

Xperience

Amapá

FUNDAMENTAL | ANOS FINAIS | LIVRO DO ALUNO

Língua Inglesa

6



Xperience ^{Amapá}

6

Língua Inglesa

FUNDAMENTAL | ANOS FINAIS | LIVRO DO ALUNO

1ª Edição

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AMAPÁ
GOVERNO DO ESTADO
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BRAZIL



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Apresentação

Querida aluna e querido aluno,

É com muita alegria que apresentamos a coleção *Xperience Nova Escola**. Essa coleção é um convite para você aprender a língua inglesa com atividades significativas e divertidas – afinal, aprender uma língua pode e deve ser prazeroso.

O *Xperience Nova Escola* foi desenvolvido por dezenas de professores de língua inglesa e especialistas de todo o Brasil. Para ficar ainda mais legal e interessante, professores de diversos municípios do Amapá contribuíram para a regionalização dos conteúdos e trouxeram características socioculturais com as quais você irá se identificar.

Você vai perceber como o inglês faz parte de sua vida!

O conteúdo foi elaborado por professores, ou seja, por pessoas que conhecem a sala de aula. Para nós, professores, é importante que a aprendizagem faça sentido: isso quer dizer que todas as atividades foram elaboradas pensando em você, porque nosso objetivo é que você aprenda, se desenvolva e trace um belo caminho para o seu futuro.

Este livro será seu companheiro: com ele, você conhecerá outros povos, culturas, costumes e ideias. O principal, entretanto, é que ele amplie sua capacidade de se expressar e de falar sobre você para o mundo.

Aprender inglês, além de ser importante, será muito interessante. Você vai adorar! Vamos começar?

Professoras-autoras e professores-autores de *Xperience Nova Escola*

*Esta coleção faz parte do programa *Skills for Prosperity*, fruto de uma parceria entre o Governo Britânico e um consórcio formado pela Fundação Lemann, Associação Nova Escola, Instituto Reúna e British Council.

Conheça uma unidade do Xperience Nova Escola!

OPENING

Cada unidade começa com uma grande cena em duas páginas. Integradas à cena, fotos e ilustrações ajudam a ativar conhecimentos que você já tem sobre os temas da unidade.



As perguntas propõem uma discussão sobre as imagens e os temas que você vai estudar na unidade – assim, você pode verificar o quanto sabe acerca dos temas e ter uma boa ideia do que vai aprender nas páginas seguintes.

LESSONS 1-5

Após as páginas de *Opening* vêm as *lessons* – ciclos de aprendizagem em três páginas com etapas bem claras para trabalhar **compreensão de textos orais e escritos; produção escrita; produção oral; gramática e vocabulário.**

Esta é a **Lesson 1**, que começa apresentando um texto oral autêntico para escuta, com atividades para compreensão. Em seguida, você vai aprender e usar vocabulário relacionado ao texto, o que vai ajudá-lo a realizar a produção oral.

O **título** é sempre uma pergunta relacionada à produção oral ou escrita do final da *lesson*.

Na seção **Listening**, você vai ouvir textos orais diversos - como *vlogs*, trechos de filmes e *podcasts* - e fazer atividades de compreensão.

Os **QR codes** dão acesso aos áudios; é só usar a câmera de um celular ou *tablet* com acesso à internet para ouvir os textos orais.


Lesson 1

Can you talk about your favourite things?

LISTENING

Pre-Listening

- Observe a imagem ao lado e responda às perguntas.
 - Na sua opinião, qual o assunto desta *lesson*?
 - O áudio que você vai ouvir é trecho de um vídeo em primeira pessoa e relacionado a imagem. Na sua opinião, quem irá falar?



While Listening

- Listen to the audio. Tick [✓] all the appropriate words to complete the sentence.

Kobi Koloff talks about her favourite...

a. [] colour.
b. [] food.
c. [] sport.
d. [] drink.
- Listen to the audio again. Circle the best answer.

a. Kobi Koloff's favourite holiday is:

Christmas.	her birthday.	New Year's Day.

b. Her favourite vacation spot is:

the beach.	the mountain.	the desert.

LEARNING TO LEARN

Assistir a filmes e vídeos com o áudio em inglês e as legendas em português ajudará você a se familiarizar mais com os sons da língua inglesa e até a aumentar seu vocabulário.

d. Her favourite thing to do with friends is:

ice cream night.	watching movies.	game nights.

Post-Listening

- Preferências mudam de acordo com os costumes e as tradições de um povo. Discuta as perguntas a seguir.
 - Quais as comidas preferidas dos brasileiros?
 - Quais os passatempos preferidos das pessoas onde você mora?

LANGUAGE FOCUS

Vocabulary Favourite things

- Use the words to complete the captions. Write categories for the groups of words.

basketball • cycling • listen to music • pasta • play board games • rice and beans
soup • steak, onion rings, and chips • swimming • volleyball • watch TV

a.	b.	c.
d.	e.	f.

O **Learning to learn** apresenta dicas para o aprendizado da língua.

Na seção **Language Focus**, você vai aprender e usar vocabulário importante para realizar a produção oral.

Lesson 1









OUTCOME

Your favourite things

What: a conversation about your favourite things. **Audience:** classmates and teachers
Where: in front of the class or in a small group and on the classroom walls
Goal: share information about yourself

You are going to talk with a classmate about your favourite things. Follow the steps.

- First complete the sentences.

My favourite colour is	My favourite food is	My favourite animal is	My favourite sport is	My favourite free-time activity
------------------------	----------------------	------------------------	-----------------------	---------------------------------
- Share your sentences with a classmate and your teacher. Get feedback and make any necessary changes.
- Now, in groups, share your favourite things with your classmates.

FEEDBACK

Nesta *lesson*, você:

- ouviu e compreendeu uma pessoa falando sobre suas coisas favoritas;
- aprendeu e usou vocabulário relacionado a gostos e preferências;
- conversou com seus colegas sobre suas coisas e atividades favoritas.

_____	_____
_____	_____

Na seção **Outcome**, você vai usar a língua inglesa para interagir com seus colegas em situações diversas como discussões, jogos, entrevistas, pesquisas e apresentações. As atividades feitas nas seções anteriores foram planejadas para que você consiga realizar as propostas de produção oral. Além disso, você vai ter o apoio do professor e oportunidades para se preparar.

A seção **Feedback** encerra a *lesson* com os objetivos de aprendizagem e um convite à reflexão sobre seu trabalho.

Conheça seu livro

Na seção **Reading**, você vai ler textos escritos diversos – como artigos, trechos de livros e infográficos – e fazer atividades de compreensão.

O **Culture** apresenta informações culturais relevantes relacionadas ao texto ou ao tema da **lesson**.

O **Glossary** mostra as palavras mais significativas para o trabalho de compreensão do texto escrito.

Lesson 2

Can you create a family tree?

READING

Pre-Reading

1. Circle as palavras para membros da família em inglês que você conhece. Compartilhe o que você sabe com um colega.

- | | | | |
|-----------|----------------|-------------|-------------|
| a. mother | d. brother | g. daughter | j. wife |
| b. father | e. grandmother | h. son | k. parents |
| c. sister | f. grandfather | i. husband | l. children |

2. O diagrama abaixo representa uma **family tree**. Assinale [✓] as sentenças mais apropriadas.

- Em uma **family tree**, os familiares mais antigos aparecem na parte superior.
- Em uma **family tree**, os familiares aparecem em qualquer ordem.
- Em uma **family tree**, os membros mais jovens da família aparecem na parte inferior.

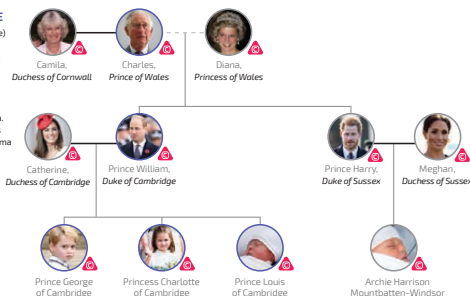
While Reading

3. Look at part of the family tree of the British Royal Family. Underline the best words to complete the sentences.

- Prince William and Prince Harry are **brothers / father and son**.
- Prince Harry and Megan Markle are **father and daughter / husband and wife**.
- Diana and Prince William are **sister and brother / mother and son**.
- Prince Charles and Archie are **father and son / grandfather and grandson**.

+ CULTURE

Catherine (Kate) Middleton e Prince William, o Duque de Cambridge, são nobres da realeza inglesa. Existem títulos de nobreza e uma família real no Brasil?



Lesson 2

4. Now read part of an article about Prince William. Write true (T) or false (F).

About the Duke of Cambridge

The Duke of Cambridge (Prince William) is the second in line to the throne and the elder son of The Prince of Wales and Diana, Princess of Wales. His Royal Highness is married to The Duchess of Cambridge, Catherine, with whom he has three children, Prince George, Princess Charlotte and Prince Louis. The family's official residence is Kensington Palace.

Extracted from AP017 The Duke of Cambridge - English. Available at: <https://www.reports-to-the-uk.com/duke-of-cambridge/>. Accessed on: 16 July 2020.

GLOSSARY

throne: trono
elder: mais velho
Royal Highness: Alteza Real

- Prince William and Catherine are husband and wife.
- They have only one son.
- George and Charlotte are brother and sister.

5. The lines connecting the people in the family tree indicate how they are related. Match the lines to the relations.

- People are married.
- People are father/mother and son/daughter.
- People are divorced.

Post-Reading

6. As fotos abaixo mostram diversos tipos de estruturas familiares. Que tipos de estruturas você conhece? Discuta com um colega.



LANGUAGE FOCUS

Vocabulary Family members

1. Organise the family members from Activity 1 in Reading in the table. Then listen, check and repeat.

Male ♂	Female ♀	Both (♂ and ♀)
father	mother	parents

Grammar Possessive case ('s)



2. Read again this passage from the article in Reading. Then tick [✓] the correct words to complete the sentences.

The family's official residence is Kensington Palace:

- We can say that Kensington Palace is the...
 official residence of the family. the family of the official residence.
- use of 's in family's official residence shows that...
 the residence belongs to the family. the family belong to the residence.

3. Read the British royal family tree again. Complete the sentences with words from Activity 1.

- Kate is George, Charlotte and Louis's _____
- Prince Charles is Louis, George, Charlotte and Archie's _____
- George and Louis are Kate and William's _____
- Charlotte is Kate and William's _____

OUTCOME

My family tree

What: a family tree

Goal: share information about yourself and your family

Audience: classmates and teachers

Where: notebook and classroom wall

You are going to create your family tree. Follow the steps.

- In your notebook, create a diagram with some members of your family. Use the family tree for the British Royal Family as a reference.
- Write four sentences describing your family relationships. Look at the example: Jose is Mariana's father. Jose is my grandfather.
- Share your draft with a classmate and your teacher. Get feedback.
- Now draw and write the final version of your family tree on a separate sheet of paper. Include the sentences.
- Share your family tree on the classroom walls.

FEEDBACK

Nesta lesson, você:

- leu e compreendeu uma árvore genealógica e um trecho de um artigo sobre uma pessoa e sua família;
- aprendeu e usou vocabulário para membros da família;
- aprendeu e usou o possessive case ('s) para falar de relações familiares;
- criou uma árvore genealógica da própria família.

Na seção **Language Focus**, você vai aprender e usar vocabulário e estruturas gramaticais importantes para realizar a produção escrita.

Na seção **Outcome**, você vai usar a língua inglesa para criar textos escritos, como diagramas, pequenos artigos e mensagens. As atividades feitas nas seções anteriores foram planejadas para que você consiga realizar as propostas de produção escrita. Além disso, você vai ter o apoio do professor e oportunidades para escrever um rascunho do seu texto, compartilhá-lo com um colega e/ou seu professor para, então, escrever a versão final.

CLOSING

Após as *Lessons 1-5*, a página encerra o trabalho com a unidade.

Closing

GETTING ACROSS +

- O tema da *Lesson 1* foi *Favourite things*. Na *Lesson 5*, falamos sobre amizade. Em duplas, discuta: duas pessoas com gostos e preferências diferentes podem ser melhores amigos? Por quê?
- Você criou uma rotina semanal no *Outcome* na *Lesson 4*. O que acha de seguir um horário semanal organizado para realizar suas atividades?

SELF-ASSESSMENT +

Vamos criar um plano de ação (*action plan*) para aprender mais e melhor? O primeiro passo é preencher a tabela a seguir.

- A primeira coluna é dedicada aos objetivos que você conseguiu alcançar com mais conforto.
- A segunda coluna se refere aos objetivos que não foram completamente atingidos.
- A terceira coluna recebe maior atenção porque diz respeito ao *action plan* para que seu progresso seja mantido ou atingido.

O que eu aprendi com sucesso	O que eu quero estudar mais	Meu plano de ação: o que eu vou fazer para aprender mais

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Na seção *Getting Across*, você vai retomar os temas das *lessons*, com discussões e atividades que podem dialogar com outros componentes curriculares.

O *Self-assessment* é um momento de autoavaliação, para você refletir sobre o que aprendeu e planejar formas e estratégias para melhorar seu processo de aprendizagem.

Language Bank

Unit 1

antonym: antônimo
 assign: designar, atribuir
 attend: atender, assistir
 audience: espectadores, plateia, público
 backpack: mochila
 billing: boleto
 bulletin board: quadro de avisos
 character: personagem de filme ou livro
 classroom: sala de aula
 code: código
 command: comando
 cricket: grilo
 date of birth: data de nascimento
 descent: sobrenome
 dialogue: diálogo
 dictionary: dicionário
 dictionary entry: verbete de dicionário
 draw: desenhar
 emergency contact: contato de emergência
 exchange: realizar uma troca com alguém
 feedback: opinião sobre uma atividade realizada por outra pessoa
 full: nome: nome completo
 give instructions: dar instruções
 give orders: dar ordens
 goal: objetivo
 ham: presunto
 healthy: saudável
 illustrate: ilustrar
 imperative: imperativo
 lecture: aula
 make suggestions: fazer sugestões
 meat: refeição
 meaning: significado
 meatball: almôndega
 menagerie: menagerie
 middle name: segundo nome de uma pessoa
 nation: nação
 note: nota
 on: em

pack: empacotar; arrumar (mala ou mochila)
 participate: participar
 pasta: massas (como macarrão)
 person in need: pessoa que necessita de algo
 personal information: informações pessoais
 plain water: água sem gás
 pleasure: prazer; satisfação
 postal code: código postal
 rabbit: coelho
 register: registrar
 research: pesquisa
 scene: cena
 scope: colarado
 seasoned: temperado
 seat: assento
 silent: silencioso; quieto
 solve: resolver
 sparkling water: água com gás
 speech: discurso
 spell: soletrar
 surname: sobrenome
 syllable: sílaba
 synonym: sinônimo

Unit 2

accept: aceitar
 acting: atuação
 advice: conselho
 afternoon: tarde
 arranged: arranjado
 astrologist: astrólogo(a)
 best friend: melhor amigo
 between: entre
 bug: incomodar
 caring: cuidadoso
 character: caráter
 cognate: cognato
 comedy: comédia
 comfort zone: zona de conforto
 cyberbullying: bullying feito via redes sociais/on-line
 dance class: aula de dança

extensive: extenso
 false: falso
 famous: famoso
 fashion: moda
 friendship: amizade
 guest: convidado(a)
 hobby: hobby
 homework: tarefa de casa; lição de casa
 interests: interesses
 interview: entrevista
 interviewer: entrevistador(a)
 keep: guardar
 kind: gentil
 least: pelo menos
 less: menos
 limit: limite
 loving: amoroso
 mention: mencionar
 negative aspect: aspecto negativo
 offer: oferecer
 patient: paciente
 physicist: físico(a)
 positive aspect: aspecto positivo
 quality: qualidade; atributo
 rainy day: dia chuvoso
 read aloud: ler em voz alta
 reservation: reserva
 role: papel
 self-centered: auto-centrado
 selfish: egoísta
 social interaction: interação social
 spare time: atividade durante o tempo livre
 tell: contar; falar
 text: mandar mensagem de texto
 truth: verdade
 TV series: série de tv
 underline: sublinhar
 unexpected: inesperado
 victim: vítima
 weekend: final de semana
 weekly: semanal(mente)

LANGUAGE BANK

Este é um glossário com as palavras relevantes para o trabalho com os textos e as atividades das unidades.

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Language Reference

SUBJECT PRONOUNS

1. Leia a tirinha. Preste atenção ao uso das palavras *I* e *you*.

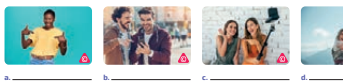


I e *you* são Subject Pronouns – eles têm a função de sujeito nas sentenças. Ao usar *I*, o donut está falando sobre si mesmo, e Garfield usa *you* para se dirigir ao donut. *I* am Julia. *You* are from Brazil.

2. Estude os Subject Pronouns no quadro a seguir.

Subject Pronouns	
Singular	Plural
I	we
you	you
he	
she	they
it	

3. Escreva o Subject Pronoun adequado para cada foto.



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Xtra Unit 1

1. Write the numbers in order.

- two – four – five – one – three
one, two, three, four, five
- twenty – ten – thirty – forty – fifty
- twelve – thirteen – fifteen – eleven – fourteen
- seventeen – twenty-one – nineteen – eighteen – twenty
- twenty-one – sixty-nine – seventy-four – eighty-three – fifty-one – one hundred

2. Tick (✓) the best answer.



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Home / The Government / Hotlines

Emergency Hotlines

911 is the National Emergency Hotline.

Established from 1999, 911 is the National Emergency Hotline in the Philippines. Available at: <http://www.gov.ph/hotlines>. Accessed on July, 2023.

- The telephone number for the National Emergency Hotline is:

<input type="checkbox"/>	nine-eleven-one	<input type="checkbox"/>	nine-one-one	<input type="checkbox"/>	nine-two-one
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XTRA

Atividades para você consolidar e rever a gramática e o vocabulário das unidades.

LANGUAGE REFERENCE

Nesta seção, você vai encontrar explicações e atividades adicionais de gramática.

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	L5 • Can you write a recipe? p. 68	Reading - A recipe	Vocabulary - Cooking utensils Grammar - Imperative (Review)	Writing - A recipe
4 I live in a global community p. 78	L1 • Can you describe people? p. 74	Listening - Advice to describe characters	Vocabulary - Describing people's appearances	Speaking - Describing people
	L2 • Can you create a dress code? p. 77	Reading - An article with questions and answers	Vocabulary - Clothing items	Writing - A dress code for our school
	L3 • Can you find a lost item? p. 80	Reading - An article	Grammar - Possessive adjectives / Possessive case (s)	Speaking - Lost-and-found game
	L4 • Can you introduce yourself to a friend? p. 83	Reading - An article	Grammar - <i>I like...</i>	Speaking - Talking about yourself
	L5 • Can you write a postcard? p. 86	Reading - A postcard	Vocabulary - Parts of a postcard	Writing - A postcard

Unit	Lessons	Text	Language Focus	Outcome
5 I belong p. 90	L1 • Can you write about yourself? p. 92	Reading - An About me section from a blog	Vocabulary - Likes and dislikes	Writing - An About me section for a blog
	L2 • Can you talk about free-time activities? p. 95	Reading - A registration form	Vocabulary - Interview greetings and closings, free-time activities	Speaking - An interview with classmates
	L3 • Can you write a blog post about a pet? p. 98	Reading - A blog post	Vocabulary - Pets characteristics	Writing - A blog post about your pet
	L4 • Can you play a game in English? p. 101	Listening - A game	Vocabulary - Adjectives to describe personality	Speaking - A game - Two truths and a lie
	L5 • Can you write a poem about yourself? p. 104	Reading - A poem	Grammar - A/An Vocabulary - Adjectives to describe personality (Review)	Writing - A short poem about yourself
6 I express myself p. 108	L1 • Can you write a letter to a pen pal? p. 110	Reading - A letter from a pen pal	Vocabulary - Personal information	Writing - First paragraph of pen pal letter
	L2 • Can you talk about your routine? p. 113	Reading - A daily schedule	Vocabulary - What time is it?	Speaking - An interview with a classmate
	L3 • Can you talk plan a comic strip about your daily routine? p. 116	Listening - A vlog	Grammar - Adverbs of frequency	Writing - An outline of a comic strip
	L3 • Can you write a comic strip about your routine? p. 119	Reading - Comic strips	Vocabulary - Daily activities	Writing - An comic strip about your routine
	L5 • Can you write a poem? p. 122	Reading - Haikus and an acrostic	-----	Writing - A poem about nature
7 At home p. 126	L1 • Can you write the synopsis of a story? p. 128	Reading - A book synopsis	Vocabulary - Household chores	Writing - A synopsis of a story
	L2 • Can you create a poster with your favourite clothes? p. 131	Reading - An infographic	Vocabulary - Clothing items	Writing - A poster with your favourite clothes
	L3 • Can you describe what you are wearing? p. 134	Reading - Comic strips	Grammar - Present Continuous	Writing - A comic strip about what you are wearing
	L4 • Can you create an advert for a fairy tale? p. 137	Reading - An advert	Grammar - There is/There are	Writing - An advert for a fairy tale home
	L5 • Can you act out a fairy tale? p. 140	Reading - A playscript	Vocabulary - Parts of the house	Speaking - A dramatic reading of a play
8 I interact and go further p. 144	L1 • Can you write a reply to a text message? p. 146	Reading - A text message	Vocabulary - Internet language Grammar - Present Continuous (Review)	Writing - A reply to a text message
	L2 • Can you write a fact file about a movie? p. 149	Reading - A film synopsis	Vocabulary - Film genres	Writing - A fact file about a film
	L3 • Can you recommend a book? p. 152	Listening - Book recommendations	Vocabulary - Book genres	Speaking - A book recommendation
	L4 • Can you talk about places in your neighbourhood or town? p. 155	Reading - A map	Vocabulary - Places in town	Writing - A map
	L5 • Can you give directions? p. 158	Listening - App directions	Vocabulary - Giving directions	Speaking - Giving directions

Learning to Learn



Dear student,

Chegou a hora de você conhecer esta coleção. Ela foi pensada especialmente para você e vai te ajudar a pensar sobre o que você já sabe sobre a língua inglesa e o que ainda vai aprender. Nesta unidade inicial, vamos te levar na seguinte trajetória:

- Conhecer a estrutura do seu livro;
- Verificar o que você já sabe da língua inglesa;
- Aprender frases e expressões para lhe ajudar a se comunicar em sala de aula;
- Conhecer dicas sobre como ler enunciados em inglês;
- Aprender algumas estratégias de leitura;
- Desenvolver suas habilidades de cooperação para uma boa convivência.

Este livro agora é seu. Você pode escrever nele, anotando suas ideias e respostas. Cuide bem dele!

Shall we begin? ☺



CONHECENDO SEU LIVRO

1. O seu livro é dividido em unidades que vão te ajudar a aprender a usar o inglês para diferentes propósitos. Vamos conhecer melhor algumas seções e componentes? Em duplas, leiam as perguntas e folheiem o livro para encontrar as respostas.

- Nessas duas páginas, você vai conhecer, por meio de fotos e perguntas, qual será o tema da unidade. O que aparece no alto dessas páginas? _____
- Depois dessas duas páginas, temos as *lessons*, que são ciclos de aprendizagem na unidade. Há quantas *lessons* em cada unidade? _____
- A *lesson* se divide em três ou quatro seções. Como se chama a seção da unidade que apresenta áudios em inglês e atividades? _____
- Nessa seção da unidade, você vai ler textos em inglês, de diversos gêneros, e interpretá-los. Qual o nome da seção? _____
- Há uma seção para trabalho com vocabulário, gramática e pronúncia. Ela não aparece em todas as *lessons*, mas é muito importante! Qual o seu nome? _____
- Agora que você já leu/ouviu textos em inglês e já aprendeu vocabulário e gramática, é hora de criar em inglês! Qual o nome da seção em que você interage com colegas oralmente e cria textos escritos? _____
- Ufa! Chegamos ao final da *lesson*! Nessa última seção, você vai verificar o que aprendeu. Qual o nome dessa seção? _____
- Depois das *lessons*, temos um momento para fechamento do trabalho com a unidade, em que você vai retomar e refletir sobre o tema da unidade e fazer uma autoavaliação sobre o que aprendeu. Qual o nome desse momento? _____
- Depois das oito unidades do livro, há uma seção com explicações e atividades relacionadas à gramática do *Language Focus*. O professor vai usar essa seção em aula, ou pedir que você a estude em casa. Qual o nome dessa seção? _____
- Essa seção é um glossário, com as palavras que aparecem ao longo das unidades, acompanhadas da tradução. Ela é uma ótima ferramenta de estudos! Qual o nome dela? _____
- Há também uma seção só com atividades de revisão para cada duas unidades do Livro do Aluno – a *Revision*. Quantas *Revisions* existem? _____
- A seção *Xtra* traz atividades adicionais sobre as unidades para que você possa praticar ainda mais o que aprendeu! Quantas páginas de atividades existem para cada unidade? _____

2. Além das seções e componentes, há boxes com informações complementares ao que você estiver aprendendo. Folheie novamente o livro e tente descobrir o propósito de cada box. Então, relacione os nomes às descrições a seguir.

- a. *Learning to learn* [] Observações importantes sobre pontos de gramática e de vocabulário.
- b. *Glossary* [] Apresentação do significado de palavras que aparecem no texto.
- c. *Culture* [] Apresentação de informações culturais relacionadas ao que você está aprendendo.
- d. *Language tip* [] Estratégias que vão te ajudar a aprender melhor.

USANDO O INGLÊS PARA SE COMUNICAR

Qual a sua música favorita? E série? E filme? Qual *game* você mais gosta de jogar? É provável que pelo menos uma das suas respostas tenha sido um produto cultural que você consome ou que foi criado em inglês, não é mesmo?

De diferentes maneiras, o inglês está por toda a parte. Durante o ano letivo, você vai usar a língua inglesa para conversar com seus colegas e com o professor. Mas, antes de começar, que tal pensar sobre o que você já conhece da língua inglesa e aprender algumas frases que te ajudarão a se comunicar em inglês?



1. Trabalhe em duplas e siga as orientações abaixo.

- a. Com seu colega, escreva, na primeira coluna, palavras e frases que vocês já conhecem em inglês.
- b. Na segunda coluna, escrevam as coisas que vocês gostariam de saber em inglês.
- c. Apresente as suas respostas a uma outra dupla e ouça as respostas dessa dupla.
- d. Então, registre, na terceira coluna, as palavras que você aprendeu com a outra dupla.

O *KWL chart* nos ajuda a organizar informações antes, durante e depois de uma atividade. Primeiro, você escreve o que já sabe sobre o assunto. Depois, o que gostaria de saber. Por fim, o que aprendeu ao final da atividade.

WHAT I KNOW =
O QUE EU JÁ SEI

WHAT I WANT TO LEARN =
O QUE EU QUERO APRENDER

WHAT I LEARNED =
O QUE EU APRENDI



Learning to Learn

2. Observe as falas nos balões. Elas são usadas por estudantes de língua inglesa no mundo todo na comunicação em sala de aula. Com um colega, tente adivinhar o que cada pessoa quer dizer.

Can you repeat, please?



What page, please?



How can I say *caderno* in English?



I don't understand ...



May I go to the restroom?



LENDO ENUNCIADOS

Para realizar as atividades do seu livro, um passo importante é entender os enunciados. Por isso, vamos te ajudar a entender os comandos que normalmente aparecem nas atividades. ✓

1. Em duplas, leiam os comandos abaixo e pintem aqueles que vocês conhecem.

Listen.	Read.	Write.	Work in pairs.
Match.	Tick.	Complete.	Circle.

2. Folheie o seu livro e procure atividades que trazem os comandos da *Atividade 1*. Discuta os significados de cada um com um colega. Então, explique, com palavras-chave, o que cada comando significa.

- a. Listen. _____
- b. Read. _____
- c. Write. _____
- d. Work in pairs. _____
- e. Match. _____
- f. Tick. _____
- g. Complete. _____
- h. Circle. _____

ANALISANDO TEXTOS

Nas atividades do seu livro, você vai trabalhar com textos diversos, com características diferentes, como tamanho, formato, estilo etc. Essas são características que ajudam a determinar a qual gênero discursivo cada texto pertence. Por exemplo, uma mensagem de texto que você manda para um amigo é bem diferente de um artigo de jornal, certo?

Existem algumas estratégias que te ajudarão a entender melhor as informações que cada texto traz. Duas técnicas muito importantes são chamadas de *skimming* e *scanning*. Vamos conhecê-las?



SKIMMING

1. Observe o texto ao lado e responda às perguntas.

a. De que se trata o texto? Como você percebeu isso? _____

b. Você precisou ler as informações para entender a mensagem principal? Por quê? _____



Usamos a estratégia de *skimming* para realizar uma leitura rápida e compreender o texto de forma global, sem entrar em detalhes, ou seja, **olhar o todo**. Quando você vai praticar esportes, é importante aquecer o corpo antes, certo? Essa estratégia pode ter essa mesma função, mas para a mente: ela nos ajuda a "aquecer" o nosso cérebro para as informações que serão lidas.

2. Observe novamente o menu e responda às perguntas.

a. Qual é o valor da omelete? _____

b. Quais itens custam, juntos, \$6.95? _____

b. Você precisou ler o texto inteiro para encontrar essas informações? Por quê? _____

Usamos a estratégia de *scanning* para encontrar informações específicas em um texto, ou seja, **olhar o detalhe**. Ao mover seus olhos rapidamente por um texto, você consegue facilmente identificar palavras-chave ou números. Essa estratégia nos ajuda principalmente em atividades com perguntas específicas sobre um texto.

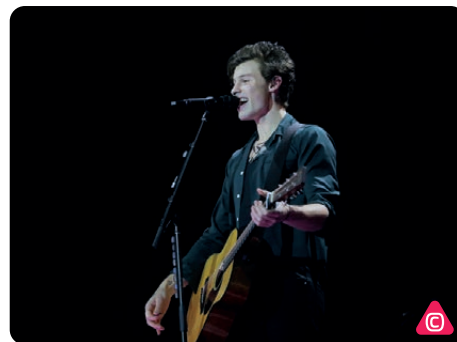


Você já ouviu falar na UNESCO (acrônimo em inglês para Organização das Nações Unidas para a Educação, a Ciência e a Cultura)? Essa organização promove ações para alcançar a paz mundial e a segurança por meio da educação, da ciência e da cultura. Segundo a UNESCO, há quatro pilares que determinam os aprendizados essenciais para todos os jovens receberem uma formação completa. Um deles é o "Aprender a conviver". Saber conviver em sociedade e colocar-se no lugar do outro são elementos essenciais para os dias de hoje. Vamos refletir um pouco sobre esse pilar?



1. Você vai ler parte da música "Like to Be You", de Shawn Mendes. Discuta as perguntas com um colega.

- O narrador da música diz que não sabe como é ser outra pessoa, mas que gostaria muito de entendê-la. Por que você acha que ele quer entender como a outra pessoa está se sentindo?
- Você acha que é importante entender como as outras pessoas se sentem? Por quê?



2. Comunicar-se de forma gentil e resolver conflitos de forma pacífica são algumas ações que representam bem o pilar "Aprender a conviver". Assim como qualquer outro conhecimento, é importante exercitar o respeito e a empatia pelo outro. Vamos fazer isso por meio de um jogo?



- O professor vai prender uma nota nas costas de cada estudante.
- Enquanto a música toca, caminhe pela sala.
- Quando a música parar, coloque-se atrás de um colega e faça o que a placa dele pede. Seu professor pode te ajudar, se necessário.

3. Discuta as questões abaixo com um colega.

- Como você se sentiu durante o jogo?
- Você gostou de ouvir os comentários que os colegas fizeram a você? Por quê?
- Você acha que essa é uma prática que pode ser realizada no seu dia a dia na escola? Como?



4. Ouça o audio da leitura do trecho abaixo. Ele mostra as primeiras palavras do personagem Sam, um menino que foi diagnosticado no espectro do autismo em uma série sobre o tema.

[...] I'm a weirdo. That's what everyone says. Sometimes, I don't know what people mean when they say things, and that can make me feel alone, even when there are other people in the room. And all I can do is sit and twiddle [...] when I flick a pencil against a rubber band at a certain frequency and think about all the things that I could never do, like research penguins in Antarctica or have a girlfriend. I don't know. [...]

Fonte: Citação de Sam Gardner. *Atypical*. *IMDB*, 2017. Disponível em: <<https://www.imdb.com/title/tt6335408/characters/nm1507857>>. Acesso em: 29 nov. 2020.



GLOSSARY

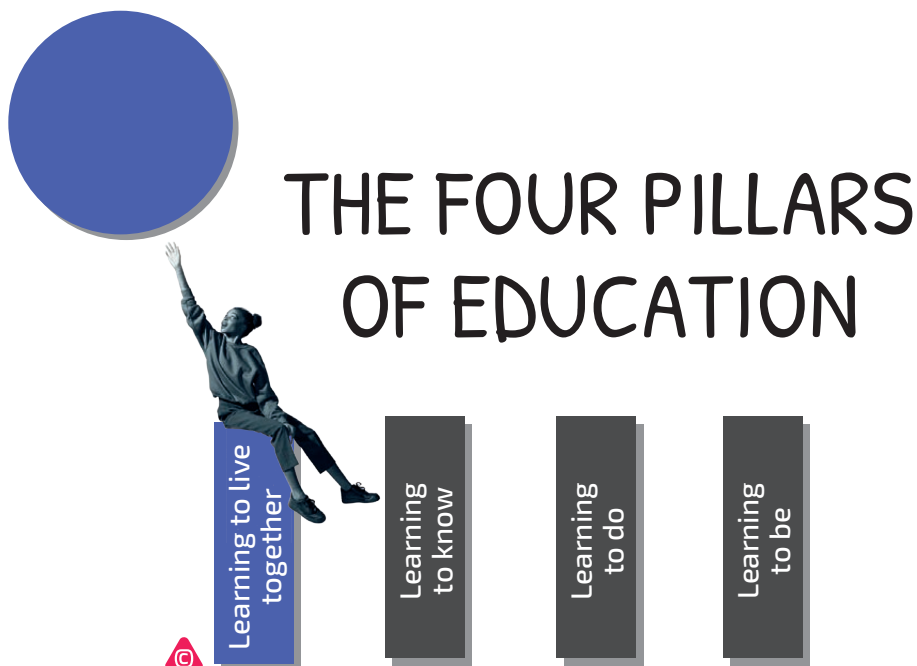
weirdo: esquisito

twiddle: mexer em algo com os dedos

flick a pencil against a

rubber band: bater o lápis em um elástico

- a. Discuta as questões com a turma.
- Sam parece um menino comum para você? Por que você acha que ele se sente sozinho?
 - Em sua opinião, o que significa ser ou não comum?
 - Se todos somos diferentes uns dos outros, será que é possível dizer quem é ou não comum?
- b. Qual foi a última vez que você se sentiu como Sam? Após a discussão em grupo, escreva no espaço a seguir ações que representam o pilar "Aprender a conviver" que você acredita que podem ajudar você e os seus colegas a conviver de uma forma melhor.



Esperamos que, durante o ano, você e sua turma desenvolvam, juntos, o respeito, a empatia e a tolerância um com o outro! *Let's go together!*



[...] Eu sou um esquisito. É o que todos dizem. Às vezes não entendo o que os outros querem dizer e acabo me sentindo só, mesmo com outros ao meu redor. Só consigo me sentar e mexer os dedos [...] quando eu bato um lápis em um elástico em determinada frequência e penso no que nunca poderei fazer, como pesquisar pinguins na Antártida ou ter uma namorada. Eu não sei. [...]

Fonte: Netflix



Unit

1

I know English



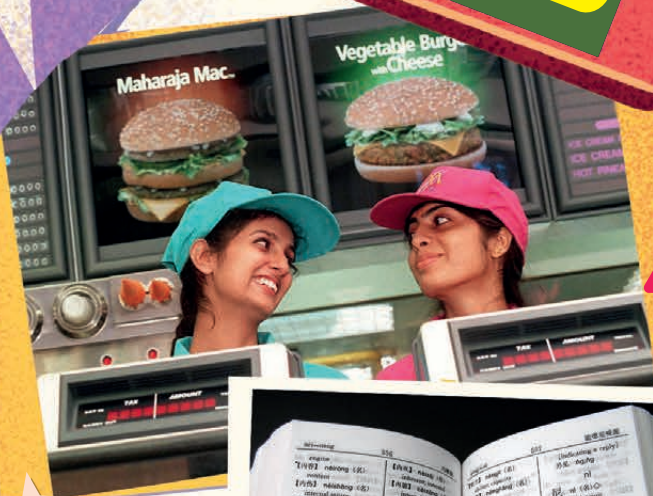
SEJA NOSSO PARCEIRO!

O VISITANTE RESPONSÁVEL NÃO ALIMENTA OS ANIMAIS, NÃO INVADE OS CANTEIROS, CUIDA DO PRÓPRIO LIXO, OBEDECE A SINALIZAÇÃO E AS NORMAS, ZELA PELA CONSERVAÇÃO DOS EQUIPAMENTOS.

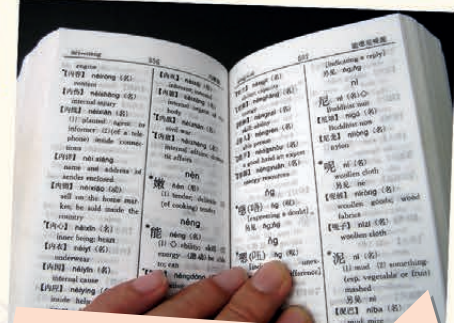
BE OUR PARTNER!

SOYEZ NOTRE PARTENAIRE!

Placa trilíngue no Bioparque da Amazônia, em Macapá.



Atendentes em lanchonete fast-food, na Índia.



Dicionário bilíngue à venda na China.



1. Observe as imagens e leia as legendas. Como você acha que elas estão relacionadas ao que vamos aprender nas próximas aulas? E o que elas dizem sobre a presença do inglês no mundo?
2. O título dessa unidade é *I know English* (Eu sei inglês). Quais palavras ou expressões você conhece em inglês? Escreva-as nos balões.

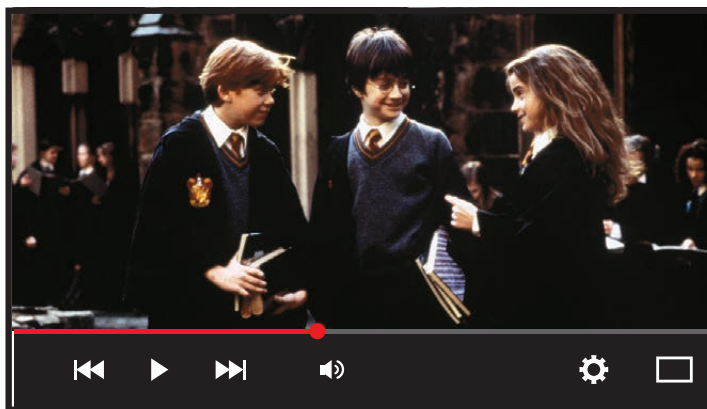
Lesson 1

Can you introduce yourself?

LISTENING

Pre-Listening

1. As fotos abaixo são cenas de filmes. Você os conhece? Se sim, escreva os títulos.



2. O que você sabe sobre a relação entre os personagens que aparecem nas imagens no começo dos filmes? O que eles dizem quando se encontram pela primeira vez? Compartilhe suas ideias com os colegas.



While Listening



3. Listen to the characters in the scenes. Check your ideas in Activity 2.



4. Listen again to the scene of the first film. Tick the sentences you hear.

a. My name's Harry Potter.

d. Holy cricket! You're Harry Potter!

b. I'm Ron, by the way. Ron Weasley.

e. I'm Hermione Granger.

c. I'm Harry Potter!

f. Pleasure.





5. Now listen again to the scene of the second film. Circle the best answers.

- a. In the movie, 'Girls, I want you to meet Mr. Gru' means:
 This is Mr. Gru. Mr. Gru is here. Hello, Mr. Gru.
- b. 'Hi. I'm Margo' is the same as:
 Hi. Your name is Margo. Hi, my name is Margo. Hi. She is Margo.
- c. What's Mr. Gru's occupation?
 He's a student. He's a teacher. He's a dentist.
- d. The first time you meet someone, you can say:
 'I like ice cream.' or 'I like my school.'
 'I don't like you.' or 'Be silent.'
 'Nice to meet you.' or 'Pleasure to meet you.'

Post-Listening

6. Em duplas, discuta as perguntas abaixo.

- a. Em que situações precisamos nos apresentar?
 b. Existem diferentes níveis de formalidade quando nos apresentamos? Se sim, dê exemplos.



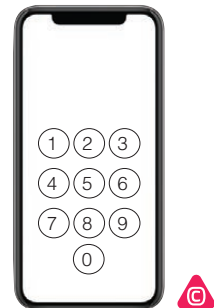
LANGUAGE FOCUS

Vocabulary Numbers (0 – 20) and the alphabet



1. Listen and repeat the numbers. Circle and say the number for your age.

0 – zero	7 – seven	14 – fourteen
1 – one	8 – eight	15 – fifteen
2 – two	9 – nine	16 – sixteen
3 – three	10 – ten	17 – seventeen
4 – four	11 – eleven	18 – eighteen
5 – five	12 – twelve	19 – nineteen
6 – six	13 – thirteen	20 – twenty



2. Write the best question for each answer.

What's your telephone number?

- a. _____
 b. _____
 c. _____

What page is it?

How old are you?

- It's (99) 9286-0916.
 I'm 12 years old.
 It's page 8.

3. Work in pairs. Take turns to ask and answer the questions.

A: How old are you?

B: I'm _____ years old.

A: What's your telephone number?

B: It's _____.

Lesson 1



4. Listen and repeat the letters. Circle and say the first letter of your name.



+ LANGUAGE TIP

Em inglês, alguns nomes e palavras têm pronúncia semelhante, mas escritas variadas. Para conferir a escrita correta, é comum pedir a soletração das palavras perguntando *How do you spell* _____?

5. Work in pairs. Take turns to ask and answer the questions.

How do you spell...

- a. your name?
- b. your last name?
- c. the name of your school?
- d. your teacher's name?



OUTCOME



Introductions

What: introductions in the classroom

Audience: classmates and teachers

Goal: share personal information

Where: in the classroom

1. Work in pairs. Ask the questions and complete the chart.

a. What's your name?	b. What's your surname?	c. How old are you?

2. You are going to introduce yourself and a classmate. Follow the steps.

a. Complete the sentences below. Use the information in Activity 1.

Hello! My name is _____. I'm _____ years old.

This is my classmate _____. He/She is _____ years old.

b. Practice saying the sentences.

c. Introduce yourself and your classmate to the class.



FEEDBACK



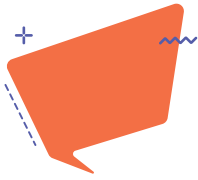
Nesta lesson, você:

ouviu e compreendeu pessoas se apresentando;

aprendeu e usou os números de 0 a 20 para dar informações pessoais;

aprendeu e usou o alfabeto para soletrar palavras;

apresentou-se e apresentou um(a) colega, dando informações pessoais.



Can you complete a registration form?

READING

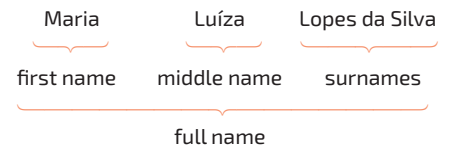
Pre-Reading

1. Observe o texto abaixo. Sublinhe a melhor opção para completar a sentença.

- a. O texto é um formulário de inscrição / folheto publicitário de uma biblioteca.
- b. As pessoas precisam escrever seu nome / o nome da escola.

+ LANGUAGE TIP

É comum as pessoas terem um **middle name** em países de língua inglesa. No Brasil, há pessoas que têm dois **surnames** (ou **last names**). Veja o exemplo:



While Reading

2. Read the registration form. Tick [✓] the personal information in the text.

- | | | |
|--|--|---|
| a. <input type="checkbox"/> full name | d. <input type="checkbox"/> date of birth | g. <input type="checkbox"/> e-mail |
| b. <input type="checkbox"/> address | e. <input type="checkbox"/> father's name | h. <input type="checkbox"/> emergency contact |
| c. <input type="checkbox"/> telephone number | f. <input type="checkbox"/> current school | i. <input type="checkbox"/> age |

New York Public Library

LOG IN LOCATIONS GET A LIBRARY CARD GET EMAIL UPDATES DONATE

Books/Music/Movies Research Education Events Search

Apply for a Library Card - Pick Up Your Card in Person
[...]

