ENCONTRO VIRTUAL 1- SEMANA DE 30 DE MARÇO A 03 DE ABRIL

Hi, Folks !!

Wishing you a great week!

Algumas instruções que deverão ser seguidas:

- Você precisará usar seu livro. Caso você não o tenha em casa, poderá acessar o site :
  www.richmond.com.br/portal e acessar seu livro em forma digital. Caso não esteja com o livro nem tenha se registrado no portal (para isso você precisou usar o código na página azul no início de seu livro), vou anexar aqui mesmo uma cópia em pdf das páginas para você.
- Faça as atividades enviadas tão logo as receba, isso evitará acúmulos que, inevitavelmente, geram ansiedade.
- Separe um horário do seu dia para estudar. Não faça as tarefas pela metade ou as distribua pelo seu dia inteiro! Isso vai deixar você com a sensação de sobrecarga.

Lots of love,
Renata

- o A partir se segunda-feira dia 06 de abril, nosso material será enviado via plataforma Moderna Compartilha. Lá, você terá livre acesso ao livro digital.Portanto, só enviarei os gabaritos digitalizados e não mais a digitalização de páginas para fazermos os exercícios

Agora, sua atividade:

Correção – Gabarito dos exercícios das páginas 29 e 30 do livro Access 2

1 Skim the text. What's its main purpose? Mark the option that best represents it.

http://electronics.howstuffworks.com/everyday-tech/electronics-recycling.htm

NOW Adventure Culture Entertainment Health Technology More

Where Can I Recycle my Old Electronics?

By Julia Layton

Most of us are surrounded by electronics in our homes – computers, peripherals, [...] game consoles and countless other digital gadgets. And each time we upgrade to the latest model, we've got an electronic device on our hands that, as far as our own needs are concerned, is obsolete. So where does it go, if not to the growing pile
5 of logoed plastic and metal in the basement? Why not just throw it out?

There are lots of reasons why something like your old computer shouldn't go out with the trash. First, it may not be trash at all. Sure, if it's pre-1995, it's not going to do anyone much good. But if you bought it in the last 10 years or so, it can possibly be upgraded or refurbished and be of great use to someone who doesn't have the money to buy a new one. And if you do
10 have a relic on your hands, tossing it is still not the best way to go. If you throw out your old electronics, not only are you taking up increasingly scarce landfill space with valuable resources like plastic, metal, and glass that could be made into new devices using less energy than it takes with virgin resources, but you're also putting potentially toxic materials in the ground. Lead, mercury and other substances can [escape] from old monitors and circuit boards into the air and ground water and possibly affect people's health. In some countries and many U.S. states, particular electronic components are regulated as hazardous waste.

15 So, if you're not going to put your old computer in the dumpster, you're down to two choices: **reuse** or **recycle**. If the device is in good working order, reuse is the [best] option. Refurbishing is easier on the environment than recycling. Recycling uses energy, and the longer you can keep the nonrecyclable parts out of a landfill, the better. You can donate a working electronic device for reuse in any number of ways. Cell phones are easy – the store where you buy your new one will usually donate your old one for you at little or no cost. And if you want to choose which charity gets to have your old phone, a simple web search will point you
20 to a selection of charities in your area that want it. [...]

If you want to get rid of a broken or extremely old piece of electronics with minimal effort, recycling may be the way to go. Many computers are built to be easily demanufactured into their component parts for easy recycling. Some devices may require more energy to recycle, but it's still better than tossing them into a landfill.

Electronics recycling is a fairly new industry, and it's far from centralized at this point. Many people end up throwing their old
25 electronics in the trash out of frustration alone. It can take a good deal of research to figure out how to properly recycle this stuff. Going to the manufacturer's website or to the store where you bought the device is often a good bet. Many electronics manufacturers and retailers have instituted collection programs that make recycling your old gadgets pretty easy. [...]

Available at <http://electronics.howstuffworks.com/everyday-tech/electronics-recycling.htm>. Accessed on September 27, 2015.

a To advertise companies that recycle used electronics.
b To explain how you can transform an old electronic device into a new one.
c To indicate where you can donate your old electronic devices.
(d) To argue that old electronics shouldn't be thrown away.

Scan the QR code and learn about recycling electronics.

www.richmond.com.br/recicletech

2 Read the text in more detail and decide if the following statements are true (T) or false (F).

1 People are naturally inclined to donate old electronics. F
2 Computers that are approximately 10 years old can possibly be put to good use. T
3 Old monitors might release mercury into the air, but that's relatively safe. F
4 In the last paragraph, the author implies that if recycling was easier, more people would do it. T
5 All electronic devices need a similar amount of energy to be recycled. F

3 Look at the highlighted words in the text. Then match them to their definition.

1 gadgets
2 hazardous
3 landfill
4 refurbished
5 tossing

4 freshened up, renewed
3 an area where waste is sent to and buried
1 small and usually novel devices with a practical use
2 involving danger or risk
5 quickly throwing away

1 Look at the images and read the titles of the texts. What do you think the European Youth Parliament does? Read the texts and check your predictions. Open answers.

