Xperience

FUNDAMENTAL | ANOS FINAIS | LIVRO DO ALUNO

8

Língua Inglesa

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1ª Edição

nova escola
material educacional

Skills
for prosperity
BRAZIL

nova
escola
material educacional

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.

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.

Unit 2

Favourites, friends and free time!

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?

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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

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?

23 of my favourite things

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.

   25/12   14   January

   b. Her favourite vacation spot is:

   the beach.   the mountain.   the desert.

c. Her favourite food is:

   ramen noodles.   spaghetti and meatballs.   sushi.

d. Her favourite thing to do with friends is:

   ice cream night.   watching movies.   game nights.

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.
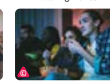
Post-Listening

4. Preferências mudam de acordo com os costumes e as tradições de um povo. Discuta as perguntas a seguir.
   a. Quais as comidas preferidas dos brasileiros?
   b. 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

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

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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

g. _____ h. _____ i. _____
j. _____ k. _____ l. _____
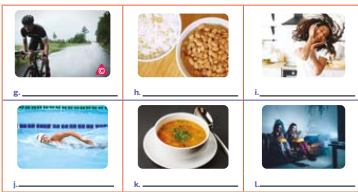
OUTCOME

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.

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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. 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 Megan 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?

Camila, *Duchess of Cornwall*   Charles, *Prince of Wales*   Diana, *Princess of Wales*

Catherine, *Duchess of Cambridge*   Prince William, *Duke of Cambridge*   Prince Harry, *Duke of Sussex*   Meghan, *Duchess of Sussex*

Prince George of Cambridge   Princess Charlotte of Cambridge   Prince Louis of Cambridge   Archie Harrison Mountbatten–Windsor

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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

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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	Audience: classmates and teachers
Goal: share information about yourself and your family	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 de família;
aprendeu e usou o *possessive case* ('s) para falar de relações familiares;
criou uma árvore genealógica da própria família.

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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.

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

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

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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.

Xtra [Unit 1]

1. Write predictions about schools in the future. Use the prompts and the verbs from the box.

be • have • happen • include • **focus**

a. Schools / on various types of activities.
Schools will focus on various types of activities.

b. Lesson periods / less writing

c. Playgrounds / slides

d. Lessons / online and in the classroom

e. Learning / more interesting

2. Match the sentences halves.
a. Students will have fun — [ ] out their minds.
b. Students will speak — [ ] students to have costume days.
c. Uniforms will be — [a] in the playground during recess.
d. Teachers will allow — [ ] colourful.
e. Cafeterias will serve — [ ] different types of snacks.

3. Complete the questions to the sentences in Activity 2.
a. Where _____ will students have fun during recess _____?
b. Who _____?
c. What colour _____?
d. What _____?
e. Which _____?

4. Use the prompts to write predictions in the negative form.
a. Schools / change a lot in the future
Schools won't change a lot in the future.
b. E-books / replace print books

c. Parents / go for homeschooling

d. Students / wear costumes once a week

e. Schoolbags / contain fewer books

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

Language Bank

Unit 1
antonym: antônimo
assign: designar, atribuir
attendant: atendente
audience: espectadores, plateia, público
backpack: mochila
billingual: 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
natio...
de um...
ela na...
occup...

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

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
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

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

Language Reference

SUBJECT PRONOUNS

1. Leia a tirinha. Preste atenção ao uso da...

GLOSSARY
eat: coma
diet-induced hallucination: alucinação induzida pela dieta
frosted: com cobertura
sprinkles: confeites

Fonte: DAVIS, Jim. Garfield. 2001. Disponível em <https://www.gocomics.com/garfield/2001/10/10>. Acesso em: 29 ago. 2020.

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.

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

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

Contents

Learning to Learn

> *Dear 8th graders,*
> *Welcome back! We hope you had a lot fun on your holidays!* No 8º ano, vamos aprender novas maneiras de usar e continuar aprendendo a língua inglesa. Nesta unidade inicial, vamos explorar estes pontos:
> - Relembrar a estrutura do seu livro;
> - Conhecer expressões em inglês para dar sua opinião sobre diferentes assuntos;
> - Conhecer dicas sobre como usar novas palavras em inglês;
> - Aprender a usar palavras para facilitar a comunicação oral;
> - Aprender a usar o inglês fora de sala;
> - Revisar um texto.
> *Take good care of your new book! We hope it will be of great use for you to write your answers and ideas along the year.*
> *Shall we start?* ☺

ANOTHER LOOK INTO YOUR BOOK

1. To start, let us play a game to recap the structure of your book. In pairs, challenge a classmate to find each section or box on the pages of the book. Then, discuss what can be seen in each of them.

Opening pages	Listening	Reading
Outcome	Feedback	Closing
Revision	Language	Learning to Learn
Culture	Language Tip	Outcome box
Language Focus	Xtra	Glossary

GETTING YOUR MESSAGE ACROSS IN ENGLISH

> There are many ways to improve your oral skills in English. One of them is by practicing. Here are a few ideas on how you can practise your oral skills in order to get your message across to anyone who you are speaking to! ✔✔

1. Listen to Emma Watson talk about her book project to Jimmy Kimmel on the talk show *Jimmy Kimmel Live!*. Read the transcript to help you. Then, discuss the questions with a classmate.

Jimmy: You have an interesting hobby. I want to ask you about this photograph. This is something that… you've done this regularly?

Emma: Uhh, yeah, so, um, in my spare time, uhh, I am -- this is a phrase that I have coined myself. I'm a book ninja. And I, like, ninja my way around, uhh, public places, mostly the tube, well, the underground, which is what we call it in the UK. And I leave, um, books for commuters.

Jimmy: For people to find?

Emma: For people to find and then read and hopefully, like, pass on.

Jimmy: Do you write a note in the book so they know whom the book came from?

Emma: I do. Yeah. I write a little message, which is like: 'dear, whoever has found this book, um, you know, uhh, we really hope that you enjoy this, I have a book club', I talk a little bit about that and…

Jimmy: Do they ever contact you and say, 'Got the book, thanks'?

Emma: Yeah, no, they… so, there's… my book club has this big forum on Goodreads. And there are, like, tons and tons of different topics, um, on pretty much everything you can imagine. And they do, they like 'found the book on the stop between this street and this street'.

Jimmy: That's pretty crazy. Do you sit there and watch them? Like, do you have a string and yank the book away from them? Or glue all the pages and watch them… I would have a different way of doing this. It wouldn't be as altruistic.

Emma: Not quite so altruistic. Um, no. But I sometimes do, like, wait a little bit to be like, 'is he going to pick it up? Is he not going to pick it up?'

Jimmy: And do people ever spot you doing this?

Emma: Well, you know what's so funny? It's that people on their commute are doing their thing.

Jimmy: Right, yeah.

Emma: In their routine.

Jimmy: They're single-minded.

Emma: Yeah, they, like, they've got their coffee, or they're on their phone. Or they're doing, you know, like, people are kind of, like, in their zone. So, what's really weird, I thought I was going to have issues. People, like, don't, like, recognise me. It's really amazing.

Jimmy: Well, when you're out of context, it is a different thing, isn't it?

Emma: Maybe that's what it is, yeah.

Jimmy: Do you ever leave Harry Potter books for people to read, or has everybody read all of those books already?

Emma: I feel pretty good about the distribution, um, of the Harry Potter franchise…

Extracted from: EMMA Watson is a Book Ninja. 7 mar. 2017. 1 video (2:08 min). Published on Jimmy Kimmel Live channel. Available at: <https://www.youtube.com/watch?v=iVLoXfYEKAk&ab_channel=JimmyKimmelLive>. Accessed on: 24 Nov. 2020.

a. How does Emma Watson's book project work? _____

_____

_____

b. Why do you think she does it? _____

_____

_____

c. If you saw a book lying around a bus stop or the tube, would you pick it up to read it? What sort of book would you like to find? _____

_____

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coin: criar, cunhar

tube/ underground: metrô

commuter: pessoa que viaja para o trabalho

pass on: passar adiante

Goodreads: *site* que permite que usuários registrem os livros que já leram ou querem ler, participem de discussões e fóruns etc.

yank: arrancar, puxar

altruistic: altruísta

single-minded: focado

+ Learning to Learn

2. Você deve ter percebido que, durante a entrevista, Emma e Jimmy usaram algumas expressões como *"like"* e *"uhh"*. Essas expressões são chamadas de *filler words*. Elas tornam a comunicação mais natural e nos ajudam quando precisamos parar brevemente para pensar sobre o que queremos dizer. Veja alguns exemplos a seguir.

> Uhh • Um • Like • You know • I mean • So • Actually • Well

a. Let's practise! In pairs, talk about your favourite book and why you like it. Talk about the author, the characters, the story and whatever else you find interesting in the book.

b. Now, do the same thing with a different pair, but, this time, try to use the filler words while talking to your classmate. Cross out the words as you use them. Then, compare your results with your pair.

3. Há diferentes formas de expressar sua opinião em inglês. Há expressões que podem ser usadas para concordar ou discordar com alguém e outras para esclarecer possíveis mal-entendidos. Vamos conhecer algumas delas?

> I don't think so. • What do you mean? • You can say that again! •
> Could you go over that again? • No way! • If you ask me, • Totally! • I reckon…

a. In pairs, write the expressions in the table according to what they are used for.

Express your opinion	Agree with someone	Disagree with someone	Clarifying information

b. Still in pairs, walk around the classroom and give your opinion on what your classmates have to say.

> Como você pôde ver, uma ótima forma de incorporar palavras recém-aprendidas no seu vocabulário é por meio da prática. Por isso, sempre que aprender novas palavras, procure usá-las em uma discussão com um colega ou em grupo. Você pode:
> * fazer um bingo de palavras novas. Ao usar cada uma, risque a palavra (de modo que você consiga riscar todas até o fim da discussão);
> * escrever as palavras no seu caderno e fazer um risco ao lado da palavra a cada vez que você a usar. No fim, veja quantas vezes você conseguiu usar cada uma e compare com um colega. ✔

EDITING AND REVISING A TEXT

> Assim como no 6º e no 7º anos, durante o 8º ano, você terá novas oportunidades de escrever textos de diferentes gêneros textuais. Uma ótima forma de escrever um bom texto é usando técnicas de revisão e edição. Vamos conhecer alguns passos importantes para a construção de um texto? ✔

1. Quando escrevemos um texto, existem alguns truques que podemos usar para avaliá-lo e melhorá-lo. Vamos conhecer alguns deles?

* Pedir a um colega que leia o texto e dê um *feedback* a você.
* Usar uma *checklist* para garantir que o texto está cumprindo suas diferentes funções. Na checklist, você pode incluir itens como: *what the text is about; its goal; its audience; and its organisation*.
* Revisar o texto, editando seu conteúdo, se necessário.

2. **Now let's practise! Choose one of the alternatives below and write a draft. Then, use the strategies from Activity 1 to write the final version of your text.**
   a. Write a daily planner for your week.
   b. Write a leaflet to promote your favourite sport.
   c. Write a list of questions (a survey) to get to know your classmates a bit more.

1st draft

Final text

USING ENGLISH FOR PERSONAL PURPOSES

How often do you use social media apps or sites? Você sabia que muita gente usa a língua inglesa para se comunicar em diferentes redes sociais? Essa é, inclusive, uma ótima maneira de praticar o inglês fora da sala de aula. Vamos conhecer algumas dicas?

1. **Look at the photos. Label them with the best captions.**

[ ]   [ ]   [ ]   [ ]

a. #TBT to this great day visiting a different city. I miss travelling!

b. Here's to trying to eat more healthily. #healthyfood #youarewhatyoueat

c. Boredom level: been trying different effects for 30 minutes now. #wherearemyfriendsat

d. There's nothing better than hanging out with friends. Except for eating with friends. Yeah, it doesn't get any better than this!

2. Now it's your turn! Draw or glue a picture of yours and create a post in English.

BONUS TIPS

Além de praticar o inglês nas redes sociais, há outras maneiras de praticar no seu dia a dia. Veja alguns truques:

• Change the language on your phone from Portuguese to English.

• Follow and interact English-speakers on your social media apps.

• Once in a while, post captions or texts in English.

LEARNING TO DO

You already know two of the four pillars of education by UNESCO: 'learning to live together' and 'learning to learn'. Now, it's time to learn another one: 'learning to do'. This pillar promotes practising what we know and using our knowledge to solve problems and make good decisions creatively. Let's have a closer look into it?

1. Have you ever heard of design thinking? It is a worldly-known process used to solve problems. Have at look at its steps. Then, match them to their descriptions.

[   ] Empathise   **a.** Determine what the problem is.

[   ] Define   **b.** Make a model/sample for your idea.

[   ] Ideate   **c.** Check if your model/sample works.

[   ] Prototype   **d.** Talk to people in order to understand what the problem is.

[   ] Test   **e.** Come up with a solution for the problem.

2. In groups, talk about your school and what you would like to change in it. Then, exchange ideas with another group and use the design thinking process to come up with a solution for their problem.

3. Now, write your ideas of what you think can sum up the pillar "Learning to do".

THE FOUR PILLARS OF EDUCATION (BY UNESCO)

Learning to do

Learning to live together

Learning to learn

Learning to be

May this year be as amazing as it can be! We're sure you will accomplish a lot of things ☺
See you!

The future

Machines working in a greenhouse.

Launch of SpaceX Falcon 9 Rocket carrying three astrounauts from Cape Canaveral, in the U.S.

Students learning how to write simple computer programs at school.

1. **Observe as imagens que compõem as páginas de abertura e leia o título da unidade. Qual é a relação entre eles?**

2. **Como você imagina o futuro de seu país e do planeta? Converse com um colega sobre suas previsões para os campos relacionados abaixo.**
   a. Comunicação   **c.** Escolas   **e.** Saúde
   b. Transporte   **d.** Invenções

3. **E sobre o seu futuro? Como você imagina sua vida em:**
   a. um ano?   **b.** cinco anos?   **c.** dez anos?

4. **Você costuma anotar seus compromissos e metas em organizadores ou agendas? Se sim, você considera isso importante para sua programação pessoal? Se não, você tem algum outro meio de organizar seus deveres e compromissos? Justifique suas respostas.**

Can you write about your dream school?

READING

Pre-Reading

1. Leia o título do artigo abaixo e pense: quais informações você espera encontrar?

2. Para quem você acha que esse artigo foi escrito?

While Reading

3. Read the article. Who mentions these points? Write *C* for *Chrisanne* or *P* for *Pranav*.

   a. [   ] sports   d. [   ] teachers   g. [   ] location

   b. [   ] recess time   e. [   ] uniforms   h. [   ] subjects

   c. [   ] technology   f. [   ] playground

GLOSSARY
slide: escorregador
costume: fantasia
allow: permitir
hills: montanhas
coding: programação
kho-kho; kabaddi: esportes muito populares na Índia

Students themselves tell us what they want in a school! Are we ready to listen, minus judgement?

Worldwide | 23 November 2017

"Teachers will allow us to speak out our minds"
Chrisanne D'Souza

My dream school would be fun and interesting. There would be various types of activities for all kids. The lesson periods would contain fun learning and less writing. The playground will be extraordinary, with swings, slides, and even fountains! During recess, we would go to the cafeteria where different types of snacks would be served. The uniforms will be colourful and we will be allowed to wear party clothes once a week – or have costume days. The teachers should allow us to speak out our minds. School bags should contain very few books, which will be easy to carry. There should also be a classroom for pets, where kids can interact with animals.

"My school will focus on two things: coding and sports"
Pranav Ramanathan

My dream school would be located in the hills where the climate would be very cold. […] There will be over 10 subjects from grade V - ITC, Math, English, Javascript, C and AI. The school will focus only on two things: coding and sports. There will be different kinds of sports such as American football, soccer, rugby, basketball, cricket, tennis, baseball, swimming, water polo, polo, athletics, kho-kho and kabaddi. […]

4. Read Chrisanne's text again. Tick [√] the idea that is <u>not</u> in her text.

   a. [   ] In her ideal school, students will not have to write a lot.

   b. [   ] There will be a pet day in her dream school.

   c. [   ] The teachers will be more understanding.

5. Underline the true sentences according to Pranav's text.

   a. He likes computers.

   b. He prefers hot climates.

   c. His dream school will teach kids about programming.

Post-Reading

6. Discuta com os colegas.

   a. Você gostou dos modelos de escola de Chrisanne e Pranav?

   b. Como seria a sua escola ideal?

LANGUAGE FOCUS

Grammar   *Will* and *There will be*

1. Read these sentences extracted from the article and tick [√] the best statements about them.

'The playground will be extraordinary'

'The school will focus only on two things: coding and sports'

   a. [   ] The sentences are about a school that exists.

   b. [   ] The sentences are about a future school.

   c. [   ] The sentences present *will* before the main verb.

   d. [   ] The verbs after *will* are in the infinitive form without *to*.

2. Complete the table with the sentences below.

   a. My school will focus on two things: coding and sports.

   b. There will be over ten subjects.

   c. Books will be easy to carry.

   d. There will be different kinds of sports.

The way things will be	Things that will exist in the future

3. Look at these examples of negative and interrogative sentences in the future. Then circle the best option to complete each of the statements.

Books will not be heavy. In my ideal school, students won't have tests.

Will there be a swimming pool?

   a. To make negative sentences, we put *not before / after will*.

   b. *Won't* is the short form of *will not / will*.

   c. To make interrogative sentences with *will*, we put the modal *before / after* the subject.

Lesson 1

OUTCOME

A poster about my dream school

> What: a poster
> Goal: present my dream school
> Audience: classmates and teachers
> Where: classroom walls

1. In pairs, think of your dream school. Take notes in the table.

a. What will the name of your school be?	
b. Where will it be?	
c. What will it look like?	
d. What kind of lessons will there be?	
e. Why will your school be special?	

2. Create a poster to present your dream school. Follow the steps.

a. Create a title (it may be the name of the school).

b. Don't forget some characteristics of posters:

- They are visual communication tools.

- The texts are concise and written in big font size.

- They present colour contrast.

c. Make a draft, show it to the teacher and make adjustments if necessary.

d. Draw or glue pictures to represent your ideas and write captions to explain them. Show them to your teacher if necessary.

e. Finish the final version and display the poster on the classroom wall.

FEEDBACK
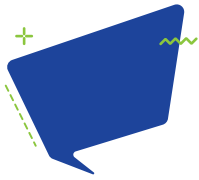
Nesta *lesson*, você:

leu e compreendeu um artigo com a opinião de dois estudantes sobre a escola dos sonhos;

aprendeu e usou *will* e *there will be* para falar do futuro;

criou um pôster sobre sua escola dos sonhos.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no seu caderno.

Can you make predictions about tech devices?

READING

Pre-Reading

1. Observe rapidamente o texto abaixo e localize o uso de aspas. O que elas geralmente indicam em textos?

_____

2. Leia o título e o subtítulo do texto. Com base neles, o que você pode dizer sobre o conteúdo das citações?

_____

While Reading

3. **Read the quotes. Then read the sentences and underline the <u>false</u> one:**
   a. The quotes are from anonymous people.
   b. All the predictions became true.
   d. The predictions are only about technology.

---
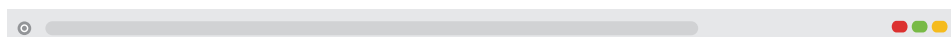
12 Hilariously Wrong Tech Predictions

History provides plenty of reasons to be skeptical of those who claim to have a crystal ball.

[…]

5. "Nuclear-powered **vacuum cleaners** will probably be a reality in 10 years." – Alex Lewyt, president of vacuum cleaner company Lewyt Corp., in the New York Times in 1955.

6. "There is not the slightest indication that **nuclear energy** will ever be obtainable. It would mean that the atom would have to be shattered at will." – Albert Einstein, 1932.

[…]

11. "[**Television**] won't be able to hold on to any market it captures after the first six months. People will soon get tired of staring at a plywood box every night." – Darryl Zanuck, movie producer, 20th Century Fox, 1946.

12. "When the Paris Exhibition [of 1878] closes, **electric light** will close with it and no more will be heard of it." – Oxford professor Erasmus Wilson.

GLOSSARY
skeptical: desconfiado, descrente
vacuum cleaner: aspirador de pó
the slightest: a menor
shattered: destruído
staring at: olhando (fixamente)

4. Write the items in bold in the quotes under the photos that represent them.
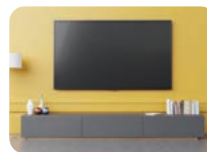
a. _____ b. _____ c. _____ d. _____

5. Read the quotes with predictions again. Then read the sentences and tick [√] the predictions they refer to.

	This prediction…	5	6	11	12
a.	is about a device that is in almost every home around the world nowadays.				
b.	refers to a common form of artificial lighting. It is essential to modern society.				
c.	seems to be impossible to become true.				
d.	was wrong; it was invented some years later and it is an important, but dangerous, source of energy nowadays.				

Post-Reading

6. Reflita e discuta as questões abaixo com um colega.

a. Dentre as previsões apresentadas nas citações, qual é a mais hilária? Por quê?

b. Sabendo que as invenções tecnológicas surgem e são aprimoradas muito rapidamente, você acha seguro fazer previsões para os próximos 50 anos, por exemplo? Por quê?

LANGUAGE FOCUS

Grammar *Will*

1. Underline the sentences with *will* or *won't* in the quotes.

2. Why do you think the people who said the quotes used *will*?

_____

3. Look at the examples and write true (T) or false (F).

A: Will the television disappear one day?
B: No, It won't.

A: What will nuclear energy be like in the future?
B: I think it will be safer.

a. [ ] To make interrogative sentences in the future, we use *will* before the verb.

b. [ ] To make interrogative sentences in the future, we use *will* before the subject.

c. [ ] *Won't* means *will + not*.

d. [ ] We can start a question with a question word (*what, where, when, who*) and use *will* after it.

4. Write questions for these answers. Follow the example.

a. Will cars fly one day?

No, cars will never fly.

b. _____

No, mobile phones won't operate with solar energy.

c. _____

No, TV will not be popular in the future.

OUTCOME

A prediction

What: an article with a prediction and a graph
Goal: make predictions about some devices
Audience: classmates and teachers
Where: classroom wall

1. Read the text. According to its prediction, which area of our lives will be better with smartphones?

What Will Smartphones do in 2045?

36,5%

Mobile phones became popular in the 1990s and smartphones began to infiltrate every area of our lives in the last decade. So how will smartphones evolve over the next 25 years?

In 2018, 36.5% of the world population had a smartphone.

[…]

Health apps are important nowadays, but according to health specialists, smartphones will be personal doctors. Sensors will warn smartphone users of high blood pressure or of a heart attack and send alerts to your doctor before we even know we're ill.
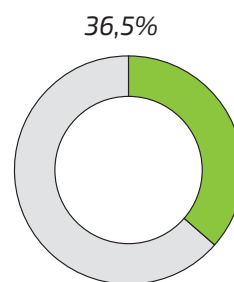
Based on: THE Future of Your Phone. *More Case*, 2015. Available at: <https://more-case.co.uk/blogs/news/50670148-infographic-what-will-smartphones-be-like-in-2045>. Accessed on: Aug. 21, 2020.

2. In your notebook, write your predictions for the following devices for the next 20 years.

a. smartphones   **b.** TVs   **c.** computers   **d.** another device

✛ LEARNING TO LEARN

Ao fazer previsões sobre algo, é necessário utilizar *will*, levantar hipóteses e fazer inferências com base consistente e lógica.

3. Choose two predictions for a short article. Follow the steps.

a. Decide how you are going to organise the information in your text. Don't forget to add an image or a graph.

b. Make a first draft and show it to the teacher.

c. Revise, correct and then create the final version. Display your work on the classroom wall.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu citações sobre previsões para o futuro que não se concretizaram;

aprendeu e usou *will* em perguntas e respostas para falar do futuro;

criou um artigo com previsões para um aparelho eletrônico.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Lesson 3

Can you talk about your plans for the weekend?

LISTENING

Pre-Listening

1. Veja os *memes* abaixo. O que há em comum entre eles?

   _____

It's weekend, buddy!

When someone asks about my plans for the weekend

People: what are your plans for the weekend? Me:
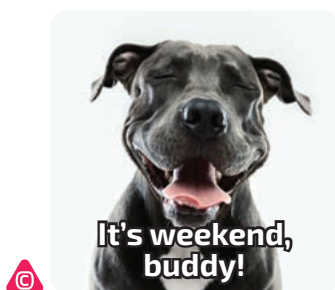
2. Observe a imagem que acompanha o trecho de um *sitcom* que você vai ouvir. Escreva o que sabe sobre os personagens e, com base na imagem, o que podemos dizer sobre a relação entre eles.

   _____

   _____

   _____

3. Os personagens principais da série *The Big Bang Theory* são quatro jovens cientistas geniais e divertidos. Escreva algumas ideias sobre atividades que eles podem planejar para o fim de semana.

   _____

   _____

While Listening

4. Listen to the characters talking. Write true (T) or false (F).

   a. [   ] The people in the conversation are friends.

   b. [   ] They all are going to play games at the weekend.

   c. [   ] Some of them are going to play the online *Star Wars* game.

   d. [   ] The men are *Star Wars* fans.

5. Listen again and underline the true sentence.

    a. They are all going to a birthday party.

    b. One of the women is going to a birthday party.

    c. She does not want to go to the party.

    d. The women are going to play an online game with the guys.

6. Listen one more time and tick [√] the weekend activities mentioned in the audio.

    a. [　] going to the beach   **d. [　]** watching movies

    b. [　] playing online games   **e. [　]** going to a party

    c. [　] hanging out with friends   **f. [　]** playing board games

Post-Listening

7. Das atividades no diálogo, quais você mencionou na Atividade 3? E quais você faz com mais frequência nos fins de semana?

LANGUAGE FOCUS

Grammar   ***Be going to***

1. Look at this transcript of a dialogue in the sitcom episode and tick [√] the best sentences.

A: Movies or video games? Or board games? Or trading card games? Or Legos? Or dress up? Or comic books? Or dramatic readings of novelizations? Yes to all!

B: We **are going to play** the online game.

    a. [　] They are not going to spend the weekend playing trading card games.

    b. [　] They are going to play an online game sometime in the future.

    c. [　] They are not sure of what they are going to do, they don't have a plan yet.

    d. [　] They already have a plan for the weekend.

2. Complete the sentences with words from the box. Go back to Activity 1 if necessary.

> *am* • *are* • interrogative • *going to* • *is* • *not* • plans

    a. To talk about _____ for the future we use *be* + _____.

    b. To form negative sentences, we use _____ after verb *be* (_____ , _____ or _____) and before *going to*.

    c. To make _____ sentences, we use a form of verb *to be* before the subject, as in 'Are we going to play online games?'.

3. Underline the best option to complete the dialogue.

A: What are you going to do at the weekend? / What you are going to do at the weekend?

B: I'm going to the beach. / I going to the beach. And you?

A: Me too. Is you going to Maria's birthday party after? / Are you going to Maria's birthday party after?

B: No, I not going to the party. / I'm not going to the party.

Lesson 3

OUTCOME

A phone call about your plans for the weekend

What: a phone conversation
Goal: talk about weekend plans
Audience: a classmate
Where: over the phone

1. **In pairs, order the sentences to make a phone conversation. Use a dictionary to help you if necessary.**

   [   ] 'Josh? Hi! It's Dean here.'

   [   ] 'Hi, Dean! Hey, I am going to Papua beach this weekend. Do you want to come?'

   [   ] 'See you there!'

   [   ] 'Yeah, who's going with you?'

   [   ] 'Hello?'

   [   ] 'Martina and my sister, Joan.'

   [   ] 'Yes, we are going to dive on Saturday morning.'

   [   ] 'See you at 9 on Saturday. Bye!'

   [   ] 'That sounds great!'

   [   ] 'Are you going to dive?'

2. **Now, in pairs, role-play a phone call and talk to a classmate about your plans for the weekend. Follow the steps.**

   a. Greet your classmate.

   b. Talk about your plans.

   c. Ask about his/her plans.

   d. Ask questions to learn more about his/her plans.

   e. End the conversation properly.

FEEDBACK

Nesta *lesson*, você:

ouviu e compreendeu um trecho de uma *sitcom* sobre planos para o final de semana;

aprendeu e usou *be going to* para falar de planos para o futuro;

interagiu com um colega em uma conversa telefônica sobre planos para o final de semana.

Além dos itens apontados na atividade anterior, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os abaixo.

Can you write a comment about an article?

READING

Pre-Reading

1. **Observe rapidamente o texto abaixo e discuta as questões com um colega.**
   a. Observe a foto que acompanha o artigo. Como a mulher parece estar se sentindo?
   b. Considerando o título do texto, sobre o que você acha que vai ler no artigo?
   c. O artigo foi publicado em uma revista digital. A quem ele pode interessar?

While Reading

2. **Read the first step of the article. How can our body warn us that we are stressed?**

_____

_____

How to manage and reduce stress

[…]

Three steps to take when feeling stressed

1. Realise when it is causing you a problem

• Try to make the connection between feeling tired or ill and the pressures you are faced with

• Look out for physical warnings such as tense muscles, over-tiredness, headaches or migraines

2. Identify the causes

• Try to identify the underlying causes

• Sort the possible reasons for your stress into three categories 1) those with a practical solution 2) those that will get better given time and 3) those you can't do anything about

• Try to release the worry of those in the second and third groups and let them go

3. Review your lifestyle

• Could you be taking on too much?

• Are there things you are doing which could be handed over to someone else?

• Can you do things in a more leisurely way?

• To act on the answer to these questions, you may need to prioritise things you are trying to achieve and re-organise your life

• This will help to release pressure that can come from trying to do everything at once

GLOSSARY
manage: administrar
ill: doente
migraine: enxaqueca
sort: separe
release: se livrar
take on: assumir (responsabilidades)

3. **Read the full article. Write true (T) or false (F).**

a. [　] Pressures can be the cause of feeling tired or ill.

b. [　] According to the article, people can't reduce stress.

c. [　] Don't sort the reasons for your stress. It doesn't work.

d. [　] A healthy lifestyle can help reduce pressure.

e. [　] Stress may have underlying causes.

Post-Reading

4. **Quais situações do seu cotidiano podem lhe causar estresse? Por quê?**

5. **Você concorda com as estratégias para lidar com estresse apontadas no texto? Quais outras estratégias ajudam você a lidar com essa condição?**

LANGUAGE FOCUS

Vocabulary **Stress-relieving activities**

1. **Match the activities in the box to the photos.**

> baking · doing some exercise · eating a healthy snack
> listening to relaxing music · meditating · taking a nap

a. _____

c. _____

e. _____
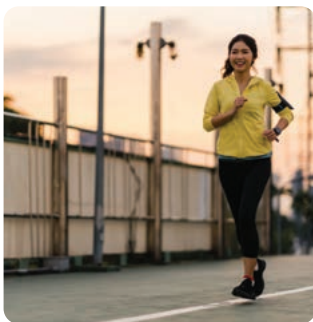
b. _____

d. _____

f. _____

2. Look at the stress-relieving activities in Activity 1. Write your three favourite ones below. Then add another activity that helps you relax.

a. _____

b. _____

c. _____

d. _____

＋ _____

OUTCOME

A comment about an article

> **What:** a comment
> **Goal:** express opinions and present strategies to cope with stress
> **Audience:** classmates, teachers and readers in general
> **Where:** in your notebook/on the internet

1. Readers can usually comment on online articles. They can express opinions, share experiences or give suggestions. Read the following comment and tick [√] the best statement.

★ ★ ★ ★ ☆　　　　　♥

Thank you for the tips. I'm sure they will help me. I have one more tip to add to this list: talk to someone! If you talk to a parent, teacher or any other adult you trust, you will find peace and manage stress easily.

Amanda L.　　　　　July 3, 2020

a. **[　]** We can infer that Amanda copes with stress without any help.

b. **[　]** We can infer that Amanda knows how to cope with stress.

2. Now, it's your turn. Write a comment on the article 'How to manage and reduce stress.' Follow the steps.

a. Read the article again.

b. Reflect on the questions:

- **Is the article good for you? Why?**

- **Do you have anything to add?**

- **Can you share an experience about dealing with stress?**

- **Are you going to criticize the article? Why?**

c. Write a draft of your comment in your notebook.

d. Show your draft to the teacher and make all the necessary adjustments.

e. Publish your comment and/or read it to your teacher and classmates.

＋ _____

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um artigo sobre como lidar com estresse;

aprendeu e usou vocabulário para atividades que aliviam o estresse;

escreveu um comentário de resposta ao artigo.

Além dos itens apontados na atividade anterior, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Lesson 5

## Can you make predictions about the future of the planet?

LISTENING

Pre-Listening

1. **Em duplas, discutam as questões.**

   a. Como você imagina seu bairro, cidade, estado e país daqui a 50 anos?

   b. Agora, expanda sua capacidade de levantar possibilidades sobre o futuro e pense no meio ambiente. Como você o imagina?

   c. Você acredita que surgirão, por exemplo, meios de transportes mais rápidos e menos poluentes em um futuro não muito distante? Explique sua resposta.

   d. Você conhece empresários que estejam investindo em tecnologias que podem revolucionar o mundo? Se sim, por que você acha que eles fazem esses investimentos?

   e. Você acha que é viável desenvolver tecnologias sem considerar o meio ambiente? Por quê?

2. **Você vai ouvir um áudio extraído de um documentário sobre a visão que Elon Musk tem sobre o futuro das cidades e dos transportes. Quais frases abaixo você esperaria ouvir?**

   a. [   ] You won't be able to tell the difference between games and reality.

   b. [   ] We all need to take action to stop global warming.

   c. [   ] People will be able to live in Mars in 30 years.

   d. [   ] How will we get from one city to another?

   e. [   ] If you think about the future, you want it to be better than the past.

While Listening

3. **Listen to the extract and check your answers in Activity 2. Correct them if necessary.**

4. **Listen to the extract again and write true (T) or false (F).**

   a. [   ] SpaceX works from self-driving tunnel networks to brain controlled computers.

   b. [   ] Elon thinks that the speed of development isn't fast enough.

   c. [   ] Elon and SpaceX are working on an amazingly fast means of transport.

   d. [   ] SpaceX is producing new video games.

Post-Listening

5. Responda às questões abaixo.

a. Você acredita que, no futuro, as viagens poderão ser tão rápidas quanto as mencionadas no áudio? Você acha que isso seria acessível a todos? Por quê?

_____

_____

b. Dentre as previsões que você ouviu, qual você acha mais interessante? Por quê?

_____

_____

LANGUAGE FOCUS

Grammar *Will* (predictions)

1. Read the extract from the audio and underline the correct sentences.

"In the future, we will have video games so realistic that you won't be able to tell the difference between games and reality."

a. It is a prediction for the future.

b. It is a plan for the future.

c. *'ll* is a contraction of *will*.

d. The contracted form of *will not* is *won't*.

2. Write predictions for the future of the planet. Look at the photos and follow the example.

a. Will the temperature rise because of global warming?

I think the temperature will rise in the future because of global warming.

I think the temperature won't rise in the future.

b. Will the ocean get more polluted**?**

_____

c. Will people start recycling more?

_____

d. Will we have more environmental problems in the future?

_____

Lesson 5

3. Now write three predictions about your future life. Share them with a classmate.

_____

_____

_____

OUTCOME

A poster with predictions for the future of the planet

> What: a poster
> Goal: make predictions for the future of the planet
>
> Audience: the school community
> Where: the school walls

1. **In groups, discuss and write in the space below some predictions for the future of the planet. Consider these aspects.**

   a. air
   b. animals

   c. forests
   d. rivers and oceans

○	
○	
○	
○	

2. **Make a poster with your predictions. Follow the steps.**

   a. Choose how many predictions you want in your poster.

   b. Choose some images to illustrate it.

   c. Make a first draft.

   d. Revise it with your group.

   e. Make the final version of your poster. Display it on walls around your school.

FEEDBACK

Nesta *lesson*, você:

ouviu e compreendeu um áudio sobre previsões para o futuro;

aprendeu e usou *will* para fazer previsões para o futuro;

criou um pôster com previsões para o futuro do planeta.

Além dos itens apontados na atividade anterior, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

CLOSING
GETTING ACROSS

1. **Qual é a importância de se pensar sobre e planejar o futuro do planeta, considerando as áreas mencionadas abaixo?**

   a. Estudos e compromissos escolares

   _____

   b. Finanças

   _____

   c. Saúde física e mental

   _____

   d. Meio ambiente

   _____

2. **Mostre suas anotações relativas à Atividade 1 aos professores de Matemática, Ciências e Geografia para que contribuam com as opiniões deles. Tome nota e compartilhe com os colegas.**

   _____

   _____

   _____

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 (quais) imagem(ns) representa(m) seu percurso na unidade? Por quê?**

a. [ ]

c. [ ]

b. [ ]

d. [ ]

e. [ ]
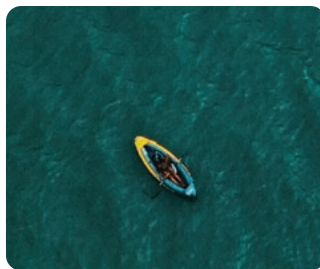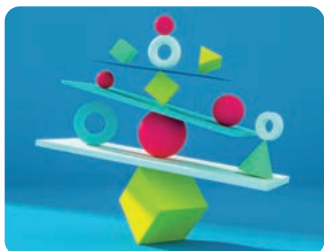
People and places

A group of Maracatu in Nazaré da Mata, Pernambuco.

Vincent van Gogh. Farms near Auvers. 1890. Oil paint on canvas. 502 × 100. 644 × 1167 × 73 mm.

Performers in the Goroka Highland show in Papua New Guinea.

Pakistani activist Malala Yousafzai.

Flags outside the United Nations Headquarters in New York.

1. **De que forma as imagens que você observou se relacionam com o título da unidade?**

2. **Se você tivesse que escolher três coisas da sua cidade para mostrar para alguém que ainda não a conhece, o que mostraria e como descreveria?**

3. **Discuta com um colega.**
   a. Você já experimentou alguma comida típica de outro país ou estado brasileiro? Se sim, qual(is)? Se não, qual teria vontade de provar?
   b. Você já visitou outro estado no Brasil ou outro país? Conte sua experiência.
   c. Você já conversou com pessoas de outro país ou de outro estado? O que percebeu de diferente e de semelhante entre elas e as pessoas da sua cidade?
   d. Você costuma ouvir músicas de outro país? Se sim, quais são seus artistas favoritos?

Lesson 1

Can you make a presentation comparing countries?

LISTENING

Pre-Listening

1. Você conhece estes países? Use os adjetivos abaixo para descrevê-los. Você pode usar o mesmo adjetivo mais de uma vez.

> ancient · beautiful · different · interesting · large · populous · small

a. Portugal   **b.** Spain   **c.** Argentina

_____   _____   _____

d. Mexico   **e.** Egypt

_____   _____

2. Você vai ouvir um *podcast* cujo título é *Top 5 Places to Visit in 2020*. Levante hipóteses sobre o que você vai ouvir e escreva em seu caderno.

While Listening

3. Listen and check your answer in Activity 2.

4. Listen again and tick [√] the best option.
   - **a.** [   ] The man says Portugal is better than Spain.
   - **b.** [   ] The man thinks the countries have some differences.
   - **c.** [   ] The man says Spain is more beautiful than Portugal.
   - **d.** [   ] The man thinks both countries are the same.

5. Listen once more. What differences are mentioned in the podcast? Underline the best answers.
   - **a.** food
   - **b.** language
   - **c.** favourite sports
   - **d.** attitude
   - **e.** way of life

Post-Listening

6. Discuta as perguntas com o professor e os colegas.

a. Você já ouviu *podcasts*? Sobre quais assuntos? Se não, qual assunto seria do seu interesse?

b. Você conhece pessoas de Portugal e da Espanha? Se sim, como você as descreveria? E pessoas de outros países? Como elas são diferentes dos brasileiros?

LANGUAGE FOCUS

Grammar **Comparative adjectives**

1. Read the sentences from the podcast. Then underline the statements that are correct about them.

'[…] its much **larger** neighbour, Spain.'

'Portugal is **more conservative than** Spain.'

'They tend to be a lot **quieter than** Spanish people.'

'They tend to be **more** […] **introspective**.'

a. The sentences are comparing two things or people.

b. The sentences are describing two things or people.

c. *Large* and *quiet* are short adjectives. They have only one syllable.

d. *Conservative* and *introspective* are short adjectives, too.

2. Match sentences a.–c. to their complements. Use the information in Activity 1.

a. We use *more* + adjective + *than* with

b. We use adjective + *-er* with

c. These sentences are

[ ] comparisons between two elements

[ ] short adjectives (e.g., *quiet*, *big*, *long*)

[ ] long adjectives (e.g., *conservative*, *introspective*, *expensive*)

3. Look at the tables and tick [√] the correct options.

Spain	
Foundation	1479
Area	504,782 km²
Population	Around 46,000 million
Cost of living	€1,567

Sources: FERNANDES, Cláudio. Formação da Monarquia Nacional Espanhola. *Mundo Educação*. Available at: <https://mundoeducacao.uol.com.br/historiageral/formacao-monarquia-nacional-espanhola.htm>. Accessed on: 13 July, 2020; POPULAÇÃO da Espanha. *Countymeters*. Available at: <https://countrymeters.info/pt/Spain>. Accessed on: 13 July, 2020.

Portugal	
Foundation	1143
Area	92,389 km²
Population	Around 10,7 million
Cost of living	€1,406

Source: PACIEVITCH, Thais. História de Portugal. *Info Escola*. Available at: <www.infoescola.com/historia/historia-de-portugal/>. Accessed on: 13 July, 2020.; FREITAS, Eduardo de. Portugal. *Brasil Escola*. Available at: <https://brasilescola.uol.com.br/geografia/portugal.htm>. Accessed on: July 13, 2020.

a. [ ] Portugal is older than Spain.

b. [ ] Spain is smaller than Portugal.

c. [ ] Spain is more populated than Portugal.

d. [ ] Living in Portugal is more expensive than in Spain.

4. Correct the wrong sentences from Activity 3 in your notebook.

Lesson 1

OUTCOME

A presentation about countries

> **What:** create and deliver an oral presentation
> **Goal:** compare countries
> **Audience:** classmates, teacher and other students
> **Where:** in class, within your group

1. **You are going to prepare a presentation. Follow the steps.**
   a. Choose a country from the tables below.
   b. Write sentences about the country in your notebook, comparing it with the other two countries. The adjectives from the box will help you.

