KÁTIA TAVARES • CLAUDIO FRANCO

WAY to GO!

Língua estrangeira moderna – Inglês

2

editora ática

ENSINO MÉDIO

WAY to GO!

Língua Estrangeira Moderna – Inglês

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APRESENTAÇÃO

Caro aluno

O número de pessoas que usa a língua inglesa e tem outro idioma como língua materna é maior do que a quantidade de falantes nativos de inglês. 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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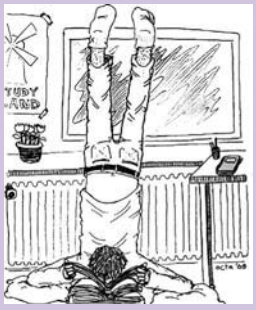

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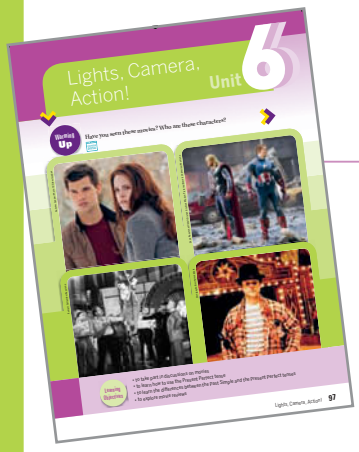
As imagens utilizadas neste sumário aparecem com os respectivos créditos nas páginas ao longo do livro.

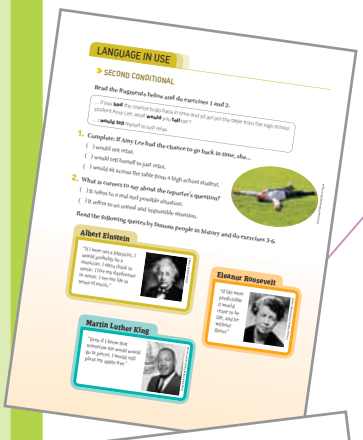
Conheça seu livro

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



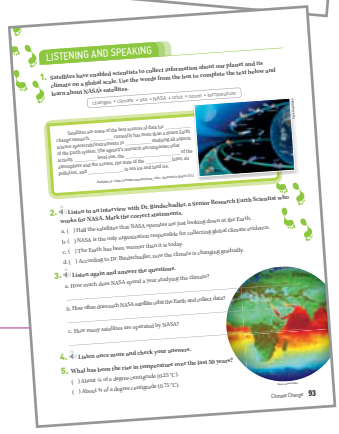
WARMING UP: explore o título da unidade e as imagens de abertura para levantar hipóteses relacionadas ao tema.

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



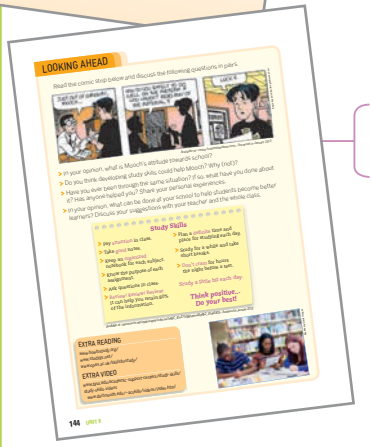
VOCABULARY STUDY: estude o vocabulário de forma sistemática e contextualizada.

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



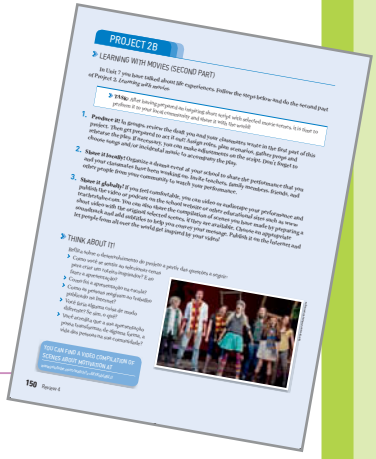
LISTENING AND SPEAKING: participe de atividades de ouvir e falar em inglês, com uso do áudio e com seus colegas.

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.

CONTEÚDO DIGITAL

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

1. **Leia o texto para responder às questões.**

Reprodução/Reader's Digest

RDHealth

NOT SO SOFT

Lighten Your Sugar Load

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

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

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

a. Cite três malefícios causados por refrigerantes.

b. Qual instituição conduziu uma pesquisa recente sobre o consumo em excesso de refrigerante?

c. Quais foram os resultados da referida pesquisa?

d. O que foi possível observar em experimentos com animais?

e. Qual a recomendação do presidente da Associação Médica da Austrália?

2. **Explique, com as próprias palavras, a relação entre o termo *soft drinks* e o uso da expressão *not so soft*.**

3. **Muitas vezes, algumas estratégias de leitura, como observar as relações entre os elementos verbais e não verbais, nos ajudam a compreender o texto. O que ajudou você a compreender o texto?**

Nesta seção, pense nas estratégias de leitura que você já usa e aprenda outras. Antes de fazer os exercícios sobre o texto abaixo, conheça algumas dicas de estratégias que são importantes antes, durante e/ou depois da leitura do texto.

A *Ative seu conhecimento prévio sobre o tema e o gênero do texto para formular hipóteses sobre o que será lido. Ao ler, busque verificar essas hipóteses.*

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

http://www.eurekalert.org/pub_releases/2012-11/thuo-bln112912.php

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

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

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

Say Hebrew University, US researchers

Reprodução/<www.eurekalert.org>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adapted from: <www.eurekalert.org/pub_releases/2012-11/thuo-bln112912.php>. Accessed in December 2012.

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

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

Tip ***A*** *can help you!*

1. **In your opinion, is it possible to guess other people's feelings by observing their facial expressions?**

2. **What kinds of information do you expect to find in a text aimed at disseminating new scientific findings to the general public?**

( ) the name(s) of the researcher(s)
( ) the name(s) of the research center(s)
( ) the name(s) of the research participant(s)
( ) a brief description of the research procedures
( ) a summary of the research findings
( ) possible contributions to society
( ) a detailed description of materials and methods

3. **Who are the researchers mentioned in the text? Where do they work?**

4. **In which paragraph(s) can you find the information below? Match the columns.**

a. possible contributions to society	2nd paragraph
b. a summary of the research findings	3rd, 5th and 6th paragraphs
c. a brief description of the research procedures	8th paragraph

5. **What reveals our feelings more easily: our facial expressions or our body language?**

Tip ***B*** *can help you!*

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

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

7. Read the first paragraph again and mark the correct alternative to complete the sentence.

Researchers have discovered that...

( ) theoretical models and conventional wisdom do not work.

( ) you cannot judge people's feelings by examining their facial expressions.

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

Tip **E** can help you!

( ) comparison ( ) concession ( ) conclusion ( ) consequence

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

( ) more exactly ( ) for that reason ( ) without a doubt ( ) as a consequence

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

Tip **F** can help you!

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

( ) jornal e data ( ) revista científica e data

( ) jornal e dados ( ) revista científica e dados

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

Tip **G** can help you!

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

( ) for example ( ) in other words ( ) on the other hand

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

Tip **H** can help you!

( ) participants ( ) losers ( ) winners

13. Identify the function of the following punctuation marks.

Tip **I** can help you!

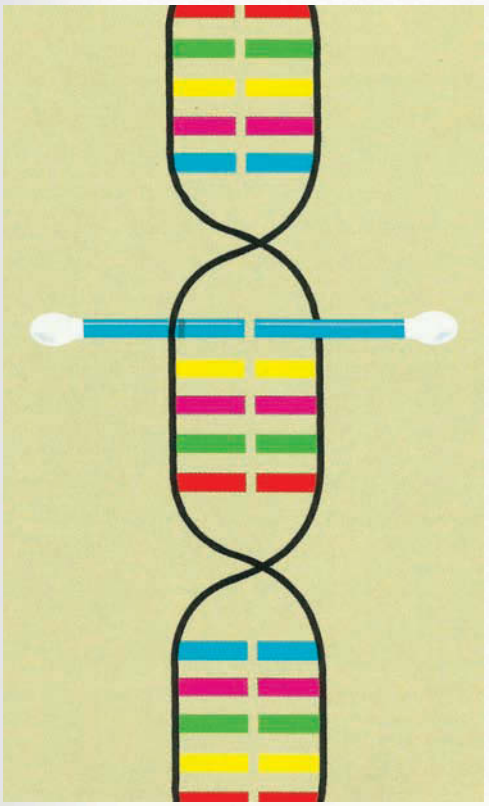
a. The colon (:) in the 6th paragraph:

b. The quotation marks (" ") in the 8th paragraph:

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

Reprodução/Revista *Time*

IT JUST AIN'T SO...



Genes Don't Dictate Your Rx

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

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

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

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

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

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

14. **Answer the questions.**

a. Who is the researcher mentioned in the text? What is his specialty and where does he work?

b. What are the three standard risk factors mentioned in the text?

c. What are the common, chronic diseases mentioned in the text?

d. Why are genetic tests too uncertain in guiding health decisions?

15. **Which fragment below summarizes the research findings?**

( ) "Our genome (...) can provide valuable clues about our health and potentially help us predict our risk for diseases." (1st paragraph)

( ) "... found that incorporating genetic information did not improve doctors' ability to predict disease risk above and beyond standard risk factors..." (2nd paragraph)

( ) "All conditions are known to be influenced by a combination of genetic and lifestyle factors." (4th paragraph)

16. **Mark the correct answers.**

a. What does **Rx** in the title mean? Make inferences.

( ) X-ray. ( ) Medical prescription.

b. What idea is expressed by **so** in the 2nd paragraph?

( ) Conclusion. ( ) Comparison.

c. What is the function of the **colon** (:) in the 3rd paragraph?

( ) To introduce a list. ( ) To introduce an explanation.

d. What is the function of the **quotation marks** (" ") in the 3th paragraph?

( ) To indicate a phrase being used ironically.

( ) To introduce the beginning and the end of a quote.

e. Which expression can replace **these factors** in the 4th paragraph?

( ) lifestyle factors. ( ) genetic and lifestyle factors.

17. **Use the words from the box to complete the text below and learn about natural disasters.**

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

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

Reprodução<www.savcps.com>

What are natural disasters?

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

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

Adapted from: <www.savcps.com/websites/Natural_Disasters/grace/what_are_natural_disasters.html>. Accessed in April 2013.

18. 02 Listen to a news report from January 2011 about a natural disaster that happened in Australia. What disaster was it?

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

( ) Flood

Warner/Shutterstock/Glow Images

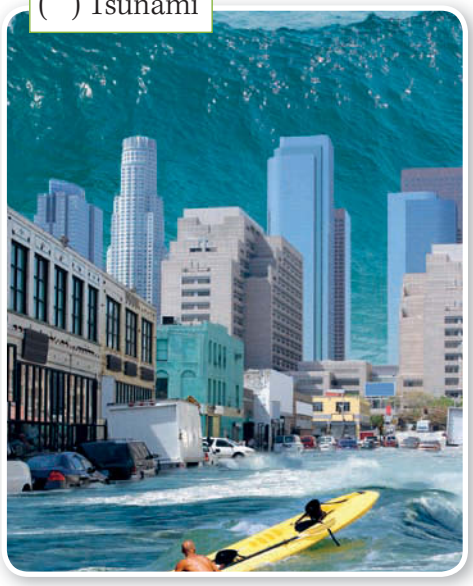
( ) Volcanic eruption

bebov/Shutterstock/Glow Images

( ) Earthquake

fotostory/Shutterstock/Glow Images

( ) Tsunami



Egd/Shutterstock/Glow Images

19. 02 Listen again and complete the sentences with numbers from the box.

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

a. More than _____ people in northeast were forced to leave their homes.

b. It was the worst natural disaster in the area in almost _____ years.

c. It was estimated that the event had cost Australia more than _____ Australian dollars.

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

20. 02 **Listen once more and mark the correct answers.**

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

a. What region in Australia was affected by the catastrophe?
( ) Northeast Australia.
( ) Southeast Australia.

b. Where were many people forced to move?
( ) To evacuation centers.
( ) To abandoned homes.

c. What did the Australian military provide those affected with?
( ) Food, water and clothes.
( ) Food, water and medical supplies.

d. What dangers lurking under the water posed a big problem to Australia?
( ) Alligators and sharks.
( ) Crocodiles and snakes.

21. 02 **Listen again and check the answers of exercises 19 and 20.**

Read the text below and answer questions 22 and 23.

18/Jan — Solidariedade: jovens voluntários em Xerém

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

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

Available at: <www.espro.org.br/noticias/capacitacao-basica-para-o-trabalho/1233-18jan-solidariedade-jovens-voluntarios-em-xerem>. Accessed in April, 2013.

22. **Mark the correct statement about the floods in Xerém and Australia.**

( ) The floods that occurred in Xerém (2013) were more severe than the ones in Australia (2011).

( ) The people affected by the floods in Xerém and Australia counted on the help of others to overcome the natural disaster.

23. **In pairs, answer the questions below.**

a. Have you ever experienced a natural disaster? If so, what happened? How did you feel?

b. In your opinion, how important is volunteering after a natural disaster?

c. Do you think it is possible to reduce the effects of natural disasters? How can people get prepared for them?

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

Cultural Diffusion

Unit 1

Warming Up

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

Creatista/Shutterstock/Glow Images

Yuri Arcurs/Shutterstock/Glow Images

Kiselev Andrey Valerevich/ Shutterstock/Glow Images

Monkey Business Images/Shutterstock/Glow Images

ATOMKstuart saddi/Glow Images

Forster Forest/Shutterstock/Glow Images

Learning Objectives

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

1. Answer the questions.

a. What examples of food, music, clothing, and lifestyles from other cultures are being introduced into Brazil nowadays?

b. Do you incorporate elements from other countries in your lifestyle? If so, which ones?

2. Read the following online forum posts and mark the correct answers.

Why Do Africans Like To Imitate Western Culture? — Culture — Nairaland

Why Do Africans Like To Imitate Western Culture? by sweetpie23: 3:53pm On Jul 06, 2009

Hello.
People, I lived outside Africa, but I love my country and my culture. In the last decade or so, I've noticed that Africans try so hard to be like the Westerners. Why is that?
We used to dress moderately, now girls wear sleeveless shirts and short skirts. Why try to imitate the Western world? It looks horrible.😟😟
Don't call me old fashioned, because I'm not. We're Africans, and we live a certain way. We're not supposed to try to be like the people from the West.

Re: Why Do Africans Like To Imitate Western Culture? by sugabelly: 5:42pm On Jul 07, 2009

Oh and sweetpie, who ever LIED to you that Africans used to dress "modestly/moderately" is a very wicked person.

It's hot in Africa, so there's no need for so many clothes.

I'm sorry, but you're mistaken.

Re: Why Do Africans Like To Imitate Western Culture? by shotster50: 11:20pm On Jul 07, 2009

Imitating the West is not just an African thing. It is universal. Go and check for yourself.

Adapted from: <www.nairaland.com/293110/why-africans-like-imitate-western>. Accessed in October 2012.

a. Where is *sweetpie23* from?

( ) A Western country. ( ) A non-Western country.

b. According to *sweetpie23*, how did African girls use to dress in the last decade?

( ) Inappropriately. ( ) Moderately.

c. Does *sugabelly* agree with *sweetpie23*?

( ) Yes, she does. ( ) No, she doesn't.

d. According to *sweetpie23*, what do African girls wear today?

( ) Sleeveless shirts and short skirts. ( ) Old-fashioned clothes.

e. Does *sweetpie*23 have a positive view on the influences of Western culture?

( ) Yes, she does. ( ) No, she doesn't.

f. According to *shotster50*, are Africans the only people who imitate Western culture?

( ) Yes, they are. ( ) No, they aren't.

TIP *Observe que, em fóruns de discussão, a linguagem costuma ser informal e incluir elementos característicos da comunicação on-line, como emoticons e abreviações.*

BEFORE READING

1. **What is "cultural diffusion" about? Mark the expressions you believe to be related to it.**

( ) The separation of different cultures.

( ) The dissemination of popular culture.

( ) The preservation of local cultural customs.

( ) The transmission of trends from one culture to another.

2. **The spread of cultures is accelerated by different technologies. Circle examples of new information and communication technologies.**

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

3. **Look at the pictures on the next page and read their captions. What is their function in the text?**

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

( ) To give examples of different cultures getting into contact.

( ) To show differences between cultural habits in the past and in the present.

4. **Before reading the entire text, read only the first sentence of each paragraph and try to predict the purpose of each paragraph. Match the columns.**

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

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

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

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

( ) To describe cultural diffusion in the present.

( ) To present a factor that contributes to cultural diffusion nowadays.

( ) To describe cultural diffusion in the past.

Malgorzata Kistryn/Shutterstock/Glow Images

READING

Now read the text to check your predictions.

50# CULTURAL DIFFUSION

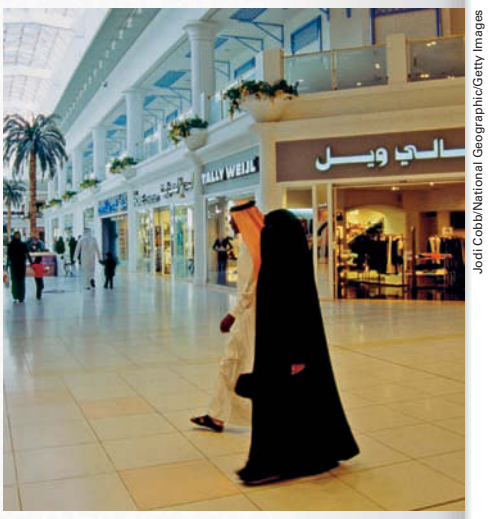
HUMAN SYSTEM

CULTURAL DIFFUSION

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

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

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



Jodi Cobb/National Geographic/Getty Images

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

Stuart Monk/Shutterstock/Glow Images

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

Caro/Alamy/Other Images

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

NATIONAL Geographic Student Atlas of the World. *3rd edition. Washington: National Geographic Society, 2009. p. 50-51.*

READING FOR GENERAL COMPREHENSION

What is correct about the text?

( ) Cultural diffusion is happening just from one generation to the next.

( ) The dissemination of cultures around the world is happening at a rapid pace.

( ) Cultural spread is increasing contact among people, except in non-Western countries.

READING FOR DETAILED COMPREHENSION

1. Complete the statements with words and expressions from the text.

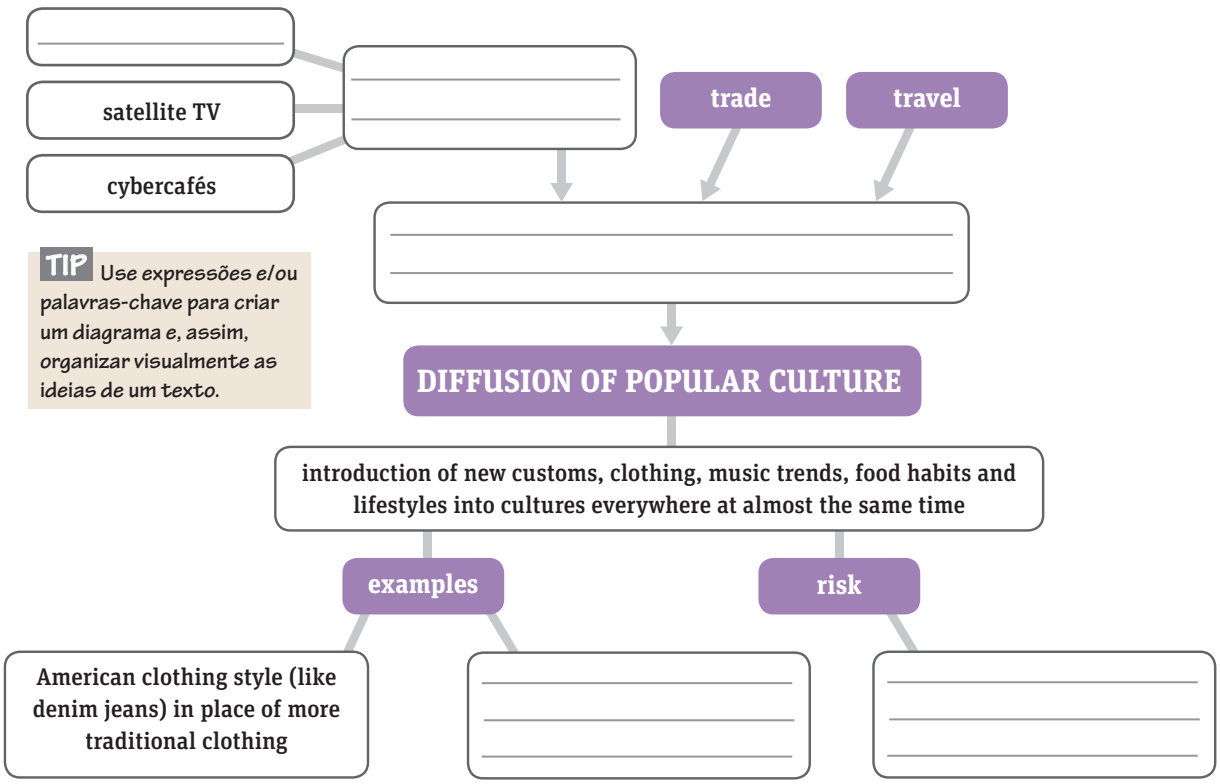
a. In the past, _____, _____, and _____ were passed on from generation to generation.

b. Today, cultures worldwide are adopting new ideas as a consequence of _____, _____ and _____.

c. _____ and _____ were popular only in the U.S. and now are popular all over the world.

2. The diagram below summarizes the text. In pairs, complete it with expressions from the box.

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



TIP *Use expressões e/ou palavras-chave para criar um diagrama e, assim, organizar visualmente as ideias de um texto.*

READING FOR CRITICAL THINKING

Discuss the questions with your classmates.

a. In your opinion, what are the benefits and the risks of cultural diffusion?

b. What is there in Brazil that is originally from other cultures? Do you believe your region is losing its cultural distinctiveness? Why (not)?

VOCABULARY STUDY

BORROWING

1. ***Borrowing*, a consequence of cultural diffusion, is the process of adopting words from a different language into a native language. For example, website is an English term used by Brazilians and people from other cultures. Find in the text other examples of borrowed words we use in Portuguese.**

2. **What other borrowed words do you know?**

_____

WORD FORMATION

3. **Complete the table with words from the text.**

adjective	noun	adverb
_____	culture	culturally
_____	tradition	traditionally
_____	uniqueness	uniquely
distinctive	_____	_____

4. **Now complete the Word Formation box on page 160 with what you have learned.**

DISCOURSE MARKERS

5. **Which expressions from the box are equivalent in meaning to the ones in bold?**

for instance • as a consequence of • because of • in particular

a. ... **as a result of** high-speed communication, trade, and travel...

_____

b. **For example**, fast food chains once found only in the United States...

_____

6. **Now complete the Discourse Markers box on page 161 with what you have learned.**

LANGUAGE IN USE

REVIEW: VERB TENSES

Kelvin Murray/Getty Images

Read the fragments from the text on page 18 and do exercises 1-3.

I. In the past, when groups of people **lived** in relative isolation, cultures **varied** widely from place to place.

II. Today, as a result of high-speed communication, trade, and travel, cultures all around the world **are encountering** and **adopting** new ideas.

1. Complete the table.

	Fragment I	Fragment II
Verb tense	( ) Past Simple ( ) Past Continuous	( ) Present Simple ( ) Present Continuous
Use	( ) to talk about completed actions and states in the past. ( ) to talk about actions in progress in the past.	( ) to talk about facts and generalizations. ( ) to express changes happening around now (current tendencies).
Time expression	In the past	_____

2. Mark two equivalent terms for "Today" in fragment II.

( ) Nowadays

( ) Those days

( ) In a moment

( ) Now

3. Which fragment below describes a change happening around now?

( ) ... fast food chains once found only in the United States...

( ) ... is the increasing contact between people and places around the world.

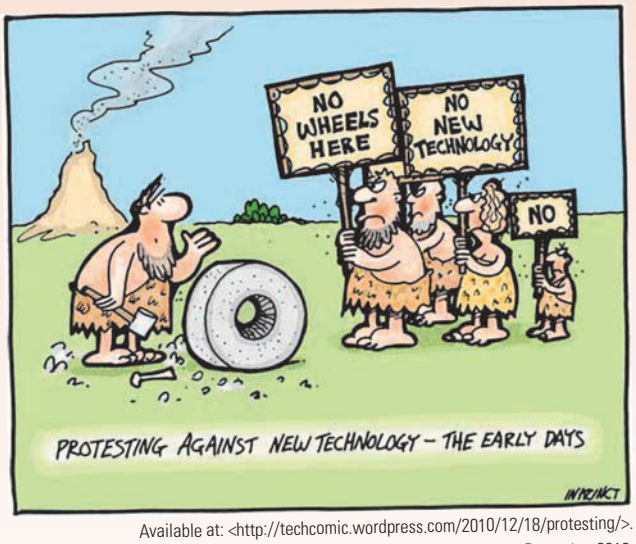
( ) ... are being introduced into cultures everywhere at almost the same time.

4. Read the cartoon and complete the sentences. Use the Present Simple or the Past Simple.

a. In the early days people _____ (protest) against the wheel. They _____ (not want) a new technology.

b. Nowadays, the wheel _____ (be) a new technology and everybody _____ (use) it as part of their lives.

c. Many people _____ (not accept) new ideas easily.



Reprodução/<www.inkcinct.com.au>

Available at: <http://techcomic.wordpress.com/2010/12/18/protesting/>. Acessed in December 2012.

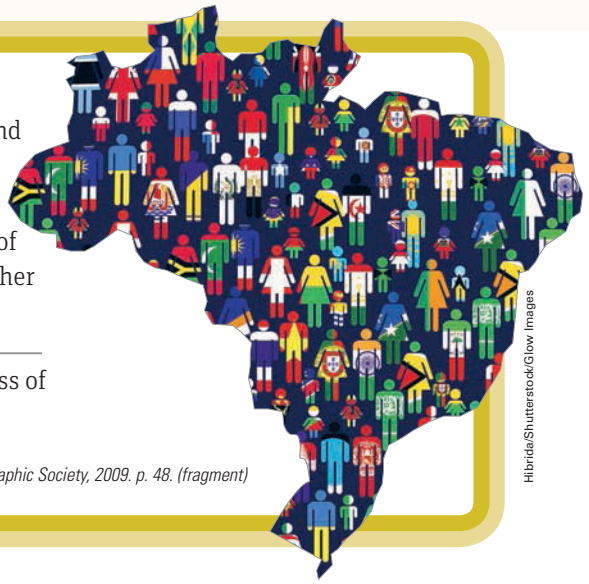
5. Complete the text with verbs in the Present Simple or the Past Simple.

Globalization

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

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

NATIONAL GEOGRAPHIC STUDENT Atlas of the World. *3rd edition. Washington: National Geographic Society, 2009. p. 48. (fragment)*



Hibrida/Shutterstock/Glow Images

USED TO

Read the fragment from the text on page 16 and do exercises 6-8.

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

6. Mark the correct statement about the fragment.

( ) It refers to an old cultural habit that is now finished.

( ) It refers to an old cultural habit that is still very popular nowadays.

7. Mark the two sentences in accordance with "We used to dress moderately".

( ) We didn't dress moderately.

( ) We don't dress moderately anymore.

( ) We were accustomed to dressing moderately.

8. Mark three equivalent terms for "now".

( ) These days ( ) Nowadays

( ) In a moment ( ) Today

Read the following online forum posts and do exercises 9 and 10.

What do you like about American culture?

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

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

Re: What do you like about American culture?

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

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

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

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

Adapted from: <www.cultures-shocked.org/forums>. Accessed in December 2012.

9. Answer the questions.

a. Do Americans greet people they do not know?

_____

b. Did she use to greet strangers in China?

_____

c. Does she greet strangers in the US now?

_____

d. What did she use to do in NYC?

_____

10. Now complete the statements about used to.

We use **used to + main verb** (base form) to describe _____ that are now finished. They are actions that do not happen anymore.

In _____ sentences, we use **didn't use to + main verb** (base form).

In _____ sentences, we use **did + subject + use to + main verb** (base form).

11. **Complete the sentences about past and present habits with used to/didn't use to + verb from the box.**

tell • tell • keep • ride • watch

a. Back then people _____ TV or go to the movies for entertainment. They _____ stories and sing lullabies.

b. In medieval times people _____ in carriages or on horses but now we travel by cars and trains.

c. Ancient Greek Athenians _____ the time by looking at the sun but now we have watches and clocks.

d. Before electricity people_____ food fresh by putting salt on it but now we use refrigerators.

12. **Read the cartoon and answer the questions.**

a. What did the dog use to do?

_____

Go to **Language Reference** p. 151.

b. What does the dog do now?

_____

Jerry King/Cartoon Stock

Available at: <cartoonstock.com/directory/c/car_ads.asp>. Accessed in Abril 2013.

LISTENING AND SPEAKING

Carlos Gardel/Shutterstock/Glow Images

1. **Ask and answer the following questions in pairs.**

a. Why are you studying English?

b. What languages do you study at school?

c. What languages would you like to learn? Why?

d. What are the benefits of speaking different languages?

2. 03 **Listen to the introduction of a talk by a professor at a conference in Liverpool, England. What is it about?**

( ) Disappearing languages.

( ) English as a global language.

( ) Languages used on the Internet.

3. 03 **Listen again and complete the sentences.**

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

a. Each language gives us different _____ on reality.

b. Some languages have rich oral cultures with stories and _____ passed on to younger generations.

c. English and _____ are widely used languages in business and communication.

d. _____ accelerates the rate of language loss.

4. 03 **Listen once more and check your answers.**

5. 03 **Listen again and write T (*True*) or F (*False*). Then, correct the false statements.**

a. ( ) According to the professor, words that describe a particular idea may not translate precisely into another language.

_____

b. ( ) He says that at least 300 languages spoken on Earth may disappear.

_____

c. ( ) He says that English is putting a number of languages at risk.

_____

d. ( ) He believes that every time a language dies, we lose a part of ourselves.

_____

04 SPOKEN LANGUAGE

Listen and repeat the words. Then underline the stressed syllable as in the example.

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

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

Listen again and check your answers.

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

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

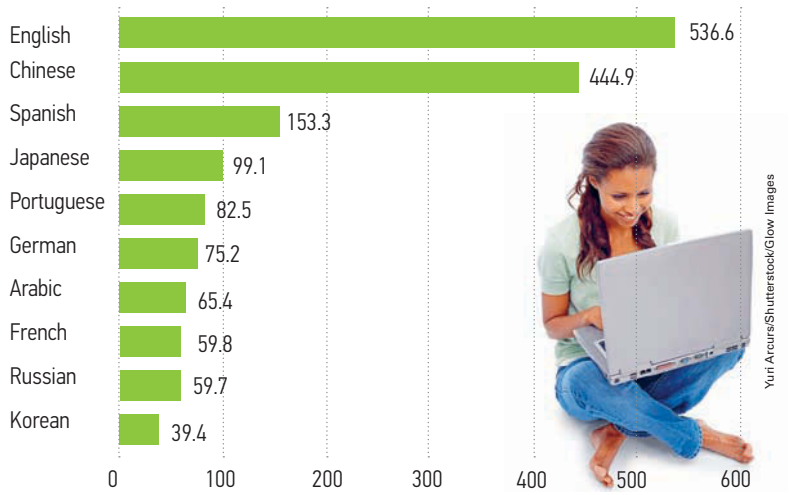
Communicating on the Web

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

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

Internet Users by Language

In millions, as of March 2011



Yuri Arcurs/Shutterstock/Glow Images

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

Available at: www.livescience.com/15867-internet-web-communication-languages.html. Accessed in April 2013.

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

7. In pairs, ask and answer.

a. Do you use English to communicate on the web? If so, on what occasions?

b. What tools do you often use to communicate on the web?

c. Do you use the Internet to learn about different cultures? If so, how?

d. Do you use the Internet to learn English? If so, how?

8. What do the texts about cultural diffusion (page 18) and globalization (page 22) have in common with the infographic "Communicating on the Web"? Discuss it with a classmate.

WRITING

In this unit you have read some online forum posts on pages 16 and 23. Basically, a forum is a place online where forum members can interact and discuss various topics. An initial post opens the forum and presents one or more topics for discussion. Then, forum members post messages to reply to previous ones. They can share personal opinions and a lot of information.

1. **Choose one of the opening posts below and write a reply.**

a. Local cultures are gradually changing because of globalization. In your opinion, does globalization destroy or enrich cultures?

b. The diffusion of popular culture may result in a loss of cultural distinctiveness that makes places unique. How can people try to preserve their local cultures?

c. I believe that when a cultural habit is introduced into another culture, it is never the same as in the original place. Do you agree?

STEP BY STEP

1. Think about the topic/question presented in the post that opens the forum.
2. Write down your ideas and experiences concerning the topic/question.
3. If necessary, talk to other people and/or do research on the Internet to get more information on the topic.
4. Write a first draft of the post.
5. Exchange posts with a classmate and discuss both texts.
6. Make the necessary corrections.
7. Write the final version of the post.

