the four questions are missing. They were replaced by the blue icons 🌟. Read the answers given in the interview and, then, replace each blue icon 🌟 with a question from the box below as in the following example.

Is there an ideal meal to eat before exercise?  
Is it better to stay hydrated with sports drinks or plain water?  
Why is it so important to drink plenty of liquids during exercise?  
What is the best thing to eat before exercising for energy and endurance?

Example: a. Question I. *What is the best thing to eat before exercising for energy and endurance?*

b. Question II.

c. Question III.

d. Question IV.

3. Organize the words and expressions from the box below in two word groups.

EXERCISE

NUTRITION

athlete • carbohydrate • eating • fiber • food • football • heart-healthy fats • meal • muscles • nutrients • protein • quality carbs • soccer • sodium • sports • sports drinks • sweat • team sports • training • workout

4. Match the columns below to make up sentences that establish relationships between eating and exercising.

a. If you eat right,

I. a sports drink might be preferable to water.

b. If you eat carbs like breads, cereals and pasta,

II. you will exercise better.

c. If you sweat a lot when you exercise,

III. your body is likely to dehydrate.

d. If you don't get plenty of water and other fluids,

IV. you will have quick energy.

5. Read the fragments in the box below and choose the item that completes each sentence that follows (▲ or ■). Make inferences.

I. "... carbohydrate foods like breads, cereals, pasta, rice, fruits, and vegetables..."  
II. "Water acts as your body's cooling system."

a. In fragment I, **like** can be replaced with

▲ such as.

■ as well as.

b. In fragment II, the word **cooling** means

▲ warming; heating.

■ refreshing; refrigerating.



Read the text below and do exercises **1-5**.

Write the answers in your notebook.

### Humans Are Largely Responsible for Recent Climate Change

Over the past century, human activities have released large amounts of carbon dioxide and other greenhouse gases into the atmosphere. The majority of greenhouse gases come from burning fossil fuels to produce energy, although deforestation, industrial processes, and some agricultural practices also emit gases into the atmosphere.

Greenhouse gases act like a blanket around Earth, trapping energy in the atmosphere and causing it to warm. This phenomenon is called the greenhouse effect and is natural and necessary to support life on Earth. However, the buildup of greenhouse gases can change Earth's climate and result in dangerous effects to human health and welfare and to ecosystems. [...]



Aleksandra Madejska/Shutterstock

#### Climate change affects everyone

**Some changes to the climate are unavoidable.** Carbon dioxide can stay in the atmosphere for nearly a century, so Earth will continue to warm in the coming decades. The warmer it gets, the greater the risk for more severe changes to the climate and Earth's system. Although it's difficult to predict the exact impacts of climate change, what's clear is that the climate we are accustomed to is no longer a reliable guide for what to expect in the future.

**We can reduce the risks we will face from climate change.** By making choices that reduce greenhouse gas pollution, and preparing for the changes that are already underway, we can reduce risks from climate change. Our decisions today will shape the world our children and grandchildren will live in.

Available at: <[www3.epa.gov/climatechange/basics/](http://www3.epa.gov/climatechange/basics/)>. Accessed in: March 2016. (Fragment)

- 1.** Read the text about climate change and answer the following questions.
  - a. How are greenhouse gases produced?
  - b. What are greenhouse effects compared to?
  - c. Is the greenhouse effect a bad phenomenon? Why (not)?
  - d. What are the possible consequences of the increase of greenhouse gases?
  - e. How long can carbon dioxide stay in the atmosphere?
  - f. How can we reduce the risks from climate change?

2. Are the following statements true or false? Write **T** (True) or **F** (False) for each statement. Then correct the false statement(s).
- a. The exact impacts of climate change are not easy to predict.
  - b. The climate we are used to can help us predict the climate in the future.
  - c. We cannot avoid some changes to the climate, but we can reduce the risks from climate change.

3. Read the following fragment. Choose the discourse marker below with the same meaning as the one in **bold**.

"This phenomenon is called the greenhouse effect and is natural and necessary to support life on Earth. **However**, the buildup of greenhouse gases can change Earth's climate (...)."

- a. In addition.
- b. Nevertheless.

4. Replace the icons 🔄 with the correct form of the verbs in parentheses to complete the following text about climate change. Use the Present Perfect tense.

**Our Earth is warming.** Earth's average temperature 🔄 (rise) by 1.5F over the past century, and is projected to rise another 0.5 to 8.6F over the next hundred years. (...)

**The evidence is clear.** Rising global temperatures have been accompanied by changes in weather and climate. Many places 🔄 (see) changes in rainfall, resulting in more floods, droughts, or intense rain, as well as more frequent and severe heat waves. The planet's oceans and glaciers 🔄 (experience/also) some big changes – oceans are warming and becoming more acidic, ice caps are melting, and sea levels are rising. (...)

**Our lives are connected to the climate.** Human societies 🔄 (adapt) to the relatively stable climate we 🔄 (enjoy) since the last ice age which ended several thousand years ago. A warming climate will bring changes that can affect our water supplies, agriculture, power and transportation systems, the natural environment, and even our own health and safety.

Available at: <[www3.epa.gov/climatechange/basics/](http://www3.epa.gov/climatechange/basics/)>. Accessed in: March 2016. (Fragment)

5. Answer the questions below with fragments of the text in exercise 4.
- a. What are some of the possible consequences of changes in rainfall?
  - b. What are some examples of big changes in the planet's oceans and glaciers?
  - c. How can changes brought by a warming climate affect our lives?

## UNITS 5 AND 6 - B



Read the text below and do exercises 1-3.

Write the answers in your notebook.

### *The Second Mother* Review – Master And Servant Roles Under Scrutiny

The perennially fascinating and tactless subject of 21<sup>st</sup> century servitude is the theme of this well acted and absorbing film – to be compared with Sebastián Silva's 2009 gem *The Maid*, and, from much further back, Joseph Losey's 1960 classic *The Servant*.

What happens when the live-in help get above themselves? And how does the supposedly liberal and relaxed employer class find a way of expressing its fastidious distaste and unease? It is the story of a rich Brazilian family in São Paulo and their housekeeper Val, wonderfully played by Regina Casé. She has been a nanny to the son of the house, as well as all her other duties, earning enough to send money home to pay for the care of her own daughter Jéssica, whom she has not seen for 10 years.

Everyone knows their place and everyone is happy. Now Jéssica shows up: a smart, confident 19-year-old (played by Camila Márdila) hoping to apply for a university place in the city, and Val asks if she can stay with her in her little room while she looks for a place. Soon Jéssica makes herself at home all over the house in all sorts of subtly inappropriate ways, addressing her mother's employers in a subtly insolent manner – and it is clear that the master of the house and the son find her attractive. The unspoken, unspeakable agony of class and caste is cleverly rendered in this funny, serious movie.



Available at: <[www.theguardian.com/film/2015/sep/03/the-second-mother-review-brazil-drama](http://www.theguardian.com/film/2015/sep/03/the-second-mother-review-brazil-drama)>. Accessed in: March 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. *The Second Mother* is a movie about servitude.
  - b. The author compares *The Second Mother* with two other movies, *The Maid* and *The Servant*.
  - c. Val has taken care of her daughter since she was 10 years old.
  - d. Val's daughter arrives in São Paulo to apply for a university place.
  - e. Jéssica talks to Val's employers in a formal way.

2. Replace the icons 🌟 with the correct form of the verbs in parentheses to complete the paragraphs below and learn more about the movie *The Second Mother* (in Portuguese, *Que Horas Ela Volta?*). Use the Past Simple or the Present Perfect.

*The Second Mother* premiered at the 2015 Sundance Film Festival, in which Casé and Camila Márdila 🌟 (share) the World Cinema Dramatic Special Jury Award for Acting. Its European premiere 🌟 (take) place in the Panorama section of the 65<sup>th</sup> Berlin International Film Festival, where it 🌟 (win) the Panorama Audience Award.

Available at: <[https://en.wikipedia.org/wiki/The\\_Second\\_Mother\\_\(2015\\_film\)](https://en.wikipedia.org/wiki/The_Second_Mother_(2015_film))>. Accessed in: March 2016. (Fragment)

Val 🌟 (be) with the family of Dr. Carlos and his hard-working wife Barbara for so long that their handsome son Fabinho considers Val more like another mother than as a housekeeper with added nanny duties. Val 🌟 (have) to make certain sacrifices, which include having left her own daughter, Jessica, with Jessica's father, who lives on the other side of the country. As a consequence, she 🌟 (not see) her own daughter in over 10 years.

Available at: <[www.hollywoodreporter.com/review/second-mother-que-horas-ela-767428](http://www.hollywoodreporter.com/review/second-mother-que-horas-ela-767428)>. Accessed in: March 2016. (Fragment)

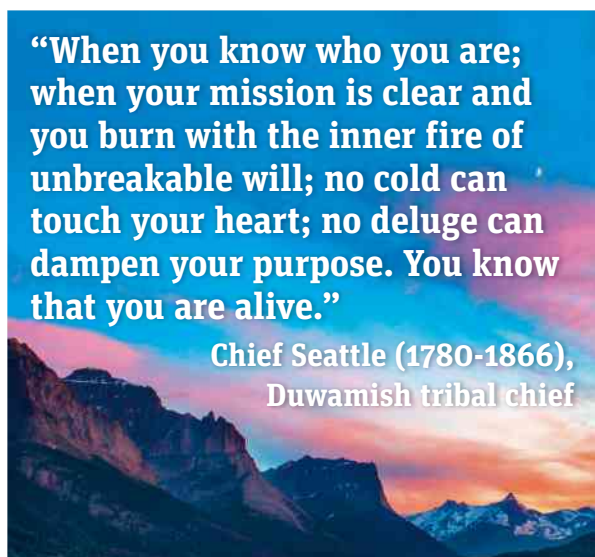
3. Replace each icon 🌟 with **since** or **for** to complete the sentences below.
- Val has worked as nanny to Fabinho 🌟 13 years.
  - She has raised him 🌟 he was a toddler.

