



CLAUDIO FRANCO
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ENSINO FUNDAMENTAL • ANOS FINAIS

COMPONENTE CURRICULAR:

LÍNGUA INGLESA

WAYS

ENGLISH FOR LIFE



8

FTD

WAYS

ENGLISH FOR LIFE

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APRESENTAÇÃO

Hey, there!

Você já deve ter percebido a presença da língua inglesa em seu dia a dia — em músicas, filmes, jogos eletrônicos, *sites* etc. Na internet, o inglês é bastante utilizado para a divulgação de conteúdos a pessoas do mundo inteiro. Na comunicação entre indivíduos de diferentes países, seja a distância, seja presencialmente, a língua inglesa também é muito usada. Assim, aprender inglês é importante para ter acesso a tudo isso e poder participar de interações nesse idioma de forma ativa e crítica.

Esta coleção foi planejada pensando em contribuir para sua formação como indivíduo que utiliza a linguagem em diversas práticas sociais. Dessa forma, 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 ler, ouvir, falar e escrever em inglês. Nessa perspectiva, o ensino da língua não acontece de maneira isolada, é sempre articulado com os demais componentes curriculares, convidando você a refletir criticamente sobre diversas questões e a participar mais ativamente da sua comunidade. Além disso, a diversidade cultural e a riqueza das variedades linguísticas são valorizadas.

Ao longo dos quatro volumes, você encontra uma grande diversidade de gêneros discursivos e de temas relevantes para você e para a sociedade como um todo, incluindo diferentes temas contemporâneos transversais (educação ambiental, saúde, trabalho, direitos da criança e do adolescente, diversidade cultural, entre outros). Por meio de atividades interativas, colaborativas, integradoras e com o apoio de tecnologias digitais, você e seus/suas colegas têm a oportunidade de exercer um papel ativo no processo de aprendizagem. Ao aprender a língua inglesa, você descobre novas formas de pensar, sentir e agir no mundo.

Nesta coleção, são trabalhadas as competências gerais e específicas e as habilidades relacionadas à Língua Inglesa previstas na Base Nacional Comum Curricular (BNCC). São desenvolvidos, ainda, os níveis A1 (iniciante) e A2 (básico) do Quadro Europeu Comum de Referência para Línguas (*Common European Framework of Reference for Languages* – CEFR), que é um padrão internacionalmente reconhecido para descrever a proficiência em um idioma.

Como buscamos valorizar seu papel na construção coletiva do conhecimento ao longo de toda a obra, esperamos que, ao utilizar a coleção, você se sinta sempre convidado a se engajar com entusiasmo, junto com seus/suas colegas e seu/sua professor(a), em um processo de aprendizagem colaborativo, prazeroso e enriquecedor.

Os Autores

CONHEÇA SEU LIVRO

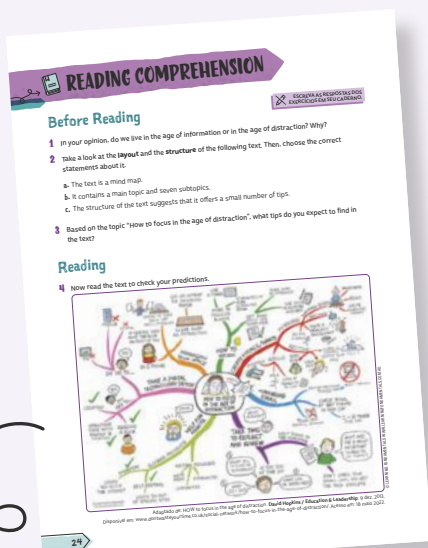
No início deste livro, você encontra:

- **Unit 0 - Welcome:** unidade introdutória organizada em três seções. Em **English All around the World**, construa e amplie repertório cultural por meio do contato com manifestações culturais vinculadas à língua inglesa; em **Tips into Practice**, coloque em prática, por meio de dicas oferecidas, diversas estratégias de leitura e de aprendizagem; em **Using an Online Translator**, conheça dicas práticas de como usar um tradutor *on-line*.

Cada uma das oito unidades deste livro é organizada da seguinte maneira:

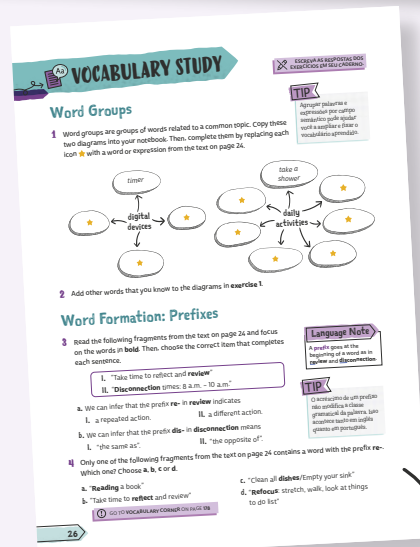
Getting Started

Nas páginas de abertura, explore o tema central da unidade a partir do título e das imagens apresentadas.



Reading Comprehension

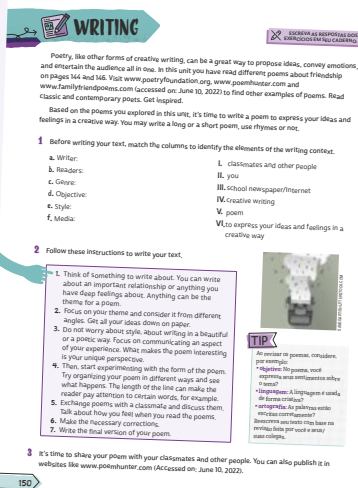
Prepare-se para ler o texto principal da unidade (em **Before Reading**), faça atividades de compreensão (em **Reading**) e reflita criticamente sobre o texto lido (em **Reading for Critical Thinking**).



Vocabulary Study

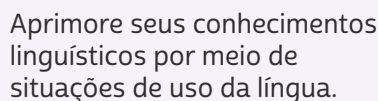
Estude o vocabulário de forma sistemática e contextualizada.

Amplie seus conhecimentos sobre o tema da unidade.

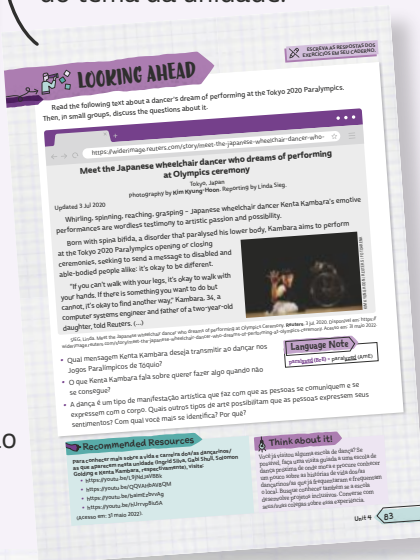


Escreva um texto a partir da observação e discussão do(s) texto(s) de mesmo gênero já explorado(s) na unidade.

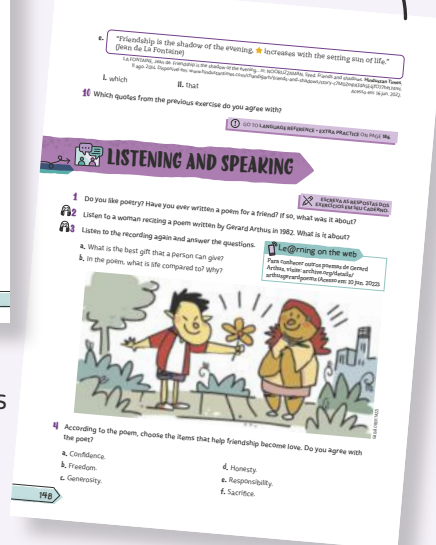
- **Projects:** planeje, desenvolva e apresente projetos interdisciplinares em grupos;
- **Games:** divirta-se com jogos;
- **Song:** aprenda com uma canção;
- **On the Screen:** aprenda com um filme;
- **Vocabulary Corner:** estude e amplie o vocabulário aprendido, organizado por meio de imagens;



Debata questões relevantes para a ampliação da discussão do tema da unidade.



Participe de atividades de ouvir e falar em inglês em diversos contextos discursivos.



A cada **duas** unidades, você encontra uma unidade de revisão (*Review*) e uma seção especial (*Working Together*).

Reveja os conteúdos trabalhados nas duas unidades precedentes por meio de exercícios e avalie a sua aprendizagem a partir de perguntas propostas:

Engaje-se em uma tarefa colaborativa com seus/ suas colegas.

- **Language Reference + Extra Practice:** reveja os conteúdos linguísticos de forma contextualizada e faça novos exercícios;
- **Glossary:** consulte, no glossário bilíngue apresentado, o significado de palavras e expressões utilizadas no livro;
- **Audio Scripts:** consulte as transcrições das faixas de áudio;
- **Annotated Bibliography:** veja o referencial bibliográfico comentado.

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UNIT

WELCOME

Nesta unidade, você vai

- construir e ampliar repertório cultural por meio do contato com manifestações culturais vinculadas à língua inglesa;
- colocar em prática, por meio de dicas oferecidas, diversas estratégias de leitura e de aprendizagem;
- conhecer dicas práticas de como usar um tradutor *on-line*.



GALVÃO BERTAZZI

ENGLISH ALL AROUND THE WORLD

Nesta seção, você vai ampliar seu repertório cultural por meio do contato com manifestações culturais vinculadas à língua inglesa.



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

As personalidades que aparecem nesta seção foram responsáveis por produções em língua inglesa que se tornaram famosas no mundo inteiro. Faça os exercícios no seu caderno e conheça algumas dessas produções.

- 1** Who were these people? In your notebook, use the expressions in the box to write sentences about them as in the example. If necessary, visit the website www.thefamouspeople.com (accessed on: June 15, 2022) to check who these people were.

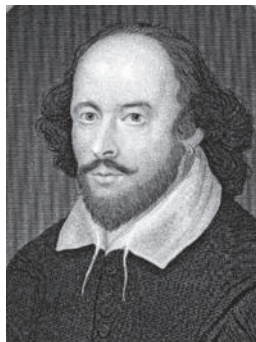
Example: a. Ella Fitzgerald was an American singer.

American activist • American singer • English activist • English playwright



KEYSTONE / EQUIPE/GETTY IMAGES

a. Ella Fitzgerald
(1917-1996)



EVERETT COLLECTION/SHUTTERSTOCK.COM

b. William Shakespeare
(1564-1616)



AFP/GETTY IMAGES

c. Martin Luther
King, Jr. (1929-1968)



CORBIS/GETTY IMAGES

d. Emmeline Pankhurst
(1858-1928)

2 Now make inferences to match each person to his/her corresponding quote as in the example.

Example: a. II

- a. Ella Fitzgerald
 - b. William Shakespeare
 - c. Martin Luther King, Jr.
 - d. Emmeline Pankhurst
- I. “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”
 - II. “Music is the universal language... it brings people closer together.”
 - III. “To be, or not to be, that is the question.”
 - IV. “What is the use of fighting for a vote if we have not got a country to vote in?”

LEWIS, Jone Johnson. **Emmeline Pankhurst quotes**. ThoughtCo. 6 out. 2019. Disponível em: www.thoughtco.com/emmeline-pankhurst-quotes-3530007; NATIONAL ARCHIVES. **Martin Luther King, Jr.** [2022?]. Disponível em: www.archives.gov/nyc/exhibit/mlk; SHAKESPEARE, William. **Speech**: “To be, or not to be, that is the question”. Poetry Foundation. 2022. Disponível em: www.poetryfoundation.org/poems/56965/speech-to-be-or-not-to-be-that-is-the-question; TYMAS, Baron. **Music chair's message for interested supporters**. NCCentral University. 2022. Disponível em: www.nccu.edu/cash/music/ways-support-music/chairs-message. Acessos em: 23 jun. 2022.

3 Use your own words to explain the quote “Music is the universal language... it brings people closer together.” Do you agree with it? Why (not)?



Think about it!

Ella Fitzgerald, conhecida como a “Primeira dama da canção” e a “Rainha do jazz”, destacava-se pela alegria contagiante ao cantar. Ella deu vida a inúmeras canções em inglês, como “*Cry me a River*” — escrita originalmente para ela cantar em um filme —, que já foi regravada por diversos artistas no mundo inteiro, entre eles Michael Bublé e Caetano Veloso. Você conhece alguma outra música, em inglês, português ou outro idioma, que tenha atravessado barreiras geográficas e culturais? Em caso afirmativo, qual(is)?

4 Do you know any work by William Shakespeare? If so, which one(s)?

5 Read about four of Shakespeare’s plays. Use the titles in the box to identify the works as in the example.

Example: a. Hamlet

PARAMOUNT PICTURES /
ALBUM / EASYPIX BRASIL



Romeo and Juliet

BETTMANN ARCHIVE/
GETTY IMAGES



Hamlet

UNITED ARCHIVES GMBH /
ALAMY / FOTOARENA



A Midsummer Night's Dream

CASTLE ROCK
ENTERTAINMENT / ALBUM /
EASYPIX BRASIL



Othello

a.

When was it written?

1600

What's it about?

A student ponders the meaning of life when he should be on a killing spree.

Why's it so good?

What is there left to say about "Hamlet"? Its reputation is so towering it's hard to be objective about it, but this epic about a young man contemplating his own mortality while attempting to avenge his father is certainly a pretty hot contender for the greatest thing ever written in English.

c.

When was it written?

1604

What's it about?

What happens when race relations in sixteenth-century Venice don't go terribly well.

Why's it so good?

The most powerful play about racism ever written, but moreover a terrifying study in the destructive power of jealousy.

b.

When was it written?

1594

What's it about?

The children of mortal enemies fall for each other. It all gets a bit :'.(

Why's it so good?

It's the uber-love story, the template for every tale of doomed romance ever written. Everything else is just a variation.

d.

When was it written?

1595

What's it about?

A bunch of insane fairies attempt to solve the romantic problems of some mortals lost in a wood.

Why's it so good?

People love this exuberant magical comedy – it's the ultimate crowd-pleaser and the perfect summer play.

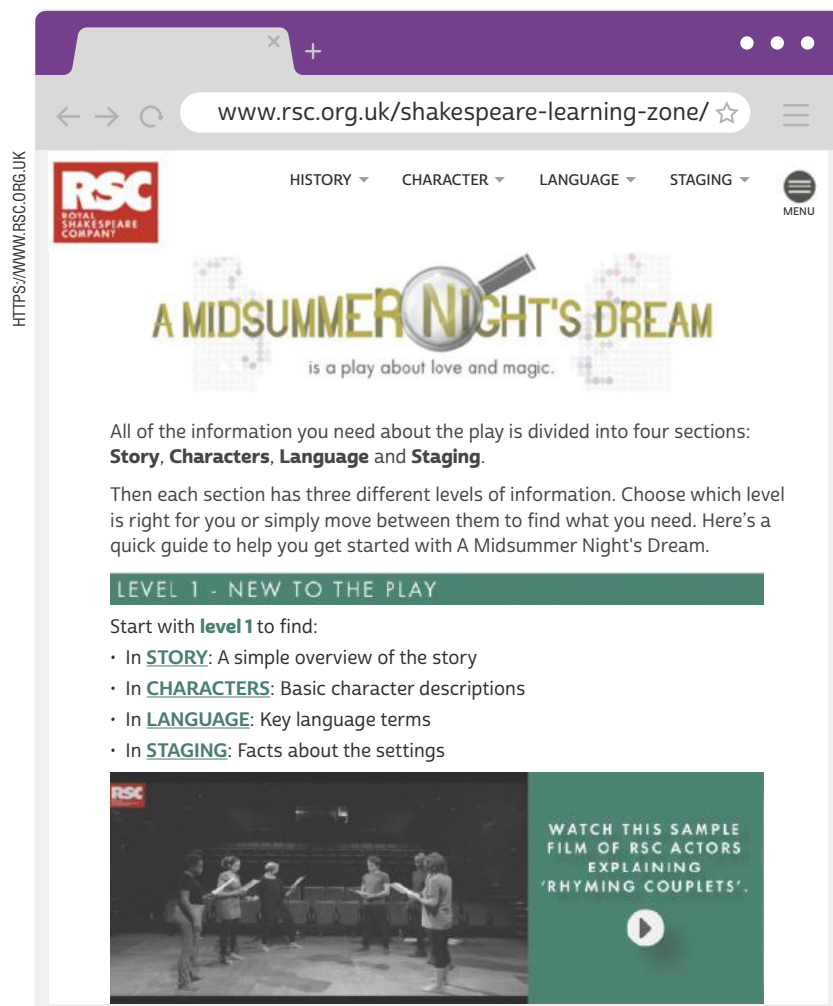
TIME OUT LONDON THEATRE. The ten best Shakespeare plays of all time. **Time Out**, 26 abr. 2022. Disponível em: www.timeout.com/london/theatre/the-ten-best-shakespeare-plays-of-all-time. Acesso em: 15 jun. 2022.

**Le@rning on the web**

Para ter acesso a informações sobre as peças de Shakespeare, como fatos e cenas importantes, e assistir a vídeos informativos com atores/diretores e algumas *performances*, explore o portal educativo *Shakespeare Learning Zone*, disponível em: www.rsc.org.uk/shakespeare-learning-zone. (Acesso em: 15 jun. 2022).

a bunch of: um monte de, vários(as)
avenge: vingar
doomed: condenado(a), predestinado(a)
fairy: fada
jealousy: ciúme
tale: conto

- 6 Based on the screen capture of a webpage from the *Shakespeare Learning Zone*, answer the following questions.



RSC. *A midsummer night's dream* is a play about love and magic. 2022. Disponível em: www.rsc.org.uk/shakespeare-learning-zone/a-midsummer-nights-dream. Acesso em: 15 jun. 2022.

Think about it!

Embora as peças de Shakespeare tenham sido publicadas pela primeira vez há mais de 400 anos, elas permanecem vivas até hoje. Já foram adaptadas para teatro, televisão, cinema e literatura, traduzidas para diversos idiomas e reescritas para diferentes públicos, como o infantil. Você já leu algum livro ou assistiu a algum filme baseado nas peças de Shakespeare? Em caso afirmativo, qual(is)? Qual outro/a escritor(a)/dramaturgo/a produziu obras, em inglês, português ou outro idioma, que permanecem vivas na contemporaneidade?

level: nível
overview: visão global
setting: cenário
staging: encenação

- a. Which Shakespeare's play is the webpage about?
- b. How many levels of different information are there?
- c. All the information about the play is divided into four sections. What are they?
- d. Which section presents a general description of the story?
- e. Which section presents facts about the settings?
- 7 The video from Level 1 is about **rhyming couplets** (two lines of poetry next to each other that rhyme). Choose the fragment from *A Midsummer Night's Dream* quoted here that contains a rhyming couplet.

- a. "My good Lysander!
I swear to thee, by Cupid's strongest bow,"
- b. "By all the vows that ever men have broke,
In number more than ever women spoke,"

RSC. *A midsummer night's dream*. [2022?]. Disponível em: <https://cdn2.rsc.org.uk/sitefinity/education-pdfs/extracts-and-text/rhyming-couplets-text.pdf?sfvrsn=2>. Acesso em: 15 jun. 2022.

- 8 *Freedom or Death* (1913) and *I Have a Dream* (1963) are two of the greatest speeches in English. **Match** the following items in order to have an overall view of the **speeches**.

No **exercício 8**, **correlacione** os itens a seguir para ter uma visão geral dos **discursos** *Freedom or Death* (1913) e *I Have a Dream* (1963), dois dos mais importantes discursos em língua inglesa.

***Freedom or Death* (1913)**

- a. the speaker
- b. the audience
- c. the topic of the speech
- d. the speaker's intention
- e. the language of the speech
- I. women's fight for voting rights in Britain
- II. the British voting rights activist Emmeline Pankhurst
- III. a crowd of men and women in Hartford, Connecticut (US)
- IV. to defend and justify the means used by the Suffragettes in Britain
- V. a combination of serious and emotionally powerful images with irony and sarcasm



CORBIS/GETTY IMAGES

TODAY IN CONNECTICUT HISTORY. **November 13:** Emmeline Pankhurst delivers "Freedom or Death" speech in Hartford. 13 nov. 2018. Disponível em: <https://todayinhistory.com/2018/11/13/november-13-emmeline-pankhurst-delivers-freedom-or-death-speech-in-hartford/>. Acesso em: 23 jun. 2022.

***I Have a Dream* (1963)**

- a. the speaker
- b. the audience
- c. the topic of the speech
- d. the speaker's intention
- e. the language of the speech
- I. black and white civil rights activists
- II. racial discrimination, freedom and equality
- III. a combination of a political speech and a religious sermon
- IV. the leading figure of the Civil Rights Movement in the USA Martin Luther King, Jr.
- V. to promote equal rights in American society and to convince civil rights activists to continue to protest peacefully



BETTSMANN ARCHIVE/GETTY IMAGES

HISTORY. "I Have a Dream" speech. 30 nov. 2017. Disponível em: www.history.com/topics/civil-rights-movement/i-have-a-dream-speech. Acesso em: 23 jun. 2022.



Le@rning on the web

Para ler e/ou ouvir o discurso *I Have a Dream* na íntegra, visite: www.americanrhetoric.com/speeches/mlkhaveadream.htm (Acesso em: 15 jun. 2022).

TIPS INTO PRACTICE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Esta seção apresenta estratégias de aprendizagem e de leitura que vão ajudar você a se sentir mais confiante para realizar as atividades propostas ao longo do livro.

1 Before reading the following text, focus on its **title** and **photo**. Then, choose the correct item that completes each sentence.

a. Amanda Gorman is a young American

I. poet.

II. politician.

b. She is described as a

I. weak woman.

II. strong woman.

2 Choose the items about Amanda Gorman that you expect to find in the text.

Her career • Her childhood • Her dreams • Her speaking skills

3 Now read the text to check your predictions.


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Changing Attitudes towards Disability

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Amanda Gorman, first U.S. National Youth Poet Laureate, does not see her disability as a weakness

(...) Just 22 years old Amanda Gorman made history as the youngest poet to read at the presidential inauguration in the U.S. Her illustrious predecessors include **Robert Frost, Maya Angelou, Richard Blanco** and **Elizabeth Alexander**.



(...) A descendant of slaves, Gorman was raised by a single mother and grew up with a speech disability. In an interview to **The Los Angeles Times** ahead of the ceremony, she talked about her struggles, and said she was yet to feel totally confident about her public speaking skills.

Battled speech disability

"I don't look at my disability as a weakness," said Gorman in the interview. "It's made me the performer that I am and the storyteller that I strive to be. (...)"

POOL / EQUIPE/GETTY IMAGES

TIP A

Busque antecipar o sentido global de textos em língua inglesa com base na observação de títulos e imagens.

slave: escravo/a
strive: lutar, empenhar-se
struggle: dificuldade
weakness: fraqueza

NEWZ HOOK. Amanda Gorman, first U.S. National Youth Poet Laureate, does not see her disability as a weakness. 22 jan. 2021. Disponível em: <https://newzhook.com/story/amanda-gorman-first-u-s-national-youth-poet-laureate-does-not-see-her-disability-as-a-weakness/>. Acesso em: 16 jun. 2022.

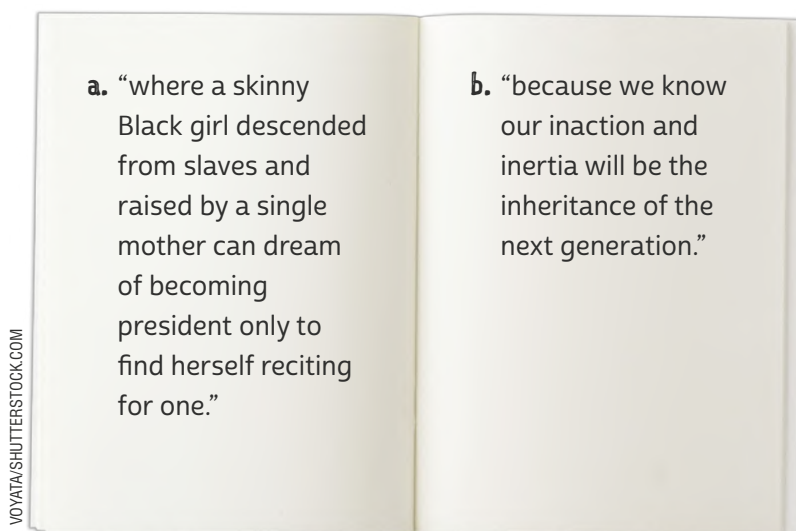
4 Assinale as alternativas corretas sobre Amanda Gorman.

- a. Ela foi a poetisa mais jovem a recitar um texto na cerimônia de posse de um presidente dos Estados Unidos.
- b. Ela foi criada por sua avó materna.
- c. Ela cresceu com um problema de fala.
- d. Ela aprendeu a superar um problema de fala.

5 Why are the names Robert Frost, Maya Angelou, Richard Blanco and Elizabeth Alexander mentioned in the text? Choose **a** or **b**.

- a. They are some of the people that Amanda Gorman admires.
- b. They read at previous presidential inaugurations in the U.S.

6 Choose the lines from Gorman's poem quoted here, *The Hill We Climb*, that refer to how she is described in the previous text. Choose **a** or **b**.



TIP B

Busque sempre estabelecer relações entre os textos que você lê para ampliar sua compreensão deles e do mundo.

PARSONS, Lian. "History has its eyes on us". **The Harvard Gazette**, 20 jan. 2021. Disponível em: <https://news.harvard.edu/gazette/story/2021/01/amanda-gormans-inauguration-poem-the-hill-we-climb/>. Acesso em: 16 jun. 2022.



Le@rning on the web

Para ler o poema "*The Hill We Climb*" e assistir ao vídeo em que Amanda Gorman o recita durante a 59ª inauguração presidencial nos Estados Unidos, visite: <https://news.harvard.edu/gazette/story/2021/01/amanda-gormans-inauguration-poem-the-hill-we-climb/>. (Acesso em: 16 jun. 2022).



Think about it!

Amanda Gorman acredita que suas dificuldades a ajudaram a ser quem ela é e quem ela busca ser. Na sua opinião, os problemas podem impulsionar alguém a alcançar seus sonhos? Por quê (não)?

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

TIP C

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

TIP D

Preste atenção aos subtítulos para compreender melhor a organização das ideias no texto.

TIP G

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

TIP H

Busque inferir o significado de palavras desconhecidas com base na observação do contexto em que são utilizadas.

Ways to improve your mental performance

3 Tricks for a Better Memory

1 Use it or lose it. The brain functions like a muscle – the more you use it, the stronger **it** gets. Learning new things, varying your routine, having heated debates, going on trips and playing an instrument all help your brain to make new connections and function better.

2 Eat healthy carbohydrates to boost brain cells. A Canadian study found that older people whose diets contained the greatest percentage of kilojoules as carbohydrates did best on memory and task tests. However, make sure you're getting these carbohydrates from **fruits, vegetables and wholegrains** – these release glucose to the brain gradually. Sugary cakes or ice-cream may provide a quick fix, but are often followed by a slump and loss of concentration. Eating oil-rich fish once a week will also help the grey matter.

3 Develop strategies. Counter senior or fuzzy moments by doing one thing at a time – research finds that multitasking **hinders** memory and concentration. Stop for a second after an introduction and repeat the person's name out loud. Read or work in a quiet room – noise exposure can slow your ability to rehearse things in your mind, a way of building memory.



TATIANA POPOVA/SHUTTERSTOCK.COM

TIP E

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

TIP F

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

Language Note

grey matter = brain

3 TRICKS for a better memory. *Reader's Digest*, Austrália, v. 187, n. 1115, p. 19, jan. 2015.

Para responder aos exercícios a seguir, utilize as dicas de estratégias de leitura sugeridas.

7 Where can you find the following ideas? Choose the correct item.

a. Doing more than one thing at a time is bad for your memory.

- I. "1 Use it or lose it."
- II. "2 Eat healthy carbohydrates to boost brain cells."
- III. "3 Develop strategies."

b. The brain functions better when you use it.

- I. "1 Use it or lose it."
- II. "2 Eat healthy carbohydrates to boost brain cells."
- III. "3 Develop strategies."

c. Sugar is bad for your concentration.

- I. "1 Use it or lose it."
- II. "2 Eat healthy carbohydrates to boost brain cells."
- III. "3 Develop strategies."

TIP D

can help you.

8 Answer the following questions with a fragment from the text.

a. According to the text, what can help the brain make new connections and function better?

b. Based on the Canadian study mentioned in the text, who did best on memory and task tests?

c. How often do you need to eat oil-rich fish in order to help the brain?

d. What can slow your ability to repeat things in your mind?

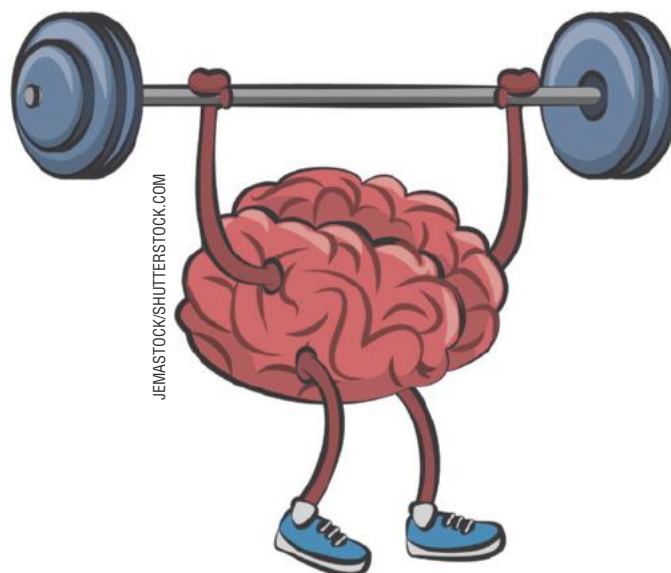
9 In "the more you use it, the stronger it gets", what does the pronoun **it** refer to? Choose **a** or **b**.

a. "a muscle"

b. "the brain"

TIP F

can help you.



10 Choose the food items that are good for your brain.

TIP G

can help you.



a.

WHITE SPACE ILLUSTRATIONS/
SHUTTERSTOCK.COM



c.

PAKHNYUSHCHY/
SHUTTERSTOCK.COM



e.

MARTINHO SMART/
SHUTTERSTOCK.COM



b.

ART NICK/
SHUTTERSTOCK.COM



d.

KZWWW/SHUTTERSTOCK.COM



f.

11 How can we say the following words in **bold** in Portuguese? In each fragment, choose the best translation for them. Go back to the text on page 15 and make inferences.

TIP H

can help you.

a. In “Eat healthy carbohydrates to boost brain cells”, **boost** means

- I. *estimular.*
- II. *danificar.*

b. In “a slump and loss of concentration”, **slump** means

- I. *queda brusca, baixa.*
- II. *aumento, crescimento.*

c. In “multitasking hinders memory and concentration”, **hinders** means

- I. *melhora.*
- II. *prejudica.*

d. In “rehearse things in your mind”, **rehearse** means

- I. *repassar.*
- II. *esquecer.*

12 In “The brain functions like a muscle”, what idea does the word **like** express? Choose **a** or **b**.

- a. Comparison.
- b. Addition.

13 Muitas vezes, algumas estratégias de leitura, como observar palavras parecidas com as do português e o uso de imagens, ajudam-nos a compreender um texto. O que ajudou você a compreender o texto “3 Tricks for a Better Memory”?

Read the following text and do **exercises 14-19**. Get new tips!

TIP I

Identifique se o texto é uma carta, um poema, um artigo de revista etc. para, com base no que você já sabe sobre esse gênero discursivo, compreender melhor o texto, seus objetivos e sua estrutura.

TIP J

Observe os recursos sonoros utilizados no texto, como a rima.

TIP K

Observe o efeito das repetições de versos no texto.



Le@rning on the web

Para ler “*Phenomenal Woman*” na íntegra e ainda ouvir Maya Angelou recitar o poema, visite: https://youtu.be/VeFfhH83_RE. (Acesso em: 16 jun. 2022).

Phenomenal Woman

BY MAYA ANGELOU

Pretty women wonder where my secret lies.
I'm not cute or built to suit a fashion model's size
But when I start to tell them,
They think I'm telling lies.
I say,
It's in the reach of my arms,
The span of my **hips**,
The stride of my step,
The curl of my **lips**.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

I walk into a room
Just as cool as you please,
And to a man,
The fellows stand or
Fall down on their knees.
Then they swarm around me,
A hive of honey bees.
I say,
It's the fire in my eyes,
And the flash of my teeth,
The swing in my waist,
And the joy in my feet.

I'm a woman
Phenomenally.
Phenomenal woman,
That's me.
(...)



MICHAEL OCHS ARCHIVES/GETTY IMAGES

ANGELOU, Maya. *Phenomenal woman*. In: ANGELOU, Maya. *And still I rise*. Londres: Hachette Digital, 1986.



Think about it!

A poetisa e ativista estadunidense Maya Angelou (1928-2014) publicou dezenas de coletâneas de poemas. “*Phenomenal Woman*” é um poema consagrado na literatura afro-americana e, desde a sua publicação, em 1978, já foi adaptado e utilizado em diversos países e manifestações culturais por inúmeras associações envolvidas com questões relacionadas à proteção dos direitos humanos. Você conhece outros poemas, em inglês e/ou português, que tenham se destacado por valorizar alguma questão de relevância social?

14 Answer the following questions.

- a. What is the genre of the text?
- b. Who is the author of the text?
- c. What is it about?

15 How does the woman in the text feel about herself? Choose **a** or **b**.

- a. Insecure.
- b. Self-confident.

16 The woman in the text doesn't care to fit into society's standards of beauty. Choose a line from the text that supports this statement.



17 Choose the correct statements about the text.

- a. It contains rhymes (e.g. “hips”, “lips”, “knees”, “bees”, “teeth”, “feet”).
- b. It contains contracted forms (e.g. “I’m”, “It’s”, “That’s”).
- c. It contains repetition of some lines.
- d. Its tone is formal.

18 In “They think I’m telling lies”, what does the pronoun **they** refer to?

19 No poema “*Phenomenal Woman*”, Maya Angelou descreve uma mulher que não corresponde ao padrão de beleza estabelecido pela sociedade, mas que é admirada por ser **quem** é e **como** é. Para você, o que é ser uma mulher fenomenal? Esse conceito deve estar relacionado à aparência física? Por quê (não)? Discuta essas perguntas com seus/suas colegas.

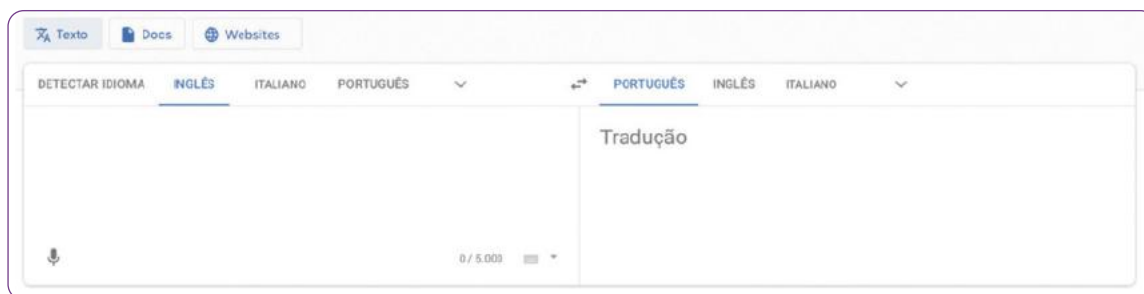
USING AN ONLINE TRANSLATOR

Online translators can be very helpful, but they can also be very tricky. So, use them carefully.



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

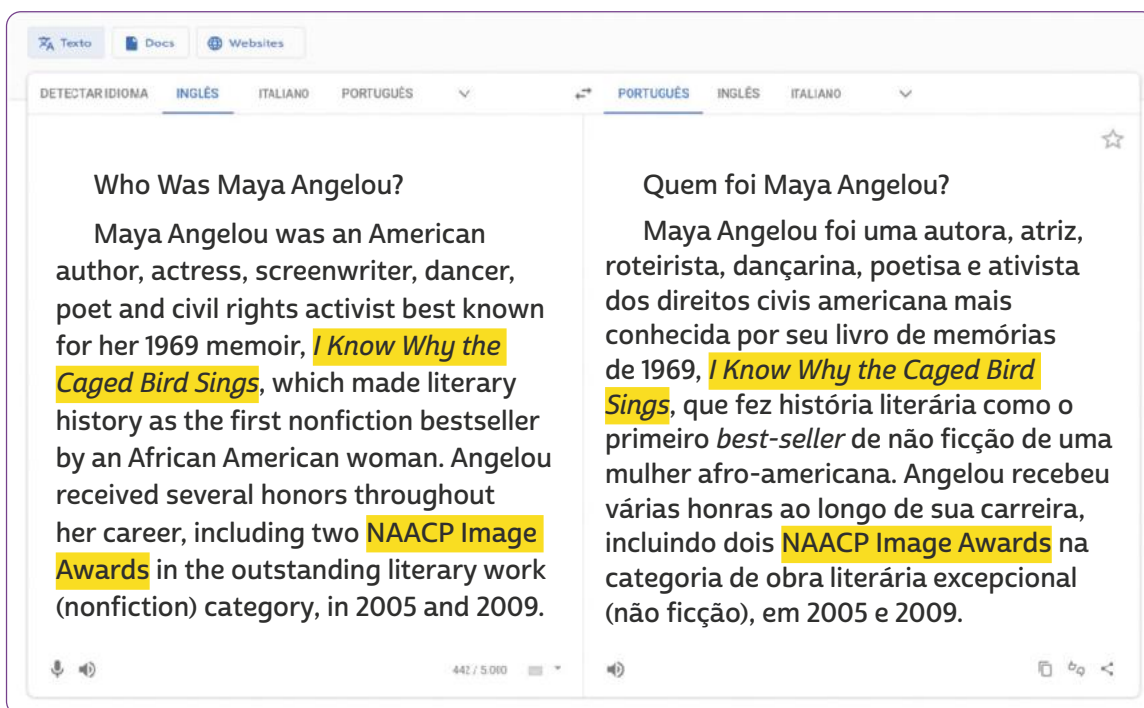
- Choose an online translator.
- Insert the text in English you want to translate into Portuguese and wait for the translation.



HTTPS://TRANSLATE.GOOGLE.COM/

- Read the text in Portuguese. Are there words, expressions or sentences that sound strange?
- Read again the parts of the text in Portuguese that sound strange to you.
- Take a look at the corresponding parts in English and try to identify possible translation problems.
- Make the necessary adjustments.

All the following excerpts are from a biography of Maya Angelou. Read them and do **exercises 1-4**.



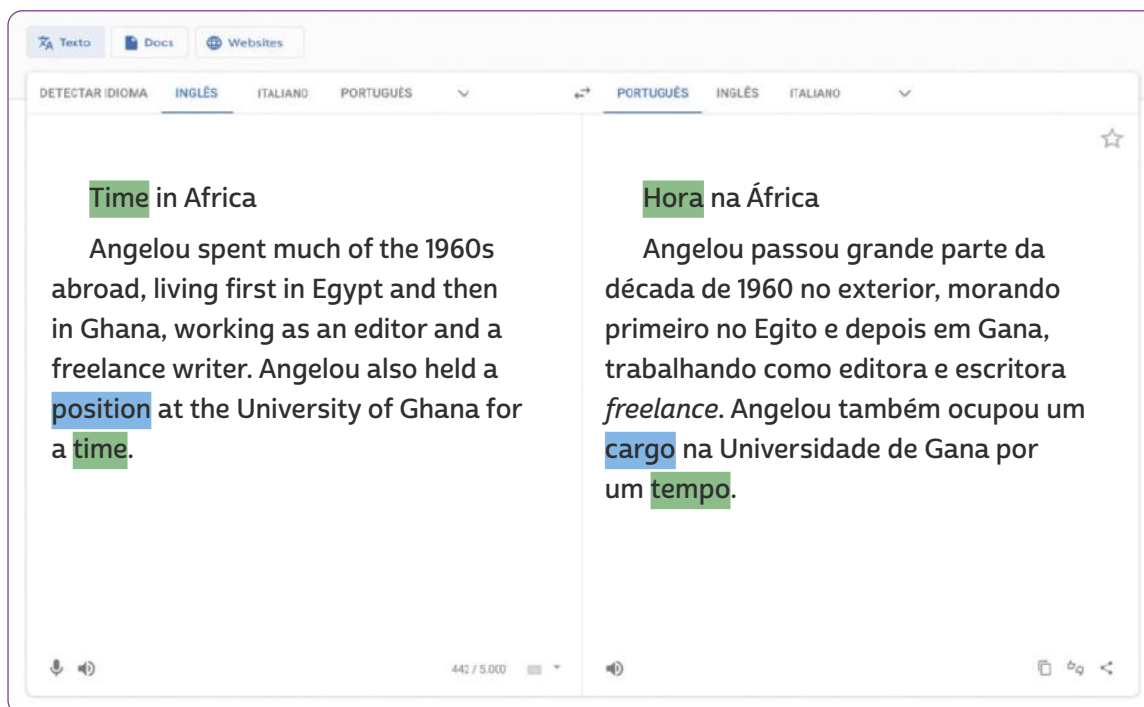
HTTPS://TRANSLATE.GOOGLE.COM/

BIOGRAPHY. Maya Angelou. 28 fev. 2018. Disponível em: www.biography.com/writer/maya-angelou. Acesso em: 16 jun. 2022.

1 Focus on the expressions highlighted in **yellow** in the previous extract. Why haven't they been translated into Portuguese? Choose **a** or **b**.

- a. Because they don't have an equivalent form in Portuguese.
- b. Because they are proper names (title of a book and name of a ceremony, respectively), which are usually not translated.

Read another excerpt from the same biography and now focus on the words highlighted in **green** and in **blue** to do **exercises 2** and **3**.



BIOGRAPHY. **Maya Angelou**. 28 fev. 2018. Disponível em: www.biography.com/writer/maya-angelou. Acesso em: 16 jun. 2022.

- 2 The word **time** in “Time in Africa” and “for a time” was translated into Portuguese as *hora* and *tempo*, respectively. Which translation is NOT correct? Based on the context, try to infer a better way to translate it.
- 3 The word **position** in “a position at the University of Ghana” was translated into Portuguese as *carga* instead of *posição*. In your opinion, is this translation correct? Why (not)?

TIP

Observe se uma mesma palavra ou expressão tem mais de um significado possível e escolha a melhor tradução a partir do seu contexto de uso.

- 4 It is time to put into practice what you have learned about using an online translator. Follow these steps:

- Choose a short biography in English of a person you admire.
- Use an online translator to translate it into Portuguese.
- Follow the tip on this page and make the necessary adjustments in the translation.
- Exchange your translation with a classmate.
- In pairs, discuss your translation.
- Try to help your classmate improve his/her translation.

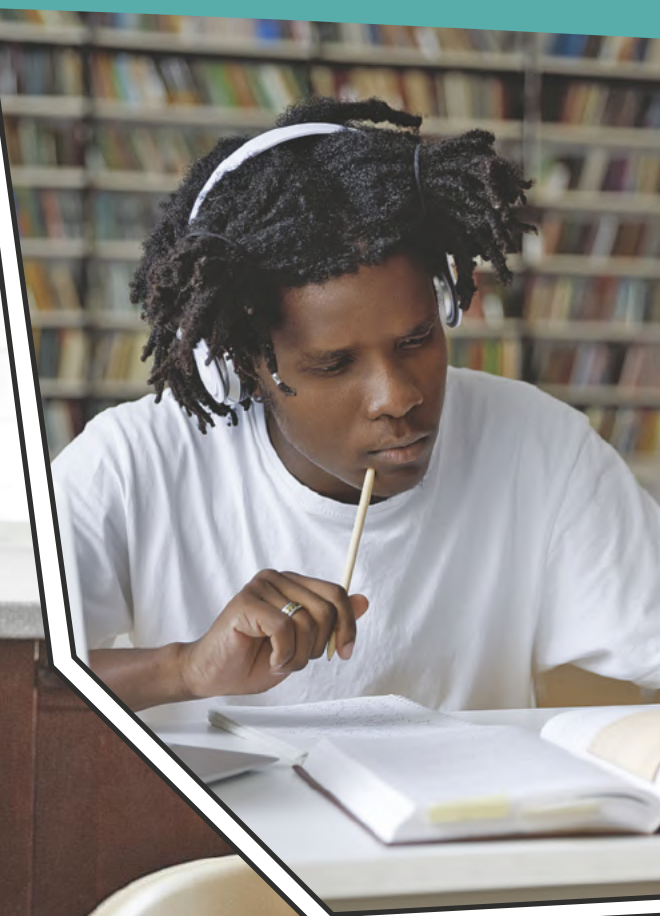




UNIT

1

INFORMATION OVERLOAD AND GETTING DISTRACTED



MARIA SVETLYCHNAJA/
SHUTTERSTOCK.COM



GETTING STARTED



NÃO ESCREVA EM SEU LIVRO.

- 1 What do the photos show? Do you usually do one thing at a time? If not, do you get distracted easily?
- 2 Are you familiar with the expression “information overload” (*sobrecarga de informação*, in Portuguese)? How does it relate to the photos?

Nesta unidade, você vai

- falar a respeito da sobrecarga de informação e distração na era digital;
- rever o presente simples (*simple present*) e o presente contínuo (*present continuous*);
- explorar grupos de palavras (*word groups*) e prefixos (*prefixes*);
- compreender e produzir mapas conceituais (*mind maps*);
- explorar os temas contemporâneos transversais **ciência e tecnologia** e **educação para o trânsito**.





READING COMPREHENSION

Before Reading

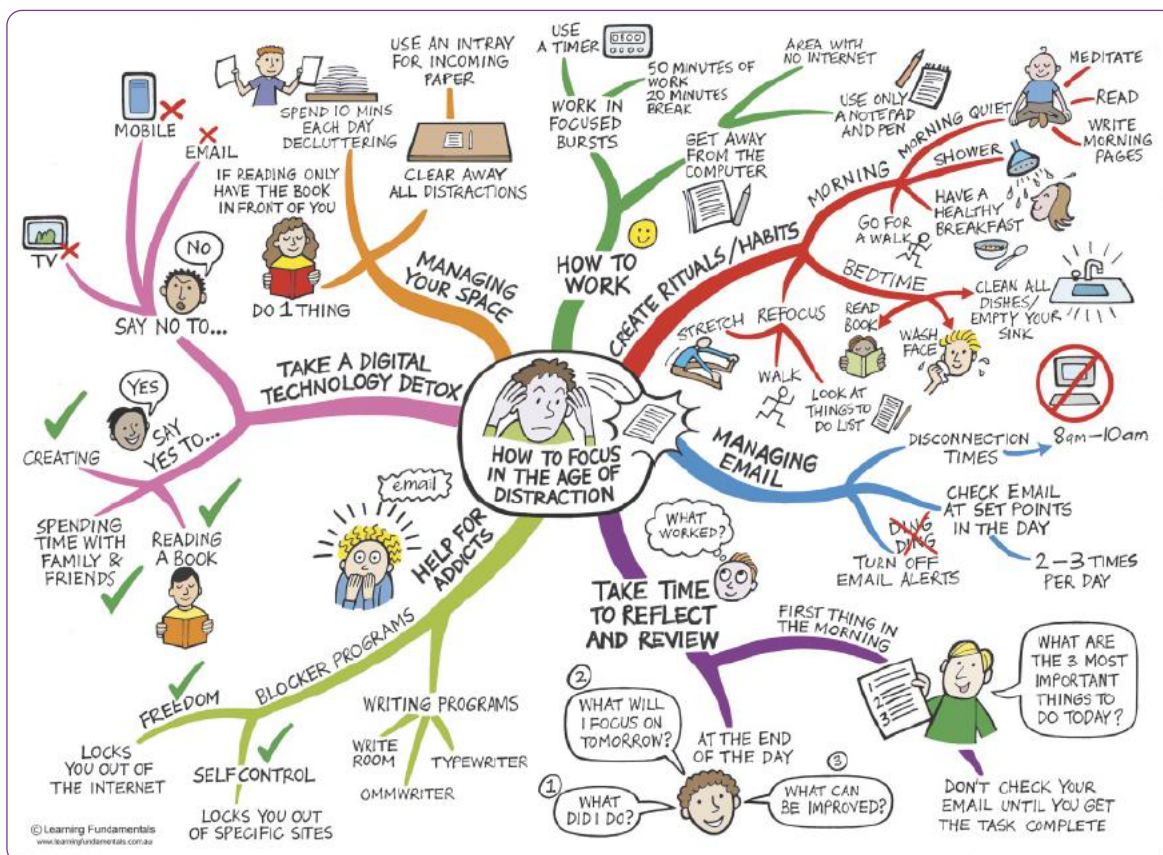


ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 In your opinion, do we live in the age of information or in the age of distraction? Why?
- 2 Take a look at the **layout** and the **structure** of the following text. Then, choose the correct statements about it.
 - a. The text is a mind map.
 - b. It contains a main topic and seven subtopics.
 - c. The structure of the text suggests that it offers a small number of tips.
- 3 Based on the topic “How to focus in the age of distraction”, what tips do you expect to find in the text?

Reading

- 4 Now read the text to check your predictions.



Adaptado de: HOW to focus in the age of distraction. David Hopkins / Education & Leadership. 9 dez. 2013.
Disponível em: www.dontwasteyourtime.co.uk/social-network/how-to-focus-in-the-age-of-distraction/. Acesso em: 18 maio 2022.

- 5 What is the main objective of the text? Choose **a** or **b**.
- a. To present some facts about the age of distraction.
 - b. To offer some tips on how to concentrate in the age of distraction.

- 6 **Replace** each icon ★ with an appropriate subtopic from the text on the previous page as in the examples that follow.

Examples: a. “Take a digital technology detox”

b. “Help for addicts”

- a. ★ → Eliminate technology from your life.
- b. ★ → Learn how to deal with unhealthy practices.
- c. ★ → Find ways to focus on work.
- d. ★ → Learn when to disconnect.
- e. ★ → Establish a routine.
- f. ★ → Learn how to get organized.
- g. ★ → Evaluate your actions.

No **exercício 6**, substitua cada ícone ★ por um subtópico apropriado do texto da página anterior como nos exemplos a seguir.

TIP

Note que o uso de cores em um mapa conceitual é importante para uma boa organização visual das informações.

- 7 Read the following problems presented by different students. Then, choose an appropriate tip from the text for each problem.

- a. “I think I’m addicted to social networks.” – 8th grade student
- b. “Sometimes I forget to do my homework”. – 6th grade student
- c. “I can’t focus on my work when I’m around the computer.” – College student
- d. “I get distracted easily with e-mail notifications.” – High school student

Reading for Critical Thinking

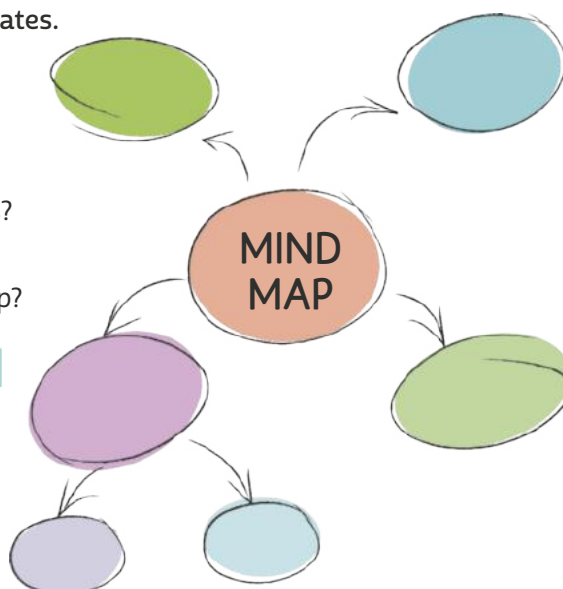
- 8 Discuss the following questions with your classmates.

- a. In your opinion, is it easy to put into practice the tips from the mind map on page 24? What difficulties can people have?
- b. What can they do to overcome these difficulties?
- c. Do you agree with all the tips in the text? What other tips can you include in the mind map?

overcome: superar

TIP

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

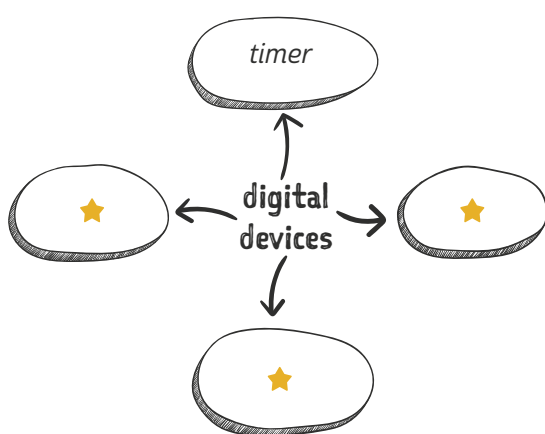


PHIPATBIG/SHUTTERSTOCK.COM



Word Groups

- 1 Word groups are groups of words related to a common topic. Copy these two diagrams into your notebook. Then, complete them by replacing each icon ★ with a word or expression from the text on page 24.



