

EXPAND



STUDENT'S BOOK & WORKBOOK

SAMPLE

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PRESENTATION

STUDENT'S BOOK

Welcome to the *Expand* collection! *Expand* prepares students for the English part of Brazilian exams ENEM and vestibular, which are aimed at testing students' ability to read a wide variety of authentic texts of different genres. *Expand* provides students with listening, speaking, and writing activities that help them to develop their overall knowledge of the language. Each thematic unit contains two reading sections that introduce grammar and vocabulary topics, as well as listening comprehension activities that give students contact with oral text genres.

OPENING PAGE

Each unit starts with an opening page containing:

IN THIS UNIT YOU WILL...

This shows the main objectives for the unit.

LEAD OFF

This section presents three to four questions for content contextualization.

▶ IN THIS UNIT YOU WILL...

- talk about migration and its causes and results;
- use the simple present to describe facts and routines;
- use the imperative form to make requests and provide directions.

LEAD OFF

- ▶ What documents can you see in the picture?
- ▶ What does the word *immigration* mean to you?
- ▶ Why do people migrate?

READING PAGES

This two-page section contains the first reading text and activities of the unit. It develops reading strategies and is subdivided into the following stages:

BEFORE READING

This section contains one or two activities that help students to prepare for the text topic, which is presented in the section WHILE READING.

READING

Bridging and relating to the topic

▶▶ BEFORE READING

Bridging and relating to the topic

1. Not everything you read about nutrition is true. Read the statements and guess the ones that are **not** true. Then, check with your teacher.

WHILE READING

In this section students read a text and answer a question related to it. Texts are a variety of different genres and aimed at developing several reading strategies.

▶▶ WHILE READING

Scanning

Read part of an article about the Globish revolution. According to the writer, is it easier or harder to communicate with business people using Globish?

Scanning

So, what's this Globish revolution?

I say tomato... you say red, round fruit. Increasingly, people across the world use some sort of English, but it is not the Queen's. Robert McCrum, Observer Literary Editor, reports on why Globish - English-lite - is becoming the universal language of the **boardroom**, the most practical

AFTER READING

This section has comprehension activities to help develop different after-reading strategies related to reading comprehension. These strategies are presented next to the instruction for each reading activity.

Understanding main ideas

AFTER READING

- Check (✓) the statement that best summarizes the excerpt you have just read.
 - () The writer is recounting the beginning of his friend's journey on a modern streetcar in Istanbul.
 - () The narrator is detailing the start of his travel on the Direct-Orient Express to Istanbul.
 - () Duffill is telling the story about his trip from London to Istanbul on the Direct-Orient Express.
- Whose voices are those in the text?
 - ()
 - ()
 - ()

VOCABULARY PAGES

This stage develops students' vocabulary through activities containing vocabulary from the text and related to the topic of the unit.

EXPAND YOUR VOCABULARY

This section contains one to three activities related to the vocabulary presented in the text. It also prompts students to engage in conversational topics based on the text they have read.

VOCABULARY IN USE

Here students are presented with an example of target vocabulary taken from the main reading text and do activities to develop their vocabulary knowledge.

EXPAND YOUR VOCABULARY

- Match the words in bold with their meanings.
 - "He assembled his **parcels** and, grunting, produced a suitcase [...]"
 - "He inserted his eyeglass and found the bottle and, **pouring**, said [...]"
 - "After several minutes the rest of the passengers went into their **compartments** [...]"
 - "Duffill had gathered up his parcels and his strapped suitcase and moved down the **platform**."
 - "But it has also been **hallowed** by fiction: [...]"
 - "It's a **smallish** firm, but we do all right."
- () separate areas into which a plane, ship, or train is divided
- () objects that have been wrapped in paper or put in a special envelope

VOCABULARY IN USE

- The prefix *non-* is added to the beginning of the word *profit* to create a new word in meaning: *nonprofit*. Read the examples of the most common prefixes and complete the table with the words *possible* and *ordinary*, adding the correct prefix to them.