   > big · cheap · expensive · old · populous · small

   c. Write a short introduction for your presentation.
      - **Greet your audience and introduce yourself.**
      - **Mention the country you are talking about.**

Philippines			Malawi			Colombia	
Foundation	4 July, 1946		Foundation	6 July, 1964		Foundation	20 July, 1810
Area	300,000 km²		Area	118,484 km²		Area	1,141,748 km²
Population*	107,948,000		Population*	17,991,000		Population*	42,866,000
Cost of living**	$1,235		Cost of living**	$1,178		Cost of living**	$802

Estimated in 2019

Sources: COST of living. *Expatistan*. Available at: <https://www.expatistan.com/cost-of-living>. Accessed on: July 13, 2020;Philippines#ref23724>. Accessed on: July 13, 2020.;

PHILIPPINES. *ENCYCLOPÆDIA BRITANNICA*. Available at: <https://www.britannica.com/place/Philippines#ref23724>. Accessed on: July 13, 2020.;

MALAWI. *ENCYCLOPÆDIA BRITANNICA*. Available at: <https://www.britannica.com/place/Malawi>. Accessed on: July 13, 2020;

COLOMBIA. *ENCYCLOPÆDIA BRITANNICA*. Available at: <https://www.britannica.com/place/Colombia>. Accessed on: July 13, 2020.

2. **Work in small groups to present your country to your classmates. Follow the steps.**
   a. Refer to the notes from Activity 1.
   b. Share your presentation with your group members.
   c. Thank people for their attention.

FEEDBACK

Nesta *lesson*, você:

ouviu e compreendeu um podcast comparando dois países;

aprendeu e usou *comparative adjectives* para falar sobre países;

fez uma apresentação oral comparando países.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Can you write questions about countries for a quiz?

READING

Pre-Reading

1. Observe o mapa ao lado. Qual continente ele representa?

_____

2. O que você sabe sobre esse continente? Compartilhe suas ideias com os colegas.

3. Observe o texto na Atividade 4. Com base nos títulos, no *layout* e em outras informações no texto, onde você acha que ele pode ser encontrado?
   a. [   ] Em um *site* de HQs e cartuns.
   b. [   ] Em uma enciclopédia *online*.
   c. [   ] Em um *blog* especializado em relatos de viagem.

While Reading

4. Read the text. What type of information you <u>cannot</u> find in the text?
   a. [   ] geographical characteristics
   b. [   ] names and heights of mountains
   c. [   ] climate
   d. [   ] cultural aspects such as celebrations, typical food and language
   e. [   ] typical fauna and flora

New Zealand	Australia	Papua New Guinea
Mountains cover much of the islands. On the South Island the Southern Alps contain the country's highest peak, Mount Cook, and many glaciers. New Zealand's longest river, the Waikato, is on the North Island. […] New Zealand has several types of flightless birds, including takahes, penguins, and kiwis. The kiwi bird is New Zealand's national symbol.	Australia is one of the largest countries in the world, but it is also the smallest continent. […] In the southeast are the Australian Alps. There, Mount Kosciusko, Australia's tallest mountain, stands 7,310 feet (2,228 meters) high. […] The country is home to many unique animals […]. Many of the world's marsupials live in Australia—for example, kangaroos, koalas, and wallabies. Crocodiles, lizards, snakes, turtles, and parrots also live there.	Papua New Guinea lies north of Australia. Tall mountains rise on the main island. The climate is warm and rainy. Rain forests cover much of the land. Pine, oak, and cedar trees grow in the higher regions. The country's animals include tree kangaroos, wallabies, and egg-laying mammals called echidnas.

GLOSSARY
island: ilha
peak: pico
river: rio
flightless: que não voa
mammals: mamíferos
lies: fica

Extracted from: NEW Zealand. *Britannica Kids*. Available at: <https://kids.britannica.com/kids/article/New-Zealand/345755>. Accessed on: 13 July, 2020.

Extracted from: AUSTRALIA. *Britannica Kids*. Available at: <https://kids.britannica.com/kids/article/Australia/345639>. Accessed on: 13 July, 2020.

Extracted from: PAPUA Nova Guiné. *Britannica Kids*. Available at: <https://kids.britannica.com/kids/article/Papua-New-Guinea/345764>. Accessed on: 13 July, 2020.;

Lesson 2

5. Match the countries to the information.

a. Australia

b. New Zealand

c. Papua New Guinea

[   ] One of the largest countries in the world.

[   ] There are many mountains in the country.

[   ] It has a bird as a symbol of the country.

[   ] It rains a lot in this country.

[   ] It has a lot of marsupials as typical animals.

[   ] It's to the north of Australia.

6. Underline in the text.

a. Three words used for directions and location.

b. Two dangerous animals.

c. Three adjectives.

Post-Reading

7. Em duplas, discutam as questões.

a. Por que as pessoas leem artigos de enciclopédia?

b. Com qual frequência você costuma ler esse tipo de texto?

LANGUAGE FOCUS

[Grammar] **Superlative adjectives**

1. Find in the text versions of these adjectives.

a. high: _____

c. small: _____

b. long: _____

d. tall: _____

2. Look at the photos, read the captions and tick [√] the best answer.

*Oceania is **the smallest** continent.*

a. [   ] Oceania is small, but other continents are smaller.

b. [   ] All the other continents are bigger than Oceania.

c. [   ] All the other continents are smaller than Oceania.

Mount Kosciusko is **the tallest** mountain in Australia.

a. [   ] There is only one mountain taller than Kosciusko.

b. [   ] All the mountains are taller than Kosciusko.

c. [   ] Kosciusko is taller than all the other mountains.

3. **Read the photo captions again and circle the best options to complete the sentence.**

In the superlative form, we add *-er / -est* to *a short adjective / a verb* to compare one element to *another element / all the other elements*.

4. **Read some more examples of superlatives and write true (T) or false (F).**

In Oceania, Australia is **the most expensive** country.

Papua New Guinea is **the least** explored country in Oceania.

a. [   ] With long adjectives, like *expensive*, we add *-est* to the word.

b. [   ] With long adjectives, like *expensive*, we use *the most* before the adjective.

c. [   ] *The least* is the opposite of *the most*.

d. [   ] *The least* is a synonym of *the most*.

OUTCOME

Questions for a quiz

What: write questions for a quiz
Goal: compare countries

Audience: students from other classes
Where: in your book

In groups, you are going to prepare a quiz about countries. Follow the steps.

a. Share your notes about the continent and countries you researched.

b. Now choose the most interesting and curious information.

c. Use the information to write three questions for a quiz in your notebook. Pay attention to some features of quiz questions:

- **They usually have three response options.**

- **They usually start with question words such as *what*, *where*, *when*, *how* etc.**

- **They are objective and challenging.**

Look at the example:
What is the biggest country in Oceania?

a. [   ] Australia   b. [   ] Papua New Guinea   c. [   ] New Zealand

d. Focus on your target audience – your classmates – when writing the questions. Try to use comparatives and superlatives.

f. Show your draft to the teacher. Get feedback and write the final version on a separate sheet of paper. Include an answer key.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu artigos de enciclopédia;

usou *superlative adjectives* para comparar lugares;

escreveu perguntas para um *quiz*.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Lesson 3

Can you write three interesting facts about your city?

READING

Pre-Reading

1. Com seu professor e colegas, elabore um mapa mental sobre o que você mais aprecia no Brasil. Considere os pontos a seguir e outros.

   a. aspectos culturais   **c.** festividades   **e.** natureza

   b. fatos históricos   **d.** culinária   **f.** as pessoas

While Reading

2. Read the extracts below. Which items from Activity 1 are mentioned?

Extract 1

Interesting Facts About Brazil

Written by Jenna Francisco

Brazil is a unique country in South America. It is the largest country on the continent and the fifth largest in the world. Its population of 200 million demonstrates a diverse mix of race, religion, country of origin, and cultural heritage. The striking contrast between the north and the south is easily noticeable, but there are many interesting nuances of life and culture in Brazil that every visitor should be aware of.

A Diverse Population

Brazil prides itself on having a diverse population due in part to its largest proportion of people who come from mixed race families. In 2008, 48% identified themselves as white, 44% as mixed race, and 7% as black.

[…]

One of the World's Largest Cities

São Paulo, with an urban population of over 11 million (over 20 million in the metro area), is by far the most populous city in Brazil. It is also the most populous city in South America, the most populous city in the western hemisphere, and the twelfth most populous city in the world.

Extracted from: FRANCISCO, Jenna. Interesting facts about Brazil, 2019. Available at: <www.tripsavvy.com/interesting-facts-about-brazil-1467100>. Accessed on: July 14,2020.

Extract 2

30 amazing facts about Brazil, home to a hidden mountain and a ghost town in the jungle

By Oliver Smith, digital travel editor

[…] **2.** The world's best beach – according to TripAdvisor – is Baía do Sancho, in Brazil. It is found in the archipelago of Fernando de Noronha, just over an hour by air from Natal. […]

7. Brasilia, the country's capital, took just 41 months to build, from 1956 to 1960 (Rio had been the capital for the previous 197 years).[…]

13. São Paulo has some of the world's worst traffic jams. According to Companhia de Engenharia de Tráfego, the city's traffic management agency, a congestion record was set on November 15, 2013, with a total of 309 kilometres (192 mi) of queues around the city during the evening rush hour. […]

16. The most popular surname in Brazil is Silva. […]

19. According to a 2007 report, there are at least 70 uncontacted tribes in the Brazilian Amazon. […]

25. Brazil is one of the world's most biodiverse countries, with a total of four million plant and animal species, according to estimates. It has more species of monkey than any other nation. […]

Extracted from: SMITH, Oliver. 30 amazing facts about Brazil, home to a hidden mountain and a ghost town in the jungle. *The Telegraph*, 2017. Available at: <www.telegraph.co.uk/travel/destinations/south-america/brazil/articles/brazil-fascinating-facts/>. Accessed on: 14 July,2020.

GLOSSARY
heritage:
herança
build:
construir
previous:
anteriores
surname:
sobrenome
species:
espécies

3. Read the excerpts again. Then, in pairs, answer the questions.

a. Which excerpt mentions a bad aspect of Brazil? Copy the part.

_____

b. If you were a foreigner interested in learning about Brazil, which article would help you most?

_____

4. Write _1_ for aspects mentioned in extract 1 and _2_ for aspects mentioned in extract 2. Some aspects may be in both of them.

a. _____ traffic

b. _____ beaches

c. _____ population

d. _____ big cities

e. _____ biodiversity

Post-Reading

5. Em duplas, discutam as questões.

a. Que tipo de leitor poderia ter interesse em ler esses artigos?

b. Os trechos de artigo que você leu apresentam apenas alguns fatos relacionados ao Brasil. Você acha que eles representam bem o país? Quais outros elementos você acha que poderiam ser listados nos artigos? Por quê?

LANGUAGE FOCUS

Vocabulary **Talking about cities**

1. Label the photos using the words from the box.

clean · countryside · historical · town · interesting/lively · littering · park · square · traffic

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

2. Write the titles in the box from Activity 1.

City problems · Good aspects · Places in the city · Types of cities

OUTCOME

An article about my city

What: write a small list-article
Goal: share interesting things about my city
Audience: tourists or any people interested in learning about the city
Where: in your notebook

1. In groups, discuss some characteristics of your city and write them in your notebook. You may use the categories below to help you.

a. people

b. interesting places to visit

c. typical food

d. city problems

e. festivals and holidays

2. In pairs, you are going to write a short article about your city. Follow the steps.

a. Choose three points you discussed in Activity 1.

b. Decide who you are writing to – are you writing to tourists or to any people interested in learning about your city?

c. In your notebook, write a short introduction to captivate readers. You may include some data such as the population or area.

d. Add the three facts. Put each fact in the first sentence and then some more information about it.

e. Review your work. Then show the text to the teacher and make all the necessary adjustments.

f. Write the final version on a separate sheet of paper.

g. Exchange articles another pair and read it.

+ LEARNING TO LEARN

As orientações para produções escritas ajudam a dividir a tarefa em etapas, tornando a escrita mais fácil. Se a ideia de escrever um texto em inglês parece assustadora, não pense no trabalho como um todo: percorra cada etapa com calma. Ao final, certamente você terá concluído com sucesso a tarefa. Se precisar de ajuda, conte com os colegas e com o professor!

FEEDBACK

Nesta *lesson*, você:

leu trechos de artigos apresentando diferentes perspectivas sobre o Brasil;

aprendeu vocabulário para falar sobre características de cidades;

escreveu um artigo curto apresentando fatos interessantes da sua cidade.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Can you discuss a person's life and achievements?

READING

Pre-Reading

1. **As palavras desta *word cloud* foram retiradas da biografia de uma pessoa famosa. Com um colega, discuta as questões abaixo.**

    a. Quem é a pessoa a quem a *word cloud* se refere?
    b. O que podemos inferir sobre a história de vida dessa pessoa?

While Reading

2. **Read the biographical facts and check your answers to Activity 1.**

> "I tell my story not because it is unique, but because it is the story of many girls."
>
> Malala

MALALA'S STORY

1997 **I was born in Mingora, Pakistan on July 12, 1997.**
Welcoming a baby girl is not always cause for celebration in Pakistan. […]

2008 **My father was a teacher and ran a girls' school in our village.**
I loved school. But everything changed when the Taliban took control of our town in Swat Valley. […]

2012 **I spoke out publicly on behalf of girls and our right to learn. And this made me a target.**
In October 2012, on my way home from school, a masked gunman boarded my school bus and asked, "Who is Malala?" He shot me on the left side of my head. […]

Lesson 4

2014 After months of surgeries and rehabilitation, I joined my family in our new home in the U.K. […] I determined to continue my fight until every girl could go to school. […] In recognition of our work, I received the Nobel Peace Prize in December 2014 and became the youngest-ever Nobel laureate.

2018 I began studying Philosophy, Politics and Economics at the University of Oxford.

2020 I graduated from Oxford University!
   […] Together, we can create a world where all girls can learn and lead.

Extracted from: MALALA. FUND. Malala's story. *malala.org*, 2020. Available at: <https://www.malala.org/malalas-story>. Accessed on: 28 Sep. 2020.

3. Answer the questions.

a. Where is Malala from?

_____

b. How old is she now?

_____

c. Why did she become a target?

_____

d. What happened to her after that?

_____

e. What are some of her achievements?

_____

4. Tick [√] the sentence that we CANNOT infer about Malala.

a. [ ] She is a very brave girl.

b. [ ] Her father is an inspiration to her.

c. [ ] She delivered important speeches.

d. [ ] She fought for animals' rights.

e. [ ] Taliban considered Malala an enemy.

Post-Reading

5. Em duplas, releiam a passagem abaixo e discutam as perguntas.

'Together, we can create a world where all girls can learn and lead.'

a. O que é educação para você?

b. De que forma a educação pode mudar o mundo?

6. Depois de conhecer um pouco sobre a vida de Malala Yousafzai, qual legado você acha que ela deixará para as futuras gerações?

LANGUAGE FOCUS

Vocabulary Agreeing and disagreeing

1. Match the words to their definitions.

a. agree

b. disagree

c. filler words

[ ] To have a different opinion.

[ ] Words you use in a conversation when you're thinking and don't want to be silent.

[ ] To have the same opinion.

2. **Read the expressions and write *A* for expressions used for agreeing, *D* for expressions used for disagreeing, and *F*, for filler words.**

   a. [   ] I don't see it that way.　　　　**d.** [   ] My feelings exactly!

   b. [   ] I see what you mean, but…　　　**e.** [   ] So, …

   c. [   ] Like, …　　　　　　　　　　　**f.** [   ] You know…

3. **Read the statements. Use the expressions from Activity 1 and write in your notebook what you think about them.**

   a. Education should be free.

   b. Educated people are more independent.

   c. Boys and girls should go to separate schools.

OUTCOME

A discussion

What: a group discussion	Audience: classmates
Goal: reflect on the rules of a debate and express your opinion	Where: classroom

1. **In your notebook, write your opinions about the following topics.**

   a. Malala and her story can inspire teenagers all over the world.

   b. Education for girls prevents child marriage.

   c. The Nobel Peace Prize is important to show the world there are people fighting for peace.

   d. Teenagers like Malala can make a difference in the world.

2. **In pairs, read and reflect on some important rules to participate in a debate. Can you add more rules? Share them with the whole class.**

   • Talk only when you have something to say
   • Speak clearly
   • Listen attentively
   • Be quiet and respectful while someone is speaking

3. **In groups, you are going to participate in a debate. Follow the steps.**

   a. Refer to the rules in Activity 2.

   b. Read again your notes in Activity 1, then read the expressions you can use to express opinions, to agree and to disagree.

   c. Exchange ideas with your classmates. Remember to follow the debate rules!

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um texto biográfico de Malala Yousafzai;

aprendeu e usou vocabulário para concordar ou discordar de opiniões;

participou de um debate.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Can you talk about paintings?

READING

Pre-Reading

1. **Olhe a foto e discuta as perguntas com os colegas.**
   a. O que podemos encontrar no lugar mostrado na foto?
   b. Há um espaço assim na sua cidade?
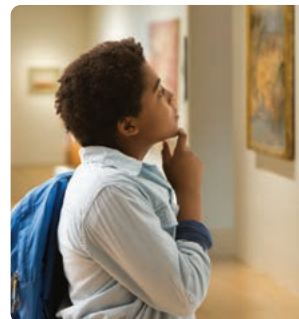
While Reading

2. **Read the texts and underline the names of the works of art. Then complete the texts with the names of the artists.**

Text 1

[…]_____ liked to paint the places he visited. When you look at his paintings, you can almost imagine you are there with him. In *Farms near Auvers*, the bright greens make you feel like you are standing in the French countryside. This painting was made towards the end of _____ 's career. Earlier, he had used darker colours. As he grew older, he liked using lighter colours.

Lubaina Himid. Between the Two my Heart is Balanced. 1991. Acrylic paint on canvas. Support: 1218 × 1524 × 27 mm frame: 1292 × 1600 × 55 mm. Tate Gallery Foundation.

Text 2

Study for *A Sunday on La Grande Jatte*. This is _____'s final study for his monumental painting of Parisians at leisure on an island in the Seine (Art Institute of Chicago). Contrasting pigments are woven together with small, patchy brushstrokes […], a technique which came to be known as Pointillism (from the French word point, or dot).

Vincent van Gogh. Farms near Auvers. 1890. Oil paint on canvas. 502 × 100. 644 × 1167 × 73 mm.

GLOSSARY
darker: mais escuras
lighter: mais claras
patchy: irregulares
brushstrokes: pinceladas
dot: ponto
pattern: estampa

Text 3

_____ paints stories about beautiful friendships, love and kindness. In *Between the Two my Heart is Balanced*, we can see two black women. They are wearing colourful dresses and sailing on a boat. The artist explained that patterns and clothing are important in her paintings. The dresses are a way for the women to show their personalities to one another and the viewer.

Georges Seurat. A Sunday on La Grande Jatte. Oil on canvas. 207.5 × 308.1 cm (81 3/4 × 121 1/4 in.) 1884.

3. Read some comments about the paintings in Activity 3. Then tick [√] the correct artist.

	Van Gogh	Lubaina Himid	Georges Seurat
a. 'When you look at this painting, you feel like you visited that place before.'			
b. 'The artist was inspired by a specific place and the people who used to go there.'			
c. 'In this painting, the artist tried to capture some traits of the women's personality from the way they dress.'			
d. 'Men, women and children of all ages represent the artist's glimpse of Parisian life in the 19th century.'			

Post-Reading

4. Discuta as perguntas em grupos.

    a. De qual pintura você mais gostou? Por quê?

    b. Todas as obras de arte apresentam detalhes bastante interessantes e até intrigantes. Dentre eles, qual mais chamou sua atenção? Por quê?

LANGUAGE FOCUS

Vocabulary **Describing paintings**

1. Match the words to their definitions.

a. colourful

b. monochromatic

c. symbolic

d. realistic

[   ] Something that is metaphoric, with hidden meanings.

[   ] Something that has only one colour.

[   ] Something that has many different colours.

[   ] Something that looks real; life-like.

2. Write the names for these types of paintings.

still life · landscape · abstract · portrait

MANABU MABE. COMPOSIÇÃO B. 130 x 130 cm. ÓLEO SOBRE TELA. 1956

MANABU MABE. AUTO RETRATO. 50 x 40 cm. ÓLEO SOBRE CARTÃO. 1949

MANABU MABE. FRUTAS. 42 x 50 cm. ÓLEO SOBRE TELA. 1945

MANABU MABE. PAISAGEM DE LINS. 50 x 60 cm. ÓLEO SOBRE TELA. 1949

a. _____

b. _____

c. _____

d. _____

✛ **CULTURE**
Manabu Mabe (1924 - 1997) foi um artista japonês naturalizado brasileiro. Quais outros artistas brasileiros você conhece?

3. **Describe one of the paintings from Activity 2 to a classmate. He/she has to find out which painting it is. Take turns.**

A: It has food. It uses bright colours.

B: It's '*Frutas*'.

OUTCOME

Comparing two paintings

What: compare two paintings
Goal: discuss interesting characteristics of your favourite painting
Audience: teacher and classmates
Where: classroom

1. **Look at the paintings in this lesson and choose your favourite. In your notebook, make a list of its characteristics.**

2. **In pairs, you are going to play a game called 'That's true, but …'. Read the rules of the game and complete it with examples.**

   a. The student who starts the game says a sentence comparing his/her favourite painting to their classmate's favourite. For example, *My painting is more colourful than yours.*

   b. The second student will then choose other sentence to respond to the first one, also comparing, but starting the sentence with *That's true, but.* For example, *That's true, but my painting is brighter than yours.*

   c. The first student creates another sentence, also starting with *That's true, but.* For example, *That's true, but my painting is more abstract then yours.*

   d. The game ends when a student can't find more topics to talk about.

3. **Read again your notes from Activity 1 and add some adjectives you can use in the game. Don't worry about writing full sentences with the adjectives at this moment.**

4. **Now it's time to play the game in pairs. Follow the rules, use your notes and have fun!**

FEEDBACK

Nesta *lesson*, você:

leu trechos de artigos sobre quadros e seus pintores;

aprendeu e usou vocabulário para falar de quadros;

participou de jogo para falar do seu quadro favorito.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

CLOSING

GETTING ACROSS

1. **Todos os dias, temos contato com produtos de outras culturas. Observe as categorias e escreva pelo menos um exemplo de um produto cultural de outro estado ou país que você tenha "consumido" na última semana e que, de alguma forma, mostrava a cultura desse outro lugar.**

   a. música: _____

   b. comida: _____

   c. programa de TV/filme: _____

   d. jogo eletrônico: _____

   e. vídeo *online*: _____

   f. livro: _____

2. **Discuta as questões com a turma.**

   a. Como as informações e conteúdo (como os que você citou na atividade anterior) de outros países chegam até você?

   b. Você consome, em quantidade igual ou parecida, coisas que vêm da sua própria região (artes em geral, vídeos, comidas etc.)?

   c. Você consegue pensar em uma vantagem e uma desvantagem dessa circulação de bens culturais entre estados e países?

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, nos degraus mais altos, aqueles que você acha que já dominou.**

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.**

3

Looking ahead and taking action!

1. **Observe as imagens e leia o título desta *Unit*. Assinale [√] as palavras que você considera relacionadas ao tema.**
   a. [ ] voluntariado
   b. [ ] cidadania
   c. [ ] *hobbies*
   d. [ ] educação
   e. [ ] protestos
   f. [ ] campanhas de doações

2. **Você está envolvido ou já se envolveu em ações para mudar o meio em que vive? Se sim, quais? Se não, gostaria de se envolver em alguma? Qual?**

3. **O que você gostaria que fosse diferente nas áreas da educação, do meio ambiente, dos direitos humanos e dos animais? O que você poderia fazer para aprimorá-las?**

Can you write a speech for the school election?

LISTENING

Pre-Listening

1. **Em duplas, discutam as seguintes questões.**
   a. Quais são os aspectos específicos de sua escola de que você mais gosta?
   b. Que aspectos você gostaria de aprimorar?
   c. Como você tem ajudado ou acredita que poderia ajudar a melhorar os aspectos citados no item *b*.?

2. **Observe o cartum abaixo e responda.**
   a. O que você pode deduzir sobre o cartum? Que elementos justificam sua resposta?
   b. Como os personagens parecem estar se sentindo? O que aconteceu?

+ CULTURE

Nos Estados Unidos, Canadá, Coreia do Sul, Filipinas e em outros países existem dois tipos de eleições, que são: um estudante pode ser eleito presidente da turma (*class president*) ou presidente do corpo estudantil (*student government president*). Na primeira opção, o estudante é eleito presidente da classe e se junta a um corpo estudantil para ajudar a tomar decisões. Na segunda opção, o presidente eleito representa todo o corpo estudantil de todas as séries da escola.
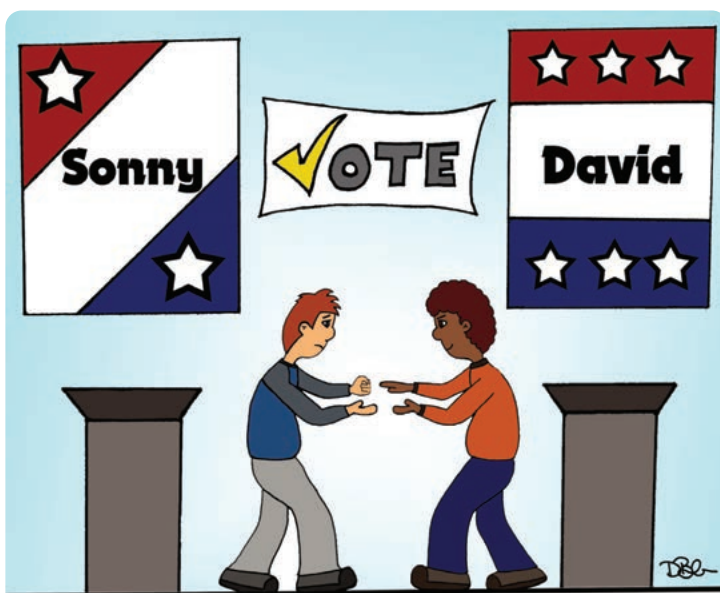
www.CartoonStock.com

With no clear winner, the 7th grade Class President debate came down to a tie breaker.

While Listening

3. **Chris is reading a speech for his classmates. Listen to the audio and tick [√] the best option.**
   a. [   ] Chris is probably reading a text word for word.
   b. [   ] He is running for class president.
   c. [   ] He is talking about the teachers.
   d. [   ] The audience doesn't like his speech.

4. Listen again and tick [√] the topics Chris talks about in his speech.

a. [ ] Food b. [ ] Recess c. [ ] Field trips

d. [ ] Lockers e. [ ] Science labs f. [ ] Textbooks

5. Listen to Chris one more time and complete the transcript with the words from Activity 3.

'You know, I don't know what I can do as class president, but this is what I'm going to try to do. I'm going to try to get you _____ with combinations that work. I'm tired of coming in to my locker and seeing that everything I own is gone. I'm going to try to get you _____ from this decade. […]. And what about that lunch room _____? I had some Jell-O last week that was harder than the bowl. […] And how about we get _____ to places where people actually want to go? I'm not going to the botanical gardens one more time. […] My name is Chris, and I'm running for your eighth grade class president.'

Post-Listening

6. Discuta as questões em um grupo com três integrantes.

a. Se você estudasse com Chris, o discurso iria convencê-lo a votar nele? Por quê?

b. Na sua escola, existe um grêmio ou o cargo de líder da turma? Quais são as funções exercidas?

c. Se não há, você gostaria que houvesse? O que você imagina que seria diferente caso existisse representação estudantil nas decisões?

LANGUAGE FOCUS

Grammar *Be going to* (Review)

1. Go back to Activity 5 and underline the sentences that indicate future.

2. Complete the text with *going to* and the verbs from the box.

debate · hold · join · participate (neg.) · vote (1 neg. / 1 aff.) · write

---

Attention students!

Next month, the school _____ a student election. The candidates _____ in two weeks. All the candidates _____ a platform, make a speech and answer questions.

Every student in the school _____. However, teachers _____ or help candidates. The current student representative _____ in the next election.

Next year, the elected candidate _____ meetings to help the directors border design solutions for the most common problems.

---

3. Circle the time expressions that indicate future in Activity 2.

Lesson 1

OUTCOME

A speech

> What: a written speech
> Goal: make promises for the school election
> Audience: classmates and teachers
> Where: in your notebook

1. **Refer back to Chris' speech in Activity 5. Read and circle the best answer.**

   a. Who is he talking to?

   Teachers   Eighth grade students

   The school director   Students' parents

   b. What kind of language does he use?

   Formal   Informal

   c. Besides talking about his promises, what other type of information does he include?

   His name   The position he is running for

   His favourite food   The school address

2. **Now you are a candidate running for class president. Write your own speech. Follow the steps.**

   a. Talk to your eighth grade classmates about the issues in the school. Write them down in your notebook.

   b. Think of ways you can help solve those issues. Write a solution for every problem.

   c. Write the first draft of your speech. Follow the guidelines:

   - Use *going to* for your plans and promises.

   - Use appropriate language to talk to your classmates.

   - Write a short introduction. You can include your name, the position and why you are running for class president.

   - Be creative, passionate and talk about the issues you want to improve.

   d. Exchange texts with a classmate. Check the guidelines and, if necessary, give suggestions.

   e. Make the necessary adjustments and write the final version in your notebook.

+ LEARNING TO LEARN

Mostrar o rascunho do seu texto para alguém é uma excelente forma de receber sugestões sobre pontos a melhorar, os quais não teríamos percebido sozinhos.

FEEDBACK

Nesta *lesson*, você:

ouviu e compreendeu um discurso para eleição de presidente da turma;

revisou o uso do futuro com *going to*;

refletiu e elaborou um discurso para a eleição de presidente da turma.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.
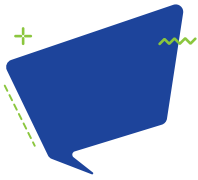
Can you deliver a speech for the school election?

READING

Pre-Reading

1. **As imagens abaixo estão relacionadas ao texto que você vai ler. Observe-as e assinale os temas que você acredita que o texto vá abordar.**

a. [ ] Saber como fazer anotações prévias e concisas para lhe auxiliar durante uma apresentação.

b. [ ] Como divulgar e vender palestras.

c. [ ] Leitura em voz alta é importante para aperfeiçoar as habilidades vocais.

d. [ ] A importância de se preparar e ensaiar antes de fazer uma apresentação.

e. [ ] Como controlar o volume e a velocidade de fala durante uma apresentação.

2. **Agora leia o título e observe a organização do texto. Por que acha que as *tips* foram organizadas dessa forma?**

_____

_____

While Reading
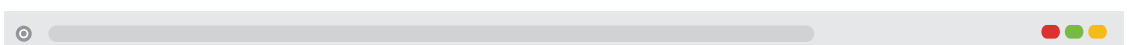
20 PUBLIC SPEAKING TIPS FOR STUDENTS

[…]

- **Tip 6** - Read aloud

Of course, reading is great, but reading out loud is even better.
When you read out loud you are essentially training yourself with all the vocal skills and abilities you need to be a good clear public speaker. […]

Lesson 2

- **Tip 9** - _____

[...] Having a good understanding of your topic will ensure you can speak with authority without being vague.

Knowing your topic also means that you can speak freely without having to rely too heavily on notes. When you can speak without too many notes your audience will have more confidence in you.

- **Tip 10** - _____

[...] In everyday speech you may not feel like you can get your thoughts out coherently at times. Imagine you had a run through before every conversation you have. You could pause time and practice your responses a few times before the real-life response. I'm sure you would be a lot more concise and articulate. [...]

Practicing aloud will also give you a good idea of what sounds ok... outside your head. [...]

- **Tip 15** - _____

[...] If you have an idea of who will make up your audience, you will be able tailor what you say to them. [...]

Knowing the make-up of your audience will help when planning what you will say and what you will need to include.

- **Tip 19** - _____

[...] If your notes are too extensive you will inevitably rely on them too heavily and will more likely end up reading your presentation. This is true whether on PowerPoint or prompt cards. You will lose your appeal and effectiveness if your eyes are diverted for too long during your presentation. [...]

Work to your strengths and ensure you only have what you need, but not too much.

- **Tip 20** - _____

[...] Often when a person gets nervous, they speed up. How can you keep a good pace that is easy and enjoyable to listen to?

Make sure you take time to breathe. Slow down and enunciate words properly especially when important points are being made. [...]

Modulating your pace effectively makes for a natural delivery.

GLOSSARY
tips: dicas
out loud: em voz alta
ensure: garantir
rely on: depender de
run through: ensaiou
make up: compor
tailor: ajustar
pace: ritmo

3. Read the text and write the titles of the tips from the box in the correct paragraphs.

> ~~Read aloud~~ · How to use notes · Practice
> Know your topic · Pace yourself · Know your audience

4. Is it necessary to write a lot of notes when you know the topic? Why?

_____

5. Underline the recommendation that is not on the text.
   a. Manage your speed while speaking.
   b. Do not write extensive notes.
   c. Rehearse in front of a mirror, so you can check your posture.
   d. Give a presentation based on what your audience will like.

6. What can you infer from the text? Tick [√] the best option.

a. [ ] Most teenagers need to speak faster.

b. [ ] Only teenagers get nervous when speaking in public.

c. [ ] Putting long sentences in the note cards may be better for your presentation.

d. [ ] Being a good public speaker involves many skills.

Post-Reading

7. Converse com um colega e responda às questões.

a. Como você se sente antes de apresentações em público? Como você lida com essas emoções?

_____

_____

_____

b. Você já utilizou alguma das técnicas mencionadas no texto? Conhece outra técnica que não foi citada?

_____

_____

_____

OUTCOME

Delivering a speech

What: an oral speech
Goal: give an oral presentation for the school elections
Audience: classmates and teacher
Where: in the classroom

You are going to deliver your school election speech. Follow the steps.

a. Use the speech you wrote on Lesson 1.

b. Read it carefully once more before you present it.

c. Prepare note cards to help you during the presentation.

d. Rehearse with a partner.

e. Deliver your speech to the group.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um texto *online* com dicas de como falar em público;

preparou *note cards* para servir de apoio para o discurso;

apresentou um discurso para eleições estudantis.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Lesson 3

Can you summarise a documentary?

LISTENING

Pre-Listening

1. **Observe a imagem e discuta as questões propostas com os colegas.**
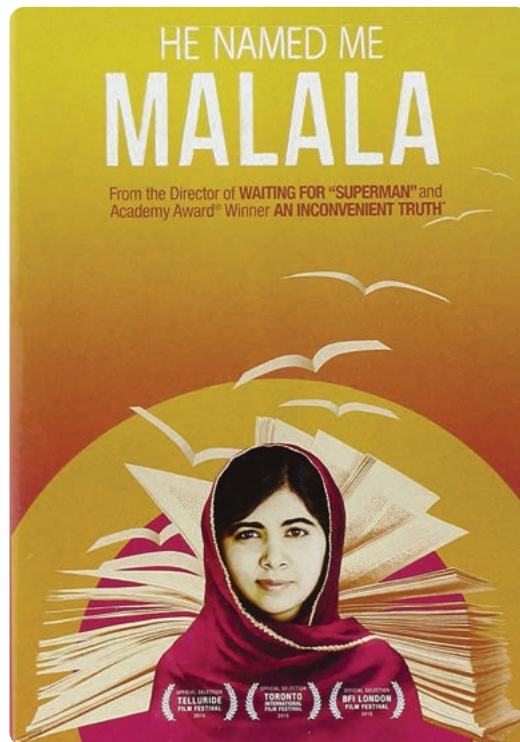
+ CULTURE

O pai de Malala a nomeou em homenagem a Malalai de Maiwand, uma heroína que lutou na batalha do Afeganistão contra os colonizadores britânicos em 1880. Segundo a lenda, Malalai foi responsável por palavras de encorajamento que levaram os afegãos à vitória, mas acabou sendo atingida durante a batalha e não resistiu aos ferimentos. O nome Malala também significa "atingida pela dor".

a. O que é essa imagem e o que ela veicula?

b. Considerando o título da *lesson*, a qual gênero de filme se enquadra *He named me Malala*?

c. O que você já conhece sobre a história de Malala?

d. Que tipo de informação nova esse filme pode trazer?

2. **Observe a imagem e releia o nome do filme. A quem você acha que o pronome *He* se refere?**

While Listening

3. Listen to an extract of a documentary about Malala and circle the best option.

    a. How many different people can you hear?

        3   4   5   6

    b. What is the overall feeling in this passage?

        happiness   sadness   tension

    c. Malala is talking about events in the _____.

        future   past   present

4. Listen to the audio again and underline the correct options to complete the sentences.

    a. When Malala was in a coma in the hospital, she had terrible dreams and thought that she was *alone / dead*.

    b. Malala was *15 years old / by herself* when she was shot.

    c. When Malala opened her eyes, she thought, *'No one knows what's my name' / 'No one knows me here'*.

    d. When Malala woke up, she saw *her father / nurses and doctors.*

    e. When she woke up, her first question was, *'Where's my father?' / 'Where am I?'.*

5. In the documentary, there are some journalists from different channels and countries. What can you infer about this fact? Tick [√] the best options.

    a. [ ] The world reacted in horror because of the Taliban's cruelty.

    b. [ ] Malala is an icon of courage and hope for millions of children, especially girls, around the world.

    c. [ ] The journalists were looking for sensational crime stories.

6. What do you think Malala's relationship with her father is like? What supporting evidence can you infer from the documentary?

_____

_____

_____

Post-Listening

7. Discuta as questões com o professor e seus colegas. Registre suas ideias para cada pergunta.

    a. Agora que você já conhece a origem do nome de Malala, por que acha que esse ponto foi destacado no título do documentário?

_____

_____

_____

    b. Existem pessoas na sua cidade que também enfrentam dificuldades para poder continuar os estudos? Se sim, como você, seus colegas e a comunidade em geral poderiam ajudar para evitar essa situação?

_____

Lesson 3

OUTCOME

A summary

What: a summary of a book or movie you like	**Audience:** students from different classes and teachers
Goal: write the main points of a text	**Where:** in your notebook

1. Read the dictionary definition of the word _summary_ and write true (T) or false (F).

| summary | Video pronunciation | English: summary | American: summary | summary | Example sentences | Trends ▶ |
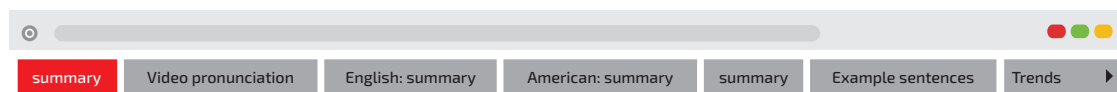
summary

Word forms: plural summaries

1. COUNTABLE NOUN

A summary of something is a short account of it, which gives the main points but not the details.

Extracted from: SUMMARY. In: _Collins Dictionary_. Available at: <https://www.collinsdictionary.com/dictionary/english/summary>. Accessed on: 2 Aug., 2020.

- **a. [   ]** A summary is a very detailed text.
- **b. [   ]** If you read the summary, you know all the story.
- **c. [   ]** In a summary, we write only the most important facts.
- **d. [   ]** We can't change facts or give our opinion when writing a summary.

2. In your notebook, write a summary of Malala's documentary excerpt. Follow the steps.

- **a.** Write down the most important facts.
- **b.** Organise them in a paragraph.
- **c.** Write the first draft in your notebook.
- **d.** Give it to a classmate to check it.
- **e.** Make the necessary changes and write the final version.

3. In pairs, choose a film or a book that you like and write a summary about it in your notebook. Follow your teacher's instructions to make a mural.

FEEDBACK

Nesta _lesson_, você:

ouviu e compreendeu um trecho de documentário;

entendeu o que é um resumo e como fazer um;

escreveu um resumo de um livro ou filme escolhido.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta _lesson_? Se sim, registre-os no caderno.
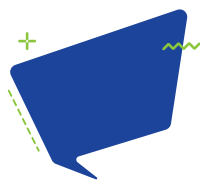
Can you write a checklist with actions to change the world?

READING

Pre-Reading

1. **Observe as imagens e discuta as perguntas com um colega.**

    a. Você reconhece as pessoas representadas nas fotos? Se sim, o que as tornaram conhecidas? Se não, o que se pode inferir sobre elas?

    b. Que idade elas parecem ter nas fotos?

    c. O que você acha que elas estão fazendo? É algo que você consideraria comum para pessoas dessa idade?

2. **Observe brevemente o texto abaixo, leia as afirmações e circule V (verdadeiro) ou F (falso).**

    a. Está organizado em forma de lista.   V   F

    b. Ele se direciona apenas a agentes políticos.   V   F

    c. O texto não pode ser compartilhado em redes sociais.   V   F

    d. É encontrado em um *website*.   V   F

While Reading

[…] Things That Even You Can Do to Change the World

Catherine Winter

[1] Plant a Garden
You'd be surprised what a little patch of green space can do for the environment, and if you have a bit of land that you can turn into a garden, you'll make more of an impact in your corner of the planet than you realise. […]

Lesson 4

[2] Speak Up, and Take Action
If there are issues that concern you, use your voice to bring attention to them. Sign petitions, write letters to your member of parliament, make an appointment to sit down with someone who has the power to change things, and discuss your worries with them. […]

[3] Clean Up
You're probably quite vigilant with regard to disposing of garbage properly, but others may not be quite so conscientious. If you see a piece of rubbish lying about […], throw it out. […]

[4] Find Out More About What You Buy/Wear/Use
Just like food, clothing has to come from somewhere, but few people take the time to really research the origins of their clothes. […] Have your jeans been sewn by children's hands in Thailand or India? Were any animals harmed to source real fur trim for your jacket or boots? Was any water polluted to create the PVC in your bag or shoes? Educate yourself so that you can educate others and speak out against mistreatment when you come across it.

[5] Volunteer
There are many different ways to donate your time to others, so don't feel that you have to put yourself in a position you're uncomfortable with in order to make a difference. […]
If you like the outdoors, consider doing some volunteer work to help clean up parks. Are you an animal lover? Offer to walk dogs at an animal shelter a few times a month, or maybe help to campaign for the World Wildlife Fund, SPCA, etc. […] Trust that there's charity work that's perfectly suited for you out there, and it doesn't take a lot of effort to make a dramatic difference in another's life. […]

GLOSSARY
patch: pedaço
environment: meio ambiente
concern: preocupam
petitions: abaixo--assinados
disposing: descarte
sewn: costurado
shelter: abrigo
charity: caridade

3. Read the text and underline the words that can sum up its purpose.

to inspire   to inform   to scare   to report the news

4. Number the statements below according to the item they refer to in the text.

a. [   ] You can make a difference in your community by donating your time.

b. [   ] It is important to find out how things we buy are made.

c. [   ] Cultivating a green area will impact where you live.

5. Answer the questions.

a. Read item 2 again. What do you understand by the phrasal verb *speak up*?

b. Do social media help people speak up? Why?