- 2 Add other words that you know to the diagrams in **exercise 1**.

Word Formation: Prefixes

- 3 Read the following fragments from the text on page 24 and focus on the words in **bold**. Then, choose the correct item that completes each sentence.

- I. "Take time to reflect and **review**"
II. "**Disconnection** times: 8 a.m. – 10 a.m."

- a. We can infer that the prefix **re-** in **review** indicates
I. a repeated action. II. a different action.
b. We can infer that the prefix **dis-** in **disconnection** means
I. "the same as". II. "the opposite of".

- 4 Only one of the following fragments from the text on page 24 contains a word with the prefix **re-**. Which one? Choose **a**, **b**, **c** or **d**.

- a. "**Reading** a book"
b. "Take time to **reflect** and review"
c. "Clean all **dishes**/Empty your sink"
d. "**Refocus**: stretch, walk, look at things to do list"



GO TO VOCABULARY CORNER ON PAGE 178

TIP

Agrupar palavras e expressões por campo semântico pode ajudar você a ampliar e fixar o vocabulário aprendido.

Language Note

A **prefix** goes at the beginning of a word as in **review** and **disconnection**.

TIP

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



TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 Before reading the following text, take a look at its **title**. Choose the item that you expect to be related to “digital detox”.
 - a. A chance to be part of the digital world.
 - b. A vacation from using any kind of technology.
- 2 Now read the text “What is a digital detox?” to check your predictions.

What is a digital detox?

A digital detox is switching off all mobiles, smartphones, tablets, laptops, and computers for a certain length of time.

This enables you to spend screen-free time doing whatever you enjoy. A digital detox is also a chance to recharge and rest.

A digital detox should ideally be around 24 hours long as a minimum. It can be 72 hours or more if you want to build up to that.

BOOTH, Francis. How to do a digital detox. **Forbes**, 13 jun. 2014. Disponível em: www.forbes.com/sites/francesbooth/2014/06/13/how-to-do-a-digital-detox. Acesso em: 18 maio 2022.



GALVÃO BERTAZZI

- 3 Answer the following questions according to the text.
 - a. What devices do you turn off in a digital detox?
 - b. What is a digital detox good for?
 - c. What is the minimum amount of time for a digital detox?
- 4 In “It can be 72 hours (...)”, which expression does the pronoun **it** refer to?
- 5 Which tip from the mind map on page 24 refers to the text “What is a digital detox?”?
- 6 Do you think you need a digital detox? Why (not)?



Think about it!

Diversas pessoas sofrem com o estresse provocado por dispositivos eletrônicos e acabam recorrendo a uma desintoxicação digital (*digital detox*). Na sua opinião, quais são as possíveis consequências do uso excessivo das tecnologias digitais? O que pode ser feito para reduzir a dependência de aparelhos digitais?



Review: Simple Present/Present Continuous

- Go back to page 24 and read the text again. Then, choose the statements that agree with it.
 - A focused person does one thing at a time.
 - A focused person checks e-mail about ten times per day.
 - Focused people spend 30 minutes each day managing their space.
 - A focused person takes time to reflect on what worked and what didn't work for him/her.
- Now go back to **exercise 1** and identify the main verb in each sentence. Then, in your notebook, write down two other sentences about focused people based on the text from page 24.
- Before reading the following text, take a look at its **structure**, **source**, **title** and **subtitle**. Then, answer the questions about it.
 - Is the text published on a website specialized in medical information?
 - Who is the medical professional involved with the text – the writer or the reviewer?
 - What does ADHD stand for?

The screenshot shows a web browser window with the URL www.everydayhealth.com/adhd/are-you-simply-easily-distracted-or-do-you-have-adhd. The website header includes a menu with categories like Health Conditions A-Z, Wellness, Food & Diet, Video, News & Alerts, and Coronavirus / COVID-19. The article title is "Are You Simply Easily Distracted or Do You Have ADHD?". The text states that an estimated 8.5 percent of children and 2.5 percent of adults in the United States live with ADHD. It is written by Michelle Pugle and medically reviewed by Chester Wu, MD. A photo of a woman sitting at a desk with a laptop is included. The article explains that while it's normal to deal with distractions, in some cases, distractibility could be a sign of ADHD.

ADHD: TDAH (transtorno do déficit de atenção com hiperatividade)

MD (medicinae doctor): médico/a

How to Tell the Difference Between Distractibility and ADHD

The severity of one's concentration difficulties and whether they happen along with other symptoms like impulsivity or hyperactivity are often what sets ADHD apart from everyday distractibility, Kelley ★.

In general, it's easier to focus on tasks you ★ and it's more challenging to focus on tasks that are difficult or unpleasant. However, people who are easily distracted but ★ ADHD can almost always consciously refocus and get back on track once they realize they've been distracted — especially if they get rid of the distraction, for example, by turning off the television or a cell phone. This is not the case for people with ADHD, says Kelley. (...)

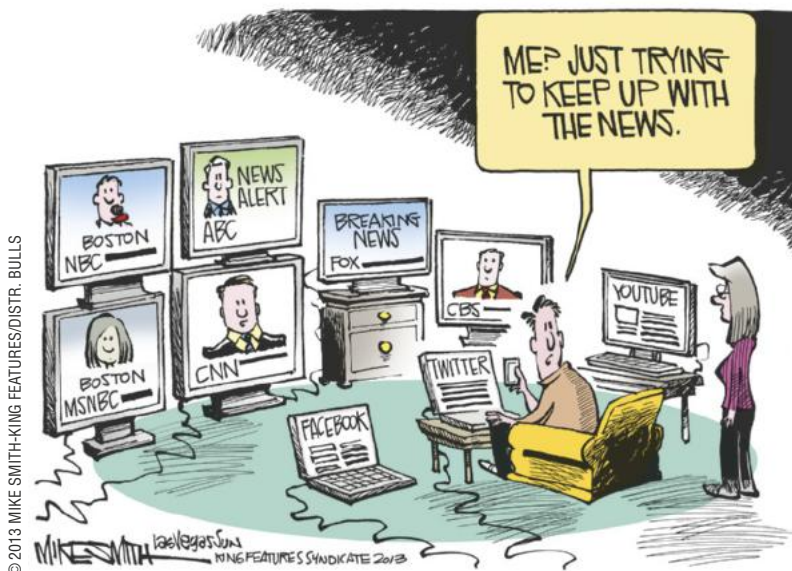
get back on track: voltar à normalidade
get rid of: livrar-se de (algo/alguém)
once: assim que
whether: se

PUGLE, Michelle. Are you simply easily distracted or do you have ADHD? **Everyday Health**, 11 mar. 2022. Disponível em: www.everydayhealth.com/adhd/are-you-simply-easily-distracted-or-do-you-have-adhd. Acesso em: 18 maio 2022.

- 4 Go back to the text and replace the icons ★ with the correct form of the verbs in the box. Use the **simple present**.

enjoy • not have • say

- 5 Why is the simple present used in “An estimated nearly 8.5 percent of children and 2.5 percent of adults in the United States live with attention deficit hyperactivity disorder, or ADHD.”?
- 6 In your opinion, do you often get distracted during the day? What about information overload (i.e. the difficulty a person can have understanding things because they receive too much information)?
- 7 Read the following cartoon and choose the correct item that answers each question.



keep up with: acompanhar, estar a par de

TIP

Na linguagem falada, é muito comum responder a perguntas de forma concisa. Note que, no cartum, o personagem omitiu *I'm* em *(I'm) just trying to keep up with the news*.

SMITH, Mike. Smith's World. **Las Vegas Sun**, 20 abr. 2013. Disponível em: <https://m.lasvegassun.com/photoarchives/mike-smith-cartoon/485775/>. Acesso em: 18 maio 2022.

a. What digital devices does the man use to keep up with the news?

I. Computers and tablets.

II. Computers, TV sets and a cell phone.

b. Based on his answer, what do you think the woman asked him?

I. What do you do?

II. What are you doing?

8 Why is the present continuous used in the cartoon?

9 In your opinion, does the man in the cartoon suffer from information overload?

10 Replace each icon ★ with the correct form of the verbs in parentheses to complete the following text. Use the **simple present** or the **present continuous**. If necessary, use the *Glossary* on page 198.

HTTPS://WWW.STATISTA.COM

The screenshot shows a web browser window with the address bar displaying 'www.statista.com/topics/3980/children-and-media-in-the-us'. The Statista logo is in the top left, and a search bar is in the top right. The main heading is 'Children and media in the U.S. - Statistics & Facts', published by Statista Research Department on Mar 24, 2022. The text contains several gaps for a grammar exercise, marked with a star icon (★) and a verb in parentheses. The first paragraph discusses children's media consumption, mentioning smartphones, the internet, and television. The second paragraph discusses teenagers' viewing habits, mentioning online television and subscription video-on-demand services. The third paragraph discusses digital entertainment sources, mentioning reading. A disclaimer at the bottom states: 'This text provides general information. Statista assumes no liability for the information given being complete or correct. Due to varying update cycles, statistics can display more up-to-date data than referenced in the text.'

Media > TV, Video & Film

Children and media in the U.S. - Statistics & Facts

Published by [Statista Research Department](#), Mar 24, 2022

Today's children ★ (**not know**) a world without smartphones and the internet. They ★ (**grow up**) in an age where entertainment and information is always at the tip of their fingers. It is no surprise, then, that they ★ (**spend**) a considerable amount of [their time with technology](#) each day. Television still ★ (**remain**) the media of choice among young children, with kids younger than 8 spending 45 minutes watching television each day. Nearly 40 percent of parents report that their child [owns a smartphone](#), and significant percentages ★ (**have**) access to television in their rooms. (...)

The viewing habits of teenagers are somewhat different than those of younger children; an increasing number of teens ★ (**watch**) their television online, through the use of a [subscription video-on-demand service](#) (...).

In addition to the various digital entertainment sources, reading ★ (**remain**) popular as a more traditional source of media and entertainment among children in the United States. As of 2017, 31 percent of parents stated that their child ★ (**read**) or is read to several times per day. (...)

This text provides general information. Statista assumes no liability for the information given being complete or correct. Due to varying update cycles, statistics can display more up-to-date data than referenced in the text.

STATISTA. **Children and media in the U.S. - statistics & facts**. 24 mar. 2022.

Disponível em: www.statista.com/topics/3980/children-and-media-in-the-us. Acesso em: 18 maio 2022.

11 How much time do you spend with technology each day? Which digital device do you use the most?

12 Compare the following pictures and spot the differences. What are the people doing differently? Write sentences in your notebook as in the example.

Example: In picture A the teacher is using the computer. In picture B she's reading a book.

a.



b.



ILUSTRAÇÕES: GALVÃO BERTAZZI

! GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 186.



LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

1 A lot of people get distracted while driving. Why does it happen?



2 Listen to a public service announcement (PSA) developed and produced by the Florida Association of Insurance Agents (FAIA). Choose the sign that best expresses the main message of the recording.

No exercício 2, ouça um anúncio de utilidade pública (em inglês, PSA) e escolha a placa que melhor expressa a sua mensagem principal. Não se preocupe em entender todas as palavras e informações do áudio.

a.



ANASTASIA AVERINA/
SHUTTERSTOCK.COM

b.



DUCUS95US/SHUTTERSTOCK.COM

c.



HARYADI CH/SHUTTERSTOCK.COM



3 Listen to the recording again and choose the thoughts that correspond to the inner voice of the person who is driving the car.

- a. "You wanna answer that, don't you?"
- b. "Don't pick up the phone right now".
- c. "Someone wants to tell you something or ask you something."

inner voice: voz interior
thought: pensamento



4 Listen to the recording once more and check your answers to exercise 3.

5 According to the recording, what happens to the driver? Choose a or b.

- a. He/She ignores the inner voice.
- b. He/She uses the phone and the car crashes.

6 It is time to create your own PSA about car accident prevention. In small groups, prepare a short oral presentation to introduce your PSA to the whole class. You can also record and share it with other people. Some suggested recommendations for driving safely:

- Do not drink and drive.
- Use your safety belt at all times.
- Avoid distractions such as eating.
- Keep plenty of space between your car and the other vehicles.
- Drive at a speed that is safe for road and weather conditions.

No exercício 6, crie seu próprio anúncio de utilidade pública sobre prevenção de acidentes de carro. Em um grupo pequeno, prepare uma breve apresentação oral para introduzir seu anúncio para a turma. Você também pode gravar e compartilhar o trabalho com outras pessoas. Antes disso, faça uma apresentação para outro grupo e pergunte se seus/suas colegas entenderam e se têm alguma sugestão de aperfeiçoamento. As recomendações em destaque no imperativo podem ajudar você.

TIP

Ao nos expressarmos em um idioma, a comunicação não verbal (expressões faciais, gestos, movimentos corporais, entre outros) desempenha um importante papel. Por meio desses recursos, é possível, por exemplo, criar envolvimento com a audiência, confirmar uma ideia, esclarecer o que foi dito. Na apresentação do anúncio de utilidade pública, busque incorporar diferentes formas de comunicação não verbal.

- 7 Before reading the following text, take a look at its **picture**, **title** and **subtitle**. What do you expect to read about?

HTTPS://WWW.WHO.INT

www.who.int/news-room/fact-sheets/detail/road-traffic-injuries

World Health Organization


Home / Newsroom / Fact sheets / Detail / Road traffic injuries

Road traffic injuries

21 June 2021

Key facts

- Approximately 1.3 million people die each year as a result of road traffic crashes.
- The United Nations General Assembly has set an ambitious target of halving the global number of deaths and injuries from road traffic crashes by 2030 (A/RES/74/299)
- Road traffic crashes cost most countries 3% of their gross domestic product.
- More than half of all road traffic deaths are among vulnerable road users: pedestrians, cyclists, and motorcyclists.
- 93% of the world's fatalities on the roads occur in low- and middle-income countries, even though these countries have approximately 60% of the world's vehicles.
- Road traffic injuries are the leading cause of death for children and young adults aged 5-29 years.



SUMIT SARASWAT/SHUTTERSTOCK.COM

crash: acidente, batida
even though: apesar de, embora
gross domestic product (GDP): produto interno bruto (PIB)

halve: reduzir à metade
income: renda
injury: lesão

WORLD HEALTH ORGANIZATION. **Road traffic injuries.** 19 jun. 2022. Disponível em: www.who.int/news-room/fact-sheets/detail/road-traffic-injuries. Acesso em: 18 maio 2022.

- 8 Now read the text in **exercise 7** and discuss the following questions with your classmates. Use expressions from the *Language Note* box to help you.

- What is the leading cause of death for children and young adults (5-29 years)?
- Do you think road traffic crashes are a major cause of death in Brazil?
- What is the percentage of the world's fatalities on the roads in low- and middle-income countries? In your opinion, is it a high percentage?
- In your view, how can road traffic crashes be prevented?

Language Note

Asking for an opinion: What do you think?/Do you agree?/How do you feel about that?
Expressing an opinion: In my opinion.../I believe that.../In my view...
Agreeing: I agree with you./I guess you're right./Absolutely./Tell me about it!
Disagreeing: I don't agree with you./I totally disagree./I'm afraid that's not true.



WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Go back to page 24 and explore the structure of the genre mind map. Visit the website www.mindmapart.com (accessed on: May 16, 2022) to find other examples of mind maps. A mind map is a diagram used to visually display information. It helps us see connections between several ideas or pieces of information. A central concept is linked by lines or arrows to other concepts which are linked with other associated ideas, creating a web of relationships. Mind maps are useful for brainstorming, summarizing, planning, goal setting, and note taking.

Based on the mind map you explored in this unit, it is your turn to create a mind map with helpful tips on how to focus while studying.

1 Before writing your text, **replace** each icon ★ with an appropriate answer to **identify** the elements of the writing context.

- a. Writer: you
- b. Readers: classmates and other people
- c. Genre: ★
- d. Objective: to generate ideas on ★
- e. Style: objective tone
- f. Media: school board/Internet

No **exercício 1**, **substitua** cada ícone ★ por uma resposta adequada para **identificar** os seguintes elementos do contexto de escrita: quem escreve (*writer*), os possíveis leitores (*readers*), o gênero (*genre*), o objetivo (*objective*) e o estilo (*style*) do texto e o meio pelo qual ele é divulgado (*media*).

2 Follow these instructions to write your text.

1. Place the main topic “how to focus while studying” in the center of the page.
2. Draw some branches (lines or arrows) from the main topic.
3. Think of useful tips on the main topic and write down what comes to mind. Be concise when you choose words for your mind map.
4. Continue branching. Try to flow from one idea into another.
5. Add a picture or drawing for each action to illustrate your mind map.
6. Exchange mind maps with a classmate and discuss both texts.
7. Make the necessary corrections.
8. Work to create the final version of the mind map.

TIP

Ao revisar os mapas conceituais, considere, por exemplo:

- **objetivo:** As informações estão adequadas ao objetivo do texto?
- **linguagem:** As dicas estão preferencialmente no imperativo?
- **leiaute:** A organização visual facilita a rápida compreensão das informações?
- **cores:** As dicas estão agrupadas por cores?
- **imagens:** As figuras tornam o texto mais claro e interessante?

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

3 It is time to share your mind map with your classmates and other people. You can also use one of the following online resources to create and publish your mind map:

- <https://gitmind.com>;
- <https://tobloef.com/text2mindmap/>;
- www.mindmup.com.
(Accessed on: May 16, 2022).



LOOKING AHEAD



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have talked about information overload and getting distracted, which are often associated with living in a connected world. Read the following text about media use by tweens and teens. The data is part of a report based on a survey of 1,306 young people (age 8 to 18) in the United States. The survey was conducted from Sept. 29 through Oct. 25, 2021. Then, talk to a classmate and answer the questions.

The Common Sense Census: Media Use by Tweens and Teens, 2021

Use of screen media is up 17% for tweens and teens since the start of the pandemic.



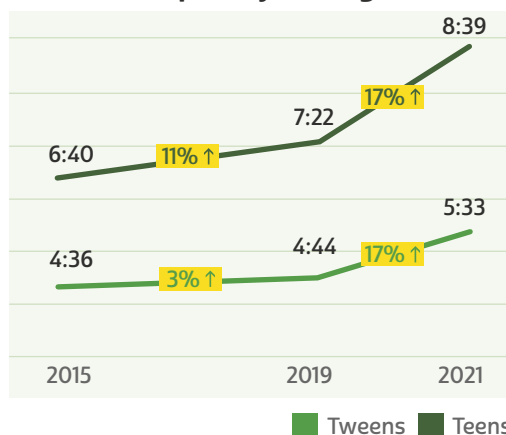
Media use grew faster in the last two years than it did in the four years prior to the pandemic.

Overall, boys use more screen media than girls.

Black and Hispanic/Latino children use screens more than White children.

And children in higher-income households use screens for entertainment less than children in middle- and lower-income households. (...)

Total entertainment screen use per day (average)



COMMON SENSE MEDIA. **The common sense census:** media use by tweens and teens, 2021. Common Sense Media. [2022?]. Disponível em: www.commonsensemedia.org/sites/default/files/research/report/2022-infographic-8-18-census-web-final-release_0.pdf. Acesso em: 18 maio 2022.

- Two age groups participated in the survey. Which ones? Which group spends more time using screens for entertainment?
- According to the report, what has happened to the use of screen media since the start of the pandemic?
- Based on the report, choose the participants who use **more** screen media in general or for entertainment.

I. **By gender:** girls; boys

II. **By ethnicity:** white; black; hispanic/latino

III. **By household income:** higher; middle; lower

- Are you surprised with the findings of the study? In your opinion, why do children in higher-income households use screens for entertainment less than children in middle- and lower-income households?

Language Note

tween (tweenager) = a child between the ages of about 10 and 12

income: renda
prior to: antes de

screen: tela
since: desde



Recommended Resources

Para conhecer algumas dicas de como evitar distrações durante o estudo, visite:

- www.wikihow.com/Avoid-Distractions-While-Studying
- <https://study.com/academy/popular/how-to-study-at-home-and-not-get-distracted.html>

(Acesso em: 18 maio 2022).



UNIT 2

INSPIRING WOMEN



Viola Davis



Maria da Penha



GETTING STARTED



NÃO ESCREVA EM SEU LIVRO.

Do you know the women in the pictures? Where are they from?
What are they famous for?

Nesta unidade, você vai

- falar sobre mulheres inspiradoras;
- rever o passado simples (*simple past*) e o passado contínuo (*past continuous*);
- explorar sufixos (*suffixes*);
- compreender e produzir comentários *on-line* (*online comments*);
- explorar o tema contemporâneo transversal **educação em direitos humanos**.

LOUISE KENNERLEY/FAIRFAX MEDIA/GETTY IMAGES

Malala Yousafzai

GREGG DEGUIRE/WIREIMAGE/GETTY IMAGES

Amani Ballour



READING COMPREHENSION

Before Reading



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 Find out the woman each quote comes from as in the example. In your notebook, write **Viola Davis, Maria da Penha, Malala Yousafzai** or **Dr. Amani Ballour**.

Example: a. Maria da Penha

- a. "I believe this is time of the woman. We understand how strong we are; united we are even stronger."
- b. "I just wanted to study and be a doctor and have a clinic. That was my dream."
- c. "The only thing that separates women of color from everyone else is opportunity."
- d. "One child, one teacher, one pen, and one book can change the world."

GANDOUR, Ricardo; ACOSTA, Fabiana; PLACKIS-CHENG, Paksy. **Maria da Penha changed Domestic Violence Law in Brazil**. IMPACTMANIA. 2021. Disponível em: www.impactmania.com/article/maria-da-penha/. GUPTA, Alisha H. Her dream of becoming a doctor turned into a nightmare, and a movie. **The New York Times**, 11 fev. 2020. Disponível em: www.nytimes.com/2020/02/11/world/middleeast/her-dream-of-becoming-a-doctor-turned-into-a-nightmare-and-a-movie.html. HOLMES, Sally. Viola Davis on her Emmy win: "The only thing that separates women of color from anything else is opportunity". **Elle**, 21 set. 2015. Disponível em: www.elle.com/culture/celebrities/news/a30607/viola-davis-emmy-speech/. HUSAIN, Zahra. **9 Inspiring Malala Quotes**. United Nations Foundation. 13 ago. 2015. Disponível em: <https://unfoundation.org/blog/post/9-inspiring-malala-quotes/>. Acesso em: 25 maio 2022.

- 2 Take a look at the **source** of the following excerpts about Viola Davis in **exercise 4**. Where were they taken from? Choose **a** or **b**.

- a. From a book written by Viola Davis about her life.
- b. From a movie script in which Viola Davis is the main character.

- 3 Choose the topics that you expect to find in the excerpts.

bullying • career • childhood • family members • overcoming obstacles • racism



Pronunciation Note

O primeiro nome da atriz Viola Davis nos remete ao nome de um instrumento musical, tanto em português quanto em inglês, mas, no nome próprio Viola, o "i" é pronunciado como o pronome "I" /aɪ/.

Reading

- 4 Now read the excerpts to check your predictions.

healing: de cura
mouthpiece: porta-voz
tool: ferramenta

weapon: arma
worthy: merecedor(a), digno/a

Excerpt 1

The eight-year-old girl who had never been told "You're worthy; you're beautiful" suddenly found herself as a leading lady, and a mouthpiece for all the women who looked like her. (...) The obstacle blocking me was a four-hundred-year-old racist system of oppression and my own feeling of utter

aloneness. My art, in this instance, was the best healing tool to resolve my past, the best weapon that I had to conquer my present, and my gift to the future.

DAVIS, Viola. **Finding me:** a memoir. Nova York: HarperCollins Publishers, 2022. p. 279.



Excerpt 2

Every painful memory, every mentor, every friend and foe served as a chisel, a leap pad that has shaped “ME!” (...) I’m no longer ashamed of me. I own everything that has ever happened to me. The parts that were a source of shame are actually my warrior fuel. I see people – the way they walk, talk, laugh, and grieve, and their silence – in a way that

is hyperfocused because of my past. I’m an artist because there’s no separation from me and every human being that has passed through the world including my mom. I have a great deal of compassion for other people, but mostly for myself. That would not be the case if I did not reconcile that little eight-year-old girl and FIND ME.

DAVIS, Viola. *Finding me*: a memoir. Nova York: HarperCollins Publishers, 2022. p. 291.

chisel: formão
foe: inimigo/a

fuel: combustível
shame: vergonha

shape: moldar
warrior: de guerreiro/a



Pronunciation Note



- 1 Ouça o primeiro trecho (*Excerpt 1*) do livro *Finding Me*, que faz parte do audiolivro (*audiobook*) gravado pela própria Viola Davis. Observe o uso de **pausas**, utilizado por Viola, para adicionar drama à narração. Como você se sentiu ao ouvir esse trecho?
- 2 Ouça o segundo trecho (*Excerpt 2*) do livro *Finding Me*. Observe o uso de **emocionalidade** e **entonação** para envolver os ouvintes. Como você se sentiu ao ouvir esse trecho?

5 Choose the terms that Viola Davis uses to refer to herself.

- a. “a leading lady” (*Excerpt 1*)
- b. “a mouthpiece for all the women who looked like her” (*Excerpt 1*)
- c. “mentor” (*Excerpt 2*)
- d. “an artist” (*Excerpt 2*)
- e. “that little eight-year-old girl” (*Excerpt 2*)

6 Answer the following questions about Viola Davis.

- a. What obstacle was blocking her when she was a child?
- b. What helped her deal with her past?
- c. According to her, why is she an artist?

7 Choose the sentence that refers to Viola’s feelings in the past, as a child.

- a. She was ashamed of herself.
- b. She thought she was beautiful.
- c. She had a great deal of compassion for herself.

8 According to the text, how does Viola feel about herself now, as a woman?
You can use the sentences from the previous exercise to help you.

9 Choose the sentence that explains the meaning of “The parts that were a source of shame are actually my warrior fuel.”

- a. What used to make Viola feel bad about herself in the past makes her stronger now.
- b. Viola thinks that it is impossible to feel good about herself after having faced obstacles as a child.



GALVÃO BERTAZZI

Language Note

used to = done or experienced in the past, but no longer done or experienced

Reading for Critical Thinking

10 Discuss the following questions with your classmates.

- Viola's art helped her to resolve her past and conquer her present. Do you think art can help ordinary people to overcome personal difficulties? Why (not)?
- Viola Davis says she has a great deal of compassion for other people, but mostly for herself. In your opinion, how can you show compassion and self-compassion in your daily life?



Think about it!

Na sua opinião, conhecer a história de vida de alguém pode inspirar outras pessoas em suas próprias vidas? A história de vida de alguém já inspirou você? Em caso afirmativo, de quem?

Aa

VOCABULARY STUDY



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Word Formation: Suffixes

Read these fragments from the excerpts on pages 38 and 39 and do **exercises 1 and 2**.

- "(...) 'You're worthy; you're **beautiful**' (...) – Excerpt 1
- "Every **painful** memory, every mentor (...) – Excerpt 2
- "(...) a four-hundred-year-old **racist** system of **oppression** (...) – Excerpt 1
- "I'm an **artist** because there's no **separation** from me and every human being (...) – Excerpt 2

1 Focus on the words in **bold** and choose the correct item that completes each sentence.

- We can infer that the suffix **-ful**, in **beautiful** and **painful**, means
 - without; not having.
 - with; full of.
- We can infer that the suffix **-ion**, in **oppression** and **separation**, turns verbs into
 - nouns.
 - adjectives.

Language Note

A **suffix** goes at the end of a word as in **beautiful** and **separation**.

2 Now focus on the suffix **-ist**, in **racist** (fragment III) and **artist** (fragment IV). Then, match the columns.

- The suffix **-ist** as in **racist**
 - refers to occupations.
- The suffix **-ist** as in **artist**
 - forms nouns as in *scientist*, *journalist*.
 - forms adjectives as in *pacifist*, *capitalist*.
 - refers to "someone who believes in or practices something".



TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

1 Before reading the following text, take a look at its **title**, **source** and **picture** to answer the questions.

a. Who are the women in the picture?

b. What do you expect to read about?

2 Now read the text to check your predictions.

CELEBRITY | APR. 22, 2022

The Most Candid Moments From Oprah + Viola

By Mia Mercado

(...) In their intimate conversation, Davis talked about her forthcoming memoir, *Finding Me*, which comes out April 26, delving into some of the stories she shares in the book. (...)

Like her previous conversations, Oprah's interview with Davis is raw and emotional, with much of the special focused on devastating details of Davis's childhood. Here, some of the biggest takeaways from the conversation between Oprah and Davis.

The pandemic spurred Davis to write her memoir.

"I believe I was having a bad existential crisis," Davis said, adding that at the time, she was struggling to find connection with the rest of the world and meaning in her life. (...)

Davis decided she was going to be an actress when she was 14.

Fourteen was a pivotal age for Davis. That year, she won a major art contest, spurring her ambitions to pursue acting: "I realized I really wanted out, and I saw a way out." (...)

Davis felt a lot of shame surrounding her past.

Davis recalled having an adult at school explain to her how she should clean herself, something she didn't have the resources to do at home. (...)

Davis has found self-love in "owning her story."

"This book is my gift to others," she said, speaking to the validation that comes with feeling "seen" by the people around you. At the end of their conversation, Oprah asks what Davis is now "living for." "I'm living for my peace and my joy," Davis said, tearfully. "I want to be happy." Oprah, also holding back tears, said, "In finding yourself, you have helped all of us."



NETFLIX

contest: concurso
raw: forte, intenso/a
recall: lembrar
seen: visto/a

spur: incentivar
struggle: lutar, ter dificuldades
tear: lágrima

MERCADO, Mia The most candid moments from Oprah + Viola. *The Cut*, 22 abr. 2022. Disponível em: www.thecut.com/2022/04/oprah-viola-davis-netflix-interview.html. Acesso em: 24 maio 2022.

Language Note

should = expresses obligation or correctness, typically when criticizing someone's actions

TIP

Observe os elementos não verbais, como imagens, tipos e cores de fontes, para melhor compreender o texto.



Le@rning on the web

Para assistir a um pequeno trecho do vídeo em que Oprah Winfrey entrevista Viola Davis, visite <https://youtu.be/HcNEHKfoawE> (Acesso em: 24 maio 2022).

3 Choose the adjectives used in the text to describe Oprah's interview with Viola.

- a. "intimate" b. "raw" c. "emotional" d. "devastating"

4 Answer the following questions.

- a. What did Viola Davis talk about when she was interviewed by Oprah?
b. What kind of book did Viola write? When did she write it?
c. When did Viola decide to be an actress? What happened to her at that age?
d. How did Viola feel about her past? What childhood memory did she mention?
e. What is Viola living for?



Think about it!

Oprah diz que, ao encontrar-se a si mesma, Viola Davis ajudou a todos/as nós. Na sua opinião, o que Oprah quis dizer com isso? Você concorda com ela? Por quê (não)?

It's common to find online comments about magazine/newspaper articles available on the Internet. The following online comments are about the text you have just read. Read them and do **exercises 5 and 6**.

The screenshot shows a web browser window with the URL www.thecut.com/2022/04/oprah-viola-davis-netflix-interview.html#comments. The page displays a comments section with the following content:

Please read our [community guidelines](#).
Have a concern or tech problem related to commenting? [Report it](#).
All comments with links in them will require a moderator to approve.

All Comments **2** Sort by: Newest ▾

anne.mrocinc 1 MONTH AGO
Viola Davis is a magical, lit- from- within, transcendent actress. Her tragic, neglectful childhood could have destroyed her talent and drive, instead it fuelled her ambition to see beyond its limitations. Bravo Ms. Davis!
Looking forward to your book!
👍 LIKE 2 ↩️ REPLY ➦ SHARE 🚩 REPORT

ragasmctattershanty Vulturati 1 MONTH AGO
Her recent NYT profile and her Inside the Actors' Studio episode are worth reading and watching. She's one of our best actors.
👍 LIKE 5 ↩️ REPLY ➦ SHARE 🚩 REPORT

💬 Top of comments 📄 Top of article

MERCADO, Mia. The most candid moments from *Oprah + Viola*. **The Cut**, 22 abr. 2022. Disponível em: www.thecut.com/2022/04/oprah-viola-davis-netflix-interview.html#comments. Acesso em: 24 maio 2022.

TIP

Ao ler um texto na internet, busque identificar os *links*/botões disponíveis e a que tipo de informação esses *links*/botões podem conduzir o leitor. Nos comentários *on-line* reproduzidos na página anterior, onde se deveria clicar para responder a uma postagem? E para compartilhá-la?

- 5 Do the online comments express positive or negative views on Viola Davis? Which expressions used in the comments reveal such views?
- 6 Choose the correct statements about the two online comments you read.
 - a. The online comments show the users' personal opinions about Viola Davis.
 - b. The users who posted the online comments followed community guidelines.
 - c. The online comments were posted after the approval of the moderator.



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Review: Simple Past/Past Continuous

Read these fragments from the excerpts on pages 38 and 39 and do **exercises 1 and 2**.

- I. "My art (...) **was** (...) the best weapon that I **had** to conquer my present (...)" – Excerpt 1
- II. "The obstacle blocking me **was** a four-hundred-year-old racist system of oppression (...)" – Excerpt 1
- III. "Every painful memory, every mentor, every friend and foe **served** as a chisel (...)" – Excerpt 2
- IV. "The parts that **were** a source of shame are actually my warrior fuel." – Excerpt 2

- 1 Focus on the verbs in **bold** and answer the following questions.
 - a. Which fragments contain the singular form of the verb *to be* in the past?
 - b. Which fragment contains the plural form of the verb *to be* in the past?
 - c. Which fragment contains a regular verb in the past?
 - d. Which fragment contains an irregular verb in the past?
- 2 Why is the simple past used in fragments I and III? Choose **a** or **b**.
 - a. To describe completed actions in the past.
 - b. To describe actions in progress in the past.

- 3 Let's get to know about another inspiring woman, Dr. Amani Ballour, and her work at the subterranean hospital known as the Cave. Read the following text about her and complete it with the **simple past** of the verbs in the box. All the verbs are regular.

abandon • complete • elect • join • move • want

Heroic doctor from Oscar-nominated film 'The Cave' wants to be 'voice' for Syrians

Dr. Amani Ballour's underground hospital saved thousands in Syria.

By **Conor Finnegan**

February 03, 2020, 11:30 PM

(...)

"I can be a voice for the Syrian people who are now voiceless, and I am proud to be able to do that," she said.

The Oscar-nominated film "The Cave" follows Ballour as she leads that underground hospital, known as the Cave, through siege conditions (...) and near daily aerial bombardment by Syrian strongman Bashar Assad and his ally Russia. Only 29 years old when her colleagues ★ her the hospital's director in 2016, Ballour battles the endless stream of victims, but also the strong patriarchal society that pushes back on a woman leading the hospital.

Born in Ghouta outside Damascus, Ballour ★ to become a doctor despite her family's wishes. They told her that she could be a teacher, but "not a surgeon," she said, but she refused to give up.

(...)

She ★ her general medical studies at the University of Damascus in 2012, one year after Syria's civil war started. (...) That fighting began to hit Ghouta hard as Ballour was studying pediatrics. Amid a siege by the Assad regime and its allies, she ★ her studies to start working as a doctor and treating people, especially children.

She ★ the Cave in 2013 – a hospital 65 feet below ground to shield it from airstrikes, as Assad began to target hospitals in the conflict.

(...)

Eventually, the constant attacks by Assad and Russian warplanes forced Ballour to leave Ghouta. She ★ to northern Syria in 2018 before crossing the border to Turkey, where she currently lives as a refugee. (...)



ABDULMONAM EASSA/AFP/GETTY IMAGES

give up: desistir
push back: opor-se
siege condition: condição de cerco
underground: subterrâneo/a

FINNEGAN, Conor. Heroic doctor from Oscar-nominated film 'The Cave' wants to be 'voice' for Syrians. **Abc News**, 3 fev. 2020. Disponível em: <https://abcnews.go.com/International/heroic-doctor-oscar-nominated-film-cave-voice-syrians/story?id=68721983>. Acesso em: 23 jul. 2022.

Language Note

The suffix **-less** means *without*.

endless = without an end

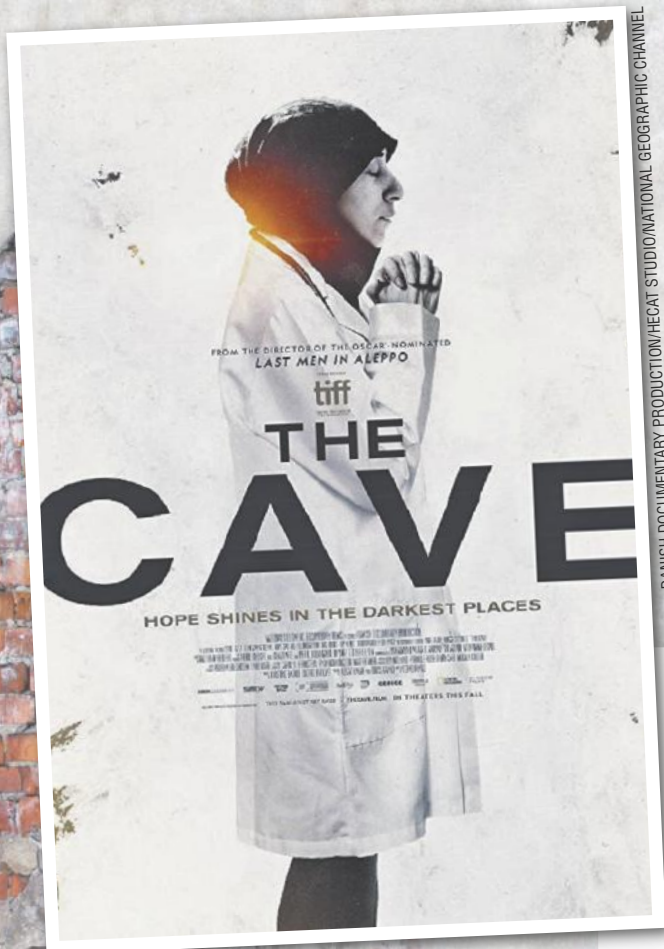
voiceless = without a voice

- 4 Go back to the text in **exercise 3** and find examples of irregular verbs in the past.

- 5 Go back to the text in **exercise 3**, read it again and answer the following questions.

- Did Dr. Amani fight against the grave realities of the hospital she worked at?
- Why did she abandon her studies in pediatrics?
- When did she start working at the Cave?

- 6 In your opinion, what makes Dr. Amani Ballour an inspiring woman? Why?



DANISH DOCUMENTARY PRODUCTION/HECAT STUDIO/NATIONAL GEOGRAPHIC CHANNEL



Think about it!

Enfrentando todos os perigos da guerra na Síria na década de 2010, a Dra. Amani Ballour e suas colegas trabalharam em um hospital subterrâneo conhecido como “A Caverna” em pé de igualdade com seus colegas homens, apesar da cultura local opressivamente patriarcal. Esse trabalho desafiador pode ser conhecido no documentário *The Cave* (2019), que faz um retrato emocionante de coragem, resiliência e solidariedade feminina. Você acredita que é importante divulgar a história de mulheres como a Dra. Amani? Por quê (não)? Que outros filmes sobre mulheres inspiradoras você conhece?

DMITRI/CH/SHUTTERSTOCK.COM



Le@rning on the web

Para assistir ao *trailer* do documentário *The Cave*, visite <https://youtu.be/TaZkwBWuN2A> (Acesso em: 24 maio 2022).

7 Why is the past continuous used in “as Ballour **was studying** pediatrics”? Choose **a** or **b**.

- a.** To describe a completed action in the past.
- b.** To describe an action in progress in the past.

8 Read the following comic strip and replace the icons ★ with the correct form of the verbs in parentheses. Use the **simple past** or the **past continuous**.



DAVIS, Jim. *Garfield*. 2022. Disponível em: www.gocomics.com/garfield/1995/03/17. Acesso em: 24 maio 2022.

GARFIELD, JIM DAVIS © 1995 PAWS, INC. ALL RIGHTS RESERVED / DIST. BY ANDREWS MCMEEL SYNDICATION

- a.** Garfield ★ (**not watch**) television when Jon ★ (**arrive**).
- b.** Garfield ★ (**sleep**) when Jon ★ (**enter**) the room.



GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 186.



LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 Read this magazine cover and, in pairs, ask and answer the following questions.



TELEGRAPH MAGAZINE. 17 out. 2015.

- Who is the woman on the cover of the magazine?
- What details about her are mentioned on the cover?
- Based on the cover, does the woman have an ordinary or extraordinary life?
- What else do you know about her?

Language Note

ordinary = usual, not special
extraordinary = very unusual, special

- 2 Before you listen to a recording with Malala Yousafzai, choose the expressions about her that you expect to hear.

a global voice for girls' education • fight for education • life in Pakistan • Nobel Peace Prize • respect towards other people • Taliban attack

- 3 Now listen to the recording and choose what it is.

- A speech delivered by Malala.
- A podcast interview with Malala.



Le@rning on the web

Para ouvir o áudio na íntegra, visite:
www.npr.org/transcripts/553286746
(Acesso em: 24 maio 2022).

5 4 Listen to the recording again and choose the correct item that completes each sentence.

- a. Malala Yousafzai began blogging and talking about her life when she was
- eleven years old.
 - fifteen years old.
- b. In Malala's recent world trip, she visited the Middle East
- Asia, Central and North America.
 - Latin America, Africa and North America.
- c. The objective of Malala's girl-power trip was to encourage
- young women in their fight for education.
 - political leaders in their fight for women's rights.
- d. In the United Nations General Assembly in New York, Malala talked about
- the need to prioritize spending on education around the world.
 - the importance of respecting other people, no matter where they are from.
- e. Malala decided to start her girl-power trip in Lancaster, Pennsylvania because
- the way America welcomed refugees was not ideal.
 - she was inspired by the way this city welcomed refugees.

TIP

Não se preocupe em entender tudo o que ouvir. Leia os itens do **exercício 4** para conhecer as informações solicitadas. Você deverá prestar atenção a elas durante a escuta.

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



Think about it!

Malala Yousafzai foi a pessoa mais nova na história a receber um prêmio Nobel, por defender o direito de todos/as à educação. Você lutaria por alguma causa social? Em caso afirmativo, qual? Por quê? Como você poderia fazer a sua parte e contribuir para a promoção dessa causa?

6 In pairs, ask and answer the following questions.

- a. Why do you think Malala can be considered an inspiring woman?
- b. In your opinion, what other women alive today can be considered inspiring? Why?



GALVÃO BERTAZZI

Language Note

Asking for an opinion: What do you think?/Do you agree?/How do you feel about that?

Expressing an opinion: In my opinion.../I believe that.../From my point of view...

Agreeing: I agree with you./I guess you're right./Absolutely./Tell me about it!

Disagreeing: I don't agree with you./I totally disagree./I'm afraid that's not true./No way.



WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have read some online comments on page 42. Online comments are posted in the comments section of blogs or news websites, which is where users can publish their personal opinions or other information. Users can also reply to or share comments by others.

Based on the online comments you explored in this unit, it is your turn to create an online comment to share your views on a magazine/newspaper/online article about an inspiring woman.

1 Before writing your text, **match** the columns to **identify** the elements of the writing context.

- | | |
|---------------|---|
| a. Writer: | I. classmates and other people |
| b. Readers: | II. school board/Internet |
| c. Genre: | III. you |
| d. Objective: | IV. informal tone |
| e. Style: | V. online comment |
| f. Media: | VI. to share your views on a magazine/newspaper/
online article about an inspiring woman |

No **exercício 1**, **correlacione** as colunas para **identificar** os seguintes elementos do contexto de escrita: quem escreve (*writer*), os possíveis leitores (*readers*), o gênero (*genre*), o objetivo (*objective*) e o estilo (*style*) do texto e o meio pelo qual ele é divulgado (*media*).

2 Follow these instructions to write your text.

1. Find an article about a woman you consider inspiring and write down your ideas concerning it.
2. If necessary, talk to other people and/or do research on the Internet to get more information on the selected person.
3. Write a first draft of the comment. Include one or two arguments to support your opinion.
4. Exchange comments with a classmate and discuss both texts.
5. Make the necessary corrections.
6. Write the final version of the online comment.

TIP

Ao revisar os textos, considere, por exemplo:

- **objetivo:** As informações estão adequadas ao objetivo do texto?
- **conteúdo:** Há pelo menos um argumento para justificar a opinião expressa? Ele está claro e coerente?
- **linguagem:** O texto está redigido de maneira clara e objetiva?
- **ortografia:** As palavras estão escritas corretamente?

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

3 It's time to share your comment with your classmates. You can organize all the comments on a school board or post them on the Internet. Then read your classmates' comments and choose one (or more) to reply to.

POST

RAWPIXEL.COM/SHUTTERSTOCK.COM



LOOKING AHEAD



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Read the following text about Maria da Penha, an inspiring Brazilian woman. Then, talk to a classmate and answer the questions.

after: em homenagem a
be aware of: estar ciente de
come forward: denunciar
ground-breaking: inovador(a)

www.bbc.com/news/magazine-37429051

Maria da Penha: The woman who changed Brazil's domestic violence laws


By Pablo Uchoa
BBC Brasil
22 September 2016

In September 2006, Brazil introduced ground-breaking legislation on domestic violence. It was called the Maria da Penha Law after a women's rights activist who was left paraplegic by her violent husband. (...)

"So many women think that violence is only physical, they are not aware of other kinds of violence," she says. "They don't understand psychological, moral, sexual violence. The law lists all those kinds of abuses."

"Nowadays women are coming forward but the violence continues. They are coming forward to press charges, but it's only in the cities or the state capitals where there are shelters and specialised police units and all the facilities."

There's a long way to go to change attitudes, she says. (...)



CID MOREIRA FOTOGRAFIAS/CORTESIA
INSTITUTO MARIA DA PENHA

UCHOA, Pablo. Maria da Penha: the woman who changed Brazil's domestic violence laws. **BBC**, 22 set. 2016. Disponível em: www.bbc.com/news/magazine-37429051. Acesso em: 24 maio 2022.

- Why was the Brazilian legislation on domestic violence called the Maria da Penha Law?
- According to the text, what kinds of abuses does the Maria da Penha Law list?
- Maria da Penha believes that there's a long way to go to change attitudes. In your opinion, what should be done in order to promote such change?



Think about it!

A luta de Maria da Penha em defesa dos seus direitos e dos de todas as mulheres contribuiu para a criação de uma legislação inovadora contra a violência doméstica. Você acredita que essa legislação é suficiente para proteger as mulheres? Por quê (não)? Na sua opinião, o que mais pode ser feito para evitar a violência doméstica?



Recommended Resources

Para conhecer diversas mulheres da atualidade que são fonte de inspiração, visite:

- www.rd.com/list/most-inspiring-women-alive-today

Para conhecer mais sobre Maria da Penha e como sua história de vida contribuiu para a criação da Lei Maria da Penha, visite:

- www.unwomen.org/en/news/stories/2011/8/maria-da-penha-law-a-name-that-changed-society
- www.institutomariadapenha.org.br

(Acesso em: 24 maio 2022).

REVIEW 1 • UNITS 1 & 2



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.



READING COMPREHENSION

- 1 How would you explain the term **cyberbullying** using your own words?
- 2 Before reading the following text, take a look at its **structure** and **title**. What is the intended audience of the text? What is it about?

Read the text and do **exercises 3 and 4**.

trusted: de confiança

HTTPS://KIDShealth.ORG

The screenshot shows a web browser window with the address bar displaying <https://kidshealth.org/en/teens/internet-safety.html>. The website header includes the text 'Find care at Nemours Children's Health | Doctors | Locations' and the 'Nemours TeensHealth' logo. Navigation buttons are labeled 'for Parents', 'for Kids', 'for Teens', and 'For Educators'. The main heading is 'What Is Cyberbullying?'. The text explains that cyberbullying involves cruel or bullying messages sent online, often anonymously. It advises ignoring such messages and seeking help from a trusted adult. The footer of the page contains the source information: 'BEN-JOSEPH, Elana Pearl. Online safety. Kids Health. 2018. Disponível em: https://kidshealth.org/en/teens/internet-safety.html. Acesso em: 18 jun. 2022.'

What Is Cyberbullying?

It's not just strangers who can make you feel uncomfortable. Cyberbullying refers to cruel or bullying messages sent to you online. These might be from former friends or other people you know. They can also be sent anonymously — in other words, on a website where everyone has a screen name, so teens being bullied might not even know who is bullying them.

If you get these bullying messages online, it's often better to ignore them rather than answer them. Cyberbullies, just like other bullies, might be looking for attention or a reaction. Plus, you never want to provoke bullies. By ignoring them, you can take away their power. You also can try to delete or block bullies so you no longer see their texts.

Fortunately, most people never experience cyberbullying. But if you're getting cyberbullied and ignoring it doesn't make it stop, getting help from a parent, school counselor, or another trusted adult might be a good idea. That's especially true if the cyberbullying contains threats.

BEN-JOSEPH, Elana Pearl. **Online safety**. Kids Health. 2018. Disponível em: <https://kidshealth.org/en/teens/internet-safety.html>. Acesso em: 18 jun. 2022.

- 3 According to the text, what is important to do if you are being bullied online? Choose the correct answers.
 - a. Answer bullies.
 - b. Provoke bullies.
 - c. Ignore, delete or block bullies.
 - d. Get help from a trusted adult.

- 4 Based on the text, who are the best people to get help from in case of getting cyberbullied?

LANGUAGE IN USE



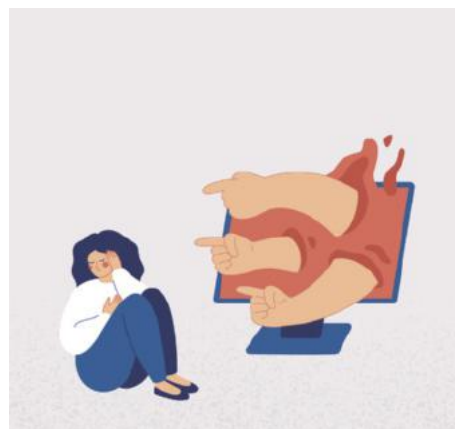
ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Review: Simple Present/Present Continuous

- 1 The following text is about cyberbullying. Complete it by replacing each icon ★ with the correct form of the verb in parentheses. Use the **simple present** or the **present continuous**.

What is cyberbullying?

For the most part, cyberbullying is bullying, only it ★ (**happen**) on phones and other connected devices. Most experts ★ (**agree**) that it ★ (**involve**) repeated harassment and some type of power imbalance — and, when young people are involved, it usually ★ (**have**) something to do with what ★ (**happen**) with peers at school. It's important to remember that not every mean comment or unpleasant interaction ★ (**rise**) to the level of bullying.



MARY LONG/SHUTTERSTOCK.COM

CONNECT SAFELY. **Quick-guide to cyberbullying**. 14 abr. 2022. Disponível em: www.connectsafely.org/wp-content/uploads/2022/04/qg-cyberbullying-2022.pdf. Acesso em: 18 jun. 2022.

- 2 It's important to think before you post! Complete the following guidelines by putting the words in **green** into the correct order.

a. **I/posting?/Why/am**

Is this something you really want to post, **it/your personality/really/reflect/and values?/does** Don't follow the crowd or post just to gain attention, as you might not like the response you get back.

b. **I/kind?/Am/being**

Treat others with the respect that you would like to receive yourself. If you read it about yourself, would it make you feel good?

c. **Is it really private?**

inappropriate posts/People/excuse/often based on the idea that the conversation is private, as it is on a private account. Consider how many connections you have, are all these people very close friends? (...)

KIDSCAPE. **Think before you post**. 2022. Disponível em: www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-cyberbullying/think-before-you-post/. Acesso em: 18 jun. 2022.

- 3 Do you usually ask yourself the three questions in **exercise 2** before posting online? If so, which one(s)?

Review: Simple Past/Past Continuous

- 4** Who was Coco Chanel? Read the following text about this fashion designer and complete it by replacing each icon ★ with a verb in the box. Use the **simple past**.

be • be born • create • die



Coco Chanel

Coco Chanel

(...) Gabrielle Bonheur “Coco” Chanel ★ in 1883 and ★ in 1971. She ★ a new look for women in the 20th century, creating clothes that ★ primarily comfortable.

