

Língua estrangeira moderna – Inglês

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Língua Estrangeira Moderna – Inglês

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APRESENTAÇÃO

Caro aluno

número de pessoas que usa a língua inglesa e tem outro idioma como língua materna é maior do que a quantidade de falantes nativos de inglês. Isso acontece porque 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 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 criticamente 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 da variedade linguística.

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

Os Autores

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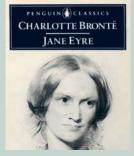
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Conheça seu livro



No início do livro, **TIPS INTO PRACTICE** apresenta dicas para você colocar em prática diversas estratégias de compreensão de textos escritos em inglês e dicas para você resolver questões do ENEM e de vestibulares..

WARMING UP: explore o título da unidade e as imagens de abertura para levantar hipóteses relacionadas ao tema.

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



VOCABULARY STUDY: estude o vocabulário de forma sistemática e contextualizada.

LANGUAGE IN USE: aprimore seus conhecimentos gramaticais a partir de situações de uso da língua.

LISTENING AND SPEAKING: participe de atividades de ouvir e falar em inglês, com uso do áudio e com seus colegas.

WRITING: escreva um texto a partir da observação de textos que você explorou na unidade.

LOOKING AHEAD: debata com seus colegas questões relevantes sobre o tema da unidade.

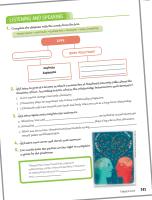
REVIEW, THINKING ABOUT LEARNING: a cada duas unidades, reveja os conteúdos trabalhados e avalie sua aprendizagem.

PROJECT: planeje, desenvolva e apresente projetos interdisciplinares em grupo.



Este ícone indica Objetos Educacionais Digitais relacionados aos conteúdos do livro. Ao final do livro, **LANGUAGE REFERENCE** resume conteúdos linguísticos para você consultar e estudar. Em seguida, você encontra o **GLOSSARY**, para consultar o significado das palavras que aparecem no livro.







Tips into Practice

Nesta seção, pense nas estratégias de leitura que você já usa e aprenda outras para responder a questões do Enem e de vestibulares. Conheça também algumas dicas de resolução de questões que podem ser úteis na hora da prova.

1. (Enem/2012)

Leia primeiro o enunciado da questão para conhecer as informações solicitadas e, assim, definir seu objetivo ao ler o texto.

J. K. Rowling to pen first novel for adults

23 February 2012 Last update at 16:53 GMT BBC World Service

Author J. K. Rowling has announced plans to publish her first novel for adults, which will be "very different" from the Harry Potter books she is famous for.

The book will be published worldwide although no date or title has yet been released.

"The freedom to explore new territory is a gift that Harry's success has brought me," Rowling said. All the Potter books were published by

Bloomsbury, but Rowling has chosen a new publisher for her debut into adult fiction.

"Although I've enjoyed writing it every bit as much, my next book will be very different to the Harry Potter series, which has been published so brilliantly by Bloomsbury and my other publishers around the world," she said, in a statement.

"I'm delighted to have a second publishing home in Little, Brown, and a publishing team that will be a great partner in this new phase of my writing life."

Disponível em: www.bbc.co.uk. Acesso em: 24 fev. 2012 (adaptado).

Em questões de múltipla escolha, busque informações no texto aue aiudem a eliminar alternativas.



Para identificar mais facilmente o objetivo ou a ideia principal de um texto, observe o título ou manchete. e a primeira frase ou parágrafo.

- J. K. Rowling tornou-se famosa por seus livros sobre o bruxo Harry Potter e suas aventuras, adaptados para o cinema. Esse texto, que aborda a trajetória da escritora britânica, tem por objetivo
- a. informar que a famosa série Harry Potter será adaptada para o público adulto.
- b. divulgar a publicação do romance por J. K. Rowling inteiramente para adultos.
- c. promover a nova editora que irá publicar os próximos livros de J. K. Rowling.
- d. informar que a autora de Harry Potter agora pretende escrever para adultos.
- e. anunciar o novo livro da série Harry Potter publicado por editora diferente.

2. (Enem/2012)

Quotes of the Day

Friday, Sep. 02. 2011

Apoie-se em palavras-chave cujo significado você já conhece.

"There probably was a shortage of not just respect and boundaries but also love. But you do need, when they cross the line and break the law, to be very tough."

British Prime Minister DAVID CAMERON, arguing that those involved in the recent riots in England need "tough love" as he vows to "get to grips" with the country's problem families.

Disponível em: www.time.com. Acesso em: 5 nov. 2011 (adaptado).

Para ajudar a inferir o significado de um termo desconhecido, observe a formação da palavra, como no caso de shortage (short + age).

A respeito dos tumultos causados na Inglaterra em agosto de 2011, as palavras de alerta de David Cameron têm como foco principal

- a. enfatizar a discriminação contra os jovens britânicos e suas famílias.
- b. criticar as ações agressivas demonstradas nos tumultos pelos jovens.
- c. estabelecer relação entre a falta de limites dos jovens e o excesso de amor.
- d. reforçar a ideia de que os jovens precisam de amor, mas também de firmeza.
- e. descrever o tipo de amor que gera problemas às famílias de jovens britânicos.

Leia o texto a seguir para responder às questões 3-8.

quickly and non-conformist doubts produce suspicion.

(Uerj/2013)

Não se preocupe com o tamanho do texto nem com palavras desconhecidas.
O grau de dificuldade não é determinado pelo texto em si. Ele está relacionado aos conhecimentos e habilidades necessários para responder a cada questão.
Concentre-se sempre no que é solicitado.

The art of difference

Mutuality in recognizing and negotiating difference is crucial for people to deal with their past and the future; it is also essential in the process of creating a culture of responsibility. How can this be achieved and what is the role of art in this process?

A vision based on ideologies solves both challenges of sharing — the interpretation of the past and the projections of the future. But ideologies are somehow "total", if not totalitarian, because there is not much space for serious public negotiation. Individuals, then, lose their integrity or are restricted to their private spheres and, in the end, their memories become part of the dominant identity discourse, their aspirations are delegated. Even in less obvious systems of ideological rule, where individual subscription to the official story line seems to be consciously voluntary and collective memories are willingly encouraged for the sake of collective identities, the negotiation of difference is often not welcome: exclusion happens

A democratic vision — shared aspirations for the future, based on negotiated interpretations of the past that respect diversity — is necessarily found in complex processes of private and public discourse and participatory and inclusive culture. Yet, politics tends to reduce complexity and engineer the balance between the individual and the collective rather than invest in processes of negotiation. We have learned, though, that this social engineering is a phantasm, largely limited and limiting, and, even if successful, often creates paranoid and fatal structures of homogeneity by trying to mould memories and hopes.

Humankind has gathered impressive knowledge about the limitations of the human will and the failures of such "engineering". Nevertheless, despite this, and maybe even because of it, we cannot give up trying the impossible: to create conditions for equality and solidarity for individuals to flourish. These conditions should be accompanied by narratives of a just, fair and free commonwealth of all. If history and memory seem to make this dream an unlikely scenario, can art play this part?

The role of art is precisely to keep inspiration alive, to deconstruct ideology, to recall the necessary dream of freedom, of the individual and of the common good beyond the "either/or" and beyond simplicity. In this sense, art in general prevents false hopes, and thus generates hope in the most paradoxical way: the only way of hoping that reaches beyond the private 30 sphere without some kind of ideological distortion.

What makes art so unique? And why? Because the best narratives of art are purpose free, uniquely non-instrumental, simply human. Art narrates what we don't understand in enlightened ways. Artists in particular offer a wealth of unseen perspectives and unexpected pathways of human exploration. Art makes us aware that all memories are personal, despite

35 the power of collective narratives. Arts and culture empower people to think freely, to imagine the unimagined, and to feel responsible across borders and boundaries. Hopefully, the narratives of the future will be intercultural — and art will be the ally in the art of difference that needs to be further developed. "Art is about difference, art is difference", as stated by Igor Dobricic*. And it is difference that will be at the origin of the new bonding narratives of confidence.

GOTTFRIED WAGNER alliancepublishing.org

* Igor Dobricic – dramaturgo sérvio

3. The author criticizes the first vision of negotiation of difference in society. This criticism is related to ideologies having the following characteristic:

a. private

b. serious

c. unwelcome

d. undemocratic

ldentifique as palavras-chave do enunciado para localizar a informação solicitada mais facilmente.

A vision based on ideologies solves both challenges of sharing the interpretation of the past and the projections of the future. (I. 4-5)

The punctuation mark called dash, in the fragment above, signals the introduction of an explanation. The dash is equivalent to the following connective:

a. that is

b. above all

c. in addition

d. for example

Use seu conhecimento sobre sinais de pontuação e marcadores discursivos. Aqui é preciso identificar o marcador discursivo usado para introduzir uma explicação.

5. and non-conformist doubts produce suspicion. (l. 12)

Two words whose prefixes are semantically similar to the prefix in non-conformist are present in:

- a. impossible (l. 22) / unlikely (l. 24)
- b. recall (l. 26) / unseen (l. 33)
- c. enlightened (l. 33) / unexpected (l. 33)
- d. unimagined (l. 36) / intercultural (l. 37)

Use seu conhecimento sobre afixos para identificar os prefixos usados na formação das palavras e compreender o sentido deles. Lembre-se de que os prefixos trazem sentidos novos às palavras.

We have learned, <u>though</u>, that this social engineering is a phantasm, (l. 17-18)

Nevertheless, despite this, and maybe even because of it, we cannot give up trying the impossible: (l. 21-22)

The connectives underlined express the same notion. They could be replaced by:

- a. so
- b. thus
- c. however
- d. therefore

Use seu conhecimento sobre marcadores discursivos. Lembre-se de que diferentes conectivos podem expressar uma mesma ideia.

- 7. The ideas expressed in a text might be perceived as true because of the choice and repetition of a specific tense. The verb tense that makes the ideas in the text seem true is:
 - a. future perfect
 - b. simple present
 - c. present perfect
 - d. present progressive

Observe os efeitos dos tempos verbais utilizados em um texto.
Lembre-se de que cada tempo verbal pode ser empregado com diferentes propósitos.

- **8.** Writers use different strategies in order to try to form more effective alliances with readers. The resource used in the last paragraph to establish this alliance is in the use of:
 - a. nouns in the plural
 - b. rhetorical questions
 - c. quotation by authority
 - d. first person plural pronouns

Observe os recursos linguísticos utilizados pelo autor para se referir a si próprio e ao leitor, assim como para estabelecer uma relação entre eles.

Leia o texto a seguir para responder às questões 9-13.

(PUC-MG/2013)

Read the following passage and choose the option which \underline{best} completes each question, according to the text:

Olympic Park sets gold standards for sustainability

With shiny new stadiums and visitor facilities among green landscaped grounds, every detail of the Olympic Park has taken into account environmental concerns, making 2012 the first sustainable Olympics. It's hard to believe that this area of east London was once a dilapidated and neglected quarter of the UK capital.

"There's a huge emphasis on reuse and recycling," says David Stubbs, head of sustainability for the London 2012 Games. The River Lea and several canals which wend their way through the park used to be badly polluted, he says. Today, after an intensive program of clearing and widening, wildlife is being encouraged to return. Besides, organizers have planted more than 4,000 trees and 130,000 plants and bulbs.

London 2012 organizers are also proud of the park's sporting arenas built for the Games. Stubbs and his team have used recycled materials wherever possible, which is not only cheaper but also cuts carbon emissions and energy costs. The complexities of addressing sustainability have been a constant challenge Stubbs says, but his efforts appear to have paid off. He is hopeful the park will be attracting visitors long after the Olympics has left town.

(Adapted from: http://edition.cnn.com/2012/07/10. Access: 20/07/2012.)

9. The Olympic Games of 2012 can be considered the first sustainable Olympics because

- a. the new stadiums and visitor facilities are shiny and comfortable.
- b. the Olympic Park was built considering environmental aspects.
- c. there are a lot of green landscaped grounds in eastern London.
- d. there have been large amounts of money invested in this event.

Utilize seu conhecimento de mundo para estabelecer relações entre palavras-chave do enunciado e das alternativas. No caso, deve-se buscar a alternativa relacionada à expressão Olimpíada sustentável.

Tip **G**

area of London.

can also help you!

10. The Olympic Park in London was built in a

a. distant

b. prosperous

c. trendy

d. decadent

N Apoie-se em palavras transparentes, como dilapidated

e neglected, para identificar a informação solicitada.

11. The word which in "... which wend their way..." (paragraph 2) refers to

a. canals.

b. parks.

c. games.

d. wildlife.

Lembre-se de que o pronome relativo refere-se a um termo que o antecede. Identifique-o para compreender melhor o texto.

12. The word **besides** in "**Besides**, organizers have planted..." (paragraph 2) conveys an idea of

a. contrast.

b. addition.

c. place.

d. time.

Tip **J** can also help you!

13. The use of recycled materials to build the sporting arenas was important because

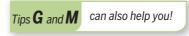
a. the park will attract visitors for a long time.

b. construction has been a constant challenge.

c. it was less expensive and more ecological.

d. the team's efforts appear to have paid off.

Identifique as relações estabelecidas pelos marcadores discursivos entre as ideias do texto. Se desejar, substitua o conectivo em foco por outros cujos significados você conhece para inferir a ideia que ele expressa.



Leia o texto a seguir para responder às questões 14-16.

(UFG/2013)

The following poem presents a different version of the popular song "California Dreamin" by The Mamas and The Papas (1965).

California Steamin'

By Clinton VanInman - Contributing Poet

All the trees are brown And the sky is gray I've been for a walk

On a greenhouse day.

I should be safe and sound now

If I was miles from L.A. California steamin'

On such a sweltering day.

Stopped into a church
I stumbled along the way
Got down on my knees
And prayed for a rainy day.

You know the preacher likes it cold Now that all his candles have melted away,

California steamin'

Please don't take my fan away.

Disponível em: http://cafe.cynicmag.com/>. Acesso em: 20 set. 2012.

Glossário

steamin': fumegante **sweltering:** abafado **stumbled:** cambaleei

14. In this adaptation, the poet's main aim is to

- a. characterize the climate and biomes found in California.
- b. give a detailed account of his daily life in California.
- c. describe the weather conditions he is experiencing in California.
- d. express how religious he and other Californians are.
- e. tell a story about a church he has visited in California.

Apoie-se em palavras-chave das alternativas de resposta para verificar se as informações apresentadas em cada uma delas podem ser encontradas no texto.

Tips **B** and **C**

can help you!

15. From this adaptation, the reader concludes that

- a. the current season is Autumn.
- b. it has been hot in California.
- c. rain is expected over the next few days.
- d. Los Angeles (L.A.) is a polluted city.
- e. the preacher likes drinking.

Observe as palavras de um texto que pertencem a um mesmo campo semântico, tais como steamin', greenhouse day, sweltering day, para ajudar a compreender o texto.

16. "I should be safe and sound now If I was miles from L.A." means that the poet

- a. isn't in Los Angeles (L.A.).
- b. feels free of danger in L.A.
- c. is likely to move to another city.
- d. wishes he was somewhere else.
- e. regrets a past situation.

Observe a ideia expressa pela conjunção if. Lembre-se de que a conjunção if seguida de verbo no Past Simple introduz uma situação hipotética.

17. (UFG/2013)

The headlines below are from the online version of the British newspaper *The Guardian*.

Red Squirrel population wiped out in northern Italy
Why is Labour so quiet on green issues?
Obama blocks Chinese firm's purchase of four US wind farms

Disponível em: <www.theguardian.co.uk/>. Acesso em: 20 set. 2012.

In which of the following sections can such headlines be found?

- a. Environment
- b. Business
- c. Culture
- d. Life & Style
- e. Travel

Observe as palavras-chave dos textos apresentados (no caso, manchetes de jornal) para estabelecer relações entre eles e as alternativas de resposta.

18. (UFG/2013)

Read the cartoon.

Observe que, para expressar diferentes intenções (como pedir desculpas, fazer um pedido etc.), o falante costuma utilizar determinadas palavras e estruturas linguísticas (como l'm sorry, could you etc.).



Disponível em: <www.washingtonpost.com/wpsrv/artsandliving/comic/king.html?name=zits&date=20120926>. Acesso em: 1º out. 2012.

According to the girl's speech in each part of the cartoon, the list of verbs that represents her discursive intentions is:

- a. regret suppose accuse advise.
- b. apologize emphasize suggest request.
- c. excuse declare propose demand.
- d. blame insinuate recommend invite.
- e. state imply recriminate insist.

19. (UEL/2012)

V

Em questões discursivas, preste atenção nos verbos usados nos enunciados (tais como descreva, compare, justifique etc.) para fazer exatamente o que é pedido.

Leia o texto e a charge a seguir.

British researchers have discovered an Amazonian tribe that understand the concepts of time and date in a rather unusual way. The Amondawa people of Brazil do not even have words for 'time', 'week', 'month' or 'year', said Chris Sinha of the University of Portsmouth. He argues that it is the first time scientists have been able to prove that time is not a deeply entrenched universal human concept. The professor reported his findings in the Journal of Language and Cognition, writing: 'For the Amondawa, time does not exist in the same way as it does for us. 'We can now say without doubt that there is at least one language and culture which does not have a concept of time as something that can be measured, counted or talked about in the abstract'.

'This doesn't mean that the Amondawa are "people outside time", but they live in a world of events, rather than seeing events as being embedded in time.' Team members, including linguist Wany Sampaio and anthropologist Vera da Silva Sinha, spent eight weeks with the Amondawa researching how their language conveys concepts like 'next week' or 'last year'. There were no words for such concepts, only divisions of day and night and rainy and dry seasons.

They also found nobody in the community had an age. Instead, they change their names to reflect their life stage and position within their society. For example, a little child will give up their name to a newborn sibling and take on a new one.

(Adaptado de: DOHERTY, R. Brit researchers discover Amazonian tribe with no concept of dates or time. May 21, 2011. Disponível em: http://travel.aol.co.uk/2011/05/21/ brit-researchers-discoveramazonian-tribe-with-no-concept-of-date-or-time/>.

Acesso em: 22 maio 2011.)



(Disponível em: <www.cartoonstock.com/cartoonview.asp?catref=mfl0316>.

Acesso em: 22 maio 2011.)

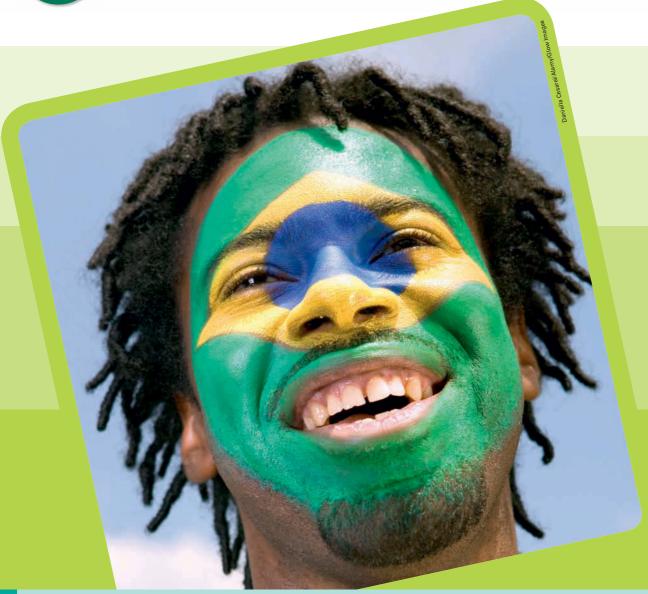
a. Descreva a descoberta feita por pesquisadores britânicos e cite	dois exemplos que a ilustrem.
b. Compare a noção de tempo ilustrada na charge com a da tribo Amondawa.	Tip B can help you!
	Use seu conhecimento de mundo para ajudar a compreender informações implícitas em um texto (como
	a noção de tempo

Ethnic Diversity in Brazil **Unit**



Do you have a mixed family? Where do your family members come from?



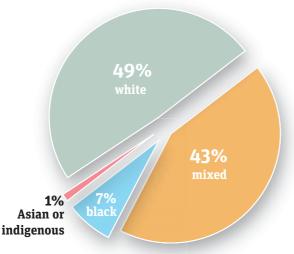


Learning Objectives

- to take part in discussions on ethnic diversity in Brazil
- to review the use of the Present Perfect and the Past Simple tenses
- to learn how to use the Past Perfect tense
- to explore cartoons

1. The Brazilian population consists of people of different skin colors. Look at the pie chart below and answer the questions.

Population by skin color in Brazil, 2006



- a. Which ethnic group do you belong to: white, mixed, black, Asian or indigenous?
- b. Does skin color matter in your personal relationships? Why (not)?

Source: IBGE, Pesquisa Nacional por Amostra de Domicílios, 2006.

Available at: http://focus-migration.hwwi.de/Brazil.5879.0.html?&L=1. Accessed in January 2013.

- **2.** Read the cartoon below and answer the questions in pairs.
 - a. Where are these people?
 - b. Who is the man talking about diversity?
 - c. According to him, what terms are related to diversity?
 - d. What is the relationship between diversity and university established in the cartoon caption?
 - e. In your opinion, is there diversity in Brazilian universities?

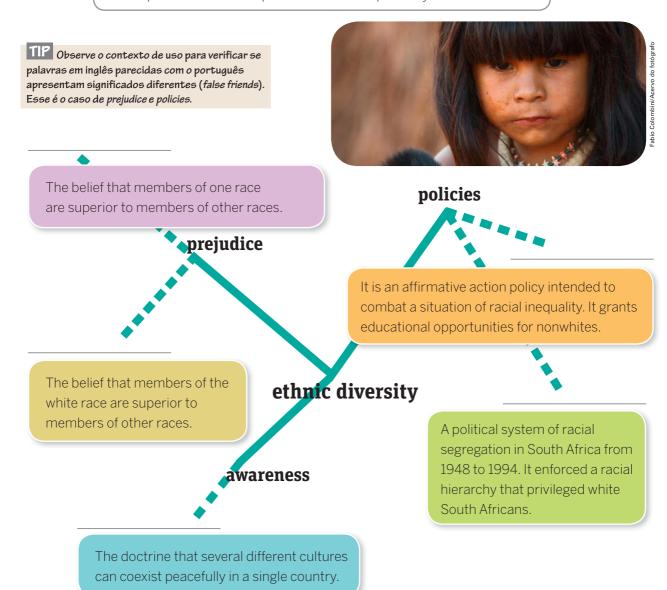


MORGAN, Ron. Available at: <www.cartoonstock.com/cartoonview.asp?catref=mo0438>. Accessed in December 2012.

BEFORE READING

1. Complete the diagram below with words from the box and find out the associations with ethnic diversity.

racial quotas • racism • apartheid • white supremacy • multiculturalism



- 2. Turn over the page and, before reading the text, look at its title and source.
 - a. Which words and expressions from the diagram in exercise 1 do you expect to be in the text?
 - b. Which topics do you expect to read about?
 - () Changes in Brazilian thinking on race.
 - () Acts of racism among Brazilian police officers.
 - () The reduction of racial discrimination in Brazil.
 - () The social integration of people with different skin colors in Brazil.

READING

Now read the text to check your predictions.

Brazil's New Era of Racial Policy

BRAZIL'S NEW ERA OF RACIAL POLICY

final reason for reexamining Brazilian race relations is to discuss them in the context of the sudden and dramatic changes in Brazilian race thinking. This new phase is reflected mostly in the new acknowledgement of racism and government attempts to redress it. The issue of race in Brazil has moved to the center of the social-policy agenda. As a result, public interest in race has skyrocketed. For the first time in Brazilian history, social policies have begun to explicitly promote social integration of blacks and mulattos. Such policies do not merely seek to eliminate or alleviate material poverty but also strive to eliminate or reduce class, racial, gender, and other discriminations that bar citizens from access to social justice. This includes both universal policies that encompass the entire population or the poor population, as well as particularistic policies that combat discrimination and promote categories of people that have been excluded on the basis of particular characteristics, including race. The designs of these policies vary widely, but together they seek to address a broad range of social exclusions that are manifested economically, psychologically, politically, and culturally. This change is a milestone in Brazilian racial thought, much like Brazil's earlier ideological transition from white supremacy to racial democracy.

Indeed, the idea of affirmative action or policies specifically designed for blacks and mulattos sounds quite odd and out of place in the Brazilian context. In fact, the whole idea sounded preposterous and highly unlikely just a few years ago. Brazil had been one of the first multiracial states to go beyond race, but it had become apparent that its racial democracy continued to privilege whites at the expense of nonwhites, just as it did during most of its history of white supremacy. Now that these policies are actually being implemented, Brazilian policymakers are accused of imposing U.S. policies. Why would Brazil want such policies? Opponents claim that the Brazilian context is different from the United States and such policies would be of limited effectiveness. But does Brazil have an alternative to U.S.-style race-conscious policies? As the Brazilian state begins to use race explicitly to promote blacks for the first time in its history, what consequences can be expected?

TELLES, Edward Eric. Race in Another America: The Significance of Skin Color in Brazil. New Jersey: Princeton University Press, 2004. p. 16.



READING FOR GENERAL COMPREHENSION

1.	The text is a section of the introduction to a book called <i>Race in Another America</i> : <i>The Significance of Skin Color in Brazil</i> . What is the main purpose of the text?						
	() To prove that racial discrimination in Brazil is over.						
	() To compare social policies in Brazil and in the United States.						
	() To present a reason for reconsidering Brazilian race relations.						
2.	What is the author's tone toward racial policies in Brazil?						
	() Confident. () Concerned.						
	Find a fragment that illustrates his point of view.						
RI	EADING FOR DETAILED COMPREHENSION						
1.	Write T (<i>True</i>) or F (<i>False</i>). Then, correct the false statements.						
	a. () New social policies are being implemented in Brazil and they address race issues.						
	b. () Social policies have started to promote racial segregation between blacks and mulattos.						
	c. () The main aim of social policies in Brazil is to provide social justice to all citizens.						
	d. () Brazil has moved from racial democracy to white supremacy.						
2.	Find fragments that express the same ideas as in the statements below.						
	a. Brazilian policymakers are discussing the issue of race as a central topic.						
	b. Affirmative actions seemed not to fit in the Brazilian context.						
	c. Racial democracy in Brazil still favored whites over blacks.						

READING FOR CRITICAL THINKING

- 1. The author addresses some questions in the end of the text. Taking into consideration that the text was written in 2004, discuss the last question with your classmates:
 - As the Brazilian state begins to use race explicitly to promote blacks for the first time in its history, what consequences can be expected?
- **2.** Do you think affirmative action policies have promoted ethnic diversity and ethnic equality in Brazil? Why (not)?



VOCABULARY STUDY

WORD FORMATION

1. Complete the table with words from the text.

Noun	Adjective	Adverb
culture	cultural	
	effective	effectively
idea		ideologically
politics	political	
psychology	psychological	
race		racially
universe		universally

2. Now complete the Word Formation box on page 158 with what you have learned about the suffixes: -ness, -al, -ly.



COLLOCATIONS

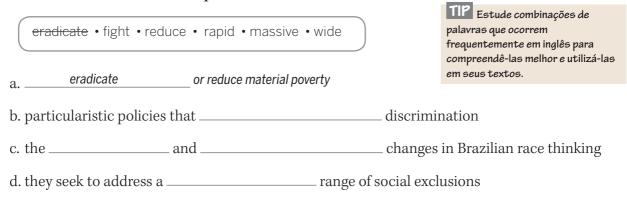
3. Each verb or adjective in **bold** goes with a noun. Use an arrow to connect them as in the example.



b. particularistic policies that **combat** discrimination

ADJECTIVE + NOUN

- c. the **sudden** and **dramatic** changes in Brazilian race thinking
- d. they seek to address a **broad** range of social exclusions
- **4.** Replace the words in **bold** from exercise 3 to learn new collocations. Use the words from the box as in the example.



LANGUAGE IN USE

> REVIEW: PRESENT PERFECT OR PAST SIMPLE?

Read the fragments below and do exercises 1 and 2.

- I. ... public interest in race has skyrocketed.
- II. The issue of race in Brazil has moved to the center of the social-policy agenda.
- III. ... the whole idea **sounded** preposterous and highly unlikely just a few years ago.
- IV. ... social policies have begun to explicitly promote social integration of blacks and mulattos.

1.	Which fragments refer past and have consequ	o finished actions that happened at an unspecified time in the nces in the present?
	() Fragment I.	() Fragment II.
	() Fragment III.	() Fragment IV.
	Are the fragments in the in the Past Simple tens	
2.	Which fragment refers at a specified time in the	o an action that happened e past?
	() Fragment I. (Fragment II. () Fragment III. () Fragment IV.
	What is the time expre	sion used in the fragment?
		Complete the sentences with the correct form of the verbs in parentheses. Use the Present Perfect or the Past Simple.
	2 a	During the colonial period, the colonists(bring) hundreds of thousands of African slaves to work in the sugar plantations.
7	l l	Rio de Janeiro State University (UERJ)adopt) racial quota policies since 2002.
		The Supreme Court of Brazil(approve) the
	adoption of racial quota	policies in higher education institutions across Brazil in 2012.
		(develop) into multicultural and result of centuries of international immigration.
	e. Princess Isabel	(proclaim) the abolition of slavery in Brazil on May 13, 1888.

_____(abolish) slavery in 1888, its laws _

- **4.** Circle the time expressions from the sentences in exercise 3.
- 5. Read the cartoon and mark the correct answers.

f. Since Brazil ____ (be) racially neutral.

- a. What does the cartoon show?
 - () The Age of Discovery (15th-17th centuries), a period during which Europeans explored Africa, the Americas, Asia and Oceania.
 - () The Age of Enlightenment (17th-18th centuries), a cultural movement of intellectuals, first in Europe and later in the American colonies.



We'd like you to embrace the concept of cultural diversity... MCGOOKIN, Malcolm. Available at: <www.cartoonstock.com/cartoonview.asp?catref=mmcn148>. Accessed in December 2012.

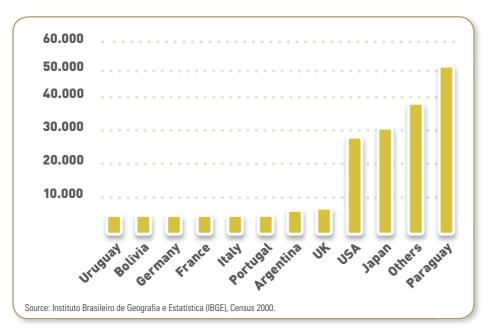
b.	How does the colonizer address the native inhabitants?
	() Rudely. () Politely.
c.	What is the colonizer's real intention?
	() He wants to assimilate the culture of the native inhabitants.
	() He wants to impose the culture of his country on the native inhabitants.
d.	What is the tone of the cartoon?
	() Sad. () Ironic.
e.	Which verb forms complete the following sentence about the topic of the cartoon?
	During the European colonization of the Americas, explorers ♦ control of the native inhabitants' land and ♦ their culture and ideologies on them.
	() took — imposed () have taken — have imposed

> PAST PERFECT

Read the statements and the figure below. Then do exercises 7-10.

- I. A large proportion of immigrants in recent decades were originally Brazilian emigrants. The 2000 census revealed that two thirds of all immigrants between 1990 and 2000 were Brazilian citizens who had previously lived abroad.
- II. In addition to North America and Europe, at the beginning of the 1980s Japan became the third major migration destination for Brazilians. Of these main destinations for emigrants, only Japan had recruited Brazilian workers.

Return of former Brazilian emigrants 1990-2000



Busque sempre estabelecer relações entre a linguagem verbal e a não verbal. O gráfico ao lado ilustra o trecho I ou II? Como o gráfico e esse trecho se relacionam?

STELZIG, Sabina. Country Profile: Brazil. Focus Migration, n. 15, November 2008. Available at: http://focus-migration.hwwi.de/typo3_ upload/groups/3/focus_Migration_Publikationen/Laenderprofile/ CP_15_brazil.pdf>. Accessed in December 2012.