Prefix	Meaning	Example
anti-	against / opposed to	anti-government
dis-	reverse or remove	disagree
down-	reduce or lower	downgrade
extra-	beyond	_____
		illegal

LANGUAGE IN USE 1

This page presents the first grammar topic of the unit. It contains examples from the text and activities that develop students' grammar knowledge in the target language.

EXPAND YOUR READING

This section contains another text for students to work on both the text genre and comprehension.

LANGUAGE IN USE 1

Unit 7

THE 'S FOR POSSESSION

- The excerpt below is from the reading text on page 64. Circle the possessive with 's.

"[...] people across the world use some sort of English, but it is not the Queen's."

- Read the sentences below, paying close attention to the 's. Then write P for the ones that refer to a possessive and B for the ones that refer to the verb be.

- () Will's here because learning a foreign language is important for our future.
- () What's the text about?
- () That woman's language is very different from ours.
- () Kelly's Spanish teacher wants to retire next year.
- () Is it Japanese?

- Now analyze the structures in bold in the sentences below and complete the rules with the words from the box.

- This is that blond girl's old doll.
- If you'd like to play with the children's toys, you should ask them for permission.
- You cannot get those books. They are our teachers' books.
- Jack and Jill are siblings. Jack and Jill's parents are at home now.
- John's and Mary's cars were stolen on the same day!

plural after each one 's ' irregular one object

- We add _____ to nouns in the singular form to express possession.
- The possessed item always comes _____ the person who has the possession.
- We add only _____ when the possession refers to a regular noun in the _____ form.
- If the noun has an _____ plural form, we need to use 's to form the possessive.
- If there is only _____ that belongs to two or more people, we add 's only after the last person.
- If there are two different objects that belong to two or more different people, we use the 's after _____ of the people.

- Rewrite the sentences below using 's or '.

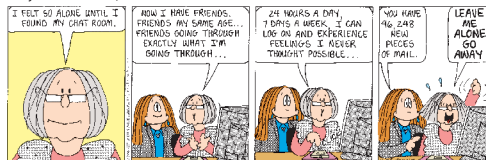
- The sister of my uncle speaks six different languages.

- The mother of Susan and Michael is a very nice lady who was born overseas.

EXPAND YOUR READING

- Read the texts and check the correct option to complete the sentence.

Cathy November 18, 2010



Drabble November 16, 2012



JumpStart June 10, 2010



PRESENTATION

LANGUAGE IN USE 2

This page presents the second grammar topic of the unit. It contains examples from the text in *Expand your reading* and activities that develop students' grammar knowledge in the target language.

LANGUAGE IN USE 2

Unit 4

MODAL VERBS – CAN and SHOULD

1. Read some extracts from the comics on page 40 and statements about them. Decide if the statements are true (T) or false (F). Correct the false ones.

“24 hours a day, 7 days a week, I can log on and experience feelings I never thought possible...”

a. () In the first extract, *can* expresses ability.

“Well, maybe you should buy a muzzle for your stupid dog!”

b. () The modal *should* used in the second extract indicates a piece of advice.

LISTENING COMPREHENSION

This section contains listening activities with authentic texts aimed at developing students' listening skills.

LISTENING COMPREHENSION

1. It's common sense that respect is mandatory in all sorts of relationships. But what happens with lack of respect? Have you seen or experienced situations of disrespect in relationships? Share your answers.

2. Below is a poster from a campaign held by *The Diana Award*, an independent British charity whose aim is to empower young people to change the world. What kind of campaign is it?

3. Listen to Danny Boy and choose the correct options to complete the sentences.

a. Danny Boy is...
() a former victim of bullying.
() a former bully.

b. According to Danny Boy, ...
() one should control other people's lives.

EXPAND YOUR HORIZONS

In this end-of-unit section, students are presented with three statements that allow them to discuss the topic in the listening comprehension section and think critically about it while using the target language.

EXPAND YOUR HORIZONS

Check (✓) the column that best describes your opinion about each statement. Then discuss your answers with your classmates and teacher, justifying your point of view.