CRAVEN, Jo. Coco Chanel. **Vogue**, 22 abr. 2008. Disponível em: www.vogue.co.uk/article/coco-chanel-biography. Acesso em: 18 jun. 2022.

Read the following comic strip and do **exercises 5** and **6**.

crash: bater, colidir **lucky:** sortudo/a
crater: cratera **roof:** telhado

WANCY, GUY GILCHRIST © 1998 GUY & BRAD GILCHRIST /
DIST. BY ANDREWS MCMEEL SYNDICATION FOR UFS



JAIMES, Olivia. **Nancy**. 2022. Disponível em: www.gocomics.com/nancy/1998/07/07. Acesso em: 5 jun. 2022.

- 5 Answer the following questions about the text.
- What was Sluggo doing when a meteorite crashed through his roof?
 - What did the meteorite do to Sluggo's house?
 - Why did Nancy say "How lucky can he get???"
- 6 Now focus on the following fragment and replace the icons ★ with **first action** or **second action** to complete the statements.

"He was sleeping" when it crashed through his roof"

first action second action

He = Sluggo / it = a meteorite

- a. It is an action in progress in the past.
(= The ★ is in the past continuous.)
- b. It is a completed action in the past.
(= The ★ is in the simple past.)
- c. The ★ [shorter action] interrupted the ★ [long action].



THINKING ABOUT LEARNING

Nesta seção, reflita sobre a sua aprendizagem e, em seu caderno, escreva a resposta a cada pergunta.



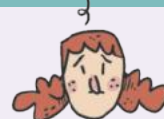
NÃO EScreva EM SEU LIVRO.



1 Very well.








2 Well.



3 Not so well.

GALVÃO BERTAZZI

I. How well can you do this?

Reading 	<ul style="list-style-type: none"> I can understand everyday signs and notices etc. in public places (e.g. <i>streets, railway stations</i>). I can pick out the main information in simple articles in which illustrations and titles support the meaning of the text. I can understand short narratives and descriptions of someone's life that are written in simple words.
Grammar 	<ul style="list-style-type: none"> I can use the simple present. I can use the present continuous. I can use the simple past. I can use the past continuous.
Listening 	<ul style="list-style-type: none"> I can catch the main point in short, clear, simple messages and announcements. I can understand and extract the essential information from short, recorded passages dealing with everyday matters.
Speaking 	<ul style="list-style-type: none"> I can agree and disagree with others. I can present my opinion in simple terms. I can give a short, rehearsed, basic presentation on a familiar subject. I can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
Writing 	<ul style="list-style-type: none"> I can write a mind map. I can write an online comment. I can create short descriptive online posts about everyday matters. I can comment on other people's online posts, provided that they are written in simple language.

II. What learning resources have you used in Units 0-2?

The items in the box can help you.

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Dictionaries Internet Glossary | <ul style="list-style-type: none"> Vocabulary Corner Language Reference + Extra Practice | <ul style="list-style-type: none"> Recommended Resources Other |
|--|--|--|

III. What can you do to improve your learning?

Example: Listen to podcasts and songs in English.

WORKING TOGETHER 1



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In **unit 1**, you have talked about information overload and getting distracted. In this section, you are going to talk about Internet safety and find some helpful tips on staying safe on social media.

- 1 Do you use social media? If so, what measures do you usually take to stay safe online?
- 2 Before reading the following text, take a look at its **structure**, **title** and **introductory paragraph**. What do you expect to read about?
- 3 Now read the text to check your predictions.

DREYKON/SHUTTERSTOCK.COM; DRIVECTOR/SHUTTERSTOCK.COM; HELLY HANSEN/SHUTTERSTOCK.COM; TONKHAO WANPIYA/SHUTTERSTOCK.COM



Social Media

Social media can be a great way to connect with family and friends, share memes, get a good laugh, watch videos, and catch up with the latest dance craze or viral trend. Here are a few tips to make sure your social media experience is safe and secure!

1. Ensure your profile is set to private.



2. Things posted online exist FOREVER.



3. Report, block, or hide any person bullying you or making you feel uncomfortable online.



4. Watch out for suspicious messages!



PART OF THE CYBER SAFETY VIDEO SERIES

SCHOOLSAFETY.GOV. **Social Media**. [2022?].

Disponível em: www.schoolsafety.gov/sites/default/files/2021-05/Social%20Media.pdf. Acesso em: 17 jun. 2022.



Le@rning on the web

Para assistir a um breve vídeo que explora as quatro dicas apresentadas no texto “*Social Media*”, visite: <https://youtu.be/6iPKt6F64rc> (Acesso em: 17 jun. 2022).

4 Focus on the four tips mentioned in the text. Based on the following items (a-d), choose the tip (1-4) that best relates to each of them.

- a. Think about what you post. It can be almost impossible to delete it.
- b. Be cautious when communicating with people you don't know in person.
- c. Don't tolerate cyberbullying! Use privacy tools to report, block or mute people who are aggressive or mean to you online.
- d. Make sure your privacy settings on your social media platforms are secure and people don't have access to your personal information.

5 Discuss the following questions with your classmates.

- a. In your opinion, are the tips given in the text helpful? Have you put them into practice? If so, which one(s)?
- b. What other safety measures do you usually take in order to stay safe on social media?



Think about it!

As redes sociais são uma forma de se conectar com amigos e familiares, compartilhar saberes e aprender sobre vários assuntos. Podem, entretanto, gerar ansiedade, depressão, dispersão e até riscos à integridade física e moral devido à exposição excessiva a dados ou imagens, à comparação da própria realidade com recortes da vida alheia idealizada, à supervalorização do número de curtidas, amigos ou seguidores, entre outros fatores. Para você, o que as redes sociais representam? O que você faz ou poderia fazer para se proteger dos possíveis efeitos negativos das redes sociais em sua vida?

6 Read the following **TASK** and complete it by working with your classmates collaboratively. The main aim of the task is to get to know and share new tips on how teens can stay safe online.

TASK

In small groups, try to think of as many tips as possible that can be useful for teens to stay safe online. You can also visit the following websites to get some tips:

- www.connectsafely.org/social-web-tips-for-teens
- www.unicef.org/armenia/en/stories/10-tips-teens-can-stay-safe-online
- www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-cyberbullying/staying-safe-on-social-media

(Accessed on: July 1, 2022).

Try to choose from four to six tips that you consider the most relevant ones to be shared among your classmates. Then, create a tip sheet similar to the one on the previous page. Use visual elements such as pictures and different font sizes to make it more attractive. You and your classmates can publish the tip sheets on the school board or school website.



THE ROMB / SHUTTERSTOCK.COM

UNIT 3

THE FUTURE OF ENGLISHES

www.oxfordlearnersdictionaries.com/

Definition of **English noun** from the Oxford Advanced Learner's Dictionary

English noun

🔊 /'ɪŋɡlɪʃ/

🔊 /'ɪŋɡlɪʃ/

Idioms

1 ★ [uncountable, countable] the language, originally of England, now spoken in many other countries and used as a language of international communication throughout the world

ENGLISH. In: OXFORD Learner's Dictionaries. 2022. Disponível em: www.oxfordlearnersdictionaries.com/definition/english/english_1?q=English. Acesso em: 30 maio 2022.



GETTING STARTED



NÃO ESCREVA EM SEU LIVRO.

The pictures show different situations in which English can be used by different people around the world. Do these different uses reflect the definition of “English” presented on this page? Why (not)? In your opinion, what does it mean to use the term “Englishes”?

Nesta unidade, você vai

- falar sobre o futuro da língua inglesa;
- usar *will* para falar sobre o futuro;
- explorar sinônimos (*synonyms*) em inglês;
- compreender e produzir gráficos (*charts*);
- explorar o tema contemporâneo transversal **diversidade cultural**.





READING COMPREHENSION



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

Before Reading

- 1 In your opinion, is English an easy or difficult language to learn? Why?
- 2 Before reading the following text, take a look at its **title** and **subtitle**. What do you expect to read about?

Reading

- 3 Now read the text to check your predictions.

displace: substituir
foreign: estrangeiro/a

The screenshot shows a web browser window with the URL <https://web.archive.org/web/20220322022355/www.economist.com/>. The page is from 'The Economist' website, featuring a red header with the logo and navigation links like 'Menu', 'Weekly edition', and 'Search'. The main article is titled 'Johnson: Simpler and more foreign' by R.L.G. | BERLIN, dated July 3rd 2014. The article discusses the future of English as a lingua franca, mentioning Nicholas Ostler's views and the impact of machine translation. A green arrow graphic with the word 'Future' is positioned to the right of the article title. The article text is as follows:

Prospero | Future English
Johnson: Simpler and more foreign
A few guesses as to what English will look like in the coming decades and centuries
July 3rd 2014
By R.L.G. | BERLIN

SEVERAL weeks ago, Johnson discussed his debate with Nicholas Ostler about the lingua franca of the future. Johnson thinks that English has a very long run ahead of it. Mr. Ostler sees English's time as coming to an end, to be replaced by machine-translation tools that will remove the need for people to learn to speak, read and write a lingua franca. But we agreed that whatever the long run might look like, the next few decades are set. No language has anything like a chance of displacing English.

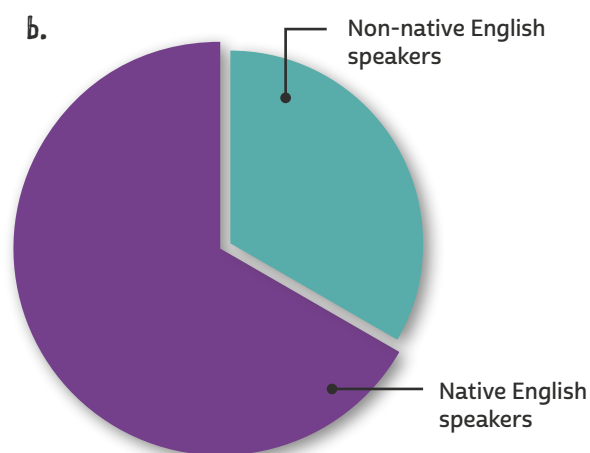
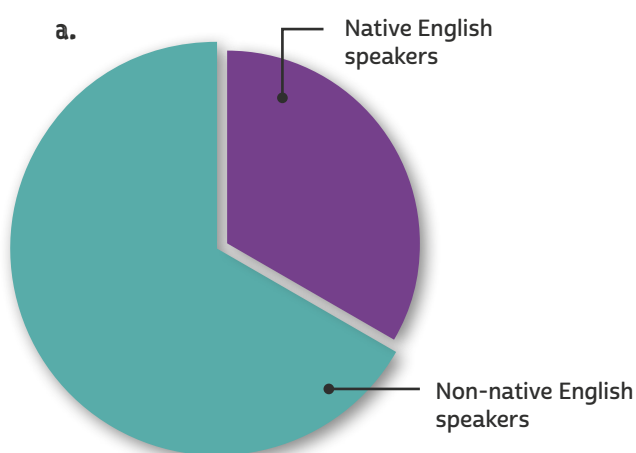
Interestingly, about two-thirds of English-speakers are not first-language speakers of English. To put it another way: English no longer belongs to England, to superpower America, or even to the English-speaking countries generally. Rather, English is the world's language. What happens to a language when it becomes everybody's? Shaped by the mouths of billions of non-native speakers, what will the English of the future look like?

A look into the past can give us an idea. English is of course not the first language learned by lots of non-natives. When languages spread, they also change. (...)

English may simplify because it is spreading. But it is spreading because it is expressive and useful. Most of the world's languages would love to have the problems that English has.

GREENE, R. L. Johnson: simpler and more foreign. *The Economist*, 3 jul. 2014. Disponível em: <https://web.archive.org/web/20220322022355/www.economist.com/prospero/2014/07/03/johnson-simpler-and-more-foreign>. Acesso em: 22 mar. 2022.

- 4 Based on the author's point of view, what is the future of English? Choose **a** or **b**.
- a. English will never grow in usage and variety.
 - b. English may simplify because it is being used by more and more people.
- 5 Johnson is a journalist who works for *The Economist*, a weekly British newspaper. Who is Nicholas Ostler? Make inferences. Choose **a** or **b**.
- a. He is a language specialist.
 - b. He is an economic specialist.
- 6 What do they say about the future of English? In your notebook, write **I** if the sentence refers to Johnson's opinion, **II** if it refers to Mr. Ostler's opinion or **III** if it refers to the opinion of both.
- a. English has a great future ahead of it.
 - b. No language will take the place of English in the next few decades.
 - c. People will use machine-translation tools to communicate.
- 7 According to the text, choose the terms that can be used to refer to English.
- a. "world's language"
 - b. "expressive and useful"
 - c. "belongs to England"
 - d. "belongs to superpower America"
- 8 Choose the pie chart that best illustrates the fragment "about two thirds of English-speakers are not first-language speakers of English".



pie chart: gráfico de setores (gráfico de pizza)

- 9 Choose the correct statement about the fragment "Most of the world's languages would love to have the problems that English has".
- a. The fact that English is spreading is something negative.
 - b. The fact that English is spreading is something positive.

Reading for Critical Thinking

10 Discuss the following questions with your classmates.

- According to Nicholas Ostler, English is “to be replaced by machine-translation tools that will remove the need for people to learn to speak, read and write a lingua franca”. In your opinion, can digital tools completely replace the need for people to learn a lingua franca like English? Why (not)?
- The text mentions language simplification as one of the consequences of the global spread of the English language. In your opinion, does the spread of English bring more advantages or disadvantages? Why?

TIP

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

Aa

VOCABULARY STUDY



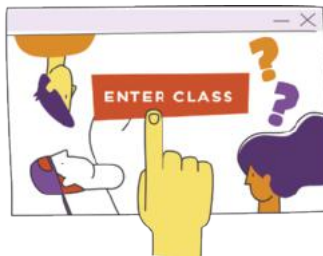
ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Synonyms

1 Replace each icon ★ with an item in the box to complete the following sentences. Try to infer the meaning of the words and expressions in **bold**. Go back to the text on page 58 if necessary.

helpful • obviously • to replace • to establish • to finish

- In “Mr. Ostler sees English’s time as coming to an end”, **to come to an end** means ★.
- In “the next few decades are set”, **to set** means ★.
- In “No language has anything like a chance of displacing English.”, **to displace** means ★.
- In “English is of course not the first language learned by lots of non-natives.”, **of course** means ★.
- In “it is expressive and useful”, **useful** means ★.



VASILKOV/SHUTTERSTOCK.COM

TIP

Observe o contexto para inferir o significado de palavras e expressões desconhecidas.

2 Replace each icon ★ with a word or expression in **bold** from **exercise 1** to complete the following sentences.

- English is ★ an international language.
- No second or foreign language has the power ★ the first language.
- Studying a foreign language is ★ for many reasons and can help people broaden their cultural horizons.

3 In your notebook, write sentences about the future of English with the words and expressions you have learned. Then, exchange notebooks with a classmate and discuss the sentences.



GO TO VOCABULARY CORNER ON PAGE 178.



TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

1 Before reading the text “English: The World Language”, take a look at its **title** and **layout**. Then, choose the correct item that completes each sentence.

a. The text is

I. a mind map.

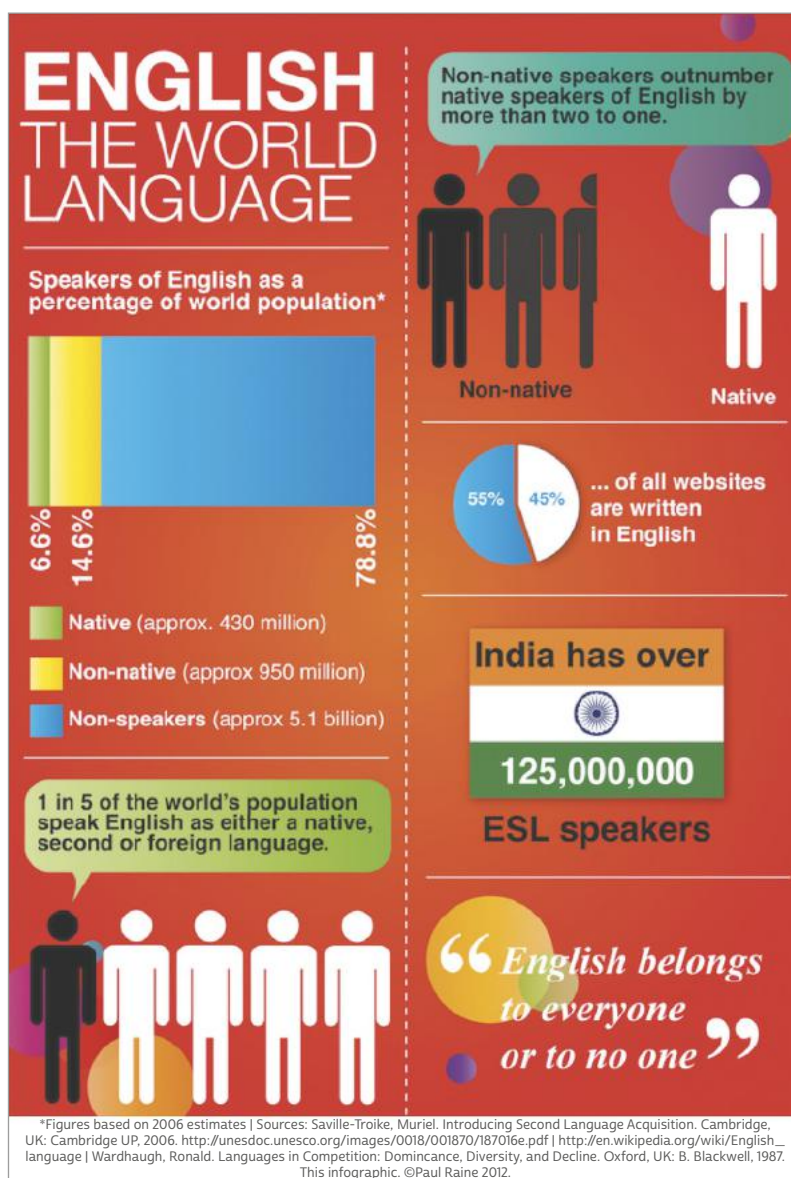
II. an infographic.

b. The text contains

I. a flag, a map and pictures.

II. charts, pictures and percentages.

Now read the text and do **exercises 2-4**.



RAINE, Paul. **English: the world language**. Visually. 2022. Disponível em: <https://visual.ly/community/Infographics/other/english-world-language>. Acesso em: 30 maio 2022.

2 What is the main purpose of the text? Choose **a** or **b**.

- a. To present some facts about English as a global language.
- b. To present some expectations about the future of English.

3 Choose the correct statement about the text.

- a. About 6.6% of the world's population speak English.
- b. There are more than 125 million speakers of English as a second language in India.

4 Choose the following fragment from the text "English: The World Language" that refers to the fragment "about two-thirds of English-speakers are not first language speakers of English" (page 58).

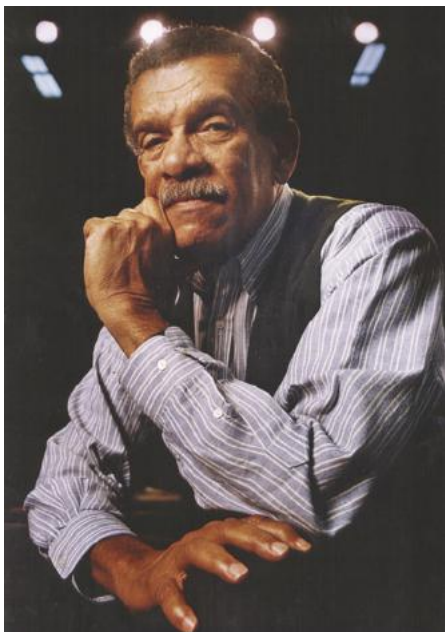
- a. "Non-native speakers outnumber native speakers of English by more than two to one."
- b. "1 in 5 of the world's population speak English as either a native, second or foreign language."



Think about it!

Você concorda com a citação "*English belongs to everyone or to no one*", presente no infográfico da página anterior? Por quê (não)? Na sua opinião, ela se refere à visão de inglês como língua franca? Por quê (não)?

5 Read a fragment of an interview with Derek Walcott (1930-2017), a Saint Lucian poet and dramatist. Then, in pairs, discuss the following questions.



TOM HERDE/THE BOSTON GLOBE/GETTY IMAGES

Derek Walcott

INTERVIEWER: Well, then how do you see yourself in terms of the great tradition of poetry in the English language?

WALCOTT: I don't. I am primarily, absolutely a Caribbean writer. The English language is nobody's special property. It is the property of the imagination: it is the property of the language itself. I have never felt inhibited in trying to write as well as the greatest English poets. (...)

HAMNER, Robert D. (Ed.). **Critical perspectives on Derek Walcott**. Colorado: Lynne Rienner Publishers, 1997. p. 73.

- a. Does Derek Walcott's quote "The English language is nobody's special property" relate to the idea behind "English belongs to everyone or to no one"? Why (not)?
- b. Do you agree with Derek Walcott? Why (not)?



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

Future with Will

- 1 Read the following fragments from the text on page 58. Why is **will** used in the fragments? Choose **a** or **b**.

- I. "machine-translation tools that **will** remove the need for people to (...)."
II. "what **will** the English of the future look like?"

- a. To make offers about the future.
b. To express opinions and expectations about the future.

- 2 Based on the text on page 58, what do Johnson and Mr. Ostler believe **will not** happen to English in the future? Choose **a**, **b** or **c**.

- a. English will not simplify in the future.
b. English won't spread in the near future.
c. English will not be replaced by another language in the next few decades.

Language Note

'll → will
won't → will not

- 3 Go back to **exercise 2** and identify the future time expression used in each item.

Language Note

Examples of future time expressions:

- in the future
- in a week/month/year
- next week/month/year etc.

- 4 Replace each icon ★ with **before** or **after** to complete the following statements.

- a. In **affirmative sentences** about the future, we use **will** ★ the **main verb** (infinitive without to).

Example: English **will have** a great future ahead of it.

- b. In **interrogative sentences** about the future, we use **will** ★ the **subject**.

Example: Will **people** learn to speak English in the future?

- c. In **negative sentences** about the future, we use **not** ★ **will** and ★ the **main verb** (infinitive without to).

Example: Mandarin **will not displace** English.

Language Note

Short answers with **will**:



Yes, I/you/he/she/it/we/they **will**.



No, I/you/he/she/it/we/they **won't**.

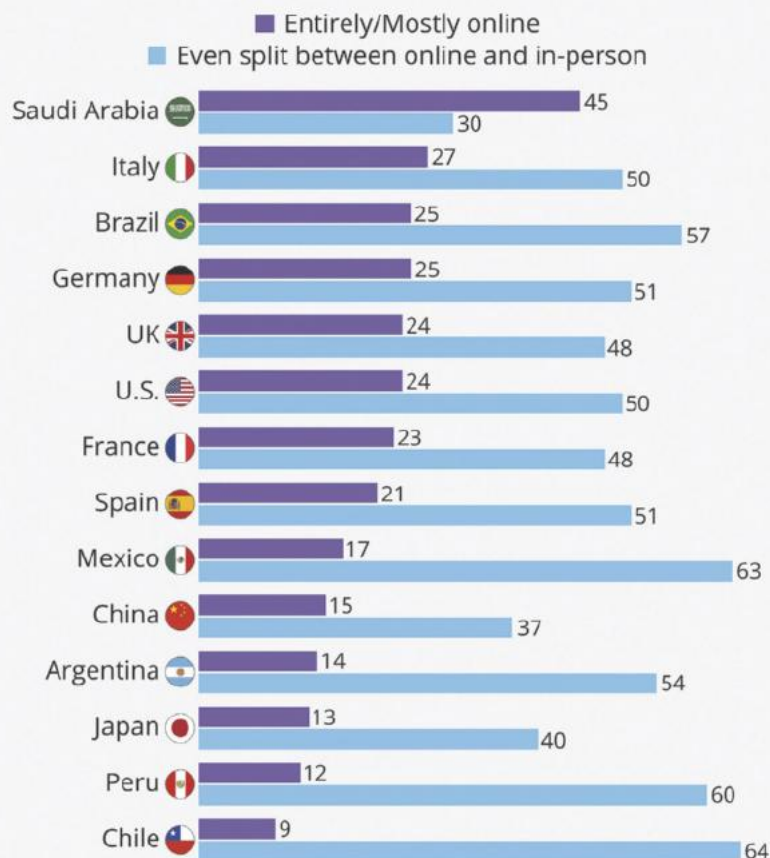
ALANO DESIGN/
SHUTTERSTOCK.COM

Read the following chart and do **exercises 5-7**.

higher education:
ensino superior

Will Higher Education Move Online?

"In five years, how do you think higher education will be carried out in your country?" (% of responses)



21,507 adults 16 - 74 y/o in 29 countries surveyed Oct 23 - Nov 6, 2020
Source: Ipsos

STATISTA



statista

BUCHHOLZ, Katharina. **Will higher education move online?** Statista. 4 dez. 2020. Disponível em: www.statista.com/chart/23695/higher-education-online. Acesso em: 30 maio 2022.

TIP

Observe que gráficos que apresentam resultados de uma pesquisa de opinião (*survey*) costumam apresentar informações sobre os respondentes e o período de coleta de dados.

5 Choose the correct item that completes each sentence.

a. The data in the chart are represented by

- I. bars (bar chart).
- II. slices (pie chart).

Language Note

False friends in exercise 5:
college = faculdade
data = dados

- b. The chart shows survey responses to the question
- I. "Will higher education move online?"
 - II. "In five years, how do you think higher education will be carried out in your country?"
- c. The survey is about education that is provided by
- I. universities and colleges.
 - II. primary and secondary schools.

6 Replace each icon ★ with **will** or **won't** to complete the following statement about the chart.

Globally, most participants believe that within five years, higher education in their country ★ be carried out only or mainly online. They think that online and in-person learning ★ be equally important.

7 Based on the chart, replace each icon ★ with an appropriate percentage (%) to complete the following sentences.

- a. In Saudi Arabia, ★ of respondents believe that higher education will be delivered only or mainly online in five years.
- b. ★ of participants surveyed in Brazil think that within five years, higher education in their country will be carried out entirely or mostly online.
- c. In Chile, ★ of respondents believe that online and in-person learning will be equally important.



FIZKES/SHUTTERSTOCK.COM

- 8 What do you think about the future of online learning? Discuss it with your classmates.
- 9 Make a list of things that will help you improve your English in the future. In your notebook, write sentences as in the examples. Then, exchange notebooks with a classmate and discuss the lists.

Examples: I will listen to songs and podcasts in English.
I will set some time to study English every day.



Think about it!

Você já teve alguma experiência com ensino remoto ou *on-line*? Em caso afirmativo, como foi? Na sua opinião, como as tecnologias digitais poderiam ser melhor utilizadas na educação?



Le@rning on the web

A Biblioteca Pública de Nova Iorque (*New York Public Library*) publicou uma lista de *sites* recomendados que oferecem recursos gratuitos voltados para a aprendizagem de língua inglesa. Para conhecer esses *sites*, visite www.nypl.org/blog/2012/11/28/11-great-free-websites-practice-english (acesso em: 2 ago. 2022). Se possível, acesse alguns desses *sites* para aumentar seu contato com o inglês e desenvolver diferentes habilidades linguísticas (leitura, escrita, escuta, fala).



GOODSTUDIO/SHUTTERSTOCK.COM



GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 186.



LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

1 How much do you know about English around the world? Before listening to part of a lecture by Dr. David Crystal, a respected language specialist and professor, choose the statements that are correct about the English language. Then, compare your answers with those of a classmate.

- a. English is a global language.
- b. Linguists could anticipate the different varieties of English.
- c. English is now spoken by over 2 billion people around the world.



Dr. David Crystal

2 Now listen to the recording and check your answers to **exercise 1**.

3 Listen to the recording again and choose the correct item that answers each question.

- a. According to Crystal, what is the reason for the differences among “Englishes”?
 - I. Culture.
 - II. Linguistics.
- b. According to Crystal, what happens when the language arrives in a particular place?
 - I. People adopt it, then they immediately adapt it to their own cultural background.
 - II. People adopt it, and they think it is going to stay the same despite their cultural background.

4 Listen to the recording once more and check your answers to **exercise 3**.

5 Listen to another part of the same lecture and identify the two facts about English that Crystal mentions.

- a. There are thousands of differences between British and American English.
- b. William Shakespeare had a great influence on the English language.
- c. For every one native speaker, there are now five non-native speakers.
- d. New varieties of English are growing up very rapidly.



ATGOF.CO / ALAMY / FOTOARENA

PEOPLEIMAGES.COM - YURI A/SHUTTERSTOCK.COM

6 According to Crystal, why are new varieties of English growing up so fast? Choose **a** or **b**.

- a. Because of identity.
- b. Because of the Internet.

7 Listen to the recording again and check your answers to **exercises 5 and 6**.

Le@rning on the web

Os áudios que você ouviu fazem parte de uma palestra, proferida em 2015, em que o linguista David Crystal fala sobre *The Future of Englishes*. Para assisti-la na íntegra, visite <https://youtu.be/MqqISb9uGUQ> (Acesso em: 30 maio 2022).

8 Interview your classmates to find out about their resolutions to improve their English. Copy the following table into your notebook. Then, replace the icons ★ with your classmates' names when their answer is affirmative. Ask extra questions and take turns as in the example.

Find someone who will...	Classmates' names
listen to songs in English.	★
read comic strips in English.	★
practice English with friends.	★
watch movies with subtitles in English.	★
play online games in English.	★

Student A: Will you listen to songs in English?

Student B: Sure! I love music! How about you?

Student A: I hope so. Sometimes I listen to rock songs in English.

Student B: Cool! Will you read comic strips in English?



Think about it!

Quais estratégias de aprendizagem de língua inglesa você já coloca em prática? Quais você gostaria de adotar ou utilizar mais frequentemente?

Language Note

Agreeing and Disagreeing:



I think so./I hope so.



I don't think so./I hope not.



GALVÃO BERTAZZI

ALANO DESIGN/
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WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have read a chart from a survey on page 64. Charts can be used to display the results of a survey in a visual way. There are many different types of charts. The two most common are pie charts and bar charts. Pie charts work best when your data consist of several items. Bar charts are often used when you want to present distributions of data over time.

Based on the charts you explored in this unit, it is your turn to conduct a survey and use charts to display its results. You can conduct a survey on one of the following suggested topics.

- **The future of English.** What will happen to English in the future? Will English still be a global language?
- **The future of online learning.** Will online learning become more popular? Which digital tools will be more useful for learning?

- 1 Before writing your text, replace each icon ★ with an appropriate answer to complete the following paragraph describing the elements of the writing context.

You are going to conduct a ★ in order to find out people's opinions about something in the future. You are going to design a ★ to display the results of your survey. You are going to use an objective tone. Your text can be published on a traditional school board or on the Internet so that other classmates and school members can read it.

- 2 Follow these instructions to write your text.

1. Choose a topic for your survey and write two or three questions about it. Make sure the survey questions invite people to share their opinions/expectations about the selected topic.
2. Write at least three possible answers for each question. Make them short and clear. You can add another field to allow a respondent to enter his/her own answer.
3. Have a classmate take your survey. This is a good way to check if the questions and the answer options are clear enough.
4. Submit your survey to your classmates, teachers and friends. Try to have as many people as possible to take your survey.
5. Design charts to display the results of your survey. Choose an appropriate type of chart to represent your data. Also, remember to mention the number of respondents and the data collection period.
6. Exchange charts with classmates and discuss the texts.
7. Make the necessary corrections.
8. Write the final version of the charts. You can use the websites www.canva.com/graphs or www.onlinecharttool.com (accessed on: May 30, 2022) to design them.

TIP

Ao revisar os textos, considere, por exemplo:

- **objetivo:** As informações estão adequadas ao objetivo do texto?

- **conteúdo:** Os resultados da pesquisa foram verificados e calculados de forma correta? Há informações sobre os respondentes e o período de consulta?

- **linguagem:** As perguntas e as respostas estão redigidas de maneira clara e objetiva?

- **leiaute:** A organização visual e o uso de cores facilitam a rápida compreensão das informações? Reescreva seu texto com base na revisão feita por você e seus/suas colegas.

- 3 It's time to share the results of your survey with your classmates and other people.



LOOKING AHEAD

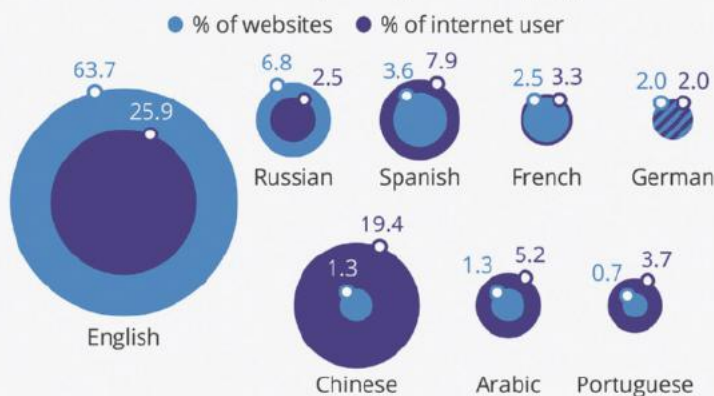


ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Read the chart "English Is the Internet's Universal Language", which compares the share of websites using selected languages to the estimated share of Internet users speaking those languages. Then, talk to a classmate and answer the following questions.

English Is the Internet's Universal Language

Share of websites using selected languages vs. estimated share of internet users speaking those languages*



* Websites as of February 2022, internet users as of 2021.

Sources: W3Techs, Internet World Stats



statista

STATISTA

RICHTER, Felix. **English is the Internet's universal language**. Statista. 21 fev. 2022. Disponível em: www.statista.com/chart/26884/languages-on-the-internet/. Acesso em: 30 maio 2022.

- What is the most common language online? Based on the chart, which two languages have a larger footprint online than they have in the real world?
- What is the percentage of all websites that use English as their content language? Are you surprised with the statistics? Why (not)?
- What is the percentage of the world's Internet users that are speakers of English? How do you feel about the statistics?
- In your opinion, can language barriers exclude people from access to information and participation in the digital world? Why (not)?

footprint: impacto, pegada



Think about it!

De acordo com o gráfico, 3,7% de usuários da internet falam português. Qual é a porcentagem de *websites* em língua portuguesa? O que esses dados sugerem sobre a presença desse idioma na internet? A partir dos dados sobre a língua inglesa apresentados no gráfico, qual a importância de aprender inglês para facilitar o acesso a conteúdos disponíveis na internet?



Recommended Resources

Para ler mais sobre o inglês como língua franca, visite:

- www.thoughtco.com/english-as-a-lingua-franca-elf-1690578
- www.thehistoryofenglish.com/issues_global.html

Para assistir a uma breve animação sobre a história do inglês no mundo, visite:

- <https://youtu.be/mTOsxh4OcFU>

(Acesso em: 30 maio 2022).

UNIT

4

DANCING TO SUCCESS

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DIDESIGN021/SHUTTERSTOCK.COM



GETTING STARTED

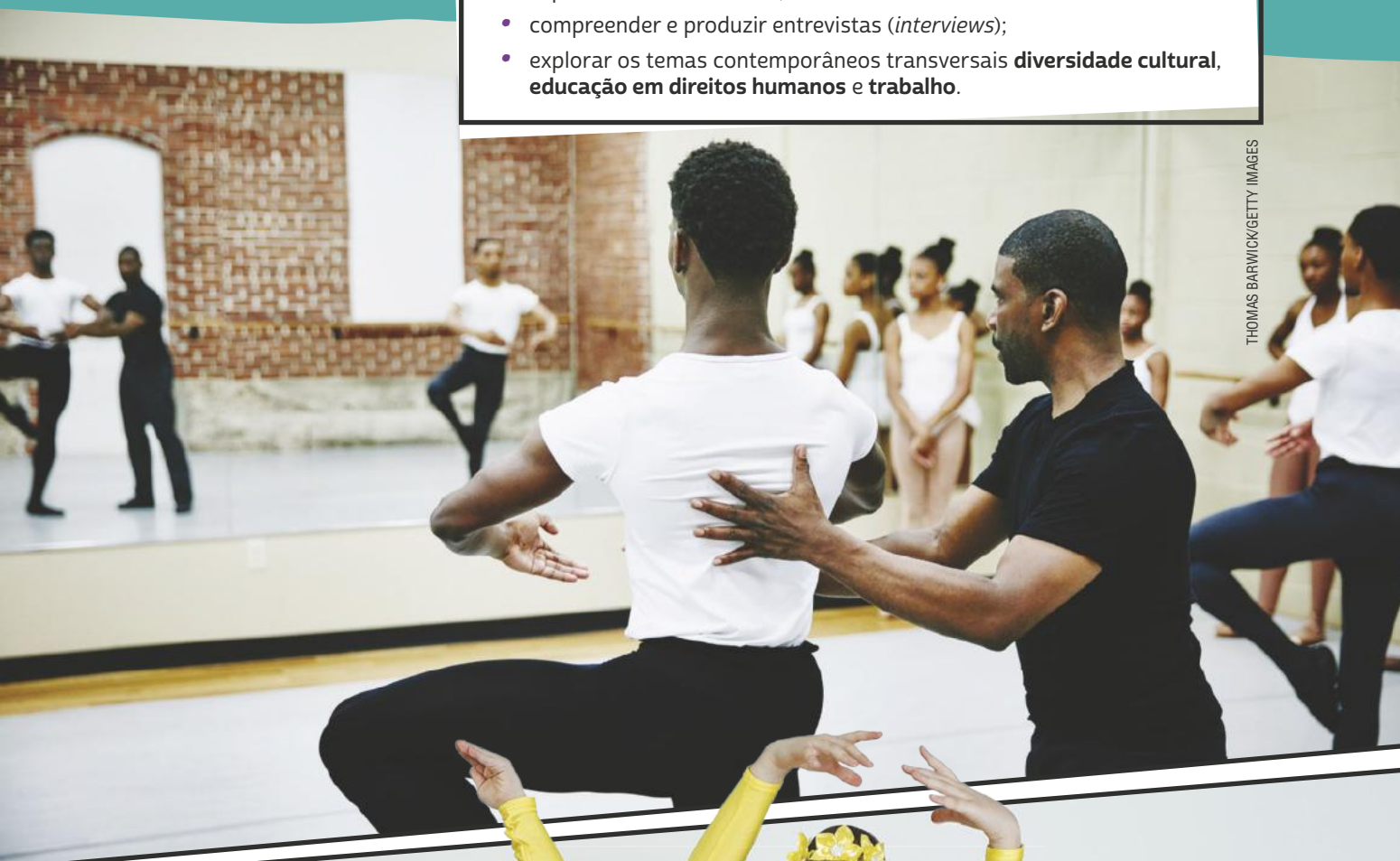


NÃO ESCREVA EM SEU LIVRO.

What are the people in the photos doing? In your opinion, why is this activity an art form?

Nesta unidade, você vai

- falar sobre dança;
- usar *be going to* para falar sobre o futuro;
- explorar sufixos (*suffixes*);
- compreender e produzir entrevistas (*interviews*);
- explorar os temas contemporâneos transversais **diversidade cultural, educação em direitos humanos e trabalho**.



THOMAS BARWICK/GETTY IMAGES



MAGDA_SHUTTERSTOCK/SHUTTERSTOCK.COM



READING COMPREHENSION

Before Reading



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 Do you like dancing? Who do you admire as a dancer?
- 2 Before reading the following text, take a look at its **structure**, **photo** and **first paragraph**. Then, answer the questions.
 - a. Who is Ingrid Silva? Where is she from?
 - b. What genre does the text belong to?
 - c. What do you expect to read about?

TIP

A partir do que já sabemos sobre o gênero de um texto, podemos compreendê-lo melhor.

Reading

- 3 Now read the text to check your predictions.

rehearse: ensaiar
rising: em ascensão, emergente
since: desde (que)
unless: a menos que

HTTPS://CUPOFJO.COM

https://cupofjo.com/2019/02/27/ingrid-silva-beauty-uniform

Style Design Food Relationships CUP OF JO Travel Motherhood About

FEBRUARY 27, 2019 STYLE BY KELSEY MILLER

(...)

Ingrid Silva grew up in Rio de Janeiro, Brazil, and moved to New York at the age of 18 to study at Dance Theatre of Harlem. Ten years later, Ingrid is now a leading member of the company and founder of **EmpowHer New York**, a global women's group. (...)

How does your day typically start?

I get up, grab some fruit and tea, and I'm at ballet class with the company by 9 a.m. We break around 10:30 to eat something, then rehearse until 5 or 6. I'm usually home by around 7 p.m. — unless we're performing. (...)


Have you seen more diversity in the dance world since you started?

Yes. Definitely. You see more dancers of color, for sure. But we still need a lot more — not just one in a company. There are so many talented dancers all over the world, looking for opportunities. The dance companies should be looking for us. If they want to build something for the next generation, they need to make something that reflects the way the world looks.

And what about that rising generation of dancers? What would you want them to know?

That it's so important to consistently believe in yourself and find the love for what you do. Being a dancer is a full-time commitment and you have to trust yourself — and surround yourself with the right people, who will keep encouraging you. Because you're going to hear a lot of 'No.' Remaining positive is key.

Thank you so much, Ingrid!



ANA PAULA TIZZI

MILLER, Kelsey. My beauty uniform: Ingrid Silva. **Cup of Jo**, 27 fev. 2019. Disponível em: https://cupofjo.com/2019/02/27/ingrid-silva-beauty-uniform/. Acesso em: 31 maio 2022.

- 4 How is Ingrid Silva portrayed in the text? Choose the correct items.
- a. As an inspiring professional ballet dancer.
 - b. As the founder of a global women's group.
 - c. As the owner of a ballet company in New York.
- 5 In your notebook, write **T** (True) or **F** (False). Then, correct the false statements.
- a. Ingrid Silva moved to New York to study ballet when she was eighteen.
 - b. She usually works from 9 a.m. until 7 p.m.
 - c. She believes that there is enough diversity in the dance world today.
 - d. She recommends that the rising generation of dancers should believe in themselves and stay positive.
- 6 Choose a fragment from the text that is equivalent in meaning to each item as in the example.
- Example: a.** “grew up in Rio de Janeiro”
- a. lived in Rio de Janeiro as a child
 - b. believe in yourself
 - c. a decision that requires time and dedication
 - d. staying positive is fundamental

Reading for Critical Thinking

- 7 Discuss the following questions with your classmates.
- a. In the interview, Ingrid Silva says that “Being a dancer is a full-time commitment and you have to trust yourself”. What characteristics do you consider really important in order to become a successful ballet dancer? Why?
 - b. Ingrid is now a role model to many women in Brazil and in the world. In your opinion, what other major Brazilian figures in the arts can serve as role models? Why?



CREATISTASHUTTERSTOCK.COM



Think about it!

Ao responder sobre a diversidade no mundo da dança, Ingrid Silva reconhece que houve conquistas, mas destaca a necessidade de que haja muito mais. Na sua opinião, qual é a importância de que uma maior diversidade de pessoas possa atuar na dança e em outras formas de arte? O que pode ser feito para favorecer isso?



Word Formation: Suffixes

- 1 Read the following fragments from the text on page 72 and focus on the words in **bold**. Then, choose the correct item that completes each sentence.

- I. "Yes. **Definitely**."
- II. "That it's so important to **consistently** believe in yourself"
- III. "Being a dancer is a full-time **commitment**"

- a. We can infer that the suffix **-ly** in **definitely** and **consistently** indicates
- I. manner.
 - II. period of time.
- b. We can infer that the suffix **-ment** in **commitment** forms
- I. verbs.
 - II. nouns.

TIP

Em inglês, acrescenta-se o sufixo **-ly** a adjetivos para formar advérbios (*consistent* → *consistently*), assim como em português acrescenta-se o sufixo **-mente** (*consistente* → *consistentemente*).

- 2 Read another part of the interview with Ingrid Silva. Then, copy the following table into your notebook and complete it by replacing the icons ★ with words from the text.

Are there any performances you're particularly proud of?

One ballet that meant a lot to me was **Dancing on the Front Porch of Heaven** by Ulysses Dove. It's about how nothing can separate you from the one you love — not even death. I learned that ballet shortly after my goddaughter passed away, so it was a story I felt very deeply.

MILLER, Kelsey. My beauty uniform: Ingrid Silva. **Cup of Jo**, 27 fev. 2019. Disponível em: <https://cupofjo.com/2019/02/27/ingrid-silva-beauty-uniform/>. Acesso em: 31 maio 2022.

TIP

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

Adjective		Suffix		Adverb
deep	+	-ly	=	★
particular				★
short				★



GO TO VOCABULARY CORNER ON PAGE 178.



TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

- 1 Before reading the following text, take a look at its **title**, **photo** and **caption**. Then, choose the correct item that completes each sentence.
- a. The photo shows a young
I. competitive dancer. II. inexperienced dancer.
- b. The text is about a young girl who lost part of her leg to cancer and
I. stopped doing ballet after it. II. continued doing ballet after it.
- 2 Now read the text to check your predictions.

www.dailymail.co.uk

Schoolgirl who had her leg amputated above the knee and her foot attached to the stump after suffering rare bone cancer defies the odds to become a ballet dancer

(...)

By **FLORA DRURY FOR MAILONLINE**

PUBLISHED: 00:10 BST, 22 June 2016 | **UPDATED:** 11:53 BST, 22 June 2016

Ballerina Gabi Shull had been dancing for three years when, aged just nine, she was diagnosed with osteosarcoma in her knee – leaving her parents fearing the worst.

But thanks to a ground-breaking operation which saw her foot attached to her upper leg, and a lot of determination, the 14-year-old is now back on her toes and hoping to inspire others. (...)


Debbie [Gabi's mother] said: 'She has done so much more than anybody expected.

'She is a determined kid and none of us view her as disabled. At times we forget that she has the prosthetic.'

And Gabi has even bigger dreams for the future.

She said: 'When I am older I would like to specialise in paediatrics at college or work as a nurse or scientist looking to help find a cure for cancer.'

'If I can beat cancer and live with a prosthetic leg and learn to do everything again - then I believe I can do anything.'



(...) thanks to a groundbreaking operation, in which her foot was attached to what remained of her leg, five years later she is back on her toes - and dancing competitively

KEITH MYERS / TNS / ZUMA PRESS / IMAGEPLUS

Language Note

paediatrics (BrE) = pediatrics (AmE)

specialise (BrE) = specialize (AmE)

DRURY, Flora. Schoolgirl who had her leg amputated above the knee and her foot attached to the stump after suffering rare bone cancer defies the odds to become a ballet dancer. **Mail Online**, 22 jun. 2016. Disponível em: www.dailymail.co.uk/news/article-3653215/Schoolgirl-leg-amputated-knee-foot-attached-stump-suffering-rare-bone-cancer-defies-odds-competitive-ballet-dancer.html. Acesso em: 31 maio 2022.

3 Use fragments from the text to answer the following questions.

- a. What happened to Gabi Shull when she was nine years old?
- b. How does Debbie (Gabi's mother) view her?
- c. What does Gabi believe she can do?

4 According to the text, Gabi Shull "was diagnosed with **osteosarcoma** in her knee". What does the word in **bold** mean? Use an expression from the text title to answer it. Try to infer its meaning.

5 Discuss the following questions with your classmates.

- a. How do you think ballet has helped Gabi Shull through the process of overcoming a rare bone cancer? What do you think of her attitude?
- b. Why can Gabi be a role model to other people? Is she a role model to you? If so, what do you admire about her?
- c. Do you know other people who have overcome difficulties in life? If so, who? What happened to them? What do you admire about them?

6 When talking about her dreams for the future, Gabi said "When I am older I would like to specialise in paediatrics at college or work as a nurse or scientist looking to help find a cure for cancer." What about you? Talk about your dreams and projects for the future (long-term life plans) with your classmates. Use the following expressions to help you.

Asking about future dreams and projects:

- What do you want to/wanna do when you're older?
- What are you going to/gonna be when you grow up?
- What are you going to/gonna do in ten/twenty/thirty years?

Talking about future dreams and projects:

- When I'm older, I want to/wanna...
- I'm going to/gonna be a/an...when I grow up.
- In ten/twenty/thirty years, I'm going to/gonna...



MASTER1305/SHUTTERSTOCK.COM

Language Note

wanna → want to

gonna → going to

In spoken language, **want to** is often pronounced /'wɒ:nə/, and **going to** is often pronounced /'gɒ:nə/. This is sometimes shown in writing as **wanna** and **gonna**, respectively, especially in American English.



Future with Be Going To

- 1 Choose the two fragments from the text on page 72 that refer to the future.
 - a. "Ingrid Silva **grew up** in Rio de Janeiro, Brazil (...)"
 - b. "I'm usually home by around 7 p.m. (...)"
 - c. "(...) the right people, who **will keep** encouraging you."
 - d. "Because you're **going to hear** a lot of 'No.'"
- 2 Go back to **exercise 1**, focus on the verb forms in **bold** and identify the ones in the future.
- 3 Now go back to **item d** in **exercise 1** and focus on the verb form in **bold**. Then, choose the correct item that answers each question.
 - a. Why is the verb form **'re going to hear** used?
 - I. To talk about future plans and intentions.
 - II. To predict the future based on present evidence.
 - b. Which sentence is equivalent in meaning to "Because you're **going to hear** a lot of 'No.'?"
 - I. Because you **wanna** hear a lot of 'No'.
 - II. Because you're **gonna** hear a lot of 'No'.

Now read the following comic strip and do **exercises 4 and 5**.

figure something out: descobrir algo



CANTÚ, Hector D.; CASTELLANOS, Carlos. **Baldo**. 2022. Disponível em: www.gocomics.com/baldo/2006/07/01. Acesso em: 31 maio 2022.

- 4 Choose the correct statements about the comic strip.

- a. The text shows a conversation between daughter (Gracie) and father.
- b. Gracie is not certain about what she is going to be in the future.
- c. Gracie believes that she is going to be more intelligent when she gets older.

Language Note

Comparative adjectives in the comic strip:

old + er → **older** (mais velho/a)

smart + er → **smarter** (mais inteligente)

tall + er → **taller** (mais alto/a)

wise + r → **wiser** (mais sábio/a)

5 Now focus on the **second panel** and choose the correct item that completes each statement.

a. In “I’m gonna be”, the verb form **’m gonna be** is used

I. to talk about intentions.

II. to talk about promises.

b. The time expression that refers to the future is

I. “I know exactly”.

II. “when I grow up”.

6 What about you? What are you going to be/do when you grow up?

7 Do you know the British drama movie *Billy Elliot*? It is about an eleven-year-old boy becoming a professional ballet dancer against his father’s wishes. Read the following movie script fragments and focus on the verb forms in **bold**.

I.

It’s okay. He’s **gonna be** okay.
Just get him out of here, Tony.

II.

What does your dad say?
— He doesn’t know. (...)
— **Are you not going to tell** him?
— Not yet, anyway.



BBC FILMS / WORKING TITLE FILMS / PHOTO12 / IMAGEPLUS

STUDYLIB. *Billy Elliott script*. 2013-2022. Disponível em: <https://studylib.es/doc/9092134/billy-elliott-script>. Acesso em: 31 maio 2022.

Now choose the correct item that completes each sentence.

a. In fragment I, the verb form **’s gonna be** is used

I. to talk about future plans and intentions.

II. to predict the future based on present evidence.

b. In fragment II, the verb form **Are... not going to tell** is used

I. to talk about future plans and intentions.

II. to predict the future based on present evidence.



Think about it!

No filme *Billy Elliot*, o personagem de mesmo nome enfrenta preconceito ao querer se tornar um bailarino profissional. Você conhece alguém que enfrenta ou já enfrentou uma situação semelhante? Na sua opinião, o que pode ser feito para combater esse tipo de preconceito?



Le@rning on the web

Em 2005, o filme *Billy Elliot* ganhou uma adaptação para o teatro. *Billy Elliot – The Musical*, que conta com música de Elton John, é desde sua estreia um dos musicais de maior destaque, com produções não apenas no Reino Unido, mas também na Austrália, nos Estados Unidos e ao redor do mundo. Para assistir ao *trailer* do musical e a entrevistas com o elenco, visite a galeria de vídeos em: <http://billyelliottthemusical.com/video-gallery>. (Acesso em: 31 maio 2022).

