

# Extra Activities

## UNITS 1 AND 2 - A

Read the text below and do exercises 1-6.

Write the answers in your notebook.



NÃO  
ESCREVA  
NO LIVRO



## Cultural Diversity in Brazil

**Brazil has a remarkable creative diversity. Cultural diversity can be a central issue for the development of projects in the country, especially focusing on Indigenous People and Afro-descendants.**

Areas like traditional crafts, small manufacturers, fashion and design are strategic areas for Brazil, given their capacity to improve the living conditions of the poorer people. It can bring individual empowerment and can contribute to poverty reduction.

In attempting to face its most pressing problem – social inequality – the country has been discovering the strong influence of culture in shaping this reality and its potential importance to the eventual social transformation of the current scenario.

There is still lack of deeper cultural approach when dealing with indigenous people and Afro-descendants. These two minority groups present the worst social indicators of the country, but only in the last few years have been targeted by specific social policies.

More needs to be done to preserve:

- Indigenous people's traditions,
- Indigenous languages that are in danger of disappearing,
- Indigenous traditional knowledge related to nature,
- Indigenous peoples' lands – there are conflicts related to the expansion of the agricultural frontier and investments in infrastructure,
- The affirmation of the rights of indigenous peoples, including their right to cultural and linguistic diversity,
- African culture's influence on Brazilian culture and history.

Unesco Brasilia Office is often sought out on issues of cultural diversity, particularly when it is seen not only in the context of the imbalance between countries that produce and consume cultural products, but



© UNESCO  
Quarup ritual of Caiapó Indian tribe – Xingu, Brazil

Ricardo Tales/Pulsar Imagens

also in its links with human rights and minority rights, and as a way of fighting discrimination that causes inequality.

In 2007, Brazil ratified the Unesco Convention on Protection and Promotion of Diversity of Cultural Expressions, approved in 2005. The Convention is a legal instrument that guides the Organization in elaborating concepts, goals, and policies in favor of cultural diversity with emphasis on pluralism, on dialogue between cultures and their various beliefs, and on development policies.

The Organization also emphasizes the opportunities that the Convention has been creating in respect to national legal instruments and to related entities. Unesco expects to contribute to the impact evaluation of this international instrument on commercial relations that involve cultural services and cultural goods.

Available at: <[www.unesco.org/new/en/brasil/culture/cultural-diversity/#c1048825](http://www.unesco.org/new/en/brasil/culture/cultural-diversity/#c1048825)>. Accessed in: March 2016.

1. According to the text, what problem needs to be dealt with immediately in Brazil?
2. Are the following statements true or false? Write **T** (True) or **F** (False) for each statement. Then correct the false statements.
  - a. Traditional crafts, small manufacturers, fashion and design are examples of strategic areas for Brazil that can help improve the living conditions of indigenous people and Afro-descendants.
  - b. Indigenous people and Afro-descendants are minority groups that have long been targeted by specific social policies.
  - c. The Unesco Convention on Protection and Promotion of Diversity of Cultural Expressions guides the Organization in elaborating concepts, goals, and policies in favor of cultural diversity.
3. What do the following words in **bold** refer to?
  - a. "These **two** minority groups (...)" (4<sup>th</sup> paragraph)
  - b. "(...) particularly when **it** is seen not only in the context of (...)" (6<sup>th</sup> paragraph)
  - c. "(...) and **their** various beliefs (...)" (7<sup>th</sup> paragraph)
4. What do the words in **bold** mean? Make inferences and match the columns below.

a. "a <b>remarkable</b> creative diversity" (1 <sup>st</sup> paragraph)	I. plans of action agreed on or chosen by a political party, a business etc.
b. "the <b>current</b> scenario" (3 <sup>rd</sup> paragraph)	II. looked for and found, especially when this means using a lot of effort
c. "specific social <b>policies</b> " (4 <sup>th</sup> paragraph)	III. happening now; of the present time
d. "is often <b>sought out</b> on issues" (6 <sup>th</sup> paragraph)	IV. unusual or surprising in a way that causes people to take notice

5. In “Areas like traditional crafts, small manufacturers, fashion and design”, the discourse marker **like** expresses

- ▲ comparison.                      ■ exemplification.