	I agree.	I'm not sure.	I disagree.
a. More and more consumer products will be launched on social media due to all the personal information people give away.			
b. As more and more users buy likes and followers on Instagram, influencer marketing through social media will become more difficult.			
c. In the near future, regardless of their job title, people will need to adapt to the online social sphere in order to be successful.			

REVIEW

Every two units there is a two-page section for students to review and practice the language they have learned so far.

REVIEW 1

Units 1 and 2

1. Skim the text below and check (✓) the best option to complete the statement. *Skimming*

The purpose of this text is...
a. () to inform the reader about eating habits in Brazil.
b. () to convince the reader to buy a book about eating customs in Brazil.

<http://thebrazilbusiness.com/article/dining-culture-in-brazil>

Cynthia Fujikawa Nes

WORKBOOK

Each unit has four pages of reading, vocabulary, and grammar activities. It also has an ENEM or vestibular question in the section AN EYE ON ENEM / VESTIBULAR.

Unit 1 Migration Trends

1. Look at the bar chart extracted from the UN's International Migration Report 2017 and find information to complete the sentences below. *Scanning*

a. The chart compares migration in the years _____ and _____.

b. The country which had the largest number of migrants in both years was _____.

c. In 2000, Canada hosted _____ million international migrants.

d. In 2017, the United Kingdom hosted _____ million international migrants.

Twenty countries or areas hosting the largest numbers of international migrants, 2000 and 2017, number of migrants (millions)

Country/Area	2000	2017
United States of America	94.8	99.8
Russian Federation	11.9	12.2
United States of America	94.8	99.8
Saudi Arabia	12.2	12.2

AN EYE ON ENEM

ENEM 2016 – Prova Azul
Questão 95

BOGOF (buy one, get one free) is used as a noun in 'There are some great bogofs on at the supermarket' or as 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 aloud, is quite comical for a native speaker, as it sounds like an insult. 'Bog off!' meaning go away, leave me alone, is 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'?

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.

Disponível em: www.bbc.co.uk. Acesso em: 2 ago. 2012 (adaptado)

DIGITAL COMPONENTS

Video lessons for all *Language in Use* and *Vocabulary in Use* sections and for exam practice.

My house is the largest one in our neighbourhood.

Pearson

Mock test generator with major Brazilian *Vestibular* and ENEM questions to prepare students for these exams.

Pearson

Bem-vindo, Alano
Logout

Gerenciador de Simulados / Simulado

Anterior 1 6 7 8 9 10 11 12 13 15 Próxima

Tempo: 9 minutos, 7s Finalizar Simulado

Questão 1 | Médio | FUVEST | 2017

Texto Base 1
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 behaviours 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 paired with fewer previous "likes". When the link of the "like" button on the Facebook found that a photo in the author's account had a high of 1000

UNIT

1

Migration Trends

Welcome to
United States
A Guide for New
Immigrants

UNITED STATES OF AMERICA Department of Homeland Security
PERMANENT RESIDENT CARD

UNITED STATES OF AMERICA Department of Homeland Security
PERMANENT RESIDENT CARD

UNITED STATES OF AMERICA

▶ IN THIS UNIT YOU WILL...

- talk about migration and its causes and results;
- use the simple present to describe facts and routines;
- learn how to form adjectives using suffixes;
- use the imperative form to make requests and provide directions.

LEAD OFF

- ▶ What documents can you see in the picture?
- ▶ What does the word *immigration* mean to you?
- ▶ Why do people migrate?

BEFORE READING Relating to the topic

There are several reasons why people migrate. Number the reasons from 1 (the most common) to 4 (the least common) in your opinion.

_____ environmental _____ economic _____ cultural _____ socio-political



migrate [intransitive + *from/to*] if people migrate, they go to live in another area or country, especially in order to find work

Extracted from www.ldoceonline.com/dictionary/migrate. Accessed on May 4, 2018.



WHILE READING Skimming

Skim the text to find out its main objective. Then check (✓).

- a. () To describe the writer's own experiences.
- b. () To inform the reader about why people migrate.



<http://eschooltoday.com/migration/the-pull-and-push-factors-of-migration.html>



What are the Pull and Push Factors of Migration?