## UNITS 7 AND 8 - A



Read the following texts and do exercises 1-8.

Write the answers in your notebook.





**“Others have seen what is and asked why. I have seen what could be and asked why not.”**

**Pablo Picasso  
(1881-1973),  
Spanish painter**

Anna Minak/Shutterstock

**“The lotus is the most beautiful flower, whose petals open one by one. But it will only grow in the mud. In order to grow and gain wisdom, first you must have the mud – the obstacles of life and it’s suffering. The mud speaks of the common ground that humans share, no matter what our stations in life. Whether we have it or we have nothing, we are all faced with the same obstacles: sadness, loss, illness, dying and death. If we are to strive as human beings to gain more wisdom, more kindness and more compassion, we must have the intention to grow as a lotus and open each petal one by one.”**

**Goldie Hawn, American actress**

Elena Elisseeva/Shutterstock

Available at: <[www.values.com/inspirational-quotes](http://www.values.com/inspirational-quotes)>. Accessed in: March 2016.

1. The quotations above are related to values that can guide our way of living. Match the columns below to identify the value related to each quotation.

|                              |                  |
|------------------------------|------------------|
| a. Chief Seattle’s quotation | I. Creativity    |
| b. Oprah Winfrey’s quotation | II. Perseverance |
| c. Pablo Picasso’s quotation | III. Gratitude   |
| d. Goldie Hawn’s quotation   | IV. Purpose      |
2. Pablo Picasso was a Spanish painter, sculptor, printmaker, ceramicist, stage designer, poet and playwright. Which of the quotations below is closely related to Picasso’s quotation “Others have seen what is and asked why. I have seen what could be and asked why not”?
  - a. “Logic will get you from A to B. Imagination will take you everywhere.”  
(Albert Einstein (1879-1955), German theoretical physicist and philosopher)
  - b. “You can’t use up creativity. The more you use, the more you have.”  
(Maya Angelou (1928-2014), American writer, dancer, producer and director)
3. “Is the glass half empty or half full?” is a common question, generally used to demonstrate that a situation may be seen in different ways depending on one’s point of view and that it could be a cause for optimism (“half full”) or pessimism (“half empty”). According to Oprah Winfrey’s quotation, which point of view does she prefer: a glass-half-empty or a glass-half-full perspective?



Don Pablo/Shutterstock

- 4.** The words in the first column below were taken from Chief Seattle's and Goldie Hawn's quotations. Match them to their meanings in the second column. Make inferences.
- |           |                                             |
|-----------|---------------------------------------------|
| a. will   | I. a great flood.                           |
| b. deluge | II. exert much effort or energy; try hard.  |
| c. strive | III. sagacity; discernment, good judgement. |
| d. wisdom | IV. desire; purpose; determination.         |
- 5.** Goldie Hawn is an American actress. In her quotation, what is compared to the obstacles of life and its suffering?
- The petals of the lotus.
  - The mud in which the lotus grows.
- 6.** According to Goldie Hawn, we should grow as a lotus and open each petal one by one. What does the lotus represent in her quotation?
- People's capacity to overcome obstacles and become better.
  - People's desire to avoid the obstacles of life and its suffering.
- 7.** Chief Seattle was the leader of the Suquamish and Duwamish native American tribes. In his quotation, does each word below have a positive or a negative meaning?
- |         |           |           |
|---------|-----------|-----------|
| a. burn | c. cold   | e. dampen |
| b. fire | d. deluge |           |
- 8.** Replace the icons ★ with the correct form of the verbs in parentheses to complete the quotes below.
- "For the past 33 years, I have looked in the mirror every morning and asked myself: 'If today ★ (be) the last day of my life, would I want to do what I am about to do today?' And whenever the answer has been 'No' for too many days in a row, I know I need to change something." (*Steve Jobs*)
  - "If the highest aim of a captain were to preserve his ship, he ★ (keep) it in port forever." (*Thomas Aquinas*)
  - "I think every person has their own identity and beauty. Everyone being different is what is really beautiful. If we ★ (be) all the same, it would be boring." (*Tila Tequila*)
  - "The word 'happiness' ★ (lose) its meaning if it were not balanced by sadness." (*Carl Jung*)
  - "If your mother ★ (not know) how to love herself, or your father (not know) how to love himself, then it would be impossible for them to teach you to love yourself." (*Louise L. Hay*)
  - "Most people would succeed in small things if they ★ (not be) troubled with great ambitions." (*Henry Wadsworth Longfellow*)

Available at: <[www.brainyquote.com](http://www.brainyquote.com)>. Accessed in: March 2016.

## UNITS 7 AND 8 - B



Read the text below and do exercises **1-4**.

Write the answers in your notebook.

### A Guide to Time Management

#### Making A Task List

##### Why Make A Task List?



How you keep track of the work you have to do can have a great impact on how effectively you manage your time. Making a written list (called a “task list” or “to-do list”) of everything that needs to get done is a simple, yet amazingly powerful, strategy. [...]

One of the most useful aspects of task listing is that it provides a reality check for students at both ends of the spectrum of workload stress. A few students feel overwhelmed and stressed out because they overestimate how much work they have to do and the time needed to do it. Making a task list enables these students to get a realistic picture of their workload and helps them to realize it’s more manageable than they assumed or imagined.

Task listing provides an equally important reality check for students who underestimate their workload and have a serious lack of awareness of how much work there really is to do. They habitually put things off with the assumption that they’ll have time to do it “later,” and as a result end up always being behind and handing work in late, or not at all.

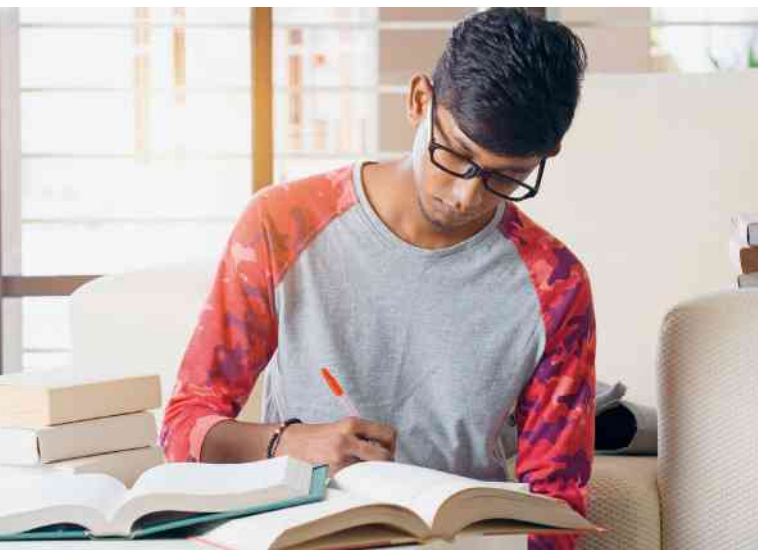
Making a list of academic tasks on a regular basis provides several other benefits:

- You’ll be less likely to forget even minor tasks
- You can determine which tasks have high priority and need to be done first, ensuring that deadlines will be met
- You’ll have both a short- and long-range view of the work coming up
- You may procrastinate less when you have a realistic idea of how much work needs to be done

Available at: <[www.learningcommons.uoguelph.ca/guides/time\\_management/](http://www.learningcommons.uoguelph.ca/guides/time_management/)>. Accessed in: March 2016. (Fragment)

1. The words in the first column below were taken from the second and the third paragraphs of the text. Match them to their meanings in the second column. Make inferences.
 

|                        |                                                                                    |
|------------------------|------------------------------------------------------------------------------------|
| a. overwhelmed         | I. supposition                                                                     |
| b. overestimate        | II. deficiency or absence                                                          |
| c. enable              | III. consciousness, perception                                                     |
| d. realize             | IV. easy to control or deal with                                                   |
| e. manageable          | V. be late or slow in something                                                    |
| f. underestimate       | VI. schedule something for a later time                                            |
| g. lack                | VII. understand or become aware of something                                       |
| h. awareness           | VIII. make someone or something able to do or to be something                      |
| i. put (something) off | IX. guess that something is worth less or is smaller than it really is             |
| j. assumption          | X. charged with too many tasks, with too many things to deal with                  |
| k. be behind           | XI. think that something is or will be greater or more important than it really is |
  
2. Replace the icons ★ with the correct form of the verbs in parentheses to complete the sentences below and find out two students' plans for the weekend. Use the Future with **going to**.



wong yu liang/Shutterstock

- a. Henry: "I have so many things to do! So many texts to read! So many assignments! I ★ (spend) the whole weekend studying. I can't waste time!"
  
- b. Kevin: "My brother and I ★ (have) a lot of fun at the beach this weekend. I ★ (surf) and he ★ (play) beach soccer. I know I have a lot of stuff to read and study, but I can do it on Monday morning. I ★ (not study) during the weekend."

3. Go back to exercise 2. Is Henry an example of the students mentioned in the second or the third paragraph of the text? What about Kevin?
  
4. In your opinion, is a task list a really useful strategy? Are you going to make a task list to help you manage your time? If so, what are the benefits you expect?

# Studying for Enem

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



## SIMULADO 1

### Questão 1

Existem diversas tirinhas que tratam de questões relevantes para o âmbito escolar. É correto afirmar que, na tirinha ao lado, o aluno

- a. apresenta uma definição para o termo “reforma educativa”.
- b. elogia os métodos de ensino utilizados em sua escola.
- c. menciona que o ano letivo em sua escola será adiado.
- d. está animado com as mudanças em sua escola.
- e. critica a falta de inovação em sua escola.



