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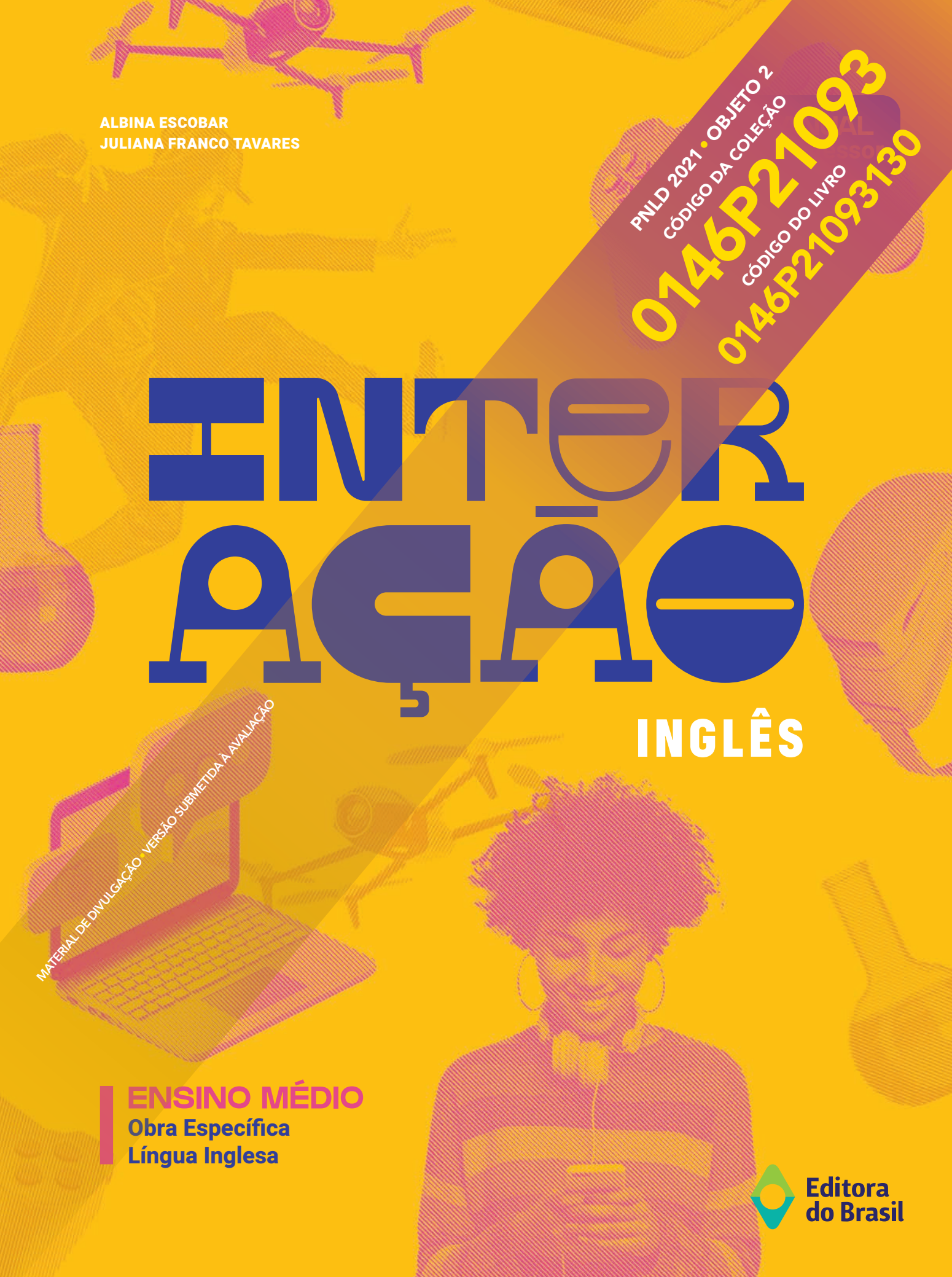

ENSINO MÉDIO
Obra Específica
Língua Inglesa

Editora do Brasil

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

ENTER AÇÃO

INGLÊS

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LÍNGUA INGLESA
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Caro professor, *welcome*!

Quanta responsabilidade e quanto trabalho se desenham à sua frente! Afinal de contas, ensinar inglês a estudantes do Ensino Médio de maneira relevante e significativa, fazendo conexões com a vida e trazendo contribuições para o crescimento desses jovens, não é tarefa fácil.

Uma de nossas maiores preocupações ao desenvolver este material foi em como poderíamos tornar seu trabalho mais prazeroso. Pensamos, entre outros aspectos, que um livro bem organizado poderia facilitar o processo de planejamento. Dessa forma, organizamos o material por área de conhecimento, esperando que essa segmentação o ajude a pensar nas diferentes competências e habilidades e em como articulá-las com as demais áreas descritas na BNCC. Queremos viabilizar o diálogo e as conexões com outros colegas para que, juntos, vocês possam desenhar um curso que faça sentido para o estudante.

Também pensamos em maneiras de facilitar seu planejamento na hora de expandir o tópico das unidades e desafiar os estudantes a buscar mais informações sobre o que mais lhes interessou. Sabemos que o tempo é precioso. Por isso, elaboramos uma curadoria bastante criteriosa para que seja possível se aprofundar em cada assunto proposto. Dessa forma, você estará bem preparado para as demandas de seus estudantes.

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Finalmente, queremos que você se lembre da importância de seu trabalho. Ensinar inglês é ensinar uma habilidade para a vida toda. Nada mais justo que esse trabalho tenha todo o respaldo necessário para ser um sucesso.

Boa sorte e bom trabalho!

As autoras

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ORIENTAÇÕES GERAIS

A proposta teórico-metodológica

Uma proposta de ensino com aprendizagem significativa para a vida – essa é a premissa desta coleção, pautada em diferentes orientações metodológicas e abordagens para o ensino de língua inglesa.

As abordagens metodológicas utilizadas no trabalho com as principais habilidades linguísticas estão explicitadas nas páginas seguintes.

Assim, de acordo com as tendências mais atuais para o aprendizado de um idioma estrangeiro e seguindo os fundamentos pedagógicos da Base Nacional Comum Curricular (BNCC), a coleção prioriza os aspectos indicados na figura ao lado.

Alex Argozino

Acreditamos que aprender vai além do que está impresso no livro didático. No aprendizado de um idioma estrangeiro, não há uma única metodologia ou abordagem que atenda a todas as diferentes necessidades dos estudantes. A motivação deles está em compreender o significado do que aprendem. Não o significado literal de uma palavra, mas o quão significativo tal aprendizado pode ser para sua vida.

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Apresentar assuntos pertinentes ao universo do adolescente do Ensino Médio das escolas brasileiras, por meio de um livro didático, não é tarefa fácil. O livro compete com diversas tecnologias mais ágeis, interativas e ao alcance da maioria dos estudantes. Por isso, essa coleção aborda temas que promovem a reflexão do estudante e sua autonomia e desenvolve habilidades linguísticas da língua inglesa, para que ele seja bem-sucedido no final dessa jornada.

Esses assuntos foram baseados nas competências e habilidades do século XXI para que o estudante tenha uma educação para a vida. Durante os três anos em que usará esta coleção, ele terá a oportunidade de aprender, tanto no âmbito cognitivo quanto no interpessoal e intrapessoal, a se desenvolver para se tornar um cidadão global, que sabe viver em comunidade, agregar valores e respeitar o próximo, capaz de tomar decisões assertivas para planejar seu futuro, além de cuidar de seu bem-estar físico e emocional.

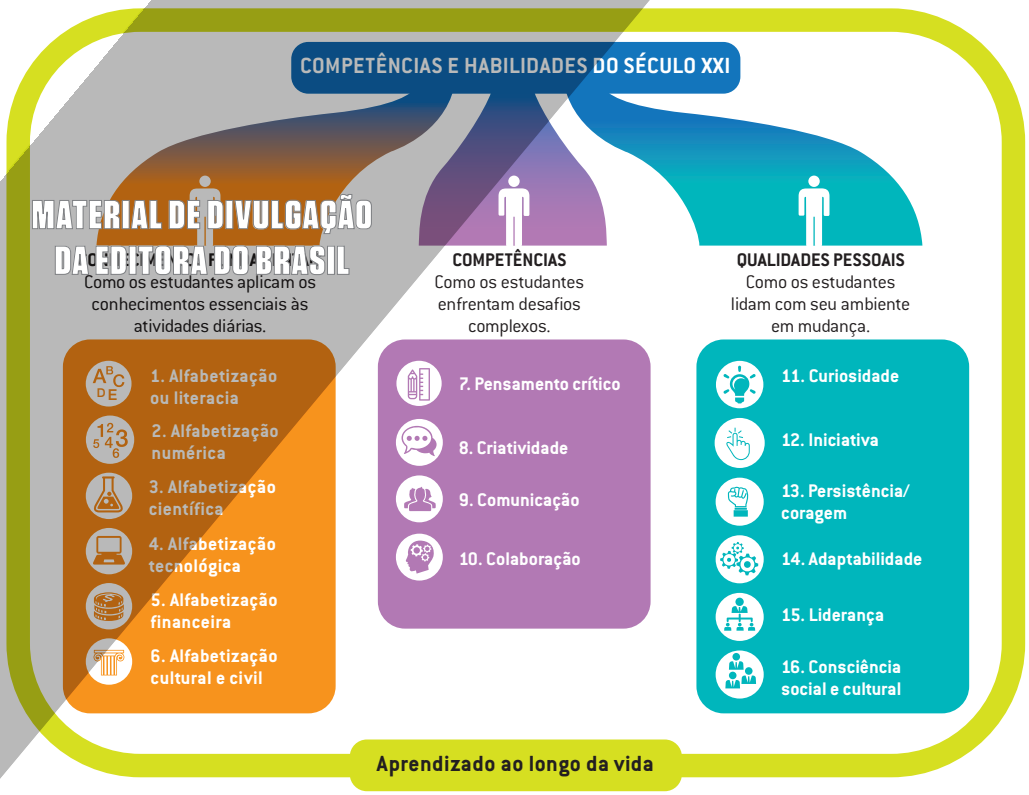
A coleção promove um encontro do aprendizado de língua inglesa e de cultura geral com as habilidades que o estudante precisa para enfrentar os desafios que a vida adulta apresentará. Como estabelece a Lei de Diretrizes e Bases da Educação (BRASIL, 1996), a finalidade do Ensino Médio é, entre outras:

> II - a preparação básica para o trabalho e a cidadania do educando, para continuar aprendendo, de modo a ser capaz de se adaptar com flexibilidade a novas condições de ocupação ou aperfeiçoamento posteriores; [...]

Queremos também que o estudante aprofunde os conhecimentos adquiridos no Ensino Fundamental, aprimore sua autonomia intelectual e pensamento crítico, e esteja preparado para o mercado de trabalho. Com a transformação cada vez mais rápida do mercado e o surgimento de novas profissões, é imprescindível que o jovem seja inserido nesse mundo de forma participativa e crítica, além de responsável.

As habilidades do século XXI

O estudo *New vision for education – Unlocking the potential of technology* (Nova visão para a educação – Desvendando o potencial da tecnologia) de 2015, do Fórum Econômico Mundial, serviu como base para a seleção das competências e habilidades que consideramos fundamentais para o estudante do Ensino Médio, com foco no aprendizado para a vida. Levamos em consideração os três grandes campos: formação, competências e caráter. Atentamos ao uso significativo das competências em sala de aula e o quanto elas podem ajudar o estudante em seu desenvolvimento pessoal.



Fonte: FÓRUM ECONÔMICO MUNDIAL. *New vision for education*: unlocking the potential of technology. Genebra: Fórum Econômico Mundial, 2015. Disponível em: www3.weforum.org/docs/WEFUSA_NewVisionforEducation_Report2015.pdf. Acesso em: 19 jun. 2020.

O que são essas competências e habilidades e por que elas são necessárias? Acreditamos que, para a melhor formação do estudante, ele precisa se desenvolver por completo: estar pronto para o mundo do trabalho, ser autocrítico, compreender seu papel na sociedade, conhecer aos outros e a si mesmo, respeitar as diferenças e ser responsável por suas atitudes e escolhas. Conhecer e trabalhar essas habilidades para que o estudante se identifique com esse cidadão é a tarefa do professor.

Mais do que saber ler, escrever e contar, competências como colaboração, criatividade, resolução de problemas, persistência, curiosidade e iniciativa são cada vez mais necessárias. Por isso, elas estão sendo mais exploradas, estudadas e observadas pelo mercado de trabalho e devem ser trabalhadas com os jovens enquanto eles ainda estão em sala de aula. Saber quais são e como desenvolvê-las irá ajudá-los a enfrentar os desafios que vão encontrar na universidade ou na carreira.

O trabalho das competências e habilidades do século XXI vai ao encontro dos temas contemporâneos transversais abordados nas unidades, por meio de assuntos relacionados a multiculturalismo, cidadania, economia e saúde. Elas serão valiosas nos rumos profissionais do estudante, pois somente o autoconhecimento pode nos guiar em direção às melhores escolhas em nosso projeto de vida.

O trabalho com as principais habilidades linguísticas em Língua Inglesa

Além das habilidades do século XXI, a coleção preza por desenvolver habilidades linguísticas da língua inglesa para que o estudante possa ler, ouvir, falar e escrever no idioma estrangeiro e se comunicar de maneira eficiente. O trabalho dessas habilidades está fundamentado no que há de melhor nas metodologias e abordagens para o ensino de língua inglesa, que foram selecionadas com base na realidade do estudante, do professor e da escola pública brasileira. A seguir, descrevemos cada uma dessas habilidades e as metodologias utilizadas para o trabalho em sala de aula.

Reading

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O trabalho de leitura é feito por meio de materiais autênticos, prezando por artigos *on-line*, um dos gêneros textuais mais comuns nos dias de hoje. Além disso, eles tratam de assuntos da atualidade, essenciais para o estudante que vai prestar vestibular. Explorar textos autênticos, segundo Kilickaya (2004), tem um efeito positivo na motivação do estudante: oferece informação cultural, o expõe à linguagem real e se aproxima de suas necessidades e interesses.

Ao trabalhar com material autêntico em sala de aula, o professor lida com uma variedade de textos e estilos linguísticos que não são encontrados em materiais convencionais para o ensino de inglês. Essa exposição, aliada ao ensino das estratégias de leitura, auxilia o estudante a perceber como a língua é construída e quais são as diferenças estruturais dela quando comparada à sua língua materna.

Os textos autênticos escolhidos para o início das *lessons* são usados como veículo de informação (*Text as a vehicle for information*: Tavi) por serem motivadores e fornecerem informações interessantes. O propósito da escolha deles é que também sejam tratados como objeto linguístico (*Text as a linguistic object*: Talo), por conterem exemplos de estruturas gramaticais que serão abordadas em cada unidade.

Sabemos da existência de níveis diferentes de conhecimento em uma sala de aula e, para que as atividades de leitura possam ser realizadas por todos, sugerimos que as estratégias de leitura sejam praticadas também fora da sala de aula, em grupos. Esses agrupamentos devem ser heterogêneos, a fim de que os estudantes mais competentes possam auxiliar os demais. Sugerimos também trabalhar a leitura de gráficos com outras disciplinas, como Matemática ou Geografia, para que os estudantes apliquem as estratégias de leitura que aprenderam em língua inglesa. Isso fará com que percebam que tais estratégias podem ser empregadas em qualquer texto, em qualquer idioma.

Não nos atemos a uma única metodologia ou abordagem, porque acreditamos que cada uma tem uma especificidade que pode beneficiar o trabalho em sala de aula. Tanto a abordagem *top-down* – usada para compreender um texto usando o conhecimento prévio, o contexto e o significado geral – quanto *a bottom-up* – que começa pela análise de palavras, frases e contexto – foram usadas como base para o trabalho de leitura em sala de aula. Elas também foram usadas no trabalho de produção oral das atividades de *post-reading,* em que os estudantes terão a oportunidade de discutir os assuntos estudados e opinar a respeito deles. Dessa forma, serão desenvolvidas as seguintes habilidades:

EM13LGG102 Analisar visões de mundo, conflitos de interesse, preconceitos e ideologias presentes nos discursos veiculados nas diferentes mídias, ampliando suas possibilidades de explicação, interpretação e intervenção crítica da/na realidade.
EM13LGG302 Posicionar-se criticamente diante de diversas visões de mundo presentes nos discursos em diferentes linguagens, levando em conta seus contextos de produção e de circulação.
EM13LGG303 Debater questões polêmicas de relevância social, analisando diferentes argumentos e opiniões, para formular, negociar e sustentar posições, frente à análise de perspectivas distintas.
EM13LGG401 Analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

Listening

Como Brown (1990) afirma, uma das razões de ser tão difícil aprender uma língua estrangeira é porque geralmente aprendemos apenas frases e sentenças dentro de uma sala de aula. É por isso que os materiais de áudio da coleção apresentam situações autênticas, de modo a expor o estudante a vários sotaques em diferentes formas de comunicação. O objetivo é que eles percebam como a linguagem é utilizada no contexto e não somente no material produzido para o livro didático.

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Os ouvintes têm propósitos diferentes e isso afeta o modo como recebem os sons. É injusto mergulhar os estudantes em um texto oral sem suporte, porque é difícil para eles usar as habilidades para relacionar o que escutam com o que esperam ouvir e, ao mesmo tempo, utilizar o conhecimento prévio para que o texto faça sentido. Com suporte, eles têm mais êxito nas tarefas de compreensão auditiva e se tornam ouvintes mais confiantes.

Levando isso em consideração, propomos atividades prévias para que os jovens recorram a seu conhecimento esquemático dos fatos e da sociedade e cultura ao redor e possam compreender como a língua é usada no discurso. Nas atividades de *while listening*, eles terão um propósito e, por isso, vão avaliar o contexto, os falantes, o cenário e entender o que foi dito.

A compreensão auditiva é um processo que demanda bastante trabalho. Por meio das atividades de *before listening* e *while listening*, os estudantes desenvolverão mais foco e concentração e poderão perceber a estrutura de um texto, dividindo-o em seções de acordo com as informações dadas.

Após a análise e compreensão do texto oral, no *post-listening* eles poderão discutir a respeito do que ouviram, relacionar o trecho ao contexto deles e ir além da mera aquisição de informações para a realização de tarefas, tirando as próprias conclusões. Com o trabalho de compreensão auditiva, desenvolve-se as seguintes habilidades:

EM13LGG401 Analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

EM13LGG402 Empregar, nas interações sociais, a variedade e o estilo de língua adequados à situação comunicativa, ao(s) interlocutor(es) e ao gênero do discurso, respeitando os usos das línguas por esse(s) interlocutor(es) e sem preconceito linguístico.

EM13LGG403 Fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.

Speaking

Uma das abordagens mais utilizadas e difundidas nos últimos anos no ensino de inglês como língua estrangeira é a *communicative language approach*. Ela é empregada para auxiliar o estudante a expandir o vocabulário, comunicar suas ideias e compartilhar suas opiniões. Essa abordagem foi criada para contemplar o que D. H. Hymes, em ensaio intitulado *On Communicative Competence*, de 1972, chamou de competência comunicativa. Para o autor, a competência comunicativa envolve muito mais que a decodificação de uma língua; envolve a capacidade social de saber quando e como utilizá-la da maneira mais adequada.

De acordo com Richards (2006), para que o estudante desenvolva sua competência comunicativa é preciso que, além da gramática e do vocabulário, ele conheça e use as funções linguísticas ou linguagem funcional. Seguindo essa premissa, a coleção oferece momentos de prática oral com foco em funções de linguagem para que o estudante observe o uso da língua em nível natural e possa reproduzir essas funções interagindo em situações realistas e significativas.

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Isso possibilita que ele se torne proficiente, nivele o uso da língua de acordo com a situação e o interlocutor, mantenha uma conversa fluindo e desenvolva a competência comunicativa à medida que internaliza as funções necessárias para se comunicar.

Dessa forma, o estudante desenvolverá as habilidades abaixo.

EM13LGG204 Dialogar e produzir entendimento mútuo, nas diversas linguagens (artísticas, corporais e verbais), com vistas ao interesse comum pautado em princípios e valores de equidade assentados na democracia e nos Direitos Humanos.

EM13LGG301 Participar de processos de produção individual e colaborativa em diferentes linguagens (artísticas, corporais e verbais), levando em conta suas formas e seus funcionamentos, para produzir sentidos em diferentes contextos.

EM13LGG402 Empregar, nas interações sociais, a variedade e o estilo de língua adequados à situação comunicativa, ao(s) interlocutor(es) e ao gênero do discurso, respeitando os usos das línguas por esse(s) interlocutor(es) e sem preconceito linguístico.

EM13LGG403 Fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.

Writing

O desenvolvimento da habilidade escrita na coleção acontece por meio da abordagem *process writing*. Acreditamos ser a mais adequada para a realidade da sala de aula brasileira, com turmas numerosas e estudantes em diferentes níveis de conhecimento linguístico. Ela foca no processo de criação de um texto, em suas várias fases: da análise de um modelo, passando pela geração de ideias, até a produção final do conteúdo.

Como White e Arndt (1991) descrevem, a produção escrita é uma forma de resolução de problemas que envolve o processo de geração de uma ideia, planejamento, estabelecimento de objetivo, monitoramento e avaliação do que será escrito, bem como do que foi escrito, para assegurar que a linguagem usada tem o significado correto.

A abordagem promove o desenvolvimento do uso da língua por meio de atividades variadas em sala de aula, que podem ser feitas individualmente, mas são enriquecidas com momentos de troca de ideias entre os estudantes, como os descritos a seguir.

- Geração de ideias, seguida por algum tipo de discussão. O professor observa e fornece ajuda, se requisitado. O importante é deixar os estudantes falarem.
- Os estudantes anotam suas ideias e decidem a ordem e a adequação delas.
- Organização de ideias em um mapa mental ou diagrama. Esse estágio os auxilia a relacionar as ideias, estruturando melhor os textos.
- Redação do primeiro rascunho, que deve ser feito em sala em duplas ou pequenos grupos, dependendo do tipo de texto.
- Os rascunhos são trocados entre os estudantes e cada um lê a produção do colega. Eles podem dar opiniões e sugerir mudanças para a melhoria do texto.
- Os estudantes recebem as opiniões dos colegas e trabalham na finalização de seus textos. Além do trabalho de correção da língua, essa etapa promove o trabalho colaborativo em sala de aula.
- Os estudantes finalizam os textos. Eles podem comparar a versão final à versão inicial para perceber como o processo todo o conduziu à elaboração de um texto coerente e sem erros.

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Essas fases de *process writing* são usadas desde a primeira *Lesson*, para que os estudantes já se acostumem com o tipo de trabalho que terão de desenvolver nas seções de *Writing* da coleção. Tal trabalho irá auxiliar no desenvolvimento das habilidades abaixo.

EM13LGG104 Utilizar as diferentes linguagens, levando em conta seus funcionamentos, para a compreensão e produção de textos e discursos em diversos campos de atuação social.

EM13LGG301 Participar de processos de produção individual e colaborativa em diferentes linguagens (artísticas, corporais e verbais), levando em conta suas formas e seus funcionamentos, para produzir sentidos em diferentes contextos.

EM13LGG403 Fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.

EM13LGG603 Expressar-se e atuar em processos de criação autorais individuais e coletivos nas diferentes linguagens artísticas (artes visuais, audiovisual, dança, música e teatro) e nas intersecções entre elas, recorrendo a referências estéticas e culturais, conhecimentos de naturezas diversas (artísticos, históricos, sociais e políticos) e experiências individuais e coletivas.

Língua inglesa e interdisciplinaridade

Esta obra foi concebida tendo em mente a necessidade de utilização da língua como forma de se expressar e de atuar no mundo. Ao considerarmos o universo do estudante, oferecemos uma perspectiva de como se comunicar e compreender a língua inglesa por meio das diferentes áreas de conhecimento – Matemática, Ciências da Natureza e Ciências Humanas e Sociais.

Ensinar língua inglesa por meio das diversas áreas de conhecimento é algo inerente aos estudos da linguagem na escola, uma vez que ela é o veículo pelo qual falamos, lemos, escrevemos, ouvimos e construímos significados. Ao ensinar línguas, é permitida a nós a abordagem de quaisquer disciplinas, utilizando o que for mais pertinente aos objetivos linguísticos e oferecendo uma aula em que os estudantes possam aplicar a língua de forma significativa. Para que o ensino seja interdisciplinar, é preciso que haja real integração entre os docentes, currículos e conteúdos de cada área do conhecimento. Essa interação proporciona um sentido maior ao aprendizado, em que são desconstruídas as fronteiras entre as disciplinas.

Isso significa, por exemplo, que por meio da língua inglesa é possível vislumbrar a Matemática quando trabalhamos com a interpretação de uma pirâmide etária. É possível ainda fazer uma ponte com Geografia para analisar as razões do formato da pirâmide, refletindo sobre as consequências do envelhecimento da população. Em Biologia, podemos abordar o processo do envelhecimento das células e a importância de hábitos saudáveis. Outra possibilidade é estudar a relação entre o crescimento populacional e os diferentes períodos da História.

Para tanto, não estamos exigindo que o professor se torne um *expert* em conteúdos de outras disciplinas. Nossa proposta é que o estudante esteja familiarizado com os tópicos do livro, de modo que possa vislumbrar a língua sendo utilizada de forma significativa. Aprender inglês através da prática de habilidades de outras áreas de conhecimento e do desenvolvimento de uma variedade de competências enriquece o universo do estudante e o ensina também a ser sujeito em uma língua estrangeira.

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A cultura digital e o aprendizado da língua inglesa

Quando pensamos em cultura digital como uma das competências da BNCC, nós nos deparamos com uma questão bastante desafiadora: Como ensinar algo que, para nós, educadores, pode ser obscuro ou até desconhecido? O professor deve ensinar a importância do uso das tecnologias com responsabilidade e senso crítico e não apenas o uso delas em si. Nossa função é oferecer nas aulas oportunidades para que o estudante: possa atuar no meio digital com autonomia e senso crítico usando de modo responsável as Tecnologias Digitais de Informação e Comunicação (TDICs); desenvolva as competências necessárias para identificar e solucionar problemas; utilize as ferramentas digitais como instrumento no exercício da cidadania.

Por meio da língua inglesa, a obra oferece momentos para o estudante aprender ferramentas tecnológicas e aplicar esse conhecimento na resolução de problemas; refletir e desenvolver o letramento digital crítico através de discussões sobre *fake news*, buscando propor soluções para o problema; analisar textos publicados em veículos digitais; e estudar as regras envolvidas na publicação de alguma informação sobre nós mesmos, especialmente quando o objetivo é profissional.

O papel do professor

A obra foi concebida visando oferecer ao professor oportunidades de adaptação sem que sejam necessárias mudanças radicais no planejamento, mas de forma que ele possa fazer escolhas tanto para expandir como para modificar os conteúdos propostos. Diferenciar instruções é particularmente importante. Uma vez entendido que os estudantes se encontram em momentos diferentes da aquisição da língua, faz-se necessário lançar mão de recursos pedagógicos que poderão facilitar o processo individual, como o trabalho colaborativo, a organização dos estudantes em grupos nivelados e a diferenciação nas instruções de uma mesma tarefa de acordo com os níveis de conhecimento identificados na turma.

A realidade da educação brasileira oferece ao professor o desafio da heterogeneidade de nossas escolas. Esse caráter pode ser identificado tanto de uma região para outra como entre escolas da mesma cidade, em que há diferenças que influenciam a maneira pela qual cada um responderá ao processo de aprendizado. Parte do nosso trabalho é identificar as condições de aprendizado de nossa turma para encontrar formas de alcançar cada estudante. Ter consciência dessa diversidade e saber adaptar o conteúdo proposto para atingir a todos de formas diferentes, mas igualmente eficazes, não é tarefa fácil.

Garbuio (2006) afirma que as crenças dos professores podem estar baseadas em seu treinamento, em suas experiências de ensino ou no que experimentaram como aprendizes de uma língua. Nos cursos de formação de professores de língua inglesa, refletimos a respeito de nossas crenças e como elas fazem parte do processo de ensino-aprendizagem. Essa reflexão é decisiva para o professor.

Além de saber inglês, é necessário que o professor conheça a cultura dos povos falantes dessa língua. Pela grande exposição do idioma na mídia, fica implícito que os estudantes precisam aprender inglês se quiserem compreender o que estão vendo na TV, nos *video games* ou mesmo em um cardápio de restaurante *fast-food*. O professor é peça fundamental para motivar os jovens a aprender e a exercitar cada vez mais a curiosidade, o que resulta em uma aprendizagem significativa e consistente, na qual os estudantes se sintam capazes de produzir.

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Com a popularização da internet, a ideia do professor como detentor do conhecimento há muito tornou-se obsoleta. No entanto, justamente por causa do acesso ilimitado à informação, o papel dele é indispensável para os estudantes, guiando suas escolhas, levando-os a refletir e a se posicionar sobre o que lhes é apresentado e auxiliando no processo de aprendizado por meio da informação acessada de forma que ela se transforme em conhecimento. O professor faz com que todos os pedaços de informação desarticulados, aos quais o estudante é exposto, unam-se coesamente para formar o conhecimento.

Ao ensinarmos, aprendemos as nossas limitações. Essa é uma condição inerente à educação do século XXI. Quantas vezes nos vimos precisando da ajuda dos estudantes para acompanhar a evolução da tecnologia, seja no uso de um aplicativo, seja para entender os memes do momento? A desenvoltura digital dos estudantes é muito valiosa na construção das aulas. No entanto, ela vale pouco sem senso crítico e capacidade de agir com responsabilidade no uso de tais ferramentas.

A questão da avaliação

A avaliação no campo de estudos de língua inglesa há muito vem sido discutida. A diferença entre "testar" (*testing*) e "avaliar" (*assessing*) faz parte dos cursos e aulas de inglês como língua estrangeira. Brown e Abeywickrama (2010) afirmam que os professores podem achar que as duas ações são parecidas, mas, na verdade, há uma grande diferença entre elas. Os testes ocorrem durante o ano letivo: as respostas do estudante serão avaliadas e mensuradas. Já a avaliação é um processo contínuo: em todas as vezes que um estudante responde a uma questão, faz um comentário ou tenta usar uma palavra nova, ele é avaliado pelo professor.

A avaliação deve ter uma função clara. Aqui, destacamos a avaliação formativa. Diferentemente da avaliação somativa, que acontece no fim do ano com uma prova, a avaliação formativa acompanha o progresso do estudante enquanto ele desenvolve competências e habilidades, e o objetivo dela é ajudá-lo a crescer em seu processo de aprendizagem. Ainda segundo Brown e Abeywickrama (2010), a chave para a aplicação de uma avaliação formativa é a entrega (do professor) e a internalização (do estudante) de um *feedback* apropriado a respeito do desempenho nas aulas com foco na continuidade da aprendizagem.

Sabemos da dificuldade em administrar uma avaliação formativa nas salas de aula brasileiras, com turmas numerosas e nível de conhecimento linguístico diferente entre os estudantes. Para tanto, sugerimos que o professor faça os dois tipos de avaliação citados, buscando aproveitar o que cada uma tem de melhor.

A avaliação formativa acontece em cada aula, com os estudantes dando suas opiniões, participando das atividades e desenvolvendo as habilidades linguísticas da língua inglesa. O professor consegue identificar aqueles que necessitam de reforço e os que têm mais facilidade de aprender. Assim, pode esclarecer algumas questões de aprendizagem sem precisar esperar por um momento formal de avaliação.

Num segundo momento, ele deve incluir a avaliação somativa: os estudantes farão uma prova para testar os conhecimentos adquiridos. Somente uma única prova precisará ser preparada, que será resolvida por todos os estudantes, independentemente de se encontrarem nos níveis A1 ou A2 do CEFR.

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Para que o professor consiga elaborar uma prova que ofereça oportunidade de sucesso a toda a turma, sugerimos que sejam consideradas as questões a seguir.

- Há apenas uma resposta correta para as questões da prova, sem margem para dúvida?
- Há contexto suficiente para que o estudante chegue à resposta correta?
- A questão está testando o conhecimento do idioma ou conhecimentos gerais (no caso de um *quiz*, por exemplo)?
- A questão testa a imaginação do estudante ou sua habilidade linguística?
- Os enunciados estão claros o suficiente?
- As questões estão no nível linguístico do estudante?
- O tempo de aula é suficiente para o estudante responder às questões sem pressão?

Além da avaliação formativa e da aplicação de uma prova (avaliação somativa), sugerimos uma terceira etapa – a da autoavaliação –, que irá auxiliar não só o professor na análise da classe mas também os estudantes em sua jornada de conhecimento. Nesse sentido, a autoavaliação pode ser uma ferramenta que traz muitos benefícios, como:

- promoção de reflexão e automonitoramento;
- desenvolvimento das habilidades metacognitivas;
- desenvolvimento de aprendizado direcionado (autoaprendizado);
- encorajamento do desenvolvimento de habilidades pessoais;
- aumento da motivação e engajamento no processo de aprendizado;
- contribuição para entender e aceitar o *feedback* recebido e agir em relação a ele;
- enriquecimento do aprendizado para a vida;
- monitoramento e avaliação da qualidade do aprendizado.

Sugerimos que a autoavaliação seja breve. Uma proposta é que você, ao iniciar uma unidade, escreva no quadro os objetivos a serem trabalhados e os estudantes os anotem no caderno. No final da unidade, eles voltam à lista de objetivos e verificam se conseguiram atingi-los. Reserve um tempo da aula para que possam refletir e ajude-os com um plano de ação para melhorar os pontos que precisam de atenção e reforço.

A proposta da coleção

A obra e a BNCC

O Ensino Médio é um período de amadurecimento de ideias sobre o futuro e o projeto de vida, um momento para tomar decisões que determinarão, em muitos aspectos, a trajetória profissional dos estudantes. Seguindo a BNCC, a coleção oferece momentos de reflexão sobre eles mesmos e seu lugar no mundo. Os jovens poderão utilizar seus conhecimentos de diferentes culturas e pensar como suas ações podem ajudar a melhorar seu entorno e seu futuro profissional, sem deixar de lado o desenvolvimento das habilidades linguísticas necessárias para se comunicar com eficiência no idioma de uso mundial.

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A coleção foi desenvolvida com a premissa de que o estudante precisa entrar em contato com a língua inglesa, explorá-la, desenvolvê-la e refletir sobre as diferentes formas de se expressar ao usá-la. Acreditamos na importância de saber atuar e intervir, de forma autônoma e crítica, nas diferentes práticas de linguagem às quais os jovens são expostos e com as quais interagem no dia a dia: os chamados "multiletramentos" (ROJO; MOURA, 2019). Na língua estrangeira, o aprendizado por meio das formas pelas quais a linguagem se articula no mundo se faz essencial, uma vez que o inglês é, ainda, a língua mais difundida entre as mídias priorizadas por eles, além de ter o *status* de instrumento essencial no mercado de trabalho e no universo acadêmico.

Por meio de uma coletânea de textos de diferentes gêneros, serão propostas práticas situadas, nas quais o estudante será leitor e protagonista de diferentes reflexões e possibilidades de autoria. É pela interface entre o escrito e o oral, o escrito e o visual, e o escrito e o gestual que se constroem os significados (COPE; KALANTZIS, 1999) e que são viabilizadas as oportunidades de agir criticamente no mundo.

Organização do volume

O volume está organizado em seis unidades temáticas, cada uma dividida em quatro *lessons*. Cada *lesson* aborda um tema relacionado às outras três áreas do conhecimento descritas na BNCC: Matemática e suas Tecnologias, Ciências da Natureza e suas Tecnologias e Ciências Humanas e Sociais Aplicadas. A *Lesson* D oferece um fechamento para o tema geral trabalhado durante as *lessons* A, B e C, priorizando o desenvolvimento de competências relacionadas à resolução de problemas, ao trabalho colaborativo e ao letramento crítico com base na Arte.

A cada unidade o professor encontra uma revisão de duas páginas que tem como objetivo consolidar o uso da língua trabalhada na unidade. Revisar o conteúdo ajudará o alunos a relembrar o que foi estudado e é também um momento para que o professor possa fazer um diagnóstico do aprendizado.

O material ainda oferece três seções de **Expand your knowledge**, uma a cada duas unidades. A inserção desse material tem dois propósitos. O primeiro é de expandir o uso da língua e ampliar o conhecimento sobre os tópicos abordados nas unidades anteriores. O segundo é oferecer trabalho extra para aqueles alunos que precisam de um desafio maior e mantê-los interessados. O glossário, a lista de *phrasal verbs* e a transcrição das atividades de compreensão auditiva foram incluídos no final do volume como uma seção de referência para desenvolver a autonomia do estudante e auxiliá-lo na compreensão de vocábulos específicos.

As *lessons* A, B e C têm a mesma estrutura. A diferença entre elas é a abordagem do texto das seções **Before reading**, **While reading** e **Post-reading**, que apresentam a estrutura gramatical que será trabalhada e trata de um assunto relacionado à Matemática, às Ciências da Natureza ou às Ciências Humanas. Veja, a seguir, a estrutura das unidades.

UNIT 1

A abertura contém imagens ilustrativas do assunto a ser aprofundado na unidade e perguntas para despertar o conhecimento prévio dos estudantes a respeito do tema.

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Going deep

Para introduzir a unidade de uma maneira leve, a proposta desse boxe é convidar os estudantes a fazer reflexões e análises críticas do tema com base em livros, filmes e arte. Por meio das obras propostas, os estudantes podem aprofundar a conversa sobre o tema.

VOCAB

Boxe em que os estudantes podem consultar o significado de algumas palavras no contexto em que estão sendo usadas.

Before reading

Os estudantes são convidados a retomar o que sabem do assunto que será abordado no texto. As questões vão fazê-los perceber o quanto já conhecem do assunto e despertar o interesse deles pela leitura, além de oferecer um momento para a troca de ideias e experiências e fomentar o trabalho colaborativo.

Na BNCC

Boxe que indica as competências e habilidades de Linguagens da BNCC trabalhadas na *Lesson*.

While reading

Nessa seção, os estudantes são convidados a ler o texto e a responder a perguntas de interpretação, além de praticar as estratégias de leitura apresentadas nas *lessons* A, B e C.

Post-reading

Nessa parte, os estudantes exercitam o letramento crítico e o compartilhamento de ideias e opiniões.

Words in images

Nessa seção, os estudantes decodificam e leem as informações em uma imagem para, depois, discutir a respeito delas. As dicas visuais servem de base para inferir informações e refletir acerca de soluções, além de aprofundar conhecimentos.

Reading strategies

Cada unidade explora uma estratégia de leitura e, assim, os estudantes têm muitas oportunidades de praticá-la antes de passar para uma nova estratégia. Na *Lesson* C, foi incorporado o trabalho com inglês instrumental, para que o estudante perceba como *websites*, jogos, aplicativos e outras mídias podem auxiliar no aprendizado da língua inglesa.

Language in action

Nessa seção, apresentação a gramática e as funções linguísticas de forma indutiva. O estudante é convidado a pensar no significado do uso e na forma das estruturas gramaticais, seja como revisão de conteúdo, seja como conteúdo novo, antes de realizar a prática. Isso constrói e amplia o uso da língua em contexto, e não somente a proficiência da estrutura gramatical.

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Listening

O trabalho de compreensão auditiva é feito nessa seção, na qual são apresentados textos orais de gêneros diversos para que o estudante possa observar diferenças de pronúncia, entonação e ritmo dos falantes.

Speaking

A produção oral acontece sempre depois de um modelo. Em cada *Lesson* é apresentada uma conversa com funções linguísticas claras para que a turma possa criar uma conversa similar.

Writing

Nessa seção, os estudantes vão redigir os próprios textos. O trabalho com a abordagem *process writing* permite que eles estudem um modelo, escrevam os rascunhos, troquem ideias com um colega e, depois, finalizem seus textos.

LESSON D

A *Lesson* D explora um recorte do tema trabalhado na unidade. É um momento para refletir sobre um tópico que se transformará em projeto. Nessa fase, os estudantes:

- exploram suas habilidades colaborativas e de trabalho em grupo;
- desenvolvem habilidades relacionadas à resolução de problemas. Os projetos se baseiam em uma pergunta norteadora, dentro do recorte escolhido;
- praticam habilidades computacionais, ao pensar em ferramentas ou soluções com a ajuda da tecnologia e ao desenvolver competências como a decomposição (por meio do sequenciamento e divisão de um problema);
- desenvolvem autocrítica por meio da autoavaliação e *peer assessment* com o apoio de rubricas;
- aprofundam suas reflexões sobre o tópico proposto por meio do cinema, da literatura e da arte.

A *Lesson* D é dividida nas seções descritas a seguir.

Compare and conclude

Essa seção vem logo após a leitura dos textos e imagens iniciais. Nela o aluno verá dados, gráficos e tabelas que aprofundam seus conhecimentos para o projeto.

Real life

Nessa seção são apresentadas histórias reais ou reflexões de vida relacionadas ao tópico de cada unidade. A ideia é mostrar pessoas comuns fazendo coisas especiais com o intuito de desconstruir a ideia de que apenas celebridades podem fazer alguma diferença no mundo.

Think about it

Os diálogos entre personagens dessa seção orientarão os projetos dos estudantes. Ela contém ainda provocações que podem se tornar perguntas norteadoras. Por meio do discurso dos personagens, é possível desenvolver reflexões relevantes ao tópico e começar os projetos.

Taking action

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Nesse momento da *Lesson* D, os estudantes começam a trabalhar nos grupos que serão mantidos até a apresentação do projeto. A pergunta norteadora é proposta e eles dão início às discussões e ao *brainstorming*.

Tech-savvy

A seção apresenta textos instrucionais de como utilizar algum tipo de ferramenta tecnológica. Após trabalhar o texto, os estudantes usam a ferramenta para produzir soluções que serão relevantes para o projeto.

Getting it done

Nesse momento, os estudantes, ainda em seus grupos, trabalham na organização e execução do projeto.

Showing what we've got

Nessa seção, voltada para a conclusão da unidade, os grupos se reúnem para apresentar seus projetos à turma e, preferencialmente, a um pequeno público externo que seja, de alguma forma, relacionado ao tópico do projeto e possa fazer uma avaliação mais objetiva do trabalho dos estudantes. Esse também é o momento em que os estudantes fazem a autoavaliação e a avaliação dos colegas com base em critérios claros e rubricas.

BETTER TOGETHER

Aqui o estudante encontra dicas e sugestões para aprimorar as habilidades colaborativas e o trabalho em equipe.

USE

Nesse boxe são sugeridas expressões e frases que podem auxiliar os estudantes a se expressar melhor durante as apresentações para a turma ou em vídeos e gravações.

Ask Yourself

Esse boxe propõe uma questão para reflexão que envolve valores morais e éticos.

Learning from

Essa última seção propõe um aprofundamento do que foi estudado durante a *Lesson* a partir de um aporte artístico (filmes, obras de arte etc.).

Cronograma

O cronograma sugerido abaixo contempla um semestre escolar para trabalhar uma unidade completa. As atividades podem variar em cada unidade; então, o cronograma pode ser adaptado ao conteúdo e à realidade da sala de aula. Sugerimos ainda dois momentos para avaliação, sendo uma somativa e a outra uma autoavaliação com oportunidade de avaliação formativa.

Lesson	Seção	Duração
A	Abertura e texto de abertura	2 aulas
	Reading	2 aulas
	Reading strategies	1 aula
	Language in action	2 aulas
	Listening	1 aula
	Speaking	1 aula
	Writing	2 aulas
B	Reading	2 aulas
	Reading strategies	1 aula
	Language in action	2 aulas
	Listening	1 aula
	Speaking	1 aula
	Writing	2 aulas
C	Reading	2 aulas
	Reading strategies	2 aulas
	Language in action	2 aulas
	Listening	1 aula
	Speaking	1 aula
	Writing	2 aulas
D	Compare and conclude	2 aulas
	Real life Think about it Taking action	2 aulas
	Tech-savvy Getting it done	3 aulas
	Showing what we've got	2 aulas
	Learning from	1 aula

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Quadro de conteúdos, competências e habilidades da BNCC

No quadro a seguir, apresentamos uma visão geral dos conteúdos da obra e respectivas correlações com competências e habilidades da BNCC.

Unidade	Conteúdo			Competências e habilidades da BNCC
1 Diversity and inclusion	Lesson A	Reading	Workplace diversity *Online article with graphs and pie chart*	Gerais: 1 e 9. Específicas de Linguagens e suas Tecnologias: 1, 2, 3, 4 e 7. EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG403, EM13LGG402, EM13LGG401, EM13LGG305,EM13LGG303, EM13LGG202 e EM13LGG701 Específica de Matemática e suas Tecnologias: 1. EM13MAT102 Específica de Ciências da Natureza e suas Tecnologias: 2. EM13CNT202 Específica de Ciências Humanas e Sociais Aplicadas: 5. EM13CHS502
		Language	Comparatives of similarity /identity /equality / inequality /superlatives	
		Listening	Social inclusion and wider participation – *presentation*	
		Speaking	Welcoming an immigrant – screening program – *dialog*	
		Writing	*Text message*	
	Lesson B	Reading	Diversity all around – *online article and infographic*	
		Language	Simple present (varied uses) Frequency adverbs	
		Listening	Amazonians – *video report*	
		Speaking	Asking about feelings and expressing feelings – *dialog*	
		Writing	*Describing a place*	
	Lesson C	Reading	Fast facts – diversity – *online news article and cartoons*	
		Language	Simple past	
		Listening	Peace – *poem*	
		Speaking	Agreeing and disagreeing – *dialog*	
		Writing	*Invitation*	
	Lesson D	Real life	The problem with stereotypes	
		Think about it	Reflecting on immigrants' stereotypes	
		Taking action	How can we help immigrants in our country?	
		[illegible]	Setting up a fundraising page	
		Getting it done	Creating a fundraising page to help local immigrants	
		Learning from the movies	About diversity	
2 Media literacy	Lesson A	Reading	Perfecting pie charts – *online article with graphics*	
		Language	Definite and indefinite articles Countable and uncountable nouns	
		Listening	Digital literacy – *speech*	
		Speaking	Expressing interest – *dialog*	
		Writing	*Photo captions*	
	Lesson B	Reading	What is a virus? How do they spread? How do they make us sick? – *online article*	
		Language	There is/they are much/many	

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Unidade	Conteúdo			Competências e habilidades da BNCC
2 Media literacy	Lesson B	Listening	News literacy – *lecture*	Gerais: 5 e 10. Específicas de Linguagens e suas Tecnologias: 1, 3, 4, 6 e 7. EM13LGG102, EM13LGG103, EM13LGG105, EM13LGG301, EM13LGG302, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG604, EM13LGG701 e EM13LGG702 Específica de Matemática e suas Tecnologias: 1. EM13MAT102 Específica de Ciências da Natureza e suas Tecnologias: 2. EM13CNT206 Específica de Ciências Humanas e Sociais Aplicadas: 4. EM13CHS403
		Speaking	Giving information – *interview*	
	Lesson C	Reading	How is the internet changing the way we behave? – *online article*	
		Language	Will/going to	
		Listening	How to create a podcast – *podcast*	
		Speaking	Asking for information – *dialog*	
		Writing	*E-mail*	
	Lesson D	Real life	A website to debunk *fake news*	
		Think about it	Reading a conversation on *fake news*	
		Taking action	How can we help inform people about the problem of *fake news*?	
		Tech-savvy	Using online forms to create a survey	
		Getting it done	Creating tools to inform people on how to detect and combat *fake news*	
		Learning from art	Media-inspired art	
3 Entrepreneurship	Lesson A	Reading	Entrepreneurs' success stories – *narrative*/ venture capital – *infographic*	Gerais: 5, 6 e 10. Específicas de Linguagens e suas Tecnologias: 2, 3, 4, 6 e 7 EM13LGG602, EM13LGG603, EM13LGG701, EM13LGG403, EM13LGG402, EM13LGG401, EM13LGG303, EM13LGG304, EM13LGG202. Específica de Matemática e suas Tecnologias: 1. EM13MAT104 Específica de Ciências da Natureza e suas Tecnologias: 2. EM13CNT206 Específica de Ciências Humanas e Sociais Aplicadas: 3. EM13CHS301
		Language	Modal verbs – varied meanings	
		Listening	*Report* about education	
		Speaking	Asking someone to do something – *dialog*	
		Writing	Cross-curricular *quiz*	
	Lesson B	Reading	DIY – cell phone cases – *step-by-step instructions, cartoons and comic strips* *inferring meaning*	
		Language	Imperatives – varied uses/I'd rather, I'd prefer to, I prefer	
		Listening	Ryan's bakery – shark tank *TV show*	
		Speaking	Expressing preferences – *dialog*	
		Writing	*Recipe*	
	Lesson C	Reading	Maker culture/creative solutions – *magazine article*	
		Language	Past progressive – varied uses Contrast Simple past & past progressive Vocabulary development	
		Listening	Coworking spaces – *video presentation*	
		Speaking	Directions – asking for, giving and thanking – *dialog*	
		Writing	Giving directions – *text message*	
	Lesson D	Real life	Jazzmine Raines, a zero waste hostel owner in India	
		Think about it	Learning about "angel investors"	
		Taking action	How can we design a business that will cause positive social impact?	
		Tech-savvy	Making an explainer video	
		Getting it done	Creating an idea for a social enterprise	
		Learning from the movies	Entrepreneurship	

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Unidade	Conteúdo			Competências e habilidades da BNCC
4 Cultural literacy	Lesson A	Reading	Twenty-first-century skills – *online magazine article, mind map, cartoons*	Gerais: 1, 5 e 9. Específicas de Linguagens e suas Tecnologias: 1, 2, 3, 4, 6 e 7. EM13LGG104, EM13LGG201, EM13LGG301, EM13LGG302, EM13LGG303, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG602, EM13LGG701, EM13LGG702 e EM13LGG703. Específica de Matemática e suas Tecnologias: 1. EM13MAT101 Específica de Ciências da Natureza e suas Tecnologias: 2. EM13CNT205 Específica de Ciências Humanas e Sociais Aplicadas: 1. EM13CHS104
		Language	Present perfect e present perfect × simple past Adverbial phrases	
		Listening	Podcast – *interview*	
		Speaking	Describing things – *dialog*	
		Writing	*Invitation*	
	Lesson B	Reading	Alchemy	
		Language	Present continuous for future meaning and showing annoyance Prepositions of time and place	
		Listening	*Documentary*	
		Speaking	Arrangements and plans – *dialog*	
		Writing	*To-do list*	
	Lesson C	Reading	Most popular professions of the 21st century – online article, graph, images	
		Language	Prepositional phrases	
		Listening	Other cultures – *quiz*	
		Speaking	Greetings – *dialog*	
		Writing	*Blog post*	
	Lesson D	Real life	A scientist turned designer	
		Think about it	Unite behind the science	
		Taking action	How can we encourage more students to be interested in Science and Technology?	
		Tech-savvy	Learning how to create catchy memes	
		Learning from the movies	The story of a female chess player portrayed in a movie.	
5 Career	Lesson A	Reading	Twenty-first-century skills – *online magazine article, mind map, cartoons*	Gerais: 1, 6 e 8. Específicas de Linguagens e suas Tecnologias: 1, 2 e 4. EM13LGG403, EM13LGG402, EM13LGG401, EM13LGG202, EM13LGG203 e EM13LGG104 Específica de Matemática e suas Tecnologias: 4. EM13MAT407 Específica de Ciências da Natureza e suas Tecnologias: 2. EM13CNT205 Específica de Ciências Humanas e Sociais Aplicadas: 4. EM13CHS404
		Language	Present perfect Present perfect × simple past Adverbial phrases	
		Listening	My first job – *interview*	
		Speaking	Offering, accepting and refusing – *dialog*	
		Writing	Note to a friend	
	Lesson B	Reading	Increase in remote work – *blog, graphs*	
		Language	Present continuous for future meaning and showing annoyance Prepositions of time and place	
		Listening	Making arrangements – *telephone conversation*	
		Speaking	Arrangements and plans – *dialog*	
		Writing	*Planner*	

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Unidade	Conteúdo			Competências e habilidades da BNCC
5 Career	Lesson C	Reading	Most popular professions of the 21st century – *online article, graph, images*	
		Language	Prepositional phrases	
		Listening	*Job interview*	
		Speaking	Talking about skills – *interview*	
		Writing	E-mail to go with CV	
	Lesson D	Real life	Career choices and personal fulfillment – identifying core values	
		Think about it	Discussing the challenges of choosing a career	
		Taking action	How can we help each other make good career decisions for a fulfilling professional life?	
		Tech-savvy	Learning how to make a professional page on social media	
		Getting it done	Making a professional page and a resume	
		Learning from the movies	Learning career lessons from movies	
6 Self-awareness	Lesson A	Reading	What's the best way to develop self-awareness? – *online article*	Gerais: 7, 8, 9 e 10. Específicas de Linguagens e suas Tecnologias: 1, 2, 3, 4 e 7. EM13LGG104, EM13LGG202, EM13LGG204, EM13LGG301, EM13LGG303, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG701, EM13LGG703 Específica de Matemática e suas Tecnologias: 1. EM13MAT101 Específica de Ciências da Natureza e suas Tecnologias: 2. EM13CNT207 Específica de Ciências Humanas e Sociais Aplicadas: 1. EM13CHS106
		Language	Modal verbs	
		Listening	Yoga – *vlogging*	
		Speaking	Piece of advice – *conversation*	
		Writing	*Comment* on social media	
	Lesson B	Reading	10 examples of how to increase self-awareness – *online article*	
		Language	Zero conditional	
		Listening	What to ask yourself – *speech*	
		Speaking	Expressing uncertainty – *dialog*	
		Writing	*Diary entry*	
	Lesson C	Reading	5 reasons why daily journaling will make you happier – *online article*	
		Language	First conditional	
		Listening	Teens and technology – *survey*	
		Speaking	Showing empathy – *conversation*	
		Writing	*Journal entry*	
	Lesson D	Real life	Anti-ageist activist and writer	
		Think about it	Helping older people on everyday tasks	
		Taking action	How can young and older people help and learn from each other?	
		Tech-savvy	Technology for older people – how can we help?	
		Showing what we've got	Offering classes to older learners	
		Learning from the movies	Older people	

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Desenvolvimento de competências e habilidades nesta obra

É importante ressaltar que o trabalho pedagógico com competências gerais está contemplado ao longo do volume de diferentes formas. A competência geral 1, por exemplo, é trabalhada nas unidades 1 e 4, quando os estudantes aprendem diferentes realidades e culturas, e na Unidade 5, quando pensam, em conjunto, formas de contribuir para uma sociedade mais justa e inclusiva.

O trabalho com diferentes culturas é essencial ao ensino da língua inglesa. Nosso intuito é usar a educação socioemocional, principalmente as habilidades de *reading, writing, listening* e *speaking*, para explorar a interculturalidade, evidenciar a heterogeneidade das diferentes culturas e preparar o estudante para conviver da forma mais informada e respeitosa possível com todas elas.

A competência geral 5 é explorada em diversas unidades, especialmente na Unidade 2, em que os estudantes aprofundarão os estudos das mídias, e na seção **Tech-savvy**, que visa dar suporte a eles na utilização de novas tecnologias digitais de informação e comunicação.

As competências específicas de Linguagens também são trabalhadas em diversos momentos. A competência 4, por exemplo, será desenvolvida por meio do trabalho das habilidades EM13LGG401, EM13LGG402 e EM13LGG403, feito durante a leitura e a discussão crítica de textos (escritos, imagéticos e áudios) de diversos gêneros e modalidades.

Competências gerais da educação básica
1. Valorizar e utilizar os conhecimentos historicamente construídos sobre o mundo físico, social, cultural e digital para entender e explicar a realidade, continuar aprendendo e colaborar para a construção de uma sociedade justa, democrática e inclusiva.
2. Exercitar a curiosidade intelectual e recorrer à abordagem própria das ciências, incluindo a investigação, a reflexão, a análise crítica, a imaginação e a criatividade, para investigar causas, elaborar e testar hipóteses, formular e resolver problemas e criar soluções (inclusive tecnológicas) com base nos conhecimentos das diferentes áreas.
3. Valorizar e fruir as diversas manifestações artísticas e culturais, das locais às mundiais, e também participar de práticas diversificadas da produção artístico-cultural.
4. Utilizar diferentes linguagens – verbal (oral ou visual-motora, como Libras, e escrita), corporal, visual, sonora e digital –, bem como conhecimentos das linguagens artística, matemática e científica, para se expressar e partilhar informações, experiências, ideias e sentimentos em diferentes contextos e produzir sentidos que levem ao entendimento mútuo.
5. Compreender, utilizar e criar tecnologias digitais de informação e comunicação de forma crítica, significativa, reflexiva e ética nas diversas práticas sociais (incluindo as escolares) para se comunicar, acessar e disseminar informações, produzir conhecimentos, resolver problemas e exercer protagonismo e autoria na vida pessoal e coletiva.
6. Valorizar a diversidade de saberes e vivências culturais e apropriar-se de conhecimentos e experiências que lhe possibilitem entender as relações próprias do mundo do trabalho e fazer escolhas alinhadas ao exercício da cidadania e ao seu projeto de vida, com liberdade, autonomia, consciência crítica e responsabilidade.
7. Argumentar com base em fatos, dados e informações confiáveis, para formular, negociar e defender ideias, pontos de vista e decisões comuns que respeitem e promovam os direitos humanos, a consciência socioambiental e o consumo responsável em âmbito local, regional e global, com posicionamento ético em relação ao cuidado de si mesmo, dos outros e do planeta.
8. Conhecer-se, apreciar-se e cuidar de sua saúde física e emocional, compreendendo-se na diversidade humana e reconhecendo suas emoções e as dos outros, com autocrítica e capacidade para lidar com elas.
9. Exercitar a empatia, o diálogo, a resolução de conflitos e a cooperação, fazendo-se respeitar e promovendo o respeito ao outro e aos direitos humanos, com acolhimento e valorização da diversidade de indivíduos e de grupos sociais, seus saberes, identidades, culturas e potencialidades, sem preconceitos de qualquer natureza.
10. Agir pessoal e coletivamente com autonomia, responsabilidade, flexibilidade, resiliência e determinação, tomando decisões com base em princípios éticos, democráticos, inclusivos, sustentáveis e solidários.

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Linguagens e suas Tecnologias
Competência específica 1. Compreender o funcionamento das diferentes linguagens e práticas culturais (artísticas, corporais e verbais) e mobilizar esses conhecimentos na recepção e produção de discursos nos diferentes campos de atuação social e nas diversas mídias, para ampliar as formas de participação social, o entendimento e as possibilidades de explicação e interpretação crítica da realidade e para continuar aprendendo.
EM13LGG102 Analisar visões de mundo, conflitos de interesse, preconceitos e ideologias presentes nos discursos veiculados nas diferentes mídias, ampliando suas possibilidades de explicação, interpretação e intervenção crítica da/na realidade.
EM13LGG103 Analisar o funcionamento das linguagens, para interpretar e produzir criticamente discursos em textos de diversas semioses (visuais, verbais, sonoras, gestuais).
EM13LGG104 Utilizar as diferentes linguagens, levando em conta seus funcionamentos, para a compreensão e produção de textos e discursos em diversos campos de atuação social.
EM13LGG105 Analisar e experimentar diversos processos de remidiação de produções multissemióticas, multimídia e transmídia, desenvolvendo diferentes modos de participação e intervenção social.
Competência específica 2. Compreender os processos identitários, conflitos e relações de poder que permeiam as práticas sociais de linguagem, respeitando as diversidades e a pluralidade de ideias e posições, e atuar socialmente com base em princípios e valores assentados na democracia, na igualdade e nos Direitos Humanos, exercitando o autoconhecimento, a empatia, o diálogo, a resolução de conflitos e a cooperação, e combatendo preconceitos de qualquer natureza.
EM13LGG201 Utilizar as diversas linguagens (artísticas, corporais e verbais) em diferentes contextos, valorizando-as como fenômeno social, cultural, histórico, variável, heterogêneo e sensível aos contextos de uso.
EM13LGG202 Analisar interesses, relações de poder e perspectivas de mundo nos discursos das diversas práticas de linguagem (artísticas, corporais e verbais), compreendendo criticamente o modo como circulam, constituem-se e (re) produzem significação e ideologias.
EM13LGG203 Analisar os diálogos e os processos de disputa por legitimidade nas práticas de linguagem e em suas produções (artísticas, corporais e verbais).
EM13LGG204 Dialogar e produzir entendimento mútuo, nas diversas linguagens (artísticas, corporais e verbais), com vistas ao interesse comum pautado em princípios e valores de equidade assentados na democracia e nos Direitos Humanos.
Competência específica 3. Utilizar diferentes linguagens (artísticas, corporais e verbais) para exercer, com autonomia e colaboração, protagonismo e autoria na vida pessoal e coletiva, de forma crítica, criativa, ética e solidária, defendendo pontos de vista que respeitem o outro e promovam os Direitos Humanos, a consciência socioambiental e o consumo responsável, em âmbito local, regional e global.
EM13LGG301 Participar de processos de produção individual e colaborativa em diferentes linguagens (artísticas, corporais e verbais), levando em conta suas formas e seus funcionamentos, para produzir sentidos em diferentes contextos.
EM13LGG302 Posicionar-se criticamente diante de diversas visões de mundo presentes nos discursos em diferentes linguagens, levando em conta seus contextos de produção e de circulação.
EM13LGG303 Debater questões polêmicas de relevância social, analisando diferentes argumentos e opiniões, para formular, negociar e sustentar posições, frente a análise de perspectivas distintas.
EM13LGG304 Formular, negociar e implementar ações e projetos que levem em conta o bem comum e os Direitos Humanos, a consciência socioambiental e o consumo responsável em âmbito local, regional e global.
EM13LGG305 Mapear e criar, por meio de práticas de linguagem, possibilidades de atuação social, política, artística e cultural para enfrentar desafios contemporâneos, discutindo princípios e objetivos dessa atuação de maneira crítica, criativa, solidária e ética.
Competência específica 4. Compreender as línguas como fenômeno (geo)político, histórico, cultural, social, variável, heterogêneo e sensível aos contextos de uso, reconhecendo suas variedades e vivenciando-as como formas de expressões identitárias, pessoais e coletivas, bem como agindo no enfrentamento de preconceitos de qualquer natureza.
EM13LGG401 Analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.
EM13LGG402 Empregar, nas interações sociais, a variedade e o estilo de língua adequados à situação comunicativa, ao(s) interlocutor(es) e ao gênero do discurso, respeitando os usos das línguas por esse(s) interlocutor(es) e sem preconceito linguístico.
EM13LGG403 Fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.
Competência específica 6. Apreciar esteticamente as mais diversas produções artísticas e culturais, considerando suas características locais, regionais e globais, e mobilizar seus conhecimentos sobre as linguagens artísticas para dar significado e (re)construir produções autorais individuais e coletivas, exercendo protagonismo de maneira crítica e criativa, com respeito à diversidade de saberes, identidades e culturas.

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Linguagens e suas Tecnologias

EM13LGG602 Fruir e apreciar esteticamente diversas manifestações artísticas e culturais, das locais às mundiais, assim como delas participar, de modo a aguçar continuamente a sensibilidade, a imaginação e a criatividade.

EM13LGG603 Expressar-se e atuar em processos de criação autorais individuais e coletivos nas diferentes linguagens artísticas (artes visuais, audiovisual, dança, música e teatro) e nas intersecções entre elas, recorrendo a referências estéticas e culturais, conhecimentos de naturezas diversas (artísticos, históricos, sociais e políticos) e experiências individuais e coletivas.

EM13LGG604 Relacionar as práticas artísticas às diferentes dimensões da vida social, cultural, política e econômica e identificar o processo de construção histórica dessas práticas.

Competência específica 7. Mobilizar práticas de linguagem no universo digital, considerando as dimensões técnicas, críticas, criativas, éticas e estéticas, para expandir as formas de produzir sentidos, de engajar-se em práticas autorais e coletivas, e de aprender a aprender nos campos da ciência, cultura, trabalho, informação e vida pessoal e coletiva.

EM13LGG701 Explorar tecnologias digitais da informação e comunicação (TDIC), compreendendo seus princípios e funcionalidades, e utilizá-las de modo ético, criativo, responsável e adequado a práticas de linguagem em diferentes contextos.

EM13LGG702 Avaliar o impacto das tecnologias digitais da informação e comunicação (TDIC) na formação do sujeito e em suas práticas sociais, para fazer uso crítico dessa mídia em práticas de seleção, compreensão e produção de discursos em ambiente digital.

EM13LGG703 Utilizar diferentes linguagens, mídias e ferramentas digitais em processos de produção coletiva, colaborativa e projetos autorais em ambientes digitais.

Matemática e suas Tecnologias

Competência específica 1. Utilizar estratégias, conceitos e procedimentos matemáticos para interpretar situações em diversos contextos, sejam atividades cotidianas, sejam fatos das Ciências da Natureza e Humanas, das questões socioeconômicas ou tecnológicas, divulgados por diferentes meios, de modo a contribuir para uma formação geral.

EM13MAT101 Interpretar criticamente situações econômicas, sociais e fatos relativos às Ciências da Natureza que envolvam a variação de grandezas, pela análise dos gráficos das funções representadas e das taxas de variação, com ou sem apoio de tecnologias digitais.

EM13MAT102 Analisar tabelas, gráficos e amostras de pesquisas estatísticas apresentadas em relatórios divulgados por diferentes meios de comunicação, identificando, quando for o caso, inadequações que possam induzir a erros de interpretação, como escalas e amostras não apropriadas.

EM13MAT104 Interpretar taxas e índices de natureza socioeconômica (índice de desenvolvimento humano, taxas de inflação, entre outros), investigando os processos de cálculo desses números, para analisar criticamente a realidade e produzir argumentos.

Competência específica 4. Compreender e utilizar, com flexibilidade e precisão, diferentes registros de representação matemáticos (algébrico, geométrico, estatístico, computacional etc.), na busca de solução e comunicação de resultados de problemas.

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EM13MAT407 Interpretar e comparar conjuntos de dados estatísticos por meio de diferentes diagramas e gráficos (histograma, de caixa (box-plot), de ramos e folhas, entre outros), reconhecendo os mais eficientes para sua análise.

Ciências da Natureza e suas Tecnologias

Competência específica 2. Analisar e utilizar interpretações sobre a dinâmica da vida, da Terra e do Cosmos para elaborar argumentos, realizar previsões sobre o funcionamento e a evolução dos seres vivos e do Universo, e fundamentar e defender decisões éticas e responsáveis.

EM13CNT202 Analisar as diversas formas de manifestação da vida em seus diferentes níveis de organização, bem como as condições ambientais favoráveis e os fatores limitantes a elas, com ou sem o uso de dispositivos e aplicativos digitais (como softwares de simulação e de realidade virtual, entre outros).

EM13CNT205 Interpretar resultados e realizar previsões sobre atividades experimentais, fenômenos naturais e processos tecnológicos, com base nas noções de probabilidade e incerteza, reconhecendo os limites explicativos das ciências.

EM13CNT206 Discutir a importância da preservação e conservação da biodiversidade, considerando parâmetros qualitativos e quantitativos, e avaliar os efeitos da ação humana e das políticas ambientais para a garantia da sustentabilidade do planeta.

EM13CNT207 Identificar, analisar e discutir vulnerabilidades vinculadas às vivências e aos desafios contemporâneos aos quais as juventudes estão expostas, considerando os aspectos físico, psicoemocional e social, a fim de desenvolver e divulgar ações de prevenção e de promoção da saúde e do bem-estar.

Ciências Humanas e Sociais Aplicadas
Competência específica 1. Analisar processos políticos, econômicos, sociais, ambientais e culturais nos âmbitos local, regional, nacional e mundial em diferentes tempos, a partir da pluralidade de procedimentos epistemológicos, científicos e tecnológicos, de modo a compreender e posicionar-se criticamente em relação a eles, considerando diferentes pontos de vista e tomando decisões baseadas em argumentos e fontes de natureza científica.
EM13CHS104 Analisar objetos e vestígios da cultura material e imaterial de modo a identificar conhecimentos, valores, crenças e práticas que caracterizam a identidade e a diversidade cultural de diferentes sociedades inseridas no tempo e no espaço.
EM13CHS106 Utilizar as linguagens cartográfica, gráfica e iconográfica, diferentes gêneros textuais e tecnologias digitais de informação e comunicação de forma crítica, significativa, reflexiva e ética nas diversas práticas sociais, incluindo as escolares, para se comunicar, acessar e difundir informações, produzir conhecimentos, resolver problemas e exercer protagonismo e autoria na vida pessoal e coletiva.
Competência específica 3. Analisar e avaliar criticamente as relações de diferentes grupos, povos e sociedades com a natureza (produção, distribuição e consumo) e seus impactos econômicos e socioambientais, com vistas à proposição de alternativas que respeitem e promovam a consciência, a ética socioambiental e o consumo responsável em âmbito local, regional, nacional e global.
EM13CHS301 Problematizar hábitos e práticas individuais e coletivos de produção, reaproveitamento e descarte de resíduos em metrópoles, áreas urbanas e rurais, e comunidades com diferentes características socioeconômicas, e elaborar e/ou selecionar propostas de ação que promovam a sustentabilidade socioambiental, o combate à poluição sistêmica e o consumo responsável.
Competência específica 4. Analisar as relações de produção, capital e trabalho em diferentes territórios, contextos e culturas, discutindo o papel dessas relações na construção, consolidação e transformação das sociedades.
EM13CHS403 Caracterizar e analisar os impactos das transformações tecnológicas nas relações sociais e de trabalho próprias da contemporaneidade, promovendo ações voltadas à superação das desigualdades sociais, da opressão e da violação dos Direitos Humanos.
EM13CHS404 Identificar e discutir os múltiplos aspectos do trabalho em diferentes circunstâncias e contextos históricos e/ou geográficos e seus efeitos sobre as gerações, em especial, os jovens, levando em consideração, na atualidade, as transformações técnicas, tecnológicas e informacionais.
Competência específica 5. Identificar e combater as diversas formas de injustiça, preconceito e violência, adotando princípios éticos, democráticos, inclusivos e solidários, e respeitando os Direitos Humanos.
EM13CHS502 Analisar situações da vida cotidiana, estilos de vida, valores, condutas etc., desnaturalizando e problematizando formas de desigualdade, preconceito, intolerância e discriminação, e identificar ações que promovam os Direitos Humanos, a solidariedade e o respeito às diferenças e às liberdades individuais.

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UNIT 1 Diversity and inclusion

Objetivos

- Refletir sobre o tema diversidade.
- Compreender o uso do comparativo de igualdade, superioridade e inferioridade, bem como o uso do superlativo.
- Rever e praticar o uso do presente simples, dos advérbios de frequência e do passado simples.
- Refletir acerca de textos orais e realizar prática oral para reproduzir situações de primeiro encontro/boas-vindas, expressar emoções e sentimentos, concordar ou discordar educadamente de alguém.
- Praticar a estratégia de leitura *skimming*.

Justificativa

O tema diversidade, quando abordado em sala de aula, oferece aos estudantes uma oportunidade de observar como várias pessoas diferentes estão presentes no cotidiano. Trabalhar as diferenças entre povos, discutir o preconceito, a discriminação e o racismo de maneira respeitosa e acolher todos os pontos de vista promove integração entre eles e também oportunidade de reflexão sobre as próprias origens.

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A BNCC nesta UNIDADE

Competências gerais: 1 e 9.
Competência específica de Linguagens e suas tecnologias: 1, 2, 3, 4 e 7.
Habilidades: EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG202, EM13LGG303, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG701.
Competência específica de Matemática e suas tecnologias: 1.
Habilidade: EM13MAT102.
Competência específica de Ciências da Natureza e suas tecnologias: 2.
Habilidade: EM13CNT202.
Competência específica de Ciências Humanas e sociais aplicadas: 5.
Habilidade: EM13CHS502.

Como as competências são trabalhadas

Competência geral 1: é trabalhada por meio da ativação de conhecimentos prévios dos estudantes sobre assuntos relacionados à inclusão e à diversidade.

Competência geral 9: é trabalhada ao discutirmos a diversidade e oferecermos aos estudantes a oportunidade de refletir a respeito das diferentes culturas, incluindo a indígena.

Competência específica LGG1: com o trabalho de análise e opinião, os jovens interagem em grupos e podem compreender os benefícios de uma sociedade plural.

Competência específica LGG2: pela análise de textos, eles compreenderão os processos identitários que permeiam as práticas sociais de linguagem, para exercitar o diálogo e a empatia.

Competência específica LGG3: ao realizar as atividades do livro, a turma empregará diferentes linguagens para exercer a colaboração e o protagonismo.

Competência específica LGG4: por meio de textos de diversos gêneros, os estudantes podem compreender as línguas como fenômeno (geo)político e cultural.

Competência específica LGG7: a criação de uma página de arrecadação possibilitará aplicar práticas de linguagem no universo digital para se engajar em ações autorais e coletivas.

Competência específica MAT1: aborda-se a competência no trabalho com gráficos.

Competência específica CNT2: a competência é abordada no trabalho com infográfico sobre os povos indígenas.

Competência específica CHS5: aborda-se a competência no trabalho relacionado a diversidade e culturas de diversos países.

Orientações

Abertura

Páginas 14–17

Observe com os estudantes o mural *Luz de La Esperanza*, localizado no norte da Espanha. Aponte os elementos que indicam a quebra de estereótipos e faça perguntas como: O que as pessoas estão fazendo? O que essas ações representam? Em seguida, com base nas questões da abertura, faça a mediação de uma conversa com a turma. Por fim, oriente os estudantes para que leiam o texto sobre diversidade e organizem um debate a respeito dele.

Lesson A

Workplace diversity

Página 18

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Before reading

1. Oriente-os na observação do texto e dos gráficos superficialmente. Promova uma breve discussão sobre sua estética, seus elementos e tamanho. Com base no debate realizado, oriente-os na seleção das alternativas válidas. Em seguida, eles deverão procurar o autor do texto em lugares comuns para essa informação, como início ou término do corpo do texto. Por fim, proponha para a turma a questão **c**.

Página 19

While reading

1. Reserve um tempo para a primeira leitura. Em seguida, eles irão discutir as questões em duplas. Destaque os pontos mais importantes, como o fato de a diversidade da empresa ter aumentado.
2. Instrua-os a buscar por palavras ligadas ao tema, como *female* (mulher), *male* (homem), *gender* (gênero) e *ethnicity* (etnia). Tire possíveis dúvidas sobre o vocabulário.
3. Oriente-os para que voltem ao gráfico e o comparem com as sentenças dadas. Por fim, peça a todos que confiram suas impressões relendo os gráficos.
4. Estabeleça um tempo para analisarem as asserções. Finalmente, confira as respostas em conjunto.
5. Deixe que os estudantes resolvam este exercício sozinhos. Ao revisar as respostas com eles, faça perguntas sobre as alternativas incorretas e peça a voluntários que as justifiquem.

6 e 7. Aplique a atividade de leitura e escolha as alternativas com a turma. Promova breves debates sobre as alternativas: leia-as em voz alta e permita que voluntários se manifestem e respondam-nas.

8. Estabeleça um tempo para os estudantes revisarem o texto e os gráficos e chegarem às respostas. Confira as respostas com a turma.

Na BNCC

Habilidade EM13LGG401: por meio da leitura, os estudantes irão analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

Habilidade EM13LGG403: através das atividades, irão fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.

Habilidade EM13LGG701: por meio do texto, irão explorar tecnologias digitais da informação e comunicação (TDIC), compreendendo seus princípios e funcionalidades, e utilizá-las de modo ético, criativo, responsável e adequado a práticas de linguagem em diferentes contextos.

Post-reading

1. Leia as frases em voz alta e estimule os estudantes a buscar nos gráficos as informações para completá-las.
2. Revise rapidamente os elementos que compõem o texto. Com base nos elementos, pergunte-lhes quais dos conhecimentos ou literacias listadas são condizentes com o texto em questão.

3. Informe-os de que se trata de uma resposta pessoal. Estimule a construção de frases completas, como *The graphs were/weren't helpful because* (Os gráficos foram/não foram úteis porque...), bem como o uso de vocabulário adequado.

Páginas 20 e 21

Words in images

1 e 2. Oriente-os na observação do gráfico para responder às questões. Para a questão 2, eles podem fazer o gráfico com base nos dados da sala ou da escola.

Reading strategies

1. Revise ou apresente o conceito de *skimming* (ler rapidamente para ter uma ideia geral do assunto). Os estudantes podem procurar informações no pôster observando a imagem e lendo algumas palavras que o acompanham. Em seguida, devem ler a primeira frase do texto, para responder às perguntas.
2. Instrua-os a observar as palavras-chave listadas no exercício. Determine um tempo para que eles conectem as palavras-chave com as manchetes, por exemplo: *footballer* (jogador de futebol) com *World Cup winner* (vencedor de Copa do Mundo) ou *football star* (estrela do futebol).

Página 22

Language in action

1-3. Em pares, peça que discutam as frases. Pergunte o que elas têm em comum (*comparative forms*), quais expressões se repetem (duas) e como seriam em português: *less than* (menos de), *more than* (mais de, mais que).

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4. Escolha alguns estudantes para lerem as expressões deste exercício e explicarem os elementos que as compõem. Peça que falem sobre as *comparative forms* e as expressões correspondentes em português e, em seguida, eles devem indicar onde estão as *comparative forms* nas frases.

5 e 6. Peça que leiam silenciosamente as expressões do quadro. Logo depois, eles devem voltar ao exercício 4 e procurar as mesmas expressões nas frases apresentadas. Em seguida, devem copiar a tabela no caderno e preenchê-la com as expressões.

7. Analise com eles as expressões de desigualdade. Refira-se às expressões já apresentadas em exercícios anteriores e pergunte se identificam como diferem entre si. Peça a voluntários que formem frases similares.
8. Leia as frases em voz alta e peça que acompanhem no livro. Por fim, peça que marquem as respostas no caderno.
9. Reserve um tempo para a realização deste exercício. Instrua-os a ler as frases e completar com o adjetivo correto.

Páginas 23 e 24

Listening

1. Faça perguntas sobre as imagens: Quais são seus elementos e personagens? Que lugares retratam? Contam uma história? Depois, leia cada uma das perguntas e deixe que os estudantes respondam em voz alta.
2. Em pares, eles deverão chegar às respostas listando palavras-chave, como *promoting people's culture* (promovendo a cultura de povos), *providing jobs* (criando empregos) etc.
3. Peça aos estudantes que, com base no enunciado, escolham quais das palavras listadas estão conectadas com o assunto que será abordado.
4. Coloque o áudio. Eles devem anotar quais das palavras listadas são ouvidas na gravação. Reproduza-o uma segunda vez e pergunte se a seleção é similar à do exercício anterior.
5. Determine um tempo para os estudantes, em pares, lerem as sentenças e julgarem se são verdadeiras ou falsas, com base no áudio.
6. Oriente-os na leitura das perguntas e tentativa de localizar, ao ouvir o áudio, as informações pedidas.
7. Atividade individual. Peça a voluntários que compartilhem informações sobre projetos de inclusão em suas comunidades.
8. Instrua-os a responder a essa questão no caderno. Dê exemplos de sugestões que seriam cabíveis ao *British Council*. Estimule-os a levar suas experiências em conta.
9. Os estudantes devem escrever no caderno como a sugestão que deram na atividade anterior iria beneficiar suas comunidades.

Página 25

Speaking

1. Promova uma breve discussão sobre a imagem, quais são os elementos e personagens e o que retratam. Inclua as provocações sugeridas no livro e estimule um debate sobre os assuntos levantados.
2. Oriente os estudantes para que leiam o diálogo individualmente. Ao final, pergunte: Quem são as pessoas do áudio? De que país uma delas veio? Por que ela saiu do país e onde está hospedada? Qual é a profissão dela?
3. Em duplas, eles devem ler o diálogo, cada um em seu papel. Depois, peça que troquem de pares e repitam o exercício.

4. Com os mesmos pares, peça-lhes que tentem mudar algumas informações do diálogo. Por exemplo, o imigrante pode ser um *lawyer* (advogado) da *Syria* (Síria) que trabalhará como *waiter* (garçom).

Páginas 26 e 27

Language in action

1. Instrua os estudantes a ler o texto e identificar duas variações do adjetivo *bad*, isto é, palavras que tenham o mesmo significado. Por fim, pergunte-lhes quais foram as duas palavras encontradas.
2. Promova essa discussão com a turma. Dê espaço para expressarem suas impressões sobre as duas palavras.
3. Os estudantes devem ler as três frases e marcar a opção correta em relação às sentenças. Tire dúvidas, se surgirem.
4. Determine um tempo para a leitura do enunciado e a resolução do exercício. Quando tiverem terminado, leia as sentenças com eles e encontrem juntos os superlativos usados em cada frase: *the strongest* (o mais forte), *the cheapest* (o mais barato), *the biggest* (o maior) e *the most lucrative* (o mais lucrativo).
5. Peça-lhes que retornem à atividade 4. Promova um debate sobre as diferenças entre as três frases. Enfatize os superlativos e suas formas diferentes em cada um dos exemplos.
6. Peça a voluntários que cada um leia uma afirmação. A seguir, promova uma breve conversa sobre a veracidade das frases.
7. Peça que copiem a tabela no caderno e completem as colunas, marcando as afirmações verdadeiras.
8. Explique que eles devem escolher a melhor opção e tire as dúvidas que forem surgindo. Por fim, repasse as seis frases e confira as respostas com a turma.
9. Escolha alguns voluntários para ler as frases para a turma. Ao ler, eles devem completar a frase com uma das palavras do quadro.
10. Instrua-os a redigir as frases no caderno de forma que sejam verdadeiras para eles.

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Páginas 28 e 29

Writing

1. Promova uma discussão sobre a origem de cada prato. Pergunte se sabem o nome (da esquerda para a direita: guioza, risoto, injera – pão com acompanhamento –, ceviche), o país de origem (China, Itália, Etiópia, Peru) e se alguém já os experimentou.

2 e 3. Instrua-os a escrever frases descrevendo os pratos usando as palavras do quadro. Em seguida, eles devem escrever frases comparando os pratos. Relembre expressões de ligação. **Similaridade**: *the same... as*, *just like*, *as... as*, *as*. **Desigualdade**: *more... than*, *adjective + er than*, *less... than*, *not as... as*. Exemplo: *Risoto is as delicious as injera*.

4 e 5. Indique um voluntário para ler o texto e dois para ler as mensagens. Peça que o façam com atenção para a pronúncia e entonação. Em seguida, pergunte aos estudantes do que o texto e a mensagem tratam (*Cambodian food*).

6. Oriente-os na pesquisa de um prato típico de um país que gostariam de conhecer e na escrita de uma mensagem de texto a respeito dele. Peça a todos que a redijam em uma folha separada.
7. Depois, eles devem trocar a mensagem com um colega. Instrua-os a ler as mensagens escritas pelos colegas e a pensar em uma resposta, que deve ser redigida na mesma folha.

Lesson B

Diversity all around

Páginas 30 e 31

Instrua-os a observar a imagem da página. Pergunte quais elementos a compõem, o que retrata e quais informações fornece.

Before reading

1. Promova um debate com os estudantes. Estimule-os a falar a respeito de comunidades indígenas. Sugira que usem conhecimentos adquiridos em outras matérias de humanidades.
2. Pergunte-lhes se há comunidades indígenas que vivem próximas deles. Peça que formem pequenos grupos e compartilhem informações sobre as comunidades indígenas que conhecem ou que ouviram falar.

Na BNCC

Habilidade EM13LGG401: ao fazer as atividades, os estudantes irão analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

Habilidade EM13LGG403: através das atividades, poderão fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.

Habilidade EM13LGG701: por meio da leitura, irão explorar tecnologias digitais da informação e comunicação (TDIC), compreendendo seus princípios e funcionalidades, e utilizá-las de modo ético, criativo, responsável e adequado a práticas de linguagem em diferentes contextos.

Página 32

While reading

1 e 2. Relembre o conceito de *skimming*. Dê um tempo para lerem os textos; depois a turma deve responder às questões em conjunto.

3. Determine um tempo para lerem os textos novamente e responderem às cinco perguntas. Revisem juntos as respostas perguntando: Foi necessária a compreensão de todas as palavras para chegar à resposta? Vocês procuraram por palavras-chave? Quais?

4. Peça a voluntários que leiam as sentenças em voz alta e completem com as respostas que julgarem corretas. Veja se todos estão de acordo. Se houver discordância, peça que forneçam evidência no texto.

Página 33

Post-reading

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1. É esperado que os alunos reconheçam a importância de preservar a herança cultural, para que as próximas gerações possam entendê-la: *It is important to preserve your cultural heritage, so the next generation would understand it.*

2. Em grupos, eles devem escrever como ajudar as comunidades indígenas.

Reading strategies

1. Peça a voluntários que leiam os parágrafos. Após a leitura, chame a atenção da turma para as frases que devem ser conectadas.

2. Oriente-os na leitura das alternativas, na execução da atividade e a encontrar palavras-chave que ajudem na coerência do texto.

Páginas 34 e 35

Language in action

1. Peça que releiam as frases retiradas do texto, para depois analisá-las e reponderem às questões. Por fim, leia as perguntas e peça a voluntários que compartilhem suas respostas.

2. Leia as frases em destaque para a turma toda e as use como exemplo para revisar o conteúdo, com foco na forma verbal.

3. Reproduza o quadro na lousa. Peça a dois voluntários para completar as colunas no quadro com as formas corretas.

4. Oriente-os na escolha do verbo que está na forma correta do presente simples. Se for necessário, retome no quadro a conjugação de um dos verbos, por exemplo, *to eat*: *I eat, you eat, he/she/it eats, we eat, you eat, they eat*.

5. Leia as frases em voz alta e, no momento da escolha da forma correta, peça a participação da turma.

6. Reproduza o quadro da atividade na lousa. Eleja alguns voluntários para ler as frases a serem completadas. Peça que leiam e escolham um dos verbos na lousa para preencher o espaço em branco e risque as palavras escolhidas. Lembre-os que devem flexionar os verbos conforme as colunas do exercício 3.

7. Explique-lhes que os verbos estão entre parênteses e devem ser flexionados. Quando terminarem, peça que alguns estudantes leiam o texto em voz alta.

8. Leia o primeiro trecho em voz alta. Peça que se manifestem e respondam qual título condiz com o conteúdo. Instrua-os a ler os demais textos e a indicar a qual título estão relacionados.

9. Explique-lhes que se trata de usos diferentes para o *simple present*, cada um deles contendo um único exemplo. Por fim, peça a alguns voluntários que leiam uma das frases e a definição de uso correspondente.

Página 36

Listening

1. Forme pares e peça que observem as imagens e discutam os pontos listados. Faça perguntas como: Que lugar vocês imaginam que será descrito no áudio? Que informações serão mencionadas?

2. Peça que leiam os sumários. Coloque o áudio e peça que escolham um deles. Peça que compartilhem e discutam as respostas.

3. Reproduza o áudio mais uma vez. Leia em voz alta cada uma das afirmações e peça aos estudantes que se manifestem acerca de sua veracidade ou falsidade.

4 e 5. Determine um intervalo de tempo para as duplas fazerem a atividade. Deixe claro que nem todas as palavras precisam ser utilizadas. Terminado o tempo, peça a voluntários que leiam cada uma das sentenças para a turma, com as palavras que escolheram. Reproduza o áudio novamente e cheque as respostas.

6. As duplas devem discutir por alguns minutos e redigir as próprias conclusões no caderno. Estimule o diálogo com outras matérias de humanidades, como Sociologia, História e Geografia.

Na BNCC

Habilidade EM13CNT202: por meio do áudio, os estudantes irão analisar as diversas formas de manifestação da vida em seus diferentes níveis de organização, bem como as condições ambientais favoráveis e os fatores limitantes a elas, com ou sem o uso de dispositivos e aplicativos digitais (como *softwares* de simulação e de realidade virtual, entre outros).

Habilidade EM13LGG402: através das atividades, irão empregar, nas interações sociais, a variedade e o estilo de língua adequados à situação comunicativa, ao(s) interlocutor(es) e ao gênero do discurso, respeitando os usos das línguas por esse(s) interlocutor(es) e sem preconceito linguístico.

Página 37

Speaking

1 e 2. Com os estudantes organizados em duplas, pergunte se costumam usar *emoticons* em mensagens. Se sim, quando e como utilizam? Depois, peça que identifiquem [illegible] correspondem aos adjetivos listados.

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3. Leia as expressões em voz alta e confira as respostas dadas pela turma. Se achar conveniente, copie o quadro na lousa e peça a voluntários que o completem.
4. Peça aos estudantes que leiam o diálogo com um colega. Cada um deve representar um dos interlocutores.

Now you!

Instrua-os a terem uma conversa parecida com a do diálogo com suas duplas. Eles devem substituir os elementos sublinhados por outras informações.

Página 38

Language in action

1. Oriente os estudantes na leitura do cartum. Em seguida, peça exemplos de advérbio de frequência, em inglês ou português. Por fim, pergunte-lhes qual é o advérbio de frequência usado: *sometimes* (às vezes).
2. Leia os advérbios e faça revisões sobre o significado deles. Peça que encontrem uma expressão ou palavra com sentido similar.
3. Peça a voluntários que leiam cada uma das frases. Depois, solicite que outros voluntários as leiam novamente, já incorporando as palavras disponíveis para preencher os espaços.
4. É necessário conectar as partes das frases de forma que elas façam sentido, com coerência e concordância.

Páginas 39 e 40

Writing

1 e 2. Promova uma discussão sobre as imagens e as perguntas da atividade. Peça que os estudantes falem sobre os elementos que compõem a descrição de lugar. Leia o texto em voz alta e peça aos alunos que acompanhem no livro. Em seguida, faça a atividade junto dos estudantes, perguntando que elementos devem ser incluídos quando descrevemos um lugar. Oriente-os para que escrevam a resposta no caderno.

3. Oriente-os na elaboração de uma estrutura para organizar textos como esse, que trata da descrição de um lugar, com começo, meio e fim.
4. Pergunte em voz alta e incentive-os a responder. Diga à turma para se lembrar de conteúdos passados, dos tempos verbais, e revisar o texto antes de responder.
5. Promova uma conversa sobre o uso de adjetivos fazendo perguntas como: Por que eles são utilizados? Permita que expressem suas opiniões e peça que compartilhem os que mais utilizam e por quê.
6. Estabeleça um tempo para elaborarem o texto. Oriente-os para que organizem seu texto com o que aprenderam no modelo.

Lesson C

Diversity issues

Página 41

Before reading

1. Promova um debate com a turma sobre as imagens e peça que deem exemplos do que entendem ser diversidade. Estimule a participação de todos os

estudantes, que podem contribuir com vivências pessoais.

2. Os estudantes podem citar, por exemplo, os artigos 3 e 5 da Constituição Federal de 1988, que tratam de discriminação. Há também a Lei de Racismo (7.716, de 1989), que prevê crimes de discriminação por raça, cor, etnia, religião e procedência nacional, e passou a incluir discriminação por orientação sexual e identidade de gênero, a partir de 13 de junho de 2019. Estimule o debate. Determine um tempo para eles falarem o que sabem sobre o assunto.
3. Leia o título do texto em voz alta. Pergunte qual é o tema do texto com base apenas nas informações contidas no título.

Na BNCC

Habilidade EM13LGG401: por meio da leitura do texto sobre diversidade, os estudantes irão analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

Página 42

While reading

1. Peça-lhes que leiam o texto e respondam as perguntas. Faça perguntas complementares, como: Que estratégias vocês utilizaram para chegar às respostas? Que palavras ajudaram na compreensão do texto? Leia as perguntas em voz alta e escolha um voluntário para responder a cada questão.
2. Faça esta atividade com os estudantes. Leia cada uma das informações em voz alta e instrua-os a dizer a qual dos cinco países ela se refere.

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Página 43

Post-reading

1. Peça a um voluntário que leia o conceito de *digital literacy* (alfabetização ou literacia digital). Promova uma discussão sobre a definição. Depois, estabeleça um tempo para, em duplas, eles responderem às questões da atividade.
2. Oriente-os na leitura dos quadrinhos e peça que discutam o assunto tratado: internet, tecnologia etc. Em seguida, pergunte-lhes qual é a mensagem que cada um traz. No primeiro, o personagem leva a impressora para a frente do computador, como se a máquina fosse "enxergá-la". No segundo, o personagem está em dúvida sobre qual elevador pegar. No terceiro, o homem diz que vai enviar um *e-mail* ao Papai Noel pois foi bloqueado pelo bom velhinho no Twitter.
3. Peça aos estudantes que leiam as questões e discutam suas opiniões com os colegas. Faça a mediação do debate e incentive a participação de todos.

Na BNCC

Habilidade EM13LGG202: por meio da leitura dos cartuns, os estudantes irão analisar interesses, relações de poder e perspectivas de mundo nos discursos das diversas práticas de linguagem (artísticas, corporais e verbais), compreendendo criticamente o modo como circulam, constituem-se e (re)produzem significação e ideologias.

Páginas 44–46

Language in action

1. Estabeleça um tempo para que leiam as sentenças. Peça a todos que respondam às questões no caderno. Por fim, confira as respostas.
2. Eleja voluntários para cada um ler uma das cinco frases. Assim que todas forem lidas, leia as asserções e pergunte-lhes se as julgam corretas ou incorretas.
3. Determine um tempo para a turma responder aos cinco itens e, depois, confira as respostas.
4. Escreva os verbos na lousa. Indique alguns estudantes para ler cada uma das frases escolhendo um dos verbos para completá-las.

5 e 6. Instrua-os a realizar as duas atividades individualmente. Depois de completadas, confira as respostas.

7. Chame a atenção para a ilustração e peça que digam o que imaginam que a menina está pensando. Solicite a voluntários que leiam o texto em partes, uma frase cada um, e a completem com a forma verbal correta.
8. Oriente-os na leitura da tirinha e no preenchimento dos espaços em branco. Estabeleça um tempo para essa atividade e, depois, confira as respostas com a turma.
9. Usando a atividade 8 como exemplo, peça a todos que respondam individualmente e anotem as respostas no caderno. Explique que desta vez deve ser usado *simple present* ou *simple past*, tire dúvidas ou faça um pequeno resumo sobre esse conteúdo, se necessário. Terminado o tempo, incentive a participação de voluntários para lerem o texto com as respostas dadas.

Página 47

Listening

1. Promova uma discussão sobre a imagem. Analise com a turma os seus elementos, personagens e assuntos. Estimule a participação dos estudantes.
2. Siga com o debate e pergunte quais estudantes gravam vídeos não apenas para a internet. Permita que eles expressem as próprias experiências e seus *hobbies*. Aborde diferentes formas e objetivos de produção de vídeos.
3. Pergunte aos estudantes onde eles assistem a vídeos, em quais plataformas, com qual regularidade e com que propósito. Novamente, dê espaço para eles se manifestarem.
4. Reproduza a parte 1 do áudio. Oriente-os para que prestem atenção ao tema dos poemas.
5. Oriente-os para que leiam o anagrama e prestem atenção nas palavras que devem ouvir para completar as frases. Em seguida, reproduza a parte 2 do áudio e peça que anotem as palavras que completam cada sentença. Se necessário, toque o áudio novamente.

6 e 7. Leia o poema, fazendo pausas nas partes a serem completadas. Oriente os estudantes para que prestem atenção nessas palavras e, ao ouvirem o áudio, anotem os termos no caderno. Reproduza o áudio novamente, para fazer a correção.

8. Proponha essas questões coletivamente. Leia as perguntas em voz alta e incentive os estudantes a compartilhar suas ideias sobre poesia. Dê exemplos de como eles podem começar suas respostas: *I like/don't like poetry because...* (Eu gosto/não gosto de poesia porque...). Ouça posições contrárias e faça a mediação da conversa. Por fim, peça a todos que registrem a própria opinião no caderno.
9. Oriente-os para que escrevam, no caderno, um anagrama de uma das palavras indicadas. Eles podem usar como exemplo o anagrama da atividade 5. Peça a voluntários que leiam seus textos para a turma.

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Habilidade EM13LGG103: por meio do áudio e das atividades, irão analisar o funcionamento das linguagens, para interpretar e produzir criticamente discursos em textos de diversas semioses (visuais, verbais, sonoras, gestuais).

Habilidade EM13LGG104: através das atividades, irão utilizar as diferentes linguagens, levando em conta seus funcionamentos, para a compreensão e produção de textos e discursos em diversos campos de atuação social.

Página 48

Speaking

1. Em pares, os estudantes deverão analisar os elementos que compõem os pôsteres dos filmes, de que países são, quem são as pessoas retratadas e qual o assunto tratado.
2. Determine um período para as duplas fazerem o exercício. Peça aos pares que prestem atenção às palavras-chave que possam conectar as imagens aos textos. Por fim, solicite a voluntários que cada um leia uma sinopse e confiram as associações com a turma.
3. Estabeleça um curto intervalo para os pares classificarem essas expressões. Caso tenham dificuldade de classificá-las sozinhos, dê exemplos das expressões em contexto. A seguir, leia as expressões em voz alta e peça que deem as respostas.
4. Peça aos estudantes que leiam o diálogo individualmente. Oriente-os para que prestem atenção às expressões usadas. Tire dúvidas, se surgirem.

Now you!

Peça às duplas que interpretem o diálogo. Cada estudante deve escolher um papel e reproduzir as falas em conversa com o colega e, depois, trocar de papéis com os pares. Instrua os estudantes a trocarem de dupla. Peça que interpretem o diálogo novamente inserindo novas informações sobre as partes sublinhadas.

Ampliando

- WHEN the mountains tremble. Direção: Newton Thomas Sigel e Pamela Yates. Produção: Peter Kinoy. Estados Unidos: Skylight Pictures, 1983. 1 DVD. Classificação indicativa: 14 anos.

  Mostra o conflito entre o exército da Guatemala e a população maia durante a guerra civil ocorrida no país (1960-1996).

- THE PEARL button. Direção: Patricio Guzmán. Produção: Renate Sachse *et al*. Chile: Atacama Productions *et al*., 2015. 1 DVD. Classificação indicativa: livre.

  Explora as memórias da família do diretor mostrando os sobreviventes das tribos Alacalufe e Yaghan e o passado recente do país, que esteve sob regime militar entre 1973 e 1981.

Página 49

Writing

1. Estabeleça um tempo para a leitura dos convites e do enunciado das questões. Sugira o uso da estratégia *skimming,* em que os estudantes devem procurar informações por meio de uma leitura rápida. Em seguida, oriente-os para que respondam às questões e as registrem no caderno. Confira as respostas com a turma.

Now you!

Instrua-os a voltar às imagens mais uma vez, para observarem as frases em comum em todos os convites e anotá-las no caderno. Em seguida, peça aos estudantes que redijam um convite. Oriente-os para que usem os convites já lidos como modelos e as frases anotadas no exercício anterior, bem como um dicionário, se necessário. Circule pela sala e verifique se cada estudante está de acordo com a proposta. Peça que escrevam em uma folha do caderno que possa ser destacada. Instrua-os a entregar o convite a um colega. Cada um deve redigir uma resposta ao convite. Por fim, peça a voluntários que leiam os convites e as respostas em voz alta.

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Lesson D

We are all immigrants!

Páginas 50 e 51

Ask yourself

1. Convide os estudantes a examinar as imagens. O que se vê em cada uma delas? O que têm em comum? Apresente o tópico e coloque a palavra *Immigrants* no quadro. O que vem à mente quando pensamos nessa palavra? Pergunte-lhes sobre as origens de suas famílias. Em seguida, oriente-os na leitura breve do texto, para encontrar a resposta. O objetivo do texto é fazer com que os estudantes entendam que as pessoas migram porque pensam que essa é uma maneira de melhorar suas vidas e a de seus familiares. Em locais onde há desigualdade social, há mais probabilidade de que as pessoas migrem.
2. Oriente-os na leitura do texto novamente e peça que citem as palavras que os ajudaram a chegar na resposta da atividade anterior.

Página 52

Compare and conclude

1 e 2. O objetivo da atividade é a leitura e comparação de gráficos sobre imigração. Oriente os estudantes na análise dos gráficos e na identificação dos temas tratados, para colocarem os títulos e identificarem as sentenças verdadeiras. Aponte para as datas descritas. Em seguida, eles devem ler as frases da atividade 2 e, com base nos gráficos, indicar se são verdadeiras ou falsas.

Na BNCC

Habilidade EM13MAT102: por meio das atividades, irão analisar tabelas, gráficos e amostras de pesquisas estatísticas apresentadas em relatórios divulgados por meios de comunicação, identificando, quando for o caso, inadequações que possam induzir a erros de interpretação, como escalas e amostras não apropriadas.

3-5. As respostas podem variar. É importante que os estudantes saibam justificar suas respostas. Retome o texto para lembrá-los de que, na maioria das vezes, a imigração ocorre por razões econômicas. Pergunte que outras razões podem levar pessoas de outros países da América do Sul a imigrar para o Brasil.

Ampliando

- PISON, Gilles. Which countries have the most immigrants? *In*: THE CONVERSATION. [*S. l.*: *s. n.*], 18 mar. 2019. Disponível em: http://theconversation.com/which-countries-have-the-most-immigrants-113074. Acesso em: 19 jun. 2020.

O texto apresenta dados das Organizações das Nações Unidas (ONU) em relação à proporção de imigrantes por país e o número de imigrantes no mundo, bem como outros dados relevantes sobre o assunto.

- PORTER, Eduardo; RUSSELL, Karl. Migrants are on the rise around the world, and myths about them are shaping attitudes. *In*: THE NEW YORK TIMES. [*S. l.*: *s. n.*], 20 jun. 2018. Disponível em: www.nytimes.com/interactive/2018/06/20/business/economy/immigration-economic-impact.html. Acesso em: 19 jun. 2020.

O texto aborda o tema da imigração e os preconceitos a respeito, como a percepção de que há mais imigrantes do que realmente há.

Páginas 53 e 54

Real life

1-3. O texto é um relato pessoal de um refugiado sírio nos Estados Unidos. Pergunte aos estudantes como imaginam que Khaled se sente ao ser chamado de terrorista. O texto também aponta para a importância de não cairmos em estereótipos, que muitas vezes são a base de preconceito e discriminação. Oriente-os para que discutam as questões em duplas e registrem as respostas no caderno.

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Think about it

1-3. O texto é um anúncio. Batiste é um imigrante do Haiti que está oferecendo aulas de francês. A ideia é trabalhar com o preconceito exposto por Saulo na conversa. Ele não acredita que Batiste seja capaz de ensinar francês porque não é "nativo" (apesar de uma das línguas oficiais do Haiti ser o francês), nem "qualificado". Aponte para os estudantes a frequência com que caímos em preconceitos e estereótipos como esse e pergunte a eles como podemos fazer para isso não acontecer.

4. As respostas podem variar. É importante que os estudantes justifiquem suas escolhas para seus pares. Permita que interajam em duplas e depois compartilhem suas ideias e respostas com todos.

Na BNCC

Habilidade EM13LGG102: por meio do diálogo estudado, os estudantes poderão analisar visões de mundo, conflitos de interesse, preconceitos e ideologias presentes nos discursos veiculados nas diferentes mídias, ampliando suas possibilidades de explicação, interpretação e intervenção crítica da/na realidade.

Habilidade EM13CHS502: através das atividades, irão analisar situações da vida cotidiana, estilos de vida, valores, condutas etc., desnaturalizando e problematizando formas de desigualdade, preconceito, intolerância e discriminação, e identificar ações que promovam os Direitos Humanos, a solidariedade e o respeito às diferenças e às liberdades individuais.

Página 55

Taking action

1. Em grupos, os estudantes deverão responder às perguntas e pensar em formas de ajudar a população imigrante de suas cidades. Primeiro, os estudantes farão um *brainstorming* para pensarem com mais profundidade no tópico por meio das perguntas da atividade. Depois, deverão compartilhar suas ideias com a turma.

2. Aponte para as expressões sugeridas no boxe **Use**. Motive os estudantes a utilizá-las nas respostas orais. Os imigrantes geralmente trabalham em áreas que não exigem formação específica, como a de serviços.

3. Os mapas mentais podem variar muito de grupo para grupo. Auxilie-os com o vocabulário de que precisarem. Una dois grupos para compartilharem seus mapas mentais. Oriente-os para que acrescentem em seus mapas quaisquer contribuições do outro grupo que sejam relevantes.

4 e 5. Para essa atividade, os estudantes deverão pensar em uma produção para o grupo. Os primeiros exemplos são sugestões e eles podem acrescentar mais ideias à lista. Após discutirem a viabilidade das ideias, deverão decidir o que o grupo irá executar. Por fim, os grupos deverão compartilhar com a sala as ideias que tiveram.

Páginas 56 e 57

Tech-savvy

1-3. Nessa seção, os estudantes lerão um texto que os ensina a montar uma página de arrecadação na internet. O objetivo é entender os passos necessários para colocá-la em funcionamento e construírem as próprias páginas, que serão parte de seus projetos (conforme a viabilidade e a permissão da escola). Na atividade 1, eles deverão indicar o título referente a cada parágrafo. Nas atividades 2 e 3, deverão opinar a respeito do texto e de que causas gostariam de apoiar.

Getting it done

1. Durante essa seção, os estudantes darão início ao projeto que apresentarão em grupo para a turma, desenvolvendo, dessa forma, habilidades colaborativas. Aprender a conviver, ouvir o outro e tomar decisões em conjunto são competências essenciais para ingressar no mundo do trabalho. É importante que se abra espaço na sala de aula para os estudantes trabalharem em grupos, com a supervisão do professor. Se houver acesso a computadores e internet, peça-lhes que, em grupos, façam seus planos de projeto e os enviem para você. É importante que haja tempo hábil para eles prepararem os projetos.
2. Os estudantes deverão se unir a outro grupo para trocar suas ideias de projeto. Peça-lhes que leiam o quadro **Better together** e observem as sugestões de como dar e receber *feedback*. Os estudantes devem fazer anotações para auxiliá-los nas mudanças e nos ajustes necessários para os projetos, de acordo com o *feedback* recebido.

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Habilidade EM13LGG305: por meio do projeto de arrecadação, os estudantes poderão debater questões polêmicas de relevância social, analisando diferentes argumentos e opiniões, para formular, negociar e sustentar posições frente à análise de perspectivas distintas.

Habilidade EM13LGG305: através da atividade, irão mapear e criar, por meio de práticas de linguagem, possibilidades de atuação social, política, artística e cultural para enfrentar desafios contemporâneos, discutindo princípios e objetivos dessa atuação de maneira crítica, criativa, solidária e ética.

Páginas 58 e 59

Fundraising project

1 e 2. Nesta seção, os estudantes em seus grupos apresentarão os projetos para a sala. É provável que seja necessário mais de um dia para todos os grupos apresentarem os projetos, uma vez que se espera que haja um momento de *feedback* dos demais estudantes.

3. Se possível, convide pessoas de fora da sala de aula para assistirem às apresentações. Isso reforça a necessidade de os estudantes se prepararem e apresentarem o projeto com profissionalismo e seriedade.

4 e 5. O quadro sugerido no livro é uma maneira de trabalhar com uma avaliação mais precisa, com critérios definidos e descrições claras do que é esperado. Os demais estudantes na plateia deverão usar o quadro como forma de avaliar o desempenho do grupo.

Learning about diversity from movies

1-3. Nesta seção, o filme *District* 9 (2009, classificação indicativa: 14 anos), do diretor Neil Blomkamp, trata da questão da imigração e dos refugiados de maneira metafórica, uma vez que os estrangeiros são extraterrestres. Na língua inglesa, a palavra *alien* designa extraterrestres ou pessoas de outras nacionalidades. Oriente-os na leitura do primeiro parágrafo e na busca das palavras relacionadas ao gênero do filme. Depois, eles devem ler o segundo parágrafo e indicar as sentenças verdadeiras.

Think about it

Deixe que os estudantes discutam a questão em pares ou em pequenos grupos. Aponte a diferença entre querer ser imigrante e ser forçado a sê-lo.

Referências complementares comentadas

GAY, G. *Culturally responsive teaching*: theory, research, and practice. 2018. Nova York: Teachers College Press, 2010.

Traz pensamentos a respeito da teoria em educação multicultural e mostra que os estudantes têm melhor aproveitamento quando o ensino é baseado em suas experiências culturais.

RASHID, N.; TIKLY, L. *Inclusion and diversity in education* – guidelines for inclusion and diversity in schools. Madri: British Council, 2010. Disponível em: https://www.britishcouncil.es/sites/default/files/british-council-guidelines-for-inclusion-and-diversity-in-schools.pdf. Acesso em: 10 jul. 2020.

O artigo traz reflexões enriquecedoras do trabalho de inclusão em escolas de diversos países.

UNIT 2 Media literacy

Objetivos

- Compreender o conceito de alfabetização ou literacia midiática, desenvolvendo a reflexão e o pensamento crítico.
- Analisar textos de gêneros diversos para compreender como as tecnologias imprimem novos tipos de literacia.
- Desenvolver a estratégia de leitura *scanning*.
- Ouvir e compreender uma breve apresentação e um *podcast*.
- Revisar e praticar os artigos definidos e indefinidos e seu uso com substantivos contáveis e substantivos incontáveis; uso de *there is*/*there are*, *much*/*many*; uso de preposições de lugar (*in*, *on*, *at*).
- Praticar a expressão oral para transmitir interesse, fornecer detalhes e pedir informação.
- Elaborar legenda de fotos e *e-mail*.

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Justificativa

É imprescindível orientar os jovens sobre como a informação deve ser analisada antes de ser tomada como verdade. Compreender o que é literacia midiática e como ela pode auxiliar os estudantes a refletir a respeito de determinado assunto e tirar suas próprias conclusões torna-se essencial nos tempos atuais, em que a internet é a fonte de informação mais utilizada. O estudo da literacia midiática irá empoderá-los para que possam desenvolver pensamento crítico e refletir a respeito das mídias que recebem e consomem.

A BNCC nesta UNIDADE

Competências gerais: 5 e 10.

Competências específicas de Linguagens e suas Tecnologias: 1, 3, 4, 6 e 7.

Habilidades: EM13LGG102, EM13LGG103, EM13LGG105, EM13LGG301, EM13LGG302, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG604, EM13LGG701, EM13LGG702.

Competência específica de Matemática e suas Tecnologias: 1.

Habilidade: EM13MAT102.

Competência específica de Ciências da Natureza e suas Tecnologias: 2.

Habilidade: EM13CNT206.

Competência específica de Ciências Humanas e Sociais Aplicadas: 4.

Habilidade: EM13CHS403.

Como as competências são trabalhadas

Competência geral 5: é abordada no trabalho com a literacia midiática, na reflexão sobre consumo de informação.

Competência geral 10: é trabalhada no tema da unidade, ao compreendermos como a literacia midiática pode auxiliar a tomar decisões e a discernir o que pode ser *fake news*.

Competência específica LGG1: com o trabalho de análise e reflexão, os estudantes interagem em grupos e compreendem o funcionamento das linguagens e práticas culturais.

Competência específica LGG3: ao fazer as atividades da unidade, os estudantes empregam diferentes linguagens para exercer a colaboração e o protagonismo.

Competência específica LGG4: por meio de textos de diversos gêneros, os estudantes compreendem as línguas como fenômeno (geo)político e cultural.

Competência específica LGG6: com a leitura de cartuns, os estudantes mobilizam conhecimentos sobre as linguagens artísticas e exercem protagonismo de maneira crítica.

Competência específica LGG7: a criação de uma enquete *on-line* leva os estudantes a aplicarem práticas de linguagem no universo digital para aprendizados nos campos da ciência, cultura e trabalho.

Competência específica MAT1: é abordada por meio da leitura de gráficos.

Competência específica CNT2: é abordada em texto sobre vírus e como eles se comportam.

Competência específica CHS4: é trabalhada em texto sobre como a tecnologia pode afetar o comportamento das pessoas.

Orientações

Abertura

Páginas 60 e 61

Explore a linha do tempo perguntando o que ela retrata e o que os estudantes sabem sobre a história da comunicação. Oriente-os para que trabalhem em dupla na discussão das questões propostas e depois abra o debate para a turma. Faça perguntas como: *What do you usually read on-line?* (O que você costuma ler *on-line*?) *Where do you read about it?* (Onde você lê sobre esses assuntos?) *How did you get to this website?* (Como você chegou a esse *website*?).

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Páginas 62 e 63

Think about it

1-5. Questione se sabem o que é *media literacy* (literacia ou alfabetização midiática). Peça que leiam o texto e depois faça a leitura com a turma. Discuta com eles se se consideram *media literate* ("letrado em mídia" em tradução livre). Discuta também as demais questões e incentive a participação de todos. Explique-lhes que neste semestre vocês vão analisar o uso das mídias sociais e de conteúdos *on-line*.

Going deep

Explore os títulos dos vídeos, *websites* e livros sugeridos e, se possível, assista a um deles com a turma. Por fim, debata as perguntas apresentadas e incentive a participação de todos.

Ampliando

Literacia midiática é uma das habilidades do século XXI importantes para o sucesso na vida escolar e na carreira profissional. Leia mais sobre o assunto no *site* The Glossary of Education Reform, disponível em: www.edglossary.org/21st-century-skills/ (acesso em: 29 jun. 2020).

Lesson A

Media literacy

Página 64

Before reading

1. Pergunte aos estudantes se gostam de desenhar gráficos, se sabem como fazê-los e como fariam para analisar as informações apresentadas.
2. Peça que leiam o texto referenciado e registrem no caderno o tipo de informação que ele contém.
3. Convide-os a refletir sobre os elementos marcados na questão anterior e que tipo de material eles compõem juntos.

Ampliando

Num *chart* (tabela), a informação é apresentada em diagramas ou tabelas. *Graphs* (gráficos) mostram a relação matemática entre conjuntos de dados. Saiba mais informações acessando o *site* Sciencing, disponível em: https://sciencing.com/difference-between-charts-graphs-7385398.html (acesso em: 29 jun. 2020).

Página 65

While reading

1. Instrua os estudantes a copiar a tabela no caderno e preencher as colunas à medida que leem o texto. Em seguida, desenhe a tabela na lousa, convide voluntários para preenchê-la e confira as respostas com o restante da turma.
2. Oriente-os para que regressem ao texto e identifiquem as passagens que necessitam ser elucidadas. Leia cada uma das questões e incentive-os a responder em voz alta.
3. Alerte-os de que cada uma das quatro informações desta questão corresponde a uma parte diferente do gráfico. Oriente-os para que revisem o texto e identifiquem as correspondências.
4. Leia a atividade para a turma. Eles devem encontrar as informações no texto e escrevê-las no caderno. Peça a voluntários que leiam um parágrafo do texto cada um. Estimule-os a se manifestar quando identificarem uma das informações solicitadas na atividade, até que as quatro sejam encontradas.

Post-reading

1 e 2. Oriente a turma na formação das duplas. Apresente os tipos de literacia listados na atividade 1. Relacione-as aos tipos de aprendizagem. Peça que tentem perceber qual delas é compatível com o texto que acabaram de ler.

3. Estimule-os a refletir sobre suas preferências, respondendo mentalmente à pergunta proposta.

Ampliando

O objetivo da literacia é desenvolver o pensamento crítico em todos os tipos de mídia por meio das literacias digital, visual, de informação e da notícia. Saiba mais informações acessando o *site* Media Literacy Now, disponível em: https://medialiteracynow.org/what-is-media-literacy/ (acesso em: 29 jun. 2020).

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Página 66

Words in images

1 e 2. Peça-lhes que observem o gráfico, analisem os elementos que o compõem e então leia as perguntas 1 e 2 para todos. Estimule-os a responder e registrar as respostas no caderno.

3. Incentive-os a pensar sobre todas as formas de uso da internet na escola para responderem.
4. Oriente-os para que discutam em grupos por que não usariam a internet no ambiente escolar.

Na BNCC

Habilidade EM13MAT102: por meio das atividades, o estudante irá analisar tabelas, gráficos e amostras de pesquisas estatísticas apresentadas em relatórios divulgados por diferentes meios de comunicação, identificando, quando for o caso, inadequações que possam induzir a erros de interpretação, como escalas e amostras não apropriadas.

Reading strategies

1. Peça aos estudantes que apliquem a estratégia de *scanning* na atividade. Eles devem ler rapidamente e com foco nas informações pedidas.

Página 67

2. Estimule-os a aplicar o conhecimento obtido acerca dos elementos que compõem um gráfico.

3-5. Em duplas, os estudantes deverão discutir as questões apresentadas e criar os gráficos pedidos. Solicite que pesquisem os dados anteriormente ou disponibilize computadores com acesso à internet, para que pesquisem durante a aula. Em seguida, abra a discussão e peça que apontem as diferenças entre os gráficos.

Página 68

Language in action

1. Peça a um voluntário que leia as frases. Eleja cinco estudantes para ler as alternativas e respondê-las.
2. Revise os artigos definidos e os indefinidos usando a tabela como guia. Volte à atividade 1 e releia as alternativas em voz alta, pedindo que se manifestem sobre as respostas para corrigir equívocos.
3. Defina um tempo para que todos leiam as três citações e selecionem as alternativas corretas. Por fim, confira as respostas em conjunto.

Páginas 69 e 70

4. Leia os trechos em voz alta para que os estudantes acompanhem. Depois, solicite que façam as tarefas. Permita que confiram suas respostas em duplas e proceda com a correção.

5. Explore os exemplos e revise o que são substantivos contáveis e substantivos incontáveis. Peça outros exemplos e escreva-os na lousa. Oriente-os para que escrevam uma regra de uso para os substantivos e convide voluntários para compartilhar com a turma o que escreveram. Certifique-se de que há uma resposta correta e anote-a na lousa.
6. Peça que observem as imagens do exercício. Pergunte se apresentam itens contáveis ou incontáveis. Solicite que preencham cada uma das frases com o artigo correto e corrija a atividade coletivamente.
7. Estabeleça um tempo para a leitura dos gráficos e peça que preencham os espaços com o artigo correto. Permita que verifiquem as respostas com um colega e solicite voluntários para ler as frases completas.
8. Proponha que dois voluntários façam o papel de Lou e Jessy. Cada um lerá a fala de um deles, optando por um dos artigos.

Página 71

Listening

1. Instrua os estudantes a observar a imagem em questão e pensar sobre o tipo de literacia contido nela. Peça que marquem a opção correta.
2. Pergunte se conhecem a palavra *citizenship* (cidadania). Peça que reflitam sobre ela e digam suas impressões. Por fim, oriente-os para que confirmem suas respostas no dicionário.
3. Antes de ouvir o áudio, explique o tema da atividade e peça que tentem prever quais das palavras listadas serão ditas na conversa. Escreva na lousa as palavras s[illegible].
4. Reproduza o áudio [illegible] familiarizá-los com o conteúdo. Depois, reproduza-o novamente para que confiram as respostas.
5. Peça que leiam as frases. Toque o áudio e oriente-os para que fiquem atentos a elas, deixando a compreensão do conteúdo em segundo plano. Solicite que numerem as frases e reproduza o áudio novamente.
6. Com base no que lembram do áudio, eles devem anotar no caderno as palavras que completam o texto. Se não se lembrarem das palavras, eles podem atentar-se ao sentido das frases e do texto.
7. Reproduza o trecho do áudio que corresponde à atividade. Peça que chequem as respostas.
8. Explique que um *digital citizen* (cidadão digital) precisa, entre outros requisitos, observar a segurança *on-line*, a privacidade dos dados pessoais e as normas de uso responsável dos dados disponíveis na internet. Promova uma discussão sobre o tema.

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Na BNCC

Habilidade EM13LGG401: por meio das questões sobre cidadania digital, o estudante irá analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.
Habilidade EM13LGG403: ao debater com os colegas e formular respostas, o estudante irá fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.

Página 72

Speaking

1. Leia as alternativas e proponha um debate para investigar qual das frases condiz com a imagem. Deixe a conclusão em aberto para confirmar as suspeitas dos estudantes na questão seguinte.
2. Peça que leiam o cartum e, se necessário, que corrijam a resposta da questão anterior.
3. Pergunte se notam algo em comum entre as palavras sublinhadas. Peça que digam o que elas expressam e escolham uma das alternativas.
4. Estimule-os a dizer as palavras/expressões destacadas. Dê exemplos da pronúncia correta e da entonação adequada para o contexto.

Now you!

Convide-os a trabalhar em dupla para criar um diálogo similar. Eles podem abordar temas como quantos estudantes sabem o que é literacia midiática, quantos têm computadores pessoais, entre outros.

Na BNCC

Habilidade EM13LGG402: ao dialogar com os colegas, os estudantes empregarão a variedade e o estilo de língua adequados à situação comunicativa, ao(s) interlocutor(es) e ao gênero do discurso, respeitando os usos das línguas e sem preconceito linguístico.

5. Instrua-os a trabalhar com um colega para discutir a questão. Se o acesso aos computadores da escola estiver disponível, faça uma pesquisa com os estudantes e vejam se conseguem responder à questão com dados oficiais.

Páginas 73 e 74

Writing

1. Explique-lhes que o texto sob a foto é chamado de *caption* (legenda) e diga no que ele consiste. Peça que marquem as afirmações como verdadeiras ou falsas e confira as respostas com eles.
2. Explore as imagens e peça que corrijam os *captions*. Permita que comparem suas frases e depois convide voluntários para compartilhar suas respostas com a turma.
3. Os estudantes devem olhar as imagens e listar no caderno palavras-chave relacionadas a elas. Por exemplo: *vacation*, *friends*, *fun*, *love* etc.
4. Instrua-os a rever as afirmações da atividade 1 e explique-lhes que são características de um bom *photo caption*. Peça que façam rascunhos dos *captions* das imagens da atividade 3.
5. Oriente-os para que trabalhem com o colega ao lado. Eles devem ler os *captions* uns dos outros e, com base nas características da atividade 1, sugerir mudanças, se necessário.
6. Revise os conhecimentos adquiridos nas últimas atividades. Peça-lhes que levem em conta as sugestões dos colegas e redijam a versão final dos *captions*. Solicite que alguns voluntários mostrem suas imagens e compartilhem os *captions*.

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Lesson B

Media and diseases

Página 75

Before reading

1. Instrua os estudantes a trabalhar em grupos para discutir o que são vírus e como eles são transmitidos. Monitore a discussão para que ela ocorra de maneira respeitosa entre os colegas.
2. Relembre o conceito de *scanning*. Peça que o apliquem no texto. Proponha a investigação dos elementos e solicite aos que descobrirem as informações primeiro que se manifestem.
3. Oriente os estudantes para que prestem atenção nas características estéticas e estruturais do texto. Passe pelas alternativas e pergunte qual delas corresponde ao tipo do texto.
4. Estabeleça um tempo para que façam o *scanning* do texto mais uma vez. Promova um debate com base nas respostas de cada estudante. Por fim, confirme que o texto trata de *News literacy*.

Na BNCC

Habilidade EM13LGG103: por meio da leitura do texto, os estudantes irão analisar o funcionamento das linguagens, para interpretar e produzir criticamente discursos em textos de diversas semioses (visuais, verbais, sonoras, gestuais).

Habilidade EM13CNT206: abordando questões sobre vírus, os estudantes irão discutir a importância da preservação e conservação da biodiversidade, considerando parâmetros qualitativos e quantitativos, e avaliar os efeitos da ação humana e das políticas ambientais para a garantia da sustentabilidade do planeta.

Página 76

While reading

1. Instrua um voluntário a ler o primeiro parágrafo do texto em voz alta. Chame a atenção para os termos *lined up* (alinhados, colocados em fila) e *stretch* (esticar) e reforce o significado deles. Peça aos outros que se manifestem acerca da alternativa correta.
2. Instrua-os a voltar ao texto com o objetivo de responder às indagações do título. Peça a um voluntário que leia as respostas.
3. Determine um tempo para que façam a atividade individualmente. Instrua-os a conferir as respostas em duplas e faça a correção coletiva.
4. Reproduza na lousa as frases do exercício. Peça a voluntários que leiam cada um dos cinco parágrafos para a turma e, depois, que se manifestem sobre a definição correspondente.

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5. Explique-lhes que cada uma das frases tem algum equívoco a ser corrigido. Dê exemplo corrigindo *physical* para *biological* na primeira frase e ilustrando o porquê com a passagem do início do texto. Estabeleça o tempo e depois corrija as respostas com a turma.

Post-reading

1. Faça um debate mediando as opiniões. Forme dois grupos: um favorável e outro contrário à afirmação de que o texto trouxe informações úteis. Deve-se manter respeito pelas opiniões contrárias.
2. Forme grupos de três ou quatro estudantes. Instrua-os a fazer uma lista dos vírus que conhecem e suas características, solicitadas no enunciado.
3. Peça a cada dois grupos que formem uma equipe maior. Eles devem trocar informações sobre os vírus que listaram e anotar os vírus que não haviam listado anteriormente.

Na BNCC

Habilidade EM13LGG302: ao debater as questões levantadas, os estudantes irão posicionar-se criticamente diante de diversas visões de mundo presentes nos discursos em diferentes linguagens, levando em conta seus contextos de produção e de circulação.

