



## 3C SUPPORT MATERIAL



**Centro Interescolar de Línguas de Ceilândia**

Student: \_\_\_\_\_

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

## CULTURAL AWARENESS



"A fish only discovers its need for water when it is no longer in it. Our own culture is like water to a fish."

**Culture** is our invisible teacher. It teaches us how to think, believe and value. All groups develop a common system, which tells us what to pay attention to, and what to ignore; what is right and what is wrong; what is good and what is bad.

Cultural awareness can begin by holding up a mirror. We need to take a long, hard look at ourselves. What makes us the way we are? Well, there's history, religion, tradition, education, and our parents. These are all good things. However, do any of them make us better than the others? No. Not better, but different.

It's easy to understand why we start off believing that our culture is better than any other is. In fact, some argue that it is necessary in order to survive. As children, we typically build our view of the world from our family and the place we grow up. However, as we get older our understanding of the world grows with us.

In the past, many people never left the comfort of their own town or district. They could all spend their days happily believing that the life they knew was the best, that their way of doing things was the right way, and not imagining or caring what others might think. Today's world isn't like that, though. We do business with people from different cultures, we sell each other products and ideas, we live next door to each other, we listen to music from around the world and we learn different languages. We all need to learn to appreciate each other's cultures and ways of living.

### Paragraph 1

1. Can you think of any examples of behavior from another culture being "unsuitable, unacceptable, or even offensive?"

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2. In your own words, what is cultural awareness?

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**Paragraph 2**

3. Why does the writer mention "holding up a mirror?" What does he mean?

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4. The writer mentions "history, religion, tradition, education, and our parents." Which of these do you think is most important in forming our cultural identity? Why?

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**Paragraph 3**

5. Where does our original view of culture come from?

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6. Which phrase in this paragraph is a synonym of "superior to?"

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**Paragraph 4**

7. This paragraph contains examples of cultural exchange. Can you think of other examples?

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8. In your own words, why is cultural awareness important?

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For more information read:

<https://www.evoves.com.au/what-is-cultural-awareness/>

**Take some time to read the questions. Prepare to discuss them with a group. You can take notes if you find it necessary.**

1. What country(ies) would you like to visit? Why? What do you know about this(these) place(s)? What would you like to do in these places? Who would you like to be with?
2. Would you like to live in a different country? Why or why not? Where would you like to live? What do you know about this place? What would you do there for a living? How long would you stay?
3. Where are your parents and grandparents from? Have you ever been to these places? If you have, how did you like them (the places)? What kind of influence does this history have on your family culture (food, language, religion, traditions, relationships, etc.)?
4. What places in Brazil have you been to? What is your favorite place? When did you go there? What did you do? Who did you go with?
5. What places would you like to know in Brazil? Why? What do you know about these places? Why would you like to go there?
6. What do you like most about Brazilian culture? If you had to leave Brazil, what would you miss the most?

**Discussion these questions with your partner:**

**How often do you ...**

1. ... hug your friends and kiss them on the cheek when you meet?
2. ... eat pizza?
3. ... share food?
4. ... tip the waiter?
5. ... linger in restaurants?
6. ... pay in installments?



Now, watch the video and compare your answers.

<https://www.youtube.com/watch?v=a8eUdJo7hhw&t=31s>

Brainstorm what you know about each region in Brazil. Consider aspects like the weather, food, music, customs, tradition, history, geography, etc.

North	
Northeast	
Central West	
Southeast	
South	

### A Region-By-Region Guide to Brazil's Diverse Cultures

Sarah Brown

Often referred to as the melting pot of the world, Brazil is a country defined by its multiple ethnic variations and diverse cultures. Immigration from Africa, Europe and Asia coupled with Brazil's own indigenous origins have created a vast range of different traditions, beliefs and physical appearances. Culture Trip takes a look at Brazil's diversity in all its glory, region-by-region.

#### Norte (North)

The north of Brazil is home to many of Brazil's indigenous people. The Amazon is a lifeline to the millions of people that reside there, providing opportunities for fishing, hunting and basic means to survive. It is also subjected to deforestation to give way to farmland and illegal gold mining. The north of the country is generally considered poor in comparison to the rest of the country, although some larger cities do exist there such as Manaus, home to several international companies. Brazilian folklore is an important aspect of the North's culture, with annual festivals dedicated to specific legends and beliefs. One of the largest is the *"Boi Bumbá"* Party, a three-day party that celebrates the legend of a bull that died and was resurrected.

### **Nordeste (Northeast)**

The northeast of Brazil has the largest population of African descendants. It has a warm climate all year round and the rich soils have turned it into an important agricultural hub. The area is also considered poor, though its stunning beaches and breathtaking national parks attract tourism, which helps boost the local economy. Traces of African culture remain clearly evident in the local music, religion and food. Places such as Salvador and Olinda are well known for their traditional Carnival performances and vibrant street parties. *Forró* is a popular Brazilian genre of music that is typical in the northeast and is especially heard during the *Festa Junina*, a festival in June that celebrates St. John the Baptist.

### **Centro-Oeste (Central-West)**

The Central-West is known for its dry climate and abundance of national parks and exotic wildlife. It's also home to many of Brazil's indigenous populations and to Brazil's capital city, Brasilia. It's here that all the political decisions that drive and shape the country are made and it also serves to display some of Brazil's finest architectural monuments made by the celebrated architect, Oscar Niemeyer. In the state of Goiás, the *Festa do Divino* is celebrated each year and is one of the region's most important cultural events, commemorating the Holy Spirit and the twelve Apostles.

### **Sudeste (Southeast)**

One of the most visited regions in Brazil, the Southeast includes famous cities such as Rio de Janeiro and São Paulo. The mix of cultures here is extremely diverse with traces of African and European immigration across the region. São Paulo has the largest community of Japanese immigrants in the world outside of Japan and, as a result, is home to several authentic Japanese restaurants and cultural influences. One of the most famous cultural attractions in this region is Carnival with Rio de Janeiro receiving the highest number of tourists in Brazil during this time. It is also home to Minas Gerais, a state known for its homely, hearty food and colonial architecture.

### **Sul (South)**

The south of Brazil is considered the richest region in the country. It is heavily influenced by European immigration with typical German architecture, cuisine and events celebrated each year. There is a higher number of fair skin and pale eyes in the south of Brazil than any other region. One of the most famous celebrations in the south is the Oktoberfest, a copy of the original festival in Munich that celebrates German traditions with plenty of beer, regional cuisine, typical music and dance. The climate in the south is temperate and winters can drop to zero degrees.