Post-Reading

6. Em duplas, discutam as questões abaixo.

a. Você já realizou alguma das ações mencionadas no texto? Se sim, qual foi o resultado e como você se sentiu? Se não, quais você imagina que seriam os resultados e como você se sentiria?

b. Você conhece ONGs, organizações sem fins lucrativos ou outros tipos de instituição com fins humanitários na sua cidade? Você já se interessou em se voluntariar em uma instituição assim? No que você acha que gostaria de ajudar?

OUTCOME

A checklist

What: a checklist of problems at your school, city or country
Goal: write down actions to change the world

Audience: school community
Where: in your notebook and posters

1. Circle the picture that shows a checklist.

DEUX CHEVAUX
ESPRESSO MENU

ESPRESSO	1.8
RISTRETTO	1.8
FLAT WHITE	2.4
CAPPUCCINO	2.6
CAFFE LATTE	2.6
CAFFE MOCHA	2.8
AMERICANO	2.2

ALL WITH DOUBLE SHOT
WE USE ORGANIC MILK
DELICIOUS DECAF AND
DAIRY FREE MILK AVAILABLE
NATURAL VANILLA SYRUP 3

HOT CHOCOLAT	2.2
KIDS WITH MARSHMALLOW	1 8
HOUSE TEA	1.6

EARL GREY, GREEN, ROOIBOS
PEPPERMINT 1 8

2. Write C for the sentences that you think could be listed in a checklist.

a. [   ] Read a book about volunteering.

b. [   ] Yesterday, I went to a protest.

c. [   ] Separate the rubbish for recycling.

d. [   ] I would like to have a hamburger, please.

3. What is the main idea of a checklist? Underline the best option.

a. A checklist is a list of things you need to do or verify – it's a kind of to-do list.

b. It is a recipe to make something.

4. In groups, write a checklist. Follow the instructions.

a. Think of some problems that bother you at your school, city or country. Write them down.

b. Think of some actions you and other young people can do about them.

c. In your notebook, write your checklist with reasonable actions you could take to make a difference.

d. Create a title for your list.

e. Exchange drafts with another group.

f. Write the final version and follow your teacher's instructions to present your checklist.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um artigo informativo sobre como os jovens podem agir para mudar o mundo;

escreveu um *checklist* com ações que podem ser feitas para mudar algo que o incomoda.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

67

Can you make a calendar of kindness acts?

READING

Pre-Reading

1. **Em dupla, observem a imagem e discutam as questões abaixo.**

   a. Como você descreveria essa imagem?

   b. Empatia é a capacidade de se colocar no lugar do outro para que se possa compreender os desejos, as dores e os sentimentos daquele que sofre. Na sua opinião, essa imagem pode simbolizar a empatia? Por quê?

   c. Quais palavras em inglês você poderia usar para compor uma nuvem de palavras relacionada a *empathy* (empatia)?

   _____

   _____

2. **O texto abaixo é sobre uma data especial. Qual é essa data e o que é celebrado nela? Qual é a relação da empatia com essa celebração?**

   _____

   _____

GLOSSARY
kinder: mais gentil
carry: carregar
effort: esforço
random: aleatório
humankind: humanidade
compliments: elogios

While Reading

3. **Read the text and answer the questions. Use the numbers from the text.**
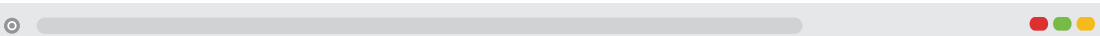
Making the world a kinder place — one gesture at a time

By **TimesLIVE** - November 13, 2018

| Share on Facebook | Tweet on Twitter | G+ | P |
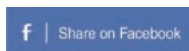
If someone smiles at you in the street today, or offers to carry your shopping bag, they may be trying to make the world a better place because it's World Kindness Day.

[…]

Started in 1998 as an effort to make the world a better place, the idea of random acts of kindness to strangers has spread around the world, and World Kindness Day is now celebrated in 28 countries.

No act of kindness is too big or too small — all acts are part of the bigger picture of connecting humankind.

Some people told TimesLIVE in Cape Town how they planned to mark the day.

"I like to give compliments to random people because I think it could make someone's day," said Tiffany Japtha from Blue Downs. For Nonzukiso Mpapama from Strand, the day will be better if "you just give everyone a smile".

[…]

Francine Barchett, Natalie Elliott And Corey D Smith

a. The date of the World Kindness Day is: _____

b. The number of countries that celebrate the World Kindness Day is: _____

c. The year the World Kindness Day was first celebrated: _____

4. Write down three examples of kindness acts mentioned in the text.

_____

5. Read the text again and tick [√] what you can infer from this celebration.

a. [   ] The World Kindness Day was created so big companies can be kind.

b. [   ] The World Kindness Day can be celebrated by anyone with simple acts of kindness.

c. [   ] People still don't know how to celebrate World Kindness Day.

d. [   ] The reporters don't expect anyone to be celebrating the World Kindness Day in South Africa.

Post-Reading

6. Discuta as questões abaixo em duplas.

a. Você já ouviu falar no *World Kindness Day*? Como você gostaria de celebrá-lo?

b. Você acha que praticar boas ações, fazer gentilezas, ser solidário e agir com boa vontade no dia a dia pode nos tornar pessoas mais felizes? Por quê?

LANGUAGE FOCUS

Vocabulary **Kindness acts**

1. Match the good actions from the box to the pictures.

> spread positivity on social media · be polite to everyone
> plant a garden · start a fundraiser for a good cause

a. _____

b. _____

c. _____

d. _____

2. Read the problems and suggest actions of kindness and empathy to help. Follow the example.

a. In my city, there are a lot of people who are homeless and live on the streets.

Donate clothes, shoes, cleansing products and food or start a fundraiser.

Lesson 5

b. At my school, students are just rude all the time.

_____

c. I want to make a difference and help people in need.

_____

d. My friend helps me a lot and I want to thank her.

_____

e. Most of your friends on social media are sad and worried about the Covid-19 pandemic.

_____

OUTCOME

An empathy calendar

> **What:** a calendar with acts of kindness   **Audience:** students and teachers
> **Goal:** promote kindness acts   **Where:** calendar poster

1. **List three kindness acts that you and your classmates could do to make your community better and happier.**

   a. _____

   b. _____

   c. _____

2. **Get together in groups and put the actions in a calendar. Follow the instructions.**
   a. Look at everybody's lists and choose five acts.
   b. Write a draft and show it to the teacher.
   c. Share your kindness acts with your classmates.
   d. Decide with the whole class what can be improved.
   e. Discuss with your teacher how to create a beautiful calendar and the best place to display it on the school walls.
   f. Write the final version of the calendar your teacher will give you.

FEEDBACK

Nesta _lesson_, você:

leu um artigo sobre o _World Kindness Day_;

aprendeu vocabulário sobre ações de bondade e empatia;

elaborou um calendário com sugestões de atos de bondade e empatia.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta _lesson_? Se sim, registre-os no caderno.

Closing

GETTING ACROSS

1. **Em grupos, voltem às páginas de abertura da *Unit* e leiam as perguntas que vocês preencheram na Atividade 3. Em seguida, discutam as questões abaixo.**

    a. Há alguma mudança que vocês gostariam de fazer depois dos conteúdos estudados e dos textos lidos durante a *Unit*? Se houver, discutam essas mudanças.

    b. Em qual dessas áreas o grupo acredita que conseguiu dar as melhores sugestões de ações?

    c. Preparem juntos uma lista que inclua a área e as sugestões de ações de todos os membros.

2. **Vamos transformar essas ações em um projeto de ação. Sigam os passos.**

    a. Conversem com um especialista para saber quais das ações escolhidas são viáveis – pode ser o seu professor de Ciências, de Geografia, o diretor de sua escola etc.

    b. Dentre as ações aprovadas, escolham uma.

    c. Façam um *checklist* do que precisa ser feito e dividam as atribuições.

    d. Se possível, registrem as etapas do projeto por meio de fotos ou vídeos para compartilhar com a comunidade escolar.

SELF-ASSESSMENT

Releia os objetivos da *Unit*. Cada pote abaixo representa um deles. Preencha-os de acordo com o que você considera ter atingido melhor. Quanto mais cheio o pote, mais domínio você tem dessa habilidade.

a. Escrever um discurso para eleições estudantis usando *going to* para fazer promessas.

b. Fazer um discurso usando as dicas para falar em público.

c. Escrever um resumo de um livro ou filme.

d. Escrever um *checklist* com ações que os estudantes podem fazer para mudar o mundo.

e. Elaborar um calendário com sugestões de atos de bondade e empatia.

f. _____
_____
_____

The world of literature
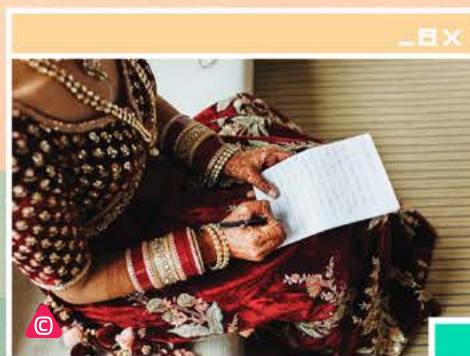
1. **Em grupos, observem as imagens e respondam: qual delas mais se aproxima de vocês e da sua realidade quando se trata da leitura? Por quê?**

2. **Em uma das fotos, você pode observar que a leitura não é necessariamente algo que se possa fazer apenas de forma individual – ela pode ser realizada em grupos. Na sua opinião, quais são os pontos positivos da roda de leitura? Por quê?**

3. **Escolha uma obra literária para ler – pode ser um conto, um livro, um diário, uma poesia etc. Ao final desta *Unit*, vamos conversar sobre sua experiência e suas impressões.**

Lesson 1

Can you analyse a myth?

READING

Pre-Reading

1. Observe as capas dos livros abaixo e sublinhe as alternativas corretas.
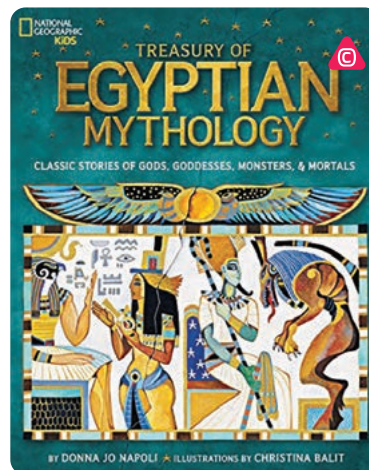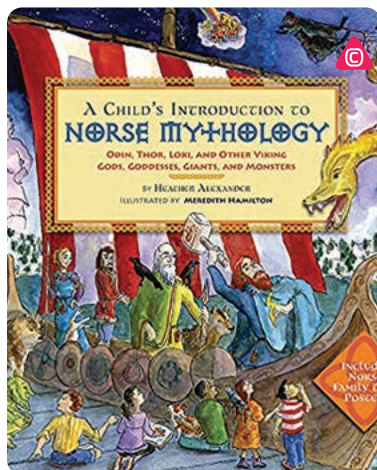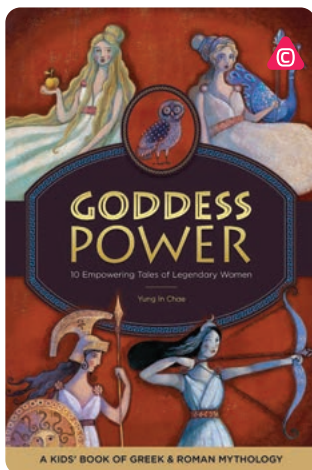
a. Os personagens envolvidos não são seres humanos comuns, simples mortais.

b. Os mitos têm origem em um único povo.

c. Seres fantásticos compõem a narrativa mitológica.

d. As personagens femininas nos mitos são sempre frágeis e delicadas.

2. Leia o título do texto e observe a imagem que o acompanha. Levante hipóteses sobre o que se pode inferir a respeito de Thor.

_____

_____

_____

_____

While Reading

3. Read the text and match the statements that follow to the corresponding parts.

a. [   ] Thor got Mjölnir back.

b. [   ] Mjölnir was stolen.

c. [   ] Loki discovered where Mjölnir was.

d. [   ] Thor dressed up as a bride.

e. [   ] A god has an idea to solve the problem.

f. [   ] Thor found out who had his hammer.

g. [   ] Freya refused to marry Thrym.

Norse myth: the day Mjölnir was stolen

1

Thor, the god of thunder, always carried Mjölnir, his hammer, with him. It was his favourite and most powerful weapon. One day, Thor woke up, stretched, and realised that Mjölnir was missing. Desperate and full of anger, he asked for the god Loki's help.

'Loki, someone has stolen my hammer! Try to find it right now!', cried Thor.

Loki was suspicious of the giants. Mjölnir is the main weapon the gods have against them.

2

'I need to go to the realm of the giants and ask Thrym about the hammer', Loki thought. 'I am almost sure that our powerful weapon is there.'

To solve the mystery, Loki turned into a falcon and flew off, crossing the sky in search of the hammer.

There, he sat down beside Thrym, the giants' king, and asked him a question.

'Do you know anything about Thor's Mjölnir?'

'I do', said Thrym. 'I was the one who stole it. Mjölnir is now buried eight miles under, and I will just return it if Freya marries me.'

3

Loki assumed the form of a falcon again and came back to the land of gods. In the palace, Thor was eager to know where his hammer was.

'Did you find Mjölnir?', asked Thor.

'Yes', said Loki. 'It is with Thrym. He buried the hammer eight miles under and will keep it there until Freya marries him.'

'Let's ask Freya to be his wife then', said Thor.

4

The gods left the palace and went to Freya's house as fast as they could.

'Freya, you will marry Thrym, the giants' king', informed Thor. 'This is the only way of getting Mjölnir back, our main weapon against the giants.'

'I won't marry the giants' king! I don't deserve to be punished for something I haven't lost', said Freya. 'You must come up with another solution.'

5

To help Thor, the gods and goddesses decided to set a meeting to discuss the problem. During the reunion, the god Heimdall had a brilliant idea.

'Thor, why don't you dress up as a bride to trick Thrym? Take the veil and pretend you are Freya. You will surely get Mjölnir back.'

Thor did not enjoy the plan that much, but it seemed the only way to take his hammer back home.

'Don't worry, I will be your bridesmaid', said Loki. 'This plan will work.'

6

On the wedding day, Freya and the other goddesses helped Thor dress like a beautiful bride. Meanwhile, the giants' king prepared a feast to celebrate.

Perfectly disguised, Thor and Loki finally went to the realm of the giants. They spent the whole night anticipating the moment of the blessing.

7

When the priest was ready to marry 'Freya' and Thrym, the giants' king ordered:

'Bring Mjölnir and place it on my beautiful wife's lap!'

As soon as the hammer touched Thor's legs, he took off the bridal veil and wielded Mjölnir around the king's head, killing all the giants.
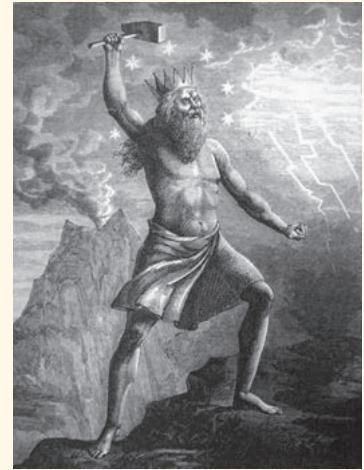
+ CULTURE

O mito de Thor faz parte da mitologia nórdica (dos países mais ao norte da Europa). A palavra Mjölnir (martelo que pertence ao deus Thor) é originária das línguas desses países.

GLOSSARY

thunder: trovão
weapon: arma
realm: reino
marry: casar
bride: noiva
veil: véu
disguised: disfarçados
lap: colo
wielded: segurou

4. Tick [√] the best option about Freya.

a. [   ] She is very submissive to men.

b. [   ] She wants to marry a prince.

c. [   ] She is obstinate and has her own opinions.

d. [   ] She doesn't want to help Thor because she doesn't like him.

5. Find words and expressions in the text to the categories.

a. Two routine things that Thor did: _____

b. Two names of creatures that are not human: _____

c. Two names of parts of the body: _____

d. The place where Thrym lives: _____

Post-Reading

6. Discuta as questões com um colega.

a. Você já conhecia o personagem Thor? A versão que você leu na história é parecida com a imagem que tinha dele?

b. No primeiro parágrafo, Thor é apresentado como *o deus do trovão*. De fato, os povos nórdicos acreditavam que Thor controlava os raios e a chuva. Por que você acha que existem tantas histórias antigas explicando elementos da natureza?

OUTCOME

A graphic organiser

What: a graphic organiser
Goal: learn and identify the elements of a narrative
Audience: classmates and teacher
Where: book

You are going to fill in the graphic organiser according to the story you read. Follow the steps.

a. Look at the text for the information you need.

b. Write the information in a graphic organiser. Don't copy sentences from the text, use your own words.

c. Show your organiser to a classmate, ask for revision and make all the necessary changes.

FEEDBACK

Nesta *lesson*, você:

leu uma narrativa mitológica e conheceu algumas características do gênero textual mito;

identificou e organizou elementos da narrativa em um organizador gráfico.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.
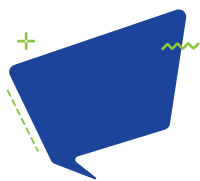
Can you compare a myth to a poem?

READING

Pre-Reading

1. **Você se lembra do texto que leu na aula anterior? Escreva três perguntas sobre a história e os personagens. Desafie um colega a respondê-las.**

   a. _____ .

   b. _____ .

   c. _____ .

2. **Observe o título do poema abaixo. Com um colega, discuta sobre a provável conexão do conteúdo com o mito sobre o qual você leu na aula anterior. Levante hipóteses sobre o que será abordado no poema.**

While Reading

3. **Read the poem and circle the words to complete the sentences.**

   a. The poem *narrates / describes* part of the Nordic mythology.

   b. At the end of the poem, there's a feeling that something *good / bad* may happen in Asgard.

   c. Among the characters described in the poem, only one is *female / male*.

To Asgard!

Come across the rainbow bridge
to Asgard, where the Norse gods live!

Odin is the ruler here,
he strokes his beard, he shakes his spear,
he keeps a pair of wolves as pets
and flies a horse who eight legs.

Come across the rainbow bridge
to Asgard, where the Norse gods live!

Frigg is queen, and she can see
what every person's fate will be,
and whether it will turn out well
or badly, though she'll never tell.

Come across the rainbow bridge
to Asgard, where the Norse gods live!

The strongest of them all is Thor
whose hammer causes thunderstorms.
He crushes mountains, likes to flirt,
has two goats pull his cart to work.

Come across the rainbow bridge
to Asgard, where the Norse gods live!

[…]
Loki is the trickster god:
he causes trouble, then he's off,
and even Odin cannot make
this wily wicked god behave.

Come across the rainbow bridge
to Asgard, where the Norse gods live!

Their world is full of beasts and swords,
serpents, giants, magic wars.
They feast and fight and feast again
but even Asgard has to end…

So while there's still a rainbow bridge:
to Asgard! where the Norse gods live.

Extracted from: PIERCEY, Rachel. To Asgard!. In: PIERCEY, Rachel & WRIGHT, Emma. *Falling out of the sky: Poems about myths and legends.* Birmingham: The Emma Press, 2015. Available at: <https://clpe.org.uk/poetryline/poems/asgard>. Accessed on: 16 Aug., 2020.

GLOSSARY

bridge: ponte

ruler: governante

spear: lança

fate: destino

trickster: trapaceiro

wicked: perverso

4. Tick [√] the correct characters' descriptions.

	Knows everything about people's destiny	Is the supreme divinity	So strong that can destroy a mountain	Is portrayed as a god who creates chaos
a. Odin				
b. Freya				
c. Thor				
d. Loki				

5. Decide if the sentences are true (**T**) or false (**F**).
   a. [   ] Loki is more powerful than Odin.
   b. [   ] Because Odin is the ruler, it is expected that he could make Loki behave, but he can't.
   c. [   ] Odin is wicked and wily, just like Loki.
   d. [   ] Life in Asgard is peaceful.

6. Write a line of the poem that matches the photos.

    +

a. _____

    +

b. _____

+
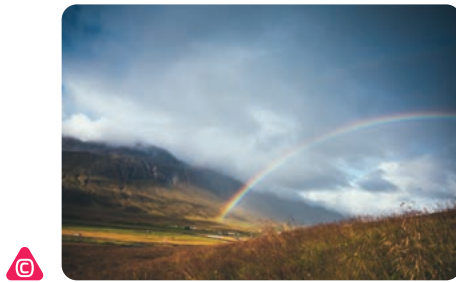
c. _____

Post-Reading

7. Discuta as questões com os colegas e o professor.

   a. Que informações o poema acrescentou ao texto que você leu na *lesson* anterior?

   b. Que diferenças você conseguiu perceber na linguagem poética e na linguagem do mito lido na *lesson* anterior?

OUTCOME

Comparing a poem to a myth

What: a discussion	Audience: classmates
Goal: compare a poem and a myth	Where: classroom

1. In pairs, discuss and write your answers to the following questions in your notebook.

   a. Are the poem and the myth you read last class similar? In which aspects?

   b. Are the poem and the myth different? In which aspects?

   c. Which one did you like the most? Why?

   d. Which one makes you want to learn more about Norse Gods? Why?

   e. Are there any aspects you didn't like or consider boring in the texts?

2. Now form groups and orally compare your opinions. Follow the steps.

   a. Read your answers to Activity 1 and say your opinion.

   b. Listen to your classmate's answers.

   c. Comment on their answers, give your opinions and listen to them.

   d. You can use the following expressions: I agree/disagree./I know what you mean, but …/I think…/I totally agree…/I partially agree…/What I really mean is…

✛ LEARNING TO LEARN

Em uma discussão, tente lembrar que o mais importante é se comunicar com os colegas. Não se esqueça de que todos estamos em aprendizado constante. Escute as opiniões, tente compreender o que é dito e contribua com a discussão sem receio.

FEEDBACK

Nesta *lesson*, você:

leu um poema e conheceu sua organização textual e suas principais características;

refletiu sobre diferentes aspectos do mito e do poema e expôs suas opiniões.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Can you discuss a poem?

LISTENING

Pre-Listening

1. Discuta as questões com um colega.

    a. Você conhece a origem do seu nome? Ele é considerado um nome comum?

    b. Quando alguém troca ou esquece seu nome, como você se sente? O que faz?

    c. Um nome é muito mais que uma simples identificação. O que um nome pode representar para as pessoas?

2. Você vai ouvir um poema de Jaspreet Kaur, uma professora de História e poetisa, cujo título é *That's not my name*. Levante hipóteses e assinale [√] o que você espera ouvir no áudio.

    a. [   ] Um poema repleto de rimas e utilização de recursos sonoros.

    b. [   ] Um relato de experiência pessoal.

    c. [   ] Um desabafo de quem sempre tem o nome pronunciado de forma errada.

    d. [   ] Compartilhamento de emoções.

While Listening

3. Listen to the poem and underline the true sentences.

    a. People usually say her name correctly.

    b. People don't know how to pronounce her name.

    c. She doesn't care if someone says her name wrong.

    d. She thinks her name is important.

4. Listen again and put the lines in the correct place in the poem.

    1. I'm renamed

    2. Is this me at my best?

    3. It's easier for you to pronounce

    4. Say it whole for me

    5. That's not my name.

      They call me 'her'
      They call me 'Jas'

      [   ] _____

      That's not my name
      That's not my name
      When you say my name

      [   ] _____

      Because I'm tired of only being half of me
      So the other kids wouldn't laugh at me

      [   ] _____

      But the sounds are no longer mine
      And the meaning is becoming more difficult to define

✚ CULTURE

A autora Jaspreet Kaur é inglesa, mas de origem indiana. O processo de colonização britânica na Índia deixou várias marcas culturais em ambos os países. Infelizmente, os indianos que vivem no Reino Unido muitas vezes ainda sofrem preconceitos. A insistência de Jaspreet para que seu nome seja pronunciado corretamente é uma forma de lutar contra isto.

[   ] _____

Maybe it's me who's too lenient
I folded up my name into a small box that will roll off your tongue to be more convenient
Until my syllables are simply fragments of east vs. west

[   ] _____

... If I'm only half of me.

5. Complete the information with the lines from the poem.

a. A line in which she says her nickname: _____

b. She makes a request in this line: _____

c. She mentions a traumatic experience from her childhood in this verse:

_____

Post-Listening

6. Discuta as questões com um colega.

a. O que você achou da experiência de ouvir um poema em vez de apenas lê-lo?

b. Você concorda com o tom de indignação da autora com relação às confusões relacionadas ao nome próprio? Por quê?

c. Você acha que, embora Jaspreet fale inglês e viva no Reino Unido, o fato de ela ter origem em outra cultura contribuiu para que não pronunciassem corretamente seu nome? Se sim, o que ambos os lados poderiam fazer para impedir que isso se repita?

LANGUAGE FOCUS

Vocabulary **Names and identity**

Complete the mind map with the words from the box.

culture · first name · full name · identity · letters · nickname · sounds · surname

is made of:

My name

represents:

has different versions:
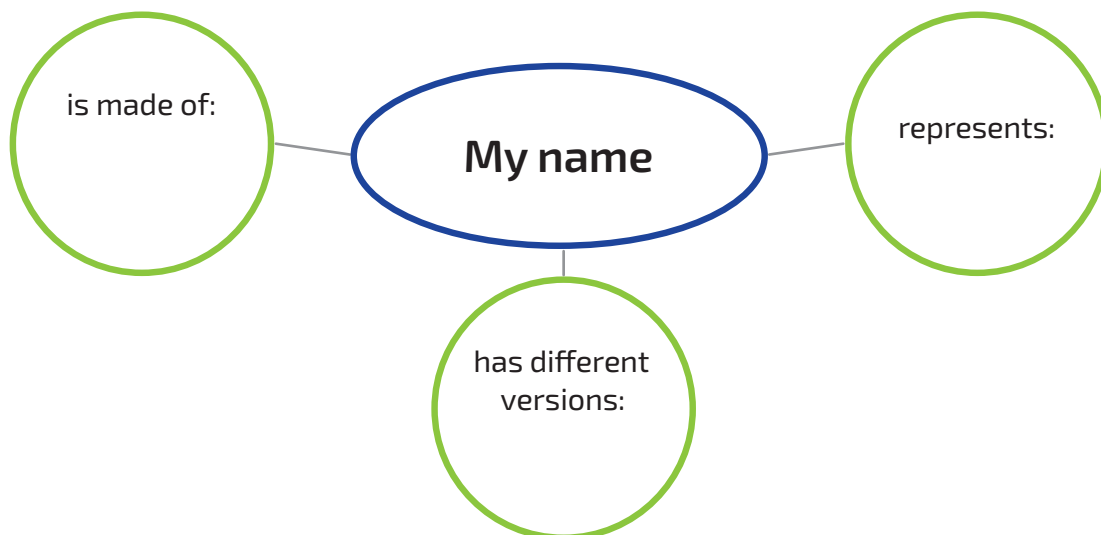
Lesson 3

OUTCOME

Discussing a poem

> What: a discussion
> Goal: talk about name, identity and culture
> Audience: classmates and teacher
> Where: classroom

1. **Reflect on the questions below and answer them. Then, in pairs, read and discuss each other's answers.**

   a. Why is a name something so important?

   _____

   b. How important are your name and your family name in everyday life?

   _____

   c. Do you think people can learn to pronounce any name? Why do some people choose not to do so?

   _____

   d. A name is a powerful thing. Do you think it can affect life or define a person?

   _____

2. **After discussing, read your answers again and, if necessary, review them.**

3. **In groups of four students, discuss the importance of names. Follow the steps.**

   a. Read the first question and share your answer.

   b. Listen to your classmates' answers to the same question and comment on them:

   • **Do you agree with them?**

   • **Are their answers similar to yours?**

   • **What can you infer about that?**

   • **What would you add?**

FEEDBACK

Nesta *lesson*, você:

ouviu e compreendeu um poema;

ampliou seu vocabulário em relação a nomes e identidade;

expôs suas opiniões e seus pontos de vista em uma discussão com colegas.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Can you recommend a multicultural fairy tale?

READING

Pre-Reading

1. **Observe as imagens e, com um colega, discuta e responda às perguntas a seguir.**

a. Quais contos de fadas estão representados nessas imagens?

b. Essas histórias costumam despertar interesse em crianças. Por quais adaptações elas podem passar a fim de despertar o interesse de jovens e adolescentes?

2. **Observe o texto na Atividade 3. Onde ele poderia ser encontrado?**

a. [ ] Em um *site* de biblioteca.   **c. [ ]** Em um *blog* sobre leitura.

b. [ ] Em um *site* de uma livraria.   **d. [ ]** Em uma revista de gastronomia.

While Reading

3. **Read the reviews. Then underline the information you can find in them.**

a. number of pages   **d.** age recommendation

b. author's name   **e.** the country it was inspired by

c. the end of the story

Happily Ever After: 21 Multicultural Fairy Tales to Delight Every Child and Teen

by Charnaie Gordon

Rapunzel

by Rachel Isadora

Rachel Isadora's take on *Rapunzel* is bursting with vibrant collage artwork that will enchant readers of all ages. Rapunzel's tower moves to a lush setting in Africa; her long, beaded dreadlocks greet her Prince Charming, who arrives on a zebra. And of course, as with all the best fairy tales, there's plenty of magic to go around.

(Ages 4-6)

[...]
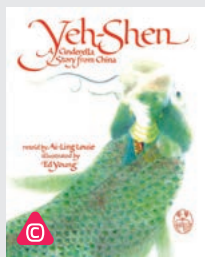
Yeh-Shen
by Ai-Ling Louie

Illustrated in gorgeous watercolors, this version of the *Cinderella* story takes place in China, where lonely Yeh-Shen — mistreated by her stepmother and stepsisters — finds solace and friendship with a magical pet fish, who plays the role of the fairy godmother. (Ages 4-8)
[...]
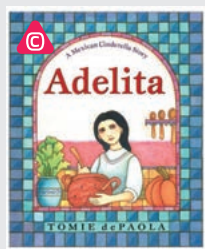
Adelita
by Tomie dePaola

Rather than leave behind a glass slipper at the ball, Adelita misplaces her *rebozo* — a shawl — which Javier uses to find the woman who stole his heart. There are even more twists in this *Cinderella* story, as well as Spanish vocabulary and paintings that capture the folk art of Mexico.
(Ages 4-8)

4. Write the titles of the books according to the description.

a. This story features a girl with long hair: _____ .

b. This book presents some Spanish words: _____ .

c. The main character in this book is a girl who lives with her stepfamily: _____ .

d. This fairy tale features exotic animals: _____ .

e. In this story, a special animal helps the main character: _____ .

f. This story is illustrated with typical art from a country: _____ .

GLOSSARY
bursting: explodindo
lush: exuberante
watercolors: aquarela
mistreated: maltratada
solace: consolo
shawl: xale

Post-Reading

5. Escolha um personagem de contos de fadas e pense como ele seria se vivesse na sua cultura. Qual seria a história dele?

+ _____

LANGUAGE FOCUS

Grammar **Relative pronouns**

1. Read the fragment extracted from the text and answer the question: which option could replace the sentence without changing the meaning? Circle it.

'She greets her Prince Charming, who arrives on a zebra.'

a. She greets her Prince Charming. She arrives on a zebra.
b. She greets her Prince Charming. The Prince Charming arrives on a zebra.

2. Read the fragment in Activity 1 again and answer the questions.

a. What word is used to connect the two sentences in the fragment? _____

b. Which element in the first sentence is replaced by the pronoun *who*? _____

c. What does the relative pronoun *who* refer to: a person, an object or a place? _____

3. Based on the previous activities, analyse and complete the activity.

a. Break the long sentence into two short sentences: _____

b. Repeated words: _____

c. The word that connects the sentence: _____

d. In the sentence, *which* refers to: _____

OUTCOME

Recommending a book

> **What:** a book recommendation
> **Goal:** role play a book recommendation
> **Audience:** your classmates and teacher
> **Where:** classroom

1. Read the sentences that can be used in a possible dialogue between a librarian and a reader. Write L for librarian and R for reader.

a. [   ] What kind of books do you like?

b. [   ] I'm looking for a book with a non-classical fairy tale.

c. [   ] You'll like this book, the story is set in _____ where _____.

d. [   ] What about this book?

e. [   ] In this story, there's a _____ which _____.

2. Role play a librarian and a reader who's looking for a modern fairy tale.

a. Decide who's going to play each character. Rehearse the script:

The reader greets the librarian, who answers the greeting. / The reader asks for a recommendation. / The librarian asks questions to make a better recommendation. / The reader answers the questions. / The librarian chooses a book based on the answers. The librarian describes the book. / The reader thanks the librarian.

b. Role play. You can use the books in the text you read as reference. Exchange roles.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu resenhas descritivas;

aprendeu a identificar e a utilizar alguns pronomes relativos;

praticou um *role play* contextualizado em uma situação comunicativa possível.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Can you write a diary entry?

READING

Pre-Reading

1. Leia a citação e discuta com seus colegas como cada um a interpreta.

> 'Paper has more patience than people.'
>
> *Autor desconhecido*

2. Você vai ler um trecho de um diário. O que você sabe sobre esse gênero textual? Liste duas de suas características mais comuns.

   a. _____

   b. _____

While Reading

3. Read an excerpt of a diary and tick [√] the best option about it.

   a. [   ] It is about the reasons why she is writing a diary.

   b. [   ] It is about her opinion on her friends and family.

   c. [   ] It is about the impacts of war on her friends and family.

   d. [   ] It is about her interests and admirers.

The Diary of a Young Girl

Saturday, June 20, 1942

[…]

Now I'm back to the point that prompted me to keep a diary in the first place: I don't have a friend.

Let me put it more clearly, since no one will believe that a thirteen-year-old girl is completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a throng of admirers who can't keep their adoring eyes off me and who sometimes have to resort to using a broken pocket mirror to try and catch a glimpse of me in the classroom. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately they're not liable to change. This is why I've started the diary.

[…]

Ⓒ Extracted from: FRANK, Anne. The Diary of a Young Girl. *NPR*, pp. 19-20.

GLOSSARY

throng: multidão

catch a glimpse: dar uma olhadinha rápida

surface: superfície

confide: confiar

unfortunately: infelizmente

liable: sujeito a

4. Underline in the diary entry the words that refer to Anne's relationships and explain the reason why the girl mentioned them.

_____

5. Read the text and answer the questions.

a. How old was Anne when she wrote the diary?

_____

b. What did Anne want when she was with her friends?

_____

c. Why did she start a diary?

_____

d. In your opinion, what did the diary mean to her?

_____

Post-Reading

6. Discuta as questões com um colega.

a. Você já teve um diário? Se sim, o que o motivou a começar a escrever? Se não, qual meio você usa para refletir sobre sua vida?

b. Por que um diário pode ser relevante também como registro histórico? Em que o conteúdo encontrado lá difere do que pode ser encontrado nos livros de história ou nas notícias de jornais da época?

✛ ─────────────────────────────────────

LANGUAGE FOCUS

Vocabulary | **Stative verbs**

1. Match the sentences to the pictures.

a. I **think** I like the red one better.

b. I can't **believe** this is true!

c. I **feel** so cold now, can you give me a jacket?

d. I really **hate** broccoli.

e. It's raining and I **forgot** my umbrella!

f. I **want** to be a doctor when I grow up.

g. I **need** a tomato, can you pass me one?

h. I'm trying to **learn** maths.

[ ]   [ ]   [ ]   [ ]

[ ]   [ ]   [ ]   [ ]
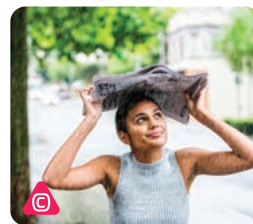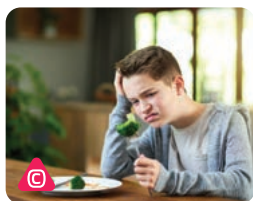
2. Use the words from the box to complete the definition of stative verbs.

emotions · states · time

Stative verbs often describe **a.** _____ that last for some **b.** _____.

They are usually related to thoughts, **c.** _____, relationships, senses etc.

OUTCOME

A diary entry

What: a diary entry	Audience: a classmate and your teacher
Goal: write about your day	Where: notebook

1. You are going to write a diary entry. Follow the steps.

a. Decide what you are going to write about. Choose one of the options below.

- **Your daily life**

- **Plans and expectations for today**

- **Your opinion about something that happened or that you learned about today**

b. Review the diary structure you studied in this lesson.

c. Use *stative verbs* to express your thoughts and emotions.

d. Write your first draft.

2. Now read your classmate's diary entry and help him/her review it. Fill in the table below.

Problem	Suggestion
_____	_____
_____	_____
_____	_____

3. Review your text according to your classmate's suggestions. Show it to the teacher.

FEEDBACK

Nesta *lesson*, você:

leu e interpretou um fragmento de diário e refletiu sobre o valor histórico dele;

aprendeu o que são *stative verbs*;

escreveu um *diary entry*.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Closing

GETTING ACROSS

1. **No início desta *unit*, você escolheu uma obra literária para ler. Agora, preencha a tabela abaixo sobre sua leitura.**

a. A qual gênero essa obra pertence? (romance, poema, fábula, conto, peça teatral, crônica etc.)	
b. É uma obra nacional ou estrangeira?	
c. Quem é o autor? Você conhece outras obras do mesmo autor?	
d. Ela é uma obra antiga ou atual?	
e. Ela conta uma história? Se sim, quem são os personagens? Qual é a história contada?	
f. Ela manifesta sensações, desejos, sentimentos ou opiniões do autor? Se sim, como você os resumiria?	

2. **Vamos fazer uma exposição utilizando como base suas impressões sobre o texto lido. Siga as instruções do professor. Depois, registre abaixo suas impressões sobre a obra feita por um dos seus colegas.**

_____

_____

_____

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

World literatures

A short Twitter story
Pinned Tweet
Username @username • March 23 2020

Once upon a time, an author wrote a very, very short story on Twitter. The end.

123   345   234

Americanah
CHIMAMANDA NGOZI ADICHIE

And they lived happily ever after.

1. **Primeiro, observe a capa dos dois livros e responda às questões.**
   a. Qual delas chama mais sua atenção e desperta em você a vontade de conhecer a história? Por quê?
   b. Machado de Assis foi um grande escritor brasileiro, com muitas de suas obras traduzidas para o inglês e outros idiomas. Por que você acha que suas obras foram traduzidas?
   c. Qual gênero de livros você acha mais interessante: ficção científica, mistério, drama, comédia ou romance? Ou outro?
2. **Agora, observe a página de livro e leia a sentença. A que tipo de história você relaciona esse texto? Você gosta de ler esse gênero?**
3. **Leia o *tweet*. *Short stories* são contos. Você acha que o *tweet* pode ser considerado um conto, como seu autor afirma ser? Por quê?**
4. **As perguntas das notas adesivas geralmente precisam ser respondidas no enredo de uma história. Você gosta de escrever histórias? Se sim, sobre o que escreve ou gostaria de escrever?**

Lesson 1

Can you express your opinion about cultural misunderstandings?

READING

Pre-Reading

1. Discuta com um colega.
   a. Que lugar do mundo você gostaria de visitar? O que você sabe sobre os costumes desse lugar?
   b. Se um nativo desse local visitasse sua cidade, o que apresentaria a ele sobre a cultura do local onde você vive? Por quê?
   c. O que você faria para facilitar o entendimento do visitante estrangeiro?

2. Você vai ler um trecho do romance *Americanah*, de Chimamanda Ngozi Adichie. A personagem Ifemelu é uma jovem nigeriana que vai estudar nos Estados Unidos. Assinale [√] o que você acha que aconteceu com ela no novo ambiente.
   a. [   ] Não notou grandes diferenças culturais, já que a língua oficial da Nigéria também é o inglês.
   b. [   ] Ela se surpreendeu com alguns comportamentos de professores e colegas na escola.

While Reading

3. Read the extract from the book and check your ideas in Activity 2.

Chapter 14

[…]

School in America was easy, assignments sent in by e-mail, classrooms air-conditioned […] But she was uncomfortable with what the professor called "participation" […]. It had to be that Americans were taught, from elementary school, to always say something in class, no matter what. […] They never said "I don't know." They said, instead, "I'm not sure," which did not give any information but still suggested the possibility of knowledge. […] They avoided giving direct instructions: they did not say "Ask somebody upstairs"; they said "You might want to ask somebody upstairs." When you tripped and fell, when you choked, when misfortune befell you, they did not say "Sorry." They said "Are you okay?" when it was obvious that you were not. And when you said "Sorry" to them when they choked or tripped or encountered misfortune, they replied, eyes wide with surprise, "Oh, it's not your fault."

Ⓒ Extracted from: ADICHIE, Chimamanda Ngozi. *Americanah.* London: Harper Collins, 2015. p. 134.

4. Read the excerpt from the novel again. Complete the table with the sentences Ifemelu reported.

	They did not say…	They said instead…
a. To answer to the teachers	I don't know.	I'm not sure.
b. To give instructions		
c. To react when someone chokes or trips		
d. To reply when someone says "Sorry"		

5. Read the definitions below and answer the questions that follow.

Sorry

1. You say 'Sorry' or 'I'm sorry' as a way of apologizing to someone for something that you have done which has upset them or caused them difficulties, or when you bump into them accidentally.

We're all talking at the same time.'—'Yeah. Sorry.'

[…]

7. If you feel sorry for someone who is unhappy or in an unpleasant situation, you feel sympathy and sadness for them.

I felt sorry for him and his colleagues–it must have been so frustrating for them

a. What did Ifemelu mean when she said *sorry* to a person who choked or tripped?

b. What did Ifemelu's classmates understand when she said *sorry* to them?

c. Do you think that the language was a barrier to Ifemelu's experience at college?

Post-Reading

6. Discuta as perguntas com um colega.

a. Os diferentes sentidos da palavra *sorry* – interpretados por Ifemelu e por seus colegas – são explicados de forma clara no texto?

b. O que podemos inferir sobre esse mal-entendido?

c. Você acha que o mal-entendido foi superado por Ifemelu durante sua experiência como estudante? Por quê?