Words in images

1. Escreva na lousa as palavras *pandemic* (pandemia) e *epidemic* (epidemia). Pergunte a respeito da diferença de significado entre elas. Peça que relacionem as palavras a seu significado.
2. Resposta pessoal. Estabeleça um tempo para que a turma responda a essa questão e à seguinte. Solicite respostas completas, que contenham boas descrições e [illegible]
3. Essa atividade [illegible] se de conhecimentos de disciplinas como Geografia, Biologia e Sociologia. Estimule-os a usar conhecimentos dessas áreas nas respostas e solicite que as compartilhem com a turma.

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Na BNCC

Habilidade EM13LGG305: ao pensar em soluções para evitar uma pandemia, os estudantes irão mapear e criar, por meio de práticas de linguagem, possibilidades de atuação social, política, artística e cultural para enfrentar desafios contemporâneos, discutindo princípios e objetivos dessa atuação de maneira crítica, criativa, solidária e ética.

Página 78

Reading strategies

1. Oriente-os para que leiam as frases e analisem as opções de resposta. Solicite que confiram as respostas em duplas e, então, prossiga com a correção coletiva.
2. Determine um tempo para que façam o *scanning* dos dois trechos de texto e respondam às perguntas individualmente. Confira as respostas com a turma e esclareça as eventuais dúvidas.
3. Instrua os estudantes a responder individualmente. Apresente as respostas lendo os trechos e pedindo que digam "*stop*" quando você ler a resposta correta.

Na BNCC

Habilidade EM13LGG102: ao ler textos sobre doenças, os estudantes irão analisar visões de mundo, conflitos de interesse, preconceitos e ideologias presentes nos discursos veiculados nas diferentes mídias, ampliando suas possibilidades de explicação, interpretação e intervenção crítica da/na realidade.

Habilidade EM13LGG103: por meio dos trechos selecionados, os estudantes irão analisar o funcionamento das linguagens para interpretar e produzir criticamente discursos em textos de diversas semioses (visuais, verbais, sonoras, gestuais).

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Language in action

1. Reproduza a frase a ser analisada na lousa. Leia o enunciado com a turma e resolva em conjunto cada uma das três questões alternativas. A cada resposta dada, demonstre-a sublinhando o pedaço da frase que corresponde à característica em questão.
2. Explique aos estudantes que essa atividade necessitará da aplicação do conteúdo que acabou de ser abordado. Confira as respostas em conjunto.
3. Peça a voluntários que completem as sentenças e as leiam em voz alta. Solicite aos demais estudantes que avaliem as respostas dadas.

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4. Reproduza as frases na lousa. Incentive-os a dar suas respostas. Oriente aqueles que responderem

para que expliquem por que a outra opção não é correta e não faria sentido.

5. Peça a um voluntário que leia a frase a). Em seguida, outro voluntário deverá indicar o trecho que deve completá-la. Repita o processo para a letra b).

6 e 7. Estabeleça um tempo para que façam as atividades individualmente. Oriente-os para que usem o diagrama construído na lousa como guia, caso tenham dúvidas. Na atividade 7, solicite que preencham os espaços com as preposições corretas. Confira as respostas com a turma.

Algumas palavras que representam lugar podem aceitar mais de uma preposição, mas com sentidos diferentes. Por exemplo, quando dizemos "*She's* ***in*** *hospital*" significa que a pessoa está internada. No entanto, se usamos "*She's* ***at*** *the hospital*", queremos dizer que ela pode ter ido visitar alguém ou trabalha no hospital, ou, ainda, que foi fazer um exame, por exemplo.

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8. Resolva o primeiro item com a turma. Descreva a imagem com os estudantes de forma que compreendam os elementos e as posições em que se encontram. Quando não houver mais dúvidas, peça que redijam as outras frases no caderno.
9. Determine novo intervalo de tempo para que eles possam desembaralhar as palavras e construir as frases. Peça a voluntários que leiam as frases que elaboraram.

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Página 82

Listening

1. Instrua-os a olhar para a imagem. Pergunte que palavras podem descrever seus elementos. Quando houver uma quantidade considerável de contribuições, faça a pergunta da atividade: *Where are these people?* Peça que anotem no caderno a resposta correta.
2. Reproduza o áudio uma vez para familiarizá-los com seu conteúdo e ritmo. Oriente-os para que se atentem ao tipo de literacia. Corrija as respostas com a turma.
3. Reproduza o áudio novamente. Instrua-os a prestar atenção nas palavras-chave para identificá-las. Confira se todos conseguiram anotar três alternativas. Se necessário, reproduza o áudio novamente.
4. Faça essa pergunta à turma sem reproduzir o áudio. Em seguida, reproduza os segundos finais dele para que seu sentido fique claro por meio do contexto do diálogo. Explique aos estudantes que não há uma tradução literal, mas que a expressão seria algo como: "Até aqui, tudo bem".
5. Determine um tempo para que respondam às quatro questões no caderno. Reitere o caráter pessoal da atividade. Estimule aqueles que quiserem compartilhar suas respostas com a turma.

6 e 7. Reproduza o áudio. Oriente-os para que observem palavras-chave para entender do que ele trata. Reproduza-o novamente e peça que marquem as sentenças corretas em relação ao que ouviram. Faça a correção coletivamente.

8. Faça um debate entre os estudantes sobre os áudios. Discuta as perguntas apresentadas e incentive todos a participar. Corrija possíveis equívocos.

Na BNCC

Habilidade EM13LGG105: com o estudo dos áudios, os estudantes irão analisar e experimentar diversos processos de remidiação de produções multissemióticas, multimídia e transmídia, desenvolvendo diferentes modos de participação e intervenção social.

Página 83

Speaking

1. Pergunte que tipo de personagens compõe a cena e quais objetos e outros elementos os acompanham. Investigue com os estudantes a compatibilidade da imagem com cada uma das frases.
2. Oriente-os a ler o diálogo ilustrado pela imagem da atividade 1. Peça que confiram se a resposta dada anteriormente está correta. Relembre as *prepositions of place*. Leia o diálogo e, a cada aparição de uma dessas preposições, peça à turma que diga qual delas foi dita e a qual lugar ela se refere.
3. Peça aos estudantes que leiam em voz alta as frases e que se atentem às palavras sublinhadas. Corrija possíveis equívocos de pronúncia e esclareça as eventuais dúvidas.
4. Peça que se juntem em duplas. Oriente-os para que repitam o diálogo, cada um fazendo um dos papéis. Instrua a turma a se atentar às questões de pronúncia.

Now you!

Os estudantes deverão criar um diálogo em que entrevistarão o diretor ou coordenador da escola. Em duplas, eles podem

fazer perguntas sobre os professores, as comidas servidas na lanchonete ou outros assuntos pertinentes. Solicite que registrem o diálogo no caderno.

Em inglês, podemos usar três palavras para professor: *teacher*, *professor* ou *tutor*. *Teacher* é o professor de Ensino Fundamental e Médio. *Professor* é o professor de universidade. *Tutor* é geralmente um professor particular. Nos países de língua inglesa chama-se o professor pelo seu último nome, Mr. Robbins, por exemplo.

Lesson C

Web relationships

Página 84

Before reading

1. Promova um debate sobre a imagem e o texto a ela atrelado. Incentive a participação dos estudantes. Peça que todos registrem a resposta no caderno.
2. Instrua-os a ler o título do texto e a imagem que o acompanha e selecionem, entre as palavras do quadro, as que julgam passíveis de aparecer no texto. Oriente-os para que comparem suas respostas e verifique com eles quais foram as previsões.
3. Encoraje-os a trabalhar em grupo para comparar o tempo que passam [illegible] discussão para que compartilhem o tipo de conteúdo que mais acessam e por quê. Em seguida, peça que leiam o texto.

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Página 85

While reading

1. Oriente-os para que observem as imagens e encontrem as palavras que descrevam as imagens. Deixe claro que precisam ser palavras contidas no texto. Estabeleça um tempo para a atividade e acompanhe o progresso dela. Corrija-a coletivamente.
2. Leia o enunciado e chame a atenção da turma para o detalhe que solicita que afirmações falsas sejam corrigidas com informações do texto. Confira as respostas e, se necessário, esclareça as dúvidas.
3. Faça a atividade com os estudantes. Leia cada item e instrua-os a escolher uma das alternativas. Peça que anotem a resposta no caderno.

Post-reading

1. **a)** Discuta sobre internet com a turma. Indague se todos têm acesso, se em algum momento da vida não tiveram e se ficam sem internet em alguma parte do dia. Depois, em duplas, eles devem discutir o que mudou no comportamento deles por causa da internet.
   b) Peça-lhes que discutam os relacionamentos em casa, com colegas e família, e como são afetados, positivamente ou negativamente, pela vida *on-line*.
   c) Determine um tempo para que todas as duplas discutam as possíveis mudanças que ainda virão com a internet. Solicite que anotem no caderno ao menos duas delas.

Words in images

1. Chame a atenção para os elementos da placa: Qual é a mensagem? Após o debate, peça que discutam como reagiriam se estivessem em um lugar que não oferece conexão de internet.

Na BNCC

Habilidade EM13LGG302: ao analisar a placa, os estudantes poderão posicionar-se criticamente diante de diversas visões de mundo presentes nos discursos em diferentes linguagens, levando em conta seus contextos de produção e de circulação.

2. Instrua-os a comparar o tempo que passam com computadores e celulares e o tempo que passam interagindo com amigos ou familiares. Estimule a interação para que troquem experiências.
3. Os estudantes devem responder individualmente. No fim, peça a voluntários que compartilhem suas ideias para aumentar o tempo de interação entre as pessoas fora da rede. Uma sugestão é montar uma lista com atividades que eles podem fazer sem aparelhos eletrônicos. Proponha um *7 day without device challenge*, em que eles ficariam sete dias sem acesso à tecnologia, mas, ainda assim, deveriam obter as notícias da semana, divertir-se e conversar com os colegas. Esse pode ser um ótimo momento para reflexão e trabalho coletivo.

Páginas 86 e 87

Reading strategies

1. Peça a todos que acompanhem a atividade observando as imagens do livro. Pergunte se sabem o

que são *drop-down menus* e *carrousel* ou *slideshow*. Instrua-os a expressar a opção correta.

2. Faça uma breve descrição de cada um dos ícones. Pergunte a que cada um deles remete e, portanto, qual das palavras melhor condiz com os ícones. Solicite que todos façam as conexões no caderno.

Na BNCC

Habilidade EM13LGG103: ao analisar as imagens, os estudantes compreendem o funcionamento das linguagens, para interpretar e produzir criticamente discursos em textos de diversas semioses (visuais, verbais, sonoras, gestuais).

3. De acordo com os significados da atividade 2, peça-lhes que, em dupla, identifiquem que tipo de informação podem encontrar nas duas imagens (ícones para aplicativos de mapa, relógio, filmes, câmera fotográfica etc.). Convide voluntários para compartilhar as respostas com a turma e verifique se estão corretas.

Página 88

Language in action

1. Eleja um voluntário para ler o trecho em voz alta. Depois, leia as perguntas e estimule os estudantes a escolher a alternativa correta. Verifique se o resto da turma concorda e se alguém tem dúvidas.
2. Chame a atenção deles para os *posts* e peça que procurem o verbo principal e depois o verbo que o acompanha para indicar o tempo futuro. Permita que compartilhem as respostas com os colegas. Então, corrija as coletivamente.

3 e 4. Permita que leiam as frases e os usos listados e indiquem se são exemplos de *will* ou *going to*. Depois, leia cada frase e peça que respondam oralmente. Solicite que copiem a tabela no caderno e a preencham com os usos corretos.

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5. Peça que se juntem com o colega ao lado. Oriente-os para que leiam o diálogo e o completem. Depois, eleja um dos pares para ler o diálogo e conferir as respostas com a turma.
6. Analise as imagens com os estudantes exemplificando a estratégia para a resolução de exercícios desse tipo. Que elementos as compõem? Que ações estão sendo realizadas? Quando tiverem informações suficientes, peça que digam qual é a frase correspondente.

Página 90

7. Determine um tempo para que os estudantes redijam as frases. Chame voluntários para compartilhar as respostas. Pergunte aos outros se concordam e corrija possíveis equívocos.
8. Cada uma das palavras listadas corresponde a uma das citações de um filme. Leia-as em voz alta e estimule os alunos a dizer qual seria a opção correta.
9. Peça aos estudantes que observem a figura. Explique a eles que devem redigir uma pequena história com base no que a imagem evoca. Estabeleça um tempo para que possam fazer a atividade. Depois, peça a voluntários que compartilhem suas frases e comparem os diferentes resultados.
10. Deixe claro que todos devem completar as frases com informações pessoais. Determine um tempo para a realização do exercício e depois estimule voluntários a compartilhar suas sentenças.

Página 91

Listening

1. Peça que observem as imagens e encontrem as expressões que elas representam. Em seguida, faça a correção e tire dúvidas.
2. Instrua os alunos a ler as frases da atividade. Reproduza o áudio e peça que anotem a ordem das sentenças.
3. Oriente-os a ler as perguntas e, em seguida, reproduza o áudio. Dê um tempo para que escrevam as respostas no caderno e toque o áudio mais uma vez, para conferência.
4. Peça que trabalhem em grupo e discutam a criação de um *podcast* semanal da turma. Uma sugestão é que, a cada semana, um grupo poderia ficar responsável por fazer a gravação e compartilhá-la com os colegas. Pode haver uma votação para os temas do *podcast* ou cada grupo pode ser responsável por um tema.

Na BNCC

Habilidade EM13LGG301: ao planejar um *podcast*, os estudantes poderão participar de processos de produção individual e colaborativa em diferentes linguagens (artísticas, corporais e verbais), levando em conta suas formas e seus funcionamentos, para produzir sentidos em diferentes contextos.

Na BNCC

Habilidade EM13LGG701: durante a atividade, eles explorarão tecnologias digitais da informação e comunicação (TDIC), compreendendo seus princípios e funcionalidades, e irão utilizá-las de modo ético, criativo, responsável e adequado a práticas de linguagem em diferentes contextos.

Página 92

Speaking

1. Estabeleça um tempo para que os estudantes observem com atenção as duas imagens. Oriente-os para que anotem no caderno o provável assunto da conversa dos dois jovens.
2. Leia o diálogo e peça que confiram se suas suposições estavam corretas. Se restarem dúvidas sobre o assunto da conversa, leia o diálogo mais uma vez.
3. Deixe claro que não há apenas uma alternativa correta. Incentive os estudantes a participar e escolher entre as opções. Dê exemplos de aplicação das expressões para cada um dos usos corretos.
4. Chame a atenção dos estudantes para as duas perguntas. Questione o que elas têm em comum – depois de "about" usa-se o verbo com *ing*. Peça aos alunos que repitam as frases.
5. Oriente-os para que formem pares. Instrua-os a interpretar o diálogo, cada um em um dos papéis, atentando para pronúncia e entonação.

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Now you!

Continuando a trabalhar em duplas, instrua-os a fazer um diálogo similar ao visto anteriormente, com perguntas usando *what/how about* e chame a atenção deles para o uso de *-ing* no verbo que segue a palavra *about*. Eles devem falar sobre dispositivos tecnológicos que a escola possui ou poderia ter, como computadores, *tablets*, projetores, lousa digital, televisões etc. Monitore o trabalho, tirando dúvidas, e convide duplas para reproduzir os diálogos para a turma.

Página 93

Writing

1. Relembre o conceito de *scanning*. Oriente-os para que analisem superficialmente e visualmente o texto em questão, sem explorar o conteúdo, e peça que se manifestem acerca de seu tipo.
2. Instrua-os a trabalhar em dupla para discutir as questões. O objetivo é levar os estudantes a trocar suas experiências sobre o uso do *e-mail*. Monitore as conversas para manter um clima descontraído, sem perder o foco da discussão. Nesse momento, é possível que surja algum uso indevido do *e-mail*. Mantenha a informação para uma futura discussão com toda a turma, abordando o tema sem expor ninguém.
3. Mantendo as duplas, oriente os estudantes para que leiam as questões e as respondam no caderno individualmente, checando as respostas com o colega. Por fim, faça a correção.
4. Proporcione um momento de reflexão aos estudantes para que pensem nas mensagens que enviaram e quão similares/diferentes elas são do *e-mail* apresentado na página do livro. Pergunte se sempre usam *greetings* e *goodbyes* nas mensagens e quão detalhada é a informação que geralmente colocam em um *e-mail*.
5. Peça que, ainda em duplas, escrevam no caderno um *e-mail* para um amigo, fazendo uma lista de atividades que farão juntos. Em seguida, os colegas devem ler o rascunho um do outro. Todos devem sugerir ao menos uma mudança ou melhora no texto.

6-8. Determine um período de tempo e instrua todos a redigir rascunhos de seus *e-mails*. Oriente-os a trocar seu *e-mail* com um colega; ambos lerão o *e-mail*, fazendo correções ou sugestões. Peça que adotem as mudanças e escrevam a versão final do texto. Atenda os estudantes individualmente se surgirem dúvidas.

Lesson D

The fake news threat

Páginas 94 e 95

Read and answer

1. Explore a imagem fazendo perguntas como: O que vemos na foto? Sobre o que é a campanha publicitária? O que o *slogan* quer dizer? Você concorda com ele? Trabalhe aspectos interculturais: De que país é a campanha? Que elementos indicam o local da imagem? (O *hijab* é um acessório usado por mulheres muçulmanas; o símbolo no *slogan* é do islamismo e se encontra em bandeiras de países em que a religião é praticada, como a da Malásia.) Ressalte o fato de que o problema das *fake news* é um fenômeno universal.

Na BNCC

Habilidade EM13LGG702: por meio da atividade, os estudantes irão avaliar o impacto das tecnologias digitais da informação e comunicação (TDIC) na formação do sujeito e em suas práticas sociais, para fazer uso crítico dessa mídia em práticas de seleção, compreensão e produção de discursos em ambiente digital.

2. Observe a citação. Parece verdadeira? Por quê? Pergunte aos estudantes quem já se enganou com citações atribuídas erroneamente a pessoas famosas. A citação é falsa porque John A. Macdonald não viveu na época da internet, como é possível concluir com base na fotografia e na legenda da imagem.
3. Oriente os estudantes para que leiam as palavras do quadro e, em seguida, os trechos, completando-os com as palavras corretas. Por fim, peça que escrevam as respostas no caderno.

Página 96

Compare and conclude

1. Os cartuns fazem menção a informações falsas de maneiras diferentes. No primeiro, é feito um trocadilho com as expressões *fake news* e *break news*. A ideia é que a notícia em primeira mão já não existe mais e que foi "enterrada" pelas *fake news*. No segundo, há a ironia de o jornal publicar um artigo que diz que todos os jornais só publicam mentiras e isso estar publicado num jornal. Em ambos, há o elemento [illegible] de maneiras distintas.

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2. Peça que os estudantes analisem as informações da tabela e respondam às perguntas propostas. Conduza uma breve discussão sobre as informações apresentadas. Por que acham que o Brasil está entre os países da tabela que mais se preocupam com *Fake news*?

Página 97

Real life

1. Oriente-os para que leiam as opções de atividades listadas e, em seguida, façam um *scanning* no *website* a fim de verificar as opções corretas.
2. Peça que leiam o texto e respondam às questões no caderno. Faça a correção com a turma.
3. Resposta pessoal. Possivelmente, o aumento da demanda de checagem de fatos se deve ao aumento da circulação de notícias em geral e, consequentemente, ao aumento de circulação de notícias falsas.

Página 98

Think about it

1-3. Nessa seção há duas conversas por mensagem distintas. Na primeira, um grupo de família discute a veracidade da notícia compartilhada por um dos membros. Na segunda, dois membros do mesmo grupo têm uma conversa privada e falam sobre como as pessoas acreditam em notícias falsas. Ao final da conversa, um deles faz uma proposta para ajudar as pessoas a identificar notícias falsas. Os estudantes deverão reconhecer *emojis* e outros símbolos usados em conversas de texto e falar sobre o uso que fazem de mídias sociais. Para a pergunta em *Moral compass*, convide os estudantes a refletirem com base nos textos já lidos e no gráfico analisado.

Páginas 99 e 100

Taking action

1. A proposta da seção é que os estudantes pensem em uma maneira de informar as pessoas sobre a importância de checar fatos antes de disseminá-los nas redes sociais. Há muitas possibilidades: uma história em quadrinhos, um vídeo, uma campanha para redes sociais etc. Por meio do *quiz,* eles vão trabalhar o vocabulário relacionado e refletir sobre seu comportamento em relação à disseminação de *fake news*. Deixe que respondam às perguntas e calculem os resultados.
2. Convide-os a debater os resultados do *quiz*. Em seguida, eles deverão refletir sobre o que precisam aprender para identificar *fake news* e como evitar que elas se espalhem.

3 e 4. A atividade 3 deverá ser feita em duplas, para que depois duas duplas se unam e formem um grupo, na atividade 4, a fim de conduzir o projeto. Nesse momento, deverá ser decidido que tipo de material cada grupo irá fazer.

Tech-savvy

1. Pergunte a eles quem já respondeu a uma pesquisa *on-line*. Se possível, mostre-lhes algum *site* para enquetes, como os formulários do Google (disponível em: www.google.com/forms/about/; acesso em: 1 jul. 2020). Em seguida, instrua-os a ler o parágrafo e identificar dois usos para pesquisas *on-line*, como receber *feedback* e engajar o público.
2. Peça que leiam os trechos e os coloquem na ordem correta para a criação de uma enquete *on-line*.

Página 101

Getting it done

1. Os estudantes criarão uma enquete *on-line* para levantar as informações que serão utilizadas em seus projetos. Para isso, é preciso que decidam qual ferramenta usarão e quais questões serão incluídas nas enquetes. Eles devem pensar em perguntas como: Que tipo de informação queremos coletar? Como essas informações serão úteis para o produto que escolhemos desenvolver? Quantas questões serão incluídas na pesquisa? Eles deverão discuti-las nos grupos e preparar uma lista de questões. É importante que as questões sejam de múltipla escolha, pois isso possibilitará a tabulação de dados e a conversão em gráficos, se o grupo assim escolher.
2. Essa atividade pode auxiliar os grupos a decidir como irão utilizar os dados coletados na enquete. Eles devem responder às questões e anotar as respostas no caderno. Ajude-os a pensar em diferentes maneiras.
3. Permita que os estudantes façam um breve *brainstorming* para pensar nos demais passos da execução do projeto.

Página 102

Showing what we've got

1. Os estudantes, em grupos, deverão apresentar seus projetos. Oriente-os para que usem os itens listados no livro como guias para as apresentações. Elas devem ser breves e dinâmicas para manter a turma engajada.
2. Na tabela de feedback apresentada, peça que justifiquem as escolhas: Por que determinado critério precisa melhorar? O que fez você atribuir nota máxima a determinado critério? Ao final de cada apresentação, peça a alguns estudantes que forneçam *feedback*. Concluídas todas as apresentações, dê aos grupos o seu *feedback*, com base em suas anotações e na rubrica proposta no livro.

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Página 103

Learning about Media from Art

1. Nessa seção, é mostrada uma ilustração que critica a dependência que as pessoas têm em receber "curtidas" em redes sociais. Peça que examinem a imagem. Use a rotina *think*, *pair*, *share*: solicite que pensem individualmente, depois juntem-se a um colega e compartilhem as ideias. Em seguida, peça que cada um faça uma busca *on-line* por imagens semelhantes à apresentada. Os estudantes deverão analisá-las e mostrá-las à turma. Certifique-se de que utilizam as expressões listadas no quadro **Use** da página. Você pode expandir a atividade trabalhando em parceria com o professor de Arte. Os estudantes poderão criar as próprias ilustrações e exibi-las na escola, por exemplo.

Na BNCC

Habilidade EM13LGG604: por meio da análise das imagens, os estudantes irão relacionar as práticas artísticas às diferentes dimensões da vida social, cultural, política e econômica e identificar o processo de construção histórica dessas práticas.

Habilidade EM13LGG702: avaliar o impacto das tecnologias digitais da informação e comunicação (TDIC) na formação do sujeito e em suas práticas sociais, para fazer uso crítico dessa mídia em práticas de seleção, compreensão e produção de discursos em ambiente digital.

Habilidade EM13CHS403: caracterizar e analisar os impactos das transformações tecnológicas nas relações sociais e de trabalho próprias da contemporaneidade, promovendo ações voltadas à superação das desigualdades sociais, da opressão e da violação dos Direitos Humanos.

Referências complementares comentadas

LICKERMAN, A. The effect of technology on relationships. *In*: PSYCHOLOGY TODAY. [*S. l.*: *s. n.*], 8 jun. 2010. Disponível em: https://www.psychologytoday.com/us/blog/happiness-in-world/201006/the-effect-technology-relationships. Acesso em: 13 jul. 2020.

Artigo sobre como a tecnologia está impactando os relacionamentos.

POTTER, W. J. The state of media literacy. *Journal of Broadcasting & Electronic Media*, Londres, v. 54, n. 4, p. 675-696, 2010.

Ensaio sobre a literacia midiática e suas várias definições, com uma síntese do que a maioria das definições abrange.

UNIT 3 Entrepreneurship

Objetivos

- Promover a reflexão sobre o que é empreendedorismo.
- Analisar os gêneros textuais artigo, infográfico e manual de instruções.
- Compreender o uso dos imperativos e dos verbos modais *can, must, have to* e *should*.
- Compreender o uso dos verbos *prefer, would rather* e *would prefer* para descrever preferências.
- Analisar a diferença entre o passado simples e o passado contínuo.
- Praticar estratégia de leitura *inferring meaning from context*.
- Realizar prática oral ao reproduzir situações de pedido de auxílio e expressão de preferências.
- Redigir textos dos gêneros *quiz*, receita e mensagem.

Justificativa

O tema empreendedorismo visa preparar os estudantes para o futuro. São trabalhados o incentivo à inovação, o estímulo à persistência, o desenvolvimento da autoconfiança e do senso de liderança; a compreensão de responsabilidade; e a resolução de problemas.

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A BNCC nesta UNIDADE

Competências gerais: 5, 6 e 10.
Competências específicas de Linguagens e suas Tecnologias: 2, 3, 4, 6 e 7.
Habilidades: EM13LGG202, EM13LGG303, EM13LGG304, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG602, EM13LGG603, EM13LGG701.
Competência específica de Matemática e suas Tecnologias: 1.
Habilidade: EM13MAT104.
Competência específica de Ciências da Natureza e suas Tecnologias: 2.
Habilidade: EM13CNT206.
Competência específica de Ciências Humanas e Sociais Aplicadas: 3.
Habilidade: EM13CHS301.

Como as competências são trabalhadas

Competência geral 5: é trabalhada na elaboração de vídeo sobre projeto social.
Competência geral 6: é abordada ao propiciar que o estudante reflita sobre suas habilidades e desenvolva a criatividade.
Competência geral 10: é trabalhada em atividades sobre empreendedorismo.
Competência específica LGG2: está presente em atividades relativa a textos sobre empreendedorismo social.
Competência específica LGG3: a atividade de idealização de empreendimento social exercita o uso de diferentes linguagens para que o estudante possa exercer protagonismo.
Competência específica LGG4: está presente na análise de textos e cartuns.
Competência específica LGG6: exercitada em atividades de análise de cartuns e filme.
Competência específica LGG7: é trabalhada na elaboração de *explainer video*.
Competência específica MAT1: ocorre em atividades de interpretação de gráficos.
Competência específica CNT2: exercitada em texto sobre soluções criativas, por exemplo, como fazer um capacete para ciclistas com materiais reciclados.
Competência específica CHS3: é trabalhada em texto sobre empreendedorismo social.

Orientações

Abertura

Páginas 104 e 105

Explore a imagem perguntando o que ela retrata e o que seria empreendedorismo. Permita que compartilhem o que sabem, ativando o conhecimento prévio sobre o tema. Oriente-os para que trabalhem em pares a fim de que discutam as questões e depois abra o debate para a turma. Faça perguntas complementares como: *Do you know an entrepreneur?* (Vocês conhecem algum empreendedor?) *What do you need to be an entrepreneur?* (Do que você precisa para ser tornar um empreendedor?)

Páginas 106 e 107

Relembre o conceito de *skimming*. Oriente-os para que analisem superficialmente o texto em questão, sem explorar o conteúdo, e peça que se manifestem acerca do assunto tratado. Solicite que leiam o texto e pergunte se concordam com as definições expostas. Por fim, explore os vídeos, *websites*, livros e filmes sugeridos.

Lesson A

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Success

Páginas 108 e 109

Before reading

1. Promova uma breve discussão sobre os textos da atividade. Analise sua estrutura e aparência. Quando houver informações para avançar, proponha a pergunta à turma e peça que escolham a alternativa correta.
2. Cada alternativa traz um tipo de informação diferente. Leia uma delas em voz alta e pergunte se esse tipo de informação está ou não no texto. Repita o procedimento com as demais alternativas.

Páginas 110 e 111

While reading

1. Peça que leiam e respondam à atividade individualmente. Confira as respostas com a turma.
2. Estabeleça um tempo para a atividade. Os estudantes devem julgar as asserções como verdadeiras ou falsas baseando-se no texto. Quando terminarem, chame voluntários para ler as sentenças e responder.
3. Leia as frases em voz alta. Peça que se manifestem indicando a alternativa correta e justifiquem suas escolhas.
4. Determine um tempo para a atividade. Eles devem escolher uma palavra para substituir as sublinhadas. Confira as respostas com a turma.

Post-reading

1. Conduza um debate sobre o tema. Indague aos estudantes quais são as características principais de bons empreendedores e o que é preciso para ter um negócio de sucesso. Quando terminarem, peça que redijam suas conclusões no caderno.
2. Pergunte se saberiam dar exemplos de empreendedores de sucesso. Depois, peça que escrevam a resposta no caderno e a compartilhem com a turma.
3. Pergunte se sabem o que é *startup*, nome dado a empresas inovadoras, que crescem rapidamente e geram muito lucro, e se conhecem algum empreendedor que tenha uma. Se necessário, expanda o assunto para que ele fique claro para todos.

Ampliando

- O QUE é uma *startup*. *In*: SEBRAE. [*S. l.*]: Sebrae, [20--?]. Disponível em: https://m.sebrae.com.br/sites/PortalSebrae/artigos/o-que-e-uma-startup,6979b2a178c83410VgnVCM1000003b74010aRCRD. Acesso em: 4 jul. 2020.

Acesse o *site* do Sebrae para saber mais detalhes sobre o que é uma *startup* e como funciona.

4. Instrua os estudantes a formar duplas. Oriente-os para que conversem com os colegas sobre ideias para negócios. Peça que alguns compartilhem suas ideias com toda a turma.

Words in images

1. Mantenha as duplas formadas. Convide os estudantes a discutir sobre como os empreendedores conseguem dinheiro para iniciar um negócio. Deixe a conversa transcorrer por alguns minutos e peça a alguns deles que compartilhem suas ideias.
2. Peça às duplas que se separem e proponha a pergunta aos estudantes. Estimule-os para que

analisem cada uma das palavras e anotem a resposta no caderno.

Venture capital ou capital de risco são fundos de investimento feitos com o objetivo de injetar capital em empresas em troca de participação acionária. O objetivo é auxiliar na estratégia e gestão dessas empresas, para ajudá-las a crescer.

3. Conduza uma discussão sobre o pôster. Analise as informações principais: formato, informações e contexto. Incentive a participação de todos e mantenha o foco na questão do financiamento de novos negócios. Instrua-os a anotar as informações no caderno.
4. Chame a atenção para os dados numéricos do pôster. Pergunte sobre sua distribuição, como são organizados e divididos. Atente para a forma de separar os números: falantes de inglês usam ponto (.) em vez de vírgula (,) na separação dos números.
5. Oriente os estudantes para que busquem a informação específica: as palavras-chave podem auxiliar nisso. Peça ao primeiro estudante que descobrir a informação que a compartilhe em voz alta.
6. Explorando o pôster pergunte quantas *startups* obtêm auxílio financeiro. Se necessário, ajude os estudantes.
7. Determine um tempo para que todos analisem o pôster novamente. Acompanhe a realização da atividade e eleja voluntários para compartilharem suas respostas.

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Reading strategies

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1. Peça que os [illegible] leitura e explicação da nova estratégia. Esclareça dúvidas, se houver. Estabeleça um tempo para que a turma possa ler os textos e escolher as alternativas corretas. Quando os estudantes terminarem, leia o enunciado das perguntas e incentive-os a verbalizar a alternativa correta.

Página 113

Language in action

1. Revise o conteúdo de *modals*, usando as frases da atividade. Nesta obra, iremos estudar os modais *can, must, have to, may, might, could*, *ought to* e *should*. Determine um tempo para que respondam individualmente e faça a correção.
2. Dê um tempo para que todos analisem os exemplos. Depois, leia cada uma das afirmações e discuta com os estudantes quais são as asserções corretas.
3. Na lousa, escreva as três respostas possíveis. Peça a voluntários que leiam as frases em voz alta, completando-as com uma das opções.
4. Explique que é preciso analisar os exemplos nos quadros e depois conectá-los com os significados de cada modal. Confira as respostas lendo os exemplos e pedindo que verbalizem a correspondência.

Na BNCC

Habilidade EM13LGG401: por meio das atividades, os estudantes irão analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

5. Peça que estudem as frases com os *modal verbs*. Dê um tempo para a leitura e se mantenha disponível para sanar dúvidas. Enquanto isso, escreva os elementos da próxima atividade na lousa.
6. Solicite aos estudantes que conectem as sentenças da atividade anterior com os significados que estão na lousa. Indique alguns voluntários e, para cada correspondência correta, risque a opção escolhida. Repita até que todas as ligações sejam feitas.

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7. Oriente-os para que leiam as citações e e as completem com um *modal verb*. Acompanhe o andamento da atividade e tire as dúvidas que surgirem.
8. Peça que alguém leia a primeira metade de uma das frases e indique outro estudante para completá-la. Repita o processo para as cinco frases.
9. Explique que as frases devem ser completadas com base nas intenções descritas nas palavras entre parênteses. Peça a voluntários que leiam as sentenças já completadas e corrija possíveis equívocos. Por fim, disponibilize um tempo para que os estudantes leiam e estudem as regras sobre os *modal verbs*.
10. Determine um intervalo de tempo para que escolham as alternativas corretas. Peça a voluntários que leiam as sentenças já completadas e faça a correção.

Página 115

Listening

1. Conduza uma conversa sobre os dados principais do gráfico. Depois, uma a uma, leia as frases da atividade e peça opiniões sobre sua veracidade.

Na BNCC

Habilidade EM13MAT104: ao estudar o gráfico sobre o número de crianças fora da escola, os estudantes irão interpretar taxas e índices de natureza socioeconômica (índice de desenvolvimento humano, taxas de inflação, entre outros), investigando os processos de cálculo desses números para analisar criticamente a realidade e produzir argumentos.

2. Explique aos estudantes que eles irão ouvir um áudio sobre o assunto e peça que, baseando-se no tema e nas informações do gráfico, sugiram quais palavras do quadro serão ouvidas na reprodução.
3. Reproduza o áudio uma primeira vez. Solicite que voltem aos palpites da atividade anterior e chequem se estavam corretos.
4. Instrua a turma a atentar para a palavra *secondary* e contar quantas vezes ela é dita no decorrer do áudio. Quando terminarem, pergunte se é necessário reproduzir novamente para que confiram a contagem.
5. Sugira que leiam as afirmações antes da nova reprodução, para que tenham noção do que precisam buscar. Depois, reproduza o áudio novamente.
6. Oriente-os para que façam a contagem de garotos e garotas na turma e anotem as porcentagens. Quando terminarem, peça que compartilhem os resultados. Faça seu próprio cálculo e informe a proporção co[illegible]
7. Baseando-se [illegible] imagem, indague quais podem ser os motivos para que haja mais garotos ou garotas, ou a mesma quantidade dos dois. Receba as opiniões de todos, sempre alertando para posicionamentos preconceituosos e desconstruindo-os.

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Speaking

1. Oriente os estudantes para que leiam a tira e prestem atenção nas ocorrências de *would*. Faça perguntas como: Quando é usado? Com que objetivo os personagens usam o *would*? No quadro 1, o primeiro personagem usa o *would* para pedir um favor. O segundo personagem, por sua vez, usa o *would* para enfatizar que não gostou de ser solicitado.
2. Determine um tempo para a leitura e a redação das respostas das três questões. Confira as respostas em conjunto.
3. Peça aos estudantes que leiam o quadro e respondam individualmente às questões. Acompanhe o andamento da atividade e tire dúvidas sobre o conteúdo.
4. Oriente-os a ler os diálogos da atividade 2 novamente com um colega. Depois, devem trocar de papel e repetir o diálogo.

Na BNCC

Habilidade EM13LGG403: por meio das atividades, os estudantes poderão usar o inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.

Now you!

Em duplas, instrua-os a pedir ao colega dicas para a abertura de um novo negócio. Eles podem usar o quadro da atividade 3 como referência. Acompanhe o andamento e sane dúvidas de pronúncia ou conteúdo que possam surgir.

Página 117

Writing

1 e 2. Estabeleça um tempo para a leitura do *quiz* e a realização da atividade 1. Depois, confira as respostas com a turma. Leia as indagações e peça que os estudantes participem verbalizando suas respostas. Na atividade 2, eles deverão responder ao *quiz* e comentar o resultado com um colega.

3. Oriente os estudantes para que formem grupos de quatro a cinco integrantes. Eles devem escolher um tópico e elaborar um *quiz* com cinco perguntas ou asserções. Dê sugestões de tópicos para o *quiz* (empreendedorismo, o que aprenderam nessa lição, informação sobre a escola, o que aprenderam em outras matérias etc.). Quando terminarem, peça que compartilhem seus *quizzes* com a turma.

Note

Instrua-os a fazer um *quiz* sobre regras da escola. Eles devem registrá-lo numa folha que possam destacar e trocá-lo com um colega, que irá respondê-lo e fazer observações a respeito dele. Por fim, os colegas devem destrocar o *quiz* e passá-lo a limpo no caderno.

Lesson B

Making art and business

Página 118

Before reading

1. Conduza uma breve discussão sobre as imagens. Analise todos os detalhes com os estudantes e pergunte se conseguem identificar que tipo de texto irão ler. Estimule a participação de todos.
2. Pergunte aos estudantes sobre suas habilidades em artesanato. Deixe que se expressem e, depois, solicite que registrem por escrito o que disseram.

Página 119

While reading

1. Estabeleça um tempo para a leitura do texto e a realização do exercício. Incentive-os a utilizar as *reading strategies* abordadas nas unidades anteriores. Atenda os estudantes separadamente para sanar dúvidas e, quando encerrado o tempo proposto, confira as respostas com toda a turma.
2. Leia a primeira pergunta e estimule a manifestação de voluntários. Repita o procedimento com as demais.
3. Determine um tempo para a realização individual do exercício. Eles devem assinalar o significado correto da palavra. Sugira que encontrem o termo no texto e analisem o contexto.

Página 120

Post-reading

1. A atividade deve ser respondida oralmente. Indague se eles conhecem algum artista que trabalhe com artesanato. Deixe a conversa transcorrer e, quando terminarem, peça que registrem as respostas no caderno.
2. Estimule-os a pensar nos produtos dessa categoria que se vê com mais frequência. Indague, também, por que eles são tão populares.
3. Por fim, incentive-os a participar compartilhando informações pessoais. Pergunte quem possui esse tipo de produto em casa e, se sim, quantos e quais são eles. Se alguém estiver com algum produto na sala, peça que mostre aos outros. Solicite que escrevam as respostas no caderno.

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Words in images

1-4. Conduza uma conversa sobre as imagens da atividade e a indagação feita pela atividade. Pergunte se é sempre necessário ler em algum idioma para seguir instruções. Levante a questão da comunicação visual como linguagem não verbal. Demonstre que é possível dar instruções apenas por imagens, sem recorrer à linguagem escrita ou oral.

Now you!

Em duplas, os estudantes devem planejar o passo a passo de alguma atividade que conheçam bem; eles podem fazer um texto ou um vídeo a respeito. Por fim, o trabalho será trocado com outra dupla, que precisará adivinhar do que se trata.

Na BNCC

Habilidade EM13LGG701: com a elaboração do passo a passo, os estudantes poderão explorar tecnologias digitais da informação e comunicação (TDIC), compreendendo seus princípios e funcionalidades, e utilizá-las de modo ético, criativo, responsável e adequado a práticas de linguagem em diferentes contextos.

Página 121

Reading strategies

1 e 2. Peça a um voluntário que leia o trecho e a frase. Em seguida, oriente os estudantes para que respondam se eles são verdadeiros ou falsos. Na atividade 2, outros voluntários devem ler o cartum e discutir com os colegas as questões apresentadas.

3. Discuta o significado da tira com todos. Leia cada uma das asserções e peça que digam se as julgam corretas ou não. Incentive-os a justificar suas informações.
4. Conduza uma discussão sobre o cartum fazendo perguntas como: Quem são os personagens? Onde estão? Que história a tira conta? Depois, passe para as perguntas específicas. Incentive a participação de todos.
5. Continue com o debate, agora com foco no sentido da tira. Para estimulá-los a refletir sobre o humor contido nas imagens e no texto, analise cada um dos três quadros. Quando os estudantes terminarem, solicite que escolham a opção correta.
6. Para procurar o significado da palavra destacada, proponha que retornem à tira e vejam o contexto em que ela é usada. Qual é a expressão do personagem? A palavra parece significar algo positivo? Por fim, oriente-os para que busquem o significado no dicionário e o anotem no caderno.

Páginas 122 e 123

Language in action

1. Peça que, antes de responderem às perguntas, leiam com atenção as frases destacadas, analisando-as gramaticalmente. Depois, confira as respostas em conjunto. Eleja voluntários para compartilhar as respostas aos itens **a**, **b** e **c**.
2. Reproduza a atividade na lousa. Faça uma coluna com os tipos de uso do imperativo e outra com as frases. Peça a um voluntário que conecte as colunas. Posteriormente, cheque se todos concordam com a resposta e, se necessário, corrija equívocos. Justifique cada uma das conexões com pequenas explanações acerca do sentido das frases.
3. Escreva os cinco verbos do quadro na lousa. Peça a voluntários que leiam as sentenças, já escolhendo um dos verbos no quadro para completá-la. A cada resposta correta, risque um dos verbos da lousa. Após cada leitura, confira se o resto da turma concorda com a escolha e corrija possíveis equívocos.
4. Estabeleça um tempo para que todos leiam as instruções e as coloquem em ordem. Eleja alguns estudantes para lerem as instruções na ordem correta.
5. Faça a atividade com a turma. Analise brevemente cada imagem, depois escolha um estudante para sugerir algo que poderia ser dito numa das cenas. Estimule mais de uma sugestão por imagem. Peça sempre que anotem as ideias no caderno.
6. Determine um tempo para a leitura e realização do exercício. Peça a todos que leiam atentamente e estudem a gramática. Esteja disponível para sanar dúvidas.

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7. Faça a atividade com a turma. Eleja um voluntário para ler as [illegible] em voz alta. Depois, analise cada uma delas, pedindo que os estudantes digam se são verdadeiras ou falsas, explicando o motivo.
8. Dê um tempo para que os estudantes leiam o exercício e completem as frases com *prefer* ou *rather*. Lembre-os das especificidades gramaticais do uso de cada um, para que possam preenchê-las com mais segurança. Tire dúvidas que possam surgir e, quando terminarem, confira as respostas em conjunto.
9. Encaminhe o exercício colaborativamente. Aponte alguns estudantes da turma para inventarem a segunda parte das frases, em voz alta. Deixe claro que se trata de resposta pessoal e criativa.
10. Instrua-os a observar as imagens e ler as frases. Levante a importância da comunicação visual como linguagem não verbal. Em seguida, no caderno, eles devem numerar as sentenças de acordo com a imagem correspondente. Quando terminarem, leia as frases e peça a voluntários que digam a ordem.

Página 125

Listening

1. Conduza uma discussão sobre a imagem em questão: O que é retratado? (*Site* que vende petiscos para cachorros.) Incentive a participação de todos os estudantes.
2. Informe que você reproduzirá o áudio de um trecho de um episódio do programa de televisão *Shark Tank*, em que pequenos empreendedores apresentam seus produtos para um time de investidores em potencial. Instrua-os a ouvir o áudio atentamente e assinalar as opções corretas.
3. Peça aos estudantes que leiam as perguntas antes de ouvir o áudio. Após reproduzi-lo, oriente-os para que escrevam as respostas no caderno. Toque o áudio mais uma vez antes de conferir as respostas com a turma: faça as perguntas e incentive que todos se manifestem.
4. Relembre o áudio e peça aos estudantes que compartilhem anseios parecidos que possam ter. Incentive a participação de todos e certifique-se de que registrem a resposta no caderno.

Na BNCC

Habilidade EM13LGG303: ao falar sobre sua comunidade, os estudantes poderão debater questões polêmicas de relevância social, analisando diferentes argumentos e opiniões para formular, negociar e sustentar posições frente à análise de perspectivas distintas.

5. Estabeleça um tempo para que os estudantes reflitam sobre as perguntas antes de respondê-las. Peça que pensem em formas de concretizar esses objetivos. Quando terminarem, solicite que alguns voluntários compartilhem o que escreveram.

Página 126

Speaking

1 e 2. Oriente os estudantes para que observem as imagens e digam que pessoas são retratadas e o que estão fazendo. Trata-se de jovens em atividades diversas (artesanato, venda e programação). Em seguida, inicie um breve debate perguntando qual atividade os estudantes preferem exercer e por quê.

3 e 4. Peça que formem pares. Os estudantes deverão ler o diálogo, cada um representando um dos interlocutores. Acompanhe o andamento da atividade, atenda os pares e corrija possíveis equívocos de pronúncia e entonação. Em seguida, eles deverão praticar o diálogo.

Now you!

Peça que, com o mesmo par, interpretem o diálogo novamente, improvisando novas informações nas partes sublinhadas, mudando o assunto tratado. Dê alguns exemplos e esteja disponível para tirar dúvidas sobre vocabulário.

Página 127

Writing

1. Oriente os estudantes para que formem duplas. Eles deverão ler as afirmações e escolher aquela que se adequa à habilidade deles na cozinha. Em seguida, peça que leiam a afirmação escolhida pelo colega e comentem as escolhas feitas.
2. Individualmente, eles devem associar, no caderno, os ingredientes a seus respectivos nomes. Solicite que comparem as respostas. Chame voluntários para lê-las e faça a correção.
3. Explique-lhes que se trata de uma receita embaralhada. Peça que coloquem as instruções em ordem. Quando terminar o tempo combinado, solicite a alguns voluntários que leiam cada passo da receita.

Ampliando

Doces ou salgadas, as panquecas estão presentes na culinária de muitos países. Peça que investiguem algumas receitas desse prato. Veja alguns exemplos no endereço a seguir.

- JITCHOTVISUT, Jor aki. Why do pancakes look like in 10 countries around the world. *In*: INSIDER. [*S. l.*: *s. n.*], 5 mar. 2019. Disponível em: www.insider.com/pancakes-difference-around-the-world-2018-5. Acesso em: 9 jul. 2020.

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Na BNCC

Habilidade EM13LGG401: ao observar as imagens e discutir as questões, os estudantes irão analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

4 e 5. Proponha aos estudantes que pensem no seu prato favorito. Solicite que listem primeiro todos os ingredientes necessários e, depois, as instruções de uma receita. Se houver dúvidas de vocabulário, incentive-os a pesquisar em dicionários. Quando terminarem, peça a alguns que compartilhem suas receitas. Cada um deverá revisar a receita de um colega.

6. Debata com eles rapidamente sobre a praticidade das receitas. São fáceis de transportar para vender em feiras ou festas? Peça que todos redijam as respostas para suas receitas no caderno.

Ampliando

Bake sale é uma atividade para angariar fundos na qual são vendidos produtos feitos em casa (bolos, biscoitos e outros itens). A venda deles acontece, de modo geral, em lugares públicos.

Lesson C

Maker culture

Página 128

Before reading

1. Conduza um debate acerca das imagens expostas. Analise quais personagens são representados, os locais e a estrutura do conjunto de fotografias.
2. Traga o foco para o objeto que está sendo construído. Pergunte qual é sua utilidade. Peça que anotem a resposta no caderno.
3. Solicite que atentem para as imagens que ilustram a produção do objeto e analisem o material e o formato dele. Estimule-os a adivinhar que material foi usado.

Na BNCC

Habilidade EM13CHS301: por meio das atividades, os estudantes irão problematizar hábitos e práticas individuais e coletivos de produção, reaproveitamento e descarte de resíduos em metrópoles, áreas urbanas e rurais, e comunidades com diferentes características socioeconômicas, e elaborar e/ou selecionar propostas de ação que promovam a sustentabilidade socioambiental, o combate à poluição sistêmica e o consumo responsável.

Páginas 129 e 130

While reading

1. Estabeleça um tempo para que leiam o texto e destaquem qual parágrafo contém a informação solicitada. Quando os estudantes terminarem, confira as respostas com eles.
2. Leia cada uma das asserções em voz alta e peça aos estudantes que se manifestem quanto à veracidade, justificando suas afirmações.
3. Determine um tempo para que possam retornar ao texto, focando no segundo parágrafo, e julgar as afirmações. Estimule-os a utilizar as *reading strategies* adquiridas em unidades anteriores.
4. Dê um tempo para a realização individual da atividade. Peça que leiam as frases para tentar descobrir quais palavras e expressões estão faltando. Confira as respostas.
5. Instrua-os a voltar ao terceiro parágrafo do texto e escolher o melhor significado para as expressões sublinhadas. Faça a correção coletiva.

Post-reading

1. Proponha a questão para os estudantes e incentive que todos contribuam para a discussão. Aja na mediação, guiando a conversa e ouvindo argumentos contrastantes. Peça que redijam suas conclusões no caderno.
2. Instrua-os a refletir sobre projetos como o que foi discutido na atividade anterior, que possam integrar alguma das disciplinas do colégio. Eleja voluntários para compartilhar suas ideias com a turma.

Na BNCC

Habilidade EM13LGG304: por meio das atividades, os estudantes poderão formular propostas, intervir e tomar decisões que levem em conta o bem comum e os Direitos Humanos, a consciência socioambiental e o consumo responsável em âmbito local, regional e global.

MATERIAL DE DIVULGAÇÃO
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Words in images

1. Peça aos estudantes que leiam o texto e observem a foto, perguntando o que compreendem sobre lugares como *hackerspaces* e *coworking spaces*. Para que servem? Como funcionam? Quem os frequenta?
   a) Inicie uma conversa sobre a questão. Atue na mediação e, quando terminarem, peça que registrem seu posicionamento no caderno.
   b) Dê continuidade à conversa, agora focada nos bairros próximos da escola. Há espaço para lugares como um *makerspace*? Pergunte se acham que funcionaria nas comunidades deles. Siga na mediação e oriente-os para que anotem quais seriam as necessidades e respectivas soluções.
   c) Estabeleça um tempo para que reflitam sobre o que é preciso para concretizar as soluções relatadas na atividade anterior. Estimule-os a imaginar propostas de projetos inovadores, novos espaços, formas de melhorar a vida das pessoas da comunidade. Quando terminarem, peça que compartilhem suas ideias.

Página 131

Reading strategies

1. Determine um tempo para que possam ler o exercício e resolvê-lo observando a imagem do dicionário. Atente para estudantes que possam ter dúvidas e os atenda individualmente.
2. Peça que leiam com atenção os passos listados. Indague qual poderia ser o primeiro passo, escute as respostas e guie-os para a correta. Repita com os passos seguintes, até que todos estejam ordenados.
3. Chame a atenção para os substantivos listados. Diga que algumas dessas palavras também são verbos; pergunte quais são. Você pode fazer uma análise comparativa com o português: transformar um substantivo em um verbo parece ainda mais fácil em inglês. Fazer analogias pode ajudar no aprendizado e na memorização. Veja alguns exemplos: cabeça – cabecear; pacote – empacotar; chute – chutar.
4. Oriente-os para que procurem o significado da palavra no dicionário. Dê um tempo para que registrem as definições no caderno e depois peça que alguns voluntários compartilhem as descrições encontradas.
5. Estabeleça um tempo para que explorem o dicionário. Sugira que, em duplas, procurem uma palavra conhecida para talvez descobrir novos significados. Estimule, nesse momento, a troca entre eles.

Peer teaching é uma estratégia de ensino e aprendizado na qual os estudantes são os protagonistas dos dois processos e, juntos, podem aprender mais do que aprenderiam separadamente.

Páginas 132 e 133

Language in action

1. Leia as frases em voz alta e peça que os estudantes acompanhem nos livros. Depois, parta para as

asserções que devem ser julgadas. Estimule-os a se manifestar para obter as respostas. Tire dúvidas e corrija possíveis equívocos.

2. Estabeleça um tempo para a leitura e realização do exercício. Quando se encerrar o tempo, eleja três estudantes para conferir as respostas com você, cada um para um dos grupos de questões. Faça a pergunta em voz alta, escute a resposta e a confirme ou corrija, pedindo a participação do resto da turma.
3. Oriente-os para que identifiquem as formas corretas dos verbos nas sentenças propostas, usando como base os quadros explicativos.
4. Na tira, o personagem Snoopy está contando algo que aconteceu no passado; por isso utiliza os tempos *past/past continuous* ou *past progressive*.
5. Eleja alguns estudantes para auxiliarem neste exercício. Cada um deverá ler uma das frases incorporando o verbo já com a flexão correta.
6. Eles devem formular as perguntas com base nas informações das frases. Faça o primeiro item com a turma e esclareça possíveis dúvidas. Confira as respostas, elegendo alguns estudantes para lhe fazerem as perguntas em voz alta.
7. Leia as frases em voz alta e estimule-os a dizer qual das opções contém um sinônimo da palavra ou expressão destacada. Oriente-os para que prestem atenção nas sentenças como um todo, para, se necessário, inferirem o significado dos termos.

Página 134

8. Instrua-os a observar as imagens e pergunte: O que pode ser dito sobre elas? Lembre-os de responder com frases [illegible] ações ilustradas e os personagens representados.
9. Estabeleça um tempo para a realização individual da atividade. Oriente os estudantes para que, com base no vocabulário esclarecido anteriormente, completem as frases com as palavras do quadro.
10. Instrua-os a escolher duas palavras do quadro da atividade anterior e formar uma frase com cada uma das palavras. Mantenha-se disponível para auxiliá-los individualmente e, quando terminarem, escolha dois deles para lerem em voz alta as frases que escreveram.

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Listening

1. Fomente uma rápida discussão sobre o local mostrado na imagem. Peça que leiam as alternativas e verifique se todos as entenderam. Reproduza o áudio e instrua-os a ouvi-lo para entender a ideia geral e escolher a alternativa que melhor representa o conteúdo. Solicite que discutam a resposta em duplas e confira-as com a turma.
2. Peça que leiam algumas vezes as palavras listadas. Ajude-os com a pronúncia, se necessário. Reproduza o áudio e explique-lhes que devem identificar quais delas são ditas e copiá-las no caderno.
3. Mais uma vez reproduza o áudio, deixando claro que eles devem atentar para as frases listadas e completá-las com o que ouvirem. Reproduza o áudio novamente, para que a turma consiga completar todas as sentenças. Quando os estudantes terminarem, eleja cinco deles para lerem as frases completas.
4. Antes de reproduzir o áudio, pergunte se os estudantes se lembram dos números listados na atividade e a que se referem. Reproduza o áudio e peça que façam a correspondência, conferindo-as com todos.
5. Pergunte quais são os pontos positivos e os negativos de se ter uma *startup*. Lembre-se também de citar o cenário brasileiro e como isso pode interferir nos planos de negócios. Atue mediando o debate e, quando terminarem, instrua-os a anotar suas conclusões no caderno.
6. Dê continuidade ao debate inserindo estas novas questões. Estimule a participação de todos.

Página 136

Speaking

1. Peça que leiam a troca de mensagens entre Lucas e George e atentem para o mapa apresentado. Em seguida, os estudantes devem encontrar a estação de metrô mencionada na conversa. Solicite então que, em duplas, discutam os detalhes do mapa para compreenderem melhor o diálogo.

Now you!

Peça que formem duplas. Explique-lhes que devem repetir o diálogo, cada um em um papel. Acompanhe o andamento da atividade, corrigindo possíveis equívocos.

Na BNCC

Habilidade EM13LGG402: por meio das atividades, os estudantes irão empregar, nas interações sociais, a variedade e o estilo de língua adequados à situação comunicativa, ao(s) interlocutor(es) e ao gênero do discurso, respeitando os usos das línguas por esse(s) interlocutor(es) e sem preconceito linguístico.

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Writing

1. Estabeleça um tempo para a realização deste exercício. Explique aos estudantes que eles devem encontrar o símbolo que corresponde a cada indicação de direção listada. Mostre-lhes o símbolo no livro e peça-lhes que digam qual direção corresponde a ele. Repita até que todas as correspondências sejam feitas.
2. Solicite a quatro voluntários que leiam as indicações em voz alta e, após cada leitura, indique o trajeto no livro e peça que o acompanhem.
3. Determine alguns minutos para que os estudantes possam pensar nas direções e redigi-las em forma de mensagem de texto. Estimule-os a pensar em suas próprias casas e nos pontos de ônibus mais próximos. Peça a eles que formem pares e leiam suas instruções uns para os outros.

Lesson D

Social entrepreneurship

Página 138

1. Explore o conteúdo das imagens fazendo perguntas como: O que vem à mente quando pensamos na palavra *entrepreneur*? O que muda quando pensamos em *social entrepreneur*? Solicite a um estudante que leia a definição de *Social enterprises* e, depois, aos demais, que apontem algumas das palavras-chave da definição (*social mission, social purpose etc.*). Oriente-os para que leiam as legendas e definam quais das pessoas retratadas podem ser consideradas *social entrepreneurs*. Empreendedores sociais desenvolvem trabalhos que [illegible] social.

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2. Oriente-os para que leiam o texto e verifiquem se as frases são verdadeiras ou falsas. Em seguida, eles devem formar duplas e comparar as respostas com um colega, debatendo as que forem diferentes.

Página 140

Compare and conclude

1. O infográfico apresenta características de empreendedores sociais e empreendedores tradicionais. Os estudantes deverão ler o conteúdo do infográfico para decidir qual é o melhor título.
2. A atividade exige que eles tenham uma boa interpretação das informações do infográfico, uma vez o conteúdo lido será aplicado na análise de cada situação da atividade. Peça aos estudantes que leiam as situações e decidam se as pessoas descritas se encaixam em uma definição tradicional de empreendedor ou se podem ser consideradas empreendedores sociais.

Na BNCC

Habilidade EM13CNT206: ao falar sobre o conceito de *zero waste*, os estudantes vão discutir a importância da preservação e conservação da biodiversidade, considerando parâmetros qualitativos e quantitativos, e avaliar os efeitos da ação humana e das políticas ambientais para a garantia da sustentabilidade do planeta.

Habilidade EM13CHS301: por meio das atividades, os estudantes irão problematizar hábitos e práticas individuais e coletivos de produção, reaproveitamento e descarte de resíduos em metrópoles, áreas urbanas e rurais, e comunidades com diferentes características socioeconômicas, e elaborar e/ou selecionar propostas de ação que promovam a sustentabilidade socioambiental, o combate à poluição sistêmica e o consumo responsável.

Página 141

Real life

1. O texto apresenta a história de Jazzmine Raine, empreendedora que construiu um hotel na Índia sob o conceito *zero waste*. Proponha algumas reflexões aos estudantes: O que acham do projeto de Jazzmine? Por que será que Jazzmine escolheu a Índia? Incentive-os a usar na resposta palavras-chave como *social goodness, sustainable, zero waste, ethical* etc. para reforçar a ideia de empreendedorismo social.
2. Oriente-os para que leiam o texto e respondam às questões no caderno. Em seguida, eles devem formar uma dupla e conferir as respostas do colega. Caso haja divergências, devem debatê-las.

Página 142

Think about it

1. Explore a imagem e pergunte: Onde podemos encontrar textos como estes? Que tipo de *website* é este? Reproduza o áudio e oriente-os para que o acompanhem lendo o texto e identificando as palavras que faltam. Reproduza o áudio pela segunda vez para que eles possam fazer a correção.

Moral compass

Peça que pensem em pelo menos uma forma de contribuir para um empreendimento social: consumindo seus produtos, divulgando seu trabalho, fazendo doações, entre outras.

2. Deixe que leiam a definição de *angel investor* e esclareça as dúvidas que surgirem. É importante que entendam a expressão *"high net worth individual"* (indivíduo de alto patrimônio líquido) para que possam fazer essa reflexão. Proponha outras perguntas: *Do you think a social enterprise is a high or low risk investment?* (Um empreendimento social é um investimento de alto ou baixo risco?) *What happens to the investor if the business is not successful?* (O que acontece com o investidor se o negócio não for bem?) Um investidor-anjo possui um patrimônio alto para compensar o risco que esse tipo de investimento oferece.

Página 143

Taking action

1. Oriente-os para que, em grupos, comecem a pensar em uma ideia de empreendedorismo social, tema do projeto da unidade. A primeira atividade, um *mind map*, visa oferecer a oportunidade de pensarem juntos acerca do tema, sob diferentes perspectivas. Ressalte a importância de fazer um levantamento de ideias, palavras e outros conceitos antes de dar início ao projeto. Eles podem fazer seus *mind maps* em grupos, em uma cartolina ou no computador.
2. Para esta atividade, sugerimos as seguintes fontes para a condução da pesquisa: internet, mídia e membros da comunidade.
3. Os estudantes deverão decidir por um projeto inspirado nos exemplos pesquisados e encontrados na atividade 2. Para isso, é preciso que todos os membros concordem com a ideia.

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Tech-savvy

O texto explica o que é um *explainer video* (vídeo de apresentação). Mostre-lhes a importância de fazer um vídeo que possa atrair investidores para o empreendimento deles, uma vez que a maioria dos jovens empreendedores não possui capital inicial para começar um negócio.

1. Oriente-os para que leiam as palavras do quadro e peça que leiam as frases e identifiquem as palavras que as completam.
2. Instrua-os a ler as frases e identificar a qual sentença da atividade anterior elas fazem referência, registrando a resposta no caderno.
3. Para que essa questão seja mais produtiva, use as diferentes dúvidas que os estudantes trouxerem para organizar um *workshop*, a fim de que conheçam as etapas do processo de criação de um vídeo.

Página 145

Getting it done

1. Os estudantes deverão se preparar para fazer um *explainer video* sobre o projeto que idealizaram. É importante que haja troca de ideias entre os grupos, para que todos possam dar e receber sugestões. Caso a execução seja inviável na forma de um vídeo, trabalhe com a possibilidade de uma apresentação que pode ser gravada por você e repassada aos estudantes. O mais importante é que eles entendam a necessidade de planejar uma apresentação organizada.

Na BNCC

Habilidade EM13LGG304: por meio da formulação de um vídeo sobre empreendimento social, os estudantes poderão formular propostas, intervir e tomar decisões que levem em conta o bem comum e os Direitos Humanos, a consciência socioambiental e o consumo responsável em âmbito local, regional e global.

Habilidade EM13LGG603: por meio das atividades, os estudantes irão expressar-se e atuar em processos de criação autorais individuais e coletivos nas diferentes linguagens artísticas (artes visuais, audiovisual, dança, música e teatro) e nas intersecções entre elas, recorrendo a referências estéticas e culturais, conhecimentos de naturezas diversas (artísticos, históricos, sociais e políticos) e experiências individuais e coletivas.

Habilidade EM13LGG701: ao participar do vídeo, os estudantes irão explorar tecnologias digitais da informação e comunicação (TDIC), compreendendo seus princípios e funcionalidades, e utilizá-las de modo ético, criativo, responsável e adequado a práticas de linguagem em diferentes contextos.

2. Eles deverão traçar um plano de ação e distribuir tarefas entre os membros do grupo. Caso não haja vídeo, peça que pensem na apresentação como se ela estivesse sendo gravada. Quais são as melhores estratégias para convencer um investidor a colocar dinheiro no projeto que idealizaram?
3. Após o planejamento, os grupos deverão compartilhar suas ideias com o professor e com outro grupo para que possam receber *feedback*. É importante que tomem nota dos comentários feitos por você e pelos outros grupos antes de gravar a apresentação. Oriente-os a ler os quadros **Better together** e **Use** e incorporar as dicas apresentadas ao *feedback*.

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Showing what we've got

1. Para a apresentação, verifique a possibilidade de convidar pessoas que poderiam se interessar pelos projetos: investidores, líderes comunitários, profissionais que poderiam ajudar na execução dos projetos etc.
2. Esta etapa é importante para que a turma se familiarize com critérios e descrições do que é esperado em cada etapa. Antes da data das apresentações, discuta o conteúdo das rubricas com eles e certifique-se de que estejam cientes do que é esperado do projeto. Em grupos, eles deverão analisar as apresentações e oferecer *feedback* com sugestões de melhoria. Caso haja pessoas externas assistindo, elas também poderão tecer críticas aos grupos. É importante que seja um momento de reflexão para de todos.
3. Oriente-os para que leiam o *feedback* que receberam e discutam com os colegas que grupo foi melhor. Faça perguntas como: *Which group had the best business idea? Which group had the best presentation?*

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Learning about entrepreneurship from the movies

1. Explore as imagens e, se possível, mostre o trailer do filme ou até trechos dele. Pergunte à turma quem já assistiu ao filme ou já ouviu falar do livro. Aponte o moinho na imagem e apresente a palavra em inglês: *windmill*. Se possível, faça uma sessão de cinema na escola ou peça aos estudantes que o assistam em casa.
2. Examine o quadro antes de pedir que leiam o texto, para que saibam as informações que deverão procurar nele. Solicite que consultem também o glossário para esclarecer o sentido de palavras-chave que possam não conhecer.
3. **a)** A história é inspiradora porque envolve superação e força de vontade. William se empenha em encontrar uma solução para o problema de sua família usando os recursos dos quais dispõe.

   b) Disponibilize parte da aula para essa pesquisa. William continua trabalhando com soluções para os problemas da seca e da fome em seu país, o Malawi. Veja mais informações no *site* dele.

   - WILLIAM KAMKWAMBA. Malawi: [*s. n.*], c2020. Disponível em: www.williamkamkwamba.com/home.html. Acesso em: 8 jul. 2020.

   c) Os estudantes deverão providenciar informações sobre um filme ou livro que conte a história de algum empreendedor social.

Na BNCC

Habilidade EM13LGG202: ao assistir a filmes, os estudantes poderão analisar interesses, relações de poder e perspectivas de mundo nos discursos das diversas práticas de linguagem (artísticas, corporais e verbais), compreendendo criticamente o modo como circulam, constituem-se e (re)produzem significação e ideologias.

Habilidade EM13LGG602: fruir e apreciar esteticamente diversas manifestações artísticas e culturais, das locais às mundiais, assim como delas participar, de modo a aguçar continuamente a sensibilidade, a imaginação e a criatividade.

Referências complementares comentadas

DORNELAS, J. *Empreendedorismo*: transformando ideias em negócios. Rio de Janeiro: Grupo Editorial Nacional, 2016.

O livro descreve como criar e desenvolver uma empresa, da ideia até a gestão do novo negócio. Também apresenta estudos de casos de empreendedores brasileiros de sucesso.

ONEAL, A. *Teen entrepreneur toolbox*: the small-business guide for teens. Nova Jersey: Ramsey Press, 2018.

Uma caixa-livro que contém os oito passos práticos para o adolescente começar seu próprio negócio. Inclui ideias de negócios, atividades e histórias reais.

UNIT 4 Cultural literacy

Objetivos

- Entender o conceito de literacia cultural e refletir acerca de diversas culturas.
- Analisar prefácio de livro, artigo *on-line*, trecho de livro e cartum.
- Desenvolver a habilidade de leitura *predicting/previewing*.
- Ouvir e compreender trechos de documentário, entrevista, *podcast* e programa de rádio.
- Revisar e praticar os pronomes possessivos e o caso genitivo.
- Conhecer os verbos seguidos de gerúndio e de infinitivo e praticá-los em contexto.
- Realizar prática oral em descrições, aceitar ou recusar sugestões e expressar surpresa.
- Elaborar textos dos gêneros convite, lista de tarefas e *blog*.

Justificativa

Ao aprender uma língua estrangeira, aprende-se também sobre a cultura da qual ela faz parte. Apresentar novas culturas pode despertar o interesse por novos caminhos. Num mundo globalizado, isso auxilia no desenvolvimento de um estudante autônomo e que respeita as diferenças.

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Na BNCC

Competências gerais: 1, 5 e 9.
Competências específicas de Linguagens e suas Tecnologias: 1, 2, 3, 4, 6 e 7.
Habilidades: EM13LGG104, EM13LGG201, EM13LGG301, EM13LGG302, EM13LGG303, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG602, EM13LGG701, EM13LGG702, EM13LGG703.
Competência específica de Matemática e suas Tecnologias: 1.
Habilidade: EM13MAT101.
Competência específica de Ciências da Natureza e suas Tecnologias: 2.
Habilidade: EM13CNT205.
Competência específica de Ciências Humanas e Sociais Aplicadas: 1.
Habilidade: EM13CHS104.

Como as competências são trabalhadas

Competência geral 1: é trabalhada por meio da leitura e reflexão sobre culturas.

Competência geral 5: é contemplada na atividade final da unidade, em que os estudantes irão criar memes.

Competência geral 9: é trabalhada por meio da reflexão a respeito de culturas e da discussão sobre diferenças entre os gêneros em vários campos.

Competência específica LGG1: com o trabalho de análise e reflexão, os estudantes interagem e compreendem os benefícios de uma sociedade plural.

Competência específica LGG2: ocorre na leitura de textos sobre diferença entre gêneros.

Competência específica LGG3: é trabalhada na idealização do projeto final da unidade.

Competência específica LGG4: com a análise de culturas , o estudante identifica diversas formas de expressão e identidade.

Competência específica LGG6: exercitada em atividades de análise de cartuns e filme.

Competência específica LGG7: é trabalhada na elaboração de memes.

Competência específica MAT1: abordada no estudo sobre STEAM e na percepção da presença da matemática na vida.

Competência específica CNT2: é trabalhada em artigo *on-line*, sobre alquimia.

Competência específica CHS1: exercitada na identificação e estudo de diferentes culturas, suas crenças e características.

Orientações

Abertura

Páginas 148 e 149

Explore as imagens perguntando o que cada uma representa. Permita que compartilhem o que sabem, ativando o conhecimento prévio sobre diferentes culturas. Oriente-os para que trabalhem em pares a fim de que discutam as questões e depois abra o debate para a turma propondo mais algumas perguntas, como: *Can you give examples of traditional celebration in other countries? What kind of food from other cultures do you know? If you could summarize Brazilian culture in one word, what would it be?*

Páginas 150 e 151

Chame a atenção dos estudantes para os vários tipos de texto que compõem as páginas e que identifiquem um trecho de livro, um *fact-file* e um artigo *on-line*. Explore o título da unidade e pergunte o que eles acreditam que significa *cultural literacy*. Leia o texto com eles e pergunte se estavam certos. Explore os títulos dos vídeos, *websites* e livros que foram sugeridos e, se possível, combine a leitura ou discussão de algum deles.

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Na BNCC

Habilidade EM13LGG302: ao refletir sobre as imagens e texto da abertura, os estudantes irão posicionar-se criticamente diante de diversas visões de mundo presentes nos discursos em diferentes linguagens, levando em conta seus contextos de produção e de circulação.

Lesson A

STEAM and culture

Página 152

Before reading

1. Pergunte aos estudantes o significado da sigla STEAM. Atue na mediação da conversa para levantar o conhecimento prévio da turma sobre o tema.
2. Pergunte-lhes que tipo de texto estão vendo. Incentive respostas divergentes, se surgirem, e medeie as falas. Peça que anotem a resposta no caderno.

Página 153

While reading

1. Estabeleça um tempo para a leitura do texto. Oriente todos os estudantes para que retornem ao primeiro exercício e chequem se as conclusões a que chegaram estavam corretas.
2. Analise as imagens com a turma. Peça a alguns voluntários que façam as conexões entre os assuntos e as imagens. Solicite que escrevam as respostas no caderno.
3. Os estudantes devem responder de acordo com as informações do texto. Peça que alguns voluntários compartilhem suas respostas com a turma. Tire dúvidas e corrija possíveis equívocos no processo.
4. Destaque que as palavras usadas para completar as frases devem estar no texto. Enquanto a turma responde, transcreva as frases na lousa e, no final, chame alguns estudantes para darem suas respostas.
5. Faça a atividade com a turma. Leia as sentenças e estimule alguns voluntários a escolher a resposta. Repita o procedimento para todas as frases.

Páginas 154 e 155

Post-reading

1. Peça aos estudantes que escrevam respostas completas e bem desenvolvidas, baseadas em informações obtidas nas leituras do texto. Solicite a alguns estudantes que compartilhem suas respostas.

2 e 3. Peça que troquem ideias e experiências pessoais em duplas. Peça que alguns compartilhem suas ideias com toda a turma. Estimule a troca de ideias de maneira respeitosa, levando em consideração todas as opiniões.

Words in images

1. Promova uma conversa sobre o mapa da atividade atentando para os países em vermelho. O que eles têm em comum? Onde se localizam? Qual é a relação desses países com o desempenho em matemática? Peça que registrem a resposta no caderno.
2. Determine um tempo para que respondam individualmente. Peça a alguns estudantes que compartilhem suas suposições.
3. Os estudantes devem pensar em soluções para esse problema. Ao final, solicite que compartilhem suas propostas.
4. Essa atividade pode ser feita de forma oral com a turma toda. Escolha alguns dos livros e peça aos estudantes que justifiquem suas respostas.

Na BNCC

Habilidade EM13LGG303: ao refletir sobre a *performance* dos países em matemática, os estudantes vão debater questões de relevância social, analisar argumentos e opiniões, formular, negociar e sustentar posições frente à análise de perspectivas distintas.

Habilidade EM13LGG305: ao pensar em como melhorar o desempenho do Brasil em matemática, os estudantes irão mapear e criar, por meio de práticas de linguagem, possibilidades de atuação social, política, artística e cultural para enfrentar desafios contemporâneos, discutindo princípios e objetivos dessa atuação de maneira crítica, criativa, solidária e ética.

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Reading strategies

1. Escolha alguns estudantes para ler as quatro manchetes. Corrija equívocos de pronúncia e entonação na leitura e pergunte qual das duas descrições é a mais adequada. Certifique-se de que todos estão anotando as respostas no caderno.

Páginas 156–158

Language in action

1. Dê um tempo para que os estudantes leiam a tira e anotem as respostas no caderno. Permita que confiram as respostas em duplas, antes de fazer a correção com a turma toda.
2. Solicite que reproduzam a tabela da atividade no caderno e a preencham com os *possessive adjectives*. Copie a tabela na lousa e faça a correção coletivamente.
3. Oriente-os na leitura das frases e peça que respondam às questões no caderno. Solicite a voluntários que leiam as frases e faça a correção coletivamente.
4. Peça que escrevam no caderno os adjetivos que completam as frases. Solicite a voluntários que leiam as frases completando-as. Corrija, se necessário.
5. Estabeleça um tempo para a leitura e peça a voluntários que escrevam na lousa as frases que construíram. Confirme as respostas com a turma e faça as correções necessárias.
6. Oriente-os na análise das imagens e na leitura das frases. Eleja alguns estudantes para ler as frases que reescreveram no caderno.
7. Leia as frases em voz alta e estimule os estudantes a se manifestarem sobre os elementos estranhos nas sentenças. Quando acertarem, peça que sugiram uma correção, até que cheguem à resposta correta.
8. Oriente os estudantes na leitura dos trechos e na escolha da melhor opção para completar as lacunas. Ao final, confira as respostas e tire as dúvidas que possam surgir.

Página 159

Listening

1. Promova uma discussão sobre a imagem. Proponha a pergunta do exercício e peça que escrevam a resposta no caderno.
2. Determine um tempo para que os estudantes listem palavras associadas ao campo *Arts*. Estimule-os a pensar nas múltiplas formas de arte. No final, peça a alguns voluntários que compartilhem suas listas.
3. Pergunte aos estudantes se conhecem *podcasts* e, se sim, quais escutam. Reproduza o áudio pela primeira vez e oriente-os para que confiram se suas suposições anteriores estavam corretas.
4. Reproduza o áudio novamente. Instrua-os a focar nos trechos que contêm as frases da atividade. Se necessário, reproduza-o mais uma vez. Confira as respostas com a turma.
5. Determine um tempo para a leitura e instrua-os a completar as lacunas. Depois, reproduza o áudio uma última vez para conferência das respostas.

6. Proponha a pergunta aos estudantes e medeie o debate de posições contrárias. No final, peça a todos que redijam suas conclusões no caderno.

Página 160

Speaking

1. Instrua-os a analisar a imagem e escolher, entre as opções, a que melhor a descreve.
2. Peça que leiam a conversa e retornem ao exercício anterior para confirmar a resposta. Convide dois voluntários para reproduzir o diálogo.
3. Chame a atenção para as expressões sublinhadas e pergunte o que elas têm em comum. Faça a correção coletivamente.
4. Leia em voz alta as três sentenças e, depois de cada uma, peça à turma toda que as repita. Corrija possíveis equívocos de pronúncia e entonação.

Now you!

Proponha aos estudantes que trabalhem em duplas para criar uma conversa similar, relacionada à arte e diversidade cultural. Estimule-os a usar a linguagem que conhecem, bem como as expressões do modelo de conversa.

Página 161

Writing

1. Estabeleça um tempo para a leitura e realização individual deste exercício. Depois, convide voluntários para compartilhar suas respostas.
2. Instrua-os a analisar o conteúdo e a estrutura do texto. Depois, pergunte à turma qual melhor opção.
3. Explique aos estudantes que as próximas atividades são etapas do *process writing*. Peça que criem um evento que possa ser realizado na escola e que façam uma lista com as informações necessárias para a divulgação.

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Na BNCC

Habilidade EM13LGG402: ao escrever um convite, os estudantes irão empregar, nas interações sociais, a variedade e o estilo de língua adequados à situação comunicativa, ao(s) interlocutor(es) e ao gênero do discurso, respeitando os usos das línguas por esse(s) interlocutor(es) e sem preconceito linguístico.

4. Peça aos estudantes que façam um rascunho do convite. Oriente-os na formação de duplas e na troca dos rascunhos para conferir as informações e fazer sugestões ou correções.
5. Estabeleça um tempo para a realização individual da atividade. Por fim, peça a alguns voluntários que compartilhem seus convites com a turma.

Lesson B

Alchemy

Página 162

Before reading

1. Pergunte à turma se conhecem o título ou o tema do livro. Permita que os estudantes conversem, para assim levantar os conhecimentos prévios.
2. Permita que discutam a questão em pequenos grupos. Observe as discussões e depois abra uma roda de conversa com a turma.
3. Oriente os estudantes na aplicação da estratégia de *scanning* e na busca de uma palavra no corpo do texto que seja o nome de uma disciplina. Peça a todos que anotem a resposta no caderno.
4. Peça aos estudantes que encontrem as palavras que começam com maiúscula e faça uma lista delas na lousa. Pergunte o que elas têm em comum.

While reading

1. Peça aos estudantes que leiam o texto e encontrem os números listados, para descobrir a que eles se referem. Depois, confira as respostas coletivamente.
2. Peça que façam mais uma rápida leitura do texto. Leia as frases que devem ser analisadas em voz alta e, após cada uma, corrija possíveis equívocos nas respostas.
3. Todas as perguntas devem ser respondidas com base nas informações do texto estimulando os estudantes.

Na BNCC

Habilidade EM13LGG401: ao ler textos de diversos gêneros, os estudantes poderão analisá-los criticamente de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

Página 163

4. Transcreva as cinco palavras da caixa na lousa. Leia as frases para a turma e peça a voluntários que as completem. Após cada acerto, risque a palavra escolhida.

Post-reading

1. Explore os pontos principais do texto, do que ele trata e como se estrutura. Peça à turma que responda qual das opções descreve melhor a ideia geral.
2. Estimule os estudantes a trazerem conhecimentos de outras disciplinas, especialmente História. No final, peça a alguns voluntários que compartilhem suas respostas.
3. Relembre a noção conhecida da Grécia como berço da civilização. Provoque uma discussão pedindo que teçam argumentos favoráveis e desfavoráveis a essa afirmação. Depois, peça a todos que tirem as próprias conclusões e as registrem no caderno.
4. Estabeleça um tempo para que os estudantes reflitam sobre essa questão individualmente. Em seguida, peça a voluntários que compartilhem suas respostas.

Words in images

1. Promova uma discussão sobre as duas imagens: Quais são os elementos principais, a forma de execução e narrativas? Como elas se relacionam? Instrua-os a usar informações e argumentos adquiridos nos últimos exercícios e debates. Quando o tempo estiver encerrado, peça a alguns voluntários que compartilhem suas respostas. Confirme com os outros estudantes se concordam com as colocações.

Página 164

Reading strategies

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1. De acordo com as imagens, os estudantes devem prever o conteúdo dos textos da próxima atividade. Instrua-os a atentar para palavras-chave, *design* e ideias gerais. No final, confira se há concordância nas respostas.
2. Peça que leiam os trechos e verifiquem se a previsão que fizeram a respeito das imagens estava correta. Determine um tempo e, depois, verifique as respostas com a turma.

Páginas 165 e 166

Language in action

1. Os estudantes devem marcar as frases corretas, de acordo com os trechos destacados. Leia cada uma das alternativas em voz alta e pergunte qual está correta.
2. Solicite aos estudantes que prestem atenção aos títulos dos livros e identifiquem os *genitive cases*. Reserve um tempo para a realização do exercício, tire dúvidas e, depois, confira as respostas com a turma.
3. Instrua-os na leitura das frases da atividade. Peça que completem a tabela identificando o tipo de **'s** utilizado. No final, escolha alguns estudantes para dizer a qual categoria cada frase pertence. Corrija possíveis equívocos.
4. Leia o exemplo e esclareça dúvidas. Depois, estabeleça um tempo para a atividade e escolha cinco estudantes para escrever na lousa as frases que elaboraram.
5. Instrua os estudantes para que identifiquem as ocorrências de *genitive case* e *verb to be*. Confira as respostas com a turma e sane dúvidas que possam surgir.
6. Transcreva o *mind map* na lousa. Leia as palavras do quadro e pergunte em qual parte do *mind map* ela deve ir. Se houver tempo, permita que os estudantes contribuam com mais palavras que souberem das respectivas áreas, em inglês.
7. Indague aos estudantes quais das palavras da atividade anterior podem ser relacionadas à alquimia. Depois, peça que registrem suas conclusões no caderno.
8. Oriente-os para que desembaralhem as partes das frases e organizá-las usando o *genitive case* onde for necessário. Tire dúvidas e corrija possíveis equívocos.

Página 167

Listening

1. Pergunte aos estudantes qual assunto será tratado no áudio com base nas imagens. Permita que discutam em pares e depois compartilhem suas expectativas com a turma.
2. Leia as definições e chame um estudante para dizer a qual das três disciplinas a descrição se relaciona. Não confirme nenhuma das respostas ainda.
3. Reproduza o áudio e peça aos estudantes que, após a audição, retornem às atividades anteriores para confirmar se suas suposições estavam corretas. Se necessário, reproduza o áudio novamente.
4. Os estudantes devem responder baseados nas informações do áudio. Se possível, reproduza os trechos que validam as respostas.
5. Escolha um estudante para ler o trecho em voz alta. Após a leitura, faça a pergunta à turma. Peça que anotem a resposta no caderno.
6. Dê um tempo para a elaboração de respostas completas. Quando encerrado, peça a alguns estudantes que compartilhem suas respostas e, se houver tempo, permita uma pequena conversa.

Página 168

Speaking

1. Analisem em conjunto a imagem observando quem são as pessoas retratadas (professor e aluna), o que vestem (jalecos) e onde estão (laboratório), para chegarem juntos à alternativa correta.
2. Leia a conversa para os estudantes. Instrua-os a revisitarem a resposta do exercício anterior.
3. Peça a alguns voluntários que leiam as frases da atividade e faça perguntas sobre sua veracidade, estimulando a turma a justificar as respostas com trechos do áudio. Peça que escrevam as respostas no caderno.
4. Instrua-os a identificar trechos da conversa em que há sugestões. Ao fim, leia os trechos da conversa em que as expressões aparecem. Peça a voluntários que formem frases com as expressões *What about...?* e *How about...?*

Now you!

Oriente os estudantes para que trabalhem em duplas para criar pequenos diálogos. Eles devem abordar a área que gostariam de seguir na universidade.

Página 169

Writing

1. Pergunte aos estudantes quais são os elementos do texto apresentado e sua estrutura. Confira as respostas em conjunto.
2. Instrua-os a revisitar o convite da página 161. Pergunte se alguém já organizou algum evento na escola e peça que contem como foi. Solicite que pensem em uma lista de palavras-chave para uma *to-do list* na organização do evento *STEAM Class*.
3. Instrua os estudantes a redigir a primeira versão de suas listas. Eles devem trocar a lista com um colega que irá fazer sugestões e verificar se as três dicas da atividade foram contempladas.
4. Solicite que redijam a versão final da *to-do list*. Peça a alguns estudantes que compartilhem suas listas com a turma.

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Na BNCC

Habilidade EM13LGG301: ao expressar-se em inglês, os estudantes poderão participar de processos de produção individual e colaborativa em diferentes linguagens (artísticas, corporais e verbais), levando em conta suas formas e seus funcionamentos, para produzir sentidos em diferentes contextos.

Habilidade EM13LGG402: ao expressar-se em inglês, os estudantes poderão empregar, nas interações sociais, a variedade e o estilo de língua adequados à situação comunicativa, ao(s) interlocutor(es) e ao gênero do discurso, respeitando os usos das línguas por esse(s) interlocutor(es) e sem preconceito linguístico.

Lesson C

Cultural exchange

Página 170

Before reading

1. Analise os cartuns com os estudantes observando quais são seus elementos, estética e linguagem. Peça a todos que anotem a resposta correta.
2. Faça uma breve discussão sobre as características dos cartuns. Leia as categorias listadas e decida com a turma se se trata de uma característica condizente.
3. Peça que releiam os cartuns e escolham uma das opções baseando-se nas conversas dos exercícios anteriores. Confira as respostas e tire dúvidas.

Na BNCC

Habilidade EM13LGG401: ao ler cartum sobre diferenças culturais, os estudantes poderão analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

Habilidade EM13LGG602: ao ler cartuns, os estudantes vão fruir e apreciar esteticamente manifestações artísticas e culturais, assim como delas participar, de modo a aguçar a sensibilidade, a imaginação e a criatividade.

Habilidade EM13CHS104: ao ler cartuns, os estudantes poderão analisar vestígios da cultura material e imaterial de modo a identificar conhecimentos, valores, crenças e práticas que caracterizam a identidade e a diversidade cultural de diferentes sociedades.

While reading

1. Peça a um voluntário que leia o trecho para que toda a turma acompanhe. Pergunte qual das alternativas melhor define as tirinhas.
2. Os estudantes devem retornar às imagens para encontrar exemplos dos itens listados. Confira as respostas com toda a turma e tire dúvidas.

Página 171

3. Instrua os estudantes a selecionar os assuntos que são explorados nas tirinhas vistas anteriormente.
4. Confira as alternativas, estimulando a participação dos estudantes, que devem justificar seus posicionamentos.

Post-reading

1. Chame a atenção dos estudantes para o segundo cartum e proponha a pergunta. Estimule posicionamentos e aja na mediação do debate.
2. Pergunte se eles gostariam de conhecer melhor outras culturas e por quê. Desperte neles a curiosidade sobre modos de vida diferentes dos deles.
3. Incentive-os a pesquisar elementos presentes no nosso país. Como o Brasil é um país multicultural, temos diversas referências de culinária, celebrações e costumes de outros países. Permita que trabalhem em pequenos grupos.

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Words in images

1. Pergunte à turma qual é a mensagem do cartum. Guie a conversa de forma a chegar a um consenso. O objetivo é que percebam como algumas situações estão fortemente ligadas a determinadas culturas em nosso imaginário.
2. Estabeleça um tempo para que reflitam sobre a questão. Estimule-os a buscar conhecimentos de outras áreas. Depois, peça a voluntários que compartilhem suas percepções.
3. Proponha o debate, incentivando que usem conhecimentos interdisciplinares. Aja na mediação e guie a discussão. Levante questões como custo, capacidade de produção, qualidade etc.

Páginas 172 e 173

Reading strategies

1. Leia o texto com a turma. Promova uma discussão sobre o assunto perguntando se *video game* pode ser considerado cultura, se eles jogam, se se consideram "*gamers*" e o que isso quer dizer. Ao final, reforce a conclusão do texto levando em consideração todas as informações dadas pelos estudantes.
2. Explore as imagens com os estudantes. Escolha alguns voluntários para ler as afirmações em voz alta e responder se são corretas ou incorretas, justificando seu posicionamento. Faça a correção coletiva.

Na BNCC

Habilidade EM13LGG104: ao falar sobre *video game*, o estudante estará utilizando uma linguagem diferente, levando em conta seu funcionamento, para a compreensão e produção de textos e discursos em diversos campos de atuação social.

Habilidade EM13LGG702: ao falar sobre *video game*, o estudante pode avaliar o impacto das tecnologias digitais da informação e comunicação (TDIC) na formação do sujeito e em suas práticas sociais, para fazer uso crítico dessa mídia em práticas de seleção, compreensão e produção de discursos em ambiente digital.

3. Determine um intervalo de tempo para que os estudantes corrijam as frases da atividade anterior. Eleja voluntários para compartilhar suas respostas. Peça que registrem as respostas no caderno.
4. Leia as informações pedidas em voz alta e estimule os estudantes a responder.
5. Estimule a participação dos estudantes com experiências pessoais. Pergunte sobre a estratégia para compreender palavras desconhecidas e a importância de *games* na consolidação e expansão de vocabulário.

Páginas 174–176

Language in action

1. Peça a voluntários que respondam a questão. Verifique se eles compreenderam o que é gerúndio e infinitivo e se conseguem identificar o verbo principal na frase.

2. Solicite aos estudantes que leiam as frases e reproduza a tabela na lousa. Peça a colaboração da turma para completá-la. Preencha as colunas de acordo com as palavras ditas pelos estudantes, corrigindo possíveis equívocos no decorrer da atividade.

Chame a atenção dos estudantes para a diferença entre *like* + *ing* e *like* + *to*. Quando usamos o infinitivo, queremos dar mais ênfase ao resultado da ação ou evento ou queremos expressar hábitos ou preferências. Já o gerúndio é uma forma de dizer que gostamos de fazer algo e queremos dar ênfase na experiência. No exemplo *I like eating Chinese noodles*, a personagem está expressando o prazer de comer macarrão. Se ela usasse *I like to eat Chinese noodles on Fridays*, o foco estaria no hábito e no resultado da ação.

3. Os estudantes devem completar as frases flexionando os verbos como pedido. Eleja voluntários para compartilharem as respostas com a turma. Corrija possíveis equívocos.
4. Leia cada um dos trechos em voz alta, para toda a turma. Quando chegar em uma das lacunas, peça a algum estudante para flexionar o verbo corretamente. Se necessário, corrija equívocos e tire dúvidas.
5. Em duplas, os estudantes precisam desembaralhar os elementos e definir quais verbos no gerúndio ou no infinitivo, dependendo da situação.
6. Explique que todos os verbos devem estar no gerúndio, pois são precedidos de preposição. Leia cada uma das frases testando cada um dos verbos e pedindo validação para a turma, até que se chegue na combinação correta.
7. Analise o cartum com os estudantes. Tire dúvidas sobre gramática e vocabulário, se necessário.
8. Estabeleça um tempo para que os estudantes analisem as imagens e elaborem suas sentenças. Depois, peça a alguns voluntários que compartilhem suas frases.

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Página 177

Listening

1. Peça aos estudantes que olhem o texto e pergunte se é possível saber a temática sem lê-lo. Abra espaço para uma breve discussão sobre o gênero textual: Onde podemos encontrá-lo? Quem são os leitores de textos assim? Vocês gostam de *quizzes*?
2. Estabeleça um tempo para que os estudantes leiam o texto. Peça que compartilhem as respostas com os colegas.
3. Reproduza a primeira parte do áudio. Instrua-os a escutarem e retornarem ao exercício anterior para conferir se as respostas estão corretas. Se necessário, reproduza o áudio uma segunda vez.
4. Reproduza a segunda parte do áudio. Os estudantes devem conectar as imagens aos países, com base nas informações adquiridas com o programa. Confira as correspondências com a turma e corrija equívocos de interpretação.
5. Peça aos estudantes que listem as informações adquiridas na audição e, depois, informações sobre costumes e tradições de outros países. Solicite a voluntários que compartilhem suas respostas.

Página 178

Speaking

1. Analise brevemente o cartum com os estudantes: Que personagens são esses? O que dizem e fazem?
2. Leia o diálogo e peça aos estudantes que acompanhem a transcrição e confiram se a alternativa que escolheram na atividade anterior estava correta.
3. Reserve um tempo para que os estudantes revisem a transcrição, até chegarem à interjeição *Oh*.
4. Leia cada frase e peça aos estudantes que repitam. Ouça atentamente e corrija equívocos de entonação e pronúncia.
5. Peça aos estudantes que formem duplas e instrua-os a repetirem o diálogo, cada um no papel de um dos personagens. Acompanhe o andamento da atividade corrigindo desvios de pronúncia e entonação.

Now you!

Oriente os estudantes para que pesquisem um cumprimento que seja diferente dos usados no Brasil. Peça que criem um diálogo parecido com um colega. Se houver tempo, convide voluntários para apresentar seus diálogos para a turma.

Página 179

Writing

1. Promova uma rápida conversa sobre o texto: Qual é sua estrutura e linguagem? Quando houver informação suficiente, peça que respondam a atividade.
2. Estabeleça um tempo para que os estudantes retornem à página 169, relembrem o convite que criaram e pensem na postagem de *blog* que farão a respeito do evento. Peça que listem algumas ideias.

3. Instrua os estudantes a redigirem a primeira versão de suas postagens. Eles devem incluir as informações contidas nas atividades das lições anteriores (como no convite).
4. Oriente os estudantes para que troquem seu texto com o de um colega, para que possam ler e opinar sobre possíveis mudanças e melhorias. Peça que verifiquem se os itens propostos na atividade estão contemplados.
5. Determine um tempo para que os estudantes escrevam a versão final de suas postagens. Peça a alguns deles que compartilhem suas produções. Se possível, peça também a outros voluntários que verbalizem comentários que poderiam ser deixados na postagem.

Na BNCC

Habilidade EM13LGG403: ao elaborar textos para *blog*, os estudantes irão fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.

Lesson D

The gender gap

Páginas 180 e 181

1. Peça aos estudantes que examinem as imagens e as manchetes apresentadas. Ressalte que a mídia as considerou machistas. Discuta com a turma a Corey Cogdell, o fato de o texto se referir à esportista como *wife of a Bears lineman* e não apenas pelo seu nome é considerado machista. Na outra manchete, o fato de haver poucas mulheres em cargos altos é motivo para as empresas serem "forçadas" a promover mulheres. Ou seja, as empresas promovem mulheres porque são obrigadas, e não por mérito das mulheres. Peça que reflitam sobre o conteúdo. O que acharam das manchetes? Elas podem ser consideradas machistas? Como mudariam o conteúdo de forma a apagar o machismo nelas implícito?
2. **a)** Oriente-os na leitura do texto e, em duplas, peça que debatam as questões apresentadas e registrem as conclusões no caderno. Convide voluntários a ler as respostas para a turma.
   b) As duplas devem continuar a debater as questões. Peça que registrem suas opiniões no caderno e abra a discussão para a turma. Incentive a participação de todos.

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Moral compass

Faça a pergunta à turma e peça a voluntários que deem exemplos de termos ou situações em que haja sexismo inconsciente. Pergunte-lhes se há maneiras de evitar isso e se eles têm sugestões.

Página 182

Compare and conclude

1. Os gráficos apresentados nessa seção mostram duas perspectivas – na primeira, a proporção de homens e mulheres atuantes na área de pesquisa em diferentes partes do mundo e no Brasil. Os estudantes, ao observarem o gráfico, podem concluir que o Brasil é o país em que há mais igualdade entre homens e mulheres pesquisadores. Ao explorar o gráfico com os estudantes, incentive-os a encontrar informações interessantes e a tirar conclusões baseadas nos fatos apresentados.
2. O segundo gráfico foca em informações sobre pesquisadores no Brasil. Peça aos estudantes que identifiquem as áreas listadas no gráfico antes de responder às perguntas.
3. As respostas podem variar de acordo com o enfoque dado pelo estudante. Incentive o exame mais detalhado para que possam chegar a conclusões próprias.
4. As respostas podem variar. Os estudantes podem considerar tanto a quantidade absoluta de pesquisadores quanto a igualdade de gênero. De qualquer forma, é importante que isso esteja claro em suas respostas.

Na BNCC

Habilidade EM13CNT205: ao ler gráfico sobre gêneros, os estudantes irão interpretar resultados e realizar previsões sobre atividades experimentais, fenômenos naturais e processos tecnológicos, com base nas noções de probabilidade e incerteza, reconhecendo os limites explicativos das ciências.

Habilidade EM13MAT101: ao ler gráfico sobre gêneros, os estudantes irão interpretar criticamente situações econômicas, sociais e fatos que envolvam a variação de grandezas, pela análise dos gráficos das funções representadas e das taxas de variação, com ou sem apoio de tecnologias digitais.

Página 183

Real life

1. Peça que observem a foto e procurem imaginar qual é a profissão da mulher retratada.
2. Reproduza a primeira parte do áudio. Os estudantes irão ouvir uma entrevista com uma profissional de arte e *design* que é neurocientista de formação. A ideia é que eles conheçam a história de Amanda Phingbodhipakkiya, que usa a arte para incentivar meninas a se interessar pela Ciência.
3. **a)** Reproduza a segunda parte do áudio e oriente-os no registro, com base nos pares de palavras indicados no texto.

   b) Reproduza o áudio novamente e peça que prestem atenção em como Amanda combina arte e ciência. Por meio de sua grife, ela faz roupas e acessórios baseados nos elementos da tabela periódica.

Na BNCC

Habilidade EM13LGG201: ao ouvir entrevista e ler a respeito, os estudantes poderão utilizar as diversas linguagens (artísticas, corporais e verbais) em diferentes contextos, valorizando-as como fenômeno social, cultural, histórico, variável, heterogêneo e sensível aos contextos de uso.

Página 184

Think about it

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1. Essa seção apresenta uma conversa entre duas amigas sobre a proporção desigual no número de mulheres que trabalham com Ciência. Os elementos do diálogo estão embasados nos gráficos analisados no início da unidade. O objetivo é iniciar uma reflexão sobre o tópico que seja direcionada a ações de conscientização. Peça que leiam todas as partes de Melody antes de começarem a ordená-las na conversa. Ao final, solicite que façam um *role play* em duplas.
2. As respostas podem variar. A pergunta é o início do planejamento do projeto desta unidade. É importante que os estudantes sejam estimulados a responder com embasamento e reflexão: Por que acham que uma campanha na escola seria uma boa ou má ideia? O que poderiam conseguir com uma campanha como a sugerida por Melody?
3. Peça aos estudantes que, em duplas, pensem em diferentes ideias para incentivar o gosto pela ciência. Ao final, solicite que compartilhem suas ideias com a classe.

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Taking action

1. Essa seção dará início ao projeto a ser desenvolvido nas próximas aulas. Leia as dicas de como criar campanhas de conscientização com os estudantes e pergunte o que eles entenderam. Peça que, em grupos pensem no que pode ser incluído em cada item e depois apresentem o que conseguiram reunir em seus *mind maps*. Ajude-os fazendo perguntas como: Quais campanhas sociais foram mais marcantes? Por que é importante promovermos campanhas de conscientização?
2. Peça aos estudantes que examinem a tabela antes de iniciarem a tarefa. Alguns passos do projeto podem ser listados no quadro com a ajuda de todos. A partir daí, os estudantes podem decidir outros passos, o que deverá ser feito para executá-los e quem do grupo será responsável por cada um deles.
3. A tarefa de escolher o *slogan* para a campanha não deve ser necessariamente entregue na mesma aula. Se houver tempo hábil, os estudantes podem pensar nas diferentes possibilidades e consultar outras pessoas ou até fazer uma pequena enquete sobre o melhor *slogan* antes de tomarem a decisão.

Página 186

Tech-savvy

1. Nessa seção, os estudantes lerão um texto sobre como fazer bons memes. Após a leitura, espera-se que apliquem as dicas para criar memes para a campanha do projeto da unidade. Explore o meme da página: Por que é um bom meme? O que faz um meme ser engraçado ou popular?
2. Oriente-os na leitura dos textos, de forma que prestem atenção nas palavras-chave. Em seguida, eles deverão escolher o parágrafo que melhor sintetiza as ideias apresentadas.

3 e 4. Se for possível, as atividades deverão ser feitas em computadores, *tablets* ou celulares com acesso à internet. Caso não seja viável, peça aos estudantes que pesquisem os memes em casa antes da aula. Você pode também imprimir imagens de memes recentes ou bastante populares e trazê-los para a análise. Certifique-se de que todos sigam o guia apresentado no livro para elaborar suas análises. Ao final, peça que apresentem os memes analisados e compartilhem suas conclusões com a turma.

Na BNCC

Habilidade EM13LGG301: ao trabalhar em grupo, os estudantes irão participar de processos de produção individual e colaborativa em diferentes linguagens (artísticas, corporais e verbais), levando em conta suas formas e seus funcionamentos, para produzir sentidos em diferentes contextos.

Habilidade EM13LGG701: ao criar meme, os estudantes vão explorar tecnologias digitais da informação e comunicação (TDIC), compreendendo seus princípios e suas funcionalidades, e utilizá-las de modo ético, criativo, responsável e adequado a práticas de linguagem em diferentes contextos.

Habilidade EM13LGG703: ao criar meme, os estudantes poderão utilizar diferentes linguagens, mídias e ferramentas digitais em processos de produção coletiva, colaborativa e projetos autorais em ambientes digitais.

Página 187

Getting it done

1. Nessa seção, o objetivo é que os estudantes criem os materiais visuais para suas campanhas. A proposta é criar cartazes para divulgação em redes sociais e pôsteres para serem expostos na escola. Em grupos, os estudantes deverão planejar os conteúdos dos recursos visuais de seus projetos. Na primeira etapa da tarefa, deverão dividir as ações e decidir o que será feito. Na segunda etapa, precisarão de computadores e acesso à internet para pesquisar imagens e ideias. Monitore o trabalho dos estudantes para certificar-se de que o conteúdo é apropriado e coerente com o tópico do projeto.

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Showing what we've got

1 e 2. Antes do dia das apresentações, peça aos estudantes que examinem as rubricas para esclarecerem suas dúvidas. Apresente o boxe **Use** e reserve uma parte da aula para eles praticarem suas falas e revisarem seus projetos mais uma vez. No dia da apresentação, certifique-se de que tenham tudo o que precisam para apresentar seus projetos. Se possível, convide outros funcionários e professores da escola para assistir.

Página 189

Learning about female representation from the movies

1 e 2. O filme sugerido para a seção é a biografia *Queen of Katwe* (2016, classificação indicativa: 10 anos). A história descreve a vida de uma adolescente ugandesa que descobre seu talento para o xadrez por meio de um professor, que passa então a incentivá-la a se aprofundar no esporte e a competir em um universo no qual jamais uma menina de origem pobre havia conseguido competir. Se possível, mostre o *trailer* aos estudantes. Peça que leiam as informações sobre o filme e assinalem as alternativas que podem ser inferidas com base nos textos.

3. Peça aos estudantes que escolham um filme que retrate histórias de mulheres que tiveram êxito numa área na qual sempre predominaram os homens, como na Ciência ou no esporte. Se achar necessário, ajude-os a pesquisar na internet o assunto para que possam ter ideias e sugestões. Determine um prazo para assistirem ao filme e fazerem uma breve apresentação. Essa apresentação pode ser oral, para a turma, por vídeo ou texto.

4. Use essa pergunta no momento que os estudantes estiverem fazendo suas apresentações, como forma de encerrar o debate sem encerrar a reflexão.

Referências complementares comentadas

DIAS, G. *et al*. *Nós e os outros*: histórias de diferentes culturas. São Paulo: Editora Ática, 2019.

Autores como Gonçalves Dias, Carolina Maria de Jesus, Lima Barreto e Pepetela nos revelam como as diferenças culturais provocam conflitos e, ao mesmo tempo, aproximação entre as pessoas.

NAQEEB, H. Promoting cultural literacy in the EFL classroom. *Global Advanced Research Journal of Educational Research and Reviews*, v. 1(4), p. 41-46, maio, 2012. Disponível em: www.researchgate.net/publication/264784160_Promoting_cultural_literacy_in_the_EFL_Classroom. Acesso em: 21 mai. 2020.

O pesquisador recomenda que os professores de inglês adotem a filosofia com as turmas, promovendo a literacia cultural.

UNIT 5 Career

Objetivos

- Conhecer as habilidades e competências do século XXI e sua importância no preparo para o mercado de trabalho.
- Analisar gráficos e artigos *on-line*.
- Desenvolver habilidade de leitura: *contextualizing*.
- Revisar o *present continuous* e compreender seu uso para falar sobre o futuro.
- Revisar as preposições de lugar e conhecer as preposições de tempo.
- Conhecer e praticar o *present perfect*.
- Aprender o que são *prepositional phrases* e praticar seu uso em contexto.
- Refletir acerca dos gêneros de textos orais relato, conversa telefônica e entrevista.
- Realizar prática oral para oferecer ajuda, fazer planos e descrever habilidades.
- Redigir textos dos gêneros nota, diário de planejamento e carta de apresentação.

Justificativa

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Ajudar o estudante a se preparar para o mercado de trabalho não é só instruí-lo a fazer um exame para a universidade ou escolher um curso. Para que ele tenha sucesso em suas escolhas, é importante que desenvolva as habilidades e competências do século XXI, que irão ajudá-lo a encarar os desafios do mundo globalizado. O estudante precisa ter uma postura questionadora e manter-se motivado a desenvolver suas habilidades não cognitivas, como a habilidade de comunicação e construção de *networking*, com pessoas de diferentes origens, culturas e perspectivas.

A BNCC nesta UNIDADE

Competências gerais: 1, 6 e 8.
Competências específicas de Linguagens e suas Tecnologias: 1, 2 e 4.
Habilidades: EM13LGG104, EM13LGG202, EM13LGG203, EM13LGG401, EM13LGG402, EM13LGG403.
Competência específica de Matemática e suas Tecnologias: 4.
Habilidade: EM13MAT407.
Competência específica de Ciências da Natureza e suas Tecnologias: 2.
Habilidade: EM13CNT205.
Competência específica de Ciências Humanas e Sociais Aplicadas: 4.
Habilidade: EM13CHS404.

Como as competências são trabalhadas

Competência geral 1: é trabalhada por meio da análise e reflexão sobre o futuro.

Competência geral 6: é contemplada na análise de textos sobre profissões.

Competência geral 8: é trabalhada em atividades sobre futuro profissional.

Competência específica LGG1: com o trabalho de análise e reflexão, os estudantes interagem em grupo e podem compreender os benefícios de uma sociedade plural.

Competência específica LGG2: é explorada ao trabalharmos as habilidades e competências do século XXI.

Competência específica LGG4: com a análise de textos sobre carreiras, o estudante percebe as línguas como fenômeno (geo)político, histórico, cultural e social.

Competência específica MAT4: é trabalhada por meio de atividades de interpretação de índices e diagramas.

Competência específica CNT2: é abordada em texto sobre profissões do futuro.

Competência específica CHS4: é trabalhada na atividade final da unidade.

Orientações

Abertura

Páginas 190 a 193

Analise a colagem perguntando aos estudantes qual é a relação entre os elementos que representam a tecnologia e a natureza. Pergunte se já escolheram a carreira que pretendem seguir e faça um debate com base nas questões. Solicite a leitura do texto sobre os novos caminhos do mercado de trabalho e explore as indicações de vídeos, textos, filmes e livros. Peça que consultem algumas das indicações em casa e comentem o que acharam delas na próxima aula.

Lesson A

21st century skills

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Página 194

Before reading

1 e 2. Promova uma conversa sobre o assunto. Explique os termos *21st century skills* e *future professional*, analisando as palavras que os compõem. Quando houver informação suficiente, peça que anotem suas conclusões no caderno.

3. Estabeleça um tempo para que os estudantes vejam rapidamente o início do texto e identifiquem três perguntas. Confira as respostas com a turma.

4. Estimule os estudantes a trazer conhecimentos das aulas de Língua Portuguesa e esclareça que se tratam de perguntas retóricas, ou seja, que não têm resposta, pois visam estimular a reflexão.

5. As perguntas do início do texto têm o objetivo de estimular a reflexão do leitor. Guie a conversa para a resposta correta.

Na BNCC

Habilidade EM13LGG401: ao ler sobre as habilidades do século XXI, os estudantes irão analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

Página 195

While reading

1. Relembre a estratégia de leitura *skimming* e peça aos estudantes que a apliquem. Solicite que atentem para trechos específicos e, ao fim, confira se todos chegaram à alternativa correta.

2. Leia cada uma das asserções em voz alta e solicite voluntários para julgá-las como verdadeira ou falsa. Corrija equívocos e solucione dúvidas.

3. Oriente-os para que procurem no texto as palavras para descobrir os significados no contexto.

Post-reading

1 e 2. Faça as perguntas e dê espaço para que os estudantes se expressem. Explore as diferentes expectativas deles e proponha reflexões sobre carreiras e objetivos.

3. Pergunte quais são as características e habilidades necessárias para as profissões que eles querem seguir. Faça a mediação do debate e proponha reflexões.

Words in images

1. Analise, com os estudantes, os elementos que compõem o diagrama, sua estrutura e quais as temáticas abordadas. Incentive a colaboração deles. Ao fim, solicite que todos anotem suas conclusões no caderno.

2. Peça que formem grupos e instrua-os a explorar mais o diagrama. Dê um tempo para esse estudo e solicite que compartilhem suas conclusões.

3. Ainda em grupos, peça que discutam quais fatores são relevantes para suas ambições. Instrua todos a atentarem para a especificidade de cada profissão.

Página 196

Reading strategies

1. Peça que leiam a explicação da nova estratégia de leitura. Esclareça dúvidas, se houver. Determine um tempo para a realização individual da atividade. Oriente os estudantes para que observem a imagem e selecionem a alternativa que melhor resume o contexto do cartum. Confira as respostas.

2. Explique-lhes que se trata de um exercício para ampliar o vocabulário. Instrua-os a conectar os termos às frases correspondentes, que consistem em situações nas quais as ações podem ser aplicadas. Ao fim, leia as frases e escolha voluntários para verbalizar o termo correspondente. Corrija possíveis equívocos e tire dúvidas que surjam no caminho.

Páginas 197–199

Language in action

1. Peça que todos atentem para o texto do início da *Lesson A*. Faça as indagações e estimule a colaboração de todos.
2. Exponha o conteúdo dos usos do *present perfect* e depois explique aos estudantes que devem categorizar as frases considerando os dois usos possíveis.
3. Estabeleça um tempo para que os estudantes resolvam a atividade. Instrua-os a testar as alternativas e encontrar a única que completa a frase de forma gramaticalmente correta. Ao fim, peça a voluntários que leiam as frases já completas.
4. Estabeleça um tempo para que leiam os exemplos e deixe que discutam, em duplas, o que entenderam. Ao fim, peça a voluntários que leiam as frases já completas.
5. Os estudantes devem completar as frases com os verbos entre parênteses já flexionados no *present perfect*. Quando se encerrar o tempo, peça que alguns leiam suas frases e confira as respostas.
6. Deixe que os estudantes leiam as frases e as analisem por alguns minutos. Depois, responda às questões com eles. Faça as indagações, estimule respostas e corrija possíveis equívocos.
7. Estabeleça um tempo para a realização individual desta atividade. Corrija os equívocos, justificando a opção certa.
8. Determine um tempo para que resolvam a atividade individualmente. Sugira que tentem fazer o caminho contrário, lendo primeiro as respostas. Ao fim, confira as correspondências com a turma.
9. Leia, em voz alta, as frases e indague aos estudantes se elas estão sintaticamente corretas ou não. Caso a frase esteja incorreta, instigue-os a refletir sobre uma mudança.
10. Reproduza na lousa a tabela com as duas colunas. Convide voluntários para distribuir as frases em *simple past* ou *present perfect*. Ao fim, confira a distribuição e corrija as atribuições incorretas.
11. Escolha alguns estudantes para auxiliar na resolução coletiva do exercício. Cada um deverá ler uma frase do trecho, conjugando corretamente o verbo no *simple past* ou no *present perfect*. Corrija possíveis equívocos de entonação, pronúncia e gramática.
12. Use o exercício como uma forma de expandir o conteúdo da unidade. Peça aos estudantes que leiam as frases e as analisem. Depois, passe para as perguntas e, estimulando a participação de todos, chegue às respostas corretas em conjunto. Por fim, escreva-as na lousa.
13. Peça aos estudantes que completem o diálogo no caderno. Depois, eleja dois voluntários para interpretarem o diálogo em voz alta.

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Listening

Ao discutir sobre primeiro emprego, lembre que a legislação brasileira só permite o trabalho a partir de 14 anos (como aprendiz) ou 16 anos e que é proibido o trabalho de menores de 18 anos em situações perigosas ou insalubres. O trabalho dos jovens dessa idade não deve ter caráter de sobrevivência e deve ser supervisionado por adultos e aprovado pelos responsáveis.

1. Instigue os estudantes a refletir sobre o primeiro emprego: como começar uma carreira e em quais áreas é mais fácil ingressar.

2 Questione se os amigos deles já trabalham e, em caso positivo, o que fazem. Compare as respostas com as suposições do exercício anterior.

3 e 4. Reproduza o áudio. Depois, leia as perguntas. Toque o áudio novamente e confira as respostas com a turma. Peça que, então, marquem as palavras que apareceram na entrevista.

5. Peça aos estudantes que leiam as asserções. Reproduza o áudio novamente e peça que julguem as frases como verdadeiras ou falsas.
6. Oriente-os para que coloquem as frases na ordem correta com base no que ouviram no áudio. Toque o áudio novamente e peça que confiram a sequência de falas.

7 e 8. Oriente os estudantes para que respondam às questões da atividade 7 no caderno. Em seguida, conduza uma discussão com base nas questões da atividade 8. Peça que reflitam e digam quais tipos de profissão gostariam de ter e quais são suas habilidades e aptidões. Desperte outras reflexões: É possível desenvolver uma habilidade? A escolha profissional precisa ser limitante?

Página 201

Speaking

1 e 2. Solicite que copiem a tabela no caderno e as frases nas colunas correspondentes. Oriente-os para que confiram as respostas com um colega e, depois, peça a voluntários que leiam as frases e a resposta.

3. Em duplas, os estudantes devem ler o diálogo, cada um como um dos personagens. Em seguida, devem trocar de papéis e ler o diálogo novamente.

Now you!

Oriente-os para que criem um diálogo com os mesmos passos: oferecer e aceitar ou recusar. Acompanhe a atividade e corrija equívocos de pronúncia, entonação e vocabulário. Inverta os papéis e repita a dinâmica.

Na BNCC

Habilidade EM13LGG402: ao expressar-se oralmente, os estudantes poderão empregar, nas interações sociais, a variedade e o estilo de língua adequados à situação comunicativa, ao(s) interlocutor(es) e ao gênero do discurso, respeitando os usos das línguas por esse(s) interlocutor(es) e sem preconceito linguístico.

Página 202

Writing

1 e 2. Oriente os estudantes para que leiam os bilhetes e observem as imagens. Na atividade 2, leia as perguntas em voz alta e guie-os para chegarem à resposta em conjunto.

3. Estabeleça um tempo para que os estudantes leiam o enunciado e façam o exercício, escrevendo o bilhete em uma página separada.

4. Peça aos estudantes que troquem de bilhete com um colega. Dê um tempo para que façam apontamentos.

Peer correction é uma técnica usada em sala de aula na qual os estudantes corrigem as produções (textos escritos, neste caso) de seus pares. Nesse processo, eles aprendem a dar *feedback* construtivo aos colegas e se tornam mais autônomos no aprendizado. Se os estudantes possuírem celular e houver conexão de *wi-fi*, o bilhete pode ser enviado e corrigido usando essa mídia.

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Na BNCC

Habilidade EM13LGG403: ao escrever um bilhete, os estudantes irão fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.

Lesson B

Working in the 21st century

Página 203

Before Reading

1. Analise a imagem com a turma: Qual é o personagem, o local e a ação representada? Deixe a conversa transcorrer por alguns minutos, depois peça aos estudantes que anotem suas conclusões no caderno.
2. Leia cada uma das alternativas em voz alta e proponha que se manifestem quanto à sua plausibilidade. Sugira que analisem a linguagem geral, a estrutura do texto e o assunto abordado.
3. Relembre o conceito de *skimming*. Determine um tempo para que os estudantes realizem as atividades e confira as respostas.
4. Relembre com os estudantes as literacias abordadas em unidades anteriores. Estimule a participação e peça que forneçam elementos que comprovem ou contradigam a noção de *news literacy*.

Na BNCC

Habilidade EM13CHS404: ao ler o texto sobre o trabalho no século XXI, os estudantes irão identificar e discutir os múltiplos aspectos do trabalho em diferentes circunstâncias e contextos históricos e/ou geográficos e seus efeitos sobre as gerações, em especial, os jovens, levando em consideração, na atualidade, as transformações técnicas, tecnológicas e informacionais.

Página 204

While reading

1. Peça aos estudantes que investiguem no texto quais trechos reforçam a afirmação do título.
2. Instrua-os a escolher as opções com base no que lembram do texto e, por fim, confirmar a resposta voltando a ele. Chame voluntários para ler as frases em voz alta. Corrija possíveis equívocos.
3. Oriente os estudantes para que busquem as informações no texto por meio do *scanning*. Ao fim, confira as respostas com a turma: leia as frases em voz alta e pergunte se há dúvidas.
4. Faça este exercício com a turma. Leia as asserções e pergunte se é uma afirmação verdadeira ou falsa. Instrua os estudantes a justificar suas respostas.

Na BNCC

Habilidade EM13LGG401: ao refletir sobre o trabalho no século XXI, os estudantes irão analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

Página 205

Post-reading

1. Indague os estudantes quanto a seus conhecimentos sobre trabalho remoto. Quando houver bastante informações e opiniões, peça que registrem suas conclusões no caderno.

Words in images

1. Organize uma rápida conversa sobre o gráfico. Solicite que comparem as informações dele, referentes aos Estados Unidos, ao que sabem sobre o cenário brasileiro. Incentive a utilização de conhecimentos interdisciplinares, em especial de Geografia e História. Aja na mediação e peça que anotem a resposta no caderno.
2. Instrua-os a pesquisar informações sobre o trabalho remoto no Brasil. Em duplas, eles devem comparar esses dados e, juntos, chegar a conclusões a respeito dos dois países.
3. Peça aos estudantes que discutam e respondam as questões em grupos de quatro a cinco integrantes. Peça a alguns grupos para que compartilhem suas respostas.

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Na BNCC

Habilidade EM13LGG403: ao discutir questões sobre trabalho, os estudantes irão fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.

Habilidade EM13MAT407: ao ler sobre trabalho remoto, os estudantes vão interpretar e comparar conjuntos de dados estatísticos por meio de diferentes diagramas e gráficos (histograma, de caixa (*box-plot*), de ramos e folhas, entre outros), reconhecendo os mais eficientes para sua análise.

Página 206

Reading strategies

1. Os estudantes devem ler os anúncios de vagas de trabalho. Sugira que prestem atenção nos requisitos de cada vaga e nas áreas profissionais em que elas se encaixam.

Página 207

2. Leia os parágrafos em voz alta. Após cada leitura, consulte a turma sobre qual das opções resume melhor o parágrafo lido e peça que registrem a resposta correta.
3. Faça as perguntas do exercício. Peça que voluntários exponham suas conclusões para a turma.
4. Peça a voluntários que leiam as frases e pergunte que assunto está relacionado a cada uma delas.

Ampliando

A técnica de *metacognition* ajuda os estudantes a compreender as próprias estratégias de aprendizado, alimentando seu *self-awareness*. Ao refletir sobre **como** aprendem, eles podem aprender mais e melhor. Leia mais sobre o assunto no artigo *Metacognition: nurturing self-awareness in the classroom* (disponível em: https://www.edutopia.org/blog/8-pathways-metacognition-in-classroom-marilyn-price-mitchell; acesso em: 24 jul. 2020).

Páginas 208–210

Language in action

1. Peça aos estudantes que leiam as frases e as analisem gramaticalmente. Eles devem responder às perguntas individualmente.
2. Leia as frases e peça aos estudantes que respondam qual é o tempo a que se refere o *present continuous*.
3. Oriente-os na leitura das frases e na escolha da melhor opção entre as apresentadas. Peça a voluntários que leiam as frases e faça a correção.
4. Oriente-os na análise de cada frase em todos os aspectos (gramática, conteúdo e estrutura). Confira com o resto da turma e corrija equívocos, se houver.
5. Essa atividade pode ser respondida em grupo pela turma. Leia as frases e faça as perguntas.
6. Estimule os estudantes a responder à pergunta e faça um lista na lousa com as respostas.

7. Peça a voluntários que analisem o *week planner*. Depois, interprete cada diálogo com um estudante. Faça sempre o papel **A** e deixe os estudantes com o papel **B**, para que completem com a resposta correta. Esclareça as dúvidas ao longo da atividade.

8 - 10. Oriente-os na elaboração de um *planner* no caderno. Em seguida, em duplas, eles deverão fazer um diálogo similar a um da atividade anterior, com dados pessoais. Varie as duplas.

11. Após a exposição do conteúdo, peça aos estudantes que o revisem com a ajuda do pôster e completem as frases com as preposições de tempo corretas.

12. Leia alguns dos itens de um dos conjuntos do pôster e peça que digam qual preposição corresponde ao conjunto em questão. Em seguida, peça a voluntários que leiam as frases já com a preposição correta.

13 e 14. Solicite aos estudantes que escrevam no caderno as preposições que completam os espaços vazios. Em seguida, peça a voluntários que leiam as frases completas.

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Listening

1. Analise com os estudantes a imagem da atividade. Pergunte quais são as personagens, onde estão e o que fazem. Dê espaço para que se manifestem.
2. Reproduza o áudio e peça aos estudantes que ouçam e confiram se as suposições feitas na atividade anterior estão corretas. O objetivo é despertar o conhecimento prévio dos estudantes e a compreensão da situação mostrada.
3. Reproduza o áudio novamente. Peça-lhes que prestem atenção na informação pedida na questão. Confira a resposta com eles.
4. Os estudantes devem ordenar as frases na sequência do diálogo. Reproduza o áudio para que confirmem suas respostas. Confira a ordenação com a turma.
5. Determine um tempo para que os estudantes, em duplas, leiam as frases e anotem o dia da semana a que elas se referem. Reproduza o áudio para fazer a conferência.
6. Pergunte aos estudantes sobre seus melhores amigos e suas rotinas. Reserve um tempo para que registrem as respostas das cinco perguntas da atividade.

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Speaking

1. Promova um debate sobre as questões levantadas. Solicite que resumam a conversa com as próprias palavras e a registrem no caderno.
2. Dê um tempo para que os estudantes leiam os *planners*. Esteja disponível para esclarecer as dúvidas.

3 e 4. Leia o diálogo para os estudantes, que deverão acompanhá-lo por meio da transcrição. Em seguida, releia-o e peça que o repitam em voz alta, depois de você. Organize-os em dois grupos para ouvi-los atentamente. Corrija eventuais equívocos de pronúncia e entonação.

Now you!

1. Peça aos estudantes que formem duplas para interpretar o diálogo e depois inverter os personagens.
2. Peça que troquem de dupla. Instrua-os a interpretar o diálogo novamente, substituindo as frases sublinhadas por outras com novas informações. Peça que falem também sobre as vantagens de planejar sua carreira, seus compromissos sociais etc.

Página 213

Writing

1. Converse com os estudantes sobre as imagens da atividade: comente sua estrutura e informações. Faça as perguntas listadas e permita que contem as experiências pessoais.

Now you!

1. Peça aos estudantes que façam um *planner* no caderno ou no celular, preenchendo-o com suas atividades da próxima semana.
2. Instrua-os a comparar o *planner* com os de outros colegas. Deixe que interajam livremente, trocando informações sobre os planos e eventos marcados.

3 e 4. Converse com os estudantes sobre o planejamento que fizeram. Peça que falem das semelhanças e diferenças entre os *planners* e também sobre as vantagens de planejar sua carreira, seus compromissos sociais, etc.

Na BNCC

Habilidade EM13LGG402: ao fazer um *planner*, os estudantes empregarão a variedade e o estilo de língua adequados à situação comunicativa, ao(s) interlocutor(es) e ao gênero do discurso, respeitando os usos das línguas por esse(s) interlocutor(es) e sem preconceito linguístico.

