

VOLUME **4**

LUMEN

# LÍNGUA INGLESADA **ENSINO MÉDIO**



**COLEÇÃO LUMEN**

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**Presidente:** Nicolau Arbex Sarkis

**Autoria:** Denise Seabra, Fabiana Muricy de Melo e Sonia  
Melo de Jesus Ruiz

**Edição de conteúdo:** Jaqueline Paiva Cesar, Mariana  
Albertini e Mariana Castelo Queiroz

**Edição de arte:** Erica Moraes e Leonardo Carvalho

**Diagramação:** Lima Estúdio Gráfico

**Ilustrações:** Equipe Poliedro

**Design:** Adilson Casarotti

**Licenciamento e multimídia:** Letícia Palaria de Castro e  
Danielle Navarro Fernandes

**Revisão:** Rosangela Carmo Muricy, Amanda Andrade Santos  
e Paulo V. Coelho

**Impressão e acabamento:** PifferPrint

**Crédito de capa:** Ksenia Kirillovkh/Shutterstock.com

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T. 12 3924-1616

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# Apresentação

A capacidade de desenvolver a linguagem é inerente ao ser humano. Porém, é necessário saber utilizá-la para ser entendido e para compreender os outros. Desse modo, além de falar, devemos exercer habilidades como escutar, ler e escrever. Isso porque compartilhamos vivências por meio de diferentes linguagens, não somente a verbal, mas também a visual, a corporal, a sonora e até mesmo a digital.

Hoje em dia, a comunicação integrada e globalizada nos insere no mundo moderno. Nesse contexto, a Língua Inglesa tem papel fundamental, pois é usada em viagens, nas relações de trabalho, nos conteúdos da internet etc. Portanto, dominar esse idioma é uma maneira de acompanhar as rápidas mudanças que ocorrem no globo e, assim, manter-se atualizado.

Para tornar o seu estudo ainda mais interessante, neste livro, abordaremos a Língua Inglesa por meio de assuntos que fazem parte da sua vida, como família, consumo, tecnologia, entre tantos outros. Desejamos que a sua jornada com a Coleção Lumen ajude-o a enriquecer seu repertório linguístico e cultural e a se expressar na língua universal.

**Let's do it!**

As autoras

# Conheça seu livro

The COVID-19 pandemic has brought about significant changes in the way we live and work. One of the most prominent changes is the increased use of video conferencing as a means of communication.

**UNIT 1**

**Technology in real life**

"New technology is not good or evil in and of itself. It's all about how people choose to use it." — David Drury, Head of UX, LinkedIn

In today's ever-changing digital world, new ways of interacting in our society are introduced to us almost every day, through new technologies. We need to understand what these new technologies are, and most of them is imperative to understand their features, as they are becoming part of our daily lives.

Reading is a fundamental skill we use throughout our lives. We read newspapers, magazines, comics, restaurant menus, to name a few. Reading is also a skill that can be used for pleasure, for communication, for academic purposes, and even as a thinking tool that we often don't realize.

This unit is a great number of reading strategies to help readers better understand texts. In this unit, we will focus on the following three:

- General Comprehension;
- Previewing;
- Contextualizing.

How can we interpret the quote "New technology is not good or evil in and of itself? It's all about how people choose to use it?"

In what aspects of life is technology important?

To what extent do you depend on it?

How can technology help in the learning process?

A **abertura da unidade** apresenta imagem, texto e questões que sintetizam os assuntos abordados no conjunto de capítulos da unidade, visando despertar a sua curiosidade e sondar o seu conhecimento prévio.

**CHAPTER 5**

**What we need and what we don't need**

verso needs the others.

We live in a consumeristic society in which it has become quite common to keep buying stuff out of impulsive reasons. According to the quote it is possible to stop on time to buy what we really need than necessary, books piling up, and an overwhelming quantity of clothes and house appliances. But do we need all of that? Better yet, will we ever have time to make use of all the things we feel the urge to buy?

Many argue that we buy – particularly when it's an impulse purchase – because we get a dopamine rush. This is a chemical that is released in our brain when we experience pleasure. Some experts say that explain our tendency to succumb to the temptation of buying are related to anxiety, unhappiness, need of validation, and so on. In this chapter, we will learn more about the concept of wants and needs and how this phenomenon and reach for solutions has become one of the biggest contemporary man's concerns.

Do you think you buy more things than you need? Give some examples.  
Is it possible to live with less?  
What do you think are the most common things that people buy out of impulse?

Neste capítulo, será abordada a temática

**A abertura do capítulo** apresenta imagem, texto e questões que introduzem o conteúdo teórico do capítulo.

A seção **Dive in** apresenta informações teóricas e atividades objetivas e discursivas que devem ser realizadas em sala de aula.

**Dive in**

**Phrasal verbs**

With increased awareness, people now **rock** towards behavior for shopping. On the other hand, you **buy** by the product before buying it.

Verbs + English are often followed by particles that can be added or a preposition to change the meaning of the verb.

In some cases, both the verb and the particle maintain their primary meaning but change the meaning of the verb when combined together. The term "phrasal verb" refers to the second situation. In some phrasal verbs, the particle adds a new meaning to the verb, such as in the case of the verb "clean". In others, though, the particle only adds a new meaning to the verb, such as in the case of the verb "cut".

Look at some examples of phrasal verbs in the sentences below.

The original price was €100,000, but we **cut** (from down) to €90,000 (present).

(I'm) shopping around for a new winter coat, **looking** (out).

As you can see in the sentences above sometimes the particle can come before the verb and sometimes after the verb, but in either case it can't descend sentence. There are four types of phrasal verbs:

- **Transitive and inseparable phrasal verbs** (with one inseparable particle, there must be an object)
- **Transitive and separable phrasal verbs** (with one separable particle, there must be an object)
- **Transitive phrasal verbs** (with one inseparable particle, there must be an object)
- **Intransitive phrasal verbs** (with one particle and no object)

I have to **put** some money aside (present) to buy a new bicycle.

George doesn't have a high salary, but it is enough for him to **get** (present).

2. Do you normally put money aside? What for?

UNIT 2 | CHAPTER 4.1 | The world for us | 35

**Watch out!**

**Bullying**

Physical and verbal abuse, threats, harassment, discrimination, and other forms of aggression directed at certain groups, always against the individual, become a reality in schools and universities. Another characteristic of phrasal verbs is that they can be connected to adverbs or prepositions, which change the meaning of the verb.

"Leave me alone" and "call me back" are examples of phrasal verbs. In the first sentence, the verb "leave" is connected to the adverb "alone", which changes its meaning. In the second sentence, the verb "call" is connected to the preposition "back", which changes its meaning.

There are several ways to get information about bullying and cyberbullying. There are many websites that provide information and different purposes. Here are some definitions to help you understand the concept of bullying:

- **Aggression**: An aggressive behavior that is intended to hurt another person.
- **Abuse**: A form of aggression that is repeated over time.
- **Violence**: Physical violence, verbal violence, or emotional violence.
- **Harassment**: Repeated behavior that is intended to annoy or distress another person.
- **Discrimination**: Treatment that is unfair to a particular group of people.
- **Exclusion**: A form of aggression that is intended to exclude someone from a group.
- **Threats**: Threats of physical violence, verbal violence, or emotional violence.
- **Intimidation**: Threats of physical violence, verbal violence, or emotional violence.

**PRACTICE IT!**

UGO-GO 2019 | Use a book to answer the questions below.

**The true potential of technology to change behavior**

Technology has the potential to change behaviors when decades of campaigns and policies have failed. Technology has already woken us up and interested things that were previously considered as unimportant opportunities to encourage, enable, and support behavioral change.

If we are to unlock the power of technology to change behavior, we must understand the true potential of technology to change behavior and the challenges involved in doing so.

The true potential of technology lies in its ability to change behavior. Technology can change habits, the pattern to succeed where others have failed. Technology can change campaigns and product innovation have failed, to change behavior. Technology can change legislation has been tried.

Technology can change behavior. It's a powerful tool to highlight the bottlenecks, drop off points and challenges that have been identified. The reasons why we have failed in the past – and the challenges involved in changing behavior.

Lucky, the history of the human race is almost entirely one of failure. We have failed to change its beliefs, the pattern to succeed where others have failed. Technology can change its beliefs. That shift is, of course, what makes it so powerful. Technology can change in a way that the internal combustion engine and the steam engine did not. Technology can change the power of motion and perception, as digital technology can change the way we move and relatively easily powers of reasoning, self-control, motivation, self-awareness and agency – the factors that make behavior change difficult.

Technology has the potential to change behavior not in the laboratory or the workshop, but in an environment that is more likely to succeed. That define the human condition both generally and specifically, and that is specific to group, market segment or community.

**other areas**

There are several ways to get information about bullying and cyberbullying. There are many websites that provide information and different purposes. Here are some definitions to help you understand the concept of bullying:

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- **Threats**: Threats of physical violence, verbal violence, or emotional violence.
- **Intimidation**: Threats of physical violence, verbal violence, or emotional violence.

**2. Do terms of service, verifica se que**

**3. De acordo com o dicionário, pode ser traduzido como "potencial de para suceder", na língua portuguesa, como "capacidade eficaz".**

**4. De acordo com o dicionário, pode ser traduzido como "a orientação de Aquiles".**

**5. De acordo com o dicionário, o termo aconselha pode ser traduzido como "aconselhar".**

20 | LÍNGUA PORTUGUESA

O boxe **In other areas...** relaciona o assunto do capítulo a temas trabalhados em outras disciplinas, valorizando a interdisciplinaridade.

O boxe **Go further** oferece indicações de livros, textos, vídeos, filmes, sites e músicas relacionadas ao tema da unidade.

O boxe **Speak out** propõe um debate a partir de uma situação hipotética ou real relacionada ao conteúdo do capítulo, podendo solicitar uma proposta de solução para uma situação-problema.

## The Age of Cryptocurrency

The World is changing, and new technologies are blossoming. Cryptocurrency are groups of people with a counterculture view of society, and they believe in a world free of imposed standards, with complete freedom and transparency. Cryptocurrency is a digital currency that uses a public ledger to record the ownership of units of a digital currency that was decentralized and independent of banks and governments.

Cryptocurrency is a digital currency that is created and controlled by computer systems that use the technology of cryptography.

The first cryptocurrency was Bitcoin, created in 2009 by a person or group of people using the pseudonym Satoshi Nakamoto. The first transaction was made on January 3, 2009.

Unlike regular currency, cryptocurrency doesn't hang on banks or governments; it is 100% digital and its oscillations depend on the economy itself (behind the currency and not by government interference).

After the success of the new digital currency, more than 10,000 different cryptocurrencies rose up. Litecoin was created in 2011 by former Google employee Charlie Lee as an alternative to Bitcoin in 2013 programmers Vitalik Buterin and Gavin Wood created Ethereum, a platform that allows users to build their own cryptocurrencies portfolio. In 2014, programmer Evan Duffield created Dash, a cryptocurrency with faster and safer transactions.

All these digital currencies are created in systems called blockchain, which is a chain of blocks that contain all the information about the currency. Each block contains a unique code that links it to the previous block. It is decentralized, making tracking impossible in most of the cases. What is the future of money? Can we be locked over by something else?

magazine sapo/sapopress/la imágenes

Read the last two questions of the text. Could you answer them? Discuss with your classmates.

Do you think the advent of cryptocurrencies is related to the economy? How could you relate them both?

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### Key concepts

#### Bullying

Money, as it is known, is a result of a long process. Discuss with your classmates about the evolution of money.

#### EVOLUTION OF MONEY

https://www.pinterest.com/pin/100000000000000000/

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### QUESTION IT!

#### 1. UFU-MG 2018

Radio provided by your own sweat hints at future of wearables

© iStockphoto.com/Photo by: Tonya\_Photography

Yesterday for us radio. Don't wear it. Or maybe you do wear it, but you don't have time to listen to it and to prove a radio for two days, download it to your mobile phone.

The patch is a flexible square just a couple of centimeters wide that can be attached to anyone that replaces the replace the normally extremely uncomfortable headphones that we usually use to listen to music.

Getting enough power out of a button to make it work is not an easy task, but the inventors have found a way to do it.

"We are getting ready to mass-produce them in the next few months. They will also be able to power a mobile device," says Joseph Wang of the University of California San Diego, who is part of the team that worked on the technology.

[www.technologyreview.com/s/600000](http://www.technologyreview.com/s/600000)

Responses in English. Responses on Portuguese não serão aceitas.

Based on the text, answer the following questions.

LIMIT 1 CHAPTER 4 / READING / UNIT 27

O boxe **Watch out!** destaca um conceito ou uma informação que requer mais atenção durante o estudo da teoria.

A seção **Practice it!** apresenta questões objetivas e discursivas, retiradas do Enem e de outros vestibulares, que podem ser realizadas em casa a fim de desenvolver e aprofundar o conhecimento.



# TABLE OF CONTENTS

## UNIT 1

### Technology in real life ..... 8

#### Chapter 1 – Life online ..... 10

Dive in.....	11
Reading for general comprehension .....	11
<b>Practice it!</b> .....	14

#### Chapter 2 – Bullying and cyberbullying ..... 17

Dive in.....	18
Previewing .....	18
<b>Practice it!</b> .....	20

#### Chapter 3 – What's next? ..... 22

Dive in.....	23
Reading for general comprehension .....	23
<b>Practice it!</b> .....	27
<b>Brain teaser</b> .....	30

## UNIT 2

<b>Consumerism .....</b>	<b>32</b>
<b>Chapter 4 – The world for sale .....</b>	<b>34</b>
<b>Dive in.....</b>	<b>35</b>
Phrasal verbs.....	35
<b>Practice it! .....</b>	<b>37</b>
<b>Chapter 5 – What we need and what we don't need.....</b>	<b>40</b>
<b>Dive in.....</b>	<b>41</b>
Genitive case's – The possessive form .....	42
<b>Practice it! .....</b>	<b>46</b>
<b>Chapter 6 – Collection or obsession?.....</b>	<b>51</b>
<b>Dive in.....</b>	<b>52</b>
Plural nouns: regular and irregular.....	52
<b>Practice it! .....</b>	<b>55</b>
<b>Brain teaser .....</b>	<b>58</b>
<b>Answers .....</b>	<b>62</b>





## UNIT

# 1

## Technology in real life

• • •

"New technology is not good or evil in and of itself. It's all about how people choose to use it."

David Wong. *Wired*, 10 out. 2015. Interview granted to the website wired.com.

In today's ever-changing digital world, new ways of interacting in our society are introduced to us almost every day, through new gadgets, games or apps. In order to properly use and take the most out of them, it is imperative to understand their features, and that can only be done by reading.

Reading is a fundamental skill we use throughout our lives. We read newspapers, magazines, comics, restaurant menus, text messages, e-mails and a countless number of different texts from all kinds of sources. We read for pleasure, for communicating, for learning. Reading is everywhere, there's no escaping from it. Therefore, the development of proficient reading skills is essential not only for academic purposes but also as a lifelong tool that will help us make sense of the world around us.

There is a great number of reading strategies to help readers build meaning. In this unit, we will focus on the following three:

- General Comprehension;
- Previewing;
- Contextualizing.

How can we interpret the quote "New technology

- is not good or evil in and of itself. It's all about how people choose to use it"?
- In what aspects of your life is technology important? To what extent do you depend on it?
- How can technology help in the learning process?

The COVID-19 pandemic and stay-at-home orders have led to significant changes in the way people study and work. One of these changes included use of video conferencing as a means of communicating.

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# Life online



Rawpixel.com/Shutterstock.com

Friends relaxing using their smartphones.

All teenagers are different, but most of them have one thing in common: they enjoy spending as much time as possible with friends. It is very common to see groups of teenagers organizing parties or inviting friends to “hang out” after school or over the weekend. In the past we would see them talking in the school corridors, passing notes in small papers during class and calling each other on the phone. Nowadays, they mostly use their cellphones to communicate about anything, and that includes arrangements to get together in person or even online. They have been using mobile devices to play and learn since before they knew how to crawl, so it is only logical that technology will be used as an education tool, and there is no doubt about the advantages it could bring.

Although the possibility of being constantly online makes things faster and easier, the need to always be connected can also bring a lot of pressure to teenagers’ life, and it can also turn into an addiction, which may become a serious problem. As the use of technology – especially social media – has changed the way teenagers deal with school, family and friends, it has also amplified some of their struggles.

- Do you believe that being online most of the time is a good thing? Why?
- What are the major changes brought into your routine by the use of technology?
- In what aspects of your life is the internet more crucial?

• Neste capítulo, serão abordadas as habilidades **EM13LGG401**, **EM13LGG402**, **EM13LGG403**.



## Dive in

### • Reading for general comprehension

Reading plays a great role in academic affairs and it is equally important in everyday life contexts. The ability to understand a text and put the information in use is one of the keys to successful learning. For that purpose, readers can employ several strategies and techniques to give meaning to a piece of text and enhance the comprehension of one's self, the text itself and life.

When we read for general comprehension – or as some call it “reading for gist” – we make use of different elements, such as the title, illustrations, maps, graphs etc., to anticipate the content. We also connect our prior knowledge to the actual content of the text, therefore creating meaning and developing our independent reading skills.

In the next section, you will practice this reading strategy and develop the ability to read a whole text, not necessarily thoroughly, with the purpose of getting the big picture, answering a question or just getting some basic information from it.

### Before reading

- 1 Look at the pictures of the text “How FOMO Impacts Teens and Young Adults”, that you are going to read. What do you think it is about? Talk to your colleagues.
- 2 Have you ever heard about FOMO? This word stands for “fear of missing out”. In pairs, answer: Can you imagine what it means?

.....  
.....  
.....  
.....  
.....

- 3 Now, read the title and subtitles and make a list of five words that you believe will be in the text. The words can be nouns, adjectives or verbs.

.....  
.....  
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### How FOMO Impacts Teens and Young Adults

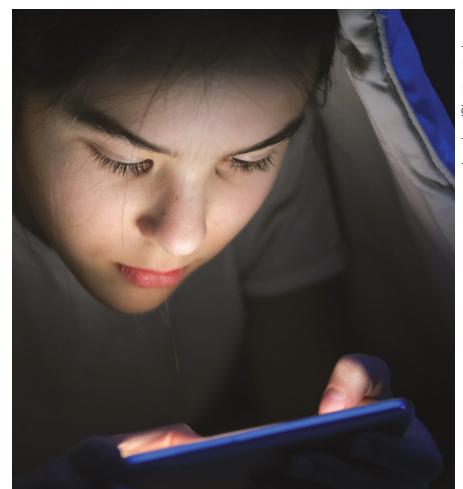
By Sherri Gordon

“You totally missed out!” This sentence strikes fear in the hearts of teens more than almost anything else you can say to them. In fact, missing out on something bothers most teens so much there is even a special word for that sick feeling they get in the pits of their stomachs: FOMO.

#### What is FOMO?

In simple terms, FOMO stands for “fear of missing out.” FOMO, which was added to the Oxford English Dictionary in 2013, refers to that nervous or anxious feeling a person gets when they realize they are not attending a social event either because they were not invited or they just did not feel like going.

In general, FOMO causes people to assume that they have a low social rank. This belief, in turn, can create anxiety and feelings of inferiority. What’s more, FOMO is especially common in people ages 18 to 33. In fact, one survey found that about two-thirds of people in this age group admitted to experiencing FOMO regularly.



Checking social network statuses late at night.

#### Why People Experience FOMO

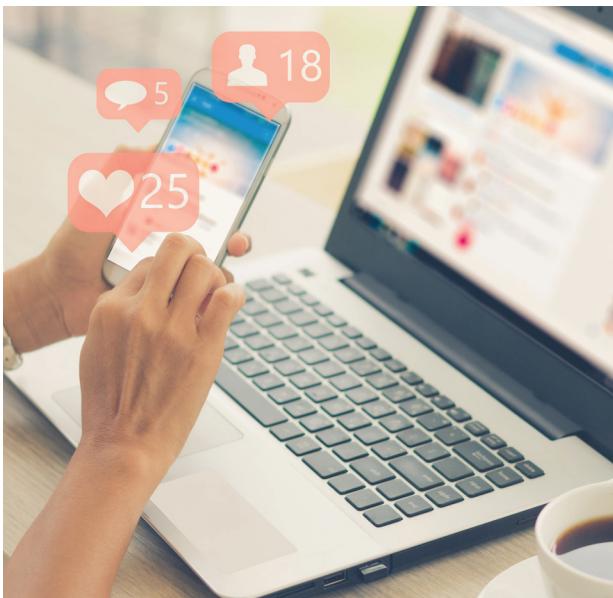
Historically, people have always been concerned about where they stand socially. But with the advent of social media, FOMO has become an even bigger issue especially for young people who seem to always be online, checking status updates and posts by their friends. So, when young people miss a party, do not go on a family vacation one summer, or do not attend the school dance, they can feel a little less cool than those who did and posted photos online.



People constantly post details of their routines.

Meanwhile, research suggests that people who experience FOMO are more likely to value social media. In fact, some psychologists even suggest that the fear of missing out is what makes social media platforms so successful. For instance, they claim that FOMO drives people to use technology to let others know not only what they are doing but also how much fun they are having doing it.

But this should not be surprising. It is very easy for teens to define their lives based on what they see online. In fact, watching, critiquing and liking every move someone else makes online is what leads them to constantly measure their own lives against these posts.



Giving and receiving "likes".

## Consequences of FOMO

If you ask teens if they experience social media anxiety, most would answer no. But what they do not realize is that if they are stressed or worried about what they see online, then they are likely experiencing FOMO, especially if they are online a lot.



People can feel stressed about what they see online.

The problem is that incessant worrying about what everyone else is doing only causes teens to miss out on their own lives even more. In fact, FOMO causes people to keep their attention focused outward instead of inward. This, in turn, may cause them to lose their sense of identity and to struggle with low self-esteem. But worse yet, when they are struggling with FOMO, that means they are so focused on what others are doing that they forget to live their own lives.

GORDON, Sherri. "How FOMO impacts teens and young adults". *Verywell family*, September 25<sup>th</sup>, 2018. Available at <[www.verywellfamily.com/how-fomo-impacts-teens-and-young-adults-4174625](http://www.verywellfamily.com/how-fomo-impacts-teens-and-young-adults-4174625)>. Accessed on July 29<sup>th</sup>, 2021.

## After reading

- 4 Now that you have just read the text, get back to questions 1 to 3 and check your predictions. Were you right about them? Summarize the main idea in the text.

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- 5 Look at the information given in the sentences and check the ones that are related to the main topic of the text.

- Most teenagers get very anxious about participating in events.
- A survey shows that very few people experience FOMO.
- Social networks seem to contribute to creating anxiety and a feeling of inferiority among young people.
- Teenagers are aware of their FOMO.

## Before reading

- 6 Now, it is time for you to put the strategy in practice on your own. Just by looking at the title “The End of Solitude: Overtaken by Technology”, try to guess what topics will be covered in the following article.

### The End of Solitude: Overtaken by Technology

By Arnie Kozak

I'm going to ask you to stop reading after this paragraph and try an experiment. Take out your phone, laptop, and any other devices you have. Turn on all their ringers and notifications. Sit and wait for as long as you can. Don't read the texts or emails as the notifications pile up. Don't answer the phone if it rings. Notice what arises within yourself. Go ahead...