Use it!

- Abbreviations and emoticons are often found in online forum posts.

  It looks horrible. 😕😕😕😕

- Expressions of agreement and disagreement are frequently used by forum members.

  I'm sorry, but you're mistaken.

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

Oxlock/Shutterstock/Glow Images

LOOKING AHEAD

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

Dream Pictures/Getty Images

AlexandreTokitaka/Pulsar Imagens

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

CONTEÚDO DIGITAL

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

EXTRA READING

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

EXTRA VIDEOS

www.unesco.org/new/en/culture/themes/cultural-diversity/video-challenge/video-competition-finalists
http://teachertube.com/viewVideo.php?video_id=264418

iQoncept/Shutterstock/Glow Images

Unit 2 Choosing a Career

Warming Up

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

Monkey Business Images/Shutterstock/Glow Images

Diego Cervo/Shutterstock/Glow Images

BangkokThai/Shutterstock/Glow Images

Zurijeta/Shutterstock/Glow Images

Jack Sullivan/Alamy/Other Images

Fredrik Skold/Getty Images

Stephen Coburn/Shutterstock/Glow Images

Learning Objectives

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

1. Answer the questions.

a. Do you have a hobby? What are you passionate about?

b. Would you like to make a living out of your hobby? Why (not)?

2. What do you need to consider when choosing a career? Rank the following items from **1** (extremely relevant) to **7** (not so relevant).

( ) salary
( ) employability
( ) job satisfaction
( ) workplace safety
( ) flexible working hours
( ) chances of career development
( ) employee benefits (e.g. health, dental insurance)

Wth/Shutterstock/Glow Images

3. Match the jobs to their descriptions and requirements.

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

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

JOB: ( )
Job Description: He or she communicates with the public on behalf of companies, organizations or governments. He or she is also called a media specialist.
Requirements: The ability to communicate clearly, creativity, initiative, an outgoing personality, self-confidence.

JOB: ( )
Job Description: He or she helps a company or other organization use computer technology effectively and efficiently. He or she incorporates new technology into a company's current system.
Requirements: Strong problem-solving, analytical, interpersonal and communication skills; the ability to concentrate and pay attention to detail.

JOB: ( )
Job Description: He or she creates clothing, including dresses, suits, pants and skirts, and accessories such as shoes, for consumers.
Requirements: Sewing and pattern-making skills; an eye for color and detail and sketching ability.

Adapted from: <http://careerplanning.about.com/od/occupations/a/career_briefs.htm>. Accessed in September 2012.

4. Would you like to have one of those jobs from exercise 3? Why (not)?

BEFORE READING

1. **Answer the questions.**

a. Do you have doubts about your future? If so, what are they?

b. Who can you talk to when you have doubts or problems? Do they give you good advice?

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

a. The text presents

( ) a problem letter and a letter of advice.

( ) a job application letter and a response letter.

b. The picture shows the woman who

( ) writes the letter.

( ) responds to the letter.

c. "Dear Abby" is

( ) Abigail's nickname.

( ) the name of the column.

d. The text is organized into two parts:

( ) the problem and the advice, respectively.

( ) the offer and the response, respectively.

3. **The title is related to the two parts of the text. Match the columns.**

a. "Young teen fearful of future" refers to

( ) the first part of the text (DEAR ABBY) – the problem

( ) the second part of the text (DEAR NEEDS A DIRECTION) – the advice

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

( ) the first part of the text (DEAR ABBY) – the problem

( ) the second part of the text (DEAR NEEDS A DIRECTION) – the advice

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

4. **The expression "time on her side" (title) indicates that the teen has**

( ) a short period of time to solve her problem.

( ) a long period of time to solve her problem.

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

Lynx Aqua/Shutterstock/Glow Images

READING

Now read the text to check your predictions.

home | dear abby | news of the weird

Dear Abby

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

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

26/11/2011

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

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

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

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

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

Dear Abby is written by Abigail Van Buren, also known as Jeanne Phillips, and was founded by her mother, Pauline Phillips. Write Dear Abby at www.DearAbby.com or P.O. Box 69440, Los Angeles, CA 90069.26/11/2012.

Adapted from: <www.uexpress.com/dearabby/?uc_full_date=20111126>. Accessed in September 2012.

READING FOR GENERAL COMPREHENSION

1. **What is the teen's problem?**

( ) She does not have any career interests. ( ) She does not know which career to choose.

( ) She does not have the support of her family.

2. **What is Abby's response to the original letter?**

vician/Shutterstock/Glow Images

( ) The adolescent should not focus on various talents, but find her passion.

( ) The adolescent should work as an apprentice in an association when she turns 14.

( ) The adolescent should not worry about finding a great passion because she is only 14.

READING FOR DETAILED COMPREHENSION

1. **Who are they? Match the columns.**

a. NEEDS A DIRECTION ( ) Abigail's real name.

b. Abigail Van Buren ( ) Abigail's mother.

c. Pauline Phillips ( ) the young teen who writes the original letter.

d. Jeanne Phillips ( ) the counselor who writes the letter of advice.

2. **NEEDS A DIRECTION is a pseudonym (a fictional name). Why is it used in the text?**

( ) To provide the teen's location. ( ) To hide the teen's explicit identity.

3. **What do the words in bold refer to?**

a. ... follow **it** for the rest of my life... (1st paragraph) _____

b. ... I don't know what **that** would be. (2nd paragraph) _____

c. ... I enjoy all of **them**. (3rd paragraph) _____

d. And the first **one** is... (4th paragraph) _____

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

4. **Find a fragment that refers to each statement about NEEDS A DIRECTION.**

a. She is a good student.

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

b. She receives positive encouragement from her family.

Fragment: _____

c. She is afraid of having a job she hates for the rest of her life.

Fragment: _____

d. She hasn't developed a real passion for any of the activities she's involved in.

Fragment: _____

5. **Read the text again to answer the following questions.**

a. What activities is NEEDS A DIRECTION involved in?

_____

b. What happened to young people in the Middle Ages?

_____

c. Nowadays, do workers need to stay in one kind of job for the rest of their lives?

_____

d. According to Abby, what things are people usually good at?

_____

6. **How can you send a letter to Dear Abby?**

( ) Through a website. ( ) Through an email address. ( ) By regular post.

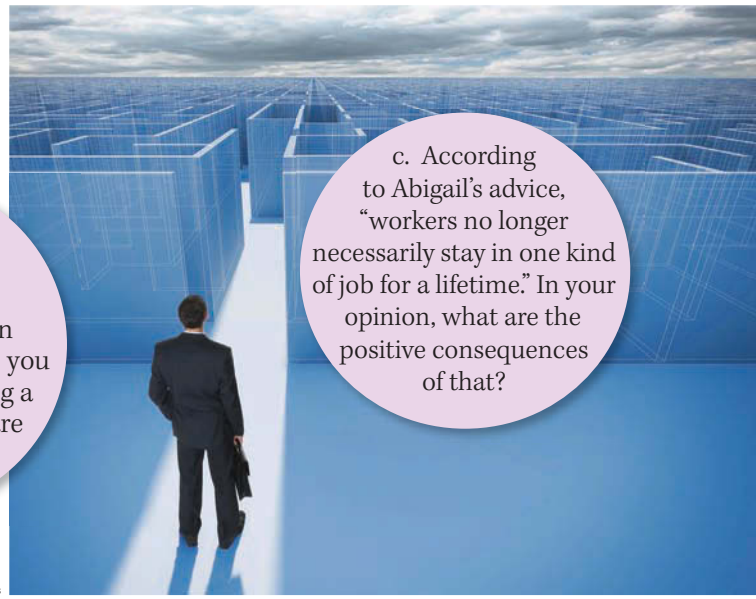
READING FOR CRITICAL THINKING

Discuss the questions with your classmates.

a. What do you think of Abby's advice? What would you recommend to NEEDS A DIRECTION?

b. In your opinion, what should be taken into consideration when choosing a career? Do you worry about choosing a career? If so, what are your worries?

c. According to Abigail's advice, "workers no longer necessarily stay in one kind of job for a lifetime." In your opinion, what are the positive consequences of that?



BPTU/Shutterstock/Glow Images

VOCABULARY STUDY

SYNONYMS

1. **Write down an equivalent term to each word/expression in bold. Choose terms from the box.**

stay with • be good at • form • stop • relax • old • extraordinary • area

a. You may **excel in** several different areas... _____

b. People are usually good at the things they enjoy, so **slow down**. _____

c. ... you'll find your passion(s) in a **field** you enjoy. _____

d. ... I don't have a **stand-out** passion I love intensely. _____

WORD FORMATION

2. In "known for its **uncommon** common sense and **youthful** perspective", what do the words in **bold** mean? Mark the correct answers.

a. *Uncommon...* ( ) is the opposite of common. ( ) means very common.

b. *Youthful...* ( ) is the opposite of youth. ( ) means typical of young people.

3. Use ***un-*** or ***-ful*** to form adjectives that can characterize the noun **advice**.

Adjectives	Noun
_____ (help) _____ (use) _____ (necessary) _____ (expected)	advice

4. Write a sentence about Abby's letter of advice using one of the adjectives from exercise 3.

_____

5. Now complete the Word Formation box on page 160 with what you have learned.

PREPOSITIONS

6. Complete the dictionary entries with prepositions from the text.

good *adj.*

• PREP. _____ *He's very good* _____ *music.* | **for** *Vegetables are good for you.* | **to** *She was very good to me when my husband died.* | **with** *She's good with figures.*

involved *adj.*

[1] taking part in something

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

worry *verb*

• PREP. _____ Don't worry _____ me, I'll be fine. | **with** Don't worry the driver with unnecessary requests.

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

OXFORD collocations dictionary for students of English. *Oxford: Oxford University Press, 2002.*

7. Which preposition collocates with **good** in each sentence? Use prepositions from exercise 6.

a. Abigail is good _____ giving advice.

b. She's pretty good _____ words.

c. I'll study accounting. I'm pretty good _____ numbers.

d. Thanks for the tip. It looks pretty good _____ me.

e. I'm particularly good _____ solving problems.

f. It might be good _____ your career.

LANGUAGE IN USE

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

Read the fragments below and do exercises 1-5.

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

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

a. should ( ) necessity, obligation
b. must/have to ( ) advice, recommendation

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

2. **Must** has no past tense. When we want to express the same idea in the past we use
( ) should. ( ) had to.

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

( ) My teachers and the books I read say *it is important for me* to find my passion and follow it...
( ) My teachers and the books I read say *it is not important for me* to find my passion and follow it...

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

( ) *It is probable* that you give yourself time to see where you excel.
( ) *It is necessary* that you give yourself time to see where you excel.

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

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

Abby **must** have a wide experience in giving advice. prohibition
Abby **must not** reveal anyone's identity in "Dear Abby". deduction, logical conclusion

6. **Read the comic strip and answer the questions.**

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

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

7. Young people can ask elders for confidential advice on websites like www.elderwisdomcircle.org. Complete the letters of advice below with **should** or **shouldn't**.

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

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

Best Regards,

PicklesMarie

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

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

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

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

Best Regards,

TEB

(EWC = Elder Wisdom Circle)

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

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

Best Regards,

Nana

Available at: <www.elderwisdomcircle.org>. Accessed in September 2012.

8. Identify the letter of advice from exercise 7 that answers each original letter below.

Original letter 1:

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

Elder response: ( )

Original letter 2:

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

Elder response: ( )

Original letter 3:

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

Elder response: ( )

Adapted from: <www.elderwisdomcircle.org>. Accessed in September 2012.

MODAL VERBS: *CAN* AND *MAY*

9. **Read the fragments below and mark the correct answers.**

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

a. The modal verb **can** is used to express ( ) capacity. ( ) permission.

b. The modal verb **may** is used to express ( ) obligation. ( ) possibility.

10. **Match the situations to the uses of can and may.** TIP *Observe que a mesma palavra pode expressar ideias diferentes dependendo do seu contexto de uso.*

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

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

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

Ilustrações: Sirayama/Arquivo da editora

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

e. *Can* I read your letter?

( ) We use **can** for ability.
( ) We use **can** for possibility.
( ) We use **can** for permission.
( ) We use **may** for possibility.
( ) We use **may** for permission.

11. **Complete the original letter and the letter of advice with the expressions from the box.**

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

04/20/2012

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

I try to act cool about it, but honestly, I'm losing sleep over it. I'm really self-conscious, and when I get upset people just laugh at me and say I'm "cute." What _____*?* — LOOKED DOWN UPON IN NEW JERSEY

Daniel Laflor/Getty Images

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

Adapted from: <www.uexpress.com/dearabby/?uc_full_date=201204207>. Acessed in September 2012.

Go to **Language Reference** p. 152.

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

LISTENING AND SPEAKING

1. **Ask and answer the following questions in pairs.**

a. At what age do people usually start to work in Brazil? And at what age do people usually retire?

b. What would be your dream job?

c. What wouldn't you like to work with? Why not?

2. 05 **Listen to a part of a lecture for high school students in which a woman talks about her career path. What has happened to her?**

( ) She has been promoted.

( ) She has changed her career.

( ) She has opened her own business.

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

3. 05 **Listen again and complete the chart.**

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

Alan Edwards/Alamy/Glow Images

4. 05 **Listen once more and check your answers.**

5. 05 **Listen again and write T (*True*) or F (*False*). Then, correct the false statements.**

a. ( ) The woman works long hours, especially in the winter.

_____

b. ( ) She has turned a weekend hobby into a career.

_____

c. ( ) She used to spend 15 hours playing tennis over the weekend.

d. ( ) Her job requires being able to communicate and deliver knowledge.

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

SPOKEN LANGUAGE

06

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

› Listen and repeat the words. Then underline the silent letter as in the example.

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

› Listen again and check your answers.

7. 07 **Are you good at giving advice? In pairs, role play different situations as in the example. Student A comes up with useful pieces of advice to help Student B. Use information from the box. Take turns.**

Student A: What's the matter?

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

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

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

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

SITUATIONS

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

What should I do?

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

What should I do?

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

What should I do?

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

What should I do?

Dundanim/Shutterstock/Glow Images

WRITING

In this unit you have read different problem letters. Go back to pages 32 and 37 and explore the structure of this genre. Visit the websites www.DearAbby.com and www.elderwisdomcircle.org to find other examples of problem letters.

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

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

STEP BY STEP

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

Use it!

- Use the modal verb **should** to ask for advice. Examples:
  What should I do?
  Which parent should I choose to live with...?
- Use a pseudonym related to the problem or doubt. Examples:
  NEEDS A DIRECTION
  LOOKED DOWN UPON IN NEW JERSEY

2. Now it's time to share your problem letter with your classmates and other people. You can publish it on websites like www.DearAbby.com or www.elderwisdomcircle.org.

3. In small groups, choose problem letters to answer them. Discuss the situations with your classmates and try to give some useful pieces of advice. Review the letter of advice and share it with the whole class. You can find examples of letters of advice on pages 32 and 37.

LOOKING AHEAD

› Read the quotation below and discuss the importance of considering your "passion" when choosing a career.

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

(Confucius)

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

RTimages/Shutterstock/Glow Images

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

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

Available at: <http://careerplanning.about.com/od/careerchoicechan/a/myths_choice.htm>. Accessed in September 2012.

EXTRA READING

http://careerplanning.about.com
http://veja.abril.com.br/especiais/jovens_2003/p_064.html
http://guiadoestudante.abril.com.br
www.ciee.org.br
Em busca da profissão – Qual é a sua trilha? *(Liliana e Michelle Iacocca, São Paulo: Ática, 2004).*

EXTRA VIDEOS

www.howcast.com/guides/6-How-to-Pick-a-Career
www.ehow.com/videos-on_7113_careers-planning.html
The Devil Wears Prada. *David Frankel. Estados Unidos, 2006.*

› Go back to page 32 and read again the letters from Dear Abby.
Which of the ten myths about choosing a career are related to them? Discuss it with a classmate.

CONTEÚDO DIGITAL

Review 1 Units 1 & 2

READING

1. Read the text to identify three methods of cultural diffusion and complete the table.

About.com Search

Geography | What Is Geography? | Maps | Physical & Cultural

Cultural diffusion

Culture is generally referred to as a certain group's particular way of life. [...] Cultural diffusion is the term used to describe the spread of cultural ideas. There are three methods of cultural diffusion.

The first is called direct diffusion and occurs when two distinct cultures are very close together. Over time, direct contact between the two leads to an integration of cultures. An example today would be the similar interest in soccer in some areas of the United States and Mexico.

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

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

Adapted from: <http://geography.about.com/od/culturalgeography/a/culturehearths.htm>. Accessed in December 2012.

China Images/Alamy/Glow Images

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

2. Which method of cultural diffusion occurs through military, political and/or economic force?

_____

3. Which method of cultural diffusion are the new technologies of information and communication currently promoting? _____

LANGUAGE IN USE

USED TO

Read the following cartoon and do exercises 1 and 2.

Reprodução/<www.michellehenry.fr>

STIVERS, Mark. Available at: <ww.michellehenry.fr/music.htm>. Accessed in December 2012.

1. **Answer the questions.**

a. Did the boy use to play music?

_____

_____

b. What used to happen to the boy in the past?

_____

_____

_____

c. Is he a good musician?

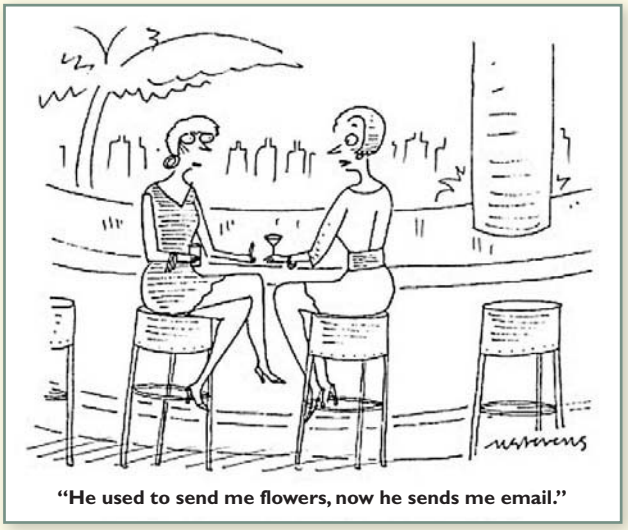
_____

_____

2. **Mark two equivalent terms for "now" in the cartoon.**

( ) these days
( ) in a moment
( ) nowadays
( ) today

3. **Read another cartoon and choose the correct answers.**



"He used to send me flowers, now he sends me email."

Mick Stevens/Acervo do chargista

STEVENS, Mick. Available at: <www.condenaststore.com/-sp/He-used-to-send-me-flowers-now-he-sends-me-email-Cartoon-Prints_i8640372_.htm>. Accessed in December, 2012.

a. What can you infer from the cartoon?
( ) The woman prefers email to flowers.
( ) The woman misses her boyfriend's old habits.
( ) The woman believes her boyfriend is a romantic person.

b. Mark the two sentences in accordance with "He used to send me flowers, now he sends me email."
( ) He didn't send her email.
( ) He doesn't send her flowers anymore.
( ) She was accustomed to receiving flowers.

4. **Complete the sentences about past habits with used to + verb from the box.**

enjoy • wear • explain • hunt

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

5. **Choose the correct form of the verbs in parentheses to complete the sentence below.**

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

MODAL VERBS

6. **Complete the tips for picking a career path in college with should or shouldn't.**

a. You _____ find out the day-to-day ups and downs of professions.

b. You _____ only ask career advice from family members or friends, but you _____ also interview them to find out about their personal career challenges and achievements.

c. You _____ rely on luck or fate in your career. Instead, you _____ put yourself in a position to create numerous opportunities.

7. **Mark the idea expressed by the modal verbs in bold.**

a. You **should** choose your career based on what you are good at.
( ) obligation
( ) recommendation

b. High school students **have to** think carefully about their career choices.
( ) advice
( ) necessity

c. School and career counselors **must** communicate effectively with students.
( ) obligation
( ) recommendation

d. Your brother **must** be a very talented writer. His last book sold a million copies.
( ) obligation
( ) deduction

e. Drivers **must not** text and drive.
( ) prohibition
( ) lack of necessity

f. Your career path **doesn't have to** go in just one direction.
( ) prohibition
( ) lack of necessity

g. You **may** be surprised at how you can fit the things you love doing into a career.
( ) permission
( ) possibility

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

8. **Choose the correct modal verb in parentheses to complete the sentences below.**

a. Candidates _____ (mustn't / don't have to) talk to anyone except the invigilator during the exam.

b. You _____ (mustn't / don't have to) bring anything to the party if you don't wish to do so.

c. You are a very inspiring person. Your parents _____ (can / must) be so proud of you!

9. **What idea is expressed by each modal verb in exercise 8?**

a. _____

b. _____

c. _____

10. **Read the following quote and complete it with must or doesn't have to.**

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

(Enem/2012)

Viva la Vida

I used to rule the world
Seas would rise when I gave the word
Now in the morning and I sleep alone
Sweep the streets I used to own

I used to roll the dice
Feel the fear in my enemy's eyes
Listen as the crowd would sing
"Now the old king is dead! Long live the king!"

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

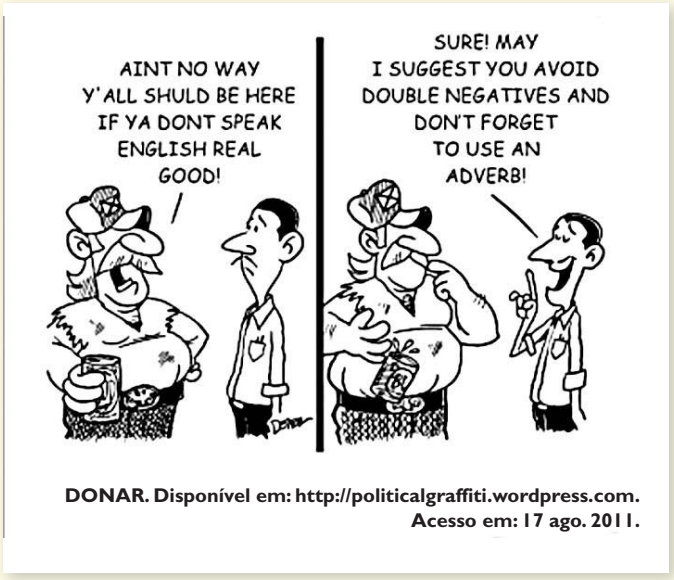
MARTIN, C. Viva la vida, Coldplay. In: Viva la vida or Death and all his friends. *Parlophone, 2008.*

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

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

(Enem/2012)

ENEM/2012



DONAR. Disponível em: http://politicalgraffiti.wordpress.com. Acesso em: 17 ago. 2011.

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

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

THINKING ABOUT LEARNING

WHAT CAN I DO NOW?

	with confidence	well	with some difficulty
Take part in discussions on cultural diffusion...			
Take part in discussions on choosing a career...			
Use *used to*...			
Use the Imperative...			
Use the modal verbs *should*, *must*, *have to*, *can*, *may*...			
Explore online forum posts...			
Explore problem letters and letters of advice...			

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

Words/Expressions	Meaning in context

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

❒ Dictionaries ❒ Glossary ❒ Language Reference
❒ Extra readings ❒ Extra videos ❒ Internet

Other(s): _____

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

» _____

» _____

» _____

» _____

PROJECT 1A

BRIDGING CULTURAL GAPS THROUGH SPORTS (FIRST PART)

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

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

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

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

TIP *Clipping é o termo em inglês (também usado em português) para se referir a um conjunto de notícias sobre um determinado assunto que foram selecionadas e recortadas de jornais, revistas, sites e outros meios de comunicação. Clippings de notícias são úteis para se saber como um determinado tema, empresa ou pessoa é retratado na mídia. Atualmente também são comuns os clippings eletrônicos (ou e-clippings), que reúnem notícias em uma página da web.*

TASK: In small groups, search for news related to how sports have contributed positively to the bridging of cultural gaps around the world. In this part of the project, it is only necessary to collect as many news as possible. Later, you are going to create a news clipping.

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

HOME | NEWS | ISRAEL

Peres Wants 'Soccer Game for Peace' with Israel and PA vs. Spain

By: Jewish Press News Briefs

Published: February 21st, 2013

President Shimon Peres and the head of the Barcelona soccer club announced on Thursday a special soccer match for peace that will include players from the Palestinian Authority.

President Peres told club president Sandro Rosell at a press conference, "I am delighted that we will have the opportunity to launch this project together. Your club motto is 'Mes que un club' and it's true. Barca is 'more than a club'. It is a message. A message of togetherness. A message of friendship…"

"A soccer club is also a school. It is educational; it teaches our children to play together despite their differences."

He then turned to his vision of peace and stated, "Real peace is between people and not just between governments and as our children love Barcelona, so, too, do children in the Palestinian Authority."

Available at: <www.jewishpress.com/news/breaking-news/peres-wants-soccer-game-for-peace-with-israel-and-pa-vs-spain/2013/02/21/?src=ataglance>. Accessed in April 2013.

YOU CAN FIND NEWS ON THE INTERNET AT:

https://news.google.com
www.onlinenewspapers.com
http://newsmap.jp
www.nytimes.com/pages/sports/index.html

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

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

Unit 3 Overcoming Obstacles

Warming Up

Do you know these people? What do they have in common?

Marisa Cauduro/Folhapress

Zanone Fraissat/Folhapress

Marcos Nagelstein/Preview/Folhapress

Vanessa Carvalho/Brazil Photo Press/Folhapress

Zanone Fraissat/Folhapress

Tarso Sarraf/Folhapress

Sergio Lima/Folhapress

Patricia Santos/CPB

Buda Mendes/LatinContent/Getty Images

Sebastião Nogueira/O Popular/Folhapress

Eduardo Naddar/Agif/Folhapress

Buda Mendes/LatinContent/Getty Images

Learning Objectives

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

1. Answer the questions.

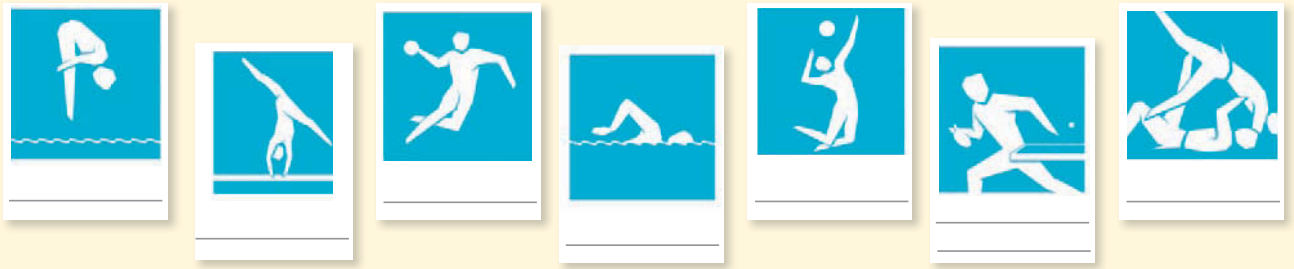
a. What are the most popular sports in Brazil? Who are the most famous athletes?

b. Do you like sports? Which one(s) do you prefer playing in physical education classes?

c. In your opinion, why are sports so important?

Reprodução/<www.brandsoftheworld.com>

2. Can you name the following sports?



Fotos: Photoshot/Keystone

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

Sarah Menezes

Vanessa Carvalho/Brazil Photo Press/Folhapress

Country – **Brazil**

Birth date

26/03/1990 – BELA VISTA (BRA)

Height	Weight	Gender
154 cm / 5'1"	**48 kg / 106 lbs**	**F**

Sport **Judo**

Occupation
Athlete, Student

Education
Faculdade Santo Agostinho, Brazil

Language(s) spoken
English, Portuguese

Additional information

Start of sporting career
She started the sport at age nine at her primary school in Teresina.

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

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

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

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

Adapted from: <www.london2012.com/athlete/menezes-sarah-1074076/>. Accessed in September 2012.

a. How old was Sarah when she started practicing judo? _____

b. Where did she start the sport?

_____

c. Did Sarah have the support of her parents when she first started judo? _____

d. What was her parents' opinion about judo when she started the sport? _____

_____

_____

e. What made Sarah's parents change their opinion about judo? _____

_____

_____

f. Do you agree with her parents' first opinion about judo? Why (not)?

g. In your opinion, which adjectives best describe Sarah?

( ) dedicated ( ) determined

( ) hard-working ( ) lazy

( ) sedentary ( ) talented

BEFORE READING

1. **In your opinion, are Olympians faster and stronger than animals?**

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

a. The text is

( ) a profile.

( ) an infographic.

( ) a campaign slogan.

b. The text compares

( ) Olympians and animals.

( ) Olympians and Paralympians.

( ) land animals and water animals.

c. The sports mentioned in the text are

( ) boxing. ( ) cycling.

( ) football. ( ) jumping.

( ) running. ( ) swimming.

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

3. **Look at the pictures again. Take into consideration their selection and order to choose the correct answers.**

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

( ) cheetah ( ) cougar

( ) dolphin ( ) house cat

( ) sailfish ( ) snow leopard

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

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

( ) Cesar Cielo.

( ) Charles Austin.

( ) Michael Phelps.

( ) Mike Powell.

( ) Thiago Pereira.

( ) Usain Bolt.

grynold/Shutterstock/Glow Images

c. The order of the pictures in the text suggests that

( ) animals are superior to Olympians.

( ) Olympians are superior to animals.

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

Reprodução/<www.slam.canoe.ca>

IN 5 MINUTES News and events – visually

Animals vs. Olympians

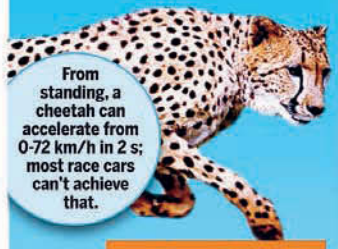
When it comes to faster, higher, stronger, animals take the gold over humans – and without much competition

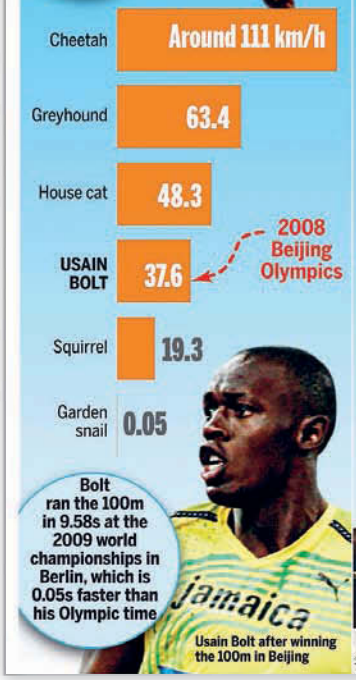
RUNNING

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

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

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





Usain Bolt after winning the 100m in Beijing

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

Cheetah	Around 111 km/h
Greyhound	63.4
House cat	48.3
USAIN BOLT	37.6 (2008 Beijing Olympics)
Squirrel	19.3
Garden snail	0.05

JUMPING (HEIGHT)

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

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

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

Snow leopard	6.1 metres
Cougar	5.4
Horse	2.47 (World record (Huaso, ridden by Alberta Larraguibel in 1949))
CHARLES AUSTIN	2.39 (1996 Atlanta Olympics)
Dog	1.7 (Guinness world record)
Rabbit	0.6

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

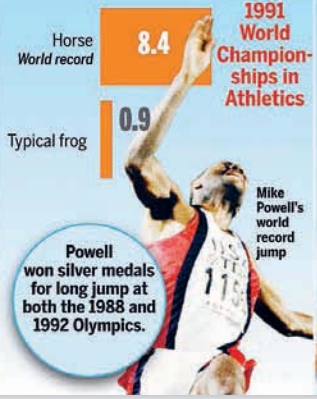
Charles Austin's 1996 Olympic record jump

JUMPING (LENGTH)

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

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

Snow leopard	15 metres
Eastern Grey Kangaroo	13.5
MIKE POWELL	8.95 (1991 World Championships in Athletics)
Horse *World record*	8.4
Typical frog	0.9



Mike Powell's world record jump

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

SWIMMING

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

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

Sailfish	110 km/h
Killer whale	55.5
Dolphin	38
Leatherback turtle	35.4
MICHAEL PHELPS	6.9 (London 2012, 100m butterfly)
Goldfish	1.37

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

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

Sources: Wikipedia; National Geographic; centraljark.com; hypertextbook.com; nsatorama.com

QMI AGENCY

Available at: <http://slam.canoe.ca/SlamImages05/AnimalOlympians.pdf>. Accessed in September 2012.

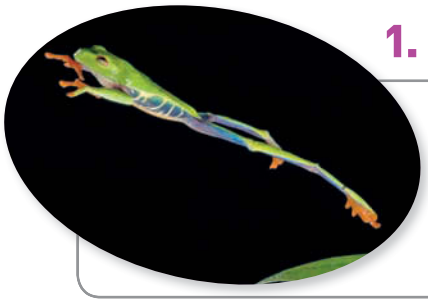
READING FOR GENERAL COMPREHENSION

1. **What is the main idea of the text? Underline the correct words.**

TIP *Observe que o subtítulo apresenta a ideia geral do texto.*

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

READING FOR DETAILED COMPREHENSION



Papilio/Alamy/Other Images

1. **What do the years refer to? Match the columns.**

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

2. **Write down the name of the animals to complete the statements.**

a. A _____ can jump 0.9 m.

b. A _____ can swim at an average speed of 38 km/h.

c. The _____ can jump 13.5 metres.

d. A _____ can reach speeds around 20 km/h.

e. Jumping 1.7 metres, a _____ set the Guinness world record.

