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ENSINO FUNDAMENTAL • ANOS FINAIS

COMPONENTE CURRICULAR:

LÍNGUA INGLESA

WAYS

ENGLISH FOR LIFE



FTD

WAYS

ENGLISH FOR LIFE

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LÍNGUA INGLESA

1ª EDIÇÃO - SÃO PAULO - 2022

FTD



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Dados Internacionais de Catalogação na Publicação (CIP)
(Câmara Brasileira do Livro, SP, Brasil)

Franco, Claudio de Paiva

Ways : English for life : 9º ano : ensino
fundamental : anos finais / Claudio de Paiva Franco,
Kátia Cristina do Amaral Tavares. -- 1. ed. --
São Paulo : FTD, 2022.

Componente curricular: Língua inglesa.

ISBN 978-85-96-03651-1 (aluno)

ISBN 978-85-96-03652-8 (professor)

1. Inglês (Ensino fundamental) I. Tavares, Kátia
Cristina do Amaral. II. Título.

22-116158

CDD 372.652

Índices para catálogo sistemático:

1. Inglês : Ensino fundamental 372.652

Cibele Maria Dias – Bibliotecária – CRB-8/9427

Reprodução proibida: Art. 184 do Código Penal e Lei 9.610
de 19 de fevereiro de 1998. Todos os direitos reservados à

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Rua Rui Barbosa, 156 – Bela Vista – São Paulo – SP
CEP 01326-010 – Tel. 0800 772 2300
Caixa Postal 65149 – CEP da Caixa Postal 01390-970
www.ftd.com.br
central.relatorio@ftd.com.br

Em respeito ao meio ambiente, as folhas
deste livro foram produzidas com fibras
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com origem certificada.

Impresso no Parque Gráfico da Editora FTD
CNPJ 61.186.490/0016-33
Avenida Antonio Bardella, 300
Guarulhos-SP – CEP 07220-020
Tel. (11) 3545-8600 e Fax (11) 2412-5375

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

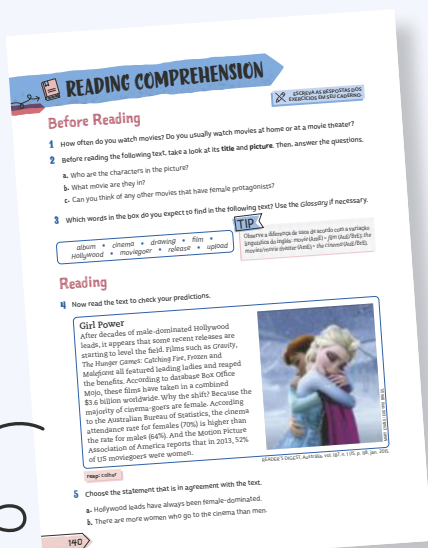
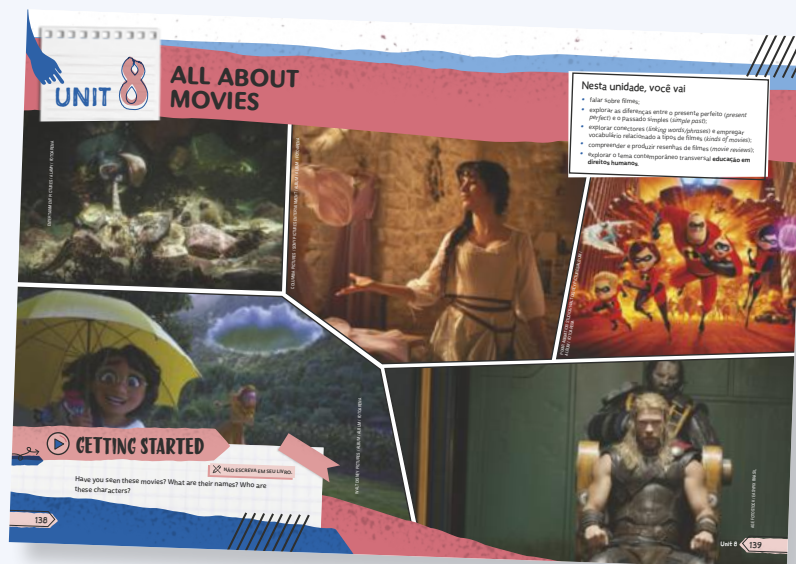
No início deste livro, você encontra:

- **Unit 0 - Welcome:** unidade introdutória organizada em três seções. Em **English All around the World**, debata aspectos interculturais relacionados à língua inglesa e à expansão do idioma pelo mundo; em **Tips into Practice**, coloque em prática, por meio de dicas oferecidas, diversas estratégias de leitura e de aprendizagem; em **Evaluating Websites**, conheça dicas práticas para avaliar fontes de informação na internet e em ambientes virtuais de socialização.

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

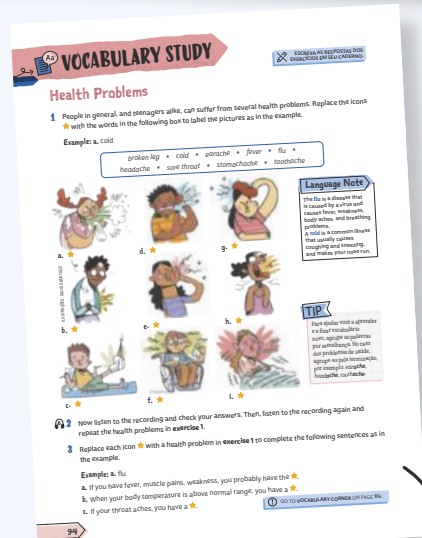
Getting Started

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.

Taking It Further

Amplie seus conhecimentos sobre o tema da unidade.

TAKING IT FURTHER

1 Before reading the following text, take a look at its structure, source and picture. Who do you expect to read about?

2 Now read the text to check your predictions.

ALMA THOMAS



Most people tend to view retirement as a chance to kick back and relax, but not Alma Thomas (1918-1978). At the age of 69, the Washington, D.C. art teacher left her job to become a full-time painter. She was the first African American woman to have her work exhibited at the National Academy of Design. "Through colour," she said, "I have sought to concentrate on beauty and happiness, rather than on man's inhumanity to man. [...]"

For her, art was not just a hobby; it was a way of life. It was a way to express herself, to create something new, to be independent of time. It was a way to live, to be free, to be happy. And it was a way to share her love of life with others. She was a pioneer, a trailblazer, a woman who broke barriers and paved the way for others to follow. Her art was a reflection of her life, a testament to her strength and resilience. She was a woman who knew what she wanted and went for it, and she was a woman who inspired others to do the same.

3 In your notebook, write T (True) or F (False). Then, correct the false statements.

- Alma Thomas viewed retirement as a chance to relax.
- Alma Thomas used to be an art teacher.
- She started creating abstract paintings at the age of 69.
- Her paintings were about man's inhumanity to man.

Writing

In this unit you have read an opinion poll on page 77. A poll allows you to ask a group of people a multiple choice question in order to get information about their opinions on a subject. Online polls have become very popular. They allow Internet users to express themselves and also find out the results of the poll.

Based on the opinion poll you read in this unit, it is your turn to create an opinion poll about human rights such as freedom of expression.

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

- Writer: you
- Readers: classmates and other people
- Genre: ✎
- Objective: to find out people's opinion on ✎
- Style: informal
- Media: classroom board/Internet

2 Follow these instructions to write your text.

- Think about your poll question.
- Write short and clear possible answers. You can add an "Other" field to allow a voter to enter his/her own answer.
- Write a first draft of the poll. You can allow the voter to select just one answer or allow his/her to choose multiple answers.
- Ask a classmate to answer your poll. This is a good way to check if the question and the answer options are clear enough.
- Answer your classmate's poll and discuss both polls with him/her.
- Make the necessary corrections.
- Write the final version of the opinion poll.

3 It's time to share your opinion poll or publish it online. You can use different online services such as:

- <https://www.kisspolls.net/>
- <https://poll.com/>

(Accessed on July 14, 2020).

Finally, invite people to answer your poll and share the results.



Language in Use

Review: Relative Pronouns

1 Read the following fragments from the text on page 24 and identify the relative pronoun used in each one.

- "[...] makes the internet different from other kinds of media that came before"
- "the hyperlink, which can take you [...] to almost any kind of content imaginable"
- "When you're sharing with people who disagree with you [...]"

2 Based on the previous exercise, choose the correct item that completes each sentence.

- In each fragment, the relative pronoun refers to:
I. a previous element (= noun or noun phrase)
II. a following element (= noun or noun phrase)
- The relative pronoun used in each fragment:
I. emphasizes an element in the sentence and contrasts ideas
II. connects elements in a sentence and avoids repetition

3 The following text is about reporting inappropriate content on the web. Complete it by replacing each icon with the correct relative pronoun in parentheses.

What to Report

- Anyone you don't know ✎ (which/who) asks you for personal information, photos, or videos.
- Inappropriate or obscene material from people or companies you don't know.
- Misleading URLs on the Internet ✎ (what/whose) point you to sites containing harmful or inappropriate material rather than what you were looking for.
- Anyone ✎ (who/whose) sends you photos or videos containing obscene content of individuals 18 and younger (the possession, manufacturing, or distributing of child pornography is illegal [...])

Language Note

We use:	To refer to:
which	people and things
whom	people
whose	people and things (possessions)

Language in Use

Aprimore seus conhecimentos linguísticos por meio de situações de uso da língua.

Looking Ahead

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

LOOKING AHEAD

In this unit you have talked about freedom of expression. Read the following text about making the world a better place by expressing your thoughts and participating and in small groups, discuss the questions about it.

Take action and help make the world a better place by expressing your opinions and participating.

- Think of something you would like to see improved, or a problem you would like to see solved. It can be in your school, your city, or somewhere far away.
- Find out all you can about that problem and tell your friends about it, too. You could make contact with groups that are already working to fix it.
- Think about how you, as a child, can help solve that problem. For example, you might not have money, but you can encourage adults to give money to help.
- Choose one way to help. It can be a small thing, such as not wasting resources, or something bigger, such as starting your own organization.

What would you like to see improved in your school, city/town or what problem would you like to see solved?

How can you help solve that problem/situation?

Can you think of different ways to express yourself in order to help solve that problem/situation?

Can you think of ourselves we share things we like and dislike, and how we think and feel. Do you think that by expressing ourselves we can also learn about ourselves and others? Why/How?

Recommended Resources

Para ler a seção de Recursos Recomendados, consulte o site <https://www.kisspolls.net/> e o site <https://poll.com/> em inglês, online. (Accessed on 27 Jan. 2020).

Listening and Speaking

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

LISTENING AND SPEAKING

1 Go back to the previous page and read again the infographic about the STEAM by the members. Then, talk to a classmate about it and answer the following questions.

- What is the percentage of women in the STEAM workforce?
- In which fields can you find more women in STEAM? And in which field can you find fewer women?
- What are some of the reasons for women leaving their respective STEAM field?
- Do you agree with the quote by Mae Jemison: "We have the opportunity to create the future and decide what that future will be like"? Why/How?

2 Discuss these questions with your classmates based on the following quotes by influential women in STEAM.

- Do you agree with the following quote? If so, which one?
- What's your favorite quote? Why?
- In your opinion, is it easier for women to pursue a career in STEAM today? Why/How?
- Can you give other examples of influential women in STEAM? What did they do?

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

- Review**
Reveja os conteúdos trabalhados nas duas unidades precedentes por meio de exercícios e avalie a sua aprendizagem a partir de perguntas propostas;
- Working Together**
Engaje-se em uma tarefa colaborativa com seus/ suas colegas.

Writing

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

Ao final do livro, você encontra as seguintes seções:

- 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;
- 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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of Reference for Languages: **A2**

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ILUSTRAÇÕES: GALVÃO BERTAZZI



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UNIT

WELCOME

Nesta unidade, você vai

- debater a expansão da língua inglesa pelo mundo, em virtude do processo de colonização nas Américas, na África, na Ásia e na Oceania;
- colocar em prática, por meio de dicas oferecidas, diversas estratégias de leitura e de aprendizagem;
- conhecer dicas práticas de como avaliar fontes de informação na internet e ambientes virtuais de socialização.



ENGLISH ALL AROUND THE WORLD

1 Before getting to know about the development and the spread of the English language worldwide, choose the statements that are correct about the language today. Discuss the items with your classmates and check your answers with your teacher.



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- English is considered a *lingua franca*, which indicates it's used as a means of communication among people who speak different languages.
- Most speakers of English are native speakers. In other words, they were born and raised in places like the US or the UK.
- The arrival of different forms of regional English is an example of what's happening to it as a global language.

The following text presents some highlights in the history of the English language. Read it and do **exercises 2 and 3**.

Historical background

Among highlights in the history of the English **language**, the following stand out most clearly: the settlement in **Britain** of **Jutes**, **Saxons**, and **Angles** in the 5th and 6th centuries; the arrival of **St. Augustine** in 597 and the **subsequent** conversion of England to Latin Christianity; the **Viking** invasions of the 9th century; the **Norman Conquest** of 1066; the Statute of Pleading in 1362 (this required that court proceedings be conducted in English); the setting up of **William Caxton's printing press** at Westminster in 1476; the full flowering of the **Renaissance** in the 16th century; the publishing of the **King James Bible** in 1611; the completion of **Samuel Johnson's Dictionary** of 1755; and the expansion to **North America** and **South Africa** in the 17th century and to **India**, **Australia**, and **New Zealand** in the 18th.

POTTER, Simeon; CRYSTAL, David; THE EDITORS OF ENCYCLOPEDIA BRITANNICA. Historical background. In: ENCYCLOPEDIA Britannica. 2022. Disponível em: www.britannica.com/topic/English-language/Historical-background. Acesso em: 1 jul. 2022.

2 Match the columns.

Dates

- a. 5th and 6th centuries
- b. 9th century
- c. 16th century
- d. 17th century
- e. 18th century

Facts

- I. The Viking invasions.
- II. The full flowering of the Renaissance.
- III. The expansion to North America and South Africa.
- IV. The expansion to India, Australia, and New Zealand.
- V. The settlement in Britain of Jutes, Saxons and Angles.

3 Based on the previous text and the following map, replace the icon ★ with an appropriate word.

History of English

Germanic invaders entered ★ on the east and south coasts in the 5th century.

Le@rning on the web

Para ter acesso às datas dos acontecimentos mais relevantes da expansão da língua inglesa, acesse a linha do tempo em: www.thehistoryofenglish.com/timeline.html (Acesso em: 6 jul. 2022).

HTTPS://WWW.ENGLISHCLUB.COM

ENGLISH CLUB. **History of English**. 1997-2022. Disponível em: www.englishclub.com/history-of-english. Acesso em: 1 jul. 2022.

4 Order the events (I-IV) to understand the phases of the global spread of English.

- a. American technological domination in the late twentieth century.
- b. British colonialism from the seventeenth to the twentieth century.
- c. British leadership in the Industrial Revolution in the eighteenth and nineteenth centuries.
- d. American economic superiority and political leadership in the late nineteenth and early twentieth centuries.

Fonte de pesquisa: FENNELL, A. B. **A history of English**: a sociolinguistic approach. Hoboken: Blackwell Publishing, 2008.



Think about it!

No **exercício 4**, você encontra quatro fases da expansão da língua inglesa pelo mundo. Qual delas garantiu a consolidação do idioma como língua franca?

5 Read the text about British colonialism and answer the following questions.

HTTPS://WWW.BL.UK

www.bl.uk/learning/langlit/sounds/case-studies/minority-ethnic/

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American English

The first permanent English-speaking colony was established in North America in the early 1600s. The Americans soon developed a form of English that differed in a number of ways from the language spoken back in The British Isles. In some cases older forms were retained — the way most Americans pronounce the <r> sound after a vowel in words like *start*, *north*, *nurse* and *letter* is probably very similar to pronunciation in 17th Fonte de pesquisa: century England. (...)

Influence of Empire

Meanwhile, elsewhere, the British Empire was expanding dramatically, and during the 1700s British English established footholds in parts of Africa, in India, Australia and New Zealand. The colonisation process in these countries varied. In Australia and New Zealand, European settlers quickly outnumbered the indigenous population and so English was established as the dominant language. In India and Africa, however, centuries of colonial rule saw English imposed as an administrative language, spoken as a mother tongue by colonial settlers from the UK, but in most cases as a second language by the local population.

English around the world

Like American English, English in Australia, New Zealand and South Africa has evolved in such a way that it is distinct from British English. However, cultural and political ties have meant that until relatively recently British English has acted as the benchmark for representing 'standardised' English — spelling tends to adhere to British English conventions, for instance. Elsewhere in Africa and on the Indian subcontinent, English is still used as an official language in several countries, even though these countries are independent of British rule. However, English remains very much a second language for most people, used in administration, education and government and as a means of communicating between speakers of diverse languages. (...)

foothold: ponto de apoio, base
outnumber: exceder em número
settler: colonizador
tie: laço, vínculo

ROBINSON, Jonnie. **Minority ethnic English.** The British Library. 24 abr. 2019. Disponível em: www.bl.uk/learning/langlit/sounds/case-studies/minority-ethnic/. Acesso em: 1 jul. 2022.

- Where and when was the first permanent English-speaking colony established?
- What happened to the form of English developed by the Americans?
- During British colonialism, in which countries was English established as the dominant language?
- During British colonialism, in which countries was English imposed as an administrative language? Who spoke English as a second language?
- In which countries until relatively recently does spelling tend to adhere to British English conventions?



Think about it!

Os britânicos expandiram seu império a praticamente todo o mundo, incluindo a América do Norte, a África, a Ásia e a Oceania. De acordo com o texto, em *English around the world*, a língua inglesa se desenvolveu da mesma forma em todos os países colonizados? Em caso negativo, quais são os diferentes usos do idioma nessas regiões?

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.

Read the following comic strip and do **exercises 1-4**.



PICCOLO, Rina. **Tina's Groove**. Cartoonist Group. [2022?]. Disponível em: www.cartoonistgroup.com/properties/tinasgroove/art_images/cg50880434b7b40.jpg. Acesso em: 1 jul. 2022.

TIP A

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

1 Answer the following questions.

- What is the girl doing?
- What is the message written by Gus?
- According to the girl, does the text from Gus have a clear meaning?
- Is it difficult for the girl to respond to the text from Gus? Why?

2 Match the columns.

- | | |
|--------|----------------------------------|
| a. :) | I. an open-mouthed laughing face |
| b. ;-) | II. a simple smiley face |
| c. :-D | III. a winking face |

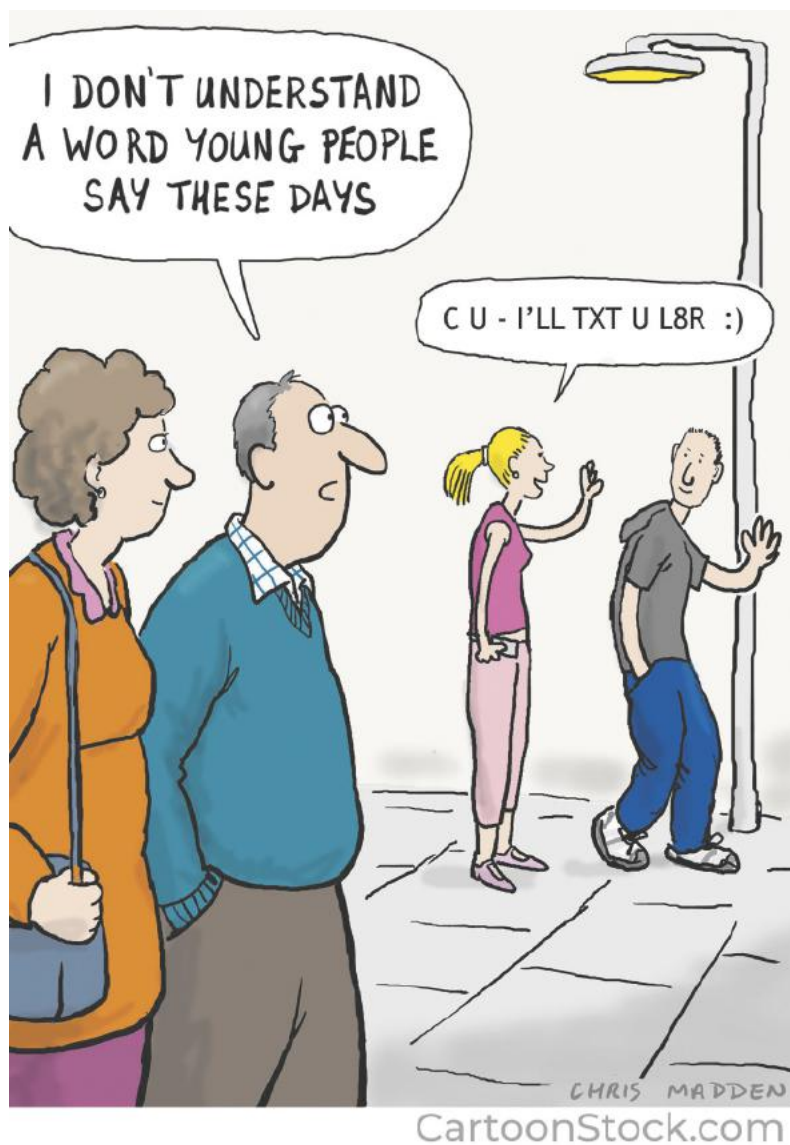
3 Choose the fragment that contains humor.

- "hm... ambiguous text from Gus..."
- "... I'm 'fixing my face' for a text."

4 In "Sigh. I can't believe this", how does the girl feel about the situation? Choose **a** or **b**.

- She is tired of dealing with text messages.
- She is having fun with text messages.

Read the following cartoon and do **exercises 5** and **6**.



MADDEN, Chris. *I don't understand a word young people say these days*. Cartoonstock. 27 fev. 2020. Disponível em: www.cartoonstock.com/directory/a/abbreviations.asp. Acesso em: 1 jul. 2022.

5 What does the cartoon show? Choose the correct items.

- a. Young people talking in text message language.
- b. Young people having a formal conversation in English.
- c. A generational difference in the language used by young and older people.

6 Can you figure out what the girl's message is?



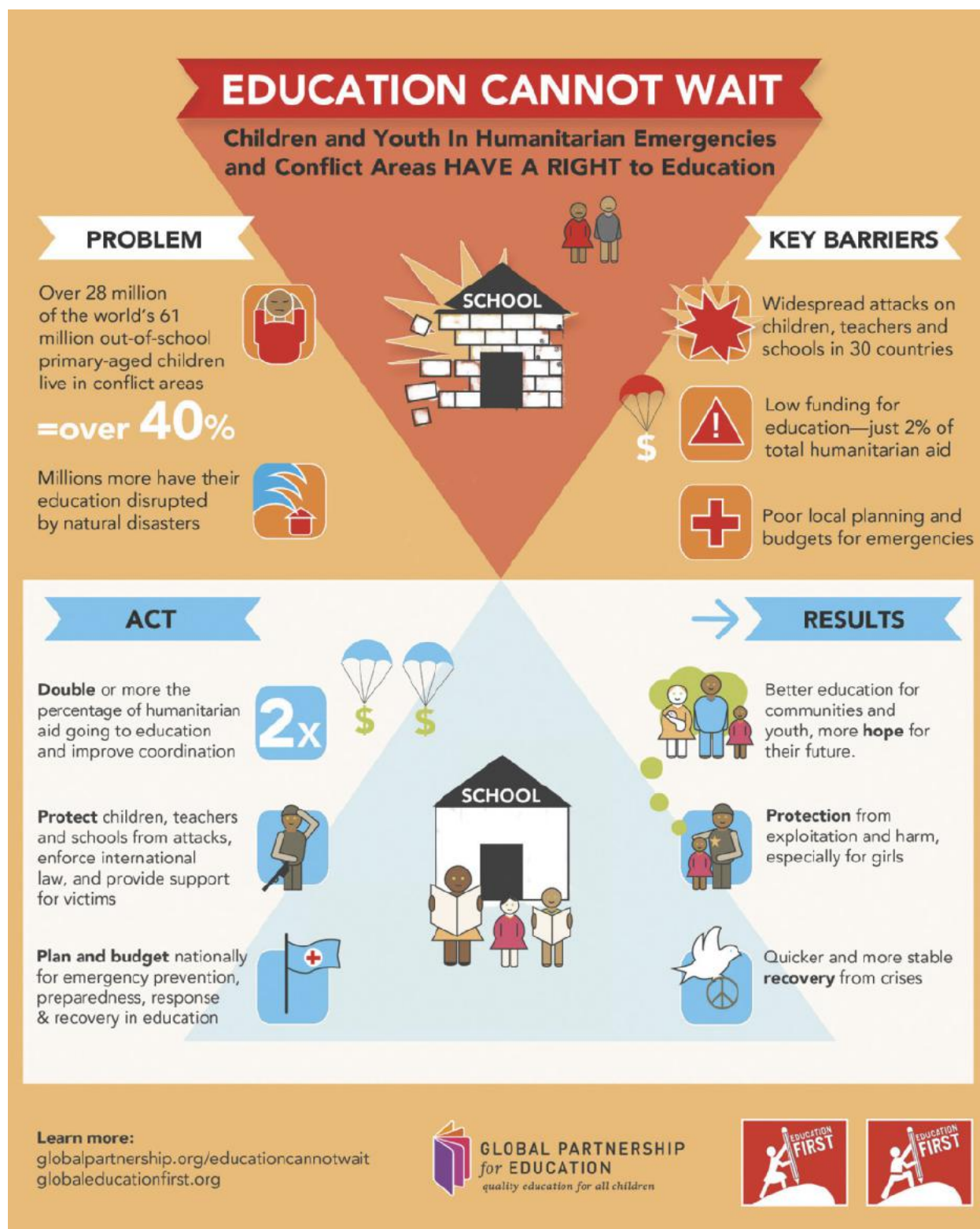
Think about it!

O que os textos das páginas 11 e 12 têm em comum? Você já passou por alguma situação semelhante à da personagem Tina? Como você se sentiu? Na sua opinião, por que essas novas formas de escrita (abreviação de palavras, palavras com combinação de letras e números, pictogramas, símbolos gráficos, entre outros) são utilizadas em novos gêneros digitais, como mensagens instantâneas e *tweets*?

TIP B

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

Read the following infographic and do **exercises 7-11**.



WWW.GLOBALEDUCATIONFIRST.ORG

TIP C

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

TAVARES, Tony. May 23rd 2018 Forum - Supporting and empowering newcomer students with interrupted schooling. **Newcomer Education Coalition**, 17 abr. 2018. Disponível em: <http://newcomeredcoalition.blogspot.com/2018/04/may-23rd-2018-forum-supporting-and.html>. Acesso em: 1 jul. 2022.

- 7 Based on the text, replace the icons ★ with words in the box to complete the following statement about it.

attack • exploitation • obligation • protection

The provision and ★ of education during periods of emergency is an ★.

- 8 Which article of the Declaration of Universal Human Rights is related to the infographic? Choose **a**, **b** or **c**.

- a. **Article 19:** “Everyone has the right to freedom of opinion and expression (...).”
- b. **Article 24:** “Everyone has the right to rest and leisure (...).”
- c. **Article 26:** “Everyone has the right to education. (...).”

UNITED NATIONS. **Universal Declaration of Human Rights**. [2022?]. Disponível em: www.un.org/en/about-us/universal-declaration-of-human-rights. Acesso em: 1 jul. 2022.

- 9 Based on the infographic, what can you infer about the “Education cannot wait” agenda? Choose the correct acts.

- a. Ensure adequate funding in humanitarian emergencies.
- b. Protect children, teachers and educational facilities from attacks.
- c. Make sure that education is inclusive and that it is interrupted in times of crisis.

- 10 Answer the following questions.

- a. How many primary-aged children in the world are out of school?
- b. How many primary-aged children who live in conflict areas are out of school?
- c. In how many countries are children, teachers and schools under attack?
- d. What percentage of humanitarian aid goes to education?



BOXED LUNCH PRODUCTIONS/SHUTTERSTOCK.COM

- 11 In “Millions more have their education disrupted by natural disasters”, what does the verb **to disrupt** mean in Portuguese? Choose **a** or **b**.

- a. It is equivalent to *desenvolver*.
- b. It is equivalent to *prejudicar*.

TIP D

Busque inferir o significado de palavras desconhecidas por meio da observação do contexto em que elas são utilizadas.

Read the following text and do **exercises 12-16**.

HTTP://ANNFOUNDATION.ORG/



The screenshot shows a web browser window with the URL <http://annfoundation.org/blog/the-importance-of-education/>. The Ann Foundation logo is at the top left, and navigation links (Who We Are, Our Impact, News & Media, Get Involved, Blog, Contact) are at the top right. The main heading is "Why is education important?". Below it are six paragraphs, each starting with a bolded topic sentence. The first paragraph is about education beating poverty, the second about promoting gender equality, the third about reducing child mortality, the fourth about contributing to improved maternal health, the fifth about helping combat HIV, malaria, and other preventable diseases, and the sixth about encouraging environmental sustainability. The sixth paragraph mentions the UN Decade of Education for Sustainable Development (DESD) and the year 2005. The seventh paragraph is about education helping global development.

Why is education important?

Education beats poverty: one extra year of schooling increases a person's earnings by up to 10%. 171 million people could be lifted out of poverty if all students in low-income countries left school with basic reading skills.

Education promotes gender equality by helping women control how many children they have. In Mali, women with secondary education or higher have an average of three children, while those with no education have an average of seven children.

Education reduces child mortality: a child born to a mother who can read is 50% more likely to survive past age five. In Indonesia, child vaccination rates are 19% when mothers have no education and 68% when mothers have at least secondary school education.

Education contributes to improved maternal health: women with higher levels of education are most likely to delay and space out pregnancies, and to seek health care and support.

Education helps combat HIV, malaria and other preventable diseases. In addition, it facilitates access to treatment and fights against stigma and discrimination.

Education encourages environmental sustainability. It allows people to make decisions that meet the needs of the present without compromising those of future generations. The UN Decade of Education for Sustainable Development (DESD), launched in 2005, urges countries to rethink education, curricula and teaching practice in ways that complement the drive to achieve EFA.

Education helps global development. An estimated \$16 billion in aid is needed annually to reach the EFA goals in poor countries. However, in 2008 poor countries received only \$2 billion in aid for basic education. The worldwide military expenditure for 2009 was \$1.5 trillion.

EFA: Education for All

TIP E

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

TIP F

Localize números, abreviações e nomes para identificar informações específicas mais rapidamente.

ANN FOUNDATION. **The importance of education**. 17 mar. 2020.
Disponível em: <http://annfoundation.org/blog/the-importance-of-education/>. Acesso em: 1 jul. 2022.

12 Choose the items that are mentioned in the text as strong arguments to support the importance of education.

- a. Education can empower women.
- b. Education can eradicate poverty.
- c. Education can overcome superstitions.
- d. Education can help fight some illnesses.
- e. Education can make the world a more peaceful place.
- f. Education can help ensure environmental sustainability.

DAMIAN RYSZAWY/SHUTTERSTOCK.COM



13 In your notebook, write **T** (True) or **F** (False). Then, correct the false statement(s).

- a. In Mali, women with no education have an average of three children.
- b. In Indonesia, child vaccination rates are 19% when mothers have at least secondary school education.
- c. Pregnant women with higher levels of education are most likely to seek health care and support.
- d. Education allows people to make decisions that serve the needs of the present without putting those of future generations in danger.

14 What do the pronouns in **bold** refer to? Choose the correct item that completes each sentence.

- a. In “while those with no education” (2nd item), **those** refers to
 - I. “children”.
 - II. “women”.
- b. In “it facilitates access to treatment” (5th item), **it** refers to
 - I. “education”.
 - II. “HIV”.
- c. In “without compromising those of future generations” (6th item), **those** refers to
 - I. “needs”.
 - II. “people”.

TIP G

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

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

- a. In “increases a person’s earnings”, **earnings** means
 - I. *gastos*.
 - II. *ganhos*.
- b. In “when mothers have at least secondary school education”, **at least** means
 - I. *no máximo*.
 - II. *no mínimo*.
- c. In “to delay and space out pregnancies”, **delay** means
 - I. *adiar*.
 - II. *antecipar*.

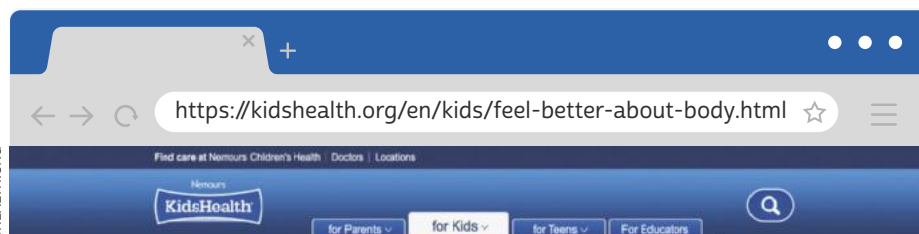
TIP H

Busque sempre estabelecer relações entre os textos que você lê para ampliar sua compreensão sobre eles e sobre o mundo.

16 Use your own words to explain what the infographic on page 13 and the text on page 15 have in common.

Read the following text and do **exercises 17-22**.

HTTPS://KIDHEALTH.ORG



Feeling Good About Your Body

Reviewed by: [D'Arcy Lyness, PhD](#)

Date reviewed: February 2022

Do you wish you could change something about your body? It's normal to think about it sometimes.

Kids' bodies change as they go through [puberty](#). But it doesn't happen at the same time for every kid. Some kids develop early. They may get muscles or curves before other kids do. It might feel awkward at first. They might feel proud, too. Other kids develop much later. Some kids may wish they would hurry up and grow.

But there's no way to rush it along. Body changes won't happen until you are going through puberty. For some kids, it's hard to be patient. Other kids are fine with waiting. (...)

As your body changes, the way you feel about it might change too.

What Can Help Kids Feel Good About Their Bodies?

Here are some tips to feel good about your body:

(...)

Get to bed on time. Your body needs [plenty of sleep](#) to look good and stay [healthy](#). Sleep lets you [recharge](#) so you can learn and play all day.

Be active every day. When you move your body, you exercise your [muscles](#). When you exercise a muscle, it gets stronger. With strong muscles, your body is fit and healthy. You can be active by playing, dancing, doing a sport — or even cleaning your room.

(...)

Focus on healthy habits. People come in all shapes and sizes. You can be healthy and feel good about your body when you live a healthy life. Eat plenty of fruits and vegetables, limit treats and sugary drinks, exercise at least 60 minutes a day, keep screen time in check, and get enough sleep. [If](#) you are concerned about your weight, talk to your doctor about healthy eating and ways to be active.

TIP I

Note que os títulos/ subtítulos apresentam a ideia geral do texto/ parágrafo.

TIP J

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

TIP K

Identifique as relações estabelecidas entre partes do texto por meio do conector que as une.

TIP L

Identifique a fonte do texto para favorecer o estabelecimento de hipóteses sobre o que será lido.

LYNESS, D'Arcy. **Feeling good about your body**. Kids Health. 2022. Disponível em: <https://kidshealth.org/en/kids/feel-better-about-body.html>. Acesso em: 1 jul. 2022.

17 Who is the text “Feeling Good About Your Body?” addressed to? Choose **a** or **b**.

a. Kids.

b. Parents.

18 In your notebook, write **T** (True) or **F** (False). Then, correct the false statement(s).

a. Puberty happens at the same time for every child.

b. It is not possible to accelerate puberty.

c. There is a chance of feeling differently about your body as it changes.

19 What examples does the text provide for being active?

20 Which fragment contains a word in **bold** with the same meaning of **hurry up** in “Some kids may wish they would hurry up and grow.”? Choose **a** or **b**.

a. “But there’s no way to **rush** it along.”

b. “Sleep lets you **recharge** so you can learn and play all day.”

21 Focus on **may** and **might** in the following fragment and notice that they express the same idea. What is it? Choose **a** or **b**.

“They **may** get muscles or curves before other kids do. It **might** feel awkward at first. They **might** feel proud, too.”

a. To talk about permission.

b. To talk about the chances of something happening.

22. Choose the correct item that completes each sentence.

a. In “For some kids, it’s hard to be patient.”, **hard** is equivalent in meaning to

I. easy.

II. difficult.

b. In “Your body needs plenty of sleep to look good and stay healthy.”, **plenty of sleep** is equivalent in meaning to

I. a lot of sleep.

II. not much sleep.

c. In “If you are concerned about your weight, talk to your doctor (...)”, **concerned** is equivalent in meaning to

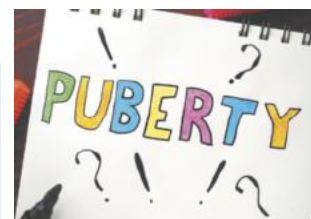
I. excited.

II. worried.



Think about it!

O texto *Feeling Good about Your Body* fala sobre o período da puberdade e oferece algumas dicas para que os/as adolescentes lidem com essa fase. Qual é o recurso utilizado no texto para convencê-los/as a se sentirem melhor durante a puberdade? Você costuma seguir essas recomendações?



VITALII VODOLAZSKYI/
SHUTTERSTOCK.COM

EVALUATING WEBSITES



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

In today's digital world, all kinds of information are available online. The aim of this section is to help you develop skills to identify credible sources of information on the Internet and to think critically about today's media.

- 1 Identifying credible information on social media can be challenging. Read the text "Evaluating Information" and learn some items to help you evaluate Internet sources. Then, discuss the following questions with your classmates.

EVALUATING INFORMATION

Sheridan Libraries / Guides / Evaluating Information / Evaluating Social Media

How to evaluate information, from social media to scholarly articles.

- Home
- Evaluating Sources
 - Evaluating Internet Resources
 - Evaluating Social Media
- Propaganda vs. Misinformation
- Peer Review
 - Types of Articles in Peer Reviewed Publications
 - Peer Review FAQs

Accuracy Checklist

Social media can provide "instant" news and can be a great wealth of information, but it is crucial to verify and determine the accuracy of this information. Here are some items to consider that can help determine authenticity:

- Location of the poster - are they in the place they are tweeting or posting about?
- Network - who is in their network and who follows them? Do I know this account?
- Content - Can the information be corroborated from other sources?
- Contextual updates - Do they usually post or tweet on this topic? If so, what did past or updated posts say? Do they fill in more details?
- Age - What is the age of the account in question? Be wary of recently created accounts.
- Reliability - Is the source of information reliable?

There are many articles about studies on misinformation and disinformation. Here is a good summary from the [Boston Public Library](https://www.bostonpubliclibrary.org/) (October 17, 2020), including examples and more ways that you can evaluate information.

(Note: if you need to cite a blog, tweet, or other social media post, look at the [Citing Sources guide](#) or ask [your librarian](#).)

HTTPS://GUIDES.LIBRARY.JHU.EDU/

JOHNS HOPKINS SHERIDAN LIBRARIES. **Accuracy checklist**. 19 jun. 2021. Disponível em: <https://guides.library.jhu.edu/evaluate/social-media>. Acesso em: 1 jul. 2022.

reliable: confiável
wary: cauteloso/a,
cuidadoso/a



Le@rning on the web

Para analisar a validade do que é veiculado na internet, como imagens, pessoas e lugares, consulte as ferramentas de verificação de informações indicadas em <https://datajournalism.com/read/handbook/verification-1/verification-tools/10-verification-tools> (Acesso em: 25 jul. 2022).

- According to the text, what is fundamental to do when it comes to social media?
- Which question(s) from the text do you usually consider when verifying the quality of social media posts?
- Do you usually check the author of a post in social media? If so, what do you often take into consideration (profile picture, followers, number of posts, the age of the account)?

- 2 Read the poster “How to Spot Fake News” and learn how to identify fake news. Then, answer the following questions with your classmates.



McKENZIE, Janis. **How to spot fake news:** identifying propaganda, satire, and false information. Simon Fraser University. 6 maio 2022. Disponível em: www.lib.sfu.ca/help/research-assistance/fake-news. Acesso em: 1 jul. 2022.

bias: parcialidade, preconceito
outlandish: estranho/a, esquisito/a
outrageous: chocante, escandaloso/a

Le@rning on the web

Assista à palestra do jornalista Markham Nolan “How to separate fact and fiction online”, em: www.ted.com/talks/markham_nolan_how_to_separate_fact_and_fiction_online (acesso em: 25 jul. 2022), e conheça as técnicas de investigação utilizadas por ele e seu time para verificar, em tempo real, a validade das informações veiculadas na internet.


- When considering the source, what kind information about the site is important to investigate?
- What does the text say about old news stories that are reposted?
- Who/What can help you check the reliability of a site?
- What other items do you usually consider when trying to stop fake news?

- 3 Now it's your turn to identify fake news in 10 steps! Think of a trendy topic about a recent event in the world, in Brazil or in your community. Then, use the following worksheet to choose three credible texts (e.g. articles, headlines, news reports) about the chosen topic from reliable sources of information.





















Guided Research Worksheet

How to Identify Fake News in 10 Steps

Beware fake or misleading news.
Be skeptical. Ask Questions.
Verify.
It's up to you.



➡ Select "Yes" or "No" to the following questions. The more thumbs-down icons you select, the more likely the news article is fake.

<p>1. Do a Visual Assessment Assess the overall design. Fake news sites often look amateurish, have lots of annoying ads, and use altered or stolen images. Overall, does the news article and website seem high quality?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="checkbox"/> Yes </div> <div style="text-align: center;">  <input type="checkbox"/> No </div> </div>
<p>2. Identify the News Outlet The Wall Street Journal and CNN are examples of news outlets. If you haven't heard of the news outlet, search online for more information. Is the news outlet well known, well respected, and trustworthy?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="checkbox"/> Yes </div> <div style="text-align: center;">  <input type="checkbox"/> No </div> </div>
<p>3. Check the Web Domain Many fake news URLs look odd or end with ".com.co" or ".lo" (e.g., abcnews.com.co) to mimic legitimate news sites. Does the URL seem legitimate?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="checkbox"/> Yes </div> <div style="text-align: center;">  <input type="checkbox"/> No </div> </div>
<p>4. Check the "About Us" Section Trustworthy news outlets usually include detailed background information, policy statements, and email contacts in the "About/About Us" section. Does the site provide detailed background information and contacts?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="checkbox"/> Yes </div> <div style="text-align: center;">  <input type="checkbox"/> No </div> </div>
<p>5. Identify the Author Fake news articles often don't include author names. If included, search the author's name online to see if he or she is well known and respected. Does the article have a trusted author?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="checkbox"/> Yes </div> <div style="text-align: center;">  <input type="checkbox"/> No </div> </div>
<p>6. Identify the Central Message Read the article carefully. Fake news articles often push one viewpoint, have an angry tone, or make outrageous claims. Does the article seem fair, balanced, and reasonable?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="checkbox"/> Yes </div> <div style="text-align: center;">  <input type="checkbox"/> No </div> </div>
<p>7. Assess Spelling, Grammar, and Punctuation If the article has misspelled words, words in ALL CAPS, poor grammar, or lots of "!!!!," it's probably unreliable. Does the article have proper spelling, grammar, and punctuation?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="checkbox"/> Yes </div> <div style="text-align: center;">  <input type="checkbox"/> No </div> </div>
<p>8. Analyze Sources and Quotes Consider the article's sources and who is quoted. Fake news articles often cite anonymous sources, unreliable sources, or no sources at all. Does the article include and identify reliable sources?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="checkbox"/> Yes </div> <div style="text-align: center;">  <input type="checkbox"/> No </div> </div>
<p>9. Find Other Articles Search the internet for more articles on the same topic. If you can't find any, chances are the story is fake. Are there multiple articles by other news outlets on this topic?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="checkbox"/> Yes </div> <div style="text-align: center;">  <input type="checkbox"/> No </div> </div>
<p>10. Turn to Fact Checkers FactCheck.org, Snopes.com, PolitiFact.com are widely trusted fact-checking websites. Do the fact checkers say the news story is true?</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="checkbox"/> Yes </div> <div style="text-align: center;">  <input type="checkbox"/> No </div> </div>

➡ Based on your research, do you think the article is more likely to be true or false? Explain.

Adaptado de: OAKLAND UNIVERSITY. **How to identify fake news in 10 steps.** [2022?]. Disponível em: https://research.library.oakland.edu/sp/assets/users/_bulgarel/Fake-News-WorksheetProQuest.pdf. Acesso em: 6 jul. 2022.



UNIT 1

TODAY'S DIGITAL WORLD



GETTING STARTED



NÃO EScreva EM SEU LIVRO.

The photos show teenagers using digital devices in different situations. What are these digital devices? What kind of technology do you use on a daily basis?

Nesta unidade, você vai

- falar sobre a influência da tecnologia na sociedade;
- rever pronomes relativos (*relative pronouns*);
- usar verbos modais (*modal verbs*);
- explorar o “internetês” (*Internet slang*);
- compreender e produzir cartuns (*cartoons*);
- explorar o tema contemporâneo transversal **ciência e tecnologia**.





READING COMPREHENSION



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

Before Reading

- 1 Choose the items in the following box that stand for **positive effects** of the Internet on our lives.

*cyberbullying • easy access to information • effective means of communication •
fake news • interaction in online communities • Internet addiction*

- 2 Before reading the following text, take a look at its **title**, **layout** and **source**. What do you expect to read about in the text?

Reading

- 3 Now read the text to check your predictions.

duty: dever, obrigação
issue: assunto, questão

https://mediasmarts.ca/digital-media-literacy/digital-issues/authenticating

Think Before You Share

Authenticating Information

The internet is all about sharing – sharing news, sharing videos, sharing our thoughts and opinions with our friends.

The fundamental element that makes the internet different from other kinds of media that came before is the hyperlink, which can take you – or someone else you share a link with – to almost any kind of content imaginable. (...)

Social media doesn't only make sharing easier, but actively encourages it as well. This is partly because of the nature of human relationships and communities: as social animals, we respond strongly to other people's approval and disapproval, and sharing content is a good way to do either. (...)

When we share content on social media we have a duty to be responsible broadcasters of information. (...) Alan Jacobs, author of the book *How to Think: A Survival Guide for a World at Odds*, suggests four habits to follow for responsible online sharing^[9]:

1. Wait five minutes before sharing something: (...) Making a conscious habit of waiting a few minutes can give you a chance to decide if it's really worth sharing with everyone you know. (...)
2. Accentuate the positive. While sometimes it is important to share protest and criticism, in general it's more useful to share positive content. (...)
3. Don't look at interactions in terms of winning and losing. It's easy to treat every conversation as a debate, especially if it's about an issue you feel strongly about. (...)

4. Practice empathy. When you're sharing with people who disagree with you, try to imagine how things look from their point of view. (...)

[9] We need a survival guide for thinking because we're bad at it. CBC Radio. (December 31, 2017). Retrieved April 05, 2018, from www.cbc.ca/radio/spark/378-surge-toll-roads-how-to-think-and-more-1.4451013/we-need-a-survival-guide-for-thinking-because-we-re-bad-at-it-1.4458377

MEDIA SMARTS. **Think before you share.** [2022?]. Disponível em: <https://mediasmarts.ca/digital-media-literacy/digital-issues/authenticating-information/ethics-sharing-information-online/think-you-share>. Acesso em: 6 jul. 2022.

4 Choose the main objective of the text.

- a. To provide tips on identifying fake news on the Internet.
- b. To offer recommendations on habits to follow for responsible online sharing.

5 Some words and expressions are very common when we talk about the digital world. Try to infer the meaning (I-III) of the following terms (a-c) and match the columns.

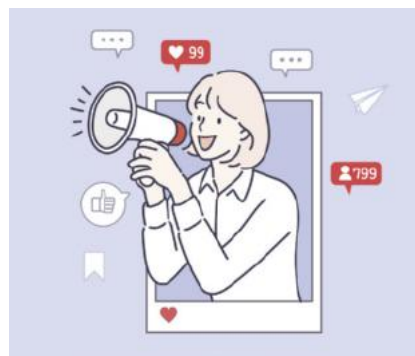
- | | |
|--|--|
| a. hyperlink
(1 st paragraph) | I. forms of electronic communication through which users create online communities to share information, ideas, personal messages, and other content |
| b. social media
(2 nd paragraph) | II. someone who transmits (something, such as a program) by means of radio or television or by streaming over the Internet |
| c. broadcaster
(3 rd paragraph) | III. a reference that allows you to move easily between two objects, such as documents, files or pages on the Internet |

6 Answer the following questions based on the ideas presented in the text.

- a. What makes it easier for people to share content online?
- b. What is our duty when sharing content on social media?

7 The following recommendations on responsible online sharing are given in the text, except for one. Which one?

- a. Share positive content.
- b. Wait a few minutes before sharing something.
- c. Take action when people share unverified or false information.
- d. When sharing with people who don't agree with you, try to consider their perspective.
- e. Share your thoughts with other people, but don't treat every conversation as a debate.



AUTUMN/SHUTTERSTOCK.COM

8 Choose the sentences that have an equivalent meaning to "Social media doesn't only make sharing easier, but actively encourages it as well."

