

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 social media addiction;
- exchange ideas about how one can overcome social media anxiety;
- learn how to use the present perfect;
- talk about completed actions in the past using the simple past;
- describe actions in progress in the past using the past continuous.

LEAD OFF

- ▶ How can you relate the picture to the title of this unit?
- ▶ Why is there so much concern about the excessive use of social media nowadays?
- ▶ In your opinion, is social media addictive? Why (not)?
- ▶ Are you a social network addict? How can you tell?

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

» BEFORE READING Relating to the topic

Read the first paragraph of the online article "How owning a car might soon become as old-fashioned as owning a horse." Then exchange ideas with your classmates whether you agree with the message conveyed or not.

WHILE READING

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

» WHILE READING

Read the text and classify the author's tone as mocking, apprehensive, vindictive, or humorous. Underline the fragments that support your answer.

Identifying the author's tone

The 1914 effect
The globalization **counter-reaction**
Globalization is a highly **disruptive** force. It provoked a reaction in the early 20th century. Are we seeing a repeat?
Buttonwood's notebook
Jun 14th 2017 | by Buttonwood

Identifying the author's tone

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.

AFTER READING

1. Complete the chart below with the information presented in the text.

Understanding details

What Facebook is trying to combat together with the press	
The name of the operation center Facebook uses to meet with journalists	
Characteristics of the war room	

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

Refer to the text on page 72 and find the words in italics that correspond to the definitions below.

- _____ : careful and thorough examination of someone or something
- _____ : while noisy, busy, or confused events are happening – used in writing or news reports
- _____ : incorrect information, especially when deliberately intended to deceive people
- _____ : questions you ask in order to get information
- _____ : taking a photograph

Adapted from www.kidcoonline.com Accessed on November 20, 2012

VOCABULARY IN USE

- In "His policy has, at its heart, having no more students than we have at the moment – probably, fewer," the adverb in italics was formed by adding *-ly* to the adjective probable. What function does that adverb have in this context?
 - () It provides information about the frequency of the activity indicated by the verb.
 - () It indicates a degree of certainty.
- Adverbs can modify verbs, adjectives, adverbs, noun phrases, prepositional phrases, and even whole clauses. They can also provide information about the manner, place, time, frequency, certainty, or other circumstances of a verb. Look at the text. Look at the adjectives below and use a dictionary to find the corresponding *-ly* adverbs.

Adjectives	-ly Adverbs
academic	
automatic	

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

PRESENT PERFECT – SINCE / FOR

- Read an excerpt from the text on page 64 and check (✓) the correct alternative to complete the sentence.

So, let us move to the current era of globalization during which the export share of global GDP has more than doubled since the 1950s.

The expression "since the 1960s" refers to _____.

- () a period of time
- () a starting point

- Now read the quote and check (✓) the correct alternative to complete the statement about it.

China-Africa relationship has a long history and is full of vitality. Since the 1950s and 1960s, our common historical experiences have brought China and Africa together, and we have forged deep friendship in our joint struggle during which we have supported each other in times of difficulty. (Li Keqiang, Chinese politician)

According to Li Keqiang, China and Africa have had friendship bonds for _____.

- () the 1950s and 1960s
 - () more than 60 years
- The present perfect is often used with time expressions preceded by *for* and *since*. Use those words to complete the sentences below.
 - We use _____ to talk about the time when an action started.

Extracted from www.bingyiguo.com/quotes/li_keqiang_692958. Accessed on July 24, 2018

[...]
In his keynote address to a high-level meeting on July 26, Xi Jinping, general secretary of the Central Committee of the Communist Party of China, said socialism with Chinese characteristics _____ a new development stage _____ the 18th National Congress of the CPC.
[...]

Extracted from www.tikrgrill.com/news/world/china-watch/politics/china-socialism-new-style. Accessed on July 24, 2018

- China vs. United States: A Tale of Two Economies

[...]
The United States _____ the world's largest economy _____ about 140 years, and it roughly accounts for 22% of global GDP. However, in recent times China _____ the U.S. by at least one measure of total economic strength, which is GDP based on purchasing power parity (PPP).
Either way you slice it, the economies are the two strongest globally in absolute terms.
[...]

Extracted from www.virusadiphat.com/china-vs-united-states-a-tale-of-two-economies. Accessed on July 24, 2018

- The Next Global Financial Crisis is Inevitable (Pt 1/2)

July 22, 2018
It _____ ten years _____ the last major financial crisis. With systemic **deregulation undoing** the safeguards, we are due for another crisis very soon. Thomas Hanna, research director of the Democracy Collaborative's Next System Project, says it is almost guaranteed.
[...]

