

MANUAL DO ALUNO

# DISCIPLINA INGLÊS TÉCNICO

Módulos 1, 2 e 3

República Democrática de Timor-Leste  
Ministério da Educação



## FICHA TÉCNICA

### TÍTULO

MANUAL DO ALUNO - DISCIPLINA DE INGLÊS TÉCNICO  
Módulos 1 a 3

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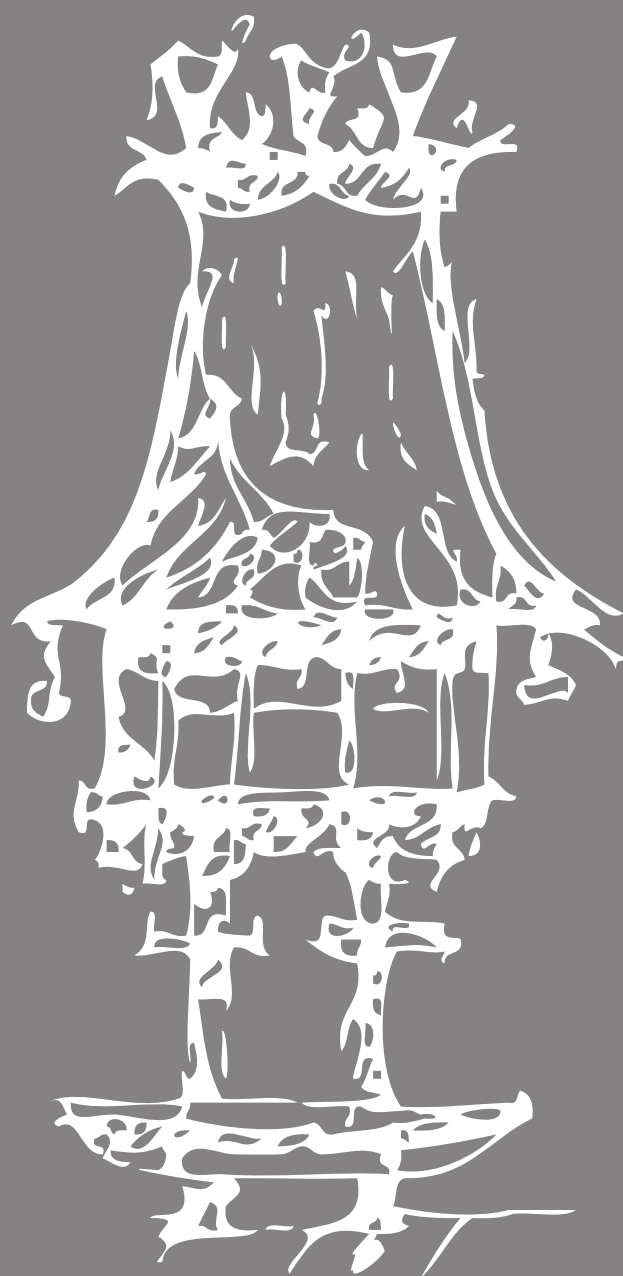


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# The Professional World and Me

## Módulo 1

## *Apresentação*

Com este módulo, pretende-se levar os alunos a tomar consciência da relevância da aprendizagem do inglês no âmbito dos seus percursos profissionais futuros, enquadrados pelos signos da mudança e da crescente mobilidade laboral. Neste contexto, o papel do inglês assume uma importância primordial como ferramenta indispensável às interações comunicativas no mundo profissional.

Por outro lado, o presente módulo deverá ainda funcionar como uma instância de sensibilização, motivação e ativação de competências prévias, a partir das experiências linguísticas dos alunos e do seu contacto formal e/ou informal com a língua e as culturas de expressão inglesa.

É fundamental que os alunos possam estabelecer pontes com as suas experiências anteriores de aprendizagem, conferindo novos sentidos aos conhecimentos já adquiridos e, simultaneamente, sejam capazes de alargar o seu universo conceptual em função das novas aprendizagens.

Torna-se, portanto, imprescindível ativar, por um lado, os saberes necessários às novas aprendizagens, de modo a associá-las a estruturas cognitivas existentes e, por outro, desenvolver estratégias de aquisição de novos conhecimentos, mantendo este processo ao longo de todo o ano, de modo recorrente.

Pretende-se, assim, o desenvolvimento progressivo de competências de autonomia e de autorresponsabilização do aluno, bem como o desenvolvimento de um conjunto de competências de índole transversal, tais como tomar iniciativas com vista à melhoria das aprendizagens, gerir o tempo da execução das tarefas, consultar materiais de referência (dicionários, enciclopédias, gramáticas) e colaborar com outros na realização das tarefas.

## *Objetivos de aprendizagem*

- Identificar-se e descrever-se enquanto indivíduo.
- Descrever a sua família e o local onde vive.
- Fazer uma descrição simples ou a apresentação de uma pessoa.
- Escrever textos curtos e simples acerca de si próprio, da sua família e do local onde vive.





- Identificar e descrever profissões várias.
- Descrever hábitos e rotinas.
- Utilizar fórmulas de cortesia.
- Selecionar e compreender informações específicas em textos simples do dia a dia.
- Seguir um discurso pausado e cuidadosamente articulado.
- Identificar e compreender as questões centrais de um texto.
- Identificar dificuldades na realização das tarefas.

## Âmbito dos conteúdos

### Interpretação e Produção de Textos

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

- Questionário
- Registos biográficos (biografia)
- Diário
- Conversação
- Entrevista

### 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

- Identificação e caracterização pessoal.
- A vida quotidiana em diversos contextos:
  - Casa
  - Família
  - Escola
  - Local de trabalho
- Famílias profissionais:
  - Fábricas



- Serviços *públicos*
- Escritórios
- Hotéis
- A língua inglesa no mundo profissional:
  - Entrevistas
  - Correspondência

### 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 presente *módulo*.

### A Palavra / A Frase / A Prosódia

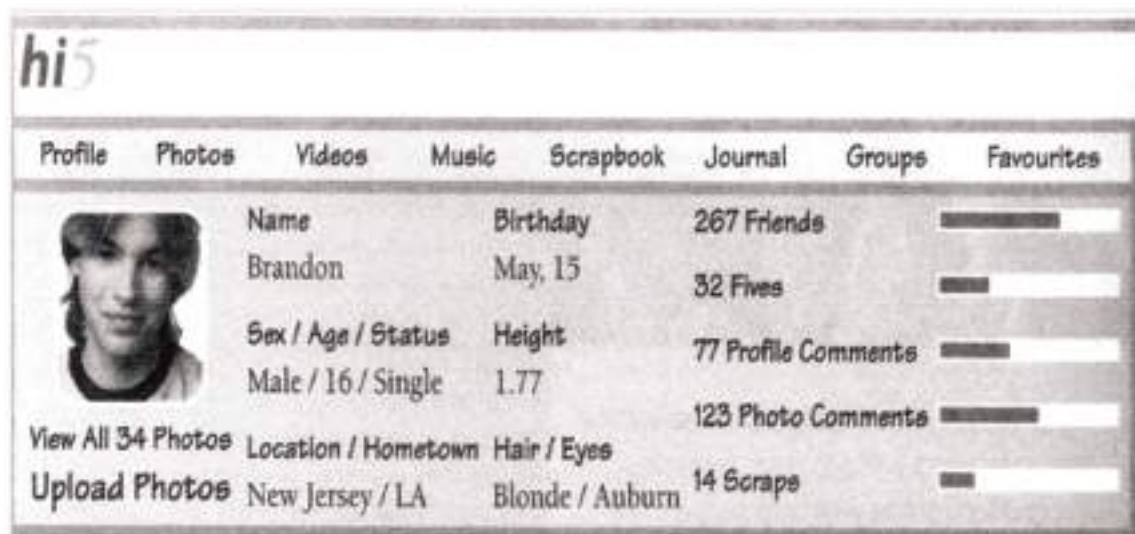
- Pronomes (pessoais, possessivos)
- Determinantes
- Adjetivos (ordem do adjetivo na frase)
- Verbos: presente simples, presente progressivo, *present perfect*
- Frases simples
- Ritmo, acento, entoação, elipses



# My world

## My Profile

What do you know about hi5 - the biggest website where you can create your own personal page and meet **people from all over the world**?



### Lifestyle

#### About Me

Well, my name is Brandon. I am 16 years old. I have blonde hair and auburn eyes. I study Art at Ocean City High School and I hope to go to college in two years! Two long, hardworking years! I'm a real down-to-earth person and I like to keep things real!

#### Interests

I like to play sports like football, basketball, baseball...I play the drums, work out and try to stay fit. I like to paint, going on vacation with family and friends, going out, relaxing, and just enjoying life to the fullest!!

### Favourite Music Genre

Rock/Alternative



### Favourite Bands

Counting Crows, Jack Johnson, Goo Goo Dolls, Incubus, Breaking Benjamin, Coldplay, U2, etc.

### Favourite Song

Can't think of one, there are a lot of good songs I really like...

### Favourite Video Games

FM 2008, PES 2008, GTA

### Favourite Movies

*The Matrix, The Bourne Identity, The Mask of Zorro, The Count of Monte Cristo, Star Wars, Pirates of the Caribbean, The Lord of the Rings, Gladiator*, the list goes on and on...

### Favourite TV Shows

*Family Guy, The Simpsons, South Park* and *Tom and Jerry*. I don't really watch much TV, but there are a lot of shows that I like watching...

### Favourite Books

*Brave New World, The Da Vinci Code*

### Favourite Quotes

"What goes around comes around".

"Live life to the fullest".

### Comments

*View Comments with Jordan*

Dec 6, 2011, 8.06 PM

Jordan says: Long time no see! Where have you been? We need to get together someday and catch up on old school days...lol :) See you.



*View Comments with Lisa*

Nov 29, 2011, 11.50 AM

Lisa says: What's up? You are one of my best friends and I don't know what I would have done without you all these years. You can always make me laugh... Well, we need to hang out this summer as much as we can! :) lol!

*View Comments with Jack*

Nov 18, 2011, 15.12 PM

Jack says: Hey Brandon, just wanted to stop by to see how you were doing! ^\_^

*View Comments with Judy*

Nov 2, 2011, 20.11 PM

Judy says: Hey everyone. Brandon is a romantic guy but he already has a girlfriend. THAT'S ME! :)

**Reading Comprehension****A. Are the statements below true (T) or false (F)? Correct the false ones.**

1. Brandon lives in LA.
2. He studies Art.
3. He isn't very active.
4. He plays a musical instrument.
5. He loves listening to R&B.

**B. Match the two halves of the sentences together.**

1. Brandon likes playing...
  2. He usually listens to...
  3. *Star Wars* is one of...
  4. His favourite TV shows are...
- a. his favourite movies.
  - b. the drums.
  - c. *Family Guy*, *The Simpsons*, *South Park* and *Tom and Jerry*.
  - d. Breaking Benjamin.



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

1. "What goes around comes around".
2. "Live life to the fullest".

D. Add a short comment to Brandon's profile page. You can say what you think of him; compare your interests and tastes, etc.

## Grammar

### PERSONAL PRONOUNS

	Singular		Plural	
	Subject	Object	Subject	Object
1 <sup>st</sup>	I	Me	We	Us
2 <sup>nd</sup>	You	You	You	You
3 <sup>rd</sup>	Masculine	He	They	Them
	Feminine	She		
	Impersonal	It		

### Examples:

**Subject:** I'm 20 years old.  
**We** need to get together.  
**He** already has a girlfriend.

**Object:** The pictures are amazing. I love **them**!  
 I'll ask her to marry **me**.  
 He is so handsome. Look at **him**!



## Practice

### A. Fill in the blanks with the correct personal pronoun.

**Example:** *She is surfing the internet. (Kelly)*

1. \_\_\_\_\_ doesn't work. (the computer)
2. \_\_\_\_\_ are cyber friends. (John and I)
3. \_\_\_\_\_ send me comments every week. (my friends)
4. \_\_\_\_\_ likes the same movies as I do. (Roger)
5. \_\_\_\_\_ appears in my photo gallery a lot. (my cat)

### B. Choose the correct pronoun for each sentence.

**Example:** *I read a book to my little brother.*

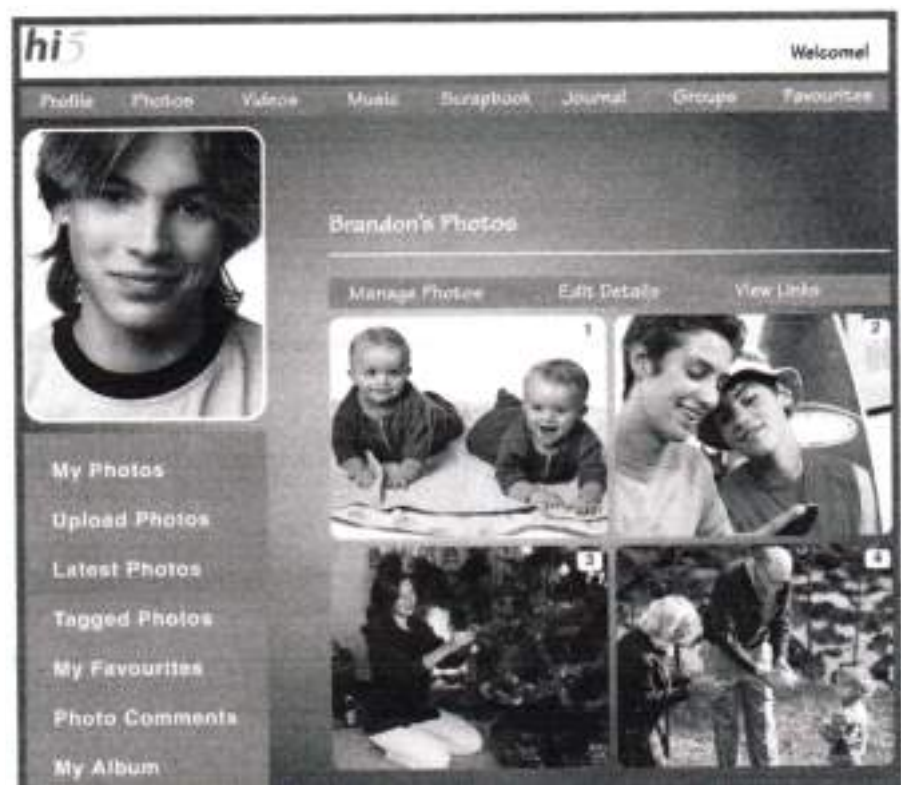
a. *me*      **b. him**      c. *her*

1. Teenagers love their iPods.  
a. *it*      b. *them*      c. *him*
2. My brother is writing a message to Lisa.  
a. *her*      b. *you*      c. *him*
3. I love watching this TV programme.  
a. *him*      b. *it*      c. *her*
4. Can you help my friend and I?  
a. *us*      b. *them*      c. *you*
5. This song is my favourite.  
a. *her*      b. *him*      c. *it*
6. Jessica and I took some wonderful pictures at the school party.  
a. *we*      b. *me*      c. *us*



## My Family

Have a look at Brandon's photo gallery and match the pictures to the captions below.



- Christmas time! This is my sister, Jessica, who was adopted by my parents a few years ago.
- These are Jim and Kevin, my cousins, on vacation at my uncle's beach house in Miami.
- My third birthday! The two people I love most in the world: grandma Rose and grandpa Joseph.
- GUGU GAGA! The twins! Ashley, my niece, and Jerry, my nephew. They're the joy of this family.

## Reading Comprehension

A. Read what Brandon's sister, Jessica, wrote about her mother in her diary.

My mom is always there for me, even through the hardest times. She is a big help when I need someone to help me study for a test or check my homework. When I get home everyday, I know someone special is waiting for me. That means so much!