Lesson C

New professions

Página 214

Before reading

1. Promova uma breve discussão com a turma sobre a foto da página. Quem é a pessoa retratada e o que ela está fazendo?
2. Leia cada alternativa abrindo espaço para uma breve discussão sobre a coerência entre o texto e o veículo de informação em que é publicado.

Na BNCC

Habilidade EM13CNT205: ao refletir sobre as profissões do futuro, os estudantes vão interpretar resultados e realizar previsões sobre atividades experimentais, fenômenos naturais e processos tecnológicos, com base nas noções de probabilidade e incerteza, reconhecendo os limites explicativos das ciências.

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While reading

1. Relembre o conceito de *skimming*. Oriente-os na aplicação da técnica, buscando encontrar a data de publicação.
2. Leia cada alternativa em voz alta e peça que a turma se manifeste sobre sua coerência. Esclareça as dúvidas ao longo da discussão.

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3. Peça que leiam as frases, para que filtrem o conteúdo e façam o que foi pedido com mais rapidez. Em seguida, escolha alguns estudantes para ler as frases em voz alta. Corrija possíveis equívocos.
4. Converse com os estudantes: peça que relembrem as suposições feitas na atividade anterior e pergunte qual é a resposta dada pelo texto. Compare a opinião deles com a do texto.

Post-reading

1 - 3. Oriente os estudantes para que reflitam sobre o texto lido e as atividades anteriores e continue a conversa com eles. Fale sobre o aumento da expectativa de vida e pergunte se eles têm interesse nas carreiras listadas.

Words in images

Promova um debate com a turma. Analise todos os elementos do gráfico: a estética, os dados, as referências e as fontes. Proponha reflexões, incentive a participação de todos, reserve um tempo para a discussão e aja na mediação dela. Guie a conversa por meio das perguntas da atividade.

Páginas 217 e 218

Reading strategies

1. Faça esse exercício com os estudantes. Instrua-os a observar a charge e identificar o jogo de palavras em *make a chair and take a seat* ("faça" uma cadeira e tome um assento, em tradução literal).

2 e 3. Estabeleça um tempo para que os estudantes façam a atividade. Acompanhe o andamento e esclareça as dúvidas. Em seguida, peça que façam a correspondência entre os trechos e as perguntas da atividade.

4. Observe e leia o infográfico com a turma. Pergunte quais são as habilidades desejadas para trabalhadores da área de Stem (Science, Technology, Engineering, and Mathematics). É necessário uma combinação de habilidades sociais e técnicas, como: resolução de problemas, pensamento crítico, análise de dados, adaptabilidade e proficiência.

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Language in action

1. Proponha uma discussão sobre as expressões destacadas nos trechos. Analise os pontos em comum e os pontos de divergência. Faça uma exposição conclusiva sobre as *prepositional phrases* e, se possível, assista com eles a um vídeo do *site* Khan Academy sobre o assunto em: www.khanacademy.org/humanities/grammar/parts-of-speech-the-preposition-and-the-conjunction/types-of-prepositions-and-phrases/v/prepositional-phrases (acesso em: 28 jul. 2020).
2. Resolva esse exercício com os estudantes. Sugira que testem cada possibilidade, em voz alta ou mentalmente, para constatar qual delas soa mais familiar. Peça que reproduzam o quadro no caderno.
3. Peça a voluntários que leiam as frases e completem com uma das *prepositional phrases*. Corrija eventuais equívocos.
4. Instrua os estudantes a ler as frases e completá-las com uma das opções. Confira as respostas com a turma.
5. Converse com a turma a respeito do cartum. Peça a um voluntário que leia o texto e pergunte se todos entenderam o sentido e se concordam com ele.

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6. Proponha que a atividade seja realizada em conjunto. Leia as frases em voz alta e peça que a turma se manifeste com as respostas corretas.
7. Determine um tempo para a realização individual da atividade. Encerrado o tempo, confira as respostas com eles, checando os acertos.
8. Os estudantes devem reproduzir a tabela no caderno e completá-la com uma das preposições indicadas. Peça que testem as possibilidades e digam qual é a correspondência certa.
9. Na atividade, a turma irá praticar o emprego das *prepositional phrases*. Peça que façam as descrições no caderno e, no fim, solicite que voluntários leiam suas respostas.

Páginas 221 e 222

10. Confira a resposta com a turma: eleja cinco voluntários e peça que leiam as frases com a palavra escolhida. Corrija eventuais equívocos.
11. Reproduza a tabela na lousa. Escolha quatro estudantes e solicite que preencham uma das quatro colunas com as palavras disponíveis. Corrija as atribuições incorretas e esclareça as dúvidas.
12. Leia cada uma das opções, pedindo que os estudantes respondam quando chegar ao espaço em branco. Incentive-os a responder e justificar suas escolhas.
13. Reserve um tempo para que todos possam ler os trechos e discutir, em duplas, o conteúdo deles. Depois, promova um debate acerca das citações.
14. Debata a importância [illegible] os estudantes discutam um pouco entre eles, depois proponha reflexões mais organizadas, guiando-se pelas perguntas do enunciado. Incentive a participação de todos e peça que anotem as conclusões no caderno.

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Página 223

Listening

1. Promova uma discussão sobre as imagens. Peça que as analisem e imaginem quem são essas pessoas e onde elas estão.
2. Siga com a conversa perguntando aos estudantes: O que essas pessoas estão fazendo? Como estão se sentindo? Como isso é demonstrado?
3. Solicite que analisem a segunda imagem e imaginem que perguntas uma das pessoas sentadas faria ao entrevistador. Oriente-os na observação das expressões da mulher da imagem 1 (confiante) e das pessoas da imagem 2 (apreensivas). No final, peça que anotem as respostas no caderno.
4. Reproduza o áudio e confira a resposta com a turma.
5. Peça aos estudantes que leiam o texto e, em duplas, completem os espaços com verbos nos tempos corretos. Demonstre completando o primeiro espaço com o verbo correspondente. Reproduza o áudio novamente. Confira as respostas e corrija eventuais equívocos.
6. Peça que leiam as perguntas e reproduza o áudio novamente. No final, leia as perguntas em voz alta e peça que deem as respostas. Corrija possíveis equívocos.
7. Promova um debate sobre os temas abordados (entrevistas de emprego, possibilidades de profissão e características pessoais) guiando-se pelas perguntas da atividade. Peça que registrem as respostas no caderno.

Na BNCC

Habilidade EM13LGG202: ao analisar o áudio sobre entrevista de emprego, os estudantes vão analisar interesses, relações de poder e perspectivas de mundo nos discursos das diversas práticas de linguagem (artísticas, corporais e verbais), compreendendo criticamente o modo como circulam, constituem-se e (re)produzem significação e ideologias.

Habilidade EM13LGG203: ao analisar áudio sobre entrevista de emprego, os estudantes vão analisar os diálogos e os processos de disputa por legitimidade nas práticas de linguagem e em suas produções (artísticas, corporais e verbais).

Página 224

Speaking

1. Peça que observem as imagens e discutam entre si. Pergunte que vagas de emprego são anunciadas. Peça que registrem a resposta por escrito.
2. Solicite aos estudantes que leiam o diálogo e observem do que ele trata. Esclareça as dúvidas de vocabulário.
3. Em duplas, eles deverão interpretar o diálogo e, em seguida, trocar a ordem de interlocutores e interpretá-lo novamente. Acompanhe o andamento da atividade, atendendo às duplas e corrigindo equívocos de pronúncia e entonação.

Now you!

1. Reserve um tempo para que os estudantes reflitam sobre o "emprego dos sonhos" e listem no caderno as habilidades e capacidades necessárias para desempenhá-lo. Esclareça as dúvidas de vocabulário.
2. Peça aos estudantes que reproduzam em duplas o diálogo substituindo trechos por informações novas. Acompanhe o andamento da atividade atentando para a entonação e a pronúncia.

Na BNCC

Habilidade EM13LGG403: ao falar sobre trabalho, os estudantes farão uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.

Página 225

Writing

1. Estabeleça um tempo para a leitura do texto e o registro das respostas. Depois, leia as perguntas em voz alta, escolhendo estudantes diferentes para responder.
2. Realize esse exercício com a turma. Guie a conversa fazendo as opiniões convergirem para uma resposta geral. Peça que anotem no caderno.
3. Peça que leiam a descrição da vaga de trabalho e escolham o preferido, considerando sua personalidade e respectivas habilidades.

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4 **e 5.** Instrua-os a se reunirem com algum colega que tenha feito a mesma escolha na atividade anterior para que discutam os requisitos e as habilidades necessárias para a vaga e, depois, listem-nos no caderno. Atenda às duplas se surgirem dúvidas quanto ao vocabulário.

6. Peça aos estudantes que escrevam um *e-mail* se candidatando para a vaga escolhida usando a atividade 1 como modelo e incluindo as informações listadas na atividade anterior. Peça que o redijam numa folha que possa ser destacada.
7. Por fim, peça que troquem o *e-mail* com um colega para ler e sugerir mudanças. Estabeleça um tempo e, depois, peça que incorporem as dicas em seus textos. No final, recolha os *e-mails* e os devolva na próxima aula, com suas observações.

Lesson D

Success and happiness: do they mean the same?

Páginas 226 e 227

1. O objetivo desta seção é incentivar a reflexão acerca do conceito de felicidade e sucesso para preparar os estudantes a comentar a relação desses fatores com a escolha de uma carreira. Eles deverão analisar as imagens e pensar o que a felicidade e o sucesso significam ou representam.
2. Oriente-os na leitura dos trechos e das frases. Em seguida, peça que registrem no caderno a correspondência. Faça a correção coletivamente.

3 **e 4.** Os estudantes deverão escolher o trecho com o qual se identificaram mais e refletir sobre o conceito de sucesso. Na última atividade, as duas ideias se unem para que haja uma reflexão mais aprofundada.

Páginas 228 e 229

Compare and conclude

1. Nesta seção serão apresentados dois índices: o Índice de Desenvolvimento Humano (IDH), que mede as condições de vida de um país; e o World Happiness Report, que monta um *ranking* dos países com base no nível de felicidade deles.

   a) Peça que identifiquem os critérios de avaliação no gráfico: O que os estudantes entendem de cada um deles? Peça que redijam uma breve definição para IDH. Se preciso, escreva no quadro algumas expressões, como:
   The Human Development Index is defined by/ consists of _____. (O Índice de Desenvolvimento Humano é definido por/consiste em _____.)
   It englobes the following _____. (Ele engloba _____.)
   It is used to measure _____. (É usado para medir _____.)

   b) Peça que leiam o parágrafo com a definição de IDH e o comparem com as que fizeram.

   c) Solicite que comparem os países no topo do *ranking* com os últimos colocados. O que podem concluir? O que acham dos critérios usados para a medição?

2. **a)** Certifique-se de que os estudantes entenderam todos os itens. Ao escolher os fatores, eles devem pensar em uma justificativa. Faça uma enquete com a turma para levantar os itens mais votados e anote-os no quadro.

   b) Peça que os estudantes revejam suas escolhas na questão anterior e comparem-nas com os critérios do relatório.

c) Os estudantes deverão ler as sentenças e marcar, no caderno, se são verdadeiras ou falsas. Faça a correção coletivamente.

3. As respostas podem variar. O objetivo é relacionar os aspectos de países com alto IDH com seu desempenho no World Happiness Report. É possível dizer que um país com alto IDH é feliz? Espera-se que os estudantes concluam que pontuações altas em quesitos como saúde e educação são fatores que fazem de um país um bom lugar para viver. No entanto, pode haver países bem posicionados no quesito felicidade sem necessariamente receber pontuação equivalente no IDH.
4. As respostas podem variar. Você pode expandir a atividade com um debate em que os estudantes reflitam sobre o impacto do sucesso e do dinheiro no nível de felicidade das pessoas.

Na BNCC

Habilidade EM13LGG401: ao ler sobre IDH, os estudantes vão analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

Página 230

Real life

1. Nesta seção, os estudantes lerão sobre a importância da satisfação profissional e alguns caminhos para encontrar a carreira ideal.
2. As respostas podem variar. Peça aos estudantes que expliquem suas escolhas para as primeiras duas perguntas. Para a terceira, convide-os a compartilhar suas dicas com o restante da turma.
3. Ajude-os a pensar no significado da expressão *core values*. Explique que a palavra ***core*** vem do latim *cor*, que significa "centro", "coração", ou "aquilo que está dentro". Pergunte a eles o que seriam os *core values* de uma pessoa. Eles são iguais para todos?
4. Os estudantes deverão listar os próprios valores centrais em cada categoria (*intrinsic values*, *extrinsic values*, *lifestyle values*). Se houver tempo, você pode criar um quadro colaborativo e pedir que eles o preencham com seus valores. Dessa forma, será possível visualizar os valores de todos e conduzir debates e discussões.
5. As respostas podem variar. Oriente-os para que reflitam sobre como os valores centrais contribuem para a formação do perfil de cada sujeito e, consequentemente, para a escolha da carreira.

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Think about it

1. Peça aos estudantes que leiam as profissões listadas na primeira coluna e faça algumas perguntas: Quantas dessas profissões vocês conhecem? Por quais delas se interessam? Conhecem alguém com alguma das profissões listadas? Passe então para a segunda coluna: Quais cursos são ideais para as carreiras da primeira coluna?
2. Instrua-os a ler o diálogo e completá-lo com as profissões e cursos listados na atividade anterior. Faça a correção coletivamente.

3 e 4. Peça aos estudantes que pensem na própria vivência e na experiência de amigos que já escolheram uma carreira. Incentive a participação de todos e solicite que registrem as respostas no caderno.

Página 232

Taking action

1. Esta seção inicia o trabalho com o projeto da unidade. Com o intuito de auxiliar na escolha de uma profissão, a proposta é criar um evento no qual poderão esclarecer dúvidas e obter informações sobre diferentes carreiras, cursos ou receber direcionamento profissional depois do Ensino Médio. Como parte do evento, sugerimos que os estudantes busquem profissionais para sessões de bate-papo e especialistas em Recursos Humanos e Recrutamento para dicas, aulas e *workshops* sobre a importância da língua inglesa no mundo profissional, por exemplo. Em grupos, eles deverão ler a lista de iniciativas que ajudam a escolher uma carreira e, em seguida, incluir outros itens nela. Peça que revejam os conteúdos da unidade até o momento.
2. Durante o *brainstorming,* os estudantes já devem estar trabalhando em grupo para a apresentação do projeto. Comece explorando o boxe **Better together**. Peça que leiam as dicas sobre resolução de conflitos e que escolham duas delas para tentar pôr em prática.

Página 233

Tech-savvy

Nesta seção, os estudantes aprenderão como fazer uma página profissional em rede social e como é possível utilizar as mesmas informações para a elaboração de um currículo (*curriculum vitae*).

1. As repostas podem variar. Você pode mostrar sua página profissional, apontando para suas conexões, quais são seus interesses etc. Além disso, é um lugar para *networking*.
2. Os estudantes podem adicionar informações como: uma foto para o perfil; um título descrevendo os objetivos; a experiência deles em projetos, trabalhos voluntários ou em estágios etc.

3. As respostas podem variar. É importante mencionar que o objetivo dessa tarefa é apenas iniciar a reflexão, não havendo, portanto, respostas erradas.
4. Peça aos estudantes que sinalizem no caderno as partes mais relevantes do texto e que usem o que foi sugerido como critério de comparação ao rever o que foi feito na atividade 3.

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5 e 6. Peça aos estudantes que leiam o texto e respondam às questões. Em seguida, eles devem comparar as informações necessárias em uma página profissional e em um *curriculum vitae*. A ideia da atividade é que eles concluam que ambos são maneiras de se apresentar ao público e de expor seus objetivos para potenciais empregadores.

Na BNCC

Habilidade EM13LGG104: ao elaborar o currículo, os estudantes irão utilizar as diferentes linguagens, levando em conta seus funcionamentos, para a compreensão e produção de textos e discursos em diversos campos de atuação social.

Getting it done

1 - 3. Esta seção é o momento para os estudantes começarem a planejar e organizar o projeto. Como sugestão de projeto, a unidade apresenta a organização de um *Career Day*. Essa sugestão pode ou não ser viável para a escola, ficando a seu critério manter a ideia ou desenvolver outro projeto. O mais importante é que os estudantes se organizem para promover um evento que forneça orientação e apoio em suas escolhas profissionais.

Sugerimos que sejam disponibilizadas algumas aulas para a preparação do projeto. Instrua a turma a pensar nas diferentes etapas do planejamento. A página profissional é uma espécie de portfólio do estudante e poderá ser mostrada a profissionais que vierem participar do evento. Por isso, é importante que ela seja bem-feita e que os estudantes ajudem uns aos outros durante sua elaboração.

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Showing what we've got

1. Depois de preparados os planos e organizadas as ideias, os estudantes deverão mostrar os projetos. Em grupos, deverão seguir as etapas descritas na seção e apresentar, de forma visualmente interessante, um plano para um *Career Day* na escola. Oriente-os para que o planejamento seja exibido na forma de uma tabela ou planilha detalhada. Estabeleça um tempo para que ensaiem suas apresentações empregando a linguagem sugerida no quadro.

2 e 3. Nesta atividade, as rubricas serão voltadas para autoavaliação. Os estudantes deverão observar o próprio desempenho. Destaque o fato de que, no mundo profissional, é muito importante fazer uma autoavaliação para melhorar cada vez mais. Após preencherem as rubricas sozinhos, eles deverão se unir a outro estudante e comparar as respostas. O diálogo com um colega servirá também para terem uma visão externa e compará-la à própria visão. Por fim, peça que comentem o que acharam de avaliar a si mesmos. Estimule a participação de todos.

Na BNCC

Habilidade EM13CHS404: ao idealizar um evento sobre carreiras, os estudantes vão identificar e discutir os múltiplos aspectos do trabalho em diferentes circunstâncias e contextos históricos e/ou geográficos e seus efeitos sobre as gerações, em especial, os jovens, levando em consideração, na atualidade, as transformações técnicas, tecnológicas e informacionais.

Páginas 236 e 237

Learning about careers from movies

1. Nesta seção, os estudantes vão refletir sobre filmes que retratam diferentes carreiras e as dificuldades para se alcançar o sucesso. Explore as imagens e pergunte a quais dos filmes eles já assistiram. Peça que associem as profissões às imagens.

2 e 3. Peça que os estudantes leiam as sinopses dos filmes e circulem as palavras relacionadas às profissões listadas na atividade 1. Lembre-os da importância do uso do glossário para auxiliá-los com os termos desconhecidos.

4. Nessa tarefa, os estudantes deverão escolher um dos filmes apresentados na atividade 1 para fazer uma análise e apresentá-la à turma. Peça que leiam as perguntas da atividade e certifiquem-se de que entenderam o objetivo dela. Após completarem-na em casa, organize um momento da aula para um breve debate. Eles poderão se reunir de acordo com o filme ao qual escolheram assistir e trocar ideias sobre as perguntas da atividade. Como variação, você pode pedir que votem no filme a que gostariam de assistir. O filme mais votado vira uma sessão de cinema na escola, seguido de uma roda de conversa com base nas perguntas propostas.

UNIT 6 Self-awareness

Objetivos

- Participar de momentos de reflexão e autoconhecimento.
- Analisar textos de gêneros diversos como artigo *on-line*, *graphic*, *diary* e *journal*.
- Desenvolver a habilidade de leitura *summarizing*.
- Conhecer e praticar o modal *should*.
- Conhecer e praticar o zero *conditional* e o *first conditional*.
- Refletir acerca de textos orais: *vlog*, discurso sobre *self-awareness* e pesquisa sobre adolescentes e tecnologia.
- Praticar oralidade para concordar e discordar de alguém, expressar incerteza e demonstrar empatia.
- Produzir textos escritos dos gêneros *post* de mídia social, *diary* e *journal*.

Justificativa

Auxiliar o estudante a desenvolver a autoconsciência, faz com que ele conheça os próprios sentimentos, emoções e pessoas ao redor. Isso o ajuda a identificar, reconhecer e controlar o próprio comportamento e atitudes e a ser responsável por suas ações.

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A BNCC nesta UNIDADE

Competências gerais: 7, 8, 9 e 10.
Competências específicas de Linguagens e suas Tecnologias: 1, 2, 3, 4 e 7.
Habilidades: EM13LGG104, EM13LGG202, EM13LGG204, EM13LGG301, EM13LGG303, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG701, EM13LGG703.
Competências específicas de Matemática e suas Tecnologias: 1.
Habilidade: EM13MAT101.
Competências específicas de Ciências da Natureza e suas Tecnologias: 2.
Habilidade: EM13CNT207.
Competências específicas de Ciências Humanas e Sociais Aplicadas: 1.
Habilidade: EM13CHS106.

Como as competências são trabalhadas

Competência geral 7: é desenvolvida estimulando o estudante a analisar e refletir sobre si mesmo e sobre os outros.
Competência geral 8: é trabalhada por meio de textos sobre autoconsciência.
Competência geral 9: está presente no trabalho de reflexão sobre discriminação contra idosos.
Competência geral 10: é trabalhada na reflexão sobre atitudes e como elas contribuem para uma sociedade mais equilibrada.
Competência específica LGG1: pelo trabalho de análise e reflexão, o estudante interage em grupo e compreende os benefícios de uma sociedade plural.
Competência específica LGG2: presente na leitura de textos e na reflexão sobre discriminação contra idosos.
Competência específica LGG3: é trabalhada em atividades de escrita e na idealização do projeto final da unidade.
Competência específica LGG4: o estudante é estimulado a se expressar sem preconceitos.
Competência específica LGG7: é trabalhada na elaboração de tutorial para compartilhar saberes relacionados à tecnologia.

Competência específica MAT1: abordada em gráfico sobre maneiras de desenvolver a autoconsciência.
Competência específica CNT2: é trabalhada em um artigo *on-line* sobre autoconsciência.
Competência específica CHS1: desenvolvida pela análise de artigo sobre como a prática de *journaling* pode trazer felicidade.

Orientações

Abertura

Páginas 238 e 239

Explore a imagem com os estudantes, pergunte se sabem quem está retratado no quadro (Narciso), qual o artista que o pintou (Caravaggio) e o que a imagem representa. Depois, pergunte se sabem o significado de *self-awareness* (autoconsciência), se acreditam que Narciso tinha *self-awareness* e por quê. Peça que discutam em pequenos grupos e, em seguida, convide voluntários para compartilhar opiniões.

Ampliando

Na mitologia grega, Narciso era um rapaz muito bonito e orgulhoso que rejeitou o amor da ninfa Eco. Como punição dos deuses, ele [illegible] sobre um lago viu o próprio reflexo e apaixonou-se por si mesmo. Ele não conseguia parar de olhar para sua imagem e acabou morrendo. No lugar em que estava seu corpo surgiu uma flor, chamada narciso.

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Páginas 240 e 241

Peça aos estudantes que identifiquem o gênero textual (artigo *on-line*) e indiquem quais características os levaram a essa conclusão. Explore o título e leia o texto. Em seguida, escreva no quadro *Nice to meet you, stranger*. Peça que trabalhem em duplas e respondam *Nice to meet you. I'm...* usando dois adjetivos para definir características pessoais. Diga para imaginarem como as outras pessoas os veem e usar os adjetivos correspondentes. O objetivo desta atividade é proporcionar um momento de reflexão sobre o modo que os estudantes percebem a si mesmos e como acreditam que os outros os percebem, a fim de despertar o interesse pelo tema da unidade. Por fim, explore os títulos dos vídeos, *websites* e livros sugeridos. Incentive-os a consultá-los e a trazer suas impressões na próxima aula.

Lesson A

Self-image

Página 242

Before reading

1 e 2. Peça aos estudantes que discutam as perguntas propostas em duplas ou pequenos grupos. Monitore as conversas e convide voluntários para compartilhar as experiências com a turma.

3. Analise com a turma os dados, as informações verbais e a relação entre os eixos. Dê oportunidade aos estudantes de participarem, para que cheguem à resposta coletivamente.
4. Relembre o conceito de *scanning*. Instrua-os a aplicar o conceito no gráfico para identificar o tipo de medida de dados utilizado na pesquisa. Estimule-os a verbalizar a resposta.
5. Instrua os estudantes a lerem novamente o gráfico e identificarem as palavras que já conhecem. Peça que compartilhem suas listas com os colegas.

Página 243

While reading

1. Oriente os estudantes para que deduzam o significado das palavras que não conheçam utilizando o contexto das frases. Ao final, leia cada definição em voz alta e peça que respondam com a palavra correspondente. Corrija possíveis equívocos.
2. Peça que encontrem os números indicados no texto e identifiquem as informações a que se referem. Convide voluntários para verbalizarem suas respostas.
3. Leia os trechos em voz alta e explique à turma quais dados estão sendo comparados. Peça que retornem ao gráfico para analisarem as informações e escolherem a melhor opção. Instrua-os a responderem lendo toda a frase, já completa. Corrija equívocos de pronúncia.
4. Os estudantes devem buscar as soluções individualmente e anotá-las no caderno. Confira as respostas e corrija possíveis equívocos.

Post-reading

1. Encaminhe um debate com os estudantes. Estimule-os a comentar formas de desenvolver *self-awareness* segundo suas percepções individuais. Promova um ambiente respeitoso e explique que todas as opiniões devem ser ouvidas com atenção.
2. Pergunte a eles se já fazem alguma das estratégias de melhoria da *self-awareness*. Estabeleça um tempo para a conversa e peça que registrem as respostas.
3. Por fim, provoque os estudantes a refletir sobre outras formas de desenvolver *self-awareness*. Estimule-os a compartilhar experiências.

Words in images

1. Promova uma discussão sobre a imagem. Indague se é um exemplo de *self-awareness*. Provoque reflexões justapondo *self-awareness* a outros conceitos, como *self-esteem*.
2. Siga com a discussão, agora com enfoque no julgamento que a personagem faz de si mesma. Pergunte se há relação entre a imagem e algum preconceito, por exemplo.
3. Pergunte aos estudantes o que a personagem poderia fazer para melhorar sua *self-awareness*. Estimule-os a compartilhar experiências pessoais, se quiserem.

Na BNCC

Habilidade EM13LGG104: ao discutir autoimagem, os estudantes podem utilizar as diferentes linguagens para a compreensão e produção de textos em diversos campos da atuação social.

Habilidade EM13LGG403: ao fazer atividades sobre autoimagem, os estudantes podem fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no no mundo contemporâneo.

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Página 244

Reading strategies

1. Explique o conceito de *summarizing*, esclareça dúvidas e instrua os estudantes a aplicarem o conceito nos trechos destacados na atividade. Estabeleça um tempo para isso e, depois, eleja alguns voluntários para compartilhar seus resumos.

Páginas 245 e 246

Language in action

1. Leia a sentença em voz alta, pedindo que os estudantes se atentem ao uso da palavra *should*.
2. Reproduza a tabela na lousa. Peça à turma que leia e analise as quatro frases, depois aponte alguns estudantes para ir até a lousa preenchê-la.
3. Estabeleça um tempo para a realização da atividade. Ao final, peça a voluntários que leiam as frases que compuseram para o resto da turma.
4. Oriente os estudantes para que identifiquem onde o verbo *should* deve entrar em cada trecho. Esclareça dúvidas e corrija possíveis problemas de pronúncia.
5. Faça a indagação aos estudantes, atue na mediação da discussão e estimule-os a expor suas opiniões.
6. Peça aos estudantes que voltem aos textos da atividade 4 e analisem as frases para identificar qual é a função de *should* em cada uma. Se preciso, corrija os equívocos justificando a resposta correta.
7. Peça que identifiquem as palavras que podem ser usadas com *self*, procurando-as no dicionário, se necessário. Reproduza todas as palavras na lousa, escreva o prefixo *self* antes delas e pergunte à turma se o termo existe ou não.
8. Os estudantes devem completar as frases com os termos construídos na atividade anterior. Ao final, confira as respostas coletivamente.

Página 247

Listening

1. Analise a imagem com os estudantes: Quem são as pessoas? Onde elas estão? Pergunte o que eles sabem sobre ioga, se praticam ou gostariam de conhecer mais essa prática e por quê.
2. Reproduza duas vezes para melhor compreensão. Ao final, confira a alternativa correta com a turma. Pergunte aos estudantes se eles conhecem algum *vlogger*, se têm *vlog* ou gostariam de ter.
3. Instrua os estudantes a completar as frases usando as palavras do quadro com base no que lembram do áudio. Quando terminarem, reproduza o áudio novamente para que confiram as respostas.
4. Leia cada pergunta em voz alta e estimule-os a participar, respondendo de acordo com as informações coletadas pelas audições. Peça que anotem as respostas no caderno.
5. Inicie uma conversa sobre as questões e peça para os estudantes compartilharem experiências relacionadas à ioga ou a outras atividades de desenvolvimento

de *self-awareness*. Atue na mediação e, ao final, peça que registrem as respostas por escrito.

6. Siga com a conversa, mas agora mude o foco para a questão cultural. Quais são as formas como cada cultura expressa esse assunto? Estimule a participação dos estudantes e ajude-os a resgatar conhecimentos interdisciplinares, com saberes de Sociologia, Literatura e História.

Página 248

Speaking

1. Promova uma discussão sobre a imagem. Analise a personagem principal, o local onde se encontra e as ações que pratica. Encaminhe de modo a chegar a conclusões junto com os estudantes.
2. Peça que atentem para o conteúdo geral do diálogo e confiram a resposta da atividade anterior.
3. Solicite aos estudantes que leiam a conversa novamente e foquem nos conselhos dados a Anna por Sheila e anotem apenas as alternativas que os contenham. Confira a resposta e esclareça dúvidas.
4. Repita com os estudantes as expressões. Atente para a pronúncia e entonação.
5. Leia as alternativas e estimule os estudantes a buscar no texto os exemplos. Confirme as respostas, corrija os equívocos e peça que anotem as respostas no caderno.

Página 249

Writing

1. Promova uma breve conversa sobre os textos da atividade.
2. Leia em voz alta cada característica listada, e pergunte aos estudantes se elas são condizentes com postagens em redes sociais. Peça que justifiquem as respostas. Ao concluir cada item, deixe clara a resposta correta.
3. Inicie um debate sobre o *tweet* da atividade 1 perguntando aos estudantes se concordam ou não com a afirmação. Atue na mediação incentivando o respeito às opiniões divergentes.
4. Peça aos estudantes que redijam no caderno um comentário em resposta ao *tweet* no qual exponham seu ponto de vista. Eles devem usar *should* na construção da frase (ou das frases).
5. Proponha aos estudantes que troquem a postagem com um colega. Ambos devem ler as postagens e dar sugestões para melhorar o texto.
6. Por fim, instrua-os a escrever a versão final de seus *tweets*, incorporando ou não as sugestões dadas. Peça a alguns voluntários que leiam suas postagens para compartilhar com a turma.

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Na BNCC

Habilidade EM13LGG701: ao escrever um comentário para rede social, os estudantes vão explorar tecnologias digitais da informação e comunicação (TDIC) de modo ético, criativo, responsável e adequado a práticas de linguagem em diferentes contextos.

Habilidade EM13LGG703: ao escrever um comentário para rede social, os estudantes vão utilizar diferentes linguagens, mídias e ferramentas digitais em processos de produção em ambientes digitais.

Lesson B

Health and well-being

Páginas 250 e 251

Before reading

1. Expanda a conversa para além da pergunta feita na atividade, relembrando o conceito de *self-awareness* explorado na lição anterior. Ao final, confirme a resposta com a turma.
2. Leve-os a refletir sobre o tipo de texto que o título sugere e os tipos de publicações onde são encontrados textos dessa natureza.

Na BNCC

Habilidade EM13CNT207: ao ler sobre saúde e bem-estar, os estudantes poderão identificar, analisar e discutir vulnerabilidades vinculadas às vivências e aos desafios contemporâneos aos quais as juventudes estão expostas.

Página 252

While reading

1. Faça a atividade com os estudantes e faça perguntas sobre a palavra-chave dos itens. Peça que registrem as respostas por escrito.
2. Os estudantes devem substituir as palavras sublinhadas por outras que transformem o sentido da frase, de acordo com as informações obtidas no texto.
3. Leia a primeira frase em voz alta e faça uma pausa quando chegar no espaço em branco. Peça aos

estudantes que verbalizem a alternativa correta e só então prossiga com a leitura.

4. Forme pequenos grupos de três a quatro estudantes. Estabeleça um tempo para que leiam as perguntas e elaborem, em conjunto, respostas completas para elas.

Post-reading

1. Sem separar os grupos, oriente os estudantes para que façam a lista individualmente, segundo suas preferências.
2. Peça que comparem sua lista com as dos colegas.
3. Relembre as discussões da lição anterior e peça que reflitam sobre o tema para responder à pergunta.

Página 253

Words in images

1. Promova uma conversa sobre a imagem. Analise as atividades representadas, depois dê espaço para que todos compartilhem quais eles costumam fazer, com qual frequência e com que propósito.
2. Pergunte aos estudantes o que fazem em seu tempo livre. Estimule a participação de todos e anote as respostas na lousa à medida que forem ditas.
3. Por fim, provoque-os a refletir sobre a relação do que falaram com o desenvolvimento de *self-awareness*. Quais dessas ações podem ajudar a alcançar esse objetivo? Quais podem impedir?

Página 254

Reading strategies

1. Relembre o [illegible] depois inicie uma discussão sobre a imagem. Peça aos estudantes que reflitam sobre a ideia que a imagem quer transmitir e registrem-na no caderno.
2. Estabeleça um tempo para a realização individual da atividade. Deixe claro que, como se trata de um poema, não há resposta correta, e sim interpretações possíveis.
3. Leia as frases em voz alta e provoque um *brainstorming* sobre como resumir a ideia central, estimulando a participação de todos. Peça que registrem o resumo no caderno.

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Páginas 255–257

Language in action

1. Chame estudantes para ler as frases, já indicando a resposta. Peça que justifiquem suas escolhas.
2. Leia a primeira metade das sentenças em voz alta e peça a voluntários que verbalizem a segunda parte correspondente.
3. Oriente-os para que façam esta atividade individualmente. Estimule-os a variar o vocabulário.
4. Determine um tempo para a realização desta atividade. Chame voluntários para ler os trechos em voz alta, já com a resposta.
5. Leia as sentenças em voz alta, depois consulte o restante da turma para conferir as respostas.
6. Leia as indagações e peça aos estudantes que sugiram ações que respondam à condição proposta. Após cada item, instrua-os a redigirem a resposta no caderno, com as duas metades da condicional. Eles podem trabalhar em duplas.
7. Explore as imagens e explique aos estudantes que cada personagem relata um problema. Permita que trabalhem em duplas, leiam as frases e discutam a melhor solução para cada questão. Convide voluntários para compartilharem sua proposta para cada caso.

Página 258

Listening

1. Promova uma discussão sobre a imagem analisando os elementos e a narrativa sugerida. Peça aos estudantes que respondam às perguntas por escrito.
2. Reproduza o áudio. Instrua-os a prestarem atenção na ideia central do conteúdo, a fim de selecionar a alternativa correta. Se necessário, reproduza uma segunda vez. Confira a resposta com os estudantes.
3. Antes de tocar o áudio novamente, peça que leiam as frases que devem ser completadas. Convide voluntários para ler as sentenças preenchidas. Corrija possíveis equívocos.
4. Estabeleça um intervalo de tempo para os estudantes responderem, com informações pessoais e por extenso, as perguntas listadas na atividade 3. Depois peça a alguns que compartilhem suas respostas.
5. Promova uma conversa indagando se a atividade anterior ajudou de alguma forma no processo de *self-discovery*. Estimule a participação de todos, de modo que compartilhem opiniões pessoais.

Página 259

Speaking

1. Inicie uma conversa sobre a imagem. Analise, com a ajuda dos estudantes, a narrativa que ela sugere.
2. Peça aos estudantes que leiam a história e concentre-se no diálogo e no assunto central, de modo que possam conferir a resposta da atividade anterior.
3. Consulte os estudantes e peça que verbalizem as expressões de incerteza da história e depois as registrem no caderno.

Now You!

Convide os alunos a trabalhar em pares e criar uma conversa sobre suas expectativas para a faculdade.

Página 260

Writing

1. Solicite um voluntário para ler a entrada do diário. Depois, leia as afirmações e consulte a turma sobre sua veracidade. Peça que justifiquem as respostas.
2. As próximas atividades são etapas de uma produção escrita. Peça aos estudantes que escolham um assunto sobre o qual queiram escrever num diário e listem no caderno palavras relacionadas a isso.
3. Instrua-os a redigirem um rascunho de uma entrada de diário sobre o assunto escolhido. Deixe claro que as palavras-chave listadas devem ser incluídas e que um colega fará a leitura do rascunho; portanto, não devem incluir informações privadas.
4. Oriente-os para que troquem o rascunho com um colega. Instrua-os a encontrar possíveis erros e a sugerir melhorias usando os elementos listados no exercício como guia.
5. Estabeleça um tempo para que redijam a versão final do texto, incorporando as sugestões dos colegas.

Na BNCC

Habilidade EM13LGG402: ao expressar-se, o estudante irá empregar, nas interações sociais, a variedade e o estilo de língua adequados à situação comunicativa, ao(s) interlocutor(es) e ao gênero do discurso, respeitando os usos das línguas por esse(s) interlocutor(es) e sem preconceito linguístico.

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Lesson C

Journaling

Página 261

Before reading

1. Promova uma conversa sobre o texto. Analise com os estudantes a linguagem e o formato. Direcione a conversa para a questão da atividade e peça que registrem a resposta por escrito.
2. Siga com a conversa, agora com enfoque no título, e peça aos estudantes que opinem acerca do tema e do conteúdo do texto. Espere até que haja informações suficientes e peça a todos que anotem a resposta.

Na BNCC

Habilidade EM13LGG401: ao escrever em diário, os estudantes poderão analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.

Página 262

While reading

1. Diga aos estudantes que façam uma primeira leitura do texto e, quando terminarem, proponha a questão. Eles devem contribuir com argumentos do texto. Faça a correção coletivamente.
2. Estabeleça um tempo para que os estudantes façam a atividade individualmente. Depois escreva as palavras na lousa, leia a definição em voz alta e pergunte a qual palavra ela se refere.
3. Os estudantes devem ter o texto em mãos para consultar. Leia em voz alta cada pergunta e peça a eles que encontrem a resposta no texto.
4. Os estudantes devem julgar se as afirmações são verdadeiras ou falsas. Peça que justifiquem a resposta com dados do texto.

Post-reading

1 e 2. Inicie uma nova conversa com os estudantes, agora sobre a relação entre felicidade e *journaling*. Incentive-os a não retornar ao texto e estimule a participação de todos.

3. Relembre as características do diário e proponha a comparação entre diário e *journal*. Deixe que exponham opiniões e forneça uma definição mais clara para diferenciar os dois gêneros: *People use a diary to write things they would like to remember, like how they spent the day and their daily routine. But people write a journal to make a record of significant experiences. It's a record of feelings, emotions, problems, and self-assurances and can be used to evaluate one's life.*

Página 263

Words in images

1. Promova uma discussão sobre as imagens. Analise as características dos diários digitais e em papel. Peça que registrem as conclusões no caderno.

2. Pergunte por que algumas pessoas deixam seus diários trancados. Estimule a participação dos estudantes, proponha que imaginem coisas que podem estar escritas nos diários das imagens.
3. Pergunte aos estudantes quem tem diário, se o tranca e por que o faz. Pergunte se considerariam começar a escrever um e se precisariam trancá-lo. Mantenha o tom descontraído da conversa.

Página 264

Reading strategies

1. Promova uma conversa sobre a imagem. Analise seus elementos principais, conteúdo e contexto. Quando houver informações suficientes, responda às questões com a ajuda da turma.
2. Relembre o conceito de *summarizing*. Peça aos estudantes que proponham resumos do conteúdo do curso e depois registrem no caderno.
3. Pergunte quais ferramentas são mais úteis nos cursos *on-line*. Incentive os estudantes a sugerir outras ferramentas que não estejam na ilustração. Peça que registrem um resumo da discussão por escrito.
4. Divida estudantes em duplas. Eles devem ordenar os itens da atividade de acordo com a importância. Depois, peça que comparem com as dos colegas.
5. Convide os estudantes a refletir sobre as vantagens e desvantagens de cursos *on-line* e depois escrever um texto resumindo-as.

Now you!

As duplas devem conversar sobre algum curso *on-line* que tenham feito ou gostariam de fazer. Para facilitar o diálogo, instrua-os a escrever algumas frases a respeito do assunto no caderno para organizar as ideias.

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Páginas 265 e 266

Language in action

1. Os estudantes devem identificar as asserções falsas e corrigi-las, anotando as informações corretas.
2. Peça a eles que leiam as frases e corrijam a atividade 1. Ao final, confira as respostas com a turma.
3. Leia as frases e suas explicações gramaticais. Faça um resumo comparativo sobre *first* e *zero conditionals*. Peça aos estudantes que pensem em um exemplo comparativo de frases similares, cuja diferença esteja nos dois tipos de *conditionals*. Corrija possíveis equívocos.
4. Instrua-os a fazer a atividade individualmente. Eles devem ler as perguntas e redigir respostas para o cenário hipotético, aplicando o condicional.
5. Oriente-os na leitura das respostas e peça que redijam as perguntas corretas. Dê oportunidade de verificarem as questões com um colega antes de prosseguir a correção com a classe toda.
6. Faça esta atividade junto com a turma. Peça a um voluntário que complete o trecho e consulte os colegas sobre a alternativa correta.
7. Determine um tempo para que façam a atividade individualmente. Ao final, confira as respostas com a turma lendo as sentenças em voz alta, e consulte alguns estudantes para checar suas opções.
8. Explique aos estudantes que eles devem conectar as fotografias utilizando condicionais, como no exemplo dado. Deixe claro que não há apenas uma ordem, mas deve haver um sentido lógico nas conexões. Concluída a atividade, peça a alguns voluntários que compartilhem suas *story chains*.

Página 267

Listening

1. Inicie uma discussão sobre a ilustração. Estimule a participação dos estudantes, que podem compartilhar vivências sobre o impacto da tecnologia no cotidiano. Quando houver informação suficiente, consulte-os quanto à alternativa correta.
2. Reproduza o áudio e peça aos estudantes que tentem absorver a ideia geral do *podcast* para que confiram a resposta dada na atividade anterior. Se possível, reproduza novamente para melhor compreensão.
3. Peça aos estudantes que leiam as palavras listadas. Reproduza o *podcast* novamente, instruindo-os a identificar quais palavras são ditas pelo apresentador. Ao final, confira as respostas com a turma.
4. Peça aos estudantes que leiam as afirmações e julguem se são ou não corretas com base na memória das audições. Leia cada asserção em voz alta, depois consulte a turma para conferir a alternativa.
5. Relembre os momentos finais do *podcast*, que contém as perguntas listadas na atividade. Peça a todos que reflitam sobre elas e redijam respostas. Depois permita que compartilhem-nas com a turma.

Página 268

Speaking

1. Promova uma conversa com a turma sobre a ilustração. Analise as personagens principais, a ação que fazem e a narrativa sugerida pela imagem. Quando

houver informação substancial, consulte os estudantes sobre a alternativa correta.

2. Peça que leiam a história para compreender a ideia geral do diálogo e conferir a resposta da atividade anterior.
3. Convide os estudantes para analisar o diálogo e, caso não tenham familiaridade com as expressões, peça que tentem deduzir pelo contexto. Guie-os para que cheguem à alternativa correta coletivamente.
4. Peça aos estudantes que formem trios e repitam o diálogo, cada um interpretando um papel, que depois deverão trocar entre eles. Acompanhe o andamento da dinâmica, corrigindo possíveis equívocos de entonação e pronúncia.

Now you!

Peça aos estudantes que formem duplas para criar uma conversa parecida com a que leram. Eles devem pensar em algo pelo qual expressar empatia. Monitore as duplas e depois convide alguns estudantes para apresentar a conversa para a turma toda.

Página 269

Writing

1. Oriente os estudantes para que leiam o texto da atividade e forneçam respostas completas para as perguntas. Depois, peça que leiam em voz alta e peça a voluntários que leiam as respostas.
2. Pergunte se todos se lembram da prática do *journaling*. Guie a conversa, relembrando as características dos *journals* e as diferenças entre estes e os diários. Depois, peça a todos que redijam um resumo da conversa no caderno.
3. Primeiro, estabeleça um tempo para que os estudantes pensem em alguma experiência importante, que servirá de base para a atividade. Desta vez, ninguém precisa compartilhar os textos; portanto, é possível escolher o assunto livremente.
4. Instrua-os a reler o texto da atividade 1, que deve ser utilizado como modelo. Peça que redijam, no caderno, uma primeira versão da *journal entry* sobre o assunto selecionado.
5. Peça que revisem os textos, conferindo se há erros gramaticais. Tire dúvidas e auxilíe-os.

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Now you!

Sugira aos estudantes que a *entry* que eles acabaram de finalizar seja a primeira de um *journal* pessoal.

Na BNCC

Habilidade EM13LGG301: ao idealizar o texto, os estudantes poderão participar de processos de produção individual e colaborativa em diferentes linguagens (artísticas, corporais e verbais), levando em conta suas formas e seus funcionamentos, para produzir sentidos em diferentes contextos.

Lesson D

Are we ready for an aging world?

Páginas 270 e 271

Trabalhamos nesta *Lesson* o tema do "Envelhecimento" e o que chamamos de "idadismo" ou *ageism*, em inglês. O objetivo é levar os estudantes a refletir sobre a importância de combater a violência e a discriminação contra o idoso, além de rever a maneira muitas vezes estereotipada e negativa com que os idosos são retratados na sociedade.

1. Peça que olhem as imagens e os textos que as acompanham. Quais imagens refletem a idade de maneira positiva? Pergunte se todos concordam com as mensagens. As pessoas ficam menos inteligentes ou menos capazes conforme a idade avança? Peça que pesquisem o significado da expressão *bedblocker*. Por que ela é ofensiva? É importante mostrar aos estudantes que esses estereótipos contribuem para que o idoso seja discriminado.
2. Escreva no quadro a expressão *ageism* e circule a primeira parte da palavra, *age*. Pergunte o que acham que a palavra pode significar. Escreva no quadro: *Ageism is when* _____ e peça aos estudantes que completem a frase.
3. Peça aos estudantes que leiam a definição de *ageism*. Estimule-os a listar outros tipos de preconceito contra grupos diversos: O que eles têm em comum? Peça também que identifiquem no texto as consequências do preconceito contra idosos.
4. Converse com a turma a respeito das questões apresentadas. Estimule a participação de todos.

Na BNCC

Habilidade EM13LGG202: ao ler sobre discriminação contra idosos, os estudantes poderão analisar interesses, relações de poder e perspectivas de mundo nos discursos das diversas práticas de linguagem (artísticas, corporais e verbais), compreendendo criticamente o modo como circulam, constituem-se e (re)produzem significação e ideologias.

Habilidade EM13LGG204: ao ler sobre discriminação contra idosos, os estudantes vão dialogar e produzir entendimento mútuo, nas diversas linguagens (artísticas, corporais e verbais), com vistas ao interesse comum pautado em princípios e valores de equidade assentados na democracia e nos Direitos Humanos.

Habilidade EM13LGG303: ao ler sobre discriminação contra idosos, os estudantes irão debater questões polêmicas de relevância social, analisando diferentes argumentos e opiniões, para formular, negociar e sustentar posições, frente à análise de perspectivas distintas.

Página 272

Compare and conclude

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1. Os gráficos desta seção apontam para o envelhecimento gradativo da população mundial e do Brasil. A ideia é que os estudantes concluam que o mundo está envelhecendo e as pessoas estão vivendo por mais tempo.
2. Os estudantes devem examinar as duas pirâmides e apontar as diferenças entre elas.
3. Nesta atividade, os estudantes devem comparar os dois gráficos apresentados e identificar as semelhanças nos padrões de envelhecimento da população do Brasil em relação ao mundo.

Na BNCC

Habilidade EM13MAT101: ao analisar gráficos sobre população idosa, os estudantes poderão interpretar criticamente situações econômicas, sociais e fatos que envolvam a variação de grandezas, pela análise dos gráficos das funções representadas e das taxas de variação, com ou sem apoio de tecnologias digitais.

Página 273

Real life

1. Peça aos estudantes que leiam a primeira parte do texto e encontrem informações a respeito do trabalho da ativista. Se houver tempo e possibilidade, mostre-lhes o vídeo (disponível em: www.ted.com/talks/ashton_applewhite_let_s_end_ageism; acesso em: 30 jul. 2020).
2. Antes de ler o texto, solicite aos estudantes que leiam as perguntas da entrevista. Confirme se todos compreenderam. Em seguida, eles devem preencher a tabela com as informações pedidas.
3. Faça um quadro na lousa e o divida em duas partes, *pros* e *cons*. Peça aos estudantes que pensem em vantagens e desvantagens de envelhecer e listem-nas. Solicite que usem o que foi levantado na coluna *pros* para formular as respostas.
4. Para esta tarefa, incentive-os a contarem histórias de pessoas próximas. Outra opção é pedir que entrevistem avós, tios e outros idosos para coletar histórias de desrespeito ou discriminação.

Moral compass

Incentive os estudantes a fazer um exame de autocrítica. O que podemos mudar em nosso comportamento atual para ajudar a combater o preconceito contra idosos?

Página 274

Think about it

1. Nesta seção, os estudantes lerão uma conversa entre Max e sua avó. A avó pede ajuda com o aplicativo de fotos. É possível explorar diversos aspectos discursivos: Por que Max se surpreende diante do fato de a avó ter conta em uma rede social? A avó parece entender de redes sociais? Por quê? É possível perceber que as duas têm bom relacionamento?
2. Peça aos estudantes que leiam as sentenças e certifique-se de que compreenderam cada uma delas. Pergunte se já ouviram uma ou mais frases listadas e peça que respondam às perguntas em duplas. Após concluírem, peça que compartilhem as respostas e conduza uma discussão concentrando-se na última questão. Ela será o começo do projeto desta unidade; portanto, é interessante disponibilizar tempo para discuti-la em sala de aula.

Página 275

Taking action

1. Nesta seção, os estudantes iniciam o trabalho em grupos, pois devem começar a refletir sobre as ideias do projeto. Mostre a eles o *Venn Diagram* e explique como é usado. Peça que o reproduzam no caderno e o preencham com o objetivo de ajudar a comunidade idosa, coisas que podemos aprender com eles, espaços onde essas interações podem acontecer, tentando achar intersecções entre esses elementos.
2. Peça aos estudantes que leiam as sugestões e pensem em uma ação concreta para cada uma delas. Este trabalho deve ser feito nos grupos que desenvolverão o projeto. Monitore os grupos e peça que compartilhem suas ideias.

3-5. Deixe-os trabalhando em grupos e determine um objetivo para o final da atividade, por exemplo: um parágrafo com a ideia do projeto, o nome do projeto, principais objetivos etc. Lembre aos estudantes que o projeto deve necessariamente envolver aprendizado entre jovens e idosos.

Página 276

Tech-savvy

1. Nesta seção, eles lerão um texto com ideias sobre como ensinar tecnologia a idosos. Peça que compartilhem suas experiências com seus os ou pais.

2 e 3. Peça que leiam o texto e associem os títulos corretamente. Ajude com palavras ou expressões desconhecidas ou no entendimento geral do texto.

4. Convide a turma a refletir sobre as dificuldades que pessoas idosas possam ter com tecnologia e selecionem um aspecto específico (por exemplo, enviar mensagens, usar banco on-line etc.) e proponha que façam u[illegible] podem gravar um videotutorial.

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Página 277

Getting it done

1. Como projeto final da unidade, os estudantes devem pensar em soluções que unam jovens e idosos no espaço escolar, que gere aprendizado mútuo e maior interação. As ideias de projeto devem ser centradas nesse tema, mas os estudantes podem escolher a maneira de apresentar suas ideias e conduzir o desenvolvimento do evento. É importante encorajá-los a buscar formas de resolução para as questões apresentadas na atividade 1. Esses passos são importantes para que organizem as diferentes etapas e dividam tarefas (use o **Better together** para falar da importância da divisão de tarefas e papéis durante o trabalho em grupo).
2. Os estudantes devem pesquisar, nas comunidades das quais fazem parte, pessoas idosas que queiram participar do projeto. Sugestão: converse com o diretor da escola sobre a possibilidade de convidar professores aposentados para participarem do projeto, seja como tutores voluntários ou em discussões nas rodas de conversa com os estudantes.

Página 278

Showing what we've got

1. Os estudantes devem apresentar suas ideias para o projeto. É sempre interessante que parte do público seja composto de membros da comunidade: idosos do bairro, assistentes sociais, membros de ONGs e até políticos locais.
2. As rubricas apresentadas devem ser analisadas com antecedência pelos grupos, para que façam uma autoavaliação de seus projetos antes de apresentá-los. Ao final das apresentações, motive a classe a unir as melhores ideias de cada grupo para organizar um grande evento.

   Como forma de rever o que foi aprendido durante a produção dos projetos, peça aos estudantes que analisem as unidades e escrevam um texto escolhendo o projeto no qual mais gostaram de trabalhar. Em seguida, organize uma roda de conversa usando perguntas como: *What was your favorite unit project this year? What did you learn doing the project? What kind of difficulties did you and your group have and how did you overcome them? What would you do differently?*

Página 279

Movies and TV shows portraying older people

1 e 2. Nesta seção, sugerimos uma análise e reflexão sobre a maneira como os idosos são retratados no cinema e na TV. Como ponto de partida, os estudantes podem assistir ao filme e partes da série de *streaming* sugeridos na unidade. Peça que leiam as tarefas listadas e pensem em filmes, séries de TV e novelas com cenas protagonizadas por idosos. Como é feita essa caracterização? Como são apresentados ao desempenharem tais tarefas? O que, em geral, os personagens idosos fazem na história?

3. Auxilie-os na leitura e, se possível, mostre os *trailers* do filme e da série. Se houver tempo, selecione algumas cenas do filme para que os estudantes analisem.
4. Os estudantes podem escolher o filme ou a série que quiserem, desde que haja personagens idosos com papéis importantes. No Pop Matters há uma seleção de filmes que retratam o envelhecimento (disponível em: www.popmatters.com/174004-the--10-best-films-about-agingthe-elderly-of-all-time-2495736456.html; acesso em: 30 jul. 2020).

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First things FIRST

Durante o Ensino Médio, você irá se deparar com novos desafios e interesses, desenvolverá diferentes capacidades, seus vínculos sociais e afetivos mudarão e você refletirá sobre a vida e o trabalho que gostaria de ter.

Dessa perspectiva, esta obra procura consolidar e expandir seus conhecimentos não só do idioma inglês mas também da cultura, da sociedade e de um mundo que está rapidamente se transformando, principalmente devido ao desenvolvimento tecnológico.

Assim, trazemos textos, atividades e projetos que visam formar sujeitos críticos, criativos, autônomos e responsáveis. A ideia é que, no final desse curso, você aprenda muito mais que inglês – queremos que você tenha adquirido habilidades e ferramentas para interagir no mundo de forma autônoma, ativa e crítica.

O Ensino Médio está mudando...

O objetivo do Ensino Médio é de consolidar, aprofundar e ampliar a formação integral, contribuindo para que os estudantes possam construir e realizar seu projeto de vida em consonância com os princípios da justiça, da ética e da cidadania.

Para aproximar as abordagens pedagógicas das culturas juvenis, do mundo do trabalho e das dinâmicas e questões sociais contemporâneas, o Ensino Médio foi reformulado.

Boa parte dessas novidades chega à sala de aula pela Base Nacional Comum Curricular.

O que é a BNCC

A **Base Nacional Comum Curricular** (BNCC) é o documento que define as diretrizes e os conteúdos do ensino em todas as escolas de Educação Básica do Brasil. Elas são orientadas pelos "princípios éticos, políticos e estéticos que visam à formação humana integral e à construção de uma sociedade justa, democrática e inclusiva"

A BNCC não define o percurso que você [illegible] sua formação [illegible] será escolhido por você, pelos colegas e pelos professores. O objetivo das definições da BNCC para o Ensino Médio é levar os estudantes a desenvolver competências gerais em todas as áreas do conhecimento, além de competências específicas e habilidades que dizem respeito a cada área. Na parte final deste livro, trazemos a descrição de todas as competências e habilidades que essa obra ajuda você a desenvolver.

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Fábio Nienow

Principais mudanças no Novo Ensino Médio

Ampliação da carga horária de 2400 horas para 3000 horas: 1200 delas são de livre escolha para o estudante se aprofundar em uma área do conhecimento ou se dedicar à formação técnica e profissional.

Estabelecimento de quatro itinerários formativos, relacionados às áreas do conhecimento:

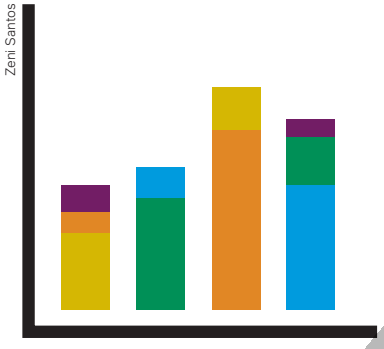
I – Ciências Humanas e Sociais Aplicadas;

II – Linguagens e suas Tecnologias;

III – Matemática e suas Tecnologias;

IV – Ciências da Natureza e suas Tecnologias;

V – Formação técnica e profissional.


Zeni Santos

Zeni Santos

Linguagens e a Língua Inglesa no Ensino Médio

A área de Linguagens está centrada no conhecimento, na compreensão, análise e utilização de diferentes linguagens. Especificamente no Ensino Médio, o ensino dessa área do conhecimento visa proporcionar um aumento da autonomia e do protagonismo do aluno nas diferentes linguagens.

Uma delas é a língua inglesa, presente na cultura digital, nas culturas juvenis, em estudos e pesquisas, ou seja, em diversas esferas da sua vida pessoal e profissional.

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Mais do que proficiência ou domínio da língua, esta obra pretende fornecer recursos para você navegar com mais facilidade no mundo em que a língua inglesa é a língua comum para a interação.

Danilo Bandeira

Danilo Bandeira

Dessa forma, você e os colegas poderão usar a língua para aprofundar a compreensão do mundo e da sociedade atual, explorar perspectivas de obtenção, criação e compartilhamento de informações, além de aprender a expor ideias e valores, posicionar-se, argumentar e lidar com conflitos não apenas em sua comunidade mas também em âmbito global.

Objetivos, justificativas e conteúdo

<table>
<tr><th colspan="4">Unit 1 – Diversity and inclusion</th></tr>
<tr><td>Objetivos</td><td colspan="3">• Refletir sobre o tema “Diversidade”.
• Compreender o uso do comparativo de igualdade, superioridade e inferioridade, bem como o emprego do superlativo.
• Rever e praticar o uso do presente simples, dos advérbios de frequência e do passado simples.
• Refletir acerca de textos orais e praticar a expressão oral para reproduzir situações de primeiro encontro/boas-vindas, exprimir emoções e sentimentos, concordar ou discordar educadamente de alguém.
• Praticar a estratégia de leitura skimming.</td></tr>
<tr><td>Justificativas</td><td colspan="3">O tema “Diversidade”, quando abordado em sala de aula, oferece aos estudantes uma oportunidade de observar como várias pessoas diferentes estão presentes no cotidiano. Trabalhar as diferenças entre povos, discutir o preconceito, a discriminação e o racismo de maneira respeitosa e acolher todos os pontos de vista promove integração entre eles e oferece uma oportunidade para que reflitam sobre as próprias origens. Analisar como esses povos contribuíram para o desenvolvimento do país pode propiciar uma melhor compreensão de suas origens e despertar a curiosidade sobre outras culturas e tradições.</td></tr>
<tr><td>Competências e habilidades da BNCC</td><td colspan="3">Gerais: 1 e 9.

Específicas de Linguagens e suas Tecnologias: 1, 2, 3, 4 e 7.
EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG202, EM13LGG303, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403 e EM13LGG701

Específicas de Matemática e suas Tecnologias: 1.
EM13MAT102

Específicas de Ciências da Natureza e suas Tecnologias: 2.
EM13CNT202

Específicas de Ciências Humanas e Sociais Aplicadas: 5.
EM13CHS502</td></tr>
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<tr><td>Listening</td><td>Social inclusion and wider participation – presentation</td></tr>
<tr><td>Speaking</td><td>Welcoming an immigrant – screening program – dialog</td></tr>
<tr><td>Writing</td><td>Text message</td></tr>
<tr><td rowspan="5">Lesson B</td><td>Reading</td><td>Diversity all around – online article and infographic</td></tr>
<tr><td>Language</td><td>Simple present (varied uses)
Frequency adverbs</td></tr>
<tr><td>Listening</td><td>Amazonians – audio report</td></tr>
<tr><td>Speaking</td><td>Asking about feelings and expressing feelings – dialog</td></tr>
<tr><td>Writing</td><td>Describing a place</td></tr>
<tr><td rowspan="5">Lesson C</td><td>Reading</td><td>Fast facts – diversity – online news article and cartoons</td></tr>
<tr><td>Language</td><td>Simple past</td></tr>
<tr><td>Listening</td><td>Fatherly love – poem</td></tr>
<tr><td>Speaking</td><td>Agreeing and disagreeing – dialog</td></tr>
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<tr><td rowspan="6">Lesson D</td><td>Real life</td><td>The problem with stereotypes</td></tr>
<tr><td>Think about it</td><td>Reflecting on immigrants’ stereotypes</td></tr>
<tr><td>Taking action</td><td>How can we help immigrants in our community?</td></tr>
<tr><td>Tech-savvy</td><td>Setting up a fundraising page</td></tr>
<tr><td>Getting it done</td><td>Creating a fundraising page to help local immigrants</td></tr>
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Unit 2 – Media literacy

Objetivos	• Compreender o conceito de literacia midiática e como ela influencia a produção de conhecimento. • Analisar textos de gêneros diversos sobre tecnologia e suas implicações no mundo atual. • Praticar a estratégia de leitura: *scanning*. • Revisar e praticar artigos definidos e indefinidos e seu uso com substantivos contáveis e incontáveis; o uso de there is/there are, much/many para falar de pandemias; o uso de preposições de lugar (in, on, at). • Refletir com textos orais sobre o tema central da unidade, aprendendo a expressar interesse, fornecer detalhes e pedir informação.		
Justificativas	Com o acesso cada vez mais facilitado ao conteúdo *on-line*, é imprescindível orientar os adolescentes sobre como a informação deve ser analisada. Distinguir o que é real e analisar mais criticamente o que se está lendo é de suma importância para a geração que recebe praticamente toda notícia de maneira rápida e, muitas vezes, automática pelos aparelhos eletrônicos. Dessa forma, o estudo da literacia midiática auxiliará o estudante a desenvolver seu pensamento crítico e refletir a respeito das mídias que recebe e consome.		
Competências e habilidades da BNCC	Gerais: 5 e 10. Específicas de Linguagens e suas Tecnologias: 1, 3, 4, 6 e 7. EM13LGG202, EM13LGG303, EM13LGG304, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG602, EM13LGG603, EM13LGG701 Específicas de Matemática e suas Tecnologias: 1. EM13MAT102 Específicas de Ciências da Natureza e suas Tecnologias: 2. EM13CNT206 Específicas de Ciências Humanas e Sociais Aplicadas: 4. EM13CHS403		
Conteúdo	**Lesson A**	Reading	Perfecting pie charts – *online article with graphs*
		Language	Definite and indefinite articles Countable and uncountable nouns
		Listening	Digital literacy – *speech*
		Speaking	Expressing interest - *dialog*
		Writing	*Photo captions*
	Lesson B	Reading	What is a virus? How do they spread? How do they make us sick? – *online article*
		Language	There is/they are much/many
		Listening	News literacy – *lecture*
		Speaking	Giving information - *interview*
	Lesson C	Reading	How is the internet changing the way we behave? – *online article*
		Language	Will/going to
		Listening	How to create a podcast – *podcast*
		Speaking	Asking for information - *dialog*
		Writing	*E-mail*
	Lesson D	Real life	A website to debunk *fake news*
		Think about it	Reading a conversation on *fake news*
		Taking action	How can we help inform people about the problem of *fake news*?
		Tech-savvy	Using online forms to create a survey
		Getting it done	Creating tools to inform people on how to detect and combat *fake news*
		Learning from art	Media-inspired art

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Unit 3 – Entrepreneurship

Objetivos	• Refletir sobre empreendedorismo. • Analisar artigo de revista, artigo *on-line*, infográfico e texto instrucional sobre empreendedorismo, financiamento, DIY, soluções criativas e cultura *maker*. • Internalizar o uso de verbos modais (can, may, might, could, must, have to e should) e imperativos (para dar instruções, ordens, avisos). • Internalizar o uso de *prefer*, *would rather* e *would prefer* para descrever preferências. • Analisar a diferença do passado simples e do passado contínuo. • Refletir com textos orais sobre trabalho infantil, programas de TV sobre empreendedorismo, espaços de trabalho e economia familiar. • Praticar estratégia de leitura: *inferring meaning from context*.		
Justificativas	Abordar o empreendedorismo em sala de aula auxilia os estudantes a saírem da escola mais bem preparados para o mercado de trabalho, além de desenvolverem competências para toda a vida. As propostas oferecem noções profissionais e financeiras, sempre de maneira a estimular habilidades e competências úteis em diversos contextos.		
Competências e habilidades da BNCC	Gerais: 5, 6 e 10. Específicas de Linguagens e suas Tecnologias: 2, 3, 4, 6 e 7 EM13LGG202, EM13LGG303, EM13LGG304, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG602, EM13LGG603, EM13LGG701 Específicas de Matemática e suas Tecnologias: 1. EM13MAT104 Específicas de Ciências da Natureza e suas Tecnologias: 2. EM13CNT206 Específicas de Ciências Humanas e Sociais Aplicadas: 3. EM13CHS301		
Conteúdo	**Lesson A**	Reading	Entrepreneurs' success stories – *narrative*/venture capital – *infographic*
		Language	Modal verbs – varied meanings
		Listening	*Report* about education
		Speaking	Asking someone to do something - *dialog*
		Writing	Cross-curricular *quiz*
	Lesson B	Reading	DIY – cell phone cases – *step-by-step instructions, cartoons and comic strips*
		Language	Imperatives – varied uses/I'd rather, I'd prefer to, I prefer
		Listening	Ryan's bakery – shark tank *TV show*
		Speaking	Expressing preferences – *dialog*
		Writing	*Recipe*
	Lesson C	Reading	Maker culture/creative solutions – *magazine article*
		Language	Past progressive – varied uses Contrast Simple past & past progressive Vocabulary development
		Listening	Coworking spaces – *video presentation*
		Speaking	Directions – asking for, giving and thanking - *dialog*
		Writing	Giving directions - *text message*
	Lesson D	Real life	Jazzmine Raines, a zero waste hostel owner in India
		Think about it	Learning about "angel investors"
		Taking action	How can we design a business that will cause positive social impact?
		Tech-savvy	Making an explainer video
		Getting it done	Creating an idea for a social enterprise
		Learning from the movies	Entrepreneurship

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Unit 4 – Cultural literacy

Objetivos	• Conhecer a literacia cultural e refletir sobre culturas diferentes da sua própria. • Analisar textos literários, artigos *on-line* e cartuns para auxiliar na compreensão dos diversos aspectos culturais. • Desenvolver habilidade específica de leitura: *predicting/previewing*. • Revisar e praticar os pronomes possessivos e o caso genitivo. • Conhecer os verbos seguidos de gerúndio e de infinitivo. • Refletir sobre textos orais como *podcast*, documentário e programa de rádio. • Como prática oral, conversar sobre o tema central da unidade fazendo descrições, aceitando sugestões e expressando surpresa. • Produzir textos dos gêneros convite, lista de tarefas e *blog*.		
Justificativas	O aprendizado de uma língua estrangeira passa pelo conhecimento da cultura que a acompanha. Num mundo globalizado, onde o acesso à internet possibilita as mais variadas viagens e experiências, estar preparado para lidar com diferenças auxilia no desenvolvimento de um jovem autônomo.		
Competências e habilidades da BNCC	Gerais: 1, 5 e 9. Específicas de Linguagens e suas Tecnologias: 1, 2, 3, 4, 6 e 7. EM13LGG104, EM13LGG201, EM13LGG301, EM13LGG302, EM13LGG303, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG602, EM13LGG701, EM13LGG702, EM13LGG703 Específicas de Matemática e suas Tecnologias: 1. EM13MAT101 Específicas de Ciências da Natureza e suas Tecnologias: 2. EM13CNT205 Específicas de Ciências Humanas e Sociais Aplicadas: 1. EM13CHS104		
Conteúdo	**Lesson A**	Reading	Twenty-first-century skills – *online magazine article, mind map, cartoons*
		Language	Present perfect e present perfect × simple past Adverbial phrases
		Listening	Podcast - *interview*
		Speaking	Describing things - *dialog*
		Writing	*Invitation*
	Lesson B	Reading	Alchemy
		Language	Present continuous for future meaning and showing annoyance Prepositions of time and place
		Listening	*Documentary*
		Speaking	Arrangements and plans – *dialog*
		Writing	*To-do list*
	Lesson C	Reading	Most popular professions of the 21st century – *online article, graph, images*
		Language	Prepositional phrases
		Listening	Other cultures - *quiz*
		Speaking	Greetings - *dialog*
		Writing	*Blog post*
	Lesson D	Real life	A scientist turned designer
		Think about it	Unite behind the science
		Taking action	How can we encourage more students to be interested in Science and Technology?
		Tech-savvy	Learning how to create catchy memes
		Learning from the movies	The story of a female chess player portrayed in a movie

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Unit 5 – Career			
Objetivos	• Conhecer competências do século XXI e sua importância no mercado de trabalho. • Analisar textos em gráficos e artigos *on-line*. • Desenvolver habilidade específica de leitura: *contextualizing*. • Revisar o *present continuous* e compreender seu uso para falar sobre o futuro. • Revisar as preposições de lugar e conhecer as preposições de tempo. • Conhecer e praticar o *present perfect* e as *prepositional phrases*. • Na prática oral, oferecer ajuda, fazer planos e descrever habilidades. • Produzir notas, diário de planejamento e uma carta de apresentação.		
Justificativas	A fim de que o aluno se sinta preparado para o mercado de trabalho, é importante que ele consiga dominar algumas das habilidades e competências do século XXI que irão ajudá-lo a encarar os desafios do mundo globalizado. Em um mundo do trabalho cada vez mais mutante, é importante desenvolver habilidades não cognitivas, incluindo a habilidade de comunicação e construção de redes de *networking*, com pessoas de diferentes origens, culturas e perspectivas.		
Competências e habilidades da BNCC	Gerais: 1, 6 e 8. Específicas de Linguagens e suas Tecnologias: 1, 2 e 4. EM13LGG104, EM13LGG202, EM13LGG203, EM13LGG401, EM13LGG402, EM13LGG403 Específicas de Matemática e suas Tecnologias: 4. EM13MAT407 Específicas de Ciências da Natureza e suas Tecnologias: 5. EM13CNT205 Específicas de Ciências Humanas e Sociais Aplicadas: 4. EM13CHS404		
Conteúdo	**Lesson A**	Reading	Twenty-first-century skills – *online magazine article, mind map, cartoons*
		Language	Present perfect Present perfect × simple past Adverbial phrases
		Listening	My first job - *interview*
		Speaking	Offering, accepting and refusing - *dialog*
		Writing	*Note* to a friend
	Lesson B	Reading	Increase in remote work – *blog, graphs*
		Language	Present continuous for future meaning and showing annoyance Prepositions of time and place
		Listening	Making arrangements – *telephone conversation*
		Speaking	Arrangements and plans – *dialog*
		Writing	*Planner*
	Lesson C	Reading	Most popular professions of the 21st century – *online article, graph, images*
		Language	Prepositional phrases
		Listening	*Job interview*
		Speaking	Talking about skills - *interview*
		Writing	*Email* to go with CV
	Lesson D	Real life	Career choices and personal fulfillment – identifying core values
		Think about it	Discussing the challenges of choosing a career
		Taking action	How can we help each other make good career decisions for a fulfilling professional life?
		Tech-savvy	Learning how to make a professional page on social media
		Getting it done	Making a professional page and a resume
		Learning from the movies	Learning career lessons from movies

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Unit 6 – Self-awareness			
Objetivos	• Vivenciar momentos de reflexão e autoconhecimento. • Analisar artigo *on-line*, gráfico, diário e *journal*. • Desenvolver habilidade específica de leitura: *summarizing*. • Conhecer e praticar o modal *should*, a *zero conditional* e a *first conditional*. • Refletir sobre textos orais como *vlog*, discurso e relatórios. • Na prática oral, praticar como concordar e discordar de alguém, expressar incerteza e demonstrar empatia. • Produzir textos escritos dos gêneros *post* de mídia social, diário e *journal*.		
Justificativas	Auxiliar o aluno a desenvolver a autoconsciência faz com que ele possa identificar, reconhecer e lidar com seu comportamento e atitudes, além de torná-lo responsável por suas ações. Nas aulas de Língua Inglesa isso é muito importante, pois os alunos poderão se deparar com dificuldades na compreensão do novo idioma e terão de aprender a lidar com suas frustrações. Além disso, as atividades em grupo irão auxiliá-los com as interações sociais tão necessárias no mundo corporativo e acadêmico.		
Competências e habilidades da BNCC	Gerais: 7, 8, 9 e 10. Específicas de Linguagens e suas Tecnologias: 1, 2, 3, 4 e 7. EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG204, EM13LGG301, EM13LGG303, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG701, EM13LGG703 Específicas de Matemática e suas Tecnologias: 1. EM13MAT101 Específicas de Ciências da Natureza e suas Tecnologias: 2. EM13CNT207 Específicas de Ciências Humanas e Sociais Aplicadas: 1. EM13CHS106		
Conteúdo	**Lesson A**	Reading	What's the best way to develop self-awareness? – *online article*
		Language	Modal verbs
		Listening	Yoga – *vlogging*
		Speaking	Piece of advice - *conversation*
		Writing	*Comment* on social media
	Lesson B	Reading	10 examples of how to increase self-awareness – *online article*
		Language	Zero conditional
		Listening	What to ask yourself – *speech*
		Speaking	Expressing uncertainty - *dialog*
		Writing	*Diary entry*
	Lesson C	Reading	5 reasons why daily journaling will make you happier – *online article*
		Language	First conditional
		Listening	Teens and technology – *survey*
		Speaking	Showing empathy - *conversation*
		Writing	*Journal entry*
	Lesson D	Real life	Anti-ageist activist and writer
		Think about it	Helping older people on everyday tasks
		Taking action	How can young and older people help and learn from each other?
		Tech-savvy	Technology for older people – how can we help?
		Showing what we've got	Offering classes to older learners
		Learning from the movies	Older people

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Adriana Alves

UNIT 1

Giovanni Saini/Alamy/Fotoarena

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DIVERSITY AND INCLUSION

"Luz de La Esperanza", Vitoria--Gasteiz, 2011. Participatory mural directed by Michelle Angela Ortiz and Ivan Garcia Bartolomé, for the Mural Itinerary of Vitoria-Gasteiz.

Think about it.....

The "Luz de La Esperanza" mural depicts inequality, stereotypes changing through education.

- What do you understand by cultural diversity?
- Is your class composed of different people?
- How do you contribute to inclusion in the classroom?

CI2/Cavan Images/Alamy/Fotoarena

MAURITIUS, a grid representing some of the faces of the Republic of Mauritius.

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WORLD

Diversity

Diversity is any dimension that can be used to differentiate groups and people from one another. In a nutshell, it is about empowering people by respecting and appreciating what makes them different in terms of age, gender, **ethnicity**, religion, **disability**, sexual orientation, education, and background.

Diversity allows for the exploration of these differences in a safe, positive, and **nurturing** environment. […] This allows us both to embrace and also to celebrate the rich dimensions of diversity contained within each individual and place positive value on diversity in the community and in the workforce.

Each individual in an organization brings with them a diverse set of perspectives, work, and life experiences, as well as religious and cultural differences. […]

Inclusion

Inclusion is an organizational **effort** and practices in which different groups of individuals having different cultural backgrounds are culturally and socially accepted and welcomed, and equally treated.[...]

Inclusion is a sense of **belonging**. Inclusive cultures make people feel respected and valued for who they are as an individual or group. [...]

The process of inclusion engages each individual and makes people feel valued as being essential to the success of the organization. Evidence shows that when people feel valued, they function at full capacity and feel part of the organization's mission. […]

What is Diversity and Inclusion. *In*: GLOBAL DIVERSITY PRACTICE. [*S. l.: n. d.*]. Available at: https://globaldiversitypractice.com/what-is-diversity-inclusion/. Accessed on: May 14, 2020.

In simple terms, diversity is the mix and inclusion is getting the mix to work well together.

VOCAB

belonging: pertencimento
disability: deficiência
effort: esforço
ethnicity: etnia
in a nutshell: em resumo, em suma
nurturing: acolhedor

Think about it

How involved are you in your community? Discuss with your classmates and teacher.

Going deep

Videos

Equality, Di [illegible] www.youtube.com/watch?v=C-uyB5I6WnQ. Accessed on: March 11, 2020.
A corporate co[illegible] make employees aware of equality, diversity and inclusion in the workplace.
Why diverse schools matter. Available at: www.youtube.com/watch?v=VtsNCWtzD6U. Accessed on: March 11, 2020.
Video from the Century Foundation on diverse schools.

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Websites

Diversity of cultural expressions. Available at: https://en.unesco.org/creativity/governance/statutory-meetings/intergovernmental-committee/13th. Accessed on: March 11, 2020.
Unesco site for Diversity of Cultural Expressions.

Books

The Memo: What Women of Color Need to Know to Secure a Seat at the Table by Minda Harts. New York: Seal Press, 2019.
Between the World and Me by Ta-Nehisi Coates. New York: Spiegel & Grau, 2015.

Movies

The Wizard of Oz, by Victor Fleming (1939). United States, 101 minutes.
Babe, by Chris Noonan (1995). Australia, 92 minutes.
Paddington, by Paul King (2014). United Kingdom/France, 95 minutes.

LESSON A

Workplace diversity

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 1 e 9, as competências específicas de Linguagens 2, 4 e 7, além das habilidades EM13LGG401, EM13LGG403 e EM13LGG701.

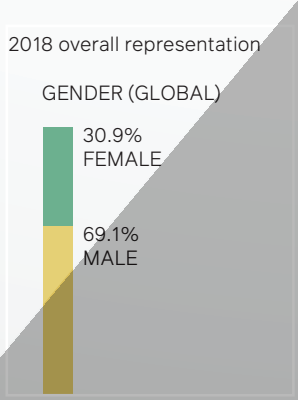
Before reading

1. Look quickly at the text below and answer.
   a) Where could you find this mix of text and image?
      - in an article X
      - on the internet X
      - in a newspaper X
      - in a book
   b) Who is the author of this text? Isobel Asher Hamilton.
   c) What do you think makes a diverse company? Talk to the class. Personal answer.

sidmay/Shutterstock.com

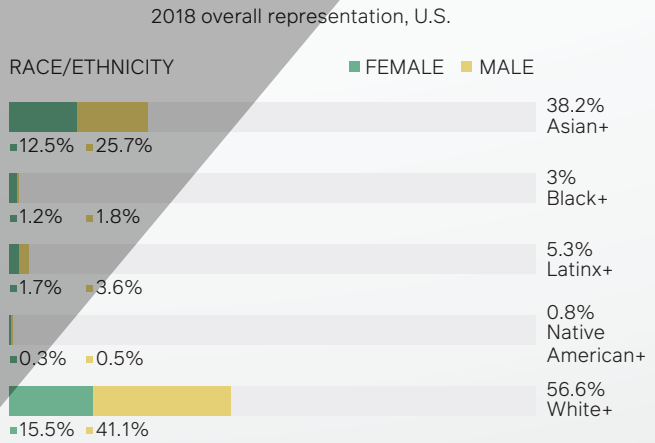
Google's 2018 gender representation (Global)

Gráficos: Zeni Santos



Source: HAMILTON, Isobel Asher. These 7 Graphs Lay Bare Google's Diversity Problem. *In*: BUSINESS INSIDER. [*S. l.*]: June 18, 2018. Available at: https://businessinsider.com/google-diversity-problem-in-7-graphs-2018-6. Accessed on: March 11, 2020.

Google's 2018 gender and ethnicity representation (U.S.)



Source: HAMILTON, Isobel Asher. These 7 Graphs Lay Bare Google's Diversity Problem. *In*: BUSINESS INSIDER. [*S. l.*]: June 18, 2018. Available at: https://businessinsider.com/google-diversity-problem-in-7-graphs-2018-6. Accessed on: March 11, 2020.

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VOCAB

improvement: melhoria
staff: empregado(s)
tiny: muito pequeno(a)

Google published its 2018 annual diversity report this past weekend.

Written by the company's Chief Diversity and Inclusion Officer, Danielle Brown, the report shows that while Google's diversity is getting better, **improvement** is moving at a slow pace. [...]

This [first] graph shows the ethnic makeup of Google's US workforce. More than half of workers (53.1%) were white, a drop of 2.4 percentage points from 2017.

As a result, the number of **staff** members from other ethnic backgrounds increased by **tiny** margins, but they all remained broadly flat. The four-year trend is slightly better for Google: in 2014, 61.3% of its American staff members were white. [...]

HAMILTON, Isobel Asher. These 7 Graphs Lay Bare Google's Diversity Problem. *In*: BUSINESS INSIDER. [*S. l.*]: June 18, 2018. Available at: https://businessinsider.com/google-diversity-problem-in-7-graphs-2018-6. Accessed on: March 11, 2020.

While reading

Read the text and discuss the questions in pairs.

1. What is the text about? Diversity and inclusion.
2. Is diversity improving in the company mentioned in the report? Yes.
3. Which graphic shows ethnicity and gender? The second one.
4. Look at the first graph. It shows that at this company...
   a) ... the number of men is higher than the number of women. X
   b) ... Asian women come first in percentage.
   c) ... the percentage of women grew in 2018. X
5. Look at the second graph and choose the sentences with the correct information.
   a) There were fewer white employees at Google in 2018 than in 2017. X
   b) The number of Native American (men and women) is more than 1%.
   c) The text is about Google's workforce. X
6. Take a look at both graphs and choose the correct alternative.
   a) The graphs compare diversity in the U.S. and the world.
   b) Both graphs provide information about 2018. X
   c) Gender and race are compared.
7. Now read the text carefully and answer **true** or **false**.
   a) There are more female workers than male. False
   b) Native Americans are the lowest percentage. True
   c) There were more white workers in 2017. False
   d) Improvement in diversity is still slow. True
   e) The company is trying to become more inclusive. True
   f) The diversity and inclusion division is run by a man. False
8. Answer th[illegible] using evidence from the text or graphs.
   a) What's th[illegible]ployees globally? 56.6%
   b) Are there more Latin than black people? Yes (5.3% and 3% respectively).
   c) How many white workers were there in 2014? 61.3%

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Post-reading

1. How would you finish these sentences based on the text?
   a) Google's diversity is getting ....(better)
   b) The number of white employees was more than 61% in ....2014.
   c) The number of white employees was lower in ....2018.
2. Which kind of literacy is presented in the text?
   a) Visual literacy. X
   b) News literacy. X
   c) Digital literacy.
3. Did the graphs help you understand the text? Why / Why not? Talk to your classmates.

Words in images

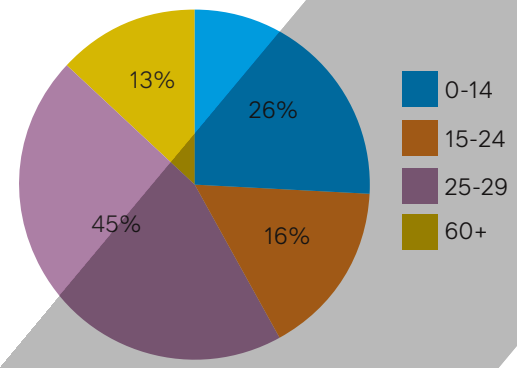
A pie chart is a statistical graphic divided into slices to illustrate numerical proportion. Pie charts are widely used in business and mass media.

Looking at this graphic, you can say that:

- it compares population by age;
- the number of young people is higher than the number of old people.

1. What other conclusions can you draw from this graphic? Write, at least, two sentences in your notebook. Then, discuss them with a classmate. Personal answer.
2. In groups, research your class or your school community gender and ethnicity. Illustrate your findings by making a pie chart. Personal answer.

World population by age group in 2017



Zeni Santos

Source: UNITED NATIONS, DEPARTMENT OF ECONOMIC AND SOCIAL. AFFAIRS, POPULATION DIVISION. *World Population Prospects*. New York: United Nations, 2017. Available at: https://population.un.org/wpp/Publications/Files/WPP2017_KeyFindings.pdf. Accessed on: March 11, 2020.

Reading strategies

Skimming

When you **skim** a text you read it quickly to get a general idea of the topic. **Skimming** is a strategic, selective reading skill in which you skip details. Instead of reading every word you focus on the essence, the main ideas.

1. Skim the text and answer the questions in your notebook.
   a) What is the name of the film? Hidden Figures.
   b) What is the film about? African American women mathematicians at NASA.
   c) How many words did you need to read to get the answer for question b? A few, 7 words.
   d) What ca[illegible] ey are in bold.

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Hidden Figures takes us back to the dawn of the Space Age (the early 1960s), when African American mathematicians Katherine Johnson, Dorothy Vaughan and Mary Jackson pioneered computer programmes and trajectories for **NASA's** space launches. Undeterred by their **minority status as females** in a "Science Technology Engineering Mathematics" (STEM) field, as well as being **African Americans**, these ladies exceed social standards and become notably visible through their invaluable contributions to space engineering.

YOUR Social Stratosphere Roundup: 10 Movies and Documentaries with an Inclusion Message. *In*: SOCIAL SPACE. [*S. l.*]: September 25, 2017. Available at: www.socialspacemag.org/your-social-stratosphere-roundup-10-movies-and-documentaries-with-an-inclusion-message. Accessed on: May 11, 2020.

20th Century Fox

2. Match the topics with the newspaper headlines. Which piece of news do you read if you want to know more about:

a) Escape from prison? 2

b) Coronavirus? 2, 3

c) Footballer? 1

d) Tips for killing time? 3

WORLD

1 **Ronaldinho: From World Cup winner to Paraguayan prison football star**

Ronaldinho: from World Cup winner to Paraguayan prison football star. *In*: THE GUARDIAN. Available at: www.theguardian.com/football/2020/mar/17/ronaldinho-prison-paraguay-arrest-football-tournament. Accessed on: May 11, 2020.

WORLD

2 **"Come back on Monday, OK?" Hundreds of prisoners escape in Brazil amid Covid-19 anger**

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"Come back on Monday, OK?' Hundreds of Prisoners Escape in Brazil Amid Covid-19 Anger. *In*: *THE GUARDIAN.COM*, London, March 17, 2020. Available at: http//:theguardian.com/world/2020/mar/17/come-back-[illegible]-of-prisoners-escape-in-brazil-amid-covid-19-anger. Accessed on: May 11, 2020.

WORLD

3 **How to survive isolation with your roommates, your partner, your kids – and yourself**

MATEI, Adrienne. How to Survive Isolation with your Roommates, your Partner, your Kids – and Yourself. *In*: *THE GUARDIAN*, London, March 17, 2020. Available at: www.theguardian.com/lifeandstyle/2020/mar/17/self-isolation-survival-guide-relationships-coronavirus. Accessed on: May 11, 2020.

Language in action

1. Study these sentences from the text on page 18 and answer in pairs: What do they have in common?
Personal answers. Suggestion: They are all comparing information.

> 1. Numbers of [...] workers [...] have grown less than 1% point [...].
>
> 2. Black US employees are leaving more than any other ethnic group.
>
> 3. More than half of workers (53.1%)...
>
> HAMILTON, Isobel Asher. These 7 Graphs Lay Bare Google's Diversity Problem. *In*: BUSINESS INSIDER. [*S. l.*]: June 18, 2018. Available at: www.businessinsider.com/google-diversity-problem-in-7-graphs-2018-6. Accessed on: March 11, 2020.

2. Are these comparative forms similar to Portuguese? Yes.
3. How many comparative forms can you see? Two.
4. Now read the following sentences and answer questions 5 and 6.
   a) His clothes were the same style as mine.
   b) She looks as beautiful as ever.
   c) She loves handwork, just like her mother.
   d) History is easier than math.
   e) Ethan likes playing with trains as his father did.
5. Look at the phrases in the box and find them in exercise 4.

the same ... as	**just like**	**as ... as**	**as**
more ... than	**adjective + er than**	**less ... than**	

6. Now copy the chart in your notebook and complete it with the phrases from exercise 5.
the same ... as / just like /as ... as / as — more ... than / adjective + er than / less ... than

similarity/ identity/ equality	inequality
.....	.....

7. Look at the [illegible] inequality. How do they differ?
7. More ... than and adjective + er than focus on the positive aspect whereas not as ... as and less ... than focus on the negative one.
8. Study the sentences and answer the questions.
   - I don't have as much money as you.
   - The reporters need to interview as many people as possible.
   - He is not well. He should rest as much as possible.
   - We don't have as many as we need.
   a) What do they have in common? They are all comparatives forms.
   b) With which nouns can we use **much**? With uncountable nouns.
   c) With which nouns can we use **many**? With countable nouns.
9. Complete the quotes in your notebook using an adjective from the box. Make the necessary changes.

interesting	**long**	**short**	**good**

   a) "I have made this letter ..... than usual because I lack the time to make it ....." (Blaise Pascal) longer / shorter
   b) "Nowhere will you meet ..... people than in books." (James Patterson) more interesting
   c) "Look your ..... Who said love is blind?" (Mae West) best

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Listening

1

Inspired_by_the_light/Shutterstock.com

Woman doing pottery on Sagaydachnogo street. Kyiv, Ukraine, 2019.

2

Delfim Martins/Pulsar Imagens

Woman making Brazilian bobbin lace at Centro das Rendeiras Luíza Távora. Aquiraz - Ceará, Brazil, 2018.

3

Roop_Dey/Shutterstock.com

Woman slicing bamboo cane strands for making baskets to sell for a living at a village in Bolpur, West Bengal, 2019.

1. Look at the pictures and answer the questions in your notebook.

a) Where are these people from? 1. From Ukraine. 2. From Ceará. 3. From West Bengal.

b) Where do they live? In the city or in the countryside? Two live in the city and one in the coutryside.

c) What kind of work are they developing? Handcraft.

2. Discuss in pairs: How can art support inclusion in our society? Personal answer.

3. Now you will listen to a report on British Council's projects that use art as a means of social inclusion and participation. Choose the words you think are connected with the topic and write them in your notebook.

projects	consumption
cultural	production
inclusion	backgrounds
focus	mentoring
urban	networks
peripheries	connections
rural	partnerships
digital	

Audio 01

4. Listen to the audio again and copy which of these words you have heard.

5. Read the sentences. Are they **true** or **false** according to the text?

   a) Projects mentioned are for South America. False.

   b) Some projects support the creation of art. True.

   c) The objective is to reach people in rural communities. False.

   d) Another objective is to develop cultural networks. True.

   e) They hope the number of people without jobs lowers. True.

6. Listen again and answer the questions.

   a) Who are the residency programs for? Women.

   b) What do the projects try to inspire?

   c) Are partnerships with locals only? No.

7. Do you know of any inclusion project in our community? Share with your classmates.

8. If you were to give a suggestion to an organization like the British Council, what would you suggest? Personal answers.

9. How would this project help your community? Personal answers.

6. b) Sharing knowledge, develop cultural networks, increased employability and challenged exclu

7. Personal answers.

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Keeping up

Do you know the British Council?

The British Council is the United Kingdom's international organization for cultural relations and educational opportunities founded in 1934.

The United Kingdom is formed by England, Scotland, Northern Ireland and Wales. Together, they work as a nation, with a queen that rules supported by a parliament.

The British Council works with countries in America, East Asia, European Union and other European regions, Middle East, North Africa, South Asia, Sub Saharan Africa. In Brazil, they offer IELTS (International English Language Testing System), an English language proficiency test that is required from students that want to study in English speaking colleges and universities abroad. The test is also required for some job vacancies.

British Council

Speaking

Welcoming an immigrant – Screening program

John Moore/Getty Images

Citizenship and Immigration Services (USCIS), officer interviews U.S. citizenship applicants in the Dallas Field Office on August 22, 2016, in Irving, Texas.

1. Look at the picture. Discuss with your classmates and teacher what is happening.
   - Where are these people from? Personal answers.
   - Are there any immigrants or migrants in your community?
   - Is there an organization that looks after them?
2. Follow the dialog at a screening center of an NGO.

Officer: Good morning! Welcome to our center.
Immigrant: Thank you.
Officer: I need some information to be able to help you.
Immigrant: Sure.
Officer: Your name, please.
Immigrant: Benito Córdoba.
Officer: Where are you from?
Immigrant: Venezuela.
Officer: Do you have any relatives here?
Immigrant: No, I don't.
Officer: Where are you staying?
Immigrant: At the church.
Officer: Why did you leave your country?
Immigrant: There was a conflict in my region.
Officer: What did you do back in your country?
Immigrant: I was a journalist. But I can work in another area.
Officer: OK. I have a vacancy in construction.
Immigrant: I can do that.
Officer: Great! This is the address. Be there early tomorrow and ask for Mr. Romeu.

3. Read the dialog with a classmate. Then, swap pairs.
4. For an advanced work, try to change the immigrant's information.

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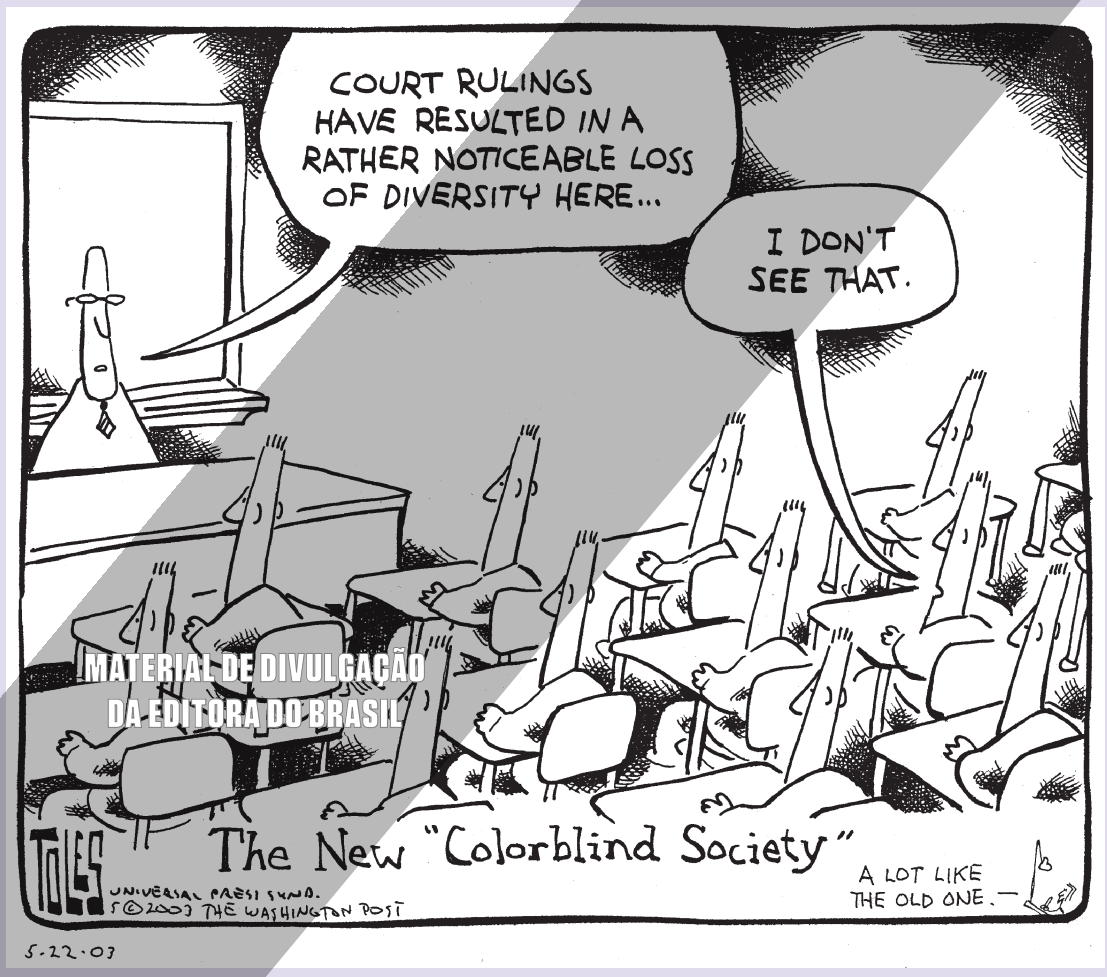
Language in action

Remember: comparative adjectives are used to compare differences between two objects. They are used in sentences where two nouns are compared.

1. Read the sentence below and write in your notebook two variations of the adjective **bad**.

In short, less diverse teams make worse decisions, and then diverse teams struggle to put their decisions into action. The worst situation is to have an all-male team make a decision that is executed by a gender-diverse group.

LARSON, Erik. New Research: Diversity + Inclusion = Better Decision Making at Work. *In*: FORBES MAGAZINE, New Jersey, September 21, 2017. Available at: www.forbes.com/sites/eriklarson/2017/09/21/new-research-diversity-inclusion-better-decision-making-at-work/#e09c6834cbfa. Accessed on: May 11, 2020.



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2. What's the difference between the two words you wrote in your notebook?

2. Worse means that something is bad compared to another thing. / Worst means something is bad compared to everything.

3. Now read the sentences below and choose the correct alternative.

- The Spanish flu infected 25% of the world population. It was the biggest pandemic ever.
- Of all the judges, the most critical is time.
- Love is the most powerful force of the universe.

a) The sentences show a form of comparison.

b) The sentences show a use of the superlative. X

4. Read the sentences below. What do they have in common? They are all using superlatives.
   a) The strongest asset of a company is a diverse team.
   b) That's the cheapest dish on the menu.
   c) The biggest threat to inclusion is the gap in people's salaries.
   d) This company is the most lucrative in the country.
5. What is the difference between the sentences in exercise 4? Discuss with a classmate. The superlative forms are different.
6. Answer **true** or **false**. The basic rules of superlatives are:
   a) Use "most" before adjectives with two or more syllables. False.
   b) Use "the most" before adjectives with two or more syllables. True.
   c) Add "est" to short adjectives. False.
   d) Add "est" to short adjectives preceded by "the". True.
7. Based on what you learned, copy the chart in your notebook and complete it with the superlative rules.

adjective + est. the most + adjective.

One syllable	Two or more syllables
.....	.....

8. Choose the correct option.
   a) Jane is older/the oldest in the group.
   b) A Ferrari is one of the expensivest/most expensive cars in the world.
   c) Her new book is the thinnest /thinest of the lot.
   d) Tati is the youngest/younger child in the family.
   e) Walking is the borest/most boring way of exercising.
   f) Roses are the most pretty/prettiest flowers.
9. Complete the quotes with the proper adjective in the superlative and write them in your notebook.

good	courageous	great	high	important	beautiful

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   a) The most ..... act is still to think for yourself. Aloud. (Coco Chanel) courageous
   b) Family is the most ..... thing in the world. (Princess Diana) important
   c) Doing the ..... at this moment puts you in the ..... place for the next moment. (Oprah Winfrey) best / best
   d) One day, in retrospect, the years of struggle will strike you as the most ..... (Sigmund Freud) beautiful
   e) The ..... wealth is to live content with little. (Plato) greatest
   f) Puns are the ..... form of literature. (Alfred Hitchcock) highest
10. Write in your notebook sentences that are true to you.

Geography is easier than math. / Math is more difficult than geography.

   a) watching TV / playing football (dynamic / fun / good) Personal answers.
   b) hamburgers / French fries (tasty / nourishing)
   c) twitter / instagram (interesting / bad / old)
   d) shopping malls / street shops (expensive / cheap / safe / dangerous)
   e) reality shows / game shows (silly / boring / stupid)

Writing

Diverse people eat diverse food

1. Look at the pictures. Where do you think they are from? Discuss with the class.
Personal answer.

Danilosaltarelli/Shutterstock.com

Africa Studio/Shutterstock.com

bonchan/Shutterstock.com

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Larisa Blinova/Shutterstock.com

2. Write four sentences describing them. Use the words below. Personal answer.

spices	**ingredients**	**heavy**	**sauce**
fried	**cooked**	**rice**	**meat**
pastry	**fresh**	**vegetables**	**herbs**

3. Now write two sentences comparing them. Use the prompt.

- I think ..... is better than ..... because .....

4. Read this extract.

DAE

Cambodian food is often overlooked and is commonly stereotyped to be like Vietnamese or Thai. As in most countries, it is just about knowing what to order. I enjoyed my time in Cambodia where eating in the streets was always a vibrant and lively affair. Similar to Vietnamese food, my favorite part of Cambodian cuisine is the variety of fresh herbs and condiments which they readily make available with every meal. [...]

FAUSTINO, Anna. What to eat in Cambodia: The best Cambodian food. *Adventure in you*, December 11, 2019. Available at: www.adventureinyou.com/cambodia/what-food-to-eat-in-cambodia/. Acessed on: May 6, 2020.

5. Do you know Cambodian food? Cambodia is a country in the Southeast of Asia, where people eat lots of rice, fish and fish products, tropical fruits, soups, and noodles.
Now read this text message Mario sent his friend about his trip to Cambodia and the reply he received.

DAE

Hey,
You OK? Look at my Insta. I posted lots of pics from my Cambodia trip. This morning I had rice noodles with a fish-based sauce, a lot of spices, peanuts, cucumbers and even banana flowers! Different, right? It was tastier than I imagined.

Goasean/123RF/Easypix

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Hey there! Having a good time, eh? Wish I could try it.
Nice pictures but bad focus! Gbye

6. Now research a country you would like to go to and write a similar text message to a classmate. Compare food or places.

7. Exchange messages and write a reply.

LESSON

B Diversity all around

Before reading

1. What do you know about indigenous people? Personal answer.
2. Are there any indigenous people living near your school/home? Personal answer.

USA ALASKA NATIVES

The United States (US) Census in 2010 estimated the Alaskan Native population resident in Alaska to be roughly 138,300, [...]. Indigenous peoples of Alaska include at least 20 language groups [...] and several hundred villages and tribal groups. [...]

Before European contact, Inuit lived in extended family groups as semi-nomadic hunter-fisher-gatherers. Aleuts also hunted and trapped, but lived in more permanent, partly subterranean homes on the Aleutian Islands. Native groups further south had large permanent **settlements** and trade networks.

[...]

The history of marginalization experienced by Alaska Natives is reflected in the continued marginalization that they, along with other indigenous communities across the US, continue to experience to this day: in 2016, for instance, 26.2 per cent of American Indian and Alaska Natives (AIAN) were living in poverty, the highest rate of any ethnic group and almost double the nationwide **average** of 14 per cent. [...]

UNITED States of America. *In*: DIRECTORY OF MINORITIES AND INDIGENOUS PEOPLES, London: [*n. d.*]. Available at: https://minorityrights.org/country/united-states-of-america/. Accessed on: May 11, 2020.

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Milton Rodrigues

Brazil YANOMAMI

Yanomami are one of the largest communities [...]. Yanomami means 'forest land' [...].

Illegal gold mining in Yanomami territory, besides causing a range of social and environmental issues, has also resulted in **widespread** mercury poisoning in some communities. [...]

In 2017, Yanomani teachers and researchers launched a series of new books showcasing their traditional knowledge and their written language. [...]

BRAZIL – Yanomami. *In*: DIRECTORY OF MINORITIES AND INDIGENOUS PEOPLES, London: [*n. d.*]. Available at: https://minorityrights.org/minorities/yanomami/. Accessed on: May 11, 2020.

VOCAB

average: em média.
birth rates: taxas de natalidade.
ethnicity: etnia.
settlements: assentamentos.
widespread: amplo.

India ADVASIS

Adivasis are not a homogeneous group; there are over 200 distinct peoples speaking more than 100 languages, and varying greatly in **ethnicity** and culture. [...]

[...] Adivasis constitute 8 per cent of the nation's total population, over 84 million people. [...] Adivasis live throughout India but are primarily based in the mountain and hill areas, away from the fertile plains.

[...] Over 95 per cent of the scheduled tribes still live in rural areas, [...] Less than 10 per cent are itinerant hunter-gatherers but more than half depend on forest produce for their livelihood, many in the form of the tendu leaf,[...]

INDIA – Advasis. *In*: DIRECTORY OF MINORITIES AND INDIGENOUS PEOPLES, London: [*n. d.*]. Available at: https://minorityrights.org/minorities/adivasis-2/. Accessed on: May 11, 2020.

Na BNCC

Nas páginas seguintes, você vai trabalhar as competências gerais 1 e 9, as competências específicas de Linguagens 4 e 7, além das habilidades EM13LGG402, EM13LGG403 e EM13LGG701.

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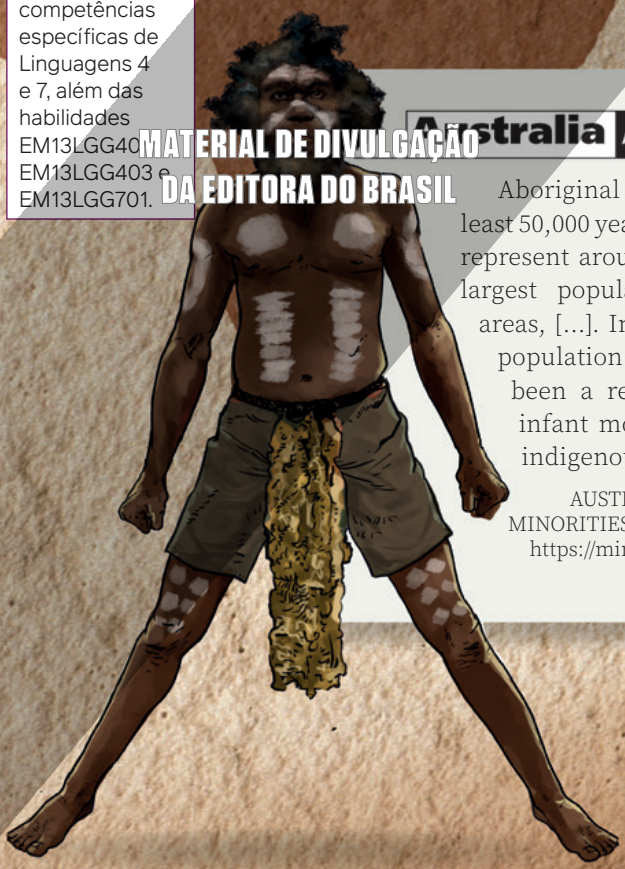

Australia ABORIGENE PEOPLE

Aboriginal peoples have lived in Australia for at least 50,000 years and probably longer; they currently represent around 3 per cent of the population. The largest population concentrations are in urban areas, [...]. In the last four decades the Aboriginal population has grown steadily. That growth has been a result of higher **birth rates**, reduced infant mortality and growing identification of indigenous people in official counts.

AUSTRALIA – Aboriginal People. *In*: DIRECTORY OF MINORITIES AND INDIGENOUS PEOPLES, London: [*n. d.*]. https://minorityrights.org/minorities/aboriginal-peoples/ Accessed on: May 11, 2020.

While reading

Marcos Amend/Pulsar Imagens

Yanomami woman, Amazon, Brazil, 2017.

Joe Raedle/Getty Images

Alaskan native Jennifer Swan, Alaska, U.S., 2019.

Sam Panthaky/AFP

Adivasi bride, Ahmedabad, India, 2020.

Skim the texts on pages 30 and 31 and answer the questions.

1. The texts are...

- Informative. X
- Persuasive.
- Promotional.

2. The texts focus on information about:

- Brazilian population.
- Ethnic demographics.
- Indigenous people. X

3. Read the texts again and answer the questions in your notebook.

a) How many different peoples are mentioned in the text? Four.

b) Where do most Adivasis live? In mountains and hill areas.

c) In which part of Australia has the aboriginal population diminished? South-east.

d) What do Aboriginals and Yanomamis have in common? They are hunter-gatherers.

e) What does Yanomami mean? Forest land.

4. Choose the best alternative according to the text.

a) There are over ..... distinct peoples in India.

- 100
- 200 X

b) According to 2001 Census, Adivasis are ..... % of the population.

- 8 X
- 10

c) Aboriginals have lived in Australia for ..... years.

- 50,000 X
- 10,000

d) Yanomami teachers and researchers have published some books to preserve their .....

- written language and foster eco tourism.
- written language and traditional knowledge. X

e) Both Aleuts and Inuits .....

- were semi-nomadic.
- lived in family groups. X

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Post-reading

1. Do you agree that indigenous people need to preserve their culture? Write a sentence in your notebook. Personal answers.
2. How can we help them? Discuss with your classmates and write two ways of helping. Personal answers.

Reading strategies

1. Skim the texts below and choose the best sentence to complete each paragraph.

1. ..... Sarah Jancke started with a very simple question about Inuinnaqtun — one of the official languages of the Inuit. The result of that question was a very personal journey.

JANCKE, Sarah. Inuit. *In*: *CBC NEWS*. [*S. l., n. d.*]. Available at: www.cbc.ca/news2/interactives/i-am-indigenous-2017/jancke.html. Accessed on: March 15, 2020.

2. ..... Red dresses are important to the Native community because it helps bring awareness to the Missing and Murdered Indigenous Women in Indian Country [...].

RASOOL, Amira. These Native Teens are Representing Indigenous Designers Through their Prom Looks. *In*: *TEEN VOGUE*. [*S. l.*], April 23, 2018. Available at: www.teenvogue.com/story/native-teens-indigenous-designers-prom-outfits. Accessed on: March 15, 2020.

3. ..... I'm in the midst of taking part in a Bear Dance, a four-day-long healing ceremony where we sing in our traditional Athabaskan language and dance in a wild, heavily wooded part of New Mexico.

VIGIL, Emalani. What's It Really Like to Be a Native American Teen Today. *In*: *VICE*. [*S. l.*], July 7, 2016. Available at: https://i-d.vice.com/en_us/article/59bx45/what-its-really-like-to-be-a-native-american-teen-today. Accessed on: March 15, 2020.

MATERIAL DE DIVULGAÇÃO
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Divina McCormack

Bella Aiukli wears her red prom dress.

a) In an email to *Teen Vogue*, Bella, of the Choctaw Nation of Oklahoma, explained the significance of the color red in Native communities. 2

b) "Why don't we speak the language even though it's part of who we are?" 1

c) But instead of spending my first few days of summer break going to the beach or partying with my friends, 3

2. Read the text and complete with the sentences.

Peaceful occupation of indigenous lands has become increasingly common in recent years, ... These communities are also the forefront of land rights activism, ... with the NGO Global Witness recording 49 documented killings of environmental activists in 2016 - ..... These murders, however, are only a fraction of the widespread violence targeting communities. b / c / a

a) the highest number in any country worldwide

b) despite the high threat of retaliatory violence

c) an activity that frequently results in murder

Language in action

1. Read the sentences taken from the texts on pages 30 and 31 and answer in your notebook.

> Adivasis constitute 8 per cent of the nation's total population [...]
> Indigenous peoples of Alaska include at least 20 language groups [...]
> Yanomami means 'forest land' [...]

a) What is the verb form used? Simple present.

b) Based on what you learned, how many forms of the simple present are there in the affirmative? Two.

2. Study the sentences related to the texts on page 33 and answer in your notebook: What is the difference between the verb forms in the sentences? The first sentence is affirmative, the second interrogative and the third negative.

> Red dresses do not help bring awareness to [...]
> Do they dance in a wild and heavily wooded [...]?
> The Aboriginal population does not concentrate [...]

3. Copy the chart in your notebook and complete it with the **simple present** forms.

Subject	Affirmative	Negative	Interrogative
He, She, It	.....	.....	.....
I, You, We, They	.....	.....	.....

3. Affirmative
+ verb + s or es + complement
+ verb + complement

Negative
+ doesn't + verb + complement
+ don't + verb + complement

Interrogative
Does + subj + verb + complement
Do + subj. + verb + complement

4. Choose the correct form of the simple present.

a) It always rains / rain in March.

b) Children goes / go to school from Monday to Friday.

c) My parents rarely has / have a free weekend.

d) The giraffe eats / eat leaves from the tops of the trees.

e) He loves / love mountain hiking.

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5. In your notebook, complete the dialog with the correct form of the verb in brackets.

A: My little sister ..... to Primary School. (go) goes

B: Does she ..... up early? (get up) get

A: Yes, very early because she ..... a lift with her friend Barney. (take) takes

B: How does she ..... back? (come) come

A: When she ..... a lift, she ..... the bus. (get – neg. / take) doesn't get / takes

6. Choose a verb from the box to complete the sentences. Remember: use the simple present!

walk	swim	take	play	have

a) Manu ..... twice a week, on Mondays and Tuesdays. swims

b) The school team ..... football every day. plays

c) Carnival usually ..... place in February. takes

d) I ..... the dog every morning. walk

e) She is a single parent. She ..... two children. has

7. Read the texts and complete with the verbs in brackets. Make the necessary changes.

Hypertext

[...] The fields of wheat and rice ..... (vanish). [...] We ..... (begin) yo-yoing over the lumpy Kaimur Range and into dry forest. Thorns ..... (tear) our clothes. [...] And then later, near the park headquarters, a burly forest ranger. He ..... (block) the path. Not to us – but to a group of short, thin, watchful women and men balancing cooking pots on their heads. vanish / begin / tear / blocks

SALOPEK, Paul. Millions of Indigenous People Face Eviction from their Forest Homes. *In*: *NATIONAL GEOGRAPHIC*. [*S. l.*], May 15, 2019. Available at: www.nationalgeographic.com/culture/2019/05/millions-india-indigenous-people-face-eviction-from-forests/. Accessed on: May 4, 2020.

Inuit who ..... (make) their homes across the vastness of Canada's Arctic ..... (belong) to a much larger family that ..... (extend) from the Bering Sea through Alaska and northern Canada to Greenland. [...] Their songs and story forms of myths and legends [...] ..... (relate) most closely to Sberian [...] traditions. make / belong / extends / relate

HOUSTON, James. Inuit Myth and Legend. *In*: THE CANADIAN ENCYCLOPEDIA. Toronto: March 4, 2015. Available at: www.thecanadianencyclopedia.ca/en/article/inuit-myth-and-legend. Accessed on: May 4, 2020.

To really ..... (understand) who Indigenous Australians are, we ..... (need) to listen to what Indigenous people ..... (say). Remember, Indigenous people are diverse – being indigenous ..... (mean) different things to different people. understand / need / say / means

WHO are Indigenous Australians? Beyond Myths and Stereotypes. *In*: AUSTRALIANS TOGETHER. [*S. l., n. d.*]. Available at: https://australianstogether.org.au/discover/the-wound/who-are-indigenous-australians/. Accessed on: May 4, 2020.

8. To practice other uses of the simple present, read the sentences and match them to the uses.

- And the rest of the story goes like this: they fall in love but she doesn't tell him she has plans for the future. One day, he goes to her house and sees a letter from.... He asks her the truth. b
- Open the lid. Press the red button. Make sure a green light shows. Close the lid. It's ready now. c
- So you are in the mood for pasta but don't want a big production. Here's a simple recipe: spaghetti carbonara. Pick up some bacon, cook it in olive oil until browned. Boil a pot of spaghetti. Then toss with a mixture of [illegible]. Toss with the crispy pork and have a delicious meal. a

a) Recipe **b)** Story. **c)** Instructions.

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9. Match the uses of the simple present with the examples. The simple present is used to:

- Marina works for a startup. b
- Water boils at a 100 degrees. e
- We play soccer every Sunday morning. a
- Then she walks in and everyone in the room looks around. c
- He jinks left, and right and ... gooooal! g
- Open the box, take out all the parts, and assemble them according to the instructions. d
- Watch the video and see how to bake a cake. f

a) Talk about routine and daily activities.
b) Permanent situations.
c) To tell / narrate a story (the action may have happened in the past).
d) Give instructions.
e) Show truths.
f) Show how things work (demonstrations).
g) Making commentaries.

Listening

Omri Eliyahu/Shutterstock.com

Two girls in an indigenous village in the Colombian Amazon, 2020.

Frontpage/Shutterstock.com

Traditional Amazon indigenous house.

Omri Eliyahu/Shutterstock.com

A woman walking in an indigenous village in the Peruvian Amazon, 2019.

1. Look at the photos and discuss with a classmate. Personal answers.

a) Who or what, do you think, took these photos?

b) Where are those places? Colombia and Peru.

c) What can the photos tell you about the content of the listening?

Audio 02

2. Listen to the audio and choose the best summary for what you have heard.

a) Changes in the forest.

b) Uncontacted Amazonians. X

c) Secluded tribes found.

Audio 02

3. Listen again and say which sentences are **true** and which **false**.

a) Brazil's intention in the 20th century was to become a modern country. True.

b) A few thousands of indigenous people lived in the Amazon. False.

c) Modern changes started in the 1920s. True.

d) This modernization was to improve life conditions. False.

e) Indigenous people lost their homes because of modernization. False.

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4. Complete the sentences with words from the box. There are some extra words.

country	coast	demote	remote	aggressive
roads	genocide	impressive	inside	

a) But the Amazon, which covers almost half the ..... was ..... and inaccessible. country / remote

b) They brought telegraph lines, ..., schools and people into the Amazon. roads

c) ... and carried out ..... against indigenous people... genocide

d) Cities along the ..... were already being developed. coast

e) ... pushed an ..... plan to change the shape of the Amazon. aggressive

Audio 02

5. Listen again and check the answers.

6. Discuss with your classmates:

a) How did indigenous people benefit from the changes in the 1920s? Personal answer.

b) If you could go back in time, what sort of changes would you make? Why? Personal answer.

c) What, in your opinion, do indigenous people need? Personal answer.

Speaking

1. How are you feeling right now? Happy? Sad? Angry?

Personal answer.

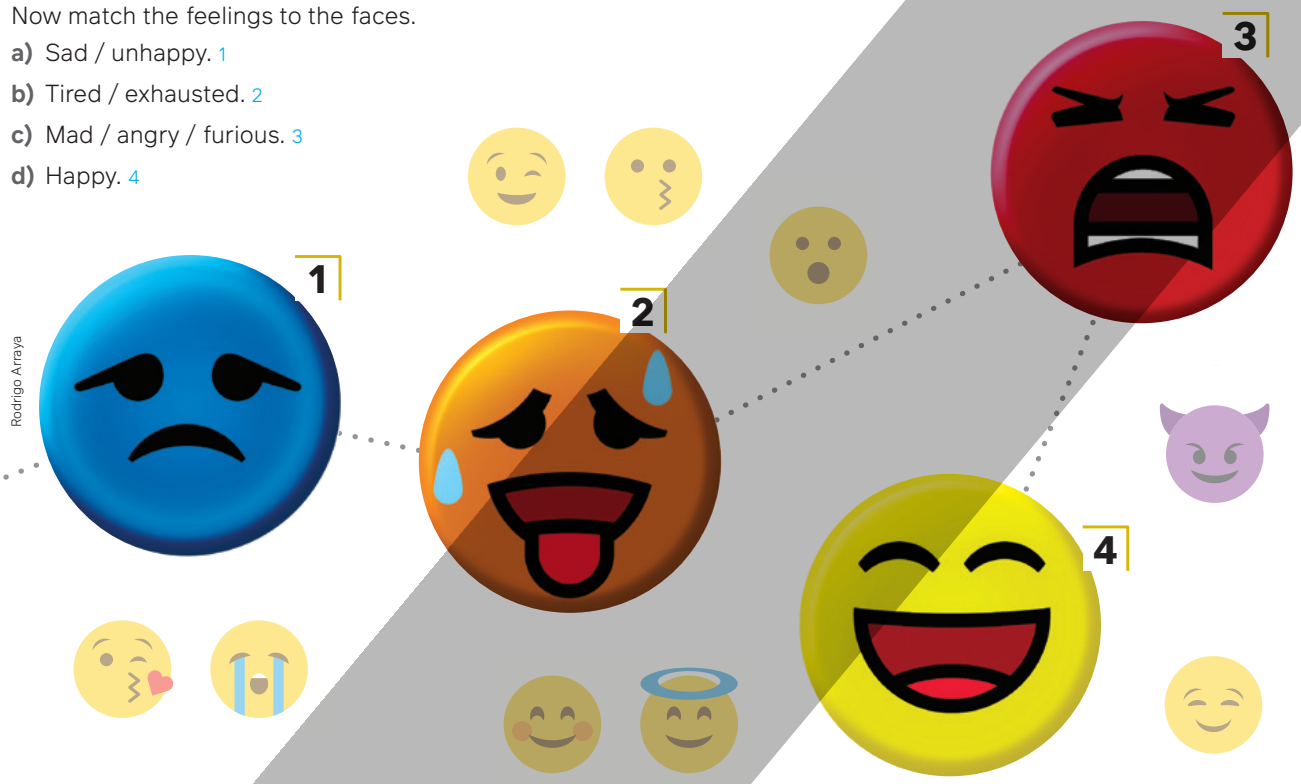
2. Now match the feelings to the faces.

a) Sad / unhappy. 1

b) Tired / exhausted. 2

c) Mad / angry / furious. 3

d) Happy. 4



Rodrigo Arraya

3. Copy the chart in your notebook and complete it with the expressions below.

The thing is that I'm...	Are you OK / alright?	You look... What's wrong?
To be honest, I'm...	I feel / am a bit...	Is everything OK / alright?
I'm mad at...	Are you...?	It's been a difficult day.

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Asking about feelings	Expressing feelings

4. Read the dialog with a classmate.

A: Hi, Ellen! How's it going?
B: Fine and you? Are you sad?
A: Why?
B: You look a bit down.
A: I'm sad about the situation of indigenous people in Australia.
B: Why? What's wrong? Do you know someone there?
A: No but... Isn't it sad that so many indigenous people left their home?
B: I guess so... but it happens in here too, you know?

Asking about feelings
Are you OK / alright?
You look... What's wrong?
Is everything OK / alright?
Are you...?

Expressing feelings
I feel / am a bit...
It's been a difficult day.
The thing is that I'm...
To be honest, I'm...
I'm mad at...

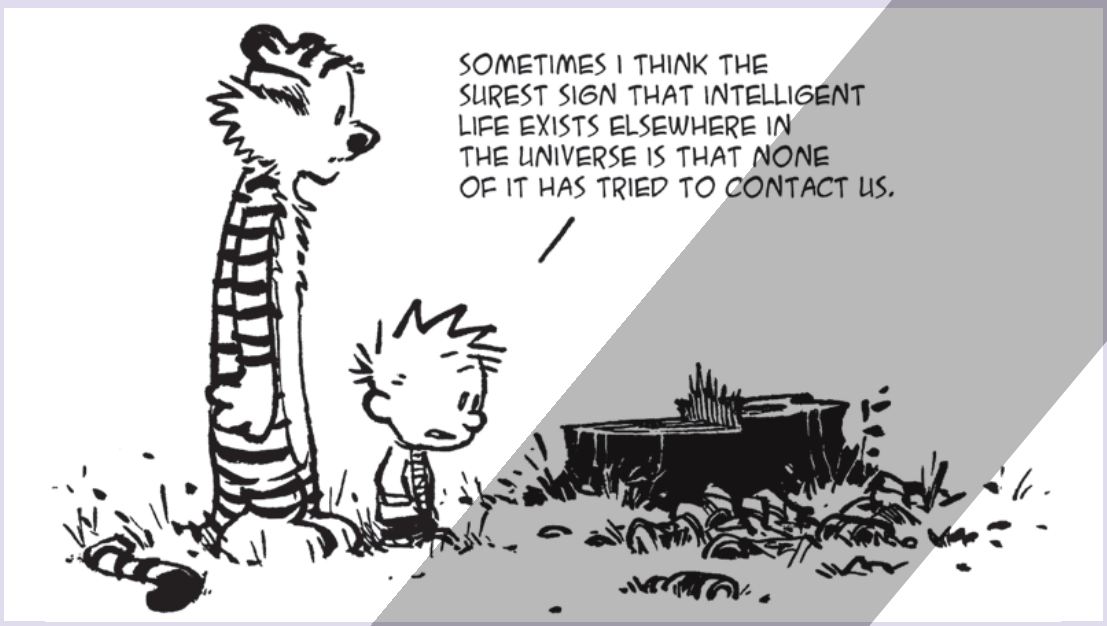
NOW YOU!

