

Ensino Médio
VOLUME ÚNICO

MANUAL DO PROFESSOR

Eduardo Amos
Renata Condi

Área do conhecimento:
Linguagens e suas Tecnologias – 2

Componente curricular:
Língua estrangeira (Inglês)

DOME

CÓDIGO DA COLEÇÃO
0095P260101201811
PNLD ENSINO MÉDIO • 2026 – 2029 • OBJETO 1
MATERIAL DE DIVULGAÇÃO
Versão em processo de avaliação



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São Paulo, 1ª edição, 2024



DOME

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Projeto gráfico	APIS design
Editoração eletrônica	APIS design
Pré-impressão	Américo Jesus, Mauro Moreira
Fabricação	Alexander Maeda
Impressão	

Dados Internacionais de Catalogação na Publicação (CIP) (Câmara Brasileira do Livro, SP, Brasil)

Amos, Eduardo
Dome / Eduardo Amos, Renata Condi. -- 1. ed. --
São Paulo : Edições SM, 2024.

Componente curricular: Língua estrangeira: Inglês.
Área do conhecimento: Linguagens e suas
tecnologias.
ISBN 978-85-418-3515-2 (aluno)
ISBN 978-85-418-3513-8 (professor)

1. Língua inglesa (Ensino médio) I. Condi, Renata.
II. Título.

24-228880 CDD-420.7

Índices para catálogo sistemático:

1. Língua inglesa : Ensino médio 420.7

Cibele Maria Dias - Bibliotecária - CRB-8/9427

1ª edição, 2024

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Caro/Cara estudante,

Este livro tem como proposta o aprendizado colaborativo e a construção do conhecimento. Assim como a estrutura de um domo geodésico, que distribui o peso de forma equilibrada entre todas as suas hastes para garantir sua estabilidade, o processo educativo se fortalece quando construído em conjunto, com cada indivíduo contribuindo para o todo. Este livro foi desenvolvido para ser a base sólida que sustenta o seu crescimento intelectual e pessoal como estudante do Ensino Médio.

Elaboramos este livro com o objetivo de promover o seu desenvolvimento como indivíduo que emprega a linguagem em diversas práticas sociais. Através de uma ampla variedade de gêneros textuais e temas de importância social, o livro destaca a língua inglesa como uma ferramenta que amplia suas oportunidades de acessar diferentes maneiras de pensar, sentir e agir no mundo. Essa metodologia o prepara para engajar-se ativamente em sua comunidade, tornando-o apto a interagir em variados contextos sociais e culturais.

O aprendizado aqui é entendido como uma jornada coletiva. Assim como em uma comunidade que se une para construir sua habitação, você será incentivado a colaborar, compartilhar experiências e crescer junto com seus colegas. A estrutura foi pensada para promover o seu desenvolvimento integral, onde leitura, escrita, escuta e fala são trabalhadas em harmonia.

Ao conectar o conceito do livro à ancestralidade, te convidamos a refletir sobre suas origens e a valorizar as diferentes formas de conhecimento que compõem sua identidade, para que você se veja como parte de uma tradição de aprendizado colaborativo, onde o sucesso é alcançado coletivamente.

Seja bem-vindo/a a este espaço acolhedor de aprendizado, onde todos são respeitados, valorizados e preparados para se transformar e transformar o mundo ao seu redor.

Os autores

O inglês é considerado uma língua franca, ou seja, é uma língua para a comunicação global. Isso significa que boa parte dos registros dos conhecimentos construídos por pessoas em diferentes países se dá na língua inglesa. Para ter acesso a esse mundo, é importante que você desenvolva as habilidades de compreensão e produção oral e escrita nessa língua. Pensando nisso, selecionamos temas pertinentes ao momento histórico atual e criamos várias atividades que constituem oportunidades de você desenvolver tais habilidades.

Esperamos despertar em você o desejo de continuar aprimorando sempre mais suas habilidades linguísticas a fim de que também possa se comunicar com o mundo.



Abertura

Cada unidade começa com a apresentação dos principais tópicos que serão trabalhados, os quais têm o objetivo de desenvolver habilidades de compreensão escrita e oral e de produção oral e escrita, bem como o de familiarizar você com as estruturas linguísticas e com vocabulário específico através do uso da língua.

Na seção **Start up**, há quatro imagens e algumas perguntas que introduzem o tema da unidade, ativam e mapeiam o seu conhecimento prévio de mundo e estimulam a curiosidade sobre o tema que será abordado e discutido.



READING

Seção com dois textos, cada um acompanhado de atividades de pré-leitura (*Before Reading*), leitura (*While Reading*) e pós-leitura (*After Reading*).