The movie *Billy Elliot* has inspired various young men around the world to follow their dreams and become ballet dancers. One real story features the first black British male dancer at The Royal Ballet, Solomon Golding. Read the following text about Solomon and do exercises 8 and 9.

HTTPS://WWW.ITV.COM

The screenshot shows a web browser with the URL www.itv.com/news/2016-08-11/real-stories-black-british-male-ballet-dancer-. The page features the ITV logo and navigation links: Watch Live, Full Series, Shows, Categories, News. The article title is "Real Stories: Black British male ballet dancer makes history" by Ranvir Singh. It is dated Thursday 11 August 2016, 12:29pm. The article text includes a quote from Solomon Golding about his inspiration from the movie *Billy Elliot* and his journey to become a member of the Royal Ballet in 2013. A photograph of Solomon Golding in a ballet pose is shown on the right, with a vertical credit: "ROYAL OPERA HOUSE/ARENA PAL/AGB PHOTO LIBRARY".

REAL stories: Black British male ballet dancer makes history. **ITV NEWS**, 11 ago. 2016. Disponível em: www.itv.com/news/2016-08-11/real-stories-black-british-male-ballet-dancer-makes-history. Acesso em: 31 maio 2022.

8 Choose the correct statements about Solomon Golding.

- a. Solomon was born in Tottenham.
- b. He related to the movie *Billy Elliot* because of his family background and love for ballet.
- c. He became a dancer with The Royal Ballet in 2013.
- d. He always heard positive comments about his passion to become a ballet dancer.

blow away: impressionar
resonate: repercutir
struggle: luta, esforço

9 Now focus on the **quote** by Solomon. In “ballet is what I am going to do”, why is the future with **be going to** used? Choose **a** or **b**.

- a. To talk about future plans and intentions.
- b. To predict the future based on present evidence.



Think about it!

Na sua opinião, ainda há preconceito em relação a homens e/ou negros fazerem balé? Em quais outras profissões as pessoas costumam sofrer discriminação de gênero e/ou etnia?



Le@rning on the web

Para conhecer mais sobre a história de Solomon Golding, leia a biografia dele em: www.solomongolding.com/bio. (Acesso em: 31 maio 2022).



GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 186.



LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

1 Take a look at this picture and based on what you know about the woman in the photo, ask and answer the following questions in pairs.

- a. What is her name?
- b. Where is she from?
- c. Where does she live?
- d. What is her occupation?



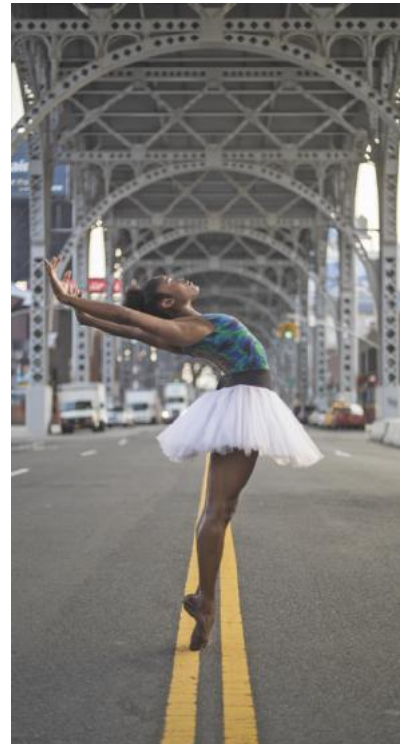
2 Now listen to part of a short documentary about Ingrid Silva. What does she say about ballet? Choose **a** or **b**.

- a. Ballet is very extreme at times.
- b. Ballet is the art form that gets perfect.



3 Listen to the recording again and, in your notebook, write **T** (True) or **F** (False). Then, correct the false statements.

- a. She had the idea that she could become a professional dancer.
- b. She mentions that there are many black ballerinas in Brazil.
- c. Ingrid saw many dancers that looked like her at the *Dance Theatre of Harlem*.
- d. Ingrid says that professional dancers are under enormous pressure to perform well.



ERIKA GARRIDO



Le@rning on the web

Criado em 1995, o projeto *Dançando para Não Dançar* oferece suporte socioeducativo a crianças de mais de dez comunidades da cidade do Rio de Janeiro. Além das aulas de dança, as crianças têm aula de idiomas (inglês e alemão) e reforço escolar. Para conhecer mais sobre o projeto, visite: www.dpnd.org/conheca-a-dpnd/o-projeto (Acesso em: 31 maio 2022).



4 Listen to the recording once more and check your answers to **exercises 2 and 3**.



Think about it!

Ingrid Silva é brasileira, mora nos Estados Unidos e usa a língua inglesa no seu cotidiano para se comunicar com pessoas de diferentes lugares. No trecho do documentário reproduzido, em *"I didn't have **no** idea that I could become a professional dancer (...) **there is** not many black ballerinas."*, percebemos que há dois exemplos (grifados em negrito) de uso da língua que não estão de acordo com o que está prescrito na norma-padrão (**any** e **there are**, respectivamente). Na sua opinião, isso comprometeu a mensagem que Ingrid gostaria de transmitir? Por quê (não)? Para você, o que pode impedir o entendimento entre pessoas de culturas diferentes que falam a língua inglesa?

5 Are there any dance projects in your community like *Dançando para Não Dançar*? If so, what are they?

6 Discuss the following questions with your classmates. Use expressions from the *Language Note* box to help you.

- a. Ingrid Silva believes that it is important to have someone who looks like you as a role model. Do you agree with her? Who is your role model? Why?
- b. Ingrid Silva is an example of a successful ballerina because of her perseverance and hard work. In your view, what characteristics are important for someone to follow their dreams?

Language Note

Asking for an opinion: What do you think?/Do you agree?/
How do you feel about that?

Expressing an opinion: In my opinion.../I believe that.../
In my view...

Agreeing: I agree with you./I guess you're right./
Absolutely./Tell me about it!

Disagreeing: I don't agree with you./I totally disagree./
I'm afraid that's not true.

7 Based on the following text, why is the Dance Theatre of Harlem a good example of a dance institution that embraces diversity? Discuss it with your classmates.

www.dancetheatreofharlem. ☆

Dance Theatre of Harlem is a leading dance institution of unparalleled global acclaim whose mission is to:

- Present a ballet Company of African American and other racially diverse artists who perform the most demanding repertory at the highest level of quality;
- Maintain a world-class school that trains young people in classical ballet and the allied arts and;
- Provide arts education, community outreach programs, and positive role models for all.

DANCE THEATRE OF HARLEM. **Who we are.** 2022. Disponível em: www.dancetheatreofharlem.org/who-we-are/. Acesso em: 31 maio 2022.



MASTER1305/SHUTTERSTOCK.COM



Le@rning on the web

Além de Ingrid Silva, existe outra pessoa do Brasil que faz parte da companhia de dança *Dance Theatre of Harlem* (Dylan Santos, de São Paulo). Para conhecer outros/as dançarinos/as e entender melhor as atividades desenvolvidas pela companhia de dança, visite: www.dancetheatreofharlem.org/ (acesso em: 31 maio 2022). É possível também acessar vídeos em que os/as dançarinos/as ensinam alguns movimentos do balé em: www.dancetheatreofharlem.org/instructionalvideos/ (Acesso em: 31 maio 2022).



WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have read parts of an interview with Ingrid Silva, a Brazilian ballerina, on pages 72 and 74. An interview is a conversation between two or more people in which questions are asked by the interviewer to elicit information (past experiences, future projects, personal views, facts, etc.). An account or a reproduction of such a conversation is also called an interview. Interviews can be used in different contexts such as journalism and research.

Based on the parts of an interview you explored in this unit, it is your turn to conduct an interview to get to know about a community member you admire. It can be a good opportunity to learn inspiring values!

1 Before writing your text, replace each icon ★ with an appropriate answer to identify the elements of the writing context.

- a. Writer: you
- b. Readers: classmates and other people
- c. Genre: ★
- d. Objective: to get to know about a ★ you admire
- e. Style: informal tone
- f. Media: school board/school website

2 Follow these instructions to write your text.

1. Choose a community member to interview.
2. Prepare for the interview. Write 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 it to see if the questions can be organized in a different order.
6. Include a picture of the person you are writing about to illustrate your interview.
7. Exchange interviews with a classmate and discuss both texts. Try to make some suggestions on your classmate's text.
8. Make the necessary corrections.
9. Write the final version of the interview.

TIP

Ao revisar as entrevistas, considere, por exemplo:

- **objetivo:** As informações estão adequadas a seu objetivo e ao público-alvo do texto?
 - **linguagem:** As perguntas e as respostas estão redigidas de maneira clara e objetiva?
 - **leiaute:** A organização visual facilita a compreensão das informações?
- Reescreva seu texto com base na revisão feita por você e seus/suas colegas.

3 It's time to share your interview with your classmates and other people. You can publish it on the school board or school website.



LOOKING AHEAD



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Read the following text about a dancer's dream of performing at the Tokyo 2020 Paralympics. Then, in small groups, discuss the questions about it.

https://widerimage.reuters.com/story/meet-the-japanese-wheelchair-dancer-who-

Meet the Japanese wheelchair dancer who dreams of performing at Olympics ceremony

Tokyo, Japan
Photography by Kim Kyung-Hoon. Reporting by Linda Sieg.

Updated 3 Jul 2020

Whirling, spinning, reaching, grasping – Japanese wheelchair dancer Kenta Kambara's emotive performances are wordless testimony to artistic passion and possibility.

Born with spina bifida, a disorder that paralysed his lower body, Kambara aims to perform at the Tokyo 2020 Paralympics opening or closing ceremonies, seeking to send a message to disabled and able-bodied people alike: it's okay to be different.

"If you can't walk with your legs, it's okay to walk with your hands. If there is something you want to do but cannot, it's okay to find another way," Kambara, 34, a computer systems engineer and father of a two-year-old daughter, told Reuters. (...)



KIM KYUNG HOON / REUTERS / FOTOAREVA

SIEG, Linda. Meet the Japanese wheelchair dancer who dreams of performing at Olympics Ceremony. **Reuters**, 3 jul. 2020. Disponível em: <https://widerimage.reuters.com/story/meet-the-japanese-wheelchair-dancer-who-dreams-of-performing-at-olympics-ceremony>. Acesso em: 31 maio 2022.

- Qual mensagem Kenta Kambara deseja transmitir ao dançar nos Jogos Paralímpicos de Tóquio?
- O que Kenta Kambara fala sobre querer fazer algo quando não se consegue?
- A dança é um tipo de manifestação artística que faz com que as pessoas se comuniquem e se expressem com o corpo. Quais outros tipos de arte possibilitam que as pessoas expressem seus sentimentos? Com qual você mais se identifica? Por quê?

Language Note

paralysed (BrE) = paralyzed (AmE)



Recommended Resources

Para conhecer mais sobre a vida e carreira dos/as dançarinos/as que aparecem nesta unidade (Ingrid Silva, Gabi Shull, Solomon Golding e Kenta Kambara, respectivamente), visite:

- <https://youtu.be/L9jNdJaVBBk>
- <https://youtu.be/QQVAHbAV8QM>
- <https://youtu.be/baimEzbvvAg>
- <https://youtu.be/hUrrvp8iu5A>

(Acesso em: 31 maio 2022).



Think about it!

Você já visitou alguma escola de dança? Se possível, faça uma visita guiada a uma escola de dança próxima de onde mora e procure conhecer um pouco sobre as histórias de vida dos/as dançarinos/as que já frequentaram e frequentam o local. Busque conhecer também se a escola desenvolve projetos inclusivos. Converse com seus/suas colegas sobre essa experiência.

REVIEW 2 • UNITS 3 & 4



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.



READING COMPREHENSION

1 What languages would you like to speak?

Read the following text and do **exercises 2-4**.

LITTLE_MONSTER_2070/SHUTTERSTOCK.COM

World Languages

(...) Language is one of the most defining characteristics of culture.

Language reflects what people value and the way they understand the world. It also reveals how certain groups of people may have had common roots at some point in history. For example, English and German are two very different

languages, but both are part of the same Indo-European language family. This means that these two languages share certain characteristics that suggest they have evolved from a common ancestor language. (...)

About 5,000 languages are spoken in the world today, but experts think many may become extinct as more people become involved in global trade, communications, and travel.

NATIONAL GEOGRAPHIC KIDS. **Student world atlas**. 3. ed. Washington, DC: National Geographic Society, 2009. p. 38.

2 Based on the text, choose the correct sentences.

- a. Language is an important part of culture.
- b. English and German are from different language families.
- c. Approximately 5,000 languages are spoken in the world today.

3 According to the text “World Languages”, what do experts say about the future of the languages of the world? Choose **a** or **b**.

- a. They think that the number of languages will grow in the future.
- b. They believe that the number of languages will decrease in the future.

4 Choose the correct item that completes each sentence.

- a. In “It reflects what people value”,

It refers to

I. language.

II. culture.

- b. In “and the way they understand the world”,

they refers to

I. characteristics.

II. people.



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Future with Will

1 Replace the icons ★ with **will** + the verbs in the box to complete the following quotes.

discover • find • not be judged • revolutionize



GETTY IMAGES

a. "Give light and people ★ the way."
Ella Baker

SUPPORT ELLA BAKER DAY. **Quotes by and about Ella Baker.** 2015. Disponível em: www.supportellabakerday.com/ella-baker-quotes.html. Acesso em: 11 jul. 2022.



ARCHIVE PHOTOS/GETTY IMAGES

c. "I have a dream that my four little children will one day live in a nation where they ★ by the color of their skin, but by the content of their character."
Martin Luther King, Jr.

READ Martin Luther King Jr.'s "I Have a Dream" speech in its entirety. **NPR**, 14 jan. 2022. Disponível em: www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety. Acesso em: 21 jun. 2022.



GREY82/SHUTTERSTOCK.COM

b. "Computers themselves, and software yet to be developed, ★ the way we learn."
Steve Jobs

CHARLTON HOUSE. **Computing.** 2022. Disponível em: <https://charltonhouseindependentschool.co.uk/computing/>. Acesso em: 11 jul. 2022.



BETTMANN ARCHIVE/GETTY IMAGES

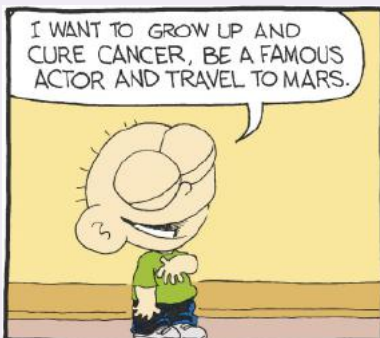
d. "As you grow older, you ★ that you have two hands, one for helping yourself, the other for helping others."
Audrey Hepburn

CSCAZ. **Inspirational quotes about volunteering and giving back.** 20 jun. 2019. Disponível em: <https://cscaz.org/inspirational-quotes-about-volunteering-and-giving-back/>. Acesso em: 21 jun. 2022. *A página está indisponível desde 20 abr. 2023.

Future with Be Going To

Read the following comic strip and do **exercises 2 and 3**.

THE BUCKETS, GREG CRAVENS
© 2012 GREG CRAVENS / DIST. BY ANDREWS
MCMEEL SYNDICATION



CRAVENS, Greg. **The Buckets.** 2022. Disponível em: www.gocomics.com/thebuckets/2012/06/18. Acesso em: 18 jun. 2022.

2 Focus on the fragment “Well, you’re gonna grow up, I’m sure” and choose the correct item that completes each statement.

- a. The verb form **’re gonna grow up** is used
- to make a decision at the moment of speaking.
 - to predict the future based on present evidence.
- b. The sentence that is equivalent in meaning to the fragment is
- Well, you wanna grow up, I’m sure.
 - Well, you’re going to grow up, I’m sure.

3 Choose the correct item that answers each question about the text.

- a. In “Those other things”, what does **those** refer to?
- Grow up.
 - Cure cancer, be a famous actor and travel to Mars.
- b. Which sentence is equivalent in meaning to “I want to stay little forever”?
- I wanna stay little forever.
 - I’m gonna stay little forever.

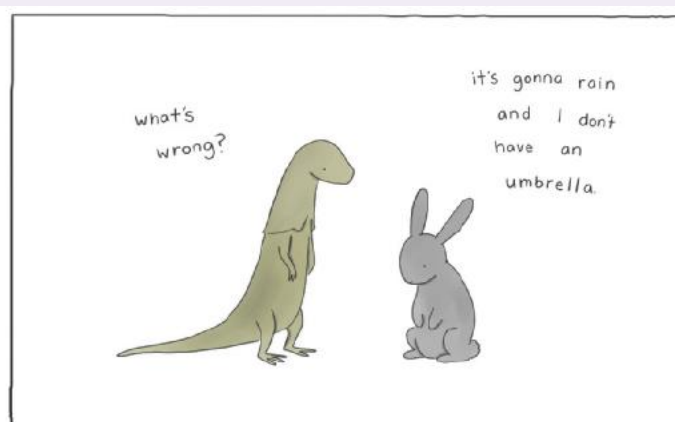
Read the following text and do **exercises 4 and 5**.

4 Choose the correct statements about the text.

- a. The characters are talking about the weather.
- b. “Gonna” and “bro” are examples of words used in formal language.
- c. The verb form **’s gonna rain** refers to an event in the future.
- d. The dinosaur couldn’t help the rabbit.

5 Why is the future with **be going to** used in the text? Choose **a** or **b**.

- a. To talk about future plans and intentions.
- b. To predict the future based on present evidence.





THINKING ABOUT LEARNING

Nesta seção, reflita sobre a sua aprendizagem e, em seu caderno, escreva a resposta a cada pergunta.



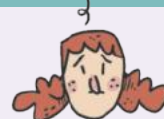
NÃO ESCREVA EM SEU LIVRO.



1 Very well.








2 Well.



3 Not so well.

GALVÃO BERTAZZI

I. How well can you do this?

Reading 	<ul style="list-style-type: none"> I can pick out the main information in simple articles in which illustrations and titles support the meaning of the text. I can understand the main points of short texts dealing with everyday topics.
Grammar 	<ul style="list-style-type: none"> I can use the future with <i>will</i>. I can use the future with <i>be going to</i>.
Listening 	<ul style="list-style-type: none"> I can catch the main point in short, clear, simple messages and announcements. I can understand and extract the essential information from short, recorded passages dealing with everyday matters.
Speaking 	<ul style="list-style-type: none"> I can agree and disagree with others. I can present my opinion in simple terms. I can ask and answer questions about plans and intentions. I can give a short, rehearsed, basic presentation on a familiar subject. I can make myself understood in an interview and communicate ideas and information on familiar topics.
Writing 	<ul style="list-style-type: none"> I can write a chart. I can write an interview.

II. What learning resources have you used in Units 3-4?

The items in the box can help you.

- | | | |
|----------------|------------------------|-------------------------|
| • Dictionaries | • Vocabulary Corner | • Recommended Resources |
| • Internet | • Language Reference + | • Other |
| • Glossary | Extra Practice | |

III. What can you do to improve your learning?

Example: Read magazines and books in English to identify new words formed with prefixes and suffixes.

WORKING TOGETHER 2



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In **unit 3**, you have talked about the future of Englishes. In this section, you are going to learn more about the status of English as the world's lingua franca.

1 Based on what you have talked about in **unit 3**, choose the correct statements. Then, compare your answers with those of a classmate.

- a. There are more non-native speakers of English worldwide than native speakers.
- b. English as a lingua franca contains only standard British and American forms.
- c. English as a lingua franca shows a plurality of native and non-native varieties.



2 Listen to part of a podcast interview with Professor Jennifer Jenkins, a leading figure in the study of English as a Lingua Franca (ELF). Then, choose the statement that contains the main idea in the recording.



Professor Jennifer Jenkins (right) and interviewer

- a. Professor Jennifer Jenkins believes that it is important for language learners to compare themselves to native speakers.
- b. Professor Jennifer Jenkins believes that it is important to eliminate the idea of a native speaker and talk about language learners as local speakers.



3 Listen to the recording again and focus on the notion of “local speaker” explained by Jenkins. Choose the item that correctly summarizes this idea.

- a. A good local speaker can make themselves easily understood and understands everybody.
- b. A good local speaker is somebody who, in any given context, speaks like a native speaker.



4 Now listen to the recording once more and check your answers to **exercises 2 and 3**.



Le@rning on the web

O áudio que você ouviu faz parte de uma entrevista, realizada em 2019, em que a pesquisadora Jennifer Jenkins fala sobre *English as a global language*. Para assisti-la na íntegra, visite: youtu.be/VT8s2LtPb8g (Acesso em: 17 jun. 2022).

10 5 Now listen to part of a lecture given by Juliana Delgado, a Colombian writer and historian who celebrates the creative uses of language that come from our individual and cultural experiences. Then, choose the correct item that answers each question.

- a. What experience is she talking about?
- I. Being bullied in school.
 - II. Being made small, invisible by her mom.
- b. Why did it happen?
- I. Because she was laughing at other children in school.
 - II. Because she was an immigrant child who didn't speak English as the other children.
- c. What was her way of speaking?
- I. Without an accent, pronouncing words as native speakers.
 - II. With an accent, inventing words, mixing English and Spanish.



Think about it!

Muitos/as aprendizes sentem medo ou vergonha de usar a língua inglesa por medo de cometerem erros ou de terem um sotaque (em inglês, *accent*) muito diferente daquele dos falantes nativos. Como os conteúdos das gravações que você ouviu poderiam ajudar essas pessoas? Na sua opinião, é possível conseguir se comunicar com sucesso em inglês sem ser um falante nativo? Por quê (não)?

10 6 Listen to the recording again and check your answers to **exercise 5**.

7 Read the following **TASK** and complete it by working with your classmates collaboratively. The main aim of the task is to find and share examples of inspiring non-native speakers of English talking about their life experiences in English.

TASK

In small groups, visit the website www.ted.com (accessed on: June 17, 2022) to find examples of inspiring people, whose English is not their native language, using English to talk about their life experiences (personal and/or professional). Try to choose two or three people and watch their videos to learn about their stories. Then, choose your favorite video to share it with the whole class. Also, it's a good opportunity to learn about other inspiring people selected by other groups.



GOODSTUDIO/SHUTTERSTOCK.COM

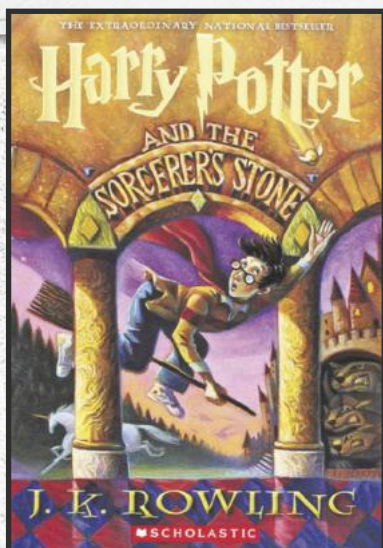


Think about it!

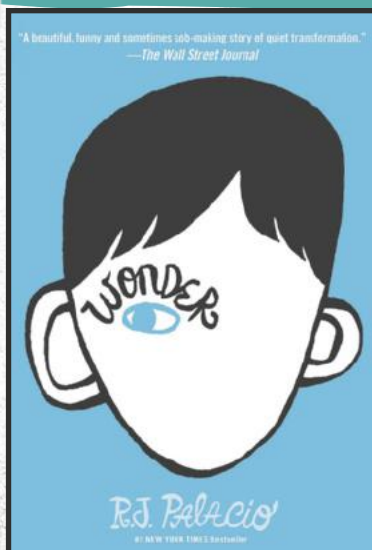
O que você e seus/suas colegas aprenderam sobre as possibilidades de uso da língua inglesa para comunicação global ao realizarem a tarefa proposta? Como isso impacta seu interesse por aprender inglês?

UNIT 5

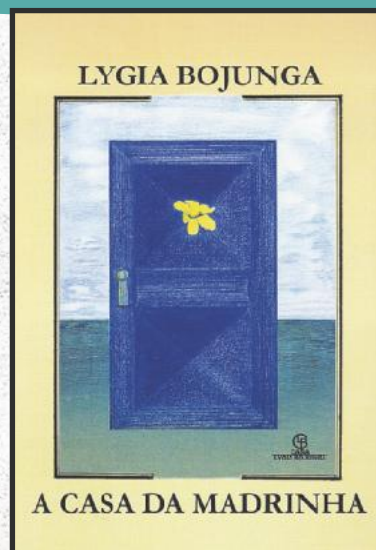
THE WORLD OF BOOKS



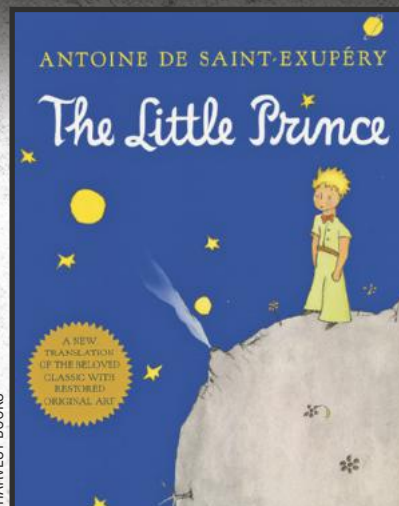
SCHOLASTIC



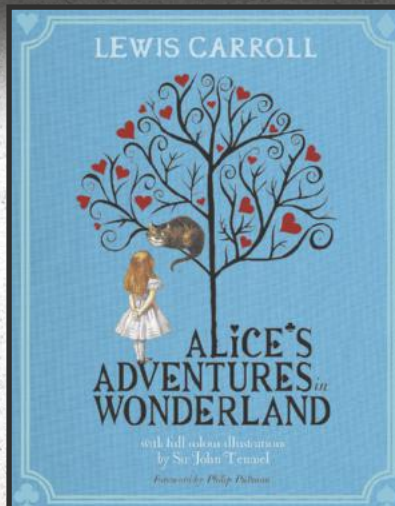
ALFRED A. KNOPF, INC.



CASA LYGIA BOJUNGA



HARVEST BOOKS



MACMILLAN CHILDREN'S BOOKS

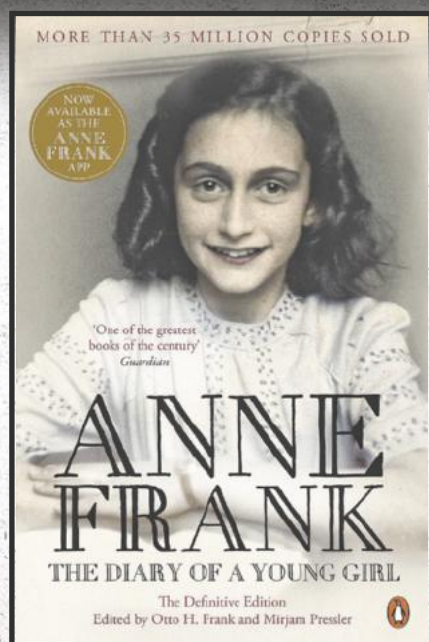
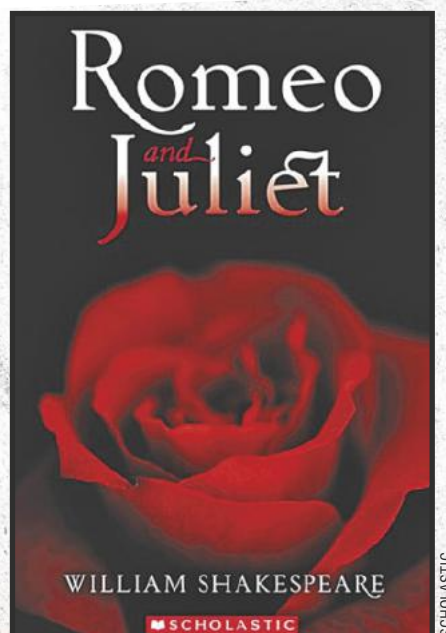
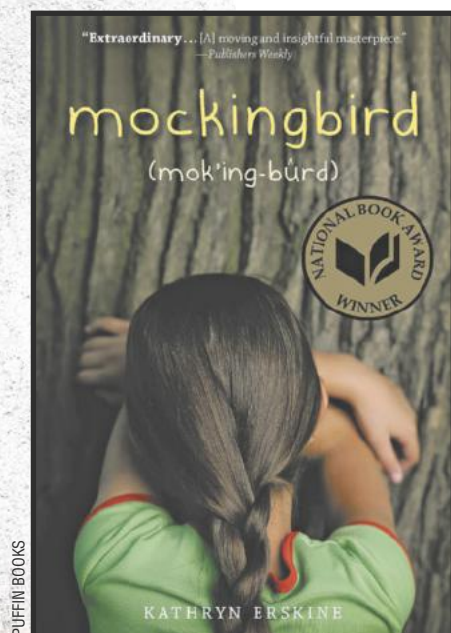
▶ GETTING STARTED

✂ NÃO ESCREVA EM SEU LIVRO.

Do you know any of these books? If so, which one(s)? What are your favorite books? What books are you reading right now?

Nesta unidade, você vai

- falar sobre obras literárias;
- usar as formas comparativas de adjetivos (*comparative adjectives*);
- empregar vocabulário relacionado a gêneros de livros (*book genres*);
- compreender e produzir resenhas de livros (*book reviews*);
- explorar o tema contemporâneo transversal **diversidade cultural**.





READING COMPREHENSION

Before Reading



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 According to the text you're going to read, most people prefer the book to the movie. What about you?
- 2 Before reading the following text, take a look at its **title** and **source**. Then, answer the questions.
 - a. Is the title of the text an affirmative or interrogative sentence?
 - b. Where was the text published?
 - c. What do you expect to read about?

Reading

- 3 Now read the text to check your predictions.

not be up to scratch: não estar à altura
seem: parecer

https://whatshotblog.com/book-always-better-movie/

7 Reasons Why The Book Is Better Than The Movie

By: Laura Published: 29th June 2020 - Last updated: 12th December 2021
| 23 Comments Books, Film

You've heard it a thousand times before: The book is better than the movie. Is this just some people's way of seeming intellectually superior? Or is there something to it? (...)

If you love books, you'll likely emphatically agree that the book version of any story is superior to the film version.


But sometimes, a great director with a vision gets the film just right. I never liked a film version of *Romeo and Juliet* until Baz Luhrmann brought it to the big screen.

So let's jump into the book vs movie argument and look at why some adaptations of books just aren't successful on the big screen. (...)

<u>Word Play Doesn't Translate</u> (...)	<u>Actors aren't How You Imagined</u> (...)
<u>Some Imagery is Hard to Capture</u> (...)	<u>Actors aren't up to Scratch</u> (...)
<u>Action is Changed for Drama</u> (...)	<u>Money, money, money</u> (...)
<u>Books Have No Limit</u> (...)	

And that's it for my book vs movie comparison! There are a lot of other things that movies can do to the stories from your favourite books that make them less satisfying. (...)

But that doesn't mean that the movie is *never* as good as the book. (...)



CLICK98/SHUTTERSTOCK

LAURA. 7 Reasons why the book is better than the movie. **What's Hot?**, 29 jun. 2020.
Disponível em: <https://whatshotblog.com/book-always-better-movie/>. Acesso em: 5 jun. 2022.

Language Note

better → comparative of **good**
E.g.: The movie is **good**, but the book is **better**.

Language Note

favourite (BrE) = favorite (AmE)

- 4 The following fragments were taken from the original text and each of them refers to one of the reasons presented by the author. Choose the appropriate reason for each item as in the examples.

Examples: a. Actors aren't up to Scratch

b. Some Imagery is Hard to Capture

- a. "(...) even if an actor looks the part, they might fail to truly translate their character from page to screen."
- b. "(...) what you see with your eyes may not be what is meant to be conveyed."
- c. "(...) the top priority in film production is *money*."
- d. "(...) movies are limited to a two-hour slot where they can capture people's attention."
- e. "When books are adapted, some of the action in the book is changed so that it makes for better drama (...)."
- f. "The movies might cast actors who don't look the way you imagined the characters would look (...)."
- g. "When you read, you appreciate the masterful choice of language (...)."

LAURA. 7 Reasons why the book is better than the movie. **What's Hot?**, 29 jun. 2020. Disponível em: <https://whatshotblog.com/book-always-better-movie/>. Acesso em: 5 jun. 2022.

- 5 The author of the text presents seven reasons to support her view that "the book is better than the movie". Choose the item that is NOT a reason that justifies one's preference for reading the book.

- a. To be immersed in your own imagination.
- b. To appreciate all the details of the story.
- c. To seem intellectually superior.

- 6 Does the author like any film version of *Romeo and Juliet*? If so, which one(s)?



© UNITED ARCHIVES/IFM/EASYPix BRASIL



Think about it!

Romeu e Julieta é uma peça teatral escrita por William Shakespeare por volta de 1594-1596. Na sua opinião, o que é mais desafiador: adaptar uma peça ou um romance para o cinema? Por quê?



Le@rning on the web

Para conhecer diferentes opiniões sobre o tema *books vs movies*, visite: <https://rvawebweekly.org/feed/2020/3/23/debate-books-vs-movies> (Acesso em: 5 jun. 2022).

Reading for Critical Thinking

7 Discuss the following questions with your classmates.

- The author presents seven reasons to support her view that “the book is better than the movie.” Do you agree with them? In your opinion, are her reasons convincing? Why (not)?
- Can you think of other reasons to support the author’s point of view? Try to offer some convincing reasons.

Aa

VOCABULARY STUDY

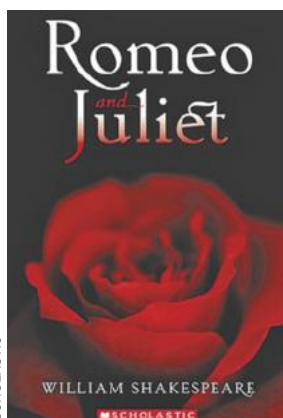


ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Book Genres

1 Take a look at the following book covers and choose the ones that are **fiction books**.

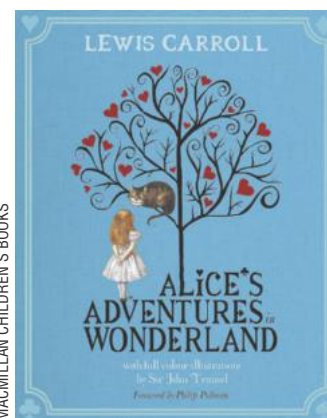
a.



b.



c.



2 Do you prefer fiction or nonfiction books?

3 What are your favorite book genres? The words in the box can help you.

adventure novel • autobiography/biography •
children's novel • classics • comics • fable •
fanfiction • fantasy novel • memoir • mystery •
play script • poetry • romance novel •
science fiction • self-help • short stories •
suspense/thriller • young adult novel

TIP

Agrupar as palavras por assunto é uma boa forma de aprender e fixar vocabulário novo.

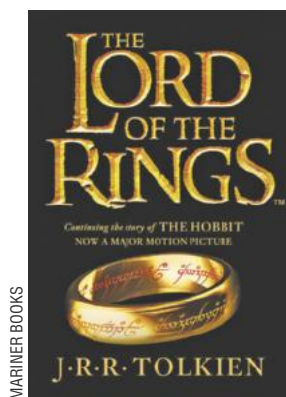
TIP

Observe as palavras parecidas com as do português como *adventure* e *biography*. Tome cuidado com palavras que têm uma forma semelhante ao português, mas têm significado diferente. *Novel*, por exemplo, pode nos fazer lembrar de “novela”, mas significa “romance”.



4 Listen to the recording and repeat the words in **exercise 3**.

- 5 What are the genres of these books? Replace the icons ★ with words from **exercise 3** to complete the following texts.



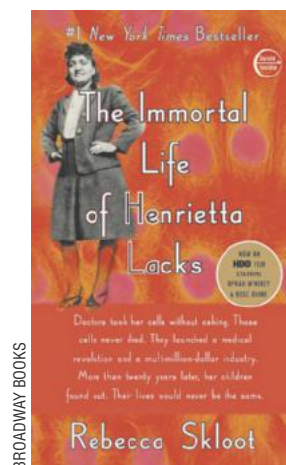
The Lord of the Rings, ★ by **J.R.R. Tolkien** initially published in three parts (...). *The Lord of the Rings* is the saga of a group of sometimes reluctant heroes who set forth to save their world from **consummate** evil. Its many worlds and creatures were drawn from Tolkien's extensive knowledge of **philology** and **folklore**.

THE LORD of the Rings. In: ENCYCLOPEDIA Britannica. 2022.
Disponível em: www.britannica.com/topic/The-Lord-of-the-Rings.
Acesso em: 5 jun. 2022.

evil: mal
set forth: iniciar uma jornada

Le@rning on the web

A trilogia cinematográfica de *The Lord of the Rings* (2001, 2002, 2003), dirigida por Peter Jackson, é a mais premiada da história. Para assistir ao **trailer** de cada filme, visite: <https://youtu.be/aStYWD25fAQ>; <https://youtu.be/LbfMDwc4azU>; <https://youtu.be/r5X-hFf6Bwo> (Acesso em: 5 jun. 2022).



The Immortal Life of Henrietta Lacks is the astonishing ★ of a poor (...) farmer whose cells, first grown in culture in 1951, are still ubiquitous in the laboratory world today. The author, Rebecca Skloot, dedicated nearly a decade to researching the science and, perhaps more interestingly, getting to know the Lacks family. (...) With this book, she presents an unforgettable story that reads like a novel.

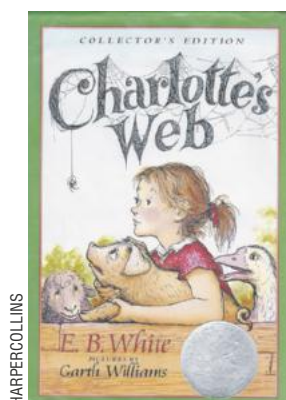
BLOOM, Stacie. The immortal life of Henrietta Lacks. *The Journal of Clinical Investigation*, 1 jul. 2010.
Disponível em: <https://doi.org/10.1172/JCI43410>. Acesso em: 5 jun. 2022.

cell: célula
ubiquitous: algo que está em todo lugar (onipresente)

Le@rning on the web

O livro *The Immortal Life of Henrietta Lacks* foi adaptado para a televisão. Para assistir ao **trailer** do filme, que conta com a participação de Oprah Winfrey, visite: <https://youtu.be/INyHL9xrzb4> (Acesso em: 5 jun. 2022).

devoted: dedicado/a
tale: conto
web: teia



Charlotte's Web, classic ★ by **E.B. White**, published in 1952, with illustrations by Garth Williams. The widely read tale takes place on a farm and concerns a **pig** named Wilbur and his devoted friend Charlotte, the **spider** who manages to save his life by writing about him in her web.

LOWNE, Cathy. Charlotte's Web. In: ENCYCLOPEDIA Britannica. 2022.
Disponível em: www.britannica.com/topic/Charlottes-Web.
Acesso em: 5 jun. 2022.

TIP

Observe que, em textos na internet, termos em fonte azul costumam indicar **links** para outros conteúdos relacionados aos termos em destaque, como J.R.R. Tolkien e E. B. White, no **exercício 5**.

- 6 Go back to pages 90 and 91 and take another look at the book covers. What is each book's genre? Talk to a classmate about them.

! GO TO VOCABULARY CORNER ON PAGE 178.



TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

- 1 What book(s) would you recommend to a friend? Why?
- 2 Before reading the following text, take a look at its **title**. What do you expect to read about?
- 3 Now read the text to check your predictions.

about to: prestes a
hatch: chocar, eclodir
piglet: leitão

rescue: resgatar
slaughtered: abatido/a

HTTPS://WWW.THEGUARDIAN.COM/

The screenshot shows a web browser with the address bar displaying www.theguardian.com/childrens-books-site/. The page content includes a sidebar on the left with the text "Children's books" and "Children's books", followed by "Bethany, Millennium RIOT Readers" and the date "Fri 25 Oct 2013 15.00 BST". The main heading is "Charlotte's Web by E. B. White - review". Below the heading is a quote: "I loved every moment of this book". The review text follows: "Charlotte's Web is about a girl named Fern, a pig named Wilbur and a spider called Charlotte. They live on a farm and Fern is horrified when she finds out that Wilbur as a piglet is to be slaughtered. She rescues Wilbur only then to have him sent away from her to her uncle's farm where he is friendless and snubbed by the other animals except Charlotte, a spider, and this is where Wilbur's adventures begin." The review continues: "I would say that the genre of this book is Animals. My favourite character in the book is Charlotte because she is very kind and helpful to everyone, even a pig who is about to die. I loved the bit in the book when Charlotte's eggs hatch and they all leave apart from three of them who stay with the pig and will forever remain there because they don't want to leave." The review concludes: "I loved every moment of this book. I would recommend this book to any reader over 10 or 11. I give this book a score of 5/5 as it was great!" At the bottom, there is a call to action: "Want to tell the world about a book you've read? Join the site and send us your review!"

BETHANY. Charlotte's Web by E. B. White - review. **The Guardian**, 25 out. 2013.
Disponível em: www.theguardian.com/childrens-books-site/2013/oct/25/review-charlottes-web-e-b-white. Acesso em: 5 jun. 2022.



Le@rning on the web

O livro *Charlotte's Web* ganhou duas versões para o cinema (1973 e 2006). Para assistir ao *trailer* de cada filme, visite: <https://youtu.be/QH2vwaiEHRY> e <https://youtu.be/m1UTcRNXB9s> (Acesso em: 5 jun. 2022).

- 4 Choose the main objective and the genre of the text.
 - a. To provide a critique of a book. It's a book review.
 - b. To provide a short description of a book. It's a book synopsis.

5 Who are these characters? Replace each icon ★ with **Charlotte**, **Fern** or **Wilbur**.



a. ★



b. ★



c. ★

6 Answer the following questions.

- Charlotte's Web* is about the friendship between two animals. Which ones?
- Who's the author of *Charlotte's Web*?
- Who's the reader of *Charlotte's Web* that wrote this review?
- Who's the reader's favorite character in the book? Why?
- What's the reader's favorite part of the book?

7 Match the columns to better understand the structure of the text.

- | | |
|----------------|--|
| a. Paragraph 1 | I. Opinion about the book. (<i>What do you think of the book?</i>) |
| b. Paragraph 2 | II. Recommendation of the book. (<i>Would you recommend the book?</i>) |
| c. Paragraph 3 | III. Summary of the book. (<i>What is the book about?</i>) |

8 Is the tone of the text positive or negative? Choose a fragment from the text to support your answer.

9 Discuss the following questions with you classmates.

- Do you believe book reviews can help you choose good books to read? Why (not)?
- In your opinion, what can be done to encourage people to read different kinds of books?



Think about it!

O texto que você leu é uma resenha crítica de um livro (*book review*). A resenha foi escrita por um(a) leitor(a) como você ou por um(a) crítico/a profissional? Como você chegou a essa conclusão? Você já leu resenhas críticas em português ou em inglês?



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Making Comparisons (Comparative Adjectives)

Read the following fragments from the text on page 92, focus on the words in **bold** and do exercises 1-4.

- "The book is **better than** the movie."
- "But that doesn't mean that the movie is *never* **as good as** the book."

- 1 Which two elements are being compared in fragments I and II?
- 2 Choose the sentence that is equivalent in meaning to fragment I.
 - a. The movie is better than the book.
 - b. The movie isn't as/so good as the book.

Language Note

In **affirmative sentences**, we use **as + adjective + as**.

In **negative sentences**, we use **as/so + adjective + as**.

- 3 In "But that doesn't mean that the movie is *never* as good as the book.", the author uses two negative elements (*doesn't* and *never*) to make a **more subtle statement**. Why does she do it? Choose **a** or **b**.

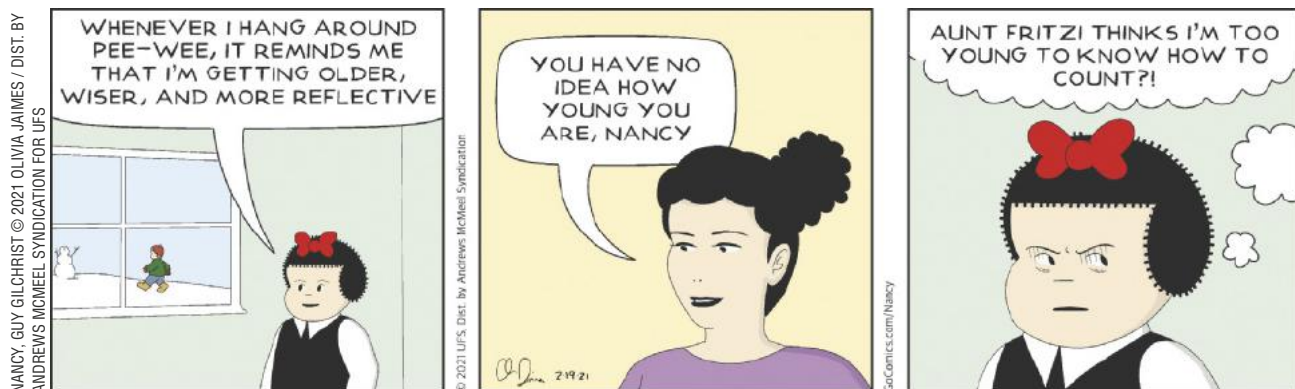
- a. To say that the movie and the book can be equally good.
- b. To say that the movie and the book can never be equally good.

No fragmento em destaque, a autora usa dois elementos na negativa (*doesn't* e *never*) para fazer uma **afirmação mais sutil**. Por que ela faz isso? Assinale a alternativa correta.

- 4 Match the columns.

- | | |
|--|---|
| a. When two elements are equal in comparison, we use | I. the comparative form (e.g. <i>better than</i>). |
| b. When one element is compared to another, we use | II. as + adjective + as (e.g. <i>as good as</i>). |

Read the following comic strip and do **exercises 5 and 6**.



JAIMES, Olivia. **Nancy**. 2022. Disponível em: www.gocomics.com/nancy/2021/02/19. Acesso em: 5 jun. 2022.

hang around: ficar perto de, andar com (alguém)

- 5 Choose the correct statements about the text.
 - a. Nancy thinks she's becoming older, wiser, and more reflective when she spends time with Pee-Wee, her preschooler neighbor.
 - b. According to Fritzzi, Nancy's aunt, Nancy is younger than she believes.
 - c. Nancy agrees with her aunt.
- 6 Find three comparative adjectives in the comic strip.

- 7 Copy the following table into your notebook. Then, replace each icon ★ with an appropriate answer to learn how comparative adjectives are formed.

	Rules	Examples
Short adjectives (one or two syllables)	most adjectives: adjective + ★	young → younger old → ★
	adjectives ending in e: adjective + ★	large → larger wise → ★
	adjectives ending in consonant + vowel + consonant: adjective + last consonant + ★	big → bigger hot → hotter
	adjectives ending in y: adjective - y + ★	easy → easier happy → ★
Long adjectives (three or more syllables)	most adjectives: ★ + adjective	interesting → more interesting reflective → ★
Irregular adjectives	good → ★ bad → worse far → farther/further	

TIP

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

- 8 Based on the information about the two following books, write **comparative sentences** in your notebook as in the example. Use the adjectives in the box and, in each sentence, make sure to use **than** after the comparative adjective.

Example: *The Hate U Give* is newer than *The Book Thief*.

long • new • old • short

No exercício 8, com base nas informações sobre os dois livros a seguir, escreva **frases comparativas** no seu caderno. Use os adjetivos em destaque e, para cada frase, certifique-se de usar **than** depois do adjetivo no grau comparativo.



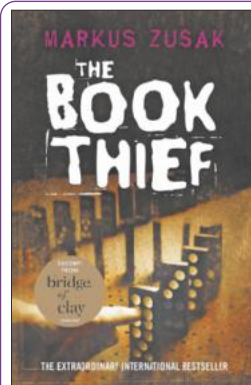
The Hate U Give (O Ódio que Você Semeia)

Author: Angie Thomas

Genre: Young adult novel

Published: 2017

Pages: 454



The Book Thief (A Menina que Roubava Livros)

Author: Markus Zusak

Genre: Historical novel

Published: 2006

Pages: 552

Fonte de pesquisa: GOOD READS. **The Hate U Give**. 2022. Disponível em: www.goodreads.com/book/show/32075671-the-hate-u-give. Acesso em: 5 jun. 2022.

Fonte de pesquisa: GOOD READS. **The Book Thief**. 2022. Disponível em: www.goodreads.com/book/show/19063.The_Book_Thief. Acesso em: 5 jun. 2022.

- 9 What are your favorite books? In pairs, talk about them and make some comparisons.

! GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 186.



LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

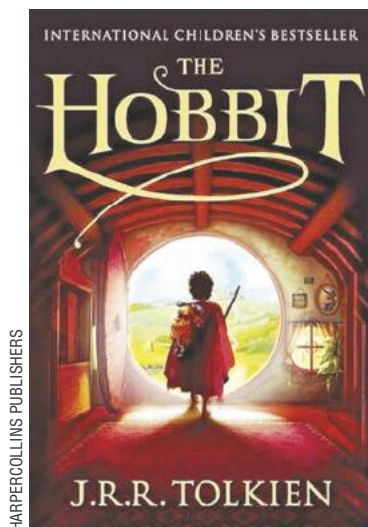
1 What do you know about J. R. R. Tolkien (1892-1973)? Choose the following items that are related to him. Then, compare your answers with those of a classmate.

- a. Best-selling author.
- b. From the United States.
- c. Author of *The Lord of the Rings* series.
- d. Famous around the world for his fantasy books.

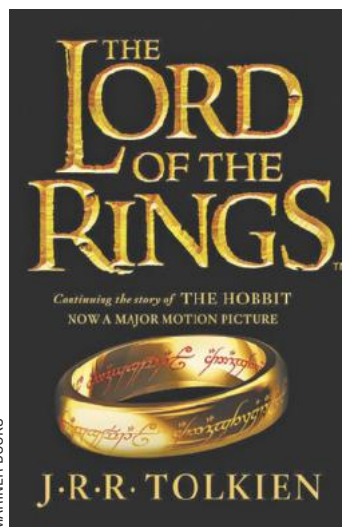


2 Listen to part of an audiobook by J. R. R. Tolkien. Which book is the recording a reading of? Choose **a** or **b**.

a.



b.



GRANGER, NYC./ALAMY/FOTOFARENA



J. R. R. Tolkien

TIP

Não se preocupe em entender todas as palavras e todas as informações do áudio. O objetivo do **exercício 2** é identificar a história que está sendo narrada.



3 Listen to the recording again and focus on what is being described. Then, choose the correct item that answers each question.

- a. What's being described?
 - I. Dwarves.
 - II. Hobbits.
- b. What kind of clothing do the creatures described wear?
 - I. They usually wear brown dresses and no shoes.
 - II. They dress in bright colors, mainly green and yellow.
- c. What do they call people?
 - I. Big People.
 - II. Little People.

4 What do the creatures being described look like? Choose the characteristics that are mentioned in the recording.

- a. They are small.
- b. They have no beard.
- c. They have black hair.
- d. They are fat in the stomach.
- e. They have short brown fingers.

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

6 Do you like fantasy books? Why (not)?

7 Talk about your reading preferences with a classmate. Use the questions in the box to help you. Ask extra questions and take turns as in the following example.

- **What is your favorite book?** → *What do you think of...? → Is it better/worse/more interesting than...? → Why (not)?*
- **Who is your favorite character?** → *Why? → What do you think of...? → Is he/she braver/smarter/more intelligent than...?*
- **Who is your favorite writer?** → *Why? → What do you think of...? → Is he/she more successful/more popular/better than...?*
- **What are you reading right now?** → *Who is it by? → What is it about?*
- **What was the last book that you read?** → *Who was it by? → What was it about?*

Language Note

Having a guess: Probably.../I'd say (that).../Chances are (that)...

Remembering things: As I remember/recall.../If I'm not mistaken.../It's on the tip of my tongue.

Expressing a preference: I (much) prefer memoirs to biographies./I'd (much) prefer to/I'd rather read a novel./Reading comic books is more my kind of thing.

Example:

Student A: What is your favorite book?

Student B: Well, probably *O Mistério da Casa Verde*.

Student A: What do you think of *A Casa da Madrinha*?

Student B: Is it a book by Lygia Bojunga?

Student A: Yeah. Do you like it?

Student B: Sure!

Student A: Is it more interesting than *O Mistério da Casa Verde*?

Student B: I don't think so.





WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have read a review of the book *Charlotte's Web* on page 96. Go back to **exercise 7** on page 97 and explore the structure of this genre. Try to answer the following questions when writing your book review: **What is the book about?; What do you think of it?; Why would you recommend it?** Book reviews can be written by professional critics or by anyone who wants to share their opinions about a book. Visit the websites www.goodreads.com and www.theguardian.com/tone/childrens-user-reviews (accessed on: July 5, 2022) to find more examples of book reviews.