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

a. ( ) The cheetah is the fastest land animal in the world.

_____

b. ( ) The men's world record for the high jump was set by American Charles Austin.

_____

c. ( ) Snow leopards have the highest jump.

_____

d. ( ) Mike Powell holds the world record for the long jump.

_____

e. ( ) The killer whale is the world's fastest water animal.

_____

f. ( ) Michael Phelps currently holds the most world records in swimming.

_____

Malcolm Schuyl/Alamy/Other Images

READING FOR CRITICAL THINKING

Discuss the questions with your classmates.

a. Professional athletes are constantly under pressure to become faster, higher and stronger. In your opinion, does it have negative consequences? If so, which one(s)?

b. Olympians are not the best all the time. They do not win every competition. How do you think they deal with this? In your opinion, how should people deal with failure?

VOCABULARY STUDY

COLLOCATIONS

1. **The dictionary entry below shows verbs frequently used with the noun *record*. Complete the sentences about Michael Phelps with verbs from the dictionary entry.**

record *noun*

[2] best result, highest level record

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

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

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

a. Michael Phelps currently _____ the most world records in swimming.

b. Michael Phelps _____ a new world record in 2012.

c. Will Michael Phelps _____ the record in the next Olympic games?

Toby Melville/Reuters/Latinstock

WORD FORMATION

2. **Complete the statements about the suffix *-er* with words from the box.**

faster • swimmer • higher • stronger • jumper

a. Words ending in **-er** can indicate occupations as in the nouns _____ and _____.

b. Words ending in **-er** can indicate comparisons as in the adjectives _____, _____ and _____.

3. **Now complete the Word Formation box on page 160 with what you have learned.**

LANGUAGE IN USE

MAKING COMPARISONS

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

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

a. When two elements are equal in a comparison, we use ( ) the superlative form (*the smallest, the most powerful*).

b. When one element is compared to another, we use ( ) the comparative form (*faster than*).

c. When one element is compared to other elements (two or more) from the same group, we use ( ) as + adjective + as (*as interesting as*).

2. **Complete the sentences with the fastest, faster than or as fast as.**

a. Usain Bolt is _____ man in the world. In 2009 he ran _____ in the 2012 Olympics.

b. The cheetah is _____ land animal. It is _____ the house cat.

c. The sailfish is _____ water animal. It is _____ the killer whale.

d. The dolphin isn't _____ the sailfish or the killer whale.

3. **Read the sentences about Sarah Menezes and circle the correct adjectives as in the example.**

a. Sarah Menezes was better / (the best) judoka in the –48kg category in the London 2012 Olympics. She won a gold medal.

b. She is one of more talented / the most talented Brazilian judokas. She became the first Brazilian woman to win gold in judo at Olympic games.

c. She was one of younger / the youngest Brazilian athletes in the London 2012 Olympics. She was just 22!

d. She participated in the –48kg category. She wasn't one of heavier / the heaviest judokas at all!

Flavio Florido/UOL/Folhapress

4. **Complete the sentence with comparative or superlative.**

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

5. Go back to exercise 3 and write down the base adjectives as in the example.

a. better, the best ➞ *good*

b. more talented, the most talented ➞ _____

c. younger, the youngest ➞ _____

d. heavier, the heaviest ➞ _____

Read the text and do exercises 6-8.

Women's Marathon

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

1963

Reprodução/<www.runnersworld.com>

5'6"

100 lbs.

Time 3:37:07

Merry Lepper was the first American woman to run a marathon. She had to hide in the bushes near the starting line because women were forbidden to participate. Her only fuel: one Baby Ruth candy bar.

1998

Mike Segar/Reuters/Latinstock

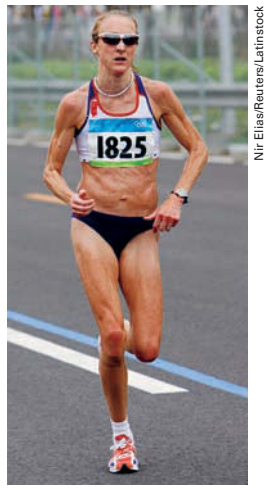
5'1"

88 lbs.

Time 2:20:43

Tegla Loroupe held the world record from 1998 to 2001. She organizes "Peace Marathons" in her native country of Kenya. Nomadic tribesmen and government officials race together.

2003



Nir Elias/Reuters/Latinstock

5'8"

118 lbs.

Time 2:15:25

British runner **Paula Radcliffe** suffered asthma and anemia as a child, but went on to win the New York, Chicago and London marathons and set the current world record.

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

6. Complete the first part of the text with adjectives from the box.

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

7. Match the columns.

a. Merry Lepper ( ) She holds the current world record.

b. Tegla Loroupe ( ) She organizes peace marathons in her country.

c. Paula Radcliffe ( ) Women from her time were prohibited from running a marathon.

8. **Complete the statements with the correct form of the adjectives in parentheses.**

a. Paula _____ (fast) than Tegla. She is _____ (fast) female marathon runner.

b. Tegla is _____ (light) and (the) _____ (short) female marathon runner of the 3.

c. Merry is _____ (tall) than Tegla, but she is _____ (short) than Paula.

d. Merry isn't as _____ (young) as Tegla or Paula.

9. **Now complete the table.**

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

SPELLING RULES FOR COMPARATIVE AND SUPERLATIVE ADJECTIVES	
COMPARATIVE	**SUPERLATIVE**
Adjectives with one syllable	
• most one-syllable adjectives: adjective + _____ fast ➥ *faster*, short ➥ *shorter*	• most one-syllable adjectives: the + adjective + _____ fast ➥ *the fastest*, short ➥ *the shortest*
• one-syllable adjectives ending in **-e**: adjective + _____ large ➥ *larger*, late ➥ *later*	• one-syllable adjectives ending in **-e**: the + adjective + _____ large ➥ *the largest*, late ➥ *the latest*
• one-syllable adjectives ending in consonant + vowel + consonant: adjective + last consonant + _____ big ➥ *bigger*, hot ➥ *hotter*	• one-syllable adjectives ending in consonant + vowel + consonant: the + adjective + last consonant + _____ big ➥ *the biggest*, hot ➥ *the hottest*
Adjectives with two syllables	
• most two-syllable adjectives: _____ + adjective: famous ➥ *more famous* modern ➥ *more modern*	• most two-syllable adjectives: _____ + adjective: famous ➥ *the most famous* modern ➥ *the most modern*
• both forms: clever ➥ *cleverer/more clever* common ➥ *commoner/more common*	• both forms: clever ➥ *the cleverest/the most clever* common ➥ *the commonest/the most common*
• two-syllable adjectives ending in consonant + **y**: adjective – _____ + _____ heavy ➥ *heavier* happy ➥ *happier*	• two-syllable adjectives ending in consonant + **y**: the + adjective – _____ + _____ heavy ➥ *the heaviest* happy ➥ *the happiest*

SPELLING RULES FOR COMPARATIVE AND SUPERLATIVE ADJECTIVES	
COMPARATIVE	**SUPERLATIVE**
Adjectives with three syllables or more	
• _____ + adjective powerful ➥ *more powerful* talented ➥ *more talented*	• _____ + adjective powerful ➥ *the most powerful* talented ➥ *the most talented*
Irregular adjectives	
good ➥ _____ bad ➥ *worse* far ➥ *farther/further*	good ➥ _____ bad ➥ *the worst* far ➥ *the farthest/the furthest*

10. **Complete the sentences about three Brazilian gold medalists in the London 2012 Olympics. Use the comparative or the superlative form.**

Emiliano Capozoli/Folhapress

Swimmer Daniel Dias.

a. Daniel Dias is _____ (successful) Brazilian Olympic medalist, with a total of 15 medals.

b. Daniel Dias was _____ (strong) Brazilian swimmer who participated in the London 2012 Paralympics.

c. Daniel Dias had a _____ (good) performance than his colleague Andre Brasil. Daniel won 6 gold medals and Andre won 3.

d. The Brazilian sprint runner Alan Oliveira had a _____ (great) performance than the South African Oscar Pistorius in the 200 metres.

e. Arthur Zanetti was one of _____ (flexible) artistic gymnasts in 2012 rings final.

f. Zanetti dethroned 2008 Olympic champion Chen Yibing. Zanetti had a _____ (high) execution score (9.1) than Yibing (9.0).

Available at: <www.brasil.gov.br>; <london2012.com>. Accessed in September 2012.

Flavio Florido/UOL/Folhapress

Arthur Zanetti in the men's rings final.

11. Complete the profile of Cesar Cielo with adjectives from the box.

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

TIP Não se preocupe em compreender todas as palavras do texto. Isso não é necessário para realizar a atividade 11.

Cesar Cielo

Monique Renne/CB/D.A Press

Country - **Brazil**
Birth date
10/01/1987 – SANTA BÁRBARA D'OESTE (BRA)

Height	Weight	Gender
Not provided	**Not provided**	**M**

Sport **Swimming**

Hobbies

Resting, playing video games, hanging out with friends.

Education

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

Sporting relatives

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

Superstitions / Rituals

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

Sporting philosophy / motto

"I just want to be _____ swimmer I can be. I want to step up to the blocks, feel confident and feel in shape."

Olympic games

_____ swimmer in the men's 50m freestyle (2008 Beijing).

Awards

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

Prohibition

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

Go to **Language Reference** p. 153.

Adapted from: <www.london2012.com/athlete/cielo-cesar-1073084/>. Accessed in September 2012.

LISTENING AND SPEAKING

1. What are the benefits of playing sports? Complete the table with the information from the box.

Physical Benefits	Psychological Benefits
• Burn calories	• Build leadership and team skills
•	•
•	•
•	•
•	•

burn calories • build leadership and team skills • develop higher self-esteem • improve fitness • increase agility • increase body strength • increase concentration • promote self-confidence • reduce risks of diabetes and heart disease • reduce stress and depression

2. 08 **Listen to part of a sports TV show in which athleteTanni Gray-Thompson participates. What is her wish?**

( ) She wants young people to give sport a chance.

( ) She wants young people to take part in competitions.

3. 08 **Listen again and write T (*True*) or F (*False*).**

a. ( ) Tanni Gray-Thompson is one of the greatest Paralympic athletes.

b. ( ) She was on the organizing committee for London's 2012 Olympic Games.

c. ( ) She thinks that schools should encourage young people to do sports in a fun and enjoyable way.

d. ( ) She says that everybody should be involved in a competitive sport.

e. ( ) She says that dancing is easier than boxercise.

4. 08 **Listen once more and underline the correct answers.**

a. Tanni Gray-Thompson is from Australia / Britain.

b. She has won six / sixteen Olympic medals.

c. She has a daughter / son.

5. **Tanni Gray-Thompson says it is worth "having a go at a sport". What sport(s) would you like to have a go at?**

Andrew Yates/Agência France-Presse

Tanni Gray-Thompson

09 SPOKEN LANGUAGE

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

winte**r** spo**r**ts impo**r**tant matte**r** bette**r** greate**r**

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

10 **The sentences below are spoken by someone from England. Listen and mark the sentence in which the letter r is pronounced.**

( ) The most important thing about sports is having fun.

( ) I think that David Beckham is the best footballer in the UK.

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

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

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

WRITING

In this unit you have read the profiles of two athletes on pages 50 and 59. Notice that such profiles usually present short pieces of information about the athlete's life and career. Visit <www.london2012.com/athletes> and <www.london2012.com/paralympics/athletes> to find other examples of profiles.

Reprodução/<www.brandsoftheworld.com>

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

STEP BY STEP

1. Think of a Brazilian athlete you admire.
2. Get to know more about his/her life and career (personal details, olympic medals, awards, curiosities etc.). You can use the Internet to do some research.
3. First, organize the personal details (birth date, height, weight etc.).
4. Use short sentences to describe the other pieces of information about the athlete. Try to provide specific details about his/her life and career (education, awards, sports categories etc.).
5. Include a small photo of the athlete.
6. Exchange profiles with a classmate and discuss both texts.
7. Write the final version of the profile.

Use it!

- Use the comparative and/or the superlative form to describe the athlete's performance. Examples:

Daniel Dias had a better performance in 2012 London than in 2008 Beijing.

Sarah Menezes — The best female judoka in the –48kg category (2012 London).

Cesar Cielo — The fastest swimmer in the men's 50m freestyle (2008 Beijing).

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

LOOKING AHEAD

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

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

(Alan Fonteles Cardoso Oliveira)

Leo Fontes/O Tempo/Futura Press

Rio 2016 ambassador Daniel Dias.

Saulo Cruz/Fotoarena/Folhapress

Alan Fonteles Cardoso Oliveira from Brazil.

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

(Daniel Dias)

CONTEÚDO DIGITAL

EXTRA READING

www.olympic.org/
www.paralympic.org/
www.specialolympics.org

EXTRA VIDEO

www.howcast.com/guides/544-Learn-about-the-Olympics

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

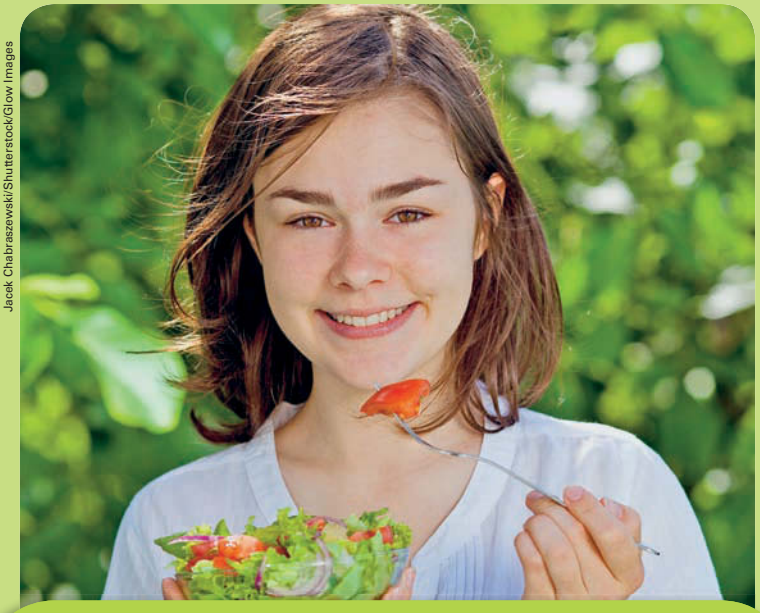
Eating Habits

Unit 4

Warming Up

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

David Gray/Reuters/Latinstock



Jacek Chabraszewski/Shutterstock/Glow Images

Bikeriderlondon/Shutterstock/Glow Images

Learning Objectives

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

1. Answer the questions.

a. Do you have a balanced diet? What do you usually eat?

b. Do you worry about your weight or body shape? If so, why?

2. Circle the expressions from the box that are related to the picture.

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

Phototake RM/Nucleus Medical Art, Inc./Diomedia

3. The first column presents some common questions about eating habits. Match them to answers.

Questions

a. What does healthy eating mean?

b. Why is it important to have a healthy diet?

c. How can I make healthy choices when eating out?

d. What are some signs of eating disorders?

e. What are the characteristics of anorexia?

f. Can eating disorders cause death?

Answers

( ) Try not to arrive at the restaurant extremely hungry and choose menu items that contain fruits, vegetables, and whole grains.

( ) Healthy eating is about balance, variety, and moderation.

( ) Fear of becoming obese as well as a distorted body image.

( ) Excessive concern about weight and body shape, unexpected weight loss, skipping meals, disappearing to the bathroom after meals.

( ) A balanced diet is good for your overall health. It also can help you reach a healthy weight and stay there.

( ) Yes. The mortality rate is approximately 5.6% per decade.

Adapted from: <www.webmd.com/food-recipes/tc/healthy-eating-frequently-asked-questions; www.eatingdisorderfoundation.org/EDFFAQ.htm>. Accessed in November 2012.

4. Mark the correct statement about the answers from exercise 3 (second column).

( ) They give examples of good and bad eating habits.

( ) They provide information to resolve doubts about eating habits.

( ) They offer possible solutions to problems related to eating habits.

BEFORE READING

1. **Turn over the page and, before reading the text, look at the structure and the source of the text. Then, choose the correct answers.**

a. The text is in the form of

( ) an article. ( ) a questionnaire. ( ) questions and answers.

b. This format

( ) can only be found in texts on the Internet.

( ) facilitates the organization of information about a particular topic.

( ) makes it difficult for readers to find specific information in the text.

c. The expected readers (audience) are

( ) extremely overweight parents.

( ) people with healthy eating habits.

( ) parents that have children with eating disorders.

d. The numbers 14 and 18 refer to

( ) the order of the questions and answers in the book.

( ) the only questions and answers related to obesity in the book.

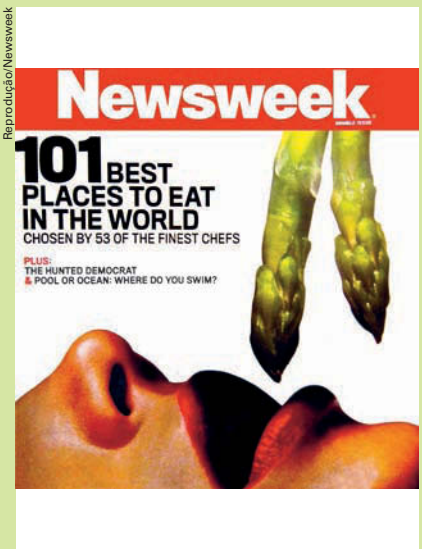
( ) the most important questions and answers related to obesity in the book.

2. **Now read the questions from the text and make predictions about possible answers.**

3. **In your opinion, which magazine covers are related to the text on the next page?**

Reprodução/Newsweek

( )



Reprodução/Newsweek

( )

Reprodução/Newsweek

( )

READING

Now read the text to check your predictions.

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

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

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

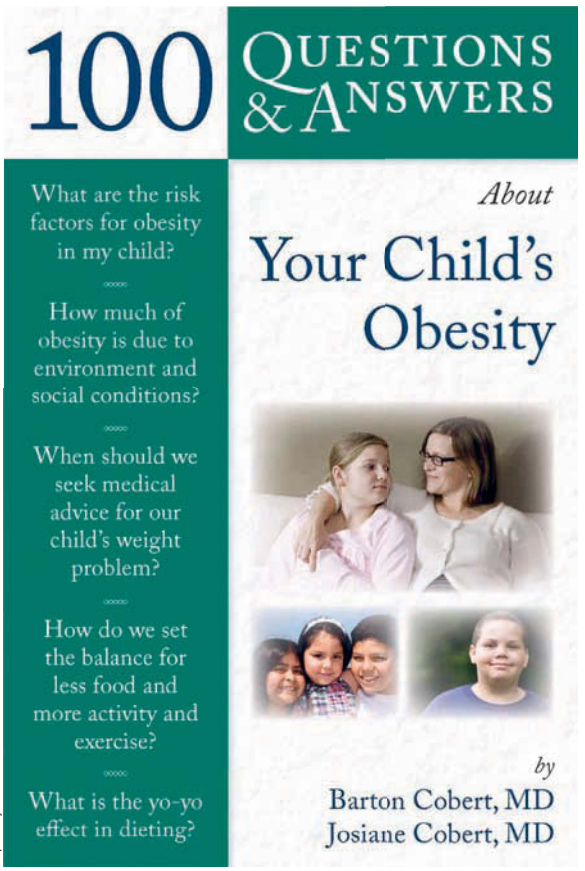
Anorexia nervosa is a very serious disease that can be fatal. It is characterized by excess weight loss and emaciation even though the patient may perceive herself to be "fat". This disease is more common in females than males. These patients may starve to death.

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

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

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

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



Reprodução/Jones & Bartlett Publishers

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

READING FOR GENERAL COMPREHENSION

What is the main purpose of the text?

( ) To offer possible solutions to problems related to obesity.

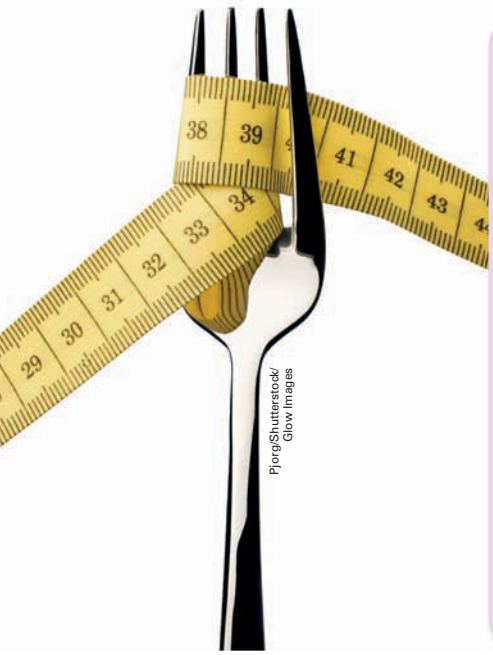
( ) To give useful advice to people with unhealthy eating habits.

( ) To provide detailed explanations to questions about eating disorders.

READING FOR DETAILED COMPREHENSION

1. **What are the conclusions of the Early Bird Study about childhood obesity?**

2. **Match the words in bold to the terms they refer to.**



Pjorg/Shutterstock/Glow Images

a. Is **this** true? (1st question)

b. **This disease** is more common... (2nd answer, 1st paragraph)

c. ... **these people** want to eat... (2nd answer, 2nd paragraph)

d. ... **those** that have preservatives. (2nd answer, 2nd paragraph)

e. **This** can lead to serious... (2nd answer, 3rd paragraph)

f. ... **these patients** are often obese... (2nd answer, 4th paragraph)

g. **This** has been called... (2nd answer, 5th paragraph)

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

( ) foods

( ) bulimia nervosa

( ) anorexia nervosa

( ) compulsive eating disorder

( ) people with orthorexia

( ) people who eat large quantities of food even when they are not hungry

( ) if our daughter is heavy as a baby, she will never escape being heavy

3. **Match the eating disorders to the definitions.**

a. **anorexia nervosa**

b. **bulimia nervosa**

c. **orthorexia**

d. **compulsive eating disorder**

( ) A disease of eating large amounts of food followed by vomiting or the use of laxatives to eliminate the food just eaten.

( ) A disorder in which a person wishes to eat only healthy foods to the point of malnutrition or hunger.

( ) A condition in which patients cannot control the amount of food or how often they eat.

( ) A very serious disease that is characterized by excess weight loss even though the person may perceive him or herself as overweight.

READING FOR CRITICAL THINKING

Discuss the questions with your classmates.

a. In your opinion, do people usually see eating disorders as a health problem or as a matter of personal choice? What are the consequences of such a view?

b. Do you think family members can play an important role in the prevention and in the overcoming of eating disorders? If so, how?

VOCABULARY STUDY

WORD GROUPS

1. **Complete the word groups below with words from the box.**

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

Excess weight	Excess weight loss	Diseases
	emaciation	

WORD FORMATION

2. **Read the definitions and complete the table with words from the text.**

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

3. **Now complete the Word Formation box on page 160 with what you have learned.**

YanLev/Shutterstock/Glow Images

DISCOURSE MARKERS

4. **Which words/expressions from the box are equivalent in meaning to the ones in bold?**

on the contrary • in addition to • like • although

a. ... eating disorders **such as** anorexia, bulimia, binge eating, and other diseases... _____

b. ... **even though** the patient may perceive herself to be "fat". _____

c. **Rather**, these people want to eat only healthy and pure foods... _____

d. ... other diseases **as well as** depression. _____

5. **Now complete the Discourse Markers box on page 161 with what you have learned.**

LANGUAGE IN USE

FIRST CONDITIONAL

Read the fragments below and do exercises 1-3.

I. ... **if** our daughter **is** heavy as a baby, she **will** never escape being heavy...

II. **If** they **are** heavy at this young age, (...) they **are likely to be** heavy at age 9 and even later.

1. **What does each clause express? Complete the boxes with *condition* or *result*.**

[ ] ... if our daughter **is** heavy as a baby, [ ] she **will never escape** being heavy...

[ ] If they **are** heavy at this young age, [ ] (...) they **are likely to be** heavy at age 9 and even later.

2. **Answer the questions.**

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

( ) Our daughter will never escape being heavy if she is heavy as a baby.

( ) If our daughter is heavy as a baby, she will never be heavy later.

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

( ) If they are heavy at this young age, they will never be heavy at age 9 and even later.

( ) If they are heavy at this young age, they will probably be heavy at age 9 and even later.

c. What is correct to say about fragments I and II?

( ) They refer to a real possibility for a particular situation to happen in the future.

( ) They refer to an unreal possibility for a particular situation to happen in the future.

3. Read the fragments again to complete the table about the structure of the first conditional.

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

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

Read another Q&A and do exercises 4 and 5.

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

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

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

Bikeriderlondon/Shutterstock/Glow Images

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

4. Answer the questions.

a. Is it possible to change the genetics of a person and reduce the chances of being obese?

_____

b. Which two syndromes related to obesity are mentioned in the text?

_____

5. Rewrite the sentences starting with the words given.

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

What can _____

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

You should _____

_____

6. **Match the two parts to form questions.**

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

7. **Find an appropriate answer for each question from exercise 6.**

( ) No. They have almost the same amount of calcium.

( ) Protein is not a problem for vegetarians who eat a wide variety of food.

( ) It depends on how many calories you consume and how many calories you burn.

( ) Drinking more water will help you to lose weight but not gain it.

Read Bill's letter, a 15-year-old boy, and do exercises 8 and 9.

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

Sirayama/Arquivo da editora

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

8. **Mark the fragment that best completes the letter.**

( ) "I might have health problems like my dad when I get older"

( ) "I may not have health problems like my dad when I get older"

( ) "I will never have health problems like my dad when I get older"

9. **Complete the sentences with the correct form of the verbs in parentheses to make true statements about the text.**

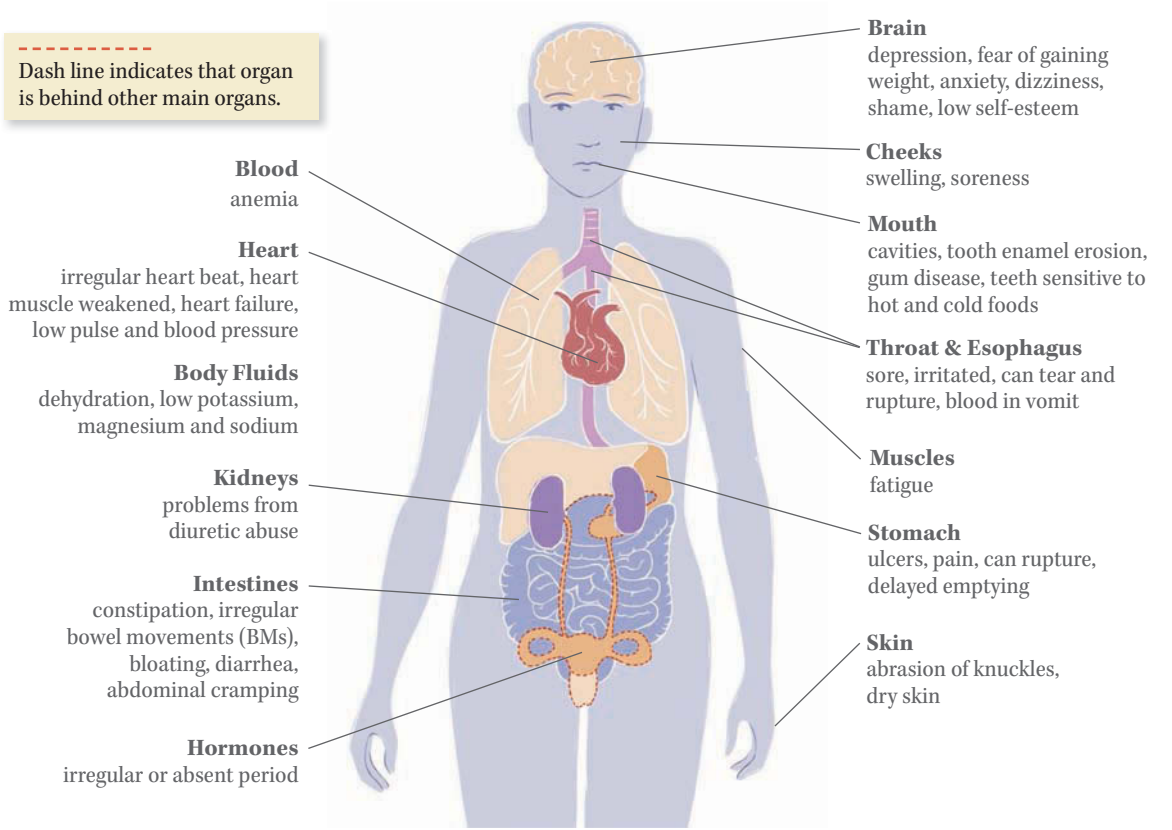
a. Bill believes that if he smokes or uses drugs, he _____ (get) sick.

b. Bill believes that if he eats fries and shakes, he _____ (get) sick.

c. Bill believes that he can lose weight anytime if he _____ (want) to.

10. **Look at the picture and find out how bulimia affects your health. Then, complete the sentences with words from the box.**

How bulimia affects your body



Based on: <www.womenshealth.gov/publications/our-publications/fact-sheet/bulimia-nervosa.cfm>. Accessed in October 2012.

Sirayama/Arquivo da editora

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

Go to **Language Reference** p. 155.

If your friend has bulimia, ...

a. ... his/her heart _____ irregularly.

b. ... he/she is _____ to _____ gaining weight and have low self-esteem.

c. ... she _____ irregular or absent periods.

d. ... he/she _____ probably _____ blood in their vomit.

e. ... you _____ always _____ him/her.

LISTENING AND SPEAKING

Gabriela Trojanowska/Shutterstock/Glow Images

Kenneth Man/Shutterstock/Glow Images

1. **In this unit you have learned about eating habits. Before listening to part of a TV program about eating disorders, try to complete the sentences with what you expect to hear about. Then, compare your answers with those of a classmate.**

TIP *Fazer previsões nos prepara para compreender melhor o que vamos ouvir. Antes de ouvir o áudio, leia as frases e faça previsões sobre a palavra que poderá completar cada frase.*

a. _____ and _____ are two examples of eating disorders.

b. _____ and _____ have taken some of the blame for eating disorders.

c. The problem of eating disorders is something that can't be _____.

2. 11 **Now listen and check your answers. Were your predictions correct? Write down the answers according to what you hear.**

a. _____ and _____ are two examples of eating disorders.

b. _____ and _____ have taken some of the blame for eating disorders.

c. The problem of eating disorders is something that can't be _____.

3. 11 **Listen again and mark what the reporter says about eating disorders.**

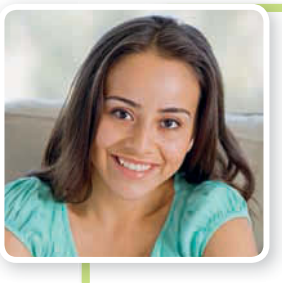
a. ( ) Anorexia is worse than obesity.

b. ( ) In Brazil, there are more than 60,000 people with eating disorders.

c. ( ) More and more people are developing eating disorders at a younger age.

d. ( ) Teenage girls are starving themselves to look like skinny models in magazines.

4. 11 **Mark what each person said in the TV program.**



Monkey Business Images/Shutterstock/Glow Images

a. Teenage girl, Jessica: My desire to lose weight was driven by...

( ) looking at the really skinny models in the magazine.

( ) a need for revenge on everyone who has ever made fun of me.

Dan Kosmayer/Shutterstock/Glow Images

b. Teenage girl, Katie: You are constantly looking at them thinking...

( ) I should be like that.

( ) I shouldn't be like that.

Aurora Photos/Alamy/Glow Images

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

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

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

5. 11 Listen once more and check the answers of exercises 3 and 4.

12 SPOKEN LANGUAGE

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

Conversation 1:	( ) er	( ) you know	( ) like	( ) um
Conversation 2:	( ) you know	( ) like	( ) um	( ) I mean
Conversation 3:	( ) right	( ) you know	( ) like	( ) uh

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

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

Statements

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

Use the following expressions when asking someone's opinion:

What do you think about...?

How do you feel about...?

What's your opinion about...?

What are your views on...?

Do you agree that/with...?

Use the following expressions when giving your opinion:

In my opinion/ view...

Personally, I think/believe that...

To my mind...

As far as I'm concerned...

Use the following expressions to express agreement:

Absolutely. / Exactly.

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

I think so. / I suppose so.

Use the following expressions to express disagreement:

No way.

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

I don't think so.