Lesson 1

OUTCOME

Discussing cultural misunderstandings

> **What:** a group discussion
> **Goal:** express your opinion about cultural misunderstandings
>
> **Audience:** classmates
> **Where:** classroom

1. **In groups, write some cultural aspects of our country that make it unique.**

    a. festivities and celebrations: _____

    b. eating habits: _____

    c. arts and literature: _____

    d. sports: _____

    e. language: _____
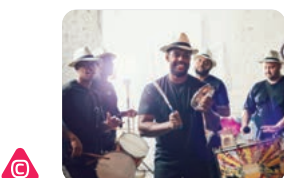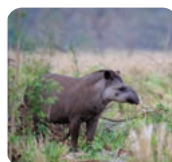
2. **Discuss in groups. Take turns to present your ideas.**
    a. Which aspects of our culture may cause misunderstandings with people from other places?
    b. Why do these cultural aspects may cause misunderstandings?
    c. What can you do to prevent a foreigner from misunderstanding an aspect of your culture?
    d. Do you think that 'putting yourself in the other person's shoes' is a good way to solve cross-cultural misunderstandings? Why?

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um trecho de romance envolvendo mal-entendidos culturais;

participou de uma discussão sobre choques culturais e como desfazê-los ou evitá-los.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no seu caderno.
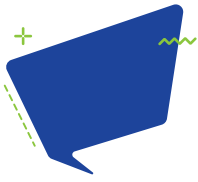
Can you talk about different perspectives in literary works?

READING

Pre-Reading

1. **Observe as capas dos livros abaixo. Em duplas, reflitam sobre as questões para discuti-las.**

    a. Você conhece ou já ouviu falar sobre esses livros e seus autores?

    b. Nesses livros, você acha que encontraremos uma única história ou uma coletânea delas? Por quê?

    c. Você acha que essas histórias são reais ou fictícias?

    d. Você acha que essas narrativas são longas e complexas ou curtas e mais objetivas?

2. **Você vai ler um trecho de um conto da coletânea *Joe Wilson and His Mates*, de um escritor australiano do começo do século XX. Em grupos, discutam as questões e registrem suas ideias no caderno.**

    a. Como você acha que serão retratados os namoros e casamentos do começo do século XX?

    b. Você acha que os relacionamentos são encarados de maneiras diferentes dependendo do lugar ou da época? Por quê? Que exemplos você conhece sobre isso?

While Reading

3. **Read the extract of the short story and check your ideas in Activity 2.**

GLOSSARY

waist: cintura
whispered: sussurrou
unless: a menos que
it dawned on me: me dei conta
proposing: propor (em casamento)
a chap like me: um cara como eu

Joe's Courtship, by Henry Lawson

And, oh, but wasn't I happy walking home with Mary that night! She was too little for me to put my arm round her waist, so I put it round her shoulder, and that felt just as good. [...]

She wouldn't go back to the dance yet; she said she'd go into her room and rest a while. There was no one near the old verandah; and when she stood on the end of the floor she was just on a level with my shoulder.

'Mary,' I whispered, 'put your arms round my neck and kiss me.'

She put her arms round my neck, but she didn't kiss me; she only hid her face.

'Kiss me, Mary!' I said.

> 'I — I don't like to,' she whispered.
> 'Why not, Mary?'
> Then I felt her crying or laughing, or half crying and half laughing. I'm not sure to this day which it was.
> 'Why won't you kiss me, Mary? Don't you love me?'
> 'Because,' she said, 'because — because I — I don't — I don't think it's right for — for a girl to — to kiss a man unless she's going to be his wife.'
> Then it dawned on me! I'd forgot all about proposing.
> 'Mary,' I said, 'would you marry a chap like me?'
> And that was all right.

Extracted from: LAWSON, Harry. *Joe Wilson and His Mates.* Australia, 1901. Available at: <www.dominiopublico.gov.br/download/texto/gu001036.pdf>. Accessed on: 7 July, 2020.

4. Read the extract again. Which part of the text shows that courtship between a man and a woman in the 1900's couldn't happen before marriage?

a. [   ] 'Mary,' I whispered, 'put your arms round my neck and kiss me.'

b. [   ] 'Because,' she said, 'because — because I — I don't — I don't think it's right for — for a girl to — to kiss a man unless she's going to be his wife.'

c. [   ] 'I — I don't like to,' she whispered.

5. Read the extract once more. Decide if the sentences are true (T) or false (F).

a. [   ] Joe asks Mary to kiss him.

b. [   ] Mary doesn't love Joe.

c. [   ] Mary thinks kissing a man without marrying is not right.

d. [   ] Joe doesn't want to propose to Mary.

6. Underline the only sentence with information we can infer from the story.

a. There are only two characters.

b. Mary seems to be shy.

c. Their families didn't want them to marry.

d. Mary wants to force Joe to propose.

Post-Reading

7. Em grupos, discutam as perguntas.

a. Comparando com a atualidade, esses fatos seriam comuns ou incomuns? Por quê?

b. É possível que pessoas de outros lugares pensem e ajam diferente em relação a relacionamentos? Por quê?

c. Você acha que o conto cujo trecho você leu poderia ser desenvolvido e se tornar um romance? Quais elementos você incluiria para torná-lo mais cativante para o leitor?

LANGUAGE FOCUS

Vocabulary Actions

1. Complete the captions with the words from the box.

hugging · married · hands · kissing · texting · out

Há algumas décadas, as mulheres eram muito controladas pela família e, muitas vezes, só saíam de casa acompanhadas pelos pais, um irmão ou alguém de confiança. Por isso, os flertes aconteciam por meio de trocas de olhares. Ao longo do tempo, as mulheres conquistaram mais espaço e autonomia sobre suas escolhas. Porém, em muitas culturas, a mulher ainda sofre grande controle por parte da família e da sociedade em geral.

Fonte de pesquisa: SALES, Beatriz. Como eram os namoros antigamente. *Segredos do Mundo*, 2018. Disponível em: <https://segredosdomundo.r7.com/como-eram-os-namoros-antigamente/>. Acesso em: 7 jul. 2020.

Things people do when they are in love

a. holding _____ hands _____

b. _____

c. _____

d. hanging _____

e. getting _____

f. _____

2. Circle in Activity 1 what young couples from your community do when they are dating or in love. Then list things that Joe and Mary, as an early 20th century couple, couldn't do.

_____

_____

OUTCOME

A group discussion

> **What:** a group discussion
> **Goal:** discuss views on love and marriage in literary works
> **Audience:** classmates
> **Where:** classroom

In groups, discuss different views about relationships and marriage in literary works. Follow the steps.

a. Choose some literary works such as novels, short stories or poems.

b. Talk about the couples from these literary works and reflect on their relationship in the society that they live in.

c. Think about what the couples do during the story. Do they spend time together? Are they allowed to kiss? Are they supposed to get married?

d. Take notes of relevant information.

e. Share your notes with your classmates and express your opinions about these couples from literary works and their relationship.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um trecho de um conto;

aprendeu e usou vocabulário associado a relacionamentos amorosos;

discutiu sobre casais de obras literárias do passado.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no seu caderno.

Can you write the end of a short story?

READING

Pre-Reading

1. Responda às perguntas.

a. Você sabe quem foi Machado de Assis?

_____

_____

b. Quais obras de Machado de Assis você conhece? Quais você já leu e quais você gostaria de ler?

_____

_____

Imagem recriada usando dados históricos do escritor Machado de Assis.

While Reading

2. Leia o título, a introdução e as três primeiras falas do conto *An Apologue*. Em duplas, respondam às questões.

a. Quem são as personagens desse texto?

_____

b. O texto é escrito apenas em parágrafos ou possui diálogos?

_____

c. O relacionamento entre eles é amigável? Por quê?

_____

_____

GLOSSARY
needle: agulha
thread: linha
unbearable: insuportável
prom: baile
sewing box: caixa de costura

An Apologue – Machado de Assis

A translation of the short story "Um apólogo"

Once upon a time there was a sewing needle, who said to a roll of thread:

— Why do you have this air, all full of yourself, all rolled up, pretending to value something in this world?

— Leave me, lady.

— Do you want me to leave you? Leave you, why? Because I tell you you have an unbearable air? I ratify that you do, and I will always say whatever comes to my head.

[…]

The prom night came, and the baroness got dressed. The seamstress, who helped her to get dressed, brought the needle with her, […] the thread, to mock the needle, asked her:

Extracted from: ASSIS, Machado de. An apologue — Machado de Assis. Translation: Bruno Ferreira. *Medium*. Available at: <https://medium.com/@brrunofereira/an-apologue-machado-de-assis-d0ee809b39b>. Accessed on: 6 Oct., 2020.

3. Read again the short story extract. Tick [√] the true sentences.

a. [ ] The needle and the thread went to the prom.

b. [ ] The needle and the thread were discussing the colour of the dress.

c. [ ] The needle and the thread were used by a seamstress to make a dress.

4. Underline the part in which the thread shows irony towards the needle.

a. 'Leave me, lady.'

b. 'Well now, tell me who goes to the prom, in the baroness body, […]? Go on, tell me.'

Post-Reading

5. Discuta as questões com um colega.

a. Você consegue relacionar a discussão entre a agulha e a linha com algo na vida real?

b. Como visto no boxe *Culture*, o autor do conto, Machado de Assis, era negro. Quais desafios você acha que ele encontrou por ser negro no Brasil no século XIX (considerando que a abolição da escravidão aconteceu somente em 1888)?

LANGUAGE FOCUS

Vocabulary **Suffix -*ly* to form adverbs**

1. Read these excerpts from *An Apologue*, paying attention to the words in blue, orange and bold. Then underline the correct words to complete the sentences.

Excerpt 1:

'— But you are arrogant.
— I certainly **am**.
— But why?
— That's a good one! Because I sew. The dresses and ornaments from our mistress, who sews, if not me?'

Excerpt 2:

'The seamstress came, took the fabric, took the needle, took the thread, got it into the needle, and got the sewing started. One and the other **walked** proudly by the fabric […]'

Excerpt 3:

'— What do you say, lady thread? Still clinging to what you said not long ago? Can't you see this distinct seamstress only cares about me? It's me who goes between her fingers, **held** tightly by them, piercing up and down.'

a. The words in orange are *adjectives / adverbs*.
They describe nouns (people and things).

b. The words in blue are *adjectives / adverbs*.
They change the verbs (the words in bold) and usually answer the question "how?".

c. We can form many adverbs in English from *adjectives / nouns* by adding the suffix -*ly*.

LANGUAGE TIP

Apólogo é uma narrativa com diálogos que se encerra com uma lição de moral, mas com base em situações que poderiam ser reais. Os personagens são seres inanimados ou animais com diferentes personalidades e que falam como humanos.

Lesson 3

2. Read the *Language tip* and complete the captions using the correct adverbs.

+ LANGUAGE TIP

Adjective	Adverb
accidental + *-ly*	accidentally
sad + *-ly*	sadly
proud + *-ly*	proudly

a. She _____ dropped her cell phone into the pool.

b. She was looking _____ through the window.

c. She _____ finished her tasks.

OUTCOME

The end of a short story

What: the end of a short story
Goal: finish a story
Audience: classmates
Where: notebook

In pairs, write an end for the short story *An Apologue*. Follow the steps.

a. Think of how the characters got to a final conlusion.

b. Don't forget to consider the plot, the setting and the climax of the story.

c. Write a draft of the end of the short story.

d. Review your draft considering:

- Punctuation marks, verbs and adverbs are properly used in the dialogues.

- The final events successfully close the story.

e. Write the final version and share it with your classmates.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um conto de um autor brasileiro;

aprendeu e usou advérbios com o sufixo *-ly*;

escreveu o final de um conto.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no seu caderno.

Can you plan a short-short story?

READING

Pre-Reading

1. Relacione cada pôster de filme com seu respectivo resumo de seis palavras.

   a. Boy with scar is a wizard.

   b. Men recreate dinosaurs, things go wrong.

   c. Team of heroes fight Norse God.

   [   ]   [   ]   [   ]

2. Observe os microcontos nesta e na próxima página e marque as alternativas apropriadas.

   a. [   ] Os microcontos têm até 50 palavras.

   b. [   ] As *tags* indicam que o primeiro conto é de mistério e o segundo, de terror.

   c. [   ] Nos dois contos, há falas de personagens indicadas por aspas.

While Reading

3. Read the short-short stories. Circle the best photos on the following page to illustrate them.

KYMBERLI ROBERSON: Guess Who

September 2, 2014   🏷 mysterious, strange, weird

The knock at the door in the middle of the night caught her off guard. When she answered the summons, the person on the other side said, "Guess who."

"I don't know who."

"Guess."

"Um…"

"Give up?" the person asked.

"Yeah."

"Nobody."

She pulled the door open. Nobody was there.

Lesson 4

BRUNA RUGNA: New Child

October 30, 2019   🏷 amusing, touching, big decisions, modern life, parenthood

After twenty years of a thriving marriage, long-term financial planning, and reading many books and manuals for new parents, it was the perfect time to take the next step. After a special dinner, they looked excitedly at each other and said: "I think we are ready to have a puppy!"

Extracted from: RUGNA, Bruna. New Child. *50-Word Stories*. Available at: <https://fiftywordstories.com/2019/10/30/bruna-rugna-new-child/>. Accessed on: 8 July, 2020.
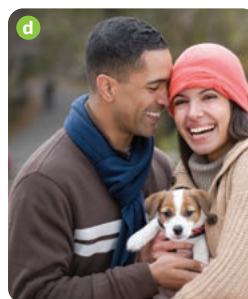
4. Read again the short-short stories. Complete the table with information about each. Use the phrases from the box.

house or apartment · a woman and a mysterious entity · a couple
they prepare to be parents · someone knocks at the door · they actually want to adopt a puppy
we don't know who knocked at the door · a family's home

	Guess Who	New Child
a. Place	house or apartment	
b. Characters		
c. The beginning		
d. The ending		they actually want to adopt a puppy

Post-Reading

4. Discuta as questões com um colega.

a. De qual microconto você gostou mais? Por quê?

b. Encontre um colega que prefira o mesmo microconto que você. Discutam o que imaginaram sobre o que não foi revelado na história.

OUTCOME

An outline of a short-short story

> What: an outline of a short-short story
> Goal: create an outline with the plot, characters and other elements of a story
> Audience: classmates
> Where: book

1. **Tick [√] the kind of short-short story you want to write.**
   a. [ ] Six-word story
   b. [ ] Twitterature (280 characters)
   c. [ ] Minisaga (50 words)
   d. [ ] Microfiction (100 words)

2. **Read the prompts and choose one to inspire you. If you prefer, create yours.**
   a. A shocking scene in a famous place in your city.
   b. A story based on dialogues between two strangers.
   c. An accident during a festivity.
   d. A family lost in a very weird place.

3. **Complete the table with information for your short-short story.**

	Title: _____ Tags: _____
a. Who tells the story	
b. Place	
c. Characters	
d. The beginning	
e. The ending	

FEEDBACK

Nesta *lesson*, você:

leu, compreendeu e comparou dois microcontos;

planejou a escrita de um microconto.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado Nesta *lesson*? Se sim, registre-os no seu caderno.

Lesson 5

Can you write a short-short story?

READING

Pre-Reading

1. **O artigo a seguir apresenta algumas dicas (*tips*) para novos autores. Observe e responda: como essas dicas estão organizadas no texto?**

2. **Levante hipóteses sobre o que você espera encontrar no artigo.**

While Reading

3. **Read the article and check your ideas from Activity 2.**
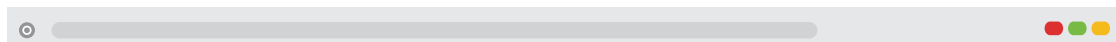
Writing Advice: Tips For New Fiction Authors

[…]
Here are our top eight guidelines for beginning fiction writers:

Know your audience. […] Once you've decided who your audience is (specific gender, age group, etc.), reread your story with that audience in mind to make sure your focus is consistent. […]

a. _____

[…] There are key elements that fans of certain genres will expect to find when they start reading your work. Keep it consistent. […]

Create real characters. Make your characters human-give them nervous tics, phobias, a funny way of messing up clichés. Place your character in situations that force him or her to make difficult choices, mistakes, etc. You can decide whether the character should make the "right" or "wrong" decisions. [   ]

b. _____

Beginners often make the mistake of explaining what is happening instead of simply showing the reader. Think of it as the difference between watching a movie and having a friend describe a movie to you. […]
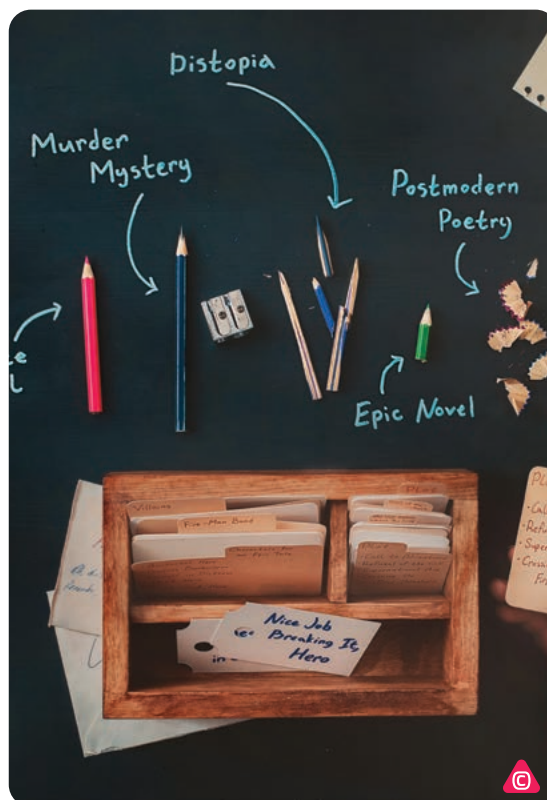
GLOSSARY

messing up: estragar, bagunçar
choices: escolhas
sow the seeds: plantar as sementes
propel: impulsiona
whole: inteiro
tighten: apertar

Stick to the main plot. […] Focus diligently on one main plotline, and if you do decide to add subplot elements to your story, make sure they relate to the main story and help propel your character to his or her inevitable end.

c. _____ […] let the falling action of each scene sow the seeds of the following scene's rising action. Propel your audience through to the next plot point—make them want to keep reading. […]

Learn the art of conflict. […] Conflict is what makes us interested in outcome. And your conflict must affect your characters in a way that forces them to act and grow as a result. […] The best way to learn how to write conflict is by reading it. […]

d. _____ Revising is an important part of any writer's process. Some writers like to finish the whole piece before starting any major rewrites. […] Others prefer to rewrite as they write, finding it easier to tighten the laces as they go. […]

4. Complete the text with the subheadings from the box.

> Show, don't tell. • Revise your story.
> Know your genre. • Let your scenes play out.

5. Tick [√] the guidelines suggested by the article.
- **a. [ ]** Keep your focus coherent.
- **b. [ ]** Choose a genre or a tag (for example: thriller, sci-fi, love story, humour).
- **c. [ ]** Don't plan your characters previously.
- **d. [ ]** Explain what is happening as much as you can.
- **e. [ ]** Think of a conflict – a very particular situation – and make the characters go through it.
- **f. [ ]** Rewrite your story.

6. In pairs, choose one of the short-short stories from *Lesson* 4. Discuss and check if the text follows the tips in the article.

Short-short story: _____

- **a.** Is the genre clear?
- **b.** Are the characters interesting? Why?
- **c.** Is the narrator 'showing' instead of 'telling' the story?
- **d.** Does it stick to the plot?
- **e.** Are there any grammar or spelling mistakes?

7. Think about the tips in the article. Can you add one more to the list? Write it below.

_____

_____

Post-Reading

8. Discuta as questões com os colegas.
- **a.** Entre as dicas listadas no artigo, há alguma em que você reconheça ter mais dificuldade? Se sim, por quê?
- **b.** Como você acha que algumas dicas poderiam ser aplicadas em outras produções escritas do gênero narrativo, como romance, poesia, crônica etc.?

Lesson 5

OUTCOME

A short-short story

> What: a short-short story
> Goal: write the final version of a short-short story
> Audience: classmates and teacher
> Where: notebook

1. **Read again the outline for your short-short story from *Lesson 4*. Follow the steps.**
   a. Read again the tips in the article in *Reading*. Underline the most useful ones.
   b. Consider the questions in Activity 5 and reflect on the plan for the story.
   c. Make any necessary changes in your outline.

2. **You are going to write your short-short story. Follow the steps.**
   a. In your notebook, write a draft of your short-short story. Use your outline. Remember to respect the word or character limit of the type of short-short story you chose.
   b. Share your draft with your teacher and classmates. Give and get feedback.
      Pay attention to:
      • appropriate use of grammar;
      • spelling and punctuation;
      • coherence.
   c. Write the final version of your story in the space below.

   _____ Title _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

3. **Now share your short-short story with your classmates.**

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um artigo com dicas sobre escrita;

escreveu um microconto.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no seu caderno.

Closing

GETTING ACROSS

1. **Leia a citação a seguir e, com um colega, reflita sobre as perguntas.**

   "O declínio da literatura indica o declínio de uma nação".
   — Goethe (1749-1832), escritor alemão.

   a. Você concorda com a frase dita pelo célebre escritor alemão? Se sim, justifique sua resposta usando o que você conheceu e aprendeu ao ler e escrever nesta unidade.
   b. A leitura, além de um *hobby*, pode nos ajudar em diferentes áreas das nossas vidas. Quais exemplos você consegue pensar?

2. **Agora retome os textos trabalhados na *Unit 5*. Em grupos, discutam as questões.**
   a. Quais obras, autores ou gêneros você gostaria de ter a oportunidade de ler mais? Por quê?
   b. Onde você pode encontrar esses textos?
   c. Você tem dicas de romances, contos ou microcontos para seus colegas? Se sim, quais?

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/quais imagem(ns) representa(m) seu percurso na unidade? Por quê?**

a

©

©

c

b

©
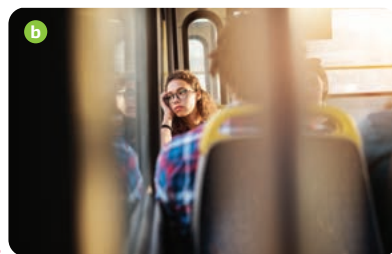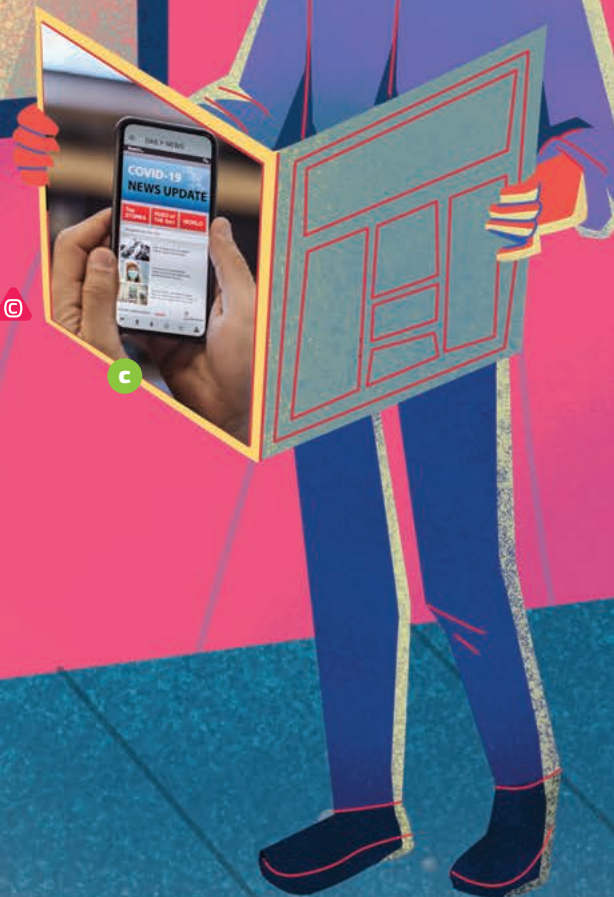
Discuta as perguntas com um colega.

a. Qual a relação que as imagens têm em comum com o título da *unit*?
Que elementos justificam sua resposta?

b. Você costuma assistir ao noticiário ou ler as notícias do dia para se informar?
Prefere ler as notícias publicadas no jornal ou *online*?

c. Se você deseja ir ao cinema, primeiro busca críticas sobre o filme? Se sim, onde busca
esse tipo de informação?

Lesson 1

Can you write a weather forecast?

LISTENING

Pre-Listening

1. **Complete a tabela abaixo encontrando colegas que realizam as ações descritas.**

Encontre um colega que...	Nome
a. confere diariamente a previsão do tempo no rádio ou na televisão.	
b. planeja o final de semana sem verificar a previsão do tempo.	
c. consulta diretamente *sites* de meteorologia.	

2. **Assinale [√] as alternativas que melhor representam as condições climáticas de hoje na cidade onde você mora.**

   a. [ ] temperatura fria
   b. [ ] temperatura amena
   c. [ ] parcialmente nublado com pancadas de chuva
   d. [ ] chuvoso
   e. [ ] nublado
   f. [ ] ensolarado e quente

3. **Você vai ouvir dois boletins meteorológicos veiculados por canais de TV da África do Sul. Observe as imagens a seguir e discuta com um colega sobre quais condições climáticas mencionadas na Atividade 2 você espera ouvir em cada áudio.**
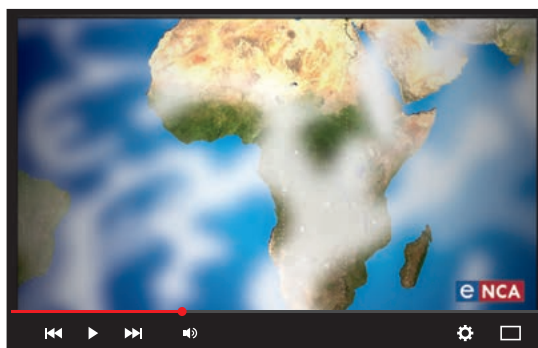
While Listening

4. **Listen to part of the eNCA's Weather Center for Sunday and complete the sentences. Use the words from the box.**

   > cloudy · rain · rainy · thunderstorms · warmer

   a. It's going to be much _____ than yesterday.

   b. The day will start off with _____ and _____ conditions across the Eastern areas.

   c. On Tuesday, we are expecting up to 60% chance of _____ .

   d. We have a warning issued by South African Weather Service for severe _____ .

5. Now listen to part of the SABC News's Morning Live Weather for Sunday and underline the sentences with the information you hear.

a. The weekend starts with partly cloudy conditions over the southern and the eastern areas.

b. A 30% chance of some showers and rain is expected along the northwest coast.

c. Cool and warm temperatures over the northern areas of the country.

d. Tshwane will be at 28°C.

e. Johannesburg will peak at a maximum of 20°C.

6. Now check your answers in Activity 3. Were your predictions correct?

Post-Listening

7. Discuta as perguntas.

a. Se você vivesse na África do Sul, quais atividades de lazer planejaria fazer considerando as condições climáticas?

b. Os acessos aos boletins meteorológicos são importantes para a economia do lugar onde você vive? Por quê?

✦ CULTURE

Para medir a temperatura, existem duas escalas principais. No Brasil e na maioria dos demais países, utiliza-se a escala Celsius (C). Nos Estados Unidos e em alguns outros países, o padrão é a escala Fahrenheit (F).

LANGUAGE FOCUS

Vocabulary **Weather conditions**

1. Circle the best clothing for each forecast.

a. 'We are still expecting warm temperatures for today.'

cardigan and jeans   **raincoat and boots**   **T-shirt and shorts**

b. 'This afternoon it's going to be rather chilly for much of eastern South Africa.'

cardigan and jeans   **raincoat and boots**   **T-shirt and shorts**

2. Match the weather conditions to photos a-f.

[ ] rainy   [ ] foggy   [ ] sunny

[ ] snowy   [ ] breezy   [ ] windy
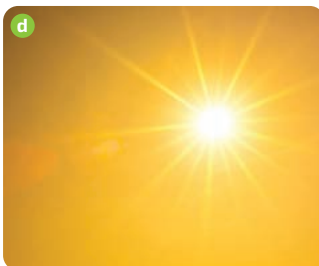
Lesson 1

OUTCOME

A weather forecast

> What: a weather forecast for your city, region or state
> Goal: describe what to expect for the weekend's weather conditions
> Audience: classmates and teacher
> Where: notebook and classroom walls

1. **You are going to write a weather forecast report. Follow the steps.**
   a. Choose a target place (region, city or state).
   b. If possible, research some examples of weather reports.
   c. Mention the days of the week the forecast will cover.
   d. Describe the weather conditions: present temperature, minimum and maximum expected temperatures, rainy, sunny, cloudy, hot etc.
   e. Write the weather forecast below. Then show it to your classmate.

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

2. **Read your classmate's weather forecast. Tick [√] the information about it.**
   a. [   ] It mentions the place where the forecast is from.
   b. [   ] I can make plans based on this forecast.
   c. [   ] It presents the days of the week of the predictions.
   d. [   ] It describes the weather conditions clearly.
   e. [   ] I can understand the content of the text: the sentences are clear.
   f. [   ] _____

FEEDBACK

Nesta _lesson_, você:

ouviu e compreendeu um boletim de previsão do tempo;

adquiriu vocabulário relativo a condições climáticas;

escreveu um boletim de previsão do tempo.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta _lesson_? Se sim, registre-os no caderno.

Can you write a film review?

READING

Pre-Reading

1. **Observe a imagem e discuta com um colega.**
   a. O que você sabe sobre a época que ela retrata?
   b. Você já assistiu a algum filme ou leu algum livro que trate do Holocausto, da Segunda Guerra Mundial ou do nazismo? Se sim, você recomendaria para os colegas? Por quê?

✦ **CULTURE**

The book thief (*A menina que roubava livros*) é um drama de 2013 baseado em livro de mesmo nome. Conta a história de Liesel, uma garota alemã que, com seus amigos e sua família, precisa sobreviver à Segunda Guerra Mundial. Durante as fugas e mudanças, a garota rouba livros e aprende a ler, o que transforma sua jornada.

Troops during WWII in 1939

2. **Leia o título das críticas feitas por usuários do *site* IMDB ao filme *The book thief*. Quais você acha que avaliam positivamente o filme? Por quê?**

While Reading

3. **Read the reviews and label them according to the arguments they are based on.**
   a. The movie is very different from the book.
   b. The main characters' German accent is irritating.
   c. The plot is full of historical facts, but it can be painful for people to watch.
   d. The user appreciates the wonderful performance of two main actors.

⭐ **9/10**
[   ] Sad, but informative

filmlover113   10 October 2020
The story is set in the Nazi Germany during World War II, so there are many scenes of violence. It was painful to watch it… I couldn't stop crying. However, if you don't mind feeling down and want to understand better this period of history, I highly recommend *The Book Thief*. The way the Nazis treated Jews is something that cannot be forgotten by younger generations.

⭐ **6/10**
[   ] Annoying fake accent

vicky   14 October 2020
The Book Thief is overrated. Being about the Second World War doesn't guarantee a high-quality movie. In my opinion, it is a bad adaptation from Markus Zusak's book. Besides, the fake German accent of the main characters is extremely annoying. It sounds artificial and stereotyped.

★ **10/10**
[ ] Great historical movie!

Izzy93586   11 October 2020
I had the impression I travelled through time while watching *The Book Thief*. The director tried to be as faithful to reality as possible. An interesting fact is that the movie portrays the Nazi Germany without focusing on Holocaust victims only. So, we get to know this time in history through a different perspective. Besides, Geoffrey Rush and Emily Watson are amazing playing Hans and Rosa Hubermann. They even get to soften the dark atmosphere of the story with their acting.

★ **7/10**
[ ] Unfaithful to the book

emilylzs   16 October 2020
I didn't like it. The book is so much better! I think the screenwriter left some important details behind and changed crucial points of the original story. In addition, the movie gives us a stereotyped image of German people which is reinforced by the acting. Liesel (Sophie Nélisse), for example, is an Anne Frank copy.

GLOSSARY
faithful: fiel
portrays: retrata
to soften: suavizar
overrated: superestimado
accent: sotaque
unfaithful: infiel
left behind: deixou para trás

Extracted from: The book thief. User reviews. *IMDb*. Available at: <https://www.imdb.com/title/tt0816442/reviews?ref_=tt_ov_rt>. Accessed on: 14 Oct., 2020.

4. Classify the user's arguments. Write *P* for positive opinions and *N* for negative opinions.

a. [   ] 'I had the impression I travelled through time while watching *The Book Thief*.'
b. [   ] 'In my opinion, it is a bad adaptation from Markus Zusak's book.'
c. [   ] 'It sounds artificial and stereotyped.'
d. [   ] 'I think the screenwriter left some important details behind […].'
e. [   ] 'The director tried to be as faithful to reality as possible.'

Post-Reading

5. Considerando as críticas que você leu, discuta as seguintes questões com seus colegas e seu professor.

a. Em sua opinião, essas críticas são suficientes para que você decida assistir ou não ao filme?
b. Além das críticas, sinopses e *trailers*, quais outros gêneros textuais podem influenciá-lo a assistir ou não a um filme?

LANGUAGE FOCUS

Vocabulary **Adjetives with *over–* and *–ful***

1. Read the excerpts extracted from the users' review. Complete the sentences using the items from the box.

adjectives · full · *over–* · rated

'It was **painful** to watch it …'   '*The Book Thief* is **overrated**.'

a. We can form _____ by using prefixes and suffixes like *–ful* and *over–*.

b. The suffix *–ful* means 'full of something': painful = _____ of pain.

c. The prefix _____ means 'too much of something': overrated =

exaggeratedly _____ .

2. Complete the table and form adjectives using *over–* or *–ful*. Use a dictionary to help you.

	over–	–ful
confident	*overconfident*	
success		
protective		
use		

OUTCOME

A film review

What: write a film review with your opinion about a movie
Goal: express opinion about a film
Audience: classmates and teacher
Where: notebook

You are going to write a film review. Follow the steps.

a. Choose a film to write about.

b. Rate it by using stars or any other icon you want.

c. Describe some features of the film (plot, cast, soundtrack, special effects etc.).

d. Express your opinion using positive and negative adjectives.

e. Write about your feelings and reactions when you watched the film.

f. Write a draft of your review and share it with a classmate.

g. Write the final version of your review in your notebook.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu críticas de um filme;

aprendeu sobre a formação de adjetivos com uso do prefixo
over– e do sufixo *–ful;*

escreveu uma crítica de filme.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Can you discuss news headlines?

READING

Pre-Reading

1. **Observe as três imagens e responda às perguntas.**

   a. Você costuma utilizar esses objetos no seu cotidiano? Se sim, com qual frequência?

   _____

   b. Como você costuma descartá-los depois de utilizá-los?

   _____

   c. Você sabe para onde eles vão após o descarte e como são tratados na sua cidade?

   _____

Single-use plastic

2. **Olhe as manchetes na página seguinte rapidamente e circule as palavras que se repetem. O que podemos inferir com essa repetição de palavras?**

   _____

   _____

While Reading

3. Read the four headlines. Then read the statements in the table and tick [√] the correct columns.
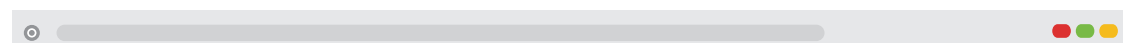
1.

Concern over plastic straw ban delay
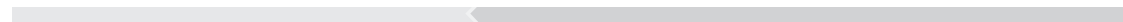
Extracted from: WHITE, Robin. Concern over straw ban delay. *Let's Recycle.com*. Available at: <www.letsrecycle.com/news/latest-news/concern-over-plastic-straw-ban-delay/>. Accessed on: 26 July, 2020.
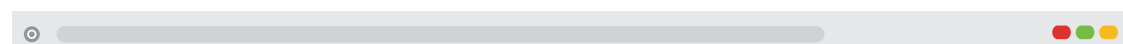
2.

Ban to be enforced on plastic straws, drinks stirrers, and plastic-stemmed cotton buds
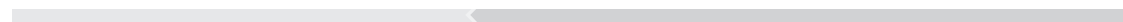
Extracted from: BAN to be enforced on Plastic straws, drink stirrers, and plastic-stemmed cotton buds. *Rochdale News*. Available at: <www.rochdaleonline.co.uk/news-features/2/news-headlines/128006/ban-to-be-enforced-on-plastic-straws-drinks-stirrers-and-plasticstemmed-cotton-buds%C2%A0>. Accessed on: 26 July, 2020.
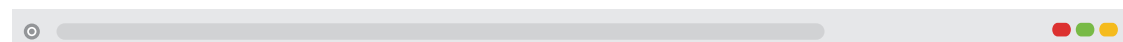
3.

Ghana Can Lose 5,276,770 Jobs Through Ban On Plastics

Extracted from: ANNOH, Abigail. Ghana can lose 5,276,770 jobs through ban on plastics. *Ghanaian Times*. Available at: <www.ghanaiantimes.com.gh/ghana-can-lose-5276770-jobs-through-ban-on-plastics/>. Accessed on: 26 July, 2020.
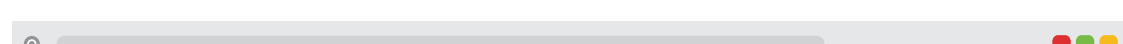
4.

Not a day too soon: Kerala bans single-use plastic from January

Extracted from: NOT a day too soon: Kerala bans single-use plastic from January. *The Times of India*. Available at: <http://timesofindia.indiatimes.com/articleshow/72176869.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst/>. Accessed on: 26 July, 2020.

GLOSSARY

concern: preocupação
postpone: adiar
delay: atraso
threaten: ameaça
through: por meio de
Kerala: estado no sudoeste da Índia

This headline …	1	2	3	4
a. clearly focuses on a negative aspect of plastic bans.				
b. makes readers infer that people were expecting plastic ban for a long time.				
c. makes readers infer that the process of plastic ban faces some problems.				
d. makes readers infer that plastic ban will be imposed.				

Lesson 3

4. Read the headlines again and answer the questions in your notebook.

a. Why do you think headlines do not present full stop?

b. Which headline uses an expression to express the author's point of view?

c. What is the expression that helped you identify his point of view?

Post-Reading

5. Discuta as perguntas.

a. O que você pensa sobre a proibição de plásticos descartáveis?

b. Você já ouviu falar sobre esse tipo de proibição no Brasil? Você é a favor ou contra essa proibição?

c. Se você quiser saber mais sobre esse tema, que outros gêneros jornalísticos, além da notícia, você poderia procurar?

OUTCOME

Discussing headlines

> **What:** a group discussion
> **Goal:** discuss the different approaches and perspectives in the headlines
>
> **Audience:** classmates and teacher
> **Where:** classroom

1. Choose a headline that you are most interested in. Reflect on the aspects below.

a. Think about the way the issue (plastic ban) is addressed.

b. Check which perspective is highlighted in the headline: environmental, financial or social impact.

c. You need to learn more about the topic to understand it.

d. It grabs the readers' attention.

+ LANGUAGE TIP

To express opinion
- I believe the article is pro/against… because of the word…
- The headline highlights…
- I think the word… expresses… because…

To agree and disagree
- I don't think so, because…
- That's right. But…
- I am not sure, because…

2. In groups, discuss the chosen headlines and express your point of view.

FEEDBACK

Nesta *lesson*, você:

leu e analisou manchetes de notícias;

expressou e justificou um ponto de vista.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Can you write a short news article?

READING

Pre-Reading

1. **Observe o texto na Atividade 3 e, em duplas, discutam as perguntas.**
   a. A qual gênero pertence o texto?
   b. Quais elementos do texto os ajudaram a identificá-lo?

2. **Agora leia o título. Qual é o assunto do texto?**

While Reading

3. **Read the text and write the best answers to the questions.**

BTS poses on the 61st Annual GRAMMY red carpet

[ ] **Grammys: <u>BTS Wins Over Social Media</u>**

[ ] 12:07 PM PST 2/11/2019

[ ] By Katherine Schaffstall

[ ] BTS poses on the 61st Annual GRAMMY red carpet

[ ] The K-pop band was the-most-tweeted about group of the night, while other popular attendees, according to social media included, Lady Gaga, Camila Cabello, Shawn Mendes and Cardi B.

[ ] […] The K-pop group presented best R&B album to H.E.R., which was the most-tweeted-about moment of the night. The band also managed to be the most-tweeted-about act in attendance. Many fans took to social media throughout the night to point out the members in the audience, notably when they were spotted dancing during the Dolly Parton tribute performance. […].

© Extracted from: SCHAFFSTALL, Katherine. Grammys: BTS wins over social media. *The Hollywood Reporter*, 2019. Available at: <https://www. hollywoodreporter.com/news/bts-wins-social-media-grammys-2019-1185401>. Accessed on: 6 Oct., 2020.

a. Who?

_____

b. What?

_____

c. Where?

_____

GLOSSARY

wins over: conquista
managed: conseguiu
took to: foram às
throughout: no decorrer
point out: destacar
spotted: flagrados

+ LEARNING TO LEARN

Para compreender o conteúdo central de notícias em inglês, uma estratégia interessante é ler o texto buscando identificar as informações principais a partir dessas perguntas: O que aconteceu? Onde? Quando? Quem está envolvido? Geralmente, as respostas a essas perguntas estão logo no início do texto.

Lesson 4

4. Read the definitions of each part of a news article. Then match them to the parts of the text in Activity 3.

1. **lead:** the first paragraph of the story, shows the main information
2. **body:** additional details about the story
3. **headline:** a simple sentence indicating the subject of the story
4. **dateline:** the time and date of the publication
5. **byline:** the author's name
6. **caption:** a short sentence describing the image

Post-Reading

5. Em duplas, respondam às perguntas.

a. Você conhece a banda BTS? A qual estilo musical o grupo pertence?

b. A banda BTS não segue o padrão da maioria dos convidados da premiação do Grammy. Por quê?

c. De que modo essa notícia sobre a banda sul-coreana pode impactar povos que não pertencem ao eixo América-Europa?

LANGUAGE FOCUS

Grammar **Present Simple and Past Simple (Review)**

162

1. Circle the verb used in the first paragraph (lead). What verb tense is used?

2. In pairs, decide if the sentences are true (T) or false (F).

a. [   ] The headline has a verb in the Present Simple, but it is wrong. The verb should be in the Past Simple.

b. [   ] In the headline, the verb in the Present Simple is used to grab the reader's attention, giving a sense of involvement.

c. [   ] In the first and second paragraphs, the Past Simple is used to sum up the story.

d. [   ] The regular verbs in the Past Simple end in *-ed*.

e. [   ] There isn't any irregular verb in the news article.

+ LANGUAGE TIP

Em inglês, verbos no passado e no particípio passado podem ser regulares (que recebem o *–ed*) ou irregulares. Para relembrar alguns verbos irregulares, consulte a seção *Language Reference*, na p. 162.

3. Complete the sentences with the verbs from the box. Use the Past Simple.

be • publish • tweet • write

a. BTS, Camila Cabello and Shawn Mendes _____ at the 61st Grammys ceremony.

b. Many people _____ about BTS during the ceremony.

c. The website *Hollywood Reporter* _____ the news article on February 11th, 2019.

d. Katherine Schaffstall _____ the news article.