Source: <https://theculturetrip.com/south-america/brazil/articles/a-region-by-region-guide-to-brazils-diverse-cultures>

Answer the questions about the text above:

a) What is a melting pot?

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b) Why is Brazil referred as the melting pot of the world?

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c) From the traditions mentioned from the different regions of Brazil, which one do you think is the most interesting? Why?

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d) Which region welcomes the highest number of tourists a year? Why do you think it happens?

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Talk to your partner: **What is your own definition for the word 'stereotype'?**  
Write down your answer.

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## STEREOTYPES

Stereotypes explain a commonly held thought about a group of people in general or a specific type of person. Such commonly held stereotypes, regardless of accuracy, include obese people eat too much, all Asians are adept at martial arts, or many homeless are lazy who also have alcohol or drug addictions. Although positive stereotypes do exist, they almost always generate negative associations.

Stereotypes may seem laughable at first, yet they are difficult to ignore. Even worse, they slowly influence people. Over a long period of time, stereotypes become viewed as normal or typical, which then leads to prejudice and unfair treatment. People

targeted by stereotypes may be unable to overcome these negative views. Society may also prevent them from succeeding in school or work.

Stereotypes are generalizations, but not all generalizations are stereotypes. Stereotypes are widely circulated oversimplifications of a group of people, while generalizations can be based more on personal experience, not a widely accepted factor.

1. What are some common stereotypes about Brazilians? What do you think of these stereotypes? Are they fair?

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2. What's the problem about stereotypes according to the text? Do you agree? Why? Why not?

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Watch the video and write down things Brazilians are sick of hearing.

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<https://www.youtube.com/watch?v=Jmm7LCE9GVc&t=65s>

Watch the video again and complete the list of stereotypes with an appropriate word so that they are true according to it.

1. Brazilians are dark skinned.
2. Brazilians speak \_\_\_\_\_.
3. Portuguese and Spanish are basically the \_\_\_\_\_.
4. Brazilians are poor and live in slums.
5. Brazilians like the song '\_\_\_\_\_ '.
6. Brazilian women are all very beautiful and sexy.



- 7. Brazilians live in the forest and have wild animals as \_\_\_\_\_.
- 8. Buenos Aires is the capital of Brazil.
- 9. All Brazilians can dance \_\_\_\_\_ and play \_\_\_\_\_.
- 10. Brazilians love 'caipirinha'.

**Stereotypes of Brazilian states according to Brazilians.**



## GRAMMAR

### Infinitive or Gerund

#### Infinitive - TO

- 1. After adjectives and adverbs**
  - Too + adj / adj + enough  
She is old enough to go to the concert alone.
  - It is/ was + adj + OF/ FOR + Object  
It was difficult for me to pass the exam.
- 2. After the only, the last, the first, etc.**  
Mary is always the first to finish the housework.
- 3. After questions words**  
I don't know where to go after school.
- 4. To express purpose**  
I go to school to learn new things.

#### VERBS + TO INFINITIVE

afford	agree	appear	arrange
care	choose	consent	dare
decide	demand	deserve	encourage
expect	fail	happen	hesitate
hope	intend	learn	manage
need	offer	plan	prepare
pretend	promise	refuse	seem
swear	tend	threaten	urge
wait	want	wish	etc

#### Gerund - ING

- 1. As the subject of a sentence.**  
Watching too much TV is unhealthy
- 2. With GO for physical activities.**  
They go climbing at the weekend
- 3. After a preposition**  
We are interested in meeting new people

#### Be careful with preposition TO + -ing:

be / get used to  
look forward to  
object to  
prefer doing one thing to doing another

4. **After verbs that express likes and dislikes:** like, love, enjoy, prefer, hate, dislike...

I love playing football

**Be careful with the verbs:**

Wish + to infinitive

Want (someone) TO DO something

Would like, would prefer, would love (s.o.) TO DO

5. **After the expressions:** can't stand, can't help, don't mind, it's no use, can't stop, it's (not) worth, it's no good, be busy, There's no point in, what's the point of ....?, have difficulty (in)

**Be careful with the expression:**

can't afford + to infinitive

6. **Short prohibitions**

No smoking

**VERBS + ING**

admit	appreciate	approve	avoid
celebrate	consider	contemplate	delay
deny	disapprove	escape	excuse
face	fancy	feel like	finish
forgive	give up	imagine	involve
keep	mention	mind	miss
postpone	practise	prevent	put off
resist	risk	spend (time)	suggest
understand	etc		

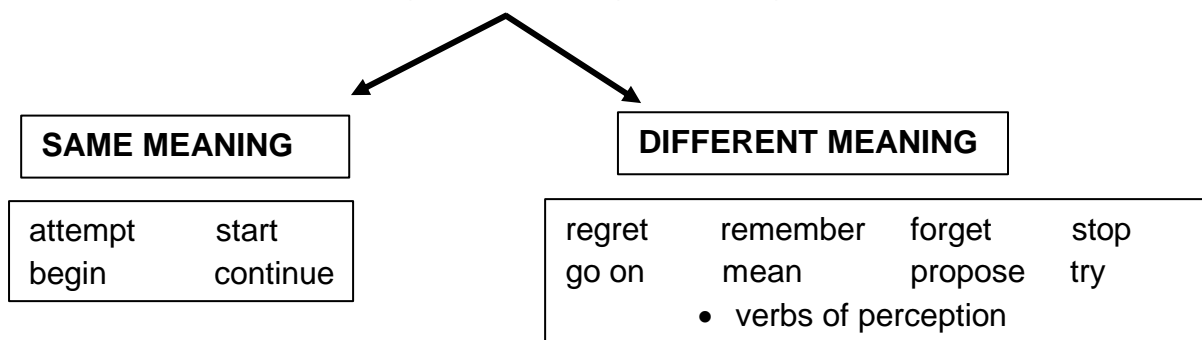
**VERBS + OBJECT + TO INFINITIVE**

ask	beg	cause	convince
force	get	hire	invite
order	persuade	remind	recommend
request	require	teach	tell
want	warn	etc	

## BARE INFINITIVE

<b>modal verbs</b>	<b>let someone DO something</b>
make s.o. DO sth	help s.o. DO sth
had better (not)	would rather (not)

## VERBS + TO INFINITIVE OR -ING FORM



## EXERCISES

Complete with the correct form: TO infinitive, bare infinitive or ING form.