6. Read the following fragments and choose the correct item that completes each sentence below (▲ or ■).

- I. “In attempting to face its most pressing problem ...” (3<sup>rd</sup> paragraph)  
II. “... given their capacity to improve the living conditions of the poorer people ...” (2<sup>nd</sup> paragraph)  
III. “... the country has been discovering the strong influence of culture in shaping this reality ...” (3<sup>rd</sup> paragraph)

a. The words **pressing** (fragment I) and **living** (fragment II) are

- ▲ verbs.                                      ■ adjectives.

b. The word **discovering** (fragment III) is

- ▲ a verb.                                      ■ a noun.

c. The verb **face** (fragment I) is equivalent in meaning to

- ▲ cause.                                      ■ deal with.

d. The word **pressing** (fragment I) is equivalent in meaning to

- ▲ minor.                                      ■ urgent.

## UNITS 1 AND 2 - B



Read the following texts and do exercises 1-5.

Write the answers in your notebook.

“One of my great regrets, and I don’t have many, is that I spent too long putting people’s status and reputation ahead of their more important qualities. I learned far too late in life that a long list of letters after someone’s name is no guarantee of compassion, kindness, humour, all the far more relevant stuff.”

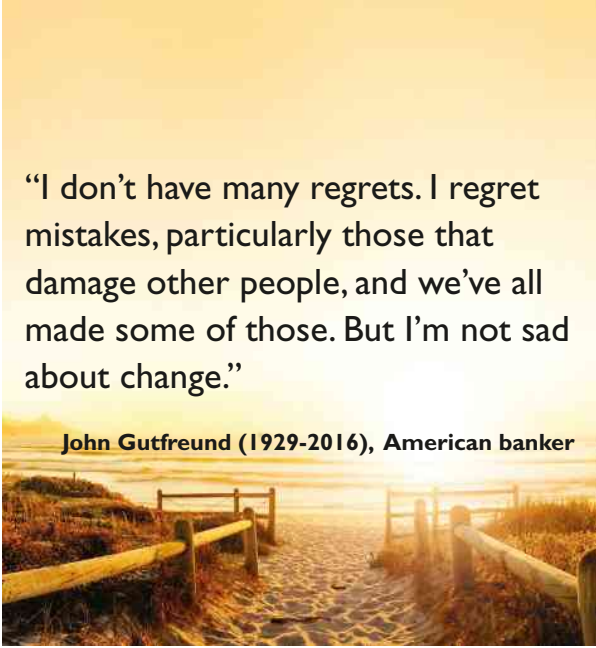
Bill Nighy, British actor

P. Chinnapong/Shutterstock

“I love life. I wish I could live another 500 years, truly. There is so much to do. I don’t feel bitter or angry or disappointed. If anything, I am very grateful for where I come from. I have absolutely no regrets.”

Waris Dirie, Somali fashion model

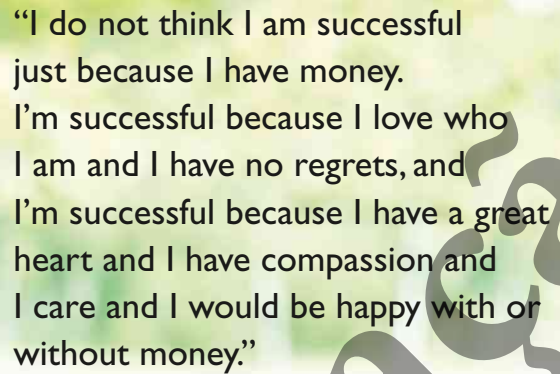
ZaZa Studio/Shutterstock



“I don’t have many regrets. I regret mistakes, particularly those that damage other people, and we’ve all made some of those. But I’m not sad about change.”

**John Gutfreund (1929-2016), American banker**

Daxiao Productions/Shutterstock



“I do not think I am successful just because I have money. I’m successful because I love who I am and I have no regrets, and I’m successful because I have a great heart and I have compassion and I care and I would be happy with or without money.”

**Suze Orman, American financial advisor**

Akura Yochi/Shutterstock

Available at: <[www.brainyquote.com](http://www.brainyquote.com)>. Accessed in: March 2016.

