

Compreensão e Expressão Oral em Língua Inglesa II

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Compreensão e Expressão Oral em Língua Inglês III

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Aula 1

RENEWABLE ENERGY

META

Apresentar algumas situações que abordem sobre o Meio Ambiente tal como a Energia Renovável.

OBJETIVOS

At the end of this class, it is expected that the students:
Ter conhecimento sobre fontes renováveis de energia;
saber a importância dos recursos para o Meio Ambiente; estar consciente de suas potencialidades.

PRERREQUISITOS

O aluno deve ter conhecimento prévio de recursos naturais e de energia.

Izabel Silva Souza D'Ambrosio
Marcle Vanessa Menezes Santana

INTRODUCTION

Esta aula tem o intuito trazer um tema bastante atual sobre o Meio Ambiente que é de suma importância não somente para formação de conhecimento, mas para formação de cidadão que pode atuar de forma consciente na sociedade socioambiental: Fonte de Energia.

As fontes de energia sustentável exercem um papel fundamental na preservação do Meio Ambiente, porém que energias são essas? O que sabemos sobre elas? Quais energias utilizamos? Qual a situação do nosso país quanto a elas?

Nessa unidade trataremos deste tema que faz parte de discussões sobre o Meio Ambiente enriquecendo a bagagem de conhecimento sobre o assunto e provocando reflexões sobre ele.

RENEWABLE ENERGY



<https://media.mnn.com>

Discutir sobre o Meio Ambiente na Educação é papel do professor não somente para enriquecer a aula, mas contribuir para a formação do cidadão levando para a sala de aula discussões, atividades pedagógicas que levem esse indivíduo a pensar por si e a refletir sobre assuntos que fazem parte de sua vida.

O Jovem de hoje se tornará um sujeito mais crítico e consciente caso possua instrumentos que o levem a raciocinar, a construir suas ideias de forma a contribuir e exercer um papel atuante na sociedade em todos os seu âmbitos, e a Língua Estrangeira (LE) tem uma importante função social nesse aspecto, “a aprendizagem de Língua Estrangeira é uma possibilidade de aumentar a percepção do aluno como ser humano e como cidadão”. (PCN, 1998)

A aprendizagem da LE traz para o indivíduo a experiência de novas culturas e a possibilidade de vivenciar a diversidade existente na vida humana abrindo e modificando a individualidade do indivíduo que pode mudar e reconstruir suas percepções diante de novos conhecimentos. Para tanto, o assunto do Meio Ambiente, um Tema Transversal, é um elemento profícuo em sua formação. Para os PCN (1998),

a principal função do trabalho com o tema Meio Ambiente é contribuir para a formação de cidadãos conscientes, aptos a decidir e a atuar na realidade socioambiental de modo comprometido com a vida, com o bem-estar de cada um e da sociedade, local e global. Para isso, é necessário que, mais do que informações e conceitos, a escola se proponha a trabalhar com atitudes, com formação de valores, com o ensino e a aprendizagem de habilidades e procedimentos. Esse é um grande desafio para a educação. Comportamentos “ambientalmente corretos” serão aprendidos na prática do dia-a-dia na escola: gestos de solidariedade, hábitos de higiene pessoal e dos diversos ambientes, participação em pequenas negociações podem ser exemplos disso.

Sendo assim, não somente ter a consciência, mas também pôr em prática determinadas ações diárias que venham a contribuir para a preservação do Meio Ambiente são vitais para a regeneração do planeta e co-responsabilidade de trabalhar em prol de uma melhor sociedade.

Partindo, dos pensamentos acima, vamos dar início aos textos e atividades referentes ao supracitado assunto.

TAKE NOTES

Most of us know that saving energy and recycling are highly important ways of protecting the environment but do we really know why or how?

What kind of renewable energy do you know?

What do you do to preserve the environment?

Are you a power energy consumer?

Do you save energy in your house? If so, what do you do?

Look at the images and think about the energy forms sources. What do you know about them?