...Well, how'd it go? Did it feel like an anxious energy was **swelling** as pings sounded and remained unchecked? Did the ambient sounds of your environment **trigger** your orienting response? Perhaps the devices were silent. What did that bring up? Did you sit still and remain calm with this absence of checking?

If you are like most people, the answer may be “no.”

A 2014 study by Timothy Wilson and his research group at Harvard found that people have a **disquieting** time just being alone with their internal experiences. Subjects were asked to sit quietly in a room without distractions for up to 15 minutes. Half the sample did not enjoy the experience, and more than half found it hard to concentrate.

In one variation of the study, subjects had the option of self-administering a shock (sufficiently **noxious** that prior to the study they said they'd pay money to avoid it). Two-thirds of the men (12 of 18) gave themselves at least one shock, while only one-quarter of the women did so (6 of 24). One **outlier** gave himself 190 shocks! **Lest** we think this just applies to digital natives who have been **weaned** on technology, the study was replicated across age groups with similar results.

The lengths we go to avoid these quiet periods are documented by Michael Harris in *The End of Absence: Reclaiming What We've Lost in a World of Constant Connection*. He reports that we collectively produce:

- 100 hours of video uploaded to YouTube every minute
- 637 photographs uploaded to Instagram every second
- 4,000 text messages a teenager manages monthly
- 4.5 billion items “liked” on Facebook in a year
- 6 billion mobile phones worldwide
- 144 billion emails sent daily
- 1 trillion requests for information on Google

How, then, can we find and embrace emptiness in the sea of digital activity we swim through every day? The possibility of constant communication and information can make us allergic to absence. It's not just that the technology is **ubiquitous**, invasive, and addicting. Its presence in our lives belies the deeper issue that the Wilson study touched upon: the ability to sit still with ourselves.



yscipes design/  
Shutterstock.com

We live in an age of constant communication and information.

This is not a new issue. In the 17th century, Pascal warned,

“All men's miseries derive from not being able to sit in a quiet room alone.”

[...]

Before the Internet, we somehow managed without instantaneous communication and information. We lived in gaps of absence. This is still possible today if we can transform how we interact with our technologies.

[...]

KOZAK, Arnie. "The end of solitude: overtaken by technology". *Quiet Revolution*. Available at <[www.quietrev.com/the-end-of-solitude-overtaken-by-technology/](http://www.quietrev.com/the-end-of-solitude-overtaken-by-technology/)>. Accessed on July 29<sup>th</sup>, 2021.

• **Swelling:** a part of your body that has become bigger because of illness or injury.

**Trigger:** the part of a gun that you pull when you shoot.

**Disquieting:** causing worry.

**Noxious:** poisonous or very harmful.

**Outlier:** a person, thing, or fact that is very different from other people, things, or facts, so that it cannot be used to draw general conclusions.

**Lest:** in order to prevent any possibility that something will happen.

**Weaned:** stopped from being fed.

**Ubiquitous:** seeming to be everywhere.



Robert Way/Shutterstock.com

Technology not only seems to be everywhere, but it has revolutionized our world and daily lives. The picture shows Chinese customers lining up outside a store, queuing to buy a new mobile phone. Shanghai, China, 2020.

## After reading

7 Read the statements and rewrite them with your own words.

a) The disquieting feeling of being offline is not particular of the teenager's group.

.....

b) Trying to avoid being connected can make us feel anxious and uneasy.

.....

c) The use of technology can make us feel like we are never alone.

.....

d) Some research results show that we produce a lot of online content to avoid the feeling of being alone.

.....

### Speak out



#### Is technology good or bad?

In pairs or in a small group, discuss the following topics.

- How much time do you spend connected? How do you feel about it?
- Do you agree that being offline can be relieving for some people?
- In your opinion, what are the negative aspects of technology?
- Would it be possible, for you, to have the same routine not using any technology?

### PRACTICE IT!

**Fuvest-SP 2017** Texto para as questões 1 e 2.

A study carried out by Lauren Sherman of the University of California and her colleagues investigated how use of the "like" button in social media affects the brains of teenagers lying in body scanners.

Thirty-two teens who had Instagram accounts were asked to lie down in a functional magnetic resonance imaging (fMRI) scanner. This let Dr. Sherman monitor their brain activity while they were perusing both their own Instagram photos and photos that they were told had been added by other teenagers in the experiment. In reality, Dr. Sherman had collected all the other photos, which included neutral images of food and friends as well as many depicting risky behaviors like drinking, smoking and drug use, from other peoples' Instagram accounts. The researchers told participants they were viewing photographs that

50 other teenagers had already seen and endorsed with a "like" in the laboratory.

The participants were more likely themselves to "like" photos already depicted as having been "liked" a lot than they were photos depicted with fewer previous "likes". When she looked at the fMRI results, Dr. Sherman found that activity in the nucleus accumbens, a hub of reward circuitry in the brain, increased with the number of "likes" that a photo had.

The Economist, June 13, 2016. Adaptado.

- 1 Conforme o texto, a região do cérebro que se mostrou mais ativa, quando da análise dos resultados da ressonância, corresponde a um sistema de
- a) memória recente.
  - b) defesa.
  - c) recompensa.
  - d) repetição.
  - e) inibição.

- 2** Segundo o texto, como resultado parcial da pesquisa, observou-se que
- otos com imagens neutras provocaram menor impacto do que as que retratavam comportamento perigoso.
  - os participantes mostraram tendência a “curtir” uma imagem que já havia recebido número considerável de “curtidas”.
  - os adolescentes demonstraram certo desconforto, quando solicitados a avaliar fotos produzidas por eles próprios.
  - as tarefas propostas aos participantes apresentaram limitações, por terem foco exclusivo na rede Instagram.
  - a metodologia adotada no experimento confirmou conclusões de estudos anteriores sobre redes sociais.

**Unicamp-SP 2018** Texto para a questão 3.

### Should Twitter entertain millions with public arguments?

Comedian Janey Godley's tweets of a couple's train-bound row raise questions of how to protect our privacy in public places.

**Janey Godley** @JaneyGodley

Couple on train before its even moved have fallen out over "her inability to accept the truth" this will be fun #train tales  
@VirginTrains  
10:30 AM - 22 Jun 2012

Follow

3 1

**Janey Godley** @JaneyGodley

She just told him "I can accept the truth you are incapable of speaking it NOW WHO the HELL is TIA and why did she email you?" #train tales  
10:33 AM - 22 Jun 2012

Follow

1 1

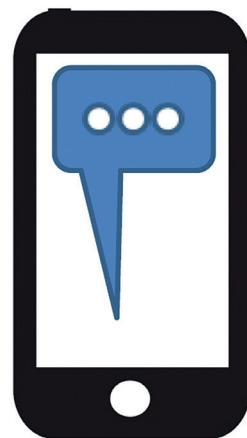
If the troubles of the two travelers had made it on to a newspaper first rather than a comedian's Twitter feed, would we be so relaxed about loss of privacy? I think perhaps not.

Social media has done so much for freedom of expression, it would be cruel if it actually leads to less social freedom for fear of having our every misstep, angry word or misbehavior broadcast there for all to see.

(Adaptado de: David Banks, Should Twitter entertain millions with public rows? *The Guardian*, 13/07/2012. Disponível em <https://www.theguardian.com/commentisfree/2012/jul/13/twittermillions-public-rows>. Acessado em: 10/07/2017.)

- 3** No artigo de opinião anterior, o autor
- critica a perda da liberdade de expressão provocada pelo abuso nas mídias sociais por certos usuários.
  - aponta um dilema ético suscitado pelo uso das mídias sociais, envolvendo dois tipos de liberdade.
  - diz que a invasão de privacidade por parte de jornais é mais aceita do que aquela praticada pelo Twitter.
  - argumenta que a liberdade dos cidadãos é um valor mais importante do que o direito à privacidade.

**UFSC** Texto para as questões 4 e 5.



You're in the middle of a texting conversation when the other person suddenly stops for a long pause before responding. What does it mean? Maybe they got a call or got distracted by something else, or their thumbs needed a break. But it's also possible they're taking the time to cook up a lie. Researchers from Brigham Young University asked more than 100 college students to respond to 30 questions each that were generated by a computer and texted to the participants. In half of their responses, the students were asked to lie. The researchers found that when the students lied, it took them 10% longer to send the text message and they made more edits than usual. When communicating with someone in person, most people look for behaviors that they feel are indicators of dishonesty, like not being able to look people in the eye or moving nervously. Spotting such signals is hard to do when someone is on the other end of a string of text messages. But the new research suggests that some patterns, such as the delay in texting, could become a sign for detecting lies in such communications. The researchers say their findings raise questions about how the validity of communications on social media might be interpreted on matters of security and personal safety.

From: *Time – 100 New health discoveries – how the latest breakthroughs can improve your health and wellness*. ed. 50. Time Inc. Specials, 2003, p. 51.

- 4 Choose the alternative(s) that **BEST** represents (represent) a possible title for the text.

01. Research on face to face communication  
02. Liars take longer to text  
04. Skilled versus unskilled communicators  
08. Strategic media  
16. The power of telling the truth

Soma:

- 5 Choose the **CORRECT** alternative(s) according to the text.

01. Doing research on technology requires at least 100 participants.  
02. Taking longer to text may be a sign of lying.  
04. Responding to text messages takes 10% longer than sending text messages.  
08. It is harder to detect lies when communicating through messages than when communicating with someone in person.  
16. Communications on social media are totally safe.

Soma:

**Fuvest-SP 2018** Textos para as questões 6 e 7.

Algorithms are everywhere. They play the stock market, decide whether you can have a mortgage and may one day drive your car for you. They search the internet when commanded, stick carefully chosen advertisements into the sites you visit and decide what prices to show you in online shops. (...) But what exactly are algorithms, and what makes them so powerful?

An algorithm is, essentially, a brainless way of doing clever things. It is a set of precise steps that need no great mental effort to follow but which, if obeyed exactly and mechanically, will lead to some desirable outcome. Long division and column addition are examples that everyone is familiar with – if you follow the procedure, you are guaranteed to get the right answer. So is the strategy, rediscovered thousands of times every year by schoolchildren bored with learning mathematical algorithms, for playing a perfect game of noughts and crosses. The brainlessness is key: each step should be as simple and as free from ambiguity as possible. Cooking recipes and driving directions are algorithms of a sort. But instructions like “stew the meat until tender” or “it’s a few miles down the road” are too vague to follow without at least some interpretation.  
(...)

*The Economist*, August 30, 2017.

- 6 No texto, um exemplo associado ao fato de algoritmos estarem por toda parte é

- a) o cartão de crédito.  
b) o livre mercado.

- c) a dieta.  
d) o jogo de xadrez.  
e) o comércio eletrônico.

- 7 Segundo o texto, a execução de um algoritmo consiste em um processo que

- a) prevê a memorização de tabelas e fórmulas.  
b) envolve mecanismos de seleção e detecção de erros.  
c) se apoia em um número infinito de etapas.  
d) é incompatível com análises subjetivas e imprecisas.  
e) alterna níveis altos e baixos de esforço intelectual.

**8 Unicamp-SP 2016**

**We've modified our behavior so we can text and walk**

Texting – or checking social media or reading/responding to mail or reading the news or checking the weather or watching a video – while walking is a pretty common phenomenon. It's so common that most people who own a mobile device have become texting walkers.

Research suggests that these texters adopt protective measures to minimize the risk of accidents when walking. They're less likely to trip because they shorten their step length, reduce step frequency, lengthen the time during which both feet are in contact with the ground, and increase obstacle clearance height. Taken together this creates an exaggerated image of walking, but it apparently slows the walker enough so that he registers some of what is happening around him and can compensate for it.

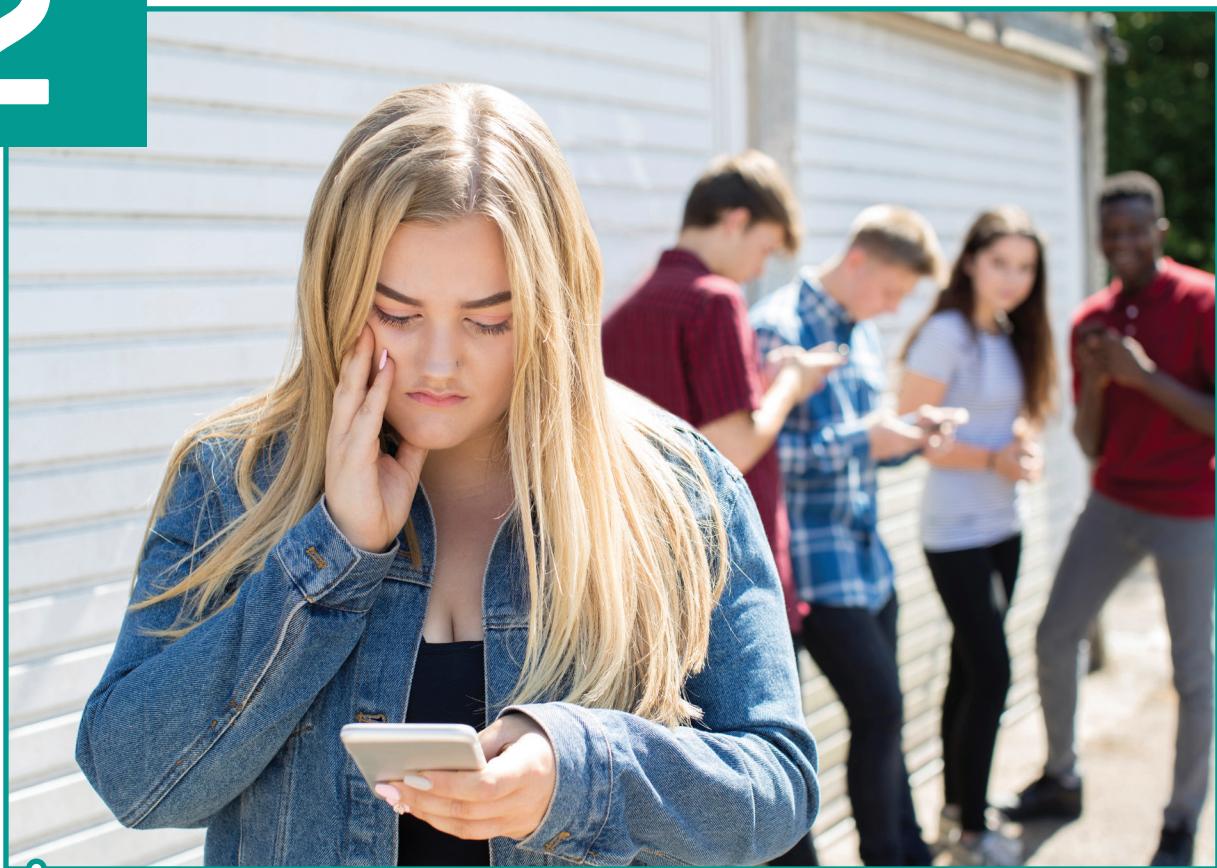
(Adaptado de <http://blogs.scientificamerican.com/anthropology-inpractice/we've-modified-our-behavior-so-we-can-text-and-walk/>.)

Que mudanças no comportamento dessas pessoas são decorrentes da adaptação à tecnologia apresentada no texto?

- a) Elas diminuem a extensão e a frequência dos passos, aumentando o tempo em que os dois pés ficam em contato com o chão; calculam melhor a altura dos obstáculos no percurso.  
b) Elas aumentam a extensão dos passos e diminuem sua frequência, para que os dois pés fiquem mais tempo em contato com o chão.  
c) Antes de iniciar a caminhada, elas registram, no celular, a extensão do trajeto, a frequência dos passos e o tempo em que os dois pés ficam em contato com o chão.  
d) Antes de iniciar a caminhada, elas registram, no celular, a extensão e a altura dos obstáculos do percurso, a frequência dos passos e o tempo em que os dois pés ficam em contato com o chão.

CHAPTER  
**2**

## Bullying and cyberbullying



Daisy Daisy/Shutterstock.com

Cyberbullying can be really harmful and toxic to everybody.

“Not everyone has been a bully or the victim of bullies, but everyone has seen bullying, and seeing it, has responded to it by joining in or objecting, by laughing or keeping silent, by feeling disgusted or feeling interested.”

Octavia Butler. “UN racism conference”. NPR. Available at <<https://legacy.npr.org/programs/specials/racism/010830.octaviabutleressay.html>>. Accessed on July, 29<sup>th</sup>, 2021.

Being connected allows us to communicate immediately and continuously, at any time, regardless our location in the planet. It is possible to access, interact with and produce a great amount of content, and that is indisputably a way of expanding knowledge and relationships.

However, recent surveys from the Cyberbullying Research Center show that anyone who is connected has suffered or will suffer harassment through electronic ways. Online bullying or cyberbullying is often like bullying, but one notable distinction is that the victims may not always be able to identify the bully or the reason why they have become a target. The cyberattacks can also have wide effects, as any kind of content can be spread and shared easily, reaching many people and remaining accessible. Cyberbullying happens around the clock and provides the aggressor with anonymity, causing harm with smaller chances of the bully being caught.

- What comes to your mind when you hear the word cyberbullying?
- Do you think that Internet and mobile phone companies have a duty to prevent or stop cyberbullying? What should they do?
- In your opinion, what are the causes of cyberbullying?

• Neste capítulo, serão abordadas as habilidades **EM13LGG401**, **EM13LGG402**, **EM13LGG403**.

## • Previewing

Previewing is a strategy that enables readers to envision what to expect from a text. They can use information such as titles, headings, pictures, graphs, and even the text genre to anticipate the content.

The activation of prior knowledge makes readers think ahead, ask questions, make connections and interact with the text. Relating what is already known to the new information can make readers become actively involved in the reading process as well as help build up knowledge.

This kind of strategy leads readers to activate critical thinking and trigger problem-solving skills, as they will have to reflect on the content, evaluate the text and extract deeper meaning from it.

## Before reading

- 1 Read only the title of the following text and talk to your colleagues:
  - a) What do you believe it is the main topic?
  - b) To what kind of people do you believe this text could be useful?
  - c) Do you believe it is a text about facts or opinions? Explain.

### New report reveals widespread nature of cyber-bullying among teen girls

By Katherine Donnelly

The alarming extent and nature of cyber-bullying in Irish schools can be revealed today.

The bullies are most likely to be girls who are in the same year but in a different class to their victim, new research shows.

A NUI Maynooth study also found 17% of children had been victims of bullying, while almost one in 10 admitted carrying it out. A quarter of victims did not confide in anyone.

The study among Irish second-level students aged 12 to 18 found cyber-bullying usually goes on for one to two weeks but can last for several years.

Proportionately, more younger (30%) than older (10%) participants were likely to become the victims of bullying.

Pupils in two co-educational rural schools were asked a range of questions about cyber-bullying, including whether they had ever engaged in or been subjected to it.

The study found that 17% of students were victims of cyber-bullying while 9% admitted being perpetrators.

Meanwhile, 21% of the same students said they had been victims of traditional bullying during the preceding six months.

But the incidence of cyber-bullying could be much higher, partly because the study was limited to only certain types of bullying.

The report is published in the wake of three high-profile teen suicides in recent months. [...]

The work done by Padraig Cotter and Sinead McGilloway of the Department of Psychology at NUI Maynooth is published in the 'Irish Journal of Education'.

Their research covered four categories of cyber-bullying: text, picture or video clip, phone calls and emails. It found that the most common form was phone calls and text messages.

The students regarded all forms of cyber-bullying, other than that by email, as being worse than traditional bullying, with phone calls and the use of pictures or video regarded as being the most feared.

The teenagers felt that the main reason cyber-bullying was worse than traditional bullying was the difficulty in escaping it, even when at home.

They also feared the potentially large audience who could view the bullying, such as those who may view a picture or video clip.

Students confirmed that cyber-bullying is less likely to be noticed by an adult.

Among the concerns about cyber-bullying is the anonymity it can afford the perpetrator. More than a quarter of victims were unaware of the class, year, gender or number of people who bullied them.

DONNELLY, Katherine. "New report reveals widespread nature of cyber-bullying among teen girls". Irish Independent, 30 nov. 2012. Available at <[www.independent.ie/lifestyle/education/stop-cyber-bullying/new-report-reveals-widespread-nature-of-cyberbullying-among-teen-girls-28941597.html](http://www.independent.ie/lifestyle/education/stop-cyber-bullying/new-report-reveals-widespread-nature-of-cyberbullying-among-teen-girls-28941597.html)>. Accessed on July 29th, 2021.

## • Go further

**Wild Seed**, Octavia Butler. New York: Grand Central Publishing, 2001.

Doro has the ability to change bodies and fears no one but Anyanwu.

Anyanwu can absorb bullets and heal with a kiss anyone who threatens her. Together they offer a new destination for mortals.

### Tips to Help Stop Cyberbullying.

A guidance for parents and young people on cyberbullying, including advice for ending or preventing the cycle of aggression.

Available at <<http://p.p4ed.com/FKMJJ>>.

**How to stop bullying in schools:** What works, what doesn't. In this article you can read about the types of bullying and what to do not only to combat it but to prevent it.

Available at <<http://p.p4ed.com/FKMJH>>.

### Ciberbullying Research Center.

Since 2002, the research center have surveyed over 25,000 elementary, middle, and high school students throughout the United States and summarized the principal facts about bullying and ciberbullying. Available at: <[cyberbullying.org](http://cyberbullying.org)>.

## After reading

- 2 Look at the words below and their definitions from the Cambridge English Language Dictionary. Use them to substitute the words in **bold** in the sentences below.

**Exacerbate:** to make something that is already bad even worse.

Ex.: The attacks will exacerbate the tensions.

**Libel:** a piece of writing that contains bad and false things about a person.

Ex.: She threatened to sue the magazine for libel.

Cambridge Dictionary. Available at <<https://dictionary.cambridge.org/pt>>. Accessed on July 29<sup>th</sup>, 2021.

- a) Being connected can **aggravate** the feeling of loneliness in some teenagers.

.....

.....

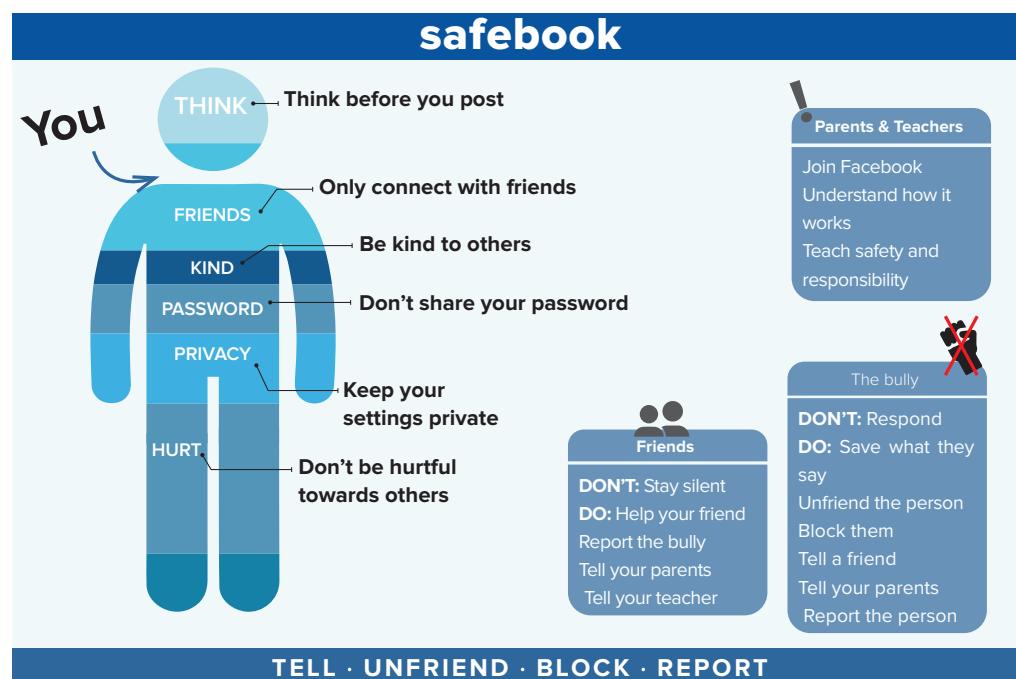
- b) It is very common nowadays for teenagers to face **calumny** in social media.