Text 1
80th International Session of the European Youth Parliament

From the 6th to the 15th of November 2015, in Germany, more than 300 young people from 39 European countries gathered in Leipzig for the 80th International Session of the European Youth Parliament.

During the event, Leipzig hosted exciting debates about current European
5 political issues. The topics chosen by the committee for this year's debates were fundamental rights, their representation on a global level, and their further development in Europe. The young participants were offered a framework to share and develop their ideas for a sustainable and culturally diverse Europe. They proposed resolutions on current European issues,
10 which were later debated according to the rules of the European Parliament. Participants were particularly encouraged to express their own views as well as exchange and weigh up ethical and cultural ideas with others while working to reach a consensus on the committee topic.

Adapted from <www.leipzig2015is.eu/?page_id=165>.
Accessed on April 7, 2016.

Text 2
About EYP

The European Youth Parliament (EYP) is a unique **educational programme** which brings together young people from all over Europe to discuss current topics in a parliamentary setting. As a network of independent associations, EYP is present in **40 European countries** and organises almost **600 events** every year. The EYP
5 network organises almost 1.500 days of EYP activity every year, involving close to **35.000 participants**. Thousands of young people are active as volunteers all over Europe, making EYP a programme truly for young people, by young people.
[...]

The EYP encourages independent thinking and initiative in young people and
10 facilitates the learning of crucial social and professional skills. Since it was conceived in 1987, hundreds of thousands of young people have taken part in regional, national, and international sessions, formed friendships and made international contacts across and beyond borders. The EYP has thus made a vital contribution towards European unity and bridging gaps between cultures.

Today the EYP is one of the largest European platforms for political debate, intercultural encounters, European civic education
15 and the exchange of ideas among young people in Europe.
[...]
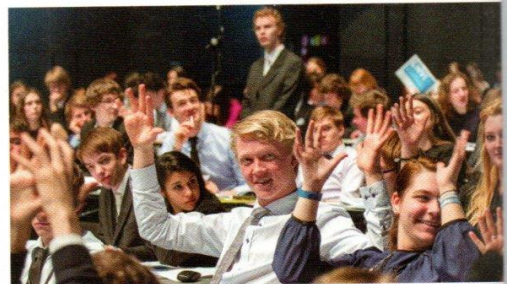
Available at <http://eyp.org/about/>. Accessed on April 7, 2016.

2 According to the texts you read in exercise 1, the European Youth Parliament

1 celebrated its 80th anniversary in 2015.
3 aims at promoting political and civic debate among young people.
2 is a program run by young people.
4 only discusses issues regarding nations from Eastern Europe.

Mark the option that contains the correct statements.

a 1 and 2.   **b** 2 and 3.   c 1, 2, and 3.   d 2, 3, and 4.   e 3 and 4.

3 Read the first text again. Then order the events below from 1 (what happened first) to 5 (what happened last).

__2__ The participants received a plan to organize their ideas.

__3__ The participants proposed resolutions.

__5__ The participants should reach a general agreement on the topic.

__1__ The committee chose a topic.

__4__ The participants discussed their resolutions according to the European Parliament rules.

4 In the sentence *"The EYP has thus made a vital contribution towards European unity and bridging gaps between cultures."* (text 2, line 13), the expression *"bridging gaps"* means

a disengaging.
c raising interest.
e making connections.
b making comparisons.
d developing opportunities.

Book pages 18 and 19:

Matéria : Second and Third Conditionals

Second Conditional: https://www.youtube.com/watch?v=_d0Zq5szLAI

Third Conditional: https://www.youtube.com/watch?v=P99UYWHE2aA

Quer relembrar o First Conditional?

https://www.youtube.com/watch?v=_bn6oASO_RY

Digitalização das páginas do livro nas próximas duas páginas

LANGUAGE PRACTICE II
Second and Third Conditionals

Second conditional sentences are used to refer to situations that are hypothetical, imaginary, or not likely to happen in the present or future. They're usually formed by:

[*if* + past simple] + [*would* + verb in the base form]
   if clause   *main clause*

For example:

If Pamela **knew** more about recycling, she **would save** costs of disposal.
We **wouldn't suffer** so much with floods **if** the city's rivers **weren't** so polluted.

In more informal situations, it is possible to use *was* with the pronouns *I, he, she,* and *it*.
If I **was** in your shoes, I would choose to major in Environmental Engineering.

However, in more formal situations, *were* should always be used:

If the mayor **were** more hardworking, he would attend the conference.

Third conditional sentences are used to talk about hypothetical situations that didn't happen in the past and their possible consequences. They're usually formed by:

[*if* + past perfect] + [*would have* + past participle]
   if clause   *main clause*

For example:

If you **had invited** me, I **would have come** to the demonstration in support of animal rights.
The Titanic probably **wouldn't have sunk if** it **hadn't hit** the iceberg.