WRITING

In this unit you have read some texts organized in the format of questions and answers on pages 66 and 70. These texts are often referred to as Q&A (questions and answers) or FAQ (frequently asked questions). Q&As and FAQs help us organize information and make it easier for the reader to locate the pieces of information he/she is looking for. Notice FAQs are usually found in websites and are generally aimed at anticipating answers to the users' frequent doubts. Visit the websites www.allanswers.org and www.faqs.org to find other examples of questions and answers on diversified topics.

1. In small groups (of three or four students), write some questions and answers (Q&A) related to the theme of this unit — eating habits. Some topics to help you:

- Having healthy eating habits;
- Getting to know about eating disorders;
- Dieting and exercising.

STEP BY STEP

1. With your classmates, choose a topic to focus on.
2. Brainstorm questions about the topic.
3. Review all the questions and choose three or four that you consider really relevant. Check if the word order is correct in each question.
4. Do research to gather information to answer the questions. Look for reliable sources.
5. Check all the information you get.
6. Write a first draft of the answers. Start with the easiest questions. Be brief and clear. Add examples, if necessary.
7. Arrange questions and answers so that the questions are visually separated from the answers and easily found. You can use bold, italics and/or a different color, type or size of letters to write the questions.
8. Exchange questions and answers (Q&A) with another group and discuss them.
9. Make the necessary corrections.
10. Write the final version wof the Q&A.

Use it!

- Use the first conditional to talk about a real possibility for a particular situation to happen in the future.

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

  If I drink a lot of water, will I gain weight?

- When composing questions for a Q&A, avoid yes or no questions. Use question words (*what*, *who*, *why*, *where*, *when*, *how*) to ask open-ended questions that invite creative responses.

  What does healthy eating mean?
  Why is it important to have a healthy diet?

- Use **such as**, **like**, **for instance** or **for example** to introduce examples.

  They may avoid the "wrong" or "unhealthy" foods such as those made from animals or fats (...).

2. Now it's time to share your Q&A with your classmates and other people. You can organize all the questions and answers written by the class to create a single Q&A text about eating habits and publish it on the Internet.

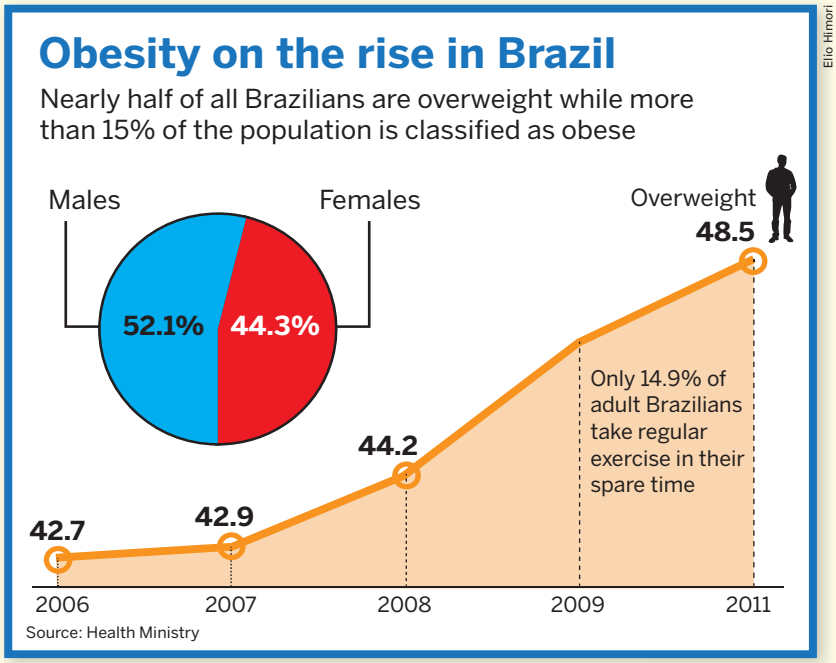
LOOKING AHEAD

Reprodução/<www.brandsoftheworld.com>

› In your opinion, what is the relationship between eating disorders and the standard of beauty set by society?

› People with eating disorders often suffer prejudice because of their weight and body shape. How should we deal with such situations?

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



Elio Himori

CONTEÚDO DIGITAL

Available at: <www.france24.com/en/20120907-body-conscious-brazil-half-are-now-overweight>. Accessed in October 2012.

EXTRA READING

www.nimh.nih.gov/health/publications/eating-disorders/eating-disorders.pdf
http://kidshealth.org/teen/your_mind/mental_health/eat_disorder.html
www.eatingdisorderfoundation.org/EatingDisorders.htm
www.france24.com/en/20120907-body-conscious-brazil-half-are-now-overweight
www.hsph.harvard.edu/nutritionsource/
www.brasil.gov.br/sobre/saude/cuidados-e-prevencao/alimentacao

EXTRA VIDEOS

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

Arnold Rice/Getty Images

Review 2 Units 3 & 4

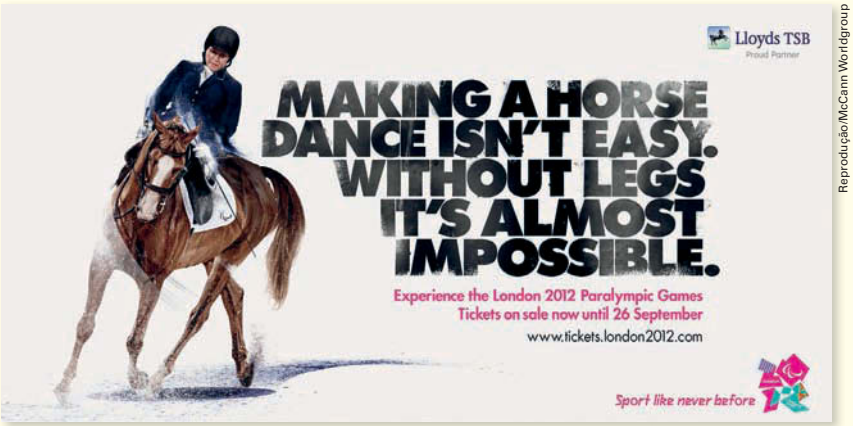
READING

1. **Take a look at the texts and mark the correct answers.**

Reprodução/McCann Worldgroup

a. What are the texts about?
( ) Extreme sports.
( ) London 2012 Paralympic Games.

b. The texts are
( ) tickets.
( ) posters.



Reprodução/McCann Worldgroup

Available at: <www.creativereview.co.uk/cr-blog/2011/september/london-2012-paralympic-games-posters>. Accessed in December 2012.

2. **What is the main purpose of the texts?**

( ) Promote sports development in London.
( ) Promote ticket sales for the London 2012 Paralympic Games.

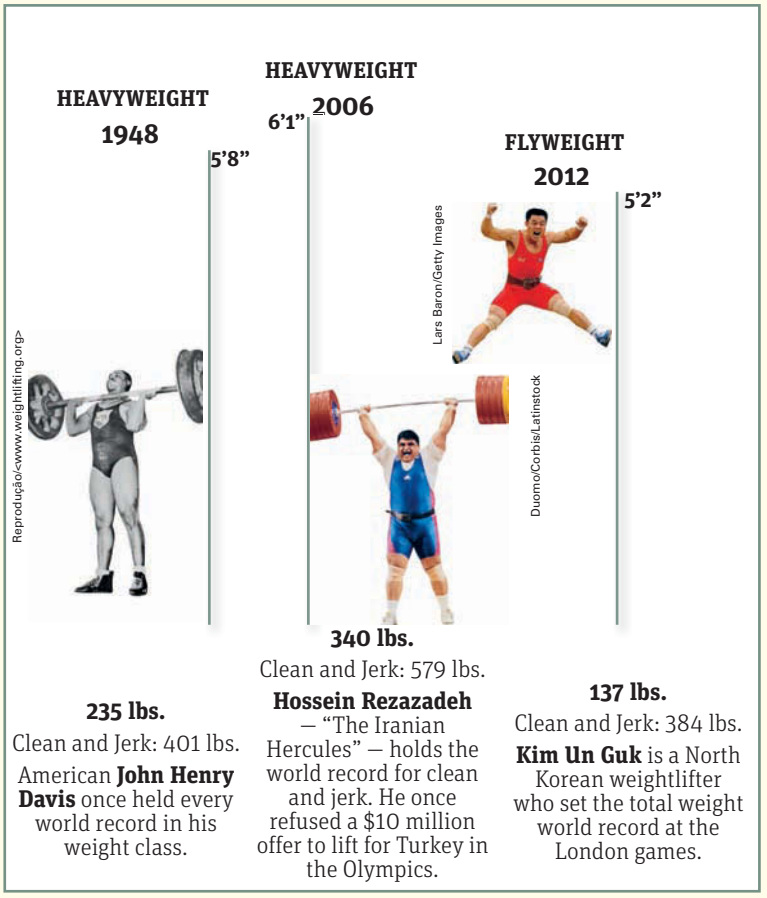
3. **Complete the following statements in accordance with the texts.**

a. Both Paralympians had their _____ amputated.
b. The last day to buy tickets was _____
c. It was possible to buy tickets for the Paralympic games through the website _____

LANGUAGE IN USE

MAKING COMPARISONS

1. **Look at the pictures below and complete the sentences with the comparative or the superlative form. Use ONE of the adjectives in parentheses.**



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

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

FIRST CONDITIONAL

2. **Match the two parts to form sentences.**

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

3. Complete the following inspirational quotes with the correct form of the verbs from the box. Use the first conditional.

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

Reprodução/<www.livelifehappy.com>

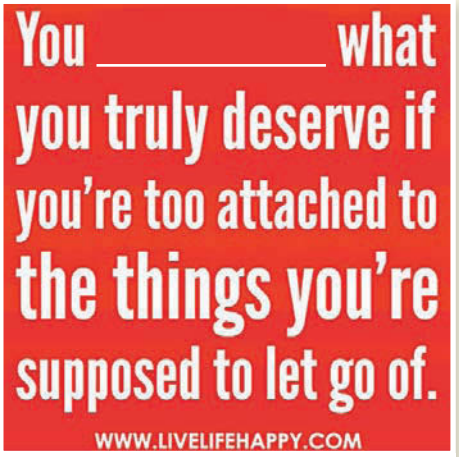
will destroy

Reprodução/<www.livelifehappy.com>

Reprodução/<www.livelifehappy.com>

Reprodução/<www.livelifehappy.com>

Reprodução/<www.livelifehappy.com>



Reprodução/<www.livelifehappy.com>

(UFBA/2012)

MODERN WARFARE'S SILVER LINING

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

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

SHERIDAN, Barrett. Modern warfare's silver lining. Newsweek, *New York, Febr. 1, 2010. p. 7.*

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

(01) O sério problema de desnutrição no Congo agravou-se bastante, durante o período de guerra.

(02) Os índices de mortalidade, nas últimas décadas, têm diminuído na maior parte dos conflitos armados.

(04) A guerra civil na República Democrática do Congo, iniciada no final do século passado, ainda continua até os dias atuais.

(08) Graças aos esforços de grupos humanitários, houve uma melhora considerável na saúde pública dos países pobres em guerra.

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

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

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

(01) "actually" (l. 4) — at present.
(02) "drop" (l. 7) — fall.
(04) "figure" (l. 15) — number.
(08) "lead" (l. 21) — main.
(16) "rates" (l. 21) — speed.
(32) "damage" (l. 24) — harm.

(Unicamp/2012)

WHY WE NEED A FOOD REVOLUTION

By James Oliver

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

(Adaptado de <http://www.jamieoliver.com/foundation/jamies-food-revolution/>. Acessado em 28/09/2011.)

a. Quais são, segundo o texto, as consequências da atual dieta das crianças norte-americanas?

b. No que consiste a revolução alimentar proposta por James Oliver?

THINKING ABOUT LEARNING

WHAT CAN I DO NOW?

Take part in discussions on overcoming obstacles...			
Take part in discussions on eating habits...			
Make comparisons...			
Use the first conditional...			
Explore profiles...			
Explore questions and answers...			

	with confidence
	well
	with some difficulty

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

Words/Expressions	Meaning in context

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

- ❒ Dictionaries
- ❒ Glossary
- ❒ Language Reference
- ❒ Extra readings
- ❒ Extra videos
- ❒ Internet

Other(s): _____

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

» _____

» _____

» _____

» _____

PROJECT 1B

BRIDGING CULTURAL GAPS THROUGH SPORTS (SECOND PART)

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

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

1. **Produce it!** In groups, organize the news by sports or countries to create a news clipping. You can display it on a poster or make an e-clipping to share the news you have selected. Visit the following links to create an e-clipping:
   <www.scoop.it>
   <www.clippings.me>

2. **Share it locally!** Organize an exhibition at your school to show what you and your classmates have created. Invite teachers, family members, friends, and other people from your community to get to know about the news clippings and join in a discussion of the topic.

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

THINK ABOUT IT!

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

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

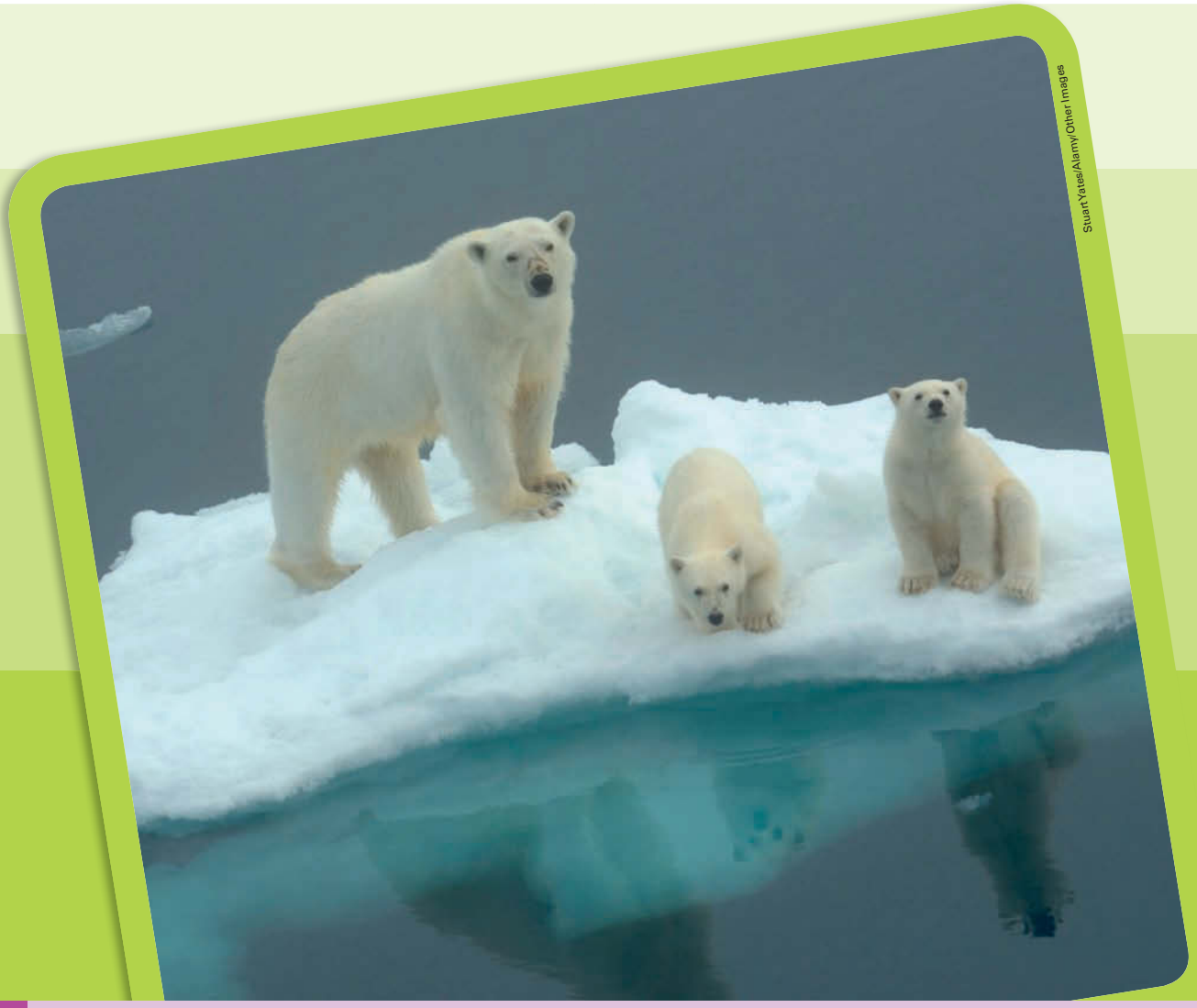
Uriel Sinai/Getty Images

Climate Change

Unit 5

Warming Up

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



Stuart Yates/Alamy/Other Images

Learning Objectives

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

CONTEÚDO DIGITAL

1. What do you know about climate change and global warming?

2. Complete the text with the expressions from the box. Use the glossary, if necessary.

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

What are climate change and global warming?

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

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

Adapted from: <www.epa.gov/climatechange/basics>. Accessed in November 2012.

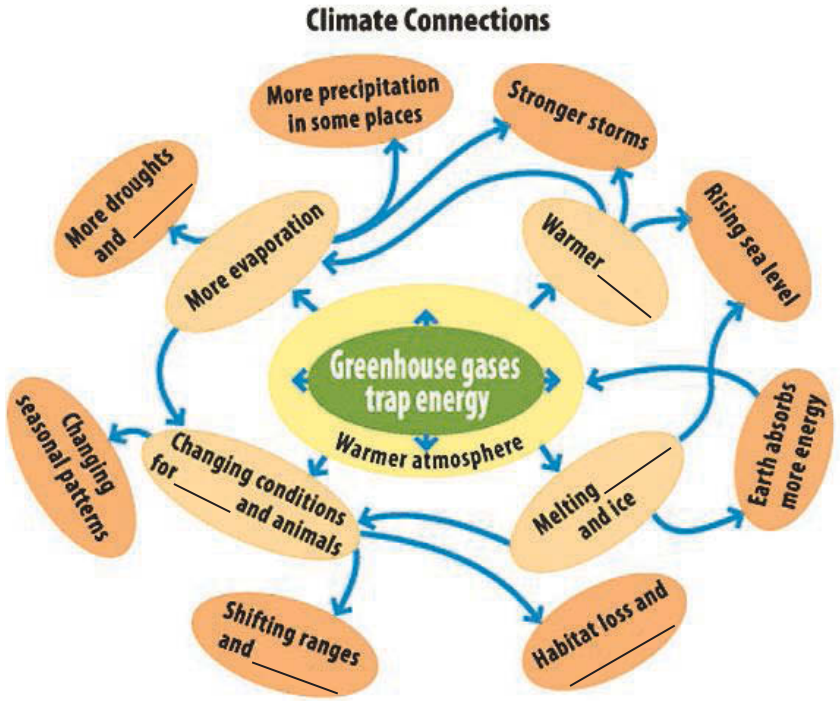
TIP Apoie-se em palavras transparentes e em seu conhecimento sobre o assunto para compreender o texto.

3. Match the words to the definitions.

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

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

4. Global warming can lead to a variety of other changes. Complete the diagram below with the words from the box.



Reprodução/<www.epa.gov>

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

Adapted from: <www.epa.gov/climate/climatechange/kids/basics/concepts.html>. Accessed in November 2012.

BEFORE READING

The following extract can help you make connections with the text on the next page. Read it first and answer questions 1-3.

Environment

WORLD | U.S | BUSINESS | TECHNOLOGY | SCIENCE | HEALTH | SPORTS | ARTS | STYLE | TRAVEL | OPINION | JOBS | AUTOS | REAL ESTATE

ENVIRONMENT

Tony Gutierrez/AP Photo/Glow Images

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

By JUSTIN GILLIS

Published: August 6, 2012

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

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

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

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

1. The text is an extract from

( ) a news article. ( ) a scientific paper.

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

Andrea Danti/Shutterstock/Glow Images

2. What is the main idea of the text?

( ) The Earth has become hotter but the frequency of weather extremes is reducing.

( ) The Earth's average temperature has increased dramatically over the last decades.

3. Who is James E. Hansen?

( ) A NASA climate scientist. ( ) A reporter for the New York Times.

4. Now turn over the page and, before reading the text, look at the structure, the title, the first paragraph and the source of the text. Then, underline the correct answers.

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

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

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

READING

Now read the text to check your predictions.

THE NEW YORK TIMES

SIGNS OF CLIMATE CHANGE

TO THE EDITOR:

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

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

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

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

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

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

ROBERT REPETTO
Boulder, Colo., Aug. 7, 2012

The writer is the author of "America's Climate Problem: The Way Forward."

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

READING FOR GENERAL COMPREHENSION

Mark the correct statement about the text.

( ) The writer agrees with Hansen that climate change is occurring.

( ) The writer agrees with the editor of the New York Times that climate change is dramatic.

( ) The writer disagrees with Hansen and does not believe that the climate is changing.

Phil Noble/Reuters/Latinstock

READING FOR DETAILED COMPREHENSION

1. **Mark the fragment in which the writer makes a comment on Hansen's paper.**

( ) "a crucial difficulty many people have in differentiating weather and climate." (2nd paragraph)

( ) "The data show that change is real and substantial." (5th paragraph)

( ) "greenhouse gas emissions are quickly brought under control." (6th paragraph)

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

a. ( ) Robert wrote a book on climate change.

_____

b. ( ) Robert believes that many people do not know the difference between weather and climate.

_____

c. ( ) A region's climate is the frequency of climate events.

_____

d. ( ) Very cold days have become more frequent.

_____

e. ( ) According to Robert, even more extreme weather is likely to happen soon.

_____

3. **Complete the sentences below with words from the text.**

a. James E. Hansen and _____ wrote a paper on climate change.

b. More people accept that climate is changing during hot spells, but a _____ makes them change their minds.

c. _____ are some examples of weather events.

d. The frequencies of extreme weather events have changed _____ over the last fifty years.

e. The condition to avoid more extreme weather is to control _____.

Nathan W. Armes/ Reuters/Latinstock

4. Complete the sentence with **weather** or **climate**.

The increasing frequencies of extreme _____ events show that _____ change is real and substantial.

READING FOR CRITICAL THINKING

Discuss the questions with your classmates.

a. Letters to the editor generally present people's views on controversial issues, such as climate change and global warming. In your opinion, is climate change really occurring? Why (not)?

b. Robert Repetto believes extreme weather events are a result of the increase of greenhouse gas emissions. Do you agree with him? Why (not)?

Kotenko Oleksandr/ Shutterstock/Glow Images

VOCABULARY STUDY

WORDS WITH MORE THAN ONE MEANING

1. In each item (a-d), you can find different meanings for the words **paper**, **address**, **spell** and **degree**. Choose the correct meaning of each word in the fragments below.

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

a. In "The new paper by James E. Hansen", we can infer that **paper** means

( ) thin, flat material used for writing on, covering things in etc.

( ) a newspaper.

( ) an examination.

( ) a piece of writing about a particular subject written by someone who has been studying that subject.

b. In "a NASA climate scientist, and two colleagues addresses a crucial difficulty", we can infer that **address** means

( ) to write a name or address on an envelope or parcel.

( ) to deal with a problem.

( ) to speak to someone, or to give a speech to an audience.

( ) to give someone a particular name or title when you speak or write to them.

c. In "During hot spells, for example, more people accept that climate is changing, but a colder spell reverses those opinions", we can infer that **spell** means

( ) a period of time.

( ) a magic instruction.

d. In "how often does it rain or get hotter than, say, 90 degrees?", we can infer that **degree** means

( ) a unit for measuring angles.

( ) a unit for measuring temperature.

( ) a qualification given for completing a university course.

Definitions from: CAMBRIDGE learner's dictionary. <http://dictionary.cambrigde.org>. Accessed in September 2012.

FALSE COGNATES

2. Mark the expression equivalent in meaning to the word **data**.

> The **data** show that change is real and substantial. (paragraph 5)

( ) a particular day ( ) pieces of information

DISCOURSE MARKERS

3. Mark the sentence equivalent in meaning to "The implication is that even more extreme weather is in the offing unless greenhouse gas emissions are quickly brought under control."

( ) The implication is that even more extreme weather is likely to happen soon if greenhouse gas emissions are quickly brought under control.

( ) The implication is that even more extreme weather is likely to happen soon if greenhouse gas emissions are not quickly brought under control.

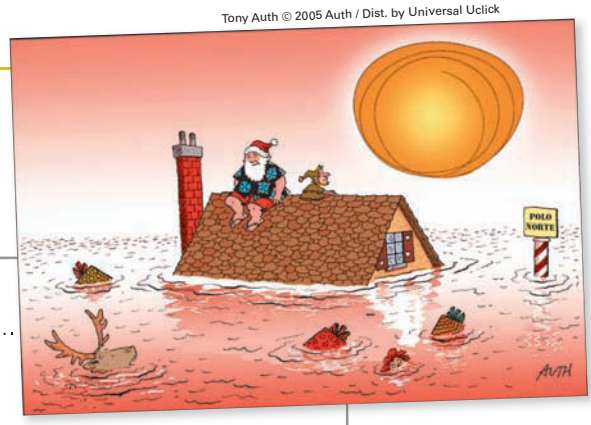
4. Complete the sentences with **if** or **unless**.

a. You can help reduce greenhouse gas emissions _____ you save energy.

b. Tropical storms will continue to become more frequent _____ global warming is slowed.

5. Now complete the Discourse Markers box on page 161 with what you have learned.

LANGUAGE IN USE



PRESENT PERFECT

Read the fragments below and do exercises 1-4.

> I. The percentage of the earth's land surface covered by extreme heat in the summer **has soared** in recent decades...
>
> II. ... these frequencies **have changed** substantially...
>
> III. Hot and very hot days **have become** more frequent...
>
> IV. The frequencies **have shifted** dramatically over the last half-century...

1. Mark the correct answers.

a. The expressions "in recent decades" (fragment I) and "over the last half-century" (fragment IV) refer to actions that

( ) started and finished at a specified time in the past.

( ) started at an unspecified time in the past and continue up to the present.

b. In the four fragments, the exact time that the actions happened

( ) is important. ( ) is not important.

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

c. In the fragments, the Present Perfect tense is used to talk about

( ) finished actions that happened at a specified time in the past.

( ) changes that have happened over a period of time with consequences in the present.

2. Complete the list of verb forms.

TIP *Consulte os quadros de verbos irregulares ao final do livro, sempre que necessário.*

Base Form	Past Simple	Past Participle
become		become
change		changed
		shifted
soar		

3. There is one irregular verb in the list from exercise 2. Which one? _____

4. What is the structure of the Present Perfect tense?

Hot and very hot days **have** **become** more frequent...

( ) auxiliary verb (have/has) + main verb (Past Simple)

( ) auxiliary verb (have/has) + main verb (Past Participle)

Read a letter to the editor about global warming and do exercises 5-8.

Posted in Publishaletter.com By: (*Not Verified*) Sean Simpson
Letter to the Editor Sent to: VANCOUVER SUN
Country: Canada
Date: APR-06-2012
Subject: Exporting Global Warming

Dear Editor:

In response to the article We're exporting climate change along with oil, found in The Vancouver Sun written by Kathryn Harrison (March 30, 2012).

As the government has shown in the past, the risks around the environment are only second to the ultimate economic growth that the Canadian government wants. As the people of British Columbia have not focused their attentions to the pending ecosystem destruction, they have also not considered the inevitable increase in CO_2 from transportation. This will also increase "Global Warming" thus Canada will be exporting oil for profit and global warming for negative global environmental impacts.

Sean Simpson, Guelph

Adapted from: <www.publishaletter.com/editorchoiceletter.jsp?plid=36265>. Accessed in November 2012.

5. Circle in the text verbs in the Present Perfect tense.

6. Complete the list of verb forms.

Base Form	Past Simple	Past Participle
consider		
focus		
show		

7. Look at the examples below and complete the statement about the Present Perfect tense. Use **before** or **after**.

have **not** focused
have **not** considered

In negative sentences, we use *not* _____ the auxiliary *verb have/has* and _____ the *Past Participle* of the main verb.

8. Read the fragment and mark the correct answer.

As the government **has shown** in the past...

The Present Perfect tense is used in the text to talk about

( ) actions that happened at a specified time in the past.

( ) actions that happened at an unspecified time in the past.

9. Mark the correct answers.

a. The picture shows the consequences of a
( ) drought. ( ) storm.

b. According to the character's opinion, the main responsibility for the disaster lies with
( ) humanity.( ) nature.

c. The Present Perfect tense (**have met**) is used to talk about
( ) a change over the years.
( ) a finished event connected with the present.

Sirayama/Arquivo da editora

Read a cartoon about climate change and do exercises 10-14.

TIP *Observe as relações entre os elementos verbais e não verbais do cartum.*

10. Match the words and their meaning.

a. never	( ) not ever
b. ever	( ) in my entire life
c. in my lifetime	( ) sometime before now

11. What is the contracted form of **It has**?

_____

12. Mark two equivalent sentences in meaning to "It's never, ever, been this warm in my lifetime."

( ) It hasn't been this warm in my lifetime before.

( ) This is the first time it has ever been this warm.

( ) This is not the first time it's ever been this warm.

13. The Present Perfect tense is used in the cartoon to talk about

( ) something that has not happened up to now.

( ) something that has happened in the past at different times.

Harry S./Cartoon Stock

Available at: <http://www.cartoonstock.com/newscartoons/cartoonview.asp?catref=shrn609>. Accessed in December 2012.

14. In the cartoon the word **ever** is used for

( ) contrast. ( ) emphasis.

Read another cartoon about climate change and do exercises 15-18.

Lindsay Foyle/Cartoon Stock

Available at: <http://www.cartoonstock.com/cartoonview.asp?catref=lfon624>. Accessed in December 2012.

TIP *Observe as relações entre este cartum e o da página anterior para ampliar sua compreensão sobre eles.*

15. **The cartoon uses humor to talk about**

( ) people's perceptions and concerns about climate change.

( ) the consequences of natural disasters in the world before global warming.

16. **Circle in the cartoon a verb in the Present Perfect tense.**

17. **Complete the sentences about the Present Perfect tense. Use before or after.**

Have you noticed...?

In interrogative sentences, we use the auxiliary verb **have/has** _____ the subject. The Past Participle of the main verb comes _____ the subject.

18. **The Present Perfect tense is used in the cartoon to refer to**

( ) something that has (not) happened up to now.

( ) something that has (not) happened in the past at different times.

19. **Complete the sentences with the correct form of the verbs from the box. Use the Present Perfect tense.**

see • change • not stop • think • adapt

a. The Earth's climate _____ before, but this time people are causing the changes. They are bigger and happening faster than any climate changes that modern society _____ ever _____ before.

b. The amount of carbon dioxide (CO_2) in the atmosphere _____ rising over the last decades.

c. Plants and animals _____ to changes in the environment for millions of years, but today's changes make it difficult for them to adapt.

d. _____ you _____ about planting a tree? Trees help to slow climate change because they absorb carbon dioxide during photosynthesis.

Go to **Language Reference** p. 155.

LISTENING AND SPEAKING

1. **Satellites have enabled scientists to collect information about our planet and its climate on a global scale. Use the words from the box to complete the text below and learn about NASA's satellites.**

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

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

Available at: <http://climate.nasa.gov/nasa_role>. Accessed in March 2013.

Reprodução/NASA

2. 13 **Listen to an interview with Dr. Bindschadler, a Senior Research Earth Scientist who works for NASA. Mark the correct statements.**

a. ( ) Half the satellites that NASA operates are just looking down at the Earth.

b. ( ) NASA is the only organization responsible for collecting global climate evidence.

c. ( ) The Earth has been warmer than it is today.

d. ( ) According to Dr. Bindschadler, now the climate is changing gradually.

3. 13 **Listen again and answer the questions.**

a. How much does NASA spend a year studying the climate?

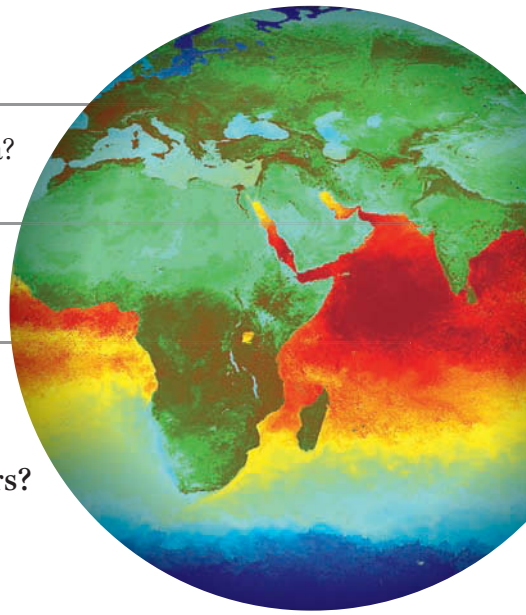
_____

b. How often does each NASA satellite orbit the Earth and collect data?

_____

c. How many satellites are operated by NASA?

_____



Reprodução/NASA

4. 13 **Listen once more and check your answers.**

5. **What has been the rise in temperature over the last 50 years?**

( ) About ¼ of a degree centigrade (0.25 °C).