4. In Activity 3, which sentences have irregular verbs?

A short news article

What: a short news article
Goal: write the headline, dateline, byline and lead of a news article

Audience: classmates and teacher
Where: notebook

1. You are going to write a short news article. Follow the steps.

a. Choose and plan the news article you will report.

b. Research the main information for it. To guide your writing, answer the questions below.

What?

_____

Who?

_____

How?

_____

When?

_____

Where?

_____

c. Organise the information into a paragraph and draft your lead.

d. Create a catchy headline.

e. Choose a picture and write the caption.

f. Ask a classmate to read and comment on your text. Revise it and make the adjustments.

2. Before writing the final version, check the following aspects.

a. The article is visually organized in headline, dateline, byline, image, caption and lead.

b. The headline is clear and catchy.

c. The dateline and byline have the date and the author's name.

d. The picture illustrates the situation and the caption is properly described.

e. The lead answers the questions: What? Who? How? When? Where?

f. There are no spelling or grammar mistakes and the verb tenses are used properly.

3. Write the final version in your notebook.

FEEDBACK

Nesta _lesson_, você:

leu e compreendeu uma notícia para identificar suas partes e características;

revisou o _Present Simple_ e o _Past Simple_;

planejou, escreveu e revisou uma notícia.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta _lesson_? Se sim, registre-os no caderno.

Lesson 5
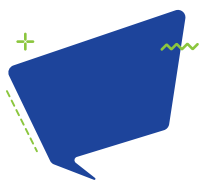
Can you express your opinion about a news article?

READING

Pre-Reading

1. **Converse com um colega e responda às questões propostas. Compartilhe suas respostas com a turma.**

   a. Para você, qual a função das tarefas de casa? Você acha que elas contribuem para a aprendizagem dos estudantes?

   _____

   b. Na sua escola, que tipo de tarefas de casa normalmente são solicitadas?

   _____

   c. Você acha que os estudantes devem ter uma rotina diária para realizar tarefas de casa? Por quê?

   _____

   d. Na sua opinião, se você não fizesse tarefa de casa, como passaria seu tempo? Usaria seu tempo para ficar com sua família? O que faria?

   _____

   _____

2. **Observe a estrutura dos textos na página seguinte e responda às perguntas.**

   a. Os dois textos são da esfera jornalística. A qual gênero eles pertencem?

   _____

   b. Eles foram veiculados em jornal físico ou *online*? Que elementos comprovam isso?

   _____

   c. Levante hipóteses. O que indica a frase destacada em cor e fonte diferente no primeiro texto?

   _____

While Reading

3. Read the texts and answer the questions below.
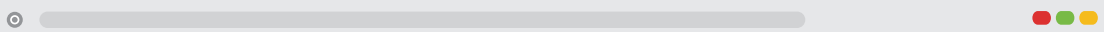
Dubai schools drop homework to allow pupils to 'have a life'

Some schools in Dubai are ditching homework to allow pupils to 'have a life' and ease the demands placed on parents. […]

Instead of completing work at home, often with the help of parents, schools have allocated time within class hours for studies to be finished under the supervision of teachers.

READ MORE

Dubai schools to close for three days next month to mark holiday celebrations.

The education trend in Dubai follows a global movement spearheaded by countries such as Finland that have worked to limit the number of hours pupils spend on homework.

[…]

At Ambassador International Academy in Dubai, children do 'homework' within school hours and are given time twice a week to ensure tasks are completed.

'Children should have a life and across all grades should do homework at the school, not at home,' said Kamal Kalwani, chief executive of Ambassador Education in Dubai, a private school operator. […]

Elementary school bans homework, encourages more family time instead

MONTREAL, Canada (WSVN)

A school in Canada has decided to ban homework in order to give students more time with their families. […]

The reaction at the school has been mostly positive, but not every parent agrees with the plan. Lori Press's son Riley is in second grade at the school, telling reporters she is 'on the fence' about the homework ban. She argues that homework helps children learn study skills.

[…]

a. What is happening in some schools in Dubai and in a school in Canada?

_____

b. What European country leads the global movement followed by the schools in text 1?

_____

c. When do children at Ambassador International Academy do homework?

_____

d. Why did the Canadian school get to this decision concerning homework?

_____

4. Go back to the news articles and underline one argument in favour and one against banning homework.

GLOSSARY

drop: descartam
pupils: estudantes
ditching: dispensando
spearheaded: liderado
bans: bane
on the fence: em cima do muro

Post-Reading

5. Em duplas, discutam as questões abaixo.

a. Você acha que as notícias tratam de um tema polêmico? Por quê?

b. É necessário que haja um debate entre pais ou responsáveis, estudantes, escola e especialistas sobre banir ou manter as tarefas de casa? Por quê?

c. Se estivesse lendo a primeira notícia diretamente no *site* do jornal, você clicaria no *hiperlink*? Por quê?

OUTCOME

Stating and justifying your opinion

What: a group discussion	Audience: classmates and teacher
Goal: express your opinion about school homework	Where: classroom

State and justify your opinion about homework ban. In groups, present and discuss your and your classmates' point of view. Follow the steps.

a. Think about how much homework is assigned to students in your school.

b. According to your opinion, write a list of negative and positive aspects of homework on students' lives.

c. Choose the expressions below to justify your point of view and state your arguments. Answer: Are you in favour or against banning homework? Why?

d. Talk to your classmates and use the following expressions:

Stating your opinion

My point of view is that… because…
In my opinion,…

To add something

Well, I understand, but…
I know that, but…
Sorry to interrupt, but…

To agree

Exactly!
No doubt about it!
You are absolutely right!
I couldn't agree more.
That's exactly how I feel.

To disagree

I don't think so.
I totally disagree.
That is not always true.
I'm not sure about that.
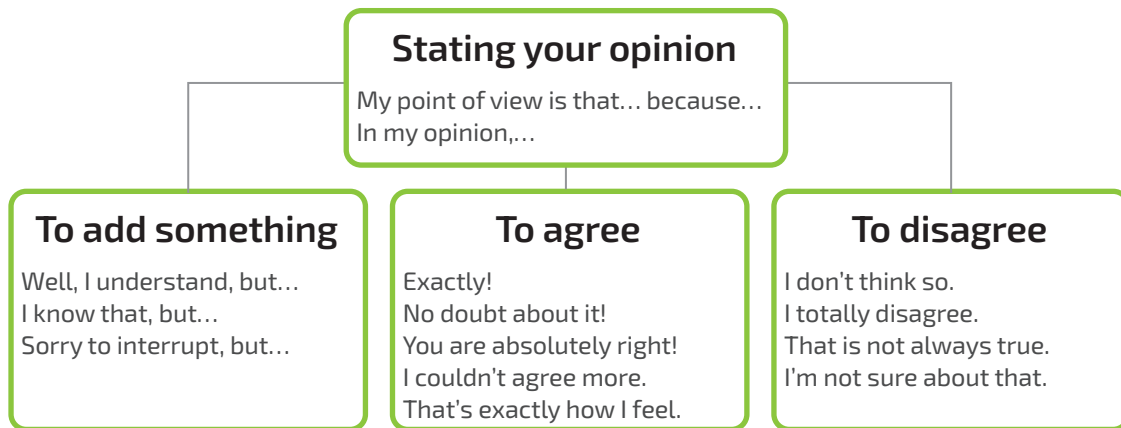
FEEDBACK

Nesta *lesson*, você:

leu e identificou diferentes pontos de vista em notícias;

expôs seu ponto de vista sobre o tema proposto e fundamentou-o em uma discussão.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Closing

GETTING ACROSS

Em grupos, escrevam uma notícia curta sobre um tema de interesse ou façam um boletim meteorológico da semana, gravando um vídeo.

- **a.** Escolham entre produzir um vídeo reportando uma notícia ou fazer o boletim meteorológico para a semana.
- **b.** Pesquisem o tema e vocabulário temático para escrever o roteiro do vídeo.
- **c.** Pensem nas etapas de produção do vídeo e distribuam as tarefas.
- **d.** Escrevam o rascunho do texto e façam a revisão antes de gravar o vídeo.
- **e.** Definam o local, hora e data para a gravação do vídeo. Se necessário, façam um ensaio antes de gravá-lo.
- **f.** Façam a edição do vídeo e ajustem o que for necessário.
- **g.** Compartilhem o vídeo com os colegas e com o professor na data marcada.

SELF-ASSESSMENT

Retome os objetivos de cada *lesson*. Selecione alguns deles e preencha o eixo a. - f. do gráfico. Em seguida, desenhe e pinte barras no gráfico de acordo com o seu desempenho.

a				
b				
c				
d				
e				
f				
	NOT GOOD	**AVERAGE**	**GOOD**	**EXCELLENT**

Virtual reality environments are made possible by the Internet of Things (IoT).

A connected world.

Scientists watching the landing of NASA's insight spacecraft on Mars in 2018.

Personal tech gadgets.

Teen students in a tech club at school.

1. Observe as imagens e discuta as questões com um colega.

a. Na sua opinião, o que as imagens têm em comum?

b. Pense em alguns objetos, tecnológicos ou não, que você mais utiliza diariamente e imagine um dia inteiro sem utilizá-los. Como seria? Por quê?

2. Em duplas, leiam e discutam as citações abaixo. Com qual delas vocês concordam mais? Por quê?

'I do not fear computers. I fear lack of them.'
Isaac Asimov (1920-1992), American writer
'Technology is a useful servant, but a dangerous master.'
Christian Lous Lange (1869-1938), Norwegian historian

Lesson 1
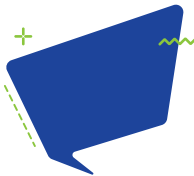
Can you give your opinion about predictions?

READING

Pre-Reading

1. **Observe as imagens e discuta com um colega.**
   a. Você já ouviu falar destas tecnologias? Se sim, o que sabe sobre elas? Se não, o que gostaria de conhecer a respeito delas?
   b. Quais benefícios as tecnologias representadas nessas imagens podem trazer à sociedade?

✛ CULTURE

A Internet das Coisas (em inglês, *Internet of Things* – IoT) é uma tecnologia que possibilita que objetos e equipamentos do dia a dia estejam conectados para que sejam mais eficientes e facilitem as atividades dos usuários.
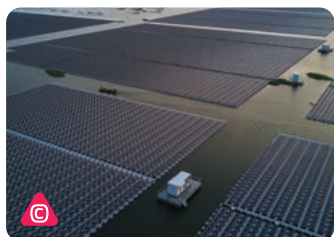
Floating solar farm in Huainan, China: more than 166,000 solar panels convert sunlight to energy.

IoT (Internet of Things): a digital screen controls items like door locks, washing machines and cameras.
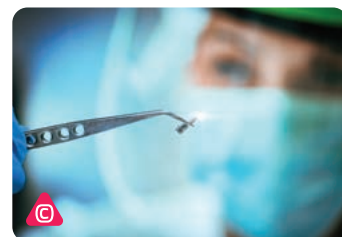
Blood Test chip: diagnosis of various diseases with a drop of blood thanks to nano technology.

2. **Observe o título do artigo. Responda às questões no seu caderno.**
   a. Qual é o tema do artigo?
   b. As previsões são para quando?

While Reading

3. **Read the article and answer the questions in your notebook.**
   a. Which technology will be helpful to the medical area?
   b. Two technologies work with the concept of self-healing materials. What are they?
   c. According to the article, when will it be possible to see cars flying over the United States and Australia?

[...] Amazing and Weird Technologies That'll Change the World in the Next Few Decades

Artificial Intelligence, robotics, and 3D printing are all examples of impactful emerging technologies. However, there is some exciting tech out there that you might not have considered.

By Donovan Alexander
September 26, 2020

[1] Living robots could be used to save patients and the planet's oceans.

[...] Living programmable organisms will be more commonplace in the future and will serve a variety of purposes. In the case of Xenobots, they could be used to target medicine to a specific area of a patient or be used to clean plastics out of our oceans. [...]

[2] Concrete that is 'alive', that can clean the environment, and that can heal itself.

Using a deceptively simple combination of sand, gel, and bacteria, researchers from the University of Colorado Boulder have created what they have dubbed as "living" concrete.

This living concrete would be able to heal its own damaged cracks, remove dangerous toxins on its own and glow on command. […]

[3] You will be able to download your brain into a computer.

Just this past month, Elon Musk updated us on his secretive Neuralink project. Calling it a Fitbit for your brain, using a simple and painless procedure, the Neuralink team would install a brain interface into our minds. This device would translate our thoughts and commands, allowing us to control devices around our home by just thinking action. […]

[4] Your car will probably be able to heal itself too.

[…] In 2017, Lamborghini and MIT's Terzo Millennio unveiled the idea for a stunning concept supercar that could, in theory, heal itself. […] the car's whole body would be used for energy storage. Similar to the way the human body reacts to injury, if small cracks developed from a collision, the car's body would go into self-repair mode, preventing the cracks from growing and doing more damage to the car. […]

[5] Flying cars will appear in our cities.

[…] Flying taxis could become an important means of public transportation. For example, the Uber X Hyundai electric VTOL planned for 2023 will transport passengers around and out of Dallas, Los Angeles, and Melbourne. […]

GLOSSARY

target: direcionar
heal: curar
dubbed as: nomearam
damaged cracks: rachaduras
painless: indolor
device: aparelho eletrônico
storage: armazenamento
injury: lesão

4. Number the columns according to the objective of each technology of the list.

a. [   ] To create self-healing cars.

b. [   ] To develop flying cars.

c. [   ] To develop living building materials.

d. [   ] To install a device into the brain.

e. [   ] To solve problems using programmable organisms.

Post-Reading

5. Debata em duplas.

a. Na sua opinião, quais previsões do artigo têm chances de se realizar? Por quê?

b. Dentre as previsões, qual faria toda a diferença em sua vida e na de sua comunidade? Por quê?

LANGUAGE FOCUS

Vocabulary **Adjetives with *self*- and -*less***

1. Observe the sentences taken from the article and tick [√] the option that best defines the words in bold.

a. '[…] using a simple and **painless** procedure […].'

[   ] full of pain   [   ] without pain   [   ] with pain

b. '[…] the car's body would go into **self-repair** mode […].'

[   ] by itself   [   ] by yourself   [   ] by himself

c. '[…] the current research into **self-healing** polymers could one day lay the foundation for this type of vehicle.'

[   ] capable of healing others   [   ] capable of healing themselves   [   ] capable of healing cars

2. Match the adjectives to their meanings.

a. self-cleaning

b. wireless

c. self-maintenance

[ ] without cables

[ ] capable of washing itself

[ ] capable of fixing itself

OUTCOME

A discussion about the future of technology

> **What:** discussion about the future of technology
> **Goal:** express opinions about predictions for future technologies
>
> **Audience:** classmates and teacher
> **Where:** classroom

1. In groups, discuss: when it comes to predictions, which opinion below best represents you? Why?

• I don't like predictions. Everything can change in a second.

• Predictions are important because we can be prepared for the future.

• I take predictions seriously, but the moment is more important to me!

2. What are your expectations for future technologies? In groups, present and discuss them. Follow the guidelines.

a. Plan your ideas: choose one of the technologies from the text or any other one.

b. Plan your argumentation: reflect on how this technology will be in 30 or 50 years from now. Think and answer the following questions:

• **Will it be essential to make life better? Why?**

• **Will it be accessible to anyone?**

• **What is necessary to make it real as soon as possible?**

• **Which adjectives can you use to describe it?**

• **What are its advantages? Are there any disadvantages?**

c. Present your ideas to your group. Don't forget that you can't make predictions based on unreal facts.

d. Listen to your classmates' comments and discuss them. Take turns.

FEEDBACK

Nesta *lesson*, você:

leu um artigo de divulgação científica;

identificou e compreendeu a formação de adjetivos com *self-* e *-less*;

debateu sobre algumas previsões relacionadas às tecnologias.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.
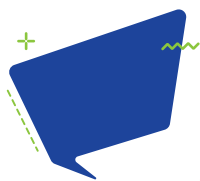
Can you make a survey?

READING

Pre-Reading

1. **Em média, quanto tempo você gasta nestas atividades diariamente? Converse com um colega.**

   a. dormir

   b. se alimentar

   c. realizar cuidados pessoais e de higiene

   d. estudar

   e. conversar com amigos e familiares

   f. ler

   g. ver televisão

   h. utilizar mídias sociais e a internet

2. **Discuta em duplas.**

   a. Quais redes sociais, *sites* e recursos *online* você, seus amigos ou sua família mais usam?

   b. Você acredita que há utilização excessiva dessas mídias pelas pessoas de modo geral? E por pessoas da sua idade? Por quê?

While Reading

3. **Read the blog post and answer in your notebook: where were the numbers referring to social media use in the UK taken from?**

Home / Blog / How Much Time Do People Spend on Social Media?
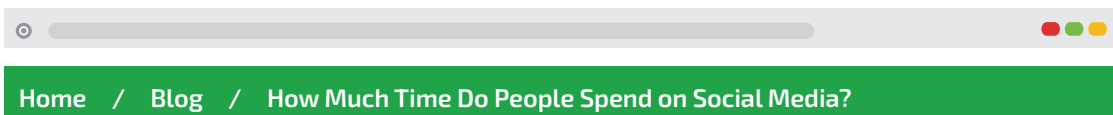
How Much Time Do People Spend on Social Media?

by Brandon Ackroyd - July 11, 2019, Last Updated on July 11, 2019, Statistics

One of the biggest cultural changes in the last decade or so has been our growing use of social media. […] Just how much social media are we using? […] We're taking a look at social media use, the stats…

What Exactly Is Social Media?
[…] Social media is any website or app that allows users to create and share content and to socially network. So basically, that's anything where you can post and communicate with people.

Social Media Use in the UK
- 67% of the population use social media.
- 39 million […] users use social media on their mobile devices.
- 77% of users have actively posted or in some way contributed to social media in the last month.
- The average UK users spend 110 minutes (one hour and 50 minutes) on social media per day. […]

How Much Time Do We Spend By Site?
[…] There's a lot of research out there, and not all studies agree with each other. […] Most people underestimate the time they spend on each site. However, the most reliable numbers we've found are:
- **Facebook:** A study from *emarketer* suggests that the average person spends 43 minutes per day on Facebook. […]
- **YouTube:** Research from *VAB* from 2017 […] says that YouTube users spend 1163 minutes per month on the app, so that's about 38 minutes per day.
- **WhatsApp:** A study from *Statista* done in 2016 […] showed that the average user spent 28.4 minutes per day on WhatsApp.

GLOSSARY

growing use: uso crescente

allows: permite

average: em média

underestimate: subestimar

reliable: confiável

survey: pesquisa

age group: faixa etária

Lesson 2

- **Twitter:** The same SocialPilot survey suggests that the average Twitter user is only on the platform for 2.7 minutes a day. [...]

Who Are These People?
[...] In general, according to *Datareportal's 2019 Social Media* study for the UK, 25 to 34-year-olds use social media more than any other age group [...] When it comes to children, research is a little more difficult to find [...]. *According to OFCOM's 2018 Children and Parents Media Use and Attitudes Report*:
- 18% of children aged between 8 and 11 have a social media profile
- 69% of children aged between 12 and 15 have a social media profile

Extracted from: How much time do you spend on social media. *Tiger Mobiles*. Available at: <https://www.tigermobiles.com/blog/how-much-time-do-people-spend-on-social-media/>. Accessed on: 10 July, 2020.

4. **Read the blog post again and answer the questions in your notebook.**
   a. Which activities do people do on social media?
   b. What is the percentage of people who use social media on their mobiles in the UK?
   c. How much time do the British spend on social media?
   d. How many minutes do the British spend on YouTube and on WhatsApp?
   e. How old are the people who spend more time on social media?

5. **The author of the blog post presents some sources of research and studies. Make inferences and tick [√] the best answer to this question: why did he do that?**
   a. [ ] To give credibility to the information.
   b. [ ] To promote the sources.

6. **Do all the studies about the use of social media present the same results? Underline the answer in the text.**

Post-Reading

7. **Em grupos, discutam as perguntas.**
   a. Analisando criticamente as informações que você leu, o que se pode depreender sobre os britânicos em relação ao uso de mídias sociais?
   b. Você acredita que os brasileiros utilizem as mídias sociais tanto quanto a população britânica?
   c. A quais outras atividades envolvendo tecnologias (como assistir à televisão e jogar *videogame*) você dedica seu tempo?

LANGUAGE FOCUS

Grammar *Many, much* and *any*

1. **Circle the noun that can be counted in each pair.**
   a. time – minutes
   b. bread – slice
   c. plates – food
   d. happiness – events

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2. Match the questions to the best answer.

a. How much **time** do you spend on the internet?

b. How many **apps** do you use every day?

c. How many **days** can you spend away from social media?

d. How much **work** is necessary to create an app?

e. Do you use any **app** to study?

[   ] Some hours are enough! I use them every day.

[   ] I don't know exactly, maybe forty **minutes**.

[   ] It takes some **weeks** of **study** and work because you need to learn how to code.

[   ] No, I don't use any.

[   ] Three, I guess. WhatsApp, Google Maps and Instagram.

3. Decide if the expressions in bold in Activity 2 are countable or uncountable.

a. countable: _____

b. uncountable: _____

OUTCOME

A survey

What: a survey
Goal: collect data about the use of technologies and social media
Audience: classmates and teacher
Where: notebook and classroom

Plan your survey. Follow the steps.

a. In groups, choose some habits related to technology use.

b. Write six questions to create a survey on the use of technologies and social media.

c. The questions should include how often people use those technologies, how long they spend online and what they think about this.

d. You can ask classmates from others classes, family members, teachers, school staff and friends. Take notes of the answers and follow your teacher's instructions to present the results.

FEEDBACK

Nesta *lesson*, você:

leu e interpretou um *blog post* com dados e estatísticas;

aprendeu como usar *many*, *much*, *some* e *any*;

refletiu sobre o uso das mídias sociais e elaborou uma pesquisa sobre o tema com análise e compartilhamento de resultados.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Lesson 3
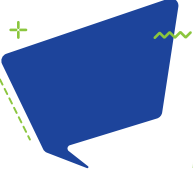
Can you write about a tech device?

READING

Pre-Reading

1. Marque os aparelhos que você ou sua família têm ou já tiveram.

+ LANGUAGE TIP

[ ] landline telephone   [ ] cordless telephone   [ ] mobile phone

2. Compare a resposta dada por você na atividade anterior com a de seu colega ao lado. Discutam as questões.
   a. Como vocês acham que seria a vida das pessoas se não existisse o telefone?
   b. De que forma a ausência dessa tecnologia afetaria todas as outras tecnologias?

While Reading

3. Read the article and, in your notebook, answer the questions that follow.

Telephone

[ ] Introduction

The telephone is a very common device for **communicating** over a distance. With a telephone, a person can talk almost instantly with someone on the other side of the world. Most telephones are linked to each other by wires. Others, such as cell phones, are connected by invisible radio waves that travel through the air.

[ ] How a Traditional Telephone Works

A traditional telephone depends on wires to send **sound**. It has a handset and a base that are connected by a cord. The handset is the part that a person holds to make or answer a call. One end of the handset has a microphone for talking. The other end has a small loudspeaker for listening. [...]
When the caller speaks into a telephone, the microphone changes the sound of the person's voice into an electric signal. [...] When the signal reaches the telephone at the other end, its loudspeaker changes it back into the sound of the caller's voice.

[ ] Cordless Telephones

A cordless telephone is more convenient than a traditional telephone. It does not have a cord connecting the handset and the base. It allows a person to walk around the house while talking. [...]

GLOSSARY
wire: cabo
wave: onda
handset: aparelho ou estrutura que cabe na mão
cord: cordão, fio
loudspeaker: alto-falante
handheld: portátil

[   ] Cell Phones ◄ ► ►|

Cellular telephones, or cell phones, are even more convenient than cordless phones because they work over a much wider area. Because of this, in some places they are called mobile phones. They send and receive calls using **radio waves**. [...]

Many cell phones can do things other than make calls. Most can send text messages to other cell phones. Many can take photographs, play music, get information from the Internet, and send and receive e-mail. Certain kinds, called smartphones, also run computer programs called applications, or apps. Apps let people play games, shop, read, get maps and directions, set appointments, and do many other tasks. For those reasons, smartphones are like handheld computers.

[   ] History ◄ ► ►|

Not everyone agrees who invented the telephone. However, **Alexander Graham Bell** usually gets the credit. In 1876 he sent the first words by telephone. Later that year Bell made the first long-distance call. He talked with his assistant, who was 2 miles (3.2 kilometers) away. By 1915 people could place telephone calls across the United States. [...] The first cell phones appeared in the late 1970s. [...] Today many computers connect to the Internet through telephone lines.

a. Considering the source the article was extracted from, what are the highlighted words and expressions?

b. What can they offer to the reader?

c. Which kind of phone can offer more advantages to users?

d. Which one offers less advantages?

4. Match the sentences below to the sections of the text.

a. There isn't a general agreement when it comes to the invention of the telephone.

b. A telephone that has basically two parts and depends on wires.

c. The basic function of the telephone.

d. It can be much more than just a telephone: it performs many functions of a computer.

e. This kind of telephone also has two parts, but the handset is portable.

Post-Reading

5. Debata as perguntas em duplas.

a. Na sua opinião, a importância que o telefone tem hoje em sua vida será a mesma quando você for adulto? Por quê?

b. Com base no artigo que você leu, o que se pode inferir sobre a evolução do telefone desde sua descoberta e o que é possível projetar para o futuro dessa tecnologia?

LANGUAGE FOCUS

Grammar **Verb tenses**

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1. Write the best option to describe the content of the sentences.

a. general facts: characteristics, how it works and its functions

b. history: who created and when

c. current facts: what is happening

d. expected changes: the future of the technology

[   ] Telephone technology is improving fast. _____

[   ] It is a telecommunication device that sends and receives sound. _____

[   ] Smartphones will have touch-free technology in the future. _____

[   ] Graham Bell first started testing his device in June 1875. _____

2. Now circle the verbs of the sentences in Activity 1.

3. Read the verb tenses in the box. Identify and write them in Activity 1.

> Past Simple · Present Continuous · Present Simple · Future Simple

OUTCOME

A fact sheet

> What: a fact sheet
> Goal: describe something, list relevant facts and briefly tell its history
> Audience: school
> Where: notebook and walls

1. In groups, do some research and write a fact sheet. Follow the steps.

a. Choose a technology or a device.

b. Research the main information about it. Don't forget to mention the source of information.

c. Write clear, simple and concise sentences using bullet points or items.

d. Include a short description, relevant facts, curiosities, current developments and future possibilities. Use illustrations, drawings or photos.

e. Check the use of verb tenses.

f. Get feedback from classmates and teacher. Revise your text and make all the necessary adjustments.

2. Exchange your fact sheet with a classmate and evaluate it.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um artigo enciclopédico, suas características e intencionalidades;

identificou o uso de diferentes tempos verbais;

elaborou um *fact sheet* sobre um aparelho tecnológico.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Can you create a tech club at school?

LISTENING

Pre-Listening

1. Observe a mensagem codificada abaixo e tente desvendá-la com um colega. Ela está relacionada ao tema do *podcast* que você vai ouvir.
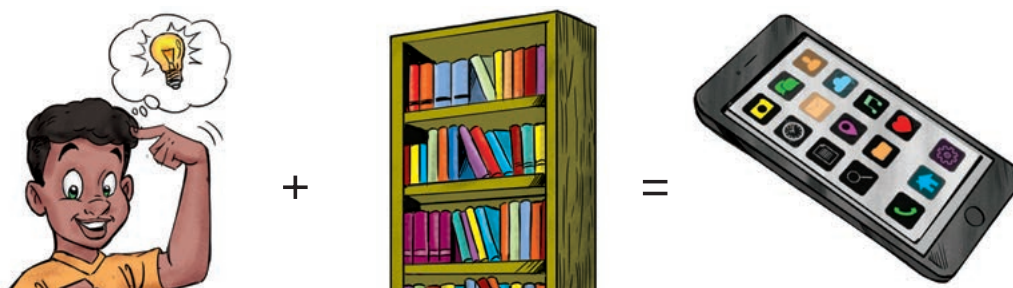
2. Você vai ouvir um trecho de um episódio de *podcast* cujo título é *Meet Apple's youngest app developer, Ayush*. Em duplas, discutam as questões abaixo.

   a. O que você espera ouvir nesse episódio?

   b. Você acha que é fácil ou difícil desenvolver programas como aplicativos? Você acha que é possível uma criança aprender a desenvolvê-los?

   c. Na sua escola existe algum projeto ou clube extracurricular? Se sim, qual? Se não, você gostaria que existisse? Qual(is)?

While Listening

3. Listen to the first part of the interview. Read the sentences and decide if they are true (T) or false (F).

   a. [   ] The podcast is called 'Talking Tech'.

   b. [   ] The presenter is at the Apple World Wide Gamers' Conference .

   c. [   ] Ayush is an app developer.

   d. [   ] Ayush is 10 years old.

   e. [   ] Ayush lives in Los Angeles.

4. Listen to the second part of the interview and tick [√] the best answers to the questions.

   a. Why is Ayush at the Apple Conference?

   [   ] Because he likes meeting other gamers.

   [   ] Because he loves coding.

   b. According to Ayush, why is the Apple Conference an awesome opportunity?

   [   ] Because he can buy new softwares.

   [   ] Because he can learn more about his favourite subject.

5. Listen and read the last part of the interview. Then underline the information you can infer.

Jefferson Graham: What is your goal, Ayush? Do you wanna be an app developer when you grow up?

Ayush: Definitely. I mean… I like cars, so I've been thinking I would start, like, a business and just make technology for cars.

Jefferson Graham: OK. I see a big future for you. Ayush, thank you for being on Talking Tech…

a. Jefferson and Ayush are talking about Ayush's future plans.

b. Ayush wants to work with cars when he grows up.

c. The presenter is not optimist about Ayush's career.

Post-Listening

6. Discuta as perguntas.

a. Seria possível criar na sua escola um clube voltado para o desenvolvimento de aplicativos ou de outras atividades que envolvem tecnologias? Por quê?

b. Sobre quais outros assuntos relacionados à ciência e à tecnologia você gostaria de aprender mais?

LANGUAGE FOCUS

Grammar *Would*

1. Refer to Activity 5 and circle the sentence which expresses Ayush's plans for the future.

2. Observe the sentence you circled in Activity 5 and do the tasks.

a. Find the structure in the sentence that introduces Ayush's future plans.

b. Rewrite the sentence using *would like to*.

3. Match the parts to form meaningful sentences.

a. We are planning to have a charity club,

b. I would create a book club,

c. In our science club,

[　] because I love reading.

[　] my group would like to create a vegetable garden.

[　] because we would like to help our community.

A group discussion

What: group discussion
Goal: discuss the creation of a tech club
Audience: classmates and school coordinators
Where: classroom

Discuss the creation of a science club at school. Follow the steps.

a. Choose the objective of your tech club.

b. List the things you would like to do, develop, create or learn in your club.

✦ **LANGUAGE TIP**

You can start your sentences with *I would like to...*

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

c. Think about the reasons why you would like to create the club. Reflect on the questions:

• **How can the club help students, school and the community?**

• **What will be the rules of the club?**

d. Think about who will be able to participate (students, teachers) and who can help you.

e. List the resources you will need.

f. Start the discussion. Try to use the structure *would like to*.

FEEDBACK

Nesta *lesson*, você:

ouviu e compreendeu trechos de uma entrevista para um *podcast*;

conheceu a estrutura *would like to* e a empregou para expressar desejos para o futuro;

discutiu a criação de um clube de tecnologia na escola.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Lesson 5

Can you create an infographic about a planet?

READING

Pre-Reading

1. O que você sabe sobre os planetas? Você já estudou algum em especial?

_____

2. Se fosse possível, você gostaria de viver em outro planeta? Por quê?

_____

3. Você vai observar e ler um infográfico cujo título é *PLUTO: THE DWARF PLANET*. Levante hipóteses e diga que informações você espera encontrar nele.

_____

_____

While Reading

4. Read the infographic and tick [√] the content.

    a. [   ] graphic and written information about the Solar System
    b. [   ] general information about Pluto, such as when it was discovered and its classification
    c. [   ] data about its size and composition
    d. [   ] data about another planet, which is called Charon

PLUTO:
THE DWARF PLANET

- Pluto was discovered in 1930, being considered the ninth major planet from the Sun.

- In the 90s, scientists started to question its status as a planet after discovering that there were many objects of similar size in the Kuiper belt.

- Finally, in 2006, Pluto was reclassified as a dwarf planet.

- The now-called dwarf planet has five known moons. The largest one, Charon, is about half Pluto's size. For that reason, Pluto is considered a double planet system sometimes.
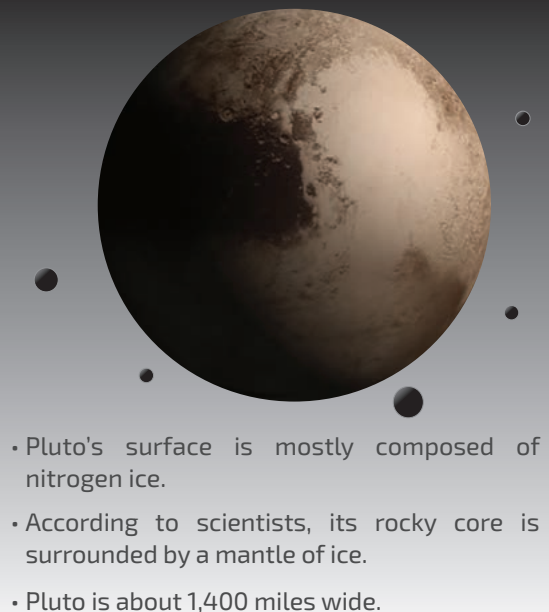
- Pluto's surface is mostly composed of nitrogen ice.

- According to scientists, its rocky core is surrounded by a mantle of ice.

- Pluto is about 1,400 miles wide.

Based on: WOO, Marcus. *How Pluto is changing our understanding of the Solar System*. BBC. 1 Sep. 2015. Available at: <http://www.bbc.com/earth/story/20160831-how-pluto-is-changing-our-understanding-of-the-solar-system> (Acessed on: 4 Dec. 2020)

5. Write down the sentences in which you can find the information below.

a. date of reclassification of the planet

_____

b. the composition of Pluto's core

_____

6. Answer the questions.

a. How long was Pluto considered a major planet?

_____

b. Why is Pluto considered a double planet system sometimes?

_____

Post-Reading

7. Em duplas, discutam as questões abaixo.

a. Sobre qual das informações apresentadas no infográfico você gostaria de saber mais? Por quê?

b. A astronomia é a ciência que estuda o universo e é considerada por muitos estudiosos uma das mais antigas. Além disso, ela exerce influência sobre outras ciências. Com base nessas informações, o que você pode inferir sobre a importância de conhecermos os corpos celestes, como planetas, estrelas, galáxias etc.?

LANGUAGE FOCUS

Grammar Passive Voice (Past Simple and Present Simple)

1. Observe the sentences. Decide if they are true (T) or false (F).

'Pluto was discovered in 1930 […]'

'[…] Pluto is considered a double planet system sometimes'

a. [   ] The first sentence is about a discovery and the second one describes a characteristic of the planet.

b. [   ] The main information in the first sentence is the date of the discovery.

c. [   ] Both sentences present the verb _to be_. In the first one, it is in the past; in the second one, it is in the present.

d. [   ] Both sentences are in the Past Simple.

2. Underline the best option to complete the grammar rule below.

The sentences in Activity 1 are in the passive voice. The passive voice is formed with the appropriate tense of the verb _to be / there to be_ and the past participle of the main verb.

3. Complete the sentences with the correct forms of the verbs in the box.

are surrounded · sent · ~~surrounds~~ · was sent

a. A mantle of ice _____surrounds_____ Pluto's core.

b. Some planets _____ by rings, like Saturn and Jupiter.

c. The New Horizon spacecraft _____ to Pluto in 2006.

d. NASA _____ the spacecraft Orion to Mars in 2014.

Lesson 5

OUTCOME

An infographic

> **What:** an infographic about a planet
> **Goal:** describe a planet using images and text in an objective way
> **Audience:** students and teacher
> **Where:** notebook and walls

1. **Write a draft of the infographic. Follow the steps.**
   a. Collect information about a planet: date of discovery, general characteristics and interesting facts.
   b. Use the information to write bullet points for your infographic. You can take notes in the space below.

   _____
   _____
   _____
   _____
   _____
   _____

   c. Plan the illustrations or select photos to help the reader understand the information.
   d. Get feedback from your classmates and teacher.

2. **Tick [√] if the elements of the infographic are OK.**
   a. [   ] The general characteristics of the planet are described in a concise way.
   b. [   ] Interesting facts are listed.
   c. [   ] Verb tenses are properly used.
   d. [   ] There are visual resources to illustrate information.

3. **Revise your infographic and create its final version on a separate sheet of paper. Display it around the classroom.**

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um infográfico;

conheceu a formação da voz passiva;

produziu um infográfico sobre um planeta.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Closing

GETTING ACROSS

1. Releia os títulos de cada uma das *lessons* que você estudou nesta *unit*, escolha um deles e crie uma *word cloud* sobre os temas estudados.

2. Nesta *unit*, você teve a oportunidade de refletir sobre algumas tecnologias e seu desenvolvimento. Dentre todas as informações que você recebeu, quais impactam mais seu cotidiano? Por quê?

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 facilidade.
- 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

1. **Leia as legendas abaixo e relacione-as às imagens.**

a. *Matryoshka* dolls: wooden toys (placed one inside another) from Russia.

b. *Holi* Festival: a popular ancient Hindu festival, also known as the Indian 'festival of spring'.

c. *Cordel* Literature: booklets with poems, songs and novels from the Northeast of Brazil.

d. Traditional English breakfast: fried eggs, sausages, baked white beans, bacon, mushrooms, grilled tomatoes and toast.

e. *Chicha morada*: a Peruvian beverage made from a purple corn.

2. **Observe atentamente as imagens e leia novamente as legendas.**

a. Você tem mais informações a respeito do que essas fotos representam? Se sim, o quê? Se não, qual das imagens o surpreende mais? Por quê?

b. Além dos elementos representados nessas imagens, o que mais pode fazer parte da cultura de um povo?

c. Se você fosse representar aspectos culturais do lugar onde você vive, que imagens você escolheria? Por quê?

Can you discuss a film adaptation?

READING

Pre-Reading

1. **Observe as imagens. Discuta com um colega.**
   a. Você já leu algum desses livros ou assistiu a filmes baseados neles? Quais?
   b. Quando você se interessa por uma história, prefere ler o livro ou assistir ao filme? Por quê?
   c. Na sua opinião, o que os roteiristas devem levar em conta ao adaptar uma história para o cinema?

2. **Você vai ler dois textos que comparam o filme e o livro *Diary of a Wimpy Kid*. Com um colega, discutam e levantem hipóteses sobre quais informações esperam encontrar.**

While Reading

3. **Read the following reviews. Decide if the sentences are true (T) or false (F).**

1.

Book vs Film: Diary of a Wimpy Kid by Jeff Kinney

The book

Told with a riotous blend of text and detailed diagrams and illustrations, 'Jeff Kinney's *Diary of a Wimpy* Kid' examines the terrifying transition from the safety of primary school into the terrifying world of hormones, pecking orders and class schedules that is high school.

The film

In contrast, the film version of 'Diary of a Wimpy Kid' lacks this innocence, and though it's a fun and friendly enough film, it doesn't have the cheery, light-hearted nature of the novel. […]

Verdict?

The book comes out well ahead in this instance, although it's interesting to see how two very different works can be created using an almost identical script. […]

2.

Diary of a Wimpy Kid: A (book and movie) Review

[…]

The book is a fast read and, honestly, popular enough with kids and parents that I don't really need to say anything else about it. A blend of cartoons and narrative, this is one of those books that sells itself.

[…] there is also a movie version. *Diary of a Wimpy Kid* came out on March 19 and I was, amazingly, one of the people who saw it on opening day (this never happens). I wasn't over the moon about the book, but it was kind of fun.

I'm over the moon about the movie.

The idea of a novel in cartoons being recreated as a live action movie is worrisome at best, but in this case, it works really really unbelievably well. […]

a. [　] There isn't any kind of contrast between the book and the film.

b. [　] The story is about a kid's different phases at school.

c. [　] The two reviews about the movie are positive.

d. [　] In the book, the kid's transition to teen years was not easy.

4. According to the authors' verdict, which is better: the book or the film? Copy the excerpt that proves your answer.

a. Text 1: _____

b. Text 2: _____

Post-Reading

5. Debata em grupos.

a. Na sua opinião, o público-alvo de obras cinematográficas e de obras literárias costuma ser o mesmo? Por quê?

b. Conflitos e acontecimentos apresentados nos livros podem ganhar mais ou menos destaque na adaptação para o cinema. Por que você acha que isso acontece?

c. Que recursos os filmes apresentam que os livros não têm?

d. Na sua opinião, o que os livros oferecem ao leitor e que é difícil encontrar nos filmes?

LANGUAGE FOCUS

Grammar **Relative pronouns (Review)**

1. The fragment below is part of one of the reviews you read on pages 146 and 147. Read it and answer the questions.

'[…] Gregs actor (Zachary Gordon) adds a sense of sophistication that feels at odds with the general silliness of things and which provides the sort of too-mature reflective voiceover […].'

a. Which pronouns are used to connect the sentences? _____

b. Do they refer to a place, a thing or a time? _____

2. **Read the sentence and pay attention to the relative pronoun *whose*. Tick [√] the true sentences.**

   '*Diary of a Wimpy Kid* tells the story of a little boy **whose** school life is very annoying.'

   a. [ ] It indicates possession.

   b. [ ] It refers to a thing.

   c. [ ] We can replace this sentence, without changing its meaning, with '*Diary of a Wimpy Kid* tells the story of a little boy. His school life is very annoying.'

3. **Write longer periods using the two short sentences given.**

   a. Holly is very popular in school. Holly's attention is important to Greg.

   Holly, whose attention is very important to Greg, is very popular in school.

   b. Greg decides to give a party. Greg's parents are away for the weekend.

   _____

   c. Jeff Kinney has definitely created unforgettable characters. His book series was turned into a movie.

   _____

OUTCOME

Discussing a book adaptation into a movie

What: oral discussion
Goal: adapt a book into a movie
Audience: classmates and teacher
Where: notebook and classroom

In pairs, discuss how to adapt a book into a movie.

   a. Choose a book that you both read. If you prefer, you can choose a short story or a fable.

   b. In your notebook, take notes on the characters and their features, time and space, plot and the main conflict and the end of the story.

   c. Then discuss how the story would be adapted into a movie. Reflect on these questions: are all the characters important for the movie? Is it possible to change things such as time and space into the adaptation in a way that the story still makes sense?

   d. Join another pair of students. Present your ideas and listen to theirs.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu resenhas críticas comparando um livro e um filme;

revisou a função e o uso de pronomes relativos;

discutiu algumas ideias sobre como adaptar um texto para o cinema.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Can you describe a celebration?