She is very supportive and pays for my music lessons when the money is needed for lots of other things. She is always willing to drive me wherever I need to go, including basketball practice and friends houses. I love going shopping and spending time with mom. All those times I missed the bus, she drove me to school. When I am sick, she takes care of me and does what she can to help me feel better.

I would never have another mom in a million years because mine is my best friend. She will always be at my side and that is why I love her so much. Having her is the greatest thing in the world. She has taught me what it means to really love your children. Thanks, mom, you're the best!

www.teenink.com (adapted)

**B. Complete the sentences below according to the text.**

1. Jessica's mother helps her...
2. When the money is short...
3. When Jessica misses the bus...
4. She thinks her mother is...

**C. Answer the questions.**

1. What does Jessica like doing with her mother?
2. Why does Jessica love her mother so much?
3. What does she learn from her mother?

**Grammar**

**POSSESSIVES**

	Determiners		Pronouns	
	Singular	Plural	Singular	Plural
1 <sup>st</sup>	My	Our	Mine	Ours
2 <sup>nd</sup>	Your	Your	Yours	Yours
3 <sup>rd</sup>	Masculine His	Their	His	Theirs
	Feminine Her		Hers	
	Impersonal Its		Its	



## Examples:

**Pronouns:** Don't use that laptop! It's **mine**.  
Your profile is good but **hers** is great!

**Determiners:** That's **my** laptop! Don't use it!  
**Her** profile is great!

**REMEMBER:** Determiners are used before a noun (*my laptop*) and pronouns are used instead of a noun (*it's mine*).

## Practice

### A. Complete the text with the correct possessive determiners.

Hello Brandon! My name is Margaret. I'm 17 and I also have a sister that was adopted. (1) \_\_\_\_\_ name is Brenda. We go to the same school. There are 300 boys and girls in (2) \_\_\_\_\_ school. Mrs. Smith is (3) \_\_\_\_\_ English teacher. (4) \_\_\_\_\_ classes are so much fun! Much different from (5) \_\_\_\_\_ Science teacher, Mr. Jones. (6) \_\_\_\_\_ classes are a torture! Anyway, school's always school!

### B. Choose the correct possessive in each sentence.

- Brenda has got \_\_\_\_\_ book.  
a. my                      b. hers                      c. theirs
- She's eating her lunch already, but I'm saving \_\_\_\_\_ for later.  
a. my                      b. mine                      c. her
- Is \_\_\_\_\_ computer working? \_\_\_\_\_ isn't.  
a. my/your              b. your/its              c. your/mine
- We gave them \_\_\_\_\_ phone number, and they gave us \_\_\_\_\_.  
a. our/their              b. our/theirs              c. their/our



## My House



Today I decided to talk about my house, because, for me, it's a sacred place. It's where I spend my best moments with my family. It's also amazing, of course!

It's a beautiful, big American house with a big garage and a nice green garden at the front, where we usually have barbecues and parties. It's got three bedrooms, a living-room, a dining room, three bathrooms, a kitchen, a pantry, an office and a large attic that I've turned into MY bedroom and where I play the drums when nobody's at home. Yeah,

that's my favourite room in the house, no surprises! It's got a king-sized bed, a big old black wardrobe, a grey steel writing desk with my laptop and a tall wooden bookcase with encyclopaedias and some of my favourite books and comics.

The only thing I don't like about my house is that it doesn't have a swimming pool. I asked my parents for one so many times, but they say it's a waste of money. Whatever! So, what do you have to tell about the place where you live?

### Reading Comprehension

**A. Read what Brandon wrote about his house in his hi5.**

**B. Are the statements below true (T), false (F) or not mentioned (NM)? Correct the false ones.**

1. Brandon talks about his house because it's a special place for him.
2. Brandon's house is white.
3. His bedroom is on the ground floor.
4. He doesn't like his bed because it's very small.
5. He likes reading comic books.
6. The house has a big blue swimming pool.

**C. Answer the questions.**

1. What does Brandon's family usually do in the garden?



2. How many rooms does the house have?
3. What does Brandon have in his bedroom?
4. Why don't his parents let him have a swimming pool?

## D. Which parts of the house are mentioned by Brandon?

## E. Vocabulary - Furniture:

Match the objects to their correct names.



Pan.....	Tap.....	Cooker.....
Armchair.....	Bedside table.....	Cupboard.....
Table.....	Chair.....	Oven.....



Sink.....	Microwave.....	Kettle.....
Bath.....	Bed.....	Chest of drawers.....
Pillow.....	Basin.....	Bin.....
Toothpaste.....	Television set.....	Wardrobe.....
Dishwasher.....	Toilet.....	Couch.....
Mirror.....	Toothbrush.....	Frying pan.....

## Grammar

### ADJECTIVES: Order before Nouns

Opinion	Size	Age	Colour	Origin	Material	Purpose	Noun
Beautiful	Big			American			House
	Big	Old	Black				Wardrobe
			Grey		Steel	Writing	Desk
	Tall				Wooden		Bookcase

## Practice

### A. Order the following adjectives correctly.

**Example:** Bedroom: *big, yellow, new*      *big new yellow bedroom*

- Furniture: French, old, lovely \_\_\_\_\_
- Girl: young, American, sweet \_\_\_\_\_
- Dress: black, evening, long, silk \_\_\_\_\_
- Car: new, Japanese, racing, grey \_\_\_\_\_
- Chair: wooden, old, British, rocking \_\_\_\_\_
- Sofa: red, modern, leather, big \_\_\_\_\_



## My School



Take the following quiz on school subjects. How many questions can you answer?

1. The subject that includes equations, fractions, addition and subtraction is...
2. The study of land forms and population growth is included in...
3. The study of composers, concerto's quavers and blue notes is included in...
4. The subject of what has happened to the cultures and countries of the world is...
5. Money, banking, the country's growth patterns and taxation are all studied in...
6. Running, playing tennis and other sports are part of...

### Reading Comprehension

**A. Brandon usually writes in his hi5 journal. Read what he wrote about his first week of school this year...**



This is my school. I know what you're thinking... Why a picture of SCHOOL? Well it's part of my life, isn't it? :)



### **My first day of school**

**Sunday, 16 September 2011, 20.11**

School starts tomorrow, and that means I have to change my sleeping habits. I already feel the need for more sleep!

There are a lot of changes going on in my life, both at school and at home. Because my class is an Art class, we moved to the top floor (where the Art classes are), so we're separated from the rest of the school. We only have French and Maths on the ground floor.

Another thing that has changed is the time school starts. Lessons now start at 8.25 everyday!! It's only five minutes earlier, but that means that I have to wake up much earlier to take the school bus, which I really don't like. I guess I just have to make it work.

And now, the good changes. I read a lot more now. And I'm not as messy as I was, and I started drawing again.

I'll write more another day, when I've got a little more energy.

### **My first week of school**

**Saturday, 22 September 2011, 16.21**

The first week of school is over and so far I'm OK... It's hard waking up at 6.30 a.m. every morning, but there's always the weekends...I'm very happy to say that the teachers seem a lot better than the ones I had last year! At least, most of them. The bad news is I've already got homework. It's not much, though. This year I have a photo class, and it's so much fun! I absolutely love it! The teacher is very eccentric but she seems really nice. I'm looking forward to this year, actually. I know I'm going to get tired of school soon, and I'm going to get frustrated and angry, but I think that overall, this school year will be a good one. I just have to stay awake. And do my homework on time.



**B. Read the text “My first day of school” again. Choose the best answer for each question.**

1. Brandon is sad because...
  - a. his football practise starts tomorrow.
  - b. he has to wake up early tomorrow.
  - c. school is over.
  
2. There were some changes...
  - a. at home and at school.
  - b. only at home.
  - c. only at school.
  
3. He now has to...
  - a. take a taxi to school.
  - b. wake up much earlier.
  - c. walk to school.
  
4. One of the good changes was that...
  - a. he is still messy.
  - b. he doesn't draw anymore.
  - c. he reads more.

**D. Read the text “My first week of school”. The following sentences are all **WRONG**.**

**Correct them according to the text.**

1. Brandon now has to wake up at 6.30 a.m. even at weekends.
2. Most of his teachers are the same as last year.
3. He already has lots of homework in this first week.
4. He doesn't like the photo class teacher because she's eccentric.
5. He's already tired of school.





## Grammar

## PRESENT SIMPLE

Affirmative		Negative			Interrogative		
I	Like	I	Don't	Like	Do	I	Like?
You		You				You	
He	Likes	He	Doesn't		Does	He	
She		She				She	
It		It				It	
We	Like	We	Don't		Do	We	
You		You				You	
They		They				They	

3<sup>rd</sup> person singular - Spelling changes:

- Verbs ending in -ss, -sh, -ch, -x, -o, add -es (**examples:** dresses, fishes, catches, fixes, goes);
- Verbs ending in vowel + y, add -s (**example:** says);
- Verbs ending in consonant + y, take out the y and add -ies (**example:** tries).

## USE - We use the present simple for:

1. Repeated actions or routines

**Example:** I take the bus to school everyday.

On Saturdays, I wake up at 10.00.

2. States, facts and things that are true

**Example:** My brother lives in Australia.

The planets move around the stars.

3. Thoughts and feelings

**Example:** I don't like getting up early.

I think this school's year will be good.



## 4. Schedules and timetables

**Example:** Lessons start at 8.25.

The bus leaves at 8.00.

## Practice

**A.** Look at the verbs in bold and say whether it's a routine, a fact, a thought or a timetable.

**Example:** *I often **study** late in the evening - A routine*

1. I **go** to the swimming pool twice a week. \_\_\_\_\_
2. My sister **believes** she's the best. \_\_\_\_\_
3. That book **costs** 19 pounds. \_\_\_\_\_
4. The train **arrives** at 6.00. \_\_\_\_\_
5. I **think** school is very important. \_\_\_\_\_
6. Science lessons **finish** at 5.00 p.m. on Thursday. \_\_\_\_\_
7. I **hate** taking the bus in the morning. \_\_\_\_\_
8. Kenya **is** in Africa. \_\_\_\_\_

**B.** Complete the sentences using the present simple form of the verbs in brackets.

**Example:** *I send (send) postcards to all my friends when I'm on holiday.*

1. John \_\_\_\_\_ (start) work at 8.00 downtown.
2. \_\_\_\_\_ you \_\_\_\_\_ (like) playing basketball?
3. My parents \_\_\_\_\_ (not let) me stay up late.
4. All my friends \_\_\_\_\_ (love) Art classes.
5. My cat usually \_\_\_\_\_ (sleep) next to me when I'm studying.
6. Paul and I \_\_\_\_\_ (not go) to the beach in the summer.



**C. Complete the text about Karl's school day. Put the verbs in the present simple.**

I have to get up early, because school starts (start) at a quarter to eight. We (1) \_\_\_\_\_ (be) five pupils and one teacher, Tina. The first class we (2) \_\_\_\_\_ (have) on Monday is PE: we either (3) \_\_\_\_\_ (go) jogging or (4) \_\_\_\_\_ (do) gymnastics. Then we have Math, German, History and English. Like most German schoolchildren, we (5) \_\_\_\_\_ (not wear) uniforms at school. Because we are all of different ages, our teacher (6) \_\_\_\_\_ (give) us different tasks to get on with. If I (7) \_\_\_\_\_ (have) a problem, I clip a clothes peg to my jumper, and when Tina sees it she (8) \_\_\_\_\_ (come) over to help. That way I (9) \_\_\_\_\_ (not disturb) the others by shouting her name.

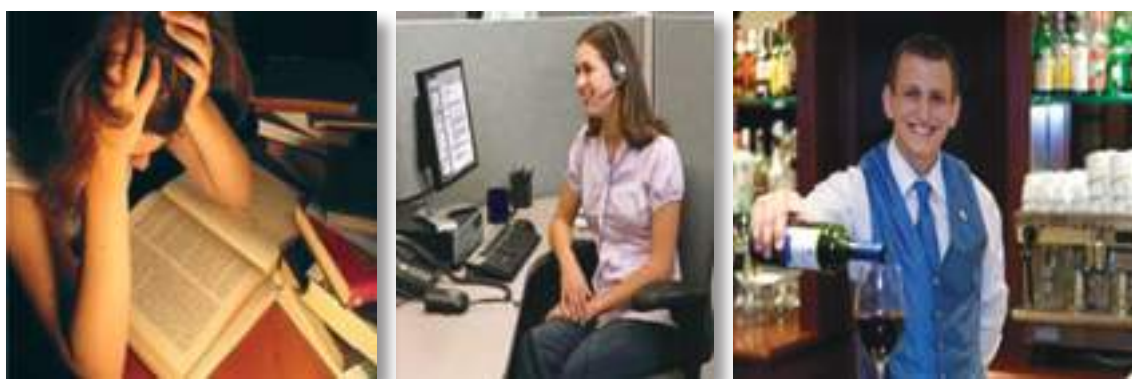


# The world of work

## After-School Jobs

What do you think of after-school jobs? Name some of the advantages and disadvantages of having a job while attending school.

### Reading Comprehension



A. Read the following text and check if Emily agrees with you or not.

#### Working Teens

Sports, drama, church activities, and a variety of organizations keep students busy during high school. Where do they find the money to do these things?

Some people worry that teens with after-school jobs don't have time for homework. Actually, the responsibility of having a job helps teens prioritize their time. Students who work in high school are more likely to work in college, especially to pay for their college education. Employment should be looked at as real-world education.

Other people think that work adds too much stress, which may be true, but there is always going to be stress in every aspect of their lives. Better to learn how to cope with busy schedules in a controlled environment like high school, than to be out on their own, alone, experiencing stress for the first time.

The biggest reason why teens should be allowed to work on school nights is that it is a healthy way of earning money. My dad told me, «Having a job is a good way to save up for things you are going to need or want to do. You get a lot more out of things if you



are financially responsible for them.» Kids need the freedom to choose how to spend their money. The sooner they have an income, the sooner they can learn how to use money wisely. If they are not allowed to work in high school, they may be handicapped in the future. Teens should, without a doubt, be allowed to work on school nights.

www.teenink.com (abridged and adapted)

**B. Find evidence in the text for the following statements.**

1. Teenagers have a lot of extracurricular activities.
2. Having a job actually means finding more time to do everything.
3. Working teenagers learn how to deal with stress better.
4. They learn to value money more if they work.

**C. Answer the questions.**

1. How does Emily think working should be looked at?
2. Why is it better to cope with stress in high school?
3. Why should teenagers work, according to Emily?

**Grammar**

**ARTICLES: INDEFINITE ARTICLES**

**A/AN** - refers to a non specific object or thing.

It is used to:

- Introduce an object into the conversation: *Jane bought a house. The house is wonderful.*
- Identify a person's job: *I'm a secretary. He's a shop assistant.*

<b>A</b>	Used before a consonant	<i>A phone, A taxi, A house</i>
<b>AN</b>	Used before a vowel	<i>An e-mail, An assistant, An orange, An umbrella</i>
There are <b>exceptions</b>	<i>A university</i> (when «u» is read «iu»)	<i>An hour</i> (when the «h» isn't read)



## Practice

**A. A or AN?** Put the words and expressions in the right category.

A	AN

Order  
Car  
Expensive car  
Blue iPod  
Hour  
Action  
Actress  
European school  
Astronaut  
Famous accountant

**B. Choose the correct article in each sentence.**

1. Lucy wants to be a/an super model.
2. I need a/an new mobile phone.
3. This car speeds up to 220 km a/an hour.
4. He works in a/an old office.
5. English is a/an universal language.
6. Yesterday, I bought a/an History book.
7. It's raining! Bring a/an umbrella.
8. Yesterday, I ate a/an delicious ice-cream.
9. I think I'll have a/an orange juice.