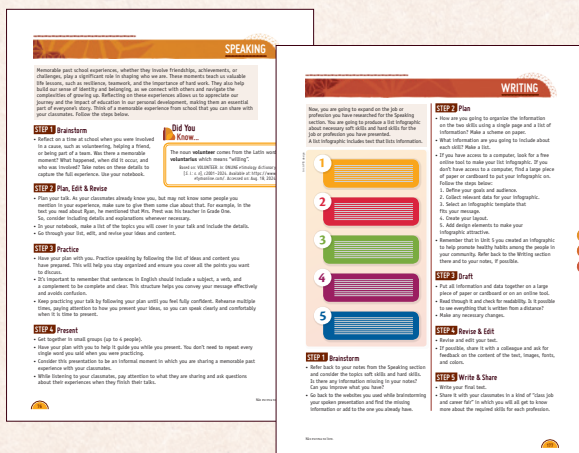
LANGUAGE IN USE

Atividades que incentivam a leitura analítica, permitindo a compreensão das estruturas e do vocabulário em contexto.

LISTENING

Textos orais, formais e informais, produzidos por falantes de diferentes nacionalidades, inclusive por não nativos da língua inglesa.

As atividades de compreensão oral e o número das faixas são indicados pelo ícone: **Track 1**



Boxes

Useful Language

Sugestões de frases que podem ser usadas nas interações orais ou nas produções escritas.

Language Expansion

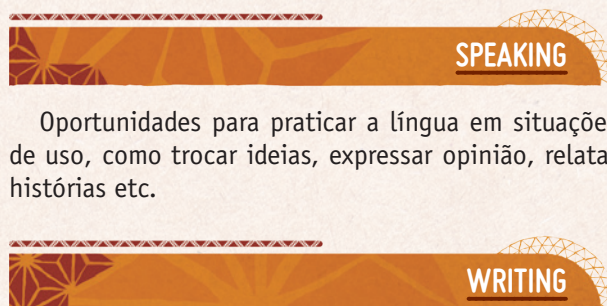
Expansão da língua em uso, para reflexão.

Did You Know...

Curiosidades sobre o tema abordado na unidade ou sobre aspectos linguísticos.

Glossary

Significado de palavras importantes para a compreensão do texto.



Oportunidades para praticar a língua em situações de uso, como trocar ideias, expressar opinião, relatar histórias etc.

Produção escrita processual, com passos que podem variar ao longo das unidades. Você será incentivado/a a compartilhar sua produção com os/as colegas ou com a comunidade escolar.

Round of Talks

Momento de conversa e oportunidade de desenvolvimento de habilidades socioemocionais, tais como empatia, cooperação, resiliência, entre outras.

Personal Reflection

Autoavaliação sobre o desempenho na realização das tarefas, mapeando dificuldades, facilidades e participação.

Apêndices

Review

Autoavaliação sobre o desenvolvimento de habilidades de compreensão, uso de vocabulário específico e de diferentes estruturas da língua inglesa.

Learning More

Sugestões de recursos adicionais variados para ampliar o conhecimento sobre os temas abordados no livro.

Audio Scripts

Transcrições dos áudios das atividades de compreensão oral e de pronúncia, bem como dos *podcasts*, um dos recursos digitais disponíveis no livro.

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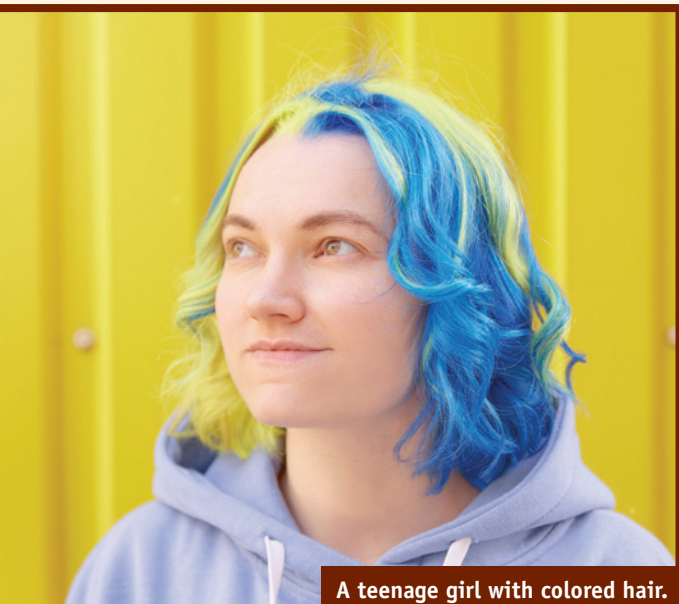
Objectives

- To demonstrate understanding of an online article about a photographer and an extract from a book about art.
- To use the Present Simple.
- To demonstrate understanding of an oral text about Indigenous people describing themselves.
- To plan and present a short talk about yourself.
- To create a self-portrait and write an artist statement about it.
- To experiment group dynamics related to identity and expressions.

START UP

Personal answers. Examples: They show people who have different styles. / They show people who show their identities in different ways.

1. Look at these photos and tell what they show.



A teenage girl with colored hair.