1. What are the four quotes about?
2. Who is each sentence below related to? Replace each icon ★ with I, II, III or IV to complete the following sentences. Write I for Bill Nighy, II for Waris Dirie, III for Suze Orman and IV for John Gutfreund.
  - a. ★ and ★ don’t have any regrets.
  - b. ★ and ★ don’t have many regrets.
  - c. ★ is thankful for her past.
  - d. ★ claims that her happiness is not related to wealth.
  - e. ★ regrets having overestimated people’s status far too long in life.
  - f. ★ believes that everybody has already harmed other people in life.
3. In “I regret mistakes, particularly those that damage other people, and we’ve all made some of those”, what does the pronoun **those** refer to?
4. Use **If only** to rewrite the fragment “I wish I could live another 500 years, truly.”
5. Replace each icon ★ with the correct form of each verb in parentheses to complete the sentences below.
  - a. Bill Nighy gave more importance to people’s reputation rather than their kindness. He regrets that.  
Bill Nighy wishes he ★ (give) more importance to people’s reputation rather than their kindness.
  - b. Suze Orman damaged other people. She regrets that.  
Suze Orman wishes she ★ (damage) other people.

## UNITS 3 AND 4 - A



Read the text below and do exercises 1-5.

Write the answers in your notebook.

### When Paramedics Needed a Sign Language Interpreter, This 11-Year-Old Stepped Up to Help

**Without a second thought, Yesenia Diosdado ran to the scene of a three-car accident to assist EMS workers who were looking for a sign language interpreter.**

On a cold afternoon in January 2015, Yesenia Diosdado, 11, got off a school bus in Lenexa, Kansas, near the apartment building where she lives with her family. When the bus pulled away, Yesenia saw police and emergency workers attending to victims of a three-car accident that had occurred at a busy intersection nearby. Yesenia joined a small crowd of onlookers across the street.

She noticed that an injured woman was trying to communicate with an EMS worker using sign language, but he couldn't understand her. "I heard him ask for an interpreter," Yesenia says.

She ran over to the paramedic to help – her mother, a former sign language interpreter, had taught her and her siblings how to sign (no one in the family is hearing-impaired).

"She said, 'I sign. Can I help?'" says EMS captain Chris Winger. "I was floored."

Yesenia was able to relay to the emergency personnel that the woman's neck was injured and tell them the name of the local hospital she preferred. "She looked really hurt," says Yesenia. "I'm proud that I got to do something to help."

When her mother, Susan Milidore, 36, heard about Yesenia's heroics, she wasn't surprised. "It's in her nature to help," says Susan. "I was impressed that she recognized the seriousness of the situation and took charge. Most adults wouldn't have done that."

A few weeks later, paramedics presented Yesenia with a gold coin and a certificate of appreciation at her elementary school.

"My mom always says that you never know when sign language might come in handy," says Yesenia. "That day, it did."



Susan Milidore/ewww.rd.com

Available at: <[www.rd.com/true-stories/inspiring/sign-language-interpreter-hero](http://www.rd.com/true-stories/inspiring/sign-language-interpreter-hero)>. Accessed in: March 2016.

1. What is the purpose of the text?
  - a. Tell the readers how a young girl learned sign language.
  - b. Tell the readers about the inspiring story of a young girl.
  - c. Tell the readers about the bus accident involving a young girl.
  
2. How did Yesenia help the injured woman?
  
3. What do the words in **bold** mean? Make inferences and match the columns below.
 

<ol style="list-style-type: none"> <li>a. "a small crowd of <b>onlookers</b>" (1<sup>st</sup> paragraph)</li> <li>b. "an <b>injured</b> woman" (2<sup>nd</sup> paragraph)</li> <li>c. "a <b>former</b> sign language interpreter" (3<sup>rd</sup> paragraph)</li> <li>d. "the emergency <b>personnel</b>" (5<sup>th</sup> paragraph)</li> </ol>	<ol style="list-style-type: none"> <li>I. having previously filled a particular role or been a particular thing</li> <li>II. the people who work for an organization</li> <li>III. physically hurt</li> <li>IV. people who watch something that is happening but is not involved in it</li> </ol>
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4. In each noun phrase below, identify the main word as in the example that follows.
 