Adapted from https://thelivejournal.com/stories/the-next-global-financial-crisis-is-inevitable-pt-1-2. Accessed on July 24, 2018

EXPAND YOUR READING

- Read the blog post below and relate it to the one you read on page 14. Which characteristics identified there can you find in this text?

www.nomadicmatt.com/travel-blog/ho-money-go-travel

HOME WHO WE ARE BLOG GET INVOLVED GO TO AN EVENT SHOP MEMBERSHIP

Why the tourism industry has to change and how you can help it do so

October 18, 2016

We talk a lot about ways to enhance the tourism industry and to spread our message on responsible travel. Sometimes it's not always easy or clear how we can do that. In this post, *globalhelpswap* details their ideas on how we can collectively impact the industry for good and why it's necessary now more than ever.

Hands up if you took a flight last year? The chances are that most of the readers of this blog took a flight at some time in the past year. Last year there were 1.2 billion international tourist arrivals and that figure is set to increase to 2 billion people by 2030. A quarter of the planet's population is visiting new countries, eating different cuisines, and discovering new cultures. Some of those travelers would have witnessed amazing natural phenomena like the Northern Lights, the Great African migration, or the Emperor Penguins of Antarctica. It's exciting, isn't it?

If we are going to redefine tourism, then we all have to put pressure on travel companies to practice sustainable/responsible tourism. We also have to practice what we preach by spending our money with the companies that are already practicing sustainable tourism.

The amazing thing about sustainable tourism is that when you practice it, your vacation and travels will become more magical.

Helping feed elephants is pretty magical, right? How about sitting with Orangutans in their natural environment? What about going on tour where all your money goes to a women's cooperative to help them start businesses? All of these are examples of tours we have done personally with responsible tourism companies.

Next time you book a trip somewhere, please book it with a travel company that is practicing sustainable tourism. Let's redefine tourism

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

TAG QUESTIONS

1. Read the excerpt from the text on page 40 again and pay attention to the part in bold.

"A quarter of the planet's population is visiting new countries, eating different cuisines, and discovering new cultures. Some of those travelers would have witnessed amazing natural phenomena like the Northern Lights, the Great African migration, or the Emperor Penguins of Antarctica. It's exciting, isn't it?"

The part in bold is called **tag question**. Tag questions turn statements into questions. They are often used to check the information we think is true.

2. Now read these statements, pay attention to the parts in bold, and complete the statements that follow.

LISTENING COMPREHENSION

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

LISTENING COMPREHENSION

1. Jason Moore is a frequent traveler who shares his personal experiences about traveling and living abroad on his blog. In one of his podcasts, he interviews Tim Leffel, who talks about the ins and outs of living abroad. Listen to part of the interview and complete the items with the missing information.

a. The name of the podcast: _____

b. The title of Tim Leffel's book: _____

c. The people interviewed by Tim Leffel were from: _____

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 points of view.

	I agree.	I'm not sure.	I disagree.
a. Labeling Generation Z as conservative, liberal, conventional, or modern depends on the perspective of the person doing the analysis.			
b. Generation gaps are inevitable and the reason why they occur is because of differences in psychological and behavioral patterns.			

REVIEW

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

REVIEW 3

Units 5 and 6

1. Skim the text and identify its target audience. *Skimming to identify target audience*

The 6 Jobs Everyone Will Want in 2040

If you're a new parent, or **prone** to abstract theorizing, you've probably spent some late nights wondering what the future holds for job **seekers**.

Robot Mediator
Sure, robots are **disrupting** some industries. But in others, they're actually just making humans better

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 Hooked on Social Media

1. Read the excerpt below and choose the extract that best summarizes it. *Skimming*

WHY SOCIAL MEDIA BOSSES DON'T USE SOCIAL MEDIA

Developers of platforms such as Facebook have admitted that they were designed to be addictive. Should we be following the executives' example and **go cold turkey** - and is it even possible for mere mortals?

by Alex Hern

Mark Zuckerberg doesn't use Facebook like you or me. The chief executive has a team of 12 moderators dedicated to deleting comments and spam from his page, according to Bloomberg. He has a "handful" of employees who help him write his posts and speeches and a number of professional photographers who take perfectly stage-managed pictures of him meeting veterans in Kentucky, small-business owners in Missouri, or cheesesteak vendors in Philadelphia.

AN EYE ON VESTIBULAR

UNICAMP 2017 - Provas Q e Y
Questão 87

Ranking Universities by 'Greenness'

Universities these days are working hard to improve their sustainability credentials, with efforts that include wind power, organic food and competitions to save energy. They are also adding courses related to sustainability and energy. But which university is the greenest?

Several ranking systems have emerged to offer their take. The Princeton Review recently came out with its second annual green ratings. Fifteen colleges earned the highest possible score - including Harvard, Yale and the University of California, Berkeley.