Disponível em: <[www.thecomicstrips.com](http://www.thecomicstrips.com)>.

Acesso em: 16 mar. 2016.

### Questão 2

I am a Red Cross blood donor that won't give up. I tried to give blood when I was 18, but was declined in both my junior and senior high school years. Once I got to college, I was deferred again. I was finally able to give blood and have given twice. I love donating blood. The thought of being able to help save three people's lives every time I go makes me feel like a better person. (Rino)

Disponível em: <[www.redcrossblood.org/donating-blood](http://www.redcrossblood.org/donating-blood)>. Acesso em: 16 mar. 2016.

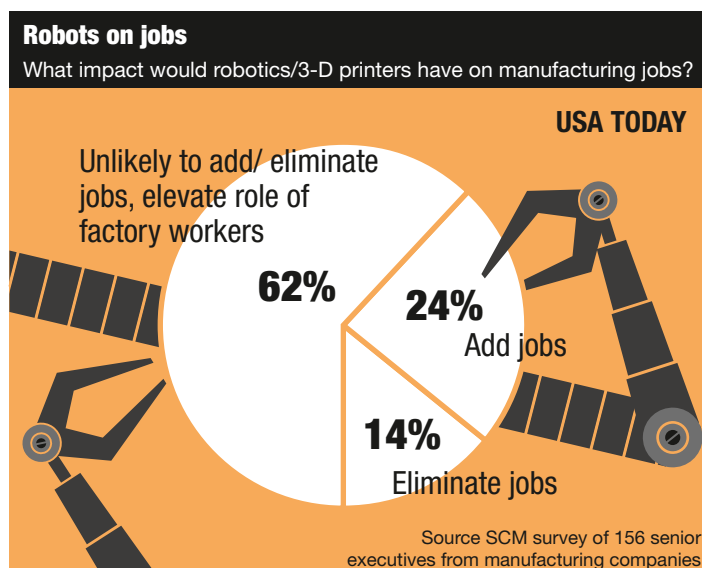
O depoimento acima foi dado por uma jovem chamada Rino e publicado no site de uma organização não governamental ligada à doação de sangue nos Estados Unidos. Por esse depoimento, concluímos que Rino

- a. tem sido doadora de sangue desde seu aniversário de 18 anos.
- b. insistiu em ser doadora de sangue apesar de dificuldades iniciais.
- c. gostaria de doar sangue mais vezes ao ano para se sentir uma pessoa melhor.
- d. doou sangue três vezes ao longo de sua vida, desde o Ensino Médio até a faculdade.
- e. pensa nas vidas das pessoas que ela ajuda a salvar para enfrentar o medo de doar sangue.



### Questão 3

A automação das fábricas pode trazer impactos para o mercado de trabalho. De acordo com os dados de uma pesquisa apresentados no texto, a maioria dos executivos investigados acredita que



Adaptado de: <www.usatoday.com>. Acesso em: 16 mar. 2016.

- a. a automação das fábricas elevaria o volume de oferta de empregos.
- b. a automação aumentaria o volume de trabalho dos funcionários nas fábricas.
- c. o uso de robôs e impressoras 3-D transformaria o papel dos trabalhadores nas fábricas.
- d. o uso de robôs nas fábricas seria indesejável para a execução de trabalhos mais elaborados.
- e. a automação eliminaria os empregos com riscos elevados para os trabalhadores das fábricas.

Texto para as questões 4 e 5.

## Extreme Metal Music and Anger Processing

Leah Sharman<sup>1</sup> and Genevieve A. Dingle<sup>1,2\*</sup>

<sup>1</sup>School of Psychology, University of Queensland, Brisbane, QLD, Australia

<sup>2</sup>Centre for Youth Substance Abuse Research, University of Queensland, Brisbane, QLD, Australia

The claim that listening to extreme music causes anger, and expressions of anger such as aggression and delinquency have yet to be substantiated using controlled experimental methods. In this study, 39 extreme music listeners aged 18–34 years were subjected to an anger induction, followed by random assignment to 10 min of listening to extreme music from their own playlist, or 10 min silence (control). Measures of emotion included heart rate and subjective ratings on the Positive and Negative Affect Scale (PANAS). Results showed that ratings of PANAS hostility, irritability, and stress increased during the anger induction, and decreased after the music or silence. Heart rate increased during the anger induction and was sustained (not increased) in the music condition, and decreased in the silence condition. PANAS active and inspired ratings increased during music listening, an effect that was not seen in controls. The findings indicate that extreme music did not make angry participants angrier; rather, it appeared to match their physiological arousal and result in an increase in positive emotions. Listening to extreme music may represent a healthy way of processing anger for these listeners.

Disponível em: <<http://journal.frontiersin.org/article/10.3389/fnhum.2015.00272/full>>. Acesso em: 16 mar. 2016.

#### Questão 4

O uso da musicoterapia no tratamento de algumas patologias já ocorre há algum tempo e apresenta bons resultados. O objetivo do estudo envolvendo música, apresentado no texto, foi o de investigar

- a. os efeitos positivos e negativos de ouvir música alta.
- b. os benefícios para a saúde do coração ao ouvir música.
- c. os efeitos de música pesada (*heavy metal*) sobre o humor.
- d. os estilos de música que podem ajudar no combate ao estresse.
- e. os sentimentos despertados ao escutar música por longos períodos.

#### Questão 5

De acordo com o texto apresentado, é correto afirmar que

- a. os participantes da pesquisa eram adolescentes.
- b. os batimentos cardíacos dos participantes da pesquisa foram monitorados.
- c. os resultados do estudo mostraram que ouvir música pesada (*heavy metal*) pode deixar as pessoas mais agitadas.
- d. os participantes da pesquisa escutaram música ou ficaram em silêncio por 10 minutos e, depois, foram induzidos a sentir raiva.
- e. os níveis de hostilidade, irritabilidade e estresse dos participantes da pesquisa aumentaram quando a música foi introduzida.

## SIMULADO 2

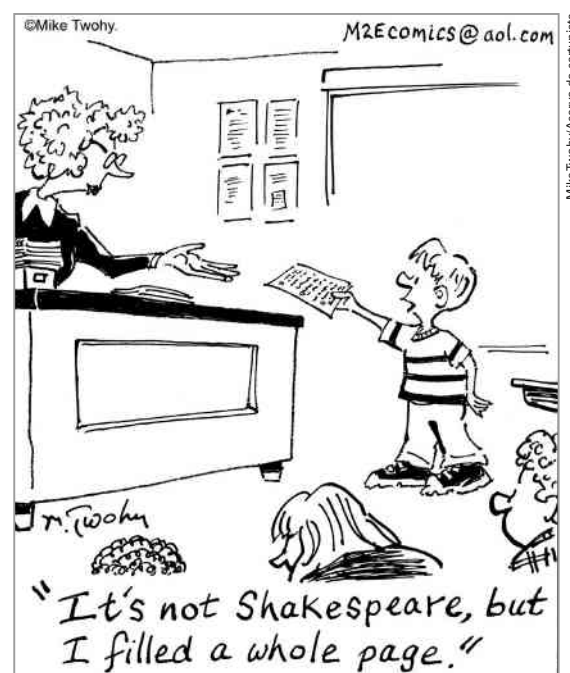


#### Questão 1

O humor é utilizado em cartuns para abordar diferentes assuntos. Sobre o cartum ao lado, é correto afirmar que o menino

- a. preencheu uma página inteira.
- b. desistiu de terminar a atividade.
- c. entregou uma folha com ilustrações.
- d. orgulha-se da qualidade do seu trabalho.
- e. escreveu sobre o dramaturgo inglês Shakespeare.

Disponível em: <[www.thecomicstrips.com](http://www.thecomicstrips.com)>.  
Acesso em: 16 mar. 2016.



## Questão 2

When we see persons of worth, we should think of equaling them; when we see persons of a contrary character, we should turn inwards and examine ourselves.

CONFUCIUS. Disponível em: <[www.brainyquote.com](http://www.brainyquote.com)>. Acesso em: 16 mar. 2016.

Confúcio foi um pensador e filósofo chinês cujos princípios baseavam-se nas tradições e crenças chinesas comuns. Na citação acima, Confúcio diz que devemos

- a. julgar as pessoas sem caráter.
- b. nos afastar de pessoas sem caráter.
- c. examinar o que se passa dentro nós antes de julgar qualquer pessoa.
- d. entender que as pessoas de valor são seres humanos iguais aos outros.
- e. nos voltar para nosso interior quando encontramos pessoas sem caráter.

## Questão 3



Disponível em: <[www.thecomicstrips.com/store/add.php?id=131867](http://www.thecomicstrips.com/store/add.php?id=131867)>. Acesso em: 16 mar. 2016.

O humor é utilizado em tirinhas para abordar diferentes assuntos. A tirinha acima ilustra

- a. causas da poluição marinha.
- b. impactos da pesca predatória.
- c. avanços tecnológicos no mundo.
- d. consequências da extinção de espécies.
- e. implicações do desequilíbrio ambiental.

Texto para as questões 4 e 5.

## We Envy People of Our Own Age More

New York: While envy lessens with age, both men and women are more likely to envy someone of their own age, reveals a new study. [...]

“Envy can be a powerful emotion,” said study co-author Christine Harris, psychology professor at the University of California, San Diego, US.

“We wanted to investigate envy not only because it is subjectively experienced as negative but also because it has been suggested as motivation for a whole host of events – from fairy tale murder to, in modern times, the force behind the Occupy Wall Street movement,” Harris noted. [...]