- a. Social media makes sharing easier and actively encourages it.
- b. Social media makes sharing easier, but doesn't actively encourage it.
- c. Social media not only makes sharing easier, but also actively encourages it.

TIP

No **exercício 8**, use seu conhecimento sobre conectores (*linking words/phrases*). Lembre-se de que diferentes conectores podem expressar a mesma ideia.

Reading for Critical Thinking

9 Discuss the following questions with your classmates.

- The text presents four recommendations on responsible online sharing. Do you agree with all of them? Which one(s) do you usually put into practice?
- In small groups, make a list of what you should consider before sharing content online and provide good arguments to support your views. Then, share your list with other classmates and get to know different viewpoints on the same topic.



Think about it!

De acordo com o texto, como animais sociais, os seres humanos são afetados pela avaliação de outras pessoas. Na sua opinião, o desejo de receber a aprovação (*approval*) dos outros ou evitar sua desaprovação (*disapproval*) costuma ser a principal motivação para as pessoas publicarem em redes sociais? O que levou você a essa conclusão? Quais as possíveis consequências disso para a saúde mental? O que pode ser feito para lidarmos melhor com as opiniões dos outros e expressarmos as nossas com respeito?

TIP

Procure ter uma postura crítica diante dos textos e valorize diferentes pontos de vista com ética e respeito.

VOCABULARY STUDY



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Internet Slang

Read the following cartoon and do **exercises 1 and 2**.

© Glasbergen/ glasbergen.com



©RANDY GLASBERGEN

"My teacher isn't qualified to teach spelling!
She spells U 'y-o-u'. She spells BRB 'r-e-t-u-r-n'.
She spells BFN 'g-o-o-d-b-y-e'..."

TIP

Ao ler cartuns, observe as relações entre os elementos verbais e os não verbais.



Think about it!

No cartum, por que a menina diz que sua professora não é qualificada para ensinar a escrever? Você concorda com ela? Para a menina, como se deve escrever a palavra "you"?

NSEA.ORG. *Lingua inglesa*. Pinterest, 2022.

Disponível em: <https://br.pinterest.com/pin/195062227583057030/>. Acesso em: 6 jul. 2022.

1 Who uses Internet slang (abbreviations and acronyms)? Choose **a** or **b**.

- The girl.
- The girl's teacher.

2 Match the columns.

- | | |
|----------------|----------------------|
| a. "U" means | I. "bye for now". |
| b. "BRB" means | II. "be right back". |
| c. "BFN" means | III. "you". |

3 It's time to learn new Internet slang. What do the following items (a-n) mean? Use the words and expressions in the box as in the example.

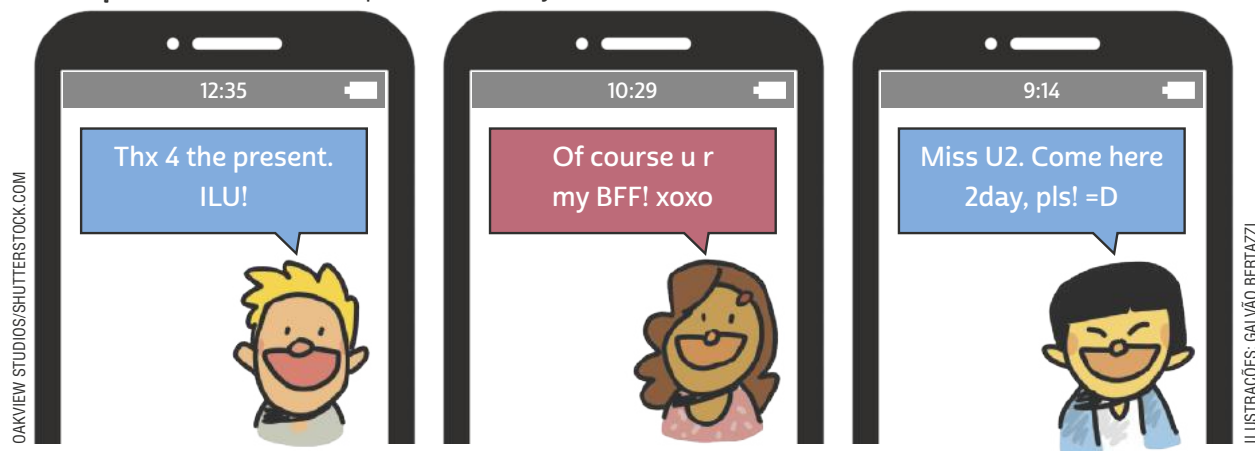
Example: a. today

before • best friends forever • direct message • forever • great • hugs and kisses • I love you • laughing out loud • please • thanks • throwback Thursday • today • you too • your

- | | | |
|----------|--------|-------------|
| a. 2DAY | f. GR8 | k. THX/THKS |
| b. 4EVER | g. ILU | l. U2 |
| c. B4 | h. LOL | m. UR |
| d. BFF | i. PLS | n. XOXO |
| e. DM | j. TBT | |

4 In your notebook, translate the following text messages as in the example.

Example: a. Thanks for the present. I love you!



- a. Thx 4 the present. ILU!
 b. Of course u r my BFF! xoxo
 c. Miss U2. Come here 2day, pls! =D



Think about it!

Em mensagens instantâneas de celular, blogues, *e-mails*, *chats*, *tweets* e redes sociais, são comuns o uso de abreviações para tornar a digitação mais rápida e o uso de *emoticons* para expressar sentimentos. Você costuma usar abreviações e *emoticons*? Em que situações? Quais abreviações, em inglês ou em português, você mais costuma usar? Na sua opinião, o uso dessas abreviações é adequado ou deve ser evitado? Por quê?

Le@rning on the web

Para conhecer outras gírias da internet (abreviações e acrônimos), visite: https://en.wiktionary.org/wiki/Appendix:English_internet_slang (Acesso em: 25 jul. 2022).



GO TO VOCABULARY CORNER ON PAGE 174.



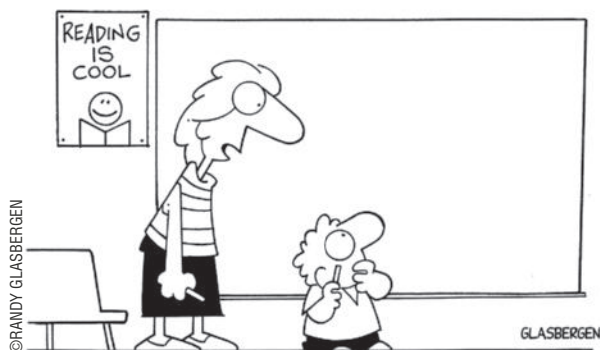
TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

1 Read the following cartoon and choose the correct item that completes each sentence.

©Glasbergen / glasbergen.com



"There aren't any icons to click. It's a chalk board."

GLASBERGEN, Randy. **There aren't any icons to click. It's a chalk board.** 2022. Tirinha. Disponível em: www.glasbergen.com/wp-content/gallery/education-and-teacher-cartoons/edu07.gif. Acesso em: 14 jul. 2022.

a. The characters are in

- I. a library.
- II. a school classroom.

b. The student feels

- I. scared.
- II. confused.

c. The student is

- I. familiar with modern technology.
- II. not familiar with modern technology.

TIP

Para melhor compreender o humor nos cartuns, observe os elementos não verbais, como a expressão facial dos personagens, e sua relação com os elementos verbais.

2 The following items are examples of tools that can be used in education. Use the words in the box to label the pictures.

book • CD • cell phone • chalk board (blackboard) • computer • e-book reader • interactive whiteboard • tablet

a. ★



TIERNEYML/SHUTTERSTOCK.COM

c. ★



UMBERTO SHTANZMAN/SHUTTERSTOCK.COM

e. ★



12BIT/SHUTTERSTOCK.COM

g. ★



RIDO/SHUTTERSTOCK.COM

b. ★



HARVEST BOOKS

d. ★



YELLOW CAT/SHUTTERSTOCK.COM

f. ★



GREBESHKOVMAXIM/SHUTTERSTOCK.COM

h. ★



MAREN WINTER/SHUTTERSTOCK.COM

3 What educational tools are there in your school?



Think about it!

Na situação retratada no cartum, o menino parece estar acostumado a tecnologias digitais, nas quais há ícones para clicar, e estranha o quadro de giz. A professora, que parece conhecer os diferentes tipos de tecnologia, busca esclarecer a situação para o aluno. Você acredita que uma geração pode aprender com a outra sobre as novas e as antigas tecnologias? Por quê (não)?



Review: Relative Pronouns

- 1 Read the following fragments from the text on page 24 and identify the relative pronoun used in each one.

- I. "(...) makes the internet different from other kinds of media that came before"
- II. "the hyperlink, which can take you (...) to almost any kind of content imaginable."
- III. "When you're sharing with people who disagree with you (...)"

- 2 Based on the previous exercise, choose the correct item that completes each sentence.

- a. In each fragment, the relative pronoun refers to
 - I. a previous element (= noun or noun phrase).
 - II. a following element (= noun or noun phrase).
- b. The relative pronoun used in each fragment
 - I. emphasizes an element in the sentence and contrasts ideas.
 - II. connects elements in a sentence and avoids repetition.

- 3 The following text is about reporting inappropriate content on the web. Complete it by replacing each icon ★ with the correct **relative pronoun** in parentheses.

What to Report

- Anyone you don't know ★ (**which/who**) asks you for personal information, photos, or videos.
- Inappropriate or obscene material from people or companies you don't know.
- Misleading URLs on the Internet ★ (**that/whose**) point you to sites containing harmful or inappropriate materials rather than what you were looking for.
- Anyone ★ (**who/whose**) sends you photos or videos containing obscene content of individuals 18 and younger (the possession, manufacturing, or distributing of child pornography is illegal). (...)



Language Note

We use:	To refer to:
that	people and things
which	things
who	people
whose	people and things (possession)

FULTON COUNTY SCHOOLS. **FAQ and fact sheet:** cyberbullying. 2002-2022. Disponível em: www.fultonschools.org/cms/lib/GA50000114/Centricity/Domain/5419/Cyberbullying%20FAQ%20Fact%20Sheet.pdf. Acesso em: 6 jul. 2022.

Modal Verbs: Should, Must

- 4 Now read the following tips on how to identify and stop the spread of false information online. Focus on the word in **bold** and choose the correct item that completes each sentence.

Where and how does your source get its information? A proper article **should** cite the information and data they are sharing. Investigate their sources for yourself. Does the information line up, was important information left out, or are facts being twisted? If they don't have a source at all, or it comes from a non-credible source, that **should** be a red flag.

line up: ser coerente
red flag: sinal de alerta

source: fonte
twisted: deturpado/a

MADISON COUNTY NEW YORK. **Combating misinformation.** 2006-2022. Disponível em: www.madisoncounty.ny.gov/2842/Combating-Misinformation. Acesso em: 6 jul. 2022.

- a. In "A proper article should cite", **should** expresses
- a recommendation.
 - the deduction or conclusion that something is certain or highly probable.
- b. In "that should be a red flag", **should** expresses
- a recommendation.
 - the deduction or conclusion that something is certain or highly probable.
- c. We use **should**
- before the main verb in the infinitive (without *to*).
 - after the main verb in the infinitive (without *to*).

- 5 Based on the text in **exercise 4**, complete the following sentence by replacing the icon ★ with **should** or **shouldn't**.

If the article doesn't cite the sources of information and data they are sharing, that ★ be a warning signal.



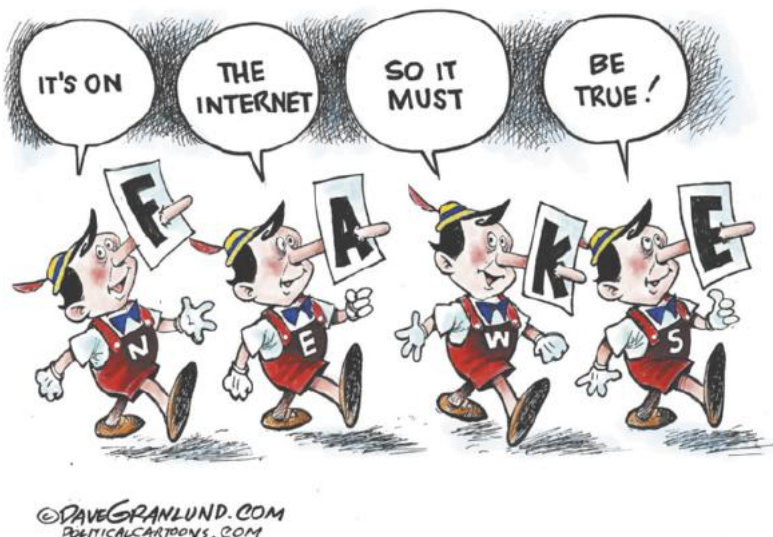
Think about it!

De acordo com o texto, é importante verificar a credibilidade da fonte antes de compartilhar uma informação. Você costuma fazer isso? Você já viu alguma notícia em rede social e descobriu, depois, que era falsa? O que pode ser feito para evitarmos a circulação de informações e notícias falsas (*fake news*) nas redes sociais?

Language Note

shouldn't = should not

Read the following cartoon and do **exercises 6-8**.



DAVE GRANLUND/ CAGLE CARTOONS/ FOTOARENA

©DAVEGRANLUND.COM
POLITICALCARTOONS.COM

STAFF WRITER. Granlund cartoon: fake news. **Gaston Gazette**, 8 dez. 2016. Disponível em: www.gastongazette.com/story/opinion/cartoons/2016/12/08/granlund-cartoon-fake-news/24301148007/. Acesso em: 8 jul. 2022.

6 What is the relationship between the character, Pinocchio, and fake news? Choose **a** or **b**.

- a. Both are credible sources of information.
- b. Both are not credible sources of information.

7 The relationship between the text and the picture creates humor in the cartoon. Based on this relationship, what is the main idea in the cartoon? Choose **a** or **b**.

- a. Everything that is on the Internet is true.
- b. Not everything that is on the Internet is true.

8 Read the cartoon again and choose the correct item that completes each sentence.

- a. The modal verb **must** expresses
 - I. the deduction or conclusion that something is certain.
 - II. necessity and obligation.
- b. The correct idea about the cartoon is
 - I. everything that is on the Internet can't be true.
 - II. everything that is on the Internet should be true.

Language Note

We generally use **can't/cannot** to say that something is certainly not the case. E.g.: It **can't** be true. He's always telling lies.

9 Replace each icon ★ with an expression in the box to complete the following sentences about the cartoon.

must know • must be reading



"Dad, I can read my own fake news on the internet now!"

MARSHES. Dad, I can read my own fake news on the internet now! 23 nov. 2016. Tirinha. Disponível em: <https://web.archive.org/web/20220719190947/https://me.me/i/marshes-dad-i-can-read-my-own-fake-news-on-4415838>. Acesso em: 14 jul. 2022.

- a. The girl's dad ★ a fictional story.
- b. The girl ★ what fake news are.



GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 180.

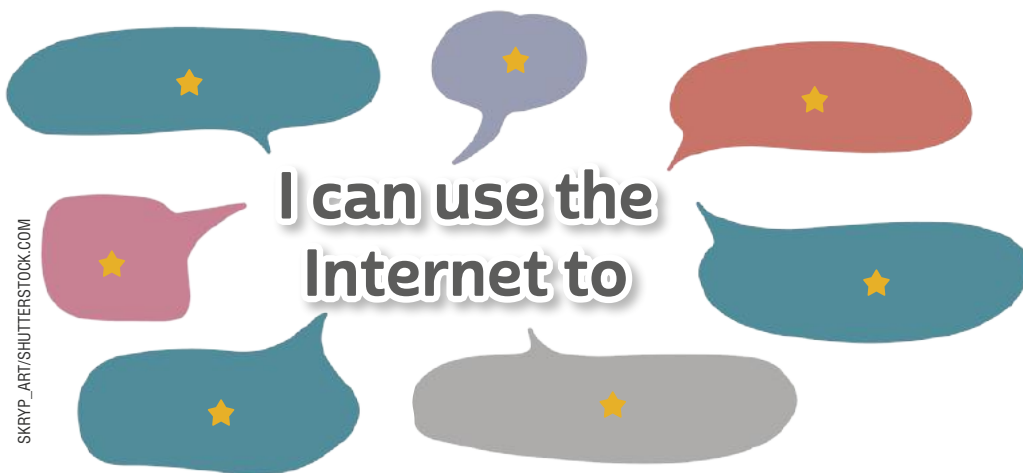


LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 What can you use the Internet for? Copy the following diagram into your notebook and complete it by replacing each icon ★ with an appropriate answer. Then, compare your answers with those of a classmate.



- 2 Listen to a radio commercial recorded by Wichita Northwest High School. In your notebook, take notes of key words and expressions and choose the item that refers to the main idea of the recording.

- a. Fighting against cyberbullying. b. Finding information on the Internet.

- 3 Listen to the recording again and take notes about recommendations for staying safe online. Then, replace each icon ★ with an appropriate answer to complete the following sentences.



- a. **Control** ★. Make it stop.
b. **Alter** the issue. Don't be ★.
c. **Delete** ★. Realize its history and move forward.

TIP

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

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

- 5 Which information about cyberbullying is mentioned in the recording? Choose **a** or **b**.

- a. 42% of kids have been bullied while online.
b. 10% of kids do not tell an adult when they've been the victims of cyberbullying.

TIP

Não se preocupe em entender todas as palavras e todas as informações do áudio. O objetivo do **exercício 2** é identificar, apoiando-se na anotação de palavras-chave, o tema do anúncio de utilidade pública que está sendo veiculado.

- 6 It is time to create your own radio commercial about preventing cyberbullying or staying safe online based on facts! In small groups, prepare a short speech and present it to the whole class. You can also record and share it with other people. Before you start, read the following suggestions.

You can include:

- a. Cyberbullying statistics;
- b. Tips to help kids stay safe online;
- c. Tables, charts and graphs based on research.

Facts About Cyberbullying

1. About 37% of young people between the ages of 12 and 17 have been bullied online.
2. Girls are more likely than boys to be both victims and perpetrators of cyberbullying.
3. 60% of young people have witnessed online bullying. Most do not intervene.

Adaptado de: DO SOMETHING.ORG. **11 Facts about cyberbullying.** [2022?]. Disponível em: www.dosomething.org/us/facts/11-facts-about-cyber-bullying. Acesso em: 7 jul. 2022.

Staying Safe Online

1. Don't post any personal information online – like your address, e-mail address or mobile number.
2. Think carefully before posting pictures or videos of yourself.
3. Never give out your passwords.

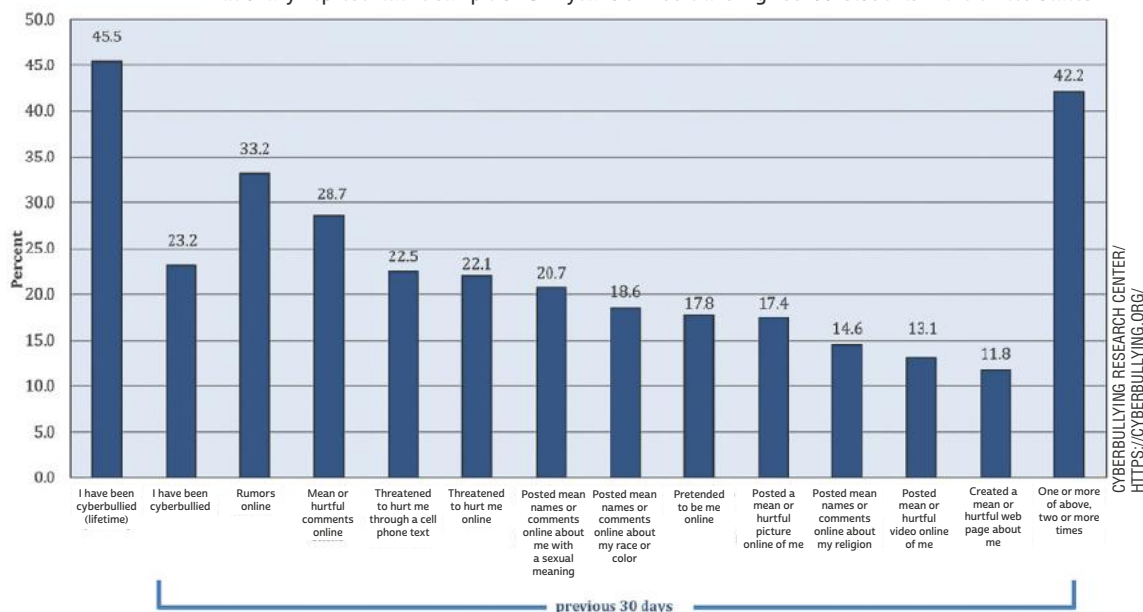
Adaptado de: THROSTON PRIMARY SCHOOL. **Keep your child safe online.** [2022?]. Disponível em: www.throstonschool.org.uk/keep-your-child-safe-online. Acesso em: 7 jul. 2022.

Sameer Hinduja and Justin W. Patchin (2021)

Cyberbullying Victimization

N=2,546

Nationally-representative sample of 13-17 year old middle and high school students in the United States



Cyberbullying Research Center
www.cyberbullying.org

HINDUJA, Sameer; PATCHIN, Justin W. **Cyberbullying Victimization.** Cyberbullying Research Center. 1 jun. 2021. Disponível em: <https://cyberbullying.org/2021-cyberbullying-data>. Acesso em: 7 jul. 2022.



WRITING



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

In this unit you can find cartoons on pages 26, 28, 30 and 31. The four cartoons you have read in this unit are about the effects of technology on education and communication. Cartoons are frequently published in magazines and newspapers. The combination of visual and verbal elements can help make them funny.

Based on the cartoons you read in this unit, it is your turn to create a cartoon about the effects of technology on our life. Exercise your creativity and sharpen your ability to see and create humor.

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

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

2 Follow these instructions to write your text.

1. With a classmate, think of a funny situation about the effects of technology on our life and create a drawing to describe it.
2. Add captions or speech bubbles to your cartoon. Eliminate all unnecessary words. Remember that humor is often produced by the unexpected.
3. Exchange cartoons with classmates and discuss them.
4. Make the necessary corrections.
5. Work to create the final version of your cartoon.

TIP

Ao revisar os cartuns, considere, por exemplo:

- **objetivo:** O texto está adequado ao seu objetivo? Há humor no cartum?
- **linguagem verbo-visual:** As imagens e o texto estão bem integrados? 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 the cartoon with your classmates and other people. What about running a cartoon contest and inviting the school community to vote?



LOOKING AHEAD



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have talked about the digital world, including cyberbullying and staying safe online. Read the following cyberbullying facts/statistics, talk to a classmate about them and answer the questions.

harassment: assédio, intimidação
mean: maldoso/a, mesquinho/a

The most interesting cyberbullying facts:

- The most common type of online bullying is **mean comments 22.5%**.
- **35%** had shared a screenshot of someone's status or photo to laugh at them.
- **61% of teens** who report being bullied say it was because of their appearance.
- **41% of US adults** who use the internet have personally **experienced online harassment**. (...)
- **7 in 10 young people** experience cyberbullying before they hit the age of 18.

MARIAPOSA/SHUTTERSTOCK.COM

DJURASKOVIC, Ogi. **Cyberbullying statistics, facts, and trends (2022) with charts**. First Site Guide. 25 mar. 2022.
Disponível em: <https://firstsiteguide.com/cyberbullying-stats/>. Acesso em: 20 jun. 2022.

- According to the text, what is the percentage of teens who report being bullied because of their appearance? In your opinion, is it a high percentage?
- Based on the text, what is the statistic for experiencing cyberbullying before the age of eighteen years old?
- Are you surprised with the statistics in the text? Why (not)?
- Bullying and cyberbullying involve not only those who bully and are bullied, but also those who see the behavior. If you see somebody being bullied, what should you do?



Recommended Resources

Para explorar o tema *cyberbullying* e conhecer algumas formas de prevenção e de combate, visite:

- www.stopcyberbullying.org/index2.html
- <https://cyberbullying.org>
- www.unicef.org/eca/cyberbullying-what-it-and-how-stop-it

(Acesso em: 20 jun. 2022).



UNIT 2

EQUAL RIGHTS FOR ALL

CANINE LONS/GETTY IMAGES



GETTING STARTED



NÃO ESCREVA EM SEU LIVRO.

Do you know the girls in the photos? Who are they?
In your opinion, what do they have in common?

Nesta unidade, você vai

- falar sobre igualdade de direitos;
- usar verbos modais (*modal verbs*);
- usar pronomes reflexivos (*reflexive pronouns*);
- explorar *multi-word verbs*;
- compreender e produzir anúncios publicitários (*advertisements*);
- explorar os temas contemporâneos transversais **educação em direitos humanos, direitos da criança e do adolescente, e vida familiar e social.**





READING COMPREHENSION



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

Before Reading

- 1 What do you know about Emma Watson? Choose the items that are related to her. Then, compare your answers with those of a classmate.
 - a. She is an actress and activist.
 - b. She is from the United States.
 - c. She is famous for her participation in the *Harry Potter* film series.
 - d. She is United Nations Women Goodwill Ambassador.
- 2 Based on the **title** and the **structure** of the following text, what can you say about it? Choose **a** or **b**.
 - a. The text is a speech by Emma Watson.
 - b. The text is a letter from Emma Watson.
- 3 What do you expect to read about in the text?



SELCUK ACAR/ANADOLU
AGENCY/GETTY IMAGES

Reading

- 4 Now read the text to check your predictions.

gender: gênero
issue: problema, questão

UN WOMEN

www.unwomen.org/en/news/stories/2014/9/emma-watson-gender-equality-is-your

EXECUTIVE BOARD COMMISSION ON THE STATUS OF WOMEN TRUST FUNDS GET INVOLVED

ABOUT WHAT WE DO WHERE WE ARE HOW WE WORK PARTNERSHIPS NEWS AND EVENTS DIGITAL LIBRARY

Emma Watson: Gender equality is your issue too

Date: Saturday, September 20, 2014

Speech by UN Women Goodwill Ambassador Emma Watson at a special event for the HeForShe campaign, United Nations Headquarters, New York, 20 September 2014

Today we are launching a campaign called “[HeForShe](#).”

I am reaching out to you because I need your help. We want to end gender inequality – and to do that we need everyone to be involved. (...)

I am from Britain and think it is right that as a woman I am paid the same as my male counterparts. (...) I think it is right that women be involved on my behalf in the policies and decision-making of my country. I think it is right that socially I am afforded the same respect as men. But sadly I can say that there is no one country in the world where all women can expect to receive these rights.

No country in the world can yet say they have achieved gender equality.

These rights I consider to be human rights but I am one of the lucky ones. (...) My school did not limit me because I was a girl. My mentors didn't assume I would go less far because I might give birth to a child one day. These influencers were the gender equality ambassadors that made me who I am today. They may not know it, but they are the inadvertent feminists who are changing the world today. And we need more of those. (...)

Men – I would like to take this opportunity to extend your formal invitation. Gender equality is your issue too. (...)

If we stop defining each other by what we are not and start defining ourselves by what we are – we can all be freer and this is what HeForShe is about. It's about freedom. (...)

We are struggling for a uniting word but the good news is we have a uniting movement. It is called HeForShe. I am inviting you to step forward, to be seen to speak up, to be the "he" for "she". And to ask yourself if not me, who? If not now, when?

Thank you.

UN WOMEN. **Emma Watson**: gender equality is your issue too. 20 set. 2014. Disponível em: www.unwomen.org/en/news/stories/2014/9/emma-watson-gender-equality-is-your-issue-too. Acesso em: 22 jun. 2022.



Le@rning on the web

O vídeo completo do discurso de Emma Watson sobre a campanha HeForShe está disponível em: www.youtube.com/watch?v=gkjW9PZBRfk. Para conhecer mais detalhes sobre HeForShe, visite: www.heforshe.org (Acesso em: 22 jun. 2022).

5 What is the HeForShe campaign about? Choose **a** or **b**.

- a. It is a uniting movement to fight for children's rights.
- b. It is a solidarity campaign for gender equality initiated by UN Women.

6 In your notebook, write **T** (True) or **F** (False). Then, correct the false statements.

- a. The HeForShe campaign invites men to be involved in the movement of gender equality.
- b. Some countries in the world have achieved gender equality.
- c. Emma Watson thinks it is wrong that women be involved in the decision-making of her country.

TIP

Observe a importância da língua inglesa em textos, como o discurso de Emma Watson, para a divulgação e discussão de diferentes ideias e posicionamentos políticos.

7 For each item, choose a fragment from the text that refers to Emma Watson's opinion about gender equality.

- a. It is right that women and men are paid the same.
- b. It is right that women and men receive the same treatment.
- c. It is right that women participate in the process of deciding about my country.

8 Answer the following questions.

- a. In "Gender equality is your issue too", who is Emma Watson talking to?
- b. Taking into consideration that Emma's speech is in English, who can her words reach?

Reading for Critical Thinking

9 Discuss the following questions with your classmates.

- What do you think of the HeForShe campaign? In your opinion, is it enough for men to stand up for women's rights? To what extent is it important for women to be independent, to fight for themselves?
- According to the text, there is no country in the world where all women can expect to receive the same rights as men. In your opinion, how can we do our part to end gender inequality? In small groups, make a list of the main actions that can help put an end to gender inequality and provide good examples to support your views. Then, share your list with other classmates and get to know different viewpoints on the same topic.

TIP

Procure ter uma postura crítica diante dos textos e valorize diferentes pontos de vista com ética e respeito. Aproveite para considerar novas perspectivas sobre o tema e relacioná-lo com a realidade à sua volta.



VOCABULARY STUDY

Multi-word Verbs

1 Read the following fragments from the text on pages 38 and 39. Then, match the words in **bold** (a-c) to the definitions (I-III).

- "I am **reaching out to** you because I need your help."
- "I am inviting you to **step forward**, to be seen to **speak up**, to be the 'he' for 'she'."

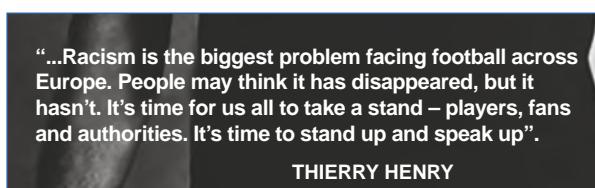
TIP

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

Multi-word verbs	Definitions
a. reach out to sb	I. to offer to do something, or to help with something
b. step forward	II. to say what you think clearly and freely, especially in order to support or defend a person or idea
c. speak up (for sb/sth)	III. to communicate with a person or a group of people, usually in order to ask for help or involve them

sb: somebody
sth: something

Read the following advertisement and do **exercises 2-5**.



Adaptado de: STAND up speak up. Jon Worth Euroblog, 2022. 1 imagem. Disponível em: <https://web.archive.org/web/20220720155636/http://www.jonworth.eu/wp-content/uploads/2007/06/standupspeakup.jpg>. Acesso em: 7 jul. 2022.

HTTPS://JONWORTH.EU

- 2 Answer the following questions.
 - a. What product is being advertised?
 - b. The ad is part of a campaign. What is the main aim of the campaign?
- 3 What is the meaning of **stand up** in the advertisement? Choose **a** or **b**.
 - a. To be on your feet.
 - b. To deal effectively with a difficult situation.
- 4 Which resources are employed in the advertisement to persuade the audience? Choose the correct items.
 - a. A catchy slogan (“Stand up. Speak up.”).
 - b. The choice of colors to refer to racism (black and white).
 - c. Verbs in the imperative (“wear”, “help”, “stand up”, “speak up”).
 - d. Formal language and difficult key words.
- 5 What do this advertisement and the text on pages 38 and 39 have in common? Choose **a** or **b**.
 - a. Both texts are about racism.
 - b. Both texts invite people to speak up.
- 6 Search for advertisements that can help put a stop to issues such as racism, gender inequality, bullying, etc. Search for ads in magazines, newspapers or on the Internet and bring them to class. In small groups, choose one ad and make a short oral presentation about it. Talk about its main objective, the campaign it supports, the target audience, the layout and the resources used to persuade the audience (pictures, slogan/headline, different font sizes and colors, etc.). Use the expressions in the box to help you.

- This ad called our attention because...
- It's an ad about...
- The main aim of the ad is to...
- The resources used in the ad to persuade the audience are...
- The picture shows/illustrates...





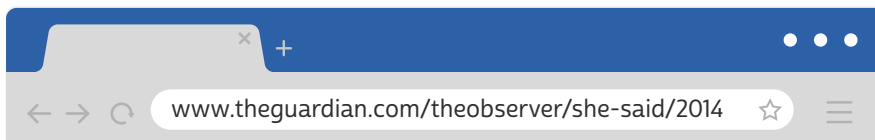
TAKING IT FURTHER



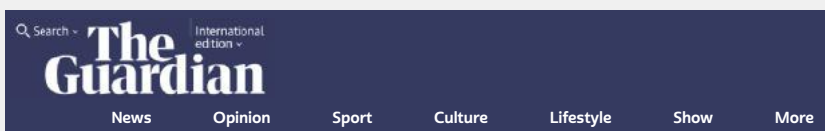
ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 In your opinion, when does gender equality start?
- 2 Before reading the following text, take a look at its **title**, **subtitle** and **picture**. What do you expect to read about?

Now read the text and do **exercises 3-6**.



HTTPS://WWW.THEGUARDIAN.COM/INTERNATIONAL



Gender equality starts in childhood... with the chores

Lucy Fisher cheered when she heard about a new law in Spain which forces children to help with household tasks, regardless of their sex

Lucy Fisher

Thu 8 May 2014 12.00 BST

It was the headline that made lazy teens worldwide shudder:

[Spain is to introduce a law forcing children to do chores.](#)



DGLIMAGES/SHUTTERSTOCK.COM

(...) There's a surprisingly progressive detail in the Rights and Duties of Children Bill that's worth noting: the "co-responsibility in caring for the home and performing household tasks" shall be carried out "regardless of... gender".

(...) If we want a society of well-adjusted, self-sufficient adults, we must make sure we equip children for all facets of life and give them an element of choice in their future lives. And to do that, we must ensure that male and female children share equal obligations. Legalistic Spain has clearly come to the same conclusion too. (...) This latest law for children suggests that the nation now realises equality (...) needs to begin in childhood.

FISHER, Lucy. Gender equality starts in childhood... with the chores. **The Guardian**, 8 maio 2014. Disponível em: www.theguardian.com/theobserver/she-said/2014/may/08/gender-equality-starts-in-childhood-with-the-chores. Acesso em: 22 jun. 2022.

shudder

verb

UK /ˈʃʌd.ə/ US /ˈʃʌd.ə/

to shake, usually because you are thinking of something bad

estremecer

• She **shuddered** with horror.

SHUDDER. *fn*: CAMBRIDGE Dictionary. 2022. Disponível em: <https://dictionary.cambridge.org/dictionary/english-portuguese/shudder>. Acesso em: 22 jun. 2022.

- 3 What happened to Lucy Fisher, the author of the text, when she heard about a law forcing children to do chores? Choose the picture that best illustrates her reaction.

a.



b.



ILUSTRAÇÕES: GALVÃO BERTAZZI

- 4 According to the author of the text, there is an important detail in the Rights and Duties of Children Bill. What is it?
- 5 Fact or opinion? In your notebook, write **F** if the fragment refers to a **fact** presented in the text or **O** if it refers to the author's **opinion** on the topic of the text.
- a. "Spain is to introduce a law forcing children to do chores."
 - b. "There's a surprisingly progressive detail in the Rights and Duties of Children Bill (...)"
 - c. "(...) we must make sure we equip children for all facets of life (...)"
 - d. "(...) we must ensure that male and female children share equal obligations."
- 6 Do you think a law forcing children, regardless of gender, to help with household tasks can help end gender inequality? Why (not)? In small groups, make a list of strong points to support your opinion. Then, share your list with other classmates and get to know different perspectives on the same topic.



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Modal Verbs: May, Might, Must

- 1 Read again the following fragments from the text on pages 38 and 39 and focus on the words in **bold**. Then, choose the correct item that completes each sentence.

- I. "I **might** give birth to a child one day."
- II. "They **may not** know it"

- a. “I might give birth to a child one day” is equivalent in meaning to
- I. Perhaps I will give birth to a child one day.
 - II. I will certainly give birth to a child one day.
- b. “They may not know it” is equivalent in meaning to
- I. Perhaps they don’t know it
 - II. They certainly don’t know it
- c. In fragments I and II, **may** and **might** express
- I. certainty.
 - II. possibility.

2 Now read again the following fragments from the text on page 42 and focus on the words in **bold**. Then, choose the correct item that completes each sentence.

- I. “we **must** make sure we equip children for all facets of life”
- II. “we **must** ensure that male and female children share equal obligations”

- a. The fragment “we must ensure that male and female children share equal obligations” is equivalent in meaning to
- I. perhaps we will ensure that male and female children share equal obligations
 - II. it is necessary that we ensure that male and female children share equal obligations
- b. In fragments I and II, **must** expresses
- I. necessity.
 - II. possibility.

Language Note

We use modal verbs such as **may**, **might** and **must** before the main verb in the infinitive (without *to*).

3 Replace each icon ★ with an expression in the box to complete the following texts about gender equality. There is one extra expression.

may reduce • might increase • must enjoy

- a. Our message is clear: women and men ★ equal opportunities, choices, capabilities, power and knowledge as equal citizens. Equipping girls and boys, women and men with the knowledge, values, attitudes and skills to tackle gender disparities is a precondition to building a sustainable future for all.
- b. Supporting parents to promote more diverse concepts of gender with their young children ★ rigid gender stereotypes tied to attitudes that support violence, and create a more gender equitable community in the long term.

UNESCO. **Gender equality**. [2022?]. Disponível em: www.unesco.org/en/gender-equality. Acesso em: 8 jul. 2022.


HAMILTON, Gemma; POWELL, Anastasia; PFITZNER, Naomi. Parents can promote gender equality and help prevent violence against women. Here's how. **The Conversation**, 29 jul. 2018. Disponível em: <https://theconversation.com/parents-can-promote-gender-equality-and-help-prevent-violence-against-women-heres-how-99836>. Acesso em: 8 jul. 2022.

- 4** In “must enjoy” from the text in the previous exercise, what does **must** express? Choose **a** or **b**.
- a.** Necessity. **b.** Possibility.

Reflexive Pronouns

- 5** Read again the following fragments from the text on pages 38 and 39 and choose the correct item that completes each sentence.

- I. “(...) start defining **ourselves** by what we are”
- II. “(...) ask **yourself** if not me, who? If not now, when?”

- a. In fragments I and II, **ourselves** and **yourself** are used because the subject and the object
- are the same person.
 - are not the same person.
- b. The reflexive pronoun that is in the plural form is
- “ourselves”.
 - “yourself”.
- 

- 6** What word does the reflexive pronoun **myself** in the following quote refer to?

“I don’t want other people to decide who I am. I want to decide that for myself.”

Emma Watson

PANGANIBAN, Roma. 16 Encouraging Emma Watson quotes. **Mental Floss**. 15 abr. 2019. Disponível em: www.mentalfloss.com/article/61464/16-encouraging-emma-watson-quotes. Acesso em: 22 jun. 2022.



- 7** Why is the reflexive pronoun **themselves** used in the following quote? Choose **a** or **b**.

“There will never be complete equality until women themselves help to make laws and elect lawmakers.”

Susan B. Anthony

ANTHONY, Susan B. There will never be complete equality... /n: THE NATIONAL ARCHIVES. **Section III:** this land is your land. [2022]. Disponível em: www.archives.gov/exhibits/documented-rights/exhibit/section3/. Acesso em: 22 jun. 2022.

- To emphasize the expression “complete equality”.
- To emphasize the word “women”.

- 8 Now copy the following table into your notebook and replace each icon ★ with **ourselves**, **yourself** or **myself**.

Subject Pronouns	I	You	He	She	It	We	You	They
Reflexive Pronouns	★	★	Himself	Herself	Itself	★	Yourselves	Themselves

9 Replace each icon ★ with the correct **reflexive pronoun** to complete the quotes.

- a. “Again, it may be said, that to love justice and equality the people need no great effort of virtue; it is sufficient that they love ★.”

Maximilien Robespierre

- b. “One of the things about equality is not just that you be treated equally to a man, but that you treat ★ equally to the way you treat a man.”

Marlo Thomas

- c. “I want for ★ what I want for other women, absolute equality.”

Agnes Macphail

ROBESPIERRE, Maximilien. Again, it may be said, that to love justice and equality... *In: WREN, Linnea H. (Ed.). Perspectives on Western art.* Nova York: Routledge, 1994. v. 2, p. 212.; THOMAS, Marlo. One of the things about equality is not just you be treated equally to a man... *In: DEMAKIS, Joseph. The ultimate book of quotations.* Raleigh: Lulu, 2012. p. 101.; MACPHAIL, Agnes. I want for... *In: GREAT CANADIAN SPEECHES. Agnes Macphail on women's equality, 1925, 1930.* [2022?]. Disponível em: <https://greatcanadianspeeches.ca/2017/10/27/agnes-macphail-on-womens-equality-1925-1930/>. Acesso em: 22 jun. 2022.

! GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 180.



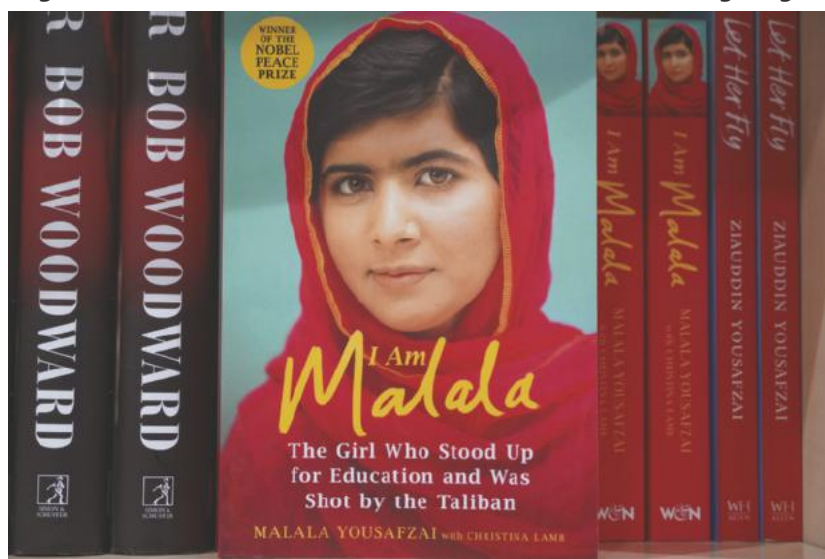
LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

1 What do you know about Malala Yousafzai? Choose the items that are related to her. Then, compare your answers with those of a classmate.

- a. She is an activist. c. She received the Nobel Peace Prize in 2014.
b. She is from England. d. She is famous for fighting for girls' education.



3 2 Listen to part of a speech delivered by Malala at the United Nations on July 12, 2013. What is the speech about? Take notes and write the answer in your notebook.

- 3 Why does Malala call upon world leaders and all governments? Listen to the recording again and replace the icons ★ with the words in the box to complete the following reasons.

children • education • equality • girls • peace • prejudice • violence

- To change strategic policies in favor of ★ and prosperity.
- To ensure free compulsory ★ for every child all over the world.
- To fight against terrorism and ★.
- To protect ★ from brutality and harm.
- To support the expansion of educational opportunities for ★ in the developing world.
- To reject ★ based on color, religion or gender.
- To ensure freedom and ★ for women so that they can flourish.

TIP

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

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

- 5 What is the difference between Emma's speech and Malala's? Choose **a** or **b**.

- Emma Watson is asking women to be independent, to fight for themselves and Malala is asking men to stand up for women's rights.
- Emma Watson is asking men to stand up for women's rights and Malala is asking women to be independent in order to fight for themselves.

TIP

Busque sempre estabelecer relações entre diferentes textos para ampliar sua compreensão deles e do mundo. Assim como o discurso de Emma Watson, o de Malala foi realizado em língua inglesa e é considerado um instrumento importante para a divulgação e a discussão de posicionamentos sobre a equiparação de gêneros.



Le@rning on the web

Para assistir ao discurso de Malala Yousafzai nas Nações Unidas em 12 jul. 2013, visite: www.un.org/youthenvoy/video/malala-yousafzai-addresses-united-nations-youth-assembly/ (Acesso em: 14 jul. 2022).

- 6 It is time to make your own speech. In small groups, prepare a short speech and present it to the whole class. It is important to provide good evidence based on facts/research (statistics, graphs, etc.) to support your views. You can also record and share your speech with other people. Some suggested topics:

- Gender equality
- Children's rights
- Saying no to racism
- Saying no to bullying
- Ending violence against women/children



GIUSEPPELOMBARDO/SHUTTERSTOCK.COM



WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.


In this unit you have read an advertisement on page 40. An advertisement or ad is used to sell a product. Ads must be attractive, and they usually contain eye-catching images and a slogan or headline message.

Based on the advertisement you read in this unit, it is your turn to create an advertisement for a product that can help put a stop to issues such as gender inequality, violence against women/children, racism. Work with two or three classmates collaboratively.

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

- a. Writer: you and classmates
- b. Readers: classmates and other people
- c. Genre: ★
- d. Objective: to get people to buy a product that can help put a stop to ★
- e. Style: persuasive tone
- f. Media: school board/Internet

2 Follow these instructions to write your text.

- 
1. Choose an issue you want to fight against (gender inequality, violence against women/children, racism, etc.).
 2. Think of a product that can help put a stop to the issue you are fighting against. Be creative and also include a picture of the product.
 3. Brainstorm for ideas. Come up with ideas for headlines/slogans, images, colors, fonts and overall message.
 4. Write an attention-grabbing headline or slogan. This is the most important part of your ad and it should be short and objective in order to grab the reader. For example, "Stand Up. Speak Up."
 5. Below the main headline, write about the issue you are fighting against, but don't use too much text. Remember that the product being advertised can help put a stop to this issue.
 6. Place headline, text and images in an eye-catching configuration.
 7. Do two or three draft versions of your ad and exchange them with another group. Ask the group to select the best ad and give feedback on it.
 8. Make the necessary corrections.
 9. Create the final version of the advertisement.

TIP

Ao revisar o anúncio publicitário, considere, por exemplo:

- **objetivo:** O anúncio está adequado ao público-alvo e à sua finalidade?
 - **leiaute:** A distribuição de elementos verbais e não verbais está equilibrada?
 - **título/slogan:** O título ou slogan transmite a ideia central do texto e chama a atenção do leitor?
 - **imagens:** As figuras estão relacionadas ao texto e o tornam mais atraente?
 - **cores:** As cores usadas despertam interesse sem prejudicar a leitura?
- Reescreva seu texto com base na revisão feita por você e seus/suas colegas.

3 It's time to share your advertisement with your classmates and other people. You can hang it on a school board or publish it on the Internet (a blog or the school website).



LOOKING AHEAD



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have talked about equal rights for all. Read the following text about gender equality and, in small groups, discuss the questions about it.

UNICEF's Approach to Gender Equality

(...)

Intersectionality

UNICEF recognizes that no group of girls and boys, women or men is entirely homogenous. All include members of social sub-groups, defined by age, religion, race, ethnicity, economic status, caste, citizenship, sexual identity, ability/disability and urban/rural locality, and each sub-group may experience various forms of discrimination. Typically, however, girls experience lower status than boys within the same social sub-group, and there is resistance to changing this status. They therefore experience a double discrimination based on the sub-group(s) to which they belong and their sex. UNICEF is dedicated to working with partners at all levels to help end the intersecting discriminations that children face, and to redress the ways in which girls typically, and boys in some situations, experience discrimination on the grounds of their sex, in addition to other forms of discrimination they may experience.



MELITAS/SHUTTERSTOCK.COM

UNICEF. **Gender equality and rights:** gender mainstreaming strategy South Asia 2018-2021. 2018. Disponível em: www.unicef.org/rosa/media/2466/file/UNICEF%20South%20Asia%20Gender%20Mainstreaming%20Strategy%202018-2021.pdf. Acesso em: 20 jun. 2022.

- According to the text, girls "experience a double discrimination based on the sub-group(s) to which they belong and their sex". Do you know any other examples of double discrimination in Brazil?
- Equality of opportunity is a necessary but not sufficient condition for the achievement of gender equality. What other conditions are also important to achieve gender equality and end discrimination?
- In your opinion, how can world leaders and the government promote gender equality in our society? What about us? How can we do our part?



Recommended Resources

Para assistir a breves vídeos explicativos sobre direitos humanos, visite:

- www.youthforhumanrights.org/what-are-human-rights/videos/born-free-and-equal.html

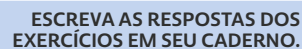
(Acesso em: 20 jun. 2022).



Think about it!

Você sabia que há empresas que adotam ações para promover a igualdade de gênero no trabalho? Se possível, faça uma visita guiada a uma ou duas empresas próximas de onde mora e procure conhecer a política de promoção de igualdade de gênero adotada. Converse com seus/suas colegas sobre essa experiência.

