

MANUAL DO ALUNO

DISCIPLINA INGLÊS TÉCNICO

Módulos 4, 5 e 6

República Democrática de Timor-Leste
Ministério da Educação



FICHA TÉCNICA

TÍTULO
MANUAL DO ALUNO - DISCIPLINA DE INGLÊS TÉCNICO
Módulos 4 a 6

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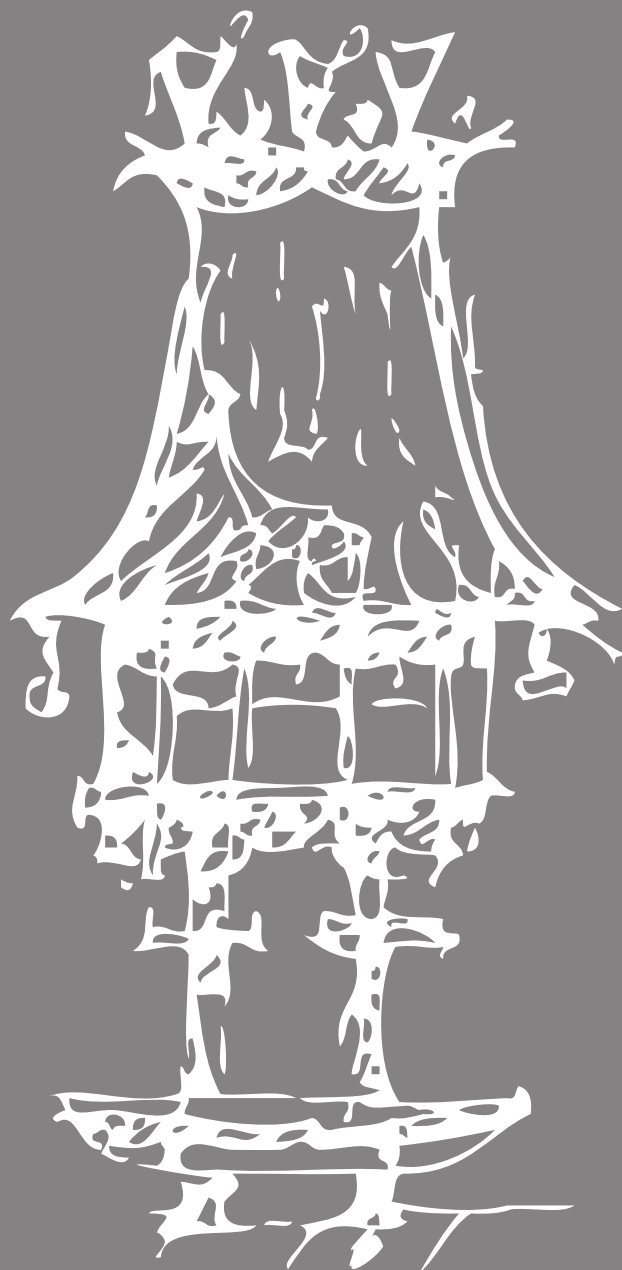


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The Media and Global Communication

Módulo 4

Apresentação

Este módulo visa estimular a atitude crítica dos alunos relativamente ao papel desempenhado pelos meios de comunicação e informação na sociedade. Pretende-se, assim, levar os alunos a refletir sobre alguns aspetos éticos e cívicos associados a esta problemática, nomeadamente a info-inclusão/exclusão e a manipulação informativa, sensibilizando-os para a necessidade de questionar as fontes e gerir o manancial de informações com que os indivíduos são confrontados diariamente.

Nesta perspetiva, será pertinente proporcionar aos alunos oportunidades de desenvolver dinâmicas de interação e de trabalho colaborativo na realização de atividades de pesquisa e tratamento de informação.

O universo dos *media* e da comunicação fornece o enquadramento temático para que o aluno explore vários tipos de texto em suportes diversificados e identifique a linguagem e as técnicas que lhes subjazem, incluindo a abordagem dos aspetos morfosintáticos, léxico-semânticos e fonológicos que contribuem para a construção da mensagem do texto. Note-se, que os textos deverão ser abordados em níveis crescentes de complexidade e abrangência.

Objetivos de aprendizagem

- Identificar características de diferentes tipos de texto
- Compreender textos simples e variados no âmbito da temática a ser abordada
- Identificar informações específicas em textos em diversos suportes
- Escrever textos simples e coesos (notícia, cabeçalho, inquérito, ...)
- Reconhecer o papel dos *media* na sociedade
- Identificar linguagens e técnicas usadas pelos *media*
- Utilizar uma gama de vocabulário sobre assuntos relacionados com os *media* e a comunicação
- Enumerar vantagens e desvantagens dos meios de comunicação e informação
- Discutir e defender ideias próprias sobre o impacto dos *media* na sociedade
- Pesquisar, selecionar e organizar informação dos *media*
- Avaliar criticamente as fontes de informação



- Mobilizar estratégias de superação de dificuldades na realização das tarefas
- Gerir adequadamente o tempo na realização das tarefas

Conteúdos

Interpretação e Produção de Texto

Apresentam-se alguns tipos de texto que poderão ser abordados ao longo deste módulo:

- página de Internet
- notícia/boletim informativo
- artigo (jornal, revista ...)
- inquérito
- texto publicitário
- vídeo-clip

Dimensão Sociocultural

Esta componente fornece o enquadramento temático para a abordagem integrada das estratégias de interpretação e produção de texto, e dos conteúdos linguísticos.

Domínios de Referência

- Evolução dos *media*
 - print media
 - rádio
 - TV
- A Internet e a comunicação global
 - fonte de informação e de conhecimento
 - info-inclusão/exclusão
- Comunicação e ética
 - manipulação de informação
 - propriedade intelectual

A Língua Inglesa

Em função do diagnóstico da situação do aprendente o professor deverá seleccionar os itens gramaticais, léxico-semânticos ou fonológicos necessários para o desenvolvimento das competências e para a consecução dos objectivos de aprendizagem enunciados no módulo.



A Palavra / A Frase / A Prosódia

- Verbos auxiliares
- Verbos modais (decorrentes dos textos a abordar neste módulo)
- Phrasal Verbs (os mais correntes)
- Passado simples (com discurso indireto)
- Preposições e Locuções prepositivas (decorrentes dos textos a abordar neste módulo)
- Frase composta por coordenação (contraste/concessão, causa/efeito, correlação/alternância sequência temporal...)



Evolution of the Media

The TV

Television and the Media Quiz

Test your knowledge of vocabulary related to television and the media! Choose the correct answer.

1. Turn on the TV! There is a live _____ of the cricket match between England and Australia.
 - a. coverage
 - a. report
 - a. review
2. Those were today's headlines. And now it's Angela McCarthy with the weather _____.
 - a. forecast
 - a. broadcast
 - a. presentation
3. I can't stand that stupid comedy. Can you switch to another _____, please?
 - a. host
 - a. channel
 - a. transmission
4. A _____ is some kind of TV drama based on inter-human relationships which is broadcast several times every week.
 - a. documentary
 - a. soap opera
 - a. sit-com





Was there life before television?

Ever wonder about what life was like before TV? Do you think that young people were bored out of their skulls, sitting in their living rooms staring at the wall waiting for a solution to be invented? Well, they weren't...

Young people created their own outside adventures, listened to the radio, rode their bikes, collected things, talked with their parents and older relatives, spent more time with their families, played more sports, played checkers, chess, jumped rope, went swimming, read books, played cards and all kind of games.

I remember it well. We used to feel free running outdoors and climbing trees in the summertime We didn't go in until it got dark outside.

Nowadays, kids are glued to television sets, video games and telephones.

They want the world to entertain them. That's why they have no imagination anymore, are overweight, "bored", depressed. And you know who is at the root of this problem? Parents. They're out working double shifts to get their kids this stuff, and then they can't understand why their kids are turning out like they are.

Sparks

<http://www.eduqna.com> (adapted)



Reading Comprehension**A. Read the text carefully.****B. Answer the following questions about the text.**

1. How old do you think Sparks is?
2. What did young people do in their free time before television was invented?
3. Does Sparks find things were too different from the way they are nowadays?
4. Who does he blame for some teenager's misery?
5. Do you often watch TV? How many hours a day? What kind of TV programmes do you enjoy?

C. What is the meaning of the following verbs?

1. To stare
2. To collect
3. To jump
4. To climb
5. To turn out

D. Complete the box below according to the information conveyed in the text. Use the phrases given.

- a. aren't happy
- b. play outside
- c. overweight and depressed
- d. changed
- e. give them the things they ask for
- f. in front of the TV

Before television, young people used to (1)...

Then, television came and everything (2)...

Young people nowadays spend too many hours (3)...

Children are (4)...

Their parents work many hours in order to (5)...

But still young people (6)...



Grammar

Multi-Word Verbs (Phrasal/Prepositional Verbs)

Look at the following verbs taken from the text:

bored out of	waiting for
sitting in	listened to
staring at	talked with
go in	turning out

Many English verbs consist of two parts: a base verb (like sit, stare, wait, etc.) and another small word (like in, at, for, etc.). The small word is either a **preposition** or an **adverb**.

In some cases, the meaning of a two-part verb is simply a combination of the meanings of the two words. For example: **come in, run away, walk across**.

In some cases, the first word keeps its meaning, but the second has a special intensifying sense. It means something like completely or thoroughly. For example: **break up, tire out**.

In other cases, the new two-part verb has quite a different meaning from the two separate parts: **give up** means surrender, and **blow up** means explode.

Practice

A. Choose the correct multi-word verb for each sentence. Use one of those given in the box above. The first one is already done for you.

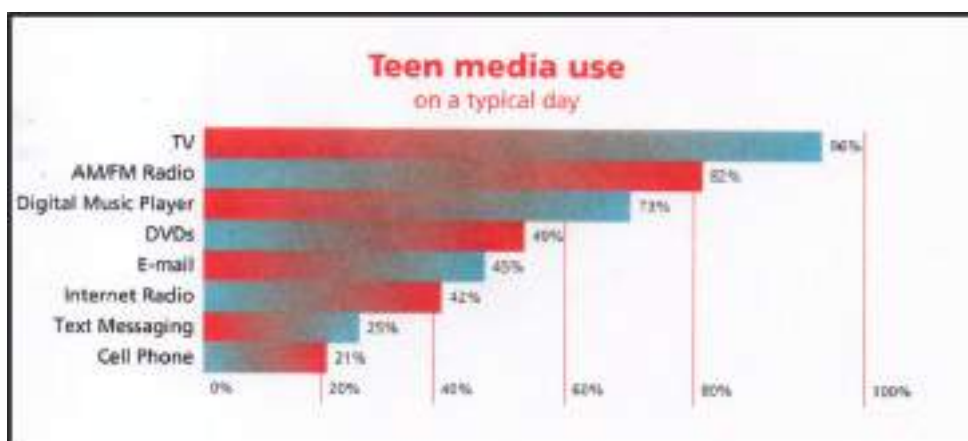
e.g. I have been waiting for my friends for quite a long time. They're late.

1. My brother and I are _____ our skulls. There's nothing good on TV.
2. We have already _____ your boss. He is coming to the meeting next week.
3. Sometimes I dream I'm _____ a room covered with leaves. It's quite odd.
4. You should better _____ or you will miss the beginning of the film.
5. Our kids have been _____ our new plasma TV since they came back.
6. Yesterday Gabrielle went to the new shopping centre and bought a CD. She _____ it in the evening.



Vocabulary

A. Take a look at the information below and complete the sentences.



- The most popular media is _____.
- AM/FM Radio and Digital Music Player represent _____ per cent and _____ per cent of teen media use, respectively.
- The e-mail is more used than the _____.
- Text messaging is more used than _____.

B. TV is just one of many means of communication. Establish the right connections between the sentences and you'll out more about mass media.

1. Mass media refers to....	a. ...advertising, marketing, propaganda, public relations, and political communication; enrichment and education; entertainment (acting, music, and sports) and video or computer games; journalism, blogging and Public Service announcements.
2. Mass media can be used for...	b. ...a section of the media specifically envisioned and designed to reach a very large audience such as the population of a nation.
3. Electronic media and print media include....	c. ...is a new frontier of news reporting in the high-tech age.
4. Mass wire media...	d. ...broadcasting (radio and television); various types of discs or tape, video and computer; film, most often used for entertainment, but also for documentaries; internet, blogs and podcasts, such as news, music, pre-recorded speech and video; publishing (paper, books, magazines, and newspapers); video games (PlayStation 2 and Wii).



Reading Comprehension

A. Read the following text and then find a suitable title (a. – h.) for each paragraph.

Giving Up TV

Hi. My name's Steve. In June I decided to do a 30-day trial of no TV watching. At the end of the 30-day trial, I was pleased with the results, so I kept going. Now that it's been over 60 days, I thought I'd share my observations on life without TV.

1. _____

When I stopped watching TV, I became much more aware of the TV's presence when others were watching it. I began finding the TV a noisy nuisance, and I started encouraging the rest of the family to keep the TV turned off during mealtimes.

2. _____

When I went to the gym, I really began noticing all the video monitors and TVs. I never liked watching TV while exercising, so I always turned mine off, but I began noticing how many other people in the gym would watch TV. Many of those people literally looked hypnotized.

3. _____

With no TV in the evenings, I started reading more, going out more, and spending more time talking to my friends. I found all of these more enjoyable than watching TV.

4. _____

I'm not exactly sure why, but I felt a compulsion to expand socially, which seemed to grow stronger the longer I went without TV. I just wanted to spend more time with real people, especially face-to-face. I started talking on the phone more, going to more social outings, and accepting more dinner/lunch invitations.

5. _____

TV also fills a desire for entertainment. With the TV turned off, I finally woke up to the thought, "Wait a minute - I'm living in Las Vegas, and I've only seen a fraction of the shows here." So, over the next few months I plan to see a lot of the wonderful shows in town.



6. _____

Over the past couple of months, I've been feeling a lot more ambitious about growing my business and especially reaching out to help more people.

7. _____

Giving up TV made me question how much time I spend in front of my PC. I'm going out a lot more. Spending a whole day at my desk just doesn't feel as comfortable anymore.

8. _____

I found this a surprisingly easy habit to break. You might think "giving up" TV means sacrifice, but in my experience it's just the opposite. I'm really glad to have made this change.

- a. Seeking higher quality entertainment
- b. Feeling more ambitious
- c. Spending less time on the computer
- d. Not missing TV
- e. Becoming more aware of the TV's presence
- f. Noticing TV's presence outside the home
- g. Saving time
- h. Expanding socially

B. Answer the following questions about the first four paragraphs.

1. What happened when Steve became more aware of the TV's presence?
2. What did he notice at the gym?
3. What other more enjoyable things did he start doing during the evenings?
4. What compulsion did he feel after giving up watching TV?

C. Find the opposites of the following words in paragraphs 1-4

- | | |
|--------------|----------|
| 1. unaware | 4. ended |
| 2. silent | 5. never |
| 3. enjoyment | 6. with |



D. Find synonyms of the following words in paragraphs 5-8.

- 1. marvelous
- 2. two
- 3. entire
- 4. simple
- 5. quit
- 6. happy

The Radio



A. Answer the following questions:

- a. Which do you prefer, television or radio?
- b. What kind of programmes do you tend to watch/listen to?
- c. Do you have one or two channels/stations you tend to leave on all morning/afternoon/evening?

Reading Comprehension

A. Read the following text.

Television or Radio?

Neither really. I play the music I like on a CD player that has a radio but I never have it tuned on. I have a TV but i rarely watch it.