People migrate for a number of reasons. These reasons may fall under these four areas: *Environmental, Economic, Cultural, and Socio-political*. Within these areas, the reasons may also be 'push' or 'pull' factors.

Push Factors

Push factors are those that force the individuals to move voluntarily, and in many cases, they are forced because they risk something if they stay. Push factors may include *conflict, drought, famine, or extreme religious activity*.

Poor economic activity and lack of job opportunities are also strong push factors for migration. Other strong push factors include race, discriminating cultures, *political intolerance*, and *persecution* of people who question the **status quo**.

Pull Factors

Pull factors are those in the destination country that attract the individual or group to leave their home. Those factors are known as "place utility", which is the **desirability** of a place that attracts people. Better economic opportunities, more jobs, and the promise of a better life often pull people into new locations.

Sometimes individuals have ideas and perceptions about places that are not necessarily correct, but are strong pull factors for them. As people grow older and **retire**, many look for places with warm weather and peaceful and comfortable locations to spend their retirement after a lifetime of hard work and savings. Such ideal places are pull factors too.

Very often, people consider and prefer different opportunities closer to their location than similar opportunities farther away. In the same vein, people often like to move to places with better cultural, political, climatic, and general terrain located closer to them. It is rare to find people who move very long distances to **settle** in places that they have little **knowledge** of.

Adapted from <http://eschooltoday.com/migration/the-pull-and-push-factors-of-migration.html>. Accessed on June 25, 2018.

» AFTER READING

1. Label the pictures according to the dictionary entries below. Can you exchange the labels of the pictures? Why (not)?

Understanding main ideas



immigrant

someone who enters another country to live there permanently

refugee

someone who has been forced to leave their country, especially during a war, or for political or religious reasons

Extracted from www.ldoceonline.com/dictionary/refugee. Accessed on June 26, 2018.



2. Underline the incorrect information in each statement. Understanding details

- a. Poor economic activity and a great number of job opportunities are also strong push factors for migration.
- b. Push factors do not include conflict, drought, famine, or extreme religious activity.
- c. Push factors are those in the destination country that attract the individual or group to leave their home.
- d. As people grow older and retire, some look for places with warm weather.

3. Rewrite the statements from activity 2 with the correct information.

- a. _____
- b. _____
- c. _____
- d. _____

» EXPAND YOUR VOCABULARY

1. Find the words in *italics> in the reading. Then match each word with its meaning.*

- | | |
|-----------------|---|
| () conflict | a. unwillingness to accept ways of thinking and behaving that are different from your own |
| () drought | b. a long period of time when there is little or no rain |
| () famine | c. a state of disagreement or argument between people, groups, countries, etc. |
| () intolerance | d. a situation in which a large number of people have little or no food for a long time and many people die |
| () persecution | e. cruel or unfair treatment of someone over a period of time, especially because of their religious or political beliefs |

2. What about your country or the area where you live? Does it have any of the issues mentioned above? Use some of the vocabulary from activity 1 to write a statement describing a similar issue where you live.

VOCABULARY IN USE

1. The suffix *-al* is used to form adjectives from nouns, with the meaning “relating to”. The word *cultural* in the text means “relating to a particular society and its way of life”. Go back to the text on page 10 and find other adjectives formed using the suffix *-al*.

2. Use the following adjectives to complete the sentences.

environmental international musical political presidential

- They are a very _____ family.
- Ocean pollution is a serious _____ issue.
- This is an event organized by _____ activists.
- A large crowd was in front of the _____ palace.
- Immigration is an important _____ issue.

3. Use the suffixes in the columns to create new words from the words in the box.

access adventure artist attract danger economy
harm help hope invent sleeve understand

-able / -ible	-ful	-ic / -ical	-ive	-less	-ous

4. Complete the sentences below with some adjectives from the table in activity 3.

- My brother is highly _____. He loves to create new things.
- It's terribly hot here in the summer, so wear _____ shirts.
- She is such an _____ girl that she is always looking for a new place to visit.
- Susan is such a nice and _____ girl. She always offers help when needed.
- The hotel is only _____ by boat as it is located on a island.
- I love to watch the _____ in the synchronized swimming event in the Olympics.