## Grammar

## ARTICLES: DEFINITE and ZERO ARTICLES

**THE** - refers to a specific object that both the person speaking and the listener know of.

We <b>USE</b> <b>THE</b> , definite article with:	Family names (plural)	<i>The Simpsons</i>
	Names of countries (plural), mountain ranges	<i>The United States of America; The Alps</i>
	Groups of islands, rivers, seas, oceans	<i>The Caribbean; The Pacific (Ocean); The Nile; The Mediterranean</i>
We <b>DON'T USE</b> <b>THE</b> , definite article with:	General words	<i>Employment; school</i>
	Names of people (singular), relatives	<i>Emily; my mother</i>
	Public buildings, institutions, means of transport	<i>School; car; church</i>
	Single islands	<i>Hawaii; Madeira</i>
	Parks, lakes, streets	<i>Central Park; Michigan Lake; 5th Avenue</i>

## Practice

A. **THE** or **Ø** (zero article)?

1. My girlfriend likes the/Ø flowers very much.
2. Jessie goes to the beach by the/Ø bus.
3. We have never been to the/Ø Rocky Mountains.
4. The/Ø homework is so boring!
5. My sister is in the/Ø Azores working as a tour guide.
6. If you want to go shopping, you should go to the/Ø Oxford Street.



## B. Complete the text with the correct articles: a, an, the or Ø.

My name is Andrea. I am from Verona which is a city in (1) \_\_\_\_\_ Italy. (2) \_\_\_\_\_ my country is very beautiful and full of (3) \_\_\_\_\_ history. Verona is such (4) \_\_\_\_\_ romantic city! I live in (5) \_\_\_\_\_ house at (6) \_\_\_\_\_ centre of (7) \_\_\_\_\_ town. (8) \_\_\_\_\_ house is very old, nearly 100 years old! I am (9) \_\_\_\_\_ English teacher at (10) \_\_\_\_\_ elementary school here in Verona. I usually go to (11) \_\_\_\_\_ school on foot because it's near my house, but I have (12) \_\_\_\_\_ lunch at (13) \_\_\_\_\_ school's canteen. I like (14) \_\_\_\_\_ literature, (15) \_\_\_\_\_ cinema and, of course, (16) \_\_\_\_\_ Italian food.

## Dream Jobs

Take this job quiz and find out what your dream job is. Choose the option that best describes you.

1. If you don't have anything to do in the evening, what do you do?
  - a. Go to a party.
  - b. Stay at home and surf the internet.
  - c. Work on a hobby such as scrap booking or model building.
  - d. Go out to watch a movie.
2. What do you prefer to do in your spare time?
  - a. Talk to friends over coffee.
  - b. Organize your closets.
  - c. Garden or do home renovations.
  - d. Write poetry.
3. It's your turn to choose the movie. What's your first choice?
  - a. A romantic comedy such as *Sleepless in Seattle*.
  - b. A thought-provoking drama such as *A Beautiful Mind*.
  - c. An action-adventure movie such as *Star Wars*.
  - d. An independent film such as *What the Bleep Do We Know!?*





4. How do your friends describe you?

- a. A people's person.
- b. Intelligent.
- c. Handy.
- d. Creative.

### Reading Comprehension

A. **If your ideal career is related to office work, you should read this text. If not, you might change your mind.**

Top executives need support to do their jobs effectively, and their assistants are considered an indispensable part of a well-run office. Executive assistants combine the organizational talents of an office manager, the skills of an accountant, and the professional foundation of a secretary, in one flexible role.

Brenda Hendron is an executive assistant and this is what she says about her job:

«At the moment, I'm working for Broadbase Software in Natick, Massachusetts, and I'm really enjoying it! I spend my days coordinating meetings, making travel arrangements, managing schedules and, in between, I answer telephone calls, e-mails, and faxes. There is a deep respect for this position within top executive staff, because we make their lives easier by doing all the work behind an important business contract. For example, now I'm working on a long project and I know that after this I'll be awarded with compensatory time and plenty of thank-you's.»

So, if you have a broad range of office skills, thrive on multitasking, stay calm under pressure, and enjoy making your boss and your company look good, put down the coffee pot, pick up the phone...and dream on!

www.salary.com (abridged and adapted)

B. **Complete the sentences according to the text.**

- 1. Executive assistants need to be...
- 2. Brenda is currently working for...
- 3. Her ordinary working day consists of...
- 4. Top executives respect her job because...



**C. Answer the questions.**

1. Why is the work of an executive assistant so important?
2. What kind of compensation do the assistants get for their work?
3. What qualities do you need to have if you want to work as an assistant?

**Grammar**

**PRESENT CONTINUOUS**

Affirmative			Negative			Interrogative		
I	Am	Working	I	Am not	Working	Am	I	Working?
You	Are		You	Aren't		Are	You	
He	Is		He	Isn't		Is	He	
She			She				She	
It			It				It	
We	Are		We	Aren't		Are	We	
You			You				You	
They			They				They	

**STRUCTURE: To be** (in the present simple) + **verb + -ing**

**USE - We use the present continuous:**

1. To talk about actions happening at the moment of speaking  
**Example:** Now I'm working on a long project.
2. To talk about a temporary routine or situation  
**Example:** I usually go to work by car, but today I'm taking the bus.
3. To express changing or developing situations  
**Example:** The Earth is slowly getting warmer.



## Practice

**A.** Look at the verbs in bold and say whether they refer to an action happening at the moment of speaking, a temporary situation or a developing situation.

**Example:** *The world is becoming more violent - A developing situation.*

1. I can't talk to you right now, I'm **studying**. \_\_\_\_\_
2. People **are becoming** more concerned about their jobs. \_\_\_\_\_
3. Today I'm **having** lunch at work. \_\_\_\_\_
4. She's **writing** the memo at this moment. \_\_\_\_\_
5. Nicole **is leaving** work at 4.00 today. \_\_\_\_\_
6. Prices **are going up**. \_\_\_\_\_
7. What are you doing? Can't you see that I'm **cooking**!? \_\_\_\_\_
8. Violence in schools **is getting** more and more frequent. \_\_\_\_\_
9. I don't usually go to KFC, but today I'm **having** a cheeseburger. \_\_\_\_\_
10. I'm **not sleeping**, Claire, I can hear you! \_\_\_\_\_

**B.** Complete the sentences with the present continuous form of the verbs in brackets.

**Example:** *I am watching (watch) a film on TV.*

1. Bill Gates \_\_\_\_\_ (produce) new PC software.
2. The unemployment rate \_\_\_\_\_ (rise).
3. Employers around the world \_\_\_\_\_ (not stimulate) their workers enough.
4. Companies \_\_\_\_\_ (bet) on new technologies more than ever.
5. At the moment, we \_\_\_\_\_ (not do) anything interesting at the company.
6. It's such a beautiful day, that I \_\_\_\_\_ (walk) to work today.



**C. Complete the following telephone conversation with the present continuous form of the verbs in brackets.**

Mr. Ford: What are you doing (do), Melinda?

Melinda: I (1) \_\_\_\_\_ (write) a memo to the whole staff. Why?

Mr. Ford: Everyone (2) \_\_\_\_\_ (wait) for you in the meeting room.

Melinda: I can't go now. I (3) \_\_\_\_\_ (have) problems with my computer and I (4) \_\_\_\_\_ (lose) my patience with this!

Mr. Ford: Melinda! The client (5) \_\_\_\_\_ (almost sleep) in his chair, the investors (6) \_\_\_\_\_ (get) impatient and I (7) \_\_\_\_\_ (go) crazy!

Melinda: Ok Mr. Ford! I (8) \_\_\_\_\_ (come)....

**Grammar**

**INTERROGATIVE FORM WITH QUESTION WORDS**

Question words for open questions

**Example: What** are the downsides?

<b>What</b>	O quê, Qual	<b>Whose</b>	De quem
<b>Who</b>	Quem	<b>Which</b>	Qual
<b>When</b>	Quando	<b>How</b>	Como
<b>Where</b>	Onde	<b>How many/ How much/How old</b>	Quantos, Quanto/Que idade
<b>Why</b>	Porquê		

Yes/No questions

**Example: Are they brothers? No**, they aren't.

**REMEMBER:** When making questions always use the auxiliary verb **to do**. However do not use it with the verb **to be**!

- Do you like working in a hotel? Yes, I do.
- Are you happy with your job? Yes, I am.



## Practice

### A. Choose the correct question word for each sentence.

1. \_\_\_\_\_ is your supervisor?
  - a. What
  - b. Who
  - a. Which
2. \_\_\_\_\_ did you quit your job?
  - a. Why
  - b. Who
  - c. Whose
3. \_\_\_\_\_ colour is your uniform?
  - a. Who
  - b. Whose
  - a. What
4. \_\_\_\_\_ do you start working?
  - a. Which
  - b. Where
  - c. When
5. \_\_\_\_\_ are my car keys?
  - a. Where
  - b. When
  - c. What
6. \_\_\_\_\_ phone calls do you take everyday?
  - a. How much
  - b. How many
  - c. Which



### B. Choose the correct answer for each question.

**Example:** *Where do you work?*

- a. *I work 12 hours a day.*
- b. *I work for Harrods.*
- c. ***I work in Oxford Street.***

1. Do you like your job?
  - a. Yes, I do.
  - b. I love.
  - c. I welcome customers.
  
2. When do you have a break at work?
  - a. Yesterday.
  - b. At the café.
  - c. At 10 a.m..
  
3. How do you go to work?
  - a. By car.
  - b. At 8.30 a.m..
  - c. Fine.
  
4. Who is your boss?
  - a. The Grand Hotel.
  - b. Receptionist.
  - c. Mr. Phyllis.



## *The Future in Factories*

### Reading Comprehension

- A. Today, life on the production line requires more brains than muscles, so labourers are returning to the classroom. Read the following text and discover the changes that are taking place in factories.

#### **The New Factory Worker**

Until recently, America was divided between manual workers (industrial or servisse work) and knowledge workers (white-collar or professional jobs).

But over the past decade, managers have equipped factories with industrial robots and are teaching factory workers how to use computer controls to operate the machines. At the same time, managers are sending information through the computers. Workers are trained to watch inventories, to know suppliers and customers, costs and prices. Knowledge that long separated brain workers from hand workers is now available via computer on the factory floor.

Some companies are now developing customized training for each worker. Some workers are enrolling at a nearby community college. Others are taking long-distance courses through computers set up at the plant. A few are attending afternoon classes with professors brought right into the factory. To earn a higher salary or to save their jobs, U.S. factory workers are under pressure to add value. But talk to these men and women about their work, their class load, the software they have to reconfigure, or the inventory that should show up in, oh, three minutes, and many seem happy for this new opportunity. Most realize that they're helping to carry U.S. industry. This time, though, it's not in their shoulders, but with their heads.

www.businessweek.com (abridged and adapted)

- B. Find evidence in the text for the following statements.

1. In the past, manual and intellectual jobs were totally separated in America.
2. Workers are now learning to handle electronics.

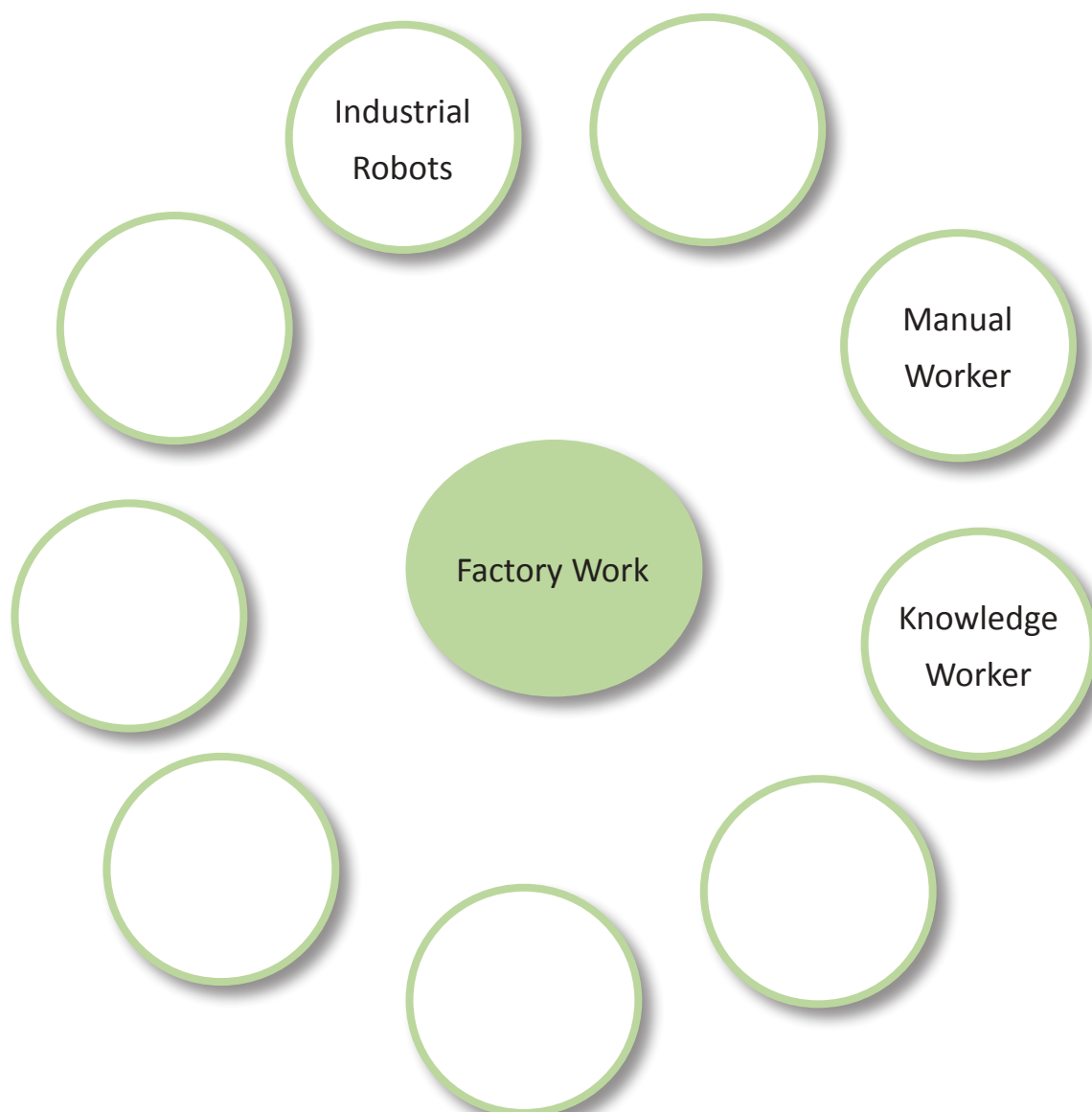


3. Workers have other types of tasks in factories.
4. Manual workers and their managers share the same knowledge.
5. Some workers are going to college.

**C. Answer the following questions.**

1. What type of education are workers getting?
2. Why are they feeling pressured to get more education?
3. How do they feel about it?

**D. Gather as many words and phrases as possible from the text related to factory work and complete the word map below.**





## Grammar

**PRESENT SIMPLE *versus* PRESENT CONTINUOUS**

Compare these two sentences:

- Factory workers are attending classes.
- Factory workers attend classes.

What is the difference between them?

**REMEMBER:**

<b>Present Simple</b>	Repeated actions - <b>I never use the computer at work.</b>
	Permanent routines - <b>I send e-mails to our suppliers.</b>
	States, facts and things that are true - <b>Factory workers are indispensable.</b>
	Thoughts and feelings - <b>I love this course.</b>
<b>Present Continuous</b>	Something happening now - <b>I'm using the computer right now.</b>
	Temporary situations - <b>Today, I'm sending a letter.</b>
	Changes over a long period of time - <b>Labourers are acquiring new skills.</b>

*Practice*

**A.** Are the following sentences right or wrong? Correct the wrong ones.

**Example:** *I'm not liking this new job.* **Wrong:** *I don't like this new job.*

1. I'm living in Tokyo. I was born there.
2. At the moment, I work on a new marketing project.
3. He goes to the factory everyday to check on progress.
4. We look for a new manager to the warehouse.
5. Will is late but he comes.