Diamond mask



I prefer online digital radio. I listen to BBC Radio 2 and newsforthesoul.com. If there were a radio station devoted to Monty Python sketches, I'd probably have it on every day – especially if they threw in a bit of Mozart. Do you think that could be arranged?

Ilisten2

I prefer radio because I can do something else while I listen: P
I listen to R & B most of the time.

RainbowBrite2

I prefer mp3 playlists because I can decide what I want to hear, which mood I would like to set, etc. Our radio reception is limited, and when playing CDs I generally skip some songs and only hear what I want. I have internet radio on occasionally. As for the TV we only get basic channels. I watch perhaps two hours of TV per day, and perhaps one DVD per week. There's so much else to do, such as Reading or talking to friends.

Cedar rose

<http://bodhitree.yuku.com> (adapted)

B. Complete the sentences according to what you've read.

1. Diamond Mask never listens...
2. Ilisten 2 would like a radio with...sketches and classical....
3. RainbowBrite2 does something else while he is...
4. Cedar Rose prefers...to watching TV.

C. Decide whether these statements are true (T) or false (F).

1. All the people who answered the questions prefer radio to television.
2. Ilisten2 listens to radio online.
3. Cedar Rose enjoys listening to all the songs on a CD.
4. She watches TV twenty hours a week.



D. One of the radio stations mentioned is BBC Radio 2. Look at its timetable and establish the right connections between columns.

	time and programme	type of music
Saturday and Sunday	10 a.m.-12 p.m.: THE ALLSTARS SHOW	R&B, Neo Soul
	12 p.m.-2 p.m.: COLIN B	Souful, R&B
	2 p.m.-4 p.m.: FREQUENCY CRU	Reggaeton
	4 p.m.-6 p.m.: NEW-SFM SHOW	R&B, Rare Grooves
	6 p.m.-8 p.m.: DJ HI-LITE	Soul, R&B
Monday to Friday	10 p.m.-2 a.m.: COLIN B	Soul Archives
	4 p.m.-6 p.m.: DJ R'za B	R&B, Slow Jamz
	6 p.m.-8 p.m.: SNOOPS	Everything!!!
	8 p.m.-10 p.m.: ANDY MAC	Funky House
	10 p.m.-12 a.m.: PETE HAMILL	Hip Hop
	12 a.m.-2 a.m.: JOHN EDWARDS	R&B, Soul, Rare Grooves & Reggae

- | | |
|---|----------------------------|
| 1. The Allstars show ends at... | a) John Edwards. |
| 2. The programme that has reggaeton music is... | b) 12 p.m. |
| 3. Snoops has... | c) from 10 p.m. to 12 a.m. |
| 4. The programme that is on weekdays and goes through the night is... | d) all sorts of music |
| 5. Hip Hop music is on... | e) Frequency Cru |

Grammar

PREPOSITIONS OF TIME

We USE:

at for a precise time	at 2 o'clock	at dinnertime	e.g. I have a meeting at 9 a.m.
	at 11.15 a.m.	at bedtime	
	at sunrise	at midday	
in for months, years and long periods of time	in June	in (the) summer	e.g. It often snows in December
	in 1970	in the next century	
	in the 1990s	in the ice age	
on for days and dates	on Monday	on 5th April	e.g. Do you work on Saturdays?
	on Wednesdays	on 25th August 2011	
	on my birthday	on Christmas Day	



Notice the use of the preposition of time **at** in the following standard expressions:

Expression	Example
at night	The stars shine at night.
at the weekend	I don't work at the weekend.
at Christmas/Easter	We stay with my family at Christmas.
at the same time	They all finished the test at the same time.
at the present/at the moment	She's not here at the present/at the moment.

Notice the use of the prepositions of time **in** and **on** in these common expressions:

in
in the morning(s)
in the afternoon(s)
in the evening(s)

on
on Tuesday morning/ on Sunday mornings
on Saturday afternoon/on Thursday afternoons
on Wednesday evening

When we include **last**, **next**, **every** or **this** in a sentence we do not use **at**, **in** or **on**

e.g. I went to Dublin **last** July. (not in last July)

She's coming back **next** Thursday. (not on next Thursday)

We go home **every** Christmas. (not at every Christmas)

They will call us **this** evening. (not in this evening)

Practice

A. Choose the suitable preposition (on, in or at) to fill in the gaps in the dialogues.

Sometimes you may not need a preposition.

- I was sick, so I didn't go to work _____ last Thursday, but I went to work _____ Friday





2. I am going to start my new job _____ September.
3. The film starts _____ 9 p.m., so we must hurry up!
4. We have to take Rover to the vet _____ next week.

B. The prepositions used in the following sentences are wrong. Replace them with the right ones. Take a look at the example.

e.g. The radio contest starts in 11 a.m. **The radio contest starts at 11 a.m**

1. Let's meet on half past six, Ok?
2. They are twins and they were born at January.
3. We didn't go to that old town at 1984.
4. Will our boss arrive in Monday?
5. James and I met at Christmas Day.
6. I usually get up early on the morning.
7. He complains of having awful nightmares in night.

Print Media

Do you think newspapers are an important media? Why?

Have you got any idea how many newspapers circulate in the world?



Do you often get information from online newspapers? Have a look at <http://www.onlinenewspapers.com/>. Choose a country and then take a look at how many newspapers there are. You'll be amazed!



Reading Comprehension

Why I Love Being a Journalist

My passion has always been to tell stories with emotion and intelligence. To use words, graphics, photos and design to captivate readers so they are informed and entertained. There is no rule that a newspaper has to be boring. In the past few yeras, because of advances in technology, presentation of information has changed. The Web, magazines, the movie industry and television have improved the visual education of our readers.

Tom Peyton, visual editor, South Florida Sun

I'm still a passionate journalist because I believe in the power of the media to affect positive change in society. Journalists play a vital role in that change as watchdogs, but – even more importantly – our stories and photographs influence how people in society view one another.

The challenge that excites me as a journalist is to tell stories of real people – all kinds of people – in the hope that this will truly help us see one another for who we really are.

Victor Panichkul, managing editor, The Statesman Journal



I have always been a very inquisitive person. Just as food nourishes the body, journalism feeds my curious nature. Everybody's got a story to tell, and I love being the one it's told to.

There's never a dull moment in a newsroom. Journalism is a challenging, and rewarding, profession. I can't think of any other career I would rather have.

Erica Pippins, education repórter, The Herald, Rock Hill

I report because I must. I report because it is my duty. I report because I love my community, and I believe that every man and woman in it is important, one just as much as another. I want to hear all of their stories.

From farmer, foreman, teacher, builder, clerk; from mother, father, widow, child.

I love to hear their words, to help their voices be heard, because I know that the voices of free people, speaking through a free press, are the most certain guarantee that our people will thrive.

Ernie Schreiber, editor, The Lancaster New Era

A. Who says following?

1. A newspaper shouldn't be boring.
2. The media has the power to change society for the better.
3. Nowadays, technology has changed the presentation of information.
4. Journalism is never boring.
5. My passion is to tell stories of all kinds of people.
6. I wouldn't like any other job.

B. Underline the odd word out.

- | | | | |
|------------------|-------------|-----------|--------------|
| 1. graphics | photos | news | sea |
| 2. editor | repórter | fisherman | photographer |
| 3. curiosity | laziness | emotion | intelligence |
| 4. eat | speak | tell | listen |
| 5. absent minded | inquisitive | curious | interested |
| 6. challenging | rewarding | pleasant | dull |



Grammar

COORDINATE SENTENCES

Some transitional words and frases signal a coordinate relationship between sentences:

Additive	also, in addition, moreover	Signals information at the same level of the preceding sentence
----------	------------------------------------	---

e.g. “And moreover, to succeed, the artist must possess the courageous soul...the brave soul. The soul that dares and defies. “ Kate Chopin

We enjoy writing and we also like editing.

The basement was dark; moreover/ in addition, there was no electricity.

Temporal	then, later	Signals another event related chronologically to the preceding sentence, which also describes an event.
----------	--------------------	---

e.g. We went to the cinema and later/then we went to the disco

Comparative	similarly, likewise	Signals that something in the current sentence is similar to something in the preceding sentence
-------------	----------------------------	--

e.g. “Some people have little power to do good, and have likewise little strength to resist evil.” Samuel Johnson

Contrastive	on the other hand, instead	Signals that something in the current sentence is being contrasted to something in the preceding sentence.
-------------	-----------------------------------	--

e.g. It was an unfortunate experience; on the other hand, one can learn from one’s mistakes.

I don’t like reading newspapers, I prefer magazines instead.



Practice

A. Unscramble the paragraphs in the following news about free daily newspapers.

Newspaper Innovation

- a. In 1992 the concept of the free commuter paper was developed in Sweden. _____, Metro launched free papers in the Czech Republic (1996); Hungary (1998); Holland and Finland (1999); Chile, USA, Italy, Canada, Poland, Greece, Argentina, Switzerland and the UK (2000); Spain and Denmark (2001); France, Hong Kong and Korea (2002), Portugal (2004), Russia (2005), Croatia and Mexico (2007); and Brazil (2007).
- b. _____, not every Metro launch was a success, operations in Switzerland, Argentina, The UK and Poland were ended after some time. Metro International is now based in Luxemburg while its headquarters are in London.
- c. Market leader Metro distributes more than eight million copies daily. Other companies _____ publish a lot of copies: more than 32 million. These copies are read by at least 70 million people daily.
- d. Anyone riding the London underground, a Dutch commuter train or the Seoul metro in rush hour will see people reading newspapers. Not the regular traditional broadsheet paid-for newspapers but free tabloids _____.

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

B. Use a suitable word or phrase that signals a coordinate relationship between sentences to fill in the gaps in the paragraphs.



- C. Look at the following Peanuts comic strip published in a newspaper and match the picture to the correct balloon to give meaning to the dialogue.

1. On the other hand, it must be very demanding and dangerous...

2. I think a lot about what job I would like to have in the future. Journalist, perhaps...

3. I would have the chance to travel a lot and in addition it may have lots of action...

- D. The following pieces of news have been taken from newspapers and magazines. Place the correct headline in the news.

- MELINA'S OUR MODEL: WWE DIVA
- RURAL ISSUES: Who runs the countryside?
- HOROSCOPES
- CLASSIFIED ADS - PETS

1. _____

Natural England is a new government body replacing English Nature and sections of The Countryside Agency and the Rural Development Service. There are concerns that Natural England is doomed from the start because its budget was slashed by £12 million after the overspending fiasco of the new farm subsidy system. It will work in partnership with the Environment Agency, which has also suffered severe cuts. The National Farmer's Union is worried that less money will be available for grants under the Environmental Stewardship scheme, which promotes wildlife-friendly farming. It calls for greater accessibility



to the countryside for all by working more closely with the farming community.

COUNTRY LIVING (Magazine)

2. _____

CAPRICORN • December 21 – January 19

Clear your head. Retrograde Mars stirs up work-related stress midmonth, so unwind with an indulgent day trip.

If you feel motivated to focus on a long-term goal like buying a car or an exotic trip, go-getting Jupiter says that it's a good day to research the options and make a game plan.



Cosmic tip: trim your to-do list or you'll be so frazzled that nothing will get done.

COSMOPOLITAN (Magazine)

3. _____

She's won the hearts of Dave Batista, John Morrison, Mick Foley and millions of wrestling fans around the world.



So we thought it was time for Melina to once again enjoy her place in The Sun as our latest Weekly Diva. She says: " I am determined in my matches and confident in my abilities. I go into my matches knowing that I will come out victorious, because I will do whatever it takes to come out on top."

WWE say: "While Melina gets her fists pounding with her unique ring entrance, she's also a force to be dealt with around the ring."

The Sun, tabloid

4. _____

JAPANESE Akita pippies, four males, various colours, lovely chunky bears, both parents can be seen, ready now, £300. Tel 07901 502585 (mobile)



POODLES, Standard puppies, excellent pedigree and temperament, insured for six weeks, various colours, telephone 01506 823079.

The Herald, Scottish broadsheet



Internet and Global Communication

Source of Information and knowledge

When you want to look for information on the internet, what search engines do you use? Probably GOOGLE. Do you know how it works?

Go Google !



Where can you get a massage, a gourmet lunch, work out and have a hair cut? Sounds like a resort spa. It is not. It's the company that *Fortune* magazine has named the best place to work in the USA.

In 1996, two PhD students, Larry Page and Sergey Brin, set out to revolutionize how we find information on the web.

Google first home was a garage and they were there for five months. Now, the company is based in Mountain View, California, and has more than 15 thousand full-time employees. GOOGLE is the best company because they create the best possible working environment they can for their employees. Google's mission statement is "to organize the world's information and make it universally accessible and useful." Google's corporate philosophy includes statements such as "work should be challenging and the challenge should be fun", illustrating a somewhat relaxed corporate culture.

At the Googleplex, eleven different cafeterias serve out great food. It enables geeks to be more productive. All the food is free. All the snacks are free. All the drinks are free. Everything is free.

There's a gym, a pool and many games. There are language lessons. At GOOGLE, dogs are welcome. The employees can also take advantage of the company's laundry room. Need a hair cut? Teeth clean? Day care? Or a quick check up from the doctor? You can have it at GOOGLE.



"I love working at GOOGLE. It's the second best thing prior to not working at all."

Transcription of Oprah's TV programme on GOOGLE

<http://www.techzi.net> (slightly shortened and adapted)

Reading Comprehension

A. Match the two halves of the sentences according to the text.

- | | |
|--|---|
| 1. According to Fortune magazine... | a. everything is free |
| 2. GOOGLE is based... | b. you can do it at the company |
| 3. The company has more... | c. the best place to work in the
USA is Google |
| 4. At the company... | d. in California |
| 5. If you need to go to the doctor or
to the dentist... | e. than fifteen thousand full-time
employees. |

B. Find words in the text that mean the same as the following

- wonderful, extraordinary lunch
- health club
- makes possible
- computer experts

C. Answer true (T) or false (F) according to the text. Quote from the text to support your answer.

- GOOGLE is a corporation specialized in...
 - financing.
 - market capitalization.
 - internet search.
- It was co-founded by Larry Page and Sergey Brin, who were...
 - mechanics.
 - University students.
 - University gardeners.



3. At the Coogleplex everything is free because they want their employees...
 - a. to have the best working conditions.
 - b. to work all the time.
 - c. to feel safe.

4. The Googleplex is...
 - a. a skyscraper.
 - b. a complex of buildings.
 - c. a small building with many cafeterias.

Grammar

REPORTED SPEECH

Reported speech is also called indirect speech. It is used when you want to say what another person said without repeating the exact same words. When we use reported speech, we are usually talking about the past.

Shift of tenses:

Direct speech	Reported speech
Present simple e.g.: "I love working at GOOGLE"	Past simple e.g.: She said she loved working at GOOGLE
Past simple e.g.: "We visited the Googleplex yesterday."	Past perfect e.g.: They said they had visited the Googleplex the day before

Shift of expressions of time:

this (evening)	→	that (evening)
today / this day	→	that day
these (days)	→	those (days)
now	→	then
(a week) ago	→	(a week) before
last weekend	→	the weekend before / the previous weekend
yesterday	→	the day before / the previous day



here	→	there
next (week)	→	the following (week)
tomorrow	→	the next / following day

Shift of personal pronouns:

I	→	he /she
you	→	he /she/ I / they
he	→	he
she	→	she
we	→	they
they	→	they

Shift of possessive pronouns:

my	→	his /her
your	→	his / her/ mine/ their
his	→	his
her	→	her
our	→	your
their	→	their

Take a look at the list of irregular verbs at the end of the book.

e.g.: Peter: "He goes home after lunch."