5. Work with a partner. Describe one person and one thing in you classroom using adjectives with suffixes.



SIMPLE PRESENT

1. Read these excerpts from the text on page 10. Focus on the underlined words. Then decide if the statements are true (T) or false (F).

“ Push factors are those that force the individuals to move voluntarily, [...] ”

“ It is rare to find people move very long distances [...] ”

- a. () Based on the sentences we can say that *be* is a stative verb, that is, there is no action described.
- b. () Both sentences have the verb *be* as the main verb.
- c. () The verb *be* in the simple present has the same form for all subjects.

2. Now analyze the structures in bold in the excerpts below and check (✓) the option that corresponds to what they express.

“ Other strong push factors **include** race, discriminating cultures, political intolerance, and persecution of people who **question** the status quo. ”

“ As people **grow** older and **retire**, many **look** for places with warm weather, [...] ”

“ People **migrate** for a number of reasons. ”

- a. () Something that is true in the present or something that happens again and again in the present.
- b. () Something that is happening at the moment of speaking.
- c. () Something which we think is temporary.

3. Complete the texts with the appropriate form of the verbs in parentheses.

- a. Migration _____ (occur / occurs) primarily between countries that _____ (is / are) located within the same world region. In 2017, the majority of the international migrants originating from Europe (67%), Asia (60%), Oceania (60%) and Africa (53%) _____ (reside / resides) in a country located in their region of birth.
- In contrast, international migrants from Latin America and the Caribbean (84%) and Northern America (72%) reside primarily outside their region of birth.

Extracted from www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/MigrationReport2017_Highlights.pdf. Accessed on March 6, 2018.

- b. Globally, the twenty largest countries or areas of origin _____ (account / accounts) for almost half (49%) of all international migrants, while one-third (34%) of all international migrants _____ (originate / originates) in only ten countries. India _____ (is / are) now the country with the largest number of people living outside the country's borders (“diaspora”), followed by Mexico, the Russian Federation, and China.

Adapted from www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/MigrationReport2017_Highlights.pdf. Accessed on March 6, 2018.

4. Use the verbs from the box to complete the extract below.

arrive marks sit wait

[...] The broken line snakes back 8 miles (13 km) to the border crossing at Paraguachon, where more than a hundred Venezuelans _____ in the heat outside the migration office.

Money changers _____ at tables stacked with wads of Venezuelan currency, made nearly worthless by hyperinflation under President Nicolas Maduro's socialist government.

The remote outpost on the arid La Guajira peninsula on Colombia's Caribbean coast _____ a frontline in Latin America's worst humanitarian crisis.

The Venezuelans _____ hungry, thirsty, and tired, often unsure where they will spend the night, but relieved to have escaped the calamitous situation in their homeland. [...]

Adapted from www.reuters.com/article/us-colombia-venezuela-migrants/migrate-or-die-venezuelans-flood-into-colombia-despite-crackdown-idUSKCN1GA1K9. Accessed on March 7, 2018.



EXPAND YOUR READING

1. Read these ad campaigns and complete the sentences with the corresponding letters.

- Ads _____, _____, and _____ are for immigration and ad _____ is against immigration.
- Ad _____ gives a warning for people not to do something.

a

I AM AN IMMIGRANT

FOR 7 YEARS I HAVE BEEN SAVING LIVES AND YOUR LIFE COULD BE SAVED NEXT

NAME: LUKAS BELINA
COUNTRY OF ORIGIN: POLAND
OCCUPATION: FIRE FIGHTER

Extracted from us.iasservices.org.uk/I-Am-An-Immigrant-Poster-Campaign-Highlights-Positives-Of-Immigration. Accessed on May 6, 2018.

b

DON'T COME TO BRITAIN IT'S FULL

Extracted from weeklydialog.wordpress.com/2013/01/31/britain-0-vs-romania-1-ad-campaign-to-put-off-potential-immigrants/. Accessed on March 7, 2018.

c

immigration

JIGSAW
Beautifully British since 1970

Extracted from www.jigsaw-online.com/category/new/shop-the-campaign. Accessed on May 6, 2018.

d

END IMMIGRATION DETENTION OF CHILDREN

Parliamentary Assembly of the Council of Europe (PACE)
Campaign to End Immigration Detention of Children

Extract from <https://endchilddetention.org/>. Accessed on November 11, 2018.