**B. Choose the correct option for each sentence.**

- The workers \_\_\_\_\_ lunch in the canteen everyday.  
a. have                                      b. are having
- I \_\_\_\_\_ you should learn how to surf the net.  
a. think                                      b. am thinking
- I \_\_\_\_\_ to work today because it is snowing hard.  
a. drive                                      b. am driving
- I can't talk to you right now, because I \_\_\_\_\_ an important e-mail.  
a. write                                      b. am writing

**C.** Complete the sentences below with the present simple or the present continuous of the verbs in brackets.

**Example:** *I hate working in London, because it is always raining (rain/always).*

1. Usually, I \_\_\_\_\_ (work) as a secretary at IBM, but this summer I \_\_\_\_\_ (take) an IT course at an institute.
2. The business card \_\_\_\_\_ (be/normally) printed by a company in Chicago. They \_\_\_\_\_ (not be) expensive and the quality is very good.
3. Every Monday, I \_\_\_\_\_ (drive) my daughter to ballet class.
4. Matt \_\_\_\_\_ (write/currently) a book about his working experience in Dubai.
5. I \_\_\_\_\_ (love) Tarantino! I think he \_\_\_\_\_ (do) a new film in Mexico.



# The language of business

## *Talking on the phone*

Do you know how to have a basic telephone conversation in English? How do you answer the phone? How do you ask for someone to come to the phone? How do you leave a message?

**A. Listen to a phone conversation between Rose, a shop assistant at Harrods, and one of the shop suppliers. Fill in the blanks with the telephone phrases below.**

Put you through

It's out

Call me at

Calls you ASAP

Could I speak to

Hold on a minute

Can I take a message?

Could you repeat the number?

Rose: Good morning, Harrods, Rose speaking. How can I help you?

Supplier: Good morning, this is William Parker from British Cosmetics Inc.

(1) \_\_\_\_\_ Ms. Spencer, please?

Rose: Certainly, (2) \_\_\_\_\_. I'll (3) \_\_\_\_\_

Rose: I'm afraid Ms. Spencer (4) \_\_\_\_\_ at the moment.

Supplier: Could you tell me when she is coming back?

Rose: I'm afraid I don't know. She's in a staff meeting. (5) \_\_\_\_\_?

Supplier: Yes, could you ask her to (6) \_\_\_\_\_ 278 556-3661? I need to talk to her about the new spring line, it's urgent.

Rose: (7) \_\_\_\_\_ please?

Supplier: Yes, that's 278 556-3661.

Rose: Thank you Mr. Parker, I'll make sure Ms Spencer (8) \_\_\_\_\_.

Supplier: Thank you.

Rose: Have a nice day.



## Grammar

### INDIRECT QUESTIONS

Direct questions Informal, direct, objective	Indirect questions Formal, polite
<i>When is she coming back?</i>	<i>Could you tell me when she is coming back?</i>
<i>Has she got my telephone number?</i>	<i>Do you know if she has got my telephone number?</i>
<i>Where is the meeting?</i>	<i>Can you remember where the meeting is?</i>
<ul style="list-style-type: none"> <li>In direct questions the verb and the auxiliary verb comes <b>before</b> the noun (interrogative rule)</li> </ul>	<ul style="list-style-type: none"> <li>In indirect questions the verb and auxiliary verb comes <b>after</b> the noun (as in affirmative statements)</li> </ul>

#### How to do it:

Introductory phrase +  
Question word (or if) +  
Positive sentence

#### Introductory phrase (polite expressions):

- I wonder if/whether...?
- I can't remember if/whether...?
- Could you tell me if/whether...?
- Would it be possible for you to...?

## Practice

### A. Choose the correct option.

- «Excuse me, where is the nearest phone booth?» / «Could you tell us \_\_\_\_\_?»
  - The nearest phone booth
  - Where the nearest phone booth is
  - Where is the nearest phone booth



2. «Does Richard like 3G mobile phones?» / «I can't remember if \_\_\_\_\_.»
- 3G mobile phones Richard likes
  - Richard likes 3G mobile phones
  - Does Richard like 3G mobile phones
3. «What are you doing?!» / «Do you have any idea \_\_\_\_\_?!»
- What you are doing
  - What are you doing
  - What you do
4. «Are you coming to the meeting?» / «Can you let me know if \_\_\_\_\_?»
- Are you coming to the meeting
  - To come to the meeting
  - You are coming to the meeting
5. «Do you know anything about computers?» / «I wonder if \_\_\_\_\_?»
- You know anything about computers
  - Do you know anything about computers
  - You knows anything about computers

## Business Writing

**At work, should e-mails have a different style to letters? What are the «rules» for writing e-mails? Choose the ones from the box you think are right.**

- e-mails should be concise
- e-mails should be long
- use simple words
- use complex words
- write short sentences
- write long sentences
- write direct sentences
- write complex and formal sentences
- always have a subject
- you can leave out the subject
- use the spell check
- you don't need a spell check



## Reading Comprehension

A. Read the following e-mails and then answer the questions.

(No subject)

Send Print Attach Address Fonts Smaller Bigger Colors A

To: \_\_\_\_\_

Cc: \_\_\_\_\_

Subject: \_\_\_\_\_

Account: \_\_\_\_\_ Signature: \_\_\_\_\_

Dear Ms. Spencer,

Further to my phone call, I am writing to arrange a time for our meeting to discuss the terms of your contract with British Cosmetics Inc. regarding the new spring line.

I wonder if you could meet me Thursday morning at 10 a.m.?

Please feel free to contact me if you have any questions.

I can be reached at 555-687-269.

I am looking forward to hearing from you again.

Regards,

William Parker

(No subject)

Send Print Attach Address Fonts Smaller Bigger Colors B

To: \_\_\_\_\_

Cc: \_\_\_\_\_

Subject: \_\_\_\_\_

Account: \_\_\_\_\_ Signature: \_\_\_\_\_

Hi Susan

Have you decided if you're going to the Xmas dinner next Friday? If so, give me a ring and I'll book your table. Everyone's said yes, so hurry up, ok? :-)

Just give me a call if you have any questions.

Bye

Rose



B. Which of the previous e-mails is a formal one?

C. What are the differences between a formal and an informal e-mail?

## Practice

### Grammar

A. Choose the correct pronoun for each case.

**Example:** *They/We should make that choice themselves.*

1. Some parents think their/they children will never grow up.
2. Why don't you/he try a part-time job as a start?
3. Julia thinks hers/her grades aren't good enough.
4. Your laptop is so up-to-date. My/Mine is ready for a museum.
5. That's not his desk, it's our/ours.

B. Make questions for the following answers, beginning as indicated.

**Example:** *John usually takes me to school. Does John usually take you to school?*

1. What \_\_\_\_\_?  
My school has got an amazing gym.
2. Do you \_\_\_\_\_?  
I don't know which job to choose for my future.
3. Whose \_\_\_\_\_?  
That mobile phone is mine.
4. Where \_\_\_\_\_?  
I usually go to the swimming pool on Saturday morning.



**C. Complete the sentences with the present simple or the present continuous form of the verbs in brackets.**

**Example:** *I rarely drink (drink) wine, but tonight I am drinking some to celebrate.*

1. What \_\_\_\_\_ (you/do) on the computer so late? Go to bed!
2. On Sunday morning they \_\_\_\_\_ (always/take) the dog for a walk.
3. I don't understand why \_\_\_\_\_ (he/never/have) dinner with us.
4. I \_\_\_\_\_ (usually/not talk) very much, but today I \_\_\_\_\_ (feel) different.





# Bibliografia

MOON, Bob (1988), *Modular Curriculum*, s.l.:Paul Chapman Publishing.

Este livro divulga um conjunto de experiências educativas inovadoras que contribuíram, decisivamente, para o desenvolvimento da abordagem modular. A avaliação, as virtualidades e os constrangimentos deste modelo são algumas das questões abordadas.

COSTANTINO, Patricia *et al.* (2001), *Developing a Professional Teaching Portfolio: A Guide for Success*, s.l.: Allyn & Bacon.

Guia de apoio à aplicação de portefólios no ensino profissional. Inclui uma listagem dos itens a incorporar em cada secção, fornecendo igualmente pistas de abordagem para a criação de um portefólio eletrónico.

## SÍTIOS:

### Ensino Modular:

<http://www.learningpaths.org/papers/modules.htm>

<http://www.modular-teacher.com>

### Livros *online* sobre o ensino do inglês:

<http://www.eslcafe.com/bookstore/secondlanguage.htm>

### Aplicação de portefólios:

<http://www.essdack.org/port/>

<http://www.electricteacher.com/onlineportfolio/>

### Elaboração de projetos:

<http://www.eduplace.com/projects/>

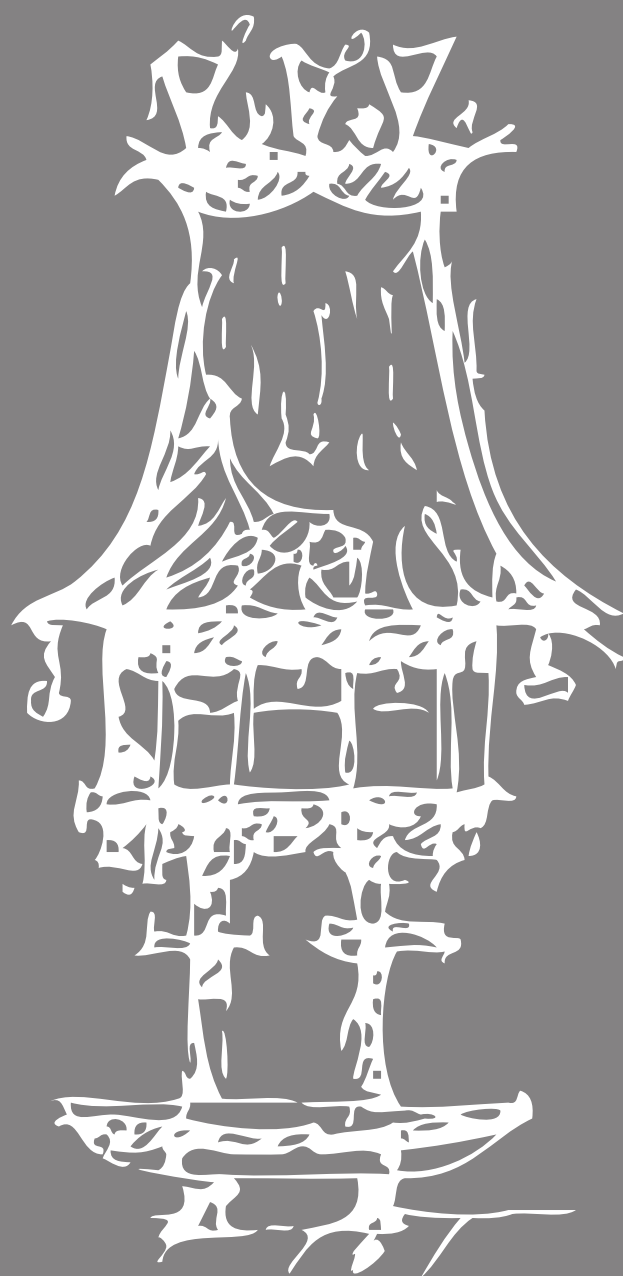
<http://teams.lacoe.edu/documentation/projects/projects.html>

### Inglês para fins específicos:

<http://www.rong-chang.com/esp.htm>

<http://www.esp-world.info/index.htm>







# A Multilingual World

## Módulo 2

## Apresentação

Neste módulo, propõe-se a abordagem de aspetos ligados ao encontro de línguas e culturas, nomeadamente o surgimento de novas práticas de convivialidade, de mobilidade social e de padrões comunicacionais, em que a língua inglesa assume uma posição relevante como meio de acesso à comunicação e ao intercâmbio com outros povos.

Pretende-se, assim, levar os alunos a refletir acerca das suas próprias experiências de aprendizagem de línguas, a ativar os seus conhecimentos sobre os vários contextos em que a língua inglesa é usada e sobre a importância de estudar uma língua estrangeira, não só como fator de aproximação entre povos e culturas, mas como requisito fundamental para a sua vida futura na sociedade.

Este contexto, centrado na problemática das línguas e culturas, fornece o enquadramento temático para que o aluno alargue o seu repertório textual, desenvolva estratégias de interpretação e produção de vários tipos de texto e, simultaneamente, explore os aspetos morfosintáticos, léxico-semânticos e fonológicos que contribuem para a construção da mensagem do texto.

## Objetivos de aprendizagem

- Reconhecer as características de diferentes tipos de texto.
- Compreender textos simples e curtos no âmbito da temática do módulo.
- Identificar informações específicas em material escrito.
- Escrever textos simples e coesos (*cartas, e-mails, chats ...*).
- Descrever atividades passadas e experiências pessoais.
- Expressar preferências e gostos pessoais.
- Reconhecer marcas do discurso oral.
- Participar em pequenas conversas em contextos habituais sobre assuntos do dia a dia.
- Estabelecer contactos sociais, cumprimentar e despedir-se, apresentar-se e apresentar alguém, agradecer alguma coisa.
- Mobilizar estratégias de superação de dificuldades na realização das tarefas.



## Âmbito dos conteúdos

### Interpretação e Produção de Textos

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

- Carta
- *E-mail*
- *Chat*
- Entrevista
- Texto publicitário
- Cartaz
- Brochura

### 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

- O contacto com outras línguas, experiências e culturas:
  - *Pen/cyber friends*
  - Cinema/vídeo
  - *E-mail*
  - Internet
  - Música
- Mobilidade, juventude e línguas:
  - Visitas de estudo
  - Intercâmbios
  - Cursos de férias
  - Turismo

### 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 presente *módulo*.

### **A Palavra / A Frase / A Prosódia**

- Adjetivos (comparativos e superlativos regulares e irregulares)
- Verbos: presente simples, presente progressivo, *present perfect*, passado simples
- Verbos modais (decorrentes dos textos a abordar neste módulo)
- Conjunções coordenativas
- Frases compostas por coordenação (adição, reformulação, conclusão)
- Ritmo, acento, entoação, elipses



# Intercultural and Interlinguistic Experiences

## English Language Quiz

- How many words do you think there are in the English language?  
a. 70 000   b. 170 000   c. 500 000   d. 2 Million
- After the Battle of Hastings, in 1066, what language did the Royal Court and the ruling class in England speak?  
a. Latin   b. German   c. English   d. French   e. Swedish
- Approximately how many languages are spoken in the world?  
a. 1070   b. 1250   c. 2100   d. 2700   e. 3200
- What percentage of Internet sites is in English?  
a. 55%   b. 69%   c. 86%   d. 92%   e. 95%
- According to the U.S. census, how many languages are spoken in the United States?  
a. 457   b. 329   c. 275   d. 203   e. 162

## *Pen/Cyber Friends*

Do you know what an e-pal is? Have you got one? If so, where is he/she from?

### **E-pal world: find a friend today!**

At <http://www.e-palworld.co.uk> you have a free service which is designed for people to find e-mails pals, the electronic equivalent of pen-pals. This site has been running since June 1997 and has seen over 200 000 e-pals join up.

The following young people are looking for e-pals!



User ID: 76999 Country: Turkey

Name: Sebnem Age: 16

E-mail: send user e-mail Gender: Female



## Comments:

Hello. I speak four languages. I want to improve my English. I like talking to people whoever they are and whatever they're like. Age, appearance, gender or religion doesn't bother me in the slightest. I really want to talk to people about culture. I like sports, music, sunny weather, reading, writing e-mails, browsing the Internet and cooking.