Please enter the following information (Items marked with * are required)

First name*	<input style="width: 95%;" type="text"/>
Middle name	<input style="width: 95%;" type="text"/>
Last name*	<input style="width: 95%;" type="text"/>
Date of Birth	<input style="width: 45%;" type="text"/> MM/DD/YYYY
E-Mail	<input style="width: 95%;" type="text"/>
Permanent Address	
Street/Apartment Number*	<input style="width: 95%;" type="text"/>
City*	<input style="width: 95%;" type="text"/>
State*	<input style="width: 45%;" type="text"/>
Postal Code*	<input style="width: 45%;" type="text"/>
Country	<input style="width: 45%;" type="text"/>
Telephone	<input style="width: 75%;" type="text"/>



GLOSSARY

apply for: solicite
library card: cartão de biblioteca
pick up: pegue



Extracted from: APPLY for a Library Card. New York Public Library. <https://catalog.nypl.org/selfreg/patonsite>. Accessed on: 22 Sep. 2020.



Lesson 2

3. Read the form again. Circle true (T) or false (F).

- a. The form is for reading classes. T F
- b. People need to write a date in the form. T F
- c. People need to write a phone number in the form. T F
- d. People complete the form online. T F

4. Match the questions to the answers.

- a. What's your nationality? [] Rua dos Camponeses, 22.
- b. What's your full name? [] Luan.
- c. What's your address? [] Rafael.
- d. What's your first name? [] 86 10 65925672.
- e. What's your telephone number? [] Luan Rafael Domingos Santana.
- f. What's your middle name? [] Brazilian.

Post-Reading

5. Em duplas, respondam às perguntas.

- a. Em quais situações é necessário preencher um *registration form*? Por quê?

- b. O que o ajudou a entender o formulário? Por quê?



LANGUAGE FOCUS

Vocabulary Numbers (21 – 100)



1. Listen and repeat the numbers. Circle and say the number of days in this month.



- | | | |
|-------------------|-------------------|-------------------|
| 20 – twenty | 26 – twenty-six | 40 – forty |
| 21 – twenty-one | 27 – twenty-seven | 50 – fifty |
| 22 – twenty-two | 28 – twenty-eight | 60 – sixty |
| 23 – twenty-three | 29 – twenty-nine | 70 – seventy |
| 24 – twenty-four | 30 – thirty | 80 – eighty |
| 25 – twenty-five | 31 – thirty-one | 90 – ninety |
| | | 100 – one hundred |

2. Match the numbers.

- a. 45 [] fifty-two
- b. 87 [] one hundred
- c. 93 [] forty-five
- d. 38 [] ninety-three
- e. 52 [] thirty-eight
- f. 100 [] eighty-seven

3. Solve the operations.

- a. twenty-three + forty-four = _____
- b. thirty-two + fifty-one = _____
- c. forty-three + fifty-seven = _____
- d. seventy-one + twenty-two = _____
- e. forty-nine + fifty = _____



OUTCOME

A registration form

What: a registration form
Goal: provide information about yourself
Audience: classmates and teachers
Where: Student's Book

You are going to complete the registration form in the *Reading* section. Follow the steps.

- a. Read the instructions carefully.
- b. Complete the form with your personal information.
- c. Exchange your form with a classmate. Check his/her work.



FEEDBACK

Nesta *lesson*, você:

- leu e compreendeu um formulário de inscrição;
- aprendeu e usou os números de 21 a 100 para fazer operações simples;
- preechreu um formulário de inscrição com suas informações pessoais.



Lesson 3

Can you ask questions in the classroom?

READING

Pre-Reading

1. Observe os pôsteres abaixo. Assinale [✓] as sentenças mais apropriadas.



- a. [] Os pôsteres apresentam linguagem simples.
- b. [] Os pôsteres usam cores e imagens para chamar a atenção do leitor.
- c. [] Os textos nos pôsteres são longos e demorados para ler.

While Reading

2. Read the poster. Complete the sentences with the words from the box.

classroom • commands
English • students

The poster...

- a. is in a _____.
- b. is for _____.
- c. helps people learn _____.
- d. gives _____.



GLOSSARY

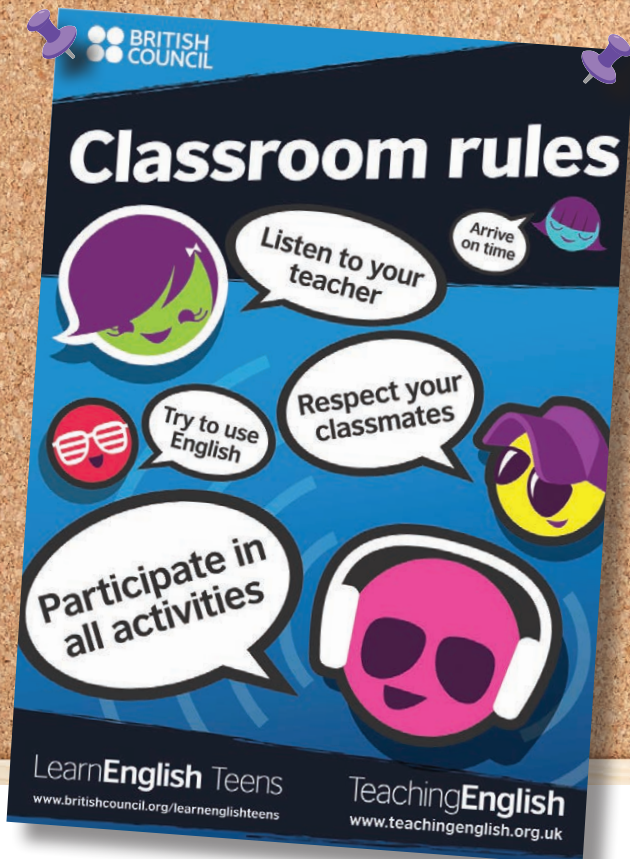
arrive: chegue

on time: no horário

try: tente



Extracted from: TEENS classroom rules posters - Vibrant Blue. Teaching English. Available at: <https://www.teachingenglish.org.uk/article/teens-classroom-rules-posters-vibrant-blue>. Accessed on: 29 June, 2020.



3. Write the sentences from the box under the photos.

Arrive on time. • Try to use English. • Listen to your teacher.
Respect your classmates. • Participate in all activities.



a. _____



b. _____



c. _____



d. _____



e. _____

Post-Reading

4. Há outros comandos úteis na sala de aula? Se sim, escreva-os.

5. Com seu professor e colegas, escreva os comandos da Atividade 4 em inglês.



LANGUAGE FOCUS

Grammar Imperative

1. Circle the best answers.

The sentences in the posters in the *Reading* section are in the Imperative. We use the imperative to:

- a. give orders or commands
- b. make suggestions
- c. ask questions
- d. give instructions

+ LANGUAGE TIP

Para usar o *Imperative* na forma negativa, usamos *don't*: *Don't speak Portuguese in class.* Usamos *please* no *Imperative* para "suavizar" comandos e instruções: *Open your books, please.*





Lesson 3

2. Complete the commands. Use the words from the box.

Open • Don't use • Read • Pack • Raise • Don't eat



a. _____
your books.



b. _____ in
the classroom.



c. _____
your hand to speak.



d. _____
page 14.



e. _____
your cell phone during
tests.



f. _____
your backpacks.



OUTCOME

A classroom poster

What: a classroom poster

Goal: provide classroom rules

Audience: classmates and teachers

Where: bulletin board and classroom walls

In small groups, you are going to create a poster. Follow the steps.

- In your groups, choose three commands you want to include in your poster.
- Write the commands in your notebook.
- Show your draft to your teacher for feedback.
- Write the final version of your classroom commands on a separate sheet of paper.
- Draw or glue pictures to illustrate the commands on your poster.
- Share your poster with your classmates.



FEEDBACK

Nesta *lesson*, você:

leu e compreendeu pôsteres de comandos;

aprendeu e usou o Imperativo;

criou um pôster com comandos para a sala de aula.

Can you order food?

READING

Pre-Reading

1. Olhe brevemente o texto. Discuta as perguntas.

- Qual o gênero do texto?
- Quais informações você espera encontrar nesse tipo de texto?

While Reading

2. Read the text and circle the words that are similar to Portuguese.



+ LANGUAGE TIP

Palavras cognatas (ou apenas **cognatos**) são palavras de línguas diferentes, mas que têm a mesma origem e significado.



GLOSSARY

healthy: saudável
meals: refeições
strips: tiras

3. Read the text again. Tick [✓] the best answers.

- How much does a meal combo cost?
 - 2.50
 - 10.95
 - 8.99
- The food in this restaurant is for ...
 - kids.
 - adults.
 - kids and adults.
- Which drinks can you order?
 - soda
 - juice
 - milk



Extracted from: HEALTHY Kids Menu. Government of South Australia. Available at: <https://healthykidsmenu.com.au/system/files/documents/8098788_Healthy%20Kids%20Industry%20Guide%20Update%20v5.pdf> Accessed on: Sep. 19, 2020.



Lesson 4

Guest Check



Meal



Dessert



Drink

4. Look at the menu. Choose your order of food and drink.

Post-Reading

5. Volte ao menu e responda às perguntas.

- a. Os nomes dos alimentos *taco* e *pasta* pertencem, respectivamente, ao México e à Itália. Em sua opinião, por que eles não foram traduzidos?

- b. Muitas palavras em inglês para alimentos são utilizadas por nós, brasileiros, e também por outros povos. Alguns exemplos: *ketchup*, *fast-food*, *light*, *diet*, *milk-shake* e *cookies*. Por que essas palavras se espalharam e são tão conhecidas por todo o mundo?



LANGUAGE FOCUS

Vocabulary Food

Read the food items. Complete the table according to the meals.



a. pancakes



b. eggs and bacon 



c. bread and butter



d. ham and cheese sandwich



e. steak, mashed potatoes and vegetables



f. spaghetti and meatballs



g. yoghurt and fruit



h. hot dog

+ CULTURE

Em muitos países as pessoas consomem no café da manhã – *breakfast* – alimentos que nós comemos em outras refeições (*lunch e dinner*). *Eggs and bacon* é um exemplo disso.

Breakfast	Lunch or dinner
<i>milk</i>	<i>soda</i>
<i>coffee</i>	<i>juice</i>

+



OUTCOME

Ordering food at a restaurant

What: an interaction at a fast-food restaurant **Audience:** classmates and teachers
Goal: order food at a fast-food restaurant **Where:** in the classroom

1. In pairs, complete the dialogue between a guest and an attendant at a restaurant. The vocabulary in *Language Focus* will help you.

Attendant: Hello. How can I help you?

Guest: Yes, I'd like _____, please.

Attendant: Anything to drink?

Guest: Yes, I'd like some _____, please.



2. You are going to interact with your classmate to order food and drinks at a fast-food restaurant. Follow the steps.

- One student is the attendant and another is the guest. Use the conversation in Activity 1 to interact. You can change the food and drink items.
- Take turns practising the conversation.
- Work with another pair of students. Present your interaction to them.
- Give and receive feedback on your interaction.



FEEDBACK

Nesta *lesson*, você:

leu e compreendeu o menu de um restaurante *fast-food*;
aprendeu e usou palavras para itens de comida e bebida;
pediu comida e recebeu um pedido de comida em um restaurante *fast-food*.



Lesson 5

Can you read a dictionary entry?

READING

Pre-Reading

1. Olhe rapidamente o texto abaixo. Discuta as perguntas.

- Onde podemos encontrar um texto como esse?
- Qual a função desse tipo de texto?

2. Numere as palavras nos verbetes das fotos na ordem em que apareceriam em um dicionário.

a.



[]

b.



[]

c.



[]

d.



[]

While Reading

3. Read the dictionary entry. Tick [✓] the information in it.

date

Word Frequency ●●●●●



[deɪt 

NOUN

- (day) **data**
- (with friend) **encontro**
- (fruit) **tâmara**
- (tree) **tamareira**

TRANSITIVE VERB

- datar**
- (person) **namorar**

what's the date today? **que dia é hoje?**

date of birth **data de nascimento**

closing date **data de encerramento**

to date **até agora**

out of date **desatualizado**

up to date (correspondence etc) **em dia**; (dictionary, phone book etc) **atualizado**; (method, technology) **moderno**

to bring up to date (correspondence, person) **pôr em dia**; (method) **modernizar**

letter dated 5th July (Britain) or July 5th (US) **carta de 5 de julho**

- [] part of speech (verb/noun/etc.)
- [] translation/definition
- [] synonyms
- [] pronunciation
- [] antonyms
- [] number of syllables
- [] example in a sentence



GLOSSARY

noun: substantivo

transitive verb: verbo transitivo



Extracted from: COLLINS Dictionary. Available at: <https://www.collinsdictionary.com/dictionary/english-portuguese/date>. Accessed on: 29 June, 2020.

+ LEARNING TO LEARN

Existem diversos tipos de dicionários:

- Os **bilingual dictionaries** apresentam informações sobre a classe da palavra, a transcrição fonética e a tradução, com exemplos de uso.
- Os **monolingual dictionaries** apresentam as mesmas informações, porém explicam o significado da palavra em inglês.
- Os **picture dictionaries** usam ilustrações ou fotos para demonstrar a palavra.

4. Read the entry again. Complete the table with the words from the box.

part of speech • pronunciation • translation

a.	Noun	_____
b.	[delt]	_____
c.	data	_____
d.	verb	_____
e.	namorar	_____

Post-Reading

5. Assinale [✓] as frases mais adequadas sobre o uso de um dicionário.

- a. [] Ajuda a encontrar o significado apropriado para palavras novas e desconhecidas.
- b. [] Você pode encontrar biografias no dicionário.
- c. [] Informa a escrita correta das palavras.
- d. [] Informa fatos científicos.
- e. [] Existem dicionários impressos e eletrônicos.

6. Leia o verbete de dicionário abaixo. Complete os espaços com a melhor palavra em inglês.

- a. Minha fruta favorita é a **manga**.

My favourite fruit is


_____.

- b. A **manga** da camiseta é longa.

The _____

of the T-shirt is long.

manga

[ˈmãga ]

FEMININE NOUN

1. **sleeve**
2. (fruta) **mango**
3. (filtro) **filter**

em mangas de camisa in (one's) shirt sleeves

Extracted from: COLLINS Dictionary. Available at: <https://www.collinsdictionary.com/us/dictionary/portuguese-english/manga>. Accessed on: 25 June, 2020.



Lesson 5



OUTCOME

A picture dictionary

What: a picture dictionary

Goal: create a vocabulary bank for the classroom

Audience: classmates and teachers

Where: notebook, separate sheet of paper and classroom walls

1. Circle the words that are important for your English classes.

- | | | | |
|--------------|---------------|----------------------|------------|
| a. apontador | f. cola | k. lápis de cor | p. porta |
| b. borracha | g. computador | l. livro | q. régua |
| c. caderno | h. estojo | m. lousa | r. tesoura |
| d. caneta | i. janela | n. marcador de texto | |
| e. carteira | j. lápis | o. mochila | |

2. In pairs, write the words in English that you already know.

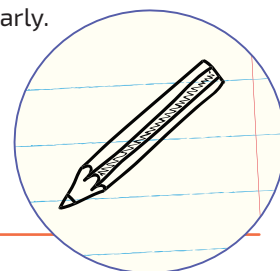
lápis: pencil

+ IDEA!

Que tal construir um *picture dictionary* com expressões que usamos aqui no Amapá, como "pegar o beco" e "té doidé"?

3. As a class, you are going to create a picture dictionary for the words in Activity 1. Follow the steps:

- Work in pairs. Your teacher will assign you one of the words from Activity 1.
- If necessary, look up the word in a print or electronic dictionary. Write its meaning in English in your notebook.
- Write the word on a sheet of paper. Make a drawing to represent it clearly.
- Share your picture dictionary entry with another pair. Give and receive feedback.
- Now work with your classmates to create a picture dictionary on the classroom wall.



FEEDBACK

Nesta lesson, você:

leu e compreendeu um verbete de dicionário bilíngue e conheceu suas características;

aprendeu a identificar a melhor tradução para uma palavra em inglês, de acordo com o contexto de uso;

criou um verbete para um *picture dictionary*.

CLOSING

GETTING ACROSS

1. Na subseção *Post-Reading* da *Lesson 1*, você refletiu sobre a importância de aprender inglês. Leia novamente sua resposta. Você acha que ela mudou agora, ao final da unidade? Se sim, como?

2. Na *Lesson 4*, percebemos que muitos nomes de comidas, especialmente *fast-food*, são usadas em inglês. Quais outras palavras em inglês são usadas na língua portuguesa? Por que isso acontece?



SELF-ASSESSMENT

1. Leia, abaixo dos potinhos a.-e., alguns dos objetivos de aprendizagem propostos nesta unidade. Faça uma autoavaliação sobre seu desempenho para atingir esses objetivos. Pinte os potinhos de acordo com seu desempenho.



a. Apresentar-se e apresentar um(a) colega, dando informações pessoais.



b. Preencher um formulário de inscrição com informações pessoais.



c. Criar um pôster com comandos para a sala de aula.



d. Pedir comida e receber um pedido de comida num restaurante *fast-food*.



e. Criar um verbete para um *picture dictionary*.



f. _____

2. Para o último potinho, defina um objetivo com seu professor e pinte-o de acordo com seu desempenho.





Unit 2

Favourites,
friends and
free time!

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					





1. O título dessa unidade é *Favourites, friends and free time!* Qual a relação entre o título e as imagens?
2. Quais são seus “favoritos” do título da unidade? Por quê?

Lesson 1

Can you talk about your favourite things?

LISTENING

Pre-Listening

1. Observe a imagem ao lado e responda às perguntas.

a. Na sua opinião, qual o assunto desta lesson?

b. O áudio que você vai ouvir é trecho de um vídeo em primeira pessoa e relacionado à imagem. Na sua opinião, quem irá falar?



While Listening

2. Listen to the audio. Tick all the appropriate words to complete the sentence.

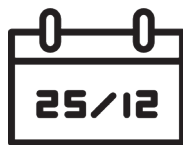
Kolbi Koloff talks about her favourite...

- a. colour.
- b. food.
- c. sport.
- d. drink.

3. Listen to the audio again. Circle the best answer.

a. Kolbi Koloff's favourite holiday is:

Christmas.



her birthday.



New Year's Day.



b. Her favourite vacation spot is:

the beach.



the mountain.



the desert.



c. Her favourite food is:

ramen noodles.



spaghetti and meatballs.



sushi.



+ LEARNING TO LEARN

Assistir a filmes e vídeos com o áudio em inglês e as legendas em português ajudará você a se familiarizar mais com os sons da língua inglesa e até a aumentar seu vocabulário.

d. Her favourite thing to do with friends is:

ice cream night.



watching movies.



game nights.



Post-Listening

4. Preferências mudam de acordo com os costumes e as tradições de um povo. Discuta as perguntas a seguir.

- Quais as comidas preferidas dos brasileiros?
- Quais os passatempos preferidos das pessoas onde você mora?







+

LANGUAGE FOCUS

Vocabulary Favourite things

1. Use the words to complete the captions. Write categories for the groups of words.

basketball • cycling • listen to music • pasta • play board games • rice and beans
soup • steak, onion rings, and chips • swimming • volleyball • watch TV

 <p>a. _____</p>	 <p>b. _____</p>	 <p>c. _____</p>
 <p>d. _____</p>	 <p>e. _____</p>	 <p>f. _____</p>



Lesson 1



g. _____



h. _____



i. _____



j. _____



k. _____



l. _____



OUTCOME

Your favourite things

What: a conversation about your favourite things

Goal: share information about yourself

Audience: classmates and teachers

Where: in front of the class or in a small group and on the classroom walls

You are going to talk with a classmate about your favourite things. Follow the steps.

a. First complete the sentences.

My favourite colour is _____.

My favourite food is _____.

My favourite animal is _____.

My favourite sport is _____.

My favourite free-time activity is _____.

b. Share your sentences with a classmate and your teacher. Get feedback and make any necessary changes.

c. Now, in groups, share your favourite things with your classmates.



FEEDBACK

Nesta lesson, você:

ouviu e compreendeu uma pessoa falando sobre suas coisas favoritas;

aprendeu e usou vocabulário relacionado a gostos e preferências;

conversou com seus colegas sobre suas coisas e atividades favoritas.

Can you create a family tree?

READING

Pre-Reading

1. Circule as palavras para membros da família em inglês que você conhece. Compartilhe o que você sabe com um colega.

- | | | | |
|-----------|----------------|-------------|-------------|
| a. mother | d. brother | g. daughter | j. wife |
| b. father | e. grandmother | h. son | k. parents |
| c. sister | f. grandfather | i. husband | l. children |

2. O diagrama abaixo representa uma *family tree*. Assinale [✓] as sentenças mais apropriadas.

- a. [] Em uma *family tree*, os familiares mais antigos aparecem na parte superior.
 b. [] Em uma *family tree*, os familiares aparecem em qualquer ordem.
 c. [] Em uma *family tree*, os membros mais jovens da família aparecem na parte inferior.

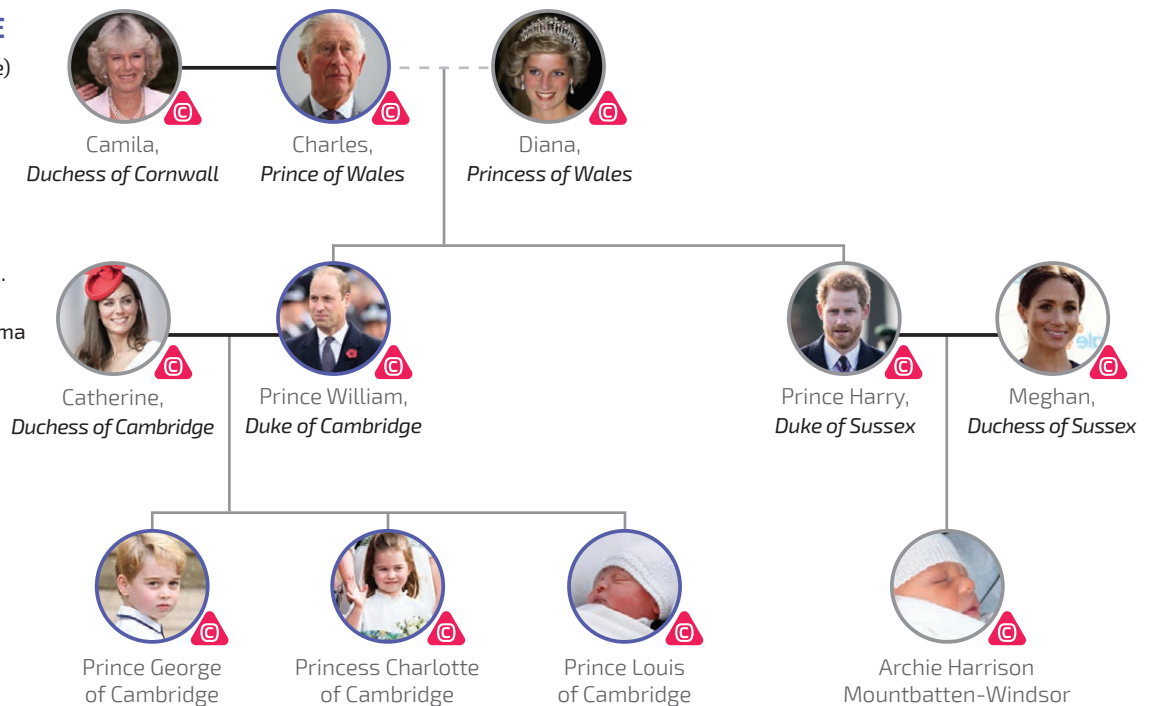
While Reading

3. Look at part of the family tree of the British Royal Family. Underline the best words to complete the sentences.

- a. Prince William and Prince Harry are *brothers* / *father and son*.
 b. Prince Harry and Meghan Markle are *father and daughter* / *husband and wife*.
 c. Diana and Prince William are *sister and brother* / *mother and son*.
 d. Prince Charles and Archie are *father and son* / *grandfather and grandson*.

+ CULTURE

Catherine (Kate) Middleton e Prince William, a Duquesa e o Duque de Cambridge, são nobres da realeza inglesa. Existem títulos de nobreza e uma família real no Brasil?



Lesson 2

4. Now read part of an article about Prince William. Write true (T) or false (F).

About the Duke of Cambridge

The Duke of Cambridge (Prince William) is the second in line to the throne and the elder son of The Prince of Wales and Diana, Princess of Wales. His Royal Highness is married to The Duchess of Cambridge, Catherine, with whom he has three children, Prince George, Princess Charlotte and Prince Louis. The family's official residence is Kensington Palace.

Extracted from: ABOUT The Duke of Cambridge. *royal.uk*. Available at: <<https://www.royal.uk/the-duke-of-cambridge>>. Accessed on: 16 July, 2020.



GLOSSARY

throne: trono

elder: mais velho

Royal Highness:

Alteza Real

a. Prince William and Catherine are husband and wife.

b. They have only one son.

c. George and Charlotte are brother and sister.

5. The lines connecting the people in the family tree indicate how they are related. Match the lines to the relations.

a. [———] People are married.

b. [———] People are father/mother and son/daughter.

c. [- - - -] People are divorced.

Post-Reading

6. As fotos abaixo mostram diversos tipos de estruturas familiares. Que tipos de estruturas você conhece? Discuta com um colega.



LANGUAGE FOCUS

Vocabulary Family members

1. Organise the family members from Activity 1 in Reading in the table. Then listen, check and repeat.

Male ♂	Female ♀	Both (♂ and ♀)
father	mother	parents





Grammar Possessive case ('s)

2. Read again this passage from the article in *Reading*. Then tick [✓] the correct words to complete the sentences.

'The family's official residence is Kensington Palace.'

a. We can say that Kensington Palace is the...

[] official residence of the family. [] the family of the official residence.

b. use of 's in *family's official residence* shows that...

[] the residence belongs to the family. [] the family belong to the residence.

3. Read the British royal family tree again. Complete the sentences with words from Activity 1.

a. Kate is George, Charlotte and Louis's _____.

b. Prince Charles is Louis, George, Charlotte and Archie's _____.

c. George and Louis are Kate and William's _____.

d. Charlotte is Kate and William's _____.



OUTCOME

My family tree

What: a family tree

Goal: share information about yourself and your family

Audience: classmates and teachers

Where: notebook and classroom wall

You are going to create your family tree. Follow the steps.

a. In your notebook, create a diagram with some members of your family. Use the family tree for the British Royal Family as a reference.

b. Write four sentences describing your family relationships. Look at the example:
Jose is Mariana's father. Jose is my grandfather.

c. Share your draft with a classmate and your teacher. Get feedback.

d. Now draw and write the final version of your family tree on a separate sheet of paper. Include the sentences.

e. Share your family tree on the classroom walls.



FEEDBACK

Nesta *lesson*, você:

leu e compreendeu uma árvore genealógica e um trecho de um artigo sobre uma pessoa e sua família;

aprendeu e usou vocabulário para membros da família;

aprendeu e usou o *possessive case* ('s) para falar de relações familiares;

criou uma árvore genealógica da própria família.



Lesson 3

Can you talk about your family?

LISTENING

Pre-Listening

1. Observe as imagens e responda às perguntas.

a. O que as fotos têm em comum?

b. Imagine que você foi convidado para um dos eventos retratados abaixo, mas não conhece todos da família. O que provavelmente aconteceria?



While Listening



2. Listen to an extract of a movie. Tick [✓] the objective of their conversation.

a. Talk about favourite things.

b. Introduce people.

c. Describe a family tree.



3. Listen again. Circle the family members that you hear.

a. brother

b. children

c. grandmother

d. daughter

e. son

f. wife



4. Listen to the extract once more. Number the sentences in the order you hear them.

a. I'm Gus.

b. They're here!

c. Over here is my brother Ted.

d. Welcome to my home.

e. I am Maria Portokalos and welcome to our home.

+ CULTURE

A comédia *Casamento Grego* (em inglês, *My Big Fat Greek Wedding*), de 2002, é sobre Toula, uma mulher descendente de uma família grega bastante tradicional. Ela se apaixona por Ian Miller, professor de literatura, o que desencadeia diversas situações engraçadas com sua família.

Fonte: HESSEL, Marcelo. *Casamento Grego* Crítica. Omelete, 2016. Disponível em: <<https://www.omelete.com.br/filmes/criticas/icasamento-gregoi>>. Acesso em: 25 ago. 2020.



Post-Listening

5. Responda às questões.

a. Os nomes Nick, Anita e Diane são os mais frequentes na família do trecho do filme. Em geral, por qual motivo um nome se repete com frequência em diferentes membros de uma família?

b. Na sua família, há algum nome que se repete? Qual nome? Por que motivo ele se repete?

+

LANGUAGE FOCUS

Grammar Possessive adjectives (*my, his, her, their*)



1. Read this extract from the movie *My Big Fat Greek Wedding* and circle the correct words to complete the sentences.

Gus: Over here, **my** brother Tommy, **his** wife Angie, and **their** children Anita, Diane and Nick.

a. Tommy is *Gus's* / *Angie's* brother.

b. Angie is *Tommy's* / *Gus's* wife.

c. Anita, Diane and Nick are *Gus's* / *Tommy and Angie's* children.

2. Underline the best possessive adjectives to complete the sentences.

a. I'm from Greece. *My* / *His* name's Toulas.

b. **He's** a literature teacher. *His* / *Their* name's Ian.

c. **She's** Toulas's mother. *His* / *Her* name's Maria Portokalos.

d. Toulas's family meets Ian's **parents**. *My* / *Their* names are Rodney and Harriet.

3. Complete these sentences about family relationships.

a. This is my **father**. _____ name is George.

b. This is my **sister**. _____ name is Joanna.

c. I am Chris. _____ family is really big.

d. **She** is Marisa. _____ brother is my friend.

e. **He** is Charlie. _____ mother's name is Ann.

4. Write the sentences as captions for the photos.

These are my grandfather and my sister, Liz. • These are Santiago and his little sister, Sofia.
These are Julia and her grandmother, Sonia. • These are Lucas and his father, Marcos.

+ LANGUAGE TIP

Para apresentar uma pessoa, você pode dizer, *This is (person's name)*. Para duas ou mais pessoas, você pode dizer, *These are (people's names)*.

+ LEARNING TO LEARN

No seu caderno, crie uma lista de vocabulário com as palavras que você aprendeu relacionadas ao tema *family*. Escreva uma ou mais frases sobre sua família para cada palavra. Exemplo: *This is my mother. Her name is Ana.*



a. _____ b. _____ c. _____ d. _____

Lesson 3



OUTCOME

A presentation about my family

What: a presentation

Audience: classmates and teachers

Goal: share information about your family

Where: notebook and small groups.

1. Look at your family photo or drawing. Use the space below to write a sentence about each person in the image. Look at the example:

This is Marta. She is my sister.

These are Maria and Benedito. They are my grandparents.

<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	

2. Now you are going to present your family to your classmates. Follow the steps.

a. Work in pairs. Introduce your family to your classmate, using your family photo or drawing and the sentences from Activity 1. The dialogue below can help you.

A: Who's this?

B: This is _____. She/He is my _____.

A: Who are these?

B: These are _____. They are my _____.

b. Give feedback to your classmate about his presentation.

c. Now work with another pair. Introduce your family to your classmates. Remember to ask questions about the people in the image.

d. Exchange photos or drawings with your partner. Introduce his/her family to the other people in the group. How much can you remember?

A: This is Lucas. This is his mother, Maria.

B: This is Mariana. This is her sister, Jéssica.

+ LANGUAGE TIP

Quando você quiser saber quem é uma pessoa em uma foto, você pode apontar e perguntar, *Who's this?*



FEEDBACK

Nesta lesson, você:

ouviu e compreendeu um trecho de um filme sobre apresentações de membros da família;

aprendeu e usou os *possessive adjectives* (*my, his, her* e *their*) para descrever relações familiares;

apresentou sua família para os colegas.

Lesson 4

Post-Reading

4. Em duplas, discuta as perguntas.

- Como você costuma organizar e controlar seus compromissos e atividades escolares?
- Quais são as semelhanças e as diferenças entre sua rotina escolar e a rotina apresentada no texto?
- Além da rotina escolar, o que mais você pode organizar em uma *timetable*?

+

LANGUAGE FOCUS

Vocabulary Daily activities

1. Read the timetable below. Match the days and periods to the photos.

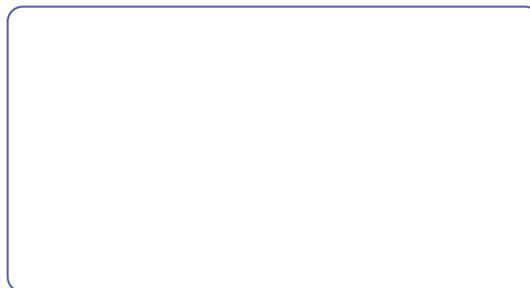
Monday morning • Tuesday afternoon • Wednesday afternoon • Friday afternoon

	Morning	Afternoon	Evening
Monday	Go to school	Play football	Do homework
Tuesday	Go to school	Do homework	
Wednesday	Go to school	Play football	Do homework
Thursday	Go to school	Do homework	Dance class
Friday	Go to school	Have English class	Do homework
Saturday		Hang out with friends	
Sunday			Have dinner with family



- a. _____ b. _____ c. _____ d. _____

2. Which activities are NOT in the photos?
Draw one of them.



3. Look at the timetable again. Complete the sentences.

- a. I _____ in the morning, from Monday to Friday.
- b. I _____ in the afternoon, on Mondays and Wednesdays.
- c. I _____ on Fridays in the afternoon.
- d. I _____ in the evening on Mondays, Wednesdays, and Fridays.
- e. I _____ on Sunday evening.
- f. I _____ on Thursday evening.

4. Work in pairs. Take turns to talk about your routine.

- A: I play football on Mondays, in the afternoon. And you?
- B: I do homework on Monday, in the afternoon.



OUTCOME

A timetable for your weekly activities

What: a weekly timetable
Goal: organise your weekly activities

Audience: classmates and teachers
Where: book and notebook

You are going to organise your activities in a timetable. Follow the steps.

- a. Choose the activities you want to include in your timetable.
- b. In your notebook, list the activities for each day. Use a dictionary to check the words if necessary.
- c. Write a first draft of your timetable in your notebook.
- d. Share your draft with a classmate and your teacher. Get feedback.
- e. Write the final version of your timetable in your notebook.
- f. Share your weekly timetable with a classmate.



FEEDBACK

Nesta lesson, você:

leu e compreendeu uma agenda semanal;
aprendeu e usou vocabulário relacionado a atividades semanais;
organizou atividades numa agenda semanal.



Lesson 5

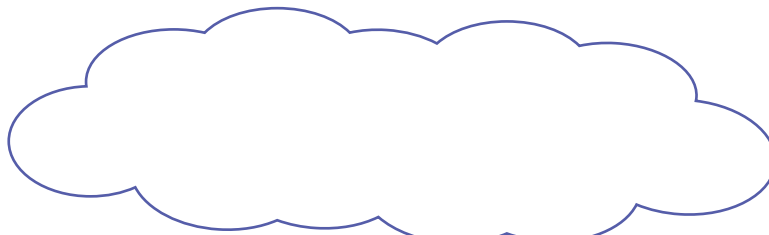
Can you talk about your best friend?

LISTENING

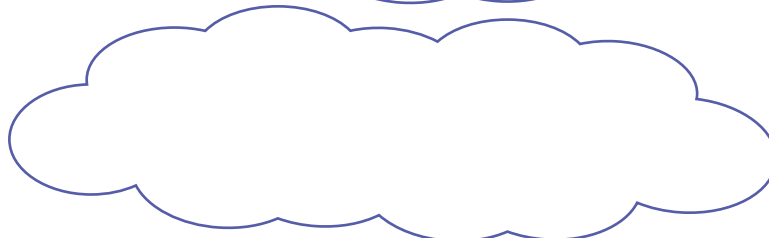
Pre-Listening

1. Para você, o que significa a amizade? Quais as características de um verdadeiro amigo? Reflita e complete as nuvens com palavras.

a. Amizade significa...



b. Um verdadeiro amigo é...



2. Em duplas, comparem as respostas e discutam as perguntas.

- Vocês têm opiniões semelhantes ou diferentes?
- O que se pode interpretar a partir disso?

While Listening



3. Listen to two girls answering the question 'What does friendship mean to you?' Read the sentences and decide if they are true (T) or false (F).

- The two girls mention positive and negative aspects about friendship.
- The first girl says that friendship is when a friend offers a shoulder to cry on.
- One of girls doesn't know what real friendship means.
- The second girl says that friendship is when friends know what the other is thinking.



4. Listen to an audio about what a real friend is. To help you understand it, pay attention to the cognates. Tick [✓] the correct answers to the questions.

- What do you have to do to find a real friend?
 - Look outside the comfort zone because a real friend can be in an unexpected place.
 - Be patient because not everyone is a fake friend.
- According to the audio, what can you infer from "don't limit yourself!"?
 - Be honest to your friends and tell them everything you want to.
 - Be open to accept friends who are different from you.

Post-Listening

5. Em duplas, responda às questões.

a. No segundo áudio, o narrador diz que não devemos nos limitar, devemos aceitar a diversidade dos amigos. Você concorda com isso? Você tem amigos muito diferentes de você e aceita essas diferenças? Por quê.

b. Você se considera um(a) bom/boa amigo(a)? Por quê?



LANGUAGE FOCUS

Vocabulary Personality traits and phrases

Work in pairs. Write the traits and phrases in the appropriate column.

arrogant • calm • caring • fun • helpful • keeps your secrets • kind • listens to you • makes fun of you • rude • selfish • talks behind your back



+ LANGUAGE TIP

Tente usar frases completas ao descrever um bom amigo.

Exemplo:

A good friend is loving.

A good friend helps you when you need.



OUTCOME

Your best friend

What: an oral presentation of your best friend **Audience:** classmates and teachers

Goal: share information about your best friend **Where:** classroom

1. Answer these questions about your best friend.

a. What's his/her name? _____

b. How old is he/she? _____

c. Which school does he/she go to? _____

d. Where does he/she live? _____

e. Does he/she have hobbies and interests different from you? _____

Lesson 5

2. What are your best friend's qualities? Choose three from the activity in *Language Focus* and write them below.

3. What are your best friend's favourite activities? Tick [✓] the best answers.

- a. [] playing sports
- b. [] listening to music
- c. [] playing videogames
- d. [] hanging out with friends
- e. [] watching TV
- f. [] texting/talking on the phone

4. You are going to introduce your best friend. Follow the steps.

- a. Choose the qualities and activities you want to include. Write them below.

- b. Write a first draft of your presentation. You can complete the table below.
- c. Share your draft with a classmate and your teacher. Get feedback.
- d. Write the final version of your presentation on a separate sheet of paper.
- e. Attach your friend's photo or draw his/her picture.
- f. Share your presentation with your classmates.

+ LEARNING TO LEARN

Quando você precisar fazer uma apresentação oral, é importante fazer um rascunho escrito para praticar antes da apresentação. Essa dica vale tanto para apresentações em inglês quanto em português.

My Best Friend

 _____ is my best friend.

He/She is _____ years old.

He/She goes to _____ school.

He/She lives in _____.

He/She is , _____ and _____.

 _____'s favourite activities are _____ and _____.



FEEDBACK

Nesta *lesson*, você:

- ouviu e compreendeu uma entrevista sobre melhores amigos;
- aprendeu usou vocabulário para fazer de características pessoais;
- fez uma apresentação oral sobre seu/sua melhor amigo(a).

Closing

GETTING ACROSS

1. O tema da *Lesson 1* foi *Favourite things*. Na *Lesson 5*, falamos sobre amizade. Em duplas, discuta: duas pessoas com gostos e preferências diferentes podem ser melhores amigos? Por quê?
2. Você criou uma rotina semanal no *Outcome* na *Lesson 4*. O que acha de seguir um horário semanal organizado para realizar suas atividades?



SELF-ASSESSMENT

Vamos criar um plano de ação (*action plan*) para aprender mais e melhor? O primeiro passo é preencher a tabela a seguir.

- A primeira coluna é dedicada aos objetivos que você conseguiu alcançar com mais conforto.
- A segunda coluna se refere aos objetivos que não foram completamente atingidos.
- A terceira coluna recebe maior atenção porque diz respeito ao *action plan* para que seu progresso seja mantido ou atingido.

O que eu aprendi com sucesso	O que eu quero estudar mais	Meu plano de ação: o que eu vou fazer para aprender mais

Unit

3

I can learn
about
myself and
others





Discuta as questões com um colega. Respostas pessoais

- a. Você costuma comer alimentos semelhantes aos das imagens? Se sim, quais e por quê? Se não, o que prefere comer?
- b. Observe a imagem na qual vemos uma família compartilhando a refeição. Na sua opinião, qual é a importância de momentos como esse?
- c. Identifique a imagem que representa a prática de atividade física. De que forma essa atividade pode se relacionar ao tema da unidade?
- d. Na sua opinião, como o conhecimento de inglês pode auxiliá-lo a aprender sobre outras culturas?

Lesson 1

Can you say what food you like?

LISTENING

Pre-Listening

1. Observe as imagens abaixo e responda às perguntas.



a. O que as imagens representam?

b. Dentre os alimentos que podemos ver nas imagens 1 e 2, de quais você gosta e quais costuma consumir?

c. Na imagem 3, podemos ver o acondicionamento da sobra de comida. Você costuma comer o que sobrou de outras refeições? Por quê?

d. Você vai ouvir um áudio extraído de um vídeo chamado *What I Ate In a Week*, de uma garota chamada Jenn Im. O que espera ouvir?

While Listening

2. Listen and write B for the foods in Jenn's breakfast.

- a. bacon and eggs
- b. a fruit platter
- c. bread and toast
- d. Greek yoghurt

3. Listen again and tick [✓] some of the foods that Jenn has for lunch or dinner.

- a. ice cream
- b. pasta
- c. pizza
- d. broccoli
- e. eggplant
- f. soup

4. Listen once again and circle the fruits that you hear in Jenn's food diary.

avocado • banana • blueberries • melon • nectarine • tomato

Post-Listening

5. Discuta as questões abaixo com um colega.

- Você acha que os hábitos alimentares de Jenn são saudáveis? Por quê?
- Na sua opinião, o que são hábitos alimentares saudáveis?
- Você considera sua alimentação saudável? Explique.



LANGUAGE FOCUS

Grammar Present Simple (Yes/No questions & Short answers)



1. Read the excerpts below extracted from the audio. Underline the best options to complete the sentences.

'These days I am in this phase where I like to slice fruit [...]'

'Here I have a sliced-up nectarine [...]'

- The verbs are in the *Present / Past Simple*.
- The best short answer to the question 'Does Jenn like fruit?' is 'Yes, she does./ 'Yes, she is.'
- The negative short answer to this question is 'No, she isn't./ 'No, she doesn't'.
- To form *full / short* answers in the Present Simple, we use *do-does* or *don't-doesn't*.

2. Answer the questions in pairs. Use short answers (Yes, I do. / No, I don't.).



- | | |
|---------------------------|----------------------------|
| a. Do you like pizza? | c. Do you like fruit? |
| b. Do you like fast food? | d. Do you like vegetables? |

3. Answer the questions.

a. What do you have for breakfast?

b. What do you have for lunch?

c. What do you have for dinner?

d. What do you eat in school break?

+ CULTURE

Em muitos países, é comum que o *lunch* (almoço) seja uma refeição rápida, como um sanduíche, e o *dinner* (jantar) seja uma refeição maior.

+ LANGUAGE TIP

Para perguntar e responder sobre o que se come em uma refeição, podemos usar o verbo *have* ou *eat*. Por exemplo: 'What do you have/eat for breakfast?' 'I have/eat some fruit.'



Lesson 1



OUTCOME

Eating preferences

What: a survey

Goal: collect information about people's eating preferences

Audience: classmates and teachers

Where: classroom

+ LANGUAGE TIP

Survey é uma pesquisa para saber a opinião e as preferências das pessoas sobre diferentes tópicos.

1. Take turns to ask and answer the question.

A: Do you like (food/drink)?

B: Yes, I do./No, I don't.