Language	When did each action	on happen?
1990 and 2000 are Brazilians. () Brazilian citizens leave the country to live abroad. Statement II a. First action () Japan becomes the third major migration destination for Brazilians. b. Second action () Japan recruits Brazilian workers. The Past Perfect tense (had lived/had recruited) is used in the statements to refersomething that occurred () before another action in the past. () after another action in the past. Go back to the text on page 18 and find a sentence with two verbs in the Past Perfect Circle the verbs. What is the structure of the Past Perfect tense? Brazilian citizens who had previously lived abroad only Japan had recruited Brazilian workers. Brazil had been one of the first multiracial states a. () auxiliary verb had + main verb in the Past Simple form b. () auxiliary verb had + main verb in the Past Participle form Complete the sentences with the correct form of the verbs in parentheses. Use the Esimple or the Past Perfect tense.	Statement I	
Statement II a. First action () Japan becomes the third major migration destination for Brazilians. b. Second action () Japan recruits Brazilian workers. The Past Perfect tense (had lived/had recruited) is used in the statements to refersomething that occurred () before another action in the past. () after another action in the past. Go back to the text on page 18 and find a sentence with two verbs in the Past Perfect. Circle the verbs. What is the structure of the Past Perfect tense? Brazilian citizens who had previously lived abroad only Japan had recruited Brazilian workers. Brazil had been one of the first multiracial states a. () auxiliary verb had + main verb in the Past Simple form b. () auxiliary verb had + main verb in the Past Participle form Complete the sentences with the correct form of the verbs in parentheses. Use the Fimple or the Past Perfect tense.	a. First action	, ,
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The Past Perfect tense (had lived/had recruited) is used in the statements to refersomething that occurred () before another action in the past. () after another action in the past. Go back to the text on page 18 and find a sentence with two verbs in the Past Perfect Circle the verbs. What is the structure of the Past Perfect tense? Brazilian citizens who had previously lived abroad only Japan had recruited Brazilian workers. Brazil had been one of the first multiracial states a. () auxiliary verb had + main verb in the Past Simple form b. () auxiliary verb had + main verb in the Past Participle form Complete the sentences with the correct form of the verbs in parentheses. Use the Faingulangua.	Statement II	
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something that occurred () before another action in the past. () after another action in the past. Go back to the text on page 18 and find a sentence with two verbs in the Past Perfect Circle the verbs. What is the structure of the Past Perfect tense? Brazilian citizens who had previously lived abroad only Japan had recruited Brazilian workers. Brazil had been one of the first multiracial states a. () auxiliary verb had + main verb in the Past Simple form b. () auxiliary verb had + main verb in the Past Participle form Complete the sentences with the correct form of the verbs in parentheses. Use the I Simple or the Past Perfect tense.	b. Second action	() Japan recruits Brazilian workers.
Brazilian citizens who had previously lived abroad only Japan had recruited Brazilian workers. Brazil had been one of the first multiracial states a. () auxiliary verb <i>had</i> + main verb in the <i>Past Simple</i> form b. () auxiliary verb <i>had</i> + main verb in the <i>Past Participle</i> form Complete the sentences with the correct form of the verbs in parentheses. Use the I Simple or the Past Perfect tense.		on page 18 and find a sentence with two verbs in the Past Perfect
Brazilian citizens who had previously lived abroad only Japan had recruited Brazilian workers. Brazil had been one of the first multiracial states a. () auxiliary verb <i>had</i> + main verb in the <i>Past Simple</i> form b. () auxiliary verb <i>had</i> + main verb in the <i>Past Participle</i> form Complete the sentences with the correct form of the verbs in parentheses. Use the Find the Past Perfect tense.		
	Brazilian citizens only Japan had r Brazil had been on a. () auxiliary verb h	who had previously lived abroad. Pecruited Brazilian workers. The of the first multiracial states The ad + main verb in the Past Simple form The ad + main verb in the Past Participle form

Migration_Publikationen/Laenderprofile/CP_15_brazil.pdf>. Accessed in December 2012 (fragment).

LISTENING AND SPEAKING

1 Look at the magazine cover below and answer the questions in pairs.

a. Who is on the cover of the magazine?	
b. What happened on the occasion?	
c. What does the expression "makes history" refer to?	



PEOPLE magazine. Time Inc. (Time Warner). November 17, 2008 (cover)

2. Listen to a television reporter talking about the fight for equality in the United States. Mark the topics that she mentions.



- () Barack Obama's relationship with his father as a
- () Barack Obama's victory in the American Presidential election.
- () Conflicts between black and white people when Barack Obama was a child.
- () The introduction of the Civil Rights Act in 1964.
-) The role of Malcolm X as a human rights activist.
-) The importance of Martin Luther King in the civil rights movement.
-) The publication of the Universal Declaration of Human Rights.

3.	Listen again and complete the sentences.
	a. American has a troubled history.
	b. As recently as 50 years ago, African Americans were fighting to be granted the same as white people.

c. There was a time that in some places in the US black and white children couldn't go to the same _____together.

_was the most famous d. _____ American campaigner for civil rights.

4. Listen once more and check the answers of exercises 2 and 3.

5. Do you think some people changed their attitude towards black people with the election of Barack Obama? If so, how?

SPOKEN LANGUAGE

> Homophones are pairs of words with different spellings, and different meanings, but the same pronunciation. For example, **two** /tuː/ and **too** /tuː/; **new** /nuː/ and **knew** /nuː/. Listen to five pairs of sentences. For each pair, mark the word you hear as in the example.

a.(X)know () no b.() see () sea c.() write () right d.() here () hear e.() where () wear

TIP Quando uma palavra começa com kn, em inglês, o k não é pronunciado, como em know, knife, knee, knight.

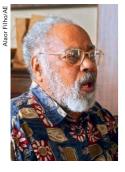
> Listen again and check your answers.

6. In pairs, talk about famous civil rights activists. Use the expressions and information from the boxes to help you. You can also talk about other people from your country who have fought for equality.



Rosa Parks (1913-2005)

- · African-American civil rights activist and "mother of the freedom movement";
- •international icon of resistance to racial segregation;
- best known for the Montgomery Bus Boycott (a protest campaign against the policy of racial segregation on the buses of Montgomery, Alabama).



Abdias do Nascimento (1914-2011)

- · Afro-Brazilian scholar, artist, politician and leader in Brazil's black movement:
- nominated for the Nobel Prize for Peace in 2004;
- best known for supporting legislation to address racial problems.



Nelson Mandela (1918)

- ·South African anti-apartheid revolutionary and politician;
- · President of South Africa from 1994 to 1999;
- best known for tackling institutionalized racism, poverty and inequality.

Have you ever heard about...?

What was she/he best known for?

What (else) do you know about...?

What do you think about...?

If I'm not mistaken, she/he was...

As far as I'm concerned, she/he was...

She/he was recognized as...

Everyone knew her/him as...

WRITING

In this unit you can find cartoons on pages 16 and 22. Each of them has a drawing and a cartoon caption. The combination of the visual and the verbal elements drives the humor. Cartoons can address several different issues of our lives and they are frequently published in magazines and newspapers. Some of them, like *The New Yorker* (www.newyorker.com/ humor/caption) and *The Boston Globe* (www.boston.com/bostonglobe/toons/), even run cartoon caption contests which are quite popular.

Take the challenge to write cartoon captions. Exercise your creativity and sharpen your ability to see and create humor in all areas of life.

1. In pairs, create a cartoon to encourage a critical attitude towards ethnic diversity. Be careful to use humor without expressing prejudice.

STEP BY STEP

- 1. With your classmate, choose one of the drawings from this page or create your own.
- 2. Study the cartoon drawing and ask yourself a few questions: What is the most obvious thing happening? What could be happening here that is NOT obvious? Remember that humor is often produced by the unexpected.
- 3. Study the details of the cartoon and ask yourself: What could this detail mean? What else could this be?
- 4. Write down one or more captions. Eliminate every unnecessary word. Study the placement of the punch words, the words that drive the joke. They should normally be at the end of the caption.
- 5. Exchange captions with classmates and discuss all of them. Choose the best ones.
- 6. Make the necessary corrections.
- 7. Write the final version of the cartoon caption.

2. Now it's time to share your cartoon with your classmates and other people. What about running a cartoon contest and inviting the school community to vote?



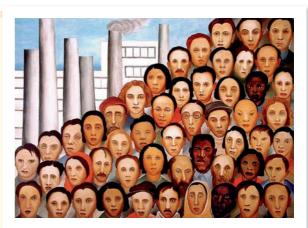




LOOKING AHEAD

Ethnic diversity in Brazil has inspired Brazilian artist Tarsila do Amaral. Look at her painting Operários and discuss the following question in pairs.

- > Do you think Brazilian identity is based on ethnicity? Why (not)?
- > Do you believe that discrimination in Brazil is more a matter of social class than of ethnicity? Why (not)?



Tarsila do Amaral, Operários, 1933.

Read the cartoon and discuss the questions below in groups of three.

Available at: http://multicultclassics.blogspot.com.br/2009/11/7298_ethnic- insightwhite_corporations.html>. Accessed in December 2012.

> In your opinion, what are the advantages of living in a multicultural/multiethnic world?

How would you answer the question from the cartoon? Do you interact with people of different ethnic groups, genders and cultures?

EXTRA READING

http://focus-migration.hwwi.de/Brazil.5879.0.html?&L=1 http://encyclopedia.jrank.org/articles/pages/6027/ Brazilian-Racial-Formations.html

www.duniamagazine.com/2012/01/a-racial-democracy-raceand-ethnicity-in-brazil/

www.unesco.org/new/en/brasilia/special-themes/ethnic-andracial-relations-in-brazil/

EXTRA VIDEOS

www.youtube.com/watch?v=99KlpnHnrjs (Brazil Slavery: An Inconvenient History) www.youtube.com/watch?v=js26QHH5hNM (The Stream: Brazil's racial quotas)



Woulda, Coulda, Shoulda **Unit**



Can you guess how this person is feeling? Do you have any regrets?



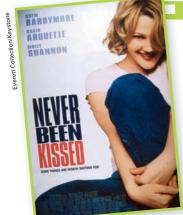


Learning Objectives

- to take part in discussions on regrets
- to learn how to use modal verbs and modal verbs with have
- to learn how to use the third conditional
- to learn how to use wish / if only
- to explore polls

1. There are a lot of movies about people who have the opportunity to do everything differently. Find out about some of those movies and complete their descriptions with the expressions from the box.

two wishes • start over • travels back in time • divine powers

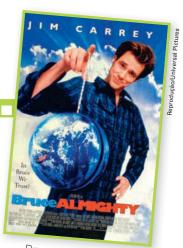


Never Been Kissed (1999)

Never been kissed is about a journalist who has never had a real relationship. One day her boss assigns her to report undercover at a high school to help parents become more aware of their children's lives. She sees her assignment as an opportunity to _____ and correct the mistakes she made in high school.

A television reporter complains about God too often and is given ______ for one week to learn how difficult it is to run the world. He uses his new abilities for personal gain and not for helping people. He soon learns that being God is very challenging.

.



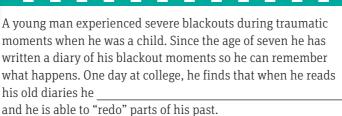
Bruce Almighty (2003)



13 Going on 30 (2004)

A 13-year-old girl has

— to become popular at high school and to be 30. She plays a game on her 13th birthday and wakes up the next day as a 30 year old woman. She realizes that she has made the wrong choices as an adult and wishes she were 13 again. Finally, she is able to make things right.





The Butterfly Effect (2004)

Available at: <www.imdb.com>. Accessed in February 2013.

2.	What movie from	exercise 1	do the f	following	main	characters	belong	to?

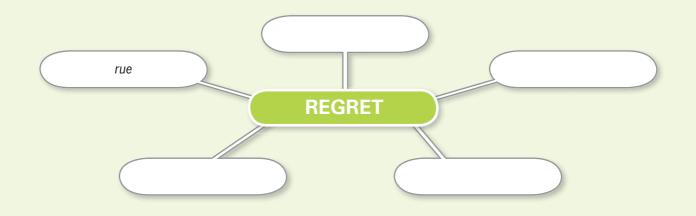
- a. She wished to get older.
- b. She had the chance to revamp her life. _____
- c. He could change parts of his past.
- d. He regretted playing the role of someone extremely powerful.

3. If you could, would you travel back in time? If so, what for?

BEFORE READING

1. Complete the diagram below with words related to regret. Choose words from the box. If necessary, use the Glossary.

rue • joy • remorse • lament • praise • sorrow • contentedness • complain • celebrate



- 2. Turn over the page and, before reading the text, look at the layout, the structure and the source of the text. Then, mark what you expect to be correct about it.
 - a. The text is
 - () an article.
 - () a letter of advice.
 - b. The author is
 - () an expert on the subject.
 - () an amateur on the subject.

- c. The author posts new texts every
 - () week.
 - () month.
- d. The author writes texts to
 - () teenagers only.
 - () people in general.



Now read the text to check your predictions.





LEARNING FROM YOUR REGRETS

"If only I had known then what I know now." How often I hear that phrase replayed by those who dwell on missed opportunities and regrets.

Jane regrets dropping out of college to get married. "I wish I had had a better education and had made something of myself. Now that my kids are older, I'm bored. I would've liked to have an important career, but it's too late now," she laments.

Rick regrets taking the easy way out. "I entered my dad's business right after college. Financially, I've got no complaints. But I have a hard time shaking off the feeling that I would have become someone special if only I had had the courage to go out on my own back then."

Regrets like these can become a constant reminder of "what could have been". But it doesn't have to be that way. Regrets can also enlighten and be an incentive for new opportunity. Here's how that might happen:

Conquer your negative emotions. People often imagine that they would have done things differently if they had known better. Yet, the decisive factor in their decision-making is often an emotional one, not a lack of information. Jane could still get her college degree, if she weren't afraid that the commitment would be too much for her. As she reflects on her past, she recognizes that feeling overwhelmed was the same reason she dropped out of school years ago. If Jane is to learn from her regrets, she needs to deal with her fears in a different manner this time.

Use your regrets to motivate yourself to take a different action. Rick can motivate himself to do something different now, instead of simply regretting his long ago decision. Perhaps, he could move the business in a new direction, start a second career, or blaze a creative trail in a completely different field. Ruing your regrets is a passive approach to life; using your regrets to make a better life for yourself is a positive and active approach.

Anticipate future regrets before you make major decisions. If Jane does decide to return to college, it would be helpful for her to anticipate what might make her regret this decision too. If her goal is to have a thriving career, she should choose an appropriate program. Simply taking the easiest courses (which would be her typical pattern) would likely result in her regretting her decision once again.

Use regrets to learn more about what's important to you. Rick imagines that he might have become a musician if he hadn't gone into his dad's business. But he conveniently ignores how music might play a role in his life now. Too often people assume that it's too late in life to make any changes. Not true, unless you get entrenched in the position that: it should have been a certain way then so there's nothing you can do about it now.

Many people regret decisions they've made or opportunities they've lost. But only a few make those 'woulda, coulda, shouldas' work for them. You can be one of those people! It's never too late to use your regrets as a catalyst for revamping your life.

Make your 'woulda, coulda, shouldas' work for you."

Copyright 2006: Linda Sapadin, Ph.D. is a psychologist in private practice who specializes in helping individuals, families and couples overcome self-defeating patterns of behavior.









READING FOR GENERAL COMPREHENSION

	() "Regrets can also enlighten and be an incentive for new opportunity." (4^{th} paragraph)
	() "Too often people assume that it's too late in life to make any changes." (8^{th} paragraph)
	() "Many people regret decisions they've made or opportunities they've lost." (9^{th} paragraph)
RE	EADING FOR DETAILED COMPREHENSION
	Jane and Rick are examples of people who
	() regret decisions they have made. () have never lost any opportunities.
•	Answer the questions with a fragment from the text.
	a. What does Jane regret?
	b. What about Rick?
	b. What about rick:
	c. According to the author, what is really important when people make decisions?
•	c. According to the author, what is really important when people make decisions?
-	c. According to the author, what is really important when people make decisions? d. And how can people have a positive approach to life?
•	c. According to the author, what is really important when people make decisions? d. And how can people have a positive approach to life? Mark the author's recommendations.
-	c. According to the author, what is really important when people make decisions? d. And how can people have a positive approach to life? Mark the author's recommendations. () Overcome your negative emotions.
-	c. According to the author, what is really important when people make decisions? d. And how can people have a positive approach to life? Mark the author's recommendations. () Overcome your negative emotions. () Use regrets to learn more about what is valuable to you.
	c. According to the author, what is really important when people make decisions? d. And how can people have a positive approach to life? Mark the author's recommendations. () Overcome your negative emotions. () Use regrets to learn more about what is valuable to you. () Use your regrets to motivate yourself to take a different action.
	c. According to the author, what is really important when people make decisions? d. And how can people have a positive approach to life? Mark the author's recommendations. () Overcome your negative emotions. () Use regrets to learn more about what is valuable to you. () Use your regrets to motivate yourself to take a different action. () Avoid predicting future regrets before you make major decisions.
	c. According to the author, what is really important when people make decisions? d. And how can people have a positive approach to life? Mark the author's recommendations. () Overcome your negative emotions. () Use regrets to learn more about what is valuable to you. () Use your regrets to motivate yourself to take a different action. () Avoid predicting future regrets before you make major decisions. What does the writer do to explain each recommendation?
-	c. According to the author, what is really important when people make decisions? d. And how can people have a positive approach to life? Mark the author's recommendations. () Overcome your negative emotions. () Use regrets to learn more about what is valuable to you. () Use your regrets to motivate yourself to take a different action. () Avoid predicting future regrets before you make major decisions. What does the writer do to explain each recommendation? () She shares her personal life experiences.

READING FOR CRITICAL THINKING

- a. Does the author offer useful tips to deal with regrets and move on to a productive life? Which one do you consider the most important? Why?
- b. Do you make your 'woulda, coulda, shouldas' work for you? If so, how?

VOCABULARY STUDY

MULTI-WORD VERBS

Read the fragments below and do exercises 1 and 2.	Read th	ne fragmen	ts below	and do	exercises	1 and 2.
--	---------	------------	----------	--------	-----------	----------

- a. ... those who **dwell on** missed opportunities and regrets. (1st paragraph)
- b. Jane regrets **dropping out** of college to get married. (2nd paragraph)
- c. ... she needs to **deal with** her fears in a different manner this time. (5th paragraph)
- **1.** Match the multi-word verbs to their meanings.
 - a. dwell on () stop doing something before you have completely finished
 - b. drop out () take action in order to achieve something or to solve a problem
 - c. deal with () keep thinking or talking about something, especially something bad
- **2.** Complete the sentences with multi-word verbs from exercise 1.
 - a. She doesn't want to the past any longer.
 - _____ of school at 14. b. She ___
 - c. You have to find a way to_____ _____ mixed feelings.

DISCOURSE MARKERS

- **3.** Read the fragments below and complete the chart.
 - I. **Yet**, the decisive factor in their decision-making... (5th paragraph)
 - II. Not true, **unless** you get entrenched in the position that... (8th paragraph)

In fragment	the discourse marker	is equivalent to
	yet	() but
		() moreover
II	unless	() except if
		() provided that

4. Now complete the Discourse Markers box on page 159 with what you have learned.

LANGUAGE IN USE

MODAL VERBS

Read the fragments below and do exercises 1-3	-3.
---	-----

- I. Jane could still get her college degree...
- II. ... she should choose an appropriate program...
- III. But he conveniently ignores how music might play a role in his life now.
- 1. Underline the modal verbs as in the example.
- **2.** Complete the chart.

In fragment	the modal verb	expresses	
I	could	() certainty.	() possibility.
П		() recommendation.	() obligation.
III		() certainty.	() possibility.

- 3. We use modal verbs
 - () before the infinitive of other verbs.
- () after the infinitive of other verbs.
- 4. Choose the appropriate modal verbs to complete the quotations below.
 - a. (could/should)

"I usually say I did the best I ______ with what I had. I have no major regrets."

(Stokely Carmichael)

- b. (should/might)
 - "Music _____ probably provide answers in terms of lyrical content and give people a sense of togetherness and oneness, as opposed to being alone in their thoughts and dilemmas or regrets or happiness or whatever."

(Peabo Bryson)

- c. (could/should)
 - "If I have any regrets, I ______say that I'm sorry I wasn't a better writer or a better singer."

(Patti Smith)

> MODAL VERBS WITH HAVE

- 5. Read the fragments below and mark the correct answers.
 - I. Regrets like these can become a constant reminder of "what **could have been**".
 - II. ... it **should have been** a certain way then so there's nothing you can do about it now.
 - III. Rick imagines that he **might have become** a musician...

a. The forms could have been (fragment I) and might	ha	ve become (fragment III) express
() criticism. () past possibility.		
b. The form should have been (fragment II) expresses		
() criticism. () past possibility.		
c. After $modal\ verb + have$, we use		
() the base form of the main verb. () the past p	oart	iciple of the main verb.
6. Complete the following sentences with the correct	et n	nodal verbs.
a. I think that engineer career choice for you (might be / might ha	.W	· · · · · · · · · · · · · · · · · · ·
		my current job, the more I believe I another career path when I was / should have chosen)
Dan Kosmayer/Shutterstock/Glow Images	nov	to a better college, w. We can't change the past. one)
d. Many people choose not to quit their jobs, although	the	y know they
it as soon as possible. (should do / should have done).	
e. When Rick was a teenager, he career aspirations. (might be / might have been)		afraid of telling his father about his
f. Vocational training the key to use going to a vocational training school. (could be / cou		
> THIRD CONDITIONAL		
Read the fragments below and do exercises 7 and	8.	
I I would have become someone special if I had had th II. People often imagine that they would have done thing III. Rick imagines that he might have become a musician	s dit	fferently if they had known better.
7. Mark the correct answers.		
a. In fragment I, it is correct to say that		
() Rick believes he has become someone special.	() Rick didn't have the courage to go out on his own.
b. In fragment II, people believe that		
() the access to information in the past was easy.	() things would have been different if they had been wise enough.
c. We use the third conditional to talk about		,
() unreal situations in the past.	() improbable situations in the future.

8. Read the fragments again to complete the table about the third conditional.

People often imagine that they would have	done things differently	if they had known better.	
would	+ past participle of the main verb	if + verb in the <i>Past Perfect</i> tense.	
Rick imagines that he might have	become a musician	if he hadn't gone into his dad's business.	
/ could have + past participle of the main verl		if + verb in the tense.	

/ could have	+ past participle of the m	nain verb tense.
Complete the sentences as in	the example.	
a. Jane didn't graduate from colle If Jane <u>had graduated from college,</u> sh		
o. Jane got married, so she didn't		
If Jane	, she	9
c. Rick took the easy way out, so l	he didn't become a mus	sician.
If Rick	, he	
d. Rick didn't have the courage to after college.	go out on his own, so h	ne entered his dad's business right
If Rick	, he	
II. I wish I had had a better educa III and wishes she were 13 agai		ething of myself
Mark the correct answers.	T	Podemos usar <i>If only</i> para dizer que gostaríamo e alguma coisa fosse diferente. Significa o mesmo o
a. In fragment I, the person		ish, porém é mais enfático.
() is not so experienced nov	w. () was not so exp	perienced in the past.
b. In fragment II, the person() finished college and purs	ued a career.	Observe que em frases com wish (I w I was, He/She wishes he/she was) a forma
() did not finish college and	did not pursue a caree	subjuntiva were pode ser usada no lugar de was (I wish I were, He/She wishes he/she were O uso de were é mais formal.
c. In fragment III, the person () is not 13.	() does not want	
d. Fragments I and II express re		
() past.	() present/future	e.
e. Fragment III expresses that s	he wants something to	be different in the
() past	() present/future	

a. We use wish / if only + Passe express that we want a situation of the Example: I wish/If only I study have too many things going of	otion in the or to be different. died more, but I	express situation be differ	wish / if only + Past Perfect to a regret, or that we want a n in the to rent. Example: I didn't pass the ish/If only I had studied more!
a. She doesn't speak French. She wishes she b. They didn't study abroad.	She regrets it French. (sp		ken)
They wish theyAnswer the following poll a	abroa		nad studied)
What's your biggest nealth regret? That I didn't start exercising sooner. That I haven't appreciated my body more. That I wasted time on quick fixes that didn't work. That I haven't taken better care of my body. That I pushed my body too hard over the years.	That I've focuse on the scale rath quality of life. That I've let oth my life get in the exercise. I'm not sure. I have no regret Other – Please ecomments. SUBMIT	ner than my er things in e way of es. explain in	REGRET
Available at: http://exercise.about.com	Current Res		The same of the sa
a. That I wasted time on quid wish/If only I hadn't wasted time b. That I didn't start exercising	ck fixes that didn't v		Go to Language Reference p. 152.

14. What about you? What do you wish you had done for your health?

c. That I pushed my body too hard over the years.

I wish/If only I _____

I wish I _

LISTENING AND SPEAKING

Mark the expressions related to regret.

() a feeling of remorse () the desire for revenge
() a sense of loss or absence () a sense of guilty responsibility

- 2. Usten to a woman talking about her memories about the Second World War. What does she regret?
 - () Never having painted.
 - () Never having been to the air force.
 - () Never having written a poem about the war.
 - () Never having told a young man she loved him.
- **3.** \P^{04} Listen again and write **T** (*True*) or **F** (*False*).
 - a. () The woman fell in love with a young man who was killed during the war.
 - b. () She had the chance to say goodbye to him.
 - c. () She likes using different colors in paintings.
 - d. () She wrote a poem called Black on White.
- 4. (15) Listen again to the woman reciting the poem she wrote and complete it with words from the box. What feelings are evoked in the poem?

night • fears • change • chance • land • tears • place • heart • face • soul

The canvas still stays black on white.

How fast daylight fades into <u>night</u>.

No colors left to choose.

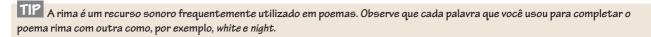
No time to paint in you.

5 Your portraits finished, over, for you there is no lam black on white and colored, a wider spectrum range.

Could we have filled a canvas as we travelled through the years? The pallet filled with colors of laughter, love, some

I never even said goodbye, you vanished without trace.

10 From the sky you drifted to some undiscovered
You forever stay the youth, who captured my young
I read your name in black on white on the cenotaph in the park.





- **5.** Listen to the poem once more and check the answers of exercise 4.
- **6.** In which line does the poet refer to a regret?
 - () I am black on white and colored, a wider spectrum range. (line 6)
 - () I never even said goodbye, you vanished without trace. (line 9)
 - () You forever stay the youth, who captured my young heart. (line 11)
- 7. Some people turn to writing poetry as a way of expressing their innermost feelings. What about you?

> (a) SPOKEN LANGUAGE

Listen and repeat the words below. Notice the sound /1ə/.

vear • fear • tear • clear • hear • near

- (I) Circle the words with the sound /19/. Then listen and check your answers.
 - a. ear / Earth / heart
 - b. heard / appear / wear
 - c. learn / dear / early
- Letra não é a representação de um som. A sequência de letras ear, por exemplo, pode ser pronunciada de diversas formas: /1ə/ como em year, /e/ como em wear, /3:/ como em learn e /a:/ como em heart.
- 8. (a) It is your time to recite a poem in English! One interesting way to practice rhythm in English is to use poetry. Go to the Academy of American Poets website (www.poets.org/ page.php/prmID/361), which has a large collection of poems with audio recordings, and listen to different poems. Then choose your favorite poem to recite it. Put your emotions into it as in the example.
 - The poem I'm going to recite is called "Dreams" by Langston Hughes:

Hold fast to dreams

For if dreams die

Life is a broken-winged bird

That cannot fly.

Hold fast to dreams

For when dreams go

Life is a barren field

Frozen with snow.

Recitar poemas é uma ótima oportunidade para testar rimas e perceber como diferentes sons se encaixam.



9. What emotions did you put into the poem when you recited it? How did you feel when your classmates were reciting the poems?

WRITING

In this unit you have read a poll on page 38. A poll allows you to ask a group of people a multiple choice question in order to get information about their opinions on a subject. Online polls have become very popular. They allow Internet users to express themselves and also get informed about the results of the poll.

- 1. Make a poll about regrets people may have and/or about things they wish they had done differently. You can also ask what people would do (or would have done) in a particular situation. Choose one of the poll questions below or write a new one.
 - · What's your biggest regret so far?
 - · What would you have done differently if you had known better?
 - · If you could travel back in time and meet your 10-year-old-self, what would you say to you?

STEP BY STEP

- Think about your poll question.
 If you write your own question,
 make it short and objective.
- 2. Write at least five possible answers. Make them short and clear. You can add an Other field to allow a voter to enter his/her own answer.
- 3. Write a first draft of the poll.
 You can allow the voter to
 select just one answer or allow
 him/her to choose multiple
 answers.
- 4. Ask a classmate to answer your poll. This is a good way to figure out if the question and the answer options are clear enough.
- Answer your classmate's poll and discuss with him/her both polls.
- **6.** Make the necessary corrections.
- 7. Write the final version of the poll.

Use it!

- Use the third conditional to talk about unreal situations in the past.
- What would you have done differently if you had had the chance?
- Use could/might/should + have to talk about regrets.
 I could have learnt another foreign language.

I should have studied more.

 Use wish/if only + Past Simple to express that we want a situation in the present or future to be different.

I wish I were there.

Use wish/if only + Past
 Perfect to express a regret, or
 that we want a situation in the
 past to be different.

If only I had known better!

2. Now it's time to print your poll or publish it online. To publish free online polls, you can use different online services such as:

http://pollcode.com/ www.surveymonkey.com/mp/online-polls/ http://support.polldaddy.com/creating-a-poll/

www.acepoll.com/create

Finally, invite people to answer your poll and share the results. Your friends are curious, just like you.

LOOKING AHEAD

> Which of the following quotes do you identify with? Why?

Never regret

If it's good,

it's wonderful.

If it's not, it's experience.

Victoria Holt



Available at: www.SpirituallyThinking.blogspot.com. Accessed in February 2013.

"The worst regret we have in life is not for the wrong things we did, but for the right things we could have done but never did."

Available at: Get More Quotes@the dailyquotes.com. Accessed in February 2013.

"We cannot change something that happened in the past, but we can change our reaction to it."

(Unknown.)

- > How can you try to change the effect of a past event on your life?
- > Do you believe regrets can be opportunities for personal growth?
- > Even if you do not have too many regrets, what have you learned from the discussions in this unit?



EXTRA READING

www.forbes.com/sites/ericjackson/2012/10/18/the-25-biggestregrets-in-life-what-are-yours/

www.ehow.com/how_2078640_overcome-regret.html www.ehow.com/how_8705207_stop-feeling-guilty-past-regrets.html/

EXTRA VIDEO

www.ignitermedia.com/mini-movies/1087/Regrets



Review

Units 1 & 2

READING

- **1.** Mark the words related to *diversity*. Then read the text to check your answers.
 - () acceptance
 - () intolerance
 - () prejudice
 - () respect
 - () understanding



Definition of Diversity

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Available at: http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html>. Accessed in May 2013.

- 2. Answer each question with one or more fragments from the text.
 - a. What does diversity mean?
 - b. What dimensions of diversity does the text mention?
 - c. In which environment should diversity be explored?
- 3. Find in the text a word for each definition below. Make inferences.
 - a. include different types of things: ___
 - b. encouraging, supportive: _

LANGUAGE IN USE

>> PAST PERFECT

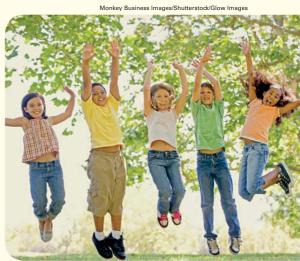
1.	Complete the sentences with the correct form of the verbs in parentheses. Use the Past Simple or the Past Perfect tense.					
	a. Growing up, my parents often me to different cultures. In our home "different" interesting, not scary. (expose / mean) b. Their kids to respect others before they school. (learn / reach) c. We late for the class because we our student ID card. (be / forget)					
>>	MODAL VERBS					
2.	Complete the sentences with the correct modal verb in parentheses.					
	 a. Welook different, but our hearts beat with the same dreams. (may / might not) b. Cultural awareness encompasses an understanding of how a person's cultureinform their beliefs and values. (may / should) c. Mahatma Ghandi once said "Be the change you want to see in the world". This means that you change the world unless you change yourself first. (may / can't) 					
3.	Rewrite each sentence beginning as shown in the examples.					
	 a. Perhaps he lost his way. He might have lost his way. b. It is a good idea to know them better. You should known them better. c. It was possible for her to be more respectful. 					
	She could d. They were wrong to underestimate their colleague. They shouldn't e. It is a mistake to work alone. You shouldn't					
4.	In exercise 3a, the form might have lost expresses () criticism. () past possibility.					
5.	Rewrite each sentence so that it contains the word in bold as in the example. a. It would have been a good idea for you to understand his personal beliefs. should You should have understood his personal beliefs. b. Perhaps his parents respected his decision. might c. It was possible for them to embrace diversity. could					
6.	In exercise 5a, the form should have understood expresses () criticism. () past possibility.					