Borysenko/Shutterstock.com/IDBR



A boy and his haircut.

Ineb1599/Stock/Getty Images



A teenage girl and her twist braids.

Chuandail/Stock/Getty Images



Nail designs.

Mango20/Stock/Getty Images

IDENTITY

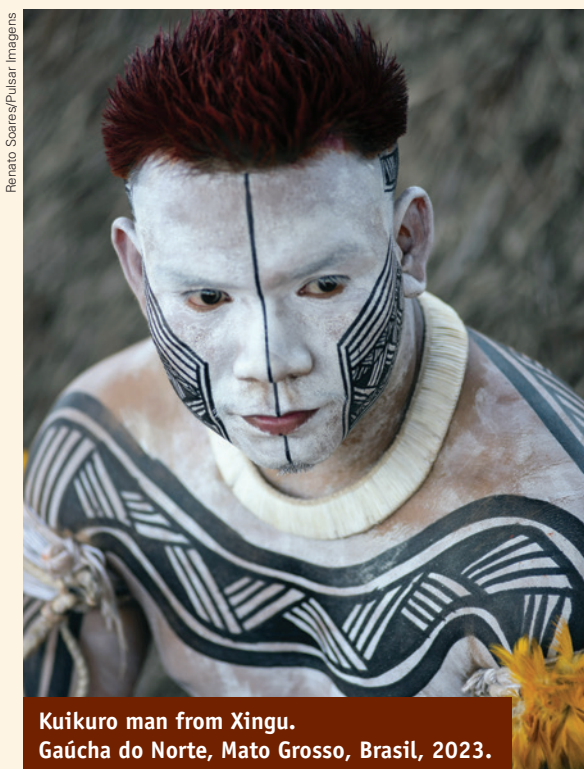
5. Personal answers. Examples: I don't know. / I think that people think I am cool! / I think that people like the way I express myself visually. / Some people don't approve of my hair color.

2. In what other ways can a person express themselves through their body? Personal answers. Examples: Make-up, tattoos, accessories, ear piercing, ear gauge, among others.
3. Have you ever used any of the elements you mentioned in question 2 to express yourself? How did you feel about it? Personal answers. Examples: Yes, make-up! I felt beautiful! / Yes, a shaved haircut. I felt cool!
4. Some people express themselves differently from you. What do you think about them? Personal answers. Example: I think everyone has his/her own style.
5. What do you think people feel about the way you express yourself visually?
6. Read this chorus from a song by India Arie. Then, say if you agree with her. Justify your answer.

I am not my hair, I am not this skin
I am not your expectations, no, no (Hey)
I am not my hair, I am not this skin
I am the soul that lives within

AIRE, India. I Am Not My Hair. *Genius*. [S. l.], Jan. 1, 2005.
Available at: <https://genius.com/Indiaarie-i-am-not-my-hair-lyrics>.
Accessed on: Aug. 14, 2024.

7. There are many things that can represent or define who a person is. The native people Kuikuro from Xingu, for example, use body paint, a typical hairstyle, and special accessories. The geometrical designs that decorate their bodies and objects represent nature and supernatural beings that are important for their culture.



6. Personal answers. Example: I agree with India Arie because our true identity is more than just our appearance or what others expect. It's about our soul—our thoughts, feelings, and values—that defines who we really are.

Read the items below and decide on the ones that show who you are. Write them in your notebook. Use other words, if necessary. Then, share your choices with a classmate. Personal answers. Example: earring, friendliness, performance in sports.

Baseball cap or hat / Bracelet /
Earring / Friendliness / Hairstyle /
Honesty / Necklace / Performance in sports /
Ring / Sincerity / Solidarity / Talent /
The way I talk to people / T-shirt

Useful Language

I think I am represented/defined by my ... because ...

I think my ... shows who I am because ...

Examples:

I think I am defined by my honesty because that is who I am.

I think my necklace shows who I am because it is full of color and happiness.

8. Read one definition for the word **talent**. Then, answer the questions in your notebook.

talent ('tæl ənt)

n.

1. a special, often creative natural ability or aptitude: *a talent for drawing.*

TALENT. *In: THE FREE dictionary*. [S. l.:s. n.], c2003–2024. Available at: <https://www.thefreedictionary.com/talent>. Accessed on: Jun. 4, 2024.

- a. Think of all the talents you have. Is there a talent that defines who you are?
- b. Make a list of your talents.
- c. Share your list with a classmate.
Personal answers. Examples: I am good at sports. / I am good at writing. / I am good at cooking. / I can cook very well.

Useful Language

I am good at ..., ..., and ... What about you?

Nice! I am good at ..., ..., and ...

I can ... very well.

2. Personal answers. Example: When I take photographs, I check if the light is OK. / When I draw, I like to use a light pencil.