- There's no point in \_\_\_\_\_ (study) 10 minutes before an exam.
- Let's \_\_\_\_\_ (have) a party, shall we?
- The doctor advised me \_\_\_\_\_ (stop) smoking.
- My teacher is keen on \_\_\_\_\_ (teach) young children.
- Please, stop \_\_\_\_\_ (shout)!
- They enjoy \_\_\_\_\_ (read) poetry.
- She always tries \_\_\_\_\_ (help) me with my homework.
- My father's used to \_\_\_\_\_ (work) a lot.
- They went \_\_\_\_\_ (climb) last Sunday.
- You aren't allowed \_\_\_\_\_ (speak) during the exam.
- She went on \_\_\_\_\_ (ski) although her leg hurt.
- It's impossible \_\_\_\_\_ (get) tickets for that film.
- I hate \_\_\_\_\_ (do) homework at the weekend.
- They can \_\_\_\_\_ (speak) several languages.
- She suggested \_\_\_\_\_ (buy) a Christmas tree.
- They are afraid of \_\_\_\_\_ (fall) in the snow.
- I've decided \_\_\_\_\_ (get) a part-time job.
- I don't mind \_\_\_\_\_ (help) you \_\_\_\_\_ (look for) a job.
- What kind of job do you want \_\_\_\_\_ (find)?
- I'm happy \_\_\_\_\_ (hear) that the thief has been caught.
- Let's \_\_\_\_\_ (go) to the ice rink at the weekend.  
Oh no! You know I hate \_\_\_\_\_ (ice-skate)
- I love \_\_\_\_\_ (roller-skate). Would you like \_\_\_\_\_ (come) with me today?
- Do you really want \_\_\_\_\_ (go) to the cinema tonight?  
Yes, I'd \_\_\_\_\_ (love) to.

24. I'm sure we can \_\_\_\_\_ (arrange) some extra classes.
25. He hates \_\_\_\_\_ (play) cards.
26. She is too excited \_\_\_\_\_ (sleep) now.
27. You must \_\_\_\_\_ (get up) early in the morning.
28. My mother goes \_\_\_\_\_ (run) every morning and she's really fit.
29. I advised my friend \_\_\_\_\_ (study) harder.
30. She suggested \_\_\_\_\_ (go) to the beach.
31. She has \_\_\_\_\_ (work) until late tonight.
32. We used \_\_\_\_\_ (wear) a uniform at school.
33. I'd rather \_\_\_\_\_ (go) now. It's getting late.
34. She's used to \_\_\_\_\_ (sleep) a lot.
35. He was very pleased \_\_\_\_\_ (see) her again.



## Doh! Rio blames it on The Simpsons

Activity designed by Alex Bellos - Rio de Janeiro

**Tuesday April 9, 2002**  
**The Guardian**

When the Simpsons, America's favorite dysfunctional family, visited Brazil last week they made some offbeat observations.

The cartoon characters found that Rio de Janeiro is a city where all men are bisexual, where fearsome monkeys roam the streets, and tourists are kidnapped by taxi drivers and mugged by children.

The ironic humor was par for the course for a show that has poked fun at middle American stereotypes for more than a decade. Unfortunately, the Rio tourist board did not see the funny side and is preparing to sue the producers, Fox, for damage to its international image and loss of revenue. The issue threatens to become a diplomatic incident.

The Brazilian president, Fernando Henrique Cardoso, has entered the fray claiming that the cartoon "brought a distorted vision of Brazilian reality".

It follows the family from their home in Springfield to Rio to look for a poor orphan that Lisa, the sensitive daughter, is sponsoring. But as soon as they arrive, Homer, the father, is kidnapped by a cabbie. Later, when he and his son Bart have a fruit juice they are mugged by a gang of children.

In his hotel room, Bart is glued to a children's TV show, presented by a semi-naked blonde stripper, in which sexy dancers seduce the child studio audience. He is also attacked by monkeys on Copacabana beach.

A statement from the Rio tourist board said that it has recently spent US\$18m promoting the city abroad and that the episode will have "drastic consequences" in the US market. Rio has severe social problems and high levels of violence, although

these are generally restricted to certain areas. Attacks on tourists are rare and no one has ever been attacked by a monkey on Copacabana.

Part of the anger in Brazil about The Simpsons is that, as well as the stereotypes, there are many inaccuracies - Marge, the mother, finds that the local mode of transport is the "conga", which is a Caribbean dance. (She takes a conga to the hotel). Also, the family visits a samba school to learn the macarena - a Latin dance not performed in Brazil.

Rio's tourist secretary, Jose Eduardo Guinle, said: "If Fox is so worried about Brazilian orphans and the poverty of our children, it should donate the profits of the episode to the city's social work program."

### 1) Points for discussion:

- a) How did you like the episode?
- b) Do you think the authorities were right in getting so angry at the episode or they were **making heavy weather** of it? (Use arguments from the text)
- c) Do you really believe a cartoon can affect the image of a country?
- d) How do you see Brazil? Is it different from the way portrayed in The Simpsons? In what ways?
- e) Should TV programs have the right to mock a whole country or not?

### 2) Discussion: (In all questions, justify your answer).

- a) What's Brazil like? Describe it from a Brazilian's point of view.
- b) What are Brazil's biggest problems nowadays?
- c) Do you think it emphasizes Brazil's problems even exaggerating them or is it just a realistic view of them?

### 3) Now read the messages from a forum in the internet and write your own response to the topic:

#### Subject: The Simpsons in Brazil

##### Posted by Ann

##### Message:

Did anyone see the Simpsons' episode that portrayed Brazil in a most American way? The family was robbed, eaten by snake, kidnapped, abused by monkeys, men are bisexual, etc. How horrible. How are Brazilians feeling about this?

##### Posted by Michael

##### Message:

How do they feel? Well that's exactly how it is in Brazil. I do love it! Don't take everything in a cartoon seriously.

##### Posted by Marcos

##### Message:

Michael, you are idiot because you are too passive. In case you haven't heard, the country of Brazil is suing the show over the issue.