Another group, the Sustainable Endowment Institute's GreenReportCard.org, rates colleges on several different areas of green compliance, such as recycling, student involvement and green building. Its top grade for overall excellence, an A-, was earned by 15 schools.

(Adaptado de http://greenblogs.nytimes.com/2009/08/20/ranking-universities-by-greenness/?_r=0. Acessado em 31/08/2016.)

Conforme o texto, universidades norte-americanas estão se empenhando para

a. oferecer mais cursos sobre ecologia.
b. melhorar sua posição em um ranking que define as instituições mais "verdes".
c. oferecer os melhores cursos sobre preservação ambiental.
d. participar de uma competição que define os campi com maior área verde.

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.

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

Pearson

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

UNIT

1

Hooked on Social Media



▶ IN THIS UNIT YOU WILL...

- talk about social media addiction;
- exchange ideas about how one can overcome social media anxiety;
- learn how to use the present perfect;
- learn some phrasal verbs and adjectives with *to*;
- talk about completed actions in the past using the simple past;
- describe actions in progress in the past using the past continuous.

LEAD OFF

- ▶ How can you relate the picture to the title of this unit?
- ▶ Why is there so much concern about the excessive use of social media nowadays?
- ▶ In your opinion, is social media addictive? Why (not)?
- ▶ Are you a social network addict? How can you tell?

» BEFORE READING

Look at the picture on the right, which shows some messaging platforms, some apps and brands, and social media, and name the social networks you once were or are a member of. What others would you add to this list?

Activating previous knowledge



» WHILE READING

Skim the text and identify its probable target audience.

Skimming to identify target audience

Forget FOMO! We're now more likely to suffer from FOJI, MOMO and JOMO (and it's all social media's fault)

By UNITY BLOTT FOR MAILONLINE

PUBLISHED: 07:28 GMT, 22

JANUARY 2016 | **UPDATED:** 09:47
GMT, 22 JANUARY 2016

It was hailed as one of the biggest causes of social anxiety of our generation.

FOMO - **shorthand** for *fear* of missing out - which fell into our collective vocabulary in 2011, is the acute and often unjustified belief that everyone is having more fun than you, and that you're **somehow** being left out of all the fun.

But this affliction, thought to be caused by social media where you see endless status updates and photos of your friends showing off their (**supposedly**) happier, more exciting lives, is just the tip of the worry iceberg.

In fact, FOMO has become such a problem that recent studies suggest it can manifest as a genuine form of social anxiety and even **lead to** an increased risk of alcohol abuse and depression among certain age groups.

But now *commentators* are suggesting that FOMO is just

the tip of the iceberg when it comes to social media-related **acronyms**.

There is now a whole *range* of afflictions caused by all the fun your friends are having on Facebook, Instagram, Twitter and Snapchat - and the chances are, you're suffering from at least one of them.

[...]

FOMOMO: Fear of the mystery of missing out

A more extreme case of FOMO that occurs only when your phone is broken or out of battery. According to the Guardian, it means you're afraid of missing out, but not because of what you see on social media - it's what you don't see that's causing you real **angst**.

[...]

MOMO: Mystery of missing out

This is the paranoia that *arises* when your friends don't post anything on social media at all. Instead, you're left with no option but to *scroll* obsessively through your Facebook and Twitter timelines searching for clues.

[...]

FOJI: Fear of joining in

The polar opposite to MOMO; if you suffer from FOJI, you're far less likely to keep your friends updated on Facebook and Instagram because you're not quite sure what to post and you're worried that nobody will like or comment on your photos.

BROMO: When your 'bros' (friends) protect you from missing out

An act of solidarity from your friends. If they've been out the night before, they'll deliberately **refrain** from posting photos of the fun they were having, for fear of making you feel left out.

SLOMO: Slow to missing out

In this case, your anxiety is probably justified. Everybody is having a better time than you, but you're asleep so you don't know it until the next morning when you log into Facebook and find your timeline **littered** with photos of the night before.

JOMO: The joy of missing out

Taking pleasure in 'missing out' by not feeling like you have to be everywhere at once. Instead, you're quite content with staying in bed with a cup of tea and a book.

Extracted from www.dailymail.co.uk/femail/article-3410074/Forget-FOMO-FOJI-MOMO-JOMO-new-anxieties-caused-social-media.html.
Accessed on November 19, 2018.

» AFTER READING

1. Check (✓) the statement that defines FOMO.

Understanding main ideas

- a. () Those who have FOMO are afraid of being without their phones and unable to contact their social media friends.
- b. () Someone who has FOMO believes that other people's lives are more interesting than their own life.
- c. () If someone has FOMO, this person is afraid that his/her friends are having fun, but they are not telling him/her.

2. The author mentions two severe consequences of FOMO. What are they?

Understanding details

3. Read the description of the afflictions caused by social media again. Then read the testimonials below and match them with one of the acronyms. In small groups, say how you think the people feel about the their affliction.