Before Reading

1. Can you take good photographs or draw? Do you like doing it? *Personal answers. Examples: I can take photographs well. / I can draw. / I can't draw. / My photos are not very good.*
2. What strategies or techniques do you use to take photographs or to draw?
3. Can a blind person take a picture?
Personal answers. Examples: Yes, they can. / Maybe. / I don't know.

While Reading

4. Look at the title of the text. What is the first thing about it that catches your eye?
Personal answers. Examples: A photographer. / A blind photographer.

5. Read the title of the text again. What country do you think Imraan Gallo is from?
6. Now, have a quick look at the text. What alternative would you choose and how would you complete the following sentence about it?
 - Based on how the text is organized, it is probably **a biography / an article that includes an interview / a review of a documentary** because ... an article that includes an interview / Personal answer.
Example: (because) I see sentences with inverted commas, which indicate when someone is speaking directly in a written piece.
7. Now, read carefully Text 1 to check your prediction.
5. **Personal answers.** Examples: A country in Africa. (Some students may say “Africa.” If they do, explain that Africa is not a country but a continent.)


www.iol.co.za


Meet Cape Town's legally blind photographer

Imraan Gallo is the legally blind photographer. A paradox to some but essential for a man dedicated to mastery of the art, one picture at a time.

Gallo has only 15% of his vision. He was diagnosed with glaucoma when he was 15 years old. Doctors warned him that his vision would continue to deteriorate as he got older.

[...]

"I never gave much thought to it because I never understood the illness. But as time progressed, I researched it," he said. "That's when I realised that glaucoma is incurable."

Glaucoma doesn't affect the eyeball itself, but instead causes damage to the nerve, leaving it infected.

[...]

The 33-year-old, who is originally from Cape Town, was raised in Johannesburg and completed his schooling and **post-matric** studies there.

He studied mechanical engineering at the Vaal University of Technology and drafting at the College of Cape Town. Due to his condition, he had to leave his studies to take care of his health.

Gallo returned to Cape Town in 2012 and worked as a designer in mechanical engineering until 2018, when his condition forced him into retirement.

It was here that he decided to pursue portrait and product photography.

[...]

Gallo was 24 when he began doing photography, nine years after his diagnosis. He said at the time, his vision had already deteriorated.

"I don't know what it's like to do photography with good eyesight. I don't know it any other way."

[...]

Gallo said he lives by a simple saying: "I refuse to go blind without seeing the world."

[...]

His advice to people with disabilities is to do what makes them happy.

"Don't worry about the money. If you do what you love, you'll never have to work a day in your life."

AFRICA, Keshia. Meet Cape Town's legally blind photographer. *IOL*, [s. l.], Sep. 26, 2021. Available at: <https://www.iol.co.za/weekend-argus/lifestyle/meet-cape-towns-legally-blind-photographer-8ae9c912-cd56-4d83-bf9e-c8dd9e8723f6>. Accessed on: Jul. 27, 2024.

Glossary

post-matric: of or pertaining to a thirteenth year of schooling, offered (usually by a private school) as a preparation for tertiary education.

POST-MATRIC. In: *DICTIONARY of South African English*. Makhanda: DSAE, c2023. Available at: <https://dsae.co.za/entry/post-matric/e05746>. Accessed on: Aug. 22, 2024.

8. Decide on the sentences that best apply to Text 1. *Answers: a, c*
 - a. The text doesn't present questions.
 - b. The author uses an infographic to communicate his ideas.
 - c. The introduction to the text is a short paragraph.
 - d. There is a photo to illustrate the text.
9. What is the purpose of Text 1? *Answer: c*
 - a. To explain the meaning of legally blind.
 - b. To promote photographers on the internet.
 - c. To give some information about Imraan Gallo.
10. Identify Gallo's idea about his illness after he was diagnosed with glaucoma.
"I never gave much thought to it."
11. What equipment does Gallo probably need to do his job?
Personal answers. Examples: A camera. / Memory cards. / A computer to edit photos.

After Reading

12. Have you heard about any Brazilian photographers? Have they always been photographers?
 If you haven't, try to find out about one and share your findings with your classmates.

Personal answers. Examples: Sebastião Salgado, Araquém Alcântara, Fábio Colombini, Claudia Regina, Vânia Toledo. Sebastião Salgado studied Economics and worked at an international organization before becoming a photographer. Araquém Alcântara studied Journalism and became a photographer.

Text 2



Before Reading

1. Do you like taking selfies? If you do, what do you do with your selfies? If you don't, why don't you like taking them? *Personal answers. Examples: Yes, I do. I share them with my family. / No, I don't. I don't like photos because I need to learn how to take them.*
2. Have you ever made a drawing of yourself? Did you like it? If you haven't, would you like to give it a try? *Personal answers. Examples: Yes, I have. I liked it because it was fun to do it. / No, I haven't. I would like to give it a try.*

Did You Know...