( ) About ¾ of a degree centigrade (0.75 °C).

SPOKEN LANGUAGE

Some suffixes require that stress falls on a particular syllable in a word and may cause stress to change from its regular position in the base word. For example, **or**ganize and organi**za**tion. Listen to the words below and repeat them. Then, mark the stress in these words.

fluc.tu.ate — fluc.tu.a.tion • in.form — in.for.ma.tion

cal.cu.late — cal.cu.la.tion • op.er.ate — op.er.a.tion

Listen again and check your answers.

Reprodução/<www.dalbeartiematters.co.uk>

6. How much do you contribute to climate change? Answer the questions below to find out about your carbon footprint. Then interview a classmate. Use extra questions as the ones in blue.

TIP *Pegada de carbono (do inglês carbon footprint) é a quantidade de carbono liberada na atmosfera por causa de alguma ação humana (e não da natureza). Quanto maior a pegada de carbono, maior o impacto no aquecimento global.*

Have you ever...	You	Your classmate
planted a tree? ⇨ **If so, how old were you?**	( ) Yes. ( ) No.	( ) Yes ( ) No.
used eco bags? ⇨ **If so, do you still use them?**	( ) Yes. ( ) No.	( ) Yes ( ) No.
picked up trash that wasn't yours? ⇨ **If so, what have you picked up?**	( ) Yes. ( ) No.	( ) Yes. ( ) No.
reused newspapers or things we usually throw away? ⇨ **If so, ...?**	( ) Yes. ( ) No.	( ) Yes. ( ) No.
bought organic food? ⇨ **If so, ...?**	( ) Yes. ( ) No.	( ) Yes. ( ) No.
been involved in committees dealing with climate change issues? ⇨ **If so, ...?**	( ) Yes. ( ) No.	( ) Yes. ( ) No.
_____ ⇨ **If so, ...?**	( ) Yes. ( ) No.	( ) Yes. ( ) No.
_____ ⇨ **If so, ...?**	( ) Yes. ( ) No.	( ) Yes. ( ) No.

The more you answer "Yes", the more likely you are to reduce your footprint on the Earth.

7. Do you and your classmate have similar experiences? What can you do to reduce your footprint on the Earth?

WRITING

Did you know that letters to the editor are among the best-read sections of a newspaper/magazine? They allow readers to express their views on different topics and share them with other readers. In this unit you have read two letters to the editor on pages 86 and 90. Visit the websites www.publishaletter.com and www.teenink.com/hot_topics/letters_to_the_editor to find other examples of letters to the editor.

1. Write a letter to the editor to express your ideas about a specific topic. You may refer to the news article on page 85 or another one of your choice.

STEP BY STEP

1. Choose a news article on a topic that interests you. It can be related to the news article on page 85 or another one from a magazine, a newspaper or from the Internet.
2. Before writing your response, start the letter with the expression "To the Editor:" or "Dear Editor:"
3. Mention the news article you are responding to. You can use expressions like "In response to the article ..." or "Re ..."
4. Tell why you are writing the letter and make your point in a clear way in the first paragraph. Your letter can be positive, negative or informative in tone.
5. Explain your thoughts in the second paragraph. Do it in a critical way, but remember to be concise. It is important to focus on one main point.
6. Sign the letter. Anonymous letters are not published.
7. Read your text and check the form, the content and the tone of your letter. Always be polite!
8. Exchange letters with a classmate and discuss both texts. Try to make some suggestions on your classmate's letter.
9. Write the final version of your letter to the editor.

Use it!

- Use the Present Perfect tense to talk about changes over a period of time. Examples:

  Hot and very hot days have become more frequent...

  The frequencies have shifted dramatically over the last half-century.

- Use expressions to state your opinion. Examples:

  I think/believe that...
  As I see it...
  As far as I am concerned...
  In my opinion/view...
  From my point of view...

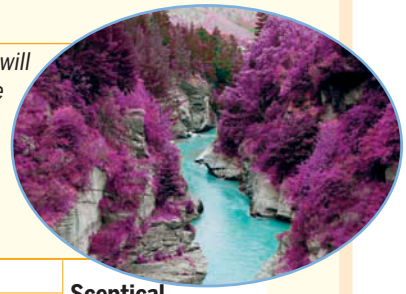
2. Now it's time to share your letter to the editor with your classmates and the local community. You can also publish it in websites like www.publishaletter.com.

LOOKING AHEAD

As the following chart shows, most people do not believe we will stop climate change.

	Concern *Climate change and how we respond to it are among the biggest issues I worry about today.*	Confidence *The people and organisations who should be doing something about climate change are doing what is needed.*	Commitment *I am personally making a significant effort to help reduce climate change through how I live my life today.*	Optimism *I believe we will stop climate change.*	
France	37%	7%	30%	5%	**Sceptical pessimists**
UK	22%	5%	19%	6%	
Germany	26%	6%	25%	11%	
USA	32%	13%	23%	18%	**Sceptical optimists**
Mexico	59%	14%	43%	24%	**Committed concerned**
Brazil	58%	14%	47%	26%	
India	60%	19%	47%	45%	
China	47%	46%	44%	39%	**Committed confident**
Hong Kong	46%	38%	37%	30%	
	☐ Fewer than 1 in 10 agrees	☐ 1 in 10 people agrees	☐ 1 in 4 people agrees	☐ 1 in 3 people agrees	☐ Half of all people agree

Adapted from: <www.alacrastore.com/blog/index.php/2007/09/25/concern-high-optimism-low-on-climate-change>. Accessed in November 2012.



Nick Aldan n/Shutterstock/Glow Images

- What about you? Are you optimistic or pessimistic? Are you concerned about climate change like most Brazilians? Why (not)?
- In your opinion, what can be done to get people and institutions more engaged in the debate on climate change and global warming?
- Are you making a significant effort to help reduce climate change through how you live your life today?

  ( ) Yes, I am. ➥ Share your experiences with your classmates.

  ( ) No, I'm not. ➥ Why is it so difficult to do your part? Try to figure out how you can start helping.

vhpfoto/Shutterstock/Glow Images

EXTRA READING

www.epa.gov/climatechange/basics/
www.unep.org/climatechange/
http://topics.nytimes.com/top/news/science/topics/globalwarming/index.html
http://climate.nasa.gov/

EXTRA VIDEOS

http://videos.howstuffworks.com/science/global-warming-videos-playlist.htm
http://news.discovery.com/videos/global-warming-videos/
An inconvenient truth. *Davis Guggenheim. Estados Unidos, 2006.*

CONTEÚDO DIGITAL

Lights, Camera, Action!

Unit 6

Warming Up

Have you seen these movies? Who are these characters?

Andrew Cooper/Photo 12/Glow Images

Zade Rosenthal/©Walt Disney Studios Motion Pictures/Everett Collection/Keystone

Everett Collection/Keystone

Divulgação/Guilherme Maia

Learning Objectives

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

1. What is your favorite movie? What is it about? Who are the main actors?

2. Choose the adjectives that best describe your favorite movie.

( ) adventurous	( ) fascinating	( ) original
( ) clever	( ) heartfelt	( ) romantic
( ) enjoyable	( ) hilarious	( ) surprising
( ) family-oriented	( ) intriguing	( ) thought provoking

TIP *Observe que há variação de uso do inglês nos diferentes países:*
➪ movie (AmE) = film (BrE);
➪ the movies/movie theater (AmE) = the cinema (BrE).

3. Mark the movie genres you like. Try to give examples of movies for each genre.

( ) action-adventure	( ) documentary	( ) romance
( ) animation	( ) drama	( ) science fiction
( ) comedy	( ) horror	( ) thriller
( ) cult	( ) musical	( ) western

bannosuke/Shutterstock/Glow Images

4. Complete the movie descriptions with the genres from the box.

animation • comedy • documentary • musical • science fiction

a. _____ is one of the oldest theatrical genres. Actors have employed many different ways to make us laugh.

b. Born with the coming of sound, the movie _____ had its base in opera. It provided audiences with an accessible and immediate escape from life.

c. In _____ and fantasy films, imaginary worlds and scenarios are constructed — often with the aid of special effects — to enable the improbable to become possible.

d. Film _____ encompasses a multitude of styles, themes, and techniques, from the simplest drawing by hand to images created using the most up-to-date digital technology.

e. The _____, or non-fiction film, goes back to the very beginning of cinema history.

Source: BERGAN, Ronald. The Film Book: *a complete guide to the world of cinema. London: DK, 2011.*

5. Read the first part of a review of the movie *Rio*. Then, circle the adjectives that describe it.

Reprodução/20th Century Fox

Rio is a very nice, heartfelt, adventurous, and family-oriented movie. It is great for all ages, including families, young kids, as well as older adults! Rio is the BEST movie that I have seen all year! I HIGHLY recommend that you see this heartfelt movie! If your family likes humorous, animated films, then Rio is for them/you!

Available at: <http://sharedreviews.com/review/rio-dvd-2011>. Accessed in November 2012. (Fragment.)

6. Do the adjectives from exercise 5 express positive or negative ideas?

johnfoto18/Shutterstock/Glow Images

BEFORE READING

1. Answer the questions.

a. Why is Hollywood so famous?

b. What are the most famous Hollywood movies? Which one(s) have you seen?

c. Where do you prefer to watch movies: at home or in the cinema? Why?

2. Turn over the page and, before reading the text, look at its **source**. Circle the words/expressions you expect to find in the text. Use the glossary, if necessary.

acting	actor	audience	depression
digital cameras	drawing	direction	director
DVDs	entertainment	escapism	film producer
journalist	movies from the Internet	plot	politics
screenplay	soundtrack	food	upload

3. Organize the words directly related to cinema from exercise 2 into the four categories below.

Roles of cinema	People	Movie components	Technical advances

READING

Now read the text to check your predictions.

Everett Collection/Keystone

Cinema is the largest entertainment industry the world has ever known. It has provided romance and escapism for millions of people all over the globe since its very beginning. The movies offered a panacea in the years of the Great Depression in the US; were the opium of the people through World War II. It was Hollywood, California, known as "the Dream Factory", which eventually supplied most of "the stuff that dreams are made of".

However, although Hollywood has dominated the worldwide film industry for almost a century, it is not the only "player" in a truly global market. What makes cinema the most international of the arts is the vast range of movies that come from more than 50 countries. More and more countries, long ignored as film-making nations, have produced films that have entered the international consciousness.

Certainly in the last few decades, creative cinema has spread from the US and Europe to Central and Eastern Asia, and to the developing world — the most amazing example of which is Iran. China, Hong Kong, Taiwan, and Korea have produced films of spectacular visual quality as well as absorbing content. There has also been a long revival of cinema in Spain and the Latin American countries.

In the last decade of the 20th century, computer-generated imagery (CGI) explored new ways of expression on the big screen, while digital cameras enabled more people to make features than ever before. With the emergence of videos and DVDs, and the downloading of movies from the internet, films can be viewed in a variety of ways. Yet, whatever technical advances have been made it is the intrinsic quality of the film — the direction, the screenplay, the cinematography, and the acting — that continues to provoke and delight audiences.

Adapted from: BERGAN, Ronald. The Film Book*: a complete guide to the world of cinema. London: DK, 2011.*

Alex Staroseltsev/Shutterstock/Glow Images

READING FOR GENERAL COMPREHENSION

What is the text about?

( ) The development of cinema over the years.

( ) The recent changes in the entertainment industry.

( ) The emergence of technical advances in Hollywood.

READING FOR DETAILED COMPREHENSION

1. **Write T (*True*) or F (*False*). Then, correct the false statements with a fragment from the text.**

a. ( ) Cinema is the most international of the arts.

b. ( ) Hollywood does not dominate the worldwide film industry anymore.

c. ( ) Technical advances are responsible for delighting people.

d. ( ) The emergence of new technologies has provided new ways of viewing films.

2. **Read the text again to answer the questions.**

a. What do people call Hollywood? _____

b. What has happened over the last few decades?

c. What examples of technical advances can provide different ways of viewing a film?

3. **Find in the text pieces of information to support or illustrate each idea below.**

a. It has provided romance and escapism for millions of people all over the globe since its very beginning.

1: The movies offered a panacea in the years of the Great Depression in the US.

2: _____

b. More and more countries, long ignored as film-making nations, have produced films that have entered the international consciousness.

1: Certainly in the last few decades, creative cinema has spread from the US and Europe to Central and Eastern Asia, and to the developing world — the most amazing example of which is Iran.

2: _____

3: _____

READING FOR CRITICAL THINKING

Discuss the questions with your classmates.

a. According to the text, millions of people all over the globe have used cinema to engage in fantasy and escape from reality or routine. Do you think cinema is always a means of escapism? In your opinion, what is the role of cinema in society?

b. Technical advances have changed the ways of making and viewing films. In your opinion, what are the pros and cons of using technology in cinema?

VOCABULARY STUDY

FALSE COGNATES

1. **Mark the words or expressions equivalent in meaning to the words in bold.**

a. ... which **eventually** supplied most of "the stuff that dreams are made of". (paragraph 1)

( ) occasionally ( ) in the end ( ) sometimes

b. ... the vast **range** of movies... (paragraph 2)

( ) noise ( ) variety ( ) quality

DISCOURSE MARKERS

2. **Read the fragments below and circle the discourse markers that are equivalent to but.**

a. However, although Hollywood has dominated the worldwide film industry for almost a century, it is not the only "player" in a truly global market.

b. Yet, whatever technical advances have been made, it is the intrinsic quality of the film that continues to provoke and delight audiences.

3. **Read the fragment.**

> China, Hong Kong, Taiwan, and Korea have produced films of spectacular visual quality **as well as** absorbing content.

Now mark the two correct alternatives to form sentences with an equivalent meaning.

China, Hong Kong, Taiwan, and Korea have produced films of...

( ) spectacular visual quality in addition to absorbing content.

( ) both spectacular visual quality and absorbing content.

( ) neither visual quality nor absorbing content.

DreamWorks/courtesy Everett Collection/Keystone

LANGUAGE IN USE

PRESENT PERFECT: *SINCE / FOR*

Johner Images/Getty Images

1. **Read the fragments from the text on page 100 and circle the verbs in the Present Perfect tense.**

a. "Cinema is the largest entertainment industry the world has ever known."

b. "More and more countries ... have produced films that have entered the international consciousness."

c. "China, Hong Kong, Taiwan, and Korea have produced films of spectacular visual quality..."

d. "It has provided romance and escapism for millions of people all over the globe since its very beginning."

e. "... Hollywood has dominated the worldwide film industry for almost a century..."

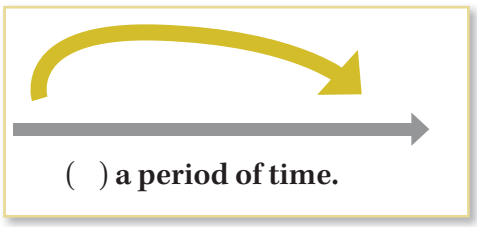
Now read the fragments below and do exercises 2-4.

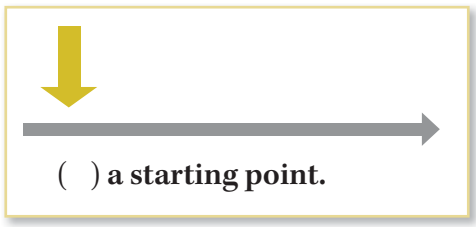
I. It has provided romance and escapism for millions of people all over the globe **since its very beginning**.

II. ... Hollywood has dominated the worldwide film industry **for almost a century**...

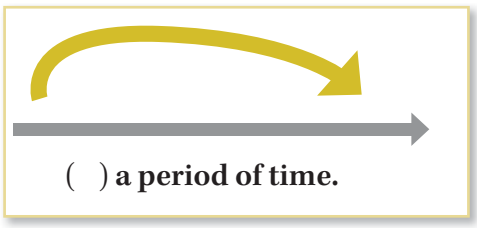
2. **Mark the correct answers.**

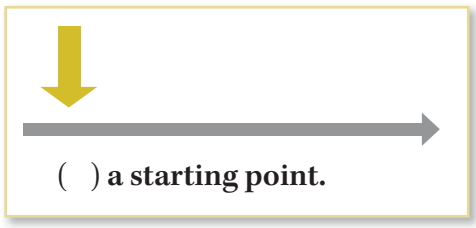
a. The expression "since its very beginning" (fragment I) refers to





b. The expression "for almost a century" (fragment II) refers to





3. **Complete the statements with for or since.**

a. We use _____ to talk about the time when an action started (a starting point).

Examples: _____ I was a child / 1999 / Monday.

b. We use _____ to talk about the duration of an action (a period of time).

Examples: _____ 10 minutes / a month / a long time.

4. Complete the sentences with **for** or **since**.

a Selton Mello has worked as an actor _____ the age of 11.

b. Walter Salles has produced movies _____ over 20 years.

c. Fernanda Montenegro has been a leading actress in theatre and television _____ the 1950s.

d. Hollywood has been in the business of creating and selling dreams _____ almost a century.

5. In the sentences from exercise 4, the Present Perfect tense is used to refer to actions that

( ) started and finished at a specified time in the past.

( ) started in the past and have continued up to the present.

The Bridgeman Art Library/Getty Images

PRESENT PERFECT OR PAST SIMPLE?

Read the fragments below and do exercises 6 and 7.

I. The movies **offered** a panacea in the years of the Great Depression in the US; **were** the opium of the people through World War II.

II. Certainly in the last few decades, creative cinema **has spread** from the US and Europe to Central and Eastern Asia...

III. In the last decade of the 20th century, computer-generated imagery (CGI) **explored** new ways of expression on the big screen...

6. Which fragments are in the Past Simple tense?

( ) Fragment I. ( ) Fragment II. ( ) Fragment III.

Which time expressions are used in the fragments? _____

_____

7. Which fragment is in the Present Perfect tense?

( ) Fragment I. ( ) Fragment II. ( ) Fragment III.

Which time expression is used in the fragment? _____

8. Choose the correct time expressions from the box to complete the table.

yesterday • recently • when I was a child • since I was a child • last month • over the last months • lately • a year ago • the week before • so far

TIME EXPRESSIONS

used with the Past Simple tense	used with the Present Perfect tense
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

9. **Match the columns to make sentences. Use the Present Perfect or Past Simple.**

Brazilian movies	become popular	recently.
Titanic	win several awards	in 1997.
The Twilight Saga	become popular	over the last few years.

a. Brazilian movies have become popular over the last few years.

b. *Titanic* _____

c. *The Twilight Saga* _____

10. **Match the columns.**

( ) Science fiction movies have been popular for ages.

( ) Charles Chaplin released the silent movie *Modern Times* in 1936.

( ) The first television advertisement appeared in the United States on July 1, 1941.

( ) In recent years, Hollywood has adapted several comic books.

a. an action that started and finished at a specified time in the past.

b. an event that started in the past and has continued up to the present.

Reprodução/Warner Bros

11. **Complete the sentences with the correct form of the verbs in parentheses. Use the Present Perfect or Past Simple.**

a. A hundred years ago the cinema industry _____ (start) to grow up.

b. Lately, Brazilian movies _____ (receive) widespread recognition, both in Brazil and abroad.

c. Charles Chaplin _____ (make) his first stage appearance when he was 5.

d. Rio is the best computer-animated movie that I _____ (see) so far!

PRESENT PERFECT: *JUST, ALREADY, YET*

Read the movie review below and do exercises 12-16.

20th Century Fox Film Corp/Everett Collection/Keystone

X-MEN 3: The Last Stand (Theater/ DVD)

Yeah I have already reviewed it before but this is being written only to remind you that one of the coolest movies ever made is now on DVD. No, it's not a ten disc special edition but it does have three alternative endings and a few deleted scenes that are more than worth checking out if you are any kind of X-Men movie fan. So if you haven't bought the DVD yet, go buy it! I've just bought mine and I give it 4 stars.

Adapted from: GROSS, Timothy. Gross Movie Reviews. *Lulu.com, 2007. p. 111. v. 2. Accessed in November 2012.*

12. **Mark the correct answers.**

a. Is it the first time the writer has written a review of *X-Men 3*?

( ) Yes, it is. ( ) No, it isn't.

b. Does the writer recommend the DVD of *X-Men 3*?

( ) Yes, he does. ( ) No, he doesn't.

13. **Which fragments contain a verb in the Present Perfect tense?**

( ) ... I have already reviewed it... ( ) ... if you haven't bought the DVD yet...

( ) I've just bought mine... ( ) ... it does have three alternative endings...

14. **Which sentence is equivalent in meaning to "I have already reviewed it before"?**

( ) I have reviewed it earlier. ( ) This is the first time I have reviewed it.

15. **Match the words in bold to their meanings.**

a. "I have **already** reviewed it" ( ) recently; a short time ago

b. "if you haven't bought the DVD **yet**" ( ) previously; before a particular time

c. "I've **just** bought mine" ( ) so far; at any time up to the present

16. **Complete the statements with just, already and yet.**

a. _____ usually comes at the end of negative or interrogative sentences.

b. _____ usually comes between the auxiliary verb (have/has) and the past participle.

c. _____ usually comes at the end of the sentence or between the auxiliary verb (have/has) and the past participle.

17. **Complete the following review with the words in parentheses. Use the Present Perfect tense.**

Swing Vote

Walt Disney Co./Everett Collection/Keystone

This is a new political comedy starring Kevin Costner. In a small New Mexico town, Costner is a single father caring for his 12 year-old daughter. It's election day and Costner is the only person left in the country (apparently) who _____ **(not/vote/yet)**. When his daughter tries to vote for him, a malfunction occurs in the voting machine, and his vote is not counted.

But apparently, the election is so close, that it _____ **(come)** down to a single vote to decide the entire election and it's up to Costner to decide who will be the next President of the United States.

Considering the improbability of this story, the film actually works pretty well. First of all, there is a superb cast. Costner gives a genuine performance as an unsuccessful but lovable single dad who _____ **(just/lose)** his job. The daughter is played by newcomer Madeline Caroll who gives a wonderful performance. The film seems to be well-written and is a good mix of comedy and drama. The political comedy is more enjoyable than expected.

On a scale of 5 stars, I rate this film 3 stars (GOOD).

Adapted from: MORENCY, Philip. On the Aisle, v. 2. — *Film Reviews by Philip Morency. Pittsburgh: RoseDog Books, 2012. p. 241.*

Go to **Language Reference** p. 156.

LISTENING AND SPEAKING

1. **Ask and answer the following questions in pairs.**

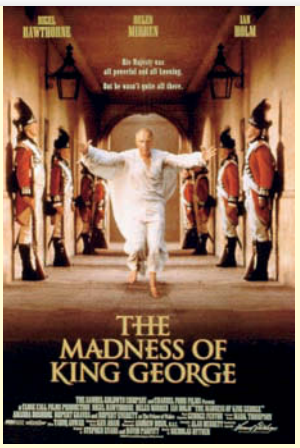
a. Who is your favorite actor/actress?

b. What movies has he/she taken part in?

c. What characters has he/she played in movies?

2. 15 **Listen to a reporter talking about a movie that won four Oscars. Which movie is it and who is in it?**

The movie is...



Everett Collection/Keystone

The madness of King George (1994)

( )

Touchstone/Everett Collection/Keystone

King Arthur (2004)

( )

Weinstein Company/Everett Collection/Keystone

The King's Speech (2010)

( )

The main actor is...

( ) Clive Owen ( ) Nigel Hawthorne ( ) Colin Firth

3. 15 **Listen again and choose the correct answers.**

a. The film was produced in

( ) Great Britain. ( ) Los Angeles.

b. It is described as a

( ) documentary. ( ) drama.

c. The main character in the film is

( ) King George. ( ) King Arthur.

d. What helped him overcome his problem was

( ) psychotherapy. ( ) speech therapy.

e. His therapist taught him how to

( ) control his anger and to avoid pauses. ( ) control his breathing and to take pauses.

stockshoppe/Shutterstock/Glow Images

4. 15 Listen once more and check your answers.

5. The main character suffered a speech impediment. How do you think he felt about speaking in public? How do you feel when talking to a large group of people?

16 SPOKEN LANGUAGE

Listen and notice the sound /ɔ:/ in the verb in bold.

A speech therapist has **taught** him how to take pauses before tricky words.

Listen and repeat the following verbs in the past participle. Circle the ones with the sound /ɔ:/ as in taught.

bought • broken • brought • caught • fought • known • thought

Listen and check your answers.

6. In pairs, talk about your experiences and tastes concerning movies. You can use expressions from the boxes to help you.

TIP *Use pausas para respirar, planejar o que vai dizer e enfatizar alguns trechos da sua fala.*

the last movie you saw ➪ good?

the best / the worst movie you have ever seen ➪ why?

the scariest / funniest / most romantic movie you have ever seen ➪ how many times?

ever fallen asleep in the middle of a film ➪ which one?

prefer to watch movies or to read books ➪ why?

Michael Selivanov/Shutterstock/Glow Images

7. In pairs, ask and answer:

a. What is the best Brazilian movie you have ever seen?

b. Who was in it?

c. Who are some of the most famous actors/actresses in Brazil?

d. Do you like them?

e. What are they famous for?

WRITING

In this unit you have read movie reviews on pages 99, 105 and 106. Movie reviews are usually published in magazines, newspapers, and websites about movies. They can be written by professional critics or by anyone who wants to share their opinions about a movie. Movie reviews help us decide if a movie is worth seeing. Visit the websites <www.rottentomatoes.com> and <www.imdb.com> to find other examples of movie reviews.

1. Write a movie review to express your thoughts about a particular movie. You may refer to your favorite movie, a movie you have just seen or even a movie you did not like. It can be a national or international production.

STEP BY STEP

1. Choose a movie and gather basic facts about it such as the title, director, main actors, genre, country and year of release.
2. Watch the movie and take notes on relevant items (e.g. acting, soundtrack, photography etc.).
3. Rewatch some parts and take other notes, if necessary.
4. Start your review with general information about the movie (title, main actors, genre etc.).
5. Write a clear and short overview of the plot. Do not give away the ending of the movie!
6. Critique the movie by stating your opinion. Try to explain your reasons and provide examples/specific details to support your viewpoint.
7. Mention if you recommend the movie or not. Be honest.
8. Rate the movie using an easy system (e.g. 4 out of 5 stars).
9. Exchange reviews with a classmate and discuss both texts. Try to make some suggestions on your classmate's review.
10. Write the final version of your movie review.

Use it!

- Use the Present Perfect tense to talk about past experiences connected with the present.

  Rio is the BEST movie that I have seen all year!

- Use adjectives to describe the movie and support your opinion.

  Rio is a very nice, heartfelt, adventurous, and family-oriented movie.

  The film seems to be well-written and is a good mix of comedy and drama.

  ... one of the coolest movies ever made; superb cast etc.

- Use expressions to recommend the movie.

  I HIGHLY recommend that you see this heartfelt movie!

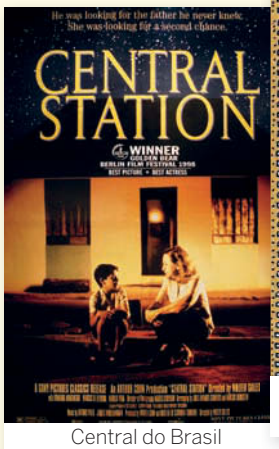
2. Now it's time to share your movie review with your classmates and the local community. You can also publish it in websites like <http://sharedreviews.com>.

LOOKING AHEAD

- *Bollywood* is the popular term used for the Hindi-language film industry based in Mumbai, India. People can get to know more about India and its people because of Bollywood movies. In your opinion, what is the importance of this film industry to India and to other countries?

Eros International/Everett Collection/Keystone

- The movies below are about Brazil and its people. Choose at least one of them to watch and discuss with your classmates how your country and its people are described in the movie. Do you agree with such views? Why (not)?



Sony Pictures Classics/Everett Collection/Keystone

Central do Brasil
(Central Station), 1998.

Reprodução/Globo Filmes

O Auto da
Compadecida, 2000.

Everett Collection/Keystone

O Palhaço
(The Clown), 2011.

Arthouse Films/Everett Collection/Keystone

Lixo Extraordinário
(Waste Land) , 2010.

EXTRA READING

http://worldscinema.org/
www.brazilianfilmfestival.com/
http://awardsdatabase.oscars.org/ampas_awards/BasicSearchInput.jsp

EXTRA VIDEO

www.wastelandmovie.com/
The Purple Rose of Cairo. *Woody Allen. Estados Unidos, 1985.*
Cinema Paradiso. *Giuseppe Tornatore. Itália, 1988.*

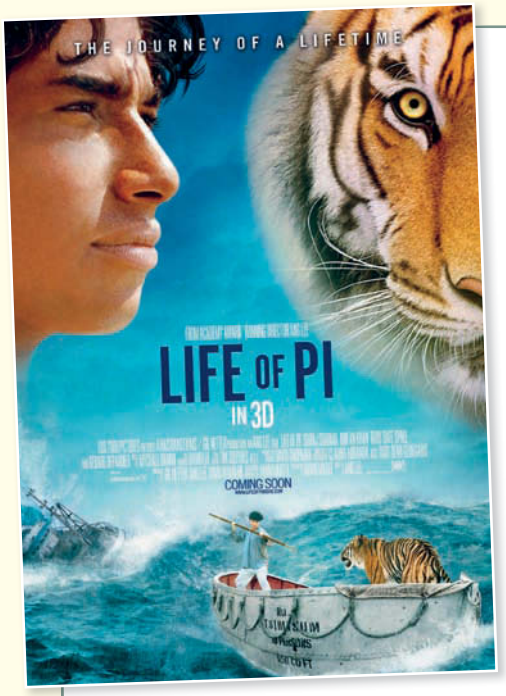
Callahan/Shutterstock/Glow Images

CONTEÚDO DIGITAL

Review 3 Units 5 & 6

READING

1. **Take a look at the picture below. What do you expect to read about?**



Everett Collection/Keystone

The Life of Pi

With LIFE OF PI, director Ang Lee ("Brokeback Mountain"; "Crouching Tiger, Hidden Dragon") creates a groundbreaking movie event about a young man who survives a disaster at sea and starts an epic journey of adventure and discovery. While cast away, he forms an amazing and unexpected connection with another survivor... a fearsome Bengal tiger.

Based on the book that has sold more than seven million copies and spent years on the bestseller lists, LIFE OF PI takes place over three continents, two oceans, many years, and a wide universe of imagination.

Since Mr. Lee came aboard the project almost four years ago, he has worked to create a singular vision of author Yann Martel's unforgettable tale of courage, perseverance, inspiration and hope.

In telling Pi's story, Mr. Lee pushes the boundaries of cutting-edge motion picture technologies. LIFE OF PI represents a moment when the science and art of filmmaking have jumped forward, as it did with the visual effects of "Titanic," the 3D revolution of "Avatar," and the CGI [computer generated imagery] work in "Rise of the Planet of the Apes," [...]

Available at: <http://www.scifitalk.com/the-life-of-pi/>. Accessed in December, 2012.

2. **What is the movie of *Life of Pi*?**

( ) comedy / romance ( ) documentary / epic ( ) adventure / drama

3. **Mark the correct statements about the text.**

( ) The movie *Life of Pi* is based on a best-selling book.
( ) Yann Martel is the author of the book *Life of Pi*.
( ) Ang Lee is the director of *Titanic*, *Avatar* and *Rise of the Planet of the Apes*.
( ) The movie is about a young man and a tiger that survive a disaster at sea.
( ) The text describes the movie in a negative way.

4. **In "Mr. Lee pushes the boundaries of cutting-edge motion picture technologies," we can infer that the director uses technology that is:**

( ) extremely old-fashioned. ( ) exceptionally impressive and innovative.

LANGUAGE IN USE

PRESENT PERFECT

1. **Circle the verbs in the Present Perfect tense from the text.**

2. **Complete the critic reviews for the movie *Life of Pi* with the verbs in parentheses. Use the Present Perfect tense.**

Chicago Sun-Times/Roger Ebert

Is it real? Is this whole story real? I refuse to ask that question. *Life of Pi* is all real, second by second and minute by minute, and what it finally amounts to is left for every viewer to decide. I _____ (decide) it is one of the best films of the year.

Chicago Tribune/Michael Phillips

Life of Pi, Yann Martel's beautiful little book about a young man and the sea and a tiger, _____ (transform) into a big, imposing and often lovely 3-D experience.

The New York Times/A. O. Scott

The movie invites you to believe in all kinds of marvelous things, but it also may cause you to doubt what you see with your own eyes — or even to wonder if, in the end, you _____(see) anything at all.

Available at: <www.metacritic.com/movie/life-of-pi/critic-reviews>. Accessed in December 2012.