Get in touch, I'll write back whatever you say. :)



User ID: 77840

Name: Amanda Morales Gomes

E-mail: Send user e-mail

Country: Spain

Age: 20

Gender: Female

## Comments:

Well, I'm quite a shy sort of person until I get to know someone. I love riding and to help out at some stables near my home. I am into photography, art, and music. I spend a lot of time in coffee shops. I am extremely interested in other cultures and I love to travel. I would like to have some e-pals because I like writing.





User ID: 76950

Name: Toshiki Mori

E-mail: Send user e-mail

Country: Japan

Age: 18

Gender: Male



Comments:

Hi everyone, my name's Toshiki and I just want to make some online friends. I'm outgoing and enthusiastic about everything I am determined to do and I love to learn different languages! I am friendly and an easy person to talk to and I'm keen on meeting people from all over the world. I love history, art, literature, music, but I don't like science. I hope to get to know you! :-D

## Reading Comprehension

### A. Choose the most suitable answer:

1. Sebnem wants an e-pal because....
  - a. She feels alone.
  - b. She has no friends.
  - c. She wants to improve her English.
2. She is interested in meeting...
  - a. All kinds of people.
  - b. Turkish people.
  - c. American and Asian people.
3. Toshiki considers himself...
  - a. Indolent and mischievous.
  - b. Passionate and determined.
  - c. Serious and intelligent.



4. Which of the following things do you think he would like?

- a. Sports outfit, motorbikes and gadgets.
- b. Stamps, chess and cards.
- c. Paintings, CD and books.

5. Amanda's favourite animals are...

- a. Dolphins.
- b. Cats.
- c. Horses.

6. She loves...

- a. Visiting many countries.
- b. Having lots of clothes.
- c. Winning a national contest.

**B. The following statements are all WRONG. Correct them according to the text.**

- 1. Sebnem only speaks English.
- 2. She never uses the Internet.
- 3. Amanda doesn't like going out much.

**C. Establish connections between the words on the left and their synonyms on the right.**

- |             |  |
|-------------|--|
| 1. Improve  | a. Looking for information on the Internet           |
| 2. Outgoing | b. Become better                                     |
| 3. Browsing | c. Reserved  |
| 4. Keen on  | d. Very enthusiastic about, interested in or fond of |
| 5. Quite    | e. Sociable, friendly                                |
| 6. Shy      | f. Fairly, rather, to a certain extent               |



## Grammar

## COORDINATING CONJUNCTIONS or LINKING WORDS

Look at the following sentences taken from the texts:

I am extremely interested in other cultures **and** I love to travel.

I love history, art, literature, music, **but** I don't like science.

The words in bold are linking words which are used to join different parts of a sentence together.

Linking word	Function	Example
<b>For</b>	Shows a cause/effect relationship between ideas	He avoided eating ice cream <b>for</b> he didn't want to put on weight.
<b>And</b>	Joins two similar ideas together	I'm fond of reading <b>and</b> writing.
<b>Nor</b>	It is used when the alternative is negative	We don't like neither westerns <b>nor</b> horror films.
<b>But</b>	Joins two contrasting ideas	Cassie likes travelling <b>but</b> she hates flying.
<b>Or</b>	Joins two alternative ideas	Do you think you can do this <b>or</b> not?
<b>Yet</b>	It is used to suggest that the second element is not what we might expect	They knew the dangers of that river, <b>yet</b> they went into the water.
<b>So</b>	Shows that the second idea is the result of the first	It's still early, <b>so</b> we can have a cup of tea.

## Practice

## A. Choose the correct option.

**Example:** *James is very intelligent **and** he has also a wonderful sense of humour.*

a. **and**      b. *for*      c. *so*



1. I like to travel abroad, \_\_\_\_\_ I prefer to stay at home during Easter holidays.  
a. for                      b. yet                      c. and
2. The water was fine \_\_\_\_\_ I went swimming.  
a. or                      b. so                      c. nor
3. He didn't arrive on time \_\_\_\_\_ did he get tickets for the show.  
a. nor                      b. or                      c. so
4. Carol can go to English classes \_\_\_\_\_ to Spanish classes.  
a. or                      b. so                      c. yet
5. We went shopping \_\_\_\_\_ we couldn't find anything we liked.  
a. nor                      b. so                      c. but

## B. Choose the best conjunction to fill in the gaps.

**Example:** *To get from Scotland to Ireland they can fly **or** they can ride the ferry.*

1. I went to buy a new pair of shoes \_\_\_\_\_ the shop was closed.
2. Sophie has a violin \_\_\_\_\_ she plays it beautifully.
3. He wasn't feeling very well, \_\_\_\_\_ he went to work.
4. Jeff was cold, \_\_\_\_\_ he turned the heating on.

## C. Establish connections between the sentences on the left and those on the right.

**Example:** *My e-pal was very sad... c. ...so we talked for hours.*

- |   |                                 |
|---|---------------------------------|
| 1. They brought a bottle of wine...                                     | a. ...yet they didn't drink it. |
| 2. My friends bought me a cake<br>for my birthday. I didn't taste it... | b. ...because I'm on a diet.    |
| 3. Mark has a guitar...   | c. ...so we talked for hours.   |



4. We can go to the concert... d. ...or to the theatre.
5. Suzy needed to buy a present... e. ...but it was too late to go shopping.
- f. ...and he plays it very well.

## Cinema/Video

Joan's favourite actress is Nicole Kidman. Do you remember any film in which she has starred?

### A. Read the following text.

#### Nicole Kidman

Nicole Mary Kidman was born on June 20, 1967, in Australia. Her father is a biochemist and a clinical psychologist in Sydney. Her mother is a nursing instructor. Kidman started taking ballet lessons when she was four. This led to studies at Sydney's Australian Theatre for Young People, then at the Philip Street Theatre, where she majored in voice production and theatre history.

After making various appearances in film and television, Kidman received her breakthrough role in the 1989 thriller *Dead Calm*. Since then, Kidman's acting career has developed greatly. She performed in several films, such as *Days of Thunder* (1990), *Far and Away* (1992), *Batman Forever* (1995), *To Die For* (1995), *Eyes Wide Shut* (1999), *Moulin Rouge!* (2001), *The Hours* (2002), *The Human Stain* (2003), *Cold Mountain* (2003), *The Interpreter* (2005), and *Bewitched* (2005). She has also provided her voice for the animated movie *Happy Feet* (2006). She has won not only critical acclaim, but also many film awards.

In 2003, Kidman received her star on the Walk of Fame in Hollywood, California.

In conjunction with her success in the film industry, Kidman became the face of the Chanel No. 5 perfume brand. Kidman is a UNICEF Goodwill Ambassador, a singer and a successful recording artist. She is also well known for her former marriage to Tom Cruise, as well as her later marriage to singer Keith Urban.

[http://en.wikipedia.org/wiki/Nicole\\_kidman](http://en.wikipedia.org/wiki/Nicole_kidman) (abridged and adapted)



## Reading Comprehension

**B. What do these words mean in the text? Put a circle around the correct answer: a, b or c.**

1. Majored
  - a. Became more important
  - b. Travelled abroad
  - c. Specialized in a certain subject
2. Breakthrough role
  - a. Change of place
  - b. Success that resulted in her widespread recognition and popularity
  - c. Piece of metal
3. Greatly
  - a. Much
  - b. Smoothly
  - c. Slowly
4. Acclaim
  - a. Acknowledge the greatness
  - b. Prevent to do something
  - c. Restore
5. Award
  - a. Dedication
  - b. Prize
  - c. Anecdote
6. Brand
  - a. Type of newspaper
  - b. Branch
  - c. Trade mark



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

1. Nicole studied theatre.
2. She lent her voice to an animated character.
3. There is no star in the Walk of Fame with her name.
4. She participates in advertising.
5. Tom Cruise is her husband.

**Grammar**

**PAST SIMPLE - REGULAR VERBS**

Look at the following verbs taken from the text:

Started, majored, received, performed

**These verbs are in the past simple. They are regular verbs, that is, we add -ED to the infinitive of the verb.**

Infinitive	Past Simple	Past Participle
To start	-ed	-ed
To major	-ed	-ed
To receive	-ed	-ed

**Examples:**

Kidman majored in voice production and theatre history.

She received her breakthrough role in 1989.

**Exceptions in the spelling of regular verbs:**

**Verbs ending in:**

**Examples:**

-e, only add -d	Change - changed
Final consonant after a single stressed vowel or <b>L</b> , double the consonant and add -ed	Travel - travelled Admit - admitted
Consonant before <b>y</b> , the <b>y</b> changes to <b>i</b> and add -ed	Hurry - hurried



In the negative and interrogative forms, we have to use the auxiliary verb **to do**:

Kidman did not major in science and communication.

Did she receive her breakthrough role in 1979?

Affirmative	Negative	Interrogative
I realized	I didn't (did not) realize	Did I realize?
He/She/It played	He/She/It didn't play	Did he/she/it play?
We/You/They arrived	We/You/They didn't arrive	Did we/you/they arrive?

## Signal words of the past simple:

Yesterday; 2 minutes ago; in 2005; the other day; last Friday; the week before; last year; etc.

**USE:** The past simple is used to talk about actions or situations that happened in the past.

## Practice

### A. Fill in the gaps with the verbs given in the past simple.

receive announce

work

happen

appoint

In 2006, Nicole Kidman happened to be the highest paid actress in the film industry. That same year, Kidman \_\_\_\_\_ Australia's highest civilian honour when she was \_\_\_\_\_ to become a Companion of the Order of Australia. On June 25, 2007, Nintendo \_\_\_\_\_ that Kidman would be the new face of the company's advertising campaign for the Nintendo DS game *More Brain Training* in its European market. She also \_\_\_\_\_ to help raise money for and draw attention to the plight of the most disadvantaged children in Australia and around the world!





**B. Use the past simple to:****Form affirmative sentences:****Example:** *You/ask/a question/and/I/answer. **You asked a question and I answered.***

1. Yesterday/they/call/us/quite late.
2. She/react/to my questions/in an awful way.

**Form negative sentences:****Example:** *I/want/a new car. **I didn't want a new car.***

1. We/cause/much trouble/ but/we/behave/properly.
2. Steve/watch TV/last night.

**Form interrogative sentences:****Example:** *Tracy/live/in Taiwan last summer? **Did Tracy live in Taiwan last summer?***

1. Andrew/visit/Cape Verde/a month ago?
2. The terrorist's car/explode/last week?

**C. These sentences are in the present simple. Change them into the past simple.****Example:** *Kyla doesn't hug her little brother. **Kyla didn't hug her little brother.***

1. Colin and Fred water the plants.
2. Do you remember the way to the Town Hall?
3. Miranda dreams about her summer holidays.

## Internet

Are you familiar with chats? They're sites where one can enter freely after choosing a nickname and exchange messages public or privately in real time with other Internet users.



## Reading Comprehension

### Children Unaware of Internet Dangers

Child protection experts launched a new website that offers advice on safe use of the Internet. After some research, they found that children are ignorant of the potential dangers of meeting people to whom they talk online.

The site *For Kids By Kids Online* (FKBKO) was developed by Rachel O'Connell, director of the Cyberspace Research Unit (CRU) at the University of Central Lancashire, who spent five years investigating Internet paedophiles.

It contains an interactive guide to using chat rooms, which explains the dangers of giving out personal information and meeting up with cyber friends, and advice on online harassment. This includes how to block other unpleasant users.



Of the 259 children who used chat rooms, 27 met up with online friends. Although 74% said they had «a really good time», two were verbally harassed and one boy of 11 reported that the other person tried to physically hurt him. More than 380 children had accidentally accessed adult sites. But almost all chats users did not know how or where to report anything offensive they had seen, read or experienced on the Internet.

Ms. O'Connell said, «Our research indicated that there are thousands of children in the UK who remain unaware of basic Internet safety guidelines, despite having access to these new technologies, either at home or at school. It is essential that we challenge this lack of knowledge, get the message across to children, teachers and parents, and help to keep children safe.»

<http://www.buzzle.com/editorials> (adapted and abridged)



**B. Answer the following questions about the text:**

1. What did child protection experts find after their research?
2. Who developed the website *For Kids By Kids Online* (FKBKO)?
3. What kind of information does the site contain?
4. How many children remain unaware of basic Internet safety guidelines?
5. What message is important to get across to help keep children safe?

**Grammar****PAST SIMPLE - IRREGULAR VERBS**

Look at the following verbs taken from the text:

Found, spent, said, did not know

**These verbs are in the past simple. They are irregular verbs, that is, we don't add -ed to the infinitive of the verb:**

Infinitive	Past Simple	Past Participle
To find	Found	Found
To know	Knew	Known

**Examples:**

After some research, child protection experts **found** that children are ignorant of the dangers of meeting people to whom they talk online.

Almost all chat users **did not know** how or where to report anything offensive.

	Affirmative	Negative	Interrogative
<b>Singular</b>	I/You/He/She/It found	I/You/He/She/It didn't (did not) find	Did I/you/he/she/it find?
<b>Plural</b>	We/You/They knew	We / You / They didn't know	Did we/you/they know?



**Verb «to be»**

Affirmative	Negative	Interrogative
I/He/She/It was	I/He/She/It wasn't (was not)	Was I/he/she/it?
We/You/They were	We/You/They weren't (were not)	Were we/you/they?

**Verb «there to be»**

Affirmative	Negative	Interrogative
There was	There wasn't (was not)	Was there?
There were	There weren't (were not)	Were there?

## Practice

**A. Complete the sentences with «was», «were», «there was» or «there were».**

**Example:** *My cousin and I **were** in the bus. We **were** going home.*

- It \_\_\_\_\_ the right thing to do. \_\_\_\_\_ nothing else you could do.
- \_\_\_\_\_ a huge amount of heavy bags. The men who took them \_\_\_\_\_ very strong.
- The weather \_\_\_\_\_ fabulous: it \_\_\_\_\_ sunny and warm.
- Dinner \_\_\_\_\_ great! \_\_\_\_\_ so much delicious food!

**B. Complete the sentences with the verbs given in brackets.**

**Example:** *Emma and I saw (see) Lauren last week. She looked fine.*

- The telephone \_\_\_\_\_ (keep) on ringing while you \_\_\_\_\_ (be) out.
- Brian \_\_\_\_\_ (tear) his jeans when he \_\_\_\_\_ (fall) off his bike.
- Clark \_\_\_\_\_ (leave) his mobile at home. He \_\_\_\_\_ (have) to go back to get it.



## Grammar

### MODAL VERBS

Some of the most common modal verbs are: can, may, could, might, should, must.

**Modal verbs are special verbs, which behave very differently from normal verbs.** Here are some important differences:

- Modal verbs are followed by the infinitive without **-to**:  
**Examples:** He can speak Chinese and Russian. (Can is used to talk about ability)  
 She could get herself into trouble. (Could is used as the past of can)
- They do not take **-s** in the 3<sup>rd</sup> person:  
**Examples:** She may be responsible for the whole class. (May is used to talk about things that can happen in certain situations and to talk about permissions)  
 They might not join us at the restaurant. (Might is used to talk about a possibility)
- Use «not» to transform modal verbs into negative form, even in the present simple and the past simple:  
**Examples:** She should not (shouldn't) pay attention to what they say. (Should is used to give advice)  
 He must not (mustn't) bring his dogs. (Must is used to indicate necessity or obligation)

## Practice

### A. Choose the best option.

On forums you can (can/must) talk to people you do not know about your experiences. Dating (1) \_\_\_\_\_ (may/should) enable us to meet someone who is mischievous. If you ask yourselves: «What are our children doing for five hours at the computer?» The answer (2) \_\_\_\_\_ (must/could) be: «They're creating relationships». In order to take proper care of them, you (3) \_\_\_\_\_ (can/should) become aware of the means by which children and teenagers create relationships on the Internet.