2. Underline the correct option to complete the statements according to the ad campaigns you've just read.

- The objective of the ads is to **encourage product sales / advertise an idea**.
- All of them / Some of them** use appealing images.
- They **provoke / don't provoke** negative and positive social judgement.

IMPERATIVE FORM

- Go back to the ads on the previous page and look at the verb *end*. It is in the affirmative imperative form. Why is this form of the verb used? Check (✓) the correct alternative.
 - () To give the target audience an instruction, a suggestion, or an order.
 - () To describe what is going on in each ad.
- Don't come* is in the negative imperative form. To form the negative imperative we use...

_____ + _____
the infinitive form of the verb without *to*

- Complete the instructions with the correct imperative form of the verbs in the box. Then match the instructions with the signs.

turn off take go turn eat swim drink

- | | |
|-------------------------|---------------------------|
| a. _____ or _____ here. | b. _____ right. |
| c. _____ in the lake. | d. _____ straight ahead. |
| e. _____ pictures. | f. _____ your cell phone. |

LISTENING COMPREHENSION

1. Why are some people against immigration? Talk to a classmate and list some reasons. Then exchange ideas with your classmates and teacher.

2. You are going to listen to some people talking about immigration. Label the excerpts a-e in the order you hear them.



() “Make us feel safe. We need to feel safe in this country. I think there’s a great divide between the races.”

*Extracted from www.usatoday.com/pages/interactives/trump-nation/#/?_k=wi8jwL
Accessed on May 7, 2018.*

() “I don’t feel as though I have to validate my existence as a citizen of the United States or of the world by my accomplishments but all of my accomplishments are driven by my family and where we’re from.”

*Extracted from <https://edition.cnn.com/videos/us/2018/01/12/>
Accessed on March 7, 2018.*

() “I believe that he will make America great again and that means a return of jobs. So, in that manner maybe I will find employment.”

*Extracted from www.usatoday.com/pages/interactives/trump-nation/#/?_k=wi8jwL
Accessed on May 7, 2018.*

() “When Mexico sends its people, they’re not sending the best. They’re sending people that have lots of problems and they’re bringing those problems.”

*Extracted from www.cbsnews.com/pictures/wild-donald-trump-quotes/9
Accessed on May 6, 2018.*

() “We have learned to love this country, Mr. President. This country does not belong to you only, but it belongs to all of us.”

*Extracted from <https://edition.cnn.com/videos/us/2018/01/12/>
Accessed on March 7, 2018.*

() “We are able to move to these foreign countries where we don’t know the language, we don’t know the lifestyle, and adapt fairly quickly.”

*Extracted from <https://edition.cnn.com/videos/us/2018/01/12/>
Accessed on March 7, 2018.*

3. Which testimonials do you think are said by immigrants? Why?

EXPAND YOUR HORIZONS

Check (✓) the column that best describes your opinion about each statement. Then discuss your answers with your classmates and teacher, justifying your point of view.

	I agree.	I’m not sure.	I disagree.
a. Racism and xenophobia are feelings that local people may develop against immigrants.			
b. Immigration is a characteristic of our globalized world that has both positive and negative effects on the economy of a country.			
c. Cosmopolitan cities are multicultural because of their large immigrant population.			



STUDY THIS

xenophobia

strong fear or dislike of people from other countries

Extracted from www.ldoconline.com/dictionary/xenophobia. Accessed on July 17, 2018.



