

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.

▶ IN THIS UNIT YOU WILL...

- take part in discussions about coding in education;
- talk about a technology curriculum and robotics;
- learn about subject-verb agreement;
- identify and use compound adjectives.

LEAD OFF

This section presents three to four questions for content contextualization.

LEAD OFF

- ▶ What situation does the picture represent? Are you familiar with that situation?
- ▶ Do you know what *coding* means? Explain.
- ▶ What do you think about the integration of technological projects in school curriculums?

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

You are going to read a text about the implementation of computer programming in education. Is this a reality in your country or school? How do you think students could benefit from having computer programming lessons? Exchange ideas with your classmates.

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.

Selecting a good title

»» WHILE READING Selecting a good title

Read the whole text and check (✓) the best title for it.

- a. () The YouTube Phenomenon: a disruptive force
- b. () Globalization: Concepts, Causes, and Consequences
- c. () Under the Influence: The Power of Social Media Influencers

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 of each reading activity.

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 students have read.

VOCABULARY IN USE

Here students are presented with an example of the 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.
 - "Too many graduates are **mismatched** to their jobs."
 - "These mismatched graduates face poorer prospects and lower **earnings** than their peers [...]"
 - "[...] with many employers preferring to recruit young people who have spent a couple of years in the workplace rather than **raw** recruitments from university."
 - "[...] a point where they are able to access industries and careers that will be **fulfilling** [...]"
 - "**Enabling** students to play a winning hand after graduation is time and effort well spent [...]"
- Besides the reasons mentioned in the text, what else might lead to the mismatch between graduates and their careers? Justify your views.

- Work in pairs. How can you relate the word cloud below to the text on page 72? Discuss. Then share your opinions

VOCABULARY IN USE

- In "However, we do know that his shock death has robbed Carl of a host of storylines, including a romance with Lydia, the daughter of Whisperers leader Alpha, and a key role in the future of the Hilltop", what does the word **key** mean? Choose the correct alternative.
 - () a small specially shaped piece of metal that you put into a lock and turn in order to lock or unlock a door, start a car, etc.
 - () the buttons that you press on a computer keyboard to operate the computer
 - () very important or necessary
 - () the printed answers to a test or set of questions in a book
- Read the dictionary entry below as well as the extracts from the text on page 46 and circle the homonyms you can find. Then check (✓) the meaning of each homonym in context.
Extracted from www.oxfordonline.com/OxfordOnline. Accessed on September 4, 2018

LANGUAGE IN USE 1

This page shows 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

MODAL VERBS FOR ASSUMPTION: MUST AND CAN

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

The notion that others value the opinion of an influencer, and adhere to their judgments, assures viewers that doing so is okay. If the majority is doing something, they must be right.

In "they must be right", the underlined modal verb indicates...
 - () an obligation.
 - () an assumption.
- Now read the title of a text and check (✓) the correct alternative to complete the sentence that follows.

16 People on Social Media Who Can't Be Serious
Katya Heckendorn
[...]

Extracted from <https://dply.com/article/16people-social-media/canfy-101>. Accessed on September 5, 2018

We can infer from the structure in italics that the author believes...
 - () those 16 people are probably satirizing or joking.
 - () those 16 people are obviously acting reasonably.
- Use the words from the box to complete the paragraph below.

inferences must permissions

The modal verb _____ doesn't necessarily express obligations, as the modal verb can might convey other meanings besides abilities, _____, or requests, _____.

- Influencer cliques and groups. The nature of influencer marketing is interesting; if you're associated with an existing influencer, your reputation and authority will grow by **proxy**. It's a collective "**rising tide**" that affects all personal brands revolving around that influential center. [...]
- Greater demand for authenticity.** The entire field of content marketing evolved from a consumer demand for authenticity. [...]
- Bigger barriers to entry.** [...] Marketers everywhere are flocking to influencer marketing in **droves**, and accordingly, more individual personal brands are striving to become influencers in their own right. This is leading to a surge in content production and social media activity, which will make competition much **fiercer** if you want to earn your place as an expert in your field.
- Transparency and regulatory crackdowns.** In April of 2017, the FTC sent out several letters and an official warning for influencers and brands to clearly **disclose** their relationships. [...]
- Integrated functionality in platforms.** With platforms like Facebook, Twitter, LinkedIn, and Instagram noticing the importance (and potential) of influencer marketing, we may start to see platform-based innovations that make influencer marketing and outreach more convenient (or more profitable). [...]
- Qualitative assessment tools.** Soon, it won't be enough to have a large quantity of followers on your account; marketers will also be looking to

EXPAND YOUR READING

- Read the text and check (✓) the alternative that best summarizes its main idea.
 - () As ocean waters are becoming warmer and more acidic, ocean circulation, chemistry, ecosystems, and marine life are affected.
 - () Climate change and its impact on many sectors have become increasingly troublesome across the nation.