While 40 percent of participants under 30 envied others for their success in romance, fewer than 15 percent of those over 50 said the same.

“Envy of monetary success and occupational success was common across all age groups,” Harris said.

Men did envy occupational success more often than women, while women envied looks more often than men, the findings showed.

Disponível em: <[www.sakshipost.com/index.php/lifestyle/editor-s-picks/66766-we-envy-people-of-our-own-age-more.html?psource=Home-Category](http://www.sakshipost.com/index.php/lifestyle/editor-s-picks/66766-we-envy-people-of-our-own-age-more.html?psource=Home-Category)>.

Acesso em: 16 mar. 2016. (Fragmento)

#### Questão 4

O texto apresenta resultados de uma pesquisa sobre a inveja. De acordo com esses resultados,

- a. as mulheres parecem ser mais invejosas do que os homens.
- b. as pessoas costumam invejar aqueles que são mais jovens do que elas.
- c. a inveja aumenta com a idade tanto nos homens quanto nas mulheres.
- d. a inveja pelo sucesso amoroso dos outros é mais comum entre os mais jovens.
- e. os jovens têm mais inveja do sucesso financeiro dos outros do que as pessoas mais velhas.

#### Questão 5

De acordo com uma das autoras do estudo mencionado no texto apresentado, a inveja pode ser considerada como motivação para

- a. o movimento de arte de rua.
- b. a destruição de murais de rua.
- c. a realização de eventos sociais.
- d. o assassinato em contos de fadas.
- e. o uso da força nos tempos modernos.

### SIMULADO 3



#### Questão 1



Disponível em: <[www.thecomicstrips.com/store/add.php?id=126514](http://www.thecomicstrips.com/store/add.php?id=126514)>. Acesso em: 16 mar. 2016.

Instrumentos de avaliação da aprendizagem fazem parte do processo educacional e os alunos reagem de formas diferentes a esses instrumentos. Na tirinha apresentada, o menino

- a. mudou seu entendimento sobre o que é diversão.
- b. aumentou seu rendimento em testes de matemática.
- c. conseguiu, de fato, colocar em prática o conselho de sua professora.
- d. passou a se divertir com testes de matemática após conversar com sua professora.
- e. desenvolveu um ódio por testes de matemática após conversar com sua professora.

## Questão 2

### How Does Climate Change Make People Poorer?

A new report from the World Bank finds that the poorest people are more exposed to climate-related shocks such as floods, droughts and heat waves than those with average incomes.

Poor people also lose much more of their wealth when they are hit, the report said.

Here are some facts and figures on why and how that happens:

- The biggest impact of climate change on poverty comes through agriculture. Climate change threatens global crop-yield losses as large as 5 percent in 2030 and 30 percent in 2080, models show.
- The next strongest drivers of climate-linked poverty are health effects such as higher incidences of malaria, diarrhoea and stunting, and lower labour productivity due to extreme heat.
- Climate change could add 12 percent to 2030 food prices in Africa, where food consumption of the poorest households amounts to over 60 percent of their total spending.

Disponível em: <<http://in.reuters.com/article/2015/11/09/climatechange-poverty-impacts-idINKCN0SY0AP20151109>>.

Acesso em: 16 mar. 2016. (Adaptado)

As mudanças climáticas são uma preocupação mundial. No texto acima, aborda-se o seguinte tema por que

- a. a pobreza influencia as mudanças climáticas.
- b. os pobres sofrem mais com as mudanças climáticas.
- c. as mudanças climáticas aumentam o consumo de comida das pessoas mais pobres.
- d. a pobreza aumenta a incidência de doenças relacionadas com o clima, como malária e diarreia.
- e. as regiões mais pobres estão mais expostas a fenômenos climáticos como enchentes e secas.



### Questão 3

A Unicef é uma agência das Nações Unidas que tem como objetivo a promoção da defesa dos direitos das crianças. Em todo o mundo, ela é responsável por ajudar milhões de crianças. O cartaz da Unicef ao lado destaca a importância de os usuários da Internet

- a. curtirem a página da Unicef em uma rede social.
- b. divulgarem, em suas redes sociais, o Dia da Unicef.
- c. apoiarem a vacinação infantil com o uso de #unicefday.
- d. comprarem um produto de sobrevivência para salvar vidas de crianças.
- e. contribuírem, de forma voluntária, com a doação de presentes para crianças.



Disponível em: <s3.amazonaws.com/files.digication.com/M0a8f465c2ee6c4c0650cbf6de1f8fc56.jpg>.  
Acesso em: 16 mar. 2016.

Texto para as questões 4 e 5.

## Cutting Back on Sugar Can Improve Health among Obese Children in Less than 2 Weeks

Here's how to raise healthy children: cut back on the amount of sugar they are consuming.

In a study by California researchers, obese children who cut back on sugar intake can reduce the signs of metabolic syndromes within 10 days regardless of how much calories they're eating.

Metabolic syndrome refers to a cluster of symptoms that include increased blood pressure, cholesterol, and blood sugar. It is strongly linked to obesity and is often associated with increased risks of certain cancers, type 2 diabetes, and cardiovascular disorders, which may appear among children.

According to Centers for Disease Control and Prevention (CDC), the rate of childhood obesity has already increased up to 4 times among teens and 2 times among children over the last 30 years. Meanwhile, at least 5,000 teens had been diagnosed with type 2 diabetes from 2008 to 2009.

Many studies have already showed that significant intake of sugar found in hundreds of food products in the market can increase the likelihood of metabolic syndrome. However, the results are normally associated with other factors such as calorie intake. This new research wants to find out whether a change in sugar consumption alone can improve children's health.

For the research, they recruited over 40 children from 9 to 18 years old who are either Hispanic or black. All of them have shown signs of metabolic syndrome and are obese.



Michael Dodge/Getty Images

For the next 10 days, they self-reported the food they ate, which consisted of protein, carbohydrates, and fat. The researchers also maintained their weight and adjusted the meals based on their calorie intake. The one thing they controlled is the amount of sugar they ate, which went down from 28% to 10%, the recommended sugar intake. Sugar was replaced with starchy food such as pasta, although they are allowed to eat fruit. Their weight was also measured before and after the study.

Based on the results, they discovered that less sugar intake improved health measures by lowering blood pressure by 5 points, bad cholesterol by 10 points, triglycerides by 33 points. They also obtained better scores for insulin levels and fasting glucose, two assessments of type 2 diabetes. The changes were seen even if the children didn't change their calories or undergo exercise.

Although the study is small, the team believes they have illustrated that calories are not the same, and of all the sources, sugar could be the worst.

The study is now available in Obesity.

Disponível em: <[www.youthhealthmag.com/articles/26003/20151027/sugar-calorie-childhood-obesity.htm](http://www.youthhealthmag.com/articles/26003/20151027/sugar-calorie-childhood-obesity.htm)>.

Acesso em: 16 mar. 2016.

#### Questão 4

Os malefícios do açúcar ainda são muito subestimados pela sociedade. Segundo o estudo apresentado sobre a ingestão do alimento e a obesidade infantil, é correto afirmar que

- a. o índice de obesidade entre crianças quadruplicou nos últimos trinta anos.
- b. jovens com dietas pobres em açúcar obtiveram níveis de insulina mais altos.
- c. dietas pobres em açúcar diminuem os índices de colesterol depois de duas semanas.
- d. uma redução significativa de açúcar pode melhorar a saúde de crianças obesas em dez dias.
- e. menos de cinco mil adolescentes foram diagnosticados com diabetes tipo 2 entre 2008 e 2009.

#### Questão 5

De acordo com o texto apresentado, é correto afirmar que

- a. as idades dos participantes da pesquisa variaram entre 10 e 18 anos.
- b. a pressão arterial, o colesterol “bom” e os triglicérides dos participantes da pesquisa caíram.
- c. o consumo de açúcar em excesso pode causar síndromes metabólicas no organismo humano.
- d. o consumo de açúcar nas dietas dos participantes da pesquisa foi reduzido de 33% para 10%.
- e. além da diminuição do consumo de açúcar, os participantes da pesquisa fizeram exercícios físicos.

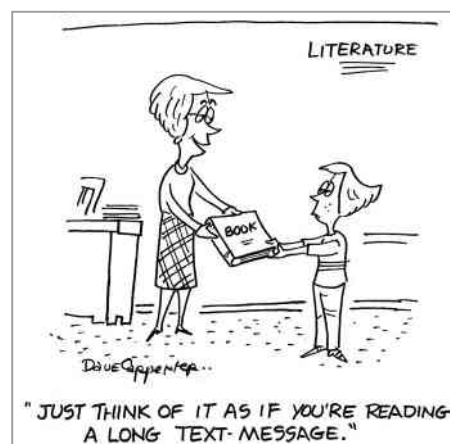
## SIMULADO 4



### Questão 1

Muitos cartuns apresentam situações de sala de aula. No cartum ao lado, a professora

- a. busca estimular a leitura de livros pela aluna.
- b. recomenda a leitura de longos textos literários.
- c. ignora a experiência de leitura que aluna já tem.
- d. subestima o uso que a aluna faz de tecnologias digitais.
- e. sugere que a aluna leia mensagens de texto mais longas.



Disponível em: <[www.cartoonstock.com/cartoonview.asp?catref=dc0773](http://www.cartoonstock.com/cartoonview.asp?catref=dc0773)>. Acesso em: 16 mar. 2016.

### Questão 2

#### Improving Your Eating Habits

When it comes to eating, we have strong habits. Some are good (“I always eat breakfast”), and some are not so good (“I always clean my plate”). Although many of our eating habits were established during childhood, it doesn’t mean it’s too late to change them.