Have a conversation with a classmate. Substitute the underlined words. You can use the expressions from exercise 3.

flower travelin man/Shutterstock.com

Language in action

1. Look at the cartoon and find an adverb of frequency. Sometimes.



Calvin & Hobbes, Bill Watterson © 1990 Watterson / Dist. by Andrews McMeel Syndication

2. Look at the adverbs of frequency and match them with a word with a similar meaning.

1. Often	**a.** Almost never 3
2. Occasionally	**b.** Frequently 1
3. Hardly ever	**c.** Sporadically 2
4. Sometimes	**d.** Now and then 4

3. Choose one adverb of frequency from the box to complete the sentences below. Personal answers. Other answers are possible.

often	daily	occasionally	rarely	almost	never	frequently	sometimes

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a) His beha[illegible]ve, selfish and sometimes vindictive. He acts without thinking. often

b) Her consistency is what makes her different; she makes an error in any event. She does not usually make mistakes. hardly ever

c) As far as punctuality, I'm intentionally late. I am on time and if late, not deliberately. rarely / frequently

d) He's the journalist whose column in the papers is widely read. He writes the column every day. daily

e) The bombs with faulty guidance system missed the target. The bombs with poor radar system missed the target. occasionally / sometimes

4. Sometimes we say things, but we really don't mean what we say, right? The sentences below are exactly like this. Match them in a way that makes sense.

a) You are always...	... marry you. b
b) I will never...	... promising to quit. a
c) Your daily clothes...	... but today he's all smiles. e
d) No! He almost...	... never tells lies. d
e) He is frequently in a bad mood...	... are very elegant. c

Writing

Paris of the immigrants

People walking in Dejean's Street in Chateau Rouge district in Paris, France, 2020.

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Asian community district in the 13th arrondissement of Paris, France, 2019.

Fruit salesman in Dejean Street, Paris, France, 2018.

Imagens: sidmay e Juksy/Shutterstock.com, Soma/Alamy/Fotoarena, Ludovic Maisant/Hemis.fr/AFP, Manuel Cohen/AFP e Ludovic Marin/AFP

1. Look at the photos. Discuss with your classmates and teacher.

a) Where were the pictures taken? Personal answers.

b) What can you see in the pictures?

c) What can you say about the people who live there? And the food?

Imagens: sidmay, Juksy/Shutterstock.com e Jahi Chikwendiu/The Washington Post

La Goutte d'Or

Everyone who travels to France wants to go to Paris. Apart from the usual touristic places, Paris has much more to offer. One suggestion is La Goutte d'Or. When you get out of the metro, you wonder if you are still in Paris. French is not spoken on the streets. Shops sell all kinds of "exotic" products. Large posters promoting African parties cover the walls of abandoned buildings.

La Goutte d'Or neighborhood has been the place of "emerging cultures" for the last 150 years. West Africans, Arabs, Eastern Europeans and native French live together among the Algerian cafés, Senegalese eateries and French patisseries.

Nowadays this is a trendy neighborhood, with new cultural centers, restaurants and shops that are attracting new people.

[...]

African clothes shop in the Chateau Rouge, Paris, France 2017.

Louxor — Palais Du Cinéma
The Egyptian-inspired art deco design guaranteed its preservation, and today the renovated theater shows French and international movies that attract movie-loving Parisians.

Institut des Cultures de l'Islam
The Institute of Islamic Culture is dedicated to the creation and diffusion of contemporary cultures in connection with the Muslim world. If offers art exhibits, language classes and cultural performances.

Rue des Gardes
Rue des Gardes has small independent fashion retailers/ateliers.
The street is better known as the neighborhood's "Rue de la Mode."

FREELON, Kiratiana. La Goutte d'Or: a Guide to the Heart and Soul of African Paris. *In*: MARRIOTT BONVOY TRAVELER. [*S. l.*: *n. d.*]. Available at: https://traveler.marriott.com/paris/la-goutte-dor-guideheart- soul-african-paris/. Accessed on: March 15, 2020.

2. Go back to the text. Check what to include in the description of a place.
- Introduction X
- Advantages / disadvantages
- Description of the place X
- Conclusion X
- Location X
- Things to see X
- Places to go to X

3. How do you organize it? Number the steps.
- Body: description of the area 2
- Introduction 1
- Conclusion 3

4. What is the verb form used in the model? Simple present.

5. Do you use lots of adjectives? Why? Copy them in your notebook.
They make the description more interesting, more colorful.

Now it's your turn!

6. Write a short description of your district / community. Follow the model. Make it look attractive. Use adjectives to make it interesting. Personal answers.

Use the simple present to describe the place. And remember to use lots of adjectives to make the description more interesting and colorful.

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LESSON C

Diversity issues

Before reading

1. Look at the pictures and discuss with your classmates how they exemplify diversity. Personal answers.
2. What are the Brazilian laws that protect diversity? Discuss with your classmates and teacher. Personal answers.
3. Look at the title. What is it about? Facts about diversity.

Fast facts – diversity

The definition of diversity depends on the culture it lives in. [...] Let's take a quick look at the status of professional diversity in five countries with a few facts.

Canada

Canadian publicity listed companies must report on their practices on diversity and inclusion through Corporate Responsibility Statements.

Organizations with 50 or more employees in the province of Ontario are required to create and **disclose** accessibility **policies** under the Accessibility for Ontarians with Disabilities Act (AODA).

The Capital Markets Mid-Year report 2015 reported an average of 16.4% female directors **among** all companies.

China

There is a government quota that requires 1.5% of job opportunities exist for people with disabilities in the public and private sphere.

Women make up 11.1% of corporate boards.

Finland

[...] As of January 2015, Finland passed the Non-Discrimination ACT, an obligation for private sector employers to [illegible] equality and **prevent** discrimination of employees.

Women have 29.9% of corporate **board** seats.

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Erik McGregor/LightRocket/Getty Images

Disability advocacy groups gathered outside the New York County Courthouse to rally for accessibility. U. S., 2019.

elizabethdalessandro/Shutterstock.com

Women protesting for equality in Zurich, Switzerland, 2019.

VOCAB

among: entre (vários)
board: conselho (de diretores)
disclose: revelar, divulgar
policies: políticas
prevent: evitar

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 1 e 9, as competências específicas de Linguagens 4 e 7, além das habilidades EM13LGG401, EM13LGG403 e EM13LGG701.

Russia

Women have paid maternity leave before and after birth.

3% of companies have female board members.

Vladimir Putin's anti-gay influence culminated in a bill banning the "propaganda of nontraditional sexual relations to minors". [...]

U.S.

Inclusion and diversity are supported by law under the Equal Pay Act of 1963, Civil Rights Act of 1964, the Age Discrimination Act of 1967 and Americans with Disabilities Act of 1990.

As of 2013, female full-time workers were making on average only 78 cents for every dollar earned by men.

Despite the recent federal recognition of same-sex marriage, there is lack of protection for discrimination in the workplace for LGBT employees. [...]

CLARK, Lindsey. Fast Facts: Diversity and Inclusion Around the World. *In*: DIVERSITY BEST PRACTICES. New York, August 25, 2015. Available at: www.diversitybestpractices.com/news-articles/fast-facts-diversity-and-inclusion-around-world/. Accessed on: March 11, 2020.

dinosaur B/Shutterstock.com

Hong Kong citizens protesting against extradition bill, 2019.

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While reading

1. Read the text quickly and answer the questions.
   - **a)** Is the text in favor of or against diversity? In favor.
   - **b)** How many countries are mentioned? 5
   - **c)** Which one passed a law recognizing same-sex marriage? U.S.
   - **d)** Which fast facts are shown? Laws that support diversity.
2. Match the information to the country.
   - **a)** Fewer women in high posts.
   - **b)** Four laws that enforce diversity.
   - **c)** There is a quota for people with disabilities.
   - **d)** Accessibility policies are to be made public.
   - **e)** The Non-Discrimination ACT is for the private sector.

- China c
- Russia a
- Canada d
- Finland e
- U.S. b

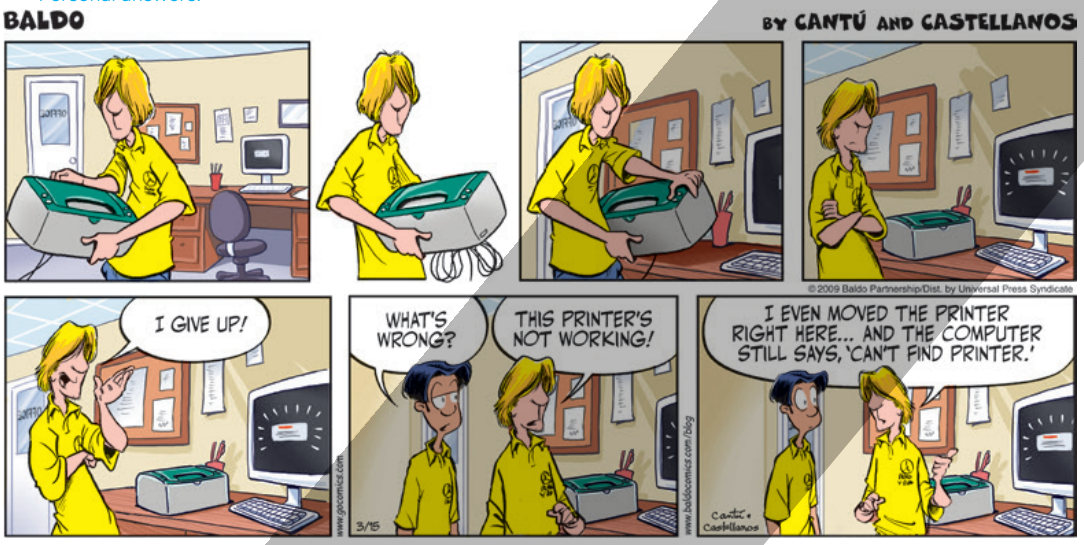
Post-reading

1. Read the definition of digital literacy. Then answer the questions with your classmates.

> **Digital literacy** means having the skills you need to live, learn, and work in a society where communication and access to information is increasingly through **digital** technologies like internet platforms, social media, and mobile devices.
>
> How do you rate your digital literacy? How good at it are you?

2. Read the cartoons and write in your notebook what the message is. Share with your group.

Personal answers.



Baldo, Cantu & Castellanos © 2009 Baldo Partnership / Dist. by Andrews McMeel Syndication

Cornered, Mike Baldwin © 2002 Mike Baldwin / Dist. by Andrews McMeel Syndication

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Lola, Todd Clark © 2019 Todd Clark / Dist. by Andrews McMeel Syndication

3. Share your opinion with your group.

a) Are you like any of the characters in the cartoons?

b) How similar / different are you?

c) Do you know anyone like the characters in this page?

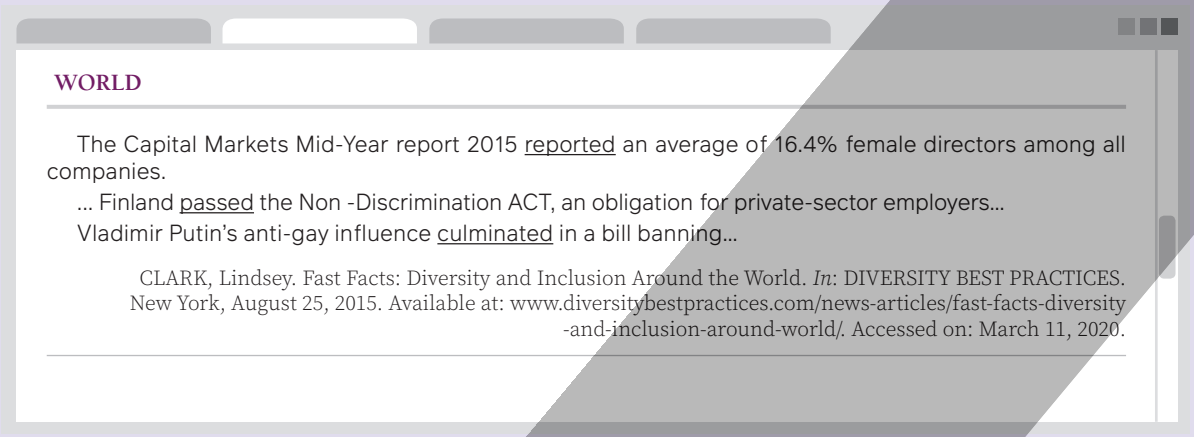
d) Did you and your colleagues/group get the same message? If not, what were the differences?

e) How clearly was the message conveyed?

f) What helped you get the message?

Language in action

1. Look at the sentences from the text on page 41 and answer the questions in your notebook.



WORLD

The Capital Markets Mid-Year report 2015 reported an average of 16.4% female directors among all companies.

... Finland passed the Non -Discrimination ACT, an obligation for private-sector employers...

Vladimir Putin's anti-gay influence culminated in a bill banning...

CLARK, Lindsey. Fast Facts: Diversity and Inclusion Around the World. *In*: DIVERSITY BEST PRACTICES. New York, August 25, 2015. Available at: www.diversitybestpractices.com/news-articles/fast-facts-diversity-and-inclusion-around-world/. Accessed on: March 11, 2020.

DAE

a) Do they refer to the present, past or future? Past.

b) Is time clear to the reader? Yes.

c) What is the main characteristic of the past verb form? Verb + ed.

2. Read the sentences. Are the statements **true** or **false**?

a) Mr. Brown cashed a check yesterday.

b) He did not have much money in his account. He was almost in the red.

c) Petrobras shares went down by 25% percent during the crisis.

d) Can you give me a ride? I left my car at home.

e) I did not buy any Easter eggs last Saturday. They cost a fortune.

- All the sentences are in the past. True.
- All the main verbs are in the past. False.
- Some verbs do not change in the past. True.
- Negative form (did not) substitutes the verb. False.
- The [illegible] form of the past. True.

MATERIAL DE DIVULGAÇÃO
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3. Choose the [illegible] present or past?

a) When we test / tested the new idea with consumers they was / were not as receptive as we expected / expect.

b) Back in 2004, I join / joined a famous organization.

c) The new gadget is / was a success and becomes / became a study case for the industry.

d) Chopin died / die at the age of 39.

e) Pitanguy, the most famous Brazilian surgeon, loved / loves reading, painting, poetry, sports, and nature.

4. Choose verbs from the box to complete the sentences.

asked	worked	failed	cried	arrived

a) I ..... for a bakery doing deliveries. worked

b) Miriam ..... all the tests. failed

c) The babies ..... copiously. cried

d) She ..... me lots of questions. asked

e) He ..... late for the meeting. arrived

5. Choose verbs from the box to complete the sentences.

went	**swam**	**won**	**told**
flew	**had**	**fell**	**met**

a) She ..... me her sad story the night we ..... out. told / went

b) They ..... in love the moment they ..... . fell / met

c) He ..... to Amazonas for a community project. flew

d) Greg ..... as fast as he could and ..... a silver medal. swam / won

e) Last night we ..... Japanese food. I used chopsticks for the first time. had

6. Choose the correct form (present or past) to complete the sentences.

listen	**say**
walk	**know**
forget	**take**
be	

a) She ..... past me and (neg.) ..... a word. walked / did not say

b) When he ..... to music he ..... where he is. listens / forgets

c) There ..... kangaroos all over the park when I was in Australia. were

d) The safari ..... place in Africa last January. took

e) Listen to his advice, he ..... what is best.

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

7. Read the st... the verbs in the past.

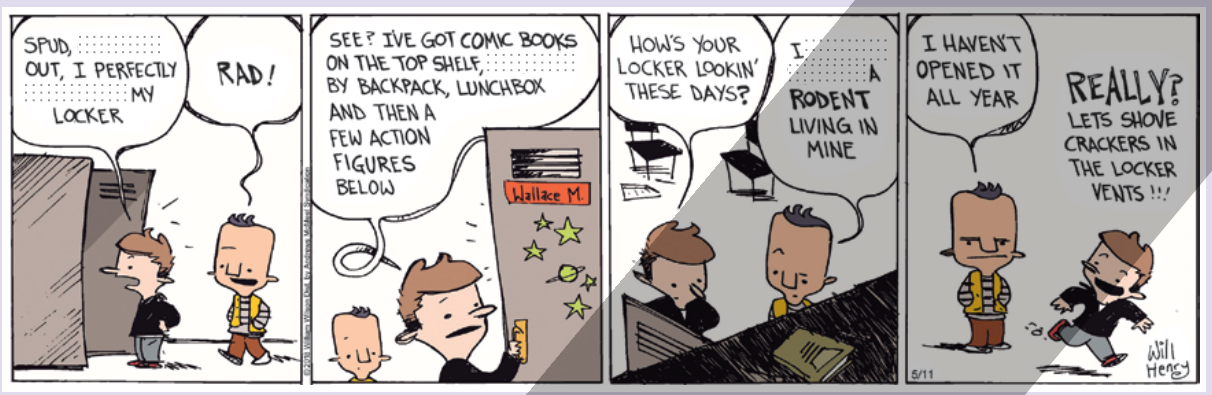
Yesterday ..... (be) totally different. Mary ..... (get up – neg.) at 6 in the morning as she usually ..... (do), she ..... (get up) at 9. She ..... (have – neg.) breakfast in a hurry, she ..... (skip) it. She ..... (go – neg.) to school because yesterday ..... (be) Saturday. A very special day for her. She ..... (dress) casually and ..... (leave). She ..... (walk) past the delicatessen, ... (buy) a scone and a coffee, which she ..... (drink) on the way. She ..... (have) an appointment at the hairdresser. The new assistant ..... (do) her hair beautifully. She ..... (feel) like a princess and she ..... (look) like a princess too. When she ..... (get) home, it ..... (be) already past lunchtime, so she ..... (eat) a slice of pizza from the previous night. She ..... (feel) excited. After this evening her life would be different. She ..... (run) into her room and ..... (look) at the beautiful dress spread on the bed. Suddenly, she ..... (hear) a voice and ..... (stop) daydreaming. It ..... her mother.

was / did not get up / does / got up / did not have / skipped / did not go / was / dressed / left / walked / bought / drank / had / did / felt / looked / got / was / ate / felt / ran / looked / heard / stopped / was.

8. Read the comic strip and complete with the verbs missing. They are in the box.

organized	**followed**	**there's**	**check**	**think**

check / organized / followed / think / there's



Wallace the Brave, Will Henry/© 2018 Will Henry / Dist. by Andrews McMeel Syndication

9. Read the short texts and complete them with the verbs. Use simple present or past.

were / built / are / were / made / made / found / began / became / purchased / patented / produced / became / were / were / called / were / jeered / raised / proved / ended / focused

DAE

Bicycle

vehicle

Written by Frank J. Berto

Bicycle engineer, historian, and author. Books include Dancing Chain: History and Development of the Derailleur Bicycle and The Birth of Dirt: Origins of Mountain Biking.

The greatest builders of the ancient world ..... (be) the Romans. Some of the roads they ..... (build) ..... (be) still in use. The first roads ..... (make) by people: they were made by animals. ..... (make) tracks through forests and jungles to get to a stream or pond where they ..... (find) drinking water. When people ..... (begin) to trade, better roads ..... (become) important.

Denis Johnson of London ..... (purchase) a draisienne and ..... (patent) an improved model in 1818 as the "pedestrian curricle." The following year he ..... (produce) more than 300, and they ..... (become) commonly known as hobby-horses. They ..... (be) very expensive, and many buyers ..... (be) members of the nobility. Caricaturists ..... (call) the devices "dandy horses," and riders ..... (be) sometimes ..... (jeer) in public. The design ..... (raise) health concerns, and riding ..... (prove) impractical except on smooth roads. Johnson's production ..... (end) after only six months. [...] For the next 40 years, most experimenters ..... (focus) on human-powered three- and four-wheeled velocipedes.

BERTO, Frank. Bicycle. *In*: ENCYCLOPEDIA BRITANNICA. Chicago: [*n. d.*]. Available at: www.britannica.com/technology/bicycle. Accessed on: March 29, 2020.

VOCAB

jeer: zombar, caçoar, rir de (alguém ou alguma coisa)

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Listening

1. Look at the image and answer: What is happening?
They are recording online videos.

Daniel M Ernst/Shutterstock.com

2. Do you record videos? Personal answers.

3. Where do you watch online videos?

4. Listen to the introduction. What is the topic of the contest?

Audio 03

a) Love.

b) Peace. X

c) Friendship.

5. Listen to the anagram and complete it.

- P is for p:::::::::::::::: with my friends playing
- E is for ::::::::::::::: everybody
- A is for a good friendship
- C is for c::::::::::::: I share with my friends candy
- E is for the e:::::::::::::: I live. earth

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6. Read Trinity's poem and complete it.

sun	baby	blanket	night	milk	cookies	garden	stars

- Peace smells like wet grass in the morning ::::::::::::: sun
- Peace feels like a newborn ::::::::::::: in a warm ::::::::::::: baby/blanket
- Peace sounds like chimes in the wind at ::::::::::::: night
- Peace is like cold ::::::::::::: and warm ::::::::::::: milk/cookies
- Peace looks like a ::::::::::::: after a long rainfall garden
- Peace is like a ::::::::::::: warm and bright indicating my way. star

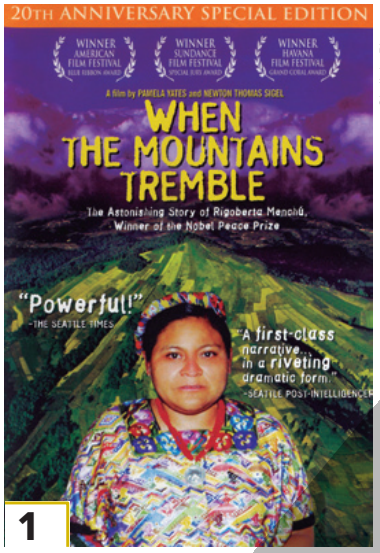
7. Listen to Trinity and check.

Audio 03

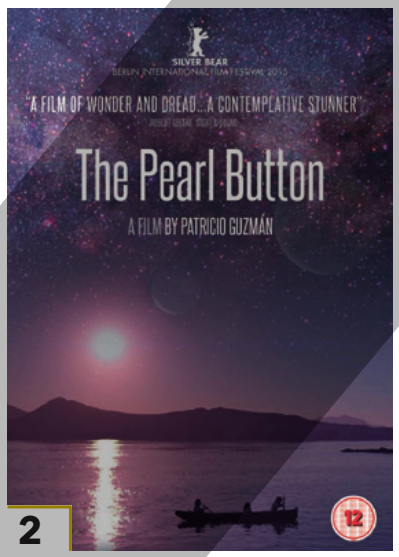
8. Discuss with your classmates. Do you like poetry? Why? Why not?

9. Go back to exercise 5 and make an anagram in your notebook. Choose one of the following: friend, peace, or country.

Speaking



Skylight Pictures



Atacama Productions

1. Look at the posters and discuss with a classmate what the documentaries are about.
2. Read the synopses and match them with the posters. Personal answer.
   - In the 1980s, Guatemalan countryside armed groups were at war against the unarmed indigenous population. This documentary narrates the civilian massacre happening in remote areas of the countryside. 1
   - This documentary goes from geology to anthropology to the history of tribes and tyrants. In it, there is a superb landscape as well as the voices of indigenous people and English sailors. It is more poetry than journalism. 2
3. Read the following phrases and answer: Which ones are agreeing and which are disagreeing?
   a) That's so true. Agreeing.
   b) That's for sure. Agreeing.
   c) No way. Disagreeing.
   d) [illegible] Agreeing.
   e) [illegible] Disagreeing.
   f) Not necessarily. Disagreeing.
   g) Absolutely. Agreeing.
4. Pretend you've just seen one of the documentaries. Follow the dialog.
   You: That was amazing, wasn't it?
   Friend: Kind of.
   You: Didn't you like it?
   Friend: I did but...
   You: But what?
   Friend: It was rather slow.
   You: No doubt about it. But the photography was superb.
   Friend: Absolutely. We could go there.
   You: For sure.

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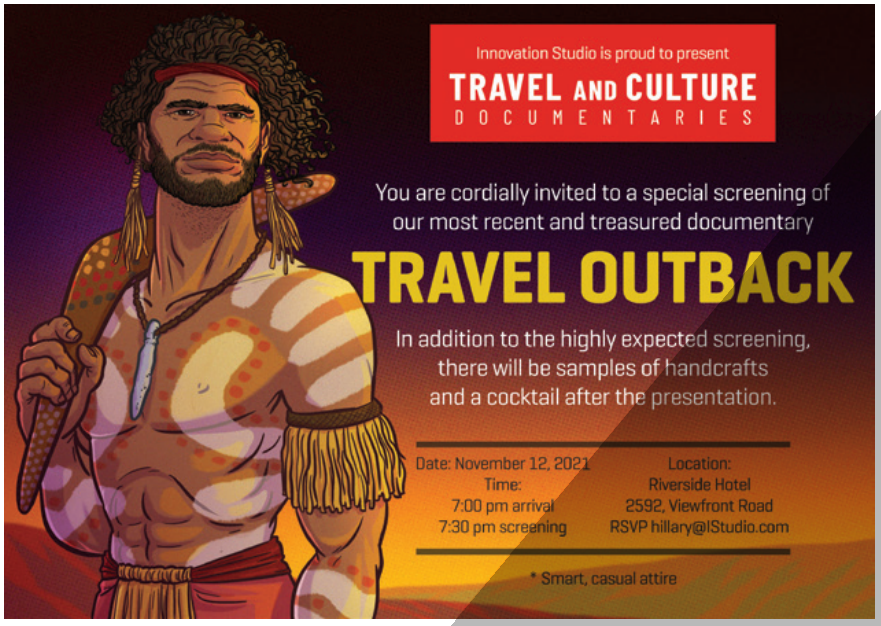
NOW YOU!

Read the dialog with a classmate. Then, swap roles.

Choose another classmate and role-play the dialog substituting the underlined parts. Then, swap roles.

Writing



Rodrigo Arraya

Rodrigo Arraya

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1. Read the invitations and answer the questions.

a) What are the invitations for? Premieres of a documentary and a TV show.

b) What is the target audience? People who like documentaries and TV shows.

c) Do you need to make a reservation? Yes, I do.

d) How do you know? It is written RSVP in the first invitation and "Reserve your VIP ticket" in the second.

e) Are the invitations formal or informal? They are formal.

NOW YOU!

Copy the phrases that are common to both invitations.

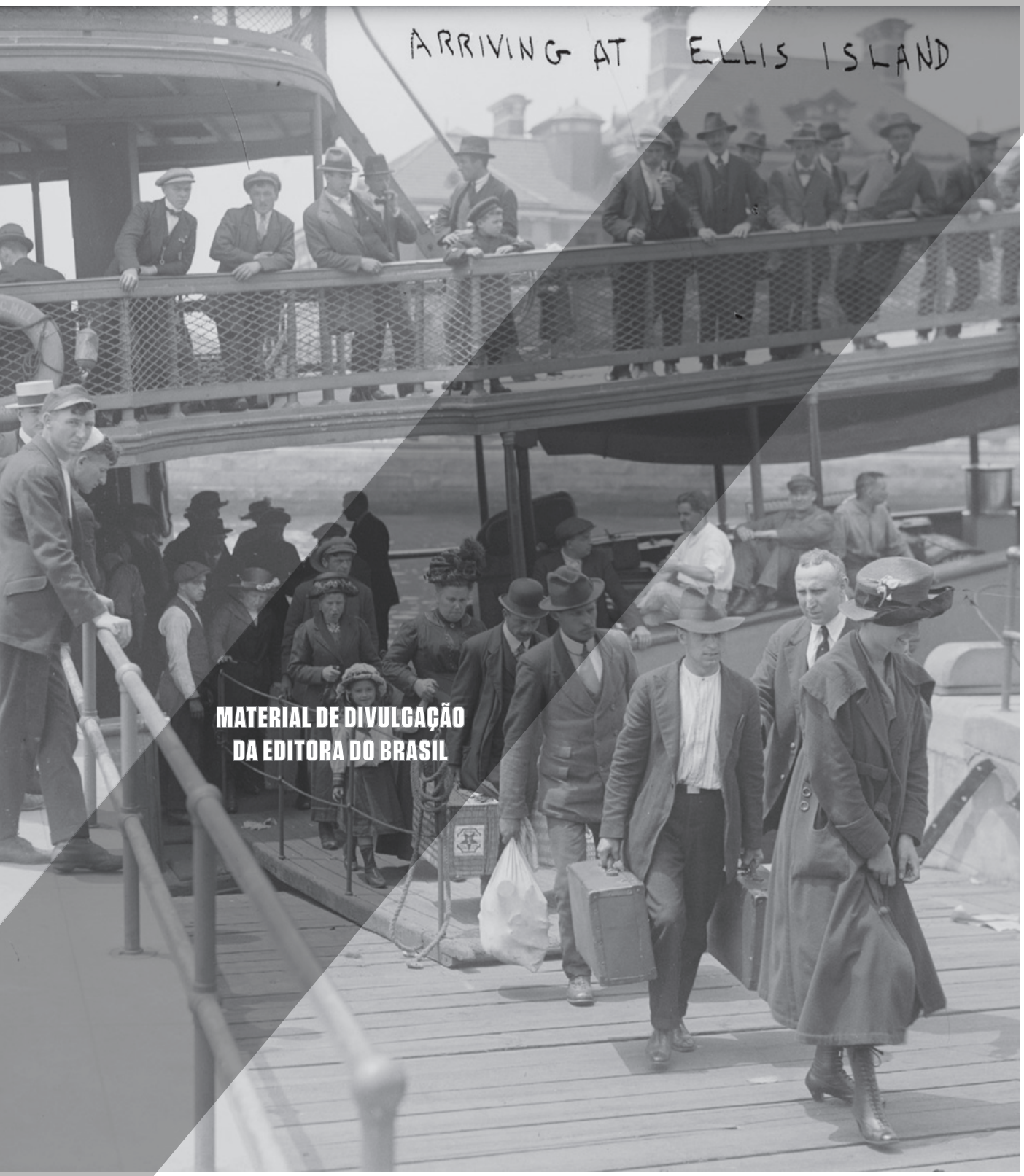
It is the Culture Fair Day at your school. Write an invitation to be posted on the school site. Follow one of the models above.

Swap invitations with a classmate and reply.

LESSON

D We are all immigrants!

What do these pictures have in common? What is different about them?



Biblioteca do Congresso, Washington

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American immigrants arriving at Ellis Island, around 1920.

Do you know where your family is from?

Emilio Morenatti/AP Photo/Glow Images

Migrants and refugees on a rubber boat in the Mediterranean waiting to be helped by members of the Spanish NGO Proactiva Open Arms in 2017.

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Ask Yourself

Why do people migrate?

1. Skim the text and answer in your notebook: What is the main reason why people migrate? People migrate in search of better economic opportunities.

> Individuals migrate because they think that they can improve their own lives or those of their families by doing so. Economic migration is triggered by the knowledge (or belief) that better economic opportunities exist in some other place. It follows that where regional and local economic inequality is considerable, people are likely to migrate if it is possible for them to do so. Factors such as poverty, lack of economic opportunity, land shortage and low living standards at home function as push factors, while prosperity, opportunity, available employment and higher living standards in the place of destination are pull factors.
>
> DAVIN, Delia. Why People Migrate. *In*: DAVIN, Delia. *Internal Migration in Contemporary China*. London: Palgrave Macmillan, 1999. p. 49. Available at: https://link.springer.com/chapter/10.1057/9780230376717_5. Accessed on: Mar 20, 2020.

2. List the words that helped you answer exercise 1. Economic, inequality, poverty, prosperity, etc.

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 1 e 9, as competências específicas de Linguagens 2, 4 e 7, além das habilidades EM13LGG401, EM13LGG403 e EM13LGG701.

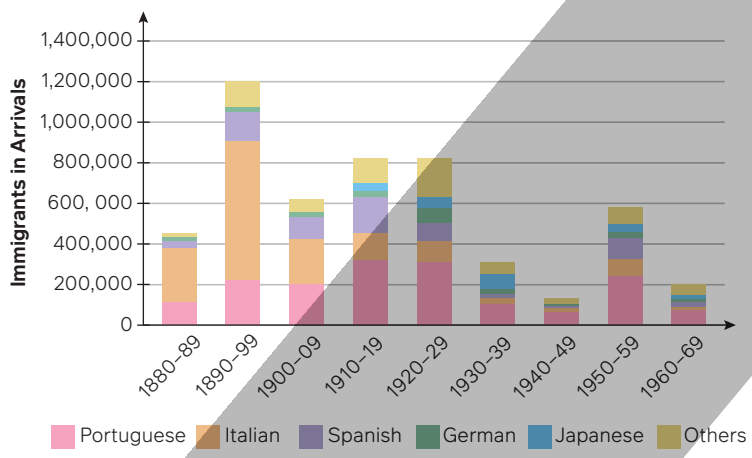
Compare and conclude

1. Look at the charts below and match the titles.

Latin American Immigrants in Brazil, 1970-2015 2
Immigrant Arrivals in Brazil by Nationality, 1880-1969 1

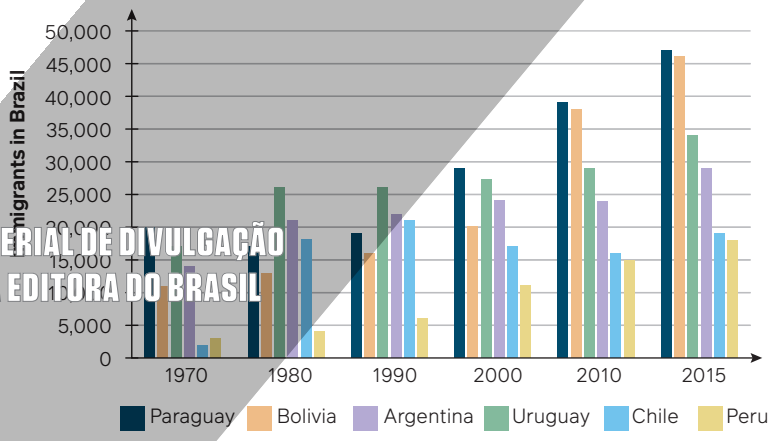
Figure 1

Gráficos: Zeni Santos



WEJSA, Shari; LESSER, Jeffrey. Migration in Brazil: the Making of a Multicultural Society. *In*: MIGRATION POLICY INSTITUTE. Washington: March 29, 2018. Available at: www.migrationpolicy.org/article/migration-brazil-making-multicultural-society. Accessed on: March 20, 2020.

Figure 2



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WEJSA, Shari; LESSER, Jeffrey. Migration in Brazil: the Making of a Multicultural Society. *In*: MIGRATION POLICY INSTITUTE. Washington: March 29, 2018. Available at: www.migrationpolicy.org/article/migration-brazil-making-multicultural-society. Accessed on: March 20, 2020.

2. Look at information in the charts and mark **true** or **false**.

a) According to Figure 1, most immigrants who came to Brazil in the 1900 were from Europe. True.

b) In 2015, Brazil received about the same number of immigrants as in the 1960s. True.

c) Between 1990 and 2015, Brazil received more Uruguayans than Paraguayans. False.

d) There were more Portuguese immigrants than there were Italians. False.

3. What else can you conclude about immigration in Brazil by looking at the graphs? Make a list in your notebook and compare it to a classmate's list.

4. Is your list much different from the one made by your classmate? Personal answer.

5. Why do you think other South Americans immigrate to Brazil? Do they have the same reasons the Europeans had in the 1900s? Why? In pairs, write a small paragraph in your notebook about it. Personal answers.

3. Possible answers:
Immigration in the 19th and 20th centuries was mostly of Europeans.
Most of the Italian immigration occurred in the late 1800s.
South American immigration has increased in the last 10 years.

Real life

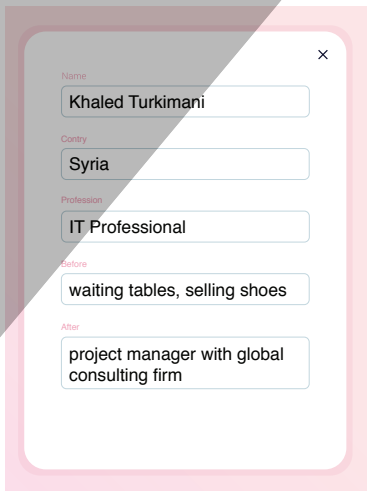
Dziajda/Shutterstock.com

Aleppo, Syria, before the war. Scene of a conflict that has already killed thousands of people.

A refugee's personal account

1. Read Khaled's account and answer in your notebook.

- Where is he living now?
  He is living in California (USA).
- Why did he move?
  He left his country because of the war.



radionastya/Shutterstock.com

TURKMANI, Khaled. Khaled. *In*: UPWARDLY GLOBAL. [*S. l.*, *n. d.*]. Available at: www.upwardlyglobal.org/story/khaled/. Accessed on: March 25, 2020.

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I am Syrian. Two years ago, I came to this beautiful country and immersed myself into its wonderful mix of cultures. I was inspired to be surrounded by immigrants who had given their hands and hearts up to this incredible nation for the opportunity and freedom it promised. [...]

I have made many friends here [...]. The respect and dignity I have been given by the people of the United States reaffirm my commitment to love everyone, regardless of their faith, the color of their skin, or their nationality. [...]

However, I have also been called a terrorist. I'm human, and I cannot even begin to tell you how much those words hurt. I want people to understand that refugees and asylees are the victims – not the perpetrators – of terrorism. [...]

TURKMANI, Khaled. Standing with America: a Refugee Perspective. *In*: MEDIUM. [*S. l.*], February 2, 2017. Available at: https://medium.com/@Upwardly_Global/standing-with-america-2e67e586e521. Accessed on: March 25, 2020.

2. Khaled is a victim of the stereotype that labels people from Middle Eastern countries as terrorists. Other immigrants who suffer stereotypes: Mexicans (in the U.S.) – considered criminals and drug dealers; Bolivians (in Brazil) – considered dirty and lazy; Chinese – stereotyped because of their habits.

2. Immigrants and refugees are usually victims of many stereotypes. What stereotype is Khaled a victim of? Make a list in your notebook.

3. Can you think of other immigrant groups and the stereotypes they suffer? Write in your notebook with a classmate.

Moral compass
How can we prevent from falling into stereotypes?

Think about it

1. Look at the text below. What kind of text is it? Where can you find it?
It is an ad and you can find it in bulletin boards (schools, colleges, etc.).

Rodrigo Arraya

2. What do you have to do if you want to have lessons with Batiste?.
To have classes with Batiste you have to call and make an appointment first.

3. Joana and Saulo have just seen Batiste's ad. Complete their conversation with the expressions from the box.

I guess you are right	Well, he is right	I know

Joana: Look! I decided to take French lessons!

Saulo: "French lessons with Batiste." This guy is from Haiti and he says he is a "native speaker". That's funny.

Joana: [redacted], Saulo. French is Haiti's first language. Well, he is right

Saulo: No way! Really? Ok, but just because a person can speak French, it doesn't mean that they can teach French. This guy is probably not qualified.

Joana: Can you please read the whole ad? He was a teacher in his home country. Most people that immigrate are professionals who had jobs back home. This is prejudice, Saulo.

Saulo: Yeah, [redacted]. I am sorry. I guess you're right

Joana: That's ok. I think we need to understand that they don't have a choice. They had to move because the situation in their country made their lives impossible.

Saulo: [redacted]. It must be very sad to be in a situation like this. I know

Joana: Julia told me about him. He has a wife and a big family back in Haiti. Maybe we can help him and we can learn French.

Saulo: Sure, but how do we do that?

4. Check what you think are the main difficulties immigrants face when they go to another country. Share your thoughts with a classmate and justify your choices. Personal answers.

- Wars
- Natural disasters
- Better education opportunities
- Curiosity
- Reunion with other family members
- Escaping from the law

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Taking action

How can we help immigrants in our community?

1. Answer the questions below in your notebook. Then discuss your answers with a classmate.
   - Do you know any immigrants?
   - Where are they from?
   - Why did they come to Brazil?
2. Based on what you see on TV or read in the paper, what kind of jobs do immigrants get when they come to Brazil? Make a list. Personal answers.

1. Personal answers. They usually get low-paying jobs, because they do not speak the language or are not given an opportunity to have a more qualified job.

Rubens Chaves/Pulsar Imagens

Venezuelan barber cutting a client's hair in Manaus, Amazonia, in 2019.

3. Get together in groups. Make a mind map. What words come to your mind when you think about immigrants in Brazil? Share your ideas with another group. What do you have in common? Personal answer.
4. In your groups, make a list of actions you can take in order to help your local immigrant community. Add other ideas and choose one that your group can plan.
   - Create a donation page.
   - Give Portuguese classes.
   - Organize a fundraiser.
5. Share your ideas with another group.

USE

I think ..... .

I agree. I think most people come to Brazil because ..... .

I don't think so. I think it is because ..... .

I know a family / person from ..... . *They came here because* ..... .

Tech-savvy

Setting up a fundraising page

1. Match the titles to the paragraphs.

a

Add photos and videos to brighten your donation page.

b

Write a story that inspires people to give.

c

Show gratitude to your supporter.

d

Choose a fundraising goal that makes sense.

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e

Set the stage with a stellar donation page title.

f

Share with your inner circle first.

VOCAB

catchy: cativante
compelling: convincente
in the long run: no longo prazo
spruce up: decorar, enfeitar

- The first step in knowing how to set up a donation page [...] is choosing a **catchy** title. Your fundraiser title should capture the attention of potential supporters on social media channels, in emails, and in text messages. [...] e.
- A fundraiser story that is both detailed and **compelling** will encourage people to support your cause. [...] b.
- Your fundraiser description length should be no fewer than 400 words, and it should cover the who, what, when, why, and how of your situation. [...] b.

- Visual content can help tell your story in a powerful way. Adding photos and videos will **spruce up** your donation page and entice people to find out more about your cause. [...] a.
- When deciding what your fundraising goal should be, it's best to start small and increase it as necessary. [...] d.
- The first few days of a fundraiser can greatly influence its success **in the long run**. Before you widely promote your fundraiser, it's best to share it with a few close friends and ask for their feedback. [...] f.
- When you're busy setting up and running a donation page, it's sometimes easy to forget to thank your donors. But showing gratitude is important. After all, without the generosity of donors, your fundraiser wouldn't be possible. [...] c.

HOW to Set up a Donation Page and Raise Money for What Matters. *In*: GO FUND ME. [*S. l.*], April 10, 2020. Available at: www.gofundme.com/c/blog/set-up-donation-page. Accessed on: Mar 22, 2020.

2. What is the most useful tip in your opinion? Personal answer.

3. What cause would you donate money to? Personal answer.

Getting it done

You are going to create a fundraising page to help raise money for your immigrant community project.

1. Get together with your group. Using the tips from the text on this page, write a plan for a fundraising page in your notebook. Include in your plan:
- Browsing platforms: check the fundraising platforms available and choose the one that best suits your cause.
- The title of your page: what is the name of your page? Remember, a catchy title is very important.
- Who you want to help: the story of the people who need help is very important if you want people to donate.
- Your fundraising goal: how much money you want to raise.
- Why you need donations: explain how this money will help your project.
- How you can tell people about it: think about ways and places where you can share your page.

2. Present your ideas to a different group.
- Listen to their feedback.
- Take notes on the things you can change or make better.
- Bring new ideas to your group.

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BETTER TOGETHER

Giving and receiving feedback

[...] Feedback is a neutral term that describes any message we send, verbally or non-verbally, about what is happening around us. [...] In order for a team to function effectively, each member needs to embrace its expectations, goals and mission.

Some tips:

- Listen first.
- Begin with the positive.
- Ask questions before criticizing.
- Give realistic suggestions.

SPINNEY, Katherine. How to Give (and Receive) Feedback More Effectively. *In*: KATHERINE SPINNEY COACHING. Baltimore: [*n. d.*]. Available at: www.katherinespinney.com/how-to-give-and-receive-feedback-more-effectively/. Accessed on: March 25, 2020.

AF archive/Alamy/Fotoarena

SharkTank is a famous TV program where entrepreneurs showcase their projects to get funding.

Fundraising project

1. Get into groups to organize how you are going to present your fundraising project.
   Think about:
   - How are you going to express your ideas?
   - How are you going to divide the presentation? Who is going to say what?
   - How are you going to organize your visuals? What kind of visuals are you going to use?
   - What resources do you want to use?
   - Do you need computers? Internet access? A board? Posters?
   - How will you convince people that your cause is important?
   - Is your story convincing? What else can you use in your presentation to make people aware of the cause?
2. Now that your group decided how to present your project, it's time to write your presentation. You have to include:
   - Who / what institution you decided to help.
   - The story behind your decision.
   - What you are planning to do.
   - Your fundraising page plan.
   - At the end, give your presentation to your teacher, who's going to review it and give you back with pointers.
3. Now it's presentation time! Your group studied and rehearsed the presentation. It's your chance to talk and listen to the other groups!
4. While you are listening to the other groups' presentations, use this chart to give them some feedback later. Write in your notebook a chart for each group.

Group	Quality of the visuals. Are the visual resources attractive? Is the presentation neat?	Participation of all members. Did all members participate equally? Did they help each other?	Relevance. How relevant is the project to the topic presented in this session?	Overall impression. What is your overall impression of the project?
Excellent				
Good				
Needs improvement				

5. Afterwards, exchange charts with the other groups in class and review your presentation.

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Learning about diversity from movies

1. Read the first paragraph about the movie *District 9*. Based on the description, what kind of movie is it?
   - Drama.
   - Science fiction. X
   - Documentary.

District 9 (2009)

In 1982, a giant extraterrestrial spaceship arrives and hovers over the South African city of Johannesburg. An investigation team finds over a million malnourished aliens [...] inside, and the South African government relocates them to a camp called District 9. However, over the years it turns into a slum, and locals often complain that the aliens are filthy, ignorant lawbreakers who bleed resources from humans.

DISTRICT 9. *In*: WIKIPEDIA: the free encyclopedia. [San Francisco, CA: Wikimedia Foundation, *n. d.*]. Available at: https://en.wikipedia.org/wiki/District_9. Accessed on: March 26, 2020.

TriStar Pictures

At its core, the movie is about one's ability to empathize with someone different from ourselves. "The scenes at the beginning of the film featuring poor local residents who advocate killing 'them,' burning their businesses, and kicking them out were based on actual footage from the year before in which real people rather than actors were talking about the immigrants in their communities – not the extraterrestrial crustaceans," according to Sasha Polakow-Suranksy [...]. One of the only science fiction movies ever made where the aliens come not as invaders (*Independence Day*) or as a lonely individual (*E.T.*) but as a large group of refugees.

ANDERSON, Stuart. 10 Most Interesting Immigration Movies of All Time. *In*: *FORBES*. New Jersey, August 6, 2018. Available at: https://www.forbes.com/sites/stuartanderson/2018/08/06/10-most-interesting-immigration-movies-of-all-time/#2b6c3e92b84f. Accessed on: March 26, 2020.

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2. Check the alternatives that are true according to the text:
   - The story takes place in South Africa. X
   - The movie is about an alien invasion.
   - The aliens in the movie are refugees. X
   - The aliens start living together with human beings.
3. What other movies about immigration do you know? Talk to a classmate. Personal answer.

Think about it

Being an immigrant.

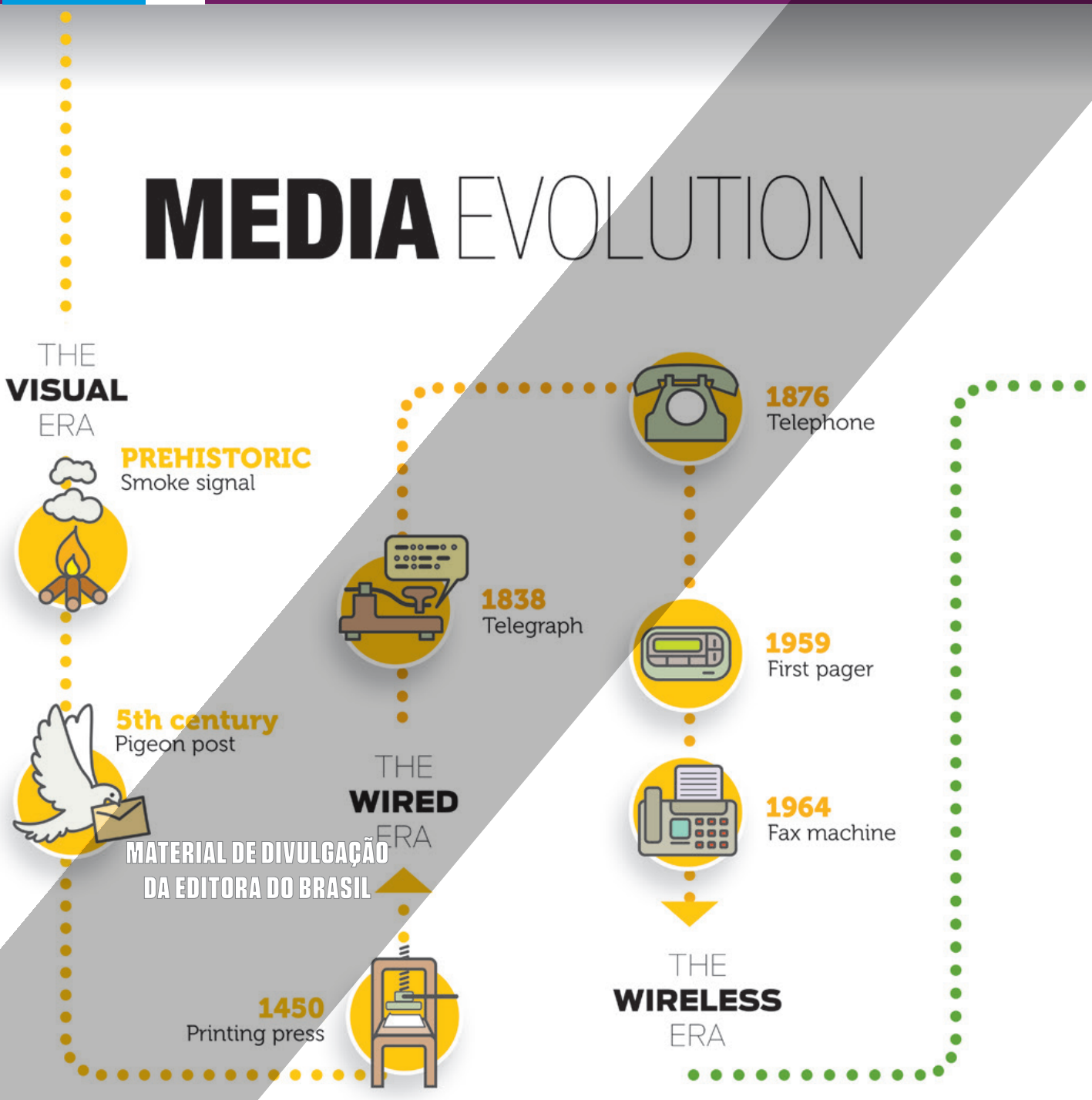
Would you like to be an immigrant one day? Think about:

- Advantages.
- Disadvantages.
- Conditions you would go.
- Where you would like to go.

Share your thoughts with a classmate.

Milton Rodrigues

MEDIA EVOLUTION



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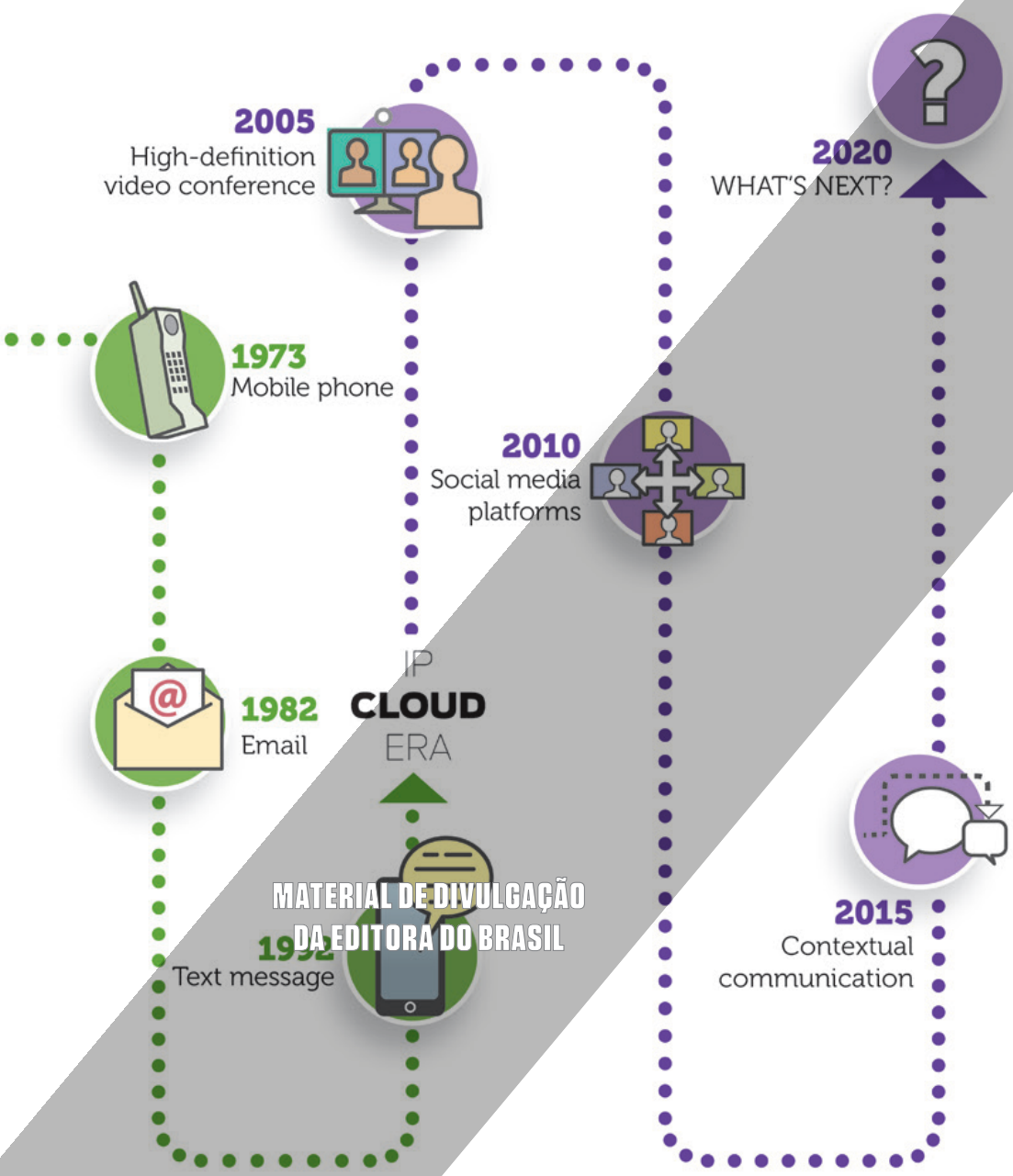
MEDIA LITERACY



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- When reading a text, do you usually look for the source to check if it is reliable?
- Do you always share what you read online?

WHAT IS MEDIA LITERACY, AND WHY IS IT IMPORTANT?

[...]

Media literacy is the ability to identify different types of media and understand the messages they're sending. Kids take in a huge amount of information from a wide array of sources, far beyond the traditional media (TV, radio, newspapers, and magazines) of most parents' youth. There are text messages, memes, viral videos, social media, video games, advertising, and more. But all media shares one thing: Someone created it. And it was created for a reason. Understanding that reason is the basis of media literacy. [...] Nonetheless, media literacy is an essential skill in the digital age.

Specifically, it helps kids:

- Learn to think critically. As kids evaluate media, they decide whether the messages make sense, why certain information was included, what wasn't included, and what the key ideas are. They learn to use examples to support their opinions. Then they can make up their own minds about the information based on knowledge they already have.
- Become a smart consumer of products and information. Media literacy helps kids learn how to determine whether something is credible. It also helps them determine the "persuasive intent" of advertising and resist the techniques marketers use to sell products.
- Recognize point of view. Every creator has a perspective. Identifying an author's point of view helps kids appreciate different perspectives. It also helps put information in the context of what they already know – or think they know.
- Create media responsibly. Recognizing your own point of view, saying what you want to say how you want to say it, and understanding that your messages have an impact is key to effective communication.
- Identify the role of media in our culture. From celebrity gossip to magazine covers to memes, media is telling us something, shaping our understanding of the world, and even encouraging us to act or think in certain ways.

[...]

Bruna Ishihara

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WHAT is Media Literacy and Why is it Important. *In:* COMMON SENSE MEDIA. [*S. l., n. d.*]. Available at: www.commonsensemedia.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important. Accessed on: March 15, 2020.

Think about it

Discuss with your classmates and teacher:

1. What information from the text you didn't know of?
2. Do you consider yourself media literate?
3. What can you do in order to become a better media literate?
4. What suggestions would you give someone to be a media literate?
5. Why is it important to be media literate nowadays?

Marish/Shutterstock.com

Going deep

Videos

Media Literacy – Brain Pop Channel. Available at: www.youtube.com/watch?v=oQMSKRrDjB4. Accessed on: April 11, 2020.

Short film t[illegible] consumer of mass media.

Introduction [illegible] Course Media Literacy #1. Available at: www.youtube.com/watch?v=AD7N-1Mj-DU. Accessed on: April 11, 2020.

Fast course on media literacy.

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Websites

World Economic Forum: What are the 21st-century skills every student needs?. Available at: www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/. Accessed on: April 11, 2020.

Online article about 21st-century skills for students.

Canada's Centre for Digital and Media Literacy – Media Smarts. Available at: mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/media-literacy-fundamentals. Accessed on: April 11, 2020.

UNESCO Institute for Information Technologies in Education. Available at: https://iite.unesco.org/mil/. Accessed on: April 11, 2020.

Books

***Master the Media*: How Teaching Media Literacy Can Save Our Plugged-In World** by Julie Smith. San Diego: Dave Burgess Consulting, 2015.

***Approaches to Media Literacy*: A Handbook** by Art Silverblatt, Jane Ferry, Barbara Finan. New York: Routledge, 2015.

LESSON A

Media literacy

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 5 e 10, as competências específicas de Linguagens 4 e 7, além das habilidades EM13LGG401, EM13LGG402, EM13LGG403 e EM13LGG701.

Before reading

1. How good are you at making graphics?
2. Look quickly at the text below. What kind of information does it provide?
   a) The author's name.
   b) Images. X
   c) Titles. X
   d) Legends. X
   e) Greetings.
3. What kind of text is it?
   a) An online article.
   b) A piece of information from a textbook. X
   c) An article in a teen magazine.

Perfecting pie charts

Pie charts can be used to show percentages of a whole, and represent percentages at a set point in time. Unlike bar graphs and line graphs, pie charts do not show changes over time. […]

The Title

The title offers a short explanation of what is in your graph. This helps the reader identify what they are about to look at. It can be creative or simple as long as it tells what is in the chart. The title of this chart tells the reader that the graph contains information about how money is spent for public education for the average student.

The Legend

The legend tells what each slice represents. Just like on a map, the legend helps the reader understand what they are looking at. This legend tells us that the green slice represents money spent on instruction, the blue slice represents money spent on support services, and the orange slice represents money spent on non-instruction activities.

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The Source

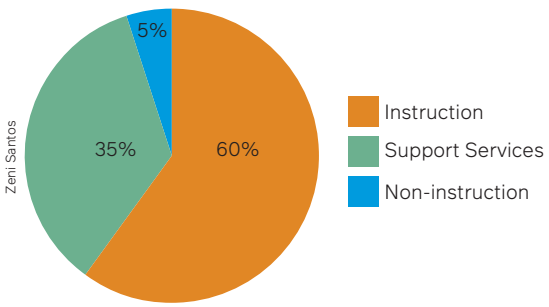
The source explains where you found the information that is in your graph. It is important to give credit to those who collected your data! In this graph, the source tells us that we found our information from the NCES Common Core of Data.

The Data

The most important part of your chart is the information, or data, it contains. Pie charts represent data as part of 100 (a percentage). Each slice represents a different piece of data.

[...]

The cost of an education: breakdown of average cost per student expenditures (in dollars) for public education



Source: NCES Common Core Data (CCD) 2002-03.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS. *Graphing Tutorial*. [*S. l., n. d.*] Available at: https://nces.ed.gov/nceskids/pdf/graph_tutorial.pdf. Accessed on: March 15, 2020.

While reading

1. Copy the chart in your notebook and put the words and expressions from the box in the correct column.

where information is from	100%	creative	collect data
short explanation	understand	representation	main information

What are the characteristics of a title?	What is a legend?	Source	Data
short explanation / creative	representation / understand	collect data / where information is from	main information / 100%

2. Read the text carefully and choose the best answer.

a) The title of a graph can be...
- creative and long.
- creative and simple. X

b) The legend is used...
- with information from a map.
- to help the reader understand the information. X

c) The source brings information...
- about the legend.
- about the people that collected the data. X

d) The data...
- is the most important information in a graph. X
- brings information about the source.

3. Where can you find the information below? In the **T** (title), **L** (legend), **S** (source) or **D** (data)?

a) Slices represent different information. D

b) This tells the reader what the graph is about. T

c) This pa[illegible] T

d) Credit to [illegible]here. S

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4. Find the following information on the text and write it in your notebook:

a) two other kinds of graphs. Bar graphs and line graphs.

b) the opposite of private education. Public education.

c) three colors. Green, blue, orange.

d) the source of the information. NCES Common Core of Data.

Post-reading

1. Which kind of literacy is presented in the text?

a) Visual literacy. X

b) News literacy.

c) Digital literacy.

2. What elements in the text helped you answer the questions on page 64?

a) The content in the text.

b) The image. X

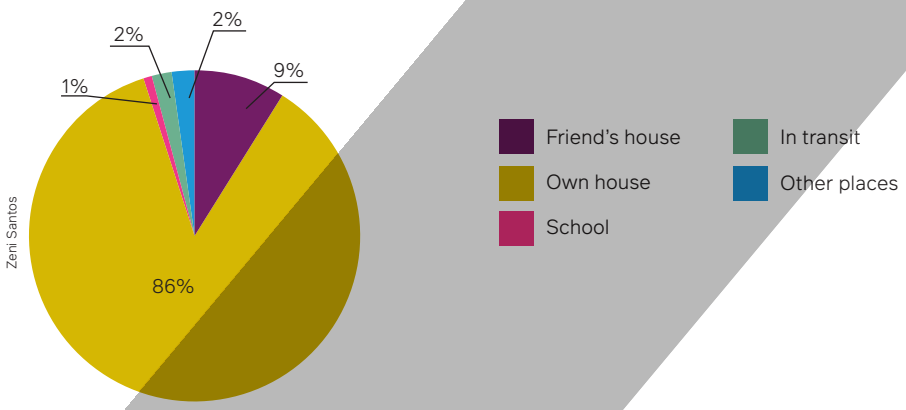
c) Both the text and the image.

3. Do you prefer to see information in charts instead of paragraphs? Why? Personal answers.

Words in images

1. Look at the graph. Where do students usually access the internet? At home.
2. If 11,000 students have access to the internet, how many students access it at school? 110 students.
3. Is there internet access in your school? How do you use it? Personal answers.
4. Why do you think students don't access the internet at school? Personal answer.

Brazilian students main location for internet access in 2018



Source: Tic Educação (2018). Available at: http://data.cetic.br/cetic/explore?idPesquisa=TIC_EDU&idUnidadeAnalise=Aluno&ano=2018. Accessed on: April 11, 2020.

Reading strategies

Scanning

When you **scan** a text, you read it quickly to find specific information. Imagine your eyes are like a radar and use your finger to go over the words very fast over a page.

If you find an important word or phrase, stop. Then read carefully the information you were looking for. As an example: if you need to check a date or a name, go over the text and stop when you see a number or a capital letter.

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1. Scan the extracts below and write the information in your notebook.

a)

[…] The percentage of children ages 3 to 18 using the Internet from home was generally higher for children in higher income families. In 2017, about 73 percent of children with family incomes of $100,000 or more and 70 percent of children with family incomes of $75,000 to $99,999 used the Internet from home, compared with 49 percent of children with family incomes of $10,000 to $19,999 and 45 percent of children with family incomes of less than $10,000. […]

NATIONAL CENTER FOR EDUCATION STATISTICS. *Children's Access to and Use of the Internet*. [*S. l.*], May 2020. Available at: https://nces.ed.gov/programs/coe/indicator_cch.asp. Accessed on: June 15, 2020.

- A group age. 3 to 18.
- A year. 2017.
- Percentage of children using the computer from home. 73% and 70%.

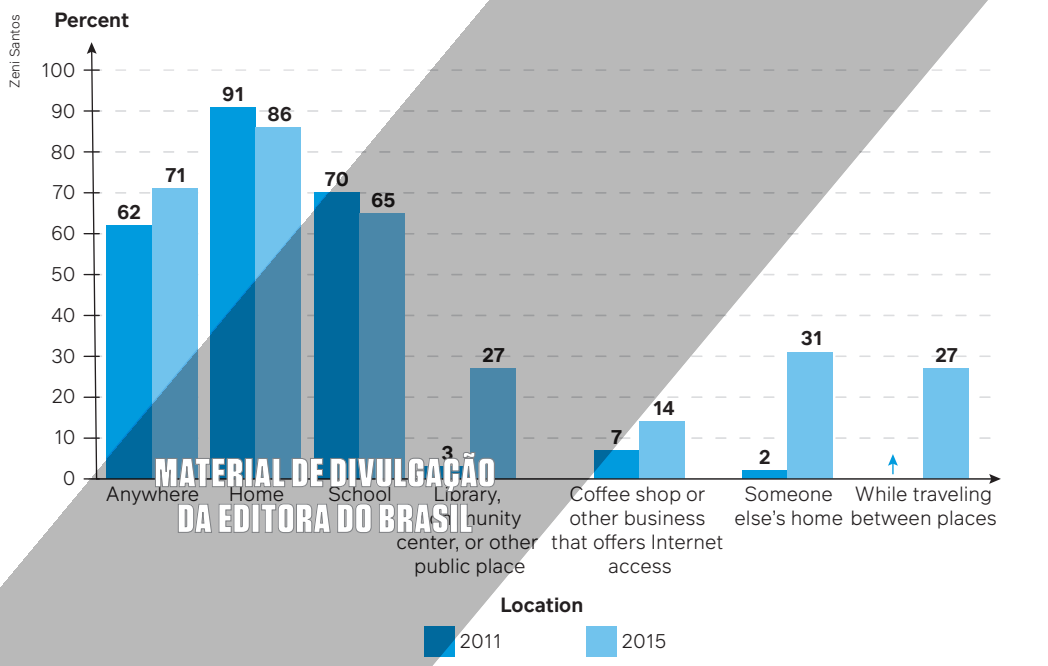
b)

> […] Survey findings are complemented by insights from a series of online and in-person focus groups with middle and high school teachers and students in grades 9-12, conducted between November, 2011 and February, 2012. […]
>
> KRISTEN, Purcell *et al*. How Teens Do Research in the Digital World. *In:* PEW RESEARCH CENTER, Washington, November 1, 2012. Available at: www.pewresearch.org/internet/2012/11/01/how-teens-do-research-in-the-digital-world/. Accessed on: March 15, 2020.

- Two months of the year. February, November.
- School grades. 9 to 12.
- One occupation. Teacher.

2. Scan the chart below and find the information.

Percentage of children ages 3 to 18 who use the Internet anywhere, and among children who use the Internet anywhere, percentage using it in various locations: 2011 and 2015 (U.S.)



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Source: NCES. Available at: https://nces.ed.gov/pubs2017/2017098/ind_03.asp. Accessed on: April 11, 2020.

a) Where do kids in the U.S. access the internet the most? At home.

b) Where do kids in the U.S. access the internet the least? While traveling between places.

c) What's the difference between kids in Brazil and in the U.S.? Write a list in your notebook. Personal answer.

3. Use the list you built in the previous exercise and work with a classmate. How would a graph look like with the information about Brazilian kids?

4. Imagine you need to present a graph with internet use in Brazil. How would the graph look like? Work with a partner and research information about how teens use the internet. Draw a graph and show it to your classmates.

5. How different are the graphs you created for exercises 4 and 5? Is the use of internet by teens the same as by the 20-30-year-olds?

Language in action

1. The sentences below are from the text on page 64. Read the alternatives and answer **true** or **false**.

> Each slice represents **a** different piece of data.
> The most important part of your chart is **the** information, or data, it contains.

a) The article "a" means "one". True

b) The article "a" is related to the singular. True

c) The article "a" is related to specific information. False

d) The article "the" is related to general information. False

e) The article "the" can be used in the singular and in the plural. True

2. Read these examples. Then go back to exercise 1 and correct your answers.

Definite articles	Indefinite articles
I had **the** most interesting media teacher in college. **The** students in my class like to learn about news literacy.	That girl is **a** media literacy expert. He's **an** incredible digital citizenship teacher.

3. Read the quotes and write in your notebook the best option.

- When people talk to me about ..... digital divide, I think of it not so much about who has access to what technology as about who knows how to create and express themselves in ..... new language of the screen. If students aren't taught ..... language of sound and images, shouldn't they be considered as illiterate as if they left college without being able to read and write? (George Lucas, filmmaker)

a) the / a / the

b) the / the / the X

c) an / a / a

d) the / a / an

- Media literacy is concerned with helping students develop ..... informal and critical understanding of ..... nature of mass media, ... techniques used by them, and ..... impact of these techniques. More specifically, it is education that aims to increase ..... students' understanding and enjoyment of how [illegible] produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with ..... ability to create media products. (Ontario Ministry of Education, 1997)

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a) an / the / the / the / a / the / an

b) the / a / a / the / an / the / a

c) a / the / a / a / the / an / the

d) an / the / the / the / the / the / the X

- Media literacy courses can give young people ..... power to recognize ..... difference between entertainment, television that is just bad and ..... information they need to make good decisions. What they need is "..... clear awareness of how ..... media influences, shapes and defines their lives. (Richard Riley, US Secretary of Education, December 13, 1995)

a) a / the / the / a / an

b) the / a / the / an / the

c) the / the / the / a / the X

d) an / the / the / an / a

BAKER, Frank. *Media Literacy Definitions & Quotes*. [*S. l., n. d.*] Available at: https://frankwbaker.com/Media_Lit_Quotes.html/. Accessed on: March 15, 2020.

4. Read these excerpts from the texts on pages 62 and 64.

[...] Become a smart consumer of products and information. [...]
From celebrity gossip to magazine covers to memes, media is telling us something [...]

WHAT is Media Literacy and Why is it Important. *In*: COMMON SENSE MEDIA. [*S. l., n. d.*] Available at: www.commonsensemedia.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important. Accessed on: March 15, 2020.

[...]
This legend tells us that the green slice represents money spent on instruction, the blue slice represents money spent on support services, and the orange slice represents money spent on non-instruction activities. [...]

NATIONAL CENTER FOR EDUCATIONAL STATISTICS. *Graphing Tutorial*. [*S. l., n. d.*] Available at: https://nces.ed.gov/nceskids/pdf/graph_tutorial.pdf. Accessed on: March 15, 2020.

a) Write the underlined words in your notebook.
b) Now divide them into countable and uncountable nouns.
c) Did you find any of those words difficult to categorize? Why? Personal answers.

4.b) Countable: products, magazine covers, memes, legend, slice, instruction, services, activities.
Uncountable: information, celebrity gossip, money.

Did you know that some words, like gossip, can be both countable and uncountable? Look at the examples:

- My uncle Michael was a great gossip. (Countable)
- I never read celebrity gossip. (Uncountable)

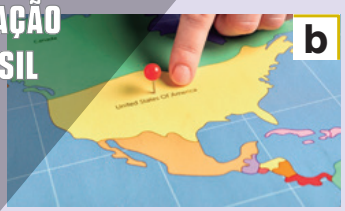
5. Look at the examples below and write a rule for countable nouns in your notebook. Personal answer.

Countable	Uncountable
Apple – 2 apples Computer – 2 computers A bar of chocolate – 2 bars of chocolate	Information Internet Chocolate

6. Read the sentences about the images and choose the correct article to complete them.

Prostock-Studio/iStock.com

Boy and girl on school corridor.



Africa Studio/Shutterstock.com

U. S. map.

Monkey Business Images/ Shutterstock.com

Computer class.

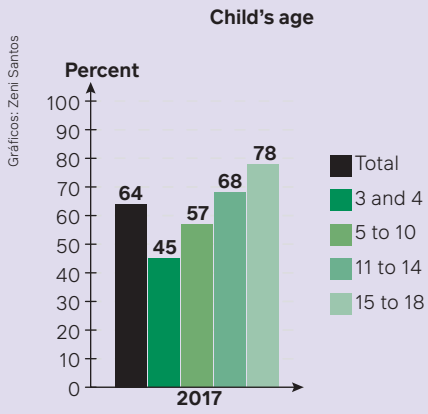
fizkes/Shutterstock.com

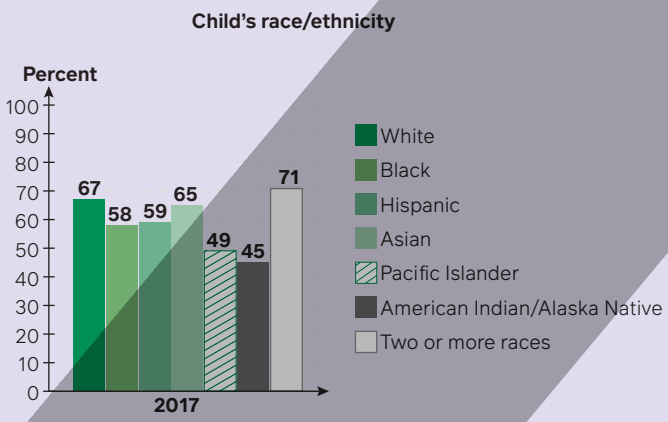
Two friends.

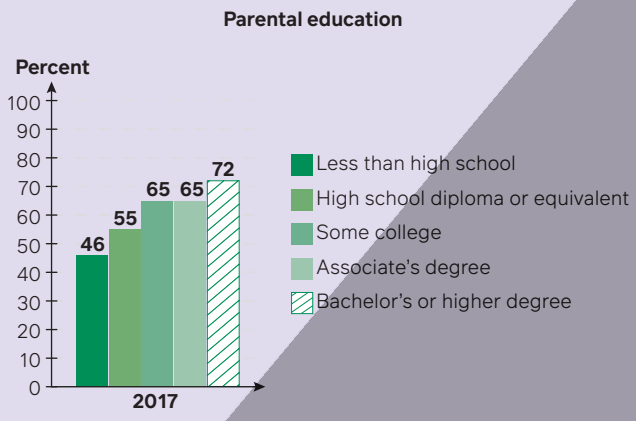
a) ..... boy and ..... girl are students in my news literacy class. The / the
b) Is ..... United States the country with more computers in ..... school? the / a
c) I met ..... teacher at school that was ..... digital citizen. a / a
d) Daphne is ..... best friend I have. She told me all about news literacy. the

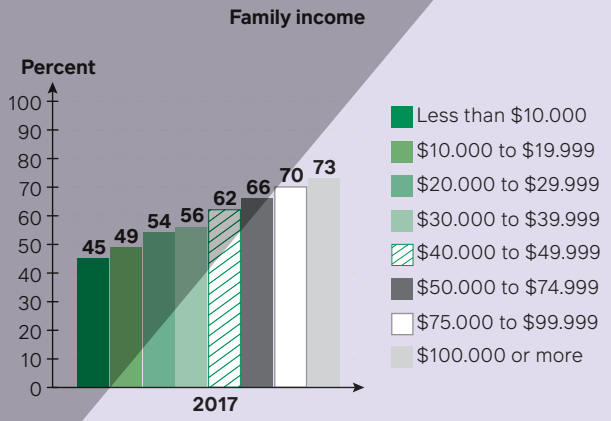
7. Analyze the information in the graphs. Complete the sentences with the correct article.

Gráficos: Zeni Santos









KRISTEN, Purcell *et al.* How Teens Do Research in the Digital World. *In*: PEW RESEARCH CENTER, Washington, November 1, 2012. Available at: www.pewresearch.org/internet/2012/11/01/how-teens-do-research-in-the-digital-world/. Accessed on: March 15, 2020.

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a) ..... White race access to internet is higher than ..... Hispanic. The / the

b) ..... Asian student accesses the internet more than ..... American Indian. An / an

c) ..... kid with ..... parent that has some college education accesses ..... internet more than ..... kid with ..... parent that has ..... high school diploma. A / a / the / a / a / a

8. Choose the best option to complete the conversation.

Lou: We have a / a test next week. And I can't understand an / the equations.

Jessy: Right.

Lou: Do you have a / the mock tests from last class?

Jessy: Yep.

Lou: Can you lend me some? I really need to practice, or I'll fail a / the test.

Jessy: But the / an answers are on a / the test already...

Lou: Do you have the / a version without the / an answers?

Jessy: No, sorry man, I don't...

Lou: That's ok. The one with an / the answers is fine.

Jessy: Ok!

Listening

New Africa/Shutterstock.com

Boy using a laptop.

1. Look at the image and answer the questions. What kind of literacy is depicted in the image?
   a) News literacy.
   b) Digital literacy. X
   c) Information literacy.
2. What does "citizenship" mean to you? Look up in the dictionary and check your answer. Personal answer.
3. You're going to listen to Mel presenting a course about digital citizenship to new students. First, choose the words you think will appear in her talk. Personal answer.

person	country	friends	technology	communicate	creativity	online
society	content	images	texts	negative	positive	
students	teachers	concept	internet	safety	cyberbullying	

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4. Listen and check your answers. Audio 04
5. Listen again and put the sentences in order. Audio 04
   - A digital citizen is confident about technology. 4
   - A digital citizen has the knowledge to use digital technologies. 1
   - A digital citizen creates and consumes digital content. 3
   - A digital citizen is positive about technology. 5
   - A digital citizen uses technology to participate in society. 2
6. Choose the best word to complete part of Mel's speech.
   opportunity / literacy / safety / behave / avoid / online / creativity

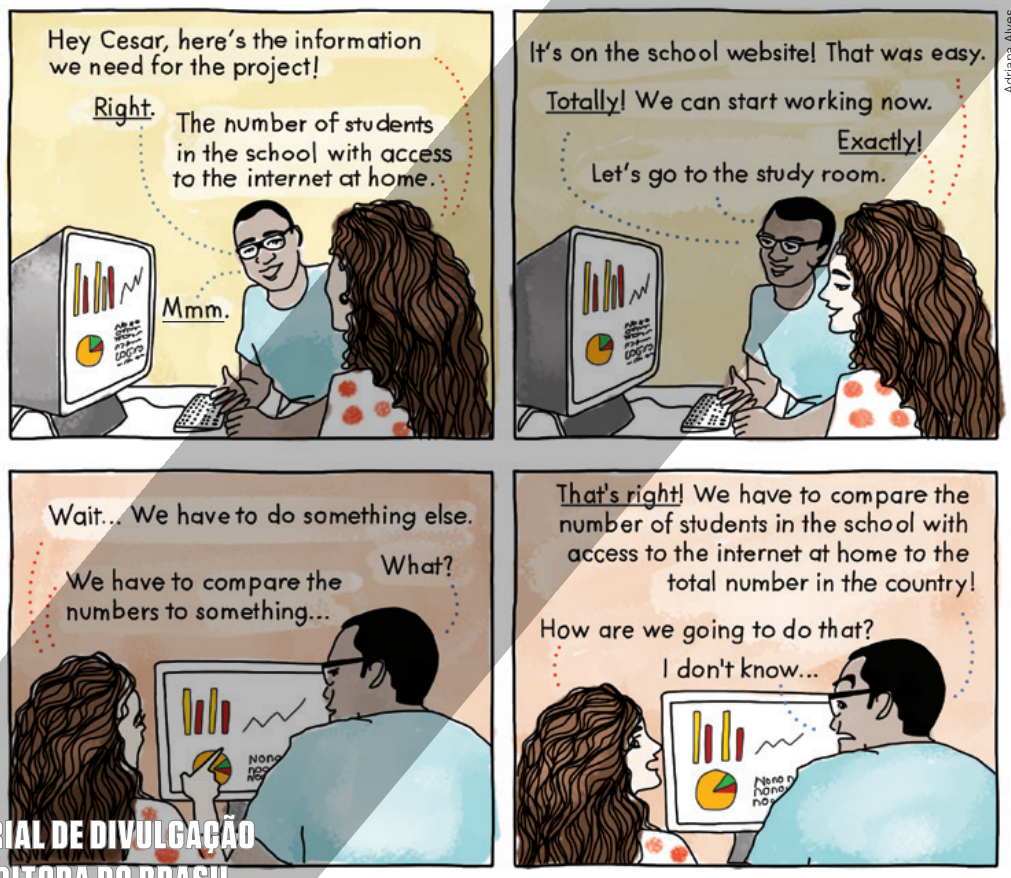
behave	online	literacy	avoid	creativity	opportunity	safety

If you are confident and positive about using digital technology, this is the right course for you. You'll have the ..... to better understand what digital and information ..... is; you'll learn about internet ....., privacy and security. You'll learn how to ..... online and detect and ..... cyberbullying. More than that, you'll learn about ..... relationship and etiquette. And you'll develop your ..... more than ever. Any questions?

7. Now listen and check your answers. Audio 04
8. Do you consider yourself a digital citizen? Why or why not? Give examples. Personal answers.

Speaking

1. Look at the images and choose the best alternative.
   a) They're worried about the news.
   b) They're sad about the news.
   c) They're interested in the news. X
2. Now read the conversation and check your answer.



Adriana Alves

MATERIAL DE DIVULGAÇÃO
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3. What do the underlined words express?
   a) Disagreement.
   b) Interest. X
   c) Descriptions.
4. Say the expressions with the teacher.

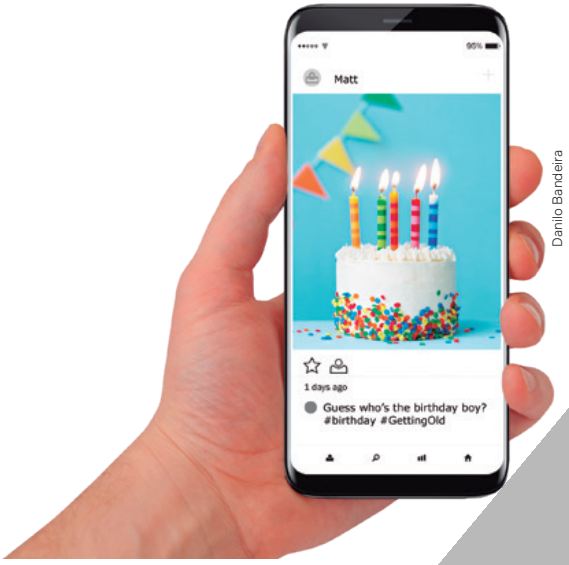
Right.	Totally!
Mmm.	Exactly!
That's right!	

NOW YOU!

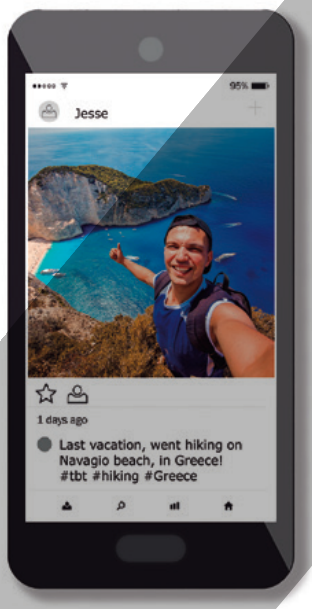
Work with a classmate and create a similar conversation. Make sure you use the correct intonation.

5. Answer the girl's question: Where can you find the number of students with access to the internet at home in your country? Talk to a classmate. Personal answer.

Writing



Danilo Bandeira



Soikina Kateryna/Shuttestock.com e Egor Tetiushev/
Shuttestock.com/Danilo Bandeira

1. Read the texts on the images and answer **true** or **false**.

a) Both texts are photo captions. True.

b) The texts give long and detailed information. False.

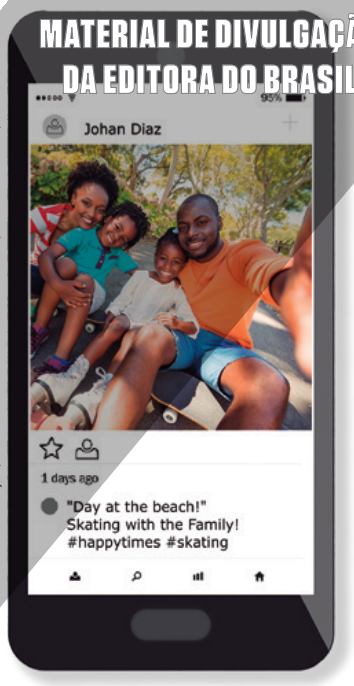
c) The language used is conversational and simple. True.

d) The main people are not identified in the captions. False.

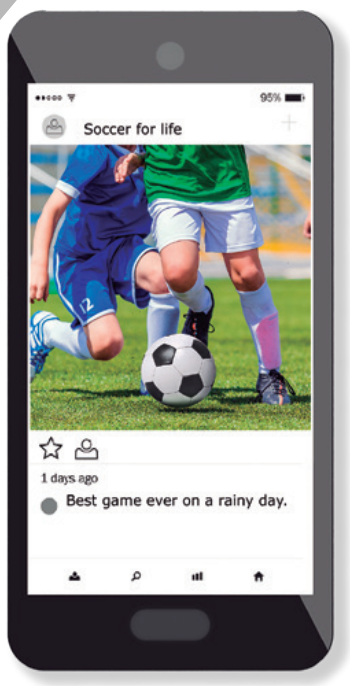
e) The information is in the present. True.

f) The tone of the texts match the images. True.

2. Based on the information from exercise 1, correct in your notebook the captions of the photographs below.



Soikina Kateryna/Shuttestock.com e wavebreakmedia/Shuttestock.com/Danilo Bandeira



Soikina Kateryna/Shuttestock.com e matimix/Shuttestock.com/Danilo Bandeira

oneinchpunch/Shuttestock.com e Soikina Kateryna/Shuttestock.com/Danilo Bandeira

Soikina Kateryna/Shuttestock.com e paulaphoto/Shuttestock.com/Danilo Bandeira

3. Now look at the images below and write down in your notebook some key words to describe them. Personal answer.

illpaxphotomatic/Shutterstock.com

oneinchpunch/Shutterstock.com

Those key words can become hashtags later, if you like to post your pictures on social networks.

4. Read the information in exercise 1 and write the first draft of your photo caption.

5. Work with a classmate and read each other's captions. Go back to exercise 1 and check if the characteristics are present in the caption. Suggest changes if necessary.

6. Write the final text of your photo caption. Personal answers.

NOTE

Always check the facts before writing a photo caption. Information must be interesting, true and accurate.

LESSON B

Media and diseases

Before reading

1. Do you know what a virus is and how people get infected by it? Personal answer.
2. Scan the text and find the following.
   a) The theme. Virus.
   b) The author. Lotti Tajouri.
   c) The name of a planet. Earth.
3. Where can you find this kind of text? Check all the possible alternatives.
   a) Online magazine.
   b) Printed newspaper.
   c) Scientific report. X
   d) News article online. X
   e) Printed scientific magazine.
4. What kind of literacy do you think this text gives you?
   a) News literacy. X
   b) Digital literacy.
   c) Financial literacy.
   d) Social literacy.

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 5 e 10, as competências específicas de Linguagens 1 e 3, além das habilidades EM13LGG102, EM13LGG103, EM13LGG105, EM13LGG302 e EM13LGG305.

What is a virus? How do they spread? How do they make us sick?

Lotti Tajouri

Viruses [illegible] entities on Earth. Experts estimate there are around 10,000,000,000,000,000,000,000,000,000,000 of them, and if they were all lined up they would stretch from [illegible] er.

[...]

While the great majority are harmless to humans, some can make you sick and some can even be deadly.

[...]

Viruses are like predators with a specific prey they can recognise and attack. Viruses that do not recognise our cells will be harmless, and some others will infect us but will have no consequences for our health.

[...]

Once a person is infected with a virus, their body becomes a reservoir of virus particles which can be released in bodily fluids – such as by coughing and sneezing – or by shedding skin or in some cases even touching surfaces.

The virus particles may then either end up on a new potential host or an inanimate object. These contaminated objects are known as fomites, and can play an important role in the spread of disease. [...]

TAJOURI, Lotti. What is a Virus? How do They Spread? How do They Make us Sick? *Canberra Times*, Canberra, March 16, 2020. Available at: www.canberratimes.com.au/story/6679768/what-is-a-virus-how-do-they-spread-how-do-they-make-us-sick. Accessed on: May 15, 2020.

MATERIAL DE DIVULGAÇÃO DA EDITORA DO BRASIL

While reading

1. Read the first paragraph of the text on page 75. Which image better represents it?
Personal answer.

Ilustrações: Rodrigo Arraya

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

2. What is a virus? Viruses are the most common biological entities on Earth.

How do they spread? Once a person is infected with a virus, their body becomes a reservoir of virus particles which can be released in bodily fluids.

How do they make us sick? Not in this fragment of the text.

2. Which information in the text to answer the questions in the title on page 75? Write them in your notebook.

3. Choose the best option to complete the sentences.

a) Some viruses can be harmless but others...
- are too.
- can make you sick. X

b) Some viruses can...
- cause death. X
- make you feel good.

c) One person that is infected...
- can infect other people through body fluids. X
- can infect other people by attacking them.

d) Virus particles can...
- cough or sneeze.
- become a new potential host. X

4. Match each paragraph with its main idea.
- How viruses act in the human body. 4
- The number of existing virus. 1
- What a virus is. 3
- What fomites are. 5
- What viruses can cause. 2

5. Correct the sentences according to the text.
   a) Viruses are the most common physical entities on the planet. Viruses are the most common biological entities on the planet.
   b) All viruses can make people sick. Some viruses can make people sick.
   c) Virus particles can be spread by touching people. Virus particles can be spread by sneezing and coughing.
   d) Fomites cannot spread the disease. cannot / can.

Post-reading

1. Do you think the text gave useful information about viruses? Why/Why not? Personal answers.
2. Which viruses have you heard of? Work in groups. Make a list of names, symptoms, treatment and how common/rare they are. Personal answer.
3. Change groups and compare your lists. Did you learn anything new about viruses? Personal answer.

Words in images

1. Match the words to their meaning.
   a) pandemic
   b) epidemic
   - An infectious disease affecting a community at a particular time. b
   - A disease affecting people over geographical areas. a
2. Think about the last pandemic or epidemic you witnessed. What happened? Personal answer.
3. What can people and governments do to avoid a pandemic? Personal answer.

Anson_shutterstock/Shutterstock.com

People walking on the street and wearing mask to protect corona virus spread in air, Hong Kong, 2019.

Reading strategies

1. Scan the text on page 75 and choose the correct option.

a) The majority / minority of viruses are harmless to humans.

b) Viruses are the most / most least common biological being on Earth.

c) Viruses are like predators with a specific / non-specific prey.

d) Spots contaminated with viruses are known as fomites / surfaces.

2. Scan the extracts below and answer the questions.

a) [...] From 1346 to 1353 an outbreak of the Plague ravaged Europe, Africa, and Asia, with an estimated death toll between 75 and 200 million people. Thought to have originated in Asia, the Plague most likely jumped continents via the fleas living on the rats that so frequently lived aboard merchant ships. Ports being major urban centers at the time, were the perfect breeding ground for the rats and fleas, and thus the insidious bacterium flourished, devastating three continents in its wake. [...]

OUTBREAK: 10 of the Worst Pandemic in History. *In*: MPH ONLINE. [*S. l., n. d.*] Available at: www.mphonline.org/worst-pandemics-in-history/. Accessed on: March 15, 2020.

- How many people died during the Plague? Between 75 and 200 million people.
- How many continents were affected? Three continents.

b) [...] An epidemic of SARS affected 26 countries and resulted in more than 8000 cases in 2003. Since then, a small number of cases have occurred as a result of laboratory accidents or, possibly, through animal-to-human transmission (Guangdong, China). [...]

WORLD HEALTH ORGANIZATION. *SARS* (*Severe Acute Respiratory Syndrome*). Geneva, [*n. d.*]. Available at: www.who.int/ith/diseases/sars/en/. Accessed on: March 15, 2020.

- How many countries were affected by SARS? 26 countries.
- What Chinese city is mentioned in the text? Guangdong.

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

3. Find the following information in the extracts below.

a) One symptom of cholera watery diarrhea. Severe dehydration.

b) One disease transmitted by a mosquito bite Chikungunya. Dengue.

[...] Cholera is an extremely serious disease that can cause severe acute watery diarrhea with severe dehydration. It takes between 12 hours and 5 days for a person to show symptoms after consuming contaminated food or water. [...]

WORLD HEALTH ORGANIZATION. *CHORELA*. Geneva, [*n. d.*]. Available at: www.who.int/health-topics/cholera#tab=tab_1. Accessed on: March 15, 2020.

[...] Chikungunya is transmitted to humans by the bites of infected female mosquitoes. Most commonly, the mosquitoes involved are *Aedes aegypti* and *Aedes albopictus*. These two species can also transmit other mosquito-borne viruses, including dengue. [...]

WORLD HEALTH ORGANIZATION. *CHIKUNGUNYA*. Geneva, [*n. d.*]. Available at: www.who.int/health-topics/chikungunya/#tab=tab_1. Accessed on: March 15, 2020.

Language in action

1. Read the sentence below and choose the correct answer.

Experts estimate there are around 10,000,000,000,000,000,000,000,000,000,000 of them...

a) The sentence is in the present / past.

b) The sentence is in the singular / plural.

c) The sentence means that something exists / something belongs to someone.

2. Study other sentences.

There is / isn't / much	There are / aren't / many
There is a lot of information about the pandemic on the internet. There isn't much we can do for people that don't follow the recommendations.	There are many people with influenza all over the world. There aren't covid-19 test kits available in my city.

3. Read the extracts below and choose the best option.

DAE

WORLD

An influenza pandemic is a global epidemic caused by a new influenza virus to which ..... little or no pre-existing immunity in the human population. [...]

WORLD HEALTH ORGANIZATION. *Pandemic Influenza*. Geneva, [*n. d.*]. Available at: www.euro.who.int/en/health-topics/communicable-diseases/influenza/pandemic-influenza. Accessed on: March 15, 2020.

[...] ..... 2 main types of seasonal influenza viruses that cause illness in humans: type A and type B. [...]

WORLD HEALTH ORGANIZATION. *Seasonal Influenza*. Geneva, [*n. d.*]. Available at: www.euro.who.int/en/health-topics/communicable-diseases/influenza/seasonal-influenza. Accessed on: March 15, 2020.

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

... will use the year-long theme to shine a spotlight on the extensive ... nurses and midwives. [...]

WORLD HEALTH ORGANIZATION. *The Year Ahead: Key Events Across The WHO European Region in 2020*. Geneva, [*n. d.*]. Available at: www.euro.who.int/en/health-topics/communicable-diseases/influenza/news/news/2020/01/the-year-ahead-key-events-across-the-who-european-region-in-2020/. Accessed on: March 15, 2020.

In recent months, the proportion of viruses in 1 antigenically distinct group has increased in ..... countries. [...]

WORLD HEALTH ORGANIZATION. *Who Releases Recommendations For the 2019-2020 Northern Hemisphere Seasonal Influenza Vaccine*. Geneva, [*n. d.*]. Available at: www.euro.who.int/en/health-topics/communicable-diseases/influenza/news/news/2019/3/who-releases-recommendations-for-the-20192020-northern-hemisphere-seasonal-influenza-vaccine. Accessed on: March 15, 2020.

a) there are / There is / Many / much

b) there is / There is / Much / many

c) there are / There are / Much / much

d) there is / There are / Many / many x

4. Complete the sentences with **there is** or **there are**.
   a) ..... a lot of things you can do when in quarantine. There are
   b) ..... many people panic buying because of the new influenza. There are
   c) ..... a new medicine to help people with lung problems. There is
   d) ..... some information about the isolation period. There is
   e) ..... doctors and nurses working for more than 24 hours without a rest. There are

5. What prepositions are used with places? Match the two parts of the sentences.
   a) Viruses are the most common
   b) Thought to have originated in Asia,
      - the Plague most likely jumped continents... b
      - biological entities on Earth. a

6. Read the sentences below. Copy the diagram in your notebook and complete with the words from the box.

planet	continent	country	city	address	surface	container

Rodrigo Arraya

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

   a) I live in Europe. continent.
   b) There's life on Earth. planet.
   c) I spent the last week in Peru. country.
   d) I visit my cousin in Rio de Janeiro every month. city.
   e) I live on 22 Lisgar Street. address.
   f) I put my backpack on the floor when I get home from school. surface.
   g) My mom keeps her wallet in her bag. container.

7. Complete the extracts with **in**, **on** or **at**.
   a) The information ..... the newspaper about the pandemic is fake news. in
   b) There are contaminated people ..... New York and Miami. in
   c) We saw them ..... the hospital last weekend. at
   d) The face mask boxes are ..... the table. on
   e) There's a care home ..... 98 Main Avenue. on
   f) We had classes about news literacy ..... the new school. at

8. Use the images and the clues to form sentences in your notebook using **in**, **on** or **at**.

Sappasit/Shutterstock.com

plo/Shutterstock.com

Michal Oska/iStockphoto.com

Karin Hildebrand Lau/ Alamy/ Fotoarena

Kumar Sriskandan/Alamy/Fotoarena

Alan Budman/Shutterstock.com

a) syringe / to be / box The syringe is in the box.

b) aunt / to be / hospital / last weekend My aunt was in the hospital last weekend.

c) books / to be / counter The books are on the counter.

d) ambulance / stop / traffic light The ambulance didn't stop at the traffic light.

e) boat / to be / river The boat is on the river.

f) students / to be / university The students are at the university.

9. Unscramble the words to make sentences in your notebook.

a) at home / There are / many / because / pandemic / of the / students.

b) information / There isn't / the new / much / about / epidemic.

c) chair / The / are / on the / in the / kitchen / boxes.

d) hospital / the / I / in / for / the news / two weeks / and / saw / on TV / stayed.

e) a text message / sent / me / about / on the / the news / radio / My sister.

9. a) There are many students at home because of the pandemic.

b) There isn't much information about the new epidemic.

c) The boxes are on the chair in the kitchen.

d) I stayed in the hospital for two weeks and saw the news on TV.

e) My sister sent me a text message about the news on the radio.

Listening

1. Look at the image. Where are these people?

TZIDO SUN/Shutterstock.com

a) In a lecture. X **b)** In a university class. **c)** In an online course.

Audio 05

2. Listen to the professor. What is he talking about?

a) Information literacy. **b)** Digital literacy. **c)** News literacy. X

Audio 05

3. Listen again and check the information that is correct.

a) News literacy checks if the information is true. X

b) The public is responsible for checking facts. X

c) The writer doesn't write what he wants.

d) People have to share information without checking them.

e) Readers must know facts from opinions. X

4. What does the expression "so far, so good" mean?

a) I didn't understand anything.

b) For now, everything is clear. X

c) Can I ask a question?

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

5. Think about the news you read and answer. Personal answers.

a) Did you check the source of the information?

b) Was it a fact or opinion piece of news?

c) Did you share the news with other people? How did they react?

d) Why is it important to check the information of what you read?

Audio 05

6. Now listen to an extract of another lecture. What is it about?

a) Podcast. **b)** Newsroom. X **c)** Literacy.

7. Listen again. Check the correct information about the passage.

a) It's about how to have a successful newsroom. X

b) The speaker gives a lot of messages.

c) She greets the audience. X

d) The speaker talks about her own experience.

e) The audience is from the same city.

8. What is the difference between the two lectures? Discuss with a classmate:

- How the speakers greet their audience. Personal answer.
- What kind of language they use.
- How engaging their speech is.

Speaking

1. Look at the image. What do you think is happening?

SDI Productions/iStockphoto.com

a) The teen is interviewing the doctor. X

b) The doctor is giving information about herself.

c) The teen is asking for directions.

2. Read the interview. Then check your answer.

Alec: Good morning, Doctor Fox. Can I ask you some questions?

Doctor: Sure, go ahead.

Alec: How many patients are there here at the hospital?

Doctor: There are 30 patients. But there are many coming in because of the influenza spread.

Alec: Right. How much time do they usually stay here?

Doctor: It depends on each case.

Alec: And where do they stay?

Doctor: Some are at the ICU. Some stay in a regular room. Some are on the gurneys in the ER.

Alec: We're glad we have you doctors to help us. Keep safe!

Doctor: Thanks Alec.

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At = the ICU In = a regular room On = the gurneys

- Find the prepositions of place in the interview. Which places are they referring to?

3. Say the words and phrases. Pay attention to the pronunciation of the final "e".

- Can I ask you some questions?
- How much time do they usually stay here?
- It depends on each case.
- We're glad we have you doctors to help us.

4. Repeat the conversation.

NOW YOU!

Imagine you're interviewing the school director or the school coordinator. Work with a classmate and create a similar conversation. You may talk about the school teachers, the food options at the cafeteria or even the new foreign students.

LESSON C

Web relationships

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 5 e 10, as competências específicas de Linguagens 1, 3, 4 e 7, além das habilidades EM13LGG103, EM13LGG301, EM13LGG302 e EM13LGG701.

Before reading

1. Look at the picture and read the title of the text. How do they relate?
2. What do you think will be mentioned in the text? Personal answers.

cyberbullying	selfies	online friends	shopping	relationships

3. How much time do you spend on the internet? Personal answer.

WORLD

How is the internet changing the way we behave?

by Mary Aiken
27th March, 2017 at 14:00

Adriana Alves

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

[…] Dr Mary Aiken – a leading expert in forensic cyberpsychology – explores in her new book *The Cyber Effect* how the internet is shaping our perception of the world around us, examining what effect this will have on our children's development, our ability to form new relationships and how much we are willing to share with the world. […]

Making friends in cyberspace

The number of social contacts or "casual friends" with whom an average individual can handle and maintain stable social relationships is around 150, known as Dunbar's number. […]

A child who is active online, and interested in social media, could potentially have thousands of contacts. […] These aren't friends in any real-world sense.

[…] According to Dunbar, if children have grown up spending most of their social time online with thousands of these "friends," they may not get enough real-world experience […]. In other words, spending more time on social media can render children less competent socially, not more.

Me, my selfie and I

In the age of technology, identity appears to be increasingly developed through the gateway of a different self, a less tangible one, a digital creation.

Let's call this "the cyber self", or who you are in a digital context. This is the idealised self, the person you wish to be. […] Each year, as technology becomes a more dominant factor in the lives of teens, the cyber self is what interacts with others, needs a bigger time investment, and has the promise of becoming super popular, or an overnight viral celebrity. The selfie is the frontline cyber self, a highly manipulated artifact that has been created and curated for public consumption.

[…]

The virtual looking glass could be socially isolating, except for one thing. The selfie can't exist in a vacuum. The selfie needs feedback. A cyberpsychologist might say that's the whole point of a selfie. Selfies ask a question of their audience: Like me like this?

[…]

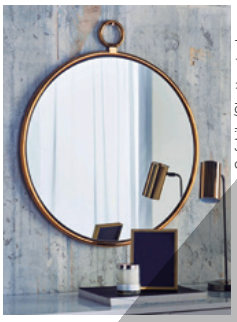
AIKEN, Mary. How Is The Internet Changing The Way We Behave? *In*: SCIENCE FOCUS. Bristol, March 27, 2017. Available at: www.sciencefocus.com/science/how-is-the-internet-changing-the-way-we-behave/. Accessed on: March 22, 2020.

While reading

1. In your notebook, label the images with words from the text. World / Selfie / Looking glass / Celebrity / Friends

NASA/ GSFC/ NOAA/ USGS

Ranta Images/Shutterstock.com


Gaf_Lila/Shutterstock.com

Paul Bradbury/iStock.com

Iryna Inshyna/Shutterstock.com

a) Friends
b) World
c) Celebrity
d) Selfie
e) Looking glass

2. Read the sentences below and choose if they are **true** or **false**. In your notebook, correct the false ones with information from the text.
   a) All the friends you have online are real friends. False. These aren't friends in any real-world sense.
   b) Kids with a lot of friends on social media will be socially competent. False. In other words, spending more time on social media can render children less competent socially, not more.
   c) The cyber-self is the idealized self. True
   d) The selfie is the true identity of a person. False. The selfie is the frontline cyber self.
   e) The selfie is saying: do you like me this way? True

3. Choose the best option.
   a) A looking glass is also called a...
   - lens.
   - mirror. X

   b) The idealized self is...
   - what someone wanted to be. X
   - what someone is.

   c) A viral celebrity is...
   - someone with a virus.
   - someone that became very popular. X

   d) A cyberpsychologist is...
   - a person that is in cyber space.
   - someone that studies the behavior of people in cyber space. X

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

Post-reading

1. Pair up with a classmate and discuss the following questions:
   a) How has your behavior changed with the internet? Personal answer.
   b) Do you think technology also changed relationships? How? Personal answers.
   c) What else do you think will change because of internet? Personal answer.

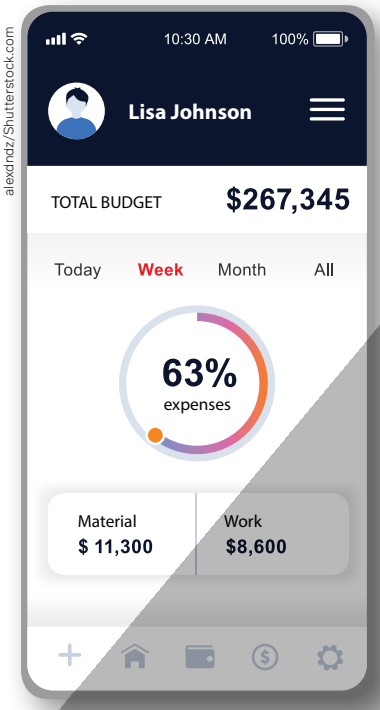
Words in images

1. Have you seen a sign like this before? What's the idea in it? Personal answers.
2. Do you spend more time talking through your electronic devices than face to face? Personal answer.
3. What can you change in your everyday routine to include more time for offline conversations? Personal answer.

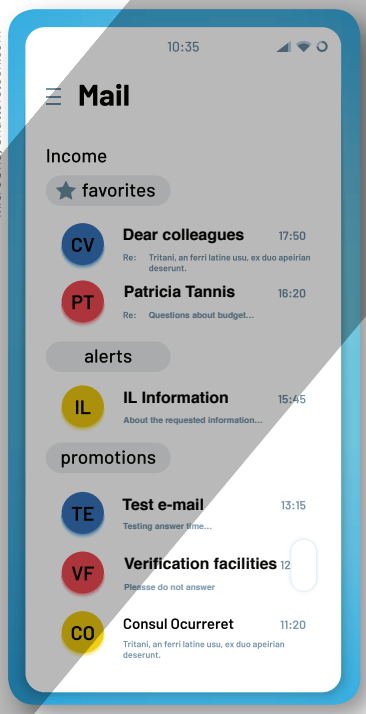
A Sharma/Shutterstock.com

Reading strategies

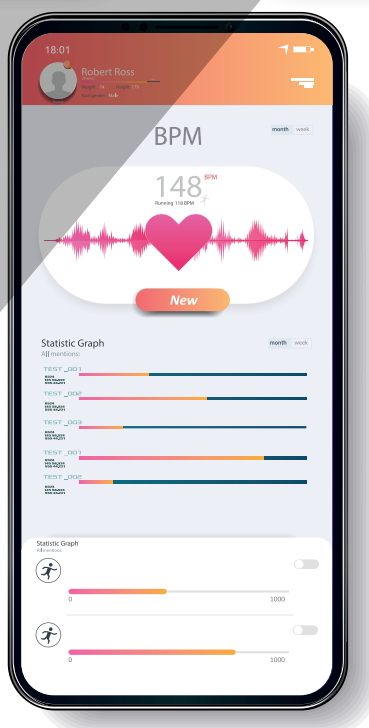
1. Check the apps' screens below and choose the correct answer.



alexdndz/Shutterstock.com



MicroOne/Shutterstock.com



ZinetroN/Shutterstock.com

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

a) Where is the main information located?

I. In a drop-down menu. X

II. In a carrousel.

b) Is there a hidden menu in any of the apps?

I. Yes, there is. X

II. No, there isn't. X

2. In your notebook, write which icons match the words from the box.
home / settings / search / favorite / store / settings

home	**library**	**favorite**
store	**settings**	**search**

milesvork/Shutterstock.com

3. Scan the cellphone screens below and find the information they have.

yoshita/Shutterstock.com

Alexey Boldin/Shutterstock.com

Personal answers. Students will probably recognize the icons for maps and gps, social media, photos, exercise, messages, weather, document, audio and video editors, web browser, clocks, calendars, and others.

Language in action

1. Read this extract from the text on page 84 and choose the best answer.

Dr. Mary Aiken explores in her new book how the internet is shaping our perception of the world around us, examining what effect this will have on our children's development...

a) Dr. Aiken studies the impact of internet in the:

I. past. II. future. X

b) The verb that indicates the future is:

I. explores. II. will have. X

2. Read these two messages posted by Dr. Mary Aiken on a social network and write in your notebook the verbs used in the future form.

Mary Aiken

Mary Aiken

3. Read the sentences and relate them to the uses of **will** and **going to**.

- She will be here soon. 4
- I'll take this cell phone, please. 3
- I think I'll chat with Ian tomorrow. 6
- Don't call James now, he'll be busy. 11
- I'll drive you to school. 1
- OK, I'll go to the market for you. 9
- I promise I won't tell dad about your broken phone. 8
- Will you [illegible]? 7
- I won't give you a new tablet. 10
- I'm going to the mall this afternoon. 5
- The battery is low, I'm not going to call Daisy later today. 2

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

1. To offer to do something.
2. To make predictions about the future with present evidence.
3. For plans made at the time of speaking.
4. To ask for or give information about the near future.
5. To talk about plans made before speaking.
6. To make predictions about the future.
7. To make requests.
8. To promise to do something.
9. To agree to do something.
10. To refuse to do something.
11. To make predictions about the present.

4. Will: 1. To offer to do something. 3. For plans made at the time of speaking. 4. To ask for or give information about the near future. 6. To make predictions about the future. 7. To make requests. 8. To promise to do something. 9. To agree to do something. 10. To refuse to do something. 11. To make predictions about the present.

Going to: 2. To make predictions about the future with present evidence. 5. To talk about plans made before speaking.

4. Now draw a chart in your notebook and categorize the uses for **will** and **going to**.

will	going to

5. Complete the conversations with **will** or **going to**.

Sonya: I think I ⋯⋯ go to school tomorrow. will

Peter: But tomorrow we ⋯⋯ have online classes, remember? are going to

Sonya: Really? This ⋯⋯ be a very different class. is going to

Peter: Sure! I ⋯⋯ be in class but wearing my pajamas! am going to

Sonya: You're funny, Peter.

Claire: ⋯⋯ we ⋯⋯ the new computers today? will / use

Dominic: I'm not sure, I ⋯⋯ ask Mr. Stevens, just a minute. will

Claire: No, don't ask him now, he ⋯⋯ be busy with Grade 9 students. will

Dominic: So I ⋯⋯ ask him when the class is over. will

Claire: Good. ⋯⋯ you ⋯⋯ the tutoring class this afternoon? will / join

Dominic: Sure! I ⋯⋯ help the students in Grade 6 with their computing skills. am going to

Claire: I didn't know that!

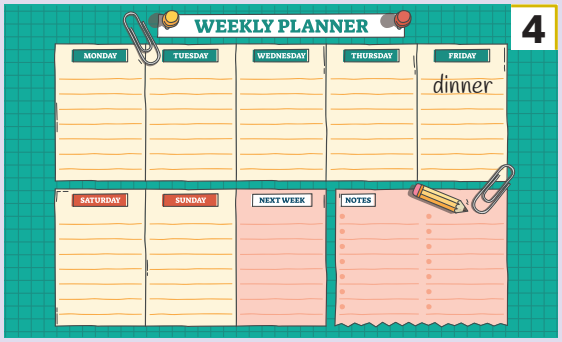
Dominic: I made plans!

6. Match the images to the plans.

skyNext/Shutterstock.com

denozy/iStockphoto.com

Ranta Images/Shutterstock.com



VectorMine/Shutterstock.com

a) I'll take the trash out. 3

b) I'm not going to see any series, the battery is low. 5

c) I'll call my mom now. 1

d) I'm going to have dinner with my parents this Friday. 4

e) I won't have time to clean up my room. 2

GeorgejmclittleShutterstock.com

7. Use the prompts to write sentences in your notebook. Use either **will** or **going to**.

a) buy a new cell phone (offer)

b) have online classes (refuse)

c) bring your tablet to class (request)

d) put on a sweater, it's getting colder (make predictions with present evidence)

e) take some selfies to post on my social media (give information about near future)

f) chat online with my friends this Saturday (talk about plans made before speaking)

7. a) I'll buy you a new cell phone.

b) I won't have online classes.

c) Will you bring your tablet to class?

d) I'm going to put on a sweater, it's getting colder.

e) I'll take some selfies to post on my social media.

f) I'm going to chat online with my friends this Saturday.

8. Complete the movie extracts with the correct verb from the box.

dissolve	be	know	make	be	have

a) "He's going to ..... to go to a special school." – *Forrest Gump* (1994) have

b) "It's going to ..... an hour." – *The Avengers* (2012) be

c) "He'll ..... what to do." – *The Lord of the Rings: The Fellowship of the Ring* (2001) know

d) "He's going to ..... the Senate." – *Gladiator* (2000) dissolve

e) "It's going to ..... amazing." – *The Prestige* (2006) be

f) "When I get out, he'll ..... me rich." – *The Green Mile* (1999) make

9. Look at the image and the prompts and tell a little story. Personal answer.

Freeman Studio/Shutterstock.com

I / take a selfie / social media This photo is going to...

10. Finish the sentences with information about yourself. Personal answers.

a) Next year, I'm going to...

b) This weekend, I'll probably...

c) Tomorrow I'll...

d) In December, we're going to...

e) During vacation, I'll...

Listening

1. Match the expressions to the images. Then write a definition for them.

a) bullet points 2

b) one-to-one 4

c) listener 1

d) audience 3

SpeedKingz/Shutterstock.com

Jojje/Shutterstock.com

sirtravelalot/Shutterstock.com

Monkey Business Images/Shutterstock.com

2. Listen to Laura and number the sentences as you hear them.

Audio 06

a) Improvising gives your words authenticity. 2

b) A podcast is not a blog. 4

c) Listeners will know if you're reading. 1

d) This is a podcast, not a class. 3

3. Listen again and answer the questions.

Audio 06

a) How many reasons does Laura mention? Five.

b) Do you need to read a script in a podcast? No, it's better if you don't.

c) Why is improvising good? It makes the podcast more dynamic.

4. Imagine you're planning a podcast. What would you like to talk about? How would you prepare for the recording? Personal answers.

Speaking

1. Look at the images and decide what the dialog is going to be about. Personal answers.

Monkeybusinessimages/iStockphoto.com

Maskot/Getty Images

2. Read the conversation with the teacher.

Anna: Hey, Oliver, will you help me with the boxes?

Oliver: Where are you going to?

Anna: To the computer lab.

Oliver: Why?

Anna: We're going to change all the computers with laptops.

Oliver: How about using cell phones in class now?

Anna: I'll ask Mr. Hernandez.

Oliver: What about using them at the computer class?

Anna: Good idea. I promise I'll check with him, ok?

Oliver: Great, thanks!

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DA EDITORA DO BRASIL

3. What do the underlined expressions mean? Choose all the possible answers.

a) Asking for information. X
b) Asking for opinion. X
c) Accepting an invitation.
d) Making a suggestion. X
e) Agreeing on something.

4. Now repeat the sentences.

How about using cell phones in class now?

What about using them at the computer class?

5. Repeat the conversation with a classmate.

NOW YOU!

Think about your school and the technological devices it could have. Work with a classmate and create a similar conversation.

Writing

1. Look at the text below. What kind of text is it?
   a) A formal letter.
   b) An article.
   c) An email. X
2. Discuss with a classmate the following questions. Personal answers.
   - Do you write emails?
   - How often do you send emails? And do you usually receive emails?
   - Who do you send emails to?
   - Do you subscribe to receive news on your email?
3. Read the text and answer the questions.

DAE

Message received

TO: chrism_nigel@me.com
FROM: cici_bb@ia.co
SUBJECT: We're going to meet!

Hey, Chris

We're going to meet! I'll talk to my father now to check the trip details, but I'm going to arrive in Miami next Sunday. Will you pick me up at the airport?

I'm going to bring you some goodies from my country. I'll ask my mom to cook some of my favorite!

I'm going to go to school with you, I guess. Will you introduce me to your friends? Will they like me? Oh, so many questions!

Please write me back as soon as possible! I'll be waiting!

XX

Cici

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   a) How does Cici greet Chris? Hey
   b) How does she say goodbye? XX
   c) What kind of information does she include in each paragraph?

3. c) Paragraph 1: giving news.
Paragraph 2: giving personal information.
Paragraph 3: asking questions.

4. How do you write your emails? Think of the last email you wrote and compare it to Cici's email. How similar/different are they? Personal answers.
5. You're going to write an email to a friend, telling him/her what you are going to do together. Make a list of activities.
6. Write your first draft and make sure you're using **will** and **going to** correctly. If necessary, go back to the chart on page 88.
7. Work with a partner and read each other's emails. Suggest changes if necessary.
8. Write the final version of your text.

NOTE

In informal emails, the contracted forms of verbs are usually used. Check the use of greetings and goodbyes as well. Do you know what "XX" means? XX means kisses.

LESSON

D The fake news threat

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 5 e 10, as competências específicas de Linguagens 4, 6 e 7, além das habilidades EM13LGG604 e EM13LGG702.

Read and answer

1. Look at the ad below. What is the campaign about? Fake news.

- Do you agree with the slogan? Personal answers.
- Why / Why not? Talk to a classmate.

Chris Jung/NurPhoto/AFP

Passengers using a smartphone while waiting for a MRT (Mass Rapid Transit) in front of the advertisement "SHARING A LIE MAKES YOU A LIAR" at a MRT station in Kuala Lumpur, Malaysia, on March 26, 2018.

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2. Look at the post below. How do we know this quote is not real? The author of the sentence died [illegible] invented.

- Do you think it is always easy to debunk fake news?
- Why / Why not? Personal answers.

Canadian Journalism Foundation

Source: "Meme". John A. Macdonald (1815-1891) was a Canadian lawyer and politician.

3. Read the texts below and complete them with the words from the box.

exclamation	information	reporting	judgement	critical (2x)
source	incorrect	old	shocking	

What can we do about False Information?

[...]

The vast amount of information available online and rise in fake news highlights the need for ..... thinking. Children need to develop ..... thinking from an early age. This is a key skill for young people to develop as they enter into third level education and prepare themselves for the workplace. critical / critical

How to spot False ..... ? Information

There are a number of things to watch out for when evaluating content online.

Take a closer look

Check the ..... of the story, do you recognise the website? Is it a credible/reliable source? If you are unfamiliar with the site, look in the about section or find out more information about the author. source

Look beyond the headline

Check the entire article, many fake news stories use sensationalist or ..... language to grab attention. Often the headlines of fake new stories are in all caps and use ..... points. shocking / exclamation

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Check other sources

Are other reputable news/media outlets ..... on the story? Are there any sources in the story? If so, check they are reliable or if they even exist! reporting

Check the facts

Stories with false information often contain ..... dates or altered timelines. It is also a good idea to check when the article was published, is it current or an ..... news story? incorrect / old

Explained: What is False Information (Fake News)? *In*: WEBWISE. [*S. l., n. d.*]. Available at: www.webwise.ie/teachers/what-is-fake-news/. Accessed on: March 27, 2020.

Compare and conclude

1. Read the cartoons. Which one presents an irony? Which one presents a comparison? Explain your answers. The first cartoon presents a comparison and the second presents an irony

a

Adriana Alves

b

Berger & Wyse

2. Read the information on the table below and answer the questions.

I Worry About What Is Real and What Is Fake on the Internet *

"Agree" vs "Disagree", Internet users**, by country, 2017

Country	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
USA	53%	23%	10%	9%
Brazil	71%	21%	4%	3%
France	28%	28%	6%	6%
Germany	14%	33%	33%	18%
Kenya	50%	35%	11%	5%
China	36%	45%	14%	5%
Australia	51%	24%	14%	8%
Global average	45%	33%	13%	7%

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*"Don't know" / "not answered" answers not listed.
**Asked of those who said they used the internet in the past six months.

Source: I WORRY About What Is Real and What Is Fake on the Internet. *In*: GLOBESCAN. September 21, 2017. Available at: https://globescan.com/tag/bbc-world-service-survey/. Accessed on: July 14, 2020.

a) Look at the two first columns on the table. What are the three countries most concerned about fake news? Brazil, France, and Kenya.

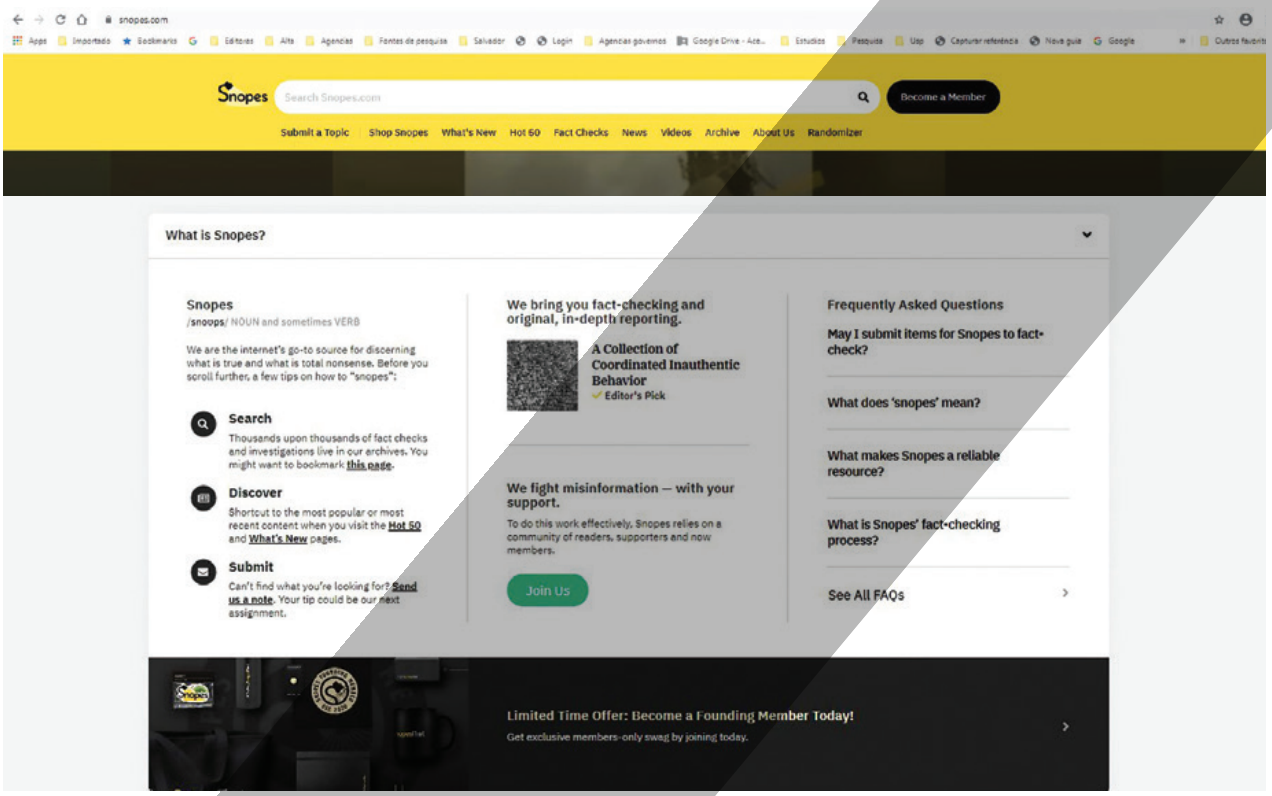
b) Why do you think Germany is not worried about the problem? Personal answers.

c) Other than Germany, what do the other countries have in common? All the countries, except Germany, show concern about false information on the internet.

d) How would you answer this question? Are you worried about false information on the internet? Personal answers.

Real life

1. Snopes is a website that **debunks** fake news and hoaxes. Look at their page and check what you can do on the website. Share your answers with a classmate.



Snopes

- Become a member. X
- Watch a video.
- Chat with a journalist.
- Read old articles. X
- Listen to podcasts.
- Buy their products. X
- Search for a subject. X
- Check if something is true. X
- Send a video.

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2. Read the text from the *About* session of the site.

Snopes got its start in 1994, investigating urban legends, hoaxes, and folklore. Founder David Mikkelson, later **joined** by his wife, was publishing online before most people were connected to the internet. As **demand** for **reliable** fact checks grew, so did Snopes. Now it's the oldest and largest fact-checking site online, widely **regarded** by journalists, folklorists, and readers as an invaluable research companion.

Snopes is the Internet's Definitive Fact Checking Resource. In: SNOPES. [*S.l., n. d.*]. Available at: www.snopes.com/about-snopes/. Accessed on: May 13, 2020.

VOCAB

debunk: desmascarar
demand: exigência
joined: unir-se a
regarded: prezado, respeitado
reliable: confiável

a) When did Mikkelson begin the site? In 1994.