Understanding details
and evaluating a
text critically

- a. "When I woke up today, I saw my friends' post on Instagram about a party they went to last night. I'm glad they didn't invite me, because I really needed to stay at home and relax by myself."
- b. "I'm so mad today! My friends went to a concert without inviting me! I am being bombarded with all these pictures on my timeline showing them having a great time."
- c. "OMG! I left my phone at home! Now how will I know where my friends are and what they are doing?"
- d. "I'll post a picture of my healthy lunch. Wait, who wants to know what I eat? Nobody will like my picture. My friends don't care about it. Forget it, I won't post anything."

() SLOMO

() FOMOMO

() JOMO

() FOJI

EXPAND YOUR VOCABULARY

1. Refer to the text on page 10 and find words in italics that match the definitions below. Then use one of them to complete both blanks in the quote.

- a. _____: people who know a lot about a particular subject, and who write about it or discuss it on the television or radio
- b. _____: a number of people or things that are all different, but are all of the same general type
- c. _____: begins to happen
- d. _____: the feeling you get when you are afraid or worried that something bad is going to happen
- e. _____: to move information on a computer or phone screen up or down so that you can read it

Adapted from www.idoceanline.com. Accessed on November 19, 2018.

Internet freedom is not possible without freedom from _____, and users will not be free from _____ unless they are sufficiently protected from online **theft** and attack.

Rebecca MacKinnon

Extracted from www.brainyquote.com. Accessed on November 19, 2018.

2. In pairs, read the quote again. Do you share Rebecca MacKinnon's opinion? Justify your view.

VOCABULARY IN USE

1. In the extract “But this affliction, thought to be caused by social media where you see endless status updates and photos of your friends showing off their (supposedly) happier, more exciting lives, is just the tip of the worry iceberg”, *showing off* is a phrasal verb (or a multi word verb). Phrasal verbs are...

- a. () made of two words. The first one is a particle (a preposition or an adverb) and the second one is a verb.
- b. () made of two or more words. The first one is a verb and the second (and sometimes third) one is a particle (a preposition or an adverb).

2. Below you will find phrasal verbs with one or more particles. Complete the definitions and examples with the same phrasal verb from the box.

come up with filter out log off / out log on
 plug in run out sign up walk out on

a. _____: to do the necessary actions on a computer system that will allow you to begin using it

You need to _____ before you start using this software.

b. _____: to use all of something and not have any more left

You can borrow my batteries in case you _____.

c. _____: to connect a piece of electrical equipment to the main supply of electricity, or to another piece of electrical equipment

I thought my printer wasn't working, but I had just forgotten to _____ it _____. What a relief!

d. _____: to stop doing something you have agreed to do or that you are responsible for

From our point of view, it's unethical to _____ a deal.

e. _____: to do the actions that are necessary when you finish using a computer system

Is it safe not to _____ of social media accounts on one's personal laptop?

f. _____: to think of an idea, answer, etc.

The students were asked to _____ ideas on how to protect themselves from internet addiction.

g. _____: to put your name on a list for something because you want to take part in it

They wanted to take an IT course, but it was necessary to _____ for it beforehand.

h. _____: to remove words, information, etc. that you do not need or want

I'm searching for a software program that might help me _____ unwanted emails.

Extracted from www.ldoceonline.com. Accessed on July 6, 2018.

3. In English, some adjectives are usually followed by certain prepositions. Read the extract from the text on page 10 and circle the *adjective + preposition* combination.



The polar opposite to MOMO; if you suffer from FOJI, you're far less likely to keep your friends updated on Facebook and Instagram because you're not quite sure what to post [...].



4. Here are some other examples of adjectives that often go with the preposition *to*. Read them and complete the sentences.

addicted generous rude similar

a. Social networking has such a huge impact on the real world that its craving is considered _____ the cravings for cigarettes and alcohol.

b. A great number of social media users don't follow netiquettes and are _____ other users.

c. Ken is so _____ surfing the Net that he doesn't even stop doing that when he is having his meals.

d. My virtual friends have been _____ me as far as attention is concerned. I could count on their support to listen to me every time I needed it.

5. Finish the paragraph below. Use at least one *phrasal verb* and one *adjective + preposition* combination you learned in this section.

Some people turn to social media interactions...

PRESENT PERFECT

1. The excerpt below was extracted from the text on page 10. Read it, paying special attention to the part in bold, and check (✓) the correct answer to the question that follows.



[...] FOMO has become such a problem that recent studies suggest it can manifest as a genuine form of social anxiety [...]



Why is the present perfect tense used in this extract?

- a. () To talk about something that had happened at a specific time in the past.
- b. () To talk about something that started in the past and continues up to now.