Based on the book review you explored in this unit, it is your turn to write a review to recommend one of your favorite books.

1 Before writing your text, match the items to identify the elements of the writing context.

- | | |
|---------------|----------------------------------|
| a. Writer: | I. classmates and other people |
| b. Readers: | II. school newspaper/Internet |
| c. Genre: | III. you |
| d. Objective: | IV. critical tone |
| e. Style: | V. book review |
| f. Media: | VI. to recommend a book you like |

2 Follow these instructions to write your text.

1. Think of a great book to write a positive review of.
2. Start your review with general information about the book (the title of the book, its author, the main characters etc.).
3. Write a clear and short summary of the book. Discuss its main theme, but don't give away the ending of the book.
4. Mention your opinion about the book. Think of some examples to support your opinion.
5. Say why you recommend the book.
6. Add a picture or draw the cover of the book or the main character to illustrate your review.
7. Exchange reviews with a classmate and discuss the texts.
8. Make the necessary corrections.
9. Write the final version of the book review.

TIP

Ao revisar as resenhas, considere, por exemplo:

- **objetivo:** A resenha está adequada ao público-alvo e ao seu objetivo?
- **conteúdo:** Você verificou as informações gerais do livro (nome do autor, personagens etc.)?
- **linguagem:** O texto está redigido de maneira clara e objetiva? Você escolheu bons exemplos para defender sua opinião sobre o livro?
- **tempo verbal:** Você usou o *simple present* para escrever sua resenha?

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

3 It's time to share your book review with your classmates and other people. The book reviews can be published, for example, on the Internet or in the school newspaper.



LOOKING AHEAD



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

In this unit you have talked about the world of books. Read these inspiring quotes about books and reading. Then, talk to a classmate and answer the following questions.

"A room without books is like a body without a soul."

[Marcus Tullius] Cicero

MEDINA-LEAL, Alexandra. "A room without books is like a body without a soul." — Cicero. **Student Life**, 2022. Blogue. Disponível em: <https://blogs.studentlife.utoronto.ca/academicsuccess/cicero/>. Acesso em: 5 jun. 2022.



"The book is a film that takes place in the mind of the reader."

Paulo Coelho

COELHO, Paulo. The book is a film... /n: LAURA. 7 Reasons why the book is better than the movie. **What's Hot?**, 29 jun. 2020. Blogue. Disponível em: <https://whatshotblog.com/book-always-better-movie/>. Acesso em: 5 jun. 2022.

"IN A GOOD BOOK THE BEST IS BETWEEN THE LINES."

Swedish Proverb

SWEDISH PROVERB. "In a good book the best is between the lines". Good Reads. 2022. Disponível em: www.goodreads.com/quotes/949306-in-a-good-book-the-best-is-between-the-lines. Acesso em: 5 jun. 2022.

- What do the quotes mean? Use your own words to explain the meaning of each quote.
- Do you agree with them? Why (not)?
- Which quote establishes a comparison between a book and a movie?

TIP

Busque sempre estabelecer relações entre os textos que você lê para ampliar sua compreensão deles e do mundo.

Recommended Resources

Para conhecer 40 obras literárias que foram adaptadas para o cinema, visite:

- www.bookbub.com/blog/best-movies-based-on-books-all-time

Para assistir a uma breve palestra sobre como livros podem abrir nossa mente, visite:

- www.ted.com/talks/lisa_bu_how_books_can_open_your_mind?language=en

(Acesso em: 5 jun. 2022).

UNIT 6

WHAT A WONDERFUL WORLD!



FIZIKES/SHUTTERSTOCK.COM



ANTONIO DIAZ/SHUTTERSTOCK.COM

▶ GETTING STARTED

✂ NÃO ESCREVA EM SEU LIVRO.

The photos show social habits and places from different parts of the world.
What do you know about them?

Nesta unidade, você vai

- falar sobre diversidade cultural, explorando diferentes gestos e comportamentos;
- usar as formas superlativas de adjetivos (*superlative adjectives*);
- explorar adjetivos (*adjectives*);
- compreender e produzir *quizzes*;
- explorar o tema contemporâneo transversal **diversidade cultural**.



ALEXANDR VOROBIEV/SHUTTERSTOCK.COM



DANIEL PRUDEK/SHUTTERSTOCK.COM

WAY TO M.T.
EVEREST B.C.

Unit 6

105



READING COMPREHENSION

Before Reading



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 In pairs, think of examples of good and bad manners in our country. What are some manners that are no longer in use in our country?
- 2 Before reading the following text, take a look at its **title** and **layout**. Then, answer the questions.
 - a. How many facts are mentioned in the text?
 - b. How can you identify key words and expressions in the text?
 - c. What do you expect to read about?

Reading

- 3 Now read the text to check your predictions.

host: anfitriã(o)

mind: observar, prestar atenção

nod: inclinação da cabeça

Facts to mind about manners

1. **CHEWING GUM** in public is a big no-no for kids in France.

2. It's considered rude to write in **RED INK** in **PORTUGAL**.

3. If you **DROP YOUR BREAD** on the ground in most Middle Eastern countries, you should pick it up, kiss it, and **RAISE IT** to your forehead to show **RESPECT** for your food.

5. In **INDIA**, it's rude to open a **GIFT** in front of the person who gave it. Gifts are **OPENED IN PRIVATE**.

4. **BLOWING YOUR NOSE** in public in Japan is considered **RUDE**.

6. In Bangladesh, women **DO NOT SHAKE HANDS**. Instead, they greet each other with a **POLITE NOD**.

7. It's totally acceptable for people in **SHANGHAI**, China, to go **SHOPPING IN THEIR PAJAMAS**.

8. Cutting your **POTATOES WITH A KNIFE** in Germany is insulting to the host. It suggests the food isn't cooked enough.

ALEXANDREUNIVES/
SHUTTERSTOCK.COM



Adaptado de: NATIONAL GEOGRAPHIC KIDS. **5,000 awesome facts 2 (About everything!)**. Washington, DC: National Geographic, 2014. p. 74-75.

4 What is the main objective of the text? Choose **a** or **b**.

- a. To show that the way you behave on particular occasions can make no difference when you interact with people from different countries.
- b. To show that it is important to take into consideration the way you behave toward people from different countries, with different customs.

5 Each picture illustrates a fact from the text. For each picture, choose a fact from the text as in the example.

Example: **a.** Fact 4

a. ★



c. ★



b. ★



d. ★



ILUSTRAÇÕES: GALVÃO BERTAZZI

6 Match the countries (**a-d**) to the recommendations (**I-IV**).

- a. France
- b. Germany
- c. India
- d. Portugal

- I. Don't write in red ink.
- II. Don't cut potatoes with a knife.
- III. Don't chew gum in public if you're a child.
- IV. Don't open gifts in the presence of the giver.

TIP

Localize nomes de países para identificar informações específicas mais rapidamente.

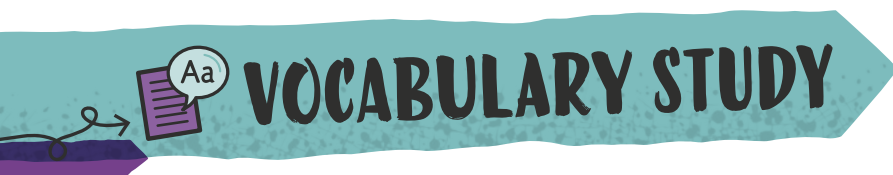
7 It is time to read between the lines! Based on the facts presented in the text, what can you say about cultural diversity? Choose the correct statements.

- a. All cultures are creative and unique.
- b. Culture takes diverse forms all over the world.
- c. Cultural diversity enriches our lives in many ways.
- d. Cultural diversity is an important source of identity.
- e. Young people cannot benefit from cultural diversity.

Reading for Critical Thinking

8 Discuss the following questions with your classmates.

- a. Which behavior in the text is considered good manners in another country, but bad manners in our country? Why is it considered bad manners in our country? Do you know any other social habits in our country that are considered bad manners or good manners in another country?
- b. In your opinion, why are good manners important? Do you find it easy to respect the social habits of people from other countries? Why (not)?
- c. What advice would you give a foreign visitor who wants to show good manners in our country?



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Adjectives

1 Read the following fragments from the text on page 106 and focus on the words in **bold**. Then, choose the correct item that completes each sentence.

- I. "In Bangladesh, women **do not shake hands**. Instead, they greet each other with a **polite nod**."
- II. "**Blowing your nose** in public in Japan is considered **rude**."

- a. In fragment I, **polite** means
 - I. showing no respect for other people and their feelings.
 - II. having good manners and respect for the feelings of other people.
- b. In fragment II, **rude** means
 - I. showing no respect for other people and their feelings.
 - II. behaving in a kind way towards people.
- c. The adjectives **polite** and **rude** are
 - I. opposites.
 - II. synonyms.
- d. **Polite** and **rude** are used to
 - I. express an action.
 - II. describe or give information about things.

- 2 Let's learn more adjectives! Choose the correct adjective that best describes each picture. In each item, the adjectives are opposites.



- I. quiet
II. talkative



- I. shy/timid
II. outgoing/sociable



- I. lazy
II. hard-working



- I. mean
II. generous

ILUSTRAÇÕES: GALVÃO BERTAZZI

TIP

Apoie-se em palavras parecidas com o português (*quiet*, *timid*, *generous*) para ajudar você a fazer inferências. Além disso, busque associar os adjetivos aos seus antônimos como uma forma de ampliar e estudar vocabulário.

- 13 3 Listen to the recording and repeat the words from **exercise 2**.

- 4 Complete the following quotes by replacing each icon ★ with the correct adjective in parentheses.

- a. "I'm a ★ (**quiet/talkative**) person because I like to get to know a person and I like you to get to know me."

LisaRaye McCoy, American actress

ANUBHAV. Lisa Raye net worth, career & full bio (2021). **Horwax**, 17 set. 2021.

Disponível em: <https://horwax.com/lisa-raye-net-worth/>. Acesso em: 13 jun. 2022.

- b. "I'm a very ★ (**shy/outgoing**) person. I'm always happy, I'm one of those people who are always smiling."

Corbin Bleu, American actor

RTMADMINCD. Amber Riley and Corbin Bleu: young, talented, on the rise. **Chicago Defender**, 6 nov. 2013. Disponível em: <https://chicagodefender.com/amber-riley-and-corbin-bleu-young-talented-on-the-rise/>. Acesso em: 13 jun. 2022.

- c. "I'm actually a very ★ (**lazy/hard-working**) person. Most of the time, I'm happy to sit around and stare. Or watch bad TV soaps."

Vikram Seth, Indian novelist and poet

TESTARD, Jacques. A week in culture: Jacques Testard, Editor, Part 2. **The Paris Review**, 9 fev. 2011. Disponível em: www.theparisreview.org/blog/2011/02/09/a-week-in-culture-jacques-testard-editor-part-ii/. Acesso em: 13 jun. 2022.

Language Note

My brother is a lazy person. = My brother is **lazy**.

I'm a very shy person. = I'm **very shy**.

- 5 Go back to **exercise 4** and compare your answers with those of a classmate.

- 6 In pairs, ask and answer the following questions.

- a. What are you like? What about your best friend?
b. Do you have friends who are the opposite of you?
c. Do you respect people with physical and psychological characteristics different from yours?

! GO TO VOCABULARY CORNER ON PAGE 178.

Language Note

- We use **What are you like?** to ask about **personality/character**.
E.g.: What are you like? I'm shy and hard-working.
- We use **What do you look like?** to ask about **physical appearance**.
E.g.: What do you look like? I'm short and slim.
- We use **What do you like?** to ask about **interests**.
E.g.: What do you like? I like listening to music.



TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 Are you good at Geography? What facts (e.g. culture, population, major rivers) do you know about our country? What about other countries?
- 2 Before reading the following text, take a look at its **structure** and **title**. Then, choose the correct item that completes each sentence.
 - a. The text is a
 - I. true-or-false quiz.
 - II. multiple-choice quiz.
 - b. The text is a
 - I. subject-specific quiz.
 - II. general knowledge quiz.
- 3 What do you expect to read about in the text?
- 4 Now read the text to check your predictions. Then, take the quiz and check the answers with your teacher.

True or False?

Where in the World?

1. The world's richest country is Qatar.
2. In the Netherlands, there are three times as many bikes as cars.
3. The Amazon is the largest river (most water) in the world.
4. There are more lakes in Canada than in all other countries combined.
5. Holding up your open palm with fingers extended is a serious insult in Greece.

Adaptado de: NATIONAL GEOGRAPHIC KIDS. **Quiz whiz 4**: 1,000 super fun mind-bending totally awesome trivia questions. Washington, DC: National Geographic, 2014. p. 42.

- 5 Based on the true facts from the quiz, choose the correct statements.
 - a. The largest river (by volume) in the world is in Brazil.
 - b. There are more bikes than cars in the Netherlands.
 - c. Canada is the most populous country in the world.
- 6 Which item from the text is about bad manners in another country? Choose the picture that best illustrates it.

a.



GALVÃO BERTAZZI

b.



GALVÃO BERTAZZI

- 7 Consider the correct picture in **exercise 6**. Is it rude in our country to show one's hand this way?



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

Making Comparisons (Superlative Adjectives)




Read the following fragments from the text on page 110, focus on the words in **bold** and do exercises 1-5.

- I. "The world's **richest** country is Qatar."
- II. "The Amazon is **the largest** river (most water) in the world."

- 1 Replace the icon ★ with an appropriate answer to complete the following sentence about fragment I.

The fragment "The world's richest country is Qatar." is equivalent in meaning to *Qatar is the richest country* ★.

- 2 Take a look at the following table and compare the length of the rivers Nile, Amazon and Yangtze. Then, replace the icon ★ with an appropriate answer to complete the sentence about fragment II.

	The Nile (Africa)	The Amazon (South America)	The Yangtze (Asia)
River	 VORAN/SHUTTERSTOCK.COM	 NASA, LANDSAT.ORG, CENTER FOR GLOBAL CHANGE AND EARTH OBSERVATIONS, MICHIGAN STATE UNIVERSITY	 NASA EARTH OBSERVATORY IMAGES BY JOSHUA STEVENS, USING LANDSAT DATA FROM THE U.S. GEOLOGICAL SURVEY. STORY BY KATHRYN HANSEN.
Length (miles/kilometers)	4,132 mi. (6,649 km)	4,000 mi. (6,437 km)	3,915 mi. (6,300 km)

Fonte de pesquisa: WATER SCIENCE SCHOOL. **Rivers of the world:** world's longest rivers. USGS. 11 jun. 2018. Disponível em: www.usgs.gov/special-topics/water-science-school/science/rivers-world-worlds-longest-rivers. Acesso em: 13 jun. 2022.

★ is the longest river in the world.

- 3 Replace the icon ★ with an appropriate answer to complete the following sentence about fragment II.

The fragment "The Amazon is the largest river (most water) in the world." is equivalent in meaning to ★ *largest river (most water) is The Amazon*.

- 4 Based on the length of the rivers in **exercise 2**, replace each icon ★ with an appropriate answer to complete the following sentences.

- a. ★ is longer than the Amazon River.
- b. The Amazon River is longer than ★.

5 Match the columns.

- | | |
|---|--|
| a. When one element is compared to another, we use | I. the superlative form (e.g. <i>the largest</i>). |
| b. When one element is compared to other elements (two or more) from the same group, we use | II. the comparative form (e.g. <i>longer than</i>). |

6 How much do you know about northeastern South America? Complete this fact file by replacing the icons ★ with the items in the following box.

Highest life expectancy • Largest country • Most populous country • Smallest country

Northeastern South America The Basics

STATS



Brazil; 8,547,403 sq. km



Suriname; 163,265 sq. km



Brazil; 194,334,000

Least populous country

Suriname; 542,000

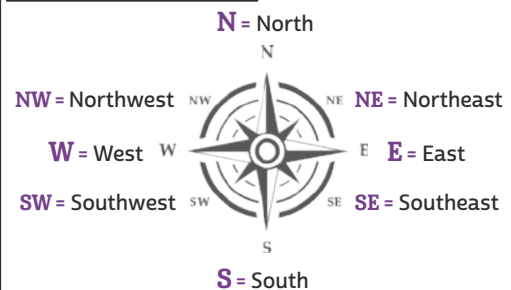
Predominant languages

Portuguese, English, Dutch, Hindi



Brazil; 73 years

Language Note



Language Note

least × most

Language Note

When making comparisons, we use **the** before the superlative adjective.
E.g.: Brazil is **the largest** country in northeastern South America.



Adaptado de: NATIONAL GEOGRAPHIC KIDS. **World atlas**. 4. ed. Washington, DC: National Geographic Society, 2013. p. 78.

7 Based on the fact file in **exercise 6**, write superlative sentences in your notebook as in the example.

Example: *Brazil is the largest country in northeastern South America.*

- 8 Copy the following table into your notebook. Then, replace each icon ★ with an appropriate answer to learn how superlative adjectives are formed.

	Rules	Examples
Short adjectives (one or two syllables)	most adjectives: adjective + ★	small → smallest high → ★
	adjectives ending in e: adjective + ★	large → largest wide → ★
	adjectives ending in consonant + vowel + consonant: adjective + last consonant + ★	big → biggest hot → ★
	adjectives ending in y: adjective - y + ★	dry → driest easy → ★
Long adjectives (three or more syllables)	most adjectives: ★ + adjective	populous → most populous difficult → ★
Irregular adjectives	good → best bad → worst far → farthest/furthest	

TIP

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

- 9 Let's learn more facts about South America! Replace each icon ★ with an adjective in the following box. Use the **superlative form**.

dry • large • loud • populous • small

Fascinating facts about South America

1. South America's rain forests are home to ★ monkey (PYGMY MARMOSET) and ★ monkey (THE HOWLER MONKEY).

2. ARICA, CHILE, is ★ place in the world – it hardly ever rains there.

4. SÃO PAULO is ★ CITY in South America.

3. The ANDES is ★ ABOVE-WATER MOUNTAIN range in the world.



JUUBIERSHUTTERSTOCK.COM

Adaptado de: NATIONAL GEOGRAPHIC KIDS. 5,000 awesome facts (About everything!). Washington, DC: National Geographic, 2012. p. 106-107.

! GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 186.



LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

1 Do you know stories from different cultures and countries? If so, which one(s)?



2 Listen to the beginning of a talk delivered by writer Chimamanda Ngozi Adichie. What is she talking about? Choose **a** or **b**.

- a.** The danger of a single story.
- b.** The African stories she read as a child.



3 Listen to the recording again and choose the correct items about Chimamanda Adichie.

- a.** She is a storyteller.
- b.** She is from Nigeria.
- c.** She started reading at about the age of seven.
- d.** When she was young, she read only British and American children's books.
- e.** All the characters she wrote about were black and ate mangoes.



DPAPICTURE ALLIANCE/GETTY IMAGES

Chimamanda Ngozi Adichie



4 Listen to the recording once more and check your answers to **exercises 2 and 3**.

5 Discuss the following questions with your classmates.

- a.** In your opinion, what are the dangers of learning about a different culture or country from one single perspective?
- b.** How can you get to know about cultures and peoples avoiding a view based on stereotypes?



Le@rning on the web

O trecho de áudio que você ouviu faz parte de uma famosa palestra, proferida por Chimamanda Adichie em 2009. Para assisti-la na íntegra, visite www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story (Acesso em: 7 jun. 2022).



Think about it!

Em sua apresentação, Chimamanda Adichie conta que, quando criança, lia histórias sobre personagens que não eram parecidos com as pessoas de seu país. Ela termina sua apresentação com a seguinte fala: *"when we reject the single story, when we realize that there is never a single story about any place, we regain a kind of paradise"*. Explique, com suas próprias palavras, o que ela quis dizer com isso. Você concorda com ela? Por quê (não)?

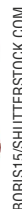


LARIKAZ2/SHUTTERSTOCK.COM

- 6

avoid: evitar
behavior: comportamento
speak up: defender,
manifestar-se

Adaptado de: CULTURAL Diversity Awareness Questionnaire. **Sage Edge**. 2020. Disponível em: https://edge.sagepub.com/sites/default/files/9.3_cultural_diversity_awareness_questionnaire.pdf. Acesso em: 7 jun. 2022.



- 7



WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have read a true-or-false quiz on page 110. A quiz is a set of quick questions designed to test knowledge. It can be used as a game, a competition or a short test given to students. Quizzes may be held on a variety of subjects (general knowledge quizzes) or be subject-specific (a Science quiz, History quiz, etc.). The format of the quiz can also vary widely. Online quizzes have become very popular. Visit www.sciencekids.co.nz/quizzes.html (accessed on: July 7, 2022) to find examples of quizzes on several different subjects.

Based on the quiz you explored in this unit, create, in pairs, a true-or-false quiz to challenge your friends. You can ask questions about good and bad manners around the world, interesting facts about different countries, cities, cultures, etc.

1 Before writing your text, replace each icon ★ with an appropriate answer to identify the elements of the writing context.

- a. Writers: you and a ★
- b. Readers: classmates and other people
- c. Genre: ★
- d. Objective: to test your classmates' knowledge of ★
- e. Style: informative tone
- f. Media: school board/Internet

2 Follow these instructions to write your text.

1. In pairs, decide the topic of the quiz and how many items you are going to have. You can write between five and ten items.
2. Brainstorm questions about the topic. If necessary, do research on the Internet to get more information on the topic. Look for reliable sources.
3. Be creative. Write interesting and challenging items that are not too easy to answer.
4. Write a first draft of the quiz and choose a title for it. Don't forget to prepare a key with the correct answers.
5. Exchange quizzes with other students and discuss both texts.
6. Make the necessary corrections.
7. Create the final version of the quiz by hand or use a computer to design it.

TIP

Ao revisar os quizzes, considere, por exemplo:

- **objetivo:** As informações estão adequadas ao objetivo do texto?
 - **linguagem:** Os itens estão redigidos de maneira clara e objetiva?
 - **conteúdo:** As informações foram verificadas e estão corretas?
 - **leiaute:** A organização visual facilita a rápida compreensão das informações?
 - **ortografia:** As palavras estão escritas corretamente?
- Reescreva seu texto com base na revisão feita por você e seus/ suas colegas.

3 It's time to share your quiz and challenge your classmates and other people. You can print copies of your quiz or publish it on the Internet. To create an online quiz, you may use one of the following services: www.quiz-maker.com/ or www.gotoquiz.com/create.html (Accessed on: July 7, 2022).



LOOKING AHEAD



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have learned about different cultures and places from all over the globe. When we look around the world it's not difficult to see that each culture is distinct and unique.

1 Read this acrostic poem about “diversity”. Then, talk to a classmate and answer the following questions.

- Do you agree with this definition of “diversity”? Why (not)? How would you define the term?
- Imagine that we lived in a world where there was only one language and only one way of thinking. What would life be like? Would you like to live in a world with no cultural diversity? Why (not)?

Different
Individuals
Valuing
Each other
Regardless of
Skin,
Intellect,
Talents
Years.

WEST END DAY SCHOOL. **Community bulletin board:** different individuals valuing each other regardless of skin, intellect, talents, and years. 8 dez. 2020. Disponível em: www.westenddayschool.org/our-program/diversity-equity-and-inclusion-dei/post/~board/news/post/community-bulletin-board-different-individuals-valuing-each-other-regardless-of-skin-intellect-talents-and-years. Acesso em: 13 jun. 2022.

2 Now read the following quote and, in small groups, try to explain its meaning. Do you agree with it?



THE UNIVERSITY OF MANCHESTER. **Diversity calendar 2018.** 2018. Disponível em: <https://documents.manchester.ac.uk/display.aspx?DocID=35208%20>. Acesso em: 13 jun. 2022.



Recommended Resources

Para conhecer alguns exemplos de boas e más maneiras em diferentes países, visite:

- <https://people.howstuffworks.com/13-examples-of-good-and-bad-manners-around-the-world.htm>

Para assistir a uma palestra sobre a importância da diversidade cultural, visite:

- <https://youtu.be/48RoRiOddRU>

(Acesso em: 7 jun. 2022).

REVIEW 3 • UNITS 5 & 6



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.



READING COMPREHENSION

1 What do you know about Australia and New Zealand?

Now read the following text and do **exercises 2 and 3**.

Australia & New Zealand

Most people in Australia live along the coast, far from the country's dry interior, known as the Outback. The most populous cities and the best croplands are in the southeast. This "Land Down Under" is increasingly linked by trade to Asian countries and to 4.4 million "neighbours" in New Zealand. Twelve hundred miles (1,930 km) across the Tasman Sea, New Zealand is cooler, wetter, and more mountainous than Australia. It is geologically active and has ecosystems ranging from subtropical forests on North

Island to snowy peaks on South Island. Both countries enjoy high standards of living and strong agricultural and mining outputs, including wool, wines, gold, coal, and iron ore.



NATIONAL GEOGRAPHIC KIDS. **World atlas**. 4. ed. Washington, DC: National Geographic Society, 2013. p. 148.

2 In your notebook, write **T** (True) or **F** (False). Then, correct the false statements.

- Most people in Australia live in the country's dry interior.
- The most populous cities are in the southeast.
- Australia is more mountainous than New Zealand.
- Both Australia and New Zealand have high standards of living.

3 Replace the icons ★ with expressions from the text to complete the sentences.

- Australia is known as the ★.
- Australia's ★ is known as the Outback.
- In New Zealand, you can find ★ on North Island.
- Both Australia and New Zealand have strong ★ productions.



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Making Comparisons

1 Learn more about Australia and New Zealand. Complete the following fact file by replacing the icons ★ with the items in the box.

*Highest life expectancy • Highest literacy rate • Largest country •
Least populous country • Smallest country*

Australia and New Zealand The Basics Stats

★
Australia 2,969,906 sq mi (7,692,024 sq. km)

★
New Zealand 104,454 sq mi (270,534 sq. km)

Most populous country
Australia 22,035,000

★
New Zealand 4,437,000

Predominant languages
English, Maori

★
Australia 82 years

★
Australia, New Zealand 99%



2 Replace the icons ★ with the comparative form or the superlative form of the adjectives in parentheses to complete the following facts about Australia.

- a. While Australia is ★ of all the continents, it is three times ★ the largest island in the world – Greenland. **(small/large)**



- d. Saltwater crocodiles, native to Australia, are considered among ★ animals in the world. **(deadly)**



- b. The famous Outback, or dry, middle region of Australia, contains ★ deserts in the country with scorching hot temperatures and little water. **(large)**



- e. Wallaroos are marsupials that are ★ kangaroos. **(small)**



- c. The ★ snakes in the world call Australia home. Sea snakes can have poison ten times ★ that of a cobra. **(poisonous/potent)**



- f. The ★ rock in the world, Uluru, located in the middle of Australia, is ★ a 114-story building. **(large/tall)**



NATIONAL GEOGRAPHIC KIDS. 5,000 awesome facts (About everything!). Washington, DC: National Geographic, 2012. p. 50-51.



THINKING ABOUT LEARNING

Nesta seção, reflita sobre a sua aprendizagem e, em seu caderno, escreva a resposta a cada pergunta.



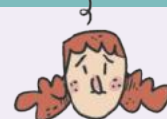
NÃO ESCREVA EM SEU LIVRO.



1 Very well.








2 Well.



3 Not so well.

GALVÃO BERTAZZI

I. How well can you do this?

Reading 	<ul style="list-style-type: none"> I can pick out the main information in simple articles in which illustrations and titles support the meaning of the text. I can understand the main points of short texts dealing with everyday topics.
Grammar 	<ul style="list-style-type: none"> I can use <i>comparative adjectives</i> to make comparisons. I can use <i>superlative adjectives</i> to make comparisons.
Listening 	<ul style="list-style-type: none"> I can understand and extract the essential information from short, recorded passages dealing with everyday matters. I can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.
Speaking 	<ul style="list-style-type: none"> I can exchange opinions and compare things and people using simple language. I can explain why I prefer one thing to another, making simple, direct comparisons. I can participate in short conversations in routine contexts on topics of interest. I can make myself understood in an interview and communicate ideas and information on familiar topics. I can present my opinion in simple terms.
Writing 	<ul style="list-style-type: none"> I can write a book review. I can write a quiz.

II. What learning resources have you used in Units 5-6?

The items in the box can help you.

- | | | |
|----------------|---------------------------------------|-------------------------|
| • Dictionaries | • Vocabulary Corner | • Recommended Resources |
| • Internet | • Language Reference + Extra Practice | • Other |
| • Glossary | | |

III. What can you do to improve your learning?

Example: Set aside time to study English every day.

WORKING TOGETHER 3



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In **unit 5**, you have talked about the world of books and, in **unit 6**, about cultural diversity. In this section, you are going to talk about diversity in books.

1 In pairs, ask and answer the following questions.

- Do you feel represented in the books you read? If so, can you mention the title(s) of the book(s)?
- Based on the authors you know, which of them address diversity in their books?
- If you could write a story that reflected your reality to increase diversity in books for kids and teens, what would you write about? Who would be the main character(s)?



2 Listen to Rudine Sims Bishop, the author of a text called *Mirrors, Windows, and Sliding Glass Doors**, discuss the importance of diversity in books. Then, choose the sentence that contains the main idea mentioned in the recording.

- Children need to see themselves reflected in the books they read.
- Children from dominant social groups have always seen themselves reflected in books.
- If children see only reflections of themselves in books, they will grow up with an exaggerated sense of their own importance.

* BISHOP, Rudine Sims. *Mirrors, windows, and sliding glass doors*. In: **Perspectives**: choosing and using books for the classroom, v. 6, n. 3, 1990.



READING ROCKETS

Rudine Sims Bishop



3 Listen to the recording again and check your answers to **exercise 2**.




4 Now listen to part of a lecture by Shyno Chacko, in which she talks about the main ideas from the text *Mirrors, Windows, and Sliding Glass Doors* by Rudine Sims Bishop. Then, choose the correct item that answers each question.

- Why are some books compared to windows?
 - Because they reflect the real world.
 - Because they give you a glimpse into another world, real or imagined.
- What can happen to children when they become part of the author's world?
 - They learn to respect and appreciate different worlds.
 - They learn another culture, but not another way of life.
- When do children get a sense of place and belonging?
 - When the window (book) turns into a mirror and children see themselves reflected in the bigger world.
 - When they can invent their own characters instead of becoming part of the journey created by the author.

belonging: pertencimento
glimpse: visão rápida, amostra
sliding glass door: porta de vidro deslizante

- d. Why do we need to see more books with diverse characters?
- I. Because we are a diverse nation.
 - II. Because diverse characters are well represented in movies.

 **5** Listen to the recording again and check your answers to **exercise 4**.



Think about it!

Shyno Chacko é a fundadora do projeto *Represent Us All* (<https://representusall.com>, acesso em: 22 jun. 2022), que busca atender à necessidade de maior diversidade em livros infantis por meio de ações que incentivem jovens autores/as e ilustradores/as a produzirem obras literárias inclusivas. Para você, qual a importância da literatura para a construção de nossas identidades? Você acredita que o hábito da leitura seria encorajado se houvesse mais obras em que você se sentisse representado/a?



Le@rning on the web

O áudio que você ouviu faz parte de uma palestra, proferida em 2019, em que Shyno Chacko fala sobre a importância da diversidade e inclusão na literatura infantil. Para assisti-la na íntegra, visite <https://youtu.be/RKTCLUjzvVs> (Acesso em: 22 jun. 2022).

- 6** Read the following **TASK** and complete it by working with your classmates collaboratively. The main aim of the task is to find and share examples of diverse books in English and/or Portuguese that you can find yourself reflected in.

TASK

In small groups, think of books you read in which you could see yourselves reflected. Try to answer the following questions to help you choose such books:

- Why do you see yourselves in these books?
- Why do you become part of the author's world?
- Which characters do you empathize with?

If you don't have an answer to the three questions or feel you haven't read enough books that you can see yourselves reflected in, do some research on the Internet to find possible titles. You can use your favorite search engine or visit the following websites: <https://openlibrary.org>; www.worldcat.org (accessed on: June 22, 2022). Choose two or three books and prepare a short oral presentation to share with the whole class basic information about the books (title, author, date of publication, plot, main characters). Also, it's a good opportunity to listen to your classmates and learn to respect and appreciate different worlds.

TIP

Ao ouvir as apresentações de seus/ suas colegas, respeite e valorize suas contribuições e suas formas de se expressarem.



WAVEBREAKMEDIA/SHUTTERSTOCK.COM

UNIT

7

EAT A RAINBOW



PIGPROX/SHUTTERSTOCK.COM



DEWEN POST /
GETTY IMAGES



B7/SHUTTERSTOCK.COM



GETTING STARTED



NÃO ESCREVA EM SEU LIVRO.

Do you usually eat fruit and vegetables? If so, do you eat fruit and vegetables of all colors?

Nesta unidade, você vai

- falar sobre educação alimentar e nutricional;
- usar substantivos contáveis e incontáveis (*countable and uncountable nouns*);
- usar expressões de quantidade (*expressions of quantity*);
- empregar vocabulário relacionado à comida (*food*);
- compreender e produzir receitas (*recipes*);
- explorar os temas contemporâneos transversais **saúde e educação alimentar e nutricional**.



READING COMPREHENSION

Before Reading

ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1** Do you have a colorful, balanced diet? How often do you go to fast-food restaurants?
- 2** **Take a look** at the **title**, the **picture** and the **subheadings** of the following text. Then, **answer** the questions.
- a. You can find different color foods in the text. What colors are they?
- b. Which food groups are mentioned in the text?
- 3** What do you expect to read about in the text?
- No **exercício 2** o **título**, a **imagem** e os **subtítulos** do texto para compreender como as informações são organizadas. E **responda** às perguntas.

No **exercício 2**, **observe** o **título**, a **imagem** e os **subtítulos** do texto a seguir para compreender melhor como as informações são organizadas. Em seguida, **responda** às perguntas.

Reading

TIP

Use o que você já sabe sobre o assunto do texto para estabelecer hipóteses sobre o que você vai ler.

- 4** Now read the text to check your predictions.

Eat a Rainbow

Fruit and vegetables are appealing on the plate and crucial to health. Eat a wide range of colours and types each day and treat your plate like an artist's palette. Each colour gives different nutrients.



GREENS

From kiwi to okra, broccoli to cabbage, there is a vast range of green foods. They contain carotenoids, which help maintain healthy eyesight and can also reduce the risk of heart disease and some cancers. **BROCCOLI is a superfood**, rich in folate, beta-carotene, vitamin C, fibre, and cancer-fighting phytonutrients.

YELLOWS

Yellow and orange fruit and vegetables such as sweetcorn, grapefruit, swede, carrots, and sweet potatoes contain high levels of beta-carotene. This nutrient has a wide range of benefits such as promoting good eyesight, healthy skin, and healthy digestive and immune systems. **BANANAS are rich in complex carbs** and in vitamin B6, folate, potassium, and soluble fibre.

REDS

Red fruit and vegetables such as tomatoes, strawberries, watermelon, and red onions contain the carotenoid lycopene, which can help to promote a healthy heart, protect the skin against UV rays, and reduce the risk of some cancers. **RED PEPPERS have three times** as much vitamin C as any citrus fruit.

PURPLES

Fruit and vegetables such as blackberries, plums, beetroot, and aubergines contain anthocyanins, flavonoids that are good for the heart and eyes. **BLUEBERRIES** are rich in **antioxidants** and help prevent urinary tract infections.

ELENA SCHWEITZER/SHUTTERSTOCK.COM

Adaptado de: CLARKE, Jane. **Complete family nutrition**. Londres: DK Publishing, 2014. p. 34-35.

Language Note

colour (BrE) = color (AmE)


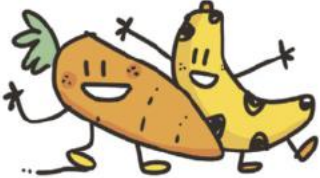


fibre (BrE) = fiber (AmE)

rainbow: arco-íris

5 What is the main idea of the text? Choose **a** or **b**.

- a. It is important to eat fresh, organic fruit and vegetables because they contain more antioxidants.
- b. Color variety is very important when eating fruit and vegetables because each color provides different nutrients.

6 Complete the following table by replacing the icons ★ with information from the text.

Color	Contain	Good for	Examples
 a. ★	carotenoids	eyes and heart	kiwi, okra, broccoli, cabbage
 b. Yellows and oranges	★	eyes, skin, digestive and immune systems	sweetcorn, grapefruit, swede, carrots, sweet potatoes, banana
 c. Reds	carotenoid lycopene	heart and skin	★
 d. Purples	anthocyanins	★	blackberries, plums, beetroot, aubergines, blueberries

ILUSTRAÇÕES: GALVÃO BERTAZZI

7 Match the columns based on the text.

- | | |
|----------------|------------------------------------|
| a. Bananas | I. Rich in antioxidants. |
| b. Blueberries | II. Rich in vitamin C. |
| c. Broccoli | III. Rich in fiber. |
| d. Red peppers | IV. Rich in complex carbohydrates. |

- 8 Read the following fragment from the text on page 126 and choose the correct item that completes each sentence.

“This nutrient has a wide range of benefits such as promoting good eyesight, healthy skin, and healthy digestive and immune systems.”

- a. “This nutrient” refers to
- I. carotenoid.
 - II. beta-carotene.
- b. The expression “a wide range of” is equivalent to
- I. a great variety of.
 - II. a limited variety of.
- c. The term “such as” introduces
- I. a comparison.
 - II. an example.

Reading for Critical Thinking

- 9 Discuss the following questions with your classmates.

- a. In the text on page 126, a colorful diet is compared to a rainbow and an artist’s palette. Do you think these comparisons can encourage people to eat different nutrients?
- b. Do you believe the text presents scientific information about healthy diets in a simple and clear way? Why (not)?
- c. In your opinion, how can people in general benefit from reading texts like the one on page 126? Why is it important to promote a healthy diet?

Aa

VOCABULARY STUDY



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Food

- 1 The five main food groups are: **dairy**, **fruit**, **vegetables**, **grains**, and **meat and beans**. Replace the icons ★ with the words in the box to label the following food items.

banana • black beans • broccoli • cereal • fish •
mango • papaya • tomato • red pepper • yogurt

I. Dairy

AZURE1/
SHUTTERSTOCK.COM



a. cheese



b. milk



c. ★

TIP

Agrupar as palavras por temas é uma estratégia que ajuda a aprender e fixar vocabulário novo.

Language Note

Possible spellings: **yogurt**, **yoghurt** or **yoghourt**

II. Fruit

GREY_AND/
SHUTTERSTOCK.COM



a. apple

LENS7/SHUTTERSTOCK.COM



c. blueberries

PIXAHUB/SHUTTERSTOCK.COM



e. ★

BOONCHUAY1970/
SHUTTERSTOCK.COM



g. ★

IURI KACHKOVSKIY/
SHUTTERSTOCK.COM



i. ★

BERGAMONT/
SHUTTERSTOCK.COM



b. ★

TIM UR/
SHUTTERSTOCK.COM



d. grapes

VALENTYN VOLKOV/
SHUTTERSTOCK.COM



f. orange

TIM UR/
SHUTTERSTOCK.COM



h. strawberries

PHOTOGRAPHY/
SHUTTERSTOCK.COM



j. watermelon

Language Note

Note que *vegetables* são plantas ou partes de plantas usadas como comida e incluem tanto legumes quanto verduras. Informalmente, são chamados de *veggies*.

III. Vegetables

ANNA KUCHEROVA/
SHUTTERSTOCK.COM



a. beet/beetroot

KHUMTHONG/
SHUTTERSTOCK.COM



c. carrot

NATEE PHOTO/
SHUTTERSTOCK.COM



e. lettuce

ANDREY EREMIN/
SHUTTERSTOCK.COM



g. ★

OLGA GUCHEK/
SHUTTERSTOCK.COM



i. sweet potato

NIK MERKULOV/
SHUTTERSTOCK.COM



b. ★

ANNA KUCHEROVA/
SHUTTERSTOCK.COM



d. eggplant/
aubergine

MERCURY STUDIO/
SHUTTERSTOCK.COM



f. okra

ENLIGHTENED MEDIA/
SHUTTERSTOCK.COM



h. rutabaga/
swede

AFRICA STUDIO/
SHUTTERSTOCK.COM



j. sweetcorn

IV. Grains

RHJPHOTOS/
SHUTTERSTOCK.COM



a. bread

MATKUB249/
SHUTTERSTOCK.COM



b. ★

AFRICA STUDIO/
SHUTTERSTOCK.COM



c. pasta

NEW AFRICA/
SHUTTERSTOCK.COM



d. rice

V. Meat and beans

BW FOLSOM/
SHUTTERSTOCK.COM



a. ★

MARAZE/
SHUTTERSTOCK.COM



b. chicken

HURST PHOTO/
SHUTTERSTOCK.COM



c. egg

INDIGOLOTO/
SHUTTERSTOCK.COM



d. ★



Listen to the recording and check your answers to **exercise 1**. Then, listen to the recording again and repeat the words.

- 3 Copy this table into your notebook. Then, complete it by replacing the icons ★ with words from **exercise 1**. If necessary, use the *Glossary*.

British English	American English	Other Englishes
★	eggplant	//////////
★	beet	//////////
chicken		chook (in Australia and New Zealand)
okra		bhindi (in India), ladies' fingers (in many English-speaking countries)
swede	rutabaga	turnip (in Ireland), neep (in Scotland)

- 18 4 Listen to the recording and check your answers to **exercise 3**. Then, listen to the recording again and repeat the words.



Think about it!

É comum os nomes de comidas variarem de acordo com o país e/ou a região. Alguns exemplos dessa variação em inglês são dados no **exercício 3**. Você conhece exemplos de nomes de comidas em português que também variam de acordo com o lugar?



GO TO VOCABULARY CORNER ON PAGE 178.



TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- Before reading the following text, take a look at its **picture** and **title**. What do you expect to read about?
- Now read the text to check your predictions.

Language Note

too much = an excessive amount
E.g.: It's not healthy to eat **too much** sugar.
unaware = not aware; not conscious



KABARDINS PHOTO/SHUTTERSTOCK.COM

Sugar: Time to Cut Back

Many people are unaware of how much sugar they're eating – not just the amount they add to a bowl of cereal or a hot drink but also the astonishing quantities hidden in processed foods and drinks. From tooth decay to obesity, the health risks are huge. (...)

Empty calories

(...) Sugar is only 4 calories per gram (the same as protein), but these are known as empty calories because refined sugar doesn't contain any other nutrients. We do need some sugar, for energy, but the processed ones added to our food are just not necessary. We can get all the sugar we need from fruit, vegetables and grains. (...)

How much is too much?

The World Health Organization says added sugar (including honey and fruit juice) should not exceed 10% of our daily calories. (...)

CLARKE, Jane. **Complete family nutrition**. Londres: DK Publishing, 2014. p. 92-93.

- 3 Choose the correct statements about the text. If necessary, use the *Glossary*.
- a. Many people don't know the amount of sugar they are eating.
 - b. There is a lot of hidden sugar in processed foods and drinks.
 - c. It is not possible to get all the sugar we need from fruit, vegetables, and grains.
 - d. According to the World Health Organization, the minimum amount of sugar a person can eat is 10% of their daily calories.
- 4 Find in the text two health risks of eating too much sugar.
- 5 How about you? How much sugar do you eat a day? The expressions in the following box can help you.

Too much. • Not much. • Almost none. • None.



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Countable and Uncountable Nouns

Read the following fragments, focus on the words in **bold** and do **exercises 1 and 2**.

- I. "**Broccoli** is a superfood, rich in folate (...)" (page 126)
- II. "**Red peppers** have three times as much vitamin C as any citrus fruit." (page 126)
- III. "**Bananas** are rich in complex carbs (...)" (page 126)
- IV. "We do need some **sugar**, for energy (...)" (page 130)

- 1 Choose the correct item that answers each question.

- a. Which fragments are about vegetables?
 - I. Fragments I and II.
 - II. Fragments III and IV.
- b. Which words can have a singular and a plural form?
 - I. Broccoli, sugar.
 - II. Red pepper, banana.

- 2 Replace each icon ★ with **broccoli** or **banana** to complete the statements.

- a. **Countable nouns** refer to things you can count. They have a singular and a plural form. For example: red pepper(s), ★(s).
- b. **Uncountable nouns** refer to things you can't count. They only have a singular form. For example: sugar, ★.



TIP

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




Language Note

Sugar é incontável no sentido em que é usado no fragmento IV, mas é contável quando falamos de vários tipos de açúcares, como em "*Simple sugars are easier to digest than complex sugars.*" Já a forma de se referir à quantidade de brócolis em inglês é usar a expressão *a head of broccoli*.

- 3 Read the following recipes for two healthy drinks. Which food words in **bold** are countable and which ones are uncountable?

Preparation 5 mins	Cooking none	Serves 2
<h2 style="text-align: center;">Carrot and Apple Juice</h2> <p style="text-align: center;">For maximum goodness, drink the juice immediately.</p>		
Ingredients <ul style="list-style-type: none"> • 4 apples • 3 carrots 	Equipment <ul style="list-style-type: none"> • small sharp knife • cutting board • juicer 	
<ol style="list-style-type: none"> 1. Scrub the carrots and cut each one into 2 or 3 pieces. 2. Put the apples and the carrots through the juicer. Throw away the pulp and pour the juice into two glasses. 		

Adaptado de: GRAIMES, Nicola. **Kids' fun & healthy cookbook**. Nova York: DK Publishing, 2007. p. 18.

Preparation 5 mins	Cooking none	Serves 4
<h2 style="text-align: center;">Fruit Smoothie</h2>		
	Ingredients <ul style="list-style-type: none"> • 3/4 cup of fresh or frozen blueberries • 3 bananas (sliced) • 2 cups of thick plain yogurt • 1 cup of milk 	
Equipment <ul style="list-style-type: none"> • small sharp knife • cutting board • blender 		
<ol style="list-style-type: none"> 1. Peel the bananas and then roughly chop them into small slices. Put them into the blender and add the blueberries, yogurt, and milk. 2. Whiz the blender until the mixture is smooth, thick, and creamy. 		

Adaptado de: GRAIMES, Nicola. **Kids' fun & healthy cookbook**. Nova York: DK Publishing, 2007. p. 19.



Think about it!

Para você, qual é a importância de se incentivar o consumo de alimentos de produtores locais? Se possível, visite feiras ou mercados da sua região e busque aprender sobre o processo de produção e distribuição dos diferentes alimentos. Converse com seus/suas colegas sobre essa experiência.

Expressions of Quantity

- 4 Read the following fragments from page 130, focus on the words in **bold** and choose the correct item that completes each sentence.

- I. "**Many** people are unaware of how **much** sugar they're eating"
- II. "We do need **some** sugar, for energy"
- III. "refined sugar doesn't contain **any** other nutrients."

- a. The quantifier **many** (fragment I) refers to
 - I. people (countable noun).
 - II. sugar (uncountable noun).
- b. The quantifier **much** (fragment I) refers to
 - I. people (countable noun).
 - II. sugar (uncountable noun).
- c. The quantifiers **some** (fragment II) and **any** (fragment III) refer to
 - I. a definite quantity.
 - II. an indefinite quantity.

Language Note

Some and **any** are used when it is not important or easy to say exactly how much/how many of something we are thinking of. We usually use **some** in affirmative sentences and **any** in negative and interrogative sentences. We use **some** in interrogative sentences (offers and requests) if we expect people to answer "affirmatively".
E.g.: Can I have **some** sugar, please?

- 5 Replace each icon ★ with **countable** or **uncountable** to complete the statements.

HO VAN TY/
SHUTTERSTOCK.COM



- a. With ★, plural nouns, use: **many**, **not many**, **too many** and **how many**.

EVGENY KARANDAEV/
SHUTTERSTOCK.COM



- b. With ★ nouns, use: **much**, **not much**, **too much** and **how much**.

Language Note

- **water** (uncountable);
- **glass** (countable)
E.g.: I drink eight **glasses** of water a day.
- **fruit** (uncountable);
- **serving** (countable)
E.g.: I eat four **servings** of fruit a day.

- 6 Replace each icon ★ with **How much** or **How many** to complete the questions.

- a. ★ meals do you have a day?
- b. ★ water do you drink a day?
- c. ★ milk do you usually drink a day?
- d. ★ glasses of fruit smoothie do you drink a week?
- e. ★ servings of fruit do you eat a day?

7 In pairs, ask and answer the questions from **exercise 6** as in the example. Take turns.

Student A: How many meals do you have a day?

Student B: I have five meals a day. How about you?

Student A: Not many. I only have three meals: breakfast, lunch and dinner. How much water do you drink a day?

Student B: I don't know. Not many glasses. Maybe five.

! GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 186.

Language Note

Countable: not many = a few

Uncountable: not much = a little



LISTENING AND SPEAKING

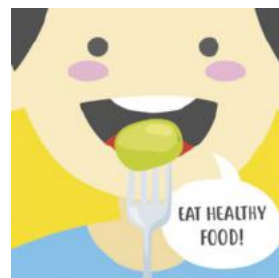


ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

1 In your opinion, what are the three most important things to consider when choosing to eat healthy? The items in the following box can help you.

I think healthy food needs to be...

fresh • low fat • low sugar • 100% natural • non-GMO (Genetically Modified Organism) • organic



19 2 Listen to part of a radio program with a reporter summarizing the main points discussed in an interview with a dietician. What did they talk about? Choose **a** or **b**.

- a. Understanding food labels.
- b. How to eat healthy food on a budget.

19 3 Listen to the recording again and choose the items that were mentioned in the interview.

- a. It's possible to eat healthy without buying foods that are all natural.
- b. Fresh food is always best.
- c. Frozen and canned foods are not healthy.
- d. It's important to make a list when you're shopping.
- e. You don't need to eliminate your favorite foods.
- f. It's possible to eat healthy even if you don't have the money to buy certain foods.

19 4 Listen to the recording once more and check your answers to **exercises 2** and **3**.

Language Note

on a budget = not having/spending much money

TIP

Não se preocupe em entender todas as palavras e todas as informações do áudio. O objetivo do **exercício 2** é identificar o tema da entrevista veiculada em um programa de rádio.

TIP

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



Le@rning on the web

O trecho de áudio que você ouviu faz parte de uma entrevista com uma nutricionista, Shana Spence. Para ouvi-la na íntegra ou ler sua transcrição, visite www.npr.org/transcripts/920807670 (Acesso em: 8 jun. 2022).

- 5 Do you usually read the nutrition label on food packaging before buying or eating something? If so, what do you usually check?
- 6 Get to know about your classmates' eating habits! Copy the following table into your notebook and interview two classmates as in the example. Replace each icon ★ with the information you get. Take turns and ask extra questions.



Questions	Classmate 1	Classmate 2
1. Do you eat fruit every day? How many servings of fruit do you have a day?	★	★
2. Do you eat vegetables every day? How many servings of vegetables do you have a day?	★	★
3. How much water do you drink a day?	★	★
4. How often do you eat junk food?	★	★
5. What is your favorite snack? How often do you eat it?	★	★
6. What is your favorite dessert? How often do you eat it?	★	★
7. (Extra question)	★	★
8. (Extra question)	★	★

Example:

Student A: Do you eat fruit every day, Carol?

Student B: Yep, a lot!

Student A: How many servings of fruit do you have a day?

Student B: Three or four, I guess.

Student A: How about you, Douglas?

Student C: I don't eat fruit every day. I think I have five portions a week.



Think about it!

Você conhece a expressão *junk food*? Sabendo que *junk* significa "lixo", a que tipo de comida você acha que essa expressão se refere? Na sua opinião, essa expressão é adequada? Por quê (não)?

- 7 Now go back to **exercise 6**. Based on your classmates' answers, do they have healthy eating habits? Why (not)?



WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have read two recipes for healthy drinks – a carrot and apple juice, and a fruit smoothie – on page 132. A recipe contains a list of ingredients, equipment, and instructions that tell you how to prepare something. You can find thousands of recipes at www.food.com and www.allrecipes.com (Accessed on: June 8, 2022).

Based on the recipes you explored in this unit, it's time to put your favorite recipe down on paper! You can share your favorite juice recipe, smoothie recipe, salad recipe etc.