**Posted by Catherine**

**Message:**

Gee, you could look at it this way - the episode is not making fun of Brazil, it's making fun of the stupid ideas that most Americans have of Brazil. I can't tell you how many Americans have asked me if I lived in a real house down there, or if there wasn't jungles and monkeys everywhere. People here in the U.S. are that stupid - and those are the educated ones. I think the Brazilians should lighten up and take a joke. I haven't seen the episode, but the Simpsons are usually pretty funny.

**Posted by \_\_\_\_\_**

**Message:**

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[https://www.eslprintables.com/vocabulary\\_worksheets/countries\\_and\\_nationalities/brazil/The\\_Simpsons\\_In\\_Brazil\\_86117/](https://www.eslprintables.com/vocabulary_worksheets/countries_and_nationalities/brazil/The_Simpsons_In_Brazil_86117/)

## WRITING

### What's a paragraph?

- A paragraph could be defined as a group of sentences that support one main idea.
- A paragraph develops a *topic*. A *topic* is the subject of the paragraph; it is what the paragraph is about.
- The sentence that presents the topic and the main idea is called a topic sentence.

**Identify the topic and the main idea in the topic sentences below:**

1. Most Brazilian families are very close together.
2. American culture is admired by Brazilians in many ways.
3. Brazilians consider learning English important for many different reasons.
4. Stereotyping can be harmful because it affects your self-esteem.

**Read the two paragraphs to follow. Circle the topic and the main idea. Underline the topic sentence.**

### Paragraph 1 – Relaxing at the beach

The beach is the perfect place for me. The air is hot, but the water is cool and fresh. I enjoy swimming and surfing in the ocean. When I am tired, I come out and lie on the beach. The sand is soft and white. The beach is noisy with seagulls and children laughing, but it is a pleasant noise. I even like the beach smells. The air smells salty from the sea. I feel relaxed and peaceful. When I want to relax in summer, I go to the beach.

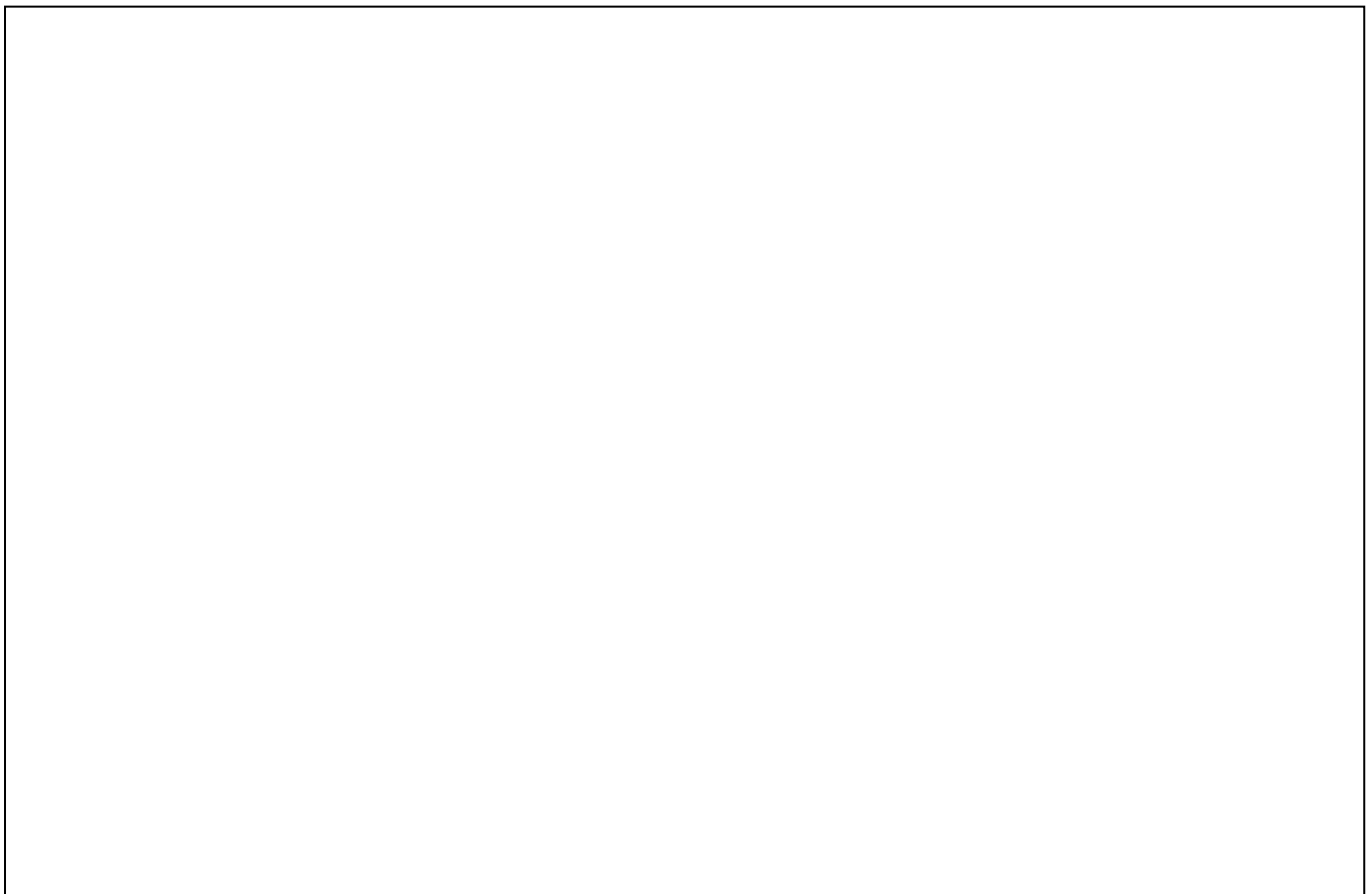
## Paragraph 2 – Teenagers and cellphones

Cell phones are necessary for teenagers as it helps them communicate with their friends. Teenagers can use their cell phones to message their friends to chat, make plans and get help with their homework. Since socializing is a big part of being a teenager, cell phones make it easier. Also there are many different ways to communicate with people using social media, such as Facebook or Twitter. These can both be accessed with a cellphone, making it easier for teenagers to socialize with their friends and make new ones. In conclusion, cellphones are necessary for teenagers because they help them communicate with their friends.

### Writing a paragraph

- The decision about what to put into your paragraphs begins with the germination of a seed of ideas.
- This “germination process” is better known as **brainstorming**.
- You can use **mind maps** to help you visualize your process of brainstorming.