2. Read a fragment about teens and social media addiction and underline other examples of the present perfect tense. Then choose the correct alternative to complete the sentences.

Teenage social media addiction can be described as a preoccupation and obsession. A teenager with a social media addiction has become so engrossed in the virtual world that it has impacted the real world, causing harmful effects. While many teens engage in social media through platforms such as Facebook, Twitter, YouTube, Snapchat, and others, teens who are addicted to social media see a negative impact on their real-life relationships and responsibilities.

[...]

Adapted from www.shepherdshillacademy.org/resources/teens-social-media-addiction. Accessed on July 7, 2018.

- a. In the extract above, the present perfect refers to actions that started at a / an _____ (specific / unspecified) time in the past and continue up to the present. They indicate changes that have happened over a period of time and have consequences in the _____ (present / future).
- b. To form the present perfect, we use the auxiliary verb - _____ (does / have) or *has* - and the main verb in the past participle. In questions, the _____ (main / auxiliary) verb and the subject are inverted and in negative sentences, we use *not* after the auxiliary verb.
- c. The particles *'ve* and *'s* are the contracted forms in _____ (affirmative / interrogative) sentences while *haven't* and *hasn't* are the contracted forms in negative sentences.
- d. Some adverbs such as _____ (ever / now), *never*, *already*, *yet*, etc. are commonly used with the present perfect.

3. Use the verbs from the box in the present perfect to complete the text. Refer to the list of irregular verbs on pages 94 and 95 if necessary.



come find see spark warn



Neurochemically, smartphone addiction is real - Now what?

We' _____ all _____ it: crowds of people walking with their heads bent, thumbs frantically scrolling, eyes **glazed**. Smartphones and social media take up hours of time in the average person's day.

Now, scientists _____ a connection between smartphone use and neurochemical imbalances in the brain. [...]

For years, scientists and researchers _____ about the possible negative effects of staring at screens for too many hours a day. From the very first video games to the latest virtual reality experiences, every new piece of technology _____ with **pundits** questioning their safety.

Yet, no smart device _____ the word "addiction" more than the smartphone. Many recent articles state that smartphone and social media addiction isn't just real, but that it's commonplace.

[...]

Extracted from <https://fightaddictionnow.org/blog/smartphone-social-media-addiction-new-face-dependence>. Accessed on July 7, 2018.

4. Work in pairs. Use the present perfect tense to answer the questions below. Then report your answers to the class.

- a. Have you ever noticed any signs of social media addiction among your friends? If so, how have you tried to help him/her?
- b. Have you ever received offensive or intimidating messages through social media? If so, why has that happened?
- c. Some schools have used social media for informational and educational purposes. How has that happened at your school? Have you benefited from it?

1. Look at the text below briefly and check (✓) the elements you can see.

- a. () menu or navigation bar
- b. () publication date
- c. () latest update date
- d. () icons for network sharing
- e. () writer's credentials



<https://www.belivingbelieving.com/2017/12/27/how-i-overcame-social-media-anxiety-part-1/>



beliving & believing

Search...

How I Overcame Social Media Anxiety

[...] Susan December 27, 2017. No Comments



Instagram

I love pictures. I always took pictures growing up and when I discovered Instagram I'd post about my family, friends, and myself just living life because I wanted to share what God was doing in my life. I'd also ask people to snap a photo of me because we'd be at a cool monument or on vacation. And a lot of my feed was about highlighting peoples' qualities with a nice picture of them. Then passive aggressive **remarks** started coming: "You think you're pretty, huh?" [...] "Don't be fake." The comments and questions were unnecessary and in **hindsight** it was just a projection of themselves.

But, I had people-pleasing problems. I believed their words even though they weren't true. I didn't know how to navigate through it so the best thing I thought to do was delete all the photos that seemed to make everyone feel uncomfortable. I decided to post **landscapes** and food only. Though I loved sharing about my family, I didn't want others to think I was showing off, so I stopped.

The Problem

I had fear of peoples' opinions of what they believed I was doing while posting photos and sharing testimonies. Social media *exposed* the deep-rooted fear in me – how much I cared about others' negative opinions about me and my life. [...]

Adapted from www.belivingbelieving.com/2017/12/27/how-i-overcame-social-media-anxiety-part-1/. Accessed on July 7, 2018.

2. Read the text carefully. Based on the layout clues, tone, and content of the text, where do you think it was published? Why do you think so?

3. Read the text once again and underline the correct statements about blog posts.

- a. Blog posts often appear on the website in chronological order.
- b. Readers can't write comments expressing their opinions about what they've read.
- c. Blog posts might include images, hyperlinks, or links to other blogs.
- d. Blog posts can be written in many genres such as testimonials, poems, travel diaries, etc.
- e. They are very formal pieces of writing and must be arranged in justified alignment.