[...]

Introduction


Climate change is already affecting societies and the natural world. Climate change interacts with other environmental and societal factors in ways that can either moderate or intensify these impacts. The types and magnitudes of impacts vary across the nation and through time. Children, the elderly, the sick, and the poor are especially vulnerable. There is **mounting** evidence that harm to the nation will increase substantially in the future unless global emissions of **heat-trapping gases** are greatly reduced.

Widespread Impacts


Because environmental, cultural, and socioeconomic systems are tightly coupled, climate change impacts can either be amplified or reduced by cultural and socioeconomic decisions. In many arenas, it is clear that societal decisions have substantial influence on the vulnerability of valued resources to climate change. For example, rapid population growth and development in coastal areas tends to amplify climate change related impacts. Recognition of these **couplings**, together with recognition of multiple **sources** of vulnerability, helps identify what information decision-makers need as they manage risks.

Multiple System Failures During Extreme Events

Impacts are particularly severe when critical systems simultaneously fail. We have already seen multiple system failures during an extreme weather event in the United States, as when Hurricane Katrina struck New Orleans. Infrastructure and evacuation failures and collapse of critical response services during a storm is one example of multiple system failures. Another example is a **loss** of electrical power during heat waves or wildfires, which can reduce food and water safety. Air conditioning has helped reduce illness and death due to extreme heat, but if power is lost, everyone is vulnerable. By their nature, such events can exceed our



Flooding during hurricanes



Katrina struck New Orleans

PRESENTATION

LANGUAGE IN USE 2

This page shows 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

ADVERBS OF DEGREE

1. Read these extracts from the text on page 40, pay attention to the words in bold, and answer: what's their function in the sentences? Then choose the best alternative to complete the sentences.

There is mounting evidence that harm to the nation will increase substantially in the future unless global emissions of heat-trapping gases are **greatly reduced**.

In succession, these events **severely** deplete resources needed to respond, [...]

of the Brazilian municipality of Mariana, Minas Gerais, ruptured. 60 million cubic meters of iron ore tailings were leaked from the Samarco-operated mining complex and traveled 55 km from the Gualaxo do Norte River and another 22 km from the Carmo River to the Doce River. In total, the mud traveled 663 km to find the sea. It's been characterized by experts as the country's largest environmental disaster, altering the ecosystems along the Rio Doce basin tremendously in addition to killing 19 people and affecting more than 23 thousand families. Recently, the relationship between the yellow fever outbreak and this disaster have made their way into

LISTENING COMPREHENSION

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

2. Listen to Alex Stanforth talk about his experience and infer what happened to him.

a. () He fell 70ft into a crevasse.
b. () He was caught in an avalanche on Everest.
c. () He rescued someone from an underwater cave.

3. Listen to the whole recording and order the sentences accordingly.

a. () The earthquake struck.
b. () Alex realized he had escaped the worst of the avalanche.
c. () Alex plans to return to Everest for a third attempt.
d. () After two days, they were helicoptered down.

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. As our food choices are almost endless nowadays, so are the methods of cultivating, transporting, preparing, and modifying food for our consumption.			
b. The food we choose to eat helps support unfair treatments of animals and the chaotic usage of natural resources that negatively affect ourselves and the environment in many different ways.			
c. A balance between producing more food and sustaining the planet is the answer to our present issues related to ethical eating in the face of an astonishing population growth, a worldwide financial crisis, and environmental chaos.			

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. Read the title of the following text. Who is its target audience? *Identifying the target audience.*

2. Now read the whole text and answer: What is its main purpose? *Identifying the main purpose of a text.*

Why binge-watching might actually be good for you

By Jim Medina, UC Santa Barbara and the effects of mediated messages. "And emotional

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 Gender Equality Is for Everybody

1. Look at the text. What is it? Circle the correct answer. *Identifying the genre.*

a. an film review
b. a story
c. a poem
d. an interview

2. Skim the text. Check (✓) the sentence that best describes what is in it. *Skimming.*

a. () A conversation with Joss Whedon about men's role in the workplace.
b. () A discussion where Joss Whedon shows advantages and disadvantages of working with women.
c. () A conversation with Joss Whedon about men and women having equal roles in the workplace.