Peter said he went home after lunch

Mike: " I bought a new car."

Mike said he had bought a new car.

Practice

A. Rewrite the following sentences in reported speech.

e.g.: Mara: "Wikipedia is a free encyclopedia that anyone can edit."

Mara said Wikipedia was a free encyclopedia that anyone could edit.



1. Tess: " We speak English all the time on the net."

2. James: " I did my homework yesterday while searching for information on the net."

3. Tim's sister: "Blogs are very influential components of the internet."

4. Jessica: " The name 'Google`comes from a spelling mistake."

5. Derry: " Google staff are known as 'googlers`."

6. Joana: " My boss taught us how to use a search engine today. "

B. What is wrong about the following reported sentences? Correct them.

e.g. Jim: " We watched TV for thirteen hours last week."

Jim said they had watched TV for thirteen hours last week.

Jim said they had watched TV for thirteen hours the week before.

Fiona: " They visited the Googleplex last week."

1. Fiona said they visited the Googleplex last week.

Mark: " I stood here for quite a long time

2. Mark said he had stand here for quite a long time

Jason: " I am too sleepy."

3. Jason said he had been too sleepy.

Timberland: " We waited for the projects till 6 o'clock. "

4. Timberland said they waited for the projects till 6 o'clock



Digital Divide

Not everyone in the world has access to the same technology. Have you ever heard the expression “digital divide”? What do you think it means?

What is Digital Divide, Anyway?



The term ‘digital divide’ refers to the gap between those people with effective access to digital and information technology, and those without access to it. It includes the imbalances in physical access to technology and hardware, as well as

the imbalances in resources and skills needed to effectively participate as a digital citizen. In other words, it’s the unequal access of some sectors of the community to information and communication technology, and the unequal acquisition of related skills.

Often discussed in the context of a digital divide are socioeconomic (rich/ poor), racial (white/minority), or geographical (urban/rural) groups. The term global digital divide refers to differences in technology access between countries and it also refers to the imbalance that exists amongst groups of society regarding their ability to use ICT (Information and Communication Technology) to its utmost performance.

The digital divide first meant the ownership of a computer. Later, access to the internet. Most recently it centers on broadband access.

The term came into regular usage in the mid-1990s. US President Bill Clinton and Vice President Al Gore used the term in a 1996 speech in Knoxville, though the term had appeared in several news articles prior to 1996.

<http://en.wikipedia.org> (abridged and adapted)

Reading Comprehension

A. Read the text carefully.



B. Match the two halves of the sentences according to the text.

- | | |
|---|--|
| 1. The term “digital divide”... | a. ...in the mid-1990s |
| 2. Digital divide includes... | b. ...means that there is an unequal access of some sectors of the community to information and communication technology, and the unequal acquisition of related skills. |
| 3. First, it meant the ownership of a computer... | c. ...socioeconomic (rich/poor), racial (white/minority), or geographical (urban/rural) groups. |
| 4. The term began to be used regularly | d. ..Now, it has to do with broadband a access |

C. Match the words from the text on the left with their synonyms on the right.

- | | |
|----------------|---------------|
| 1. gap | a. inequality |
| 2. effective | b. division |
| 3. imbalance | c. real |
| 4. acquisition | d. complete |
| 5. utmost | e. possession |
| 6. ownership | f. gain |

D. The following verbs taken from the text are in the present simple. Rewrite them in the past simple. All of them are regular verbs.

- | | |
|-------------|-------|
| 1. refers | _____ |
| 2. includes | _____ |
| 3. use | _____ |
| 4. exists | _____ |



Communication and Ethics

Media Ethics and News Manipulation

Grammar

MODAL VERBS

Modal verbs are special verbs which behave very irregularly in English.

May is most commonly used to express possibility. It can also be used to give or request permission, although this usage is becoming less common.

Can is used to express ability or opportunity, to request or offer permission, and to show possibility or impossibility.

Must is most commonly used to express certainty. It can also be used to express necessity or strong recommendation.

Should is most commonly used to make recommendations or give advice. It can also be used to express obligation as well as expectation.

Practice

A. Fill in the text about ethics of entertainment media with the suitable modal verbs.

An increasingly common marketing tactic is the placement of products in entertainment media. The producers of such media (1) _____ be paid high sums to display branded products. The practice is controversial and largely unregulated. Both advertising and entertainment media make heavy use of stereotypes. Stereotypes (2) _____ negatively affect people's perceptions of themselves or promote socially undesirable behavior. In the name of art, media (3) _____ deliberately attempt to break with existing norms and shock the audience.

B. Complete the sentences using one of the modal verbs above.

1. Our reporter's flight from Barcelona took more than five hours. She _____ be exhausted after such a long flight.



2. Driving to the mountain_____be dangerous at this time of the year. You_____take a map and make all the necessary arrangements in case you need help.
3. Leo's house is enormous! It_____have cost a fortune!
4. Teacher: Where are the students? They_____be here by now.
5. We_____take our umbrellas. The weatherman on the news said there's a storm heading south.

Reading Comprehension

PAPARAZZI



Prince William and Kate Middleton had enjoyed a private meal with friends in Chelsea on Thursday night before heading separately to the London nightclub Boujis in South Kensington.

By the time they emerged from the club shortly before 2 a.m. on Friday, word had spread that they were together and more than 20 photographers were waiting outside, hoping for the first photograph of the couple.

The couple scrambled their way through the photographers to their waiting car and jumped into the back seat. One photographer, Alessandro Copetti, was at the front of the vehicle and he managed to get several frames of them.

As their Range Rover drove off, several photographers realized they had missed out on a money-making photograph of the couple and they "panicked".

About five photographers pursued the car on motorbikes and scooters, accompanied by two more in a car. More photographers even raced alongside on foot.



Some of the photographers pursued the Range Rover for more than a mile and, when it stopped at a red traffic light, they abandoned their motorbikes and scooters, and renewed their attempts to photograph the couple.

Clarence House, the Prince of Wales’s private office, condemned the “aggressive and potentially dangerous “pursuit.

<http://www.telegraph.co.uk>

A. Answer the following questions about the text.

1. Where did Prince William and Kate Middleton go after having dinner?
2. What time did they come out of the club?
3. Why is it said that the photographers “panicked”?
4. What is Clarence House?
5. How did they classify the photographer’s pursuit?

B. Who do following words refer to?

1. They (l.4)
2. He (l.9)
3. They (l.18)

Intellectual Property

Can you explain what “intellectual property” means? Find out more about this topic by establishing the right connections between column A and column B.

Column A	Column B
1. The term “intellectual property” has to do with...	a. ...computing and the internet, photographs, TV and films, art, written work, music, theatre and the spoken word.
2. Intellectual property laws are designed...	b. ...the specific legal rights which authors, inventors and other IP holders may hold and exercise, and not the intellectual work itself.
3. Patents, trademarks, and design rights are sometimes collectively known as industrial property...	c. ...to protect different forms of subject matter.



4. Copyright applies to...	d. ...which is used to distinguish the products or services of different business.
5. A patent may be granted for a new, useful, and non-obvious invention...	e. ...as they are typically created and used for industrial or commercial purposes.
6. A trademark is a distinctive sign...	f. ...and gives the patent holder the right to prevent others from copying the invention without a license from the inventor for a certain period of time.



Reality Shows

Myth 1: Anyone can get onto a reality TV show

Fact: One in six British teens believe they'll be famous; 10,000 people applied for the last Big Brother show with the largest number of hopefuls being between 18 and 24 years old - but the chances of winning a place on a Big Brother-style show are one in 30 million. Sarah Lowe, 19, auditioned for The X Factor (a pop star show): "I've had singing lessons since I was six, so I thought I had a chance. Sadly, I ended up being judged only on what I wore."

Myth 2: Appearing on reality TV is a good way to get on in life

Fact: More than one in ten teenagers aged 16 to 19 would drop out of school to appear on reality TV and the same number think it's a great way to earn money without having skills. But is that realistic or disastrous? "Reality TV can make you famous for 15 minutes but it's unrealistic to expect that to carry on," say Ron Bracey, a clinical psychologist.



Myth 3: Reality shows are great fun for those who appear on them

Fact: “You’re likely to have all your negative features magnified,” explains Ron Bracey. “For every viewer who likes you, there are five who don’t.” After her life was exposed to the world on The Osbournes, Kelly Osbourne blamed the pressures of reality TV fame: “The whole world was discussing how I talk, what I eat, who I hang out with,” she says.

Club (adapted)

Reading Comprehension

A. Read the text carefully and then answer true (T) or false (F). Quote from the text to support your answer.

1. It’s not easy to win a place on a Big Brother-style show.
2. Sarah Lowe, 19, wanted to participate in Big Brother.
3. Lots of teenagers wouldn’t mind quitting school to appear on reality TV.

B. Find the words in the text that have the same meaning as the following phrases.

1. a person who shows promise or aspires to success (l.3)
2. opportunity (l.6)
3. any invented story, idea, or concept (l.4)
4. increased the apparent size of (as a lens does) (l.15)

C. What do these expressions mean? Choose the correct option.

1. “the chances (...) are one in 30 million”
 - a. There are not many chances
 - b. There are 30 million chances
2. “a good way to get on in life”
 - a. A good way to go abroad
 - b. A good way to succeed
3. “without having skills”
 - a. Having no competence
 - b. Having resources



4. “negative features magnified”
 - a. Noticing somebody’s negative characteristics and making them bigger
 - b. Being indifferent to somebody’s negative characteristics

Grammar

A. Match the multi-word verbs taken from the text with their meanings on the right.

- | | |
|------------------|---|
| 1. get onto | a. take part in an audition |
| 2. apply for | b. continue |
| 3. audition for | c. enter, participate |
| 4. end up | d. go out with friends |
| 5. drop out | e. to be facing an unexpected situation |
| 6. carry on | f. quit |
| 7. hang out with | g. make a formal request |

B. Insert the correct preposition of time (at, on or in).

1. The new reality show will be _____ TV _____ a week and it will begin _____ ten o’clock.
2. We bought a new plasma TV for the living room _____ September.
3. Our neighbours are old and almost deaf. Nevertheless, they listen to the radio all day and they just turn it off _____ night.
4. _____ 1999 the internet was still unknown to many people.

C. Rewrite the following sentences in reported speech.

1. Kevin: “British teens believe in everything they hear.”
2. Sarah: “I’ve had singing lessons since 2002.”
3. Ron: “ People are likely to have all their negative features magnified.”
4. Kelly: “ The whole world discusses how I talk.”



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ALDERSON, J. Charles; Bachman, Lyle F. (ed.). (2000). *Assessing Reading. New York.* Cambridge University Press

Este livro, escrito por um especialista em questões de avaliação, oferece perspectivas inovadoras sobre a avaliação da leitura extensiva em língua estrangeira, apresentando simultaneamente alguns fundamentos teóricos sobre esta matéria.

DAY, R. (1998). *Extensive Reading in the Second Language Classroom.* Cambridge: Cambridge University Press.

Este livro, destinado a professores interessados em melhorar o ensino da leitura, oferece sugestões para a integração da leitura extensiva no currículo, a seleção de materiais de leitura e a manutenção de registos para fins avaliativos, bem como a descrição de atividades da sala de aula.

GRABE, William, Stoller, F. *Teaching and Researching Reading* (2002). London: Pearson Education Longman.

Este livro, que constitui um valioso recurso para a compreensão das estratégias de leitura, quer na língua materna, quer em língua estrangeira, explora os diferentes estilos e técnicas de leitura, fazendo igualmente uma incursão às várias metodologias que subjazem ao acto de ler.

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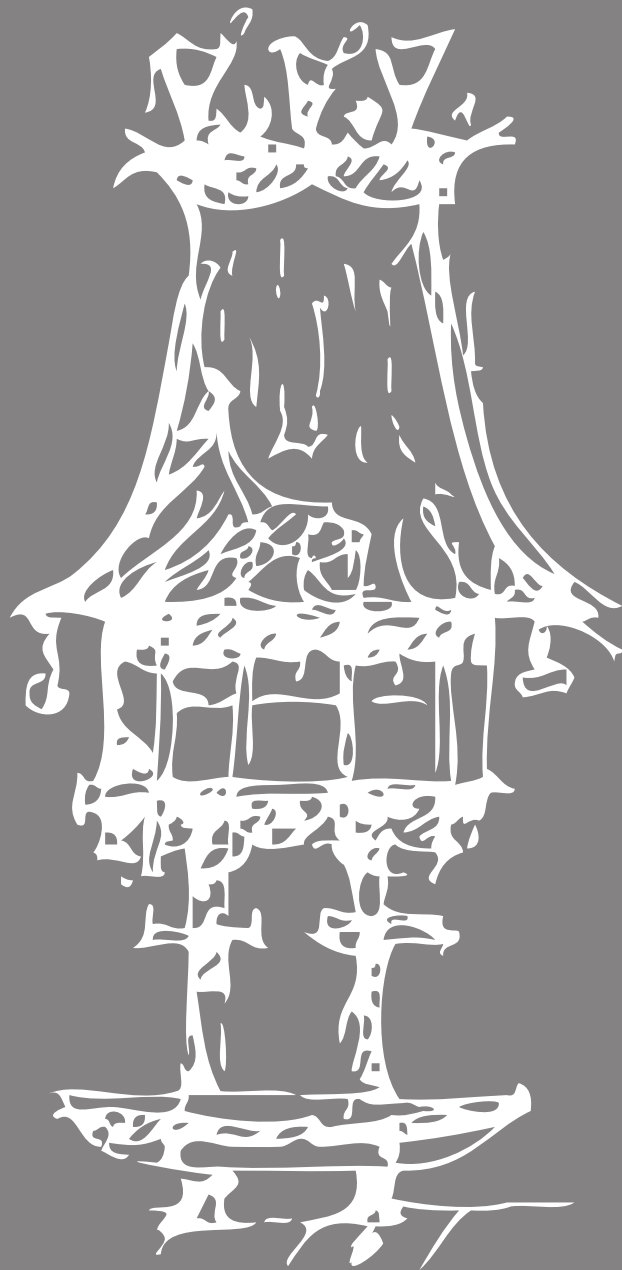
Lasers, satélites, robots <http://www.frc.ri.cmu.edu/robotics-faq>

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NASA história <http://www.hq.nasa.gov/office/pao/History/history.html>







Young People and Globalization

Módulo 5

Apresentação

Neste módulo, procura-se levar o aluno a problematizar questões relacionadas com o universo dos jovens, nomeadamente atitudes, valores, sonhos e ambições. Além da análise e reflexão em torno das expectativas pessoais e profissionais dos jovens e dos seus interesses quotidianos no âmbito da música, moda e lazer, entre outros, pretende-se, também, preparar os alunos para o exercício de uma cidadania consciente, informada e crítica. Esta preocupação com a formação e o desenvolvimento integral do aluno, que perpassa todos os módulos, coloca-se aqui com particular acuidade, encontrando correspondência nas atividades e nos domínios de referência selecionados, que envolvem o debate aberto e informado de questões associadas ao mundo quotidiano dos jovens e às suas perspetivas futuras.