>> THIRD CONDITIONAL

7.	Complete the sentences as in the example. Use the third conditional.
/ -	a. I couldn't call her because I lost her number.
	I would have called her if I hadn't lost her number.
	b. He lost his job because he had been disrespectful to his colleagues.
	Hehis job if he
	disrespectful to his colleagues.
	c. She was so interested in their culture that she spent more time with them.
	If she so interested in their culture, she
	more time with them.
	d. They were so open-minded that their political differences were not a problem.
	If they so open-minded, their political differences
	a problem.
	a problem.
8.	We use the third conditional to talk about
	() unreal situations in the past. () improbable situations in the future.
9 .	VISH / IF ONLY Complete the sentences with the correct verb form in parentheses.
	a. They don't see diversity as a positive thing. They regret it.
	They wish they diversity as a positive thing.
	(saw / had seen)
	b. He didn't behave in a caring way. He regrets that.
	He wishes he in a caring way.
	(behaved / had behaved)
	c. She didn't teach her children to accept differences. She regrets that.
	She wishes she her children to accept differences.
	(taught / had taught)
	d. My grandfather doesn't tolerate cultural differences. He regrets it.
	My grandfather wishes he cultural differences.
	(tolerated / had tolerated)
10.	Monkey Business Images/Shutterstock/Glow Image Complete the sentences as in the example.
	a. She regrets that she didn't provide opportunities for her
	kids to interact with people who are culturally different.
	She wishes she had provided opportunities for her kids to
	one wishes sine had provided opportunities for her kids to

- interact with people who are culturally different.
- b. I regret that I didn't value diversity through my friendships. If only _ diversity through my friendships.
- c. He regrets that he didn't treat everyone with respect and dignity when he was younger.

everyone with respect and dignity when he was younger.



STUDYING FOR EXAMS

(Enem/2011)

Review
Tips into
Practice on
page 7.

War

Until the philosophy which holds one race superior And another inferior

Is finally and permanently discredited and abandoned, Everywhere is war — Me say war.

That until there is no longer

First class and second class citizens of any nation,

Until the color of a man's skin

Is of no more significance than the color of his eyes — Me say war.

[...]

And until the ignoble and unhappy regimes that hold our brothers in Angola, in Mozambique, South Africa, sub-human bondage have been toppled, Utterly destroyed —

Well, everywhere is war — Me say war.

War in the east, war in the west,

War up north, war down south —

War — war — Rumors of war.

And until that day, the African continent will not know peace.

We, Africans, will fight — we find it necessary — And we know we shall win

As we are confident in the victory.

[...]

MARLEY, B. Disponível em: http://www.sing365.com. Acesso em: 30 jun. 2011 (fragmento).

Bob Marley foi um artista popular e atraiu muitos fãs com suas canções. Ciente de sua influência social, na música *War*, o cantor se utiliza de sua arte para alertar sobre

- a. a inércia do continente africano diante das injustiças sociais.
- b. a persistência da guerra enquanto houver diferenças raciais e sociais.
- c. as acentuadas diferenças culturais entre os países africanos.
- d. as discrepâncias sociais entre moçambicanos e angolanos como causa de conflitos.
- e. a fragilidade das diferenças raciais e sociais como justificativas para o início de uma guerra.

(Fuvest/2013)

Missing Out: In Praise of the Unlived Life is Adam
Phillips's 17th book and is a characteristic blend of
literary criticism and philosophical reflection packaged
around a central idea. The theme here is missed
opportunities, roads not taken, alternative versions of our
lives and ourselves, all of which, Phillips argues, exert a
powerful hold over our imaginations. Using a series of
examples and close readings of authors including Philip
Larkin and Shakespeare, the book suggests that a broader
understanding of life's inevitable disappointments and
thwarted desires can enable us to live fuller, richer lives.
Good things come to those who wait.

Does he see himself as a champion of frustration? "I'm not on the side of frustration exactly, so much as the idea that one has to be able to bear frustration in order for satisfaction to be realistic. I'm interested in how the culture of consumer capitalism depends on the idea that we can't bear frustration, so that every time we feel a bit restless or bored or irritable, we eat, or we shop."

Guardian.co.uk, 1 June 2012. Adaptado.

Segundo o texto, o livro Missing Out: In Praise of the Unlived Life sugere que

- a. a fantasia deve se sobrepor a nossos planos de vida.
- b. uma compreensão maior das decepções e dos desejos não realizados pode nos ajudar a viver melhor.
- c. os relatos de vida dos escritores não nos servem de exemplo.
- d. um controle maior de nossa imaginação é importante para lidarmos com nossas frustrações.
- e. as oportunidades perdidas devem ser recuperadas para uma vida satisfatória.

No texto, em resposta à pergunta "Does he see himself as a champion of frustration?", o autor do livro argumenta ser necessário que as pessoas

- a. tenham experiências satisfatórias para compreender a frustração.
- b. entendam cada vez mais a cultura capitalista de consumo.
- c. se distraiam fazendo compras quando estão irritadas.
- d. lidem com as frustrações para que suas satisfações sejam realistas.
- e. percebam o que as deixa frustradas no dia a dia.

THINKING ABOUT LEARNING 1

WHAT CAN I DO N	OW?		•			9	with confiden
Take part in discussions on eth	nnic diversity in B	razil					well
Take part in discussions on reg	grets						with some difficulty
Use the Past Perfect tense							unnouncy
Use modal verbs and modal ve	rbs with <i>have</i>						
Use the third conditional							
Use "wish / if only"							
Explore cartoons							
Explore polls							
WHAT WORDS/E Words/Expression		S HAVE I LEAF Meaning			STANI	J 2?	
WHAT LEARNI	NG RESOUR	CES HAVE I U	SED IN	UNITS	1 AND	2?	
☐ Dictionaries ☐	Glossary	☐ Languag	e Referer	ıce			
☐ Extra readings	☐ Extra videos	☐ Internet					
Other(s):							
WHAT DO I NEED)\/E \ ./\	/	NIINICO		
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PROJECT 1A

EMBRACING DIVERSITY THROUGH INSPIRING STORIES (FIRST PART)

In Unit 1 you have talked about ethnic diversity in Brazil. Read the text below and do the first part of Project 1, *Embracing diversity through inspiring stories*.



Direitos do cidadão

Diversidade e inclusão

Imagine se os mais de 6,5 bilhões de habitantes do planeta fossem iguais. Não teria graça, não é mesmo? A diversidade é uma das maiores riquezas do ser humano no planeta e a existência de indivíduos diferentes numa cidade, num país, com suas diferentes culturas, etnias e gerações fazem com que o mundo se torne mais completo.

Mas essa convivência só se torna possível se as diferenças forem respeitadas. O artigo 2º da Declaração Universal dos Direitos Humanos (DUDH), aprovada na Assembleia Geral das Nações Unidas em 10 de dezembro de 1948, diz que não deve haver, em nenhum momento, discriminação por raça, cor, gênero, idioma, nacionalidade, opinião ou qualquer outro motivo. [...]

Available at: www.brasil.gov.br/sobre/cidadania/direitos-do-cidadao/diversidade-e-inclusao>. Accessed in May 2013. (Fragment)

> TASK: In small groups, interview someone from your community who has an inspiring story about diversity to tell. In this part of the project, it is only necessary to interview a person with an inspiring story and take notes. Later, you are going to create a podcast to share the person's story.

Para criar um clima descontraído, comece a entrevista com uma conversa casual. Use um roteiro de perguntas curtas para ajudar você a conduzir a entrevista, mas evite lê-las para não estabelecer um tom muito formal. A partir do que é dito, podem surgir questões não previstas.

When preparing for the interview, you should have in mind that the main aim of the interview is to get to know an inspiring story that can help people be more aware of diversity and embrace it. Visit the following links to know how to conduct an interview:

- http://stringers.media.mit.edu/interview.htm
- www.wikihow.com/Interview-People

Remember that before starting the interview, it is necessary to get the interviewee's permission to take notes and use them to make a podcast. Tell him or her that you are going to create a podcast in English and share it later on the Internet. Also, ask for the interviewee's permission to publish a photograph of him/her and a short text to introduce the podcast.

> Go to page 82 for the second part of this project.

Inspiring Stories, Inspiring Values **Unit**

Warming **Up**

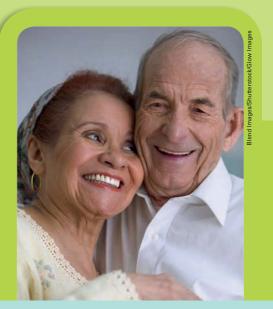
What are the values associated with the pictures below?











Learning Objectives

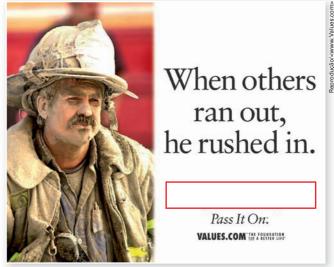
- to take part in discussions on values
- to learn how to use direct and indirect speech
- to explore stories

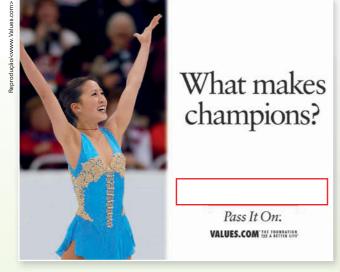
1. Choose the three values you consider as the most important.



2. Which values do the following billboards promote? Complete with: **compassion**, courage, dedication and overcoming.









BEFORE READING

1. The following billboard anticipates the content of the story on the next page. Read the billboard and answer the questions.



TIP Observe o contexto de uso para verificar se palavras em inglês parecidas com o português apresentam significados diferentes (false friends). Esse é o caso de push (no item c).

- a. What are they doing?
- b. How many times has it happened?
- c. Who is the person pushing the man in his wheelchair?
- d. In your opinion, why is he doing that?
- e. Who are the members of "Team Hoyt"?
- f. Which value is being promoted in the billboard?
- 2. Turn over the page and, before reading the text, look at its title and subheadings. Which words and expressions do you expect to find in the text?

Now read the text to check your predictions.







About Team Hoyt

The Early Years



Dick Hoyt pushing his son, Rick, in their first Boston Marathon (1981).

Rick was born in 1962 to Dick and Judy Hoyt. As a result of oxygen deprivation to Rick's brain at the time of his birth, Rick was diagnosed as a spastic quadriplegic with cerebral palsy. The doctors advised Dick and Judy to institutionalize Rick because there was no chance of him recovering, and little hope for Rick to live a "normal" life. This was just the beginning of Dick and Judy's quest for Rick's inclusion in the community.

Dick and Judy soon realized that though Rick couldn't walk or speak, he was quite astute and his eyes would follow them around the room. They fought to integrate Rick into the public school system, pushing administrators to see beyond Rick's physical limitations.

With \$5,000 in 1972 and a skilled group of engineers at Tufts University, an interactive computer was built for Rick. This computer consisted of a cursor being used to highlight every letter of the alphabet.

Once the letter Rick wanted was highlighted, he was able to select it by just a simple tap with his head against a head piece attached to his wheelchair. When the computer was originally first brought home, Rick surprised everyone with his first words. Instead of saying, "Hi, Mom," or "Hi, Dad," Rick's first "spoken" words were: "Go, Bruins!" The Boston Bruins were in the Stanley Cup finals that season. It was clear from that moment on that Rick loved sports and followed the game just like anyone else.

In 1975, at the age of 13, Rick was finally admitted into public school. After high school, Rick attended Boston University, and he graduated with a degree in Special Education in 1993.

The Beginning of Team Hoyt

In the spring of 1977, Rick told his father that he wanted to participate in a 5-mile benefit run for a Lacrosse player who had been paralyzed in an accident. Far from being a long-distance runner, Dick agreed to push Rick in his wheelchair and they finished all 5 miles. That night, Rick told his father, "Dad, when I'm running, it feels like I'm not handicapped."

This realization was just the beginning of what would become over 1,000 races completed, including marathons, duathlons and triathlons (6 of them being Ironman competitions).

Rick was once asked, if he could give his father one thing, what would it be? Rick responded, "The thing I'd most like is for my dad to sit in the chair and I would push him for once."

READING FOR GENERAL COMPREHENSION

	Which proverb can express the main value of the story?
	() Bad things never walk alone. (<i>Chinese proverb</i>)
	() A man may be his own ruin. (Irish proverb)
	() I am because you are. (African proverb)
R	EADING FOR DETAILED COMPREHENSION
1.	Complete the sentences with words from the text.
	a. Rick Hoyt was born with spastic quadriplegia and palsy. Therefore, he cannot or speak.
	b. With the help of a, Rick said his first words: "Go, Bruins!"
	c. Rick attended Boston University where he majored in in 1993.
	d. Team Hoyt has participated in different types of races:,, and
2.	Write T (<i>True</i>) or F (<i>False</i>). Then, correct the false statements with a fragment from the text.
	a. () The doctors believed Rick Hoyt had great chances of recovery.
	b. () Rick was a very clever child despite his physical limitations.
	c. () Rick's father used to be a long-distance runner.
	d. () When Rick and his father run together, it seems to Rick that he is not physically challenged.
3.	What made Rick ask his father to participate in a benefit race?
	() He wanted to show people he was a normal person despite his paralysis. () He wanted to help a hockey player who had been paralyzed in an accident. () He wanted to be the first person in a wheelchair to participate in a marathon.

READING FOR CRITICAL THINKING

Discuss the questions with your classmates.

- a. Did Rick's parents have a hard time integrating him into the local community? In your opinion, what can be done to help people like Rick be included in society?
- b. Which values need to be encouraged to make people see beyond a person's physical limitations?

VOCABULARY STUDY

PREPOSITIONS

1. Complete the table with words from the text.

in	at
Rick's in the community	at the of his birth
Rick was born in	at the of 13
In the of 1977	a skilled group of engineers at
he wanted to in a 5-mile benefit run	
for	
an interactive computer was built for	
littlefor Rick to live a "normal" life	
Dick and Judy'sfor Rick's inclusion	n in the community

2.	Now complete the following sentences with the appropriate prepositions. Use in, at or for
	a. Rick studied Boston University.
	b. Rick knows there's nothing his dad wouldn't do him.
	c 1977, the age of fifteen, Rick told Dick that he wanted to take part a 5-mile run.
	> NOUN PHRASES

3. Put the words in order to form noun phrases. Then circle the main word in each noun phrase.

a. school / the / system / public →	
b. physical / Rick's / limitations \rightarrow	

c. community / the / in / inclusion / Rick's \rightarrow _

LANGUAGE IN USE

> DIRECT AND INDIRECT SPEECH

Read the fragments below and do exercises 1-3.

- I. Rick told his father that he wanted to participate in a 5-mile benefit run for a Lacrosse player...
- II. Dick agreed to push Rick in his wheelchair and they finished all 5 miles...
- III. ... Rick told his father, "Dad, when I'm running, it feels like I'm not handicapped."
- IV. Rick responded, "The thing I'd most like is for my dad to sit in the chair and I would push him for once."

1		Answer	the	questions.
---	--	--------	-----	------------

- a. Which fragments contain Rick's own words?
- b. What punctuation mark is used to indicate Rick's exact words?
- c. Which fragments report what Rick and Dick said without using their exact words?
- **2.** Underline the verbs used to report what Rick and Dick said, as in the example. They are called *reporting verbs*.
- 3. Complete the statements with direct or indirect.
 - a. In ______ speech (or reported speech), we report what the speaker said without quoting his / her exact words. Example: *Rick told his father that he wanted to participate in a 5-mile benefit run for a Lacrosse player...* (Fragment I)
 - b. In ______ speech, we quote the exact words of the speaker. Example: ... *Rick told his father, "Dad, when I'm running, it feels like I'm not handicapped."* (Fragment III)
- **4.** Compare the two sentences below and mark the correct statements.
 - I. Rick told his father, "Dad, I want to participate in a 5-mile benefit run."
 - II. Rick told his father that he wanted to participate in a 5-mile benefit run.
 - () The first sentence is in direct speech.
 - () The second sentence is in reported speech.
 - () The second sentence uses Rick's exact words.
 - () In both sentences, the reporting verb is **told**.
 - () In the second sentence, the verb **want** is in the Past Simple tense.
 - () In both sentences, the verb tenses are the same.

TIP Geralmente há mudança de tempo verbal quando se passa do discurso direto para o discurso indireto.

5. Complete the sentences in indirect speech as in the examples.

- a. Dick Hoyt said, "I am very proud of my son." Dick Hoyt said that he was very proud of his son.
- b. The doctors said, "Rick is gonna be a vegetable for the rest of his life." *The doctors said that Rick was gonna be a vegetable for the rest of his life.*
- c. "Dick and Rick face all obstacles together," Judy said.

Iudy said that			
J			

d. "People usually underestimate him because of his physical condition," Rick's parents said.

Rick's 1	parents said that _		

e. Rick said, "I am no different than anyone else."

Rick	a a : d	+10-0+	la o	
RICK	รลเก	That	ne	

Have you ever heard about Gilad Shalit? He wrote a short story about peace between enemies when he was 11 years old, *When the shark and the fish first met*. Ironically, years later, as a soldier of the Israel Defense Forces, he was held in captivity by a Palestinian militant group in the Gaza Strip for over five years.

Now read the story Gilad wrote and do exercises 6-10.

When the Shark and the Fish First Met

A small and gentle fish was swimming in the middle of a peaceful ocean. All of a sudden, the fish saw a shark that wanted to devour him. He then began to swim very quickly, but so did the shark. Suddenly the fish stopped and called to the shark:

"Why do you want to devour me? We can play together!"

The shark thought and thought and said:

"Okay, fine. Let's play hide and seek."

The shark and fish played all day long, until the sun went down. In the evening, the shark returned to his home. His mother asked:

"How was your day, my dear shark? How many animals did you devour today?" The shark answered:

"Today I didn't devour any animals, but I played with an animal called FISH."

"That fish is an animal we eat. Don't play with it!" said the shark's mother.

At the home of the fish, the same thing happened.

"How are you, little fish? How was it today in the sea?" asked the fish's mother. The fish answered:

"Today I played with an animal called SHARK."

"That shark is the animal that devoured your father and your brother. Don't play with that animal," answered the mother.

The next day in the middle of the ocean, neither the shark nor the fish were there.



They didn't meet for many days, weeks and even months. Then, one day they met. Each one immediately ran back to his mother and once again they didn't meet for days, weeks and months. After a whole year passed, the shark went out for a nice swim and so did the fish. For a third time, they met and then the shark said:

"You are my enemy, but maybe we can make peace?"

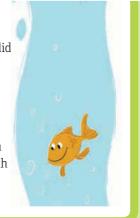
The little fish said:

exact words in quotes?

"Okay."

They played secretly for days, weeks and months, until one day the shark and fish went to the fish's mother and spoke together with her. Then they did the same thing with the shark's mother; and from that same day the sharks and the fish live in peace.

THE END



Available at: <www.mfa.gov.il/MFA/MFAArchive/2000_2009/2008/When+the+Shark+and+the+Fish+First+Met+by+Gilad+Shalit.htm>. Accessed in December 2012.

5.	What is Gilad's story all about?		
	() A young fish and a young shark that decide to become friends and live in peace.		
	() A young fish and a young shark that start to live in peace but become enemies later.		
7.	• What values does the story promote?		
8.	What verbs are used in the text as reporting verbs?		
	() answered () asked () happened () said () thought () wanted		
9.	What punctuation mark is used after the reporting verbs to introduce the speaker's		

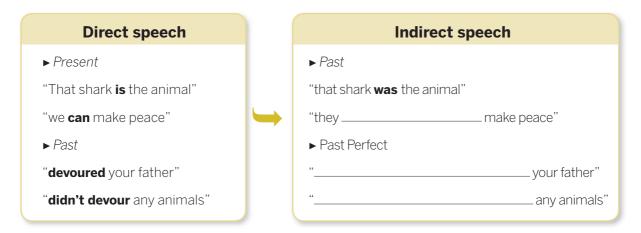
10. Complete the first column with fragments from Gilad's story in direct speech as in the example. Notice the reporting verbs in **bold**.

Direct speech	Indirect speech
The shark thought and thought and said: " Let's play hide and seek."	The shark thought and thought and invited the fish to play hide and seek.
	The shark's mother warned him not to play with that fish as it is an animal they eat.
	His mother asked her dear shark how his day had been .
	The mother answered (that) that shark was the animal that had devoured his father and his brother.
	The shark answered (that) that day he hadn't devoured any animals, but he had played with an animal called FISH.

TIP Geralmente, quando se passa do discurso direto para o indireto, além da mudança de tempo verbal, há mudança nos pronomes e nas expressões de tempo e lugar.

Verb tense Pronoun Time expression

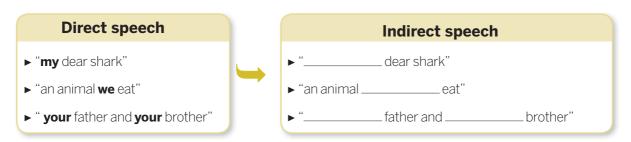
- 11. Go back to exercise 10 and notice the differences between direct speech and indirect speech. Then complete the boxes below.
 - a. Verb tenses usually change in indirect speech:



b. Place and time expressions usually change in indirect speech too.



c. Pronouns usually change in indirect speech too.



d. If something is still true, we use the Present in indirect speech.



e. When a question is reported, the interrogative form turns into the affirmative form.



12. Complete the sentences in indirect speech as in the example.

- a. The shark told the fish, "I believe we can be friends." The shark told the fish (that) he believed they could be friends.
- b. She told the fish, "I don't want you to play with that shark."



The release of Israeli soldier Gilad Shalit.

She warned the fish	
"TA7 1 11:1 1 1 1 1 2 1 2 1 2 1 2 1 2 1 2 1	

c. "We played hide and seek yesterday," they said.

They said (that)_

d. The fish said, "The first time I saw the shark I was afraid of him."

The fish said (that) ____



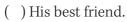
LISTENING AND SPEAKING

1. Read the inspirational quote below and discuss the questions in pairs.

"I feel the capacity to care is the thing which gives life its deepest significance."

Pablo Casals (1876-1973) - Cellist, Conductor

- a. Do you agree with the quote? Why (not)?
- b. Who do you really care about?
- c. Apart from caring, what other values give life its deepest significance?
- 2. David is an American boy who recorded a podcast to share his life story on his blog. Listen to David's story. Who does he take care of?



() His elder brother.

() His younger brother.



3. (a) Listen again and mark the activities that David does to help Ricky.

() Wake him up.	() Get hi	m to bed.	() Get him dressed.	() Make his breakfa	st.
() Go shopping wi	th him.	() Take hi	m to guitar classes.	() Tak	e him to the bathro	om.

- 4. (i) Listen once more and answer the questions.
 - a. What's Ricky's condition?
 - b. Why does David help his mother with the shopping?
 - c. What is David's favorite hobby? What else does he enjoy doing?
 - d. What is the good thing about David and Ricky?
- **5.** Open Listen again and check the answers of exercises 3 and 4.
- **6.** In your opinion, what values can we learn from David's story?

> In SPOKEN LANGUAGE

> When a word ends in a consonant sound and the next word begins with the same consonant sound, both sounds are pronounced together as one. Listen to the sentences below and notice the consonant sounds in **bold**.

I have to care for my brother Ricky. I always tell him what to do.

TIP Em inglês, assim como em português, alterações de pronúncia ocorrem frequentemente quando as palavras são pronunciadas em uma sequência sem pausa. Procure sempre observar como as palavras são pronunciadas dentro de enunciados maiores.

- > Listen and repeat.
- a. He's a cal**m m**an.
- b. They have a lot to do.
- c. I miss Sandra.
- d. I can't take it anymore.
- 7. The pictures below show people doing different volunteer work. In pairs, talk about what kind of volunteer work you would like to do and why. Use information from the box to help you. Take turns.

Volunteer work



take care of the elderly



cheer up children in hospital



teach young children



pick up trash from streets / beaches

Benefits of volunteering:

- help people feel happier / respected
- put social values into practice
- learn from others
- · learn about different cultures
- make a difference in your community
- feel motivated and engaged
- boost your career options
- meet a diverse range of people
- have new experiences
- · learn or develop new skills

WRITING

In this unit you have read two different inspirational stories on pages 52 and 56-57. Each of them passes on a particular value and inspires in readers an emotion of positivity. The first story is non-fictional, based on real events, and describes the devotion of a father to his son. The second one is a fictional story with a moral, also known as a fable, and is about peace between enemies. You can find other inspirational non-fictional stories on www. values.com (The Foundation for a Better Life).

1. Write an inspirational story in order to promote an important value. It can be fictional or non-fictional. You can write different kinds of stories: family stories, love stories, friendship stories, stories about famous inspirational people, inspirational sports stories etc.

STEP BY STEP

- 1. Choose a value you would like to promote and decide if you are going to write a fictional or a non-fictional story. If you know a true story that is really inspirational and worth sharing, write a non-fictional story. If you don't know any or want to develop your creativity, write a fictional story.
- 2. Write down your ideas. Think about the basic elements of the story (characters, setting, important events).
- 3. Start writing after you have organized your thoughts. Remember that your story

- should contain: introduction. conflict, climax and conclusion.
- 4. Write a first draft of the story.
- 5. Include a picture (photograph or drawing) to illustrate your story.
- 6. Exchange stories with a classmate and discuss both texts. Try to make some suggestions on your classmate's story.
- 7. Make the necessary corrections.
- 8. Write the final version of the story.

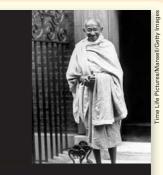
- Use direct speech to introduce the characters' exact words. Notice that the quotation goes inside quotation marks.
- The fish answered: "Today I played with an animal called SHARK."
- "I tried to be optimistic," he said.
- Use indirect speech to report what the characters said without quoting their exact words.
- Rick told his father that he wanted to participate in a 5-mile benefit run...
- Dick agreed to push Rick in his wheelchair and they finished all 5 miles...
- 2. Now it's time to share your story with your classmates and the local community. You can organize all the stories on a classroom board or publish it on the school's website. You can also publish it on www.values.com.

LOOKING AHEAD

Values are traits or qualities that are considered worthwhile. They represent our highest priorities. They are made up of everything that has happened to us in our lives and include influences from: our parents and family, our religious affiliation, our friends and peers, our education, and more.

Read the quotation on the right and discuss with a classmate:

- > In your opinion, what has most influenced your values?
- > What is the role of values in your life?



"Your beliefs become your thoughts, Your thoughts become your words, Your words become your actions, Your actions become your habits, Your habits become your values, Your values become your destiny." (Mahatma Gandhi)



Dick and Rick Hoyt's life story inspires us to be more devoted to those we love.

Devotion and love are values that guide this father's life.

- In your opinion, what values have guided your choices and actions lately?
- > What values would you like to put into practice more often?

EXTRA READING

www.teamhoyt.com

www.values.com/inspirational-sayings-billboards/16-Devotion www.thedailybeast.com/articles/2012/10/19/gilad-shalit-s-five-years-in-gaza.html www.telegraph.co.uk/news/worldnews/middleeast/israel/9604756/Gilad-Shalitreveals-details-of-his-five-years-held-hostage-by-Hamas.html

EXTRA VIDEOS

http://teamhoyt.zrainmedia.com/videos/index.htm (Team Hoyt videos) www.youtube.com/watch?v=On64kjmZ62Y (When the fish met the shark) http://fantastico.globo.com/Jornalismo/FANT/0,,MUL1681581-15605,00.html



Career Expectations Unit





The photos show what the babies' parents want them to become when they grow up. What do your parents want you to be? What about you?





Learning **Objectives**

- to take part in discussions on career expectations
- to learn how to use direct and indirect speech (II)
- to explore personal stories

1. Read the text below and discuss the questions in pairs.



" Every parent has some kind of ideal future in mind for his or her child. Whether it is to follow in their own footsteps and take over the family business or just be successful or act to the best of their abilities and have the most fun, they want the best for their offspring.

Available at: <www.dyrmdaily.com/5498/parents-children/#>. Accessed in February 2013.

- a. Would you like to follow in your parents' footsteps? If so, what would you do?
- b. Do your parents (or close relatives) have high expectations about your career choices? If so, what are they?
- **2.** Mark the proverb that expresses the idea of a person who has followed in a parent's footsteps.
 - () Everyone is the son of his own works.
 - () Two footsteps do not make a path.
 - () Like father, like son.
- **3.** Complete the quotes below with the words **career**, **work** or **job**.
 - a. "Choose a ___ _ you love, and you will never have to work a day in your life." (Confucius)
 - b. "It's not what you achieve, it's what you overcome. That's what defines your _____ (Carlton Fisk)
 - c. "______ to become, not to acquire." (Elbert Hubbard)
- **4.** Read the quotes from exercise 3 again and answer the questions in pairs.
 - a. In your opinion, what is the difference between a career and a job?
 - b. Which quote do you prefer? Why?

BEFORE READING

1.	Read different parents' expectations on career decisions and choose the one(s) you
	agree with.

()

"Find something that you truly love and always follow your heart."

"You must be independent and successful."

()

"You can do whatever you want as long as you are not a fashion designer, a photographer or a musician."

()

"You can only choose between being a doctor or a lawyer."

- **2.** Turn over the page and, before reading the text, look at the picture, the title, the subheadings and the structure of the text. Then, choose the correct answers.
 - a. The text is intended for

b. The text was published in

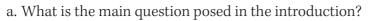
() adults.

() a blog.

() children.

() an online newspaper.

3. The text is organized into two parts: an introduction that presents a question and the answers to that question. Notice the words in **bold** in the text and answer the questions below.



b. How many answers to that question are there?



4. What jobs do you expect to be mentioned in the text?

Now read the text to check your predictions.







Parental Expectations: What My Parents Wanted Me To Be When I Grew Up

The Huffington Post Canada Posted: 08/30/2012 5:11 pm Updated: 08/31/2012 2:24 pm

Do your parents like your job?

It may sound like a silly question — after all, you're the one working every day, not them — but as it turns out, your parents' expectations of where you would end up could have had more of an impact on your eventual career path than you believed.

As much as parents really just want their kids to be happy, they also can't help but be human and put a few expectations on them as well.

We asked different professionals from Canada for their own recollections of their parents' expectations, and were happily surprised to discover they covered the gamut from "be a doctor" to "piano playing will always pay the bills." What did your parents want you to be?



Secure

My in-laws always told my husband and his brothers to find something that they loved to do and then find a way to get paid for doing it. Three of them have managed to take their love of computers and make careers out of it.

For my sister and I, our dad always encouraged us to find a career that we would be able to support ourselves with and never have to rely on a man. I don't recall any discussions on finding something that you really loved to do.:)

-Michelle Edwards-Boldt, Business Manager, Cultural Ambassador

University Degree

All my parents wanted was for me to go and finish university. In my mom's eyes that made me a "somebody". I was the first person in my family to do so, so anything after that was a bonus! The fact that I have a Director title gives her enough bragging rights to last her a lifetime!

-Marieta Mendoza, Director, Human Resources

Not The Army

My parents were devastated when I joined the Army, which was made worse by the fact I had to get their signature because I was only 17. Heartbroken but wanting to be supportive, they signed. But years later, when I got into journalism school, my mom told me that as a youngster she'd always wanted to be a journalist but just was never able to pursue her dream. She never shared that tidbit with me until then.

-Pablo Richard Fernandez, News Editor

Business Woman

My mother wanted me to become a lawyer or a business woman or a director of something. I played the role of a lawyer in a play at school, which made my mother very proud, and I became a business woman quite early on, from working in a bank to managing a team. Today I'm in sales and I think she would be very proud of me.

My father always told me to do what makes me happy, and to follow my heart. I tried to combine both of their good advice and do my very best every day.

-Maryse Huet, Account Executive

READING FOR GENERAL COMPREHENSION

	What is the main purpose of the text?
	() To discover the career expectations of youngsters.
	() To discuss the positive impact of parental expectations on career decisions.
	() To present different stories regarding parental expectations on career decisions.
R	EADING FOR DETAILED COMPREHENSION
1.	Write Michelle, Marieta, Pablo, or Maryse according to the sentences below.
	a works with sales.
	b has chosen the career of a family member's dreams.
	c was encouraged to look for financial independence.
	d is the first person in the family to graduate from university.
2.	Write T (<i>True</i>) or F (<i>False</i>). Then, correct the false statements.
	a. () Parents' expectations do not play an important part in a person's career path.
	b. () It is expected that parents put a few expectations on their children.
	c. () Michelle and her sister were advised to find a career that they loved to do.
	d. () Pablo's parents were pleased when he decided to join the Army.
	e. () Maryse's father did not impose a career path on her.
3.	Find a fragment to support each statement below.
	a. Parents cannot prevent themselves from putting expectations on their children.
	b. There was a great diversity in the responses to the question "What did your parents want you to be?"

4. What do the pronouns in **bold** refer to? Choose the correct answers.

a own recollections of their parents' expectations (paragraph 4)			
() recollections	() different professionals from Ca	ınada	
b get paid for doing it. (pa	aragraph 5)		
() find a way	() something that they loved to d	0	
c. Three of them (paragraph	oh 5)		
() my in-laws	() my husband and his brothers	ingential	
d so anything after that w	vas a bonus! (paragraph 7)	OlDysous	
() finishing university	() the first person	Shutter	
e which made my mothe	r very proud (paragraph 9)	Dei Nos	
() school	() I played the role of lawyer		
	in a play at school		

READING FOR CRITICAL THINKING

Discuss the questions with your classmates.