A Talk with Joss Whedon on Women's Equality in the Workplace

AN EYE ON VESTIBULAR

VESTIBULAR FUVEST 2018 - 1ª fase - Prova V

Questões 89 e 90

Algorithms are everywhere. They play the stockmarket, 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

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 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 people's 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



Gender Equality is for Everybody



▶ IN THIS UNIT YOU WILL...

- reflect on gender equality;
- talk about gender stereotypes and modern masculinity;
- learn how to use the present perfect continuous for actions or states that started in the past and are still going on in the present;
- compare the uses of the present perfect simple and the present perfect continuous.

LEAD OFF

- Do you agree with the title of this unit? How can you relate it to the picture?
- Do women and men have equal opportunities in Brazil? What about in other parts of the world?
- What are some stereotypes about men and women? Do you think that any of them are true?

BEFORE READING

Work in pairs. What do you understand from the quotes below?

Bridging and relating to the topic



My message to girls everywhere in this world: believe in yourself and trust yourself, because if you don't believe in yourself, no one else will.
[Marta Vieira da Silva, Brazilian – FIFA Women's World Player of the Year 2006, 2010, and 2018]



Speak without shame and stand up with love for women's equality, and bring about the change we all want to see.
[Ram Devineni, Indian-American – co-creator of comic book superhero Priya, who fights gender-based violence]



Extracted from www.unwomen.org. Accessed on January 27, 2019.

WHILE READING

Skim the text. What is it about?

Skimming to identify the main topic

Working women: Key facts and trends in female labor force participation

In almost every country in the world, men are more likely to participate in labor markets than women. However, these gender differences in participation rates have been narrowing substantially in recent decades. [...]

- All over the world, labor force participation among women of working age increased substantially in the last century.
- In some parts of the world, the historical increase in female labor force participation has slowed down or even regressed slightly in recent years.
- Women all over the world allocate a substantial amount of time to activities that are not typically recorded as “economic activities”. Hence, female participation in labor markets tends to increase when the time-cost of unpaid care work is reduced, shared equally with men, and/or made more compatible with market work.

[...]

The following visualization provides a picture of how men and women compare today in terms of participation in labor markets, country by country. Shown is the female-to-male ratio in labor force participation rates (expressed in percent). These figures show estimates from the International Labor Organization (ILO). These are “modelled estimates” in the sense that the ILO produces them after harmonizing various data sources to improve comparability across countries.

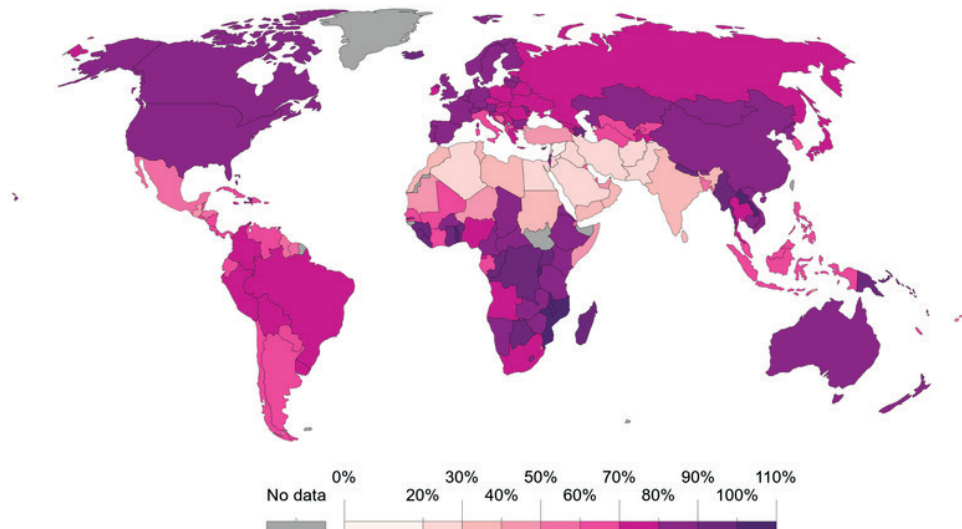
As we can see, the numbers for most countries are well below 100%, which means that the participation of women tends to be lower than that of men. Yet differences are outstanding: in countries such as Syria or Algeria, the ratio is below 25%. In contrast, in Laos, Mozambique, Rwanda, Malawi, and Togo, the relationship is close to, or even slightly above 100% (i.e. there is gender parity in labor force participation or even a higher share of women participating in the labor market than men).

[...]

Ratio of female to male labor force participation rates (%), 2015

OurWorld in Data

The female-to-male ratio of labor force participation rates is calculated by dividing the labor force participation rate among women, by the corresponding rate for men. The labor force participation rate is defined as the proportion of the population ages 15+ that is economically active. All figures correspond to 'modeled ILO estimates' (see source for details).