Estas problemáticas fornecem o enquadramento temático para que o aluno aborde vários tipos de texto, os seus padrões estruturais, incluindo os aspetos paratextuais (disposição gráfica, gravuras, tipos de letra ...), e simultaneamente explore os aspetos morfosintáticos, léxico-semânticos e fonológicos que contribuem para a construção da mensagem do texto. Note-se que os textos deverão ser abordados em níveis crescentes de complexidade e abrangência.

Objetivos de aprendizagem

- Reconhecer características de diferentes tipos de texto
- Compreender textos simples e variados no âmbito da temática a abordar
- Escrever textos simples e coesos (poema, canção, diário, carta formal / informal, ...)
- Compreender diferentes formas de estar e de viver
- Relacionar a cultura dos jovens com outros modos de estar e de viver no âmbito do trabalho, do lazer da expressão e comunicação, ...)
- Utilizar uma gama de vocabulário sobre problemáticas relacionadas com o mundo dos jovens
- Debater preocupações, interesses e motivações dos jovens
- Intervir numa discussão sobre formas de expressão no âmbito da música, da moda, ...



- Pedir e dar conselhos, fazer sugestões, expressar pontos de vista, ...
- Utilizar estratégias de compensação para se fazer entender em interações orais e escritas.

Âmbito de conteúdos

Interpretação e Produção de Texto

Apresentam-se alguns tipos de texto que poderão ser abordados ao longo deste módulo

- diário
- inquérito
- canção
- filme
- e-mail
- carta formal / informal
- horóscopo
- problem page
- poema

Dimensão Sociocultural

Esta componente fornece o enquadramento temático para a abordagem integrada das estratégias de interpretação e produção de texto, e dos conteúdos linguísticos

Domínios de Referência

- Os jovens de hoje
 - valores
 - atitudes
 - comportamentos
 - sonhos e ambições
- Os jovens e o futuro
 - trabalho e lazer
 - formação ao longo da vida
- As linguagens dos jovens
 - música
 - modas e tendências



A Língua Inglesa

Em função do diagnóstico da situação do aprendente o professor deverá selecionar os itens gramaticais, léxico-semânticos ou fonológicos necessários para o desenvolvimento das competências e para a consecução dos objetivos de aprendizagem enunciados no módulo

A Palavra / A Frase / A Prosódia

- Verbos modais marginais
- Expressões fixas: had better, would rather
- Phrasal e Prepositional Verbs (os mais correntes)
- Usos de Pronomes recíprocos, relativos
- Modalidades de expressão do futuro
- Frase composta por subordinação: condicional (3º condicional)
- Prosódia: entoação, ritmo, acento



Teen Language

Fashion

Test Your Fashion IQ Quiz

Do you think you know all there is to know about the world of fashion? Test your Knowledge here!

1. **Coco Chanel's real name was**
 - a. Marie-Eve Chanel
 - b. Genevieve Chanel
 - c. Gabrielle Bonheur Chanel
 - d. Marguerite Chevalier Chanel

2. **Karl Lagerfeld was born in...**
 - a. Hamburg in 1938
 - b. Stockholm in 1945
 - c. Brussels in 1932
 - d. Rome in 1939

3. **Tom Ford is most notably recognized for his work as the head of which fashion house?**
 - a. Chanel
 - b. Chloe
 - c. Gucci
 - d. Prada

4. **The rumour is that the novel *The Devil Wears Prada* is based on the author's real-life experience with the editor of which magazine?**
 - a. Cosmopolitan
 - b. Vogue
 - c. Glamour
 - a. Marie-Claire



5. Which fashion house was publicly criticized in January 2007 by Britain's Advertising Standard's Authority, for launching an ad campaign that featured models brandishing knives?
- a. Yves Saint Laurent
 - b. Stella McCartney
 - c. Dolce & Gabbana
 - d. Ralph Lauren
6. In May 2007, Kate Moss designed a collection exclusively for...
- a. Topshop
 - b. H & M
 - c. Abercrombie & Fitch
 - d. Nieman Marcus

Reading Comprehension

- A. Joss Stone's amazing voice made her famous at 16. Now she's got a new CD. She's got the same voice, but Joss has changed. We found out how... and why.

Meet The Real Me!

Joss Stone started her career when she was very young. She released her CD *Mind, Body and Soul* when she was 16. Joss sold seven million CDs, won awards and became a multi-millionaire. But maybe she was too young. Her record company told her what to sing and where to sing. Her parents controlled her money. "I was so miserable", she says. So, Joss went to America and decided to chance everything.

"I'll keep changing"

First she changed her image. Joss stopped wearing jeans, bracelets, and scarves. She started wearing designer dresses and high heels and dyed her hair pink. "Everyone asks, 'What's your style now?'" and I say, "Whatever I feel!"



“They had no choice”

Next Joss changed her music. Now she writes her own songs. “It’s a new me... That’s why my new CD is called *Introducing Joss Stone*. Before, I was singing on records made by “men in suits”. She made her new CD with no interference from her parents on her record company. “They had no choice,” she says. “Or I was going home.”

Fact Fix

Full name: Joscelyn Eve Stoker
 Born: 11th April 1987, England
 Home: small village in Devon, south-west England; now lives in the U.S.
 Family: two brothers, one sister, two dogs
 Music style: R&B, soul, blues, hip-hop



Team, Mary Glasgow Magazines, Sep/Oct.2007 (adapted)

B. Match the pictures to the words taken from the text.

- bracelets
- high heels
- jeans
- scarves
- designer dresses
- suit



C. Find the opposites of the following words in the text.

- ended
- lost
- happy
- maintained
- discoloured



D. Are the statements true (T) or false (F)? Correct the false ones.

1. Joss Stone became famous at 16.
2. Her first album *Mind, Body and Soul* wasn't very successful.
3. She was happy about her life before she went to America.
4. In America she changed her style dramatically.
5. She still doesn't write her own songs though.

Speaking

In groups, discuss these points and then report your conclusions to the class.

- Joss's parents and the record company controlled her life. Do your parents or other people try to control your life too much? In what ways?
- Which of Joss's images on the right do you prefer? Why?
- Would you like to change your image? Why (not)?

Grammar

HAD BETTER / WOULD RATHER

Had better	Would rather...than
® expresses strong advice ® synonyms: should, must, ought to You'd better listen to what they say.	® expresses preference ® synonyms: would, would prefer I'd rather dye my hair pink than blond
® abbreviation with 'd I'd (had) better go the party She'd rather you didn't wear black	
® negative with not + infinitive without to You'd better not tell him the truth. I'd rather not listen to what you're saying	



Practice

A. Fill in the gaps with had/'d better or would/'d rather.

e.g. You'd better not eat that. It's off!

1. Mary, as your boss, I _____ you didn't wear jeans in the office.
2. It's getting dark. We _____ go home.
3. You _____ take some time to think about it carefully.
4. They _____ have everything ready before I arrive.
5. You _____ take insect repellent if you're camping near a lake.
6. You know, I _____ you didn't smoke in front of the kids.

B. What advice would you give a friend who...

e.g. looks tired? You'd better go to sleep.

1. Has a test tomorrow?
2. Has a cold?
3. Smokes too much?

C. Express your preference.

e.g. Do you prefer wearing jeans or shorts? I'd rather wear jeans than shorts.

1. Do you prefer listening to rock music or rap?
2. Do you prefer going to a pub or to a disco?
3. Do you prefer wearing shoes or sneakers?

News Trends

How important is fashion in your life? Would you wear something or do something to your body just because it's fashionable, even if you didn't like it that much?



LOVE TO KNOW

I'm 16 years old and I really want to get a tattoo of my boyfriend's name on my arm but when I mentioned it, my parents came close to having a heart attack. I love him and he already has my name tattooed on his arm. I feel really guilty that I haven't already gotten the tattoo. Do you think I should get the tattoo or listen to my parents and wait?

Karla

I've seen horrible cases of infected tattoos so I can understand why your parents are concerned. But that's not what you are thinking about right now - you're in love and for you, it's all about expressing that love. You're sixteen, and while you are underage and living at home, you'll have to abide by your parents wishes and expectations.

If you and your boyfriend are still together when you are 18 years old, you can revisit that conversation with your parents. For now, try to have patience. There are many other options to show you care.

Melissa

Don't get a tattoo of your boyfriend's name! Haven't you learned anything from Johnny Depp's "Winona Forever"? I'm not saying you and Mr. Boyfriend won't last, but it almost sounds like the only reason you're thinking about getting a tattoo is because he has a tattoo of your name and feel guilty.

THAT IS A HORRIBLE REASON TO GET A TATTOO. It should be your choice, and not an obligation.

But even if you want to get a tattoo, don't get his name. Get a tattoo of something that reminds you of him.

Katie

<http://teens.lovetoknow.com> (shortened and adapted)



A. Choose the correct answer to each question.

1. What tattoo does Karla want to get?
 - a. Her name.
 - b. Her boyfriend's name.
 - c. Her boyfriend.

2. How did her parents react?
 - a. They felt guilty.
 - b. They didn't oppose the idea.
 - c. They were very angry.

3. Why does Karla feel guilty?
 - a. Because her boyfriend already has a tattoo of her name.
 - b. Because she loves him very much.
 - c. Because she's underage.

B. Match the sentence halves together.

1. Melissa understands her parents' reaction because	a. She wait till she's 18 to make that decision.
2. Melissa believes that while she's living with her parents	b. Exemplify that their love may not last forever.
3. Melissa suggests that	c. She has seen many infected tattoos.
4. Katie refers to Johnny Depp's situation to	d. She gets a different tattoo that reminds her of him.
5. Katie feels that	e. She should follow their advice.
6. Katie suggests that	f. It shouldn't be an obligation

C. What do the following phrases mean? Use a dictionary to help you.

1. "came close to having a heart attack"
2. "while you're underage"
3. "you'll have to abide by"



Grammar

MAKING QUESTIONS

Remember the basics of making questions in English:

Word order	(question word) + auxiliary verb + subject + main verb
Short answers	Yes/, No + pronoun + auxiliary
Question words	Who, what, where, when, why, how
Question phrases	What time, what kind of, what colour, how many, how much, how often, how long, how old, how far, etc.

Practice

A. Order the words to make correct meaningful questions.

e.g. football in plays who class this

Who plays football in this class?

1. up what you the time morning do in get

_____?

2. Friday you to did party the go night on

_____?

3. go the why she concert to didn't

_____?

4. working kind they project of what are on

_____?

5. that much cost how dress did

_____?

B. Make meaningful questions for the answers below.

e.g. Why didn't you agree with her advice?

I didn't agree with her advice because it made no sense to me.

1. _____?

I usually go to the gym twice a week.



2. _____?

No, I didn't. American Gangster is such a violent movie. I totally hated it.

3. _____?

She's got five piercings and three tattoos.

4. _____?

We're going to Brazil during our Easter break.

5. _____?

I cut my hair short because it's much more practical.

Music

How many music styles can you think of? Match the types of music to the artists. What other styles and bands do you know?

1. Rock 2. Punk 3. Hip Hop 4. R&B 5. Electronic



a.



b.



c.



d.



e.



Reading Comprehension

GREEN DAY

How would you describe the state of pop culture?

People want blood. They want to see other people thrown to the lions. Do audiences want rock stars? I can't tell. You have information coming at you from so many areas - YouTube, the internet, tabloids. Watching Britney Spears the other night (on the MTV Video Music Awards) was like watching a public execution. How could the people at MTV, the people around her, not know this girl was not OK?

Is music simply not important to young people now the way it was to you as a Kid?

People get addicted to garbage they don't need. At shows, they have to talk on their phones to their friend who's in the next aisle. I was watching this documentary on Jeff Tweed of Wilco (Sunken Treasure). He was playing acoustic, and he ends up screaming at the audience: "Your conversation can wait. I'm up here singing a song - get involved."

What is it like being a middle-aged punk? Isn't that a contradiction in terms?

It's about the energy you bring with you, the pulse inside your head. I want to get older. I don't want to be twenty-one again. My twenties were a difficult time - where my band was at, getting married, having a child. There's nothing wrong with being twenty-one. It's the lessons you learn. At thirty, you think. "Why did I worry so much about this?" When I hit forty, I'll say the same thing: "Why did I worry about this in my thirties?"

Do you regret dropping out of high school?

Life in high school sucks. I bucked the system. I also got lucky. My wife has a degree in sociology, and there are conversations she has with people and I don't have a clue what they're talking about. College - I could have learned from that.

But I was the last of six kids. At that point, my mother was fifty-eight, and she threw up her hands - "I'm through with this parenting thing." Also, I could not handle authority figures. But I wouldn't say I'm an authority figure for my kids. I provide guidelines, not rules.

Interview by David Fricke, November 1st 2007





A. Read the interview with Billie Joe Armstrong, lead singer of Green Day, in *Rolling Stone* magazine.

B. Match the words and phrases from the text with their definitions.

1. Addicted to	a. to become dependent on something
2. Ends up	b. finally be or do something
3. Bucked	c. to stop attending school or college
4. Drop out	d. to resist or object strongly
5. Don't have a clue	e. to have finished doing something
6. Through with	f. to have no idea

C. All the statements are **WRONG. Correct them with phrases from the text.**

1. Billie Joe enjoyed watching Britney Spears on the VMAs.
2. Jeff Tweedy was angry with the audience because they were playing guitar.
3. Being twenty-one, for Billie Joe, was very good.
4. He wouldn't like to go to college.
5. He wants to be an authority figure to his children.

SPEAKING

Hold a discussion in your class on the problems most teenagers have to face nowadays: loneliness, exclusion, misunderstanding, insensitiveness, etc.



GRAMMAR

RELATIVE PRONOUNS

Look at the sentences

The only one that I have ever known.

My shallow heart's the only thing that's beating.

What do you call the words in colour?

Relative pronouns/adverbs	Use
Who	People The man who lives next door is a singer
Which	Things I bought a new car which is much more economic.
That	Things and people I don't like mobile phones that are too heavy
Where	Places My house is the only place where I feel comfortable
Whose	Possessives Yesterday, she met her new boss whose wife is Australian.

Practice

A. Fill in the gaps with the correct relative pronoun: where, who, which, that or whose

e.g. She showed me the place where she had spent her childhood.

1. That's the singer _____ first record became a great success.
2. The only thing _____ he talks about is his new car.
3. Mr. Gordon, _____ lives near London, has lots of friends.
4. Those are the people _____ won the lottery last Saturday.
5. I visited the building _____ his exhibition was held last year.



B. Join the two sentences together using the relative pronoun/adverb in brackets.

e.g. We stayed at a 3-star hotel. It was excellent.

The 3-star hotel where we stayed was excellent.

1. The man was arrested. He robbed banks. **(who)**

2. The company is bankrupt. It employs 1,500 workers. **(which)**

3. Miami Beach is polluted. We used to go there as children. **(where)**

4. John can't afford a new car. His job is underpaid. **(whose)**



Young People Nowadays

Ethics and Values

Are you a tech addict? Do you think the internet and mobile phones have a positive effect on your life? Why? / Why not?

Reading Comprehension

The internet and cell phones have changed the way American teens learn, think and communicate. What are the positive – and negative – effects on their lives?

THE ITEENS

For today's teen generation - labeled GenTech - new technology is changing how they learn, relate to family and friends, and form opinions of the world.



Experts are debating the effects of such a rapid change in the way teens live and communicate. Do teen websites help them form deep and satisfying relationships? Or does sitting alone in a room online isolate them from the rest of the world? Does so much information at their fingertips make teens more educated? Or does it hurt their ability to think for themselves? The answers aren't clear yet.