2. Read the steps and complete the survey.

a. Write the foods and drinks you want to include in your survey in the column *Food/Drink*.

b. Answer the survey with your own preferences in the column *Me*.

c. Write the name of three classmates you are going to interview.

d. Interview your classmates by asking, *Do you like _____?*

e. Write *Yes* or *No* under your classmates' names according to their answers.

f. Answer your classmates' survey. Say *Yes, I do.* or *No, I don't.*

Do you like...?				
Food/Drink	Me	Classmate 1	Classmate 2	Classmate 3



FEEDBACK

Nesta lesson, você:

ouviu e compreendeu um trecho de um *food journal*;

falou sobre suas preferências alimentares usando o *Present Simple*;

realizou uma pesquisa.

Can you write about your breakfast?

READING

Pre-Reading

1. Olhe brevemente o texto. Assinale [✓] as frases mais apropriadas.

- a. [] O texto apresenta fotos de comidas e suas descrições.
- b. [] O texto descreve comidas de restaurantes famosos.
- c. [] O texto fala sobre cafés da manhã ao redor do mundo.
- d. [] O texto fala sobre viagens pelo mundo.

2. Onde você encontraria textos como esse?

While Reading

3. Read the text and write *Aricia*, *Hakim* or *Emily*.

- a. _____ drinks chocolate milk.
- b. _____ drinks coffee and milk.
- c. _____ drinks a dark red juice.
- d. _____ eats boiled sweet potato and pumpkin.
- e. _____ and _____ eat bread and butter.
- f. _____ likes sweet black tea.

Rise and Shine

What kids around the world eat for breakfast.

Aricia's [...] cup is full of chocolate milk, but her brother Hakim's cup contains coffee (*café com leite*). For many Brazilian parents, coffee for kids is a cultural tradition; [...]. Brother and sister are eating ham and cheese as well as *pão com manteiga*, bread with butter.

Emily lives with her grandmother Ethel on the outskirts of Lilongwe, Malawi's capital. [...] Emily is eating cornmeal porridge called *phala* [...] along with boiled sweet potato and pumpkin and a dark red juice [...]. When she can, Emily likes to drink sweet black tea in the mornings [...].



Breakfast of Aricia Domenica Ferreira, 4 years old, and Hakim Jorge Ferreira Gomes, 2 years old, from São Paulo, Brazil



Breakfast of Emily Kathumba, 7 years old, from Chitedze, Malawi



GLOSSARY

ham: presunto

cornmeal:

farinha de milho

porridge: mingau

sweet potato:

batata-doce

pumpkin:

abóbora



Extracted from: WOLLAN, Malia. Rise and Shine: What kids around the world eat for breakfast. *The New York Times Magazine*, 2014. Available at: <<https://www.nytimes.com/interactive/2014/10/08/magazine/eaters-all-over.html>>. Accessed on: 19 Oct., 2020.

Lesson 2

4. Read the text again and match.

- | | |
|------------------------------|---------------------------|
| a. Aricia and Hakim live ... | [] 4 years old. |
| b. Emily eats ... | [] in São Paulo, Brazil. |
| c. Aricia is ... | [] cornmeal porridge. |
| d. Emily lives ... | [] 2 years old. |
| e. Hakim is ... | [] in Malawi. |
| f. Emily is ... | [] 7 years old. |

+ LANGUAGE TIP

Lembre-se: cognatos ou palavras cognatas são aquelas que têm o mesmo significado e grafia (escrita) semelhante em dois idiomas.

5. Read the text again, identify five cognates and write them below. How do these words help you understand the text?

Post-Reading

6. Discuta em duplas.

- Qual é a importância do café da manhã para crianças em idade escolar?
- Todos os brasileiros comem o mesmo café da manhã? Explique.



LANGUAGE FOCUS

Grammar Present Simple (3rd person singular)



+ IDEA!

O café da manhã amapaense é uma das principais refeições do dia. Geralmente é servido com achocolatado, café com leite, pão, ovos, queijo (prato, muçarela, manteiga ou coalho), bolachas (*crackers*), bolo (de macaxeira, milho, laranja etc), pamonha (*tamale*), tapioca e frutas, como mamão (*papaya*), laranja (*orange*), abacate (*avocado*). Alguns termos regionais não têm correspondente em inglês: *I like to have coffee*, tapioca and *guava* (goiaba) for breakfast.

1. Read the excerpts below and complete the rules using the information from the box.

- 'Aricia's [...] cup is full of chocolate milk, but her brother Hakim's cup contains coffee [...].'
 'Emily lives with her grandmother Ethel on the outskirts of Lilongwe [...].'
 'Emily likes to drink sweet black tea in the mornings [...].'

cup • Emily • it • -s • she

- In the first sentence, the verb *contains* refers to the word _____.
- The pronoun that can replace *cup* is _____.
- In the second and third sentences, the verbs *lives* and *likes* refer to _____.
- The pronoun that can replace *Emily* is _____.
- We add _____ to the verbs in the 3rd person singular (*he, she, it*).

2. Rewrite the sentences. Follow the example.

- Emily's parents eat porridge in the morning. (Emily) Emily eats porridge in the morning.
- Hakim and his sister like to drink coffee. (Hakim)

- Aricia and her family live in São Paulo. (Aricia)

- People in Malawi drink a dark red juice. (Emily)

3. Complete the sentences using *I, he or she*.

- a. _____ eats fruit for breakfast. d. _____ drinks black tea in the morning.
b. _____ make breakfast every day. e. _____ like chocolate milk.
c. _____ likes to drink coffee.



OUTCOME

Photo captions

What: photo caption

Goal: describe the breakfast in the photo/
drawing

Audience: classmates and teachers

Where: notebook, separate sheet, and
classroom wall

Write the photo caption for your classmate's breakfast. Follow the steps.

- a. Take a picture of your breakfast or draw it.
b. Exchange your photo/picture with a classmate.
c. Analyse the photo/picture.
d. Write about the food that your classmate eats for breakfast. Follow the model:

<input type="radio"/>	(Name) _____ likes to eat _____.
<input type="radio"/>	_____ and _____ for breakfast.
<input type="radio"/>	He/She drinks _____ and _____.
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	

- e. Write a first draft of your photo caption on the chart above.
f. Share your draft with a classmate and the teacher. Get feedback.
g. Write the final version of your photo caption on a separate sheet. Attach the photo/picture.
h. Share it on the classroom walls.



FEEDBACK

Nesta lesson, você:

leu e compreendeu fotolegendas sobre o que algumas crianças comem no café da manhã;

aprendeu a usar o *Present Simple* (3rd person);

criou uma legenda sobre uma foto ou um desenho do café da manhã de um(a) colega.

Lesson 3

Can you give tips about physical activities?

READING

Pre-Reading

1. Observe brevemente o texto na Atividade 3. Assinale [✓] as opções mais apropriadas para completar as frases.

- | | |
|--|--|
| a. A finalidade do texto é... | c. Podemos encontrar esse tipo de texto em... |
| <input type="checkbox"/> informar. | <input type="checkbox"/> revistas. |
| <input type="checkbox"/> divertir. | <input type="checkbox"/> locais públicos. |
| <input type="checkbox"/> noticiar. | <input type="checkbox"/> sites. |
| <input type="checkbox"/> convencer. | <input type="checkbox"/> redes sociais. |
| b. O texto se destina ao público... | d. Esse texto é um(a)... |
| <input type="checkbox"/> infantil. | <input type="checkbox"/> panfleto. |
| <input type="checkbox"/> jovem. | <input type="checkbox"/> infográfico. |
| <input type="checkbox"/> adulto. | <input type="checkbox"/> artigo. |
| <input type="checkbox"/> sênior. | <input type="checkbox"/> reportagem. |

2. Leia o título do texto e observe o seu formato. Depois, responda.

- a.** Você considera esse um tema importante? Explique.

- b.** Você considera esse um texto de fácil ou difícil compreensão? Justifique.

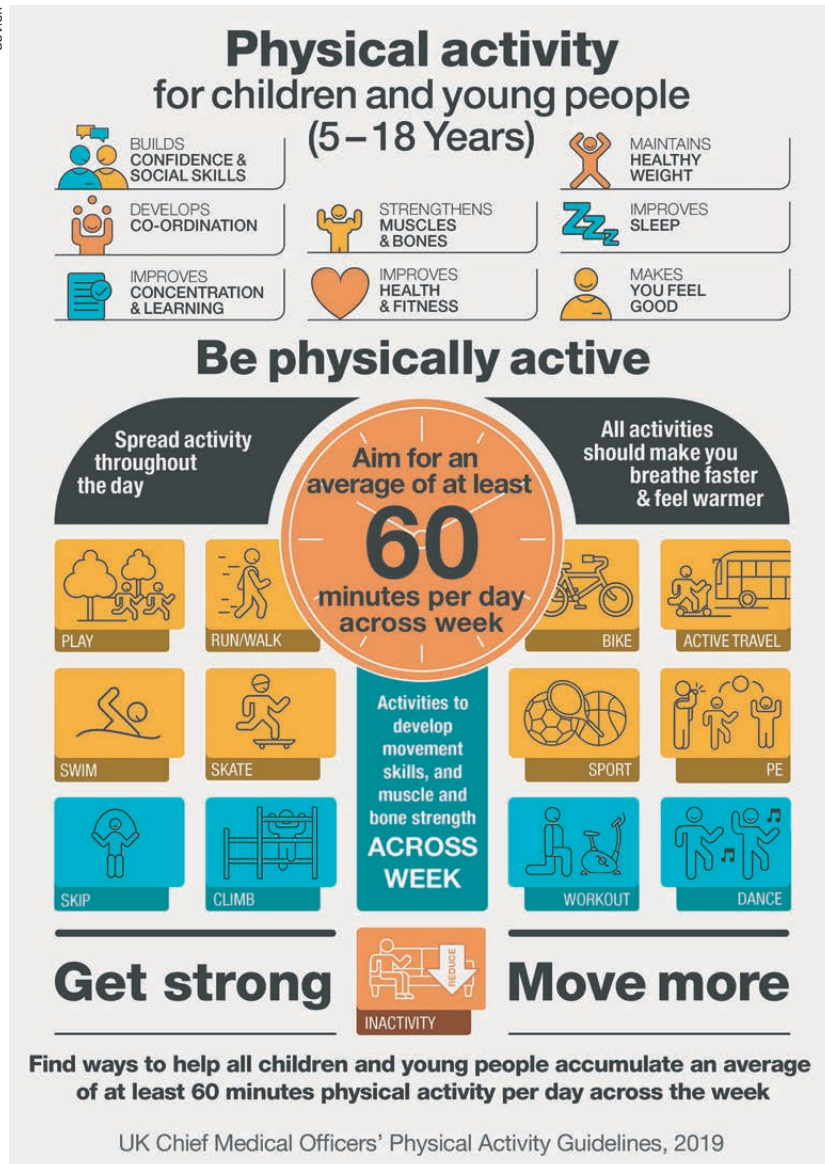
While Reading

3. Read the infographic and find the information below.

- a.** Physical activity improves: _____.
- b.** _____ minutes of physical activity every day are the ideal.
- c.** Write three examples of physical activities: _____, _____, _____.

+ LEARNING TO LEARN

Quando você estiver respondendo a perguntas sobre um texto, tente encontrar nele as mesmas palavras que estão na pergunta. Geralmente, você encontrará a resposta mais facilmente se aplicar essa estratégia.



GLOSSARY

breathe: respirar

improve: melhorar

P.E. (Physical Education):
Educação Física

sit: sentar

weight: peso



Extracted from: UK GOV. Physical activity for children and young people (5-18 Years). UK Chief Medical Officers' Guidelines 2011. Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832861/2-physical-activity-for-children-and-young-people-5-to-18-years.pdf>. Accessed on: 19 Oct., 2020.

4. Tick [✓] the best answer.

- a. What's the main message of the infographic?
 Eat healthy. Sleep 8 hours a day. Practice physical activities.
- b. How old is the target audience of this infographic?
 0-4 years old 5-18 years old 21-35 years old
- c. How often do people need to exercise?
 1 time per week 2 times per week 3 times per week

Post-Reading

5. Em grupos, discuta e responda às perguntas abaixo.

- a. Embora o infográfico seja direcionado a um público específico, você acha que essas informações podem ser úteis para pessoas de outras idades? Por quê?
- b. Quais são as atividades físicas mais comuns entre os jovens na sua escola e na sua cidade?
- c. De acordo com o infográfico, sua prática de atividade física é suficiente? Explique.





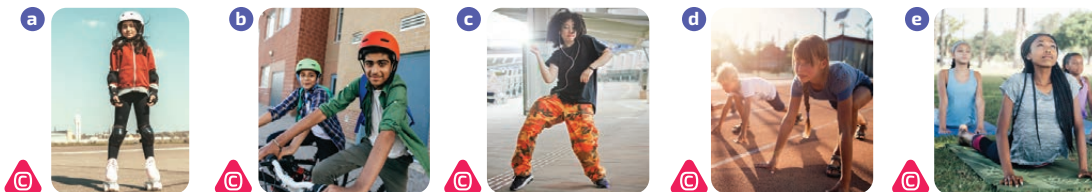
Lesson 3

LANGUAGE FOCUS

Vocabulary Physical activities

1. Complete the photo captions with the activities from the box.

biking • dancing • doing yoga • running • skating



I like _____. I like _____. I like _____. I like _____. I like _____.

2. Use the vocabulary to ask and answer questions.

A: What are your favourite physical activities?

B: I like...



OUTCOME

An infographic

What: an infographic

Goal: encourage the practise of physical activities

Audience: classmates and teachers

Where: notebook and school walls

Create an infographic. Follow the steps.

- Choose the physical activities you want to include in the infographic.
- Write information for each physical activity in your notebook.
- Write and draw a first draft of your infographic in your notebook.
- Share your draft with your classmates and teacher. Get feedback.
- Write and draw the final version of your infographic on a separate sheet. You can colour the pictures.
- Share your infographic on the school walls.



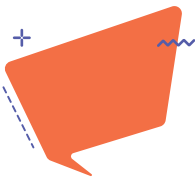
FEEDBACK

Nesta lesson, você:

leu e compreendeu um infográfico;

aprendeu e usou vocabulário relacionado a atividades físicas;

criou um infográfico com atividades físicas comuns no bairro e na escola.



Can you give instructions for a yoga pose?

READING

Pre-Reading

- Observe o texto na Atividade 3. Assinale [✓] as frases verdadeiras.
 - [] A função do texto é divertir.
 - [] O texto provavelmente foi retirado de um site sobre saúde e bem-estar.
 - [] A finalidade desse texto é fornecer instruções.
- Olhe brevemente o infográfico novamente e discuta as perguntas.
 - Qual o tema do texto?
 - O uso de quais elementos facilita a compreensão do texto?

While Reading

- Read the infographic and complete the sentences with words from the box.

focus • strength • warrior

- It shows three _____ poses.
- These poses are good for our _____ and _____.



GLOSSARY

warrior:

guerreiro

strength: força, resistência

bend: dobre

arch: curve

stretch: alongue, estenda

swivel: gire



Extracted from: Warrior yoga poses: Strength and Focus. Destress Monday. The Monday Campaigns, 2020. Available at: <<https://www.mondaycampaigns.org/wp-content/uploads/2020/03/destress-monday-yoga-infographic-warrior-pose.png>>. Accessed on: 19 Oct., 2020.

WARRIOR POSES: STRENGTH AND FOCUS

<p>1</p>	<p>Mountain Pose</p> <p>Stand with your arms relaxed at your side. Breathe deeply.</p>	<p>2</p>	<p>Warrior I</p> <p>Step your left foot back and turn your toes out at a 45° angle. Bend your right knee over the ankle. As you inhale, bring your arms up over your head. Arch your back slightly. Hold and breathe deeply for five seconds.</p>
<p>3</p>	<p>Warrior II</p> <p>Lengthen your stance and open your hips. Looking ahead, turn your left foot out 90°. Stretch out both arms, palms down, until level with your shoulders. Swivel your right arm forward and your left arm back. Focus on the tips of your fingers. Ensure right knee is still bent over right ankle, letting your hips sink toward the floor. Hold position and breathe deeply for five seconds.</p>	<p>4</p>	<p>Peaceful Warrior</p> <p>Turn your palms upward. Lean back and slide your left hand down your left leg. Arch your back slightly and curl your right arm over your head. Look up. Repeat entire sequence for the other side.</p>

#DeStressMonday



Lesson 4

+ CULTURE

Acredita-se que o ioga – um conjunto de exercícios físicos, respiratórios e mentais – surgiu há mais de 7 mil anos na Índia. Alguns de seus benefícios são o aumento da concentração e o relaxamento do corpo.

4. Match part of the description to the name of each pose.

- a. Lean back, slide your hand down your leg. Arch your back.
- b. Step your left foot back and bend your right knee. Bring your arms up.
- c. Stand up with your arms at your side.
- d. Stretch both arms until level with your shoulders.

- [] Mountain pose
- [] Warrior 1
- [] Peaceful warrior
- [] Warrior 2

Post-Reading

5. Discuta em duplas.

- a. Qual pose do infográfico você acha mais desafiadora? Por quê?
- b. Você pratica ou gostaria de praticar ioga? Justifique.



LANGUAGE FOCUS

Vocabulary Parts of the body & Actions in a physical activity

1. Write the names of parts of the body. Use the words from the box.

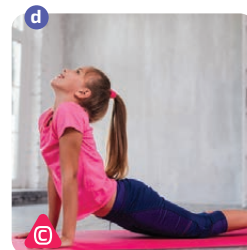
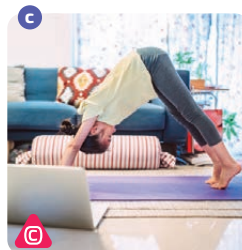
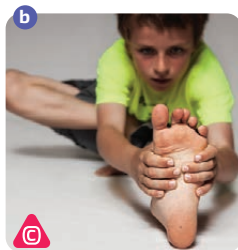
arm • foot • hands • head • knee • leg



+ LEARNING TO LEARN

Ao tentar fazer uma atividade, encontre as palavras-chave, os cognatos e as palavras que você já conhece. Dessa forma, você será capaz de compreender a ideia da frase mesmo que não entenda cada palavra individualmente.

2. Match the yoga poses to the instructions.



- Lie down on your stomach. Spread your hands under your shoulders. Raise your chest off the floor. Look up.
- Sit down. Straighten your legs. Put one foot on the other leg. Bend over as you stretch your arms to touch your other foot.
- Begin on all fours, with hands and knees on the floor. Tuck your toes and lift your hips up.
- Stand on one foot. Put your other foot on your knee. Put your hands together above your head.



OUTCOME

Instructions for a yoga pose

What: giving instructions
Goal: give instructions for a yoga pose

Audience: classmates and teachers
Where: notebook and classroom

1. Number the instructions in order for each yoga pose.

The Tree Pose



- Stand on both feet.
- Put your hands together in front of your chest.
- Bring your foot to the opposite knee.

Downward-Facing Dog Pose



- Tuck your toes.
- Lift your hips up.
- Begin on all fours.

2. Give instructions for a yoga pose. Follow the steps.

- a. Choose one yoga pose. If necessary, do some research.
- b. Write the instructions for the pose in your notebook.
- c. Get together with a classmate.
- d. Take turns giving the instructions and making the pose.



FEEDBACK

Nesta lesson, você:

leu e compreendeu um infográfico com instruções para poses de ioga;

aprendeu a nomear algumas partes do corpo e algumas ações relacionadas a atividades físicas;

escreveu e deu instruções para a realização de uma pose de ioga.



Lesson 5

Can you write a recipe?

READING

Pre-Reading

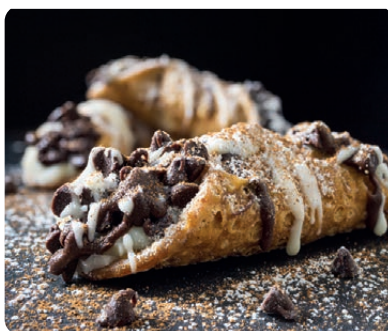
+ CULTURE

A sobremesa *pavlova* surgiu no final do século XIX. Ela foi criada pelo *chef* francês Auguste Escoffier. O nome é uma homenagem à bailarina russa Anna Pavlova.

1. Observe as imagens e leia os nomes das sobremesas. Você consegue relacioná-las aos seus países de origem?



a. baklava



b. cannolis



c. pavlova

Austrália/Nova Zelândia

Turquia

Itália

2. Observe o texto na Atividade 3 e responda às perguntas.

a. Que gênero textual é esse? _____

b. Como você chegou a essa conclusão? _____

c. Onde você encontraria um texto como esse? _____

While Reading

3. Read the recipe on page 69. Answer the questions.

a. What's the name of the recipe?

b. How many servings are there?

c. How long is the total preparation time?

The Moistest Chocolate Mug Cake

★★★★★

Course: Dessert
Cuisine: American
Servings: 1
Prep Time: 1 minute
Cook Time: 1 minute
Total Time: 2 minutes



Ingredients

- 1/4 cup all-purpose flour
- 2 tablespoon unsweetened cocoa powder
- 1/4 teaspoon baking powder
- 2 tablespoon granulated sugar
- 1/8 teaspoon salt
- 1/4 cup + 1 tbsp. milk
- 2 tablespoon vegetable oil

Instructions

1. In a medium bowl, whisk together dry ingredients.
2. Whisk in the milk and vegetable oil until all ingredients are combined [...]
3. Pour batter into a microwave-safe mug. [...]
4. Microwave mug for 70 seconds on high. [...]
5. Carefully remove from microwave and enjoy!



Extracted from: WAMPLER, Julie. The moistest chocolate mug cake. *Table for two*, 2020. Available at: <<https://www.tablefortwoblog.com/the-moistest-chocolate-mug-cake/>>. Accessed on: 19 Oct., 2020.



GLOSSARY

mug: caneca

flour: farinha

baking powder:

fermento em pó

cocoa: cacau

batter: massa
(mole)

4. Tick [✓] the ingredients used in the recipe.

a. butter

d. sugar

g. milk

b. all-purpose flour

e. eggs

h. baking powder

c. vegetable oil

f. cocoa powder

i. vanilla extract

Post-Reading

5. Discuta com um colega.

- a. Você considera essa receita simples ou complexa? Por quê?
- b. Qual é a importância de aprender a cozinhar?
- c. A receita que você leu pertence à culinária americana. Você gosta de experimentar alimentos cujas origens sejam diferentes da sua? Por quê?

+

LANGUAGE FOCUS

Vocabulary Cooking utensils

1. Match each utensil to its name.

a. microwave oven

c. mixing bowls

e. whisk

b. measuring spoons

d. measuring cups



[]



[]



[]



[]



[]



Lesson 5

Grammar Imperative (Review)



2. Circle the action word (verb) in each sentence.

- a. Whisk the eggs.
- b. Mix the batter.
- c. Pour the batter into the cake tin.
- d. Bake it in the oven.
- e. Measure the flour.

+ LANGUAGE TIP

Em inglês, a palavra *whisk* é usada tanto para um utensílio de cozinha como na ação realizada com o objeto.

3. Match the sentences from Activity 2 to the photos below.



[]



[]



[]



[]



[]

+



OUTCOME

A recipe

What: a recipe
Goal: share a simple recipe

Audience: classmates and teachers
Where: notebook and classroom recipe book

+ IDEA!

Escrevam uma receita amapaense. Vocês podem gravar um vídeo executando a receita e utilizando os verbos no imperativo.

In pairs, write a recipe. Follow the steps.

- a. Choose a simple recipe to share with your classmates. It can be a variation of the mug cake recipe in the *Reading* section.
- b. Write a list of ingredients.
- c. Write 4-5 instructions for the recipe. Look back at the *Language Focus* section.
- d. Share your draft with your classmates and teacher. Get feedback.
- e. Write the final version of your recipe on a separate sheet. You can illustrate your recipe.
- f. Share your recipe with the class.

+



FEEDBACK

Nesta *lesson*, você:

- leu e compreendeu uma receita culinária;
- aprendeu vocabulário relacionado a utensílios de cozinha;
- aprendeu alguns verbos usados para dar instruções em receitas.
- escreveu uma receita culinária simples.

Closing

GETTING ACROSS

Observe a imagem na tela do celular e leia o texto que a acompanha. Responda às perguntas.

- a. De que forma a imagem se relaciona à unidade que você percorreu?

- b. Considerando tudo o que você aprendeu, o que você acrescentaria ao texto da imagem? Por quê?
- c. Que outra imagem poderia estar associada à sentença?



SELF-ASSESSMENT

1. Retome os objetivos da unidade, relendo as seções *Feedback das Lessons 1-5*.
2. Selecione dez objetivos e escreva-os nos degraus da escada. Coloque nos degraus mais baixos aqueles que você considera que ainda está começando a atingir e nos degraus mais altos os que você acha que já dominou.

A graphic of a staircase with ten steps, ascending from left to right. Each step is a horizontal rectangle, intended for students to write their learning objectives.

3. Pense em formas para "subir degraus" com os objetivos no decorrer do ano. Quais objetivos você quer alcançar e subir na sua escada? Como você pretende fazer isso? Converse com um colega sobre essas questões.



Unit

4

I live in
a global
community

Sala de aula
em escola
na Jordânia.



Buenos Aires,
Argentina – Fã
de Harry Potter
na Noite do Livro,
2020, na Embaixada
Britânica.



Estudantes em Lima, Peru.



Adolescente escrevendo uma carta.



Placa de Lost and Found no aeroporto de Miami.

1. Observe as fotos dos estudantes da Jordânia e do Peru. O que você observa com relação às suas vestimentas? Você acha que o modo como se vestem diz algo sobre a cultura escolar de seus países?
2. Encontre a imagem que representa um serviço ao público. Você considera importante a existência de um setor de achados e perdidos? Explique.
3. O inglês é considerado uma língua franca global usada em várias áreas, como na Internet, para negócios (*business*) e entretenimento. Como aprender inglês pode melhorar a qualidade de vida de uma pessoa?

Lesson 1

Can you describe people?

LISTENING

Pre-Listening

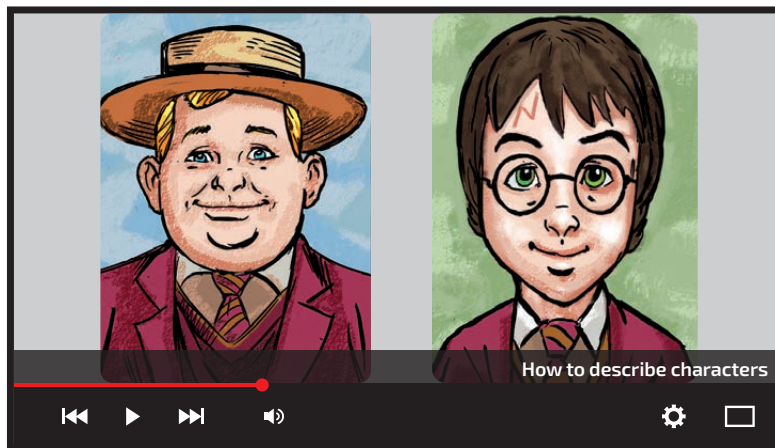
1. Observe as imagens. Leia o título da *lesson* e responda às perguntas.

a. Na sua opinião, qual será o assunto do áudio?

b. O áudio está relacionado à série de livros *Harry Potter*. Olhando as imagens abaixo, você consegue reconhecer os personagens? Se sim, escreva os nomes deles.

c. O que você conhece sobre esses personagens e a história deles? Converse com seus colegas se necessário.

d. Como você descreveria a aparência física dos personagens, considerando as imagens abaixo?



While Listening



2. Listen to an editor giving advice to writers on how to describe characters. Write true (T) or false (F).

- a. Harry Potter is big and skinny for his age.
- b. Harry only wears Dudley's old clothes.
- c. Dudley is small and skinny.
- d. Dudley looks a lot like Uncle Vernon.



3. Listen to the editor again. Tick the words you hear to describe Harry Potter.

- | | |
|---------------------------------------|---|
| a. <input type="checkbox"/> tall | d. <input type="checkbox"/> black hair |
| b. <input type="checkbox"/> thin face | e. <input type="checkbox"/> bright green eyes |
| c. <input type="checkbox"/> long arms | f. <input type="checkbox"/> small and skinny |



4. Listen to the editor once more. Circle the words that you hear to describe Dudley.

short hair • large pink face • chubby • blue eyes • thick blond hair • short and strong
• fat head • large eyes

Post-Listening

5. Discuta e responda.

- Em que situações do dia a dia precisamos descrever as pessoas fisicamente?
- Que cuidados devemos ter ao descrever uma pessoa fisicamente?
- Descreva um colega da turma para outra pessoa descobrir de quem você está falando.



LANGUAGE FOCUS

Vocabulary Describing people's appearances

1. Look at Marla's picture. Circle the correct alternatives.



Marla *is / has* a doctor. She *is / has* beautiful.
She *is / has* brown eyes and blond hair.

Describing people

- We use *have/has / am/is/are* to describe people's body parts.
- We use *have/has / am/is/are* to talk about people's physical appearances, nationalities, jobs, etc.

2. Complete the physical descriptions. Use the words from the box.

blue • black (2x) • blonde • brown • curly • long (2x) • short (2x) • slim (2x) • straight • tall



a. Alex is _____ and _____.

He has short, _____, black hair.

He has dark _____ eyes.

b. Melissa is _____ and _____.

She has _____, straight, _____ hair.

She has _____ eyes.

c. Lana is _____ and _____.

She has _____, _____, _____ hair.

She has _____ eyes.



LANGUAGE TIP

Note a ordem dos adjetivos usada para descrever os cabelos de pessoas:

Neymar has	short	curly	black	hair.
Anitta has	long	straight	brown	hair.
	comprimento	tipo	cor	



Lesson 1

OUTCOME



Describing people

What: a guessing game

Goal: describe people and guess who they are

Audience: classmates and teachers

Where: notebook and classroom

You are going to play *Guess who?* Follow the steps.

- Choose a partner to play the game.
- Look at the photos below. Choose a person to describe.
- Write the person's description in your notebook.
- Describe the person to your classmate. The dialogue below can help you.

A: My person is (tall/short/slim/chubby).

He/She has _____ hair and _____ eyes.

Guess who?

B: He/She is _____.

A: Yes, he/she is. (or) No, he/she isn't.

- Take turns describing and guessing the people.



Antonio



Morana



Lian



Gael



FEEDBACK

Nesta lesson, você:

ouviu e compreendeu o trecho de um vídeo com descrição física de personagens;

usou *adjectives* para descrever a aparência física de alguém;

participou de um jogo para descrever a aparência física de pessoas.

Can you create a dress code?

READING

Pre-Reading

1. Observe brevemente o texto. Assinale [✓] as frases mais apropriadas.

- a. O assunto do texto é a rotina nas escolas internacionais.
- b. O texto descreve as aulas de educação física.
- c. O texto trata do uso de uniforme em uma escola.
- d. O tema é sobre uma escola em Bangkok, na Tailândia.

While Reading

2. Read the text and tick [✓] the best answers about International School Bangkok.

- a. Do students wear uniforms?
 - Yes, they do.
 - No, they don't.
- b. Where can people buy the school uniforms?
 - At the school hallway.
 - At the campus bookstore.
- c. The uniforms are ...
 - dress and sweater.
 - polo shirt and khaki pants.
- d. P.E. uniforms are ...
 - blue shorts and a white polo shirt.
 - black shorts and white or yellow top.

+ CULTURE

O código de vestimenta (dress code) é um conjunto de regras ou normas a respeito das vestimentas apropriadas para um local ou para um evento.

The screenshot shows the website for International School Bangkok. The navigation menu includes: About, Admissions, Learning@ISB, Student Life, Arts, Athletics, Stories, and Community. Below the menu is a large image of a smiling female student wearing a light blue polo shirt and a dark blue backpack. A copyright symbol is visible in the bottom left corner of the image area.

ISB – International School Bangkok

Do students have school uniforms?

Yes, ISB has uniform for students which can be purchased on campus at the Book Store. The uniform consists of a polo shirt with the school emblem with either khaki or black shorts, pants, or a skirt. Each school section has a different uniform color but all students have the choice of also wearing the school's white polo shirt.

Physical Education (PE) uniforms are required at all levels. This is a unisex uniform that consists of black shorts and a white or yellow top.

[...]



GLOSSARY

be purchased:

ser comprado

bookstore:

livraria

shirt: camisa

pants: calças

skirt: saia



Extracted from: Faqs. *International School Bangkok*. Available at: <<https://www.isb.ac.th/admissions/faqs/>>. Accessed on: 14 July, 2020.



Lesson 2

Post-Reading

3. Discuta as perguntas com seus colegas e o professor.

- a. Qual a diferença entre a obrigatoriedade do uso de uniformes e a existência de um código de vestimenta?
- b. Quais as vantagens e desvantagens da existência de um código de vestimenta?

+

LANGUAGE FOCUS

Vocabulary Clothing

1. Write the captions for the pictures. Use the words from the box.

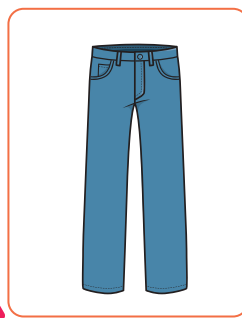
dress • jeans • polo shirt • shorts • skirt • sweater • T-shirt • tennis shoes



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____

2. Match the description to the person.

- a. Gustavo's favourite clothes are his blue shirt and dark jeans.
- b. Laila's favourite clothes are her yellow dress and black leggings.
- c. Marco's favourite clothes are his green polo shirt, cargo shorts and black tennis shoes.
- d. Andreia's favourite clothes are her white shorts and a purple T-shirt.
- e. Inara's favourite clothes are her jeans, a white T-shirt and a red sweater.



© []



© []



© []



© []



© []

3. Work in pairs. Take turns to ask and answer the question.

A: What are your favourite clothes?

B: My favourite clothes are my _____.



OUTCOME

A dress code for our school

What: school dress code

Goal: discuss and create a dress code adequate for the school

Audience: classmates and teachers

Where: notebook, separate sheet of paper and classroom wall

You are going to write a dress code for your school. Follow the steps.

- a. Choose the clothes for your school dress code.
- b. Write the dress code in your notebook. Use the model.

Students (have/don't have) uniforms.

Students can wear _____.

It is not permitted to wear _____.
- c. Write the first draft of your dress code in your notebook.
- d. Share your draft with your classmate and teacher. Get feedback.
- e. Write the final version of your dress code on a separate sheet of paper. You can illustrate your dress code. Write the photo captions.
- f. Share your school dress code on the classroom walls.



FEEDBACK

Nesta lesson, você:

leu e compreendeu o *dress code* de uma escola;

aprendeu e usou vocabulário para falar de roupas e vestimentas;

criou um *dress code* para a escola.



Lesson 3

Can you find a lost item?

READING

Pre-Reading

1. Observe as imagens abaixo. O que elas têm em comum? Explique.



2. Observe brevemente o artigo de notícia. Assinale [✓] as melhores alternativas.

a. Qual é o assunto do artigo?

Um cachorro perdido.

Um novo sistema anti perda.

Um sistema de achados e perdidos.

b. Qual é a finalidade do texto?

Divertir.

Informar.

Convencer.

While Reading

Japan's Lost and Found System Is Insanely Good

If you misplace your phone or wallet in Tokyo, chances are very good that you'll get it back. Here's why:



[...] Japan's 126 million residents lose a vast number of personal items every year. But a remarkably high percentage of them are returned to their rightful owners. [...] The scheme for reuniting unlucky people with their wayward valuables relies on a complex mix of infrastructure, [...] legal encouragement, and cultural norms. [...]

The process usually begins at the local koban "police boxes" [...] that serve as residents' primary point of contact with the police.

[...] Wallets, purses, and umbrellas are among the most common items turned in, along with cash.

[...] the items are held at the police box for one month before being sent to the Tokyo Metropolitan Police Department's [...] Lost-and-Found Center. [...]

[...] If after three months, the rightful owner cannot be found, ownership of most items may revert to the person who found it, [...]



Extracted from: RICHARZ, Allan. Japan's lost-and-found system is insanely good. *Bloomberg CityLab*, 2020. Available at: <<https://www.bloomberg.com/news/articles/2020-02-10/why-japan-s-lost-and-found-system-works-so-well>>. Accessed on: 13 July, 2020



GLOSSARY

high: alto
owners: proprietários
reuniting: reunir
turned in: devolvido(s)
ownership: propriedade

3. Read the article and write true (T) or false (F).

- a. [] There are 200 million residents in Japan.
- b. [] A high percentage of owners find their lost personal items.
- c. [] The police keeps the lost items in the 'koban' for one week.
- d. [] The police sends the lost items to the Tokyo Police Department's Lost-and-Found Center after one month in the 'koban'.
- e. [] After three months in the Lost-and-Found Center, the police sells the lost items.

Post-Reading

4. Discuta as perguntas abaixo.

- a. Você já encontrou algo perdido?
- b. Na sua escola há um setor de *Lost-and-found*?
- c. Na sua opinião, as pessoas que encontram objetos perdidos têm o cuidado de devolvê-los aos seus proprietários? Explique.



LANGUAGE FOCUS

Grammar Possessive adjectives / Possessive case ('s)



1. Complete the sentences with the appropriate possessive adjectives. Then circle the word to complete the sentences.

her • his • my • their



a. Tanya and Laisha have a beautiful umbrella.

_____ umbrella is blue and white.



b. Leo doesn't have any cash.

_____ wallet is empty.



c. Sarah has a new handbag.

_____ bag is big and brown.



d. I love music. I listen to music on

_____ mobile phone.

We use *my, his, her, their* before / after names, objects, body parts etc.





Lesson 3

2. Complete the sentences with the names of the people from Activity 1 and the possessive case ('s). Follow the example.

- a. _____ Tanya's _____ coat is red.
- b. _____ umbrellas blue and white.
- c. _____ polo shirt is green.
- d. _____ handbag is brown.
- e. _____ wallet is empty.
- f. _____ handbag is big.
- g. _____ mother's name is Tanya.
- h. _____ hair is long and straight.

+ LANGUAGE TIP

O possessive case ('s) não é a forma contraída de is. Usamos o 's para indicar que um item pertence a uma pessoa.



OUTCOME

Lost-and-found game

What: a game

Goal: find the owners of different objects

Audience: classmates and teachers

Where: classroom

You are going to play a game in pairs. Follow the steps.

- a. Students put 2–3 objects in a lost-and-found box.
- b. Each pair will receive 1–2 'lost' items.
- c. Take turns to ask and answer the question:
A: Is this your (pencil)?
B: No, this is (Maria's pencil). OR
 Yes, this is my _____.



FEEDBACK

Nesta lesson, você:

leu e compreendeu uma notícia;

usou *possessive adjectives* e o *possessive case*;

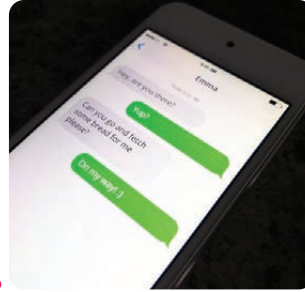
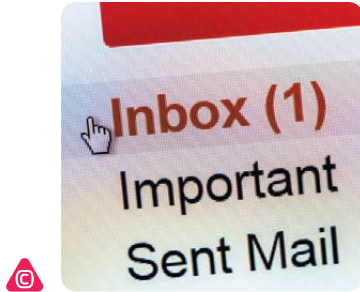
interagiu por meio de um jogo para encontrar os donos de objetos perdidos.

Can you introduce yourself to a friend?

READING

Pre-Reading

1. Observe as imagens. Responda às perguntas.



- Qual (ou quais) desses meios de comunicação você usa?
- Em que situações as pessoas precisam usar cada um desses meios de comunicação? Explique.

2. Observe brevemente o texto da Atividade 3, na página seguinte. Assinale [✓] as alternativas apropriadas.

- O texto é de uma organização internacional de amigos à distância.
- Há informações como nome, endereço e preferências pessoais no texto.
- O texto se direciona a pessoas que desejam fazer amigos em diferentes partes do mundo.
- O texto explica por que fazer amigos por correspondência é uma ótima ideia.

While Reading

3. Read the text on the following page and tick [✓] the best answer.

- There are _____ to have pen pals around the world.
 no reason three reasons many reasons
- Pen palling gives you the opportunity to learn about _____.
 other cultures computers pens
 and countries
- It is very important to understand that _____.
 computers are different people have different cultures photos are different
- Understanding different cultures can help people _____.
 have more time learn about recipes become friends and live in harmony

Lesson 4



GLOSSARY

penpalling:
troca de correspondências com amigos distantes
on a daily basis:
diariamente
understand:
entender



What is so great about having Penpals

There are many reasons that people should be involved in penpalling but most importantly it gives you an opportunity to **learn about other countries and cultures**. [...] With the way the world is today with so many different cultures interacting on a daily basis – it's very important that we understand these different cultures and have empathy for where people are coming from [...]. Understanding different cultures can help people get along and live in harmony [...]. After all, the best way to get to know a place is not by a tour guide but by a friend. [...]

+ CULTURE

Pen pal significa amigo por correspondência. É uma prática muito comum em vários países. Em muitos casos, a língua usada para se corresponder é o inglês.



Extracted from: Global Penfriends. What is so great about having Penpals? *Globalpenfriends.com*. Disponível em: <https://www.globalpenfriends.com/index.php?page=penpal_why>. Accessed on: 28 Aug. 2020.

4. Return to the text and follow the instructions.

- Circle two cognates.
- Underline one very important reason to be a pen pal.

Post-Reading

5. Discuta em duplas.

- Alguns programas de *pen pal* propõem a escrita e envio de cartas para crianças em orfanatos e escolas ou para idosos. O que você acha dessa iniciativa?
- Quais motivos podem levar um jovem ou adulto a participar de um programa de *pen pals*?
- Você gostaria de participar de um programa de *pen pals*? Justifique sua resposta.



LANGUAGE FOCUS

Grammar I like...



1. What does Ava like? Match the pictures to the captions.

- Ava likes playing basketball.
- Ava likes eating ice cream.
- Ava likes writing letters.

+ LANGUAGE TIP

Quando adicionar a terminação *-ing* a uma palavra terminada em *e*, retira-se a letra *e* e acrescenta-se o *-ing*. Exemplo: *write - writing*.



2. Complete the sentences with the activities. Then circle *like* or *don't like* according to your preferences.

- a. I like / don't like _____ . (play football)
- b. I like / don't like _____ . (listen to music)
- c. I like / don't like _____ . (dance)
- d. I like / don't like _____ . (do homework)



OUTCOME

Talking about yourself

What: a conversation about personal information

Goal: share information about yourself orally

Audience: classmates and teachers

Where: notebook and separate sheet of paper

1. Complete the sentences with some personal information.

- a. Introduce yourself.

My name is _____ . I am _____
years old. I live in _____.

- b. Write two things about yourself.

I like _____.

I don't like _____.

- c. Answer two questions.

What is your favourite (animal / food / sport)? _____

What do you like (to play / to eat / to do for fun)? _____

2. You are going to talk to your classmates. Follow the steps.

- a. Use your notes to rehearse how to talk about yourself.
- b. Now share your information with other students.



FEEDBACK

Nesta lesson, você:

leu e compreendeu um parágrafo introdutório em um site para *pen pals*;

aprendeu a falar de suas preferências;

falou sobre si mesmo para seus colegas.

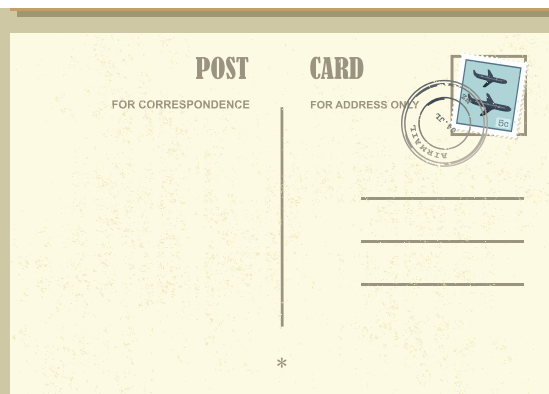
Lesson 5

Can you write a postcard?

READING

Pre-Reading

1. Observe as imagens. Em duplas, responda às perguntas.



- Que tipo de correspondência você vê nas imagens? Qual é a sua finalidade?
- O que você sabe sobre esse tipo de correspondência? Cite duas coisas.
- Na sua opinião, o cartão postal ainda é muito utilizado hoje em dia? Explique.