*Example:*

  - a. a sign language interpreter  
*Answer: interpreter*
  - b. a three-car accident
  - c. a cold afternoon
  - d. a small crowd of onlookers
  - e. an injured woman
  - f. a former sign language interpreter
  - g. the emergency personnel
  - h. the seriousness of the situation
  - i. a certificate of appreciation
  
5. Rewrite the sentences below. Use **indirect speech**.
  - a. "I heard him ask for an interpreter," Yesenia says.  
Yesenia said ☛
  - b. "She looked really hurt," says Yesenia.  
Yesenia said ☛
  - c. "It's in her nature to help," says Susan.  
Susan said ☛
  - d. "My mom always says that you never know when sign language might come in handy," says Yesenia.  
Yesenia said ☛

## UNITS 3 AND 4 - B



Read the text below and do exercises 1-6.

Write the answers in your notebook.

### Why This Heroic Boy Scout Went Over a Waterfall

**When a ten-year-old saw a little girl in danger, he dived in to save her.**

It was a sizzling June day on the outskirts of Austin, Texas, and Sammy Armstrong couldn't wait to get in the water.

The ten-year-old was on a camping trip at McKinney Falls State Park with his mom, Kelley, his dad, Stacey, and his brothers, Ben, eight, and Willy, two.

Around 11 a.m., Sammy's mother and little brother Ben dropped the family kayak into Onion Creek, which meanders through the park's 750 acres, and paddled off. Sammy and Willy accompanied their dad to Upper Falls, which marks the point where placid Onion Creek plummets 12 feet over a rock ledge. At the top of the waterfall, a limestone pathway traverses the creek bed. Below is a swimming hole, 20 feet deep in some places.

With his father watching from the rocks above, Sammy jumped in. He was a good swimmer – he'd been on the swim team in his hometown of Cypress, Texas. Sammy played in the water for a while, eventually pulling himself out of the swimming hole and onto a warm boulder and watching a group of children tramp through the creek bed above. They were summer campers from Austin who, along with their counselors, were headed back to the visitors' parking lot after a morning hike. As the kids passed Stacey and Willy, a tiny five-year-old girl reached down to grab a water bottle and lost her balance. In an instant, she was swept over the falls.

"A girl went over the waterfall!" Stacey shouted. Sammy caught a glimpse of the girl's arm and the top of her dark head as the roiling currents pushed her into the hollow beneath the rock ledge, hiding her from the crowd above. She bobbed up and down, struggling in the deep water. "I'm kind of freaked out at this point," Sammy says now.

His father, with Willy clasped under one arm, walked toward the edge of the waterfall to try to locate the girl, but Sammy was the one in striking distance. "You have to get her out of there!" Stacey yelled down to him. Sammy was nervous, but "my dad just looked at me, and I understood what I had to do."



Spencer Heyfront  
Rdeux for Reader's Digest.

Available at: <[www.rd.com/true-stories/inspiring/heroic-boy-scout-waterfall](http://www.rd.com/true-stories/inspiring/heroic-boy-scout-waterfall)>.  
Accessed in: March 2016.

1. What is the purpose of the text?
  - a. Tell the readers that a little girl was rescued by a young boy.
  - b. Tell the readers about the daily life of a Boy Scout.
  - c. Tell the readers about the heroes of a ten-year-old Boy Scout.
  
2. Which fragment below describes the moment Sammy saved a five-year-old girl?
  - a. "With his father watching from the rocks above, Sammy jumped in."  
(4<sup>th</sup> paragraph)
  - b. "Sammy played in the water for a while, eventually pulling himself out of the swimming hole and onto a warm boulder (...)" (4<sup>th</sup> paragraph)
  - c. "Sammy was nervous, but 'my dad just looked at me, and I understood what I had to do.'" (6<sup>th</sup> paragraph)
  
3. Order (1-6) the items below according to the sequence of events reported in the text.
  - a. Sammy dived in to save the little girl.
  - b. Sammy and his father tried to find the girl.
  - c. He saw a five-year-old girl go over the waterfall.
  - d. Sammy and his little brother accompanied their dad to Upper Falls.
  - e. A limestone pathway traverses the creek bed at the top of the waterfall.
  - f. Sammy jumped in a deep swimming hole and played in the water for a while.
  
4. In each noun phrase below, identify the main word as in the example that follows.

*Example:*

  - a. a little girl

*Answer: girl*

  - b. the family kayak
  - c. a limestone pathway
  - d. a swimming hole
  - e. summer campers from Austin
  - f. a tiny five-year-old girl
  
5. In "'You have to get **her** out of there!' Stacey yelled down to **him**", what do the pronouns in **bold** refer to?
  