1 Before writing your text, match the columns to identify the elements of the writing context.

- | | |
|---------------|-----------------------------------|
| a. Writer: | I. classmates and other people |
| b. Readers: | II. classroom board/Internet |
| c. Genre: | III. you |
| d. Objective: | IV. objective tone |
| e. Style: | V. recipe |
| f. Media: | VI. to share your favorite recipe |

2 Follow these instructions to write your text.

1. Choose one of your favorite recipes to share. Think of all the ingredients and equipment required to make your recipe.
2. Make the recipe the way you want your readers to make it. Take notes on what you're doing. Don't forget to write down measurements for each ingredient. You can also take a photo of each step and of the finished recipe.
3. Write a first draft of the recipe. Start with the ingredient list. For each item, write how much you usually use. Use abbreviations for measurements (e.g. tsp. for teaspoon).
4. Describe the equipment needed.
5. Write clear, easy-to-read descriptions of the process. Use the imperative for each step (e.g. peel the bananas, put them into the blender).
6. Include the preparation time and the number of servings.
7. Exchange recipes with a classmate and discuss both texts.
8. Make the necessary corrections.
9. Write the final version of the recipe. Include the photo(s) of each step and/or of the finished recipe.

TIP

Ao revisar as receitas, considere, por exemplo:

- **objetivo:** As informações estão adequadas ao objetivo do texto?
- **conteúdo:** Você incluiu todos os ingredientes e material necessário para a elaboração da receita?
- **linguagem:** O modo de preparo está redigido de maneira clara e objetiva?
- **imagens:** As imagens ajudam o leitor a compreender a receita?
- **ortografia:** As palavras e as abreviações estão escritas corretamente?

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

3 It's time to share your favorite recipe with your classmates and other people. You and your classmates can organize the texts to create posters on specific recipes (juices, salads, sandwiches, etc.). You can also create an online wall at www.padlet.com (accessed on: June 8, 2022) to publish your recipes on the Internet and share them with other students, your teachers, your family, and people everywhere.

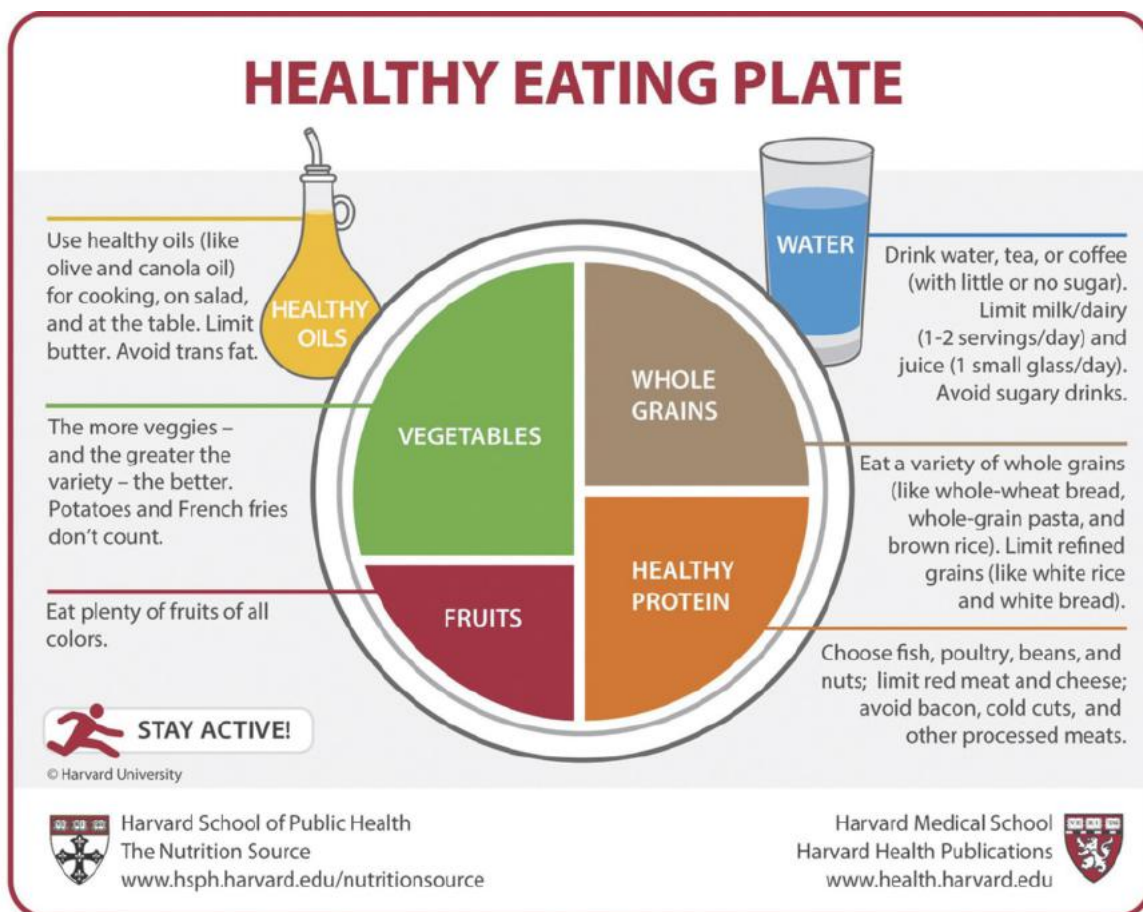


LOOKING AHEAD



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

How much water do you need a day? What about vegetables? Read the following text and find out what a healthy eating plate looks like. Then, talk to a classmate and answer the questions.



HEALTHY Eating Plate. **Harvard Health Publishing**, 5 jun. 2017.

Disponível em: www.health.harvard.edu/staying-healthy/healthy-eating-plate. Acesso em: 8 jun. 2022.

- De acordo com as recomendações de Harvard para uma alimentação saudável, quais alimentos devem ser consumidos com moderação? E quais devem ser evitados?
- O que os especialistas em nutrição de Harvard dizem sobre atividade física?
- O que não conta como porção de legumes que devem ser consumidos em boa quantidade?
- Você segue alguma dessas recomendações? A sua alimentação se baseia nas proporções mostradas na imagem? Qual grupo alimentar você prioriza na sua alimentação?



Recommended Resources

Para assistir a uma animação sobre como o que você come afeta o cérebro, visite:

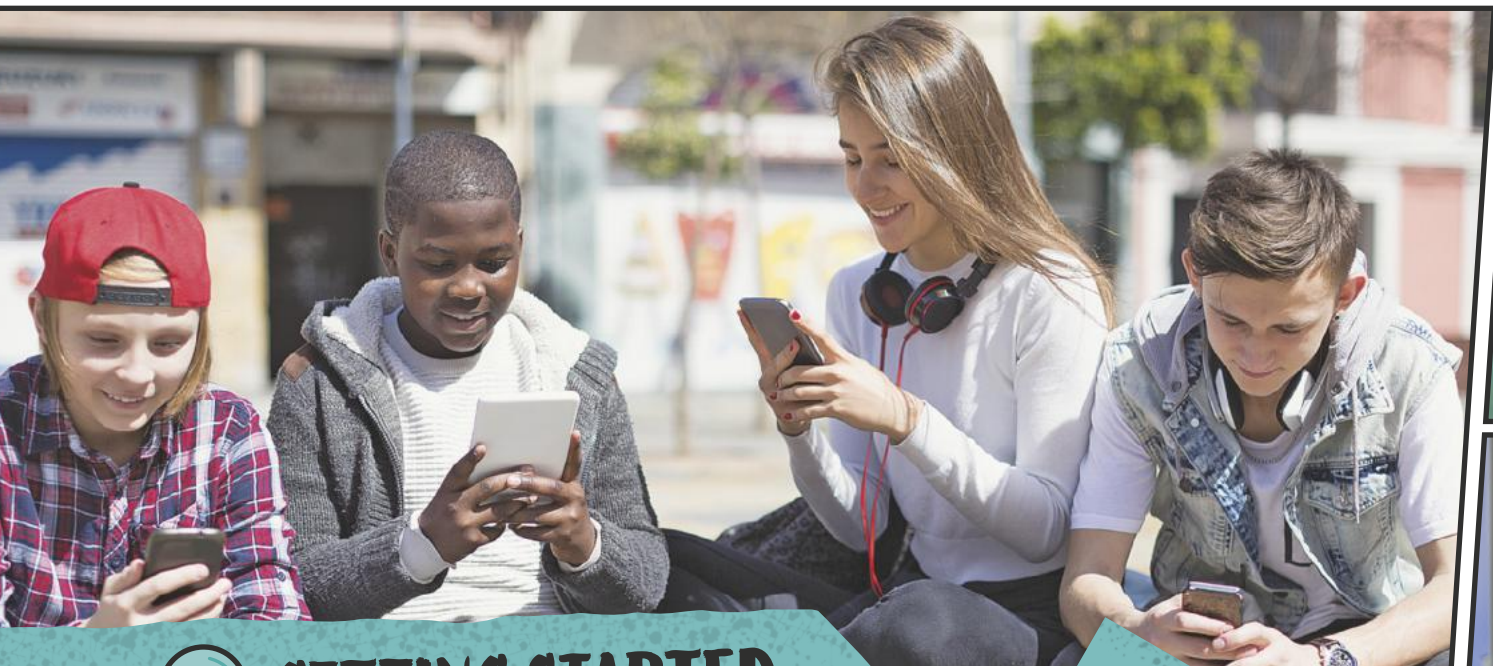
- www.ted.com/talks/mia_nacamulli_how_the_food_you_eat_affects_your_brain

(Acesso em: 8 jun. 2022).

UNIT

8

FRIENDS FOREVER



GETTING STARTED



NÃO ESCREVA EM SEU LIVRO.

What are these friends doing to have fun? What do you and your friends usually do together?

Nesta unidade, você vai

- falar sobre amizade;
- usar pronomes relativos (*relative pronouns*);
- explorar sufixos (*suffixes*) e grupos nominais (*noun phrases*);
- compreender e produzir poemas (*poems*);
- explorar o tema contemporâneo transversal **vida familiar e social**.



TOM WILDE/GETTY IMAGES



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SHUTTERSTOCK.COM



READING COMPREHENSION

Before Reading



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 Do you have many friends? Is it easy for you to make new friends? Why (not)?
- 2 Before reading the following text, take a look at its **title**, **structure**, and **source**. Then, answer the questions.
 - a. Where was the text published?
 - b. In which section of the publication is the text?
 - c. Who is the author of the text?
 - d. What is the main topic of the text?
- 3 Where do you expect the content of the text to come from?

Reading

- 4 Now read the text to check your predictions.

HTTPS://WWW.SCIENCE.ORG

The screenshot shows a web browser window with a purple header. The address bar displays the URL: www.science.org/content/article/only-thing-constant-about-friendship. The page content includes the Science logo, navigation links (NEWS, CAREERS, COMMENTARY, JOURNALS, COVID-19), and a search bar. The article title is "The Only Thing Constant About Friendship May Be the Number of Your Friends" by Emily Underwood, published on 6 Jan 2014. The article text discusses a study on friendship patterns in university students.

NEWS | SOCIAL SCIENCES

The Only Thing Constant About Friendship May Be the Number of Your Friends

University students don't add more friends, just replace the old ones

6 JAN 2014 | BY EMILY UNDERWOOD

Friends come and go, but the number of close friends you have may remain surprisingly constant. That's the main result from a new study in which researchers used cell phone data from British secondary school students as they transitioned to university to track how many close social connections they maintained. The research also suggests that people have distinct social "signatures," or patterns of intimacy with others, which they tend to maintain over time.

Regardless of how many Facebook friends a person has, most people maintain only a small number of emotionally intense relationships, says Jari Saramäki of the Aalto University School of Science in Espoo, Finland, a computational scientist who studies social networks. Studies show that these close relationships are vital to our health and well-being. But they do have a cost: time and effort that take away from work, personal time, or other relationships. (...)

UNDERWOOD, Emily. The only thing constant about friendship may be the number of your friends. *Science*, 6 jan. 2014. Disponível em: www.science.org/content/article/only-thing-constant-about-friendship-may-be-number-your-friends. Acesso em: 10 jun. 2022.

pattern: padrão
regardless of: independentemente de
remain: permanecer

- 5 According to the main result from the new study mentioned in the text, what remains the same over time? Choose **a** or **b**.
- a. The number of close friends a person has.
 - b. The number of online friends a person has.
- 6 Replace the icons ★ with information about the new study mentioned in the text.
- Example:** a. Social networking
- a. Research area: ★
 - b. Researchers: ★ and his colleagues
 - c. Institution: ★
 - d. Country of institution: ★
 - e. Participants: ★
- 7 What did researchers use cell phone data from the participants for?
- 8 In your notebook, write **T** (True) or **F** (False). Then, correct the false statement(s).
- a. According to the research, people have different patterns of intimacy with others.
 - b. Most people maintain a great number of close relationships.
 - c. Emotionally intense relationships are important to our health and well-being.
 - d. Close relationships demand time and effort.

Reading for Critical Thinking

- 9 Discuss the following questions with your classmates.

- a. According to the research, close relationships are important to our health and well-being. In your opinion, how can these relationships contribute to our physical and mental health?
- b. How important to you is the number of friends you have? Do you think that the number of friends someone has on social networks indicates how popular this person is?
- c. Has the number of close friends you have remained constant over the years? How many close social connections do you maintain?





VOCABULARY STUDY



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Word Formation: Suffixes

- 1 Read the following fragments from the text on page 140 and focus on the words in **bold**. Then, choose the correct item that completes each sentence.

- I. "a new study in which **researchers** used cell phone data"
 II. "these close **relationships** are vital to our health and well-being"
 III. "the number of close friends you have may remain **surprisingly** constant"

- a. In fragment I, we can infer that the suffix **-er** forms a noun indicating
 I. an occupation. II. a comparison.
 b. In fragment II, we can infer that the suffix **-ship** forms a noun indicating
 I. an action. II. a state or condition.
 c. In fragment III, we can infer that the suffix **-ly** forms an adverb indicating
 I. in a (specified) manner. II. in a (specified) period of time.

- 2 Go back to the text on page 140 and find other words formed with the suffixes **-ship** and **-ly**.

- 3 Copy the following table into your notebook and complete it by replacing the icons ★ with the words in the box as in the examples.

friend • gradual • member • observe • quick •
 relation • research • surprising • work

Noun		Suffix		Noun
relation	+	-ship	=	relationship
★				★
★				★
Verb		Suffix		Noun
research	+	-er	=	researcher
★				★
★				★
Adjective		Suffix		Adverb
surprising	+	-ly	=	surprisingly
★				★
★				★



- 4 Listen to the recording and check your answers to **exercise 3**. Then, listen to the recording again and repeat the words.



Pronunciation Note

Observe que o sufixo **-ship** não é a sílaba tônica dos substantivos que forma.

Noun Phrases

Focus on the expression “**close friends**” from the text on page 140. Then, do **exercises 5 and 6**.


close friends

In the expression “close friends”, **friends** is the main word and is modified by **close**.

- 5** The following expressions are from the text on page 140. Identify the main word in each expression as in the example.

Example: a. friends

- a. “close friends”
- b. “personal time”
- c. “close social connections”
- d. “these close relationships”
- e. “a computational scientist”
- f. “distinct social ‘signatures’”
- g. “emotionally intense relationships”
- h. “the main result from a new study”
- i. “cell phone data from British secondary school students”



- 6** Based on the expressions in **exercise 5**, replace the icon ★ with **noun** or **adjective** to complete the statement.

The main word in each expression is a ★.

- 7** In each item, put the words into the correct order to form noun phrases.

- a. friends/best/their
- b. personal/a/relationship/deep
- c. results/the/study/the/of
- d. Harvard University/at/network/scientist/a

-  **8** Listen to the recording and check your answers to **exercise 7**.



Pronunciation Note

Note que, ao dizermos expressões nominais um pouco mais longas, em que há alguma preposição, é comum fazermos uma pequena pausa antes da preposição, como no **item d** do **exercício 7**.



GO TO VOCABULARY CORNER ON PAGE 178.



TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

1 Before reading the following text, take a look at its **title**, **structure** and **source**. Then, choose the correct item that completes each sentence.

- a. The text is a
I. letter. II. poem.
- b. The central theme of the text is
I. friendship. II. religion.
- c. The author of the text is
I. Jill Wolf. II. Wendy Hinson.

Now read the text and do **exercises 2-4**.

Language Note

from afar (literary) = from a long distance away

A Friend's Prayer

© Jill Wolf, sent by Wendy Hinson

- May my friendships always be
- The most important thing to me;
- With special friends I feel I'm blessed,
- So let me give my very best.
- I want to do much more than share
- The hopes and plans of friends who care;
- I'll try all that a friend can do
- To make their secret dreams come true.
- Let me use my heart to see,
- To realise what friends can be,
- And make no judgements from afar,
- But love my friends the way they are.



WOLF, Jill. **A friend's prayer**. The Friendship Page. 1996-2006. Disponível em: www.friendship.com.au/poetry/popular/pop6.html. Acesso em: 10 jun. 2022.

2 The person in the text wants to develop a close relationship with his/her friends. Choose a fragment from the text that supports this statement.

3 Choose the correct statements about the poem.

- a. It contains rhymes (e.g. "be", "me", "share", "care", etc.).
- b. It contains everyday language.
- c. It contains a lot of repetition.
- d. It contains contracted forms.
- e. Its tone is formal.

4 In "The hopes and plans of friends who care", what does **who** refer to? Choose **a** or **b**.

- a. "The hopes and plans"
- b. "friends"

5 In pairs, ask and answer the questions.

- a. In your opinion, is friendship the most important relationship? Why (not)?
- b. What qualities should a good friend have? Do you agree with the following quote? Why (not)?

"The biggest ingredient in a best friend
is someone whose actions you respect
and who you can truly be yourself around."

Renee Olstead

OLSTEAD, Renee. The biggest ingredient in a best friend... /n: ANDERSON, Becca. **Friendship isn't a big thing – it's a million little things**: the art of female friendship. Coral Gables: Mango, 2019.

- c. What qualities do you appreciate in your friends?



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

Relative Pronouns

1 Go back to the text on page 140 and identify the person described in the following items. Who is she?

- a. She is a correspondent for *Science*.
- b. She wrote an article about friendship.
- c. She is a correspondent for *Science* who wrote an article about friendship.

2 In **sentence c** from the previous exercise, which word is used to avoid repeating the name of the person?

Read the following fragments again, focus on the words in **bold** and do **exercises 3-5**.

- I. "a computational scientist **who** studies social networks." (page 140)
- II. "someone **whose** actions you respect" (page 145)
- III. "time and effort **that** take away from work" (page 140)
- IV. "patterns of intimacy with others, **which** they tend to maintain over time." (page 140)

3 Choose the correct item that completes each sentence.

a. **Who** refers to

I. "a computational scientist".

II. "social networks".

b. **Whose** refers to

I. "someone".

II. "actions".

c. **That** refers to

I. "time and effort".

II. "work".

d. **Which** refers to

I. "patterns of intimacy with others".

II. "they".

e. The relative pronouns **who**, **whose**, **that** and **which** refer to

I. a previous element (= noun or noun phrase).

II. a following element (= noun or noun phrase).

f. The relative pronouns **who**, **whose**, **that** and **which** are used to

I. emphasize an element in the sentence and to contrast ideas.

II. connect elements in a sentence and to avoid repetition.

4 Match the columns as in the example to understand when we can use each relative pronoun in **bold**.

Example: a. III

a. We can use **that** in reference to

I. things.

b. We can use **who** in reference to

II. people.

c. We can use **whose** in reference to

III. people and things.

d. We can use **which** in reference to

IV. people and things (possessive meaning).

5 In "a computational scientist **who** studies social networks" (fragment I), which relative pronoun can replace **who**? Choose **a** or **b**.

a. whose

b. that

Read the following poem and do **exercises 6 and 7**.

What Is A Friend?

© Barbara M. Zellner
Published: October 2007

A good friend is someone
who cares about you.
They are someone who will be
there when you're down.

A good friend is someone
who's willing to help you
when you are in a little trouble
that's hard to get out.

A good friend is someone
who you can talk to
and trust with your problems
in not telling anyone else.



A good friend is someone
who will come and stop
you from taking your life
and sit down to show you
all of the good things
to live for.

That's what a good friend is!

ZELLNER, Barbara M. **What is a friend?** Family Friend Poems. 2007. Disponível em:
www.familyfriendpoems.com/poem/a-good-friend. Acesso em: 10 jun. 2022.

6 Answer the following questions.

- a. What is the main theme of the poem?
- b. In the poem, which relative pronoun is used to refer to “someone”? Which other relative pronoun could be used?

7 Do you agree with the views about being “a good friend” presented in the poem? Why (not)?

8 Read these sentences about the poem on page 146. Then, match the items to complete the following statements.

The poem **that** was written by Barbara Zellner is about true friendship.

The poem, **which** was written by Barbara Zellner, is about true friendship.

- a. In the first sentence, the relative pronoun **that** introduces a clause that
- b. In the second sentence, the relative pronoun **which** introduces a clause that
- I. **adds information** about the poem about true friendship.
- II. **restricts the information** to the poem written by Barbara Zellner.

9 The following quotes are about friendship. Complete them by replacing each icon ★ with the correct **relative pronoun**.

- a. “A friend is someone ★ knows all about you and still loves you.” (Elbert Hubbard)

HUBBARD, Elbert. A friend is someone... In: DAS, Tapatrisa. National best friends day 2022: wishes and messages to share with besties. **Hindustan Times**, 8 jun. 2022. Disponível em: www.hindustantimes.com/lifestyle/festivals/national-best-friends-day-2022-wishes-and-messages-to-share-with-besties-101654664455517.html. Acesso em: 16 jun. 2022.

- I. who
- II. which

- b. “A friend should be one in ★ understanding and virtue we can equally confide, and whose opinion we can value at once for its justness and its sincerity.” (Robert Hall)

HALL, Robert. A friend should be one in... In: DEMAKIS, Joseph. **The ultimate book of quotations**. Raleigh: Lulu Enterprises, 2012. p. 137.

- I. who
- II. whose

- c. “A real friend is one ★ walks in when the rest of the world walks out.” (Walter Winchell)

WINCHELL, Walter. A real friend is one... In: JANTZ, Gregory L.; McMURRAY, Ann. #**Hooked**. Lake Mary: Siloam, 2012. p. 68.

- I. who
- II. which

- d. “Courage. Kindness. Friendship. Character. These are the qualities ★ define us as human beings, and propel us, on occasion, to greatness.” (R. J. Palacio)

PALACIO, R. J. Courage. Kindness. Friendship... In: COLLAZO, Leigh. **Creating a kinder, gentler world through reading**. WISS. 6 dez. 2017. Disponível em: <https://web.archive.org/web/20220720222015/https://www.wiss.cn/world-of-wiss/wiss-today-blog/academics/creating-a-kinder-gentler-world-through-reading/>. Acesso em: 16 jun. 2022.

- I. who
- II. that

- e. "Friendship is the shadow of the evening, ★ increases with the setting sun of life."
(Jean de La Fontaine)

LA FONTAINE, Jean de. Friendship is the shadow of the evening... In: NOORUZZAMAN, Syed. Friends and shadows. **Hindustan Times**, 11 ago. 2014. Disponível em: www.hindustantimes.com/chandigarh/friends-and-shadows/story-c7M0ZmpATdA5E4jfO77hel.html. Acesso em: 16 jun. 2022.

I. which

II. that

10 Which quotes from the previous exercise do you agree with?

! GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 186.



LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1** Do you like poetry? Have you ever written a poem for a friend? If so, what was it about?
- 22** **2** Listen to a woman reciting a poem written by Gerard Arthus in 1982. What is it about?
- 22** **3** Listen to the recording again and answer the questions.
 - a. What is the best gift that a person can give?
 - b. In the poem, what is life compared to? Why?



Le@rning on the web

Para conhecer outros poemas de Gerard Arthus, visite: archive.org/details/arthusgerardpoems (Acesso em: 10 jun. 2022).




GALVÃO BERTAZZI

- 4** According to the poem, choose the items that help friendship become love. Do you agree with the poet?

a. Confidence.	d. Honesty.
b. Freedom.	e. Responsibility.
c. Generosity.	f. Sacrifice.

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

 **6** The poem contains rhymes. Listen to the recording again and identify the words that rhyme with the following ones as in the example.

Example: a. live

- a. give
- b. flower
- c. time
- d. sleep

TIP

Ao ouvir o poema, observe o efeito das pausas e do ritmo.

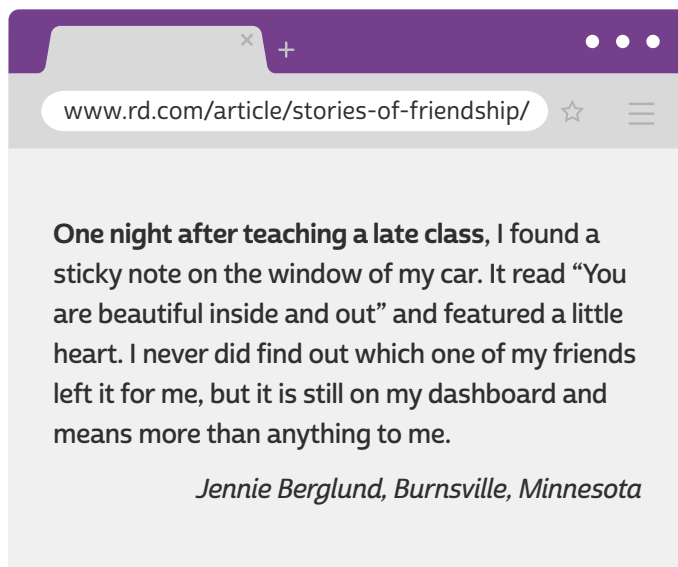
7 Did you like the poem? Why (not)?

8 In pairs, ask and answer the following questions.

- a. Do you have a best friend? If so, who is he/she? How long have you known each other?
- b. Can you describe one of your closest friends?
- c. How do you make new friends? Have you ever made any friends over the Internet?

9 Read the following true story and, in small groups, ask and answer the questions about it.

dashboard: painel de carro
sticky note: nota adesiva



www.rd.com/article/stories-of-friendship/

One night after teaching a late class, I found a sticky note on the window of my car. It read “You are beautiful inside and out” and featured a little heart. I never did find out which one of my friends left it for me, but it is still on my dashboard and means more than anything to me.

Jennie Berglund, Burnsville, Minnesota

22 HEARTWARMING stories of true friendship that will make you call your bestie.
Reader's Digest, 20 jul. 2021. Disponível em: www.rd.com/article/stories-of-friendship/. Acesso em: 15 jul. 2022.

TRENDOBJECTS/SHUTTERSTOCK.COM



- a. Who wrote the true story? What is her occupation?
- b. What is the true story about?
- c. Does she know who left the sticky note on her car?
- d. How does she feel about the sticky note?
- e. Do you usually remind your friends of how much they are important to you? If so, what do you usually do?



WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Poetry, like other forms of creative writing, can be a great way to propose ideas, convey emotions, and entertain the audience all in one. In this unit you have read different poems about friendship on pages 144 and 146. Visit www.poetryfoundation.org, www.poemhunter.com and www.familyfriendpoems.com (accessed on: June 10, 2022) to find other examples of poems. Read classic and contemporary poets. Get inspired.

Based on the poems you explored in this unit, it's time to write a poem to express your ideas and feelings in a creative way. You may write a long or a short poem, use rhymes or not.

1 Before writing your text, match the columns to identify the elements of the writing context.

- | | |
|---------------|--|
| a. Writer: | I. classmates and other people |
| b. Readers: | II. you |
| c. Genre: | III. school newspaper/Internet |
| d. Objective: | IV. creative writing |
| e. Style: | V. poem |
| f. Media: | VI. to express your ideas and feelings in a creative way |

2 Follow these instructions to write your text.

1. Think of something to write about. You can write about an important relationship or anything you have deep feelings about. Anything can be the theme for a poem.
2. Focus on your theme and consider it from different angles. Get all your ideas down on paper.
3. Do not worry about style, about writing in a beautiful or a poetic way. Focus on communicating an aspect of your experience. What makes the poem interesting is your unique perspective.
4. Then, start experimenting with the form of the poem. Try organizing your poem in different ways and see what happens. The length of the line can make the reader pay attention to certain words, for example.
5. Exchange poems with a classmate and discuss them. Talk about how you feel when you read the poems.
6. Make the necessary corrections.
7. Write the final version of your poem.



TIP

Ao revisar os poemas, considere, por exemplo:

- **objetivo:** No poema, você expressa seus sentimentos sobre o tema?
 - **linguagem:** A linguagem é usada de forma criativa?
 - **ortografia:** As palavras estão escritas corretamente?
- Reescreva seu texto com base na revisão feita por você e seus/ suas colegas.

3 It's time to share your poem with your classmates and other people. You can also publish it in websites like www.poemhunter.com (Accessed on: June 10, 2022).



LOOKING AHEAD



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

In this unit you have talked about friendships. Read the following text about unhealthy friendships and, in small groups, discuss the questions about it.

Teens: Getting Out of an Unhealthy Friendship

Getting Started

In an unhealthy friendship, the focus is often on things that are negative. For example, you talk about each other's problems a lot. Or you give up what you want so you can make your friend happy. But then you feel miserable. Or maybe your friend pushes you to do things that feel bad, like trying alcohol when you're not interested.

If you're in an unhealthy friendship, it's best to move on. Here are some ideas that can help.

- Stay true to what's right for you and your friend. (...)
- Think about what to say to your friend and others. (...)
- Be thoughtful about blocking them on social media. (...)
- Reconnect with others. (...)
- Look for healthy friendships.

In a healthy friendship, you feel good about being yourself. And your friend feels really good too. You trust and support each other. You're able to disagree and still be close friends. Also, the friendship feels fun and easy most of the time.

Current as of: September 20, 2021
Author: Healthwise Staff
Medical Review: Andrew Littlefield PhD - Psychology, Behavioral Health

AUTUMN/SHUTTERSTOCK.COM

HEALTHWISE STAFF. **Teens:** getting out of an unhealthy friendship. Healthwise. 20 set. 2021.
Disponível em: www.cham.org/HealthwiseArticle.aspx?id=acl8727. Acesso em: 17 jun. 2022.

- According to the text, "if you're in an unhealthy friendship, it's best to move on". Do you agree with this? Why (not)?
- Have you ever been in an unhealthy friendship? If so, what did you do about it? Did you put into action any of the ideas presented in the text?
- In your opinion, what is the meaning of true friendship? What happens when the bond between two friends is strong?

TIP

Note que algumas palavras em inglês parecem com palavras em português, mas tem um significado diferente. *Push* parece "puxar", mas significa "empurrar". "Puxar", em inglês, é *pull*.



Recommended Resources

Para assistir a um vídeo sobre o que faz uma amizade ser duradoura, visite:

- www.ted.com/talks/mona_chalabi_what_makes_a_friendship_last

Para explorar citações e histórias pessoais sobre amizade, visite:

- www.passiton.com/friendship

(Acesso em: 10 jun. 2022).

REVIEW 4 • UNITS 7 & 8

ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.



- 1** Do you read nutrition facts labels to make informed decisions about what you eat? If so, when do you normally read them?

Read the following text and do **exercises 2 and 3**.

Side-by-Side Comparison

Original Label

New Label

Nutrition Facts

Serving Size 2/3 cup (55g)
Servings Per Container 8

Amount Per Serving

Calories 230 **Calories from Fat** 70

% Daily Value*

Total Fat 8g **12%**
Saturated Fat 1g **5%**
Trans Fat 0g

Cholesterol 0mg **0%**

Sodium 160mg **7%**

Total Carbohydrate 37g **12%**

Dietary Fiber 4g **16%**

Sugars 12g

Protein 3g

Vitamin A 10%

Vitamin C 8%

Calcium 20%

Iron 45%

* Percent Daily Values are based on a 2,000 calorie diet.
Your Daily Value may be higher or lower depending on
your calorie needs.

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Nutrition Facts

8 servings per container

Serving size 2/3 cup (55g)

Amount per serving

Calories **230**

% Daily Value*

Total Fat 8g **10%**

Saturated Fat 1g **5%**

Trans Fat 0g

Cholesterol 0mg **0%**

Sodium 160mg **7%**

Total Carbohydrate 37g **13%**

Dietary Fiber 4g **14%**

Total Sugars 12g

Includes 10g Added Sugars **20%**

Protein 3g

Vitamin D 2mcg 10%

Calcium 260mg 20%

Iron 8mg 45%

Potassium 240mg 6%

* The % Daily Value (DV) tells you how much a nutrient in
a serving of food contributes to a daily diet. 2,000 calories
a day is used for general nutrition advice.

U.S. FOOD & DRUG ADMINISTRATION (FDA)

FDA

- 2 Based on the **new label**, why is it easier for consumers to make better informed food choices? Choose the correct items.
- There is more detailed nutrition information.
 - The number of calories (230) comes in a larger type size.
 - The amount of 2,000 calories a day is used for general nutrition advice.
- 3 Compare the two nutrition facts labels and find out the updates in the new label. Then, replace each icon ★ with an expression in the box to complete the sentences.

actual amount • “Added sugars” • larger type size • “Vitamin A” and “Vitamin C”

- The item ★ is now included.
- “Vitamin D” and “Potassium” replace ★.
- “Calories” and “serving size” come in a ★.
- The ★ of vitamins and minerals is declared in *mg* addition to “% Daily Value”.



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Countable and Uncountable Nouns

- 1 Do you know *acarajé*? Do you like it? Read the ingredients of this traditional Brazilian food and focus on the words in **bold**. Which ones are **uncountable**?

Brazilian Black-Eyed Pea and Shrimp Fritters: Acarajé

By Marian Blazes | Updated on 05/16/22

(...)

Ingredients

For the Filling:

- 1 **onion**
- 1 teaspoon chile powder
- 1 cup small **shrimp**, fresh or frozen, shelled and deveined
- 2 tablespoons palm oil, or **olive oil**
- Salt**, to taste
- Freshly ground black **pepper**, to taste

For the Fritters:

- 2 (15-ounce) cans **black-eyed peas**
- 1 clove **garlic**
- 1 onion
- 1 small chili pepper
- 1 to 2 tablespoons all-purpose **flour**
- Salt, to taste
- Freshly ground black pepper, to taste
- Palm oil, or vegetable oil, for frying (...)



ADILSON SOCHODOLAKSHUTTERSTOCK.COM

BLAZES, Marian. **Brazilian black-eyed pea and shrimp fritters**: acarajé. The Spruce Eats, 16 maio 2022. Disponível em: www.thespruceeats.com/brazilian-black-eyed-pea-shrimp-fritters-3028859. Acesso em: 18 jun. 2022.

Expressions of Quantity

2 Read the following comic strip and choose the correct item that answers each question.



DAVIS, Jim. **Garfield**. 2022. Disponível em: www.gocomics.com/garfield/1978/09/13. Acesso em: 18 jun. 2022.

- How much lasagna does Jon give Garfield?
 - Not much.
 - Very much.
- Is the word **lasagna** a countable or uncountable noun?
 - A countable noun.
 - An uncountable noun.
- What does the quantifier **some** refer to?
 - A definite quantity.
 - An indefinite quantity.

3 Replace each icon ★ with **How much** or **How many** to complete the sentences.

- ★ portions of fruit do you eat a day?
- ★ water do you drink a day?
- ★ time do you spend cooking?
- ★ meals do you have after lunch?

Relative Pronouns

4 Read the following tips on being healthy. Replace each icon ★ with the correct relative pronoun that completes each tip.

- "Don't fall for diets ★ cut out food groups (...)."
 - whose
 - that
- "Choose whole grains (like whole-wheat bread, brown rice, and oatmeal), ★ provide fiber to help you feel full."
 - which
 - that

GAVIN, Mary L. **The deal with diets**. Kids Health. 2022.
Disponível em: <https://kidshealth.org/en/teens/dieting.html>. Acesso em: 18 jun. 2022.



THINKING ABOUT LEARNING

Nesta seção, reflita sobre a sua aprendizagem e, em seu caderno, escreva a resposta a cada pergunta.



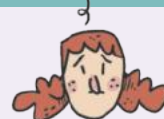
NÃO ESCREVA EM SEU LIVRO.



1 Very well.








2 Well.



3 Not so well.

GALVÃO BERTAZZI

I. How well can you do this?

Reading 	<ul style="list-style-type: none"> I can find specific information in practical, concrete, predictable texts (e.g. <i>recipes</i>), provided they are written in simple language. I can pick out the main information in simple articles in which illustrations and titles support the meaning of the text. I can understand the main points of short texts dealing with everyday topics.
Grammar 	<ul style="list-style-type: none"> I can use countable and uncountable nouns. I can use expressions of quantity. I can use relative pronouns.
Listening 	<ul style="list-style-type: none"> I can understand and extract the essential information from short, recorded passages dealing with everyday matters. I can generally identify the topic of a discussion around me that is conducted slowly and clearly.
Speaking 	<ul style="list-style-type: none"> I can present my opinion in simple terms. I can participate in short conversations in routine contexts on topics of interest. I can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
Writing 	<ul style="list-style-type: none"> I can write a recipe. I can write a poem. I can write short, simple poems about people.

II. What learning resources have you used in Units 7-8?

The items in the box can help you.

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Dictionaries Internet Glossary | <ul style="list-style-type: none"> Vocabulary Corner Language Reference + Extra Practice | <ul style="list-style-type: none"> Recommended Resources Other |
|--|--|--|

III. What can you do to improve your learning?

Example: Organize words in word family charts.

WORKING TOGETHER 4



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

In **unit 7**, you have talked about healthy eating habits. In this section, you are going to talk about healthy recipes.

1 In pairs, ask and answer the following questions.

- a. Do you like cooking? If so, what do you like to cook?
- b. Do you help prepare meals at home? If so, how often?

2 Before reading the following text, take a look at its **structure**, **source**, **title** and **picture**. What do you expect to read about?

3 Now read the text to check your predictions.

3. Vegetable omelet with toasted bread

You will need:

- 1 egg (whisked)
- ½ onion (chopped)
- ½ tomato (thinly diced)
- ½ bell pepper (thinly sliced)
- 2 tbsp corn (boiled)
- 1 tbsp sesame seeds oil
- 1 tsp mixed cheese (shredded)
- ½ tsp dried herbs mix
- Handful of baby spinach (chopped)



OLGA NAYASHKOVA/SHUTTERSTOCK.COM

How to make:

1. Add all the ingredients, except cheese, into a bowl and whisk well using a fork or whisker. Set the bowl aside.
2. Now, heat oil in a skillet over medium heat. As the oil warms, pour the egg mixture into the skillet and cook until both sides turn golden brown.
3. Once done, transfer the egg to a plate and serve with toasted whole-grain bread. You can also add mashed potatoes and boiled snap beans.

PATWAL, Swati. **26 Easy and healthy recipes for teenagers to cook**. Mom Junction. 2 mar. 2022. Disponível em: www.momjunction.com/articles/easy-recipes-cooking-for-teenagers_00782578/. Acesso em: 22 jun. 2022.

4 Focus on the ingredients (under “You will need”). Based on the ingredients you know from the recipe, try to infer the meaning of the words in parentheses in the text. Then, match the columns.

- | | |
|------------------|-------------------------------------|
| a. whisked | I. <i>cortado/a em tiras</i> |
| b. chopped | II. <i>fervido/a</i> |
| c. thinly sliced | III. <i>batido/a</i> |
| d. boiled | IV. <i>picado/a</i> |
| e. shredded | V. <i>cortado/a em fatias finas</i> |

5 Focus on the preparation (under “How to make”). Identify the words in the recipe that refer to the following pictures. If necessary, use the *Glossary*.



6 In pairs, ask and answer the following questions.

- Did you find the recipe of a vegetable omelet with toasted bread easy? Would you prepare it?
- Would you adapt the recipe to make it your way? If so, what would you change?

7 Read the following *TASK* and complete it by working with your classmates collaboratively. The main aim of the task is to share an easy but healthy recipe for teenagers to cook.

TASK

In small groups, choose one of your favorite healthy recipes. Write down all the ingredients and equipment you will need to make the recipe. While you prepare it, try to take some photos showing the preparation of your recipe. The pictures can help you to write the recipe later and can also illustrate it, making it easier

TIP

Na hora de escolher sua receita, respeite os gostos pessoais de cada um(a). Além disso, busque valorizar os ingredientes locais e aproveitar ao máximo cada um deles. Para saber mais sobre o aproveitamento integral dos alimentos (cascas, sementes etc.), visite: https://mesabrazil.sescsp.org.br/media/1016/receitas_n2.pdf (Acesso em: 22 jun. 2022).



for readers to follow all the steps. Make sure you include the exact measurements for each ingredient. When writing the recipe, check if the instructions are clear and easy to read. You and your classmates can publish all the recipes on the school website. If possible, talk to your teacher about the possibility of preparing the most popular recipe among students at the school.



Le@rning on the web

Para encontrar opções de receitas fáceis e saudáveis que podem ser preparadas por adolescentes, visite: www.momjunction.com/articles/easy-recipes-cooking-for-teenagers_00782578; www.taste.com.au/galleries/easy-dinner-recipes-teenagers-can-cook/nhrmjg4i; <https://raisingteenstoday.com/25-simple-recipes-teens-can-cook-themselves> (Acesso em: 22 jun. 2022).

PROJECTS

PROJECT 1

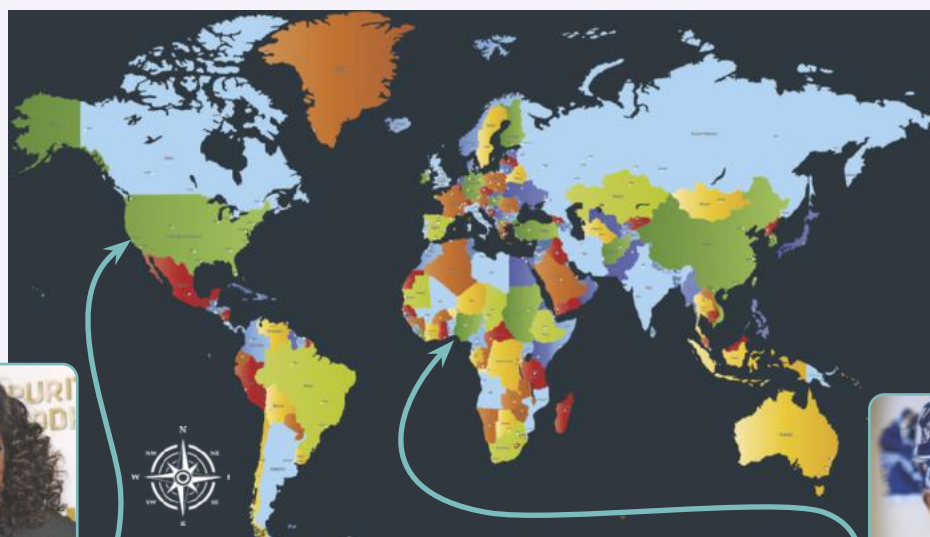
NÃO ESCREVA EM SEU LIVRO.

Inspiring Women Alive Today

Na **unidade 2**, você falou sobre mulheres inspiradoras, como Viola Davis e Maria da Penha. Agora, leia as orientações de **TASK 1** para realizar a primeira etapa do *Project 1, Inspiring Women Alive Today*.

TASK 1 In small groups, think of inspiring women who are leading by example. You and your classmates should choose three women you admire, each from a different country.

The following map, texts and photos provide examples of inspiring women.



Representação sem escalas. Não apresenta conformidade com as normas cartográficas por ter apenas efeito de localização de onde as mulheres citadas nasceram.



DIRREE/SHUTTERSTOCK.COM

"Turn your wounds into wisdom."

Oprah Winfrey

One of the most influential people in the world today is **Oprah Winfrey**. She was born in 1954 in Mississippi, United States. She is a television personality, actress, entrepreneur, and philanthropist. Oprah is one of the pioneers of the women empowerment movement.

Fontes de pesquisa: CHANDIGARH, Kunal B. **The true face of women empowerment**: Oprah Winfrey. Thrive. 2022. Disponível em: <https://thriveglobal.com/stories/the-true-face-of-women-empowerment-oprah-winfrey/>; THE EDITORS OF ENCYCLOPEDIA BRITANNICA. Oprah Winfrey. In: ENCYCLOPEDIA Britannica. 2022. Disponível em: www.britannica.com/biography/Oprah-Winfrey. Acesso em: 14 jun. 2022.



AFP/GETTY IMAGES

Ngozi Okonjo-Iweala was born in 1954 in Delta State, Nigeria. She is a global finance expert, an economist and international development professional with over 30 years of experience in different continents. Ngozi is the first woman and the first African to serve as director general of the World Trade Organization.

Fontes de pesquisa: WORLD TRADE ORGANIZATION. **WTO Director-General**: Ngozi Okonjo-Iweala. 2022. Disponível em: www.wto.org/english/thewto_e/dg_e/dg_e.htm; DUGNAN, Brian. Ngozi Okonjo-Iweala. In: ENCYCLOPEDIA Britannica. 9 jun. 2022. Disponível em: www.britannica.com/biography/Ngozi-Okonjo-Iweala. Acesso em: 14 jun. 2022.

In this part of the project, it is only necessary to choose three women you admire, each from a different country. Later, you are going to make a map of inspiring women.

Leia as orientações de **TASK 2** e siga as instruções para realizar a segunda etapa do *Project 1*, *Inspiring Women Alive Today*.

TASK 2 After having selected three women you admire, each from a different country, it is time to organize a map of inspiring women! Write a short paragraph about each woman.

1. **Produce it!** Write a draft of the short paragraphs. Mention the women's names, dates and places of birth and why they are important. It's also a great opportunity to write about an inspiring female figure from your community! Add pictures of the women you are writing about to illustrate the paragraphs. Then gather all the texts you and your classmates have written to pin them to the world map.



Le@rning on the web

Para conhecer alguns exemplos de mulheres inspiradoras que fazem a diferença no mundo, visite: www.rd.com/list/most-inspiring-women-alive-today/ (Acesso em: 14 jun. 2022).

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 inspiring women you and your classmates wrote about.
3. **Share it globally!** Use the Internet to create and/or share your map. You can also publish it on the school's website. Use English to create your map so that people all over the world can meet some inspiring women.



Think about it!

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

- O que você aprendeu ao pesquisar sobre mulheres inspiradoras de diferentes países?
- Como foi a apresentação dos projetos na escola?
- Como as pessoas reagiram ao trabalho publicado na internet?
- Você faria algo de modo diferente? Em caso afirmativo, o quê?
- Você acredita que, nos dias de hoje, mais mulheres estão recebendo reconhecimento pelo trabalho que realizam?



MARY LONG/
SHUTTERSTOCK.COM

PROJECT 2

Making a Book Trailer

Na **unidade 5**, você falou sobre diferentes livros, literários e não literários, e escreveu a resenha de um deles. Agora, leia as orientações de **TASK 1** para realizar a primeira etapa do *Project 2, Making a Book Trailer*.

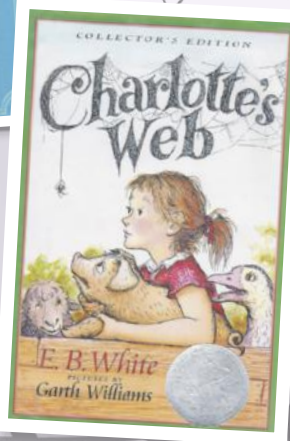
TASK 1 Have you ever watched a book trailer? Book trailers are an excellent way to communicate the excitement of reading while promoting new or favorite books. In small groups, try to watch different movie trailers in order to better understand what they are. Visit the website <https://rocketexpansion.com/book-trailers-examples/> (accessed on: June 14, 2022) to find some examples of book trailers in English and Portuguese.

TIP

O objetivo de um *book trailer* é despertar, no leitor, o desejo de ler e de comprar determinado livro. Diferentemente do *trailer* de cinema, em que é feita uma edição com as melhores e mais interessantes cenas do filme, no *book trailer*, a montagem é elaborada com frases de impacto, geralmente acompanhadas de imagens da história e uma bela música de fundo. Em geral, um *book trailer* tem de 30 a 90 segundos.



MACMILLAN CHILDREN'S BOOKS



HARPERCOLLINS



ALFRED A. KNOPE, INC.



CASA LYGIA BOJUNGA

DRAWBOT/SHUTTERSTOCK.COM; PANTID123/SHUTTERSTOCK.COM

In this part of the project, it is only necessary to watch some movie trailers. Later, you are going to make your own movie trailer based on your favorite book.

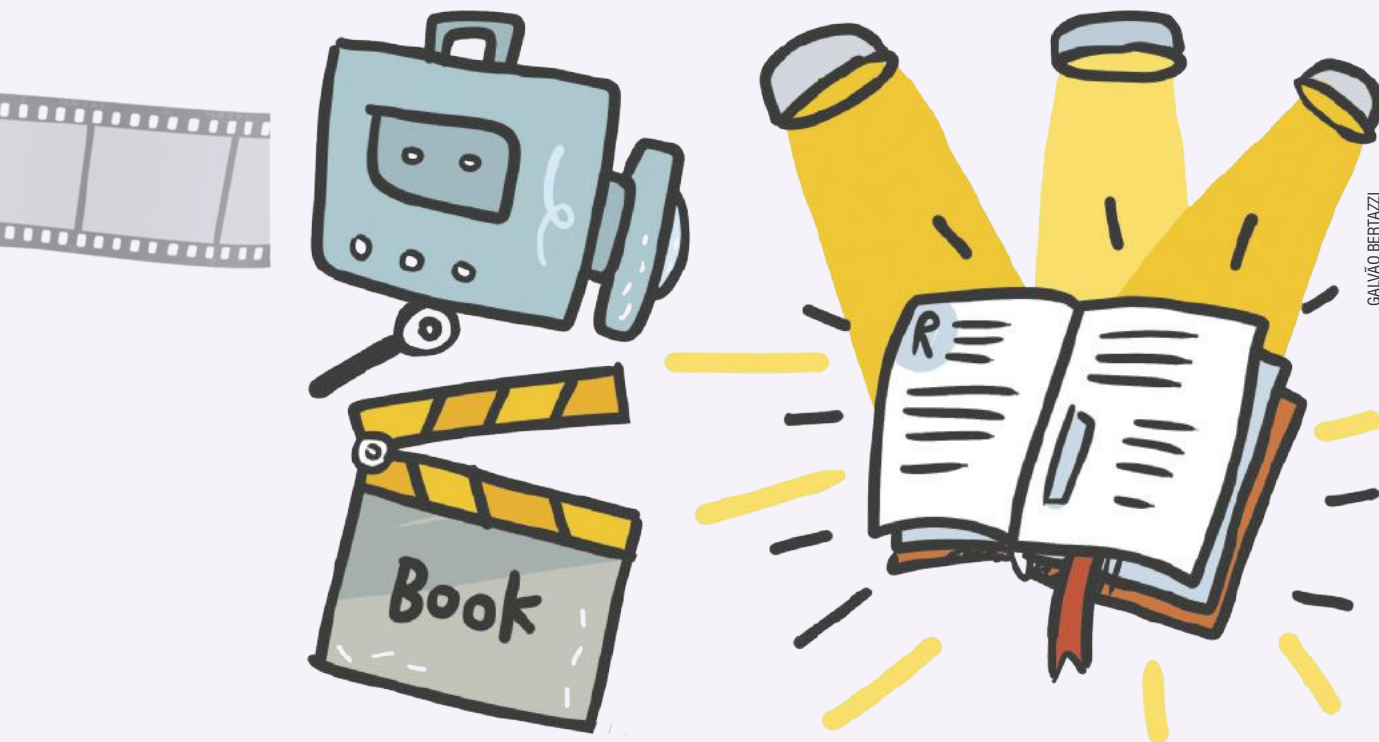
Leia as orientações de **TASK 2** e siga as instruções para realizar a segunda etapa do *Project 2*, *Making a Book Trailer*.

TASK 2 After having watched some book trailers, it is time to make your own book trailer and share it with the world! You can create a trailer based on the book review you wrote in **unit 5** (see page 102).

1. **Produce it!** In groups, decide which book to make a trailer of. If you choose the same book you wrote a review of in **unit 5**, you can use it to help you.
2. **Share it locally!** Organize an event at your school with the book trailers you and your classmates have created and share them with everybody. Invite teachers, family members, friends, and other people from your community to watch the videos. You can also make popcorn and serve it in individual popcorn bags!
3. **Share it globally!** Use the Internet to share your book trailer with people all over the world. You can also publish pictures of the event on the school's website!

Le@rning on the web

Para conhecer dicas práticas de como fazer um *book trailer*, visite: <https://biteable.com/trailer/book/>; www.powtoon.com/blog/book-trailer-free-professional/. (Acesso em: 14 jun. 2022).



Think about it!