.....

.....

## Before reading

- 3 In pairs, look at a poster for a campaign against bullying and cyberbullying. Who do you believe should be responsible for launching such a campaign?



## After reading

- 4 According to the poster, there are a number of actions that can be taken by the Internet user so they can protect themselves and also not commit cyberbullying. What are these actions? Are they enough? Explain.

.....

.....

.....

.....

## Speak out

### Bullying

In pairs or in small groups, discuss the topics below.

- What makes a person become a bully?
- When does online bullying become criminal in your opinion?
- Can you mention some effective action to raise awareness about cyberbullying?

## In other areas

There are several ways to get information about bullying and cyberbullying. We can read many kinds of texts from various sources and with different purposes. Here are some definitions to help:

- An editorial is an expression of the position of the newspaper's editors.
- A column is written by a columnist, editor or other select individual on a topic of their choosing.
- An article is nonfictional writing within a publication. It can be classified into news writing, feature writing, sports writing, and opinion writing.

## PRACTICE IT!

**UEG-GO 2018** Leia o texto a seguir para responder às questões 1 e 2.

### The true potential of technology to change behavior

Technology could successfully change behaviours where decades of campaigns and legislation have failed. With the quantified self already walking among us and the internet of things within easy reach, digital technology is creating unprecedented opportunities to encourage, enable and empower more sustainable behaviours.

If we are to unlock the power of technology we must be more ambitious than simply digitising analogue strategies or creating another communications channel.

The true potential of technology lies in its ability to do things that nothing else can do. In behaviour change terms, the potential to succeed where decades of education programmes, awareness campaigns and product innovation have failed; to make a difference where government policy and legislation has had limited impact.

Using behavioural insights, it is possible to highlight the bottlenecks, drop out points and achilles heels of traditional behaviour change efforts — the reasons why we have failed in the past — and apply the unique possibilities of technology to these specific challenges.

#### Overcoming our limitations

Luckily, the history of the human race is almost defined by its ability to invent stuff that bolsters its feeble capabilities. That stuff is, of course, what we generically refer to as 'technology'. And in the same way that the internal combustion engine and the light bulb allow us to overcome our relatively feeble powers of motion and perception, so digital technology can be directed to overcoming our relatively feeble powers of reasoning, self-control,

motivation, self-awareness and agency — the factors that make behaviour change so difficult.

Herein lies the true potential of technology: not in the laboratory or the workshop, but in an understanding of the behavioural dynamics that define the human condition, both generally and within the context of a specific user-group, market segment or community.

Fonte: JOHNSON, Steven. *Recognising the true potential of technology to change behaviour*. Disponível em: <<https://www.theguardian.com/sustainable-business/behavioural-insights/true-potential-technology-change-behaviour>>.

Acesso em: 23 ago. 2017. (Adaptado).

- 1 Considering the ideas expressed in the text, technology
  - is changing its technological characteristics according human beings have been changing their behavioural aspects.
  - has been a powerful and potential tool to change things which society hasn't been able to overcome along the decades.
  - is a historic element which has always been directing human beings, in order to help them find ways to make life easier.
  - advances in every decade as a successfully result of the great amount of the campaigns and legislation dedicated to it.
  - has a huge power to unlock distinguished communication channels between companies and consumer society.

- 2 Em termos de sentido, verifica-se que

- potential to succeed*, na língua portuguesa, pode ser traduzido como "potencial para suceder".
- feeble capabilities* pode ser compreendido, na língua portuguesa, como "capacidade eficaz".
- Achilles heels* pode ser compreendida, em língua portuguesa, como "calcanhar de Aquiles".
- the workshop*, em língua portuguesa, pode ser traduzido como "o ambiente de trabalho".
- em to overcoming our relatively*, o termo *overcome* pode ser traduzido como "reforçar".

## Your Facial Bone Structure Has a Big Influence on How People See You

[...] Selfies, headshots, mug shots – photos of oneself convey more these days than snapshots ever did back in the Kodak era. Most digitally minded people continually post and update pictures of themselves at professional, social media and dating sites such as LinkedIn, Facebook, Match.com and Tinder. For better or worse, viewers then tend to make snap judgments about someone's personality or character from a single shot. As such, it can be a stressful task to select the photo that conveys the best impression of ourselves. For those of us seeking to appear friendly and trustworthy to others, a new study underscores an old, chipper piece of advice: Put on a happy face.

A newly published series of experiments by cognitive neuroscientists at New York University is reinforcing the relevance of facial expressions to perceptions of characteristics such as trustworthiness and friendliness. More importantly, the research also revealed the unexpected finding that perceptions of abilities such as physical strength are not dependent on facial expressions but rather on facial bone structure.

The team's first experiment featured photographs of 10 different people presenting five different facial expressions each. Study subjects rated how friendly, trustworthy or strong the person in each photo appeared. A separate group of subjects scored each face on an emotional scale from "very angry" to "very happy." And three experts not involved in either of the previous two ratings to avoid confounding results calculated the facial width-to-height ratio for each face. An analysis revealed that participants generally ranked people with a happy expression as friendly and trustworthy but not those with angry expressions. Surprisingly, participants did not rank faces as indicative of physical strength based on facial expression but graded faces that were very broad as that of a strong individual.

In a second survey facial expression and facial structure were manipulated in computer-generated faces. Participants rated each face for the same traits as in the first survey, with the addition of a rating for warmth. Again, people thought a happy expression, but not an angry one, indicated friendliness, trustworthiness – and in this case, warmth. The researchers then showed two additional sets of participants the same faces, this time either with

areas relevant to facial expressions obscured or the width cropped. In the first variation, for faces lacking emotional cues, people could no longer perceive personality traits but could still perceive strength based on width. Similarly, for those faces lacking structural cues, people could no longer perceive strength but could still perceive personality traits based on facial expressions.

In a third iteration of the survey participants had to pick four faces out of a lineup of eight faces varied for expression and width that they might select either as their financial advisor or as the winner of a power-lifting competition. As might be expected, participants picked faces with happier expressions as financial advisors and selected broader faces as belonging to power-lifting champs.

In a final survey the researchers generated more than 100 variations of one individual "base face" by varying facial features. Participants saw two faces at a time, and then picked one as either trustworthy or high in ability or as a good financial advisor or power-lifting winner. Using these results, a computer then created an average face for each of these four categories, which were shown to a separate set of participants who had to pick which face appeared either more trustworthy or stronger. Most of the participants found the computer-generated averages to be good representations of trustworthiness or strength – and generally saw the average "financial advisor" face as more trustworthy and the "powerlifter" face as stronger. The findings from all four surveys were published in the *Personality and Social Psychology Bulletin* on June 18.

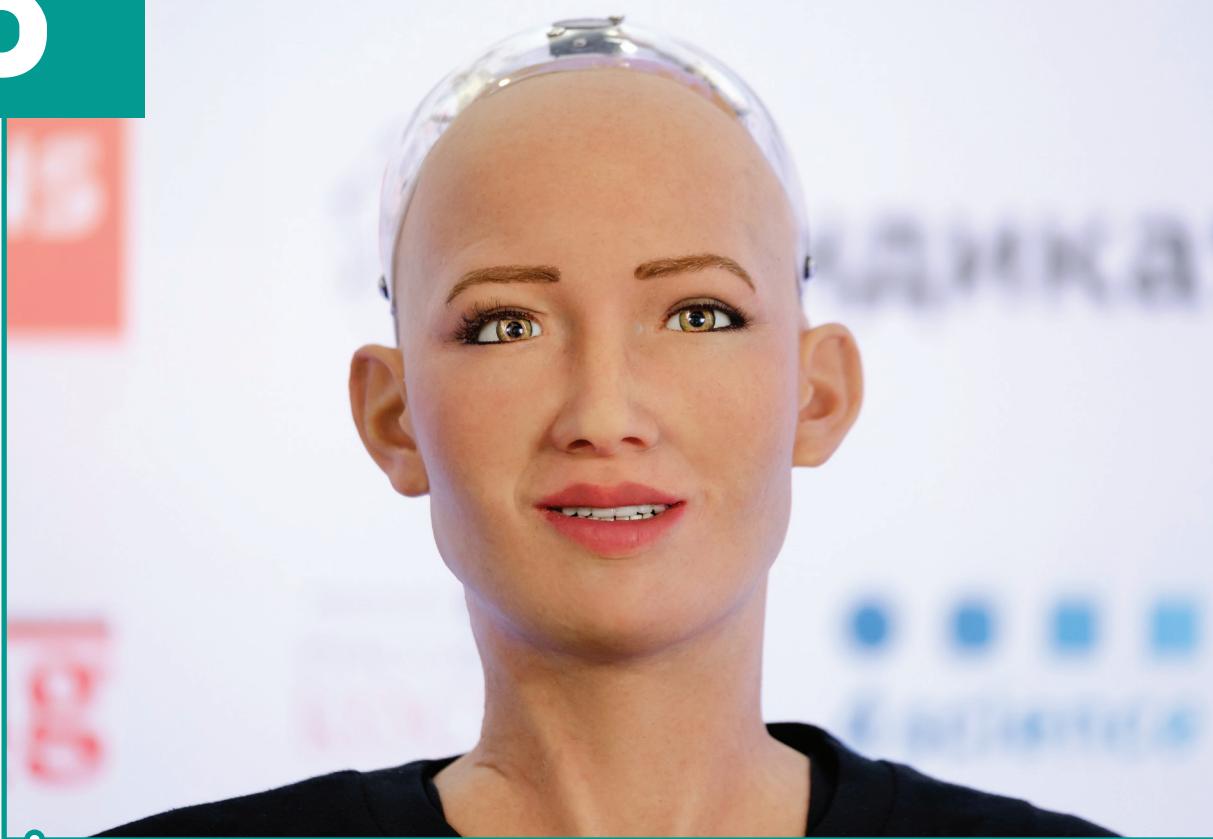
Adaptado de "<http://www.scientificamerican.com/article/your-facial-bone-structure-has-a-big-influence-on-how-people-see-you/>". (Acesso em 20/8/2015).

De acordo com o texto,

- a)** fotos postadas em redes sociais determinam as habilidades e competências de um candidato a emprego.
- b)** fotos digitais postadas nas redes sociais causam as mesmas impressões sobre um indivíduo que fotos analógicas.
- c)** a Universidade de Nova York pretende publicar as pesquisas relatadas na reportagem para divulgar características de competência e confiabilidade.
- d)** além de credibilidade e competência profissional, a análise das faces revelou dados sobre força física e condição socioeconômica.
- e)** a percepção da força física de um indivíduo está relacionada à estrutura óssea da face, e não à expressão facial do indivíduo.

# CHAPTER 3

## What's next?



Anton Gvozdikov/Shutterstock.com

Sophia is a social humanoid robot developed by a Hong-Kong based company. Sophia was activated on February 14<sup>th</sup>, 2016.

“Success in creating AI would be the biggest event in human history. Unfortunately, it might also be the last, unless we learn how to avoid the risks.”

Stephen Hawking

Available at <[https://www.brainyquote.com/quotes/stephen\\_hawking\\_627109?src=t\\_technology](https://www.brainyquote.com/quotes/stephen_hawking_627109?src=t_technology)>. Accessed on July 29<sup>th</sup>, 2021.

According to most English language dictionaries, the term Artificial Intelligence (AI) refers to a branch of Computer Science that deals with the simulation of intelligent behavior in computers or the capability of these machines to imitate human behavior features such as decision-making, language translation, visual perception, among others.

There is different classification for the nature of AI, which include *Strong x Weak* and *Narrow x General*. Strong AI, for instance, refers to the actions performed by a machine that looks genuinely human, as opposed to Weak AI, which simply aims to design or build systems that work in a less sophisticated manner. Currently, there are few examples of Strong AI but when it comes to Weak AI most industrial automation systems are good examples. The development of AI has had a great impact on many fields in the past decades, but the very idea of machines working to make humans lives easier can be very controversial.

- How would you describe the role of AI in your life?
- What human characteristics do you believe AI will never have? Why?
- In your opinion, what are the pros and cons of developing AI technology?

• Neste capítulo, serão abordadas as habilidades **EM13LGG401**, **EM13LGG402**, **EM13LGG403**.



## Dive in

### Reading for general comprehension

When reading long texts in English – or in any language – one can always come across lesser-known words, expressions or phrases. Instead of stopping reading to look up the unknown word, the reader can make use of a strategy named *contextualizing* or *guessing* meaning from context.

Guessing from context is a way for readers to infer meaning using clues from the text. It consists in observing the language hints that surround the words or passages and combining them with other information, such as the prior knowledge of the subject.

There are several ways to look for hints:

- to examine the **immediate context**, i.e. the sentence in which the unknown word appears. These sentences can be definitions, examples, descriptions, clarifications, parenthetical notes, comparisons, elaborations, among others;
- to determine **the function of the word within the sentence**: they may be an adjective, a conjunction, a verb etc.;
- to analyze the **wider context**, that is the other sentences in the paragraph. Determining the central subject of these sentences may be helpful to determine the meaning of the unknown term.

### Before reading

Now that you are familiar with the reading strategy, let's practice it.

- 1 The words from A to E were taken from the following text. Match them with their meanings.

- |                     |  |
|---------------------|--|
| A. Abstract         | (      ) give someone confidence to do something                       |
| B. Encourage        | (      ) something that is done by two or more people working together |
| C. Reasoning        | (      ) idea or feeling, not a material thing                         |
| D. Collaborative    | (      ) opposing something or someone                                 |
| E. Antagonistically | (      ) think about something to make a decision                      |

- 2 Is it a formal or an informal text?

.....  
.....  
.....

- 3 Where was it published?

.....  
.....  
.....

- 4 What is the target audience?

.....  
.....  
.....



### Go further

#### A.I. Artificial Intelligence.

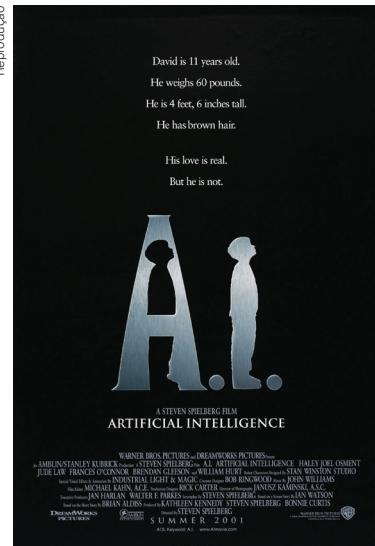
Directed by Steven

Spielberg. 2001. Rate:

Age 13+.

To get to know more about artificial intelligence, watch the movie that tells the story of David, an android who appears to be a real little boy.

Reprodução



Now read the text and check your answers.

- **Pictionary** is a classic family game created in the 1980's. The goal is to guess what a person is trying to communicate through pictures drawn on a paper or board.

## Watch out!

Look at the passage below from the sixth paragraph of the text: "The difficulty ranges from simple phrases like 'woman kicking the football', to more complex concepts like 'celebrating a festival'".

Suppose you are not familiar with the meaning of the word **ranges**. Using the Contextualizing strategy, you can observe that:

- "The immediate context around the word **range** tells us that it is possibly an action (verb) related to the noun difficulty. (The difficulty ranges from simple phrases like 'woman kicking the football', to more complex concepts like 'celebrating a festival'" [...] )
- The prepositions **from ... to** tell us that the action happens within a limited area or period. (ranges from simple phrases like "woman kicking the football", to more complex concepts like "celebrating a festival")

Therefore, the possible meanings for the word ranges are: to vary or extend between limits; to go from one point to another.

## Artificial intelligence learns 'deep thoughts' by playing Pictionary

Scientists are using the popular drawing game Pictionary to teach artificial intelligence common sense.

AI researchers at the Allen Institute for Artificial Intelligence (AI2), a non-profit lab in Seattle, developed a version of the game called Iconary in order to teach its AllenAI artificial intelligence abstract concepts from pictures alone.

Iconary was made public on 5 February in order to encourage people to play the game with AllenAI. By learning from humans, the researchers hope AllenAI will continue to develop common sense reasoning.

"Iconary is one of the first times an AI system is paired in a collaborative game with a human player instead of antagonistically working against them," the Iconary website states.

"AllenAI is capable of both understanding and producing a nearly infinite combination of real-world scenarios represented in the phrases in Iconary, a compelling example of the potential of common sense for AI and the power of human-AI collaboration."

Human players can either choose to draw an image or guess a picture that the AllenAI has drawn. The difficulty ranges from simple phrases like "woman kicking the football", to more complex concepts like "celebrating a festival".

Crucially, the AI has never seen these phrases before and must either guess them from images drawn by the human player or convey them to the human through its own series of images.

The difficulty in teaching artificial intelligence common sense has proved to be one of the key stumbling blocks in developing chatbots and voice assistants that are genuinely multi-purpose.

"This is a first step toward exploiting common sense," said Aniruddha Kembhavi, a computer scientist who worked on the project.

Fellow computer scientist Ali Farhadi added: "We wanted to build an AI system that can collaborate with human beings, and at the same time is learning about how humans think, how they act... I actually kind of feel that this system is connecting to me deep in my thoughts."

CUTHBERTSON, Anthony. "Artificial intelligence learns 'deep thoughts' by playing Pictionary". *Independent*, February 5th, 2019. Available at <[www.independent.co.uk/life-style/gadgets-and-tech/news/artificial-intelligence-deep-thoughts-ai-pictionary-deepmind-a8764581.html](http://www.independent.co.uk/life-style/gadgets-and-tech/news/artificial-intelligence-deep-thoughts-ai-pictionary-deepmind-a8764581.html)>. Accessed on July 27<sup>th</sup>, 2021. Anthony Cuthbertson © Independent 5 February 2019.



## While reading

- 5 Read the following sentences and check (✓) the ones where the verb **to range** could be used.
- Average temperatures in Tel Aviv ( ) from 14 °C to 26 °C.
  - This book contains recipes that ( ) from very simple to highly sophisticated.
  - The meeting ( ) at 3 p.m. and lasted until 6 p.m.
  - Salaries at this company ( ) from the minimum wage to six-figure fortunes.
- 6 Look at the phrases in the following box. Then, find them and underline them in the text.

THRIVING A PRIORITY TO DIGITAL AND  
INNOVATORS TACKLE SOCIAL DIVIDE

- 7 Read the following paragraph and come up with a title for it.

Artificial Intelligence (AI) is producing new teaching and learning solutions that are currently being tested globally. These solutions require advanced infrastructures and an ecosystem of thriving innovators. How does that affect countries around the world, and especially developing nations? Should AI be a priority to tackle in order to reduce the digital and social divide?

## After reading

- 8 Based on the context in which the phrases appear in the paragraph, determine their meaning.
- A. thriving ( ) verb: to try to deal with something or someone  
B. tackle ( ) noun: a difference or separation  
C. divide ( ) adjective: very successful and developing well

- 9 Read the next part of the article. Circle the words that you are not familiar with. What strategies can you use to guess the meaning of the words without using a dictionary?

These are some of the questions explored in a working paper entitled '*Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development*' presented by UNESCO and ProFuturo at Mobile Learning Week 2019. It features cases studies on how AI technology is helping education systems use data to improve educational equity and quality.

Concrete examples from countries such as China, Brazil and South Africa are examined on

AI's contribution to learning outcomes, access to education and teacher support. Case studies from countries including the United Arab Emirates, Bhutan and Chile are presented on how AI is helping with data analytics in education management.

The Paper also explores the curriculum and standards dimension of AI, with examples from the European Union, Singapore and the Republic of Korea on how learners and teachers are preparing for an AI-saturated world.

Beyond the opportunities, the Paper also addresses the challenges and policy implications of introducing AI in education and preparing students for an AI-powered future.

Adapted from <<https://en.unesco.org/news/challenges-and-opportunities-artificial-intelligence-education>>. Accessed on July, 29<sup>th</sup>, 2021.

- 10 What is the main purpose of the text?

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- 11 What countries are mentioned in the text as a source of information about learning outcomes and teacher support?

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- 12 What is the purpose of analysing case studies from United Arab Emirates and Chile?

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## The age of cryptocurrency



Cryptocurrency is a medium of exchange, such as the US dollar or Brazilian real, but it is digital.

The world is changing, and new technologies are blossoming. Cypherpunks are groups of people with a counterculture view of society, and they **believe in** a world free of imposed standards, with complete freedom and far from excessive government controls. In 2008, after the global economic crisis, this group **came up** with the idea of a digital currency that was decentralized and independent of banks and governments.

In 2009, Satoshi Nakamoto, codenamed for a person or a group of people who **brought forth** the first cryptocurrency, the Bitcoin, and it was a revolution to the world economy by **urging on** the creation of new cryptocurrencies.

Unlike regular currency, cryptocurrency does not **hinge on** banks or government, it is 100% digital and its oscillations **depend on** the economy itself behind the currency and not by government interference.



Cryptocurrency uses encryption techniques to control the creation of monetary units and to verify the transfer of funds.

After the success of the new digital currency, more than 10,000 different cryptocurrencies **rose up**. Litecoin was created in 2011 by former Google employee Charlie Lee as an alternative to Bitcoin. In 2013 programmers Vitalik Buterin and Galvin Wood created Ethereum, a programmable platform with application mechanisms and cryptocurrency portfolio. In 2014 programmer Evan Duffield created Dash, a cryptocurrency with faster and safer transactions.

All these digital currencies are created in systems called blockchain, which is a chain of blocks that contain all the information saved since its creation, it is made by 100% online transactions between people, and it is decentralized, making tracking impossible in most of the cases. What is the future of money? Can we be **knocked over** by something new?



Blockchain is the technology that enables the existence of cryptocurrency.

**13** Observe the highlighted phrasal verbs on this page and search their meaning.

- a) to believe in
- b) to come up
- c) to bring forth
- d) to urge on
- e) to hinge on
- f) to depend on
- g) to rise up
- h) to knock over

14 Read the last two questions of the text. Could you answer them?

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15 Do you think the advent of cryptocurrencies is related to the ecommerce? How could you relate them both?

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### Speak out

Money, as it is known, is a result of a long process. Discuss with your classmates about the evolution of money.



Siberian Art/Shutterstock.com



Chinese pepper merchants in Java use scales to weigh their merchandise before a deal is struck with the buyer. Indonesia, circa 1550. From an original engraving by Theodor de Bry's Voyages.