REVIEW 1 • UNITS 1 & 2



READING COMPREHENSION

- 1** Before reading the following text, focus on its **layout**, **keywords** (in **bold**) and **source**. Then, choose the correct item that completes each sentence.
- a.** The text refers to
- I.** human rights.
 - II.** children's rights.
- b.** The text is part of a publication
- I.** for adults.
 - II.** for children

Now read the text and do **exercises 2-5**.

A vertical collage of five close-up images of human eyes, showing a variety of eye colors (brown, blue, green) and skin tones, arranged in a vertical stack. The images are cropped to focus on the eyes and upper eyelids. The top image shows dark brown eyes on a dark-skinned person. The second image shows light green eyes on a fair-skinned person. The third image shows light blue eyes on a fair-skinned person. The fourth image shows dark brown eyes on a dark-skinned person. The bottom image shows light brown eyes on a fair-skinned person. The collage is set against a white background. On the right side, there is a vertical text watermark that reads "BLACKDAY/SHUTTERSTOCK.COM".

NATIONAL GEOGRAPHIC. **Every human has rights**: a photographic declaration for kids. Washington, DC: National Geographic, 2008.

- [illegible]

- 4 Choose a fragment from the text that is equivalent in meaning to “it doesn’t matter if you are male or female.”
- 5 Why is the subject pronoun **you** used repeatedly in the text? Choose **a** or **b**.
- a. To refer to a specific person.
 - b. To refer directly to the reader.

LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Modal Verbs: Should, Must

- 1 Replace each icon ★ with an expression in the box to complete the following sentences about the cartoon.

can't be feeling • must be • must be feeling

According to the *Universal Declaration of Human Rights*, everyone has the right to food, shelter, and health care. However, the situation portrayed in the cartoon shows a man whose human rights are disrespected. Based on the cartoon, we can make the following deductions:

- a. The man ★ homeless.
- b. He ★ hungry.
- c. He ★ warm enough.



TALIMONOV, Alexei. **The tramp of human rights**. Cartoonstock. 14 jun. 2011. Disponível em: www.cartoonstock.com/cartoon?searchID=CS171839. Acesso em: 26 jul. 2022.



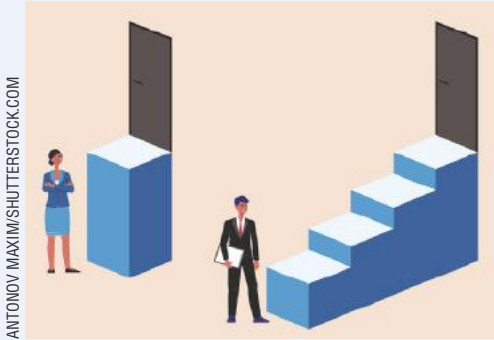
Think about it!

Cartum é um gênero textual que, por meio do humor, tem por objetivo criticar determinadas situações. Qual é a crítica feita no cartum?

Modal Verbs: May, Might, Must

- 2 Replace each icon ★ with an expression in the box to complete the following headlines about equal rights for all. There is one extra expression.

may also have • might speak • must be • must fight



- a. We ★ to protect women's rights
- b. Gender equality ★ a development priority in its own right
- c. The best countries for gender equality ★ a domestic violence problem

KABEER, Naila; WOODROFFE, Jessica. Gender equality must be a development priority in its own right. **The Guardian**, 14 maio 2013. Disponível em: www.theguardian.com/global-development/poverty-matters/2013/may/14/gender-equality-development-priority; MORRALL, Zoë. We must fight to protect women's rights. **The Boar**, 19 fev. 2018. Disponível em: <https://theboar.org/2018/02/fight-protect-womens-rights/>; TAYLOR, Adam. The best countries for gender equality may also have a domestic violence problem. **The Washington Post**, 10 jun. 2016. Disponível em: www.washingtonpost.com/news/worldviews/wp/2016/06/10/the-best-countries-for-gender-equality-may-also-have-a-domestic-violence-problem/. Acesso em: 29 jun. 2022.

- 3 In “must be” and “must fight” from the headlines in the previous exercise, what does **must** express? Choose **a** or **b**.

- a. Necessity. b. Possibility.

Reflexive Pronouns

- 4 Replace each icon ★ with the correct reflexive pronoun to complete the following quotes about diversity.

- a. “We need to give each other the space to grow, to be ★, to exercise our diversity.”

Max De Pree

PREE, Max de. We need to give each other the space to grow... In: EGAN, James. **1,000 Inspiring quotes**. Morrisville: Lulu Publishing Services, 2015. p. 78.

- b. “One of the greatest regrets in life is being what others would want you to be, rather than being ★.” *Shannon L. Alder*

ALDER, Shannon L. One of the greatest regrets in life... In: WOODALL, Tony. **QOD-038: Shannon L. Alder - One of the greatest regrets in life is being...** Goal Getting Podcast. 7 ago. 2015. Disponível em: www.goalgettingpodcast.com/qod-038-shannon-l-alder-one-of-the-greatest-regrets-in-life-is-being/. Acesso em: 29 jun. 2022.

- c. “The dynamism of any diverse community depends not only on the diversity itself but on promoting a sense of belonging among those who formerly would have been considered and felt ★ outsiders.” *Sonia Sotomayor*

SOTOMAYOR, Sonia. The dynamism of any diverse community... In: RANKIN, Kenrya. **Words of change. Anti-racism: powerful voices, inspiring ideas**. Seattle: Spruce Books, 2020.



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, predictable information in simple everyday material (e.g. <i>advertisements</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 enough to read cartoons and comic strips involving familiar, concrete situations described in high frequency everyday language.
Grammar 	<ul style="list-style-type: none"> I can use relative pronouns. I can use modal verbs (<i>should, must, may, might</i>). I can use reflexive pronouns.
Listening 	<ul style="list-style-type: none"> I can extract important information from short broadcasts, provided people talk clearly. 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 give a short, rehearsed, basic presentation on a familiar subject. I can recall and use an appropriate set of phrases from my repertoire. 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 cartoon. I can write an advertisement.

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

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: Watch videos in English (movies, TV series, online videos).

WORKING TOGETHER 1



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In **unit 1**, you have talked about the digital world, including cyberbullying. In this section, you are going to explore memes on fighting against cyberbullying and create your own.

1 Have you ever read memes in Portuguese or English? If so, what were they about?



Pronunciation Note

Embora “*meme*” tenha a mesma grafia em inglês e em português, há diferença na hora de pronunciar. Em inglês, pronuncia-se /mi:m/.

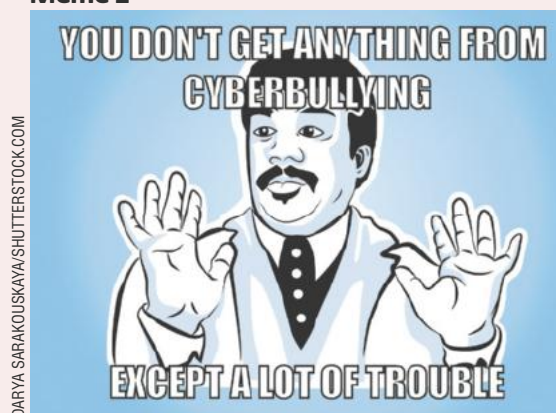
2 Now read the memes and focus on the **meaning created by the combination of visual and verbal elements**. Then, in pairs, ask and answer the following questions.

Meme 1



Adaptado de: MEME GENERATOR. **Stop cyberbullying. I am watching you.** [2022?]. Disponível em: <https://web.archive.org/web/20220720205157/https://memegenerator.net/img/instances/81335209/stop-cyber-bullying-i-am-watching-you.jpg>. Acesso em: 1 jul. 2022.

Meme 2



Adaptado de: MEME CREATOR. **You don't get anything from cyberbullying except a lot of trouble.** 2020. Disponível em: www.memecreator.org/static/images/memes/4590808.jpg. Acesso em: 1 jul. 2022.

Meme 3



Adaptado de: QUICK MEME. **Stop cyberbullying! It is not cool!** [2022?]. Disponível em: www.quickmeme.com/img/0c/0c6ee02e8d48134940d7c499f3c0e86eda192bbeb6b9eb4e8f82130a3afd4d3b.jpg. Acesso em: 1 jul. 2022.

- a. What do the memes have in common?
- b. Which one is your favorite? Why?
- c. How did you feel after reading each meme? Why?

3 Discuss the following questions with your classmates.

- a. Why do people usually share memes on the Internet?
- b. Do you usually share memes with your friends? If so, how often?
- c. Have you ever created memes? If so, what were they about?



Think about it!

Um dos objetivos dos *memes* é criar um efeito de graça ou humor. Na sua opinião, o que provocou esse efeito nos *memes* apresentados nesta seção? Para você, o que torna um *meme* interessante, sem ser ofensivo?

4 Read the following *TASK* and complete it by working with a classmate collaboratively. The main aim of the task is to create and share memes on fighting against cyberbullying.

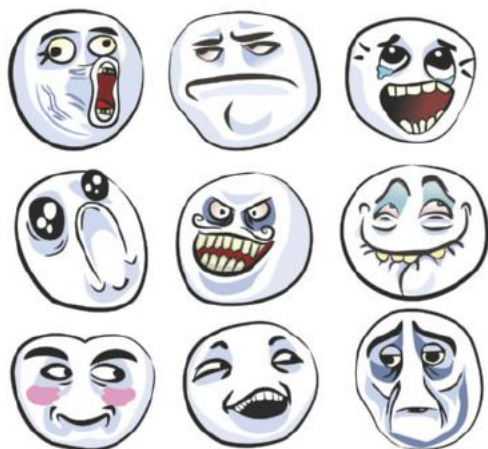
TASK

In pairs, create three memes on fighting against cyberbullying. If possible, try to create a meme that offers a useful tip on preventing cyberbullying. You can use one of the following meme generators to easily add text to images:

- www.iloveimg.com/meme-generator
- <https://imgflip.com/memegenerator>
- www.kapwing.com/meme-maker

(Accessed on: July 1, 2022).

DARYA SARAKOUSKAYA/SHUTTERSTOCK.COM



After creating your memes, gather all the ones you and your classmates created to make a poster about stopping cyberbullying and share them among teachers, family members, friends, and other people from your community. You can also share the memes on the Internet.



Le@rning on the web

Para ter acesso ao guia *Cyberbullying: Identification, Prevention, and Response*, visite: <https://cyberbullying.org/Cyberbullying-Identification-Prevention-Response-2022.pdf> (Acesso em: 1 jul. 2022).



UNIT 3

LIVING WITH DIFFERENCES



GETTING STARTED



NÃO ESCREVA EM SEU LIVRO.

What would life be like if we lived in a world with no diversity?



Nesta unidade, você vai

- falar sobre diversidade;
- usar orações condicionais do tipo 1 (*first conditional*);
- explorar prefixos (*prefixes*);
- explorar conectores (*linking words/phrases*);
- compreender e produzir cartazes de campanhas (*campaign posters*);
- explorar os temas contemporâneos transversais **educação em direitos humanos e direitos da criança e do adolescente**.

GOODSTUDIO/SHUTTERSTOCK.COM



READING COMPREHENSION

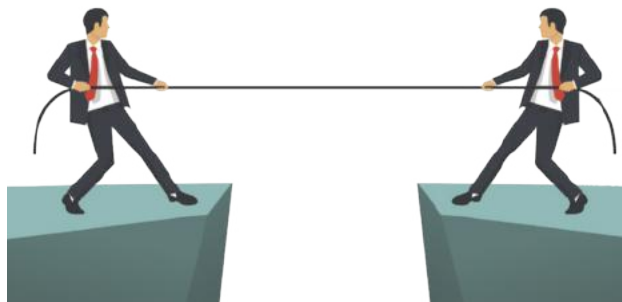
Before Reading



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 Identify the words in the box that have a similar meaning to **conflict**.

agreement • clash • dispute •
rebellion • peace



HVOSTIK/SHUTTERSTOCK.COM

- 2 Before reading the following text, focus on its **first paragraph** and **source**. What do you expect to read about in the text?

Language Note

organise, recognise (BrE) = **organize, recognize (AmE)**

Reading

- 3 Now read the text to check your predictions.

lash out: ataque
root: de origem
threat: ameaça

CHAPTER 1

Defining Conflict

(...) Conflict is inevitable, normal and dynamic hence should be seen as a major part of relationship. Hence, people have to learn how to deal with and manage conflicts to avoid violent lash outs. (...)

The way a society is organised can create both the root causes of conflict and the conditions in which it's likely to occur. Any society which is organised so that some people are treated unequally and unjustly, is likely to erupt into conflict, especially if its leaders don't represent all the members of that society. If an unequal and unjust society is reformed, then conflicts will be rare. (...)

Human beings have basic needs. Everyone needs to be recognised as an individual with a personal identity; everyone needs to be able to feel safe. If these needs aren't met, people protest, and protesting can lead to rebellion and violence. Many people find their identity and security in their cultural group and its particular point of view - so clashes between different cultural groups also lead to disputes that can easily turn violent.

If people learn to understand that differing cultures and opinions are not inevitably a threat to each other, they will also learn how to manage their differences co-operatively and peacefully. (...)

- 4** What is the main aim of the text? Choose **a** or **b**.
- a. To provide a new definition for “conflict”.
 - b. To discuss some important causes of conflict.
- 5** According to the text, what can create the main causes of conflict?
- 6** Based on the text, what are some examples of causes of conflict? Choose the correct items.
- a. When a society is organized in a way that people are treated unequally and unjustly.
 - b. When people learn to understand that differing cultures are not a threat to each other.
 - c. When a person is not recognized as an individual with a personal identity.
 - d. When the leaders of a society don’t represent all members of that society.
- 7** In your notebook, write **T** (True) or **F** (False). Then, correct the false statement(s).
- a. Conflict is certain to happen and plays an important role in relationships.
 - b. Conflicts will occur if an unequal and unjust society is reformed.
 - c. Differing cultures are a threat to each other.
- 8** Choose the correct item that completes each statement.
- a. In “a major part of relationship” (1st paragraph), **major** means
 - I. important, significant.
 - II. unimportant, insignificant.
 - b. In “learn how to deal with and manage conflicts” (1st paragraph), **deal with** is equivalent in meaning to
 - I. cope with.
 - II. get along with.
 - c. In “(...) is likely to erupt into conflict” (2nd paragraph), **be likely to** expresses
 - I. certainty.
 - II. probability.
 - d. In “(...) and protesting can lead to rebellion and violence” (3rd paragraph), **can** is equivalent in meaning to
 - I. may/might.
 - II. must.
 - e. In “If people learn to understand that differing cultures and opinions are not inevitably a threat to each other, they will also learn how to manage their differences co-operatively and peacefully” (4th paragraph), **they** refers to
 - I. differences.
 - II. people.

Reading for Critical Thinking

9 Discuss the following questions with your classmates.

- According to the text, "If an unequal and unjust society is reformed, then conflicts will be rare". In your opinion, what changes need to be made in society so that conflicts can disappear?
- Think of a society you know best. It can be your community, your neighborhood, your school. How is it organized? Can you see likely causes for conflict? What can be done to reduce the chances of conflict?



MAGIC PANDA/SHUTTERSTOCK.COM

VOCABULARY STUDY



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Word Formation: Prefixes

1 Read these fragments from the text on page 58 and focus on the words in **bold**. Then, copy the following table into your notebook and complete it by replacing each icon ★ with the appropriate word.

I. "Conflict is **inevitable**"

II. "an **unequal** and **unjust** society"

a.	inevitable (adjective)	is the opposite of	★ (adjective)
b.	unequal (adjective)		★ (adjective)
c.	unjust (adjective)		★ (adjective)

TIP

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

2 Which word contains the prefix **un-**? Choose **a** or **b**.

- understand
- unsafe

3 The following sentences are related to the text on page 58. Replace each icon ★ with a word formed with the prefix **in-** or **un-**. Use the clues in parentheses to help you.

- Our World is divided and conflict-torn, socially and ecologically ★. (the opposite of **sustainable**)
- The most common conflicts occur when a particular group wants to be ★ from a central government. (the opposite of **dependent**)
- Conflicts arise when people are ★ with how they are governed. (the opposite of **happy**)

PANDEY, Kshama; UPADHYAY, Pratibha. **Promoting global peace and civic engagement through education.** Hershey: IGI Global, 2016. 464 p.



arise: surgir, aparecer

RAYWOO/SHUTTERSTOCK.COM

Linking Words/Phrases

4 Read the following fragments from the text on page 58 and focus on the linking words in **bold**. Then, choose the correct item that completes each sentence.

- "**If** an unequal and unjust society is reformed, **then** conflicts will be rare." (2nd paragraph)
- "**so** clashes between different cultural groups also lead to disputes" (3rd paragraph)
- "they will **also** learn how to manage their differences" (4th paragraph)

a. In fragment I, **if** expresses

I. condition.

II. result.

b. In fragment I, **then** is equivalent in meaning to

I. after that.

II. before that.

c. In fragment II, **so** is equivalent in meaning to

I. on the contrary.

II. as a result.

d. In fragment III, **also** expresses

I. addition.

II. contrast.

TIP

Conectores (*linking words/phrases*, em inglês) são palavras ou expressões utilizadas para unir palavras ou orações. Ao ler um texto, busque identificar quais palavras ou orações os conectores ligam.

5 Copy the following table into your notebook and complete it by replacing the icons ★ with the linking words/phrases in the box.

after that • as a result • in addition to • unless

Addition	Condition	Result	Sequence
★ also, and, both, moreover, too	★ as long as, if	★ consequently, so, therefore	★ before that, finally, firstly, secondly, then



GO TO VOCABULARY CORNER ON PAGE 174.



TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 School is one of the first places we learn to live with differences. Are there any anti-bullying policies in your school? What happens if you or a classmate experience bullying or discrimination?
- 2 Before reading the following text, take a look at its **title**, **layout** and **source**. What do you expect to read about?

Now read the text and do **exercises 3** and **4**.

What Are My Rights at School?

Title IX is a federal law that makes sex discrimination illegal in most schools. (...) Several other federal and state laws also protect transgender students. Here are some of the rights you have under these laws:

- You have the right to be treated according to your gender identity. (...)
- You have the right not to be bullied or harassed because you are transgender or gender non-conforming. If school administrators know that you're being bullied or harassed, they have to take action to end it. (...)
- You have the right to get the same opportunities to learn and participate in school life as anyone else, no matter your gender, including your gender identity or expression, or your race, nationality, or disability. This includes not being punished because you are transgender or gender non-conforming and being allowed to participate in school activities and events.
- You have the right to dress and present yourself according to your gender identity. This includes how you dress at school every day as well as for dances, graduation, and other school events. (...)

NATIONAL CENTER FOR TRANSGENDER EQUALITY. **What are my rights at school?** 2022. Disponível em: <https://transequality.org/know-your-rights/schools>. Acesso em: 9 jul. 2022.

- 3 Who is the text addressed to?
- 4 Choose the transgender and gender non-conforming students' rights that are mentioned in the text.
 - a. Dress according to their gender identity.
 - b. Be part of an educational environment free from discrimination.
 - c. Be provided the same learning opportunities as are all other students.
 - d. Be addressed by school staff by the name corresponding to their gender identity.
 - e. Not be required to use a restroom that conflicts with the student's gender identity.



ASTUDIO/SHUTTERSTOCK.COM

- 5 In your opinion, what should happen in order to help put an end to bullying and discrimination?
- 6 In pairs, ask and answer the following questions.
- In our country, are there any laws that offer protection for children and teenagers?
 - What about for transgender and gender non-conforming students?



Think about it!

Na sua opinião, quais ações podem ser promovidas pela escola para incentivar o respeito a indivíduos e grupos que são frequentemente vítimas de discriminação?



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

First Conditional

Read the following fragments from page 58 and do **exercises 1-3**.

- "If an unequal and unjust society is reformed, then conflicts **will be rare**."
- "If people **learn** to understand (...), they **will also learn** how to manage their differences (...)."



FILE404/SHUTTERSTOCK.COM

- 1 Choose the correct item that answers each question.
- Which sentence is equivalent in meaning to fragment I?
 - Conflicts will be rare if an unequal and unjust society is reformed.
 - If an unequal and unjust society is reformed, then conflicts won't be rare.
 - Which sentence is equivalent in meaning to fragment II?
 - If people learn how to manage their differences, they will learn to understand (...).
 - People will learn how to manage their differences (...) if they learn to understand (...).
 - What is correct about both fragments?
 - They refer to a **real possibility** for a particular situation to happen in the future.
 - They refer to an **unreal possibility** for a particular situation to happen in the future.

2 What does each clause express? Match the columns.

“If an unequal and unjust society **is** reformed, then conflicts **will be** rare.”

“If people **learn** to understand (...), they **will** also **learn** how to manage their differences (...).”

a. Clauses in **blue** (“If”) express

I. result

b. Clauses in **pink** (“will”) express

II. condition

3 Copy the following table into your notebook and replace each icon ★ with an appropriate answer to understand the structure of the **first conditional**.

Condition	Result
“If an unequal and unjust society is reformed,	then conflicts will be rare.”
“If people learn to understand (...),	they will also learn how to manage their differences (...).”
↓	↓
If + verb in the ★	+ ★ + base form of the main verb

TIP

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

4 It is through education that we can learn to understand and respect other people’s differences. Replace each icon ★ with the correct form of the verbs in CAPITAL LETTERS as in the example to complete the following quotes about education.

Example: a. will improve

a. IMPROVE:

“If you improve education by teaching for competence (...), and connecting with students, the test scores ★.”

William Glasser

b. BE:

“Also, if we take back our schools and concentrate on improving them so our children get a better education, they ★ better trained to compete for a job locally.”

Vincent Frank

c. TEACH:

“Memory and creativity are essential to education, but if you ★ memory incorrectly, it is a total waste of time, and it will inhibit learning.”

Tony Buzan

d. NOT EMPOWER:

“If we ★ families to be able to have a quality education, then their children – for the first time in American history, truly the first time – will not have the same economic opportunities.”

Jeb Bush

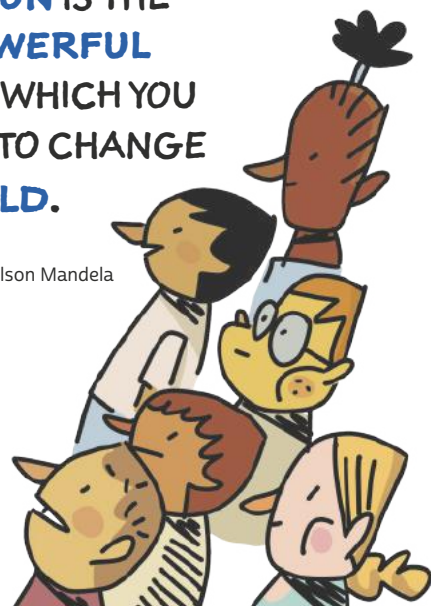
e. NOT GET:

“You can spend a lot of money on education, but if you don’t spend it wisely, on improving the quality of instruction, you ★ higher student outcomes.”

Andreas Schleicher

EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.

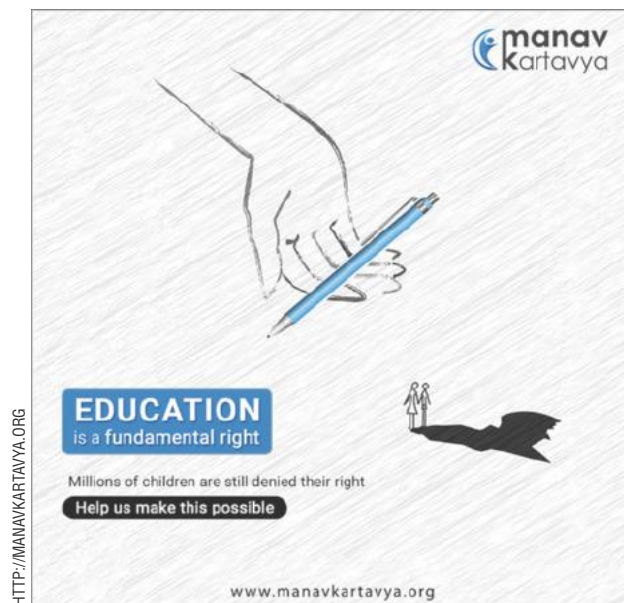
Nelson Mandela



GALVÃO BERTAZZI

BRAINYQUOTE. **William Glasser quotes.** 2001-2022. Disponível em: www.brainyquote.com/quotes/william_glasser_345824; BRAINYQUOTE. **Vincent Frank quotes.** 2001-2022. Disponível em: www.brainyquote.com/quotes/vincent_frank_229335; BRAINYQUOTE. **Tony Buzan quotes.** 2001-2022. Disponível em: www.brainyquote.com/quotes/tony_buzan_676103; BRAINYQUOTE. **Jeb Bush quotes.** 2001-2022. Disponível em: www.brainyquote.com/quotes/jeb_bush_676914; BRAINYQUOTE. **Andreas Schleicher quotes.** 2001-2022. Disponível em: www.brainyquote.com/quotes/andreas_schleicher_553164; BRAINYQUOTE. **Nelson Mandela quotes.** 2001-2022. Disponível em: www.brainyquote.com/quotes/nelson_mandela_157855. Acesso em: 9 jul. 2022.

Read the following persuasive campaign posters about the right to education, promoted by Manav Kartavya, an Indian non-governmental organization (NGO), and do **exercises 5 and 6**.



HTTP://MANAVKARTAVYA.ORG

MANAV KARTAVYA. **Manav Kartavya:** best NGO in Ahmedabad, NGO for child. Pinterest, 2022. Disponível em: <https://br.pinterest.com/pin/663788432556508412/>. Acesso em: 27 jul. 2022.



HTTP://MANAVKARTAVYA.ORG

MANAV KARTAVYA. **Arte do homem de ferro.** Pinterest, 2022. Disponível em: <https://br.pinterest.com/pin/82331499593231286/>. Acesso em: 27 jul. 2022.



Le@rning on the web

Para assistir a uma animação produzida pelo Unicef sobre igualdade de gênero, visite <https://youtu.be/WWkrQMvqB3s> (Acesso em: 20 jun. 2022).

- 5 In your notebook, write sentences based on the topic of the campaign posters. Use the **first conditional** as in the example.

Example: If children go to school, they will have more opportunities to develop their personalities, talents, and abilities.

- 6 Education represents opportunity and it is the right of every child. It should also teach them to respect other people. Apart from school, what other institutions, groups and/or media should encourage children to respect other people?

! GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 180.

LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 Do you know anyone (world leader, artist, or someone from the community where you live) who stands up for human rights and fights for a diverse society in which people respect others? What is she/he famous for? Use expressions in the *Language Note* box to help you.

Language Note

- She/He is a(n) important/influential/inspiring/respected/well-known figure.
- She/He stands up for children's/civil/human/women's rights.
- She/He is (internationally/locally) famous for.../She/He is (best) known for...

- 2 Listen to the beginning of a speech delivered in 2013 by Juana Bordas, an inspirational speaker. What is the speech about? Take notes and write the answer in your notebook.
- 3 According to Juana Bordas, what is diversity about? Listen to the recording again and choose the correct items.

- a. It is about class.
- b. It is about color.
- c. It is about culture.
- d. It is about commitment.
- e. It is about consciousness.
- f. It is about people regardless of where they come from and their age.



Juana Bordas

KARL GEHRING/THE DENVER POST VIA GETTY IMAGES

- 4 What kind of space does Juana Bordas want to create in her communities, leadership programs and organizations?
- 5 Listen to the recording once more and check your answers to **exercises 3 and 4**.
- 6 Do you agree with what Juana Bordas says about diversity? Why (not)?
- 7 What do you think of the following quotes about diversity? Which one(s) do you agree with? Why? Discuss them with your classmates. Use expressions in the *Language Note* box to help you.

KEN CHARNOCK /GETTY IMAGES



“It is time for parents to teach young people early on that in diversity there is beauty and there is strength.”

Maya Angelou

COLORED LIGHTS/SHUTTERSTOCK.COM



“We are all different, which is great because we are all unique. Without diversity life would be very boring.”

Catherine Pulsifer

WIRGININGS/PICTURE ALLIANCE VIA GETTY IMAGES



“A society that does not recognize that each individual has values of his own which he is entitled to follow can have no respect for the dignity of the individual and cannot really know freedom.”

Friedrich August von Hayek

WOW4U. 66 Diversity quotes. 1999–2020. Disponível em: www.wow4u.com/diversity-quotes/. Acesso em: 9 jul. 2022.

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/view.../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 persuasive campaign posters promoted by Manav Kartavya on page 65. Campaign posters deliver persuasive messages about a topic. They usually have eye-catching images and a slogan or a headline message. Sometimes there is also a short text to provide some additional relevant information.

Based on the campaign posters you read in this unit, it is your turn to create a campaign poster about the topic of this unit, *Living with Differences*. The aim is to encourage people to understand and respect other people's differences. Work with two or three classmates collaboratively.

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

You and two or three ★ are going to write a ★ in order to encourage people to understand and respect other people's differences. You are going to use a persuasive tone. Your text can be published on a traditional bulletin ★ or on the Internet so that other classmates and the school community can read it.

- 2 Follow these instructions to write your text.

1. Decide what to write about. Since the topic is *Living with Differences*, you can write about gender equality, respecting other cultures, lifestyles, etc.
2. Think about your target audience (students, teachers, local community, etc.) so that you can tailor your text to that audience.
3. Brainstorm for ideas. Think of ideas for slogans, images, colors, fonts and overall messages.
4. Look for potential images and choose a memorable one. A beautiful image can give you ideas for a slogan.
5. Define your slogan or headline message.
6. Below the slogan, you can add some other relevant information in a smaller font size. But don't use too much text. Try to keep your poster visual.
7. Make the first version of your campaign poster. Try to place the slogan, text and images in an eye-catching configuration.
8. Exchange campaign posters with classmates and discuss them.
9. Make the necessary corrections.
10. Create the final version of your campaign poster by hand or use a computer to design it.

TIP

Ao revisar os cartazes, considere, por exemplo:

- **objetivo:** O cartaz está adequado ao público-alvo e à sua finalidade?
 - **leitura:** A distribuição dos elementos verbais e não verbais está equilibrada?
 - **imagens:** As imagens estão relacionadas ao texto e o tornam mais atraente?
 - **cores:** As cores usadas despertam interesse sem prejudicar a leitura?
 - **tipo e tamanho da fonte:** O texto está legível a distância?
 - **slogan:** O slogan transmite a ideia central do texto e chama a atenção do/a leitor(a)?
- Reescreva seu texto com base na revisão feita por você e seus/suas colegas.

- 3 It's time to share your campaign poster with your classmates and other people. You can put it up on a bulletin board or publish it on the Internet (a blog, the school website, a non-profit organization's website, etc.).



LOOKING AHEAD

In this unit you have talked about living with differences. Read the following text about everyday ways to teach children about respect and, in small groups, discuss the questions about it.

EDUCATION COUNTS

because it promotes gender equality and empowers women

Education is the key to addressing gender-based inequalities and exclusion. While girls and boys have the same fundamental human rights, young women generally receive less education, have fewer opportunities and enjoy less freedom than young men. Girls who live in remote rural areas or speak a minority language are often excluded from education.

Almost two-thirds of the world's 792 million illiterate adults are women. Women are paid less for their work and have limited access to positions of decision-making and power. In 2010, 9 out of 151 elected heads of state and 11 of 192 heads of government were women. Wages, agricultural income and productivity – all critical for reducing poverty – are higher where women involved in agriculture receive a better education.



KEHINDE OLUFEMI AKINBO/SHUTTERSTOCK.COM

UNESCO. **Education counts:** towards the millennium development goals. 2011. Disponível em: <https://unesdoc.unesco.org/ark:/48223/pf0000190214>. Acesso em: 20 jun. 2022.

- According to the text, what is fundamental to deal with gender-based inequalities and exclusion?
- Who usually receives less education, has fewer opportunities and enjoys less freedom?
- Based on the text, what happens to girls who live in remote rural areas or speak a minority language?
- In your opinion, how can gender equality be promoted in schools?



Recommended Resources

Para assistir a breves vídeos explicativos sobre igualdade de gênero, visite:

- <https://youtu.be/2Oexo0jpstk>
- <https://youtu.be/4viXOGvuu0Y>

Para assistir a uma palestra sobre os benefícios de escolas que valorizam a diversidade e inclusão, visite:

- <https://youtu.be/oRPIFFQHE-o>

(Acesso em: 20 jun. 2022).



UNIT

4

FREEDOM OF EXPRESSION



GETTING STARTED



NÃO ESCREVA EM SEU LIVRO.

The photos show different ways to express yourself. What are they?
Can you think of any others? How do you like to express yourself?

Nesta unidade, você vai

- falar sobre liberdade de expressão;
- usar orações condicionais do tipo 2 (*second conditional*);
- explorar conectores (*linking words/phrases*);
- explorar colocações (*collocations*);
- compreender e produzir pesquisas de opinião (*opinion polls*);
- explorar o tema contemporâneo transversal **educação em direitos humanos**.

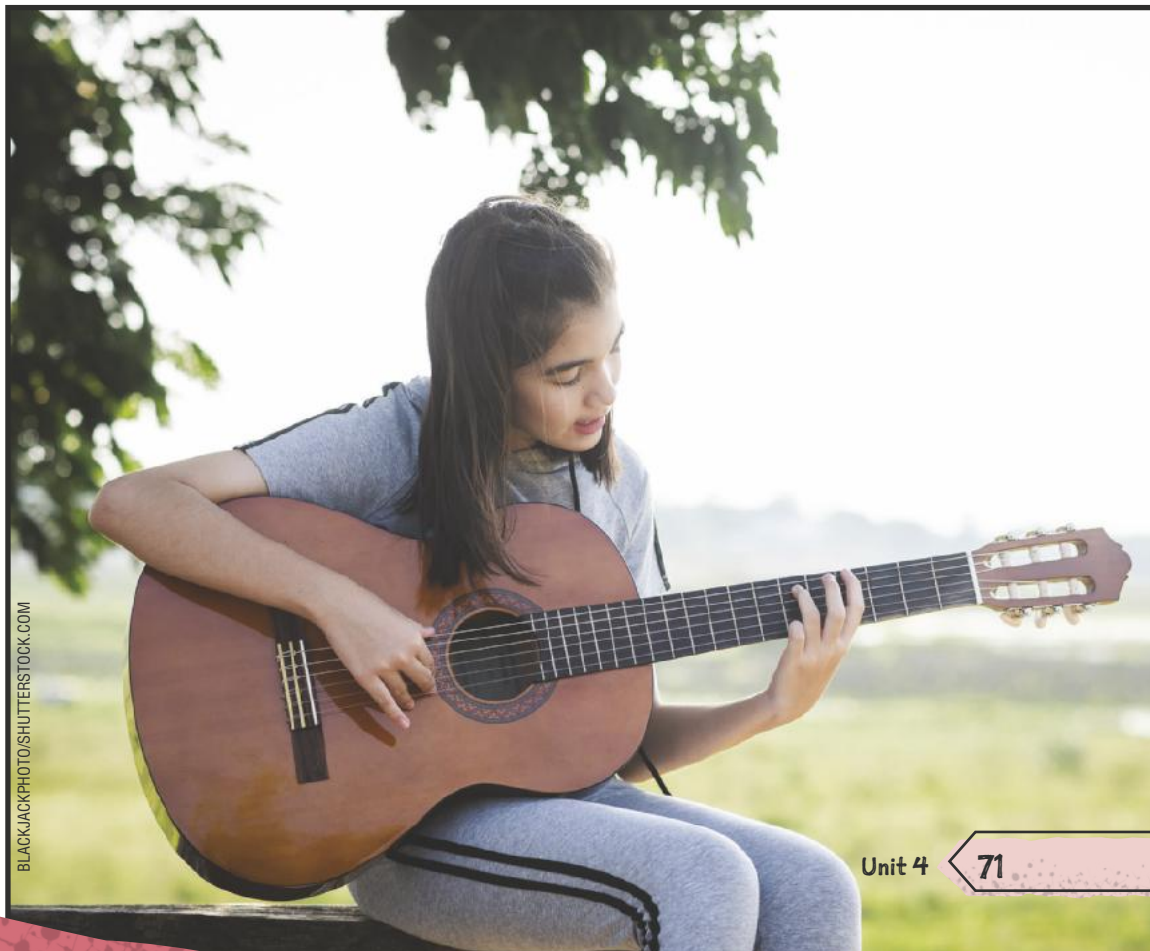
EVGENIAND/SHUTTERSTOCK.COM



BIRGIT REITZ-HOFMANN/SHUTTERSTOCK.COM



BLACKJACKPHOTO/SHUTTERSTOCK.COM





READING COMPREHENSION

Before Reading



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- Discuss the following questions with your classmates. Use expressions from the *Language Note* box to help you.
 - What does freedom of expression mean to you?
 - When is freedom of expression at risk?
 - What are the conditions needed for freedom of expression to flourish?
- Before reading the following text, take a look at its **title**. What do you expect to read about?

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...

Reading

- Now read the text to check your predictions.

Flourishing free, independent and pluralistic media

During a Unesco 3 May conference in 1991, the participants arrived at a consensus on the meaning of “an independent and pluralistic press” and stated it in the Windhoek Declaration:

By independent press, we mean a press independent from governmental, political or economic control or from control of materials and infrastructure essential for the production and dissemination of newspapers, magazines and periodicals. By a pluralistic press, we mean the end of monopolies of any kind and the existence of the greatest possible number of newspapers, magazines and periodicals reflecting the widest possible range of opinion within the community (adapted from Windhoek Declaration 3 May 1991, which also gave us the annual World Press Freedom Day, celebrated each year on 3 May).

There are several types of media (ownership) including private, community, state, and public. (...)

Consider the contrary situation where there is only one newspaper or broadcasting station in your neighbourhood or area. That station or newspaper would likely be the only source of information for many people. If the only source of information somehow published the wrong information, many people would be misinformed. Alternatively, if the newspaper or the television station were directed or forced to publish false information, many people would be lied to. Therefore, common sense would tell us that having multiple media sources would decrease the likelihood of being misinformed or misled because the readers or the audience could verify the information through other newspapers or stations.

Nevertheless, simply having many newspapers, television or radio stations is not enough. Multiplicity is not diversity. (...)



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flourish

verb

UK /ˈflaʊr.ɪʃ/ US /ˈflɔːr.ɪʃ/

to grow or develop well
prosperar, florescer

- The tourist industry is flourishing.

FLOURISH. In: CAMBRIDGE Dictionary. 2022. Disponível em: <https://dictionary.cambridge.org/dictionary/english-portuguese/flourish>. Acesso em: 21 jun. 2022.

broadcasting station:

emissora de televisão ou rádio

press: imprensa

range: gama, variedade

UNESCO. **Freedom of expression toolkit:** a guide for students. 2013. Disponível em: <https://unesdoc.unesco.org/ark:/48223/pf0000218618>. Acesso em: 9 jul. 2022.

- 4 What is the main aim of the text? Choose **a** or **b**.
- a. To provide a clear definition for “pluralistic press”.
 - b. To discuss some important issues about independent and pluralistic media.
- 5 Based on the Windhoek Declaration, what is correct to say about “an independent and pluralistic press”? Choose the correct items.
- a. It is independent from governmental, political or economic control.
 - b. There isn’t any kind of monopoly.
 - c. There is a great possible number of sources of information.
 - d. Different sources of information reflect the same opinions within the community.
- 6 In your notebook, write **I** if the item refers to “an independent press” or **II** if it refers to “a pluralistic press”.
- a. It presents different opinions in different sources of information.
 - b. It is free from governmental, political or economic influence.
- 7 Answer the following questions.
- a. What are some examples of types of media?
 - b. What are some examples of sources of information?
- 8 Match the columns in order to identify evidence that supports each opinion presented in the text.



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Opinion

- a. “Multiplicity is not diversity”
- b. “having multiple media sources would decrease the likelihood of being misinformed or misled”

Evidence

- I. “the readers or the audience could verify the information through other newspapers or stations”
- II. “simply having many newspapers, television or radio stations is not enough”

Language Note

O significado do prefixo **mis** (*misinformed*, *misled*) é **de forma incorreta, errada**.

- 9 In “decrease the likelihood of being misinformed”, what does **likelihood** mean? Choose **a** or **b**.
- a. Probability.
 - b. Improbability.

Reading for Critical Thinking

- 10 Discuss the following questions with your classmates.
- a. According to the text, “Multiplicity is not diversity”. In your opinion, what does it take to have a diverse press?

- b. Is information easily and readily made available for the public in our country? If so, how?
- c. In your opinion, has the advent of the Internet made it easier for people to express themselves? Why (not)? In small groups, make a list of strong points to support your views. Then, share your list with other classmates and get to know different viewpoints on the same topic.

VOCABULARY STUDY



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Collocations

- 1 Collocations are words that usually go together. For example, “arrive at a consensus” and “source of information”. Choose the items that are equivalent in meaning to the fragment “the participants **arrived at a consensus** on the meaning of (...)” (1st paragraph).

- a. the participants **broke the consensus** on the meaning of
- b. the participants **reached a consensus** on the meaning of
- c. the participants **achieved a consensus** on the meaning of

TIP

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

Read the following text about freedom of expression and do **exercises 2 and 3**.

Freedom of expression

Human beings make speeches, write stories, paint pictures, compose and sing songs, perform dances, and act in plays. Sometimes we express ourselves because we have strong feelings or thoughts about something and we want to share them with other people. Sometimes we express ourselves because we feel we need to. Whatever the reason, self-expression is something to enjoy and take pride in.



MONKEY BUSINESS IMAGES/SHUTTERSTOCK.COM

DK PUBLISHING AND UNICEF. *A life like mine*: how children live around the world. Nova York: DK Publishing, 2002. p. 118.

- 2 According to the text, why do we express ourselves?
- 3 Read the following fragment and replace each icon ★ with a verb in **bold** as in the example to learn new collocations.

“Human beings **make** speeches, **write** stories, **paint** pictures, compose and **sing** songs, **perform** dances, and **act** in plays.”

Example: a. write

a. ★: a novel, an essay, a letter

b. ★: a concert, a task, in public

- c. ★: a portrait, a picture, a wall
- d. ★: a noise, a good impression, money
- e. ★: in a movie, in a circus, in a comedy show
- f. ★: a duet, a repertoire, like an angel

Linking Words/Phrases

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

I. “**Therefore**, common sense would tell us that (...)” (4th paragraph)

II. “**Nevertheless**, simply having many newspapers (...)” (5th paragraph)


- a. In fragment I, **therefore** is equivalent in meaning to
- I. as a result.
 - II. on the contrary.
- b. In fragment II, **nevertheless** is equivalent in meaning to
- I. however.
 - II. before that.

TIP

Ao ler um texto, busque identificar os conectores utilizados, como *therefore* e *nevertheless*, para ajudar você a compreender como as ideias de um texto se relacionam.

- 5 Copy the following table into your notebook and complete it by replacing the icons ★ with the linking words in the box.

but • nevertheless • so • therefore

Contrast	Result
 however on the contrary	 as a result consequently



GO TO VOCABULARY CORNER ON PAGE 174.

TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 Why does freedom of expression matter?
- 2 Before reading the following text, take a look at its **structure** and **picture**. Then, answer the questions.
 - a. Who is the girl in the photo? What is her name and where is she from?
 - b. What is her occupation?
 - c. What does she make rhymes for?
 - d. Was the text written by a Brazilian or a foreign journalist?

Now read the text and do **exercises 3 and 4**.


www.mic.com/articles/185510/brazils-mc-soffia-is-a-13-year-old-rapper-who-makes-

By **Jill Langlois** | Oct. 24, 2017

Soffia Rocha knew she wanted to be an emcee when she was just 6 years old. Her mom, Kamilah Pimentel, took her to a “Future of Hip Hop” workshop put on in their community on the outskirts of Brazilian megacity São Paulo, and it’s there that she learned how to DJ, rap, breakdance and do graffiti. Pimentel wanted her daughter to have a strong sense of identity and to give her the confidence to stand up for herself when she was confronted with racism and sexism. (...)

Now that she’s 13, MC Soffia is known for performing during the opening ceremony of the 2016 Rio Olympics and dropping rhymes meant to empower young African-Brazilian girls to be proud of their skin color and their culture.

“There are a lot of girls who tell me that my music has helped them accept their natural hair, their bodies, their skin color,” Soffia said at a recent show put on by a cultural center for kids in São Paulo’s west end. (...)



MC SOFFIA/FELIPE INÁCIO

LANGLOIS, Jill. Brazil’s MC Soffia is a 13-year-old rapper who makes rhymes to empower black girls. **MIC**, 24 out. 2017. Disponível em: www.mic.com/articles/185510/brazils-mc-soffia-is-a-13-year-old-rapper-who-makes-rhymes-to-empower-black-girls. Acesso em: 21 jun. 2022.

3 Replace each icon ★ with an expression from the text to complete the following sentences about MC Soffia and her songs.

- a. MC Soffia participated in a community hip-hop workshop when she was ★.
- b. She can DJ, rap, breakdance and ★.
- c. Her songs empower young black girls to be proud of their ★ and culture.
- d. Through her songs, a lot of girls accept their ★, bodies and skin color.
- e. Her mother wanted her to stand up for herself when she was faced with ★.

4 In “dropping rhymes meant to empower”, what does **drop rhymes** mean? Choose **a** or **b**.

- a. To make a rap song.
- b. To avoid rhymes.

5 Apart from MC Soffia, do you know other artists whose songs address social issues like racism, prejudice or equality? If so, who? What are their songs about?

6 Are there any community projects that provide free classes in arts, music or dancing in your neighborhood? If so, which one(s)?

 **Le@rning on the web**

Para conhecer o trabalho da MC Soffia e assistir a suas entrevistas, apresentações e clipes, como “Menina Pretinha” e “Barbie Black”, acesse o canal de vídeos dela: www.youtube.com/McSoffia (Acesso em: 9 jul. 2022).



Think about it!

A Escola de Dança e Integração Social para Criança e Adolescente (Edisca): <https://edisca.org.br> (acesso em: 16 jul. 2022), em Fortaleza (Ceará), é um exemplo de organização não governamental sem fins lucrativos que, desde 1991, vem promovendo o desenvolvimento de crianças, adolescentes e jovens que se encontram em circunstância de vulnerabilidade social, por meio de uma educação interdimensional com centralidade na arte. Em sua opinião, quais são as vantagens de promover uma educação com foco em arte, incentivando diferentes formas de expressão?



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Second Conditional

1 Read the following fragments from page 72 and choose the correct item that answers each question.

- I. "If the only source of information somehow published the wrong information, many people would be misinformed." (4th paragraph)
- II. "Alternatively, if the newspaper or the television station were directed or forced to publish false information, many people would be lied to." (4th paragraph)

- a. What would happen to people if the only newspaper, magazine etc. published the wrong information?
 - I. They would be properly informed about the news.
 - II. They would not be properly informed about the news.
- b. Under what circumstances would people be lied to?
 - I. If the source of information were forced to publish true stories.
 - II. If the newspaper or the television station published false information.
- c. What is correct to say about the fragments?
 - I. They refer to real and possible situations.
 - II. They refer to unreal and improbable situations.



3D BRAINED/SHUTTERSTOCK.COM

2 Read **Text A** and **Text B** and answer the following questions.

Text A

How different would your life be if you lived in a dictatorship?	
<input type="checkbox"/>	Not so different.
<input type="checkbox"/>	Totally different.
<input type="checkbox"/>	I can't imagine it.
Vote	Results Share

STRAW POLL. **How different would your life be if you lived in a dictatorship?** 2022. Disponível em: <https://web.archive.org/web/20220720174439/https://www.strawpoll.me/16169622>. Acesso em: 21 jun. 2022.

Text B

What Would You Do Differently If You Were President?	

BLEEDINGPEN. What would you do differently if you were president? **Opera News**, 2021. Disponível em: <https://ng.opera.news/ng/en/politics/6a070d9c9d04a755b2443c322868a99c>. Acesso em: 21 jun. 2022.

- a. Which text is an online opinion poll?
- b. How would you answer the question in **Text A**, “How different would your life be if you lived in a dictatorship?” Why?
- c. How would you answer the question in **Text B**, “What would you do differently if you were president?” Why?

Focus on the following questions and do **exercises 3 and 4**.

- I. “How different would your life be if you lived in a dictatorship?”
- II. “What would you do differently if you were president?”

3 What is correct to say about the questions? Choose **a** or **b**.

- a. They refer to real and possible situations.
- b. They refer to unreal and impossible situations.

4 Each item presents a possible answer to one of the questions. In your notebook, write **I** if it refers to question **I** or **II** if it refers to question **II**.

- a. **Possible answer:** If I were president, I would change my country’s educational system.
- b. **Possible answer:** If I lived in a dictatorship, my life would be a lot different than now.