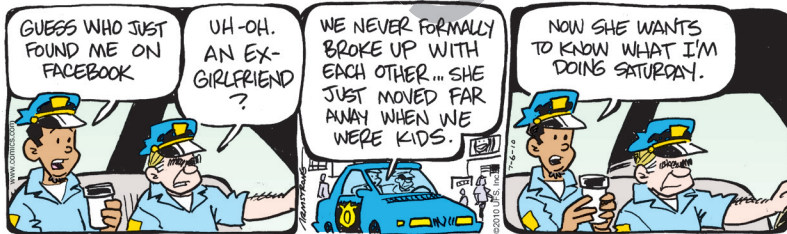
PAST CONTINUOUS and SIMPLE PAST

1. Read the extracts from the blog post on page 14 and check (✓) the correct endings to the sentences about the past continuous.

“ I'd post about my family, friends, and myself just living life because I wanted to share what God was doing in my life. ”

“ Though I loved sharing about my family, I didn't want others to think I was showing off, so I stopped. ”

- a. In both extracts, the past continuous is used to talk about...
- () finished actions in the past.
 - () actions in progress in the past.
- b. To form the past continuous, we use...
- () was / were + main verb in the *-ing* form.
 - () did / didn't + main verb in the *-ing* form.
- c. The past continuous is frequently used with the simple past with *when* and *while*. In this case, the past continuous describes...
- () a shorter action or event, while the simple past describes a longer action or situation.
 - () a longer action or situation, while the simple past describes a shorter action or event.
2. Circle the finished actions or states and underline the actions that were in progress in the past in the strips below. Then exchange ideas about the comic strips with a classmate.



Extracted from www.amureprints.com/reprints/results?terms=facebook&feature_codes%5B%5D=jt&release_date_from=&release_date_to=&commit=Search. Accessed on July 8, 2018.

3. Read part of a text by the entrepreneur Jason Zook about his 30-day social media detox and use the verbs from the box in the simple past or past continuous to fill in the blanks.

decide do feel hit
roll down stare

Day One of living without social media:

All notifications were turned off. All apps were removed. And I _____ an immediate feeling of freedom living without social media.

I could feel myself wanting to go to Facebook, Twitter, and Instagram, especially on this day because I had just relaunched my personal website the day before (the timing was not only impeccable, it was planned).

After what felt like a few grueling hours, I had spent 30 minutes answering e-mails. One of my first realizations was just how much time can be wasted browsing social networks without knowing it. I could feel myself wanting to sneak a peek at Facebook, so I _____ to get up from my desk and run an errand.

Most of us don't even realize how much we're checking things while driving. I probably glanced down at my phone 20 times during the course of an eight-minute drive. Then I _____ a stoplight. Like a drug addict reaching for his/her fix, I scooped my phone up from the cupholder and swiped it open. It wasn't until I _____ at a barren Home screen, devoid of red notification icons, that I realized what I _____. I closed the phone and put it back in the cupholder. I took notice of how beautiful of a day it was. I _____ the windows and took the moment of beauty in, completely understanding how often I take for granted amazing weather and a moment of stillness.

Adapted from <https://jasondoesstuff.com/social-media-detox-recap>. Accessed on July 8, 2018.

4. Suppose you were having social media addiction problems and had to disconnect from all social networks for a week. How easy or hard would it be for you and why?

LISTENING COMPREHENSION

1. Read the sentences below. What do those conditions have in common? What do you know about them? Exchange your opinions with a classmate.

smartphone

FOMO (Fear Of Missing Out) is the compulsion to be constantly connected to social media so as not to miss anything.

Nomophobia is the fear of leaving your phone at home.

Sleep texting happens when people send text messages while they're sleeping.

Phantom vibration syndrome occurs when people think their phones vibrate when in fact they do not.

Based on mobileworldcapital.com/2013/09/25/180. Accessed on July 8, 2018.

2. Listen to part of a radio program about fighting social media addiction. Which of the conditions in activity 1 does it talk about?

3. Listen to the second part of the program and mark the statements true (T) or false (F).

- a. () British teenagers spend more than twice the time they used to on social media.
- b. () About 30% of teenagers are constantly online in the USA.
- c. () According to a survey carried out by the Australian Psychological Society, most teenagers suffer from FOMO.
- d. () Another study says that using social media at night can affect your sleep.
- e. () Although most of the results of studies were negative, the Australian researchers found that using social media can also bring benefits to teens' lives.

4. Read the transcript of both audios on page 136. Have you ever felt the symptoms described in the studies? Do you agree that social media has been affecting teens' lives negatively more than positively? Justify.