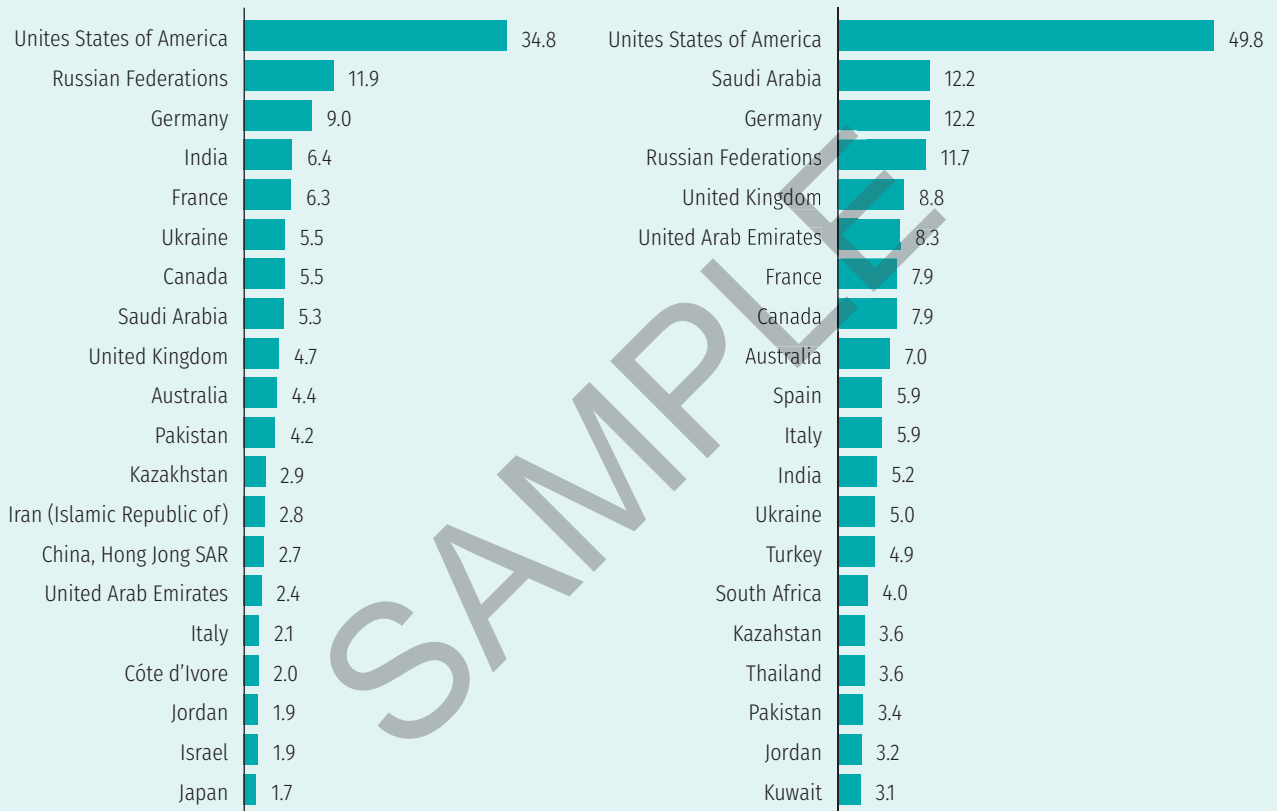
WORKBOOK

SAMPLE

1. Look at the bar chart extracted from the UN's International Migration Report 2017 and find information to complete the sentences below. **Scanning**

- The chart compares migration in the years _____ and _____.
- The country which had the largest number of migrants in both years was _____.
- In 2000, Canada hosted _____ million international migrants.
- In 2017, the United Kingdom hosted _____ million international migrants.

Twenty countries or areas hosting the largest numbers of international migrants, 2000 and 2017, number of migrants (millions)



Source: United Nations (2017a)

Notes: "China, Hong Kong SAR" Refers to China, Hong Kong Special Administrative Region

Extracted from www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/MigrationReport2017_Highlights.pdf. Accessed on May 25, 2018.

2. Complete these excerpts with the verb *be* in the affirmative or negative form.

- "Immigration _____ the international movement of people into a destination country of which they are not natives [...]"

Extracted from www.wikipedia.org/wiki/Immigration. Accessed on March 10, 2018.

- "[...] As for economic effects, research suggests that migration _____ beneficial both to the receiving and sending countries. [...]"

Extracted from www.wikipedia.org/wiki/Immigration. Accessed on March 10, 2018.