5 Copy the table into your notebook and replace each icon ★ with an appropriate answer to understand the structure of the **second conditional**. Use **will**, **would**, **was** or **were**.

Condition	Result
*If I were president,	I would change my country’s educational system.
If I lived in a dictatorship,	my life would be a lot different than now.
↓	↓
If + verb in the simple past	+ ★ + base form of the main verb
*Notice that in if clauses (condition) we often use the subjunctive form ★ after I/he/she/it.	

TIP

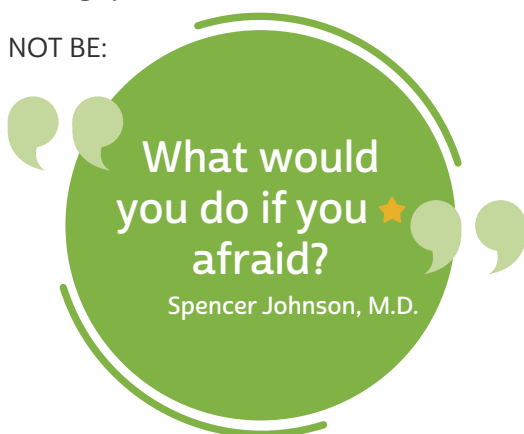
Com base nos exemplos, faça inferências para compreender regras de uso da língua inglesa.



JEMASTOCK/SHUTTERSTOCK.COM

- 6 Replace each icon ★ with the correct form of the verbs in CAPITAL LETTERS to complete the following quotes.

a. NOT BE:



d. NOT SPEND:



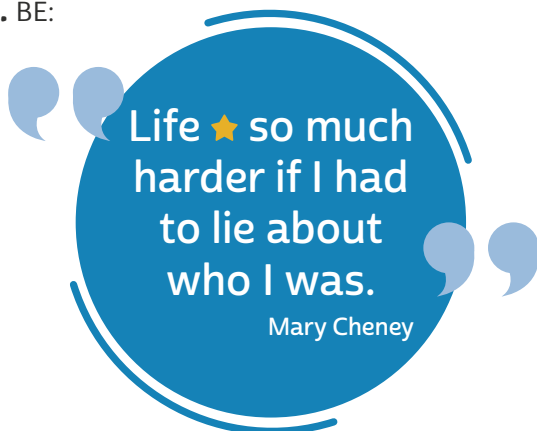
b. BE:



Language Note

I'd get = I would get

c. BE:



e. CAN:



JOHNSON, Spencer. **Who moved my cheese?** Nova York: G.P. Putnam's Sons, 1998. 108 p.; BRAINYQUOTE. **Lenny Kravitz quotes.** 2001-2022. Disponível em: www.brainyquote.com/quotes/lenny_kravitz_333836; BRAINYQUOTE. **Mary Cheney quotes.** 2001-2022. Disponível em: www.brainyquote.com/quotes/mary_cheney_322205; BRAINYQUOTE. **Jessica Valenti quotes.** 2001-2022. Disponível em: www.brainyquote.com/quotes/jessica_valenti_586621; BRAINYQUOTE. **Natalia Makarova quotes.** 2001-2022. Disponível em: www.brainyquote.com/quotes/natalia_makarova_484897. Acesso em: 21 jun. 2022.



GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 180.



LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 When we talk about freedom of expression, we also have to talk about the special role of journalism and journalists. In your opinion, do journalists always have freedom of the press in order to do their job? What would be the consequences of having freedom of expression at risk? Use expressions from the *Language Note* box to help you.

Language Note

Expressing an opinion:

In my opinion.../In my view.../From my point of view...
I'm (pretty) sure that.../I (strongly) believe that...



MODVECTOR/SHUTTERSTOCK.COM

- 2 Listen to a short speech delivered by Christiane Amanpour when she became Unesco Goodwill Ambassador for Freedom of Expression and Journalist Safety. What is she fighting for? Choose **a** or **b**.
- a. The release of journalists.
 - b. The imprisonment of journalists.
- 3 Listen to the recording again and choose what Christiane Amanpour says about journalists. Take notes and write the answers in your notebook.
- a. Journalists live in a world where everybody has the right to freedom of opinion.
 - b. Journalists are the pillars of reform, of freedom, of democracy.
 - c. There is no crime for which a journalist is in jail today.
 - d. People should be thankful to journalists.
- 4 Replace each icon ★ with an appropriate answer to complete the sentences.
- a. Christiane Amanpour mentions having visited many countries as a traveler, but also when she worked as a ★.
 - b. Christiane Amanpour believes that journalists are the ★ of people who have no voice.
- 5 Listen to the recording once more and check your answers to **exercises 3 and 4**.
- 6 Do you agree with what Christiane Amanpour says about the role of journalists and their right to freedom of expression? Why (not)?



Christiane Amanpour

DAVE BENNETT/GETTY IMAGES FOR NET

- 7 Sometimes journalists have no freedom of expression. Did you know that there is an article of the Universal Declaration of Human Rights that grants people the right to freedom of opinion and expression? Read the Article 19 of the declaration and, in pairs, discuss the following questions. Use expressions from the *Language Note* box to help you.

www.un.org/en/about-us/universal-declaration-of-human-rights

Article 19 of the Universal Declaration of Human Rights

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

UNITED NATIONS. *Universal Declaration of Human Rights*. [2022?]. Disponível em: www.un.org/en/about-us/universal-declaration-of-human-rights. Acesso em: 21 jun. 2022.

- Based on the text, what is freedom of opinion and expression? Try to use your own words to explain what it is.
- In your opinion, what conditions are favorable to freedom of expression?
- How can you do your part in promoting and defending freedom of expression through practical activities?
- Do you have freedom of expression? When was the last time you exercised your freedom of expression?



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



Le@rning on the web

Você já ouviu falar na *Magna Carta* ("Grande Carta" em português)? Trata-se de um importante documento histórico, escrito em 1215, que deu origem aos direitos humanos, promovendo ideias de liberdade e justiça. Para assistir a uma animação e explorar, de forma interativa, a história sobre a nossa liberdade, visite o portal: <https://humanrights.gov.au/magnacarta> (Acesso em: 21 jun. 2022).



Think about it!

A *Declaração Universal dos Direitos Humanos*, adotada pela ONU em 1948, foi esboçada, principalmente, pelo canadense John Peters Humphrey e contou com a ajuda de várias pessoas de diferentes países, como René Cassin (França), P. C. Chang (China), Charles Malik (Libano) e Eleanor Roosevelt (Estados Unidos). Na sua opinião, qual é a importância desse documento escrito em língua inglesa que delinea os direitos humanos básicos? Você já leu ou ouviu alguma coisa sobre esse documento? Em caso afirmativo, o quê?



WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have read an opinion poll on page 77. A poll allows you to ask a group of people a multiple choice question in order to get information about their opinions on a subject. Online polls have become very popular. They allow Internet users to express themselves and also find out the results of the poll.

Based on the opinion poll you read in this unit, it is your turn to create an opinion poll about human rights such as freedom of expression.

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 find out people's opinion on ★
- e. Style: informal
- f. Media: classroom board/Internet

2 Follow these instructions to write your text.

1. Think about your poll question.
2. Write short and clear possible answers. You can add an "Other" field to allow a voter to enter his/her own answer.
3. Write a first draft of the poll. You can allow the voter to select just one answer or allow him/her to choose multiple answers.
4. Ask a classmate to answer your poll. This is a good way to check if the question and the answer options are clear enough.
5. Answer your classmate's poll and discuss both polls with him/her.
6. Make the necessary corrections.
7. Write the final version of the opinion poll.

TIP

Ao revisar as pesquisas de opinião, considere, por exemplo:

- **objetivo:** As informações estão adequadas à finalidade do texto?
- **conteúdo:** As informações foram verificadas e estão corretas?
- **linguagem:** A pergunta e as respostas estão redigidas de maneira clara e objetiva?
- **leiaute:** A organização visual facilita 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 your opinion poll or publish it online. To publish free online polls, you can use different online services such as:

- www.easypolls.net;
- <https://poll.ly>;
- <http://pollcode.com>.
(Accessed on: July 14, 2022).

Finally, invite people to answer your poll and share the results.



VECTORMINE/SHUTTERSTOCK.COM



LOOKING AHEAD

In this unit you have talked about freedom of expression. Read the following text about making the world a better place by expressing your thoughts and participating and, in small groups, discuss the questions about it.

Take action and help make the world a better place by **expressing your opinions and participating**

- **Think of** something you would like to see improved, or a problem you would like to see solved. It can be in your school, your city, or somewhere far away.
- **Find out** all you can about that problem and tell your friends about it, too. You could make contact with groups that are already working to fix it.
- **Think about** how you, as a child, can help solve that problem. For example, you might not have money, but you can encourage adults to give money to help.
- **Choose** one way to help. It can be a small thing, such as not wasting resources, or something bigger, such as starting your own organization.



DK PUBLISHING AND UNICEF. **A life like mine**: how children live around the world. Nova York: DK Publishing, 2002. p. 117.

- What would you like to see improved in your school, city/town or what problem would you like to see solved?
- How can you help solve that problem/situation?
- Can you think of different ways to express yourself in order to help solve that problem/situation?
- By expressing ourselves, we share things we like and dislike, and how we think and feel. Do you think that by expressing ourselves we can also learn about ourselves and others? Why (not)?



Recommended Resources

Para ler a Declaração Universal dos Direitos Humanos em inglês, visite:

- www.un.org/sites/un2.un.org/files/2021/03/udhr.pdf

(Acesso em: 21 jun. 2022).

REVIEW 2 • UNITS 3 & 4



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.



READING COMPREHENSION

- 1 Do you use the Internet to express yourself? If so, how?
- 2 Before reading the following text, take a look at its **title** and **source**. What do you expect to read about?

Now read the text and do **exercises 3-5**.

The screenshot shows a web browser window with the address bar displaying <https://en.unesco.org/themes/freedom-expression-internet>. The page title is "Freedom of Expression on the Internet". Below the title is an image of a computer keyboard with a key labeled "FREEDOM". To the right of the image is a text block starting with "Unesco recognizes that the Internet holds enormous potential for development. It provides an unprecedented volume of resources for information and knowledge that opens up new opportunities and challenges for expression and participation. The principle of freedom of expression and human rights must apply not only to traditional media but also to the Internet and all types of emerging media platforms, which will contribute to development, democracy and dialogue. (...)"

Freedom of Expression on the Internet

Unesco recognizes that the Internet holds enormous potential for development. It provides an unprecedented volume of resources for information and knowledge that opens up new opportunities and challenges for expression and participation. The principle of freedom of expression and human rights must apply not only to traditional media but also to the Internet and all types of emerging media platforms, which will contribute to development, democracy and dialogue. (...)

UNESCO. **Freedom of expression on the internet**. 2021.

Disponível em: <https://en.unesco.org/themes/freedom-expression-internet>. Acesso em: 29 jun. 2022.

- 3 What does Unesco admit to be true about the Internet?
- 4 In "It provides an unprecedented volume of resources", what does **it** refer to? Choose **a** or **b**.
 - a. The Internet.
 - b. Unesco.
- 5 Replace each icon ★ with a word or expression from the text to complete the sentences.
 - a. The Internet provides a large amount of resources for ★ and new opportunities for ★.
 - b. The principle of freedom of expression must apply both to ★ and to the Internet.



LANGUAGE IN USE



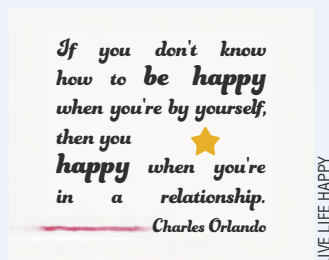
ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

First Conditional

- 1 Replace each icon ★ with the correct form of the verbs in CAPITAL LETTERS to complete the following inspirational quotes. Use the **first conditional** as in the example.

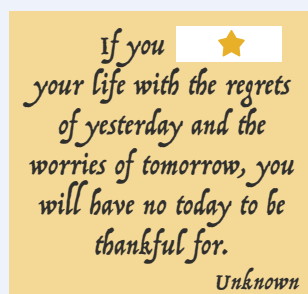
Example: a. won't be

a. NOT BE:



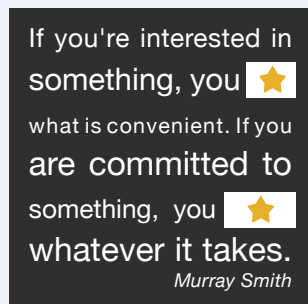
SCOTT, Ramona. **If-you-don't-know-how.** Pinterest, 2022. Disponível em: <https://br.pinterest.com/pin/376261743872755714/>. Acesso em 26 jul. 2022.

b. LIVE:



LITTLE NIVI. **59 Great motivational & inspirational quotes with images to inspire.** [2022?]. Disponível em: <https://littlenivi.com/59-great-motivational-inspirational-quotes-with-images-to-inspire/3/>. Acesso em: 29 jun. 2022.

c. DO/DO:



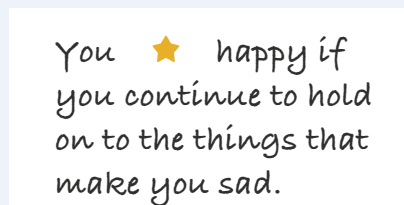
SMITH, Murray. If you're interested in something... In: SUNDT PEOPLE. **Getting to know Janet Terry.** Sundt. 2 abr. 2015. Disponível em: www.sundt.com/2015/04/02/getting-to-know-janet-terry/. Acesso em: 29 jun. 2022.

d. NOT BELIEVE:



WILES, Thomas. Uplifting fitness quotes 2019. **Exclusive Motivation.** 24 nov. 2018. Disponível em: www.exclusivemotivation.com/uplifting-fitness-quotes-2019/. Acesso em: 29 jun. 2022.

e. NEVER BE:



ATWAL, Ravipal. You will never be happy if you continue to hold on to the things that make you sad. **Atwal Space.** 14 abr. 2020. Disponível em: <https://atwalspace.com/you-will-never-be-happy-if-you-continue-to-hold-on-to-things-that-make-you-sad/>. Acesso em: 29 jun. 2022.

f. FIND:



GOODALL, Jane. If you really want something, and really work hard... In: HAMMOND, Lisa. **Permission to Dream Journal:** write, collage, and play your way to living the life of your dreams. San Francisco: Conari Press, 2008.

Second Conditional

- 2 Replace each icon ★ with the correct form of the verbs in CAPITAL LETTERS to complete the following inspirational quotes. Use the **second conditional** as in the example.

Example: a. would do

a. DO:

“Can you imagine what I ★ if I could do all I can?”

Sun Tzu

TZU, Sun. Can you imagine what... /n: BLACKIE. **Blackie's dictionary of quotations**. Nova Délhi: Blackie & Son, 2008. p. 105.

b. CEASE:

“If life were predictable, it ★ to be life, and be without flavor.”

Eleanor Roosevelt

ROOSEVELT, Eleanor. If life were predictable... /n: BOOKS AMEYA. **Quote #133 | Eleanor Roosevelt | If life were predictable (...)**. 21 dez. 2020. Disponível em: <https://booksameya.in/if-life-were-predictable-it-would-cease-to-be-life-and-be-without-flavor/>. Acesso em: 30 jun. 2022.



HULTON ARCHIVE/GETTY IMAGES

c. BE:

“If poets ★ realistic, they wouldn't be poets.”

Peter Davison

INSPIRATIONAL STORIES. **Peter Davison quotes**. 2020. Disponível em: www.inspirationalstories.com/quotes/frost-is-the-most-sophisticated-of-poets-of-peter-davison-quote/. Acesso em: 30 jun. 2022.

d. NOT BE:

“If the world were perfect, it ★.”

Yogi Berra

BERRA, Yogi. If the world were perfect... /n: CLARK, Roy P. Eight language lessons from Yogi Berra. **Poynter**, 23 set. 2015. Disponível em: www.poynter.org/reporting-editing/2015/eight-language-lessons-from-yogi-berra/. Acesso em: 30 jun. 2022.

e. CAN GIVE:

“If I ★ my teenaged self any advice, it would be ‘Calm down!’”

Zooey Deschanel

OVERALL MOTIVATION. **50 Motivational Zooey Deschanel quotes for success in life**. [2022?]. Disponível em: www.overallmotivation.com/quotes/zooey-deschanel-quotes/. Acesso em: 30 jun. 2022.

f. DO:

“It's a hard life... but if I could, I ★ it all again.”

Natalia Makarova

WHAT SHOULD I READ NEXT? **Quotes by "Natalia Makarova"**. 2022. Disponível em: www.whatshouldireadnext.com/quotes/authors/natalia-makarova. Acesso em: 30 jun. 2022.



THINKING ABOUT LEARNING

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



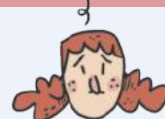
NÃO ESCREVA EM SEU LIVRO.



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 understand the main points in short news items on subjects of personal interest. 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 first conditional. I can use the second conditional.
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 and exchange ideas and information on familiar topics in predictable everyday situations.
Writing 	<ul style="list-style-type: none"> I can write a campaign poster. I can write an opinion poll.

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

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: Explore different genres (blogs, opinion polls, online forum posts in English) from credible websites.

WORKING TOGETHER 2



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In **unit 4**, you have talked about freedom of expression, one of the human rights (“everyone has the right to freedom of expression”, article 10). In this section, you are going to read two poems that celebrate human rights and write your own poem.



Le@rning on the web

Para ler uma versão simplificada da Declaração Universal dos Direitos Humanos em inglês, visite: www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html (Acesso em: 3 jul. 2022).

1 What are human rights? Which human rights do you know of?

2 Before reading the following texts, focus on the **structure**, the **source** and the **author** of each one. Then, choose the correct item that completes each sentence.

a. The texts are

I. poems.

II. letters.

b. The authors of the texts are

I. adults.

II. kids.

3 Now read the texts to check your predictions.

Text I

Unheard Words

I have rights, and I have wishes.
We all have rights, and we all have wishes.
I have the right to be free, we all do.
Slaves were never asked if they wanted to work.
Shedding tears and crying unheard words, in
Unbearable conditions and misery.
Collectively we can stop this evil.
So Why Does Slavery Still Exist?

Tegen Dunnill Jones, age 13

Text II

Reading, writing, and arithmetic
I'm just hoping it will all stick
It's my right to learn and obtain an education
When I'm done, I'll go on vacation

Sydney Schmit, age 11



NATIONAL GEOGRAPHIC. **Every human has rights**: a photographic declaration for kids. Washington, DC: National Geographic Society, 2008.

4 Each text refers to a different human right. What are they? Choose I, II or III.

a. **Text I** is about the right to

I. freedom.

II. health.

III. privacy.

b. **Text II** is about the right to

I. equality.

II. education.

III. justice.

TIP

No primeiro texto, observe o uso do prefixo *un-* em *unbearable* (em português, “insuportável”). Que ideia esse sufixo expressa? Sabendo que *hear* significa “ouvir, escutar”, o que significa *unheard*? Para você, a que palavras o título “*Unheard Words*” se refere? Que título você daria para o segundo texto?

5 Choose the sentence that summarizes the main idea in **Text I**.

- a. Nobody has the right to make you a slave.
- b. If you aren't safe in your country, you have the right to go to another country.



Think about it!

Um dos direitos previstos na Declaração Universal dos Direitos Humanos é o direito a procurar um lugar seguro para viver. No mundo, muitas pessoas, por causa de guerras e outros acontecimentos que colocam sua sobrevivência em risco, são obrigadas a buscarem refúgio em outros países, como no caso da guerra na Ucrânia, iniciada em 2022. O que você sabe sobre a situação de refugiados/as em diferentes partes do mundo e também no Brasil? Que dificuldades você imagina que eles/as enfrentam? Como poderiam ser amenizadas?

6 Choose the correct statements about the texts.

- a. They contain rhymes.
- b. They express the writers' feelings.
- c. They are written in formal language.
- d. They are short poems with one stanza each.

7 In pairs, ask and answer the following questions.

- a. Which poem is your favorite? Why?
- b. Have you ever written poems to express your feelings? If so, when?

8 Read the following **TASK** and complete it by working with a classmate collaboratively. The main aim of the task is to express yourself in a creative way by writing a poem about a human right.

TASK

In pairs, based on the poems you read, write your own poem about a human right and express your ideas and feelings in a creative manner. Choose a human right to be the theme of your poem (e.g. freedom, equality, education, privacy, etc.). Focus on expressing your emotions in a creative way and later, if you want, you can work on the rhymes. You can also visit <https://thepersecuted.org/human-rights-poems/> (accessed on: July 3, 2022) to find some examples of poems about human rights.

Try to experiment with the form of the poem and organize it in different ways to see what happens. After writing the poem, share it with your classmates and other people. You can publish it on the school website. If possible, an event can be organized at your school to celebrate human rights and some poems can be recited.



EDGE CREATIVE/SHUTTERSTOCK.COM




UNIT 5

WHAT SHOULD I DO?



▶ GETTING STARTED

 NÃO ESCREVA EM SEU LIVRO.

The photos show different problems that some teenagers often face. What are they? Do you face any of these problems? If so, which one(s)?

Nesta unidade, você vai

- falar sobre problemas que adolescentes costumam enfrentar;
- usar verbos modais (*modal verbs*);
- empregar vocabulário relacionado a problemas de saúde (*health problems*);
- compreender e produzir cartas para pedir conselhos e para aconselhar (*problem letters and letters of advice*);
- explorar o tema contemporâneo transversal **saúde**.

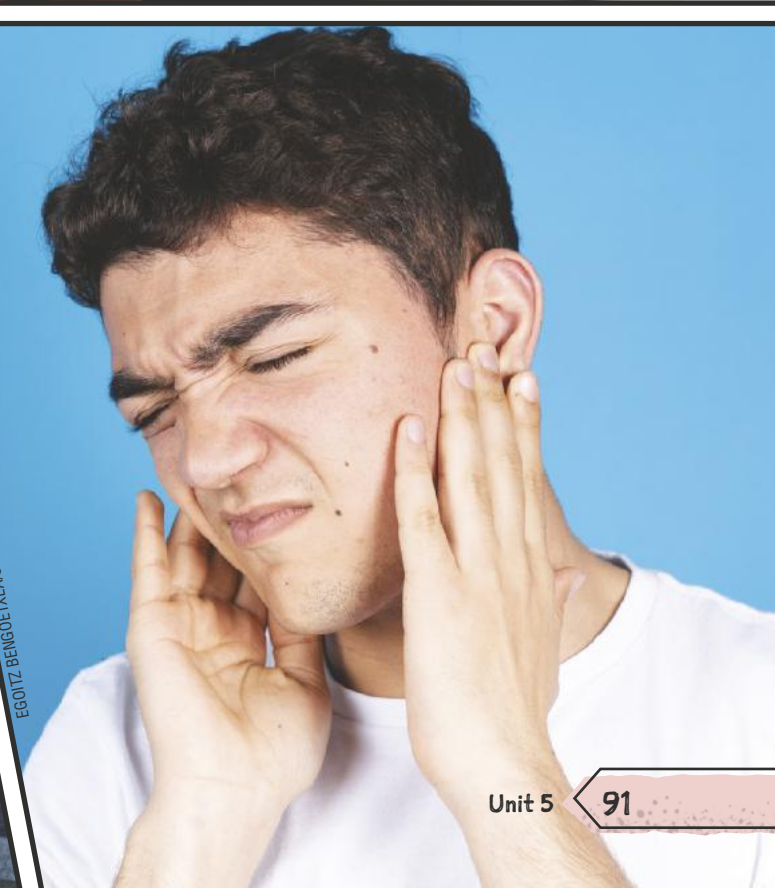


BRICOLAGE/SHUTTERSTOCK.COM



ROMAN BODINAR/SHUTTERSTOCK.COM

EGOITZ BENGOTXE/SHUTTERSTOCK.COM





READING COMPREHENSION

Before Reading

- 1 Do you wear earbuds or headphones? If so, how often? How long do you usually wear them every day?
- 2 Before reading the following text, take a look at its **title** and **source**. What do you expect to read about in the text?



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.



earbud

OSMAN VECATOR/
SHUTTERSTOCK.COM



headphone

JANE KELLY/
SHUTTERSTOCK.COM

Reading

- 3 Now read the text to check your predictions.

www.healthychildren.org/English/health-issues/

If I Can Hear It, It's Too Loud: Earbuds & Teen Hearing Loss


(...) Pediatricians have noticed that using earbuds or headphones might be damaging teens' hearing. The American Academy of Pediatrics (AAP) wants to prevent this type of **hearing loss** and is recommending screening teens for hearing damage at higher tones to find out if they have high frequency hearing loss.

Kids expose themselves to noise through **electronic media** that often is louder than what is allowed by law in a workplace, according to Joseph F. Hagan Jr., M.D., FAAP, co-editor of the *AAP Bright Futures Guidelines*. "We know that does cause problems with high frequency hearing loss." (...)

One in six adolescents has high frequency hearing loss, according to a study. This type of hearing loss is caused by exposure to loud noises, such as music played through headphones. (...)

What More Can Parents Do?

Parents can help prevent hearing loss by teaching safe listening habits. Kids should take breaks after an hour of listening and turn the volume down to about 60% on their audio players. Youths should be able to hear conversations going on around them while listening to the music, according to the AAP. (...)



RAMPIXEL.COM/SHUTTERSTOCK.COM

Language Note

Damage can be either a noun (*dano*) or a verb (*danificar*).

In "earbuds or headphones might be **damaging** teens' hearing", **damage** is a verb.

In "screening teens for hearing damage at higher tones", **damage** is a noun.

loss: perda

screen: examinar

AMERICAN ACADEMY OF PEDIATRICS. **If I can hear it, it's too loud:** earbuds & teen hearing loss. 16 mar. 2017. Disponível em: www.healthychildren.org/English/health-issues/conditions/ear-nose-throat/Pages/Acoustic-Trauma-Hearing-Loss-in-Teenagers.aspx. Acesso em: 21 jun. 2022.

- 4 Based on the text, choose the correct statement about teen hearing loss.
- a. Listening through earbuds or headphones at a high volume can result in hearing loss for children and teenagers.
 - b. Listening through earbuds or headphones has no impact on the number of kids and teens suffering from hearing loss today.
- 5 In your notebook, write **T** (True) or **F** (False). Then, correct the false statement(s).
- a. According to Joseph F. Hagan Jr., M.D., exposure to noise through electronic media that is often louder than recommended causes problems for kids.
 - b. 60% of teenagers have high frequency hearing loss.
 - c. It's important that kids and teens can hear conversations going on around them while playing music.
- 6 Identify the fragment in the text that contains the recommendations given by Joseph F. Hagan Jr., M.D., about preventing hearing loss.
- 7 Choose the sentence that has an equivalent meaning to “We know that **does cause** problems with high frequency hearing loss.”
- a. We know that **may cause** problems with high frequency hearing loss.
 - b. We know that **really causes** problems with high frequency hearing loss.
- 8 In “exposure to loud noises, **such as** music played through headphones”, try to infer the meaning of **such as** and choose the linking phrase that has an equivalent meaning.
- a. For example.
 - b. In addition to.

TIP

No **exercício 8**, use seu conhecimento sobre conectores (*linking words/phrases*). Lembre-se de que diferentes conectores podem expressar a mesma ideia.

Reading for Critical Thinking

- 9 Discuss the following questions with your classmates.
- a. In your opinion, are the recommendations provided by Joseph F. Hagan Jr., M.D., clear and easy to understand?
 - b. What about you? Do you take breaks after an hour of listening and turn the volume down to about 60%?



Health Problems

- 1 People in general, and teenagers alike, can suffer from several health problems. Replace the icons ★ with the words in the following box to label the pictures as in the example.

Example: a. cold

broken leg • cold • earache • fever • flu •
headache • sore throat • stomachache • toothache



a. ★



d. ★



g. ★



b. ★



e. ★



h. ★



c. ★



f. ★



i. ★

Language Note

The **flu** is a disease that is caused by a virus and causes fever, weakness, body aches, and breathing problems.

A **cold** is a common illness that usually causes coughing and sneezing, and makes your nose run.

TIP

Para ajudar você a aprender e a fixar vocabulário novo, agrupe as palavras por semelhança. No caso dos problemas de saúde, agrupe-as pela terminação, por exemplo: *earache*, *headache*, *toothache*.

- 2 Now listen to the recording and check your answers. Then, listen to the recording again and repeat the health problems in **exercise 1**.

- 3 Replace each icon ★ with a health problem in **exercise 1** to complete the following sentences as in the example.

Example: a. flu

- a. If you have fever, muscle pains, weakness, you probably have the ★.
b. When your body temperature is above normal range, you have a ★.
c. If your throat aches, you have a ★.



GO TO VOCABULARY CORNER ON PAGE 174.



TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

- 1 Do you spend long hours using the computer? In your opinion, could extensive computer use affect your health? If so, how?
- 2 Before reading the following text, take a look at its **title**, **structure** and **picture**. What do you expect to read about?

Now read the text and do **exercises 3 and 4**.

Healthy computing

Make sure your children are using the correct furniture and practice good posture and viewing habits. Adjustable desks and chairs can grow with children as they develop.

Bad computer posture



Good computer posture

Natural tilted position of the head, helps reduce tension in the back of the neck

Swing-up keyboard shelf is somewhere to rest the arms, and provides relaxation and sufficient distance from the screen

Backrest should be adapted to the back and support the lumbar region

1. Lower arms should rest on the desktop in a relaxed position

Computer screen should be positioned 18 and 24 inches (46 and 61 cm) away, at just below eye level

30 degrees

2. Seat should tilt forward by approximately two degrees; the seat depth should be positioned correctly: the thighs should not be in contact with the front edge of the seat

3. Lower leg should be vertical to the floor, the thigh horizontal

4. Desks and schoastic furniture should be height adjustable

© 2011 MCT
Source: RMS Public Relations
Graphic: Tim Lee, The News & Observer (Raleigh, N.C.)

MCT. **Healthy computing**. 2011. Infográfico. Disponível em: <http://bloximages.chicago2.vip.townnews.com/journalstar.com/content/tncms/assets/v3/editorial/f/fa/ffa22316-f786-5f41-81ce-62198560508b/4d99e78ac99c8.pdf.pdf>. Acesso em: 10 jul. 2022.

- 3 According to the text, what furniture is recommended for healthy computing? Why?
- 4 Choose the recommendations for good computer posture.
 - a. Desks should be height adjustable.
 - b. Lower leg should be vertical to the floor.
 - c. Thighs should be in contact with the front edge of the seat.
 - d. Lower arms should rest on the desktop in a relaxed position.
 - e. Computer screen should be positioned 30 degrees above eye level.

tilt

verb

UK /tɪlt/ US /tɪlt/

to (cause to) move into a sloping position

inclinar(-se)

He tilted his chair backwards and put his feet up on his desk.

TILT. In: CAMBRIDGE Dictionary. 2022. Disponível em: <https://dictionary.cambridge.org/dictionary/english-portuguese/tilt>. Acesso em: 10 jul. 2022.

- 5 Do you tend to adopt bad or good computer posture? Do you feel neck pain when you use the computer for long periods?



Modal Verbs: Should, Must, Have to

- 1 Read again the following fragments from the text on page 92. Then, choose the correct item that completes each sentence.

- I. "Kids **should** take breaks after an hour of listening (...)"
II. "Youths **should** be able to hear conversations going on around them (...)"

- a. The sentence that is equivalent in meaning to fragment I is
I. It is important that kids take breaks after an hour of listening (...).
II. It is not necessary for kids to take breaks after an hour of listening (...).
- b. The modal verb **should** expresses
I. an obligation.
II. a recommendation.
- c. We use **should**
I. **before** the main verb in the infinitive (without *to*).
II. **after** the main verb in the infinitive (without *to*).

- 2 Go back to the text "Healthy computing" on page 95 and find examples of sentences with **should**. Then, write down the sentence with the negative form of **should** in your notebook.

- 3 Based on the same text, which statement is correct about healthy computing? Choose **a** or **b**.

- a. Children **should** use adjustable furniture.
b. Children **shouldn't** use adjustable furniture.

Language Note

shouldn't = should not



SENSVECTOR/SHUTTERSTOCK.COM

- 4 People often ask for advice on websites like www.uexpress.com/ life (accessed on: July 14, 2022). Replace each icon ★ with **should** or **shouldn't** to complete the following problem letters and letters of advice as in the example.

Example: should

TIP

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

www.uexpress.com/life/dearabby/2015/02/28


Dear Abby

Pregnant Teen Needs Support and Guidance, Not Rejection

by Abigail Van Buren
DEAR ABBY | FEBRUARY 28TH, 2015

DEAR ABBY: My best friend from school is pregnant. (...). I am the only one so far who knows about her pregnancy. She hasn't told her dad and her grandparents because she's scared they'll kick her out. She has nowhere to go. My parents have told me to cut her off. What ★ I do? – UNSURE IN TEXAS

DEAR UNSURE: Because your friend is afraid to tell her family, she ★ talk to a counselor at school. The family will have to know soon because her pregnancy will become obvious (...). I don't agree with your parents that you ★ "cut her off." She needs friends right now (...). Your state department of social services ★ also be contacted for guidance.



CORBIS VIA GETTY IMAGES

BUREN, Abigail van. **Pregnant teen needs support and guidance, not rejection.** UExpress. 28 fev. 2015. Disponível em: www.uexpress.com/life/dearabby/2015/02/28. Acesso em: 21 jun. 2022.

https://eu.buckscountycouriertimes.com/story/lifestyle/2015/02/25/use-

LIFESTYLE

Use Consequences and Privileges to Discipline Older Kids


Staff Writer Bucks County Courier Times
Published 11:01 p.m. ET Feb 24, 2015 | Updated 9:53 a.m. ET Feb. 25, 2015

DEAR DR. K: I have two children in elementary school. When they were younger, I disciplined them with timeouts. How ★ discipline change as they get older?

DEAR READER: Discipline is important for children of all ages. In answering questions about kids, I rely a lot on the advice of pediatrician colleagues here at Harvard Medical School. They describe a variety of ways to discipline a school-aged child:

- Discuss, don't demand. As your children get older, give them a chance to help find solutions to problems.
- Express your disapproval. Look your child straight in the eyes and say, "No" or "Stop." Tell him what he ★ do and why he ★ do it.
- Give timeouts. It can give your children more focused time to think about their actions.

When setting limits, it's important always to be consistent. Rules must stay the same from one day to the next.



MASS MEGCS & FM

Adaptado de: STAFF WRITER. Use consequences and privileges to discipline older kids (copy). **Courier Times**. 24 fev. 2015. Disponível em: <https://eu.buckscountycouriertimes.com/story/lifestyle/2015/02/25/use-consequences-privileges-to-discipline/18098950007/>. Acesso em: 21 jun. 2022.

5 What do the texts on the previous page have in common? Choose the correct statements.

- a. Both problem letters and letters of advice start with “Dear”.
- b. The real names of the readers are not provided in the letters.
- c. Both letters of advice are written by the same columnist.
- d. Both problem letters are written by teenagers.

6 Read again the following fragments from the letters of advice. Then, choose the correct item that completes each sentence.

- I. “The family will **have to** know soon because her pregnancy will become obvious”. (first letter of advice)
- II. “When setting limits, it’s important always to be consistent. Rules **must** stay the same from one day to the next”. (second letter of advice)

a. The modal verbs **must** and **have to** express

- I. necessity, obligation.
- II. advice, recommendation.

b. We use **must** and **have to**

- I. **before** the main verb in the infinitive (without *to*).
- II. **after** the main verb in the infinitive (without *to*).

c. In order to express an **obligation/necessity** in the past or future, we use the modal verb

- I. **must**.
- II. **have to**.

Language Note

We use **must not (= mustn't)** to express a prohibition.
E.g.: You **mustn't** come. (You are not allowed to come).
We use **not have to** to express lack of necessity or obligation.
E.g.: You **don't have to** come. (You don't need to come).

7 Replace each icon ★ with the correct modal verb in parentheses to complete the sentences.

- a. Teens ★ (**should/don't have to**) avoid excessive use of headphones.
- b. Drivers ★ (**have to/mustn't**) text and drive.
- c. School counselors ★ (**must/shouldn't**) communicate effectively with students.



ASTUDIO/SHUTTERSTOCK.COM

- 8 Replace each icon ★ with an expression in the box to complete the following problem letter and letter of advice.

do not have to reveal • must address • should I address • should not do

www.uexpress.com/life/sense-and-sensitivity/2013/10/10

Sense & Sensitivity

by Harriette Cole
SENSE & SENSITIVITY | OCTOBER 10TH, 2013

Daughter Entering Puberty Needs Support

DEAR HARRIETTE: While I was cleaning up my 14-year-old son's room, I came across his journal, and I learned that he has started smoking cigarettes. Reading another person's journal is something one ★. However, my son lives in my house, and I have the right to know what is going on in his life. How ★ my son's newfound habit? – Distressed Mom, New York City

DEAR DISTRESSED MOM: You absolutely ★ the smoking, but you ★ that you read it in his journal. If your son is smoking cigarettes, it is likely that his clothing will sometimes smell of it. (...). Remind him of the harmful effects of cigarettes on his health. (...). So, your job is to talk straight with him and let him know that you love him too much to allow him to make a choice that will shorten his life. (...).

MYCHALWATTS/GETTY IMAGES

COLE, Harriette. **Daughter entering puberty needs support.** UExpress. 10 out. 2013. Disponível em: www.uexpress.com/life/sense-and-sensitivity/2013/10/10. Acesso em: 21 jun. 2022.



GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 180.



LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

TIP


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



- 1 In your opinion, can electronic devices have a negative influence on our health? In small groups, try to think of examples to support your answer.
- 2 Listen to the beginning of a radio program in which the host introduces the topic of the program. What is it? In your notebook, take notes of key words/expressions and choose **a** or **b**.
 - a. Electronic devices and people's sleep.
 - b. Technology and bad computer posture.



GALVÃO BERTAZZI

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

a. How many people fall asleep when driving every day?

I. 250,000.

II. 1,000,000.

b. Which institution was responsible for the poll mentioned in the recording?

I. The Night's Sleep Foundation.

II. The National Sleep Foundation.


c. What may impact the chemistry of our brains?

I. Changing our sleep cycle.

II. The exposition of our brains to the bright lights of screens at nighttime.

TIP

Antes de ouvir o áudio, leia os itens do **exercício 3** para conhecer as informações solicitadas. Você deverá prestar atenção a elas durante a escuta. Faça isso em todos os exercícios de compreensão oral.

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

5 Choose the electronic devices that are mentioned in the recording.



a. Game consoles



d. Speakers



b. Laptops



e. Tablets



c. Smartphones



f. TVs

- 6 Apart from interfering with sleep, what other negative influences can the excessive use of electronic devices have on our lives? In small groups, try to think of examples to support your answer.
- 7 Get to know about your classmates' sleeping routines. Copy the following table into your notebook and interview two classmates as in the example to complete it. Replace each icon ★ with the information you get. Ask extra questions.

Questions	Classmate 1	Classmate 2
1. How many hours do you usually sleep?	★	★
2. How much sleep do you need to feel rested?	★	★
3. Do you have a TV in your bedroom? Do you usually watch TV before going to bed?	★	★
4. Do you use any electronic devices during the hour before going to bed? If so, which one(s)?	★	★
5. What electronic devices do you use more often? How often do you use them every day?	★	★
6. (Ask extra questions.)	★	★
7. (Ask extra questions.)	★	★
8. (Ask extra questions.)	★	★
9. (Ask extra questions.)	★	★
10. (Ask extra questions.)	★	★



Student A: How many hours do you usually sleep, Juliana?



Student B: About seven hours. And you?

GALVÃO BERTAZZI



Student A: Well, I sleep about nine, ten hours. And how much sleep do you need to feel rested?



Student B: I think I need something like nine, ten hours sleep to feel rested.

- 8 Go back to **exercise 7**. Based on your classmates' answers, do they have a healthy sleeping routine? Why (not)?



WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have read three problem letters. Go back to pages 97 and 99 and explore the structure of this genre. Visit the website www.uexpress.com/life to find other examples of problem letters. The most popular advice columns are *Dear Abby*: www.uexpress.com/life/dearabby and *Sense & Sensitivity*: www.uexpress.com/life/sense-and-sensitivity (Accessed on: July 14, 2022).

Do not keep problems or questions to yourself. Ask for advice! Based on the problem letters you read in this unit, it is your turn to write a problem letter to ask for advice on something that is worrying you, a friend or a family member.

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

You are going to write a ★ in order to ask for advice on something that is worrying you, a friend or a ★. Your text can be published on a classroom bulletin board or on the ★ so that other classmates and the whole school community can read it.

TIP

Use o que você já sabe sobre a forma de organização dos textos, tanto em inglês quanto em português, para escrever os próprios textos.

- 2 Follow these instructions to write your text.

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

TIP

Ao revisar as cartas, considere, por exemplo:

- **objetivo:** O texto está adequado ao público-alvo e à sua finalidade?
 - **conteúdo:** Os detalhes sobre a situação descrita foram verificados e estão corretos?
 - **linguagem:** O problema está descrito 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 problem letter with your classmates and other people. You can publish it on websites like www.uexpress.com/life.
- 4 In small groups, choose problem letters to answer. Discuss the situations with your classmates and try to give some useful advice. Review your letter of advice and share it with the whole class. You can find examples of letters of advice on pages 97 and 99.



TOPURIA DESIGN/SHUTTERSTOCK.COM



LOOKING AHEAD

In this unit you have talked about some problems that teenagers often face. Read the following text about a phase in adolescence that everybody goes through – puberty. Then, in small groups, discuss the questions about it.

The screenshot shows a web browser window with the URL www.kidshealth.org/en/kids/puberty.html. The page header includes the Nemours KidsHealth logo. The main heading is "Time to Change". The text on the page reads: "OK, so it's a funny word – but what is puberty, anyway? Puberty (say: PYOO-ber-tee) is the name for the time when your body begins to develop and change as you move from kid to adult. We're talking about stuff like girls developing breasts and boys starting to look more like men. During puberty, your body will grow faster than at any other time in your life, except for when you were a baby. It helps to know about the changes that puberty causes before they happen. That way, you know what to expect. It's also important to remember that everybody goes through these changes. No matter where you live, whether you're a boy or a girl, whether you like vanilla or double-fudge-chunk ice cream, you will experience them. No two people are exactly alike, but one thing everyone has in common is that we all go through puberty. Usually, puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys. This wide range in ages may help explain why some of your friends still look like young kids whereas others look more like adults. (...)"

DOWSHEN, Steven. **All about Puberty**. Kids Health. 2015. Disponível em: www.kidshealth.org/en/kids/puberty.html. Acesso em: 21 jun. 2022.

- According to the text, no two people are exactly the same, but there is one thing everyone has in common. What is it?
- Who enters puberty first, boys or girls?
- During puberty, changes don't happen only to your body. They happen in your mind, too. What are some of the changes that you and your friends are going through?
- If you're feeling bad with some of the changes you're going through, talking about it can help you. Who do you usually talk to when you need to ask for advice? Why?

Puberty can be a stressful time, but it's also a great chance to figure out who you are and what you care about.



Recommended Resources

Para assistir a vídeos sobre a puberdade, visite:

- <https://youtu.be/5oHwS3MivGs>
- <https://youtu.be/G2vID0eJ0S8>

(Acesso em: 21 jun. 2022).

UNIT 6

FORGOTTEN WOMEN



Carolina Maria de Jesus (1914-1977), a Brazilian writer who published her first book at the age of 46. Her diary *Quarto de Despejo: Diário de uma Favelada* became a bestseller and won international acclaim.

ACERVO UH/FOLHAPRESS

© 2022. PHOTO SMITHSONIAN AMERICAN ART MUSEUM/ART RESOURCE/SCALA, FLORENCE



Alma Thomas (1891-1978), an American art teacher who started creating abstract paintings after her retirement.



GETTING STARTED



NÃO ESCREVA EM SEU LIVRO.

The photos show four examples of forgotten women who made their mark on the world, but their achievements are not commonly known. Do you know any other examples of women who contributed to history, but have been forgotten?

Nesta unidade, você vai

- falar sobre mulheres relevantes para a história que foram esquecidas;
- usar a voz passiva (*passive voice*);
- explorar colocações (*collocations*);
- compreender e produzir infográficos;
- explorar os temas contemporâneos transversais **educação em direitos humanos, processo de envelhecimento, respeito e valorização do idoso e educação para valorização do multiculturalismo nas matrizes históricas e culturais brasileiras.**



Lois Weber (1879-1939), an American silent film actress, film director, film producer, and screenwriter who directed at least 138 films before 1940.



Bertha Lutz (1894-1976), a Brazilian scientist who became a leading figure in the fight for women's rights.



READING COMPREHENSION



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Before Reading

- 1 In pairs, ask and answer the following questions.
 - a. In your opinion, who were the greatest scientists of all time?
 - b. And who are the most influential scientists in the world today?
 - c. Do you think there were/are as many women in science as men?
- 2 Before reading the following text, take a look at its **structure**, **source** and **picture**. Then, answer the questions.
 - a. Who do you expect to read about?
 - b. What is the connection between Bertha Lutz and the title of the book in which the text was published?
 - c. In which section of the book can you find the text about Bertha Lutz?

Reading

- 3 Now read the text to check your predictions.

BERTHA LUTZ

BIOLOGY & NATURAL SCIENCES

When the UN Charter was signed by members of the fledgling United Nations in 1945, there were only four female delegates - out of a total of 850 - there to sign it. **Bertha Lutz** (1894-1976), a Brazilian zoologist, was one of them, and she believed that the foundational treaty of the UN was lacking something: women.

In fact, the word "women" wasn't mentioned once in the draft of the UN founding treaty. This meant that half of the world had been effectively omitted from its greatest peacekeeping and human rights organization. With the support of a group of female representatives from Latin America and Australia, Lutz fought successfully for the inclusion of women so that the Charter affirmed "the dignity and worth of the human person, in the equal rights of men and women."

(...) While studying for a degree in biology at the Sorbonne in Paris, Lutz developed an interest in the growing women's suffrage movement in the UK. She didn't agree with the violence used by British suffragettes, but she felt a keen affinity with their goals.



GALVÃO BERTAZZI

Language Note

UN (United Nations) = ONU
(Organização das Nações Unidas)

charter: carta
keen: forte, grande
lack: faltar
treaty: tratado

When Lutz returned home in 1918, she was incensed by a newspaper columnist's declaration that the recent feminist achievements in the UK and the US would have no effect on Brazil. She issued a passionate call for a political league of Brazilian women who believed that women should contribute to society in all areas of life, including politics and business. Brazilian society thought that women were best confined to the domestic sphere, though Lutz found sly ways of arguing around this: "Women's domain, all feminists agree, is the home," she said of female participation in politics. "But... nowadays the home no longer is just the space encompassed within four walls."

(...) When women finally went to the polls in 1933, Brazil officially became the sixth country in the world to grant women the vote. Lutz was appointed to the commission in charge of rewriting the country's constitution and she made sure that it incorporated women's rights, including the right to earn equal pay and hold public office. (...)

argue: argumentar
domain: campo, domínio
polls: eleições
sly: dissimulado/a

TSJENG, Zing. **Forgotten women:** the scientists. Londres: Octopus Publishing Group, 2018. p. 50-52.

4 Choose the correct sentences about Bertha Lutz.

- a. She was a zoologist and advocate for women's rights.
- b. She was one of the four women to sign the United Nations Charter.
- c. She fought for the inclusion of women's rights in the United Nations Charter.
- d. She studied Biology in the United Kingdom.
- e. She believed that women should contribute to society in all areas of life, except for politics and business.
- f. She helped rewrite the constitution of Brazil and guaranteed the right for women to earn equal pay.

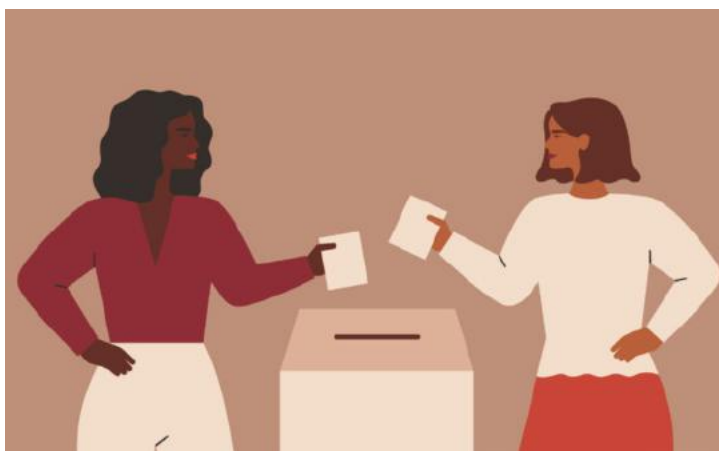


Le@rning
on the web

Para ter acesso ao documento completo *United Nations Charter*, visite: www.un.org/en/about-us/un-charter/full-text (Acesso em: 27 jun. 2022).