Utrecht Robin/Action Press/Shutterstock

Woman uses cryptocurrency ATM at Netherlands airport in 2018.

### PRACTICE IT!

#### 1 UFU-MG 2018

##### Radio powered by your own sweat hints at future of wearables

By Timothy Revel



If you want to hear the end of this track, keep sweating

Battery flat on your radio? Don't sweat it. Or maybe that's exactly what you should do. Sweat alone has been used to power a radio for two days, demonstrating the capability of a new skin patch.

The patch is a flexible square just a couple of centimetres across that sticks to skin. It contains enzymes that replace the precious metals normally used in batteries and feed off sweat to provide power. Getting enough power out of a biofuel cell to make it useful has proved tricky, but the latest version can extract 10 times more than before.

"We're now getting really impressive power levels. If you were out for a run, you would be able to power a mobile device," says Joseph Wang at the University of California, San Diego, who was in the team that worked on the technology.

Disponível em: <<https://www.newscientist.com>>. Acesso em: 8 abr. 2018.

Responda em Inglês. Respostas em Português não serão aceitas.

Based on the text, answer the following questions.

- a) According to the text, how could one charge batteries in the future?

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b) How efficient is this new technology being described?

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## 2 UFU-MG 2018

### So What is a Digital Nomad?

A digital nomad is someone who isn't confined by office space, office attire or office politics. They can work wherever they want as long as they have an internet connection. There are no set hours, often no boss, and you don't have to call in sick to skip work because you want to go wakeboarding, knowing that you'll happily pull an all-nighter tomorrow to make up for it.

Digital Nomads make their money online through blogging, affiliate marketing, social media, ebooks, coaching and a host of other ingenious methods. We're location independent and we love it.

If the monotonous routine is getting you down, if you look back at your last five years and think 'what have I actually done in that time', then it's time to shake it up.

Responda em Inglês. Respostas em Português não serão aceitas.

Based on the text, answer the following questions.

- a) How would you best describe a digital nomad?

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- b) What suggestion does the author make?

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**Unesp 2018** Texto para as questões 3 a 6.

### Keep your head up: how smartphone addiction kills manners and moods

The average human head weighs between 4.5 and 5.5 kilograms, and when we bend our neck to text or check Facebook on our smartphone, the gravitational pull on our head and the stress on our neck increases. That common position, pervasive among everyone from ordinary people to presidents, can damage the cervical spine curve. "Text neck" is becoming a medical issue that countless people suffer from, and the way we hang our heads has other health risks, too, according to a report published last year in *The Spine Journal*.

Posture has been proven to affect mood, behavior and memory, and frequent slouching can make us depressed, according to the National Center for Biotechnology Information. The way we stand affects everything from the amount of energy we have to bone and muscle development, and even the amount of oxygen our lungs can take in. And the remedy can be ridiculously simple: just sit up.

Some 75 percent of Americans believe their smartphone usage doesn't impact their ability to pay attention in a group setting, according to the Pew Research Center, and about a third of Americans believe that using phones in social settings actually contributes to the conversation. But does it? Etiquette experts and social scientists are adamantly united: no.

That "always-on" behavior that smartphones contribute to causes us to remove ourselves from our reality, experts said. And aside from the health consequences, if we're head down, our communication skills and manners are slumped, too. But, ironically, that might not be how most of us see ourselves. "We think somehow that this antisocial behavior is not going to affect me," said Niobe Way, professor of applied psychology at New York University.

Ms. Way studies technology's role in shaping adolescent development. These head-down interactions take us away from the present, no matter what group we're in, she said. And it's not just a youth problem. It's ingrained, learned, copied and repeated, much of it from mimicking adults. When kids see their parents head down, they emulate that action. The result is a loss of nonverbal cues, which can stunt development.

(Adam Popescu. [www.nytimes.com](http://www.nytimes.com), 25.01.2018. Adaptado.)

- 3** De acordo com o terceiro parágrafo:  
**a)** Como pensam 75% dos estadunidenses em relação ao uso de *smartphones*, segundo a pesquisa do Pew Research Center? Além disso, o que pensa um terço dos estadunidenses?

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- b)** Quem apresenta opinião contrária ao resultado revelado pela pesquisa do Pew Research Center?

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- 4** De acordo com o segundo parágrafo:

- a) Indique duas consequências de se manter uma postura incorreta, citadas pelo National Center for Biotechnology Information.

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- b)** Que aspectos físicos são influenciados pela postura?

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- 5** De acordo com o quinto parágrafo:

- a) Além dos adultos, que grupos têm seu desenvolvimento prejudicado pelo comportamento de estar de “cabeça baixa” consultando o smartphone?

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- b) Como as crianças adquirem o comportamento de ficar de “cabeça baixa” e quais as consequências disso?

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- 6** De acordo com o primeiro parágrafo:

- a) Como a posição de digitar ou de consultar o smartphone afeta o pescoço? Que problema essa postura pode causar?

- b)** O que é “text neck” e qual a sua causa?

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## Brain teaser

### 1 Enem 2018

#### TEXTO I

##### A Free World-class Education for Anyone Anywhere

The Khan Academy is an organization on a mission. We're a not-for-profit with the goal of changing education for the better by providing a free world-class education to anyone anywhere. All of the site's resources are available to anyone. The Khan Academy's materials and resources are available to you completely free of charge.

Disponível em: [www.khanacademy.org](http://www.khanacademy.org). Acesso em: 24 fev. 2012 (adaptado).

#### TEXTO II

I didn't have a problem with Khan Academy site until very recently. For me, the problem is the way Khan Academy is being promoted. The way the media sees it as "revolutionizing education". The way people with power and money view education as simply "sit-and-get". If your philosophy of education is "sit-and-get", i.e., teaching is telling and learning is listening, then Khan Academy is way more efficient than classroom lecturing. Khan Academy does it better. But TRUE progressive educators, TRUE education visionaries and revolutionaries don't want to do these things better. We want to DO BETTER THINGS.

Disponível em: <http://fnoschese.wordpress.com>. Acesso em: 2 mar. 2012.

Com o impacto das tecnologias e a ampliação das redes sociais, consumidores encontram na internet possibilidades de opinar sobre serviços oferecidos. Nesse sentido, o segundo texto, que é um comentário sobre o site divulgado no primeiro, apresenta a intenção do autor de

- a) elogiar o trabalho proposto para a educação nessa era tecnológica.
- b) reforçar como a mídia pode contribuir para revolucionar a educação.
- c) chamar a atenção das pessoas influentes para o significado da educação.
- d) destacar que o site tem melhores resultados do que a educação tradicional.
- e) criticar a concepção de educação em que se baseia a organização.

### 2 Enem PPL 2018

Most people today have a mobile phone. In fact, many people can't imagine how they ever got along without a portable phone. However, many people also complain about cell phone users. People complain about other people loudly discussing

personal matters in public places. They complain when cell phones ring in movie theaters and concert halls. They complain about people driving too slow, and not paying attention to where they are going because they are talking on a cell phone. And they complain about people walking around talking to people who aren't there.

Whenever a new communications technology becomes popular, it changes the way society is organized. Society has to invent rules for the polite way to use the new devices. Our social etiquette, our rules of politeness for cell phones, is still evolving.

Disponível em: [www.indianchild.com](http://www.indianchild.com). Acesso em: 28 fev. 2012 (adaptado).

O uso de celulares em lugares públicos tem sido prática corrente. O texto aponta que essa prática tem gerado

- a) anseios por recursos para ampliar os benefícios dos dispositivos.
- b) reclamações sobre a falta de normas no comportamento dos usuários.
- c) questionamentos a respeito da dependência constante dessa tecnologia.
- d) discussões acerca da legislação para a comercialização de telefones.
- e) dúvidas dos usuários em relação ao manuseio de novos aparelhos.

### 3 Enem PPL 2016

##### Are Twitter and Facebook Affecting How We Think?

*Is constant use of electronic gadgets reshaping our brains and making our thinking shallower?*

By Neil Tweedie

How many times do you click on your email icon in a day? Or look at Facebook, or Twitter? And how many times when reading on the internet do you click on a link navigating away from the text that was the original object of your enquiry? The web, it seems, is like an electronic sweet shop, forever tempting us in different directions. But does this mental promiscuity, this tendency to flit around online, make us, well, thicker?

Nicholas Carr, the American science writer, has mined this theme for his new book, "The Shallows", in which he argues that new media are not just changing our habits but our brains. It turns out that the mature human brain is not an immutable seat of personality and intellect but a changeable thing, subject to "neuroplasticity". When our activities

alter, so does the architecture of our brain. "I'm not thinking the way I used to think," writes Carr. "I feel it most strongly when I'm reading."

Neil Tweedie levanta vários questionamentos sobre a utilização de diferentes recursos tecnológicos disponíveis hoje em dia. A partir desses questionamentos e dos argumentos do escritor norte-americano Nicholas Carr, o texto sugere que

- a) o ato de clicar em ícones e manusear aparelhos prejudica o comportamento.
- b) o mundo virtual pode ser nocivo aos jovens, por ser muito promíscuo.
- c) a internet contribui para o amadurecimento intelectual dos usuários.
- d) o uso intenso de recursos tecnológicos pode afetar nosso cérebro.
- e) as redes sociais virtuais ajudam a melhorar nossa forma de pensar.

**4 EEAR-SP 2019** Read the text and answer the question.

Dear Mary,

My younger sister just told us she's been accepted to her first choice university. Lee is very intelligent. She will be the first person in our family to go to college. I got good grades in high school, too, but when I graduated I went into the family business \_\_\_\_\_ going to college. I enjoy my new career, I'm sure that I've learned a lot of new things.

With love, Lincoln

Fill in the blank with the option that best completes the text.

- a) as soon as
- b) instead of
- c) still
- d) yet

**5 Unicamp 2020**



When 24-year-old fashion blogger Scarlett Dixon posted a picture of herself having breakfast, the internet turned nasty. "The best of days start with a smile and positive thoughts. And pancakes. And strawberries", Dixon wrote on her Instagram feed. The post was reposted on Twitter.

"Instagram is a ridiculous lie factory made to make us all feel inadequate", wrote Nathan from Cardiff. His post, which has garnered more than 111,000 likes (22 times as many as Dixon's original) and almost 25,000 retweets, prompted a wave of criticism, with comments going like "Fakelife!". Instagram looks like the friendliest social network imaginable. But, for a growing number of users – and mental health experts – the very positivity of Instagram is precisely the problem. The site encourages its users to present an upbeat, attractive image that others may find at best misleading and at worse harmful. Instagram makes you worry that everyone is perfect – except you.

(Adaptado de <https://www.theguardian.com/technology/2018/sep/17>. Acessado em 19/04/2019).

O texto anterior apresenta uma crítica

- a) a Scarlett Dixon, por propagar uma autoimagem excessivamente positiva e irreal.
- b) ao Instagram, por propiciar postagens que veiculam uma autoimagem irreal das pessoas.
- c) ao post de Scarlett Dixon, por gerar uma onda de comentários negativos em outras mídias sociais.
- d) à exposição excessiva da vida íntima das pessoas no Instagram e em outras mídias sociais.

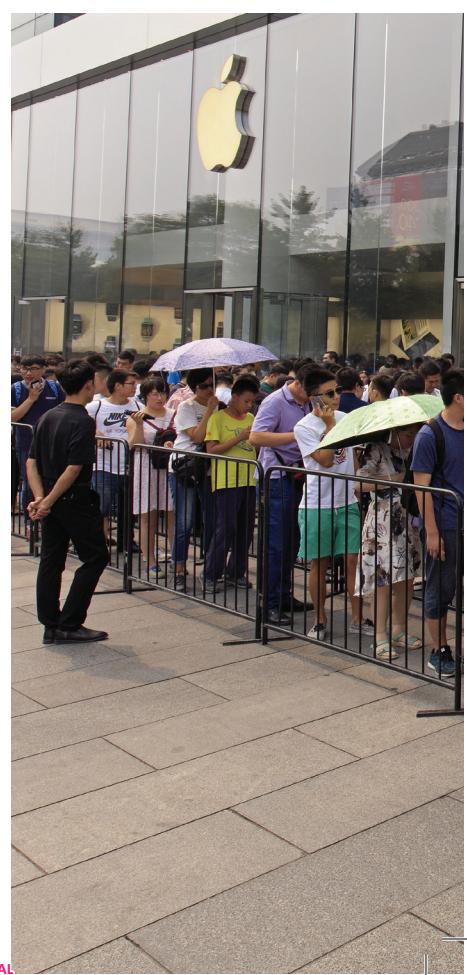
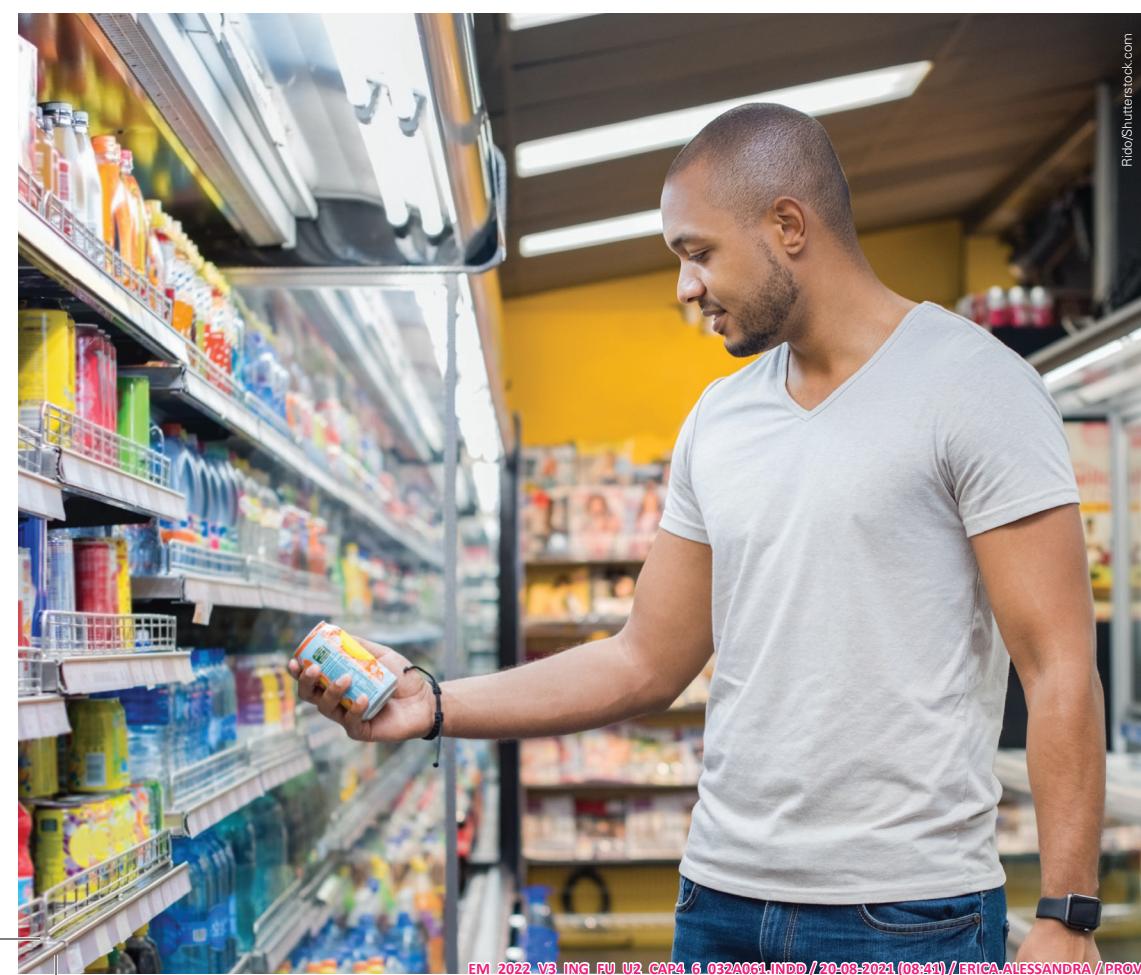
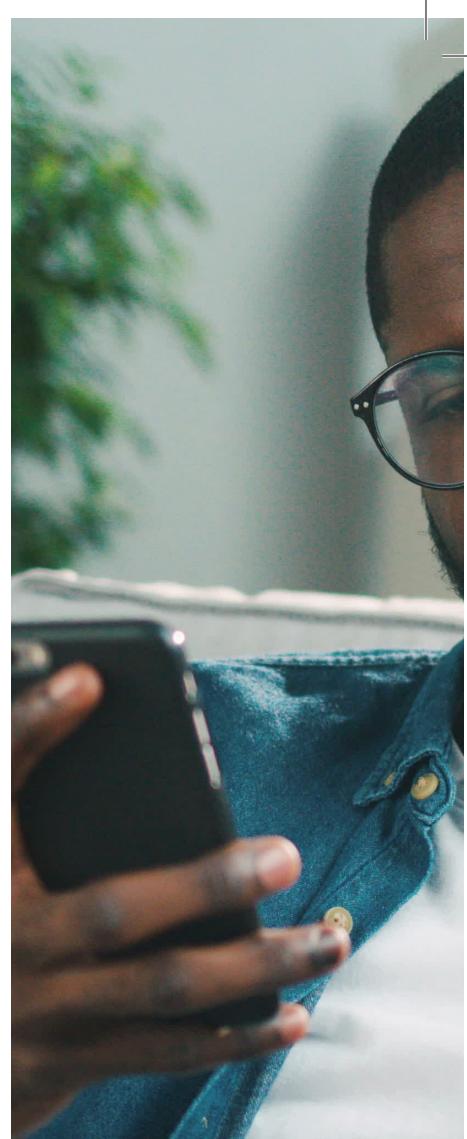
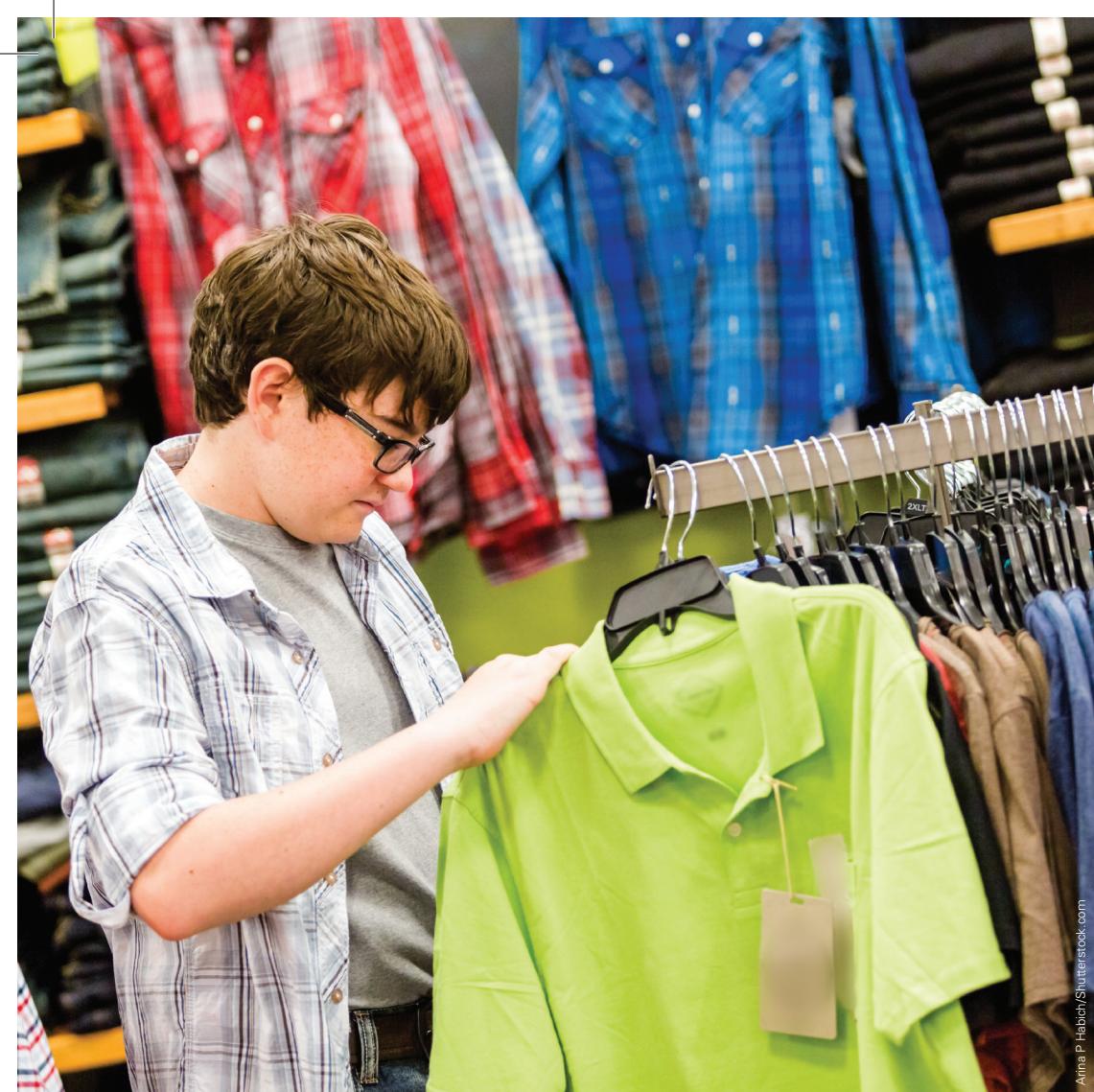
**6 Unesp 2020**

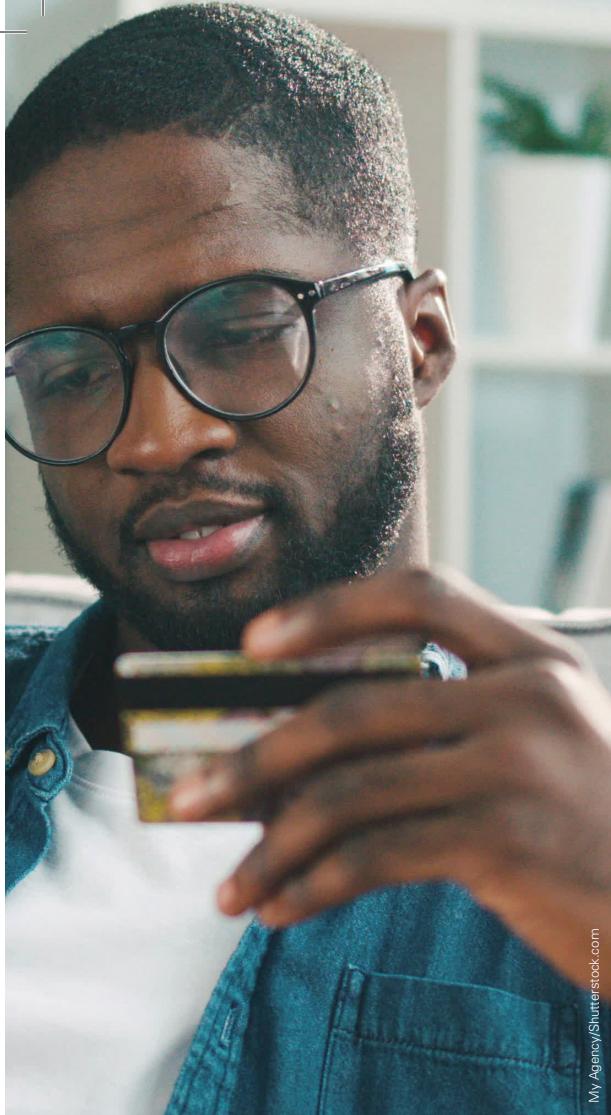
The General Data Protection Regulation (GDPR), which came into force in 2018, was the biggest shake-up to data privacy in 20 years. A slew of recent high-profile breaches has brought the issue of data security to public attention. Claims surfaced last year that the political consultancy Cambridge Analytica used data harvested from millions of Facebook users without their consent. People are increasingly realizing that their personal data is not just valuable to them, but hugely valuable to others. Now the law on data protection is about to catch up with technological changes.