**B. Affirmative or negative? Choose the correct option.**

**Example:** You (might/might not) **might not** leave the room even if you wished to.

1. (May/May not) \_\_\_\_\_ I open the window a bit?
2. (Can/Can't) \_\_\_\_\_ you swim?
3. Listen, please. You (may/may not) \_\_\_\_\_ speak during this exam.
4. You (could/couldn't) \_\_\_\_\_ smoke in that room. It was forbidden.
5. Tomorrow we (must/must not) \_\_\_\_\_ forget to take the briefcases.
6. You (should/should not) \_\_\_\_\_ pay attention to the traffic lights.

## Music

Music is something we just can't live without. Do you enjoy singing? Have you ever tried karaoke or even participated in a contest? If so, how was that experience? Did you enjoy it?

### Reading Comprehension

**A. Read the following text. There are words missing. Try to figure them out.**

#### Music...always

Music has played an (1) \_\_\_\_\_ role in my life, especially in those moments when I am sad. Music for me is a (2) \_\_\_\_\_ who talks to me when I feel lonely. Most of the times, when I am unhappy, listening to music makes me cry because of the (3) \_\_\_\_\_, but at the same time, it helps me calm down.

I think I have a singing talent. In Romania, our music teacher in the 6<sup>th</sup> grade chose people from around the school to make a chorus. I was one of the people she chose. The only time I remember singing in Romania was at the end of 4<sup>th</sup> grade when the (4) \_\_\_\_\_ teacher asked me individually to sing a song. I sang a beautiful song about children by a pretty famous Romanian singer.

In the United States, I sang at the International High School, at the Holiday Shows and the Talent Show. I sang at the Holiday Shows in December 2002 and 2003. I chose a song by Eros Ramazzotti. The reason I chose his song was the fact that he is very \_\_\_\_\_



in South America and since South Americans mostly populate the school, I knew they would like the song. And they did. The song was in Italian since Eros is Italian. He also sings in Spanish.

At the Talent Show in May 2003, I sang two songs. One of the songs was by Andrea Bocelli, one of my favourite singers. The other song was a Romanian song by Marcel Pavel, a new singer in Romania. I chose his song because he has a similar (6) \_\_\_\_\_ to Bocelli's and his music is beautiful.



<http://dev.lagcc.cuny.edu> (adapted and shortened)

**B. Complete the gaps in the text with the following words.**

- a. Music
- b. Lyrics
- c. Important
- d. Voice
- e. Friend
- f. Popular



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

- a. Music is important for Lavinia.
- b. She has been singing since she was young.
- c. Lavinia is from Romania and she still lives there.
- d. She enjoys singing in different languages.
- e. She likes singing but she has never participated in a talent show.



# Mobility, youth and language

## *International Exchange*

### ERASMUS

Have you ever wished to live and study abroad? Have you ever wanted to get to know a different culture, study at a foreign university, meet new friends, and learn another language, all at the same time?

Then ERASMUS, a European Community programme in the field of higher education, may be what you are looking for!

The ERASMUS programme offers the possibility of studying abroad in another European country for a period of between 3 and 12 months.

You may receive a study grant and you won't have to pay university fees abroad. In addition, your studies abroad will be recognised at your home university.

An important part of your ERASMUS study period is the Learning Agreement. It sets out the programme of studies which you will follow abroad, as well as the confirmation of academic achievement protocol and must be agreed in writing between your home university, your host university and yourself.

In addition, you can improve your language skills by participating in one of the Erasmus Intensive Language Courses (EILCs) offered at host universities.

And remember: you will receive full recognition for your study period abroad at home. ERASMUS action reaches higher education institutions and their students and staff in all 27 Member States of the European Union, the three countries of the European Economic Area (Iceland, Liechtenstein and Norway), and Turkey.

<http://ec.europa.eu/education/programmes> (adapted and abridged)

#### A. Choose the correct option.

1. This text wants to inform...
  - a. primary students.
  - b. secondary students.
  - c. university students.





2. The ERASMUS programme mainly offers the...

- a. possibility to go to the UK.
- b. possibility of studying abroad.
- c. possibility to travel.

3. The study grant is important because...

- a. you don't pay fees abroad.
- b. you can eat out while you're abroad.
- c. you'll be able to travel for free.

4. A way to improve your language skills is to...

- a. listen to plenty of songs.
- b. watch a lot of TV.
- c. do an intensive language course.

**B. Answer true (T) or false (F) and correct the false statements.**

- 1. ERASMUS is an American programme.
- 2. It gives you the possibility of studying in any European country.
- 3. You can be studying in that country for two years.
- 4. The Learning Agreement sets out the programme of studies, which you will follow in your home country.
- 5. An Intensive Language Course is offered to those students who can't speak (very well) the language of the country where they are going to study.

Have you ever made a study trip to an English speaking country? If so, did you find it useful? Why/Why not?



### Reading Comprehension

A. Read the following testimonies of people who went to the UK on a study trip to learn English.



Simon Blschel, Switzerland

I have been quite amazed by the enthusiasm of the teachers, by the interactive methods of studying they are able to use... I have already attained the highest level - proficient.

Elina Nagla, Latvia

I have been in the UK for a month. I have stayed with a nice family, though without children of my age. The English course programme has been informative and well balanced between classes and relaxing activities. I'll be coming back to the UK to complete higher education and get a university degree.



Jing-Yu Lee, Taiwan

I have met people of different nationalities, cultures and experiences. I would never hesitate to repeat it. The staff is very helpful and kind in assisting us to settle in.



Zakarea Al-Haddad, Kuwait

I had a great time in England, the people were welcoming and I met many different students from all over the world whom I have kept in touch with. I would recommend York to any student who is considering learning English. Now back in Kuwait, I'm a more confident speaker than I was before. The course in England has prepared me well to start my studies in Dublin as a doctor.



### B. Decide who...

1. Enjoyed the course in the UK.
2. Has met people from different countries.
3. Liked the teachers.
4. Has stayed with a host family.
5. Enjoyed the activities done in the course.

### C. Complete the sentences according to the text.

1. Zakarea found the English people...
2. He recommends York for those students who...
3. Simon has reached the...
4. Jing-Yu thinks the staff was...
5. Elina stayed with a host family who had no...

## Grammar

### DEGREES OF ADJECTIVES

Take a look at the following sentences taken from the text:

I'm a more confident speaker than I was before.

I have already attained the highest level - proficient.

In the first example, the adjective «confident» is in the comparative of superiority.



In the second, the adjective «high» is in the superlative.

We use the comparative for comparing two things and the superlative for comparing three or more things. Notice that the word «than» frequently accompanies the comparative, and that superlative sentences usually use «the», because there is only one superlative.

Adjective		Comparative			Superlative
		Superiority	Equality	Inferiority	
<b>1 Syllable</b>	High	Higher (than)	As high as	Less high (than)	The highest
	Hot	Hotter (than)	As hot as	Less hot (than)	The hottest
	Sad	Sadder (than)	As sad as	Less sad (than)	The saddest
<b>2 Syllables</b>	Large	Larger (than)	As large as	Less large (than)	The largest
	Nice	Nicer (than)	As nice as	Less nice (than)	The nicest
	Funny	Funnier (than)	As funny as	Less funny (than)	The funniest
	Easy	Easier (than)	As easy as	Less easy (than)	The easiest
<b>2 or more syllables</b>	Beautiful	More beautiful (than)	As beautiful as	Less beautiful (than)	The most beautiful
	Famous	More famous (than)	As famous as	Less famous (than)	The most famous

## IRREGULAR ADJECTIVES

Adjective	Comparative	Superlative
<b>Good</b>	<b>Better (than)</b>	<b>The best</b>
<b>Bad</b>	<b>Worse (than)</b>	<b>The worst</b>
<b>Little</b>	<b>Less (than)</b>	<b>The least</b>
<b>Many/much</b>	<b>More (than)</b>	<b>The most</b>



## Practice

**A.** Transform the adjectives given into the comparative of superiority, comparative of equality and comparative of inferiority.

**Example:** Jennifer is (short) **shorter than/as short as/less short** than her sister Carol.

1. Jim and his friend run (fast) \_\_\_\_\_ some athletes.
2. They are (crazy) \_\_\_\_\_ we thought.
3. Their teacher is (strict) \_\_\_\_\_ ours.
4. Christine's mobile phone is (trendy) \_\_\_\_\_ Michael's.
5. Horror films are (interesting) \_\_\_\_\_ westerns.

**B.** Follow the example and complete the list with the correct superlative.

**Example:** Fast - the fastest / Friendly - the friendliest

- |         |               |
|---------|---------------|
| 1. Tall | 5. Sunny      |
| 2. Old  | 6. Silly      |
| 3. Hot  | 7. Exciting   |
| 4. Thin | 8. Successful |

**C.** Which is the most suitable adjective? Use the comparative of superiority.

- a. mature      b. happy      c. comfortable      d. independent      e. nice

I met Jenny during a summer course. She is **more mature** than she was a year ago. She doesn't live with her parents anymore, so she is also (1) \_\_\_\_\_. She changed her job and is (2) \_\_\_\_\_ now. Jenny is living in a small flat, therefore she's thinking about buying a (3) \_\_\_\_\_ house. She just wants it to be (4) \_\_\_\_\_ than this one.

## Grammar

### PRESENT PERFECT

Take a look at the following sentences from the lyrics:

I've paid (= I have paid) my dues.

I've done (= I have done) my sentence.



The verbs are in the present perfect tense. This verb tense is formed with the present of the verb have + the past participle of the main verb.

Infinitive	Past Simple	Past Participle
To take	Took	Taken

## Example:

I have taken my bows.

Affirmative		Negative		Interrogative		
I	Have made a few mistakes	I	Haven't woken up early	Have	I	Come to the party?
You		You			you	
We		We			we	
They		They			they	
He	Has made a few mistakes	He	Hasn't woken up early	Has	he	
She		She			she	
It		It			it	

## USE:

- Actions which started in the past and are still going on

**Example:** They have worked for that boss since 2005.

- Actions which happened at some unknown time in the past

**Example:** He has been to Poland.

- Actions which happened in the past, but have an effect in the present

**Example:** I have broken my arm.



We use the present perfect with unspecific expressions such as:

<b>Ever</b>	Have you ever been to Dublin?	<b>Already</b>	Have you already tried sushi?
<b>Never</b>	They have never gone abroad.	<b>Just</b>	I have just arrived.
<b>Once</b>	I have once seen that kind of portrait.	<b>How long</b>	How long have you been waiting?
<b>Several/ many times</b>	We have gone there several times.	<b>Yet (only negative and interrogative)</b>	We haven't been to that new disco yet.
<b>Before</b>	I have never seen him before.	<b>For</b>	We have waited for two hours.
<b>So far</b>	You have collected two thousand postcards so far.	<b>Since</b>	We have waited since three o'clock.

## Practice

### A. Choose the best verb in order to complete each sentence.

**Example:** *Jessica is Brazilian. She has never **been** to Europe.*

a. stayed    b. **been**    c. done    d. written

1. I haven't \_\_\_\_\_ my work yet.

a. finished    b. arrived    c. come    d. looked

2. We have \_\_\_\_\_ to their colleagues.

a. crossed    b. shot    c. spoken    d. paid

3. They haven't \_\_\_\_\_ the washing machine. It doesn't work.

a. repaired    b. lost    c. bit    d. forgot



**B. Change the following sentences into the negative and interrogative forms.**

**Example:** *The bus has stopped at the corner. **The bus hasn't stopped at the corner / Has the bus stopped at the corner?***

1. Michael has already locked the door.
2. His computer has just crashed.
3. Jane has been on holiday for a week.
4. My friends have brought all their books.

**C. What is wrong with the following verbs? Put them in the present perfect.**

**Example:** *We have talk to your brother - We have **talked** to your brother.*

1. The students has become very interested.
2. Carol has drank too much water.
3. We have visit our friends in Switzerland.
4. They haven't start their course yet.





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GOODWRIGHT, C. & OLEARSKI, J. (1998), *In the English-Speaking World*, London: Chancereel International Publishers.

## SÍTIOS:

### Ensino/aprendizagem intercultural:

<http://sitesforteachers.com/index.html>

<http://www.lancs.ac.uk/users/interculture/learnact.htm>

<http://www.teachingenglish.org.uk/think/methodology/intercultural1.shtml>

### Pen friends:

<http://www.pacificnet.net/~sperling/guestbook.html>

<http://stolaf.edu/network/iecc>

<http://www.kidlink.org>

### Jovens e Mobilidade:

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

### Estudar inglês no Reino Unido:

<http://www.gouk.com/>

### Informação Turística:

<http://www.iol.ie/~discover/europe4.htm>

### Viagens:

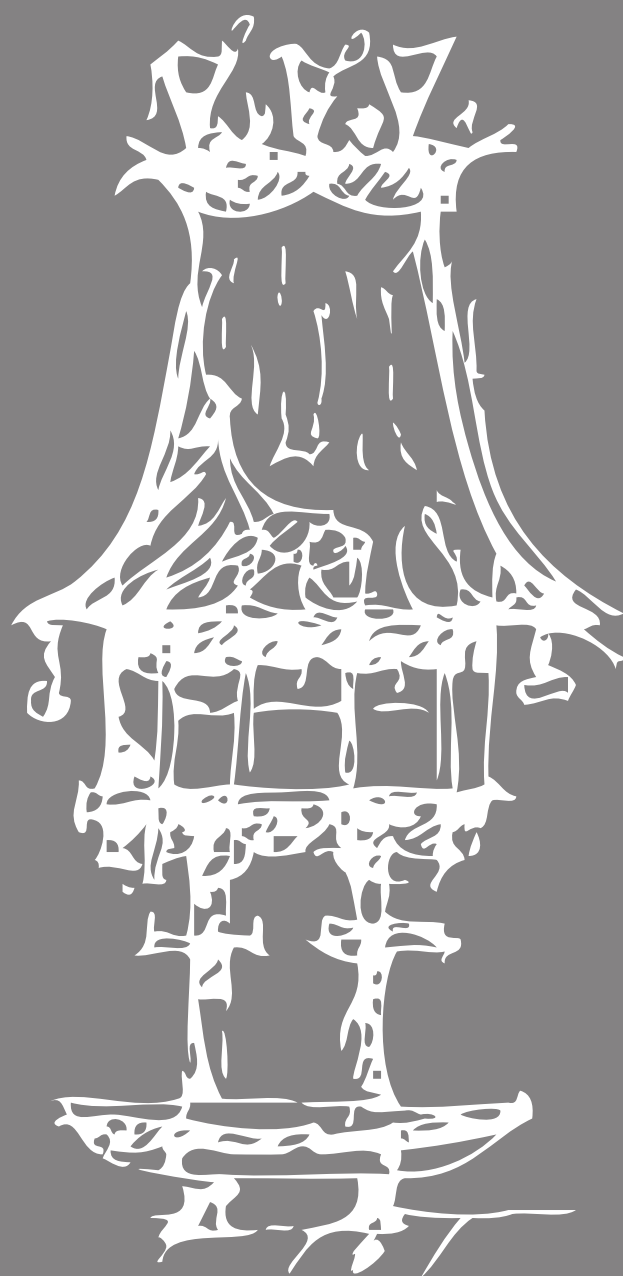
<http://travel.roughguides.com>

<http://www.travelfinders.com>

### Jovens e Formação:

<http://www.training-youth.net>







# The Technological World

## Módulo 3

## *Apresentação*

Neste módulo, procura-se levar o aluno a identificar e a caracterizar as transformações sociais decorrentes da introdução das novas tecnologias no quotidiano dos indivíduos, colocando o enfoque nos novos conceitos de família, de trabalho, de educação e de relações interpessoais e profissionais.