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. Smartphone addiction, FOMO, and other disorders are a growing problem nowadays, especially for teenagers.			
b. Social media are, in fact, extensions of being social.			
c. Joining social media isn't necessarily a bad thing if one doesn't make it a priority and manages to spend time doing more important things.			



WORKBOOK

SAMPLE

1. Read the excerpt below and choose the extract that best summarizes it.

Skimming



www.theguardian.com/media/2018/jan/23/never-get-high-on-your-own-supply-why-social-media-bosses-dont-use-social-media



WHY SOCIAL MEDIA BOSSES DON'T USE SOCIAL MEDIA

Developers of platforms such as Facebook have admitted that they were designed to be addictive. Should we be following the executives' example and **go cold turkey** – and is it even possible for mere mortals?

by Alex Hern

Mark Zuckerberg doesn't use Facebook like you or me. The chief executive has a team of 12 moderators dedicated to deleting comments and spam from his page, according to Bloomberg. He has a "handful" of employees who help him write his posts and speeches and a number of professional photographers who take perfectly stage-managed pictures of him meeting veterans in Kentucky, small-business owners in Missouri, or cheesesteak vendors in Philadelphia.

[...]

It is a pattern that holds true across the sector. For all the industry's focus on "eating your own dog food", the most **diehard** users of social media are rarely those sitting in a position of power.

[...]

Sean Parker, the founding president of Facebook, broke the **omertà** in October last year, telling a conference in Philadelphia that he was "something of a conscientious objector" to social media.

"The thought process that went into building these applications, Facebook being the first of them, was all about: 'How do we consume as much of your time and conscious attention as possible?' That means that we need to sort of give you a little dopamine hit every once in a while, because someone liked or commented on a photo or a post or whatever. And that's going to get you to contribute more content and that's going to get you more likes and comments," he said.

Adapted from www.theguardian.com/media/2018/jan/23/never-get-high-on-your-own-supply-why-social-media-bosses-dont-use-social-media. Accessed on July 18, 2018.

- a. Since social media was intentionally developed to be addictive and time consuming, developers of these platforms recommend people not to use it regularly and only occasionally check the amount of likes and comments they get on their posts.
- b. The author suggests that social media users should not be worried about social media executives' behavior, since it has never been proved that social media may have negative effects on people's lives.
- c. Social media developers never meant to design a platform for their own amusement, but they were looking for alternatives to intentionally take as much of our time as they possibly could. And they succeeded.
- d. Sean Parker, the founding president of Facebook, is also an advocate for social media relevance when he admits to building something that would entertain people for the longest amount of time possible.
- e. Sean Parker claims that social media is able to control the amount of dopamine a person can experience in one day by sharing or withholding comments directed to them on their social media profile.

2. Read the excerpt again and underline the verb in the present perfect form. In the context given, the use of the present perfect shows...

- a. something that happened in a non-specific moment in the past, but is still relevant at the present time.
- b. a situation that started in the past and is still happening in the present.
- c. something that happened in a specific moment in the past and has no influence on events taking place now.

3. Read the sentences below and write the appropriate question for each of them. Use **ever**.

- a. Yes, I have already been to the USA.

- b. No, Chloe has never seen any of the Star Wars movies.

4. Complete the sentences below using the present perfect form of the verbs given.

- a. Although I have already seen your brother, I _____ (never talk) to him in person.
- b. Shonda _____ (live) in Atlanta for over a decade now. The last time I saw her we had a farewell party.
- c. My sister started looking for a new job months ago. She _____ (apply) to a lot of positions on LinkedIn, but she _____ (not hear) from any headhunters yet.
- d. I _____ (live) in this house since my parents moved to Chicago.
- e. _____ you _____ (ever spend) more than five hours in a row on social media?

5. Read the sentences and say if they are in the simple past (SP), past continuous (PC), or present perfect (PP).

- a. () Jason has already traveled to the Hamptons with his girlfriend.
- b. () My father didn't go to the west coast with us last year.
- c. () We haven't spoken in years. What have you done lately?
- d. () Did you apply for the Mandarin class like I told you to?
- e. () She wasn't calling you, she was texting you.

6. Read the sentences in activity 5 again and identify whether the verbs used in the sentences are regular or irregular.

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

7. Read the statements below and complete them with the simple past or past continuous form of the verbs in parentheses.

- a. I _____ (not go) to the movies yesterday. I _____ (stay) home with my father.
- b. Alicia _____ (do) the dishes when Peter _____ (call).
- c. Marcus _____ (visit) his girlfriend yesterday. That's why he _____ (not come) to your house.
- d. _____ you _____ (invite) my sister to your party?
- e. Sorry, but I _____ (not feel) very well.
- f. I _____ (not check) my Instagram again. I _____ just _____ (send) my friend a message.
- g. Diana _____ (create) a new email account when Carlton _____ (arrive).