6. Rewrite the sentence below. Use **indirect speech**.

"I'm kind of freaked out at this point," Sammy says now.  
Sammy said at that time ☒



## UNITS 5 AND 6 - A



Read the text below and do exercises **1-5**.

Write the answers in your notebook.

### The Changing Amazon Rainforest

The Amazon has a long history of human settlement, but in recent decades the pace of change has accelerated due to an increase in human population, the introduction of mechanized agriculture, and integration of the Amazon region into the global economy. Vast quantities of commodities produced in the Amazon – cattle beef and leather, timber, soy, oil and gas, and minerals, to name a few – are exported today to China, Europe, the U.S., and other countries. This shift has had substantial impacts on the Amazon.

This transition from a remote backwater to a cog in the global economy has resulted in large-scale deforestation and forest degradation in the Amazon – more than 1.4 million hectares of forest have been cleared since the 1970s. An even larger area has been affected by selective logging and forest fires.

Conversion for cattle grazing is the biggest single direct driver of deforestation. In Brazil, more than 60 percent of cleared land ends up as pasture, most of which has low productivity, supporting less than one head per hectare. Across much of the Amazon, the primary objective for cattle ranching is to establish land claims, rather than produce beef or leather. But market-oriented cattle production has nonetheless expanded rapidly during the past decade.

Industrial agricultural production, especially soy farms, has also been an important driver of deforestation since the early 1990s. However since 2006 the Brazil soy industry has had a moratorium on new forest clearing for soy. The moratorium was a direct result of a Greenpeace campaign.

Mining, subsistence agriculture, dams, urban expansion, agricultural fires, and timber plantations also result in significant forest loss in the Amazon. Logging is the primary driver of forest disturbance and studies have shown that logged-over forests – even when selectively harvested – have a much higher likelihood of eventual deforestation. Logging roads grant access to farmers and ranchers to previous inaccessible forest areas.

Deforestation isn't the only reason the Amazon is changing. Global climate change is having major impacts on the Amazon rainforest. Higher temperatures in the tropical Atlantic reduce rainfall across large extents of the Amazon, causing drought and increasing the susceptibility of the rainforest to fire. Computer models suggest that if current rates of warming continue, much of the Amazon could transition from rainforest to savanna, especially in the southern parts of the region. Such a shift could have dramatic economic and ecological impacts, including affecting rainfall that currently feeds regions that generate 70 percent of South America's GDP and triggering enormous carbon emissions from forest die-off. These emissions could further worsen climate change.



Ammit Jack/Shutterstock

Available at: <<http://rainforests.mongabay.com/amazon>>. Accessed in: March 2016.

1. What is the main theme of the text?
2. Replace each icon ☛ with a word or expression from the text to complete the sentences below.
  - a. The pace of deforestation in the Amazon ☛ over the last decades.
  - b. ☛ is the main driver of forest disturbance.
  - c. Global ☛ also affects deforestation in the Amazon.
  - d. ☛ in the tropical Atlantic cause drought and increase the inclination of the rainforest to fire.
3. In “Across much of the Amazon, the primary objective for cattle ranching is to establish land claims, **rather than** produce beef or leather”, the discourse marker in **bold** is equivalent in meaning to
  - ▲ especially.
  - instead of.
4. Read the following fragments and choose the correct item that completes each sentence below (▲ or ■).

- I. “But market-oriented cattle production has nonetheless expanded rapidly during the past decade.” (3<sup>rd</sup> paragraph)
- II. “... logged-over forests – even when selectively harvested – have a much higher likelihood of eventual deforestation.” (5<sup>th</sup> paragraph)

- a. The discourse marker **nonetheless** (fragment I) is equivalent in meaning to
    - ▲ despite this fact.
    - because of this fact.
  - b. The main word in the noun phrase **market-oriented cattle production** (fragment I) is
    - ▲ market.
    - production.
  - c. The word **likelihood** (fragment II) means
    - ▲ certainty.
    - probability.
5. Which fragments below are in the passive voice?
    - a. “The Amazon has a long history of human settlement ...” (1<sup>st</sup> paragraph)
    - b. “Vast quantities of commodities produced in the Amazon ... are exported today ...” (1<sup>st</sup> paragraph)
    - c. “... more than 1.4 million hectares of forest have been cleared since the 1970s.” (2<sup>nd</sup> paragraph)
    - d. “An even larger area has been affected by selective logging and forest fires.” (2<sup>nd</sup> paragraph)
    - e. “Industrial agricultural production, especially soy farms, has also been an important driver of deforestation since the early 1990s.” (4<sup>th</sup> paragraph)
    - f. “... studies have shown that logged-over forests ...” (5<sup>th</sup> paragraph)
    - g. “These emissions could further worsen climate change.” (6<sup>th</sup> paragraph)

## UNITS 5 AND 6 - B



Read the text below and do exercises 1-6.