5 Choose a fragment from the text that contains the idea expressed in each item.

- a. The first version of the United Nations Charter didn't mention the word "women".
- b. Lutz, with the help of a group of other women from Latin America and Australia, protected women's rights in the UN Charter.
- c. Lutz was extremely angry at a newspaper columnist's declaration.
- d. Women were allowed to vote in Brazil in 1933.



MARY LONG/SHUTTERSTOCK.COM

- 6 In “a political league of Brazilian women **who** believed that women should contribute to society”, what does the relative pronoun **who** refer to?
- 7 Choose a fragment from the text that is equivalent in meaning to each item as in the example.

Example: a. “peacekeeping and human rights organization”

- a. an organization that prevents violence and promotes human rights
- b. the dignity and value of the human being
- c. a qualification after completing her studies in biology
- d. women’s life was essentially domestic
- e. responsible for

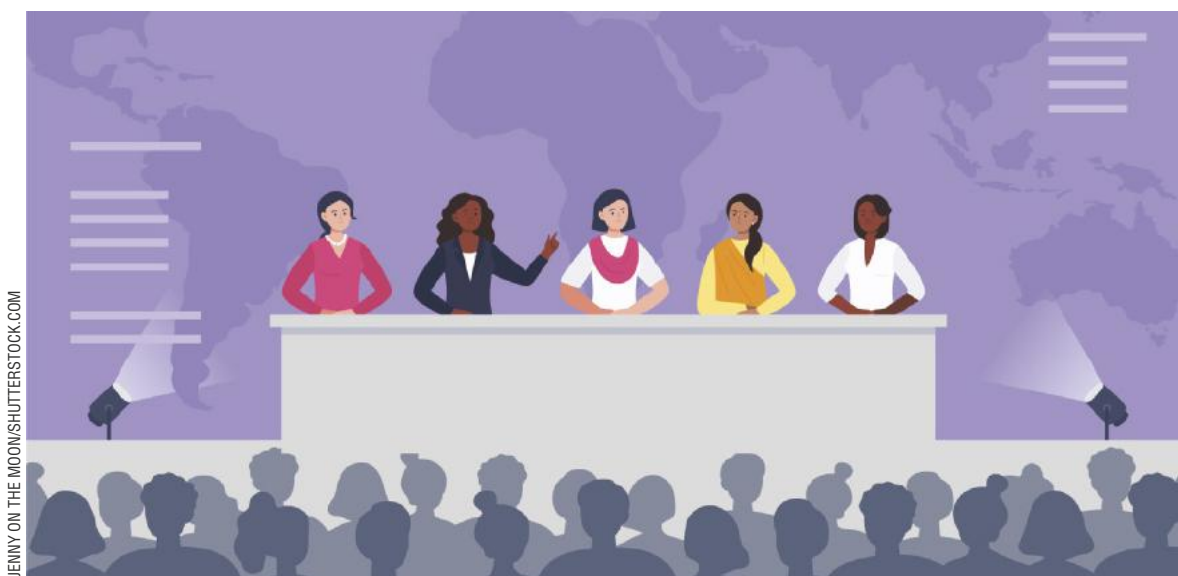


**Le@rning
on the web**

Para conhecer mais sobre a história de Bertha Lutz, assista ao episódio da série Mulheres Admiráveis: https://youtu.be/xn6cTEC5v_E (Acesso em: 27 jun. 2022).

Reading for Critical Thinking

- 8 Discuss the following questions with your classmates.
- a. When talking about female participation in politics, Bertha Lutz said that “Women’s domain, all feminists agree, is the home”, “but... nowadays the home no longer is just the space encompassed within four walls”. Use your own words to explain what Lutz meant. Do you agree with her? Why (not)?
 - b. Bertha Lutz believed that women should contribute to society in all areas of life, including politics and business. Do you think there is gender equality in all areas? In your opinion, in which ones are there fewer women?
 - c. What challenges do you think women still face today when fighting for their rights? How can society accelerate gender equality?



Think about it!

Com base no texto lido e no seu conhecimento prévio, como a participação da mulher na sociedade foi se modificando ao longo da história? Como você acredita que essa participação possa ser ampliada?



Collocations

- 1 Read these fragments from the text on page 106 and focus on the words in **bold** to answer the following questions.

- I. "(...) Lutz **developed** an **interest in** the growing women's suffrage movement in the UK."
 II. "(...) but she **felt** a **keen affinity with** their goals."

- a. Which verb was used with **interest**? And which preposition accompanied it?
 b. Which verb was used with **affinity**? And which preposition accompanied it?
 c. Based on the following dictionary entry, which verbs, when used with the noun **affinity**, produce an equivalent meaning to **feel affinity**?
 d. And which adjectives, when used with the noun **affinity**, produce an equivalent meaning to **keen affinity**?

★ **affinity** *noun*

¹ strong feeling that you like/understand sb/sth

■ **ADJ.**

close, great, natural, real, special, strong

I felt a great affinity with the people of the Highlands.

| **natural**

He has a natural affinity with numbers.

■ **VERB + AFFINITY**

feel, have, share

It's important that you share an affinity with your husband.

| **display, show**

■ **PREP.**

~ **between**

an affinity between the two women

| ~ **for**

Many girls do show an affinity for craft skills.

| ~ **towards**

Jo feels a great affinity towards Pamela.

| ~ **with**

an affinity with animals

AFFINITY. In: OZDIC.COM. [2022?]. Disponível em: <https://ozdic.com/collocation/affinity>. Acesso em: 27 jun. 2022.



Le@rning on the web

Para ter acesso a um dicionário de *collocations*, que está disponível gratuitamente na internet, visite: <https://ozdic.com> (Acesso em: 27 jun. 2022).

TIP

Collocations são combinações de palavras que ocorrem frequentemente em uma língua, como **great affinity** (adjetivo + substantivo) e **affinity with** (substantivo + preposição). Estude essas combinações em inglês para compreendê-las melhor e utilizá-las em seus textos.

- 2 In your notebook, write sentences that can answer the following questions.

- a. Who do you feel a great affinity towards? Why?
 b. Which school subject do you have a strong affinity with? Why?



GO TO VOCABULARY CORNER ON PAGE 174.



TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 Before reading the following text, take a look at its **structure**, **source** and **picture**. Who do you expect to read about?
- 2 Now read the text to check your predictions.

retirement: aposentadoria

ALMA THOMAS



GALVÃO BERTAZZI

Most people tend to view retirement as a chance to kick back and relax, but not Alma Thomas (1891-1978). At the age of 69, the Washington, DC, art teacher left work and began a dramatically new chapter in her life as the creator of joyously vivid abstract paintings. "Through colour," she said, "I have sought to concentrate on beauty and happiness, rather than on man's inhumanity to man." (...)

For her, art occupied its own unique mode of expression, as she explained:

Creative art is for all time and is therefore independent of time. It is of all ages, of every land, and if by this we mean the creative spirit in man which produces a picture or a statue is common to the whole civilized world, independent of age, race and nationality, the statement may stand unchallenged.

TSJENG, Zing. **Forgotten women: the scientists**. Londres: Octopus Publishing Group, 2018. p. 30-32.

- 3 In your notebook, write **T** (True) or **F** (False). Then, correct the false statements.
 - a. Alma Thomas viewed retirement as a chance to relax.
 - b. Alma Thomas used to be an art teacher.
 - c. She started creating abstract paintings at the age of 69.
 - d. Her paintings were about man's inhumanity to man.

4 Who's creative art for? Based on Alma Thomas's view on creative art, choose the item that can answer this question.

- a. For people who have a lot of free time.
- b. For everyone no matter their age, race, or nationality.

5 Choose a fragment from the text that is equivalent in meaning to each item as in the example.

Example: a. "rather than"

- a. instead of; in preference to
- b. to stop doing things and relax
- c. man's extremely cruel behavior to man
- d. started a completely new phase in her life
- e. be accepted without asking questions or criticizing



Think about it!

Aos 69 anos, Alma Thomas iniciou uma nova fase de sua vida dedicando-se à criação artística. Para você, o que a decisão de Alma nos sugere a respeito do processo de envelhecimento? Você acredita que, em nossa sociedade, os/as idosos/as são devidamente respeitados/as e valorizados/as? Por quê (não)? O que pode ser feito para que isso aconteça?



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Passive Voice

1 Read the following fragments from the text on pages 106 and 107, focus on the verbs in **bold**, and choose the correct items that answer each question.

- I. "When the UN Charter **was signed** by members of the fledgling United Nations (...)"
- II. "In fact, the word 'women' **wasn't mentioned** once in the draft of the UN founding treaty."
- III. "Lutz **fought** successfully for the inclusion of women (...)"
- IV. "When women finally **went** to the polls in 1933 (...)"

a. In which fragments is the subject performing an action?

- I. Fragment I.
- II. Fragment II.
- III. Fragment III.
- IV. Fragment IV.

b. In which fragments is the focus on **who performs the action**?

- I. Fragment I.
- II. Fragment II.
- III. Fragment III.
- IV. Fragment IV.

c. In which fragments is the focus on **what happens (the action)**?

- I. Fragment I.
- II. Fragment II.
- III. Fragment III.
- IV. Fragment IV.

- 2 Now focus on the following table with two sentences, one in the **active voice** and the other in the **passive voice**. Then, choose the correct item that completes each statement.

Active Voice	Members of the United Nations signed the UN Charter. ↑ subject ↑ object
Passive Voice	The UN Charter was signed by members of the United Nations. ↑ subject ↑ agent

TIP

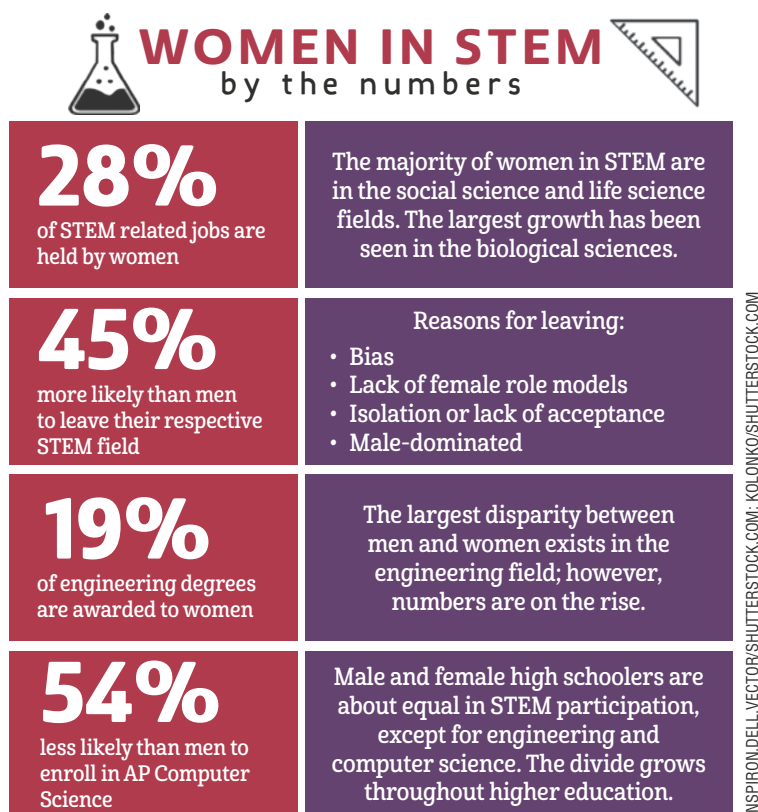
Note que a formação da voz passiva em inglês é semelhante à formação da voz passiva em português.

- a. The first sentence (in the **active voice**) focuses on
- the action.
 - the performer of the action.
- b. The second sentence (in the **passive voice**) focuses on
- the action.
 - the performer of the action.
- c. In the **passive voice**, the performer of the action is
- the subject.
 - the agent.
- d. In the **passive voice**, the preposition **by** introduces
- the subject.
 - the agent.
- e. The structure of the **passive voice** is
- subject + main verb in the simple past.
 - subject + auxiliary verb (to be) + main verb in the past participle.
- 3 Which fragments in **exercise 1** are in the active voice? And which ones are in the passive voice?
- 4 Choose the fragment from the text on pages 106 and 107 that is in the **passive voice**.
- "(...) Lutz developed an interest in the growing women's suffrage movement in the UK"
 - "(...) but she felt a keen affinity with their goals."
 - "Lutz was appointed to the commission in charge of rewriting the country's constitution (...)"

Language Note

Quando se usa a voz passiva, nem sempre o agente é mencionado, porque o foco é a ação em si e não quem a realizou. No **exercício 4**, o fragmento na voz passiva apresenta o agente?

Read the following infographic with statistics about women in Science, Technology, Engineering, and Mathematics (STEM) and do **exercises 5 and 6**.



“We have the opportunity to create the future and decide what that’s like.”

- Mae Jemison

To learn how to improve these numbers, visit Newcomb Institute’s Sophie Lab for information on opportunities for Women in STEM.

Catalyst, Quick Take: Women in Science, Technology, Engineering, and Mathematics (STEM) (June 14, 2019)
“Statistics.” National Girls Collaborative Project, ngcproject.org/statistics.

NCITECH. **Women in STEM statistics**. Sophie Lab. 28 abr. 2020.
Disponível em: <https://newcombtech.wp.tulane.edu/2020/04/28/women-in-stem-statistics/>. Acesso em: 27 jun. 2022.

Language Note

AP (Advanced Placement) Computer Science = Colocação Avançada em Ciência da Computação

bias: preconceito
enroll: matricular-se
on the rise: em alta

5 Choose a fragment from the infographic that is in the **passive voice**.

- “45% more likely than men to leave their respective STEM field”
- “19% of engineering degrees are awarded to women”
- “54% less likely than men to enroll in AP Computer Science”

6 Replace the icon ★ with the correct verb form to complete the sentence in the **active voice**.

Passive voice: “28% of STEM related jobs **are held** by women”

Active voice: Women ★ 28% of STEM related jobs.

TIP

Na voz passiva, o verbo auxiliar *to be* é usado no mesmo tempo verbal do verbo principal da frase correspondente na voz ativa.



GO TO LANGUAGE REFERENCE +
EXTRA PRACTICE ON PAGE 180.



LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 Go back to the previous page and read again the infographic *Women in STEM by the numbers*. Then, talk to a classmate about it and answer the following questions.
 - a. What is the percentage of women in the STEM workforce?
 - b. In which fields can you find more women in STEM? And in which field can you find fewer women?
 - c. What are some of the reasons for women leaving their respective STEM field?
 - d. Do you agree with the quote by Mae Jemison, “We have the opportunity to create the future and decide what that’s like”? Why (not)?
- 2 Discuss these questions with your classmates based on the following quotes by influential women in STEM.
 - a. Do you agree with the following quotes? If so, which one(s)?
 - b. What’s your favorite quote? Why?
 - c. In your opinion, is it easier for women to pursue a career in STEM today? Why (not)?
 - d. Can you give other examples of influential women in STEM? What do/did they do?

HTTPS://WWW.BIGRENTZ.COM:
OAKVIEW STUDIOS/SHUTTERSTOCK.COM

“

The fact is that space and its resources belong to all of us, not to any one group.

MAE C. JEMISON

Engineer and former NASA Astronaut



HTTPS://WWW.BIGRENTZ.COM:
OAKVIEW STUDIOS/SHUTTERSTOCK.COM

“

My message was that science has no passport, no gender, no race, no culture, no political party...science is universal and unifying.

FABIOLA GIANOTTI

Director General at CERN





ARABIA, Jim. **Women in STEM statistics to inspire future leaders.** BigRentz. 23 fev. 2021. Disponível em: www.bigrentz.com/blog/women-in-stem-statistics. Acesso em: 27 jun. 2022.

- 3** Listen to the beginning of a radio program about a forgotten woman. Who are they talking about? Choose **a** or **b**. If necessary, go back to pages 104 and 105 and read again about Alma Thomas and Lois Weber.



a. Alma Thomas



b. Lois Weber

- 4** Listen to the recording again and choose the correct sentences about the forgotten woman mentioned in the radio program.

- a.** She directed at least 138 movies in the silent film era.
- b.** She used to work as an art teacher.
- c.** She started creating vivid abstract paintings after her retirement.
- d.** She was a very vocal advocate for the cinema's ability to portray complex social issues in a popular narrative form.

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

- 6** Now listen to the end of the same radio program and then choose the correct item that answers each question.

- a.** What's the consequence of forgetting the woman mentioned in the recording?
 - I.** Having her films as simply museum pieces.
 - II.** Not having decades and decades of female filmmakers' work to look at.
- b.** What did she do that many young women filmmakers now say they want to do?
 - I.** To bring a woman's perspective to American studio filmmaking.
 - II.** To have the opportunity to direct the entire production with other women.

- 7** Listen to the recording again and check your answers to **exercise 6**.



WRITING



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

In this unit you have read an infographic about women in STEM on page 113. Infographics are visual representations of information that use different elements (e.g. graphics, statistics, references) to make data easy to understand. Visit www.bigrentz.com/blog/women-in-stem-statistics (accessed on: July 26, 2022) to find some women in STEM statistics and other examples of infographics related to the topic.

Based on the infographic you explored in this unit, create, in pairs, an infographic about women in STEM. Consider the school community (students, teachers, family members) as the intended audience.

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

- a. Writer: you and a ★
- b. Readers: the school community
- c. Genre: ★
- d. Objective: to share important facts/statistics on women in STEM
- e. Style: informative tone
- f. Media: school board/Internet

2 Follow these instructions to write your text.

1. Do some research to gather information about women in STEM. Look for reliable sources.
2. Check all the pieces of information you get (e.g. facts, statistics) and select the ones that are most relevant.
3. Write a draft of the text.
4. Look for potential images that illustrate the topic.
5. Place the text and images in a visually attractive configuration. Keep your infographic visual.
6. Exchange infographics with classmates and discuss them.
7. Make the necessary corrections.
8. Create the final version of the infographic by hand or use a computer to design it.



TIP

Ao revisar os infográficos, considere, por exemplo:

- **objetivo:** O infográfico está adequado ao público-alvo e à finalidade do texto?
- **conteúdo:** As informações encontradas (porcentagens, quantidades, datas etc.) foram verificadas e estão corretas?
- **linguagem:** As linguagens verbal e não verbal estão bem integradas?
- **leiaute:** A organização visual facilita a compreensão das informações?

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

3 It's time to share your infographic with your classmates and other people. You can also publish it on the school website or on a non-profit organization website. Based on people's reactions to your text, you can continue to improve it.



LOOKING AHEAD



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have learned about some forgotten women who made their mark on the world. Now read the following text and learn about Carolina Maria de Jesus, a Brazilian writer who should not be forgotten. Then, discuss the questions with your classmates.

anguish: angústia
enslaved: escravizado/a
groundbreaking: pioneiro/a
harrowing: angustiante

Carolina Maria de Jesus, an author for the present

Revisiting the life and work of the groundbreaking writer

Tom Farias

| BRAZIL |

translated by Edmund Ruge



Reflecting on the written memory of Minas de Gerais author

Carolina Maria de Jesus (1914-1977) requires care and effort. For someone that barely knows or has never heard of the author of the book *Quarto de despejo-diário de uma favelada*, published in August of 1960, we must start at the beginning. Carolina Maria de Jesus was born in Sacramento, a small city in the south of Minas Gerais, to a black family of the last enslaved generation of Africans and Afro-descendants brought against their will or born in Brazil. (...)

With her writing she imposed a new code of literary conduct: it is the woman of the people that writes, literarily, fable-ly, poetically, the anguish of the people. In this aesthetic scheme, she broke from the condition of “unlettered” to writer; from invisibility to fame. In Brazil, she would stand on par with Jorge Amado, Clarice Lispector, Dinah Silveira de Queiroz, Raquel de Queiroz. Internationally, she would break all possible and imaginable barriers. (...) Racially aggressive, her narrative is harrowing, discursive, modern at the same time that it remains in touch with reality and lives within the changing anxieties of Brazilian national consciousness. In fiction, she speaks through her romances, especially in *Pedaços da fome*, in poetry, just remember the strength of *O colono e o fazendeiro*, in short stories, *Onde estás Felicidade?* (...)

Born 105 years ago, de Jesus left with us much more than unpublished works, dreams, and resilience. Revisiting her work has become more and more urgent. Reading her is, to put it crudely, absolutely imperative. (...)

FARIAS, Tom. Carolina Maria de Jesus, an author for the present. Tradução de Edmund Ruge. **Revista Periferias**, [2022?]. Disponível em: <https://revistaperiferias.org/en/materia/maria-carolina-de-jesus-an-author-for-the-present/>. Acesso em: 27 jun. 2022.

- What does the text say about Carolina Maria de Jesus’s family origins?
- Which works by Carolina Maria de Jesus are mentioned in the text?
- According to the text, how can you describe her writing style? Choose a fragment from the text to answer the question.
- In your opinion, why isn’t Carolina Maria de Jesus as famous as authors like Jorge Amado, Clarice Lispector, Dinah Silveira de Queiroz, and Raquel de Queiroz?



Think about it!

Nascida em uma família negra descendente de africanos escravizados trazidos contra sua vontade ao Brasil ou aqui nascidos, Carolina Maria de Jesus escreveu livros com uma perspectiva e um estilo únicos. Segundo o texto, ler seu trabalho é uma necessidade urgente. Na sua opinião, qual é a importância de valorizar o trabalho dela para se conhecer melhor as matrizes históricas e culturais brasileiras?

Recommended Resources

Para assistir a um vídeo sobre a história da escritora Carolina Maria de Jesus, visite:

- <https://youtu.be/6AvUP-IoYEo>

(Acesso em: 27 jun. 2022).

REVIEW 3 • UNITS 5 & 6



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.



READING COMPREHENSION

- 1 Have you ever suffered from skin problems? What about acne?
- 2 Before reading the following text, take a look at its **structure** and **source**. What is the intended audience?

Now read the text and do **exercises 3 and 4**.

clog: entupir, obstruir
rub: esfregar
tight: apertado/a

HTTPS://KIDHEALTH.ORG

The screenshot shows a web browser window with the URL <https://kidshealth.org/en/teens/prevent-acne.html?ref=search>. The page header includes the Nemours KidsHealth logo and navigation buttons for 'for Parents', 'for Kids', 'for Teens', and 'For Educators'. The main heading is 'Can I Prevent Acne?'. The text states: 'There's no sure way to prevent acne. But these tips might help reduce the number and severity of your breakouts:'. It then lists five tips: 1. Washing your skin is the most important thing you can do. It helps remove excess surface oils and dead skin cells that can clog your pores. But washing too much can cause damage by making your skin too dry or irritating acne that's already there. 2. Remember to wash after exercising because sweat can clog your pores and make your acne worse (...). 3. If you use skin products, such as lotions or makeup, look for ones that are non-comedogenic or non-acnegenic, which means that they don't clog pores. 4. If you use hair spray or styling gel, try to keep them away from your face as much as possible. Many hair products contain oils that can make acne worse. Try to use water-based products. 5. If you get acne on areas such as your chest or back, avoid wearing tight clothes, which can rub and cause irritation. To the right of the text is an illustration of a young woman with acne, surrounded by various skincare products like bottles and tubes. A vertical credit line on the right side of the illustration reads 'MOOI DESIGNSHUTTERSTOCK.COM'.

Can I Prevent Acne?

There's no sure way to prevent acne. But these tips might help reduce the number and severity of your breakouts:

- Washing your skin is the most important thing you can do. It helps remove excess surface oils and dead skin cells that can clog your pores. But washing too much can cause damage by making your skin too dry or irritating acne that's already there.
- Remember to wash after exercising because sweat can clog your pores and make your acne worse (...).
- If you use skin products, such as lotions or makeup, look for ones that are non-comedogenic or non-acnegenic, which means that they don't clog pores.
- If you use hair spray or styling gel, try to keep them away from your face as much as possible. Many hair products contain oils that can make acne worse. Try to use water-based products.
- If you get acne on areas such as your chest or back, avoid wearing tight clothes, which can rub and cause irritation.

CRONAN, Kate M. **What can I do about acne?** Kids Health. 2020. Disponível em: <https://kidshealth.org/en/teens/prevent-acne.html?ref=search>. Acesso em: 27 jun. 2022.

- 3 Choose the tips presented in the text to reduce the number and severity of acne.

- | | |
|---|---|
| a. Wash your skin, but not in exaggeration. | d. Try to use water-based hair products. |
| b. Wash your skin after exercising. | e. Use tight clothes to avoid irritation. |
| c. Don't use skin products. | |

4 Choose a tip from the text that refers to each picture.



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Modal Verbs: Should, Must, Have to

growing pain: dor de crescimento
limp: mancar

1 Replace each icon ★ with **have to**, **should** or **should not** to complete the following text.

What a Pain! Kids and Growing Pains

(...)

What Are Growing Pains?

Growing pains aren't a disease. You probably won't ★ go to the doctor for them. But they can hurt. Usually they start when kids are between the ages of 3 and 12. Doctors don't believe that growing actually causes pain, but growing pains do stop when kids stop growing. By the teen years, most kids don't get growing pains anymore. (...)

When to Go to the Doctor

If you have a fever, are limping when you walk, or your leg looks red or is swollen (puffed up), your parent ★ take you to the doctor. Growing pains ★ keep you from running, playing, and doing what you normally do. If you have leg pain during the day, tell your parent. (...)

PITONE, Melanie L. **What a pain! Kids and growing pains.** Kids Health. 2021. Disponível em: www.kidshealth.org/en/kids/growing-pains.html. Acesso em: 27 jun. 2022.

2 Replace the icon ★ with an expression in the box to complete the following text.

must tell • should talk • should you do

If your friend is telling secrets, what ★?

There is no rule that says friends ★ each other everything. People are allowed to keep things to themselves if they choose to. But I get the sense from your question that you feel your friend is talking about you, behind your back, in unkind ways. If you know this for sure then you ★ to your friend about it. Choose a private place (you don't need an audience) and tell your friend what you've heard and how it makes you feel. Get to the bottom of what's going on. That's what friends do.



FOX, Annie. Friendship issues from the 5th grade. **Annie Fox's Blog**, 8 maio 2012. Disponível em: <http://blog.anniefox.com/2012/05/08/friendship-issues-from-the-5th-grade/>. Acesso em: 27 jun. 2022.

Passive Voice

- 3 Read the following texts about women in engineering and computing. Then, replace each icon ★ with the correct form of the verbs in parentheses to complete the texts.

The issue of nonproportional representation in the number of engineering and computer science bachelor's degrees awarded is in large part an issue of women's underrepresentation, and some women of color are particularly underrepresented. Although black, Hispanic, American Indian, and Alaska Native women together



GORODENKOFF/SHUTTERSTOCK.COM

★ (made up/were made up) 18 percent of the population ages 20 to 24 in 2013, they ★ (awarded/were awarded) just 6 percent of computing and 3 percent of engineering bachelor's degrees conferred that year. In contrast, men from these demographic groups ★ (made up/were made up) 19 percent of the population ages 20 to 24 and ★ (awarded/were awarded) 18 percent of computing bachelor's degrees and 12 percent of engineering bachelor's degrees. (...)

CORBETT, Christianne; HILL, Catherine. **Solving the equation:** the variables for women's success in engineering and computing. AAUW. 2015. Disponível em: www.aauw.org/app/uploads/2020/03/Solving-the-Equation-report-nsa.pdf. Acesso em: 27 jun. 2022.

Language Note

URM = Underrepresented Minority (minoria sub-representada)

DIVERSITY AMONG U.S. ENGINEERING AND COMPUTING GRADUATES

Engineering and computing have not achieved levels of gender and racial/ethnic diversity on par with those of the general population between the ages 20 and 24. Women of all races/ethnicities except Asian ★ (underrepresent/are underrepresented) among engineering and computing bachelor's degree recipients compared with their representation in the general population. White women ★ (awarded/were awarded) 13 percent of the engineering and 10 percent of the computing bachelor's degrees in 2013, while making up 28 percent of the general population. The largest discrepancy is among URM women, who ★ (awarded/were awarded) just 3 percent of the engineering and 6 percent of the computing bachelor's degrees in 2013, while making up 18 percent of the general population (...).

CORBETT, Christianne; HILL, Catherine. **Solving the equation:** the variables for women's success in engineering and computing. AAUW. 2015. Disponível em: www.aauw.org/app/uploads/2020/03/Solving-the-Equation-report-nsa.pdf. Acesso em: 27 jun. 2022.



THINKING ABOUT LEARNING

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



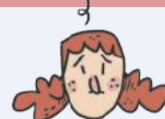
NÃO EScreva EM SEU LIVRO.



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 understand a simple personal letter, e-mail or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. I can understand much of the information provided in a short description of a person. I can understand short narratives and descriptions of someone's life composed in simple language.
Grammar 	<ul style="list-style-type: none"> I can use modal verbs (<i>should, must, have to</i>). I can use the passive voice.
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 ask for and provide personal information. I can make myself understood in an interview and communicate ideas and information on familiar topics. I can participate in short conversations in routine contexts on topics of interest. I can present my opinion in simple terms.
Writing 	<ul style="list-style-type: none"> I can write a problem letter and a letter of advice. I can create an infographic.

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 + | • Other |
| • Glossary | Extra Practice | |

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 6**, you have talked about some forgotten women who made their mark on the world. In this section, you are going to learn about two women who are remembered for the legacy they left.

- 1** These photographs show two women who contributed to history, Maya Angelou and Wangari Maathai. Based on what you know about them, write **I** if the sentence refers to Maya Angelou or **II** if it refers to Wangari Maathai. In case you don't know much, just read items **a-f**, do the following exercises (**2-5**) and revisit **exercise 1** later.



STEVE EXUM/GETTY IMAGES

I. Maya Angelou (1940-2011)



CHARLEY GALLAY/GETTY IMAGES

II. Wangari Maathai (1940-2011)

- a.** She was a Kenyan environmental activist.
- b.** She was an American poet and civil rights activist.
- c.** She was the first African woman to win the Nobel Peace Prize.
- d.** She was the first woman in East and Central Africa to receive her PhD.
- e.** She published several books (memoirs, essays, poetry), including the famous *"I Know Why The Caged Bird Sings"*.
- f.** She founded The Green Belt Movement, an environmental non-governmental organization focused on the planting of trees, environmental conservation, and women's rights.



- 2** Listen to the recording about one of the women in **exercise 1**. Then, answer the following questions.

- a.** Who is the man talking about?
- b.** Which items in **exercise 1 (a-f)** are mentioned in the recording?
- c.** What was the woman's simple idea to solve a problem affecting the lives of the poor?



- 3** Listen to the recording again and check your answers to **exercise 2**.

11 **4** Now listen to another recording, the beginning of a radio program, which is about the other woman in **exercise 1**. Then, choose the item that answers each question.

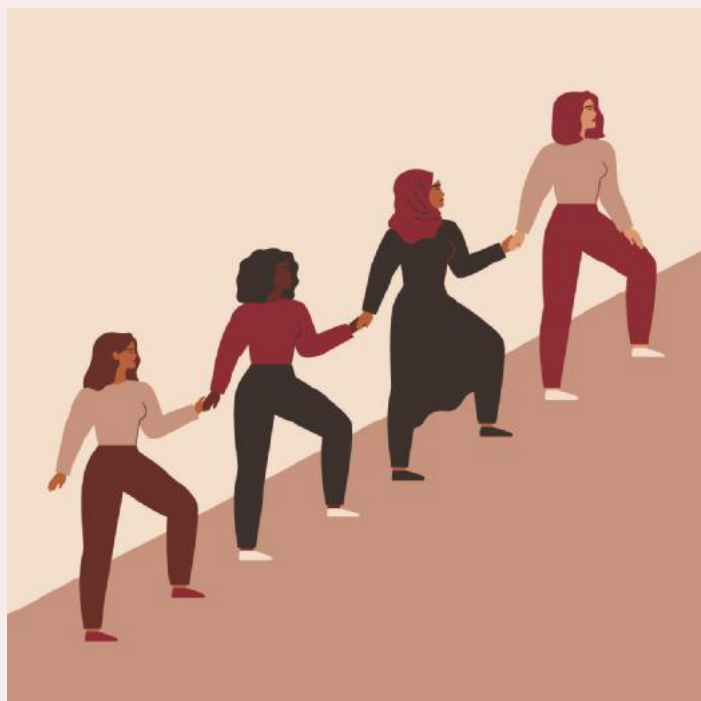
- a. Who is the man talking about?
- I. Maya Angelou.
 - II. Wangari Maathai.
- b. Which items in **exercise 1 (a-f)** are mentioned in the recording?
- I. Items **a** and **c**.
 - II. Items **b** and **e**.
- c. What sad news about the woman was shared by the radio program?
- I. Her death at the age of 86.
 - II. Her death at the age of 96.

11 **5** Listen to the recording again and check your answers to **exercise 4**.

- 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 other examples of inspiring women who contributed to history and should not be forgotten.

TASK

In small groups, do some research to find two examples of inspiring women who made their mark on the world and should not be erased from history. You can use your favorite search engine to do the research or look for books and/or magazines that can help you find information about the life of the women you selected. You can also watch videos to learn about their stories. Then, prepare a short oral presentation containing basic information about the women (e.g. career, important events, awards) to share with the whole class. If possible, show pictures to illustrate your presentation.



Le@rning on the web

Para assistir a uma breve animação sobre Wangari Maathai, visite www.youtube.com/watch?v=pu5uSL5w7WA (Acesso em: 24 jul. 2022).

UNIT

7

GLOBAL CLIMATE CHANGE



RAPUNZIELSTOCK/SHUTTERSTOCK.COM

NEW AFRICA/SHUTTERSTOCK.COM



GETTING STARTED



NÃO ESCREVA EM SEU LIVRO.

What are the people in the photos doing?

Nesta unidade, você vai

- falar sobre mudança climática;
- usar o presente perfeito (*present perfect*);
- empregar vocabulário relacionado aos desastres da natureza (*natural disasters*) e ao tempo (*the weather*);
- compreender e produzir previsões do tempo (*weather forecasts*);
- explorar o tema contemporâneo transversal **educação ambiental**.





READING COMPREHENSION



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Before Reading

1 Which expressions in the following box are related to climate change? Use the *Glossary* if necessary.

animal protection • global warming • melting glaciers •
stronger storms • water waste • weather conditions

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


Reading

3 Now read the text to check your predictions.

Home » Learn the Basics

Learn the Basics

The Earth's climate is changing, and people's activities are the main cause.



Our world is always changing. Look out your window long enough, and you might see the weather change. Look even longer, and you'll see the seasons change. The Earth's climate is changing, too, but in ways that you can't easily see.

The Earth is getting warmer because people are adding heat-trapping gases to the atmosphere, mainly by burning fossil fuels. These gases are called greenhouse gases. Warmer temperatures are causing other changes around the world, such as melting glaciers and stronger storms. These changes are happening because the Earth's air, water, and land are all linked to the climate. The Earth's climate has changed before, but this time is different. People are causing these changes, which are bigger and happening faster than any climate changes that modern society has ever seen before.

HTTPS://ARCHIVE.EPA.GOV

UNITED STATES ENVIRONMENTAL PROTECTION AGENCY. **Learn the basics**. 5 set. 2017. Disponível em: <https://archive.epa.gov/climatechange/kids/basics/index.html>. Acesso em: 25 jun. 2022.

Language Note

Weather x **Climate**

Weather is a specific event or condition that happens over a period of hours or days.

Climate refers to the average weather conditions in a place over many years (usually at least 30 years).

UNITED STATES ENVIRONMENTAL PROTECTION AGENCY. **Climate concepts**. 5 set. 2017. Disponível em: <https://archive.epa.gov/climatechange/kids/basics/concepts.html>. Acesso em: 25 jun. 2022.

4 What is the main aim of the text? Choose **a** or **b**.

- a. To provide students with basic information about climate change.
- b. To encourage students to take simple steps to stop global climate change.

5 In your notebook, write **T** (True) or **F** (False). Then, correct the false statements.

- a. The Earth is getting warmer.
- b. It's easy to see that the Earth's climate is changing.
- c. Human activities are the main cause of climate change.
- d. Climate changes in the past were bigger and happened faster than today's climate changes.



6 The picture you see here illustrates a human activity that causes climate change. Based on the text, what is it called?

7 The following photos are examples of two changes around the world that are being caused by warmer temperatures. Based on the text, what are they called?

a.



b.



Reading for Critical Thinking

8 Discuss the following questions with your classmates.

- a. Both natural and human factors change the Earth's climate.

According to the author of the text, which factor is considered the main cause of climate change? Choose a fragment from the text to support your answer.

- b. In your opinion, how can we do our part and help reduce climate change? In small groups, make a list of actions and provide good arguments to support your answer. Then, share your list with other classmates and get to know different viewpoints on the same topic.

TIP

Procure ter uma postura crítica diante dos textos e valorize diferentes pontos de vista com ética e respeito.

VOCABULARY STUDY



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Natural Disasters

- 1** **Climate change** is making the world more dangerous as it increases the frequency and severity of some natural disasters. Match each disaster (**a-f**) with its corresponding definition (**I-VI**).



JP. PHILLIPPE/SHUTTERSTOCK.COM

a. bushfire



ALVAROBUENO/SHUTTERSTOCK.COM

c. drought



ALI. FAHMI/SHUTTERSTOCK.COM

e. earthquake



JON REHG/SHUTTERSTOCK.COM

b. flood



FOTOKINA/SHUTTERSTOCK.COM

d. hurricane



CHRISTIAN VINCES/SHUTTERSTOCK.COM

f. tsunami

- I.** A violent storm with very strong winds.
- II.** A long period when there is little or no rain.
- III.** A fire in a large, unpopulated area, especially one that spreads quickly.
- IV.** A large amount of water covering an area that is usually dry.
- V.** An extremely large wave caused by a violent movement of the earth under the sea.
- VI.** A sudden violent movement of the Earth's surface, often causing great damage.

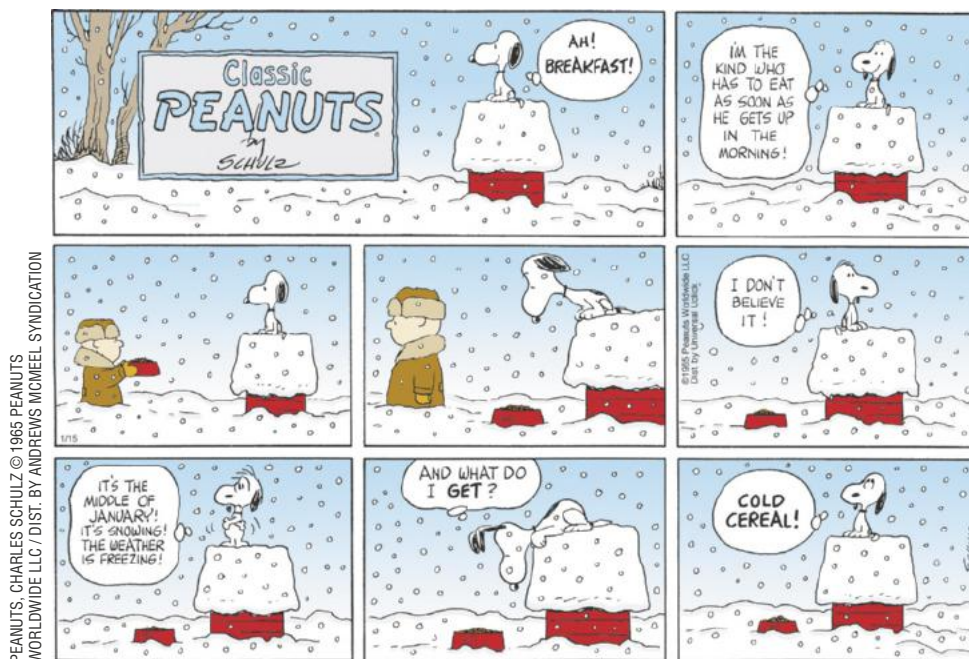


- 2** Listen to the recording and repeat the items in **exercise 1**.

- 3** What are the most frequent natural disasters in our country?

The Weather

4 Read this comic strip and answer the following questions.



- a. What time of the year is it? b. What's the weather like? c. Why is Snoopy sad?

5 What's the weather like in each picture? Replace each icon ★ with a word in the following box to complete the sentences as in the example.

Example: a. freezing

cloudy • freezing • rainy • stormy • sunny • windy

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SHUTTERSTOCK.COM



a. It's ★ and snowy.

COLORLIFE/
SHUTTERSTOCK.COM



c. It's hot and ★.

COLORLIFE/
SHUTTERSTOCK.COM



e. It's ★.

COLORLIFE/
SHUTTERSTOCK.COM



b. It's ★.

COLORLIFE/
SHUTTERSTOCK.COM



d. It's cold and ★.

COLORLIFE/
SHUTTERSTOCK.COM



f. It's ★.

TIP

Em inglês, o sufixo -y geralmente é acrescentado a substantivos para formar adjetivos:
snow → snowy;
rain → rainy;
storm → stormy.

13 6 Listen to the recording and check your answers to exercise 5.

7 What kind of weather do you like best? What's the weather like today?

GO TO VOCABULARY CORNER ON PAGE 174.

TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

- 1 What's your favorite season (spring, summer, fall, winter)? Why?
- 2 Before reading the following text, take a look at its **structure**. Then, choose **a** or **b** to complete the sentence.

The text is a

a. weather map.

b. weather forecast.

Now read the text and do **exercises 3** and **4**.

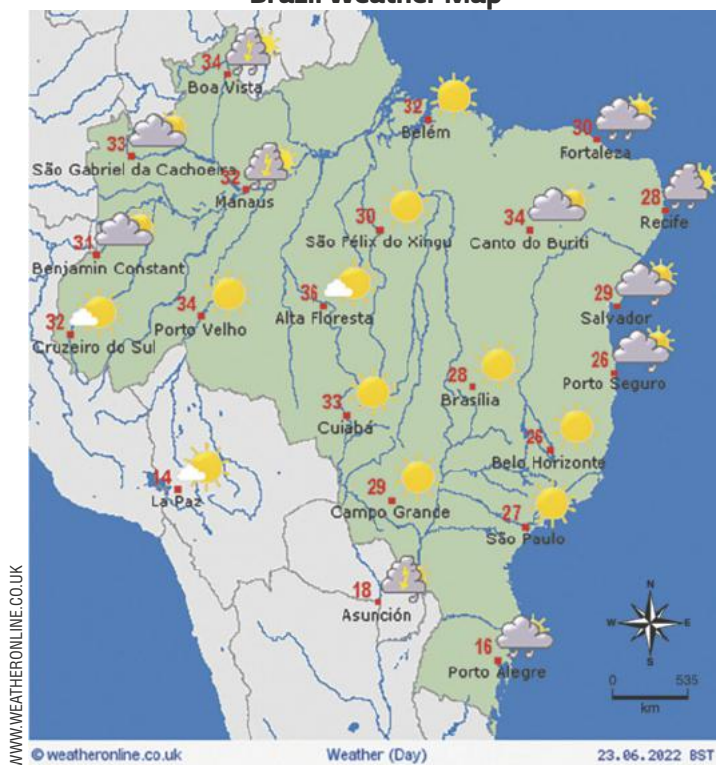


THE WEATHER NETWORK. **São Paulo, Brazil weather**. 23 jun. 2022.
Disponível em: www.theweathernetwork.com/br/weather/sao-paulo/sao-paulo. Acesso em: 23 jun. 2022.

- 3 Answer the following questions.
 - a. According to the text, what was the weather like in São Paulo on Thursday, June 23, 2022, 3:45 p.m.?
 - b. What was the temperature in São Paulo? Was there a difference between the actual temperature and the temperature felt?
- 4 Replace each icon with **sunset** or **sunrise** to complete the following sentences. How would you say these words in Portuguese?
 - a. The in São Paulo on June 23, 2022 was at 6:48 a.m.
 - b. The in São Paulo on June 23, 2022 was at 5:29 p.m.

- 5 Now take a look at the following weather map of Brazil (Thursday, June 23, 2022) and choose the correct item that answers each question.

Brazil Weather Map



WEATHER ONLINE. **Brazil.**
3 jun. 2022. Disponível em:
[www.weatheronline.co.uk/
Brazil.htm](http://www.weatheronline.co.uk/Brazil.htm). Acesso em:
23 jun. 2022.

a. What was the weather like in Cruzeiro do Sul?

I. It was partly sunny.

II. It was rainy.

b. What was the weather like in Belém?

I. It was cloudy.

II. It was mostly sunny.

c. What was the weather like in Fortaleza, Recife, and Salvador?

I. It was cloudy.

II. It was stormy.

- 6 Based on the previous map, replace each icon ★ with a word in the box to complete the weekly weather forecast of Salvador.

degrees • partly • warm • weather

Forecast: Salvador Region

In the next few days, it's ★ cloudy. Especially on Sunday the ★ is fine. On Friday and Saturday precipitation is expected. With a high around 29 ★ it's summerly ★.

WEATHER ONLINE. **Porto Seguro weather.** 23 jun. 2022. Disponível em: www.weatheronline.co.uk/Brazil/PortoSeguro.htm. Acesso em: 23 jun. 2022.



Present Perfect

- 1 Read again the following fragments from the text on page 126. Then, choose the correct item that completes each sentence.

- I. "The Earth's climate **has changed** before, but this time is different."
II. "People are causing these changes, which are bigger and happening faster than any climate changes that modern society **has** ever **seen** before."

- a. In both fragments, the word **before** refers to actions that happened at
I. a specified time in the past. II. an unspecified time in the past.
- b. In both fragments, the exact time that the actions happened
I. is important. II. is not important.
- c. In fragment II, the **present perfect** is used to talk about a finished action
I. connected with the present. II. that happened at a specified time in the past.
- d. In fragment II, the word **ever** is used for
I. contrast. II. emphasis.
- e. The fragment with an **irregular verb** is
I. fragment I (changed). II. fragment II (seen).

- 2 What is the structure of the **present perfect**? Choose a or b.

- "The Earth's climate **has changed** before (...)"
"(...) modern society **has** ever **seen** before."

- a. auxiliary verb (have/has) + main verb (simple past)
b. auxiliary verb (have/has) + main verb (past participle)

- 3 Replace each icon ★ with the correct form of the verbs in parentheses to complete the following text about climate change. Use the **present perfect**.

(...) Scientists ★ (**warn**) that the world's climate ★ (**change**) a lot, and ★ (**affect**) many living and non-living things.

Many warmer places are now getting colder, and many colder regions are getting much colder or even warmer.

For example, between 1901 and 2012, it is believed that the Earth's temperature ★ (**rise**) by 0.89 °C. Rainfall amounts have also risen in the mid-latitudes of the northern hemisphere since the beginning of the 20th Century. (...)



KAAW KALA/SHUTTERSTOCK.COM

- 4 Copy the following table into your notebook and replace each icon ★ with an appropriate verb.

Base Form	Simple Past	Past Participle
affect	★	affected
change	changed	★
★	rose	risen
warn	★	★

TIP

Consulte o quadro de verbos irregulares ao final do livro sempre que necessário.

- 5 There is one irregular verb in the table from **exercise 4**. Which one?

Read the following text and do **exercises 6-10**.

www.dailymail.co.uk/sciencetech/article-2782800/Climate-change-NOT-

MailOnline Science & Tech

Climate change has NOT affected the abyss: Nasa reveals cold waters of Earth's deep ocean have not warmed since 2005

- The temperature of the top half of the world's ocean above the 1.24-mile mark is still climbing
- Ocean abyss below 1.24 miles (1,995 meters) has not warmed measurably

By [MARK PRIGG FOR MAILONLINE](#)
PUBLISHED: 20:14 GMT, 6 October 2014 | **UPDATED:** 20:44 GMT, 6 October 2014

The cold waters of Earth's deep ocean have not warmed measurably since 2005, according to a new Nasa study.

Researchers say that while the find does not throw suspicion on global warming, it is a mystery. They say it could be related to the fact that global warming has slowed in recent years. (...)

PRIGG, Mark. Climate change has NOT affected the abyss: Nasa reveals cold waters of Earth's deep ocean have not warmed since 2005. **Mail Online**, 6 out. 2014. Disponível em: www.dailymail.co.uk/sciencetech/article-2782800/Climate-change-NOT-affected-abyss-Nasa-reveals-cold-waters-Earth-s-deep-ocean-not-warmed-2005.html. Acesso em: 23 jun. 2022.

- 6 Find examples of verbs in the present perfect in the text.
- 7 Why is the present perfect used in the text? Choose **a** or **b**.
- To refer to finished actions that happened at a specified time in the past.
 - To refer to actions that have happened over a period of time with consequences in the present.
- 8 Based on the text, choose the correct item that answers each question.

- Have the cold waters of Earth's deep ocean warmed measurably since 2005?
 - Yes, they have.
 - No, they haven't.
- Has global warming slowed in recent years?
 - Yes, it has.
 - No, it hasn't.

Language Note

Short answers in the present perfect:



- Yes, I/you/we/they have.
- Yes, he/she/it has.