Source: World Bank - WDI

Extracted from <https://ourworldindata.org/female-labor-force-participation-key-facts>. Accessed on August 7, 2018.

» AFTER READING

1. Check (✓) the statement that best summarizes the text.

Summarizing

- a. () Men and women participate equally in labor markets around the world.
- b. () In most countries men tend to take part in job markets more than women.
- c. () All around the world, women participate in job markets more than men.

2. Decide if the sentences are true (T) or false (F). Use fragments from the text to correct the false ones.

Understanding details

- a. () Women’s participation in the job market has declined around the world in this century.

- b. () The ratio of female to male labor force participation is similar in Syria and Mozambique.

- c. () All over the world, some activities performed by women are not considered economic activities.

EXPAND YOUR VOCABULARY

1. Refer to the text on page 10 to infer the meaning of these words and match the columns to find their synonyms. Then use some of them to complete the headlines that follow.

- | | |
|--------------|--------------|
| a. parity | () assign |
| b. labor | () equality |
| c. slow down | () work |
| d. allocate | () portion |
| e. share | () reduce |

a.

"In many countries, at least four-in-ten in the _____ force are women"

Extracted from www.pewresearch.org
Accessed on August 8, 2018.

b.

"Gender _____ in the Workplace Is Possible. We Did It; You Can, Too"

Extracted from www.workforce.com
Accessed on August 8, 2018.

c.

Women make up nearly half of the labor force; _____ will remain steady in coming decades

Extracted from www.pewresearch.org
Accessed on August 8, 2018.

2. Work in pairs. Discuss the headlines from activity 1. Relate them to the text on page 10 and to your previous knowledge on the subject. Then answer the question: What does women’s labor force participation actually tell us about gender equality?

VOCABULARY IN USE

1. Read an extract from the text on page 10 and pay attention to the part in bold. Then use other expressions from the same word group to complete the diagrams below. Use the suggestions from the box.

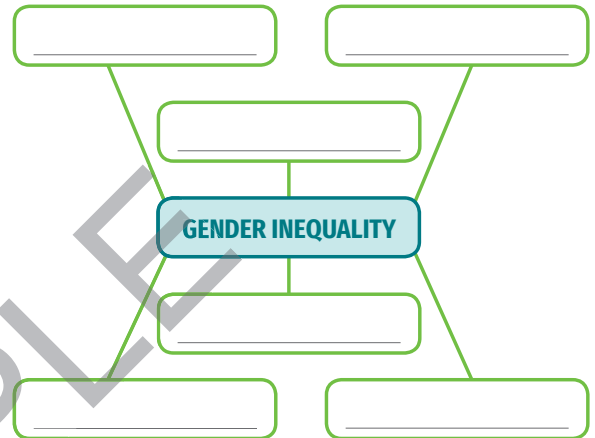
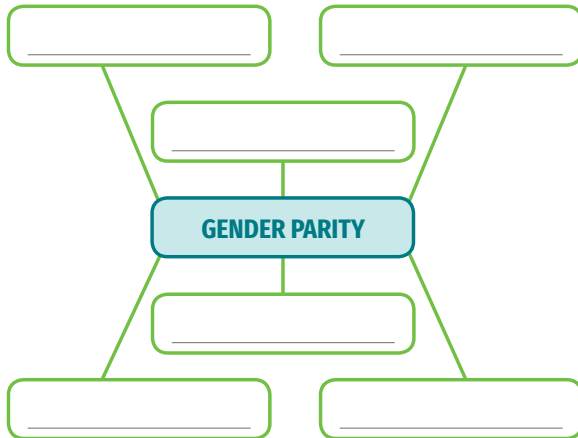
“ [...] there is **gender parity** in labor force participation or even a higher share of women participating in the labor market than men. ”

biased stereotypes
human rights
social exclusion

call for change
imbalance of power
unequal salaries

diversity appreciation
sexual harassment
women's empowerment

equal pay
social awareness
workplace discrimination



2. The campaign ad below is part of the feminine hygiene products line Always initiative “#LikeAGirl”, which aims at ensuring girls’ self-confidence by showing them that doing things like a girl is great. Exchange ideas about it with your classmates.



3. Look at the ad again and answer: What is the function of the hashtag in this context?

- a. () It expresses humor by referring to a famous internet meme.
b. () It encourages people to share and support the campaign.