- a. Do you think parents' and other relatives' opinions about your career choices can help you make a decision about what career path you should follow? Why (not)?
- b. Happiness, social status and financial stability are some of the aspects people often look for when choosing a career. What do you expect from your future career?
- c. Marieta was the first person in her family to finish university. In your opinion, how important is a university degree for someone's career? What other ways are there to become more qualified?

VOCABULARY STUDY

MULTI-WORD VERBS

Read the fragments below and do exercises 1 and 2.

Parental Expectations: What my parents wanted me to be when I grew up. (title) ... but as it **turns out**... (paragraph 2) ... your parents' expectations of where you would **end up**... (paragraph 2) But years later, when I got into journalism school... (paragraph 8)

1. Match the multi-word verbs to their meanings.

a. grow up	() finally be in a particular place or situation
b. turn out	() happen in a particular way; have a particular result
c. end up	() become older or an adult
d. get into	() be accepted by an organization/school; start doing something

a. She will t	peing a doctor just like her parents and und				
b. What a disaster her quick career decision	to be!				
c. Ihe	aring my parents complain about their job				
d. My brother	law school at 16. He is a genius!				
> COLLOCATIONS					
Read the fragments below and mark the correct	t answers.				
I. All my parents wanted was for me to go and finish un	liversity. (paragraph 7)				
II. My parents were devastated when I joined the Army (paragraph 8) III. I played the role of a lawyer in a play at school (paragraph 9)					
() apply for () enter () graduate from	de palavras que ocorrem				
b. In fragment II, another verb that can replace join					
() leave () go into () train					
c. In fragment III, another verb that can replace play	yis				
() perform () find () swap					
> PREPOSITIONS					
Complete the table with words from the text.					
on	of				
• an on your	• played the				
eventual career path	of a lawyer				
• never have to on a man	• she would be very of me				
• on finding something that you really loved to do					
Complete the sentences to express your opinion	ns. Use the prepositions on or of .				
1 1 1	* *				

LANGUAGE IN USE

> DIRECT AND INDIRECT SPEECH (II)

Read the fragments below and do exercises 1-3.

- I. ... our dad always encouraged us to find a career that we would be able to support ourselves with...
- II. My in-laws always told my husband and his brothers to find something that they loved to do...
- III. ... my mom told me that as a youngster she'd always wanted to be a journalist...
- IV. My father always told me to do what makes me happy, and to follow my heart.



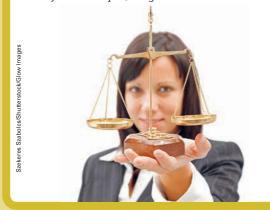
•	mark the correct answers.							
	a. The fragments							
() report what the speaker said without quoting his/her exact words.								
	b. The fragments are in							
	() direct speech. () indirect speech.							
c. The reporting verb is the same in fragments								
	() II and IV. () II, III and IV.							
2.	Complete the statements as in the example.							
 a. The reporting verb encourage is used with the structure: • encourage someone to do something, as in fragment b. The reporting verb tell can be used with the structures: 								
						• tell someone to do something, as in fragments	and	
						• tell someone that, as in fragment		
3.	Rewrite the fragments. Use direct speech as in the exampl	e.						
	a. "Find a career that you will be able to support yourselves with," said our dad. (Fragment I)							
	b. "	,	,					
	said my in-laws to my husband and his brothers. (Fragment II)							
	С. "		,,					
	said my mom. (Fragment III)							
	d. "	· · · · · · · · · · · · · · · · · · ·	,					
	said my father. (Fragment IV)							

4. Read the short text below and answer the questions.

Lawyer

My dad always said I should be a lawyer because I always had opinions about everything, and I would defend them very passionately.

-Tamy Emma Pepin, Blogs Editor



Adapted from: <www.huffingtonpost.ca/2012/08/30/parental-expectations_n_1843210. html>. Accessed in February 2013.

- a. As Tamy is a blogs editor, we infer that she
 - () has followed the career path her father had expected.
 - () has not followed the career path her father had expected.
- b. The text in direct speech is
 - () "You should be a laywer because you always have opinions about everything, and you will defend them very passionately", said my dad.
 - () "You should be a laywer because you always had opinions about everything, and you will defend them very passionately", said my dad.

Read the short texts below and do exercises 5-7.

Piano Teacher

My father survived the aftermath of World War II by playing piano in espresso bars and translating for US forces in Europe. He always used to say, "No matter what happens in life if you know how to play, you can always teach piano." Wise words, but for a kid who hated to practice, not that motivating somehow.

-Ilona Biro, Walletpop Editor



Writer

In my mother's words: "I wanted you to be a strong independent woman who could look after herself. You were very goal-oriented at a young age and I knew you would be successful at whatever you chose to do. When in high school I thought you might be a writer — a news writer and travel, or a novelist because you are so imaginative and such a good writer."

-Jacqueline Delange, Associate Editor



b.	Mark the correct answers.
	a. Ilona and Jacqueline talk about parental expectations by
	() quoting their parents' exact words.
	() reporting what their parents said without quoting the exact words.
	b. The parent who wanted his/her child to follow in his/her footsteps is
	() Ilona's father. () Jacqueline's mother.
	c. The parent whose career expectation was met is
	() Ilona's father. () Jacqueline's mother.
6.	What punctuation mark is used in each text to introduce the speaker's exact words in quotes?
7.	Rewrite the sentences. Use indirect speech as in the example. a. My father said, "No matter what happens in life if you know how to play, you can always teach piano." My father said (that) no matter what happened in life if I knew how to play, I could always teach piano.
	b. My mother said, "I wanted you to be a strong independent woman who could look after herself."
	My mother said
	My modier said
	c. My mother said, "You were very goal-oriented at a young age and I knew you would be successful at whatever you chose to do."
	My mother said
	d. My mother said, "When in high school I thought you might be a writer – a news writer and travel, or a novelist because you are so imaginative and such a good writer." My mother said
8.	Complete the table to identify the changes in verb tenses. Use the verbs

from exercise 7 as in the example.

Direct Speech	Indirect Speech	Direct Speech	Indirect Speech
happens	happened	knew	
know		would	
can		chose	
wanted		thought	
could		might	
were		(you) are	(1)

que geralmente há mudança de tempo verbal quando se passa do discurso direto para o discurso indireto.

Go to Language Reference p. 153.

LISTENING AND SPEAKING



1. Ask and answer the following questions in pairs.

- a. When you were a child, what did you want to be when you grew up?
- b. Have you changed your mind?

10	
14	
	IP

ldentificar o tom de voz de um falante é muito importante para entender melhor sua opinião sobre determinado assunto.

- 2. Listen to Vicky talking about her job. What does she do? Does she enjoy it?
- 3. Listen again and answer the questions.
 - a. What did people use to call Vicky's job?
 - b. When she was at school did she really know what she wanted to do?
 - c. Who made Vicky go to college?
- 4. (1) Listen once more and choose the appropriate words to complete the sentences.
 - a. Vicky knew she wanted to do something $_{-}$ (highly-paid / creative / demanding).
 - b. She did a course on _____ (design patterns / 3D design and display / 3D animation) at college.
 - c. While she was at college she was offered a job at the end of a _____ (week / month / year) of work experience.
 - d. Now she works as the ______ (assistant / team leader / manager) of a store.
 - e. In the future she wants to become a manager of her _____ (own store / father's store / sisters' store).
- **5.** (1) Listen again and check the answers of exercises 3 and 4.



- **6.** In your opinion, is it important to take part in work experience while studying at college? If so, why? > 12 SPOKEN LANGUAGE The speaker's mood (angry, anxious, bored, happy, surprised, worried etc.) reveals emotions and influences the meaning given to words. Listen to four different speakers and identify each speaker's mood. a.() angry () bored b. () happy () surprised c. () bored () worried d.() bored () anxious
- 7. Interview your classmates to find out about their career interest areas. Complete the chart with your classmates' names when their answer is affirmative.

Listen again and check your answers.

Find someone who would like to work with	Classmates' names
arts.	
business.	
education.	
engineering.	
health sciences.	
information technology.	
sales.	
tourism.	

- 8. In pairs, discuss the questions below.
 - a. What is the most popular career area among your classmates?
 - b. Can you think of three occupations that you could take up? What do they have in common?
 - c. If you had to choose between a well-paid job and a satisfying one, which would you choose? Why?

WRITING

In this unit you have read several answers to the same question, *What did your parents want you to be?*, all published as part of a newspaper article. To answer the question, people used their recollections and told short personal stories about a specific aspect of a person's life: parents' expectations about their children's professions. In these stories, people shared things that had happened to them and to their family, things their parents had told them and also their feelings about all that.

Personal stories are personal accounts of events and experiences a person has been through. Writing a personal story allows you to share your life with other people. It can also help you think about the meaning some past events have to you and how they have affected your life. You can write a personal story because you have to do it — for a job perhaps — or because you choose to do it — for a blog post, a comment on a website, an answer to a survey question etc.

Lembre-se de que tudo o que é publicado na Internet pode ser compartilhado com qualquer um e ficar disponível para sempre. Seja cuidadoso.

1. Write a short personal story about your parents' (or other close relatives') expectations about your professional future. Try to answer the question "What do your parents (or other close relatives) want you to be?". Writing it can help you think about your own career expectations.

STEP BY STEP

- 1. Try to remember past events related to your parents' or other relatives' expectations about your future profession, such as giving you profession-related toys (a doctor doll, toy tools etc.) or making you take piano lessons.
- 2. Also try to remember moments in which your parents (or other close relatives) have talked about career choices with you or other people. They may have talked about their own job experiences.
- 3. Write down your ideas.

- 4. Write a first draft of the story.

 Remember you can report the facts (what has happened) and also the words (what your parents or other relatives have said).
- **5.** Include a picture to illustrate your text.
- 6. Exchange stories with a classmate and discuss both texts. Try to make some suggestions on your classmate's story.
- 7. Make the necessary corrections.
- 8. Write the final version of your personal story.

Ilse it

- Use direct speech to introduce the characters'
- He always used to say, "No matter what happens in life if you know how to play, you can always teach piano lessons".
- Use indirect speech to report what the characters said without quoting their exact words.
- My father always told me to do what makes me happy (...).

2. Now it's time to share your personal story with your classmates and other people. You can put all the texts together on a classroom board or on the school's website.

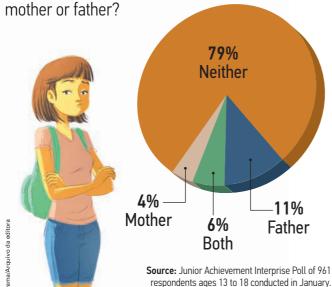
LOOKING AHEAD

Read the infographic below and answer the questions.

USA TODAY Snapshots

Teens don't like their parents' careers

Do you want to follow the career path of your



Available at: http://content.usatoday.com/educate/college/business/snapshots/20040315. htm>. Accessed in February 2013.

Margin of error: 3 percentage points.

By Darryl Haralson and Adrienne Lewis, USA TODAY.

- > What does the graphic show?
- > In your opinion, are today's teens more or less likely to follow in their parents' footsteps than they were a generation ago?
- Do your parents' careers impact your plans for a future career? If so, how?
- > What career paths have you considered so far?
- > Have you ever talked to your parents or other family members about career choices?
- > Do they have expectations about your future career?
- > How do you deal with these expectations?



be a/an...

EXTRA READING

http://articles.marketwatch.com/2010-05-26/finance/30760719_1_femaledominated-occupations-home-health-new-career http://guiadoestudante.abril.com.br/

EXTRA VIDEOS

http://video.about.com/jobsearch/Factors-to-Consider-When-Choosing-a-Career.htm www.videojug.com/film/how-to-choose-the-right-career www.videojug.com/interview/choosing-a-career?sourcelink=verticalrecommendation

READING

1. Read the text quickly to answer the question: "Are we wired to be selfish or altruistic?" (title).

Are We Wired to Be Selfish or Altruistic?

Under the survival-of-the-fittest mentality, man evolved to compete for precious resources, making us a relatively selfish bunch (yielding a potential mate to a rival, for example, doesn't do your genes any good in seeing another generation). But those theories fail to account for the fact that humans could not have survived without the occasional charity and social reciprocity of the group, too.

And studies show that this altruism is innate. Even 18-month-old toddlers will almost always try to help an adult who is visibly struggling with a task, without being asked to do so: if the adult is reaching for something, the toddler will try to hand it to him. Another study found that 3-to 5-year olds tend to give a greater share of a reward (stickers, in this case) to a partner who has done more work on a task—again, without being asked—even if it means they get to keep less for themselves.

How is all this helping hard-wired? Our stress systems themselves seem to be designed to connect us to others. They calm down when we are feeling close to people we care about—whether related to us or not—and spike during isolation and loneliness. Even short periods of solitary confinement can derange the mind and damage the body because of the stress they create.

Of course, that doesn't mean humans are never selfish, but those bouts of self-centeredness seem to be balanced with a good dose of the Good Samaritan as well.

TIME. 100 New Scientific Discoveries: Fascinating, Momentous, and Mind-Expanding Stories. Time Esp. Ed. 34, 2013, p. 26.

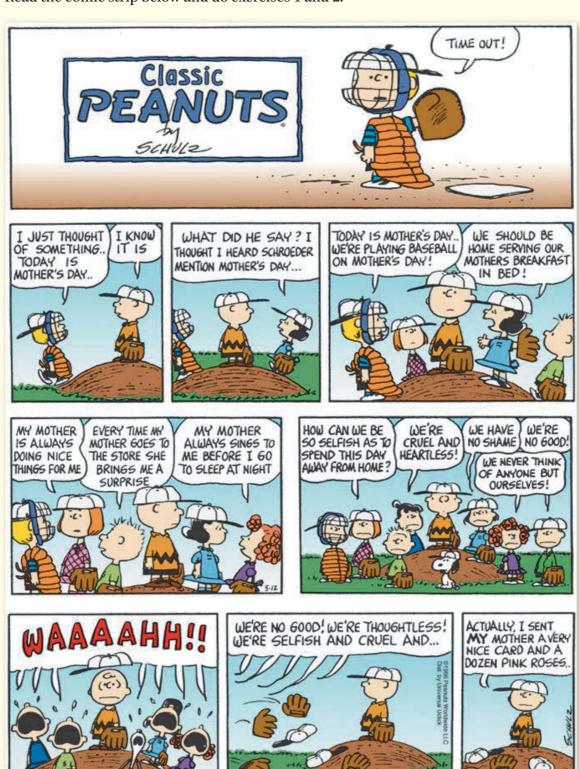
	altruistic?	
3.	Complete the sentences with v	vords from the text.
	a. Humans beings could not have	without altruism.
	b. Our	calm down when we are feeling close to
	people we care about and spike	during isolation.
4.	Match the words to their defin	nitions. Make inferences.
	a. reward (2 nd paragraph)	() kindness and sympathy towards other people
	b. toddler (2 nd paragraph)	() a quality or ability that you are born with
	c. charity $(1^{st}$ paragraph)	() a young child who is just beginning to walk
	d. innate (2 nd paragraph)	() something that you get because you have worked hard
	e. derange (3 rd paragraph)	() cause something to act irregularly

2. Read the text again. Which paragraph presents examples to support the idea that we are born

LANGUAGE IN USE

DIRECT AND INDIRECT SPEECH

Read the comic strip below and do exercises 1 and 2.



Available at: <www.gocomics.com/peanuts/2013/05/12>. Accessed in May 2013.

1.	Answer the questions.
	a. What are they doing?
	b. What special day is it?
	c. How did they feel about themselves?
	d. Why did they feel this way?
	e. In comic strips, it is common to use direct speech. Does it happen in this comic strip? If so, why?
2.	Rewrite the sentences. Use indirect speech as in the example.
	a. Schroeder said, "Today is Mother's Day"
	Schroeder said (that) that day was Mother's Day.
	b. Lucy said, "We should be home serving our mothers breakfast in bed." Lucy said
	c. Patty said, "My mother is always doing nice things for me." Patty said
	d. Another girl said, "My mother always sings to me before I go to sleep at night." Another girl said
	e. Charlie Brown said, "I sent my mother a very nice card and a dozen pink roses." Charlie Brown said
3.	Complete the sentences. Use indirect speech.
	a. "Do you want a word of advice?" My mother asked me. My mother asked me
	b. "You should be honest with yourself," she said. She advised him
	c. "Where did you stay?" my parents asked me. My parents wanted to know
	d. "Believe in yourself and then good things will happen," her grandmother said. Her grandmother told her
	e. "Pursue your own dreams and follow your own heart," their mom said. Their mom told them

STUDYING FOR EXAMS

(Enem/2011)

How's your mood?



For an interesting attempt to measure cause and effect try Mappiness, a project run by the London School of Economics, which offers a phone app that prompts you to record your mood and situation.

The Mappiness website says: "We're particularly interested in how people's happiness is affected

by their local environment — air pollution, noise, green spaces, and so on — which the data from Mappiness will be absolutely great for investigating."

Will it work? With enough people, it might. But there are other problems. We've been using happiness and well-being interchangeably. Is that OK? The difference comes out in a sentiment like: "We were happier during the war." But was our well-being also greater then?

Disponível em: <www.bbc.co.uk>. Acesso em: 27 jun. 2011 (adaptado).

O projeto Mappiness, idealizado pela London School of Economics, ocupa-se do tema relacionado

- a. ao nível de felicidade das pessoas em tempos de guerra.
- b. à dificuldade de medir o nível de felicidade das pessoas a partir de seu humor.
- c. ao nível de felicidade das pessoas enquanto falam ao celular com seus familiares.
- d. à relação entre o nível de felicidade das pessoas e o ambiente no qual se encontram.
- e. à influência das imagens grafitadas pelas ruas no aumento do nível de felicidade das pessoas.

(Enem/2011)



Going to university seems to reduce the risk of dying from coronary heart disease. An American study that involved 10 000 patients from around the world has found that people who leave school before the age of 16 are five times more likely to suffer a heart attack and die than university graduates.

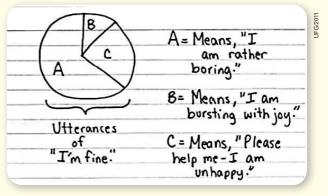
World Report News. Magazine Speak Up. Ano XIV, n.º 170. Editora Camelot, 2001.

Em relação às pesquisas, a utilização da expressão *university graduates* evidencia a intenção de informar que

- a. as doenças do coração atacam dez mil pacientes.
- b. as doenças do coração ocorrem na faixa dos dezesseis anos.
- c. as pesquisas sobre doenças são divulgadas no meio acadêmico.
- d. jovens americanos são alertados dos riscos de doenças do coração.
- e. maior nível de estudo reduz riscos de ataques do coração.

(UFG/2011)

Read the comic graph.



According to the graph, when people say "I'm fine",

- a. most of them mean what they say.
- b. very few of them feel really happy.
- c. more than 40% of them are thrilling.
- d. all of them must be very bored.
- e. half of them is asking for help.

THINKING ABOUT LEARNING 2

WHAT CAN I DO NOW?		•			9	with confidence
Take part in discussions on values					9	well
Take part in discussions on career expectations	···					with some difficulty
Use direct and indirect speech						unnounty
Explore stories						
Explore personal stories						
WHAT WORDS/EXPRESSION	S HAVE I LEAF	RNED I	N UNIT	S 3 AN	D 4?	
Words/Expressions	Meaning	in cont	ext			
WHAT LEARNING RESOUR	CES HAVE I U	SED IN	UNITS	3 AND	4?	
☐ Dictionaries ☐ Glossary ☐ Extra readings ☐ Extra videos Other(s):	☐ Languag ☐ Internet	e Referen	ce			
WHAT DO I NEED TO DO IN ORI			/ LEAR	NING?	ı	
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>						
*						

PROJECT 1B

EMBRACING DIVERSITY THROUGH INSPIRING STORIES (SECOND PART)

In Unit 3 you have talked about inspiring stories and values. Follow the steps below and do the second part of Project 1, *Embracing diversity through inspiring stories*.

TASK: After having interviewed a person with an inspiring story about diversity, it is time to review your notes to create a podcast and share the story with your local community and the world!

YOU CAN FIND EXAMPLES OF PODCASTS AT:

www.values.com/inspirational-audio-stories

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

- 1. Produce it! In groups, review your notes and select the most interesting parts of the interview. Reconstruct the person's story to create a podcast. You can add music and sound effects. Visit the following links to learn how to create your own podcast:
 - www.wikihow.com/Start-Your-Own-Podcast
 - http://reviews.cnet.com/4520-11293 7-6246557-1.html
- 2. Share it locally! Organize an event at your school in which you play the podcasts that you and your classmates have recorded. You can organize the stories by the dimensions of diversity (ethnic, cultural, gender etc.). Invite teachers, family members, friends and, if possible, the people interviewed to listen to the podcasts and join in a discussion on the topic.
- 3. Share it globally! Publish the podcast on the school's website or on a blog and let people from all over the world get inspired by the stories! You can also publish a photograph of the interviewee and a short text to

introduce the podcast as in the following example.



When he was a young boy, Marlon lost his foot in a terrible accident. But that hasn't stopped him from becoming a world class sprinter.

Download this podcast using the link below.

Available at: <www.values.com/inspirational-audio-stories/5-Marlon-Shirley>. Accessed in May 2013.

> THINK ABOUT IT!

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

- > Como você se sentiu ao entrevistar uma pessoa que contou uma história inspiradora sobre diversidade e respeito às diferenças?
- Como foi a apresentação dos podcasts e a discussão sobre diversidade na escola?
- > Como as pessoas reagiram aos podcasts na Internet?
- Você faria alguma coisa de modo diferente? Se sim, o quê?
- Você acredita que sua escola possa desenvolver iniciativas para a promoção da diversidade? Caso sim, quais?



Save the Amazon!





What does the photograph show?





Learning **Objectives**

- to take part in discussions on environmental awareness
- to learn how to use the passive voice
- to explore fact files

1. Read the advertisement below and then discuss the questions in pairs.

a. What doesthe picture show?Describe it.

b. What is the intention of the campaign? c. What ideas are related to the slogan "Not only a tree is cut down"?



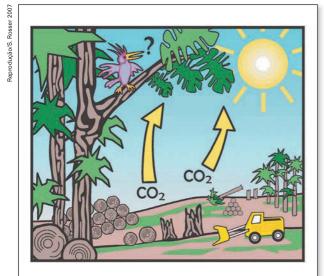
d. How did you feel when you looked at the picture? In your opinion, is it a good ad?

Available at: <www.adverbox.com/ads/greenpeace-3>. Accessed in May 2013.

2. Complete the facts below with expressions from the box, as in the example.

greenhouse gas emissions • commercial agriculture • Amazon rainforest • oxygen (O_2) • global warming • climate change • carbon dioxide (CO_2) • square kilometres

TIP Algumas palavras compostas, como rainforest e rainfall, podem ser grafadas como duas palavras separadas (rain forest e rain fall).



Above: Rainforests are destroyed for a variety of reasons, including logging, cattle ranching and commercial agriculture.

•	Deforestation is the largest source of land-use
	greenhouse-gas emissions , contributing up to 18%
	of global greenhouse gas emissions.

•	Approximately 117, 000	
		of rainforest are destroyed
	each year.	,

•	Approximately twenty per cent of the
	has already been
	destroyed.

•	Rainforests are destroyed for a variety of reasons,
	including logging, cattle ranching and

•	Rainforests have the ability to absorb
	and release

ROSSER, Simon. The A-Z of Global Warming. Cornwall: Schmall World Publishing, 2008. p. 29-30.

BEFORE READING

1. Complete the items below with the information from the box.

•			



Causes of deforestation:







Consequences of deforestation:

	•	
•		

change in climatic conditions • road construction • destruction of natural habitats • endangerment of species • expansion of agriculture • home to many

medicines • extraction of minerals and energy

plants and animals • the world's largest tropical forest • valuable source for

2. Turn over the page and, before reading the text, look at the **pictures**, the **title** and the layout. Then, choose the correct answers.

- a. The page contains:
 - () a main text and a fact file, both about the Amazon rain forest.
 - () a main text about the Amazon rain forest and a fact file about tropical rain forests.
- b. The pictures show:
 - () The deforestation in the Amazon rain forest and its fauna and flora.
 - () The most endangered species in the Amazon rain forest.

TIP Fact file é um texto que apresenta, geralmente em forma de tópicos, informações relevantes sobre um determinado assunto.

Now read the text to check your predictions.

78#

FOCUS ON: AMAZON RAIN FOREST

THE CONTINENT: SOUTH AMERICA

TROPICAL RAIN FORESTS: FACTS & FIGURES

• Tropical rain forests cover 6 percent of Earth's surface, but are home to half of Earth's species.

• Average monthly temperature is 68° to 82 °F (20° to 28° C).

- Total annual rainfall averages 5 to 33 feet (1.5 to 10 m).
- Trees in tropical rain forests can grow up to 200 feet (60 m) in height.
- Most nutrients in tropical rain forests are stored in the vegetation rather than in the soil, which is very poor.
- Some of Earth's most valuable woods, such as teak, mahogany, rosewood, and sandalwood, grow in tropical rain forests.
- Up to 25 percent of all medicines include products originating in tropical rain forests.
- Tropical rain forests absorb carbon dioxide and release oxygen.
- Deforestation of tropical rain forests contributes to climate change.
- An estimated 100 acres (40 ha) of rain forest are lost every minute.
- Brazil loses 10.6 million acres (4.3 million ha) of tropical forests annually, but Nigeria, in Africa, has the highest rate of deforestation — more than 11 percent annually.

Amazon Rain Forest

The Amazon rain forest, which covers approximately 2.7 million square miles (7 million sq km), is the world's largest tropical forest. Located mainly in Brazil, the Amazon rain forest accounts for more than 20 percent of all the world's tropical forests. Known in Brazil as the selva, the rain forest is a

vast storehouse of biological diversity, filled with plants and animals both familiar and exotic. According to estimates, at

least half of all species are found in tropical forests, but many of these species have not yet been identified.

Tropical forests contain many valuable resources, including cacao (chocolate), nuts, spices, rare

hardwoods, and plant extracts used to make medicines. Some drugs used in treating cancer and heart disease come from plants found only in tropical forests. But human intervention — logging, mining, and

clearing land for crops and grazing — logging, mining, and

forests at great risk. In Brazil, roads cut into the rain forest have opened the way for settlers, who clear away the forest only to discover soil too poor in nutrients to sustain agriculture for more than a few years. Land usually is cleared by a method called slash-and-burn, which contributes to global warming by releasing great amounts of carbon dioxide into the atmosphere.

DENSE CANOPY OF THE RAIN FOREST stands in sharp contrast to the silt-laden waters of one of the Amazon's many tributaries. Although seemingly endless, the forest in Brazil is decreasing in size at the rate of almost 15,000 acres (6,070 ha) per day.

☆ SLOW-MOVING, this

three-toed sloth spends most of

its life in the treetops. It is one of

animals that make their homes in

the forests of the Amazon Basin.

the many unusual species of

SLASH-AND-BURN is a method used in the tropics for clearing land for farms. But the soil is poor in nutrients, and good yields are short-lived.





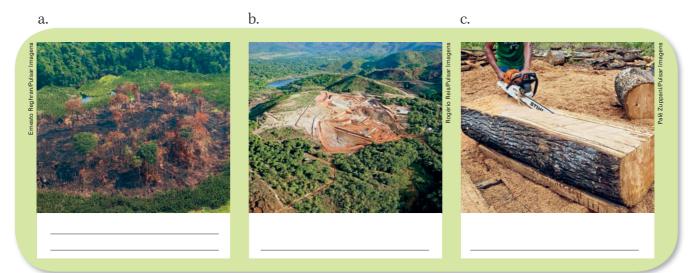
NATIONAL Geographic Student Atlas of the World. Third edition. Washington: National Geographic Society, 2009. p. 78.

READING FOR GENERAL COMPREHENSION

What is the main purpose of the fact file?

	() To present some facts and myths about tropical rain forests.								
	() To provide important information about tropical rain forests.								
	() To bring together all the details about the Amazon rain forest.								
R	EADING FOR DETAILED COMPREHENSION								
1.	Write T ($True$) or F ($False$). Then, correct the false statements with a fragment from the text.								
	a. () Many species that live in tropical forests have not been identified yet.								
	b. () Some medicines used in treatments for cancer and heart disease come from tropical forests.								
	c. () The soil in tropical rain forests is rich in nutrients.								
	d. () Deforestation of tropical rain forests contributes to global warming.								
	e. () Brazil has the highest rate of deforestation.								
2.	Complete the sentences with words from the text.								
	a. The Amazon Basin is home to a vast range of exotic and								
	b. Some of Earth's most important grow in tropical rain forests.								
	c. Tropical forests are disappearing because of intervention.								
	d Tropical rain forests release great amounts of								

3. The following pictures are examples of actions that destroy tropical rain forests. Label them with words from the text.



READING FOR CRITICAL THINKING

Discuss the questions with your classmates.

- a. According to the text, human intervention has put tropical forests at great risk. In your opinion, why do people use forests in a destructive manner rather than in a sustainable manner?
- b. Today Brazil faces a big challenge: balance economic growth with the preservation of the Amazon rain forest. In your opinion, how can it be possible?

VOCABULARY STUDY

> NOUN PHRASES

1. Circle the main word(s) in the noun phrases below.

a. total annual rainfall

d. deforestation of tropical rain forests

b. average monthly temperature e. a vast storehouse of biological diversity

c the world's largest tropical forest f. the highest rate of deforestation

DISCOURSE MARKERS

2. Choose the discourse marker with the same meaning as the one in **bold**.

a. $\boldsymbol{Although}$ seemingly endless, the forest in Brazil is decreasing in size...

() Despite () However

b. ...valuable woods, \boldsymbol{such} as teak, mahogany, rosewood, and sandalwood...

() so () like

3. Now complete the Discourse Markers box on page 159 with what you have learned.

PREPOSITIONS

4. Read the fragments below and mark the correct answers.

- I. ... by releasing great amounts of carbon dioxide **into** the atmosphere.
- II. ... at least half of all species are found in tropical forests.
- a. Which sentence is in accordance with fragment I?
 - () The carbon dioxide is outside the atmosphere and enters it.
 - () The carbon dioxide is already in the atmosphere.
- b. What idea does the preposition **into** express?
 - () Position. () Movement.
- c. Which sentence is in accordance with fragment II?
 - () The species are outside tropical forests and enter them.
 - () The species are inside tropical forests.
- d. What idea does the preposition in express?
 - () Position. () Movement.



5. Complete the sentences below with **in** or **into**.

- a. A large amount of mineral substances are stored ______ the vegetation.
- b. The woodcutter was frightened by a snake and jumped ______ the river to escape.
- c. Some of the tallest trees in the world grow ______ tropical rainforests.
- d. The jaguar ran _____ the forest as the hunters approached.

LANGUAGE IN USE

PASSIVE VOICE

1. Read the fragments below and mark the correct answers.

- I. Most nutrients in tropical rain forests are stored in the vegetation rather than in the soil, which is very poor.
- II. An estimated 100 acres (40 ha) of rain forest are lost every minute.
- III. ... half of all species are found in tropical forests, but many of these species have not yet **been** identified.
- a. The subjects of the fragments are underlined. They are
 - () the receivers of the actions () the performers of the actions.