- Launched in May 2016, I _____ a *refugee* is a digital platform that intends to humanize the discussions about refugees; to allow refugees to speak for themselves; and to fight growing populism, fears, stereotypes, and prejudice.

Adapted from www.workshopx.org/im-not-refugee. Accessed on March 10, 2018.

3. Unscramble the words and write questions. Then match the questions with the answers.

a. the purpose / of your visit / is / business / ?

b. here alone / are / you / ?

c. these / your bags / are / ?

d. a problem / migration / to another / from one country / is / ?

e. migration / immigration / is / the same as / ?

f. they / from / China / are / ?

() No, they are different. Immigration means entering another country to live permanently.

() There are pros and cons. I cannot say it is a real problem.

() No. Those are my bags over there.

() Yes, they are. They're from Hong Kong.

() No, my wife and daughters are with me.

() No, I'm here on vacation.

4. Use the correct form of the verbs in the box to complete the following texts.

happen be (x2) occur spread

a. Cultural diffusion _____ via human migration, intercultural marriages, or cultural exchange via letters, books, or electronic media. It _____ a phenomenon in which specific cultural concepts, ideas, or technologies _____ from one culture to another.

Adapted from www.answers.com/Q/Does_migration_cause_cultural_diffusion. Accessed on March 10, 2018.

b. In a very simple definition, cultural diffusion is when different cultures are spread into different areas. It _____ the mixing or **blending** of different ideas, beliefs, and innovations from one group to another. Cultural diffusion _____ all over the world, from fast food restaurants to new technologies.

Adapted from http://bookbuilder.cast.org/view_print.php?book=63595. Accessed on March 10, 2018.

5. Transform these statements into negatives.

a. Cultural diffusion always leads to positive exchanges.

b. Immigration plays an important role in cultural diffusion.

c. Most refugees seek asylum in other countries.

6. Match the questions with the answers.

- a. How does the Internet affect cultural diffusion in the world today?
 - b. What does cultural diffusion mean?
 - c. How does globalization lead to cultural exchange?
- () Globalization provides both positive and negative influences on cultural diversity.
 () The effect that it has on both local and global cultures is significant.
 () The spreading out of culture, culture traits, or a cultural pattern from a central point.

7. Look at the ads closely. Then use one of the imperative statements below to complete each message.

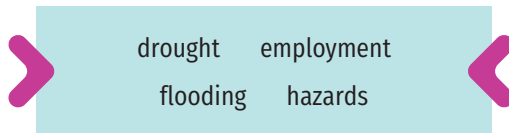
Don't text and drive
 Reduce. Reuse. Recycle.
 Support local farmers

8. Form adjectives with the suffixes from the box. Then use the adjectives to complete the sentences below.

-ful -ive -ous -able / -ible -less -al

- | | |
|---|---|
| <ul style="list-style-type: none"> a. use _____ b. color _____ c. comfort _____ d. danger _____ e. mathematics _____ f. attract _____ | <ol style="list-style-type: none"> 1. I love her new blouse; it's so _____. 2. Wear _____ shoes to walk around the city. 3. They usually record changes with _____ precision. 4. Don't text and drive because it's _____. 5. These old cell phones are _____; they can't be updated. 6. I don't think he's _____. |
|---|---|

9. Complete the sentences with the correct word from the box.



- a. Some push factors for immigration are natural _____ such as _____ or _____.
- b. Some people also migrate to look for better _____ opportunities.



AN EYE ON ENEM

ENEM 2012 – Prova Amarela

Questão 92



Aproveitando-se de seu status social e da possível influência sobre seus fãs, o famoso músico Jimi Hendrix associa, em seu texto, os termos *love*, *power* e *peace* para justificar sua opinião de que

- a. a paz tem o poder de aumentar o amor entre os homens.
- b. o amor pelo poder deve ser menor do que o poder do amor.
- c. o poder deve ser compartilhado entre aqueles que se amam.
- d. o amor pelo poder é capaz de desunir cada vez mais as pessoas.
- e. a paz será alcançada quando a busca pelo poder deixar de existir.