4. Match the hashtags with the corresponding initiatives.

a. #GeenaOnGender

b. #ItsOnUs

c. #girlsCHARGE

- () To back the movement to abolish sexual assault on college campuses, saying that all of us have the responsibility to stop it.
() Created by Geena Davis, it aims to modify how women and girls are portrayed in media, film, and entertainment.
() To promote the effort to safely educate and raise ambition for more girls globally.

Based on <https://mashable.com/2014/10/01/women-hashtags/#o10EvZdAysq>. Accessed on August 8, 2018.

PRESENT PERFECT CONTINUOUS

1. The excerpt below was extracted from the text on page 10. Read it, pay special attention to the part in bold, and answer the questions.

“ However, these gender differences in participation rates **have been narrowing substantially in recent decades.** ”

- a. When did gender differences start narrowing?

- b. Are they still narrowing nowadays?

2. Considering the extract and your answers in activity 1, check (✓) the correct alternatives to complete the sentences below.

- a. The structure *have been narrowing* was used to
- () talk about an action that was in progress in the past.
 - () talk about an action that started in the past and is still in progress.
- b. The verb tense used in the structure is the present perfect continuous. It is formed by
- () have/has + been + verb + *-ing*.
 - () have/has + been + verb in the past participle.

3. Use the verbs *consider*, *fight*, and *go* in the present perfect continuous to complete the text fragments that follow.

- a. How the Fight for Gender Equality Is Changing in 2018

[...]

Women _____ for equal rights for generations, for the right to vote, the right to control our bodies, and the right to equality in the workplace. And these battles have been hard fought, but we still have a long way to go, and our victories are under threat. Equality in the workplace – women in a **range** of fields from domestic work to the entertainment industry can tell you – it’s still just a dream.

[...]

The message is loud and clear: We’ll take over from here, thanks. The rate things

_____, we’re certain we’ll do a better job. When Lev Grossman wrote the feature for TIME’s Person of the Year in 2006, he said, “It’s

about the many **wresting** power from the few and helping one another for nothing and how that will not only change the world, but also change the way the world changes.” The same is true of the power shift we are witnessing with women.

[...]

Extracted from <http://time.com/5191419/women-leading-fight-equality-sexual-harassment>. Accessed on August 9, 2018.

- b. Eurimages and gender equality

Since 2012, Eurimages _____ the issue of gender equality in the film industry.

A Gender Equality Working Group composed of representatives from a number of member states has been set up and meets quarterly, with the aim of:

- studying the current situation of the presence of women in the cinema sector at national and international level in co-operation with other national and international bodies;
- analyzing the current situation of Eurimages with regards to gender equality in the selection of projects;

[...]

Adapted from www.coe.int/en/web/eurimages/gender-equality. Accessed on August 9, 2018.

4. Work in pairs and answer these questions. If possible, use the present perfect continuous in your answers. Then report your opinions to the class.

- a. What other aspects concerning gender equality have we been neglecting nowadays?

- b. Have gender stereotypes been showing boys and girls in your country what the culture expects?

- c. Have gender roles been changing in your community? Provide examples.

1. Read the text and check (✓) the correct alternative to answer the question: What's the author's purpose?

- a. () To teach or provide information.
- b. () To tell his story and convince the reader that his position is valid.
- c. () To hold the attention of the reader through entertainment.

Men do cry: one man's experience of depression

By **Matt Haig** - Canongate Books

I can remember the day the old me died. It started with a thought. Something was going wrong. That was the start. Before I realized what it was. And then, a second or so later, there was a strange sensation inside my head. Some biological activity in the **rear** of my **skull**, not far above my neck. The cerebellum. A pulsing or intense flickering, as though a butterfly was trapped inside, and a **tingling** sensation. I did not yet know of the strange physical effects depression and anxiety would create.

[...]

Anyway, I was 24. I was living in Spain – in one of the more sedate and beautiful corners of the island of Ibiza. It was September. Within a **fortnight**, I would have to return to London, and reality. After six years of student life and summer jobs. I had put off being an adult for as long as I could, and it had loomed like a cloud. A cloud that was now breaking and raining down on me. [...] I didn't want to die. Death was something that scared me. And death only happens to people who have been living. [...]

When you are trapped inside something that feels so unreal, you look for anything that can give you a sense of your bearings. I **craved** knowledge. I craved facts.

A lot of people still believe that depression is about chemical imbalance. "Incipient insanity was mainly a matter of chemicals," wrote Kurt Vonnegut, in *Breakfast of Champions*. "Dwayne Hoover's body was manufacturing certain chemicals which unbalanced his mind." It is an attractive idea. And one that has, over the years, been supported by numerous scientific studies. A lot of research into the scientific causes of depression has focused on chemicals such as dopamine and, more often, serotonin. Serotonin is a neurotransmitter, a type of chemical that sends signals from one area of the brain to the other. The theory goes that an imbalance in serotonin levels – caused by low brain cell production of serotonin – equates to depression. So it is no surprise that some of the most common antidepressants, from Prozac down, are SSRIs – selective serotonin reuptake inhibitors – which raise serotonin levels in your brain.