Solar Panel are Devices for Capturing the Energy in Sunlight



<http://www.ips-dc.org>

Is The Sky the Limit for Windpower?



<https://media1.britannica.com>

**Wind, Water And Sun Beat Biofuels,
Nuclear And Coal For Clean Energy**



<http://www.pennenergy.com>

Looking above. What are the following headlines about?

- a. () Elections
- b. () Climate Changes
- c. () Renewable energy.

Match the energy forms to their sources.

- | | |
|----------------------|------------------------------|
| a. Solar energy | () water |
| b. Wind energy | () plant and animal residue |
| c. Geothermal energy | () sun |

- d. Hydroelectric power () heat inside the Earth
 e. Biomass () air

WHAT IS RENEWABLE ENERGY?

Renewable energy resources are virtually inexhaustible in duration but limited in the amount of energy that is available per unit of time. Renewable energy resources include biomass, hydropower, geothermal, solar, wind, ocean thermal, wave action, and tidal action.

How is Renewable Energy used?

Renewable energy is used for electricity generation, heat in industrial processes, heating and cooling building, and transportation fuels.



ACTIVITY

Research about the aforementioned renewable energy resources, pick up two and give an explanation about them as if you were talking to a friend and saying the importance of it to the environment and people.

Resource 1:

Resource 2:

Fonte: <http://treda.nic.in/files/Renewable%20Energy.htm>

THE NEW ECONOMY

Despite being the world's tenth largest consumer of energy, Brazil is an example as to what can be achieved with clean, renewable energy sources on a global scale; it is a world leader in pioneering new biofuel technologies.

Fonte: <http://clean-tech-and-new-energy-awards-2012.theneweconomy.com/renewable-energy-in-brazil/#part-1>

“Turn Off your Computer Monitor when it is not in USE in offices and home. Energy saved by You, can fill light in someones life. Save Energy Save Life.”

Bhagwan Singh Maurya
Tuesday, Aug 14, 2012

: <http://quotespictures.com>

QUIZ

How Much do you know about energy and recycling? Answer the following quiz and find out!

1. Which natural resource is not an ingredient in manufacturing glass bottles?
 - A. Sand.
 - B. Dirt.
 - C. Soda Ash.
 - D. Limestone
2. How many years does it take a single aluminium can to decompose?
 - A. 20 – 40 years.
 - B. 60 – 80 years.
 - C. 80 – 100 years.
 - D. 100 – 120 years
3. If you recycle a tonne of paper, how many trees are you saving?
 - A. 12 trees.
 - B. 17 trees.
 - C. 23 trees.
 - D. 28 trees
4. Recycling just one aluminium can saves enough energy to run a television for how long?
 - A. 3 hours.
 - B. 6 hours.
 - C. 9 hours.
 - D. 12 hours
5. Which of the following is NOT used to generate electricity?
 - A. Human waste.
 - B. Solar power.
 - C. Hydropower.
 - D. Perfume
6. When recycling glass it is common to sort bottles by colour, but which colour is NOT common for sorting?
 - A. Blue.
 - B. Clear.
 - C. Green.
 - D. Brown.
7. Recycling just two glass bottles saves enough energy to boil water for how many cups of tea?
 - A. 1 cup of tea.
 - B. 3 cups of tea.
 - C. 5 cups of tea.
 - D. 7 cups of tea.
8. Most of the energy used on Earth today originally came from which source?
 - A. The sun.

- B. Oceans.
 - C. Soil.
 - D. Air.
9. Which action does NOT save energy in your home?
- A. Turning all appliances to stand-by when not in use.
 - B. Turning off and unplugging all appliances when not in use.
 - C. Turning off all lights when not in the room.
 - D. Leaving lights on in only the rooms you are moving between.
10. Which household appliance consumes more electricity?
- A. Refrigerator.
 - B. Iron.
 - C. Microwave Oven.
 - D. Washing Machine.