2. Observe o texto na Atividade 3, na página seguinte. Assinale [✓] as frases mais apropriadas.

- [] Esse cartão postal foi enviado por uma pessoa chamada Akron – Ohio.
- [] Esse cartão postal traz imagens de pontos turísticos em Akron – Ohio.
- [] O cartão postal foi enviado para o *Chicago Postcard Museum*.

+ CULTURE

O *Chicago Postcard Museum*, fundado em 2007, é uma organização independente que coleciona cartões postais antigos e contemporâneos para preservar a história da cidade.



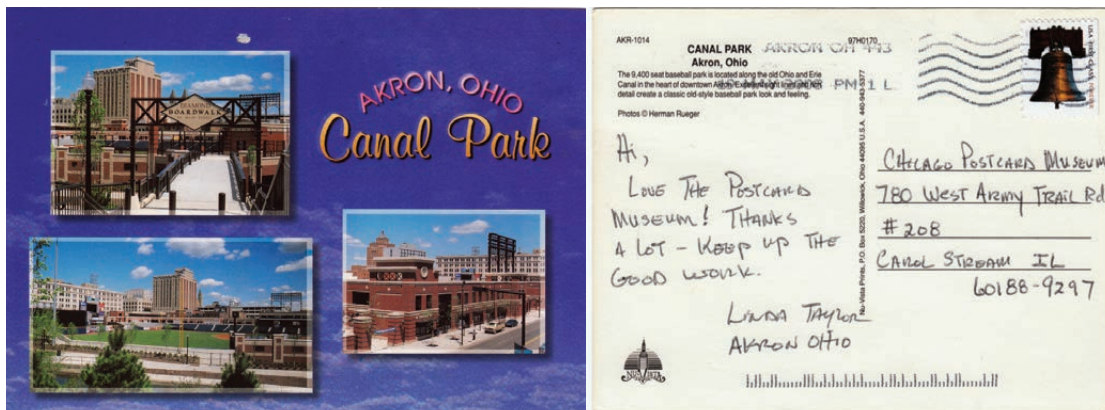
GLOSSARY

love: adorei
keep up: mantenha
work: trabalho

While Reading

3. Read the postcard. Follow the instructions.

- a. Circle the stamp and the address. b. Underline the name of the sender.



Extracted from: TAYLOR, Linda. Correspondence corner. [chicagopostcardmuseum.org](http://www.chicagopostcardmuseum.org), 2007-2020. Available at: <http://www.chicagopostcardmuseum.org/correspondence_corner.html>. Accessed on: 28 Aug., 2020.

4. Read the postcard again and tick [✓] the best answers.

- a. The main idea of this postcard is...
 to say hello to the family. to thank the Chicago Postcard Museum.
 b. The postcard is from...
 Chicago Postcard Museum. Akron, Ohio.

Post-Reading

5. Quais diferenças você percebe entre receber um cartão postal e uma mensagem eletrônica? O que você prefere? Explique o motivo de sua escolha.

+ LEARNING TO LEARN

Como está o seu aprendizado até aqui? É importante revisar os conteúdos anteriores e refletir sobre o que está indo bem e o que precisa melhorar. Consulte seus colegas e professor para tirar dúvidas.

LANGUAGE FOCUS

Vocabulary Parts of a postcard

1. Read and match the postcard parts.



Dear Robert, ⁵	<input type="checkbox"/> ⁴
London is a big and beautiful city. There ³ are a lot of amazing things to do and to see.	Cindy Lander ⁶ 43 Shirley Street ⁷ PIMPAMA QLD 4209 04587 Australia
XOXO, ²	
Cindy ¹	

- a. greeting d. sender g. recipient's address
 b. text body e. stamp
 c. closing and signature f. recipient

Lesson 5

2. Complete part of the postcard. Use the words from the box.

middle • beautiful • big • Marco Zero Monument • hello • circle • wishes • sunlight



_____, Tiffany,

This is _____.

It's in Macapá, a _____ and _____ city.

Here you see a 30-meter-tall tower with a large

_____ at its top, where twice a year, at the spring

and autumn seasons equinoxes, the sun aligns with that

circle, projecting a line of _____ along the equator

mark that separates the north and south hemispheres.

It is fascinating: I am in the _____ of the world!

Best _____,

Sandy



OUTCOME

A postcard

What: a postcard

Goal: share information about a tourist attraction

Audience: classmates and teachers

Where: notebook and separate sheet of paper

You are going to write a postcard. Follow the steps.

- Choose a tourist attraction in your city, state or country.
- Start with the greeting 'Dear _____,' or 'Hello _____';
- Write 2–3 sentences to describe the tourist attraction. Look at the text you can use.
This is _____ . I love _____ .
It is a _____ city/place.
- End your postcard with the closing 'Love, (your name)' or 'Cheers, (your name)'.
e. Write the recipient's address.
- Share your postcard with a classmate and the teacher. Get feedback.
- Write the final version of your postcard on a separate sheet. Draw a picture.
- Share your postcard with your classmates.



FEEDBACK

Nesta lesson, você:

leu e compreendeu um *postcard*;

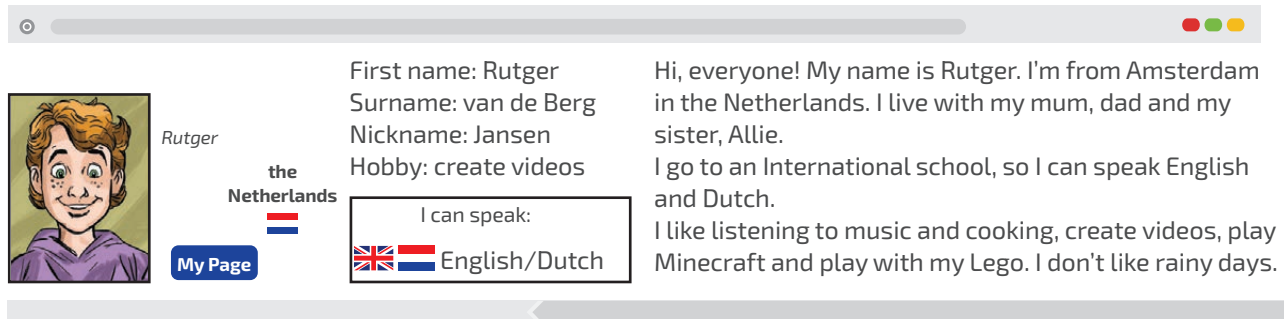
aprendeu vocabulário referente a partes de um *postcard*;

escreveu um *postcard*.

Closing

GETTING ACROSS

1. O título desta unit é *I live in a global community*. Como o estudo da língua inglesa ajuda-o(a) a ser parte dessa comunidade global?
2. Em duplas, escolha uma das mensagens de *pen pals* extraídas e escreva uma resposta em seu caderno.



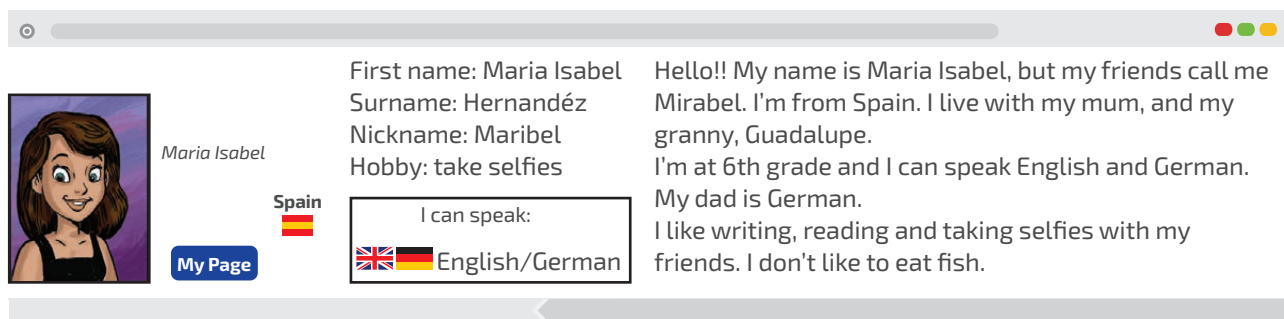
Rutger
the Netherlands

My Page

First name: Rutger
Surname: van de Berg
Nickname: Jansen
Hobby: create videos

I can speak:
English/Dutch

Hi, everyone! My name is Rutger. I'm from Amsterdam in the Netherlands. I live with my mum, dad and my sister, Allie.
I go to an International school, so I can speak English and Dutch.
I like listening to music and cooking, create videos, play Minecraft and play with my Lego. I don't like rainy days.



Maria Isabel
Spain

My Page

First name: Maria Isabel
Surname: Hernández
Nickname: Maribel
Hobby: take selfies

I can speak:
English/German

Hello!! My name is Maria Isabel, but my friends call me Mirabel. I'm from Spain. I live with my mum, and my granny, Guadalupe.
I'm at 6th grade and I can speak English and German.
My dad is German.
I like writing, reading and taking selfies with my friends. I don't like to eat fish.



SELF-ASSESSMENT

My action plan

Vamos criar um plano de ação (*action plan*) para aprender mais e melhor?

O primeiro passo é preencher a tabela a seguir.

- A primeira coluna é dedicada aos objetivos que você conseguiu alcançar com mais conforto.
- A segunda coluna se refere aos objetivos que não foram completamente atingidos.
- A terceira coluna recebe maior atenção porque diz respeito ao *action plan* para que seu progresso seja mantido ou atingido.

O que eu aprendi com sucesso	O que eu quero estudar mais	Meu plano de ação: o que eu vou fazer para aprender mais

Unit **5**

I belong!

Girls and their skateboards in Janwaar, India.



Girls playing by the river, in Macapá.



Girl reading and writing poems.





1. Discuta as perguntas com seu professor e colegas.

- a. O título desta unidade é *I belong!* (Eu pertencço!). O que a palavra *pertencer* significa para você?
- b. Você sente que pertence a algum lugar, algum grupo ou comunidade?
- c. Alguma das atividades nas imagens ao lado faz parte da sua vida?
- d. Quais atividades nas imagens mostram pertencimento? Por quê?

2. Se você pudesse escolher algo sobre você ou sua comunidade para compartilhar com o mundo, o que seria?

Lesson 1

Can you write about yourself?

READING

Pre-Reading

1. O que você sabe sobre *blogs*? Assinale [] as opções que você acredita serem verdadeiras.
 - a. [] *Blogs* podem ser um diário pessoal digital.
 - b. [] Eles podem utilizar texto (linguagem verbal) e fotos ou ilustrações (linguagem não-verbal).
 - c. [] A linguagem verbal em *blogs* deve ser sempre formal.
 - d. [] Os posts em um *blog* aparecem em ordem cronológica, com o mais recente no topo.
 - e. [] É possível criar um *blog* para falar sobre qualquer assunto.


While Reading

2. Read the blog post. Circle true (T) or false (F).

About

What Lexie loves

about the blogger



Hi there! I'm Lexie and I'm a chatty, outgoing and creative 16 year old from Bucks, UK. When I'm not blogging, I'm usually watching TV, listening to music (probably Taylor Swift!), doing my makeup, reading, spending time with friends + family, scrolling through TikTok or eating Malteser Buttons!

I hope you enjoy my blog and stick around!



GLOSSARY

chatty: tagarela

outgoing: extrovertida

scrolling

through: rolando (a página)

Malteser Buttons: (marca de chocolate)



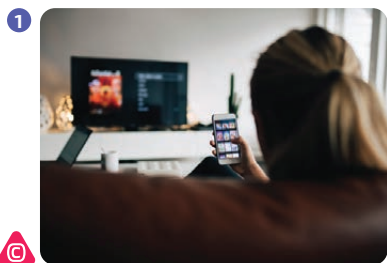
Extracted from: LEXIE. About. *What Lexie loves*. Available at: <<https://whatlexieloves.blogspot.com/p/about-me.html>>. Accessed on: June 19, 2020.

- | | | |
|--|---|---|
| a. The name of the blogger is Taylor Swift. | T | F |
| b. The blogger is from Bucks, in the United Kingdom. | T | F |
| c. The blogger is 17 years old. | T | F |
| d. The blogger thinks she is chatty, outgoing, and creative. | T | F |

3. Read the blog post again. Match Lexie's free-time activities to the photos.

- a. watch TV
- b. listen to music
- c. read

- d. spend time with friends
- e. scroll through her mobile phone
- f. eat chocolate



[]



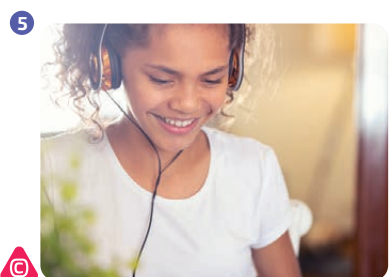
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[]

Post-Reading

4. Discuta as perguntas com seus colegas.

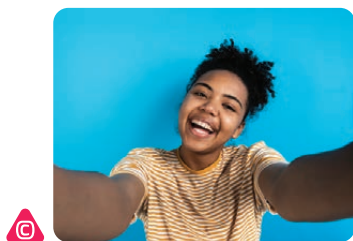
- a. Você acompanha algum *blog*? Conhece algum blogueiro famoso?
- b. Se você fosse criar um *blog*, sobre o que gostaria de escrever? Por quê?
- c. Quais as vantagens e desvantagens de compartilhar sua vida num "diário *on-line*"?

+ _____

LANGUAGE FOCUS

Vocabulary Likes and dislikes

1. Look at the activities in the photos. Write *I like* or *I don't like*.



a. _____
taking selfies.



b. _____
watching films.



c. _____
cooking.

Lesson 1

2. In pairs, match the opposite characteristics.

- | | |
|----------------|-----------|
| a. honest | sad |
| b. intelligent | dishonest |
| c. outgoing | stupid |
| d. quiet | shy |
| e. happy | chatty |

+ LANGUAGE TIP

Há muitas palavras em inglês que são parecidas com o português – os cognatos. Na Atividade 2, identificar essas semelhanças vai ajudar muito na realização da tarefa!



+ IDEA!

Qual tal criar um *blog* de verdade com a ajuda do seu professor? Você pode começar se apresentando, falar de sua cidade, seus interesses, etc. Quem sabe você não tem um *hobby* e gostaria de compartilhar com o mundo? Acesse o site <<https://www.blogger.com/>> e use sua criatividade! Se preferir, faça um *vlog* e publique em <<https://flipgrid.com/>>, assim, você pode aumentar a interação com seus colegas.

OUTCOME

An *About me* section for a blog

What: an *About me* section

Goal: share information about yourself

Audience: classmates and teacher

Where: notebook, separate sheet of paper, classroom walls

1. Complete the table with your information.

First name:	
Age:	
City and state:	
Qualities:	
Likes and dislikes:	

2. Write your *About me* section. Follow the steps.

- Read Lexie's *About me* section again. You can use the same structure from Lexie's text to write your own section.
- Write the first draft of your *About me* section in your notebook. Use the information in Activity 1 and the vocabulary in *Language Focus*.
- Share your draft with a classmate and the teacher. Get feedback.
- Write the final version on a separate sheet of paper.



FEEDBACK

Nesta *lesson*, você:

leu e compreendeu a seção *About me* de um *blog*.

aprendeu e usou vocabulário para falar de atividades de lazer e preferências.

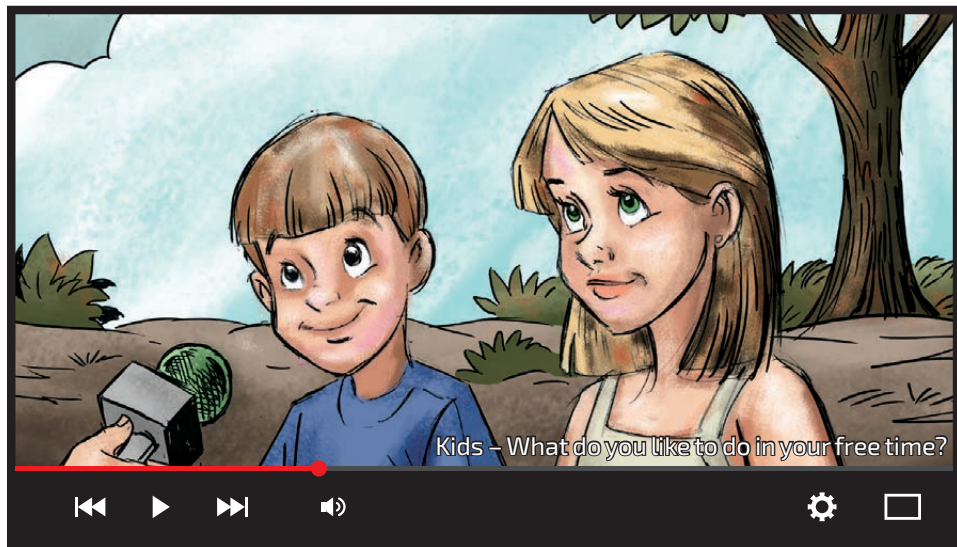
escreveu uma seção *About me* para seu *blog*.

Can you talk about your free-time activities?

LISTENING

Pre-Listening

- Observe a cena de um vídeo abaixo e assinale [✓] as sentenças mais apropriadas.
 - As crianças que aparecem na imagem têm entre 9 e 14 anos.
 - A cena é provavelmente de uma entrevista com crianças.
 - A pessoa que fala com Alex e Lucy não aparece no vídeo.
 - A conversa acontece dentro de uma sala de aula.



- Localize e sublinhe o título do vídeo. Com base nele e na cena, o que você espera ouvir no vídeo?
-



While Listening

- Listen to the interviews and check your answers in Activity 2.
- Listen to Alex again and tick [✓] the best answers.
 - Alex doesn't like playing sports.
 - Alex likes playing sports.
 - Alex likes playing football.



Lesson 2



5. Now listen to Risheka and underline the words to complete the sentences.

- a. Risheka likes *reading* / *playing video games* and watching *online videos* / *TV*.
- b. Her favourite programme is *Best of Friends* / *Best of Animals*.



6. Look at the photos. Then listen to Mathew again and circle the activities he likes.



swimming



playing football



skateboarding



surfing the web



playing the piano

Post-Listening

7. Discuta as perguntas com seus colegas.

- a. Você pratica alguma das atividades que viu até agora nesta *lesson*? Se sim, quais?
- b. Por que você gosta das atividades que escolheu?
- c. Há oportunidades para prática de esportes e outras atividades de lazer onde você mora? Se sim, quais? Se não, por que você acha que isso acontece?



LANGUAGE FOCUS

Vocabulary Interview greetings and closings, free-time activities

1. Number the lines in the interview.

- [] Hello. What's your name?
- [] Hi, my name is Ryan.
- [] I don't like surfing the web much.
- [] I like skateboarding and playing volleyball.
- [] Ryan, what do you like to do in your free time?
- [] Thank you. Goodbye!
- [] What activity do you dislike?

2. Go back to Activity 1 and:

- a. circle the free-time activities.
- b. underline the greetings in **blue**.
- c. underline the closings in **red**.

3. Look at the pictures and complete the free-time activities with the words from the box.

friends • mall • online videos • parties • relatives • video games



a. hang out with _____

b. go to the _____

c. visit _____



d. go to _____

e. play _____

f. watch _____

+



OUTCOME

An interview with classmates

What: an interview with classmates about free time

Goal: ask and give information about free-time activities

Audience: classmates

Where: notebook and oral

1. In pairs, prepare questions in your notebook to interview your classmates. Follow the steps.

- Read again the interview in Activity 1 in *Language Focus*. Start with a greeting.
- Write a question to ask your classmate's name.
- Write a question to ask about the free-time activities he/she likes.
- Write a question to ask about the free-time activities he/she doesn't like.
- Thank your friend and close the interview.

2. Practice your questions with your classmates.

3. Now interview two classmates. Write their answers in your notebook.

+



FEEDBACK

Nesta *lesson*, você:

ouviu e compreendeu uma entrevista sobre atividades de lazer favoritas.

aprendeu vocabulário relacionado a entrevistas e atividades de lazer favoritas.

preparou e fez uma entrevista sobre atividades de lazer favoritas.

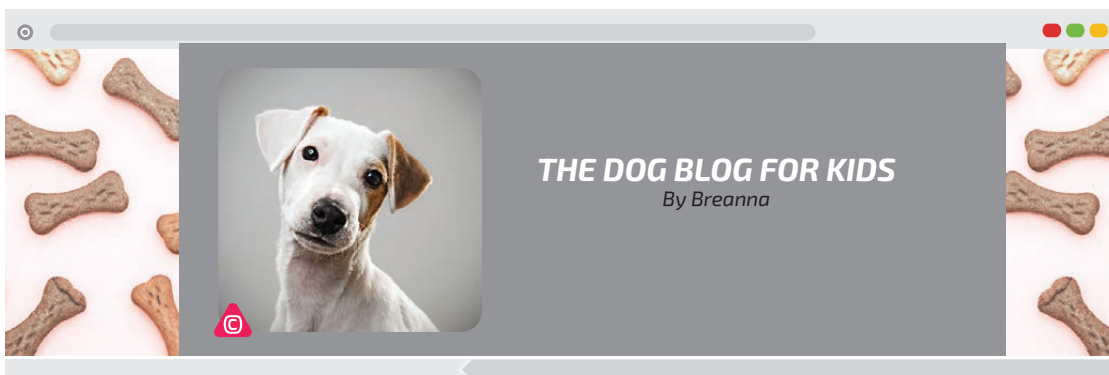
Lesson 3

Can you write a blog post about a pet?

READING

Pre-Reading

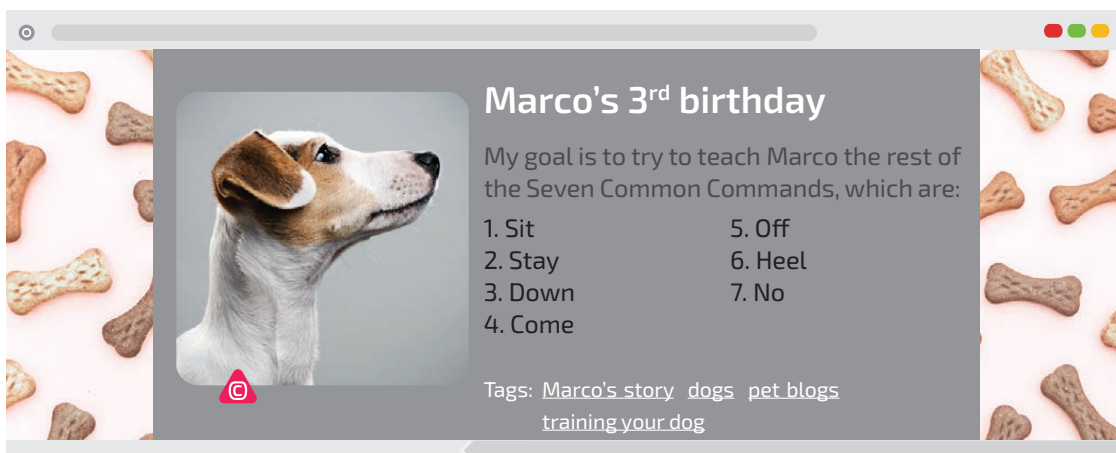
1. **Analise a imagem abaixo e discuta as questões com os colegas.**
 - a. Você se lembra de que tipo de site e texto é esse (dica: vimos na Lesson 1)?
 - b. Qual é o assunto do site?
 - c. Qual o título do site?
 - d. Quem escreve o texto?



While Reading

2. **Read the blog post and tick [✓] the best answers.**

- a. Who's Marco?
 Breanna's brother. Breanna's dog. Breanna's blog.
- b. How old is the dog in the post?
 2 years old 4 years old 3 years old



GLOSSARY

goal: objetivo

try: tentar

rest: resto

common:

comuns



Extracted from: BREANNA. Marco's story. *The dog blog for kids*. Mar 8, 2015. Available at: <<https://thedogblogforkids.wordpress.com/2015/03/08/marcos-story/>>. Accessed on: June 21, 2020.

3. Read the blog post again. Write down four common commands. Use the words from the box.

Down • Come • Stay • No



a. _____



b. _____



c. _____



d. _____

4. Look at the tags at the end of the blog post. What are they for? Underline the best answer.

- a. They help blog readers find other posts about the topic of the tag on the blog.
- b. They help blog readers find information about different topics online.

Post-Reading

5. Discuta as perguntas com seus colegas e o professor.

- a. Você tem *pets* em casa? Se sim, qual é o nome dele(a)? Se não, gostaria de ter?
- b. Se você fosse criar um *blog* para seu *pet* (real ou imaginário), como você o chamaria?

+

LANGUAGE FOCUS

Vocabulary Pets characteristics

Look at the photos. Describe the pets with the words from the box.

Characteristics: cute • exotic • intelligent • slow • fast • beautiful

Colors: black • white • grey • brown • blue • orange

Size: small • big



a. turtle

exotic, slow,

black, brown, orange



b. cat



c. bird



Lesson 3



d. fish



e. rabbit



OUTCOME

A blog post about your pet

What: a blog post about your pet
Goal: create a blog and a blog post about your pet

Audience: classmates and teachers
Where: notebook, sheet of paper and classroom wall

In pairs, create a blog post about a pet you have, or that you would like to have. Follow the steps below.

- a. In your notebook, brainstorm characteristics of your pet. Look again at the activity in the *Language Focus* section to check the words you can use.
- b. Write your pet's name and what animal it is. Look at the example:
My pet's name is Fluffy. It's a dog.
- c. Now write your pet's characteristics. Look at the example:
Fluffy is brown and white. It's intelligent, fast and beautiful.
- d. Think of a title for your post. Try to be creative and fun!
- e. Now write three tags for the blog post that will help people find other content on your blog.
- f. Share your blog post with your teacher. Get feedback.
- g. Write the final version of your blog post on a separate sheet of paper. Add a photo or a drawing of your pet.



FEEDBACK

Nesta lesson, você:

leu e compreendeu um *blog post* sobre animais.

descreveu animais de estimação e suas características.

escreveu um *blog post* sobre animais de estimação.

Can you play a game in English?

LISTENING

Pre-Listening

1. Analise a imagem abaixo. Como é esse jogo que as crianças vão jogar? Você já brincou desse jogo em português?



Extracted from: <<https://image.slidesharecdn.com/slideshare-icebreaker-games-how-to-get-to-know-your-office-2-638.jpg?cb=1486409112>>. Accessed on: July 11, 2020.

2. Você conhece as regras de *Two truths and a lie*? Assinale [✓] as sentenças corretas.

- | | |
|---|---|
| a. [] Essa brincadeira não pode ser jogada em grupos, somente em duplas. | d. [] Os outros jogadores tentam adivinhar qual é a mentira. |
| b. [] Cada jogador conta duas verdades e uma mentira. | e. [] Pontua quem conseguir enganar os outros jogadores. |
| c. [] Cada jogador conta duas mentiras e uma verdade. | f. [] Pontua quem adivinhar a mentira do outro. |



While Listening

3. Liv and Isaiah are playing *Two truths and a lie*. Listen to Liv telling Isaiah her facts. Circle the fact that is a lie.

- | | | |
|------------------|------------------|------------------|
| a. fact number 1 | b. fact number 2 | c. fact number 3 |
|------------------|------------------|------------------|

4. Listen to Liv again. Use the words from the box to complete her facts. There are three extra words.

baseball • football • geography • maths • seven • ten

Liv: Yeah, okay, so number one: my dad was a professional a. _____ player.

Number two: I won my first beauty pageant when I was b. _____ years old okay?

And number three my favourite subject in school is c. _____.



Lesson 4



5. Now listen to Isaiah. Circle the fact that is a lie.



- a. fact number 1
- b. fact number 2
- c. fact number 3



6. Listen to Isaiah again. Underline the words to complete his facts.

Isaiah: Okay, so I was originally supposed to be born in *France / Sweden*.

Liv: Okay.

Isaiah: I play drums, guitar and *saxophone / piano*.

Liv: Okay.

Isaiah: My dad used to be a very well-known *football player / rapper*.

Post-Listening

7. Discuta com o professor e os colegas.

- a. Quem você acha que se saiu melhor no jogo *Two truths and a lie*? Por quê?
- b. O que você faria para que seus amigos não descobrissem sua mentira?

+ CULTURE

Liv e Isaiah são membros do *Kidz Bop*, um grupo que faz versões de músicas pop com letras adequadas para crianças e adolescentes. Os vídeos do grupo estão disponíveis online e ouvir as músicas é uma ótima forma de praticar o inglês!



LANGUAGE FOCUS

Vocabulary Adjectives to describe personality

chatty • cool • friendly • funny • generous • happy • loud • messy • organised • smart • serious • quiet

1. Choose two adjectives from the box to describe your impression about each person.



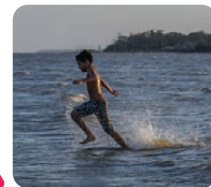
a. She looks _____
and _____.



b. He looks _____
and _____.



c. She looks _____
and _____.



d. He looks _____
and _____.

2. Now use the adjectives from Activity 1 to describe some people you know well.

a. your best friend:	
b. your mother:	
c. your favourite singer:	
d. your teacher:	



+ IDEA!

O quanto você conhece seus conterrâneos? Tente recriar o jogo com celebridades de sua cidade. Ex.: *Which fact is a lie?*

- Hulk Pão is a famous teacher and he has over 1 million followers on his Facebook page!
- The biggest *amapaense* channel on YouTube has more than 2 million subscribers.
- Maju is a smart and very popular child in Amapá with a lot of Instagram fans.



OUTCOME

Two truths and a lie

What: a game
Goal: tell two truths and one lie
Audience: classmates
Where: in the classroom

You are going to play *Two truths and a lie*. Follow the steps.

- a. Write down three things about you. Remember that one of them should be a lie!

I am _____ (adjective).

I like _____ (activity/food/animal etc.)

I don't like _____ (activity/food/animal etc.)

- b. Practice saying your facts aloud. Ask your teacher for help if necessary.
c. In groups of three or four students, take turns telling your facts and see if your friends can discover your lie!

FEEDBACK

Nesta *lesson*, você:

ouviu e compreendeu dois colegas jogando *Two truths and a lie*.

aprendeu e usou adjetivos para descrever suas impressões sobre a personalidade de outras pessoas.

jogou *Two truths and a lie*.

Lesson 5

Can you write a poem about yourself?

READING

Pre-Reading

1. Observe o texto e responda.

a. Qual o tipo de texto apresentado?

b. O que você conhece sobre o gênero do texto?

c. Você gosta do gênero? Conhece algum de cor?

d. Qual o título do texto?

e. Você consegue prever o tema do texto com base no título? Se sim, qual seria?

While Reading

2. Read an extract of the poem. Check your ideas in Activity 1.



GLOSSARY

myself: eu mesmo(a)
dreamer: sonhador(a)
believer: uma pessoa que acredita
heart: coração



Me, myself and I

By Liltrinhle

I am a dreamer, an artist, and a believer
I imagine, create, and discover
I am a leader, I am a follower
I am who I am, I am the only I.
[...]
Music and art are my passion
Love keeps my heart beating



Extracted from: LILTRINHLE. Me, myself and I. *Teen Ink*. Available at: <http://www.teenink.com/poetry/free_verse/article/131401/Me-myself-and-I/>. Accessed on: June 22, 2020.

3. Read the extract again. Match the questions to the answers.

a. What is the poem about?

It is about Liltrinhle's favourite characteristics.

b. What is the first stanza about?

He/She imagines, creates and discovers new things.

c. What are Liltrinhle's abilities?

The poem is about Liltrinhle.

Post-Reading

4. Discuta as perguntas.

- Qual parte do poema mais chamou sua atenção? Por quê?
- Qual a sua impressão sobre o(a) autor(a) do poema? Por quê?
- O que você tem em comum com o(a) autor(a)? E no que são diferentes?



LANGUAGE FOCUS

Grammar A/An



1. Read these lines from the poem again. Underline the best words.

'I am **a** dreamer, **an** artist, and **a** believer'

'I am **a** leader, I am **a** follower'

A and *an* are indefinite articles – we use them to refer to a person or a thing for the first time.

We use *a* before words that start with a *consonant* / *vowel* sound and *an* before words that start with a *consonant* / *vowel* sound. Indefinite articles don't have a plural form in English!

2. Complete the sentences with *a* or *an*.

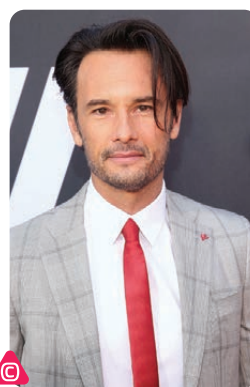
These Brazilians are famous abroad. What do they do?



a. Anitta is _____
singer.



b. Vik Muniz is
_____ artist.



c. Rodrigo Santoro
is _____ actor.



d. Nenê Hilário is
_____ basketball
player.

Vocabulary Adjectives to describe personality (review)

3. Read the sentences. Circle the best adjectives.

- I like to talk a lot. I'm *chatty* / *quiet*.
- I like to make new friends. I'm *outgoing* / *shy*.
- I like to tell stories and funny jokes. I'm *serious* / *funny*.
- I like adventures. I'm *fearless* / *fearful*.
- I like my things in order. I'm *messy* / *organised*.



Lesson 5



OUTCOME

A short poem about yourself

What: a short poem about yourself
Goal: share information about yourself using poetry
Audience: classmates and teachers
Where: book

1. You are going to write a short poem about yourself. Follow the steps.

- Think of adjectives to describe yourself. Write them in your notebook.
- Next, write in your notebook things you like and love, and things you believe in.
- Now write about your abilities – what things you can do? What about things you can't do?
- Finally, write about your wishes – think about things you want/don't want to do.

2. Now use the ideas from Activity 1 to complete the poem structure below. Follow your teacher's instructions.

I am _____ and _____

I like _____

I love _____

I am a/an _____

I believe in _____

I am _____

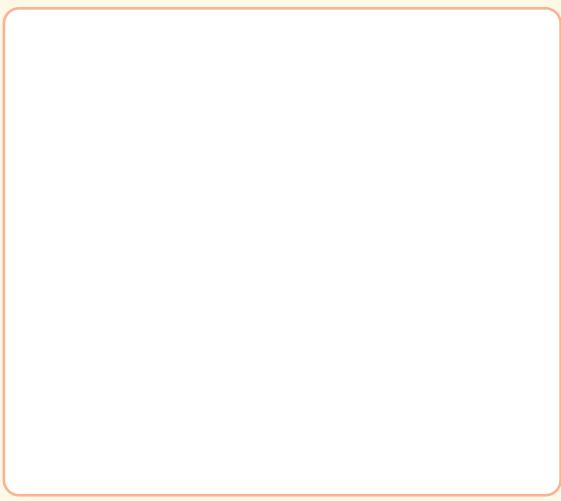
I can _____

I can't _____

I want _____

I don't want _____

I am _____



3. Think of a title for your poem. You can add a drawing or a photo if you like.

+



FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um poema.

aprendeu e usou os artigos indefinidos para falar de outras pessoas.

aprendeu e usou novos adjetivos para escrever um poema.

escreveu um poema.

Closing

GETTING ACROSS

Leia a primeira estrofe do poema *Traduzir-se*, de Ferreira Gullar. Quais as semelhanças e diferenças em relação ao poema que você leu na *Lesson 5*?

TRADUZIR-SE

Ferreira Gullar

Uma parte de mim
é todo mundo:
outra parte é ninguém:
fundo sem fundo.



Fonte: GULLAR, Ferreira. Traduzir-se. *Escritas.org*. Disponível em: <https://www.escritas.org/pt/t/13593/traduzir-se>. Acesso em: 1 out. 2020.



SELF-ASSESSMENT

Vamos criar um plano de ação (*action plan*) para aprender mais e melhor? O primeiro passo é preencher a tabela a seguir.

- A primeira coluna é dedicada aos objetivos que você conseguiu alcançar com mais conforto.
- A segunda coluna se refere aos objetivos que não foram completamente atingidos.
- A terceira coluna recebe maior atenção porque diz respeito ao *action plan* para que seu progresso seja mantido ou atingido.

O que eu aprendi com sucesso	O que eu quero estudar mais	Meu plano de ação: o que eu vou fazer para aprender mais



Unit **6**

I express myself!





1. Observe as imagens. Circule as atividades que você já fez pelo menos uma vez.
2. Você acha que as imagens refletem formas de se expressar? Quais outras imagens poderiam estar aqui?

Lesson 1

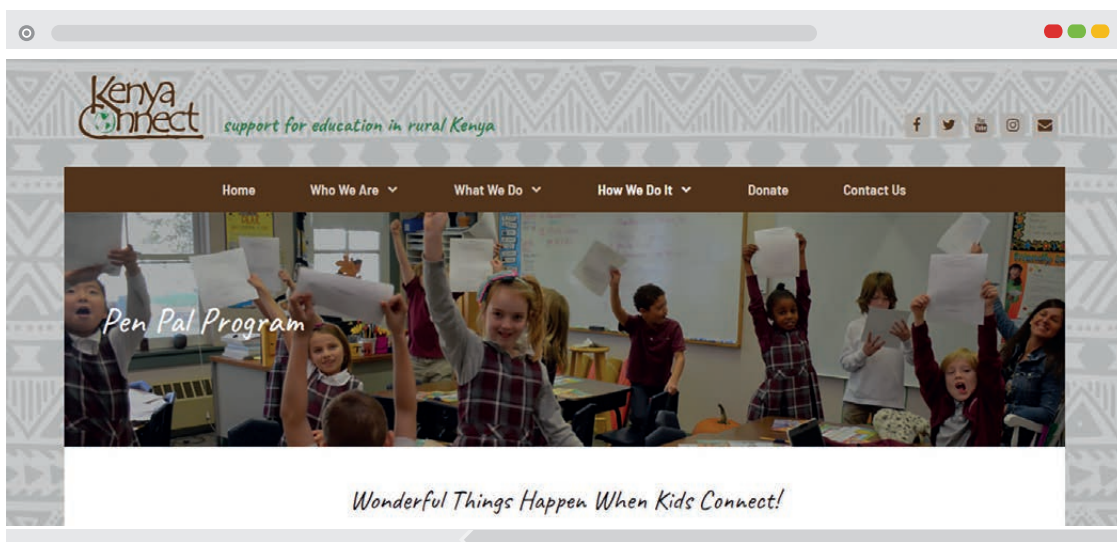
Can you write a letter to a pen pal?

READING

Pre-Reading

1. Analise a imagem e discuta as questões.

- O que você está vendo na foto? O que ela retrata?
- Você conhece alguma das palavras presentes na imagem?
- Você sabe o que é *pen pal*? E *e-pal*?



Extracted from: Pen Pal Program. Kenya Connect, 2020. Available at: <<https://www.kenyaconnect.org/pen-pal/>>. Accessed on: 24 July, 2020.

While Reading

2. Read the text quickly. Who is the letter to?

+ CULTURE

A **Suécia** é um país localizado no norte da Europa e cortado pelo Círculo Polar Ártico. Apesar de ser tão próximo do Círculo Polar, o clima temperado predomina no país, cujo idioma oficial é o sueco.



GLOSSARY

turn: vez

Sweden: Suécia

told: contou

northwest: noroeste

Hi Viviane, 94/10/17
Thank you for your letter. In your letter you told me a bit about yourself now it's my turn.
I'm 17 years old and I live in the northwest of Stockholm, the capital of Sweden. I live with my father, mother and my 14 years old brother, in an apartment.
My favorite hobby are dancing. I dance 3 days a week at a school where we'll get a 3 years education in showdance.
Love,
Laila

Laila Sandstrom
Gulldragargrand 15
16226 Vallingby
Sweden

Acervo pessoal.

3. Read the letter again and identify its parts. Write them below.

- a. sender: _____ c. greeting expression: _____
b. recipient: _____ d. closing expression: _____

4. Number the parts of the letter according to the order they appear in the text.

- a. [] closing c. [] body e. [] closing paragraph
b. [] greeting d. [] date f. [] opening paragraph

5. Answer the questions using the information in the letter.

- a. Where is the sender of the letter from?

- b. How old is the sender?

- c. What is the sender's hobby?

Post-Reading

6. Em duplas, discutam as perguntas.

- a. Você gostaria de se comunicar com alguém que mora em outro país? Se sim, qual país? Se não, por quê?
b. O que você gostaria de saber sobre essa pessoa e o que gostaria de contar sobre a sua vida, seu estado ou país?
c. A remetente é da Suécia, país cujo idioma oficial é o sueco. Qual foi o papel do inglês na comunicação entre ela e Viviane?
d. Na carta de Laila, podemos perceber alguns pequenos equívocos relacionados a vocabulário e gramática. Isso comprometeu sua compreensão? Na sua opinião, por que Laila cometeu esses pequenos equívocos?



LANGUAGE FOCUS

Vocabulary Personal information

1. Read an excerpt of the letter. Underline the best option to complete the sentences.

I'm 17 years old and I live in the northwest of Stockholm, the capital of Sweden. I live with my father, mother and my 14 years old brother, in an apartment.

- a. This paragraph refers to Laila's *personal* / *professional* information.
b. She mentions her age, the place where she lives and her *classmates*. / *family*.

2. Answer the questions using your own information.

- a. Where are you from?

I'm from _____.

- b. How old are you?

I'm _____ years old.

- c. What are your hobbies?

I like to _____.

- d. Who do you live with?

I live with _____.

Lesson 1

3. Fill in the blanks with facts about yourself.

- a. I think I am _____
- b. My favourite food is _____
- c. My favourite film is _____
- d. I don't like _____



OUTCOME

First paragraph of a pen pal letter

What: a first paragraph of a pen pal letter
Goal: introduce yourself to your pen pal
Audience: your pen pal
Where: notebook and Student's Book

+ IDEA!

Que tal mencionar na carta algumas curiosidades sobre o Amapá? Você pode falar da localização e dos pontos históricos e turísticos.

You are going to write the first paragraph of your letter. Follow the steps.

- a. Read again your answers in the *Language Focus* activities.
- b. Rewrite them using your own information on your notebook.
- c. Organise your answers and write a draft of the first paragraph. Exchange drafts with a classmate for feedback.
- d. If necessary, make adjustments.
- e. Write the final version of the first paragraph of your letter in the space below.

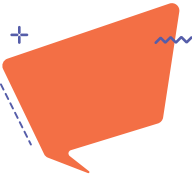
date: _____



FEEDBACK

Nesta lesson, você:

- leu e compreendeu uma carta;
- deu informações sobre si mesmo;
- escreveu o primeiro parágrafo de uma carta para um *pen pal*.



Can you talk about your routine?

READING

Pre-Reading

- Muitas pessoas usam agendas e planejadores (*planners*) físicos ou virtuais. Em seu caderno, liste os benefícios do uso desses recursos.
 - Na vida escolar:
 - Em eventos e festividades:

While Reading

- Look at the image and answer the questions.
 - Was this daily schedule planned for a child, a teenager or an adult?

- What parts of the day are organised in this schedule?



GLOSSARY

schedule: horário
errands: deveres
nap: cochilo



Extracted from: 'Using Structure and Rules: Can We Make it Simple?' Activity. CDC. Available at: <<https://www.cdc.gov/parents/essentials/activities/activities-structure.html>>. Accessed on: 24 Oct., 2020.

MY DAILY SCHEDULE

	ACTIVITY	CHECK WHEN COMPLETE
	WAKE UP	<input type="checkbox"/>
	EAT BREAKFAST	<input type="checkbox"/>
	GET DRESSED AND BRUSH TEETH	<input type="checkbox"/>
	PLAYTIME OR ERRANDS	<input type="checkbox"/>
	EAT LUNCH	<input type="checkbox"/>
	STORY TIME AND NAP	<input type="checkbox"/>
	PLAYTIME	<input type="checkbox"/>
	EAT DINNER	<input type="checkbox"/>
	TAKE A BATH AND BRUSH TEETH	<input type="checkbox"/>
	STORY TIME AND IN BED	<input type="checkbox"/>



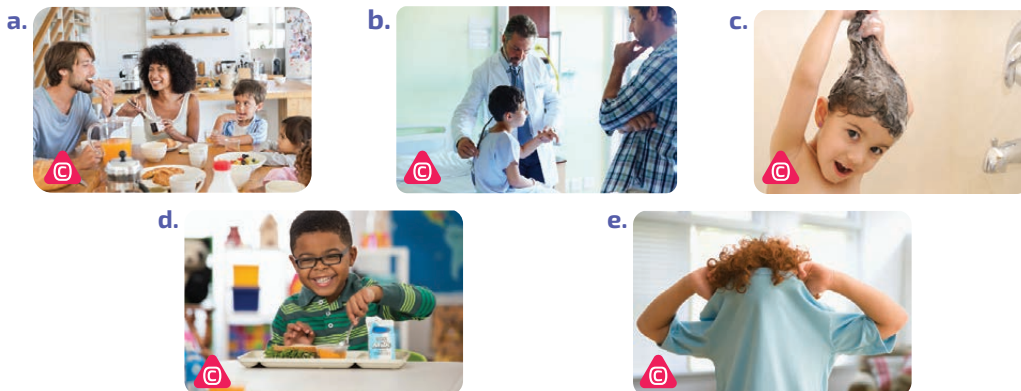
Lesson 2

3. Read the schedule again, then read the sentences below. Decide if they are true (T) or false (F).

According to the schedule, children...