However, the serotonin theory of depression looks a bit wobbly. The problem has been highlighted by the emergence of antidepressants that have no effect on serotonin, and some that do the exact opposite of an SSRI (namely, selective serotonin reuptake **enhancers**, such as tianeptine) which have been shown to be as effective at treating depression. Add to this the fact that serotonin in an active living human brain is a hard thing to measure and you have a very inconclusive picture indeed.

[...]

For me, the moment of recovery came in April 2000. It was totally inconsequential. In fact, there is not much to write about. That was the whole point. It was a moment of nothingness, of absent-mindedness, of spending almost 10 seconds awake but not actively thinking of my depression or anxiety. I was thinking about work. About trying to get an article published in a newspaper. It wasn't a happy thought, but a neutral one. But it was a break in the clouds, a sign that the sun was still there, somewhere. It was over not much after it began, but when those clouds came back there was hope. There would be a time when those painless seconds would become minutes and hours and maybe even days.

[...]

So what should we do? Talk. Listen. Encourage talking. Encourage listening. Keep adding to the conversation. Stay on the lookout for those wanting to join in the conversation. Keep **reiterating**, again and again, that depression is not something you "admit to", it is not something you have to blush about, it is a human experience. It is not you. It is simply something that happens to you. And something that can often be eased by talking. Words. Comfort. Support. It took me more than a decade to be able to talk openly, properly, to everyone, about my experience. I soon discovered the act of talking is in itself a therapy. Where talk exists, so does hope.

Adapted from www.theguardian.com/society/2015/feb/22/men-do-cry-depression-matt-haig-reasons-to-stay-alive. Accessed on February 5, 2019.

2. What is the author's assumed position in the article?

3. Underline the correct statements about position articles such as the one above.

- a. They focus on topics that need or call for discussion or reconsideration.
- b. They shouldn't report a clear position on the target topic.
- c. They should suggest a call for action or a proposal regarding the target topic.
- d. They present a balanced and logical view of an issue.
- e. They are short pieces of fiction that present the following parts: introduction, rising action, climax, falling action, and resolution.

PRESENT PERFECT SIMPLE vs. PRESENT PERFECT CONTINUOUS

1. Read the extracts from the text on page 14 and choose the correct words in parentheses to complete the information about the present perfect simple and the present perfect continuous.



And death only happens to people who **have been living**.



A lot of research into the scientific causes of depression **has focused** on chemicals such as dopamine [...].



- Both the present perfect simple and the present perfect continuous are used to indicate that an action started in the past and is _____ (not / still) going on or has just finished.
- In some cases, both tenses are correct, but there is often a difference in meaning. Besides meaning that an action is still in progress in the present, we use the present perfect simple mainly to emphasize the _____ (completion / progress) or the result of an action and the present perfect continuous focuses on the _____ (conclusion / duration) or continuous course of an action.

2. Refer back to the extracts in activity 1 and complete the chart below with the structures in bold.

Focus on the result or completion	Focus on the duration
_____	_____

3. Use the verb forms from the box to complete the text.

- has been
- has found
- have captured
- have changed
- 've been trying

Modern masculinity: Are we in crisis? 06 March 2017

In recent years, female **empowerment** _____ a hot topic in marketing and broader culture – from the 3% Conference (and their mission to support female creative **leadership** in agencies) to the lyrics of Beyoncé. But while we _____ to address female stereotypes, have we been blind to the stereotypes around masculinity? Our view on what it is to be 'a man' still remains limited. [...]

In just three generations, our ideas about masculinity _____ dramatically. A recent UK YouGov survey highlighted this divide, with 56% of 65+ men describing themselves as 'completely masculine', opposed to only 2% of 18-24s. [...]

The psychologist Geert Hofstede applied 'masculine' and 'feminine' traits to countries, examining how a society's culture influenced its values and behavior. More 'masculine' countries favor ambition, wealth, and differentiated gender roles, while more 'feminine' countries **overlap** gender roles, and place

value on things like modesty and quality of life. In Mexico, a machismo culture is associated with masculine **pride** and power. This _____ negative expression in sexual violence and abuse, to the point that many women and men have tired of this norm and are protesting against it in an effort to promote change.