(Clive Coleman. "GDPR: Are you ready for the EU's huge data privacy shake-up?". [www.bbc.com](http://www.bbc.com), 20.04.2018. Adaptado.)

O texto permite abordar um problema filosófico contemporâneo, que está relacionado

- a) à necessidade de limitação do avanço científico.
- b) a discussões sobre condutas morais no ambiente digital.
- c) ao aumento das desigualdades sociais.
- d) à consolidação da democracia representativa.
- e) à ausência de experiência estética nas redes sociais.





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# UNIT 2

## Consumerism

.....

"In a consumer society, people wallow in things, fascinating, enjoyable things. If you define your value by the things you acquire and surround yourself with, being excluded is humiliating"

BAUMAN, Zygmunt. "Passion and pessimism". *The Guardian*, April 5<sup>th</sup>, 2003. Available at <[www.theguardian.com/books/2003/apr/05/society](http://www.theguardian.com/books/2003/apr/05/society)>. Accessed on July 29<sup>th</sup>, 2021. Interview given to BUNTING, Madeleine.

According to most dictionary definitions the term Consumerism refers to a person or group of people that are preoccupied with the acquisition of consumer goods. It is also said that Consumerism has to do with the advocacy of shopping and purchasing as a way of personal and emotional fulfillment and, as a broader and more political concept, a driving force in maintaining a healthy economy. There is no doubt that Consumerism has become a dominant way of life for many societies since the 20th century with the rising of mass production and consumption.

In this context you will be presented to the following language topics:

- Phrasal verbs (to talk about actions/activities);
- Genitive case with's (to talk about possessions);
- Plural nouns (to talk about things).

- What was the last thing you bought? Was it necessary?
- How do the spending habits affect a person's life?
- What do you understand by "ethical consumerism"?



testing/Shutterstock.com

# CHAPTER 4

## The world for sale



Man and woman buying things online.

Andrey\_Popov/Shutterstock.com

With increased use of Internet, more and more people are drawn towards online shopping. This means of buying products has gained immense popularity in today's times.

Earlier, Internet was only accessible to people of developed countries, but recent revolution has made it accessible to almost all parts of the world. With increased awareness, people now **flock towards** Internet for shopping. The concept of shopping goods through online services has been highly recognized and accepted, as it provides several benefits to the customer. However, every good aspect has a bad side to it, and this is applicable to online shopping as well.

One good side of online shopping is that you can shop from home. There is no need to go to the mall to purchase the item you need. You just need to order, and it will be available right at your doorstep. On the other hand, you cannot **try out** the product before buying it. Many people like to try things out before making the payment. This feature remains missing when you buy a product online.

SONKUSHRE, Priyanka Kosta. "Pros and cons of online shopping". *Techspirited*, June 3<sup>rd</sup>, 2018. Available at <<https://techspirited.com/pros-cons-of-online-shopping>>. Accessed on July 29<sup>th</sup>, 2021. (Adapted).

- Do you normally shop online? Why (not)?
- Can you think of other pros and cons of online shopping that are not in the text?

• Neste capítulo, serão abordadas as habilidades **EM13LGG401**, **EM13LGG402**, **EM13LGG403**.



## Dive in

### Phrasal verbs

- 1 Look at these sentences. What do the structures in bold mean?

With increased awareness, people now **flock towards** Internet for shopping. On the other hand, you cannot **try out** the product before buying it.

Verbs in English are often followed by particles that can be an adverb or a preposition such as BACK, OFF, THROUGH, UP, ON, IN, etc.

In some cases, both the verb and the particle maintain their primary meaning but more often than not, the meaning changes as the two (or more) words are put together. The term “phrasal verb” refers to the second situation. In some phrasal verbs, the original meaning of the words is completely changed (e.g., I fell for my classmate). In others, though, the particle only adds a new meaning to the verb but doesn’t change its original meaning completely (e.g., She got off the car).

Look at some examples of phrasal verbs in the sentences below:

The original price was £100,000, but we **beat** them **down** to £95,000. (*reduzir*)

I'm **shopping around** for a new winter coat. (*procurar*)

As you can see in the sentences above sometimes the particle can come separated from the verb (first sentence) and other times it can't (second sentence). There are four types of phrasal verbs:

- **Phrasal verbs with two particles**

I've decided to **cut down on** (*diminuir*) my expenses with clothing.

- **Transitive and inseparable phrasal verbs** (with one inseparable particle, there must be an object)

Ellen has been trying to **live on** the **money** (*sustentar-se*) she makes by selling her paintings.

- **Transitive and separable phrasal verbs** (with one separable particle, there must be an object)

I have to **put** some money **aside** (*guardar*) to buy a new cellphone.

- **Intransitive phrasal verbs** (with one particle and no object)

George doesn't have a high salary, but it is enough for him to **get by** (*sustentar-se*).

- 2 Do you or your family normally put money aside? What for?

.....  
.....

### Watch out!

Phrasal verbs consist of a verb + a particle (a preposition, an adverb or both) that combined produce a **figure of speech**.

Another characteristic of phrasal verbs is that they can sometimes be converted to adverbs or nouns, and when they are, they are either hyphenated or closed up. Observe the examples:

“Luana said she'd **call** me **back** in a few minutes,” but “I'm waiting for her **call-back**.”

“The doctor is going to **check up** the patient,” but “The doctor did the **checkup**.”

## Watch out!

- Some phrasal verbs are markedly informal, for example: **bum around, palm off, rat on, swan around;**
- Some phrasal verbs, conversely, are decidedly formal and/or literary, for example: **ascrIBE to, cast down, complain of, consign to, impinge on, renege on;**
- The majority of phrasal verbs are neutral, with no particular stylistic marking. "What time shall we **set off?**" is neutral in conversation, while "What time shall we **depart?**" is unusually formal;
- Phrasal verbs are common in many types of writing – though not all – as well as in speech;
- Phrasal verbs aren't the product of laziness or lack of education. In many cases they're simply the most common way of expressing a certain meaning.

MARKS, Jonathan. "The truth revealed: phrasal verbs in writing and speech". *MED Magazine*. Londres, n. 34, October, 2005. Available at <[www.macmillandictionaries.com/MED-Magazine/October2005/34-Feature-PV-Spoken-Written.htm](http://www.macmillandictionaries.com/MED-Magazine/October2005/34-Feature-PV-Spoken-Written.htm)>. Accessed on July 29<sup>th</sup>, 2021.

- 3 How important is it to you to cut down on expenses? Is it more necessary than satisfying a momentary desire?

- 4 Read the story below and find the phrasal verbs. What do they mean?

I have been putting aside some money for the past few years. Actually, I saved up most of what I earned since my first job and last month I decided to dip into that cash to enjoy myself. I went to the best and fanciest restaurant in town. I splashed out and had a great meal followed by an even better dessert. It cost a small fortune, but it was worth every penny.

I also decided to get some new clothes, so I went to the shopping mall and laid out something around 800 dollars on shoes, pants and T-shirts. I must confess that I felt a little guilty for using most of what I spared throughout such a long time scraping by, but I believe that shelling out the money for all those small (or not so small) pleasures was just as necessary as anything else.

## Grammaring

- 5 Match the columns.

- |                  |   |
|------------------|---|
| A. To put aside  | ( ) to have only enough money to pay for the basic things you need                              |
| B. To save up    | ( ) to spend money, especially a large amount   |
| C. To dip into   | ( ) to keep money so that you can buy something with it in the future                           |
| D. To splash out | ( ) to spend part of a supply of money that you have been keeping or saving                     |
| E. To lay out    | ( ) to save something, usually time or money, for a special purpose                             |
| F. To scrape by  | ( ) to pay for something, especially when the cost is unexpected and not wanted                 |
| G. To shell out  | ( ) to spend a lot of money on buying things that are pleasant to have but that you do not need |

- 6 Put the phrasal verbs of the previous exercise in the correct column according to their meanings.

Having money	Saving money	Using money



## PRACTICE IT!

**ITA-SP 2018** Read the text and answer the questions 1 to 5.

### GOODBYE THINGS, HELLO MINIMALISM: <sup>1</sup>CAN LIVING WITH LESS MAKE YOU HAPPIER?

Fumio Sasaki owns a roll-up mattress, three shirts and four pairs of socks. After deciding to scorn possessions, he began feeling happier. He explains why.

Let me tell you a bit about myself. I'm 35 years old, male, single, never been married. I work as an editor at a publishing company. I recently moved from the Nakameguro neighbourhood in Tokyo, where I lived for a decade, to a neighbourhood called Fudomae in a different part of town. The rent is cheaper, but the move pretty much wiped out my savings.

Some of you may think that I'm a loser: an unmarried adult with not much money. The old me would have been way too embarrassed to admit all this. I was filled with useless pride. But I honestly don't care about things like that anymore. The reason is very simple: I'm perfectly happy just as I am. The reason? I got rid of most of my material possessions.

Minimalism is a lifestyle in which you reduce your possessions to the least possible. Living with only the bare essentials has not only provided superficial benefits such as the pleasure of a tidy room or the simple ease of cleaning, it has also led to a more fundamental shift. It's given me a chance to think about what it really means to be happy.

We think that the more we have, the happier we will be.<sup>2</sup> We never know what tomorrow might bring, so we collect and save as much as we can. This means we need a lot of money, so we gradually start judging people by how much money they have. You convince yourself that you need to make a lot of money so you don't miss out on success. And for you to make money, you need everyone else to spend their money. And so it goes.

So I said goodbye to a lot of things, many of which I'd had for years. And yet now I live each day with a happier spirit. I feel more content now than I ever did in the past.

I wasn't always a minimalist. I used to buy a lot of things, believing that all those possessions would increase my self-worth and lead to a happier life. I loved collecting a lot of useless stuff, and I couldn't throw anything away. I was a natural hoarder of knick-knacks that I thought made me an interesting person.

At the same time, though, I was always comparing myself with other people who had more

or better things, which often made me miserable. I couldn't focus on anything, and I was always wasting time. Alcohol was my escape, and I didn't treat women fairly. I didn't try to change; I thought this was all just part of who I was, and I deserved to be unhappy.

My apartment wasn't horribly messy; if my girlfriend was coming over for the weekend, I could do enough tidying up to make it look presentable. On a usual day, however, there were books stacked everywhere because there wasn't enough room on my bookshelves. Most I had thumbed through once or twice, thinking that I would read them when I had the time.

The closet was crammed with what used to be my favorite clothes, most of which I'd only worn a few times. The room was filled with all the things I'd taken up as hobbies and then gotten tired of. A guitar and amplifier, covered with dust. Conversational English workbooks I'd planned to study once I had more free time. Even a fabulous antique camera, which of course I had never once put a roll of film in.

<sup>3</sup>It may sound as if I'm exaggerating when I say I started to become a new person. Someone said to me: "All you did is throw things away," which is true. But by having fewer things around, I've started feeling happier each day. I'm slowly beginning to understand what happiness is.

If you are anything like I used to be – miserable, constantly comparing yourself with others, or just believing your life sucks – <sup>4</sup>I think you should try saying goodbye to some of your things. [...] Everyone wants to be happy. But trying to buy happiness only makes us happy for a little while.

<https://www.theguardian.com/books/2017/apr/12/goodbye-things-hello-minimalism-can-living-with-less-make-you-happier>. Acesso em: 21 maio 2017.

1 De acordo com o texto, Fumio

- a) já foi casado, mas está solteiro no momento.
- b) morou em Nakameguro por 10 anos.
- c) mudou-se de Tóquio recentemente.
- d) é editor em uma agência de publicidade.
- e) mudou-se porque precisava quitar dívidas.

- 2** Sobre Fumio, é correto afirmar que
- a) a mudança para o novo apartamento fez com que suas reservas financeiras aumentassem.
  - b) seu antigo apartamento era tão bagunçado que ele não podia sequer receber a namorada.
  - c) desperdiçava tempo e não conseguia manter o foco, antes de aderir ao minimalismo.
  - d) orgulhava-se de ter um salário mais alto do que todos os seus amigos.
  - e) era alcoólatra e violento com as pessoas, antes de mudar o estilo de vida.

- 3** Antes da mudança, Fumio acumulava bens materiais porque
- a) queria vendê-los quando chegasse à velhice.
  - b) costumava julgar as pessoas pelos carros que possuíam.
  - c) queria desfrutar deles sem se preocupar com o futuro.
  - d) acreditava que as posses aumentariam a sua autoestima e felicidade.
  - e) desejava impressionar a mulher que amava por meio de suas posses.

- 4** Marque a opção correta de acordo com o sentido com que os verbos modais sublinhados são empregados no texto.
- I. Can living with less make you happier? (ref. 1) → para indicar uma possibilidade.
  - II. We never know what tomorrow might bring, (ref. 2) → para indicar um estado contrário à realidade.
  - III. It may sound as if I'm exaggerating... (ref. 3) → para indicar uma probabilidade.
  - IV. I think you should try saying goodbye to some of your things. (ref. 4) → para dar um conselho.

Estão corretas

- a) I e II.
- b) I, II e IV.
- c) I, III e IV.
- d) II, III e IV.
- e) II e IV.

- 5** What is the main objective of the text?

.....  
.....  
.....

- 6** Find the phrasal verbs in the text and try to guess the meaning from context.
- a) get rid of:
    - ( ) To remove something that you do not want any longer.
    - ( ) To appreciate the things you own instead of wanting new ones.

- b)** miss out on:
  - ( ) To want to go out with friends to do specific activities.
  - ( ) To not use or to not have an opportunity to experience something good.**c)** throw away:
  - ( ) To get rid of something you do not want anymore.
  - ( ) To keep things stored in a faraway place.**d)** come over:
  - ( ) To come to a place, move from one place to another, or move towards someone.
  - ( ) To complain about something.**e)** tidy up:
  - ( ) To argue with someone.
  - ( ) To have everything ordered and arranged in the right place, or liking to keep things like this.**f)** thumb through:
  - ( ) To read voraciously and very fast.
  - ( ) To turn the pages of a book, magazine, or a document quickly and only read small parts of it.

- 7 Efomm-RJ 2018** Which is the correct option to complete the sentence below?

Ruth wanted to be transferred to another department, but her application was \_\_\_\_\_ because her own department is understaffed.

- a) turned down
- b) turned out
- c) turned up
- d) turned over
- e) turned away

- 8 Efomm-RJ 2018** Choose the correct alternative.

- a) You'll soon get used to live abroad.
- b) She is talking about to move to the countryside.
- c) I look forward to hear from you.
- d) I used to playing cards when I was a kid.
- e) I am used to doing the dishes.

**ITA** Read the text and answer questions 9 and 10.

## DISTANT PEAK CAR

**Carmakers worry that one day demand for cars will stop rising. But that is a long way off.**

IN 1924 FORD ran an advertisement headlined "His First Car", urging fathers to buy their teenage sons their first set of wheels. The idea caught on. For boys, especially, learning to drive became an essential part of growing up. By the late 1970s 86% of American 18-year-olds—of both sexes—had a driving licence. But then the trend went into reverse: researchers at the University of Michigan found that in 2010 only 61% of 18-year-old Americans had

10 licences. Other rich countries are going the same way. Teenagers are showing less interest in cars as they turn their attention to smartphones and social networking.

This is a worry for carmakers, who are wondering 15 where their future customers are going to come from. In the two decades to 2008 the number of miles driven by Americans in their 20s fell by 8%. In Britain a study for the RAC Foundation, a transport-research body, found a 30% drop among men in the 20 same age group between 1996 and 2006.

One reason for concern is that half the world's population now lives in towns and cities, which have only so much space for cars. Even in rapidly growing car markets such as China, city governments in the 25 more prosperous parts of the country are beginning to restrict new car registrations and invest heavily in public transport.

Young urban residents may also be meeting up less often in person, thanks to social-networking 30 sites that let them keep in touch digitally. So they have less need for a car, and when they do need one they turn to car clubs, which offer rental by the hour in their neighbourhood, and to car-sharing schemes. In particular, the generation who came of 35 age after 2000, the so-called "millennials", express a preference for having access to rather than owning cars. But some of that may be just talk. In a survey by McKinsey, American millennials said they expected to use car clubs in the future, but when asked if 40 owning a car would remain an important status symbol, they were much more likely to answer "yes" than older consumers.

Economic factors, too, work against car ownership. Sheryl Connelly, Ford's "global trends and 45 futuring" manager, notes that a few decades ago teenagers in America often got free driving lessons at school, but now they may have to pay up to \$800 for them before they can sit their test. The cost of adding a young driver to the family's car-insurance 50 policy too has risen sharply, she says. In Britain the RAC Foundation study found that fewer young men are driving because their employers have cut back on providing company cars.

However, studies also show a marked rise in the 55 proportion of elderly people with driving licences. Babyboomers pretty much all learned to drive, and now that they are beginning to retire they expect to continue motoring. The development of assisted driving, followed one day by fully automated cars, 60 will allow them to stay mobile for much longer.

What may be happening in rich countries is a one-off shift in the timing of people's driving careers, so that they start later but then continue well into old age. This may be no bad thing for

65 carmakers. It has long been an open secret in the business that cars are advertised as being for the young but are bought mainly by the middle-aged with the necessary disposable income. In America the average Mercedes buyer is in his late 50s, and 70 even the supposedly youth-oriented MINI Cooper is typically bought by people in their early 40s. The world's biggest car markets — China, North America and Europe — are all greying.

So it is not clear that declining car ownership 75 among young urbanites will have more than a marginal effect on overall car sales. Besides, argues Renault-Nissan's Mr Ghosn, for most people "their car is more than an object." For some it is an extension of their home, he says, and most people 80 would rather not share their home. For others it is their pet, and who wants to share their pet?

All in all, "peak car"—the point at which worldwide demand for cars will stop rising—still seems quite a long way off. In the rich world some 85 of the economic factors that have deterred young people from taking up driving will fade away: as cars become increasingly self-piloting and accident rates fall, insurance costs should decrease, and in time there will be little or no need to take 90 expensive lessons.

*The Economist, April 20th, 2013.*

**9** Uma das razões para o menor uso de carros por jovens nos últimos anos é o(a)

- a) desinteresse em usar carro como símbolo de status social.
- b) realização de festas em clubes particulares.
- c) falta de segurança nas grandes cidades.
- d) uso de redes sociais digitais.
- e) insuficiência de estacionamentos e alto custo das vagas privativas.

**10** Assinale a opção correta.

- a) O modelo Mini Cooper foi idealizado para o público consumidor jovem, apesar da maior comercialização para pessoas na faixa dos 40 anos.
- b) O mercado automobilístico em ascensão é constituído exclusivamente por consumidores aposentados.
- c) De acordo com a Fundação RAC, houve uma queda de 30% nos percursos feitos pelos americanos.
- d) O declínio de vendas de carro para o público jovem está diretamente relacionado ao alto custo de aulas de direção.
- e) Veículos fretados e transporte solidário estão entre as opções dos jovens chineses que não compram veículos.

CHAPTER  
**5**

## What we need and what we don't need



Natasa Adzic/Shutterstock.com

Wants and needs: the dilemma.

We live in a consumerist society in which it has become quite common to keep buying stuff out of impulse. In most households across the globe it is possible to step on kid's toys occupying more space than necessary, books piling up, and an overwhelming quantity of clothes and house appliances. But do we need all of that? Better yet, will we ever have time to make use of all the things we feel the urge to buy? What is it that drives us to keep on purchasing things that we don't need?

Some might argue that we buy – particularly when it is an impulse purchase – because we get a dopamine rush. It is like the act of shopping activates pleasure-related areas in our brains. Other possible reasons that explain our tendency to succumb to the temptation of buying are related to anxiety, unhappiness, need of control, to name a few. Whatever the cause of this behavior might be, getting a better understanding of this phenomenon and reach for solutions has become one of the biggest contemporary man's concerns.

- Do you think you or your family buy more things than you need? Give some examples.
- Is it possible to live with less?
- What do you think are the most common things that people buy out of impulse?

• Neste capítulo, será abordada a habilidade **EM13LGG403**.



## Dive in

Let's read the text below.

# Is Impulse Buying Hurting Your Family? Kids Learning Bad Habit from Parents: study shows \$200,000 wasted by the average consumer — and you never see it happen.

By Will deHoo

**Ever seen this?** A kid in a grocery store randomly grabs an item from a low shelf for a parent to buy. The parent, without thinking, adds it to the cart.

**Or ever done this?** Realized you've bought something in the past that you never use, or really didn't need.

**Ever felt this?** Had regret over something you've bought.

**Or felt this?** Stressed when a bill arrives.

From the day you were born, you have been surrounded by a marketing environment that is based on persuading you to spend money without planning — the definition of impulse buying.

If you think about it, isn't the goal of virtually all marketing to get you to make an impulse buy? [...] In the air. Impulse buying messages — like the air we breathe — are omnipresent and accepted by us without thinking.

If you are an "average" consumer:

- At least 40% of all the money you spend in your entire lifetime will be on "Impulse buys".
- You'll make about 40,000 impulse-buying decisions in your life. [...]
- You'll buy something you don't need, pay more than you need or buy something that can actually hurt you. [...]

**Why do we fall for this?** Because impulse buys are thoughtless and effortless decisions. They don't require brain power.

But learning to break the impulse-buying habit actually takes work! Marketers know it takes work, too. They know that if you're faced with enough impulse decisions, you'll eventually become fatigued. Bingo! You make a lot more impulse buys.

**How do we stop bad impulse buys?** You can retrain your brain. And in retraining your brain, you will influence the shopping habits of all people who regularly shop with you.

Start with a reality check.

- Take an "impulse-buying inventory" of your home. Did you find anything you bought but haven't used or don't really need?
- Think about your last visit to a store. Any store. Ask yourself this question about each item you bought: "Did I go into the store planning to buy that item?"

Keep your mind on a bigger goal than the impulse to buy. Life isn't fun if you're always telling yourself, "Don't buy that!". But if you look at impulse buying moments as chances to help you reach a bigger goal in your life, you're taking positive action. For example, thinking: "Hey. If I don't spend that twenty, my savings account can grow." Or "If I skip that purchase, the vacation gets closer."

Adopt core habits: [...] Always make a shopping list. Once you write down the items it will help to clarify what is really necessary and what is just impulse buying. Use the motto "if it isn't on the list, question it!", it will develop the habit of thoughtfull spending.

- Develop the shopping lists for more than groceries: Clothes. Housing items. Vacation goals. Major purchases like cars, homes and education.
- Expect marketing tricks. Have you ever bought a "jumbo" size of an item because you assumed it was cheaper in volume? Did you know that many times it isn't cheaper?
- Budget money for impulse buys. Skipping all impulse buys is boring and self-defeating. Set a small "play" budget for you...