2.	b. The fragments are () what happens () what or who p	(the action). performs the action (the performer of the a	action).	
	l. Human interve subject	ntion has put tropical	I forests at great risk.		
	II. Tropical forest	s have been put at gre	at risk by human inter age		
		e active voice. It focu erformer of the actio	ses onon).		
	b. Sentence II is in the performer of the a	•	cuses on	(tl	ne action / the
	c. In the passive, of the action.		(the sul	bject / the agent) is t	he performer
	d. In the passive, the	preposition by intro	duces	(the subjec	t / the agent).
3.	What is the structi	ure of the passive v	oice?		
	() Subject + auxi	•	at risk n verb (past participle ain verb (past partici	em inglês é formação o em portua	da voz passiva semelhante à da voz passiva
4.	Complete the sent		ropriate verb forms	-	
a.	Human intervention	has put	tropical forests at great	risk.	Active Voice
		main verb in the Present Perfect tense			\Box
	Tropical forests	have been	put	at great risk by human intervention.	Passive Voice
		auxiliary verb <i>be</i> in the Present Perfect tense	main verb in the Past Participle		
b.	Tropical rain forests		6 percent of Earth's sur	face.	Active Voice
		main verb in the			Ţ.

		auxiliary verb <i>be</i> in the Present Simple tense	main verb in the Past Participle		
	6 percent of Earth's surface	is	covered	by tropical rain forests.	Passive Voice
		main verb in the Present Simple tense			\Box
b.	Tropical rain forests		6 percent of Earth's surf	face.	Active Voice

Rain forests in 1950	covered	nearly 15 percent of the	e Earth's land.	Active Voice
	main verb in the Past Simple tense			Û
Nearly 15 percent of the Earth's land surface			by rain forests in 1950.	Passive Voice
	auxiliary verb <i>be</i> in the Past Simple tense	main verb in the Past Participle		
Humans		hundreds and thousand	ds of rainforest species.	Active Voice
	main verb in the Present Continuous ten	ise		\Box
Hundreds and thousands of rainforest species	are being	extinguished		Passive Voice
		auxiliary verb be in the Present Continuous tense	main verb in the Past Participle	
In 2010, people	were using	the river Thames to ger about 200 homes.	nerate electricity for	Active Voice
	main verb in the Past Continuous tense			\Box
In 2010, the river Thames			to generate electricity for about 200 homes.	Passive Voice
	auxiliary verb <i>be</i> in the Past Continuous tense	main verb in the Past Participle		
Humans		almost half of the world by 2011.	l's original forests	Active Voice
	main verb in the Past Perfect tense			$\overline{\Gamma}$
Almost half of the world's original forests	had been	destroyed	by 2011.	Passive Voice
Ü	auxiliary verb <i>be</i> in the Past Perfect tense	main verb in the Past Participle		
Humans		approximately half of the		Active Voice
	main verb in the Future with <i>will</i>			$\bar{\mathbb{T}}$
Approximately half of the world's fauna and flora	will be	destroyed	in the next decades.	Passive Voice
	auxiliary verb <i>be</i> in the Future with <i>will</i>	main verb in the Past Participle		
People	can describe	the Amazon rainforest a of our Planet".	as the "Lungs	Active Voice
	modal verb <i>can</i> + main verb in the base form			\Box
The Amazon rainforest			as the "Lungs of our Planet"	Passive Voice
	modal verb can + auxiliary be in the base form	main verb in the Past Participle		

5. We usually omit the agent in the passive voice when it is not important or when it refers to "people", "humans". In which sentences from exercise 4 has it happened?

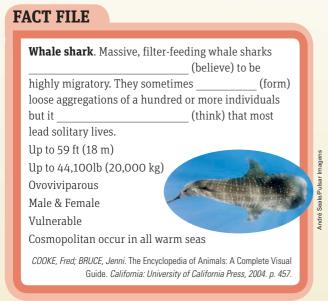
() Sentences a, b, c, f. () Sentences d, e, g, h. () Sentences d, e, f, g, h.

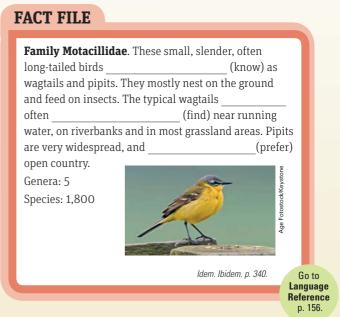
6. The Amazon contains millions of species, including some of the world's most unusual wildlife such as the Toco Toucan. Complete the fact file below with the correct form of the verbs from the box. Use the passive voice.

carve • make • locate • locate • build • find • may design • can hear



7. Complete the wildlife fact files below with the correct form of the verbs in parentheses. Use either the active voice or the passive voice.



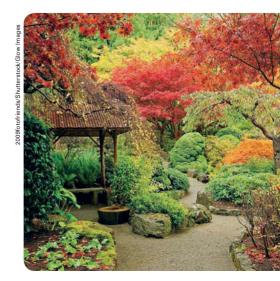


LISTENING AND SPEAKING

1. Use the words from the box below to complete the text about extinct species.

animals • plant • habitat • extinctions • death • live • intervention

Extinction of a particular animal or							
species occurs when there are no more individuals of that species							
anywhere in the world – the species has							
died out. This is a natural part of evolution. But sometimes							
happen at a much faster rate							
than usual. For example, at the end of the Cretaceous period 65							
million years ago, a mass extinction caused the							
of many different types of animals and plants, including the							
dinosaurs. Today human							
is also causing rapid extinction. Hunting,							
destruction and the over exploitation of wildlife means that many							
different types of plants and are being							
pushed to the edge of extinction.							
Available at: <www.oum.ox.ac.uk animals="" define.htm="" extinct="" thezone=""> Accessed in May 2013</www.oum.ox.ac.uk>							



2. (3) Listen to part of a documentary in which a biologist talks about the environment.

What environmental issue is being addressed?

- () The deforestation in the Amazon rainforest.
- () Animal extinction.
- () Plant extinction.
- 3. (1) Listen again and mark the facts about plants mentioned by the biologist.
 - a. () Human beings cannot survive without plants.
 - b. () There are at least 38,000 plant species on the Earth.
 - c. () Some plants have compounds that are capable of curing diseases.
 - d. () Thousands of plant species are cultivated to modify temperatures.
 - e. () A wide variety of plants are poisonous and may cause harm to animals.
- 4. (1) Listen once more and complete the sentences.
 - a. According to a study, plants are just as much at risk of extinction as endangered animals like leopards and _
 - b. One in _ plants could disappear if we don't start to take more care of them.
 - c. Most of the plants under threat are in the tropical rain forest of _
 - alive today who've survived leukemia because d. There are many _ of a plant that was found on a remote island.

- **5.** Listen again and check the answers of exercises 3 and 4.
- 6. Do you know any initiatives taken by the government in our country to protect plants from human activity? If so, which one(s)?

> 14 SPOKEN LANGUAGE

Ao dizer uma frase, tanto em inglês quanto em português, podemos enfatizar diferentes palavras para destacar diferentes informações. Na frase "Especialistas denunciam a extinção de espécies vegetais.", por exemplo, que diferentes informações podem ser enfatizadas?

- > You can stress different words in a sentence depending on the idea you want to express. For example, you can say "I love plants" (not another person), "I love plants" (not another feeling), or "I love plants" (not something else).
- > Underline the word that needs to be stressed in each item. Listen and check your answers.
- a. She said plants are at risk of extinction. (Meaning: Not another person.)
- b. She said plants are at risk of extinction. (Meaning: Not animals.)
- c. She said plants are at risk of extinction. (Meaning: Not another risk.)
- 7. In small groups, make an oral presentation about a conservation program or organization. Before delivering the presentation, prepare what you are going to say. Use the Internet to learn more about the conservation program or organization you chose. Use information from the boxes to help you.

Projeto Tamar

- · Created in: 1980
- · Meaning: Ta for tartaruga and mar for marinha (sea turtle in Portuguese)
- · Mission: to promote the recovery of five endangered sea turtle species from Brazil
- Actions: to develop conservation actions and research advancements through social inclusion programs
- · Additional information: one of the most successful projects in marine conservation; a model for other countries

Available at:: <www.tamar.org.br/interna_ing.php?cod=63>. Accessed in May 2013.

WWF

- · Created in: 1961
- · Meaning: World Wild Fund
- Mission: build a future in which people live in harmony with nature
- · Actions: help people live more sustainably and take action against climate change
- Additional information: the world's largest non-governamental organization with over 5 million supporters worldwide;

Available at: <www.wwf.org/>. Accessed in May 2013.

Other conservation programs/organizations:

- Greenpeace (www.greenpeace.org/)
- SOS Mata Atlântica (www.sosma.org.br/)
- · Programa de Conservação do Gavião Real (http://gaviaoreal.inpa.gov.br/)
- · Conservação do Mico-Leão-Preto (www.ipe.org.br/pontal/ conservação-do-mico-leao-preto-)

It is recognized/known as...

It was created in...

It is aimed at developing/promoting/helping...

It is supported by...

It plays a key role in...

WRITING

Fact files are collections of facts related to a specific topic. They are used to present information in a direct and objective way. In this unit you have read fact files about tropical rain forests (on page 86) and about some animals (on page 92).

1. Write a fact file about an ecosystem, an animal or a plant of your choice to inform people about its main characteristics and, if possible, its conservation status.

STEP BY STEP

- Choose an ecosystem of your region or a species of its fauna or flora.
- 2. Do research to gather information about it. Try to check its conservation status. It is very important to alert people if a species is already threatened (that is, if it is critically endangered, endangered or vulnerable). Look for reliable sources.
- 3. Check all the information you get and organize it in topics.
- **4.** Write a first draft of the fact file. Use short sentences.
- 5. Include one or more

- pictures to illustrate your text. Other visual and graphic elements, such as tables, words in bold and different sizes of letters can help you display the information in an organized manner.
- 6. Exchange fact files with a classmate and discuss both texts. Try to make some suggestions on your classmate's work.
- Make the necessary corrections.
- **8.** Write the final version of the fact file.

Use it!

• Use the passive voice when you want to focus on the action rather than the performer of the action. Also use the passive voice when it is not possible or necessary to mention the agent.

Approximately 117, 000 square kilometres of rainforest are destroyed each year.

Most nutrients in tropical rain forests are stored in the vegetation rather than in the soil, which is very poor.

Toco toucans' nests are built in decayed, hollow trees of the rainforest.

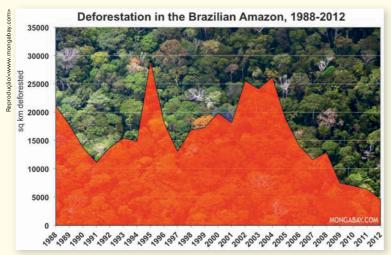
The typical wagtails are often found near running water, on riverbanks and in most grassland areas.

2. Now it's time to share your fact file with your classmates and other people. You can organize all the fact files on a classroom board or publish them on the school's website, for example.



LOOKING AHEAD

Take a look at the graph below and answer the questions in groups of three.



Available at: <www.mongabay.com/brazil-state_deforestation.html>. Accessed in December 2012.

- > What does the graph reveal about deforestation in the Brazilian Amazon?
- > The graph shows data about deforestation from 1988 to 2012. What about the rate of deforestation in the Brazilian Amazon nowadays? Do some research and get informed about it. Has the rate decreased or increased since 2012?

Brazil's Forest Code has been central to Brazil's recent success in reducing deforestation in the Amazon. But it has also been under pressure from those who see the restrictions on deforestation as a barrier to agricultural development.

Environmentalists, however, have called for more severe measures to protect the Amazon.

- > In your opinion, what can be done to slow deforestation in the Brazilian Amazon?
- > How can you do your part?

EXTRA READING

www.rain-tree.com/facts.htm http://worldwildlife.org/places/amazon www.greenpeace.org/international/en/campaigns/ forests/amazon/ http://rainforests.mongabay.com/amazon/ http://desmatamentozero.org.br/

EXTRA VIDEO

http://vimeo.com/40280169#





To Shop or not to Shop?





What is the woman thinking about? In your opinion, is the woman a shopaholic? What about you?

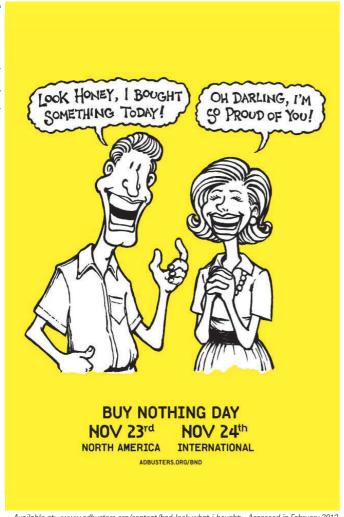




Learning Objectives

- to take part in discussions on consumerism
- to learn how to use the passive voice (II)
- to explore advertisement posters

- **1.** Imagine the picture on the previous page is part of an advertising poster of a shopping mall. Look at it again and answer the questions.
 - a. How does the woman in the picture feel about shopping?
 - b. What goods can she find at the shopping mall?
 - c. What kind of information do you expect to be included in the advertising poster?
 - () a catchy slogan or headline
 - () the name of the shopping mall
 - () the address of the shopping mall
 - () the website of the shopping mall
 - () the phone number of the shopping mall
- **2.** Read the advertising poster below and answer the questions in pairs.



Available at: <www.adbusters.org/content/bnd-look-what-i-bought>. Accessed in February 2013.

- TIP Buy Nothing Day é uma campanha internacional que busca combater o consumismo, ou seja, o consumo exagerado de produtos e serviços.
- a. Who is the woman talking to the man?
- b. Why is she proud of him?
- c. Do you think the woman has a good reason for being proud of the man? Why (not)?
- d. What is being advertised?
- e. *Buy Nothing Day* is an anticonsumerism campaign. What is the specific aim of "Buy Nothing Day"?
- f. How does the poster try to catch the reader's attention?
- g. Would you join the Buy Nothing Day campaign? Why (not)?

BEFORE READING

1. Circle the words related to *shopping*. Use the Glossary if necessary.



2. Turn over the page and, before reading the text, look at the **title**, the **picture**, the **layout** and the **source** of the text. Then, choose the correct answers.

a. The text is	c. The text was reviewed by
() a blog post.	() shopping addicts.
() an online article.	() qualified experts.
b. The text can be found in the	d. The text presents
() health section.	() the story of a shopping addict.
() entertainment section.	() basic information about compulsive shopping.

3. The text is divided into an introductory part and four specific sections. What information do you expect to find in the introductory part?

4. Mark the section of the text you believe can be more helpful to people in the following situations.

ล	Someone w	rho lik	es shonnii	og hut d	doesn't	know if s	she/he	is a sho	pping addict.	
a.	Someone w	AII OII	res smobbii	ig but t	106311 t.	KIIOW II S	116/116	15 a 5110	pping addict.	

- () Normal Shopping ν . Shopping Addiction
- $(\quad)\ How\ Is\ Shopping\ Addiction\ Like\ Other\ Addictions?$
- b. Someone who is a shopaholic and is looking for help.
 - $(\quad)\, The\, Controversy\, of\, Shopping\, Addiction$
 - () What If I Have a Shopping Addiction?

READING

Now read the text to check your predictions.



What Is Shopping Addiction? **Compulsive Shopping Basics**

By Elizabeth Hartney, About.com Guide Updated July 15, 2011 About.com Health's Disease and Condition content is reviewed by the Medical Review Board



We are surrounded by advertising, telling us that buying will make us happy. We are encouraged by politicians to spend as a way of boosting the economy. And we all want to have what those around us have consumerism has become a measure of our social worth.

Although widespread consumerism has escalated in recent years, shopping addiction is not a new disorder. It was recognized as far back as the early nineteenth century, and was cited as a psychiatric disorder in the early twentieth century.

Almost everyone shops to some degree, but only about 6% of the U.S. population is thought to have a shopping addiction. Usually beginning in the late teens and early adulthood, shopping addiction often co-occurs with other disorders, including mood and anxiety disorders, substance use disorders, eating disorders, other impulse control disorders, and personality disorders.

Normal Shopping v. Shopping Addiction

So what makes the difference between normal shopping, occasional splurges, and shopping addiction? As with all addictions, shopping becomes the person's main way of coping with stress, to the point where they continue to shop excessively even when it is clearly having a negative impact on other areas of their life. As with other addictions, finances and relationships are damaged, yet the shopping addict feels unable to stop or even control their spending.

The Controversy of Shopping Addiction

Like other behavioral addictions, shopping addiction is a controversial idea. There is some disagreement among professionals about whether compulsive



shopping should be considered an obsessive-compulsive disorder (OCD), impulse control disorder (like pathological gambling), mood disorder (like depression), or addiction. It has been suggested that, along with kleptomania (compulsive stealing) and binge-eating disorder (BED), it be viewed as an impulsive-compulsive spectrum disorder.

How Is Shopping Addiction Like Other Addictions?

There are several characteristics that shopping addiction shares with other addictions. As with other addictions, shopping addicts become preoccupied with spending, and devote significant time and money to the activity. Actual spending is important to the process of shopping addiction; window shopping does not constitute an addiction, and the addictive pattern is actually driven by the process of spending money.

As with other addictions, shopping addiction is highly ritualized and follows a typically addictive pattern of thoughts about shopping, planning shopping trips, and the shopping act itself, often described as pleasurable, ecstatic even, and as providing relief from negative feelings. Finally, the shopper crashes, with feelings of disappointment.

What If I Have a Shopping Addiction?

Fortunately, although not yet well-researched, compulsive shopping does appear to respond well to a range of treatments, including medications, self help books, self help groups, financial counseling, and cognitive-behavioral therapy (CBT). It should be noted, however, that although some medications show promise, results are mixed, so they should not be considered a sole or reliable treatment.

Adapted from: http://addictions.about.com/od/lesserknownaddictions/a/shoppingadd.htm. Accessed in February 2013

READING FOR GENERAL COMPREHENSION

	What is the main purpose of the text?							
	() To give the reader general information about shopping addiction.							
	() To argue against the idea that compulsive shopping is an addiction.							
	() To point out differences between shopping addiction and other behavioral addictions.							
R	EADING FOR DETAILED COMPREHENSION							
ı.	Match each subheading to its main idea.							
	a. Normal Shopping v. Shopping Addiction b. The Controversy of Shopping Addiction c. How Is Shopping Addiction Like Other Addictions? d. What If I Have a Shopping Addiction? () The different views about compulsive shopping.							
2.	Complete the sentences with words from the text.							
	a. Compulsive shopping, also known as shopping addiction, is a behavioral addiction.							
	b. Every day we are bombarded by, encouraging us to spend more and more.							
	c. Shopping addiction was first cited as a $_$ early in the $20^{\rm th}$ century.							
	d. Addicts shop excessively because they believe it is a way of							
3.	Answer the questions.							
	a. When does shopping addiction usually begin?							
	b. Does window shopping constitute an addiction? Why (not)?							
	c. What are some examples of treatment for shopping addiction?							
	d. What are some possible negative effects of shopping addiction?							
4.	Find in the text three characteristics that shopping addiction shares with other addictions.							

5. What do the prono	uns in bold refer to?	Choose the correct	t answers.						
	a. it is clearly having a negative impact on other areas of their life. (paragraph 5)								
	() shopping () stress								
•	be considered a sole or	reliable treatment. (p	paragraph 9)						
() some medication	ons () res	sults							
READING FOR CRI	TICAL THINKING								
Discuss the questio	ns with your classma	tes.							
a. Do you think people towards shopping a the rise of consume and advertising? If	are influenced by erism, materialism so, how? JDY TIP Ouso de a	with stress? Do y shopping to feel right? What do y	can shopping be a way of coping you know many people who go good when things aren't quite you think about this behavior?						
1. Expressions like go without actually bu meaning is differen	window shopping (ying anything') are so	ometimes difficult to of the separate wor	nings in store windows, to understand because their rds. Expressions like this are						
() shop 'til you drop () like a bull in a china shop () shop around	b. Go shopping for a you are exhausted c. Behaving without o	compare the prices. very long time, until	NEW NOW!						
2. Complete the sente	nces below with idio	ms from exercise 1.							

a. They always	for the most competitive deals.
b. He's	when it comes to dealing with
people's feelings. He often offends his frie	nds and workmates.
c. Don't	or you will end up spending all your money.

DISCOURSE MARKERS

TIP Note que a conjunção however (entretanto) é separada do restante da frase por vírgulas.

3. Read the fragments below and complete the chart.

I. As with all addictions, shopping becomes the person's main way of coping with stress	
(paragraph 5)	
II yet the shopping addict feels unable to stop or even control their spending. (paragraph 5)	
III. Like other behavioral addictions, shopping addiction is a controversial idea. (paragraph 6)	
IV. It should be noted, however , that () results are mixed (paragraph 9)	

In fragment	the discourse marker	expresses	and it is equivalent to
	As	() cause () comparison	() Because () Like
II	yet	() opposition () addition	() but () as well as
III	Like	() exemplification () comparison	() For example () As
IV	however	() concession () opposition	() even though () nevertheless

- Complete the sentences below with discour	se markers from exercise 3.
a. Compulsive shopping	any other kind of addiction needs treatment.
b. Almost everyone shops to some degree,	only a small percentage of
the population can be considered shopping ac	ldiets.

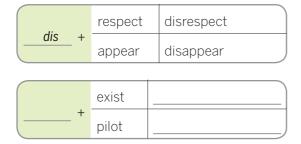
- 5. Now complete the Discourse Markers box on page 159 with what you have learned.

> WORD FORMATION

6. Complete the definitions with words from the text. All the words are formed with a prefix.

a(3 rd paragraph)	(noun) a disturbance in physical or mental health; an irregularity.
b(6 th paragraph)	(noun) when people have a different opinion about something
c(4 th paragraph)	(<i>verb</i>) to appear together in sequence or simultaneously
d(5 th paragraph)	(adjective) lacking the skills or opportunity to do something

7. Use the same prefixes found in words from exercise 6 to form new words, as in the example.





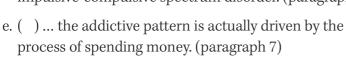
8. With a classmate, write two sentences about your attitudes towards shopping. Use at least two words with prefixes from exercises 6 or 7.

?. Now complete the Word Formation box on page 158 with what you have learned about the prefixes.

LANGUAGE IN USE

> PASSIVE VOICE (II)

- 1. Mark the fragments in the passive voice. Then underline the verbs in the passive voice as in the example.
 - a. (χ) ... wha<u>t's</u> more commonly <u>referred</u> to as shopping addiction... (paragraph 1)
 - b. () Although widespread consumerism has escalated in recent years... (paragraph 3)
 - c. () ... whether compulsive shopping should be considered an obsessive-compulsive disorder... (paragraph 6)
 - d. () It has been suggested that... it be viewed as an impulsive-compulsive spectrum disorder. (paragraph 6)





Claudiu Mihai Badea/Shutterstock/Glow Images

- f. () Finally, the shopper crashes, with feelings of disappointment. (paragraph 8) $\,$
- g. () ... so they should not be considered a sole or reliable treatment. (paragraph 9)

2. What is the structure of the passive voice?

- () subject + auxiliary verb (be) + main verb (past simple)
- $(\)$ subject + auxiliary verb (be) + main verb (past participle)

3.	Find in	the text	other	examples	of the	passive	voice.
----	---------	----------	-------	----------	--------	---------	--------

Paragraphs	Verbs
3 rd	
5 th	
9 th	

4. Complete the sentences in the passive voice. Use the verbs in parenthes	4. (Complete the so	entences in the r	passive voice.	Use the verbs	in parenthese
--	------	-----------------	-------------------	----------------	---------------	---------------

- a. A lot of consumers ______ by online advertising. (influence)
- b. Compulsive shopping _____ like any substance addiction. (should treat)
- c. People's attitude towards shopping ______ by the rise of consumerism. (shape)

Read the sentences below and do exercises 5 and 6.

- I. Compulsive shopping is more commonly referred to as shopping addiction.
- II. Shopping addiction **was cited** as a psychiatric disorder in the early twentieth century.
- III. We are surrounded by advertising.
- IV. We **are encouraged** by politicians to spend as a way of boosting the economy.
- V. The addictive pattern **is** actually **driven** by the process of spending money.

5. Complete the statements with I, II, III, IV or V.

- a. We use the passive voice when we want to focus on an action, which is more important to us, than who or what causes the action, or when there is simply no need to mention the doer, such as in sentences _____ and ____.
- b. In passive constructions, when we wish or have to say who or what is responsible for the event in question, we use by + the doer, such as in sentences ______, ____ and _____.

6. Underline the performer of the actions in sentences III, IV and V.

7. Compare the sentences.

I. 6% of the U.S. population **has** a shopping addiction.

II. 6% of the U.S. population is thought to have a shopping addiction.

If you want to be cautious about what you say, which sentence should you use?

() Sentence I. () Sentence II.



8.	Use a passive construction from the box to make each sentence below sound less
	definitive, as in the example.

is said to • are believed to • is thought to • was considered to

a. Compulsive shopping is the most socially reinforced of the behavioral addictions.

Compulsive shopping is said to be the most socially reinforced of the behavioral addictions.

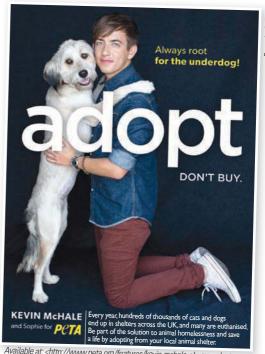
- b. My grandmother was a shopaholic.
- c. Elizabeth Hartney knows everything about addictions.
- d. Some homeopathic remedies have an immediate effect on your health condition.

Read the fragments below and do exercises 9 and 10.

- I. ... the shopping act itself, often described as pleasurable...
- II. Fortunately, although not yet well-researched, compulsive shopping...
- **?.** Rewrite the fragments. Use the passive voice.
 - _____ as pleasurable... (Fragment I) a. ... the shopping act itself, which
 - b. Fortunately, although compulsive shopping _______, it... (Fragment II)
- 10. What auxiliary verb did you use in exercise 9? _____

Read the advertising poster on your right and do exercises 11-13.

- **11.** Answer the questions.
 - a. What is the main purpose of the text?
 - b. What shouldn't people buy? Why?
 - c. What organization is responsible for the advertising poster? _
 - d. Who supports the organization? ___
 - e. Who is Sophie? __
 - Root for é uma expressão informal que significa apoiar, torcer. Underdog se refere ao competidor com menos chances de vencer ou a alguém em dificuldades. No pôster, a frase Always root for the underdog! faz um jogo de palavras com dog em defesa dos animais abandonados.



Available at: http://www.peta.org/features/kevin-mchale-always-adopts.aspxo

			in the passive voice? Un () " and save a life b		
13.	Advertising po	sters must catch the	e reader's attention. Mark	the strategies used by the a	utho
	a. () The use	of the imperative ("ad	lopt, "don't buy", "save").	Every year, millions o and cats are taken to	_
	b. () The use	of numbers ("hundre	ds of thousands").	animal shelters, and o	
	c. () The use	of a larger font size fo	or "adopt".	streets to die. Save liv always adopting, nev	,
	d. () The use	of a catchy phrase ("a	dopt don't buy").		
	e. () The use	of a beautiful image.			
			nd do exercises 14 and 15.		t
4.	Mark the frag	gments in the passiv	ve voice.	don't b	υψ
	() " dogs and	d cats are taken to cro	wded animal shelters"	199	
	() " countles	ss more are abandone	ed on the streets to die."	jayse jayse	con
	() "Save lives	by always adopting'	Go to Language Reference	P	ETA
			neierence		
 5.	() "adopt don' In your opinio	·	p. 157. ve voice used in the sen	Available at: Animal-Adoption.aspx> . Accessed in tences from exercise 14?	
5.		·		Animal-Adoption.aspx>. Accessed in	
5.	In your opinio	·	ve voice used in the sen	Animal-Adoption.aspx>. Accessed in	
. N	In your opinions of the state o	on, why is the passi	ve voice used in the sen	Animal-Adoption.aspx>. Accessed in	n May, 201
. N	In your opinions of the state o	AND SPEAK	ING an ever before to advertour city.	tences from exercise 14?	n May, 201
. N	In your opinion	AND SPEAKIng are more ways that ising mediums in you	in the send in the	tences from exercise 14? tise. Mark the most population () flyer	n May, 20







Listen again and a	ly being pres	served.			
b. () They are a sourc	e of historica	al informati	ion.		
c. () They were painte	ed on the sid	les of buildi	ngs.		
d. () They are exampl	es of moder	n advertisir	ng.		
Listen once more	and choose	e the appr	opriate wo	ords to co	omplete the sentences
					e) nineteenth century ad
b. The old adverts were (cycle / walk) a lot m		-	-		
c. Now many old adver	ts are comp	letely			(disappearing / fa
Listen again and of What kind of adverti	sement att	racts your			
What kind of adverti What kind of adverti SPOKEN L Listen and noti American pronun	ANGUAG	racts your E amples of	attention	? Why? ences bet	ween British and
Listen again and of What kind of adverting SPOKEN L Listen and noting American pronunts British	ANGUAG	racts your E amples of sten again E)	the differe	? Why? ences bet t.	ween British and nglish (AmE)
What kind of adverti > 16 > POKEN L Listen and noti American pronun British	ANGUAG ce some ex ciation. Lis	racts your E camples of sten again E) /aɪ/	the different and repeated And /a	? Why? ences bet t. merican E	nglish (AmE)
What kind of adverting the second of the sec	ANGUAG ce some ex ciation. Lis English (Bri	racts your E camples of sten again E) /aɪ/ balisation	the difference and repeated And advertise	? Why? ences bet t. merican E	nglish (AmE) /ə/ globalisation
Listen again and of What kind of adverting SPOKEN L SPOKEN L Listen and noting American pronunt British /1/ advertisement simultaneous	ANGUAG ce some ex ciation. Lis English (Bri t glob	racts your E camples of sten again E) /aɪ/ balisation canisation	the difference and repeared And Andrews Andrew	? Why? ences bet t. merican E	nglish (AmE) /ə/ globalisation organisation
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What kind of adverting What kind of adverting SPOKEN L Listen and noting American pronum British /I/ advertisement simultaneous vitamin	ANGUAG ce some ex ciation. Lis English (Bri t glob org visu	racts your E camples of sten again E) /aɪ/ balisation canisation ualisation	the difference and repeared And advertises simultantak the pronounce of the control of the contr	ences betat. merican Entry sement aneous min unciation TIP Osa	nglish (AmE) /ə/ globalisation organisation visualisation n you hear. ufixo -ization/-isation avariação de ortografia e
Listen again and of What kind of adverting SPOKEN L Listen and noting American pronum British /I/ advertisement simultaneous vitamin Listen to the ware at modernisation	ANGUAG ce some exciation. List English (Brite) t glob org visu vords below () BrE	racts your E camples of sten again E) /aɪ/ balisation canisation ualisation	the difference and repeated And Andrews Andrew	ences betat. merican Enterior sement aneous min unciation TIP Osi apresenta pronúncia. escreve-se	nglish (AmE) /ə/ globalisation organisation visualisation n you hear. ufixo -ization/-isation a variação de ortografia e . Nos Estados Unidos, e com -izatione pronuncia-se
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oral presentation about it. Talk about its main objective, the advertiser, the target audience, the layout and the resources used (pictures, catchy phrases etc.). Use the expressions from the box to help you.

This ad called our attention because	The main aim/objective of the ad is
lt's an ad about	The picture shows/illustrates



WRITING

You have read several posters in this unit. They are an effective way to promote and advertise a product, service, event or idea. Advertising posters are normally just briefly seen by the target audience, so they must be attractive and have a clear point. They usually have eye-catching images and a slogan or a headline message. Sometimes there is also a short text to provide some additional relevant information.

1. In small groups (of three or four students), make an advertising poster to invite people to think about their shopping habits and start shopping more consciously. You can create it on paper or on the computer.

STEP BY STEP

- 1 With your classmates, choose the size of your poster based on where you want it to be hung.
- 2. Think about your target audience (students, teacher, local community etc.) so that you can tailor the images and the message to that audience.
- 3. Brainstorm for ideas. Come up with ideas for slogans, images, colors, fonts and overall messages.
- 4. Look for potential images.

 If you already have a slogan,
 look for an image that fits it.

 If you don't, a striking image
 may give you ideas for
 a slogan.
- **5.** Choose a memorable image. Simple but unexpected is often the best route to take.

- Define your slogan or headline message. It should be no longer than eight to ten words.
- 7. Below the main headline, you can add some other relevant information in a smaller font size. But don't use too much text. Try to keep your poster visual.
- Place headlines, text and images in an eye-catching configuration.
- 9. Do 2 or 3 draft versions and exchange them with another group. Ask the group to select the best poster and give feedback on it.
- 10. Make any necessary changes.
- Make the final version of the advertising poster.

Use it!

- Consider using humor, irony, idioms, metaphor, a play on words, rhyme or other linguistic resources to write a catchy slogan or headline.
- Always root for the underdog!
- Use verbs in the imperative to catch the reader's attention.
 Adopt don't buy.

2. Now it's time to share your poster with your classmates and other people. You can hang it on a school board or publish it on the Internet (a blog, the school's website, a non-profit organization's website etc.).

LOOKING AHEAD

Since the popularity of the movie Confessions of a Shopaholic, it is not uncommon to hear people talk of being "shopaholics". As shopping addiction has become associated with wealthy, attractive celebrities, and charming fictional characters, it has almost become fashionable to "admit" to uncontrolled spending.



- In your opinion, do people often buy things they do not really need? What about you?
- > Do you think people are too materialistic nowadays? Why (not)? Discuss about your attitudes towards shopping with a classmate and, then, with the whole class.
- > How often do you go window shopping? Do you think window shopping encourages consumerism? Why (not)?
- > Have you ever wanted to buy something just to feel part of a group? Why (not)?
- > Do you take into consideration how the purchase will impact you and your family?
- In your opinion, should you, your friends and/or your family members go shopping more consciously? If so, what can you do to help?