**Brainstorm ideas about Brazilian culture. Organize a mind map to help you germinate ideas about the topic.**





## A well-structured paragraph is:

1. **Unified:** All of the sentences in a single paragraph should be related to a single controlling idea (often expressed in the topic sentence of the paragraph).
2. **Clearly related to the topic:** The sentences should all refer to the topic of the paragraph.
3. **Coherent:** The sentences should be arranged in a logical manner and should follow a definite plan for development.
4. **Well-developed:** Every idea discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraph's controlling idea.

Read two versions of the same paragraph. Which one is better, in your opinion? Why?

*Brazilian entertainment brings the soap operas. The soap operas have many characteristics of the Brazilian way of life and social criticism. Brazilian people watch soap operas every day. In Brazilian life, watching soap operas is an important custom.*

*Brazilian entertainment industry is world-famous for its soap operas. Besides providing good amusement, Brazilian soap operas can be a good way to understand Brazilian culture. They usually show how aspects of Brazilian everyday life, while getting you involved in intense family dramas. Also, most soap operas bring some kind of social criticism. Characters face conflicts involving prejudice and social inequality, for example, which are relevant current problems in Brazil. Then, if you want to know more about Brazilian culture, soap operas can be a good way of doing so.*

## Discuss in pairs:

- Do you agree with the point of view presented on the text? Why or why not?
- Consider you will write for a website that helps foreigners understand Brazilian culture without stereotyping it. Remember to organize your ideas in a well-structured paragraph. You can use the "Hamburger paragraph" to help you organize your ideas:

### Paragraph – First draft

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Your paragraph will be assessed according to the following criteria. You can use them to help you write and self-assess your work.

<b>Topic sentence:</b> the topic sentence presents the topic and the main idea of the paragraph.
<b>Supporting sentences:</b> the supporting sentences are all related to the main idea and contribute to make the point of the paragraph clear.
<b>Content:</b> the examples, facts and arguments presented are accurate and meaningfully related to the topic.
<b>Grammar:</b> the student uses languages structure according to their level. Grammar mistakes do not hinder communication.
<b>Vocabulary:</b> the student uses accurate and appropriate vocabulary according to their level.

### Paragraph –Second draft

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### Midterm Oral Presentation about Brazil

Work in groups. Choose one Brazilian region you would like to know more about. Find out about the following topics:

<b>General information</b>	How big is this region compared to the others? How many people live there? What are the most important economic activities? What is the climate like?
<b>Customs</b>	What are some common habits in this region? How do people act when they greet each other/ visit someone, etc? What do they like to do in their free time? What kind of music is popular?

<b>Festivals and traditions</b>	What are some important festivals or traditional parties celebrated in this region? What do they celebrate? How are they celebrated
<b>Typical food</b>	What kinds of food is typical in this region? What are they made of? Have you ever tried these dishes? How do you like them?

## Presentation skills

### 1. Start strong

The beginning of a good presentation gets – and holds the attention of the audience. You can make a strong start by telling a surprising story, giving a quote or interesting example, asking a challenging question or showing a powerful picture.

### 2. Be personable

Good presenters try to connect on a personal level with the audience. Your classmates are more likely to listen, understand, and accept your message if they feel a connection with you. Below are some ways you can be personable when you present:

- Be warm and friendly
- Speak simply – write the speech yourself, using words you'd normally use, and imagine that you are having a conversation with your classmates.
- Include stories and examples involving real people.
- Show your feelings, especially your enthusiasm or excitement about the topic.

**Your presentation will be assessed according to the criteria below. Use them to prepare and self-evaluate your presentation.**

<b>Content:</b> the group presented all the required information about the region (general information, customs, festivals and traditions, typical food). Ideas are clearly and thoroughly explained.
<b>Grammar:</b> the student uses languages structure according to their level. Grammar mistakes do not hinder communication.
<b>Vocabulary:</b> the student uses accurate and appropriate vocabulary according to their level.
<b>Pronunciation and fluency:</b> pronunciation is mostly intelligible; communication with the audience is mostly direct, with little or no reading from notes.
<b>Presentation skills:</b> the group used effective strategies to start strong and connect with the audience; cues are helpful to catch the audience attention without being distracting.

**SONG COMPREHENSION**  
Favela (Ina Wroldsen / Alok)  
"Favela" (Ina Wroldsen / Alok)

A. Listen to the song and fill in the blanks.

**"Favela" (Ina Wroldsen / Alok)**

As the sun \_\_\_\_\_  
She opens up her hazel \_\_\_\_\_ eyes and  
Begins  
Her baby cries  
She \_\_\_\_\_ and tells him beautiful lies, again

**Chorus**

She come from the Favela-la  
\_\_\_\_\_ of Santa Teresa-sa  
Underneath the redeemer-mer  
And the \_\_\_\_\_ in the sky  
She come from the Favela-la  
Asks me: E aí beleza-za  
\_\_\_\_\_ the redeemer-mer  
Where the hills come alive



She \_\_\_\_\_ the Favela night (3x)

And the wind blows  
She lives on \_\_\_\_\_ streets  
Where nobody goes  
Alone  
Just a \_\_\_\_\_ girl  
Born on the left side of this  
\_\_\_\_\_ handed world  
She knows

**Repeat Chorus**

Deep in the \_\_\_\_\_ and the streets  
Lost in the funk Favela beats  
Prisioneira  
Dan cing in the Favela  
\_\_\_\_\_ in the Ipanema bays  
We raise a glass on \_\_\_\_\_  
It's a lopsided world  
When you're a girl  
\_\_\_\_\_ into nothing at all

**Repeat Chorus**

**B. Write a sentence from the lyrics which explains the picture**



1



2



3



4

**C. Which of the topics below can you identify in the idea of the song? Justify orally with words from the lyrics the alternatives that you chose.**

- a) Sexual harassment
- b) Precocious pregnancy
- c) Urban violence
- d) Employment
- e) Social inequality
- f) Homosexuality
- g) Poverty
- h) Friendship

**D. Discuss in groups**

- 1- Why do you think the girl tells her baby beautiful lies?
- 2- What do you understand by a high-handed world?
- 3- Why is the girl a "prisoneira"?
- 4- What would be the idea of lopsided world? Why does the girl live in one?