Every impulse buy has long-term consequences. Modifying even half of those buys can change your life financially.

DEHOO, Will. "Is impulse buying hurting your family?". *FoolProofMe*. Available at <[www.foolproofme.org/gullibility/article\\_2\\_0.php](http://www.foolproofme.org/gullibility/article_2_0.php)>. Accessed on August 17<sup>th</sup>, 2021.

- 1 The text lists some strategies to control impulse buying. One of these strategies is
  - a) to save a certain amount of money specifically for impulse buying.
  - b) to buy larger packages so as to save money.
  - c) to write lists of how impulse buying affects areas of your life, such as education and transportation.
  - d) to wait and leave impulse purchases for when vacation is coming.
- 2 Read the statements and write "yes" or "no" according to the text.
  - a) Marketing companies incite impulse buying. \_\_\_\_\_
  - b) Impulse buying is genetic, and that's why people do it. \_\_\_\_\_

- c) Comparing a potential impulse purchase to a bigger goal may help you contain yourself.  
\_\_\_\_\_
  - d) Impulse purchases for education and self-improvement (such as downloading a book) are justifiable. \_\_\_\_\_
  - e) Impulse buying has no long-term consequences.  
\_\_\_\_\_

3 Read the text again and come up with another strategy to avoid impulse buying.

**3** Read the text again and come up with another strategy to avoid impulse buying.



## Influences on consumer behaviour

- Do you think retailers' selling strategies influence people to buy products they don't need?
  - What type of strategy do you find most effective?

Get together with a classmate and tell her or him what you think about it. Try to explain why you have this opinion.

## • Genitive case's – The possessive form

The genitive case is a possessive form that shows some kind of relationship between one thing and another. It is formed by adding **an apostrophe** and the letter **s** to the noun. If the noun already ends in **s**, just add the apostrophe after the **s**. **Look at some examples:**

- To talk about the car that belongs to Romeo you can use “**Romeo’s car**”.



monkey Business Images/Shutterstock.com

Luiqi is Romeo's grandson. They love to work in Romeo's restored car.

- To talk about the room that belongs to the boys you can use **“The boys’ room”**.
  - To talk about clothes for teenagers you can use **“Teenagers’ clothes”**.
  - To talk about the section with clothes for women in a department store you can use **“Women’s clothes department”**.
  - To talk about a book that belongs to Lucas you can use **“Lucas’ book”**. If the book belongs to Lisa you can use **“Lisa’s book”**.



Those are Lisa's books.

There are different possible relationships between nouns, therefore the genitive case can have different functions.

Different possible relationships between nouns		Examples
1	To express belonging or ownership	Olivia's car (The car belongs to Olivia.) Anne's book (The book belongs to Anne.)
2	To express where someone works, studies or spends time	This is Jacob's school. (Jacob goes to this school.) This is Harry's room. (Harry sleeps in this room.)
3	To express a relationship between people	Ellen is John's mother. Mark is Conrad's boss.
4	To express intangible things	People admire Noah's kindness. (Noah is a kind person.) Paul's hypocrisy is disgusting. (Paul is a hypocrite.)

## Grammaring

4 Read the sentences and number them according to the previous table.

- a) A father's love for his kids is unconditional. ( )
- b) Marianne's book will be published next Wednesday. ( )
- c) Megan's favorite juice flavor is cashew. ( )
- d) Caleb's mother is a lawyer. ( )
- e) I'm going to sleep at Linda's tonight. ( )

## Watch out!

When talking about the ownership of something by **more than one person** we use the's in the last word/name, whereas to express individual ownership we use the's in both parts.

**Sarah and Shane's** place is beautiful (The place belongs to Sarah and Shane).



Sarah and Shane live together in Spain.

**Layla's and Barbara's** shoes are very expensive (Layla's shoes are expensive, and Barbara's shoes are expensive too).

These are **Layla's** shoes; they are expensive.



Africa Studio/Shutterstock.com

These are **Barbara's** shoes; they are expensive too.



Africa Studio/Shutterstock.com

- The 's is also used to refer to shops, restaurants, churches and colleges, using the name or job title of the owner. Look at the examples:  
I want to go to **Wendy's** for lunch.  
My favorite burger is **Wendy's**.  
**Wendy's** service is very cordial and efficient.



QualityHD/Shutterstock.com

Wendy's facade in Lenoir, North Carolina, USA. The photo was taken on August 21<sup>th</sup>, 2018.

- 5** Rewrite the sentences using the genitive case.
- a) The grandmother of Daniel and Jonathan has bought them new cell phones.
- .....
- b) The sneakers of Jason and Karen are worn out. They need new ones.
- .....
- c) Have you watched the advertisement for the new car of Volvo?
- .....
- d) This coat belongs to my wife.
- .....
- 6** The following sentences contain grammatical mistakes. Rewrite them correctly.
- a) This is the mans' clothes department.
- .....
- b) Can you go and find my book in James's' bedroom, please?
- .....
- c) The childrens' bookstore on Thompson Avenue is way too messy! I don't like going there.
- .....
- d) Many men don't understand why womens' shoes are so expensive.
- .....

**7** Complete the following sentences with the nouns between parentheses in the genitive case.

- a) This is \_\_\_\_\_ (Gabriel and Victoria) new house. They saved for years to buy it.
- b) \_\_\_\_\_ (Brazil) southernmost state is famous for having many shoe factories.
- c) \_\_\_\_\_ (Chris and Tami) choices on clothes are always expensive.
- d) The \_\_\_\_\_ (children) car seats are on sale at that department store.

**8** Write four sentences about your family's buying and collecting habits. Use the genitive case. Follow the model.

**My grandmother's collections of crystal glasses come from Italy. They were handmade in Murano island. It's my grandma's most valuable treasure.**

- a) .....
- .....
- b) .....
- .....
- c) .....
- .....
- d) .....
- .....



D.Bond/Shutterstock.com

Murano glasses.

**9** Check (✓) the sentences where the 's corresponds to the genitive case.

- a) ( ) Adele's a compulsive buyer. She has a hundred different lamps for her living and no place for it.
- b) ( ) Darla's cousin had a garage sale last month that helped her declutter her house.
- c) ( ) Sophia's first doll was given by her grandma. She has kept it since her childhood.
- d) ( ) The supermarket's a 10-minute bus ride from here. And it's on sale for candies.
- e) ( ) Antonio's jackets are super fashion.
- f) ( ) Paul's comic bookstore is always open online.

**10** Match the columns.

- |   |              |
|---|--------------|
| a) _____ Cross is one of London's busiest stations. There are many small stores there.                | ( ) car's    |
| b) My _____ daughter studies at our school. She has the biggest collection of markers I've ever seen. | ( ) friend's |
| c) Antonio Carlos Jobim is one of _____ best-known musicians. He has sold thousands of albums.        | ( ) Brazil's |
| d) My _____ engine is broken. I will have to spend a lot of money on it.                              | ( ) King's   |

## PRACTICE IT!

**Unesp**

INSTRUÇÃO: Leia o texto para responder às questões 1, 2 e 3.

### Analyze an advertisement

Peter Sells  
Sierra Gonzales

Not all advertisements make perfect sense. Not all of them promote or imply acceptance of social values that everyone would agree are what we should hope for, in an enlightened and civilized society. Some advertisements appear to degrade our images of ourselves, our language, and appear to move the emphasis of interaction in our society to (even more) consumerism. There may even be a dark, seamy, or seedy side to advertising. This is hardly surprising, as our society is indeed a consumer society, and it is highly capitalistic in the simplest sense. There is no doubt that advertising promotes a consumer culture, and helps create and perpetuate the ideology that creates the apparent need for the products it markets.

For our purposes here, none of this matters. Our task is to analyze advertisements, and to see if we can understand how they do what they do. We will leave the task of how we interpret our findings in the larger social, moral and cultural contexts for another occasion.

It is often said that advertising is irrational, and, again, that may well be true. But this is where the crossover between information and persuasion becomes important; an advertisement does not have to be factually informative (but it cannot be factually misleading).

In a discussion of what kind of benefit an advertisement might offer to a consumer, Jim Aitchison (1999) provides the following quote from Gary Goldsmith of Lowe & Partners, New York. It sums up perfectly what it is that one should look for in an advertisement. The question posed is "Is advertising more powerful if it offers a rational benefit?" Here is Goldsmith's answer: "I don't think you need to offer a rational benefit. I think you need to offer a benefit that a rational person can understand."

(www.stanford.edu. Adaptado)

- 1 O principal objetivo do texto é analisar
  - a) como muitos anúncios deixam de cumprir seu papel.
  - b) como anúncios valorizam a imagem do consumidor.
  - c) aspectos racionais e irracionais contidos em anúncios.
  - d) anúncios e procurar entender como cumprem seu papel.
  - e) elementos linguísticos e valores sociais em anúncios.

2 A resposta à questão observada no último parágrafo do texto foi:

- a) benefícios racionais atenderão melhor às necessidades dos consumidores do produto anunciado.
- b) não se deve pensar nos benefícios de um produto anunciado de maneira capitalista e racional.
- c) anúncios precisam apresentar benefícios racionais, para que os consumidores possam entendê-los.
- d) benefícios do produto anunciado devem ser compreendidos por pessoas que desconhecem o produto.
- e) anúncios devem salientar qualidades de um produto que sejam entendidas de modo racional pelos consumidores.

3 A expressão *none of this matters*, no segundo parágrafo, refere-se

- a) às características de anúncios mencionadas no primeiro parágrafo.
- b) à falta de coerência e de sentido que certos anúncios podem conter.
- c) às características positivas de anúncios mencionadas no texto.
- d) à interpretação de anúncios de acordo com uma ideologia de consumo.
- e) aos valores culturais, morais e sociais que caracterizam um anúncio.

**FGV-SP 2016** Read the text and answer questions 4 through 8.

### A Housing Meltdown Looms in Brazil as Builders Seek Debt Relief

By Julia Leite e Paula Sambo

August 26, 2015

Not long ago, **Brazil's real-estate market** was one of the biggest symbols of the **country's burgeoning economic might**. Now, it's fallen victim to an ever-deepening recession.

PDG Realty SA, once the largest homebuilder by revenue, hired Rothschild last week to help restructure 5.8 billion reais (\$1.6 billion) of debt after second-quarter net sales sank 88 percent. Earlier this month, Rossi Residencial SA, which has 2.5 billion reais in debt, also brought in advisers to "restructure operations and review strategies." Since 2010, the builder has lost 99 percent of its stock-market value.

The real-estate industry, which is equal to about 10 percent of **Brazil's economy**, is emerging as one of the latest casualties of a recession that analysts forecast will be its longest since the **1930s**. To make

matters worse, interest rates are the highest in almost a decade while inflation is soaring. "There is no real estate company that survives without sales," Bruno Mendonça Lima de Carvalho, the head of fixed income at Guide Investimentos SA, said from São Paulo. "You can't import or export apartments. You're relying solely on domestic activity."

PDG tried to boost revenue by lowering prices, financing up to 20 percent of some home purchases and even offering to buy back apartments if banks deny financing. Still, it sold just 217 units in the second quarter on a net basis, compared with 1749 in 2014.

## Negative Outlook

On Friday, Moody's Investors Service cut PDG's rating three levels to Caa3, citing the possibility of significant losses for bondholders and other lenders. Secured creditors may recover less than 80 percent in a default, according to Moody's, which kept a negative outlook on the rating. "The company is facing additional liquidity pressures from a prolonged deterioration in industry dynamics, including weak sales speed, tight financing availability and declining real estate prices," Moody's said.

São Paulo-based Rossi said in an e-mailed response to questions that second quarter sales improved and that the company's main focus is to reduce debt. Gross debt fell about 30 percent in the 12 months ended in June, Rossi said.

Home sales in Latin America's biggest economy tumbled 14 percent in the first half of 2015, according to data from the national real estate institute. Builders cut new projects by 20 percent during that span, while available financing shrank by about a quarter.

## Real's Collapse

That's a reversal from just two years ago, when real-estate prices in places like Rio de Janeiro and São Paulo had surged as much as 230 percent as rising incomes, a soaring real and record-low borrowing costs ignited a wave of home buying.

Brazilians find themselves in drastically different circumstances today. The currency fell 0.4 percent Wednesday as of 3:25 p.m. in New York, extending its loss this year to 26 percent. The jobless rate climbed to a five-year high of 7.5 percent last month.

The central bank boosted its key rate to 14.25 percent in July, making it ever more expensive to finance the purchase of a home. "It's a matter of demand, and demand is really weak," Will Landers, who manages Latin American stocks at BlackRock, said from Princeton, New Jersey. "We may have reached a peak in interest rates, but they

should continue to be at these levels for a while. Consumers will stay on the sidelines because debt levels are still high, and employment will get worse."

*Business Week* at [www.bloomberg.com/news](http://www.bloomberg.com/news). (Adapted)

- 4 According to the block comprising the first four paragraphs,
  - a) despite the recent recession in Brazil, the real-estate industry still represents one of the main economic powerhouses in the country.
  - b) real estate businesses in Brazil are currently in their lowest position in relation to the economy of the country as a whole since the 1930s.
  - c) there is a marked contrast in the economic situation of the Brazilian real-estate industry today if compared to just a few years ago.
  - d) banks and real estate businesses are working together to try to offset the present crisis in the industry which Brazil is going through.
  - e) the real-estate industry as a whole in Brazil has sold less than 300 properties in the first half of the current year of 2015.
- 5 The third paragraph implies that
  - a) with the high interest rates prevailing in the country, most people can't buy real estate.
  - b) the present inflation rate has not been experienced in Brazil since the first half of the twenty century.
  - c) the real-estate industry is not dealing in the exporting market due to the high inflation rates Brazil is currently going through.
  - d) when the domestic market is not operating properly, the real-estate industry should aim at the foreign markets.
  - e) high inflation rates are a casualty of the weak business market in the real-estate industry in Brazil.
- 6 The evaluation of the real-estate company by Moody's, as explained in the fifth paragraph,
  - a) points out that its creditors will only receive 80% of what they invested this year.
  - b) cut the company from stock exchange dealings causing losses for bondholders.
  - c) reflects the fact that manufacturing activity in Brazil is harming other businesses.
  - d) predicts that the company it is evaluating will close down within this calendar year.
  - e) implies that the situation the company is in at this moment is not its own fault.
- 7 Rossi, one of the real-estate businesses mentioned in the article,
  - a) lost 30% of its net value in the last calendar year.
  - b) states that its situation has been improving recently.

- c) has stopped selling in order to focus on reducing its debts.
- d) seems to share exactly the same problems as PDG Realty S/A.
- e) stopped trading its stock in the market in 2010.
- 8** Two years before the article was written, sales in real estate were high due to a few different reasons, among which was/were
- a) Brazilian currency devaluation.
- b) 230% rise in most people's income.
- c) boost of Central Bank key rate.
- d) low interest rates from banks.
- e) climbing number of jobless individuals.

**9 EPCar-MG 2016 (Adapt.)**

### THE RELATIONSHIP BETWEEN FRIENDS AND TYPES OF FRIENDSHIP

Everyone has at least one best friend, some maybe even more. There are also those people who are just friends and also arch-enemies. People may think that just because they are your friends it means that they are your best friend. The thing is, even though they are your friend, the relationship between a best friend and a friend is different. [...]

Arch-enemies often know more about each other than two friends. In a comparison of personal relationships, friendship is considered to be closer than association, although a wide range of degrees of intimacy exists in friendships, arch-enemies, and associations. [...] The study of friendship is included in the fields of sociology, social psychology, anthropology, philosophy, and zoology. Even animals have familiars! Various academic theories of friendship have been proposed, among which are social exchange theory, equity theory, relational dialectics, and attachment styles. In Russia, one typically bestows very few people the status of "friend".

These friendships, however, make up in intensity what they lack in number. Friends are entitled to call each other by their first names alone, and to use diminutives. A customary example of polite behavior is addressing "acquaintances" by full first name plus their patronymic. These could include relationships which elsewhere would be qualified as real friendships, such as workplace relationships of long standing, or neighbors with whom one shares an occasional meal or a social drink with.

Also in the Middle East and Central Asia, male friendships, while less restricted than in Russia, tend to be reserved and respectable in nature. They may use nicknames and diminutive forms of their first names. In countries like India, it is believed

in some parts that friendship is a form of respect, not born out of fear or superiority. Friends are people who are equal in most standards, but still respect each other regardless of their attributes or shortcomings. [...]

According to a study documented in the June 2006 issue of the Journal American Sociological Review, Americans are thought to be suffering a loss in the quality and quantity of close friendships since at least 1985. The study's results state that twenty-five percent of Americans have no close confidants, and the average total number of confidants per citizen has dropped from four to two. According to the study, Americans' dependence on family as a safety net went up from fifty-seven percent to eighty percent; Americans dependence on a partner or spouse went up from five percent to nine percent.

[...]

(Adapted from: <http://www.ukessays.com/essays/philosophy/therelationship-between-friends-and-types-of-friendship-philosophyessay.php>)

Mark the option which shows the same meaning as in "Americans' dependence on family" (last paragraph).

- a) The family's dependence on Americans'.
- b) The Americans family dependence.
- c) The Americans dependence of family's.
- d) The dependence of Americans on family.

**10 EA CPCar-MG 2016**

### CYBERBULLYING ON THE RISE

Bullying among children and teenagers is not something new but it is getting more and more common by modern methods of communication.

Cyberbullying happens when an adolescent is put in danger by another child or teenager by photos or text messages sent to cell phones or posted on social networks. Sometimes cyberbullies send mails with sexual comments or take passwords of other teenagers and log on to websites with false identities. Children also play Internet games and make fun of each other in many ways.

A study by a Canadian University shows that half of the young people interviewed said that they suffer bullying. One of the reasons is the great use of cell phones over the past years. Today's children are connected with each other electronically. They call friends every time they want or communicate with them on Facebook.

Cyberbullying is getting extremely popular because teens can stay anonymous. Many adolescents act this way because they feel frustrated or angry and want to punish somebody for something that happened to them. At other times they do it just

for fun or because have nothing else to do. Parents usually don't know their child is a cyberbully. They perceive it just when the victim or the victim's parents contact them.

This kind of bullying is not as inoffensive as many people think. In some cases it can lead to suicide. Many countries have organized campaigns to inform adults and children of its dangers.

(Adapted from <http://www.english-online.at/society/cyberbullying/cyberbullying-on-the-rise.htm>)

Choose the option that has the same meaning of "Parents usually don't know their child is a cyberbully." (4<sup>th</sup> paragraph).

- a) Parents' child usually don't know he is a cyberbully.
- b) Parents child's usually don't know he is a cyberbully.
- c) Child parents' usually don't know he is a cyberbully.
- d) Child's parents usually don't know he is a cyberbully.

## 11 EEAR-SP 2016

### A Region's Soccer Strongmen are facing a hard fall

After rising as a governor under Brazil's military dictatorship, José Maria Marin became such a towering figure in the world of Brazilian sports that the **headquarters** of the nation's soccer federation was recently named in his honor.

Now, the United States Justice Department's charging Mr. Marin, 83, and 13 other senior sports officials and executives across the Americas with taking part in a sweeping **bribery** and kickback scheme within FIFA, the governing body of global soccer.

Of the 14 men named as defendants in the indictment, all **but** two of them are citizens of Latin American and Caribbean nations, a reflection of the investigation's focus on corruption in the hemisphere.

(Fonte: [www.nytimes.com](http://www.nytimes.com))

- **but:** exceto
- **bribery:** suborno
- **headquarters:** sede

All the extracts below, in the text, present a possessive noun, except:

- a) "... the nation's soccer federation..."
- b) "... under Brazil's military dictatorship..."
- c) "... a reflection of the investigation's focus..."
- d) "... the United States Justice Department's charging Mr. Marin..."

## 12 IFSul de Minas 2018

### How has Princess Diana's death changed the Royal Family?

#### The death of Princess Diana in 1997, and the public's response to it, shook the House of Windsor.

Twenty years on, there's been a coup at the palace. It was bloodless. All the royals remain standing. But the power has shifted.

The departure, earlier this month, of the Queen's dedicated senior official Sir Christopher Geidt has meant her eldest son can exert more control over the monarchy's direction of travel.

The comings and goings of courtiers excite those on the inside and leave outsiders cold.

However, recent changes should cheer Prince Charles. The heir who's waited and waited is more content and less anguished.

He's still driven by a desire to deliver change but the royal prophet in the wilderness on climate change has been embraced by the mainstream.

A prince once derided for talking to plants is praised for trying to save the planet.

With each year that passes, his mother will do less and he will do more.

There are fewer clouds on his horizon. It's a horizon that was once obscured by the War of the Waleses: his televised admission of adultery, and his leaked comments about tampons.

### Lasting influence

And yet, and yet. Whatever accommodation he reached with his first wife in life hasn't survived her death. Diana haunts Charles.

A recent YouGov poll commissioned by the Press Association suggested that the number of people who believe the Prince of Wales has made a positive contribution to the Royal Family has fallen over the past four years, down from 60% to 36%.

This polling took place at a time when it was hard to escape references to Charles's painful past.

Newspapers and television channels have reflected at length on the influence of Diana, Princess of Wales, an influence that stretched from fashion to the British monarchy.

It's been a month of coverage that must have perplexed anyone under the age of 25 and would have confused a visiting Martian.

Charles's many supporters will argue that Diana's adverse impact on his popularity will recede with each passing year. But 20 years on, her influence still registers. (...)

Disponível em: <http://www.bbc.com/news/uk-41094816/>. Acesso em: Agosto de 2017.

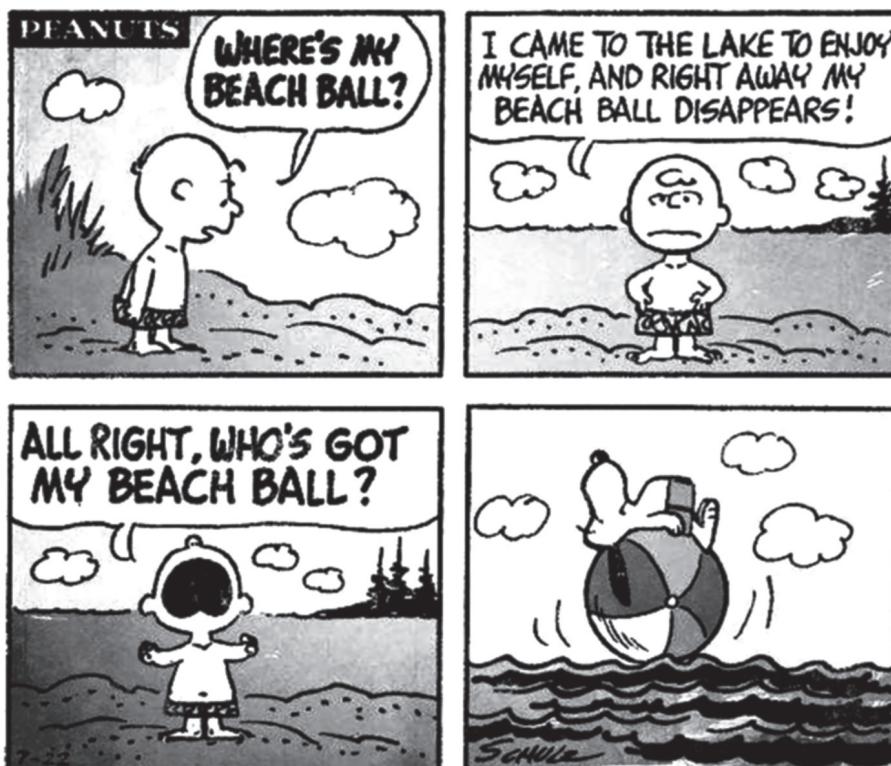
Assinale a questão que NÃO possui o mesmo uso do “Genitive Case” como na seguinte parte do texto: “Charles’s many supporters will argue (...):

- a) “It’s been a month of coverage”
- b) “over the monarchy’s direction of travel”
- c) “it was hard to escape references to Charles’s painful past”
- d) “of the Queen’s dedicated senior official Sir Christopher Geidt”

**13 Col. Naval 2017** Mark the **INCORRECT** option according to the genitive case.

- a) The door’s car is open.
- b) The world’s population is increasing.
- c) I’m going to Grandma’s.
- d) Which are Fred’s and Eric’s cars?
- e) This is my mother-in-law’s house.