- a. brush their teeth after breakfast.
- b. go to school.
- c. have some time to play during the day.
- d. eat four meals.
- e. play in the morning.
- f. listen to a story in the afternoon.
- g. take a bath in the evening.

4. Look at the photos. Circle the one whose action is NOT mentioned in the planner.



Post-Reading

5. Em grupo, discutam as perguntas.

- a. Você costuma se atrapalhar com suas atividades rotineiras e se esquecer de algumas delas? Se sim, como pretende melhorar? Se não, o que faz para não deixar nada para trás?
- b. Você conhece ou já ouviu falar de pessoas que já se prejudicaram por não terem boa gestão de tempo?
- c. Qual relação você pode estabelecer entre a boa gestão de tempo e a qualidade de vida?



LANGUAGE FOCUS

Vocabulary What time is it?

1. What time is it? Read and match.

- | | |
|---------------|---------------------|
| a. 7.00 P.M. | It's three o'clock. |
| b. 10.00 A.M. | It's ten o'clock. |
| c. 3.00 P.M. | It's midnight. |
| d. 5.00 A.M. | It's five o'clock. |
| e. 12.00 P.M. | It's noon. |
| f. 12.00 A.M. | It's seven o'clock. |

+ LANGUAGE TIP

a.m.: ante meridiem (antes do meio-dia), madrugada e manhã.

p.m.: post meridiem (depois do meio-dia), tarde e noite.

12 a.m.: midnight.

12 p.m.: noon.

2. What do you do at these times? Write your answers.

7.00 P.M. 10.00 A.M. 3.00 P.M. 5.00 A.M. 12.00 P.M. 12.00 A.M.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____



OUTCOME

An interview with a classmate

What: interview a classmate

Goal: ask and give information about routine

Audience: classmates

Where: classroom

1. Complete the daily planner with your daily activities on Fridays.

Time	Activity
: _____	_____
: _____	_____
: _____	_____
: _____	_____
: _____	_____
: _____	_____
: _____	_____
: _____	_____

2. In pairs, ask and answer questions about your daily activities. See if your activities match.

You can ask:

A: What do you do at _____ ?

B: I _____ at _____.



FEEDBACK

Nesta lesson, você:

leu e compreendeu um *daily planner*.

aprendeu e usou as horas.

entrevistou um colega sobre sua rotina.

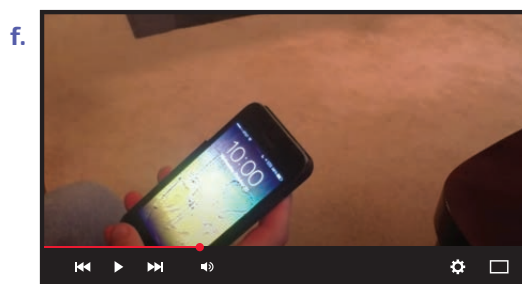
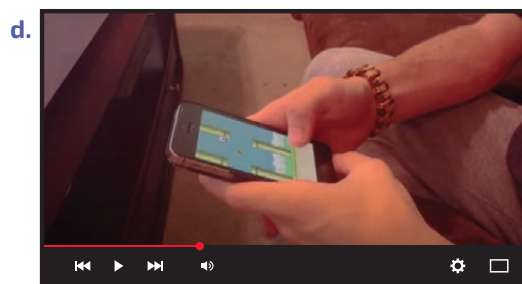
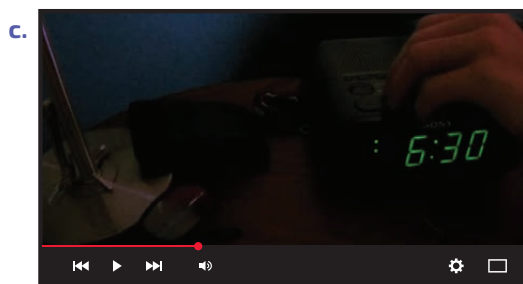
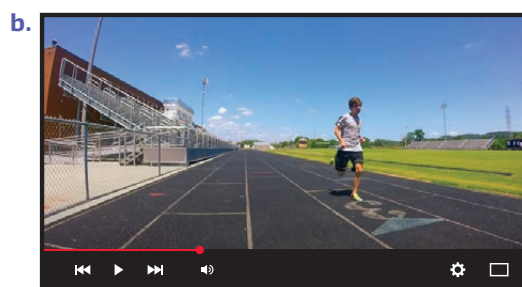
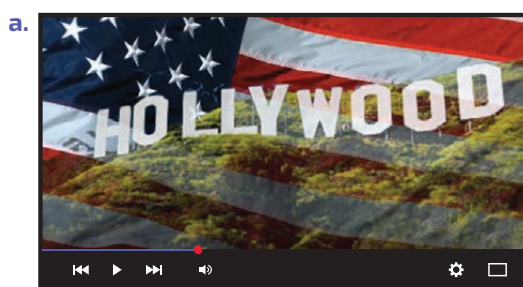
Lesson 3

Can you plan a comic strip about your daily routine?

LISTENING

Pre-Listening

1. Você ouvirá um áudio de Austin, um garoto de 15 anos, falando de sua rotina. Observe as imagens abaixo e levante hipóteses sobre as informações que espera ouvir. Escreva suas ideias no caderno.



Extracted from: BRADLEY, Austin. The Daily Life of an American Teenager. *YouTube*, 2014. Available at: <<https://www.youtube.com/watch?reload=9&v=B8QwKTGLlyw>>. Accessed on: 10 Oct., 2020.

While Listening

2. Listen to the audio and organise Austin's daily activities as they happen.

- | | |
|------------------------------|--|
| a. [] Talk to friends. | e. [] Have lunch at the school cafeteria. |
| b. [] Go to school. | f. [] Go to class. |
| c. [] Wake up. | g. [] Have breakfast. |
| d. [] Take care of the dog. | h. [] Get ready for school. |





3. Listen to the audio again and tick [✓] Yes or No to answer the questions.

	Yes	No
a. Does Austin do the same things that most American teenagers do after school?		
b. Does he do his homework after taking a shower?		
c. Does his family have a chance to talk during dinner time?		
d. Does he relax by reading a book?		
e. Does he go to bed at 11 o'clock?		
f. Does he brush his teeth before going to bed?		

Post-Listening

4. Discuta as perguntas com seus colegas e professor.

- Você acha que a rotina de Austin é parecida com a sua ou diferente dela?
- Quais atividades da rotina de Austin você gostaria de incorporar à sua? Por quê?
- Na sua opinião, o que pode influenciar a rotina de uma pessoa?



LANGUAGE FOCUS

Grammar Adverbs of frequency



1. Read the sentences and look at the table of frequency adverbs.

Austin **always** takes care of his dog.
 He **usually** plays games to relax.
 He **sometimes** goes to bed at 10:30.

Frequency adverbs	
always	100%
usually	80%
often	70%
sometimes	50%
rarely	30%
never	0%

2. Write sentences about the frequency you do some activities. Use the words from the box.

always • usually • often • rarely • sometimes • never

- I _____ walk to school.
- I _____ brush my teeth after breakfast.
- I _____ do my homework in the evening.
- I _____ help my family.
- I _____ play video games.
- I _____ take care of my pet.
- I _____ talk to my friends after school.



Lesson 3



OUTCOME

An outline of a comic strip.

What: an outline for a comic strip about your daily routine
Goal: brainstorm ideas and create a draft for a comic strip about daily activities
Audience: classmates
Where: notebook

1. Read the comic strip and do the tasks.

- a. Underline four typical activities from a daily routine.
- b. Circle the activity you can see in the comic strip.



GLOSSARY
turning in: ir para a cama

Grand Avenue, Mike Thompson © 2016
 Mike Thompson / Dist. by Andrews McMeel Syndication for UFS.



2. Read the comic strip again. What are its main characteristics? Write them below.

3. You are going to plan a comic strip. Follow the steps.

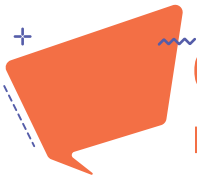
- a. Think of a funny situation related to your daily routine.
- b. Brainstorm and write some some ideas in your notebook.
- c. Share your ideas with your classmates and teacher.
- d. Make any adjustments to your ideas and write/draw a first draft in your notebook. Use panels to organise your work.



FEEDBACK

Nesta lesson, você:

- ouviu e compreendeu um adolescente falando sobre sua rotina.
- aprendeu e utilizou os *frequency adverbs*.
- planejou uma *comic strip*.



Can you write a comic strip about your routine?

READING

Pre-Reading

1. Observe as imagens nas Atividade 2 e 3 e discuta com os colegas.
 - a. Qual é o gênero desses textos?
 - b. Quais elementos o ajudaram a identificar o gênero textual?
 - c. Você gosta desse gênero? Conhece algum dos personagens?
 - d. Com base apenas nas imagens, você consegue prever o assunto de cada tirinha?

While Reading



2. Read Calvin's comic strip and answer the questions.

GLOSSARY

get up:

levantar-se
(pela manhã)

bowl:

tigela
so far: até o momento

throw:

jogar

rock:

pedra

move: mover-se



Calvin & Hobbes, Bill Watterson © 1986 Watterson / Dist. by Andrews McMeel Syndication

- a. What is Calvin's favourite day of the week?

- b. What time does Calvin get up on Saturdays?

- c. What does Calvin like to eat on Saturdays?

3. Underline the true sentence(s) about Garfield's comic strip.



Garfield, Jim Davis © 2011 Paws, Inc. All Rights Reserved / Dist. by Andrews McMeel Syndication



Lesson 4

- a. Jon is tired of his boring daily routine.
- b. Garfield doesn't care about Jon's problem.
- c. Jon never eats breakfast.
- d. Garfield's daily routine seems to be very active.

4. Tick [✓] the elements that helped you understand the comic strips.

- | | |
|---------------------------|--------------------------|
| a. [] Dialogues | f. [] Vocabulary I know |
| b. [] Facial expressions | g. [] Punctuation |
| c. [] Images | h. [] Characters |
| d. [] Speech bubbles | i. [] Actions |
| e. [] Context | j. [] Other: _____ |

+ LEARNING TO LEARN

Muitas vezes, um texto apresenta elementos que podem nos ajudar a entender seu conteúdo, ainda que tenhamos dúvidas sobre vocabulário ou mesmo sobre estruturas linguísticas. É importante observar atentamente todos os elementos que compõem o texto.

Post-Reading

5. Em duplas, discutam as perguntas.

- a. As tirinhas de Calvin e Garfield que você leu contam uma história completa?
- b. Compare as tirinhas. O que as duas histórias têm em comum?
- c. Calvin e Jon têm o mesmo sentimento em relação às próprias rotinas?



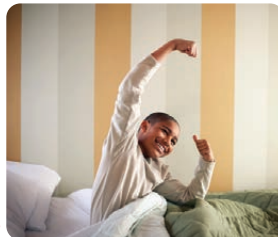
LANGUAGE FOCUS

Vocabulary Daily activities

Use the daily activities in the comic strips you read in *Lessons 3 and 4* to label the photos.



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____





OUTCOME

A comic strip about your routine

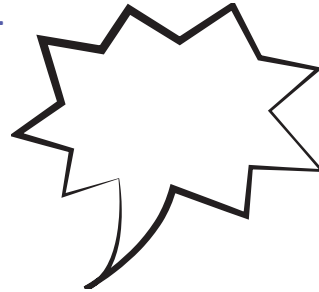
What: a comic strip about your routine
Goal: share information about yourself using comic strips
Audience: classmates and teachers
Where: paper and classroom walls

1. In comic strips, there are different types of bubbles. In pairs, discuss what the bubbles below are used for.

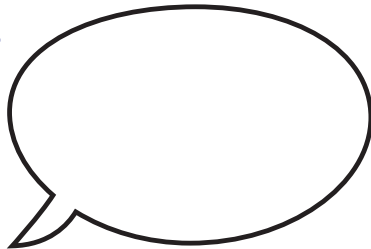
a.



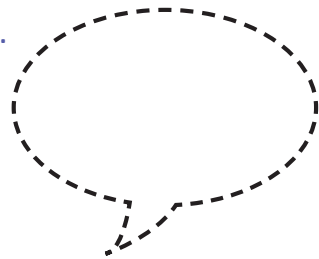
c.



b.



d.



2. You are going to create a comic strip about your daily activities from Lesson 3. Follow the steps.

- Use your outline of a comic strip from the *Outcome* in Lesson 3.
How does your story start?
Is there something funny or unexpected in the story?
How does your story end?
- Consider the speech bubbles you can use.
- Think about the layout. Use three or four panels only.
- On a separate sheet of paper, draw your characters, panels and speech bubbles.
- Be creative with your handwriting and use proper punctuation.
- Create the final version of your comic strip.
- Share your work with the class.



FEEDBACK

Nesta *lesson*, você:

leu e compreendeu *comic strips*.
 praticou vocabulário para *daily activities*.
 criou a própria *comic strip*.

Lesson 5

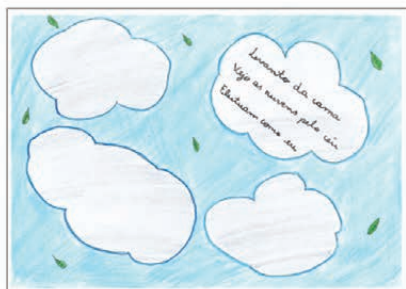
Can you write a poem?

READING

Pre-Reading

1. O *haiku*, de origem japonesa, é um tipo de poema. Observe os poemas abaixo e risque a frase que **NÃO** corresponde às características dele.

- a. O *haiku* é um texto curto.
- b. A estrutura do poema apresenta três versos.
- c. O *haiku* apresenta linguagem simples.
- d. É obrigatório o uso de rimas no *haiku*.
- e. A natureza é o tema principal do *haiku*.



I get up out of bed
And I see the clouds in the sky
Floating like me

Levanto da cama
Vejo as nuvens pelo céu
Flutuam como eu

ベッドから起きると
空に雲が見える
わたしのようふわふわと浮かんでいるわ

Beatriz Bertoli Topal
Female Age 11 (Brazil)
女子 11歳 (ブラジル)



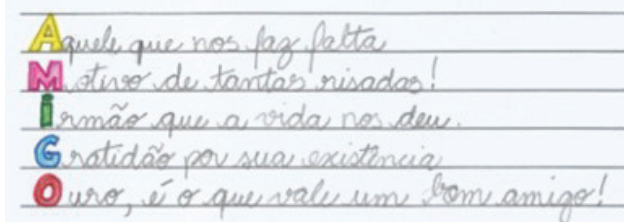
Rainy morning
Rainbow takes its form
While the sun shines

Manhã com chuva
Arco-íris se formando
E o sol brilhando

雨の朝
虹がかかったよ
お日さまが出て

Edenilson Daniel de Lima
Male Age 10 (Brazil)
男子 10歳 (ブラジル)

2. Agora, leia e observe a estrutura de um acróstico. Em seguida, assinale [✓] as frases que apontam as características do poema.



Acervo pessoal.

- a. [] A primeira letra não deve ser capitalizada.
- b. [] O acróstico é um poema horizontal relacionado a uma palavra na vertical.
- c. [] Cada verso começa com uma letra da palavra escolhida.
- d. [] O acróstico tem uma estrutura rígida de quatorze versos.
- e. [] O conteúdo do poema deve estar relacionado à palavra que se forma na vertical.

While Reading

3. Read the poems and tick [✓] the correct columns.

Text 1

Friendship is our base
 Always by our side
 Miss when far away
 Intense when together
 Love guides our way
 You will never be alone!

Personal archive.

Text 2

The old pond
 (MATSUO BASHO)

The old pond
 A frog leaps in.
 Sound of the water.

Extracted from: BASHO, Matsuo. *The Old Pond*. Available at: <<http://www.bopsecrets.org/gateway/passages/basho-frog.htm>>. Accessed on: 21 Sep., 2020.



GLOSSARY

- pond:** lago
- leap:** pular, saltar
- miss:** sentir falta
- alone:** solitário

	Haiku	Acrostic
a. It captures an instant like a photograph.		
b. The reader can 'see' the scene and 'hear' the splash in the water.		
c. The text has emotional tone.		
d. Nature is an inspiration.		
e. There is no rhyme.		

4. Read the haiku and the acrostic again. Match questions and answers.

- a. Which natural elements are mentioned in the haiku?
- b. What contrast can we notice in the haiku?
- c. What does the description in the acrostic express?
- d. Which poem is more focused on the size?
 - [] The silence of the pond and the noise of a splash in the water.
 - [] It expresses a personal and positive view of family.
 - [] The haiku.
 - [] The pond and the frog.

Post-Reading

5. Discuta as perguntas.

- Qual é o seu favorito entre os dois tipos de poema? Por quê?
- O *haiku* possui uma estrutura relativamente fixa e o acróstico é guiado pelas letras que formam uma palavra. Você acha que isso pode inibir a criatividade de quem escreve? Por quê?
- O *haiku* de Matsuo Basho foi escrito em japonês no século XVII. Na sua opinião, qual é o papel da língua inglesa na popularização do *haiku*?



OUTCOME

A poem

What: a poem

Goal: write an acrostic or a haiku

Audience: classmates and teachers

Where: notebook and classroom wall

1. Describe the images according to the questions.

				
What do you see?				
How can you describe it?				
How does it make you feel?				

2. You are going to write a haiku or an acrostic. Follow the steps.

Acrostic

- Choose a word and write it down vertically.
- Think of words or phrases to describe the idea expressed by the word you chose. You can use a dictionary.
- Use the words or phrases to write lines for each letter of the chosen word.

Haiku

- Choose one of the images from Activity 1.
- Think of simple words or phrases. Don't forget that haikus have only 3 lines. You can use a dictionary.



FEEDBACK

Nesta lesson, você:

leu e interpretou acrósticos e *haikus*.
 escreveu um *haiku* ou um acróstico.

Closing

GETTING ACROSS

1. Leia o poema "Autopsicografia", do poeta português Fernando Pessoa. Reflita e responda à questão.

"Psicografia" consiste na descrição psicológica de uma pessoa e "auto" transmite a noção de si próprio. Como seria uma estrofe da sua própria *Autopsicografia*?

Autopsicografia

O poeta é um fingidor
Finge tão completamente
Que chega a fingir que é dor
A dor que deveras sente.

E os que leem o que escreve,
Na dor lida sentem bem,
Não as duas que ele teve,
Mas só a que eles não têm.

E assim nas calhas de roda
Gira, a entreter a razão,
Esse comboio de corda
Que se chama coração.



Fonte: PESSOA, F. *Poesias*. 15. ed. Nota explicativa de João Gaspar Simões e Luiz de Montalvor. Lisboa: Ática, 1995.

Disponível em: <<http://arquivopessoa.net/textos/4234>>. Acesso em: 13 out. 2020.



SELF-ASSESSMENT

1. Leia, abaixo dos potes a.–e., alguns dos objetivos de aprendizagem propostos nesta unidade. Faça uma autoavaliação sobre como você alcançou esses objetivos. Pinte os potes de acordo com o seu desempenho.



- a. Escrever o primeiro parágrafo de uma carta para um *pen pal* ou um *email* para um *e-pal*



- b. Entrevistar um colega sobre sua rotina.



- c. Planejar uma *comic strip*.



- d. Criar sua própria *comic strip*.



- e. Escrever um *haiku* ou um acróstico.



- f. _____

2. Para o último pote, defina um objetivo com seu professor e pinte-o de acordo com o seu desempenho.



Unit

7

At home



Mural pintado no exterior de uma casa na Alemanha, retratando a história de Chapeuzinho Vermelho.



Jovem japonesa no metrô trajando Yukata



Castelo da Cinderela na Disneylândia



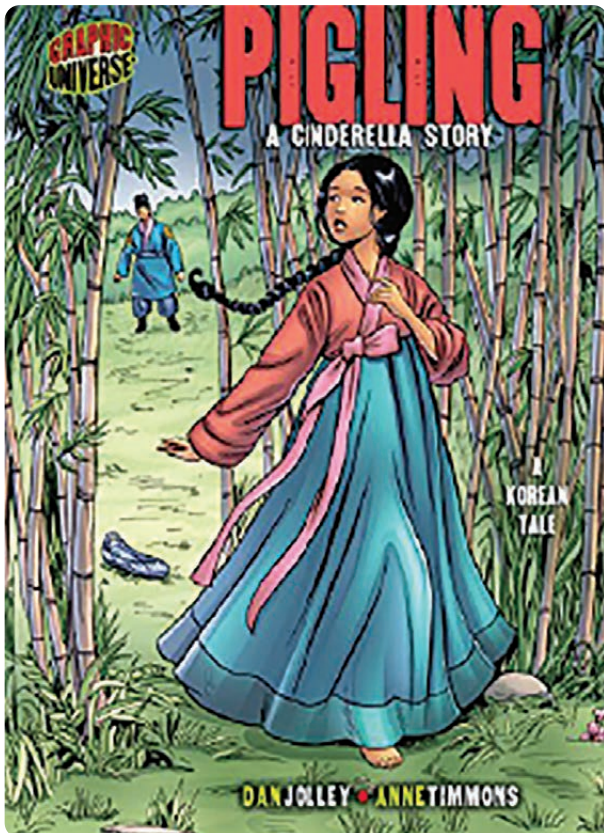
1. O título desta unidade é *At home* (Em casa). Observe as imagens e leia as legendas. Como elas se relacionam ao tema? O que você imagina que vai aprender nas *lessons*?
2. Qual imagem acima é relacionada a um conto de fadas? Que contos você conhece? Que palavras relacionadas a conto de fadas você conhece em inglês?
3. Que tipo de história é um conto de fadas? Que personagens costumam ser comuns nesse gênero? Qual costuma ser a mensagem em um conto de fadas?

Lesson 1

Can you write the synopsis of a story?

READING

Pre-Reading



1. Observe a capa deste livro, que foi inspirado em um conto de fadas. Você consegue identificar qual é essa história?

2. As imagens abaixo são do conto de fadas que inspirou este livro. Ordene-as (1-4) de acordo com a sequência dos eventos na história.



a. []

b. []

c. []

d. []

While Reading

3. Read the synopsis of the story and tick [✓] the best alternatives.



Pigling: A Cinderella Story [A Korean Tale]

From a life filled with heartache and hardship, comes an unmatched beauty destined for a fairy-tale ending: Pear Blossom, a young Korean girl, leads a happy life with her parents – until her mother dies and her father remarries. Her new wicked stepmother and stepsister make Pear Blossom the victim of their cruelty. They give her the nickname Pigling, or little pig, and do everything they can do to torture her. But soon, magical creatures come to Pear Blossom's aid – and one day the girl meets a handsome magistrate. Will Pear Blossom's luck change for better? Or is she destined to suffer at her stepfamily's hands forever?



GLOSSARY

hardship: dificuldades
unmatched: incomparável
wicked: malvada
magistrate: magistrado; juiz



Extracted from: JOLLEY, Dan. Pigling: A Cinderella story. A Korean tale. Amazon. Available at: <<https://www.amazon.com.br/Pigling-Cinderella-Graphic-Legends-English-ebook/dp/B009CHD3ME>>. Accessed on: 11 Nov. 2020.

- a. In the beginning, Pear Blossom has a happy life ...
 with her parents. with her friends.
- b. Pear Blossom is a ...
 Chinese girl. Korean girl.
- c. The nickname of Pear Blossom is ...
 little pig. little hen.
- d. Pear Blossom meets a handsome ...
 magistrate. prince.

4. Read the chart and write *Cinderella* or *Pear Blossom*.

+ CULTURE

No século XVII, Charles Perrault, escritor francês conhecido como pai da literatura infantil, escreveu a versão de Cinderela que conhecemos hoje. Os irmãos Grimm adaptaram a versão francesa da história no século XVIII.

	_____	_____
Plots	<u>She</u> has a stepmother and two stepsisters who force her to do all the chores around the house. They never let her go anywhere, but she wants to go to the Royal Ball. <u>Her</u> fairy godmother helps her with the dress and she goes to the ball. She meets the Prince and they dance. She has to be home before midnight. She loses one of her crystal shoes by accident. The Prince finds it and uses it to locate <u>her</u> .	Her stepmother and stepsister treat her like a slave. They force her to do very difficult chores, but the magical creatures help her do the tasks. She meets the Magistrate when she is crying at the river but runs away from him and leaves a shoe behind. She goes to the Festival and the Magistrate is looking for the girl who is only wearing one shoe. Her stepmother thinks she is in trouble and accuses her of stealing the other shoe. The handsome Magistrate proposes to her.
Characters	fairy godmother, prince, stepmother, stepsisters,	magical creatures, magistrate, stepmother, stepsister

5. The text from Activity 3 is a synopsis. Tick [✓] the best options about this genre.

- a. It is a short text.
- b. It is a long text.
- c. It is clear and objective.
- d. It is a summary of a book or movie.
- e. It is only about books.

Post-Reading

6. Discuta as perguntas em duplas.

- a. *Chores* são tarefas domésticas que fazemos para o cuidado da casa. Na história de Cinderella, essas tarefas são responsabilidade da protagonista. Quais *chores* são feitas regularmente na sua casa? Quais delas você sabe dizer em inglês?
- b. Quem faz a maior parte dessas *chores*? Por quê?
- c. Você costuma ajudar a fazer as *chores* em casa?





Lesson 1

LANGUAGE FOCUS

Vocabulary Household chores

What chores are they doing? Match the photos with the descriptions.



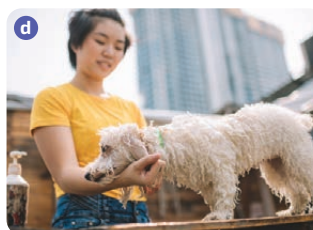
a



b



c



d

He is doing laundry.

He is doing the dishes.

She is vacuuming the house.

She is bathing the dog.



OUTCOME

A synopsis of a story

What: a story synopsis

Audience: classmates and teacher

Goal: write a synopsis

Where: notebook or separate sheet of paper

In pairs, write a story synopsis in your notebook. Follow the steps.

- a.** Think about a fairy tale you like and know and write the most important parts of it.
- b.** Remember not to write the end of the story.
- c.** Write the first draft of the synopsis using short sentences.
- d.** Share it with a classmate and the teacher. Get feedback.
- e.** Write the final version on a separate sheet of paper.



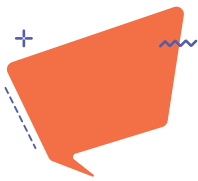
FEEDBACK

Nesta lesson, você:

leu e compreendeu a sinopse de uma versão coreana de um conto de fadas;

aprendeu vocabulário relacionado a tarefas do dia a dia;

escreveu a sinopse de um conto de fadas.

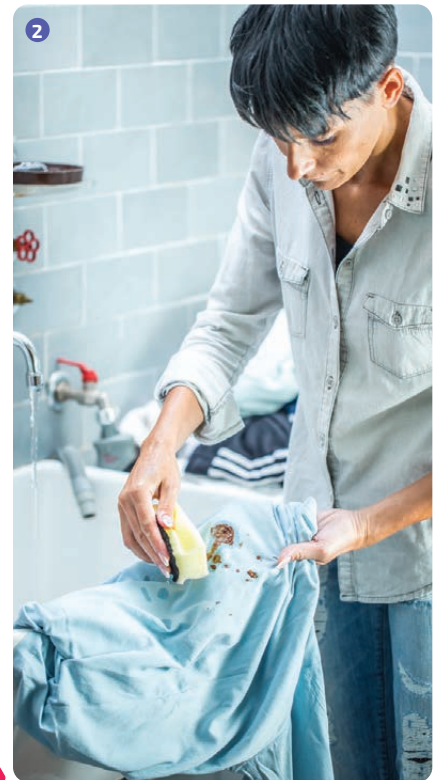


Can you create a poster with your favourite clothes?

READING

Pre-Reading

Observe as imagens abaixo e discuta com os colegas.



- Que atividade é representada nas imagens?
- Qual das imagens melhor representa o ato de lavar roupa na sua casa?
- Você conhece alguma outra maneira de lavar roupas?
- Você tem o costume de lavar as suas roupas?

While Reading

2. Look at the text on the following page and tick [✓] the best answers.

- The text is a news article.
- The text is an infographic.
- The text compares different washing machines.
- The text explains the frequency we should wash our clothes.
- There are picture representations and short texts in it.
- We don't need to wash shirts, socks, workout clothes and underwear very frequently.





Lesson 2

HOW OFTEN YOU SHOULD WASH YOUR CLOTHES

AFTER EVERY WEAR



SOCKS



UNDERWEAR



T-SHIRTS



WORKOUT CLOTHES

AFTER 1-3 WEARS



DRESSES



SHORTS



PANTS



SWEATERS

AFTER 3-4 WEARS



PAJAMAS



JEANS



SKIRTS



SWEATSHIRTS



GLOSSARY

how often: com que frequência

after: após

every: cada

wear: uso



Extracted from: The Laundry List: How to Handle Laundry. *Must Love List*. Available at: <https://mustlovelists.com/how-to-handle-laundry/>. Accessed on: 11 Nov. 2020.

3. Read and correct the washing instructions for the following clothing items.



a. Wash shorts after 4 wears.



b. Wash jeans after every wear.



c. Wash workout clothes after 2-3 wears.



d. Wash T-shirts after 1-2 wears.

Post-Reading

4. Em duplas, discutam as perguntas.

- Que peças de roupa têm o mesmo nome em inglês e em português? Que nomes em inglês soam parecidos com os nomes em português?
- Qual é a sua peça de roupa favorita? Por quê?
- Há alguma peça de roupa no infográfico que não é comum na sua região? Por quê?



LANGUAGE FOCUS

Vocabulary Clothing items

+ LEARNING TO LEARN

Registre o vocabulário que está aprendendo ao longo das unidades. Organize os vocábulos em listas por categorias, com imagens ou traduções, ou de outra forma que achar conveniente. Dessa maneira, você sempre encontrará as palavras novas que vai aprendendo.



- a. tsui b. rrsstoues c. essho d. miws stui e. rotshs f. sreds g. htrsi-T h. wueardrne

- a. _____ suit _____ d. _____
b. _____ e. _____ g. _____
c. _____ f. _____ h. _____



OUTCOME

A poster with your favourite clothes

What: a poster

Goal: showcase favourite clothing items

Audience: classmates and teacher

Where: cardboard, classroom walls

In pairs, prepare a poster with your favourite clothes. Follow the steps.

- Write down the name of your favourite clothes.
- Think about the layout of your poster.
- Use cardboard paper for your poster.
- Use photo cutouts or draw your favourite clothes.
- Decorate your poster and make it yours. Be creative.
- Don't forget to write captions for the clothing items.
- Show it to your classmates.



FEEDBACK

Nesta lesson, você:

leu e compreendeu um infográfico;

usou vocabulário sobre vestuário;

planejou e criou um pôster com suas roupas favoritas.

Lesson 3

Can you describe what you are wearing?

READING

Pre-Reading

1. Observe as imagens e relacione-as ao país correspondente.

Escócia • Bolívia • Índia • Coreia do Sul • Quênia



2. Discuta as questões a seguir relacionadas às imagens da Atividade 1.

- Em que ocasiões você acha que as pessoas usam as vestimentas das fotos?
- Na região onde você mora também há vestimentas especiais? Em que ocasiões são usadas?
- Além de vestimentas especiais, que outros aspectos culturais você identifica nas fotos?

While Reading

3. Read the comic strips and answer the questions in your notebook.



Garfield, Jim Davis © 1999 Paws, Inc. All Rights Reserved / Dist. by Andrews McMeel Syndication



GLOSSARY

cold: frio
sock puppet: fantoche de meia
shred: desfiar
pluck: arrancar
leg hairs: pelos da perna



Garfield, Jim Davis © 1988 Paws, Inc. All Rights Reserved / Dist. by Andrews McMeel Syndication

- What are the topics of the two comic strips?
- What is Garfield wearing in the first comic strip? Why?
- Is it a hot or cold day in the second comic strip?
- What is the mailman wearing?
- In which season of the year do we usually wear warm clothes like socks?
- In which seasons do we usually wear shorts?

Post-Reading

4. **Discuta as perguntas a seguir com os colegas e o professor.**

- As quatro estações do ano na sua região são muito diferentes umas das outras? Por quê?
- Além de meias, que outras peças de roupa você associa ao frio? E ao calor?
- O que acontece se uma pessoa usar uma roupa de frio em um dia de calor e vice-versa?

LANGUAGE FOCUS

Grammar Present Continuous



1. Complete the sentences with verbs from the comic strips. Then read and underline the correct alternatives.

1. I _____ socks. 2. He' _____ shorts.

- The two sentences describe *a habit / an action in progress at the moment*.
- The Present Continuous is formed by *verb to be + past time / to be and a verb in the -ing*.



Lesson 3

+ LANGUAGE TIP 2. Complete the dialogues.

Quando descrevemos peças de vestuário, primeiro dizemos a cor e depois o nome de cada peça.

+ CULTURE

Você sabia que a moda dos adolescentes de Harajuku, um bairro de Tóquio, no Japão, é tão famosa que se tornou referência mundial? *Visual kei*, *cosplay*, *decora*, *gyaru*, *cutesy fairy kei* e *punk rock clothing* são alguns dos estilos que circulam por lá.



a. What are you _____, Takao?
I _____ a brown coat, black trousers, a skirt, white socks and black shoes



b. _____, Akemi?
_____ a dress, pink _____ socks, _____ and a _____ hat



c. What _____ the girl _____?
_____ a white _____-shirt, a pair of jeans and beige shoes.



OUTCOME

Creating a comic strip

What: a comic strip about what you are wearing
Goal: create a comic strip

Audience: classmates and teachers
Where: teacher's template

Imagine you are in Harajuku. Create a comic strip about it. Follow the steps.

- a. Think about the clothing items you would like to wear and choose the weather accordingly.
- b. Choose the materials you are going to use to illustrate the comic strip.
- c. In the speech bubbles, answer the question: *What are you wearing?*



FEEDBACK

Nesta *lesson*, você:

- leu e interpretou *comic strips*;
- aprendeu e usou o *Present Continuous*;
- criou uma *comic strip* sobre as roupas que está vestindo.

Can you create an advert for a fairy tale home?

READING

Pre-Reading

1. Analise as imagens e discuta com seus colegas.

- Que personagens da literatura você acha que morariam nas casas retratadas?
- Você gostaria de morar em alguma dessas casas? Qual? Por quê?
- Como são as casas na região em que você mora? E como é a sua casa?



While Reading

2. Read the text on the following page and answer. What is the advert for?

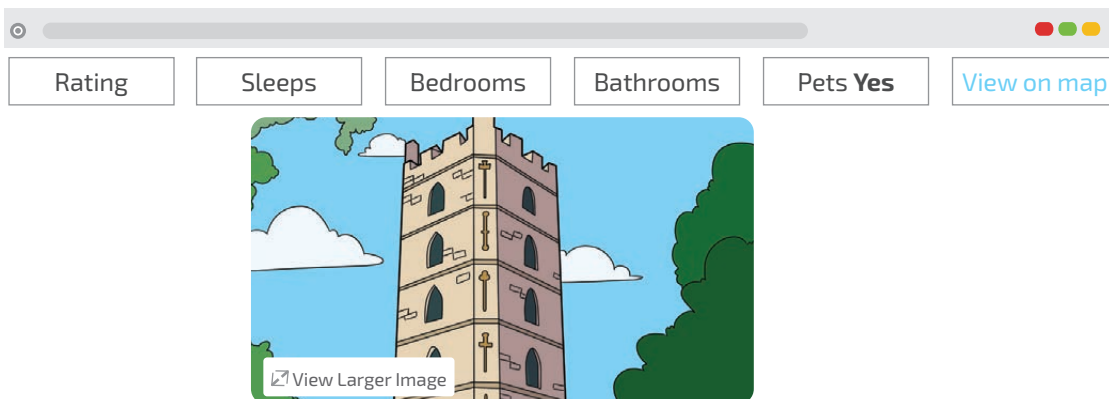
- To sell historical objects.
- To inform customers about the characteristics of the hotel.
- To promote the restaurant in the hotel.

Lesson 4



GLOSSARY

- tower:** torre
double: de casal
twin: com duas camas de solteiro
bath: banheira
view: vista
parking: estacionamento



Brynkir Tower

Summary

- Two bedrooms: 1x double, 1x Twin
- Bathroom with roll top bath
- Kitchen with electric cooker, microwave, fridge, dishwasher, dining table and chairs
- Sitting room with wood burning stove, TV, DVD player and splendid views
- Off road parking, wood burning stove, DVD player, TV, bed linen and towels provided, dishwasher, bath, central heating [...]
- Two dogs welcome



Extracted from: Brynkir Tower. SYKES HOLIDAY COTTAGES. Available at: <<https://www.sykescottages.co.uk/cottage/North-Wales-Snowdonia-Brynkir/Brynkir-Tower-1008721.html>>. Accessed on: 18 Oct. 2020.

3. Read the advert again. Write true (T) or false (F).

- | | |
|--|--|
| a. <input type="checkbox"/> There are three bedrooms. | d. <input type="checkbox"/> There is a cooker in the kitchen. |
| b. <input type="checkbox"/> There are two baths in the bathroom. | e. <input type="checkbox"/> There is a TV in the sitting room. |
| c. <input type="checkbox"/> There is a bathroom with a bath. | f. <input type="checkbox"/> Dogs are allowed in the hotel. |

Post-Reading

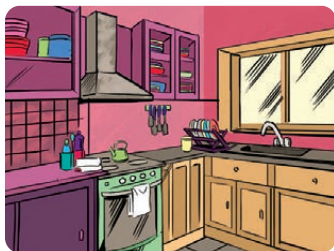
4. Você gostaria de se hospedar nesse hotel? O que mais chamou a sua atenção no anúncio? Discuta com seus colegas e professor.

+

LANGUAGE FOCUS

Grammar *There is/There are*

1. Write the names of the parts of the hotel from the advert in the Reading section.



a. _____



b. _____



c. _____



d. _____

2. Observe the images in Activity 1 and underline the best answer.

- a. Is there a bath in the bathroom?
 Yes, there is. No, there isn't.
- b. How many beds are there in the bedroom?
 There are two beds in the bedroom. There is one bed in the bedroom.
- c. Is there a wood burning stove in the kitchen?
 Yes, there is. No, there isn't.
- d. Are there beautiful views from the hotel?
 Yes, there are. No, there aren't.
- e. How many sitting rooms are there in the hotel?
 There are three sitting rooms. There is one sitting room.

+ _____



OUTCOME

An advert for a fairy tale home

What: an advert
Goal: describe a fairy tale home
Audience: classmates and teacher
Where: in the notebook

Create an advert for a fairy tale home. Follow the steps.

- a. Choose a character from a fairy tale and decide what kind of house he or she has. You can use the photos in this lesson to help or inspire you.
- b. Decide on the number of bedrooms, furniture and any other details you want the house to have.
- c. Choose a place for your house.
- d. Write everything in detail. Use the structure *there is/are* in your description.
- e. Draw your fairy tale house to illustrate your advert.

+ _____



FEEDBACK

Nesta lesson, você:

- leu e compreendeu um anúncio de hotel;
- identificou as partes e algumas mobílias de uma casa;
- criou um anúncio para uma casa de conto de fadas.

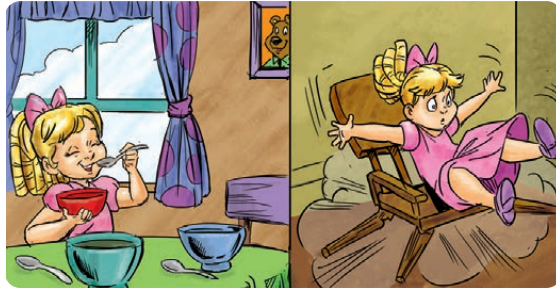
Lesson 5

Can you act out a fairy tale?

READING

Pre-Reading

1. Observe a imagem e responda.



a. Você conhece a história representada pela imagem acima? Se sim, qual o nome dela?

b. Você sabe do que se trata a história? Se sim, compartilhe com os colegas.

c. Onde a história acontece?

2. Olhe brevemente o texto da página a seguir e responda.

a. Que gênero textual é esse?

b. Onde você pode encontrar esse gênero textual?

While Reading

3. Read the text to answer the following questions.

a. Who are the characters in this story?

b. What's the setting of this scene?

c. Where is Goldilocks?

Goldilocks and the Three Bears

By Diana Herweck

Characters

Goldilocks - Narrator 1 - Narrator 2

Setting

This reader's theater takes place in the woods. There is a cottage there. There is also a green mountain and a blue stream.

Act 2

[...]

Narrator 1: Goldilocks knocks on the open door. No one answers. She looks in the window. No one is there.

Goldilocks: Wow! Look at all the food. There is a lot of it. I am hungry.

[...]

Narrator 2: She sees the great big bowl of porridge. She takes a great big bite.

Goldilocks: Oh! This porridge is too hot.

Narrator 1: She sees the medium bowl. She takes a medium bite.

Goldilocks: Oh! This porridge is too cold.

Narrator 2: She sees Baby Bear's wee small bowl. She takes a wee small bite.

Goldilocks: Mmmm. This one is just right.

[...]

Narrator 1: She sees Papa Bear's great big chair. She sees Mama Bear's medium chair. And she sees Baby Bear's wee small chair. [...]

Goldilocks: Oh! This chair is too hard.

Narrator 1: Goldilocks hops down. She goes to the medium chair. [...]

Goldilocks: Oh! This chair is too soft.

Narrator 2: Goldilocks rolls out of the medium chair. She goes to the small chair and sits down. She likes this chair.

Goldilocks: Oh! This one is just right.

Narrator 1: Goldilocks sits. She is cozy. She starts to fall asleep. But just then, the chair breaks! She crashes to the ground.

[...]

Narrator 2: She walks to the great big bed first. She climbs up.

Goldilocks: Oh! This bed is too hard.

Narrator 1: She jumps down. Then she tries the medium bed. [...]

Goldilocks: Oh! This bed is too soft.

Narrator 2: Goldilocks rolls off the bed and walks to the last one. [...]

Goldilocks: Oh! This bed is just right. [...]

Narrator 1: And she falls asleep.



Herweck, Diana. *Goldilocks and the Three Bears*. California: Shell Education, 2008.

4. Match the paragraphs from the play script with the pictures.



GLOSSARY

hungry: faminta

porridge: mingau

hard: dura

soft: macia

cozy: confortável

fall asleep: dormir profundamente



a.

Goldilocks sits. She is cozy. She starts to fall asleep. But just then, the chair breaks! She crashes to the ground.



b.

Goldilocks rolls off the bed and walks to the last one.



c.

She sees Baby Bear's wee small bowl. She takes a wee small bite.

Lesson 5

Post-Reading

5. Discuta as perguntas com os colegas e o professor.

- O que você acha da atitude de Goldilocks, de entrar na casa de desconhecidos?
- Qual a lição que a história de Goldilocks sugere?

+ IDEA!

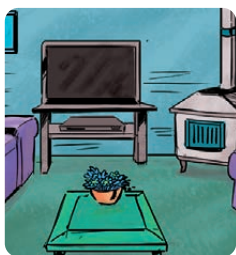
Verifique na sua casa ou de seus familiares alguma mobília que aprendeu na *lesson*. Para reforçar o aprendizado, escreva, em tiras de papel e em inglês, o nome de cada uma delas e cole com fita adesiva nos objetos. Se possível, baixe o aplicativo gratuito TapTapSee, que usa inteligência artificial para identificar qualquer objeto por meio da câmera do celular.