## SECOND TERM

### What is Cultural Awareness, anyway?

by Stephanie Quappe and Giovanna Cantatore

Cultural Awareness is the foundation of communication and it involves the ability of *standing back*<sup>1</sup> from ourselves and becoming *aware*<sup>2</sup> of our cultural values, beliefs and perceptions. Why do we do things in that way? How do we see the world? Why do we react in that particular way?

Cultural awareness becomes central when we have to interact with people from other cultures. People see, interpret and evaluate things in different ways. What is considered an appropriate *behavior*<sup>3</sup> in one culture is frequently inappropriate in another one. Misunderstandings arise when I use my meanings to make sense of your reality.

As an Italian, it is almost automatic to perceive US Americans as people who always work, talk about business over lunch and drink their coffee running in the street instead of enjoying it in a bar. What does it mean? Italians are lazy and American hyperactive? No, it means that the meaning that people give to certain activities, like having lunch or dinner could be different according to certain cultures. In Italy, where relationships are highly valued, lunch, dinner or the simple pauses for coffee have a social connotation: people get together to talk and relax, and to get to know each other better. In the USA, where time is money, lunches can be part of *closing a deal*<sup>4</sup> where people discuss the outcomes and sign a contract over coffee.

Misinterpretations occur primarily when we *lack*<sup>5</sup> awareness of our own behavioral rules and project them on others. In absence of better knowledge, we tend to assume, instead of finding out what a behavior means to the person involved, *e.g.* a straight look into your face is *regarded as*<sup>6</sup> disrespectful in Japan.

Becoming aware of our cultural dynamics is a difficult task because culture is not conscious to us. Since we are born we have learned to see and do things at an unconscious level. Our experiences, our values and our cultural background lead us to see and do things in a certain way. Sometimes we have to step outside of our *cultural boundaries*<sup>7</sup> in order to realize the impact that our culture has on our behavior. It is very helpful to gather feedback from foreign colleagues on our behavior to get more clarity on our cultural traits.

Projected similarities could lead to misinterpretation as well. When we assume that people are similar to us, we might incur the risk that they are not. If we project similarities where there are not, we might act inappropriately. It is safer to assume differences until similarity is proven.

<http://www.culturocity.com/articles/whatisculturalawareness.htm>

## Vocabulary

A. Read the text and write the definitions of the expressions in bold.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

B. In your own words, answer the questions according to the text.

1. Why is cultural awareness important when we have to interact with people from different cultures?

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2. The author explains that the meaning that people give to certain activities can be different according to certain cultures. Do you think the way Brazilians see lunch and dinner is more like American or Italian culture? Why?

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3. What about looking someone straight in the eye? Is it considered disrespectful in your culture? Explain.

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4. Why is it difficult to become aware of our own cultural dynamics?

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C. According to the text, *"misunderstandings arise when I use my meanings to make sense of your reality"*. Below are some examples of such kind of misunderstandings. Read the situations and try to figure out what happened. After you write your answers, compare with a partner and discuss.

**Situation 1 – Addressing the teacher**

It was the first day of the English class and the teacher was introducing himself. He wrote his full name, Alan Jones, on the board and said, 'My name's Alan Jones. If you like, you can use "Mr." with my name. Now I would like you to tell me your names. Let's start with you', he said, indicating a young woman in the front row. The young woman answered 'My name is Liliana Castro, but you can call me Lily, teacher.'

Then the teacher said, 'OK. I'll call you Lily, but, please, don't call me "Teacher". Please call me Alan or Mr. Jones.'

Lily looked confused, but the teacher ignored her and continued to ask students to introduce themselves

a. Why did Lily call Alan Jones "teacher"?

\_\_\_\_\_

b. Why did Alan Jones ask Lily not to call him "teacher"?

\_\_\_\_\_

c. What would you do if you were on Lily's shoes?

\_\_\_\_\_

**Situation 2 – Attending a party**

Martha, an American teacher in the US, had just started teaching English to a group of Japanese students. She wanted to get to know her students more informally, so she invited them to her house for a party. The students all arrived together at exactly 8:00 p.m. They seemed to enjoy the party: they sang, danced and ate most of the food. At about 10:00 p.m., one of the students said to the teacher, 'I think it's time for me to leave. Thank you very much for the party'. Then, all the other students got up to go, and all left at the same time. Martha decided she would never invite them again.

a) Why did all students leave together? \_\_\_\_\_

b) Why did Martha decide never to invite them again? \_\_\_\_\_

c) How would you feel if you were Martha? What would you do?  
\_\_\_\_\_



**Situation 3 – Accepting a compliment**

Linda, an American teacher in an adult class in the US, was speaking to Isa, one of her Thai students. She said: 'Isa, I'm very happy with your work. Your English is really improving'.

Isa looked down and said: 'Oh, no. I'm not a good student. My English is not very good'. Linda really thought Isa was making progress, and she wanted her to know it. She said to Isa: 'But you are a good student, and you're making excellent progress. You should be proud of your work'.

Isa responded to this remark saying 'No, no. You are a very good teacher, but I'm not a good student'.

Linda didn't know what to say, so she decided not to give Isa any more compliments.

a. Why did Isa look down when the teacher complimented her?

\_\_\_\_\_

b. Why did the teacher decide not to give Isa any more compliments?

\_\_\_\_\_

c. What would you do if you were the teacher?

\_\_\_\_\_

**LISTENING**

**A. Listen to Shantel tell her friend Todd about her experience in Italy. Circle the correct alternative in questions 1-4.**

1- She went to Italy as a junior \_\_\_\_\_.

- a) In high school
- b) at university
- c) associate

2- She says she was very \_\_\_\_\_.

- a) Skeptical
- b) Serious
- c) Trusting

3- What food did she especially love?

- a) The bread
- b) The pizza
- c) The salads

4- How does she feel about cheese?

- a) She cannot eat it.
- b) She loves it.
- c) She hates.

**B. Listen again. How does she compare life in the USA and Italy? Take notes.**

USA	Italy

## Proverbs

A proverb (from Latin: *proverbium*) is a simple, concrete, traditional saying that expresses a truth based on common sense or experience. Proverbs are often metaphorical and use formulaic language.

**A. What is a Brazilian proverb that you usually hear in your home? Write the proverb in Portuguese and explain what it means in English.**

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**B. Read the English speaking proverbs and match them with their meaning.**

1. ( ) Rome wasn't built in a day.
2. ( ) Every cloud has a silver lining.
3. ( ) Good fences make good neighbors.
4. ( ) There's no time like the present.
5. ( ) An apple a day keeps the doctor away.
6. ( ) A penny saved is a penny earned.
7. ( ) A stitch in time saves nine.
8. ( ) Make hay while the sun shines.
9. ( ) You can't have your cake and eat it.
10. ( ) Look before you leap.