LISTENING

Pre-Listening

1. As imagens abaixo representam duas festividades de países diferentes. Observe-as atentamente e, em duplas, discutam as questões.
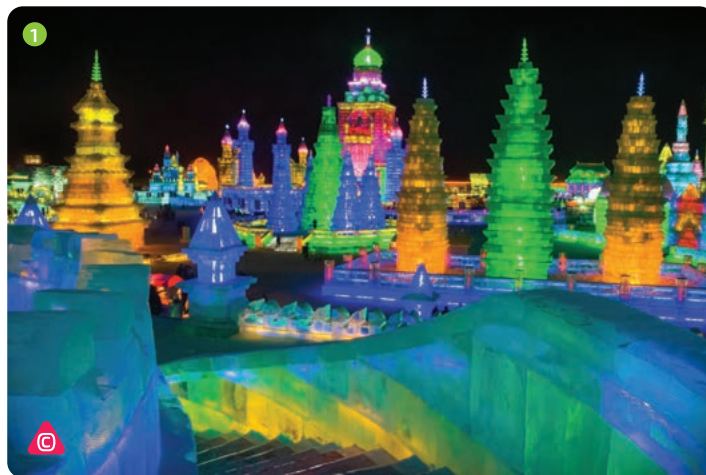
a. A primeira foto representa um festival que ocorre na cidade de Harbin, na China. O que se pode inferir sobre esse festival ao observarmos a imagem?

b. Quais informações você gostaria de ter sobre esse festival?

c. O que você imagina ser celebrado na segunda imagem? Por quê?

d. É possível inferir a qual país pertence a segunda celebração?

2. Entre as duas festividades, qual você considera mais atrativa e gostaria de conhecer? Por quê?

Lesson 2

While Listening

14

3. Listen to the first part of an audio about celebrations around the world. Which photo in Activity 1 does it refer to?

_____

14

4. Listen to the first part again and tick [√] the true sentences about it.

a. [   ] The narrator refers to the festival as a real-life winter wonderland.

b. [   ] There isn't any information about when the festival is held.

c. [   ] The name of the event is _The Harbin Ice and Snow Festival_.

d. [   ] Sculptors from all over the world compete in making the most amazing sculpture.

e. [   ] There's no real start and end dates for the festival.

15

5. Listen to the second part of the audio. Is your answer to item _d._ in Activity 1 correct?

15

6. Listen to the second part again and answer the questions.

a. What is the name of the celebration?

_____

b. Is it celebrated only in Mexico?

_____

c. What is _Día de los Muertos_ a day for?

_____

d. What do people do during _Día de los Muertos_?

_____

Post-Listening

7. Em grupos, discutam as perguntas.

a. Na sua opinião, o que pode acontecer com um turista visitando o México caso ele não saiba nada sobre o _Día de los Muertos_?

b. Por que festivais e celebrações como essas que você conheceu são tão importantes para a economia dos locais aos quais elas pertencem e também para assegurar a identidade cultural da população?

LANGUAGE FOCUS

Grammar **Adjectives**

1. **Read an excerpt from the audio and circle the adjectives used to describe the ice sculptures in the Harbin Ice and Snow Festival.**

   'It has quickly become the largest snow and ice festival in the world and has grown past just Chinese participants. Sculptors and visitors flock from all over the globe to compete in making the most intricate, beautiful and gigantic ice sculptures anyone has ever seen.'

2. **Match the definitions below to the adjectives you circled in Activity 1.**

   a. complex, difficult: _____

   b. huge, large: _____

   c. attractive, pleasing: _____

3. **Are these adjectives positive, negative or neutral?** _____

4. **Write two sentences using adjectives to describe the celebration depicted in the photo.**

   _____

   _____

   _____

Holi Festival in India

OUTCOME

Describing a local celebration

What: an oral description
Goal: describe a celebration

Audience: classmates and teacher
Where: classroom

In groups, talk about a special celebration or holiday. Follow the steps.

   a. Choose a Brazilian celebration.

   b. Describe the cultural aspects related to this celebration and its origins.

   c. Include details so that a person from other countries can understand it. Do some research on traditional food, dance, music, costumes etc.

   d. If possible, illustrate your presentation with pictures.

FEEDBACK

Nesta *lesson*, você:

ouviu e compreendeu um áudio sobre algumas celebrações;

aprendeu e usou adjetivos para descrever celebrações;

produziu uma apresentação oral sobre uma celebração/festividade brasileira.
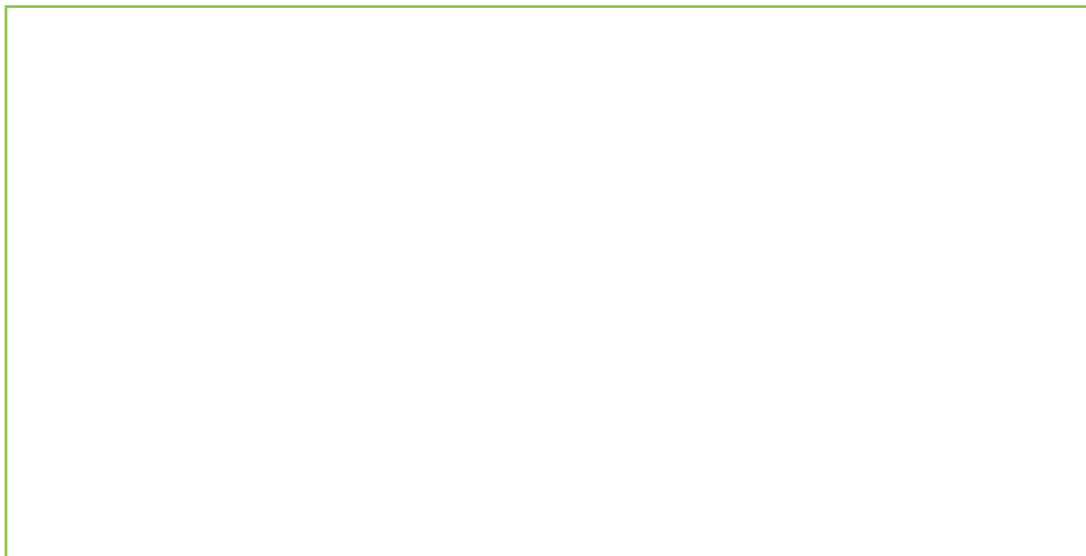
Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Can you create a questionnaire?

READING

Pre-Reading

1. Dentre os alimentos abaixo, quais você já provou ou gostaria de provar? Você comeria esses alimentos na primeira refeição do dia? Por quê?

Noodle soup

Shredded meat

Croissants

Tortillas with beans and meat

Fried eggs, toast and bacon

2. Como você acha que hábitos alimentares podem revelar informações sobre as pessoas e o lugar onde vivem? Justifique sua resposta.

While Reading

3. Read the article on the next page and decide if the sentences are true (T) or false (F).

   a. [   ] The article presents the author's favourite breakfast meals.

   b. [   ] The author enjoys having breakfast when he is abroad.

   c. [   ] He thinks breakfast is a good moment to get to know the local life.

   d. [   ] He presents the ranking of all the breakfast dishes he enjoyed.

   e. [   ] The author does not like the Spanish breakfast.

Best breakfast foods: The world's 15 best morning meals

Ben Groundwater

[...] I love breakfast, particularly breakfast when I'm travelling. [...] It's a time to observe local life, [...] to enjoy food that everyone should really be enjoying at all times of the day. [...]

Café e cornetto, Italy

Breakfast is probably the least important meal of the day to Italians. [...] Plenty of Italians will call into a bar in the early morning for a coffee and a "cornetto", a croissant filled with sweet cream, eaten while standing up and chatting, with little to no ceremony.

Pho, Vietnam

[...] Is there any better way to begin a day than with a warming, nourishing, delicious bowl of Vietnamese noodle soup? [...]

Churros con chocolate, Spain

In Spain and also in Portugal, churros con chocolate are eaten first thing in the morning, the breakfast of champions.

Chilaquiles, Mexico

Mexico has some great breakfast dishes, as full of flavour as so much of their cuisine: huevos rancheros, fried eggs with beans [...] But my favourite is chilaquiles (above) [...].

GLOSSARY
the least important: a menos importante
plenty of: muitos
nourishing: nutritiva
flavour: sabor

4. Match the sentence halves.

a. In Spain and Italy,   people start the day with sweet food.

b. Vietnamese soup   the main meal of the day.

c. In Mexico and Vietnam,   breakfast dishes are very nourishing.

d. To Italians, breakfast isn't   includes noodles.

e. A croissant and a cup of coffee   is what Italians have for a quick breakfast.

Post-Reading

5. Debata as perguntas.

a. De que prato de café da manhã apresentado no artigo você gostou mais? Por quê?

b. Algum desses pratos se parece com o que você come no café da manhã? Qual?

c. Você acha que seus colegas de classe têm hábitos de alimentação parecidos com os seus?

Lesson 3

LANGUAGE FOCUS

Grammar Quantifiers (Review)

1. **Read the excerpts of the text and pay attention to the words *any* and *some*. Then complete the rules based on the sentences.**

   'Is there any better way to begin a day than with a warming, nourishing, delicious bowl of Vietnamese noodle soup?'
   'Mexico has *some* great breakfast dishes.'

   a. We use *any* in _____ and negative sentences.

   b. We use *some* in questions (to offer or ask for something) and in _____ sentences.

2. **Use the cues to write sentences using *some* or *any* in your notebook.**
   a. you – have beverages – for breakfast (interrogative)
   b. I – have juice – for breakfast (affirmative)
   c. Many Italians – have food or drink – for breakfast (negative)

OUTCOME

A questionnaire

> What: a questionnaire
> Goal: create questions
> Audience: school
> Where: notebook and wall

+ LANGUAGE TIP

Perguntas em questionários podem ser de várias formas, como *multiple choice* (múltipla escolha), *multiple response* (duas ou mais respostas possíves), *true/false*, *fill in the blanks* (preencher lacunas) etc.

Write a questionnaire to find out more about your classmates' breakfast habits. Follow these steps.
a. Write 3-5 multiple-choice questions about breakfast habits. Use *any* and *some*.
b. Ask five classmates and take notes.
c. Present your results.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um artigo sobre hábitos alimentares no café da manhã em diferentes países;

revisou a função e o uso de *any* e *some*;

criou um questionário sobre hábitos alimentares de seus colegas no café da manhã.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.
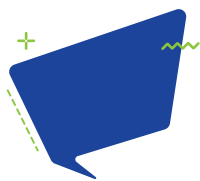
Can you discuss differences between your culture and others?

READING

Pre-Reading

1. Observe a imagem abaixo. Com um colega, discutam e respondam às perguntas.

✦ **CULTURE**

Os gestos de gentileza e a reverência em arco são as principais formas de demonstrar respeito na cultura japonesa. A palavra japonesa para a reverência em arco é *ojigi*. Essa reverência ocorre por várias razões, mas principalmente para expressar, além de respeito, gratidão ou perdão.

a. Na imagem, podemos perceber uma cena um tanto quanto embaraçosa. Como você a descreveria?

b. Sabendo que os japoneses se saúdam inclinando o corpo para a frente em forma de arco e que os ocidentais, em sua maioria, optam pelo aperto de mão, o que podemos inferir sobre a intencionalidade de ambos?

c. Caso os homens não soubessem nada a respeito da cultura um do outro, qual problema poderia ser causado por um cumprimento inapropriado? Como evitar que essa situação ocorra?

While Reading

2. Read the article and tick [√] the sentence that is NOT true about it.

a. [   ] There is a quote to motivate the readers to reflect on the importance of good communication.

b. [   ] The meanings of nonverbal communication are universal.

c. [   ] In many countries, eye contact is important because it expresses equality among people.

d. [   ] Less personal space is needed in some densely populated countries.

e. [   ] More than words, nonverbal language speaks the loudest.

7 Cultural Differences in Nonverbal Communication

'The most important thing in communication is hearing what isn't said.'

Peter F. Drucker

[…]
Although nonverbal communication is a universal phenomenon, meanings of nonverbal cues are not, in fact, universal. They vary tremendously across cultures and are often ambiguous. […]

Eye contact

Whether or not eye contact is made, who makes it and how long it lasts vary tremendously in meaning. In many Asian cultures, avoiding eye contact is seen as a sign of respect. However, those in Latin and North America consider eye contact important for conveying equality among individuals. In Ghana, if a young child looks an adult in the eye, it is considered an act of defiance.

Touch

A great number of cultural expressions are achieved through touch. In America, for example, using a firm handshake is considered appropriate to greet a stranger or another business professional. In France, however, it is common to kiss someone you greet on both cheeks. Touching children on the head is fine in North America. Yet in Asia, this is considered highly inappropriate, as the head is considered a sacred part of the body. […]

Physical Space

Countries that are densely populated generally have much less need for personal space than those that are not. The Japanese, for example, are less likely to react strongly to an accidental touch by a stranger than Americans. […]

GLOSSARY
meanings: significados
whether: se
defiance: rebeldia
handshake: aperto de mãos
cheeks: bochechas

Extracted from: 7 Cultural Differences in Nonverbal Communication. *Point Park University.* Available at: <https://online.pointpark.edu/business/cultural-differences-in-nonverbal-communication/>. Accessed on: 31 Oct. 2020.

3. **Answer the questions below.**

   a. Which part of the article can prove that the way eye contact is made influences its meaning?

   _____

   _____

   b. In which part of the world is touching a person's head considered offensive? Why?

   _____

   _____

4. **List the nonverbal language items mentioned in the article that are common in your culture.**

   _____

   _____

Post-Reading

5. Em grupos, reflitam e respondam às questões abaixo.

a. Você já passou por alguma situação em que se sentiu constrangido por não conhecer particularidades culturais de uma pessoa?

b. Entre as particularidades mencionadas no artigo, qual é a mais estranha para você? Ainda que seja estranha, como você deve agir diante dela?

c. Você acha que a falta de conhecimento de outras culturas pode impedir o entendimento entre as pessoas? Por quê?

OUTCOME

Discussing cultural differences

What: a discussion	**Audience:** classmates and teacher
Goal: understand and talk about cultural differences	**Where:** classroom

In groups, discuss the benefits and the importance of understanding different cultures. Follow the steps.

a. Choose a Brazilian city or state and do some research on its culture and nonverbal language. If you prefer, you can choose another country.

b. Select one aspect and take notes of interesting facts related to it. If possible, do some research on its origins and possible meanings. Use the table below.

Place	Cultural aspect	Its meaning(s)	Its origins	Curiosities

c. Reflect on the topics:

– **Why is it important to be aware of this?**

– **How important is this to the locals?**

– **What can a visitor do to avoid misunderstandings? Is it a good idea to be pleasant and interested in learning? Why?**

– **What can locals do to solve misunderstandings?**

– **How can English help people avoid any kinds of cultural misunderstandings?**

d. In groups, share your findings and discuss how important it is to be aware of any kinds of cultural differences.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um artigo sobre diferenças culturais na linguagem não verbal;

pesquisou e discutiu particularidades culturais de outros povos e a importância de conhecê-las e respeitá-las.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Can you role-play a language misunderstanding?

READING

Pre-Reading

1. **Observe as expressões. Debata as perguntas em duplas.**
   - **Começar com o pé direito**
   - **Acertar na mosca**
   - **Dar com a língua nos dentes**
   - **Estar nas nuvens**

   a. Você já ouviu ou usa essas expressões? Conhece o significado delas?
   b. Essas frases são chamadas de expressões idiomáticas. O que você pode inferir sobre o que são essas expressões?
   c. Você acha que essas expressões podem causar mal-entendidos? Por quê?
   d. Você conhece alguma expressão idiomática em inglês?

2. **Leia o título do artigo abaixo e observe as ilustrações apresentadas. O que podemos inferir sobre a relação delas com as expressões idiomáticas?**

   _____

   _____

While Reading

3. **Read the article below. Is your answer in Activity 2 correct?**

40 Bizarre Yet Funny English Idioms

[…]

3. The elephant in the room

There's an elephant in the room but nobody seems to be talking about it. Awkward, right? I mean, where would you even start? […]

Meaning: A huge and obvious problem that everyone avoids talking about.

Example:
"Can we address the elephant in the room before this problem ends all of our friendship?"
"Sure. But who will volunteer to tell Eric he has stinky feet?" […]

20. Go bananas

This American slang can be used to pertain to different kinds of extreme emotions such as wild excitement, over-the-top happiness, or even in some cases (but less common), anger. This idiom got its inspiration from apes who go crazy when given bananas.

Meaning: To go wild, to go crazy with excitement or other extreme emotions.

[...]

4. What can you infer about the idioms mentioned in the article? Read and tick [√].

a. [ ] When we picture the idioms in mind, the scenes are awkward and funny.

b. [ ] People use the idiom 'Go Bananas' in informal situations.

c. [ ] A good knowledge of idioms can help you sound like a native.

5. Read the paragraph 'Go bananas' in the article again and answer the questions.

a. What do people express by using the idiom 'go bananas'?

_____

b. Read its meaning again. Can you write an example to illustrate it?

_____

Post-Reading

+ LEARNING TO LEARN

Leia com atenção os exemplos oferecidos nos textos. Eles podem ajudá-lo a compreender o conteúdo mais facilmente. Sempre que se deparar com expressões idiomáticas, registre-as no caderno e elabore exemplos que as ilustrem.

6. Discuta as perguntas.

a. Qual expressão idiomática pareceu mais estranha para você? Há uma expressão em português equivalente a ela?

b. O título do artigo revela que dominar expressões como essas que você conheceu pode ajudar a falar como um nativo. Não conhecê-las pode causar algum tipo de problema ou confusão? Quais, por exemplo?

LANGUAGE FOCUS

[Vocabulary] **Idioms**

1. Complete the sentences with the best options from the box.

anxious or nervous · extremely happy · ~~tell a secret~~ · too easy · very expensive

a. 'To spill the beans' is to _____tell a secret_____, accidentally or on purpose.

b. When a person is over the moon, he/she is _____.

c. If something is a piece of cake, it is _____.

d. When a person has butterflies in his/her stomach, he/she is feeling _____ about something.

e. If a product costs an arm and a leg, it is _____.

Lesson 5

2. Use the idioms from Activity 1 to complete the sentences.

a. I didn't study for the test, so I had _____ . But then I took the test and got a

good grade: it was a _____ .

b. This is a secret. Do not _____!

c. My cousin always wanted a sister and now my aunt is pregnant. She is _____!

d. I wanted to buy those shoes, but they _____!

OUTCOME

A language misunderstanding

> **What:** roleplay dialogue
> **Goal:** ask for clarification about the use of an idiom
>
> **Audience:** classmates and teacher
> **Where:** classroom

In pairs, create a dialogue in which a misunderstanding related to idioms causes a funny or embarrassing situation.

a. Discuss and choose one idiom that can cause some misunderstandings. Reflect on the questions:

– **Can it cause a funny or embarrassing situation?**

– **Taking the context into consideration, is the idiom easy or difficult to understand?**

b. Create a dialogue with a communication problem caused by the idiom. Reflect on the questions:

– **Where does the dialogue take place?**

– **Who are the characters?**

– **What are they doing?**

– **What are people's reactions about the misunderstanding?**

– **How does the situation end up?**

c. Show the dialogue to the teacher and ask for correction.
d. Role-play the dialogue to the class.

FEEDBACK

Nesta *lesson*, você:

leu e compreendeu um artigo sobre expressões idiomáticas;

ampliou o vocabulário relacionado a expressões idiomáticas;

escreveu e encenou um diálogo que contextualiza uma situação de mal-entendido.

Além dos itens apontados acima, há outros aprendizados que você tenha adquirido ou ampliado nesta *lesson*? Se sim, registre-os no caderno.

Closing

Leia o texto abaixo e discuta as perguntas.

Patrimônio Imaterial

Os bens culturais de natureza imaterial dizem respeito àquelas práticas e domínios da vida social que se manifestam em saberes, ofícios e modos de fazer; celebrações; formas de expressão cênicas, plásticas, musicais ou lúdicas; e nos lugares [...].

O patrimônio imaterial é transmitido de geração a geração, constantemente recriado pelas comunidades e grupos em função de seu ambiente, de sua interação com a natureza e de sua história [...].

Fonte: Patrimônio Imaterial. Iphan. Disponível em: <http://portal.iphan.gov.br/pagina/detalhes/234>. Acesso em: 6 nov. 2020.

a. Você acha que é possível estabelecer valor comercial aos bens imateriais? Por quê?

b. O que faz com que os bens imateriais de um povo se perpetuem?

c. Como esse texto se relaciona com o que foi trabalhado ao longo da unidade?

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 seu desempenho.**

a. Discutir sobre a adaptação de um livro em filme.

b. Discutir sobre uma celebração.

c. Criar um questionário sobre hábitos alimentares no café da manhã.

d. Discutir sobre diferenças culturais.

e. Encenar uma situação de esclarecimento de um mal-entendido no uso de expressões idiomáticas.

f. _____

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

Language Reference

FUTURE SIMPLE (WILL)

1. Leia o fragmento do artigo abaixo. Preste atenção ao uso da palavra *will*.

How **will** Education Change in the Next Ten Years?
A period of ten years is enough time to see a major shift in any aspect of life. And that includes education. Of all the features that **will** impact the future of education, technology indisputably has the upper hand. […]
Technology means students **will** be able to have more control over what and how they learn, with the teachers only filling roles as mentors. […]

Fonte: HOW will education change in the next ten years. *International Policy Digest*. Disponível em: <https://intpolicydigest.org/2019/05/01/how-will-education-change-in-the-next-ten-years/>. Acesso em: 2 nov. 2020.

> ***Will*** é um verbo modal indicador de futuro. Ele é utilizado para falar sobre desejos e previsões, fazer promessas e para pedir algo de forma educada. Ele é posicionado antes do verbo principal da frase. ***Will*** pode ser contraído em ***'ll.***
> *Maybe my brother will drive me to the party.*
> *I'll travel the world when I finish high school.*
> *Will you stop here, please?*
> Nas frases negativas, colocamos **not** depois de **will**. Podemos usar **won't** como forma abreviada de **will not**.
> *My dream school won't assign any homework.*
> Para frases interrogativas, colocamos **will** antes do sujeito.
> *Will the school offer free snacks? Yes, it will.*
> *How will education change in the next ten years?*

2. Estude as formas do verbo modal *will* no quadro a seguir.

Future Simple with *will*							
Affirmative (+)				**Negative (-)**			
Full form		**Contracted form**		**Full form**		**Contracted form**	
I	**will**	I**'ll**	travel.	I	**will not**	I**'ll not**/**won't**	travel.
You		You**'ll**		You		You**'ll not**/**won't**	
He/She/It		He/She/It**'ll**		He/She/It		He/She/It**'ll not**/**won't**	
We/You/They		We/You/They**'ll**		We/You/They		We/You/They**'ll not**/**won't**	

Questions (?)			Short answers	
			Affirmative (+)	**Negative (-)**
Will	I	travel.	Yes, I **will**.	No, I **will** not./**won't**.
	You		Yes, you **will**.	No, you **will not**./**won't**.
	He/She/It		Yes, he/she/it **will**.	No, he/she/it **will not**./**won't**.
	We/You/They		Yes, we/you/they **will**.	No, we/you/they **will not**./**won't**.

3. **Observe as imagens e escreva frases usando *Future Simple* e as expressões indicadas.**

a. (travel)

_____

_____

b. (have a graduation ceremony)

_____

_____

c. (go to college)

_____

_____
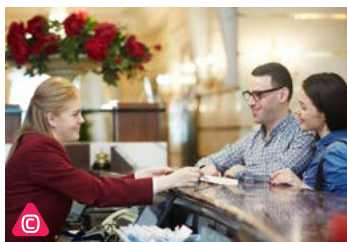
d. (work as an intern in a hotel)

_____

_____

e. (study Spanish)

_____

_____

f. (move to a different city)

_____

_____

4. **Escreva perguntas. Relacione-as às respostas adequadas.**

a. will / What / you / five / in / years / do?

What will you do in five years?
_____

b. teacher / project / will / assign / your / a ?

_____

c. cake / make / birthday / mom / will / a / your / for / your ?

_____

d. future / you / where / live / in / will / the ?

_____

e. books / many / you / read / year / how / this / will ?

_____

[　] Yes, she will. We will have to work in groups.　　[a] I will graduate and go to college.

[　] I'll try to read 12, one for each month.　　[　] I think I will move to a big city.

[　] No, she won't. We will probably buy one.

Language Reference

THERE WILL BE

1. Leia a manchete abaixo. Preste atenção ao uso da expressão *there will be*.

By 2050, there will be more plastic than fish in the world's oceans, study says

Fonte: KAPLAN, Sarah. By 2050, there will be more plastic than fish in the world's oceans, study says. *The Washington Post*. 20 jan. 2016. Disponível em: <https://www.washingtonpost.com/news/morning-mix/wp/2016/01/20/by-2050-there-will-be-more-plastic-than-fish-in-the-worlds-oceans-study-says/>. Acesso em: 2 nov. 2020.

A expressão verbal **there will** be é utilizada para descrever coisas que existirão no futuro. Ela tem o sentido de "ter", "haver" ou "existir". Diferente da expressão no tempo presente (**there is / are**), usamos **there will be** tanto para o singular quanto para o plural.
There will be free snacks in my dream school.
There will be a new school uniform.
Nas frases negativas, utilizamos **not** depois de **will**.
There will not be more fish than plastic in the oceans.
Nas frases interrogativas, utilizamos **will** antes de **there be**.
Will there be a swimming pool in your dream school?
Yes, there will.

2. Estude a estrutura *there will be* no quadro a seguir.

There will be					
Affirmative (+)			**Negative (-)**		
Full form	Contracted form	more sports in my dream school.	Full form	Contracted form	more sports in my dream school.
There will be	There'll be		There will not be	There'll not be/ There won't be	
Questions (?)			**Short answers**		
			Affirmative (+)	**Negative (-)**	
Will there be		more sports in your dream school?	Yes, **there will**.	No, **there will not**./**won't**.	

3. Observe a imagem e escreva frases sobre o quarto dos sonhos do garoto.

bookshelves · desk · guitar · ~~modern bed~~ · plants · TV

a. There will be a modern bed.

b. _____

c. _____

d. _____

e. _____

f. _____

4. Observe a foto da Atividade 3 novamente. Escreva perguntas com as informações.

a. plants – Will there be plants in his bedroom? _____

No, there won't.

b. modern bed – _____

Yes, there will.

c. chair – _____

Yes, there will.

d. sports equipment – _____

No, there won't.

BE GOING TO

1. Leia a anedota. Preste atenção ao uso da estrutura *be going to*.

'What are you going to do this weekend?'

'I'm going to buy glasses.'

'And then what?'

'Then I'll see.'

Fonte: WHAT are you going to do this weekend? *Reddit*. Disponível em: <https://www.reddit.com/r/dadjokes/comments/d7vw4w/what_are_you_going_to_do_this_weekend/>. Acesso em: 2 nov. 2020.

A estrutura verbal ***be going to*** é utilizada para falar sobre planos, expressar intenções e fazer previsões baseadas em evidências no presente. Ela é formada pelo verbo *to be* (***am, is, are***) seguido de ***going to*** e um verbo principal. Na linguagem informal, ***going to*** pode ser reduzido como ***gonna***.

*Jason **is going to** study Spanish in a few years.*

***I'm going to** play videogames next Saturday.*

*It's very cold outside. We**'re going to** freeze.*

Na forma negativa, colocamos ***not*** após ***am/is/are***.

*You **are not going to** travel with your family.*

Na forma interrogativa, colocamos ***am/is/are*** antes do sujeito.

***Is** it **going to be** sunny next week?*

*What **are** you **going to** do next weekend?*

2. **Estude a estrutura *be going to* no quadro a seguir.**

Be going to			
Affirmative (+)		**Negative (-)**	
Full form		**Full form**	
I **am**/**'m going to**	play football at the weekend.	I **am not**/**'m not going to**	play football at the weekend.
You **are**/**'re going to**		You **are**/**'re not**/**aren't going to**	
He/She/It i**s**/**'s going to**		He/She/It **is**/**'s not**/**isn't going to**	
We/You/ They **are**/**'re going to**		We/You/They are/ **'re not**/**aren't**	
Questions (?)		**Short answers**	
		Affirmative (+)	**Negative (-)**
Am I **going to**	play football at the weekend?	Yes, I **am**.	No, I **am not**/**'m not**.
Are you **going to**		Yes, you **are**.	No, you**'re not**/**aren't**.
Is he/she/it **going to**		Yes, he/she/it **is**.	No, he/she/it**'s not**/**isn't**.
Are we/you/they **going to**		Yes, we/you/they **are**.	No, we/you/they**'re not**/**aren't**.

3. **Escreva sobre planos para o final de semana. Use as informações.**

   a. Ann / play basketball / on Saturday morning

   Ann is going to play basketball on Saturday morning.
   _____

   b. Justin / study for a test / the whole weekend

   _____

   c. Amanda / not / go to the cinema / on Sunday

   _____

   d. Jeff / not / visit his grandparents / this weekend

   _____

   e. Julie / bake a cake / on Saturday afternoon

   _____

4. **Responda às questões abaixo.**

   a. What are you going to do next Saturday?

   _____

   b. What is your family going to do on your next vacation?

   _____

COMPARATIVES

1. Leia o texto. Preste atenção às palavras destacadas.

What is the smallest country in the world?

It may be difficult to imagine, but there is a country in the world smaller than New York City's Central Park and one with a population smaller than a typical high-school class. Based on landmass, Vatican City is the smallest country in the world, measuring just 0.2 square miles, almost 120 times smaller than the island of Manhattan. [...]

Fonte: SYNAN, Mariel. What is the smallest country in the world. *History*. Disponível em: <https://www.history.com/news/what-is-the-smallest-country-in-the-world>. Acesso: 2 nov. 2020.

O adjetivo **smaller** no texto está sendo usado na forma comparativa. Ele compara dois elementos, indicando a superioridade de um sobre o outro.
*The Vatican City is **smaller** than New York City.*
Para a forma comparativa de adjetivos curtos, usamos o adjetivo + *–er* + *than*.
*My sister is **taller than** me.*
Para a forma comparativa de adjetivos longos, usamos a estrutura *more* + adjetivo + *than*.
*I think Australia is **more beautiful than** the US.*
Alguns adjetivos são irregulares e, por isso, não seguem essas regras. É o caso de *good*, cuja forma comparativa é *better*, e *bad*, cuja forma comparativa é *worse*.
*In my opinion, hamburger is **better than** sushi.*
*My mobile is **worse than** my sister's.*

2. Estude os adjetivos comparativos no quadro a seguir.

Comparative adjectives			
Short adjectives			
Some countries are	small**er** / old**er** / cold**er**	**than**	Brazil.
Short adjectives ending in consonant-vowel-consonant (CVC)			
Some countries are	big**ger** / hot**ter**	**than**	Brazil.
Short adjectives ending in -y			
This teacher is	happ**ier** / funn**ier**	**than**	our other teacher.
Short adjectives ending in -e			
My new house is	larg**er** / saf**er**	**than**	the old one.
Long adjectives			
This book is	**more**	exciting / interesting / complex	**than** the movie

Language Reference

3. Escreva frases usando o comparativo dos adjetivos indicados.

a. China / populous / Uruguay

China is more populous than Uruguay.

b. turtle / koala bear / slow
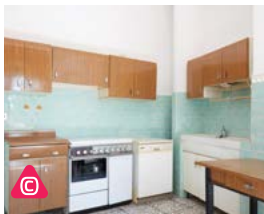
c. the first kitchen / the second kitchen / modern

d. Marco / his cousins / tall

SUPERLATIVES

1. Leia o texto. Preste atenção ao uso dos adjetivos *tall*, *large* e *best*.

KIDS   RECORDS   BOOK   GAMES & STUFF   STORIES   VIDEOS   +

Try this at home

Whether it's in your kitchen, bedroom or garden, there are hundreds of records that you can practise and attempt right in your home – by yourself or with a family member. Try out some of these classic records because there's always a chance to beat your personal best, or even the world's best.

Tallest toilet paper tower in 30 seconds
Title holder: Silvio Sabba (Italy)
Record to beat: 28 rolls
Rules: Only touch one roll at a time

Largest bubblegum bubble blown
Title holder: Chad Fell (USA)
Record to beat: 50.8 cm (20 in)
Rules: You're not allowed to use your hands!

Baseado em: TRY this at home. *Kids Guiness World Records*. Disponível em: <https://kids.guinnessworldrecords.com/activities/try-this-at-home?_ga=2.48544294.1056712828.1595904889-803276069.1595904889> Acesso em: 2 nov. 2020.

Os adjetivos **tallest**, **largest** e **best** no texto estão sendo usados na forma superlativa. Eles caracterizam algo que é superior a todos os outros em uma mesma categoria, como a bola de chiclete que é maior do que todas as outras.
The largest bubblegum bubble had over 50 cm diameter.

Para a forma superlativa de adjetivos curtos, usamos **the** + adjetivo + **-est**.
*Mountain Everest is **the highest** mountain in the world.*

Para a forma superlativa de adjetivos longos, usamos a estrutura **the most** + adjetivo.
*He won the record for **the most difficult** videogame level created.*

Alguns adjetivos irregulares não seguem essa regra. O superlativo do adjetivo **good**, por exemplo, é **best**, enquanto o do adjetivo **bad** é **worst**.
*This is **the best** day ever!*
*This is **the worst** soccer team of the championship.*

2. Estude o superlativo no quadro a seguir.

Superlative adjectives		
Short adjectives		
The Nile is **the**	long**est**	river.
	great**est**	
Short adjectives ending in consonant-vowel-consonant (CVC)		
He blew **the**	big**gest**	bubble.
Short adjectives ending in -y		
These are **the**	easi**est**	records to break at home.
Short adjectives ending in -e		
Maya Gabeira surfed **the**	larg**est**	wave in the world.
Long adjectives		
The Guinness book has **the**	**most**	interesting / bizarre / difficult / unusual — records.

3. Complete as perguntas e responda a cada uma delas.

a. What is ___the most difficult___ (difficult) school subject for you?

I think Maths is the most difficult subject.

b. Who is _____ (interesting) person you know?

_____

Language Reference

c. Who is _____ (old) person in your family?

_____

d. What is _____ (good) thing to do in your city?

_____

e. Which is _____ (small) state in Brazil?

_____

RELATIVE PRONOUNS

1. Leia as entradas de dicionário. Preste atenção às palavras *who, which* e *where*.

GLOSSARY
Ill: doente
printed: impressas
fastened: presas
cardboard: papelão

doctor

1. COUNTABLE NOUN & TITLE NOUN

A doctor is someone **who** is qualified in medicine and treats people who are ill.

Fonte: DOCTOR. *Collins Dictionary*. Disponível em: <https://www.collinsdictionary.com/dictionary/english/doctor>. Acesso em: 2 nov. 2020.

home

1. COUNTABLE NOUN

Someone's home is the house or flat **where** they live.

Fonte: HOME. *Collins Dictionary*. Disponível em: <https://www.collinsdictionary.com/dictionary/english/home>. Acesso em: 2 nov. 2020.

book

1. COUNTABLE NOUN

A book is a number of pieces of paper, usually with words printed on them, **which** are fastened together and fixed inside a cover of stronger paper or cardboard. Books contain information, stories, or poetry, for example.

Fonte: BOOK. *Collins Dictionary*. Disponível em: <https://www.collinsdictionary.com/dictionary/english/book>. Acesso em: 2 nov. 2020.

As palavras **who, which** e **where** nos verbetes são **relative pronouns**. Eles ligam duas sentenças, substituindo uma palavra que já foi mencionada anteriormente e, assim, evitando sua repetição.
*A book is a number of pieces of paper **which** are put together.*
Quando fazemos referência a pessoas, como no primeiro verbete, usamos o pronome **who**.
*Cinderella is a princess **who** had a fairy Godmother.*
*Doctors are professionals **who** work in hospitals.*
Quando nos referimos a lugares, como no segundo verbete, usamos **where**.
*Home is **where** your heart is.*
*The school is a place **where** we should be free to express opinions.*
Quando estamos substituindo o nome de objetos, como em *book*, usamos **which**, que é normalmente usado em uma explicação não essencial – ou seja, se ela for retirada, a frase não perderá sentido. Nesse caso, *which* deve ser precedido por vírgula.
*I read the book you gave me, **which** was very good.*
Podemos, ainda, usar o pronome *that*, que faz referência a objetos, animais ou pessoas (especialmente em textos informais). *That* não é usado após vírgulas.
*I have some books **that** you would like to read.*
*A house is a place **that** usually means the whole world to someone like me.*

2. Estude os pronomes relativos no quadro a seguir.

Relative pronouns		
Pronoun	**Used for**	**Example**
who	people	*The author **who** wrote this book is German.*
which	objects, animals, abstract nouns	*A dictionary is a special type of book, **which** has definitions for the words.*
where	places	*Do you remember the house **where** we lived ten years ago?*
that	people, objects, animals, abstract nouns	*Home is a word **that** means something different to different people.*

3. Escreva sentenças ligando orações do primeiro boxe às orações do segundo. Use os *relative pronouns* para conectá-las.

A house is a building
A dancer is a person
We had lobster ravioli for lunch
A library is a place
A pumpkin is a vegetable
A writer is a person
Peru is a country

is my favourite dish.
is orange and associated with Halloween.
you can find the Machu Picchu ruins.
you can borrow books.
people live.
dances professionally.
works with words.

a. A house is a building where people live.

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

Language Reference

SUFFIXES

1. Leia a tirinha. Preste atenção ao uso da palavra *accidentally*.

Garfield, Jim Davis © 2020 Paws, Inc. All Rights Reserved / Dist. by Andrews McMeel Syndication

GLOSSARY
treats: petisco
outraged: indignado

A palavra ***accidentally*** é um advérbio formado a partir do acréscimo do sufixo –***ly*** ao adjetivo ***accidental***. Podemos acrescentar sufixos às palavras e, assim, alterar o significado e a classe gramatical delas.

Sadly, *she couldn't come to the party.* (***sad*** – adjective; ***sadly*** – adverb)

*What a surprise! I'm **speechless**.* (***speech*** – noun; ***speechless*** – adjetive)

O sufixo –***ly***, ao ser acrescentado em adjetivos, transforma-os em advérbios de modo, isto é, palavras que indicam a forma como algo acontece.

*The old woman walked **slowly** to the door.*

O sufixo –***ful*** indica algo cheio, repleto, abundante.

*My day was very **stressful**.*

O sufixo –***less*** é oposto do anterior, indicando a falta de algo.

*The doctor told me the injection is **painless**.*

2. Estude o uso de alguns sufixos no quadro a seguir.

Suffixes		
Suffix	**Meaning**	**Examples**
–*ly*	the way something is done or happens	*The car went **slowly** up the hill.* (slow is the way the car went) *She spoke **loudly**.* (loud is the way she spoke)
–*ful*	full of something	*He is very **helpful**.* (he is full of desire to help people) *She is a very **successful** singer.* (she is full of success)
–*less*	without something	*There are **endless** stars in the sky.* (the number of stars does not have an end) *That man is **homeless**.* (the man does not have a home)

3. Circule as melhores opções para completar as frases.

a. I think learning English is very *useful* / *useless* for someone who wants to travel the world.

b. Wow! This painting is so *beautiful / beautifully* that I want to put it in my room!

c. This food is really bad. It is absolutely *tasteful / tasteless*.

d. My mother went to Italy *recent / recently*.

e. This videogame is very *popular / popularly*. Everybody thinks it is *wonderful / wonder*.

4. Complete o quadro abaixo com palavras do boxe e um dos sufixos (−ly, −less, −ful). Algumas palavras podem compor mais de uma coluna.

help · power · quick · thank · use · week

−ly	−less	−ful
usually		

QUANTIFIERS: MANY, MUCH, SOME AND ANY

1. Leia o texto. Preste atenção ao uso das expressões *some* e *how many*.

How Many Times Can Recyclables Be Recycled?

If you really want to live a greener lifestyle, buy recyclable materials that can be recycled an unlimited number of times…
Did you know? Some recyclable materials can be recycled over and over again, but others can only be recycled so many times before they are downcycled. […]
Buying any type of recyclable material is smart. But, if you really want to live a greener lifestyle, buy recyclable materials that can be recycled an unlimited number of times, such as glass, metal, and aluminum.

GLOSSARY
over and over again: várias vezes
downcycled: reciclado para um produto de menor qualidade

Fonte: HOW many times can recyclables be recycled. *Recycle Nation*. Disponível em: <https://recyclenation.com/2017/06/how-many-times-can-recyclables-be-recycled/>. Acesso em: 3 nov. 2020.

Some e *many* são exemplos de **quantifiers**. Essas palavras indicam a quantidade de um item sem usar números específicos, como no texto, em que s*ome recyclable materials* se refere a uma quantidade inespecífica de materiais.
O *quantifier* **some** é utilizado em frases afirmativas e em algumas perguntas. Em frases negativas e na maioria das frases interrogativas, utilizamos **any** para nos referirmos a uma quantidade não especificada.
*I use **some** apps to help me do my homework.*
*Instagram doesn't have **any** influence on me.*
*Do you have **any** money?*

Já **many** e **much** são usados para indicar uma grande quantidade ou nas expressões ***how many*** e ***how much***, quando questionamos a quantidade de algo. Usamos **many** com substantivos contáveis, isto é, aqueles que podemos contar por unidade, como **times** no texto.
Sabemos que um nome é contável quando podemos colocá-lo no plural ou usar números para dizer sua quantidade sem precisar de uma unidade de medida, como quando dizemos ***five times***. Um nome incontável não é normalmente usado no plural e não pode ser contado sem uma unidade de medida.
How much *plastic is recycled in your country?*
*There are **many** recycling bins in my school.*

Language Reference

2. Estude os *quantifiers* no quadro abaixo.

Quantifiers			
	Affirmative (+)	**Negative (-)**	**Questions (?)**
Countable	I'm going to make **some cupcakes**.	There aren't **any eggs** in the fridge.	**How many people** are coming to the party?
Countable	The supermarket has **many options** of fruits.	I don't have **many friend**s.	Do you know **any cool apps**?
Uncountable	I ate **some bread** with butter for breakfast.	I don't drink **much** water everyday.	**How much** time do you spend on Instagram per month?
Uncountable	I ate **some bread** with butter for breakfast.	The company doesn't have **any information** about it.	Are you going to buy **any chocolate**?