+ _____

LANGUAGE FOCUS

Vocabulary Parts of the house

Tick [✓] the names of the parts of the house.



a.

living room []
kitchen []



b.

kitchen []
dining room []



c.

dining room []
bedroom []



d.

living room []
kitchen []

+ _____

OUTCOME

A dramatic reading of a play

What: a dramatisation of the play you read
Goal: act out the play

Audience: classmates and teacher
Where: in the classroom

Prepare a dramatisation of Act 2 of *Goldilocks and the Three Bears*. Follow the steps.

- Read again the script from the *Reading* section from Lesson 5.
- Think about the intonation, pronunciation and emotions of each line.
- Choose the characters.
- Practise shadow reading your part and reading a line of your part.
- Act out the play.

+ _____



FEEDBACK

Nesta *lesson*, você:

leu e compreendeu a dramatização de um conto de fadas;

praticou vocabulário relacionado a itens de casa;

leu, ensaiou e encenou parte de uma dramatização de conto de fadas.

Closing

GETTING ACROSS

1. Na *Lesson 1* foi apresentada uma sinopse de duas histórias, *Cinderella* e *Pigling*. *Cinderella* foi escrita por Charles Perrault e *Pigling* é uma releitura escrita por Dan Jolley e Anne Timmons. Em grupos, listem no caderno as diferenças entre as duas versões da história.
2. Em grupos, façam uma nova releitura de *Cinderella* e escrevam um *script* contando a sua versão da história. Na sequência, vocês podem encenar suas versões.
 - a. Escolha o enredo e os personagens da história.
 - b. Escreva um rascunho do trecho inicial da história em formato de peça teatral.
 - c. Compartilhe seu rascunho com outros grupos.
 - d. Faça as correções necessárias no texto.
 - e. Escreva a versão final do *script*.
 - f. Encene seu *script* para a turma.



SELF-ASSESSMENT

Vamos criar um plano de ação (*action plan*) para aprender mais e melhor? O primeiro passo é preencher a tabela a seguir.

- A primeira coluna é dedicada aos objetivos que você conseguiu alcançar com mais conforto.
- A segunda coluna se refere aos objetivos que não foram completamente atingidos.
- A terceira coluna recebe maior atenção porque diz respeito ao *action plan* para que seu progresso seja mantido ou atingido.

O que aprendi com sucesso	O que quero estudar mais	My action plan: o que vou fazer para aprender mais

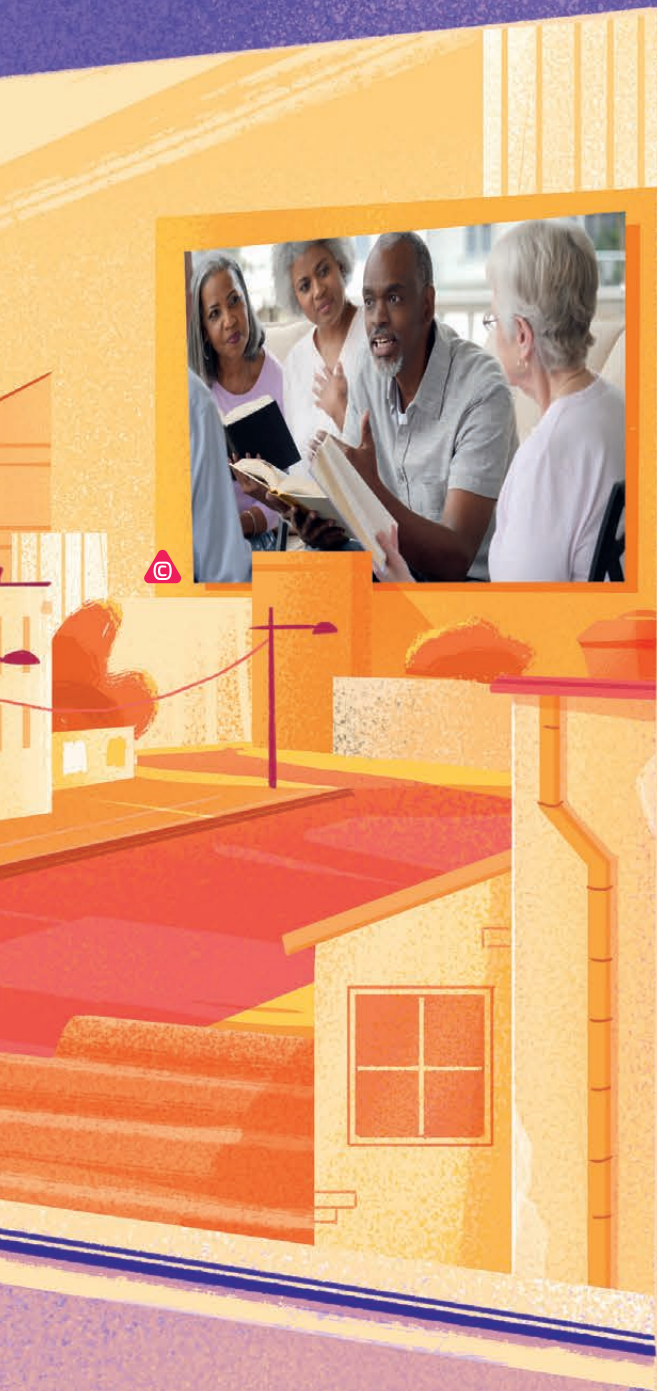


Unit

8

I interact
and go
further





1. Observe as imagens e discuta as perguntas.

a. O que as fotos têm em comum?

b. Você já fez as atividades ou ações que aparecem nas fotos?

c. Como você acha que as imagens estão relacionadas ao que você vai aprender nas próximas aulas?

2. Leia o título da unidade. Você concorda com a afirmação? Por quê?

Lesson 1

Can you write a reply to a text message?

READING

Pre-Reading

1. Observe as imagens na Atividade 2 e discuta as perguntas.

- a. Que tipo de texto vemos nas imagens?
- b. Onde encontramos este tipo de texto?
- c. Você acha que texto apresentado é formal ou informal? Por quê?

While Reading

2. Read the text messages. Tick [✓] the correct answers.

- a. The dialogue is between ...
 - friends.
 - mother and son.
 - strangers.
- b. They are talking about ...
 - sports.
 - weather.
 - their activities.
- c. What are they planning to do?
 - To watch a film.
 - To go to a party.
 - To go for a run.

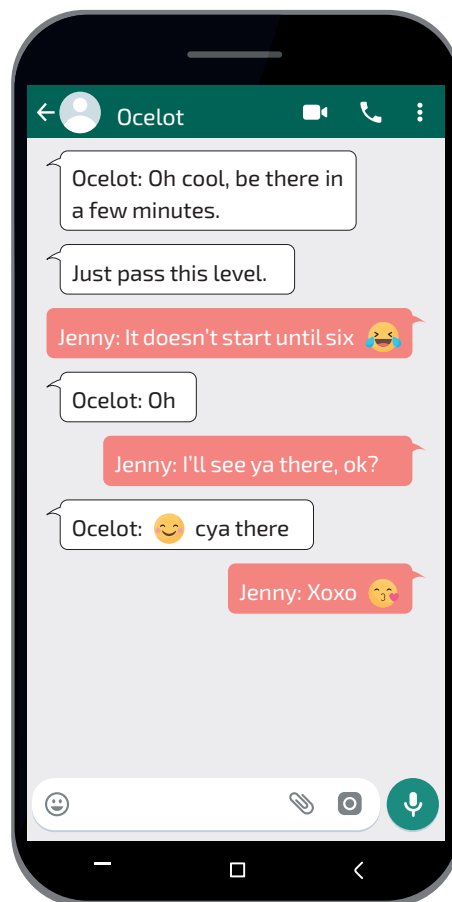
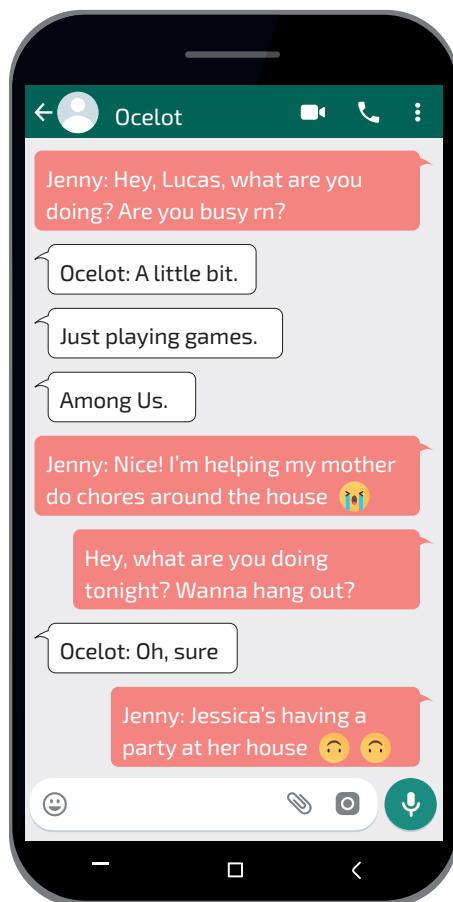
+ LEARNING TO LEARN

Ao ler um texto em inglês, preste atenção ao contexto, isto é, à situação. Qual assunto está sendo tratado? Há alguma palavra que você já conhece, ou que é parecida com o português? Há alguma imagem ou símbolo? Isso vai ajudá-lo a compreender e interpretar o texto.



GLOSSARY

busy: ocupado
hang out: passar um tempo juntos, jogar conversa fora
party: festa



3. Read the text messages again and answer the questions.

a. Who is Jenny talking to?

b. Is he busy? What is he doing?

c. What is Jenny doing?

d. Why does she text Lucas?

e. Does Lucas accept the invitation?

f. What time does the party start?

Post-Reading

4. Discuta as perguntas com um colega.

- Como você costuma se comunicar com parentes e amigos? Você usa *apps* de mensagens com frequência?
- Nas mensagens da Atividade 2, Jenny e Lucas usaram *acronyms* e *emojis*. Você também os usa nas suas mensagens? Se sim, como?
- Por que você acha que as pessoas utilizam *acronyms*?

+ LANGUAGE TIP

Acronyms (em português, acrônimos) e outros tipos de reduções linguísticas são muito comuns no "internetês", um neologismo (isto é, uma palavra nova) para a linguagem que usamos nos meios virtuais.

+

LANGUAGE FOCUS

Vocabulary Internet language

1. Read again the text messages in Activity 2. Find the symbols and reductions for the words and phrases.

a. want to: _____

d. see you: _____

b. right now: _____

e. kisses and hugs: _____

c. you: _____

2. Circle the correct meaning of the acronyms.

a. Sally and I are **BFFs**.

basketball for fun

big fat frog

best friends forever

b. **LOL**, that joke is too funny.

laughing out loud

letter of Lincoln

law of love

c. I need to finish my homework **ASAP**.

a song and pray

as soon as possible

act swiftly as planned

d. I'm going to the market, **BRB**.

be right back

bring rice and beans

buy red berries

e. **OMG**, I can't believe Lana is sick with the flu.

of my gut

on my garage

oh my God

Lesson 1

Grammar Present Continuous (Review)

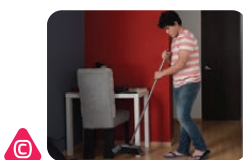
3. Read again Jenny's and Ocelot's message exchange. Rewrite Ocelot's answer in bold using formal language.

Jenny: Hey, Lucas, what are you doing? Are you busy rn?

Ocelot: A little bit. **Just playing games.**

4. Look at the photos. Answer the questions using the phrases from the box in the Present Continuous.

do house chores • sleep • wait for the bus • watch TV



a. What's Enzo doing?



b. What are the girls doing?



c. What's Jessica doing?



d. What's João doing?



OUTCOME

A reply to a text message

What: a reply to a text message a friend sent you

Goal: answer a text message

Audience: classmates

Where: book or mobile phone

Imagine a friend is texting you. Read you friend's questions and write your replies.

a. Hey! What are you doing right now? Can u talk?

b. Hey! What are you doing right now? Can u talk?



FEEDBACK

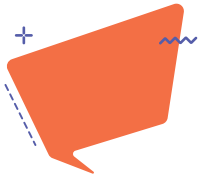
Nesta lesson, você:

leu e compreendeu mensagens de texto;

identificou reduções e acrônimos usados no *internetês*;

usou o *Present Continuous* para responder perguntas;

respondeu uma mensagem de texto.



Can you write a fact file about a film?



READING

Pre-Reading

- Observe a imagem ao lado e discuta com os colegas.
 - O que está representado nesta imagem?
 - Quem são as pessoas na imagem?
 - Qual o título do filme?
 - Onde você acha que a história se passa?

While Reading

- Read the synopsis of *Pay it Forward* and tick [✓] the correct information.



GLOSSARY

pay it back:

devolver um favor a quem te fez

pay it forward:

passar uma boa ação à frente

box office:

bilheteria (quantia que um filme ganhou)

school assignment:

tarefa escolar

good deed:

boa ação

Pay It Forward

2000 – Drama/Romance – 2h 3m

[Play trailer on YouTube](#)

	<input checked="" type="checkbox"/> Watched it? All watch options	
7.2/10 IMDb	39% Rotten Tomatoes	4.2/5 Showtimes

89% liked this film

Google users

Inspired by a school assignment, young Trevor comes up with an idea that changes many lives. He decides that instead of returning a favour, he will pay it forward by doing good deeds to three people.

Initial release: October 20, 2020 (USA)

Director: Mimi Leder

Story by: Catherine Ryan Hyde

Screenplay: Leslie Dixon

Box office: 55.7 million USD

Cast

Haley Joel Osment (Trevor McKinney), Kevin Spacey (Eugene Simonet), Helen Hunt (Arlene McKinney), Jon Bon Jovi (Ricky McKinney), Jay Mohr (Chris Chandler)



Extracted from: GOOGLE.com. Available at: <https://g.co/kgs/tjqDaF>. Accessed on: 14 July, 2020.

- _____ is the year the film was released.

<input type="checkbox"/> 2001	<input type="checkbox"/> 2000	<input type="checkbox"/> 2003
-------------------------------	-------------------------------	-------------------------------
- The film genres are...

<input type="checkbox"/> comedy.	<input type="checkbox"/> romance.	<input type="checkbox"/> drama.
----------------------------------	-----------------------------------	---------------------------------
- The director of the film is...

<input type="checkbox"/> Leslie Dixon.	<input type="checkbox"/> Helen Hunt.	<input type="checkbox"/> Mimi Leder.
--	--------------------------------------	--------------------------------------
- 89% of the people that saw the film...

<input type="checkbox"/> liked it.	<input type="checkbox"/> didn't like it.	<input type="checkbox"/> loved it.
------------------------------------	--	------------------------------------



Lesson 2

3. Read again the film synopsis. Answer the questions.

- a. What inspires the main character to do something? _____
- b. What is his idea for the assignment? _____
- c. Do you think he had a good idea? Why? _____

Post-Reading

4. Discuta as perguntas.

- a. Como você acha que o título do filme se relaciona com a sinopse?
- b. Que outros gêneros de filmes você conhece?
- c. Que elementos na leitura da sinopse ajudaram você a compreender o texto?



LANGUAGE FOCUS

Vocabulary Film genres

1. Label the film genres with the words from the box. There are two extra words.

action • comedy • documentary • fantasy • historical • horror • musical • mystery
romance • science fiction (sci-fi)



a. _____



b. _____



c. _____



d. _____



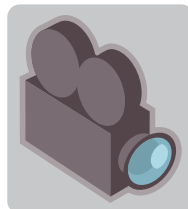
e. _____



f. _____

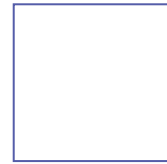


g. _____



h. _____

2. Create icons for the two extra film genres in Activity 1.



a. _____

b. _____



OUTCOME

A fact file about a film

What: a synopsis in the format of a fact file

Audience: classmates and teacher

Goal: write information about a film

Where: notebook and separate sheet of paper

1. What is your favourite film? Research about it and complete the table.

a. Title of the film:	
b. Release date:	
c. Main actors:	
d. Genre:	
e. Director:	
f. Summary:	

2. You are going to write a synopsis of your favourite film in the format of a fact file. Follow the steps.

- Read again the synopsis in the *Reading* section, paying attention to how the information is organised.
- In your notebook, write the first version of your fact file. Use the structure from the synopsis in the *Reading* section as a reference for your work.
- Check if you need any extra information for your fact file.
- Share your fact file with your teacher and classmates. Get feedback.
- Write the final version on a separate sheet of paper.



FEEDBACK

Nesta lesson, você:

leu e compreendeu uma sinopse de filme;

aprendeu e usou vocabulário sobre gêneros de filmes;

criou uma sinopse do seu filme favorito no formato de uma *fact file*.



Lesson 3

Can you recommend a book?

LISTENING

Pre-Listening

1. Discuta as perguntas com um colega.

- Com qual frequência você lê livros?
- Qual o seu livro favorito? O que você pode dizer sobre ele?

While Listening

2. Helly has an online video channel about books and student life. Listen to her book recommendation and circle the cover of the book she mentions.



3. Listen to Helly again. Complete her recommendation with the words from the box.

book • children • courage • girl • read • world

'It's a hard cover **a.** _____ and it's an amazing book for **b.** _____ children because it contains tales of women who changed the **c.** _____ with their bravery and **d.** _____. I think every girl child should hear that book while she sleeps or **e.** _____ it when she can.'



Extracted from: Helly. Books for Children | Book Recommendations. YouTube, 2018. Available at: <https://www.youtube.com/watch?v=UbExegsVL-l&ab_channel=Helly> (00:49 até 01:09). Accessed on: 7 Oct., 2020.

4. Now listen to Helly's second book recommendation and decide if the sentences are true [T] or false [F].

- The second book she recommends is *Goosebumps*.
- The genre of the book is romance.
- The book is ideal for people who like horror stories.
- Helly doesn't like the book anymore.



5. Listen to Helly once more. Underline the best word to complete her second book recommendation.



'For the **a. children** / **people** who love **b. fantasy** / **horror** novels and horror stories and horror **c. movies** / **TV series**, there's *Goosebumps*. Okay, when I grew up, I didn't like *Goosebumps* at all. I felt that *Goosebumps* was way more overrated and really, really **d. dumb** / **stupid**, but as a child, I used to love it, so I think if you have kids who like horror stuff, *Goosebumps* will give them goosebumps.'



Extracted from: Helly. Books for Children | Book Recommendations. YouTube, 2018. Available at: <https://www.youtube.com/watch?v=UbExegsVL-l&ab_channel=Helly>(01:53 até 02:17). Accessed on: 7 Oct., 2020.

Post-listening

6. Discuta com os colegas.

- a. Qual dos dois livros recomendados você achou mais interessante? Por quê?
- b. Você acompanha algum canal *online*? Se sim, quais seus canais preferidos?
- c. Você gostaria de ter um canal *online*? Se sim, sobre o que você gostaria de falar?

+ CULTURE

Goosebumps é uma série de livros de terror para o público infanto-juvenil. Escritos por R L Stine, os livros já venderam mais de 350 milhões de cópias e foram traduzidos para 32 línguas (inclusive para o português).

Fonte: WATT, Rob. Goosebumps: 10 things you didn't know about RL Stine. *The Guardian*, 16 May 2016. Disponível em: <<https://www.theguardian.com/childrens-books-site/gallery/2016/may/16/goosebumps-rl-stine-what-you-didn-t-know>>. Acesso em: 27 out. 2020.



LANGUAGE FOCUS

Vocabulary Book genres

Label the book covers with the genres from the box.

biography • fantasy • graphic novel • mystery • poetry
romance • science fiction • self-help



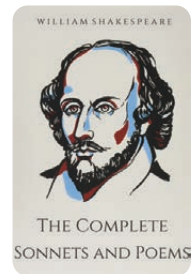
a. _____



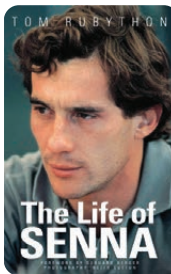
b. _____



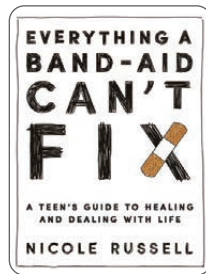
c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



Lesson 3



OUTCOME

A book recommendation

What: a book recommendation to your classmates

Audience: classmates and teacher

Where: book and classroom

Goal: tell your friends about a book you like

1. What is your favourite book? Fill the table with information about it.

Book title:	
Author:	
Genre:	
Theme:	
Why you like it:	

2. Use the information from Activity 1 to tell your friends about your book. Follow the guidelines.

a. Fill the sentences with your information.

b. In pairs, practice telling about your book. You can use sentences like:

• My favourite book is _____

• I like this book because _____

• I prefer this genre because _____

• The author of the book is _____

c. In groups, share your recommendation.

+ _____



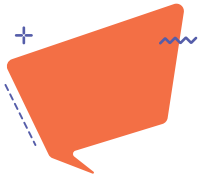
FEEDBACK

Nesta lesson, você:

ouviu e compreendeu um vlog com recomendação de livros;

aprendeu e usou vocabulário para gêneros literários;

recomendou oralmente um livro para os colegas.



Can you talk about places in your neighbourhood or town?

READING

Pre-Reading

1. Os itens nas imagens abaixo têm sido usados para orientação. Numere-os em ordem de invenção, da tecnologia mais antiga à mais nova.



Ⓒ []



Ⓒ []



Ⓒ []

2. Observe a imagem e discuta com os colegas.



- Você já viu alguma paisagem como esta ao lado? Se sim, onde?
- A foto mostra uma cidade na Europa. Em qual país você acha que ela fica?
- Você acha que esta cidade seria um bom ponto turístico? Por quê?

While Reading

3. Look at the map on the next page. What is its purpose?

- To guide people to get to other cities.
- To inform tourists about attractions in a town.
- To promote two hotels in a town.
- To show how a country is divided.

4. Read the map and its legend. Complete the sentences with the words from the box.

bakery • Electric Car Tours • Geiranger • parking lot • souvenir shop
tourist information • Union

- The name of the city is _____.
- There are two hotels in the city. Their names are _____ and Geiranger.
- There is a _____ between the supermarket and Geiranger Camping.
- _____ is next to a restaurant.
- There is a petrol station behind a _____.
- There is a _____ next to the Made in Fjords.
- The boat for Fjord sightseeing tours is opposite the _____.



Lesson 4

+ LANGUAGE TIP

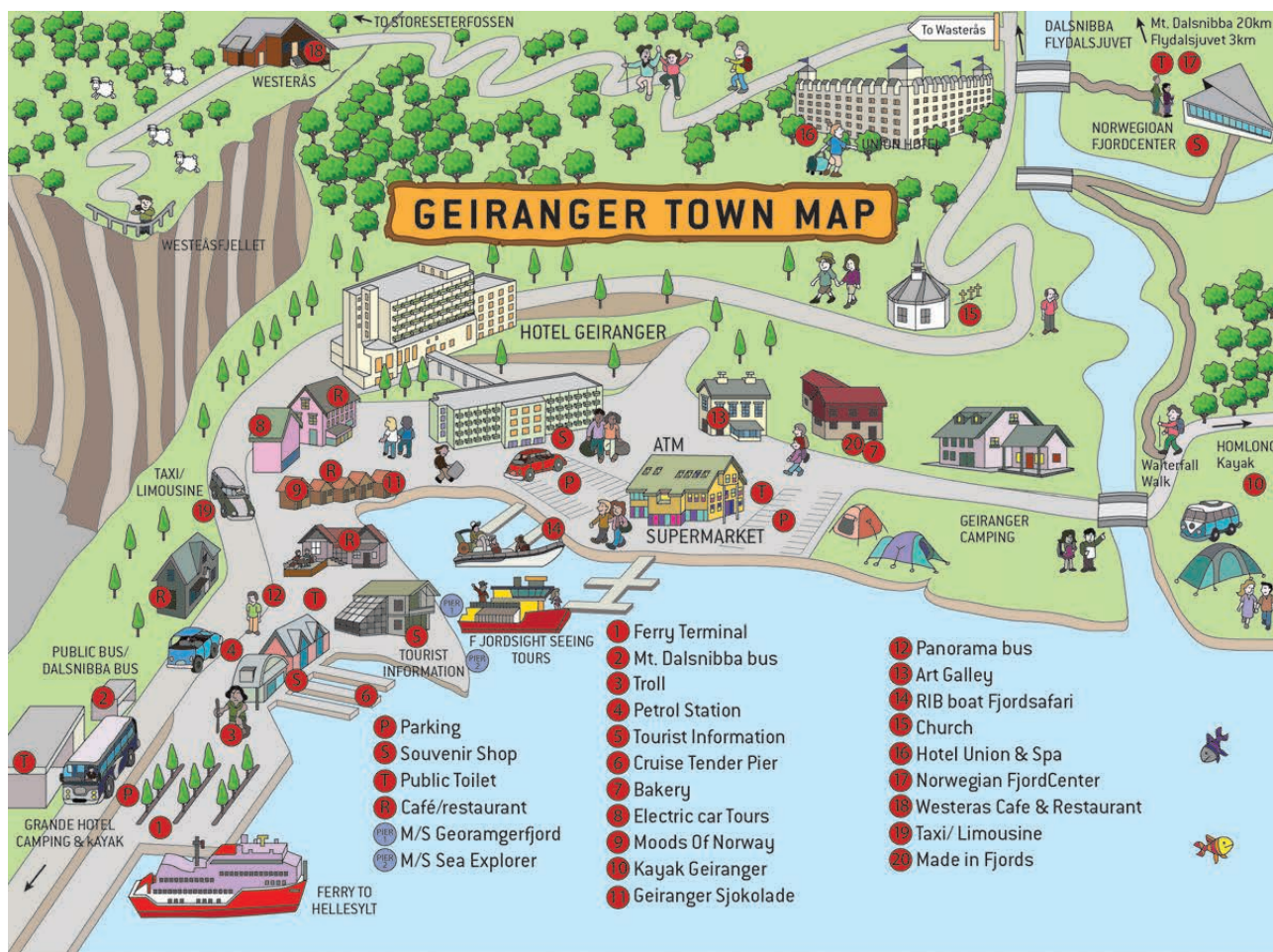


behind

next to

between

opposite



GLOSSARY

- church:** igreja
- parking:** estacionamento
- sightseeing:** passeio turístico
- town:** cidade

+ CULTURE

Geiranger é um povoado minúsculo da Noruega, com população de pouco mais de 200 habitantes, que virou destino turístico por ter seus dois fiordes (Geirangerfjord e Nærøyfjord), declarados Patrimônios Mundiais pela Unesco.

Post-Reading

5. Discuta as perguntas com um colega.

- a. Que lugares no mapa de Geiranger existem na sua cidade também?
- b. Há mapas turísticos da sua cidade? Se sim, quais atrações aparecem nele?



LANGUAGE FOCUS

Vocabulary Places in town

1. Unscramble the letters to write the names of places in town.



a. KYBERA



b. RNEUSOVI HOPS



c. LRETOP NASTTIO



d. MRESPRAKUTE

Grammar There is/are (Review)

2. Analyse the map again and complete the sentences with *there is/are* in the affirmative and negative forms.

- a. _____ a bookstore on the town map. d. _____ a cinema on the map.
b. _____ cafés and restaurants on the map. e. _____ a souvenir shop in the town map.
c. _____ a public toilet near the tourist information building.



+ IDEA!

Incentive os estudantes a usar o aplicativo do *Google Maps* para personalizar o mapa do estado ou da cidade em que vivem. Pode-se utilizar o *pin* e registrar lugares que você já visitou ou ainda quer visitar na sua cidade ou estado, por exemplo. Incentive-os a encontrar locais na cidade dizendo: *find a bookstore, a library, a cinema* etc.

OUTCOME

A map

What: create a map of your city/neighbourhood
Goal: show interesting places in your city/neighbourhood
Audience: classmates and school community
Where: notebook

In groups, create a map of your city/neighbourhood and compare it to Geiranger's map. Follow the steps.

- Choose the part of your city/neighbourhood you want to map. Choose places that are interesting, or that tourists like. Make sure you include your school on the map.
- Draw the main streets and place the attractions in their correct places.
- Number the places and create a legend. Colour your map.
- Compare it to another group's map and to Geiranger's map. What is similar? What is different?



FEEDBACK

Nesta lesson, você:

- leu e analisou um mapa turístico;
- usou *there is/are* para falar sobre locais numa cidade;
- aprendeu e usou vocabulário para locais na cidade;
- desenhou um mapa da sua cidade e comparou-o com outros mapas.

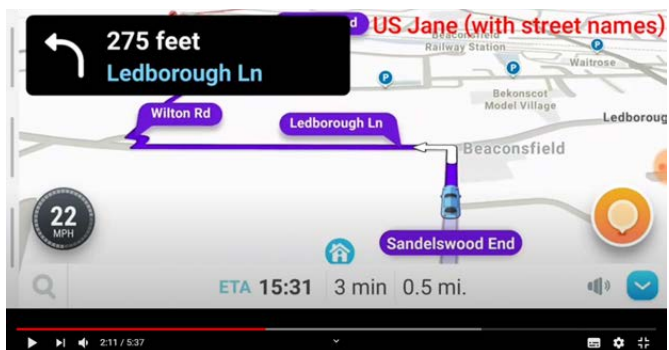
Lesson 5

Can you give directions?

LISTENING

Pre-listening

1. Observe a imagem e responda às perguntas.



a. O que a imagem apresenta?

b. Quais são as medidas de comprimento usadas no lugar mostrado na imagem?

+ LANGUAGE TIP

ETA é uma abreviação que significa *estimated time of arrival*, ou seja, tempo previsto de chegada.

While listening

2. Look again at the image in Activity 1. Circle the place on the map where the driver begins the route.



3. Listen to the directions and number the streets in the order they are mentioned. There are two extra streets.

a. [] Ledborough Lane

c. [] Saint Michael's Green

b. [] Warwick Road

d. [] Wilton Road

Post-Listening

4. Discuta as perguntas com os colegas.

a. Você ou sua família costumam utilizar *apps* de mapas? Se sim, quais?

b. Que outros tipos de mapa você já utilizou?

+ _____

LANGUAGE FOCUS

Vocabulary Giving directions

1. Match the traffic signs to their correct names.



Turn right



Go straight ahead



Turn left

2. Read the questions and give the correct directions.



a.

Person 1: Excuse me, can you tell me how to get to the fire department?

Passerby: Sure! Go past the school and _____ left. Go _____ ahead, then turn _____ at the park. The fire department is opposite the park.

b.

Person 2: Hello, can you help me? I want to go to the basketball court.

Passerby: No problem! Go straight _____ across the park, and turn _____ at the fire department. The basketball court is on the next block.

c.

Person 3: Excuse me, do you know where the school is?

Passerby: Yes! Go _____ ahead past the church, turn _____ at the park, and go straight ahead for two blocks.



+ IDEA!

Oriente os estudantes a acessar o aplicativo GPS do *Google Maps* com a navegação de voz ativada em inglês. A partir do endereço da escola, os estudantes, em duplas, podem praticar olhar no mapa e pedir as direções para chegar aos lugares que desejam ir. O aplicativo vai indicar as direções.

OUTCOME

Giving directions

What: a conversation to give directions

Audience: classmates and teacher

Goal: give a tourist the right directions to a place

Where: classroom

1. Work in pairs. Imagine a foreign tourist is in your city/neighbourhood and stops you to ask for directions to get to an ATM. What possible questions could he/she ask?

a. Excuse me, _____ the ATM?

b. Hello, _____? _____ the ATM.

c. Excuse me, _____?



Lesson 5

2. Imagine your classmate is a foreign student in your city/neighbourhood. You are going to talk to him/her to ask for directions to a place. Follow the guidelines.



- Use the map you created in *Lesson 4*.
- Imagine you met the foreign student in front of your school.
- The foreign student looks at your map and chooses a place to visit.

Foreign student

Student

- | | | |
|--|---|--------------------------------------|
| - Stop the student and say hello. | → | - Say Hi. |
| - Ask for directions to the place you want to visit. | ↘ | - Give directions. |
| - Repeat the directions to confirm the information. | ↘ | - Confirm or correct the directions. |
| - Thank the student. | ← | - Reply: You're welcome. |

3. Now switch roles and look at your classmate's map to ask him/her for directions.



FEEDBACK

Nesta *lesson*, você:

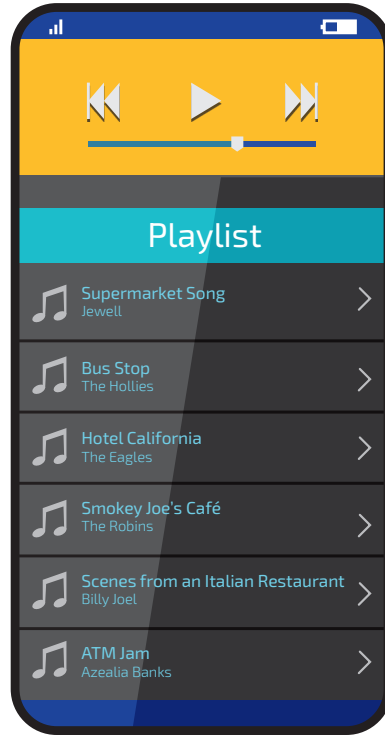
- identificou instruções de um GPS;
- aprendeu e usou vocabulário para indicar direções;
- deu instruções para chegar a um local no seu bairro/cidade.

Closing

GETTING ACROSS

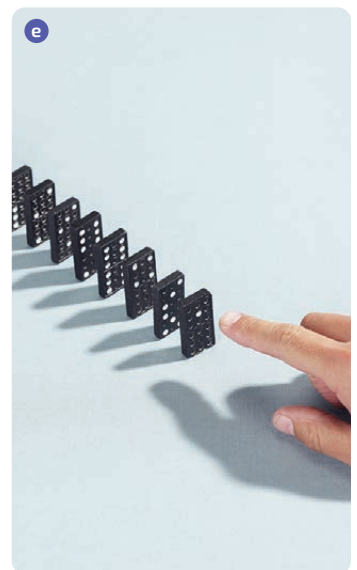
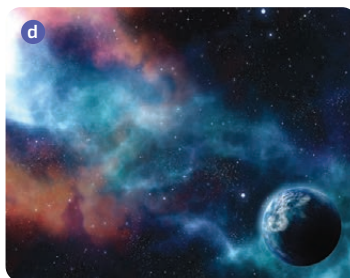
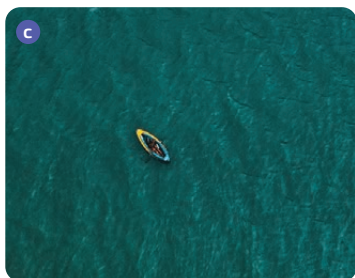
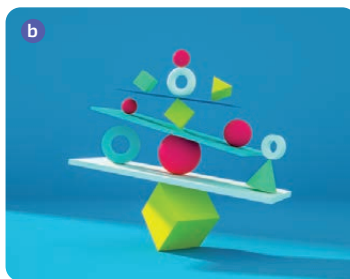
1. Leia a *playlist* ao lado. O que as músicas têm em comum, além de serem em inglês?

2. Se você estivesse conversando com um estudante estrangeiro que planeja visitar sua cidade, quais lugares você sugeriria para visitaçãõ?



SELF-ASSESSMENT

1. Retome os objetivos da unidade, relendo as seções *Feedback* das *Lessons 1-5*.
2. Trabalhe em pequenos grupos. Pensando nesses objetivos e na forma como você se sente em relação a eles, qual/qualis imagem(ns) representa(m) seu percurso na unidade? Por quê?



Language Reference

SUBJECT PRONOUNS



GLOSSARY

- eat:** coma
- diet-induced hallucination:** alucinação induzida pela dieta
- frosted:** com cobertura
- sprinkles:** confeitos

1. Leia a tirinha. Preste atenção ao uso das palavras *I* e *you*.



Garfield, Jim Davis © 2001 Paws, Inc. All Rights Reserved / Dist. by Andrews McMeel Syndication

I e *you* são *Subject Pronouns* – eles têm a função de sujeito nas sentenças. Ao usar *I*, o donut está falando sobre si mesmo, e Garfield usa *you* para se dirigir ao donut.
I am Julia. *You are from Brazil.*

2. Estude os *Subject Pronouns* no quadro a seguir.

Subject Pronouns	
Singular	Plural
I	we
you	you
he	they
she	
it	

3. Escreva o *Subject Pronoun* adequado para cada foto.



a. _____



b. _____



c. _____



d. _____



VERB TO BE

1. Leia a tirinha apresentada na Atividade 1, em *Subject Pronouns*. Circule as formas verbais usadas logo depois dos pronomes *I* e *you*.

a. is

b. 'm

c. 're

Am ('m) e are ('re) são formas do verbo to be. Usamos esse verbo para expressar a ideia de "ser" ou "estar". Usamos not depois dessas formas para expressar a ideia do verbo na negativa. Para perguntas, usamos a forma verbal antes do sujeito. As formas verbais am, is e are podem ser reduzidas (contracted).

I am not Luiza. I'm Julia.

You're a hallucination. You're not real.

BTS is a Korean band.

'Jack is 13, right?' 'No, he's 12.'

2. Estude as formas do *verb to be* no quadro a seguir.

Verb to be						
Affirmative (+)			Negative (-)			
Full form	Contracted form	Brazilian.	Full form	Contracted form	Brazilian.	
I am	I'm		I am not	I'm not		
You are	You're		You are not	You're not/aren't		
He/She/It is	He/She/It's		He/She/It is not	He/She/It's not/ isn't		
We/You/ They are	We/You/They're		We/You/They are not	We/You/They're not/aren't		
Questions (?)			Short answers			
			Affirmative (+)	Negative (-)		
Am I	Brazilian?	Yes, I am.	No, I am not/'m not.			
Are you		Yes, you are.	No, you're not/aren't.			
Is he/she/it		Yes, he/she/it is.	No, he/she/it's not/isn't.			
Are we/you/they		Yes, we/you/they are.	No, we/you/they're not. / No, we/you/they aren't.			

3. Complete as sentenças com a forma mais apropriada do *verb to be*.

a. Melissa is 13 years old.

d. Lucas and Renan are my best friends.

b. I am a student.

e. My classmates and I are from Brazil.

c. My teacher's name is Laura.

4. Ordene as palavras para formar perguntas. Em seguida, responda-as.

a. student / you / a / are / ?

Are you a student? _____

Yes, I am. _____

Language Reference

b. teacher / Korean / your / is / ?

c. name / is / your / what / ?

d. old / how / you / are / ?

IMPERATIVE

1. Leia o texto. Preste atenção à palavra inicial de cada sentença.



GLOSSARY

rules: regras

others: outros

kind: gentil

polite: educado/
cortês

have fun:
divirta-se

OUR CLASS RULES

In our class, we will...

Try our best.
Listen to others.
Be kind to others.
Be polite.
Have fun!

Fonte: WARNER, Mark. Our class rules. Teaching ideas. Disponível em: <<https://www.teachingideas.co.uk/classroom-management/our-class-rules>>. Acesso em: 28 ago. 2020.

A palavra inicial de cada sentença é um verbo no Imperative. O modo Imperative é usado para dar ordens, avisos, instruções e fazer pedidos. No Imperative, o verbo geralmente vem no início da sentença. Usamos *Do not* (*don't*) para expressar uma ideia negativa ou proibição. Usamos *please* para tornar o Imperative mais educado. Sentenças no Imperative omitem o sujeito. Não dizemos, por exemplo, *You listen to the teacher*. Dizemos apenas **Listen to the teacher**.

Raise your hand.

Do not (Don't) eat in the classroom.

Please, try to speak English.

Do not (Don't) use the mobile phone, please.

2. Estude o Imperative no quadro a seguir.

Imperative	
Affirmative (+)	Negative (-)
verb + object (base form)	Do not (Don't) + verb + object (base form)
<i>Open your book.</i>	<i>Don't use your mobile phone.</i>

ATENÇÃO!

Base form é a forma básica dos verbos no infinitivo, sem **to**.

3. Sublinhe as sentenças que apresentam a forma apropriada do Imperative.

a. Raise your hand.

b. You listen to the teacher.

c. I respect others.

d. Don't use your mobile phone in class.

e. You don't talk during class.

f. Speak English during class.



4. Ordene as palavras para formar sentenças afirmativas (+) e negativas (-) no Imperative.

- a. to / English / Try / speak (+) Try to speak English. _____
- b. be / Do / late. (-) _____
- c. hard / Work. (+) _____
- d. books / your / Open (+) _____
- e. during / talk / class / Don't (-) _____

POSSESSIVE CASE

1. Estude o Possessive Case no quadro a seguir.

Possessive Case ('s)
Singular Nouns – noun + 's <i>Kate's mother is Carole.</i>
Plural Nouns – noun ending in s + ' <i>My parents' house</i>
Names ending in S - noun + 's <i>James's son is my friend.</i>
Two names, one possession <i>William and Kate's children. ('s in the second name)</i>
Two names, two possessions <i>Janet's and Keyko's children are friends. ('s in both names)</i>

2. Escreva frases sobre as fotos. Use o Possessive Case.



a. Mia / birthday cake
This is _____



c. students / computers
These are the _____



d. Raul and Tainá / bikes
These are _____



e. Keiko / new mobile
This is _____

Language Reference

3. Leia e copie as sentenças na coluna apropriada.

- a. Pedro's in the classroom.
- b. Diana's school is in São Paulo.
- c. Mary and Jane's family is from Mato Grosso.
- d. Juan's from Puerto Rico.
- e. Carla's 12 years old.
- f. Sandy's brother is my friend.

's for the Possessive Case	's for the verb to be (is)
	Pedro's in the classroom.

POSSESSIVE ADJECTIVES

1. Leia o meme. Preste atenção ao uso da palavra *her*.



GLOSSARY
you mean: você quer dizer
hiding: escondendo
behind: atrás



Her é um Possessive Adjective. Os Possessive Adjectives acompanham substantivos para indicar posse (algo pertence a alguém). Cada Possessive Adjective corresponde a um Subject Pronoun.
You have a chair. This is **your** chair. (*your* = Possessive Adjective; *chair* = substantivo)
I have a sister. **My** sister is 10 years old. (*My* = Possessive Adjective; *sister* = substantivo)
My mother has a new car. **Her** new car is red. (*Her* = Possessive Adjective; *car* = substantivo)

2. Estude os Possessive Adjectives no quadro a seguir.

Possessive Adjectives	
Subject Pronoun	Possessive Adjective
I	my
you	your
he	his
she	her
It	its (not it's)
we	our
you	your
they	their

Language Reference

Os verbos *run*, *arrive* e *begin* estão no tempo verbal *Present Simple*. Usamos esse tempo verbal para falar de hábitos e rotinas. Também pode ser usado para falar de verdades universais e situações permanentes.

O *Present Simple* é formado com a *base form* dos verbos.

Students arrive at 7:30 a.m. on weekdays.

The planets go around the Sun.

Mr. Bates works as a Science teacher.

Acrescentamos -s aos verbos para a 3ª pessoa do singular (*he/she/it*).

I play soccer. She plays basketball.

The day runs from 7:40 a.m. to 3:45 p.m.

Usamos *do not/does not* antes do verbo para expressar a ideia na negativa. *Do not (don't)* é usado para *I, you, we* e *they*. *Does not (doesn't)* é usado para *he, she* e *it*.

Students eat lunch at school. They do not/don't eat lunch at home.

Joyce reads books in English. She does not/doesn't read in Portuguese.

Para perguntas, usamos *do/does* antes do sujeito.

Do you go to school at 7:30 a.m.? Does she go to school 8:00 a.m.?

ATENÇÃO!

Em verbos terminados em -s, -sh, -ch, -ss, -o, acrescenta-se -es.

Exemplos: *I watch – He watches / You go – He goes*

Em verbos terminados em consoante + y, troca-se o y por -ies.

Exemplo: *I study – Mary studies*

To have é um verbo irregular – I/you/we/they have – he/she/it has

2. Estude o *Present Simple* no quadro a seguir:

Present Simple				
Affirmative (+)		Negative (-)		
Full form		Full form	Contracted form	
I arrive	at 7:30 a.m.	I do not arrive	I don't arrive	at 7:30 a.m.
You arrive		You do not arrive	You don't arrive	
He/She/It arrives		He/She/It does not arrive	He/She/It doesn't arrive	
We/You/They arrive		We/You/They do not arrive	We/You/They don't arrive	
Questions (?)		Short Answers		
		Affirmative (+)	Negative (-)	
Do I arrive	at 7:30 a.m.?	Yes, I do.	No, I don't.	
Do you arrive		Yes, you do.	No, you don't.	
Does he/she/it arrive		Yes, he/she/it does.	No, he/she/ it doesn't.	
Do we/you/they arrive		Yes, we/you/they do.	No, we/you/they don't.	