EXTRA VIDEOS

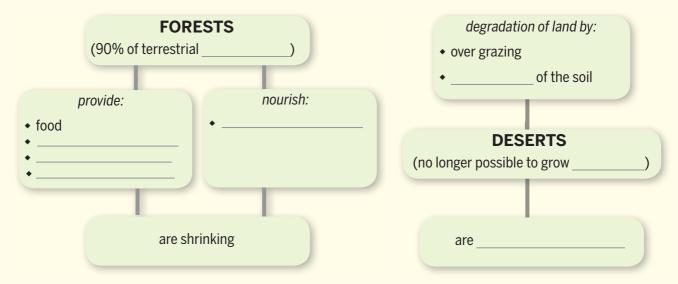
www.ehow.com/video_7369054_design-advertisingposter.html http://video.about.com/marketing/How-to-Write-a-Slogan-That-Sticks.htm



Review Units 5 & 6

READING

1. Read the text to complete the diagram below.





- **2.** Write **T** (*True*) or **F** (*False*). Then, correct the false statement(s).
 - a. () In most countries, forests are becoming smaller.
 - b. () Forest loss is causing a lot of damage to the natural and economic resources of many countries.
 - c. () All deserts are hot and sandy places.

LANGUAGE IN USE

> PASSIVE VOICE

- 1. Mark the sentences in the passive voice. Then underline the verbs in the passive voice as in the example.
 - a. (X) The Earth is being degraded.
 - b. () One third of the world's land surface is threatened by desertification.
 - c. () Desertification affects terrestrial areas, animal and plant populations.
 - d. () Desertification is caused by complex interactions among several factors such as physical, biological, social and economic factors.
 - e. () Spontaneous or human induced forest fires can severely degrade the environment.
 - f. () The term desertification is defined as land degradation resulting from several factors such as climatic variations and human intervention.
 - g. () Land degradation transforms fertile soils into deserts that are no longer suitable for cultivation.
- 2. Go back to exercise 1 and, whenever possible, identify the performer of the actions in the sentences in the passive voice.
- 3. Read the cartoon below and mark the correct answers.



Available at: <www.chrismadden.co.kk/ cartoon-gallery/forest-dearance-cartoon-youcan-only-see-it-once-youve-chopped-down-allthe-thees/>. Accessed in April 2013.

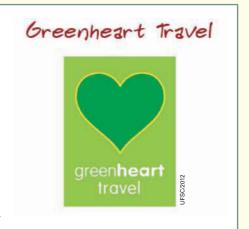
	a. The cartoon illustrates
	() the deforestation caused by human activity.
	() a natural disaster that occurred in a rainforest.
	b. The two men believe that their action is
	() harmful to the environment.
	() harmless to the environment.
	c. "We've chopped down all the trees" in the passive voice is
	() "All the trees were chopped down."
	() "All the trees have been chopped down."
ļ.	Complete the sentences in the passive voice with the appropriate verb forms as in the example.
	a. The Amazon produces over 20% of the world oxygen.
	Over 20% of the world oxygen <i>is produced</i> by the Amazon.
	b. Deforestation drives climate change.
	Climate change by deforestation.
	c. We lose 147 plants and animals every day due to deforestation.
	147 plants and animals every day due to deforestation.
	· · ·
	d. Human activity has put tropical forests at great risk. Tropical forests at great risk by human activity.
	d. Human activity has put tropical forests at great risk. Tropical forests at great risk by human activity.
j.	d. Human activity has put tropical forests at great risk. Tropical forests at great risk by human activity. Complete the sentences below with the
j.	d. Human activity has put tropical forests at great risk. Tropical forests at great risk by human activity. Complete the sentences below with the correct form of the verbs in parentheses. Use
	d. Human activity has put tropical forests at great risk. Tropical forests at great risk by human activity. Complete the sentences below with the correct form of the verbs in parentheses. Use either the active voice or the passive voice.
j.	d. Human activity has put tropical forests at great risk. Tropical forests at great risk by human activity. Complete the sentences below with the correct form of the verbs in parentheses. Use either the active voice or the passive voice. a. The Earth (cover) by
j.	d. Human activity has put tropical forests at great risk. Tropical forests at great risk by human activity. Complete the sentences below with the correct form of the verbs in parentheses. Use either the active voice or the passive voice.
j.	d. Human activity has put tropical forests at great risk. Tropical forests at great risk by human activity. Complete the sentences below with the correct form of the verbs in parentheses. Use either the active voice or the passive voice. a. The Earth (cover) by
	d. Human activity has put tropical forests at great risk. Tropical forests at great risk by human activity. Complete the sentences below with the correct form of the verbs in parentheses. Use either the active voice or the passive voice. a. The Earth (cover) by approximately 14.8 billion acres of forest 8,000
	d. Human activity has put tropical forests at great risk. Tropical forests
5.	d. Human activity has put tropical forests at great risk. Tropical forests
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	d. Human activity has put tropical forests at great risk. Tropical forests
·	d. Human activity has put tropical forests at great risk. Tropical forests
-	d. Human activity has put tropical forests at great risk. Tropical forests
	d. Human activity has put tropical forests at great risk. Tropical forests
5.	d. Human activity has put tropical forests at great risk. Tropical forests

STUDYING FOR EXAMS

(UFSC/2012)

At Greenheart Travel we are passionate about helping people reach their full potential through unforgettable experiences abroad. Whether you want to teach in the Republic of Georgia, spend a high school semester in Spain or volunteer with the Maasai tribe in East Africa, we'll help you get there.

Greenheart Travel is part of the Center for Cultural Interchange, an environmentally responsible volunteer organization founded in 1985 to promote cultural understanding, academic development, environmental consciousness and world peace. As the leading eco-friendly exchange organization, Greenheart Travel envisions a sustainable world where cultural differences are celebrated and people are empowered to continually expand their hearts and minds.



Adapted from: <www.flyforgood.com/nonprofit.php?page_id=614>. Accessed on July 17th, 2011.

The text Greenheart Travel refers to a special non-profit organization whose missions and visions are:

- a. () to provide experiences abroad for people who work in the Center for Cultural Interchange.
- b. () to support cultural understanding so that people can expand their hearts and minds.
- c. () to imagine a sustainable world and to celebrate cultural diversity.
- d. () to help people to spend their money while traveling abroad.
- e. () to choose volunteers who are working in Spain, in Georgia and in East Africa.

The **CORRECT** alternative(s) is (are):

01. only A and C.

02. only A, D and E.

04. only E.

08. A, B, C, D, E.

16. only B.

32. only D.

64. only B and C.

According to the sentence "Whether you want to teach in the Republic of Georgia, spend a high school semester in Spain or volunteer with the Maasai tribe in East Africa, we'll help you get there", it is **CORRECT** to state that:

- 01. there is a limited set of volunteer work that people can do.
- 02. there are options among a range of possibilities that people can choose in Greenheart Travel.
- 04. only people from the Republic of Georgia, Spain and East Africa can attend the program.
- 08. every person can choose an appropriate option according to his/her preference.
- 16. Greenheart Travel has the potential to help people to get a variety of experiences abroad.

THINKING ABOUT LEARNING 3

WHAT CAN I DO NOW?		0			0	with confidence
Take part in discussions on environmental awar	eness				9	well
Take part in discussions on consumerism					9	with some difficulty
Use the passive voice						unnounty
Explore fact files						
Explore advertising posters						
WHAT WORDS/EXPRESSION	S HAVE I LEAF	RNED I	N UNIT	S 5 AN	D 6?	
Words/Expressions	Meaning	in cont	ext			
					-	
					-	
					_	
WHAT LEARNING RESOUR		CED IN	LINITO	EAND	1/2	
WHAI LEAKINING KESOUK	CES HAVE I U	SED IIV	UNITS	JAND	7 0 !	
☐ Dictionaries ☐ Glossary		ge Referer	ice			
Extra readings Extra videos	☐ Internet					
Other(s):						
WHAT DO I NEED TO DO IN OR	DER TO IMPRO	OVE MY	/ LEAR	NING?		
>					-	
*					-	
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>>					-	

PROJECT 2A

RESHAPING THE IMAGE OF WOMEN IN ADVERTISING (FIRST PART)

In Unit 6 you have talked about advertising. Read the text below and do the first part of Project 2, *Reshaping the image of women in advertising.*

Stereotyping is something that has been around for a while, and affects all groups. It is no surprise that women are also a target audience for stereotyping. A stereotype creates a world where no one is ugly, overweight, poor, struggling, or disabled. In advertisements women are often portrayed in similar roles and lumped together with the assumption that all women are the same or should be the same.

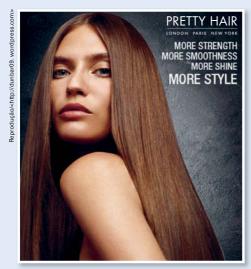
Available at: <www.courses.psu.edu/wmnst/wmnst001_atd1/Advertising/ster.htm>. Accessed in May 2013. (Fragment)

TASK: In small groups, look for women stereotypes in advertisements. Choose two or three advertisements that appeal to you and think of ways to reshape the image of women. Try to select ads from different countries to compare how women are viewed in different places over the world. Later, you are going to recreate the ads so that they do not reinforce any stereotypes.

Anúncios publicitários empregam recursos verbais e não verbais para chamar a atenção de um determinado público-alvo e persuadi-lo a consumir um produto ou a aderir a uma ideia.

Take a look at two advertisements and discuss the following questions with your classmates:

- a. What products are being advertised?
- b. How are women viewed in each ad? What women stereotypes can you identify?
- c. How can the images reinforce the stereotypes? What about the words and expressions?



Adapted from: http://dunbar09.wordpress.com/2012/11/14/gender-stereotypes/. Accessed in May 2013.

Para fazer uma busca eficiente na Internet, é fundamental escolher palavras-chave adequadas. Para buscar anúncios em inglês que contenham estereótipos atribuídos às mulheres, você pode usar diferentes combinações de palavras-chave, como women, gender, stereotypes, advertisements, ads.



Adapted from: http://jholland530.wordpress.com/gender-stereotypes/. Accessed in May 2013.

> Go to page 150 for the second part of this project.

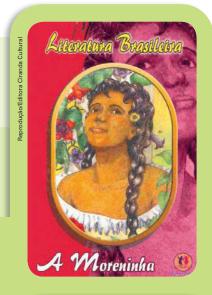
Women in Literature

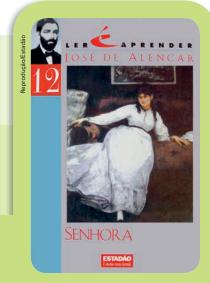
Unit

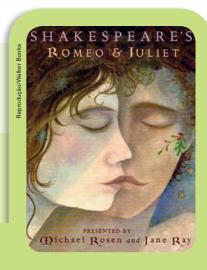


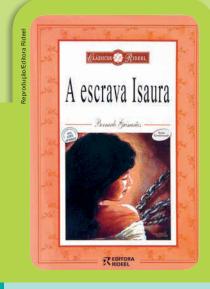
What do these books have in common? Have you ever read any of them? If so, which one(s)?

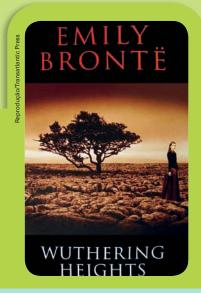


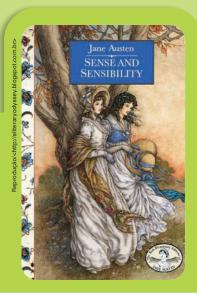












Learning Objectives

- to take part in discussions on women in literature
- to learn how to use the relative pronouns who, whom, whose, which
- to explore plot overviews

- **1.** Capitu (*Dom Casmurro*) and Aurélia (*Senhora*) are examples of important female characters in Brazilian literature. Do you know others? If so, which one(s)?
- **2.** Read a short summary of the book A *escrava Isaura* and complete the chart. Try to infer the meaning of unknown words. If necessary, use the Glossary.

A escrava Isaura

Em um texto narrativo, como o romance (novel), o enredo (plot) é a história que se desenvolve com personagens (characters) em um determinado espaço (setting) e tempo (time) e é contada por um narrador (narrator).

by Bernardo Guimarães

The beautiful light-skinned slave Isaura resists the harrassment of her newly-married owner, Leôncio, son of the man who harrassed her mother until she died.

Leôncio sends Isaura to the fields to force her to yield, but Isaura flees instead with her father to Recife. There Isaura meets and falls in love with a well-to-do young man, Álvaro, but at a ball, she is recognized, and Leôncio takes her back to his farm, and orders her to marry Belchior, the gardener.

But Leôncio is practically bankrupt, so Álvaro purchases his debts, freeing Isaura and leading Leôncio to commit suicide.

Available at: <www.goodreads.com/book/show/2019236.A_Escrava_Isaura>. Accessed in January 2013.

Title	A escrava Isaura			
Writer				
Genre	Novel			
Main characters	(protagonist),(antagonist)			
Setting	Campos de Goitacases (RJ) and			

3. The text below describes a famous female character in Brazilian literature, Iracema. Read it and answer the questions. If necessary, use the glossary.

Observe que a comparação é o recurso de linguagem utilizado pelo autor de forma recorrente para a construção da personagem.

Far, very far from that mountain that still looms blue on the horizon, was Iracema born. Iracema, the maiden with lips of honey, whose hair was darker than the grauna's wings and longer than her torso, straight and slender as the palm.

The jati's honeycomb was not as sweet as her smile; nor did the vanilla sending forth its fragrance in the forest match the perfume of her breath.

ALENCAR, José de. Iracema. New York: Oxford University Press, 2000. p. 3 (Fragment).

a. Iracema is described a	Iracema is described as an extremely beautiful				
woman. What elemen	woman. What elements of the natural				
environment are used	to describe Iracema?				
() A mountain.	() The graúna's wings.				
() The horizon. () The palm.					
() Honey.	() The jati's honeycomb.				
() The fragrance of va	anilla in the forest.				
b. Who wrote the novel?					

c. What kind of novel is it: urban or indianist?

BFFORF **READING**

Knowing about the writer can help you make predictions about his/her books. Before reading a text about a novel by Charlotte Brontë, read a short biography of her and do exercises 1 and 2.

Charlotte Brontë was born in Yorkshire, England on April 21, 1816. Because Charlotte's mother died when Charlotte was five years old, Charlotte's aunt, a devout Methodist, helped her brother-in-law raise his children. In 1824 Charlotte and three of her sisters — Maria, Elizabeth, and Emily — were sent to a school for clergymen's daughters. When an outbreak of tuberculosis killed Maria and Elizabeth, Charlotte and Emily were brought home. Charlotte became a teacher in 1835 but decided after several years to become a private governess instead.

As adults, Charlotte suggested that she and her sisters Anne and Emily collaborate on a book of poems. The three sisters published under male pseudonyms: Charlotte's was Currer Bell, while Emily and Anne wrote as Ellis and Acton Bell, respectively. When the poetry volume received little public notice, the sisters decided to work on separate novels but retained the same pseudonyms. Charlotte wrote Jane Eyre in 1847. The book, a critique of Victorian assumptions about gender and social class, became one of the most successful novels of its era, both critically and commercially.

Adapted from: <www.sparknotes.com/lit/janeeyre/context.html>. Accessed in January 2013.

1.	Write T (True) or F (False). Then, correct the false
	statements.

- a. () The Brontë sisters were raised by their mother and father.
- b. () Charlotte worked as a teacher and a governess.



- c. () The book of poems written by the Brontë sisters was a great success.
- d. () Charlotte's pseudonym was Currer Bell.

2. Complete the statements with words from the box.

American • Anne • British • Elizabeth • Emily • nineteenth • twentieth

- a. Charlotte's sisters ______ and _____ were also novelists.
- b. Jane Eyre was written during the Victorian Age of _______literature.
- c. Charlotte established a platform for feminist writing in the ______ century.

3. Turn over the page and, before reading the text, look at the **picture** of the book cover, the **source** and the **structure** of the text. Then, mark what you expect to be correct about it.

- a. The text is a short
 - () review of *Jane Eyre*.
 - () summary of Jane Eyre.

- b. Jane is the
 - () protagonist of the novel.
 - () antagonist of the novel.

READING

Now read the text to check your predictions.



Jane Eyre is a young orphan being raised by Mrs. Reed, her cruel, wealthy aunt. One day, as punishment for fighting with her bullying cousin John Reed, Jane's aunt imprisons Jane in the red-room, the room in which Jane's Uncle Reed died. While locked in, Jane, believing that she sees her uncle's ghost, screams and faints. She wakes to find herself in the care of the cordial servant Bessie and the kindly pharmacist Mr. Lloyd, who suggests to Mrs. Reed that Jane be sent away to school.

Once at the Lowood School, Jane finds that her life is far from ideal. The school's headmaster is Mr. Brocklehurst, a cruel, hypocritical, and abusive man. At Lowood, Jane befriends a young girl named Helen Burns, whose attitude toward the school's miseries is both helpful and displeasing to Jane. A massive typhus epidemic sweeps Lowood, and Helen dies. After a group of more sympathetic gentlemen takes Brocklehurst's place, Jane's life improves dramatically. She spends eight more years at Lowood, six as a student and two as a teacher.

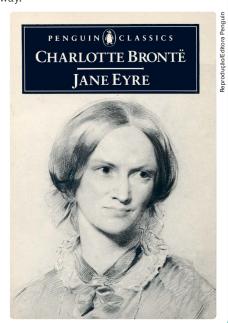
After teaching for two years, Jane accepts a governess position. Jane's employer is a man named Rochester, with whom Jane finds herself falling secretly in love. She saves Rochester from a fire one night, which he claims was started by a drunken servant. Rochester proposes to Jane, who accepts.

The wedding day arrives, and as Jane and Mr. Rochester prepare to exchange their vows, the voice of Mr. Mason cries out that Rochester already has a wife, Bertha. Mason introduces himself as her brother. Mr. Mason testifies that Bertha, whom Rochester married when he was a young man in Jamaica, is still alive. Rochester does not deny Mason's claims, but he explains that Bertha has gone mad and he keeps her hidden. Bertha was the real cause of the mysterious fire earlier in the story. Knowing that it is impossible for her to be with Rochester, Jane runs away.

Poor and hungry, Jane is forced to sleep outdoors and beg for food. At last, three siblings — Mary, Diana, and St. John Rivers — take her in. St. John surprises her one day by declaring that her uncle, John Eyre, has died and left her a large fortune. When Jane asks how he received this news, he reveals that Jane and the Riverses are cousins.

St. John decides to travel to India as a missionary, and he urges Jane to accompany him — as his wife. Jane refuses to marry her cousin because she does not love him. Jane realizes that she cannot abandon forever the man she truly loves. She hurries back to Rochester's house and finds that it has been burned by Bertha Mason, who lost her life in the fire. Rochester saved the servants but lost his eyesight and one of his hands. Jane travels on to Rochester's new residence.

Rochester and Jane rebuild their relationship and soon marry. At the end of her story, Jane writes that she has been married for ten happy years and that she and Rochester enjoy perfect equality in their life together. She says that after two years of blindness, Rochester regained sight in one eye and was able to behold their first son at his birth.



READING FOR GENERAL COMPREHENSION

1.	What is the main purpose of the text () To offer literary criticism of the nove () To present the main events that hap	el <i>Jane Eyre</i> .	vel J	ane Eyre.
RI	What themes are discussed in Jane B. () Racial justice. () A woman's search for love. () Surviving a difficult childhood. EADING FOR DETAILED COMPI Who is who? There is one extra item	REHENSIO		
	a. Jane Eyre b. Mrs. Reed c. John Eyre d. Mr. Brocklehurst e. Mr. Rochester f. Bertha g. Mr. Mason h. St. John Rivers	()The ()Jand ()Jand ()Jand ()Jand ()Ber	pro e's b e's a e's u e's c tha's	
	Write 1-10 according to the order of () Jane finds out that Rochester is marrie () Jane's uncle dies and leaves her a large () Jane works as a teacher at the Lowo () Jane's aunt imprisons Jane in the red () Jane works as a governess for Roche Much of Jane Eyre is autobiographical mark the similarities between the writ () Jane Eyre, like Charlotte Brontë, work () They did not attend school when the () They lost their mother at an early age	ed to Bertha. ge fortune. od School. l-room. ster. al. Read agai riter Charlot ked as a teach	((((m the B) er a	Brontë and the character Jane Eyre.

Discuss the questions with your classmates.

- a. Jane Eyre is a character who has a passionate desire for life and questions conventions. Do you know other characters with similar characteristics? Do you think these characters can inspire women to fight for their rights?
- b. In the past women's roles were very limited. The Brontë sisters, for example, had to use male pseudonyms in order to have their books published. In your opinion, what is the importance of ensuring that men and women have the same rights?



VOCABULARY STUDY

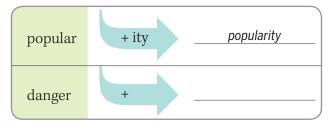
WORD FORMATION

- 1. Complete the definitions with words from the text. All the words are formed with a *suffix*.
 - ____(1st paragraph) (adjective) having a great deal of money, resources; rich b. _____(4th paragraph) (adjective) difficult or impossible to understand or explain c. _____(7th paragraph) (noun) the way two people feel and behave towards each other d. _____(7th paragraph)

O acréscimo de um sufixo a uma palavra costuma modificar sua classe gramatical. Note que determinados sufixos (como -ity e -ship) formam substantivos, enquanto outros (como -y e -ous) formam adjetivos.

(noun) a situation in which everyone is equal and has the same rights

2. Use the same suffixes found in words from exercise 1 to form new words, as in the example.



friend	+	
health	+	

- **3.** Read the following fragments and complete the statements.
 - I. Rochester and Jane **rebuild** their relationship and soon marry.
 - II. Rochester regained sight in one eye and was able to behold their first son at his birth.
 - III. At Lowood, Jane **befriends** a young girl named Helen Burns...



a. The words in bold are	_ (verbs / nouns) formed with a(prefix / suffix)
b. In rebuild and regained, re means	(again / before).	
c. The word $_$ (rebuild /	befriend) means become a friend to someone.	

4. Now complete the Word Formation box on page 158 with what you have learned about suffixes and prefixes.

LANGUAGE IN USE

> RELATIVE PRONOUNS: WHO, WHOM, WHOSE, WHICH

Read the fragments below and do exercises 1-4.

- I. Jane's aunt imprisons Jane in the red-room, the room in which Jane's Uncle Reed died.
- II. Rochester proposes to Jane, who accepts.
- III. Jane befriends a young girl named Helen Burns, whose attitude toward the school's miseries...
- IV. Jane's employer is a man named Rochester, with **whom** Jane finds herself falling secretly in love.
- V. She saves Rochester from a fire one night, which he claims was started by a drunken servant.
- VI. Mr. Mason testifies that Bertha, **whom** Rochester married when he was a young man in Jamaica...

1. Complete the chart.

In fragment	the relative pronoun	refers to
I	which	() the room () Jane's Uncle Reed
II	who	() Rochester () Jane
III	whose	()Jane ()Helen Burns
IV	whom	() Jane () Rochester
V	which	()a fire ()one night
VI	whom	() Bertha () Rochester

2.	Mark the correct answers.
	Rochester proposes to Jane . + Jane accepts. = Rochester proposes to Jane , who accepts.
	Jane's employer is a man named Rochester . Jane finds herself falling secretly in love with Rochester . Jane's employer is a man named Rochester, with whom Jane finds herself falling secretly in love.
	 a. Relative pronouns are used () to connect elements in a sentence and to avoid repetition. () to emphasize an element in the sentence and to contrast ideas.
	 b. Relative pronouns refer to () a previous element (= noun or noun phrase). () a following element (= noun or noun phrase).
3.	Which relative pronouns from the fragments are preceded by a preposition? () Which. () Whose. () Whom.
4.	Complete the sentences with an appropriate preposition.
	a. An equivalent sentence to fragment I is <i>Jane's aunt imprisons Jane in the red-room, the room</i> that <i>Jane's Uncle Reed died</i>
	b. An equivalent sentence to fragment IV is <i>Jane's employer is a man named Rochester,</i> who <i>Jane finds herself falling secretly in love</i>
5.	Join the sentences as in the example. Use the relative pronoun whose .
	Charlotte Brontë wrote Jane Eyre. + Charlotte Brontë's pseudonym was Currer Bell. = Charlotte Brontë, whose pseudonym was Currer Bell. wrote Jane Eyre.
	a. Anne Brontë published her first novel, <i>Agnes Grey</i> , in 1847. Anne Brontë's pseudonym was Acton Bell.
	b. The Brontë sisters were great novelists. The Brontë sisters' mother died at an early age.
	b. The brothe sisters were great hovensis. The brothe sisters mother died at an early age.

	ngs. The relative pronoun	d for th	a. We use that and
	tive pronoun that cannot.	d by a preposition, but the rela	can be preceded
elative pronour	in reference to people. The relat	and	b. We use that ,
cannot.	position, but that and	can be preceded by a prep	
whom/which	to express possession. It means of $\boldsymbol{w}\boldsymbol{h}$	in relative clauses	c. We use
from the box	Eyre. Use the relative pronouns fro	gments from the novel Jane	Complete the frag
1		· which • for which • to whom	who • whose •
		o the housemaid's apartment, PTER III)	a. Bessie went into was near. (CHAP
	girl again: her	had been an ardest a bride, was a cold, solitary r prospects were desolated. (6	woman — almos
	er been loosened	well known, are most difficult soil has never education: they grow there, fir CHAPTER XXIX)	from the heart _
	to eradicate er been loosened m as weeds mbridge: I have many friends there	well known, are most difficult soil has nevel ducation: they grow there, fire CHAPTER XXIX)	c. Prejudices, it is w from the heart — or fertilized by ec among stones. (C d. " To-morrow, I

8. Complete the short summary of *Iracema*. Choose relative pronouns from the box.

who • which • from which • from whom

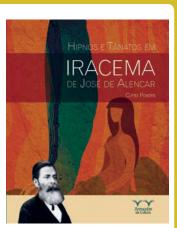
(...) a guardian angel watching the soul ______ he is responsible. (CHAPTER XXXV)

Iracema

by José de Alencar

José de Alencar's love story, _____ might be thought of as a Brazilian "Pocahontas," tells how Iracema meets and falls in love with the Portuguese colonist Martim. Their child, named Moacir, represents the union of the Portuguese with the native people, _____ the Brazilian people arise. But, tragically, Iracema dies, metaphorically demonstrating that the cost of this union is the life of the native peoples of Brazil.

> Available at: <www.goodreads.com/book/show/1093672.lracema>. Accessed in January 2013. (fragment)



BRONTË, Charlotte. Jane Eyre. London: Smith, Elder, and Company, 1847.

9.	Complete the sentences with fragments from the text.	
----	--	--

- a. The person with whom _____ falls in love is the _____ Martim.
- b. The literary period in which ______ wrote *Iracema* is Romanticism.

10. Rewrite the fragment below using the relative pronoun **whose**.

Their child, named Moacir, represents the union...

11. Write a new sentence with the relative pronoun in CAPITAL LETTERS as in the example.



a. José de Alencar was a Brazilian novelist. José de Alencar's pseudonym was Erasmo.

WHOSE

José de Alencar was a Brazilian novelist whose pseudonym was Erasmo.

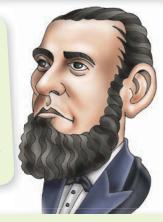
b. *Iracema* is a novel by José de Alencar. José de Alencar is one of the most famous writers of the first generation of Brazilian Romanticism.

WHO

c. A Moreninha is the first urban novel in Brazilian literature. A Moreninha is a novel by Joaquim Manuel de Macedo.

WHICH

lustrações: André Lemes/Acervo do artista

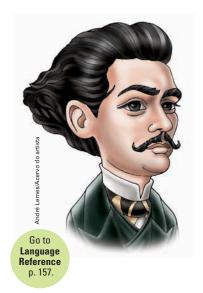




d. Gonçalves Dias is famous for the poem "Canção do exílio". FOR WHICH

e. Gonçalves Dias fell in love with Ana Amélia. He dedicated many of his most famous love poems to Ana Amélia.

TO WHOM



f.	Castro Alves is famous for his abolitionist poems. Castro
	Alves is known as the "poet of the slaves".

WHO

	CDEMINIC
 NH - ANH	\sim ν ν ν ν ν ν ν ν ν
INU AINU	SPEAKING

- 1. Ask and answer the following questions in pairs.
 - a. Do you like poetry? If so, who is your favorite poet?
 - b. Have you ever written a poem? If so, what was it about?
- 2. Winnie and Joan are volunteers in a project called Building Bridges. Listen to them and choose the picture that best relates to the project.



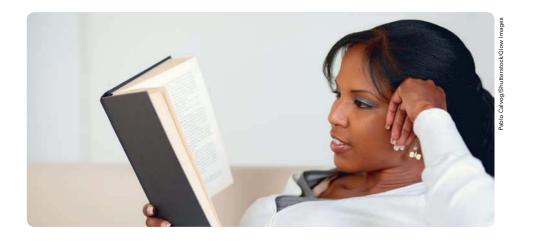


- 3. Listen again and mark the correct statements about Winnie and Joan.
 - a. () They are interested in poetry.
 - b. () They are very good at writing verses.
 - c. () They both appreciate the poetry of Wordsworth.
- 4. Listen once more and complete the sentences about Joan.
 - a. Joan was first interested in poetry through her ______.
 - b. She always read the ______ of Wordsworth and Louis Stevenson.
 - c. She used to write down a verse when she saw lovely ______ and trees.

- **5.** Listen again and check the answers of exercises 3 and 4.
 - > 19 SPOKEN LANGUAGE
 - Listen to the following pairs of words below and repeat them. Notice the difference between the sounds $/\int/$ as in **wish** and $/t\int/$ as in **which**.

/ʃ/	/tʃ/
wa sh	wat ch
ca sh	cat ch
sh ip	ch ip
sh oes	ch oose

- Listen and mark the words you hear.
 - a.() mash
- () match
- b.() share
- () chair
- c.() wish
- () which
- d.() sheep
- () cheap
- **6.** In your opinion, is poetry important in our lives? Why (not)?
- 7. In pairs, talk to each other about your literary interests and reading preferences. Use the suggested questions and expressions below to help you. Make extra questions.
 - Which books have you read recently?
 - → enjoy it? / what about?
 - Have you ever read a book and then watched a movie of that book?
 - → enjoy it? / similarities and differences?
 - Do you prefer reading books or e-books?
 - → why? / advantages and disadvantages?



WRITING

In this unit you have read plot overviews on pages 118, 120 and 125. A plot overview is a short summary of the story of a literary work, such as a novel or a play. It is not a review and should not contain the opinions of the author. A plot overview, also called a plot summary, simply tells what happens in a story without confusing the reader with unnecessary details. Well-written plot overviews describe the main events in the work, linking them together with brief descriptions of less important scenes.

1. Write a plot overview to tell the readers the story of a literary work you like. If they have already read the work, your summary can remind them of the story and even help them understand it better. If they have not read the literary work yet, the summary of the story may get them interested in the original text.

STEP BY STEP

- 1. With one or two classmates, choose a piece of literature (in English or in Portuguese) that you have already read. Name the title and the author.
- 2. Try to remember the basic elements of the story (characters, setting, important events) and take notes. If necessary, read the story (or parts of it) again and/or do some research about it.
- 3. Start writing after you have organized your thoughts. Summarize the main events of the story. Remember your text should not cover every scene and every moment of a story.
- 4. It is not necessary to tell the events of the story in the order they appear, but it is often

- helpful. If it makes the plot easier to explain, events can be reordered.
- 5. Write a first draft of the plot overview.
- 6. If possible, include a picture of the book cover to illustrate your text.
- 7. Improve your plot overview by making sure you have included the most important events in the correct order.
- 8. Exchange plot overviews with other classmates and discuss both texts. Try to make some suggestions on your classmates' texts.
- 9. Make the necessary corrections.
- 10. Write the final version of the plot overview.

- Plot overviews are usually written in the narrative present. Use the present tense and make events more vivid.
- ... Jane accepts a governess position.
- St. John decides to travel to India...
- Use relative pronouns to link ideas and avoid repetition.
- Rochester proposes to Jane, who accepts.
- Jane's employer is a man named Rochester, with whom Jane finds herself falling secretly in love.
- Use expressions of place to present the setting. Use expressions of time to indicate the order of events.
- At Lowood....
- After teaching for two years,...

2. Now it's time to share your plot overview with your classmates and other people. You can organize all the plot overviews on a classroom board. You can also publish your plot overview on the class blog or on the school's website.

LOOKING AHEAD

The novel Jane Eyre criticizes the limited options open to educated but poor women, and the idea that women should be confined to household activities.

- Do you know other stories (novels, plays, movies, soap operas etc.) that discuss the roles of women in society? Which one(s)?
- > What are they about?



Literature is known as the mirror of life.

- Do you agree with this statement? Why (not)?
- In your opinion, what is the importance of literature in our lives?