Ray Tyree's mother, Karen, says her daughter is an internet addict. She can't get her homework done and does poorly in school. New York City's mayor has banned all cell phones in schools, claiming that they are a distraction and used to cheat, for bullying and to organize gang meetings.

Many parents and mental health experts are concerned about the growing number of teens addicted to their computers and cell phones.

Why do some teenagers rely so heavily on their phones? "Mobile phones give young people prestige." Explains a psychologist.

Club, January/February 2000 (abridged)



A. Answer the following questions about the text.

1. What's today's teen generation called?
2. What is new technology changing?
3. What are experts debating?
4. Why is Karen worried about her daughter, Ray Tyree?

**B. Use the following words from the text to complete the sentences.**

- | | | |
|-------------|---------------|--------------|
| a. deep | d. to ban | g. fingertip |
| b. to cheat | e. generation | h. to label |
| c. addict | f. to rely | i. to bully |

1. A group of individuals, most of whom are approximately the same age, having similar ideas, problems, attitudes, etc. is called a _____.
2. _____ means to classify something with a word or phrase.
3. _____ is a word that means the opposite of 'superficial'.
4. The extreme end or tip of a finger is called the _____.
5. Someone who is addicted to an activity, habit or substance is called an _____.
6. To deceive means _____.
7. _____ means to prohibit, forbid, or interdict.
8. _____ means to discourage or frighten with threats or a domineering manner.
9. To depend confidently is a synonym expression of _____.

C. Establish the right connections between the columns, according to the text, and build up coherent sentences.

1. When youngsters are internet addicts, they normally....	a....because they represent a distraction and are used to cheat, for bullying and to organize gang meetings.
2. New York City's mayor has banned all cell phones in schools...	b....are worried about the growing number of teens addicted to their computers and cell phones.
3. Many parents and mental health experts...	c .can't get their homework done and do poorly in school.



Reading Comprehension

A. Read the following text and fill in the gaps with one of the words given:

- a. Babies b. pregnancies c. fatherhood d. parents

WHEN LADS BECOME DADS



Becoming a parent is a challenge even for the most mature adult. But Britain has the highest number of teen (1) _____ in Europe. Ninety per cent of teenage mums aren't married - and no details about the father have to be recorded if the (2) _____ are unmarried.

Faced with (3) _____ at 19 years old, Tony Hopkins decided to say with the child's mother. While he is happy and doesn't regret his decision, Hopkins admits life can be very difficult. "You lose your personal space and freedom. You don't get out much. You don't get to do what you used to."

Five tough facts about babies... (4) _____ are cut of course. But looking after them is a 24-hour job. Here's why:

1. Newborn babies need to be fed every two to four hours – even in the middle of the night!
2. The average (5) _____ baby cries for more than two hours a day.
3. Young babies and children often wake up as early as 5 or 6 o'clock in the morning.
4. Newborn babies need ten to twelve nappy changes a day!
5. It costs £ 43,053 to raise a child from birth until he/she is eighteen.

B. Match the words from the text with their meaning.

- | | |
|--------------|----------------------|
| 1. lads | a. registered |
| 2. challenge | b. boys |
| 3. highest | c. lament |
| 4. recorded | d. independence |
| 5. regret | e. the most elevated |



- | | |
|--------------|---------------------|
| 6. freedom | f. common |
| 7. tough | g. diaper |
| 8. to be fed | h. hard |
| 9. average | i. to be given food |
| 10. nappy | j. adventure |

C. Answer true (T) or false (F), according to the text.

1. Wales has the highest number of teen pregnancies in Europe.
2. Most teen mums aren't married.
3. Newborn babies don't give any trouble at all.
4. Nowadays it is very expensive to raise a child.

Grammar

MODAL VERBS

Take a look at this sentence taken from the text:

"You don't get to do what you used to."

There are modal expressions such as: used to, be able to, have to / have got to that are commonly used in English.

Used to is used to express the idea that there was something we did in the past we don't do anymore.

e.g. I used to go to the supermarket on Mondays.

Be able to is used to express the idea of the ability as a fact rather than a mere potentiality.

e.g. He is able to swim for two hours without stopping.

Are you able to read his handwriting?

Have to is very commonly used to substitute must. It shows a stronger, more literal expression of necessity.

e.g. They have to catch the train in the morning

Do we have to read all those reports?



Practice

Choose the most suitable modal verb to fill in the gaps. Look at the example.

e.g. You **have to** buy the tickets for the play in advance – They sell out quickly.

- a. used to **b. have to** c. are able to

1. Mark and Tim _____ go to London every weekend but now they only go once a month.

- a. used to b. have to c. are able to

2. Please tell them we _____ hurry up otherwise we'll miss the flight.

- a. used to b. have to c. are able to

3. The twins _____ read a thick book in a few hours, which is amazing.

- a. used to b. have to c. are able to

4. I _____ practice lots of sports but after the accident I can only ride my bike.

- a. used to b. have to c. are able to

Attitudes and Behaviours

Reading Comprehension

VANDALISM OR ART?

Graffiti

From obscene and violent language scrawled on a public bathroom door to elaborate murals on a brick wall, graffiti appears in many forms. But it's all the same, if it's not on the artist's property - it's vandalism, and it's a crime.

The Price We Pay

Schools pay millions of dollars each year to clean up graffiti, repair buildings, and replace vandalized equipment. That's money that could be used to buy better sports equipment or new computers.



Local governments (and taxpayers – your parents, your neighbours, and even yourselves) pay the bills for broken street lights, stolen signs, and vandalized parks. We pay higher taxes and services are cut to pay for damage caused by vandalism.

More Than Money

People feel angry, hurt, and sometimes frightened when something of theirs – a mailbox, a bike, a car door – is destroyed for no reason.

Who Vandalizes and Why?

Some vandals work in groups. Most vandals are young people who vandalize out of boredom, anger, revenge and defiance.

<http://www.sacsheriff.com> (adapted)



A. Find the words in the text that correspond to the following synonyms/definitions.

- | | | |
|--------------------|-----------------------|----------------------|
| 1. written (l.2) | 3. checks (l.10) | 5. letter box (l.14) |
| 2. paintings (l.3) | 4. destruction (l.11) | 6. fury (l.17) |

B. How would you classify the sort of behaviours described in the text? Tick the adjective(s) you find most suitable.

correct	unpopular	irresponsible	incorrect
immature	naive	common	irrelevant

Grammar

MULTI-WORD VERBS (Phrasal Verbs)

Many English verbs consist of two parts: a base verb (like stare, come or wait) and another small word (like at, in or for). The small word is either a **preposition** or an **adverb particle**.

e.g. He was staring at the wall when I came in.

He said he was waiting for his brother



Practice

What action do you think could be taken to prevent vandalism from happening? Use the suitable multi-word verbs to fill in the gaps.

- | | | |
|---------------------|----------------|-------------|
| 1. volunteer to | 3. work with | 5. ask...to |
| 2. write...for...on | 4. learn about | 6. look for |
- _____ the costs and effects of vandalism by working with law enforcement, school officials, and community leaders.
 - _____ local businesses _____ donate supplies like paint and paintbrushes for covering graffiti, or tools and equipment for repairing vandalized property.
 - _____ help businesses and homeowners repair their property as soon as it is vandalized.
 - _____ articles _____ your school or community newspaper _____ the costs of vandalism and graffiti, their impact on school, and how the courts – juvenile and adult – treat vandals.
 - _____ ways to use the talent and creativity of vandals in positive, nondestructive activities. Encourage art supply stores and local businesses to provide large canvases and materials for kids to create murals inspired by themes like “saying no to drugs” or “the importance of education”.
 - _____ your community and help to take care of streets, parks or schools. Plant trees, bushes, and flowers. Repair equipment and install trash containers.

Dreams and Ambitions

Kids are taking longer to grow up these days. Apparently it takes young adults longer to achieve independence: they are leaving school later, staying longer with their parents, entering the workforce later and postponing marriage and childbearing. Why do you think this is happening?



Reading Comprehension**A. Read the following opinions and try to answer the question above.****Dreams Delayed**

Rufus (44)

Well, when I got out of college I drove a 10-year old Ford Pinto and everything I owned fitted in it. I lived within my means, but on my own. These days I see an awful lot of 20 - somethings with iPods, laptops, new cars and nicer clothes than I've ever worn. So my guess is they're taking longer to get out on their own because they're spending their money on toys that I STILL DON'T have at the age of 44.

.....

Neveahit (27)

Society has slowed down, because there's too much Too much advancement. Too much technology, too much education And depression Boy, that makes it hard to find a mate and have kids to raise a family early.

.....

Babygirl2 (20)

Today, life is short. The future is now, so why SHOULD we rush things? People now realize that they must take advantage of every single day. It's not a matter of avoiding growing up, but making better decisions.

<http://answers.yahoo.com> (adapted)

B. Who says this?

Nowadays young people take a long time to achieve independence because...

1. There is no need to rush.
2. They are spending money on unimportant things.
3. The rhythm of society is not the same.
4. There is too much of too many things.



C. Read the text below and decide which word fits each space best.

Italians 'slow to leave the nest'

An ever-increasing number of Italians are living with their (1)_____ until well into their 30s, a study says.

The proportion of Italians aged (2) _____30 and 34 still living at home has doubled to well over a quarter, a recent government report concludes. Sons linger even longer than daughters, the government says, with 36,5% of men aged 30 to 34 remaining at home, compared to just 18,1% of women.

The numbers seem to feed the idea of Italian sons so dependent on their (3)_____ that they just cannot bear to leave the maternal home, men who have become known as "mammoni" in Italy.

It is interesting to see how European (4)_____ can vary from one country to another. It is mostly a North-South divide rather than Latin-Germanic one, as Northern European tend to be more (5)_____, even in the Northern France and French-speaking Belgium.

<http://www.eupedia.com>

1. A friends	B enemies	C mates	D parents
2. A between	B among	C in	D at
3. A income	B mothers	C fears	D dreams
4. A countries	B trips	C cultures	D scholars
5. A independent	B relaxed	C naive	D suitable



Young People and the Future

Odd Jobs

The rich and famous don't usually start out that way. Before they hit the big time, they often start out in jobs very different from those we know them for. So don't despair... You are still in time to get rich and famous!

Reading Comprehension

A. Read about what celebrities had to do before they were famous.

Jobs Before They Were Famous

George Clooney

In his native Kentucky, Clooney sold men's suits and shoes and worked in department store stockrooms. He also cut tobacco earning \$3 an hour. Upon arriving in L.A., he did odd jobs for his aunt, actress Rosemary Clooney, worked in construction and cleaned a theater to pay for acting lessons.

Brad Pitt

"My first job was on the corner of LaBrea Boulevard and Sunset. I stood there wearing a chicken costume to advertise for this fast-food place." Pitt once said. He also worked as a chauffeur for strippers. "I'd catch their clothes, so the guys wouldn't steal them," he said. "It wasn't a bad job."

Vince Vaughn

If Vaughn ever decides to change careers, he could probably be pretty successful going back to his first job. Before he was a "Swinger" or "Wedding Crasher", the actor who's known for his quick-and-slick talking performances, worked as a telemarketer in Waukegan.

Denzel Washington

Washington's mother helped him get his very first job at a local barbershop called Modernistic when he was just 11 years old. "I learned about business...Just about the



value of a dollar,” Washington said on “The Oprah Winfrey Show.” “ I was brushing collars. I think my base salary was \$ 11. And I could turn that into 50 if I was good.”

Kate Lorenz, www. CareerBuilder.com (shortened and adapted)

B. Which celebrity...

1. Worked in telemarketing?
2. Used to work as a cinema cleaner?
3. Won \$11 dollars brushing collars?
4. Advertised for a fast-food restaurant?



C. Answer the questions.

1. What jobs did George Clooney do when he was still in Kentucky?
2. What kind of costume did Brad Pitt have to put on?
3. At what age did Denzel Washington start working at the barbershop?

What Future?

Do you often think about your future? How do you picture it? What do you see yourself doing in ten years time?

Reading Comprehension

A. Read this beautiful poem that Becki, a teenager like you, wrote about her future, her concerns and dreams.

Plan For the Future

As I sit alone, I am dreaming away,
 Dreaming of what I´ll become one day,
 Will I be poor or have money to spare?
 Will I meet a man who´ll treat me fair?

As I sit alone, I am dreaming away,
 Dreaming of what I´ll achieve some day,



Will I cure cancer, be a hero known well?
 Will I be a leader with my knowledge to tell?

Will I find love and be happily wed?
 Will I divorce early after cruel words are said?
 Will I be so lucky to find joy in a birth?
 Marry a man who really knows my worth?
 Grow old together with family to see,
 A life happily lived with such love before me.

Will I be useless, living day by day?
 Or will I be strong, always finding a way?
 Have a good job and a comfortable life,
 A respectable role with no stress and no strife.
 Be a good role model, someone to look up to,
 A nice office and a window with a beautiful view.

As I sit alone, wondering what I'll see,
 There are so many opportunities laid out before me.
 So many people listening out for my voice,
 And a future awaiting that's always my choice.

(Becki Boyle) <http://teenink.com>

B. Find the antonyms of the following words in the poem.

1. rich
2. badly
3. anonymous
4. unfortunate
5. weak
6. peace



C. Explain the meaning of the following phrases. Use a dictionary to help you.

1. "find joy in a birth"
2. "knows my worth"
3. "living day by day"
4. "a good role model"

Grammar

FUTURE

Look at these sentences

Will I be poor or have money to spare?

This year will be fairly good!

What do they express?

- a. A decision? b. An intention? c. A prediction? d. A fact in the future?

Will	<p>Give or ask for information about the future</p> <p>Will you be there tomorrow?</p> <p>I will need the money by tomorrow.</p>
Won't	<p>Predict the future</p> <p>Tomorrow the sun will shine.</p> <p>You will always be poor, because you never studied.</p>

Practice

A. Complete the following horoscopes with the correct verb form.

will be — will enjoy will find will act will experience will see



Libra: This will be an amazing week! Everyone around you (1)_____ the generous quality in you. You (2)_____ yourself overwhelmed by sentiments that make you cling on to your dear ones. And throughout this phase, you (3)_____ the strengthening of your relationships.



Leo: You (4)_____your friends craving to catch up with you and your family (5)_____like a nice support medium. You also have good time to concentrate on your hobbies and some stunning romance might knock on your door. So, enjoy every aspect of this joyful time.



B. Make your own predictions by putting the verb in brackets in the future. Use either the negative or affirmative forms.

e.g. Timor will win the next football World Cup. (win)

1. I _____my own company. (have)
2. CDs_____before 2050. (disappear)
3. People_____to read books by the year 2070. (continue)
4. Scientists_____the cure for cancer in 2020. (find)
5. The weather_____warmer year after year. (get)

Career Planning

Reading Comprehension

Future Careers

Leave no road unexplored. Preparation, persistence, and enthusiasm are important for finding a job. Education and training also play a vital role. The more you learn, the more you can earn.

If you're still in school, the first step is to complete a good course of study. It should give you the knowledge and skills needed to get started. It should also get you ready for any future education you might pursue. If you're in high school, search for information online on many career sites to



choose the best course of study. If you're currently in a vocational course, you will want to know what knowledge, skills, and abilities are in demand with employers.



There is real, independent evidence that shows education leads to higher pay. Well-paying jobs usually require at least a high school diploma. An employer may even request your high school transcripts. However, according to an American government report, “college graduates age 25 and over earn nearly twice as much as workers who stopped with a high school diploma.”