- No, I/you/we/they haven't.
- No, he/she/it hasn't.

9 Go back to **exercise 8** and focus on the questions. What is the structure of interrogative sentences in the present perfect? Choose **a** or **b**.

a. have/has + subject + past participle

b. subject + have/has + past participle

10 Choose the fragments that contain verbs in the negative form of the present perfect.

a. "Climate change **has not affected** the abyss (...)"

b. "The cold waters of Earth's deep ocean **have not warmed** measurably (...)"

c. "(...) global warming **has slowed** in recent years."

Language Note

has not = hasn't

have not = haven't

11 Replace each icon ★ with the correct form of the verbs in parentheses to complete the following items. Use the **present perfect** as in the example.

Example: a. have increased

a. Humans ★ (**increase**) atmospheric CO₂ concentration by more than a third since the Industrial Revolution began.

b. Over the last century the burning of fossil fuels like coal and oil ★ (**increase**) the concentration of atmospheric carbon dioxide (CO₂).

c. Studies show that solar variability (**play**) a role in past climate changes.

d. There's a more than 95 percent probability that human activities over the past 50 years ★ (**warm**) our planet.

e. There's a better than 95 percent probability that human-produced greenhouse gases (...) ★ (**cause**) much of the observed increase in Earth's temperatures over the past 50 years.

AGRIADAPT. **Greenhouse gases cause the greenhouse effect.** [2022?]. Disponível em: <https://awa.agriadapt.eu/en/quiz/north/101-Categorie-1/learn-more>; CALTECH. **What is the evidence for human-caused climate change?** 2022. Disponível em: <https://scienceexchange.caltech.edu/topics/sustainability/evidence-climate-change>; NASA - GLOBAL CLIMATE CHANGE. **The causes of climate change.** 13 jul. 2022. Disponível em: <https://climate.nasa.gov/causes/>. Acesso em: 12 jul. 2022.

! GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 180.

LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

1 What is the best season of the year in your town?

14 2 Listen to part of a US radio program broadcast by National Public Radio (NPR). In your notebook, take notes of key words and expressions and choose the item that refers to the topic of the recording.

a. Extreme weather and climate change.

b. Human activities that cause climate change.

14 3 Which natural disasters are mentioned in the radio program fragment? Listen to the recording again and choose the correct items.

a. hurricane

b. rainfall

c. tsunami

d. wildfire



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

a. Which places suffered from deadly heat?

- I. Japan and Britain. II. Greece, Scandinavia and the western United States.

b. According to climate scientists, are the stories on extreme weather related to climate change?

- I. Yes, they are. II. No, they aren't.

c. According to Jennifer Balch, what is correct to say about wildfires?

1. We see three times more large fires today than we did in the 1970s.

- II. We see five times more large fires today than we did in the 1970s.**

d. Who is Jennifer Balch?

1. A scientist at the National Center for Atmospheric Research in Boulder, Colorado.

- II.** A professor in Geography and director of Earth Lab at the University of Colorado Boulder.



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

6 Have you ever experienced extreme weather (extremely hot or cold days)?

7 Copy this table into your notebook. Based on your personal experience, answer the following questions on actions to preserve the environment by replacing each icon with ★ Yes or No. Then interview a classmate. Ask extra questions.

Have you ever...	You	Your classmate
1. bought locally grown food?	★	★
2. bought rechargeable batteries?	★	★
3. collected rainwater to water plants?	★	★
4. planted a tree?	★	★
5. reused things we usually throw away?	★	★
6. reused scrap paper?	★	★
7. used reusable bags?	★	★
8. walked or ridden a bike to school?	★	★
9. (Extra questions.)	★	★
10. (Extra questions.)	★	★

The more you answer “Yes”, the more likely you are to use less energy and help reduce climate change.

8 Go back to **exercise 7** and answer the following questions.

a. Which of these things do you often do?

b. Which ones do you want to do?

c. Do you and your classmate have similar experiences?



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





WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have read some weekly weather forecasts for different regions of Brazil. Go back to page 131 and explore the structure of this genre. Visit the website www.weatheronline.co.uk (accessed on: June 23, 2022) to find other examples of weather forecasts.

In pairs, get to know about the weather in your town for the next few days and write a weather forecast. It is going to help you plan what you can do with your friends and family.



TULPAH/SHUTTERSTOCK.COM

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

- a. Writer: you and ★
- b. Readers: classmates and other people
- c. Genre: ★
- d. Objective: to help you plan ★
- e. Style: informative tone
- f. Media: school board/Internet

TIP

Use o que você já sabe sobre a forma de organização dos textos, tanto em inglês quanto em português, para escrever os próprios textos.

2 Follow these instructions to write your text.

1. Find what the weather in your town is expected to be for the next few days. You can check the weather for your town on websites like www.weather.com and www.accuweather.com (accessed on: June 23, 2022).
2. Collect the information you need (dates, weather, temperatures). Try to provide an overall view of the weather conditions of your area.
3. Make the first version of the weather forecast by hand.
4. Include a small weather map of your area. You can also include the activities you plan to do according to each day's weather conditions.
5. Exchange texts with a classmate and discuss them.
6. Make the necessary corrections.
7. Write the final version of your weather forecast by hand or use a computer to design it.

TIP

Ao revisar as previsões do tempo, considere, por exemplo:

- **objetivo:** O texto está adequado ao público-alvo e à sua finalidade?
- **conteúdo:** Os detalhes sobre a previsão do tempo para a sua região foram verificados e estão corretos?
- **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 weather forecast with your classmates and other people. You can use your computer's text editor to create your weather forecast.



LOOKING AHEAD

- 1 In this unit you have talked about global climate change. Read the following text about the impacts of climate change. Then, in small groups, discuss the questions about it.

See the Impacts

*Scorching summers... Melting glaciers... Stronger storms...
The signs of global climate change are all around us.*



The Earth's climate is getting warmer, and the signs are everywhere. Rain patterns are changing, sea level is rising, and snow and ice are melting sooner in the spring. As global temperatures continue to rise, we'll see more changes in our climate and our environment. These changes will affect people, animals, and ecosystems in many ways.

Less rain can mean less water for some places, while too much rain can cause terrible flooding. More hot days can dry up crops and make people and animals sick. In some places, people will struggle to cope with a changing environment. In other places, people may be able to successfully prepare for these changes. The negative impacts of global climate change will be less severe overall if people reduce the amount of greenhouse gases we're putting into the atmosphere and worse if we continue producing these gases at current or faster rates.

Last updated on 09/05/2017

UNITED STATES ENVIRONMENTAL PROTECTION AGENCY. **See the impacts.** 5 set. 2017.
Disponível em: <https://archive.epa.gov/climatechange/kids/impacts/index.html>. Acesso em: 25 jun. 2022.

- a. According to the text, what are some examples of the signs of global climate change?
- b. Based on the text, what can people do in order to make the negative impacts of global climate change less severe overall?
- c. What other things do you think the government and people in general can do to reduce the impacts of climate change?
- 2 What natural disasters are more frequent in your region? Have they become worse over the last few years? Do some research on the topic and use resources such as tables and graphs to support your answer.



Recommended Resources

Para assistir a uma breve apresentação em que uma criança fala sobre mudança climática e como outras crianças podem contribuir, visite:

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

(Acesso em: 23 jun. 2022).



Think about it!

Você sabia que há empresas que implementam medidas para promover a sustentabilidade? Se possível, faça uma visita guiada a uma ou duas empresas próximas de onde mora e procure conhecer as boas práticas de sustentabilidade adotadas. Converse com seus/suas colegas sobre essa experiência.

UNIT 8

ALL ABOUT MOVIES

ENTERTAINMENT PICTURES / ALAMY / FOTOARENA



COLUMBIA PICTURES / SONY PICTURES ENTERTAINMENT / ALBUM / ALBUM / FOTOARENA



WALT DISNEY PICTURES / ALBUM / ALBUM / FOTOARENA



GETTING STARTED



NÃO ESCREVA EM SEU LIVRO.

Have you seen these movies? What are their names? Who are these characters?

Nesta unidade, você vai

- falar sobre filmes;
- explorar as diferenças entre o presente perfeito (*present perfect*) e o passado simples (*simple past*);
- explorar conectores (*linking words/phrases*) e empregar vocabulário relacionado a tipos de filmes (*kinds of movies*);
- compreender e produzir resenhas de filmes (*movie reviews*);
- explorar o tema contemporâneo transversal **educação em direitos humanos**.



AGE FOTOSTOCK / EASYPIX BRASIL



READING COMPREHENSION



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

Before Reading

- 1 How often do you watch movies? Do you usually watch movies at home or at a movie theater?
- 2 Before reading the following text, take a look at its **title** and **picture**. Then, answer the questions.
 - a. Who are the characters in the picture?
 - b. What movie are they in?
 - c. Can you think of any other movies that have female protagonists?
- 3 Which words in the box do you expect to find in the following text? Use the *Glossary* if necessary.

album • cinema • drawing • film •
Hollywood • moviegoer • release • upload

TIP

Observe a diferença de usos de acordo com a variação linguística do inglês: *movie* (AmE) = *film* (AuE/BrE); *the movies/movie theater* (AmE) = *the cinema* (AuE/BrE).

Reading

- 4 Now read the text to check your predictions.

Girl Power

After decades of male-dominated Hollywood leads, it appears that some recent releases are starting to level the field. Films such as *Gravity*, *The Hunger Games: Catching Fire*, *Frozen* and *Maleficent* all featured leading ladies and reaped the benefits. According to database Box Office Mojo, these films have taken in a combined \$3.6 billion worldwide. Why the shift? Because the majority of cinema-goers are female. According to the Australian Bureau of Statistics, the cinema attendance rate for females (70%) is higher than the rate for males (64%). And the Motion Picture Association of America reports that in 2013, 52% of US moviegoers were women.

reap: colher



MARY EVANS / EASYPix BRASIL

READER'S DIGEST, Austrália, vol. 187, n. 1 115, p. 118, jan. 2015.

- 5 Choose the statement that is in agreement with the text.
 - a. Hollywood leads have always been female-dominated.
 - b. There are more women who go to the cinema than men.

- 6 In your notebook, write **T** (True) or **F** (False). Then correct the false statements.
- The main character in *Gravity* is a woman.
 - Movies with female protagonists have become successful.
 - Most moviegoers are male.
 - The cinema attendance rate for females isn't as high as the rate for males.
- 7 Which fragment reinforces the idea of girl power? Choose **a**, **b** or **c**.
- "the majority of cinema-goers are female"
 - "male-dominated Hollywood leads"
 - "all featured leading ladies"
- 8 According to the text, what do *Gravity*, *The Hunger Games: Catching Fire*, *Frozen* and *Maleficent* have in common? Choose the correct statements.
- The main character in each of these movies is a woman.
 - They are very successful movies.
 - They are old movies.
- 9 Replace each icon ★ with a word in the box to complete the following sentences as in the example.

Example: a. Shift

lead • rate • release • shift

- ★ is a change in something.
- ★ is how often something happens.
- ★ is the main character in a movie or play.
- ★ is something that is made available to the public, especially a new movie or album.



GOODSTUDIO/SHUTTERSTOCK.COM

Reading for Critical Thinking

- 10 Discuss the following questions with your classmates.

- The text presents one reason why there has been an increase in movies with female protagonists recently. In your opinion, why is it important to improve gender diversity in the film industry (characters and filmmakers)? In small groups, make a list of reasons and provide good examples to support your answer. Then share your list with other classmates and get to know different viewpoints on the same topic.
- Is there gender equality in movies produced in our country? What Brazilian productions are female-led? How are women usually portrayed in these movies?

TIP

Procure ter uma postura crítica diante dos textos e valorize diferentes pontos de vista com ética e respeito.



Linking Words/Phrases

- 1 Read the following fragments from the text on page 140 and focus on the linking words in **bold**. Then, choose the correct item that completes each sentence.

- I. "Films **such as** *Gravity*, *The Hunger Games: Catching Fire*, *Frozen* and *Maleficent* (...)"
 II. "**According to** the Australian Bureau of Statistics (...)"

- a. In fragment I, **such as** is used to
 I. express exception. II. introduce examples.
 b. In fragment II, **according to** is used to
 I. refer to a source. II. make a contrasting point.
 c. In fragment II, **according to** is equivalent in meaning to
 I. with reference to. II. however.

- 2 Replace the icon ★ with **according to** or **such as** to complete the following text.

29% of protagonists in the top 100 films of 2020 were women, representing an 11 percentage-point decrease from 2019, ★ the Center for the Study of Women in Television & Film.

Fonte de pesquisa: WOMEN'S MEDIA CENTER. **The status of women in the U.S. media 2021**. 18 nov. 2021. Disponível em: <https://womensmediacenter.com/reports/the-status-of-women-in-the-u-s-media-2021-1>. Acesso em: 23 jun. 2022.

Kinds of Movie

- 3 What is your favorite movie? What is it about? Who are the main actors in it? How many times have you seen it?



- 4 Listen to the recording and repeat the adjectives in the box. Which ones best describe your favorite movie?

adventurous • clever • enjoyable • fascinating • funny • interesting • romantic • surprising • thought-provoking

- 5 Based on the following list, what are your favorite kinds of movie? Try to give examples of movies for each genre.

- | | | |
|-------------|---------------|----------------------------|
| • adventure | • documentary | • romance |
| • animation | • drama | • science fiction (sci-fi) |
| • comedy | • musical | • thriller |

TIP

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



- 6 Listen to the recording and repeat the words in **exercise 5**.

- 7 What is the genre of these movies? Replace each icon ★ with an item from **exercise 5** to complete the following texts.

Encanto (2021)

PG | 1h42m | ★, Comedy, Family

A Colombian teenage girl has to face the frustration of being the only member of her family without magical powers.



WALT DISNEY PICTURES/WALT DISNEY COMPANY

IMDB. **Encanto**. 1990-2022. Disponível em: www.imdb.com/title/tt2953050/. Acesso em: 23 jun. 2022.

Matilda (2022)

PG | Comedy, ★, Family

An adaptation of the Tony and Olivier award-winning musical. Matilda tells the story of an extraordinary girl who, armed with a sharp mind and a vivid imagination, dares to take a stand to change her story with miraculous results.



WORKING TITLE FILMS/NETFLIX

IMDB. **Roald Dahl's Matilda the musical**. 1990-2022. Disponível em: www.imdb.com/title/tt3447590/?ref_=adv_li_tt. Acesso em: 23 jun. 2022.

Guardians of the Galaxy (2014)

PG-13 | 2h01m | Action, Adventure, ★

A group of intergalactic criminals must pull together to stop a fanatical warrior with plans to purge the universe.



THE MOVING PICTURE COMPANY (MPC)/MARVEL FILMS/WALT DISNEY PICTURES

IMDB. **Guardians of the galaxy**. 1990-2022. Disponível em: www.imdb.com/title/tt2015381/. Acesso em: 23 jun. 2022.

- 8 Go back to **exercise 7** and notice the ratings of the movies. Which abbreviation in English indicates that some material may be inappropriate for children under 13?
- 9 Go back to pages 138 and 139 and take another look at the pictures. What is the genre of each movie? Talk to a classmate about the movies.



GO TO VOCABULARY CORNER ON PAGE 174.



TAKING IT FURTHER



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.

- 1 Have you ever seen any adaptation of the classic *Cinderella*? What kind of movie was it?
- 2 Before reading the following text, take a look at its **picture**, **structure** and **source**. Then, choose the correct item that completes each sentence.
 - a. The text is a
 - I. movie summary.
 - II. movie review.
 - b. The text is written by a
 - I. user.
 - II. professional critic.

Now read the text and do **exercises 3-7**.

www.metacritic.com/movie/cinderella/user-reviews

CINDERELLA

RELEASE DATE: MARCH 13, 2015

7.4

USER SCORE
Generally favorable
reviews based on 454 Ratings

10

User Reviews
Chazd3
Mar 13, 2015

I'm a senior citizen, single, no grand kids to accompany me, just me. My mom took me to see the Disney animated classic in the 50's. It has held a beautiful place in my heart ever since. I've seen many adaptations over the decades. None has ever matched this. This non-animated version for me was spectacular visually, moving, romantic, and sparked the flames in my heart from this legendary fairy tale I've held since I was seven. Could not have been done better!

6 of 8 users found this helpful 6 2

USER RATING DISTRIBUTION:

POSITIVE: 318

MIXED: 104

NEGATIVE: 32

ELLA AND THE PRINCE
Disney
CINDERELLA
IN THEATRES MARCH 13
WALT DISNEY STUDIOS MOTION PICTURES USA/WALT DISNEY PICTURES

METACRITIC. *Cinderella*. 2022. Disponível em: www.metacritic.com/movie/cinderella/user-reviews. Acesso em: 23 jun. 2022.

- 3 Answer the following questions based on the movie review written by Chazd3.
 - a. Is the movie review positive, mixed or negative?
 - b. Is this the first adaptation of *Cinderella* Chazd3 has seen?
 - c. Which adjectives does Chazd3 use to describe the movie?
 - d. At what age did Chazd3 first see the *Cinderella* animated classic?

144

- 4 Choose the fragments that contain the user's opinion about the movie released on March 13, 2015.
- "My mom took me to see the Disney animated classic (...)"
 - "I've seen many adaptations over the decades."
 - "None has ever matched this."
 - "(...) sparked the flames in my heart (...)"
 - "Could not have been done better!"
- 5 What do *Cinderella* and the movies mentioned in the text on page 140 have in common?
- 6 How are women portrayed in the movies mentioned in the text on page 140: as strong or fragile female characters? What about in *Cinderella*? Discuss it with your teacher and classmates.
- 7 In your opinion, was the review written by Chazd3 helpful? Why (not)?



LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Present Perfect or Simple Past?

Read again the following fragments from the text on page 140 and do **exercises 1-3**.

- "(...) these films **have taken** in a combined \$3.6 billion worldwide."
- "(...) in 2013, 52% of US moviegoers **were** women."

- 1 Choose the correct item that answers each question.
- Which fragment contains an event that happened at a specified time in the past?
 - Fragment I.
 - Fragment II.
 - Which fragment is in the **simple past**?
 - Fragment I.
 - Fragment II.
 - Which fragment is in the **present perfect**?
 - Fragment I.
 - Fragment II.
- 2 Which time expression is used in the fragment in the simple past?
- 3 Replace each icon ★ with **present perfect** or **simple past** to complete the statements.
- We use the ★ with actions that started and finished at a specified time in the past.
 - We use the ★ with actions that happened at an unspecified time in the past.

Now focus on the following fragments from the movie review of *Cinderella* on page 144 and do exercises 4-7.

- I. "My mom **took** me to see the Disney animated classic in the 50's."
 II. "It **has held** a beautiful place in my heart ever since."
 III. "I've **seen** many adaptations over the decades."
 IV. "(...) this legendary fairy tale [that] I've **held** since I was seven."

- 4 Which fragment presents a completed action in the past?
- 5 Which fragments are in the present perfect? And which one is in the simple past?
- 6 Why is the present perfect used in these fragments? Replace each icon ★ with I, II, III or IV in order to understand the different uses of the present perfect.
- a. The present perfect is used in fragment ★ to talk about something that has happened at different times in the past.
- b. The present perfect is used in fragments ★ and ★ to talk about actions that started in the past and have continued up to the present.

Language Note

since × for

since + starting point = since 2015, since I was a child, since Saturday

for + period of time = for two years, for a month, for a long time

- 7 In your notebook, write the time expression used in each fragment as in the example.

Example: Fragment I: in the 50's

- 8 Go back to the movie review on page 144 and find two other sentences in the present perfect.
- 9 Copy the following table into your notebook and complete it by replacing each icon ★ with an appropriate verb.

	Base Form	Simple Past	Past Participle
a.	do	★	done
b.	hold	held	★
c.	match	★	matched
d.	see	saw	★
e.	take	★	taken

TIP

Consulte os quadros de verbos irregulares, ao final do livro, sempre que necessário.

- 10 Copy the following table into your notebook. Then, complete it by replacing each icon ★ with the correct time expression in the box.

*a year ago • last month • lately • over the years • recently •
since I was a child • when I was a child • yesterday*

Time expressions used with the simple past	Time expressions used with the present perfect
★, ★, ★, ★	★, ★, ★, ★

- 11 Listen to the recording and check your answers to **exercise 10**.

- 12 Replace the icons ★ with the correct form of the verbs in parentheses to complete the following movie review of *Paddington*. Use the **simple past** or the **present perfect**.


www.imdb.com/review/rw3153765/

Review of *Paddington* (2014)

appledreams4

★ 10/10

Watch out for the world's most wanted bear

2 January 2015

(...) As soon as I ★ **(walk)** into the theater, I could see I'm the oldest one (excluding those parents), and I ★ **(feel)** a bit embarrassed – sitting alone surrounded by hyperactive children. But then, as the film goes, I found out watching *Paddington* is one of the best decisions I ★ **(make)** recently, and that is not exaggerating, because as I watched that little talking bear roam around London, I found the inner child inside of me who's been lost for quite some time. I ★ **(never laugh)** and screamed so freely along with those children and I feel totally not out of place. (...)

Paddington truly is a surprising movie, and it surely is the best non-animated family film ★ **(make)** in 2014. It is ridiculous yet believable. Unlike the increasing amount of farces that call themselves “comedies”, *Paddington* is truly hilarious and heartwarming with a story that is so rich and compelling. And I would recommend *Paddington* to anyone, and if you ★ **(not watch)** it yet, go watch it and you will find it's the best decision you ★ **(ever make)**.

76 out of 95 found this helpful. Was this review helpful? Sign in to vote!



FROM THE PRODUCER OF HARRY POTTER

PADDINGTON

★★★★★

URBANBUZZ / ALAMY / FOTOARENA

IMDB. *Paddington*. 1990-2022. Disponível em: www.imdb.com/review/rw3153765/. Acesso em: 23 jun. 2022.

13 Choose two equivalent sentences in meaning to “I have never laughed and screamed so freely”.

- a. I haven't laughed and screamed so freely before.
- b. This is the first time I have laughed and screamed so freely.
- c. This is not the first time I have laughed and screamed so freely.

14 The following texts are also reviews of the movie *Paddington*. Replace each icon ★ with **ever** or **never**.

The screenshot shows a web browser with the address bar displaying 'www.metacritic.com/movie/paddington/user-reviews'. There are two user reviews visible. The first review is from 'manofthemoon' dated Feb 15, 2015, with a rating of 10. The text of the review is: 'Even if you've ★ read the books or seen the TV series (I haven't), this is still a lot of fun. Silly jokes in a highly enjoyable, nicely played film that contains many laugh out loud funny moments. A surprising treat.' Below the review, it says '3 of 3 users found this helpful' with a thumbs up icon and '3' next to it, and a thumbs down icon with '0' next to it. The second review is from 'laragrigull1897' dated Feb 20, 2015, with a rating of 10. The text of the review is: 'Very good movie! Lots of humour, good for the kids and just about everyone. You are not too old for this movie. It is the best movie I have ★ watched in my life. PS: Better than it appears in the trailer!' Below the review, it says '0 of 0 users found this helpful' with a thumbs up icon and '0' next to it, and a thumbs down icon with '0' next to it.

METACRITIC. *Paddington*. 2022. Disponível em: www.metacritic.com/movie/paddington/user-reviews. Acesso em: 23 jun. 2022

15 Are the movie reviews on this page positive, mixed or negative?



GO TO LANGUAGE REFERENCE + EXTRA PRACTICE ON PAGE 180.

LISTENING AND SPEAKING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

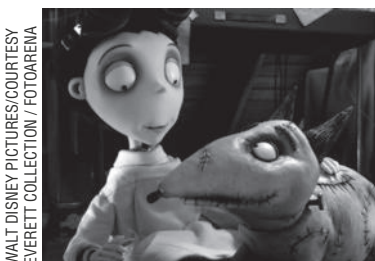
1 Have you ever watched the Oscars Ceremony on television? Do you know what was last year's best picture?



2 Listen to two artists presenting the Oscar for best animated feature at the 85th Academy Awards (2013). Which animated feature film was the winner?



a. *Brave*



b. *Frankenweenie*



c. *Wreck-It Ralph*

- 18** **3** Listen to the recording again and choose the correct item that completes each sentence.



- a. The directors of the winning animated feature film are
 - I. Mark Andrews and Brenda Chapman.
 - II. Sam Fell and Chris Butler.
- b. The male director said that
 - I. making a movie has its own story.
 - II. his daughter inspired the movie into being.
- c. The female director thanked her husband and
 - I. four kids.
 - II. daughter.

- 18** **4** Listen to the recording once more and check your answers to **exercise 3**.

- 5** What do you know about the 2013 winning animated feature film? Have you ever seen it before? Is the main character female or male? What is the story about?
- 6** Copy this table into your notebook. Answer the following questions by replacing each icon ★ with an appropriate answer. Then interview a classmate. Ask extra questions and use expressions from the *Language Note* box to help you.

Le@rning on the web

Para conhecer mais sobre os/as vencedores/as de todos os anos do Oscar, visite: www.oscars.org/oscars/ceremonies (Acesso em: 23 jun. 2022).

Questions	You	Your classmate
1. What was the last movie you saw? <ul style="list-style-type: none"> Who was in it? Was it good? Why? 	★	★
2. What is the best movie you have ever seen? <ul style="list-style-type: none"> Why did you like it? (Extra question) 	★	★
3. What is the worst movie you've ever seen? <ul style="list-style-type: none"> What was it about? (Extra question) 	★	★
4. Have you ever seen the same movie more than once? <ul style="list-style-type: none"> If so, which one(s)? (Extra question) 	★	★
5. Who is your favorite actor or actress? <ul style="list-style-type: none"> What movies has he/she been in? (Extra question) 	★	★

Language Note

Expressing an opinion:

In my opinion.../In my view.../From my point of view...
I'm (pretty) sure that.../I (strongly) believe that...



WRITING



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have read movie reviews on pages 144, 147 and 148. Movie reviews are usually published in magazines, newspapers, and websites about movies. They can be written by professional critics or by anyone who wants to share their opinions about a movie. Movie reviews help us decide if a movie is worth seeing. Visit the websites www.metacritic.com, www.imdb.com and www.rottentomatoes.com (accessed on: June 23, 2022) to find other examples of movie reviews.

Based on the movie reviews you read in this unit, it is your turn to write a review to express your thoughts about a particular movie. You may refer to your favorite movie, a movie you have just seen or even a movie you hate. It can be a national or international production.

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 newspaper/Internet |
| c. Genre: | III. you |
| d. Objective: | IV. critical tone |
| e. Style: | V. movie review |
| f. Media: | VI. to express your thoughts about a particular movie |

2 Follow these instructions to write your text.

1. Think of a movie you have seen to write a review of. You can write a positive, mixed or negative review.
2. Watch the movie and take notes on relevant items (e.g. acting, soundtrack, photography etc.).
3. Start your review with general information about the movie (the name of the movie, its genre, main actors, country and year of release).
4. Critique the movie by stating your opinion. Try to explain your reasons and provide examples/specific details to support your viewpoint.
5. Mention if you recommend the movie or not. Be honest.
6. Rate the movie using an easy system (e.g. 4 out of 5 stars).
7. Add a picture of the movie or the main characters to illustrate your review.
8. Exchange reviews with a classmate and discuss them.
9. Make the necessary corrections.
10. Write the final version of the movie review.

TIP

Ao revisar as resenhas, considere, por exemplo:

- **objetivo:** A resenha está adequada ao público-alvo e à sua finalidade?
 - **conteúdo:** Você verificou as informações gerais do filme (nome dos atores, país, ano de lançamento etc.)?
 - **linguagem:** O texto está redigido de maneira clara e objetiva? Você escolheu bons adjetivos para descrever sua opinião sobre o filme?
- Reescreva seu texto com base na revisão feita por você e seus/suas colegas.

3 It's time to share your movie review with your classmates and other people. You can also publish it in websites like www.rottentomatoes.com (Accessed on: June 23, 2022).



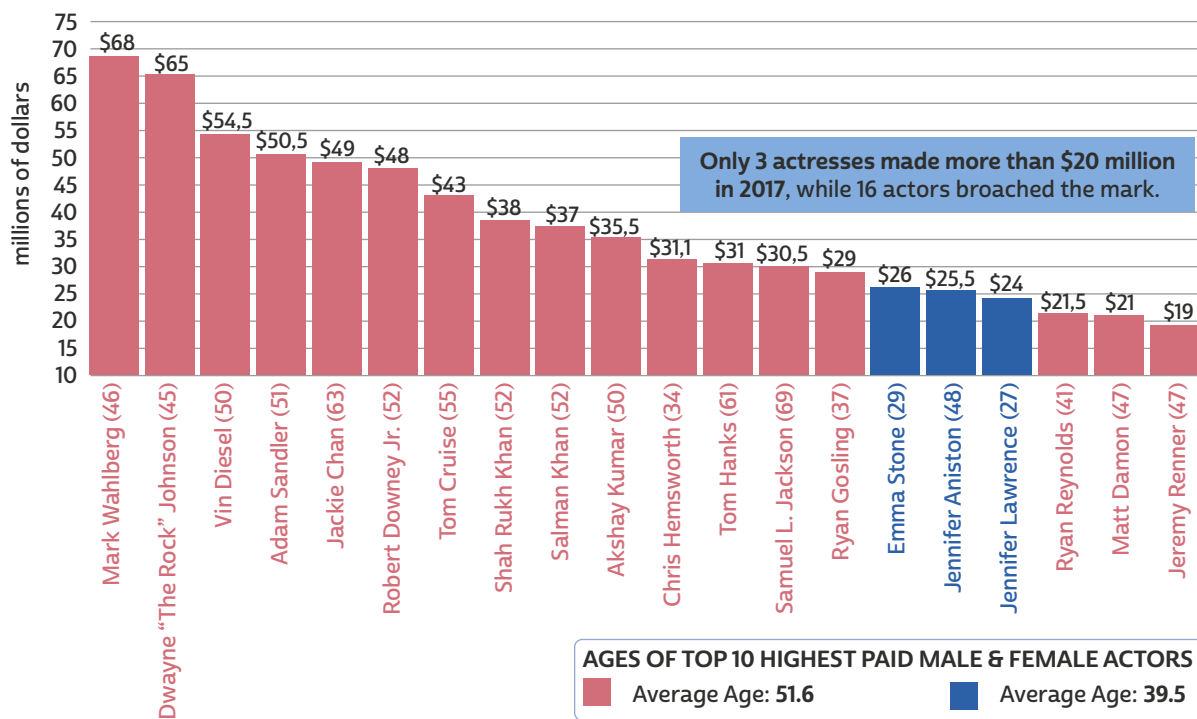
LOOKING AHEAD



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In this unit you have talked about movies. Read the following infographic about gender inequality in Hollywood. Then, in small groups, discuss the questions about it.

In 2017, the highest paid male actor, Mark Wahlberg, made \$68 million, while the highest paid female actor, Emma Stone, made \$26 million – less than the top 14 highest paid men.



NEW YORK FILM ACADEMY. Gender inequality in film infographic by the New York Film Academy updated in 2018. 8 mar. 2018. Disponível em: www.nyfa.edu/nyfa-news/gender-inequality-in-film-infographic-by-nyfa-updated-in-2018.php. Acesso em: 23 jun. 2022.

- According to the text, who was paid the most in 2017: female or male stars? Who was the highest paid star?
- Who was the highest paid actress in 2017?
- Is the average age of the highest paid actresses in 2017 higher or lower than the average age of the highest paid actors?
- Based on the infographic, is there gender equality in Hollywood movies? In your opinion, what can be done in order to improve gender diversity in the film industry?



Recommended Resources

Para ter acesso a mais informações sobre a desigualdade de gênero na indústria cinematográfica, visite:

- www.nyfa.edu/film-school-blog/gender-inequality-in-film/
- www.ewawomen.com/research/

(Acesso em: 24 jun. 2022).

REVIEW 4 • UNITS 7 & 8



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.



READING COMPREHENSION

- 1 When was the last time you went to the movies? What did you see? What was it about?
- 2 Before reading the following text, take a look at its **title**, **structure** and **source**. Is it a movie synopsis or a movie review? What is the name of the movie?

Now read the text and do **exercises 3-5**.

← → ↺ www.latimes.com/entertainment/movies/la-et-mn-monkey-kingdom-review-20150417-story.html

Review: Disneynature's 'Monkey Kingdom' swings with the best of them

By MICHAEL RECHTSHAFFEN
APR 16, 2015 | 4:01 PM

Who can say no to a monkey movie?

Resistance proves particularly futile when the production in question is as amusingly fascinating as “Monkey Kingdom,” the latest entry from the ever-engaging Disneynature series of wildlife documentaries.

Co-directed by Mark Linfield and Alastair Fothergill, who previously teamed on “Earth” and “Chimpanzee,” the production trains a penetrating lens on the remarkably expressive toque macaques of Sri Lanka, especially a soulful 8-year-old female named Maya who had the misfortune of being born at the bottom of a highly regimented social hierarchy.

The film offers a valuable life lesson in the powers of determination and timing, but most of all it’s darned entertaining.

By this point — eight titles into a successful lineup of documentaries — the filmmaking is down to a science, blending breathtaking cinematography with a compelling original storyline and playful narration that’s a far cry from the studied readings of those old-school nature docs.

Lending “Monkey Kingdom” a bonus coolness factor is Tina Fey, who, like narrator John C. Reilly in the 2014 film “Bears,” isn’t afraid to let her personality shine through.

Rather than playing the impartial voice for hire, she jumps right into the mischievous fray, making this already delightful dissection of the business of monkey business that much more infectious.



RECHTSHAFFEN, Michael. Review: Disneynature's 'Monkey Kingdom' swings with the best of them. *Los Angeles Times*, 16 abr. 2015. Disponível em: www.latimes.com/entertainment/movies/la-et-mn-monkey-kingdom-review-20150417-story.html. Acesso em: 30 jun. 2022.

- 3 Replace the icons ★ with information about the movie *Monkey Kingdom* to complete the following box.

Monkey Kingdom

G | 82 min | 17 April 2015 (USA)

- Genre: ★
- Directors: ★
- Star: ★
- Filming Location: ★

- 4 Is the movie review of *Monkey Kingdom* positive or negative? Choose a fragment from the text to support your answer.
- 5 What adjectives does the author of the text use to describe the following items? Replace each icon ★ with an adjective.
- a. Movie production: ★
 - b. Female monkey Maya: ★
 - c. Cinematography: ★
 - d. Storyline: ★
 - e. Narration: ★

LANGUAGE IN USE



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Present Perfect

- 1 Get to know some interesting facts about the UK movie industry. Replace each icon ★ with the correct form of the verbs in parentheses to complete the following sentences. Use the **present perfect**.
- a. 25% of Internet users over 12 years old ★ (**download**) or streamed a feature film online.
 - b. Video on Demand (VoD) (...) ★ (**double**) in size since 2011 (...).
 - c. (...) the number of films made ★ (**drop**) from 331 in 2011 to 249 in 2012.
 - d. 80% of all the writers and directors that the British Film Institute (BFI) ★ (**track**) in the last ten years have only ever been involved with one independent feature film.
 - e. The BFI says: “(...) audiences (...) ★ (**become**) more selective about the films they watch in 3D, and choose 3D where the effect makes a perceived contribution to the experience”.



STEPHEN FOLLOWS. 49 Interesting facts about the UK film industry. 24 jul. 2013. Disponível em: <https://stephenfollows.com/49-interesting-facts-uk-film-industry/>. Acesso em: 30 jun. 2022.

Present Perfect or Simple Past?

- 2 Replace each icon ★ with the correct form of the verbs in parentheses to complete the following movie reviews. Use the **simple past** or the **present perfect**.


www.metacritic.com/movie/black-or-white/user-reviews

Black or White

7 Thegodfather
Jan 30, 2015

I ★ (like) it. Kevin Costner ★ (be) really good (...) and the emotional story is the best (...) I ★ (see) (...). *Black or White* ★ (be) a good film, it may not be the best drama out there but it sure makes you cry.

1 of 1 users found this helpful 👍 1 👎 0



SUNLIGHT PRODUCTIONS/TREEHOUSE FILMS/RELATIVITY MEDIA

METACRITIC. **Black or white**. 2022. Disponível em: www.metacritic.com/movie/black-or-white/user-reviews. Acesso em: 30 jun. 2022.


www.metacritic.com/movie/home-2015/user-reviews

Home

8 jlplatten
Mar 27, 2015

This movie is good! I'll admit that the beginning was a little bit chaotic story telling wise, but as the film progresses it gets better and better, and you end up leaving the theater in a good mood. Everyone I ★ (talk) to who ★ (see) this movie have all agreed this movie was enjoyable. Not a single person ★ (tell) me it was bad. If you got kids, they're sure to love this movie.

6 of 10 users found this helpful 👍 6 👎 4



DREAMWORKS ANIMATION/20TH CENTURY FOX

METACRITIC. **Home**. 2022. Disponível em: www.metacritic.com/movie/home-2015/user-reviews. Acesso em: 30 jun. 2022.


www.metacritic.com/movie/maleficent/user-reviews

Maleficent

8 XyberDAWG
May 30, 2014

Maleficent ★ (be) truly amazing in my opinion. I ★ (love) the back story to *Maleficent* (...). The plot twists were great, I ★ (not see) them coming, as I do in most movies. I ★ (go) with my wife, and her cousin, none of us ★ (expect) it to be great, but we all ★ (leave) deeply satisfied thinking it was one of the best movies of this season. (...)

5 of 12 users found this helpful 👍 5 👎 7



WALT DISNEY PICTURES/ROTH FILMS/WALT DISNEY STUDIOS MOTION PICTURES

METACRITIC. **Maleficent**. 2022. Disponível em: www.metacritic.com/movie/maleficent/user-reviews. Acesso em: 30 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 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 present perfect. I can use the simple past.
Listening 	<ul style="list-style-type: none"> I can extract important information from short broadcasts, provided people talk clearly. I can understand and extract the essential information from short, recorded passages dealing with everyday matters. I can understand phrases and expressions related to areas of most immediate priority, provided people articulate clearly and slowly.
Speaking 	<ul style="list-style-type: none"> I can answer simple questions and respond to simple statements in an interview. 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 weather forecast. I can write a movie review.

II. What learning resources have you used in Units 7-8?

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: Group different linking words/phrases according to their meaning.

WORKING TOGETHER 4



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

In **unit 7**, you have talked about global climate change. In this section, you are going to create a campaign poster to urge people to stand up to climate change.

- 1 Before reading the following text, take a look at its **slogan, picture** and **source**. What do you expect to read about?
- 2 Now read the text to check your predictions.

stand up to sb/sth

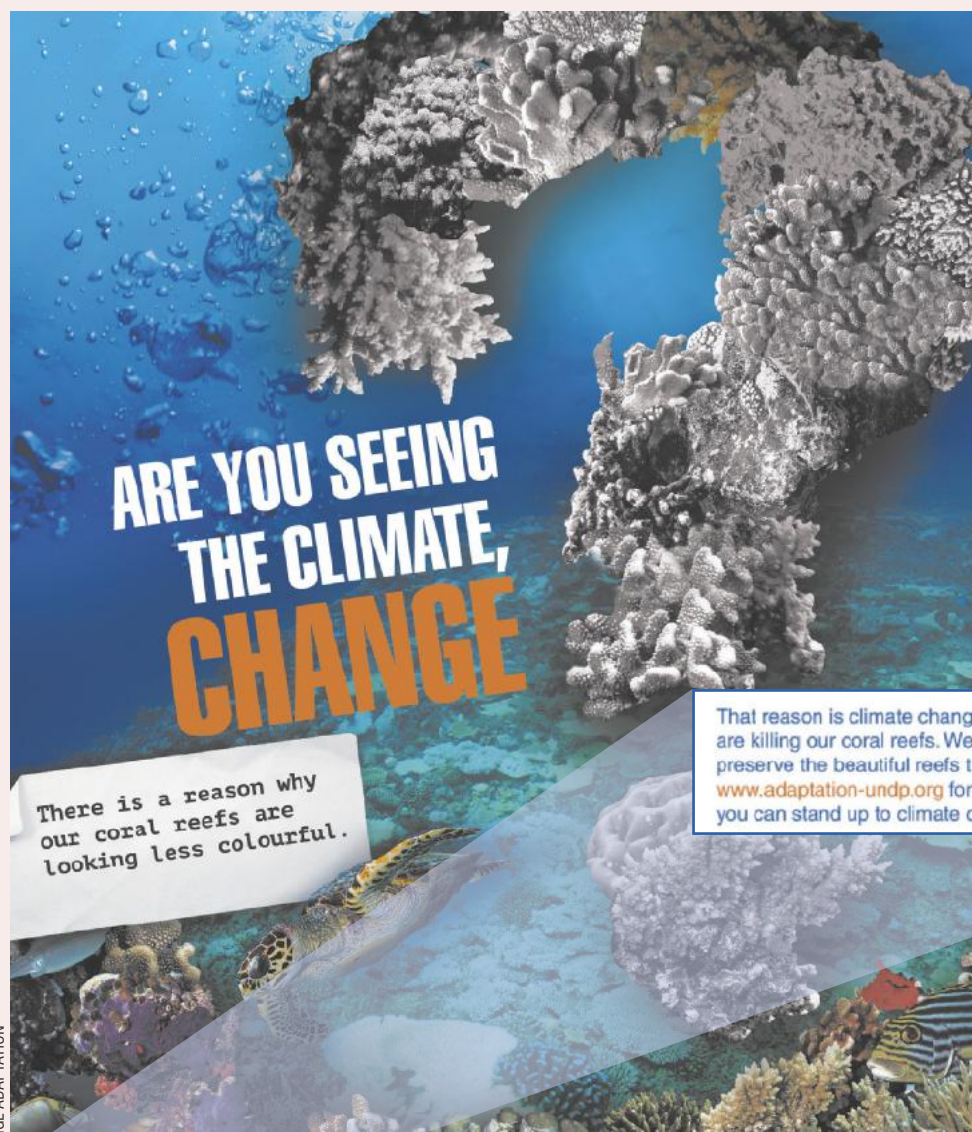
— **phrasal verb** with
stand **verb**

UK /stænd/ US /stænd/

stood | stood
to defend
yourself against a
powerful person
or organization
when they treat you
unfairly:

- He wasn't afraid to stand up to bullies.

STAND UP TO SB/STH. In:
CAMBRIDGE Dictionary.
2022. Disponível em: <https://dictionary.cambridge.org/dictionary/english/stand-up-to-sb-sth>. Acesso em: 2 jul. 2022.



There is a reason why our coral reefs are looking less colourful.

That reason is climate change. Rising sea temperatures are killing our coral reefs. We have to act now if we want to preserve the beautiful reefs that Belize is known for. Visit www.adaptation-undp.org for more information on how you can stand up to climate change.

UNDP CLIMATE CHANGE ADAPTATION

That reason is climate change. Rising sea temperatures are killing our coral reefs. We have to act now if we want to preserve the beautiful reefs that Belize is known for. Visit www.adaptation-undp.org for more information on how you can stand up to climate change.



Japan-Caribbean
Climate Change Partnership



from
the People of Japan



UNDP. Are you seeing the climate, change. 2022. 1 imagem. Disponível em: www.adaptation-undp.org/sites/default/files/resources/feeling_the_change_flyers_lynin_house_coral_reef.pdf. Acesso em: 3 jul. 2022.

3 What is the main aim of the campaign poster? Choose **a** or **b**.

- a. To share statistics on global climate change.
- b. To encourage people to stand up to climate change.



Think about it!

Qual jogo de palavras é utilizado no *slogan* do cartaz para chamar a atenção dos leitores? Como a imagem reforça o que está escrito?

4 The following elements are usually employed in campaign posters to catch the reader's attention. Choose the ones you can find in the text you read.

- a. An eye-catching picture.
- b. A slogan or a headline message.
- c. All the verbs in the imperative.
- d. A website for further information.
- e. Fonts in different colors and sizes for emphasis.

5 In pairs, ask and answer the following questions.

- a. According to the text, why are coral reefs looking less colorful?
- b. What sign of global climate change mentioned in the text is responsible for killing coral reefs?
- c. Do you know other examples of the signs of climate change?
- d. The campaign poster you read invites us to act now if we want to preserve the beautiful reefs in Belize, a Caribbean country on the northeaster cost of Central America. In your opinion, how can people do their part to stop climate change?

6 Read the following **TASK** and complete it by working with your classmates collaboratively. The main aim of the task is to create a campaign poster to urge people to stand up to climate change.

TASK

In small groups, you and your classmates are going to create a campaign poster in order to encourage people to stop climate change. You can write about specific topics related to climate change and its impacts (e.g. how climate change can harm food production, human health, destroy the places where animals live). You can also visit the following websites to get some ideas:

- <https://climate.nasa.gov/effects/>
- https://ec.europa.eu/clima/climate-change/consequences-climate-change_en
- www.noaa.gov/education/resource-collections/climate/climate-change-impacts

(Accessed on: July 3, 2022).

JENNY ON THE MOON
SHUTTERSTOCK.COM



Think of ideas for slogans, pictures, fonts and overall messages. Try to add some relevant information in a smaller font size based on what you learned about climate change and its impacts. Share your campaign poster with other classmates. You can put it up on a bulletin board or on the Internet (e.g. the school website or a non-profit organization's website).

PROJECTS

PROJECT 1



NÃO ESCREVA EM SEU LIVRO.

Embracing Diversity

Na **unidade 3**, você falou sobre a importância do respeito e da valorização da diversidade para a construção de uma sociedade justa e igualitária e, na **unidade 4**, você falou sobre o direito à liberdade de expressão. Agora, leia as orientações de **TASK 1** para realizar a primeira etapa do *Project 1, Embracing Diversity*.

TASK 1 In small groups, interview someone from your community who has an inspiring story about diversity to tell.

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

- <https://managementhelp.org/businessresearch/interviews.htm>;
- <http://stringers.media.mit.edu/interview.htm>.
(Accessed on: July 13, 2022.)

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

TIP

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

KEN CHARNOCK/GETTY IMAGES



"It is time for parents to teach young people early on that in diversity there is beauty and there is strength."

Maya Angelou

STAFF WRITERS. **The 50 top ethnically diverse colleges in America**. Best College Reviews. 6 abr. 2022. Disponível em: www.bestcollegereviews.org/features/top-ethnically-diverse-colleges. Acesso em: 6 jul. 2022.

In this part of the project, it is only necessary to interview a person with an inspiring story and take notes. Later, you are going to create a podcast to share the person's story.

Leia as orientações de **TASK 2** e siga as instruções para realizar a segunda etapa do *Project 1, Embracing Diversity*.

TASK 2 After having interviewed someone with an inspiring story about diversity, it is time to review your notes to create a podcast and share the story with your local community and the world!

1. **Produce it!** In groups, review your notes and select the most interesting parts of the interview. Reconstruct the person's story to create a podcast. You can add music and sound effects, but make sure they can be used for free. Visit the following link to learn how to create your own podcast: www.wikihow.com/Make-an-Easy-Podcast. Accessed on: July 27, 2022.
2. **Share it locally!** Organize an event at your school in which you play the podcasts that you and your classmates have recorded. You can organize the stories by the dimensions of diversity (ethnic, cultural, gender, etc.). Invite teachers, family members, friends and, if possible, the people interviewed to listen to the podcasts and join in a discussion on the topic.
3. **Share it globally!** Publish the podcast on the school's website or on a blog and let people all over the world get inspired by the stories! You can also publish a photograph of the interviewee and a short text to introduce the podcast.

TIP

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



Think about it!

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

- Como você se sentiu ao entrevistar uma pessoa que contou uma história inspiradora sobre diversidade e respeito às diferenças?
- Como foi a apresentação dos *podcasts* e a discussão sobre diversidade na escola? Todos/as participaram?
- Como as pessoas reagiram aos *podcasts* na internet?
- Você faria alguma coisa de modo diferente? Em caso afirmativo, o quê?
- Você acredita que sua escola possa desenvolver iniciativas para a promoção da diversidade? Em caso afirmativo, quais?

PROJECT 2



NÃO ESCREVA EM SEU LIVRO.

Learning with Movies

Na **unidade 2**, você falou sobre igualdade de direitos e, na **unidade 8**, sobre filmes. Agora, leia as orientações de *TASK 1* para realizar a primeira etapa do *Project 2, Learning with Movies*.

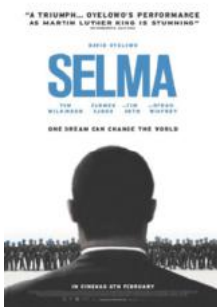
TASK 1 In small groups, work on a short movie script based on scenes from different inspirational movies you have already seen or heard of. Select the most interesting dialogs related to the topic “equal rights for all” and arrange them together to create a coherent script. You can add some short sentences of your own to make the transition from one scene to another. You are not supposed to create a whole new movie script, but make a compilation of scenes that should last from 5 to 10 minutes when performed. Make your script really moving and don’t forget to choose an appealing title.