3. **Which critic reviews from exercise 2 are positive?**

( ) Chicago Sun-Times ( ) Chicago Tribune ( ) The New York Times

4. **Complete each pair of gapped sentences with one word as in the example. Complete with for, since or yet.**

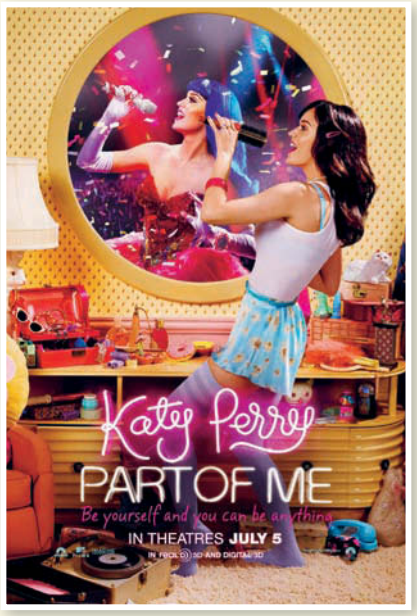
a. I've ◆ bought Rihanna's new DVD. I left the store 5 minutes ago.
She's ◆ released her seventh album. I bought it yesterday.

b. I haven't seen all Harry Potter movies ◆ . I can't wait to see them!
Have you read J. K. Rowling's latest book ◆ ?

c. We have waited to see Tom Cruise in this musical ◆ a long time.
He has been an actor ◆ almost 30 years.

d. Katy Perry has become a superstar ◆ the launch of her world tour.
She has attracted more fans ◆ the release of her first movie.

a. just	b.	c.	d.



Everett Collection/Keystone

PRESENT PERFECT OR PAST SIMPLE?

5. **Complete the following sentences based on the timeline of Yann Martel. Use the verbs from the box. Use the Present Perfect or the Past Simple.**

travel • write • visit • publish • study • read • be born • win

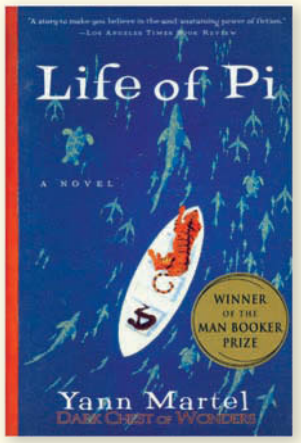
date of birth
1963

Keith Beaty/Toronto Star/Getty Images

winner of *Man Booker Prize*
2002

1993
first publication
(*Seven Stories*)

2001
fourth publication
(*Life of Pi*)



Reprodução/Mariner Books

a. Novelist Yann Martel _____ in Salamanca, Spain, in 1963.
b. As an adolescent, he _____ at Trinity College School in Port Hope, Ontario.
c. Martel _____ to Iran, Turkey and India. He _____ zoos, churches and temples in India.
d. He _____ his first fictional work, *Seven Stories*, in 1993, and, in 2001, he _____ the novel *Life of Pi*.
e. He _____ the Man Booker Prize for the fiction *Life of Pi* in 2002. Since then, millions of people _____ his novel.

6. **Complete the sentences with the words in parentheses. Use the Present Perfect or the Past Simple.**

a. The best film adaptation they _____ is *Les Misérables*. (ever / see)
b. Author J. K. Rowling _____ her first novel for adults in 2012. (publish)
c. I think that she _____ the musical *Rock of Ages* five times! (already / watch)
d. Meryl Streep _____ her third Oscar for her performance as Margaret Thatcher in *The Iron Lady* in 2012. (win)

(Unesp/2012)

Gattaca Review

by James Brundage

(January 15th, 1999)

Everett Collection/Keystone

Gattaca is a character drama in the guise of a thriller, the same way that *The Truman Show* was a drama in the guise of a comedy. Andrew Niccol works his beautiful charms with both of them. In *Gattaca*, he offers us a stunning vision of the not-so-distant future, a time where genetic engineering is so commonplace that it is common practice. The world, of course, has the drawback that anyone who was not genetically engineered is part of a new class of society, called an invalid.

Vincent Freeman was born this way. He chooses, however, not to remain an invalid but to become what is known as a de-generate, someone who uses other people's blood, urine, hair etc. to fake a genetic code superior to their own. His dream was to end up in space and being this particularly loathed thing is the only way he is able to do it. Lending his dream to the real Gerome Morrow, a suicidal cripple, the two band together to get him into space. Everything is going well, he is set to leave in a week. Then the mission director is murdered.

This occurs, in my opinion, only to keep less intelligent viewers interested in the story, which contains enough pathos to warrant me watching it if it didn't involve a murder at all. As Vincent tries to keep his secret, he is falling in love with Irene Cassini, another worker at *Gattaca*, the story's equivalent of Cape Canaveral. The panic caused by the moment causes each person involved to examine themselves, society, and the state of the world.

The sad thing about *Gattaca* is that so many people will hate this movie because of its utterly slow pace. It does not keep the interest of someone not intrigued by people, which encompasses most every viewer today. So that takes out studio fans, and its Star Trek target audience.

(www.killermovies.com. Adaptado.)

Quem era denominado pelo termo *invalid* no contexto da história do filme? O que significava ser um *de-generate*, no mesmo contexto?

Segundo a crítica, por que o diretor da missão espacial foi assassinado? Havia realmente necessidade de esse fato ocorrer?

(Enem/2010)

THE WEATHER MAN

They say that the British love talking about the weather. For other nationalities this can be a banal and boring subject of conversation, something that people talk about when they have nothing else to say to each other. And yet the weather is a very important part of our lives. That at least is the opinion of Barry Gromett, press officer for The Met Office. This is located in Exeter, a pretty cathedral city in the southwest of England. Here employees — and computers — supply weather forecasts for much of the world.

Speak Up. Ano XXIII, no 275.

Ao conversar sobre a previsão do tempo, o texto mostra

a. o aborrecimento do cidadão britânico ao falar sobre banalidades.
b. a falta de ter o que falar em situações de avaliação de línguas.
c. a importância de se entender sobre meteorologia para falar inglês.
d. as diferenças e as particularidades culturais no uso de uma língua.
e. o conflito entre diferentes ideias e opiniões ao se comunicar em inglês.

THINKING ABOUT LEARNING

WHAT CAN I DO NOW?

Take part in discussions on climate change and global warming...			
Take part in discussions on movies...			
Use the Present Perfect tense...			
Explore letters to the editor...			
Explore movie reviews...			

	with confidence
	well
	with some difficulty

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

Words/Expressions	Meaning in context

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

- ❒ Dictionaries
- ❒ Glossary
- ❒ Language Reference
- ❒ Extra readings
- ❒ Extra videos
- ❒ Internet

Other(s): _____

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

» _____

» _____

» _____

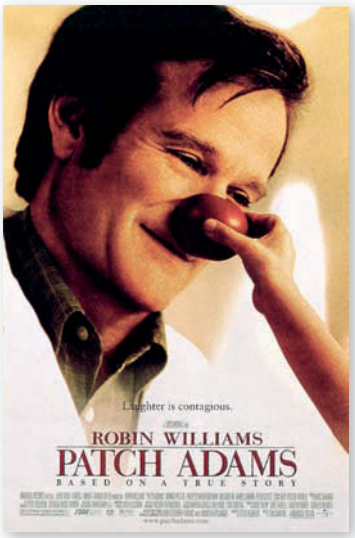
» _____

» _____

PROJECT 2A

LEARNING WITH MOVIES (FIRST PART)

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

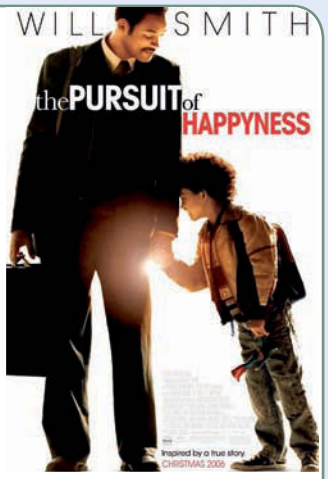


Universal Pictures/Everett Collection/Keystone

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

PATCH Adams. *Direção de Tom Shadyac. Estados Unidos, 1998.*

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



Columbia Pictures/Everett Collection/Keystone

THE PURSUIT of Happyness. *Direção de Gabriele Muccino. Estados Unidos, 2006.*

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

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

YOU CAN FIND MOVIE SCRIPTS AT:

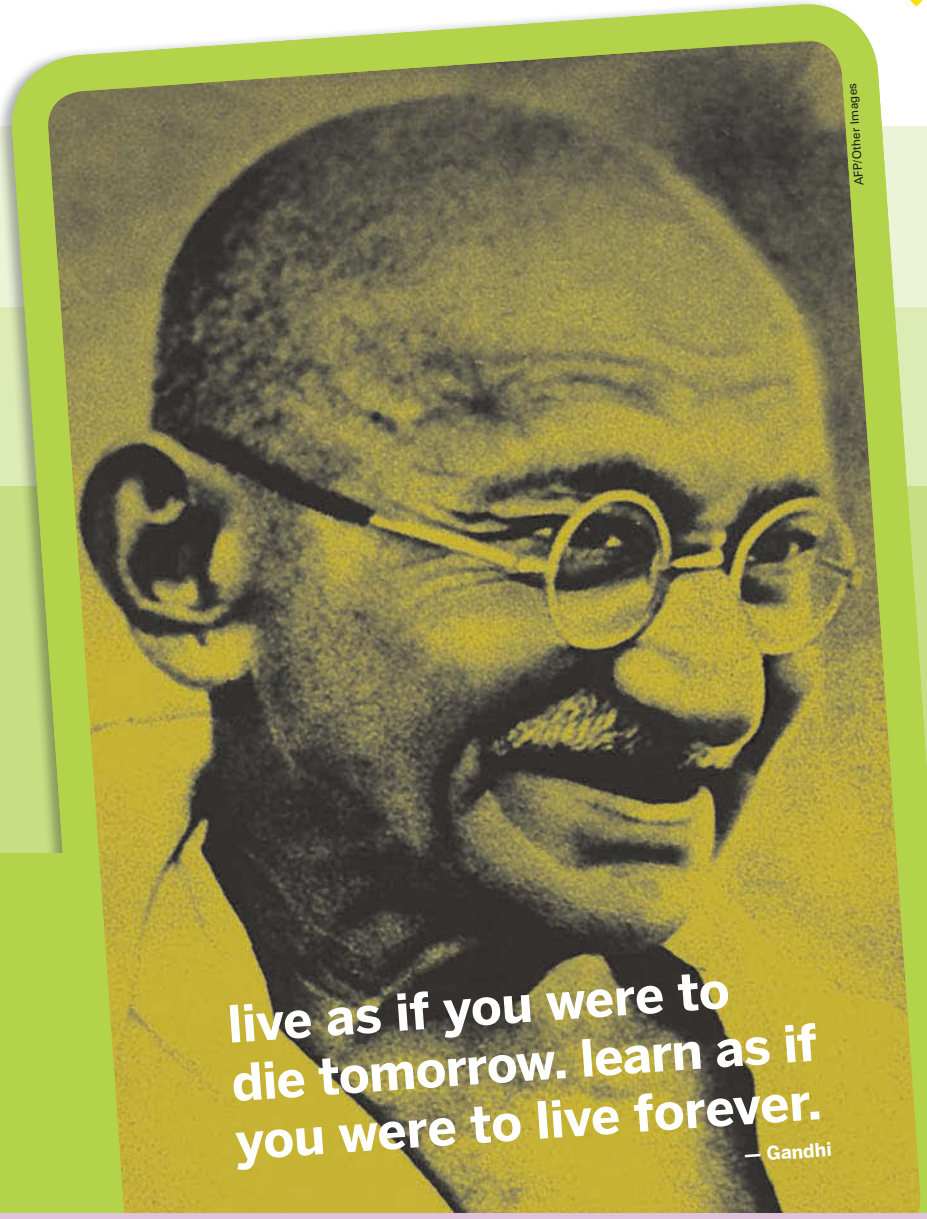
www.imsdb.com/
www.simplyscripts.com/movie.html
www.script-o-rama.com/table.shtml

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

Unit 7 Live and Learn

Warming Up

What does this quote by Gandhi mean? Do you agree with him? Why (not)?



Learning Objectives

- to take part in discussions on life experiences
- to learn how to use the second conditional
- to learn how to use reflexive pronouns
- to explore interviews

CONTEÚDO DIGITAL

1. When you are going through difficult days, what do you often do to help you?

( ) I play different sports.

( ) I listen to inspiring music.

( ) I write poems, blog posts etc.

( ) I compensate on food (e.g. eat more, skip meals).

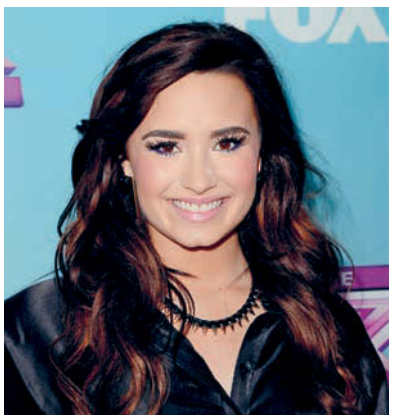
( ) I try to do something fun (e.g. go out with friends, dance).

( ) I ask for advice (e.g. family members, friends, counselor etc.).

( ) Other: _____

2. In your opinion, can music help people deal with problems?

3. Read part of an interview with singer Demi Lovato and answer the questions.



Jason Merritt/Getty Images

What's your advice for people who are maybe also going through a bad day or something that's difficult for them to deal with?

You know just keep your chin up and keep truckin', you know. No matter what you're going through, there's a light at the end of the tunnel and it may seem hard to get to it but you can do it and just keep working towards it and you'll find the positive side of things.

Your music has helped others through difficult times that they have been through. Is there an artist that you listen to that helps you get through those difficult days?

Yeah, I listen to a lot of John Mayer and James Morrison. There are a lot of artists but those two artists I really, really feel and I listen to their songs and they kind of help pull me through no matter what I'm going through.

Available at: <http://act.mtv.com/posts/interview-demi-lovato-stay-strong>. Accessed in November 2012. (Fragment.)

TIP Note, nas respostas de Demi Lovato, a presença de palavras e expressões características da linguagem falada, tais como *you know, yeah, kind of.*

a. Has Demi Lovato ever been through a difficult or painful period?

_____

b. Is she optimistic or pessimistic about life?

_____

c. What does the singer do to overcome difficult days?

_____

4. What about you? Are there any particular songs that you listen to that help you get through difficult days?

BEFORE READING

1. **Turn over the page and, before reading the text, look at the picture and its title. Then, answer the questions.**

a. What is the name of the band?

b. What kind of band is it?

c. Who is the lead vocalist?

d. Have you ever listened to any songs by this band? Do you like them?

2. **Now notice the source of the text and answer the questions.**

a. Where was the text published?

b. In your opinion, who would be interested in this text?

c. In which section of the magazine was it published?

d. What do you expect to find in this section?

TIP *Identifique a fonte do texto para favorecer o estabelecimento de hipóteses sobre o que será lido.*

Michael Blann/Getty Images

3. **In your opinion, what topics are most likely to be mentioned in the text?**

( ) The new album of Evanescence.
( ) The new tour of the band.
( ) Amy Lee's personal life.
( ) Amy Lee's opinions about life.
( ) The most popular songs of the band.

READING

Now read the text to check your predictions.

REAL LIFE

AMY LEE OF EVANESCENCE:

Life is about so much more than what we see today

By Christal Earle

Wind-up Records/Reuters/Latinstock

Sometimes we look at people and wonder where they get their strength.
Regardless of what's going on, every time we see them, they look like they have it all together; they are totally in control of their life, and it's easy to wish we knew their secret. How do they keep going, even when everything seems to be falling apart?

Amy Lee is convinced that it doesn't need to be a secret. "Strength sometimes comes from admitting that things may be mixed up, but I can still be okay through it all."

And it hasn't been easy for her. Amy continually repeats that mantra throughout her life. She has had to say goodbye before she was ready — and that loss has altered the landscape of her life.

When she was just seven years old, Amy lost her three-year-old sister. "It shaped my life", says Amy. Trying to stay positive, she continues, "Life itself and all that it means — loving people, saying something that can touch someone else — those are the kinds of things that really matter. Anything else that is superficial and shallow, that we end up focusing on, is not worth it in the end", she says. "Life is short, so if you want to do something, do it!"

Amy knows that life is always changing. She is the first one to admit that she has changed as a person and as a musician — and she is totally fine with that. Looking at her face, it is easy to see how confident and passionate she is about the future and the opportunity to tour with their self-titled album, Evanescence. Facing everything she has been through in life has given her a new self-assurance. "Learning from everyone has made me realize that I am a really great artist. I know I have talent, and there is a confidence that comes with that."

Okay, Amy, so here is the big question: if you had the chance to go back in time and sit across the table from the high school student Amy Lee, what would you tell her?

Her answer comes easily. "I would tell myself to just relax. I am going to be fine, just the way I am." FZ

Adapted from: Faze magazine. *Issue 45, Canada, 2012, p. 30-33. Available at: <www.faze.ca/issue45/amylee.html>. Accessed in December 2012.*

READING FOR GENERAL COMPREHENSION

What is the purpose of the text?

( ) To find out more about the new tour of Evanescence.

( ) To announce a new member to the rock band Evanescence.

( ) To get to know more about the lead vocalist of Evanescence.

Robin Marchant/Getty Images

READING FOR DETAILED COMPREHENSION

1. **The text is a magazine article based on an interview with Amy Lee. Imagine the questions below were asked by the magazine reporter. Answer them as if you were Amy Lee.**

a. REPORTER: Have you been through difficult times? What has changed your life?
AMY: I lost my three-year-old sister when I was just seven years old.

b. REPORTER: Where does your strength come from?
AMY: _____

c. REPORTER: What is really important to you?
AMY: _____

d. REPORTER: How do you feel about the future?
AMY: _____

e. REPORTER: What has made you understand that you are a really great artist?
AMY: _____

2. **Who is the high school student mentioned in the text?**

( ) A teenager called Amy Lee, who studies at a high school nowadays.

( ) The singer Amy Lee in the past, when she was a high school student.

3. **Which lessons has Amy learned in life? Mark the correct answers according to the text.**

( ) We should not focus on superficial things.

( ) Bad experiences cannot change the way we are.

( ) Recognizing our talents makes us feel confident.

( ) Strong people do not share their secrets with others.

( ) We become more confident when we get through difficult times.

TIP Busque sempre estabelecer relações entre os textos que você lê para ampliar sua compreensão sobre eles e sobre o mundo.

4. **When it comes to getting through difficult times, what do Demi Lovato and Amy Lee have in common? Do you think like them?**

READING FOR CRITICAL THINKING

Discuss the questions with your classmates.

a. Amy Lee is an example of a strong person who has learned from different people in life. How did the singer benefit from this type of experience? In your opinion, what are the advantages of being open to learn from people?

b. Who is the person you have learned the most from? What is the most valuable lesson you have learned from this person?

VOCABULARY STUDY

DISCOURSE MARKERS

Jose AS Reyes/Shutterstock/Glow Images

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

Regardless of what's going on, every time we see them...

( ) In spite of ( ) Because of ( ) Instead of

2. **Now complete the Discourse Markers box on page 161 with what you have learned.**

MULTI-WORD VERBS

3. **Read the fragments below and match the multi-word verbs to their meanings.**

Regardless of what's **going on**... (paragraph 1)

How do they keep going, even when everything seems to be **falling apart**? (paragraph 1)

Anything else that is superficial and shallow, that we **end up** focusing on... (paragraph 4)

... if you had the chance to **go back** in time... (paragraph 6)

a. go on	( ) return to a place where you have been before
b. fall apart	( ) finally be in a particular place or situation
c. end up	( ) break into pieces; in very bad condition
d. go back	( ) happen

LANGUAGE IN USE

SECOND CONDITIONAL

Read the fragments below and do exercises 1 and 2.

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

1. **Complete: If Amy Lee had the chance to go back in time, she...**

( ) would not relax.

( ) would tell herself to just relax.

( ) would sit across the table from a high school student.

Yuri Arcurs/Shutterstock/Glow Images

2. **What is correct to say about the reporter's question?**

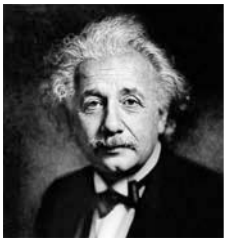
( ) It refers to a real and possible situation.

( ) It refers to an unreal and impossible situation.

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

Albert Einstein

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



Bachrach/Getty Images

Eleanor Roosevelt

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

Universal History Archive/Getty Images

Martin Luther King

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

Consolidated News Pictures/Getty Images

3. Match the people to their beliefs.

a. Albert Einstein
b. Eleanor Roosevelt
c. Martin Luther King

( ) This person believed that uncertainty was necessary to life.
( ) This person believed it was important for citizens to do their part.
( ) This person believed music played an important role in his/her life.

4. In the quote by Martin Luther King, the word **even** is used for
( ) contrast. ( ) emphasis.

Sirayama/Arquivo da editora

5. Circle the correct words to complete the statement below.

The quotes refer to real / unreal and possible / impossible situations.

6. Read the examples to complete the table about the structure of the second conditional. Use: **will**, **would**, **was** or **were**.

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

Condition	Result
If I **were** not a physicist,	I **would probably** be a musician.
If life **were** predictable,	it **would cease** to be life...
Even if I **knew** that tomorrow the world would go to pieces,	I **would** still **plant** my apple tree.
If + verb in the Past Simple tense,	_____ + base form of the main verb
Notice that in if clauses (condition) we often use the subjunctive form _____ after **I** / **he** / **she** / **it**.	

7. Complete the quotes below. Use the correct form of the verbs in parentheses.

a.

National Baseball Hall of Fame Library/ MLB Photos/Getty Images

Satchel Paige

"How old would you be if you _____ (not know) how old you are?"

b.

Margaret Thatcher

"If you just set out to be liked, you would be prepared to compromise on anything at any time, and you _____ (achieve) nothing."

John Downing/Getty Images

c.

Pamela Chandler/ArenaPAL/Top Foto/Keystone

J. R. R. Tolkien

"If more of us valued food and cheer and song above hoarded gold, it_____ (be) a merrier world."

d.

Thomas Fuller

"If it _____ (be) for hopes, the heart _____ (break)."

Granger Collection/Other Images

REFLEXIVE PRONOUNS

Read the fragments on page 120 and do exercises 8-10.

I. Life **itself** and all that it means...

II. I would tell **myself** to just relax...

8. **What do the reflexive pronouns refer to?**

a. **Itself** refers to the word _____ (it).

b. **Myself** refers to the pronoun _____ (Amy Lee).

9. **Mark the correct answer.**

a. In fragment I, the reflexive pronoun **itself** is used to

( ) avoid repetition. ( ) emphasize the previous word.

b. In fragment II, the reflexive pronoun **myself** is used because the subject and the object

( ) are the same person. ( ) are not the same person.

10. **Why is the reflexive pronoun themselves used in the quote below?**

"The meaning of things lies not in the things themselves, but in our attitude towards them."
(Antoine de Saint-Exupéry)

( ) To emphasize the word "things".

( ) To replace the expression "The meaning of things".

11. Now complete the table below.

Subject Pronouns	I	you	he	she	it	we	you	they
Reflexive Pronouns	_____	yourself	himself	herself	_____	ourselves	yourselves	_____

12. Complete the interview with Rihanna. Use the questions below as in the example.

What is your secret to success?
Do you have any diet restrictions?
Best perks of the business?
What do you think all young women need to know?
What were you passionate about growing up?

© Dipasupil/FilmMagic/Getty Images

Up Close with Rihanna

What were you passionate about growing up?

I have always been passionate about music.

_____

I usually don't eat tons of junk food. However, I never deny myself anything. If I want a cookie, I'll eat a cookie. I think everything done in moderation is fine.

_____

Being able to travel all over the world and meet lots of different people.

_____

Staying grounded and focused.

_____

You should believe in yourself and work hard.

Adapted from: <www.fazeteen.com/issue27/rihanna.html>. Accessed in December 2012.

13. Which qualities are appreciated by Rihanna?

( ) self-confidence ( ) sense of humor ( ) determination ( ) physical appearance

14. Find in the text two reflexive pronouns. Which words do they refer to?

_____

15. Complete the sentences below. Use reflexive pronouns.

a. Rihanna never denies _____ anything.

b. All young women should believe in _____ and work hard.

Go to **Language Reference** p. 157.

LISTENING AND SPEAKING

1. When you are going through a problem, who do you usually turn to? Does he/she give you useful advice?

2. 17 Listen to two high school friends Charlotte and Steve talking on the phone. What are they talking about?

Rui Vale Sousa/Shutterstock/Glow Images

TIP *Em uma conversa telefônica, é comum usar frases ou expressões para a identificação de quem fala, cumprimentos e despedidas. Também é comum usar sons e expressões curtas, como uhum, yeah, I see, a fim de sinalizar para o interlocutor que ele está sendo ouvido.*

( ) Who to tell a secret.

( ) How to spend money.

( ) What to do with a lost item.

Anna Hoychuk/Shutterstock/Glow Images

3. 17 Listen again and answer the questions.

a. What did Charlotte find on the street?

_____

b. How much was in it?

_____

c. Was there any identification inside?

_____

d. Where did she decide to take it to?

_____

4. 17 Listen once more and check your answers.

5. Complete the sentences with Charlotte or Steve.

a. _____ phoned a friend to ask for advice.

b. _____ said it would be wrong to keep the money.

c. _____ suggested taking the wallet to the police station.

6. What would you do if you were in Charlotte's shoes?

SPOKEN LANGUAGE

18

- Contracted forms are very common in spoken language. For example, **I'd**, the contracted form of **I would**, and **I've**, the contracted form of **I have**. Listen to different speakers and identify the contracted forms they used as in the example.

a. *that's* ➥ *that is*

b. _____ ➥ _____

c. _____ ➥ _____

d. _____ ➥ _____

e. _____ ➥ _____

f. _____ ➥ _____

- Listen again and check your answers.

7. In pairs, imagine you are talking to each other on the phone. **Student B** phones **Student A** in order to ask for advice on one of the problems below. Use expressions from the boxes to help you. Take turns.

Suggested problems

- I am always late for school.
- I found a wallet on the street.
- My best friend doesn't talk to me any longer.
- I had a fight with my boyfriend/girlfriend.
- I overheard a conversation I shouldn't have.
- My parents found out I lied to them.

johnnychaos/Shutterstock/Glow Images

Use the following expressions when asking for someone's advice:	**Use the following expressions when giving advice to someone:**
What do you think I should do (with it)? What would you do if you were me/in my shoes?	If I were you/ in your shoes, I'd... You should (definitely)... You shouldn't...

Making contact:

Hi. / Hello. This is... (speaking).

Could I speak to..., please?

Common greetings:

How are you (doing)?

What's up?

Taking a call:

Hi. / Hello. This is...

Hi. / Hello. ... speaking.

Asking the caller to wait:

Hold on, please.

Just a moment, please.

WRITING

In this unit you have read different interviews:

- Q&A-style interviews on pages 118 (Demi Lovato) and 126 (Rihanna);
- a story-style interview on page 120 (Amy Lee).

1. Conduct an interview to get to know more about a classmate you do not talk to that much. It can be a good opportunity to make a new friend!

STEP BY STEP

1. Choose a classmate to interview. Remember to speak only in English with each other!
2. Prepare for the interview. Plan out your questions in advance by writing down a list of questions to guide you through the interview.
3. Conduct the interview. You can record it and/ or take notes. Be friendly and polite!
4. Read your notes and/or listen to your recording again to select the most interesting answers.
5. Organize your text. Check the order of the questions.
6. Include a picture of the person you are writing about to illustrate your interview.
7. Exchange interviews with a classmate and discuss both texts. Try to make some suggestions on your classmate's text.
8. Write the final version of the interview.

Use it!

- Use question words (e.g. *what*, *how*, *when*) to make open-ended questions.

  What is your secret to success?

  What do you think all young women need to know?

- Use the second conditional to talk about unreal and impossible situations.

  ... if you had the chance to go back in time and sit across the table from the high school student Amy Lee, what would you tell her?

2. Now it's time to share the interview with your classmates and other people. You can publish it on your school blog.

ollyy/Shutterstock/Glow Images

LOOKING AHEAD

Like Amy Lee in her interview, Gisele Bündchen shares her personal views about life in the quote below.

Gregg DeGuire/FilmMagic/Getty Images

"There is good in everything; it's just how you choose to look at it. Everything that's worth it has a price. For me to be a model — I had to leave my family. Do you think I liked that? No! There are sacrifices. Life is meant to be a challenge, because challenges are what make you grow."

(Gisele Bündchen, Brazilian fashion model)

Available at: <www.brainyquote.com/quotes/authors/g/gisele_bundchen.html>. Accessed in December 2012.

- Do you agree with her? Why (not)?
- Do you think Amy Lee and Gisele Bündchen have similar points of view?

Sharing personal experiences and opinions about life may help other people face challenges and overcome difficulties. When famous people do it, the impact of what they say tends to be greater, but anyone can do it.

- Have you ever been inspired by any famous person's opinions or life story? If so, which one(s)?
- Do you usually share your own experiences and views about life? Why (not)? Live and learn and pass it on!

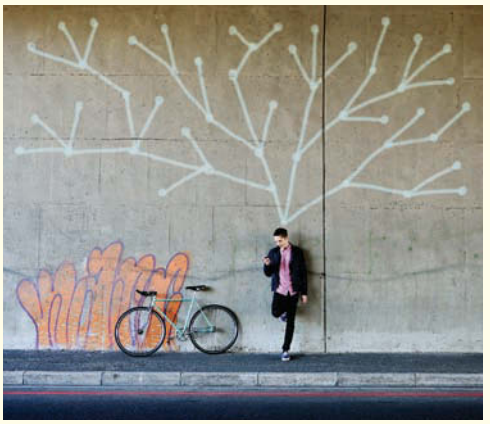
CONTEÚDO DIGITAL

EXTRA READING

www.experienceproject.com/
www.values.com/inspirational-quotes
www.brainyquote.com/

EXTRA VIDEOS

Mahatma Gandhi: http://watchmojo.com/video/id/5060/
Margaret Thatcher: http://watchmojo.com/video/id/10439/
Martin Luther King: http://watchmojo.com/video/id/9101/
TED: www.ted.org



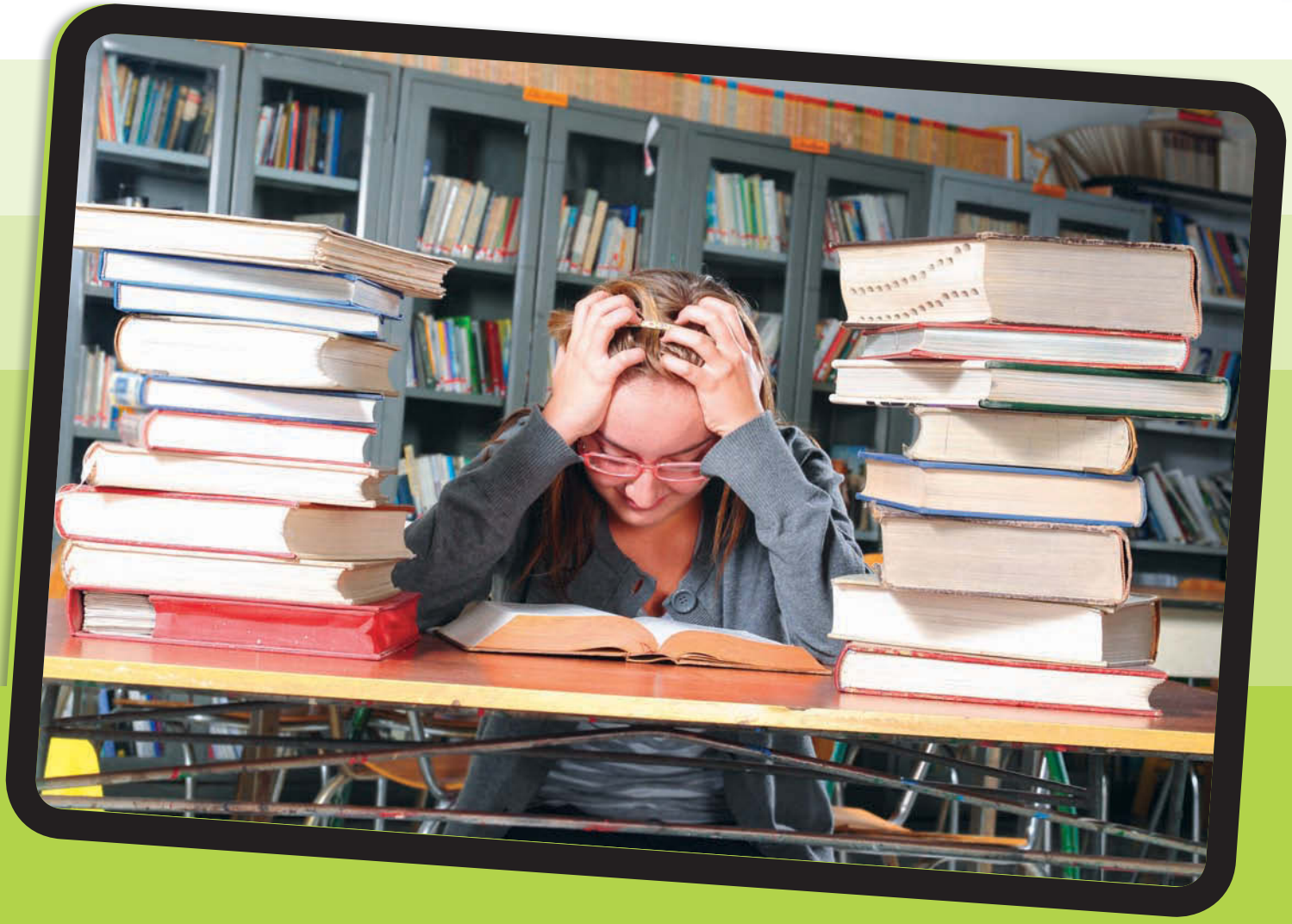
David Malan/Getty Images

Study Skills

Unit 8

Warming Up

How often do you find yourself in a situation like this?
How do you usually feel?