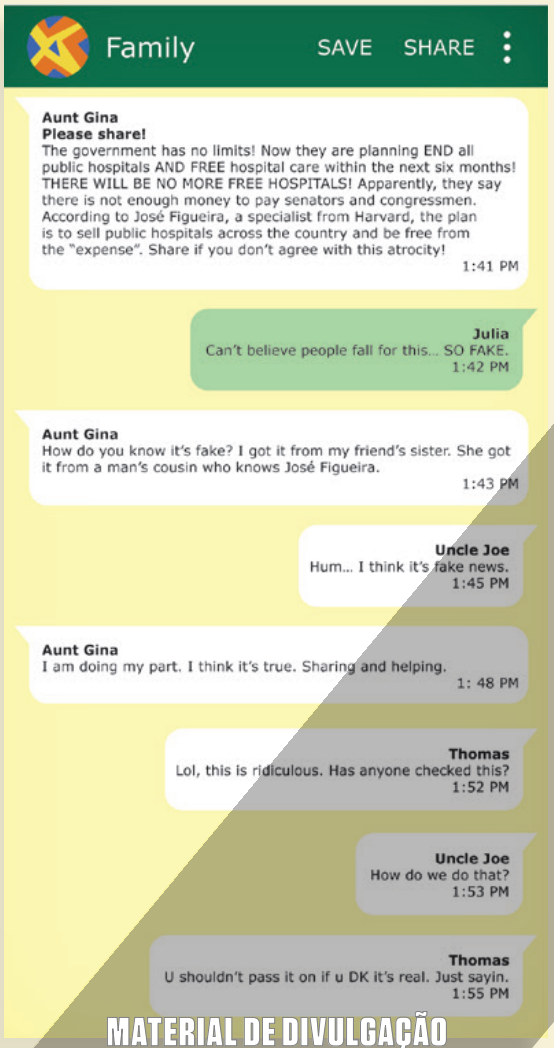
b) Correct the statements below in your notebook.

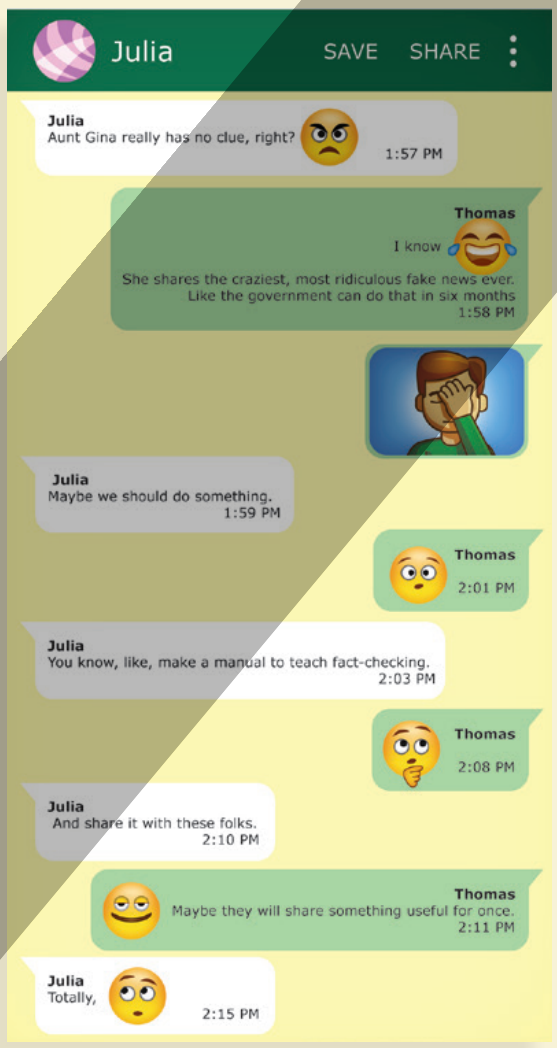
David Mikkelson started publishing online recently. David Mikkelson started publishing online in 1994.
David's wife founded Snopes. David Mikkelson founded Snopes.
Journalists don't think Snopes is a valuable source. Journalists think Snopes is a valuable source.

3. The text mentions that the "demand for reliable fact checks grew". What are the possible reasons for that? Personal answers

Think about it

1. Read the text messages.





Ilustrações: Rodrigo Arraya

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a) Identify and list the cognates in the text. Do they help you understand the text better?

b) Read the news in the first line. According to the text: Sugestions: government, public hospitals, senator, atrocity, ridiculous.

- the government wants to make all hospitals free.
- the government wants to end public hospitals. X

c) In your opinion, do you think the news is true? Why? Personal answers.

2. Match the emojis with the sentences.

a) **b)** **c)** **d)** **e)** **f)**

(e) I am angry.
(a) Laughing out loud.
(c) This is stupid.
(b) I don't know.
(d) Let me think.
(f) Yeah, right!

3. How many social media groups are you part of? Do you have a similar problem in your groups? Personal answers.

Moral Compass

Why is sharing texts from "unknown sources" a problem?

Taking action

How can we help inform people about the problem of fake news?

Available at: https://www.gerarmemes.com.br/meme/1062506-fake-news-fake-news-everywhere. Accessed on: May 13, 2020.

1. With a classmate, take the quiz below and check your score.

	True	Partly true	False
I have never shared fake news.			
I constantly receive fake news and debunk them to my family and friends.			
It is easy for me to fact-check news.			
I always check the source of articles and [illegible]			
I am usuall[illegible] and urban legends.			
I think people would stop spreading false information if they were educated on the topic.			

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Count 3 points for *true*, 2 points for *partly true*, and 0 points for *false*.

- 0 – 6 points – You need to improve your skills to detect false information.
- 7 – 14 points – You are on the way to being a good fake news debunker, but you still need to make some improvements.
- 15 – 18 – Congratulations! You are ready to write your own manual against misinformation!

2. Based on your results, what do you think you need to learn? Personal answer.

3. In pairs, think about ways you can raise awareness of the community about the importance of checking facts before sharing news.

- Make a video tutorial on how to spot fake news.
- Do a survey on people's habits on social media.
- Create a manual for fact-checking.

4. Join another pair and exchange your ideas.

Tech-savvy

Creating an online survey

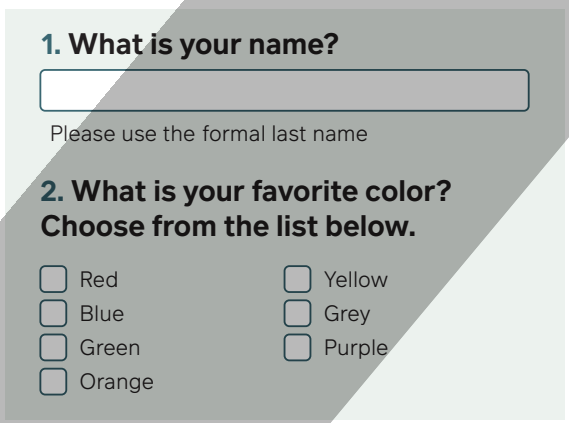
1. Read the paragraph below and identify two main uses for online surveys.

Online surveys are a great way to engage your audience and get feedback from them. You can use online surveys in any number of ways, including to find out what topics your readers want to learn more about. [...]

[...] there are many great online survey creators out there to help you craft that super survey.

MARRS, Megan. *8 Best Survey Tools: Create Awesome Surveys For Free! In*: WORDSTREAM, Boston, April 9, 2020. Available at: www.wordstream.com/blog/ws/2014/11/10/best-online-survey-tools. Accessed on: May 13, 2020.

2. Order the steps to create an online survey like the one in the image.



Danilo Bandeira

- **Invite the participants.** 3

There are many ways to invite people to take part in your online survey. Who you want to take part in your survey will help you to decide on the best contact method. You can send an email to your subscriber list, post your survey on Facebook, send surveys by SMS [...]

- **Decide on your research goals.** 1

[...] information you are looking for of a general nature or very specific? Do you have a particular audience in mind, or will you be sending out online surveys to the general public? [...]

- **Analyse the results.** 4

Visualise your data by presenting the results in charts and graphs, as this will help you quickly reference your results in reports. You can also make use of text analysis and word clouds on open-ended questions to pick out common response trends. [...]

- **Create a list of questions.** 2

[...] Most people who take part in surveys prefer short multiple-choice questions. When writing the questions, keep the language very simple and avoid ambiguity or double negations. One of the benefits of designing an online survey is that participants don't have to fill in questions that are not relevant to them. [...]

SMARTSURVEY. *6 Steps to Conducting an Online Survey*. [*S. l., n. d.*]. Available at: www.smartsurvey.co.uk/articles/6-steps-to-conducting-an-online-survey. Accessed on: May 13, 2020.

TIP

There are many online survey apps available. Many of them offer great resources and are completely free. Do some research online before choosing the app you want to use.

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Getting it done

You are going to create an online survey to ask people about their habits of sharing and fact-checking news. This survey can help you reinforce the importance of learning how to check the news before sharing it.

1. Get into groups and prepare your survey based on the steps presented on page 100. Don't forget to:
   - Work on a list of possible questions individually.
   - Share your questions with the other members.
   - Together, decide on the best questions.
   - Follow the next steps.
   - Wait for the answers and analyze the results.

* UNIVERSITY OF WATERLOO. *Group Decision Making*. Ontario: [*n. d.*]. Available at: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-decision-making. Accessed on: May 13, 2020.

BETTER TOGETHER

Making decisions as a group

Because the performance of a group involves taking into account the needs and opinions of every group member, being able to come to an equitable decision as efficiently as possible is important for the functioning of the group.*

Some tips:

- Listen to everyone's suggestions.
- Gather similar ideas.
- Decide on the best ones.
- Have everyone take a vote in case the group cannot make a decision.

2. Once you have decided on your survey, think about how you are going to use it in your fake news project.
   a) In groups, check the options that appeal to you.
      - Making graphs and charts to illustrate the importance of fighting fake news.
      - Showing some statistics in a video.
      - Presenting a report as part of a fact-checking manual.
      - Including the results in a presentation about fake news.
   b) Once you have decided how you want to use the information from the survey, think about:

Jobs we need to do	Who can do the job	What we need help with/ Who can help
Turn the results into graphs		Math teacher
Making a video presentation		
Editing a fake news manual		

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3. Are you ready? List in your notebook any other jobs that you and your group still need to do.

Showing what we've got

1. Get together with your group and prepare to present your work.
   a) In order to get organized, think about the points below:
      - Your audience: Who did you make your guide for? Why did you choose this audience? How is your project going to be helpful?
      - Show your survey: How did the survey you created helped your project?
      - Explain your product: How did you create your product? What is your product? What kind of information does it bring?
      - Presentation: How is the group going to present the product?
   b) Decide the details of the presentation as a group.
      - Who is going to be responsible for each part of the presentation.
      - How you are going to practice.
      - Who can help you with: practice, language, computer skills, etc.
2. As the other groups present their work, fill out this chart to provide them with feedback later:

Group	Information presented Were their survey questions relevant? Did they give important information?	Participation Do you feel that all group members participated actively in the project?	Relevance How relevant is the product created by the group? Can you see the product being used by the general public?	Overall impression Can you tell that the group worked hard and was prepared to present?
Excellent				
Good				
Needs improvement				

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Learning about Media from Art

Satirical and dark art, inspired by modern life and social media, has become increasingly famous. The picture on the page is an example of this kind of art. What do you see in it? What is it criticizing?

Think about it.
Pair up with a classmate.
Share your thoughts.

1. Learn more.
   - **Search** online for other examples of media inspired artwork .
   - **Select** your favorite pictures / videos.
   - **Share** with your classmates and explain why you have chosen them.
   - **Post** the artwork you chose on your social media and write a short text about it.

nuvolanevicata/Shutterstock.com

USE

I chose this picture / image of ⋯⋯⋯⋯⋯⋯⋯⋯.

It ⋯⋯⋯⋯⋯⋯⋯⋯ *by an artist called* ⋯⋯⋯⋯⋯⋯⋯⋯.

I think this picture is very shocking / funny / sad /.

In my opinion, this picture shows ⋯⋯⋯⋯⋯⋯⋯⋯.

UNIT 3

Caia Image/Science Photo Library/AFP

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ENTREPRENEURSHIP

Creative business people meeting and working in casual, open plan office, 2018.

- What do you understand by “entrepreneurship”?
- Is there an age limit to start? Why? / Why not?
- Do you know anyone you would consider an entrepreneur? Share with the class.
- What are the abilities of an entrepreneur?

ImageFlow/Shutterstock.com

A girl trying to design a business plan.

VOCAB

approach: abordagem
beyond: além de
cash balances: saldos de caixa
constraints: restrições
corporation: corporação, companhia
entail: implicar
entrepreneurship: empreendedorismo
eventually: finalmente
founders: fundadores
novel: novidade
perceive: notar, perceber
pursuit: busca, procura
risk taking: arriscar
venture: risco
working capital: capital de giro

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Entrepreneurship: A Working Definition

What *is* **entrepreneurship**? You probably think that the answer is obvious, and that only an academic would bother to ask this question. [...] According to [Professor Howard] Stevenson, *entrepreneurship is the pursuit of opportunity beyond resources controlled*.

"**Pursuit**" implies a singular, relentless focus. Entrepreneurs often **perceive** a short window of opportunity. They need to show tangible progress to attract resources, and the [illegible] time consumes limited **cash balances**. [...]

"**Opportunity**" implies an offering that is **novel** in one or more of four ways. The opportunity may **entail**: 1) pioneering a truly innovative product; 2) devising a new business model; 3) creating a better or cheaper version of an existing product; or 4) targeting an existing product to new sets of customers. [...]

"**Beyond resources controlled**" implies resource **constraints**. [...] With most high-potential ventures, however, **founders** must mobilize more resources than they control personally: the **venture eventually** will require production facilities, distribution channels, **working capital**, and so forth. [...]

So, does Stevenson's definition of entrepreneurship matter, in practical terms? [...] First, it sees entrepreneurship as a distinctive **approach** to managing rather than a specific stage in an organization's life cycle (i.e., startup), a specific role for an individual (i.e., founder), or a constellation of personality attributes (e.g., predisposition for **risk taking**; preference for independence). In this view, entrepreneurs can be found in many different types of organizations, including large **corporations**. That should be encouraging if you believe that entrepreneurship is an engine of global economic development and a force for positive change in society. [...]

EISENMANN, Thomas R. Entrepreneurship: a Working Definition. *Harvard Business Review*, January 13, 2013. Available at: https://hbr.org/2013/01/what-is-entrepreneurship. Accessed on: June 11, 2020.

David Joles/Zuma Press/Fotoarena

Tyrell Dunlap, 16, is learning about 3-D printing from a manufacturing engineer as part of a social entrepreneurship project from a company called Graco in Minneapolis, U.S., 2016.

Going deep

Videos

10 High School Entrepreneurs: video about ten teens that created their company before or while still in high school. Available at: www.youtube.com/watch?v=WOvw9PCXipc. Accessed on: May 27, 2020.

11 Inspiring Videos Every Entrepreneur Should Watch: website with videos that will inspire your inner entrepreneur. Available at: www.under30ceo.com/20-inspirational-and-educational-videos/. Accessed on: May 27, 2020.

Books

Rich Dad, P U.S.: Plata Publishing, 2017.

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The 7 Habits of Highly Effective People by Stephen R. Covey. London: Mango Publishing, 2016.

Outliers: The Story of Success by Malcolm Gladwell. New York: Penguin Books, 2008.

Think and Grow Rich by Napoleon Hill. New York: Skyhorset Publishing, 2016.

Websites

Entrepreneur – Start, Run and Grow your Business: site with news and tips for entrepreneurs of all ages. Available at: www.entrepreneur.com/. Accessed on: May 27, 2020.

Google for Startups: Best Practices & Helpful Tools for New Startups. Available at: https://startup.google.com/. Accessed on: May 27, 2020.

Movies

The Social Network. U.S., 2010. Director: David Fincher. 120 min.

Mark Zuckerberg, a Harvard student, creates the social networking site that would become known as Facebook and is sued by his friend and Facebook co-founder.

The Founder. U. S. / Greece, 2016. Director: John Lee Hancock. 115 min.

The story of Ray Kroc, a salesman who turned a fast food eatery into the biggest restaurant business in the world.

Steve Jobs. U.S. / UK, 2015. Director: Danny Boyle. 122 min.

The background story of Steve Jobs and the three iconic product launches that changed the digital world.

LESSON A

Success

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 5, 6 e 10, as competências específicas de Linguagens 2, 3, 4, 6 e 7, além das habilidades EM13LGG202, EM13LGG303, EM13LGG304, EM13LGG402 e EM13LGG602.

Before reading

1. What kind of texts are these? Talk to a classmate.
   a) Excerpts from motivational books.
   b) Online stories. X
   c) Articles in newspapers.
2. Look at the text. What kind of information does it give?
   a) Images. X
   b) Names. X
   c) Information. X
   d) Subtitles.

Thomas Samson/AFP

South African designer Thebe Magugu poses in Paris on February 25, 2020.

VOCAB

applying: candidatar-se
brand: marca
concoction: mistura
fires: demite
fizzle: fracassar
flaxseed: linhaça
full-fledged operation: operação de grande porte, de sucesso
hires: emprega, contrata
launching: lançamento
seeks: procura
shift: mudar
storage: armazenamento
streak: objetivo, linha
stumbled: encontrou (por acaso)
stung: picada
thumbing through: folheando

Thebe Magugu

The Johannesburg-based designer [Thebe Magugu], just three years after **launching** his **brand**, is creating clothes that have the power to **shift** global perceptions of South African identity. [...]

The designer was born in the small town of Kimberley in 1993, one year prior to the abolishment of the oppressive apartheid regime. [...] To many outsiders, South Africa is still a place associated with pain, violence, and inequality. [...] Magugu's work actively **seeks** to expand this perception. His winning installation at the International Fashion Showcase in London this February did exactly that. [...]

[...] After a [...] creative childhood spent drawing indoors, Magugu headed to LISOF Fashion School in Johannesburg. Even though Magugu graduated in 2015, [...]

CASSIDY, George. Meet Thebe Magugu, the Designer at the Heart of South Africa's Cultural Renaissance. *Vogue*, May 20, 2019. Available at: www.vogue.com/vogueworld/article/thebe-magugu-south-african-fashion-designer-born-free-generation. Accessed on: March 15, 2020.

Michael Short/Bloomberg/Getty Images

Aaron Levie, chief executive officer (CEO) and co-founder of Box Inc., Conference at the Moscone Center in San Francisco, California, October 3, 2019.

Aaron Levie

Aaron Levie, 31, is the co-founder and chief executive of Box, a cloud **storage** company for businesses. [...] Box went public in 2015 and currently has a market cap of around $2.5 billion.

[...]

Levie initially had an interest in filmmaking, going as far as **applying** to film school at USC, but was rejected. [...] They [Levi and Box's other co-founders] kept up this entrepreneurial **streak** with no real end goal in mind, launching companies that would **fizzle** after a few months, then doing it over and over again.

[...]

After more than a decade running the company, Levie says the key to Box's success has always been its culture. [...] Culture, Levie said, includes the way the company **hires**, who it hires, who it **fires**, how it rewards employees, and the way people interact with each other. When a culture is healthy, it will keep employees focused on the mission and help a company execute on their goals. "It's the base of the pyramid," he said.

LIEN, Tracey. How I Made It: Box CEO Aaron Levie Learned to Trust his Friends and Change Directions. *Los Angeles Times*, September 22, 2017. Available at: https://www.latimes.com/business/la-fi-himi-aaron-levie-box-20170922-htmlstory.html. Accessed on: March 15, 2020.

Mikaila Ulmer

When Mikaila [illegible] years old, she received an [illegible] grandmother [...]. **Thumbing through** the pages, she **stumbled** on a mixture for **flaxseed** lemonade.

[...] The Austin, Texas, native decided to sell the **concoction** at a lemonade stand. [...]

By 2015, Mikaila had turned her single stand into a **full-fledged operation**. Her lemonade was being sold in about 35 stores, and with every purchase, buyers were receiving a message: Buy a Bottle...Save a Bee.

[...]

On that fateful day, she was **stung** by two bees, which inspired her fascination with the creatures. The bees became a crucial ingredient not just to her product but also to her entrepreneurial story. Having a story matters.

MILTIMORE, Jon. How Mikaila Ulmer Turned a Lemonade Stand Into a Multi-Million Dollar Operation. *Foundation for Economic Education*, February 17, 2020. Available at: https://fee.org/articles/how-mikaila-ulmer-turned-a-lemonade-stand-into-a-multi-million-dollar-operation/. Accessed on: March 15, 2020.

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Eugene Gologursky/Getty Images

Mikaila Ulmer, founder and CEO of Me & the Bees Lemonade. New York City, 2019.

While reading

1. Read the texts quickly and match the names of the owners to what they sell.

- Magugu a
- Levie c
- Ulmer b

a) clothes
b) lemonade
c) cloud storage

2. Read the texts and answer **true** or **false**.

a) The three stories are about people who became successful. True.
b) They are all well known entrepreneurs. False.
c) They all started their business at a young age. True.
d) To one of them, failure was part of the process. True.

3. Choose the correct alternative according to the text.

a) Mikaila's recipe came from...

- her grandmother. X
- her aunt.

b) Magugu graduated in...

- 2005.
- 2015. X

c) Levie was rejected from....

- film school. X
- engineering school.

4. Read the sentences and choose the best alternative for the underlined words.

a) Thebe Magugu, just three years after launching his brand [...] .

- starting X
- promoting

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b) The Austin, Texas, native decided to sell the concoction at a lemonade stand. [...]
- company
- mixture X

c) They kept up this entrepreneurial streak with no real end goal in mind, launching companies that would fizzle after a few months ...
- sell
- fail X

Post-reading

1. Write in your notebook: What makes a successful entrepreneur? Personal answer.
2. What are the abilities of an entrepreneur? Personal answer.
3. Do you know someone who has a startup? Is he successful? If not, what happened? Personal answers.
4. Imagine you have got a sponsor. What kind of business do you want to start? Personal answer.

Words in images

1. Discuss with a friend how people get money to start a business. Personal answer.
2. Do you know what "venture capital" is? Personal answer.
3. Look at the poster on this spread (pages 110 and 111). Share with your classmates what it tells you about financing a new business. Personal answer.
4. Look at the number representations in the poster. How are numbers separated? A comma is used instead of a full stop.
5. Look at the poster. Out of all the new startups, how many look for "venture capital"? 25% or 150,000
6. How many of those really get some financial support? 12,600
7. According to the graph, is the picture painted for new businesses positive or negative? Negative.

Milton Rodrigues

"Venture capital" is a kind of financing fund that focuses on helping small companies and startups.

Reading strategies

Inferring meaning

You can **infer the meaning** of a word or an idea in a text. To **infer meaning** is when you deduce, conclude or form an opinion from using the information in the text, sentence and/or surrounding words. When you **infer meaning** you form an opinion or "guess" the meaning using the context.

To **infer** is to make educated guesses. For example: He likes apples, pineapples, plums, and figs. I do not know the meaning of plum but I know that all other words are names of fruit. So, plum is a kind of fruit.

1. Read the excerpts and choose the best alternative.

DAE

FEED

[...] Of all the success stories you have heard of, probably the most enthralling ones are those where young adults and teenagers put their mark on this world. Their drive to be on the top of the food chain is what is inspirational. [...]

NAIR, Riya. Top 10 Young Entrepreneurs in India 2018 Till Date: Young Indian Entrepreneurs of 2018. *My Story*, October 17, 2018. Available at: https://yourstory.com/mystory/top-10-young-entrepreneurs-in-india-2018-till-date-cdulu28uft. Accessed on: April 12, 2020.

Rafael (dos Santos) is a guest lecturer at Regent's University in London where he teaches Entrepreneurship. He has won 6 business awards and has been the keynote speaker in several events around the world, including the World Entrepreneurship Forum in China in October 2015.

Most recently Rafael was featured on the *Sunday Times* as the 'Top 100 Most Inspiring Entrepreneurs in the UK', an award organized by Maserati and the Centre for Entrepreneurs.

MEET Rafael. *RAFAELDOSSANTOS.COM*. [*n. d.*]. Available at: www.rafaeldossantos.com/about. Accessed on: April 12, 2020.

For example, while 32% of startup owners under 45 said obtaining the necessary licenses to operate their business was difficult, only 23% of older ones did. And 21% of those under 45 said applying for loans was difficult, even more 14% of those 45+ did.

[...] Proof That the Most Successful Entrepreneurs are Older Ones. *Forbes*, August 5, 2018. Available at: www.forbes.com/sites/nextavenue/2018/08/05/proof-that-the-most-successful-entrepreneurs-are-older-ones/#467a974e42dd. Accessed on: April 12, 2020.

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a) "Enthralling" means...
- (very) interesting. X
- (very) difficult.

b) "Drive" means...
- use a car.
- desire. X

c) "Guest lecturer" is someone who...
- teaches at a college.
- is invited to work at a college. X

d) A "keynote speaker" is someone who...
- gives the most important speech of the event. X
- offers the main point in a meeting.

e) "Was featured" means...
- was the focus of... X
- was an example of...

f) "Loans" means...
- credit. X
- salary.

g) "Mere" means...
- only. X
- minus.

Language in action

1. The sentences below are from the text on page 106. Read the alternatives and answer **true** or **false**.

> [...] founders **must** mobilize more resources than [...]
> [...] entrepreneurs **can** be found in many different types of organizations [...]
> That **should** be encouraging if you believe [...]

a) The modal must expresses necessity. T
b) The modal can expresses ability. F
c) Should means advice. F
d) Should means probability. T

2. Study some examples. Then identify the correct statements.

- He should arrive soon. (logical probability)
- In a pandemic everybody should stay indoors. (obligation)
- I sent her a bouquet of red roses. That ought to be enough to make a good impression. (logical probability)

a) Both should and ought to have very similar meanings. X
b) Both are followed by the base form of the verb. X
c) Modal verbs do not need an auxiliary verb to form interrogative or negative. X

3. Complete the movie lines with **should**, **ought to**, **should not**.

a) Well, you ..... be happy. (*Pulp Fiction*) should
b) Sonny, we ..... hear what they have to say. (*The Godfather*) ought to
c) I think we ..... be leaving now. (*Pulp Fiction*) should
d) Why ..... the guy let off a little steam? (*The Avengers*) shouldn't
e) Well, now, who are you to decide? We ..... talk this over, at least. (*The Dark Knight*) ought to

TOP 100 Movie Quotes. *In*: Infoplease. Available at: https://www.infoplease.com/culture-entertainment/film/top-100-movie-quotes. Accessed on: June 9, 2020.

4. Study some more examples. Match them to the meanings.

- Same hair and eyes color, same height, same age; they must be twins. b
- I must stay home and study. I have two tests tomorrow. d
- They look exhausted. They must have worked overtime. a
- You don't have to wear a costume if you don't want to. e
- In [illegible] a loud voice. c

a) deduction in the past
b) logical deduction
c) prohibition
d) (moral) obligation
e) lack of necessity

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5. Study the sentences with the modal verbs **can**, **could** and **might**.

a) Can I have a look at the magazine? Permission.
b) Potatoes can grow almost anywhere. General possibility.
c) In an economic recession very few could find a job. Less strong possibility.
d) That can't be true. Certainly not.
e) It might rain tomorrow. Perhaps not.
f) He can swim, play basketball, run a marathon, etc. He is a true athlete. Ability.

6. Read the sentences in exercise 5 and choose the meaning from the box.

certainly not	permission	ability	general possibility	less strong possibility	perhaps not

7. Read the quotes and complete with a modal.

a) In order to be irreplaceable one ..... always be different. (Coco Chanel) must

b) The weak ..... never forgive. Forgiveness is the attribute of the strong. (Mahatma Gandhi) can

c) It is during our darkest moments that we ..... focus to see the light. (Aristotle) must

d) She's saying, "This ..... be, this isn't right,..." (Bob Langert) can't

e) ...and to suggest some ways that, together, we ..... build a better one. (Paul A. Kramer) might

4420 Best Famous Quotes by Famous People (Alive and Dead). *Wisdom Quotes*. [*n. d.*]. Available at: https://wisdomquotes.com/famous-quotes. Accessed on: Apr. 12, 2020.

8. Match the two halves of the sentences.

a) Ken and Ted must be good at sports.	She might be at her dance class. c
b) People don't have to pay to use the toilet.	They have 6 world marathon gold medals. a
c) Her mother is not sure where she is at the moment.	He's got to work. d
d) Tim can't be gardening today.	...see that movie. e
e) You must be 18 to...	It's free. b

9. Complete with the appropriate alternative. Read the meaning in brackets.

a) People ..... sit so close to the TV screen. It's bad for their eyes. (strong advice) shouldn't

b) You ..... go to the party if you don't feel well. (not necessary) don't have to

c) You ..... be pleased with yourself after passing all the tests with good grades. (logical conclusion) should

d) He ..... do sums in his head. He doesn't need a calculator. (ability) can

e) Doors ..... be open when the vehicle is moving. (prohibition) must not

f) It ..... rain later. It's getting cloudy. (not strong possibility) might

- Modal verbs do not take "s" with he, she, it.
- Many modal verbs do not have past forms as other verbs.
- To ask questions we invert the order and have the modal verb at the beginning.
  For example: Must you do that?
- To make negative sentences we just add not to the modal verb. But the meaning changes in "mustn't".
  For example: You mustn't do that! (prohibition).
- "Have to" is a semi-modal and therefore needs do (not), does (not), did (not).
- Reference of time is not determined by the verb form itself.

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10. Read the sentences and choose the correct alternative. Copy the correct sentences in your notebook.

a) ... lend me some money to start my business?

- Do you can
- Can you X

b) The bank manager .... deny the loan.

- might X
- mights

c) People .... be a success from the start.

- do not have to X
- have not to

d) Could is ..... the past of can.

- ....
- not X

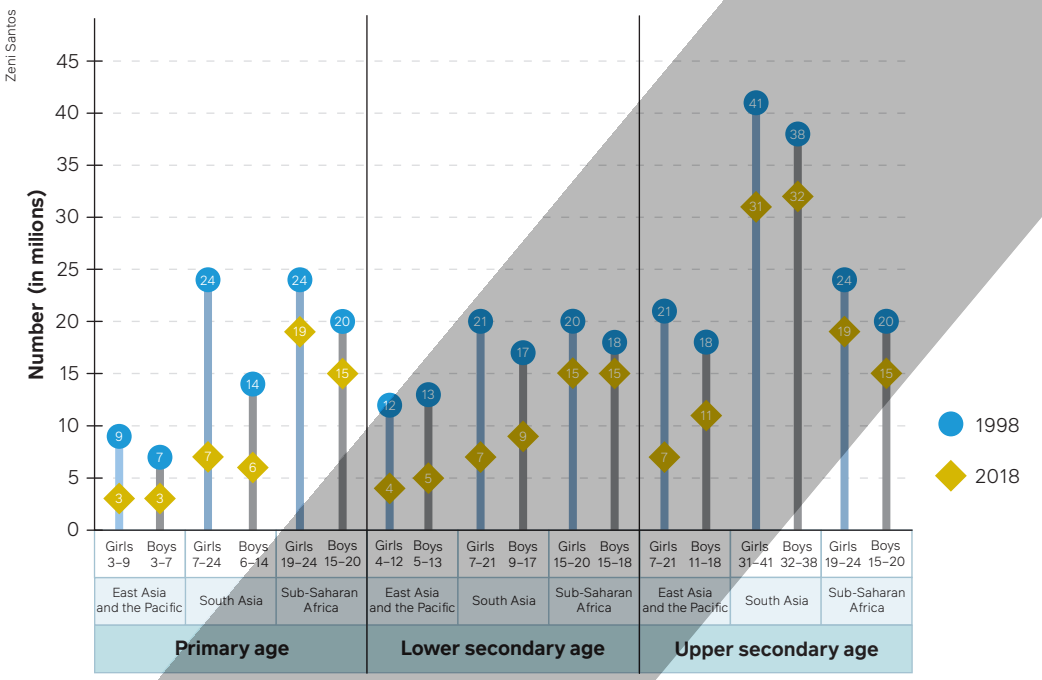
e) Modals ..... follow the same rules as other ordinary verbs.

- ....
- do not X

Listening

1. Look at the graph and decide if the sentences are **true** or **false**.
   a) The graph shows developments in education. False.
   b) The data compare girls and boys schooling. False.
   c) The graph compares information collected between 1998 to 2018. True.
   d) The graph gives information about all over the world. False.

Number of out-of-school children, by sex, level of education, select regions, 1998 and 2018.



Source: UNICEF. A New Era for Girls. Taking Stocks of 25 years of Progress. *UNICEF.ORG*, March, 2020. Available at: www.unicef.org/media/65585/file/A-newera-forgirls-2020.pdf. Accessed [illegible].

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2. Based on the information on the chart, which words do you think you will hear on the audio? All the words are mentioned.

secondary	**boys**	**years**	**age**	**level**	**adolescents**
true	**school**	**enrolment**	**period**	**global**	**worldwide**

3. Now listen and check your answers. All the words are mentioned.

Audio 07

4. Listen again and check how many times the word "secondary" is said.
   a) 12 b) 10 X c) 8

Audio 07

5. Listen to the audio and decide if these sentences are **true** or **false**.
   a) The survey contemplates the period between 1998 and 2007. False.
   b) Nowadays there are more girls at secondary school than boys. False
   c) The number of children at primary levels is not higher. True
   d) The biggest change in numbers of students is in East Asia and the Pacific. True

6. What is the percentage of adolescent boys and girls in your class? Personal answer.
7. What do you think could be the reasons for that? Personal answer.

Speaking

1. What is the modal **would** being used for? It is used to ask a favor.

Overboard, Chip Dunham © 2000 Chip Dunham / Dist. by Andrews McMeel Syndication
© 2000 Universal Press Syndicate
www.uexpress.com

2. Read the dialogs and answer the questions.

A: **Would you mind** opening the door for me, please?
B: Sure.

A: **Will you** carry the shopping bags for me, please?
B: Sorry, I can't. I have mine.

A: **Could you possibly** get me the bank manager's phone number?
B: Sure, here you are.

A: **Can you** lend me some money to start a new business?
B: I'm sorry but I don't have any.

a) How many examples are there asking someone to do something? Four examples.

b) In your opinion, which one is the most polite /formal? Would you mind...?

c) In your opinion, which one is the most informal? Can you...?

3. Based on the chart, answer the questions.

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More informal to less informal		Answers	Answers
Can you Could you (possibly) Will you	do the dishes for me, please?	Sure. Okay.	I'm sorry, I'm busy right now. I'm afraid I can't.
Would you mind	doing the dishes for me?	Of course not.	I'm sorry but I can't.

a) Can you use okay and sure with "would you mind..."? No, if you say okay, you do not want to do someone a favor.

b) What verb form must you use after "...mind..."? Gerund.

c) Which word should you use at the end of the request? Please.

4. Repeat the dialog with a classmate.

NOW YOU!

Ask a friend to help you with your business idea.

Writing

1. Look at the quiz and answer in your notebook.
   a) What is the aim of a quiz? To test / check knowledge about something.
   b) How many alternatives do you usually have? Three.
   c) If you have more alternatives, is it easier or more difficult to answer? It is more difficult to answer.
2. Now answer the quiz. Are you ready to start a business? Why? Talk to a classmate. Personal answers.

WEEKLY QUIZ

ARE YOU READY TO START YOUR OWN BUSINESS?

1. Why do you want to start a business?
a) I need money.
b) I have a great idea.
c) My parents told me to.

2. Can you fund your business?
a) I don't have any money.
b) I have money saved.
c) I have an investor (my mom).

3. You must succeed at first try. True or false?
a) False. Failure is just the first step to success.
b) True. If you fail, give up.
c) It depends. Sometimes you must keep going.

4. Must you have a business plan?
a) What is a business plan?
b) Yes and I have a very good one.
c) I don't know if it is necessary.

5. Do you have a marketing plan?
a) Yes, I'll advertise my product online.
b) My product will sell itself.
c) Yes, I'll talk to people and small stores personally, I'll talk on social media and make posters.

Now add the numbers of your answers:

1a = 2 1b = 3 1c = 1
2a = 1
3a = 3
4a = 1 4b = 3 4c = 2
5a = 2 5b = 1 5c = 3

RESULTS

Between 5 and 8:
You are not ready to start your own business.
You should study more about entrepreneurism.

Between 9 and 11:
You are almost there! Find someone to help you with the final details and go for it!

Between 12 and 15:
You are more than ready! Go forward with your idea!

Rodrigo Arraya

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3. In small groups, choose a topic and prepare a five question quiz. Prepare at least three alternatives for each question. Make sure you know the answers and prepare a key. Exchange quizzes with other groups.

NOTE

Write a quiz about what you can do, must do and should do according to the school policy / rules.
Make sure you use the correct form when asking questions. You can use affirmative sentences.
Example: We can use mobile phones in the classroom.

a) Yes.
b) No.
c) It depends on the activity.

LESSON B

Making art and business

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 5, 6 e 10, as competências específicas de Linguagens 2, 3, 4 e 6, além das habilidades EM13LGG202, EM13LGG303, EM13LGG304, EM13LGG402, EM13LGG403, EM13LGG602 e EM13LGG603.

Before reading

1. Look at the images. What is the text about? Talk to the class. Personal answer.

2. Are you any good at crafts? Personal answer.

DIY Cell Phone Cases

[...]

Fotos: Sérgio Dotta Jr.

Step 1: What you will need

You will need the following:

- alcohol inks [...]
- rubbing alcohol [...]
- gloves
- any object with a flat surface for applying ink
- piece of felt
- scissors
- cloth or paper towels
- strong glue. I used all purpose glue
- work surface. I used a **canvas** still sealed in plastic
- some sort of dotting tool to apply ink. I used the top of a marker pen
- clear phone case made out of hard plastic [...]
- pencil
- white paper
- cutting matt

[...]

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Step 2: Prepare your 'stamp'

Cut your felt and glue it onto your selected object. Let it dry for a few minutes.

Step 3: Ink application step 1

Add a bit of the rubbing alcohol and your favorite inks onto the felt and start 'stamping' the inside of your case.

VOCAB

canvas: tela
cloth: pano
dip: mergulhe
dotting tool: carimbo
edges: pontas
splatter: espirrar

Step 4: Ink application step 2

Use your dotting tool to apply more inks, alternatively you can **splatter** them onto the surface, but the **dotting tool** will give more control over what you are doing.

Once you are happy with your design, **dip** the **cloth** into some rubbing alcohol and carefully clean up the **edges**.

Let them dry ideally, overnight – although the inks will be touch dry within minutes.

Fotos: Sérgio Dotta Jr.

Step 5: Cut the paper

Draw around your phone with the pencil and cut the shape out. Put it inside the case and draw around the camera hole. Then cut it out. [...]

Insert the paper back into the case and you have just made yourself a cool phone case!!!!

HELENADAYDREAMER. DIY Cell Phone Cases. *Instructables*, [*n. d.*]. Available at: https://www.instructables.com/id/DIY-Cases/. Accessed on: April 12, 2020.

While reading

1. Read the text and answer **true** or **false**.

a) Making a case for a cell phone is easy. True.

b) You have more control if you splatter the ink. False.

c) The ink will dry quickly. True.

d) To clean the work, you need to rub the edges. False.

e) You should glue the case to the cell phone. False.

2. Answer the questions.

a) How many steps are there? Five.

b) What is the rubbing alcohol for? Add to the ink and clean the edges.

c) What are the two alternatives given to make the cover? Use a dotting tool or splatter the ink.

d) How long should it dry for? Overnight.

e) What kind of glue do you need? Strong glue.

3. Choose the most appropriate meaning according to the text.

a) A dotting tool

- A tool to make dots. X
- A tool to cut plastic.

b) Overnight

- During the night. X
- At night.

c) Dip

- Not shallow.
- Immerse. X

d) Sealed

- Glued.
- Closed. X

e) Cutting matt

- Surface to cut. X
- Material to cut.

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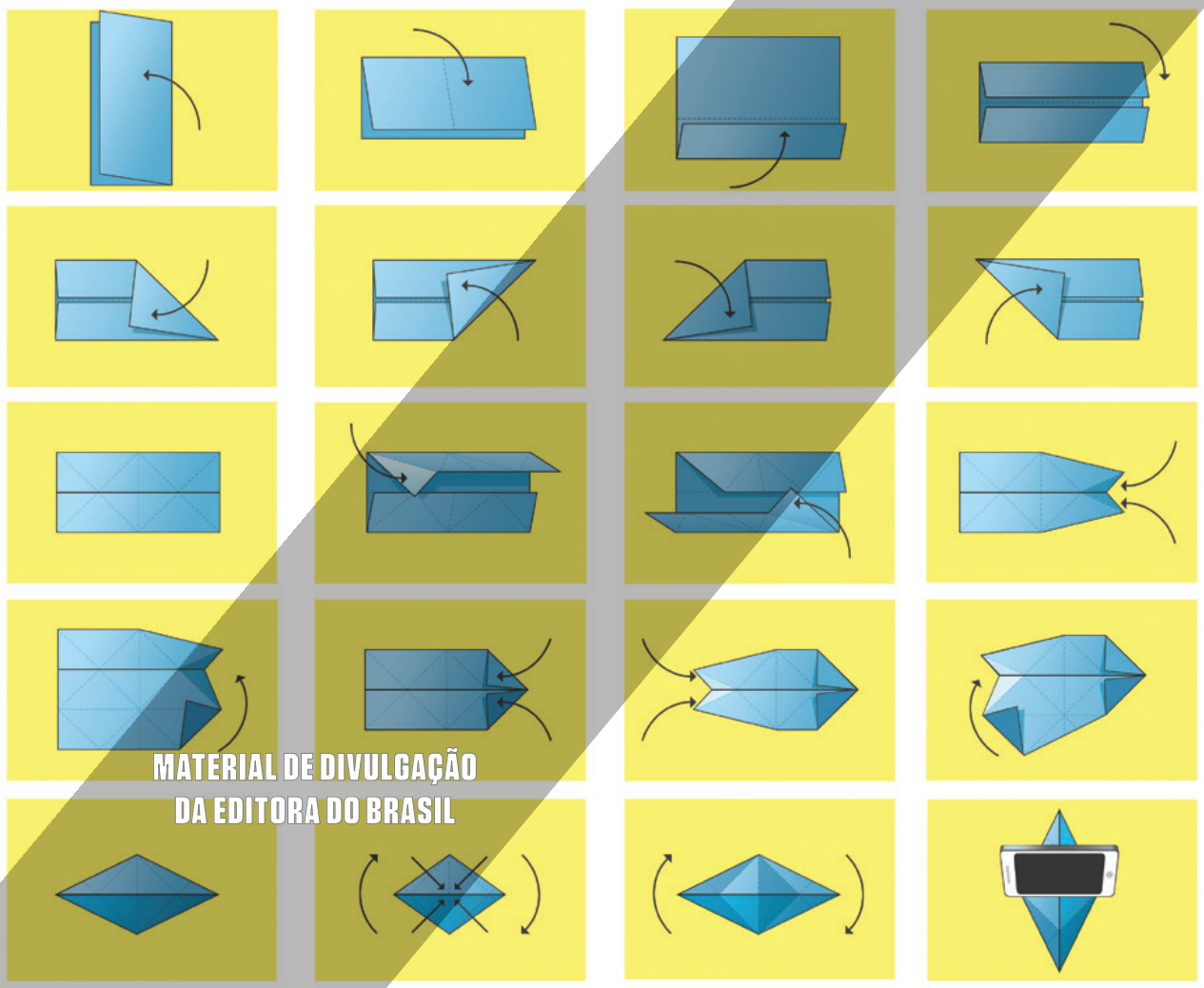
Post-reading

1. Do you believe people can make money with handcraft? Personal answer.
2. Which handcraft sells more easily or makes more money? Personal answer.
3. What is the most popular handcraft in your community? Personal answer.

Words in images



Rodrigo Arraya

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1. What can you see on this page? Instructions.
2. What can you do based on the images on this page? A cellphone holder.
3. Did you understand clearly? Personal answer.
4. In a case like this, do we need to speak a language to follow instructions? Personal answer.

NOW YOU!

In pairs, try to provide step-by-step instructions for something you know well. Draw the steps or make a video.

Exchange it with another pair and try to guess what they made.

Reading strategies

1. Read the text and mark **true** or **false**.

> The Earth's total population is more than 7.5 billion. And obviously that number sounds *huge*. However, if every single one of those people stood shoulder-to-shoulder, they could all fit within the 500 square miles of Los Angeles.

- The world is overpopulated. False.

2. Look at the cartoon. Discuss the answers with your classmates.

a) Does it remind you of a story? Which one?
Snow White and the Seven Dwarfs

b) The dwarf is complaining about not having a website. Why do you think he wants one?
Personal answer.

3. Mark the correct answer. The cartoon is:

a) Making fun of people who can't live without computers. X

b) Making fun of little people.

c) Making fun of the fairy tale.

d) Saying everyone needs a computer.

"I'm the only dwarf without a website."

Cartoon Resource/Shutterstock.com

4. Look at the comic strip. Discuss with your classmates the sentences below by connecting and interpreting.

a) What is the guy trying to do? Putting together a model car.

b) What is the advice the man gives him? Follow the instructions.

c) Does he think it is important? The man, yes, the young guy, no.

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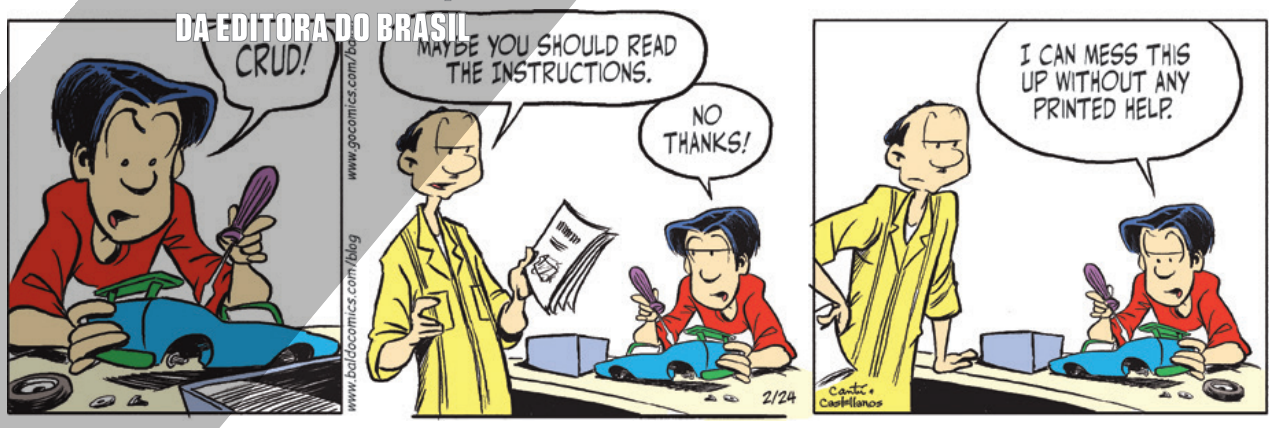

Baldo, Cantú & Castellanos © 2010 Baldo Partnership./ Dist. by Andrews McMeel Syndication

5. What's the meaning of the cartoon?

a) He doesn't need instructions to make mistakes. X

b) Instructions are not helpful.

c) Instructions are full of mistakes.

6. What do you think "crud" means? Something unpleasant, that doesn't work the way you expected.

Language in action

1. Take a look at the examples taken from the text on pages 118 and 119 and answer the questions.

> Cut your felt and glue it onto your selected object. [...]
> Dip the cloth into some rubbing alcohol [...]
> Draw around your phone with the pencil [...]

a) What is the verb form used?

- Base form. X
- Past form.
- –ing form.

b) How are negative sentences made? Change one of the sentences from exercise 1 to negative and write it in your notebook.

1. b) Just add don't.
Don't cut your felt and glue it onto your selected object.
Don't dip the cloth into some rubbing alcohol.
Don't draw around your phone with the pencil.

c) What are imperatives used for? They are used to give instructions, commands or orders, advice, request, and warning.

2. Study the examples below. Match the imperative forms to their uses.

Uses:

- warning
- advice
- instructions
- request
- commands / orders

a) Sit down. Come here. commands /orders

b) Watch out! There is a loose tile. warning

c) Tell her now. Don't wait until someone else does or she finds out. advice

d) Switch it on first. Then choose the channel. instructions

e) Please take a seat. request

3. Complete the sentences with the appropriate verb.

listen	keep	follow	make	open

a) ..... sure the gadget is disconnected. Make

b) ..... the back with a screwdriver. Open

c) ..... to the rain. It helps calm you down. Listen

d) ..... calm and... Keep

e) ..... the diet in the physician's prescription. Follow

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4. Read these instructions on how to operate a drone. Put them in order.

(....) All right! Now that you understand the controls and you've taken all of the right safety precautions, you're ready to fly. 5

(....) Repeat this multiple times and until you are comfortable with the throttle's sensitivity. 4

(....) To get your quadcopter in the air, the only control you need is the **throttle**. 1

(....) Slowly push the throttle further than before, until the copter lifts off the ground. Then pull the throttle back down 2-0 and let the quadcopter fly. 3

(....) Push the throttle (left stick) up very slowly, just to get the **propellers** going. Then stop. [...] 2

HOW to Fly a Drone. *UAV Coach*, [*n. d.*].Available at: https://uavcoach.com/how-to-fly-a-quadcopter-guide/#Ground. Accessed on: March 30, 2020.

mipan/Shutterstock.com

Flying drone.

VOCAB

propeller: hélice
throttle: acelerador

5. Read the situations. Write in your notebook what you would say. Use the words from the box.

5. a) Go. Catch... / **b)** Stop! Pay attention! / **c)** Please turn the volume down! / **d)** First... Personal answer.

stop	turn down	catch	first

Nicky Rhodes/Shutterstock.com

Girl and sited dog.

Dieter Hawlan/Shutterstock.com

Mother and child crossing the street.

Jamie Grill/JGI/Tetra Images/Getty Images

A girl trying to draw her sister's attention.

fotostorm/iStockphoto.com

Teens assembling furniture.

6. Study the following sentences and answer **true** or **false**.

- I**'d rather** have orange juice. (I would rather...)
- I**'d prefer to** go to the cinema. (I would prefer to...)
- I **prefer** cats **to** dogs.
- It's such a beautiful day. I'**d rather** go for a walk **than** stay indoors.

a) All sentences express preferences. True.

b) All sentences are interchangeable. True.

c) All verbs are in the base form. True.

d) "Would prefer" is followed by "to". True.

7. Take a look at the following sentences and answer **true** or **false**.

- I'd rather you took a taxi.
- I'd rather you didn't use your mobile at work.

a) The verb is in the past but we are talking about the present. True.

b) We are talking about someone else when the verb is in the past. True.

c) We can't use the verb in the past if we are talking about our preferences. True.

8. Complete the sentences to express preferences.

a) I ..... coffee to tea. prefer

b) We did that yesterday. I' ..... eat out. d rather

c) I' ..... to read a good book. d prefer

d) I' ..... have a slice of pizza than a hamburger. d rather

e) I' ..... she didn't come to the party. We are no longer best friends. d rather

f) My mother ..... the beach to the mountains. prefers

9. Complete the sentences. Personal answers.

a) Keith would rather go to Japan but his wife .....

b) His father would rather .....

c) I would prefer not to be .....

d) He would prefer to take a yoga class than .....

e) I prefer to bring a ..... to a .....

10. Look at the pictures and match with the instructions.

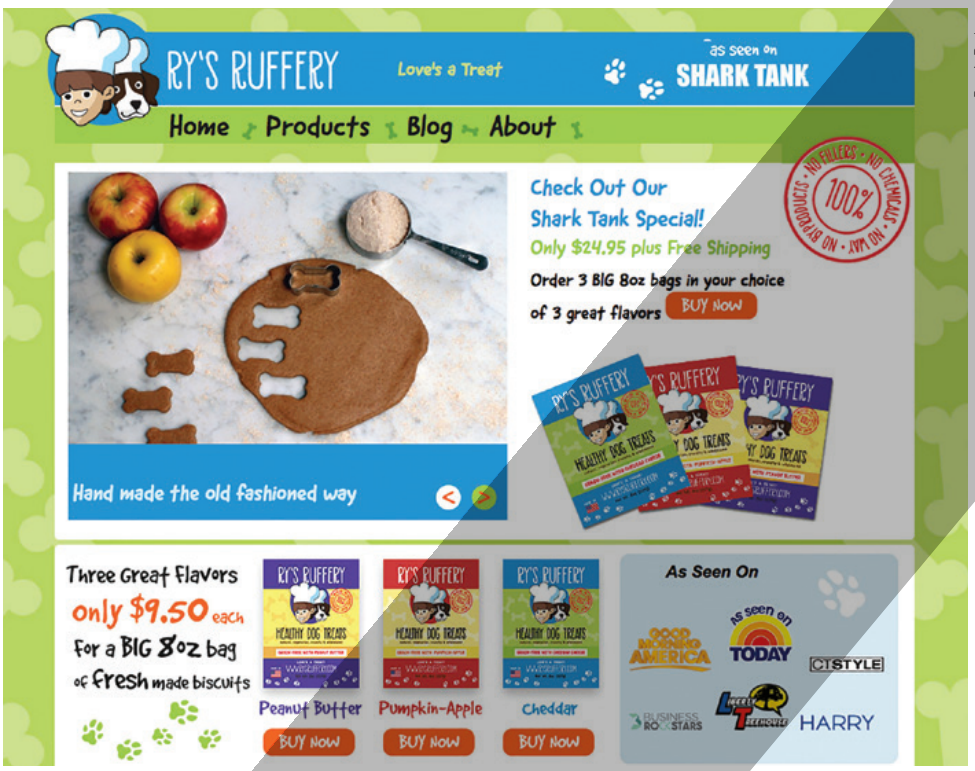
MATERIAL DE DIVULGAÇÃO DA EDITORA DO BRASIL

Rodrigo Arraya

- Press the button ON/OFF to turn the camera off, then turn it back on again. 1
- Press the SEL button for 2 seconds to display the setting mode. 3
- Press the +/− button to show ISO 100 on the display, then press the SEL button. 4
- Press the SEL button again to highlight the ISO sensibility. 2

Listening

1. In small groups, look at the picture and discuss what it is about.



Ryan's Barkery

Ry's Ruffery website.

2. Listen to a short trailer from *Shark Tank* and choose the correct alternative.

Audio 08

a) The story is about a young entrepreneur named...
- Mikaila.
- Ryan. X
- Aaron.

b) The products for sale were ...
- fresh
- [illegible]elly. X
- wholesome.

c) He and h[illegible] dog...
- treats. X
- food.
- cookies.

d) Both of them like...
- cooking.
- baking. X
- experimenting.

e) They treat their dog as a...
- special dog.
- best friend.
- member of the family. X

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

3. Listen again and answer the questions in your notebook.

Audio 08

a) When did they start thinking about this project? When they adopted a dog.

b) Who did they consult with? Veterinarians.

c) How many flavors do they offer? Three.

d) What don't they use in their products? Preservatives.

e) Who did he give the products for testing? His friends.

4. Reflect on the story. Do you have a dream? What is it? Personal answer.

5. What about your community / district? What is their dream? How could you help to make it come true? Personal answers.

Speaking

Personal answer.

1. Look at the pictures. What are they doing?
2. What do you prefer doing? Talk to the class.

Personal answer.

David Tadevosian/Shutterstock.com

T-shirt.

Dragon Images/Shutterstock.com

Coding.

Odua Images/Shutterstock.com

Food.

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

3. Read the dialog with a partner.

A: I want to start a business but I don't know what.

B: How about selling cupcakes?

A: I'd rather do something less messy. Take a look at this website I made for myself.

B: It's good! But I prefer working with my hands.

A: But I'm not good with my hands! What a bore! I'd rather do something on a computer.

B: Well, you can make websites then!

A: But who is going to pay me to make websites?

B: You can ask small business owners in our neighborhood, they might be interested.

A: That sounds great! I'll talk to them. Will you come with me?

4. Practice the dialog with a classmate.

NOW YOU!

With a classmate change the underlined parts and practice your dialog.

Change the topic and talk about your preferences in terms of food, sports, and weekend activities.

Writing

1. Are you any good in the kitchen? Choose an answer and talk to a classmate. Personal answer.

a) I'm very good. I'm practically a professional chef.

b) I'm ok. I know my way around the kitchen.

c) I'm no good. I can only boil water.

d) I'm very bad. I'm a disaster in the kitchen.

2. What do you think about trying an easy recipe? Look at the pictures and match the ingredients to their names.

a) flour 6

b) butter 3

c) milk 4

d) eggs 1

e) baking powder 5

f) salt 2

g) sugar 7

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

3. Read the instructions for breakfast pancakes and put them in order.

a) Mix until smooth. 3

b) Make a hole in the center and pour in the milk (1 ½ cups), egg (2) and melted butter (3 tablespoons). 2

c) Sift together the flour (2 cups), baking powder (4 teaspoons), salt (a teaspoon) and sugar (a teaspoon). 1

d) Brown on both sides and serve hot. 6

e) Heat a lightly oiled frying pan. 4

f) Pour ¼ cup of the batter onto the frying pan (for each pancake). 5

g) Serve hot with honey. 7

NOTE
Remember to use the imperative form.

4. Think of a dish you like. Research vocabulary you need and write down the instructions. Personal answer.

5. Exchange your recipe with a classmate. Read the recipe and see if you can follow it. Review your classmate's work.

6. Do you think you could make it for a bake sale? Personal answer.

LESSON C

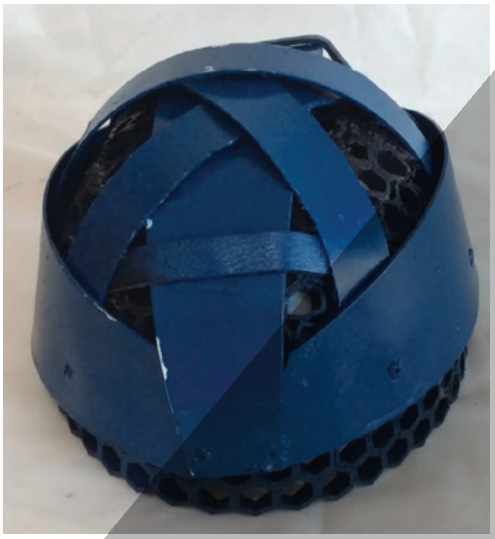
Maker culture

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 5, 6 e 10, as competências específicas de Linguagens 2, 3, 4 e 7, além das habilidades EM13LGG202, EM13LGG303, EM13LGG304, EM13LGG401, EM13LGG402 e EM13LGG701.

Before reading

1. Look at the pictures. What do you see in them? Personal answer.
2. What do you think the object is for? Personal answer.
3. What kind of material was used? Personal answer.



Final product.

Material used in the project.

Material used in the project.

Fotos: Henrique Pereira/Escola Estadual Ângelo Scarabucc

Students from Ângelo Scarabucci school, in Franca, SP, choosing what materials to use.

Material used by students from Ângelo Scarabucci school, in Franca, SP.

Creative Solutions

A contest **grants** awards for videos made by students from public schools [...] proposing solutions to **issues** faced by the community.

During an afternoon in September 2019, residents [...] stopped to watch a student fall off a bicycle and simulate an **injury**, while a group of classmates filmed the scene supervised by a teacher. Just over a month later, the resulting video would win first place in the contest. [...] For the video titled "Foot protections for the head", high school students [...] selected one problem – the city cyclists' habit of not wearing safety equipment – and proposed a solution: a prototype of a sustainable helmet made of waste from the footwear industry [...].

[...] The Biology teacher and team advisor explains that: "The students were encouraged to come up with creative solutions to everyday problems. Among them was the **lack** of safety equipment for cyclists. [...] "To obtain concrete data we conducted a survey with 150 employees at a shoe factory." It **yielded** that 20% of them ride bicycles as a means of transportation, and that none of them use safety equipment. Almost half of these cyclists reported having already had to miss work due to some type of accident that occurred while riding their bicycle. [...] The next step was designing a sustainable helmet for cyclists. And why not make use of the materials **discarded** by the very factory whose employees were surveyed? [...]

The prototype was made with several types of waste: polypropylene buckets, used for grease and paint in the factory; plastisol, used to make shoe soles; and scraps of ox and sheep leather and shoe lining. [...] The goal of the initiative was to encourage high school students [...] to reflect on and research a local problem, within the areas of Nature and Society, then formulate hypothesis and present solutions. [...]

SCHMIDT, Sarah. Creative Solutions. *Revista Pesquisa Fapesp*, January, 2020. Available at: https://revistapesquisa.fapesp.br/en/2020/03/18/creative-solutions/. Accessed on: April 24, 2020.

VOCAB

discarded: descartado
grants: concede
injury: ferimento
issues: problemas
lack: falta
yielded: resultou

While reading

1. Read the text quickly and say which paragraph answers the questions.
   a) What was the reason for the project? 2
   b) What kind of material was used? 4
   c) What kind of research was carried out? 3

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

2. Read the text quickly and mark the correct statements.
   a) The aim of the project was to make a video.
   b) The video was part of a contest. X
   c) The video won first place. X
   d) Students carried out a survey within the school.
   e) For the prototype, students used waste. X
3. Read paragraph 2 and say if these statements are **true** or **false**.
   a) Students filmed a student falling off a bike. True.
   b) They did that under supervision. True.
   c) The problem was related to wearing helmets. False.
   d) Students' proposal was to make comfortable shoes. False.
4. Read the text and complete the sentences.
   a) A student fell off the bike in ..... September, 2019
   b) The video was called ..... Foot protections for the head
   c) Students surveyed ..... factory workers. 150
   d) ..... of the workers were absent because of accidents. Almost half

5. Read paragraph 3 and choose the best meaning of the underlined words.

a) ... encouraged to come up with creative solutions...
- think. X
- inform.

b) "To obtain concrete data we conducted a survey..."
- information. X
- numbers.

c) It yielded that 20% of them...
- reproduced.
- resulted. X

d) ... designing a sustainable helmet...
- comfortable.
- not causing harm. X

e) ... use of the materials discarded by...
- thrown out. X
- dismantled.

Post-reading

1. How important, in your opinion, is this kind of project? Discuss with the group. Personal answer.

2. Would you like to have something like this in your school? Why? Why not? Personal answers.

Words in images

1. Study the picture, read and discuss what happens in a place like this.

a) Is it possible to have a makerspace in your school? Personal answer.

b) What kind of need is there in your community? What could be a solution? Personal answer.

c) What is necessary for that? Personal answer.

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DA EDITORA DO BRASIL

Jales Valquer/Fotoarena

Fablab Livre SP - a makerspace in São Paulo, Brazil, 2016.

[...]

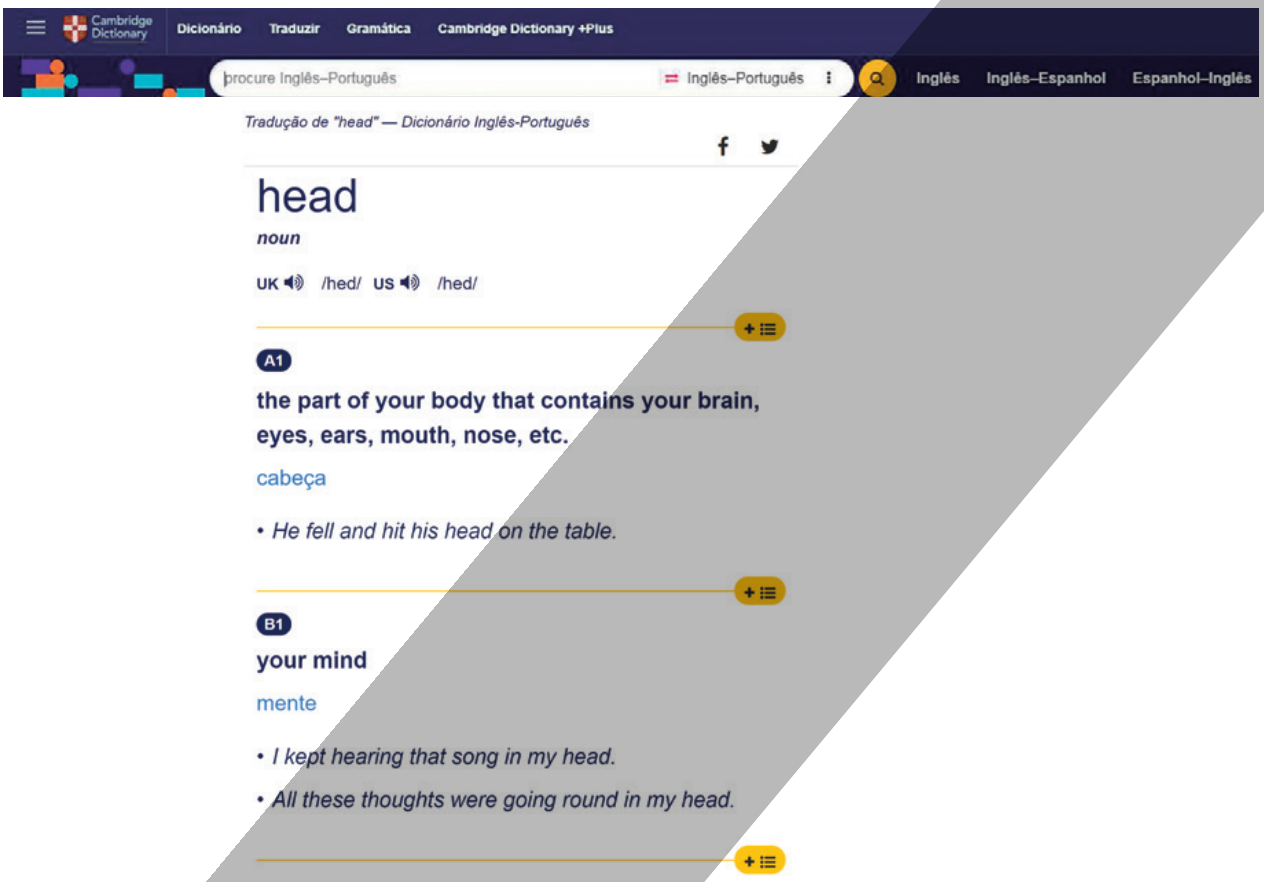
Hackerspaces, makerspaces, incubators, coworking spaces... the list of flexible space variations seems to be getting longer. [...]

Like coworking, a hackerspace is a physical venue that people go to in order to think, work and create. [...]

But unlike most coworking spaces, [...] hackerspaces are not-for-profit organizations. They're also not designed to be used as a full-time workspace solution, but as a space for "extra professional" projects. [...]

TATTERSFIELD, Kate. What is a Hackerspace? Key Industry Terms Explained. *All Work Space*, August 20, 2019. Available at: https://allwork.space/2019/08/what-is-a-hackerspace-key-industry-terms-explained/. Accessed on: March 30, 2020.

Reading strategies



Cambridge University Press

1. Look at the page of the online dictionary and answer the questions in your notebook.

a) Which word does it focus on? Head.

b) What information is given in brackets? Pronunciation and grammatical category.

c) Can you listen to a different pronunciation of the word? Yes.

d) What do the letters and numbers (e.g. A1, B1) tell you? The level of difficulty.

e) What information do you have in the blue boxes? Translation.

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

2. Order the steps you have to follow to look up the meaning of a word.

- Choose an online dictionary (there are several). 1
- Type the word. 3
- If you misspelled it, a page opens to show similar words. 4
- Choose the one you were looking for. 5
- The page with entry comes up. 2

3. All the words below are nouns. Which ones can also be verbs? Answer in your notebook. All of them.

a) Head

b) Pack

c) Kick

4. Look up the meaning of "pack". How many meanings can you find?

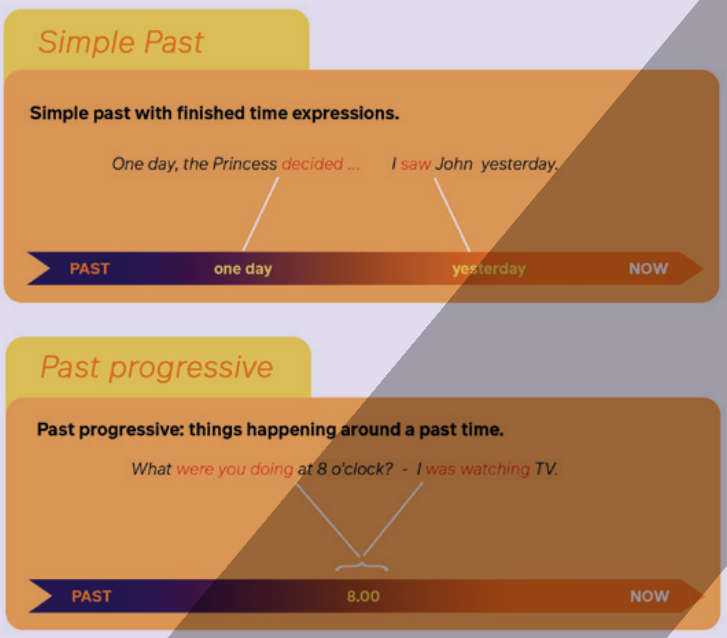
4. Five. Verbs: *fazer as malas e lotar / abarrotar*. Substantives: *pacote / maço (cigarros, cartas), matilha (coletivo de cachorros, lobos), fardo.*

5. Look up another word you are interested in. Teach your classmates one of the new meanings you found.

Personal answer.

Language in action

Ilustrações: Rodrigo Arraya



1. Look at the excerpts from the text on page 129. Are the statements **true** or **false**?

> [...] The next step was designing a sustainable helmet for cyclists.
> [...] For the video titled "Foot protections for the head", high school students [...] selected one problem [...]

a) We use the past progressive to say that something happened around a past time. True.

b) We always use it in contrast with the simple past. False.

c) The past progressive gives some "background" to the action. True.

2. Study these other sentences. Then answer the questions.

a) When I was traveling, my children never accompanied me.

- Do both actions refer to the past? Yes.
- Was the first one interrupted because of the second? No.
- Did they last the same time? Yes, most probably.

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

b) The girl was looking at the shop window when she saw a shadow.

- Did both actions happen in the past? Yes.
- Did the girl stop looking because of the shadow? We don't know.
- Which action lasted longer? Looking at the shop window.

c) He was text messaging while he was crossing the street.

- Did both actions happen at the same time? Yes.
- Does one interrupt the other? No.
- Are they simultaneous? Yes.
- Is it correct to use the simple past after "while"? No.

3. Choose the correct verb form.

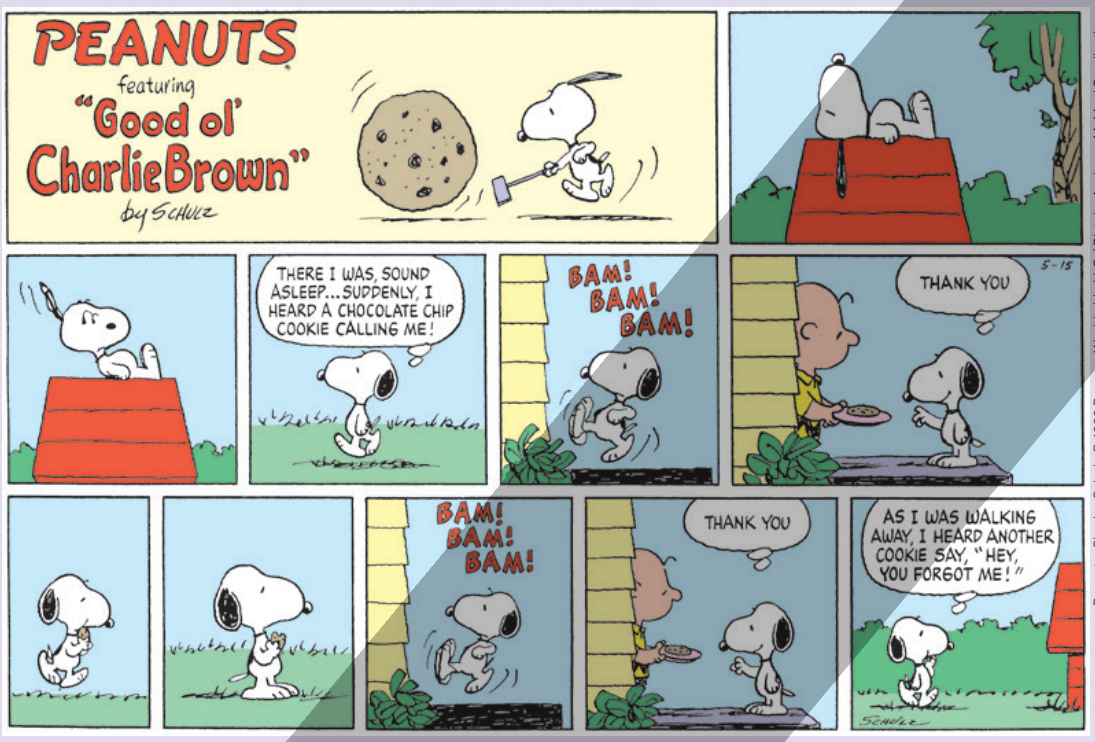
a) As the plane landed / was landing we parked / were parking the car.

b) Why did you stand / were you standing on a chair when I came / was coming in?

c) The Covid-19 broke / was breaking up while he lived / was living in Spain.

d) It snowed / was snowing when I left / was leaving.

e) I met / was meeting him on a sunny Sunday while I walked / was walking in the park.



Peanuts, Charles Schulz © 1983 Peanuts Worldwide LLC / Dist. by Andrews McMeel Syndication

4. Look at the comic. What is the difference in use of the simple past and the past progressive? Because two actions occur in the past. Snoopy was walking away and heard cookie.

5. Complete the sentences with the correct form.

a) I ..... (sit) in a café when he ..... (arrive). was sitting / arrived

b) They ..... (watch) TV when they ..... (hear) the bell. were watching / heard

c) What ..... (you / do) last night when I ..... (call)? were you doing / called

d) He ..... (be) in the shower when the phone ..... (ring). was / rang

e) When the phone ..... (ring) she ..... (have) a shower. rang / was having

MATERIAL DE DIVULGAÇÃO
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6. Ask questions with the words provided.

a) The police arrive. When...? did the police arrive

b) The workers were watching the news when the bell rang. What...? were the workers doing when the bell rang

c) People were running in all directions because of the explosion. Why...? were people running in all directions

d) He took responsibility for all his actions. What...? did he take responsibility for

e) The guy was praying in church during the riot. Where...? was the guy praying during the riot

7. Study these language chunks and match them with a synonym or definition.

- I'm also the school tech guy, <u>in charge</u> of digital systems. d
- I'm also involved in teacher training, <u>spreading</u> the good word on coding. f
- So what do I <u>actually</u> make? a
- If that sounds <u>weird</u>. b
- <u>Bear in mind</u> that I'm a teacher. c
- Finding strategies to diminish digital <u>gaps</u> and accelerate children into the tech world. e

a) In fact.

b) Strange.

c) To remember.

d) To be responsible for.

e) Space between.

f) Inform.

8. Look at the pictures and make sentences in your notebook. Personal answers.

PeopleImages/iStockphoto.com

Prykhodov/iStockphoto.com

Zia Soleil/Stone/Getty Images

chabybucko/iStockphoto.com

9. Complete the sentences with the words in the box.

actually	gaps	spreading the word	weird	bear in mind

a) Through the ..... in the trees I could see someone moving. gaps

b) The ..... thing is that nobody else heard the scream. weird

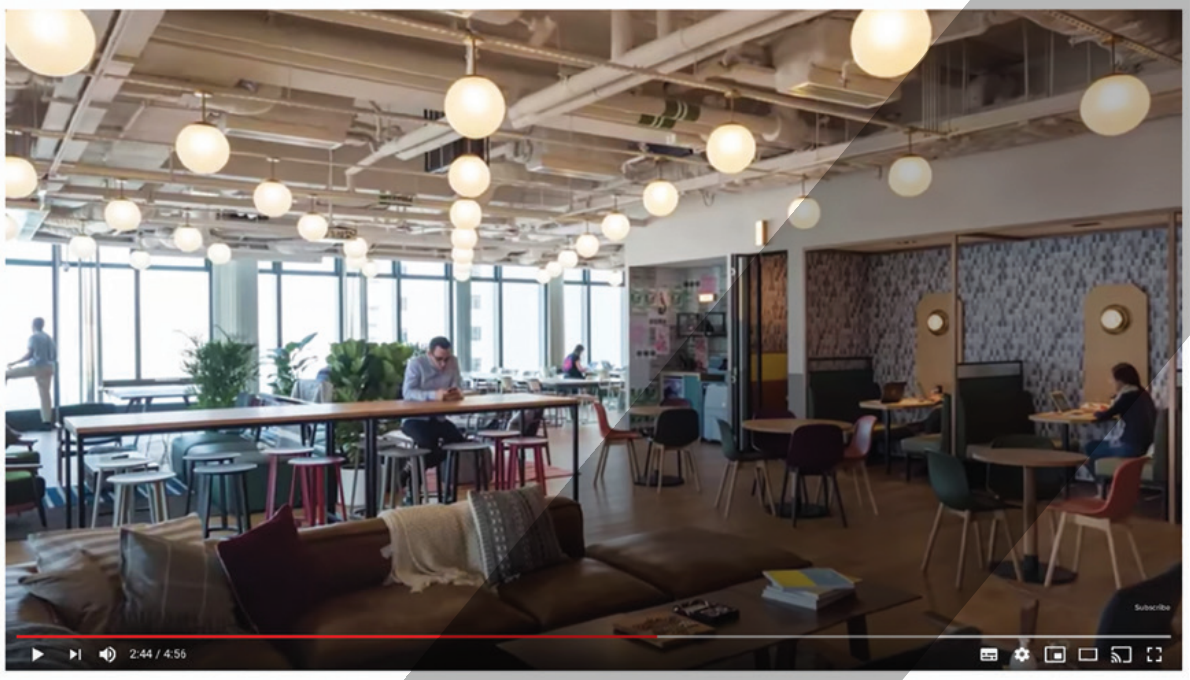
c) We've spoken on the phone but we haven't ..... met. actually

d) ..... it is Easter. Chocolate always gets more expensive. Bear in mind

e) They are ..... on the need of quarantine. spreading the word

10. Choose two of the items and make two sentences. Personal answer.

Listening



CNBC International

Is coworking really the future? | CNBC Explains

228.091 visualizações • 31 de ago. de 2017

1. Listen to the audio and choose the best alternative.
   a) The guy discusses the growth of coworking spaces. X
   b) The guy discusses the disadvantages of coworking spaces.
   c) The guy discusses the reasons for choosing a coworking space.

2. Listen and copy the words that are mentioned.

Audio 09

luxurious	[illegible]	spaces	locations	ancient	billion	growth

MATERIAL DE DIVULGAÇÃO
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3. Listen again and complete the sentences in your notebook.
   a) Different types of spaces are... popping out around the world.
   b) ... is one key example of the demand. Wework explosive growth ...
   c) In February 2017, it had 125... locations.
   d) And now, the company is valued at... $20 billion.
   e) The demand in the region for coworking spaces... is expected to grow.

Audio 09

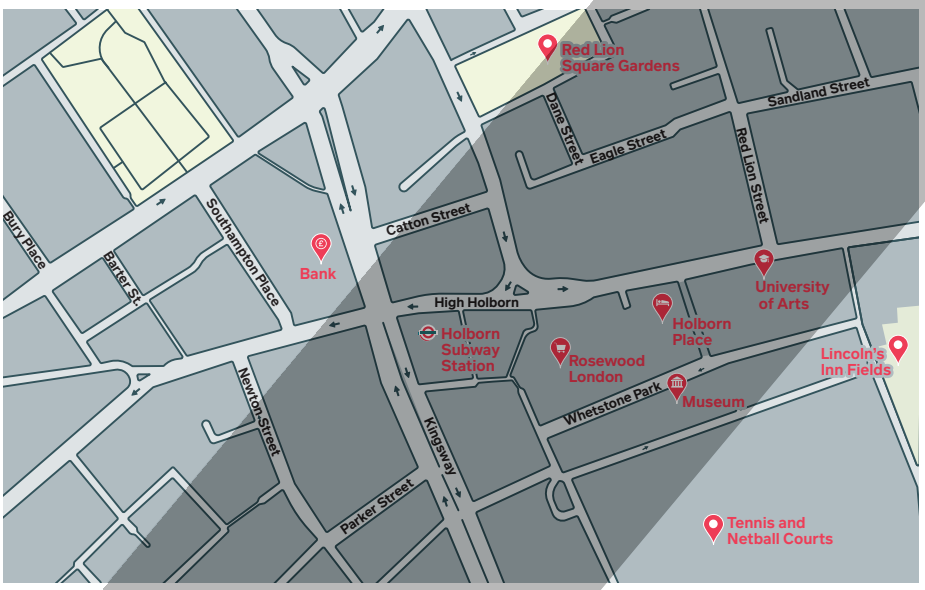
4. Listen again and pay attention to the numbers mentioned. Then match them to the information.

a) 2010	• Date of foundation of WeWork. a
b) 163	• Rate growth. d
c) 7th	• Number of locations in August. b
d) 10 to 15%	• Amount to be invested in Asia and Korea. e
e) 500 million	• The rank of the company. c

5. Would you like to found a startup? Why? Why not? Personal answers.
6. Would you have an office or choose a coworking place? Why? Personal answers.

Speaking

1. Lucas is visiting London and he wants to find a coworking place while he's there. He messages his friend, George, who knows the city well. Read the conversation with a partner



Danilo Bandeira

Hey, George, how are you?

Fine, and you?

Fine too. You know I'm in London, right? I need your help.

Shoot.

I need to find a coworking place near Holborn subway station. Can you help me?

I think there's one on Sandland Street.

How do I get there?

Are you looking at a map? You leave Holborn station and turn right on High Holborn. Straight on for two blocks until you reach London's University of Arts. Then you turn left and the first right, you're on Sandland Street. But I don't remember the number.

That's ok, I can find my way from there. Thanks a bunch. See you when I get back.

Bye

DAE

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

NOW YOU!

Make a new dialog. Practice giving directions with a classmate.

Writing

1. Match the directions to the symbols.

a) Go straight (ahead) on... Avenue / Street... 3

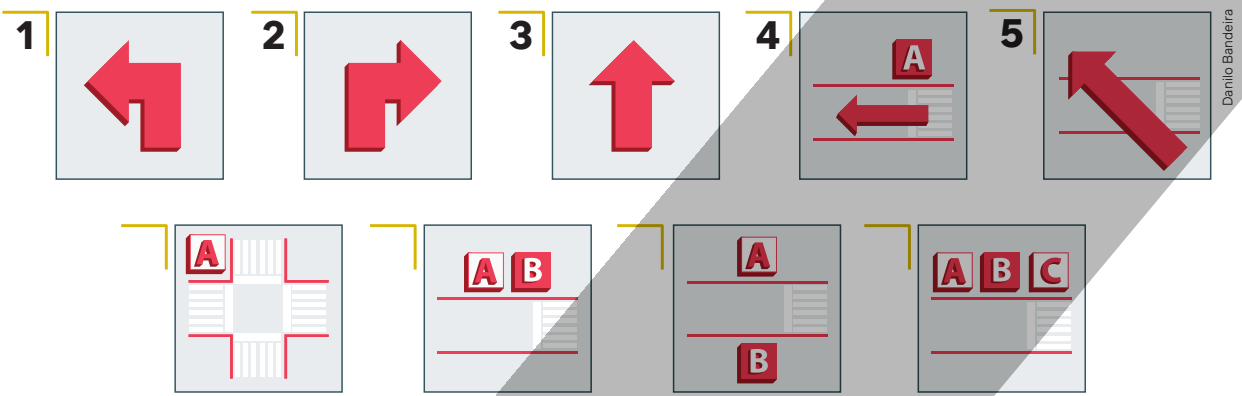
b) Turn left on... 1

c) Turn right on... (the next corner). 2

d) Go past the... (A). 4

e) Cross (the street). 5

f) Pedestrian (zebra) crossing. 5



Danilo Bandeira

2. Read the following directions and follow on the map.

A

You start at the school. Go straight on Lilly Street. Walk past the market and make a left on Principal Avenue. The gas station is on the right.

B

You start at General Said Square. Take Tulip Street and the first left on Major Tom Baker Street. You will see a bakery on the left. Go past that; it's the building right beside the gas station.

C

Leaving the market on Lilly Street, you go straight on until you get to the roundabout. At the roundabout, take the second right on Luis Braille Street. It is the first house on your left.

D

You are at the corner of Poppy and Rose Street. Take Poppy Street until the end and turn left on Major Tom Baker Street. Take the second right on Principal Avenue. The health center is on the other side of the street.

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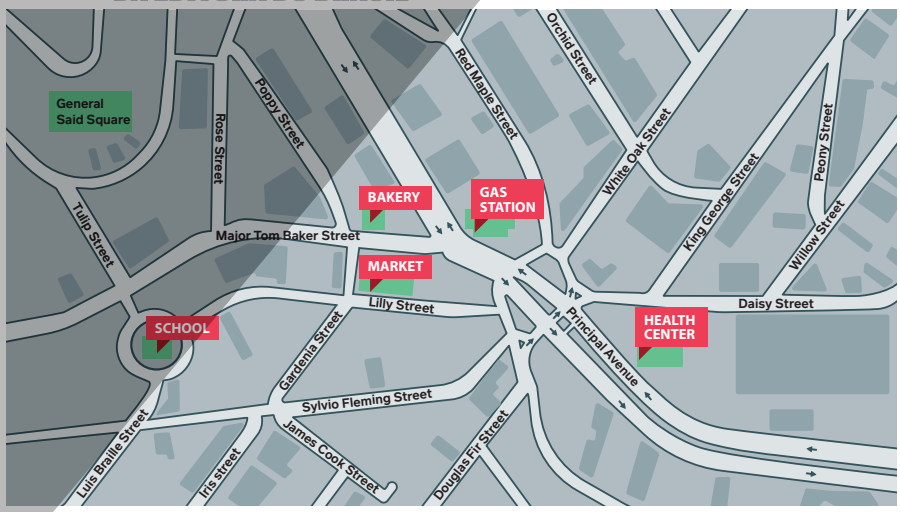


Danilo Bandeira

NOTE

- Remember to use imperatives.
- It may help if you name places. (supermarket, hospital).
- Give short and easy instructions to follow directions.

3. A friend is at the bus / underground / train station. Send a text message to help him get to your house. Personal answer.

LESSON

D Social entrepreneurship

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 5, 6 e 10, as competências específicas de Linguagens 2, 3, 4 e 6, além das habilidades EM13LGG202, EM13LGG303, EM13LGG304, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG602 e EM13LGG603.

1. Read the definition of social entrepreneurship. Then look at the pictures and read the photo captions. Can all these people be considered social entrepreneurs? Why?

> Social enterprises are social mission driven organizations which apply market-based strategies to achieve a social purpose. The movement includes both non-profits that use business models to pursue their mission and for-profits whose primary purposes are social.
>
> WHAT is a Social Entrepreneur? *In*: Canadian Social Entrepreneurship Foundation. Available at: www.csef.ca/what_is_a_social_entrepreneur.php. Accessed on: March 20, 2020.

1. Germana Soares is from an NGO, which does not qualify as social entrepreneurship, because there is no profit.

Jazzmine and Tony are social entrepreneurs, because their work generates profit and also cares about environmental (in the case of Jazzmine) and social (in Tony's case) questions.

Box girls, although stimulates entrepreneurship, does not profit from the classes so it can't be considered a social entrepreneurship.

Clara Gouvêa/UOL/Folhapress

Germana Soares, creator of UMA (União de Mães de Anjos), a non-governmental organization that helps children born with Zika Virus in Brazil, 2018.

Arquivo pessoal

Jazzmine Raine, co-founder of Hara House, first zero waste guesthouse in North India.

Arquivo pessoal

Tony Weaver Jr., founder and CEO of Weird Enough Productions, a new media production company dedicated to creating positive media images of black men and other minority groups.

Patricia Esteve/Zuma Press/Fotoarena

Girls from Korogocho slum, in Nairobi, Kenya, during a training conducted by Box Girls in 2015, an organization that offers boxing training to girls and provides entrepreneurship, community building, mentoring, sexual health and reading programs.

Hypertext

Social entrepreneurship is the combination of commerce with social **issues**. Social entrepreneurs aren't only **concerned** with profits. Success is also defined by how their business improves the world. Unlike nonprofits, social entrepreneurship still earns a **profit**, but the focus is placed on the social or environmental change made while earning that profit.

Entrepreneurs used to be those who had an idea, started a company, and made money. They wrote a business plan, circulated the document to a bank, and worked **tirelessly** to scale their company and drive profits [illegible] investors. But in 2018, we're a startup nation. Actually, we're a startup world. Entrepreneurs have different motivations for starting a business just as consumers have different motivations to buy.

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

I've noticed a significant **uptick** in interest in companies that have a basic alignment in social responsibility, meaning the mission is not *just* to grow and make money, but to do good in the universe. Enter, social entrepreneurship.

TYRE, Dan. Social Entrepreneurship: What it is and Why Everyone's Talking About it. *Hubspot*, May 10, 2019. Available at: https://blog.hubspot.com/sales/social-entrepreneurship. Accessed on: March 25, 2020.

2. Read the text above and check **true** or **false**. Correct the false statements in your notebook.

a) Being an entrepreneur is not the same as it was in the past. T

b) Social entrepreneurs are not interested in making profit. F – Social entrepreneurs look for profit and for social change.

c) Today the only motivation of social entrepreneurs is profit. F – Profit is not the only motivation of social entrepreneurs.

d) There is a growing interest in companies that want to make money while promoting positive change. T

e) Social entrepreneurs are concerned with doing good things to others. T

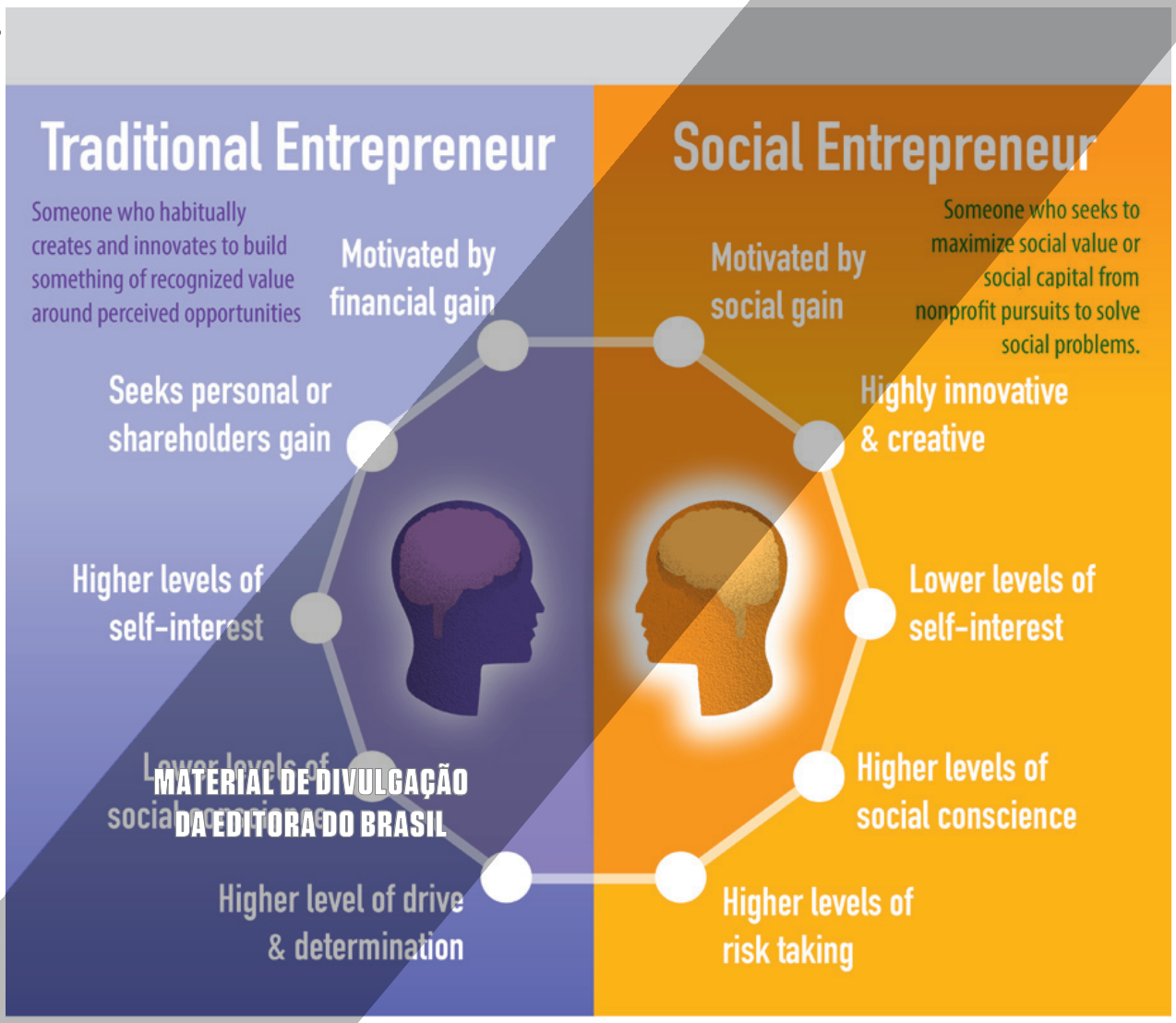
VOCAB

concerned: preocupados
issues: questões
profit: lucro
tirelessly: incansavelmente
uptick: crescimento

Compare and conclude

1. Look at the infographic below. What is the best title for it?
   a) Advantages and disadvantages of social entrepreneurship.
   b) Differences between social businesses and traditional business.
   c) Personality traits of traditional X social entrepreneurs. X
   d) Motivations of traditional X social entrepreneurs.

Milton Rodrigues



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Source: Smith, R., Bell, R. and Watts, H. Personality trait differences between traditional and social entrepreneurs. *In*: SOCIAL ENTREPRISE JOURNAL. Available at: www.emerald.com/insight/content/doi/10.1108/SEJ-08-2013-0033/full/html. Accessed on: April 9, 2020.

2. Based on the information in the infographic, consider the situations below and write **S** for social entrepreneur and **T** for traditional entrepreneur. Explain your reasons. Personal answers.
   a) Someone who has a premium service bank. T
   b) A man who has a supermarket chain that employs former prisoners. S
   c) A woman who has started a day care center for single mothers and fathers. S
   d) A girl who developed vegan products for dogs. T
   e) A boy who created a pet shop franchise that gives 20% of their profit to abandoned animal shelters. S

Real life

1. Read Jazzmine Raine's short bio. Why can we consider her a social entrepreneur? Because she uses business as a catalyst for social goodness.

Jazzmine Raine

I am a social entrepreneur. That means I use business as a catalyst for social goodness. I am deeply passionate about sustainable travel, zero waste living, ethical fashion and social good.

RAINE, Jazzmine. Jazzmine Raine. *Cause Artist*, [*n. d.*]. Available at: www.causeartist.com/author/rainenetwork/. Accessed on: April 11, 2020.

At 18 years old, I launched a non-profit organization called Raine for Water, which led me to travel the world learning the ins and outs of grassroots development and social innovation in Canada, Ghana and India.

ABOUT Jazzmine Raine. *In*: TRAVEL MASSIVE. Available at: www.entrepreneurship-campus.org/members/harahouse/. Accessed on: April 11, 2020.

Zero waste

The conservation of all resources by means of responsible production, consumption, reuse, and recovery of all products, packaging, and materials, without burning them, and without discharges to land, water, or air that threaten the environment or human health.

Akhilesh Singh/Hara World

Mural from Hara World's office, an experiential education and impact travel organization that empowers and connects young people through environmental justice programs.

2. Read the interview with Jazzmine Raine and answer the questions.

[...]

Tell us more about Hara House and the mission behind it.

Hara House is a zero waste guesthouse and social enterprise. We invest 20% of profits into environmental education projects in north India. Our social enterprise includes facilitating programs and providing resources to young people to develop their own environmental projects, and equip them with the tools they need to be leaders for social good and business for good. [...]

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Why do you think it's important to educate travelers on the impact of tourism?

Currently, only about 10% of the global population travels. But travel is becoming more accessible and we need to carve a path for the other 90% to avoid putting more stress on our environment. [...] Educating travelers on the simple fact that every action has a reaction is crucial for the sustainability of the industry and of mother earth. [...]

Where do you see yourself in 5 years?

Most likely still in India, continuing to be a resource in helping incredible environmental action projects grow. [...]. I've been working on a strategy for sustainability and zero waste consulting for the hospitality and tourism industry here in India and would love to see that become my main focus in 5 years from now. And of course, I would love to see another 2 (or 200!) incredible young people implementing Hara House models across the country. [...]

INTERVIEW with Social Entrepreneur Jazzmine Raine. *Conscious City Guides*, November 8, 2018. Available at: https://consciouscityguides.com/the-journal/interview-with-social-entrepreneur-jazzmine-raine. Accessed on: March 25, 2020.

a) What makes Jazzmine's business a social enterprise?

b) How can tourism cause impact in the environment?

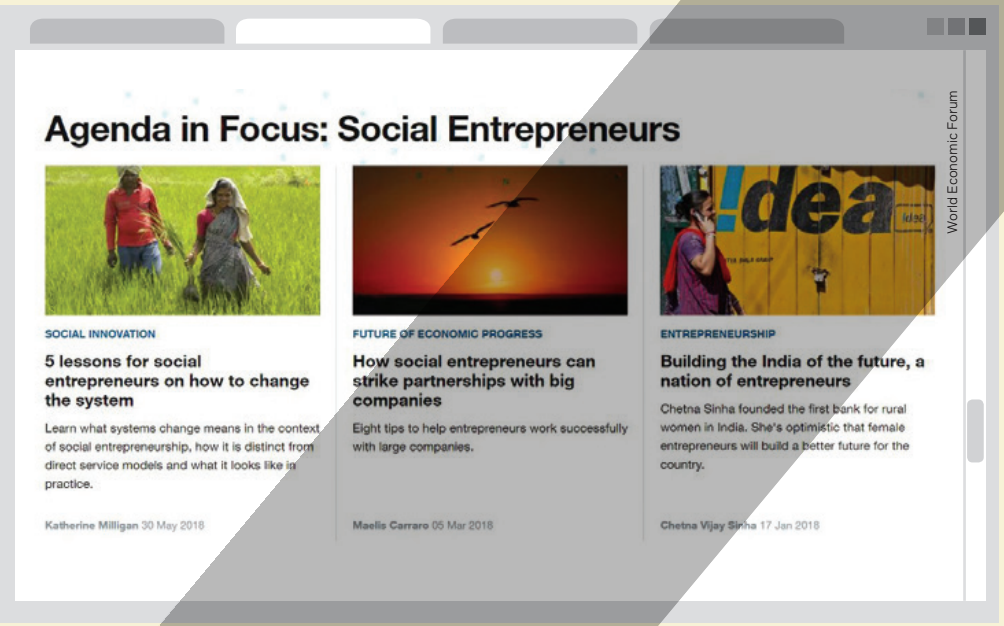
2. a) Jazzmine's business is zero waste and it trains young people to develop their own environmental projects.

b) According to Jazzmine, every action is crucial for the sustainability of the industry and of mother earth.

Think about it

Audio 10

1. Sophie and Marlon are talking about an article Marlon read online. Listen and complete their conversation.



DAE

Chetna Sinha fouded the first bank for rural women in India.

Marlon: There. I know what I want to be after university. A ..... . Look at this woman. So inspiring! social entrepreneur
Sophie: Who is she? And what is a .....? social entrepreneur
Marlon: She is the founder of a ..... that lends ..... to rural women in India. She is making ....., but she is ..... people. That is the perfect .....! Everybody ..... do that. bank / money / profit / helping / combination / should
Sophie: I agree that this is great, but it's not so easy. You know you ..... have some ....., right? must / business
Marlon: You should, but you ..... have a lot of money. You can find someone to ..... in your idea. Like an ....., for example. don't have to / invest / angel investor
Sophie: An "angel" investor? With wings and stuff?
Marlon: Hahaha, funny! Come on! An angel investor is a person who has the money and wants to invest in ideas that have ..... potential
Sophie: Sounds great. We just need to find one.
Marlon: We? So, do you want to start a ..... with me? social enterprise
Sophie: Sure, why not? The question is, how can we ..... a business that will make profit and help other people at the same time? start
Marlon: It ..... be hard. There are so many people who need help! shouldn't
Sophie: True. We just need the perfect idea.

Moral Compass
How can we, as consumers, help social entrepreneurs be successful?

2. Marlon mentions the term angel investor. Read the definition of angel investor on page 143. Why do you think an angel investor has to be a "high net worth individual?"
Personal answer.

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Hypertext

What is an Angel Investor?

An angel investor (also known as a private investor, seed investor or angel funder) is a **high net worth individual** who provides financial backing for small startups or entrepreneurs, typically in exchange for ownership equity in the company. Often, angel investors are found among an entrepreneur's family and friends. The funds that angel investors provide may be a one-time investment to help the business get off the ground or an ongoing injection to support and carry the company through its difficult early stages.

GANTI, Akhilesh. Angel Investor. *Investopedia*, March 5, 2020. Available at: www.investopedia.com/terms/a/angelinvestor.asp. Accessed on: March 22, 2020.

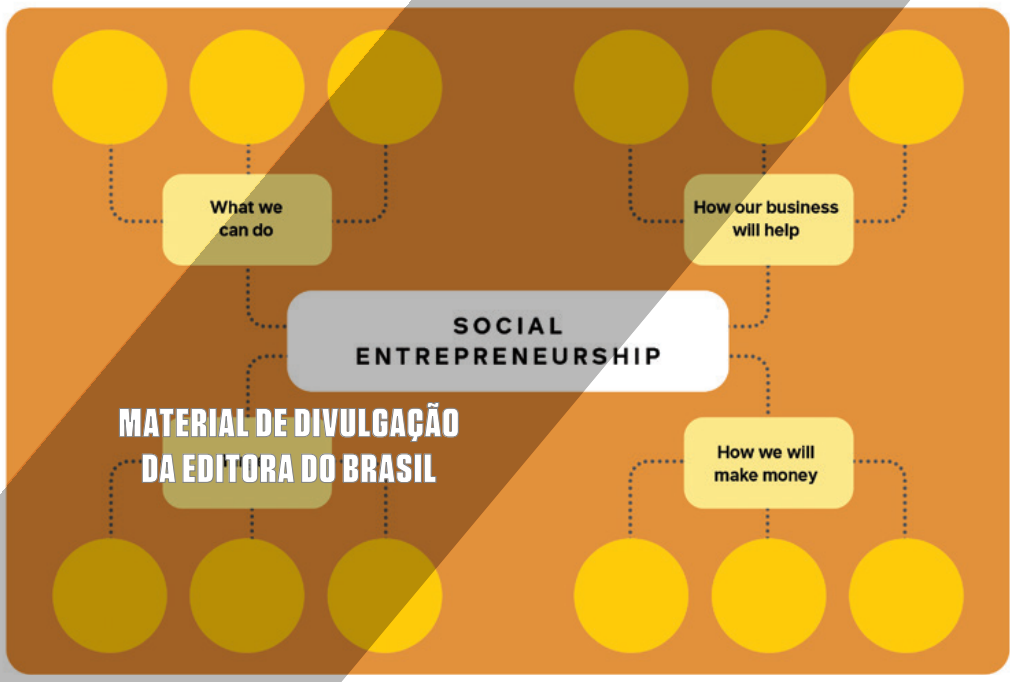
VOCAB

high net worth individual: alguém com alto patrimônio líquido para investimento (geralmente acima de um milhão de dólares)

Taking action

How can we design a business that will cause positive social impact?

1. Look at the mind map below and brainstorm ideas with your classmates.



Rodrigo Arraya

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2. Research examples of successful social enterprises online. Take notes of the information you gather and share it with the other classmates.

Name	Founder	What they do	How they help others	Other relevant information

3. With your group, decide on the best options to design a project.
   - Choose the four favorite ideas brought by the group members.
   - Measure the pros and cons of each idea.
   - Decide together on the most feasible idea to prepare your project.

Tech-savvy

Making an explainer video

Hypertext

What is an explainer video?

Explainer videos are short online marketing videos used to explain your company's product or service. Explainer videos are often placed on a landing page, your website's home page, or a prominent product page. These types of videos have become extremely popular – some sites boast of conversion rates increasing by as much as 144% after including an explainer video on their website.

MARRS, Megan. The 5 Best Explainer Videos (& How to Make Your Own). *Worstream*, October 1, 2019. Available at: www.wordstream.com/blog/ws/2014/03/13/explainer-videos. Accessed on: April 14, 2020.

1. Look at the tips for making a good explainer video and add the correct verb in the blanks.

Keep	Plan	Focus	Decide	Create	Make

a) **a solid script**. A solid, high quality script is the foundation of every good explainer video. The script is like a basic element that will guide the rest of the video production process. Make

MRAZ, Jessica. Tips to Make an Explainer Video that Works. *Yum Yum Videos*, March 21, 2020. Available at: https://go.yumyumvideos.com/blog/7-tips-to-make-an-explainer-video-that-works. Accessed on: March 22, 2020.

b) **to tell a story**. Explainer videos are a digital form of storytelling, and all good storytellers start with a concept. Consider showing a problem many of your customers share, and then show how your product or service solves it. You could also tell the story of how and why your company started. [...] Plan

c) **it simple**. Choose one **storyline** per video. [...] Share that one story in less than three minutes – one minute if you can. **Refrain** from using lots of props or complex sets. Keep

d) **a compelling opening introduction**. The entire video must create interest and [illegible] and that starts with the first few seconds. As you plan your script, keep in mind that you must instantly capture and **hold** viewer interest. [...] Create

e) **on the product's mission**. Stay away from **droll** footage about the product's virtues. Instead, spend those precious minutes showing how the product benefits your customers by solving a common problem. [...] Focus

f) **where the video will live**. [...] Once your video is complete, you can put it up on YouTube, embed it on your website's homepage, link to it in emails, feature it on social media, put it up on a campaign landing page, and use it within sales presentations. [...] Decide

OLDHAM, Pamela. 8 Tips for Creating Effective Explainer Videos. *Business News Daily*, January 15, 2018. Available at: www.orderyourvideo.com/8-tips-creating-effective-explainer-videos/. Accessed on: March 22, 2020.

VOCAB

droll: engraçadinho
hold: manter
refrain: evite
storyline: enredo

2. Read the sentences below and write the letter of the tips above they correspond to.

- The beginning of the video must keep the attention of the viewer. d
- It is a good idea to show something that the viewers will identify with and then show them how you can help. b
- The script is the most important aspect of the production. a
- Explainer videos must be short and simple. c

3. In your opinion, what part of the process of making a video is the most difficult? Why?
Personal answers.

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Getting it done

You are going to make an explainer video about your social enterprise. This video is going to be part of your group project and it should attract investors by showing how your business can do good for the society.

1. Get into your groups. Recall your idea for a social enterprise and write the main points.

Our social enterprise:

Name: .....

Mission: .....

Founders: .....

Why we decided to do it: .....

How we will help others: .....

2. Draft the action plan to prepare the explainer video for your business. Remember that the objective of this video is to attract investors for your business idea. Use the guide below to help you.

- **Watch other explainer videos online:** Which ones did you like? What was special about them? Which videos didn't you like? What ideas can you use in your video?
- **Learn about video editors and apps to make videos:** Which ones are the best for you and your group? Which ones are free? Which ones have more resources and are easier to use?
- **Assign roles for each member:** What can each member do to help make the video? Who is good at acting? Editing? Directing?
- **Think about the script:** What can you say about your idea in less than two minutes?
- **Plan the steps:** What needs to be done first? Who can write a checklist to help the group be organized?

3. Share your ideas with your teacher and with a different group. Take notes on their feedback.

BETTER TOGETHER

Measuring pros and cons as a team

Weighing up pros and cons is a quick, simple way to make objective, considered decisions. Quantifying options helps you weigh up your decision.

MIND TOOLS. [*Title of the tool*], [*n. d.*]. Available at: www.mindtools.com/pages/article/newted_05.htm#:~:text=Weighing%20up%20pros%20and%20cons%20is%20a%20quick%2C%20simple%20way,of%20a%20sheet%20of%20paper. Accessed on: April 13, 2020.

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Tips:

- Write down the pros and cons separately.
- Ask for everyone's opinion.
- Encourage team members to imagine every possibility.
- Consider everyone's contributions.

USE

This company makes / helps / sells "...".

It was founded by "..." in "...".

They help "..." by "...".

Part of their profit goes to "...".

They give "..." % of their profit to "...".

Their story is very interesting / special / beautiful.

Showing what we've got

1. Get into your groups to prepare yourselves to present your project and your explainer video. Look at the list below and tick the items that you think are important in the presentation. Personal answer.

- Looking nice.
- Organized visuals.
- A script previously agreed by group.
- Speeches prepared and rehearsed.
- Handouts to the audience.
- Equipment previously checked.
- Time for questions.
- Background music and snacks.

Fernando Favoretto/Criar Imagem

Students making presentation.

When presenting your project, have your audience in mind. Who would you like to invite to watch you and your group present your business idea?

2. As a group, you will also be responsible for evaluating the ideas of the other groups. Use the rubrics below to help you give your friends some feedback with quality and detail.

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Group	Resources	Idea	Social impact	Explainer video
_____	**Were the resources effective? Have they caused a positive impact on the presentation?**	**Was the business idea innovative? Would you like to be a part of this enterprise?**	**Was the group able to create a business with truly relevant social impact?**	**Will investors be interested in the business idea by watching the video? Has the video followed the steps and tips learned in the lesson?**
Excellent				
Good				
Needs improvement				

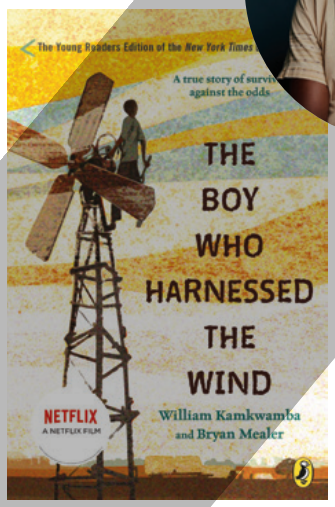
3. Read your feedback notes again and talk to a classmate. Which group presented the best business idea? Why do you think so? What suggestions would you like to give to each group? Personal answers.

Learning about entrepreneurship from the movies

1. Look at the pictures below. Have you seen this movie or read this book? If so, what is the story about? Personal answers.

Netflix/Everett Collection/Fotoarena

Tje bou wjp harnessed the wind, from Chiwetel Ejiofor, 2019.



Puffin Books

Taylor Jewell/Invision/AP Photo/Glow Images

William Kamkwamba, 2019.

2. Read the book review and write the information in your notebook.

- Name of the book
- Type of book
- William's nationality
- Why he could not attend school
- How he helped his family
- What William does today

The boy who harnessed the wind
Autobiography
Malawi
His family did not have money
He build a windmill for electricity
He went to college and continues to help people in Africa

The Boy Who Harnessed the Wind is the inspiring autobiography of William Kamkwamba, the boy from Malawi who built a windmill out of spare parts from a junkyard to bring electricity to his family's home. Growing up, William and his family faced famine and hardship w[illegible]. Because all of their extra funds had to go toward feeding the family, William was unable to attend school since he couldn't pay the school fees or afford the proper uniform. In spite of this struggle, William continued to learn by reading the books found in the small library in the village. Through this library, he discovered a book about principles of electricity and used those principles to design and build a windmill to power his home. His community thought he was crazy – a modern-day Noah – but when reporters and journalists from around Malawi started to take notice, even the TED organization invited William to tell his story.

MATERIAL DE DIVULGAÇÃO
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HARPER, Amber. The Boy Who Harnessed the Wind: Young Readers Edition. *Good Reads*, September 15, 2015. Available at: www.goodreads.com/review/show/1392920785?book_show_action=true&from_review_page=1. Accessed on: April 13, 2020.

3. Answer the questions.

a) Why do you think William's story is inspiring? Personal answer.

b) Search for more information about what William is doing today. Can we consider William a social entrepreneur? Why? Personal answer.

c) Think of other movies and books that tell stories similar to William's. Choose one and talk about it to your classmates. Personal answer.

USE

The movie... is a documentary / biography.

It is about..., who invented / created / helped...

Today, his / her business helps...

I chose this story because I think it is...

UNIT 4

muratart/Shutterstock.com

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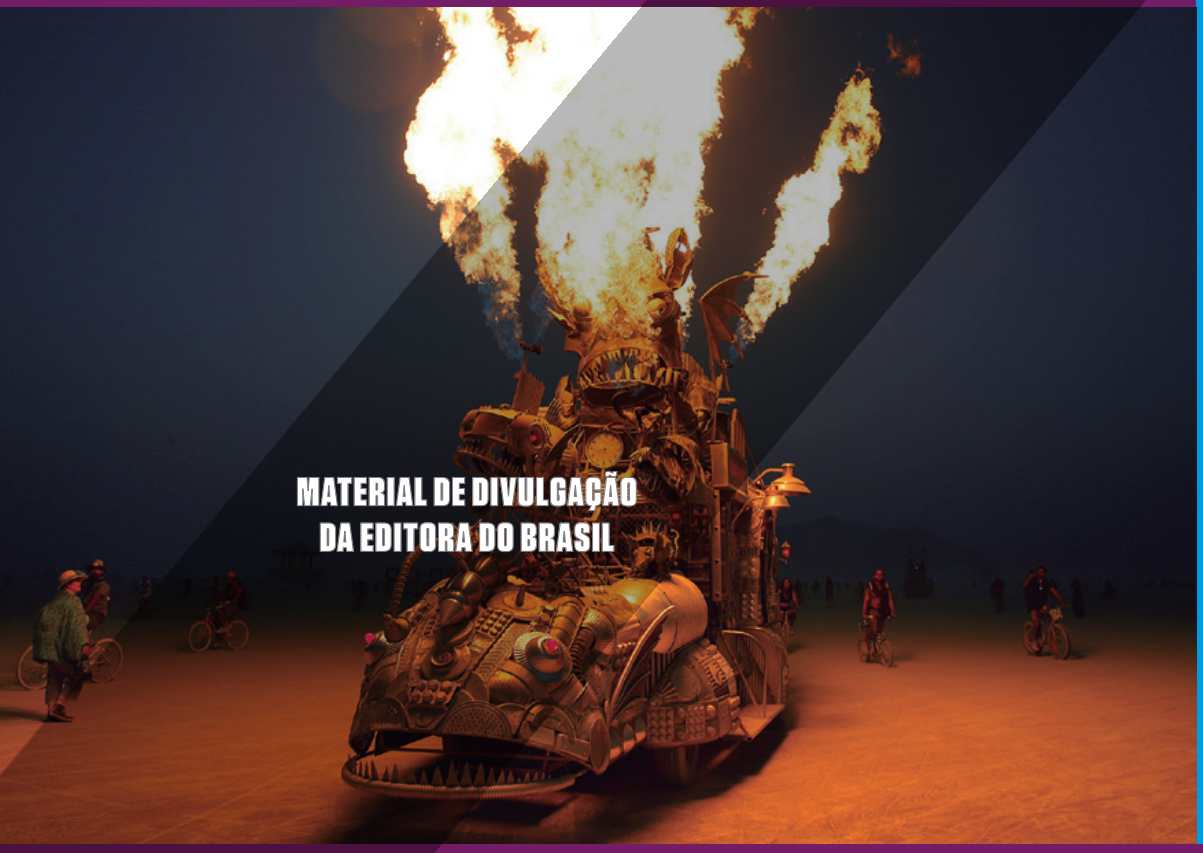
- Do you think these images represent culture?
- How much do you know about Brazilian culture? Can you give examples?
- What examples of other cultures can you give?
- How are cultures related?
- Why is it important to understand and respect other people's culture?

People covered in paint during the Holi Festival in Udaipur, India, 2018.

Denner Ovidio/Futura Press

Oktoberfest Parade in Blumenau (SC), Brazil, 2017.



Jim Bourg/Reuters/Fotoarena

Burning Man arts and music festival in Nevada, U.S., 2017.

CULTURAL LITERACY

Preface

[...]

To be culturally literate is to possess the basic information needed to thrive in the modern world. The breadth of that information is great, extending over the major domains of human activity from sports to science. It is by no means confined to "culture" narrowly understood as an **acquaintance** with the arts. Nor is it confined to one social class. Quite the contrary. Cultural **literacy** constitutes the only sure avenue of opportunity for disadvantaged children, the only **reliable** way of combating the social determinism that now condemns them to remain in the same social and educational condition as their parents. That children from poor and illiterate homes tend to remain poor and illiterate is an unacceptable **failure** of our schools, one which has occurred not because our teachers are inept but chiefly because they are compelled to teach a fragmented curriculum based on faulty educational theories. Some say that our schools by themselves are powerless to change the cycle of poverty and **illiteracy**. I do not agree. They can break the cycle, but only if they themselves break fundamentally with some of the theories and practices that education professors and school administrators have followed over the past fifty years. [...]

HIRSCH JR., Eric Donald. *Cultural Literacy*: What Every American Needs to Know. Boston: Houghton Mifflin Company, 1987. p. XIII.

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Hypertext

Eric Donald Hirsch Jr. [born 1928]

is the founder and chairman of the Core Knowledge Foundation and professor emeritus of education and humanities at the University of Virginia. [...]

to develop his **concept** of cultural literacy the idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge.

HIRSCH JR., E. D. *Core Knowledge*. [*n. d.*]. Available at: www.coreknowledge.org/about-us/e-d-hirsch-jr/. Accessed on: June 21, 2020.

Policy Exchange

E. D. Hirsch Jr. delivers his speech at the second annual Policy Exchange Education Lecture at Pimlico Academy, London, 2015.

stoatphoto/Shutterstock.com

DAE

CULTURE

You have cultural literacy when you know what an **average** member of that culture would be expected to know, which is usually assumed and often unstated (Hirsch, 1983). [...] For example, the meaning of many words is culture-specific. Telling someone you wear thongs to the beach in Australia is common, but it would have a very different reaction in the USA!

Cultural literacy is culture-specific. There are too many different cultures to be literate in all of them. [...] You will need to develop new cultural literacies when you enter a new culture, or interact with members of that culture.

WHAT is Cultural Literacy. *Western Sydney University*. [*n. d.*]. Available at: www.westernsydney.edu.au/studysmart/home/cultural_literacy/what_is_cultural_literacy. Accessed on: June 21, 2020.

VOCAB

acquaintance: familiaridade, conhecimento
average: médio
concept: conceito, noção
failure: fracasso
illiteracy: analfabetismo
literacy: alfabetização
reliable: confiável

Going c

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Website

Core knowledge: website with activities to enable knowledge, to help kids become productive and responsible citizens. Available at: www.coreknowledge.org/. Accessed on May 4, 2020.

Movies

The Kite Runner. Direction: Marc Forster. Production: William Horberg and Walter F. Parkes. United States / China / UK / Afghanistan: Distributor, 2007.

Slumdog Millionaire. Direction: Danny Boyle / Loveleen Tandan. Production: Christian Colson. United States / France / UK: Distributor, 2008

Samsara. Direction: Ron Fricke. Production: Mark Magidson. United States/ Indonesia / Singapore / Thailand / Kenya / Denmark / Brazil / Jordan / United Arab Emirates / Saudi Arabia / South Africa / Italy / Ghana / Egypt / China / Japan / Ethiopia / South Korea / Namibia: Distributor, 2012.

Books

Half of a yellow Sun by Chimamanda Ngozi Adichie. New York: Anchor Books, 2007.

Persepolis: the Story of a Childhood by Marjane Satrapi. New York: Pantheon Books, 2004.

Rooftops of Tehran by Mahbod Seraji. New York: New American Library, 2009.

LESSON A

STEAM and culture

Before reading

Na BNCC

Nas páginas a seguir, você vai trabalhar as competências gerais 1, 5 e 9, as competências específicas de linguagens 1, 2, 3, 4, 6 e 7, além das habilidades EM13LGG302, EM13LGG303, EM13LGG305 e EM13LGG402.

1. Read the title of the text below. Do you know what STEAM stands for? Personal answer.
2. What kind of text is it?
   a) An online article. X
   b) An email.
   c) A leaflet.

DAE

THE 'M' in STEAM Education: better mathematics teaching for improved outcomes

Considered by some as the true universal language, Mathematics has been a major factor in building our history and shaping our future and is a key component of any STEAM program.

Math is literally everywhere as an integral part of all fields of study. It's responsible for the discoveries that we hear about in our day-to-day lives and is largely considered as the one language that is unequivocally used by all, regardless of culture, religion and gender.

With the rapid growth of 4IR industries, opportunities abound for STEAM Education graduates in the fields of engineering, science and technology. And guess what? Mathematics is a common thread shared by all these disciplines, and the Arts too, wherever patterns, volume, shapes and representation are used to delight the senses. Mathematics is everywhere.

[...]

Some of the most effective strategies being used to improve Math teaching outcomes are aligned with the STEAM Education methodologies. These include framing a math problem in a multidisciplinary context, something real world that children can relate to. Another is to encourage learners to work in groups to solve the problem, allowing students to propose one or two solutions themselves to solve the challenge, rather than being too directive by giving them a process or formula to follow as generally is the case in traditional math teaching. This helps increase engagement and promote deeper thinking and problem solving, and encourages other important soft skills key to math mastery, like persistence.

[...]

STEAMC12_WP. THE 'M' in STEAM Education: Better Mathematics Teaching for Improved Outcomes. *STEAM Craft*, July 14, 2017. Available at: www.steamcraftedu.com/better-mathematics-with-steam-education/. Accessed on: May 23, 2020.

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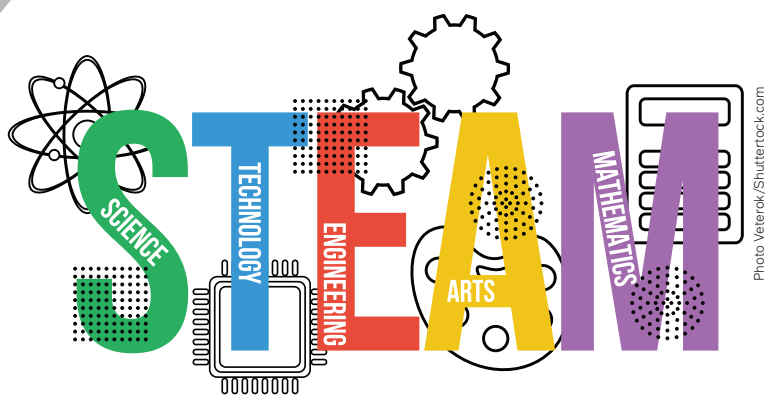
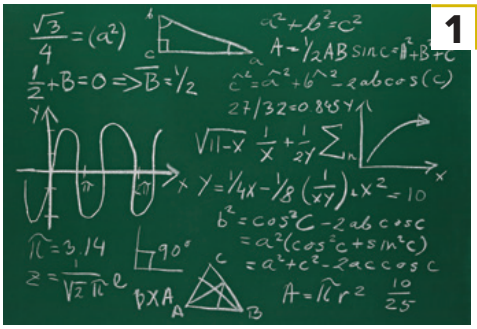


Photo Veterok/Shutterstock.com

While reading

1. Check your answer for exercise 2 on page 152. Did you get it right? Personal answer.
2. In your notebook, write a label to each image with the correspondent field of STEAM.
   1. mathematics / 2. arts / 3. science / 4. engineering / 5. technology



Picsfive/Shutterstock.com

Museu Guggenheim, Nova York

Gorodenkoff/Shutterstock.com

Gorodenkoff/Shutterstock.com

VTT Studio/Shutterstock.com

Science	Technology	Engineering	Arts	Mathematics

3. Answer in your notebook.
   a) What is one thing shared in all the STEAM disciplines? Mathematics.
   b) What is one skill necessary to math mastery? Persistence.
   c) Is math [illegible]? How?
   d) What is an example of math in a STEAM methodology?

MATERIAL DE DIVULGAÇÃO
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4. Complete the sentences with words from the text.
   a) Mathematics is one ..... of study. field
   b) Learners work in ..... to solve problems. groups
   c) Students can propose one or two ..... and solve the ..... solutions / challenges
   d) In ..... math teaching, students receive the exact process to follow. traditional
   e) Math in a STEAM methodology helps to promote deeper ..... thinking
5. Choose the best option to replace the underlined words, according to the text.
   a) Better mathematics teaching for improved <u>outcomes</u>.
      - thinking
      - results X
   b) [...] one language that is <u>unequivocally</u> used by all.
      - for sure x
      - not
   c) Mathematics is a common <u>thread</u> shared by all these <u>disciplines</u> [...]
      - theme / subjects. x
      - topic / disciples.
   d) With the <u>rapid</u> growth of 4IR industries [...]
      - slow
      - fast X

3. c) Yes, because it is used by all people, regardless of culture, religion or gender.
d) Framing a math problem in a multidisciplinary context, something from real world that children can relate to.