- a. Establishing boundaries between you and your neighbor helps you both respect each other's space and privacy.
- b. If you solve a problem immediately, it may save a lot of extra work later.
- c. It is wise to save money, even if it's a little.
- d. You shouldn't act without first considering the possible consequences or dangers.
- e. Make good use of an opportunity while it lasts.
- f. Every difficult or sad situation has a comforting or more hopeful aspect.
- g. Used to suggest something should be done now rather than later.
- h. You can't enjoy both desirable alternatives when they are mutually exclusive.
- i. Eating nutritious food will make you healthier.
- j. A great achievement takes time and effort. You should be patient.

**C. In pairs, think of a situation in which you could use one of these proverbs. Write a short dialogue and then, present it for the class.**

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D. Proverbs can give us insights about the culture because they are usually based on values that are considered important in a community. Write a proverb for each value. You can choose from the list of proverbs above or look for new proverbs.

Adaptability	When in Rome, do as the Romans do.
Health	
Persistence	
Optimism	
Precaution	
Privacy	
Promptness	
Thrift	

E. What are some Brazilian proverbs for these values? Can you find their equivalent in English? (You can google it!)

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F. What is a proverb that you like? What does it mean? How does that make sense in your life? Make a short presentation about it for the class.

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### What's a Stereotype?

A stereotype is a fixed idea that people have about what specific social groups or individuals are like, especially an idea that is wrong. Stereotypes are often created about people of specific cultures or races. Other terms that are associated with the term stereotype are prejudice and cliché.

The term has a Greek origin: stereos means solid or firm and typos mean blow, impression, engraved or mark. The term was first used in the printing business. The first modern English use of the term was in 1850, meaning "image perpetuated without change."

Because stereotypes are standardized and simplified ideas of groups, based on some prejudices, they are not derived from objective facts, but rather subjective and often unverifiable ideas. As Sociologist Charles E. Hurst states\* "One reason for stereotypes is the lack of personal, concrete familiarity that individuals

have with persons in other racial or ethnic groups. Lack of familiarity encourages the lumping together of unknown individuals".

## Common Stereotypes

**Racial Profiling** - One of the more common stereotype examples is stereotypes surrounding race.

**Gender Profiling** There are also some common stereotypes of men and women, **Sexual Stereotypes** - Sexual stereotypes, on the other hand, suggest that any feminine man is gay and any masculine woman is a lesbian. Those who believe gay stereotypes may also believe that homosexuality is immoral, wrong and an abomination.

**Cultures** - Stereotypes also exist about cultures and countries as a whole.

**Groups of Individuals** - A different type of stereotype also involves grouping of individuals.

## Why do we stereotype?

The existence of stereotypes may be explained by the need of groups of people to view themselves as more normal or more superior than other groups. Consequently, stereotypes may be used to justify ill-founded prejudices or ignorance. The stereotyping group are, generally, reluctant to reconsider their attitudes and behavior towards stereotyped group.

## Why Is it Bad to Stereotype?

Stereotypes may affect people negatively. This includes forming inaccurate and distorted images and opinions of people. Stereotyping is not only hurtful, it is also wrong. Even if the stereotype is correct in some cases, constantly putting someone down based on your preconceived perceptions will not encourage them to succeed.

Stereotyping can lead to the feeling of inferiority that the stereotyped people may have and which may impair their performance. It can also lead to bullying from a young age. Stereotyping is encouraging bullying behavior that children carry into adulthood. It can also lead people to live lives driven by hate, and can cause the victims of those stereotypes to be driven by fear. Stereotypes may also be used for scapegoating or for making general erroneous judgments about people. which leads to xenophobic or racist behavior.

Source: Hurst, Charles E. Social Inequality: Forms, Causes, and Consequences.

<https://examples.yourdictionary.com/>

## A. Choose the correct alternative:

1. Stereotypes are used to:
  - A. make generalizations about different groups of people.
  - B. have an accurate understanding of the stereotyped people.
2. If you label people in terms of stereotypes, you will probably:
  - A. be having an exact judgment of their worth.
  - B. be behaving in a discriminatory way

**B. Answer the questions phrasing the information from the text with your own words:**

1. According the Sociologist Charles E. Hurst, what is the reason for stereotyping?

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2. Why do we stereotype? Cite 2 reasons.

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3. Name and explain 3 negative effects of stereotyping.

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**C. Match the following stereotypical comments with the categories below:**

**RP** – Racial profiling

**CS** – Cultural stereotyping

**GP** – Gender profiling

**GI** – Groups of individuals

1. ( ) Men are strong and do all the work.
2. ( ) Girls are not good at sports.
3. ( ) All teenagers are rebels.
4. ( ) Guys are messy and unclean.
5. ( ) All white Americans are obese, lazy, and dim-witted.
6. ( ) All Mexicans are lazy and came into America illegally.
7. ( ) All Arabs and Muslims are terrorists.
8. ( ) All Blacks are good at sports.
9. ( ) All politicians are philanders and think only of personal gain and benefit.
10. ( ) Girls are only concerned about physical appearance.
11. ( ) All blonds are unintelligent.
12. ( ) Women aren't as smart as a man.
13. ( ) Children don't enjoy healthy food.
14. ( ) Only anorexic women can become models.
15. ( ) All Asians are good at math.
16. ( ) All Asians like to eat rice and drive slow.
17. ( ) The elderly have health issues and behave like children.
18. ( ) All Irish people are drunks and eat potatoes.

## LISTENING

A. In pairs, brainstorm what comes to your mind when you think about the English and the French. Consider the topics below.

housing clothes manners sports appearance habits food personality



B. Listen to Goeff, an Englishman, talk about how the French stereotype the English. Take notes on what stereotype he mentions about each topic in the chart below.

<https://www.audio-lingua.eu/spip.php?article1708&lang=fr>



Housing	
Clothing	
Manners	
Sports	

C. Listen to Sarah, a New Zealander, talk about some stereotypes about the French. Take notes on what stereotype she mentions about each topic in the chart below.