Write the answers in your notebook.

### What Causes Someone to Spend Compulsively?

In a culture that condones and even encourages materialism, many people believe, subconsciously or not, that buying the right car, the latest electronic gadget, or an item of clothing is the key to attaining happiness and success. They may make purchases in anticipation of greater social acceptance, or to boost their self-image, self-esteem, or sense of self-worth. Shopping purely for immediate personal gratification has been glorified and deemed “retail therapy,” and overspending is fairly easy to do in a world that provides easy access to credit. Although compulsive spending may have its roots in these cultural influences, the behavior is typically linked to more complex issues.



Compulsive buying is often used as an emotion-regulation strategy so that a person can avoid or alleviate negative feelings and enhance or prolong positive emotions, at least temporarily. The cycle of compulsive spending moves from apprehension or anxiety to a temporary feeling of euphoria during the search for and acquisition of an item, and the cycle typically culminates in guilt or remorse.

The true psychological source of a person's compulsive spending tendencies is difficult to pinpoint. The behavior itself is not a diagnosable mental health condition, but it has been linked to many other psychological conditions, from low self-esteem to addiction. Some researchers identify compulsive buying as an obsessive-compulsive tendency, and others see it as an impulse control problem, due to the short-term gratification and dismissal of long-term consequences associated with the behavior. Compulsive hoarding is particularly closely linked to compulsive spending in several ways, including the meaning and value that is placed on inanimate objects, the need to possess certain items, and the fear associated with losing an opportunity to acquire an item. Compulsive spending has also been linked to depression, although it is just as likely that the psychological distress resulting from overspending could lead to depression as it is that depression could lead to compulsive spending.

Available at: <[www.goodtherapy.org/learn-about-therapy/issues/compulsive-shopping](http://www.goodtherapy.org/learn-about-therapy/issues/compulsive-shopping)>.  
Accessed in: March 2016.

1. What is the main theme of the text?
2. Are the following statements true or false? Write **T** (True) or **F** (False) for each statement. Then correct each false statement with a fragment from the text.
  - a. According to the text, many people share the belief that money, possessions and physical comforts are important to achieve success.
  - b. Compulsive spending can be seen as a strategy used by some people to reduce negative feelings or extend positive ones.

- c. Compulsive buying is a diagnosable mental health condition.
- d. The cycle of compulsive buying moves from remorse to a temporary feeling of euphoria.
- e. Compulsive shopping has been associated with depression.

3. What do the following pronouns in **bold** refer to?
- a. "(...) may have **its** roots in these cultural influences (...)" (1<sup>st</sup> paragraph)
  - b. "(...) and others see **it** as an impulse control problem (...)" (3<sup>rd</sup> paragraph)

4. In "(...) the psychological distress resulting from overspending could lead to depression as it is that depression could lead to compulsive spending", the modal verb **could** expresses
- ▲ certainty.
  - possibility.

5. Read the following fragment and choose the correct item that completes each sentence below (▲ or ■).

"The true psychological source of a person's compulsive spending tendencies is difficult to pinpoint." (3<sup>rd</sup> paragraph)

- a. The main word in the noun phrase **The true psychological source of a person's compulsive spending tendencies** is
  - ▲ source.
  - tendencies.
- b. The word **spending** is
  - ▲ a noun.
  - an adjective.
- c. The verb **pinpoint** means
  - ▲ give the exact reason for something.
  - show the exact position of something.

6. Copy the table below in your notebook. Then complete it by replacing each icon ✖ with a word containing a suffix from the text "What Causes Someone to Spend Compulsively?".

VERB	NOUN
accept	✖
acquire	✖
dismiss	✖
behave	✖

## UNITS 7 AND 8 - A



Read the texts below and do exercises 1-4.

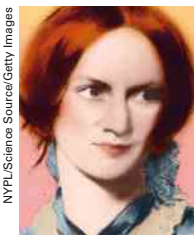
Write the answers in your notebook.