By contrast, in South Korea, many men use **skincare** products and makeup as a part of their daily routine. The perfectly **kohl-lined eyes** of the country's **K-Pop bands** _____ the hearts of fans worldwide. [...]

Adapted from www.iris-worldwide.com/news/modern-masculinity-are-we-in-crisis. Accessed on August 9, 2018.

4. Discuss the quote below in small groups. Then come up with your own definition of gender injustice.



Gender injustice is a social impairment and therefore has to be corrected in social attitudes and behavior. (Mohammad Hamid Ansari)



Extracted from www.brainyquote.com/quotes Accessed on August 9, 2018.

LISTENING COMPREHENSION

1. What do you think the movies in these posters have in common?



2. Listen to part of a talk on an interview with Jennifer Siebel Newsom. Which movie listed in activity 1 is it about?

02

3. Listen to another part of the talk that explains what the movie is about and fill in the blanks.

03

[...]

Her film was originally shown at Sundance and broadcast in the US in 2011. It features an impressive line-up of _____ women, including Nancy Pelosi, Condoleezza Rice, Katie Couric, and Gloria Steinem, as well as academics and activists who all flesh out the idea that the demeaning and _____ representation of women in the media is a significant contributor in holding women back from positions of power. This, in turn, _____ the lives of all women, from the _____ pay gap and career opportunities after _____, to mental health issues and the rise of cosmetic surgery.

[...]

Extracted from www.theguardian.com/lifeandstyle/2014/mar/03/feminist-film-maker-taking-on-hollywood. Accessed on October 4, 2018.

4. Work with a partner. Refer to the texts you have read in this unit and to the transcript on page 136. Then answer: How has the way media portrays women and men been changing over the past years? What other changes do you think should happen in the future? Share your opinions and experiences with the class.

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. The growth of the number of women in the workforce is unquestionably the most significant change in the economy in the past century.			
b. Gender stereotypes sustain gender-specific behaviors that can harm everybody.			
c. Gender roles and expectations are still deep-rooted into our culture although a lot of progress has been made towards gender equality.			

WORKBOOK

SAMPLE

1. Look at the text. What is it? Circle the correct answer. Identifying the genre

- a. an film review
- b. a story
- c. a poem
- d. an interview

2. Skim the text. Check (✓) the sentence that best describes what is in it. Skimming

- a. () A conversation with Joss Whedon about men’s role in the workplace.
- b. () A discussion where Joss Whedon shows advantages and disadvantages of working with women.
- c. () A conversation with Joss Whedon about men and women having equal roles in the workplace.

A Talk with Joss Whedon on Women’s Equality in the Workplace

[...]

Joss Whedon is a perfect example of a man *stepping forward* to fight the battle for *equal pay*. He has consistently pushed strong female **roles** to become an unremarkable standard. Whedon told us why we must pay more attention than ever to elevating women in media. [...]

What does the word “feminist” mean to you?

“It’s someone who’s just trying to restore a *balance* that **has missed / has been missing** from our culture for far too long. It means understanding the effect you have on the people around you, and what a certain amount of respect can *accomplish* in your daily life — as much as the more *tangible* things like, ‘People should get paid.’”

[...]

I read a statistic that it would take 44 years for the pay to be equal [...] What do you think both men and women can do to help **speed up** that timeline?

“We need to overcompensate a little bit for the fact that **we’ve under compensated / have been under compensating** forever. Things have to be pushed to be even. People have to make decisions that may seem *counterintuitive* to a businessman every now and then, because they’ll pay as little as they can to everyone.

[...]

Adapted from <https://businesscollective.com/an-interview-with-joss-whedon-on-womens-equality-in-the-workplace/index.html>. Accessed on September 17, 2018.

3. Check (✓) the statements you can infer from the text. Inferring

- a. () Women are all underpaid.
- b. () Feminists believe that women should have the same rights and opportunities as men.
- c. () It may take a long time for both men and women to have equal pay.
- d. () The text is all about men valuing women.
- e. () Men have the best salaries and positions in the jobs market.
- f. () #HeForShe is a movement that promotes economic equality within the local communities.

4. Read the text again. Think of the rules about present perfect simple and present perfect continuous and underline the correct alternative to complete the sentences in the interview on page 104. Then write the form of each of these verb tenses.

5. Reread these sentences from the interview on page 104 and circle the correct alternative.

- a. The sentence "It's someone who's just trying to restore a balance that has been missing from our culture for far too long" focuses on the **completion** / **duration** of an action.
- b. The sentence "We need to overcompensate a little bit for the fact that we have been under compensating forever" focuses on the **completion** / **duration** of an action.