The oldest selfie is believed to be taken by Robert Cornelius at the age of 30, who took it outside his lamp store in Philadelphia, USA, in 1839. However, it wasn't until 2002 that the word **selfie** was invented by Australians, who are known for shortening words and putting **-ie** in some of them. Self-portrait was then registered as a selfie on an online forum in Australia. The word **selfie** was so popular that, in 2013, the Oxford Dictionaries of Oxford University (the oldest university in the English-speaking world) chose it as their word of the year. The reason for this choice is simple: in 2013, the use of this word grew by 17,000%, making it one of the most searched words. Language borrowing is a reality in many languages, and it's no different in Portuguese. The word **selfie**, among other words, has adapted so well to our language that it's even difficult to pinpoint if it is borrowed or if it is genuinely ours.

*Based on: RAHMAN-JONES, Imran. Uma breve história da selfie desde 1839. *BBC news*, [s. l.], Nov. 26, 2017. Available at: <https://www.bbc.com/portuguese/salasocial-42094122>; SELFIE ou autorretrato. *Mundo Educação*. [S. l.], c2024. Available at: <https://mundoeducacao.uol.com.br/gramatica/selfie-ou-autorretrato.htm>. Accessed on: Aug. 2, 2024.*

3. d. Mexico: building in ruins, clouds in the sky, flag in her hand, plants, pre-Columbian idols
United States: electric equipment, flag in the clouds, smoke from chimneys, tall buildings and a factory.

While Reading

3. Read this extract of an academic text written by Peggy Blood and Pamela J. Sachant, coauthors of a chapter in the book *Introduction to Art: Design, Context and Meaning*, published by the University of North Georgia University Press in 2016. Then, look at the artworks and do the activities that follow.

Like children, artists sometimes explore their identity through self-portraits and symbolically in works of art that relate to their ancestry or culture.

SANCHANT, Pamela J.; BLOOD Peggy. Chapter 8: Art and Identity. In: INTRODUCTION to Art—Design, Context, and Meaning. *OpenALG*. [S. l.], [202-]. Available at: <https://alg.manifoldapp.org/read/introduction-to-art-design-context-and-meaning/section/546808d3-2803-4313-9fd4-c7c1b77e3bcf>. Accessed on: May 9, 2024.



© Banco de México Diego Rivera & Frida Kahlo Museums Trust, México, D.F. / AUTVIS, Brasil, 2024. Fotografia: Christie's Images/Bridgeman Images/Easy Mediabank

Kahlo, Frida. *Self-portrait along the boarder line between Mexico and United States*, 1932. Oil on metal, 31 cm x 35 cm. Private collection.

- Based on the artworks, how can you define what a **self-portrait** is? *Personal answers. Examples: It is a portrait of yourself. / It is like a selfie, but with paint.*
- In the extract written by Peggy Blood and Pamela J. Sachant, they make a comparison. What is it? What word do they use to introduce this comparison? *They compare the artists to children. They begin the comparison with the word like ("Like children, ...").*
- According to the extract, what do artists explore in their artwork? *They explore their identity.*
- Look closely at Frida Kahlo's painting. She was a Mexican artist, and this painting shows her at the border between her country and the United States. Copy the chart in your notebook and write the words below in the appropriate column in order to describe the painting.

building in ruins / clouds in the sky /
electric equipment / flag in her hand /
flag in the clouds / plants /
pre-Columbian idols / smoke from chimneys /
tall buildings and a factory

MEXICO	UNITED STATES

- In your opinion, what elements of her culture and a life close to the border was Frida Kahlo expressing in her self-portrait?

4. *Personal answers. Examples: My family, my school, my friends, the food I like to eat, my favorite singers etc.*

After Reading

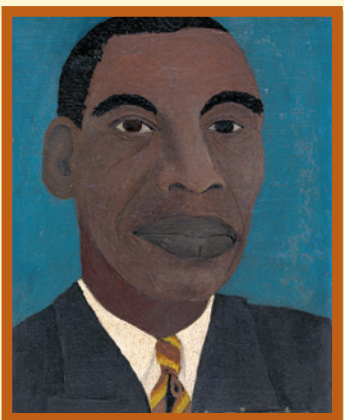
4. Imagine you are an artist. What elements of your life have to be part of your self-portrait?



Museu Metropolitano de Arte, Nova York, Estados Unidos. Fotografia: Bridgeman Images/Easy Mediabank

Van Gogh, Vicent. *Self-portrait with grey felt hat*, 1887. Oil paint, 44 cm x 37 cm. Metropolitan Museum of Art.

Museu Metropolitano de Arte, Nova York, Estados Unidos. Fotografia: Bridgeman Images/Easy Mediabank



Pippin, Horace. *Self-Portrait II*. Oil on canvas, glued to cardboard, 21.6 x 16.5 cm. Metropolitan Museum of Art.