### Jane Austen (1775-1817)

Jane Austen was born on December 16, 1775, in Steventon, Hampshire, England. While not widely known in her own time, Austen's comic novels of love among the landed gentry gained popularity after 1869, and her reputation skyrocketed in the 20<sup>th</sup> century. Her novels, including *Pride and Prejudice* and *Sense and Sensibility*, are considered literary classics, bridging the gap between romance and realism.



Available at: <[www.biography.com/people/jane-austen-9192819](http://www.biography.com/people/jane-austen-9192819)>. Accessed in: March 2016.



### Charlotte Brontë (1816-1855)

Born on April 21, 1816, in Thornton, Yorkshire, England, Charlotte Brontë worked as a teacher and governess before collaborating on a book of poetry with her two sisters, Emily and Anne, who were writers as well. In 1847, Brontë published the semi-autobiographical novel *Jane Eyre*, which was a hit and would become a literary classic. Her other novels included *Shirley* and *Villette*. She died on March 31, 1855, in Haworth, Yorkshire, England.

Available at: <[www.biography.com/people/charlotte-bront%C3%AB-11919959](http://www.biography.com/people/charlotte-bront%C3%AB-11919959)>. Accessed in: March 2016.

### Virginia Woolf (1882-1941)

Born into a privileged English household in 1882, writer Virginia Woolf was raised by free-thinking parents. She began writing as a young girl and published her first novel, *The Voyage Out*, in 1915. Her nonlinear, free form prose style inspired her peers and earned her much praise. She was also known for her mood swings and bouts of deep depression. She committed suicide in 1941, at the age of 59.



Available at: <[www.biography.com/people/virginia-woolf-9536773](http://www.biography.com/people/virginia-woolf-9536773)>. Accessed in: March 2016.



### Agatha Christie (1890-1976)

Born on September 15, 1890, in Torquay, England, Agatha Christie published her first novel, *The Mysterious Affair at Styles*, in 1920, and went on to become one of the most famous writers in history, with mysteries like *Murder at the Vicarage*, *Partners in Crime* and *Sad Cypress*. She sold billions of copies of her work, and was also a noted playwright and romance author. She died on January 12, 1976.

Available at: <[www.biography.com/people/agatha-christie-9247405](http://www.biography.com/people/agatha-christie-9247405)>. Accessed in: March 2016.

### J. K. Rowling (1965-)

Born in Yate, England, on July 31, 1965, J. K. Rowling came from humble economic means before writing *Harry Potter and the Sorcerer's Stone*, a children's fantasy novel. The work was an international hit and Rowling wrote six more books in the series, which sold into the hundreds of millions and were adapted into a blockbuster film franchise. In 2012, Rowling released the non-Potter novel, *The Casual Vacancy*.



Available at: <[www.biography.com/people/jk-rowling-40998](http://www.biography.com/people/jk-rowling-40998)>. Accessed in: March 2016.

1. What do the women mentioned in the texts have in common?
  - a. The writing style.
  - b. The country of birth.
  - c. The number of siblings.
  - d. The number of novels published.
  - e. The literary genre of their books.

2. Match the names of the authors on the right to the sentences related to them on the left.

- a. She is best known as the author of a children's fantasy series. Her books were adapted into a blockbuster film franchise.
- b. She became the world's best-selling mystery writer.
- c. Her novels are considered literary classics, bridging the gap between romance and realism.
- d. Her nonlinear, free form prose style inspired her peers and earned her much praise.
- e. She collaborated on a book of poetry with her two sisters, who were writers as well.

- I. Jane Austen
- II. Charlotte Brontë
- III. Virginia Woolf
- IV. Agatha Christie
- V. J. K. Rowling

3. Are the following statements true or false? Write **T** (True) or **F** (False) for each statement. Then correct the false statements.

- a. Jane Austen was widely known in her own time.
- b. Charlotte Brontë worked as a teacher and governess before becoming a writer.
- c. Virginia Woolf was raised by close-minded parents.
- d. Agatha Christie was a noted playwright and romance author.
- e. J. K. Rowling was born into a wealthy family.

4. Read the fragments below and replace each icon 🔄 with the appropriate word or expression in parentheses to complete the following statements. Make inferences.