Making sudden, radical changes to eating habits, such as eating nothing but cabbage soup, can lead to short term weight loss. However, such radical changes are neither healthy nor a good idea, and won’t be successful in the long run. Permanently improving your eating habits requires a thoughtful approach in which you Reflect, Replace, and Reinforce.

REFLECT on all of your specific eating habits, both bad and good; and, your common triggers for unhealthy eating.

REPLACE your unhealthy eating habits with healthier ones.

REINFORCE your new, healthier eating habits.

Disponível em: <[www.cdc.gov/healthyweight/losing\\_weight/eating\\_habits.html](http://www.cdc.gov/healthyweight/losing_weight/eating_habits.html)>. Acesso em: 16 mar. 2016.

Ter uma boa alimentação é fundamental para manter uma boa saúde. De acordo com o texto acima,

- a. mudanças radicais de hábitos alimentares são incapazes de levar a uma rápida perda de peso.
- b. o hábito de sempre comer toda a comida do prato é um exemplo de hábito alimentar muito saudável.
- c. a primeira etapa para a mudança dos hábitos alimentares é refletir sobre esses hábitos, sejam eles bons ou ruins.
- d. bons hábitos alimentares devem vir acompanhados de longas caminhadas para que a perda de peso seja bem-sucedida.
- e. mudanças nos hábitos alimentares estabelecidos na infância só podem ser realizadas nesse mesmo período da vida.

### Questão 3

#### Rising Seas Menace 280 million People Even with 2°C Warming – Scientists Say

Even if the world succeeds in meeting a goal to limit global warming to 2 degrees Celsius (3.6 F), rising seas would still submerge land that is home to some 280 million people around the planet, researchers said on Monday.

But if U.N. talks fail to reach a new deal to slow climate change and it continues at today's rate, the number of people living on threatened land would jump to 627 million as global temperature rise hits 4 degrees Celsius, said a report issued by climate science research group Climate Central.

China, the world's leading carbon emitter, has the highest number of people at coastal risk, with

145 million people living on land ultimately threatened by rising seas under warming of 4 degrees Celsius.

India is next with 55 million, followed by Bangladesh, Vietnam, Indonesia and Japan.

The United States is the most threatened nation outside Asia, with roughly 25 million people on implicated land.

Limiting global warming to 2 degrees Celsius would cut exposure by more than half in the United States, China and India, the world's top three carbon emitters, as well as in many other nations, Climate Central said.

*Disponível em: <<http://in.reuters.com/article/2015/11/09/climatechange-summit-sealevel-idINL8N1342TE20151109>>. Acesso em: 16 mar. 2016. (Adaptado)*

Muitos pesquisadores investigam as possíveis consequências do aquecimento global. De acordo com os dados apresentados na notícia acima,

- os Estados Unidos são o terceiro país mais ameaçado no mundo pela elevação do nível dos mares.
- se a temperatura global aumentar menos de 4 °C, 145 milhões de chineses que vivem na costa terão suas casas inundadas.
- se a temperatura global aumentar 4 °C, a elevação do nível dos mares poderá atingir terras onde moram 627 milhões de pessoas.
- com o aumento de 2 °C na temperatura global, mais da metade das populações dos Estados Unidos, da China e da Índia estará exposta a inundações.
- apesar do novo acordo promovido pelas Nações Unidas, a velocidade das mudanças climáticas e do aquecimento global continuará a mesma que a atual.

### Questão 4

#### 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](http://www.newsweek.com/andrew-weils-spontaneous-happiness-our-nature-deficit-disorder-68053)>.*

*Acesso em: 16 mar. 2016. (Fragmento)*

- A depressão é um dos grandes problemas da contemporaneidade.
- O provérbio que melhor resume a tese do autor sobre esse tema é
- “quem não tem dinheiro na bolsa não tem mel na boca”.
  - “dinheiro compra tudo, até amor verdadeiro”.
  - “quando o dinheiro fala, a verdade cala”.
  - “a quem é rico não faltam parentes”.
  - “dinheiro não traz felicidade”.

### Questão 5

## Join Team Save the Children Today!

### Run a Race to Help Children Survive and Thrive

Interested in participating in some of the most prestigious marathon, half marathon and triathlon events in the country? Join Team Save the Children and you can secure your spot in one of these events below today. Make a difference for yourself – make a difference for a better future.

#### As a Team Save the Children Member:

- Guaranteed race entry
- Virtual endurance training from professional coaches
- Official Team Save the Children swag
- Invitation to a private pre-race reception
- Personal Online Fundraising Page
- Plus support from the Save the Children team to help and support your fundraising goal

Whether you are a beginner or a pro Team Save the Children has all the resources to support you on this remarkable journey!

Questions? Please email [team@savechildren.org](mailto:team@savechildren.org)



Paul Brown/Dematix/Corbis/Lainstock

Disponível em: <[www.savethechildren.org/site/c.8rKLIXMGlpI4E/b.8866339/k.1E90/Run\\_a\\_Race\\_\\_Save\\_a\\_Childs\\_Life.htm](http://www.savethechildren.org/site/c.8rKLIXMGlpI4E/b.8866339/k.1E90/Run_a_Race__Save_a_Childs_Life.htm)>. Acesso em: 16 mar. 2016.

- O texto acima foi retirado do site de uma organização não governamental que oferece assistência a crianças de todo o mundo. O objetivo desse texto é
- pedir doações para a realização de uma corrida em favor de crianças em risco de vida.
  - divulgar corridas organizadas por voluntários a fim de arrecadar fundos para salvar crianças em risco de vida.
  - convidar pessoas para participar de corridas como forma de apoiar o trabalho da organização não governamental.
  - informar as vantagens de ser membro da torcida que apoia o time da organização em diversos eventos de corridas.
  - solicitar apoio financeiro para a criação de uma equipe de corrida com crianças atendidas pela organização não governamental.





Texto para as questões 1 e 2.



### Questão 1

No cartum ao lado, um menino conversa com um colega sobre acontecimentos recentes que o deixaram

- a. triste.
- b. indignado.
- c. assustado.
- d. entediado.
- e. melancólico.

Disponível em: <[www.cartoonstock.com/cartoonview.asp?catref=mbcn612](http://www.cartoonstock.com/cartoonview.asp?catref=mbcn612)>.  
Acesso em: 16 mar. 2016.

### Questão 2

Com base no depoimento do menino, pode-se concluir que ele

- a. gostava de andar de ônibus.
- b. queria mudar sua rotina semanal.
- c. aprendia melhor através da repetição.
- d. esperava ser lembrado como um bom aluno.
- e. tinha dificuldade para lembrar o que aprendia.

### Questão 3

#### Ecotourism May Be More Harmful than Helpful to Wildlife

Ecotourism may not actually be helping the problem it aims to remedy, as a new study found it harmful toward wildlife.

Published in the journal *Trends in Ecology and Evolution*, the new study is a research review of more than 100 studies on ecotourism and its effects to wildlife. In numerous cases, animals changed their natural behavior in ways detrimental to their health. [...]

Ecotourism involves people observing and even interacting with wildlife in their natural environments, and in some cases patrons are encouraged to contribute to conservation funds.

The researchers observed reactions by wild animals similar to urbanization and domestication, which is to say the animals became more familiar with humans and sometimes more docile. In various cases, smaller animals could be less afraid of predators, predators could be discouraged from venturing into areas frequented by tourists, and some behavioral changes became evolutionary traits.

Disponível em: <[www.universityherald.com/articles/24714/20151012/ecotourism-may-be-more-harmful-than-helpful-to-wildlife.htm](http://www.universityherald.com/articles/24714/20151012/ecotourism-may-be-more-harmful-than-helpful-to-wildlife.htm)>.  
Acesso em: 16 mar. 2016. (Fragmento)

O ecoturismo tem se tornado cada vez mais popular. A notícia apresentada destaca

- a. mudanças no comportamento de turistas frequentes.
- b. possíveis riscos relacionados à prática do ecoturismo.
- c. a importância do ecoturismo para a preservação ambiental.
- d. a necessidade de fundos de conservação para encorajar o ecoturismo.
- e. o grande número de pesquisas que confirmam as vantagens do ecoturismo.

#### Questão 4

### **Eight Hours of Sleep May Be Overrated, Researchers Say**

Sleep is important; we know this. Of course, knowing how important something is does not necessarily influence us to respect it. Eating healthy, for example, is very important if you want to have energy and feel at ease yet most people probably do not maintain the best diet. (Sure, moderation is fine, of course.)

And in terms of sleep, we know that we should get about 8 hours a night most of the week. Sure, this makes sense in the modern age but what about our ancient human ancestors? How much sleep did they need?

Well, it turns out that even though times were simpler (and these societies spent more time hunting and building than we do, overall), members of ancient tribes needed, on average, 5.7 to 7.1 hours of sleep, according to a new study.

Indeed, the study followed evidence from three preindustrial societies — the Hazda, the San, and the Tsimane — to reveal that our human ancestors slept about as long as we do and they rarely took naps. [...]

In addition, University of New Mexico anthropologist Gandhi Yetish notes that research suggests that the long-recommended 8 hours of sleep “may be a longer sleep duration than can be realistically expected.”

Disponível em: <[www.piercepioneer.com/eight-hours-of-sleep-may-be-overrated-researchers-say/48058](http://www.piercepioneer.com/eight-hours-of-sleep-may-be-overrated-researchers-say/48058)>. Acesso em: 16 mar. 2016. (Fragmento)

De modo geral, as pessoas reconhecem a importância do sono para a saúde. O estudo relatado na notícia acima concluiu que

- a. uma noite de sono de oito horas ou mais é fundamental para garantir uma vida saudável.
- b. a alimentação saudável é mais importante do que o sono para se ter energia e se sentir bem.
- c. membros de tribos antigas precisavam dormir menos quando dedicavam mais tempo à caça e à construção.
- d. as pessoas têm a expectativa de dormir uma quantidade de horas maior do que aquela que realmente dormem.
- e. nossos ancestrais dormiam por uma quantidade de horas semelhante àquela que o homem moderno costuma dormir.