3. e. *Personal answers. Examples: Her dress, the flag and the pre-Columbian idols express her culture. The electric equipment and the smoke from chimneys represent something she knew about the other country or maybe something she saw.*

LANGUAGE IN USE

1. These sentences were taken from Text 1 and Text 2. Read them in silence. Pay attention to the words in **bold**.

- I. Gallo **has** only 15% of his vision.
- II. The 33-year-old, who **is** originally from Cape Town, [...]
- III. Glaucoma **doesn't affect** the eyeball itself.
- IV. I **don't know** what it's like to do photography with good eyesight.
- V. Artists sometimes **explore** their identity through self-portraits.

2. Now, decide on the best answer in each question.

- a. The words in bold are **verbs** / **adjectives**.
verbs
- b. In sentences I, III, IV, and V the words in bold are used to express events and actions that **are facts, general statements, events, habits, or states** / **are happening at this moment**.
are facts, general statements, events, habits, or states
- c. In sentence II, the word in bold is used to express **events** / **states**.
states
- d. In sentence V, the word *artists* can be replaced by the pronoun **he** (3rd person singular) / **they** (3rd person plural).
they (3rd person plural)
- e. The subject in sentence III is the pronoun **it** (3rd person singular) / **they** (3rd person plural).
it (3rd person singular)

We use the Present Simple when we want to talk about facts, general statements, events, habits, and states.

Example: Gallo said he **lives** by a simple saying: "I **refuse** to go blind without seeing the world."

3. Write a short text about you. Use the Present Simple and, if possible, some of the verbs from Text 1 and Text 2. See them in the box below.

Personal answers. Example: I love music.

**know / live / love / do /
work / explore**

4. Read this cartoon by Peter Steiner and the sentences that follow. Pay close attention to the verbs in **bold**. Then, complete the text in your notebook, replacing the icon ▲ with the correct ending.



Peter Steiner/CartoonStock

"On the Internet, nobody knows you're a dog."

STEINER, Peter. *New Yorker Magazine cartoons*. Available at: <https://www.plsteiner.com/cartoons#/newyorker>. Accessed on: May 26, 2024.

- I. On the internet, nobody **knows** you're a dog.
- II. The cartoonist **sketches** funny stories in just a few minutes.
- III. Mrs. Meyer **goes** to the art museum once a month.
- IV. Claire **buys** her paints in a store on Howard Street.
- V. He **carries** all his pencils, brushes, and paper in a big leather bag.

- To make the 3rd person singular, we add ▲. With verbs ending in **o, s, ch, sh, x** and **z**, we add ▲, and with verbs ending in consonant + **y**, we drop the **-y** and add ▲.

Answers: s, es, ies.

Não escreva no livro.

5. Think about three activities someone in your family does every day. Write them in your notebook. Then, share them with a classmate.

Personal answers.

Example:

A: My sister goes to school every day. She studies English and she plays volleyball. Is it the same in your family?

B: [Share B's sentence.]

6. In the Reading section, Text 1, Gallo says: "I **don't** know it any other way." Read these other examples and identify the correct answer.

I. My sister **doesn't** work on Saturdays.

II. They **don't** like basketball, they prefer soccer.

- a.** The use of **doesn't** and **don't** indicate that these sentences are ... *negative*.

... affirmative. ... interrogative.

... negative.

- b.** To make a negative sentence, we need the words ▲ or ▲▲ + ▲▲▲. *do, does, not*

- c.** In which case do we use **doesn't**?

In the 3rd person singular (he/she/it).

When we want to make negative sentences in the Present Simple and the subject is the 3rd person singular (he/she/it), we use **does** + **not** + verb. With any other subject, we use **do** + **not** + verb.

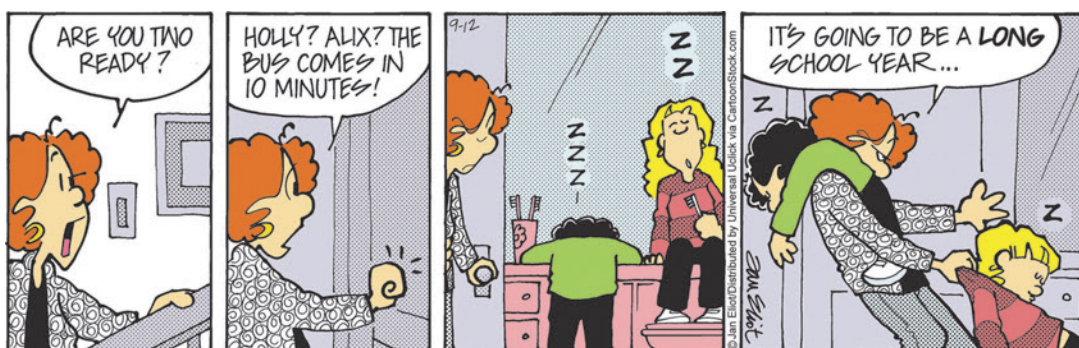
7. Look at the sentences taken from Texts 1 and 2. In your notebook, copy and complete the gaps with the appropriate form of the verb in the Present Simple. Use the verbs in the box.

a. is; b. don't know; c. lives; d. explore

be / explore / not know / live

- a.** The 33-year-old, who ▲ originally from Cape Town, was raised in Johannesburg.
- b.** I ▲ it any other way.
- c.** Gallo said he ▲ by a simple saying.
- d.** Artists sometimes ▲ their identity through self-portraits.