EXTRA READING

www.gutenberg.org/

www.online-literature.com/

www.victorianweb.org/authors/bronte/cbronte/bronteov.html www.janeausten.org/

www.flavorwire.com/265847/10-of-the-most-powerful-female-charactersin-literature

www.utulsa.edu/tswl/

EXTRA VIDEOS

www.youtube.com/watch?v=-ebkmo1Ygz8 www.biography.com/people/jane-austen-9192819



Falling in Love Unit





Why do people fall in love? Have you ever fallen in love?





Learning Objectives

- to take part in discussions on falling in love
- to learn how to use relative pronouns (omission)
- to explore quizzes

Love is in the air

Medium

Category: General Knowledge

If you're a true romantic then answer our 'Love is in the air' quiz to your heart's content.

- 1. Valentine's Day was originally an...
 - Ancient Egyptian festival
 - Ancient Greek festival
 - Ancient Celtic festival
 - Ancient Roman festival
- 2. Cupid is the son of which Roman goddess?
 - Minerva
 - Juno
 - Diana
 - Venus



- 3. Which Italian city was the home of Shakespeare's famous star-crossed lovers. Romeo and Juliet?
 - Verona
 - Rome
 - Florence
 - Venice



- 4. "If music be the food of love, play on" is a famous line from which **Shakespeare play**?
 - Romeo and Juliet
 - The Tempest
 - Twelfth Night
 - Hamlet
- 5. Which English writer made the first recorded association of Valentine's Day with romantic love?
 - Geoffrey Chaucer
 - William Shakespeare
 - Christopher Marlowe
 - Edmund Spenser



- 6. In Japan and Korea, it is customary for only women to buy Valentine's Day presents.
 - True
 - False
- 7. What are girlfriends permitted to do every time Valentine's Day falls on a leap year?
 - Split up with their boyfriend
 - Have a day off work
 - Propose to their partner
 - Go on a girls' night out
- 8. In which **country** is it traditional to give someone a carved wooden spoon as a token of affection?
 - Wales
 - Portugal
 - Spain
 - Italy
- 9. If you received china on your wedding anniversary, how many **years** would you have been married?
 - 30
 - 25
 - 20
 - 15



- **10.** In which **country** is the equivalent of Valentine's Day known as "Dia dos Namorados"?
 - Brazil
 - Denmark
 - Russia
 - Mexico



Adapted from: <www.dkguiz.com/index.php/guizzes/play/love-is-in-the-air>. Accessed in February 2013.

BEFORE **READING**

		environment	pollution
Vlada Krami		emotion explain	feelings brain
Vlada Kramina/lkon Images/Getty Images	Circle the words you expect to be men	happiness	science
	c. The questions are asked by () parents. () children.	d. The questions are answered by () caring parents. () qualified experts.	
	a. The text comes from a() book.() magazine.	o. The purpose of the publication is () simple answers to difficult qu () scientific explanations for na	uestions.
2.	TIP Há palavras em inglês parecidas com o português refere-se apenas ao professor universitário. Teacher é o Turn over the page and, before reading source of the text. Then, choose the o	nome mais abrangente para professor. ng the text, look at the title , th	línguas. <i>Professor</i> , em inglês,
	d. How does my brain control me? e. Are we all related?	() Philip Pullman, author() Dr Richard Dawkins, evo	olutionary biologist
	c. When did people start using recipes?	() Baroness Susan Greenfie	eld, <i>neuroscientist</i>
	b. How do writers think of their ideas?	() Professor David Crystal,	language expert
	Match the questions to the specialist a. Why do we speak English?	wno can answer tnem proper () Mario Batali, <i>chef</i>	ıy.

READING

Now read the text to check your predictions.

How do you fall in love?

Robin Dunbar

Professor of evolutionary psychology

What happens when we fall in love is probably one of the most difficult things in the whole universe to explain. It's something we do without thinking. In fact, if we think about it too much, we usually end up doing it all wrong and get in a terrible muddle.

That's because when you fall in love, the right side of your brain gets very busy. The right side is the bit that seems to be especially important for our emotions. Language, on the other hand, gets done almost completely in the left side of the brain. And this is one reason why we find it so difficult to talk about our feelings and emotions: the language areas on the left side can't send messages to the emotional areas on the right side very well. So we get stuck for words, unable to describe our feelings.

But science does allow us to say a little bit about what happens when we fall in love. First of all, we know that love sets off really big changes in how we feel. We feel all light-headed and emotional. We can be happy and cry with happiness at the same time. Suddenly, some things don't matter any more and the only thing we are interested in is being close to the person we have fallen in love with.

These days we have scanner machines that let us watch a person's brain at work. Different parts of the brain light up on the screen, depending on what the brain is doing. When people are in love, the emotional bits of their brains are very active, lighting up. But other bits of the brain that are in charge of more sensible thinking are much less active than normal. So the bits that normally say 'Don't do that because it would be crazy!' are switched off, and the bits that say 'Oh, that would be lovely!' are switched on.

Why does this happen? One reason is that love releases certain chemicals in our brains. One is called dopamine, and this gives us a feeling of excitement. Another is called oxytocin and seems to be responsible for the light-headedness and cosiness we feel when we are with the person we love. When these are released in large quantities, they go to parts of the brain that are especially responsive to them.

But all this doesn't explain why you fall in love with a particular person. And that is a bit of a mystery, since there seems to be no good reason for our choices. In fact, it seems to be just as easy to fall in love with someone after you've married them as before, which seems the wrong way round. And here's another odd thing. When we are in love, we can trick ourselves into thinking the other person is perfect. Of course, no one is really perfect. But the more perfect we find each other, the longer our love will last.



READING FOR GENERAL COMPREHENSION

Professor Dunbar's answer to "How do you fall in love?" confirms the quote:

- () "When you connect with a cause, it's like falling in love." (Debra Winger)
- () "People fall in love for mysterious reasons." (Jeff Bridges)

READING FOR DETAILED COMPREHENSION

- 1. Write T (*True*) or F (*False*). Then, correct the false statements with a fragment from the text.
 - a. () Falling in love is probably one of the most mysterious phenomena a person could experience.
 - b. () The left part of the brain controls our emotions.
 - c. () Oxytocin is the chemical that gives us a feeling of excitement.
 - d. () When we are in love, we tend to think that the other person is perfect.
- **2.** Answer the questions according to the text.
 - a. Why is it so difficult to talk about our feelings and emotions?
 - b. How do we feel when we fall in love?
 - c. When someone is in love, what happens to the parts of the brain responsible for more sensible thinking?
- 3. Mark the brain scan that shows what happens to a person's brain when he or she is in love. Then write a fragment from the text to support your answer.





.)

Discuss the questions with your classmates.

- a. Love is a feeling that is hard to describe and scientists find it difficult to explain how it happens. Do you think science can help us understand love and other feelings? Why (not)?
- b. The text presents the view of a professor of evolutionary psychology. What other perspectives could enrich the debate about how we fall in love?



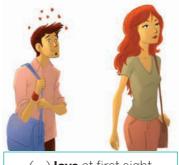
VOCABULARY STUDY

IDIOMS

- 1. The idiom *fall in love* means 'begin to love someone'. Match the definitions below with other idioms about love.
 - a. Begin to love someone very much.
 - b. It happens when two people fall in love immediately, the very first time that they see one another.
 - c. The temporary love that exists between two young people, typically teenagers. This kind of love is supposedly one that does not last.
 - d. The most significant love of your life.







() love at first sight





) fall head over heels in love

- **2.** Complete the sentences below with idioms from exercise 1.
 - a. When our eyes met, it was _. I knew from that moment she would be the woman I married.
 - b. I'm sure their relationship will never last. It's a case of $_$ _ between those two.

DISCOURSE MARKERS

3.]	Read the fragn	nents below an	d complete the	chart.
-------------	----------------	----------------	----------------	--------

- I. **But** other bits of the brain... (paragraph 4)
- II. **So** the bits that normally say... (paragraph 4)
- III. ... that is a bit of a mystery, **since** there seems to be... (paragraph 6)

In fragment	fragment the discourse marker		agment the discourse marker expres		and it is equivalent to
I	but	() addition () opposition	() not only but also () however		
II	so	() addition () consequence	() and () as a result		
III	since	() cause () time	() because () from		

4. Read the fragments below and mark the correct answer

- I. In fact, if we think about it too much... (paragraph 1)
- II. Language, **on the other hand**, gets done... (paragraph 2)
- III. First of all, we know that... (paragraph 3)
- a. In fragment I, in fact is used for emphasis and it is equivalent to
 - () actually; as a matter of fact. () in reality; eventually.
- b. In fragment II, **on the other hand** is used to introduce a
 - () consequence. () contrastive aspect.
- c. In fragment III, first of all is used to introduce a first point/reason and it is equivalent to
 - () first and at last. () first and firstly.
- **5.** Complete the sentences below with discourse markers from exercises 3 and 4.

A conjunção but (mas, porém) não é usada entre vírgulas como é o caso de on the other hand (por outro lado) e however (entretanto).

a. People often say, "never fall in love with your best friend

_____ there is no being friends when it doesn't work out."

b. People all over the world celebrate Valentine's Day. Lovers usually exchange cards, flowers, chocolate, and spend time together. The origin of Valentine's Day,

_____, is still a mystery to scholars.

c. Love cannot be defined easily. ______,when a

person falls in love, he or she feels completely different.

6. Now complete the Discourse Markers box on page 159 with what you have learned.



LANGUAGE IN USE

> RELATIVE PRONOUNS (OMISSION)

- I. It's something we do without thinking.
- II. ... the only thing we are interested in...
- III. ... the person we have fallen in love with.
- IV. ... the light-headedness and cosiness we feel...
- 1. A relative pronoun is omitted in each fragment. Insert **that** or **who** in the appropriate place as in the example.

a. It's	something	that	we	do	without	think	ing.	
b the	only	thing	we		are	interested	d	in
c the	person	we	have		fallen	in	love	with.
d the	light-head	edness	and		cosiness	we	feel	

2. Complete the chart.

In item	the relative pronoun	refers to	In other words	
а	that	something	We do something without thinking.	
b	that		We are interested in	
С	who		We have fallen in love with	
d	that		We feel	

3. Complete the sentence with **subjects** or **objects**.

The words used to complete the chart in exercise 2 work as _____.

- 4. Compare the sentences and complete the statement on the next page with I or II.
 - I. It's **something** (that) we do without thinking.



II. ... we have **scanner machines** that let us watch a person's brain at work.



a. R	elative pronouns can be omitted when they work as
a	s in sentence

b. Relative pronouns cannot be omitted when they work as _____ as in sentence ____. TIP Os pronomes relativos precedidos de preposição não podem ser omitidos.

5. Complete the sentences with an appropriate *relative pronoun* to rewrite the fragments.

a. Fragment II: ... the only thing **in** ______ we are interested...

b. Fragment III: ... the person with ______ we have fallen in love.

6. Which relative pronoun is omitted in the cartoon? Rewrite the sentence using the *relative pronoun*.

Love is _____

7. The relative pronoun **that** is omitted in both transcripts below. Find out where it can be inserted.

a



The Twilight Saga: Breaking Dawn – Part 2 (Bill Condon, 2012). Edward Cullen: Bella, I've had a bad habit of underestimating you. Every obstacle you've faced, I'd think you couldn't overcome it, and you just did. You're the reason I have something to fight for, my family.



Available at: http://loveiscomix.com/20071026/>.

Accessed in May, 2013.

[last lines] Allie Calhoun: Do you think our love can

take us away together?

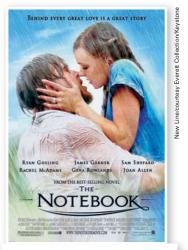
Duke: I think our love can do anything we want it to.

Allie Calhoun: I love you.

Duke: I love you, Allie.

Allie Calhoun: Good night.

Duke: Good night. I'll be seeing you.



The Notebook (Nick Cassavetes, 2004).

b.

8. Circle the relative pronouns that can be omitted.



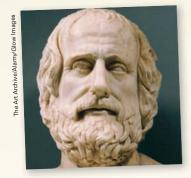
"Love is a game that two can play and both win."

Eva Gabor (1919-1995), Hungarian-American actress.

"Love is when you meet someone who tells you something new about yourself."

Andre Breton (1896-1966), French writer and poet.



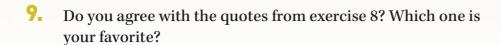


"Love is all we have, the only way that each can help the other."

Euripides (480 BC-406 BC), Greek playwright.

"Tell me who admires and loves you, and I will tell you who you are."

Antoine de Saint-Exupéry (1900-1944), French writer and pioneering aviator.





10.	Now complete the sentences to express your opinions about love. Use relativ	'e
	pronouns and put them in parentheses if they can be omitted.	

	т .			1	
a .	ln	mv	opinion.	LOVE	10
<i>.</i>	111	TIIV	ODIIIIOII	1010	10

b. I find love isn't _____

c. I believe people _____

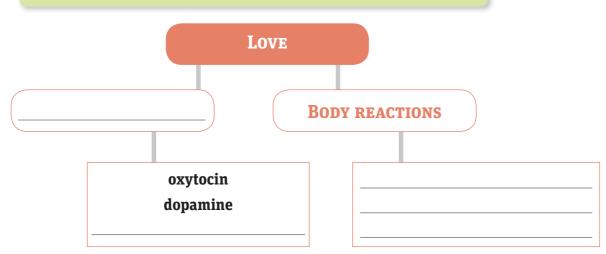
11. Show a classmate your answers to exercise 10 and read his/her answers. Do you have similar opinions?



LISTENING AND SPEAKING

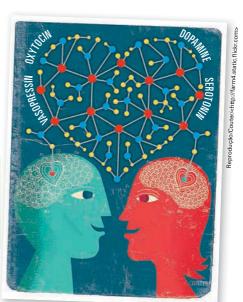
1. Complete the diagram with the words from the box.

sweaty palms • chemicals • flushed skin • serotonin • heavy breathing



- 2. Listen to part of a lecture in which a researcher at Stanford University talks about the *chemistry of love*. According to him, what is the relationship between love and chemistry?
 - () Love cannot change your body chemistry.
 - () Chemistry plays an important role in how a relationship progresses.
 - () Chemicals only race around your brain and body when you are in a long-term relationship.
- 3. Listen again and complete the sentences.
 - a. Attraction, love and ______ are fueled by actual chemicals.
 - b. Nonverbal ______ plays a big role in first attraction.
 - c. When you are in love, chemical reactions include racing sweaty palms and flushed skin.
- 4. Listen once more and check your answers.
- **5.** Use words from the picture on the right to complete a quote by the professor.

"Researchers have found that long-term relationships confer chemical benefits in the form of stabilized production of _______



6. In your opinion, what are the advantages of long-term relationships?

> POKEN LANGUAGE Listen and repeat. In English, *ch* is most commonly pronounced as /tf/ as in *chance*, but it can also be pronounced as /k/ as in *chemical*. <u>ch</u>emistry • s<u>ch</u>ool • ar<u>ch</u>itect • me<u>ch</u>anic • epo<u>ch</u> • stoma<u>ch</u> (a) Mark the words with the sound /k/. Listen and check your answers. () character () chaos () chapter () choreography () <u>ch</u>arity () <u>ch</u>orus () headache () machine

A semelhança entre a forma de algumas palavras em inglês e a forma de seus correspondentes em português torna-se mais evidente quando essas palavras são pronunciadas, como no caso da palavra chemical (que, ao ser pronunciada, parece mais com químico).

7. The pictures below show different types of love. In pairs, describe each situation and talk about the importance of love. Ask and answer questions related to your lives. Use expressions from the boxes to help you.



close friends / best friends / childhood friendships



a loving couple / long-term relationship / romantic love



maternal love / unconditional love / the most important relationship

The first/second/third photo shows/depicts...

They seem/appear to be...

I believe/think they are...

How important is friendship/family/love...?

How is your relationship with...?

WRITING

In this unit you have read a quiz on page 132. A quiz is a set of quick questions designed to test knowledge. It can be used as a game, a competition or a short test given to students.

Quizzes may be held on a variety of subjects (general knowledge quizzes) or be subject-specific (a quiz on Literature, Brazilian History, Technology etc.). The format of the quiz can also vary widely. Online quizzes have become very popular. Visit www.dkquiz.com to find examples of quizzes on several different subjects.

1. In small groups (of three or four students), write a quiz on love or another topic of your choice to challenge your friends. If you choose love as the topic of your quiz, you can make questions about wedding anniversaries, love songs, love movies etc.

STEP BY STEP

- With your classmates, choose a topic to focus on. Decide how many questions you are going to make.
- 2. Brainstorm questions about the topic. You can use different types of questions: multiple choice, yes or no, true or false. If necessary, do research on the Internet to get more information on the topic. Look for reliable sources.
 - Be creative. Write interesting and challenging questions that are not too easy to answer.
 - 4. Review all the questions and choose those that you consider the most relevant. Check if the word

- order is correct in each question. If necessary, brainstorm more questions.
- 5. In the case of multiple choice questions, decide how many choices per question you are going to use and write down answer options for each question.
- 6. Write a first draft of the quiz and choose a title for it. Don't forget to prepare a key with the correct answers.
- Exchange quizzes with another group and discuss them.
- 8. Make the necessary corrections.
- 9. Write the final version of the quiz.

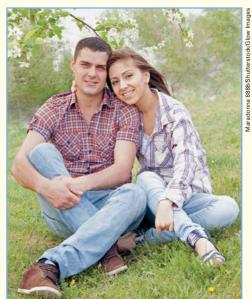
> Use it

- Use question words (what, which, who, why, where, when, how) to create multiple choice questions.
 - Which Italian city was the home of Shakespeare's famous star-crossed lovers, Romeo and Juliet?
 - What are girlfriends permitted to do every time Valentine's Day falls on a leap year?
 - In which country is the equivalent of Valentine's Day known as "Dia dos Namorados"?

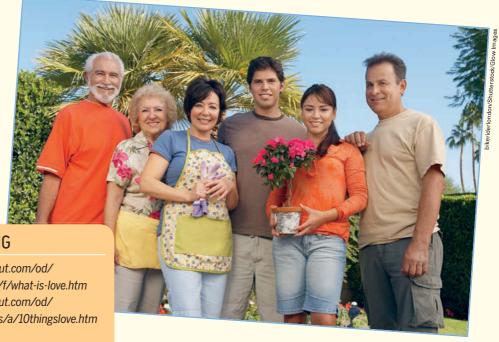
- 2. Now it's time to share your quiz and challenge your classmates and other people. You can print copies of your quiz or publish it on the Internet. To create an online quiz, you may use one of the services below:
 - · www.makeaguiz.net
- www.quizyourfriends.com

LOOKING AHEAD

- > Love and passion are both extremely strong feelings. In your opinion, are they different? Do you agree with the statements below? Why (not)?
 - 1. Love is a state of living, while passion is a state of being.
 - 2. Passion lasts for a short while, but love lasts for a long time.
 - 3. In love, deeper understanding is the essence, while passion doesn't require it.



- In your opinion, can passion and true love coexist in a relationship? Why (not)?
- Love is not only about passionate love. It is an intense feeling of caring for another person. It can take many different forms: romantic, friendly, familial. How important are these different forms of love in your life? Why?
- In your opinion, can love change a person's life? If not, why? If so, how?



EXTRA READING

http://psychology.about.com/od/ loveandattraction/f/what-is-love.htm http://teenadvice.about.com/od/ factsheetsforteens/a/10thingslove.htm

EXTRA VIDEO

http://bestmovielovequotes.tumblr.com/

Review **Units 7 & 8**

READING

- 1. Before reading the whole text, read only the title and the first line. What is the text about?
 - () Men don't fall in love the same way women do.
 - () Falling in love on the Internet is inconsequential.
 - () People from different countries have different beliefs about love.

Love across Longitude

"Falling in love" is different across the East-West divide. A new study examined how men and women from the United States, Lithuania and Russia defined romantic love. Both Lithuanian and Russian participants felt that romantic love is temporary and inconsequential.



This was not the case for those from the United States, who rated romantic love as highly important. United States participants also frequently used words like "comfort", "love", and "friendship" to describe romantic love, whereas these words were seldom or never used by their Eastern counterparts. There were also differences in how those from East and West fell in love. Americans reported that it took two months to a year to fall in love, whereas the Lithuanian and Russian participants almost universally reported falling in love within a month. Check out your own beliefs: are you more of the East or West in your loving? Source: Cross-Cultural Research.

WELL BEING. Australia, Universal Magazines, Issue 136, January 2012, p. 12.

2. Complete the table with expressions from the text.

United States	Lithuania and Russia
Participants believe that romantic love is	Participants believe that romantic love is
Participants reported that it took to fall in love.	Participants reported that it tookto fall in love.

LANGUAGE IN USE

> RELATIVE PRONOUNS

1. Complete the definitions below. Use the relative pronouns from the box.

who • with whom • that • that

ro·mance (rō-măns', rō'măns')

n.

- 1. Ardent emotional attachment or involvement between people.
- 2. A long medieval narrative in prose or verse ______ tells of the adventures and heroic exploits of chivalric heroes.
- 3. An artistic work, such as a novel, story, or film _____ deals with love, especially in an idealized form.

love (lŭv)

n.

- 1. A deep, tender, ineffable feeling of affection and solicitude toward a person.
- 2. A feeling of intense desire and attraction toward a person ______ one is disposed to make a pair.
- 3. A person _______ is the object of deep or intense affection or attraction; beloved. Often used as a term of endearment.

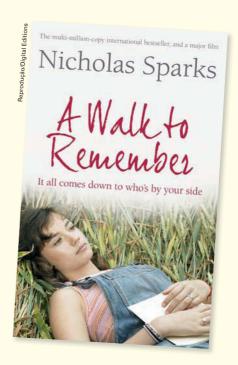
Adapted from: <www.thefreedictionary.com/>. Accessed in May 2013.

2. Complete the sentences from the novel *A Walk to Remember*, a romance by Nicholas Sparks. Use the relative pronouns from the box.

whom • of whom • who • which

- a. "It's basically the story of a man had lost his wife a few years back."(CHAPTER I)
- c. "There were about fifty senior boys at the high school, twenty-two _____ were on the football team, and with the team still in the running for the state title, none of them would have the time to go to the rehearsals." (CHAPTER IV)
- d. "This wasn't like being with Angela,

 ______ I'd kissed the first time
 I was ever alone with her." (CHAPTER X)



- 3. Go back to exercise 2 and identify the words the relative pronouns refer to.
- **4.** Write a new sentence with the relative pronoun in CAPITAL LETTERS as in the example.
 - a. Nicholas Sparks has published 17 novels. Eight have been adapted into films, including A Walk to Remember.

OF WHICH

Nicholas Sparks has published 17 novels of which eight have been adapted into films, including A Walk to Remember.

b. A Walk to Remember is a novel by Nicholas

A Walk to Remember is about two teenagers who fall in love with each other.

WHICH

"When the power of love overcomes the love of POWER. the world will know peace." Jimi Hendrix c. Austrian filmmaker Michael Haneke is famous for the movies *Amour* (2012) and *The White* Ribbon (2009).

FOR WHICH

d. Amour is a drama film about an elderly couple, Anne and Georges.

Anne and Georges are retired music teachers.

WHO

RELATIVE PRONOUNS (OMISSION)

- **5.** Mark the sentences in which the relative pronoun **that** can be omitted.
 - a. () The Valentine's card that she bought was very thoughtful.
 - b. () The person that she is in love with is so romantic!
 - c. () Who is the character that married Elizabeth Bennet in *Pride and Prejudice*?
 - d. () Fitzwilliam Darcy is the character that married Elizabeth Bennet in Pride and Prejudice.
 - e. () The film that we saw yesterday was based on a novel by Jane Austen.

STUDYING FOR EXAMS

(Enem/2012)

Aproveitando-se de seu *status* social e da possível influência sobre seus fãs, o famoso músico Jimi Hendrix associa, em seu texto, os termos *love*, *power* e *peace* para justificar sua opinião de que

- a. a paz tem o poder de aumentar o amor entre os homens.
- b. o amor pelo poder deve ser menor do que o poder do amor.
- c. o poder deve ser compartilhado entre aqueles que se amam.
- d. o amor pelo poder é capaz de desunir cada vez mais as pessoas.
- e. a paz será alcançada quando a busca pelo poder deixar de existir.

MEN WITHOUT WOMEN



- In 1927, Ernest Hemingway published a collection of short stories titled Men Without Women. Today, less than a century later, it sums up the predicament of a rising proportion of mankind.
- According to the United Nations, there are far more men than women on the planet. The gender gap is especially pronounced in Asia, where there are a hundred million more guys than girls. This may come as a surprise to people in the Western world, where women outnumber 10 men because — other things being equal — the mortality rate for women is lower than for men in all age groups. Nobel Prize-winning economist Amartya Sen calls it the mystery of Asia's "missing women."

The mystery is partly explicable in terms of economics. 15 In many Asian societies, girls are less well looked after than boys because they are economically undervalued. The kind of domestic work they typically do is seen as less important than paid work done by men. And, of course, early marriage and minimal birth control together expose 20 them to the risks of multiple pregnancies.

When Sen first added up the missing women — women who would exist today if it were not for selective abortion, infanticide, and economic discrimination — he put the number at a hundred million. It is surely higher now. For, 25 even as living standards in Asian countries have soared, the gender gap has widened. That's because a cultural preference for sons over daughters leads to selective abortion of female fetuses, a practice made possible by ultrasound scanning, and engaged in despite legal 30 prohibitions. The American feminist Mary Anne Warren called it "gendercide." Notoriously common in northwestern India, it's also rampant in the world's most populous country: China.

That has scary implications. Remember, most of 35 Hemingway's stories in *Men Without Women* are about violence. They feature gangsters, bullfighters, and wounded soldiers as well. The most famous story is called simply "The Killers."

It may be that the coming generation of Asian men 40 without women will find harmless outlets for their inevitable frustrations, like team sports or videogames. But I doubt it. Either this bachelor generation will be a source of domestic instability, whether Brazilian-style crime or Arab-style revolution — or, as happened in Europe, they 45 and their testosterone will be exported. There's already enough shrill nationalism in Asia as it is. Don't be surprised if, in the next generation, it takes the form of macho militarism and even imperialism. Lock up your daughters. FERGUSON, Niall. Men without women. Newsweek, New York, March 14, 2011. p. 8. Adaptado.

São afirmações verdadeiras que se depreendem do texto:

- (01) Ao contrário da Ásia, há mais mulheres do que homens no mundo ocidental.
- (02) Em todo o planeta, o número de homens supera o de mulheres em mais de 100 milhões.
- (04) Nas diferentes faixas etárias, o índice de mortalidade dos homens no Ocidente é maior do que o das mulheres.
- (08) Em muitas sociedades orientais, as meninas são discriminadas tanto em seu trabalho como economicamente.
- (16) A atual tendência de casar cada vez mais tarde expõe as mulheres asiáticas a inúmeros riscos de parto.
- (32) A preferência cultural dos orientais por filhos do sexo masculino leva as mulheres ao aborto seletivo de fetos do sexo feminino.

Sobre a publicação de Hemingway, Men Without Women, é correto afirmar:

- (01) É um documentário sobre antigos problemas do mundo ocidental.
- (02) Proporcionou a seu autor o Prêmio Nobel de Literatura.
- (04) Possui, como seus principais personagens, homens em busca de uma companheira.
- (08) É uma coletânea de contos cujo título sintetiza o dilema de uma proporção crescente do gênero humano.
- (16) Apresenta a violência como tema predominante na obra.
- (32) Defende a causa de toureiros e soldados desertores.

Correspondem à circunstância indicada ao lado as expressões transcritas em

- (01) "less than" (l. 2) comparação.
- (02) "if" (l. 22) dúvida.
- (04) "For" (l. 24) explicação.
- (08) "as well" (l. 37) adição.
- (16) "whether [...] or" (l. 43) alternância.
- (32) "as happened" (l. 44) finalidade.

THINKING ABOUT LEARNING 4

WHAT CAN I DO NOW?						with confidence
Take part in discussions on women in literature.					9	well
Take part in discussions on falling in love	Take part in discussions on falling in love				9	with some difficulty
Use the relative pronouns who, whom, whose, who	hich					unnounty
Use relative pronouns (omission)						
Explore plot overviews						
Explore quizzes						
WHAT WORDS/EXPRESSION				S 7 AN	D 8?	
Words/Expressions	Meaning	in cont	ext			
					_	
					-	
					-	
WHAT LEARNING RESOUR	CES HAVE I U	SED IN	UNITS	7 AND	8?	
☐ Dictionaries ☐ Glossary ☐ Extra readings ☐ Extra videos Other(s):	☐ Languag ☐ Internet		ice			
WHAT DO I NEED TO DO IN ORI	DER TO IMPRO	OVF MY	/ I FAR	NING?		
With Bothles to Both on		J V E 1 1 1				
>						
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S						
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					-	
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PROJECT 2B

> RESHAPING THE IMAGE OF WOMEN IN ADVERTISING (SECOND PART)

In Unit 7 you have talked about women in literature. Follow the steps below and do the second part of Project 2, *Reshaping the image of women in advertising*.

TASK: After having selected two or three advertisements that contain women stereotypes, it is time to recreate the ads so that they do not reinforce any stereotypes. It is your chance to reshape the image of women in advertising.



After creating your own ads, make sure the images and the choice of words and expressions are free of stereotypes. Take a look at an ad of a personal care brand. It belongs to a campaign whose objective is to make all women have the confidence to be comfortable with themselves.

- 1. Produce it! In groups, make a draft of your ads. Be creative and use a wide variety of resources.

 Don't forget to include an appealing image and a catchy phrase! You can create your ads using a word processing software or Glogster (www.glogster.com/).
- **2. Share it locally!** Organize an exhibition at your school to show what you and your classmates have created. Invite teachers, family members, friends, and other people from your community to get to know about your ads free of women stereotypes and join in a discussion on the topic.
- **3. Share it globally!** Publish the advertisements on the school's website or on a blog and let people from all over the world get inspired by your ads!

> THINK ABOUT IT!

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

- Como você se sentiu ao selecionar anúncios que apresentam estereótipos atribuídos às mulheres? E ao criar seus próprios anúncios?
- Como foi a exposição na escola?
- Como as pessoas reagiram aos anúncios publicados na Internet?
- Você faria alguma coisa de modo diferente? Se sim, o quê?
- Você acredita que os anúncios criados por você e seus colegas possam promover, de alguma forma, uma reflexão sobre a imagem estereotipada da mulher na propaganda?



Language Reference

Unit 1

REVIEW: PRESENT PERFECT OR PAST SIMPLE?

Usamos o **Present Perfect** (have/has + particípio passado do verbo principal) para ações que aconteceram no passado em um momento indeterminado e têm importância ou consequência no presente.

I have seen the movie The Color Purple by Steven Spielberg. It's fantastic!

I've participated in the public debate on ethnicity.

Usamos o **Past Simple** para ações que aconteceram no passado em um momento determinado.

Princess Isabel **proclaimed** the abolition of slavery in Brazil in 1888.

Europeans **explored** Africa, the Americas, Asia and Oceania during the Age of Discovery (15th-17th centuries).

PAST PERFECT

Usamos o **Past Perfect** (had + particípio passado do verbo principal) para falar de uma ação passada anterior a outra ação também passada.

Her kids **had** already **learned** to respect others before they reached school.

They were late for the lecture because they **had forgotten** their student ID cards.

Forma afirmativa				
1				
You				
Не				
She	la a al			
It	had	learned	an important lesson.	
We				
You				
They				

Em frases negativas, usamos hadn't (had not) antes do particípio passado do verbo principal.

	Forma negativa					
1						
You						
Не						
She	hadn't	laamaal	from mistakes.			
It	naun t	learned	irom mistakes.			
We						
You						
They						

Em frases interrogativas, usamos had antes do sujeito:

	Forma interrogativa				
	T				
	you				
	he				
	she				
Had	it	learned	from mistakes?		
	we				
	you				
	they				

	Respostas curtas				
	Afirmativa		Negativa		
	1			1	
	you			you	
	he	le d		he	
	she			she	
Yes,	it	had.	No,	it	hadn't.
	we	ve		we	
	you			you	
	they			they	

Unit 2

MODAL VERBS: SHOULD, MIGHT, COULD

Usamos, geralmente, o verbo modal should para indicar aconselhamento, recomendação e os verbos modais might ou could para indicar possibilidade remota. Note que usamos verbos modais *antes* de um verbo principal no infinitivo (sem a partícula **to**).

You **should** be proud of your decisions and have no regrets about them.

Students **might** find it difficult, but it is not.

Perhaps you **could** try a new musical instrument.

Para formar frases negativas com **should** ou **might**, usamos **not** *depois* do verbo modal e antes do verbo principal.

You **should not** let others dictate what is good for you.

They **might not** believe in your dream, but you must.

She **could not** possibly go to prison for the crime.