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

- Como você se sentiu ao criar seu próprio *book trailer*? Foi difícil produzir o vídeo?
- Como foi a exposição de *book trailers* na escola?
- Como as pessoas reagiram aos vídeos?
- Você faria alguma coisa de modo diferente? Em caso afirmativo, o quê?

GAMES

GAME 1



NÃO ESCREVA EM SEU LIVRO.

It's time to play **Tic-tac-toe** with a classmate. This is the *first* round of the game.

ROUND 1: Talking about languages

Instructions

- Em seu caderno, desenhe um diagrama com duas linhas verticais e duas linhas horizontais paralelas.
- Escolha uma marcação: X ou O.
- Na sua vez de jogar, escolha uma pergunta (1 a 9) e faça sua marcação no diagrama.
- Vence o jogo quem conseguir fazer três marcações em sequência (linha, coluna ou diagonal).

1

Is English spoken in Singapore?

4

Is English spreading with the Internet?

7

Are there more native speakers than non-native speakers of English?

2

Which language has the greatest number of native speakers?

5

Why are you studying English?

8

In your opinion, what language will be the most important in the future?

3

Which language has the greatest number of second language speakers?

6

Is English spoken in India?

9

What languages would you like to learn in the future?

Now it's time to play the *second* round of the game.

ROUND 2: Talking about future dreams and plans

Instructions

- Em seu caderno, desenhe um diagrama com duas linhas verticais e duas linhas horizontais paralelas.
- Escolha uma marcação: X ou O.
- Na sua vez de jogar, escolha uma pergunta (1 a 9) e faça sua marcação no diagrama.
- Vence o jogo quem conseguir fazer três marcações em sequência (linha, coluna ou diagonal).

1

What are you going to do this weekend?

4

Are you going to play any games today? If so, which one(s)?

7

What are you going to do tonight?

2

What are you going to do in five years?

5

What are you going to do in ten years?

8

What are you going to do in twenty years?

3

What are you gonna be when you grow up?

6

What do you wanna do when you're older?

9

Would you like to live in another city/state/country? If so, which one?

GAME 2

It's time to play a board game with your classmates.



NÃO ESCREVA EM SEU LIVRO.

You need:

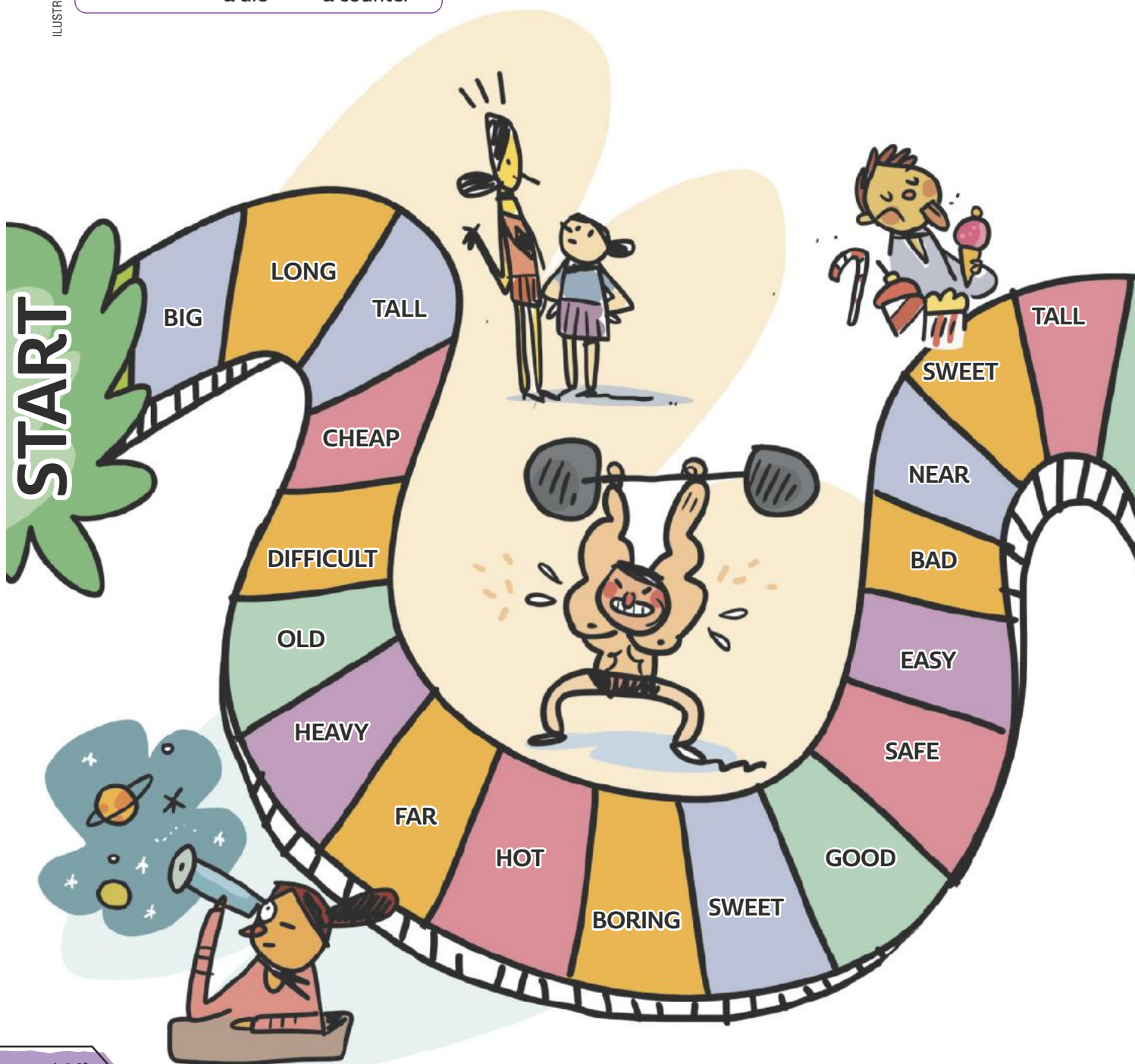


a die



a counter

ILUSTRAÇÕES: GALVÃO BERTAZZI



Instructions

- Comece o jogo na casa *START*.
- Jogue o dado para mover sua peça.
- Forme uma frase usando o comparativo ou o superlativo do adjetivo da casa onde parar.
- Ganha o jogo quem chegar primeiro à casa *FINISH*.



ILUSTRAÇÕES: GALVÃO BERTAZZI

SONG



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

- 1 Before listening to “Your Song”, written by Elton John and Bernie Taupin, read some facts about it.

www.songfacts.com/facts/elton-john/your-song

Your Song
by Elton John


This was Elton’s first single to chart. Before he hit it big, he worked as a songwriter and studio musician (...).

This was one of the first songs John wrote with Bernie Taupin. They met after a record company gave John some of Taupin’s lyrics to work with. Eventually, they both moved into John’s parents’ house, where they started working together.

The song was written in 1967, when Bernie Taupin was 17 (...). Elton has said that this song is not about anyone in particular, so Taupin has refused to reveal the identity of the person – if such person exists – who inspired this song. (...)

Bernie Taupin wrote the words for this song over breakfast at Elton’s parents’ house, where he was staying. (...) “The original lyric was written very rapidly on the kitchen table of Elton’s mother’s apartment in Northwood Hills in the suburbs of London, if I recall, on a particularly grubby piece of exercise paper,” said Taupin.

Elton wrote the music in about 20 minutes, as he often did with Taupin’s lyrics in their early days. (...)



Elton John

WIREIMAGE/GETTY IMAGES

SONGFACTS. **Your Song** by **Elton John**. 2022. Disponível em: www.songfacts.com/facts/elton-john/your-song. Acesso em: 24 jun. 2022.

Now choose the correct statements about the song.


- a. “*Your Song*” foi o primeiro single de Elton John e uma das primeiras músicas que ele compôs com Bernie Taupin.
- b. A música foi escrita em 1967, quando Elton John tinha 17 anos.
- c. A música é sobre uma pessoa específica, com quem Elton John se relacionou.


TIP

A atitude do autor em relação ao tema e às suas emoções é manifestada no tom da canção através da melodia e da letra.

d. A música foi escrita durante um café da manhã na casa dos pais de Elton John, localizada em um dos subúrbios de Londres.

e. A melodia de “Your Song” foi escrita em, aproximadamente, vinte minutos.

 **2** Before listening to the whole song, listen to its first part and focus on its tone and global idea. Is it a love song?

 **3** Now listen to the whole song and replace each icon ★ with a word in the box.

eyes • gift • house • money • song • world

“Your Song”

It's a little bit funny, this feeling inside
I'm not one of those who can easily hide
I don't have much ★, but boy if I did
I'd buy a big ★ where we both could live

So excuse me forgetting, but these things I do
See I've forgotten if they're green or they're blue
Anyway the thing is what I really mean
Yours are the sweetest ★ I've ever seen

CHORUS:

And you can tell everybody this is your ★
It may be quite simple, but now that it's done
I hope you don't mind, I hope you don't mind that
[I put down in words
How wonderful life is now you're in the ★


If I was a sculptor, but then again no
Or a girl who makes potions in a traveling show
I know it's not much, but it's the best I can do
My ★ is my song, and this one's for you

Oh, oh
Oh, oh
Oh, oh
Oh, oh

(...)

GOULDING, Ellie. Your Song. 2010. In: AZLYRICS. **Ellie Goulding Lyrics**. 2000-2022. Disponível em: www.azlyrics.com/lyrics/elliegoulding/yoursong.html. Acesso em: 24 jun. 2022.



 **4** Listen to the song once more and check your answers.

5 Based on the lyrics, choose the picture that depicts the girl in the song.

a.



b.



c.



ILUSTRAÇÕES: GALVÃO BERTAZZI



Think about it!

Na letra original de "Your Song", escrita por Elton John e Bernie Taupin, o eu lírico é um homem. Nesta versão, interpretada pela cantora britânica Ellie Goulding, o eu lírico é uma mulher (*If I was (...) a girl who makes potions in a traveling show*). A canção já foi regravada por diversos/as cantores/as, como Rod Stewart (1992), Ellie Goulding (2010) e Lady Gaga (2018). Você conhece outras músicas, em português e/ou em inglês, que continuam fazendo sucesso e já foram regravadas por diversos/as cantores/as? Em caso afirmativo, quais?

- 6 Responda às perguntas a seguir em seu caderno e, para cada item, escolha um fragmento da canção para justificar sua resposta.
- a. O que a pessoa que fala na canção compraria para a pessoa amada se tivesse dinheiro?
 - b. A qual parte do corpo da pessoa amada a pessoa que fala na canção se refere como a mais doce que ela já viu?
 - c. Qual presente a pessoa que fala na canção oferece à pessoa amada?
 - d. Como a pessoa que fala na canção avalia o presente que oferece?

7 Choose the correct item that completes each sentence.

- a. In “this feeling inside”, the feeling described is
 - I. love.
 - II. ambition.
- b. What is really important about the person’s eyes is
 - I. the color.
 - II. the sweetness.

- 25 8 Listen to the following lines from the song and focus on the pronunciation of the words in **bold**. Then, answer the questions with a classmate.

“It’s a **little** bit funny, this feeling inside”
“So excuse me **forgetting**, but these things I do”
“And you can tell **everybody** this is your song”

- a. How are the words in **bold** pronounced by the singer Ellie Goulding?
- b. Is there another way to pronounce the words in **bold**? If so, how?



Think about it!

A cantora Ellie Goulding é de origem inglesa, o que pode ser percebido pelo seu jeito de pronunciar algumas palavras ao cantar “Your Song”. Se possível, tente ouvir a versão da mesma canção na voz da cantora estadunidense Lady Gaga e perceba algumas diferenças, por exemplo, a pronúncia de palavras como “*little*”, “*forgetting*” e “*everybody*”. Essas diferenças ilustram um fenômeno conhecido como variação linguística, que é natural das línguas e pode se manifestar de diferentes formas. No Brasil (em diversas regiões) e no exterior (em países como Portugal, Angola e Cabo Verde, por exemplo), encontramos diversos casos de variação regional na língua portuguesa, seja de pronúncia, seja de vocabulário. Quais exemplos desse tipo de variação em inglês ou português você conhece? Já presenciou algum tipo de preconceito contra a maneira de falar de pessoas de alguma região? Se a variação é um fenômeno natural das línguas, é adequado privilegiar um único modo de falar?



REDFERNS/GETTY IMAGES

- 24 9 Listen to the song again and sing along!

ON THE SCREEN



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Esta seção apresenta estratégias que vão ajudar você a se sentir mais confiante ao assistir a filmes em inglês. Você vai aprender mais sobre os diferentes usos da língua inglesa em diversos contextos.

Antes de explorarmos trechos do filme desta seção, *Oliver Twist*, vamos conhecer um pouco sobre o romance original no qual o filme se baseou, que foi escrito por Charles Dickens e é considerado uma obra-prima da literatura inglesa. Lançado em 1838, *Oliver Twist* foi o primeiro romance inglês protagonizado por uma criança. Desde então, surgiram diversas adaptações, incluindo filmes, minisséries e um musical – *Oliver!*. Em 1870, no Brasil, o escritor Machado de Assis iniciou a tradução da obra para o português, mas nunca a concluiu.

The following pictures show different adaptations of *Oliver Twist*. Take a look at them and do **exercises 1 and 2**.

I.



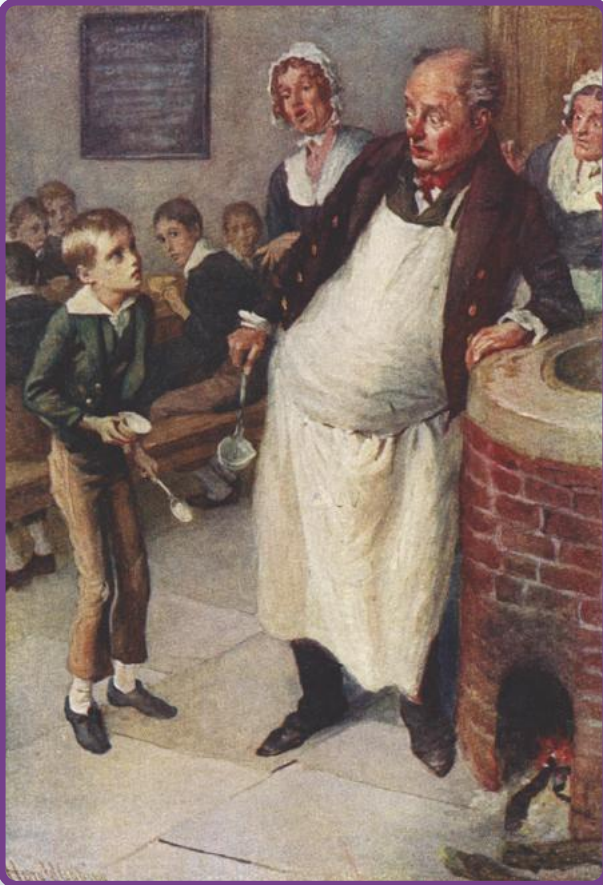
CHRIS WARE/KEystone FEATURES/GETTY IMAGES

II.



OLIVER TWIST PRODUCTIONS LLP /
FERRANDIS, GUY / ALBUMESYPIX BRASIL

III.



UNIVERSAL HISTORY ARCHIVE/UNIVERSAL IMAGES GROUP VIA GETTY IMAGES

IV.



DAN KITWOOD/GETTY IMAGES

- 1 Match each picture (I-IV) to its corresponding description (a-d).
 - a. Actors on stage performing Lionel Bart's musical adaptation in London (2009).
 - b. A scene from a black-and-white musical film adaptation (1967).
 - c. An illustration in a book with stories retold for children (1920).
 - d. A scene from the movie adaptation directed by Roman Polanski (2005).
- 2 Pictures I, II and III show the same scene of *Oliver Twist*. What scene is it? Choose a or b.
 - a. Oliver asks for more food saying "Please, sir, I want some more."
 - b. Oliver apologizes saying "I am very sorry if I have disturbed you, sir."

DICKENS, Charles. *Oliver Twist*. Project Gutenberg. 1996. Disponível em: www.gutenberg.org/files/730/730-h/730-h.htm. Acesso em: 15 jun. 2022.

Now read the first chapter of a simplified version of *Oliver Twist* and do **exercises 3-5**.

Chapter 1

"Please, sir, I want some more," the little boy said. He held out his food bowl. And his life was changed forever.

The boy's name was Oliver Twist. He did not get that name from his father. Nobody knew who his father was.

Nor from his mother. Nobody knew her name either. She had been found on the streets, sick and starving. A kind stranger brought her to a public workhouse. She gave birth to the boy. And died there soon after.

Mr. Bumble gave Oliver his name. Mr. Bumble ran the nearby orphans' home where Oliver was sent. Mr. Bumble was happy to take care of Oliver and all the other orphans. He had good reason to be.

The state paid to clothe and feed each child. Mr. Bumble got the money. And the orphans got rags on their backs and slop in their bellies.

No wonder Mr. Bumble was angry at Oliver. The very thought of a child asking for more to eat! Mr. Bumble saw his money being eaten up. Children's appetites were too big. Much too big for creatures so small.

So Oliver did not get any more greasy soup that night. He did not really expect to. He had asked for more only because of the other starving orphans. They decided one of them had to speak up for all of them. They drew straws. Oliver lost.

Now it was Oliver alone who had to pay for this terrible crime.

"The boy will be hung someday," Mr. Bumble said sourly. But Mr. Bumble did not want to wait that long. He wanted Oliver out of the orphans' home quickly. Before others followed Oliver's evil ways.

First he locked Oliver away in a dark room. Then he went to Mr. Sowerberry, the local undertaker. He asked Mr. Sowerberry to take Oliver on as a helper.

Both gentlemen were pleased. Mr. Bumble would win praise. He had taken this ten-year-old burden off public welfare. And Mr. Sowerberry had the best kind of helper. A boy he could tell to do anything. And pay nothing.



CULTURE CLUB/GETTY IMAGES

As for Oliver, the boy had to be grateful. He would learn a good trade. People would need undertakers as long as they kept on dying.

But again Oliver proved to be ungrateful.

First he dared steal scraps from Mrs. Sowerberry dear dog. Just because Oliver was close to starving.

Then Oliver did even worse. He punched Mr. Sowerberry other helper, Noah Claypole. Right on Noah's large red nose. Noah was older than Oliver. Bigger and stronger. And thus worth more to Mr. Sowerberry.

And why did Oliver attack such a fine fellow? Only because Noah was clever enough to make a joke. But Oliver did not find the joke funny. It was a joke about Oliver's mother. Oliver never knew his mother yet insisted on loving her.

Noah's nose was redder than ever when he went to the Sowerberrys. He told them about Oliver's brutal attack. They all agreed: next, Oliver would murder them in their beds.

Mr. Bumble was called. Mr. Bumble came. Mr. Bumble said the Sowerberrys had made a bad mistake. They had fed Oliver meat. Meat made children dangerous.

"Keep him a few days without food," Mr. Bumble advised. "Then feed him as I did. I promise you, that will teach him to be good."

Whether or not Mr. Bumble was right, no one would ever know. Oliver decided not to wait to find out.

That night Oliver made a bundle of all his spare clothes. A coarse shirt and two pairs of stockings. He put a stale crust of bread in his pocket. And a single penny given him as a tip at a funeral.

He crept out of the house into the cold night. Then he started walking on the highway. The highway to the great city of London.

Surely Mr. Bumble and Mr. Sowerberry would never find him there. Not among so many people. London was such a big city. Surely there would be a place for Oliver.

Indeed there was. But Oliver did not dream what kind of place it would be.



CULTURE CLUB/GETTY IMAGES

LUKASZ SZWAJ/SHUTTERSTOCK.COM

DICKENS, Charles. **Oliver Twist**. Adaptação de Les Martin. Nova York: Random House Books for Young Readers, 1990. (A Stepping Stone Book Classic).

3 Choose the correct item that answers each question.

a. What were workhouses?

- I. They were places where children could find jobs.
- II. They were places where the poor, including orphaned children, would work in exchange for food and shelter.

b. Who gave Oliver his name?

- I. Mr. Bumble.
- II. Oliver's mother.

c. Why was Mr. Bumble angry at Oliver?

- I. Because Oliver didn't like the soup.
- II. Because Oliver asked him for more food.

4 Number the sentences in the correct order (1-8) to understand what happens to Oliver Twist in the first chapter.

- a. Oliver goes to London.
- b. Oliver attacks Noah Claypole.
- c. Oliver is born in a public workhouse.
- d. Oliver becomes Mr. Sowerberry's helper.
- e. Oliver asks Mr. Bumble to give him more soup.
- f. Oliver decides to escape from the workhouse.
- g. Oliver's mother dies in the workhouse after his birth.
- h. Oliver is sent to an orphan's home run by Mr. Bumble.

5 Which event in **exercise 4** is depicted in this photo from the 2005 movie adaptation?



6 Which of the following fragments, from the original version of *Oliver Twist*, refers to the photo in exercise 5? Choose a or b.

a. "He reached the house. There was no appearance of its inmates stirring at that early hour. Oliver stopped, and peeped into the garden. A child was weeding one of the little beds; as he stopped, he raised his pale face and disclosed the features of one of his former companions. Oliver felt glad to see him, before he went; for, though younger than himself, he had been his little friend and playmate."

b. "Then he sat down to rest by the side of the milestone, and began to think, for the first time, where he had better go and try to live. The stone by which he was seated, bore, in large characters, an intimation that it was just seventy miles from that spot to London. The name awakened a new train of ideas in the boy's mind."

DICKENS, Charles. *Oliver Twist*. Project Gutenberg. 1996. Disponível em: www.gutenberg.org/files/730/730-h/730-h.htm. Acesso em: 15 jun. 2022.

Le@rning on the web

Nesta seção, há trechos da versão original do romance *Oliver Twist*. Para apreciar a obra completa em inglês, acesse www.gutenberg.org/ebooks/730 (acesso em: 15 jun. 2022). Se desejar, ouça o audiolivro em: <https://librivox.org/oliver-twist-by-charles-dickens/> (Acesso em: 15 jun. 2022).

Now read part of the movie script and do **exercises 7-10**.

(...) Hello, my man.
And what's your game?
You're not from these parts?
Where you from, then?
I've been walking. Seven days.
Seven days? Cor.

I expect you want grub?
And you shall have it.
I'm at a low-water mark meself
just at the moment... (...)
Oh, by the by...
...my name is Jack Dawkins,
better known as The Artful
Dodger.

by the by (= by the way):
a propósito
grub (= food): comida



Actor Barney Clark as Oliver Twist and Harry Eden as The Artful Dodger.

TIP

Ao assistir a um filme com legendas em inglês, procure entender o significado de palavras e expressões desconhecidas pelo contexto. O que você não compreender, anote em uma folha para checar o significado depois. Evite pausar o filme para consultar o dicionário.

SPRINGFIELD! SPRINGFIELD! *Oliver Twist* (2005) movie script. [2022?]. Disponível em: www.springfieldspringfield.co.uk/movie_script.php?movie=oliver-twist. Acesso em: 15 jun. 2022.

7 Based on the movie script, choose the correct statements.

- a. The text shows a conversation between Oliver Twist and The Artful Dodger.
- b. Jack Dawkins is the Dodger's real name.
- c. The Dodger uses formal English to talk to Oliver.
- d. It took Oliver seven days to arrive in London.

8 What makes the conversation between the two characters **informal**? Choose the correct items.

- a. The use of **slang** such as “grub” and “cor”.
- b. The use of **contracted forms** such as “what’s” and “I’m”.
- c. The use of a **time expression** in the present (“at the moment”).
- d. The use of “**meself**” instead of *myself* in “I’m at a low-water mark meself”.
- e. The use of the **affirmative structure** in the question “You’re not from these parts?” instead of *Are you not from these parts?*

9 What does the interjection **cor** in “Seven days? Cor.” mean? Choose **a** or **b**. Make inferences.

- a. It means **wow**. It shows that Dodger is surprised to know that Oliver has spent seven days walking.
- b. It means **phew**. It shows that Dodger is not worried about Oliver being tired or hungry.

10 Replace the icon ★ with an expression from the movie script to complete the following fragment from the original version of *Oliver Twist*.

TIP

Assistir a filmes em inglês oferece oportunidades de aprender o idioma em diferentes contextos histórico-sociais, econômicos e culturais. Procure observar as expressões coloquiais utilizadas em filmes que retratam diferentes períodos da história. *Oliver Twist*, por exemplo, retrata a sociedade londrina da Era Vitoriana, em um ambiente Pós-Revolução Industrial, mais especificamente, a vida de personagens que moram em subúrbios de Londres. Ao compararmos a linguagem utilizada na época com a atual, podemos perceber como a língua é dinâmica e varia de acordo com o tempo.

TIP

Ao comparar a linguagem falada empregada no filme com a da versão original do livro *Oliver Twist*, é possível perceber algumas diferenças. Por exemplo, no filme, the Dodger utilizou a interjeição “cor” para expressar surpresa e, no livro, o autor utilizou a exclamação em “*Walking for sivin days!*” para destacar o mesmo sentimento do personagem.

“(...) ‘Hullo, my covey! What’s the row?’ said this strange young gentleman to Oliver. ‘I am very hungry and tired,’ replied Oliver: the tears standing in his eyes as he spoke. ‘I have walked a long way. I have been walking these ★.’ ‘Walking for sivin days!’ said the young gentleman. (...)”

DICKENS, Charles. *Oliver Twist*. Project Gutenberg. 1996. Disponível em: www.gutenberg.org/files/730/730-h/730-h.htm. Acesso em: 15 jun. 2022.

- 11 It's time to have a general view of the plot. Based on what you already know about *Oliver Twist*, replace each icon ★ with a word in the box to complete the following movie info.

Charles Dickens • film • London • Mr. Bumble •
Oliver Twist • orphan • the Artful Dodger

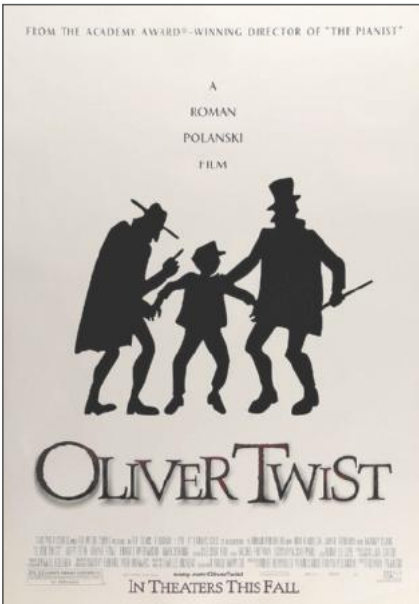
[x](#) [+](#)

← → ↻ www.allmovie.com/movie/oliver-twist-v306663 ☆ ☰

[Overview](#) [Review](#) [User Reviews](#) [Cast & Crew](#) [Releases](#) [Related](#)

Synopsis by Mark Deming

Director **Roman Polanski** gives one of ★' best-loved stories a new and dynamic interpretation in this period drama. ★ (**Barney Clark**) is a young ★ in Victorian England who has been sent to a dank workhouse run by the miserly ★ (**Jeremy Swift**) when it is learned there is no one to care for him. When Oliver dares to ask for more gruel, he is sent away to live with an undertaker, who treats him poorly. Preferring life on the streets to the treatment he's been receiving, Oliver runs away to ★, where he falls in with ★ (**Harry Eden**), a youthful pickpocket. The Artful Dodger is one of a gang of young thieves overseen by Fagin (**Ben Kingsley**), a paternal but sinister criminal mastermind. While Oliver finds a home of sorts with Fagin and his young cohorts, he also falls into a dangerous life made all the more threatening by the presence of Fagin's menacing overlord, Bill Sykes (**Jamie Foreman**). **Oliver Twist** was **Polanski's** first feature ★ after enjoying a major career resurgence following the international success of his Oscar-winning World War II drama **The Pianist**.



ROMAN POLANSKI FILM/TRISTAR PICTURES/SONY PICTURES RELEASING

DEMING, Mark. **Oliver Twist** (2005). All Movie. 2022. Disponível em: www.allmovie.com/movie/oliver-twist-v306663. Acesso em: 15 jun. 2022.

gruel: mingau ralo
pickpocket: batedor de carteira



Think about it!

Muitas vezes, produções literárias e cinematográficas podem ser vistas como instrumentos de crítica social. Na literatura, as produções comprometidas com questões sociais pertencem à chamada literatura engajada, também conhecida como literatura denúncia. O autor de *Oliver Twist*, Charles Dickens (1812-1870), retratou, em suas obras, as distorções sociais causadas pelo processo de modernização excludente do qual os trabalhadores ingleses foram vítimas, como a pobreza extrema e a estratificação de classe. A produção de Dickens, frequentemente de natureza panfletária, dedicava-se à denúncia social e criticava as situações extremas vividas por moradores do período Pós-Revolução Industrial. Você conhece outras obras vinculadas à literatura inglesa e/ou brasileira cujos autores se preocuparam em retratar e discutir a realidade da época? Em caso afirmativo, quais obras? Que períodos foram retratados?

VOCABULARY CORNER

NÃO ESCREVA EM SEU LIVRO.

A seção *Vocabulary Corner* organiza, revisa e amplia o vocabulário estudado em cada unidade. Em seu caderno, escreva uma palavra ou expressão adequada para substituir cada ícone ★ que aparece ao longo desta seção.

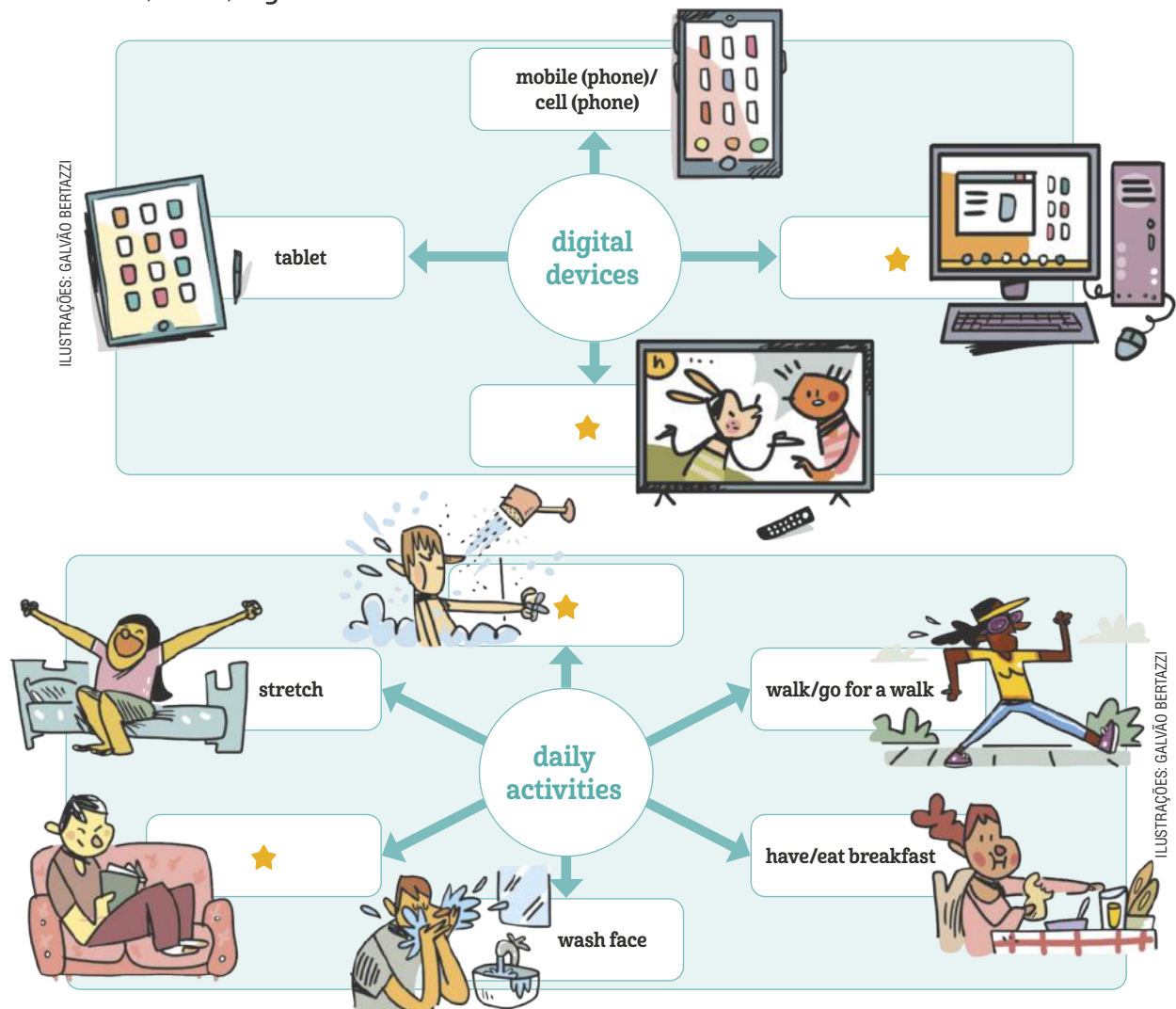
UNIT 1

Word Groups

Uma forma de ajudar você a ampliar e fixar o vocabulário aprendido é agrupar as palavras e expressões por campo semântico. Você pode criar um esquema, diagrama, quadro ou mapa conceitual e, assim, organizar visualmente o vocabulário.

TIP

Organizar as palavras e expressões por temas é uma boa forma de estudar vocabulário. A partir dos conteúdos apresentados nesta seção, a cada unidade, você pode criar, com seus/suas colegas, cartazes ilustrados sobre diferentes assuntos e afixá-los na sala de aula ou na escola para ajudar todos/as a aprender novas palavras em inglês.



Word Formation: Prefixes

Copie a tabela a seguir em seu caderno e substitua os ícones ★ pelo que você aprendeu sobre prefixos na unidade 1.

Prefixos	Palavras	Classe Gramatical	Exemplos
re-	★	★	★
dis-	★	★	★

UNIT 2

Word Formation: Suffixes

Copie a tabela a seguir em seu caderno e substitua os ícones ★ pelo que você aprendeu sobre sufixos na unidade 2.

Sufixos	Palavras	Classe Gramatical	Exemplos
-ful	★	★	★
-ion	★	★	★
-ist	★	★	★
	★	★	★

UNIT 3

Synonyms

Outra forma de ajudar você a ampliar e fixar o vocabulário aprendido é agrupar as palavras e expressões com o mesmo significado (sinônimos). Os pares de sinônimos a seguir aparecem nos textos da **unidade 3** e das demais unidades deste livro. Busque sempre observar o contexto de uso para inferir o significado de palavras desconhecidas. Correlacione os itens da esquerda (a-n) com os da direita (I-XIV).

- a. brave
- b. movie
- c. of course
- d. outgoing
- e. rude
- f. shy
- g. to begin
- h. to cope with
- i. to dislodge
- j. to end
- k. to set
- l. useful
- m. vital
- n. wonderful

- I. courageous
- II. definitely
- III. essential
- IV. film
- V. helpful
- VI. impolite
- VII. marvelous
- VIII. sociable
- IX. timid
- X. to deal with
- XI. to establish
- XII. to finish
- XIII. to replace
- XIV. to start

UNIT 4

Word Formation: Suffixes

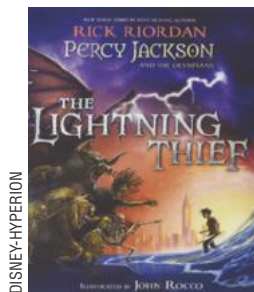
Copie a tabela a seguir em seu caderno e substitua os ícones ★ pelo que você aprendeu sobre sufixos na **unidade 4**.

Sufixos	Palavras	Classe Gramatical	Exemplos
-ly	★	★	★
-ment	★	★	★



UNIT 5

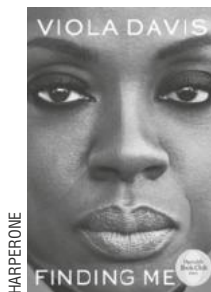
Book Genres



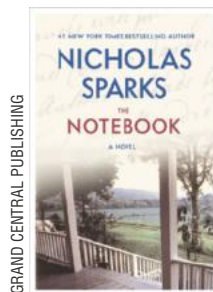
a. adventure novel



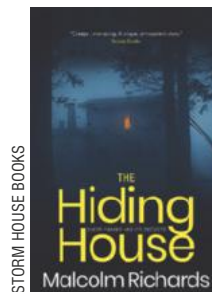
e. ★



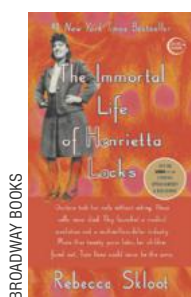
i. ★



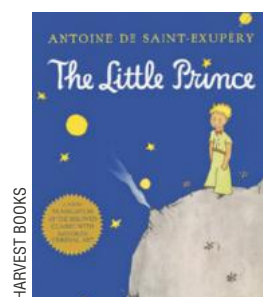
m. romance novel



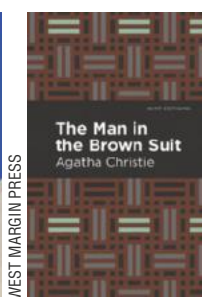
q. suspense/thriller



b. ★



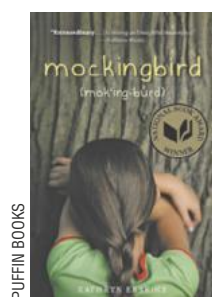
f. ★



j. mystery



n. science fiction



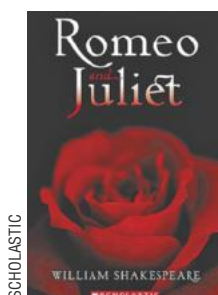
r. ★



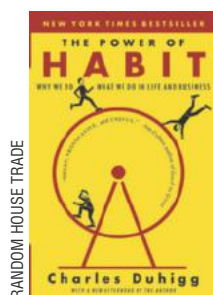
c. ★



g. fanfiction



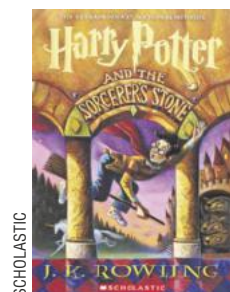
k. ★



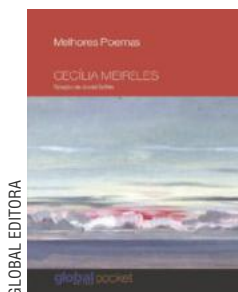
o. self-help



d. classic



h. ★



l. poetry



p. short stories



MENTALMIND/SHUTTERSTOCK.COM

My favorite book genre is ★.

UNIT 6

Adjectives



a.



X



talkative



b.



X



lazy



c.



X



serious



d.

outgoing/sociable

X



e.

generous

X





UNIT 7

Food

Dairy



a. butter



b. ★



c. ★



d. ★

Fruit



a. ★



e. kiwi



i. melon



m. ★



b. ★



f. lemon



j. ★



n. ★



c. ★



g. lime



k. ★



o. ★



d. ★



h. ★



l. pineapple

Vegetables

ANNA KUCHEROVA/SHUTTERSTOCK.COM



a. aubergine/eggplant

KHUMTHONG/SHUTTERSTOCK.COM



e. ★

ANDREY EREMIN/SHUTTERSTOCK.COM



i. ★

ANNA KUCHEROVA/SHUTTERSTOCK.COM



b. beetroot/beet

NATEE PHOTO/SHUTTERSTOCK.COM



f. ★

NATALI ZAKHAROVA/SHUTTERSTOCK.COM



j. spinach

NIK MERKULOV/SHUTTERSTOCK.COM



c. ★

MERCURY STUDIO/SHUTTERSTOCK.COM



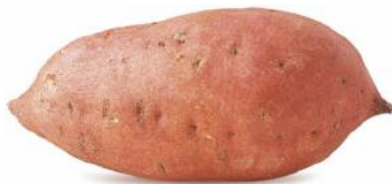
g. okra

ENLIGHTENED MEDIA/SHUTTERSTOCK.COM



k. swede/rutabaga

OLGA GUCHEK/SHUTTERSTOCK.COM



d. ★

HAPPY AUTHOR/SHUTTERSTOCK.COM



h. pumpkin

AFRICA STUDIO/SHUTTERSTOCK.COM



l. sweetcorn



Grains

RHJPHOTOS/SHUTTERSTOCK.COM



a. ★

MATKUB2499/SHUTTERSTOCK.COM



b. ★

AFRICA STUDIO/SHUTTERSTOCK.COM



c. ★

NEW AFRICA/SHUTTERSTOCK.COM



d. ★

Meat and beans

BW FOLSON/SHUTTERSTOCK.COM



a. ★

MARAZE/SHUTTERSTOCK.COM



b. ★

HURST PHOTO/SHUTTERSTOCK.COM



c. ★

INDIGOLOTTOS/SHUTTERSTOCK.COM



d. ★

My favorite food is ★.

UNIT 8

Word Formation: Suffixes

Copie a tabela a seguir em seu caderno e substitua os ícones ★ pelo que você aprendeu sobre sufixos na unidade 8.

Sufixos	Palavras	Classe Gramatical	Exemplos
-er/-r	★	★	★
-ly	★	★	★
-ship	★	★	★

LANGUAGE REFERENCE + EXTRA PRACTICE

UNIT 1

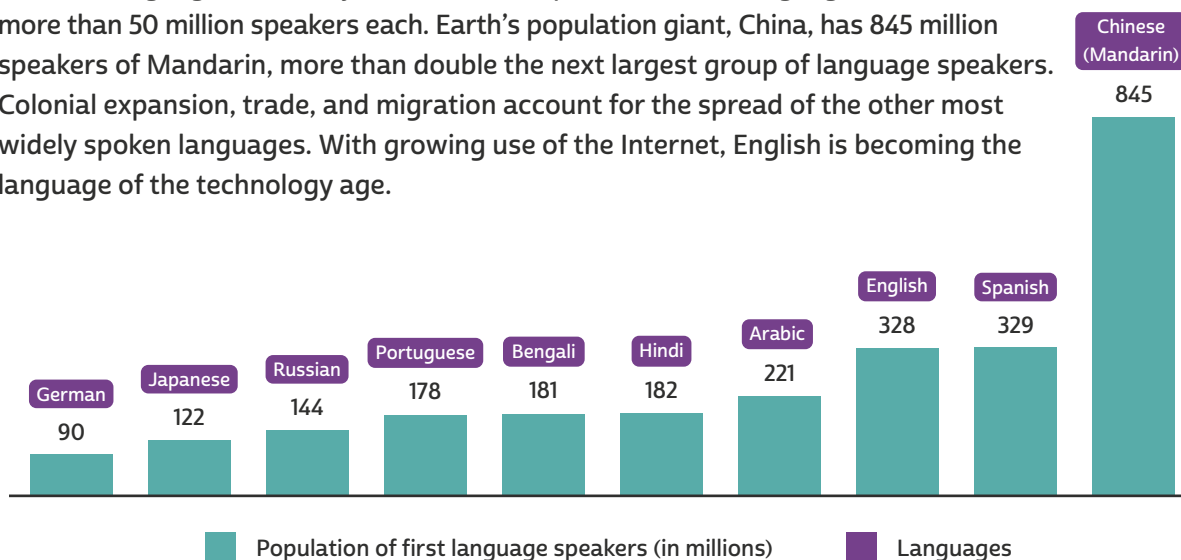
Review: Simple Present/Present Continuous

Leia o texto a seguir e observe o uso do *simple present* e do *present continuous*.

stand out:
destacar-se
trade: comércio

Leading Languages

Some languages have only a few hundred speakers, but 23 languages stand out with more than 50 million speakers each. Earth's population giant, China, has 845 million speakers of Mandarin, more than double the next largest group of language speakers. Colonial expansion, trade, and migration account for the spread of the other most widely spoken languages. With growing use of the Internet, English is becoming the language of the technology age.



NATIONAL GEOGRAPHIC KIDS. *World atlas*. 4. ed. Washington, DC: National Geographic Society, 2013. p. 38.

No texto “*Leading Languages*”, as primeiras frases apresentam fatos sobre algumas línguas. Nelas, encontramos os verbos no *simple present* (*have, stand out, has, account for*). Já a última frase do texto expressa uma tendência atual para o uso da língua inglesa e, dessa forma, utilizou-se o *present continuous* (*is becoming*).

Usamos o *simple present* para:

- falar de fatos e generalizações.

“Some languages **have** only a few hundred speakers (...)”

“(...) 23 languages **stand out** with more than 50 million speakers each.”

“Earth’s population giant, China, **has** 845 million speakers of Mandarin (...)”

“Colonial expansion, trade, and migration **account for** the spread of the other most widely spoken languages.”

- falar de rotinas, hábitos, ações do dia a dia.

They always **speak** English at school.

We **have** Portuguese classes every Monday, Tuesday, and Wednesday.

Usamos o *present continuous* para:

- falar de ações que ocorrem no momento da fala/escrita.

They **are talking** about leading languages.

He **is exploring** a graph right now.

- expressar mudanças que ocorrem momentaneamente (tendências atuais).

“(...) English **is becoming** the language of the technology age.”

Many people **are using** English on the Internet nowadays.

Veja, no quadro a seguir, as regras ortográficas para verbos terminados em *-ing*.

Regras ortográficas para verbos terminados em <i>-ing</i>	Exemplos
A maioria dos verbos: verbo + ing	do → doing talk → talking
Verbos terminados em e : verbo - e + ing	become → becoming use → using
Verbos terminados em consoante + vogal + consoante* : verbo + última consoante + ing	stop → stopping swim → swimming
Verbos terminados em ie : Verbo - ie + y + ing	die → dying lie → lying

* Em verbos terminados em CVC (consoante, vogal, consoante), como *stop*, *swim* e *admit*, dobramos a última consoante antes de acrescentar *-ing* (*stopping*, *swimming*, *admitting*). No entanto, não dobramos a última consoante quando a sílaba tônica é a primeira. Dessa forma, em verbos como *listen*, *happen* e *offer*, apenas acrescentamos *-ing* (*listening*, *happening*, *offering*).



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

The following text is about school enrolment. Complete it by replacing the icons ★ with the correct form of the verbs in parentheses. Use the **simple present** or the **present continuous**.

Education ★ (**prepare**) children to participate in society and to find a place in the world of work. School enrolment rates ★ (**rise**), but many children still ★ (**grow up**) without access to a basic education. There are many reasons why children ★ (**not get**) even a primary education. (...)

COLLINS. **World watch**: a dynamic visual guide packed with fascinating facts about the world. 2. ed. Glasgow: HarperCollins Publishers, 2012. p. 34.

ORI ARTISTE/SHUTTERSTOCK.COM





UNIT 2

Review: Simple Past/Past Continuous

Leia as tirinhas a seguir e observe o uso do *simple past* (primeira tirinha) e do *past continuous* (segunda tirinha).



DAVIS, Jim. *Garfield*. 2022. Disponível em: www.gocomics.com/garfield/2013/10/14. Acesso em: 20 jun. 2022.



DAVIS, Jim. *Garfield*. Square Root of Minus Garfield. [2022]. Disponível em: www.mezzacotta.net/garfield/?comic=2924. Acesso em: 20 jun. 2022.

Na primeira tirinha, o *simple past* é utilizado em “*I stayed up too late last afternoon*” (terceiro quadrinho) para se referir a uma ação completa (ficar acordado) que aconteceu em um momento específico no passado (tarde passada). Note que, no texto, foi utilizado o verbo regular *stayed*.

- Em geral, usamos o *simple past* para ações que aconteceram no passado em um momento determinado.

He **slept** the entire evening.

He **visited** his parents over the weekend.

- Usamos, geralmente, o *simple past* para falar de ações e estados.

Na segunda tirinha, o *past continuous* é utilizado em “*I was sleeping*” (terceiro quadrinho) para se referir a uma ação em andamento no passado (dormir).

- Em geral, usamos o *past continuous* para falar de ações em andamento no passado.

Garfield **was sleeping**.

Jon **was drinking** some coffee.



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

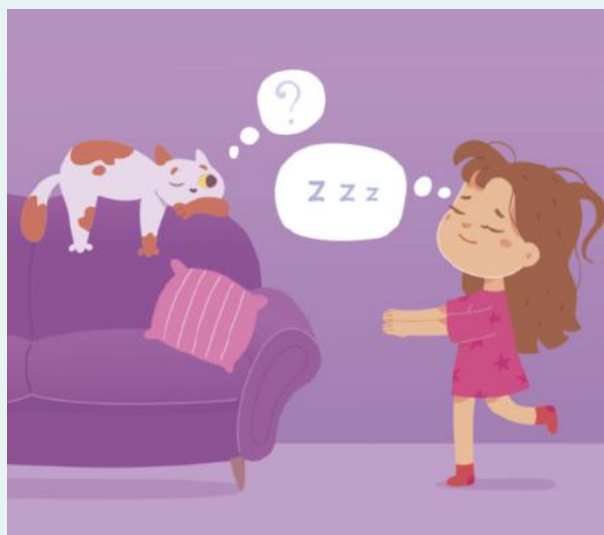
Replace the icons ★ with the correct form of the verbs in parentheses to complete the story about sleepwalking. Use the **simple past** or the **past continuous**.

I still remember that night many years ago when I ★ **(have)** my first experience of somnambulism, or sleepwalking. I was in the third grade and ★ **(live)** with my godparents while my parents were busy running a Chinese restaurant. The bedroom I ★ **(sleep)** in in my godparents' house was located in the middle of the hallway, right across from the bathroom.

It was a school night, which meant I was snuggled up in bed by 9 PM. As usual, I was knocked out within minutes of lying down. It must have been at least an hour later when I found myself awake (or so I thought) and inside the bathroom brushing my teeth. (...)

My godmother, who was still awake, peeked through the gap in the doorway and ★ **(ask)** me what I ★ **(do)**. She was confused by my explanation but shrugged. Once I finished brushing my teeth, I climbed back into bed and ★ **(fall)** asleep. (...)

LAI, Amy. **Somnambulism (Sleepwalking)**: asleep with your eyes wide open. End Your Sleep Deprivation. 2017. Disponível em: www.end-your-sleep-deprivation.com/somnambulism.html. Acesso em: 20 jun. 2022.



CLASSICVECTOR/SHUTTERSTOCK.COM

UNIT 3

Future with Will

Leia o texto a seguir e observe o uso de *will*.

What is the Future of the English Language?

English, as any other language, is a living and dynamic system, and it transforms according to the way its speakers use it. For this reason, today's English will be very different in about a century. (...)

LARSSON, Oscar. **What is the future of the English language?** Terminology Coordination European Parliament, 19 abr. 2020. Disponível em: <https://termcoord.eu/2020/04/future-english-language/>. Acesso em: 20 jun. 2022.

No texto *"What is the Future of the English Language?"*, o trecho *"today's English will be very different in about a century"* refere-se ao futuro da língua inglesa daqui a aproximadamente cem anos.



- Usamos *will* para nos referir ao futuro. Costuma-se utilizar *will* para fazer previsões simples e expressar decisões tomadas no momento em que se fala.

New varieties of English *will* spread.

Forma afirmativa			
I/You/He/She/It/We/You/They	will	be	very different in the future.

Veja, nos quadros a seguir, as formas negativa e interrogativa de *will*.

- Em frases negativas, usamos *not* depois de *will* e antes do verbo principal.

English *will not* be the same in about a hundred years.

Forma negativa			
I/You/He/She/It/We/You/They	will	not	be the same in the future.

(will not = **won't**)

- Em frases interrogativas, usamos *will* antes do sujeito.

According to the text, *will* English be different in the future? Yes, it will.

Forma interrogativa			
Will	I/you/he/she/it/we/you/they	be	different in the future?

Respostas curtas			
Afirmativa		Negativa	
Yes,	I/you/he/she/it/we/you/they will.	No,	I/you/he/she/it/we/you/they won't.



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In each item, put the words into the correct order to make sentences.

- be/Online learning/a more efficient way to learn languages./will
- will/English/be/the most important language in the future.
- won't/Spanish/so popular worldwide as English./be

UNIT 4

Future with Be Going To

Leia o texto a seguir e observe o uso de *be going to*.

"And she is going to dance, dance hungry, dance full, dance each cold astonishing moment, now when she is young and again when she is old."

Anne Lamott



ALEXASOKOLB3/
SHUTTERSTOCK.COM

LAMOTT, Anne. "And she is going to dance, dance hungry, dance full, dance each cold astonishing moment, now when she is young and again when she is old." Goodreads. 2022. Disponível em: www.goodreads.com/quotes/49632-and-she-is-going-to-dance-dance-hungry-dance-full. Acesso em: 20 jun. 2022.