8. Read this comic strip paying attention to the use of the verb **comes**. Then, write the correct answers in your notebook.



ELIOT, Jan. *Late for school cartoons*. Available at: https://www.cartoonstock.com/directory/l/late_for_school.asp. Accessed on: May 12, 2024.

- a.** When is the bus coming: in the present or in the future? *In the future.*
- b.** What element of the sentence gives us the information about that? *In 10 minutes.*

Language Expansion

We can also use the Present Simple to talk about things that will happen in the future because they are facts or because there is a fixed schedule or timetable. In this case, a **time adverb** can help you understand that it is a future event.

Examples: Holly? Alix? The bus comes **in 10 minutes**.

My online course starts **tomorrow**.

LISTENING

4. Personal answers. Example: This sentence expresses a prejudice against Aboriginals. To some people, if a person is Aboriginal, he/she uses drugs.

00 Before Listening

1. The *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) dates from 2007 and it is a document that recognizes and safeguards the rights of Indigenous peoples all over the world. Read the second article of the UNDRIP. Then, answer the questions.

Article 2

Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.

UNITED NATIONS. Nations Declaration on The Rights of Indigenous peoples. New York: 2007. Available at: https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf.

a. Personal answers. Example: It can help everyone understand and value the rights of Indigenous people. Accessed on: May 13, 2024.

- a. What is the importance of a document like the United Nations Declaration on the Rights of Indigenous Peoples?
- b. What do you expect to find in a document like the UNDRIP?
- c. Do you believe the Indigenous peoples' right to be free is respected? Why? Why not?
- d. In your opinion, do Indigenous people suffer discrimination in our country?

- b. Personal answers. Example: I expect to find information about the Indigenous people's right.
- c. Personal answers. Students are expected to be consistent and respectful when expressing their opinions.
- d. Personal answers: Yes, they do. / No, they don't. / I don't know.

Did you Know...

The word **people** can be the plural form of the word **person** and a word that represents all the children, women, and men who live in a particular country and/or who have the same language and/or culture. In that case, the singular form is **people**, and the plural form is **peoples**.

5. Personal answers. Example: There is another prejudice between the lines in this sentence because some people believe that if you are Aboriginal, you are a threat to them.

00 While Listening Track 1

2. Listen to some people talking about themselves. Then, identify which of the statements below are correct according to what they say.
Answers: b, c, d
 - a. Three people talk about their identity.
 - b. There are three men and one woman in the audio.
 - c. Person A tells what his occupation is.
 - d. Person B has a degree in nursing.
 - e. Person C likes to drink.
3. What is a common aspect among all the speakers?
They are all Aboriginal.

00 After Listening

4. Person A says, "I'm Aboriginal, but I don't use drugs." What can you infer from this statement?
5. Person C says, "I'm Aboriginal, but I'm not a threat to you." What is there between the lines here?
6. What other examples of prejudice can you see in our society towards African descendants, Indigenous peoples, refugees, and many other minorities?

The context determines the meaning of the words and sentences. Read these two statements and focus on the words **but** and **and**.

I. Martin can sing, **but** he can't play the piano.

II. Stevie can sing **and** play the piano.

There is no hidden information in these two statements.

However, there is something between these lines:

"I'm Aboriginal, **but** I don't use drugs."

"I'm Aboriginal, **but** I'm not a threat to you."

"I'm Aboriginal, **but** I'm educated."

There is hidden information in these sentences. They tell us that those Aboriginals suffer prejudice. It shows that the people of that society believe that Aboriginals use drugs, are a threat to other people, and are not educated.

6. Personal answers. Examples: Xenophobia, refusal to accept minority groups' habits, behavior and culture, exploitation of minority groups' labor force.

Não escreva no livro.

SPEAKING

You have listened to four Aboriginal people speaking about themselves. Now, it's your turn to do the same!

Plan, write down the topics, and prepare a short talk about yourself. Talk to a classmate if necessary and follow the steps suggested below.

STEP 1 Brainstorm

- Listen to the audio again and/or read its script.
- Think about the things you want to talk about yourself. Say your name, age, the things you like, and the things you can do.
- Use this audio script to help you:

"I'm Aboriginal and I think it's important to smash stereotypes. I'm Aboriginal, but I don't use drugs. But I'm non-violent towards women. But I'm not a criminal. And I'm a journalist. And I respect all colors and races. I'm Aboriginal and I love my culture."

STEP 2 Plan, Edit & Revise

- Write your script and share it with your friends and the teacher. Ask their opinion about your script.
- Make all the necessary corrections based on their opinions and suggestions.
- Write the final version of your script.