TIP

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

Suggested movies about equal rights for all.

PLAN B ENTERTAINMENT/CLOUD EIGHT FILMS/
HARPO FILMS/PATHE/PARAMOUNT PICTURES



Selma. Directed by Ava DuVernay. USA, 2014.

A chronicle of Dr. Martin Luther King Jr.’s campaign to secure equal voting rights via an epic march from Selma to Montgomery, Alabama, in 1965.

IMDB. **Selma**. 1990-2022. Disponível em: www.imdb.com/title/tt1020072. Acesso em: 6 jul. 2022.

DREAMWORKS PICTURES/RELANCE
ENTERTAINMENT/HARBINGER PICTURES/1492
PICTURES/WALT DISNEY PICTURES



The Help. Directed by Tate Taylor. USA, 2011.

An aspiring author during the civil rights movement of the 1960s decides to write a book detailing the African American maids’ point of view on the white families for which they work, and the hardships they go through on a daily basis.

IMDB. **The help**. 1990-2022. Disponível em: www.imdb.com/title/tt1454029. Acesso em: 6 jul. 2022.

In this part of the project, it is only necessary to write a first draft. Later, you are going to improve your text and perform it.

Leia as orientações de **TASK 2** e siga as instruções para realizar a segunda etapa do *Project 2, Learning with Movies*.

TASK 2 After having prepared an inspiring short script with selected movies scenes, it is time to perform it to your local community and share it with the world!

1. **Produce it!** In groups, review the draft you and your classmates wrote in the first part of this project. Then get ready to perform it! Assign roles, plan settings, gather props and rehearse the script. If necessary, you can make adjustments to the script. Don't forget to choose songs and/or incidental music to accompany the script.
2. **Share it locally!** Organize a drama event at your school to share the performance that you and your classmates have been working on. Invite teachers, family members, friends, and other people from your community to watch your performance.
3. **Share it globally!** If you feel comfortable, you can video or audiotape your performance and publish the video or podcast on the school website. Publish it on the Internet and let people all over the world get inspired by your video!



Think about it!

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

- Como você se sentiu ao selecionar cenas para criar um roteiro inspirador? E ao fazer a apresentação?
- Como foi a apresentação na escola?
- Como as pessoas reagiram ao trabalho publicado na internet?
- Você faria alguma coisa de modo diferente? Em caso afirmativo, o quê?
- Você acredita que a sua apresentação possa transformar, de alguma forma, a vida das pessoas na sua comunidade?

GAMES

GAME 1

✂ NÃO ESCREVA EM SEU LIVRO.

It's time to play **Blockbusters** with your classmates.

Instructions

- Em seu caderno, reproduza o diagrama a seguir.
- Escolha um grupo: *Group A* ou *Group B*.
- Na sua vez de jogar, escolha uma casa e elabore uma frase com a palavra indicada e, em seguida, faça sua marcação.
- O grupo vencedor do jogo é aquele que conseguir fazer marcações em sequência, sendo da esquerda para a direita (*Group A*) e de cima para baixo (*Group B*).

Group B

should

must

myself

shouldn't

yourself

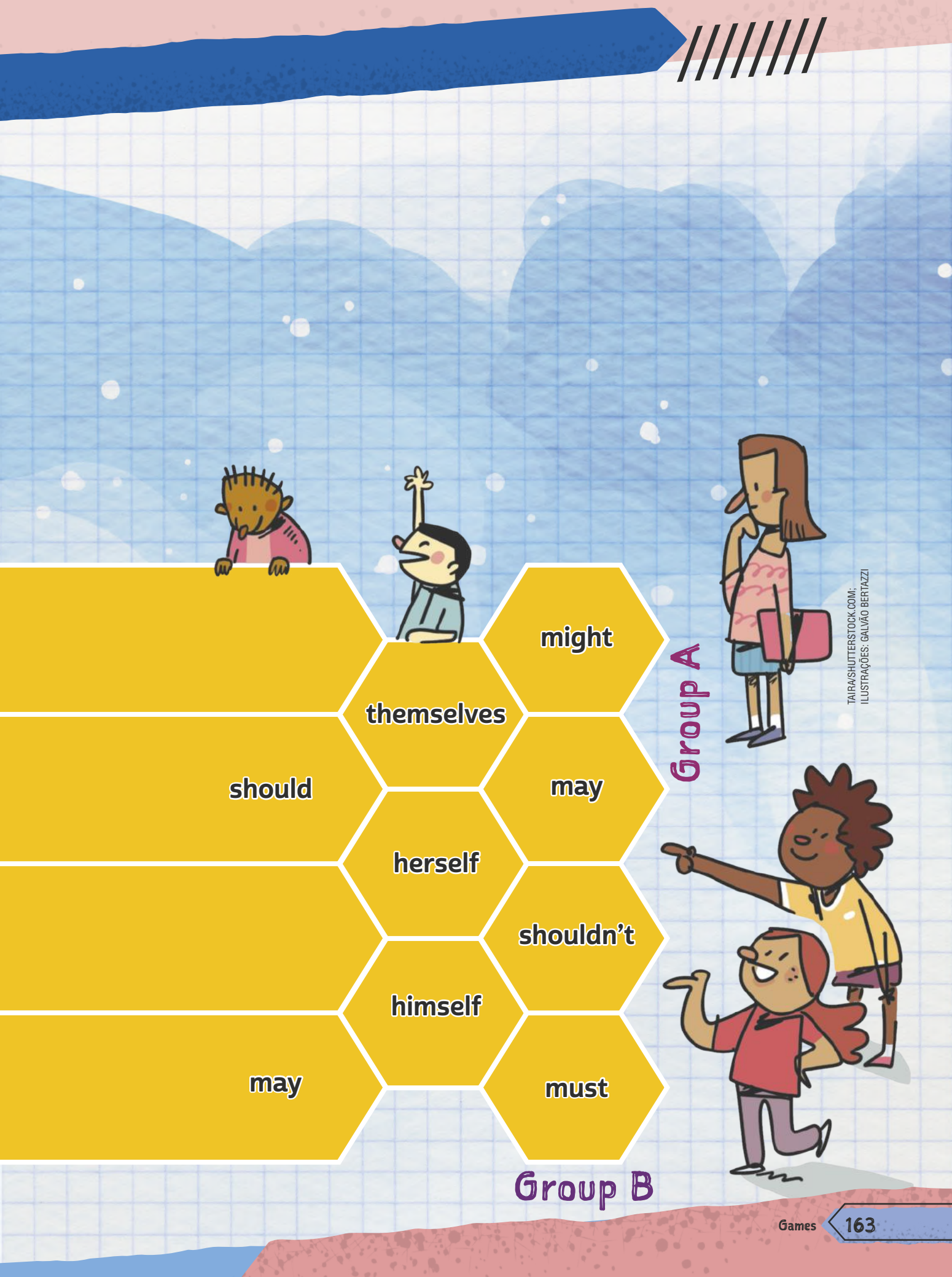
may

might

ourselves

might

Group A



TAIRA/SHUTTERSTOCK.COM
ILUSTRAÇÕES: GALVÃO BERTAZZI

Group A

Group B

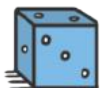
GAME 2



NÃO ESCREVA EM SEU LIVRO.

It's time to play the board game **Have you ever...?** with your classmates.

You need:



a die



a counter

Move ahead 1 space! = Go to the next space.

Miss a turn! = You don't play the next time.

Instructions

- Comece o jogo na casa **START**.
- Responda à pergunta referente a cada casa.
- Jogue o dado para mover sua peça.
- Ganha o jogo quem chegar primeiro à casa **FINISH**.

START

1

HAVE YOU EVER SEEN THE SAME MOVIE MORE THAN THREE TIMES? IF SO, WHICH ONE(S)?

2

HAVE YOU EVER SEEN A MOVIE ON THE INTERNET? IF SO, WHICH ONE(S)?

11

WHAT IS THE BEST MOVIE YOU HAVE EVER SEEN? WHAT IS IT ABOUT?

10

HAVE YOU EVER SEEN A BRAZILIAN MOVIE? IF SO, WHICH ONE(S)?

12

MOVE AHEAD 1 SPACE!

13

WHAT IS THE FUNNIEST MOVIE YOU HAVE EVER SEEN? WHAT IS IT ABOUT?

14

WHAT IS THE WORST MOVIE YOU HAVE EVER SEEN? WHY?

15

MISS A TURN!

16

HAVE YOU EVER READ AN ONLINE MOVIE REVIEW? IF SO, DID YOU WATCH THE MOVIE AFTER READING ABOUT IT?



GALVÃO BERTAZZI

SONG



ESCREVA AS RESPOSTAS DOS
EXERCÍCIOS EM SEU CADERNO.


- 1 Do you know the American rock band 3 Doors Down? Read this short text in order to understand the band's name origin.

www.doorly.com/writing/band_names.htm

3 DOORS DOWN

Band Members: Brad Arnold (vocals/ drums), Matt Roberts (guitars) Todd Harrell (bass), Chris Henderson (guitar).

Band Name Origin: The band was walking down a street and they noticed a sign on an old building that said, “doors down.” They had three band members at the time. So they decided to put it all together and call themselves 3 Doors Down.



STEPHEN J. COHEN/GETTY IMAGES

DOORLY, Sean. **Band name origins**. Doorly. 2022. Disponível em: www.doorly.com/writing/band_names.htm. Acesso em: 5 jul. 2022.

Now choose the correct sentences about the band.

- a. Brad Arnold is the lead singer of the band 3 Doors Down.
- b. 3 Doors Down was named after a “doors down” sign.
- c. The band originally consisted of four members.



- 2 Listen to part of two hits by 3 Doors Down. What is the name of each song? Choose from the options in the box.

Away from the Sun • Here without You



- 3 Now listen to a song by 3 Doors Down and, in your notebook, take notes of key words and expressions you identify in the song. What is it about? Choose **a** or **b**.

- a. The celebration of a beautiful friendship.
- b. The loneliness that comes with missing someone.



4

Listen to the song again and replace each icon ★ with an expression in the box.

all the time • in my dreams • lonely mind • pretty face

“Here without You”

A hundred days have made me older
Since the last time that I saw your ★.
A thousand lies have made me colder,
And I don't think I can look at this the same.

But all the miles that separate
Disappear now when I'm dreaming of your face.

CHORUS:

*I'm here without you, baby,
But you're still on my ★.
I think about you, baby,
And I dream about you ★.
I'm here without you, baby,
But you're still with me ★,
And tonight, girl, it's only you and me, yeah.*

The miles just keep rollin'
As the people leave their way to say “Hello”.
I've heard this life is overrated,
But I hope that it gets better as we go.

CHORUS

Everything I know,
And anywhere I go,
It gets hard,
But it won't take away my love.

And when the last one falls,
When it's all said and done,
It gets hard,
But it won't take away my love.
(...)



GALVÃO BERTAZZI

ARNOLD, Bradley Kirk; HENDERSON, Christopher Lee; ROBERTS, Matthew Darrick; HARRELL, Robert Todd. Here without You. Intérprete: 3 Doors Down. In: **Away from the Sun**. [S.l.]: Universal Music Publishing Group, 2002. 1 CD. Faixa 6.

5 Choose the lines that show the physical distance between the person in the song and his/her loved one.

- a. "A thousand lies have made me colder"
- b. "But all the miles that separate"
- c. "I'm here without you, baby"
- d. "The miles just keep rollin'"
- e. "Everything I know"

6 Choose the correct item that completes each sentence.

a. In "I've heard this life is overrated", **overrated** is equivalent to

- I. *subestimada* in Portuguese.
- II. *superestimada* in Portuguese.

b. In "It gets hard", **hard** means

- I. difficult or troublesome.
- II. easy or uncomplicated.

c. In "But it won't take away my love", **take away** means

- I. make something disappear.
- II. make something stronger.

7 In "A hundred days **have made** me older" and "A thousand lies **have made** me colder", why is the present perfect used? Choose **a** or **b**.

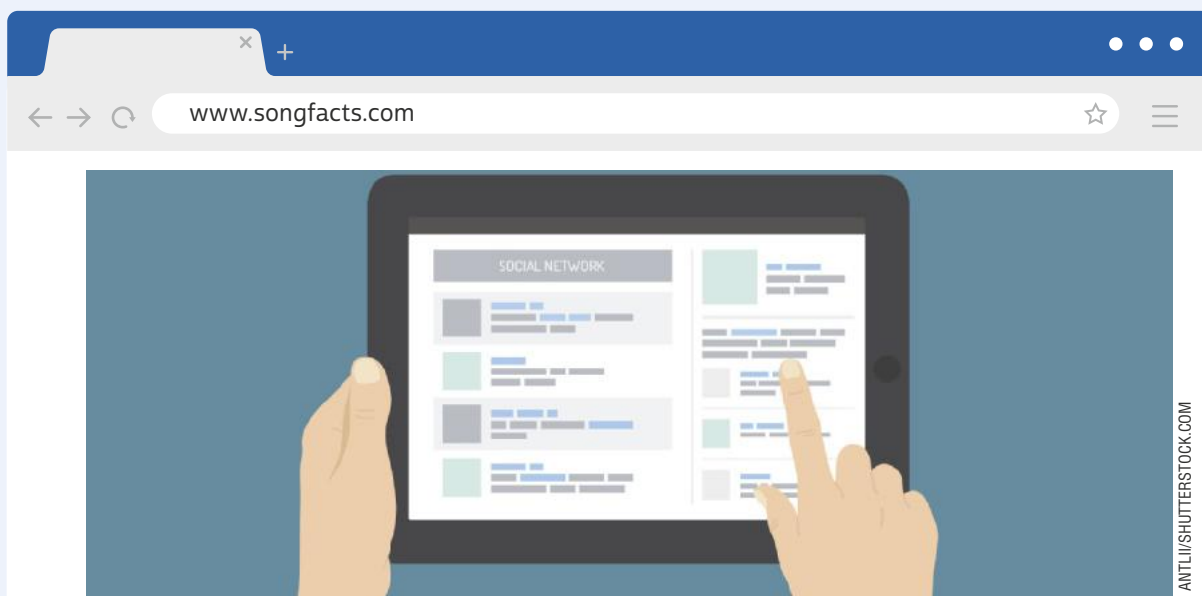
- a. To refer to finished actions that happened at a specified time in the past.
- b. To refer to actions that have happened over a period of time with consequences in the present.



GALVÃO BERTAZZI

- 8 The following items are online comments that people have posted on a website about songs. Choose the items that refer to the song "*Here without You*".

cpl: couple
bc: because



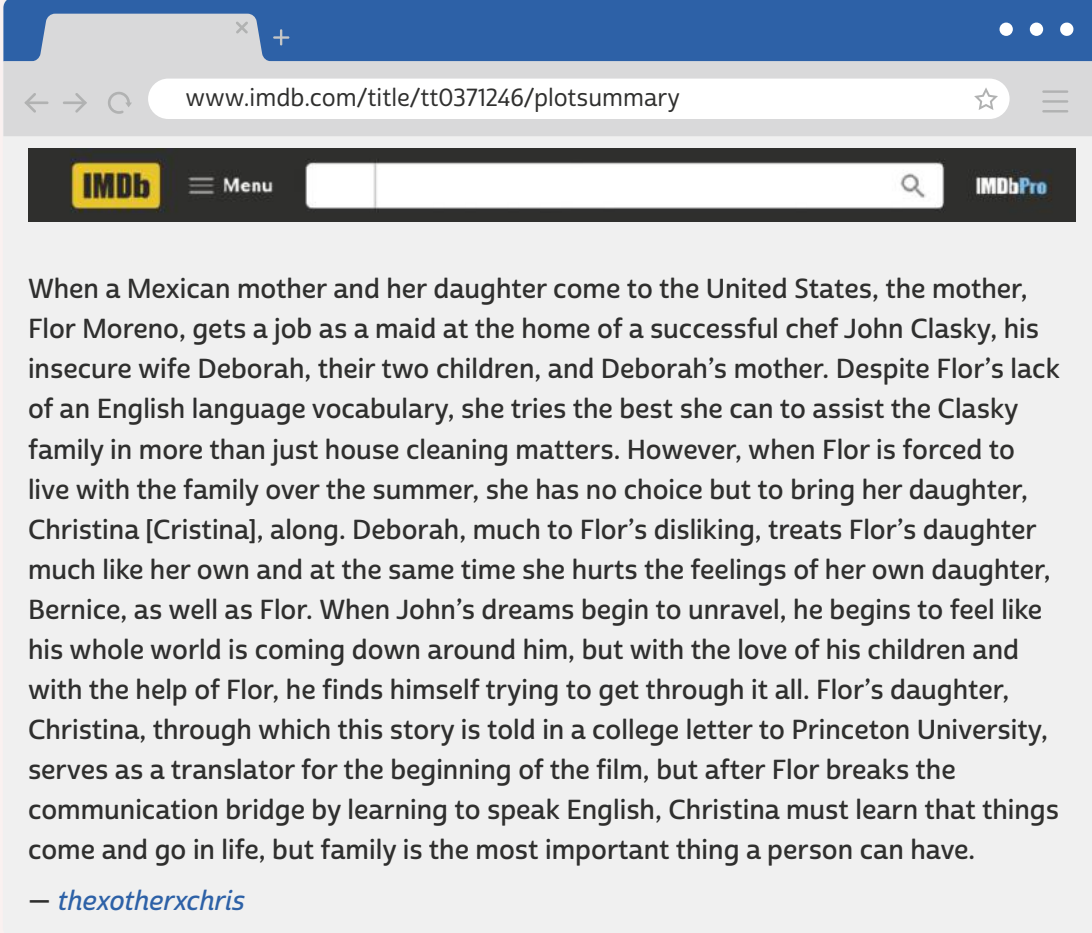
- a. "I agree that this song is about friendship and whether or not your friends will stand by you no matter what (...)." B. from Maplewood, Mn
- b. "I love this song. When I hear this song I always think of my girlfriend. When I'm with her, I'm the happiest man in the world but when I'm away from her, my heart aches. (...)" T. from Degraff, Oh
- c. "I very much love this song since I first heard it on the Away From The Sun CD I bought 20 months ago. The melody, emotion, immense power, Brad's voice, just everything in this song knocked me to my core. It reminded me of how I have lost loved ones in my life starting with my grandma in 1998 and then just recently my father. (...)" J. from Henrico, Va
- d. "I absolutely love this song... this is one of the songs my boyfriend sent me on a CD when we broke up in 2003, 4 years later and we're back together... To me it's about a cpl being together and he misses her so much bc she was selfish and broke his heart. All he can dream and think about is her. And loves her dearly... wishing for her to be back into his arms one day!" M. from Madison, Nc
- e. "I LOVE the line: 'I really don't mind what happens now and then As long as you'll be my friend at the end', because it's so true. It really doesn't matter what happens as long as we stay friends... The entire song is just reeeeeeally cool! I always listen to it on my way to school..." J. from Atlanta, Ga

SONGFACTS. **Kryptonite**. 2022. Disponível em: www.songfacts.com/facts/3-doors-down/kryptonite; SONGFACTS. **Here without You**. 2022. Disponível em: www.songfacts.com/facts/3-doors-down/here-without-you. Acesso em: 5 jul. 2022.

- 9 Listen to the song again and sing along!

170

Read the following summary of *Spanglish* and do **exercises 3** and **4**.



When a Mexican mother and her daughter come to the United States, the mother, Flor Moreno, gets a job as a maid at the home of a successful chef John Clasky, his insecure wife Deborah, their two children, and Deborah's mother. Despite Flor's lack of an English language vocabulary, she tries the best she can to assist the Clasky family in more than just house cleaning matters. However, when Flor is forced to live with the family over the summer, she has no choice but to bring her daughter, Christina [Cristina], along. Deborah, much to Flor's disliking, treats Flor's daughter much like her own and at the same time she hurts the feelings of her own daughter, Bernice, as well as Flor. When John's dreams begin to unravel, he begins to feel like his whole world is coming down around him, but with the love of his children and with the help of Flor, he finds himself trying to get through it all. Flor's daughter, Christina, through which this story is told in a college letter to Princeton University, serves as a translator for the beginning of the film, but after Flor breaks the communication bridge by learning to speak English, Christina must learn that things come and go in life, but family is the most important thing a person can have.

— *theothexchris*

THEXOTHERXCHRIS. Summaries. In: IMDB. **Espanglês (2004)**. 1990-2022. Disponível em: www.imdb.com/title/tt0371246/plotsummary. Acesso em: 7 jul. 2022

3 Match the columns and get to know who the characters are.

- | | |
|-------------|--|
| a. Flor | I. A successful chef. |
| b. John | II. Flor's daughter. |
| c. Deborah | III. John's wife. |
| d. Cristina | IV. John and Deborah's daughter. |
| e. Bernice | V. A Mexican mother who works as a maid for the Clasky family. |

4 In your notebook, write **T** (True) or **F** (False). Then, correct the false statements.

- Flor speaks very little English.
- Deborah treats Cristina and Bernice the same way.
- Deborah serves as a translator for Flor.
- The movie is about the importance of family in someone's life.

- 5 *Spanglish* starts with Cristina Moreno applying for Princeton University, in the USA. Read part of the story of her childhood in her college essay. Then, answer the following questions.

www.script-o-rama.com/movie_scripts/s/spanglish ☆

To the Dean of Admissions,
Princeton University...
from Cristina Moreno.

Most influential person: My mother. No contest.
I think I have been pointing toward this essay... ever since the day,
years ago in Mexico, when my father left.
Such was my mother's need to protect me...
that she would not let me see her cry.
The trick was... get over it as quickly and privately as possible.
Such was my need to protect her...
that I never let on that I could hear her.
My mother kept us in Mexico as long as possible...
to root me in all things Latin.
Finally, she sensed our last opportunity for change.
We would leave for America.
"One tear."
"Just one."
"So make it a good one," she said.
She would be my Mexico. (...)

DREW'S SCRIPT-O-RAMA. *Spanglish* script – dialogue transcript. 1995-2022. Disponível em:
www.script-o-rama.com/movie_scripts/s/spanglish-script-transcript-adam-sandler.html.
Acesso em: 7 jul. 2022.

TIP

Ao assistir a um filme em língua inglesa 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.

essay: redação
root: criar raízes
trick: truque

- Who is Cristina's most influential person?
- Why did Cristina's mother keep her daughter in Mexico as long as possible?
- What was Cristina and her mother's last opportunity for change?
- Based on Cristina's story, is the statement from the movie poster ("Every family has a hero.") true? Why (not)?



A.F. ARCHIVE / ALAMY / FOTOARENA

- 6 *Spanglish* shows that there are many factors involved when trying to reach a successful interaction between people from different cultures, such as the cultural background of each person and non-verbal communication cues (e.g. gestures, facial expressions). Read the following movie transcript and find out how communication is established.

toss: jogar, lançar, atirar



A.F. ARCHIVE / ALAMY / FOTOARENA

Deb: “Just sit right here.”

Flor: [Sits down. She did not understand the words Deb said, but she understood the gesture she made.]

Deb: “Just... Just... Just toss it.”

Flor: [She had a toy in her hands and did not know what to do with it. Once more, because of the gesture Deb made, she understood she should throw it somewhere.]

MARTINEZ, Diana. Cross-cultural understanding between Mexicans and Americans based on the movie *Spanglish*. *International Journal of Humanities and Social Sciences*, v. 8, n. 6, p. 1-23. Disponível em: <https://ijhss.net/index.php/ijhss/article/download/205/81>. Acesso em: 7 jul. 2022.

TIP

Ao assistir a filmes em inglês, observe a linguagem não verbal utilizada pelos personagens para ajudar você a compreender o significado de palavras e expressões desconhecidas e a situação como um todo.



Think about it!

No filme, a mexicana Flor tenta preservar seus valores e sua cultura, mas, ao trabalhar na casa de uma família estadunidense, percebe a necessidade de utilizar a língua inglesa, sobretudo para se comunicar melhor no trabalho e não se afastar de sua filha, que já está envolvida com a cultura e o idioma do país em que estão vivendo. Para você, o que a comunicação em inglês entre pessoas de diferentes contextos culturais pode proporcionar? Na sua opinião, essa comunicação intercultural pode ser um instrumento de valorização pessoal? Por quê? No filme, ao usarem o inglês para interagir com pessoas de uma cultura diferente da delas, Flor e sua filha estabelecem um intercâmbio que promove uma reflexão sobre os valores, a cultura e o papel social de cada personagem. Você acredita que, no mundo globalizado, a comunicação entre pessoas de diferentes culturas por meio da língua inglesa pode ser um instrumento de construção de identidades? Por quê?

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

Internet Slang

*before • best friends forever • direct message •
for your information • forever • great • hugs and kisses •
I don't know • I love you • laughing out loud • please •
see ya/see you • sorry • text • thanks •
throwback Thursday • today • why • you too • your*

2DAY ★

4EVER ★

B4 ★

BFF ★

B4N *bye for now*

CYA ★

DM ★

FYI ★

GR8 ★

IDK ★

ILU ★

IMO *in my opinion*

IMHO *in my humble opinion*

K *OK*

LOL ★

PLS ★

SRY ★

TBH *to be honest*

TBT ★

THX/THKS ★

TXT ★

U2 ★

UR ★

XOXO ★

Y ★

ZZZ *sleeping*

TIP

Organizar as palavras e expressões por temas é uma boa forma de estudar vocabulário. A partir dos conteúdos apresentados nesta seção, 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.

UNIT 3

Word Formation: Prefixes

Copie a tabela a seguir em seu caderno e substitua os ícones ★ pelo que você aprendeu sobre prefixos na unidade 3.

Prefixos	Palavras	Classe Gramatical	Exemplos
in-	★	★	★
un-	★	★	★

Linking Words/Phrases

Copie as tabelas a seguir em seu caderno e substitua os ícones ★ pelo que você aprendeu sobre conectores na unidade 3.

Addition
<ul style="list-style-type: none"> • Also • And • Both • ★ • Moreover • Too

Result
<ul style="list-style-type: none"> • As a result • Consequently • ★ • ★

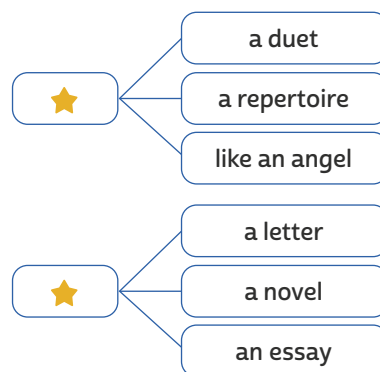
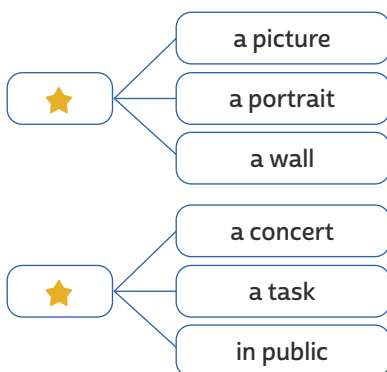
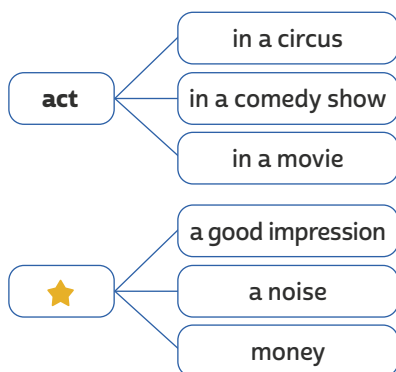
Condition
<ul style="list-style-type: none"> • As long as • If • ★

Sequence
<ul style="list-style-type: none"> • ★ • Before that • In conclusion • Finally • Firstly • Secondly • Then

UNIT 4

Collocations

Copie os diagramas a seguir em seu caderno e substitua os ícones ★ pelo que você aprendeu sobre combinações de palavras na unidade 4.



Linking Words/Phrases

Copie as tabelas a seguir em seu caderno e substitua os ícones ★ pelo que você aprendeu sobre conectores na unidade 4.

Contrast
<ul style="list-style-type: none"> • But • However • ★ • On the contrary

Result
<ul style="list-style-type: none"> • As a result • Consequently • ★ • ★

UNIT 5

Health Problems



a. backache



b. ★



c. ★

ILUSTRAÇÕES: GALVÃO BERTAZZI



d. ★



g. ★



j. sore throat



e. ★



h. ★



k. ★



f. ★



i. rash



l. ★

ILUSTRAÇÕES: GALVÃO BERTAZZI

UNIT 6

Collocations

Copie os diagramas a seguir em seu caderno e substitua os ícones ★ pelo que você aprendeu sobre combinações de palavras na **unidade 6**.

“(...) Lutz **developed** an **interest in** the growing women’s suffrage movement in the UK.”

adjectives + INTEREST

- avid, close, considerable, deep, great, intense, keen, lively, passionate, strong

verbs + INTEREST



INTEREST + preposition

- in

“(...) but she **felt** a **keen affinity with** their goals.”

adjectives + AFFINITY

- close, keen, great, natural, real, special, strong

verbs + AFFINITY

- ★, have, share

AFFINITY + preposition



TSJENG, Zing. **Forgotten women**: the scientists. Londres: Octopus Publishing Group, 2018. p. 50-52.

UNIT 7

Natural Disasters

CHRISTIAN ROBERTS-OLSEN/
SHUTTERSTOCK.COM



a. ★

ALI. FAHMI/SHUTTERSTOCK.COM



c. ★

FOTOKINA/SHUTTERSTOCK.COM



e. ★

LYSGOR ROMAN/
SHUTTERSTOCK.COM



g. avalanche

MYKOLA MAZURYK/
SHUTTERSTOCK.COM



b. ★

MKFLM/SHUTTERSTOCK.COM



d. ★

TREKANDSHOOT/SHUTTERSTOCK.COM



f. landslide

IGORZH/SHUTTERSTOCK.COM



h. ★

The Weather

ELENA BUDNIC/SHUTTERSTOCK.COM



a. ★

ELENA BUDNIC/SHUTTERSTOCK.COM



c. ★

ELENA BUDNIC/SHUTTERSTOCK.COM



e. ★

ELENA BUDNIC/SHUTTERSTOCK.COM



g. windy

MAAN ICONS/SHUTTERSTOCK.COM



b. foggy

ELENA BUDNIC/SHUTTERSTOCK.COM



d. ★

ELENA BUDNIC/SHUTTERSTOCK.COM



f. ★

What's the weather like today? It's ★.

UNIT 8

Linking Words/Phrases

Copie a tabela a seguir em seu caderno e substitua o ícone ★ pelo que você aprendeu sobre conectores na unidade 8.

Exemplification	
• For example	• ★
• For instance	• That is (<i>i.e.</i>)
• Like	

Kinds of Movie



UNIVERSAL PICTURES/AMBLIN ENTERTAINMENT/UNIVERSAL PICTURES

a. adventure



URBANBUZZ / ALAMY / FOTOARENA

d. ★



WALT DISNEY PICTURES/MANDEVILLE FILMS/WALT DISNEY STUDIOS MOTION PICTURES

g. ★



LAURENCE MARK PRODUCTIONS/CHERNIN ENTERTAINMENT/20TH CENTURY STUDIOS

j. ★



MARVEL STUDIOS/WALT DISNEY STUDIOS MOTION PICTURES

b. ★



NETFLIX

e. ★



THE MOVING PICTURE COMPANY (MPC)/MARVEL FILMS/WALT DISNEY PICTURES

h. ★



STAGE 6 FILMS/WWE STUDIOS/DIAMOND FILMS/TRISTAR PICTURES

k. thriller



WALT DISNEY PICTURES/PIXAR ANIMATION STUDIOS/WALT DISNEY STUDIOS MOTION PICTURES

c. ★



WORKING TITLE FILMS/NETFLIX

f. ★



PARAMOUNT PICTURES/20TH CENTURY FOX/LIGHTSTORM ENTERTAINMENT

i. ★



TOUCHSTONE PICTURES/BEACON COMMUNICATIONS/TIG PRODUCTIONS/BUENA VISTA PICTURES

l. western

My favorite kind of movie is ★.

LANGUAGE REFERENCE + EXTRA PRACTICE

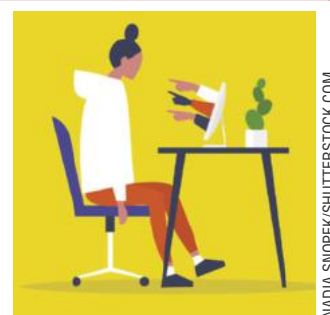
UNIT 1

Review: Relative Pronouns

Leia o texto a seguir e observe o uso do pronome relativo *that*.

What Is Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. (...)



STOPBULLYING.GOV. What is cyberbullying. 5 nov. 2021. Disponível em: www.stopbullying.gov/cyberbullying/what-is-it. Acesso em: 30 jun. 2022.

No texto, o pronome relativo *that* é utilizado ao definir o que é *cyberbullying*. Trata-se de *bullying* que ocorre em contextos virtuais.

- 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 person **who** bullies everybody.

- **Whose** indica posse e se refere tanto a pessoas quanto a coisas.

This is the girl **whose** friend I talked about.

- **That** se refere a coisas ou a pessoas.

“Cyberbullying is **bullying** **that** takes place over digital devices (...).”

- **Which** se refere a coisas.

Digital devices, **which** are becoming more and more popular, cannot facilitate bullying.



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

The following fragments are about different risks of social media. Replace each icon ★ with the correct relative pronoun in parentheses to complete them.

- “Privacy controls over ★ (**which/who**) can view or access posted material vary across apps, and many users are not aware of how to use them effectively.”
- “Apps ★ (**that/whose**) allow for real-time user videos ‘live streaming’ can be used to show bullying (...) and harmful acts as they are happening.”
- “Some apps ★ (**that/whose**) include location information can be used to get personal information, such as someone’s age, current location, or where someone lives.”
- “Apps that support telephone calls do not show up on a call log, so parents may not know ★ (**which/who**) their children are talking to.”

STOPBULLYING.GOV. **Social media, apps, and sites commonly used by children and teens.** 14 set. 2021.

Disponível em: www.stopbullying.gov/cyberbullying/social-media-apps-sites-commonly-used-children-teens. Acesso em: 30 jun. 2022.

Modal Verbs: Should, Must

Leia o texto a seguir e observe o uso do verbo modal *must*.

The Role of Universities in Combating Fake News

Separating fake from real news or even separating news from opinion requires a reasonable intellectual consensus. Too often, the standard seems to be “I disagree with the news or source, therefore it must be fake news.” Nor is it easy to detect dubious networking patterns that so often emulate less nefarious patterns.



MOGLITTLE STOCK/SHUTTERSTOCK.COM

CLAMPITT, Phillip G. **Why fake news can be great news for universities.** National Communication Association. 15 ago. 2018. Disponível em: www.natcom.org/communication-currents/why-fake-news-can-be-great-news-universities. Acesso em: 30 jun. 2022.

No texto, o verbo modal *must* é utilizado para fazer uma dedução, no caso, indicar a probabilidade de uma notícia ser falsa (“*it must be fake news*”).

- Podemos usar o verbo modal *must* para indicar **probabilidade, dedução** ou **conclusão lógica**. Note que usamos verbos modais antes de um verbo principal no infinitivo (sem a partícula *to*).

“(...) it **must** be fake news.”

He **must** be lying.

- Para indicar que algo é improvável (de acontecer), costumamos usar o verbo modal *can’t/cannot* antes do verbo principal em vez de *must* na negativa (*must not/mustn’t*).

It **can’t** be true. She’s always telling lies.

- O verbo modal *should* também pode ser utilizado para indicar **probabilidade, dedução** ou **conclusão lógica**. Trata-se de uma forma mais suave de *must*. A forma negativa de *should* é *should not (shouldn’t)*.

Use of updated information **shouldn’t** be a red flag.



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Based on what you know about fake news, replace each icon ★ with the correct modal verb in parentheses to complete the sentences.

- If the story is well-presented and has no spelling errors, it ★ (**should/shouldn't**) lead you to false facts.
- Unusual URL endings (such as ".com.co") ★ (**must/shouldn't**) contain unreliable sources of information.

UNIT 2

Modal Verbs: May, Might, Must

Leia o texto a seguir e observe o uso do verbo modal *might*.

Diversity starts in schools – children need to see a wider range of careers

Athene Donald

Ask a seven-year-old “what do you want to do when you grow up?” and you’ll get an answer built on very limited experience. But unless children are exposed to a wide range of options how can they know what opportunities exist that might interest them?



WAVEBREAKMEDIA/
SHUTTERSTOCK.COM

DONALD, Athene. Diversity starts in schools - children need to see a wider range of careers. **The Guardian**, 26 jan. 2018. Disponível em: www.theguardian.com/science/occams-corner/2018/jan/26/children-can-only-aspire-to-the-roles-visible-to-them-time-to-get-into-the-classroom. Acesso em: 30 jun. 2022.

No texto, o verbo modal *might* é utilizado para questionar a possibilidade de crianças se interessarem por oportunidades de carreira disponíveis (“*what opportunities exist that might interest them?*”).

- Usamos, geralmente, o verbo modal *may* ou *might* para indicar **possibilidade** e o verbo modal *must* para indicar **obrigatoriedade, necessidade**. Note que usamos verbos modais antes de um verbo principal no infinitivo (sem a partícula *to*).

“what opportunities exist that **might** interest them?”

Gender stereotypes **may** play a negative role when choosing a career.

All students at this school **must** wear a uniform.

- Para formar frases negativas com *may* ou *might*, usamos *not* depois do verbo modal e antes do verbo principal.

They **may not** come with me.

She **might not** be at home.

- A forma *must not* indica proibição. Para indicar ausência de necessidade ou de obrigação, usamos a forma negativa de *have to*.

You **must not** disrespect anyone.

You **don't have to** come if you don't want to.



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Replace each icon ★ with **may play** or **must be** to complete the following items about gender equality.

- "Girls and boys ★ actively involved in preventing and responding to gender discrimination."
- "Some forms of cultural identity and expression (...) in interactions with restriction of resources ★ a major part in patterns of extreme gender inequality."

SHEAHAN, Frances. **Policy on gender equality**. Red Barnet. [2022?].

Disponível em: <https://redbarnet.dk/media/1152/policy-on-gender-equality-2009.pdf>. Acesso em: 30 jun. 2022.

Reflexive Pronouns

Leia o texto a seguir e observe o uso do pronome reflexivo *themselves*.

empowerment: empoderamento
ensure: garantir

NEW KATIBA: PRESSING FOR GENDER EQUALITY

The new constitution has the responsibility to ensure that all its actions promote and protect gender equality and women's empowerment. Ensuring and advancing gender equality and empowering women are widely recognized as ends in themselves as well as means to achieve Tanzania's goals of peace and security as well as sustainable economic and social development.



OVEREARTH/SHUTTERSTOCK.COM

MSOSOKA, Valerie N. New Katiba: pressing for gender equality. **Daily News**, 14 ago. 2013.

Disponível em: <https://web.archive.org/web/20220721222104/https://www.dailynews.co.tz/index.php/news/new-katiba-pressing-for-gender-equality.aspx>. Acesso em: 30 jun. 2022.

No texto, o pronome reflexivo *themselves* é utilizado para se referir à palavra "ends".

- Usamos pronomes reflexivos quando o sujeito e o objeto da ação são a mesma pessoa.

She looked at **herself** in the mirror.

The players hurt **themselves** in the match.

- Usamos também pronomes reflexivos quando enfatizamos o agente da ação.

I found it **myself**.

The singer wrote the lyrics **herself**, without any help.

Veja, no quadro a seguir, os *reflexive pronouns*.

Subject Pronouns	I	you	he	she	it	we	you	they
Reflexive Pronouns	myself	yourself	himself	herself	itself	ourselves	yourselves	themselves



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Replace each icon ★ with the correct reflexive pronoun to complete the sentences.

- a. All young people should believe in ★.
- b. She decorated the house ★.
- c. I wrote the speech ★.

UNIT 3

First Conditional

Leia a citação a seguir e observe o uso da oração condicional do tipo 1 (*first conditional*).

"If you believe you can make a difference, then you will make a difference.
Believe in yourself, your family and your community and you will win."

Lindsay Fox

ADU, Kori. There's power in your network. **Foundervine**, 13 ago. 2018.

Disponível em: www.foundervine.com/post/2018/08/13/there-s-power-in-your-network. Acesso em: 4 jul. 2022.

- Usamos a oração condicional do tipo 1 (*first conditional*) para apresentar situações possíveis e prováveis de acontecer no presente ou no futuro. A estrutura dessa oração condicional é:

Oração condicional	Oração principal
If + verbo no <i>simple present</i> ,	will + forma básica do verbo principal.

If you **trust** yourself, any choice you make **will be** right.

If you **don't believe** in yourself, you **won't succeed**.

- Se invertermos a posição das orações, eliminamos a vírgula.

Any choice you make **will be** right if you **trust** yourself.

You **won't succeed** if you **don't believe** in yourself.



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Replace each icon ★ with the correct form of the verbs in parentheses to complete the following quotes.

- a. "So that's my philosophy: If you believe in yourself, the chances and the opportunities ★
(**come around**).” – *Mindy Cohn*
- b. "Some people ★ (**believe**) anything if you whisper it to them.” – *Miguel de Unamuno*
- c. "If you ★ (**have**) something to say of any worth, then people will listen to you.” –
Oscar Peterson
- d. "If I ★ (**not practice**) the way I should, then I ★ (**not play**) the way that I know I can.” – *Ivan Lendl*

MARRIED BIOGRAPHY. **Mindy Cohn biography**. 23 jun. 2022. Disponível em: <https://marriedbiography.com/mindy-cohn-biography/>; INSTITUTE OF WORLD CULTURE. **Miguel de Unamuno**: his life and philosophy. [2022?]. Disponível em: www.worldculture.org/articles/Unamuno%20Philosophy.pdf; TANVEER NASEER LEADERSHIP. **What jazz taught me about leadership**. 2022. Disponível em: <https://tanveernaseer.com/3-leadership-lessons-from-the-world-of-jazz/>; GANZ, Julie. (ed.). **The little green book of tennis wisdom**. Nova York: Skyhorse Publishing, 2016. Acesso em: 4 jul. 2022.

UNIT 4

Second Conditional

Leia a citação a seguir e observe o uso da oração condicional do tipo 2 (*second conditional*).

"I would give no thought of what the world might say of me if I could only transmit to posterity the reputation of an honest man."

Sam Houston

YOUNG, David. **Breakthrough power for leaders**: a daily guide to an extraordinary life. Texas: Wind Runner Press, 2011. p. 145.

- Usamos a oração condicional do tipo 2 (*second conditional*) para apresentar situações hipotéticas ou pouco prováveis no presente ou no futuro. A estrutura dessa oração condicional é:

Oração condicional	Oração principal
If + verbo no <i>simple past</i> ,	would + forma básica do verbo principal.

If I **had** the chance, I **wouldn't** do anything different.

If I **had** the money, I **would travel** all over the world for a year.

- Se invertermos a posição das orações, eliminamos a vírgula.

I **wouldn't** do anything different if I **had** the chance.

I **would travel** all over the world for a year if I **had** the money.

- Na oração condicional do tipo 2, geralmente utilizamos a forma *were* (passado do verbo *to be*) para todas as pessoas.

If life **were** predictable, it **wouldn't** be life.

If I **were** you, I **wouldn't** miss this opportunity.

yesteryear: passado



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Replace each icon ★ with the correct form of the verbs in parentheses to complete the following quotes.

- "If I were an animal, I ★ (**be**) an eagle." – Jamie Foxx
- "If I ★ (**can**) change one thing about myself... I would try to control my generosity." – Jimmy Cliff
- "I ★ (**not want**) to live if I could not perform. It's in my will. I am not to be revived unless I can do an hour of stand-up." – Joan Rivers
- "I have no interest in returning to yesteryear. I love the conveniences and delights of today's time. I ★ (**not go back**) if I ★ (**can**)." – Charles R. Swindoll

FOLLOWING FULFILLMENT. **The best Abdul Kalam Tamil quotes**. 2022. Disponível em: <https://followingfulfillment.com/abdul-kalam-tamil-quotes/>; IMDB. **Jimmy Cliff**: quotes. 1990-2022. Disponível em: <https://m.imdb.com/name/nm0166580/quotes/>; JOAN Rivers, comedy pioneer and TV host, dies at 81. **NBC News**, 4 set. 2014. Disponível em: www.nbcnews.com/storyline/joan-rivers-death/joan-rivers-comedy-pioneer-tv-host-dies-81-n191416; THOUGHTS while shaving. **BladenOnline.com**, 19 set. 2017. Disponível em: <https://bladenonline.com/?p=103460>. Acesso em: 5 jul. 2022.



UNIT 5

Modal Verbs: Should, Must, Have to

Leia o texto a seguir e observe o uso do verbo modal *should*.

earbuds: fones de ouvido

How Can I Prevent Noise-Induced Hearing Loss?

The best way to prevent noise-induced hearing loss is to protect your ears from loud noises:

- Move away from loud sounds or speakers.
- Turn down the volume when listening to music or watching TV. When wearing earphones or earbuds, you should be able to hear conversations around you.
- Take breaks after listening to music with headphones or earbuds for more than 1 hour at a time. (...)



OSMAN VECTORY/
SHUTTERSTOCK.COM

GAVIN, Mary L. *How can I prevent hearing loss?* Kids Health. 2021. Disponível em: www.kidshealth.org/en/teens/hearing-impairment.html. Acesso em: 30 jun. 2022.

No texto, o verbo modal *should* é utilizado para oferecer uma recomendação de como prevenir perda de audição ao utilizar fones de ouvido (*"When wearing earphones or earbuds, you should be able to hear conversations around you"*).

- Usamos, geralmente, o verbo modal *should* para indicar **aconselhamento, recomendação**, e o verbo modal *must* ou *have to* para indicar **obrigatoriedade, necessidade**. Note que usamos verbos modais antes de um verbo principal no infinitivo (sem a partícula *to*).

You **should** do more exercise. It would do you good.

All students at this school **must** wear a uniform.

You **have to** drive carefully. If not, you may get involved in a car accident.

- Para formar frases negativas com *should*, usamos *not* depois do verbo modal e antes do verbo principal.

You **should not** let others dictate what is good for you.

Parents **shouldn't** choose their child's career.

- Para formar frases negativas com *have to*, usamos um verbo auxiliar na negativa (*don't/doesn't/didn't/won't*) antes de *have to*.

You **don't have to** follow in your parents' footsteps if it's not what you want.

You **won't have to** cry anymore. It's over.

- A forma *must not* indica **proibição**. Para indicar **ausência de necessidade ou de obrigação**, usamos a forma negativa de *have to*.

You **must not** come to the party because you were not invited.

You **don't have to** come if you don't want to.

- O verbo modal *must* não tem uma forma para expressar o passado e, quando desejamos expressar a mesma ideia no passado, usamos a forma *had to*.

Yesterday I **didn't have to** stay up late studying.

When I was younger, I **had to** walk to school every single day.



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Replace each icon ★ with the correct form of the modal verbs in parentheses to complete the following sentences.

- "The best are noise-canceling headphones, which help block out other noises. That way, you ★ (**should/don't have to**) turn up the volume on your music as loud to hear it well."
- "Prescription ear drops usually cure swimmer's ear in 7-10 days. The pain ★ (**should/don't have to**) ease within a few days of starting treatment."
- "External otitis is not contagious, so you ★ (**must/don't have to**) limit your contact with friends as long as you're feeling well enough to socialize."

ear drops: gotas auriculares
ease: aliviar

PITONE, Melanie L. **Earbuds**. Kids Health. 2021. Disponível em: www.kidshealth.org/en/teens/earbuds.html; PITONE, Melanie L. **Swimmer's ear (external otitis)**. Kids Health. 2021. Disponível em: www.kidshealth.org/en/teens/swimmers-ear.html. Acesso em: 30 jun. 2022.

UNIT 6

Passive Voice

Leia o texto a seguir e observe o uso da voz passiva (*passive voice*).

underrepresented:
sub-representado/a

Women are Underrepresented in STEM Workforce

By the time students reach college, women are significantly underrepresented in **STEM majors** — for instance, only around **21% of engineering majors** are women and only around 19% of computer and information science majors are women. (...)



AAUW. **The STEM gap:** women and girls in science, technology, engineering and mathematics. [2022?]. Disponível em: www.aauw.org/resources/research/the-stem-gap/. Acesso em: 30 jun. 2022.

- Geralmente, usamos a voz passiva (verbo auxiliar *to be* + verbo principal no particípio passado) para enfatizar a ação ou o seu resultado.

"Women are underrepresented in STEM workforce."

28% of STEM related jobs are held by women.

- Usamos o agente da passiva, introduzido pela preposição *by*, para mencionar quem ou o que pratica a ação.

28% of STEM related jobs are held by women.



- Usamos também a voz passiva quando não sabemos, não podemos ou não queremos identificar quem ou o que pratica a ação. Isso é comum quando a ação é realizada por pessoas em geral. Nesses casos, não usamos o agente da passiva.