6. Look at the words in *italics> in the interview on page 104. Use them to complete the dictionary entries below.*

 (noun):
a state in which opposite
forces or influences exist in
equal or the correct amounts,
in a way that is good

 (adjective):
clear enough to be easily
seen or noticed

 (phrasal verb):
to come and offer help, information, etc.

 (adjective):
not based on a feeling

 (noun): the principle that men and women
should have the same salary if they do the same work

 (noun):
a situation in which people have
the same rights, advantages, etc.

 (verb): to succeed in doing
something, especially after trying very hard

Adapted from www.ldoceanline.com. Accessed on September 18, 2018.

7. Read the testimonials below. What are the people talking about? Check (✓) the correct alternative.

- a. "In my job both men and women are treated the same way. Women are respected and can also take leading posts. In fact, my boss is a woman, and she is one of the best managers in our factory." - Dylan, 28
 unequal pay balance of power equal pay
- b. "I have been working at my current job for about six years. Last month I found out my male colleague, who has been working with me for less than a year, gets around 15% more than me and does the same job. It is so unfair!" - Sonia, 33
 unequal pay equal pay balance of power
- c. "I work for a clothing store. Sometimes I feel that my boss comments on our appearance way too much. Just last week he told me to stand by the front door because I was pretty and I would attract lots of customers. I have more qualities than just being pretty! I'm a good salesperson!" - Vivian, 24
 unequal pay sexual harassment women's empowerment

8. Complete the sentences with the verbs in brackets in the present perfect continuous.

- a. My mom _____ (read) a lot of articles about feminist movements lately.
- b. You have a lot of good ideas. _____ you _____ (study) about the subject recently?
- c. We _____ (wait) here for over an hour.
- d. Women _____ (fight) for gender equality for a very long time.
- e. I _____ (do) research for a new article on equal pay.
- f. Mark _____ (work) for us for a year now.

9. Read the quotes about gender equality. Complete the sentences with the verbs from the box to form present perfect simple or present perfect continuous sentences.

be (x2) reach show succeed try write



a. Women's value _____ under-recognized for far too long. (Sidney Sheldon)

b. The failure of women to _____ positions of leadership has been due in large part to social and professional discrimination. In the past, few women _____, and even fewer _____ . (Rosalyn Sussman Yalow)

c. Some of the greatest survivors have been women. Look at the courage so many women _____ after surviving earthquakes in the rubble for days on end. (Bear Grylls)

d. Women's progress _____ a collective effort. (Gloria Steinem)

e. I'm just one voice, but there are many others like me. Women _____ strong women characters for a long time – hello, Maxine Hong Kingston! – it's just taken mainstream comics a really long while to catch up. (Marjorie Liu)

Extracted from www.brainyquote.com. Accessed on September 18, 2018.

10. Refer back to the quotes in activity 9. Identify and write two time expressions that focused on the duration of the action.

11. Answer the questions with your own information.

- a. How long have you been living in this town/city? What do you like most about it?

- b. How long have you been studying English? In your opinion, is it important to learn a foreign language? Justify your answer.

- c. Do women in your family work outside of the home? If so, how long have they had a job? Did your great-grandmother have a job or was she a housewife?

- d. How long have women in your country been allowed to vote?



AN EYE ON VESTIBULAR

VESTIBULAR UNICAMP 2016 – Provas Q e Z

1ª Fase – Questões 36 e 37

Advice for new students from those who know (old students)

“The first day of college I was a ball of nerves. I remember walking into my first class and running to the first seat I found, thinking everyone would be staring at me. But nobody seemed to notice and then it hit me: The fact that nobody knew me meant nobody would judge, which, upon reflection, was what I was scared of the most. I told myself to let go. All throughout the year, I forced myself into situations that were uncomfortable for me — for example, auditioning for a dance piece. Believe it or not, that performance was a highlight of my freshman year. My advice: challenge yourself to try something new, something you couldn’t have done in high school.”

– *Ria Jagasia, Vanderbilt University, '18.*

(Adaptado de www.nytimes.com/2015/08/02/education/edlife/advice-for-new-students-from-those-who-know-old-students.html?ref=edlife.)

No primeiro dia de faculdade, Ria ficou muito nervosa

- a. por não conhecer ninguém.
- b. por achar que seria julgada pelos colegas.
- c. porque ninguém olhou para ela.
- d. porque não sabia dançar.

Para lidar com a situação, a estratégia adotada foi deixar de se preocupar e

- a. fazer coisas que nunca fez antes.
- b. fazer novos amigos.
- c. fazer um curso de dança como ouvinte.
- d. abandonar o curso.