8. Read the excerpt below and underline the phrasal verb in it.

Livia Weinstein didn't know what to expect when she created a Facebook account almost 10 years ago. The now 79-year-old from Washington, D.C., said her reason for joining the online world was due to her desire to keep up with the times, more than it was a means for socialization. For the former school counselor, nothing could replace the value of face-to-face communication with all its inflections and tones, a characteristic absent from instant messaging and texting. [...] Older adults across the United States are adjusting to a world of advancing technology. Not only are they accepting the changes, but some, like Weinstein, are actively implementing technology in their daily lives.

Adapted from www.deseretnews.com/article/865685302/How-social-media-and-technology-are-changing-the-lives-of-the-elderly.html. Accessed on July 21, 2017.

9. Use the phrasal verbs in the box to fill in the blanks.

log on come up with run out of filter out sign up

- a. Morgan hasn't _____ an idea for her new book yet. She has no idea what to write about.
- b. If you want more privacy, you must _____ the unwanted contacts from your social media profile.
- c. I think my account has been hacked. I keep getting an error message every time I try to _____.
- d. If you want to get our weekly newsletter, _____ at the end of this article.
- e. We need to go to the supermarket. I have totally _____ paper towels.

10. Read the excerpt from activity 8 again and circle the adjective followed by the preposition to. Then complete the sentences with the adjectives from the box and the preposition to.

committed generous engaged dedicated accustomed

- a. She's _____ a certain lifestyle and she doesn't want to lower her standards.
- b. Peter is _____ Taylor, but he hasn't told his parents about their engagement yet.
- c. Teachers are _____ helping students get ready for the exams.
- d. This project is _____ supporting small businesses survive competition.
- e. Your mother has been _____ me whenever I need her.

11. Read the following statement. Which alternative best completes it?

“It's so funny how social media _____ just this fun thing, and now it's this monster that consumes so many millennial lives. Cazzie David”

Extracted from www.brainyquote.com/topics/social_media. Accessed on January 15, 2019.

- a. was
- b. was being
- c. has been

12. Rewrite the sentences below in the simple past, adding a time expression at the end. Follow the example.

My friends don't have English class.

My friends didn't have English class (yesterday).

a. My mother cooks chicken and pasta.

b. Do you play soccer?

c. Steve doesn't swim, and he doesn't play video games.

d. Miranda speaks English and Spanish fluently.

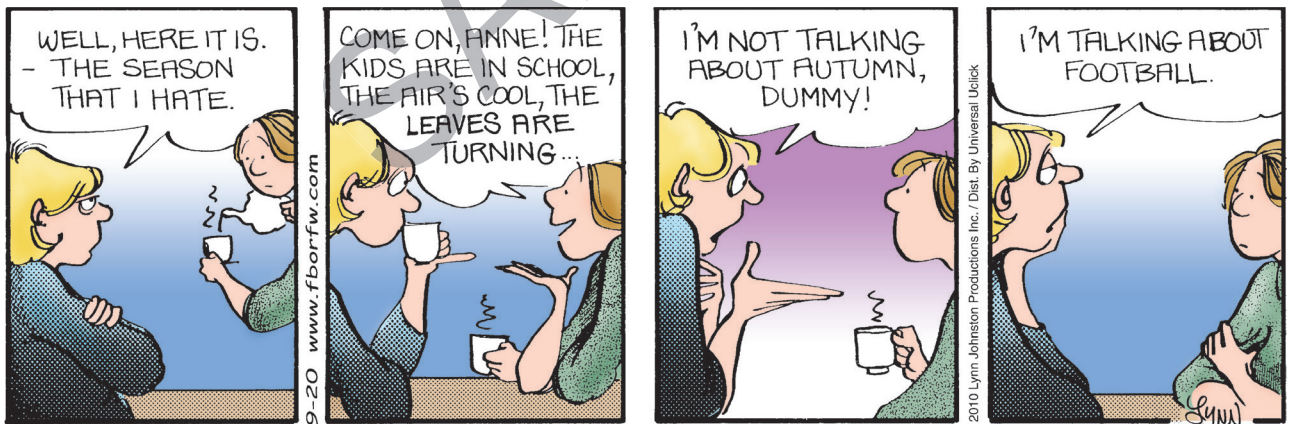
e. Does William drive automatic cars?



AN EYE ON ENEM

ENEM 2015 – Prova Rosa

Questão 92



Na tira da série *For better or for worse*, a comunicação entre as personagens fica comprometida em um determinado momento porque

- as duas amigas divergem de opinião sobre futebol.
- uma das amigas desconsidera as preferências da outra.
- uma das amigas ignora que o outono é temporada de futebol.
- uma das amigas desconhece a razão pela qual a outra a maltrata.
- as duas amigas atribuem sentidos diferentes à palavra *season*.