<http://www.careervoyages.gov> (shortened and adapted)

A. Match the words taken from the text with their synonyms.

1. training (l.2)	a. professional
2. role (l.2)	b. former college student
3. skills (l.5)	c. preparation
4. vocational (l.8)	d. need
5. demand (l.9)	e. expertise
6. graduate (l.15)	f. function

B. Complete the sentences with information taken from the text.

- When finding a job it’s important to _____
- If you’re in high school _____
- The more qualifications you have _____
- A recent report showed that _____

Grammar

IF CLAUSES (type 3)

Remember:

If clauses (type 1) - possible future actions - If I plan my career, I’ll be successful.

If clauses (type 2) - imaginary or unreal situations - If I planned my career, I’d be successful.

If clause	Main clause
I. Past Perfect e.g. If I had studied harder	Would have + past participle I would have got a better job
II. Past perfect e.g. If you hadn’t told me the way	Modal + have + past participle I might have got lost



Practice

A. Match the conditional sentences with their logical conclusions.

e.g. If he hadn't been driving so fast, he wouldn't have had the accident ⇨ But he never drives slowly.

1. If I'd known you were there, I would have come to you.	a. But you preferred to spend it all.
2. If David had told me he needed money, I would have lent him some.	b. But I didn't see you.
3. If Joanne had called him, he wouldn't have been so angry.	c. But they're never on time.
4. If you had saved some money, you'd have had enough for a new car.	d. But he didn't say anything.
5. If they hadn't been late, we would have arrived there by now.	e. But her mobile was flat.

B. Fill in the gaps with the correct form of the verb

e.g. If you hadn't woken (wake) me up, I would have been late for work.

1. If she had been more careful, she _____ (not fall).
2. If he _____ (lock) the car, it wouldn't have been stolen.
3. If you _____ (not tell) me all about her, I would have been fooled again
4. If I had seen the weather forecast, I _____ (know) that it was going to rain.



C. Put the words in order. Then add an if-clause to make a meaningful sentence.

e.g. have/ it/ I / would / done /not...

I wouldn't have done it if I had known what it really was.

1. been / they / have/ happier / would....

2. to /you / would / beach / the / been / have...

3. Forgotten / she / have / not / the / would / milk

4. Her / would / passed / she / exam / have...



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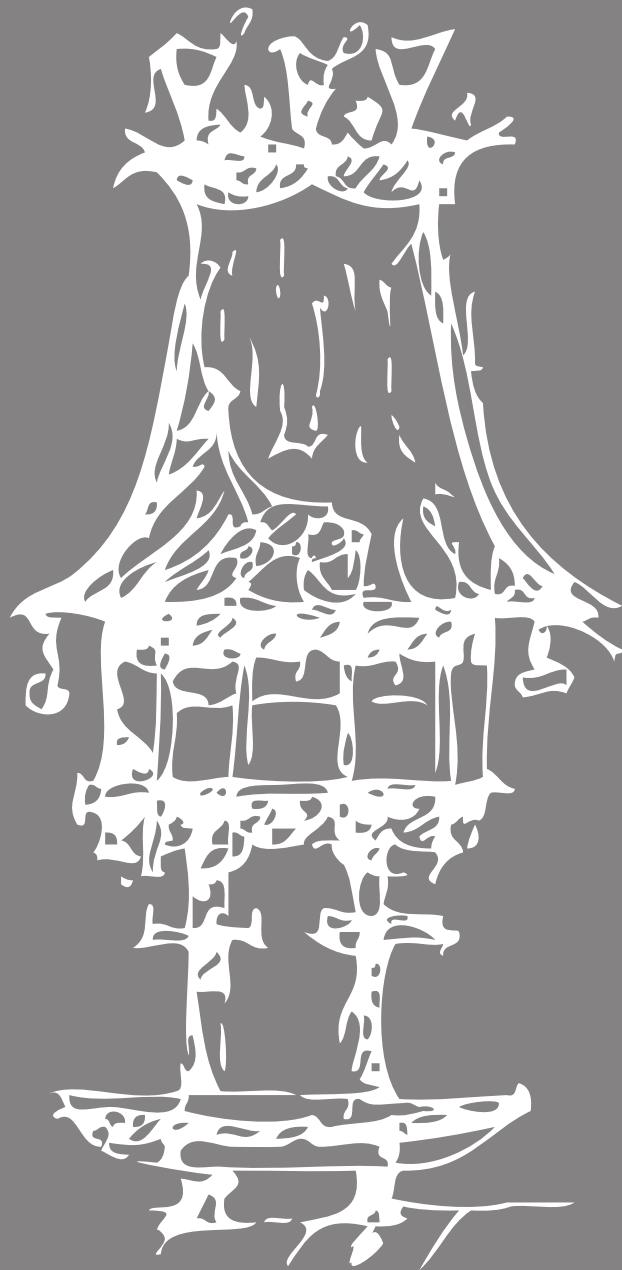
Letras de canções <http://www.songtext.net/en/index.php?/>

Moda no Reino Unido <http://www.widemia.com/fashionuk/>

Yahooligans <http://yahooligans.yahoo.com>

Cartas comerciais <http://writing.colostate.edu/references/documents/bletter/index.cfm>







The World Around You

Módulo 6

Apresentação

Neste módulo, que incide sobre questões ambientais, procura-se que o aluno desenvolva uma postura ecológica, traduzida na adoção de atitudes e comportamentos quotidianos em prol do ambiente. Assim, através dos domínios selecionados, apela-se não só para a tomada de posição crítica dos jovens, mas também para o seu envolvimento relativamente a questões de qualidade de vida, nomeadamente do equilíbrio ecológico e da cultura do património, de ética e de ação social. A problematização de aspetos ligados às questões ecológicas e à necessidade de uma educação ambiental fornece o enquadramento temático para que o aluno aborde vários tipos de texto, os seus padrões estruturais, incluindo os aspetos paratextuais (disposição gráfica, gravuras, tipos de letra ...), e simultaneamente explore os aspetos morfossintáticos, léxico-semânticos e fonológicos que contribuem para a construção da mensagem do texto. Note-se que os textos deverão ser abordados em níveis crescentes de complexidade e abrangência.

Propõe-se neste módulo o desenvolvimento de um projeto de leitura que pode incidir sobre textos funcionais relacionados com questões ambientais ou radicar-se na abordagem de um conto. Sugerem-se na secção de Bibliografia/Outros Recursos algumas coleções de Graded Readers a selecionar em negociação com os alunos. É fornecida também uma indicação de alguns contos, que afluam questões relacionadas com o ambiente, o que não exclui a seleção de outros contos que eventualmente possam interessar aos alunos, ainda que não estejam ligados diretamente aos domínios de referência propostos em cada módulo.

Objetivos de aprendizagem

- Reconhecer características de diferentes tipos de texto
- Compreender textos simples e variados no âmbito da temática a ser abordada
- Compreender a mensagem global de um texto extenso
- Escrever textos simples e coesos (ex.: cartaz, slogan, resumo, artigo de jornal, ...)
- Enumerar principais desafios / ameaças ao ambiente



- Caracterizar os principais recursos naturais da atualidade e formas de preservar o ambiente
- Compreender o papel de diferentes entidades e organizações na gestão equilibrada dos recursos naturais
- Utilizar uma gama de vocabulário sobre assuntos relacionados com questões ambientais
- Defender pontos de vista sobre questões ambientais (ex.: o equilíbrio ecológico, diferentes tipos de poluição, medidas de proteção do ambiente, reciclagem,...)
- Utilizar estratégias de compensação para se fazer entender em interações orais e escritas
- Relatar o enredo de um conto
- Dar a sua opinião acerca do que leu

Âmbito de conteúdos

Interpretação e Produção de Texto

Apresentam-se alguns tipos de texto que poderão ser abordados ao longo deste módulo

- slogan
- cartaz
- debate
- artigo de jornal
- documentário
- inquérito
- folheto/boletim informativo
- resumo

Dimensão Sociocultural

Esta componente fornece o enquadramento temático para a abordagem integrada das estratégias de interpretação e produção de texto, e dos conteúdos linguísticos

Domínios de Referência

- Ameaças ao ambiente

- desastres ecológicos
- espécies em extinção



- hábitos de consumo (gestão dos recursos naturais...)
- Questões demográficas
 - distribuição de população
 - mobilidade
- Intervenção cívica e solidária
 - atitudes e comportamentos quotidianos
 - movimentos e organizações ambientalistas e de voluntariado

A Língua Inglesa

Em função do diagnóstico da situação do aprendente, o professor deverá selecionar os itens gramaticais, léxico-semânticos ou fonológicos necessários para o desenvolvimento das competências e para a consecução dos objetivos de aprendizagem enunciados no módulo

A Palavra / A Frase / A Prosódia

- Formação do verbo por prefixação e sufixação
- Voz passiva
- Usos de formas verbais infinitas
- Flexão de advérbios
- Conjunções e Locuções conjuntivas
- Frases compostas por subordinação: adverbial (comparativa, consecutiva ...)
- Prosódia: entoação, ritmo, acento



A World in Danger

Environmental Disasters

Mother Earth Quiz

Our Earth, about 4.65 billion years old, is the third planet from the Sun, and the only planet in our solar system known to support life. Take our Mother Earth Quiz and learn more about our amazing environmental perils it now faces.

1. Earth has the ability to sustain life because of a unique set of characteristics. Which of these life-sustaining features are found on Earth?

- a. Abundance of water.
- b. A protective atmosphere.
- c. Moderate temperatures.
- d. All of the above.

2. The Earth's atmosphere is crucial to sustaining life on Earth. Which of these does NOT describe the Earth's atmosphere?

- a. Helps to block radiation from the Sun.
- b. Helps to moderate the Earth's climate.
- c. Is constituted of equal parts of nitrogen, oxygen, and carbon dioxide.
- d. Is an important part of a phenomenon known as the water cycle.

3. Over the past three decades alone, about how much of the world's tropical rain forests have been cleared?

- a. 1 million square kilometers.
- b. 2.8 million square kilometers.
- c. 4.3 million square kilometers.
- d. 5 million square kilometers.



4. What is the primary cause of global warming?

- a. Burning fossil fuels.
- b. Deforestation.
- c. The amount of methane in the atmosphere.
- d. Synthetic chemicals, such as CFCs, that destroy the Earth's ozone layer.

5. What is the name for pollution in which airborne acids fall to Earth?

- a. Greenhouse effect.
- b. Acid rain.
- c. Chimney air.
- d. Toxic snow.

6. What percent of the world's lakes, estuaries, and rivers are too polluted for basic uses such as fishing or swimming?

- a. 7 percent.
- b. 15 percent.
- c. 22-23 percent.
- d. 36-37 percent.



Reading comprehension

A. Analyse and read the following poster on the current most serious environmental problems.



B. Match the concepts with their definitions.

1. Warming	a. components that trap sun's energy in the atmosphere
2. Sea level	b. a period of dry weather
3. Burning fuels	c. a period of severe weather with rain, wind and lightning
4. Greenhouse gases	d. consuming a combustible matter such as coal, oil, or gas
5. Atmosphere	e. the air surrounding the planet
6. Thunderstorms	f. temperature rise
7. Droughts	g. level of the surface of the ocean

C. Are the statements true (T) or false (F)? Correct the false ones.

- Greenhouse gases are the result of burning fuels.
- Global warming was caused by human activity.
- The planet is getting warmer because the atmosphere doesn't protect us from the sun's rays.
- In 1997, the USA produced more than 20 tons of gas emissions.
- Hot weather is propitious to more diseases.

Writing

What are you able to change in your life to stop global warming and save the planet? Mention the sacrifices you are willing to make on a daily basis to reduce energy and CO2 emissions.

Grammar**INFINITIVE WITH AND WITHOUT "TO"**

Have you ever been confused about when to use infinitive with to and without to?

Here's a table with the information you need to know about it.



INFINITIVE WITH TO	After an adjective This is horrible to imagine.	To say why He needs money to buy a hybrid car.
	After a noun There's a lot of work to do!	After for + object (sb/sth) This is easy for everyone to see.
	With be able to, be about to, be allowed to, be going to, have to, ought to and used to Governments ought to make "green laws".	After a question word Do you know how to reduce CO2 emissions?
	After some specific verbs: decide, arrange, afford, hope, promise, offer, tend, fail, seem, appear, etc. I decided to change my daily habits.	After some verbs + object: allow, ask, cause, help, expect, tell, etc. I expect you to do something!
INFINITIVE WITHOUT TO	After modal verbs We must do something together!	After make/let + object They made me think about it. She didn't let you explain, did she?
	After had better and would rather We have a test tomorrow. You'd better study.	After feel/hear + an object I felt the earth move. He heard him say he was leaving.

Practice

A. Choose the correct answer

e.g. They didn't allow me **to do** it.

- a. do b. to do

1. The police didn't let me _____ the building.

- a. enter b. to enter

2. She lent me the book _____ during the summer.

- a. read b. to read



3. You can't _____ in here.
a. smoke b. to smoke
4. That's not a very nice thing _____ to a friend.
a. say b. to say
5. He seems _____ upset about something.
a. be b. to be
6. I'm going _____ dinner with Tom.
a. have b. to have

B. Read the sentences and put "to" before the verb if necessary.

e.g. I want **to** tell you a secret.

1. You shouldn't _____ eat so much chocolate.
2. Do you know when _____ call her?
3. You should _____ clean up your room.
4. I heard John _____ talk to her the other day.
5. May I _____ go to the bathroom?
6. It's very difficult for everyone _____ change their habits.
7. All the students helped _____ clean up the classroom.
8. I can't make him _____ come with me.

C. Complete the sentences with the most adequate verb from the box and add "to" where necessary.

play	go	do	watch	help	eat
tell	meet	get	wait	win	

e.g. I can't **go** shopping with you tomorrow.

1. He's a great guy. You must _____ him.
2. I have _____ up early tomorrow.
3. She promised not _____ another biscuit.



4. I want _____ you a secret.
5. I expected you _____ for me at the bus stop.
6. She didn't let me _____ the film!
7. Do you know how _____ GTA?
8. I have so much homework _____ over the weekend.
9. We should _____ them. They seem to be in trouble.
10. He never hoped _____ the competition.

Endangered Species

Look at this picture of animals and plants and say which species they belong to.

a.Mammals

b.Birds

c. Reptiles

d.Fish

e.Plants



1.



2.



3.



4.



5.

World Conservation Union

Gland, Switzerland, 12 September, 2007

Life on Earth is disappearing fast and will continue to do so unless vital actions are taken, according to the 2007 IUCN Red List of Threatened Species.

There are now 41,415 species on the IUCN Red List and 16,306 of them are threatened with extinction, up from 16,118 last year. The total number of extinct species has reached 785 and a further 65 are only found in captivity or in cultivation.

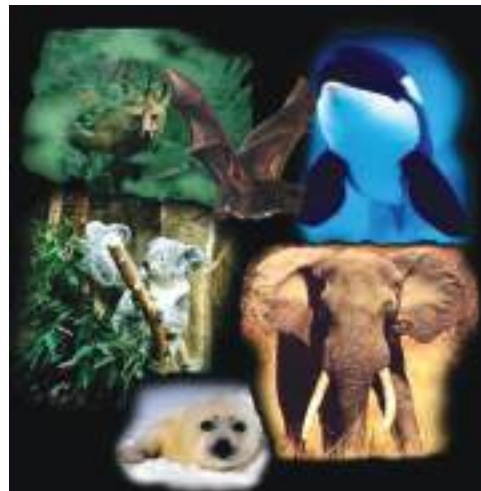


One in four mammals, one in eight birds, one third of all amphibians and 70% of the world's plants on the 2007 IUCN Red List are in jeopardy.