Learning Objectives

- to take part in discussions on study skills
- to learn how to use the Future with *going to*
- to learn how to use *the more..., the more...*
- to explore comic strips

1. **Discuss the questions in pairs.**

a. Do you have a study routine? If so, what is it like?

b. Do you prefer to study on your own or with other people? Why?

c. Can you give examples of healthy study habits?

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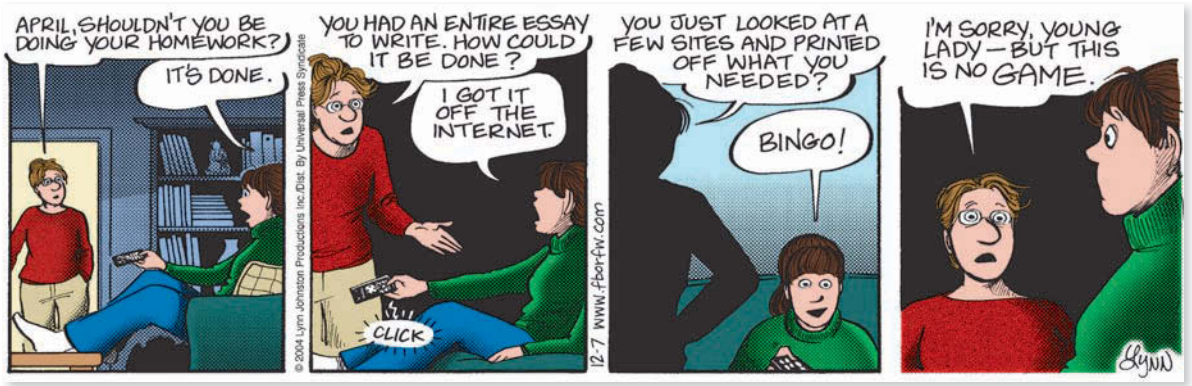
2. ***Study skills*** **are strategies and techniques that help you study and learn more efficiently. In your opinion, how important are the following study skills?**

STUDY SKILLS	Extremely important	Very important	Moderately important	Not that important
Organizing information				
Learning from mistakes				
Recognizing my own needs				
Managing time effectively				
Managing stress and anxiety				
Writing things in my own words				
Using technology confidently for study				
Selecting what is relevant from what is irrelevant				
Finding out information from different sources				

3. **What study skills from exercise 2 would you like to develop?**

4. **Read the comic strip below and answer the questions.**



JOHNSTON, Lynn. For Better Or For Worse. *December 7, 2004. Available at: <www.gocomics.com/forbetterorforworse/2004/12/07>. Accessed in January 2013.*

a. What is April doing now? _____

b. Did April's mother have a positive or negative reaction to it? _____

c. How did April do her homework?

_____

d. What skill from exercise 2 does April need developing?

_____

BEFORE READING

1. **Turn over the page and, before reading the text, read its title and subheadings to answer the questions below.**

a. Who is the expected reader of the text?

( ) Teachers

( ) Students

( ) Parents

b. What are the three study skills presented in the text?

( ) High School Study Skills

( ) Take Breaks

( ) Stay Focused

( ) Don't Skip What You Don't Know

( ) Just Get Started

c. When should the reader start trying to improve his/her study skills?

( ) After high school

( ) Immediately

TIP *Preste atenção ao título e aos subtítulos para compreender melhor a organização das ideias no texto.*

Sirayama/Arquivo da editora

2. **Discuss the questions in pairs.**

a. In your opinion, what can happen if you do not take breaks while you are studying?

b. What kinds of distractions usually affect you when you are studying?

c. What do you do when you get confused about something you are studying? Do you skip it and continue studying or do you try to understand it before you study something else?

Now read the text to find out what it says about the topics discussed in exercise 2.

Improving Your High School Study Skills

High School Study Skills

Tatiana Belova/Shutterstock/Glow Images

If you are a high school student, chances are good that you have a lot on your plate. Between school, extracurricular activities and dealing with your family, it can really feel that you are stretched thin and when you sit down at your desk, the last thing in the world that you want to do is study! Whether you like it or not, it has to be done, and this is where acquiring a few very important high school study skills can be essential. With the right high school study skills under your belt, you will find that studying is going to get easier and much more effective.

Take Breaks

FoodCollection/Diomedia

First, when you are thinking about getting good high school study skills, remember that taking breaks is a good idea. A lot of people try to study for hours on end and then get frustrated and upset when they can't remember any of it. Your brain will process things in small chunks much better than it will a continuous feed. Think about the way that people remember phone numbers. Seven digits in a string is harder to remember than a set of three digits followed by four digits. Consider studying for twenty minutes, taking a five minute break and then repeating.

koya979/Shutterstock/Glow Images

Stay Focused

Another important thing to remember when you want to develop good high school study skills is that you are going to need to learn to ignore distractions. While some people find that a little bit of distraction can keep them focused, most people cannot study effectively when they are listening to music or trying to hold a conversation. Log out of your chat program, turn off your phone and put away your Mp3 player. This can be hard to do, but remember that if you listened to step one, you won't be without it for too long!

Don't Skip What You Don't Know

If you are confused about something, don't skip it. Many of the classes that are taken in high school are cumulative and when you want to make sure that you are getting the results that you need, you need to make sure that you have a thorough understanding of the foundation that is underneath it all. Falling behind once makes it much more likely that you are going to fall behind again, and the more time that you spend catching up, the less time that you are going to have to yourself. Remember that the basics are fairly simple, so try to stay on top of things right from the beginning.

MaxFX/Shutterstock/Glow Images

Just Get Started

If you want to improve your high school study skills, remember that you are not alone. Even people who seem like they are naturally smart are putting effort in and there is no reason that you cannot get excellent results. You don't have to be bent over your books, slaving away for hours. The more prepared you are on a day to day basis, the better your options are going to be to succeed. This can make all the difference in the world, so get started now!

Pressmaster/Shutterstock/Glow Images

Available at: <www.study-skills-for-all-ages.com/high-school-study-skills.html>. Accessed in January 2013.

READING FOR GENERAL COMPREHENSION

What is the main purpose of the text?

( ) To convince students that high school is the best time of their lives.
( ) To show that improving study skills is not enough to get good grades.
( ) To help high school students improve their study skills.

READING FOR DETAILED COMPREHENSION

1. **The first paragraph presents a problem and a solution. Which sentences refer to the problem? Which ones refer to the solution?**

2. **Read the second paragraph again to answer the questions below.**

a. What problem is faced by a lot of people who study for hours without interruption?

b. According to the text, it is easier to process information in small parts. What example is given to support this idea?

3. **What do the terms in bold refer to?**

> **This** can be hard to do, but remember that if **you** listened to **step one**, you won't be without **it** for too long! (paragraph 3)

a. This: _____
b. you: _____
c. step one: _____
d. it: _____

dslaven/Shutterstock/Glow Images

4. **Which statements are in accordance with the fourth and the fifth paragraphs?**

( ) If you are confused about something, do not worry. You can try to understand it later.
( ) As many classes are cumulative, it is better to understand the basics before you move on.
( ) If you have to go back to understand previous content, you lose time.
( ) Studying for long hours every day is the best way to achieve success.
( ) Students who seem to be naturally intelligent also make use of study skills.

5. **Is the tone of the text personal or impersonal? Mark the sentence that supports your answer.**

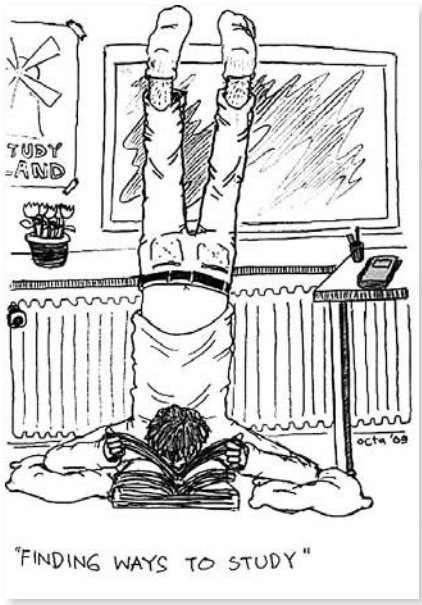
( ) The writer establishes a direct connection with the reader.
( ) The writer presents a list of formal rules to be followed.

TIP *O grau de formalidade de um texto pode variar dependendo de quem o escreve, para quem ele é escrito e com que objetivo. Assim, um relatório para o chefe é mais formal do que um bilhete para um amigo.*

6. **Is the language in the text formal or informal? Mark the items that support your answer.**

( ) Use of contractions, such as *can't*, *won't*, *don't*.
( ) Use of academic words and expressions, such as study skills.
( ) Use of idioms, such as *chances are*, *have a lot on your plate*, *under your belt*.
( ) The topic of the text, that is, high school study skills.

READING FOR CRITICAL THINKING



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

Discuss the questions with your classmates.

a. According to the text, most people cannot study effectively when they are distracted. Can you stay focused while listening to music or texting? What distracts you?

b. People say that good students are made, not born. Do you think it is possible to learn how to become a good student? Why (not)?

VOCABULARY STUDY

WORD FORMATION

1. **In which fragment is the word in bold used as a noun?**

a. ( ) ... remember that **taking** breaks is a good idea.

b. ( ) ... you are **getting** the results that you need...

2. **Now complete the Word Formation box on page 160 with what you have learned.**

MULTI-WORD VERBS

Read the fragments below and do exercises 3 and 4.

... **put away** your Mp3 player. (paragraph 3)
Falling behind once makes it much more likely that... (paragraph 4)
... and the more time that you spend **catching up**... (paragraph 4)

3. **Match the multi-word verbs to their meanings.**

a. put away	( ) fail to do something fast enough or on time
b. fall behind	( ) save or store something for future use
c. catch up	( ) do something that you have not been able to do recently

4. **Complete the sentences with multi-word verbs from exercise 3.**

a. Keep up to date with your classwork. If you are absent, try to _____.

b. Don't get distracted. If you are in class, _____ your cell phone.

IDIOMS

Read the fragments below and do exercises 5 and 6.

If you are a high school student, **chances are** good that you **have a lot on your plate**.
Remember that the basics are fairly simple, so try **to stay on top of things**...
You don't have to be bent over your books, **slaving away** for hours.

5. **Match the idioms to their meanings.**

a. chances are	( ) have a lot of work to do or a lot of problems to deal with
b. have a lot on one's plate	( ) work very hard
c. stay on top of (things)	( ) it is likely
d. slave away	( ) keep well-informed about someone or something

6. **Complete the sentences with idioms from exercise 5.**

a. If you don't get enough sleep, _____ you are going to perform poorly at school.

b. A responsible high school student always _____ his/her school work.

LANGUAGE IN USE

FUTURE WITH *GOING TO*

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

With the right high school study skills under your belt, you will find that studying **is going to get** easier and much more effective.

Falling behind once makes it much more likely that you **are going to fall** behind again, and the more time that you spend catching up, the less time that you **are going to have** to yourself.

a. In the fragments, **going to** is used when

( ) we want to make promises that are going to take place in the future.

( ) the present situation gives us a good idea of what is going to happen in the future.

b. The structure of the future with **going to** is

( ) verb be (am/is/are) + going to + base form of the main verb.

( ) going to + base form of the main verb.

2. **A high school student has written the list on the right. Read it and answer the questions.**

- I'm going to be on time for school and for every class.
- I'm going to keep up to date with my homework.
- I'm going to have a better balance between studying and having fun.
- I'm going to take part in extracurricular activities more often.
- I'm not going to revise for exams the day before any more!

a. Who has probably written the list?

( ) A student who wants to become more dedicated to study.

( ) A student who wants to put leisure as a priority in his/her life.

b. In the text, **going to** is used to refer to

( ) plans and intentions.

( ) spontaneous decisions.

c. What is the negative form of **I'm going to**? _____

3. What are your plans to become a better student? Make a list.

- I'm going to _____
- I'm not going to _____
- _____
- _____

4. Read the comic strip below and mark the correct answers.

JOHNSTON, Lynn. For Better Or For Worse. *December 8, 2004. Available at: <www.gocomics.com/forbetterorforworse/2004/12/08>. Accessed in January 2013.*

a. Has April used her own words to write the essay?

( ) Yes, she has. ( ) No, she hasn't.

b. Who is worried about printing stuff off the Internet?

( ) April. ( ) April's mom.

c. In "Your teacher isn't going to accept this, April", the use of **going to** shows that

( ) April's mom is certain that the teacher isn't going to accept the essay.

( ) April's mom is making a plan about what is going to happen to April.

d. In "I'll look it up later.", the use of **will** shows that

( ) April has made a decision before speaking.

( ) April has made a decision at the moment of speaking.

TIP A variação é uma característica das línguas. Na linguagem oral e informal, é comum que a forma padrão não seja utilizada. Assim, em vez de "*There are so many pages*" (com o verbo no plural), a personagem diz "*There's so many pages*" (com o verbo no singular).

Read the comic strip below and do exercises 5-7.

JOHNSTON, Lynn. For Better Or For Worse. *December 9, 2004. Available at: <www.gocomics.com/forbetterorforworse/2004/12/09>. Accessed in January 2013.*

5. What is April's mom going to do?

_____

6. In order to help April write an essay, what study skill is her mom teaching her?

( ) Using technology confidently for study. ( ) Learning from mistakes.

( ) Reading effectively.

7. April's view on doing an essay is implicit in the comic strip. She believes that writing an essay...

( ) involves finding out information from different sources.

( ) can provide her with an opportunity to learn new things.

( ) is boring school work.

8. Match the situations to the uses of **going to**.

A. We use **going to** for plans and intentions.

B. We use **going to** for predictions about the future based on real evidence.

TIP Na linguagem oral e informal, é comum o uso de *gonna* no lugar de *going to*.

Ilustrações: Sirayama/Arquivo da editora

9. What time expressions are used in exercise 8 to refer to the future?

_____

THE MORE..., THE MORE...

10. **Read the fragments below and mark the correct answers.**

> I. **The more** prepared you are on a day to day basis, **the better** your options are going to be to succeed.
>
> II. ... **the more** time that you spend catching up, **the less** time that you are going to have to yourself...

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

( ) If you are more prepared on a day to day basis, you are going to have better options to succeed.

( ) You are only going to have better options to succeed if you are more prepared on a day to day basis.

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

( ) If you spend more time catching up, you are not going to have time to yourself.

( ) If you spend more time catching up, you are going to have less time to yourself.

c. We use the more..., the more... to say that

( ) one thing depends on another. ( ) two things do not vary together.

11. **Match the two parts to find famous quotes and proverbs.**

a. The more I learn,	the more you want.
b. The more things change,	the more they talk.
c. The less men think,	the more they stay the same.
d. The more you have,	the less I know.

12. **Make sentences using the more..., the more... as in the example.**

a. You are going to be more autonomous if you learn more from mistakes.
The more you learn from mistakes, the more autonomous you are going to be.

b. It is going to be easier to meet deadlines if you manage time more effectively.

c. If you revise earlier, you are going to be less stressed when the exams get closer.

d. If you are more actively engaged in linking information, you are going to learn faster.

13. **Which sentences from exercise 12 are related to time management?**

( ) Sentence A. ( ) Sentence B. ( ) Sentence C. ( ) Sentence D.

Go to Language Reference p. 158.

LISTENING AND SPEAKING

ducu59us/Shutterstock/Glow Images

1. **Match the terms to the definitions.**

a. Plagiarism b. Note taking c. Self-evaluation

( ) The act of recording spoken and written information from lectures in an organized and legible manner.

( ) The practice of taking someone else's work or ideas and passing them off as your own.

( ) The process of critically reviewing the quality of your own performance.

2. 19 **Listen to a teacher and two students talking about the use of the Internet in education in a radio program. What exactly are they talking about?**

( ) The disadvantages of using digital books available on the Internet.

( ) The inappropriate use of web search engines when doing school work.

3. 19 **Listen again and mark the correct answers.**

a. How did people use to research?

( ) They used to go to the library and look through books.

( ) They used to buy books and sit down for hours looking through them.

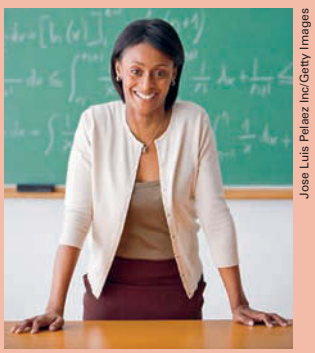
b. How do people research now?

( ) They use web search engines. ( ) They download digital books from the Internet.

c. How does teacher Jude Carroll detect copied work?

( ) She uses a web search engine. ( ) She uses an anti-plagiarism software.

4. 19 **Who said what? Complete the sentences with the participants' names.**


Jose Luis Pelaez Inc/Getty Images

Jude, teacher.

R. Gino Santa Maria/Shutterstock/Glow Images

Zia, student.

Alan Bailey/Shutterstock/Glow Images

Christine, student.

a. _____ said that it is easy to find what you want on the Internet — just type in the essay title and you get a lot of information about what you want.

b. _____ said that the worst part about web search engines is that students who are not committed can copy and paste most of their work.

c. _____ said that web search engines have really changed what people mean by the word 'research'.

5. 19 Listen once more and check the answers of exercises 3 and 4.

6. Do you think copy-and-paste is a common practice among students from your school? What policy against plagiarism does your school adopt?

20 SPOKEN LANGUAGE

There are many words in English that can be used as nouns, adjectives and verbs with the same spelling, but with different word stress. For example, we say **re**search when it is a noun, but re**search** when it is a verb. Listen and mark the stress of the following words:

	Noun / Adjective	Verb
a.	( ) **in.**crease	( ) in.**crease**
b.	( ) **re.**cord	( ) re.**cord**
c.	( ) **prog.**ress	( ) prog.**ress**
d.	( ) **pres.**ent	( ) pres.**ent**
e.	( ) **sur.**vey	( ) sur.**vey**

TIP Em inglês, uma mesma palavra pode ter diferentes classes gramaticais, sendo pronunciada de diferentes formas. Em geral, quando a palavra é um substantivo ou adjetivo, a sílaba tônica é a primeira. Quando é um verbo, a sílaba tônica é a segunda.

Listen and check your answers. Then listen and repeat.

7. Interview your classmates to find out about their plans for studying for the final exams. Complete the chart with your classmates' names when their answer is affirmative. Make extra questions.

Find someone who is going to...	Classmates' names
use technology to study for the final exams.	
prepare himself/herself for exams in advance.	
study with friends.	
avoid distractions (TV, phone etc.) while studying.	

8. What is the most frequent activity from exercise 7?

9. Discuss the following questions with a classmate.

a. Is it easy to find exactly what you want on the Internet? Why (not)?

b. When you use a search engine, how can you choose the best keywords?

c. What are the best ways to evaluate the results you find?

WRITING

In this unit you have read comic strips on pages 132, 138 and 144. A comic strip is a sequence of drawings in panels that tell a story with humor. By using illustrations, comic strips can express ideas that cannot be expressed through words alone.

1. Write a comic strip to illustrate a learning experience you or your friends have been through. Be careful to do it in a humorous way without embarrassing any classmates or school employees. Do not write real names.

STEP BY STEP

1. Decide what to write about. It can be about a remarkable learning experience inside or outside the school. It can be about you or your friends.
2. Plan your story first and think of how many panels the comic strip will be divided into.
3. Start with a conflict (a misunderstanding, a problem, a challenge etc.) and finish with a solution or reflection. Remember that humor usually comes from the unexpected.
4. Write the captions for each panel before you start drawing. Remember that some panels may not have a caption.
5. Read through the captions and think of drawings to describe each panel. Add colors to your comic strip.
6. Exchange comic strips with a classmate and discuss both texts. Talk about how you feel when you read the strips.
7. Work to write the final version of your comic strip.

Use it!

- We often use informal language in comic strips. For example, contractions, multi-word verbs and idioms.

  I'll look it up later.

  Turn off that television, April.

- Words and expressions in bold are frequently used in comic strips to emphasize a particular idea.

  But this is no **game**.

  I wasn't told to **learn** anything.

- Use onomatopoeia to add vivid language to the comic strip.

  GROAN

  CLICK

2. Now it's time to share your comic strip with your classmates and other people. You can use one of the online resources to create and publish your comic strip: www.bitstrips.com; www.pixton.com.

LOOKING AHEAD

Read the comic strip below and discuss the following questions in pairs.

Reprodução/<http://kingfeatures.com>

Available at: <www.funkywinkerbean.com>. Accessed in January 2013.

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

Study Skills

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

Study a little bit each day.

Think positive... Do your best!

CONTEÚDO DIGITAL

Available at: <www.srvhs.net/apps/pages/index.jsp?uREC_ID=57144&type=d&pREC_ID=82403>. Accessed in January 2013.

EXTRA READING

www.howtostudy.org/
www.studygs.net/
www.open.ac.uk/skillsforstudy/

EXTRA VIDEOS

www.byui.edu/academic-support-centers/study-skills/study-skills-videos
www.dartmouth.edu/~acskills/videos/index.html

Roy Mehta/Getty Images

Review 4 Units 7 & 8

READING

1. Take a quick look at the first two panels of the comic strip below and answer: How is April feeling?

_____

For Better Or For Worse, Lynn Johnston © 2006 Lynn Johnston Prod., Inc/Universal Uclick

Available at: <www.fborfw.com/strip_fix/2006>. Acessed in April 2013.

2. Mark the correct answer.

a. What is April complaining about?
( ) The amount of school subjects.
( ) The amount of homework.

b. What advice does April receive from her sister, Elizabeth?
( ) Take breaks.
( ) Skip what you don't know.

3. In "YOU'RE ONE OF **THEM!!**", what does *them* refer to? _____

LANGUAGE IN USE

SECOND CONDITIONAL

1. **Complete the questions below. Use the correct form of the verbs in parentheses.**

a. Would it be very distracting if students _____ (have) laptops available in class?
b. What _____ (happen) if teachers stopped assigning homework?
c. If you _____ (be) in April's shoes, what study skill would you use?
d. How would your English teacher react if he/she _____ (know) that you copied everything straight off the Internet?

2. **Answer the questions from exercise 1.**

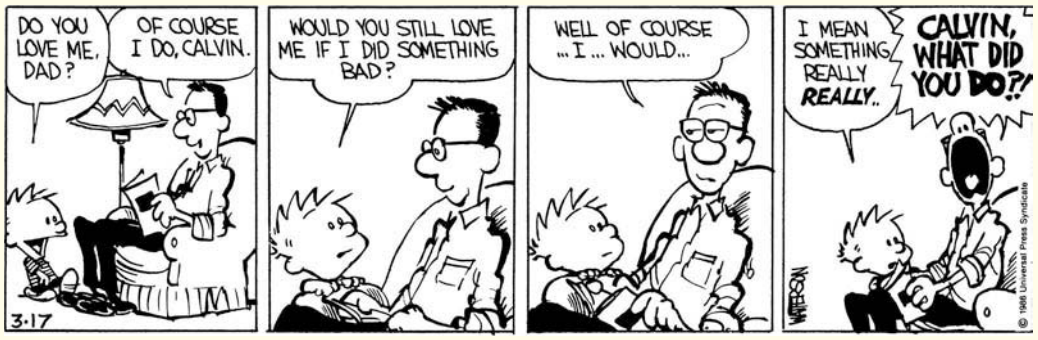
_____

_____

_____

_____

3. **Read the comic strip below and complete the sentences.**



Calvin & Hobbes, Bill Watterson © 1986 Watterson/Universal Uclick

Available at: <www.gocomics.com/calvinandhobbes/1986/03/17>. Accessed in January 2013.

a. Calvin's question "Would you still love me if I did something bad?" suggests that he
( ) did something bad and is worried about his father's reaction.
( ) didn't do anything bad, but is curious about his father's feelings.

b. Calvin wants his father to believe that the situation is
( ) real and possible.
( ) unreal and impossible.

REFLEXIVE PRONOUNS

4. **Circle the correct reflexive pronouns to complete the sentences below.**

a. Students are less likely to find themselves / yourselves slaving away overnight to get good grades if they can manage their time properly.
b. Keeping myself / yourself organized is going to save you valuable time and allow you to do everything you need to do.
c. Teachers ourselves / themselves must learn how to teach study skills.

5. **Why is the reflexive pronoun used in exercise 4c?**

_____

FUTURE WITH *GOING TO*

6. **Put the words in the right order and find out common new year resolutions.**

a. better / going / to / in / I / physical / am / shape / get

I'm going to get in better physical shape.

b. my / I / reduce / going / am / debt / to

c. some quality time / to / my friends / I / spend / am / with / going

d. going / smoking / I / quit / am / to

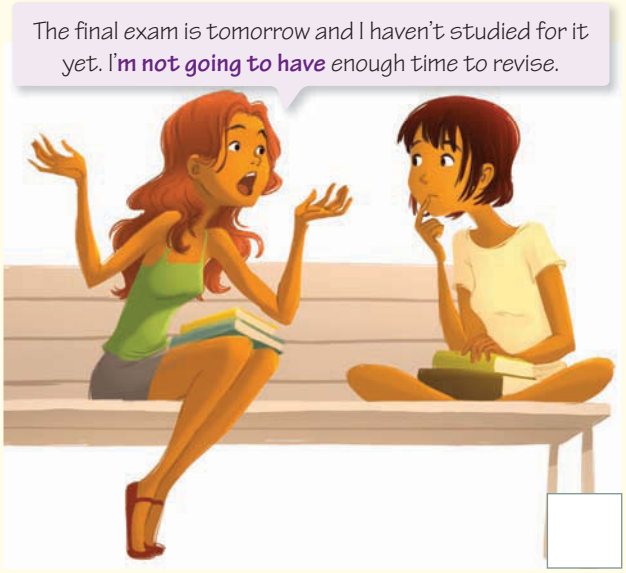
e. to / a / find / am / better / I / going / job

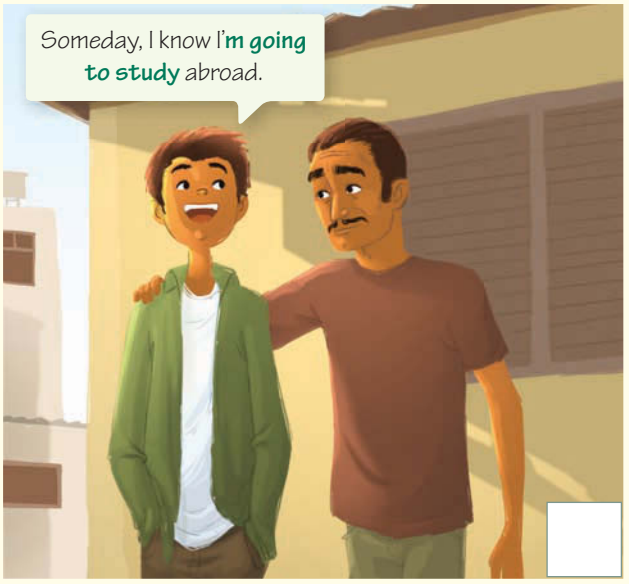
f. something / going / to / new / am / I / learn

g. am / to / organized / going / I / get

7. **Match the situations to the uses of going to.**

A. We use **going to** for plans and intentions.
B. We use **going to** for predictions about the future based on real evidence.





THE MORE..., THE MORE...

8. **Make sentences using the more..., the more... as in the example.**

a. You are going to know more if you read more.

The more you read, the more you know.

b. You are going to get better at English if you practice it more.

c. You are going to learn more quickly if you are more focused.

d. You are going to be less stressed if you get more organized.

Ilustrações: Syrayama/Arquivo da editora

STUDYING FOR EXAMS

(Enem/2011)

Na fase escolar, é prática comum que os professores passem atividades extraclasses e marquem uma data para que as mesmas sejam entregues para correção. No caso da cena da charge, a professora ouve uma estudante apresentando argumentos para:

a. discutir sobre o conteúdo do seu trabalho já entregue.
b. elogiar o tema proposto para o relatório solicitado.
c. sugerir temas para novas pesquisas e relatórios.
d. reclamar do curto prazo para entrega do trabalho.
e. convencer de que fez o relatório solicitado.

"My report is about how important it is to save paper, electricity, and other resources. I'll send it to you telepathically."

Randy Glasbergen/Acervo do artista

GLASBERGEN, R. **Today's cartoon**. *Disponível em: <http://www.glasbergen.com>. Acesso em: 23 jul.2010.*

(Enem/2011)

Garfield, Jim Davis © 2008 Paws, Inc. All Rights Reserved/Universal Uclick

Disponível em: <http://www.garfield.com.br>. Acesso em 29 jul. 2010.

A tira, definida como um segmento de história em quadrinhos, pode transmitir uma mensagem com efeito de humor. A presença desse efeito no diálogo entre Jon e Garfield acontece porque

a. Jon pensa que sua ex-namorada é maluca e que Garfield não sabia disso.
b. Jodell é a única namorada maluca que Jon teve, e Garfield acha isso estranho.
c. Garfield tem certeza de que a ex-namorada de Jon é sensata, o maluco é o amigo.
d. Garfield conhece as ex-namoradas de Jon e considera mais de uma como maluca.
e. Jon caracteriza a ex-namorada como maluca e não entende a cara de Garfield.

THINKING ABOUT LEARNING

WHAT CAN I DO NOW?

Take part in discussions on life experiences...			
Take part in discussions on study skills...			
Use the second conditional...			
Use reflexive pronouns...			
Use the Future with *going to*...			
Use the more..., the more...			
Explore interviews...			
Explore comic strips...			

	with confidence
	well
	with some difficulty

WHAT WORDS/EXPRESSIONS HAVE I LEARNED IN UNITS 7 AND 8?

Words/Expressions	Meaning in context

WHAT LEARNING RESOURCES HAVE I USED IN UNITS 7 AND 8?

- ❒ Dictionaries
- ❒ Glossary
- ❒ Language Reference
- ❒ Extra readings
- ❒ Extra videos
- ❒ Internet

Other(s): _____

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

» _____

» _____

» _____

» _____

PROJECT 2B

LEARNING WITH MOVIES (SECOND PART)

In Unit 7 you have talked about life experiences. Follow the steps below and do the second part of Project 2, *Learning with movies.*

> **TASK:** After having prepared an inspiring short script with selected movie scenes, it is time to perform it to your local community and share it with the world!

1. **Produce it!** In groups, review the draft you and your classmates wrote in the first part of this project. Then get prepared to act it out! Assign roles, plan scenarios, gather props and rehearse the play. If necessary, you can make adjustments on the script. Don't forget to choose songs and/or incidental music to accompany the play.

2. **Share it locally!** Organize a drama event at your school to share the performance that you and your classmates have been working on. Invite teachers, family members, friends, and other people from your community to watch your performance.

3. **Share it globally!** If you feel comfortable, you can video or audiotape your performance and publish the video or podcast on the school website or other educational sites such as www.teachertube.com. You can also share the compilation of scenes you have made by preparing a short video with the original selected scenes, if they are available. Choose an appropriate soundtrack and add subtitles to help you convey your message. Publish it on the Internet and let people from all over the world get inspired by your video!

THINK ABOUT IT!

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

- Como você se sentiu ao selecionar cenas para criar um roteiro inspirador? E ao fazer a apresentação?
- Como foi a apresentação na escola?
- Como as pessoas reagiram ao trabalho publicado na Internet?
- Você faria alguma coisa de modo diferente? Se sim, o quê?
- Você acredita que a sua apresentação possa transformar, de alguma forma, a vida das pessoas na sua comunidade?

Bob Daemmrich/Alamy/Glow Images

YOU CAN FIND A VIDEO COMPILATION OF SCENES ABOUT MOTIVATION AT

www.youtube.com/watch?v=MYKsbId6LII

Language Reference

Unit 1

REVIEW: VERB TENSES

Usamos o **Present Simple** para falar de fatos e generalizações.

*Today, a lot of people **communicate** on the Internet using real time video streaming.*
*Many people **don't accept** new ideas easily.*

Usamos o **Present Continuous** para falar de ações que ocorrem no momento da fala/escrita ou para expressar mudanças que ocorrem momentaneamente (tendências atuais).

*Nowadays, cultures all over the world **are encountering** and **adopting** new ideas.*
*Brazil **is becoming** an economic superpower.*

Usamos o **Past Simple** para falar de ações e estados completos no passado.

*In the past, cultures **varied** widely from place to place.*
*In the early days people **protested** against the wheel.*

Usamos o **Past Continuous** para falar de ações passadas em andamento.