Appearance	
Habits	
Food	
Personality	

## GRAMMAR - Conditionals



FIRST CONDITIONAL	
+	If I <b>study</b> , I <b>will pass</b> my exams.
-	If I <b>don't study</b> , I <b>won't pass</b> my exams.
?	If I <b>study</b> , <b>will I pass</b> my exams?
+	If he <b>studies</b> , he <b>will pass</b> his exams.
-	If he <b>doesn't study</b> , he <b>won't pass</b> his exams.
?	If he <b>studies</b> , <b>will he pass</b> his exams?

The table provides examples of the first conditional in affirmative, negative, and interrogative forms for both 'I' and 'he'.

Complete the first conditional sentences with your own ideas:

- a) I'll be happy \_\_\_\_\_
- b) If it rains all the weekend, \_\_\_\_\_
- c) If I forget my best friend's birthday , \_\_\_\_\_
- d) I'll pass all my exams \_\_\_\_\_
- e) If I don't feel well tomorrow morning, \_\_\_\_\_
- f) I'll go to bed early \_\_\_\_\_
- g) I'll be disappointed \_\_\_\_\_

# SECOND CONDITIONAL

## Structure

**IF+ Past Simple, Present Conditional**

(To be: use WERE) (would/wouldn't + Verb (bare form)).

## Usage

Imaginary situations in the present or future

## Examples



- If I **won** a million dollars, I **would buy** a new car.
- If I **were** you, I **would quit** smoking.
- If I **were** the president, I **would lower** taxes.
- They **would stay** longer if they **had** more time.
- If I **won** a million dollars, I **could stop** working.
- If I **had** more free time, I **could travel** around the world.

Let's practice. Complete the spaces using the verbs in parenthesis in the correct tense.

1. If you \_\_\_\_\_ (*help*) your grandma, I \_\_\_\_\_ (*do*) the shopping.
2. Andrew \_\_\_\_\_ (*water*) the flowers if he \_\_\_\_\_ (*stay*) at home.
3. If she \_\_\_\_\_ (*have*) 5 pounds more, she \_\_\_\_\_ (*buy*) herself this T-shirt.
4. If they \_\_\_\_\_ (*offer*) me the job, I \_\_\_\_\_ (*take*) it.
5. You \_\_\_\_\_ (*have*) summer holidays from June till August if you \_\_\_\_\_ (*live*) in the USA.
6. We \_\_\_\_\_ (*sell*) the bike for 20 Euros if Ron \_\_\_\_\_ (*repair*) it.

## Conversation time!

In pairs answer the questions using the structure studied.

1. If you won the lottery, what would you do?
2. If you saw a ghost, what would you do?
3. If animals could talk, what would they say?
4. If you could travel to the future, what would you do?
5. If you could travel to the past, when would you go to?
6. If you could be 10 forever or 60 forever, which would you choose?



7. If you could change one thing about yourself, what would you change?
8. If you could speak any language perfectly, which would you choose?
9. If you had a 3D printer, what would you print?
10. If you could have one superpower, which would it be?
11. If you only ate one food forever, which would it be?
12. If you lived to be 300, how would your life be different?

GRAMMAR WORKSHEET: PAST PERFECT (had not = hadn't)

I			
You			
He			
She	<b>had</b>	<b>eaten</b>	(before the taxi arrived).
It			
We			
They			

I				
You				
He				
She	<b>had</b>	<b>not</b>	<b>eaten</b>	(before the taxi arrived).
It				
We				
They				

	I		
	you		
	he		
<b>Had</b>	she	<b>eaten</b>	(before the taxi arrived)?
	it		
	we		
	they		

<b>Yes,</b>		<b>No,</b>		
I		I		
you		you		
he		he		
she	<b>had.</b>	she	<b>had</b>	<b>not.</b>
it		it		
we		we		
they		they		

Complete the sentences:

1. A: Had Jim ever (*fly*) flown before his flight last week?  
B: Yes, he \_\_\_\_\_.
2. A: \_\_\_\_\_ your sister (*eat*) \_\_\_\_\_ breakfast before she left?  
B: No, she \_\_\_\_\_.
3. James said he \_\_\_\_\_ already (*see*) \_\_\_\_\_ the movie last year.
4. I got lost because I (*forget*) \_\_\_\_\_ to bring a map.
5. They (*not study*) \_\_\_\_\_ English before last year.
6. She (*live*) \_\_\_\_\_ in Leeds before she moved to London.
7. The baby (*fall asleep*) \_\_\_\_\_ before eight o'clock.
8. I (*not think*) \_\_\_\_\_ of that question before.
9. Sue got wet because she (*not bring*) \_\_\_\_\_ an umbrella.
10. He (*own*) \_\_\_\_\_ his car for a year before he sold it.
11. I didn't notice that the traffic light (*turn*) \_\_\_\_\_ red.
12. He (*order*) \_\_\_\_\_ rice, but the waiter served him soup.

# THIRD CONDITIONAL

## Structure

**IF + Past Perfect, Perfect Conditional**

(Would/wouldn't + have + Past Participle)

## Usage

**Imaginary situations in the past**

## Examples



- If I **had got** a gold medal, I **would have been** happy.
- If I **had met** Susan last week, I **would have given** her the book.
- If the weather **had been** good, we **would have gone** water-skiing.
- If you **had got** (**gotten-US**) up earlier, you **would have caught** the earlier train.

Put in the correct third conditional verb form:

1. If you \_\_\_\_\_ (not / be) late, we \_\_\_\_\_ (not / miss) the bus.
2. If she \_\_\_\_\_ (study), she \_\_\_\_\_ (pass) the exam.
3. If we \_\_\_\_\_ (arrive) earlier, we \_\_\_\_\_ (see) John.
4. If they \_\_\_\_\_ (go) to bed early, they \_\_\_\_\_ (not / wake) up late.
5. If he \_\_\_\_\_ (become) a musician, he \_\_\_\_\_ (record) a CD.
6. If she \_\_\_\_\_ (go) to art school, she \_\_\_\_\_ (become) a painter.
7. If I \_\_\_\_\_ (be) born in a different country, I \_\_\_\_\_ (learn) to speak a different language.
8. If she \_\_\_\_\_ (go) to university, she \_\_\_\_\_ (study) French.
9. If we \_\_\_\_\_ (not / go) to the party, we \_\_\_\_\_ (not / meet) them.
10. If he \_\_\_\_\_ (take) the job, he \_\_\_\_\_ (not / go) travelling.