People, either directly or indirectly, are the main reason for most species decline. Habitat destruction and degradation continue to be the main causes of species decline, along with the all too familiar threats of introduced invasive species, unsustainable harvesting, over-hunting, pollution and disease. Climate change is increasingly recognized as a serious threat, which can magnify these dangers.

<http://www.iucn.org> (shortened and adapted)

A. Did you know that the animals in the picture on the right are almost EXTINCT? Read the text and find out more about them.



B. Find the words in the text that mean the same as:

1. to be put at risk or in danger (v.)
2. hazard or risk (n.)
3. diminution (n.)
4. not able to be maintained or supported in the future (adj.)
5. the gathering of crops (n.)
6. to increase (v.)

C. The following statements are all wrong. Correct them according to the text.

1. Animals will continue to disappear no matter what action is taken.
2. 41,415 species became extinct last year.
3. The most affected species are mammals.
1. Natural disasters are the main cause of animal extinction.

D. Answer the questions.

1. How many animal species can only be found in captivity?
2. What's the percentage of endangered birds?
3. Summarise the main causes of species decline.



Grammar

VERB PREFIXES AND SUFFIXES

Look at the verbs taken from the text:

disappear threaten over-hunt magnify

Can you identify its prefixes or suffixes?

Prefix	Meaning	Examples
re-	again or back	restructure, revisit, reappear, rebuild, refinance
dis-	reverses the meaning of the verb	disappear, disallow, disarm
over-	too much	overbook, oversleep, owerwork
un-	reverses the meaning of the verb	unbend, uncouple, unfasten
mis-	badly or wrongly	mislead, misinform, misidentify
out-	more or better than others	outperform, outweigh, outbid, outrun

Suffix	Examples
-ise	Stabilise, characterise, symbolise, visualise, specialise
-ate	Differentiate, liquidate, pollinate, duplicate, fabricate
-fy	Classify, exemplify, simplify, justify
-en	Awaken, fasten, shorten, moisten

Practice

A. Insert the right verb prefixes into the spaces.

over un re out mis dis

1. I don't know what to do! My dog has _____ appeared.
2. Your answer is not correct. You have to _____ write it.
3. I'm sorry, I _____ understood everything.



4. Be careful about money so that you don't _____ spend!
5. _____ lock the door! Let me out!
6. You can never _____ run me! I'm a lot faster!

B. Turn the adjective or noun into a verb by using the right suffix.

1. Technology is the key! You need to **modern**.
2. I feel so weak that I've decided to go to the gym to **strengthen** my muscles.
3. Scientists have a plan to **purify** dirty water.
4. He doesn't know how to **operate** a computer.
5. It's very difficult for me to **visualize** a species become extinct.

Consumption and Consumerism

Match the natural resources with the products that are made from them.

- | | |
|-----------|-------------|
| 1. cotton | a. houses |
| 2. plants | b. clothes |
| 3. trees | c. cans |
| 4. fish | d. medicine |
| 5. oil | e. food |
| 6. metal | f. petrol |

Reading Comprehension

HOUSEHOLD CONSUMPTION

Over the last ten years, new economic and social trends have changed our personal patterns of consumption in ways that are having direct and indirect impacts on the environment.

Economic growth and globalization, fewer people living in the same household, the ageing population, technological breakthroughs such as mobile phones



and the internet, and our growing desire for ownership and personal freedom, are all contributing to a rise in household consumption.

Our increased use of energy and materials is depleting natural resources, causing pollution and climate change through the emission of greenhouse gases (GHGs), and creating more and more waste.

Although there have been advances in making technologies for our homes and our cars more efficient, these have been counteracted by the steady rise in energy consumption, for example in the number of car and plane kilometres that we travel.

Natural resources such as sand, wood and especially land are under pressure because we are replacing our existing houses with new and larger ones.

Because much of what we consume comes from outside Europe, we have a global responsibility not to damage the environment, and to find ways of making our consumption patterns more sustainable.

<http://epaedia.eea.europa.eu> (shortened and adapted)

A. Complete the following sentences with the concepts taken from the text.

1. European countries are becoming richer, which means there's an_____.
2. Computers, the internet and mobile phones are some examples of_____.
3. What we eat, drink and use at home define our_____.
4. _____is a problem that affects developed countries when its citizens get older.
5. Overuse of water, food, oil and wood leads to the_____.
6. In every generation there are new_____that influence our lives.

economic and social trends	economic growth
ageing population	household consumption
depletion of natural resources	technological breakthroughs

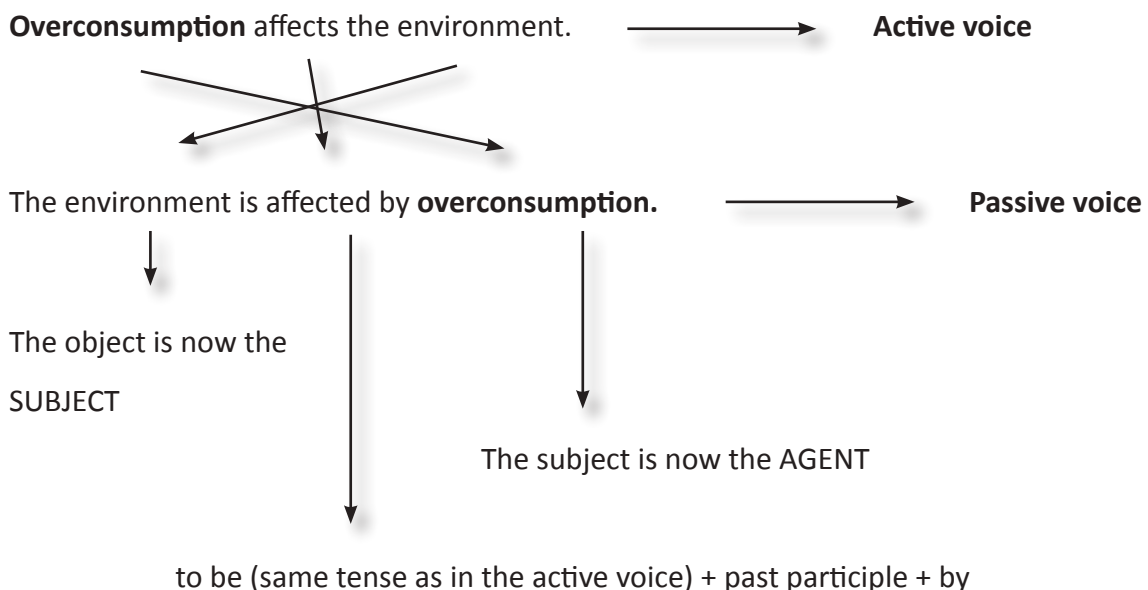


B. Answer the questions.

1. What has caused a change in our patterns of consumption?
2. What are the main causes of the increase in household consumption?
3. What are the consequences of the overconsumption of energy and materials?
4. Why should European countries be more responsible about not damaging the environment?

SPEAKING

Survey: in groups, ask your colleagues how much food, plastic, paper, clothes, metals, petrol, etc. they consume at home. Discuss the impact your daily consumption is having on the environment.

GRAMMAR**PASSIVE VOICE**

e.g. Globalization **changed** our consumer habits.

Our consumer habits **were changed** by globalization.

Human activity **has caused** the reduction of natural resources.

The reduction of natural resources **has been caused** by human activity.



Present simple	We damage nature.	Nature is damaged (by us)*.
Present continuous	We are damaging nature.	Nature is being damaged .
Present perfect	We have damaged nature.	Nature has been damaged .
Past simple	We damaged nature.	Nature was damaged .
Past continuous	We were damaging nature.	Nature was being damaged .
Past perfect	We had damaged nature.	Nature had been damaged .
Future	We will damage nature.	Nature will be damaged .
	We are going to damage nature.	Nature is going to be damaged .
Modal verbs	We might damage nature.	Nature might be damaged .
	We mustn't damage nature.	Nature mustn't be damaged .

* We use the passive when we want to stress the object of an action and not the subject (the thing or person) responsible for the action. So, we can leave out the agent.

Practice

A. Say whether the following sentences are in the active (A) or passive voice (P).

e.g. We should all plant a tree. **A**

1. My house was cleaned yesterday. _____
2. They wrote an article on green transportation. _____
3. Lots of computers were stolen from that shop. _____
4. My father's company builds houses. _____
5. The earthquake destroyed half the city. _____

B. Complete the sentences using one of these verb forms.

e.g. Global warming **is causing** the sea level to rise.

is causing	are being protected	were arrested
are being taken	is made	was shown

1. Petrol _____ from oil.
2. Measures _____ to raise awareness among consumers.



3. A documentary _____ to some communities.
4. Three men _____ for having set fire to the forest.
5. Several endangered species _____

C. Complete each sentence with a passive verb.

e.g. They dug a huge hole in the yard.

A huge hole was dug in the yard.

1. The boys are repairing the car.
The car _____ by the boys.
2. The nurses will take her to hospital.
She _____ to hospital by the nurses.
3. We invited them to the party.
They _____ to the party.
4. The boys were watering the flowers.
The flowers _____ by the boys.

D. The following sentences are in the active voice. Change them into the passive.

e.g. We are saving energy.

Energy is being saved

1. Somebody stole my bicycle last night. _____.
2. The police have arrested the thief. _____.
3. They were going to publish the book. _____.
4. We saw the advertisement. _____.
5. He has written that note. _____.



Demographic Issues

Population Distribution



Reading Comprehension

Urbanization

For the first time in his history, more than half of the human population will be living in urban areas. Many of the new urbanities will be poor. Their future, the future of cities in developing countries, the future of humanity itself, all depend very much on decisions made now in preparation for this growth.

While the world’s urban population grew very quickly (from 220 million to 2.8 billion) over the 20th century, the next few decades will see an unprecedented scale of urban growth in the developing world. This will be particularly notable in Africa and Asia where the urban population will double between 2000 and 2030: that is, the accumulated urban growth of these two regions during the whole span of history will be duplicated in a single generation. By 2030, the towns and cities of the developing world will make up 80 per cent of urban humanity.

Urbanization – the increase in the urban share of total population – is inevitable, but it can also be positive. The current concentration of poverty, slum growth and social disruption in cities does paint a threatening picture: yet no country in the industrial age has ever achieved significant economic growth without urbanization. Cities concentrate poverty, but they also represent the best hope of escaping it.



Cities also embody the environmental damage done by modern civilization; yet experts and policymakers increasingly recognize the potential value of cities to long-term sustainability. If cities create environmental problems, they also contain the solutions. The potential benefits of urbanization far outweigh the disadvantages: the challenge is in learning how to exploit its possibilities.

State of world population 2007, Unleashing Potential of Urban Growth UNFPA

(abridged and adapted)

A. Read the magazine excerpt and discover a new problem concerning global population distribution.

B. Match these concepts from the text with their definition.

1. urbanities	a. to represent, express or personify
2. growth	b. to alteration or breakdown of social life
3. span	c. a thickly populated part of a city, inhabited by poor people
4. slum	d. the quality or character of life in a city or town
5. social disruption	e. a period of time
6. threatening	f. expansion or increase
7. embody	g. to exceed in value, importance or influence
8. outweigh	h. alarming, menacing

C. Are these statements true (T) or false (F)? Correct the false ones.

1. In the future, more people will live in cities than in villages.
2. The cities will be richer than now.
3. In Africa and Asia there will be a decrease in population.
4. Urbanization is essential to economic growth.

D. Answer the questions.

1. How much has human population grown in the 20th century?
2. What will happen by 2030?
3. What is threatening about urbanization?
4. Why is it said that there are more advantages than disadvantages to big cities?



Grammar

ADVERBS

An adverb adds more information about a place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb.

e.g. The world’s urban population is growing very rapidly.

Adverbs formation:

Regular forms	Irregular forms
Adjective + -ly rapid - rapidly	Adjective = Adverb lovely – lovely friendly – friendly early – early fast – fast right – right low – low Etc.
e – ely nice - nicely	
y – ily Easy - easily	
le – ly Terrible - terribly	
ic – ically Specific - specifically	

Practice

A. Complete the following tables.

Adjective	Adverb
Serious	
	carefully
dramatic	
possible	
	heavily

Adjective	Adverb
beautiful	
	slowly
loud	
fluent	
	quickly

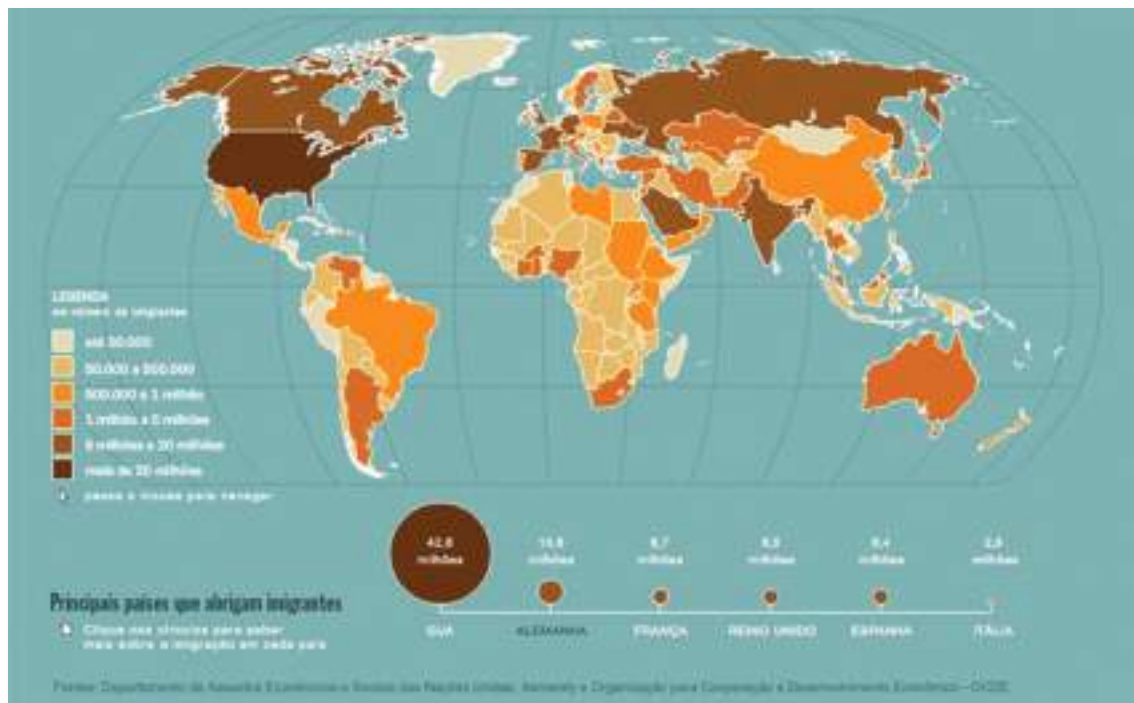


B. **Underline the correct adjective or adverb.**

e.g. Times passes so quick / **quickly**.

1. We'll have **serious** / **seriously** health problems in the future.
2. I'm only **happy** / **happily** when I'm singing.
3. It was raining so **heavy** / **heavily** this afternoon.
4. She speaks English quite **perfect** / **perfectly**.
5. He had **surprising** / **surprisingly** news last night.
6. I live in a **typical** / **typically** suburban community.