- I. "... and her reputation **skyrocketed** in the 20<sup>th</sup> century." (Jane Austen)
- II. "... **bridging** the gap between romance and realism." (Jane Austen)
- III. "... and earned her much **praise**." (Virginia Woolf)
- IV. "She was also known for her **mood swings** ..." (Virginia Woolf)
- V. "... and was also a **noted** playwright and romance author." (Agatha Christie)

- a. In fragment I, the verb **skyrocket** means 🔄 (increase/decrease).
- b. In fragment II, the verb **bridge** means 🔄 (expand/reduce).
- c. In fragment III, the noun **praise** means 🔄 (admiration/disapproval).
- d. In fragment IV, the expression **mood swing** means 🔄 (an abrupt change of mood/a prolonged feeling of unhappiness).
- e. In fragment V, the adjective **noted** means 🔄 (unknown/distinguished).

## UNITS 7 AND 8 - B



Read the text below and do exercises 1-4.

Write the answers in your notebook.

### Regret

Long ago I wished to leave  
"The house where I was born;"  
Long ago I used to grieve,  
My home seemed so forlorn.  
In other years, its silent rooms  
Were filled with haunting fears;  
Now, their very memory comes  
O'ercharged with tender tears.

Life and marriage I have known,  
Things once deemed so bright;  
Now, how utterly is flown  
Every ray of light!  
'Mid the unknown sea of life  
I no blest isle have found;  
At last, through all its wild wave's strife,  
My bark is homeward bound.

Farewell, dark and rolling deep!  
Farewell, foreign shore!  
Open, in unclouded sweep,  
Thou glorious realm before!  
Yet, though I had safely pass'd  
That weary, vexed main,  
One loved voice, through surge and blast,  
Could call me back again.

Though the soul's bright morning rose  
O'er Paradise for me,  
William! even from Heaven's repose  
I'd turn, invoked by thee!  
Storm nor surge should e'er arrest  
My soul, exulting then:  
All my heaven was once thy breast,  
Would it were mine again!



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BRONTË, Charlotte. Available at: <[www.poemhunter.com/poem/regret/](http://www.poemhunter.com/poem/regret/)>. Accessed in: March 2016.

#### Glossary:

**bark:** ship

**blest:** (archaic) blessed

**forlorn:** sad and abandoned or lonely

**homeward bound:** on the way home

**strife:** conflict

**thee:** (archaic) you (as the object of a verb)

**thou:** (archaic) you (as the subject of a verb)

**thy:** (archaic) your

**vexed:** agitated

1. Choose the correct statement below about the woman in the poem.
  - a. She wishes she had never married.
  - b. She has never experienced happiness in her life.
  - c. She believes that her true love could make her happy.
  - d. She believes she will never be able to find her true love.
  - e. She talks about her childhood memories in a joyful tone.
  
2. Are the following statements true or false? Write **T** (True) or **F** (False) for each statement. Then correct the false statements.
  - a. The woman in the poem describes the house where she was born as a lively place.
  - b. The woman in the poem is going through a hard time.
  - c. Her true love is called William.
  - d. She has never been married.
  - e. The woman wants to be with her true love forever.
  
3. In “Mid the unknown sea of life” (2<sup>nd</sup> stanza), Charlotte uses a metaphor: living life is going on a journey by sea. Can you identify the expressions related to this metaphor?
  - a. “blest isle”
  - b. “wild wave’s strife”
  - c. “My bark”
  - d. “silent rooms”
  - e. “foreign shore”
  
4. Replace each icon ☛ with the appropriate word or expression in parentheses to complete the following statements. Make inferences.
  - a. In “haunting fears” (1<sup>st</sup> stanza), the **-ing** in **haunting** forms ☛ (an adjective/a verb).
  - b. In “O’ercharged [overcharged] with tender tears” (1<sup>st</sup> stanza), the prefix **over-** means ☛ (insufficient; not enough/in excess; too much).
  - c. In “unknown sea of life” (2<sup>nd</sup> stanza) and “unclouded sweep” (3<sup>rd</sup> stanza), the prefix **un-** means ☛ (again; repeatedly/not; opposite to).
  - d. In “glorious realm” (3<sup>rd</sup> stanza), the suffix **-ous** forms ☛ (a noun/an adjective).
  - e. In “safely pass’d” (3<sup>rd</sup> stanza), the suffix **-ly** forms ☛ (an adjective/an adverb).