*We **were reading** a scientific paper when our professor started the discussion.*
*Hib Vaccine Team **was working** on a vaccine against the bacteria that can cause meningitis and pneumonia.*

USED TO

Usamos a expressão **used to** + **verbo principal** (forma básica) para descrever hábitos passados. São hábitos que não existem mais.

Forma afirmativa										
I	You	He	She	It	We	You	They	**used to**	tell	the time by looking at the sun.
Ancient Greek Athenians										

Em frases negativas, usamos **didn't** antes de **use to** + **verbo principal**.

Forma negativa											
I	You	He	She	It	We	You	They	**didn't**	**use to**	watch	TV for entertainment.
People											

(didn't = did not)

Em frases interrogativas, usamos **did** *antes* do sujeito e **use to** *antes* do verbo principal. Note que o verbo principal está na *forma básica*:

Forma interrogativa				
Did	I / you / he / she / it / we / you / they	**use to**	travel	by train in medieval times?

Respostas curtas					
Afirmativa			Negativa		
Yes,	I / you / he / she / it / we / you / they	did.	No,	I / you / he / she / it / we / you / they	didn't.

Unit 2

MODAL VERBS: SHOULD, MUST AND HAVE TO

Geralmente, usamos o verbo modal **should** para indicar *aconselhamento*, *recomendação* e o verbo modal **must** ou **have to** para indicar *obrigatoriedade*, *necessidade*. Note que usamos verbos modais *antes* de um verbo principal no infinitivo (sem a partícula **to**).

*Everybody says I **should** find my passion and follow it.*
*You **should** do more exercise. It would do you good.*
*All students at this school **must** wear a uniform.*
*You **have to** drive carefully. If not, you may get involved in a car accident.*

O verbo modal **must** também pode indicar *dedução*, *conclusão lógica*.

*Abby **must** be a good advisor. She always gives good pieces of advice.*
*You **must** be very intelligent. You've passed all exams.*

Para formar frases *negativas* com **should**, usamos ***not*** *depois* do verbo modal e *antes* do verbo principal.

*You **should not** let others dictate what is good for you.*
*Parents **shouldn't** choose their child's career.*

Para formar frases *negativas* com **have to**, usamos um verbo auxiliar na negativa (*don't/doesn't/didn't/won't*) *antes* de **have to**.

*You **don't have to** follow in your parents' footsteps if it's not what you want.*
*You **won't have to** cry anymore. It's over.*

A forma **must not** indica *proibição*. Para indicar *ausência de necessidade ou de obrigação*, usamos a forma negativa de **have to**.

*You **must not** come to the party because you were not invited.*
*You **don't have to** come, if you don't want to.*

O verbo modal **must** não tem forma no passado e quando desejamos expressar a mesma ideia, usamos a forma **had to**.

*Yesterday I **didn't have to** stay up so late studying.*
*When I was younger, I **had to** walk to school every single day.*

MODAL VERBS: CAN AND MAY

Usamos o verbo modal **can** para indicar:

- capacidade
  *He **can** speak French really well.*
  *He **can** write and talk on the phone at the same time.*
- possibilidade
  *Working as an apprentice **can** be good for you career.*
- permissão
  ***Can** I read your letter?*
  *You **can** watch television as much as you want.*

Usamos o verbo modal **may** para indicar:

- possibilidade
  *Learning another language **may** be good for your future.*
  *They **may** study for the final exams tonight.*
- permissão
  ***May** I borrow your book about career choices?*
  *You **may** go now.*

Unit 3

MAKING COMPARISONS

Usamos o comparativo de igualdade (**as... as**) para comparar dois elementos.

*The athletes from Brazil are **as talented as** the ones from the United States.*
*Her coach is **as experienced as** our Physical Education teacher.*

Para fazer comparações na *negativa*, podemos usar a estrutura **as... as** ou **so... as**.

*Some sports are not **as/so sponsored as** the others.*
*The cougar **isn't as/so fast as** the snow leopard.*

Usamos o comparativo de superioridade (**more... than**) para dizer que um elemento é superior a outro em algum aspecto.

*The snow leopard is **faster** than the cougar.*
*Boxing is **more dangerous than** football.*

Usamos o comparativo de inferioridade (**less... than**) para dizer que um elemento é inferior a outro em algum aspecto.

*Rugby is **less popular than** football in Brazil.*
*Running is **less efficient than** walking, though it is faster.*

Regras ortográficas para formar adjetivos no grau comparativo		Exemplos
Adjetivos com **uma sílaba**:	A maioria dos adjetivos: **adjetivo + er**	tall → tall**er** old → old**er**
	Adjetivos terminados em **e**: **adjetivo + r**	nice → nice**r** wise → wise**r**
	Adjetivos terminados em **consoante + vogal + consoante**: **adjetivo + última consoante + er**	fat → fat**ter** thin → thin**ner**
Adjetivos com **duas sílabas**:	A maioria dos adjetivos: **more + adjetivo**	peaceful → **more peaceful** modern → **more modern**
	Alguns adjetivos: **adjetivo + er ou more + adjetivo**	simple → simp**ler** ou **more simple** quiet → quiet**er** ou **more quiet**
	Adjetivos terminados em **consoante + y**: **adjetivo – y + ier**	angry → angr**ier** busy → bus**ier**
Adjetivos com **três ou mais sílabas**:	**more + adjetivo**	important → **more important** generous → **more generous**
Formas irregulares		good → **better** bad → **worse** far → **farther/further**

Usamos o superlativo (**the most...**) para dizer que um elemento, em um grupo, alcança o grau mais alto no aspecto em que é comparado.

*The cheetah is **the fastest** land animal in the world.*
*Daniel Dias is **the most successful** Brazilian Paralympian.*

Regras ortográficas para formar adjetivos no grau superlativo		Exemplos
Adjetivos com **uma sílaba**:	A maioria dos adjetivos: **the + adjetivo + est**	tall → the tall**est** old → the old**est**
	Adjetivos terminados em **e**: **the + adjetivo + st**	nice → the nice**st** wise → the wise**st**
	Adjetivos terminados em **consoante + vogal + consoante**: **the + adjetivo + última consoante + est**	fat → the fat**test** thin → the thin**nest**
Adjetivos com **duas sílabas**:	A maioria dos adjetivos: **the most + adjetivo**	peaceful → the **most peaceful** modern → the **most modern**
	Alguns adjetivos: **the + adjetivo + est ou the most + adjetivo**	simple → the simp**lest** ou the **most simple** quiet → the quiet**est** ou the **most quiet**
	Adjetivos terminados em **consoante + y**: **the + adjetivo – y + iest**	angry → the angr**iest** busy → the bus**iest**
Adjetivos com **três ou mais sílabas**:	**the most + adjetivo**	important → **the most important** generous → **the most generous**
Formas irregulares		good → **the best** bad → **the worst** far → **the farthest/the furthest**

Unit 4

FIRST CONDITIONAL

Usamos a condicional do tipo 1 (**First Conditional**) para apresentar situações *possíveis* e *prováveis* de acontecer no presente ou no futuro. A estrutura dessa condicional é:

Oração Condicional	Oração Principal
If + verbo no **Present Simple**,	**will** + forma básica do verbo principal ou **be likely to/may/might/can/should** + forma básica do verbo principal

*Studies have shown that **if** you **eat** every three hours, you **won't feel** hungry.*
***If** you **don't drink** enough water, you **are likely to suffer** from dry skin.*

Se invertermos a posição das orações, eliminamos a vírgula.

*Studies have shown that you **won't feel** hungry **if** you **eat** every three hours.*
*You **are likely to suffer** from dry skin **if** you **don't drink** enough water.*

Unit 5

PRESENT PERFECT

Usamos o **Present Perfect** (**have/has** + **particípio passado** do verbo principal) para falar de ações:

- que aconteceram no passado e têm importância ou consequência no presente.
  *She **has sold** all her pets.*
  *Many animal species **have become** extinct.*
- que começaram no passado e continuam no presente.
  *The world's climate **has become** warmer over the past 50 years.*
  *Some scientists believe that human activities **have caused** climate change.*

Forma afirmativa						
I	You	We	They	**have**	**changed**	over the past decades.
He	She	It		**has**		
The average global temperature						

Em frases negativas, usamos **haven't/hasn't** *antes* do **particípio passado** do verbo principal.

Forma negativa						
I	You	We	They	**haven't**	**adapted**	to changes in the environment.
He	She	It		**hasn't**		
Human immune system						

(haven't = have not / hasn't = has not)

Em frases interrogativas, usamos **have/has** *antes* do sujeito:

Forma interrogativa			
Have	I	**caused**	global warming?
	you		
Has	he		
	she		
	it		
Have	we		
	you		
	they		

Respostas curtas					
Afirmativa			Negativa		
Yes,	I	**have**.	No,	I	**haven't**.
	you			you	
	he	**has**.		he	**hasn't**.
	she			she	
	it			it	
	we	**have**.		we	**haven't**.
	you			you	
	they			they	

Usamos **ever** em frases no **Present Perfect**:

- para saber se alguma vez aquela ação já aconteceu.
  *Have you **ever** planted a tree?*
  *Have you **ever** been to the Amazon?*
- com o superlativo para indicar que alguma pessoa ou algo é mais interessante, melhor, pior etc. que alguém já conheceu, viu, ouviu etc.
  *It is definitely the worst movie I've **ever** seen.*
  *Ribeirão Preto is the hottest city I've **ever** been to.*

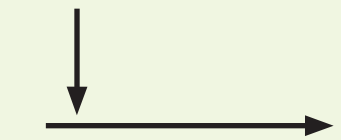
Usamos **never** em frases no **Present Perfect** para falar de ações que nunca aconteceram até o momento.

*It's **never** been this warm before.*

Unit 6

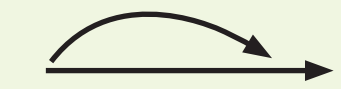
PRESENT PERFECT: SINCE AND FOR

Usamos **since** em frases no **Present Perfect** para indicar o início de uma ação que começou no passado e continua no presente:



*She **has watched** documentaries **since** she was a little girl.*
*Meryl Streep **has made** over 60 movies **since** her debut in 1977.*

Usamos **for** em frases no **Present Perfect** para indicar a duração de uma ação que começou no passado e continua no presente:



*The Indian film industry **has become** widespread **for** almost a century.*
*Tom Cruise **has starred** in movies **for** over 30 years.*

PRESENT PERFECT OR PAST SIMPLE?

Usamos o **Present Perfect** para ações que aconteceram no passado, sem determinar o momento em que elas aconteceram.

*She **has watched** Titanic a couple of times.*
*All my friends **have seen** Ghost, The Musical.*
*I'**ve downloaded** a fascinating documentary about global warming.*

Usamos o **Past Simple** para ações que aconteceram no passado em um momento determinado.

*She **watched** Titanic in 1997.*
*All my friends **saw** Ghost, The Musical last weekend.*
*I **downloaded** a fascinating documentary about global warming this morning.*

PRESENT PERFECT: JUST, ALREADY AND YET

Usamos **just** em frases no **Present Perfect** para nos referimos a ações que acabaram de acontecer:

*I'**ve just watched** DiCaprio's latest movie.*
*He **has just left** the film industry.*

Usamos **already** em frases no **Present Perfect** para nos referirmos a ações que já aconteceram (afirmativa):

*Julia Roberts **has already played** the role of a hopeless romantic in several films.*
*Director Walter Salles **has already directed** an Oscar-nominated movie.*

Usamos **yet** em frases no **Present Perfect** para nos referirmos a ações que ainda não aconteceram (negativa) ou para sabermos se uma ação já aconteceu (interrogativa):

*That actress **hasn't won** an Oscar **yet**.*
***Has** that actress **won** an Oscar **yet**?*

Unit 7

SECOND CONDITIONAL

Usamos a condicional do tipo 2 (**Second Conditional**) para apresentar situações *hipotéticas* ou *pouco prováveis* no presente ou no futuro. A estrutura dessa condicional é:

Oração Condicional	Oração Principal
If + verbo no **Past Simple**,	**would** + forma básica do verbo principal

***If** I **had** the chance, I **wouldn't do** anything different.*
***If** I **had** the money, I **would travel** all over the world for a year.*

Se invertermos a posição das orações, eliminamos a vírgula.

*I **wouldn't do** anything different **if** I **had** the chance.*
*I **would travel** all over the world for a year **if** I **had** the money.*

Na condicional do tipo 2, geralmente utilizamos a forma **were** (passado do verbo *be*) para todas as pessoas.

*If I **were** you, I **would talk** to her immediately.*
*If I **were** you, I **wouldn't miss** this opportunity.*
*If life **were** predictable, it **wouldn't be** life.*

REFLEXIVE PRONOUNS

Usamos **reflexive pronouns**:

- quando o sujeito e o objeto da ação são a mesma pessoa.
  *He looked at **himself** in the mirror.*
  *The players hurt **themselves** in the match.*

- quando enfatizamos o agente da ação.
  *I found it **myself**.*
  *The singer wrote the lyrics **herself**, without any help.*

Subject Pronouns	I	you	he	she	it	we	you	they
Reflexive Pronouns	**myself**	**yourself**	**himself**	**herself**	**itself**	**ourselves**	**yourselves**	**themselves**

Unit 8

FUTURE WITH GOING TO

Usamos **going to** para nos referir ao futuro.
Podemos usar **going to** para:

- falar de planos, intenções para o futuro.
  *I**'m going to be** on time for school every day.*
  *They **are going to participate** in extracurricular activities more often.*
- *fazer previsão do que vai acontecer a partir de fatos evidentes no presente.*
  *I'm sure you**'re going to pass** the test with flying colors.*
  *You**'re going to be** late again. Hurry up!*

Em frases afirmativas, usamos **be** (***am/is/are***) + **going to** + **forma básica** do verbo principal:

Forma afirmativa				
I	am	going to	use	technology confidently for study.
You	are			
He	is			
She				
It				
We	are			
You				
They				

Em frases negativas, usamos **not** *depois* do verbo auxiliar **be:**

Forma negativa					
I	am	**not**	**going to**	**revise**	for the exams the day before.
You	are				
He	is				
She					
It					
We	are				
You					
They					

Em frases interrogativas, usamos o verbo auxiliar **be** *antes* do sujeito.

Forma interrogativa				
Am	I	**going to**	**learn**	from mistakes?
Are	you			
Is	he			
	she			
	it			
Are	we			
	you			
	they			

Respostas curtas					
Afirmativa			**Negativa**		
Yes,	I	am.	No,	I	'm not.
	you	are.		you	aren't.
	he	is.		he	isn't.
	she			she	
	it			it	
	we	are.		we	aren't.
	you			you	
	they			they	

THE MORE..., THE MORE...

Usamos a estrutura **the more..., the more...** (equivalente a **quanto mais..., mais...**, em português) para indicar proporcionalidade.

The more *you have,* ***the more*** *you want.*

The easier, ***the better****!*

A estrutura também pode ser formada com a expressão **the less** em várias combinações: **the less..., the less** (**quanto menos..., menos...**), **the more..., the less** (**quanto mais..., menos...**), **the less..., the more...** (**quanto menos..., mais...**).

The less *people sleep,* ***the more*** *likely they are to be overweight.*

The more *you talk,* ***the less*** *I understand.*

Word Formation: Suffixes and Prefixes

• Veja as unidades 1, 2, 3, 4 e 8.

Sufixos	Palavras	Classe gramatical	Exemplos
-al	cultural, _____	adjective	Cultural diffusion is the dissemination of popular culture.
-er			
-ful			
-ing			
-ness			
-ly			

Prefixos	Palavras	Classe gramatical	Exemplos
ab-			
mal-			
un-			

Discourse Markers

• Veja as unidades 1, 4, 5, 6 e 7.

Ideias	Marcadores discursivos	Tradução
ADIÇÃO	also; too and _____ _____ besides; _____; moreover; what is more; plus	também e assim como ambos/ambas _____
CONDIÇÃO	as long as _____ _____	contanto que _____ a menos que
CONCESSÃO	_____ _____	embora; mesmo que apesar de
CONSEQUÊNCIA	_____	_____
CONTRASTE	but; however; yet rather; on the other hand; on the contrary while; whereas	mas; porém; no entanto; entretanto _____ _____
EXEMPLIFICAÇÃO	_____ in particular _____	_____ 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 *é usado no sentido de enforcar é um verbo regular (*hang – hanged*).*

Forma básica	Passado	Particípio Passado	Tradução
lay	laid	laid	colocar em posição horizontal, assentar
lead	led	led	liderar
learn	learnt/learned	learnt/learned	aprender
leave	left	left	deixar, partir
lend	lent	lent	emprestar (dar emprestado)
let	let	let	deixar; alugar
lie	lay	lain	deitar
lose	lost	lost	perder, extraviar
make	made	made	fazer, fabricar
mean	meant	meant	significar, querer dizer
meet	met	met	encontrar, conhecer
overcome	overcame	overcome	superar
overtake	overtook	overtaken	alcançar; surpreender
pay	paid	paid	pagar
put	put	put	colocar
quit	quit	quit	deixar, abandonar
read	read	read	ler
ride	rode	ridden	andar de (bicicleta, carro etc.), andar a (cavalo)
ring	rang	rung	tocar (campainha, sinos etc.)
rise	rose	risen	subir, erguer-se
run	ran	run	correr; concorrer; dirigir
saw	sawed	sawn	serrar
say	said	said	dizer
see	saw	seen	ver
seek	sought	sought	procurar obter, objetivar
sell	sold	sold	vender
send	sent	sent	enviar
set	set	set	estabelecer, colocar, pôr em determinada condição; marcar; ajustar
shake	shook	shaken	sacudir, tremer
shine	shone	shone	brilhar
shoot	shot	shot	atirar, alvejar
show	showed	shown	mostrar, 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 /ʌn/ /ʌŋ/

Forma básica	Passado	Particípio Passado	Tradução
begin	began	begun	começar
drink	drank	drunk	beber
ring	rang	rung	tocar (campainha, sinos etc.)
run	ran	run	correr; concorrer; dirigir
shrink	shrank	shrunk	encolher, contrair
sing	sang	sung	cantar
sink	sank	sunk	afundar, submergir
stink	stank	stunk	cheirar mal
swim	swam	swum	nadar

Passado com o som /uɪ/ e Particípio Passado com o som /əʊn/

Forma básica	Passado	Particípio Passado	Tradução
blow	blew	blown	assoprar, explodir
draw	drew	drown	desenhar
fly	flew	flown	voar, pilotar
grow	grew	grown	crescer, cultivar
know	knew	known	saber, conhecer
throw	threw	thrown	atirar, arremessar

Passado com o som /ʊk/ e Particípio Passado com o som /eɪkən/

Forma básica	Passado	Particípio Passado	Tradução
shake	shook	shaken	sacudir, tremer
take	took	taken	tomar

Passado e Particípio Passado com o som /stʊd/

Forma básica	Passado	Particípio Passado	Tradução
stand	stood	stood	parar de pé, aguentar
understand	understood	understood	entender

Passado e Particípio Passado com o som /əʊld/

Forma básica	Passado	Particípio Passado	Tradução
sell	sold	sold	vender
tell	told	told	contar, dizer

Passado com o som /əʊ/ e Particípio Passado com o som /əʊ/ terminado em **en**

Forma básica	Passado	Particípio Passado	Tradução
break	broke	broken	quebrar
choose	chose	chosen	escolher
freeze	froze	frozen	congelar; paralisar
speak	spoke	spoken	falar
steal	stole	stolen	roubar

Passado com o som /əʊ/ e Particípio Passado com o som /ɪ/ terminado em **en**

Forma básica	Passado	Particípio Passado	Tradução
drive	drove	driven	dirigir, ir de carro
ride	rode	ridden	andar de (bicicleta, carro etc.), andar a (cavalo)
rise	rose	risen	subir, erguer-se
write	wrote	written	escrever, redigir

Passado e Particípio Passado com o som /ɔːt/

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 /ɔː(r)/ e Particípio Passado com o som /ɔː(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 /geɪv/

Forma básica	Passado	Particípio Passado	Tradução
forgive	forgave	forgiven	perdoar
give	gave	given	dar

Passado com o som /keɪm / e Particípio Passado com a mesma forma da Forma básica

Forma básica	Passado	Particípio Passado	Tradução
become	became	become	tornar-se
come	came	come	vir

Passado e Particípio Passado com o som /ɛnt/

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 /gɒt / e Particípio Passado com o som /gɒt//gɒtn/

Forma básica	Passado	Particípio Passado	Tradução
forget	forgot	forgot/forgotten	esquecer
get	got	got/gotten	obter

Passado e Particípio Passado com o som /ʌk/

Forma básica	Passado	Particípio Passado	Tradução
stick	stuck	stuck	furar, fincar, enfiar
strike	struck	struck	golpear, desferir, atacar

Glossary

Este glossário traz o significado que as palavras têm no livro. Em alguns casos, há mais de um significado.

A

abnormally: excepcionalmente
abrasion: abrasão, desgaste
absorbing: interessante, cativante
accept: aceitar, concordar
achieve: alcançar
acquire: adquirir
across: no outro lado
actually: na verdade
adopt: adotar
advantage: vantagem
advice: conselho
against: contra
agree: concordar
aid: ajuda
airway: vias respiratórias
almost: quase
already: já
although: embora
amazing: incrível
anger: raiva
announce: anunciar
another: outro
anxiety: ansiedade
apologize: desculpar(-se)
appeal: atrair
appearance: aparência
application letter: carta de proposição de emprego
armpit: axila
audience: plateia
available: disponível
avenger: vingador
average: média
avoid: evitar

B

baffled: perplexo
become: tornar(-se)
beginning: começo
behalf
↗ **in/on behalf of:** em nome de, como representante de
behavior: comportamento
belief: crença
believe: acreditar
benefit: beneficiar(-se)
binge eating: compulsão alimentar
blame: culpa
bloating: inchaço
body: corpo
↗ **body shape:** tipo físico, formato de corpo
booth: cabine
boring: tedioso
borrow: emprestar
bother: incomodar
boundary: fronteira, limite
bowel: intestino
breathing: respiração
bridge: reduzir ou eliminar as diferenças entre dois elementos
broadcast: transmitir
build: construir
burn: queimar
burst: explosão; período de intensa atividade
bush: arbusto
business: negócios

C

caption: legenda
carbon footprint: pegada de carbono
carriage: carruagem
cast: descobrir, procurar
catch up: alcançar, atualizar
cavity: cavidade, cárie
cease: cessar
chain: cadeia
chance: sorte, acaso; oportunidade
↗ **chances are (good) (that):** é provável (que)
change: (*v.*) mudar; (*s.*) mudança
character: personagem
cheer: alegria
childhood: infância
chin up: queixo erguido
choice: escolha
chunk: bocado, pedaço
cite: citar
citizen: cidadão
claim: alegar, declarar
clever: inteligente, elegante
climate: clima
clothing: vestuário
coach: treinador
come up: resultar
committed: comprometido
compromise: fazer acordo
concern: dizer respeito; preocupar-se; interessar-se
confident: confiante
confidently: com confiança
consciousness: consciência
content: conteúdo
cool: legal, descolado
couch potato: sedentário
cover: capa
cramp: câimbra
↗ **abdominal cramping:** cólica
crave: desejar, necessitar
creep: avançar, arrastar
cue: dica; exemplo
current: atual
currently: atualmente
cute: bonito

D

damage: estrago; prejuízo
dangerous: perigoso
date: namorar
deal with: lidar com
death: morte
degree: grau
delayed: demorado, lento
delight: deleitar, encantar
delighted: encantado
deny: negar
develop: desenvolver
development: desenvolvimento
dirty: sujo
disadvantage: desvantagem
disease: doença
disorder: distúrbio
distinctiveness: distinção, particularidade
dizziness: tontura
doubt: dúvida
dozen: dúzia
draft: rascunho
dream: sonho
driven: guiado
drought: seca, aridez

E

earlier: mais cedo, anteriormente
Earth: planeta Terra
earthquake: terremoto
easily: facilmente
effort: esforço
elder: mais velho, idoso
emaciation: emagrecimento, extenuação
employability: empregabilidade
employee: empregado
enable: capacitar; possibilitar
enamel: esmalte
encompass: abranger
end up: terminar
endangered: em risco de extinção
engine: mecanismo
enjoy: apreciar, gostar de
enjoyable: divertido
enough: suficiente
environment: meio ambiente
essay: redação, ensaio
even: (até) mesmo
everybody: todos
excel: sobressair, destacar-se
excess: excessivo, em excesso
exchange: trocar
expect: esperar

F

face: (*v.*) encarar; (*s.*) rosto
fail: fracassar
fairly: bastante, razoavelmente
fall: cair
↗ **fall apart:** ruir, desmoronar
↗ **fall asleep:** pegar no sono
↗ **fall behind:** ficar para trás
far: distante
fault: culpa
fear: medo
fearful: temeroso
feature: filme
fed: alimentado
feed: alimentar, suprir
field: área
fight: brigar, lutar
find: descobrir, encontrar
fitness: condição física
flavor: sabor
flee: fugir
flood: enchente
follow: seguir
footstep: passo
friendly: amigável, cordial
fuel: combustível
fun: divertido
funny: engraçado

G

gain: ganhar
gap: lacuna
garden: jardim
gather: reunir
get rid of: livrar-se de
give up: abdicar; desistir
go on: acontecer
grade: nota
great: grande
greenhouse: estufa
↗ **greenhouse gases:** gases de efeito estufa
grounded: sensato, realista, com os pés no chão
grow: crescer
growth: crescimento
guess: imaginar; adivinhar
gum: gengiva

H

half: meio, metade
hand down: passar para as gerações seguintes
hard: difícil, duro
have a go (at): tentar, experimentar
healthy: saudável
heart: coração
heartfelt: sincero; profundo
heat: calor; aquecimento
heavy: forte, pesado
Hebrew: hebraico
height: altura
hide: esconder, ocultar
hit: apertar; bater
↗ **hit back:** retaliar
hoarded: acumulado
hold: deter; manter; segurar
↗ **hold on:** esperar
hope: esperança
host: sediar
huge: enorme
hurricane: furacão

I

improve: melhorar
increase: crescer, aumentar
increasing: crescente
insurance: seguro
issue: assunto, questão

J

jackpot: pote de ouro, grande prêmio
judge: julgar
junk food: comida que não é saudável

K

kick: chutar
kidney: rim
knowledge: conhecimento
knuckle: articulação dos dedos, nó do dedo

L

lame: imperfeito, defeituoso
landscape: panorama
last: (*v.*) durar; (*adj.*) passado; último

lawyer: advogado
layer: camada
↗ **ozone layer:** camada de ozônio
lead: conduzir, levar; liderar
leadership: liderança
leap: salto; pulo
least: menos; menor
↗ **at least:** pelo menos
lecture: palestra
legible: legível
level: nível
lies (in): encontra-se (em) (3ª pessoa do singular do verbo *lay*)
lighten: aliviar
likely to: propenso; passível de; provável
link: unir, ligar
load: carga
look up: consultar (em dicionários, livros de referência)
loser: perdedor
loss: perda
lovable: adorável
lurk: esconder-se, ficar à espreita

M

madness: loucura
main: principal
manage: administrar, controlar
manner: modo
matter: questão, problema
match: jogo, partida
maybe: talvez
mean: significar
measure: medida, medição
meet: conhecer
melt: derreter
memorable: memorável
merry: feliz
mice (*pl.*) mouse: ratos
mind: mente
↗ **change one's mind:** mudar de ideia
mistaken: enganado
momentum: força (Fís.)

N

nearly: aproximadamente
neglect: negligenciar
newcomer: novato
nowadays: hoje em dia, atualmente

O

old fashioned: antiquado
once: uma vez; uma vez que, já que
ongoing: atual; em andamento
overall: global
overcome: superar
overhear: ouvir por acaso
overlook: ignorar
overweight: acima do peso
own: próprio

P

painful: sofrido, doloroso
panacea: panaceia, remédio para todos os males
paper: artigo
part-time: meio período
passionate: apaixonado
path: trajetória
pattern: padrão
↗ **pattern-making:** criador de padrão/estampas
pending: iminente, prestes a acontecer
perceive: perceber
perhaps: talvez
perk: regalia, privilégio
physician: médico
pick: escolher
pinpoint: apontar
plagiarism: plágio
plot: enredo, trama
policy: política
polite: educado
pose: apresentar
predictable: previsível
prejudice: preconceito
press: imprensa
previous: anterior
procedure: procedimento
profile: perfil
provide: proporcionar; prover
pull through: superar, sobreviver
purge: expurgo
purpose: objetivo, finalidade
pursue: seguir

Q

quickly: rapidamente
quit: parar; desistir
quote: citação

R

range: variedade; (área de) abrangência/alcance
rate: (*v.*) classificar; (*s.*) taxa
rather: na verdade
ready: pronto
realm: domínio
recognize: reconhecer
record: gravar
regard: considerar
regardless: independentemente
release: liberar
reliable: confiável
remarkably: excepcionalmente
remind: fazer lembrar
replace: substituir
report: relatar
require: requerer
requirement: requisito
research: pesquisar
research: pesquisa
rest: descansar
retire: aposentar(-se)
revenge: vingança
reverse: reverter
review: revisão; resenha (crítica)
rise: aumento, ascensão
role: parte; papel (teatro, cinema)

S

safety: segurança
sailfish: agulhão-vela
save: poupar
scared: assustado
scary: assustador
screenplay: roteiro
search: (*v.*) buscar; (*s.*) busca
seasonal: sazonal
seem: parecer
self-assurance: autoconfiança
self-confidence: autoconfiança
self-esteem: autoestima
self-evaluation: autoavaliação
self-titled: autointitulado

semi-skimmed: semidesnatado
sensitive: sensível
set: (*v.*) estabelecer; (*s.*) conjunto
setting: cenário
several: muitos, vários
sew: costura
shallow: superficial
shame: vergonha
shape: definir, traçar
share: dividir; compartilhar
shave: raspar
shift: troca, mudança
shoes: sapatos
↗ **in my shoes:** em meu lugar
sick: doente
side: lado
sign: sinal
single: solteiro; único
sketch: esboço
skill: habilidade
skinny: magro
skip: pular
sleeveless: sem mangas
slogan: propaganda
sneak into: entrar sorrateiramente, sem ser notado
so far: até agora
soak: absorver; encharcar
soar: aumentar
solve: resolver
sore: inflamado; dolorido
soreness: inflamação; dor
soundtrack: trilha sonora
source: fonte
spacecraft: espaçonave
spare: livre, excedente
speech: discurso
speed: velocidade
spell: período
spend: gastar
split up: separar
spread: (*v.*) disseminar; (*s.*) disseminação
sprint: corrida de curta distância
↗ **sprint runner:** corredor de curta distância
stand: manter-se
↗ **stand-out:** marcante
star: (*v.*) estrelar; (*s.*) estrela
starve: morrer de fome
state: declarar, afirmar
stock: ação
storm: tempestade
straight: direto
(be) stretched thin: (estar) no limite, sem condições de realizar algo
strength: força
strong: forte
stuck: preso
stuff: (conjunto de) coisa(s)
stuffed: (*gíria*) saciado, satisfeito
subject: assunto
suffer: sofrer
sugary: adoçado
supply: (*v.*) fornecer; (*s.*) suprimento
support: apoiar
suppose: supor
surface: superfície
survey: levantamento (de dados)
swamp: inundar
swelling: inchaço

T

tear: rasgar, romper
teeth (*pl.*) tooth: dentes
thought: pensamento
threat: ameaça
thriller: (filme de) suspense
through: através, por
throughout: durante, ao longo
togetherness: união
ton: tonelada
tool: ferramenta
touch: tocar
towards: em direção a
town: cidade do interior
track: perseguir
↗ **track down:** localizar
trade: comércio
train: treinar
trap: reter
trash: lixo
trend: tendência
tricky: complicado
truck: seguir em frente
truly: verdadeiramente
type: digitar

U

underestimate: subestimar
undergo: passar por, vivenciar
underneath: sob, debaixo
underweight: abaixo do peso
unless: a menos que
unusual: incomum
upset: contrariado, aborrecido
up-to-date: atual
user: usuário

V

valency: valência
valuable: valioso
vast: grande, vasto
view: ponto de vista, perspectiva, vista
viewer: espectador

W

waistline: (circunferência da) cintura
wallet: carteira
warm: quente
warming: aquecimento
warn: avisar
waste: perder; desperdiçar
wave: onda
wealth: riqueza
wear: vestir
weather: tempo
western: ocidental
wheel: roda
whether: se
whole: inteiro; integral
wicked: maldoso
wide: vasto, amplo
widely: amplamente
wildfire: fogo, incêndio
win: ganhar
wind: vento
winner: vencedor
winter: inverno
wisdom: sabedoria
wish: (*v.*) desejar; (*s.*) desejo
withdrawal: abstinência
wonder: perguntar a si mesmo, desejar saber
worldwide: mundial
worry: preocupar(-se)
worse: pior
worth: que vale a pena
worthless: inútil

Y

yet: ainda
young: jovem
youthful: jovial

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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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