3. Circle a melhor forma para completar as sentenças.

- a. Mary plays basketball on Mondays. play / **plays**
- b. I _____ to school in the afternoon. go / goes
- c. Victor and Lucas _____ computers. fixes / fix
- d. What _____ you _____ for lunch? does ... eat / do ... eat
- e. _____ Jessica _____ in the evening? Does ... studies / Does ... study

4. Complete as perguntas e as short answers.

- a. _____ Do _____ you _____ have _____ Maths on Tuesdays? (have)
Yes, _____ No, _____
- b. _____ Josie _____ bread for breakfast? (eat)
Yes, _____ No, _____
- c. _____ Mark and Oliver _____ football? (play)
Yes, _____ No, _____
- d. _____ they _____ family dinner on Sundays? (have)
Yes, _____ No, _____
- e. _____ Jason _____ English on Mondays? (have)
Yes, _____ No, _____

LIKE + VERB -ING

1. Leia a tirinha. Preste atenção à sentença do segundo quadrinho.



GLOSSARY

viewers:

expectadores/
audiência

let's pick up

the pace:

vamos
aumentar o
ritmo

burn:

workout

vídeos:
vídeos
de atividades
físicas



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Usamos *like* acompanhado de um verbo terminado em *-ing* para indicar que gostamos de uma determinada atividade. Para dizer que não gostamos da atividade, podemos usar *don't like + verb -ing*. Podemos usar a mesma estrutura com *love*, porém esse verbo transmite a ideia de algo que *não apenas gostamos, mas amamos fazer*.

I like watching TV. You don't like cooking. She loves taking selfies.



Language Reference

2 Estude a forma *like + verb -ing* no quadro a seguir.

Like + verb -ing					
Affirmative (+)			Negative (-)		
I	like	watching TV.	I	don't like	watching TV.
You	like		You	don't like	
He/She/It	likes		He/She/It	doesn't like	
We/You/They	like		We/You/They	don't like	

3. Escreva frases usando as informações entre parênteses.

a. Melissa / on the phone. (like / talk – affirmative)

b. Jake and Sam / their room. (like / clean – negative)

c. Lexie / to pop music. (love / listen – affirmative)

d. I / chocolate ice cream. (love / eat – affirmative)

4. Complete as sentenças abaixo. Escreva atividades que você *like*, *love* e *don't like*.

a. I like _____.

b. I love _____.

c. I don't like _____.

ADVERBS OF FREQUENCY

1. Leia o trecho de um *blog post*. Preste atenção ao uso das palavras *never*, *usually* e *always*.



START HERE THE BLOG THE BOOK THE PODCAST GET THE \$5 GUARANTEE

DEFINE YOUR DAY.
FILTER YOUR FOCUS.
MAKE EVERY MOMENT MATTER.

The Daily Driver will help you do all of that. And it's FREE.

Get The Daily Driver for FREE now!



My Daily Routine

By Mike Vardy

[...]



GLOSSARY

- get up:** levantar-se
- around:** por volta
- every day:** todo dia
- smoothie:** vitamina de frutas batida no liquidificador
- first thing:** primeira coisa
- wake (waking):** acordar
- easier:** mais fácil

I get up around 8:00am every day [...]
 The smoothie is my usual breakfast.
 [...]
 I never answer email first thing in the morning.
 [...]
 I usually look at my phone about an hour after waking.
 [...]
 I usually go to sleep at 1AM.
 [...]
 The evening routine always makes my morning easier.
 [...]

 Fonte: VARDY, Mike. My daily routine. *Productivityist.com*. 2020. Disponível em: <<https://productivityist.com/my-daily-routine/>>. Acesso em: 28 de agosto de 2020.

Always, usually e never são *Adverbs of Frequency* – a função deles é descrever a frequência com a qual uma ação acontece. No caso do *blog post*, o autor descreve suas atividades diárias. *Mike gets up around 8:00 a.m. every day. Mike always gets up around 8:00 a.m. The smoothie is the usual breakfast. Mike usually drinks a smoothie for breakfast.*
 A posição dos *Adverbs of Frequency* nas sentenças é determinada pelo tipo de verbo. Quando usamos o verb to be, eles são posicionados após o verbo. *Austin is usually on time for school. He is never later for football practice.*
 Quando usamos os demais verbos, os *Adverbs of Frequency* vêm antes do verbo. *He always reads emails in the morning. Dominique never gets up early.*

2. Estude os Adverbs of Frequency no quadro a seguir.

Adverbs of Frequency					
0% 100%					
never	rarely/occasionally	sometimes	often	usually/normally	always

3. Observe a agenda semanal de Chris. Complete as sentenças com o Adverb of Frequency mais apropriado.

Chris's Schedule							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	breakfast at school	breakfast at school	breakfast at school	breakfast at school	breakfast at school	breakfast at home	breakfast at home
Afternoon	homework	football	homework	homework	homework	football	play videogames
Evening	watch TV	homework/ watch TV	English class / watch TV	football/ watch TV	watch TV	watch TV	family dinner/ watch TV

- a. Chris usually eats breakfast at school.
- b. Chris _____ eats breakfast at home.
- c. He _____ does his homework in the afternoon.
- d. Chris _____ stays in bed all day long.



Language Reference

- e. Chris _____ watches TV in the evening.
f. He _____ has English class in the evening.

4. Ordene as palavras para formar sentenças.

- a. nice / My teacher / usually / is

My teacher is usually nice.

- b. eats / broccoli / rarely / My brother
-

- c. always / am / I / helpful.
-

- d. My sister / goes / to the mall / sometimes.
-

- e. often / are / late / We / for school.
-

PRESENT CONTINUOUS

1. Leia ao título abaixo extraído de um artigo. Preste atenção ao *verb to be* e ao *verb to wear* que vem em seguida.



GLOSSARY

cool: legal, descolado (gíria)
back: de volta
fashion: moda

What the Cool Kids are Wearing: Back To School Fashion

August 15, 2018 by Rachel Raybin



Fonte: RAYBIN, Rachel. What the cool kids are wearing: Back to school fashion. *Training wheels needed*. Disponível em: <<https://www.trainingwheelsneeded.com/what-the-cool-kids-are-wearing/>>. Acesso: 29 ago. 2020.

What the cool kids are wearing é uma sentença no *Present Continuous* – esse tempo verbal é usado para falar de ações que começaram e ainda estão acontecendo. O *Present Continuous* trata de ações que estão acontecendo no momento da fala. Ele é formado pelo *verb to be* (*am/ is/ are*) e um verbo principal com a terminação *-ing*.

Cool kids are wearing jeans.

'What is Jillian doing?' 'She is eating pizza.'

ATENÇÃO!

Em verbos terminados em e, retira-se o e e acrescenta *-ing*. Exemplo: (verbo: *write*) *She is writing a letter.*
Em verbos terminados em CVC (consoante, vogal, consoante), repete-se a última consoante antes de acrescentar *-ing*. Exemplo: (verbo: *run*) *They are running to school.*



2. Estude o *Present Continuous* no quadro a seguir.

Present Continuous					
Affirmative (+)			Negative (-)		
I	am	wearing a blue shirt.	I	am not ('m not)	wearing a blue shirt.
You	are		You	are not (aren't)	
He/She/It	is		He/She/It	is not (isn't)	
We/You/They	are		We/You/They	are not (aren't)	
Questions (?)			Short Answers		
			Affirmative (+)	Negative (-)	
Am	I	wearing a blue shirt?	Yes, I am .	No, I am not /'m not.	
Are	you		Yes, you are .	No, you're not/ aren't .	
Is	he/she/it		Yes, he/she/it is .	No, he/she/it's not/ isn't .	
Are	we/you/they		Yes, we/you/they are .	No, we/you/they're not./ No, we/you/they aren't .	

3. Escreva uma legenda para cada foto usando o *Present Continuous*. Observe as imagens e decida se as frases devem ser negativas ou afirmativas.



a. they / swim



b. they / play football



c. she / eat pizza



d. Lucas / ride a bike



e. the dog / run



f. My sister / wear a cool hat

Language Reference

4. Complete as sentenças com o *Present Continuous*. Use os verbos entre parênteses.

- a. _____ Are _____ you _____ doing _____ your homework? (do)
- b. My brother _____ right now. (sleep)
- c. _____ your teacher _____ to your mum? (talk)
- d. I _____ on the telephone at the moment. (not – talk)
- e. They _____ their bikes right now. (not – ride)

THERE IS / THERE ARE

1. Leia o cartum. Preste atenção ao uso da forma *there is (there's)*.



GLOSSARY

sweet: adorável
turtle shell: casco de tartaruga
I've got my eye on: estou de olho



"I'm ready for a bigger home. There's a sweet turtle shell I've got my eye on!"



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Na frase *There's a sweet turtle shell*, há a forma verbal *there is (there's)*, que expressa a ideia de haver no sentido de existir. *There is* é usado antes de substantivos no singular e *there are* é usado antes de substantivos no plural. Veja os exemplos abaixo.

There are two bedrooms in the house. (*two bedrooms = plural*)

There is a big kitchen in my house. (*a big kitchen = singular*)

2. Estude *there is/there are* no quadro a seguir.

There is / There are					
Affirmative (+)			Negative (-)		
There is	a TV	in the living room.	There is not (isn't)	a TV	in the living room.
There are	two beds	in the bedroom.	There are not (aren't)	two beds	in the bedroom.
Questions (?)			Short Answers		
			Affirmative (+)		Negative (-)
Is there	a TV	in the living room?	Yes, there is .		No, there is not (isn't) .
Are there	two beds	in the bedroom?	Yes, there are .		No, there are not (aren't) .



3. Complete as sentenças usando *there is* ou *there are*.

- a. _____ There is _____ a new student in my class.
- b. _____ pencils on my desk.
- c. _____ a nice film on TV tonight.
- d. _____ Spanish classes on Saturdays.
- e. _____ students in the cafeteria right now.
- f. _____ a modern microwave in the kitchen.

4. Observe a imagem. Responda às perguntas usando *short answers*.



- a. Are there two bedrooms in this house?
Yes, there are. _____
- b. Is there a computer in the office?

- c. Are there cars in the garage?

- d. Is there a television in the living room?

- e. Are there chairs in the kitchen?

- f. Is there a microwave in the kitchen?



Unit 1

antonym: antônimo
assign: designar, atribuir
attendant: atendente
audience: espectadores, plateia, público
backpack: mochila
bilingual: bilíngue
bulletin board: quadro de avisos
character: personagem de filme ou livro
classmate: colega de sala de aula
cob: espiga de milho
command: comando
cricket: grilo
date of birth: data de nascimento
dessert: sobremesa
dialogue: diálogo
dictionary entry: verbete de dicionário
draw: desenhar
emergency contact: contato de emergência
exchange: realizar uma troca com alguém
feedback: opinião sobre uma atividade realizada por outra pessoa
full name: nome completo
give instructions: dar instruções
give orders: dar ordens
goal: objetivo
ham: presunto
healthy: saudável
illustrate: ilustrar
imperative: imperativo
lettuce: alface
make suggestions: fazer sugestões
mashed potato: purê de batatas
meal: refeição
meaning: significado
meatball: almôndega
meringue: merengue
middle name: segundo nome de uma pessoa
nationality: nacionalidade de uma pessoa; país em que ela nasceu
occupation: ocupação, profissão

pack: empacotar; arrumar (mala ou mochila)
participate: participar
pasta: massas (como macarrão)
person in need: pessoa que necessita de algo
personal information: informações pessoais
plain water: água sem gás
pleasure: prazer, satisfação
postal code: código postal
raise: levantar, erguer
registration form: formulário de registro
research: pesquisa
scene: cena
scoop: colherada
seasoned: temperado
seat: assento
silent: silencioso, quieto
solve: resolver
sparkling water: água com gás
speech: discurso
spell: soletrar
surname: sobrenome
syllable: sílaba
synonym: sinônimo

Unit 2

accept: aceitar
acting: atuação
advice: conselho
afternoon: tarde
arrogant: arrogante
astrophysicist: astrofísico(a)
best friend: melhor amigo
between: entre
bug: incomodar
caring: cuidadoso
character: caráter
cognate: cognato
comedy: comédia
comfort zone: zona de conforto
cyberbullying: bullying feito via redes sociais/on-line
dance class: aula de dança
description: descrição
dinner: jantar
dislike: desgosto
exercise: exercício

extensive: extenso
fake: falso
famous: famoso
fashion: moda
friendship: amizade
guest: convidado(a)
helpful: útil
hobby: passatempo
homework: tarefa de casa; lição de casa
interests: interesses
Interview: entrevistar
interviewer: entrevistador(a)
keep: guardar
kind: bom; gentil
least favourite: menos favorita
limit: limitar
loving: amoroso
mention: mencionar
negative aspect: aspecto negativo
offer: oferecer
patient: paciente
physicist: físico(a)
positive aspect: aspecto positivo
quality: qualidade; atributo
rainy day: dia chuvoso
read aloud: ler em voz alta
reservation: reserva
role: papel
self-centered: auto-centrado
selfish: egoísta
social interaction: interação social
spare-time activity: atividade durante o tempo livre
tell bad: falar mal
text: mandar mensagens de texto
truth: verdade
TV series: séries de tv
underline: sublinhar
unexpected: inesperado
victim: vítima
weekend: final de semana
weekly: semanal(mente)

Unit 3

accumulate: acumular
ankle: tornozelo
arm: braço

average: média
batter: massa (de bolo)
bike: pedalar
black tea: chá preto
boiled: cozido
bowl: tigela
butter: manteiga
caption: legenda
chest: peito
climb: escalar
coffee: café
confidence: confiança
co-ordination: coordenação
curl: curvar
deeply: profundamente
eggplant: berinjela
encourage: encorajar
floor: chão
foot: pé
fruit platter: bandeja de frutas
granulated: granulado
hip: quadril
improve: melhorar
inhale: inalar; inspirar
knee: joelho
lean: encostar
learning: aprendizado
lift: levantar
measuring spoon: colher de medidas
moist: úmido; molhado
mug cake: bolo de caneca
nectarine: nectarina
outskirts: arredores
oven: forno
peaceful: pacífico
phase: fase
physical activity: atividade física
recipe: receita
school break: recreio
serving: porção
shoulder: ombro
skip: pular
sliced-up: fatiado
social skill: habilidade social
spread: esticar; alongar
straighten: esticar
stance: posição
stand: ficar
stomach: estômago
survey: pesquisa

sweet potato: batata doce
tablespoon: colher de sopa
take turns: revezar-se
target audience: público alvo
tuck: comprimir
unsweetened: sem açúcar
vanilla extract: essência de baunilha
warmer: mais quente
whisk: bater (ingredientes para fazer uma receita)
yoghurt: iogurte

Unit 4

after: depois
before: antes
blonde: loiro
body: corpo
bookstore: livraria
cash: dinheiro
Christ the Redeemer: Cristo Redentor
chubby: gordinho
clothes: roupas
coat: casaco
cultural norm: regra cultural
curly: cacheado
description: descrição
doctor: doutor(a)
dress code: código de vestimenta
empathy: empatia
find: encontrar
get along: conviver
get it back: recuperar
greeting: saudação
hallway: saguão
harmony: harmonia
high percentage: alta porcentagem
hobby: passatempo
infrastructure: infraestrutura
khakis: calça cáqui
letter: carta
lost-and-found: achados e perdidos
meaning of life: meio de vida
misplace: perder
mobile phone: telefone celular
opportunity: oportunidade
owner: dono(a)
pen pal: amigo(a) por correspondência
personal item: bem pessoal

physical appearance: aparência física
polo shirt: camisa pólo
postcard: cartão-postal
purchase: comprar
purse: bolsa
rainy day: dia chuvoso
recipient: destinatário
scheme: esquema
sell: vender
sender: remetente
signature: assinatura
skinny: magro
stamp: selo
statue: estátua
straight: liso
sweater: suéter
tall: alto
text body: corpo de texto
thick: grosso
thin face: rosto afinado
tour guide: guia turístico
tourist attraction: atração turística
T-shirt: camiseta
umbrella: guarda-chuva
wallet: carteira
wear: vestir
write: escrever

Unit 5

abilities: habilidades
age: idade
aloud: em voz alta
beauty pageant: concurso de beleza
belong: pertencer
blogger: blogueiro(a)
born: nascido
closing: despedida
cook: cozinhar
cool: legal
create: criar
creative: criativo
cute: fofo
discover: descobrir
dishonest: desonesto
down: deitar
drums: bateria
exotic: exótico
fact: fato
fast: rápido

Language Bank

fearful: temeroso
fearless: destemido
follower: seguidor
friendly: amigável
funny: engraçado
generous: generoso
guess: adivinhar
imagine: imaginar
leader: líder
lie: mentira
loud: barulhento
makeup: maquiagem
mall: centro de compras; *shopping center*
messy: bagunçeiro
organised: organizado
passion: paixão
play sports: praticar esportes
poem: poema
practice: praticar
programme: programa de TV
quiet: quieto
read: ler
relatives: parentes
serious: sério
shy: tímido
slow: lento
spend time: passar o tempo
stanza: estrofe
stay: ficar
stupid: idiota
surf the web: navegar na internet
teach: ensinar
topic: assunto
train: treinar
watch films: assistir a filmes
well-known: célebre
wish: desejo

Unit 6

a bit: um pouco
acrostic: acróstico
adjustment: ajuste
alone: sozinho
always: sempre
apartment: apartamento
bath: banho
boring: tedioso
brush teeth: escovar os dentes
cafeteria: refeitório

cartoon: desenho animado
clean: limpar
closing paragraph: parágrafo de conclusão
cloud: nuvem
comic strip: tirinha
context: contexto
daily: diário
dialogue: diálogo
emotional: emotivo
e-pal: amigo(a) virtual
evening: noite
float: flutuar
frequency: frequência
frog: sapo
get dressed: vestir-se
hear: ouvir
hyperactive: hiperativo
incoherent: incoerente
inform: informar
main: principal
natural elements: elementos naturais
noise: barulho
noon: meio-dia
often: frequentemente
old: velho
opening paragraph: parágrafo de abertura
outline: esboço
photograph: fotografia
positive view: visão positiva
punctuation: pontuação
rainbow: arco-íris
rainy morning: manhã chuvosa
rarely: raramente
relax: relaxar
rhyme: rima
routine: rotina
shine: brilhar
sick: cansado
sky: céu
sometimes: às vezes
speech bubble: balão de fala
take a shower: tomar uma ducha
take care: cuidar
throw: atirar
together: junto
unexpected: inesperado
usually: normalmente
wake up: acordar

wonderful: maravilhoso

Unit 7

able: capaz
advert: anúncio
aid: socorro
ball: baile
beautiful view: bela vista
bed linen: roupa de cama
bite: mordida
central heating: aquecimento central
chore: tarefa doméstica
climb: escalar
crash: cair
cruelty: crueldade
curtain: cortina
dramatization: dramatização
fairy godmother: fada madrinha
fairy tale: conto de fadas
filled: repleto
handsome: bonito
hat: chapéu
hen: galinha
historical object: objeto histórico
hop: pular
household: doméstico
lamp: abajur
laundry: roupa suja
locate: localizar
luck: sorte
mailman: carteiro
marriage: casamento
pillow: travesseiro
prince: príncipe
promote: promover
rating: classificação
remarry: casar novamente
setting: locação
shred: desfiar
sitting room: sala de estar
steal: roubar
stepmother: madrasta
suffer: sofrer
sweatshirt: blusa de moletom
torture: torturar
trouble: apuros
trousers: calças
underwear: roupa íntima
vacuum: aspirar

washing machine: máquina de lavar
wicked: malvado
wood burning stove: fogão à lenha
workout clothes: roupas de ginástica

Unit 8

assignment: atribuição
author: autor(a)
bakery: confeitaria
basketball court: quadra de basquete
be right back: voltar logo
block: quadra
bravery: bravura
bus: ônibus
bus station: ponto de ônibus
change: mudar
courage: coragem
cya: contração de "see you"; até mais
documentary: documentário
dumb: bobo
exchange: troca
fantasy: fantasia
fire department: corpo de bombeiros
fjord: fiorde
flu: gripe
foreign: estrangeiro
genre: gênero
go for a run: sair para correr
goosebump: arrepio
great: ótimo
gut: estômago
hear: escutar; ouvir
horror story: história de terror
interact: interagir
invite: convidar
laugh out loud: gargalhar
main street: rua principal
neighbourhood: vizinhança; bairro
novel: romance
overrated: superestimado
parking lot: estacionamento
petrol station: posto de gasolina
poetry: poesia
public toilet: banheiro público
rebel: rebelde

recommend: recomendar
reduction: redução
release: lançamento
science fiction: ficção científica
self-help: autoajuda
shore: costa litorânea
straight: reto
structure: estrutura
symbol: símbolo
tale: conto
theme: tema
tourist: turista
turn left: virar à esquerda
turn right: virar à direita
upside down: de cabeça para baixo
video channel: canal de vídeos on-line
weather: clima

Revision U1-U2

READING

1. Read the text and circle the best answer to each question.

Name: Megan Rapinoe

Position: Midfielder

Sport: Soccer [...]

DOB: 7/5/1985

Hometown: Redding, Calif [...]

Other Career Highlights

- 2019 FIFA Women's World Cup, gold
- 2015 FIFA Women's World Cup, gold
- 2011 FIFA Women's World Cup, silver

Personal: Daughter of James and Denise Rapinoe... Is the youngest of six children, including three sisters – CeCe, Jennifer and Rachael – and two brothers, Michael and Brian [...]. Is an advocate for equality and human rights organizations [...]. Interests include playing the guitar, going to the beach, shopping and traveling.



Megan Rapinoe
Soccer

Extracted from: UNITED States Olympic and Paralympic Committee. Megan Rapinoe. *Team USA*, 2020. Available at: <<https://www.teamusa.org/us-soccer/athletes/Megan-Rapinoe>>. Accessed on: 15 August 2020.



GLOSSARY

DOB (Date of Birth): data de nascimento

youngest: a mais nova/o mais novo

shopping: fazer compras

traveling: viajar

a. What's Megan's profession?

Soccer player

Soccer coach

Soccer referee

b. What's her last name (or surname)?

Megan

Redding

Rapinoe

c. How many brothers and sisters does Megan have?

Six

Three

Five

d. What are some of Megan's favourite things?

Playing the guitar and watching soccer

Shopping and travelling

Travelling going to the beach and camping

2. Write T (true) or F (false). Correct the false statements.

a. F Megan is from New Jersey.

Megan is from California.

d. Michael and Brian are Megan's brothers.

b. Megan has three sisters.

e. Her birthday is in July.

c. CeCe is Megan's mother.

LANGUAGE FOCUS

1. Circle the correct numbers.

a. thirty-two 22 42 **32** 23

b. forty-one 31 41 14 61

c. thirteen 13 30 31 14

d. twenty 21 12 20 32

e. fifty 15 51 52 50

f. sixty-eight 67 78 68 16

g. twenty-five 25 45 53 52

h. ninety-seven 79 57 78 97



2. Look at the photos and unscramble the words to form classroom rules.

Classroom Rules		
		
a. teacher / your / listen / to Listen to your teacher.	b. hand / your / raise	c. cellphone / your / don't / use

3. Complete the text with *his, her, or their*.



a. This is Lucas Manuel Lopes and his family. Lucas is 10 years old.
 b. _____ birthday is on 24 April. c. _____ favourite hobby is playing video games. He has a sister. d. _____ name is Victoria. She is 12 years old. e. _____ favourite hobby is watching TV. f. _____ parents are Marcelo and Carolina. Carolina is g. _____ mother. She is 31 years old. Marcelo is h. _____ father. He is 33 years old.

4. Read the text in Activity 3 and use the possessive case to complete the sentences.

- a. Lucas is _____ Victoria's brother.
- b. Carolina is _____ wife.
- c. Marcelo is _____ and _____ father.
- d. Lucas is _____ and _____ son.
- e. Victoria is _____ and _____ daughter.

5. Write the days of the week in the weekly planner.

Weekly Planner

Sunday						
Hang out with my friends						

6. Read the sentences and complete the weekly planner in Activity 5.

- a. Hang out with my friends on Sundays.
- b. I have English lessons on Mondays and Wednesdays.
- c. I play football on Saturdays.
- d. I watch TV on Tuesdays and Fridays.
- e. I study maths on Thursdays.

Revision U3-U4

READING



1. Read the text and decide if the statements are T (true) or F (false). Then correct the false statements.

GLOSSARY

gets your heart

moving: faz seu coração acelerar

strength

training: exercícios de força

well-rounded:

bem equilibrado/ completo

Easy Exercises for Teens

[...]

Experts recommend that teens do 60 minutes or more of physical activity every day. Most of that should be moderate to vigorous aerobic activity. Aerobic activity is anything that gets your heart going — like biking, dancing, or running. Then take a few minutes for some strength training. [...] Flexibility is the third component of well-rounded exercise. Check out yoga as one way to stay flexible.

[...]



Extracted from: EASY Exercises for teens. *Kids ealth*. Available at: <<https://kidshealth.org/en/teens/easy-exercises.html>>. Accessed on: 24 Sep, 2020.

a. [F] Experts say teens should exercise for 30 minutes a day.

Experts say teens should exercise for 60 minutes

or more every day.

c. [] Teens should do only aerobic activities.

b. [] Aerobic activity gets your heart moving.

d. [] Flexibility is not important for teens.

2. Read the text again and find the correct information to complete the gaps below.

a. Experts' recommendation: _____ 60 minutes or more of physical activity every day.

b. Three types of exercise: _____, _____ and _____

c. Aerobic activities: _____, _____ or _____

LANGUAGE FOCUS

1. Look at the photos and complete the sentences. Use the verbs in brackets in the Present Simple.



Alex – breakfast

a. Alex _____ drinks _____ coffee with milk for breakfast. (drink)

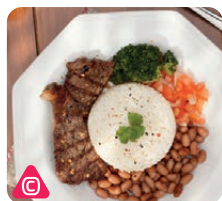
He _____ likes _____ bread and butter. (like)



Dylan – lunch

b. Dylan _____ a sandwich and some fruit for lunch. (eat)

He _____ water. (drink)



Pat – dinner

c. Pat often _____ rice and beans for dinner. (cook)

She _____ to eat at home. (prefer)



Chris – dinner

d. Chris _____ to have pizza for dinner. (like)

She always _____ pizza with tomato toppings. (choose)



2. Look at the photos in Activity 1 and answer the questions. Use short answers.

- a. Does Alex drink juice for breakfast? No, he doesn't.
- b. Does Dylan eat fruit for lunch? _____
- c. Does Dylan drink coffee for lunch? _____
- d. Does Pat prefer to eat at home? _____
- e. Does Chris eat pizza for dinner? _____
- f. Does Pat eat pizza for dinner? _____

3. Answer the questions about yourself. Use short answers.

- a. Do you eat bread for breakfast? _____ Yes, I do./No, I don't.
- b. Do you drink coffee and milk for breakfast? _____
- c. Do you eat rice and beans for lunch? _____
- d. Do you like vegetables? _____

4. Label the parts of the body in the photo below.



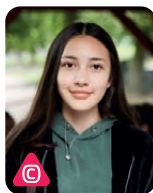
5. Match the descriptions to the persons.



Prya and Raj



Giulia



Karen

- a. He's tall. He has short black hair. Raj
- b. She has long straight black hair and black eyes. _____
- c. She has long curly red hair and blue eyes. _____
- d. She is short. She has short black hair. _____

6. Look at the photos in Activity 5 and complete the sentences using the possessive case.

- a. _____ Raj's _____ shirt is green. c. _____ eyes are blue.
b. _____ polo shirt looks comfortable. d. _____ hair is long.

7. Use the possessive adjectives from the box to complete the sentences.

her • my • his • their

- a. I watch TV with _____ my _____ sister. d. Mike is at home with _____ grandma.
b. Peter and Patrick like _____ new school. e. I eat _____ lunch at work.
c. Christina dances with _____ father. f. Kelly does _____ homework in the afternoon.

Revision U5-U6

READING

1. Read the text and circle the best options to complete the sentences.



GLOSSARY

means: significa

funny: divertida, engraçada

afraid of: medo de

mistakes: erros

WHO AM I?

Ekaterina (A Russian name that means pure).

Who is happy, funny and a good friend.

Who is a daughter and a sister.

Who likes ice cream, sunny days and ladybugs.

Who feels better when she helps her friends.

Who needs to do well at school and get the best grades.

Who is afraid of the dark and big insects.

Who doesn't like to make mistakes.

Who would like to travel all over the world and learn about different cultures.

Who would like to be a doctor in the future.

Who has a lot of dreams.

- a. This text is...
a letter. an infographic. **a poem.**
- b. The text is about...
nature. the author's pet. who the author is.
- c. The origin of the name Ekaterina is...
American. European. Russian.

2. Write true [T] or false [F].

- a. [T] Ekaterina is funny and happy. c. [] Ekaterina likes helping other people.
b. [] Ekaterina has three sisters. d. [] Ekaterina has a lot of dreams.



LANGUAGE FOCUS

1. Circle the best adjective to describe the people in the photos.



shy chatty



messy outgoing



sad funny



smart loud



friendly messy

2. What are their favourite activities? Label the photos with the words from the box.

reading • using the computer • skateboarding • playing football



a. playing football



b. _____



c. _____



d. _____

3. Look at the photos in Activity 2 and write sentences about them.

a. He likes playing football. He doesn't like playing volleyball. (not - play)

b. They like skateboarding. They ______. (not - swim)

c. He doesn't like writing. He ______. (read)

d. He doesn't like playing the piano. He _____ the computer. (use)

4. Match the animal to its description.

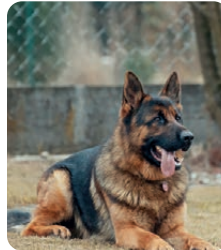
[c]



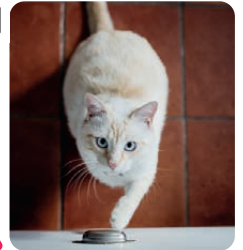
[]



[]



[]



a. It's cute and exotic. It's small and grey.

b. It's cute and fluffy. It's medium sized and white with blue eyes.

c. It's beautiful and exotic. It's small and red.

d. It's beautiful and large. It's brown and black.

5. What time do you...? Write complete answers about you.



wake up



watch TV



do your homework



go to bed

- a. _____ c. _____
 b. _____ d. _____

6. Complete the sentences with the adverbs of frequency from the box.

never • rarely • sometimes • always

Marina and Carina's Weekly Planner

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Wake up at 7:00	Wake up at 7:00	Wake up at 7:00	Wake up at 7:00	Wake up at 7:00	Wake up at 7:00	Wake up at 7:00
Spend time with my friends	Play sports at school	Play sports at school	Play sports at school	Play sports at school	Play sports at school	Spend time with my friends
Have dinner with my family	Play video games	Play video games	Go swimming	Play video games	Play video games	Have dinner with my family

- a. They rarely go swimming. c. They _____ watch television.
 b. They _____ wake up at 7.00am. d. They _____ spend time with my friends.

Revision U7-U8



READING

1. Read the text and the statements that follow. Then circle *yes* or *no*.

GLOSSARY

finds out:

descubre

sent: enviado

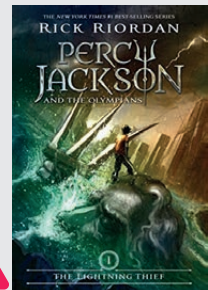
camp:

acampamento

Name: Percy Jackson

Published: 2005

When Percy Jackson finds out that he is the son of a Greek God, he is immediately sent to Camp Half-blood [...] He meets a few new friends including: Luke, son of Hermes, and Annabeth, daughter of Athena. I really like this book because it is [...] very funny. I think that this is probably the best book I've ever read!



Extracted from: PERCY. Percy Jackson and the Lightning Thief. *Hundreds & Thousands of Books*, 2018. Available at: <https://hundredsandthousandsofbooks.blog/2018/11/25/percy-jackson-and-the-lightning-thief/>. Accessed on: 31 Aug., 2020.



a. This text is a book review.

Yes

No

b. The book is from 2018.

Yes

No

c. The genre of the book is fantasy/adventure.

Yes

No

d. The name of the book is Percy Jackson.

Yes

No

e. The author of the post likes the book.

Yes

No

f. The author of the post thinks the book is very sad.

Yes

No

2. Complete the sentences about the text.

a. Percy Jackson is the son of a _____ Greek God _____.

b. Percy's new friends are _____ and _____.

c. Luke is the son of _____.

d. Annabeth is the daughter of _____.

LANGUAGE FOCUS

1. Look at the photos and answer the questions.



A: What is he doing?

B: He is taking out the garbage. _____



A: What are they doing?

B: _____



A: What are they doing?

B: _____

2. Label the photos.



a. _____ jeans _____



b. _____



c. _____



d. _____



5. What's your favourite film genre? Complete the sentences with the film genres from the box.

romance • fantasy • sci-fi • musicals

- a. My parents are watching *Titanic*. They like _____ romance _____.
- b. My sisters are watching *High School Musical*. They like _____.
- c. My friend is watching *Divergent*. She likes _____ films.
- d. My brother is watching *Ad Astra*. He likes _____ films.

6. Observe the map. Use *there is* or *there are* in the appropriate form to complete the sentences.

- a. _____ There is _____ a hospital in town. [✓]
- b. _____ a bank in town. [x]
- c. _____ a supermarket in town. [✓]
- d. _____ two libraries in town. [x]
- e. _____ churches in town. [x]
- f. _____ a police station in town. [x]



Freepik: pp. 18-19: jannoon028; p. 29: d RACCOOL_STUDIO; f topntp26; g RACCOOL_STUDIO; h FREEPIK; pp. 36-37: Freepik; mego-studio; user18526052; 3b wirestock; Mateus Campos Felipe/Unsplash; wirestock; p. 39: 3c Freepik; Freepik; Stockking; Freepik; 1b lifeforstock; 1c Freepik; 1i Jim De Ramos/Pexels; 1j freepic.diller; 1k azerbaijan_stockers; 1l Freepik; p. 66: 2d Freepik; p. 99: 3b Freepik; p. 124: 1 mrsiraphol; p. 161: 2 kjpgarter; Freepik; p. 168: 3 mego-studio; p. 198: 4a katemagostar; 4b pressfoto; p. 199: 8b pressfoto; p. 201: 1a pressfoto; 1d drobotdean; 2b cookie-studio; p. 205: 1pressfoto; 9 Freepik; drobotdean; cookie-studio; Freepik; p. 209: 1 drobotdean; p. 221: 3e serhii_bobyk.

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p. 67: 1 Thinkstock/Stockbyte; lisegagne/E+; p. 68: 1a Irina Marwan/Moment; 1b Panagiotis Kyriakos/iStock; p. 69: Anaiz777/iStock; 1 Thanapol Mongta/EyeEm; NAimage/ iStock; secret agent mike/Moment; DonNichols/E+; p. 70: 3 Kiattisak Lamchan/EyeEm; Milan Krasula/iStock; cglade/ iStock; Westend61; Lydie Gigerichova; pp. 72-73: Ricardo Ceppi; Thomas Trutschel/Photothek; Education Images/ Universal Images Group; Brooke Fasani/The Image Bank; Stuart Gregory/Photodisc; p. 75: 1 Morsa Images/ DigitalVision; 2 FatCamera; p. 76: Image Source/ DigitalVision, adamkaz/E, Ian Ross Pettigrew/Moment; Hill Street Studios/DigitalVision; p. 77: 2 Thurtell/E+; p. 78: 1a-d Easy_Company/DigitalVisionVectors; 1e-f Bortonia/ DigitalVisionVectors; 1g bubaone/DigitalVision Vectors; 1h Blue_Cutler/E+; p. 79: Blue_Cutler/E+; caracterdesign/E+; jane/E+; drbimages/E+; bortonia/DigitalVisionVectors; p. 80: 1a Patrick Strattner; 1b Matt Cardy/Getty Images New; 1c GUSTOIMAGES/IIT BOMBAY/SPL; 2 Kyodo News Stills; p. 81: 1a NickyLloyd/E+; 1b HRAUN/E+; 1c Yuri_Arcurs/E+; 1d da-kuk/E+; p. 83: 1 jonget303/iStock; Vonkara1/iStock/; FangXiaNuo/E+; p. 84: Hauke-Christian Dittrich/picture alliance; 1 bonniej/E+; Jupiterimages/Stockbyte; FangXiaNuo/E+/Getty Images; p. 86: 1 Peter Dazeley/The Image Bank; 2 amathers/DigitalVisionVectors; p. 87: 1 Busà Photography/Moment; p. 88: 2 AFP PHOTO/Apu Gomes/; p. 90-91: APU GOMES/AFP; FG Trade/E+; bymuratdeniz/E+; Pollyana Ventura/E+; Freepik; track5/E+; Pratik Chorge/ Hindustan Times; E.Hanazaki Photography/MomentOpen; p. 93: 1.1 Maskot; 1.2 Alys Tomlinson/Cultura; 1.3 Alys Tomlinson/Stone; 1.4 Pollyana Ventura/E+; 1.5 courtneyk/ E+; 1.6 AaronAmat/iStock; 1a Freepik; 1b SDI Productions/ E+; 1c kate_sept2004/E+; p. 96: 6a Cassandra Cury/Pulsar Imagens; 6b Sam Mellish /In Pictures; 6c dsafanda/E+; 6d VikramRaghuvanshi/E+; 6e Frank Gaglione/DigitalVision; p. 98: 1 SensorSpot/E+; 2 SensorSpot/E+; p. 99: 3a Thanasis Zovoilis/The Image Bank; 3c zoranm/E+; 3d Srdjana1/E+; a pepifoto/E+*; c Saddako/iStock; p. 100: d mehmettorlak/ E+; e chengyuzheng/iStock; p. 101: Officevibes; p. 102: 1b Jose Girarte/E+; 1c SolStock/E+; 1d APU GOMES/AFP; p. 104: 2 Jerry Redfern/LightRocket; p. 106: 2a Rodrigo Varela for LARAS/Getty Images Entertainment; 2b Carolyn Cole/Los Angeles Times; 2c Jesse Grant; 2d Claus Andersen; pp. 108-109: Marcel Costa Lima/Moment Open; FatCamera/E+; gahsoon/E+; Nico De Pasquale Photography/DigitalVision; Thomas Barwick/Stone; SolStock/E+; p. 114: 4a ONOKY - Eric Audras/Brand X Pictures; 4b Morsa Images/ DigitalVision; 4c Lokibaho/E+; 4d Ariel Skelley/DigitalVision; 4e Jose Luis Pelaez Inc/DigitalVision; p. 120: a kali9/E+; b Fuse/Corbis; c Mark Hunt; d Richard Bailey/Corbis; e Amanda Caroline da Silva/E+; f South_agency/E+; p. 124: jimkruger/E+ jeffysurianto/RooM; pp. 126-127: kupicoo/E+; Richard Drury/VisitaVision; Satoshi-K/E+; Albert Ceolan/ De Agostini Picture Library; p. 130: a Anmfoto/iStock; b Hinterhaus Productions/Stone; c Yellow Dog Productions/ The Image Bank; d chee gin tan/iStock; p. 131: 1.1 Robert

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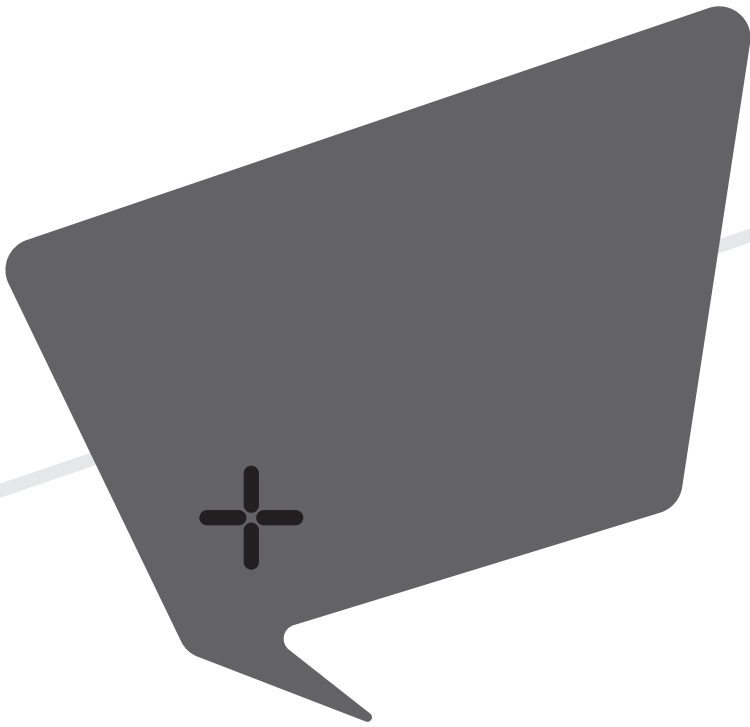
p. 204: 10 whitemay/E+; Rachid Dahnoun; **p. 205:** Rana Faure/The Image Bank; **p. 211: 8.2** Daniel Borg/Moment Open; **9** John M Lund Photography Inc/DigitalVision; Sean Murphy/Image Source; **p. 208: 10** whitemay/E+; Rachid Dahnoun; **p. 209: 1** Rana Faure/The Image Bank; **p. 216: 9** moodboard/moodboard; Louis-Paul St-Onge/iStock; **p. 217: 1a** Imgorthand/E+; **1b** Imgorthand/E+; **1c** Chee gin tan/E+; **1d** PeopleImages/E+; **1e** skyneshner/E+; **1f** Tomasz Majchrowicz/iStock; **2** PeopleImages/E+; Solidago/iStock; Antonio_Diaz/iStock; Morsa Images/DigitalVision; **p. 218: 3a** Morsa Images/DigitalVision; **3b** bonetta/E+; **3c** bonetta/E+; **5** chuvipro/DigitalVisionVectors; **p. 219: 8** Raphye Alexius/ImageSourch; **9** fstop123/E+; **p. 220: 10** Customdesigner/iStock; John Kuczala/DigitalVision; Anikona/iStock; Alberto Guglielmi/DigitalVision; **p. 221: 3a** LightFieldStudios/iStock; **3b** HRAUN/E+; **3c** Cavan Images; **3d** susan.k./Moment; **3f** FG Trade/E+; **7** DenisTangneyJr/E+; Jose Luis Pelaez Inc/DigitalVision; urbazon/E+; WendellandCarolyn/iStock; Tom Werner/DigitalVision; andresr/E+; **p. 222: 7** DenisTangneyJr/E+; Jose Luis Pelaez Inc/DigitalVision; urbazon/E+; WendellandCarolyn/iStock; Tom Werner/DigitalVision; a dresr/E+.

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Pixabay: pp. 18-19: Monika Neumann; **p. 29: c** PublicDomainPictures; **pp. 36-37:** DarkWorkX; **p. 40: 1h** Daniel Dan outsideclick; **p. 39: 1a** Keith Johnston; **p. 68: 1c** Aline Ponce; **p. 99: b** Angeles Balaguer; **p. 137: 1.1** photosforyou; **p. 197: 3e** Norman Bosworth; **p. 194: 4** Gang sun; **p. 199: 8a** Dan/Kelli Oakley; **8c** Pexels; **p. 203: 7** Goumbik; **p. 211: 8.4** GuilleNeT; **p. 220: 10** Alehandra13.

Unsplash: p. 124: 1 Phillip Larking; **p. 137: 1.3** Travis Grossen; **p. 214: 2** Jason Briscoe; **p. 221:** Atikah Akhtar; Robin Spielmann; **p. 222: 7** Atikah Akhtar; Robin Spielmann.