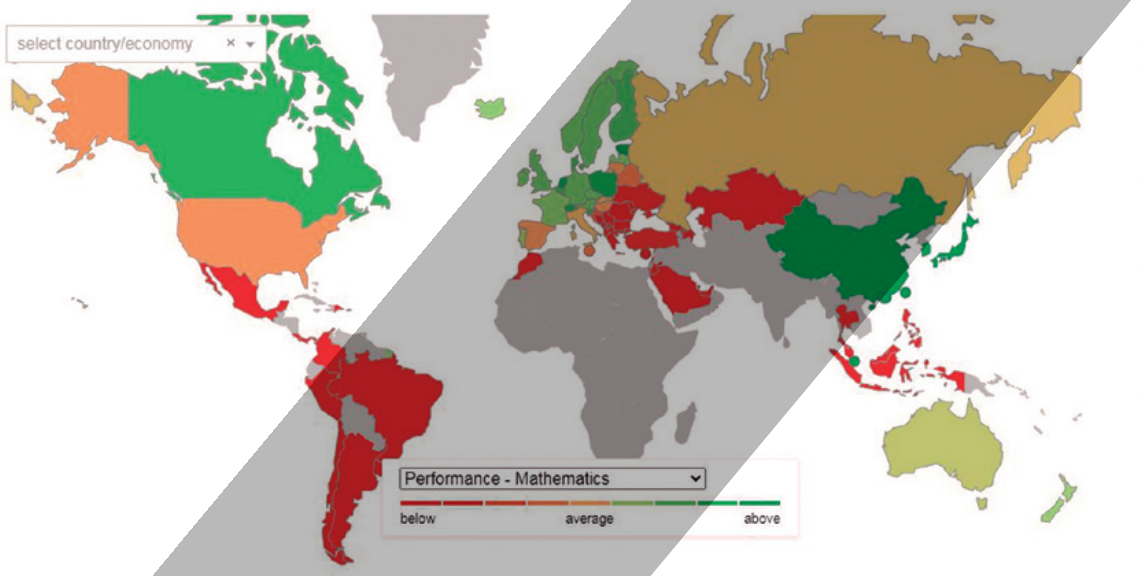
Post-reading

1. How much can your background experience benefit you when learning maths? Personal answer.
2. Can you think of a problem in multidisciplinary context to illustrate what STEAM is about? Personal answer.
3. What other skills do you think STEAM can develop? Personal answer.

Words in images

DAE

CULTURE



Organização para a Cooperação e Desenvolvimento Econômico

Source: Programme for International Student Assessment. OECD. [*n. d.*]. Available at: www.oecd.org/pisa/data/. Accessed on: March 29, 2020.

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

1. Look at the [illegible] best performances in maths. Do you think these countries are similar somehow? Personal answers.
2. Why do you think the performance is lower in these countries? Personal answer.
3. What could be done to increase Brazil's performance in maths? Personal answer.

Reading strategies

1. Look at the cover of one of your school books. Can you predict its content by just looking at the words and images on it?

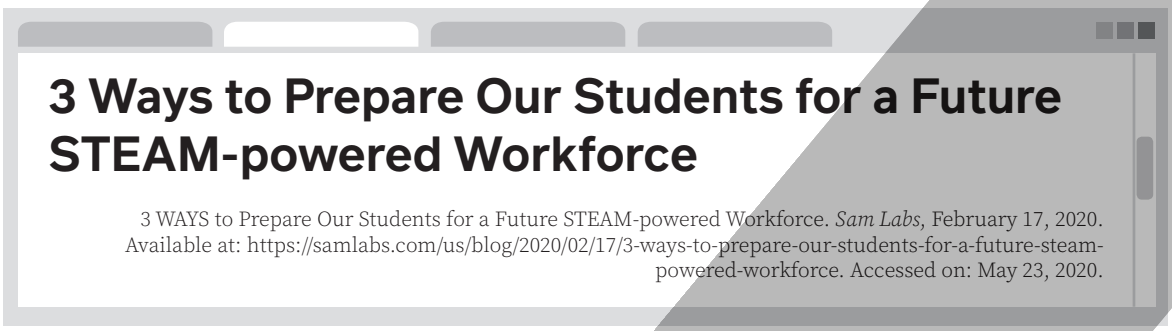
Predicting/Previewing

A reading strategy that can be used to get information from a text is by **predicting** or **previewing** its content. This can be done by using titles, headings, pictures and diagrams to anticipate what will be read. It helps to connect the information to any previous knowledge, making it easier to predict the content and understand a text.

By making predictions, readers are also using their critical thinking and problem-solving skills. They have the opportunity to reflect on the text and be more interested in the content.

2. Read the headlines and choose the best option.

a)

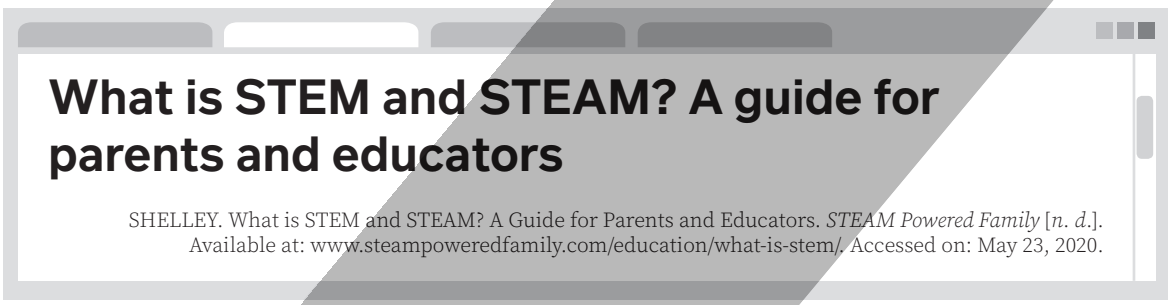


3 Ways to Prepare Our Students for a Future STEAM-powered Workforce

3 WAYS to Prepare Our Students for a Future STEAM-powered Workforce. *Sam Labs*, February 17, 2020. Available at: https://samlabs.com/us/blog/2020/02/17/3-ways-to-prepare-our-students-for-a-future-steam-powered-workforce. Accessed on: May 23, 2020.

- How students can get prepared to work in a STEAM field. X
- How students can prepare the workforce to use STEAM.

b)

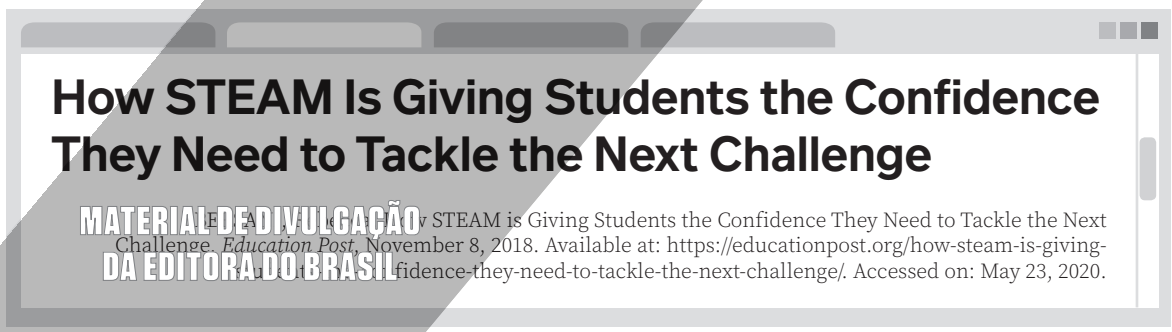


What is STEM and STEAM? A guide for parents and educators

SHELLEY. What is STEM and STEAM? A Guide for Parents and Educators. *STEAM Powered Family* [*n. d.*]. Available at: www.steampoweredfamily.com/education/what-is-stem/. Accessed on: May 23, 2020.

- Parents and teachers are going to study STEM.
- The meaning of "A" is explained. X

c)



How STEAM Is Giving Students the Confidence They Need to Tackle the Next Challenge

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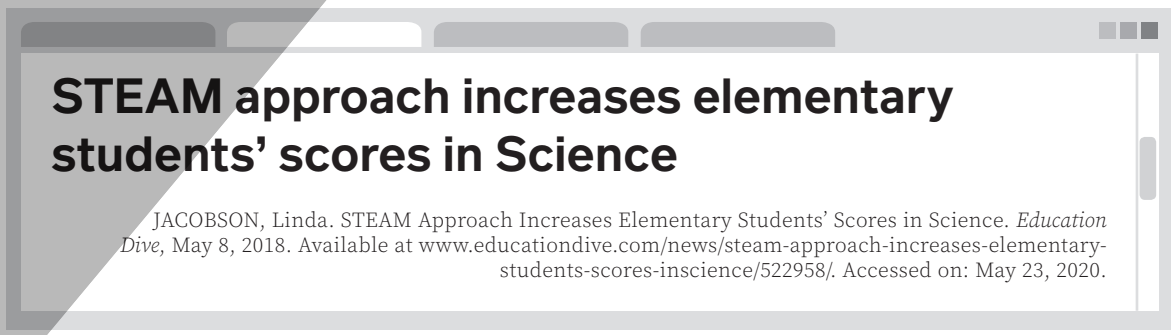
DA EDITORA DO BRASIL

[...] STEAM is Giving Students the Confidence They Need to Tackle the Next Challenge. *Education Post*, November 8, 2018. Available at: https://educationpost.org/how-steam-is-giving-[...]fidence-they-need-to-tackle-the-next-challenge/. Accessed on: May 23, 2020.

- How the next challenge is going to use STEAM.
- The importance of STEAM in building student's confidence. X

d)



STEAM approach increases elementary students' scores in Science

JACOBSON, Linda. STEAM Approach Increases Elementary Students' Scores in Science. *Education Dive*, May 8, 2018. Available at www.educationdive.com/news/steam-approach-increases-elementary-students-scores-inscience/522958/. Accessed on: May 23, 2020.

- The results of surveys with elementary students. X
- How students get good scores in STEAM.

Ilustrações: DAE

Language in action

1. Read the comic strip and write the possessive adjectives you find in your notebook. Your, my, her and his.

2. The examples below are from the text on page 150. Copy the chart in your notebook and complete it with the underlined words.

> [...] the only reliable way of combating the social determinism that now condemns them to remain in the same social and educational condition as <u>their</u> parents.
>
> That children from poor and illiterate homes tend to remain poor and illiterate is an unacceptable failure of <u>our</u> schools [...]

Subject pronouns	Possessive adjectives
I	my
You	your
He	his
She	her
It	its
We	our
They	their

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3. Study so[illegible] the questions that follow.
   - <u>My</u> best friend is a math teacher and she loves STEAM methodology. She can use it with all <u>her</u> students, that have a different background.
   - Jonathan and <u>his</u> brother are going to study abroad. <u>Their</u> parents are very happy to see the boys going to England!
   - <u>Our</u> best teacher is from Trinidad. It's great to learn more about <u>its</u> culture.
   - <u>Your</u> essay on cultural diversity is great! You should publish it online.

   a) Which possessive adjective is used when we refer to objects and things? Its.

   b) Which possessive adjectives are used when we refer to people? My, her, his, their, our, your.

4. Replace the pronouns with the correct possessive adjective.

   a) The timetable is inside the classroom. ..... (It) position is much better now, we can see the subjects and the names of the teachers. Its

   b) The STEAM workshop is next Tuesday. Mr Robins will present it. ..... (He) speeches are usually very good. His

   c) Diana is an expert on cultural diversity. ..... (She) trips around the world helped her understand a lot about other people's traditions and beliefs. Her

   d) I'd like to study Arts. It's ..... (I) favorite subject in the STEAM field. my

5. Rewrite the sentences using possessive adjectives.

a) She's my best friend. The name is Trish. ***Her name is Trish.***

b) We love the school we go to. We love our school.

c) I'm Jonas. My name's Jonas.

d) Jackson's parents are very nice people. His parents are very nice people.

e) Kyra and Nancy study at the local college. They have friends from all over the world. Their friends are from all over the world.

6. Look at the pictures and correct the information.

BublikHaus/Shutterstock.com

AboutLife/Shutterstock.com

Wavebreakmedia/Stockphoto.com

Krakenimages.com/Shutterstock.com

a) His T-shirt is blue. His T-shirt isn't blue, it's black.

b) His device is a tablet. His device is not a tablet, it's a cell phone.

c) Our family is mixed-race. Our family is not mixed-race.

d) Her dream is to visit China. Her dream is not to visit China, it's to visit Japan.

7. Find the mistakes in the quotes and correct them in your notebook.

a) If I were again beginning her studies, I would follow the advice of Plato and start with mathematics. (Galileo Galilei) (her – my)

b) Do not worry about their difficulties in Math. I can assure you mine are still greater. (Albert Einstein) (their – your)

c) If you listen to the Beatles records [...] they're beautifully sung, beautifully played and the mathematics in them is elegant. They retain his elegance. (Bruce Springsteen) (his – their)

d) I grew up in Cambridge in England, and its love of mathematics dates from those early childhood days. (Andrew Wiles) (its – my)

MATHEMATICS Quotes. BrainyQuotes, [*n.d.*]. Available at: www.brainyquote.com/topics/mathematics-quotes. Accessed on: June 13, 2020.

8. Read the extracts below and choose the best option.

Ilustrações: DAE

TECHNOLOGY

[...] One typical approach is to expose students to relevant images of STEM professionals who represent the cultural diversity of ..... global community throughout instruction. [...]

RODRIGUEZ, Alberto; BELL, Philip. Why it is Crucial to Make Cultural Diversity Visible in STEM Education. *Stem Teaching Tools*, October, 2018. Available at: http://stemteachingtools.org/brief/55. Accessed on: May 23, 2020.

The noise and the numbers are prompting real change around the world: Intel just pledged $300 million to ..... "Diversity in Technology" initiative to train and recruit women and underrepresented minorities, hoping to achieve "full representation" of women and minorities by 2020. [...]

Today, despite the fact that women comprise more than half of the workforce, ... STEM representation (as well as that of minorities) has gone in reverse.

OUIMET, Maeghan. 5 Numbers that Explain Why Stem Diversity Matter to All of Us. *Wired*, [*n. d.*]. Available at: www.wired.com/brandlab/2015/05/5-numbers-explain-stem-diversity-matters-us/. Accessed on: May 23, 2020.

a) its / our / their
b) their / our / its
c) our / its / their X
d) our / their / its
e) its / its / their

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

TECHNOLOGY

I recently sponsored an innovation contest for ..... Virtual Systems Engineering Organization, which has a high concentration of early-in-career talent. The contest encouraged individuals to hone ..... basic programming skills, and to apply those skills to innovate with Cisco solutions.

On a personal note, ... daughter is involved in Girls Who Code and ..... son is active in Math Counts, two programs that have been very effective in engaging students in technology early in ..... lives.

SHETH, Nirav. A Passion for STEAM. *Diversity in STEAM Magazine*. [*n. d.*]. Available at: www.diversityinsteam.com/2017/12/a-passion-for-steam/. Accessed on: April 2, 2020.

a) their / my / my / our / their
b) our / their / my / my / their X
c) our / my / my / their / our / our
d) their / my / our / their / my / our
e) our / its / their / my / their

Listening

1. Look at the image. What part of STEAM is being depicted? Arts.

SDI Productions/Getty Images

Boy drawing.

2. What words do you associate to this field of STEAM? Personal answer.
3. Listen to the podcast and check your answer. Audio 11
4. Listen again and choose the best answer. Audio 11
   a) To have a ..... mindset is crucial.
      - creative X
      - creativity
   b) In STEAM students engage in ..... and music.
      - singing
      - painting X
   c) Students can represent real objects and ..... in their art.
      - feelings X
      - drawings
   d) With music, you can develop .....
      - numeration X
      - configuration
   e) Active and self-..... is the core to the arts in STEAM.
      - awareness
      - discovery X
5. Complete the sentences with the words from the box. Then listen again and check your answers.

pattern	engineers	fingers	self-esteem	innovate	exploration

   a) Scientists, technology developers, ..., and mathematicians need to ..... and solve problems creatively. engineers / innovate
   b) Art is sensory ....., so we can feel the paint in our ..... and see the colors changing. exploration / fingers
   c) Music helps develop ..... recognition. pattern
   d) Research shows that when students have contact with the arts in an early stage, their ..... increases. self-esteem
6. How can Arts be related to cultural literacy? Personal answer.

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Speaking

1. Look at the image and choose the best description.

Pressmaster/Shutterstock.com

Student making a presentation.

a) He's describing a mathematical equation.

b) He's describing a painting.

c) He's describing a technological product. X

2. Read the conversation then check you answer.

Donny: So, for my STEAM project I built a robot.
Laura: It's a kind of robot that helps clean the floor, right?
Donny: No, this is a friend-robot. It keeps company to old people.
Laura: It's like a fake friend...
Donny: No, Laura. It's more than this. It's like a nurse.
Laura: [illegible]
Donny: Yes! The robot can feel if the person has a fever, for example. This button here is like a speakerphone.
Laura: Wow. The robot can call an ambulance if needed?
Donny: Definitely!

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3. What do the underlined expressions mean?

a) Describing things. X

b) Giving opinion.

c) Making a suggestion.

4. Now repeat the sentences.

a) It's a kind of robot that helps clean the floor.

b) It's like a nurse.

c) This is a friend-robot.

NOW YOU!

Imagine you are at a STEAM class. Think of something you could develop that is related to art and cultural diversity. Describe it to a classmate and create a similar conversation.

Writing

1. Read the text and write the following information about the event in your notebook.
   - name of the event
   - date
   - time
   - venue
   - extra information

Danilo Bandeira

Come to our STEAM class!

Next Wednesday, February 20

5:30 p.m.

At the school theater

Limited seats! Enroll now!

More information at wearesteam@we.co

Event: STEAM class
Date: February 20
Time: 5:30 p.m.
Venue: At the school theater
Extra information: Limited seats. More information at wearesteam@we.com

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2. What kind of text is it?
   a) An ad.
   b) A leaflet.
   c) An invitation. x
3. Think of an event to be held at school. Decide on all the information you need.
4. Write the first draft of your invitation. Then work with a classmate and follow the list below to check each other's work. Make any necessary corrections.
   - date
   - time
   - venue
   - kind of event
5. Design the invitation and include all the information.

NOTE

A good design can make a difference! Research on some options for invitations and decide on the best one for the kind of event you're planning to have.

LESSON B

Alchemy

Before reading

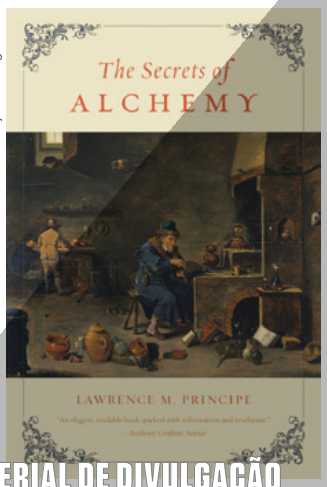
Na BNCC

Nas páginas a seguir você vai trabalhar as competências gerais 1, 5 e 9, as competências específicas de Linguagens 1, 2, 3, 4, 6 e 7, além das habilidades EM13LGG301, EM13LGG401, EM13LGG402 e EM13LGG403.

1. Look at the book cover. What do you think it is about? Personal answer.
2. Where do you think the concept of **alchemy** comes from? Personal answer.
3. Scan the text and find the name of a discipline. Alchemy.
4. Look for the words that start with capital letters. Which peoples are they related to? Greco-Egyptian.

[...]

In the cosmopolitan crossroads of Greco-Roman Egypt, the two streams of craft traditions and philosophical traditions coexisted. Their merger – probably in the third century AD – gave rise to the independent discipline of alchemy. The intimate mingling of the two traditions is evident in the earliest substantial texts we have about chrysopoeia [gold making]. These writings come from a Greco-Egyptian alchemist who would be revered as an authority for the rest of alchemy's history, and the first about whom we have any reasonably substantial or reliable historical details: Zosimos of Panopolis.



University of Chicago Press

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Zosimos was active around 300 AD. He was born in the Upper Egyptian city of Panopolis, now called Akhmim. Zosimos is thought to have written twenty-eight books about alchemy; alas, most of what he wrote is now lost. We have only scraps: the prologue to a book titled *On Apparatus and Furnaces*, several chapters from other works, and scattered excerpts. Some of Zosimos's writings are addressed to Theosebeia, a woman who seems to have been his pupil in alchemical matters, although whether she was a real person or a literary device we will never know for sure. Despite the fragmentary nature of what survives and the difficulty in interpreting it, these writings provide the best window we have onto Greek alchemy. These early texts establish many concepts and styles that would remain fundamental for much of later alchemy.

[...]

PRINCIPE, Lawrence M. *The Secrets of Alchemy*. Chicago: University of Chicago Press, 2013. p. 14-15.

While reading

1. Write in your notebook: What do these numbers refer to?
   a) 3rd **b)** 300 **c)** 28
2. Correct the statements below with information from the text.
   a) Chrysopoeia is how alchemy-making is called. Chrysopoeia is how gold making is called.
   b) Zosimos is the latest known authority in alchemy's history.
   c) Most of what Zosimos wrote is now in Egypt. Most of what Zosimos wrote is now lost.
   d) Zosimos' writings are the fragment source of Greek alchemy.
3. Answer the questions according to the text.
   a) What's Panopolis? An Upper Egyptian city, where Zosimos was born.
   b) Who's Theosebeia? It seems she was a pupil, but no one know if she really existed.
   c) What can be found in Zosimos's texts?

1. a) The century in which occurred the merger of Greco-Roman craft traditions and philosophical traditions.
b) AD (Anno Domini), when Zosimos was born.
c) Number of alchemy books written by Zosimos.
2. b) Zosimos is the first known authority in alchemy's history.
d) Zosimos' writings are the best source of Greek alchemy.
3. c) Many concepts and styles that would remain fundamental for much of later alchemy.

4. Complete the sentences with words from the box.

base	information	fundamental	historical	lived

a) Zosimos ..... around 300 AD. lived
b) His writings are the ..... of Greek alchemy. base
c) There's reliable ..... information about Zosimos's alchemy. historical
d) There's no ..... about all of Zosimos's work. information
e) The concepts and styles from the past were ..... for later alchemy. fundamental

Post-reading

1. Which of the sentences below could summarize the main idea of the text?
   a) How alchemy changed over the years.
   b) How alchemy started. X
   c) The importance of alchemy nowadays.
2. How much do you know about Greek and Egyptian cultures? What were their contributions to the development of humanity? Personal answers.
3. Do you agree that Greece is the cradle of our civilization? Why? Personal answers.
4. How is English language and culture related to Greece and Egypt? Personal answers.

Words in images

Museu e Galeria de Arte de Derby

The Alchemist Discovering Phosphorus, Joseph Wright of Derby. 1771. Oil on canvas, 1,27 m × 1,06 m.

lightpoet/Shutterstock.com

Researcher carrying out scientific research in a lab using a gas chromatograph.

1. Look at the images above and answer the questions below.
   a) How do the pictures relate? Personal answer.
   b) Can we call the second picture an alchemy laboratory? Why? Personal answers.
   c) Do you think alchemy can still be considered a discipline nowadays? Why? Personal answers.

Reading strategies

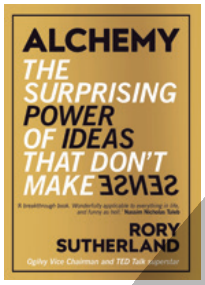
1. Look at the pictures and preview what the texts will be about. Write a small sentence for each of them in your notebook.

a

Gwengoat/iStockphoto.com

a) Personal answer, but it can include "alchemy symbols".

b



W H Allen

b) Personal answer, but it can include "ideas".

c

© 2010-2017 Jakub Koziol

c) Personal answer, but it can include "review of an app"

2. Now read the information below. Were your predictions right? Personal answers.

Ilustrações: DAE

CURIOSITY

a) Alchemy Symbols That Will Teach You About Transformation, Creation, And Combination

By Daniella Urdinlaiz

Updated October 31, 2018

Once you learn these alchemy symbols, you can impress all of your friends with your newfound knowledge.

URDINLAIZ, Daniella. Alchemy Symbols That Will Teach You About Transformation, Creation, and Combination. *Thought Catalog*, October 31, 2018. Available at: https://thoughtcatalog.com/daniella-urdinlaiz/2018/10/alchemy-symbols/. Accessed on: May 23, 2020.

CURIOSITY

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b) The case for magic

There is a simple premise to this book: that while the modern world often turns its back on this kind of illogic, it is at times uniquely powerful. Alongside the inarguably valuable products of science and logic, there are also hundreds of seemingly irrational solutions to human problems just waiting to be discovered, if only we dare to abandon standard-issue, naïve logic in the search for answers.

SUTHERLAND, Rory. *Alchemy*: the Surprising Power of Ideas that Don't Make Sense. New York: Ebury Publishing, 2019. p. 2.

CURIOSITY

c) Little Alchemy

[...] A simple but addictive game. Start with four basic items and use them to find dinosaurs, unicorns and spaceships! Explore what you can create just by mixing simple elements.

Start with four basic items and use them to find dinosaurs, unicorns and spaceships! [...]

LITTLE Alchemy. *Chrome Web Store*, August 23, 2017. Available at: https://chrome.google.com/webstore/detail/little-alchemy/knkapnclbofjjgicpkfoagdjohlfjhpd?hl=en. Accessed on: May 23, 2020.

Language in action

1. Read the following extracts from the text on page 162. Check the correct sentences.

> Zosimos's writings are addressed to Theosebeia, a woman who seems to have been his pupil in alchemical matters [...]
>
> These writings come from a Greco-Egyptian alchemist who would be revered as an authority for the rest of alchemy's history [...]

a) In the first extract, the writings belong to Zosimos. X

b) In the first extract, the writings belong to Theosebeia.

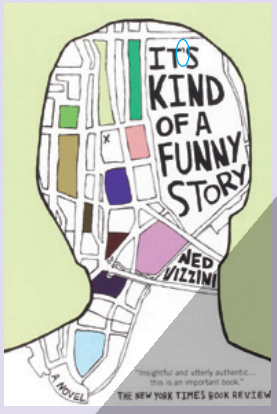
c) In the second extract, the history of alchemy. X

d) In the second extract, it is told that alchemy belongs to the Greco-Egyptian.

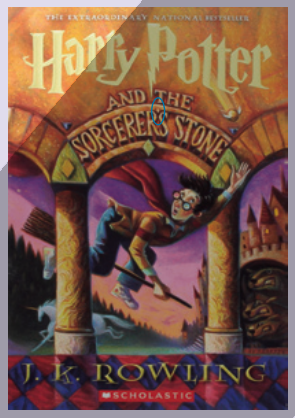
e) In both extracts the 's indicates that something belongs to someone (or something else). X

f) The 's is called the genitive case in English. X

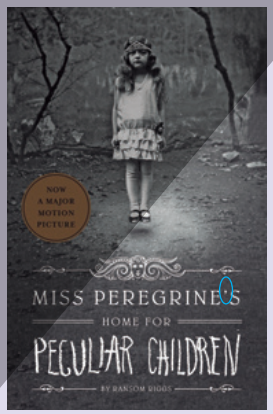
2. Read these book titles and find the genitive case.



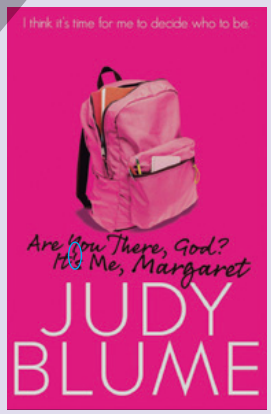
W H Allen



Scholastic



Quirk Books



Macmillan

3. Study the sentences and complete the chart in your notebook.

a) Anne wants to know how everything started.

b) Josh's has a chapter about alchemy.

c) Louise will be a great teacher. She's discovering new talents while learning about Biology.

d) Carlos is interested in cultural literacy. He's trying to understand how alchemy was used by different people.

e) Karen's free time is used to chat online with other alchemy students.

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b, e **'s – genitive case**	a, c, d **'s – contracted form of "is" (verb to be)**
.....	.....

4. Rewrite the sentences using 's. Look at the example.

a) Fiona has a book. It's about alchemy in different cultures.

Fiona's book is about alchemy in different cultures.

b) Paulo Coelho wrote a famous book. It's the story about an alchemist.

c) Dan has a new teacher. He's the chemistry teacher.

d) Carol bought a new book. It's a best-seller on cultural literacy.

e) Ray is having classes in the evening.

4. b) Paulo Coelho's famous book is the story about an alchemist.

c) Dan's new teacher is the chemistry teacher.

d) Carol's new book is a best-seller on cultural literacy.

e) Ray's classes are in the evening.

5. Read the quotes. List in your notebook the genitive cases and the verb to be.

One man's "magic" is another man's engineering. Genitive case / genitive case.

HEINLEIN, Robert A. Alchemy Sayings and Quotes. *Wise Old Sayings*, [*n. d.*]. Available at: www.wiseoldsayings.com/alchemy-quotes/page-2/#ixzz6JyxwnqL7. Accessed on: April 18, 2020.

The real alchemy is transforming the base self into gold or into spiritual awareness. That's really what new alchemy's all about. Verb to be.

WOLF, Fred Alan. Alchemy Sayings and Quotes. *Wise Old Sayings*, [*n. d.*]. Available at: www.wiseoldsayings.com/alchemy-quotes/page-2/#ixzz6JyxwnqL7. Accessed on: April 18, 2020.

There's magic, but you have to be the magician. You have to make the magic happen. Verb to be.

SHELDON, Sidney. Alchemy Sayings and Quotes. *Wise Old Sayings*, [*n. d.*]. Available at: www.wiseoldsayings.com/alchemy-quotes/page-2/#ixzz6JyxwnqL7. Accessed on: April 18, 2020.

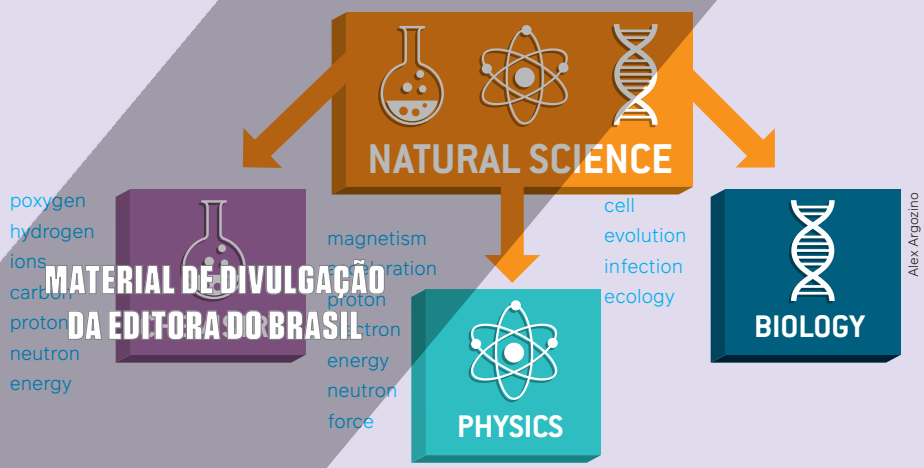
Alchemy. The link between the immemorial magic arts and modern science. Humankind's first systematic effort to unlock the secrets of matter by reproducible experiment. Genitive case.

CIARDI, John. Alchemy Sayings and Quotes. *Wise Old Sayings*, [*n. d.*]. Available at: www.wiseoldsayings.com/alchemy-quotes/page-2/#ixzz6JyxwnqL7. Accessed on: April 18, 2020.

Real magic is not about gaining power over others: it's about gaining power over yourself. Verb to be.

GUILEY, Rosemary Ellen. Alchemy Sayings and Quotes. *Wise Old Sayings*, [*n. d.*]. Available at: www.wiseoldsayings.com/alchemy-quotes/page-2/#ixzz6JyxwnqL7. Accessed on: April 18, 2020.

6. Copy the mind map in your notebook and complete it with the words from the box.



MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

cell	**evolution**	**magnetism**	**infection**	**proton**	**acceleration**	**electron**	
oxygen	**ecology**	**hydrogen**	**energy**	**neutron**	**force**	**ion**	**carbon**

7. What words from the mind map can you relate to alchemy? Personal answer.

8. Unscramble the words to form sentences. Use genitive case where necessary.

a) field / Ecology / a / of / biology/is Ecology's a field of biology.

b) classes / You / acceleration / can / about / in / physics / learn You can learn about acceleration in physics' classes.

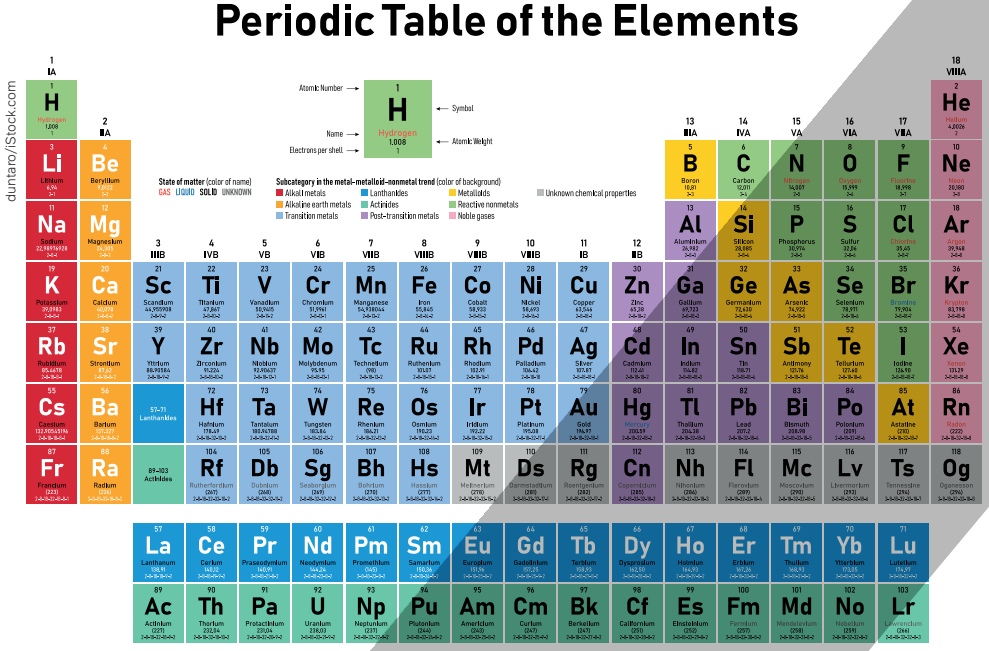
c) school / My / at / is / science / subject / favorite My favorite subject at school is science.

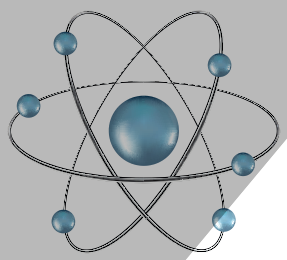
d) alchemy / I / learned / in / my / classes / about / chemistry I learned about alchemy in my chemistry classes.

e) charges / will / study / positive / an / ion / and / negative / You You will study an ion's positive and negative charges.

Listening

1. These pictures are related to the documentary you'll hear. What do you think the documentary will be about? Natural science.




studiovin/Shutterstock.com

Atom.

deepadesigns/Shutterstock.com

DNA.

2. Match the definitions with the subjects below.
   a) Physics
   b) Chemistry
   c) Biology

   - It focuses on the properties and reactions of materials, including identifying, classifying and changing matter from one form into another. b
   - It focuses on the physical properties of matter and energy and the interactions and relationships between them. It attempts to develop mathematical and other models to explain physical phenomena. a
   - It is the scientific study of living organisms from the molecular level to their interactions with one another and their environments. c

MATERIAL DE DIVULGAÇÃO
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3. Listen to the documentary and check your answers.

Audio 12

4. Check if the sentences are **true** or **false**.
   a) The field of Natural Sciences investigates phenomena through scientific enquiry. True.
   b) Natural sciences apply laws and principles to explain the application of scientific models. False.
   c) Events can be predicted in the natural environment. True.
   d) Scientific knowledge doesn't change over time. False.
   e) Science is based on thorough investigation. True.

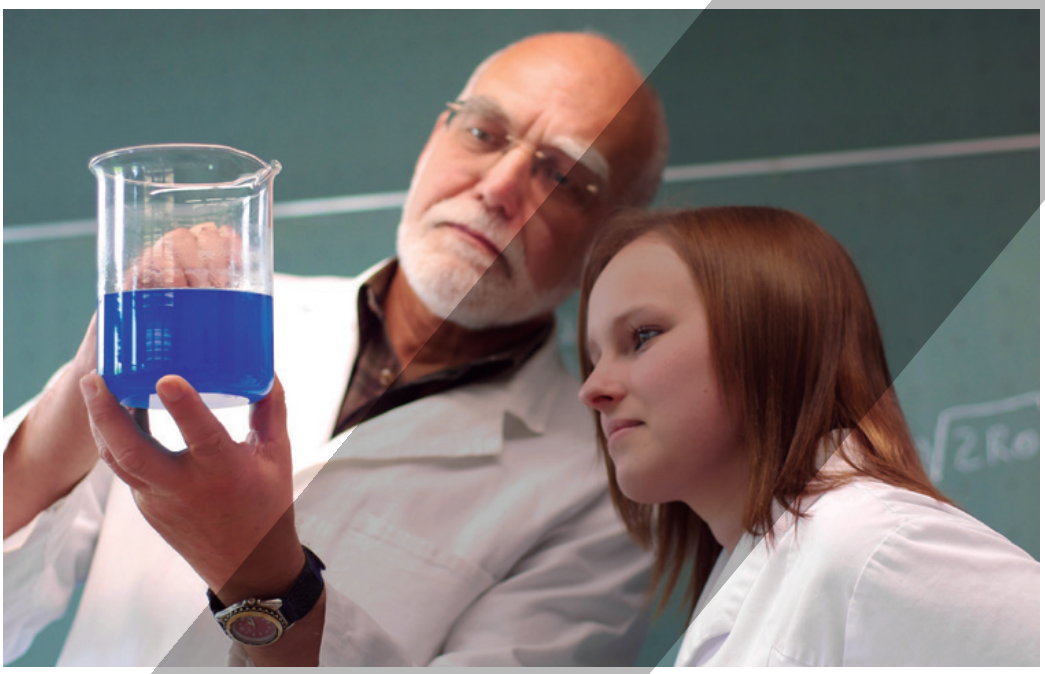
5. Read the extract below. What is the collection of subjects mentioned? Physics, chemistry and biology.

> This collection of subjects also deals with society's need to understand how the natural environment works in order to benefit from it and responsibly care for it.

6. Are you interested in natural sciences? Why? Personal answers.

Speaking

1. Look at the image. Who are the people?



Stefan90/iStockphoto.com

Older man and girl talking.

a) A student and a career counselor. **b)** A science teacher and a student. X

2. Read the conversation. Then check your answer.

Mr. Pow: So, Christy, did you have your alchemy class yesterday?
Christy: Oh, yes. It was awesome! I learned so many new things.
Mr. Pow: And what are your plans now?
Christy: I want to take a degree in Chemistry.
Mr. Pow: Oh, good. How about studying more about all fields of chemistry first?
Christy: [illegible] good idea. How can I start?
Mr. Pow: [illegible]ut checking the kind of work you can do with a degree in chemistry?
Christy: Really?
Mr. Pow: Yes! You have to choose something you really like. You'll spend a lot of time at work...
Christy: You're absolutely right! Thanks, Mr. Pow.

MATERIAL DE DIVULGAÇÃO
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3. Check the correct information according to the conversation.

a) Christy doesn't know what to study in university.

b) Mr. Pow gives a good advice to Christy. X

c) Mr. Pow knows all the fields of chemistry.

d) Christy is Mr. Pow's teacher.

e) Mr. Pow offers Christy some suggestions. X

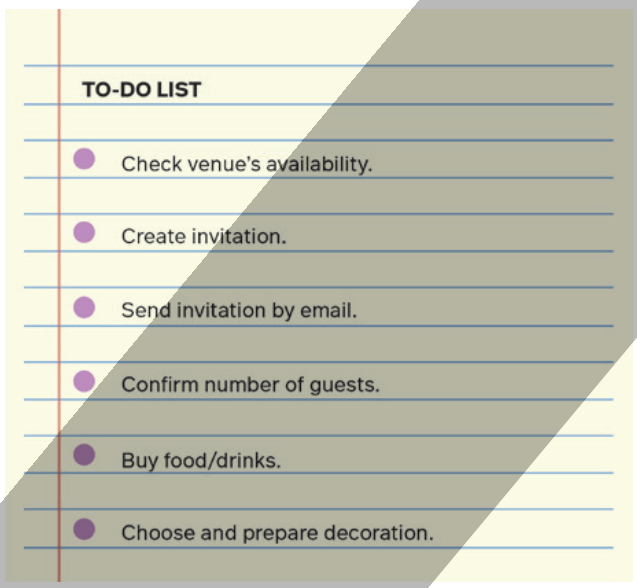
4. What expressions are used to give suggestions? What about, How about.

NOW YOU!

Have you decided on a degree yet? Work with a classmate and create a similar conversation.

Writing

1. Read the text below and check its characteristics.



Rodrigo Arraya

a) It has [illegible]
b) It has formal language.
c) It has details of what needs to be done. X
d) It is long.
e) It can be shared with other people. X

MATERIAL DE DIVULGAÇÃO
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2. Go back to the invitation on page 161. Write keywords for your to-do list.
3. Write the first draft of your list. Then work with a classmate and follow the list below to check each other's work. Make any necessary corrections.
   - It has only the necessary information.
   - The sentences are brief and straight to the point.
   - The activities are in the order they should happen.
4. Write the final version of your list. Make sure you included all the things you need to prepare a nice event for the invitation.

NOTE

It's best to organize the to-do list in the order in which you'll do things. This saves you time.

LESSON C

Cultural exchange

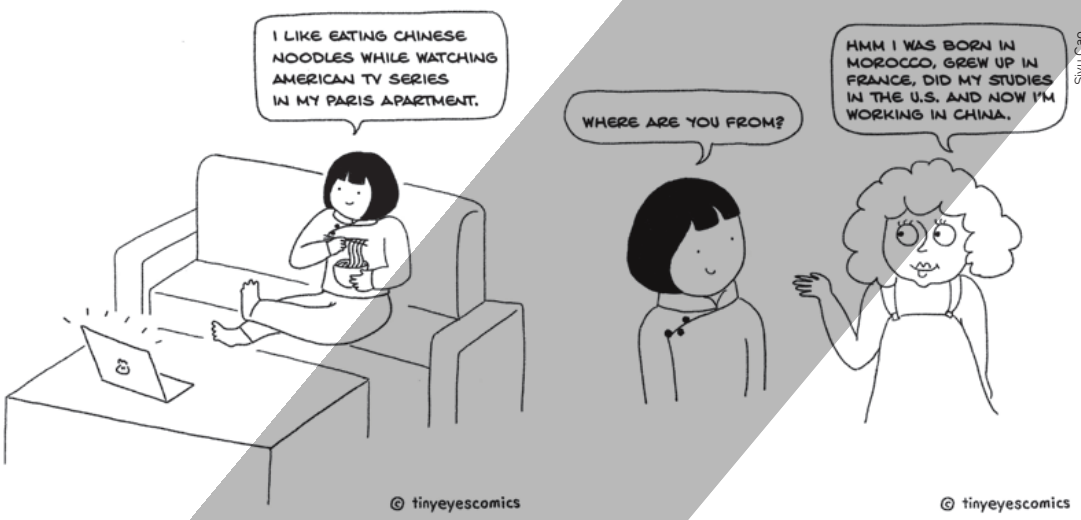
Before reading

Na BNCC

Nas páginas a seguir você vai trabalhar as competências gerais 1, 5 e 9, as competências específicas de Linguagens 1, 2, 3, 4, 6 e 7, além das habilidades EM13LGG104, EM13LGG401, EM13LGG403, EM13LGG602 e EM13LGG702.

1. What kind of texts are the ones below?

a) Cartoon. X **b)** Comic strip. **c)** Meme.



2. What are the characteristics of this kind of text?

a) There's a single image. X

b) It's funny. X

c) It can be about someone's personal experiences. X

d) It's about politics.

e) There aren't any dialogues.

3. What are the cartoons about?

a) Places. **b)** Different cultures. X **c)** Asian people.

MATERIAL DE DIVULGAÇÃO DA EDITORA DO BRASIL

1. Read the definition below. Then choose the best answer according to the cartoons above.

> "Multiculturalism" is the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviours, cultural assumptions and values, patterns of thinking, and communicative styles.
>
> DEFINING "Multiculturalism". *IFLA*, January 22, 2020. Available at: //www.ifla.org/publications/defining-multiculturalism. Accessed on: April 18, 2020.

a) The cartoons are not examples of multiculturalism.

b) The cartoons are examples of multiculturalism. X

2. Find examples in the texts.

a) food noodles

b) a country in Africa Morocco

c) pastime activity watch TV

d) a kind of TV program series

e) a kind of housing apartment

f) two nationalities Chinese, American

g) a country and its capital France, Paris

3. Check the aspects of culture that are addressed in the cartoons.

art	cuisine X	politics	lifestyle X	traditions	religion	values

4. What can we infer from the text?
   a) The Chinese character is living in France. X
   b) The second character can't decide where she is from. X
   c) The Chinese character doesn't like her life.
   d) The Chinese character feels comfortable in Paris. X
   e) The second character hasn't visited all the five continents. X

Post-reading

1. Can we consider the character on the second cartoon a multicultural person? Why? Personal answers.
2. Do you know of any person or character of a movie or book that could answer the question in the comic number 2? What do you know about him/her? Personal answers.
3. Imagine you're the Chinese character. How would your cartoon be like? Personal answers.

Words in images

1. What is the message in the cartoon below? Personal answer.
2. What do you understand by "Made in China"? Personal answer.
3. Why is it that nowadays it's so common to find products that are manufactured in China? In your opinion, is this good or bad? Why? Personal answer.

Ilustrações: Siyu Cao

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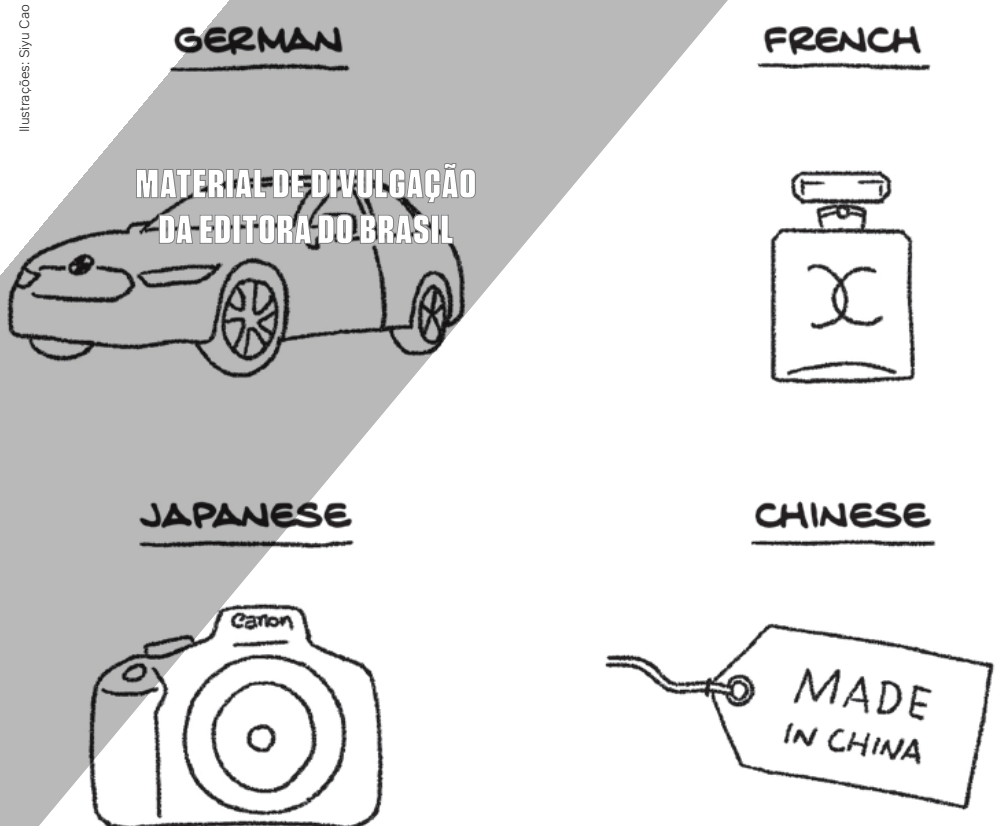
DA EDITORA DO BRASIL



Reading strategies

1. Read the extract below and discuss with your class. Is video game a culture?

[...] Throughout the past few decades, video games have matured with the millennial generation, become a cultural touchstone, and extended their relevance way beyond the early years. Not to mention Gen Z, and every generation that follows, will grow up as digital natives with an intrinsic relationship with digital gaming. [...]

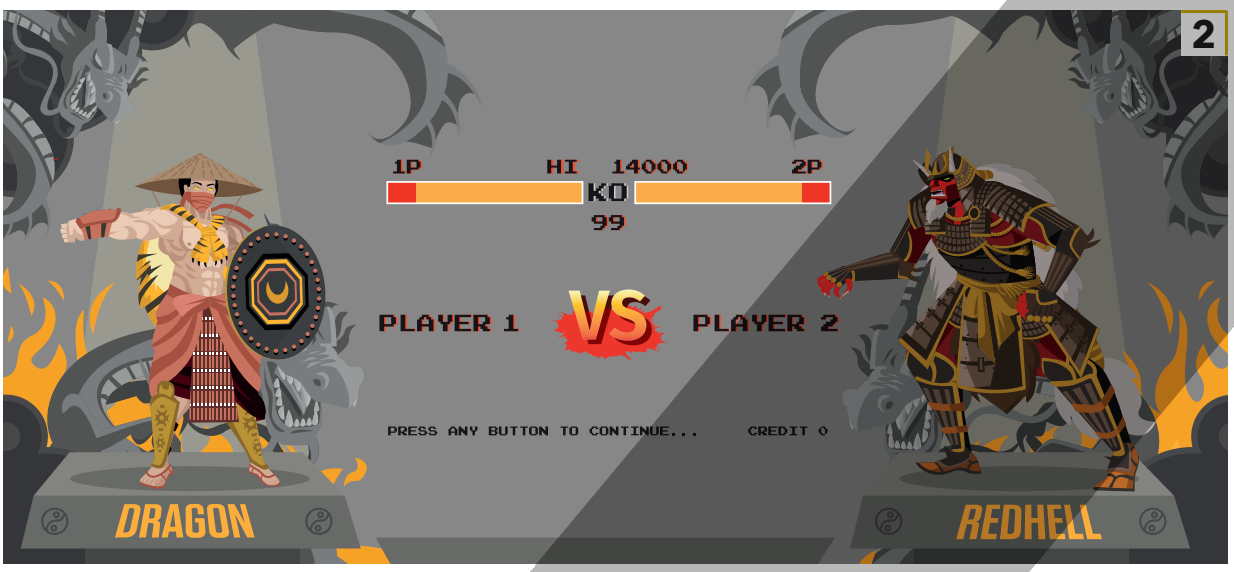
At the end of the day, all cultural movements are fundamentally about the people that join them. [...] Gaming has given millions a community where they can feel a sense of belonging, and as it continues to grow as a formidable cultural force, more people will start to feel its impact.

YAO, Richard. Gaming as a Cultural Force. *IPG Media Lab*, November 15, 2018. Available at: https://medium.com/ipg-media-lab/gaming-as-a-cultural-force-dc456f8a41ab. Accessed on: May 6, 2020.

2. Look at these videogame screens and answer the questions.

Elena Voynova e Vectorist/Shutterstock.com

Tetsuo Buseteru e delcarmat/Shutterstock.com



Wildjohny e NextMarsMedia/Shutterstock.com

a) On image 2, you can play alone or with other players. X

b) The name of the player two is Dragon.

c) The button **resume** takes you back to the game. X

d) You click **cancel** on image 3 to exit the game.

e) You can't play while the game is loading. X

3. In your notebook, correct the false statements in exercise 2.

3. b) The name of the player is Redhell.
d) You click exit to exit the game.

4. Find the information below on the screens of the games.

a) What is the max energy level of each player in game two? 1400

b) Where does game three happens? A forest.

c) How many coins can you gain on game screen one? 11

d) How do you access the game settings? Click on "options".

5. What other words are commonly found in online games? Can you understand all of them? What's your strategy when you don't know what a word means? Personal answers.

Language in action

1. Read this example from the cartoon on page 170. Choose the correct options.

   I like eating Chinese noodles.

   a) The sentence is in the past / present . present
   b) The main verb in the sentence is like / eating. like
   c) The verb eating is in the gerund / infinitive. gerund

2. Study the examples below. Then copy the chart in your notebook and complete with the verbs from the sentences.

   a) I enjoy dancing on weekends.
   b) They decided to leave early last night.
   c) I don't want to talk to my friend today.
   d) We're planning to go to the beach this Sunday.
   e) I can't help listening to pop music.
   f) I finished doing my homework.
   g) I like cooking for my family.

Verb + gerund	Verb + infinitive
I don't like swimming.	I like to cook dinner.

enjoy / can't help / finish / like — decide / want / plan / like

3. Complete the sentences with the verbs from the box.

understand	speak	send
go		write

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   a) She agreed ..... with me over the phone. (infinitive) to speak
   b) I quit ..... to the gym, I can't lose weight. (gerund) going
   c) I miss ..... postcards when I travel. (gerund) writing
   d) He tries ..... his e-pal but the cultural differences are huge. (infinitive) to understand
   e) Jane remembered ..... her mom some flowers on her birthday. (infinitive) to send

4. Fill in the gaps in the extracts with the correct form of the verbs.

   a) In Japan, don't blow your nose loudly! It is considered very rude. So if you need ..... (clean) your nose while you are in the Land of the Rising Sun, do it in privately or turn your back to your companions before doing it. And remember, do it quietly if you want to avoid ..... (offend) anyone. to clean / offending

   BAKER, David. Cultural Differences Around the World That Will Surprise You. *Bright Freak*, July 14, 2018. Available at: https://brightfreak.com/cultural-differences-around-the-world/. Accessed on: Apil. 18, 2020.

   b) If you want to respect German customs, don't forget ..... (clink) glasses and say Prost! to clink

   GUTIÉRREZ, Ester Villalobos. Amazing Cultural Facts and Traditions Around the World. *SC Magazine*, August 5, 2015. Available at: www.sprachcaffe.com/english/magazine-article/amazing-cultural-facts-and-traditions-around-the-world-2015-08-05.htm. Accessed on: April 18, 2020.

c) If you are looking for a job in IRELAND, the UK or the US, remember not ..... (add) personal data in your CV (date of birth, sex, marital status or even a profile picture!). to add

GUTIÉRREZ, Ester Villalobos. Amazing Cultural Facts and Traditions Around the World. *SC Magazine*, August 5, 2015. Available at: www.sprachcaffe.com/english/magazine-article/amazing-cultural-facts-and-traditions-around-the-world-2015-08-05.htm. Accessed on: April 18, 2020.

d) [...] they also consider the head to be more important than other parts of the body. This is why it is disrespectful to touch another person's head in Thailand. Statues are not left out, don't touch the head. If you see the Buddha statue, avoid ..... (touch) it as well. touching

BAKER, David. Cultural Differences Around the World That Will Surprise You. *Bright Freak*, July 14, 2018. Available at: https://brightfreak.com/cultural-differences-around-the-world/. Accessed on: April 18, 2020.

5. Unscramble the sentences and write the verb in the gerund or infinitive in your notebook.

a) Japanese / He / started / year / learn / last He started to learn Japanese last year.

b) decided / California / some / spend / time / in / She She decided to spend some time in California.

c) Sam / morning / keeps / her / bike / every / ride Sam keeps riding her bike every morning.

d) exam / I'm / take / the / tomorrow / prepared I'm prepared to take the exam tomorrow.

e) podcasts / I / can't / listen / to / stand I can't stand listening to podcasts.

6. After prepositions, a gerund is usually used. Choose the most suitable verb from the box and complete the sentences.

help	leave	read	understand	break

a) He wrote an article about ..... cultural diversity. understanding.

b) Bryan thanked her teacher for ..... him with his questions. helping.

c) You can't make an omelette without ..... the eggs. breaking.

d) After ..... the news, she called her mom. reading.

e) They have breakfast together before ..... for work. leaving.

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Garfield, Jim Davis © 1986 Paws, Inc. All Rights Reserved / Dist. by Andrews McMeel Syndication

7. Complete the cartoon with the correct option.

a) throwing / make

b) throwing / to make

c) throw / make

d) to throw / making X

5. Alguns dos verbos que pedem gerúndio ou infinitivo não constam da tabela: (keep, can't stand, prepare).

Sugestão: acrescentar os verbos na tabela ou reescrever as frases, utilizando os verbos já ensinados.

No caso do verbo "start", incluir nas duas colunas da tabela, como foi feito com "like".

He started to learn Japanese last year or He started learning Japanese last year.

8. Look at the pictures and choose the best form of the verb. Possible answers.

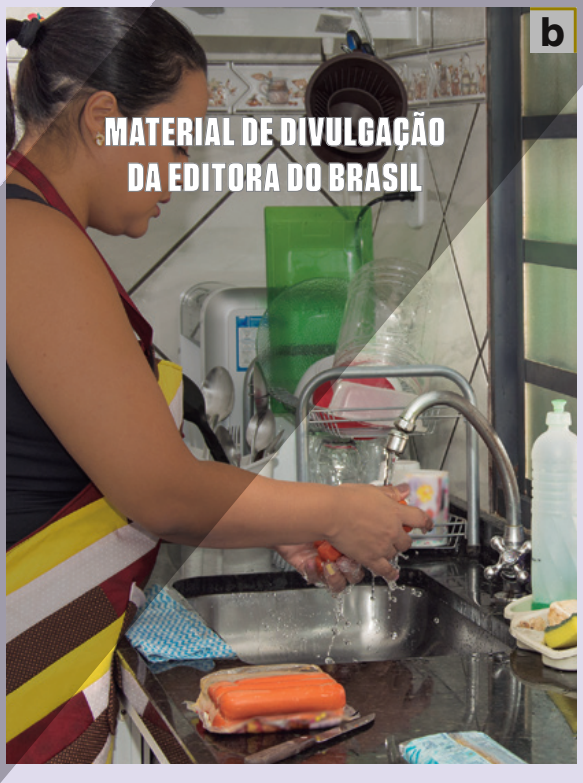
He loves cooking.

Prostock-Studio/iStockphoto.com

He hates playing the piano.

izusek/iStockphoto.com

She likes to do the dishes.



JuFagundes/iStockphoto.com

He prefers to play basketball.

Monkey Business Images/Shutterstock.com

Listening

1. Look at the text below. What is it about? Personal answer.
2. Read the text and choose the correct answers.

Danilo Bandeira

3. Now listen to the first part of the radio show and check your answers to the quiz.

Audio 13

4. Listen to the second part of the show and match the images to the countries in the quiz.
1 - England / 2 - The United States / 3 - UAE / 4 - Chile

Audio 13

DME Photography/iStockphoto.com

Aaron Amat/Alamy/Fotoarena

Pamela Joe McFarlane/iStockphoto.com

F8 studio/Shutterstock.com

Chile	UAE	England	The United States

5. What information in the quiz show was new for you? What other customs and traditions do you know about other cultures? Personal answers.

Speaking

1. Read the cartoon. What is happening?

a) They are greeting each other. X

b) They are saying goodbye.

2. Read the conversation Then check your answer.

Mark: Hi, welcome to Franklin High. Where are you from?

Chen: I'm from China.
Mark: Ni hao.

Chen: Ni hao. But no need to bow, I'm Chinese, not Japanese.
Mark: Oh, sorry!
Chen: That's OK. People usually get confused.
Mark: And what do you answer?

Chen: Well, we say ni hao.
Mark: Got it! Just learned my first words in Chinese.

Chen: Yes, in Mandarin.
Mark: Oh... I still have a lot to learn.

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3. What word is used to express surprise? Oh.

4. Note the intonation in the keywords.
But no need to bow, I'm Chinese, not Japanese.
Yes, in Mandarin.
I still have a lot to learn.

5. Repeat the conversation with a classmate.

NOW YOU!

Research on a greeting that is different from the one in your country. Prepare a similar conversation and read it with a partner.

Writing

1. Look at the text below. What kind of text is it?
   a) An article.
   b) A blog. X
   c) An email.
2. Go back to the **Writing** section on page 161 to check the invitation you produced. Imagine that the event has happened and now you're going to write a blog post about it. List some ideas.

DAE
Milton Rodrigues. Foto: Monkey Business Images/Shutterstock.com

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3. Write your first draft and make sure you're including all the information from the previous lessons.
4. Work with a classmate and read each other's blogs. Check the following elements and suggest changes, if necessary.
   - The verb tense is usually in the past, as the post is about a past event.
   - There are greeting and goodbyes.
   - The language is friendly and easy to understand.
   - The message was communicated in a nice way.
5. Write the final version of your text. If possible, ask to other classmates to leave comments about your post.

NOTE

A blog entry must be dynamic and the header should grab the reader's attention.

LESSON

D The gender gap

Na BNCC

Nas páginas a seguir você vai trabalhar as competências gerais 1, 5 e 9, as competências específicas de Linguagens 2, 4 e 7, além das habilidades EM13LGG201, EM13LGG301, EM13LGG701 e EM13LGG703.

1. The images and the headlines below were considered sexist by the media. Do you agree? What makes them sexist? Share your ideas with a classmate. Personal answers.

DAE

SPORT

Too few women in top jobs could mean firms are forced to promote females

By Becky Barrow, business correspondent
Published 08:18 BST, 13 March 2012

BARROW, Becky. Too few women in top jobs could mean firms are forced to promote females. *This is money*, March 13, 2012. Available at: www.thisismoney.co.uk/money/news/article-2114266/Too-women-jobs-mean-firms-forced-promote-females.html. Accessed on: April 18, 2020.

Corey Cogdell, wife of Bears lineman Mitch Unrein, wins bronze in Rio

Harry How/Getty Images

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Corey Cogdell

By TIM BANNON OLYMPIC BUREAU

BANNON, Tim. Corey Cogdell, wife of Bears lineman Mitch Unrei, wins bronze in Rio. *Chicago Tribune*, August 08, 2016 Available at: www.thisismoney.co.uk/money/news/article-2114266/Too-women-jobs-mean-firms-forced-promote-females.html. Accessed on: April 18, 2020.

2. The text below offers some information about women in STEM jobs around the world. What do you think it will talk about? Personal answer.

3 things to know about women in STEM

1. There's a science gender gap

When it comes to the world of science, women are in the minority. Less than 30% of the world's researchers are women and this under-representation occurs in every region in the world. [...]

FrameStockFootages/Shutterstock.com

Woman working on server rack in a data center.

2. Only a fraction of female students select STEM-related fields in higher education

[...] Just 3% of students joining information and communication technology (ICT) courses across the globe are women. That improves slightly to 5% for mathematics and statistics courses. And it increases to 8% for engineering, manufacturing and construction courses. Women are more attracted to STEM courses in some regions of the world than others, but the global situation remains characterized by gender imbalances. [...]

3. Bias and gender stereotypes can drive some away from pursuing a STEM career

[...]

Gender inequalities in the US film industry are brought to light in the Gender Bias Without Borders study, which demonstrates how gender stereotypes are reinforced by the way females are portrayed in movies.

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The study shows less than a third of all big screen speaking roles are played by females. On screen, engineers, scientists and mathematicians are largely played by men, with seven times more male STEM roles in movies than female roles. In fact, just 12% of characters with identifiable STEM jobs onscreen were women. [...]

WOOD, Johnny. 3 Things to Know About Women in STEM. *Weforum*, February 11, 2020. Available at: www.weforum.org/agenda/2020/02/stem-gender-inequality-researchers-bias/. Accessed on: April 18, 2020.

2. a) Less than 30%; 3% of women joining information and communication technology; The way women are characterized in movies; Only 12% of characters with identifiable STEM jobs onscreen were women.

a) Read the excerpts and answer the questions.

- What percentage of women work with research around the world?
- What area mentioned in the text has the smallest percentage of women?
- What factor makes gender stereotypes stronger?
- What percentage of STEM careers is played by women in movies?

b) Think about these questions and talk to a classmate. Personal answers.

- Do you think the percentage of women researchers in Brazil is higher or lower than the world average? Why?
- Do you think there are "jobs for men" and "jobs for women"? Why/Why not?

Moral compass

Can you think of unconscious sexist things we say? How can we stop this behavior?

Compare and conclude

1. Look at the graph below and check the sentences that are correct according to the information presented. Correct the wrong sentences and compare them to a classmate's.

   a) Brazil is the country with the most equality in the proportion of men and women researchers.

   b) Japan has four times more women researchers than men. Japan has four times more men than women researchers.

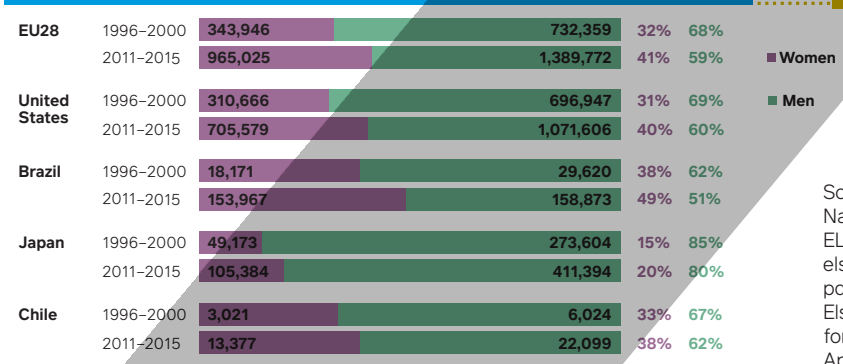
   c) Brazil is the country that has shown the best improvement in the proportion of men and women researchers.

   d) The European Union presents a lower number of female scientists than the USA. The European Union presents a higher number of female scientists than the USA.

   e) Japan is the least equal country out of the countries presented.

Proportion and number of researchers by gender (among named and gendered author profiles) for each comparator and period, 1996–2000 vs. 2011–2015.

Gráficos: Zeni Santos



Sources: Scopus, Genderize, NamSor, and Wikipedia. *In*: ELSEVIER. Available at: www.elsevier.com/__data/assets/pdf_file/0008/265661/ElsevierGenderReport_final_for-web.pdf. Accessed on: April 18, 2020. (Adapted).

2. The graph below presents information about Brazil.

Proportion of researchers (among named and gendered author profiles) by subject area for Brazil and the comparator, 2011 – 2015.

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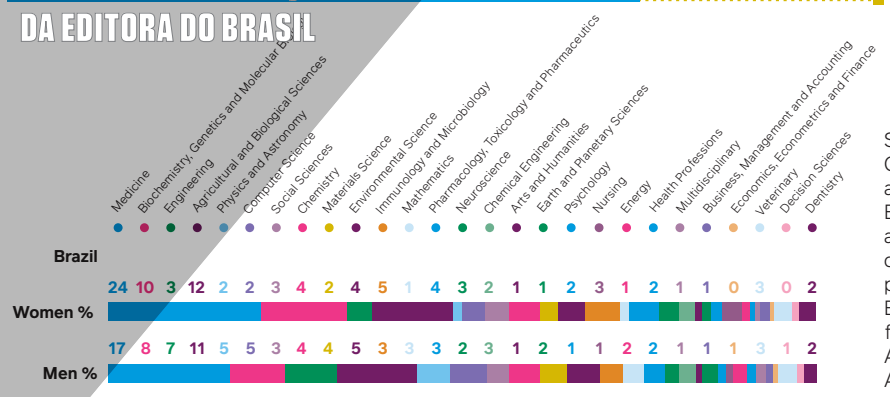

Sources: Scopus, Genderize, NamSor, and Wikipedia. *In*: ELSEVIER. Available at: www.elsevier.com/__data/assets/pdf_file/0008/265661/ElsevierGenderReport_final_for-web.pdf. Accessed on: April 18, 2020.

   a) Which area has the highest number of female researchers? Medicine.

   b) Which area has the biggest difference between the number of male and female researchers? Why do you think this happens? Engineering. Personal answer.

3. Based on the information presented in both graphs, write two conclusions you were able to reach regarding gender gap in research. Share them with a classmate. Personal answer.

4. Now answer: in your opinion, which country is the best place to be a scientist? Why? Personal answer.

Real life

1. Look at the picture below and try to guess what Amanda's job is. Personal answer.

Courtesy of Amanda Phingbodhipakkiya

Amanda Phingbodhipakkiya. Las Vegas, 2020.

VOCAB

clever: esperta(s)
overlooked: ignorada(s)
tangible: alcançável

2. Listen to the first part of her interview. What areas of knowledge does Amanda's work combine? Audio 14
Amanda's work combines Neuroscience and Design.

3. Listen to the second part of the interview.

a) Mark the word you hear from the pairs in bold.

3. women / smart / smart / outside / know / inside / cute / clever / pretty / powerful / bodies / mind / Industry / world / connection / shirts / atomic / scientist.

Hypertext

So ATOMIC by Design is a fashion line and community that helps young **women** / **girls** to own their individuality [illegible] that you can look **pretty** / **smart** and be **pretty** / **smart** at the same time. So instead of [illegible]ze what you look like on the **inside** / **outside**, they really represent what you **are** / **know** and care about on the **outside** / **inside**. I think too often starting in childhood women are told that they are **nice** / **cute** but not **clever** / **smart**, and **smart** / **pretty** but not **powerful** / **thoughtful**, and sexy but not smart. It's unfortunate that we have been conditioned to think that the shape of our **minds** / **bodies** is more important than the contents of our **bodies** / **mind**. I went to Chicago, and was inspired by a visit to the museum of Science and **Technology** / **Industry**. I had seen this huge display of the periodic table of elements. It was the length of the wall and had **tangible** objects where you could find – I guess represented where you would find these elements in the real **world** / **life**. And I thought, what a great idea, to make it so tangible for people, and kind of bring to life what we overlook everyday. And I think the **connection** / **perception** there to women and girls, is that similarly, you know strong women and bright girls are **overlooked** everyday. So by making that connection, ATOMIC by Design produces bold head turned **skirts** / **shirts** and dresses and accessories centered around each of the 118 **chemical** / **atomic** elements that make up our universe. And you don't have to be a **scientist** / **artist** to wear ATOMIC, but you just have to have a sense of curiosity and the willingness to ask questions and explore things further.

SUPERWOMEN in Science: Episode 10 - SciArt And Design With Amanda Phingbodhipakkiya. [*S. l.*], 2018. Available at: https://soundcloud.com/user-614606608/episode-10-sciart-and-design-with-amanda-phingbodhipakkiya. Accessed on: July 15, 2020.

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b) Listen to the interview one more time. How does Amanda combine Art and Science? How does her fashion line help young women? Audio 14

Amanda combines Art and Science by designing clothes that are inspired by the atomic elements that make up the universe.

Think about it

Phil Pasquini/Shutterstock.com

Women protesting against climate change at the U.S. Capitol with a sign urging people to believe in science. Washington, U. S., 2019.

1. Serena and Melody are talking about a magazine article they are reading. Unscramble the sentences in the box to complete Melody's part of the conversation and answer the questions that follow.

> **1 Melody:** Really? That's so unfair. I am sure more women would like to be scientists, but don't have the opportunity.
> **2 Melody:** Wow! That is good! Good for us!
> **3 Melody:** Maybe we could start a campaign around the school. What do you think?
> **4 Melody:** So, we have equality, but we need more scientists. Men and women.
> **5 Melody:** That's crazy... If you think about it, we are about half of the world's population, how is that possible?

Serena: Did you know that, around the world, only 30% of researchers are women? 1

Serena: [illegible] this number is much worse in some countries, like 5%. That is, 95% [illegible] men! 5

Serena: Totally. The good news is that Brazil is better than most countries in equality. Here 49% of researchers are women, against 51% of men. It is not totally equal, but it is really close. 2

Serena: Yeah, but don't get too excited. The investments in science and technology are still very low, so the total number of scientists here is much smaller than in countries like Japan or the USA, for example. 4

Serena: Right. I wonder if we can do something about it. To make boys and girls more curious about science, you know. 3

Serena: Hum... that is an awesome idea!

2. What do you think about Melody's idea? Personal asnwer.

3. In your opinion, what would be a good way to make more students interested in research and technology? Write a sentence in your notebook. Personal asnwer.

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Taking action

How can we encourage more students to be interested in Science and Technology?

1. You and your group are going to create a mind map to brainstorm ideas for the question above. Look at the main tips for creating successful awareness campaigns below. For each tip, think about what you can do.

Successful awareness campaign

- Do your research
- Find your targe audience
- Create your campaign message
- Choose an ambassador
- Use different Social Media channels
- Include fun posts
- Advocate for specific actions
- Create posters and fliers with basic information

2. With the other group members, think about the steps of the project, the different jobs you will have, and who is going to be responsible for them. Use a chart like the one below to organize your ideas.

Project steps	Jobs to do	Person responsible

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3. Part of a successful campaign is creating a catchy name. What will be the name and the slogan of your campaign?

USE

The first thing we need is .....

Who can make .....?

Who is good at .....?

Who will research about .....?

What actions can we do?

What will be the name?

What do you think about .....?

I am not sure this is a good idea / name / topic.

Tech-savvy

Making catchy memes

1. Do you enjoy looking at memes online? Why do you think they are so popular? Personal answers.
2. Read the texts below and check the paragraph that best summarizes it.
   - Memes are an attractive and funny combination of short texts and images. They are very popular around the world. That is why they must be present in any campaign.
   - If you want to make good memes, you must use one of the free meme makers available online. You should also make sure they are funny and short.
   - Memes are visually attractive ways to show an idea, opinion or concept. They are usually made with images of popular ideas in the moment they are created and, in order to be effective, should be simple, short, and cause an immediate reaction on the reader. X

The "It Was Never a Dress" hashtag is part of a campaign to foster conversations to shift perceptions about women.

What is a meme?

[...]

A meme is quite simply a concept, behavior, or idea that spreads, usually via the internet. Memes most commonly manifest themselves in a visual such as a picture or a video, but it can also take the form of a link, hashtag, a simple word or phrase [...], or even an entire website. [...]

VAUGHAN, Pamela. How to Make a Meme that Will Make People Cry (With Laughter). *Hubspot*, June 11, 2018. Available at: https://blog.hubspot.com/blog/tabid/6307/bid/33363/memejacking-the-complete-guide-to-creating-memes-formarketing. aspx. Accessed on: May 4, 2020.

How to make a meme

[...]

Know your memes – [...] look at memes out there that have gone viral already, especially current ones. These can provide inspiration — maybe there's a certain meme theme that's popular at the moment, for instance – or tell you if somebody's already tried your idea. [...]

Decide on a medium – The most medium to use is a photo, but if you can be funny or capture something [illegible] might want to venture into video. [...]

Keep it short and simple – Keep in mind that the attention span of the typical internet user is pretty short, so you want to make an immediate impression. Come up with a catchphrase that uses simple and memorable language. [...]

Find the right expression to convey — Make sure your visuals match the sentiment you're trying to portray. [...]

Create it – Once you have your photo — it doesn't matter if you took it, screen-grabbed it, or found it online — you can use any of the services below.

BURGETT, Gannon. How to Make a Meme. Digital Trends, [*n. d.*]. Available at: www.digitaltrends.com/computing/how-tomake-a-meme/. Accessed on: May 4, 2020.

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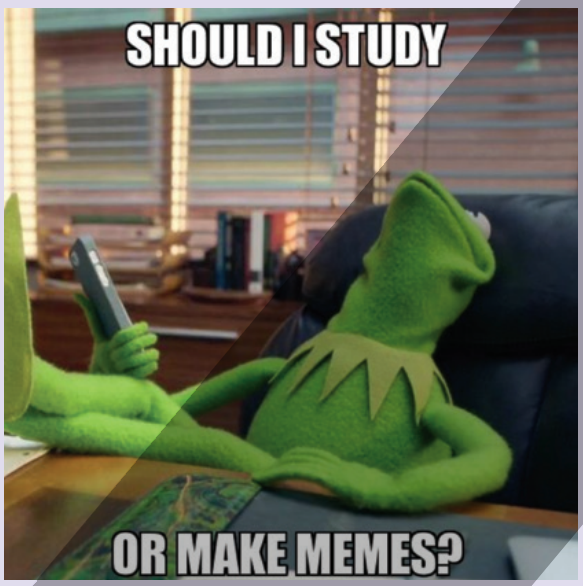
3. Choose a recent meme you liked and analyze it. Consider the following aspects:
   a) The image used. Is it attractive? Is it about a recent trend topic?
   b) The message. Will people understand the message?
   c) The topic. Can you immediately identify the topic?
   d) Tone. Can the meme be offensive to certain groups of people?
4. Show your meme to a classmate and explain your analysis.

Getting it done

You are going to create memes and visuals for a campaign.

1. Get into your groups. Think about the points listed below and try to reach an agreement with the members of your group.



Available at: https://www.gerarmemes.com.br/meme/1063379-should-i-study-or-make-memes. Accessed on: July 23, 2020.

Memes

- How many memes are we going to make?
- What program can we use to create the memes?
- What characters, topics, and TV shows go well with the topic of our campaign?

Posters

- Where can we get some ideas and inspiration?
- What kind of materials do we need?
- Can we think of some good poster phrases about the importance of more scientists?
- Where can we hang the posters?

Actions

- What kind of actions can we take to draw attention (debates, demonstrations, interviews with professionals, etc.)?
- Are we going to need to raise funds? If so, how are we going to do it?
- Where are you going to share the memes? Hang the posters?
- How can you keep record of people's involvement?

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BETTER TOGETHER

Sharing jobs and assigning roles

Group roles offer an opportunity for high quality, focused interactions between group participants. Participants are more likely to stay on task and pay closer attention to the task at hand when their roles in the collaboration are clear and distinct.

Tips

- Respect each other's jobs.
- Offer help and ask for help if you need it.
- Always inform the other group member of your progress.

USING Roles in Group Work. *Washington University in St. Louis*, [*n. d.*]. Available at: https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/. Accessed on: June 22, 2020.

Showing what we've got

1. Present your project to your classmates.
   a) Get prepared: What is the best way to begin your presentation? How are you going to keep the audience's attention?
   b) Resources: Have you got everything you need?
   c) Audience: Have you invited anybody other than your classmates to watch your presentation?
2. Use the rubrics below to help you give meaningful feedback to the other groups in your class. Remember that the campaign should gather the best ideas of all the groups.

	Excellent	Good	Needs improvement
Title and slogan: Are they catchy and meaningful?			
Campaign actions: Are the ideas for actions attractive to the students? Will students be interested in the campaign?			
Memes and posts: Are they fun and short? Can people quickly understand them?			
Overall impression: Did the group members put effort and dedication to the project?			

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USE

Hello, everybody, I am .....

Today we would like to share with you .....

The idea for our project came from .....

We thought we could .....

Here you can see .....

We decided that .....

We made these .....

Learning about female representation from the movies

VOCAB

impoverished: empobrecida
slum: favela
struggle: luta
wit: astúcia, inteligência, sagacidade

1. Read the reviews about *Queen of Katwee* and check what you can infer about the movie.
   - The movie is based on a true story. X
   - Most people hated the movie.
   - The movie is a princess story.
   - The story happens in an African country. X
   - The movie is about a boy who plays chess.
   - The movie is about sports.
   - The main character in the movie is rich.
   - The movie has a tragic ending.

2. Read the review. Go back to exercise 1 and check your answers. Underline the parts of the text that helped you in your conclusions.
   Personal answer.

"Queen of Katwe" is the colorful true story of a young girl selling corn on the streets of rural Uganda whose world rapidly changes when she is introduced to the game of chess [...] For 10-year-old Phiona Mutesi (Nalwanga) and her family, life in the **impoverished slum** of Katwe in Kampala, Uganda, is a constant **struggle**. [...] When Phiona meets Robert Katende (Oyelowo), a soccer player turned missionary who teaches local children chess, she is captivated. [...] Phiona is impressed by the intelligence and **wit** the game requires and immediately shows potential. [...] As Phiona begins to succeed in local chess competitions, Katende teaches her to read and write [...]

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Walt Disney Pictures

3. Learn and share.
   - Search online for other examples of movies about girls' success stories in areas where there is little female representation.
   - Watch the movie and select your favorite passages.
   - Present a brief synopsis of the movie to your classmates.
   - Explain why the movie can inspire girls to pursue a career or dream.

4. Why is it important for girls and boys to see women playing the roles of scientists in movies? In your opinion, what other areas of entertainment should show more female representation? Personal answers.

USE

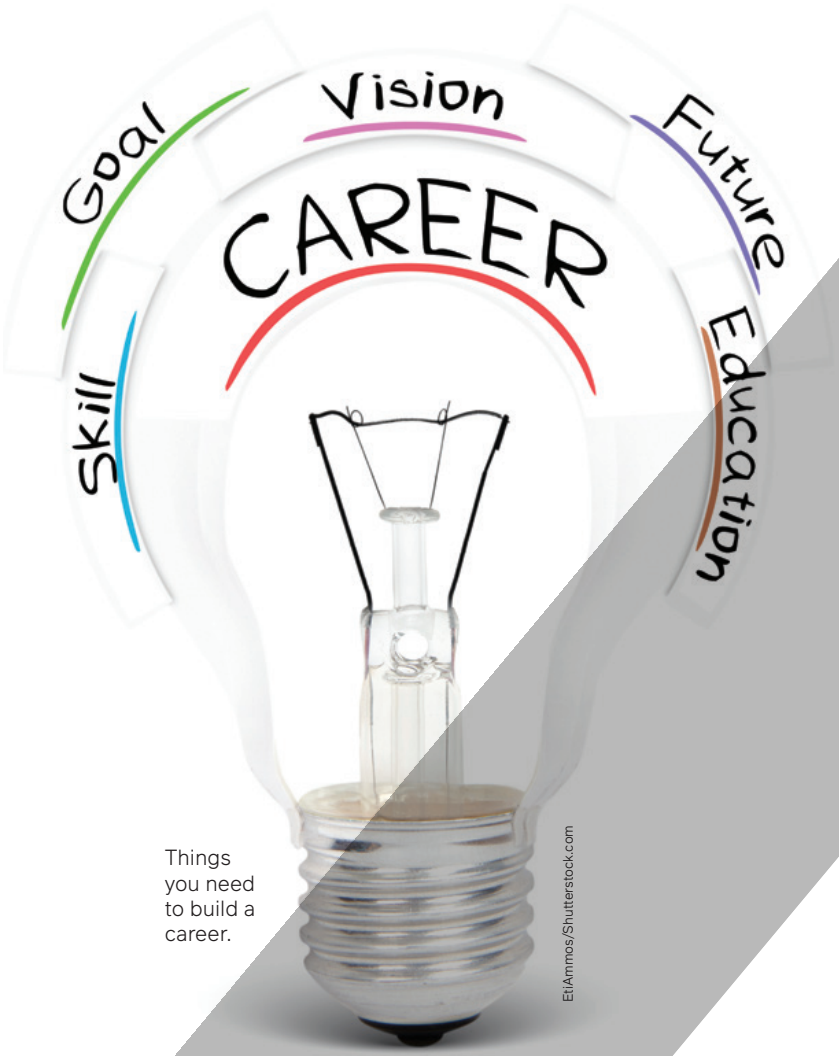
The movie I watched is called ..... .
It is about a ..... *from* ..... *who* ..... .
I chose this movie because ..... .
I think this movie can be inspiring to girls because ..... .
I recommend / do not recommend this movie because ..... .

UNIT 5

CAREER

Aline Fonseca Colar Faz Bem

- Do you have plans for your future?
- Which career(s) do you think you would be good at?
- Do your parents have expectations about your career?
- Do we choose a career to get a job?



Things you need to build a career.

EtiAmmos/Shutterstock.com

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VOCAB

acquire: adquirir
developmental: para o desenvolvimento
ongoing: contínua
upgrade: melhorar, atualizar, modernizar
wisdom: sabedoria

From careers to experiences: New Pathways

Rather than an orderly, sequential progression from job to job, 21st-century careers can be viewed as a series of **developmental** experiences, each offering the opportunity to **acquire** new skills, perspectives, and judgment.

In the 21st century, careers are no longer narrowly defined by jobs and skills but through experiences and learning agility. The **ongoing** transformation of work, the need for people and organizations to constantly **upgrade** capabilities, and shifts in employee preferences demand new approaches to learning, job design, performance management, and career development. [...]

What is a 21st-century career? We define it as a series of developmental experiences, each offering a person the opportunity to acquire new skills, perspectives, and judgment. Careers in this century may follow an upward arc, with progression and promotion at various times—but they will look nothing like the simple stair-step path of generations ago. [...]

As technology advances, skills are becoming obsolete faster than ever. But contrary to conventional **wisdom** – the greatest value now lies beyond purely technical skills. In fact, the most valuable roles are those that enable machines to pair with cross-disciplinary thinkers to innovate, create, and deliver services. [...]

FROM Careers to Experiences: New Pathways. *Deloitte*, March 28, 2018. Available at: https://deloitte.com/us/en/insights/focus/human-capital-trends/2018/building-21st-centurycareers.html?icid=dcom_promo_featured%7Ccl;es. Accessed on: April 6, 2020.

Hadrian/Shutterstock.com

Teens attending annual Education Fair to choose career path and receive vocational counseling. France, 2016.

Going deep

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Videos

23 Jobs of the Future (and Jobs that Have no Future): video that brings the jobs that will be trendy in the next years (and the ones that won't). Available at: www.youtube.com/watch?v=we7zHcsgo0o. Accessed on: June 4, 2020.

Hard Skills vs Soft Skills: instructional video that explains which are the soft skills and which are the hard skills. Available at: www.youtube.com/watch?v=0FFLFcB9xfQ. Accessed on: June 4, 2020.

Texts

The Critical 21st Century Skills Every Student Needs and Why. Available at: https://wabisabilearning.com/blogs/literacy-numeracy/skills-every-student-needs. Accessed on: June. 4, 2020.

Top 10 Jobs in 2030: Skills You Should Be Developing! Available at: www.crimsoneducation.org/kr/blog/campus-life-more/jobs-of-the-future/. Accessed on: June 4, 2020.

Books

Employed for Life: 21st-Century Career Trends by Tracey Wilen-Daugenti it. Bern: Peter Lang Publishing, 2013.

World Without Mind: The Existential Threat of Big Tech by Franklin Foer. New York: Penguin Books, 2017.

Movies

The Pursuit of Happiness. Direction: Gabriele Muccino. Production: Chris Gardner. United States, 2006.

The Devil Wears Prada. Direction: David Frankel. Production: Wendy Finerman. United States / France, 2006.

LESSON A

21st century skills

Before reading

1. What do you think **21st century skills** means? Personal answer.
2. And **future professional**? Talk to your classmates. Personal answer.
3. The text starts with three questions. What are they?
4. Will the questions be answered? Not necessarily.
5. What is the role of asking questions in this case? Make the reader think.

3. What new skills have you had to pick up so far in your career?

What will you need to master next in order to reach your goals?

How about in a year or 5 years from now?

Na BNCC

Nas páginas seguintes, você vai trabalhar as competências gerais 1, 6 e 8, as competências específicas de Linguagens 1, 2 e 4, além das habilidades EM13LGG401, EM13LGG402 e EM13LGG403.

21st Century Skills

Rodrigo Arraya

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What new skills have you had to pick up so far in your career? What will you need to master next in order to reach your goals? How about in a year or 5 years from now? Those may be hard questions to answer. The world of work is changing so rapidly, as emerging technologies like artificial intelligence, machine learning, and automation change job requirements. As technologies continue to evolve and business conditions **shift**, employees must stay in a learning mode so their skills don't **lose currency**.

It's one thing to keep up with skills as they are changing in the here and now it's a whole different challenge to prepare yourself for tools and technologies that may exist only in the minds of engineers, if at all. Meanwhile, too many of us neglect to develop important soft skills when the need for hard skills feels so urgent, even though our ongoing career success depends on a **healthy blend** of the two. [...]

There's too much uncertainty and ambiguity around the future of work, it doesn't matter your industry or job function. That's why, when anyone asks what the next "hot" skill will be, I say it's the same skill that will serve people today, tomorrow, and far into the future – the ability to learn. Even if you don't know exactly what you'll need to learn, you can't go wrong cultivating a **growth mindset** and embracing the idea that you'll have to learn something. [...]

No matter where you picture yourself going in your professional life, you're going to have to learn new skills. [...]

JOHNSON, Kevin. The Most Important Skill For 21st-Century Success. Forbes, July 31, 2018. Available at: www.forbes.com/sites/kevinhjohnson/2018/07/31the-most-important-skill-for-21st-centurysuccess/#2b96971c1b6a. Accessed on: April 6, 2020.

VOCAB

growth mindset: mentalidade de crescimento
healthy blend: mistura saudável
lose currency: perder valor
shift (to shift): mudam (mudar)

While reading

1. Skim the text and choose the most appropriate piece of advice about how to be professionally successful.
   a) To be successful you need to be active.
   b) To be successful you should take all the opportunities.
   c) To be successful you can't stop learning. X
2. Read the text again and answer **true** or **false**.
   a) The world of work is changing quickly because of new discoveries. False.
   b) Preparing ourselves for what does not exist now is difficult. True,
   c) Success depends on what you do. False.
   d) You should keep learning. True.
   e) Few learners are well prepared for the future. False.
3. Read the text and choose the best meaning for the words below.

   a) Master
   - Learn X
   - Boss

   b) Requirements
   - Conditions
   - Prerequisites X

   c) Minds
   - Brains X
   - Worries

   d) Embrace
   - Hug
   - Accept X

   e) Earn
   - Money
   - Obtain X

Post-reading

1. Talk to the class: Are you afraid of your future career? What do you worry about? Personal answers.
2. What skills do you think you have? Personal answer.
3. Which skills will make a difference in your professional life? Personal answer.

Words in images

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1. Talk to the class: In the diagram below, what does the diagram show? It shows factors people use to choose a career.
2. Study the diagram and which factors the chart takes into consideration. Personal answer.
3. Look at the diagram again and discuss with your classmates which factors you will consider when choosing your career. What makes you choose those factors? Personal answers.

Rodrigo Arraya

Reading strategies

Contextualization

Contextualization is putting language items into a meaningful and real context instead of treating them as isolated items. The context can help you remember the language and recall it at a later date. You can use natural learning strategies to help you understand the contextualized language. One strategy you have seen is inferring meaning from context.

Contextualization can be as simple as using the new word or structure in a sentence or preparing a role-play to practice using it.

1. Look at the cartoon and choose the best context.

Rodrigo Arraya

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a) The manager has a business like interpretation of the resumé. X

b) The applicant has a lot of experience in managing business.

2. Read the short paragraphs and match with the alternative.

a) It is common for all of us to take more tasks than our desired potential. This can often result in stress and burnout.

b) Unimportant tasks can consume much of your precious time.

c) It can result in wasting essential time and energy. It could be a major problem in both your career and your personal life.

d) Take a look at your 'to do' list before agreeing to take on extra work.

e) When you have a task at hand, set a realistic time and stick to it. Reward yourself for meeting a difficult challenge.

- Procrastination. c
- Set deadlines. e
- Say no. d
- Prioritize. a
- Delegate. b

Language in action

1. Look at the example from the text on page 194. Answer the questions.

> [...] What new skills have you had to pick up so far in your career?

a) Is the person asking about the past or the present? Past.

b) Is the career over? No.

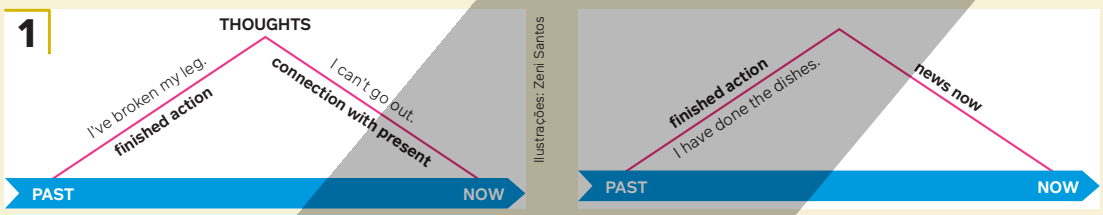
c) Does the person still have the opportunity to learn new skills? Yes.

Present perfect uses

1. Finished events connected with the present.

a) I can't go out because I've broken my leg.

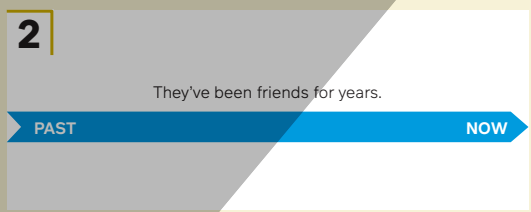
b) I have done the dishes. (Look, they are clean.)



Ilustrações: Zeni Santos

2. Actions and situations that started in the past and have continued up to the present.

- I've known her for years. We met at school.
- They have been friends for a long time. (They are friends.)



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2. Study the [illegible] tion from the box do they fit: **1** or **2**?

a) Dan **has crashed** the car. There's a dent in the passenger door. 1

b) He **has paddled** in the lake ever since he was a child. (He is an adolescent and still does it.) 2

c) Mel **has given** me a party dress. Doesn't it look fab? 1

d) The twins **have painted** the fence. It is light gray now. 1

e) We **have studied** for over three hours and have not finished yet. 2

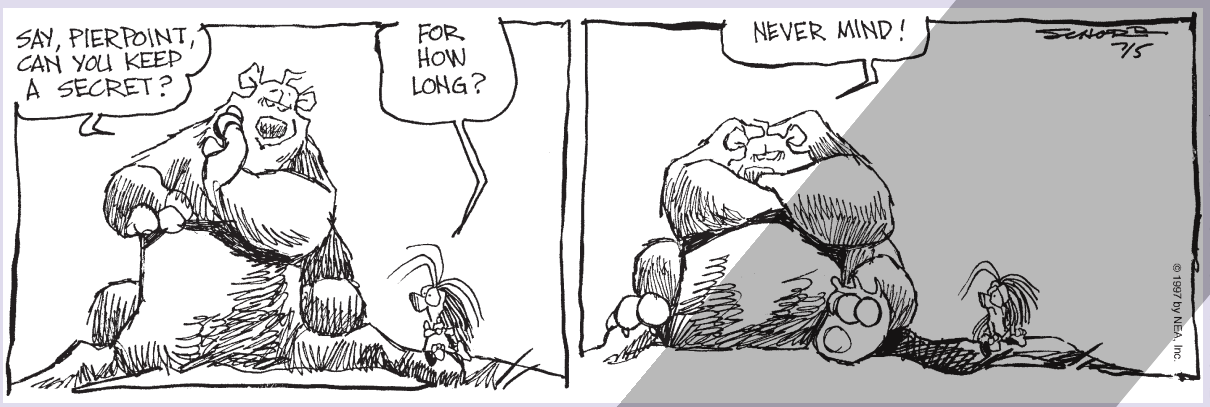
3. Choose the correct alternative.

a) I ..... that film.
- 've seen X
- 've see
- 've saw

b) What ..... with my mobile?
- you have done
- you done
- have you done X

c) My children ..... Thailand twice.
- have gone
- have been to X
- has gone to

d) Alice ..... your bag.
- taken
- has took
- has taken X



The Grizzwells, Bill Schorr © 1997 Bill Schorr / Dist. by Andrews McMeel Syndication for UFS
© 1997 by NEA, Inc.

For and since: other uses

- Define a period of time before now.

I have studied here for five years.
They have lived in that house for three weeks.

- Define when the action or event started. Action is not finished.

They have been married since April 5th, 2020.
He has lived here since 2019.

4. Complete the sentences with **since** or **for**.

a) We have taught at this school ..... a long time. for

b) They have been married ..... over a year now. for

c) She has called over a hundred times ..... I last saw her. since

d) They have been at the hotel ..... a week. for

e) They have been at the hotel ..... last week. since

5. Copy the sentences in your notebook and complete with the correct form of the present perfect.

a) Irene ..... to Isa for two years. (speak) has not spoken

b) I ..... seen it? (lose) have lost

c) They ..... that champagne bottle under lock and key. (keep) have kept

d) I ..... her in a dress since graduation. (see) haven't seen

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6. Observe the sentences and the underlined words. Answer the questions in your notebook.

- She has already won a medal.
- She has never won a medal.
- Has she ever won a medal?
- Has she already won a medal?
- She hasn't won a medal yet.

a) When can we use "already"?

b) Can "ever" be used in questions? Yes.

c) Do we use "yet" in the affirmative? No.

d) Which words are used in negative sentences?

6. a) Affirmative and interrogative sentences. **d)** Yet and never (and ever).

7. Complete the sentences with **ever**, **already**, **never** or **yet**.

a) Have you ..... broken any bone? ever / already

b) He has ..... swum a marathon. already / never

c) She has ..... used a credit card. never / already

d) Have you made your bed .....? yet

e) Has he ..... seen you? Why hasn't he come round .....? already / yet

8. Match the questions with the answers.

a) Have you ever been to Berlin?
b) How long have you been at home?
c) How many days were you in Berlin?
d) What did you do last summer?

- I've traveled the world. d
- I've been there for three weeks. b
- I've studied there, actually. a
- I was there for three weeks. c

9. Read the sentences and check the correct ones.

a) The guys robbed the bank lately.
b) Paulo Coelho published his first book in 1982. X
c) School projects have been in fashion for a while. X
d) Channel has denied that fact during her lifetime.

10. Simple past or present perfect? Copy the chart in your notebook and put the phrases in the correct box.

up to now	**on my birthday**	**three months ago**	**recently**
in the last decade	**during her lifetime**	**last summer**	
lately	**over the past five years or so**	**for three months**	**since the war**

three months ago / in the last decade / during her lifetime / last summer / on my birthday

up to now / over the past five years or so / for three months / recently / lately / since the war

Simple past	Present perfect

11. Complete the text with the verbs in parenthesis in the simple past or present perfect.

a) John's supervisor ..... (ask) him to improve his performance lately. Last night he ..... (have) to resolve a customer problem with a weak signal. The supervisor's decision ..... (be) a good one as John ..... (do) his job in under 15 minutes. has asked / had / was / did

b) When I ..... (discover) that my family would not sponsor me, I ..... (feel) devastated. I ..... (be) so angry that I ..... (stop) practicing and I ..... (not/go) back to a a pool since then. I ..... (convince) myself that swimming is not a career for me.

c) As a growing boy, I ..... (always/feel) hungry. To help me with that my mother ..... (decide) to enroll me in cooking classes. In my first class, I suspiciously ..... (look) around at my peers. I ..... (never/like) to be taken by surprise, if you know what I mean.

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12. Study the following sentences and answer the questions in your notebook.

- Did you go to the zoo when you were a child?
- He didn't sleep much last night. The baby cried a lot.
- Has your mother traveled abroad?
- Katarina hasn't learned how to swim.

a) How do you make the interrogative form of sentences in the simple past?
b) How do you make the negative form of sentences in the simple past?
c) How do you make the interrogative form of sentences in the present perfect?
d) How do you make the negative form of sentences in the present perfect?

11. b) discovered / felt / was / stopped / have not gone / have convinced
c) have always felt / decided / looked / have never liked

12. a) Use "did" at the beginning and the main verb in the infinitive.
b) Use "did" before the main verb which goes back to the infinitive.
c) Use have (I, you, we, they) or has (he, she, it) at the beginning.
d) Use haven't (I, you, we, they) or hasn't (he, she, it) just before the main verb.

13. Complete the dialog with the verbs in parenthesis in the simple past or present perfect.

Ana: ..... you ever ..... on you own? (travel) Have / traveled
Tati: No. ..... you? (have) Have
Ana: Yes. Sure.
Tati: When ..... you ..... on your own? (travel) did / travel
Ana: Quite recently.
Tati: Yes, but when exactly?
Ana: I ..... to Maringá to visit my grandma last month. (fly) flew

Listening

1. What kind of jobs are usually "first jobs"? Discuss with your classmates. Personal answer.

Audio 15

2. Does any of your friends work? What do they do? Personal answers.
3. Listen to this person and answer the questions.
   a) What was his first job? A delivery driver for a sub shop (D'Angelo's).
   b) Did he like it? Yes.
4. You're going to listen to comedian Seth Meyers talking about his first job. First, choose the words you think will appear in his talk. Personal answer

job	**car**	**delivery**	**sandwiches**	**salary**
summer		**vanity**	**plate**	**restaurant**
	pizza		**rich**	**easy**

5. Listen again and say if the sentences are **true** or **false**.
   a) He bought a car from friends. True.
   b) He used the car to drive to school. True.
   c) The shop was in England. False.
   d) He liked Michael Caine. False.
   e) He could not be late for his first job. True.

Audio 15

6. Put the sentences in order. Then listen again and check.
   - So I had a Le Car with Le Seth vanity license plates. 2
   - If you can learn anything from your first job. 6
   - Belgian friends of ours, had a Renault Le Car. 1
   - I smelled like onions all the time. 8
   - My first job, I was a delivery driver for a sub shop. 3
   - You got paid both a salary and tips. 7
   - And I listened to books on tape. 4
   - I did not use that time to blast the songs of the summer. 5

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7. Answer in your notebook.
   a) Why was Seth's licence plate "Le Seth"? Because the car model is called Renault Le Car.
   b) Did he like big orders? Why? Yes, because the tips were good.
   c) Was Seth popular during this time? No, he wasn't.
8. Discuss with your classmates.
   a) What kind of job would you do now? Personal answer.
   b) What abilities do you have? Personal answer.

Voices

Seth Meyers is an American comedian, writer, producer, actor, and television host born in 1973. He hosts a late-night talk show and was a cast member and head writer for *Saturday Night Live*. In this interview to GQ Magazine, he talks about his first job as a student, how he named his first car and the lesson he learned.

Kathy Hutchins/Shutterstock.com

Speaking

1. Copy the chart in your notebook and organize the sentences in it.

- No, thanks.
- Do you want something?
- Yes, please.
- Would you like a/some...?
- Yes, let's do it.
- Let's go for it.
- Can I get you a/some...?
- Sure, thank you.
- Are you up for a/some...?
- No, but thanks for asking.
- Sounds good/nice!
- Thanks, but...
- That's alright.

Offering	Accepting	Refusing

Offering

Do you want something? / Would you like a/some...? / Can I get you a/some...? / Are you up for a/some...?

Accepting

Yes, please. / Yes, let's do it. / Let's go for it. / Sure, thank you. / Sounds good/nice!

Refusing

No, thanks. / Thanks, but... / That's alright. / No, but thanks for asking.

2. Check the answers with a peer and then with the teacher.

3. Act out the dialog with a classmate.

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Adriana Alves

NOW YOU!

1. Talk to a peer and offer him something to eat and drink. Your friend can accept or refuse. Use the dialog above as a model.

2. Swap roles.

Writing

A note to a friend

1. Match the notes with the pictures. 1 - b/ 2 - c/ 3 - a

1

To Jay,

Hope this will explain to you the Brazilian obsession with football soccer.

The author is not a PSG fan but the pics are awesome.

Cheers,

Tina

2

Hello,

Just thought you'd like to know that your cat has got into my kitchen and eat the steak I cooked for lunch.

Next time I'll take it to an animal shelter.

Your neighbor

Ilustrações: Adriana Alves

3

Karin,

[illegible]ge (pancakes). Just heat them in

Shower should be no longer than 5 minutes (water shortage!).

Remember to switch off the lights when you go to bed.

Be back early in the morning.

Mom

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NOTE
Use informal language.

2. Read the notes and answer the questions in your notebook.

a) Who wrote the notes? **1.** A friend. / **2.** A neighbor. / **3.** The mom.

b) What kind of language is used? Informal language.

c) What are the situations? **1.** A note to go with a photo or photography book. **2.** A warning about the cat. **3.** Requests, some advice.

d) How many paragraphs are there in each note? One or two.

e) How do you start a note? With "hi" or "hello" or the name of the person.

3. Imagine you are at work and a friend is coming to stay with you for a couple of days. He has a job interview in your town/city. Write a note to leave on the kitchen table about what he/she can do around the house.

4. Exchange notes with a classmate. Your teacher will give you further instructions.

Personal answers.

LESSON B

Working in the 21st century

Before reading

1. Look at the picture. Discuss with your classmates. Personal answers.
   a) Where is this person?
   b) In your opinion, what is he doing?
2. Where can you find this kind of text below? Check all the possible alternatives.
   a) Online magazine. X
   b) Printed newspaper.
   c) Scientific report. X
   d) News article online. X
   e) Printed scientific magazine.

Girts Ragelis/Shutterstock.com

Man sitting in front of a computer.

3. Skim the text and check which information is given.
   a) Tendencies in remote work. X
   b) Person who wrote the article.
   c) Statistics to support the conclusions. X
4. Is the text below an example of news literacy? Yes.

Na BNCC

Nas páginas seguintes, você vai trabalhar as competências gerais 1, 6 e 8, as competências específicas de Linguagens 1, 2 e 4, além das habilidades EM13LGG401, EM13LGG402 e EM13LGG403.

Increase in remote work

If it feels like you know more and more people who work remotely, you're not wrong. The number of people telecommuting in the U.S. increased by 159% between 2005 and 2017. [...]

Below you'll find statistics about remote work in the United States. [...] In order to understand these remote work statistics better, it's important to know that "telecommuters" or "remote workers" refers to non-self-employed people who principally work from home at least half-time. It doesn't include anyone who works remotely as a freelancer, business owner, or entrepreneur. The information tells us who is working for a company and doing so from home at least half the time.

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"It's important to note that part-time and even half-time telecommuters are among the minority. A full 80% of the workforce, about half, works from home at least once a month," said Kate Lister, president of Global Workplace Analytics. "Talent **shortages** are **fueling** the growth of workplace flexibility right now because not only is it one of the most **sought-after** benefits among job seekers today, it also expands the talent pool by allowing employers to hire the best and the brightest from around the world," said Lister.

FlexJobs' annual survey of more than 7,300 of people seeking flexible and remote work shows that fully remote work is the most popular flexible work type. Here's how survey participants ranked their preferences.

- Fully remote (76%)
- Flexible schedule (72%)
- Part-time schedule (46%)
- Alternative schedule (45%)

"Remote work has grown steadily since 2005, as companies of all types — private, public, nonprofit, or startup — continue to recognize the bottom-line benefits of integrating remote work into their business strategies," said Sara Sutton, founder and CEO of FlexJobs. "With improvements to technology, and increasing demands from employees in a tight labor market, we fully expect to see the momentum around this important workplace continue to grow," Sutton concluded. [...]

REYNOLDS, Brie Weiler. 159% Increase in Remote Work Since 2005: FlexJobs & Global Workplace Analytics Report. *FlexJobs*, July 29, 2019. Available at: www.flexjobs.com/blog/post/flexjobs-gwa-report-remote-growth. Accessed on: May 15, 2020.

VOCAB

fueling (to fuel): incentivando (incentivar)
shortages: falta de
sought-after: procurado(s)

While reading

1. Where can you find information to support the title? Percentages.
2. Choose the best option to complete the sentences.
   a) You are ..... when you feel you know more people who work from home.
      - right X
      - wrong
   b) "Telecommuters" refer to people who are .....
      - non-self-employed
      - self-employed X
   c) Freelancers, entrepreneurs, and business owners ..... included in the category of "telecommuters".
      - are
      - are not X
   d) ..... is the president of Global Workplace Analytics.
      - Lister X
      - Sutton
   e) People looking for jobs ..... to work from home.
      - want X
      - don't want
3. Scan the text and choose the answer for the figures and names.
   a) 159% refers to the growth of telecommuters in the .....
      - world
      - U.S. X
   b) 7,300 is the .....
      - number of people surveyed
      - number of people looking for flexible jobs X
   c) 12% of the survey participants ranked ..... in the preference for flexible [illegible]
      - second X
      - third
   d) 2005 is when the ..... started.
      - growth X
      - flexible schedule
   e) Sara Sutton is the founder of .....
      - FlexJobs X
      - Global Workplace Analytic
4. Read the text again. Are the statements **true** or **false**?
   a) Telecommuters are among the minority. True.
   b) The survey provides information over the last twenty years. False.
   c) The brightest workers are hired to work remotely. False.
   d) Companies understand the benefits of working from home. True.
   e) Demands from employees are increasing. True.

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Post-reading

1. Discuss the questions with your classmates.
   a) What did you know about remote work before reading the text? Personal answer.
   b) Did the survey confirm your predictions or add up to them? Personal answer.
   c) What are the advantages and disadvantages of working from home? Personal answer.
   d) Would you like to work from home? Why? Why not? Personal answer.

Words in images

1. Now think about Brazil. Do you think the trend is the same as in the U.S.? Personal answer.
2. With your teacher's help, research the number of remote workers in Brazil nowadays. Personal answer.

Trends in remote work growth

Zeni Santos

44% = Growth in remote work over the last 5 years.

91% = Growth in remote work over the last 10 years.

159% = Growth in remote work over the last 12 years.

REYNOLDS, Brie Weiler. 159% Increase in Remote Work Since 2005: FlexJobs & Global Workplace Analytics Report. FlexJobs, July 29, 2019. Available at: www.flexjobs.com/blog/post/flexjobs-gwa-report-remote-growth. Accessed on: May 17, 2020.

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3. Discuss with your classmates.
   a) Should salaries of remote workers be monthly or depend on results? Personal answer.
   b) Can all the professionals work remotely? Personal answer.
   c) Which workers need to leave home and go to their workplace? Personal answer.
   d) How could schools prepare students for this new scenario? Personal answer.

Ardea-studio/Shutterstock.com

Reading strategies

1. Read the information and identify the job / position.

PUBLICATIONS Specialist III. *Indeed*, [*n.d.*]. Available at: www.indeed.com/q-Newspaper-Advertising-jobs.html?vjk=be303d083198bdb9. Accessed on : April 8, 2020.

B2B Sales - Media Online Advertising. *Indeed*, [*n.d.*]. Available at: www.indeed.com/q-Newspaper-Advertising-jobs.html?vjk=89cd907510170232. Accessed on: April 8, 2020.

LIFESTYLES Page Designer. *Indeed*, [*n.d.*]. Available at: www.indeed.com/q-Newspaper-Advertising-jobs.html?vjk=f9852096d47898af. Accessed on: April 8, 2020.

MAILROOM Helper. *Indeed*, [*n.d.*] Available at: www.indeed.com/q-Newspaper-Advertisingjobs.html?vjk=99daff07ff621c62. Accessed on: April 8, 2020.

a) Publications Specialist
b) Copy Editor
c) Lifestyles Page Designer
d) Media Online Advertising
e) Mailroom Helper

2. Read the following paragraphs/sentences and match them with the best summary.

a) A [...] is short statement that defines the position you are seeking, setting the tone for the rest of your resume. This step of resume writing is critical because it is the first thing a potential employer will read–and if not well-crafted, it could be the last.

WITHERS, Debbie Manning. What is the Meaning of a Career Objective? *Career Trend*, December 31, 2018. Available at: https://careertrend.com/about-5365211-meaning-career-objective.html. Accessed on: April 8, 2020.

b) A [...] is a short document used to summarize a job seeker's experience and qualifications for a prospective employer. It includes the job seeker's contact information, work experience, education, and relevant skills in support of a job application.

RESUME Writing Guide. *Jobscan*, [*n.d.*]. Available at: www.jobscan.co/resume-writing-guide.Accessed on: April 8, 2020.

c) A [...] is more than a desk in a corner. For tax purposes, it is a place of business.

HOME Office. *Investing Answers*, October 1, 2019. Available at: https://investinganswers.com/dictionary/h/home-office. Accessed on: April 8, 2020.

d) [...] work offers tremendous advantages and can represent an attractive alternative to a traditional job.

KANE, Sally. The Advantages of Freelance Legal Work. *The Balance Careers*, April 11, 2019. Available at: www.thebalancecareers.com/advantages-of-freelance-work-2164313. Accessed on: April 8, 2020.

e) [...] are the personal attributes, personality traits, inherent social cues, and communication abilities needed for success on the job. They characterize how a person interacts in his or her relationships with others.

DOYLE, Alison. What are Soft Skills? *The Balance Careers*, June 24, 2020. Available at: www.thebalancecareers.com/what-are-soft-skills-2060852. Accessed on: April 8, 2020.

- Freelance. d
- Career objective. a
- Home office. c
- Soft skills. e
- Resume. b

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3. Think about the exercises you did on reading strategies. Discuss with your classmates and answer the questions.

a) Do you need to understand all the words to understand the context? No.

b) What helped you to contextualize the adds in exercise 1 and the paragraphs/sentences in exercise 2? Personal answer.

4. Read the headlines and match to the topic.

a) How Twitter hackers made $118K in 6 hrs

b) Campaign manager replaced amid sinking poll numbers

c) Crystal Cruises adds another ship to fleet

d) Famous actress explains how she escaped Hollywood's child star curse

e) GESMA supercomputer reveals massive planetary collisions

- Travelling c
- Entertainment d
- Business a
- Technology e
- Politics b

Language in action

1. Study the sentence taken from the text on page 203 and the other example. Then, answer the questions.

1. [...] The information tells us who **is working** for a company and doing so from home [...]
2. I **am seeing** the doctor next week. I have an appointment at 3 pm.

a) What verb form is being used? Present continuous.

b) What time does sentence 1 refer to? Present.

c) What time does sentence 2 refer to? Future.

d) In sentence 2, is it a plan or an arrangement? Arrangement.

e) How do you know? Because an appointment has been made.

2. Observe the sentences and answer if they refer to the present or future time.

a) The boys are playing in the backyard. Present.

b) I'm visiting my grandmother soon. Future.

c) Not yet, but I'm seeing them tonight. Future.

d) We're staying with grandma. Present.

e) We're leaving on Friday. Here are the tickets. Future.

f) We are eating out tonight. Future.

3. Choose the correct alternative.

a) I have / am having dinner with Josh tonight. am having

b) What do you do / are you doing on Sundays? do you do

c) What do you do / are you doing next Sunday? are you doing

d) Meg complains / is always complaining about the quarantine. is always complaining

e) He doesn't come / isn't coming to the party. isn't coming

4. Match the arrangements.

a) I'm meeting my friend after school.

b) I'm playing basketball with my friend tomorrow.

c) I'm not taking part in the next competition.

- The coach is going to change the time. c
- We agreed to meet at the court. b
- We agreed to meet at 16:00. a

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5. Study these sentences and answer the questions.

- He's always picking his nose.
- They are always complaining.
- She is always asking for my things.

a) Which two features do the sentences have in common? The present continuous and "always".

b) Do the sentences refer to a time in the future? No.

c) Do they refer to an action happening at the moment? No.

d) Do they refer to habits? Yes.

e) Which habit is shown in the picture? Nose picking.

f) Are the habits OK or "annoying"? Annoying.

Moriz/Shutterstock.com

6. Talk to a classmate about other annoying habits. Write in your notebook three other examples.

7. Look at the week planner and complete the dialogs accordingly.

Danilo Bandeira

A: Let's go to the mall?
B: Let's. When?
A: Thursday afternoon.
B: Sorry. I'm studying math.
A: What about Saturday afternoon?
B: It's a deal.

A: Let's go to the mall?
B: Let's. When?
A: Tuesday afternoon.
B: Sorry. I'm helping Zeli.
A: What about Wednesday afternoon?
B: It's a deal.
A: What about a coffee?
B: Great. When?
A: Friday afternoon.
B: Sorry. I'm visiting an exhibition.
A: What about Monday afternoon?
B: Sure.

A: How about going for a ride?
B: Why not. When?
A: Saturday morning.
B: Humm. I'm washing the car.
A: Do that later.
B: Yah. Let's go for a ride then.

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A: Ok, can you go out to dinner?
B: Sure. When?
A: Sunday night.
B: I'm free on Sunday night!
A: Great!
B: Oh wait.... I can't go out to dinner. I will have dinner with my family earlier.

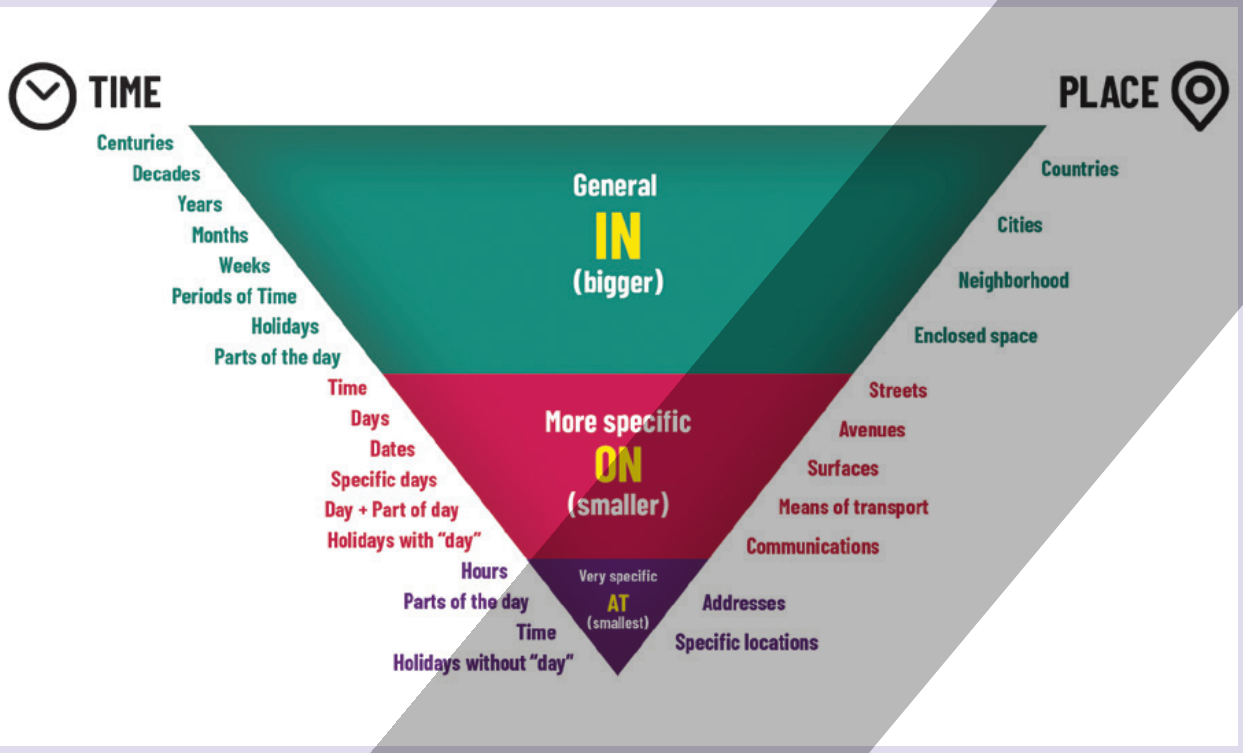
8. Write a planner in your notebook. Create some unusual activities.

9. Work with a colleague and write a similar dialog.

10. Swap the dialog with another pair and act it out.

NOTE

A planner is an important tool for your future professional life. It can be used to organize your day so you have time for your own personal projects.



Rodrigo Arraya

11. Study the poster and complete the sentences with the correct preposition of time.

a) He always wakes up ..... 6:30 ..... the morning. at / in

b) The children go to school ..... the afternoon. in

c) ..... Christmas day we have lunch with my grandma. On

d) Alexander Graham Bell was born ..... the nineteenth century. in

e) She had an appointment with the shrink ..... Friday. on

12. Observe the poster and complete the sentences with the correct preposition of place.

a) He always leaves the clothes ..... the floor. on

b) She lives ..... Cadbury Street. in / on

c) I'll meet you ..... the station. (outside) at

d) He arrived ..... the top of the mountain before the others. at

e) She got ..... the bus before he did. on

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13. Complete the sentences with the correct preposition of time.

..... the morning in	..... Sunday on	..... night at
..... the afternoon in	..... Monday morning on	..... 10:30 at
..... the evening in	..... May 5 on	..... noon / midday at
..... February in	..... a weekend on	..... bedtime at

14. Choose the correct preposition of place.

a) Joe was standing ..... the bus stop, when he saw Magda ..... the door. at/at

b) I left my phone ..... work, ... the drawer. at/in

c) When I last saw them they were standing ..... the plateform. on

d) Where have you been? There's a greese mark ..... your coat. on

e) Were you ..... the party? at

Listening

Adriana Alves

1. Look at the image and answer the questions.

a) In your opinion, what are the women talking about? Personal answer.

b) Where are they? One is at home and the other is at work / in the office.

c) What's the relationship between them? Friends.

d) Will they meet? Probably.

2. Listen and check your predictions in exercise 1. Personal answers.

Audio 16

3. Listen again if necessary. When are they meeting? Friday at 5:30 p.m.

Audio 16

4. Listen again and order the sentences.

a) I'm working till late. b

b) I'm taking [illegible]. a

c) I'm having [illegible]. e

d) I'm meeting Tess. d

e) I'm seeing the dentist. c

Audio 16

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5. Complete the sentences with the day of the week.

a) I'm having lunch with Mario. Tuesday.

b) Driving the mother to the hair salon. Friday.

c) I have other plans. Thursday.

d) Probable date of the call. Monday.

e) Having the day off. Wednesday.

6. Discuss with your classmates.

a) Do you have a best friend? Personal answer.

b) How long have you been friends? Personal answer.

c) Do you have similar routines? Personal answer.

d) How often do you meet? Personal answer.

e) What sort of things do you like doing together? Personal answer.

Speaking

1. In small groups, answer the questions.
   a) How full is your day? Do you think you do too many activities? Personal answers.
   b) Do you think that someone that works is busier then someone that studies? Personal answers.
   c) Do you think it is possible to study and work at the same time? Personal answers.
2. Imagine you have got a new job and this is your planner. Study it and see what you have for the week.

	Morning	Afternoon	Evening
Monday	Take photos for work permit	Get work permit	
Tuesday	Get the clean record statements	Check all the documents	Soccer game
Wednesday	Take all documents to work	Learn about the job	Soccer game
Thursday	Shadow a colleague	Shadow a colleague	
Friday	Work	Work	Meet friends
Saturday	Sleep until late		Party with friends
Sunday	Watch a game on TV	Lunch with family	

Ilustrações: Milton Rodrigues

3. Read the dialog in the book.
Friend: Hey, Jonas. Long time no see. Let's do something.
You: I can't. I'm busy.
Friend: Oh, Yeah?!
You: On Monday morning I'm taking photos.
Friend: What for? And in the afternoon?
You: I'm g[illegible] What about you?
Friend: Nothing on Monday morning but I'm visiting Tish in the afternoon.
You: Enjoy.
Friend: And when do you start?
You: I'm taking all the documents on Wednesday morning and learning about the job in the afternoon.
Friend: Break a leg!
You: Let's do something on the weekend.
Friend: Yes, let's!

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This is your friend's planner.
He/She does not work.

	Morning	Afternoon	Evening
Monday		Visit Tish	
Tuesday	Cat to the vet		Eat out w/ Marie
Wednesday		See dentist	Soccer
Thursday	Go shopping		Look after niece
Friday		Driving test	
Saturday	Post pack with present		
Sunday		Lunch with...	

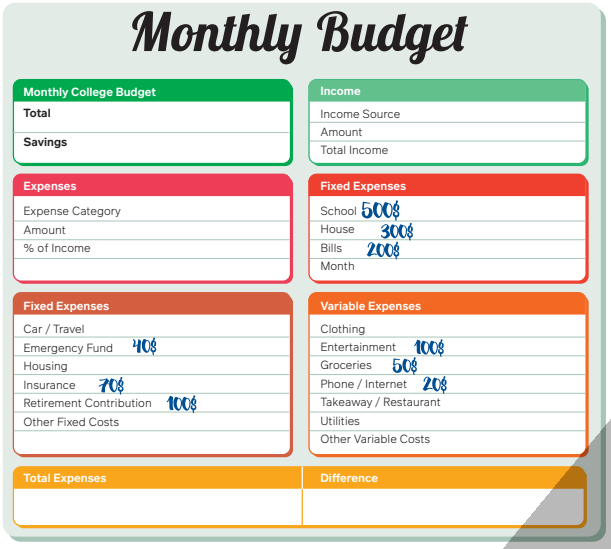
4. Read and repeat the dialog based on this new planner.

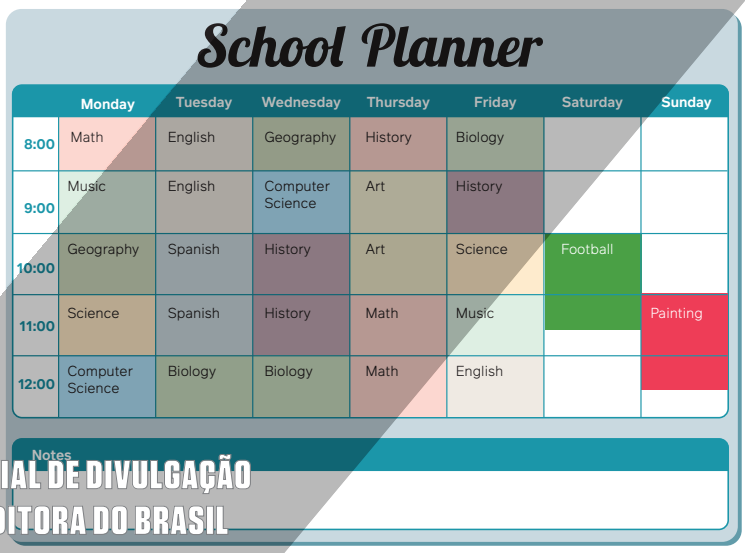
NOW YOU!