3. Complete as sentenças adequadamente usando *many*, *much*, *some* ou *any*.

a. How _____ much _____ money will you spend on the trip?

b. We have _____ sandwiches in the fridge.

c. Do you have _____ friends in your classroom?

d. I won't need to do _____ homework today.

e. How _____ lemonade do you want?

f. I need _____ help to finish the project.

g. How _____ bikes are there in the garden?

PASSIVE VOICE

PRESENT SIMPLE AND PAST SIMPLE

1. Leia o texto. Preste atenção às frases destacadas.

A Brief History of Brazil

Colonial Days

Brazil was officially "discovered" in 1500, when a fleet commanded by Portuguese diplomat Pedro Álvares Cabral, on its way to India, landed in Porto Seguro, between Salvador and Rio de Janeiro. (There is, however, strong evidence that other Portuguese adventurers preceded him. Duarte Pacheco Pereira, in his book De Situ Orbis, tells of being in Brazil in 1498, sent by King Manuel of Portugal.)

Brazil's first colonizers were met by Tupinamba Indians, one group in the vast array of the continent's native population. Lisbon's early goals were simple: monopolize the lucrative trade of pau-brasil, the red wood (valued for making dye) that gave the colony its name, and establish permanent settlements.

Fonte: A BRIEF history of Brazil. *The New York Times*. Disponível em: <https://archive.nytimes.com/www.nytimes.com/fodors/top/features/travel/destinations/centralandsouthamerica/brazil/riodejaneiro/fdrs_feat_129_9.html>. Acesso em: 2 nov. 2020.

As frases destacadas no texto estão na voz passiva. Isso significa que o sujeito delas não é quem pratica a ação verbal, mas quem a recebe. Na primeira frase do texto, por exemplo, o sujeito *Brazil* não faz a ação de descobrir, mas recebe a ação de ser descoberto.
*The questions about Brazilian history **were answered** by the teacher.*

Para frases na voz passiva, usamos o verbo *to be* e o verbo principal no **past partciple**.
*These cupcakes **were made** by me.*

O verbo **to be** deve indicar o tempo verbal da frase, como no texto, em que ele está no passado (**was/were)**, pois se trata de um fato histórico já concluído. Para frases no tempo presente, o verbo **to be** é usado no presente.
*Mercury **is called** the red planet. The letters **are delivered** every day.*

Podemos acrescentar o agente da ação no final da frase, acompanhado de **by**, quando a informação for relevante para a frase.
*She **was helped** by her teachers.*

2. Estude as formas da voz passiva no quadro abaixo.

Passive Voice							
Present Simple							
Affirmative (+)		**Negative (-)**			**Questions (?)**		
I am	helped by relatives.	I am	not	helped by relatives.	Am I		helped by relatives?
You are		You are			Are you		
He/She/It is		He/She/It is			Is he/she/it		
We/You/They are		We/You/They are			Are we/you/they		
Past Simple							
Affirmative (+)		**Negative (-)**			**Questions (?)**		
I was	helped by relatives.	I was	not	helped by relatives.	Was I		helped by relatives?
You were		You were			Were you		
He/She/It was		He/She/It was			Was he/she/it		
We/You/They were		We/You/They were			Were we/you/they		

3. Reescreva as sentenças abaixo na voz passiva.

a. A Brazilian author wrote this book.

This book was written by a Brazilian author.

b. People speak Portuguese in Brazil.

_____

c. American and Russian scientists studied the planets.

_____

d. We play football with 11 players on each team.

_____

Unit 1

adjustment: ajuste
amusement park: parque de diversões
article: artigo
artificial lightning: iluminação artificial
atom: átomo
bake: cozinhar; assar alimentos de confeitaria
blood pressure: pressão arterial
board game: jogo de tabuleiro
cheesy: com muito queijo; feito de queijo
college student: estudante universitário(a)
community: comunidade
crispy: crocante
decade: década
deserted island: ilha deserta
device: dispositivo
disappear: desaparecer
disgusting: nojento; ruim ao paladar
dive: mergulhar
environmental problem: problema ambiental
forest : floresta
friendship: amizade
genie: gênio
goldfish: peixe dourado
grant: conceder
hand over: delegar
hang out: passar um tempo com alguém
health app: aplicativo de saúde
healthy snack: petisco saudável
heart attack: infarto
ill: doente, adoecido
joke: piada
lecture: palestra
listener: ouvinte
manage: gerenciar
means of transportation: meios de transporte
mobile phone: telefone celular
narrative: narrativa
novelization: novelização; transformar em novela
nowadays: hoje em dia, atualmente

obtainable: obtível
offer: oferecer
phone call: ligação telefônica
plywood: madeira compensada
polluted: poluído
prediction: predição, adivinhação
prioritise: priorizar
quote: citação
realistic: realista; que parece ser real
release pressure: aliviar a pressão
river: rio
salesman: vendedor
sea food: fruto do mar
sitcom: situação cômica; gênero de séries de tv
source of energy: fonte de energia
spicy: apimentado
spongy: esponjoso
spring roll: rolinho primavera
star sign: signo astrológico
stress relieving: alívio do stress
sugar-free: sem adição de açúcar
take a nap: tirar uma soneca
tasty: saboroso
thirsty: com sede
trading card game: jogo de cartas colecionáveis
transcript: transcrever
underlying cause: causa subjacente; causa secundária
vacuum cleaner: aspirador de pó
warning: alerta

Unit 2

achievement: conquista
attentively: atentamente
biodiverse: biodiverso
capture: capturar
career: carreira
clearly: claramente
colourful: colorido
concept: conceito
convey: transmitir
countryside: campo
deceive: enganar
discuss: discutir
distinctive: distintivo
ending: final; conclusão
excerpt: excerto; trecho

explored: explorado
feature: característica
founder: fundador(a)
glimpse: vislumbre
graduate: formar-se
greet: cumprimentar
grow older: envelhecer
headline: manchete
human rights: direitos humanos
joke: piada
kindness: bondade
land: pousar
landscape: paisagem
leader: líder
lighter: mais claro
littering: lixo
lively: animado
mainstream: convencional
monochromatic: monocromático
noticeable: notável
opposite: oposto
plane crash: acidente de avião
pointillism: pontilhismo
pride: orgulho
published: publicado
queue: fila
recognition: reconhecimento
reliable: confiável
remote: remoto
research: pesquisa
shot: atirar
sailing: navegando
songwriter: compositor(a)
souce: fonte
speech bubble: balão de fala
spotted: avistado
square: quadra
strategy: estratégia
supply: fornecer
surgery: cirurgia
technique: técnica
teenager: adolescente
toddler: bebê (a partir do momento que começa a andar)
topic: tópico
tourist: turista
traffic jam: congestionamento
unique: único
usually: geralmente
vaccine: vacina
violin: violino
western: ocidente

whole: inteiro
women's right: direitos das mulheres

Unit 3

address: endereço
alone: sozinho
animal shelter: abrigo de animais
appeal: apelo
appointment: encontro
articulate: articulado
audience: público
botanical garden: jardim botânico
bowl: tigela
candidate: candidato(a)
celebrated: celebrado
class president: presidente de classe
cleansing product: produto de limpeza
coherently: coerentemente
concise: conciso
corner: canto
countable: contável
cruelty: crueldade
current: atual
decade: década
effort: esforço
eighth grade: oitavo ano
ensure: assegurar
field trip: saída de campo
fundraiser: arrecadação de fundos
fur: pele
gesture: gesto
guideline: instrução
homeless: pessoa sem-teto
hope: esperança
icon: ícone
infer: deduzir
kindness act: ato de bondade
land: terra
locker: armário
lunch room: refeitório
main idea: ideia principal
mistreatment: maus-tratos
modulate: modular
nurse: enfermeiro(a)
overall: geral
pandemic: pandemia
people in need: pessoas necessitadas
petition: petição
positivity: positividade

prompt card: cartão de alerta
random: aleatório
recess: intervalo de aula; férias
response: resposta
rubbish: lixo
run for: concorrer
shot: atingido
smile: sorriso
speaker: orador(a)
speech: discurso
strength: força
summary: resumo
thank: agradecer
thought: pensamento
tie break: desempate
to-do list: lista de afazeres
vague: vago
verify: verificar
wear: vestir

Unit 4

across: através
admirer: admirador(a)
affect: afetar
against: contra
arrive: chegar
aunt: tia
beaded: frisado
beast: besta; monstro
behave: comportar-se
buried: enterrado
chaos: caos
choose: escolher
collage: colagem
creature: criatura
define: definir
describe: descrever
destiny: destino
destroy: destruir
dress up: vestir-se
eager: ansioso
enchant: encantar
entry: registro
fairy tale: conto de fadas
fault: culpa
feast: banquete
folk art: arte folclórica; arte popular
goddess: deusa
gods: deuses
half: metade
hammer: martelo
inspired: inspirado
learn: aprender
lenient: leniente

liable: responsável
loving: amável
misplace: perder
mystery: mistério
myth: mito
narrate: narrar
nickname: apelido
Norse: norueguês
obstinate: obstinado
patience: paciência
peaceful: pacífico
pocket mirror: espelho de bolso
portray: retratar
powerful: poderoso
priest: sacerdote
prince: príncipe
prince charming: príncipe encantado
prompted: solicitado
pronounce: pronunciar
rainbow: arco-íris
refuse: recusar
resort: recorrer
solace: consolo
solution: solução
solve: resolver
stepmother: madrasta
stolen: roubado
submissive: submisso
supreme divinity: divindade suprema
surname: sobrenome
syllable: sílaba
tired: cansado
trick: enganar
trouble: confusão
version: versão
wedding: casamento
wily: astuto

Unit 5

accidentaly: acidentalmente
apologize: desculpar-se
apologue: apólogo
arm: braço
arrogant: arrogante
ask: pedir
assignment: tarefa
baroness: baronesa
barrier: barreira
bump into: colidir-se
cling: apegar-se
colleague: colega (de trabalho)
college: universidade
discuss: discutir

distinct: distinto
eating habit: hábito alimentar
entity: entidade
excitedly: entusiasmadamente
fabric: tecido
fault: culpa
festivity: festividade
finger: dedo
floor: chão
frustrating: frustrante
get married: casar-se
hide: esconder
hug: abraçar
key element: elemento-chave
kiss: beijar
knowledge: conhecimento
language: idioma
laugh: rir
literary work: produção literária
lost: perdido
misfortune: infortúnio
mistake: erro
misunderstanding: mal entendido
mock: zombar
nervous tic: tique nervoso
novel: romance
once upon a time: era uma vez
perspective: perspectiva
pierce: furar
pool: piscina
pretend: fingir
prom: baile
propose to: propor (em casamento)
proudly: orgulhosamente
puppy: filhote
reply: responder
rest: descansar
sadly: tristemente
seamstress: costureira
sewing needle: agulha de costura
shocking: chocante
short story: conto
shoulder: ombro
strange: estranho
take turns: revezar-se
thread: fio
translation: tradução
uncomfortable: desconfortável

unless: a menos que
upset: chatear
value: valor
weird: estranho
wide: aberto
wizard: bruxo

Unit 6

accent: sotaque
adaptation: adaptação
additional: adicional
agree: concordar
allow: permitir
ambassador: embaixador
annoying: irritante
argue: argumentar
attendee: participante
ban: proibição
breezy: ventoso
byline: assinatura
caption: legenda
cast: elenco
chilly: frio
clothing: vestuário
cloudy: nublado
coast: costa litorânea
confident: confiante
cotton bud: cotonete
demand: demanda
describe: descrever
detail: detalhe
ease: facilitar
eastern area: área oriental
exaggeratedly: exageradamente
expect: esperar
fake: falso
film review: resenha de filme
foggy: nebuloso
forgotten: esquecido
headline: manchete
holocaust: holocausto
imposed: imposto
involvement: envolvimento
jew: judeu
main actor: protagonista
news: notícias
notably: notadamente
on the fence: em cima do muro; indeciso
overrated: superestimado
painful: doloroso
partly: parcialmente
peak: pico
pose: posar
protective: protetor
publish: publicar

Language Bank

rainy: chuvoso
reader: leitor
reinforce: reforçar
screenwriter: roteirista
severe: forte
shower: garoa
single-use: descartável
snowy: nevado
soundtrack: trilha sonora
spend: gastar; dispender
stereotyped: estereotipado
straw: canudo
successful: bem-sucedido
sunny: ensolarado
supervision: supervisão
temperature: temperatura
thunderstorms: trovoadas
weather condition: condição climática
weather forecast: previsão do tempo
week: semana
within: dentro
yesterday: ontem

Unit 7
actively: ativamente
allow: permitir
app: aplicativo
appear: aparecer
appliance: utensílio; ferramenta
away: longe
blood: sangue
brain: cérebro
cable: cabo
capable: capaz
collision: colisão
concrete: concreto
connected: conectado
contribute: contribuir
convenient: conveniente
cordless telephone: telefone sem fio
crack: rachadura
credibility: credibilidade
current: atual
damage: dano
damaged: danificado
dangerous: perigoso
deceptively simple: enganosamente simples
developer: desenvolvedor(a)
device: dispositivo
diagnosis: diagnóstico
distance: distância

door lock: fechadura
drop: gota
electric signal: sinal elétrico
energy storage: armazenamento de energia
fear: temer
fix: consertar
general agreement: consenso geral
glow: brilhar
improve: melhorar
lack: falta; ausência
landline telephone: telefone fixo
machine: máquina
master: mestre
mobile device: dispositivo móvel
Norwegian: norueguês
passenger: passageiro
patient: paciente
procedure: procedimento
same: mesmo
sand: areia
screen: tela
secretive: secreto
self-cleaning: autolimpante
self-healing: autocura
self-repair: autorreparo
servant: servo
share: compartilhar
solar panel: painel de energia solar
source: fonte
stat: estatística
stunning: deslumbrante
tech club: clube de tecnologia
telephone line: linha telefônica
theory: teoria
touch-free: livre de toque
translate: traduzir
underestimate: subestimar
user: usuário(a)
vehicle: veículo
wash: lavar
wider: mais amplo
wireless: sem fio

Unit 8
abroad: no exterior
achieved: alcançado
ahead: à frente
ancient: antigo
anger: raiva

awkward: estranho
beverage: bebida
blend: mistura
booklet: livreto
ceremony: cerimônia
champion: campeão
complex: complexo
contrast: contraste
corn: milho
culture: cultura
densely: densamente
dinner: jantar
dish: prato
eaten: comido
embark: embarcar
enjoy: apreciar; gostar
equality: igualdade
excitement: excitação
eye contact: contato visual
fast read: leitura rápida
filled: recheado
flavour: sabor
fried eggs: ovos fritos
go crazy: enlouquecer
grade: nota
hormone: hormônio
ice: gelo
illustrate: ilustrar
innapropriate: inapropriado
innocent: inocente
intricate: intrincado
juice: suco
knowledge: conhecimento
likely: provável
loudest: mais alto
meal: refeição
meaning: significado
neutral: neutro
nonverbal: não verbal
on purpose: de propósito
opening day: estreia
origin: origem
personal space: espaço pessoal
phenomenon: fenômeno
pleasing: agradável
possession: posse
quick: rápido
related: relacionado
safety: segurança
schedule: cronograma
sculptor: escultor
shredded: desfiado
silliness: tolice
sophistication: sofisticação
soup: sopa

spring: primavera
strongly: fortemente
terrifying: aterrorizante
verdict: veredito
Vietnamese: vietnamita
voiceover: locução
wimpy: fracote
wooden doll: boneca de madeira
worrisome: preocupante

Irregular verbs

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
be	was/were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	gotten/got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
know	knew	known
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

READING

1. Read the text and decide if the statements are true (T) or false (F). Then correct the false statements.
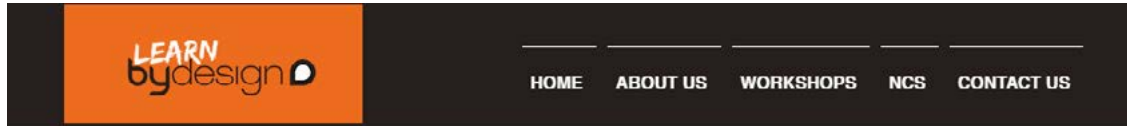
Future City Predictions:
What will our cities look like in the future?

[…]

Buildings of the future are likely to be far more environmentally friendly than they are presently.

We've all heard of solar panels which are commonly found on roofs of buildings, but how about solar windows?

In the future, our homes could generate their own energy by harnessing the power of the sun through specially designed solar windows. […]

The next big thing in transport is likely to be electric cars. Although this technology already exists, in the future everyone could drive an electric car which is far kinder on the environment. […]

GLOSSARY
environmentally friendly: ecologicamente correto
roofs: telhados
harnessing: aproveitando

a. [F] Transport won't go through many changes in the future.

There will be advances in transport in the future.

b. [   ] Solar windows might control the power of the sun.

_____

c. [   ] Some buildings have solar windows on the roofs.

_____

d. [   ] The technology of electric cars will be developed soon.

_____

e. [   ] Buildings aren't environmentally friendly nowadays.

_____

f. [   ] Electric cars will be environmentally friendly.

_____

g. [   ] In the future, there will be different forms of harnessing solar energy.

_____

2. Read the text again and underline the correct statements about it.

a. The text is about predictions for the future of the cities.
b. The text mentions improvements in housing and education.
c. The text provides brief, not very detailed information.

d. The text mentions scientific data to back up the information.

e. The text interacts with the reader by posing questions and using the 3rd person plural.

LANGUAGE FOCUS

1. Unscramble the words to form sentences.

a. will / friendly / environmentally / be / future / in / more / the / Cities / .

Cities will be more environmentally friendly in the future.

b. cars / People / will / buy / more / in / 2050 / electric / .

_____

c. energy / won't / use / Buildings / solar / .

_____

d. future / the / in / won't / use / petrol / Cars / .

_____

e. 50 / in / years / the / be / Will / different / world / ?

_____

f. work / more / Will / hours / the / in / people / next / decade / ?

_____

g. in / the / live / 2030 / won't / in / city / I / same / .

_____

2. Use the prompts to make questions.

a. where / you / live / in 10 years?

Where will you live in ten years?

b. your city / be bigger / in 2030?

_____

c. what / you / do / after high school?

_____

d. how/ your city / change / in 20 years from now?

_____

3. Use the information below to write predictions with *there will be*.

✅ smart glasses / smaller mobile phones   ❌ human-like robots / online lessons for kids

a. In the future, there won't be human-like robots.

b. _____

c. _____

d. _____

4. Tick [√] the incorrect sentences.

a. [√] She is going to take a cruise on her last vacation.

b. [ ] I'm not going to have a cake for my birthday next month.

c. [ ] You not are going to watch this movie.

d. [ ] All are schools going to close next holiday?

5. **Correct the incorrect sentences from the previous activity.**

She is going to take a cruise on her next vacation.

6. **Look at the photos and write sentences comparing the devices.**
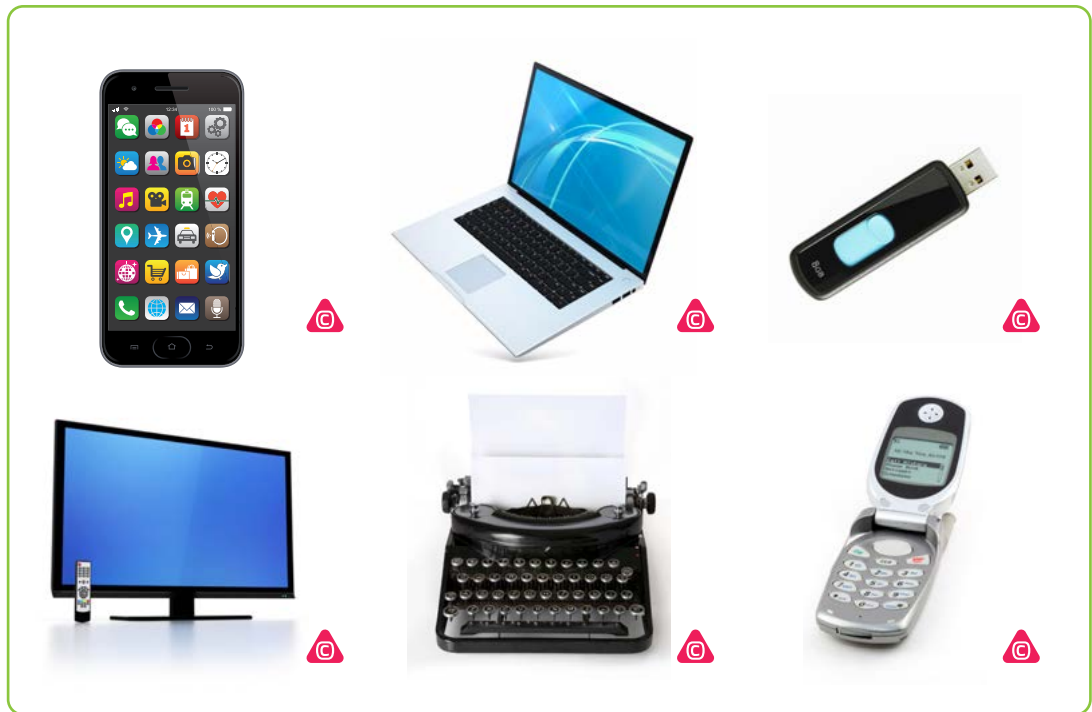
a. the flip phone / the smartphone / old

The flip phone is older than the smartphone.

b. the TV / the laptop / big

c. the flash drive / the typewriter / modern

d. the typewriter / the TV / heavy

7. **Write superlative sentences about the devices in Activity 6.**

a. small: The flash drive is the smallest device.

b. old:

c. big:

d. multifunctional:

Revision U3-U4

READING

Read an extract of the poem and tick [√] the correct statements about it.

Still I Rise

BY MAYA ANGELOU
You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.
[…]

© Extracted from: ANGELOU, Maya. *Still I rise.* Available at: <https://www.poetryfoundation.org/poems/46446/still-i-rise>. Accessed on: 25 Aug. 2020.

GLOSSARY
trod: pisotear
rise: levantar-se
beset with
gloom: cercado de tristeza
oil wells: poços de petróleo

a. [   ] The poetic persona defies the system and the people who question her.

b. [   ] The poem is directed to one specific person, that's why the author uses the pronoun 'you'.

c. [   ] The poetic persona does not have a lot of resources, but still stands for her rights.

d. [   ] The poetic persona seems to be very scared of other people's opinions.

LANGUAGE FOCUS

1. **Complete the sentences with *who*, *where*, *which*, or *that*.**

    a. Malala is the activist ____who / that____ faced the Taliban.

    b. That's the place _____ we are going to start the protest.

    c. Those girls fought to have female fairy tale characters _____ wouldn't represent stereotypes.

    d. The speech _____ won the school election was very good.

    e. She chose her best poems for the book _____ comes out next summer.

    f. These are the topics _____ should be in the note card.

    g. My teacher was the one _____ motivated me to do volunteer work.

2. Connect the sentences using *who*, *which*, or *where*.

a. The new textbooks are in the library. The students have Literature lessons there.

The new textbooks are in the library where the students have Literature lessons.

b. This speech was written by a candidate. The candidate won the election.

_____

c. We created a hashtag. The hashtag went viral.

_____

d. I have a big calendar. I use the calendar to organise my schedule.

_____

e. The story is set in Asgard. The gods live in Asgard.

_____

3. Match the stative verbs to their corresponding meanings.

a. think

b. believe

c. feel

d. hate

e. forget

f. want

g. learn

[   ] wish, need, or desire something or to do something

[a] consider, judge, or believe; to be capable of conscious thought

[   ] take as true, real; to have confidence in a statement or promise of another person

[   ] have an extremely strong feeling of dislike for something

[   ] gain knowledge of something

[   ] have a physical or emotional sensation

[   ] be unable to remember

4. Underline the best verb to complete each expression.

a. *start / play* a fundraiser

b. *do / make* volunteer work

c. *pass / spread* positivity on social media

d. *do / plant* a garden

e. *be / ask* polite to everyone

f. *donate / share* clothes you don't wear anymore

5. Write sentences about what people are going to do to help their community. Use the expressions from Activity 4.

a. The public school in my neighbourhood needs money to build a library.

I'm going to start a fundraiser.

b. There's an NGO near my house that needs help.

My siblings and I _____

c. One of our classmates is being affected by cyberbullying.

We _____

d. There aren't any green areas in my neighbourhood.

I _____

e. Lara and Paula's mom gave them a lesson on how to treat people better.

Now they _____

f. My brother did some spring cleaning in his wardrobe.

He _____

Revision U5-U6 ✛

READING

Read the review of the book _The Cat And The City_ and match the columns.

A mysterious girl walks into a Tokyo tattoo parlour and asks to have a map of the city tattooed onto her back – without any people in it. The tattoo artist agrees, but secretly adds [...] a little calico cat.
But then the cat begins to disappear and reappear in different parts of the inked city. [...]
British author Nick Bradley's debut belongs to a long tradition of Japanese cat literature [...] for those who love tales of cats, [...] it makes for a charming wander. [...]

Extracted from: BOOK review: Debut novel The Cat And The City explores interwoven lives in Tokyo. *The Straits Times*. Available at: <https://www.straitstimes.com/lifestyle/arts/book-review-debut-novel-the-cat-and-the-city-explores-interwoven-lives-in-tokyo>. Accessed on: 21 Aug. 2020.

a. Paragraph 1   [   ] continues the explanation of the plot.
b. Paragraph 2   [a] starts explaining the plot of the book.
c. Paragraph 3   [   ] is about the author of the book.

LANGUAGE FOCUS

1. **Write the correct word for each definition. Form words by joining the suffixes and prefixes from the first column with the words from the second column.**

over-	sleep
-ly	peace
-ful	extreme
	react
	quick
	power
	accidental

a. ___accidentally___ : occurring by chance, unexpectedly or unintentionally

b. _____: in an extreme manner; very

c. _____: to respond to a situation showing more of an emotion than is necessary or appropriate

d. _____: in a fast way

e. _____: calm, quiet, free of disturbance

f. _____: having great power, force, potency, or effect

g. _____: to sleep beyond the intended amount of time

2. **Add _over-_, _-ly_, or _-ful_ to the words in brackets to complete the sentences.**

a. In that book, the main couple meets ___accidentally___ (accidental) and falls in love.

b. I don't like that character. He is arrogant and _____ (confident).

c. The reporter _____ (sad) announced that there was an accident.

d. I find weather forecasts very _____ (use). I always check them when I'm planning to travel.

e. Be _____ (care)! Don't spill your drink on my new book!

f. The girl was _____ (anxious) waiting for the new chapter of the story.

3. Circle the odd one out from each box.

foggy	novel	headline	playing football	made
⊂forecast⊃	poem	news	kissing	loved
rainy	newspaper	media	hugging	swam
sunny	short story	newspaper	holding hands	kiss
windy	fairy tale	narrative	getting married	studied

4. Complete the sentences with the words you circled in Activity 3.

a. The weather ____forecast____ is on now. Let's watch it!

b. A _____ is a text with a plot, characters, and a narrator.

c. I like _____, but it is not my favourite game.

d. My father only reads online _____.

e. I always _____ my grandma's hand when I visit her.

5. Look at the photos and write about what the weather is probably like.

a. It's probably windy. _____

b. _____

c. _____

d. _____

Revision U7-U8

READING

1. Read the text and circle the information you can find in it.

Science Clubs

The Ministry of Education [...] encouraged secondary schools to establish science clubs [...] to encourage student's participation and interest in science. [...]

The 6-week science clubs provides opportunities for Vietnamese students, aged 11 – 14 years, to get involved with science and research at their schools. Through the clubs students develop their scientific thinking and understanding of scientific process, and [...] learn how to communicate findings through artistic engagement. [...]

In weeks 1-2 students learn about the scientific process, research their chosen topic and develop a hypothesis. They then plan an experiment to test it. In weeks 3-5, students conduct experiments as well as record and analyse data. In week 6 they draw conclusions and present the results.

GLOSSARY
research: pesquisa
findings: descobertas
engagement: envolvimento, participação

Extracted from: SCIENCE Clubs. *Oxford University Clinical Research Unit*. Available at: <http://www.oucru.org/science-clubs/>. Accessed on: 30 Aug. 2020.

a. (The age range of students)
b. The qualifications of the teachers
c. The date for the programme to start
d. The goals of the project
e. A daily schedule
f. The country where this initiative is going to take place
g. The duration of the project

2. Nguyen Van Lu is a Vietnamese student taking part in the Science Club. Read about his experiment and write the correct weeks according to the text.

a. He decided he wanted to understand why the plants in his garden were not growing. <u>Weeks 1–2</u>

b. He took a sample of the soil from his garden and tested it in a lab. _____

c. He showed his classmates a beautiful table with the results. _____

d. He thought about some possibilities, including not having the right type of soil. _____

e. He researched about different types of nutrients that plants need. _____

f. He wrote down the results of his tests. _____

LANGUAGE FOCUS

1. Complete the text with *many*, *much*, *any* or *some*.

It's a big tradition in my house to bake a pumpkin pie every Thanksgiving. It's very popular, **a.** _____many_____ people like it, but it is also a little bit tricky sometimes. You need to add **b.** _____ butter and **c.** _____ shortening to make the crust tasty and flaky. You also need flour, but not too **d.** _____! For the filling, I use canned pumpkin purée, I don't use **e.** _____ fresh pumpkin because in my opinion it doesn't taste great on desserts. I also don't use **f.** _____ white sugar, just **g.** _____ brown sugar. I've tried **h.** _____ different pies, but I think mine is the best one!

2. Complete the questions using *how many* or *how much*.

a. _____How much_____ butter do you need?

b. _____ slices of pie did you eat?

c. _____ sugar do you put in the crust?

d. _____ milk do you usually drink?

e. _____ eggs did you buy at the market?

3. Complete the table with the time expressions and the sentences from the boxes.

> ~~every Monday~~
> I went to the cinema last Saturday.
> I'm reading a good book right now.
> in 1980
> in ten years
> in the future
> at this moment
> last weekend

> Laura is going to the beach after school.
> My family always visits my grandmother on Sundays.
> next Saturday
> now
> She will be a doctor when she graduates.
> sometimes
> three hours ago
> yesterday

Talking about routines (Present Simple)	Talking about events happening right now (Present Continuous)	Talking about events that happened and finished in the past (Past Simple)	Talking about plans for immediate future (*Going to* Future)	Talking about predictions (Future Simple)
every Monday				

4. Use the clues from the box to write sentences according to the photos.

> check his social media • save money • ~~eat salad~~ • play video games • go to school • study for a test • have pizza • visit a different country

a. She always _____*eats salad*_____ for dinner, but tomorrow she _____ .
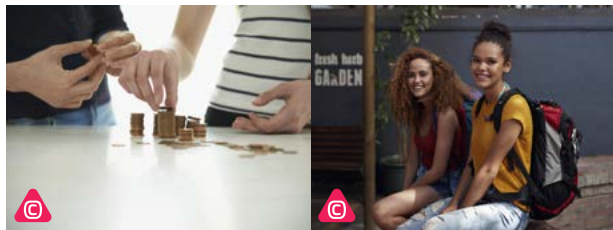
b. They _____ last year and now they _____ .
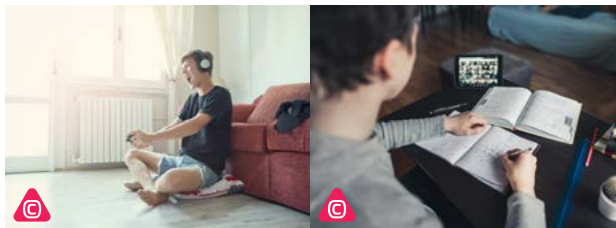
c. I _____ before lunch, but I _____ in the afternoon.

d. He _____ every day and then he _____ .

5. Tick [√] the correct passive voice statements.

a. The science club changed the life of many students.

[ ] Many students' lives was changed by the science club.

[ ] Many students' lives changed the science club.

[ ] Many students' lives were changed by the science club.

b. I created the new school software.

[ ] The new school software was created by me.

[ ] The new school software is created by me.

[ ] The new school software are created by me.

c. The book inspires the TV series.

[ ] The TV series is inspired by the book.

[ ] The TV series was inspired by the book.

[ ] The book is inspired by the TV series.

d. Teenagers usually skip breakfast.

[ ] Breakfast usually skips teenagers.

[ ] Breakfast was usually skipped by teenagers.

[ ] Breakfast is usually skipped by teenagers.

e. Someone invented the telephone a long time ago.

[ ] The telephone wasn't invented a long time ago.

[ ] The telephone is invented by someone a long time ago.

[ ] The telephone was invented a long time ago.

6. Circle the appropriate verbs to complete the text.

A lot of people **a.** *attribute* / *is attributed* the invention of the telephone to Antonio Meucci, an Italian man. Meucci **b.** *is lived* / *lived* in New York and worked in a basement while his wife was sick and had to stay in the bedroom. The first telephone **c.** *created* / *was created* as a way for Meucci to communicate with his wife without leaving his office. He **d.** *was given* / *gave* the title of the official telephone inventor only in 2002, because he **e.** *wasn't had* / *didn't have* money to buy the patent when he created it, in 1860. Many other things **f.** *were invented* / *invented* by Meucci, who had a career as an inventor.

7. Cross out the relative pronouns you <u>cannot</u> use in the sentences below.

a. The expression *which / that / ~~where~~* she used was new to me.

b. I know a boy *who / that / which* created a cool app.

c. This is the room *which / that / where* we have breakfast.

d. The data *that / which / who* we collected last year indicates that more people are using social media.

e. There is a new app *that / which / where* locks your phone if you use it too much.

f. The author *where / who / that* wrote the book didn't approve of the movie.

Freepik: p. 24: Freepik; vanitjan; **p. 28:** Freepik; **p. 30:** Freepik; tirachardz; yanalya; **p. 35:** kjpargeter; **p. 45:** evening_tao; **p. 73:** freepic.diller; **p. 97:** Freepik; drobotdean; **pp. 101-102:** macrovector; **p. 111:** Freepik; **p. 163:** prostooleh; Freepik; pressfoto; **p. 164:** drobotdean; **p. 168:** brgfx; **p. 194:** Freepik; pressfoto; drobotdean; **p. 210:** jcomp; **p. 213:** Freepik.

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Xtra

1. **Write predictions about schools in the future. Use the prompts and the verbs from the box.**

(be · have · happen · include · ~~focus~~)

a. Schools / on various types of activities

Schools will focus on various types of activities.

b. Lesson periods / less writing

c. Playgrounds / slides

d. Lessons / online and in the classroom

e. Learning / more interesting

2. **Match the sentences halves.**

a. Students will have fun   [   ] out their minds.
b. Students will speak   [   ] students to have costume days.
c. Uniforms will be   [a] in the playground during recess.
d. Teachers will allow   [   ] colourful.
e. Cafeterias will serve   [   ] different types of snacks.

3. **Complete the questions to the sentences in Activity 2.**

a. Where _____ will students have fun during recess _____?
b. Who _____?
c. What colour _____?
d. What _____?
e. Which _____?

4. **Use the prompts to write predictions in the negative form.**

a. Schools / change a lot in the future

Schools won't change a lot in the future.

b. E-books / replace print books

c. Parents / go for homeschooling

d. Students / wear costumes once a week

e. Schoolbags / contain fewer books

5. Unscramble the words to form affirmative sentences with *there will be*.

a. will / There / on the ground floor. / be / a rugby training

<u>There will be a rugby training on the ground floor.</u>

b. be / will / an interview / There / with a basketball player.

_____

c. There / an introduction to a *kho-kho* game / will / tomorrow. / be

_____

d. be / There / on cricket. / will / a lecture

_____

e. football games / be / There / next week. / will

_____

6. Circle the correct options to form negative sentences. Sometimes more than one option is correct.

a. *There no have /* (There will not be) / (There won't be) *very different functions in tech devices in 2050.*

b. *There not will be / There will be no / There won't be old-fashioned machines in the future.*

c. AI *won't allow / will not allow / will no allow improvements in many technologies.*

d. Robots *no will help /won't help / not will help us with our daily needs.*

e. *There won't be / There not will be / There no will be only a few apps.*

7. Write about these people's plans for the weekend. Use be *going to*.

a. (Fernando – do some exercise)

<u>Fernando is going to do some exercise.</u>

b. (Rodrigo and his family – eat healthy meals)

_____

c. (My friends and I – meditate)

_____

d. (Fabiana – listen to music)

_____

8. **Ask and answer questions about the people in Activity 7. Use the clues in brackets.**

a. _____Is Fernando going to travel on business_____? (travel on business)

_____No, he isn't._____ He's going to do some exercise.

b. _____? (eat fast food)

_____. They're going to eat healthy meals.

c. _____? (play sports)

_____. She's going to listen to music.

d. _____? (have geography lessons)

_____. You're going to meditate.

9. **Read the sentences and complete the table.**

> ~~In my opinion, people won't read print newspapers.~~
> Helena is going to change schools next semester.
> We're going to celebrate our birthday with our friends.
> I think there will be flying cars in 2100.
> Lisa and her husband are going to move to a foreign country.
> From my point of view, there won't be self-riding bikes.
> People will buy more products online.
> Daniel is going to throw a surprise party for Kayla.

Plans for the future	Predictions for the future
	In my opinion, people won't read print newspapers.

10. **Circle the odd one out.**

a. to cope / (to understand) / to handle / to face

b. stress / pressure / worry / fun

c. rugby / cricket / *kabaddi* / costume

d. planting / pollution / global warming / deforestation

e. smartphone / computer / plywood / tablet

11. Read the definitions and complete the crossword. Use a dictionary if necessary.

1. putting a plant into the ground or into a container of soil so that it will grow: _____ planting _____

2. the air, water, and land in or on which people, animals, and plants live: _____

3. the process of collecting and changing old paper, glass, plastic etc. so that it can be used again: _____

4. to make an area or substance, usually air, water, or soil, dirty or harmful to people, animals, and plants, especially by adding harmful chemicals: _____

5. as found in nature and not involving anything made or done by people: _____

6. an extremely large, round mass of rock and metal, such as Earth, or of gas, such as Jupiter, that moves in a circular path around the sun or another star: _____

7. something that makes you understand there is a possible danger or problem, especially one in the future: _____

8. relating to the whole world: _____

9. not now existing: _____

Ⓒ Extracted from: CAMBRIDGE Dictionary. Available at: https://dictionary.cambridge.org/pt/. Accessed on: 27 July 2020.

				1	P	L	A	N	T	I	N	G
	2											
	3											
			4									
		5										
	6											
		7										
			8									
		9										
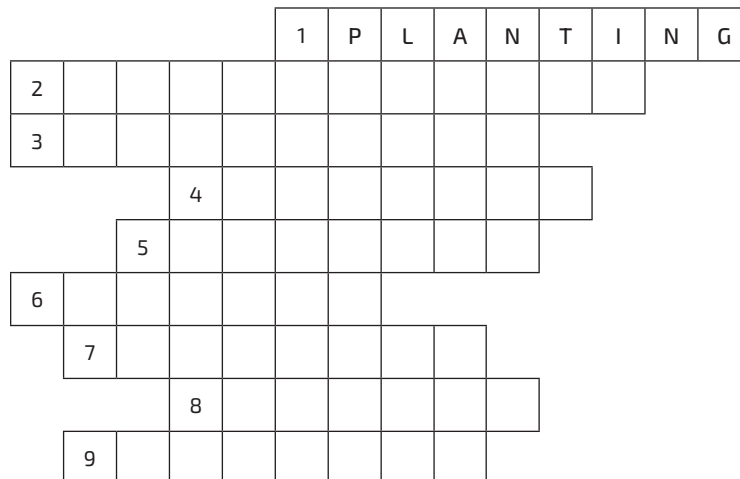
12. Match the words in Activity 11 to the predictions about them.

[   ] These types of resources will become scarce.

[   ] We will avoid buying products from companies that do this.

[   ] This will spread all over the world so people will be more careful.

[1] This practice will offset deforestation.

[   ] A new one will be visible tonight.

[   ] This will be cleaner for the next generations.

[   ] It will consider all parts of the situation.

[   ] Some animals will become this.

[   ] This practice will become a trend.

1. Match the opposites.

a. cheap   [   ] clean
b. tall   [a] expensive
c. big   [   ] young/new
d. dirty   [   ] small
e. beautiful   [   ] ugly
f. good   [   ] short
g. old   [   ] bad
h. heavy   [   ] noisy
i. quiet   [   ] light

2. Read the sentences and complete them with the correct adjective from the spiral wordsearch.
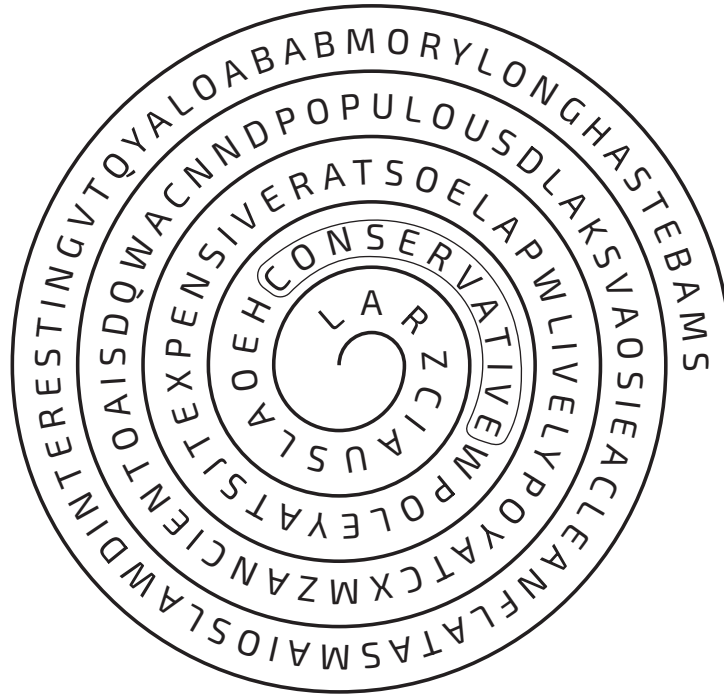
a. A _____conservative_____ person doesn't often like new ideas.

b. An _____ product is the one that costs a lot of money.

c. A child that is _____ is usually full of energy.

d. An _____ building is a construction that dates back to a long time ago.

e. There are many people living in a _____ city.

f. A _____ classroom is not dirty.

g. An _____ film captures your attention.

h. A _____ road has a great distance from one end to the other.