Este contexto de transição e mutabilidade social e tecnológica fornece o enquadramento temático para que o aluno aborde vários tipos de texto, os seus padrões estruturais e paratextuais (disposição gráfica, gravuras, tipos de letra, etc.) e, simultaneamente, explore os aspetos morfossintáticos, léxico-semânticos e fonológicos que contribuem para a construção da mensagem.

Propõe-se ainda neste módulo o desenvolvimento de um projeto de leitura que incida sobre textos funcionais relacionados com o mundo tecnológico ou sobre a abordagem de um conto. Para esse efeito, sugere-se na secção de Bibliografia/Outros Recursos algumas coleções de Graded Readers, a seleccionar em negociação com os alunos.

São indicados também alguns contos, que abordam questões relacionadas com o mundo tecnológico e com a ficção científica, o que não exclui a seleção de outros que eventualmente possam interessar aos alunos, ainda que não estejam ligados diretamente com os domínios de referência propostos em cada módulo.

## *Objetivos de aprendizagem*

- Reconhecer as características de diferentes tipos de texto.
- Compreender textos simples e curtos no âmbito da temática do módulo.
- Compreender a mensagem global de um texto extenso.
- Seguir instruções escritas.
- Escrever textos simples e coesos (artigo de jornal, relato de viagem, resumo de filmes, etc.).
- Identificar inovações tecnológicas marcantes.
- Enumerar vantagens e desvantagens do progresso tecnológico.
- Reconhecer o papel das tecnologias na comunidade, no ensino e no mundo do trabalho.



- Utilizar vocabulário relacionado com o mundo tecnológico.
- Intervir numa discussão sobre o impacto do avanço da tecnologia na sua vida diária.
- Utilizar estratégias para se fazer entender em interações orais e escritas.
- Relatar o enredo de um conto.
- Dar a sua opinião acerca do que lê.

## *Âmbito dos conteúdos*

### **Interpretação e Produção de Texto**

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

- Discussão
- Debate
- Panfleto pedagógico
- Artigo de jornal
- Notícia
- Inquérito
- Relato de viagem
- Filme

### **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**

- Inovação Tecnológica:
  - O homem e a máquina
  - Os robots
  - Máquinas inteligentes
- Mudanças Sociais:
  - Na comunidade



- Na educação
- No trabalho
- A exploração de outros mundos:
  - O espaço
  - As cidades digitais
  - Os mundos virtuais

### 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 presente *módulo*.

### A Palavra / A Frase / A Prosódia

- Flexão de nomes (partitivos, contáveis *versus* incontáveis)
- Flexão de adjetivos (intensificação)
- Uso de determinantes
- Passado simples e perfeito
- Modalidades de expressão do futuro
- Frases compostas por subordinação: condicional (1.º e 2.º tipos)



# Technological Achievements/ Innovation

## *Man versus Machine*

Where has technology taken us? Think about the relationship between man and machines. In what ways has it changed? Can you give some examples?

### Reading Comprehension

#### A. Read the following text.

##### **Robots to Feed and Care for the Elderly**

If you grow old in Japan, expect to be served food by a robot, ride a voice-recognition wheelchair or even possibly hire a nurse in a robotic suit - all examples of cutting-edge technology to care for the country's rapidly greying population. With nearly 22 percent of Japan's population already aged 65 or older, business have been rolling out everything, from easy-entry cars to remote-controlled beds, fuelling a care technology market worth some \$1, 08 billion in 2006, according to industry figures.

At a home care and rehabilitation convention in Tokyo this week, buyers crowded around a demonstration of Secom Co's My Spoon feeding robot, which helps elderly or disabled people eat with a spoon-and-fork-fitted swivelling arm.

Operating a joystick with his chin, developer Shigelisa Kobayashi manoeuvred the arm towards a block of tofu, getting the fork to break off a bite-sized piece. The arm then returned to a pre-programmed position in front of the mouth, allowing Kobayashi to bite and swallow.

«It's all about empowering people to help themselves», Kobayashi said. The Tokyo-based company has already sold 300 of the robots, which come with a price tag of \$3,500.

«We want to give the elderly control over their own lives», he said.

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



**B. Choose the summary that best summarizes the text.**

1. The text talks about the most recent technology in Japan. It informs the reader about a machine that was developed for disabled or old people. This robot takes care of them as if it was a nurse, that is, gives them baths and feeds them. It also keeps them company and talks to them, so they don't feel alone.

2. The text talks about the most recent technology in Japan. It informs the reader about a machine that was developed for disabled or old people. This robot helps them to eat. It is very cheap, so lots of people have bought one.

3. The text talks about the most recent technology in Japan. It informs the reader about a machine that was developed for disabled or old people. This robot helps them to eat. It is very expensive, nevertheless it has been bought by more than one hundred people.

**C. Answer the following questions about the text.**

1. What kind of technology related to the elderly are you able to find in Japan?
2. Where did the demonstration of Secom Co's My Spoon feeding robot take place?
3. How is the robot operated?
4. Why are such inventions important for old and disabled people?





## Grammar

### ADJECTIVES

Remember that **adjectives** are words that are used to modify nouns or pronouns. Look at the following examples:

Voice-recognition wheelchair

Anything interesting

Robotic suit

Somewhere quiet

Remote-controlled beds

**There are no plural adjectives in English, so there is never an -s added to them.**

**Examples:**

Yesterday we went to a rehabilitation convention.

Last week, we went to some rehabilitation conventions.

Adjectives can either come before a noun.

**Example:** Scientist Grayhead is an interesting man.

Or after the main verb in a sentence.

**Example:** Scientist Grayhead seemed interesting.

## Practice

**A. Have you ever thought about what a robot is? Complete the following text with the correct adjective from each box.**

Electromechanical

Natural

Mechanical

Artificial

Automatic

Pre-programmed

Coordinated

A robot is a (1) \_\_\_\_\_, (2) \_\_\_\_\_ agent. It is usually an (3) \_\_\_\_\_ system, which by its appearance or movements conveys a sense that it has intent or agency of its own. It has all of the following properties: it is not (4) \_\_\_\_\_, that is, has been artificially created; it can sense and manipulate things in its environment or (5) \_\_\_\_\_ control / (6) \_\_\_\_\_ sequence; it can make (7) \_\_\_\_\_ movements.



## B. Find out what is wrong with the following adjectives in bold.

1. I'm **hungry** not. I'm thirsty.
2. The twins bought two **elegants** suits.
3. We went shopping today and saw many machines **different** and **amazing**.
4. David **upset** looked, so we asked if we could do anything for him.
5. Those cakes are **sweets** and delicious!

## Intelligent Machines

### Reading Comprehension

#### A. Read the following text.

#### The Machine Stops

*The Machine Stops* is a science fiction short story written by E.M. Forster.

The story describes a world in which almost all humans have lost the ability to live on the surface of the Earth, and most of the human population lives below ground. Each individual lives in isolation in a standard «cell», with all bodily and spiritual needs met by the omnipotent, global Machine. Travel is permitted but it is unpopular and rarely necessary.

There are two named characters, Vashti and her son Kuno, who live on opposite sides of the world. Vashti is satisfied with her life, which she spends producing and endlessly discussing second-hand «ideas», as do most inhabitants of the world. Kuno, however, is a rebel. He tells Vashti of his disenchantment with the mechanical world. He confides to her that he has visited the surface of the Earth without permission and that he saw other humans living outside the world of the Machine.

Many developments occur, but at the end the Machine collapses, and its civilization comes to an end. Before perishing, Kuno and Vashti realize that Man and his connection to the natural world are what truly matter, and that it will fall to the surface-dwellers who still exist to rebuild the human race and to prevent the mistake of the Machine from being repeated.

The story predicted several scientific and social innovations, such as the cinemataphote (television) and videoconferencing. Forster also sought to establish the value of direct



experience, which is threatened by excessive involvement in virtual communities. This shows remarkable foresight, and the book describes many nuances of «online life» over 70 years before the Internet was even invented.

[http://en.wikipedia.org/wiki/The\\_Machine\\_Stops](http://en.wikipedia.org/wiki/The_Machine_Stops) (adapted and abridged)

**B. The following statements about the text are WRONG. Make them right.**

1. The short story is about a group of people who live in a frozen world.
2. The world is controlled by insects.
3. The main characters are father and daughter.
4. At the end, they organize a party.
5. The author of this story wanted to convey the idea that people will live happily when robots take over control.

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

- |                  |                     |
|------------------|---------------------|
| 1. None (l. 2)   | 4. Popular (l. 5)   |
| 2. Gained (l. 2) | 5. Sometimes (l. 5) |
| 3. Above (l. 3)  | 6. Inside (l. 10)   |

## Grammar

### COUNTABLE *versus* UNCOUNTABLE NOUNS

**Countable nouns** are individual objects, people, places, etc. which can be counted. This means you can use either the singular or the plural form of the noun.

**Example:** Chair - a chair - some chairs

**Uncountable nouns** are materials, concepts, information, etc. that are not individual objects and cannot be counted. This means you can use only the singular form of the noun.

**Example:** Information - some information



Categories of uncountable nouns:

<b>Generic</b>	Money; mail; clothing; equipment; machinery; furniture; luggage
<b>Abstract</b>	Information; knowledge; work; fun; recreation; advice; trouble
<b>Material</b>	Bread; cake; water (and all the liquids); rice; ice cream; hair
<b>Non-plurals with -s</b>	News; tennis (and all other games); economics; ethics
<b>Chemical elements</b>	Oxygen; air; pollution; hydrogen; silver; gold; uranium; platinum
<b>Weather</b>	Rain; snow; drizzle; frost; fog

Other expressions:

- A glass of milk
- A cup of tea
- A carton of milk
- A piece of cheese
- A pack of cookies
- A slice of ham
- A piece of equipment/information/advice
- A pint of beer

**QUANTITY ADJECTIVES with countable and uncountable nouns:**

## Some/Any

Both words modify either countable or uncountable nouns:

There are **some** cookies in the pantry. (Countable)

There is **some** wine in the fridge. (Uncountable)

Do they serve **any** vegetarian dishes? (Countable)

Did you eat **any** food? (Uncountable)

## Much/Many

**Many** is used only with countable nouns, while **much** is used with uncountable nouns:

How **many** **pets** do you have? (Countable)

**Many** **Brazilians** travel to Europe each year. (Countable)

How **much** **money** will you need? (Uncountable)

**Much** **work** will be required to solve this situation. (Uncountable)



**A lot of/Lots of**

These words are informal substitutes for **much** and **many**:

**A lot of Brazilians** travel to Europe each year. (Countable)

**Lots of work** will be required to solve this situation. (Uncountable)

**Enough**

This word modifies both countable and uncountable nouns:

We don't have **enough money** to buy a house. (Uncountable)

I don't have **enough potatoes** to cook dinner. (Countable)

**Plenty of**

This expression modifies both countable and uncountable nouns:

There are **plenty of** books in the library. (Countable)

We have **plenty of** money invested. (Uncountable)

**No**

This word modifies both countable and uncountable nouns:

There were **no** dogs in the streets today. (Countable)

They have **no** time left to hand in the project. (Uncountable)



## Practice

Hi. I'm Robocook, the latest creation in the incredible world that is...the kitchen! Vashtu who loves to eat programmed me and my job is to cook delicious meals. That is why I think what to cook all the time. Oh my!

**A. I need to go shopping. Let me make a list of the things that have run out. Oh, I get so confused sometimes! Which of these are countable and which are uncountable? Fill in the table for me!**

Orange, rice, pear, ham, tomato, cabbage, bread, banana, cheese, onion, potato, peach, salt, sugar.

**B. Match the expressions of quantity on the left to the adequate nouns on the right.**

- |                   |             |
|-------------------|-------------|
| 1. A pint of...   | a. bread    |
| 2. A slice of...  | b. water    |
| 3. A glass of...  | c. cake     |
| 4. A loaf of...   | d. coffee   |
| 5. A cup of...    | e. milk     |
| 6. A carton of... | f. biscuits |
| 7. A pack of...   | g. beer     |



C. Ok, now I need to cook dinner...Let's see what I have in the pantry. Choose the correct option.

1. a. There is some carrots.  
b. There are some carrots.
2. a. There aren't any mushrooms.  
b. There aren't some mushrooms.
3. a. There isn't many ham.  
b. There isn't much ham.
4. a. There is a lot of wine.  
b. There is many wine.
5. a. There is plenty of salt.  
b. There isn't no salt.



# Social changes

## *The New Generation - The Millennials*

How old are you? What are the main differences between your generation and your parents' generation? Use the topics in the text to discuss those changes with your partner.

### Reading Comprehension



### YOUR GENERATION

#### Reality one

The Millennials are a distinct age group by many measures of generational behaviour and attitude. They were born between 1982 and 2000 and they're the biggest and most diverse generation in American history (36% of total population). They are special, sheltered, confident, team-oriented, achievers, pressured, conventional and, most distinctive, they're tech-embracing.

#### Reality two

They are immersed in a world of media and gadgets and most of their technology is mobile: ipods, MP3 players, portable game consoles, laptops, USB pens, mobile phones, palmtops, wireless Internet, etc.





**Reality three**

The Internet plays a special role in their world and not as users only: 33% of online teens share their own creations online, such as artwork, photos, stories, or videos; 32% have created or worked on webpages or blogs for others; 22% have their own personal webpages.

**Reality four**

They are multi-taskers. They cram a lot of activity into their hours communicating and dealing with information. They're exposed to media up to a total of 8 hours and 33 minutes per day.

**Reality five**

They are often unaware or indifferent to the consequences of their use of technology:

- 51% download music files;
- 31% download videos;
- 19% take material and remix and share it;
- 75% agree: «Music downloading and file-sharing is so easy to do, it's unrealistic to expect people not to do it»;
- 66% agree: «As long as people are still buying music and movies, it's okay if they download or share some things for free»;
- 55% say they do not care if their downloads are copyrighted or not.

**Reality six**

The way they approach learning and research tasks will be shaped by their new technology world. I think it is safe to say, though, for the new workers and consumers coming of age in the 21<sup>st</sup> century, learning and research will be:

- More self directed and less dependent on top-down instructions;
- Better organized in capturing new information inputs;
- More reliant on feedback and responses;
- More tied to group outreach and knowledge;
- More open to cross discipline insights;
- More oriented towards productive people.



A. Based on what you have read, decide if the following statements are true (T) or false (F). Quote from the text to support your answer.

1. The Millennials are between 8 and 26 years old.
2. They're different from other generations because of their special relationship with technology.
3. The Internet is not as important to them as it is to previous generations.
4. They have some difficulties in processing information from several sources.
5. Millennials are worried about the consequences of overuse of technology.

B. Answer the questions.

1. How does the author describe this new generation?
2. In what way do Millennials use the Internet creatively?
3. How do they feel about copyright?
4. Summarise the future characteristics of these teenagers as 21<sup>st</sup> century workers in three adjectives, according to the author.
5. Do you agree with this perspective? Why?

## Grammar

### PAST SIMPLE - Revision

Affirmative	
Regular Verbs	Irregular Verbs
Work - worked	Send - sent
Happen - happened	Write - wrote
Download - downloaded	Speak - spoke
Negative	Interrogative
He didn't work	Did you work?
I didn't send	Did we send?

### USE:

- Actions or situations that happened in the past

**Example:** My parents **didn't have** computers when they **were** young.



## Practice

A. Complete the following table with the verb forms that are missing.

Infinitive	Past Simple
	slept
put	
	ran
bring	
	got
fall	
	became
forget	
	chose

B. Rewrite the following paragraph in the past simple, starting with «My grandparents...»  
Make all the necessary changes for the text to make sense (affirmative - negative;  
we - they; etc).