Here are some important tips regarding conditionals:

- When you use *if* at the beginning of a sentence, you separate the two clauses with a comma: **If you had recycled your waste,** you wouldn't have paid a fine.
- However, when the conditional sentence begins with the main clause, there is no need to use a comma: You wouldn't have paid a fine **if you had recycled your waste.**
- Some modal verbs can also be used in conditional sentences: If they had more free time, they **should** take more courses. / If Janet had run faster, she **could** have won the marathon.

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1   **Underline the correct options to form second conditional sentences.**

1 If I **lived** / **live** closer to school, I **would** / **can** try studying at the library.

2 If the research and development personnel **have** / **had** more money to invest in research, they **may** / **would** develop greener cars.

3 If more campaigns **were** / **could** launched to raise awareness of the importance of recycling, citizens **will** / **would** know better how to dispose of recyclable material.

4 I **learned** / **would learn** Japanese if I **moved** / **would move** to Japan.

5 There **would be** / **will be** more natural resources available if more renewable energy sources **were** / **would be** used.

2   **Match the columns to form third conditional sentences.**

1 If the traffic hadn't been so heavy,
2 I wouldn't have taken that medicine
3 If you had taken action to change your lifestyle,
4 If I had known you were feeling sad,
5 Would you have learned how to ski

_____ your ecological footprint wouldn't have been so big.
_____ if the doctor had not told me to do so.
_____ I would have called you to cheer you up.
_____ you wouldn't have missed the conference on climate change.
_____ if you had lived in Switzerland?

3   **Read the comic strip and mark the option that best explains it.**

a If Arlene had spoken faster, Garfield would have been happy to share the sandwich with her.

b Garfield wouldn't have shared the sandwich even if Arlene had asked him faster.

c If Arlene had been hungry, she should have asked Garfield to share the sandwich with her.

TIP

The ability to recognize and interpret visual information is called visual literacy. This ability helps us understand cartoons, comic strips, graphs, infographics, etc., which are very common on exams. In the comic strip in exercise 3, for instance, it is possible to infer that Garfield tried to seem surprised based on his raised arms and wide-open eyes in the last frame, in contrast with his expression and body language in the previous ones.

4 **Complete the quotes with the correct form of the verbs in parentheses.**

1 **Edward O. Wilson (1929-):** "If all mankind (1)_____ **(be)** to disappear, the world (2)_____ **(regenerate)** back to the rich state of equilibrium that existed ten thousand years ago. If insects (3)_____ **(be)** to vanish, the environment (4)_____ **(collapse)** into chaos."

Available at ‹www.quotegarden.com/environment.html›. Accessed on September 26, 2015.

2 **Robert Orben (1927-):** "There's so much pollution in the air now that if it (1)_____ **(not – be)** for our lungs, (2)_____ **(there to be)** no place to put it all."

Available at ‹www.quotegarden.com/environment.html›. Accessed on September 26, 2015.

3 **Henry Ford (1863-1947):** "If I (1)_____ **(ask)** people what they wanted, they (2)_____ **(say)** faster horses."

Available at ‹www.goodreads.com›. Accessed on August 28, 2015.

4 **Albert Einstein (1879-1955):** "If the bee (1)_____ **(disappear)** off the surface of the globe, then man (2)_____ only (3)_____ **(have)** four years of life left. No more bees, no more pollination, no more plants, no more animals, no more man."

Available at ‹www.goodreads.com›. Accessed on September 26, 2015.

5 **Decide if the following sentences are correctly (C) or incorrectly (I) structured. Then correct the wrong ones.**

1 If cities were less polluted, we were healthier. _____

_____

2 We would have traveled abroad if we are on holiday. _____

_____

3 If I could meet someone famous, I'd like to meet the President. _____

_____

4 If Laura had known you needed this book, she might have lent it to you. _____

_____

5 If I studied harder, I would have had better grades. _____

_____

✓ DEVELOPING ACCURACY

Pay attention to the verb forms in second and third conditional sentences. The auxiliary verb *would* is never used in the *if* clause.

6 ✓ **Combine the sentences by using the second and third conditionals.**

1 Patrick was late. He missed the beginning of the movie.
   If Patrick hadn't been late, _____.

2 We don't use public transportation very often. There's too much traffic in the streets.
   There wouldn't be so much traffic in the streets _____.

3 We usually forget to turn off the lights. We waste a lot of electricity.
   If we didn't forget to turn off the lights, _____.

4 Jennifer didn't read the news. She didn't know about the floods.
   Jennifer would have known about the floods _____.

7 **Complete the prompts below with your own ideas.**

1 If my friend hadn't been late, _____.
2 I would have bought some solar panels _____.
3 If I weren't so tired, _____.
4 I would be happier _____.