3. Complete the table with the comparative and superlative forms of the adjectives.

Adjective	Comparative form	Superlative form
bad		
big		
delicious		
famous		
good		
hot	hotter (than)	the hottest
important		
nice		
pretty		
strong		

4. Look at the photos and underline the incorrect sentences about them.

A small town street

A big city street

a. A small town street isn't quieter than a big city street.
b. Traffic in a small town is heavier than traffic in a big city.
c. A small town street isn't more crowded than a big city street.
d. The number of cars in a big city street is smaller than the number of cars in a small town street.
e. It's more common to see pedestrians walking in the middle of a small town street than in the middle of a big city street.
f. The air we breathe in a big city is often cleaner than the air we breathe in a small town.

5. Rewrite the incorrect sentences from Activity 4. Use opposites to make them correct.

A small town street isn't noisier than a big city street.

6. **Complete the text with the words from the box.**

bad · better · ~~good~~ · worse

Special places in the city

Having special places such as squares and parks in the city is a *a.* _____good_____ aspect for all the population. But these places frequently face problems like littering and abandonment, due to *b.* _____ habits from their visitors and to inefficient administrative conditions. It's obviously much *c.* _____ when these places are clean and cared for. Even so, it would be *d.* _____ if these places didn't exist, both in small towns and in big cities.

7. **Use the prompts to make sentences in the comparative form.**

   a. My brother Leo / messy / my sister Lucy

   My brother Leo is messier than my sister Lucy.

   b. Historical towns / interesting / countryside towns

   _____

   c. New Zealand / pretty / Australia

   _____

   d. My new neighbours / young / my cousins

   _____

   e. My classmates / talkative / me

   _____

   f. These grey trousers / expensive / the other ones

   _____

   g. Big cities / lively / small towns

   _____

   h. Julio's sister / tall / him

   _____

8. **Use the adjectives in brackets in the superlative form.**

   a. Mount Cook is _____the highest_____ (high) mountain in New Zealand.

   b. Waikato is _____ (long) river in New Zealand.

   c. The kiwi is one of _____ (important) symbols of New Zealand.

   d. Brazil is _____ (large) country in South America.

   e. Australia is _____ (small) continent in the world.

   f. Mount Kosciuszko is _____ (tall) mountain in Australia.

   g. Pine trees grow in _____ (beautiful) regions of Papua New Guinea.

9. **Read the table and answer the questions based on the information about Colombia, Argentina and Mexico.**

Colombia	Argentina	Mexico
Foundation: 1810	Foundation: 1816	Foundation: 1821
Area: 1,141,748 km²	Area: 2,780,400 km²	Area: 1,964,375 km²
Population (2019): 42,866,000	Population (2019): 44,939,000	Population (2019): 126,424,000
Life expectancy at birth: Male (2017): 72.8 years Female (2017): 79.3 years	Life expectancy at birth: Male (2017): 74.2 years Female (2017): 80.6 years	Life expectancy at birth: Male (2017): 73.3 years Female (2017): 79 years

Extracted from: ENCYCLOPAEDIA Britannica. Available at: <https://www.britannica.com/place/Mexico>; <https://www.britannica.com/place/Argentina>; <https://www.britannica.com/place/Colombia>. Accessed on: 6 Aug. 2020.

a. Which is the least populous country?

                 Colombia

b. Which is the most populous country?

_____

c. Which is the smallest country?

_____

d. Which is the biggest country?

_____

e. Which is the oldest country?

_____

f. Which country has the highest life expectancy for men?

_____

g. Which country has the lowest life expectancy for women?

_____

10. **Complete the sentences with the comparative or superlative form of the adjectives in brackets.**

a. Cars are (expensive) _____more expensive than_____ bikes.

b. The giraffe is (tall) _____ land animal in the world.

c. Rio de Janeiro is (hot) _____ Porto Alegre.

d. Emails are (practical) _____ letters.

e. Japanese is (difficult) _____ English.

f. Spring is (pretty) _____ season of the year.

g. My family is (important) _____ treasure I have.

11. **Order the dialogue. Pay attention to agreeing or disagreeing expressions and filler words.**

[   ] **Laura:** Yeah, Anna, my feelings exactly!

[   ] **Caio:** I think that the biggest problem is traffic.

[   ] **Caio:** I don't see it that way.

[1] **Anna:** In my opinion, littering is our town's biggest problem.

[   ] **Anna:** So… What do you think?

1. Circle the odd one out.

a. debate	election	(eat)	vote
b. make a speech	ask questions	give suggestions	play games
c. bedroom	library	classroom	science lab
d. book	textbook	pencil case	snack
e. speech	inspire	summary	checklist
f. locker	desk	television	board

2. Use the correct form of *be + going to* to write about plans for the future.

a. My family and I _____are going to_____ travel to Rio de Janeiro next year.

b. Luana _____ study harder when lessons start.

c. Rafael and Henrique _____ start practicing physical activities in December.

d. Carl _____ stay home on Saturday night.

e. I _____ have dinner with my family next Sunday.

f. You _____ write a speech for the school elections next semester.

3. Write the sentences from Activity 2 in the negative form.

a. My family and I aren't (are not) going to travel to Rio de Janeiro next year. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

4. Write affirmative [√] or negative [x] sentences about these people's plans for the weekend. Use the verbs from the box.

(have · ~~move~~ · practice · use · watch · wear · write)

a. My grandparents _____are going to move_____ to a new house. [√]

b. Camila _____ for the school presentation. [√]

c. Your sister and I _____ dance lessons. [x]

d. We _____ our uniforms. [x]

e. Lucca _____ his favourite shows on TV. [x]

f. You _____ an invitation to the 'International Student Day'. [√]

g. I _____ my mum's computer. [√]

5. Complete the text with the *going to* forms of the verbs in brackets.

International Student Day - 17th November, 2020

On 17th November, our school _____is going to celebrate_____ (celebrate) the International Student Day. The activities _____ (start) at 9 a.m. In the morning, we are going to have a special moment called 'The school students want', and we will be able to debate our suggestions to make our school a better place. The school _____ (provide) a special lunch, and, in the afternoon, teachers _____ (offer) fun activities such as games, arts and crafts, and dance lessons. Afterwards, we _____ (have) a talent show, and the school band _____ (perform).

Don't miss this incredibly fun day!
See you!
Students' Association Board.

6. Unscramble the words to form affirmative sentences.

a. school election / is / run / going to / she / for / the

She is going to run for the school election.

b. speech / she / a / is / going to / tomorrow / give

_____

c. we / meet and discuss / our ideas / are / going to / at break

_____

d. am / the candidates' platform / going to / read / I

_____

e. his promises / is / going to / he / write

_____

f. the presentation / you / before / going to / carefully / are / speech / your / read

_____

7. Write the sentences from Activity 6 in the interrogative form.

a. Is she going to run for the school election _____ **?**

b. _____ **?**

c. _____ **?**

d. _____ **?**

e. _____ **?**

f. _____ **?**

8. Look at the photos and write these people's plans.

a. (read) Brandon

_____ is going to read _____ .

b. (cast his vote) Yuri

_____ .

c. (discuss their ideas) The students

_____ .

d. (deliver a speech) Sarah

_____ .

e. (prepare a note card) Matt

_____ .

f. (take a photo) Helen

_____ .

9. Match the expressions to their meanings.

a. be the change
b. leaders of tomorrow
c. think outside of the box
d. go viral
e. social awareness
f. hashtag activism

[ ] be creative, imagine new perspectives to solve a problem

[ ] spread quickly on the Internet

[ ] young people who show activism and leadership

[a] take the initiative to make something different yourself, be a positive example

[ ] the use of posts on social media to call attention to a cause

[ ] ability to understand and approach the problems of society

10. Complete the checklists with the verbs from the box.

ask · be · ~~choose~~ · disagree · get · identify · listen · post (not) · research · think · use · write

a. Organising a protest

- _____Choose_____ a theme or cause
- _____ in contact with people who share your ideas
- Set the date and the place
- _____ signs

b. Doing volunteer work

- _____ the skills and knowledge you can offer
- _____ volunteer opportunities in your community
- Apply for a position
- _____ professional

c. Showing empathy

- Be kind
- _____ about people's feelings
- _____ carefully
- Do not judge
- _____ about how you can help

d. Being polite on the Internet

- _____ your social networks responsibly
- _____ or comment offenses
- _____ respectfully
- Don't use harsh language

11. Follow the hints and find out the secret message.

🐝 – e 🥝 – wi + 2ND – seco, 🚿 – er 🍎 – appl + 💡 – la + a + 4TH – four + 🐒 – monke,

and 🗺 – p + 🎂 – ca the 🌐 a b + ✉ – l pl + 😐 – f
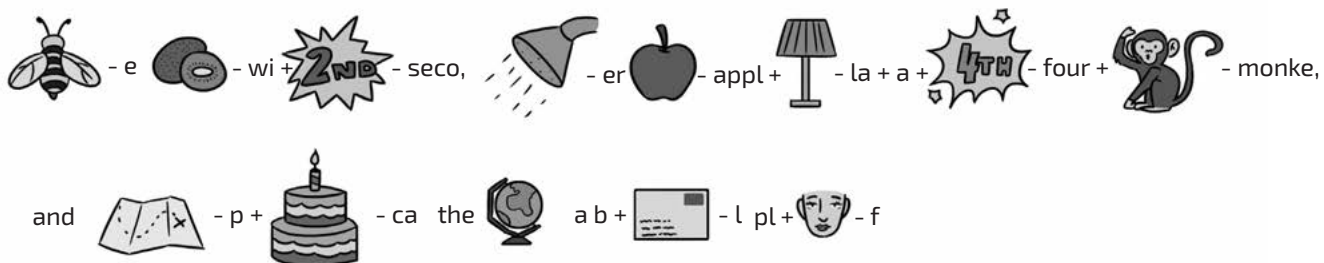
The secret message is:

Be _____

1. Circle the odd one out.

a. caring	(daughter)	loving	mighty
b. chest	eyes	knees	necklace
c. daughter	father	god	son
d. rain	rainbow	strongest	thunder
e. ask	crops	farms	field
f. controlled	disguise	laughed	reached out
g. goats	hammer	horses	wolves

2. Read the text 'Norse myth: the day Mjölnir was stolen' from the Reading section, Activity 3, on page 75 again to find and write the past forms of the verbs below.

a. lose: _____lost_____

b. wake up: _____

c. say: _____

d. come: _____

e. reply: _____

3. Use the past form of the verbs in Activity 2 to complete the sentences.

a. I think I _____lost_____ my keys. I can't find them!

b. My aunt _____ to see me last time I was sick.

c. Caren watched this movie and she _____ it is amazing!

d. Mum asked John where he was going, and he _____ he was returning home.

e. She _____ past 8 today. She is going to be late for school!

4. Read the hints and solve the crossword puzzle.

1 F I R S T N A M E
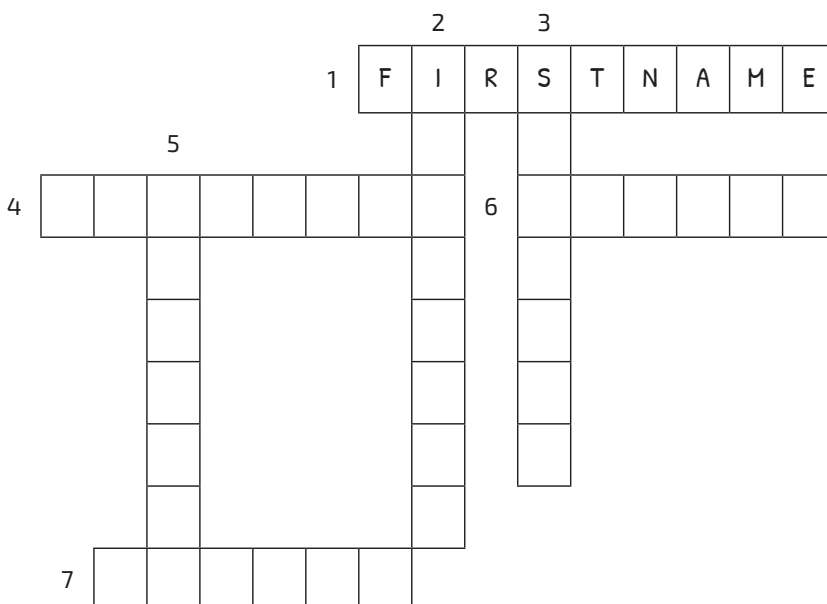
ACROSS

1 the name that was given to you when you were born and that comes before your family name

4 an informal name for someone or something, especially a name that you are called by your friends or family, usually based on your real name or on your character

6 to give something a new name

7 any of the set of symbols used to write a language, representing a sound in the language

DOWN

2 who a person is, or the qualities of a person or group that make them different from others

3 the name that you share with other members of your family; last name

5 the way of life, especially the general customs and beliefs, of a particular group of people at a particular time

Extracted from: CAMBRIDGE Dictionary. Available at: <https://dictionary.cambridge.org/pt/>. Accessed on: 29 Aug. 2020.

5. **Look at the photos and decode the names of characters from classic and multicultural fairy tales.**

> Adelita · Cinderella · Evil Queen · Fairy Godmother · Prince Charming
> · Rapunzel · Snow White · Yeh-Shen

a.

Rapunzel

b.

c.

d.

e.

f.

g.

h.
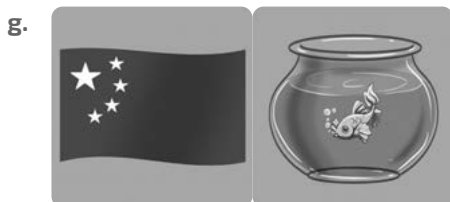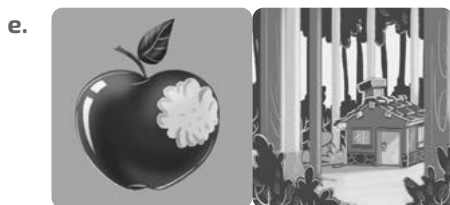
6. **Underline the repeated expressions in the sentences.**

   a. The story of Rapunzel takes place in the <u>African continent</u>. The princess lives in the <u>African continent</u>.
   b. The Fairy Godmother uses a magic wand. The magic wand makes wishes come true.
   c. Yeh-Shen has a pet fish. The pet fish plays the role of the fairy godmother and has magic powers.
   d. Cinderella is a princess. Cinderella goes to a ball in the Prince Charming's castle.
   e. Snow White finds a little house. The seven dwarfs live in the little house.
   f. A prince is a man. That man is an important member of a royal family.
   g. To run away from the tower, Rapunzel uses her braids. The braids are very long.

7. **Classify the repeated expressions in Activity 6.**

A character or a person	A place	An object or a thing
	African continent	

8. **Circle the words which are used to avoid repetition in the sentences below.**

    a. The story of Rapunzel takes place in the African continent (where) the princess lives.
    b. The Fairy Godmother uses a magic wand which makes wishes come true.
    c. Yeh-Shen has a pet fish who plays the role of the fairy godmother and has magic powers.
    d. Cinderella is a princess who goes to a ball in the Prince Charming's castle.
    e. Snow White finds a little house where the seven dwarfs live.
    f. A prince is a man who is an important member of a royal family.
    g. To run away from the tower, Rapunzel uses her braids, which are very long.

9. **Match the sentence halves.**

    a. Let's read the book   [ ] who wrote those famous fairy tales?
    b. I know a woman   [a] which we bought last semester.
    c. Mum told me a story   [ ] where my favourite movie actress lives.
    d. What's the name of the city   [ ] who dislikes reading fairy tales.
    e. Are they the authors   [ ] which made me cry.
    f. That's the town   [ ] where you were born?

10. **Join the two sentences using a relative pronoun.**

    a. Rapunzel's braids are dreadlocks. The dreadlocks help her escape the tower.
        Rapunzel's braids are dreadlocks which help her escape the tower.

    b. The fairy tale *Yeh-Shen* takes place in China. The princess lives in China.

    c. Adelita presents many plot twists. The plot twists make the fairy tale exciting.

    d. The Fairy Godmother helps Cinderella. Cinderella wants to go to the ball.

    e. Cinderella lives with her stepmother and stepsisters. They mistreat her.

11. **Match the expressions to their meanings.**

    a. see something for a very short period of time
    b. move towards something or being intimate with someone
    c. stop looking at someone or something
    d. superficially, related to appearances
    e. whatever happens or happened

    [ ] get closer
    [ ] on the surface
    [a] catch a glimpse of
    [ ] keep someone's eyes off
    [ ] in any case

12. Complete the sentences with the expressions in Activity 11.

    a. I would like to _____*get closer*_____ to my grandfather and have a better relationship with him.

    b. The fans climbed the wall just to _____ their favourite band.

    c. _____ I seem calm, but I actually feel very worried about this situation.

    d. My secretary sent you all the information you need. _____, you can email me if you have questions.

    e. We were so hungry that we couldn't _____ our _____ that birthday cake!

13. Choose the best stative verb from the box to complete the sentences.

> believes · feels · hate · know · looks · prefers · seem · ~~think~~

    a. We _____*think*_____ this is the best movie ever!

    b. His mother _____ he will get a good job after graduation.

    c. He doesn't _____ how to fix the engine.

    d. My parents _____ it when I'm out for the night and I don't answer their text messages.

    e. My cat _____ to sleep in a box rather than on his bed.

    f. She _____ sad when she argues with her cousin.

    g. The team players _____ very excited!

    h. My baby brother _____ so cute!

14. Match the sentences in Activity 13 to the photos.

[a]   [ ]   [ ]   [ ]

[ ]   [ ]   [ ]   [ ]

Xtra Unit 5
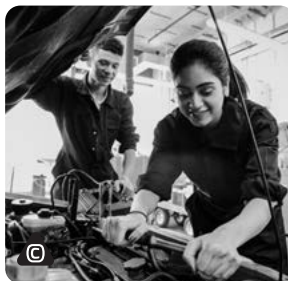
1. Look at the photo and write the correct word to match each definition.

Labels: eye, face, neck, shoulder, arm, waist
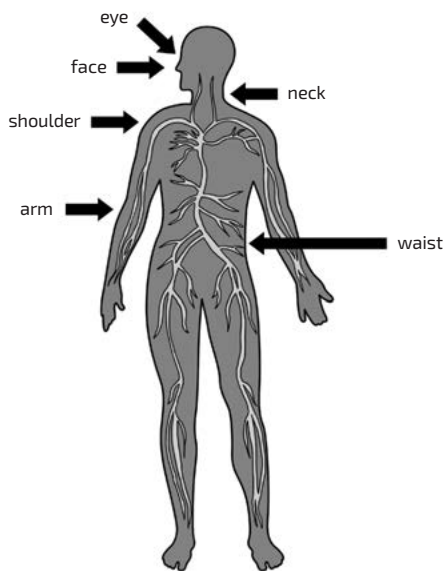
a. It is the part around the middle of your body:

_____waist_____

b. It is the part that joins your head to the rest of your body:

_____

c. It is a long part of your body that is attached to your shoulder and to your hand: _____

d. It is the front part of your head, where you can find your mouth, eyes, and nose: _____

e. It is the part of your body you use to see: _____

f. It is the part of your body between your neck and the top of your arm: _____

2. Read the text and unscramble the words in brackets to form actions couples do when they are in love.

> These are some of the things couples do when they are in love:

1. Smiling for no special reason.

2. _____Hugging_____ (g / g / g / h / n / i / u) and _____ (i / i / g / k / n / s / s) in public.

3. _____ (l / o / h / g / i / n / d) _____ (a / s / h / d / n) while walking.

4. Losing track of time when they're together.

5. _____ (x / i / t / t / e / n / g) each other a hundred times a day.

6. _____ (t / t / g / g / n / e / i) married.

3. Underline the correct answers.

a. What can you say to reply when someone says "Sorry"?
Sorry.   <u>It's not your fault.</u>

b. What can you say to react when someone chokes or trips?
Excuse me.   Are you OK?

c. What can you say when you and a friend talk at the same time?
Sorry.   Are you OK?

d. What can you say to give instructions?
I don't know.   You might want to…

e. What can you say when you feel sympathy and sadness for a person?
I'm sorry for you.   I'm not sure.

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4. Write adverbs out of the adjectives below. Then find them in the word snake.

a. beautiful: _____beautifully_____

b. brave: _____

c. normal: _____

d. perfect: _____

e. slow: _____

f. quick: _____

g. quiet: _____

h. correct: _____

5. Use six adverbs from Activity 4 to complete the sentences.

a. Anna sings _____beautifully_____ . You should listen to her!

b. They entered the house so _____ that I didn't notice them.

c. I can understand my English teacher because he talks very _____.

d. Lisa speaks Spanish _____.

e. Leo can run _____.

f. The foreign soldiers fought _____.

6. Match the photos to the sentences from Activity 5.

[ ]

[ ]

[a]

[ ]

[ ]

[ ]

7. **Pay attention to the underlined adjectives and rewrite the sentences using adverbs.**

   a. Marcos is a <u>quick</u> learner.

   Marcos learns quickly.

   b. The teacher speaks to us in a <u>calm</u> manner.

   _____

   c. We are <u>slow</u> cyclists.

   _____

   d. My sister writes <u>creative</u> compositions.

   _____

   e. The director interrupted our class in an <u>elegant</u> way.

   _____

   f. They are <u>careful</u> drivers.

   _____

8. **Tick [√] the correct option to complete each sentence.**

   a. He is _____ quick _____ to finish his tasks.

   [√] quick   [   ] quickly

   b. The accident ended _____.

   [   ] sad   [   ] sadly

   c. Thereza and Julia have a _____ career.

   [   ] successful   [   ] successfully

   d. The band is playing very _____.

   [   ] loud   [   ] loudly

   e. When our team won the school championship, we celebrated _____.

   [   ] cheerful   [   ] cheerfully

   f. I'm _____ because I lost my assistant position today.

   [   ] sad   [   ] sadly

9. **Change the adjectives from the box into adverbs to complete the sentences.**

   anxious · calm · curious · ~~glamorous~~ · incorrect · passionate · prudent · reluctant

   a. The bride entered the church _____ glamorously _____ to the famous wedding march.

   b. Mum opened the parcel _____. She really wanted to find out what it was.

   c. The students seemed _____ calm during the exam.

   d. My baby brother always goes to bed _____ in the afternoon.

   f. Unfortunately, Lisie answered all my questions _____.

g. That gentle attendant talks to us very _____.

h. The couple kissed _____ in front of the fountain.

i. He entered the room _____ because his wife was still sleeping.

10. **Read the comic strips and circle the adverbs of manner. Then complete the table.**

© Big Top by Rob Harrell for August 09, 2003
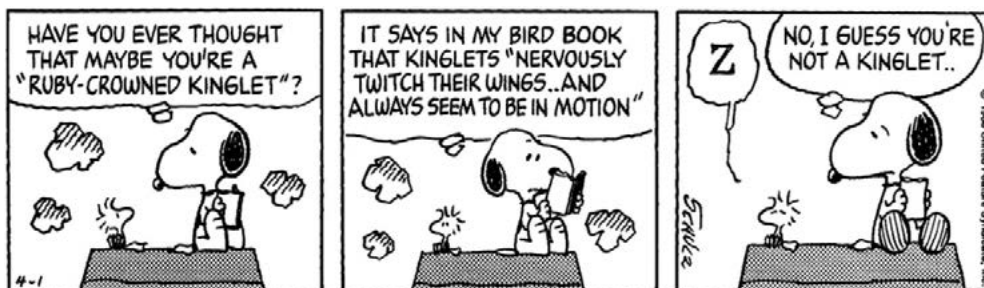
© Peanuts by Charles Schulz for April 01, 1988
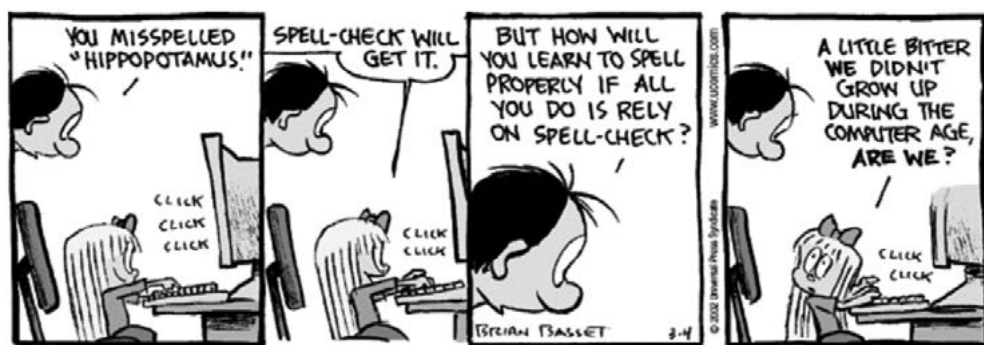
© Adam@Home by Rob Harrell for March 04, 2002

GLOSSARY
duvet: edredom
wrapped: embrulhado
liftoff: decolagem
kinglet: rei de um reino pequeno
twitch: contrair-se (tique nervoso)
rely: confiar
bitter: cortante, penetrante (crítica)

Adjective	Adverb	Word it relates to
careful	carefully	pull back

1. Look at the photos and unscramble the letters in brackets to complete the captions.

a. It's ___snowy___. (o/y/n/w/s)

b. It's _____. (u/o/y/l/d/c)

d. It's _____. (n/w/d/y/i)

c. It's _____. (o/f/g/y/g)

2. Read the weather forecast and complete the text with the words from the box.

> clear night · hot and sunny · isolated showers · mild temperatures · mostly sunny · partially cloudy · thunderstorms

SATURDAY	22:32
THAILAND	CLEAR NIGHT

26⁰ 🌙

MONDAY	CLEAR NIGHT ▾
TUESDAY	MILD TEMPERATURES ▾
WEDNESDAY	PARTIALLY CLOUDY ▾
THURSDAY	ISOLATED SHOWERS ▾
FRIDAY	THUNDERSTORMS ▾
SATURDAY	ISOLATED SHOWERS ▾
SUNDAY	HOT AND SUNNY ▾

We are having a ___clear night___ in Thailand today. We are expecting a _____ Tuesday, with _____. But the weather will change during the week. On Wednesday and Thursday, it will be partially cloudy and on Thursday, we will probably have _____. On Friday, there are chances of _____ and on Saturday we expect _____ weather. Attention here: we can still have isolated showers. However, don't worry! We will have a _____ Sunday, so you can plan your outdoor activities if you wish!

3. **Read the reviews about the movie *The Avengers* (2012) and circle the adjectives used to express opinion.**

| 10.0 | ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ |

Some people say it is (overestimated,) but Marvel's *The Avengers* (2012) is an awesome mash-up with the most powerful superheroes of this universe. I watched it at the movie cinema and I loved it! There are great moments and the characters are perfect... Especially Loki, the villain. I rated it a ten.

| 1.0 | ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ |

I didn't like *The Avengers*. The film is chaotic and there is no story, it is just a boring action movie with many awful scenes of explosions and fights. I love Tony Stark because he is an inspirational superhero, but in this film, he is a weak character. I only enjoyed the villain, because he is a wonderful, complex character.

4. **Decide if the adjectives you circled in Activity 3 indicate a positive or a negative opinion and write them in the table.**

Positive	Negative
awesome	

5. **Match the adjectives to their meanings:**

a. overrated   [   ] pretty, good-looking
b. wonderful   [   ] exhausted
c. overtired   [   ] sublime, marvellous
d. successful   [   ] victorious
e. beautiful   [a] excessively high estimated
f. overexcited   [   ] full of enthusiasm

6. **Complete the dialogue with the adjectives from Activity 5.**

A: I've just watched *The Avengers*. People gave five stars to this film, but it's so boring! I think it's

_____ overrated _____ .

B: Oh, no! Really? This is the best film I watched this year. The scenarios are very

_____ and the actors are _____!

A: You are _____ about it. I didn't like it, it was so tedious!

B: I think they were _____ at creating the superheroes universe and the action

scenes. Also, the special effects are _____! What parts do you think were boring?

A: Well… I slept a little during the movie… I was _____ because I was studying

too much.

B: I knew it! Watch it again and tell me your opinion then. You will give it five stars, I bet!

7. **Add *over-* or *-ful* to the words from the box and complete the sentences.**

~~cautious~~ · gentle · grumpy · pain · success · use

a. _____Overcautious_____ people are excessively or unnecessarily cautious.

b. You are _____ when you are very easily annoyed and complain

too much.

c. _____ remembrances make us feel sad.

d. People are _____ when they are extremely kind not to hurt others.

e. _____ suggestions help you make good decisions.

f. Plans are _____ when they lead us to get what we want.

8. **Use the verbs in brackets in the Present Simple or the Past Simple to complete part of the news article below.**

Inhaling air pollution from Western wildfires like 'smoking 25 cigarettes a day'

By Brian Lada, AccuWeather meteorologist and staff writer

Published Sep. 11, 2020 1:33 PM

As the sun _____rose_____ (rise) over the western United States on Wednesday, residents in San

Francisco _____ (step) outside into an otherworldly scene. The sun was dimmed and

everything _____ (appear) rusty orange as dense smoke from wildfires burning across the

West obscured the sky.

[…]

"When you _____ (experience) [it] in real life, it _____ (look like) an ominous,

deep, dark brown. Imagine the sky was just dark, dirty brown," Nassif _____ (add).

[…]

Extracted from: LADA, Brian. Inhaling air pollution from Western wildfires like 'smoking 25 cigarettes a day'.
AccuWeather,2020. Available at: <https://www.accuweather.com/en/health-wellness/inhaling-air-pollution-
from-western-wildfires-like-smoking-25-cigarettes-a-day/811576>. Accessed on: 16 Sep. 2020.

9. **Find the past form of the verbs from the box in the wordsearch.**

agree · ~~destroy~~ · produce · replace · say · start · tell

J	D	U	H	D	T	X	R	I	L	Z	H	G	Q	X
B	L	M	P	F	C	V	E	M	G	C	U	W	M	L
V	O	S	C	L	N	U	P	S	A	U	L	P	E	X
G	T	X	K	G	K	F	L	P	P	X	L	U	M	I
A	S	B	S	X	C	W	A	Q	N	S	E	O	G	X
J	R	W	M	S	P	N	C	Q	G	N	O	E	X	U
F	E	D	F	H	U	P	E	T	P	M	X	K	H	O
C	T	T	E	U	Q	O	D	R	Z	D	S	I	F	F
N	Z	B	D	S	J	D	O	D	H	W	B	D	J	X
P	S	I	H	I	T	D	E	X	C	I	A	V	Z	B
R	A	H	N	A	U	R	D	E	T	R	A	T	S	M
S	C	G	G	C	T	X	O	O	R	N	R	C	D	M
V	L	W	T	I	M	N	Y	Y	H	G	E	V	D	Y
Y	R	D	J	G	I	U	O	G	E	V	A	W	S	T
S	M	H	F	Y	C	R	H	H	T	D	C	C	U	K

10. **Use the verbs from Activity 9 in the Present Simple or the Past Simple to complete the sentences.**

a. Scientists _____ destroyed _____ a plastic bag to show it is made from a degradable substance.

b. The world _____ tons of plastic every year.

c. Because of the laws banning plastic in many countries, consumers from all over the planet _____ single-use plastic with eco-friendly materials in the past years.

d. Some people _____ with the plastic ban. (negative)

e. Last year, students _____ a petition to change school's rules about homework.

f. The school asked for parents' opinion about homework, and they _____ they are worried about this issue.

g. The principal _____ the students that the school is going to rethink the load of homework.

1. **Complete the table with the words from the box.**

aeroplane · artificial intelligence · charge · connect · discover · driverless bus

~~Internet of things~~ · invent · jet airliner · magnetic levitation train · nano technology

Types of technology	Transportation	Verbs related to science and technology
Internet of things		

2. **Choose the appropriate verbs in Activity 1 to complete the sentences.**

   a. Telephones were created in the 19th century, but there are controversies about who

   _____invented_____ them.

   b. I _____ my mobile every 4-5 hours. The battery runs down really fast.

   c. Nowadays, the Internet _____ the world in real time.

   d. In the future, researchers _____ ways to treat many diseases that we still can't

   treat today.

3. **Add the prefix *self-* or the suffix *-less* to the words from the box and form new words to match the definitions.**

cleaning · control · cord · end · fixing · help · ~~use~~ · wire

   a. with no function or use: _____useless_____

   b. capable of washing and cleaning itself: _____

   c. without any support or help: _____

   d. without cables or wires: _____

   e. capable of making its own maintenance: _____

4. **Decide if the nouns from the box are countable or uncountable.**

cups · effort · friends · homework · hours
money · pages · ~~pounds~~ · salt · spoons · time · water

Countable Nouns	Uncountable Nouns
pounds	

5. **Use *How many* or *How much* to complete the questions.**

    a. _____How much_____ time do I have left?

    b. _____ water should I use to water this plant, dad?

    c. _____ films did your family watch last weekend?

    d. Let's cook! _____ potatoes are there in the fridge?

    e. _____ pets do you have?

    f. _____ are these peaches?

6. **Tick [√] the correct alternative to complete each sentence.**

    a. The soup might be really salty! I saw Hector adding ____many____ spoons of salt to it.
        [ ] much   [√] many

    b. I'm lucky because I have _____ friends to help me.
        [ ] much   [ ] many

    c. There aren't _____ tomatoes for my sandwich!
        [ ] any   [ ] some

    d. They don't have _____ time for this task.
        [ ] much   [ ] many

    e. Are there _____ special pages we have to read to do the homework?
        [ ] any   [ ] some

    f. There are _____ questions I'd like to ask the teacher before the exam.
        [ ] any   [ ] some

7. **Write sentences using the prompts. Use *some* or *any*.**

    a. juice / there / is / ?
        Is there any juice?

    b. apps / I / downloaded / to learn Spanish / .
        _____

    c. about science / books / have / we / .
        _____

d. exercises / at home / are they doing / ?

_____

e. you / have / do / siblings /?

_____

f. brought you / my mother / gifts / .

_____

g. don't / they / electronic devices / have / at home / .

_____

h. doesn't use / social network / she / .

_____

8. **Read the sentences and circle the verb forms. Then tick [√] the correct verb tense in the table.**

   a. Televisions receive signals and change them into pictures and sound.
   b. Inventors made the first demonstrations of a TV in the 1920s in the UK and the US.
   c. Just by the 1950s the TV became popular.
   d. TV programs provide news, information, entertainment, and culture to people all over the world.
   e. That unstable app is crashing on my smartphone.
   f. Televisions will be as thin as paper.
   g. The first TVs were black and white.
   h. Digital televisions are becoming every consumer's dream.
   i. In ten years, television sets won't be just TVs, but smart assistants.

	a	b	c	d	e	f	g	h	i
Past Simple									
Present Simple	√								
Present Continuous									
Future Simple									

9. **Complete the fact sheet with the verbs from the box. Use the verb tenses in Activity 8.**

   be (3x) · become · come · control · create
   do · explore · give · make · move · program · use

   ## Robots

   - Robots ____are____ machines that do tasks automatically.
   - A computer program or an electronic circuitry _____ them.
   - One of the first humanoid robots _____ Eric.
   - W.H. Richards _____ Eric and _____ it in 1928.
   - The robot _____ a speech and _____ its body.
   - Most robots _____ a specific job, and they _____ in many forms.
   - Many factories _____ robots to do hard work quickly now.

- Some robots _____ distant planets as we speak.
- In the next decade, robots _____ more common in our homes: they _____ our life easier.
- Robot vacuum cleaners _____ very popular.

10. Look at the photos and unscramble the words to make sentences.

a. about robotics / she / to study more / like / would

<u>She would like to study more about robotics.</u>

_____

b. they / would / to research about / love / about viruses and microorganisms

_____

_____

c. the science lab / like / would / our group / to use

_____

d. would / to learn more / love/ the students / the planets / about

_____

11. Crack the code and write the mystery words.

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
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

a. 13-5-18-3-21-18-25

Mercury

b. 22-5-14-21-19

_____

c. 5-1-18-20-8

_____

d. 13-1-18-19

_____

e. 10-21-16-9-20-5-18

_____

f. 19-1-20-21-18-14

_____

g. 21-18-1-14-21-19

_____

h. 14-5-16-20-21-14-5

_____

1. **Link the relative pronouns to the elements they refer to.**

   a. where   person
   b. who   thing or animal
   c. which   place
   d. when   person, thing, or animal
   e. that   time
   f. whose   possessor

2. **Match each main clause to the relative clause that best completes its meaning.**

   a. That's the boy   [   ] that you lent me. I loved the story!
   b. I read the book   [a] who played football with us last weekend.
   c. The tickets were already sold out   [   ] which happened to fall on his birthday.
   d. He took a day off last week,   [   ] whose notebook is on the floor.
   e. This is the hospital   [   ] when I arrived at the cinema yesterday.
   f. The teacher doesn't know   [   ] where I was born.

3. **Complete the text with the relative pronouns from the box.**

   > that (2x) · where · which · who

22 important details from the 'Harry Potter' books that were left out of the movies

Stephanie Ashe Jun 21, 2020, 11:55 AM

- The eight "Harry Potter" films are based on a series of seven books, and it's understandable that they couldn't show every single detail.
- However, some of the details _____that_____ were left out of the films were really important to the plot of the story, and without them, viewers may not understand what's happening.
- Some important characters _____ didn't make the cut include Peeves and Winky.

[…]

In "Harry Potter and the Chamber of Secrets," readers learn something about the crotchety caretaker Mr. Filch _____ makes his character more sympathetic.

The book includes a scene _____ Harry finds a Kwikspell book, a beginner's magic course for adults, in Filch's office. He has the book because he's a Squib, _____ is a non-magical person born to at least one magical parent.

[…]

Extracted from: ASHE, Stephanie. 22 important details from the 'Harry Potter' books that were left out of the movies. *Insider*, 2020. Available at: <https://www.insider.com/big-differences-between-harry-potter-books-and-movies>. Accessed on: 2 Sep. 2020.

4. **Join the sentences using a relative pronoun.**

   a. My mum bought a new car. The car is really big.

   My mum bought a new car which/that is really big.

   b. He has a son. His son is a doctor.

   _____

   c. I live in the city. I study in this same city.

   _____

d. I really love that Brazilian restaurant. We had dinner there last night.

_____

e. Yesterday I texted our friend. He lives in São Paulo.

_____

f. This is the woman. Her notebook was stolen.

_____

5. **Complete with the correct letters to form words according to their definitions. Then match the photos.**

a. K _N_ I _F_ E: a cutting instrument
b. O _____ E _____: a compartment for baking food
c. F R _____ Z _____ _____: something turned into ice
d. P _____ M _____ K I _____ P _____ E: a dessert traditionally served at Thanksgiving
e. _____ I _____ C E: a portion

[a]   [ ]   [ ]

[ ]   [ ]

6. **Complete the sentences with the words from the box.**

bowl · breakfast · coffee · ~~dishes~~ · meal · noodles · soup

a. Alex knows how to cook different ____dishes____.

b. Lunch is my second _____ of the day.

c. Please, put the fruit salad in a _____.

d. I always eat bread and drink yoghurt for _____.

e. He drinks too much _____.

f. Cris likes eating tomato _____ for dinner.

g. You must cook the _____ in a pan of boiling water.

7. **Tick [√] the right sentences and correct the wrong ones.**

    a. I don't have some milk in the fridge. [   ]

    I don't have any milk in the fridge.

    b. I've got chips. Do you want any? [   ]

    _____

    c. Sorry, I don't have any of these. [   ]

    _____

    d. Would you like some hot chocolate? [   ]

    _____

    e. I found any old posters from our favourite band. Do you want to keep them? [   ]

    _____

    f. Let's have any fun! [   ]

    _____

    g. I always put some ketchup in my hot dog. [   ]

    _____

    h. Do you have any sheets of paper? I need some. [   ]

    _____

8. **Underline the option that best completes each sentence.**

    a. I have _some_ / _any_ coins. Would you like _some_ / _any_?
    b. I don't have _some_ / _any_ money. I'm broke.
    c. Is there _some_ / _any_ orange juice left?
    d. These questions are really difficult. I don't know how to answer _some_ / _any_ of them.
    e. We need _some_ / _any_ friends to help us with our homework.
    f. I know _some_ / _any_ of these songs.
    g. Would you like _some_ / _any_ more pasta?
    h. Can you speak _some_ / _any_ other languages?

9. **Complete the sentences with _plenty of_, _some_, or _any_.**

    a. There aren't _____any_____ dogs in the living room.

    b. We need _____ apples to make the pie, not only four or five.

    c. I've got _____ money at the bank. I think that's enough to pay the bills this month.

    d. Look! There are _____ biscuits in the bowl. Why don't you get some?

    e. I don't have _____ pencils... Can you lend me one?

    f. Is there _____ food left in the fridge?

    g. The kids don't look thirsty. Let's get them _____ water just in case.

    h. I didn't find _____ mistakes in your composition. Congrats!

10. Solve the cryptogram below and find out the secret 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
4				15	9			11			17	22						3							

F	A	M	I	L	I	E	S
9	4	22	11	17	11	15	3

18	15	25

25	20	18	15	25	23	15	26

9	20	26

4

24	11	18

22	15	4	17

4	21	8

15	2	14	26	15	3	3

25	23	15	11	26

4	14	14	26	15	19	11	4	25	11	20	21

9	20	26

17	11	9	15

4	21	8

23	15	4	17	25	23

4	25

25	23	4	21	13	3	18	11	16	11	21	18

11. Read the sentences and circle the idioms that best replace the words in bold.

a. The English exam was **very easy.**
over the moon   (a piece of cake)   a piece of pie

b. He **told a secret** to his mum.
spilled the beans   had butterflies in his stomach   was over the moon

c. These shoes cost **lots of money.**
a moon   an arm and a leg   a piece of pie

d. Mariah won the competition. She is **extremely happy!**
an arm and a leg   over the moon   spilling the beans

e. My presentation is today! **I am really anxious and nervous.**
am spilling the beans   have a piece of cake   have butterflies in my stomach

f. Please, don't **reveal this!**
let the cat out of the bag   over the moon   have butterflies in the stomach

12. Complete the sentences with the idioms in Activity 11. Pay attention to the verb tenses.

a. I _____ have butterflies in my stomach _____ every time I'm in front of an audience.

b. Adrianne is _____ because she got a good grade.

c. We are having a surprise party for Sabrina tomorrow. Don't _____!

d. I warned Leo not to tell what happened, but he _____ to Sophia.

e. He studied a lot last week, so the maths exam will be _____.

f. I wanted to buy that beautiful dress, but it costs _____.

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.
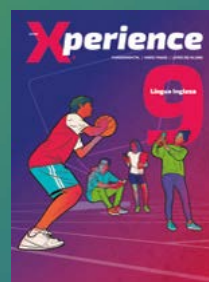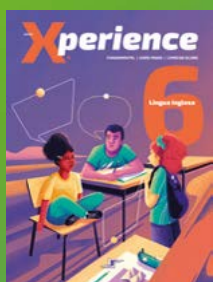
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