Mobility



A. **One of the current hot topics in Europe is immigration. Listen to what some people have said about this and complete with the missing words from the box.**

employment workforce disproportionate taxes
 economy insurance poverty terrorism
 Social security work ageing educational study



I have nothing against foreign people wanting to (1)_____ and (2)_____inmycountryaslongastheypaytheir(3)_____. I even think it's good for the (4)_____ because they tend to occupy low-paying unskilled jobs that are essential to any country.

Emma, UK

1)

To me immigration means greater (5)_____. Immigrants occupy low income (6)_____ so they are more affected by downturns in the economy. In comparison to natives, they tend not to have health (7)_____and need to resort to public assistance more often.

Pierre, France

2)

It's not na easy topic. Immigrants are needed in an (8)_____ country like Germany, where there isn't a younger (9)_____. Yet, there is an increased fear of terrorism. Some people think that the continued ability of illegal immigrants to enter the country increases the threat of domestic (10)_____. I just don't want to live in fear in my own country.

Hans, Germany

3)

Well, I'm not really sure. It is true that immigrants and their children tend to be younger than natives. Therefore the (11)_____ system will not be affected by the ageing of population. However, more children mean more (12)_____ costs. And immigrant children account for higher public education (13)_____. So, I'm neither against it nor in favour of it.

Julia, Spain

4)





B. Summarise the advantages and disadvantages of immigration stated by the people.

advantages	disadvantages
	greater poverty

Grammar

COORDINATING CONJUNCTIONS

Look at the sentences taken from the transcripts:

...they tend not to have health insurance **and** need to resort to...

Therefore the Social Security system will not be affected....

However, more children mean more educational costs...

So, I'm **neither** against it **nor** in favour of it.

Yet, there is an increased fear of terrorism...

The words in colour are **conjunctions**. They connect words, phrases or clauses together. In this case, they're all coordinating conjunctions because they join two items of equal syntactic importance. Here's a list.

For And Nor But Or Yet So

not only...but also; both; also/too; as well as; then; (n)either...(n)or; therefore; however; nevertheless, otherwise



Practice

A. Join the following pairs of sentences with the conjunction in brackets.

e.g. He disagrees with the programme. He is fighting against it. (and)

He disagrees with the programme and he is fighting against it

1. He insulted the police. The police arrested him. **(so)**
2. He should send the message immediately. He deleted the message. **(however)**
3. Catch a cab. You won't make it to the meeting. **(otherwise)**
4. They had dinner. They went to the cinema. **(and)**

B. Complete the dialogue with **but, not only, but also, too, and, however, so.**

John: Do you still think immigration is a good idea after all you've seen on TV? They have to deal with not only poor life conditions (1) _____ criminality (2) _____ drug abuse.

Meredith: Yes, I do! There are positive aspects (3) _____. Immigrants coming from Eastern Europe are specialized people (4) _____ most of them have university degrees. (5) _____, the workforce is improved.

John: That may be true, (6) _____ don't you think we have enough people with degrees in our country?

Meredith: You're right. (7) _____, there are never enough specialized and intelligent people!



Sending Out an SOS

Daily Habits

Is your brain full of rubbish? All right, let's see how much you really know about waste and the three Rs!



Three Rs Quiz

1. What is the best way to deal with our rubbish?
 - a. Reuse it.
 - b. Recycle it.
 - c. Reduce it.
 - a. Throw it in the bin.

2. What is the best way to reduce the number of bottles and cartons wasted at school?
 - a. Don't drink anything at school.
 - b. Use bottles that can be filled up again and again.
 - c. Use bottles that can be recycled.
 - d. Use smaller bottles and cartons.

3. If we filled a queue of double decker buses with our waste paper, how far would it stretch?
 - a. From London to Moscow (Russia).
 - b. From London to Melbourne (Australia).
 - c. From London to Manchester (England).
 - d. From London to Milan (Italy)

4. Roughly how many trees does it take to make one tone of paper?
 - a. Three trees.
 - b. Seventeen trees.
 - c. Eleven trees.
 - d. Six trees.



Reading Comprehension

Why should you care about the waste that you produce? And why is it so important to reduce, reuse and recycle?

REDUCE, REUSE, RECYCLE



Throwing things away is a waste of the resources and energy which have been used to make the product.

If we reduce, reuse and recycle instead of throwing away, fewer new materials need to be mined and fewer plantations need to be grown to make new things. Many parts of the world have already

been damaged by mining, which destroys the natural environment and wildlife habitats and may cause environmental and health problems for local people. In addition, the vast majority of resources that we use in manufacturing products and providing services cannot be replaced and will eventually run out.

Recycling also uses less energy than making things from scratch. Mostly because of the oil and other fossil fuels that have to be used to transport raw materials around the world. For example, making aluminium cans from old ones uses only one twentieth of the energy needed to make them from raw materials. Every can made from recycled aluminium saves enough energy to power a TV for three hours.

Not only does reducing, reusing and recycling save resources and energy, it can also reduce pollution. Recycling old bottles can cut pollution by up to 20% and reduce the demand for water by half.

When something is thrown away we are failing to see it as a resource. What is waste to one person may not be seen as waste by another. Increasingly, people are realizing that it makes economic sense as well as environmental sense to use “waste” rather than just throwing it away.

<http://www.reecyclezone.org.uk>



A. Match the concepts from the text with their definitions.

1. throw away	a. an excavation made in the earth for the purpose of extracting materials
2. mining	b. useless consumption or expenditure
3. wildlife habitat	c. the quantity of goods that buyers will take at a particular price
4. raw materials	d. to get rid of something we no longer want or need
5. demand	e. the natural environment of wild animals
6. waste	f. unprocessed natural products used in industry

B. Complete the sentences with information taken from the text.

1. Mining is bad for the environment because...
2. Natural resources will eventually...
3. Recycling cans...
4. People are starting to realize that...

C. Answer the following questions.

1. Why is reducing, reusing and recycling so important after all? Summarise its advantages.
2. Why does recycling use less energy than producing from scratch?
3. How can it reduce pollution?
4. Give examples of ways you can reduce, reuse and recycle at home.

Speaking

In groups, ask each other how you reduce, reuse and recycle at home and at school. Share your conclusions with the class.



Grammar

SUBORDINATING CONJUNCTIONS AND ADVERBIAL CLAUSES

Look at these sentences taken from the text:

If we reduce, reuse and recycle instead of throwing away, fewer new materials need to be mined.



Recycling also uses less energy than making things from scratch.

The words in colour are **subordinating conjunctions**. Unlike coordinating conjunctions they introduce a dependent clause, an **adverbial clause** that functions as an adverb and modifies a verb. Here's a list of the several kinds of subordinating conjunctions.

Time	when; as soon as; while; until; since; before; after; as; whenever
Cause	because; as; since
Comparison	as; than
Result	so...that; such...that
Purpose	so that; to; in order to
Concession	though; although
Condition	if; unless

Practice

A. Choose the correct subordinating conjunction for each sentence

e.g. Although I recycle, I still get confused with the colours

- a. **although** b. because c. as soon as

- I take the batteries to recycle _____ I use them.
a. Before b. after c. as
- There's nothing more important nowadays _____ saving the planet.
a. So that b. in order to c. than
- _____ we make an effort, this story will have a happy ending.
a. Unless b. if c. Until
- I'm solving problems now _____ in the future they won't happen again.
a. So that b. in order to c. whenever

B. Complete the sentences with the conjunctions from the box.

- so that unless although so...that as
 though since than if until to



e.g. I bought a dishwasher **so that** I didn't have to do the washing up anymore.

1. The car was _____ expensive _____ we could never pay for it.
2. _____ I was walking down the street, I bumped into John.
3. _____ you go to the doctor, you'll never know what's wrong.
4. _____ I'm a vegetarian, from time to time I can't resist a good steak.
5. I worked hard _____ graduate with good grades.
6. _____ I promise to be quiet, will you tell me the secret?
7. A little is better _____ no help at all.
8. Ever _____ I was a child, I've always been afraid of the dark.
9. I'm not leaving _____ you tell me the whole truth.
10. I hate cheese. I like it on pizza _____.

C. Match the sentence halves together.

1. I asked him to call you	a. I saw a terrible car accident.
2. While I was waiting for Kath	b. If she could.
3. Although the course was difficult	c. as I do.
4. She would change the whole world	d. She had to borrow money from friends.
5. They have to work harder	e. because you're the expert.
6. Nobody sings better	f. in order to be more successful.
7. She was going through such a difficult time that	g. if we don't fight against air and water pollution.
8. Life on the planet will be impossible	h. he passed with the highest marks.

Environmental Organizations

Reading Comprehension

Greenpeace was founded in Canada in 1971. It is best known for its campaigns against whaling. In later years, the focus of the organization turned to other environmental issues, including global warming, ancient forest destruction, nuclear power, and genetic



engineering. Greenpeace has national and regional offices in 42 countries worldwide, all of which are affiliated to be Amsterdam-based Greenpeace International. The global organization receives its income through the individual contributions of an estimated 2.8 million financial supporters, as well as from grants from charitable foundations, but does not accept funding from governments or corporations.



Quercus is a Portuguese organization, but it has concerns about the environment outside Portugal as well. A recent initiative, Earth Condominium alerts for the need of a global management of some Earth resources like water or air.

The World Wide Fund for Nature (WWF) is an international non-governmental organization for the conservation, research and restoration of the natural environment. It is the world's largest independent conservation organization with over 5 million supporters worldwide, working in more than 90 countries, supporting 15,000 conservation and environmental projects around the world. It is a charity, with approximately 90% of its funding coming from voluntary donations by private individuals and businesses.



www.wikipedia.com

A. Find the opposites in the text of the following words.

1. disestablished
2. young
3. refuse
4. inside
5. national
6. public

B. Which organization...

1. Comes from Canada?
2. Is European?
3. Is concerned about natural resources?
4. Has over 5 million supporters worldwide?
5. Fights against genetic engineering?



C. Answer the questions.

1. What is Greenpeace best known for?
2. Where does Greenpeace get its contributions from?
3. What is Earth Condominium?
4. How many countries does WWF work in?

GRAMMAR

LINKING SENTENCES

Quercus is a Portuguese organization, but it has concerns about the environment outside Portugal as well.

This is an example of a simple sentence with two clauses joined by the subordinating conjunction *but*. But there are other ways of expressing this idea using other words, phrases and different sentences. For example:

Quercus is a Portuguese organization. **Still / All the same / Nevertheless / However** it has concerns about the environment outside Portugal as well.

Expressing adversity “but”	still, all the same; nevertheless; however; on the other hand
Adding “and”	besides; in addition; also; too; as well; furthermore; moreover
Expressing consequence “so”	therefore; consequently; as a result
Selecting a topic	talking of
Changing subject	by the way
Contradicting	though; although; on the contrary
Rephrasing	in other words; I mean; that is to say
Giving examples	for example; for instance
Dismissing	anyway

Practice

A. Underline the correct linking word in each sentence.

e.g. Human population is growing dramatically. Consequently / **On the contrary** there aren't enough natural resources for everyone.



1. The sea level is rising every day. **Talking of / For instance** the Netherlands will soon be under water.
2. Governments should take immediate actions to stop global warming. **Besides / Nevertheless**, it's up to every individual to change their daily habits.
3. Hybrid cars are more energy efficient. **That is to say / Anyway** they consume less fuel.
4. Dish washers are expensive. **On the contrary / Still**, they consume less water and energy than washing up every day.

B. Replace the conjunction in colour with a linking phrase from the box.

e.g. Susan works for Toyota full time. **But** she also works at a call centre during the weekend.

Susan works for Toyota full time. **Still**, she also works at a call centre during the weekend.

still besides therefore as a result
 however furthermore nevertheless

1. She never did any backup of her work. So, when her computer crashed, she lost everything.

2. I'm going to quit my job because it's too much work for too little pay. And I hate what I do.

3. I went to Thailand last year. Everyone told me it was wonderful. But it rained all week.

4. He was spoiled by his parents all his life. So, he will never be independent.

5. Josh was born in Canada. But he doesn't speak English very well.

6. I save as much energy as I can at home. And I pay an organization to plant trees.



C. Join the two ideas together with an adequate linking word.

e.g. I found 100 dollars in the street. I didn't give it to the police.

I found 100 dollars in the street. **However**, I didn't give it to the police.

1. Charles was feeling sick this morning. He had to skip classes.

2. I need my computer ASAP. As soon as possible.

3. I didn't see your message because I was in the gym. Did you call Stephen?

4. Changing my internet server didn't bring me any advantage. It only brought trouble.

Read the following text carefully.

Pollution: sources and causes

Arguably, the main source of air pollutants worldwide is motor vehicle emissions, although many other sources have been found to contribute to the ever growing problem. While the E.U. has adopted stringent emissions controls, the U.S. has not been as assertive



in this field; nevertheless, the U.S. is still the leading contributor to mobile source air emissions merely due to the very high number of vehicle miles travelled per capita.

Pollution sources include oil refineries, nuclear waste disposal activity, incinerators, large animal farms, PVC factories, metals production factories, plastics factories, and other heavy industry.

Effects on human health



Pollutants can cause disease, including cancer, lupus, immune diseases, allergies, and asthma. Higher levels of background radiation have led to an increased incidence of cancer and mortality associated with it worldwide. Some



illnesses are named for the places where specific pollutants were first formally implicated. One example is Minamata disease, which is caused by organic mercury compounds.

Controversy



Industry and concerned citizens have battled for decades over the significance of various forms of pollution. Salient parameters of these disputes are whether: a given pollutant affects all people or simply a genetically vulnerable set; an effect is only specific to certain species; whether the effect is simple, or whether it causes linked secondary and tertiary effects, especially on biodiversity; an effect will only be apparent in the future and is presently negligible; the threshold for harm is present; the pollutant is of direct harm or is a precursor; employment or economic prosperity will suffer if the pollutant is abated.

<http://en.wikipedia.org>

Reading Comprehension

A. Read the first paragraph again and find synonyms of the following words/phrases:

1. Principal
2. Becoming bigger
3. Has taken
4. Affirmative
5. In this matter

B. Complete the sentences with ideas from the text.

1. The E.U. has adopted stringent emissions controls, but the U.S....
2. The U.S. is the main contributor to air emissions because...
3. The main pollution sources are...
4. Pollution may cause...

C. Answer the following questions with complete answers.

1. What effects does background radiation have on human health?
2. What is the Minamata disease caused by?



3. What have industry and concerned citizens battled with for decades?
4. Do you think the economy will suffer if pollutants are abated?

GRAMMAR

A. Choose the correct verb form: infinitive with to or without to

e.g. My teacher didn't let me **use** the dictionary.

- a. **use** b. to use

1. I lent her my laptop for her _____ at home.

- a. work b. to work

2. You shouldn't _____ so many chips.

- a. eat b. to eat

3. Wasn't it a wonderful show _____ in the evening?

- a. watch b. to watch

B. Underline the correct adjective or adverb.

e.g. Time passes so quick/ quickly.

1. I love my house because it's very **warm / warmly** in winter.

2. I can't stand it. She drives so **slow / slowly**.

3. Sheryl speaks German **fluent / fluently**.

4. The choir likes to sing **sad / sadly** songs.

C. The following sentences are in the active voice. Change them into the passive.

e.g. We are saving energy

Energy is being saved

1. Many people in India speak English.

2. They built these flats in 1970

3. They have shown this film before

4. The children will save the world.



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Este livro é considerado um marco no despertar da conscientização ambiental, alertando para questões de equilíbrio ecológico e ameaças à saúde pública decorrentes do uso desenfreado de pesticidas.

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