Hispanic and Black workers are underrepresented in the STEM workforce, while White and Asian workers are overrepresented.

- Veja, no quadro a seguir, as diferenças entre as vozes ativa e passiva. Observe que o verbo auxiliar *to be* é usado no mesmo tempo verbal do verbo principal da frase correspondente na voz ativa.

	Active Voice	Passive Voice
Simple Present	They recruit women in STEM.	Women in STEM are recruited .
Simple Past	They recruited women in STEM.	Women in STEM were recruited .
Present Continuous	They are recruiting women in STEM.	Women in STEM are being recruited .
Past Continuous	They were recruiting women in STEM.	Women in STEM were being recruited .
Future with will	They will recruit women in STEM.	Women in STEM will be recruited .
Modal Verbs	They should recruit women in STEM.	Women in STEM should be recruited .



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Complete the following fragments about STEM jobs by replacing each icon ★ with the correct form of the verbs in parentheses.

- “the growth in STEM jobs ★ (**expect**) to outpace that of non-STEM jobs in the coming years.”
- “In 2019, 19.1 million workers age 25 and older ★ (**employ**) in STEM occupations in the U.S., an increase of 1.8 million since 2016.”
- “Among Asian students, the gender balance of graduates in STEM fields ★ (**mix**).”
- “The only STEM job cluster where Black workers ★ (**represent**) at the same level as their share in the total workforce is health-related STEM occupations. (They make up 11% of workers in these jobs, the same as in 2016).”
- “In math, 42% of bachelor’s and 36% of master’s degrees ★ (**earn**) by women; just 25% of math research doctorates ★ (**earn**) by women in 2018.”



MARK FISHER/SHUTTERSTOCK.COM

FRY, Richard; KENNEDY, Brian; FUNK, Cary. STEM jobs see uneven progress in increasing gender, racial and ethnic diversity. **Pew Research Center**, 1 abr. 2021. Disponível em: www.pewresearch.org/science/2021/04/01/stem-jobs-see-uneven-progress-in-increasing-gender-racial-and-ethnic-diversity/. Acesso em: 30 jun. 2022.

UNIT 7

Present Perfect

Leia o texto a seguir e observe o uso do *present perfect*.

heat wave: onda de calor

What's happening now?

Temperatures have risen during the last 30 years, and 2001 to 2010 was the warmest decade ever recorded. As the Earth warms up, heat waves are becoming more common in some places, including the United States. Heat waves happen when a region experiences very high temperatures for several days and nights. (...)



ALBACH/ARAA/SHUTTERSTOCK.COM

ENVIRONMENTAL PROTECTION AGENCY. **Higher temperatures**. 9 maio 2017. Disponível em: <https://archive.epa.gov/climatechange/kids/impacts/signs/temperature.html>. Acesso em: 30 jun. 2022.

No texto, o *present perfect* é utilizado para dizer que as temperaturas têm aumentado nos últimos 30 anos (*"Temperatures have risen during the last 30 years"*). Note que, no texto, foi utilizado o verbo irregular *rise* no particípio passado (*risen*).

- Usamos, geralmente, o *present perfect* (**have/has + particípio passado do verbo principal**) para falar de ações que começaram no passado e continuam no presente.

The world's climate *has become* warmer over the past 50 years.

Some scientists believe that human activities *have caused* climate change.

- Usamos também o *present perfect* para falar de ações que aconteceram no passado e têm importância ou consequência no presente.

Many animal species *have become* extinct.

Veja, nos quadros a seguir, as formas afirmativa e negativa do *present perfect*. Note que, em frases negativas, usamos *haven't/hasn't* antes do particípio passado do verbo principal.

Forma afirmativa			
I/You/We/They	have	changed	over the past decades.
He/She/It	has		

Forma negativa			
I/You/We/They	haven't	adapted	to changes in the environment.
He/She/It	hasn't		

(**haven't** = have not; **hasn't** = has not)



Veja, nos quadros a seguir, a forma interrogativa e as respostas curtas do *present perfect*. Note que, em frases interrogativas, usamos *Have/Has* antes do sujeito.

Forma interrogativa			
Have	I/you/we/they	changed	over the past decades?
Has	he/she/it		

Respostas curtas		
Yes,	I/you/we/they	have.
	he/she/it	has.
No,	I/you/we/they	haven't.
	he/she/it	hasn't.

- Usamos, geralmente, *ever* no *present perfect* para saber se alguma vez aquela ação já aconteceu.

Have you *ever* planted a tree?

Have you *ever* been to the Amazon?

- Usamos também *ever* com o superlativo para indicar que alguma pessoa ou algo é o mais interessante, o melhor, o pior etc. que alguém já conheceu, viu, ouviu etc.

Ribeirão Preto is the hottest city I've *ever* been to.

- Usamos, geralmente, *never* no *present perfect* para falar de ações que nunca aconteceram até o momento.

It's *never* been this warm before.

Verbos irregulares no passado e particípio passado agrupados por ordem alfabética

Forma básica*	Passado	Particípio passado	Tradução**
be	was, were	been	ser, estar
bear	bore	borne	suportar; ser portador de
beat	beat	beaten	bater
become	became	become	tornar-se
begin	began	begun	começar
behold	beheld	beheld	contemprar
bend	bent	bent	curvar(-se)
bet	bet	bet	apostar
bid	bid	bid	oferecer, fazer uma oferta
bind	bound	bound	unir, vincular; comprometer
bite	bit	bitten	morder

bleed	bled	bled	sangrar, ter hemorragia
blow	blew	blown	assoprar; explodir
break	broke	broken	quebrar
breed	bred	bred	procriar, reproduzir
bring	brought	brought	trazer
broadcast	broadcast	broadcast	transmitir, irradiar
build	built	built	construir
burn	burned/burnt	burnt/burned	queimar
buy	bought	bought	comprar
can	could	could	poder
catch	caught	caught	pegar, capturar
choose	chose	chosen	escolher
come	came	come	vir
cost	cost	cost	custar
cut	cut	cut	cortar(-se)
deal	dealt	dealt	negociar, tratar
dig	dug	dug	cavar, escavar
do	did	done	fazer
draw	drew	drawn	desenhar
dream	dreamed/dreamt	dreamed/dreamt	sonhar
drink	drank	drunk	beber
drive	drove	driven	dirigir, ir de carro
eat	ate	eaten	comer
fall	fell	fallen	cair
feed	fed	fed	alimentar(-se)
feel	felt	felt	sentir(-se)
fight	fought	fought	lutar
find	found	found	achar, encontrar
flee	fled	fled	fugir, escapar
fly	flew	flown	voar; pilotar
forbid	forbade	forbidden	proibir
forget	forgot	forgot/forgotten	esquecer
forgive	forgave	forgiven	perdoar
freeze	froze	frozen	congelar; paralisar
get	got	got/gotten	obter
give	gave	given	dar
go	went	gone	ir
grow	grew	grown	crescer; cultivar
hang	hung	hung	pendurar
have	had	had	ter; beber; comer



hear	heard	heard	ouvir
hide	hid	hid/hidden	esconder
hit	hit	hit	bater
hold	held	held	segurar
hurt	hurt	hurt	machucar(-se)
keep	kept	kept	guardar; manter
know	knew	known	saber, conhecer
lay	laid	laid	colocar em posição horizontal, assentar
lead	led	led	liderar, conduzir
learn	learned/learnt	learned/learnt	aprender
leave	left	left	deixar, partir
lend	lent	lent	emprestar (dar emprestado)
let	let	let	deixar; alugar
lie	lay	lain	deitar(-se)
lose	lost	lost	perder, extraviar
make	made	made	fazer, fabricar
mean	meant	meant	significar, querer dizer
meet	met	met	encontrar; conhecer
overcome	overcame	overcome	superar
overtake	overtook	overtaken	alcançar; surpreender
pay	paid	paid	pagar
put	put	put	colocar
quit	quit	quit	deixar, abandonar, desistir
read	read	read	ler
ride	rode	ridden	andar de (bicicleta, carro etc.), andar a (cavalo)
ring	rang	rung	tocar (campainha, sinos, telefone etc.)
rise	rose	risen	subir, erguer-se
run	ran	run	correr; concorrer; administrar
saw	sawed	sawn	serrar
say	said	said	dizer
see	saw	seen	ver
seek	sought	sought	procurar obter, objetivar
sell	sold	sold	vender
send	sent	sent	enviar, mandar
set	set	set	estabelecer; colocar; pôr em determinada condição; marcar; ajustar
shake	shook	shaken	sacudir, tremer
shine	shone	shone	brilhar
shoot	shot	shot	atirar, alvejar

show	showed	shown	mostrar, exhibir
shrink	shrank	shrunk	encolher, contrair
shut	shut	shut	fechar, cerrar
sing	sang	sung	cantar
sink	sank	sunk	afundar, submergir
sit	sat	sat	sentar(-se)
sleep	slept	slept	dormir
slide	slid	slid	deslizar, escorregar
smell	smelled/smelt	smelled/smelt	cheirar
speak	spoke	spoken	falar
spend	spent	spent	gastar
spin	spun	spun	girar
spit	spit/spat	spit/spat	cuspir
spread	spread	spread	espalhar
stand	stood	stood	parar; ficar de pé; aguentar
steal	stole	stolen	roubar
stick	stuck	stuck	furar, fincar, enfiar
stink	stank	stunk	cheirar mal
strike	struck	struck	golpear, desferir, atacar
strive	strove	striven	esforçar-se, lutar
swear	swore	sworn	jurar, prometer, assegurar
sweep	swept	swept	varrer
swim	swam	swum	nadar
swing	swung	swung	balançar, alternar
take	took	taken	tomar, pegar
teach	taught	taught	ensinar, dar aula
tear	tore	torn	rasgar, despedaçar
tell	told	told	contar, dizer
think	thought	thought	pensar
throw	threw	thrown	atirar, arremessar
undergo	underwent	undergone	submeter-se a, suportar
understand	understood	understood	entender
uphold	upheld	upheld	sustentar, apoiar; defender
wear	wore	worn	vestir(-se), usar; gastar
weep	wept	wept	chorar
win	won	won	vencer, ganhar
write	wrote	written	escrever, redigir

* * Forma básica = infinitivo sem a partícula *to*.

** Apresentamos aqui os sentidos mais comuns dos verbos listados. Em vários casos, os verbos podem assumir outros sentidos. É necessário sempre observar o contexto para compreender o significado do verbo em uso.




Verbos irregulares no passado e particípio passado agrupados por formas semelhantes

Veja, nos quadros a seguir, alguns dos principais verbos irregulares no passado e particípio passado agrupados por formas semelhantes. Em seguida, ouça o áudio referente a cada grupo e perceba as semelhanças na pronúncia dos verbos.

 **A.** Passado e particípio passado com o som /ɔ:t/

Forma básica	Passado	Particípio passado	Tradução
bring	brought	brought	trazer
buy	bought	bought	comprar
catch	caught	caught	pegar, capturar
fight	fought	fought	lutar
seek	sought	sought	procurar obter, objetivar
teach	taught	taught	ensinar, dar aula
think	thought	thought	pensar

 **B.** Passado e particípio passado com o som /ɛnt/

Forma básica	Passado	Particípio passado	Tradução
bend	bent	bent	curvar(-se)
lend	lent	lent	emprestar (algo a alguém)
send	sent	sent	enviar, mandar
spend	spent	spent	gastar

 **C.** Passado e particípio passado com o som /ept/

Forma básica	Passado	Particípio passado	Tradução
keep	kept	kept	guardar, manter
sleep	slept	slept	dormir
sweep	swept	swept	varrer
weep	wept	wept	chorar

 **D.** Passado com o som /an/ /aŋ/ e particípio passado com o som /ʌn/ /ʌŋ/

Forma básica	Passado	Particípio passado	Tradução
begin	began	begun	começar
drink	drank	drunk	beber
ring	rang	rung	tocar (campainha, sinos, telefone etc.)
run	ran	run	correr; concorrer; administrar
shrink	shrank	shrunk	encolher, contrair
sing	sang	sung	cantar
sink	sank	sunk	afundar, submergir
stink	stank	stunk	cheirar mal
swim	swam	swum	nadar

 **E.** Passado com o som /əv/ e particípio passado com o som /əv/ terminado em *en*

Forma básica	Passado	Particípio passado	Tradução
break	broke	broken	quebrar
choose	chose	chosen	escolher
freeze	froze	frozen	congelar, paralisar
speak	spoke	spoken	falar
steal	stole	stolen	roubar

 **F.** Passado com o som /u:/ e particípio passado com o som /əvən/

Forma básica	Passado	Particípio passado	Tradução
blow	blew	blown	assoprar, explodir
draw	drew	drawn	desenhar
fly	flew	flown	voar, pilotar
grow	grew	grown	crescer; cultivar
know	knew	known	saber, conhecer
throw	threw	thrown	atirar, arremessar



Extra Practice



ESCREVA AS RESPOSTAS DOS EXERCÍCIOS EM SEU CADERNO.

Complete the following fast facts about global warming by replacing each icon ★ with the correct form of the verbs in parentheses. Use the **present perfect**.

- Earth's climate ★ (**change**) throughout history.
- The Greenland and Antarctic ice sheets ★ (**decrease**) in mass.
- Both the extent and thickness of Arctic sea ice ★ (**decline**) rapidly over the last several decades.
- (...) the average global temperature on Earth ★ (**increase**) by at least 1.1° Celsius (1.9° Fahrenheit) since 1880.
- The majority of the warming ★ (**occur**) since 1975, at a rate of roughly 0.15 to 0.20°C per decade.

NASA. **How do we know climate change is real?** 2022. Disponível em: <https://climate.nasa.gov/evidence/>; EARTH OBSERVATORY. **World of changes:** global temperatures. [2022?]. Disponível em: <https://earthobservatory.nasa.gov/world-of-change/decadaltemp.php>. Acesso em: 30 jun. 2022.

UNIT 8

Present Perfect or Simple Past?

Leia o texto a seguir e observe o uso do *present perfect* e do *simple past*.

“For nearly two decades now my focus has been on gender inequality in Hollywood and lack of female representation on screen and behind the screen, and how that impacts particularly young kids.” The research by Geena Davis Institute shows that gender parity still does not exist on-screen. One third of all speaking characters in film are female and few women on screen hold positions of power. (...)

We also looked at the 10 biggest markets around the world to find out what they are doing (compared to Hollywood). And the interesting thing we found is that so many countries are doing much better than the United States of America. In China, 50 per cent of the characters are female, why can't we do that? (...)



LOGOBOOM/SHUTTERSTOCK.COM

DAVIS, Geena. **Ask an activist:** How is Hollywood faring on gender equality and representation of women on screen and why does it matter? UN Women. 21 ago. 2019. Disponível em: www.unwomen.org/en/news/stories/2019/8/ask-an-activist-geena-davis. Acesso em: 30 jun. 2022.

No texto, utiliza-se o *present perfect* para falar qual tem sido o foco de pesquisa de Geena Davis nas últimas quase duas décadas (“*For nearly two decades now my focus has been on gender inequality*”). Já o *simple past* é utilizado para falar do que foi investigado na pesquisa conduzida (“*We also looked at the 10 biggest markets around the world*”) e qual foi o resultado encontrado (“*And the interesting thing we found*”).

- Usamos, geralmente, o *present perfect* para ações que aconteceram no passado, sem determinar o momento em que elas aconteceram.

She **has watched** *Encanto* a couple of times.
All my friends **have seen** the movie *Matilda*.
I **'ve downloaded** a fascinating documentary about global warming.

- Usamos, geralmente, o *simple past* para ações que aconteceram no passado em um momento determinado.

She **watched** *Encanto* in 2022.
All my friends **saw** the movie *Matilda* last weekend.
I **downloaded** a fascinating documentary about global warming this morning.

- Usamos, geralmente, *since* no *present perfect* para indicar o início de uma ação que começou no passado e continua no presente.

She has watched documentaries **since** she was a little girl.
Meryl Streep has made over 60 movies **since** her debut in 1977.



- Usamos, geralmente, *for* no *present perfect* para indicar a duração de uma ação que começou no passado e continua no presente.

The Indian film industry has become widespread **for** almost a century.
Tom Cruise has starred in movies **for** over 30 years.



Extra Practice

The following sentences are about Bollywood. Replace each icon ★ with the correct form of the verbs in parentheses to complete them. Use the **present perfect** or the **simple past**.

- The emergence of Nollywood (West Africa's film industry) ★ (**contribute**) to the declining popularity of Bollywood films.
- Bollywood plots ★ (**tend**) to be melodramatic.
- [Ardesbir] Irani ★ (**make**) the first Hindi color film, *Kisan Kanya*, in 1937.
- Pakistan ★ (**ban**) the import of Bollywood movies in 1965.
- Cinema actually ★ (**be**) the most vibrant medium for telling India its own story (...)."



NICOLETA IONESCU/SHUTTERSTOCK.COM

WIKIPEDIA. **Hindi cinema**. 16 jul. 2022. Disponível em: https://en.wikipedia.org/wiki/Hindi_cinema. Acesso em: 30 jun. 2022.

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

abroad: no/para o exterior
abyss: abismo
accomplish: realizar, alcançar
achieve: atingir, alcançar
acknowledge: admitir; reconhecer
acknowledged: reconhecido/a
actually: na verdade, na realidade
addict: viciado/a
address: abordar, enfrentar; endereçar; endereço
afford: permitir(-se); proporcionar
afraid: temeroso/a, com medo
aftermath: sequência
against the will: contra a vontade
ahead: à frente
aid: auxílio
allow: permitir
alongside: ao lado (de)
already: já
amazed: admirado/a
ambassador: embaixador(a)
amount: quantidade; quantia
amusing: divertido/a, engraçado/a
ancient: antigo/a
anger: raiva
angry: zangado/a
appealing: atraente
arise: surgir
arrange: arrumar; organizar
arrow: seta; flecha
assumption: suposição
attend: comparecer a
audience: público
avoid: evitar

B

bachelor's degree: diploma de bacharel
bear: urso
beard: barba
beat: vencer, derrotar; bater; batimento

befriend: fazer amizade
beg: implorar
behalf: interesse, favor
on someone's behalf: em nome de alguém
behave: comportar-se
behavior: comportamento
belt: cinto
beneath: debaixo de, sob
blend: misturar; mistura
blessed: abençoado/a
bloodstream: corrente sanguínea
blow: soprar
blow up: explodir; estourar
board game: jogo de tabuleiro
boost: aumentar
bossy: mandão, mandona
bother: aborrecer; incomodar; chatear
bothered: incomodado/a
I'm not bothered (BrE): para mim tanto faz
brain: cérebro
branch: ramo
brave: valente, corajoso/a
breast: seio
breathe: respirar
brief: breve
broadcast: transmissão; programa de rádio ou TV
broaden: ampliar(-se), alargar(-se)
burn: queimar; arder
burst: estourar; ataque
bushfire: incêndio florestal
busy: ocupado/a, atarefado/a; congestionado/a; intenso/a, cheio/a
buzz: zumbir

C

caged: enjaulado/a, engaiolado/a
camp: acampamento
campaigner: ativista
care: cuidado
careful: cuidadoso/a, atento/a

carefully: cuidadosamente, atentamente
carry: carregar, transportar
carry on: continuar, seguir em frente
carry out: conduzir
caste: casta
catchy: fácil de memorizar
cell: célula
chain: corrente
challenge: desafiar; desafio
charge: carregar; cobrar
chase: perseguir
cheer: animar, alegrar
cheer up: animar-se
chest: peito
chew: mastigar
chore: tarefa
citizen: cidadã(o)
clash: entrar em conflito; choque; oposição
clear: limpar, remover
clear something away/up: arrumar algo, pôr algo em ordem
climb: subir; escalar
close: perto, próximo; fechar(-se)
cloud: nuvem
clue: pista
coast: costa
college: faculdade (AmE); últimos anos do Ensino Médio (BrE)
come: vir
come across: deparar-se com
come along: ir junto
come out: aparecer; ser lançado/a, ser publicado/a
commitment: compromisso
common sense: bom senso
compelling: envolvente
compulsory: obrigatório/a
convey: expressar; levar
cope (with something/someone): dar conta (de algo), enfrentar (algo/alguém)
costume: fantasia; traje típico

counselor: conselheiro/a
counterpart: equivalente
couple: casal; alguns(mas)
a couple of: alguns(mas)
cover: capa; coberta; cobrir; tapar
crash: batida, colisão
crop: colheita, plantação
cross: atravessar; cruzar
crowd: multidão
cruise: cruzeiro (viagem)
current: atual
customer: cliente
cut: cortar
cut someone off: deserdar alguém; afastar-se de alguém

D

damaging: prejudicial
data: dados
deal with something: lidar com; resolver
decrease: diminuir
deep: fundo/a, (muito) profundo/a
degree: grau; diploma
delay: adiar; atrasar
delighted: encantado/a
demand: demandar; demanda, exigência
depict: retratar, representar
deserve: merecer
design: desenhar; criar
device: aparelho, dispositivo
dictatorship: ditadura
disease: doença
disorder: desordem; distúrbio
display: exibir; expor
downright: completamente
draft: rascunho, esboço
drop: soltar; largar; abandonar
drop out: desistir, largar
drought: seca
dry: seco/a
dust: poeira, pó
duty: dever, obrigação

E

earbuds: fones de ouvido (do tipo que acompanham telefones celulares)
earthquake: terremoto
ease: aliviar

edge: borda; margem
effort: esforço
either: qualquer um(a) dos dois/das duas
elderly: idoso/a
empowerment: empoderamento
enable someone to do something: permitir, possibilitar a alguém fazer algo
endeavor: empenho; empenhar-se
endurance: resistência
enhance: aumentar, melhorar; realçar
enrich: enriquecer
enrol: inscrever-se
ensure: garantir
entry: entrada
evaluate: avaliar; examinar
even though: apesar de
evil: mal
exchange: trocar
exposure: exposição

F

fable: fábula
facet: faceta
fair: justo/a
fairytale: conto de fadas
fall: cair
fall apart: desfazer-se; fazer(-se) em pedaços
fall asleep: adormecer
feat: proeza, façanha
feature: ser estrelado/a por; característica, aspecto
feed: alimentar
fellow: colega, companheiro/a
figure something/someone out: entender algo/alguém
fill in: completar
finding: resultado, descoberta
fireworks: fogos de artifício
fit: caber; servir
fitness: boa forma (física)
fix: consertar; dar um jeito em; combinar
flame: chama
spark the flames: acender as chamas
fledgling: novato/a
flourish: florescer, prosperar
flow: fluir, correr; corrente, fluxo
flu: gripe

forecast: previsão
forehead: testa
foreign: estrangeiro/a
former: antigo/a, anterior
forward: para a frente; jogador(a) atacante
look forward to: aguardar, esperar (ansiosamente)
fossil fuel: combustível fóssil
foster: adotivo/a; de criação
freckle: sarda
freshman: calouro/a
funding: financiamento
furniture: mobília
furthermore: além disso

G

gadget: aparelho, dispositivo
gap: lacuna
gather: juntar
gender: gênero (sexual)
get: receber, obter, conseguir
get along with someone: dar-se bem (com alguém)
get away (from): ficar longe (de), afastar-se (de)
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)
glacier: geleira
gland: glândula
go: ir
go on: continuar, seguir em frente
go out: sair; apagar-se
goal: objetivo
goodwill: boa vontade
grant: conceder
greenhouse: estufa
ground: chão
grow: crescer; cultivar
grow up: crescer
guest: convidado/a; hóspede

H

hands-on: prático/a
hang out: sair com alguém
harass: importunar, assediar

harassment: assédio
hard: duro/a
hardly ever: quase nunca
harm: dano, mal; prejudicar
harmful: prejudicial, nocivo/a
head of state: chefe de estado
heat-trapping gases: gases do efeito estufa; gases captadores de calor
heated: aquecido/a
height: altura
helpless: indefeso/a
high: alto/a

be in high spirits: estar animado/a

hinder: atrapalhar, dificultar
hire: contratar; alugar (BrE)
hit: bater; batida; sucesso
host: anfitriã(o); sediar
household: doméstico/a
however: entretanto
huge: enorme
hungry: faminto/a
hurricane: furacão
hurt: doer, machucar
hurtful: ofensivo/a, cruel

I

illiterate: iletrado/a, analfabeto/a
improve: melhorar
incensed: enfurecido/a
income: renda, rendimentos
incoming: novo/a, entrante
increase: aumentar, subir
indeed: de fato, certamente
inhibit: impedir; inibir
inner: interno/a, interior; íntimo/a
instead: em vez disso

instead of: em vez de, em lugar de

insurance: seguro
invitation: convite
issue: questão; emitir
itchy: que coça

J

joke: piada
joyously: alegremente

K

keep: manter; conservar
keep up (with something):

someone): acompanhar (alguém/algo), seguir o ritmo (de alguém/algo)

key: chave; gabarito; fundamental

kick: chutar

kick back: descontrair

kick someone out: expulsar alguém

kind: gentil, cordial

knowledge: conhecimento

L

label: rotular

lack: faltar, carecer de

lack of something: falta de algo

lake: lago

land: aterrisar, pousar

landscape: paisagem

lately: ultimamente

laugh: rir

laughter: risada

launch: lançar; inaugurar

law: lei

lazy: preguiçoso/a

lead: liderar; liderança; protagonista

leave someone/something out: deixar fora alguém/algo, excluir alguém/algo

lecture: palestra

length: comprimento; duração

lengthen: prolongar

letdown: decepção

level: nível; nivelar

lightning: raio, relâmpago

likelihood: probabilidade

lineup: sequência; grupo

lively: alegre, animado/a

lock: trancar

look forward to something: esperar ansiosamente por algo

loss: perda

loud: alto/a; barulhento/a

M

mainly: principalmente

maintain: manter

manage: gerenciar

manners: boas maneiras, bons modos

marble: bola de gude; mármore

master: dominar; superar

match: relacionar, correlacionar

matter: importar; questão, assunto; matéria

mean: significar; mesquinho/a; rude

media: meios de comunicação

melt: derreter

might: pode (ser que)

mind: mente

mindful of something: consciente de algo, atento/a a algo

mining: mineração

mischievous: travesso/a

misleading: enganoso/a

mold: forma, molde; moldar

mood: humor, disposição

move: mover(-se); mudar(-se) de local

move forward: avançar

muscle: músculo

N

nevertheless: no entanto, contudo

newfound: recém-descoberto/a

nod: movimento afirmativo com a cabeça, sinal de aprovação

nonprofit: sem fins lucrativos

O

on the rise: em ascensão

outfit: roupa, traje

outgoing: extrovertido/a

outlook: perspectiva

outnumber: ser mais numeroso/a que, ultrapassar

output: produção

overall: geral, total

overcome: superar

overload: excesso

overnight: durante a noite; da noite para o dia

own: próprio/a(s); possuir, ter

ownership: propriedade

P

pace: ritmo

pale: pálido/a; claro/a

pass by: passar (por)

pattern: padrão

perform: desempenhar; executar

perhaps: talvez



pick (something/someone) up:

apanhar, pegar (algo/alguém)

pioneer: pioneiro/a

plain: liso/a; puro/a

playwright: dramaturgo/a

please: agradar

pleased: contente, feliz

plenty: bastante

poetry: poesia

policy: política

polite: educado/a, gentil

poll: pesquisa; votação

portray: retratar, descrever

pose: causar (problema, dificuldade)

poverty: pobreza

power: poder; luz, eletricidade

predictable: previsível

pregnant: grávida

prejudice: preconceito

press: apertar; imprensa

prevent: evitar

pride: orgulho

take pride in something:

orgulhar-se de algo

prize: prêmio

prompt: rápido/a, imediato/a

propel: impulsionar

proud: orgulhoso/a

prove: provar, comprovar

provide: oferecer

push: apertar, pressionar; promover

Q

quarter: 25 centavos de dólar

quest: busca

queue: fila

quick: rápido/a

R

rainfall: precipitação atmosférica

raise: criar

range: ir de algo até algo;

limite; gama

rash: irritação (na pele)

rather: um tanto; ou melhor

rather than: ao invés de

reach: alcançar; ao alcance

reach out to someone: atingir alguém, interessar a alguém

realize: dar-se conta (de), perceber

recognize: reconhecer

record: gravar; registrar; disco; música; registro

recording: gravação

recruit: recrutar

reef: recife

refuse: negar-se (a fazer algo); recusar, rejeitar

regardless of: indiferente a, sem levar em conta

rehearsal: ensaio

rehearse: ensaiar; praticar

relative: relativo; parente

reliable: seguro/a, confiável

relieve: aliviar

rely on something/someone: contar com alguma coisa/alguém

remain: permanecer, ficar

remind someone (about/of something): lembrar alguém (de algo)

repair: consertar; conserto

replace: substituir

report: relatar; denunciar

rescue: resgatar, salvar

researcher: pesquisador(a)

resemble: parecer(-se) com

resource: recurso

rest: resto; descansar, apoiar-se

reveal: revelar

review: rever; revisão; resenha, crítica

reward: recompensar; recompensa

rhyme: rima; rimar

rid: eliminar algo de algo; livrar(-se)

riddle: charada

roam: vagar

role: papel (em uma peça/um filme)

root: raiz; origem

row: linha, fileira

in a row: enfileirado/a

rule: regra

rush: correr

S

safety/seat belt: cinto de segurança

scared: assustado/a

scholar: estudioso/a, acadêmico/a

school board: mural escolar

school counselor: orientador(a)

pedagógico/a

scorching: abrasador(a)

score: pontuação, nota; pontuar, marcar

scratch: arranhar(-se)

from scratch: (começar) do zero

scream: gritar; grito

screen: tela

seek: buscar, procurar

self-esteem: autoestima

sensitive: sensível

sentence: condenar; condenação, pena; frase, sentença

set: pôr, colocar; arrumar

set aside: pôr de lado; reservar

setting: lugar; cenário; configuração (informática)

several: vários/as

shadow: sombra

shallow: raso/a; superficial

share: compartilhar

sharp: afiado/a

shed: derramar, verter

shelf: prateleira, estante

shelter: abrigo, refúgio

shine: brilhar

shorten: encurtar

show: mostrar, exibir

show up: aparecer, dar as caras

shudder: estremecer

shy: tímido/a

sibling: irmã(o)

sick: doente

sight: visão

silly: tolo/a

skinny: magricelo/a

slang: gíria

snowflake: floco de neve

soap opera: novela

solely: unicamente

solve: resolver

sore: dolorido/a; inflamado/a

sort: classificar

soul: alma

soulful: comovente

source: fonte

speak up: falar mais alto; denunciar

speech: fala; discurso

spell: soletrar

sponsor: patrocinador(a); patrocinar

spot: marca; lugar
spread: espalhar
spreadsheet: planilha
sprinter: velocista
staff: equipe, quadro de funcionários
stand: permanecer
 stand for: significar
 stand out: destacar-se
 stand up for someone/something: defender alguém/algo
 stand up to someone: fazer frente a alguém
standard: padrão
step: passo; pisar
 step down: renunciar
 step forward: dar um passo à frente
stick: grudar, colar
stormy: tempestuoso/a
straight: reto/a; em linha reta
strength: força, ponto forte
strengthen: fortalecer
stretch: estender-se; esticar(-se)
struggle: lutar; luta
suffrage: sufrágio, direito de voto
sum: soma, total
 sum (something) up: resumir (algo)
support: apoiar; sustentar
surround: cercar, rodear
survey: enquête, pesquisa, levantamento
swap: troca; trocar
sweep: varrer; arrastar
sweet: meigo/a, gentil; doce
swing: balanço
switch: trocar; mudar
 switch off: desligar(-se), apagar(-se)
swollen: inchado/a

T

tackle: enfrentar
tailor: fazer sob medida; personalizar; alfaiate
take away: tirar
take care: tomar cuidado
take out: retirar

take place: realizar-se
tale: conto, fábula
tap: bater levemente
target: alvo, objetivo
taste: sabor
tasty: saboroso/a
tears: lágrimas
tease: provocar, importunar
therefore: portanto
thick: grosso/a; denso/a
thigh: coxa
thin: magro/a
thought: pensamento
threat: ameaça
threaten: ameaçar
throat: garganta
through: através de, por
throughout: por todo, durante todo
throw: atirar; jogar
 throw away: jogar fora
timeline: linha do tempo
timeout: intervalo
tiny: minúsculo/a
tongue twister: trava-língua
tool: ferramenta
toothbrush: escova de dentes
toss: jogar, arremessar
tough: duro/a; resistente; firme; difícil
track: seguir a pista de, rastrear
trade: trocar; comércio
trend: tendência
trick: truque
trip: viagem
trouble: problema
trust: confiar
trusted: de confiança
turn: virar; virada
 turn (something) off: desligar (algo)
 turn the volume down: abaixar o volume
twist: torcer; dar voltas; reviravolta

U

(be) unaware (of something): desconhecer (algo)
unbearable: insuportável
unchallenged: incontestado/a
underlying: latente

unforgettable: inesquecível
unheard: não ouvido/a
unless: a não ser que
unscathed: ileso/a
upcoming: próximo/a(s)
update: atualizar; atualização
upper: superior
upset: aborrecido/a, chateado/a

V

valuable: de valor, valioso/a
vanilla: baunilha

W

warn: prevenir, avisar, advertir
warrant: justificar
wave: acenar
weakness: fraqueza
wealth: riqueza
wealthy: rico/a
weigh: pesar
weight: peso
well-being: bem-estar
well-known: conhecido/a
wet: molhado/a
whatever: (tudo) o que
whenever: sempre que
whereas: ao passo que, enquanto
whether: se
whole: todo/a, inteiro/a; integral
wide: amplo/a
wild: selvagem
(be) willing (to do something): estar disposto/a (a fazer algo)
willpower: força de vontade
wise: sensato/a; sábio/a
wish: desejo; desejar
withdraw: retirar(-se); recuar; sacar
within: dentro de
wonder: perguntar-se
worldwide: pelo mundo todo
worth: valor
wrist: pulso
wristband: pulseira; munhequeira

Y

yet: ainda; contudo

AUDIO SCRIPTS

Track 1 (Apresentação)

Unit 1

Track 2 (exercises 2-4, page 32)

Have you been a victim of cyberbullying? Have you seen a friend suffer from this brutally malicious act? 42% of kids have been bullied while online. And only one in ten teens tell a parent if they've been a victim of it. It's time to stand up and stop cyberbullying before it starts. Control, alter, delete. Control the situation. Make it stop. Alter the issue. Don't be a part of it. Take the higher path by not participating. Delete the past. Realize its history and move forward.

PREVENT cyberbullying radio commercial. Produção: Wichita Northwest High School. 11 out 2011. Vídeo (0min31s). Publicado pelo canal Controlalterdelete1. Disponível em: <https://youtu.be/X2mUn6rQJ1E>. Acesso em: 4 jul. 2022.

Unit 2

Track 3 (exercises 2-4, pages 46-47)

Malala Yousafzai: Dear fellows, today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women social activists asked men to stand up for their rights. But, this time, we will do it by ourselves. I am not telling men to step away from speaking for women's rights rather I am focusing on women to be independent to fight for themselves. So, dear sisters and brothers, now it's time to speak up. So today, we call upon the world leaders to change their strategic policies in favour of peace and prosperity. We call upon the world leaders that all the peace deals must protect women's and children's rights. A deal that goes against the rights of women is unacceptable. We call upon all governments to ensure free compulsory education all over the world for every child. We call upon all the governments to fight against terrorism and violence, to protect children from brutality and harm. We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world. We call upon all the communities to be tolerant – to reject prejudice based on cast, creed, sect,

colour, religion or gender. To ensure freedom and equality for woman so that they can flourish. We cannot all succeed when half of us are held back. We call upon our sisters around the world to be brave – to embrace the strength within themselves and realise their full potential.

UNITED NATIONS. **Malala Yousafzai addresses United Nations Youth Assembly.** [2022?]. Vídeo (17min43s). (11min43s-14min34s). Disponível em: www.un.org/youthenvoy/video/malala-yousafzai-addresses-united-nations-youth-assembly/. Acesso em: 4 jul. 2022.

Unit 3

Track 4 (exercises 2, 3 and 5, pages 66-67)

Diversity is not about color. It's not about culture. It is not about class. It is about commitment and it is about consciousness. It is about people regardless of where you come from, regardless of your age, who say, you know, we have a commitment. We believe that all people have something to offer and we are willing to take the time, the energy to create that multicultural space in our communities, in our leadership programs and in our organizations.

JUANA BORDAS, speech about diversity. Produção: Juana Bordas. 15 jul. 2013. Vídeo (14min56s). (0min00s-0min40s). Disponível em: <https://youtu.be/vxKYzLPpZYs>. Acesso em: 4 jul. 2022.

Unit 4

Track 5 (exercises 2, 3 and 5, page 80)

Christiane Amanpour: Today, our journalists and our colleagues are in jail in many, many countries that I call home, many countries that I love, many countries that I visited, not just as a reporter but as a civilian, a fellow traveller. And I ask myself why, why are these journalists in jail? For what? For what? For what crime? And they must all be released. They must all be released. Because there is no crime for which a journalist is in jail today. We are the pillars of reform, of freedom, of democracy. And we are the champions of people who have no voice. You should all be thanking us, not putting us in jail. Thank you all so much. Merci.

CHRISTIANE Amanpour named Unesco Goodwill Ambassador for Freedom of Expression and Journalist Safety. Produção: Unesco. 30 abr. 2015. Vídeo (1min48s). (0min53s-1min42s). Disponível em: www.youtube.com/watch?v=pZ2qbfrEqu0. Acesso em: 4 jul. 2022.

Unit 5

Track 6 (exercise 2, page 94)

a. cold; b. stomachache; c. broken leg;
d. earache; e. toothache; f. flu; g. headache;
h. sore throat; i. fever

Track 7 (exercises 2-4, pages 99-100)

Joe Palca, Host: This is SCIENCE FRIDAY, and I'm Joe Palca. Did you know that 250,000 people fall asleep at the wheel every day? A quarter of a million people? Why can't we get enough sleep to stay awake during a life-and-death activity? Well, a new poll by the National Sleep Foundation suggests one of the things keeping us up at night may be our smartphones, our laptops, our TVs, all that technology in the bedroom keeping us mentally engaged until later in the evening. Got to finish that episode, right? And those devices may be impacting the chemistry of our brains, too, by exposing us to the bright lights of those screens at nighttime, sort of pressing the reset switch on our sleep cycle. (...)

TV and smart phones may hamper a good night's sleep. **NPR**, 11 mar. 2011. (0min00s-0min39s). 1 áudio. Disponível em: www.npr.org/transcripts/134459354. Acesso em: 5 jul. 2022.

Stamp: She was a very vocal advocate for cinema's ability to portray complex social issues in a popular narrative form. She considered cinema what she called a voiceless language. And by that, I think she meant cinema had an ability to convey ideas to anybody, regardless of their educational level, regardless of their command of English - right? - at a period when there were many immigrants to the U.S. who did not speak English as a first language. (...)

LOIS Weber, Hollywood's forgotten early pioneer, has 2 films restored. **NPR**, 5 jan. 2019. (0min00s-1min12s). 1 áudio. Disponível em: www.npr.org/transcripts/682372051. Acesso em: 4 jul. 2022.

Track 9 (exercises 6-7, page 115)

(...) Had we remembered her career early on, we would have had decades and decades of female filmmakers' work to look at. We don't, and that's the consequence of forgetting her. **Movshovitz:** The films of Lois Weber are not simply museum pieces. She actually did what many young women filmmakers now say they want to do - bring a woman's perspective to American studio filmmaking. For NPR News, I'm Howie Movshovitz.

LOIS Weber, Hollywood's forgotten early pioneer, has 2 films restored. **NPR**, 5 jan. 2019. (4min42s-5min07s). 1 áudio. Disponível em: www.npr.org/transcripts/682372051. Acesso em: 4 jul. 2022.

Unit 6

Track 8 (exercises 3-5, page 115)

Simon, Host: Number of women working behind the camera in Hollywood today remains small. And that makes the career of Lois Weber all the more remarkable. She directed at least 138 movies, either shorts or feature length, in the silent film era. Most are lost, but two of her most important films have been restored. KUNC's Howie Movshovitz reports.

Howie Movshovitz, Byline: Lois Weber became the first American woman to direct a feature-length dramatic film with "The Merchant of Venice" in 1914.

Shelley Stamp: In her day, she was considered one of the three great minds of the early film industry, alongside D. W. Griffith and Cecil B. DeMille.

Movshovitz: Shelley Stamp, who wrote the notes for the Weber DVDs, says the filmmaker often took a different tack from her contemporaries.

Working Together 3

Track 10 (exercises 2-3, page 122)

Thirty years ago, Wangari Maathai had a simple idea: to plant trees. It was a response to a growing problem affecting the lives of the poor in her native Kenya and many other areas of Africa and the developing world: the destruction of forests, soil erosion, water shortages and other types of environmental degradation. Maathai had won a scholarship to attend college in the U.S. and earned a doctorate in Biology in Kenya. In the '70s, she founded The Green Belt Movement, working with mostly poor, rural women, who were given a small stipend to plant saplings of native species. (...)

PEACE Prize winner: Wangari Maathai. **PBS News Hour**, 25 jan. 2005. (0min00s-0min44s). 1 vídeo. Disponível em: www.pbs.org/newshour/show/remembering-wangari-maathai-first-african-woman-to-win-nobel-prize. Acesso em: 4 jul. 2022.

Track 11 (exercises 4-5, page 123)

David Greene, Host: Some sad news this morning, Maya Angelou has died at the age of 86. She was a poet, a performer and a

political activist. She was born in St. Louis in 1928 and grew up in a segregated society that she worked so passionately to change during the civil rights era. The book that put Angelou on the literary stage was "I Know Why the Caged Bird Sings," which revealed scars from her past. It was the first of a series of memoirs. (...)

MAYA Angelou, poet, activist and singular storyteller, dies at 86. **NPR**, 28 maio 2014. (Omin00s-Omin27s). 1 áudio. Disponível em: www.npr.org/transcripts/147369802. Acesso em: 4 jul. 2022.

Unit 7

Track 12 (exercise 2, page 128)

a. bushfire; b. flood; c. drought; d. hurricane; e. earthquake; f. tsunami

Track 13 (exercise 6, page 129)

a. It's freezing and snowy.; b. It's stormy.; c. It's hot and sunny.; d. It's cold and windy.; e. It's cloudy.; f. It's rainy.

Track 14 (exercises 2-5, pages 134-135)

Renee Montagne, Host: This past week has brought dramatic weather events around the world. Deadly heat has been baking Japan and Britain. Wildfires in Greece, Scandinavia and the western United States also costing lives. And then record rainfall in the northeastern U.S. NPR's Laurel Wamsley takes a look at how this extreme weather fits into the big climate picture.

Laurel Wamsley, Byline: 2018 is looking like it could end up being one of the hottest years on record. And when the news is full of stories on extreme weather, it's hard not to wonder, is this what climate change looks like? Climate scientists say, yeah, at least partly. Take wildfires, for example.

Jennifer Balch: We see five times more large fires today than we did in the 1970s.

Wamsley: That's Jennifer Balch, professor in geography and director of Earth Lab at the University of Colorado Boulder. Wildfires are a normal part of the ecosystem of the American West. What's changing is the backdrop against which they occur.

Balch: We've seen a 2-degree-Fahrenheit increase across the western U.S. Snowpack is melting earlier.

WAMSLEY, Laurel. When the weather is extremely, is climate change to blame? **NPR**, 29 jul. 2018. (Omin00s-1min02s). 1 áudio. Disponível em: www.npr.org/2018/07/29/633203732/when-the-weather-is-extreme-is-climate-change-to-blame. Acesso em: 5 jul. 2022.

Unit 8

Track 15 (exercise 4, page 142)

adventurous - clever - enjoyable - fascinating - funny - interesting - romantic - surprising - thought-provoking

Track 16 (exercise 6, page 142)

adventure - animation - comedy - documentary - drama - musical - romance - science fiction (sci-fi) - thriller

Track 17 (exercise 11, page 147)

Time expressions used with the simple past:

yesterday, when I was a child, last month, a year ago

Time expressions used with the present perfect:

recently, since I was a child, over the years, lately

Track 18 (exercises 2-4, pages 148-149)

Presenter 1: And here are the nominees for the best animated, feature film. *Brave*, directed by Mark Andrews and Brenda Chapman. *Frankenweenie*, directed by Tim Burton. *Paranorman*, directed by Sam Fell and Chris Butler. *The Pirates! Band of Misfits*, directed by Peter Lord. *Wreckit Ralph*, directed by Rich Moore.

Presenter 2: And the Oscar goes to... *Brave*, Mark Andrews and Brenda Chapman.

Narrator: This is the best academy award for Mark Andrews and Brenda Chapman.

Mark Andrews: I just happened to be wearing the kilt; I didn't plan any of this. I'd like to thank the Academy for this incredible honor. Uh making a movie has its own story. I'd like to thank John Lasseter, Ed Catmull, Jim Morris, uh Andrew Stanton, Pete Docter, Brenda Chapman, uh Katherine Sarafian for making the making of *Brave* an exceptional story. My wife and my four kids: Maeve, Jack, Peyton and Ford.

Brenda Chapman: I'd like to give a shoutout to my wonderful, strong, beautiful daughter Emma, who inspired *Brave* into being. So thank you to her and my husband, and our incredible cast and crew. Thank you.

"BRAVE" winning Best Animated Feature Film. Produção: Oscars. 4 mar. 2013. Vídeo (1min19s). Disponível em: www.youtube.com/watch?v=bwymQte2HUs. Acesso em: 5 jul. 2022.

Song

Track 19 (exercise 2, page 166)

Song 1

"Here without You"

I'm here without you, baby,
But you're still on my lonely mind.
I think about you, baby,
And I dream about you all the time.
I'm here without you, baby,
But you're still with me in my dreams,
And tonight it's only you and me, yeah.

ARNOLD, B. *et al.* Here without You. Intérprete: 3 Doors Down. In: **Away from the Sun**. [S.I.]: Universal Music Publishing Group, 2002. 1 CD. Faixa 6.

Song 2

"Away from the Sun"

It's down to this
I've got to make this life make sense
Can anyone tell what I've done
I missed the life
I missed the colors of the world
Can anyone tell where I am?

ARNOLD, B. *et al.* Away from the Sun. Intérprete: 3 Doors Down. In: **Away from the Sun**. [S.I.]: Universal Music Publishing Group, 2002. 1 CD. Faixa 2.

Track 20 (exercises 3, 4 and 9, pages 166, 167 and 169)

"Here without You"

A hundred days have made me older
Since the last time that I saw your pretty face.
A thousand lies have made me colder,
And I don't think I can look at this the same.

But all the miles that separate
Disappear now when I'm dreaming of your face.

CHORUS:

*I'm here without you, baby,
But you're still on my lonely mind
I think about you, baby,
And I dream about you all the time
I'm here without you, baby,
But you're still with me in my dreams
And tonight, girl, it's only you and me, yeah.*

The miles just keep rollin'
As the people leave their way to say "Hello".
I've heard this life is overrated,
But I hope that it gets better as we go.

CHORUS

Everything I know,
And anywhere I go,

It gets hard,
But it won't take away my love.

And when the last one falls,
When it's all said and done,
It gets hard,
But it won't take away my love.

(...)

ARNOLD, B. *et al.* Here without You. Intérprete: 3 Doors Down. In: **Away from the Sun**. [S.I.]: Universal Music Publishing Group, 2002. 1 CD. Faixa 6.

Language Reference + Extra Practice

Track 21 (A. Passado e particípio passado com o som /ɔ:t/, page 194)

bring/brought/ brought; buy/bought/bought;
catch/caught/caught; fight/fought/fought;
seek/sought/sought; teach/taught/taught;
think/thought/thought

Track 22 (B. Passado e particípio passado com o som /ɛnt/, page 194)

bend/bent/bent; lend/lent/lent;
send/sent/sent; spend/spent/spent

Track 23 (C. Passado e particípio passado com o som /ept/, page 194)

keep/kept/kept; sleep/slept/slept;
sweep/swept/swept; weep/wept/wept

Track 24 (D. Passado com o som /an/ /aŋ/ e particípio passado com o som /ʌn/ /ʌŋ/, page 195)

begin/began/begun; drink/drank/drunk;
ring/rang/rung; run/ran/run; shrink/shrank/
shrunk; sing/ sang/ sung; sink/sank/sunk;
stink/stank/stunk; swim/swam/swum

Track 25 (E. Passado com o som /əʊ/ e particípio passado com o som /əʊ/ terminado em en, page 195)

break/broke/broken; choose/chose/chosen;
freeze/froze/frozen; speak/spoke/spoken;
steal/stole/stolen

Track 26 (F. Passado com o som /u:/ e particípio passado com o som /ʊn/, page 195)

blow/blew/blown; draw/drew/drawn; fly/flew/
flown; grow/grew/grown; know/knew/known;
throw/threw/thrown

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