Adapted from: <http://www.ecofriendlykids.co.uk/energyrecyclingquiz.html>

PRACTICE

The President Barack Obama has picked Holdren as his Science advisor. His book *The Quest for Affordable Energy* was first published in 2003. As we are talking about Energy let's answer the following questions about the article:

The Quest for Affordable Energy

By John P. Holdren

In his book, *Power to the People*, Vijay Vaitheeswaran deals with hard questions at the core of society's energy dilemmas with style, balance and insight. The style is entertaining and accessible.

Among the critically important points the book convincingly conveys that civilization is in no immediate danger of running out of energy or even just out of oil. But we are running out of environment and our dependence on oil in particular involves not only environmental but also economical and political debts.

Choices that countries make about energy supply commit them to those choices for decades, because power plants and other energy facilities typically last for 40 years or more and are too costly to replace before they wear out.

Energy technologies that exist or are under development could greatly increase energy efficiency in residences and businesses, reduce dependence on oil, accelerate the provision of energy services to the world's poor and shrink the impacts of energy supply on climate and other environmental values. The most promising of these options include renewable sources of a variety of types, advanced fuel technologies, and hydrogen-powered fuel cells for vehicle propulsion and dispersed electricity generation.

There are a few small technical slips in the elaboration of all this, but not many. Written for the intelligent layperson, this book is by far the most

helpful, entertaining, up-to-date and accessible treatment of the energy-economyenvironment problematique available.

(SCIENTIFIC AMERICAN, Dec. 2003, p.91/92)

1. Running out of in ‘...running out of energy...’means:

- A) expiring.
- B) finishing.
- C) attacking.
- D) chasing.
- E) going along.

2. Them in ‘...commit them to those choices...’(paragraph 3) refers to:

- A) choices.
- B) facilities.
- C) power plants.
- D) countries.
- E) decades.

3. Could in ‘...could greatly increase energy efficiency...’ indicates:

- A) possibility.
- B) suggestion.
- C) conclusion.
- D) obligation.
- E) advice.

4. John Holdren thinks the book _____.

- A) does not deal with difficult questions
- B) was written for experts
- C) has technical problems
- D) is boring
- E) is about society and their dilemmas

5. According to the text:

I) one important point is that civilization is in no immediate danger of running out of energy or oil.

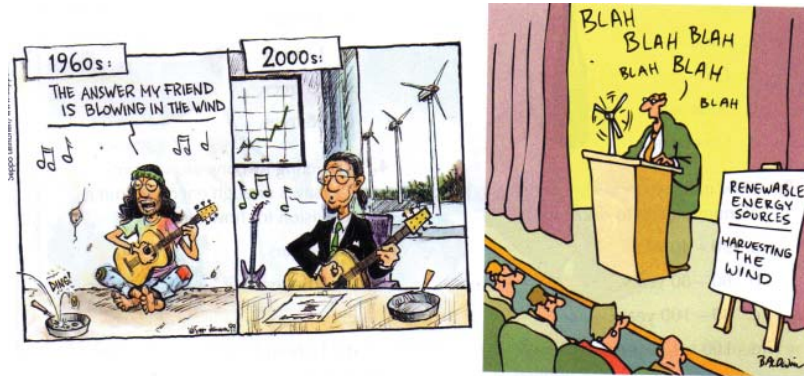
II) energy facilities cannot be replaced because they last a lot.

III) energy technologies that exist or are under development will reduce dependence on oil.

IV) the most promising option includes renewable sources.

- A) T – T – F – T
- B) T – F – T – F
- C) F – T – T – F
- D) F – T – F – F
- E) T – F – F – T

Fonte: <http://aprendaonlinequi.blogspot.com.br/2009/03/prova-ingles-cefet-20052.html>



<http://ecopreneurist.com/>

TAKE NOTES

What do you know about Brazil's renewable energy?

Read the text about *New Development in Brazil's Solar Power Sector* and prepare 6 questions about it as if you were going to interview someone about it?