**Uema** Read the comics below and answer questions 14 and 15.



Disponível em: <<http://educaoparaviverconviver.blogspot.com.br/2013/07/ingles-com-tirinhas-right-away.html>>.

Acesso em: 20 ago. 2014.

**14** In the English language the ‘s has different grammatical uses. Choose the alternative in which the ‘s is being used in the text sentence: Who’s got my beach ball?

- a) Past tense in the possessive case.
- b) Present perfect of the verb to have.
- c) Present simple in the genitive case.
- d) Contraction verb to be in the present tense.
- e) Contraction of the verb to be in the past tense.

**15** The alternative which is similar in meaning to the text expression: “... right away...” in the second picture is

- a) immediately.
- b) frequently.
- c) partially.
- d) precisely.
- e) occasionally.

## Collection or obsession?



ideabug/Stockphoto.com

Those most devoted to the collection of stamps are called **philatelists**.

Collecting is a common habit. For some people it has to do with preserving the past, for others it becomes a personal quest. People can collect several different things, from **stamps** to old car parts, **photographs**, trip **souvenirs**, movie characters dolls and so on. Some psychologists claim that the ritual of gathering things can inspire creativity, and awakens a desire for knowledge. Add to that the opportunities to foster social connections, once it makes possible for people from totally different backgrounds to meet and discover common interests.

One of the **characteristics** of healthy collecting is that organizing and displaying the collection's items is a pleasant, relaxing and satisfying activity that does not interfere in the routine of a functioning household. When the collector loses control and expands the limits beyond well-defined **collections**, is no longer capable of keeping the **possessions** organized, it becomes a serious problem called hoarding.

Excessively keeping items that are not necessary and the persistent difficulty to throw away are common **symptoms** that the collection became an obsession. Whilst collecting is considered a healthy habit, hoarding is a mental health disorder that can cause serious damages for the **individuals** such as depression, isolation and loss of quality of life.

- Do you or someone you know has the habit of making collections? What's your opinion about having this habit?
- Some people collect unusual things. Do you know any examples?
- Have you ever heard about the "hoarding disorder"? Why do you think some people have this kind of disorder?

• Neste capítulo, serão abordadas as habilidades **EM13LGG401**, **EM13LGG402**, **EM13LGG403**.

## • Plural nouns: regular and irregular

Observe the words that are in bold in the text of the previous page. What do they have in common?

The plural form of most nouns in English is formed by adding **-s** to the end of the word. These are called the regular plurals.

Some words do not follow this general rule, and we have to study the spelling rule to form their plural forms.

### Spelling rules to form regular plurals

**A.** Nouns ending in **s, sh, ch, x or z**, add **-es** to the noun. Examples:

My mother's friend has over 200 **dresses**. (*dress*)

I know a person who collects **brushes**. (*brush*)

I need some **matches** to light the fire. (*match*)

We need some **boxes** because we're going to move. (*box*)

There are answer to the **quizzes** about the hoarding disorder that helps to understand this disorder. (*quiz*)



Marina has a collection of **glasses**. (*glass*)

**B.** Nouns ending in a **consonant + y**, remove **y** and add **-ies** to the noun. Nouns ending in a **vowel + y**, add **-s** to the noun. Examples:

I can't believe I've lost my **keys** again. (*key*) Their mother still keeps the clothes they wore as **babies**. (*baby*)

Mr. Thompson collects souvenirs from all the **cities** he has visited. (*city*)

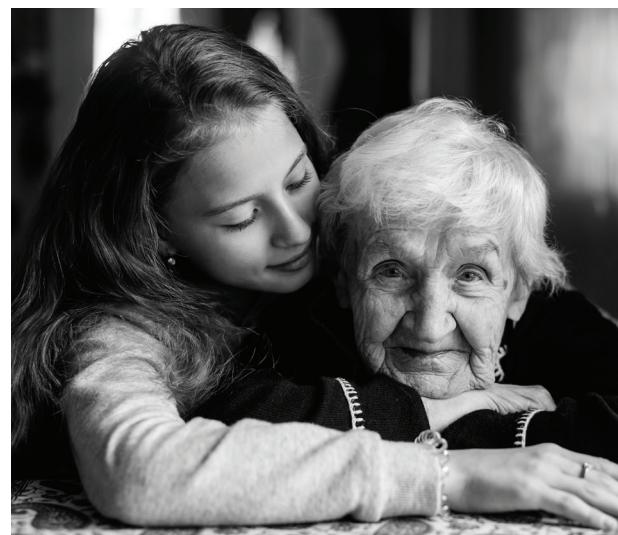


The **boys** are playing basketball. (*boy*)

**C.** Nouns ending in a **consonant + o**, add **-es** to the noun. Examples:

I used home-grown **tomatoes** to make this sauce. (*tomato*)

Common people can be **heroes** too. (*hero*)



Some memories are like **echoes** from happier times. (*echo*)

**D.** In some cases, for nouns ending in **f or fe**, change **f or fe** to **v** and add **-es** to the noun. Examples:

Baby cows are called **calves**. (*calf*)

Playing with sharp **knives** may be dangerous. (*knife*)

Hoarding disorder may dramatically affect the patient and his family **lives**. (*life*)

**Thieves** tried to rob a jewelry collection from the Museum. (*thief*)  
Some people believe in **elves**. (*elf*)

logoboom/Shutterstock.com



We can tell it's autumn by the **leaves** all over the ground. (*leaf*)

Attention to some exceptions **ending in F**:

- Cats like walking on **roofs** of the city at night. (*roof*)
- This is a dangerous area: there are many **cliffs**. (*cliff*)
- Chiefs** from several Brazilian tribes visited the National Congress to demand their rights. (*chief*)
- These people have their own set of **beliefs**. (*belief*)
- Chefs** from all over the world have gathered today to take part in this contest. (*chef*)

Attention to some exceptions **ending in CONSONANT + O**:

- There are so many beautiful **pianos** in this shop. (*piano*)
- The angels in this painting have **halos** above their heads. (*halo*)
- Have you taken **photos** of our last trip? (*photo*)

#### E. Irregular plurals

There are many words that don't take the **-s** ending to form plural. Instead of that, the plural form is obtained by various changes that require different endings to form the plural form to the original singular word or even by no change at all. They are called the **irregular plurals**. These words have peculiar plural forms and you need to learn them individually.

Type of Change	Singular	Plural
<b>Middle vowel change</b>	Man Woman Foot Tooth	Men Women Feet Teeth
<b>Middle vowel &amp; Consonant changes</b>	Person Mouse	People Mice
<b>Ending addition</b>	Child Ox	Children Oxen
<b>Ending change</b>	Campus Crisis Datum Fungus	Campuses Crises Data Fungi
<b>No change</b>	Species Sheep	Species Sheep

Here are some examples with the previous words:

Would you say that **men** are more susceptible to hoarding than **women**?

There was so much garbage in the house that I could barely see my **feet**.

Aren't you worried that all this accumulated garbage will attract pests such as cockroaches and **mice**?

This university has **campuses** spread throughout the county.

Argentina has gone through many crises throughout history. The most recent **crisis**, though, seems to be the worst.

**Fungi** are a group of living organisms which are classified in their own kingdom.

## Watch! out!

Most of the time, "people" is the correct word to choose as a plural for "person". But the words "persons" and "peoples" also exist. "Persons" is archaic, and it is safe to avoid using it, except in legal writing. "Peoples" is only necessary when you refer to distinct ethnic groups (for example, within the same region). Check some examples:

- We need more than a **person** to get rid of all this hoarding. We need many **people**!
- The indigenous **peoples** of the Americas have the right to be protected.
- In order to ensure public health, this city council determines that any **person** or **persons** who are found to be accumulating excessive garbage in their property must be held accountable.

## Grammaring

1 Fill in the blanks with the plural form of each noun in brackets.

- a) There are four new \_\_\_\_\_ on TV this month. (series)
- b) The trek was surrounded by yards filled with rocks, sand and \_\_\_\_\_. (cactus)
- c) The numeral one million has six \_\_\_\_\_. (zero)
- d) Recipe says to cut the apple in two \_\_\_\_\_. (half)
- e) Those \_\_\_\_\_ don't look dangerous. They seem like big dogs. (wolf)
- f) The air is a mixture of different \_\_\_\_\_. (gas)
- g) Those \_\_\_\_\_ are not appropriate for swimming. (beach)
- h) One ton equals one thousand \_\_\_\_\_. (kilo)
- i) One of my \_\_\_\_\_ is collecting post stamps. (hobby)
- j) \_\_\_\_\_ and gentlemen, welcome to the show! (lady)
- k) In this library, Shakespeare's collection is displayed in those three \_\_\_\_\_. (shelf)
- l) We just brought a bunch of \_\_\_\_\_ collected directly from the tree. (cherry)
- m) Carnaval is one of the biggest \_\_\_\_\_ in the world. (party)

### Go further

If you want to know more about plural forms of nouns and related topics, check the following websites: Activities for ESL Students, available at: <<http://p.p4ed.com/UOJOC>>; New York Public Library, available at: <<http://p.p4ed.com/UPJOV>>.

2 There are some nouns in English that are the same in the singular and the plural form.

Read and write **S** for singular and **P** for plural.

- a) Migrating fish, such as trout and salmon, can leap as high as five meters. \_\_\_\_\_
- b) We had to stop because there were deer on the road. \_\_\_\_\_
- c) Look! There's a moose in the yard! \_\_\_\_\_
- d) The Brazilian government bought several aircraft from a French manufacturer. \_\_\_\_\_
- e) This sheep looks ill. \_\_\_\_\_



## PRACTICE IT!

**UFRGS (Adapt.)** As questões 1 a 9 estão relacionadas ao texto a seguir.

The study of game aesthetics is a very recent practice, spanning less than two decades. Unlike game studies in mathematics or the social sciences, \_\_\_\_\_ are much older, games became subject

- 5 to humanistic study only after computer and video games became popular. This lack of persistent interest might seem odd, but only if we see traditional games and computer games as intrinsically similar, \_\_\_\_\_ they are not. We might try to explain this

- 10 lack by noting that games are usually seen as trivial and lowbrow by the aesthetic and theoretical elites \_\_\_\_\_ cultivate the analysis of artistic media objects: literature, the visual arts, theatre, music, etc. But this does not explain the fact that aesthetic

- 15 studies of games are now not only possible, but even encouraged and supported with funding. What happened to cause this change?

A possible explanation could be that digital games, unlike traditional games or sports, consist of 20 non-ephemeral content (stored words, sounds and images), which places them much closer to the ideal object of the Humanities, the work of art. Thus, they become visible and textualizable for the aesthetic observer, in a way the previous phenomena were not.

25 However, this sudden visibility, probably also caused by the tremendous economic and cultural success of computer games, produces certain blind spots in the aesthetic observer, especially if he/she is trained in textual/visual analysis, as is usually the case.

30 Instead of treating the new phenomena carefully, and as objects of a study for which no methodology yet exists, they are analyzed with tools that happen to be at hand, such as film or narrative theories. Therefore we need to outline and promote a methodology for

35 the aesthetic study of games, which, given the current nascent state of the field, will doubtlessly give way to more sophisticated approaches in the years to come.

Adapted from: Aarseth, Espen. Playing Research: Methodological approaches to game analysis. Available at: <<http://hypertext.rmit.edu.au/dac/papers/Aarseth.pdf>>. Accessed on July 26<sup>th</sup>, 2014.

- 1 Select the alternative that adequately fills in the blanks in lines 4, 9 and 12.

- a) which – which – who
- b) which – whose – that
- c) what – which – who
- d) that – what – that
- e) that – which – whose

- 2 Select the alternative which presents only nouns in their plural forms.

- a) mathematics (line 3) – analysis (line 12) – previous (line 24)

- b) decades (line 2) – analysis (line 12) – places (line 21)
- c) Humanities (line 22) – phenomena (line 24) – approaches (line 37)

- d) places (line 21) – success (line 27) – approaches (line 37)

- e) aesthetics (line 1) – mathematics (line 3) – media (line 12)

- 3 Mark the sentences below with **T** (true) or **F** (false) depending on whether they match the information in the text or not.

- ( ) Film and narrative theories suffice for the study of digital games.
- ( ) The study of digital games in mathematics and social sciences started some twenty years ago.
- ( ) Digital games are similar to works of art because they can be perceived as texts.
- ( ) Interest in game studies has been growing, despite prejudiced views of certain intellectuals.

The sequence that adequately fills in the parentheses is

- a) T – T – F – F.
- b) T – T – F – T.
- c) F – T – T – F.
- d) F – F – F – T.
- e) F – F – T – T.

- 4 Consider the statements below.

- I. Digital games are not studied as works of art because they are considered a popular form of entertainment, but the development of a specific methodology might change that.
- II. Since digital games are a very recent phenomenon, there is no specific methodology to study them and it will take many years for that to be accomplished.
- III. There has been a new trend of aesthetic studies of digital games, even though the field still lacks a specific methodology.

Which are correct, according to the text?

- a) Only I.
- b) Only II.
- c) Only III.
- d) Only I and II.
- e) I, II and III.

- 5 Select the alternative that could adequately replace **given** (line 35) without altering the literal meaning of the sentence.

- a) once
- b) considering
- c) since
- d) taken
- e) as

- 6 Select the alternative which presents the words or phrases to which **he/she** (line 28), **they** (line 32) and **which** (line 35) refer.

- a)** this sudden visibility (line 25) – the new phenomena (line 30) – a methodology for the aesthetic study of games (lines 34, 35)
- b)** this sudden visibility (line 25) – objects of a study (line 31) – the aesthetic study of games (lines 34, 35)
- c)** certain blind spots (lines 27, 28) – film or narrative theories (line 33) – we (line 34)
- d)** the aesthetic observer (lines 23, 24) – objects of a study (line 31) – the aesthetic study of games (lines 34, 35)
- e)** the aesthetic observer (lines 23, 24) – the new phenomena (line 30) – a methodology for the aesthetic study of games (lines 34, 35)
- 7** Consider the following alternative writings to the clause **a study for which no methodology yet exists** (lines 31, 32).
- I. a study that lacks a tailored methodology
  - II. a study devoid of a specific methodology
  - III. a study whose proper methodology still does not exist
- Which could adequately replace the original clause without altering the literal meaning of the sentence?
- a)** Only I.
- b)** Only II.
- c)** Only III.
- d)** Only I and III.
- e)** I, II and III.
- 8** Select the alternative that has adequate synonyms to the words **odd** (line 7), **lowbrow** (line 11) and **nascent** (line 36) as used in the text.
- a)** strange – vulgar – permanent
- b)** inappropriate – easy – solid
- c)** unusual – unsophisticated – emerging
- d)** crazy – unrefined – promising
- e)** exotic – noteworthy – fading
- 9** Which of the alternatives below could replace **will doubtlessly give way to** (line 36) without changing the literal meaning of the sentence?
- a)** will irrevocably make room for
- b)** will questionably originate
- c)** will certainly yield to
- d)** will definitively open
- e)** will suspiciously produce

**EEAR-SP 2017** Read the text and answer question 10.  
Good day! My name is Sheila. I'm from Melbourne, Australia. My \_\_\_\_\_ is from Montreal, Canada. We live in Sydney. A lot of \_\_\_\_\_ living in Australia come from other \_\_\_\_\_.

- 10** Choose the best alternative to complete the blanks in the text:
- a)** husband – peoples – country
- b)** husband – people – countries
- c)** husbands – persons – country
- d)** husbands – person – countries

- 11 EEAR-SP 2017** Choose the best alternative that shows the irregular plural form:
- a)** mice, children, goose, woman.
- b)** mice, children, geese, women.
- c)** mouses, kids, goose, women.
- d)** mice, child, geese, woman.

**Unioeste-PR** Texto para a próxima questão:

### Brazil police occupy Rio favela in World Cup operation

Brazilian security forces have occupied one of Rio de Janeiro's biggest slums as part of a major crackdown ahead of the 2014 World Cup and 2016 Olympics.

Some 800 police and special forces moved into the Mangueira shantytown, without needing to fire a shot, having announced the raid in advance.

The slum – or favela – is close to Rio's famous Maracana stadium, where the World Cup final will be played.

The pre-dawn operation involved armoured vehicles and helicopters.

According to the newspaper *O Globo*, leaflets were thrown out of the helicopters, some with photos of wanted criminals. Others were printed with the police special forces' telephone number so that residents could pass on information about drug traffickers or weapons.

BBC Brazil correspondent Paulo Cabral says most of Mangueira's residents co-operated with the operation, as they want to rid the area of drug dealers.

He says that Rio's authorities are making an effort to gain the trust of those living in the slums, who – after decades of abuse – have got used to seeing the police as their enemy.

Mangueira – home to one of Rio's most famous samba schools – is the 18th favela that the authorities have occupied recently.

Adapted from: <http://www.bbc.co.uk/news/world-latin-america-13833037>

- 12** Mark the noun that does NOT have the same plural form as in *residents*:
- a)** Criminals.      **c)** Women.      **e)** Dealers.
- b)** Forces.      **d)** Slums.

**UFBA** Texto para a questão 13.

Assinale as proposições verdadeiras e some os números a elas associados.

## Men Without Women

1 In 1927, Ernest Hemingway published a collection of short stories titled Men Without Women. Today, less than a century later, it sums up the predicament of a rising proportion of mankind.

5 According to the United Nations, there are far more men than women on the planet. The gender gap is especially pronounced in Asia, where there are a hundred million more guys than girls. This may come as a surprise to people in the Western world,  
10 where women outnumber men because — other things being equal — the mortality rate for women is lower than for men in all age groups. Nobel Prize-winning economist Amartya Sen calls it the mystery of Asia's "missing women."

15 The mystery is partly explicable in terms of economics. In many Asian societies, girls are less well looked after than boys because they are economically undervalued. The kind of domestic work they typically do is seen as less important  
20 than paid work done by men. And, of course, early marriage and minimal birth control together expose them to the risks of multiple pregnancies.

When Sen first added up the missing women — women who would exist today if it were not  
25 for selective abortion, infanticide, and economic discrimination — he put the number at hundred million. It is surely higher now. For, even as living standards in Asian countries have soared, the gender gap has widened. That's because  
30 a cultural preference for sons over daughters leads to selective abortion of female fetuses, a practice made possible by ultrasound scanning, and engaged in despite legal prohibitions. The American feminist Mary Anne Warren  
35 called it "gendercide." Notoriously common in northwestern India, it's also rampant in the world's most populous country: China.

That has scary implications. Remember, most of Hemingway's stories in Men Without Women are  
40 about violence. They feature gangsters, bullfighters, and wounded soldiers as well. The most famous story is called simply "The Killers."

It may be that the coming generation of Asian men without women will find harmless outlets  
45 for their inevitable frustrations, like team sports or videogames. But I doubt it. Either this bachelor generation will be a source of domestic instability, whether Brazilian-style crime or Arab-style revolution — or, as happened in Europe, they and  
50 their testosterone will be exported. There's already enough shrill nationalism in Asia as it is. Don't be surprised if, in the next generation, it takes the form

of macho militarism and even imperialism. Lock up your daughters.

FERGUSON, Niall. Men without women. *Newsweek*, New York, March 14, 2011. p. 8. Adaptado.

**13** Quanto ao uso da linguagem no texto, é correto afirmar:

**01.** *people* (linha 9), *women* (linha 10) e *men* (linha 10) têm uma única forma para o singular e o plural.

**02.** *lower* (linha 12) e *The most famous* (linha 41) estão no mesmo grau de comparação.

**04.** *undervalued* (linha 18) é uma palavra formada por prefixação e sufixação.

**08.** *coming* (linha 43) está funcionando como adjetivo.

**16.** *their* (linha 45) refere-se a *women* (linha 44).

**32.** *Don't be* (linha 51) e *Lock up* (linha 53) são formas verbais no imperativo.

**Soma:**

**Unicamp-SP 2019** Texto para a questão 14.



We raise girls to cater to the fragile egos of men. We teach girls to shrink themselves, to make themselves smaller. We tell girls 'You can have ambition, but not too much'. 'You should aim to be successful, but not too successful, otherwise you will threaten the man.' (...) We teach girls shame — 'Close your legs, cover yourself!'. We make them feel as though by being born female, they're already guilty of something. And so, girls grow up to be women who cannot see they have desire. They grow up to be women who silence themselves. They grow up to be women who cannot say what they truly think. And they grow up — and this is the worst thing we do to girls — to be women who turn pretense into an art form.

(Adaptado da palestra "We should all be feminists", 15/07/2009. Disponível em [https://www.youtube.com/watch?v=hg3umXU\\_qWc&t=797s](https://www.youtube.com/watch?v=hg3umXU_qWc&t=797s). Acessado em 14/05/2018.)

**14** O texto anterior reproduz trechos de uma palestra proferida pela escritora nigeriana Chimamanda Adichie em 2009. Segundo a autora, o fato de serem criadas para agradar aos homens faz com que as mulheres

**a)** valorizem sua sexualidade ao longo de suas vidas.

**b)** cresçam vendo a dissimulação como algo normal.

**c)** sejam ameaçadas, caso se tornem bem-sucedidas.

**d)** tenham suas vozes silenciadas pelos homens.

## Brain teaser

### 1 Enem 2016

BOGOF is used as a noun as in ‘There are some great bogofs on at the supermarket’ or an adjective, usually with a word such as ‘offer’ or ‘deal’ — ‘there are some great bogof offers in store’.

When you combine the first letters of the words in a phrase or the name of an organization, you have an acronym. Acronyms are spoken as a word so NATO (North Atlantic Treaty Organization) is not pronounced N-A-T-O. We say NATO. Bogof, when said out loud, is quite comical for a native speaker, as it sounds like an insult, ‘Bog off!’ meaning go away, leave me alone, slightly childish and a little old-fashioned.

BOGOF is the best-known of the supermarket marketing strategies. The concept was first imported from the USA during the 1970s recession, when food prices were very high. It came back into fashion in the late 1990s, led by big supermarket chains trying to gain a competitive advantage over each other. Consumers were attracted by the idea that they could get something for nothing. Who could possibly say ‘no’?

Disponível em: [www.bbc.co.uk](http://www.bbc.co.uk). Acesso em: 2 ago. 2012  
(adaptado).