Xtra

1. Write the numbers in order.

a. two – four – five – one – three

one, two, three, four, five

b. twenty – ten – thirty – forty – fifty

c. twelve – thirteen – fifteen – eleven – fourteen

d. seventeen – twenty-one – nineteen – eighteen – twenty

e. twenty-one – sixty-nine – seventy-four – eighty-three – fifty-one – one hundred

2. Tick [✓] the best answer.



- HOME SERVICES THE GOVERNMENT THE PHILIPPINES ABOUT GOVPH

Home / The Government / Hotlines

Emergency Hotlines

911 is the National Emergency Hotline

Extracted from: EMERGENCY Hotlines. Philippines. Available at: <https://www.gov.ph/pt/hotlines>. Accessed on: 8 July, 2020.

a. The telephone number for the National Emergency Hotline is:

[] nine-eleven-one

[] nine-one-one

[] nine-two-one

News24

Breaking News. First

search

Wednesday, 08 July
Add location

- NEWS BUSINESS SPORT LIFESTYLE OPINION MAGAZINES MULTIMEDIA PARTNERS CITY PRESS

Extracted from: NEWS24. Available at: <https://www.news24.com/>. Accessed on: 8 July, 2020.

b. The name of the website is News:

[] twenty-nine

[] fourteen

[] twenty-four

- c. The British Transport Police text service number is:
 [] sixty-one - zero - sixteen
 [] seventy-one - zero - eighteen
 [] sixty-two - zero - seventeen



Extracted from: 61016 text service. *British transport police.* Available at: <https://www.btp.police.uk/61016_text_service1.aspx>. Accessed on: 17 July, 2020.

3. Complete with the missing letters and match.

- | | |
|-----------------------------------|------------------|
| a. One-h <u>u</u> ndred | [] 34 |
| b. F <u>u</u> fteen | [] 87 |
| c. Ei <u>g</u> hty- <u>h</u> even | [<u>a</u>] 100 |
| d. T <u>h</u> irty-f <u>o</u> ur | [] 66 |
| e. Sixt <u>y</u> -si <u>x</u> | [] 15 |

4. Circle the best captions for the photos.



- a. Don't use your phone.
 b. Open your books.
 c. Bring your school bag.



- a. Don't eat in the classroom.
 b. Read page 35.
 c. Keep your classroom neat and tidy.



- a. Arrive on time.
 b. Participate in all activities.
 c. Raise your hand to speak.



- a. Raise your hand to speak.
 b. Respect your classmates.
 c. Wear your uniform.

5. Complete the table according to typical school rules.

Use your mobile phone in the classroom. • Keep your classroom neat and tidy. • Wear your school uniform.
 Sit on the table. • Eat in the classroom. • Respect your teachers and classmates.

<i>DO</i>	<i>DON'T</i>
<i>Keep your classroom neat and tidy.</i>	<i>Use your mobile phone in the classroom.</i>

6. Circle the odd one out.

- | | | | |
|--------------|------------------|-----------------|-----------|
| a. milk | orange juice | hot dog | coffee |
| b. spaghetti | bread and butter | vegetables | salad |
| c. coffee | toast | mashed potatoes | fruit |
| d. chicken | soda | steak | hamburger |
| e. chips | chocolate cake | ice cream | apple pie |

7. Complete the restaurant menu with the words from Activity 6.

. MENU .

Breakfast:
bread and butter _____

Entrée:
spaghetti _____

Side dishes:
vegetables _____

Dessert:
apple pie _____

Drinks:
orange juice _____

+ LANGUAGE TIP

French fries (AmE)
chips (BrE)

8. Tick [✓] the food and drink items you can find in the photos.

a.



- [] salad
- [] soda
- [] hamburger
- [] chips
- [] fish

b.



- [] fruit
- [] juice
- [] hamburger
- [] sandwich
- [] vegetables

9. Look at the pictures and read the tips to complete the crossword.

1 P
E
N

2 C

3

4

5

6

7

8

Across:

- 2. Cut the paper with your _____.
- 4. Open your _____ to page 26.
- 6. Colour the drawing with your _____.
- 8. Write the answers on the _____, please.

Down

- 1. Use your *pencil* for the answers.
- 3. Bring your _____ to school.
- 5. Close the _____, please.
- 6. Keep your _____ tidy.
- 7. Don't sit on your _____.

1. Solve the cryptogram to find out the mystery sentence.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
24	7	4	6	20	3	9	8	2	26	10	16	17	11	5	14	13	23	18	12	25	19	15	21	1	22

M	
17	1

	A					I		
3	24	19	5	25	23	2	12	20

			I		A	
8	5	16	2	6	24	1

I	
2	18

			I			M	A	
4	8	23	2	18	12	17	24	18

2. Circle the odd one out. Use a dictionary if necessary.

a.	book	chips	hamburguer	pasta	soup
b.	black	pink	video game	white	yellow
c.	board game	cycling	football	surfing	swimming
d.	English lesson	listen to music	play video games	read books	watch TV
e.	beach	countryside	desert	mountain	taco

3. Write the captions to the photos that describe Ben's favourite things.

a. (colour)



Ben's favourite colour is green.

b. (musical instrument)



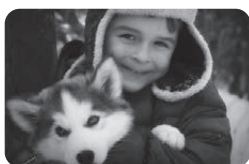
c. (food)



d. (sport)



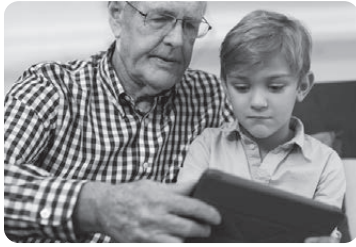
e. (animal)



f. (free-time activity)



4. Who can you see in the photos? Tick (✓) the correct answers.



- a.
- Grandmother
 - Grandfather
 - Granddaughter
 - Grandson



- b.
- Grandmother
 - Father
 - Son
 - Daughter

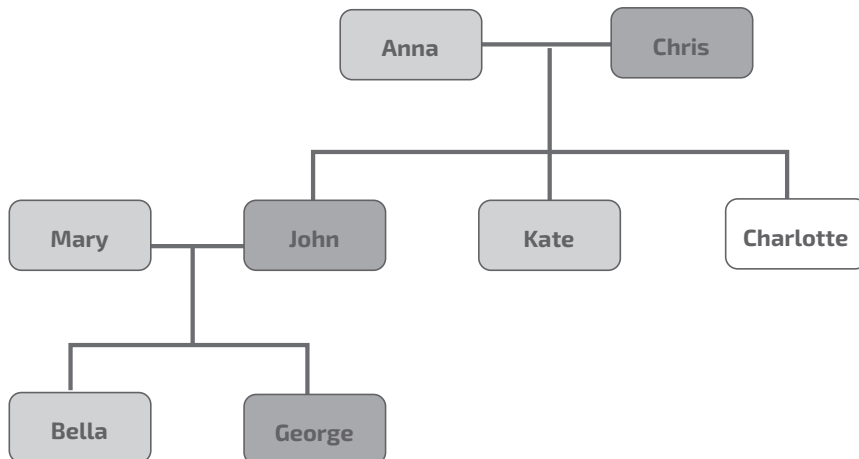


- c.
- Brother
 - Mother
 - Daughter
 - Grandfather



- d.
- Father
 - Granddaughter
 - Brother
 - Grandmother

5. Observe the family tree, read the statements, and write true (T) or false (F).



- George is Kate's son.
- Mary is Bella's daughter.
- Anna and Chris are Bella's grandparents.
- Charlotte is John's mother.
- Anna is Kate's mother.
- Chris is John's father.
- Bella is Kate's sister.

6. Answer the questions about the family tree in Activity 5.

a. Who is Bella's brother?

George is Bella's brother.

b. Who are Bella and George's parents?

c. Who is John's father?

d. Who is Kate's sister?

e. Who is Anna's son?

7. Complete the text with the possessive adjectives *my*, *his*, or *her*.



Hi, my name is Bella, I'm eleven years old and I will introduce _____ family to you. I have one brother, _____ name is George and he is 5 years old. _____ mother's name is Mary and my father's name is John. My father has two sisters: Kate and Charlotte. Charlotte is married and has a daughter, _____ name is Joanna. My grandmother is so lovely and _____ name is Anna. My grandfather is very smart, _____ name is Chris.

8. Underline the best caption for each photo.



- a. Lilly and his grandfather.
Lilly and her grandfather.
 Lilly and my grandfather.



- b. Joe and his sister.
 Joe and her sister.
 Joe and my sister.



- c. A mother and her two children.
 Two children and her mother.
 A mother and his two children.

9. Complete the sentences with *in*, *at*, or *on*.

- a. I have dance lessons on Mondays, in the afternoon.
 b. I have swimming lessons _____ 3 p.m. _____ Tuesdays.
 c. I do homework _____ Mondays, Tuesdays, Wednesdays, and Thursdays, _____ the evening.
 d. I have English lessons _____ Thursdays, _____ the afternoon.
 e. I watch films _____ 7 p.m. _____ Fridays.
 f. I play football with my friends _____ the morning, _____ Saturdays.

10. Complete the weekly schedule using the information in Activity 9.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING						
AFTERNOON	Dance lesson					
EVENING						

11. Read the email and complete it with the verbs from the box.

go (2x) • like • use • have • watch • ride (2x) • do • play (2x)

New message •••

From: Matt (mattbeckley@mail.com)

To: Ted (tedsmith@mail.com)

Subject: My new routine in Rio

Hey Matt,

How are you doing? Everything is fine here in Rio, I have a completely different routine. I go to school in the mornings, here lessons start at 7 a.m. and finish at 1 p.m. My favourite subject is math, but I also _____ science. We live close to our school, so I _____ my bike to get there. In the afternoons, I usually _____ to the beach or _____ football at the club, but only after I _____ all my homework. On Wednesdays I _____ music lessons: I _____ the drums and I really like to. I don't _____ TV or _____ the computer too much. At weekends I usually _____ my bike around the neighbourhood and spend time with my family.

Hope you can come visit me soon!

Ted.

▼
📎 🖼️ 😊 🔍
Send

12. Observe the weekly schedule, read the sentences, and circle the correct alternatives.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Read books	Play video games	Watch a film	Visit my grandmother	Go to the cinema	Watch TV	Play football

- a. I read / don't read books on Monday.
- b. I play / don't play football on Thursday.
- c. I watch / don't watch TV on Saturday.
- d. I listen / don't listen to music on Saturday.
- e. I visit / don't visit my grandmother on Tuesday.
- f. I go / don't go to the cinema on Friday.

13. Tick (✓) the sentences that describe good friends.

- a. [✓] They are kind and caring.
- b. [] They don't keep your secrets.
- c. [] They don't talk behind your back.
- d. [] They listen to you.
- e. [] They are arrogant and rude.
- f. [] They don't make fun of you.
- g. [] They are selfish.

1. Match the photos to the captions.



She likes Japanese food.

He doesn't like broccoli.

She likes fruits.

She likes pizza.

He likes broccoli.

She doesn't like soda.

2. Find eight cooking utensils in the letters.

CCHK**WHISK**BLUOVENFEIMEASURINGCUPS000WTQMICROWAVEOVEN
LKJBOWLLNCTEASPOONXXVBTABLESPOONYVBMUGBB

3. Write short answers to the questions.

a. Does Susan like hamburgers? (x)

No, she doesn't.

b. Does Larry like vegetables and fruits? [✓]

c. Does Carrie like chicken? (x)

d. Do the children like juice? [✓]

e. Do you like eggs? [✓]

f. Do we like coffee? [✓]

g. Does Jerry like chocolate? (x)

4. Complete the questions with the prompts. Then answer them.

- a. (she / eat)
 _____ Does she eat _____ salad for lunch?
 No, _____ she doesn't _____.
- b. (he / have)
 _____ lunch at home?
 Yes, _____.
- c. (they / drink)
 _____ water during meals?
 No, _____.
- d. (you and your husband / eat out)
 _____ at weekends?
 Yes, _____.
- e. (Livia / prefer)
 _____ to have dinner at home?
 Yes, _____.
- f. (Angelo / cook)
 _____ for his family on weekdays?
 No, _____.

5. Complete the text with the words from the box.

doesn't (2x) • don't • eat • eats • like • likes (2x)

My mum always says it's very difficult to cook for our family! That is because we have different tastes on food! I'm a vegetarian, so I **a.** _____ **don't** _____ eat meat, but I **b.** _____ a lot of vegetables. I really **c.** _____ fruits, too, and my favourite one is banana! My father **d.** _____ like salad and he really **e.** _____ meat, fish and chicken. He **f.** _____ rice, beans and pasta, but he doesn't eat a lot of vegetables. My mother eats salad and meat. She also eats a lot of cheese, sandwiches and fruits, but what she really **g.** _____ is Italian food. She **h.** _____ really like mushrooms and soup.

6. Circle the option that best completes the sentences.

- a. Julie _____ lives _____ in Hawaii.
 live
(lives)
 don't live
- b. My sister _____ ketchup.
 like
 likes
 don't like
- c. Paul _____ pasta very well.
 cook
 cooks
 don't cook
- d. Tom and Anna _____ on Fridays.
 eat out
 eats out
 doesn't eat out
- e. Andrew _____ to have spaghetti for lunch.
 like
 don't like
 doesn't like
- f. My friends _____ to eat pizza to celebrate.
 want
 wants
 doesn't want
- g. My grandparents _____ a lot of vegetables at home.
 has
 don't have
 doesn't have

7. Unscramble the letters to form body parts. Then use them to label the photos.

- a. tcshe _____ chest
 b. eadh _____
 c. nshad _____
 d. otfo _____

- e. lsge _____
 f. rma _____
 g. eken _____



8. Tick (✓) the correct verbs to complete the actions related to physical activities.

- a. Put your hands together above your head.
 Stretch
 Put
- b. _____ your knees.
 Stand
 Bend
- c. _____ on one foot.
 Stand
 Touch
- d. _____ your chest off the floor.
 Raise
 Stand
- e. _____ your arms and touch your feet.
 Put
 Stretch
- f. _____ the floor with your hands.
 Touch
 Bend

9. Use the prompts to write questions in the Present Simple.

- a. Emily / have bread and butter / breakfast
 Does Emily have bread and butter for breakfast?

- b. the students / want fast food / lunch

- c. Thomas / like / doing yoga

- d. you / drink soda / dinner

- e. Leah / like / running

- f. we / need / eggs and milk

- g. I / cook lunch / my family

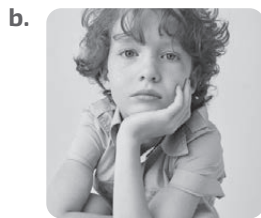
1. Circle the odd one out.

a.	black	blue	green	tall
b.	chubby	fat	long	slim
c.	curly	long	skinny	straight
d.	blond	brown	red	straight
e.	arms	eyes	face	thin
f.	fat	skinny	slim	thin
g.	jeans	shoes	skirt	sweater

2. Tick (✓) the best caption for each photo.



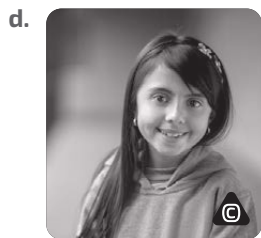
- She is chubby, she has long straight blond hair and blue eyes.
- She is thin, she has short straight black hair and blue eyes.
- She is slim, she has long curly blond hair and blue eyes.



- He is slim, he has long dark hair and blue eyes.
- He is slim, he has short curly red hair and blue eyes.
- He is chubby, he has curly red hair and blue eyes.



- She has long straight hair.
- She has short curly hair.
- She has long curly hair.



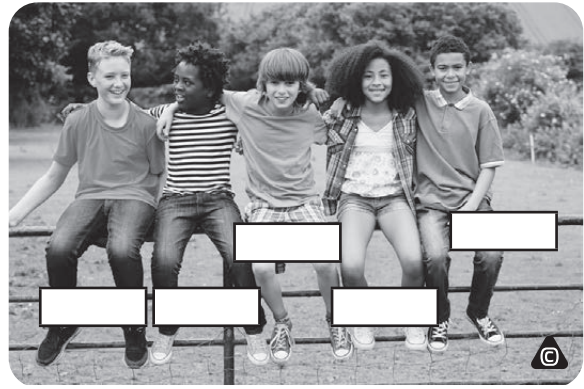
- She is chubby, she has long blond hair and brown eyes.
- She is thin, she has long straight hair and brown eyes.
- She is slim, she has short curly hair and brown eyes.



- She is tall and slim and she has long straight black hair.
- She is short and chubby and she has short straight black hair.
- She is tall and slim and she has long curly blond hair.

3. Read the descriptions and write the children's names.

- a. Michael has short curly brown hair and brown eyes.
- b. Danny has short blond hair, fair skin, and blue eyes.
- c. Tom has short curly black hair, dark skin, and black eyes.
- d. Patty has long curly hair and brown eyes.
- e. Bob has short straight hair and brown eyes.



4. Write nine words related to pieces of clothing using only the letters from the chart.

S	T	I	H
O	A	E	R
C	P	N	K

socks

5. Circle the appropriate possessive adjectives to complete the sentences.

- a. I am Luana. _____ *My* _____ full name is Luana Alves Rios.
Her - **My** - His
- b. He is from Russia. _____ last name is Kuznetsov.
Her - My - His
- c. They are sisters. _____ mother is Loren Green.
Our - Their - Your
- d. She is my Spanish teacher. _____ name is Adelia.
Her - Your - His
- e. I'm a TV series buff. _____ favourite series is Anne with an E.
Their - Her - My

6. Look at the photo and complete the text using his, her, their, or my.



In this photo, there are four of *my* best friends.

_____ names are Andy, Anna, Paul, and Lauren. Andy is wearing a shirt and jeans and _____ sneakers are black. Anna is my oldest friend, _____ hair is very long and black. Paul is my friend from school, he is 11 years old. _____ T-shirt is blue and he always wears sneakers. My friend Lauren is so cool, _____ hair is very long and curly, I love it! And I also love _____ trendy sneakers.

7. Observe the lost-and-found items. Match them to the sentences.

- a. This is Ben's umbrella. c. These are Pam's glasses. e. This is Jack's wallet.
 b. This is Tom's cap. d. This is Jane's purse.



[]



[]



[a]



[]



[]

8. Unscramble the words to form sentences about the lost and found items in Activity 9.

- a. black and white / is / umbrella / 's / Ben

Ben's umbrella is black and white.

- b. is / cap / 's / new / Tom
-

- c. are / glasses / black / Pam / 's
-

- d. purse / 's / big / Jane / is
-

- e. is / wallet / 's / small / Jack
-

9. Use the prompts from the box and write sentences under the corresponding photos.

He / like / eat chocolate • He / like / swim
 She / like / play volleyball • She / like / ride a bike



- a. She likes riding a bike.
-

b.



b.

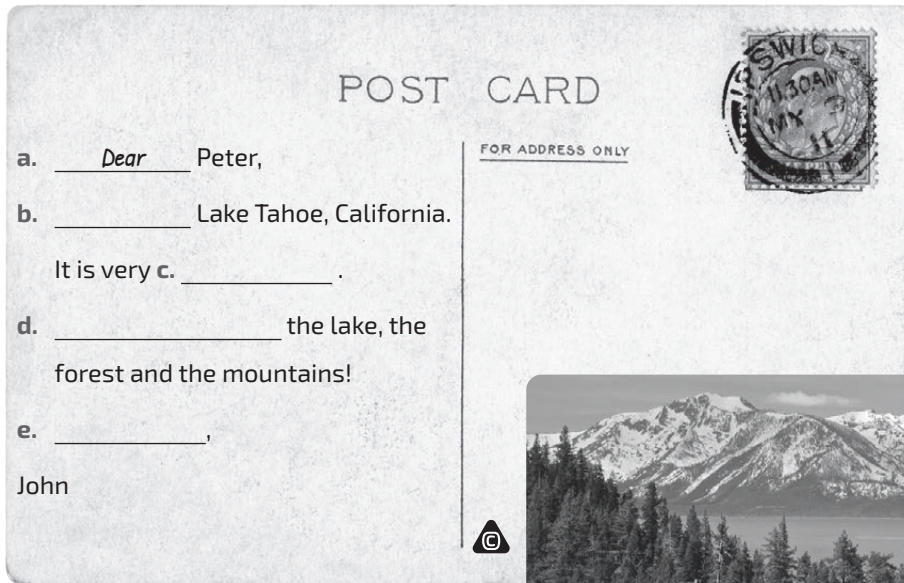


c.



d.

10. Tick (✓) the best alternatives and complete the postcard.



- | | | |
|---|-------------------------------------|---|
| a. <input checked="" type="checkbox"/> Dear | <input type="checkbox"/> Hugs | <input type="checkbox"/> This is |
| b. <input type="checkbox"/> beautiful | <input type="checkbox"/> This is | <input type="checkbox"/> Love |
| c. <input type="checkbox"/> best wishes | <input type="checkbox"/> having fun | <input type="checkbox"/> beautiful |
| d. <input type="checkbox"/> My favourite | <input type="checkbox"/> This is | <input type="checkbox"/> Here you can see |
| e. <input type="checkbox"/> Hugs | <input type="checkbox"/> dear | <input type="checkbox"/> beach |

11. Complete the letter with the activities from the box.

eat • listen • play • read • write

Dear Ava,

My name is Theo. I live in Brazil, I am 11 years old, too, and I study in the 6th grade. My favourite colour is green and my favourite animal is the dog. I have three dogs. At school, I like _____, _____ books, and playing sports. My favourite sport is football. I like _____ hamburgers, ice cream and chips. My favourite ice cream flavour is chocolate. I also like _____ to music. My favourite kind of music is rap.



Hope to hear from you soon.

Your friend,

Theo

1. Complete the chart with the greetings and closings from the box.

Hello • Goodbye • Hi • Hey • Bye bye • See you

Closings	Greetings
	
Goodbye	

2. Unscramble the letters to form activities and use them to complete the *About Me* section of a blog.

- a. i / a / g / n / y / p / l : _____ playing _____
- b. g / n / i / s / c / r / l / l / o : _____
- c. n / e / t / s / i / l / n / i / g : _____
- d. i / a / e / r / g / d / n : _____
- e. h / g / w / t / n / c / i / a : _____

@ About me

What John loves

My name is John, I am eleven years old. I am very happy and outgoing. I use this blog to talk about myself! I live in Johannesburg. I like swimming and playing soccer. I am very good at sports. I also like _____ books and _____ movies on TV. I spend too much time _____ on my cell phone and my favourite activity is _____ to music: I like rock and pop! This is my blog!

3. Tick [✓] the correct activity for each definition.

- a. swimming : moving through water by moving the body or parts of the body.
 cooking
 swimming
- b. _____ : riding a flat, narrow board with two small wheels under each end.
 painting
 skateboarding
- c. _____ : taking a picture using a camera.
 photographing
 using a computer
- d. _____ : preparing food.
 cooking
 taking selfies
- e. _____ : moving your body and feet to music.
 riding a bike
 dancing

Adapted from: CAMBRIDGE Dictionary. Available at: <https://dictionary.cambridge.org/pt/>. Accessed on: 15 Aug. 2020.

4. Use the words from Activity 3 to complete the chart.

I like...	I don't like...
<i>I like cooking.</i>	

5. Underline the best answer to each question.

- a. **A:** Hi! What is your name?
B: Ok, Bye bye!
B: I like playing guitar.
B: Hello! My name is Bob!
- b. **A:** What is your favourite activity?
B: I don't like reading books.
B: My favourite activity is playing the piano.
B: Hello, I am eleven years old.
- c. **A:** Do you like listening to music?
B: No, I don't.
B: My favourite kind of music is jazz.
B: I like going to the shopping mall.
- d. **A:** See you tomorrow!
B: Hi!
B: Goodbye!
B: Hello!
- e. **A:** Do you like playing soccer?
B: Yes, I like playing musical instruments.
B: See ya.
B: No, I don't like playing soccer.

6. Write questions for the answers in the dialogue below.

- A:** Hi! What is your name?
B: My name is Jane.
- A:** _____ ?
B: Yes, I like reading books.
- A:** _____ ?
B: My favourite free time activity is listening to music. And I like swimming, too.
- A:** _____ ?
B: No, I don't like running.
- A:** _____ ?
B: No, I don't like playing soccer. I prefer volleyball.


7. Use *likes* or *doesn't like* to complete the sentences about the dialogue in Activity 6.

- a. Jane likes reading books.
- b. Jane _____ running.
- c. Jane _____ playing soccer.
- d. Jane _____ swimming.
- e. Jane _____ listening to music.
- f. Jane _____ volleyball.

8. Complete the sentences with the words from the box.


active • ~~large~~ • running

friendly • play • small

1. 

DEXTER

Dexter is a **a. large** dog. Dexter is very **b.** _____; so if you have a lot of space in your house or apartment, it's a match! Dexter really likes **c.** _____!


3. 

SUNNY

Sunny is a female baby cat. Its size is **a.** _____. Sunny likes **b.** _____. It's very **c.** _____.


fast • friendly • medium

cute • exotic • small

2. 

BINGO

Bingo is a male rabbit. Its size is **a.** _____. It is very **b.** _____ and **c.** _____ to children.

4. 

LUKE

Luke is a ferret. Ferrets are **a.** _____ animals. Luke's size is **b.** _____ and it is super **c.** _____!

9. Fill in the missing letters and match the words to the photos.

a. H a p p y

b. a

c. F n []

d. r i n d

e. M s s

f. r n i s e []



10. Circle the odd one out.

- a. quiet funny chatty **honest** serious
 b. happy shy sad organised messy
 c. intelligent outgoing stupid shy fearless
 d. dishonest honest fearful friendly fearless

11. Read and complete the descriptions. Then find the adjectives in the wordsearch.

- a. She talks a lot – She is chatty.
 b. He doesn't like talking in public – He is _____.
 c. He likes making people laugh – He is _____.
 d. My room is a mess – I am _____.
 e. I like to organise my desk – I am _____.
 f. He always tells the truth – He is _____.
 g. She is always smiling – She is _____.
 h. He is crying – He is _____.

P	H	U	O	A	R	A	Y	A	D	E	R	S	L
F	U	O	N	S	A	H	N	S	M	T	Y	S	S
G	U	F	N	H	S	N	N	S	G	L	A	R	P
N	D	N	E	E	F	E	F	U	E	R	U	Y	S
R	H	Y	N	A	S	E	E	F	Y	S	D	I	P
L	N	L	A	Y	R	T	R	C	H	A	P	P	Y
A	S	D	N	R	H	F	C	H	A	T	T	Y	A
U	U	N	S	T	N	C	U	R	P	U	S	E	N
Y	S	E	H	Y	E	E	A	L	D	F	A	S	P
O	Y	I	H	T	L	M	E	S	S	Y	D	E	P
Y	N	R	A	F	T	M	M	F	S	S	H	L	F
F	A	F	A	O	R	G	A	N	I	S	E	D	D
T	I	H	N	A	N	Y	E	R	A	U	G	F	I

1. Match the questions to the answers.

- | | |
|---------------------------------|---|
| a. What is your name? | <input type="checkbox"/> I am thirteen years old. |
| b. Where are you from? | <input type="checkbox"/> I live with my mother, my father, and my sister. |
| c. How old are you? | <input checked="" type="checkbox"/> My name is Lucy. |
| d. Do you have any pets? | <input type="checkbox"/> I love pasta. |
| e. What are your hobbies? | <input type="checkbox"/> I like to ride my bike. |
| f. Who lives with you? | <input type="checkbox"/> Yes, I do. I have a dog. |
| g. What do you do? | <input type="checkbox"/> I am from South Africa. |
| h. What is your favourite food? | <input type="checkbox"/> I am a student. |

2. Complete the e-mail with the words from the box.

am • food • have • Jamaica • like • live • play • ride

New message ⋮

From: robertsmith@email.com

To: lucyhanson@email.com

Subject: Hello!

Hello Lucy,







Thanks for your e-mail. I really enjoyed it! My name is Robert and I am from **a.** Jamaica. I **b.** _____ twelve years old. I **c.** _____ in a big house with my family. My family is very big, I **d.** _____ two brothers and one sister. My favourite **e.** _____ is chocolate cake, but I also like fish and seafood in general. I really **f.** _____ to **g.** _____ my bike and **h.** _____ video games. What about you? Tell me about your daily routine! What is your favourite hobby? Do you play video games?

Hope to hear from you soon!

Robert

⏪
📎 🖼️ 😊 🔍
Send

3. What time is it? Tick [✓] the best answer.

- | | | |
|---|---|---|
| <p>a. </p> <p><input type="checkbox"/> It's six o'clock.</p> <p><input type="checkbox"/> It's seven fifteen.</p> <p><input checked="" type="checkbox"/> It's seven o'clock.</p> | <p>c. </p> <p><input type="checkbox"/> It's eleven thirty.</p> <p><input type="checkbox"/> It's noon.</p> <p><input type="checkbox"/> It's eleven thirty-seven.</p> | <p>e. </p> <p><input type="checkbox"/> It's one fifty.</p> <p><input type="checkbox"/> It's one thirty.</p> <p><input type="checkbox"/> It's one o'clock.</p> |
| <p>b. </p> <p><input type="checkbox"/> It's five forty-five.</p> <p><input type="checkbox"/> It's four forty-five.</p> <p><input type="checkbox"/> It's five forty.</p> | <p>d. </p> <p><input type="checkbox"/> It's three twenty.</p> <p><input type="checkbox"/> It's three twenty-five.</p> <p><input type="checkbox"/> It's three o'clock.</p> | <p>f. </p> <p><input type="checkbox"/> It's noon.</p> <p><input type="checkbox"/> It's midnight.</p> <p><input type="checkbox"/> It's eleven o'clock.</p> |

6. Complete the table with the adverbs of frequency from the box.

always • never • often • rarely • sometimes • usually

100%	<i>always</i>
around 80%	
around 70%	
around 50%	
around 25%	
0%	

7. Answer the questions about Lucy's e-mail in Activity 5. Use the adverbs of frequency from the table in Activity 6.

a. How often does Lucy do her homework?

Lucy usually does her homework.

b. How often does Lucy visit her grandparents?

c. How often does Lucy play volleyball?

d. How often does Lucy play video games?

8. Look at the table and write about Barbara's routine.

	always	usually	often	sometimes	rarely	never
a. take care of the dog	√					
b. have lunch at the school cafeteria		√				
c. talk to friends after school						√
d. play games			√			

a. *She always takes care of the dog.*

b. _____

c. _____

d. _____

9. Look at the photos and write what the people do. Use the clues in brackets.



a. (always / after meals)

*He always brushes his
teeth after meals.*



b. (usually / school bus)

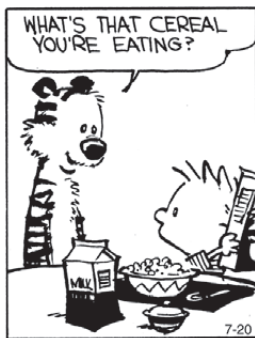


c. (Jerry and his mother / sometimes)



d. (rarely / in the morning)

10. What kind of speech bubbles are there in the strips below? Tick [✓] the correct ones.



a. Calvin & Hobbes, Bill Watterson © 1991 Watterson / Dist. by Andrews McMeel Syndication

talk
 thought

whisper
 exclamation



b. Peanuts, Charles Schulz © 1963 Peanuts Worldwide LLC. / Dist. by Andrews McMeel Syndication

talk
 thought

whisper
 exclamation

11. Solve these riddles.

a. What is **always** in front of you, but you can't see?

b. What happens once in a lifetime, twice in a moment, but **never** in a hundred years?



GLOSSARY
happens: acontece

1. Look at each photo and tick [✓] the sentence that matches it.



- a. He is cleaning the house.
 He is washing the dishes.
 He is washing the car.



- c. They are washing their dog.
 They are doing laundry.
 They are washing their father's car.



- e. He is vacuuming.
 He is making the bed.
 He is washing the dishes.



- b. They are making the bed.
 They are cleaning the room.
 They are vacuuming.



- d. They are doing laundry.
 They are washing the dishes.
 They are cleaning the room.



- f. She is washing the dishes.
 She is doing laundry.
 She is washing her car.

2. Name the parts of the house and match the chores.

- | | |
|--------------------|---------------------|
| a. do laundry | d. clean the toilet |
| b. wash the dishes | e. wash the car |
| c. make the bed | f. vacuum |



[b] kitchen



[] _____



[] _____



[] _____



[] _____



[] _____

3. Complete the words to form some pieces of clothing you can see in the photos.



a. T-shirt, j_____, sw_____.



b. T_____, c_____, tr_____.



c. Sh_____, d_____, bl_____.

4. Match the photos from Activity 3 to the categories below.

[] winter clothes

[] summer clothes

[a] everyday wear

5. Underline the correct sentences about the image.



a. There are two bedrooms.

b. There is one dining room.

c. There is a kitchen.

d. There are three bathrooms.

e. There are four floors.

f. There isn't a laundry.

g. There is a garage.

6. Look at the image from Activity 5. Complete the table with the words from the box.

bathroom • bedroom • garage • kitchen • laundry • dining room

Ground floor	First floor	Underground floor
dining room		

7. Use the correct form of *there be* to complete the dialogues.

- a. A: Is there a bathtub in the bathroom?
 B: No, there isn't.
- b. A: _____ two floors in your house?
 B: No, _____.
- c. A: _____ a table in the dining room?
 B: Yes, _____.
- d. A: _____ two beds in the bedroom?
 B: Yes, _____.
- e. A: _____ a washing machine in the laundry?
 B: No, _____.
- f. A: _____ two windows in the living room?
 B: No, _____.
- g. A: _____ a dishwasher in the kitchen?
 B: Yes, _____.
- h. A: _____ two cars in the garage?
 B: No, _____.

8. Circle the correct alternatives to complete the paragraph about Emma's house.



Hi! I'm Emma and I'm going to describe my house! *There is / There are* seven rooms in my house. *There is/There are* a very big living room, *there is/there are* two bedrooms and two bathrooms, *there is/there are* a small kitchen and *there is/there are* even a laundry! In the kitchen, *there is/there are* a stove, *there is/there are* four chairs and *there is/there are* a dining table. In the living room, *there is/there are* couches and a television. In the laundry, *there is/there are* a washing machine. In the bedrooms *there is/there are* double beds, wardrobes, and nightstands. *There is/There are* a big lamp in one of the bedrooms, too. I love my house just the way it is!

9. Read the ad and answer the questions.



GLOSSARY

front yard:

quintal na frente da casa

backyard:

quintal nos fundos da casa



Buy Now!

\$ 198,000

Miami, Florida
 2 bedrooms / 1 bathroom
 1 living room / 1 kitchen
 1 dining room
 Front yard
 Garage for 1 car.

**More about
 this
 property?
 Email Agent.**

- a. Are there three bedrooms?
No, there aren't. There are two bedrooms.
- b. Is there a garage?

- c. Is there a laundry?

- d. Is there a garage for three cars?

- e. How many bathrooms are there?

- f. Are there two living rooms?

- g. Is there a backyard?

- h. How many dining rooms are there?

10. Match the house furniture items to the correct photos.

- a. pillows
- b. lamp

- c. couch
- d. double bed

- e. nightstand
- f. stove

- g. television
- h. curtains



[b]



[]



[]



[]



[]



[]



[]



[]

11. Complete the table with the furniture items in Activity 10.

Kitchen	Living room	Bedroom
<i>stove</i>		

12. Spot the differences! Write 6 differences between the two bedrooms. Use *there is/there are*.



Room 1



Room 2

There is one pillow on the bed in room 1./ There are two pillows on the bed in room 2.

1. Match the acronyms to their meanings.

- | | |
|---------|--------------------------|
| a. LOL | [] Oh my god |
| b. BTW | [] As soon as possible |
| c. ASAP | [a] Laughing out loud |
| d. DIY | [] Best friends forever |
| e. BFF | [] Do it yourself |
| f. OMG | [] By the way |

2. Tick [✓] the best answer to each question below.

- | | |
|---|---|
| <p>a. When are you coming home?</p> <p>[✓] ASAP!</p> <p>[] You are my BFF.</p> <p>[] Cya!</p> | <p>c. See ya!</p> <p>[] DIY!</p> <p>[] XOXO.</p> <p>[] LOL.</p> |
| <p>b. Who is Laura?</p> <p>[] XOXO.</p> <p>[] She is my BFF.</p> <p>[] OMG!</p> | <p>d. My dog is having a puppy RN!!</p> <p>[] LOL.</p> <p>[] DIY!</p> <p>[] OMG!</p> |

3. Write captions to the photos using the Present Continuous and the verb clues in the box.

laugh • leave school • sleep • study • watch a film • wave goodbye



GLOSSARY
wave: acenar



She is sleeping.



4. Tick [✓] the best option to complete each dialogue.

- a. **A:** Hey! What are you doing?
B: [✓] I am doing homework.
 [] I sleep.
 [] They are playing video game.
- b. **A:** Is your sister going to school today?
B: [] No, she isn't having lunch now.
 [] Yes, she is going to school right now.
 [] Yes, she goes to school.
- c. **A:** Where are they going?
B: [] They are going to Bill's house.
 [] They are watching films at Bill's house.
 [] Yes, they eat at Bill's house.
- d. **A:** What is Dan doing?
B: [] He isn't studying maths.
 [] He loves ice cream.
 [] He is visiting his grandparents.

5. Read the hints and solve the film genre word scramble.

Hints

- 1 mcdoey
- 2 mceaonr
- 3 ntweers
- 4 yysrtme
- 5 ytaafsn
- 6 hirterll

1	C	O	M	E	D	Y	
2							
3							
4							
5							
6							

6. Circle the odd one out.

- | | | | |
|-------------------------------|--------------------------|-------------------------|---------------------|
| a. Lewis Carroll | Thriller | T.S. Eliot | William Shakespeare |
| b. Harry Potter | Mystery | Romance | Sci-Fi |
| c. <i>Alice in Wonderland</i> | <i>Lord of the Rings</i> | <i>Romeo and Juliet</i> | Western |
| d. Comedy | Crime | Fantasy | <i>Goosebumps</i> |
| e. Box office | Musical | Mystery | Sports |

7. Match the photos to the places.

- | | | | |
|-------------------|----------------|------------|------------------|
| a. hospital | c. bank | e. church | g. movie theatre |
| b. petrol station | d. supermarket | f. library | h. restaurant |



[a]



[]



[]



[]



[]



[]

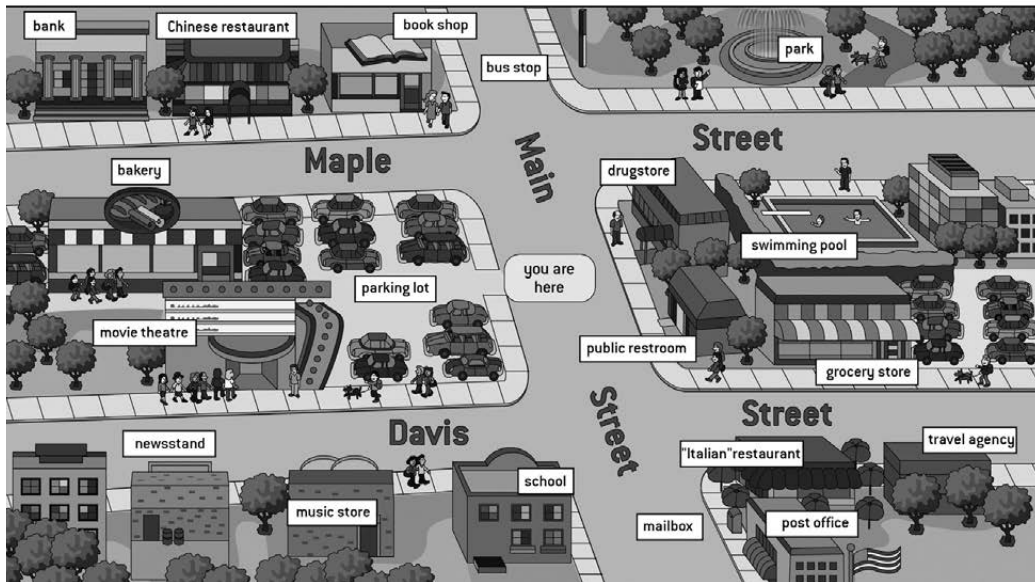


[]



[]

8. Look at Lucia's neighbourhood map, complete the questions, and write short answers.



- a. Is there a bank in Lucia's neighbourhood? Yes, there is.
- b. _____ a church in Lucia's neighbourhood? _____
- c. _____ restaurants in Lucia's neighbourhood? _____
- d. _____ a bookshop in Lucia's neighbourhood? _____
- e. _____ a petrol station in Lucia's neighbourhood? _____
- f. _____ a school in Lucia's neighbourhood? _____
- g. _____ a police station in Lucia's neighbourhood? _____
- h. _____ supermarkets in Lucia's neighbourhood? _____

9. Look at Lucia's neighbourhood map in Activity 8 again. Then read the sentences below and decide if they are true (T) or false (F). Correct the false statements.

- a. [F] There are three restaurants.
There are two restaurants.
- b. [] There is a police station.

- c. [] There isn't a train station.

- d. [] There are two hospitals.

- e. [] There is a park.

- f. [] There are shops.

10. Complete the e-mail with **there is, there are, there isn't, or there aren't**.

• • •

New message

From: Anne (annedavis@mail.com)

To: John (johnmiller@mail.com)

Subject: News!

Hey John!

I moved to Auckland two weeks ago. Auckland is a big city, but my neighbourhood is very friendly. I like it here. **a.** There are a lot of schools in the city centre, but my school is close to my house, so I usually ride my bike to get there. **b.** _____ a lot of souvenir shops, restaurants, and **c.** _____ three parks. It is a very beautiful city! But **d.** _____ any parks or restaurants in my neighbourhood. Next to my house, **e.** _____ a supermarket. **f.** _____ an Italian restaurant in the city, too, and it offers the best food ever!

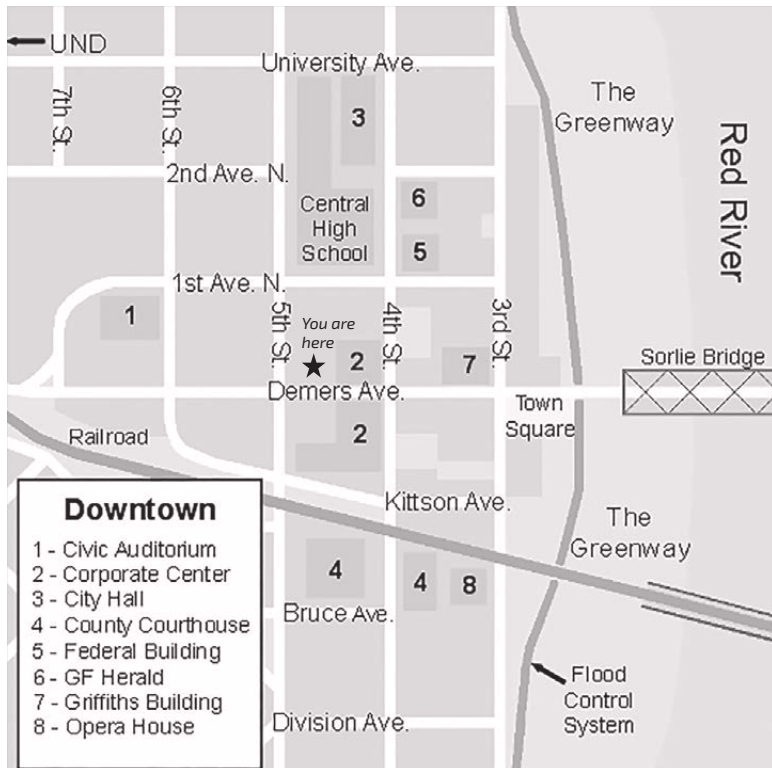
How are things going back home?

I miss you!

Love,
Anne.

Send

11. Look at Grand Forks city map and match the directions to the destinations:



- a. City Hall
 - b. Opera House
 - c. Town Square
 - d. Central High School
- [] Turn right on 5th Street and walk past 1st Avenue. The destination is on your right.
- [] Go straight ahead on Demers Avenue. The destination is on the corner of 3rd Street and Demers Avenue.
- [a] Turn right on 5th Street. Then turn right on 1st Avenue, turn left on 4th Street, and walk one block. The destination is on your left.
- [] Go straight ahead on Demers Avenue, turn right on 3rd Street, and walk two blocks. The destination is on your left.

Xperience

Xperience Nova Escola é uma coleção didática de Língua Inglesa para os anos finais do Ensino Fundamental (6º a 9º anos). Escrita por professores para professores, a coleção foi pensada para a realidade da escola pública brasileira, com temas de interesse dos jovens e propostas de atividades que dialogam com as suas múltiplas realidades. A coleção é uma das iniciativas que integram o programa *Skills for Prosperity*, que tem entre seus objetivos aumentar as possibilidades de desenvolvimento acadêmico e de mobilidade social dos adolescentes. O domínio da língua inglesa é fundamental para que os jovens explorem suas potencialidades, seja pelo acesso a novas oportunidades de emprego, seja aumentando o alcance de suas ideias ao proporem novas soluções para a sociedade.



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