New Developments in Brazil's Solar Power Sector

February 18, 2016

By Rafael Figueiredo and Larry B. Pascal, Haynes and Boone, LLP (Texas)

Brazil's renewable energy landscape has changed significantly over the last decade. Although Brazil is mostly known for biofuels production and conventional hydroelectric power — hydroelectric power by itself accounts for over 70 percent of the country's electricity generation — investment in the wind and solar sectors has been increasing rapidly since 2009.

With a solid track record of renewables development, Brazil is currently one of the fastest growing solar markets in the world, attracting the interest of a number of foreign investors, multilateral development banks, energy companies, and equipment manufacturers. In addition, Brazil's market size positions the country, not only as a leader in the Latin America region, but also as a potential supply hub for neighboring countries.

Following a severe drought in 2001 that reduced water flows to the country's hydroelectric dams, caused regular energy shortages, and led to an unprecedented country-wide electricity rationing, the Brazilian government started aggressively supporting biomass and wind as alternatives to the country's heavy historic dependence on hydroelectric power, with the creation of a federal incentive program and a robust auction system for utility-scale procurement. Moreover, hydropower's growth is increasingly held up over environmental and social concerns and, in recent years, devel-

opers and investors are being forced to overcome many project development hurdles as well as public and administrative challenges to permit issuance.

Since the first wind-only auction held in December 2009, Brazil has added approximately 7 GW of installed wind capacity. Through similar supportive political and regulatory regimes, the government has demonstrated its intention to replicate the same rapid growth in solar power generation, committing to contract one to two GW of utility-scale solar per year at government-run auctions. Equally important for Brazil's strategy was the recent enactment by the Brazilian Federal Energy Regulatory Agency (ANEEL) of new rules aimed at reducing barriers for the incorporation of distributed solar power generation into the country's grid supply system, and allowing small-scale solar energy systems to receive credits for the electricity that is produced on-site and sent back to the grid.

Notably, installing new solar and wind power capacity is of strategic importance to Brazil not only to hedge against periods of low rainfall but also for economic purposes in order to hedge against volatility in electricity prices and fluctuating natural gas prices (i.e., prolonged droughts such as the most recent one in 2014/2015 forced Brazil to significantly increase the amount of natural gas it imports to bring on thermoelectric power plants in order to support ever-increasing electricity consumption).

WEB SEARCH

<https://www.youtube.com/watch?v=iDCDXknrxRs>

Access the website. Let's learn more about Brazil's Solar Energy.

PRACTICE



Fonte: <http://www.clipartbest.com>

Based on what you've learned from Renewable Energy, let's simulate an interview with 2 students. You are a teacher and wants to know how far is your pupils level of knowledge concerning its topic.

TEACHER	STUDENT 1	STUDENTS 2
Asks if they know what renewable energy is.	Student is aware	Student is aware
Asks what kind of renewable energy they know	Knows only 2. Gives some details.	Knows all of them. Gives some details.
Asks if energy saving actions are made in their house. If so, what is done.	Says yes and explains. Ironing only 1x a week / washing machine 2x a week/ others	Says yes and explains. Sensor presence in some rooms / children at home/ ironing 1x a week
Gives some information about renewable energy	_____	_____
Asks them for some details from one of the energy sources	Talks about solar panel	Talks about windpower in Ceará

CONTINUES DIALOGUE

CONCLUSION

Para contribuirmos com as mudanças no Meio Ambiente de forma positiva é necessário ter um mínimo de conhecimento dos recursos energéticos e de simples ações que possamos tomar não somente para fins globais, mas também pessoais.

Atuar como um cidadão participante faz de nós parte de um todo que merece atenção e cuidado.



SUMMARY

Em suma, o tópico apresentado que está inserido no assunto Meio Ambiente, terá relevância com as próximas unidades e todas têm por objetivo levar ao educando uma conscientização sobre fatores que estão presentes na sociedade.



SELF-EVALUATION

1. Estou ciente da definição de Renewable Energy?
2. Já conhecia alguma? Quais?
3. Consegui assimilar o material apresentado?
4. Estou consciente do meu papel como cidadão?



NEXT CLASS

Para a próxima aula estudaremos *Recycling*

REFERENCE

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