1. Role-play the dialog with a classmate. Then swap roles.
2. Find another classmate and role-play the dialog again. Change the underlined phrases.

Writing

Ilustrações: Danilo Bandeira





MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

1. Look at the pictures and discuss with your classmates.

a) What are planners for? Personal answer.

b) What's the difference between the three planners in this page? Personal answer.

c) Do you have a planner? Personal answer.

d) What kind? Daily? Weekly? Monthly? Personal answer.

e) What do you write in it? Personal answer.

f) Do you need to write complete sentences or just notes? Personal answer.

NOW YOU!

1. Draw a planner in your notebook or use your mobile planner. Complete it for the next week. Personal answer.

2. Compare your planner with a friend's.

3. Discuss. What are the similarities and the differences. Personal answer.

4. Do you think a planner is necessary for a career? Or for your studies? Why? Personal answers.

LESSON C

New professions

Before reading

Na BNCC

Nas páginas seguintes, você vai trabalhar as competências gerais 1, 6 e 8, as competências específicas de Linguagens 1, 2 e 4, além das habilidades EM13LGG202, EM13LGG203 e EM13LGG403.

1. Look at the picture and discuss with your classmates.

a) What can you say about it? Personal answer.

b) What could be the topic of the text? Personal answer.

2. Where can you find this kind of text? Check all the possible alternatives.

a) Online magazine. X

b) Printed newspaper.

c) Scientific report.

d) News article online. X

e) Printed scientific magazine.

Nir Alon/ZUMA Wire/Fotoarena

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Tel Aviv University researchers have printed the world's first 3D vascularised engineered heart including cells, blood vessels, ventricles and chambers using a patient. 2019.

Most Popular Professions of the 21st Century: What Profession is the Most Chosen by Modern Students?

By Careerexpert, on November, 2nd 2018.

The 21st century began with a technological boom. It is affecting every aspect of our lives and expanding our job opportunities. **Due to** rapid changes, some jobs are becoming obsolete or will soon be of no interest to the new generation. At the same time, there is a whole new world of opportunities that the younger generation might find extremely attractive.

[...] By talking to them and examining the social media, we can see that the younger generation is more interested in jobs that people didn't think much about in the past. These jobs are closely connected to the informational technology boom and focus on improving life. Here are some jobs that most young people think will be more interesting in the near future.

Physical Therapists

[...] Physical therapists will have great job opportunities in the future as the society **ages**. Physical therapists will help people **overcome** the chronic pain that can affect the quality of life.

Medical Scientists

The best opportunities in the future will be in the field of medical science. Medical scientist will be working to find cures for dangerous health conditions that are affecting people. [...]

Engineers

Engineering students have a lot of good opportunities in the future. [...] As our main cities are getting more crowded, we want to find more space for people where they can live and work.

Implant Organ Designers

[...] Today scientists are thinking about growing customized body parts that can help people who lose **limbs** or internal organs due to illness or injuries. Doctors are already using cell [illegible] the cellular level [...]. But more research is needed to allow the [illegible] to regenerate new and customized body parts.

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Nanotechnologists

[...] Focusing on Nanotechnology and working on the molecular level mean that people are more interested in learning molecular biology and microfabrication. These people will work to make the **gadgets** we use more portable and convenient to use. [...]

MOST Popular Professions of the 21st Century: What Profession is the Most Chosen by Modern Students? *Career Experts*, November 2, 2018. Available at: www.careerexperts.co.uk/graduate-careers/most-popular-professions-21st-century. Accessed on: May 28, 2020.

VOCAB

ages (to age): envelhece (envelhecer).
due to: devido a.
gadgets: aparelhos.
limbs: membros (partes do corpo: pernas ou braços).
overcome: superar.

While reading

1. Skim the text. When was it published? November 2, 2018.
2. Read the text and check which information is given.
   a) Names of people interviewed for the article.
   b) Tendencies in jobs. X
   c) Person who wrote the article.
   d) Statistics to support the conclusions.

3. Choose the best option to complete the sentences.

a) Physical therapists will be necessary because...
- people are getting older. X
- there will be more people.

b) Medical scientists will be working...
- because of deteriorating health conditions.
- to find cures for new diseases. X

c) The role of engineers in the future will be to...
- find new spaces to build. X
- accommodate work.

d) Medical scientists will...
- produce organs.
- regenerate body parts. X

e) Nanotechnologists will be...
- studying molecular biology. X
- making new gadgets.

4. Find information in the text to answer the question presented in its title. Share with your classmates. Personal answers.

Post-reading

1. Most careers in the text are in the same field. What field is this? Medicine / Caring for people.
2. Why do you think that is? Personal answer. Tell students that people are living longer and needing more medical care.
3. Are any of these careers interesting to you? Which? Why? Personal answers.

Words in images

Look at the graph and discuss with your classmates.

a) What is the graph about? The rate of automation.
b) What kind of work can machines do nowadays? And in the future? Personal answers.
c) How prepared are you to face these changes? Personal answer.
d) What about in 20 years' time? Do you think robots will dominate the world? Personal answers.
e) What will people do then? Personal answer.

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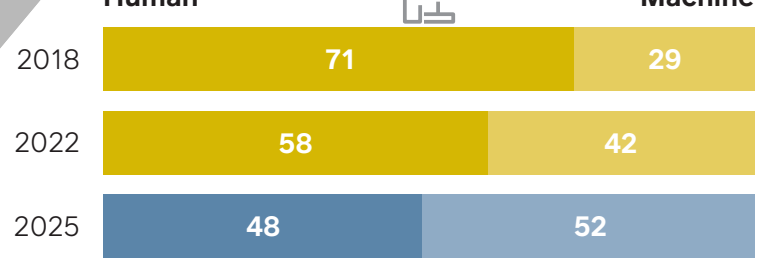
Rate of automation

Zeni Santos



Source: World Economic Forum (2018). Available at: www.weforum.org/agenda/2018/09/future-of-jobs-2018-things-to-know/. Accessed on: April 13, 2020.

Reading strategies

A play on words.

1. Look at the charge. What's the context?

2. Now read the short extracts below and choose the best meaning of the underlined words. Please refer to the context.

1 […]

This classic question has been <u>tripping</u> prospective employees up for years – whether they're applying for jobs at the local greengrocers or at Apple. There's no 100% guaranteed-to-<u>land</u>-you-the-job answer to this question, but there are certainly wrong ways to answer, and ways that will maximise your <u>chances</u>. […]

2 […]

First of all, you certainly *do* have a weakness – so never say "I don't have any weaknesses." It's not <u>bold</u> or confident; and will be exactly what an interviewer is looking for to eliminate someone from the process. Part of the strength of your answer will be your honesty. […]

3 […]

The best answer to this question has two parts. First, the admission – <u>state</u> your weakness, explain why it's a weakness, and keep it realistic and <u>surmountable</u>. After that, you have to explain how you plan to overcome that weakness, if you haven't already. […]

LEEMING, Jack How to Answer: What is Your Greatest Weakness? Available at: http://blogs.nature.com/naturejobs/2016/03/02/how-to-answer-what-is-your-greatest-weakness/. Accessed on: April 13, 2020.

4 […]

Overall, the best <u>bet</u> is to say that you have had interest from other companies or organisations in the sector without mentioning names, but that this is the job that has really caught your eye – and go on to explain why and why it is such a <u>good fit</u> with you. […]

DE LANGE, Catherine. How to Answer: What Other Jobs Have You Applied For? *Nature Jobs*, November 29, 2013. Available at: http://blogs.nature.com/naturejobs/2013/11/29/how-to-answer-what-other-jobs-have-you-applied-for/. Accessed on: April 13, 2020.

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a) tripping
- travelling
- disturbing X

b) land
- obtain, get X
- ground, earth

c) chances
- prospects
- opportunities X

d) bold
- brave X
- strong

e) state
- declare X
- affirm

f) surmountable
- climbable
- overcome X

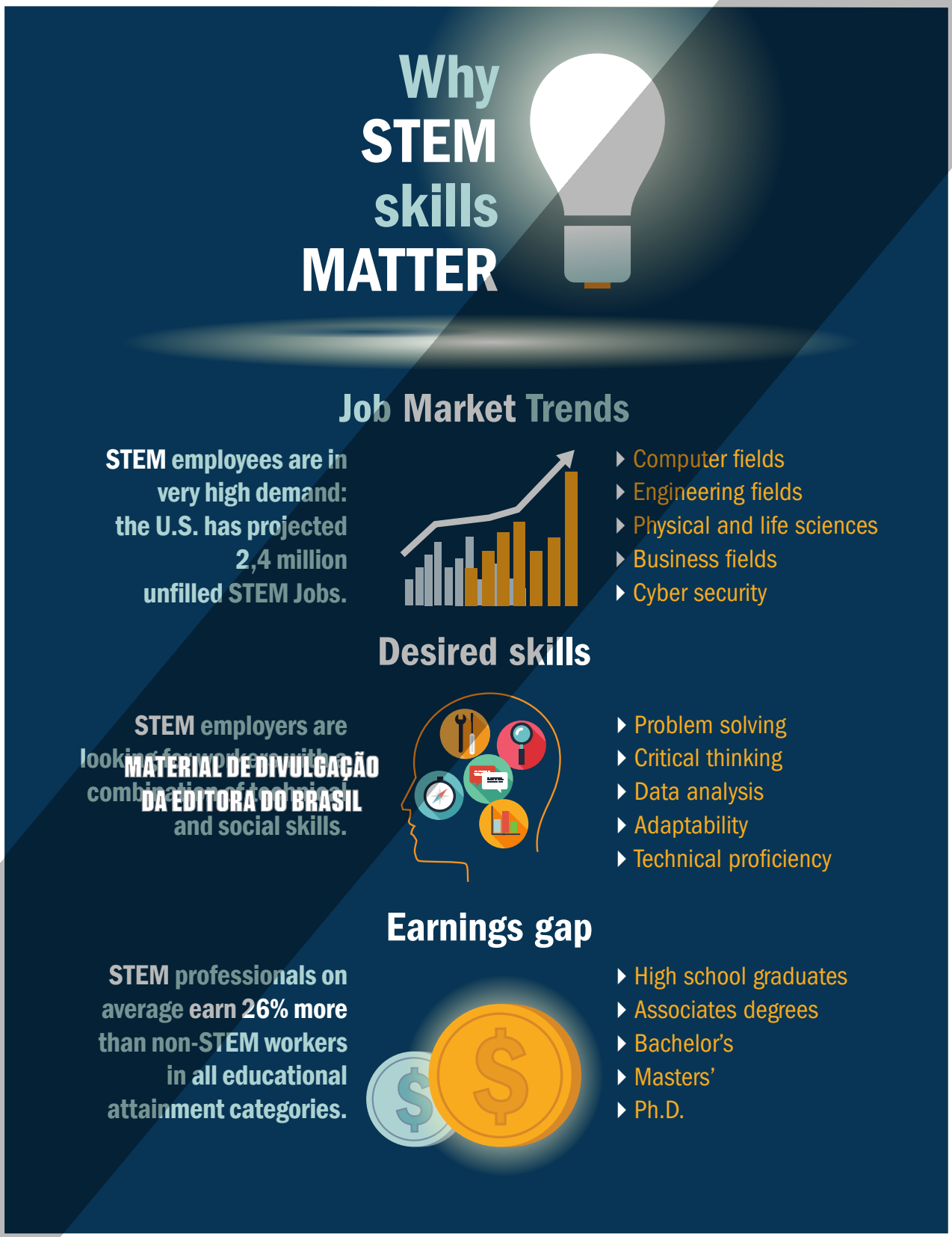
g) bet
- gamble
- alternative X

h) good fit
- good choice X
- good size

3. Read the texts again and match with the questions.

- What is your greatest weakness? 1
- What other jobs have you applied for? 4
- How shouldn't you answer? 2
- How should you answer? 3

4. Read the infographic and discuss: In what context do skills matter?



Milton Rodrigues

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STEM Skills. Available at: https://www.stemskills.online/about. Accessed on: July 17, 2020.

Language in action

1. Observe the sentences taken from the text on page 215. Then answer in your notebook: What would you call the excerpts in bold? Prepositional phrases.

[...] **Due to** rapid changes, some jobs are becoming obsolete [...]
[...] **At the same time**, there is a whole new world [...]
[...] will be more interesting **in the near future**.

> **Prepositional phrases** refer to a group of words that are made up of a preposition, the object of the preposition and words which modify that object. In short, a prepositional phrase is a group of words that begins with a preposition.

2. Copy the chart in your notebook and complete it with **at**, **out of** or **under**.

Out of	under	at
school control print fashion sight date work	pressure stress review treatment age construction	risk peace once an advantage present a discount

3. Complete the sentences with the correct prepositional phrase.

a) He bought the apartment when it was ..... under construction

b) ....., out of mind. Out of sight

c) Doctors and nurses put themselves ..... at risk

d) His grandpa was ..... for Covid-19. under treatment

e) The two families are ..... now. at peace

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4. Study the sentences and complete with **on**, **for** or **by**.

a) They d..t ..... the good of the family. for

b) He is ..... far the best. by

c) I didn't want to say much ..... fear of hurting her. for

d) He took the bag from her ..... force. by

e) It looks quite good ..... paper. on

5. Look at the cartoon? Do you agree with the saying? Personal answer.

Worrying won't stop the bad stuff from happening, it just stops you from enjoying the good.

Rodrigo Arraya

6. Choose the correct alternative.

a) He's always ..... the move.

• for • by • on X

b) Three twenty-five ..... my watch.

• for • by X • on

c) Hey, get out of that room ..... a change.

• for X • by • on

d) ..... the way, who was that?

• For • By X • On

e) His paintings will be ..... show for the whole of next week.

• for • by • on X

7. Match the two halves to make a sentence.

a) ....., call a doctor.	• in earnest c
b) They left	• When in doubt a
c) On Monday the classes begin	• in high spirits d
d) The participants were all	• in full bloom e
e) The apple trees are now	• in a hurry b

8. Copy the chart in your notebook and complete it with one of the following prepositions: **without**, **in** or **within**.

.....	.....	.....
a deep sleep pain full	limits walking distance reach reason an hour	delay a break respect fail

in within without

9. In your notebook, use a prepositional phrase to describe the cartoons. Personal answers.

Ilustrações: Rodrigo Arraya

Adjectives are words that describe, define and modify a noun or a pronoun. **Adjectives** give further information about something or someone and add "color" to a description.

10. Match the definitions with the words in the box.

articulate	ingenious	methodical	practical	cutting-edge

a) Someone who is ..... shows great abilities at thinking of new ideas or is very good at inventing things.

b) If a person is ..... he/she speaks in a clear and easy way to understand even if the topic is difficult.

c) If someone or something is ..... it means the person or product has an advantage over other people or things.

d) A ..... person always does things carefully, using an ordered system.

e) A ..... person relates to real situations and events rather than ideas, or emotions.

- methodical d
- articulate b
- cutting-edge c
- practical e
- ingenious a

11. Copy the chart in your notebook and organize the adjectives below under the correct skill heading.

imaginative	friendly	logical	meticulous	cooperative	multifaceted
cordial	innovative	amicable	positive	respectful	strategic

Creativity & innovation	Communication (interpersonal skills)	Collaboration	Problem solving / Critical thinking
ingenious cutting-edge imaginative	articulate friendly cordial amicable	team-minded cooperative multifaceted positive respectful	methodical practical logical meticulous strategic

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12. Choose the best alternative.

a) The meeting was conducted in a ..... atmosphere. Pleasant but rather formal.

- practical
- cordial X

b) Our company offers items that have an ..... design.

- innovative X
- amicable

c) Some of colleagues are highly ....., very helpful.

- cooperative X
- ingenious

d) The detective has discovered the assassin by ..... deduction.

- practical
- logical X

e) His attitude is enthusiastic when he works with other people. He's what I'd describe as a ..... person.

- positive
- team-minded X

13. Read the quotes below. Discuss with your classmates. Do you agree? Disagree? Why? Personal answers.

"Talent wins games, but teamwork and intelligence win championships." Michael Jordan (athlete)

FREELAND, Grant. Talent Wins Games, Teamwork Wins Championships. *Forbes*, June 1, 2018. Available at: www.forbes.com/sites/grantfreeland/2018/06/01/talent-wins-games-teamwork-wins-championships/#5f4674414c8f. Accessed on: April 13, 2020.

"Companies are not ingenious, it's the people in them that are." James Dyson (entrepreneur)

JAMES Dyson Quotes. BrainyQuotes, [*n.d.*]. Available at: www.brainyquote.com/quotes/james_dyson_509667. Accessed on: April 13, 2020.

"Batman is dark and moody and, in some cases, methodical." Paul Dini (producer)

PAUL Dini Quotes. *BrainyQuotes*, [*n.d.*]. Available at: www.brainyquote.com/quotes/paul_dini_886211. Accessed on: April 13, 2020.

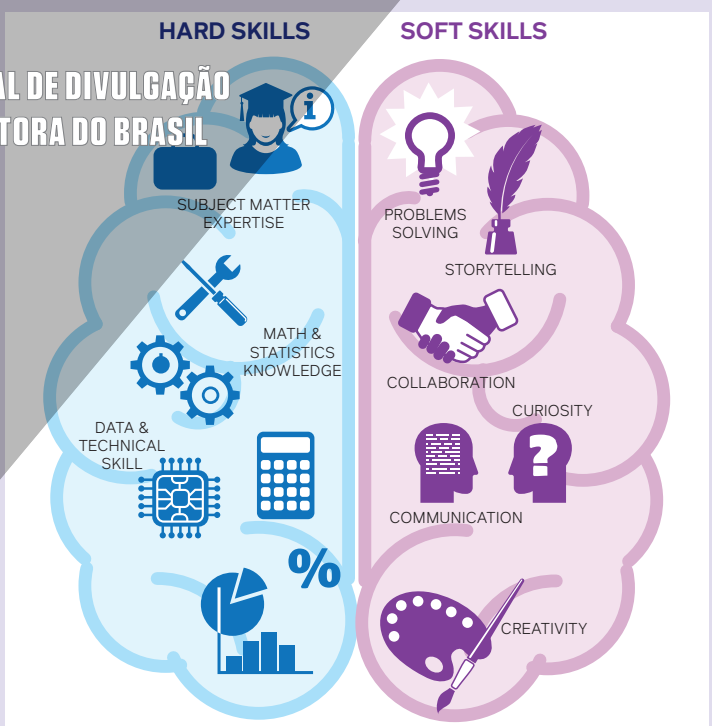
14. Observe the image and discuss with a classmate.

a) What is this image about? Personal answer.

b) Why are the soft skills represented on the right side and the hard skills represented on the left side? Personal answer.

c) What do you know about the function of the two sides of the brain? Personal answer.

d) What skills do you think you have? Personal answer.



Listening

SDI Productions/iStockphoto.com

Man and woman talking.

Andrey_Popov/Shutterstock.com

People sitting in chairs.

1. Look at the pictures. Where are these people? What are they doing? Personal answers.

2. In your opinion, how do they feel? Personal answer.

3. What sort of question(s) did the man ask her in picture 1? Personal answer.

4. Listen to the interview and choose how she feels.

Audio 17

a) Worried.

b) Hopeful.

c) Serious. X

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5. Listen again and complete the answer with verbs.

Audio 17

Sure. I studied at Colégio Panamericano and finished high school last year. I have been working at YZ for just over a year. It was my first job. I had evening classes and that was good because I gained some experience. I started off in the packaging department and was promoted to the post of coordinator about a month ago.

6. Listen again and answer the questions.

Audio 17

a) What's the weather like? Good.

b) How did she get there? Not mentioned.

c) What did he offer her? Coffee and water.

d) How did she hear about the job? From a friend.

e) What are her qualities? Creative, flexible, and good interpersonal skills.

7. Discuss with your classmates.

a) In a job interview, which qualities / abilities would you mention? Personal asnwer.

b) What kind of job are they suitable for? Personal asnwer.

c) Why would someone hire you? Personal asnwer.

Speaking

Milton Rodrigues

Milton Rodrigues

1. Look at the job ads. Discuss with a classmate. Which jobs do they offer?
Designer, programmer, videographer; graphic designer, idea marketer.
2. Read the dialog.

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A: Hello! I'm interested in the position of designer.

A: What about your IT skills?

B: I'm quite good. I'm imaginative and creative.

A: And...

B: I'm familiar with design software.

A: Tell me about your other skills.

B: I'm attentive to detail, meticulous and methodical.

A: Good! And your communication skills?

B: I like working with people. I'm quite friendly.

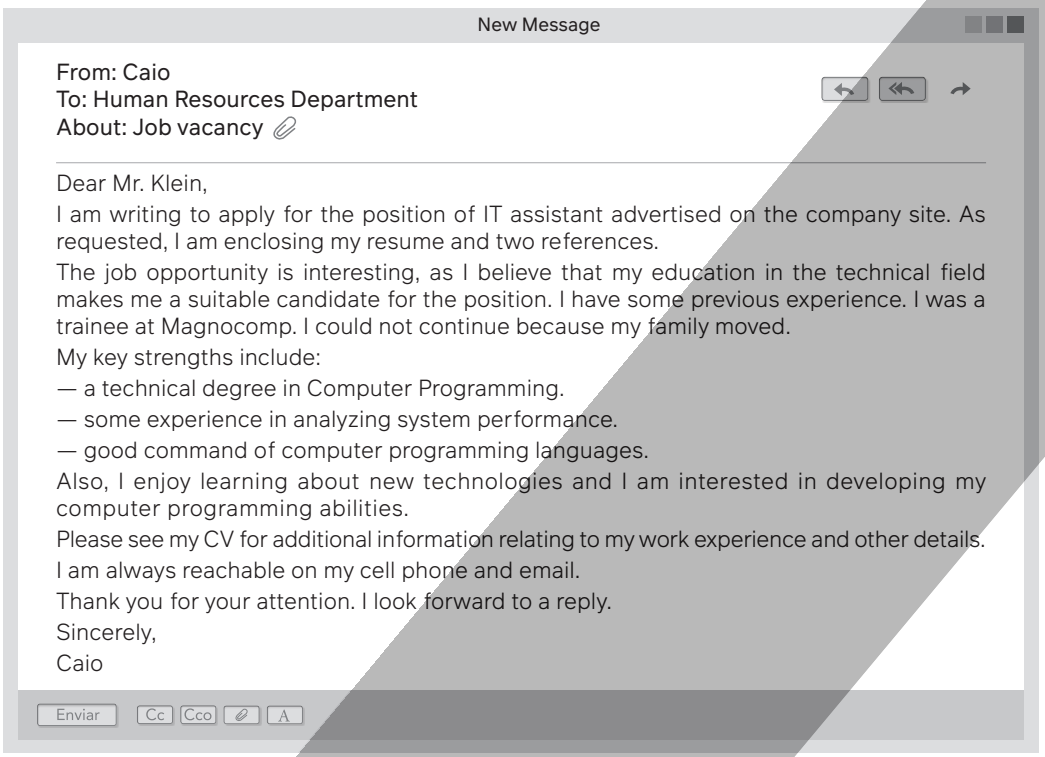
3. Practice the dialog in pairs. Remember to swap pairs.

NOW YOU!

1. Choose your dream job. List in your notebook the abilities/skills needed.
2. Role play the dialog with a friend using the list of skills in exercise 11 on page 224.

Writing

1. Read the e-mail and answer the questions.



New Message

From: Caio
To: Human Resources Department
About: Job vacancy

Dear Mr. Klein,

I am writing to apply for the position of IT assistant advertised on the company site. As requested, I am enclosing my resume and two references.

The job opportunity is interesting, as I believe that my education in the technical field makes me a suitable candidate for the position. I have some previous experience. I was a trainee at Magnocomp. I could not continue because my family moved.

My key strengths include:

— a technical degree in Computer Programming.

— some experience in analyzing system performance.

— good command of computer programming languages.

Also, I enjoy learning about new technologies and I am interested in developing my computer programming abilities.

Please see my CV for additional information relating to my work experience and other details.

I am always reachable on my cell phone and email.

Thank you for your attention. I look forward to a reply.

Sincerely,

Caio

Enviar Cc Cco A

DAE

a) Who is the email for? Mr. Klein.

b) Who wrote it? Caio.

c) Why did he write it? To apply for a job / to send with his CV.

d) Which post is he applying for? IT assistant.

e) Where did he learn about the position? On the company site.

2. What kind of [illegible] d and soft skills.

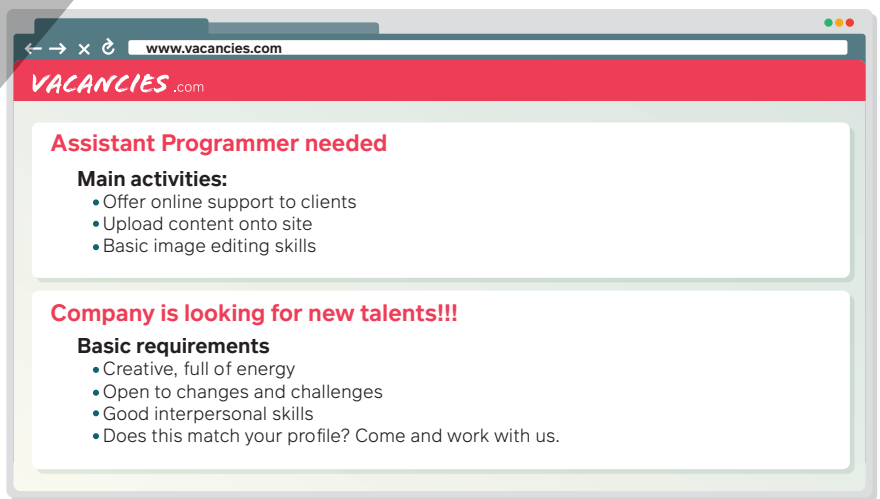
3. Read the po[illegible]at suits you.

4. Find a classmate that has made the same choice and form a pair.

5. Brainstorm the abilities needed for that job. Write them down in your notebook.

6. Using the e-mail in exercise 1 above as a model, and the notes you made with your classmate, write your own e-mail applying for the job.

7. Discuss the e-mail with a classmate and ask him / her to help you improve it. Then show it to the teacher.



www.vacancies.com

VACANCIES.com

Assistant Programmer needed

Main activities:
- Offer online support to clients
- Upload content onto site
- Basic image editing skills

Company is looking for new talents!!!

Basic requirements
- Creative, full of energy
- Open to changes and challenges
- Good interpersonal skills
- Does this match your profile? Come and work with us.

Danilo Bandeira

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LESSON

D

Success and happiness: do they mean the same?

Na BNCC

Nas páginas seguintes, você vai trabalhar as competências gerais 1, 6 e 8, as competências específicas de Linguagens 1, 2 e 4, além das habilidades EM13LGG104 e EM13LGG401.

1. Look at the people in the pictures. What do you think happiness means to them?

Black Label Media/Gilbert Films/Impostor Pictures/Marc Platt/Album/Fotoarena

Image from the movie La La Land, by Damien Chazelle, 2016.

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Moviestore Collection/Alamy/Fotoarena

Image from the movie Mad Money, by Callie Khouri, 2008.

Syda Productions/Shutterstock.com

Volunteers cleaning a park.

2. The quotes below present different views of success. Read them and match the quotes with the sentences summarizing them.

a) "Take up one idea. Make that one idea your life – think of it, dream of it, live on that idea. Let the brain, muscles, nerves, every part of your body, be full of that idea, and just leave every other idea alone. This is the way to success." (Swami Vivekananda)

SUCCESS Quotes. *BrainyQuotes*, [*n.d.*]. Available at: www.brainyquote.com/quotes/swami_vivekananda_213397?src=t_success. Accessed on: April 13, 2020.

b) "He has achieved success who has lived well, laughed often, and loved much..." (Bessie Anderson Stanley)

BESSIE Anderson Stanley. *Goodreads*, [*n. d.*]. Available at: www.goodreads.com/quotes/2644-he-has-achieved-success-who-has-lived-well-laughed-often. Accessed on: April 13, 2020.

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c) "It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things." (Leonardo da Vinci)

LEONARDO Da Vinci. *Goodreads*, [*n. d.*]. Available at: www.goodreads.com/quotes/tag/success. Accessed on: April 13, 2020.

d) "Success means being someone who loves what they do, who appreciates the world around them and is comfortable with themselves." (Rebecca, 16)

TAYLOR, Nora. Teens are Just as Confused About "Success" as the Rest of Us. *Manrepeller*, August 4, 2019. Available at: www.manrepeller.com/2019/04/teens-define-success.html. Accessed on: April 13, 2020.

- To be successful, you cannot wait passively for things. c
- Success is about being happy. b
- You must be perseverant if you want to be successful at something. a
- To be successful, you must be happy with yourself and with your life. d

3. Which quote do you identify the most with? Why? Personal answer.

4. Are the words success and happiness synonyms? Can you have one without the other? Personal answers.

Compare and conclude

1. Do you know what Human Development Index means? Personal answer.

a) Based on the information in the tables below, write your own definition of what it might be.
Personal answer.

Rank ▼	Country	Human Development Index (HDI) (value)	Life expectancy at birth (years) SDG3	Expected years of schooling (years) SDG 4.3	Mean years of schooling (years) SDG 4.6	Gross national income (GNI) per capita (PPP$) SDG 8.5	
1	Normay	0.954	82.3	18.1	12.6	68,059	
2	Switzerland	0.946	83.6	16.2	13.4	59,375	
3	Ireland	0.942	82.1	18.8	12.5	55,660	
4	Germany	0.939	81.2	17.1	14.1	46,946	
5	Hong Kong, China (Sars)	0.939	84.7	16.5	12.0	60,221	
6	Australia	0.938	83.3	22.1	12.7	44,097	
7	Iceland	0.938	82.9	19.2	12.5	47,566	
8	Sweden	0.937	82.7	18.8	12.4	47,955	
9	Singapore	0.935	83.5	16.3	11.5	83,793	
10	Netherlands	0.933	82.1	18.0	12.2	50,013	

Rank ▼	Country	Human Development Index (HDI) (value)	Life expectancy at birth (years) SDG3	Expected years of schooling (years) SDG 4.3	Mean years of schooling (years) SDG 4.6	Gross national income (GNI) per capita (PPP$) SDG 8.5	
181	Sierra Leone	0.438	54.3	10.1	3.6	1,381	
182	Burkina Faso	0.434	61.2	8.9	1.6	1,705	
183	Eritrea	0.434	65.9	5,0	3.9	1,708	
184	[illegible]	0.427	58.9	7.6	2.4	1,965	
185	[illegible]	0.423	61.2	11.3	3.1	660	
186	South Sudan	0.413	57.6	5.0	4.8	1,455	
187	Chad	0.401	54.0	7.5	2.4	1,716	
188	Central African Republic	0.381	52.8	7.6	4.3	777	
189	Niger	0.377	62.0	6.5	2.0	912	

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Source: www.undispatch.com/in-the-new-un-human-development-report-norway-tops-the-list-as-the-country-with-the-highest-quality-of-life/.

Ilustrações: Milton Rodrigues

b) Compare the definition with your answer. How close were you? Personal answer.

The Human Development Index (HDI) is a statistical tool used to measure a country's overall achievement in its social and economic dimensions. The social and economic dimensions of a country are based on the health of people, their level of education attainment and their standard of living.

DEFINITION of 'Human Development Index'. *The Economic Times*, [*n. d.*]. Available at: https://economictimes.indiatimes.com/definition/human-development-index. Accessed on: April 13, 2020.

c) What do the top 10 countries have in common? What about the bottom 10?
Personal answer.

2. The World Happiness Report

a) Check five factors you would use to measure how happy a country is: Personal answer.

- Weather and natural disasters.
- Corruption.
- Employment.
- Education.
- Socialization.
- Natural beauty.
- Government support.
- Violence.
- Freedom.
- Life expectancy.
- Generosity of the people.
- Gross domestic product.

b) The chart below shows the five happiest and the five least happy countries in the world, according to the World Happiness Report. Look at the criteria and compare it with your answers in exercise 2a. GDP, Support, Life expectancy, Freedom, Generosity, Corruption

Overall rank	Country or region	Score	GDP per capita	Social support	Healthy life expectancy	Freedom to make life choices	Generosity	Perceptions of corruption
1	Finland	7.769	1.340	1.587	0.986	0.596	0.153	0.393
2	Denmark	7.600	1.383	1.573	0.996	0.592	0.252	0.410
3	Norway	7.554	1.488	1.582	1.028	0.603	0.271	0.341
4	Iceland	7.494	1.380	1.624	1.026	0.591	0.354	0.118
5	Netherlands	7.488	1.396	1.522	0.999	0.557	0.322	0.298
152	Rwanda	3.334	0.359	0.711	0.614	0.555	0.217	0.411
153	Tanzania	3.231	0.476	0.885	0.499	0.417	0.276	0.147
154	Afghanistan	3.203	0.350	0.517	0.361	0.000	0.158	0.025
155	Central African Republic	3.083	0.026	0.000	0.105	0.225	0.235	0.035
156	South Sudan	2.853	0.306	0.575	0.295	0.010	0.202	0.091

Source: www.dayofhappiness.net/report. Accessed on: June 13, 2020.

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c) Read the information on the table and check **true** or **false**.

- All top five countries have the highest scores in social support. True.
- Generosity is not a determinant factor of happiness. False.
- Countries in the bottom five have a high perception of corruption. False.

3. Based on both reports, would you say that human development and happiness are related? Why? Why not? Personal answers.

4. How can money and success influence people's level of happiness? Personal answer.

Real life

Career choices and personal fulfillment

1. Read the text below. What is its objective? The text gives some tips related to career choices.

Nowadays [...], we don't only expect to obtain money through our labor, we also [...] expect to find meaning and satisfaction. [...]

1. [...] Accept that being confused about careers is perfectly normal.
2. [...] Know yourself. [...] Write down [...] everything you've ever enjoyed doing or making [...] In the long and confused tangle that follows there will, [...] be the shape of an ideal future working self [...].
3. Think a lot. If it might take a couple of days, even a week, to choose a new car, it could [...] take a year or more of sustained daily reflection to start to identify a career that fits. [...]
4. Try something [...] We need to take small [...] steps to gather information, for example by: shadowing, interning, or volunteering. [...]
5. Be confident. [...] it really does seem as if the difference between success and failure is sometimes nothing less than the courage to give it a go. [...]

HOW TO Find Fulfilling Work. [*n. d.*]. 1 video (49 sec.). Published by The School of Life. Available at: www.youtube.com/watch?v=veriqDHLXsw&list=PLwxNMb28XmpehnfQOa 4c0E7j3GIj4qFEj&index=94. Accessed on: June 29, 2020.

2. Read the five tips again.

a) Which one is the best tip? Why? Personal answers.

b) Which tip is the most difficult to follow? Why? Personal answers.

c) What tip would you add to the list? Personal answer.

3. What do you think are "core values"? Read the text below and check: Were you right? Personal answers.

Career and core values

Your core values are principles that you find desirable, important or even essential. [illegible] on your career and your core values produces satisfaction, a sense of happiness and fulfillment.

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Work core values are typically broken into three types:

- **Intrinsic values** are related to the intangibles about the career. These [...] motivate you and help you feel fulfilled. Examples of intrinsic values are giving back to society and expressing your creativity.
- **Extrinsic values** relate to the tangible rewards derived from your career and your work environment. Some examples of extrinsic values are pay, working as part of a team and providing influence.
- **Lifestyle values**. [...] What you do for a career and where you work produces a certain type of lifestyle. The type of lifestyle you desire can help complete the picture of what you value. A few examples of lifestyle values include living in a big city, traveling extensively and living simply. [...]

LOFFREDO, Saundra. Do Your Career and Work Values Align? *Inside Highered*, November 13, 2017. Available at: www.insidehighered.com/advice/2017/11/13/importance-aligning-your-career-your-core-values-essay. Accessed on: June 29, 2020.

4. For each type of value presented, list two more that are important for you. Share them with a classmate. Personal answer.

5. How do you think your personal values can influence your career choices? Personal answer.

Think about it

1. The professions in column A do not have a specific college degree. Talk to a classmate and match them to a degree that could be useful for someone who would like to do one of these jobs.

Possible answers:
Computer forensics professional: Software Engineering, Law. Appraiser: Fine Arts, Business. Curator: Fine Arts, Language Arts, Architecture.
Green home remodeler: - Architecture, Engineering, Agronomy. City planner: Engineering, Math, Architecture.

a

Computer forensics professional: someone who investigates cyber-crimes, such as fraud, stolen identities, fake news, etc.
Appraiser: a professional who is able to attribute a price to an object by analyzing how valuable it is.
Curator: a professional who collects important cultural items to organize exhibits and museum collections.
Green home remodeler: someone who adjusts houses to make them more environmentally friendly.
City planner: someone who designs and implements solutions to improve urban centers.

b

Law	Language Arts	Math
Software Engineering	Medicine	Business
Marketing	Fine Arts	Agronomy
Biology	Architecture	Engineering

100 Fun Jobs. *The Best Schools*, March 1, 2019. Available at: https://thebestschools.org/careers/fun-jobs/. Accessed on: April 13, 2020.

2. Barbara and Michael are looking at an article about fun jobs. Complete their conversation using the professions in column A from exercise 1 and some of the college degrees in column B.

Computer forensics professional / Software Engineering; city planner / Engineering; green home remodeler / Engineering / Architecture; curator / Fine Arts.

Barbara: Look, Mike! I found my dream job: ..... . I would love to help the police solve internet crimes. Seriously.

Michael: You know that you need to study ..... for that, right? You hate programming.

Barbara: Really? Forget it... What about this: ..... . I would be great at organizing this messy town we live in. Oh, no. I would probably have to study ..... for that. No way, I hate calculus and Geometry.

Michael: Barbara, you can't even organize your notebook! Look, I think I want to be a ..... . It probably pays a lot of money and I would be helping the planet.

Barbara: True. But what college degree would you need for that?

Michael: Maybe ....., too, because it involves structures. Or ....., because of design.

Barbara: Maybe. Hey, a ..... would be cool. I love art and I am good at sorting things by category. This would be a cool job. I could apply for ..... school.

Michael: The problem is that these courses are very expensive.

Barbara: Not if you apply for a public university. Anyway, choosing a career is so hard. I don't even know what I want for dinner tonight. How can we make informed career decisions?

Michael: I know... Maybe we could ask our teachers for help. We should organize a Career Day at school.

Barbara: That is actually a great idea. Let's talk to Julie and...

3. Do you agree with Barbara when she says that choosing a career is hard? Why?

Personal answers.

4. What is your dream career? What do you think you need to study to do that?

Personal answers.

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Taking action

How can we help each other make good career decisions for a fulfilling professional life?

1. Choosing a career path is not an easy job, especially when we are young and do not have any work experience. With your group, make a list of actions that could help students make such decisions.

- List your skills and your values.
- Find an internship in an area you are interested in.
- Research information about college courses.

2. Based on the list you wrote in exercise 1, brainstorm ideas for a Career Day. This project should help students in your class choose life and career paths.

Rodrigo Arraya

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BETTER TOGETHER

Conflict resolution

Conflict resolution is the art of addressing [...] differences and finding common ground that enables everyone to work together peacefully. Sometimes, the person who resolves a conflict may be a neutral party or mediator while at other times, they may be someone involved in the conflict who takes an outside perspective to find a solution.

Tips:

- Stay calm and maintain steady body language.
- Find a private, comfortable place to discuss the conflict.
- Agree to find a resolution.
- Work to understand the perspective of everyone involved.
- Agree on a plan for resolution.

CONFLICT Resolution Skills: Definition and Examples. *Indeed*, February 27, 2019. Available at: www.indeed.com/career-advice/resumes-cover-letters/conflict-resolution-skills. Accessed on: April 13, 2020.

Tech-savvy

1. Do you think a professional page is important for high school students? What about a resume?
2. Read the text below. What kind of information should high school students add to their professional pages?

1. Personal answer.
2. A profile picture, a headline describing your goals, your experience in projects, volunteer work, internships, etc.

Setting up a professional page

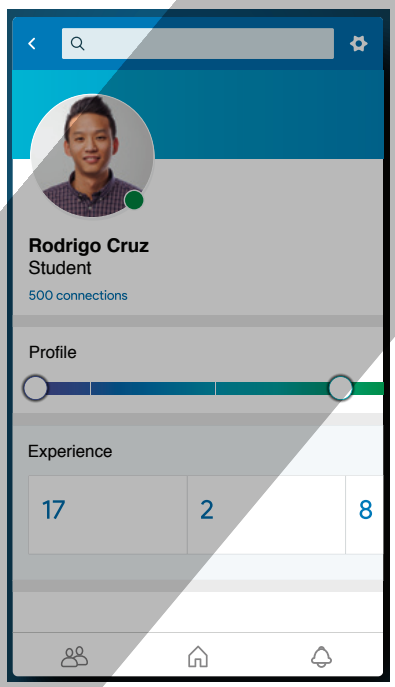
[...] Many people assume that you should be out of college before you join LinkedIn, but that's no longer true. [...]

Start professional networking early

When you connect to favorite teachers, coaches and mentors [...], you make it easy for them to **stay in touch** and follow your progress. They can write better recommendations and continue to **support** you.

[...] At a minimum you'll want:

- A high-quality **profile picture** of just you [...] in appropriate clothes [...] and smiling.
- An informative yet **catchy** **headline** that succinctly tells people what you do now and what you're excited for in the future.
- A smart **summary** **statement** to highlight your experience, qualifications, and goals [...]
- **Thorough** **work and volunteer experience** [...]
- **Internships**, [...] projects, honors, awards, [...]



Asier Romero e art.em.po/Shutterstock.com

SCHRAMM, Judy. LinkedIn Tips for High School Students, *LinkedIn*, July 10, 2018. Available at: www.linkedin.com/pulse/linkedin-tips-high-school-students-judy-schramm. Accessed on: April 13, 2020.

VOCAB

catchy: atraente
internships: estágios
statement: declaração
stay in touch: manter contato
support: apoiar
thorough: completo

3. Imagine you have to write your resume.
   a) Get a blank sheet of paper.
   b) "Brainstorm" ideas on the sheet: What kind of information do you need? How many sections should you have? Where on the page would each section go?
   c) Show your sketch to a classmate and compare your work.
4. Read the tips below and compare the ideas presented with your work. What would you change? What would you add? Personal answers.

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Tips on writing a resume

[...] A resume is very simple, it's a one-page document showcasing you. [...] You want to give the reader an idea of who you are and your general qualities. [...]

At the very top, in the largest text size, should be your name. Your contact information should always be nearby and very visible. Include your phone number and email address, as well as general location. [...]

You can also choose to include an **objective or summary**. Sort of like a tagline, it lets the person reading know your primary goal. [...]

The next section should be one of two options: either your **high school information** or **most recent job/internship experience**. [...]

Do you play a sport? Participate in a theater? Are you part of a club or organization? All of those activities you listed in your head in response to those questions are bullet points on your high school resume. [...]

Finally, no one is expecting a student between the ages of 14-18 to have extensive (if any) **work experience**. What they are expecting is to glean some sort of substance. If you've worked at the local cafe for a year, they can tell you're responsible and likely have good customer service skills. [...]

You can find a number of great, **free templates** that are easy to work with for your high school resume. There are some on Microsoft Word, Pages and on Google Docs. They're already formatted [...], so it's good to start with those.

Be proud of what you've accomplished and advocate for yourself. After all, you want the job [...], so show that you deserve it!

HIGH School Resume: a Step-by-Step Guide. *Cappex*, [*n. d.*]. Available at: www.cappex.com/articles/applications/high-school-resume-step-by-step. Accessed on: April 13, 2020.

5. According to the text:

a) What is the objective of a resume? To give the reader an idea of who you are and your general qualities.

b) What kind of information should be the most visible? Your name and contact information.

c) What other information do you think is important to include in your resume? Your objective, work experience, and extra activities.

6. Compare both texts. What does a professional page and a resume have in common? They are both ways to show your professional objectives and skills to potential employers.

Getting it done

1. In order to get ready for Career Day, you and your friends are going to prepare your resumes and your professional pages on social media.

- Brainstorm and list the information you need to include in your page.

Items to include

- Personal information: name, date of birth, place of birth, where you live, etc.
- Objectives: What do you want to work with? What jobs are you looking for?
- Academic background: Where did you go to school? Do you have any extra courses (computer, Language courses, etc.)?
- Work experience: Have you had any work experience? Have you ever worked?
- Skills: What are you good at? What are your strong points?
- Activities: Do you do any activities, such as volunteer work, religious groups, or community work?
- Hobbies and free time activities: What are your hobbies? What do you like to do in your free time?
- Other relevant information: What other information do you think it is relevant to share?

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TIP

High school resumes can include things like:

- **Education [...]**
- **Jobs**
- **Clubs/Activities [...]**
- **Projects**
- **Additional Skills**
- **Hobbies**

HIGH School Resume: a Step-by-Step Guide. *Cappex*, [*n. d.*]. Available at: www.cappex.com/articles/applications/high-school-resume-step-by-step>. Accessed on: April 13, 2020.

2. Access a professional social media website and sign up to include your profile. Most sites allow you to write your profile in English. Remember to include:

- Your hobbies and interests.
- School activities that might interest a potential employer.
- A picture that looks professional.

3. Show your professional profile to a classmate. Listen to his/her opinion and suggestions, make any changes and provide him/her with your feedback on his/her page.

Showing what we've got

1. It is time to present your ideas for a Career Day in your school. This time, your audience should consist of the people who can help you organize the event in the school (your teacher, the student council president, your coordinator, principal, etc.).
   a) With your group, think about ways each of you can introduce yourselves to your audience. For example, you can use your professional profile online to help you introduce yourself to the audience and to the people who visit the event.
   b) Make sure you show them why it is important to help students learn more about careers and jobs before making such an important decision. What kind of information can you use from the texts and activities in this unit?
   c) Listen to questions and suggestions. How can students and school staff work together to bring such an important event into the school? How can we take the best ideas out of each group and put together a great Career Day?
   d) Present a plan.
      - How can this day be organized?
      - Who is the audience of this event?
      - When is the best time to do it?
      - What kind of resources are you going to need from the school?
      - Who can help you organize the event?
      - How can we get professionals from different areas to come and speak to the students?

UNT Libraries Special Collection

Bill Ford's Advertising class. University of North Texas. Frank & Sue Mayborn School of Journalism 2016.

USE

Hello, everybody, thank you for coming.

We want to start by introducing ourselves: ..... .

The idea for our project came from ..... .

As we all know, ...

Many of us are asking ourselves ..... .

That is why we would like to have ..... .

Our plan is to ..... .

We would like your help with ..... .

2. The rubrics below are for you! Use them for self-assessment. Then get together with a classmate from your group and exchange your rubrics.
   a) Does your classmate agree with you? Would he/she change anything in your assessment?
   b) Do you agree with your classmate? What would you change in his/her assessment?

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Student	Participation	Collaboration	Professional profile	Involvement and commitment to the project
.....	**Did I put effort and hard work into the project?**	**Can I say I am a collaborative person? Did I contribute with the project? Was I a helpful team player?**	**Was my professional profile made carefully? Have I included relevant information about me?**	**Was the topic of this project interesting and relevant to me? Can I say I was fully committed to it?**
Excellent	.....	.....	.....	.....
Good	.....	.....	.....	.....
Needs improvement	.....	.....	.....	.....

3. Do you think it is difficult to give yourself a grade? Why?

Learning about careers from movies

1. Have you seen the movies below? Talk to a classmate and match each movie with the career they portray.
   - Science. *Hidden Figures.*
   - Computer software development. *The Social Network.*
   - Gastronomy. *The Hundred-foot Journey.*
   - Finance. *The Pursuit of Happiness.*

François Duhamel/Walt Disney Studios Motion Pictures/Everett Collection/Fotoarena

Hopper Stone/20th Century Fox Film Corp./Everett Collection/Fotoarena

Columbia Pictures/Everett Collection /Fotoarena

Merrick Morton/Columbia Pictures /Everett Collection/Fotoarena

2. Read the storyline of the movies and check your answers in exercise 1.

Whether you are a student planning your next move, a graduate struggling to choose their calling, an aspiring entrepreneur looking for a little inspiration, don't be afraid to consult the big screen – you never know what you might learn!

ZAMBAS, Joanna. 15 Movies for the Ultimate Career Inspiration. *Career Adict*, May 5, 2020. Available at: www.careeraddict.com/movies-work. Accessed on: April 13, 2020.

1. *The Hundred-foot Journey*.

After tragedy **strikes** their native home, culinary star in the making Hassan Kadam helps his family open an Indian restaurant in a remote French village and attracts the attention of a restaurateur (played by Helen Mirren) with Michelin stars in her eyes. Kadam **seizes** this opportunity; a decision that will change his career trajectory exponentially.

FINLEY, Jillian Knox. These are the 20 Films to Watch at Every Stage of Your Career. *My Domaine*, November 2019. Available at: www.mydomaine.com/best-career-films-4770346. Accessed on: April 13, 2020.

2. *Hidden Figures*.

[...] "Hidden Figures" tells the story of three brilliant African American women who worked at the National Aeronautics and Space Administration (NASA) during the Space Race. They were in charge of performing (by hand) the mathematical equations and necessary to estimate the orbital trajectories [...]

Among other reasons, the movie has been **praised** for encouraging a new generation of women to consider careers in the field of Science Technology Engineering and Mathematics (STEM).

KOTH, Candace. 7 Powerful Career Lessons from the Movie Hidden Figures. *Candace Nkoth Bisseck*, October 10, 2017. Available at: https://candacenkoth.com/en/career-lessons-from-hidden-figures/. Accessed on: April 13, 2020.

VOCAB

greed: ganância
ingenuity: genialidade
praised: elogiado
seizes (to seize): aproveita (aproveitar)
strikes (to strike): atinge (atingir)
thriving: próspero

3. *The Pursuit of Happiness*.

Based on the true story of investment broker Chris Gardner, The Pursuit of Happiness is essentially a tale of determination, **ingenuity** and pure dedication to succeed. In the film, Gardner's motivation is to provide a better life for his young son, but his story and his methods can serve as an inspiration to anyone who has their eyes set on a particular career goal.

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ZAMBAS, Joanna. 15 Movies for the Ultimate Career Inspiration. *Career Addict*, May 5, 2020. Available at: www.careeraddict.com/movies-work. Accessed on: April 13, 2020.

4. *The Social Network*.

[...] The film shows how two friends pulled together to build a **thriving** business, but money and **greed** got in the way of their friendship, forcing a string of lies to tear their relationship apart. The lesson here is not to allow power and success to change your morals and personality.

ZAMBAS, Joanna. 15 Movies for the Ultimate Career Inspiration. *Career Addict*, May 5, 2020. Available at: www.careeraddict.com/movies-work. Accessed on: April 13, 2020.

3. Now read again the reviews and list the words that relate to the jobs in exercise 1. Personal answer.

4. Choose one of the movies in excercise 1 to watch. Think about the questions below and present your ideas to the class.

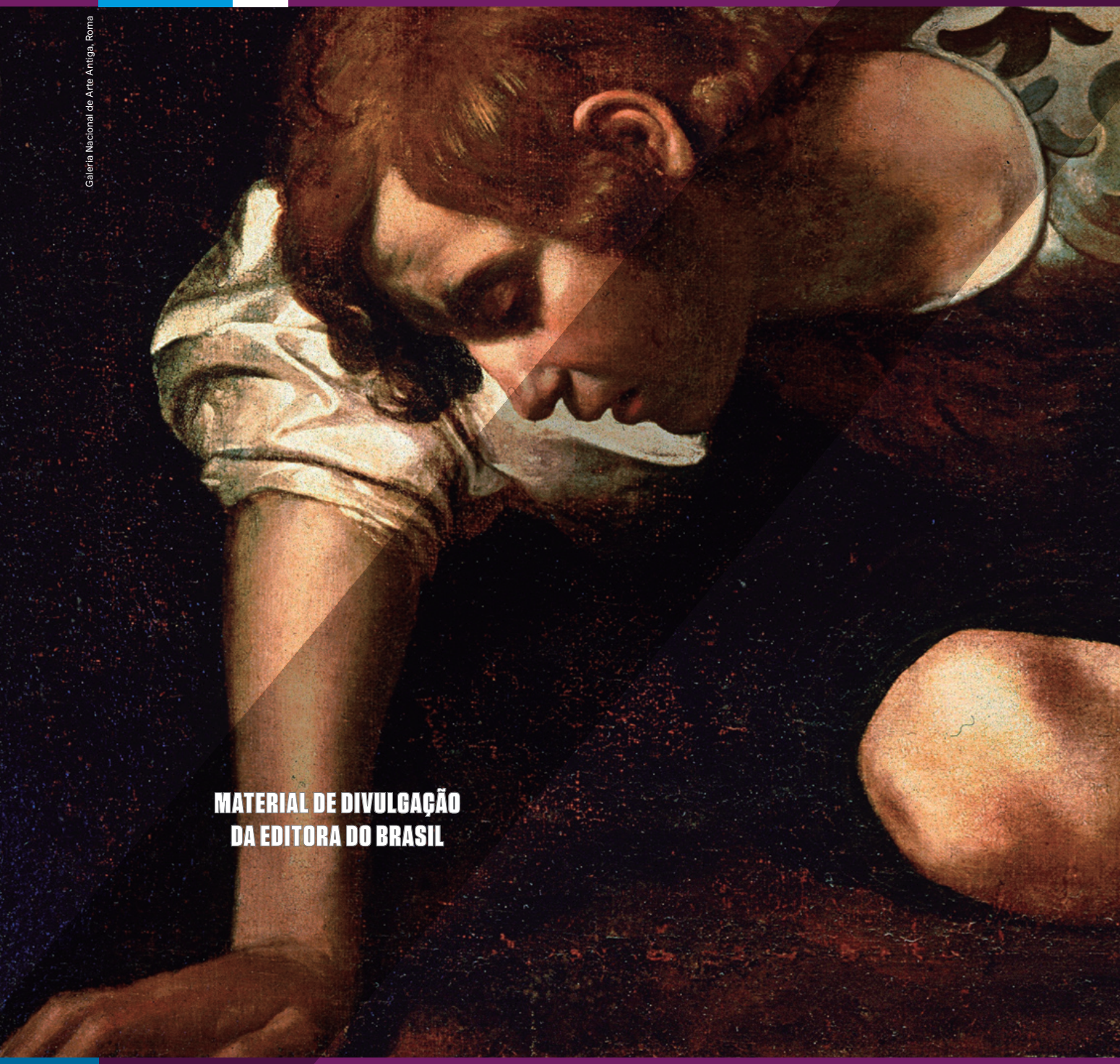
a) What did you think about the movie? Does it offer an important lesson? Personal answers.

b) In what ways is the movie inspiring? Personal answer.

c) What are the main character's best virtues? Personal answer.

d) What is the main career lesson of the movie? Personal answer.

UNIT 6



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SELF-AWARENESS

Caravaggio, *Narciso*. 1594-1596. Oil on canvas, 110 cm × 92 cm.

- What do you know about self-awareness?
- What's your judgement about yourself?
- How much do you know about yourself?

Adriana Alves

Genuine self-knowledge relies on coming to see yourself as a stranger

Oliver Burkeman
Fri 26 May 2017 15.00 BST

The psychologist Tasha Eurich reports that 95% of people think they're self-aware – that is, [illegible] makes them tick and how they come across to others – yet only about [illegible]. […]

Eurich's new book, *Insight*, somewhat breathlessly describes self-awareness as "the meta-skill of the 21st century… critical for success in today's world". […] "The assumption that introspection leads to self-awareness is a myth." In other words, looking deeply into who you are isn't a reliable way to understand who you are. […]

What can we do? Among numerous strategies, Eurich recommends asking yourself questions that begin with "what?" rather than "why?": not "Why do I hate my job?" or "Why isn't this relationship working?", but "What don't I like about my job?" and "What's not working in this relationship?" "Why" has a tendency to suck you back into stories and inconclusive rumination; "what" is more likely to help identify your personality traits or patterns of behaviour so that you can either change them or change your job, relationship, etc, to accommodate them. […]

BURKEMAN, Oliver. Think You're Self-Aware? Think Again. *The Guardian*, May 26, 2017. Available at: https://amp.theguardian.com/lifeandstyle/2017/may/26/how-can-you-judge-yourself-fairlyoliver-burkemen. Accessed on: April 27, 2020.

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Think about it

Self-awareness (u) noun: good knowledge and judgment about yourself

Franck Boston/Shutterstock.com

Going deep

Texts

What Self-Awareness Really Is (and How to Cultivate It) by Tasha Eurich. HBR, January 4, 2018. An article that deepens the knowledge of self-awareness, from de psychologic perspective. Available at: https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it. Accessed on: June 13, 2020.

Develop Good Habits: a website with articles and tips to develop good habits on a daily basis. Available at: www.developgoodhabits.com/what-is-self-awareness/. Accessed on: June 13, 2020.

Books

You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything by Mathew Syed. London: Wren & Rook Books, 2018.

Turtles All the Way Down by John Green. New York: Penguin Books, 2019.

What would you do in this situation? by Elizabeth Cianchetti. Independently published, 2018.

Movies

Dead Poets Society. U. S., 1998. Director Peter Weir.

Cast Away. U. S., 2000. Director: Robert Zemeckis.

Peaceful Warrior. U. S., 2006. Director: Victor Salva.

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LESSON A

Self-image

Before reading

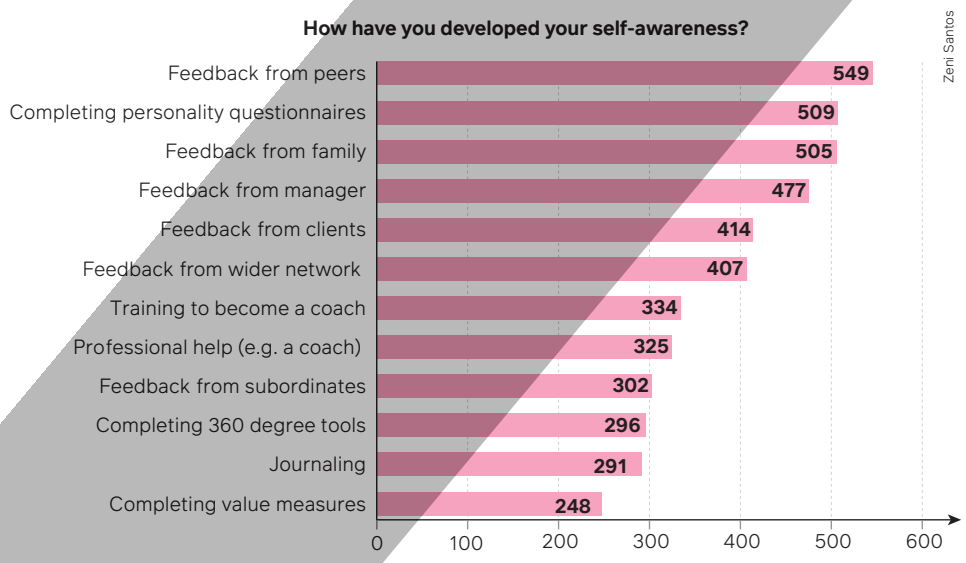
Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 7, 8, 9 e 10, as competências específicas de Linguagens 1, 2, 3, 4 e 7, além das habilidades EM13LGG104, EM13LGG403, EM13LGG701 e EM13LGG703.

1. How can you develop self-awareness? Personal answer.
2. Do you usually reflect about your actions and how people see you? How do you do it? 2. Personal answer.
3. Now look at the graph below. What do you think the numbers at the bottom represent? 3. The people that answered the survey.
4. Scan the text. What measure is used to analyze the data in the graph? Percentage.
5. List in your notebook words you know the meaning of. Personal answer.

DAE

Self-awareness research 2017



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[...]

What's the best way to develop self-awareness?

We asked respondents which methods they used to improve their self-awareness, and which ones worked best.

Feedback from peers came out top, with 86% rating it as effective/very effective. Completing a personality questionnaire was the next most effective (78% said it was effective or very effective), followed by feedback from family (63%). [...]

Summary

These top-level findings from the research show that increased self-awareness has a favourable impact on key work-related areas, such as decision-making, leadership, confidence and capitalising on strengths. [...]

RAYNER, Helen. Self Awareness. The Myers Briggs Company, September 28, 2017. Available at: https://eu.themyersbriggs.com/en/Knowledge-centre/Blog/2017/September/Self-awareness. Accessed on: April 28, 2020.

While reading

1. Find words in the text meaning the following.
   a) People that answered the survey. Respondents.
   b) Friends. Peers.
   c) The characteristics and qualities of a person. Personality.
   d) A person that helps you get better at something. Coach.
   e) The habit of writing a journal. Journaling.
2. What do these numbers refer to?
   a) 600 People interviewed.
   b) 334 People that are training to become a coach.
   c) 291 People that are journaling.
   d) 2017 The year of the research.
   e) 509 People that complete personality questionnaires.
3. Choose the best answer according to the text.
   a) ..... people prefer to receive feedback from peers to feedback from clients.
      • More X
      • Less
   b) ..... people prefer journaling to training from a coach.
      • More
      • Less X
   c) ..... people prefer feedback from family to feedback from subordinates.
      • More X
      • Less
   d) ..... people prefer feedback from a wider network to feedback from a manager.
      • More
      • Less X
4. Answer the questions in your notebook according to the research.
   a) What's the best way to develop self-awareness? By completing value measures.
   b) What's the least popular way to develop self-awareness? By completing values measures.

Post-reading

1. Number the items on the research according to yourself. What would be the best way to develop self-awareness in your opinion? Personal answer.
2. Is there anything on the list that you already do to improve your self-awareness? What is it and how do you do it? Personal answer.
3. What is something you could do to develop your self-awareness that is not on the research's list? Personal answer.

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Words in images

Rodrigo Arraya

1. Is this image an example of self-awareness? Why? Personal answer.
2. What kind of judgement is this girl in the image doing about herself? Personal answer.
3. What could she do to improve her self-awareness? Personal answer.

Reading strategies

Summarizing

When you write a **summary**, you get the general idea and put it in a brief form. It's when you take a large selection of a text and reduce it to what is essential. You take the key ideas, the gist, the main points that are worth remembering.

For a good **summary**, try to use the key words and phrases and write only what is necessary to convey the gist. It's important to take succinct but complete notes in order to understand the text.

1. Read the texts below and summarize them in your notebook.

Personal answers.

Praise is one of the simplest and most powerful tools to engage and motivate your students. When used effectively, praise can turn around behavior challenges and improve students' attitudes about learning. Students who learn and think differently often receive negative feedback as a result of their struggles. That makes meaningful and appropriate praise even more important. [...] That doesn't mean you should start praising students for every little thing they do. [...]

MORIN, Amanda. The Power of Effective Praise: a Guide for Teachers. *Understood*, [*n. d.*]. Available at: www.understood.org/en/school-learning/for-educators/classroommanagement/the-power-of-effective-praise-a-guide-for-teachers. Accessed on: April 17, 2020.

Praising students can improve student's behavior, attitudes and learning.

At the heart of School 21 is the practice of wellbeing. Students at this London-based public school develop an understanding of self, others, and relationships, according to Rachael Futo, a lead math teacher and a Year 7 wellbeing coach.

At the secondary level, wellbeing is taught to groups of 12 students in four 50-minute coaching sessions each week. They meet three times as a group, and on [illegible] is used for one-on-one coaching sessions. They explore topics like bullying, identity, and race through grounding texts such as Wonder by R.J. Palacio, Refugee Boy by Benjamin Zephaniah, and even picture books, like Sailing Boats in the Sky by Quentin Blake. [...]

MINERO, Emelina. Wellbeing: Fostering Self-Awareness and Empathy with Grounding Texts. *Edutopia*, September 15, 2016. Available at: www.edutopia.org/practice/wellbeing-fostering-selfawareness-and-empathy-grounding-texts. Accessed on: April 28, 2020.

Parents, educators, employers and policymakers worldwide realize that school leavers must enter the labor market with 21st century skills if they are to succeed in a technological environment that keeps on changing at neck-break speed.

Different organizations and institutions highlight different skills, but there is a detailed and comprehensive outlay of some critical 21st century skills every student will need to succeed in the future. *Applied Educational systems* divide 21st century skills into three categories: learning skills, literacy skills and life skills.

STEAMC12_WP. The Importance of Developing 21th Century Skills in the Classroom. *Steam Craft*, June 26, 2019. Available at: www.steamcraftedu.com/importance-21st-century-skills-classroom/. Accessed on: April 28, 2020.

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Language in action

1. Read the sentence from the first text on page 244. Then choose the correct words to complete the sentences.

> [...] That doesn't mean you **should** start praising students for every little thing they do. [...]

a) The verb **should** is expressing order / recommendation.
b) The verb **should** is telling what people could do / what they have to do.

2. Study some other examples. Copy the chart in your notebook and complete it.

a) Should we go to school earlier?
b) They should go to the park if it's not raining.
c) Carlos should be here by 10 p.m.
d) You should study more to pass your exams.

Probability	Ask questions	Show obligation	Give opinion
c	a	d	b

3. Look at the pictures. Use the clues and **should** to make sentences in your notebook.

Dani Llao Calvet/Shutterstock.com

Jacob Lund/Shutterstock.com

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Andrey Popov/Shutterstock.com

skynesher/iStockphoto.com

a) Read more. You should read more.
b) Exercise outdoors. She should exercise outdoors.
c) Talk to each other. They should talk to each other.
d) Practice meditation. They should practice meditation.

4. Read some information received by teachers. Include **should** where necessary.

a) [...] Teachers should work with students one-on-one to figure out what distracts them and have students try to eliminate these distractions in class on their own. This promotes healthy self-control habits that keep distractions at a minimum throughout the year. [...]

TEACHING Intangibles: Encourage Self-Awareness and Self-Advocacy in Students. *Planbook*, [*n. d.*]. Available at: https://blog.planbook.com/encourage-self-awareness/. Accessed on: April 28, 2020.

b) [...] Students should feel comfortable [...] sharing and describing their cultural traditions in the classroom. Everyone's identities adapt and change throughout their lives in response to political, economic, educational, and social experiences [...].

LOPEZ, Ignacio. Keeping it Real and Relevant. *ASCD*, [*n. d.*]. Available at: www.ascd.org/publications/books/117049/chapters/Self-Awareness@_Relationship-Building_in_Diverse_Classrooms.aspx. Accessed on: April 28, 2020.

c) [...] For this reason, schools should look for ways to invest in a stress-free learning environment, teach emotional and social skills, how to build self-confidence and take care of the general well-being of yourself and others. [...]

TEACHING Emotional Skills and Self-Awareness in Schools. *Hundred*, [*n. d.*]. Available at: https://hundred.org/en/innovations/teaching-emotional-skills-and-self-awareness-in-schools. Accessed on: April 28, 2020.

d) [...] No matter the age, everyone should have aspirations to look forward to! Give time to discussing hopes and dreams for the future. You might discuss where students want to travel to, what activities they want to try, and what they hope to be like in the future. [...]

PATHWAY2SUCCESS. Teaching Kids to Be Self-Aware. *The Pathway 2 Success*, September 1, 2019. Available at: www.thepathway2success.com/teaching-kids-to-be-self-aware-2/. Accessed on: April 28, 2020.

5. Do you agree with the ideas in the extracts? Why? Personal answers.

6. Go back to the texts in exercise 4. In which text **should** is used...

a) for recommendation. a, b

b) to show obligation. c

c) to give opinion. b, d

7. Study the words below. Which ones can be used with the prefix **self**? Use a dictionary if necessary.

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awareness	control	education	beauty	calm	respect	quality
characteristic	hope	examination	portrait			

8. Use the words with **self** in exercise 7 to complete the quotes.

- self-education is, I firmly believe, the only kind of education there is. (Isaac Asimov)
- All of us must come to an honest, open self-examination, an awareness within as to who and what we want to be. (M. Russell Ballard)
- self-control is a key factor in achieving success. We can't control everything in life, but we can definitely control ourselves. (Jan McKingley Hilado)
- If you want to be respected by others, the great thing is to respect yourself. Only by that, only by self-respect will you compel others to respect you. (Fyodor Dostoyevsky)
- Strong people have a strong sense of self-worth and self-awareness; they don't need the approval of others. (Roy T. Bennett)
- The tool of every self-portrait is the mirror. You see yourself in it. Turn it the other way, and you see the world. (Agnes Varda)

Listening

1. Look at the image. What are these people doing? Yoga class.

fizkes/Shutterstock.com

2. Listen to a vlogger talking. What's the main idea of his message? Audio 18

a) What self-awareness is.

b) Yoga and self-awareness. X

c) Yoga p[illegible]

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3. Complete th[illegible]rds from the box. Then listen again and check your answers. Audio 18

actions	thoughts	character	words	habits

a) Watch your '[illegible]', they become words. thoughts

b) Watch your '[illegible]', they become actions. words

c) Watch your '[illegible]', they become habits. actions

d) Watch your '[illegible]', they become character. habits

e) Watch your '[illegible]', for it becomes your destiny. character

4. Answer the questions.

a) What kind of practice does Alex have in class? Meditation.

b) How do you feel when you practice yoga? Calm and at peace with yourself.

5. What about you? Have you tried meditation, yoga or any other practice that helps in developing self-awareness? What was it like? Personal answers.

6. How do different cultures deal with self-knowledge? Personal answers.

Speaking

1. Look at the image and choose the best description.

a) The little girl is subscribing to a website.

b) The little girl is thinking about her life as a model.

c) The little girl is comparing herself to the young models. X

Big Beach Films/Third Gear Productions LLC/Deep River Productions/Album/Fotoarena

Scene from Little Miss Sunshine, 2006.

2. Read the conversation. Then check your answer.

Rodrigo Arraya

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NOW YOU!

Think about a problem that may be interfering in someone's self-awareness. Discuss with a classmate and give some advice. Use the conversation as a model.

3. Check the pieces of advice that Sheila gives Anna.

a) You should be like the girl on the website.

b) You should pay attention to the information online. X

c) You should not believe in everything that is online. X

d) You should go and visit her in the clinic.

4. Repeat the expressions.

What's up?	Right?	See?

5. Which expressions in exercise 4 are used to...

a) express confirmation? Right?

b) agree with something? See?

c) greet someone? What's up?

Writing

1. Read the texts below. What are they?
   a) Blog article and feedback.
   b) Social media post and comments. X
   c) Social media entry and a blog post.

Danilo Bandeira

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2. Check some of the characteristics of social media post's comments.
   a) They use informal language. X
   b) They are long.
   c) They are usually about someone's own opinion. X
   d) They are about recent events. X
   e) They can be fake news.
   f) They are a reply to a post. X
3. Think about your opinion on the statement in the post presented in exercise 1.
4. Write down a comment as a reply to the post. Use **should** in your reply.
5. Work with a classmate and read each other's replies. Suggest changes if necessary.
6. Write the final version of your text.

NOTE

Comments on social media should always be respectful, even if people don't agree on the subject of the matter.

LESSON

B Health and well-being

Before reading

Adriana Alves

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 7, 8, 9 e 10, as competências específicas de Linguagens 1, 2, 3, 4 e 7, além das habilidades EM13LGG201, EM13LGG402 e EM13LGG403.

1. Read the title. How many examples will be presented in the text? Ten.
2. In what kind of book would you find this kind of text?
   a) Fiction.
   b) Documentary.
   c) Self-help. X

10 Examples of how to increase self-awareness

[...]

1. Pay attention to what bothers you about other people

Often the things that irritate us the most in other people are a reflection of some quality we dislike in ourselves.

[...]

If we don't know how—or believe it's possible—to change these things, we can end up doing the next best thing: Not thinking about them.[...]

2. Meditate on your mind

[...]

While mindfulness meditation has been shown to be beneficial for everything from weight loss to depression relief, it can actually be a powerful way to increase your level of self-awareness.

Specifically, mindfulness meditation is one of the best ways to learn more about how your thoughts work. When you practice watching and observing our thoughts without attaching to them or thinking about them, you begin to realize a powerful idea: You are not your thoughts.

[...]

3. Read high-quality fiction

It's often said that great writers are great observers of the world around them. And it's this capacity to notice subtle details and features of life that allow them to recreate it so movingly in their work.

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Set aside 30 minutes sometime and come up with a list of good fiction you've been meaning to read or ask a knowledgeable friend to recommend a few of their favorites.

4. Identify your emotional kryptonite

Nobody likes to feel sad, anxious, ashamed or any other variety of negative emotion. Which is understandable since they feel bad, sometimes painfully so.

And while we all recoil from negative emotions, each of us tends to have one particular negative emotion that we especially dislike and try to avoid.

Adriana Alves

Adriana Alves

[...]

Learning to tolerate the discomfort of our emotional kryptonite can unlock a wealth of insight about ourselves and our world if we're willing to listen.

5. Draw a timeline of your life

[...]

Being able to think developmentally and in context is key to self-awareness.

6. Ask for feedback (and take it well)

Here's a question: How often do you deliberately seek out feedback about yourself?

If you're anything like me—or most people, I suspect—probably not often. Which is a shame because good feedback is one of the fastest and most effective ways to grow and improve ourselves.

[...]

7. Do some micro-travel

New places and strange environments get us out of our routines and force us to be more self-aware.

[...]

If we can broaden our idea of what travel means to include local or nearby locations that are still unfamiliar, we can get many of the benefits of travel—including a boost to our self-awareness—at a fraction of the cost in time or money.

8. Learn a new skill

Just like traveling forces us to become more self-aware by throwing us into novel situations, learning something new increases self-awareness by forcing us to think and act in novel ways.

[...]

Whether it's playing the piano, speaking Mandarin, or watercoloring, committing to learning a new skill is a powerful exercise in mental flexibility and self-awareness.

9. Identify cognitive distortions

Cognitive distortions are inaccurate thoughts and beliefs that warp how we see things, including ourselves. Just like we all can get into unhelpful physical habits (e.g.: nail-biting, snacking late at night, etc.), we all have certain mental habits that aren't doing us any favors.

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[...]

The point is, a major source of a lack of self-awareness is inaccurate mental habits and self-talk. If we can learn to identify these patterns of inaccurate thinking, we can become more self-aware—and probably end up feeling better too.

10. Make time to clarify your values

Here's a frightening question: How often do you make time to deliberately and carefully consider your highest values and aspirations?

If you're like most of us, the busyness of daily life tends to sweep you up—day after day, week after week—in a constant stream of activity without much time for reflection, especially reflection on the most important things.

[...]

Try this: Pull out your calendar and find a 30-minute time slot once a month (I like 4:30 pm on the last Friday of every month). Set up a recurring monthly calendar appointment for this time and call it Values Clarification. Each month at this time, take out a sheet of paper and simply brainstorm ideas and thoughts related to this question of values and what you really want.

There's no right or wrong way to do it. What's important is that you give yourself the opportunity to think about it. You'll be amazed at what comes up!

WIGNALL, Nick. 10 Simple Ways to Improve Your Self-Awareness [With Examples]. *Nick Wignall*, May 13, 2019. Available at: https://nickwignall.com/self-awareness/. Accessed on: May 2, 2020.

While reading

1. Choose the keyword that matches each of the 10 examples in the text and number them.

2 **meditate**	1 **bother**	3 **read**	4 **kryptonite**
6 **feedback**	7 **micro-travel**	5 **timeline**	
10 **values**	8 **skill**	9 **distortion**	

2. Correct the mistakes in the information below, according to the text.

a) What irritates us the most in other people is what we <u>like</u> in ourselves. dislike

b) Great <u>readers</u> are great observers of the world around them. writers

c) Being able to think developmentally and in context is <u>bad</u> to self-awareness. key

d) Good feedback is one the worst ways to grow and improve ourselves. best

e) Learning something new <u>reduces</u> self-awareness by forcing us to think. increases

3. Choose the best option to complete the sentences.

a) If we don't know how to change things we don't like, we can end up doing the next best thing: Not ..... about them.

- believing
- thinking X

b) ..... can actually be a powerful way to increase your level of self-awareness.

- Meditation X
- Thoughts

c) Nobody likes to feel sad, anxious, ashamed or any other variety of ..... emotion.

- positive
- negative X

d) New places and strange environments get us out of our ..... and force us to be more self-aware.

- routines X
- [illegible]

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e) Whether it's playing the piano, speaking Mandarin, or watercoloring, committing to learning a new skill is a powerful .....

- practice
- exercise X

4. Answer the questions according to the text.

a) What are cognitive distortions?

b) What are two examples of lack of self-awareness?

c) What happens when a busy routine takes over you?

4. a) They are inaccurate thoughts and beliefs that warp how we see things, including ourselves.

b) They are inaccurate mental habits and self-talk.

c) We don't have much time for reflection, especially reflection on the most important things.

Post-reading

1. Renumber the examples in the text according to what you would do first and last. Start with the one that is easier for you to increase. Personal answer.

2. Work with a classmate and compare your answers. Do you have similar answers? Personal answer.

3. How have you changed your self-awareness since the text in Lesson A? Personal answer.

Words in images

1. How many of the activities in the poster have you done lately? Personal answer.
2. Do you usually take some time only for yourself? What do you do with this time? Personal answers.
3. Which of these activities could help you increase your self-awareness in a pleasant way? Personal answer.

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Rodrigo Arraya

Reading strategies

1. Look at the image. Write a summary of what it means. Personal answers.

J. C. Duffy/CartoonStock

2. Summarize the main idea in the poem below. Personal answer.

Believe thy soul

eyes are a window
to the soul, where
innocence and magic
rule over logic;
because sometimes,
we just need a break
from our own heads,
and a moment to believe
is all we could ask for.

BELIEVE Thy Soul. All Poetry, [*n. d.*]. Available at:https://allpoetry.com/poem/15080144-believe-thy-soul-by-Cerberus-Moon. Accessed on: May 2, 2020.

3. Read these famous extracts from books and summarize their main idea. Personal answer.

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What is essential is invisible to the eye. (The Little Prince by Antoine de Saint-Exupery)

It's the possibility of having a dream come true that makes life interesting (The Alchemist by Paulo Coelho)

There is no greater agony than bearing an untold story inside you. (I know why the caged birds sing by Maya Angelou)

As he read, I fell in love the way you fall asleep: slowly, and then all at once. (The fault in our stars by John Green)

Wherever you fly, you'll be best of the best.
Wherever you go, you will top all the rest.
Except when you don't.
Because, sometimes, you won't.
I'm sorry to say so but, sadly, it's true that
Bang-ups and Hang-ups can happen to you.
(Oh! The places you'll go by Dr. Seuss)

LABIANCA, Juliana. 30 of the Best Book Quotes from Our Favorite Books. *Readers Digest*, February 11, 2020. Available at: www.rd.com/culture/quotes-from-books/. Accessed on: May 2, 2020.

Language in action

1. Read these extracts from the text on page 250 and choose the best words to complete the sentences.

> […] If we don't know how […] to change these things, we can end up doing the next best thing […].
> […] If we can broaden our idea of what travel means […], we can get many of the benefits of travel […].

a) The sentences are in the present / future.

b) We know that the results will / will not always happen.

c) The "if" can be replaced with while / when.

d) There is one clause / There are two clauses in each sentence.

e) The sentences are examples of the zero conditional / if-clauses.

2. Match the sentences to find more examples of the zero conditional.

a) If you learn about self-awareness,	they feel calmer and in peace. b
b) If people take yoga classes regularly,	if I have to choose a book. e
c) If Janet has meditation practice,	you make significant changes in your life. a
d) If Victor and Sophia get home in time,	they can watch their TV series. d
e) I want to read about the 21st century skills	she believes she feels more relaxed. c

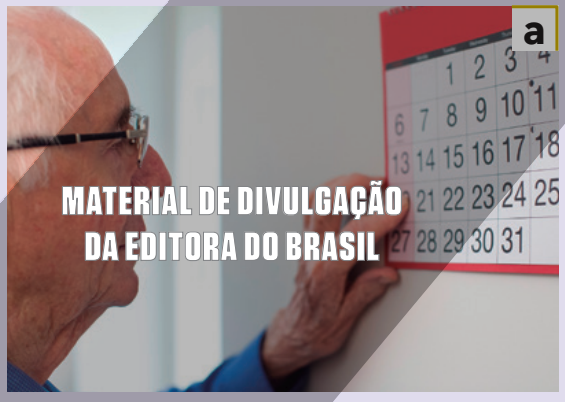
3. Read the clues and look at the pictures. Write complete zero conditional sentences.

a) calendar / "you" moments If you create a calendar, you can have the "you" moments.

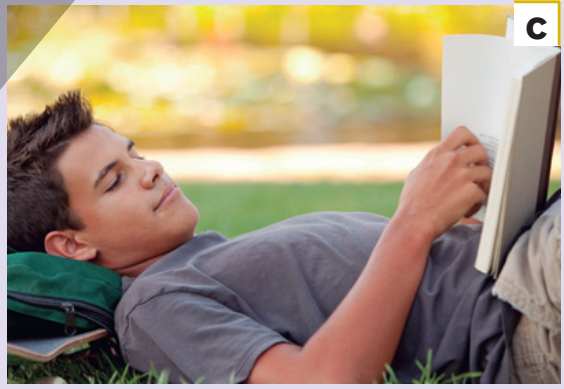
b) practice meditation / calm down If you practice meditation, you learn how to calm down.

c) learn about self-awareness / 21st century skills If you learn about self-awareness, you understand the 21st century skills.

d) learn a new skill / different ways If you learn a new skill, you find different ways to do things.



Daisy Daisy/Shutterstock.com



Phase4Studios/Shutterstock.com

Anatoliy Karlyuk/Shutterstock.com

Hill Street Studios/Getty Images

4. Read the extracts. Insert **if** in the correct position to make zero conditional sentences.

Ilustrações: DAE

a)

Since we are our own best audience, we may miss something in our self-appraisal. That's where the objectivity of others can be most helpful in self-assessment. You have the courage, ask a friend or acquaintance their opinion of you, or ask about how you managed some project you worked on together or how you handled yourself in some quirky situation.

LABIANCA, Juliana. 30 of the Best Book Quotes from Our Favorite Books. *Readers Digest*, February 11, 2020. Available at: www.rd.com/culture/quotes-from-books/. Accessed on: May 2, 2020.

b)

When internal values don't align with behaviour it's necessary to work out why and then act to change it. You don't attend to this discrepancy, you live a half-life where you feel uncomfortable in your skin; where guilt, frustration, grief and emotional pain can too easily overwhelm you.

LABIANCA, Juliana. 30 of the Best Book Quotes from Our Favorite Books. *Readers Digest*, February 11, 2020. Available at: www.rd.com/culture/quotes-from-books/. Accessed on: May 2, 2020.

c)

You want to improve your health, you need to be aware of the things which fill you with energy and make you stronger. You also need to be aware of the things which rob you of energy and make you weaker.

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LABIANCA, Juliana. 30 of the Best Book Quotes from Our Favorite Books. *Readers Digest*, February 11, 2020. Available at: www.rd.com/culture/quotes-from-books/. Accessed on: May 2, 2020.

d)

You want to achieve a better space for yourself in the world, it's essential to be self-aware. All of the advice, training and self-help won't work and can't be useful you don't know how they apply to you and how you can make them work for you.

LABIANCA, Juliana. 30 of the Best Book Quotes from Our Favorite Books. *Readers Digest*, February 11, 2020. Available at: www.rd.com/culture/quotes-from-books/. Accessed on: May 2, 2020.

5. Decide if the sentences below are examples of the zero conditional.

a) When Karen goes to class, she takes her bag with her. Yes.

b) I can't move to another city if I have a new job. Yes.

c) You have to help your friend, even if it means staying up late. No.

d) Bob is going to stay home if his sister is not going to school. Yes.

6. What do you do if... Personal answers.

a) you have a fever?

b) feel hungry at night?

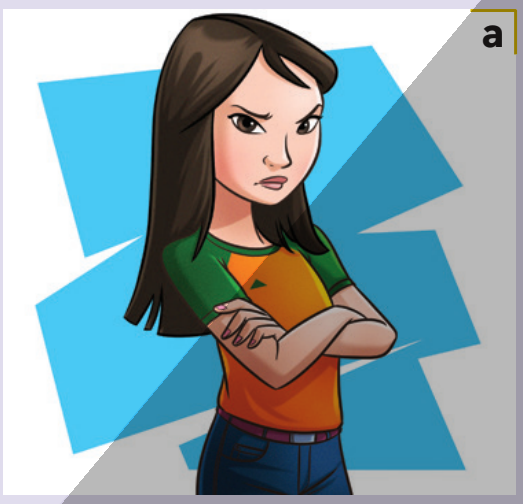
c) you hear the phone ringing in the morning?

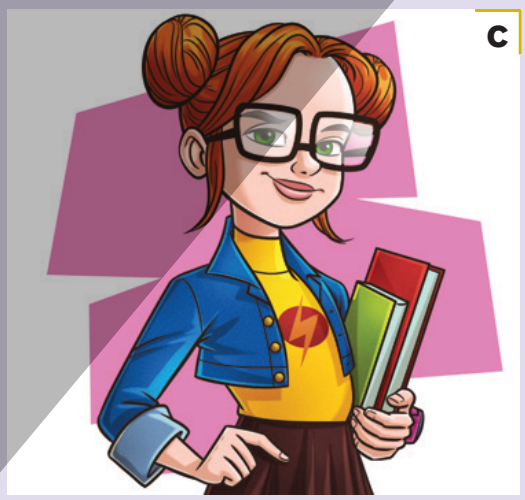
d) there's nothing nice to watch on TV?

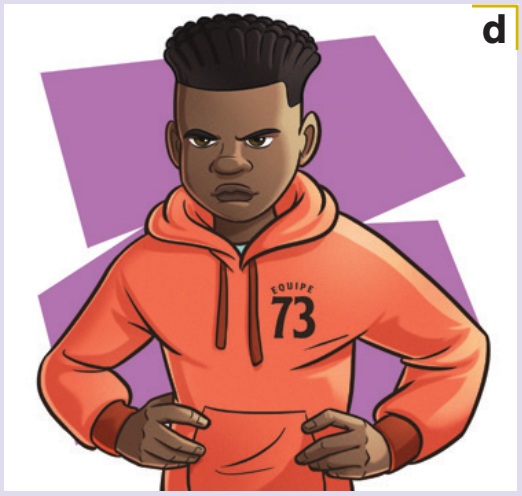
e) your cell phone battery runs out?

7. Read the issues and work on the best solution for them.

Ilustrações: Rodrigo Arraya







a) I can't work with Sally, she's always telling people what to do. This is annoying.

b) I don't know why my friends call me a bully.

c) I'm sorry, I'm not going to do this all over again because it's Craig's fault, not mine.

d) I told Saul that he was an idiot because he was acting as such.

Personal answers. Espere o uso de *if* na zero conditional. Todas as frases são exemplos de falta de self-awareness. Explore mais do tema com os alunos, se possível. Source: https://leaderonomics.com/personal/5-signs-you-lack-self-awareness Accessed on: May 4, 2020.

Listening

1. Look at the image. Do you think it can represent self-awareness? How does the person see herself? Personal answers.

Adriana Alves

Audio 19

2. Listen to a speech given by a psychologist. What does she talk about?
   a) The techniques that you can use to develop your self-awareness.
   b) The exercises people should do to improve their self-awareness.
   c) The self-awareness questions you should ask yourself to reach your goals. X

Audio 19

3. Complete some of the questions from the speech. Then listen and check your answers.
   a) What kinds of ..... and goals do you have? dreams
   b) What ..... words would describe yourself? three
   c) What is your ..... strength? biggest
   d) What things ..... you? scare
   e) How would you complete the ..... : "What if?" question

4. Answer the questions in exercise 3 with information about yourself. Personal answers.

5. How have the questions helped you in your self-discovery? Personal answers.

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Marie Maerz/Shutterstock.com

Speaking

1. Look at the picture. Choose the best option.

Eotikar/Shutterstock.com

a) Frank has decided on what to study at university.

b) Frank isn't sure about what to do later today.

c) Frank isn't sure about what to study at university. X

2. Read the conversation Then check your answer.

Adriana Alves

3. What expressions are used to express uncertainty? I'm not sure, maybe, I don't know.

NOW YOU!

Do you already have plans for university? Talk to a classmate and create a similar conversation.

Writing

1. Read the text below and answer the questions with **true** or **false**.

May 2, 2020.
Sunday

Dear diary,

I'm very happy with my meditation practices. The classes are helping me with the self-awareness I need to plan my next steps.

It's not easy to decide on what to study. And life in college is very different too.

I'm anxious but also positive. If I choose science I need to move to another city. If I choose history, I can stay home with my family. They don't know that yet!

All for now.

Chrissy

Moldura: Forgem/Shutterstock.com

a) The text is in first person. True.

b) The text is about other people's experience. False.

c) The text is a diary entry. True.

d) The text brings everyday situations. False.

e) The text presents someone's feelings and emotions. True.

f) The text is a record of someone's secret. True.

2. Think about something special, like your career plans, university choice, how you're feeling about yourself. Write down some keywords.

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3. Write the first draft of your diary entry. Include all the information in exercise 2. No need to include any private information as your classmate will read your text to make corrections if needed.

4. Work with a classmate and read each other's entries. Are you surprised with the information on it? Check the following:
   - One special thing.
   - How the person is feeling.
   - If there are any typos.
   - If the text is clear and simple.

5. Write the final draft of your entry.

NOTE

By writing a diary, you'll learn how to express yourself. Diaries are a record of your thoughts and feelings and writing them down may help you work on your choices. A diary entry can be short or long, it always depends on how much you need to express.

LESSON C

Journaling

Before reading

1. Look at the text. Is it a blog post or an online article? What in the text shows you that?
The name of the author and the date, next to the title of the article.
2. Read the title of the text. What is it about? What do you think that means? Journaling

DAE

5 Reasons why daily journaling will make you happier

Natasha Nurse
February 11, 2019

Globe Photos/Zumapress/Alamy/Fotoarena

Susan Sontag, 1995.

American writer, filmmaker, philosopher, teacher, and political activist Susan Sontag once said, "In the journal, I do not just express myself more openly than I could to any person; I create myself. […]

In fact, I believe more people would be happier and more fulfilled if they journaled each day. Why? Let's discuss …

1. Awareness

[...] What do I always make time for? Journaling. It is a moment for me to have Me Time where I can critically think about my decisions and the direction of my life. If you never take time to think and reflect about your life, you will be too busy and miss opportunities or universal signs indicating it is time for you to act to improve your life. [...]

2. Resolution

Have you ever had a nasty exchange with someone, and you couldn't stop thinking about the incident in the moment and [illegible] […] Why not write out your experience in a journal? You can identify what the problem was and how you can act differently in similar events that might take place in the future.

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[…]

3. Appreciation

What makes your life amazing? What do you love to do? Who are the people that truly support you? […]

4. Effective Goal Setting

Goal setting is key to achieving your goals. Most people need to write (or type) their goals down. […]

5. Writing

I would be remiss if I didn't share last minute journaling tips. Don't forget the following:

There is no right or wrong way to journal – just write.

Whether you write your words or type them, just journal in a way that works best for you.

Stay committed to writing every day (even if it is just 5 minutes).

It is up to you to make time for yourself in your own life.

NURSE, Natasha. 5 Reasons Why Daily Journaling Will Make you Happier *The Ladders,* February 11, 2019. Available at: www.theladders.com/career-advice/5-reasons-why-daily-journaling-will-make-you-happier. Accessed on: May 2, 2020.

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 7, 8, 9 e 10, as competências específicas de Linguagens 1, 3 e 4, além das habilidades EM13LGG301, EM13LGG401 e EM13LGG402.

While reading

1. What can people write in a journal, according to the text?
2. Match the words to their meanings.
   - **a)** awareness
   - **b)** appreciation
   - **c)** resolution
   - **d)** setting
   - **e)** writing
   - a full understanding of a situation b
   - establishing something d
   - perception or knowledge of a situation or fact a
   - noting down e
   - a firm decision to do or not to do something c
3. Answer the questions.
   - **a)** How would people feel if they journaled, according to the author?
   - **b)** What does the author always make time for?
   - **c)** What's the author's suggestion on resolution?
   - **d)** What is key to achieving your goals, according to the author?
   - **e)** How often does she suggest people wrote journals?
4. Choose the correct option.
   - You can write anything you want in a journal.
   - A journal is for other people to read.
   - People are happier when they write journals.
   - It's best to type instead of writing in a journal.
   - **a)** False, True, False, True
   - **b)** True, True, False, False
   - **c)** True, False, True, False X

1. People can express themselves more openly than they could to any person.

3. a) People would be happier and more fulfilled if they journaled each day.

b) Journaling.

c) Write out the experience in a journal. You can identify what the problem was and how you can act differently in similar events that might take place in the future.

d) Setting your goals.

e) Every day, even if it's for five minutes.

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Discussing

1. What's the relation between happiness and journaling in the text? Journaling can help with happiness.
2. How much do you know about journaling? Personal answer.
3. What's the difference between journaling and a diary? Look at the pictures and label them.

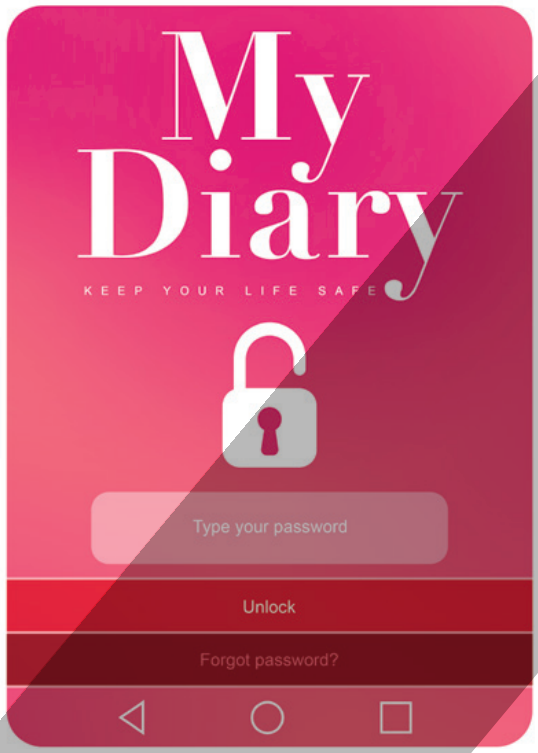
Picture 1: diary. Picture 2: journal.

Mark Weiss/Getty Images

Rawpixel.com/Shutterstock.com

Words in images

1. What do these images express? Personal answers.
2. Why is it that some people use locks in their diaries? Personal answers.
3. Would you consider writing a diary or a journal and using a lock? Why? Personal answers.

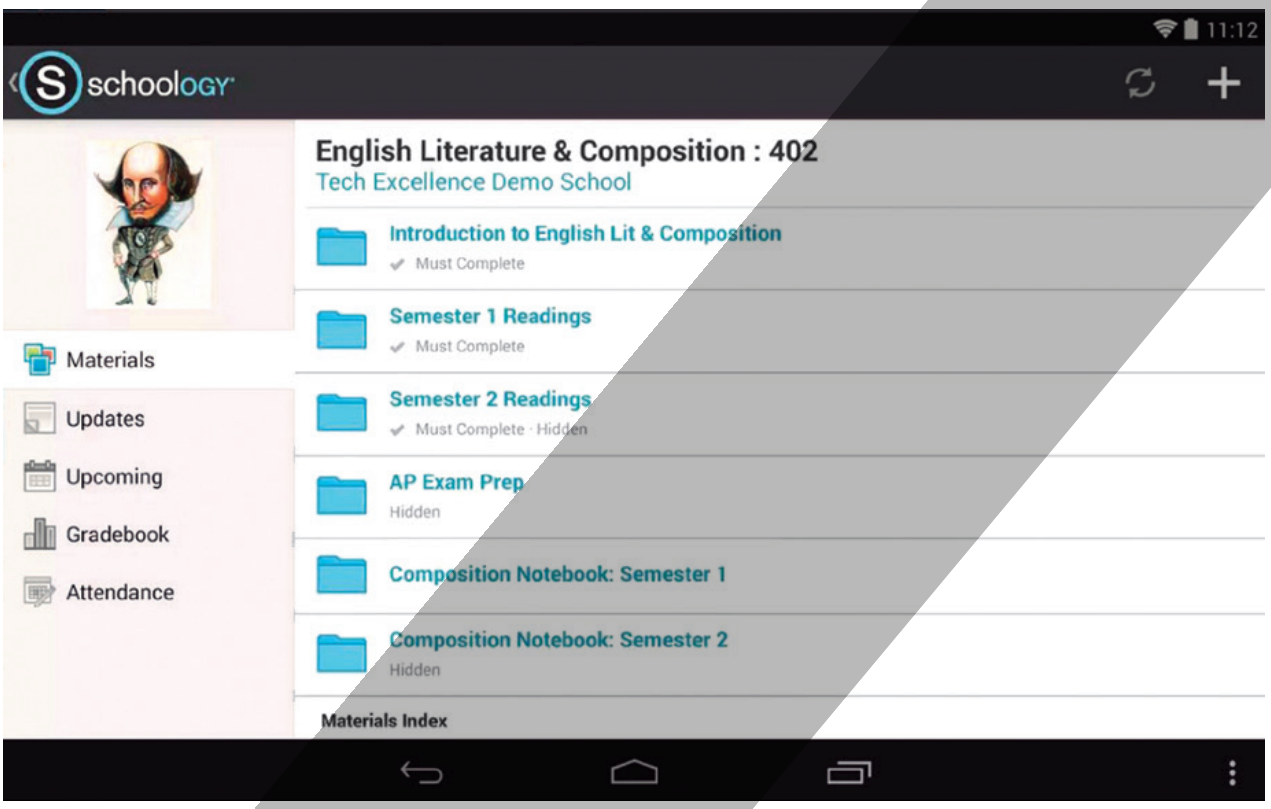


Rodrigo Arraya

PlatypusMI86/Shutterstock.com

Reading strategies

1. Look at the image and check the correct options.



Schoology

a) This is a screen from an online course. X
b) The course doesn't have a messaging tool.
c) The student can navigate among the course options. X
d) There are videos that can be used as tutorials.
e) There is a chat for students to talk to each other.

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2. Summarize what the course offers. English Literature and Composition.
3. What tools do you think are more useful in an online course? You can choose the ones on the screen in exercise 1 or add your own. Personal answers.
4. What's important when taking an online course? Rank the options from 1 (most important) to 5 (least important). Then discuss your choices with a classmate. Personal answers.
   a) Internet speed.
   b) Length of the course.
   c) Accessibility.
   d) Interaction with other students.
   e) Teacher's availability.
5. What are the benefits and disadvantages of online courses? Personal answers.

NOW YOU!

Talk to your classmates about an online course you did or would like to do. Write a couple of sentences in your notebook to organize your ideas first.

Language in action

1. Read the sentence and correct the false statements.

If you never take time to think and reflect about your life, you will be too busy and miss opportunities or universal signs indicating it is time for you to act to improve your life.

a) There are two clauses in this sentence.

b) The verb in the if-clause is in the present.

c) The verb in the main clause is in the present. future

d) The sentence is about something that may happen in the future.

e) The sentence describes impossible things. possible

f) The main clause expresses something that cannot come true. can

2. Study some more examples below. Then go back to exercise 1 and recheck your answers.

- If my friend comes to visit me, I'll be happy.
- If her boyfriend reads her diary, she'll be very upset.
- If my mom and dad take me to the beach, I'll wear my new bikini.
- If the teacher gives me a lot of homework, I won't go to the party this weekend.

3. Read and compare the sentences. Choose the best option and then give more examples.

- If you drop hot liquid on your hand, you get burned.
- If you drop hot liquid on your hand, you'll get burned.
- The zero / first conditional describes what happens in general.
- The zero / first conditional describes a particular situation.

4. What will you do if...

a) you see a friend lying to another friend? Personal answer.

b) you forget your mom's birthday? Personal answer.

c) you can't understand your homework? Personal answer.

d) you don't know how to start a journal? Personal answer.

5. Write questions to the following answers.

a) I will go to the beach if I have a day off. Where will you go if you have a day off?

b) I will listen to music if I get bored at home. What will you do if you get bored at home?

c) I will study on Saturday if I don't have time on Friday. When will you study if you don't have time on Friday?

d) I will feel sad if my friend doesn't invite me to his party. How will you feel if your friend doesn't invite you to his party?

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6. Complete the extracts with the best option.

DAE

HEALTH

Our response in challenging situations is often to get defensive, make excuses, or blame another person, because we don't want to see our own part in the disaster. If we can observe ourselves during such incidents, it ..... a good start to self-awareness.

DAVIS, Tchiki. What Is Self-Awareness, and How Do You Get It? *Psychology Today,* March 11, 2019. Available at: www.psychologytoday.com/us/blog/click-here-happiness/201903/what-is-self-awareness-and-how-do-you-get-it. Accessed on: May 2, 2020.

a) will see **b)** will be X **c)** will come

7. Complete the quotes with verbs from the box.

love	continue	fall	be	come

If a man can control his mind he can find the way to Enlightenment, and all wisdom and virtue will naturally ..... to him. (Buddha) come

If your happiness depends on money, you will never ..... happy with yourself. Be content with what you have; rejoice in the way things are. (Lao Tzu) be

You will never be happy if you ..... to search for what happiness consists of. You will never live if you are looking for the meaning of life. (Albert Camus) continue

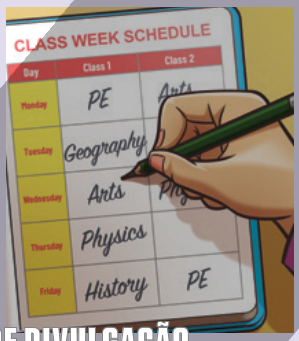
Success is not the key to happiness. Happiness is the key to success. If you ..... what you are doing, you will be successful. (Herman Cain) love

Life is a journey, and if you ..... in love with the journey, you will be in love forever. (Peter Hagerty) fall

LEHNARDT, Michelle. 5 Happiness Boosts for Parents of Teens. *Meridian Magazine*, February 11, 2019. Available at: www.theladders.com/career-advice/5-reasons-why-daily-journaling-will-make-you-happier. Accessed on: June 23, 2020.

8. Look at the pictures and finish the story chains like in the example. Possible answers.

Ilustrações: Rodrigo Arraya



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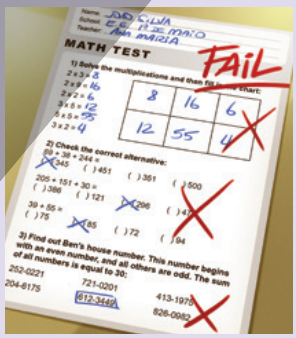
- If I have a d..... .....
- If I write about my day, I'll write about my school schedule.
- If I write about my school schedule, I'll write about my PE class. / .....



- If I don't study, I'll fail the test.
- If I fail the test, I won't go surfing.
- If I fail the test, I won't play videogames.

Listening

1. Look at the image. What do you think the survey will be about?

Nadia Snopek/Shutterstock.com

a) Happiness in teens.

b) How teens are using technology.

c) The impact of technology on teenagers' happiness. X

2. Listen to the podcast and check your answer.

Audio 20

3. Listen again and check the activities that are mentioned.

Audio 20

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exercising	practicing yoga	watching TV
texting	playing cards	playing drums
cleaning the room	posting photos online	reading
video chatting	doing homework	playing computer games
listening to music	polishing the nails	playing sports
surfing the net		

4. What's the conclusion of the survey?

a) Teens that performed activities linked to technology were less happy.

b) Teens that performed outdoor activities were happier.

c) Teens that spend less time with friends were happier.

- Alternative **a** is correct.
- Alternative **c** is correct.
- Alternatives **a** and **b** are correct. X

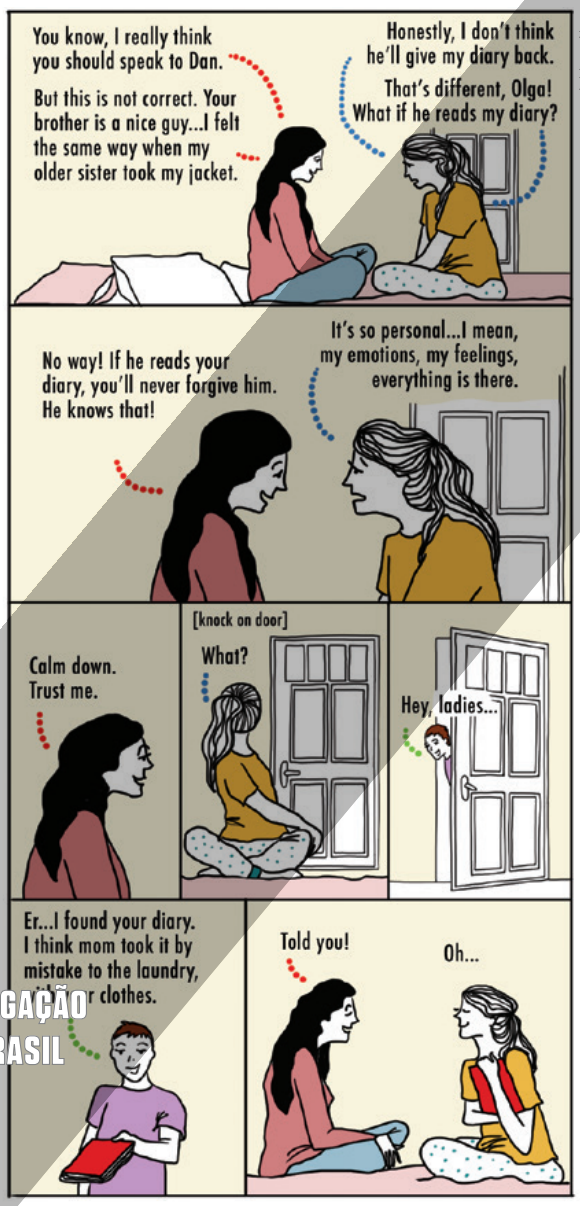
5. These are the last questions from the podcast. Answer them with information about yourself. Personal answers.

a) Are you spending more time indoors or outdoors?

b) Do you consider yourself happy?

Speaking

1. Look at the image. What do you think is happening?



Adriana Alves

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a) One of them is upset because of her diary. X

b) They are both sad about a movie.

c) They are talking about a friend.

2. Read the conversation. Then check your answer.

3. What do the underlined words in the conversation express?

a) Agreement. **b)** Empathy. X **c)** Greetings.

4. Repeat the conversation.

NOW YOU!

Work with a classmate and create a similar conversation. Think of something that you could express empathy for.

Writing

1. Read the text and answer the questions.

March 1st

Tuesday

Science project

Our group has a science project to do. It's about water waste. I have to add a car, trees, and some plastic animals to help our watershed project look more like the environment in which we live. Sometimes I like Science. Sometimes I don't. I don't like it when something goes wrong. The cow fell on the floor and it broke in three pieces. I had to glue the pieces together. The head wasn't in the right place, but I think my teacher won't notice. Hopefully not.

Moldura: Forgem/Shutterstock.com

GUIMARÃES, Telma. *Sun's Diary*. São Paulo: Editora do Brasil. 2016. p. 15.

a) Is the writer talking about a personal experience? Yes.

b) Does she like science? Sometimes she does, sometimes she doesn't.

c) What went wrong? The cow fell on the floor and broke into pieces.

2. The text above is an example of journaling. Explain what journaling is in your own words. Personal answers.

3. Think about something personal, an experience you'd like to write down.

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NOTE

it's common to include images, drawings or visual aids to decorate the text.

4. Using the text in exercise above 1 as a model, write the first draft of your journal entry.

5. Make sure there are no typos and if in doubt, show it to your teacher. As your journal is something very private, you won't share it with your classmates. Unless you'd like to.

NOW YOU!

Time to start your own journal. Grab an old notebook or a new one, it doesn't matter. You're about to start a new journey and you'll have lots of things to think and write about. Give it a try! Remember to:

- Write the date.
- Describe an experience, thought or feeling.
- Write any way you know how, you are training.

LESSON

D Are we ready for an aging world?

Na BNCC

Nas páginas seguintes você vai trabalhar as competências gerais 7, 8, 9 e 10, as competências específicas de Linguagens 1, 2, 3, 4 e 7, além das habilidades EM13LGG202, EM13LGG204, EM13LGG303, EM13LGG305 e EM13LGG701.

1. Look at the pictures below and on the next page. Which ones show a positive image of seniors? Which ones show a negative image?

fizkes/Shutterstock.com.br

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San Francisco Human Services Agency's Department of Aging and Adult Services (DAAS)

San Francisco (U.S.) campaign to raise awareness of ageism, disrupt negative stereotypes of older adults, and connect residents with supportive services, 2019.

Jessie Casson/DigitalVision/Getty Images

Senior female basketball players celebrating beside court. Auckland, New Zealand, 2017.

2. Have you ever heard of the expression ageism? What do you think it means? Personal answer.

3. Read the definition of ageism and check your answers.

Ageism is the stereotyping, prejudice, and discrimination against people on the basis of their age. [...] For older people, ageism is an everyday challenge. Overlooked for employment, restricted from social services and stereotyped in the media, ageism marginalises and excludes older people in their communities.

[...] These attitudes lead to the marginalisation of older people within their communities and have negative impacts on their health and well-being.

AGEISM. *WHO*, [*n. d.*]. Available at: www.who.int/ageing/ageism/en/. Accessed on: May 2, 2020.

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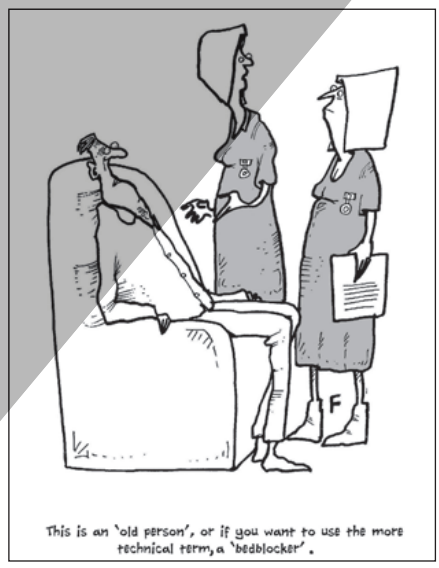


Fran/CartoonStock

How old does a person have to be to be considered an "older adult"?

Most developed world countries have accepted the chronological age of 65 years as a definition of 'elderly' or older person, but like many westernized concepts, this does not adapt well to the situation in Africa. While this definition is somewhat arbitrary, it is many times associated with the age at which one can begin to receive pension benefits. At the moment, there is no United Nations standard numerical criterion, but the UN agreed cutoff is 60+ years to refer to the older population.

Proposed working definition of an older person in Africa for the MDS Project. *WHO*, [*n. d.*]. Available at: https://www.who.int/healthinfo/survey/ageingdefnolder/en/. Accessed on: August 31, 2020.

4. Discuss the questions below with your classmates.

a) How many people older than 65 years old are there in your life? What is your relationship with them? Personal answer.

b) How do you imagine your life when you get old? Personal answer.

Compare and conclude

1. Look at the chart below and check the correct answer.

a) Between 1950 and 2020, it is true to say that the population of 65 years or older...

- has decreased.
- has increased slightly.
- has almost doubled. X

b) In what period of time has the children's population (0-14) been the biggest?

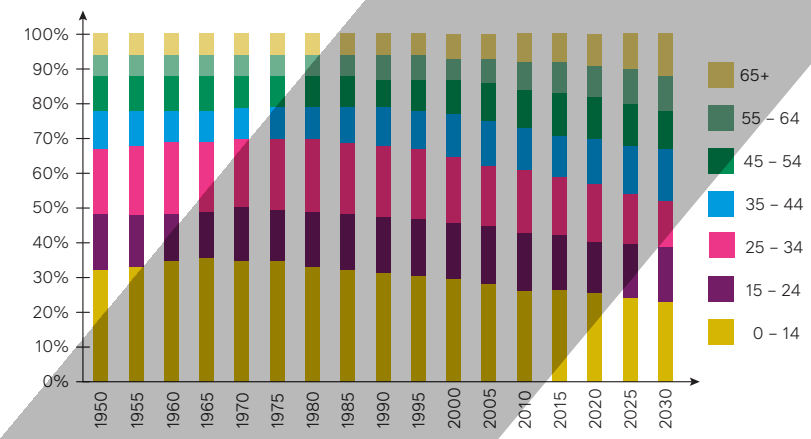
- Between 1965 and 1975.
- Between 1970 and 1980. X
- Between 1950 and 1960.

c) Look at the projections for 2025 and 2030. Write a sentence describing the trend in the population growth in the world, according to the graph. Share it with a classmate.

Personal answers.

Global ageing: Age structure of the world's population, 1950 to 2030

Zeni Santos



Source: National Institute of Aging. Available at: www.quora.com/How-many-people-are-there-in-this-world-between-the-ages-14-19. Accessed on: May 2, 2020.

2. Look at the data of the population pyramid below and write **true** or **false**. Correct the false statements.

a) The population of people between 65 and 70 was of about 10 million people in 2018. False.

b) In 2060, there will be more people between 0 and 39 than people over 40 in Brazil. False.

c) In 2018, the population between 20 and 40 was bigger than the population older than 50. False

d) In 2060, there will be more people between 0 and 40 than people over 40 in Brazil.

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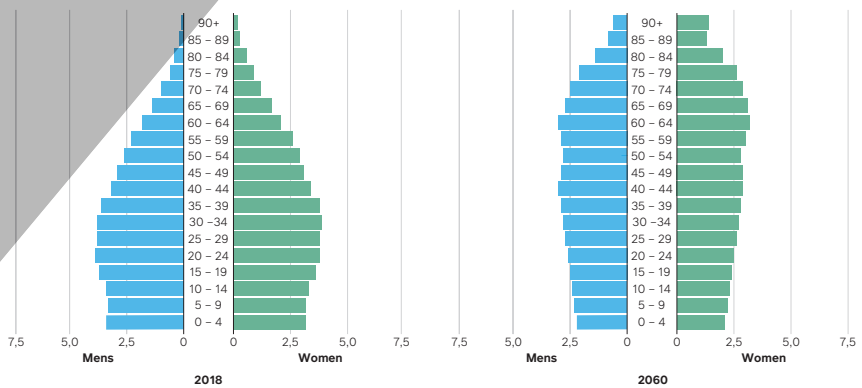
Brazil's Population Pyramid (Age and Gender) – 2018 and 2060 (in millions)

Tarcísio Garbellini



Source: IBGE. Available at: www.riodejaneirovestibular.com.br/noticias_ler.php?id=16829. Accessed on: May 2, 2020.

3. Compare the information of both charts and answer.

a) Are the projections for Brazil following the same trends as the world's projections? Explain.

Personal answer.

b) In your opinion, what kind of changes will need to happen in Brazil in 2060?

Personal answer.

Real life

1. Read the first part of the text. What is Ashton's job?

Ageism has been **dubbed** "the last acceptable prejudice" in society - and writer and activist Ashton Applewhite is out to firmly challenge that. Her straight-talking blog, TED talk and book This Chair Rocks: A Manifesto against Ageism, discuss how ageism **distorts** our view of old age, and urge us to challenge age-based prejudices in ourselves and in society.

2. Read the interview with Ashton and complete the table.

Are you a fan of the idea of 'positive ageing'?

[...] The way we use the words 'old' and 'young' is deeply indicative of the way we view ageing, and often we're totally **unaware** of it. A man came up to me recently and told me his mum was in her 90s, but that she "wasn't old". But although she may be a marathon runner...she's really old! [...]

Often people use the word "ageless" as a compliment, but the idea of agelessness robs us of our years. I like to think of us as "ageful." We have a picture of ageing as only loss, and yes there are real losses, but there are also benefits. [...]

What role does prejudice play in ageism?

Ageism is a form of prejudice: It's discrimination and stereotyping on the basis of age. Prejudice **pits** us against each other, that is its function. And we're only now starting to look at that prejudice in ourselves and call it out in society. [...]

The solutions are intergenerational – bring old and young together and ageism **dismantles** itself because you have allies. [...] When all ages mix, it's the natural order of things; it's segregation that enables stereotyping. All prejudice involves "othering"—seeing another person or group as "other" than oneself, which makes them seem less human and legitimises discrimination against them. The paradox of ageism is that that "other" is your future self.

How can we start to challenge ageism and move things forward as individuals?

[...] All change starts within us. We need to look for reasons we are ageist – which we all are – rather than evidence that you're not. Once you start to see it in yourself, you start to see it in the world. It's difficult and uncomfortable to look at your own **bias** – but it is really liberating. [...]

I think it is really important to say how old you are. At the same time, it's important to **push back** against the fixed meanings attached to numbers in society. If someone asks my age, I say, "[illegible] tell me why you want to know." I'm 65. [...]

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APPLEWHITE, Ashton. Ashton Applewhute, Autor of this Chair Rocks, Explores the Solution to Ageism. Elder, [*n. d.*]. Available at: www.elder.org/the-elder/ashton-applewhite-author-of-this-chair-rocks-explores-the-solution-to-ageism/. Accessed on: May 2, 2020.

VOCAB

bias: tendência
dismantles (to dismantle): desmorona (desmoronar)
distort: distorcer
dubbed (to dub): condecorado (condecorar)
pits (to pit): opõe (opor)
push back: reagir
unaware: inconsciente

Statement	Part of the text that confirms the statement
People see ageing only as a bad thing, but that is not true.	We have a picture of ageing as only loss, and yes there are real losses, but there are also benefits. [...]
The way we use the words old and young shows how we feel about ageing.	The way we use the words 'old' and 'young' is deeply indicative of the way we view ageing.
Separating generations make stereotypes of older people even stronger.	It's segregation that enables stereotyping.
It is important to understand why we have prejudices against age.	We need to look for reasons we are ageist.
We should not hide our age.	I think it is really important to say how old you are.

3. Ashton says there are also benefits in getting older. Do you agree with her? Why/ why not? Personal answers.

4. Do you know any older people who have been victims of ageism? Share their stories with a classmate. Personal answers.

Moral compass

What kind of things we say unconsciously and can be considered ageist? Personal answers.

Think about it

Monkey Business Images/Shutterstock.com

1. Read the conversation between Max and her grandmother.

a) What is Max teaching her grandma to do? Personal answer.

b) Read again and fill in the gaps with the missing words.

help	need	pictures	making	social media	show	icon
upload	filter	nicer	hashtag	symbol	teaching	

Ruth: Hey, Max, can you help me with something?

Max: Sure, grams, what do you need?

Ruth: I want to show my friends some pictures of these scarves I am making. I want to sell them on my Insta account.

Max: Your Insta account? Wow, you're really into these social media stuff, huh? Do you want to upload all these pictures at once?

Ruth: Yes. I want to show them and like in an album. I see that lot of people do that.

Max: Ok. You just have to select this little icon here. Then, you can select all the pictures you want to upload. Like this.

Ruth: Ok. And then?

Max: Then you can add a filter to make the pictures look nicer.

Ruth: Oh, cool. I like that... Now how can I make that thing I see people use... the number symbol and the word... how is that called?

Max: Hashtag.

Ruth: Yes! A hashtag! I want to write some of those.

Max: Just use this symbol and write the words all together.

Ruth: Ok... so hashtag... so... cute. Hashtag... fashion. Hashtag... Thanks, honey! You're really good at teaching. Do you think you can help my friends too?

Max: Hahaha, sure, grams...

2. Look at the sentences below and talk to a classmate.

Teens shouldn't be trusted.

Teens can't do anything on their own; they always need adult supervision.

Teens shouldn't have opinions about politics or the world because they don't understand those kinds of complicated topics.

WHAT is Ageism? *Teaching Tolerance*, [*n. d.*]. Available at: www.tolerance.org/classroom-resources/tolerance-lessons/what-is-ageism. Accessed on: June 23, 2020.

a) How do you feel about them? Have you ever heard them from older adults? How did you respond? Personal answer.

b) Now replace the word **teens** with a word related to seniors. What is the difference?

c) Do you agree that young people and older people can learn from one another? What do you think you can teach them? What do you think you can learn from them? Personal answer.

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Taking action

How can young and older people help and learn from each other?

1. Copy the Venn Diagram below in your notebook to brainstorm ways to:
   a) Help older people in your community by teaching something they need to learn.
   b) Learn from older people based on their life experience and skills.
   c) Promote spaces for interaction where there is learning from both sides.
   d) Find a way to do all those things at the same time.

DAE

2. The following tips will help people be more active and involved in the community. With your group, read them and think of actions you can do for each of them.

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Tips	Actions
Avoid ageist comments and jokes	
Don't ignore older people	
Call and let them know that you care	
Invite an older adult socialize	
Speak up and put a stop to ageism	

6 WAYS to Connect with an Older Person and Prevent Ageism. *Health Families BC*, June 8, 2016. Available at: www.healthyfamiliesbc.ca/home/blog/6-ways-connect-older-person-and-prevent-ageism. Accessed on: June 23, 2020.

3. What can you do to make a difference for the older people in your community? Share your ideas with a classmate.
4. Use the ideas from exercises 1 and 2 to design your project.
5. Show your ideas to an older person you know and care about. Listen to his / her suggestions and make any changes if necessary.

Tech-savvy

1. Have you ever had to teach an older adult something related to technology? How did you do it? Was it difficult? Personal answer.

2. Read the introduction below. What obstacles do older adults face when learning ICT?

> […] Many seniors are interested in learning Information and Communication Technology (ICT) but don't think they can manage it and don't know where to turn for help. […]
>
> Research on seniors and technology instruction indicate what kinds of programs and instruction techniques work best for older adults. This guide will look at class make-up, pacing, instruction, practice time, accessibility and training materials. […]

ROBEY, Renate. *Teaching Technology to Seniors*. Pressbooks, [*n. d.*]. Available at: https://gotaminute.pressbooks.com/chapter/chapter-7/. Accessed on: June 23, 2020.

3. Read the tips below and match them with the correct titles.

a) Keep classes small.	Seniors will most likely have questions and time for that needs to be included in the lesson plan. f
b) Group students by ability.	Much of the research points to the pace of the class as being a key predictor in how successful older students are in learning technology […] c
c) Slow. Slower than you think you need to. Really Slow.	An older relative of mine took an introductory computer class and announced she would be fine if she could just find the dot – as in "dot com." […]. For older adults, it is important to explain terminology that may seem organic to computer literate people. d
d) "I can't find the dot!".	Most people prefer smaller classes, but seniors especially like smaller classes for technology instruction […]. It is easier for them to hear the instructor and sit closer to the front of the classroom to see demonstrations. a
e) Avoid jargon.	While so many computer terms are a part of our culture, some of the phrases have different meanings for seniors or are unfamiliar to them. For example, an icon might be called a picture when it is first introduced to students. e
f) Leave plenty of time for questions.	Repetition is key for seniors to be successful. This involves repeating material during instruction, but also allowing for practice so newly-acquired skills can be repeated. g
g) Rinse and repeat.	Seniors who have never touched a mouse should not be in class with seniors who have already have figured out how to email. b

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ROBEY, Renate. *Teaching Technology to Seniors*.Pressbooks, [*n. d.*]. Available at: https://gotaminute.pressbooks.com/chapter/chapter-7/. Accessed on: June 23, 2020.

USE

First you need to ⋯⋯⋯⋯.

Then you have to click/ select/ go to ⋯⋯⋯⋯⋯⋯.

Now you need to ⋯⋯⋯⋯.

This is called ⋯⋯⋯⋯⋯⋯.

We use this button when we have to ⋯⋯⋯⋯.

Very good. Now let's try again.

4. Think about an older adult you know. Use some of the tips in exercise 3 to "prepare" a small class on something related to technology.

Getting it done

adriaticfoto/Shutterstock.com

Volunteers helping older people.

1. As part of your project, you are going to offer classes to older learners. Get together with your group to plan your project. Think of the following:
   a) What kind of classes can you offer? Think of what older people would like to learn. If you have time, ask them.
   b) Where can you offer these classes? Can you use the school space? Who do you need to ask permission?
   c) How much of your time can you offer? Think of all the group members: How can you share the workload?
   d) How are you going to inform people? Social media? Posters? Pamphlets?
2. You should also think of how older people can offer help and teach something to the students at your school. Look at the ideas below and think of older people you know who could do these jobs.
   Who could...
   a) teach a craft? .....
   b) offer career advice? .....
   c) babysit children? .....
   d) give cooking classes? .....

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BETTER TOGETHER

Making the team function

An effective team requires the following roles to work efficiently. [...]

Facilitator or leader [...] - for making sure the aims of the meeting are clarified and for summarising discussions and decisions. [...]

Note taker: to keep a record of ideas that are discussed and decisions that are made and who is doing what.

Time keeper: to make sure that you discuss everything you need to in the time available for the meeting.

Progress chaser: to chase people up and make sure that the jobs get done by the time agreed and sort out problems if they are not.

Process watcher: someone who has an eye on process rather than content and can bring problems to the attention of the team. [...]

Editor: to compile contributions, identify gaps or overlaps, and ensure consistency in the final submission.

GUIDE to Group Work. *UNSW*, [*n. d.*]. Available at: https://student.unsw.edu.au/groupwork. Accessed on: June 23, 2020.

Showing what we've got

Halfpoint/Shutterstock.com

A girl with grandmother playing the piano.