## Questão 5

### Fire and Ice

Some say the world will end in fire,  
Some say in ice.  
From what I've tasted of desire  
I hold with those who favor fire.  
But if it had to perish twice,  
I think I know enough of hate  
To say that for destruction ice  
Is also great  
And would suffice.

FROST, Robert. Disponível em: <[www.poemhunter.com](http://www.poemhunter.com)>. Acesso em: 16 mar. 2016.

Robert Frost (1874-1963) foi um dos mais importantes poetas americanos. No poema "Fire and Ice", ao falar sobre o fim do mundo, o autor

- a. prefere que o mundo acabe em gelo.
- b. afirma desconhecer o sentimento de ódio.
- c. tem certeza de que o mundo acabará em fogo.
- d. acredita que tanto o fogo quanto o gelo têm poder de destruição.
- e. escolhe que tudo seja destruído pelo fogo se o mundo acabar pela segunda vez.

## SIMULADO 6



### Questão 1



O cartum ao lado mostra uma situação ocorrida durante uma aula de matemática. Nela o aluno

- a. pede desculpas por não ter respondido à chamada.
- b. argumenta que é impossível resolver os exercícios da lista.
- c. quer evitar ser chamado à lousa para resolver exercícios.
- d. pede para ser chamado para resolver outro exercício da lista.
- e. pergunta onde está a lista de assinaturas dos alunos presentes.

Disponível em: <[www.martybucella.com/E69.gif](http://www.martybucella.com/E69.gif)>. Acesso em: 16 mar. 2016.

## Questão 2

### Survey Reveals Surprising Facts about Kids' Online Connections

A new report by Common Sense Media shows two-thirds of teens carry their own smartphones and other surprising facts about kids' online connections, reports CBS News correspondent Jan Crawford.

Common Sense Media is a non-profit which tracks kids and their use of technology. Their new survey released Tuesday finds teens spend almost six hours a day on "entertainment media," which includes things like listening to music or watching online videos. For teens, that number spikes to almost nine hours.

Sixty-six percent of teens say they use media to listen to music every day. Fifty-eight percent say they watch TV. But less than half say they use social media on a daily basis, and only about one in three say they like social media "a lot."

Another big deal is multitasking. Sixty percent of teens say they text while doing homework – nearly two-thirds of whom say it doesn't affect the quality of their work.

*Disponível em: <[www.cbsnews.com/news/common-sense-media-report-reveals-new-facts-about-kids-use-of-technology-social-media/](http://www.cbsnews.com/news/common-sense-media-report-reveals-new-facts-about-kids-use-of-technology-social-media/)>.*

*Acesso em: 16 mar. 2016. (Adaptado)*

As tecnologias digitais estão cada vez mais presentes em nosso cotidiano. O texto acima relata resultados de uma pesquisa sobre como crianças e adolescentes utilizam essas tecnologias. De acordo com esses resultados,

- a. cerca de metade dos adolescentes pesquisados relata gostar muito de mídias sociais e as utiliza diariamente.
- b. o número de adolescentes que usa mídias para ouvir música é menor do que a quantidade de adolescentes que assiste à televisão.
- c. apenas uma pequena parte dos adolescentes investigados admite enviar mensagens de texto enquanto faz suas tarefas escolares.
- d. aproximadamente um terço dos adolescentes entrevistados evita realizar várias atividades ao mesmo tempo para garantir a qualidade do seu trabalho.
- e. os adolescentes pesquisados gastam mais tempo com mídias de entretenimento, como ouvir música e assistir a vídeos on-line, do que com mídias sociais.

Texto para as questões 3 e 4.

### The Barrier

I must not gaze at them although  
Your eyes are dawning day;  
I must not watch you as you go  
Your sun-illuminated way;

I hear but I must never heed  
The fascinating note,  
Which, fluting like a river reed,  
Comes from your trembling throat;

I must not see upon your face  
Love's softly glowing spark;  
For there's the barrier of race,  
You're fair and I am dark.

*MCKAY, Claude. Disponível em: <[www.blackcatpoems.com/m/the\\_barrier.html](http://www.blackcatpoems.com/m/the_barrier.html)>. Acesso em: 16 mar. 2016.*

### Questão 3

A poesia é uma forma de expressão literária que pode discutir questões existenciais ou sociais. Neste poema, o autor fala de uma barreira

- a. étnica.
- b. religiosa.
- c. temporal.
- d. geográfica.
- e. econômica.

### Questão 4

A antítese que revela o tema do poema é composta pelo seguinte par de palavras:

- a. "watch", "go"
- b. "fair", "dark"
- c. "hear", "heed"
- d. "glowing", "spark"
- e. "fascinating", "trembling"

### Questão 5

#### Reading Comprehension

Good reading comprehension comes only with practice. The basic aspects of reading, such as word recognition, phonetics and fluence, can be mastered in just a few years. However, throughout this process, reading comprehension must be emphasized. Students may be able to eloquently repeat the words that they see on a page all day, but without reading comprehension skills, they're unable to fully understand the content, predict what will happen next, recognize characters, gain insight or understanding to build upon, or relate what they're reading to their own life's experience.

Students frequently enter college without understanding how necessary good reading comprehension skills are for academic success. Those who grasp the information they read in textbooks earn better grades and experience far less stress than those who struggle to fully understand what they're reading.

*Disponível em: <[www.educationcorner.com/reading-comprehension.html](http://www.educationcorner.com/reading-comprehension.html)>. Acesso em: 16 mar. 2016. (Adaptado)*

A leitura tem um papel central na vida escolar e profissional. De acordo com o texto acima,

- a. os alunos que são capazes de reproduzir a informação que leem em seus livros conseguem melhores notas.
- b. a leitura fluente de um texto em voz alta indica que o leitor é realmente capaz de compreender o que está lendo.
- c. relacionar o texto que está sendo lido com a própria experiência de vida pode prejudicar a completa compreensão do conteúdo do texto.
- d. o reconhecimento das palavras, a fonética e a fluência são elementos básicos para se atingir a compreensão de textos escritos em poucos anos.
- e. os estudantes costumam entrar na faculdade sem compreender a importância de boas habilidades de compreensão escrita para seu sucesso acadêmico.





Questão 1

A Internet tem servido a diferentes interesses, ampliando, muitas vezes, o contato entre pessoas e instituições.

Um exemplo disso é o site

WeFeedback, no qual a internauta

Kate Watts

- a. comprou comida em promoção.
- b. inscreveu-se em concurso.
- c. fez doação para caridade.
- d. participou de pesquisa de opinião.
- e. voluntariou-se para trabalho social.

English | Español | Français | Italiano

**wefeedback** meals fed to **354,774** children  
sharing food, changing lives

**ABOUT GLOBAL FEEDBACK CALCULATOR BLOG** Already a member? | Join

**What is WeFeedback all about?**

In the developed world, life puts tasty food on our plates all the time. French sausage, avocado or chocolate cake — we all have our favorites. If we take just one of these things and give it back, or feed it back, we can help change the lives of hungry school children around the world.

My name is... **Kate Watts**

I want to share... **a sushi platter**

I usually pay... **20** \$ (USD)

More servings will feed more children... **3**

**240** children

**\$60.00** **Feed them now**

Disponível em: <<http://wefeedback.org>>. Acesso em: 16 mar. 2016.

Questão 2

## If You Can't Master English, Try Globish

PARIS — It happens all the time: during an airport delay the man to the left, a Korean perhaps, starts talking to the man opposite, who might be Colombian, and soon they are chatting away in what seems to be English. But the native English speaker sitting between them cannot understand a word.

They don't know it, but the Korean and the Colombian are speaking Globish, the latest addition to the 6,800 languages that are said to be spoken across the world. Not that its inventor, Jean-Paul Nerrière, considers it a proper language.

"It is not a language, it is a tool," he says. "A language is the vehicle of a culture. Globish doesn't want to be that at all. It is a means of communication."

Nerrière doesn't see Globish in the same light as utopian efforts such as Kosmos, Volapuk, Novial or staunch Esperanto. Nor should it be confused with barbaric Algol (for Algorithmic language). It is a sort of English lite: a means of simplifying the language and giving it rules so it can be understood by all.

BLUME, M. Disponível em: <[www.nytimes.com](http://www.nytimes.com)>. Acesso em: 16 mar. 2016. (Fragmento)

Considerando as ideias apresentadas no texto, o *Globish* (Global English) é uma variedade da língua inglesa que

- a. tem *status* de língua por refletir uma cultura global.
- b. facilita o entendimento entre o falante nativo e o não nativo.
- c. tem as mesmas características de projetos utópicos como o esperanto.
- d. altera a estrutura do idioma para possibilitar a comunicação internacional.
- e. apresenta padrões de fala idênticos aos da variedade usada pelos falantes nativos.

## A Tall Order

### The sky isn't the limit for an architect building the world's first invisible skyscraper.

Charles Wee, one of the world's leading high-rise architects, has a confession to make: he's bored with skyscrapers. After designing more than 30, most of which punctuate the skylines of rapidly expanding Asian cities, he has struck upon a novel concept: the first invisible skyscraper.

As the tallest structure in South Korea, his Infinity Tower will loom over Seoul until somebody pushes a button and it completely disappears.