MODAL VERBS WITH HAVE: SHOULD / MIGHT / COULD HAVE

Os verbos modais, quando se referem ao passado, são seguidos de have + particípio **passado** do verbo principal:

Your brother **should have helped** you. You really needed his support.

He might have lost his way home. Was he alone?

Her parents **could have been** more understanding. She was going through a hard time.

THIRD CONDITIONAL

Usamos a condicional do tipo 3 (Third Conditional) para expressar uma condição hipotética no passado e que, dessa forma, é *impossível* de ser realizada no presente. A estrutura dessa condicional é:

Oração Condicional	Oração Principal
If + verbo no Past Perfect,	would have + particípio passado do verbo principal ou might / could have + particípio passado do verbo principal

If she **had had** the courage, she **would have started** her own business.

If he **hadn't taken** the easy way out, he **could have become** a businessman.

Se invertermos a posição das orações, eliminamos a vírgula.

She would have started her own business if she had had the courage.

He **could have become** a businessman if he **hadn't taken** the easy way out.

WISH / IF ONLY

Usamos wish ou if only para expressar desejos ou lamentar algo que aconteceu no passado. If only é mais enfático que wish.

- Usamos wish / if only + Past Simple para falarmos de uma situação no presente ou no futuro. I don't speak Italian. If only I spoke it fluently. I wish I studied more, but I have a lot of things going on.
- Usamos wish / if only + Past Perfect para falarmos de uma situação no passado. I didn't pass the exam. I wish I had studied more.

If only I had exercised sooner.

Observe que, em frases com **wish**, a forma subjuntiva *were* pode ser usada no lugar de *was*. I wish I were younger.

I wish she were here.

Unit 3 / Unit 4

DIRECT AND INDIRECT SPEECH

Usamos o discurso direto (direct speech) quando relatamos o que foi dito com as mesmas palavras da pessoa. Ao relatar o que alguém disse, utilizamos aspas e, antes da citação, utilizamos vírgula ou dois-pontos.

He told his father. "Dad I want to run a marathon." He said: "I participated in a 5-mile benefit run."

Usamos o discurso indireto (indirect or reported speech) quando relatamos, com nossas próprias palavras, o que uma pessoa falou. Ao relatar o que alguém disse, no discurso indireto, não utilizamos aspas, mas geralmente precisamos modificar o tempo verbal, os pronomes e as expressões de tempo e de lugar empregados no discurso direto.

He told his father (that) he wanted to run a marathon.

He said (that) he had participated in a 5-mile benefit run.

Observe, no quadro abaixo, as mudanças de tempo verbal que ocorrem quando se passa do discurso direto para o indireto.

Direct Speech	Indirect Speech
Present Simple He said, "I always talk to her."	Past Simple He said (that) he always talked to her.
Present Continuous He said, "I'm talking to her."	Past Continuous He said (that) he was talking to her.
Present Perfect He said, "I've talked to her."	Past Perfect He said (that) he had talked to her.
Past Simple He said, "I talked to her."	Past Perfect He said (that) he had talked to her.

Observe, no quadro abaixo, as mudanças dos verbos modais que ocorrem quando se passa do discurso direto para o indireto.

Direct Speech	Indirect Speech
can He said, "I can talk to her in English."	could He said (that) he could talk to her in English.
will He said, "I will talk to her in English."	would He said (that) he would talk to her in English.
may He said, "I may talk to her in English."	might He said (that) he might talk to her in English.
must/have to He said, "I must talk to her in English."	had to He said (that) he had to talk to her in English.

Observe, no quadro abaixo, as mudanças nas referências pronominais que ocorrem quando se passa do discurso direto para o indireto.

Direct Speech	Indirect Speech
1ª pessoa: I	3ª pessoa: he/she
1ª pessoa: we	3ª pessoa: they
2ª pessoa: you	1ª pessoa: I/you
Demonstrativo: this	Demonstrativo: that
Demonstrativo: these	Demonstrativo: those

Observe, no quadro abaixo, as mudanças nas expressões de tempo e de lugar que ocorrem quando se passa do discurso direto para o indireto.

Direct Speech	Indirect Speech
here	there / that place
now	then / at that time
today	that day
tonight	that night
yesterday	the day before / the previous day
last week / month / year	the week / month / year before
a week / month / year ago	a week / month / year before
tomorrow	the next day / the following day
next week / month / year	the following week / month / year

Quando se passa uma pergunta do discurso direto para o indireto, usamos a frase na forma afirmativa.

She asked, "Where is my brother?" (direct speech)

→ She asked where her brother was. (indirect speech)

He said, "How was your day?" (direct speech)

→ He asked how my day had been. (indirect speech)

Unit 5 / Unit 6

PASSIVE VOICE

Geralmente usamos a voz passiva (verbo auxiliar be + verbo principal no particípio **passado**) para enfatizar a ação ou o seu resultado.

All trees were chopped down.

Thousands of rainforest species are being extinguished.

Usamos o agente da passiva, introduzido pela preposição by, para mencionar quem ou o que pratica a ação.

Climate change is driven by deforestation.

One third of the world's land surface is being threatened by desertification.

Também usamos a voz passiva quando não sabemos, não podemos ou não queremos identificar quem ou o que pratica a ação. Isso é comum quando a ação é realizada por pessoas em geral. Nesses casos, não usamos o agente da passiva.

Tropical rainforests **are destroyed** each year.

The planet is being degraded.

Veja, no quadro abaixo, as diferenças entre as vozes ativa e passiva. Observe que o **verbo** auxiliar be é usado no mesmo tempo verbal do verbo principal da frase correspondente na voz ativa.

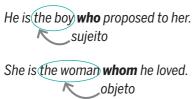
	Active Voice	Passive Voice
Present Simple	They destroy the rainforests.	The rainforests are destroyed .
Past Simple	They destroyed the rainforests.	The rainforests were destroyed.
Present Continuous	They are destroying the rainforests.	The rainforests are being destroyed .
Past Continuous	They were destroying the rainforests.	The rainforests were being destroyed.
Present Perfect	They have destroyed the rainforests.	The rainforests have been destroyed.
Past Perfect	They had destroyed the rainforests.	The rainforests had been destroyed .
Future with will	They will destroy the rainforests.	The rainforests will be destroyed.
Future with going to	They are going to destroy the rainforests.	The rainforests are going to be destroyed.
Modal verbs	They can destroy the rainforests.	The rainforests can be destroyed .

Unit 7

RELATIVE PRONOUNS: WHO, WHOM, WHOSE, WHICH

Usamos **relative pronouns** para unir elementos em uma frase e para evitar repetição. Note que os pronomes relativos se referem a um elemento anterior e podem exercer diferentes funções.

 who e whom se referem a pessoas. O pronome who geralmente exerce a função de sujeito e o pronome whom sempre exerce a função de objeto:



Em linguagem informal, **who** pode exercer a função de objeto. No entanto, note que apenas **whom** pode ser precedido de preposição.



• **whose** significa *cujo(s)*, *cuja(s)* e é seguido de substantivo ou grupo nominal. O pronome **whose** sempre expressa posse:

I'm reading a novel whose characters are very similar to my friends.

 which se refere a coisas e pode exercer a função de sujeito ou objeto. Note que which pode ser precedido de preposição.

The reasons **for which** we fall in love are unknown.

objeto

Her attitude, **which** was very caring, made him fall in love with her.

sujeito

Unit 8

RELATIVE PRONOUNS (OMISSION)

A omissão de pronomes relativos é muito frequente em linguagem informal. Podemos omitir pronomes relativos apenas se eles são objetos em orações adjetivas. O pronome **whose** nunca pode ser omitido.

The woman (**who / that**) he is in love with is so pretty.

The friends (**that**) they have in common are all from school.

Word Formation: Suffixes and Prefixes

• Veja as unidades 1, 6 e 7.

Sufixos	Palavras	Classe gramatical		Exemplos
-al	cultur <u>al</u> , 	adjective	Cultur <u>al</u> diffusion popular culture	on is the dissemination of
-ity				
-ly				
-ness				
-ous				
-ship				
-у				
Profivos	Palayras	Classe gran	natical	Evemples

Prefixos	Palavras	Classe gramatical	Exemplos
со-			
dis-			
un-			

Discourse Markers

 \bullet Veja as unidades 2, 5, 6 e 8.

Ideias	Marcadores discursivos	Tradução
ADIÇÃO	also; too and as well as both besides; in addition to; moreover; what is more; plus	também e assim como ambos/ambas
CAUSA	because	porque uma vez que
COMPARAÇÃO	, like	(tal) como
CONDIÇÃO	as long as if unless (if not),	contanto que se a menos que
CONCESSÃO	; even though in spite of (the fact that); regardless of	embora; mesmo que apesar de
consequence; as a result of;		
yet; nevertheless rather; on the other hand; on the contrary while; whereas		mas; porém; no entanto; entretanto ————————————————————————————————————
EXEMPLIFICAÇÃO	for example; for instance in particular like;	em particular (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 \acute{e} usado no sentido de enforcar \acute{e} 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, exibir
shrink	shrank	shrunk	encolher, contrair

Forma básica	Passado	Particípio Passado	Tradução
shut	shut	shut	fechar, cerrar
sing	sang	sung	cantar
sink	sank	sunk	afundar, submergir
sit	sat	sat	sentar
sleep	slept	slept	dormir
slide	slid	slid	deslizar, escorregar
smell	smelled/smelt	smelled/smelt	cheirar
speak	spoke	spoken	falar
spend	spent	spent	gastar
spin	spun	spun	girar, fiar
spit	spit/spat	spit/spat	cuspir
spread	spread	spread	espalhar
stand	stood	stood	parar de pé, aguentar
steal	stole	stolen	roubar
stick	stuck	stuck	furar, fincar, enfiar
stink	stank	stunk	cheirar mal
strike	struck	struck	golpear, desferir, atacar
strive	strove	striven	esforçar-se, lutar
swear	swore	sworn	jurar, prometer, assegurar
sweep	swept	swept	varrer
swim	swam	swum	nadar
swing	swung	swung	balançar; alternar
take	took	taken	tomar
teach	taught	taught	ensinar, dar aula
tear	tore	torn	rasgar, despedaçar
tell	told	told	contar, dizer
think	thought	thought	pensar
throw	threw	thrown	atirar, arremessar
undergo	underwent	undergone	submeter-se a, suportar
understand	understood	understood	entender
uphold	upheld	upheld	sustentar, apoiar, defender
wear	wore	worn	vestir, usar, gastar
weep	wept	wept	chorar
win	won	won	vencer, ganhar
write	wrote	writeen	escrever, redigir

VERBOS IRREGULARES NO PASSADO AGRUPADOS POR FORMAS SEMELHANTES

Forma básica, Passado e Particípio Passado com a mesma forma

Forma básica	Passado	Particípio Passado	Tradução
bet	bet	bet	apostar
bid	bid	bid	oferecer, fazer uma oferta
broadcast	broadcast	broadcast	transmitir, irradiar
cast	cast	cast	atirar; lançar
cost	cost	cost	custar
cut	cut	cut	cortar
hit	hit	hit	bater
hurt	hurt	hurt	machucar
let	let	let	deixar; alugar
put	put	put	colocar
quit	quit	quit	deixar, abandonar
read	read	read	ler
set	set	set	estabelecer, colocar, pôr em determinada condição; marcar; ajustar
shut	shut	shut	fechar, cerrar
spread	spread	spread	espalhar

Passado e Particípio Passado terminados em nt/ed

Forma básica	Passado	Particípio Passado	Tradução
burn	burnt/burned	burnt/burned	queimar
learn	learnt/learned	learnt/learned	aprender

Passado com o som /an/ /aŋ/ e Particípio Passado com o som /an/ /aŋ/

Forma básica	Passado	Particípio Passado	Tradução
begin	began	begun	começar
drink	drank	drunk	beber
ring	rang	rung	tocar (campainha, 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 /ux/ e Particípio Passado com o som /əun/

Forma básica	Passado	Particípio Passado	Tradução
blow	blew	blown	assoprar, explodir
draw	drew	drown	desenhar
fly	flew	flown	voar, pilotar
grow	grew	grown	crescer, cultivar
know	knew	known	saber, conhecer
throw	threw	thrown	atirar, arremessar

Passado com o som /uk/ e Particípio Passado com o som /eɪkən/

Forma básica	Passado	Particípio Passado	Tradução
shake	shook	shaken	sacudir, tremer
take	took	taken	tomar

Passado e Particípio Passado com o som /stud/

Forma básica	Passado	Particípio Passado	Tradução
stand	stood	stood	parar de pé, aguentar
understand	understood	understood	entender

Passado e Particípio Passado com o som /əuld/

Forma básica	Passado	Particípio Passado	Tradução
sell	sold	sold	vender
tell	told	told	contar, dizer

Passado com o som /əu/ e Particípio Passado com o som /əu/ terminado em en

Forma básica	Passado	Particípio Passado	Tradução
break	broke	broken	quebrar
choose	chose	chosen	escolher
freeze	froze	frozen	congelar; paralisar
speak	spoke	spoken	falar
steal	stole	stolen	roubar

Passado com o som /əu/ e Particípio Passado com o som /ı/ 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 /xt/

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 /ɔx(r)/ e Particípio Passado com o som /ɔx(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 /getv/

Forma básica	Passado	Particípio Passado	Tradução
forgive	forgave	forgiven	perdoar
give	gave	given	dar

Passado com o som /kerm / e Particípio Passado com a mesma forma da Forma básica

Forma básica	Passado	Particípio Passado	Tradução
become	became	become	tornar-se
come	came	come	vir

Passado e Particípio Passado com o som /ent/

Forma básica	Passado	Particípio Passado	Tradução
bend	bent	bent	curvar
lend	lent	lent	dar emprestado
send	sent	sent	enviar
spend	spent	spent	gastar

Passado e Particípio Passado com o som /ept/

Forma básica	Passado	Particípio Passado	Tradução
keep	kept	kept	guardar, manter
sleep	slept	slept	dormir
sweep	swept	swept	varrer
weep	wept	wept	chorar

Passado e Particípio Passado com o som /ɛd/

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 /ɛlt/

Forma básica	Passado	Particípio Passado	Tradução
deal	dealt	dealt	negociar, tratar
feel	felt	felt	sentir(-se)

Passado com o som /gpt / e Particípio Passado com o som /gpt//gptn/

Forma básica	Passado	Particípio Passado	Tradução
forget	forgot	forgot/forgotten	esquecer
get	got	got/gotten	obter

Passado e Particípio Passado com o som /Ak/

Forma básica	Passado	Particípio Passado Tradução	
stick	stuck	stuck	furar, fincar, enfiar
strike	struck	struck	golpear, desferir, atacar

Glossary

Este glossário traz o significado de palavras que aparecem ao longo desta obra. Em alguns casos, há mais de um significado disponível.

A

abroad: no exterior absence: ausência abstract: resumo accept: aceitar

acceptance: aceitação **account:** depoimento,

relato

achieve: alcançar achievement: conquista acknowledgement:

reconhecimento

acquire: adquirir

ad: propaganda

addict: viciado

advertise: anunciar

against: contra

agree: concordar

aim: objetivo

air force: força aérea

alive: vivoallow: permitirally: aliado

almighty: todo-poderoso,

onipotente

alone: sozinho

along: ao longo

along with: junto com

altruistic: altruísta

among: entre

anxiety: ansiedade

appear: parecer;

aparecer

approach: abordagem

argue: discutir;
 argumentar

arise: ascender, originar

(-se)

army: exército assign: designar assumption: crença attach: ligar, atar attempt: tentativa attend: frequentar

aunt: tia average: média

awareness: consciência

R

bachelor: solteirobag: bolsa; sacolaball: baile

bankrupt: falido

bar: barrar, excluir **barren:** estéril; árido

bear: suportar
beat: bater

befriend: tornar-se

amigo **beg:** pedir

behave: comportar(-se)

behaviour:

comportamento
behold: ver, observar
belief: crença, fé
belong: pertencer

beyond: além **billboard:** quadro de

avisos; *outdoor* **binge:** consumo

exagerado; compulsão

bird: pássaro birth: nascimento bit: parte, pedaço blackout: perda de consciência

blame: culpar **blaze a trail:** abrir o

blend: mistura; combinação

caminho

blessing: bênçãoblindness: cegueirabondage: escravidão

boost: impulsionar

border: fronteira bored: entediado both: ambos boundary: limite

bout: episódio, crise,

ataque **brag:** alardear

boot: bota

brain: cérebro breath: hálito breathe: respirar

breathing: respiração

bride: noivabridge: pontebring: trazer

broad: amplo, grande **broken:** quebrado

brother-in-law: cunhado

bulb: bulbo

bullfighter: toureiro

bunch: grupo
burn: queimar
burst: explodir
business: negócio
busy: ocupado

C

candle: vela canopy: cobertura

canvas: tela
caption: legenda
captivity: cativeiro
care: (v.) cuidar;
preocupar(-se);

importar(-se); (s.) cuidado

carry: carregar

carve: entalhar, esculpir

drunken: bêbado catalyst: acelerador, clergyman: clérigo, decayed: deteriorado catalisador pastor decrease: diminuir dry: seco deforestation: code: código catch: prender, capturar due to: devido a desmatamento college: faculdade catchy: atraente, fácil de dwell: remoer commitment: degradation: memorizar compromisso degradação cattle: gado degree: nível, grau commonwealth: nação cautious: cauteloso **delight:** deleitar(-se) complain: reclamar cenotaph: cenotáfio, demand: exigir, concept: conceito edge: beira; margem monumento fúnebre demandar **concern:** (v.) interessar elder: mais velho erigido em memória de demolish: demolir (-se); (s.) preocupação elderly: idoso uma pessoa confidence: confiança; deny: negar embedded: inserido. century: século deprivation: privação segurança challenge: desafio embutido derange: desordenar confident: confiante **challenging:** desafiador embrace: abraçar, adotar desire: desejo content: conteúdo **chance:** (v.) mudar; (s.) employer: empregador detachment: contentedness: oportunidade; empower: autorizar distanciamento satisfação mudança enable: capacitar; develop: desenvolver contest: concurso character: personagem permitir devour: devorar convey: expressar; charge: responsabilidade, encompass: abranger, devout: devotado transmitir cargo incluir die out: desaparecer: cope with: lidar com # in charge of: endangerment: ameaça extinguir cosiness: aconchego responsável por, endearment: carinho. disabled: pessoa com counseling: assessoria, encarregado de afeto deficiência aconselhamento charity: caridade enemy: inimigo disease: doenca counterpart: contraparte chatter: som emitido disguise: disfarce enforce: impor, forçar cousin: primo pelos tucanos e outras disorder: distúrbio engaged: engajado cover: capa aves displeasing: crash: estatelar-se enjoy: apreciar; divertir cheap: barato desagradável crop: colheita; safra; (-se) **cheer up:** animar(-se) divide: fronteira plantio enlight: iluminar chemical: (s.) substância dopamine: dopamina cry out: gritar **Enlightenment:** química; (adj.) químico (neurotransmissor. current: atual Iluminismo childhood: infância uma das substâncias currently: atualmente enough: suficiente chin: queixo químicas utilizadas na cut down: reduzir enrich: enriquecer china: porcelana transmissão de ensure: garantir chivalric: relativo a impulsos nervosos) entrench: entrincheirar cavaleiro **doubt:** (v.) duvidar; (s.) envision: prever **chop:** cortar dúvida equality: igualdade chop down: derrubar damage: prejudicar drawing: desenho erase: apagar citizen: cidadão danger: perigo drift: ser levado pela evolve: evoluir civility: civilidade, daughter: filha corrente exchange: trocar cortesia deadline: prazo final drive: dirigir, direcionar exert: exercer deal with: lidar com claim: afirmar, alegar **drop:** largar clearing: limpeza debut: estreia drop out: abandonar expense: custo

at the expense of: em detrimento de, à custa de

exploitation: exploração

eyesight: visão

F

fable: fábula

face: encarar, enfrentar **facility:** instalação

fade: desaparecer:

desbotar

fail: falhar failure: falha

fair: justo

fan: ventilador

farewell: adeus **farm:** fazenda

fear: medo

feature: mostrar, retratar

faint: desmaiar **field:** área; campo

fight: (v.) lutar; (s.) briga

filter-feeding:

alimentação por

filtragem

finding: descoberta

fit: adequado; em boa

condição física

fix: reparo, conserto

flee: fugir

flourish: prosperar; ter

sucesso

flushed: corado:

ruborizado

flyer: panfleto

folk: pessoa

follow: seguir

foot: pé

footstep: passo

foreign: estrangeiro

forgiveness: perdão

forward: adiante, à frente

founder: fundador **freedom:** liberdade

friendship: amizade

frozen: congelado **fuel:** combustível

fueled: abastecido

G

gambling: aposta; jogo

gap: lacuna

gardener: jardineiro **gather:** reunir, juntar,

acumular

gender: gênero

get to grips with: lidar

com

ghost: fantasma

gift: presente

grant: conceder, dar

grassland: pasto

grazing: pasto

greenhouse: estufa

grin: sorriso largo

ground: chão; solo

grow: crescer

growth: crescimento

guess: adivinhar

guilty: culpado

Н

half: metade

handicap: deficiência

handicapped: pessoa

fisicamente

incapacitada

псараспаса

handle: lidar

harassment: assédio

hardly: dificilmente

hardwood: madeira dura

harm: prejudicar; fazer

mal

harmful: nocivo:

prejudicial

head piece: capacete

headline: manchete

headmaster: diretor

heartless: sem coração

hide and seek: esconde-

-esconde

highlight: destacar

hinder: impedir

hold: segurar

hollow: oco

homogeneity:

uniformidade

honeycomb: favo de mel

hope: esperança

household: doméstico

housemaid: empregada

huge: enorme

humility: humildade

hunt: cacar

hunter: cacador

ID: (abr.) identificação

ignoble: ignóbil, desprezível

imply: implicar

................

improve: melhorar

inefable: inexplicável

inequality: designaldade

innermost: íntimo,

profundo, secreto

instance: caso;

ocorrência

instead: ao invés de

interchange: intercâmbio

interchangeably: um

pelo outro; passível de

troca

interviewee: entrevistado

interviewee. entrevistado

invite: convidar island: ilha

issue: questão

J

joke: piada

joy: alegria

K

kindness: gentileza

knee: joelho

knowledge:

conhecimento

L

lack of: falta de

land: terra

landscape: paisagem

last: durar

late: atrasado

lately: ultimamente laughter: riso

law: lei

in law: parente afim

. . . .

lawyer: advogado lead: levar; conduzir

leadership: liderança

leap: saltar, pular

leap year: ano bissexto

lecture: palestra

lecturer: palestrante

light up: acender

light-headed: distraído **light-skinned:** de pele

clara

lip: lábio

livelihood: sustento

lizard: lagartixa

logging: exploração florestal loneliness: solidão look after: cuidar loom: agigantar-se loose: solto loss: perda

lock: trancar

lovely: adorável loyalty: lealdade lump: agrupar

M

mad: louco mahogany: mogno main: principal manage: conseguir; conduzir, gerir manager: gerente mankind: humanidade

mash: amassar masterpiece: obra de

arte

match: (v.) combinar; (s.)

jogo

mate: colega

matter: (v.) importar; (s.)

problema

measure: (v.) medir; (s.)

medida melt: derreter

milestone: marco. evento

importante mining: mineração miss: sentir saudade;

perder

miss out: omitir; passar

por cima mistake: erro mood: humor; temperamento mould: moldar

muddle: confusão muscle: músculo

nation: nação near: próximo neighborhood: vizinhança

nest: ninho; aninhar-se newborn: recém-nascido non-profit: sem fins

lucrativos

noticeable: perceptível nourish: alimentar **novel:** romance (livro) novelist: romancista nowadays: hoje em dia nurturing: acolhedor **nut:** noz, castanha

0

odd: estranho offspring: prole, filho omniomania: doença psicopatológica que culmina em um impulso incontrolável para as compras

onset: ataque

open-minded: de mente

aberta

ordinary: comum outbreak: surto. epidemia

outdoors: na rua, do lado

de fora outlet: saída

outnumber: ultrapassar

em número

overcome: superar overcoming: superação overwhelm: sufocado

owe: dever own: próprio owner: dono oxytocin: oxitocina (substância utilizada para aceleração do trabalho de parto)

package: pacote pallet: paleta (de pintura) palsy: paralisia paranoid: paranoico parent: pai ou mãe passionate: apaixonado path: caminho; trajetória

pattern: padrão peace: paz peaceful: pacífico

pacificamente peer: colega perhaps: talvez

peacefully:

pipit: corre-caminhos

(pássaro) plot: enredo poetry: poesia

poisonous: venenoso **policy:** política

policymakers: políticos politely: educadamente

poll: enquete; pesquisa poverty: pobreza

praise: elogiar; louvar

pray: rezar preacher: pastor (religioso)

predicament: situação

difícil

pregnancy: gravidez prejudice: preconceito preposterous: absurdo, ilógico, sem sentido previously: previamente prompt: estimular propose: propor; pedir em casamento prospect: planos

proud: orgulho, orgulhoso provide: proporcionar;

prover

publisher: editora punishment: punição purchase: compra purpose: objetivo; propósito

pursue: perseguir; seguir

push: empurrar

0

quest: busca

quickly: rapidamente

quite: muito quote: citação

race: (v.) acelerar; (s.) corrida; raça rainy: chuvoso

raise: criar

range: (v.) alcançar; abranger; (s.) cadeia; espectro; variedade rate: (v.) avaliar; (s.) medida: taxa: velocidade

rampant: desenfreado

reach: chegar; alcançar realize: perceber rebuild: reconstruir recall: lembrar; resgatar recipe: receita shield: defender: dar spice: especiaria; rush: correr reckless: descuidado rush in: antecipar(-se) cobertura tempero recollection: lembrança; shiny: brilhante spike: aumentar recordação shopaholic: pessoa que split: dividir splurge: gasto excessivo recovery: recuperação tem compulsão por S recruit: recrutar compras spoon: colher safe: seguro rector: reitor **shopper:** consumidor **spring:** primavera redress: reparar, sake: causa sprinter: velocista **shortage:** escassez 7 for the sake of: por shrill: agudo; penetrante compensam remediar **squirrel:** esquilo causa de standard: padrão shrink: encolher regain: recuperar sandalwood: sândalo sibling: irmão, irmã star-crossed: malfadado **regret:** arrepender(-se) sandv: arenoso **sight:** vista statement: declaração rehearsal: ensaio scale: balança silly: tolo steal: roubar relative: parente scary: assustador release: liberar single: único steaming: vapor scholar: estudioso released: liberado. size: tamanho sticker: adesivo scream: gritar skilled: habilidoso lancado store: loia search: busca reliable: confiável **skin:** pele storehouse: depósito rely: confiar em season: estação **skyrocket:** aumentar, straight: liso seek: procurar remain: permanecer subir **strength:** força seem: parecer slash and burn: strengthen: fortalecer remarkably: consideravelmente seemingly: stress: enfatizar queimada remember: lembrar aparentemente slave: escravo strip: faixa seldom: raramente slender: estreito; franzino strive: esforçar-se researcher: pesquisador selfish: egoísta reshape: reformar, **sloth:** preguiça (animal) **struggle:** (v.) lutar; (s.) transformar serotonin: serotonina luta: dificuldade smog: poluição (ar (neurotransmissor no resource: fonte contaminado dos stuck: emperrar cérebro e no sistema centros urbanos) restless: inquieto **stuff:** coisa, (conjunto de) nervoso central **smoothness:** maciez retain: manter coisas retire: aposentar responsável por várias snow: neve stumble: tropeçar soar: decolar: aumentar funções) substance use: consumo revamp: consertar, reconstruir servant: empregado soil: solo de drogas set: estabelecer sole: único reveal: revelar sudden: repentino, set off: detonar solve: resolver imprevisto revenge: vingança setting: cenário somehow: de algum support: apoiar reward: recompensa settler: colonizador riot: revolta; tumulto modo supposedly: riverbank: margem do rio several: diversos son: filho supostamente **shake off:** libertar(-se) role: papel (teatro/ sorrow: tristeza; mágoa **surely:** certamente shake: misturar sort: tipo; espécie surface: superfície cinema) root: enraizar, fixar shame: vergonha sort it out: ordenar: surrounded: rodeado; root for: torcer **share:** (v.) dividir; (s.) classificar cercado rosewood: pau-rosa soul: alma survival: sobrevivência parcela shark: tubarão source: fonte survive: sobreviver rudely: de forma rude rue: lamentar, lastimar spastic: convulsivo suspicion: suspeita sharpen: aguçar, afiar

spend: gastar; passar

sweaty: suado

sheep: carneiro

rule: regra

sweep: varrer
switch: trocar

T

tackle: enfrentar tail: rabo; cauda

take on: assumir, adotar

take up: assumir **tap:** batida

target: alvo

teak: teca (tipo de

madeira)

team: equipe; time

tear: lágrima

tender: afetuoso

thought: pensamento

thoughtless: descuidado

threat: ameaça; risco **thrill:** excitar, eletrizar

thrive: prosperar **through:** através, por meio de

thwarted: frustrado

tidbit: segredo tired: cansado

toddler: bebê de 1 a 3

anos

toe: dedo do pé

token: lembrança;

símbolo

tough: duro; rígido

towards: em direção a;

em relação a **toy:** brinquedo

trace: rastro **trail:** caminho

trait: traço **trash:** lixo

treasure: tesouro

treetop: copa de árvore

trick: enganar trip: viagem

trouble: problema

trust: confiança **turtle:** tartaruga **typhus:** tifo

U

unable: incapaz

uncle: tio under: sob

undercover: disfarçado

underdog: oprimido,
 explorado,

desfavorecido

underestimate:

subestimar

unforgettable:

inesquecível

ugly: feio

unlikely: improvável

until: até que utter: proferir

utterly: totalmente

V

valuable: valioso

vanish: desaparecer

viable: viável

vow: (v.) prometer; jurar;

(s.) voto

W

wagtail: lavadeira

(pássaro) wake: acordar

wallscape: grande mural

na parede externa de

um edifício

war: guerra warn: avisar water: água

silt-laden water: água

carregada de sedimentos, turva

wealthy: rico

wedding: casamento weed: erva daninha

well-to-do: próspero

wend: percorrer wet: molhado

whatever: qualquer coisa

que, o que quer que **wheelchair:** cadeira de

rodas

whole: inteiro

widely: largamente,

amplamente

widening: ampliação
widespread: comum;

difundido

wig: peruca

wildlife: animais selvagens; vida selvagem

willingly: sinceramente

wind: vento

winged: que tem asas;

alado

wipe: limpar

wipe out: exterminar wired: programado

wise: sábio

wish: (v.) desejar; (s.)

desejo

wonder: imaginar,

perguntar a si mesmo woodcutter: lenhador wooden: de madeira workmate: colega de

trabalho

workout: exercício físico

worldwide:

mundialmente

worried: preocupado

worth: valor

worthwhile: que vale a

pena

wound: machucar;

ofender

Y

yield: (v.) render(-se),

submeter(-se),
entregar(-se)

youngster: jovem

youth: jovem; juventude

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HINO NACIONAL

Letra: Joaquim Osório Duque Estrada Música: Francisco Manuel da Silva

Ouviram do Ipiranga as margens plácidas De um povo heroico o brado retumbante, E o sol da liberdade, em raios fúlgidos, Brilhou no céu da Pátria nesse instante.

Se o penhor dessa igualdade Conseguimos conquistar com braço forte, Em teu seio, ó liberdade, Desafia o nosso peito a própria morte!

> Ó Pátria amada, Idolatrada, Salve! Salve!

Brasil, um sonho intenso, um raio vívido De amor e de esperança à terra desce, Se em teu formoso céu, risonho e límpido, A imagem do Cruzeiro resplandece.

Gigante pela própria natureza, És belo, és forte, impávido colosso, E o teu futuro espelha essa grandeza.

> Terra adorada, Entre outras mil, És tu, Brasil, Ó Pátria amada!

Dos filhos deste solo és mãe gentil, Pátria amada, Brasil! Deitado eternamente em berço esplêndido, Ao som do mar e à luz do céu profundo, Fulguras, ó Brasil, florão da América, Iluminado ao sol do Novo Mundo!

Do que a terra mais garrida Teus risonhos, lindos campos têm mais flores; "Nossos bosques têm mais vida", "Nossa vida" no teu seio "mais amores".

> Ó Pátria amada, Idolatrada, Salve! Salve!

Brasil, de amor eterno seja símbolo O lábaro que ostentas estrelado, E diga o verde-louro desta flâmula - Paz no futuro e glória no passado.

Mas, se ergues da justiça a clava forte, Verás que um filho teu não foge à luta, Nem teme, quem te adora, a própria morte.

> Terra adorada, Entre outras mil, És tu, Brasil, Ó Pátria amada!

Dos filhos deste solo és mãe gentil, Pátria amada, Brasil!

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