Na citação de Anne Lamott, o trecho “*she is going to dance*” refere-se a uma previsão para o futuro.

- Usamos *be going to* para nos referir ao futuro. Costuma-se utilizar *be going to* para expressar planos ou intenções e fazer previsões baseadas em evidências no presente.

The dancer **is going to have** a successful career.

Forma afirmativa			
I	am	going to	have a brilliant future.
You	are		
He/She/It	is		
We/You/They	are		

Veja, nos quadros a seguir, as formas negativa e interrogativa de *be going to*.

- Em frases negativas, usamos *not* depois do verbo auxiliar (*to be*) e antes de *going to*.

They **are not going to stop** dancing.

Forma negativa			
I	am	not going to	have a brilliant future.
You	are		
He/She/It	is		
We/You/They	are		

- Em frases interrogativas, usamos o verbo auxiliar (*to be*) antes do sujeito.

According to the text, **is she going to dance?** Yes, she is.

Forma interrogativa			
Am	I	going to	have a brilliant future?
Are	you		
Is	he/she/it		
Are	we/you/they		

Respostas curtas					
Afirmitiva			Negativa		
Yes,	I	am.	No,	I	'm not.
	you	are.		you	aren't.
	he/she/it	is.		he/she/it	isn't.
	we/you/they	are.		we/you/they	aren't.



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In each item, put the words into the correct order to write sentences in your notebook.

- do/this weekend?/What/are/going to/you
- today?/you/study/going to/Are/English
- not/gonna/rain/tonight./It's



UNIT 5

Making Comparisons (Comparative Adjectives)

Leia a tirinha a seguir e observe o uso dos *comparative adjectives*.

PEANUTS, CHARLES SCHULZ © 1950 PEANUTS
WORLDWIDE LLC / DIST. BY ANDREWS
MCMEEL SYNDICATION



SCHULZ, Charles. *Peanuts*. 2022. Disponível em: www.gocomics.com/peanuts/1950/11/01. Acesso em: 20 jun. 2022.

Na tirinha, a menina faz várias comparações entre Charlie Brown e o outro menino. Observe que foram utilizados os adjetivos *strong*, *old*, *smart* no grau comparativo (*stronger*, *older*, *smarter*, respectivamente) + *than* para fazer comparações. Nesse caso, utilizou-se o comparativo de superioridade, que é formado por **adjetivo no grau comparativo + *than***.

"Are you **stronger than** Charlie Brown?"

"Are you **older than** Charlie Brown?"

"Are you **smarter than** Charlie Brown?"

Para formar frases no comparativo de igualdade, usamos ***as* + adjetivo + *as***. Em frases negativas no comparativo de igualdade, podemos usar tanto ***as* + adjetivo + *as*** quanto ***so* + adjetivo + *as***.

She is **as smart as** Charlie Brown.

They are not **as/so strong as** Charlie Brown.

	Regras ortográficas para formar adjetivos no grau comparativo	Exemplos
Adjetivos curtos (uma ou duas sílabas)	A maioria dos adjetivos: adjetivo + er	old → older strong → stronger
	Adjetivos terminados em e: adjetivo + r	large → larger nice → nicer
	Adjetivos terminados em consoante + vogal + consoante: adjetivo + última consoante + er	big → bigger fat → fatter
	Adjetivos terminados em y: adjetivo - y + ier	angry → angrier funny → funnier
Adjetivos longos (duas ou mais sílabas)	A maioria dos adjetivos: more + adjetivo	difficult → more difficult important → more important
Formas irregulares	good → better bad → worse far → farther/further	

Extra Practice

ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Based on the characteristics of the following characters, replace the icons ★ with the **comparative form** of the adjectives in parentheses to complete the sentences.



PEANUTS. CHARLES SCHULZ © PNTS -
PEANUTS WORLDWIDE LLC. / DIST. BY
ANDREWS MCMEEL SYNDICATION

Lucy
bossy, crabby



PEANUTS. CHARLES SCHULZ © PNTS -
PEANUTS WORLDWIDE LLC. / DIST. BY
ANDREWS MCMEEL SYNDICATION

Patty
tough, good at sports



PEANUTS. CHARLES SCHULZ © PNTS -
PEANUTS WORLDWIDE LLC. / DIST. BY
ANDREWS MCMEEL SYNDICATION

Marcie
good at friendship, bad at sports

- Lucy is ★ than Marcie. (**bossy**)
- Lucy is ★ than Patty. (**crabby**)
- Patty is ★ than Marcie. (**tough**)
- Marcie is ★ at sports than Patty. (**bad**)

crabby: ranzinza, mal-humorado/a
tough: durão/durona, valentão/valentona

UNIT 6

Making Comparisons (Superlative Adjectives)

Leia o texto a seguir e observe o uso dos *superlative adjectives*.

Speaking of São Paulo state without using superlatives is difficult. The southern hemisphere's largest city! Its finest museums! Its best restaurants! Its worst traffic! (Well, you can't have everything.) São Paulo city — Sampa to locals — is Brazil's boomtown (commercially, financially, industrially and culturally) (...).

THIAGO LEITE/SHUTTERSTOCK.COM

LONELY PLANET. **São Paulo state**. 2022. Disponível em: www.lonelyplanet.com/brazil/sao-paulo-state. Acesso em: 20 jun. 2022.



De acordo com o texto, São Paulo é a maior cidade do hemisfério sul, com os melhores museus e restaurantes, mas o pior trânsito. Observe que foram utilizados os adjetivos *large, fine, good, bad* no grau superlativo (*largest, finest, best, worst*, respectivamente). Nesse caso, utilizou-se o superlativo, que é formado por **the + adjetivo no grau superlativo**. Usamos o superlativo para dizer que um elemento, em um grupo, alcança o grau mais alto no aspecto em que é comparado.

“The southern hemisphere’s *largest* city!”

São Paulo has **the *finest*** museums, **the *best*** restaurants, but **the *worst*** traffic.

	Regras ortográficas para formar adjetivos no grau superlativo	Exemplos
Adjetivos curtos (uma ou duas sílabas)	A maioria dos adjetivos: adjetivo + est	old → old est strong → strong est
	Adjetivos terminados em e: adjetivo + st	large → large st nice → nice st
	Adjetivos terminados em consoante + vogal + consoante: adjetivo + última consoante + est	big → big gest fat → fat test
	Adjetivos terminados em y: adjetivo - y + iest	angry → angri iest funny → funni iest
Adjetivos longos (duas ou mais sílabas)	A maioria dos adjetivos: most + adjetivo	difficult → most difficult important → most important
Formas irregulares	good → best bad → worst far → farthest/furthest	



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Replace the icons ★ with the **superlative form** of the adjectives in parentheses to complete the following sentences.

- Brazil has some of ★ beaches on Earth. (**fine**)
- Iguaçu Falls: spread between Argentina and Brazil, these are some of ★ waterfalls on Earth. (**spectacular**)
- Seen from the peak of Pão de Açúcar, Rio is undoubtedly ★ city in the world. (**beautiful**)
- Sergipe is ★ state in Brazil, but a land rich in sugarcane fields with a coast line of swamp, mangrove, and sandy shores. (**small**)

mangrove: mangue
swamp: pântano

Adaptado de: LONELY PLANET. **Brazil**. 2022. Disponível em: www.lonelyplanet.com/brazil. Acesso em: 20 jun. 2022.

UNIT 7

Countable and Uncountable Nouns

Leia o texto a seguir e observe o uso do substantivo *sugar*.

intake: consumo
mood swings: oscilações de humor
tooth decay: cárie

Sugary foods

Like fat, sugar is a concentrated source of energy. It is found in foods such as jam, sweets, cakes, chocolate (...), cookies (...). The psychological benefits of eating these foods are obvious — they taste lovely! However, too much sugar causes tooth decay, obesity, and mood swings so it is important to limit your intake.



AFRICA STUDIO/
SHUTTERSTOCK.COM

cake



SPALNIC/
SHUTTERSTOCK.COM

jam



YANA VASILEVA/
SHUTTERSTOCK.COM

lollipop

GRAIMES, Nicola. *Kids' fun & healthy cookbook*. Nova York: DK Publishing, 2007. p. 15.

No texto, a palavra *sugar* aparece em “*sugar is a concentrated source of energy*” e em “*too much sugar causes tooth decay*”. Note que *sugar* é um substantivo incontável (*uncountable*), sendo utilizado no singular (no caso, acompanhado pelo verbo *is*) e com expressões incontáveis (no caso, acompanhado da expressão de quantidade *too much*).

- Os substantivos podem ser classificados em *countable* (contáveis) ou *uncountable* (incontáveis). Os substantivos contáveis têm singular e plural. Os incontáveis são usados apenas no singular.

Veja, no quadro a seguir, alguns substantivos contáveis e incontáveis do texto.

Countable nouns	Uncountable nouns
cakes	chocolate
cookies	jam
sweets	sugar

Expressions of Quantity

Releia o texto anterior e observe o uso da expressão “*too much sugar*”.

No texto, a expressão “*too much*” acompanha o substantivo incontável *sugar* e expressa ideia de excesso, exagero. No caso, refere-se ao consumo de açúcar em excesso.

- As expressões com *much* (como *too much*, *not much* e *how much*) são utilizadas com substantivos incontáveis. As expressões com *many* (como *too many*, *not many* e *how many*) são utilizadas com substantivos contáveis.



Veja, no quadro a seguir, algumas *expressions of quantity*.

Expressions of quantity + countable nouns	Expressions of quantity + uncountable nouns
too many = an excessive amount not many = a few How many...?	too much = an excessive amount not much = a little How much...?

- Usamos os quantificadores *some* e *any* quando não sabemos ou não queremos revelar a quantidade exata de alguma coisa. Em geral, *some* é usado em frases afirmativas e *any*, em frases negativas e interrogativas.

Everybody needs **some** sugar for energy.

Does sugar have **any** nutrients?

Sugar doesn't have **any** nutrients.

- Em frases interrogativas quando se espera uma resposta afirmativa (oferta ou pedido), usamos *some*.

Do you want **some** sugar?



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1** Choose the sentence that contains an **uncountable noun**.

- Broccoli is rich in vitamin C.
- It's important to eat vegetables every day.
- Eat an apple a day and keep the doctor away.



UIILIAAA/SHUTTERSTOCK.COM

- 2** Replace each icon ★ with **much** or **many** to complete the sentences.

- How ★ water do you drink a day?
- Don't eat too ★ salt. It's bad for your health.
- How many servings of fruit do you eat a day? Not ★.



YULIA KONAKHOVSKA/SHUTTERSTOCK.COM

- 3** Replace each icon ★ with **some** or **any** to complete the sentences.

- Do you have ★ food allergies?
- We all need ★ fat in our diet, but not too much.
- The athletes' diet doesn't contain ★ sugar or alcohol.

UNIT 8

Relative Pronouns

Leia o texto a seguir e observe o uso do pronome relativo *who*.

Friendships make up an important aspect of development in middle childhood, when much time is devoted to social play and social interaction skills become increasingly important. (...) Children tend to form friendships with individuals who are similar to themselves in a variety of dimensions.

BERGER, Lauren; FURMAN, Wyndol; HOHMANN, Lisa. Friendship. In: ENCYCLOPEDIA Britannica. 2022. Disponível em: www.britannica.com/topic/friendship. Acesso em: 20 jun. 2022.

No texto, o pronome relativo *who* é utilizado para se referir à palavra anterior, “*individuals*”.

Segundo o texto, as crianças tendem a formar amizades com indivíduos que são semelhantes a elas em uma variedade de dimensões.

- Usamos pronomes relativos para unir elementos em uma frase e para evitar repetição. Note que os pronomes relativos se referem a um elemento anterior.

- *Who* se refere a pessoas.

She is the girl **who** lives next door.

- *Whose* indica posse e se refere tanto a pessoas quanto a coisas.

This is the woman **whose** friend I talked about.

- *That* se refere a coisas ou a pessoas.

Friendship is a relationship **that** involves a series of interactions between two individuals.

- *Which* se refere a coisas.

Differences among people **which** are a result of gender inequalities, must come to an end.



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

The following sentences are about women who changed history. In your notebook, write a new sentence with the **relative pronoun** in CAPITAL LETTERS as in the example.

Example: a. Cleopatra was a politician who spoke nine languages.

a. WHO Cleopatra was a politician. Cleopatra spoke nine languages.

b. WHICH Marie Curie was the first woman to win a Nobel Prize.
The Nobel Prize is considered one of the most prestigious awards.

c. WHO Margaret Thatcher was a politician. Margaret Thatcher had conservative views.

d. THAT Eleanor Roosevelt was a champion of human rights. Eleanor Roosevelt fought for women's causes and the causes of black people, poor people, and the unemployed.



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GLOSSARY

Este glossário apresenta uma seleção de palavras e expressões utilizadas no livro, acompanhadas do sentido com que são utilizadas nele. Algumas dessas palavras podem ser utilizadas em mais de um sentido.

A

a lot: muito, bastante
abroad: no/para o exterior
acclaim: aclamação, reconhecimento
accomplish: realizar, alcançar
achieve: atingir, alcançar
acknowledgment: reconhecimento
actually: na verdade, na realidade
addict: viciado/a
addiction: vício
address: abordar, enfrentar; endereçar; endereço
afraid: temeroso/a, com medo
ahead: à frente
aid worker: trabalhador(a)/voluntário/a de ajuda humanitária
alike: parecido/a
alive: vivo/a
allied: relacionado/a
allow: permitir
alongside: ao lado (de)
already: já
although: embora
amazed: admirado/a
ambassador: embaixador(a)
amount: quantidade; quantia
amusing: divertido/a, engraçado/a
ancient: antigo/a
anger: raiva
angry: zangado/a
anyway: de qualquer forma, de toda forma
appealing: atraente
arrange: arrumar; organizar
arrow: seta; flecha
assumption: suposição
astonishing: surpreendente
attached: preso/a
attend: comparecer a
avenge: vingar
average: média; médio
avoid: evitar

B

beard: barba
beat: vencer, derrotar; bater; batimento
behave: comportar-se
behavior: comportamento
belong: pertencer
belt: cinto
beyond: além de
blood: sangue
blood vessel: vaso sanguíneo
blow: soprar
blow one's nose: assoar o nariz
blow up: explodir; estourar
board game: jogo de tabuleiro
boil: ferver
bone: osso
boost: aumentar
bothered: incomodado/a
I'm not bothered (BrE): Para mim tanto faz
bowl: tigela
brain: cérebro
branch: ramo
brave: valente, corajoso/a
breathe: respirar
brief: breve
bright: brilhante
broadcast: transmissão; programa de rádio ou TV
broaden: ampliar(-se), alargar(-se)
brotherhood: fraternidade
burst: rajada; ataque
busy: ocupado/a, atarefado/a; congestionado/a; intenso/a, cheio/a
buzz: zumbir

C

camp: acampamento
campaigner: ativista
candid: sincero/a, franco/a
care: cuidado

careful: cuidadoso/a, atento/a
carefully: cuidadosamente, atentamente
carry: carregar, transportar
carry on: continuar
catchy: que pega fácil; fácil de memorizar
cell: célula
challenge: desafiar; desafio
chant: canção
character: personagem
charge: carregar; cobrar
chase: perseguir
cheer up: animar-se
chew: mastigar
chewing gum: chiclete, goma de mascar
chop: cortar, picar
chore: tarefa
citizen: cidadã(o)
clear: limpar, remover
clear something away/up: arrumar algo, pôr algo em ordem
climb: subir; escalar
close: perto, próximo/a; fechar(-se)
clutter: entulhar
coal: carvão
coast: costa
college: faculdade; últimos anos do Ensino Médio
come: vir
come out: aparecer; ser lançado, ser publicado/a
commitment: compromisso
cope (with something/someone): dar conta (de algo), enfrentar (algo/ alguém)
costume: fantasia; traje típico
counselor: conselheiro/a
couple: casal; alguns
cover: capa; coberta; cobrir; tapar
crash: batida, colisão
craze: mania
cropland: terra de plantio

cross: atravessar; cruzar
crowd: multidão
cruise: cruzeiro
curl: cacho; enrolar
current: atual
currently: atualmente
customer: cliente
cut: cortar
cut back: fazer cortes; reduzir
cute: fofinho/a

D

data: dados
dead: morto/a
death: morte
decrease: diminuir
deep: fundo/a, profundo/a
defy: desafiar
delighted: encantado/a
demanding: exigente
depict: retratar
deserve: merecer
design: desenhar, criar
device: aparelho, dispositivo
diced: em cubos
disability: incapacidade
disabled: pessoa com deficiência
disease: doença
dish: prato
disorder: desordem; distúrbio
displace: substituir
display: exibir; expor
doomed: condenado/a, predestinado/a
draft: rascunho, esboço
drop: soltar; largar; abandonar
drop out: desistir, largar
dry: seco/a
dust: poeira, pó
dwarf: anão(o)
dystopian: distópico/a

E

ease: aliviar
edge: borda; margem
eggplant: berinjela
either: qualquer um dos dois
empowerment: empoderamento
enable someone to do something:

permitir, possibilitar a alguém fazer algo
endeavor: empenho; empenhar-se
endurance: resistência
enhance: aumentar, melhorar; realçar
enough: suficiente
ensure: certificar-se
entangle: emaranhar
get entangled in something: emaranhar-se em algo
entry: entrada
evaluate: avaliar; examinar
even: ainda; até
even though: apesar de
evolve from something: evoluir a partir de algo
exchange: trocar
exposure: exposição

F

fable: fábula
fairy: fada
fall: cair
fall apart: desfazer-se; fazer-se em pedaços
fall for (someone/something): apaixonar-se por (alguém/algo)
fall in love with (someone/something): apaixonar-se por (alguém/algo)
fear: temer
feast: banquete; fazer um banquete
feat: proeza, façanha
feature: ser estrelado/a por; característica, aspecto
feed: alimentar
fellow: colega, companheiro/a
figure out: descobrir, desvendar
fill in: completar
finding: resultado, descoberta
firefly: vaga-lume
fireworks: fogos de artifício
fit: caber; servir
fitness: boa forma (física)
fix: consertar; combinar
flow: fluir, correr; corrente, fluxo
forcibly: forçosamente
forehead: testa
foreign: estrangeiro/a
forge: forjar

former: antigo/a, anterior
forthcoming: próximo/a
fortunately: felizmente
forward: para frente; jogador(a) atacante
look forward to: aguardar, esperar (ansiosamente)
friendless: sem amigos
fuel: abastecer
furthermore: além disso
fuzzy: sem nitidez; vago/a

G

gadget: aparelho, dispositivo
gap: lacuna
garbage: lixo
gather: juntar
get: receber, obter, conseguir
get along with someone: dar-se bem (com alguém)
get away (from): ficar longe (de), afastar-se (de)
get out: sair
get through something: passar por algo, sobreviver, atravessar
gift: presente; dom
give: dar
give out: distribuir
give something away: revelar algo
give up (something): abandonar (algo); desistir (de fazer algo)
go: ir
go on: continuar, seguir em frente
go out: sair; apagar-se
goddaughter: afilhada
goodwill: boa vontade
grab: pegar
grasp: agarrar
greasy: engordurado/a, oleoso/a
greet: saudar, cumprimentar
grieve: lamentar
groceries: mantimentos, gêneros alimentícios
ground: chão
groundbreaking: inovador(a)
grow: crescer; cultivar
grow up: crescer
grubby: sujo/a
guest: convidado/a; hóspede

H

handful: punhado
hands-on: prático/a
hang out: sair com alguém
harassment: assédio
hard: duro/a; difícil
hardly ever: quase nunca
harm: prejudicar
heated: aquecido/a; acalorado/a
height: altura
helpless: indefeso/a
high: alto/a

be in high spirits: estar animado/a

hinder: atrapalhar, dificultar
hip: quadril
hire: contratar; alugar
hit: bater; batida; sucesso
hold up one's hand: erguer a mão
host: anfitriã(o); sediar
household: doméstico/a
households: famílias
huge: enorme
humbleness: humildade
hungry: faminto/a
hurt: doer, machucar
hurtful: ofensivo/a, cruel

I

improve: melhorar
incoming: novo/a, entrante
increase: aumentar; subir
inhibited: inibido/a
ink: tinta
inner: interno/a, interior; íntimo/a
instead: em vez disso
instead of: em vez de, em lugar de
insurance: seguro
iron: ferro
issue: questão

J

jam: geleia
jealous: ciumento/a
jealousy: ciúme
joke: piada
joy: alegria
judge: julgar

K

keep: manter
keep up (with something/someone): acompanhar (alguém/algo), seguir o ritmo (de alguém/algo)
key: chave; fundamental; gabarito
kind: gentil, cordial
knee: joelho
knife: faca
knowledge: conhecimento

L

label: rotular
lake: lago
landscape: paisagem
lately: ultimamente
laugh: rir; risada
laughter: risada
launch: lançar; inaugurar
lazy: preguiçoso/a
leading: principal
lecture: palestra
leisure: lazer
lengthen: prolongar
life imprisonment: prisão perpétua
lightning: raio, relâmpago
lit: iluminado/a
literacy: alfabetização
lively: alegre, animado
lock: trancar
look: parecer(-se); olhar
look for (something/someone): procurar (algo/alguém)
loss: perda
loud: alto/a; barulhento/a
lower: (parte) inferior
low-income country: país de renda baixa

M

mainly: principalmente
major: principal
manage: gerenciar
manners: boas maneiras, bons modos
match: relacionar, correlacionar
mean: significar; mesquinho/a; rude
measure: medir

media: meios de comunicação

mentor: treinar

middle-income country: país de renda média

might: poder (ser que)

mild: ameno/a; suave

mile: milha

mind: mente; importar(-se)

mindful of something: consciente de algo, atento/a a algo

mining: mineração

miserable: extremamente infeliz

move: mover(-se); mudar(-se) de local

move forward: avançar

muscle: músculo

N

nearby: perto

nod: movimento afirmativo com a cabeça, sinal de aprovação

no-no: mau comportamento, travessura

northeastern: nordeste

O

odd: chance

open up (to someone) (about something): abrir-se (com alguém) (sobre algo)

ore: minério

outgoing: extrovertido/a

outnumber: ser mais numeroso que, ultrapassar

output: produção

overall: (no) geral, total

overcome: superar

overload: excesso

owe: dever

own: próprio/a(s); possuir, ter

ownership: propriedade

P

pace: ritmo

pain: dor

painful: doloroso/a

pale: pálido/a; claro/a

pass: passar

pass away: falecer

pass by: passar (por)

path: caminho, trajetória



pattern: padrão
peacemaker: pacificador(a)
peak: pico, cume
peel: pele; descascar
peer: colega
perform: desempenhar; executar
perhaps: talvez
pick something up: apanhar, pegar
pickpocket: batedor(a) de carteira
pin: prender, alfinetar
pioneer: pioneiro/a
pitch in: dar uma mãozinha
pivotal: fundamental
plain: liso/a; puro/a
playwright: dramaturgo/a
please: agradar
plenty: bastante
poetry: poesia
poison: veneno
policy: política
polite: educado/a, gentil
poll: pesquisa; votação
pose: causar (problema, dificuldade)
power: poder; luz, eletricidade
press charges: apresentar queixa
prize: prêmio
prompt: rápido/a, imediato/a; provocar
prosthetic: protético/a
proud: orgulhoso/a
prove: provar, comprovar
provide: oferecer
purpose: propósito, objetivo
push: apertar, pressionar

Q

queue: fila
quick: rápido/a

R

race: corrida
raise: criar
range: alcance; gama
rate: taxa
rather than: ao invés de
reach: alcançar; ao alcance
realize: dar-se conta (de), perceber
recipe: receita
recognize: reconhecer

record: gravar; registrar; disco; música; registro
recording: gravação
recruit: recrutar
refuse: negar-se (a fazer algo); recusar, rejeitar
rehearsal: ensaio
rehearse: ensaiar; praticar
relative: relativo; parente
release: soltar, liberar; soltura; lançamento
reliable: seguro, confiável
relieve: aliviar
remain: restar, sobrar
remind someone (about/of something): lembrar alguém (de algo)
repair: consertar; conserto
replace: substituir
report: relatar; denunciar
reputable: respeitável, de confiança
rescue: resgatar, salvar
resemble: parecer(-se) com
resonate: ressoar
resource: recurso
rest: resto; descansar
reveal: revelar
review: rever; revisão; resenha, crítica
reward: recompensar; recompensa
rhyme: rima; rimar
riddle: charada
role: papel
role model: exemplo (pessoa)
root: raiz; origem
row: linha, fileira
in a row: enfileirado/a
rush: correr

S

safety/seat belt: cinto de segurança
salesman: vendedor
sand: areia
scared: assustado/a
scholar: estudioso/a, acadêmico/a
school board: mural escolar
scorching: abrasador(a)
scratch: arranhar(-se)
from scratch: (começar) do zero
screen: tela

seam: costura
seek: procurar, buscar; tentar
self-esteem: autoestima
sensitive: sensível
sentence: condenar; condenação, pena; frase, sentença
setting: lugar; cenário; configuração (informática)
several: vários/a(s)
sew: costurar
shadow: sombra
shallow: raso/a; superficial
share: compartilhar
sharp: afiado/a
shelter: abrigo, refúgio
show: mostrar, exibir
show up: aparecer, dar as caras
shred: ralar
shrimp: camarão
shy: tímido/a
sibling: irmã(o)
sick: doente
sight: visão
silly: tolo/a
single: solteiro/a
size: tamanho
skinny: magricelo/a
sky: céu
slang: gíria
slavery: escravidão
slump: queda; retração; baixar; despençar
smart: inteligente
smooth: suave; uniforme, sem caroços
snap beans: feijão-de-corda, feijão-fradinho
snowflake: floco de neve
snubbed: desprezado/a
soap opera: novela
solve: resolver
sort: classificar
soul: alma
source: fonte
span: período, duração
speak up: manifestar-se
speech: fala; discurso
spell: soletrar
spin: girar
sponsor: patrocinador(a); patrocinar

spoon: colher

be born with a silver spoon in someone's mouth: nascer em berço de ouro, nascer em berço dourado

spot: marca; lugar

spread: espalhar

spreadsheet: planilha

sprinter: velocista

stand: permanecer

stand up to someone: fazer frente a alguém

standard: padrão

stare: olhar fixamente

starving: faminto/a

step: passo; pisar

step down: renunciar

stick: grudar, colar

stitch: costurar

stone: pedra

stormy: tempestuoso/a

straight: reto/a; em linha reta

strength: força, ponto forte

strengthen: fortalecer

stretch: estender(-se); esticar(-se)

strict: rigoroso/a

stride: passada larga

struggle: lutar; luta

stump: toco

suddenly: de repente

suffragette: sufragista

sum: soma, total

support: apoiar; sustentar

surround: cercar, rodear

survey: enquête, levantamento

swallow: engolir

swarm around (something/ someone): passar por (algo/ alguém) em bando

sweep: varrer; arrastar

sweet: meigo/a, gentil; doce

swing: balanço

switch: trocar; mudar

switch off: desligar(-se), apagar(-se)

T

tackle: enfrentar

take away: retirar

take care: tomar cuidado

take out: retirar algo

take place: realizar-se

takeaway: aprendizado

tale: conto, fábula

tap: bater levemente

target: objetivo, alvo

taste: sabor

tasty: saboroso/a

teamwork: trabalho em equipe

tear: lágrima

tearfully: aos prantos

tease: provocar, importunar

the Netherlands: Países Baixos

thick: grosso/a; denso/a

thinly: finamente

thought: pensamento

thoughtful: prevenido/a, acautelado/a

threat: ameaça

throat: garganta

throughout: por todo, durante todo

throw: atirar; jogar

throw away: jogar fora

tidy something up: arrumar algo

timeline: linha do tempo

tip: gorjeta; dar gorjeta

toe: dedo do pé

toll: pedágio

take its toll (on something/ someone): provocar perda (de algo/alguém); causar dano (a algo/alguém)

tongue twister: trava-língua

tool: ferramenta

toothbrush: escova de dentes

toss: jogar, atirar (descuidadamente)

tough: duro/a; firme; difícil

trade: trocar; comércio; negócio

trash: lixo

trick: truque

trip: viagem

trust: confiar

turn: virar; virada

turn something off: apagar algo

typewriter: máquina de escrever

U

umbrella: guarda-chuva

(be) unaware (of something): desconhecer algo

unfold: desdobrar; revelar

unforgettable: inesquecível

unhealthy: prejudicial

unless: a não ser que

update: atualizar; atualização

upper: superior; acima

upset: aborrecido/a, chateado/a

utter: total, extremo/a

V

vacation: férias

vacationer: pessoa que está de férias, turista

valuable: de valor, valioso/a

value: valorizar; valor

W

waist: cintura

watch out: tomar cuidado

wave: acenar

wealth: riqueza

wealthy: rico/a

weigh: pesar

weight: peso

well-being: bem-estar

well-known: conhecido/a

wet: molhado/a

whatever: (tudo) o que

wheel: roda

wheelchair: cadeira de rodas

whenever: sempre que

whether: se

whirl: rodopiar

whisk: bater

whole-grain: integral

wide: amplo/a

widespread: difundido/a

wild: selvagem

wink: piscar

wired: conectado/a à internet

wish: desejo; desejar

withdraw: retirar(-se); recuar; sacar

wonder: perguntar-se

wood: madeira

wooden: de madeira

wool: lã

wordless: sem palavras

worldwide: pelo mundo todo

worth: que vale a pena

Y

yet: ainda; contudo

AUDIO SCRIPTS

Track 1 (Apresentação)

Unit 1

Track 2 (exercises 2-4, page 32)

You wanna answer that, don't you? I bet it's just killing you seeing the soft glow just inches away. Someone wants to tell you something or ask you something. Oh, c'mon! Answer it already. Just so we're clear that wasn't my fault. Next time ignore your inner voice. Don't text and drive. A message from Florida's trusted choice Independent Insurance Agents.

TRUSTED Choice Radio PSA "Don't text and drive". Produção: Florida Association of Insurance Agents (FAIA). 23 set. 2013. Vídeo (0min31s). Disponível em: <https://youtu.be/-R5ITL8xI4c>. Acesso em: 24 maio 2022.

Unit 2

Track 3 (Pronunciation Note, exercise 1, page 39)

The eight-year-old girl who had never been told "You're worthy; you're beautiful" suddenly found herself as a leading lady, and a mouthpiece for all the women who looked like her. (...) The obstacle blocking me was a four-hundred-year-old racist system of oppression and my own feeling of utter aloneness. My art, in this instance, was the best healing tool to resolve my past, the best weapon that I had to conquer my present, and my gift to the future.

DAVIS, Viola. *Finding me*: a memoir. Nova York: HarperCollins Publishers, 2022. cap. XVII, p. 279. (44min29s-44min41s; 44min47s-45min-08s)

Track 4 (Pronunciation Note, exercise 2, page 39)

Every painful memory, every mentor, every friend and foe served as a chisel, a leap pad that has shaped me. "ME!" (...) I'm no longer ashamed of me. I own everything that has ever happened to me. The parts that were a source of shame are actually my warrior fuel. I see people – the way they walk, talk, laugh, and grieve, and their silence – in a way that is hyperfocused because of my past. I'm an artist because there's no separation from me and every human being that has passed through the world including my mom. I have a great deal of compassion for other people, but mostly for myself. That would not be the case if I did not reconcile that little eight-year-old girl and FIND ME.

DAVIS, Viola. *Finding me*: a memoir. Nova York: HarperCollins Publishers, 2022. cap. XVII, p. 279. (1h10min51s-1h11min03s; 1h11min13s-1h12min)

Track 5 (exercises 3-5, pages 46-47)

MICHEL MARTIN, HOST: And now our visit with

the youngest winner ever of the Nobel Peace Prize, Malala Yousafzai. She was just 11 years old when she began blogging and talking about her life in Pakistan under the rule of the Taliban in the Swat Valley. She was just 15 when a Taliban gunman tried to silence her by shooting her in the head. She survived that attack. And now, at 20, she has become a global voice for girls' education. Malala recently returned from a world trip that took her to the Middle East, Latin America, Africa and North America. While there, she met with young women – some of whom had escaped radical groups like ISIS and Boko Haram – to encourage them in their fight for education. She called it her girl-power trip. And this past week, she attended the United Nations General Assembly in New York, where she spoke with political leaders about the need to prioritize spending on education around the world. We went to New York City to speak with Malala, and I started our conversation by asking her why she chose to start her girl-power trip in Lancaster, Pa. MALALA YOUSAFZAI: I was really inspired by the way they welcomed refugees. And they were like brothers and sisters living together, no matter their background, no matter what their religion was. And that gave such a good message to the world that this is the America, the real America, that real – that ideal America that the world thinks of – its values, the way it welcomes uh people. And and it's about freedoms. It's about respect towards other people, no matter where you are from. (...)

AFTER returning from her "girl power trip," Malala continues advocating for education. **NPR**, 24 set. 2017. (0min00s-1min15s). 1 áudio. Disponível em: www.npr.org/transcripts/553286746.

Acesso em: 26 maio 2022.

Unit 3

Track 6 (exercises 2-4, page 66)

(...) as English has become a global language, now spoken by over 2 billion people around the world, in places where you would never have dreamt of it turning up and becoming either ah ah the first foreign language to be taught there or, if not the first, definitely the second, and spoken by increasing numbers of people as a first or second language, you'd never have thought that it was going to stay the same and, indeed, you would not have anticipated just how much it was going to be different. And the

reason for the differences has nothing to do with linguistics really, it's all to do with culture. As the language arrives in a particular place, people adopt it, then they immediately adapt it to their own cultural background. And as you travel around the English-speaking world, this is what you find. You find cultural adaptations everywhere (...).

FULL Circle & David Crystal: the future of Englishes. Produção: Full Circle Brussels, 17 maio 2015. Vídeo (39min47s). (8min36s-9min27s).

Disponível em: <https://youtu.be/MqqISb9uGUQ>. Acesso em: 6 jun. 2022.

Track 7 (exercises 5 and 7, pages 66-67)

(...) the important statistic to note is that for every one native speaker, there are now five non-native speakers. That's the statistic to note. So the center of gravity has shifted in the last 50 years. From people like me, who have English as a first language, to people like many of you, who have English as a second language or foreign language. And this has huge implications straight away. What it means is that as you travel around the English-speaking world, you see these new varieties of English growing up very, very rapidly indeed. The reason is all to do with identity. (...).

FULL Circle & David Crystal: the future of Englishes. Produção: Full Circle Brussels, 17 maio 2015. Vídeo (39min47s). (31min15s-31min56s). Disponível em: <https://youtu.be/MqqISb9uGUQ>. Acesso em: 6 jun. 2022.

Unit 4

Track 8 (exercises 2-4, page 80)

(...) Ballet is very extreme at times, where a lot of people criticize you because of your body image, the way you look, the hair you have. I didn't have no idea that I could become a professional dancer because even Brazil being a country of diversity there is not many black ballerinas. When I came to the Dance Theatre of Harlem, everything changed. Dance Theatre of Harlem was made by Arthur Mitchell, first African-American principal ballet dancer in New York City Ballet. I saw many people and many dancers that look like me. This was my place and the message that they have in diversity is huge. The pressures of being a professional dancer runs very deep. Ballet never gets perfect. It takes perseverance, it takes time, it takes patience. That's how I found myself growing as a woman, as a human being and how dance has shaped me. (...)

INGRID Silva for Real Life Strong, Health magazine interview.

Produção: Health Magazine. 25 abr. 2018. Vídeo (3min15s). (0min53s-1min55s). Publicado pelo canal Ingrid Silva.

Disponível em: <https://youtu.be/PHGxZCPIObI>. Acesso em: 13 jun. 2022.

Working Together 2

Track 9 (exercises 2-4, page 88)

INTERVIEWER: Another really interesting thing that you talk about, when you talk about exams is... you, you... which is something similar to what I'm interested in is... you know, most people who are learning a language, they are obsessed with comparing themselves to native speakers. You say that we should eliminate the idea of a native speaker and we should talk about people as local speakers.

JENNIFER JENKINS: I mean, a good local speaker is somebody... in, in whichever context you're in, who's making themselves easily understood to everybody and understands everybody and that has very little to do with being a native speaker (...).

ENGLISH is a global language (with Jennifer Jenkins). Produção: Canguro English. 10 jul. 2019. Vídeo (15min48s). (5min36s-6min12s). Disponível em: <https://youtu.be/VT8s2LtPb8g>. Acesso em: 18 jun. 2022.

Track 10 (exercises 5-6, page 89)

I remember clenching that desk wanting to disappear, wishing to be made small, invisible. I went home that day and told my mom I wasn't going back to school. The laughter and ridicule on school created deep fear and anxiety inside me. I spoke differently and this clearly was wrong. It started me that I couldn't access that part of myself that I was so excited about... language, because my way of speaking, with an accent or inventing words or pronouncing words as I heard them was deemed wrong. I said Sonsgiving instead of Thanksgiving. I mixed both languages. "I have to plancha", "Give me the trapo", "Mom wants her chancas", "Oye ya estás ready".

THE POETRY of everyday speech | Juliana Delgado | TEDxSoMa. Produção: TED. 4 fev. 2019. Vídeo (15min16s). (3min40s-4min28s). Publicado pelo canal TEDx Talks. Disponível em: <https://youtu.be/5N2vbUjQmpM>. Acesso em: 18 jun. 2022.

Unit 5

Track 11 (exercise 4, page 94)

adventure novel - autobiography/biography - children's novel - classics - comics - fable - fanfiction - fantasy novel - memoir - mystery - play script - poetry - romance novel - science fiction - self-help - short stories - suspense/thriller - young adult novel

Track 12 (exercises 2, 3, and 5, pages 100-101)

The mother of our particular Hobbit — what is a Hobbit? I suppose Hobbits need some description nowadays, since they have become rare and shy of the Big People, as they call us. They are (or were) a little people, about half our height, and smaller than the bearded Dwarves. Hobbits have no beards. There is little or no magic about them,

except the ordinary everyday sort which helps them to disappear quietly and quickly when large stupid folk like you and me come blundering along, making a noise like elephants which they can hear a mile off. They are inclined to be fat in the stomach; they dress in bright colours (chiefly green and yellow); wear no shoes, because their feet grow natural leathery soles and thick warm brown hair like the stuff on their heads (which is curly); have long clever brown fingers, good-natured faces, and laugh deep fruity laughs (especially after dinner, which they have twice a day when they can get it). Now you know enough to go on with.

TOLKIEN, John Ronald Ruel. **The Hobbit**. BookAudio.online. [2022]. (3min35s-4min46s) Disponível em: <https://bookaudio.online/27-tolkien-the-hobbit.html>. Acesso em: 13 jun. 2022.

Unit 6

Track 13 (exercise 3, page 109)

quiet, talkative; shy/timid, outgoing/sociable; lazy, hard-working; mean, generous

Track 14 (exercises 2-4, page 114)

I'm a storyteller. And I would like to tell you a few personal stories about what I like to call "the danger of the single story." I grew up on a university campus in eastern Nigeria. My mother says that I started reading at the age of 2, although I think 4 is probably close to the truth. So I was an early reader, and what I read were British and American children's books. I was also an early writer, and when I began to write, at about the age of 7, stories in pencil with crayon illustrations that my poor mother was obligated to read, I wrote exactly the kinds of stories I was reading: All my characters were white and blue-eyed, they played in the snow, they ate apples, and they talked a lot about the weather, how lovely it was that the sun had come out. Now, this despite the fact that I lived in Nigeria. I had never been outside Nigeria. We didn't have snow, we ate mangoes, and we never talked about the weather, because there was no need to. (...)

THE DANGER of a single story. Palestrante: Chimamanda Ngozi Adichie. Produção: TEDGlobal. 2009. 1 vídeo. (0min05s-1min18s) Disponível em: www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story. Acesso em: 10 jun. 2022.

Working Together 3

Track 15 (exercises 2-3, page 122)

We need diverse books because we need books in which children can find themselves, see reflections of themselves. I wrote a piece uh maybe 1990 it was published, uh which I called

Mirrors, Windows and Sliding Glass Doors and... uh and I think that's, that's really why we, we... uh children need to see themselves reflected. (...)

MIRRORS, windows and sliding glass doors. Produção: Reading Rockets. 30 jan. 2015. Vídeo (1min33s). (0min00s-0min33s) Disponível em: https://youtu.be/_AAu58SNSyc. Acesso em: 24 jun. 2022.

Track 16 (exercises 4-5, pages 122-123)

(...) Through my research I came across window and mirror books. In 1990, Rudine Sims Bishop wrote an essay entitled *Mirrors, Windows and Sliding Glass Doors*. The essence of her writing is that there are books that are windows, they give you a glimpse into another world, real or imagined. There are books through a child's imagination that allows you to step through that window as a sliding glass door and become part of the author's world... and when the lighting is just right, you can see yourself reflected in that world. All these iterations of the window are very important. As a child reads these books, they can see through a window book another world, another culture, another way of life and learn to respect and appreciate these different worlds. And through a sliding glass door, they get to step through and become part of the journey, empathize with the characters, and become vested in the outcome. And when that window turns into a mirror, they see themselves reflected in the bigger world, part of something. They get a sense of place and belonging. We need to see more books with diverse characters. We need to see uh representation in media, movies. We need to change the default settings of literature. We need to do this because we are a diverse nation. (...)

REPRESENTATION matters: diversity in children's literature / Shyno Chacko / TEDxUnionCity. Produção: TED. 28 mar. 2019. Vídeo (11min05s). (4min16s-5min50s). Publicado pelo canal TEDx Talks. Disponível em: <https://youtu.be/RKTCLUjzvVs>. Acesso em: 24 jun. 2022.

Unit 7

Track 17 (exercise 2, page 129)

I. Dairy: a. cheese, b. milk, c. yogurt

II. Fruit: a. apple, b. banana, c. blueberries, d. grapes, e. mango, f. orange, g. papaya, h. strawberries, i. tomato, j. watermelon

III. Vegetables: a. beet/beetroot, b. broccoli, c. carrot, d. eggplant/aubergine, e. lettuce, f. okra, g. red pepper, h. rutabaga/swede, i. sweet potato, j. sweetcorn

IV. Grains: a. bread, b. cereal, c. pasta, d. rice

V. Meat and beans: a. black beans, b. chicken, c. egg, d. fish

Track 18 (exercise 4, page 130)

British English aubergine
American English eggplant

British English	beetroot
American English	beet
British English	chicken
American English	chicken
Other Englishes	chook (in Australia and New Zealand)
British English	okra
American English	okra
Other Englishes	bhindi (in India), ladies' fingers (in many English-speaking countries)
British English	swede
American English	rutabaga
Other Englishes	turnip (in Ireland), neep (in Scotland)

Track 19 (exercises 2-4, page 134)

(...) So let's recap. You can still eat healthy without buying foods with labels like organic, non-GMO or all natural. Buy foods you will actually eat and that will fill you up. People assume fresh is best. But frozen and canned foods are healthy, too. Since they last longer, they can be easier on your wallet. When you're shopping, make a list. That way, you won't buy things you already have, and you won't forget anything. Once you start seeing repeat items, you'll get a better sense of how much they cost and how to factor them into your budget long-term. Instead of eliminating your favorite foods, supplement them with nutritional ingredients. If you're buying instant ramen, for example, add a protein like chicken, beans or tofu. And finally, customize your meal plan and your spending to your needs, not someone else's because, I don't know who needs to hear this, but if you can't afford certain foods, that's OK. You can still eat healthy. (...)

5 STEPS to cooking healthy food on a budget. **NPR**, 9 maio 2022. (8min15s-9min11s). 1 áudio. Disponível em: www.npr.org/transcripts/920807670. Acesso em: 13 jun. 2022.

Unit 8

Track 20 (exercise 4, page 142)

Suffix -ship: relationship, membership, friendship

Suffix -er: researcher, worker, observer

Suffix -ly: surprisingly, quickly, gradually

Track 21 (exercise 8, page 143)

- their best friends
- a deep personal relationship
- the results of the study
- a network scientist at Harvard University

Track 22 (exercises 2, 3, 5, and 6, pages 148-149)

To a Friend

The best gift of all that one can give
Is to understand and learn to live

What is life but just a flower,
Which grows in beauty with every passing hour
Alone in time
Within one's mind
Awakened from sleep
So long and deep
Freedom, responsibility, honesty
Yes, these are words which help friendship
become love

ARTHUS, Gerard. **To a friend**. Internet Archive. 1982. Disponível em: archive.org/stream/To_A_Friend. Acesso em: 10 jun. 2022.

Song

Track 23 (exercise 2, page 167)

It's a little bit funny, this feeling inside
I'm not one of those who can easily hide
I don't have much money, but boy if I did
I'd buy a big house where we both could live

GOULDING, Ellie. Your Song. 2010. In: AZLYRICS.

Ellie Goulding Lyrics. 2000-2022. Disponível em: www.azlyrics.com/lyrics/elliegoulding/yourson.html. Acesso em: 24 jun. 2022.

Track 24 (exercises 3, 4, and 9, pages 167 and 169)

"Your Song"

(originally by Elton John)

It's a little bit funny, this feeling inside
I'm not one of those who can easily hide
I don't have much money, but boy if I did
I'd buy a big house where we both could live
So excuse me forgetting, but these things I do
See I've forgotten if they're green or they're blue
Anyway the thing is what I really mean
Yours are the sweetest eyes I've ever seen

CHORUS:

And you can tell everybody this is your song
It may be quite simple, but now that it's done
I hope you don't mind, I hope you don't mind that
I put down in words
How wonderful life is now you're in the world
If I was a sculptor, but then again no
Or a girl who makes potions in a traveling show
I know it's not much, but it's the best I can do
My gift is my song, and this one's for you
Oh, oh... Oh, oh... Oh, oh... Oh, oh
(...)

GOULDING, Ellie. Your Song. 2010. In: AZLYRICS. Ellie Goulding Lyrics. 2000-2022. Disponível em: www.azlyrics.com/lyrics/elliegoulding/yourson.html. Acesso em: 24 jun. 2022.

Track 25 (exercise 8, page 169)

"It's a **little** bit funny, this feeling inside"

"So excuse me **forgetting**, but these things I do"

"And you can tell **everybody** this is your song"

GOULDING, Ellie. Your Song. 2010. In: AZLYRICS. Ellie Goulding Lyrics. 2000-2022. Disponível em: www.azlyrics.com/lyrics/elliegoulding/yourson.html. Acesso em: 24 jun. 2022.

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BAZERMAN, C.; BONINI, A.; FIGUEIREDO, D. (Ed.). **Genre in a changing world**. Fort Collins: Parlor Press, 2009.

O livro contempla uma série de estudos sobre gêneros.

BLOMMAERT, J. **The sociolinguistics of globalization**. Cambridge: Cambridge University Press, 2010.

O livro apresenta uma teoria da mudança da linguagem em uma sociedade em mudança, reconsiderando localidade, repertórios, competência, história e desigualdade sociolinguística.

BRASIL. Ministério da Educação. **Base Nacional Comum Curricular (BNCC)**. Brasília, DF, 2018. Disponível em: http://basenacionalcomum.mec.gov.br/images/BNCC_EI_EF_110518_versaofinal_site.pdf. Acesso em: 27 abr. 2022.

Documento que define o conjunto orgânico e progressivo de aprendizagens essenciais no âmbito da Educação Básica escolar no Brasil.

BYRAM, M.; PARMENTER, L. **The Common European Framework of Reference: the globalisation of language education policy**. Bristol: Multilingual Matters, 2012.

Nesse livro, os autores descrevem o processo de influência do Quadro Europeu Comum de Referência para Línguas no currículo e ensino de idiomas em diversos países.

CELANI, M. A. A. (Org.). **Reflexões e ações (trans)formadoras no ensino-aprendizagem de Inglês**. Campinas: Mercado de Letras, 2010.

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COPE, B.; KALANTZIS, M. (Ed.). **Multiliteracies: literacy learning and the design of social futures**. Londres: Routledge, 2000.

O livro discute o ensino de (multi)letramentos considerando o contexto da língua inglesa em rápida mudança em um mundo globalizado, no qual a diversidade local ganha cada vez mais importância.

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GODOY, S.; GONTOW, C.; MARCELINO, M. **English pronunciation for Brazilians: the sounds of American English**. São Paulo: Disal, 2006.

Escrito por professores brasileiros, esse livro é bastante prático ao abordar os principais problemas de pronúncia de estudantes brasileiros que buscam aperfeiçoar seu inglês.

JENKINS, J.; BAKER, W.; DEWEY, M. (Ed.). **The Routledge handbook of English as a lingua franca**. Nova York: Routledge, 2018.

Essa obra abrange as principais teorias, conceitos, aplicações e desdobramentos dos estudos de inglês como língua franca.

KERSCH, D.; COSCARELLI, C.; CANI, J. (Org.). **Multiletramentos e multimodalidade: ações pedagógicas aplicadas à linguagem**. Campinas: Pontes, 2016.

Esse livro aborda a compreensão de textos considerando que muitos deles estão na internet, exigindo que o leitor lide com hipertextos digitais e recursos multimodais.

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Essa obra discute a inserção do inglês em diversos campos (como dos negócios, da cultura popular, da educação etc.) e seu crescente papel como língua franca.



LARSEN-FREEMAN, D.; CELCE-MURCIA, M. **The grammar book: form, meaning, and use for English language teachers**. 3. ed. Boston: National Geographic Learning: Heinle Cengage Learning, 2016.

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Essa obra é composta por vários trabalhos a respeito da interação em sala de aula, tanto em contextos presenciais quanto em ambientes digitais.

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MOTTA-ROTH, D. O ensino de produção textual com base em atividades sociais e gêneros textuais. **Linguagem em (dis)curso - LemD**, Tubarão, v. 6, n. 3, p. 495-517, set./dez. 2006. Disponível em: https://portaldeperiodicos.animaeducacao.com.br/index.php/Linguagem_Discurso/article/download/347/368/371. Acesso em: 27 abr. 2022.

O ensaio discute as possibilidades pedagógicas da concepção de gênero textual para o ensino da produção textual, trazendo à luz esta noção nos Parâmetros Curriculares Nacionais.

PALTRIDGE, B. **Genre and the language learning classroom**. Ann Arbor: University of Michigan Press, 2001.

A obra introduz o conceito de análise de gêneros a professores de línguas e sugere meios pelos quais os resultados das análises podem ser aplicados no trabalho com os estudantes.

PENNYCOOK, A. **Global Englishes and transcultural flows**. Nova York: Routledge, 2007.

O autor mostra como as diversas formas de utilização do inglês no mundo globalizado e os fluxos transculturais em diferentes contextos se interconectam, e como esse processo nos convida a repensar os conceitos de linguagem e cultura na contemporaneidade.

ROJO, R.; MOURA, E. **Letramentos, mídias, linguagens**. São Paulo: Parábola Editorial, 2019.

O livro traz uma síntese das pesquisas e reflexões sobre letramentos, multiletramentos, novos letramentos, tecnologias, mídias e diferentes linguagens.

SCHNEIDER, E. W. **English around the world: an introduction** (Cambridge Introductions to the English Language). 2. ed. Cambridge: Cambridge University Press, 2020.

Na obra, são descritas variantes de inglês utilizadas em diferentes partes do planeta. Os *World Englishes* apresentados são definidos nos limites de seus contextos históricos e sociais.

SELIVAN, L. **Lexical grammar: activities for teaching chunks and exploring patterns**. Cambridge: Cambridge University Press, 2018.

No livro, descreve-se o papel que os grupos de palavras de estrutura fixa encontrados com frequência em um idioma (os *chunks*) desempenham na coesão textual e na fluência. São também propostas atividades práticas para um ensino de gramática mais lexical.

SIGNORINI, I.; FIAD, R. (Org.). **Ensino de línguas: das reformas, das inquietações e dos desafios**. Belo Horizonte: Editora UFMG, 2012.

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SWALES, J. **Research genres: explorations and applications**. Cambridge: Cambridge University Press, 2004.

Ao final de cada capítulo da obra, que promove reflexões sobre o mundo da pesquisa na atualidade, suas diversas configurações de gêneros e o papel do inglês nesse contexto, são apresentadas sugestões para a prática pedagógica.

SWAN, M. **Practical English usage**. 4. ed. Oxford: Oxford University Press, 2016.

O livro oferece explicações claras e simples do uso da língua inglesa, falada e escrita, com exemplos reais.

VYGOTSKY, L. S. **A formação social da mente: o desenvolvimento dos processos psicológicos superiores**. Tradução de José Cipolla Neto, Luís Silveira Menna Barreto e Solange Castro Afeche. 7. ed. São Paulo: Martins Fontes, 2007.

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