When he entered a 2004 competition to design a landmark tower, the Korean-American architect rejected the notion of competing with Dubai, Toronto, and Shanghai to reach the summit of man-made summits. "I thought, let's not jump into this stupid race to build another 'tallest' tower," he says in a phone conversation. "Let's take an opposite approach — let's make an anti-tower."

The result will be a 150-story building that fades from view at the flick of a switch. The tower will effectively function as an enormous television screen, being able to project an exact replica of whatever is happening behind it onto its façade. To the human eye, the building will appear to have melted away.

It will be the most extraordinary achievement of Wee's stellar architectural career. After graduating from UCLA, he worked under Anthony Lumsden, a prolific Californian architect who helped devise the modern technique of wrapping buildings inside smooth glass skins.

HINES, N. Disponível em: <<http://mag.newsweek.com>>. Acesso em: 16 mar. 2016. (Adaptado)

No título e no subtítulo desse texto, as expressões *A Tall Order* e *The sky isn't the limit* são usadas para apresentar uma matéria cujo tema é:

- Inovações tecnológicas usadas para a construção de um novo arranha-céu em Seul.
- Confissões de um arquiteto que busca se destacar na construção de arranha-céus.
- Técnicas a serem estabelecidas para a construção de edifícios altos na Califórnia.
- Competição entre arquitetos para a construção do edifício mais alto do mundo.
- Construção de altas torres de apartamentos nas grandes metrópoles da Ásia.

## Questão 4

### Masters of War

Come you masters of war  
You that build all the guns  
You that build the death planes  
You that build all the bombs

You that hide behind walls  
You that hide behind desks  
I just want you to know  
I can see through your masks.

You that never done nothin'  
But build to destroy  
You play with my world  
Like it's your little toy  
You put a gun in my hand  
And you hide from my eyes  
And you turn and run farther  
When the last bullets fly.

Like Judas of old  
You lie and deceive  
A world war can be won  
You want me to believe  
But I see through your eyes  
And I see through your brain  
Like I see through the water  
That runs down my drain.

*DYLAN, Bob. The Freewheelin' Bob Dylan. New York: Columbia Records, 1963. (Fragmento)*

Na letra da canção “Masters of War”, há questionamentos e reflexões que aparecem na forma de protesto contra

- a. o envio de jovens à guerra para promover a expansão territorial dos Estados Unidos.
- b. o comportamento dos soldados norte-americanos nas guerras de que participaram.
- c. o sistema que recruta soldados para guerras motivadas por interesses econômicos.
- d. o desinteresse do governo pelas famílias dos soldados mortos em campos de batalha.
- e. as Forças Armadas norte-americanas, que enviavam homens despreparados para as guerras.

### Questão 5

#### **The Road Not Taken (by Robert Frost)**

Two roads diverged in a wood, and I —  
I took the one less traveled by,  
And that has made all the difference.

*Disponível em: <[www.poetryfoundation.org](http://www.poetryfoundation.org)>.  
Acesso em: 16 mar. 2016. (Fragmento)*

Estes são os versos finais do famoso poema “The Road Not Taken”, do poeta americano Robert Frost. Levando-se em consideração que a vida é comumente metaforizada como uma viagem, esses versos indicam que o autor

- a. festeja o fato de ter sido ousado na escolha que fez em sua vida.
- b. lamenta por ter sido um viajante que encontrou muitas bifurcações.
- c. viaja muito pouco e que essa escolha fez toda a diferença em sua vida.
- d. reconhece que as dificuldades em sua vida foram todas superadas.
- e. percorre várias estradas durante as diferentes fases de sua vida.

# 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.

## A

### **abnormally:**

excepcionalmente

**abrasion:** abrasão, desgaste

**absorbing:** interessante, cativante

**accept:** aceitar, concordar

**achieve:** alcançar

**acquire:** adquirir

**across:** no outro lado

**actually:** na verdade

**adopt:** adotar

**advantage:** vantagem

**advice:** conselho

**against:** contra

**agree:** concordar

**aid:** ajuda

**airway:** vias respiratórias

**almost:** quase

**already:** já

**although:** embora

**amazing:** incrível

**anger:** raiva

**announce:** anunciar

**another:** outro

**anxiety:** ansiedade

**apologize:** desculpar(-se)

**appeal:** atrair

**appearance:** aparência

**application letter:** carta de proposição de emprego

**armpit:** axila

**audience:** plateia

**available:** disponível

**avenger:** vingador

**average:** média

**avoid:** evitar

## B

**baffled:** perplexo

**become:** tornar(-se)

**beginning:** começo

**behalf:** interesse

➤ **in/on behalf of:** em nome de, como representante de

**behavior:** comportamento

**belief:** crença

**believe:** acreditar

**benefit:** beneficiar(-se)

**binge eating:** compulsão alimentar

**blame:** culpa

**bloating:** inchaço

**body:** corpo

➤ **body shape:** tipo físico, formato de corpo

**booth:** cabine

**boring:** tedioso

**borrow:** emprestar

**bother:** incomodar

**boundary:** fronteira, limite

**bowel:** intestino

**breathing:** respiração

**bridge:** reduzir ou eliminar as diferenças entre dois elementos

**broadcast:** transmitir

**build:** construir

**burn:** queimar

**burst:** explosão, período de intensa atividade

**bush:** arbusto

**business:** negócios

## C

**caption:** legenda

**carbon footprint:** pegada de carbono

**carriage:** carruagem

**cast:** descobrir, procurar

**catch up:** alcançar, atualizar

**cavity:** cavidade, cárie

**cease:** cessar

**chain:** cadeia

**chance:** sorte, acaso, oportunidade

➤ **chances are (good) (that):** é provável (que)