My generation **lives** for technology. We spend most of our time using and abusing technologic devices. The mobile phone **is** our alarm clock in the morning. We **can't live** without the microwave and we always **take** our MP3 player to school. We **have** IT lessons at school and we **write** our assignments on the computer and **search** for information on the net. We **don't need** libraries anymore. When we **get** home, we immediately sit in front of the computer, **surf** the net and **chat** with friends. In the evening, we **spend** hours in front of the TV!

## Changes in Education

Would you like to have classes without going to school as you know it? Would you enjoy studying at home, using your computer?



- A. Many children don't like school. Among many other reasons they consider it boring and a waste of time. Sometimes the child feels left out or bullied, or maybe she can't sit still in class or has a learning challenge. In situations like these there is an option. Read the text and find about it.**

### **Virtual Schooling H-12 Becoming Mainstream**

As a seventh-grader, Kelsey-Anne Hizer was getting mostly D's and F's and felt the teachers at her Ocala middle school were not giving her the help she needed. But after switching to a virtual school for eighth grade, Kelsey-Anne is receiving more individual attention and making A's and B's. She's also enthusiastic about learning, even though she has never been in the same room as her teachers.

Virtual learning is becoming ubiquitous at colleges and universities but remains in its infancy at the elementary and secondary level, where sceptics have questioned its costs and effect on children's socialization.

Estimates of elementary and secondary students taking virtual classes range from 500 000 to 1 million nationally compared to total public school enrolment of about 50 million.

Struggling students such as Kelsey-Anne, who suffer from attention deficit disorder, can take more time to finish courses while those who are gifted can go at a faster speed.

«There is something to be said for having kids in a social situation learning how to interact in society», said State Rep. Shelley Vana. «I don't think you get that if you're at home.»

But virtual students get a different kind of social experience that is just as valuable, said Susan Patrick, president and CEO of the North American Council for Online Learning in Vienna, Virginia.

«We should socialize them for the world that they live in», she said, suggesting that people spend much of their time interacting via computer these days.

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



**B. Answer true (T) or false (F). Support your choice by quoting from the text.**

1. There are only a few students taking virtual classes.
2. Virtual learning is used more in universities than in secondary schools.
3. Shelley Vana is concerned with the fact that children who take virtual classes do not socialize.
4. Susan Patrick also believes virtual students don't get valuable social experience.

**C. Join the sentences in column A to those in column B.**

Column A	Column B
1. Kelsey-Anne Hizer was getting mostly D's and F's at her school...	a. she is more enthusiastic about learning.
2. Even though she has never been in the same room as her teachers....	b. but remains in its infancy at the elementary and secondary level.
3. Virtual learning is not common at the elementary and secondary level...	c. but after changing to a virtual school she is making A's and B's.
4. While in elementary and secondary schools students taking virtual classes range from 50 000 to 1 million nationally...	d. because sceptics have questioned its costs and effect on children's socialization.
5. Virtual learning is becoming ubiquitous at colleges and universities...	e. in public school enrolment is of about 50 million.
6. Struggling students such as Kelsey-Anne, who suffer from attention deficit disorder, can take more time to finish courses...	F. while those who are gifted can go at a faster speed.



## *Changes at Work*

How do you think technology has affected work in factories, in offices and in business?

### Reading Comprehension

A. Read the following article and check your ideas.

#### How Technology Has Changed the Landscape of the Work Force

In an age of technological advances happening on a daily basis we are finding that these changes are having an impact on almost everything we do. We do not have to worry about missing an important call when we are away from home, we do not have to worry about missing an episode of our favourite television show, and we do not have to search through encyclopaedias to find the information we need.

Constantly evolving technology has also had an impact on the way we earn a living. For people of my generation, the meaning of work has changed significantly from my parents' generation. My parents have worked very hard in their lives, often working long hours for little pay at jobs they absolutely hated. During my generation, technological evolution of computers, such as using the Internet to make money, teleconferencing, graphic arts, desktop publishing, and even digital photography has helped to change the work force. With evolving technology, we can now work from home or in an office, sometimes with flexible hours. We have the luxury that our parents didn't have.

The change in landscape of the work force has given rise to the debate on what is or what is not work. To me, working means making a living to be able to pay your bills, buy your necessities, food, shelter, clothing, and water, and having money left for fun such as going to a movie or going on a weekend getaway. The reason some people may not consider working from home as a form of earning an income is that it's not how they perceive «going to work».

Take me as an example. I write articles for Associated Content and, on average, I make between \$100 and \$110 per week. Before I started working for them, I had worked for many other companies as a part-timer and had earned exactly the same amount of money. But now, I actually do what I love.



I hope that this article will motivate you to find a job that can give you the flexibility, the payment, and the satisfaction that you are looking for.

www.associatedcontent.com (shortened and adapted)

**B. Put the following pieces of information into the order in which they are presented in the text.**

1. In the past, people worked more and earned less.
2. Workers now have new job opportunities.
3. The author himself has changed his job thanks to new technologies.
4. Nowadays, life is easier due to new means of communication.
5. Technology has an impact on every aspect of our lives.
6. The meaning of work has changed through time.

**C. Answer the following questions.**

1. What don't we have to worry about these days?
2. How has work changed with technology?
3. What does «work» mean according to the author?
4. Why don't some people consider working from a real job?
5. For the author what were the advantages of changing his job?



## Grammar

### PAST PERFECT

Notice this sentence from the text:

Before I started working for them, I had worked for many other companies.

Affirmative			Negative			Interrogative		
I	had	worked	I	hadn't	worked		I	worked?
You			You				you	
He			He				he	
She			She				she	
It			It			Had	it	
We			We				we	
You			You				you	
They			They				they	

### STRUCTURE:

- **Had (verb to have in the past simple) + past participle (of the main verb)**

**USE** - We use the past perfect:

- To express the idea that something occurred before another action in the past;  
to show that something happened before a specific time in the past.
- We often use the past perfect together with the past simple.

**Example:** When I arrived at the office, my boss had left.

## Practice

**A.** Add a sentence using the prompts and the past perfect.

**Example:** *He looked so tired yesterday.*

*(work late/ the whole week) He had worked late the whole week.*





1. I didn't have any money at lunch.  
(lose/my wallet) \_\_\_\_\_
2. He knew New York very well.  
(already/be/there) \_\_\_\_\_
3. When we got to the hotel, they didn't have any rooms available.  
(not book/in advance) \_\_\_\_\_
4. The machine was working this morning.  
(someone/repair/it) \_\_\_\_\_

**B. Put the following verbs in the past perfect or in the past simple.**

**Example:** *After I had bought (buy) the car, Susan found (find) the same car for sale at 30% less.*

1. Mark was so late that when he \_\_\_\_\_ (get) to the office, the meeting \_\_\_\_\_ (already/end).
2. They \_\_\_\_\_ (not/want) to come to the cinema with us, because they \_\_\_\_\_ (already/see) the film.
3. It was only when I \_\_\_\_\_ (see) the car, that I realized that the accident \_\_\_\_\_ (be/serious).
4. When I \_\_\_\_\_ (come) home to watch the game last night, Chelsea \_\_\_\_\_ (already/score).

**C. Complete the text with the past perfect or the past simple.**

I can't believe I got (get) the job. I (1) \_\_\_\_\_ (submit) my application last week, but I didn't think I had a chance of actually getting it. When I (2) \_\_\_\_\_ (show) up for the interview, there were at least twenty other people who (3) \_\_\_\_\_ (arrive) before me. I was nervous, because I (4) \_\_\_\_\_ (apply/never) for a job and (5) \_\_\_\_\_ (be/never) interviewed before.



# Exploring other worlds

## Space Tourism

**A. Astronauts are not the only people travelling to space anymore. Everyone can buy a ticket and spend their holiday in space, as long as they have the money! Read the following text about the latest trend in tourism.**

### Space Tourism

Make your reservations now. The space tourism industry is officially open for business, and tickets cost at least \$20 million for a one-week stay in space. Despite reluctance from NASA, Russian made American businessman Dennis Tito was the world's first space tourist. Tito flew into space aboard a Russian Soyuz rocket that arrived at the International Space Station (ISS) on April 30, 2001. The second space tourist, South African businessman Mark Shuttleworth, took off aboard the Russian Soyuz on April 25, 2002, also bound for the ISS. Greg Olsen, an American businessman, became tourist number three to the ISS on October 1, 2005.

On September 18, 2006, Anousheh Ansari, a telecommunications entrepreneur, became the first female space tourist and the fourth space tourist overall. She was also the first person of Iranian descent to make it into space. Charles Simonyi, a software architect, became the fifth space tourist on April 7, 2007.

Space tourism will be one of the most lucrative industries in the 21<sup>st</sup> century. There are already several space tourism companies planning to build suborbital vehicles



and orbital cities within the next two decades. These companies have invested millions, believing that the space tourism industry is on the verge of taking off.

<http://science.howstuffworks.com/space-tourism.htm> (abridged and adapted)



**B. The following statements are WRONG. Correct them according to the information in the text.**

1. A ticket to space costs a maximum of \$20 million.
2. The first space tourist was Russian.
3. Anousheh Ansari was the first woman to travel to space three years after the first space tourist.
4. Space tourism is already one of the most lucrative industries.
5. Orbital cities have already been built in space.



**C. Find the antonyms to the words below in the text.**

1. Closed
2. Certainty
3. Landed
4. Left
5. Last
6. Unprofitable

**Grammar**

**FUTURE**

Notice this sentence from the text:

Space tourism **will be** one of the most lucrative industries in the 21<sup>st</sup> century.

The verb in bold is in the simple future. There are two different forms in English: **will** and **be going to**.



Will will + infinitive	Be going to to be (present simple) + going to + infinitive
<b>Facts in the future:</b> <ul style="list-style-type: none"> <li>• The sun will shine tomorrow.</li> <li>• I'll be 17 next month.</li> </ul>	<b>Intentions:</b> <ul style="list-style-type: none"> <li>• I'm going to be an astronaut.</li> <li>• I'm going to buy a trip to Mars.</li> </ul>
<b>Spontaneous decisions:</b> <ul style="list-style-type: none"> <li>• I totally forgot about the e-mail. I'll send it in a minute.</li> <li>• Has Sarah just arrived? Good, I'll talk to her then.</li> </ul>	<b>Already made decisions:</b> <ul style="list-style-type: none"> <li>• I didn't forget about the e-mail. I'm going to send it in a minute.</li> <li>• When Sarah arrives, I'm going to talk to her.</li> </ul>
<b>Predictions:</b> <ul style="list-style-type: none"> <li>• I think Timor will win the match tonight.</li> <li>• Man will build houses on the Moon.</li> </ul>	<b>Predictions based on present situations:</b> <ul style="list-style-type: none"> <li>• You are driving too fast. You are going to crash.</li> <li>• The sky is clear. It isn't going to rain.</li> </ul>

## Practice

### A. Choose the correct answer for each question.

**Example:** *I've already decided. I **am going to** change jobs.*

- a. *will*                      b. ***am going to***

1. I can't talk to you right now. I \_\_\_\_\_ call you when I'm finished.

- a. *will*                      b. *am going to*

2. Julia \_\_\_\_\_ have a baby in November.

- a. *will*                      b. *is going to*

3. In 2050, many people \_\_\_\_\_ travel to space.

- a. *will*                      b. *are going to*



- B. Complete the following conversations with the correct form of the verb in brackets (will or going to).**

- ## Second Life - A Virtual World



## Reading Comprehension

### A. Read the following text and find out about this amazing new reality.

It's a virtual world, but the transactions are real. Go inside Second Life, an online game where millions of people are creating digital personalities called avatars and are living virtual lives - meeting other avatars, going to events, and even buying property with real money.

Say «massively-multiplayer online game» to gamers and immediately a set of pre-conceived notions will pop into their heads. They imagine groups of characters, a fantasy setting, and monsters. But such a definition of massively-multiplayer is extremely limited, and new game types are available now that technology is widespread.

Imagine a world genuinely created by the players that reinvents itself everyday, a social environment where everyone can build things and interact with them. It's not a «game» at all.

Linden Lab, the creator of Second Life, and his team built an advanced character creation system. You can be represented as anything from a little girl to a huge green ogre or whoever you want to be. The interface has 130 different sliders to change your character's appearance, with 34 sliders dedicated to your hairstyle alone!

The clothes you wear offer just as many options. You can upload your own patterns for your shirt, for instance, and then adjust the length of the sleeves, the tightness of the fit, the plunge of the neckline, and so forth. And, on top of all these options, you can also clip items onto parts of your body - like helmets, bracelets, or cybernetic arms growing out of your chest. As a result, the designers can rightfully claim that you will never encounter anyone who looks remotely like you.

www.gamespy.com (abridged and adapted)

### B. Match the sentence halves to make complete sentences about the text.

- |                                  |  |
|----------------------------------|--|
| 1. Second Life is an online game | a. due to widespread technology.       |
| 2. Avatars are the               | b. in the form of a virtual world.     |
| 3. New games are now available   | c. because there are too many options. |
| 4. Your virtual character        | d. new personalities created by users. |
| 5. Every character can be unique | e. can be whoever you like.            |



**C. Answer the following questions.**

1. What would people normally associate «massively-multiplayer online game» with?
2. Why isn't it considered a game at all?
3. How many options do you have concerning your character's appearance?
4. What kind of options do you have concerning clothes?

**Grammar****IF CLAUSES**

Type 1 Possible future actions		Type 2 Imaginary or unreal situations	
If clause	Main clause	If clause	Main clause
<b>Present Simple</b>	<b>1. will + infinitive</b> <b>2. imperative</b> <b>3. modal + infinitive</b>	<b>Past Simple</b>	<b>1. would + infinitive</b> <b>2. could + infinitive</b> <b>3. might + infinitive</b>
<b>1.</b> If the game becomes popular,	it will be a revolution.	<b>1.</b> If I were an Avatar,	I would look like Angelina Jolie.
<b>2.</b> If you see John	tell him to get online.	<b>2.</b> If I were in a virtual world	I could do anything I wanted.
<b>3.</b> If I have time,	I can teach you how to play.	<b>3.</b> If I started doing business online	I might get rich.

**Practice****A. Make conditional sentences in both types using the information above.**

**Example:** *If I (have) money, I (buy) a new laptop.*

*Type 1 - If I have money, I will buy a new laptop.*

*Type 2 - If I had money, I would buy a new laptop.*



1. I (win) a lot of money, If I (invest) in this virtual business.

Type 1 -

Type 2 -

2. You (meet) lots of people, if you (join) the game.

Type 1-

Type 2-

3. If you (spend) too much time on the computer, you (become) a lonely person.

Type 1-

Type 2-

4. If I (find) her e-mail address, I (check) her profile.

Type 1-

Type 2-

## B. Complete the following sentences with the correct form of the verb in brackets.

**Example:** *If I didn't have (have not) a girlfriend, I would choose Second Life to find a date.*

1. Can you give me a discount if I \_\_\_\_\_ (order) the PSP?
2. They will be very happy if we \_\_\_\_\_ (go) to their party.
3. If I were you, I \_\_\_\_\_ (turn off) the computer and live a real life!

## C. Make new sentences using the information above. Begin as indicated.

**Example:** *You have to have fast Internet to play a game like this one.*

***If you don't have fast Internet, you can't play a game like this one.***

1. He can't escape because he's not real.  
If he \_\_\_\_\_
2. He shouldn't escape! The world is going to be upside down!  
If he \_\_\_\_\_
3. You are tired now because you don't take a break from the game.  
If you \_\_\_\_\_
4. You have to pay the Internet bill. It's going to be switched off.  
If you \_\_\_\_\_





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