Considerando-se as informações do texto, a expressão “bogof” é usada para:

- a) anunciar mercadorias em promoção.
- b) pedir para uma pessoa se retirar.
- c) comprar produtos fora de moda.
- d) indicar recessão na economia.
- e) chamar alguém em voz alta.

### 2 Leia o texto e responda à questão a seguir:

#### [...] Consumerism And Children

So how worried should we be about our children’s consumerist tendencies? Very, according to the Children’s Society’s inquiry into the state of childhood, which concluded this week that we’re raising a generation of miserable, covetous, self-obsessed, square-eyed materialists.

Well, yes, but are they any worse than the grown-ups? While adults obsess over Nigella’s shiny kitchen and Clarkson’s latest motor, can we really preach to our offspring? I also suspect that many households are torn, like mine, between an urge to ban tat and a

yearning to compensate for the treat-starved desert of a 1970s childhood [...].

PELLING, Rowan. “Rowan Williams, consumerism and children”. *The Telegraph*, February 27<sup>th</sup>, 2008. Available at <[www.telegraph.co.uk/comment/3555490/Rowan-Williams-consumerism-and-children.html](http://www.telegraph.co.uk/comment/3555490/Rowan-Williams-consumerism-and-children.html)>. Accessed on August 19<sup>th</sup>, 2021.

Nesse excerto, retirado de um artigo de opinião, faz-se uma reflexão sobre a relação entre crianças e o consumo. No segundo parágrafo, as expressões “Nigella’s shiny kitchen” e “Clarkson’s latest motor” são listadas a fim de

- a) enumerar produtos que preocupam os adultos por serem nocivos às crianças.
- b) mostrar alguns itens que podem suscitar tendências consumistas em crianças.
- c) exemplificar como o comportamento dos pais pode ser semelhante ao dos filhos.
- d) evidenciar que as tendências consumistas de hoje já se notavam na década de 1970.
- e) apontar o papel que as celebridades desempenham no comportamento consumista.

### 3 Enem 2017

#### As Furniture Burns Quicker, Firefighters Reconsider Tactics

House fires have changed. The New York Fire Department is rethinking its tactics for residential fires, while trying to hold onto its culture of “aggressive interior firefighting” – charging inside burning buildings as fast as possible.

Plastic fillings in sofas and mattresses burn much faster than older fillings like cotton, helping to transform the behaviour of house fires in the last few decades, firefighters and engineers say. With more plastic in homes, residential fires are now likely to use up all the oxygen in a room before they consume all flammable materials.

“Years ago you could break a window and it took the fire several minutes to develop – or tens of minutes”, a fire battalion chief in Queens, George K. Healy, said. “Now we’re learning when you vent that window or the door, the fire is developing in, say, a minute.”

LIBRADO, R. Disponível em: [www.nytimes.com](http://www.nytimes.com). Acesso em: 15 jun. 2013  
(adaptado).

O texto aborda o tema dos incêndios residenciais, que se propagam com mais rapidez atualmente por causa:

- a) da composição sintética dos móveis.
  - b) da estrutura das construções atuais.
  - c) da acumulação demasiada de tecidos.
  - d) dos recursos insuficientes de combate ao fogo.
  - e) da ventilação inapropriada dos cômodos.
- 4 O texto a seguir é um excerto de um artigo sobre acumuladores compulsivos.

## The Psychology Behind Hoarding Disorder

Remember your first childhood friend? That adorable stuffed toy, that's probably packed up in a box somewhere right now. It's a little more worn and tattered than it used to be (aren't we all?), but it's still the same loving companion you cherished way back when.

### Well then. It's time to throw it out.

Don't panic; we're not serious. But your reaction just now might give you an idea of how a compulsive hoarder might feel when a loved one goes to put last November's newspaper in the bin – or merely mentions it.

Compulsive hoarding is a serious mental condition affecting lives and relationships every day. [...]

HANES, Wendy; ESNOUF, Angela. "The psychology behind hoarding disorder". *National Storage*, May 22<sup>nd</sup>, 2018. Available at <[www.nationalstorage.com.au/blog/psychology-behind-hoarding-disorder/](http://www.nationalstorage.com.au/blog/psychology-behind-hoarding-disorder/)>. Accessed on August 19<sup>th</sup>, 2021. Interview granted to the National Storage website.

Tendo em vista o que é dito no último parágrafo, conclui-se que o objetivo da frase em destaque é

- a) defender o apego a itens de valor emocional.
- b) introduzir argumentos que defendem o desapego.
- c) orientar o leitor a não acumular itens desnecessários.
- d) criar um senso de empatia do leitor com os acumuladores.
- e) tranquilizar o leitor quanto à necessidade de se desapegar.

- 5 O excerto a seguir foi retirado de uma resenha sobre um *reality show* focado em acumuladores compulsivos.

## What Parents Need To Know

Parents need to know that this series about people who suffer from compulsive hoarding and are undergoing an intervention really isn't intended for young kids. While it offers some limited educational information about the disorder and treatments, the extensive scenes of extreme filth and vermin-infested

rooms are both sensational and disturbing. Some of the hoarders' personal stories – including having their children taken from their home due to the clutter – may also be difficult or frightening for some viewers.

CAMACHO, Melissa. "Hoarders". *Common Sense Media*. Available at <[www.commonsensemedia.org/tv-reviews/hoarders](http://www.commonsensemedia.org/tv-reviews/hoarders)>. Accessed on August 19<sup>th</sup>, 2021.

Conclui-se, a partir da leitura, que o objetivo do texto é

- a) orientar pais e responsáveis sobre o perigo da acumulação.
- b) listar os problemas sociais decorrentes da acumulação compulsiva.
- c) fazer críticas sobre as escolhas temáticas e estéticas do *reality show*.
- d) traçar um resumo do conteúdo de um episódio do programa abordado.
- e) dar informação aos pais sobre a inadequação do programa ao público infantil.

Texto para as questões de 6 a 8.

## The Problem With Consumerism

Consumerism is one of the strongest forces affecting our lives in the modern world. The term 'consumerism' does not simply refer to immediate factors in our daily lives such as the omnipresence of advertising, but anything connected to the overarching idea in our modern society that in order to be happier, better and more successful people we have to have more stuff.[...]

Exposure to one advertisement can be powerful enough to influence someone. Otherwise, why would Coca-Cola alone spend \$2 billion per year on advertising? But when we are exposed to thousands of advertisements a day (and have been from childhood), and consumerism is promoted in most of the mental inputs we receive, this can trap us within a consumerist bubble and can mould our entire worldviews – our aspirations, views, lifestyles and many other things. And this trap is very difficult to escape from. Indeed, such is its power, we may not even realise we are caught in a trap. So, the real power of consumerism comes from its cumulative effect – the fact that it has seeped into every aspect of our lives, and that these elements of our culture continually reinforce each other. [...]

Some people may believe that consumerism meets all their desires in life. But for an increasing number of people it does not. It creates impossible aspirations – quite simply, the principles it is based on make it a logical impossibility that it will make us happy. If the idea of consumerism is to continually create new needs in people and make them consume more, this will result in us constantly chasing after a carrot on a stick. Although we might

reach it sometimes (e.g. by buying a particular product), a new 'carrot' (i.e. need) will then appear. A lack of fulfilment is therefore built into the whole idea of consumerism. This is not surprising – if the system is not aimed at meeting human needs and interests, but at generating profit, then it will only be a matter of extreme luck that it ends up doing the former. [...]

## Changes we can make to our own lives

[...] Exercise intellectual independence – be aware of how consumerism touches your life and when people or organisations are trying to manipulate you. Try to defend yourself from unwanted external pressures. One effective way to do this is to simply ignore advertising – don't let it affect you or take up any of your time or brain space. Avoidance is one strategy, but it is also important to build up the intellectual independence to deal with consumerism. When you receive any message, whether it is in a social conversation, at work, in a newspaper, or on television, consider the source it came from and whether it might have a particular agenda. [...] You can then choose whether the message is to be digested or ignored. You can apply this questioning approach beyond specific messages such as advertisements to challenge even broader cultural or social beliefs such as the importance of striving for greater material wealth.

Consume less, live more – take some time to stand back from your life, away from influences like consumerism, and think about what really matters to you in life and how you want to live. Then, try to live the life you want, not the one that others would like you to lead. For many of us, a life of consumerism and constantly striving to gain further material wealth is not the one we would choose upon honest reflection. Many of us will find that reducing our levels of consumption, caring less about materialism and refocusing our attention and time towards things that really matter to us will eliminate a lot of problems in our lives and give us a great deal more satisfaction, whilst also leading to a more sustainable and fair future for all.

"The problem with consumerism". *Life Squared*. Available at <[www.lifesquared.org.uk/problem-consumerism](http://www.lifesquared.org.uk/problem-consumerism)>. Accessed on August 19<sup>th</sup>, 2021.

6 Segundo o texto:

- a) O termo "consumerism" se refere apenas à onipresença, na sociedade moderna, das propagandas que incentivam o consumo.
- b) O conceito de "consumerism" engloba a ideia de que, na sociedade moderna, uma pessoa

é considerada bem-sucedida quando tem consciência do que consome em seu dia a dia.

- c) O conceito de "consumerism" engloba a ideia de que a felicidade e o sucesso estão relacionados ao poder de compra.
- d) O termo "consumerism" foi cunhado pela Coca-Cola, que investe mais de 2 bilhões de dólares em propaganda atualmente.
- a) O conceito de "consumerism" abarca a ideia de bem-estar, ao promover conforto e felicidade para os consumidores em seu dia a dia.

7 A respeito da cultura do consumismo, o texto afirma que:

- a) O verdadeiro poder do consumismo vem de seu efeito cumulativo, ou seja, ele se insere em todos os aspectos da vida humana, mas acaba não impactando a visão de mundo das pessoas.
- b) O consumismo não pode ser considerado uma armadilha porque só influencia aqueles que são suscetíveis às propagandas.
- c) A cultura do consumismo cria constantemente novas necessidades de consumo, levando as pessoas à insatisfação constante.
- d) O verdadeiro poder do consumismo vem de seu efeito cumulativo, uma vez que as pessoas acumulam necessidades e compras.
- e) A cultura do consumismo é uma armadilha, pois diariamente novos produtos chegam às lojas, o que leva as pessoas a consumi-los.

8 Marque as alternativas corretas de acordo com o texto e some os valores correspondentes:

- 02. O texto afirma que exercitar a independência intelectual – reconhecer como o consumismo afeta o dia a dia e estar atento às tentativas de manipulação por meio de publicidade – pode ser uma forma de se proteger de influências consumistas.
- 04. Questionar anúncios, avaliando se devem ser considerados ou ignorados, é uma forma de exercitar a independência intelectual.
- 08. Tirar um tempo para refletir sobre como se deseja viver pode trazer novas perspectivas às pessoas, ajudando-as a perceber que nem sempre priorizam o que realmente desejam, mas, sim, cedem às pressões sociais e materialistas.
- 16. O constante esforço das pessoas para alcançar bens materiais não é um sinal de consumismo, uma vez que se sentem felizes e satisfeitas adquirindo novos produtos.

Soma:

9 Observe a tirinha a seguir, que faz uma crítica a um determinado comportamento por meio da ironia.

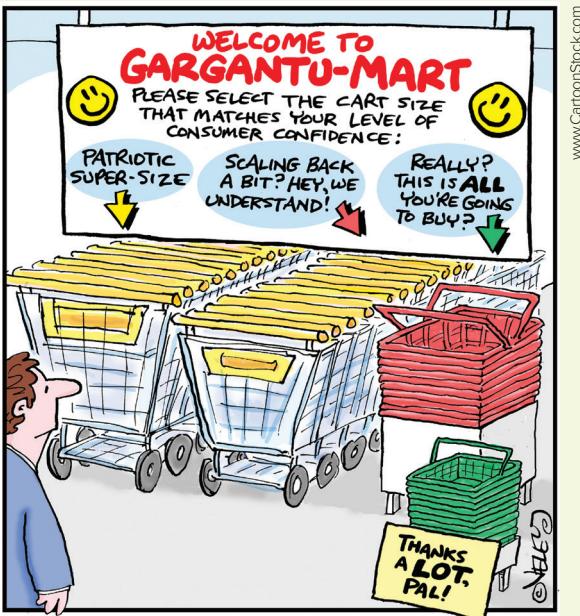


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O comportamento ironizado é

- a atitude egoísta de alguns consumidores.
- o mau atendimento prestado por vendedores.
- a indecisão da consumidora sobre onde comprar.
- a competição entre funcionárias de duas grandes lojas.
- a discordância entre as mulheres quanto ao feriado.

10 O cartum a seguir ironiza um aspecto da cultura estadunidense.



www.CartoonStock.com

Os dizeres "Scaling back a bit? Hey, we understand!" indicam que

- o consumidor ainda pode se considerar patriota.
- os carrinhos indicados pela frase são os mais recomendáveis.

- o consumidor deve avaliar se realmente precisa de um carrinho grande.
- o consumidor poderá "voltar atrás" caso se arrependa do carrinho escolhido.
- a diferença de tamanho entre os dois maiores carrinhos é irrelevante.

11 Neste cartum, satiriza-se a associação do Natal ao consumismo.



Cagle Cartoons/Fotopresso

Disponível em: <<https://www.cagle.com/ingrid-rice/2011/12/christmas-and-consumerism>>. Acesso em: 19 ago. 2021.

Na fala do homem, a expressão "got thru" aponta para

- o comportamento obstinado das crianças no que diz respeito aos presentes de Natal.
- a noção de que as crianças passaram o ano inteiro na expectativa dos presentes natalinos.
- a ideia de que a família vai atravessar um momento de dificuldade financeira.
- o fato de que as crianças passaram o Natal inteiro exigindo brinquedos.
- a compreensão de que é preciso evitar o consumismo no Natal.

## UNIT 1 – CHAPTER 1

### Life online

#### Dive in

- 1 Personal answer.
- 2 Personal answer.
- 3 Personal answer.
- 4 Personal answer.
- 5 Most teenagers get very anxious about participating in events (paragraph 1). / Social networks seem to contribute to creating anxiety and a feeling of inferiority among young people (paragraph 3).
- 6 Personal answer.
- 7
  - a) Possible answer: Not only teenagers feel anxious when offline. (paragraph 2)
  - b) Possible answer: It is not easy to try to disconnect. (paragraph 2)
  - c) Possible answer: Being online keeps us in contact with other people most of the time.
  - d) Possible answer: People stay connected, producing and consuming a lot of content, in order to stop feeling lonely.

#### Practice it!

- 1 C
- 2 B
- 3 B
- 4 Soma: 02
- 5 Soma:  $02 + 08 = 10$
- 6 E
- 7 D
- 8 A

## UNIT 1 – CHAPTER 2

### Bullying and cyberbullying

#### Dive in

- 1
  - a) Personal answer.
  - b) Personal answer.
  - c) Personal answer.
- 2
  - a) Being connected can **exacerbate** the feeling of loneliness in some teenagers.
  - b) It is very common nowadays for teenagers to face **libel** in social media.
- 3 Personal answer.
- 4 Personal answer.

#### Practice it!

- 1 B
- 2 C
- 3 E

## UNIT 1 – CHAPTER 3

### What's next?

#### Dive in

- 1 (A) idea or feeling, not a material thing  
 (B) give someone confidence to do something  
 (C) think about something to make a decision  
 (D) something that is done by two or more people working together  
 (E) opposing something or someone
- 2 Personal answer.
- 3 Personal answer.
- 4 Personal answer.
- 5
  - a) Average temperatures in Tel Aviv (✓) from 14 °C to 26 °C.
  - b) This book contains recipes that (✓) from very simple to highly sophisticated.
  - c) The meeting ( ) at 3 p.m. and lasted until 6 p.m.
  - d) Salaries at this company (✓) from the minimum wage to six-figure fortunes.
- 6 These solutions require advanced infrastructures and an ecosystem of **thriving innovators**. How does that affect countries around the world, and especially developing nations? Should AI be a priority to tackle in order to reduce the digital and social divide?
- 7 Personal answer.
- 8 (A) thriving: (adjective) very successful and developing well  
 (B) tackle: (verb) to try to deal with something or someone  
 (C) divide: (noun) a difference or separation
- 9 Personal answer.
- 10 The text describes the kind of information about AI and education that can be found in a scientific paper. The text does not bring the information about the research but it describes the focus of it.
- 11 China, Brazil and South Africa.
- 12 It provides information on how data analytics is helping AI in education management.
- 13
  - a) To feel confident about something or someone.
  - b) To think about a solution, idea, plan, or excuse.
  - c) To cause something to happen or be seen or known.
  - d) To encourage someone to do something.
  - e) To depend on somebody or something.
  - f) To rely on somebody or something.
  - g) To emerge or to appear.
  - h) To be surprised.
- 14 Personal answer.
- 15 Personal answer.

#### Practice it!

- 1
  - a) One could charge batteries in the future by wearing a skin patch which contains enzymes that replace battery metals and feed off sweat to provide power.
  - b) It has proved to be tricky, but they are now getting impressive power levels with the patch's latest version.

2

- a) A digital nomad is someone who is free to fulfill their professional tasks by working whenever and wherever is suitable as long as they have an internet connection.
- b) The author suggests that if you have a monotonous life, you can change your routine by becoming a digital nomad.

3

- a) In the excerpt "Some 75 percent of Americans believe their smartphone usage doesn't impact their ability to pay attention in a group setting, according to the Pew Research Center, and about a third of Americans believe that using phones in social settings actually contributes to the conversation", we can find the information that about 75% of Americans believe that smartphone usage does not impact one's ability to pay attention to others when in group. In the same excerpt, there is the information that about a third of Americans believe that using cellphones where they're in group actually contributes to the conversation.
- b) Also in the third paragraph, the excerpt "But does it? Etiquette experts and social scientists are adamantly united: no" shows that etiquette experts and social scientists are opposed to the results of the research.

4

- a) In the excerpt "Posture has been proven to affect mood, behavior and memory, and frequent slouching can make us depressed, according to the National Center for Biotechnology Information", it is said that an incorrect posture may affect humor, behavior and memory, besides having the potential to cause depression.
- b) In the same paragraph, the excerpt "The way we stand affects everything from the amount of energy we have to bone and muscle development, and even the amount of oxygen our lungs can take in. And the remedy can be ridiculously simple: just sit up" explains that posture may affect the amount of energy we use to develop bones and muscles as well as interfere with the amount of oxygen our lungs can take in.

5

- a) The excerpt "Ms. Way studies technology's role in shaping adolescent development. These head-down interactions take us away from the present, no matter what group we're in, she said" suggests that teens and children may also have their development harmed.
- b) The excerpt "And it's not just a youth problem. It's ingrained, learned, copied and repeated, much of it from mimicking adults. When kids see their parents head down, they emulate that action. The result is a loss of nonverbal cues, which can stunt development" indicates that emulating adults' actions results in loss of non-verbal cues, which may stunt development.

6

- a) The excerpt "The average human head weighs between 4.5 and 5.5 kilograms, and when we bend our neck to text or check Facebook on our smartphone, the gravitational pull on our head and the stress on our neck increases. That common position, pervasive among everyone from ordinary people to presidents, can damage the cervical spine curve"

suggests that when we type or check a smartphone, we bend our necks in way that increases that gravitational pull and the stress on that part of our bodies. Therefore, this posture can cause lesion to the cervical spine.

- b) In the excerpt "Text neck" is becoming a medical issue that countless people suffer from, and the way we hang our heads has other health risks, too, according to a report published last year in The Spine Journal", we can find the information that the "text neck" is the posture people take when they use their smartphones, and that this is becoming a health problem.

### Brain teaser

- |     |     |     |
|-----|-----|-----|
| 1 E | 3 D | 5 B |
| 2 B | 4 B | 6 B |

## UNIT 2 – CHAPTER 4

### The world for sale

#### Dive in

- 1 The verbs in bold mean, respectively: *ir em direção a, aparecer em grande número, experimentar.*
- 2 Personal answer.
- 3 Personal answer.
- 4 Putting aside – *guardando, economizando.*  
Saved up – *guardei, economizei.*  
Dip into – *gastar, usar (alguma economia).*  
Splashed out – *esbanjei, gastei sem cerimônia.*  
Laid out – *desembolsei, gastei.*  
Scraping by – *vivendo com pouco dinheiro.*  
Shelling out – *desembolsando, gastando.*
- 5 F – E – B – C – A – G – D

6

Having money	Saving money	Using money
Scrap by	Put aside	Splash out
	Save up	Dip into
		Lay out
		Shelling out

#### Practice it!

- 1 B
- 2 C
- 3 D
- 4 C
- 5 Personal answer.
- 6
  - a) (x) To remove something that you do not want any longer.
  - b) (x) To not use or to not have an opportunity to experience something good.
  - c) (x) To get rid of something you do not want anymore.
  - d) (x) To come to a place, move from one place to another, or move towards someone.
  - e) (x) To have everything ordered and arranged in the right place, or liking to keep things like this.
  - f) (x) To turn the pages of a book, magazine, or a document quickly and only read small parts of it.

7 A

8 E

9 D

10 A

## UNIT 2 – CHAPTER 5

What we need and what we don't need

### Dive in

- 1 A  
2  
a) yes  
b) no  
c) yes  
d) no  
e) no  
3 Personal answer.

- 4  
a) 4  
b) 1  
c) 4  
d) 3  
e) 2

- 5  
a) Daniel and Jonathan's grandmother has bought them new cell phones.  
b) Jason's and Karen's sneakers are worn out. They need new ones.  
c) Have you watched the advertisement for the new Volvo's car?  
d) This is my wife's coat.

- 6  
a) This is the men's clothes department.  
b) Can you go and find my book in James' bedroom, please?  
c) The children's bookstore on Thompson Avenue is way too messy. I don't like going there.  
d) Many men don't understand why women's shoes are so expensive.

- 7  
a) Gabriel and Victoria's  
b) Brazil's  
c) Chris's and Tami's / Chris' and Tami's  
d) children's

8 Personal answers.

- 9  
b) (✓) Darla's cousin had a garage sale last month that helped her declutter her house.  
c) (✓) Sophia's first doll was given by her grandma. She has kept it since her childhood.  
10 (a) King's; (b) friend's; (c) Brazil's; (d) car's

### Practice it!

- 1 D  
2 E  
3 A  
4 C  
5 A  
6 E  
7 B  
8 D

- 9 D  
10 D  
11 D  
12 A  
13 A  
14 B  
15 A

## UNIT 2 – CHAPTER 6

Collection or obsession?

### Dive in

- 1  
a) series  
b) cacti  
c) zeroes  
d) halves  
e) wolves  
f) gasses  
g) beaches  
h) kilos  
i) hobbies  
j) ladies  
k) shelves  
l) cherries  
m) parties

- 2  
a) P  
b) P  
c) S  
d) P  
e) S

### Practice it!

- 1 A  
2 C  
3 E  
4 C  
5 B  
6 E  
7 E  
8 C  
9 C  
10 B  
11 B  
12 C  
13 Soma:  $04 + 08 + 32 = 44$   
14 B

### Brain teaser

- 1 A  
2 C  
3 A  
4 D  
5 E  
6 C  
7 C  
8 Soma:  $02 + 04 + 08 = 14$   
9 A  
10 A  
11 E