**change:** (v.) mudar; (s.) mudança

**character:** personagem

**cheer:** alegria

**childhood:** infância

**chin up:** queixo erguido

**choice:** escolha

**chunk:** bocado, pedaço

**cite:** citar

**citizen:** cidadão

**claim:** alegar, declarar

**clever:** inteligente, elegante

**climate:** clima

**clothing:** vestuário

**coach:** treinador

**come up:** resultar

**committed:** comprometido

**compromise:** fazer acordo

**concern:** dizer respeito, preocupar-se, interessar-se

**confident:** confiante

**confidently:** com confiança

**consciousness:** consciência

**content:** conteúdo

**cool:** legal, descolado

**couch potato:** sedentário

**cover:** capa

**cramp:** câimbra

➤ **abdominal cramping:** cólica

**crave:** desejar, necessitar

**creep:** avançar, arrastar

**cue:** dica, exemplo

**current:** atual

**currently:** atualmente

**cute:** bonito

## D

**damage:** estrago, prejuízo

**dangerous:** perigoso

**date:** namorar

**deal with:** lidar com

**death:** morte

**degree:** grau

**delayed:** demorado, lento

**delight:** deleitar, encantar

**delighted:** encantado

**deny:** negar

**develop:** desenvolver

**development:**  
desenvolvimento

**dirty:** sujo

**disadvantage:**  
desvantagem

**disease:** doença

**disorder:** distúrbio

**distinctiveness:** distinção,  
particularidade

**dizziness:** tontura

**doubt:** dúvida

**dozen:** dúzia

**draft:** rascunho

**dream:** sonho

**driven:** guiado

**drought:** seca, aridez

## E

**earlier:** mais cedo,  
anteriormente

**Earth:** planeta Terra

**earthquake:** terremoto

**easily:** facilmente

**effort:** esforço

**elder:** mais velho, idoso

**emaciation:**  
emagrecimento,  
extenuação

**employability:**  
empregabilidade

**employee:** empregado

**enable:** capacitar,  
possibilitar

**enamel:** esmalte

**encompass:** abranger

**end up:** terminar

**endangered:** em risco de  
extinção

**engine:** mecanismo

**enjoy:** apreciar, gostar de

**enjoyable:** divertido

**enough:** suficiente

**environment:** meio  
ambiente

**essay:** redação, ensaio

**even:** (até) mesmo

**everybody:** todos

**excel:** sobressair,  
destacar-se

**excess:** excessivo, em  
excesso

**exchange:** trocar

**expect:** esperar

## F

**face:** (v.) encarar; (s.) rosto

**fail:** fracassar

**fairly:** bastante,  
razoavelmente

**fall:** cair

↗ **fall apart:** ruir, desmoronar

↗ **fall asleep:** pegar no sono

↗ **fall behind:** ficar para  
trás

**far:** distante

**fault:** culpa

**fear:** medo

**fearful:** temeroso

**feature:** filme

**fed:** alimentado

**feed:** alimentar, suprir

**field:** área

**fight:** brigar, lutar

**find:** descobrir, encontrar

**fitness:** condição física

**flavor:** sabor

**flee:** fugir

**flood:** enchente

**follow:** seguir

**footstep:** passo

**friendly:** amigável, cordial

**fuel:** combustível

**fun:** divertido

**funny:** engraçado

## G

**gain:** ganhar

**gap:** lacuna

**garden:** jardim

**gather:** reunir

**get rid of:** livrar-se de

**give up:** abdicar, desistir

**go on:** acontecer

**grade:** nota

**great:** grande

**greenhouse:** estufa

↗ **greenhouse gases:**  
gases de efeito estufa

**grounded:** sensato, realista,  
com os pés no chão

**grow:** crescer

**growth:** crescimento

**guess:** imaginar, adivinhar

**gum:** gengiva

## H

**half:** meio, metade

**hand down:** passar para as  
gerações seguintes

**hard:** difícil, duro

**have a go (at):** tentar,  
experimentar

**healthy:** saudável

**heart:** coração

**heartfelt:** sincero, profundo

**heat:** calor, aquecimento

**heavy:** forte, pesado

**Hebrew:** hebraico

**height:** altura

**hide:** esconder, ocultar

**hit:** apertar, bater

↗ **hit back:** retaliar

**hoarded:** acumulado

**hold:** deter, manter, segurar

↗ **hold on:** esperar

**hope:** esperança

**host:** sediar

**huge:** enorme

**hurricane:** furacão

## I

**improve:** melhorar

**increase:** crescer, aumentar

**increasing:** crescente

**insurance:** seguro

**issue:** assunto, questão

## J

**jackpot:** pote de ouro,  
grande prêmio

**judge:** julgar

**junk food:** comida que não  
é saudável

## K

**kick:** chutar

**kidney:** rim

**knowledge:** conhecimento

**knuckle:** articulação dos  
dedos, nó do dedo

## L

**lame:** imperfeito, defeituoso

**landscape:** panorama

**last:** (v.) durar; (adj.)  
passado, último

**lawyer:** advogado

**layer:** camada

↗ **ozone layer:** camada de  
ozônio



**lead:** conduzir, levar, liderar  
**leadership:** liderança  
**leap:** salto, pulo  
**least:** menos, menor  
**at least:** pelo menos  
**lecture:** palestra  
**legible:** legível  
**level:** nível  
**lies (in):** encontra-se (em)  
 (3ª pessoa do singular do verbo *lay*)  
**lighten:** aliviar  
**likely to:** propenso,  
 passível de, provável  
**link:** unir, ligar  
**load:** carga  
**look up:** consultar (em  
 dicionários, livros de  
 referência)  
**loser:** perdedor  
**loss:** perda  
**lovable:** adorável  
**lurk:** esconder-se, ficar à  
 espreita

## M

**madness:** loucura  
**main:** principal  
**manage:** administrar,  
 controlar  
**manner:** modo  
**matter:** questão, problema  
**match:** jogo, partida  
**maybe:** talvez  
**mean:** significar  
**measure:** medida, medição  
**meet:** conhecer  
**melt:** derreter  
**memorable:** memorável  
**merry:** feliz  
**mice (pl.) mouse:** ratos

**mind:** mente  
**change one's mind:**  
 mudar de ideia  
**mistaken:** enganado  
**momentum:** força (Fís.)

## N

**nearly:** aproximadamente  
**neglect:** negligenciar  
**newcomer:** novato  
**nowadays:** hoje em dia,  
 atualmente

## O

**old fashioned:** antiquado  
**once:** uma vez, uma vez  
 que, já que  
**ongoing:** atual, em  
 andamento  
**overall:** global  
**overcome:** superar  
**overhear:** ouvir por acaso  
**overlook:** ignorar  
**overweight:** acima do peso  
**own:** próprio

## P

**painful:** sofrido, doloroso  
**panacea:** panaceia, remédio  
 para todos os males  
**paper:** artigo  
**part-time:** meio período  
**passionate:** apaixonado  
**path:** trajetória  
**pattern:** padrão  
**pattern-making:** criador  
 de padrão/estampas  
**pending:** iminente, prestes  
 a acontecer  
**perceive:** perceber  
**perhaps:** talvez  
**perk:** regalia, privilégio

**physician:** médico  
**pick:** escolher  
**pinpoint:** apontar  
**plagiarism:** plágio  
**plot:** enredo, trama  
**policy:** política  
**polite:** educado  
**pose:** apresentar  
**predictable:** previsível  
**prejudice:** preconceito  
**press:** imprensa  
**previous:** anterior  
**procedure:** procedimento  
**profile:** perfil  
**provide:** proporcionar,  
 prover  
**pull through:** superar,  
 sobreviver  
**purge:** expurgo  
**purpose:** objetivo,  
 finalidade  
**pursue:** seguir

## Q

**quickly:** rapidamente  
**quit:** parar, desistir  
**quote:** citação

## R

**range:** variedade, (área de)  
 abrangência/alcance  
**rate:** (v.) classificar; (s.) taxa  
**rather:** na verdade  
**ready:** pronto  
**realm:** domínio  
**recognize:** reconhecer  
**record:** gravar  
**regard:** considerar  
**regardless:**  
 independentemente  
**release:** liberar  
**reliable:** confiável

**remarkably:**  
 excepcionalmente  
**remind:** fazer lembrar  
**replace:** substituir  
**report:** relatar  
**require:** requerer  
**requirement:** requisito  
**research:** pesquisar  
**rest:** descansar  
**retire:** aposentar(-se)  
**revenge:** vingança  
**reverse:** reverter  
**review:** revisão, resenha  
 (crítica)  
**rise:** aumento, ascensão  
**role:** parte, papel (teatro,  
 cinema)

## S

**safety:** segurança  
**sailfish:** agulhão-vela  
**save:** poupar  
**scared:** assustado  
**scary:** assustador  
**screenplay:** roteiro  
**search:** (v.) buscar;  
 (s.) busca  
**seasonal:** sazonal  
**seem:** parecer  
**self-confidence:**  
 autoconfiança  
**self-esteem:** autoestima  
**self-evaluation:**  
 autoavaliação  
**self-titled:** autointitulado  
**semi-skimmed:**  
 semidesnatado  
**sensitive:** sensível  
**set:** (v.) estabelecer;  
 (s.) conjunto  
**setting:** cenário  
**several:** muitos, vários

**sew:** costura  
**shallow:** superficial  
**shame:** vergonha  
**shape:** definir, traçar  
**share:** dividir, compartilhar  
**shave:** raspar  
**shift:** troca, mudança  
**shoes:** sapatos  
**↗ in my shoes:** em meu lugar  
**sick:** doente  
**side:** lado  
**sign:** sinal  
**single:** solteiro, único  
**sketch:** esboço  
**skill:** habilidade  
**skinny:** magro  
**skip:** pular  
**sleeveless:** sem mangas  
**slogan:** propaganda  
**sneak into:** entrar  
     sorrrateiramente, sem ser notado  
**so far:** até agora  
**soak:** absorver, encharcar  
**soar:** aumentar  
**solve:** resolver  
**sore:** inflamado, dolorido  
**soreness:** inflamação, dor  
**soundtrack:** trilha sonora  
**source:** fonte  
**spacecraft:** espaçonave  
**spare:** livre, excedente  
**speech:** discurso  
**speed:** velocidade  
**spell:** período  
**spend:** gastar  
**split up:** separar  
**spread:** (v.) disseminar;  
     (s.) disseminação  
**sprint:** corrida de curta distância  
**↗ sprint runner:** corredor de curta distância

**stand:** manter-se  
**↗ stand-out:** marcante  
**star:** (v.) estrelar;  
     (s.) estrela  
**starve:** morrer de fome  
**state:** declarar, afirmar  
**stock:** ação  
**storm:** tempestade  
**straight:** direto  
**(be) stretched thin:** (estar) no limite, sem condições de realizar algo  
**strength:** força  
**strong:** forte  
**stuck:** preso  
**stuff:** (conjunto de) coisa(s)  
**stuffed:** (*gíria*) saciado, satisfeito  
**subject:** assunto  
**suffer:** sofrer  
**sugary:** adoçado  
**supply:** (v.) fornecer;  
     (s.) suprimento  
**support:** apoiar  
**suppose:** supor  
**surface:** superfície  
**survey:** levantamento (de dados)  
**swamp:** inundar  
**swelling:** inchaço

## T

**tear:** rasgar, romper  
**teeth (pl.) tooth:** dentes  
**thought:** pensamento  
**threat:** ameaça  
**thriller:** (filme de) suspense  
**through:** através, por  
**throughout:** durante, ao longo  
**togetherness:** união  
**ton:** tonelada  
**tool:** ferramenta

**touch:** tocar  
**towards:** em direção a  
**town:** cidade do interior  
**track:** perseguir  
**↗ track down:** localizar  
**trade:** comércio  
**train:** treinar  
**trap:** reter  
**trash:** lixo  
**trend:** tendência  
**tricky:** complicado  
**truck:** seguir em frente  
**truly:** verdadeiramente  
**type:** digitar

## U

**underestimate:** subestimar  
**undergo:** passar por, vivenciar  
**underneath:** sob, debaixo  
**underweight:** abaixo do peso  
**unless:** a menos que  
**unusual:** incomum  
**upset:** contrariado, aborrecido  
**up-to-date:** atual  
**user:** usuário

## V

**valency:** valência  
**valuable:** valioso  
**vast:** grande, vasto  
**view:** ponto de vista, perspectiva, vista  
**viewer:** espectador

## W

**waistline:** (circunferência da) cintura  
**wallet:** carteira  
**warm:** quente

**warming:** aquecimento  
**warn:** avisar  
**waste:** perder, desperdiçar  
**wave:** onda  
**wealth:** riqueza  
**wear:** vestir  
**weather:** tempo  
**western:** ocidental  
**wheel:** roda  
**whether:** se  
**whole:** inteiro, integral  
**wicked:** maldoso  
**wide:** vasto, amplo  
**widely:** amplamente  
**wildfire:** fogo, incêndio  
**win:** ganhar  
**wind:** vento  
**winner:** vencedor  
**winter:** inverno  
**wisdom:** sabedoria  
**wish:** (v.) desejar;  
     (s.) desejo  
**withdrawal:** abstinência  
**wonder:** perguntar a si mesmo, desejar saber  
**worldwide:** mundial  
**worry:** preocupar(-se)  
**worse:** pior  
**worth:** que vale a pena  
**worthless:** inútil

## Y

**yet:** ainda  
**young:** jovem  
**youthful:** jovial

# Index

Este índice remissivo aponta os tópicos gramaticais trabalhados nos três volumes da coleção. Os tópicos trabalhados neste volume são indicados pelo número da página. Os tópicos trabalhados nos volumes **1** e **3** são apenas remetidos a esses volumes.

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