1. Get into your groups to present your project to your classmates.

a) Look at the rubrics in exercise 2. How would you grade each aspect of your own group project?

b) What parts of the project can still be adjusted / changed before being presented?

c) How happy are you with the final version of your project?

Presentation tips

Use data and information from safe sources to justify the importance of your idea. Visuals, for example, can help people see the relevance of your project more clearly. Visuals are always more persuasive than words. Facts are always stronger than opinions.

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USE

Hello, everyone. Today we would like to present our project about .....

We decided to .....

The first thing we found out was that .....

According to research/ this chart/ this article .....

We used this information to help us .....

Our idea is that .....

2. As you watch your classmates, assess their work using the rubrics below.

Group	Presentation	Ideas presented	Community involvement	Overall impression
.....	**Was everybody in the group actively participating in the presentation? Is it evident that the group worked collaboratively?**	**Were the ideas for teaching and learning from older people easy to implement?**	**Were there any actions involving the community? Were older people consulted about their wants and needs?**	**What did you think of the project?**
Excellent	.....	.....	.....	.....
Good	.....	.....	.....	.....
Needs improvement	.....	.....	.....	.....

Movies and TV shows portraying older people

1. Read the activities below. Order them from the easiest to the most difficult tasks for an older person to do. Share your answers with a classmate. Personal answers.
   - **a)** Riding a bike.
   - **b)** Running from the rain.
   - **c)** Taking yoga classes
   - **d)** Starting a business.
   - **e)** Playing team sports.
   - **f)** Getting a new job.
   - **g)** Using a cell phone / computer.
2. How often do you see older people doing these things in movies and on TV? Personal answer.
3. The movie and TV show in the pictures have older people as protagonists. Read the synopsis for both of them.
   - **a)** How are older people portrayed in them? Personal answer.
   - **b)** Which of the challenges in exercise 1 would you expect to see in them? Personal answer.

The intern

A retired 70-year-old widower, Ben (played by Robert De Niro), is bored with retired life. He applies to a be a senior intern at an online fashion retailer and gets the position. The founder of the company is Jules Ostin (Anne Hathaway), a tireless, driven, demanding, dynamic workaholic. Ben is made her intern, but this is a nominal role - she doesn't intend to give him work and it is just window dressing. However, Ben proves to be quite useful and, more than that, a source of support and wisdom.

THE INTERN. IMDB, [*n. d.*]. Available at: www.imdb.com/title/tt2361509/plotsummary. Accessed on: June 23, 2020.

Francois Duhamel/Warner Bros./Everett Collection/Fotoarena

Scene from The Intern, by Nancy Meyers, 2015.

Grace and Frankie

The series follows Grace, a retired cosmetics mogul, and Frankie, a hippie art teacher, whose husbands, Robert and Sol, are successful lawyers in San Diego. Grace and Frankie's lives are turned upside down when Robert and Sol announce that they are in love with each other and are leaving their wives. Now, the women, who have never particularly liked each other, are forced to live together and learn to unite and cope with difficulties.

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GRACE an Frankie. *Wikipedia: the free encyclopedia*. [San Francisco, CA: Wikimedia Foundation, 2010]. Available at: https://en.wikipedia.org/wiki/Grace_and_Frankie. Accessed on: June 23, 2020.

Melissa Moseley/Netflix/Everett Collection/Fotoarena

Scene from Grace and Frankie, 2016.

4. Think about a movie or TV show you have seen that portrays older characters. Share your views about it with a classmate. Consider the following: Personal answers.
   - **a)** What did they do in the story?
   - **b)** Were they portrayed in a negative or positive way?
   - **c)** Do you think they were shown in an ageist / stereotypical perspective? Why?
   - **d)** How would you change that?

Review

Unit 1

1. Match the sentences below to form the correct comparative or superlative.

a) I have to say that's the most...

b) And most...

c) I'll take more...

d) Yes, we have more money...

e) The situation is more...

f) There are many more people...

g) He's less interested in the job...

h) Kate is the...

i) They are brilliant but not...

j) Tim is far more curious...

- complicated than you think. e
- prettiest girl in school. h
- amazing story I ever heard. a
- than the usual cake. c
- as brilliant as Jack. i
- than any other child I know. j
- outside wanting to come in. f
- than the Crockett family. d
- importantly I'm free. b
- than in the salary. g

2. Complete the sentences with the superlatives in the box.

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worst **best** **most violent** **earliest** **most excellent** **less perfect** **oldest**

a) One of Barnard's ..... and ..... photographs includes two of them. earliest / most excellent

b) There is a similar, but ....., constellation. less perfect

c) Society, in every state, is a blessing, but government even in its ..... state is but a necessary evil; in its ..... state an intolerable one. (Thomas Paine) best / worst

d) You are among my ..... friends in this community and this house is my home. oldest

e) When the general took office, history reached its ..... period. most violent

3. Complete the sentences with the correct form of the simple present.

a) He ..... every single day so he ..... to run to school. (oversleep / have) oversleeps / has

b) The next train ..... at 2:35. (arrive) arrives

c) Each individual ..... a diversity of personalities. (bring) brings

d) Inclusive cultures ..... the individual and ..... him part of it. (respect/make) respect / make

e) The population of Brazil ..... slowly. (increase) increases

4. Make the sentences negative.

a) Aaron writes a message to his friends every morning.
Aaron doesn't write a message to his friends every morning.

b) Juliana hardly ever arrives late at work.
Juliana never arrives late at work

c) Children love chocolate.
Children don't love chocolate.

d) She has over 5,000 followers on Instagram.
She doesn't have over 5,000 followers on Instagram.

e) My sisters love country music.
My sisters don't love country music.

5. Read the sentences and complete the questions.

a) They always look tired after a long day at work. How ...? How do they look?

b) Greg likes writing poetry. What...?
What does Greg like writing / doing?

c) Cats eat little portions but all the time. Who...?
Who likes eating little portions but all the time?

d) We go shopping quite often. How often...?
How often do we go shopping?

e) You intend to take some time off in Alaska. Where...?
Where do you intend to take some time off?

f) He does that because he is insecure. Why...?
Why does he do that?

g) She prefers to go for a walk in the morning. When...?
When does she prefer to go for a walk?

6. Read the text and complete it using the verb in parenthesis in the simple present.

[...] To most minds mystery ..... (be) more fascinating than science. But when science itself ..... (lead) straight up to the borders of mystery and there ..... (come) to a dead stop, saying, "At present I can no longer ..... (see) my way," the force of the charm is redoubled. [...] It is with similar feelings that the astronomer ..... (regard) certain places where, from the peaks of the universe, his vision ..... (seem) to range out into endless empty space. He ..... (see) there the shore of his little isthmus, and, beyond, unexplored immensity.

is leads comes see regards seems sees

SERVISS. Garrett. *Curiosities of the Sky*. Available at: http://www.dominiopublico.gov.br/download/texto/gu006630.pdf. Accessed on: April 20, 2020.

7. Use a verb from the box to complete the sentences in the simple past.

bring **sail** **attract** **break** **become** **walk**

a) Mariana ..... (become) a supervisor last month. became

b) They ..... north. sailed

c) An astronomer brought that to the scientific community worldwide.

d) She attracted everyone's attention when she walked past.

e) The Space Shuttle Challenger broke apart 73 seconds into its flight.

8. Complete the text with the verbs in parenthesis in the simple past.

In 1973, however, the country started to face the consequences of the oil crisis as the OPEC caused prices to skyrocket. It was an act of retaliation from the Arabic members of OPEC against the support Israel was receiving from the West in the Yom Kippur War. Oil spending increased the external debt and as a result, made the Brazilian economy weaker.

BRAZIL'S Economic Miracle, Social Exclusion and State Violence. *In: Agência Brasil*. Available at: https://agenciabrasil.ebc.com.br/en/politica/noticia/2014-03/brazilian-economic-miracle-social-exclusion-and-state-violence. Accessed on: Apr. 20, 2020.

9. Complete the paragraph with the verbs in parenthesis in the simple past.

[...] I needed a POP3 client (need). So I went out on the Internet and found one (go / find). Actually, I found three or four (find). I used one of them for a while (use), but it was missing what seemed an obvious feature (seem), the ability to hack the addresses on fetched mail so replies would work properly. The problem was this (be): suppose someone named 'joe' on locke sent me mail (send). If I fetched the mail to snark* (fetch) and then tried to [illegible] cheerfully try to ship it [illegible] snark. [...]

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RAYMOND, Steven. *The Cathedral and the Bazaar*. Available at: https://firstmonday.org/ojs/index.php/fm/article/download/578/499/2475. Accessed on: April 20, 2020.

Unit 2

1. Complete the paragraph with **a**, **an** or **the**.

There are two paintings of *The Scream* (one at the Oslo National Gallery and one at the Munch Museum), two pastels and a number of prints. The 1895 pastel was auctioned at Sotheby's in 2012 and reached 74 million pounds, making it one of the most expensive pieces of art ever sold. [...]

The first version displayed was a painting. Two years later, he made a lithograph based on his work, with the title *The Scream* [...]. The printed versions of the artwork were central to establishing his international reputation as an artist.

10 THINGS you May Not Know About *The Scream*. *In: The British Museum*. Available at: https://blog.britishmuseum.org/10-things-you-may-not-know-about-the-scream/. Accessed on: April 20, 2020.

2. Complete the sentences with **there is** or **there are**.

a) If you are hungry, there is some bread and butter.

b) There is some paper on the desk and the scissors are in the drawer.

c) Stay home. There are lots of good movies on TV.

d) There is no toothpaste. Can you bring some, please?

e) I cannot afford to go out. I've heard there are several free streaming services.

3. Unscramble the words to form sentences.

a) there / money / left / isn't / in / the / much / safe.
There isn't much money left in the safe.

b) is / this / power / much / one / for / person / too.
This is too much power for one person.

c) the / take / many / at / people / guess / a / how / are / payroll / in.
Take a guess at how many people are in the payroll.

d) all / we / you / know / like / much / how / say / to / "told you so".
We all know how much you like to say "told you so".

e) ? / asking / many / without / details / for / him / care / taking / of / is / who / ,
Without asking for many details, who is taking care of him?

4. Read the sentences and choose the correct alternative.

a) We many meaningful experiences together.
- don't have X
- there aren't

b) too many foreigners who own spice stores.
- Have
- There are X

c) But many things you can't turn into a weapon.
- don't have
- there aren't X

d) a question I want to ask.
- There is X
- Have

e) many magic rings in this world, and none of them should be wrongly used.
- There are X
- Have

5. Complete the sentences with **much** or **many**.

a) Please hurry up. I don't have time. much

b) He didn't ask questions. many

c) There aren't people who still listen to the radio. many

d) I wish he didn't have so information. It may be a problem. much

e) He gave away a lot of stuff. There isn't so furniture and the room looks more spacious. much

Russell Edward Brand, ator, comediante, escritor, radialista e ativista / militante inglês. Começou sua carreira como comediante de *stand-up* e depois foi apresentador da MTV.

6. Choose the correct verb form.

a) I'm very thirsty. Ok, I ..... get you a drink.
- am going to
- will X

b) Look at the clouds. I think it ..... rain.
- is going to X
- will

c) In July? We have other plans, we ..... Greece.
- are going to X
- will go to

d) If you study for the exam, you ..... pass.
- are going to
- will X

e) I've already decided. I ..... lend him any money.
- am not going to X
- will not

7. Complete the sentences with **be** + **going to** or **will**.

a) "A nation of sheep will beget* a government of wolves." (Edward R. Murrow)

*beget: old fashioned form of become.

Edward Roscoe Morrow: Jornalista, radialista e correspondente de guerra americano que ganhou notoriedade durante a Segunda Guerra Mundial devido a uma série de transmissões ao vivo, direto da Europa, pela CBS. As transmissões tiveram milhões de ouvintes nos Estados Unidos e no Canadá.

Granger, NYC./Alamy/Fotoarena

Edward R. Murrow.

b) "Clothes ..... (negative) change the world, the women will ..... (Anne Klein)

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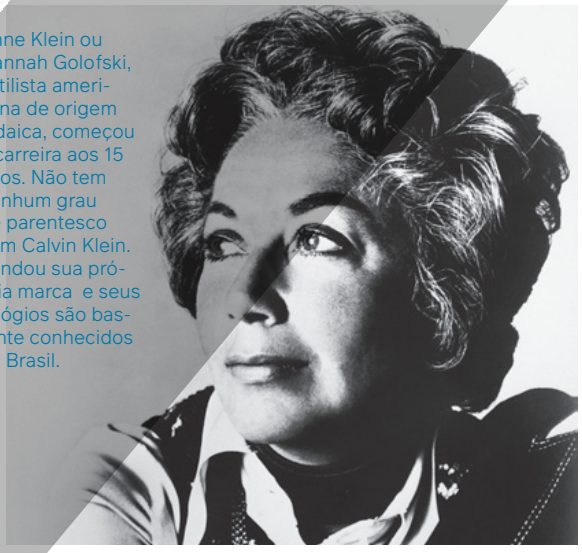
Anne Klein ou Hannah Golofski, estilista americana de origem judaica, começou a carreira aos 15 anos. Não tem nenhum grau de parentesco com Calvin Klein. Fundou sua própria marca e seus relógios são bastante conhecidos no Brasil.



Bettmann/Getty Images

Anne Klein.

c) "Addiction is a serious disease; it will ..... end with jail, mental institutions, or death." (Russell Brand)

Peter Roether/Alamy/Fotoarena

Russell Brand.

d) "Push yourself because nobody ..... do it for you". (Anonymous) is going to

e) "It ..... be hard, but hard does not mean impossible." (Anonymous) is going to

Unit 3

1. Read the shorts texts or sentences and complete with a modal verb (**may**, **could** or **must**).

Example:
A: I can't do that!
B: Why not? What could happen?

- [...] Every family, therefore, may ..... have a garden. If there is not a foot of land, there are porches or windows. Wherever there is sunlight, plants may ..... be made to grow, and one plant in a tin-can may ..... be a more helpful and inspiring garden to some mind than a whole acre of lawn and flowers may ..... be to another. [...]

BAILEY, L. H. *Manual of Gardening*. Available at: http://www.dominiopublico.gov.br/download/texto/gu009550.pdf. Accessed on: April 20, 2020.

- I could ..... keep pretending everything was ok. I could ..... ignore the heartbreaking distance between us, and how exhaustion was draining away our intimacy. I could ..... ignore the fear and sadness of losing the magic in our marriage ...
- A strategy for boosting entrepreneurship must ..... include many different organizations, all working together in a highly efficient and coordinated way.

2. Complete the quotes with a modal verb from the box.

must	can (2x)	have to	should	may	might

a) Ask not what your country ..... do for you, ask what you ..... do for your country. (John Kennedy) can / can

b) ..... the force be with you. (*Star Wars*) May

c) The only thing we ..... fear is fear itself. (Franklin Roosevelt) have to

d) The way to love anything is to realize that it ..... be lost. (G. K. Chesterton) might

e) Love is such a big word it ..... have more letters. (Anonymous) should

f) When times change so ..... we. (Barack Obama) must

3. Choose the correct form: simple past or past progressive?

a) Surprise ..... all over your face when you ..... the door and ..... him.

- was / opened / saw X
- was / were opening / saw
- were / opened / saw

b) I ..... when I ..... a plate.

- was cooking / was breaking
- cooked / broke
- was cooking / broke X

c) We ..... to the airport while the plane ..... .

- were driving / landed
- were driving / was landing X
- drove / [illegible]

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d) You [illegible] the bathroom.

- had / entered
- were having / entered X
- were having / was entering

e) When you ..... , I ..... anything.

- called / wasn't doing X
- were calling / wasn't doing
- called / was doing

4. Complete the paragraph with the simple past or the past progressive of the verbs in parenthesis.

Last night was raining (rain) heavily and I wanted (want) to go out. I was feeling (feel) bad because all my friends were waiting (wait) for me and I had (have) to stay home. While I was watching (watch) the rain through the window, the phone rang (ring). My friend Marina was calling (call) and she was asking (ask) why it was taking (take) me so long to arrive. I was telling (tell) her what was keeping (keep) me from joining them when I heard (hear) the doorbell. Paola was (be) at the door and the car engine was running (run). She would drive me. What a relief!

5. Complete the instructions for the recipe of a typical Chinese dish. Use the verbs in the box.

add (2x)	cover	cut	put
serve	season	let stew	

Cut a fat chicken into pieces at the joints; season with all kinds of condiments; then put in a deep saucepan. Add some chopped ham, a few sliced bamboo sprouts, 1 chopped onion and a handful of walnuts. Cover with hot water and let stew slowly until tender. Add some Chinese sauce and parsley. Serve with shredded pineapple.

365 Foreign Dishes. Available at: www.gutenberg.org/files/10011/10011-h/10011-h.htm. Accessed on: April 20, 2020.

Unit 4

1. Read the paragraph and add the **'s** where necessary.

Aaron Epstein/Netflix/The Hollywood Archive/Age Fotostock/Easypix Brasil

Scene from the series *Space Force*, 2019.

The release of the 10-episode season, an obvious nod to President Donald Trump's launch of the U.S. military's newest branch, coincides with Netflix's impending loss of Carell's iconic sitcom, "The Office," which is expected to move over to NBC's soon-to-launch streaming platform, "Peacock."

SIMKINS, J. D. *'Space Force' Sitcom Starring Steve Carell Landing on Netflix in May*. Available at: https://www.militarytimes.com/off-duty/military-culture/2020/04/09/space-force-sitcom-starring-steve-carell-landing-on-netflix-in-may/. Accessed on: April 20, 2020.

2. Read the sentences and rewrite them using **'s**.
Example: The twins wear the same clothes color.
The twins' clothes color is the same.

a) Janice's a diligent worker. Her boss is appreciative.
Janice's boss is appreciative of her diligent work.

b) I asked for a cheese pizza and so did Pedro. His pizza has got more cheese.
Pedro's pizza has got more cheese (than mine).

c) Carlos had a haircut. It looks real nice.
Carlos's / Carlos' haircut looks real nice.

d) Marcia likes geology. Her grades are high.
Marcia's geology grades are high.

e) These are Sofia and Nico. Grazi is their mother.
Grazi is Sofia's and Nico's mother.

3. Complete with the possessive adjectives.

Come in, Duda. I'll introduce you to everyone. This is our school, and it will be your school too. Mr. Gomes is our science teacher. He has a son, about our age and his son is in my study group. That, over there is Ceci, the art teacher. Her classes are very interesting and we often have an exhibition at the end of the semester. At the moment, we have the children's exhibit and their work is simple but very colorful.

4. Choose the correct alternative.

a) In quarantine we all miss out with our friends.
- to go
- going X

b) The chemistry teacher always told us to avoid out experiments in the lab in our own.
- to carry
- carrying X

c) We agreed to school together.
- to walk X
- walking

d) The trip turned out an adventure into the jungle.
- to be X
- being

e) I'm very enthusiastic about the audition. I can't wait my dream come true.
- to see X
- seeing

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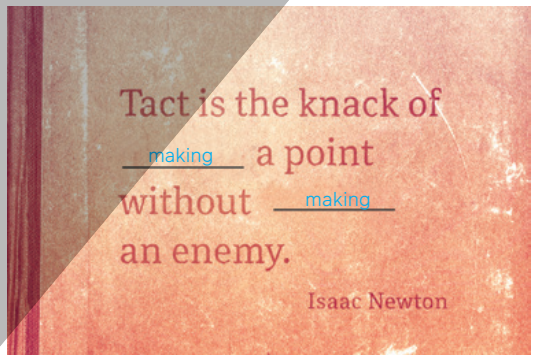
5. Complete the sentences with a verb from the box. Use the correct form.

waste	knock	make (2x)	blush	strew

VOCAB
strew: espalhar, cobrir

a)



Yury Zap/Shutterstock.com

b) "A man who dares one hour of time has not discovered the value of life." (Charles Darwin) to waste

c) "I hadn't been aware that there were doors closed to me until I started on them." (Gertrude B. Elion) knocking

GERTRUDE B. Elion Biography. *In*: *Biography*. Available at: https://www.biography.com/scientist/gertrude-b-elion. Accessed on: April 20, 2020

d) "Let us choose for ourselves our path in life, and let us try that path with flowers." (Émilie du Châtelet) to strew

CASTILE, Eliza. 11 Empowering Quotes by Women Scientists, Because It's Important to Celebrate the Pioneers. *In*: *Bustle*. Available at: https://www.bustle.com/articles/141181-11-empowering-quotes-by-women-scientists-because-its-important-to-celebrate-the-pioneers. Accessed on: April 20, 2020

e) "Blushing is the most peculiar and most human of all expressions." (Charles Darwin)

IRRESISTIBLY Intelligent Quotes by Famous Scientists. *In*: *Quotabulary*. Available at: https://quotabulary.com/quotes-by-famous-scientists. Accessed on: April 20, 2020 20, 2020.

Émilie du Châtelet was a French mathematician, physicist, and author. She died due to childbirth complications at the age of 42. Gertrude Belle Elion was an American biochemist, pharmacologist, and winner of the 1988 Nobel Prize in Physiology or Medicine. She developed drugs to treat leukemia and prevent kidney transplant rejection.

Unit 5

1. Complete the sentences with the verb in parenthesis in the past.

Then he tried (try) to find his way straight across the garden, but he became (become) more and more puzzled. Presently, he came (come) to a pond where Mr. McGregor filled (fill) his water-cans. A white cat was staring at some gold-fish; she sat (sit) very, very still, but now and then the tip of her tail twitched (twitch) as if it were (be) alive. Peter thought (think) it best to go away without speaking to her; he had heard about cats from his cousin, little Benjamin Bunny.

POTTER, Beatrix. *A Collection of Beatrix Potter Stories*. July, 1996. Available at: http://www.dominiopublico.gov.br/download/texto/gu000582.pdf. Accessed on: April 20, 2020

2. Look at the pictures and read the story on the next page. Complete it with the correct verb form (simple past or present perfect).

Maridav/Shutterstock.com

Alaska, U. S.

Irina Kalinina/Shutterstock.com

Sahara desert, Tunisia.

Carcharadon/Shutterstock.com

South Africa.

I am a 65-year-old lawyer. I retired 5 years ago and since then I have enjoyed myself traveling the world. I have a friend who taught at a private school for over 30 years and who usually joins me in my adventures.

I was born in Bulgaria and moved to Brazil when I was about 10 and I have lived here ever since. Not in the same place, though. I've always lived in this beautiful country. I can say I have had a happy life. I got married to a Brazilian and had 3 children. All grown-ups now. As I said before, I love traveling, and together with a couple of friends, we have been to four continents. We always say that the further the place is, the better. We can always stop midway when the places are far away. We have been to Asia a couple of times, we have gone on Safari in South Africa, crossed the desert in Tunisia, seen the sunset in several different places. We have been as far as Alaska to see the glaciers and the whales. Amazing!

Because we have traveled a lot we have also visited the most famous museums and eaten or tried to eat some out of the ordinary dishes. I have enjoyed eating lamb and dates in Tunisia. However, my favorite experience was to be on board a ship whose chef's main specialty was chocolate desserts. You may be wondering where I'll go next. It all depends on my health and how much money I have left.

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

3. Choose the correct alternative.

a) Cecilia ..... to Recife. Her husband ..... transferred.

- moves / has been
- is moving / has been X

b) What ..... Wednesday afternoon? I ..... two tickets for the opening of the exhibition.

- are you doing / have X
- can you do / am having

c) Neiva ..... to the meeting this evening. She ..... to stay at home.

- is coming / has
- is not coming / has X

d) The interview ..... great. I ..... a new job the day after tomorrow.

- were / start
- was / am starting X

e) They ..... at the Hilton. She booked the rooms two months ago.

- are staying X
- will staying

4. Choose the best alternative.

a) My friend moved to Jandira three months .....

- ago X
- for
- since

b) Jana has stayed with us ..... 5 weeks.

- ago
- for X
- since

c) Caio has been a footballer ..... he was a child.

- ago
- for
- since X

d) He was in hospital ..... a week.

- ago
- for X
- since

e) We haven't met ..... Anna's wedding.

- ago
- for
- since X

5. Complete the sentences with an adverbial phrase from the box.

underage	**out of print**	**at once**
out of work	**at an advantage**	

a) He needs help. He has been ..... for over four months now. out of work

b) There are certain movies they can't see because they are ..... . underage

c) I love the book but I can't find a copy. Is it ..... ? out of print

d) You must tidy that up ..... . I need to lock the room. at once

e) Remember they are ..... They know the way. at an advantage

6. Complete the sentences with an adverbial phrase. There are two extra ones.

under stress	**under treatment**	**at present**	**at risk**
out of fashion	**out of date**	**out of control**	

a) You want to know what he is doing ..... . I have no idea. at present

b) The crowd was totally ..... . The police had to be called. out of control

c) Living so near the mine they are putting their lives ..... . at risk

d) Isn't that dress a bit .....? Where did you buy it? At a thrift shop? out of fashion

e) Some people produce more if they are ..... . I don't! under stress

7. Read the paragraph and choose the correct adverbial phrase.

I have known Jackie for a long time. When we were children we lived within walking distance / in walking distance and our parents let us play outside provided we stayed within limits / outside the limits. We played every day for the whole afternoon without a break / at a break. One day we were playing hopscotch when Jackie tripped, fell down, and scratched both her knees. Her mother heard her cry, came out quickly, and called my mother who showed up within a few seconds / with a few seconds. Jackie was in pain / in full pain and without delay / within the delay, she was taken indoors and given a pain killer. It helped ease the pain and Jackie [illegible] within short time. We have kept in touch / out of touch and live, not as close as we used to, but still within reach / in reach.

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Unit 6

1. Complete the paragraph about the prefix **self**. Use the words in the box.

self-medicate	**self-control**	**self-contained**
self-absorbed	**self-regard**	**self-importantly**

Self, as a prefix, is attached by a hyphen to other words in several parts of speech. The combination can be a noun self-control, an adjective self-absorbed, a verb self-medicate, or an adverb self-contained. It can also refer literally to a person self-importantly or can figuratively apply to an inanimate object self-regard.

NICHOL, Mark. *Treatment of Words That Include "Self"*. Available at: https://www.dailywritingtips.com/treatment-of-words-that-include-self/. Accessed on: April 20, 2020.

2. Complete the sentences with the words **sabotage**, **esteem** or **love**.

The increasing self-esteem and self-love also make you feel more deserving of good things in life and so you'll self-sabotage less and go after what you deep down want with more motivation and focus than ever before.

EDBERG, Henrik. 101 Inspiring Self-Esteem and Self-Love Quotes. *In*: *Positivity Blog*. Available at: https://www.positivityblog.com/self-esteem-quotes/. Accessed on: April 20, 2020.

3. Read the sentences and choose the correct alternative.

a) Being ..... means you are your own boss.
- self-confident
- self-employed X

b) She never showed ..... despite her long and painful disease.
- self-pity X
- self-abuse

c) The famous ..... was painted after he returned from hospital.
- self-portrait X
- self-image

d) Karate is often learned to be used as a ..... technique.
- self-taught
- self-defense X

e) The add is for a ..... apartment downtown.
- self-administered
- self-contained X

4. Complete the sentences with a verb from the box in the correct form.

feel	**believe**	**come**	**have**
value	**show**	**respect**	

a) If you believe ..... in yourself, you are self-confident.

b) He who shows ..... self-pity feels ..... sorry for himself.

c) If your own needs come ..... first, you are considered self-centered.

d) Self-esteem is high when the person ..... and ..... oneself. values/ respects

e) If she ..... good self-control, she can be a leader. has

Expand your knowledge

Units 1 and 2

Before reading

WALTER DHLADHLA/AFP

Nelson Mandela attending a rally in Zambia in 1990.

ALEXANDER JOE/AFP

Nelson Mandela in Cape Town, South Africa, 1994.

1. Look at the pictures and, with your classmates, answer the questions.

a) Who is this person? Nelson Mandela.

b) What do you know about him? Personal answer.

c) Is there racism in Brazil? Personal answer.

d What are the reasons? Personal answer.

e) Is there anyone you know or heard of, who fought for the same cause as Mandela? Personal answer.

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April 27, 2020

Nelson Mandela was already 43 years old when, on April 20, 1964, he gave the defining speech of the anti-apartheid movement, from the **dock** of a Pretoria **courtroom**.

Mandela had been in prison for two years already, for inciting workers to strike, when he was put on the stand again as part of the Rivonia Trials. Named for the Johannesburg suburb where South African police had arrested 19 ANC [African National Congress] leaders, the trials were meant to be a blow against the group. But Mandela, charged with three counts of sabotage, **seized the moment** to speak directly to South Africa and the world. [...] He was not freed until 1990, and in 1994 was elected president.

'I am the First Accused.

[...] I am a **convicted** prisoner **serving** five years for leaving the country without a permit and for inciting people to go on strike at the end of May 1961.

At the **outset**, I want to say that the suggestion made by the State in its opening that the struggle in South Africa is under the influence of foreigners or communists is wholly incorrect. I have done whatever I did, both as an individual and as a leader of my people, because of my experience in South Africa and my own proudly felt African background, and not because of what any outsider might have said.

[...]

During my lifetime I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have **cherished** the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to **achieve**. But if needs be, it is an ideal for which I am prepared to die.

FISHER, Max. Read the most important speech Nelson Mandela ever gave: *In*: *Washington Post*. December 5, 2013. Available at: www.washingtonpost.com/news/worldviews/wp/2013/12/05/read-the-most-important-speech-nelson-mandela-ever-gave/. Accessed on: April 20, 2020.

VOCAB

achieve: alcançar
cherished (to cherish): acalentado (acalentar)
convicted: sentenciado, condenado
courtroom: tribunal
dock: palanque, cadeira
outset: início
seized (to seize) the moment: aproveitou o momento (aproveitar)
serving (to serve): cumprindo (pena na prisão) (cumprir)

While reading

2. Skim the introduction to the speech and answer the questions.

a) When did Mandela make this speech? April 20, 1964.

b) Where was he? On the dock of a Pretoria courtroom.

c) How many years did he serve? Total: 28 years.

d) What happened after he left prison? He was elected president of South Africa.

3. Read the speech and choose the correct alternative.

a) He was convicted because he...

- incited people to go on strike. X
- for going on strike.

b) He did not agree with the accusation that...

- Africa was under the influence of communists. X
- there was a struggle in South Africa.

c) He took responsibility for his actions and gave...
- 2 reasons for that.
- 3 reasons for that. X

d) During his life he fought against...
- white and black domination. X
- white domination.

e) He wanted people to...
- live together in harmony like a piano keyboard.
- live in harmony with the same opportunities. X

4. Below you have some sentences that are part of Mandela's speech. Put them together.

a) Africans want to perform work which they are capable of doing, ...

b) Africans want to be allowed to live where they obtain work, ...

c) Africans want to be part of the general population, ...

d) Above all, we want equal political rights, ...

e) It is a struggle of the African people, ...
- because without them our disabilities will be permanent. d
- and not work which the government declares them to be capable of. a
- inspired by their own suffering and their own experience. e
- and not be endorsed out of an area because they were not born there. b
- and not confined to living in their own ghettoes. c

Post-reading

Personal answers.

5. Reflect on [illegible] and discuss Mandela's op[illegible]:
- Would this speech make sense today?
- If not, what would you change/adapt?
- What has changed in the world since the speech was made?
- How would the speech apply to Brazil?

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6. If you were to make a speech contrasting ideas like the ones in exercise 4, what would you say? Write down a couple of sentences and share with your classmates and teacher. Personal answer.

Units 3 and 4

Pre-reading

1. Look at the piano keyboard. Reflect and share ideas with your classmates. Personal answers.
- Do you know the song "Ebony and Ivory"?
- What is the problem it poses / addresses?
- How do you feel about this problem?
- How do Brazilians deal with it?

SunnyGraph/Shutterstock.com

Piano keyboard.

2. What should people know in order to avoid misunderstanding due to cultural differences?

Personal answers.

Did you know that...?

Tipping: In Japan and South Korea tipping is seen as an insult. Workers feel they are paid to do their job and take pride in doing it well.

Thumbs up: In The Middle East, Western Africa, Russia, and Greece, thumbs-up has the same meaning as the middle finger up for Brazilians.

Laughing: In Japan, laughing with your mouth open, showing your teeth, is considered impolite.

Punctuality: Being late is unacceptable in many countries (e.g. Germany). If you make people wait, it passes on the idea that your time is more important than theirs. However, in other countries (e.g. Argentina) you are not expected to arrive on time for a dinner party. Canadians are clock-watchers. Following local costumes **enhances** relationships.

Hands: Having a hand in your pocket is considered arrogant in Turkey as well as some Asian countries. At a business meeting in an Arab country accept the card with your right hand; in Japan use both hands.

Presents: In China and India, opening a present as soon as you get it and in front of the person who gave it to you, is a sign of **greed**. Some cultures expect you to decline a present before accepting it (e.g. Japan and China). Also, In China, you are expected to give presents.

Eating: Asking people to help themselves to food is uncommon in Asian countries. In Lebanon rejecting food that is offered is considered rude. Eating all the food on your plate may mean that you are still hungry (e.g. Philipines, Thailand). **Whereas** in the US means you enjoyed the food.

Blowing your nose: To **blow your nose** in public may be considered repulsive (e.g. Saudi Arabia).

Touching: Respect and accept that personal space varies from country to country. Hugging and touching can be offensive in some cultures.

Drinking: In China, many business dinners include lots of **toast**. So, careful with drinking not to lose face or business opportunities.

Clothes: Some cultures have **strict** dress codes for business, so observe what others to wear for business. In Japan, dark conservative colors are essential to make a good impression.

VOCAB

blow your nose: assoar o nariz
enhances (to enhance): melhora, realça (melhorar, realçar)
greed: avareza
strict: severos
tipping (to tip): dar gorjeta
toast: brinde (drinque)
whereas: enquanto

While reading

3. Read the hints and answer the questions.

a) Where do people feel insulted if tipped?
Japan and Southe Korea.

b) Where does eating up (eating everything on your plate) mean you are still hungry?
Philippines and Thailand.

c) What are you expected to do when you are given a present in Japan? Refuse before accepting it.

d) Which hand(s) do you use to accept a card?
Your right hand in Arab countries and both hands in Japan.

e) Where aren't you expected to arrive on time for a dinner party? Argentina.

Cartoon Resource/Shutterstock.com

"I should have gone to my chiropractor before this meeting."

Post-reading

4. Consider your body language. Reflect and discuss it with your classmates. Personal answers.

a) What would you have to avoid doing?

b) What would cause trouble if you were a tourist in some of the countries mentioned?

c) How do you greet your friends when you arrive at school? And when you leave?

d) How does Brazilian body language compare to the ones related to the other countries?

e) How would you explain Brazilian "closeness"? (hugging, kissing, etc.)

Units 5 and 6

Pre-reading

1. Look at the picture and discuss with your classmates.
Personal answers.

VTT Studio/Shutterstock.com

Modern robot.

a) Will robots replace people? Why? Why not?

b) Which jobs can they do?

c) Are you afraid of being replaced by a robot? Why? Why not?

d) What can you do to prevent that from happening?

2. Skim the text and say which topics are dealt with.
2. Potential to transform human life; effects on workforce; education and training.

Shaping Robotics Policy for the 21st Century

The field of robotics has the potential to transform human life in the 21st century

[...]

As mechanical engineering, material science, electronic engineering, bioengineering, information technologies, artificial intelligence, and other contributing fields continue to advance, robotic technologies could become increasingly common in workplaces, homes, and public spaces. The resulting societal changes could be as dramatic as those seen in the 20th century. [...]

Determining Effects on the Workforce

Robots could have a dramatic impact on labor markets. **To date**, the effects of robots have been most visible in manufacturing, but robots eventually could do many jobs currently being done by people in other sectors of the economy, including health care and service sectors. Technological advances in the field of robotics and the subsequent adoption of robotic technologies in the private sector will change the nature, numbers, and structure of jobs throughout the economy, though exactly how negative and positive effects will be distributed

remains highly uncertain. Robots will expand many job categories and create entirely new kinds of jobs; by increasing productivity, they could allow industries to expand and compete globally. They also could reduce demand for some categories of jobs, along with the jobs of **ancillary** workers who today support those economic sectors.

The effects of automation will vary greatly by sector, by region, and by country. Robots could be competitive with low-skilled, repetitive jobs overseas. On the other hand, countries with less experience with robotics could leapfrog more advanced countries, especially if their educational systems build expertise, a skill base, and enthusiasm for robotics. A major question is whether robotics will increase or decrease **inequities** among groups of people or nations. For example, the returns on investments in robotics could flow to a relatively narrow portion of the population. Greater use of robots could even alter social structures, such as gender roles, as they change what people do in workplaces and at home.[...]

Supporting Education and Training

The age of robotics will accelerate and intensify many of the trends in education and training initiated by the information age. In the future, the majority of jobs could involve some aspects of engineering and computer science, and education will need to move in that direction. As the economy changes, people will need scientific and technical skills to fill many jobs, but they also will need what has been called soft skills, such as the ability to learn quickly, to communicate effectively, and to work in teams. With robotics, for instance, engineering tightly coupling with the arts and social sciences could lead to designs for service robots that **address** not just physical needs but emotional needs, resulting in robots with which people feel more comfortable and receptive. [...]

Robotics is a contentious topic, but the areas of controversy do not necessarily focus on the most important issues.

Robots are not inherently good or bad. However, they can have effects that are positive or negative for particular people and groups of people.

POLICY for the 21st Century. Available at: https://halcyonhouse.org/sites/default/files/2016-2017%20Halcyon%20Dialogue%20Series%20Report.pdf. Accessed on: May 7, 2020.

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VOCAB

address: abordar
ancillary: auxiliar
inequities: injustiças
to date: até o momento

While reading

3. Scan the text and answer the questions.

a) What's the reference made to the 20th century? Dramatic societal changes.

b) How negative/positive will be the effects in the job market? Not known, uncertain.

c) Which jobs might be more affected by automation? Low-skilled, repetitive jobs.

d) What sort of skills will people need? Scientific and technical skills as well as soft skills.

e) Are robots good or bad? Both.

4. Read the sentences and choose the best meaning of the underlined words according to the text. If necessary, go back to it.

a) ... and other contributing <u>fields</u> continue to advance ...

- subjects
- areas X

b) The age of robotics will accelerate and intensify many of the <u>trends</u> in education and training initiated by the information age.

- tendencies X
- directions

c) ... and social sciences could <u>lead</u> to designs for service robots that address ...

- precede
- guide X

d) Robotics is a <u>contentious</u> topic, but the areas of controversy ...

- controversial X
- equivocal

Post-reading

5. Reflect on the topic of the text and answer the questions. Personal answers.

a) What will schools look like in the future?

b) Will there be smaller or even bigger schools?

c) What is it like to study at home (virtual classes)?

d) What do you prefer: presential classes or online?

e) How does your school approach learners' needs for the future?

f) Which soft skills are contemplated at your school?

Final activities

Unit 1

1. (Enem PPL 2019) Classifying [D]

A alternativa [D] está correta, pois o poema intitulado "Classificando" enfatiza as características únicas de vários seres humanos. Exemplo: "Jenny is curly and blonde and short / whilst Sally is curly but dark" (Jenny possui cabelo encaracolado loiro e curto / ao passo que o de Sally também é encaracolado, mas escuro).

Philip and Annie wear glasses
and so do Jim and Sue,
but Jim and Sue have freckles,
and Tracey and Sammy too.
Philip and Jim are in boy's group
but Philip is tall like Sam
whilst Jim is small like Tracey and Sue
and Clare and Bill and Fran.
Sue is in Guides and football
whilst Helen fits in most things –
except she's a girl and quite tall.
Jenny is curly and blonde and short
whilst Sally is curly but dark;
Jenny likes netball, writing and maths
but Sally likes no kind of work.
Philip and Sam are both jolly,
Fran's best for a quiet chat:
now I
have freckles, like joking, am tall, curly, dark, in Guides, football
and play penny whistles and the piano...
how do I fit into all that?

NICHOLS, J. *In*: COLLIE, J.; LADOUSSE, G. *Paths into Poetry*. England: Oxford University Press, 1993.

No poema Classifying, a escritora inglesa Judith Nichols compara várias pessoas com o objetivo de

a) enumerar a diversidade de características físicas.
b) classificar as preferências de diferentes pessoas.
c) ilustrar a relação entre tipo físico e estilo de vida.
d) destacar as singularidades de cada ser humano.
e) denunciar a intolerância às diferenças físicas.

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2. (G1 – Col. Naval naval 2017) Complete the dialogue using the right form of the adjectives. [B]

A: Would you like to go the beach on Friday?
B: Actually, I think Saturday is ⋯⋯ for me. Friday is my ⋯⋯ day.

Choose the item that respectively completes the gaps.

a) the best / busier
b) better / busiest
c) good / the most busiest
d) best / the busiest
e) good / the busier

A alternativa [B] está correta, pois apresenta respectivamente as formas corretas do comparativo de *good* (*better*) e do superlativo de *busy* (*busiest*).

Tradução do trecho:

A: Você gostaria de ir à praia na sexta-feira?

B: Na verdade, eu acho que sábado é melhor para mim. Sexta-feira é o dia em que estou mais ocupado.

3. Answer the questions based on the text below. [D]

The Brazilian government has ratified its participation in the Paris agreement on climate change, a significant step by Latin America's largest emitter of greenhouse gases that could spur other countries to follow suit.

With a landmass larger than the continental US, Brazil emits about 2,5% of the world's carbon dioxide and other polluting gases, according to United Nations data.

"Our government is concerned about the future," said President Michel Temer during a signing ceremony in Brasilia. "Everything we do today is not aimed at tomorrow, but rather at a future that preserves the living conditions of Brazilians."

Temer said Brazil's ratification would be presented formally to the UN later this month.

The Paris agreement will enter into force once 55 countries representing at least 55% of global emissions have formally joined it. Climate experts say that could happen later this year.

Countries set their own targets for reducing emissions. The targets are not legally binding, but nations must update them every five years. Using 2005 levels as the baseline, Brazil committed to cutting emissions 37% by 2025 and an "intended reduction" of 43% by 2030.

In the last decade, Brazil has achieved significant emissions cuts thanks to efforts to reduce deforestation in the Amazon and increase in the use of energy from hydropower and other renewable sources including wind, solar and biomass.

The Paris accord got a boost earlier this month when the US president, Barack Obama, and China's President, Xi Jinping, sealed their nations' participation.

"Brazil is now the next major country to move forward. It will add even greater momentum," said David Waskow, director of the International Climate Initiative at the Washington, DC-based think tank the World Resources Institute.

Source: https://www.theguardian.com/environment/2016/sep/13/brazil-ratifies-paris-agreement-with-pledge-to-sharply-reduce-emissions.

A alternativa [D] está correta, pois *legally* é um advérbio de modo.

(Acafe 2017) From the words in bold below, which is not an adjective in the text:

a) **Renewable** sources (7th paragraph)
b) **Polluting** gases (2nd paragraph)
c) **Significant** emissions (7th paragraph)
d) **Legally** binding (6th paragraph)

4. (Unicamp 2014) South America's Earliest Empire [B]

Images of winged, supernatural beings adorn a pair of heavy gold-and-silver ear ornaments that a high-ranking Wari woman wore to her grave in the newly discovered mausoleum at El Castillo de Huarmey in Peru.

UNICAMP 2014

The Wari forged South America's earliest empire between 700 and 1000 A.D., and their Andean capital boasted a population greater than that of Paris at the time. Today, Peru's Minister of Culture will officially announce the discovery of the first unlooted Wari imperial tomb by a team of Polish and Peruvian researchers. In all, the archaeological team has found the remains of 63 individuals, including three Wari queens.

Disponível em https://www.nationalgeographic.com/news/2013/6/130627-peru-archaeology-wari-south-america-human-sacrifice-royal-ancient-world-photos/. Acessado em 27/08/2013.

a) Que tipo de ornamento pessoal foi encontrado em um sítio arqueológico no Peru, do que ele é feito e a quem ele pertencia?

b) Explicite duas informações sobre o povo Wari presentes no texto.

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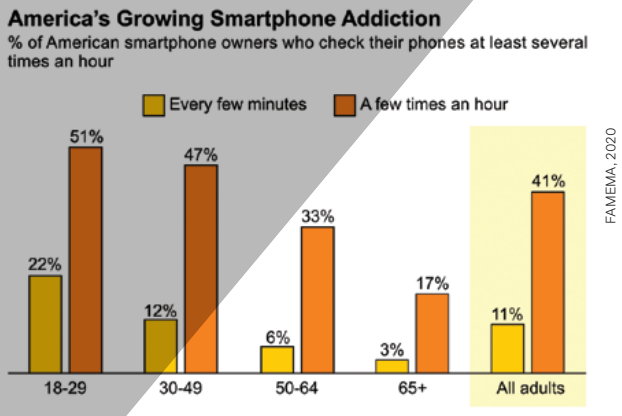
Unit 2

1. (Famema 2020)



FAMEMA, 2020

According to the chart,

a) phone checking becomes more frequent as the population ages.

b) twenty two per cent of younger adults check their phone every few minutes.

c) fifty one per cent of all adults check their phone a few times an hour.

d) one-third of the people aged between 50 and 64 don't own smartphones.

e) people over 65 years old are more likely to become phone addicted.

2. (Famema 2019) Leia o texto para responder à questão a seguir. [E]

Fake news can distort people's beliefs even after being debunked. A study recently published in the journal *Intelligence* suggests that some people may have an especially difficult time rejecting misinformation. Asked to rate a fictitious person on a range of character traits, people who scored low on a test of cognitive ability continued to be influenced by damaging information about the person even after they were explicitly told the information was false. The study is significant because it identifies what may be a major risk factor for vulnerability to fake news.

One possible explanation for this finding is based on the theory that a person's cognitive ability reflects how well they can regulate the contents of working memory – their "mental workspace" for processing information. First proposed by the cognitive psychologists Lynn Hasher and Rose Zacks, this theory holds that some people are more prone to "mental clutter" than other people. In other words, some people are less able to discard (or "inhibit") information from their working memory that is no longer relevant to the task at hand, or information that has been discredited. Research on cognitive aging indicates that, in adulthood, this ability declines considerably with advancing age, suggesting that older adults may also be especially vulnerable to fake news. Another reason why cognitive ability may predict vulnerability to fake news is that it correlates highly with education. Through education, people may develop meta-cognitive skills – strategies for monitoring and regulating one's own thinking – that can be used to combat the effects of misinformation.

(www.scientificamerican.com, 06.02.2018. Adaptado.)

Considere o trecho do segundo parágrafo "Research on cognitive aging indicates that, in adulthood, this ability declines considerably". O termo sublinhado é empregado com o mesmo sentido em:

4. a) O ornamento encontrado foi um par de brincos, adornados por seres sobrenaturais dotados de asas, feitos de ouro e prata maciços. Pertenciam a uma mulher de alta posição do povo Wari. b) O povo Wari criou o primeiro império sulamericano. entre os anos 700 e 1000 d.C. Além disso, tinha uma população maior do que a de Paris na época.

1. A alternativa [B] está correta, pois afirma corretamente que 22% dos adultos olhem os seus telefones celulares em intervalos de poucos minutos. O gráfico mostra tal porcentagem nas barras referentes à população entre 18 e 29 anos.

A alternativa [E] está correta, pois a preposição *on* é usada com o mesmo sentido do trecho em destaque (sobre, acerca de).

a) The program will be broadcast <u>on</u> BBC TV.

b) Looking around the room I notice a diary <u>on</u> her bedside table.

c) The glass of wine was <u>on</u> the kitchen counter.

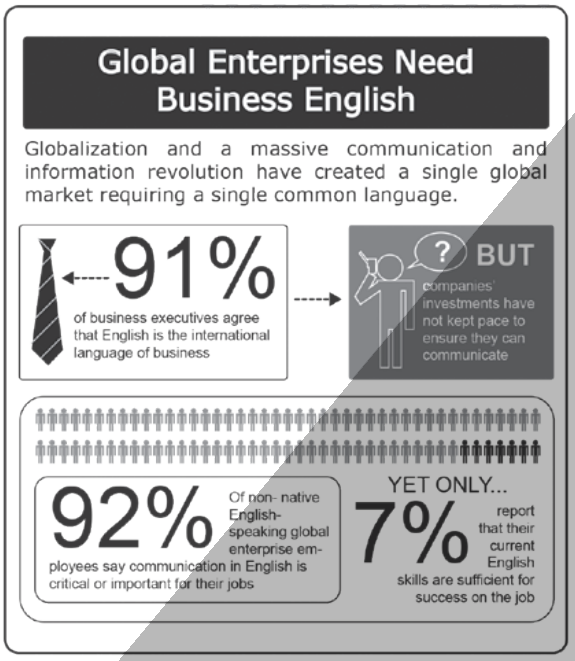
d) There was a sign <u>on</u> the entrance door.

e) Yesterday I watched a documentary <u>on</u> forensic science.

Unit 3

1. (Enem PPL 2019)

A alternativa [E] está correta, pois as conjunções *but* (mas) e *yet* (entretanto) transmitem a noção de contraste. No caso, elas estabelecem uma relação adversativa entre a importância atribuída à língua inglesa e a real capacidade que as pessoas têm de usá-la.



ENEM PPL, 2019

O infográfico aborda a importância do inglês para os negócios, destacando as expressões *but* e *yet only*, a fim de

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a) um impedimento às transações comerciais em contexto internacional.

b) o desinteresse dos funcionários nos cursos oferecidos pelas empresas.

c) uma comparação entre as visões dos executivos sobre o aprendizado do inglês.

d) a necessidade de inserção de funcionários nativos no mercado de trabalho globalizado.

e) um contraste entre o ideal e o real sobre a comunicação em inglês no mundo empresarial.

2. (Eear 2019) In the famous words by John Lennon: "You **may** say I'm a dreamer but I'm not the only one. I hope someday you'll join us and the world will be as one", the modal verb in bold indicates that: [B]

A alternativa [B] está correta, pois o modal *may* indica a ideia de possibilidade. Tradução: "Ele entendeu que poderia ser visto como um sonhador".

a) He knew that he could dream about peace and try to help everybody.

b) He understood that he could be seen as a dreamer.

c) He was not able to dream about peace and love.

d) He considered himself the only dreamer.

3. (G1 – Col. Naval 2017) Complete the sentences with the correct use of the Simple Past and the Past Continuous. [D]

– I was waiting for the bus when I ..... (see) her.
– The children ..... (argue) when the teacher arrived.
– Everyone ..... (listen) to music when the lights ..... (go) out.

To fill in the gaps respectively, mark the right option.

a) saw / was arguing / were listening / went

b was seeing / was arguing / listened / were

c) were weeing / argued / listenned / were

d) saw / were arguing / was listening / went

e) was seing / argued / listened / were going

4. (Eear 2019) Read the cartoon and answer the question. [A]

Eear, 2019

The word "bored", used twice in the cartoon, is **NOT** closest in meaning to .....

a) refreshed

b) impatient

c) sleepy

d) tired

A alternativa [A] deve ser escolhida, pois a palavra *bored* (entediado) não é sinônima de *refreshed* (refrescado, revigorado).

5. Leia o texto a seguir e responda à questão. [B]

Learn to code, it's more important than English as a second language

Apple CEO Tim Cook <u>says</u> coding is the best foreign language that a student in any country can learn. The tech executive <u>made</u> the remarks to French outlet Konbini while in the country for a meeting with French President Emmanuel Macron. The tech leader gave some brief thoughts on education:

"If I were a French student and I were 10 years old, I <u>think</u> it would be more important for me to learn coding than English. I'm not telling people not to learn English in some form – but I think you understand what I am saying is that this is a language that you can use to express yourself to 7 billion people in the world. I think that coding should be required in every public school in the world."

3. A alternativa [D] está correta, pois completa corretamente as lacunas com o simple past ou past continuous. Tradução das frases: Eu estava esperando o ônibus quando eu a vi. As crianças estavam discutindo quando o professor chegou. Todo mundo estava ouvindo música quando as luzes se apagaram.

Of course, it's in Cook's best interest to have the world learning how to code. He runs a tech company that depends on access to a constantly growing pipeline of talent. But it could be in your interest too: studying coding could increase your chances of pulling in a big salary. A computer-science education, at least in countries like the US, is one of the most viable and lucrative career paths open to young people today.

But, Cook says, the benefits go beyond that. "It's the language that everyone needs, and not just for the computer scientists. It's for all of us". He added that programming encourages students of all disciplines to be inventive and experimental: "Creativity is the goal. Coding is just to allow that. Creativity is in the front seat; technology is in the backseat. With the combination of both of these you can do such powerful things now."

Adapted from https://www.cnbc.com/2017/10/12/apple-ceo-tim-cook-learning-to-code-is-so-important.html.

(Espcex (Aman) 2019) Which one from the underlined verbs in the text conveys a verb tense that is different from the others?

a) says (paragraph 1)
b) made (paragraph 1)
c) think (paragraph 2)
d) runs (paragraph 3)
e) needs (paragraph 4)

A alternativa [B] deve ser escolhida, pois é a única que está no simple past (*made*).

Unit 4

1. (Enem 2016) Italian university switches to English. [D]

By Sean Coughlan, BBC News education correspondent

16 May 2012 [illegible]

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Milan is crowded with Italian icons, which makes it even more of a cultural earthquake that one of Italy's leading universities — the Politecnico di Milano — is going to switch to the English language. The university has announced that from 2014 most of its degree courses — including all its graduate courses — will be taught and assessed entirely in English rather than Italian.

The waters of globalisation are rising around higher education — and the university believes that if it remains Italian-speaking it risks isolation and will be unable to compete as an international institution. "We strongly believe our classes should be international classes — and the only way to have international classes is to use the English language", says the university's rector, Giovanni Azzone.

COUGHLAN, S. Disponível em: www.bbc.co.uk. Acesso em: 31 jul. 2012.

As línguas têm um papel importante na comunicação entre pessoas de diferentes culturas. Diante do movimento de internacionalização no ensino superior, a universidade Politecnico di Milano decidiu

a) elaborar exames em língua inglesa para o ingresso na universidade.
b) ampliar a oferta de vagas na graduação para alunos estrangeiros.
c) investir na divulgação da universidade no mercado internacional.
d) substituir a língua nacional para se inserir no contexto da globalização.
e) estabelecer metas para melhorar a qualidade do ensino de italiano.

1. A alternativa correta é a [D], pois, de acordo com o texto, "a universidade anunciou que a partir de 2014 a maior parte de seus cursos de formação – incluindo todos seus cursos de graduação – serão ensinados e avaliados inteiramente em inglês no lugar de italiano. Além disso, afirma-se que "[...] a universidade acredita que, se ela continuar falante de italiano, há o risco de isolar-se e tornar-se incapaz de competir como uma instituição internacional".

2. (Enem 2018) [D]

Os seguintes versos demonstram que a autora tem consciência de sua identidade linguística (meio inglesa, meio indiana): "All mine, mine alone, it is half English, half/ Indian, funny perhaps, but it is honest".

Don't write in English, they said,
English is not your mother tongue...
... The language I speak
Becomes mine, its distortions, its queerness
All mine, mine alone, it is half English, half
Indian, funny perhaps, but it is honest,
It is as human as I am human...
... It voices my joys, my longings my
Hopes...

(Kamala Das, 1965:10)

GARGESH. R. South Asian Englishes. *In*: KACHRU. B. B.; KACHRU. Y.; NELSON, C. L. (Eds). *The Handbook of World Englishes*. Singapore: Blackwell. 2006.

A poetisa Kamala Das, como muitos escritores indianos, escreve suas obras em inglês, apesar de essa não ser sua primeira língua. Nesses versos, ela

a) usa a língua inglesa com efeito humorístico.
b) recorre a vozes de vários escritores ingleses.
c) adverte sobre o uso distorcido da língua inglesa.
d) demonstra consciência de sua identidade linguística.
e) reconhece a incompreensão na sua maneira de falar inglês.

3. (Uerj 2016) [B]

Maya Angelou: the ache for home lives in all of us

Maya Angelou, whose [1]passing at age 86 leaves us a bit orphans, said often that although she gave birth to one son, she had thousands of daughters. "I have daughters who are black and white, Asian and Spanish-speaking and native American. I have

daughters who are fat and thin, pretty and plain", she said. "I have all sorts of daughters who I just claim. And they claim me."

I wonder if Angelou ever knew really how many girls were told about her, named after her or like me, growing up in a suburban corner of England, clinging fiercely to her books and even when not reading them, inhaling the [2]spirit of her struggle from the titles alone: *A song flung up to 3heaven, I know why the caged bird sings and Gather together in my name.*

[4]I loved and admired Angelou, but it was the content of her writing that had most power over me, her novels and poems all languishing playfully somewhere on her rich [5]spectrum between poetry and prose.

Here was a woman who had been raised in the America of racial segregation. As the structural injustice of race had become more subtle and sophisticated during her [6]lifetime, she called it [7]by its right name. Therefore, her comment on 9/11: "Living in a state of terror was new to many white people in America, but black people have been living in a state of terror in this country for more than 400 years."

Here was a woman who was not a historical [8]relic, but a living, breathing one-woman phenomenon. She gave me a language of identity that radiated as much from her very [9]existence as it did from her work. The book that had the most impact on my life was *All God's children need travelling shoes* – the fifth instalment in her series of autobiographies – about the time she spent in Africa during the civil rights movement.

Here [illegible] ice to the struggle of [illegible] she was part of a community of African Americans, but her travels stand out as an act of defiance against the view perpetrated by many then that Africans and people of African descent in countries like the US have nothing in common. She didn't just live it, she wrote about it, warts and all. "If the heart of Africa remained elusive, my search for it had brought me closer to understanding myself and other human beings", she wrote. "The ache for home lives in all of us, the safe place where we can go as we are and not be questioned."

With her [10]departure, America has not just lost a talented woman and gifted raconteur. It has lost a connection to its recent past which helped it make sense of its present.

Afva Hirsch. theguardian.com.

I loved and admired Angelou, (ref. 4)

This fragment hints at the purpose of the text, which is an exemplar of genre known as eulogy. The purpose of this genre can be described as:

a) exalting a deed
b praising a person
c) describing a woman
d) appreciating an action

Eulogia é um gênero literário voltado ao enaltecimento de alguém recentemente falecido. Por causa disso, a alternativa [B] é a correta (elogiar um pessoa).

4. (Eear 2016) Choose the alternative that fills in the blank in the sentence below. [D]

Scientists say that when a person stops ..... very soon, the chances of getting cancer and other diseases reduce.

a) smoke
b) smokes
c) smoked
d) smoking

A alternativa [D] está correta, pois o verbo *to smoke* deve ser seguido pelo gerúndio *smoking* quando transmite a ideia de "parar de fazer algo". Tradução do trecho: "Os cientistas dizem que quando uma pessoa para de fumar em pouco tempo, as chances de desenvolver câncer e outras doenças se reduzem".

Unit 5

1. (Enem PPL 2019) [A]

NYPD 911 OPERATORS

Opportunities as a Police Communications Technician

Police Communications Technicians (911 Operators/ Radio Dispatchers)

Starting Salary: $33,162 and can increase to $44,899

Requirements:

1. Four year high school diploma.
2. New York City residency is required within 90 days of appointment.
3. Must be able to understand and be understood in English.
4. Must pass a drug screening.

APPLICATION FEE: $47.00 – Payable on the day of the test.

Disponível em: www.nypdcivilianjobs.com. Acesso em: 17 out. 2013. http://download.inep.gov.br/educacao_basica/enem/ppl/2019/provas/BAIXA_PPL_1_DIA_CADERNO_2_AMARELO.pdf

A alternativa [A] está correta, pois, segundo o texto: "...must be able to understand and be understood in English" (...deve ser capaz de compreender e de se fazer compreendido em inglês).

Neste anúncio de emprego no Departamento de Polícia da cidade de Nova Iorque, um dos requisitos para se preencher a vaga é

a) ser capaz de se comunicar em inglês.
b) pagar a taxa de inscrição antecipadamente.
c) morar em Nova Iorque por 90 dias após o teste.
d) ser experiente na área de combate às drogas.
e) ter diploma de ensino médio há quatro anos.

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A alternativa [D] está correta, pois nela se afirma que "Garfield na verdade quer passar seu tempo não fazendo nada, exceto planejar". O motivo para tal decisão é enunciado por ele no terceiro quadrinho: "Se você passar tempo suficiente planejando, você na verdade nunca tem que fazer nada". Em outras palavras, Garfield é um procrastinador nato.

2. (Eear 2016) Read the cartoon below and answer the question. [D]

Eear, 2016

According to the cartoon, Garfield

a) wants to build his career.

b) intends to work hard.

c) has something in his mind as a plan to complete his studies.

d) actually wants to spend his time doing nothing but planning.

3. (Esc. Naval 2016) Choose the correct option to complete this novel excerpt. [E]

"Where is Louisia?", shouted Paul.

"Paul", said Mrs. Schobert softly [...] "Louisia has not ..... nor ..... . She has not ..... home – yet. I am sorry. I don't know what to think."

HOOD, P. F. F.; HOOD, C. L. *Tommorrow, soldier. Part Three:* Himmler's Gas Station. An autobiographical novel in four parts. Milton Keynes: UK. Author House, 2007, p. 40.

a) called – wrote – come

b) called – wrote – came

c) call – wrote – came

d) call – written – came

e) called – written – come

A alternativa [E] está correta, pois as lacunas devem ser completadas com a forma correta do particípio passado dos verbos. O tempo verbal que deve ser utilizado é o present perfect simple, em razão do uso do auxiliar *has* e do advérbio *yet* (ainda).

Unit 6

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1. Examine a tira a seguir. [E]

UNESP, 2018

(Unesp 2018) Assinale a alternativa que completa a lacuna da tira.

a) must

b) am going to

c) can

d) have been

e) would

A alternativa [E] está correta, pois a frase do primeiro quadrinho é um exemplo de second conditional, isto é, a oração subordinada se encontra no simple past e a oração principal, no conditional future (*would*). Tradução: "Se eu não fosse seu amigo, eu acharia suas palavras muito ofensivas!".

2. Read the text below and answer question(s) according to it.

Most Common Prejudices

What are some of the most common ways people discriminate against each other? Some of the areas where people show their intolerance are well-known, such as race. But [1]others are less [2]**acknowledged**, even if more common:

Age: [3]Ageism is more common than you think. Older people are thought to be inflexible and [4]**stuck** in the past, while younger people are seen as inexperienced and naive. [5]One-fifth of working adults say they experience ageism in the [6]workplace.

Class: Classism usually takes the form of discrimination by wealthier people against those who are less well off. However, classism goes both ways – people of lower economic status can see the wealthy as elite snobs who, while monetarily secure, are morally [7]**bankrupt**.

Color: Different from racism, colorism is discrimination based only on the color of a person's skin; how relatively dark or light they are. Colorism takes place within and between races. It is common in multi-ethnic and non-white societies and societies with historical racial prejudice.

Ability: [8]Usually called ableism, a less well-known form of prejudice is discrimination against people with visible disabilities such as [9]those in wheelchairs or with a learning disability. The disabled face discrimination not only from their [10]**peers**, but from institutions, schools, employers, and [11]**landowners** who are hesitant to accommodate the disabled.

Sex/Gender: Possibly the most universal and long running prejudice is that based on a person's gender or sex. Historically, sexism has placed men in a more advantageous position than women.

Weight/Size: In short, sizeism is discrimination based on [12]a person's body size or weight. Sizeism works with social standards of beauty and usually takes the form of discrimination against the overweight – anti-fat prejudice.

Religion: Religious discrimination and [13]persecution has been common throughout history. But [14]prejudice based on religious affiliation doesn't end with organized religion; [15]atheists are [16]**prone** to discrimination and being discriminated against.

Sexual Orientation: Most commonly, prejudice based on sexual orientation includes discrimination against those of a non-heterosexual orientation. Discrimination against the non-heterosexual takes many forms depending on the society. In some societies prejudice is open and tolerated, but in most Western societies, [17]**bias** against the non-heterosexual is more discreet.

Country of Origin: Nativism is a common form of discrimination against immigrants to a country. Unlike many other forms of discrimination, nativism is many times encouraged and enforced by some public entities.

[18]Which prejudice do you have? Which prejudice have you experienced?

Adapted from https://aloftyexistence.wordpress.com

VOCAB

acknowledged: reconhecidos(as)
bankrupt: falidos(as)
bias: julgamento ou opinião parcial
landowners: proprietários(as)
peers: pares; colegas
prone: propensos(as)
stuck: presos(as)

G1 – EPCAr (Cpcar) 2017) The word "workplace" (reference 6) means [B]

a) an institution that provides professional care.

b) a place where people work.

c) home for old people.

d) a school where people live.

A alternativa [B] está correta, pois *workplace* é, de fato, "o local onde as pessoas trabalham".

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3. (Unicamp 2020) A Associação Canadense de Saúde Mental é uma organização sem fins lucrativos que combate o estigma sobre a saúde mental, promovendo ações em favor de pessoas que sofrem com doenças dessa natureza. O cartaz a seguir, direcionado à população em geral, foi publicado no *site* dessa associação.

UNICAMP 2020

O cartaz apresentado tem o intuito de [C]

a) motivar a população a parar de reconhecer os estereótipos negativos associados à saúde mental.

b) encorajar empresários a oferecer melhores condições de emprego a pessoas com doenças mentais.

c) estimular o combate aos estereótipos que atingem pessoas com doenças mentais.

d) incentivar um tratamento diferenciado a pessoas com doenças mentais.

A alternativa [C] está correta, pois o texto se lê: "A atitude ou ação cria estereótipos de pessoas com doenças mentais crônicas?".

Glossary

Unit 1

absolutely: com toda a certeza
achieve: alcançar
age: (verbo) envelhecer
along with: junto com
among: entre (vários)
appointment: hora marcada
asylees: asilados
available: disponível
ban: proibir, banir
belief: crença
belonging: pertencimento
bill: projeto de lei
birth: parto (nascimento de uma criança)
birth rate: taxa de natalidade
bleed resources: sangrar recursos
board: conselho (de diretores)
border: fronteira
boundaries: limites, fronteiras
break: férias
browned: dourado
burly: forte, corpulento
buzz: zumbir
catchy: cativante, chamativo
chopsticks: *hashi* (para comer *sushi*)
commitment: comprometimento
compelling: convincente, atraente
considerable: considerável
consumption: consumo
core: centro, âmago
crispy: crocante
crowd aboard: amontoar-se
currently: atualmente
dawn: início, despontar
declined: diminuído
device: dispositivo, aparelho
disability: deficiência
disadvantaged: desfavorecido
disclose: revelar, divulgar
donors: doadores
drop: queda
drug dealer: traficante
due to: devido a
eateries: restaurantes, lanchonetes
effort: esforço
emerge: emergir, acontecer
empathize: mostrar empatia
employability: empregabilidade
employment: emprego, trabalho
entice: seduzir
equally: igualmente
ethnicity: etnia
exceed: ir além de, ultrapassar
faith: fé
feature: apresentar
figure: número, quantidade
filthy: imundo
follows that: acontece que
footage: filmagem, imagem
forefront: vanguarda
foreign: estrangeiro
forest ranger: guarda-florestal
foster: promover
fundraiser: angariar fundos
further: adiante, mais longe
gadgets: aparelhos, dispositivos eletrônicos portáteis
give your hands and your heart: dar-se de corpo e alma
glimpse: olhar de relance, rápido
goal: objetivo
greatly: muito
handcraft: artesanato
handful: um punhado, grupo
hate: ódio
headquarters: sede
healing: cura
heavily wooded: denso, cheio de árvores
hover over: sobrevoar
hunter-gatherers: caçadores
hurt: magoar, machucar
improve: melhorar
in a nutshell: em resumo
in the long run: no longo prazo
in the mood for (be): estar a fim de
increasingly: cada vez mais
inequality: desigualdade
invaluable: inestimável
issue: problema, questão
jeer: zombar, caçoar
knowledge: conhecimento
lack: falta (de)
landscape: paisagem
launch: lançamento
law: lei
leadership: liderança
length: tamanho, comprimento
lid: tampa
likely: provável
limbs: membros (partes do corpo: pernas ou braços)
livelihood: subsistência
locker: armário
logger: madeireiro
look like: parecer (ter aparência de)
loss: perda
lumpy: cheia de ondulações
make: ganhar (salário)
makeup: formar; composição
malnourished: desnutrido
maternity leave: licença-maternidade
minors: menores de idade
murders: assassinatos
neighborhood: vizinhança
noodles: macarrão
nurturing: acolhedor
overcome: superar
parties: grupos
partnership: sociedade
pass: aprovar
perpetrators: autores
plains: planícies
policies: políticas
pond: pequeno lago
poverty: pobreza
prejudice: preconceito
prevent: evitar
promote: fomentar, promover
pull factors: fatores que atraem as pessoas a mudar para certo local
push factors: fatores que forçam as pessoas a deixar seus lares
quota: cota
range: variedade

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rate: taxa
refugees: refugiados
regardless: independentemente
renovated: restaurado
report: relatar, relatório
(be) required: necessitar
resources: recursos
roughly: aproximadamente
rubber boat: barco inflável
sail: navegar
samples: amostras, lembrancinhas
sauce: molho
scheduled: divididas por castas
screening: projeção
seek: procurar
settlements: assentamentos
share: compartilhar
shortage: escassez
skin: pele
skip: pular
slum: favela
spicy: picante
spruce up: enfeitar, decorar
staff: funcionários
standards: padrões
steadily: continuamente, consistentemente
stream: riacho
(be) struck: ser alcançado, obtido
support: apoiar
supporters: patrocinadores
surrounded: cercado, rodeado
targeting: (ter) [illegible]
tear: rasgar
thorns: espinhos
through: através
throughout: por toda a parte
tiny: muito pequena, minúscula
toss: misturar
tough: difícil
tracking: rastreamento
tracks: trilhas, caminhos
trade: comércio, troca
trap: pegar em armadilha
trendy: na moda
(be) triggered: ser provocado
tyrants: tiranos
vanish: desaparecer
watchful: observadora
wheat: centeio
whereas: enquanto
widely: amplamente
widespread: generalizado
wild: selvagem
wonder: imaginar, pensar

Unit 2

acute: aguda
aim: objetivar (ter como objetivo)
allowed: permitido
appeal: chamar a atenção
array: variedade
assertions: afirmações
avoid: evitar
awareness: consciência
beyond: além de
caption: legenda
chapel: capela, igreja
citizen: cidadão
citizenship: cidadania
college: faculdade
compelling: atraente
consumer: consumidor
coughing: tosse
credible: verossímil, confiável
curated: escolhido
data: dados, informações
deadly: mortal
death toll: número de mortos
degree: graduação
demand: exigir
digital divide: divisão digital
disease: doença
endowment: doação
experts: especialistas
fellows: colegas
fleas: pulgas
flourish: crescer
fomites: causadores (de doenças)
gateway: porta de entrada, portal
handle: lidar
harmless: inofensivo
host: hóspede, hospedeiro
huge: enorme
illiterate: analfabeto
income: renda (financeira)
increasingly: cada vez mais
insidious: traiçoeira
intent: intenção
introduce: apresentar
jump: pular
key: principais
lecturers: palestrantes
line up: ficar em fila
looking glass: espelho
major: principal, mais importante
make up one's mind: decidir
merchant: comerciante, mercador
midwives: parteiras
most likely: provavelmente
nonetheless: não obstante, entretanto
outbreak: surto
overnight: do dia para a noite / da noite para o dia; rapidamente
pack: fazer as malas
parents: pais
persuasive: persuasivo
pick someone up: buscar alguém
piece: parte, pedaço
prey: presa (vítima)
privacy: privacidade
ravage: devastar
relationship: relacionamento
release: soltar, liberar
reliability: confiabilidade
render: criar, levar a criação de
reservoir: reservatório
role: papel
scholars: estudiosos
screen: tela
severe: séria, grave
shape: moldar, molde
shed (skin): soltar a pele
shine: brilhar, brilho
slice: fatia
smart: inteligente
sneezing: espirro
sources: fontes de informação
spotlight: holofote
spread: espalhar
staff: empregados, funcionários
stretch: esticar
support: apoiar
survey: pesquisa
thorough: minuciosa, completa
through: por meio de

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

thus: portanto
tuned: ligado, em sintonia
unlike: diferentemente de
wake: surgimento
willing (be): estar disposto, ter vontade de
youth: juventude

Unit 3

advisor: orientador
apply: candidatar-se
approach: abordagem
awards: prêmios
bakery: padaria
baking powder: fermento em pó
batter: massa, mistura
beyond: além de
bother: incomodar-se, preocupar-se
brand: marca
brown: tostar
buckets: baldes
canvas: tela
cash balance: saldo de caixa
change one's mind: mudar de ideia
cloth: pano
come up with: produzir, conceber
concoction: mistura
constraints: restrições
contest: concurso
corporation: corporação, companhia
data: dados
despite: apesar de
devise: inventar, criar
dip: mergulhar, molhar
discarded: descartado
dish: prato
display: mostrar
dotting tool: carimbo
dry: seco, secar
edges: pontas
enrollment: matrícula
entail: implicar
entrepreneurship: empreendedorismo
eventually: finalmente
felt: feltro
fire: demitir
fizzle: fracassar
flavour: sabor
flaxseed: linhaça
flour: farinha (de trigo)
footwear: calçado
founders: fundadores
full-fledge: operação de grande porte, um sucesso
gender-gap: diferença de gênero
glue: cola, colar
grants: oferece, dá, apoio financeiro
grease: graxa
grow near: aproximar
heat: aquecer
helmet: capacete
highlight: realçar, mostrar
hire: empregar
imply: envolver
injury: ferimento
ink: tinta
issues: problemas
lack: falta
launch: lançar
leather: couro
lightly: levemente
lining: forro (de sapato, roupa)
matter: importar (ser importante), fazer diferença
melted: derretido(a)
mere: simples
messy: sujo, bagunçado
miss: faltar, estar ausente
narrow: diminuir
none: nenhum
novel: novidade
oil: óleo
perceive: notar, perceber
pour: derramar
present: apresentar
press: apertar, pressionar
profit: lucro
propellers: hélices
purchase: compra
pursuit: busca, procura
push: empurrar
relentless: implacável
remarkable: notável, importante
research: pesquisar
risk taking: arriscar
safety: segurança
scoop: medidor
scraps: sobras
seek: procura
shape: formato
sheep: carneiro
shift: mudança
sift: peneirar
smooth: liso, macio, cremosa (massa)
so forth: assim por diante
soles: solas (de sapato)
splatter: espirrar
stage: estágio, passo
stagnate: estagnar, parar
stamp: carimbar
stick: bastão
still: ainda assim
storage: armazenamento
streak: objetivo, linha
stumble: encontrar (por acaso)
sting: picada (de abelha), ferroada
survey: pesquisa
sustainable: sustentável
tablespoon: colher de sopa
target: ter como alvo
teaspoon: colher de chá
throttle: acelerador
thumb through: folhear
unlike: ao contrário de
uptight: tenso(a)
venture: risco
venue: local
very: mesmo(a)
waste: sobras
what a bore: (que) chato
within: dentro
working capital: capital de giro
worldwide: no mundo (todo)
yield: produzir, resultar

Unit 4

abound: aumentar, abundar
achieve: alcançar
acquaintance: relacionado com
alas: infelizmente
aligned: alinhado
allow: permitir
ancient: antigo
approach: abordagem
argue: argumentar; discutir
assume: subentender

MATERIAL DE DIVULGAÇÃO
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assumptions: premissas, suposições
attempts: tentativas
audience: plateia
average: média
awesome: fantástico
beliefs: crenças
belly button: umbigo
beyond: além de
bias: viés
blow (nose): assoar (o nariz)
bow: curvar-se (em agradecimento)
breadth: abrangência
characters: personagens
chiefly: principalmente
clever: esperto
clink: tilintar
compelled: obrigado
comprise: conter
concept: conceito
contest: competição, concurso
contestants: participantes, competidores
convey: comunicar
core: central
cradle: berço
craft: artesanato
crossroads: cruzamentos
current: atual
delight: agradar
device: artifício
directive: guia, [illegible]
disrespectful: desrespeitoso
drive away: afastar
effective: eficaz, eficiente
engage: engajar
enquiry: pesquisa
equality: igualdade
excerpts: fragmentos, trechos
failure: fracasso
faulty: defeituoso, com falhas
flood: enchente
floss (the teeth): passar fio dental
frame: encaixar, enquadrar
give rise: dar origem
goal: objetivo
grab attention: segurar a atenção, atrair a atenção
header: título, cabeçalho
heartwarming: emocionante
hint: dica
illiteracy: analfabetismo
imbalances: desequilíbrios
impoverished: empobrecida, pobre
improve: melhorar
inept: inadequado
instruction: educação
interact: interagir
literacy: alfabetização
luminaries: admirados, ilustres
manufacture: fabricar
mastery: domínio
matter: matéria
matters: assuntos
matured: amadurecido
merger: fusão, união, junção
mindset: mentalidade
mingling: mistura
nails: unhas
narrowly: por pouco, por um triz
outcome: resultado
overlook: ignorar
own: ganhar
patterns: estilos
pity (someone): sentir pena de
plains: planícies
pledge: prometer
portray: descrever
pretend: fingir
procedures: procedimentos
prompt: provocar, instigar
pursue: seguir
reliable: confiável
relieve: aliviar
researchers: pesquisadores
revered: reverenciado
rise (give): (dar) origem
save: economizar
scary: assustador
scattered: dispersos, espalhados
scraps: pedaços, restos
slightly: um pouco, ligeiramente
smart: inteligente
span (attention): capacidade de atenção
sponsor: patrocinar
spread: espalhar(-se)
storm: tempestade
stream: corrente
struggle: luta
subjects: tópicos
succeed: ter sucesso
survive: sobreviver
tangible: alcançável
thongs: tanga; sandália de tiras
thread: fio
thrive: prosperar
throughout: durante
thunder: trovão
touchstone: símbolo de qualidade, marco
unfair: injusto
unlock: destravar
unstated: não explícito
values: valores
venture: experimentar
wit: inteligência, sagacidade

Unit 5

acquire: adquirir
advertising: publicidade
age: (verbo) envelhecer
amicable: amigável
articulate: que se expressa bem
auction: leilão
automation: automatização
awesome: impressionante
bet: aposta
blast: alto (som)
bold: atrevido, corajoso
boom: explosão
bucks: dólares (gíria)
bushy mustache: bigode espesso
chances: possibilidades
clean record: atestado de bons antecedentes
conditions (health): problemas de saúde, condições de saúde
cutting edge: pioneiro, de ponta
deadline: prazo
deliver: entregar
demand: requerer
devastated: arrasado
developmental: para o desenvolvimento
emerging: emergente
enclose: anexar
enroll: matricular
evolve: evoluir

MATERIAL DE DIVULGAÇÃO
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fit (good): (boa) escolha, decisão
fuel: incentivar
full-time: tempo integral
goals: objetivos
greengrocer: quitanda, verdureiro
grow: cultivar, produzir
growth: crescimento, aumento
growth mindset: mentalidade de crescimento
hair salon: cabeleireiro(a) local
have a day off: folgar
healthy blend: mistura saudável
heat: esquentar
hire: empregar, contratar
ingenious: habilidoso, criativo
injuries: ferimentos
inventory: inventário
land (a job): conseguir um emprego
license plate: placa de carro
look forward to: aguardar (ansiosamente)
lose currency: perder valor
mandatory: exigência, obrigação
matter: ser importante
multifaceted: multifacetado
narrowly: simplesmente
obsolete: velha, obsoleta
ongoing: contínua
order: pedido
overcome: superar
owner: proprietário
pair: emparelhar, [illegible]
part-time: meio p[illegible]
path: caminho
peers: colegas
performance: desempenho
pick up: aprender
pool: grupo, número
post: enviar pelo correio
procrastination: adiar
prospective: em potencial
rank: priorizar
reachable: disponível
reply: resposta
requirements: requisitos, exigências
schedule: escalonamento
seeker: pessoa que está à procura
shadow: acompanhar, seguir
shame: vergonha
shift: mudar, mudança
shortage: falta de
sought-after: procurado(s)
sponsor: apoiar (financeiramente)
steadily: constante
steak: bife
straight: sem parar, direto
strengths: pontos fortes
sub shop chain: rede de lanchonetes que serve sanduíche do tipo submarino
subscriber: assinante
suitable: adequado
surmountable: possível de superar
take by surprise: pegar de surpresa
(be) tapped: ser abordado
tax: imposto
telecommuting: teletrabalho, trabalho remoto
tight: apertado
tip: gorjeta
traits: traços (de personalidade)
trends: tendências
unscathed: ileso
upgrade: melhorar
upward: ascendente
valuable: valioso
vanity: vaidade
viewed: vista, visualizada
wage: pagamento, salário semanal
weakness: fraqueza
wisdom: sabedoria
work permit: carteira de trabalho (ou equivalente)

MATERIAL DE DIVULGAÇÃO
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Unit 6

achieve: alcançar
acquaintance: (pessoa) conhecida
amazed: admirado, surpreso
amazing: incrível
among: entre (várias coisas)
appointment: compromisso
assumption: pressuposição
attach: ligar, juntar, anexar
attend (service): assistir à missa, culto
attend to: prestar atenção
avoid: evitar
awareness: consciência, conscientização, conhecimento
bear: suportar
blame: culpar
boost: melhora
boredom: tédio
bother: incomodar
brain: cérebro
brainstorm: pensar, juntar ideias
breathlessly: sem fôlego
broaden: ampliar
causation: causalidade
coach: orientador
come across: ser visto (pelo outro)
come up with: encontrar, descobrir
commit to: comprometer-se
committed: comprometido(a)
compel: coagir, forçar
correlated: relacionadas
deeply: profundamente
draw (attention): chamar (a atenção)
drums: bateria (instrumento musical)
effective: eficaz, eficiente
enlightenment: iluminação (ideias)
excuses: desculpas
features: características
folks: gente
frightening: assustador(a)
fulfilled: satisfeito(a)
glimpse: visão rápida
goals: objetivos
grief: tristeza
grounding texts: textos básicos
growing: crescente
guilt: culpa
handle: lidar
highlight: destacar
improve: melhorar
inaccurate: incorreto, errado(a)
indoors: dentro de casa
insights: percepções
jerk: idiota, babaca
knowledgeable: bem informado
laundry: lavanderia
linked: ligado, conectado
look forward to: esperar (ansiosamente)
make someone tick: motivar
mean: querer dizer; ter a intenção de; desejar
mind: pensamento, mente
mindfulness: atenção

miss: perder
movingly: de maneira comovente
nasty exchange: conversa difícil
neck-break speed: velozmente
no way: de jeito nenhum
novel: novo(a)
outdoors: fora de casa
overwhelm: sobrecarregar
pain: dor
painfully: dolorosamente
policymaker: elaborador de políticas, decisor
polish nails: pintar as unhas
portrait: retrato
praise: elogiar
public school: escola particular (Brit.); escola pública (US)
pursue: seguir
quirky: peculiar
rather than: em vez de
rating: classificado
recoil: recuar
recurring: recorrente
rejoice: contentar-se
reliable: confiável
relief: alívio
remiss: descuidado
respondents: pessoas que responderam a um questionário
screen: tela
search: procurar, pesquisar
self-worth: autodignidade
service (religious): missa, culto, ato religioso
set up: estabelecer
slot: espaço
snack: lanchar
somewhat: um pouco, um tanto
stream: corrente
strengths: pontos fortes
subtle: sutil
suck back: sugar
support: apoiar
sweep (someone) up: arrastar
take place: acontecer
throughout: durante; completamente
tips: dicas
tool: ferramenta
traits: traços (de personalidade)
truly: verdadeiramente, realmente
twice: duas vezes
understandable: compreensível
unlock: destravar, abrir com chave
upset: aborrecido(a)
warp: desvirtuar, deformar
water-coloring: aquarela (pintura)
watershed: momento importante, um divisor de águas
weaknesses: pontos fracos
wealth: riqueza
wellbeing: bem estar
willing (be): querer, ter vontade
wisdom: sabedoria
witness: testemunha
work: funcionar
worth (be): valer a pena
yet: porém, entretanto

MATERIAL DE DIVULGAÇÃO
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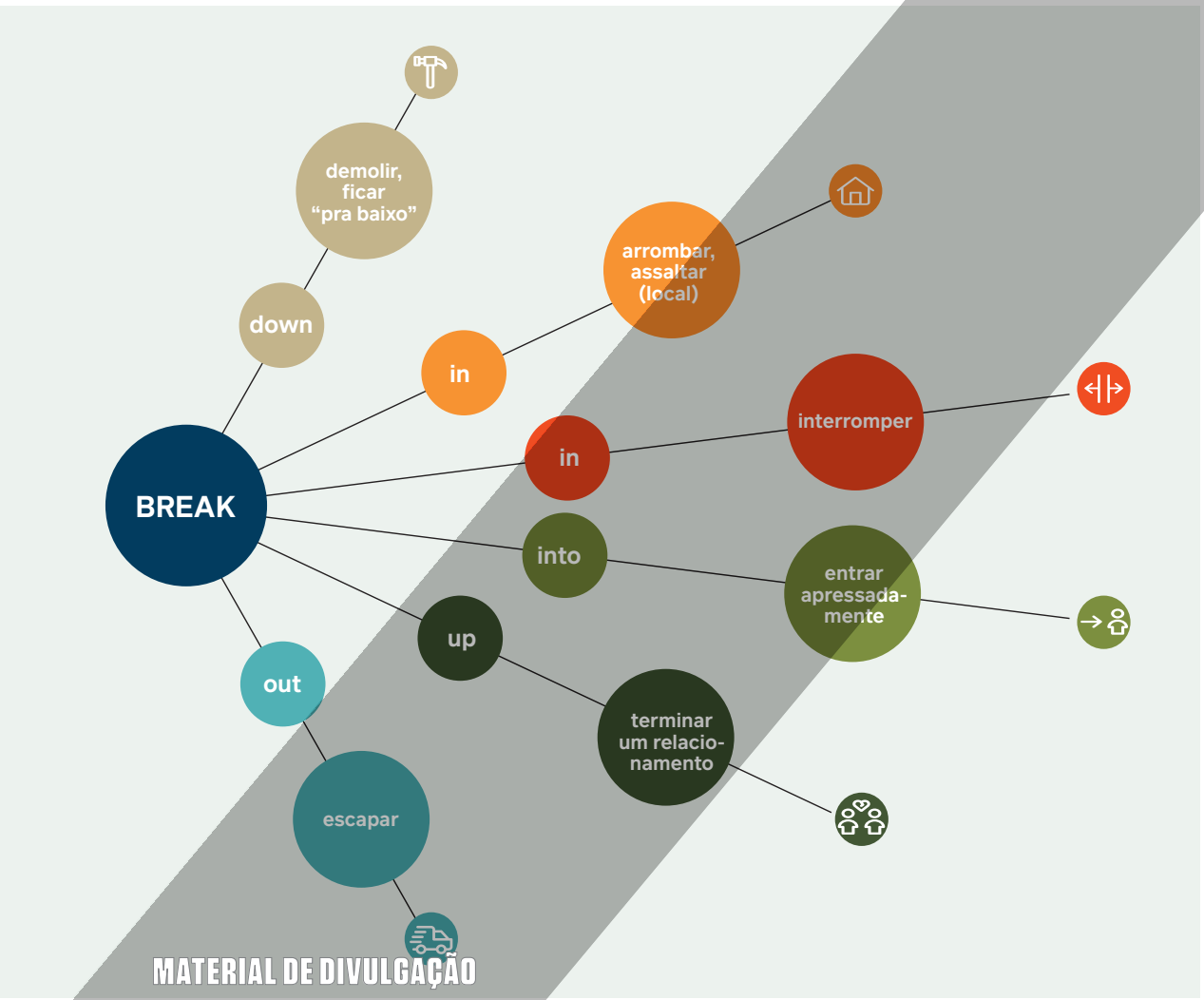
Phrasal verbs



Danilo Bandeira

MATERIAL DE DIVULGAÇÃO
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BRING

(someone) up: educar

(something) up: levantar um assunto, questão

CALL

(something) off: cancelar

on (somebody): pedir opinião ou resposta, visitar

out: gritar, falar em voz alta

COME

apart: separar

down with (something): ficar doente

forward: voluntariar-se

in: entrar, participar

CUT

in: interromper

back: diminuir o consumo

out: parar de funcionar

out for (something): ser o tipo certo para...

DROP

in/by/over: visitar sem avisar

back: recuar

(someone or something) off: levar alguém ou algo de um lugar

out: deixar de frequentar (drop out of school)

FALL

apart: quebrar em pedaços, perder o controle da situação

down: desmoronar

GET

about: superar, recuperar

across: comunicar-se com alguém

after: seguir, perseguir
along: dar-se bem com alguém
away: fugir, sair
back: voltar
by: virar-se com algo
down to: focar, fazer
up: levantar-se, ficar de pé

GIVE

(someone) away: delatar, denunciar
(something) away: revelar informação
(something) back: devolver
in: ceder, render-se
up: desistir

HOLD

on/up: aguardar
(someone) up: assaltar
back: esperar

LOOK

after: cuidar
ahead: olhar para o futuro
back: refletir sobre o que aconteceu
for: procurar
forward to: aguardar alguma coisa ansiosamente
in: visitar (informalmente)
on: contemplar
out: ter cuidado
up: procurar informação
up to: admirar

PUT

(someone) down: ofender
off: adiar
out: apagar (fogo)
up with: aguentar

RUN

away: fugir, escapar
into: encontrar inesperadamente
out of: ficar sem
over: atropelar

TURN

(something) down: recusar
off: desmotivar
on: excitar, ligar (um aparelho elétrico)
up: aparecer de repente

MATERIAL DE DIVULGAÇÃO
DA EDITORA DO BRASIL

Ilustrações: Danilo Bandeira

Audio script

Unit 1

P. 23 Listening

Audio 01

The British Council's work and projects in the area of inclusion aim to promote cultural rights and improve social inclusion. Some of the focus areas of this work are: urban areas and rural communities and developing skills and participation in the cultural sector. Other aims are: developing and supporting routes to cultural production and consumption; and increasing women's participation in digital culture through mentoring and residency programs.

Culture can be a vehicle for social equality and community dialogue as well as the development of professional careers for young people. The British Council projects focus on supporting young people from disadvantaged backgrounds with room for creative expression and self-development. These projects inspire sharing knowledge, developing cultural networks, increasing employability, and challenging exclusion.

Through such, the British Council aims to make partnerships and new relationships between the most innovative region and international institutions.

P. 36 Listening

Audio 02

At the start of the 20th century, Brazil was intent becoming a modern country. Cities along the coast were already being developed. The Amazon, which covers almost half the country, was remote, inaccessible, and home to tens of thousands of indigenous people who had lived there for centuries. Around 1920s, Brazil's government pushed an aggressive plan to change the shape of the Amazon. They brought telegraph lines, roads, schools, and people into the Amazon, while forcibly these indigenous groups out of the way. Troops had to be called out in Brasilia to quell the bitter protests of thousands, through brief and bloodless military coup.

Then, in the 1960's, a brutal military dictatorship took over Brazil and carried out genocide against indigenous people.

They took away their lands to build highways, mines and dams across the Amazon. During this time, more than 8,300 indigenous people were killed, and tens of thousands had lost their homes.

BRAZIL'S Indigenous Population Fights Back. [*S. l.*]: *DW Documentary*, 2018. Available at: www.youtube.com/watch?v=oGjRNbXeRXI&t=166s. Accessed on: April 20, 2020.

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P. 47 Listening

Audio 03

So again, thank you all for coming to this year's peace poetry contest, we are so happy to have you all here. This year we had more submissions than we ever had before. Almost 400 poems were...

P is for playing with my friends
E is for everybody that plays with me
A is for a good friendship
C is for candy that I share with my friends
E is for the earth I live in

Peace smells like wet grass in the morning sun
Peace feels like a newborn baby in a warm blanket
Peace sounds like chimes in the wind at night
Peace is like cold milk and warm cookies
Peace looks like a garden after a long rainfall
Peace is like a star warm and bright indicating my way.

PEACE Poetry Contest 2014. [*S. l.*]: *SPOHP111,* 2015. Available at: https://www.youtube.com/watch?v=3tT8pB56seM. Accessed on: April 20, 2020.

Unit 2

P. 71 Listening

Audio 04

Mel: Good afternoon, I'm Mel and today I'm presenting you the digital citizenship course. But what is it to be a digital citizen? Well, a digital citizen is a person that has the knowledge and skills to use digital technologies in an effective way. To use these technologies to communicate with others, to participate in society. Also, to create and consume digital content.

If you are confident and positive about using digital technology, this is the right course for you. You'll have the opportunity to better understand what digital and information literacy is; you'll learn about internet safety, privacy and security; you'll learn how to behave online and detect and avoid cyberbullying. More than that, you'll learn about online relationship and etiquette. And you'll develop your creativity more than ever. Any questions?

P. 82 Listening

Audio 05

Part 1

Good afternoon, ladies and gentlemen. Today we're going to talk about News literacy! News literacy means analyzing

and judging the reliability of news and information, differentiating between facts, opinions and assertions in the media we consume, create and distribute.

You know, when ideas are allowed to flourish, it is the public's responsibility to determine which ideas and concepts to accept, embrace, question or reject.

The public, you, must make it a priority to learn the difference between fact and opinion and help others in their communities know the difference. People must demand transparency and credibility of information. Readers and viewers must look at information beyond their comfort zone, to have complete and thorough data before acting. So far so good?

Student: Mr. Thomson, I have a question...

Part 2

I'm, ah, you know, very interested to speak to such an illustrious group of people and such a diverse group of people, and I'll be very keen to hear about your experiences in your own country. My key message to you today is that if you want a successful newsroom it has to be representative of the diversity of your population, in terms of gender, sexuality, disability and ethnicity. And if you yourselves are not representative of your audience, of your readers, then you can't understand and represent their interest properly. And as society changes, if you don't change, you'll lose your viewers, listeners and readers. First I'll tell you a little bit about myself...

BYRNE, Dorothy. The State of Journalism. University of Oxford, 2019. Available at: https://podcasts.ox.ac.uk/state-journalism. Accessed on: April 20, 2020.

P. 91 Listening

Audio 06

Script: Welcome to the Frequently Asked Question from Ursa Minor Audio. Do I need to read a script? No, in fact it's probably better if you don't. There's a lot to consider when planning the content of a podcast. Here's five reasons why planning to improvise can take your podcast to the next level:

Listeners will know if you're reading. It could help you make the words perfect, but it will sound too rigid.

Improvising gives your words authenticity. Sometimes the small pauses and the intonation that comes from improvised speech lets the audience know that these are your words and no one else's.

Improvising makes your podcast more dynamic. A loose and malleable flow puts the listener at ease. This is a podcast, not a lecture.

Improvised speech emulates conversation. Having a conversational tone in your podcast makes your words more engaging. This is a one-to-one with you and the listener.

Reading is boring. A podcast is not a blog. Give your audience unique content that they can't get anywhere else.

Try writing your content in bullet points instead of a full script. Practice extemporising on those bullet points and you'll become a better podcast host.

DO I Need to Read a Script? [*S. l.*: s. *n.*], 2013. Available at: https://soundcloud.com/ursami/do-i-need-to-read-a-script. Accessed on: April 20, 2020.

Unit 3

P. 115 Listening

Audio 07

Globally, in 1998, there were more girls of secondary school age out of school than boys (143 million girls compared to 127 million boys). Today, the opposite is true: There are 97 million girls of secondary school age out of school compared to 102 million boys.

Still, despite the remarkable gains made for girls in the past two decades, they are still more disadvantaged at the primary level, with 5.5 million more girls than boys of this age out of school worldwide. Added to this, global progress in reducing the number of out-of-school children at the primary level has stagnated for both girls and boys since 2007.

Between 1999 and 2018, the proportion of secondary school age adolescent girls enrolled in secondary school increased from three in five to four in five in East Asia and the Pacific and from 33 percent to 60 percent in South Asia. During this same period, girls' secondary school enrolment rose from 57 percent to 71 percent in the Middle East and North Africa while in sub Saharan Africa, only 34 percent of girls of secondary school age are enrolled in secondary school today compared to 18 percent in 1999.

Today, two in three girls of secondary school age globally are enrolled in secondary school compared to only one in two in 1998. Since 1998, globally, the gender gap in primary school enrolment has narrowed from 6 percentage points to 2 percentage points. And at the secondary level, the gender gap has closed.

P. 125 Listening

Audio 08

Ryan's Barkery bakes and sells fresh all natural dog treats so fresh that should be slap!

Your family is like mine than you consider your pet to be part of the Family just like Barkley.

After we adopted him we went shopping for dog treats and find out they smell horrible and they couldn't possibly taste fresh and be wholesome.

Since Ryan and I shared a passion for baking we consulted with a vetenarian to find out which ingredients are health for dogs and started to experiment in the kitchen.

We didn't stop experimenting until we find flavours that Barkly cannot get enough of. We made super

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flavours like Pumpkin Apple, Banana Oat and Low Fat Cheddar.

Our treats are baked fresh with simple ingredients and no preservatives.

I rode my bike to my friends' house and taste-tested with their dogs. Their dogs went crazy for our treats.

Look how Barkley reacts!

SHARK TANK Ryan's Bakery Pitch. [*S. l.*: *s. n.*], 2013. 1 video (43 min). Published by: Every Shark Tank Product.

P. 135 Listening

Audio 09

Different types of spaces are popping up around the world and they range from minimal and boot-strapped to high-end and luxurious.

WeWork's explosive growth is one key example of the demand.

The American company opened its first location in 2010 and it's still growing fast.

In February 2017, it had 125 locations. By August, that shot up to 163 locations. And now, the company is valued at $20 billion, making it the seventh most valuable privately held company in the world. It now has its eyes on Asia for a large part of its future growth and for good reason.

The demand in the region for coworking spaces is expetected to grow at an average rate of 10 to 15% annually. WeWork is putting $500 million into expanding in Southeast Asia and South Korea.

Is Coworking Really the Future? [*S. l.*: *s. n.*], 2017. 1 video (4:56 min). Publishing by: CNBC International. Available at: www.youtube.com/watch?v=HYlwYjRPbPo. Accessed on: April 20, 2020.

P. 142 Think about it

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Audio 10

Marlon: There. I know what I want to be after university. A social entrepreneur. Look at this woman. So inspiring!

Sophie: Who is she? And what is a social entrepreneur?

Marlon: She is the founder of a bank that lends money to rural women in India. She is making profit, but she is helping people. That is the perfect combination! Everybody should do that.

Sophie: I agree that this is great, but it's not so easy. You know you must have some money to start a business, right?

Marlon: You should, but you don't have to have a lot of money. You can find someone to invest in your idea. Like an angel investor, for example.

Sophie: An "angel" investor? With wings and stuff?

Marlon: Hahaha, funny! Come on! An angel investor is a person who has the money and wants to invest in ideas that have potential.

Sophie: Sounds great. We just need to find one.

Marlon: *We?* So do you want to start a social enterprise with me?

Sophie: Sure, why not? The question is, how can we start a business that will make profit *and* help other people at the same time?

Marlon: It shouldn't be hard. There are so many people who need help!

Sophie: True. We just need the perfect idea.

Unit 4

P. 159 Listening

Audio 11

Presenter: And welcome back to the series STEAM in practice. Today, the focus is on the A, that stands for Arts. And that's because a creative mindset is crucial! Scientists, technology developers, engineers, and mathematicians need to innovate and solve problems creatively. When working with STEAM, students engage in painting, pretend play, music, and drawing. Art is sensory exploration, so we can feel the paint in our fingers and see the colors changing. When students are older, they include symbols in their art that represent real objects, events and feelings.

Did you know that music is also linked to STEAM? Yep! It helps develop pattern recognition and numeration. And research show that when students have contact with the arts in an early stage, their self-esteem increases.

So let's keep the good work with the active and self-guided discovery, as it's the core to the arts and to the STEAM learning. Watch out for our next episode, when we'll focus on M that stands for... [*fading out*]

P. 167 Listening

Audio 12

The field of Natural Sciences investigates physical, chemical and biological phenomena. This is done through scientific enquiry, and application of scientific models, theories, laws and principles in order to explain and predict events in the natural environment. The Natural Sciences field includes the subjects Physics, Chemistry and Biology.

Physics focuses on the physical properties of matter and energy and the interactions and relationships between these, and attempts to develop mathematical and other models to explain physical phenomena.

Chemistry focuses on the properties and reactions of materials, including identifying, classifying and changing matter from one form into another.

Biology is the scientific study of living organisms from the molecular level to their interactions with one another and their environments.

This collection of subjects also deals with society's need to understand how the natural environment works in order to benefit from it and responsibly care for it.

Scientific knowledge changes over time as scientists improve their knowledge and understanding. However, science is based on thorough investigation, debate and argument until a new idea is accepted by the scientific community.

P. 177 Listening

Audio 13

Presenter: And welcome to the weekly quiz of Radio ABD, 92.7. Today we're going to learn some interesting cultural facts from different countries. Let's say hello to our contestants, John and Sally.

John: Hi.

Sally: Hello.

Presenter: Our first question: In Greece, when a kid loses a tooth, he... keeps it in a bag OR throws it on the roof.

Sally: Throws it on the roof.

Presenter: That's correct, Sally! Now, our second question: In Japan, during a storm, kids usually cover their stomachs because... they think the thunder god is coming for their belly buttons OR because they believe it helps relieve the tension.

John: Because they think that the thunder god is coming to get their belly buttons.

Presenter: Correct! Our next question now: In Turkey, when you speak using hands or arms movements... it means you're very interested in the conversation OR that you're being very rude to people.

Sally: It means you're being very rude to people.

Presenter: Absolutely correct! Now Sally, let's...

Presenter: Now we've come to the second part of the game. You'll see an image and will have to say which country it is culturally related to. Ready?

John and Sally: Yes.

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Presenter: Ok, look at this image here. The fingers with the nails pointing at you is the symbol of number 2 in which country?

Sally: England!

Presenter: That's right! Careful when showing two fingers in England, right? Now, this picture here. In which country it means "ok"?

John: In the US.

Presenter: Right! But in Brazil it may have a different meaning. And what about his guy sitting here, with both feet on the ground? Anyone?... No idea?... I'll give you a hint. It's a place famous for artificial islands.

John: The United Arab Emirates.

Presenter: That's correct! And now the last one, look at this picture with this guy here at the table. He has a knife and a fork on his hands. No? It's a country in South America.

Sally: It's Chile. People there always leave some food on the plate, to say that they've finished eating.

Presenter: Absolutely correct!

P. 183 Real life

Audio 14

I am a neuroscientist, turned designer. And I work on projects that use design to help the world understand and appreciate science. As a child of immigrants, growing up I loved to dance, and I was a ballerina for many years, until I had a terrible knee injury that forced me into early retirement. And I think the challenges that I faced in my recovery got me really interested in how our brains work. So, I studied neuroscience, I then went on to study Alzheimer's disease at Columbia Medical Centre and it was there that I realized that as much as I loved doing science, I was more drawn towards other ways that I could communicate and help others understand what we were doing and why it mattered. So, as I immersed myself in this new field, design, my career took me from agencies, to startups, to *Fortune 100* companies, and now nonprofits. [...]

And, I guess I would say through writing and speaking and design, I'm trying to help the world appreciate the importance, and wonder, of science.

So ATOMIC by Design is a fashion line and community that helps young women to own their individuality. It helps them understand that you can look smart and be smart at the same time. So instead of clothes that emphasize what you look like on the outside, they really represent what you know and care about on the inside. I think too often starting in childhood women are told that they are cute but not clever, and pretty but not powerful, and sexy but not smart. It's unfortunate that we have been conditioned to think that the shape of our bodies is more important than the contents of our mind. I went to Chicago, and was inspired by a visit to the museum of Science and Industry. I had seen this huge display of the periodic table of elements. It was the length of the wall and had tangible objects where you could find – I guess represented where you would find these elements in the real world. And I thought, what a great idea, to make it so tangible for people, and kind of bring to life what we overlook everyday. And I think the connection there to women and girls, is that similarly, you know strong women and bright girls are overlooked everyday. So by making that connection, ATOMIC by Design produces bold head turned shirts and dresses and accessories centered around each of the 118 atomic elements that make up our universe. And you don't have to be a scientist to wear ATOMIC, but you just have to have a sense of curiosity and the willingness to ask questions and explore things further.

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Unit 5

P. 200 Listening

Audio 15

Friends of ours, Belgian friends of ours, had a Renault Le Car that they were selling for $300.

My brother and I went in on it together.

Truly one of the greatest shames of my life, and this is no lie, is that I got vanity license plates for my Le Car that were Le Seth.

So I had a Le Car with Le Seth vanity license plates that I used to drive to high school.

My first job, I was a delivery driver for a sub shop, a New England sub shop chain called D'Angelo's. And that was my first job.

And pretty much all you needed was a pulse and a car, and I was lucky enough to have both. And I listened to books on tape, that was what I would do. I remember listening to Michael Caine's autobiography, as read by Michael Caine, one summer.

That was the level of uncool I was in high school is that I did not use that time to blast the songs of the summer, but rather to listen to P. G. Wodehouse on tape.

I don't think there's a single thing I learned at that job, except showing up on time. If you can learn anything from your first job, it's that. That attendance is mandatory.

But it was great, 'cause you got paid both a salary and tips, and so when you got a big order, when an office would order lunch, and it would be, you know, $100 worth of subs, you would... I mean, you'd have a real high about that.

[...]

I will say that my friends were very aware, hyper-aware, I would say, of [illegible] all the time for three months straight. This was not a good trick era for me.

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P. 211 Listening

Audio 16

A: Hello!

B: Hi! How are you?

A: I'm good. What's up?

B: We just have to meet. There's something I want to tell you.

A: Oh really?

B: When are you free?

A: Well, let me think. I'm having lunch with Mario on Tuesday. Maybe early evening?

B: I can't. I'm working till late.

A: What about Wednesday. I'm having the day off.

B: Well, maybe. Oh, no. I'm seeing the dentist. And then I'm meeting Tess.

A: I can't meet you on Thursday. I have other plans.

B: What about Friday? What are you doing?

A: Let's see. I'm taking the dog to the vet in the morning and I'm driving my mother to the hair salon at three. So, why don't we meet later in the afternoon? Say five or six?

B: Perfect. Let's meet in the cafe on the corner of Main and Second.

A: So, it's a deal. We're meeting at 5:30 in the cafe.

B: See you!

A: See you. Bye!

P. 223 Listening

Audio 17

Interviewer: Hello, Janice. I'm Chung-Ho. Thanks for coming.

Candidate: My pleasure. Thank you for meeting with me.

Interviewer: How are you doing?

Candidate: Quite well. It's such a nice weather.

Interviewer: Did you have any problem getting here?

Candidate: Nope. Waze is always of great help.

Interviewer: Would you like a coffee or some water before we start?

Candidate: I'm OK, thank you.

Interviewer: Fine. So to get started why don't you tell something about yourself?

Candidate: Sure. I studied at Colégio Panamericano and finished high school last year. I have been working at YZ for just over a year. It was my first job. I had evening classes and that was good because I could gain some experience. I started off in the packaging department and was promoted to coordinator about a month ago.

Interviewer: Good. Tell me: how did you hear about this position?

Candidate: I heard about the position from a friend who works here.

Interviewer: What attracted you about the post and to the company?

Candidate: I did some research and learned that you encourage your employees to be creative and reward them for good ideas.

Interviewer: You've certainly done your homework. What are your strengths?

Candidate: Besides creativity, I'm quite flexible and have very good interpersonal skills.

Interviewer: Thanks. That's very good.

Unit 6

P. 247 Listening

Audio 18

Well folks, your mate Alex here. Today I had my first yoga class. I learned that yoga can lead you to self-awareness as you can have a lot of meditation practice in class. During meditation, you get a glimpse of yourself, you know, you learn to look at the true you.

And with the regular practice of yoga you feel calm, you fell at peace with yourself and with everything around you. And this is the secret to awareness: watch everything that is going on in the body and the mind. You're a witness of everything that is happening.

You know... yoga is not only about going OMMMM...

Watch your 'thoughts', they become words.

Watch your 'words', they become actions.

Watch your 'actions', they become habits.

Watch your 'habits', they become character.

Watch your 'character', for it becomes your destiny.

This is what leader Sri Sri Ravi Shankar says. Give it a try! And then leave me a comment saying... (*fade out*)

P. 258 Listening

Audio 19

Hi, I'm Doctor Justine Fraser and today I'm going to tell you the questions you should ask yourself to understand your wants, needs and desires, as well as your strengths and weaknesses in order to become more self-aware.

Start by stopping for some time and thinking about the values you have and the goals you want for your life.

What does your ideal "you" look like?

What kinds of dreams and goals do you have? Why are they important?

What is keeping you from these dreams of goals?

Now, think about yourself for a minute.

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What three words would describe yourself?

What qualities do you most admire in yourself?

What is your biggest weakness?

What is your biggest strength?

What things scare you?

How would you complete the question: "What if?"

If you have never stopped to think about all these times, it's about time. You'll be probably making decisions in the near future, as which career to pursue, which college or university to go to... so the time is now!

P. 267 Listening

Audio 20

Presenter: Today we're sharing with you the results of our latest survey on how teens are spending their free time and which activities correlated with happiness and which didn't.

We found that teens who spent more time seeing their friends in person, exercising, playing sports, attending religious services, reading or even doing homework were happier. However, teens who spent more time on the internet, playing computer games, on social media, texting, using video chat or watching TV were less happy.

In other words, every activity that didn't involve a screen was linked to more happiness, and conversely every activity that involved a screen was linked to less happiness. The differences were considerable: teens who spent more than five hours a day online were twice as likely to be unhappy as those who spent less than an hour a day.

Of course, it might be that unhappy people seek out screen activities. However, a growing number of studies show that most of the causation goes from screen use to unhappiness, not the other way around.

Now ask youurself: are you spending more time indoors or outdoors? Do you consider yourself happy? Why might that be?

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Read the complete interview with native american teen Emanuel Vigil.

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Learn more about seasonal influenza and other epidemic deseases at the World Health Organization site.

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Learn about 10 movies and documentaries that talk about inclusion. This can be very usefull to expand your knoledge on the subject.

ZAMBAS, Joanna. 15 Movies for the Ultimate Career Inspiration. *Career Addict*, May 5, 2020. Available at: https://www.careeraddict.com/movies-work. Accessed on: April 13, 2020.
This movies might help you with your career choice

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Competências e habilidades da Base Nacional Comum Curricular (BNCC)

Competências gerais da Educação Básica
1. Valorizar e utilizar os conhecimentos historicamente construídos sobre o mundo físico, social, cultural e digital para entender e explicar a realidade, continuar aprendendo e colaborar para a construção de uma sociedade justa, democrática e inclusiva.
2. Exercitar a curiosidade intelectual e recorrer à abordagem própria das ciências, incluindo a investigação, a reflexão, a análise crítica, a imaginação e a criatividade, para investigar causas, elaborar e testar hipóteses, formular e resolver problemas e criar soluções (inclusive tecnológicas) com base nos conhecimentos das diferentes áreas.
3. Valorizar e fruir as diversas manifestações artísticas e culturais, das locais às mundiais, e também participar de práticas diversificadas da produção artístico-cultural.
4. Utilizar diferentes linguagens – verbal (oral ou visual-motora, como Libras, e escrita), corporal, visual, sonora e digital –, bem como conhecimentos das linguagens artística, matemática e científica, para se expressar e partilhar informações, experiências, ideias e sentimentos em diferentes contextos e produzir sentidos que levem ao entendimento mútuo.
5. Compreender, utilizar e criar tecnologias digitais de informação e comunicação de forma crítica, significativa, reflexiva e ética nas diversas práticas sociais (incluindo as escolares) para se comunicar, acessar e disseminar informações, produzir conhecimentos, resolver problemas e exercer protagonismo e autoria na vida pessoal e coletiva.
6. Valorizar a diversidade de saberes e vivências culturais e apropriar-se de conhecimentos e experiências que lhe possibilitem entender as relações próprias do mundo do trabalho e fazer escolhas alinhadas ao exercício da cidadania e ao seu projeto de vida, com liberdade, autonomia, consciência crítica e responsabilidade.
7. Argumentar com base em fatos, dados e informações confiáveis, para formular, negociar e defender ideias, pontos de vista e decisões comuns que respeitem e promovam os direitos humanos, a consciência socioambiental e o consumo responsável em âmbito local, regional e global, com posicionamento ético em relação ao cuidado de si mesmo, dos outros e do planeta.
8. Conhecer-se, apreciar-se e cuidar de sua saúde física e emocional, compreendendo-se na diversidade humana e reconhecendo suas emoções e as dos outros, com autocrítica e capacidade para lidar com elas.
9. Exercitar a empatia, o diálogo, a resolução de conflitos e a cooperação, fazendo-se respeitar e promovendo o respeito ao outro e aos direitos humanos, com acolhimento e valorização da diversidade de indivíduos e de grupos sociais, seus saberes, identidades, culturas e potencialidades, sem preconceitos de qualquer natureza.
10. Agir pessoal e coletivamente com autonomia, responsabilidade, flexibilidade, resiliência e determinação, tomando decisões com base em princípios éticos, democráticos, inclusivos, sustentáveis e solidários.

Competências específicas de Linguagens e suas tecnologias	
1	Mobilizar práticas da cultura digital, diferentes linguagens e práticas culturais (artísticas, corporais e verbais) e mobilizar esses conhecimentos na recepção e produção de discursos nos diferentes campos de atuação social e nas diversas mídias, para ampliar as formas de participação social, o entendimento e as possibilidades de explicação e interpretação crítica da realidade e para continuar aprendendo.
EM13LGG101	Compreender e analisar processos de produção e circulação de discursos, nas diferentes linguagens, para fazer escolhas fundamentadas em função de interesses pessoais e coletivos.
EM13LGG102	Analisar visões de mundo, conflitos de interesse, preconceitos e ideologias presentes nos discursos veiculados nas diferentes mídias, ampliando suas possibilidades de explicação, interpretação e intervenção crítica da/na realidade.
EM13LGG103	Analisar o funcionamento das linguagens, para interpretar e produzir criticamente discursos em textos de diversas semioses (visuais, verbais, sonoras, gestuais).
EM13LGG104	Utilizar as diferentes linguagens, levando em conta seus funcionamentos, para a compreensão e produção de textos e discursos em diversos campos de atuação social.
EM13LGG105	Analisar e experimentar diversos processos de remidiação de produções multissemióticas, multimídia e transmídia, desenvolvendo diferentes modos de participação e intervenção social.
2	Compreender os processos identitários, conflitos e relações de poder que permeiam as práticas sociais de linguagem, respeitando as diversidades e a pluralidade de ideias e posições, e atuar socialmente com base em princípios e valores assentados na democracia, na igualdade e nos Direitos Humanos, exercitando o autoconhecimento, a empatia, o diálogo, a resolução de conflitos e a cooperação, e combatendo preconceitos de qualquer natureza.

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Competências específicas de Linguagens e suas tecnologias	
EM13LGG201	Utilizar as diversas linguagens (artísticas, corporais e verbais) em diferentes contextos, valorizando-as como fenômeno social, cultural, histórico, variável, heterogêneo e sensível aos contextos de uso.
EM13LGG202	Analisar interesses, relações de poder e perspectivas de mundo nos discursos das diversas práticas de linguagem (artísticas, corporais e verbais), compreendendo criticamente o modo como circulam, constituem-se e (re)produzem significação e ideologias.
EM13LGG203	Analisar os diálogos e os processos de disputa por legitimidade nas práticas de linguagem e em suas produções (artísticas, corporais e verbais).
EM13LGG204	Dialogar e produzir entendimento mútuo, nas diversas linguagens (artísticas, corporais e verbais), com vistas ao interesse comum pautado em princípios e valores de equidade assentados na democracia e nos Direitos Humanos.
3	Utilizar diferentes linguagens (artísticas, corporais e verbais) para exercer, com autonomia e colaboração, protagonismo e autoria na vida pessoal e coletiva, de forma crítica, criativa, ética e solidária, defendendo pontos de vista que respeitem o outro e promovam os Direitos Humanos, a consciência socioambiental e o consumo responsável, em âmbito local, regional e global.
EM13LGG301	Participar de processos de produção individual e colaborativa em diferentes linguagens (artísticas, corporais e verbais), levando em conta suas formas e seus funcionamentos, para produzir sentidos em diferentes contextos.
EM13LGG302	Posicionar-se criticamente diante de diversas visões de mundo presentes nos discursos em diferentes linguagens, levando em conta seus contextos de produção e de circulação.
EM13LGG303	Debater questões polêmicas de relevância social, analisando diferentes argumentos e opiniões, para formular, negociar e sustentar posições, frente à análise de perspectivas distintas.
EM13LGG304	Formular propostas, intervir e tomar decisões que levem em conta o bem comum e os Direitos Humanos, a consciência socioambiental e o consumo responsável em âmbito local, regional e global.
EM13LGG305	Mapear e criar, por meio de práticas de linguagem, possibilidades de atuação social, política, artística e cultural para enfrentar desafios contemporâneos, discutindo princípios e objetivos dessa atuação de maneira crítica, criativa, solidária e ética.
4	Compreender as línguas como fenômeno (geo)político, histórico, cultural, social, variável, heterogêneo e sensível aos contextos de uso, reconhecendo suas variedades e vivenciando-as como formas de expressões identitárias, pessoais e coletivas, bem como agindo no enfrentamento de preconceitos de qualquer natureza.
EM13LGG401	Analisar criticamente textos de modo a compreender e caracterizar as línguas como fenômeno (geo)político, histórico, social, cultural, variável, heterogêneo e sensível aos contextos de uso.
EM13LGG402	Empregar, nas interações sociais, a variedade e o estilo de língua adequados à situação comunicativa, ao(s) interlocutor(es) e ao gênero do discurso, respeitando os usos das línguas por esse(s) interlocutor(es) e sem [illegible].
EM13LGG403	[illegible] língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.
5	Compreender os processos de produção e negociação de sentidos nas práticas corporais, reconhecendo-as e vivenciando-as como formas de expressão de valores e identidades, em uma perspectiva democrática e de respeito à diversidade.
EM13LGG501	Selecionar e utilizar movimentos corporais de forma consciente e intencional para interagir socialmente em práticas corporais, de modo a estabelecer relações construtivas, empáticas, éticas e de respeito às diferenças.
EM13LGG502	Analisar criticamente preconceitos, estereótipos e relações de poder presentes nas práticas corporais, adotando posicionamento contrário a qualquer manifestação de injustiça e desrespeito a direitos humanos e valores democráticos.
EM13LGG503	Vivenciar práticas corporais e significá-las em seu projeto de vida, como forma de autoconhecimento, autocuidado com o corpo e com a saúde, socialização e entretenimento.
6	Apreciar esteticamente as mais diversas produções artísticas e culturais, considerando suas características locais, regionais e globais, e mobilizar seus conhecimentos sobre as linguagens artísticas para dar significado e (re)construir produções autorais individuais e coletivas, exercendo protagonismo de maneira crítica e criativa, com respeito à diversidade de saberes, identidades e culturas.
EM13LGG601	Apropriar-se do patrimônio artístico de diferentes tempos e lugares, compreendendo a sua diversidade, bem como os processos de legitimação das manifestações artísticas na sociedade, desenvolvendo visão crítica e histórica.

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Competências específicas de Linguagens e suas tecnologias	
EM13LGG602	Fruir e apreciar esteticamente diversas manifestações artísticas e culturais, das locais às mundiais, assim como delas participar, de modo a aguçar continuamente a sensibilidade, a imaginação e a criatividade.
EM13LGG603	Expressar-se e atuar em processos de criação autorais individuais e coletivos nas diferentes linguagens artísticas (artes visuais, audiovisual, dança, música e teatro) e nas intersecções entre elas, recorrendo a referências estéticas e culturais, conhecimentos de naturezas diversas (artísticos, históricos, sociais e políticos) e experiências individuais e coletivas.
EM13LGG604	Relacionar as práticas artísticas às diferentes dimensões da vida social, cultural, política e econômica e identificar o processo de construção histórica dessas práticas.
7	Mobilizar práticas de linguagem no universo digital, considerando as dimensões técnicas, críticas, criativas, éticas e estéticas, para expandir as formas de produzir sentidos, de engajar-se em práticas autorais e coletivas, e de aprender a aprender nos campos da ciência, cultura, trabalho, informação e vida pessoal e coletiva.
EM13LGG701	Explorar tecnologias digitais da informação e comunicação (TDIC), compreendendo seus princípios e funcionalidades, e utilizá-las de modo ético, criativo, responsável e adequado a práticas de linguagem em diferentes contextos.
EM13LGG702	Avaliar o impacto das tecnologias digitais da informação e comunicação (TDIC) na formação do sujeito e em suas práticas sociais, para fazer uso crítico dessa mídia em práticas de seleção, compreensão e produção de discursos em ambiente digital.
EM13LGG704	Apropriar-se criticamente de processos de pesquisa e busca de informação, por meio de ferramentas e dos novos formatos de produção e distribuição do conhecimento na cultura de rede.

Habilidades específicas de Matemática e suas tecnologias trabalhadas nesta obra	
EM13MAT101 (1)	Interpretar criticamente situações econômicas, sociais e fatos relativos às Ciências da Natureza que envolvam a variação de grandezas, pela análise dos gráficos das funções representadas e das taxas de variação, com ou sem apoio de tecnologias digitais.
EM13MAT102 (1)	Analisar tabelas, gráficos e amostras de pesquisas estatísticas apresentadas em relatórios divulgados por diferentes meios de comunicação, identificando, quando for o caso, inadequações que possam induzir a erros de interpretação, como escalas e amostras não apropriadas.
EM13MAT104 (1)	Interpretar taxas e índices de natureza socioeconômica (índice de desenvolvimento humano, taxas de inflação, entre outros), investigando os processos de cálculo desses números, para analisar criticamente a realidade e produzir argumentos.
EM13MAT407 (4)	Interpretar e comparar conjuntos de dados estatísticos por meio de diferentes diagramas e gráficos (histograma, de caixa (box-plot), de ramos e folhas, entre outros), reconhecendo os mais eficientes para sua análise.

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Habilidades específicas de Ciências Naturais trabalhadas nesta obra	
EM13CNT202 (2)	Analisar as diversas formas de manifestação da vida em seus diferentes níveis de organização, bem como as condições ambientais favoráveis e os fatores limitantes a elas, com ou sem o uso de dispositivos e aplicativos digitais (como softwares de simulação e de realidade virtual, entre outros).
EM13CNT205 (2)	Interpretar resultados e realizar previsões sobre atividades experimentais, fenômenos naturais e processos tecnológicos, com base nas noções de probabilidade e incerteza, reconhecendo os limites explicativos das ciências.
EM13CNT206 (2)	Discutir a importância da preservação e conservação da biodiversidade, considerando parâmetros qualitativos e quantitativos, e avaliar os efeitos da ação humana e das políticas ambientais para a garantia da sustentabilidade do planeta.
EM13CNT207 (2)	Identificar, analisar e discutir vulnerabilidades vinculadas às vivências e aos desafios contemporâneos aos quais as juventudes estão expostas, considerando os aspectos físico, psicoemocional e social, a fim de desenvolver e divulgar ações de prevenção e de promoção da saúde e do bem-estar.

Habilidades específicas de Ciências Humanas trabalhadas nesta obra	
EM13CHS104 (1)	Analisar objetos e vestígios da cultura material e imaterial de modo a identificar conhecimentos, valores, crenças e práticas que caracterizam a identidade e a diversidade cultural de diferentes sociedades inseridas no tempo e no espaço.

Habilidades específicas de Ciências Humanas trabalhadas nesta obra	
EM13CHS106 (1)	Utilizar as linguagens cartográfica, gráfica e iconográfica, diferentes gêneros textuais e tecnologias digitais de informação e comunicação de forma crítica, significativa, reflexiva e ética nas diversas práticas sociais, incluindo as escolares, para se comunicar, acessar e difundir informações, produzir conhecimentos, resolver problemas e exercer protagonismo e autoria na vida pessoal e coletiva.
EM13CHS301 (3)	Problematizar hábitos e práticas individuais e coletivos de produção, reaproveitamento e descarte de resíduos em metrópoles, áreas urbanas e rurais, e comunidades com diferentes características socioeconômicas, e elaborar e/ou selecionar propostas de ação que promovam a sustentabilidade socioambiental, o combate à poluição sistêmica e o consumo responsável.
EM13CHS403 (4)	Caracterizar e analisar os impactos das transformações tecnológicas nas relações sociais e de trabalho próprias da contemporaneidade, promovendo ações voltadas à superação das desigualdades sociais, da opressão e da violação dos Direitos Humanos.
EM13CHS404 (4)	Identificar e discutir os múltiplos aspectos do trabalho em diferentes circunstâncias e contextos históricos e/ou geográficos e seus efeitos sobre as gerações, em especial, os jovens, levando em consideração, na atualidade, as transformações técnicas, tecnológicas e informacionais.
EM13CHS502 (5)	Analisar situações da vida cotidiana, estilos de vida, valores, condutas etc., desnaturalizando e problematizando formas de desigualdade, preconceito, intolerância e discriminação, e identificar ações que promovam os Direitos Humanos, a solidariedade e o respeito às diferenças e às liberdades individuais.

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