STEP 3 Practice

- Read your script aloud two or three times. Practice in pairs so one can help the other. One reads while the other listens and comments on the reading. Try to make it as natural as possible and look at your audience while you speak.

STEP 4 Present

- Present your talk to the class or record it in audio or video.

WRITING

You are going to have the opportunity to create your self-portrait and write your own artist statement!

STEP 1 Brainstorm

- Make a self-portrait using any technique you want: pencil, pen, collage etc.
- Use photographs if you want, but customize them: draw, paint etc.
 - a. What words can you use to describe your self-portrait?
 - b. What makes it a representation of who you are?
- Share your self-portrait with your classmates.
- Comment on their artwork and listen to their comments.

STEP 2 Plan, Draft, Revise, Edit & Write

- Use the following guideline.

START
HERE

Artwork description: is it a painting, a drawing, a photograph, a collage?

1

2

Material or technique used: paper, canvas, plastic, paint, glue, gouache, watercolor.

Information about the artist: name, age, place of birth, date of birth.

3

4

Talents: things you are good at, things you like doing.

Write two sentences about yourself – one with **and** and one with **but**. Ask a friend and/or your teacher to read it and give suggestions. Revise your text. Place your text next to the artwork and enjoy the exhibit.

5

Art: APIS design

STEP 3 Share

- After the exhibition, share your impressions with your classmates.

ROUND OF TALKS

Parte 1

- Pegue uma tira de papel e escreva uma única palavra que caracterize você. Se possível, sente-se em círculo e mostre o seu papel para a turma. Observe os papéis das outras pessoas e leia o que elas escreveram sobre si mesmas.
- Agora, responda:

1 A palavra que você escreveu lhe caracteriza? Por quê? Como? *Respostas pessoais. O estudante deve refletir e explicar sua escolha. Exemplo: Sim, a palavra 'determinado' me caracteriza porque não desisto facilmente dos meus objetivos. Por exemplo, no ano passado me esforcei muito e consegui melhorar minhas notas de física. Passei sem recuperação.*

Parte 2

- Pegue outra tira de papel e escreva um elogio a uma pessoa da turma. Não escreva o nome da pessoa, apenas o elogio. Se possível, faça essa atividade em círculo.
- Depois de escrever o elogio, passe o papel para a pessoa sentada à sua direita. Você receberá um papel da pessoa sentada à sua esquerda.
- Leia o elogio em silêncio e passe para a pessoa que está à sua direita.

2 Na sua opinião, a palavra que as outras pessoas escreveram as caracterizam? Por quê? Como? *Respostas pessoais. Proceder como na pergunta 1.*

3 Que outras palavras você escreveria em sua tira de papel? Escreva-as. *Respostas pessoais. Espera-se que os/as estudantes indiquem adjetivos ou substantivos que os descrevam ou identifiquem.*

4 Como você está se sentindo? As novas palavras contam um pouco mais sobre quem você é? *Forme pequenos grupos para que os estudantes compartilhem reflexões antes de abrir a discussão para o grupo maior. Isso pode os ajudar a se sentirem mais confortáveis para compartilhar e enriquecer a discussão.*

- Faça isso até que o seu papel volte para você.
- Agora, responda:

1 O que você sentiu quando escreveu o elogio?

2 O que você sentiu quando leu as tiras de papel?

3 Algum dos papéis chamou a sua atenção? Por quê?

4 Você acha que algum dos papéis era para você?

5 Como foi para você realizar essa dinâmica?

Respostas pessoais. Sugere-se fazer uma rodada de respostas a cada pergunta. Ninguém é obrigado a responder às questões pessoais. Todas as respostas devem ser acolhidas e respeitadas. A última pergunta também poderá ser respondida pelo professor se se sentir confortável. Um comentário elogioso à participação dos estudantes poderá fortalecer o vínculo entre todos.

PERSONAL REFLECTION

Respostas pessoais.

1 Escolha as alternativas que melhor refletem a sua participação nesta unidade.

- a.** Participei **pouco** / **muito** / **razoavelmente** das atividades propostas na unidade.
- b.** **Agora sei** / **Ainda não sei** / **Preciso estudar mais** a diferença entre *but* e *and*.
- c.** **Agora sei usar** / **Ainda não sei usar** / **Preciso estudar mais** o *Present Simple*.

2 Qual foi o aspecto desta unidade de que você mais gostou? Por quê?

3 Qual foi o aspecto desta unidade de que você menos gostou? Por quê?

4 Em que medida as atividades realizadas ao longo desta unidade contribuíram para que você tenha uma consciência maior a respeito:

- a.** da sua identidade?
- b.** da identidade do grupo da sua turma?

Objectives

- To comprehend and analyze a recipe and a food waste quiz.
- To demonstrate understanding of *Wh-* questions in the Present Simple.
- To identify adjectives used for describing taste.
- To create an online questionnaire about eating habits and food.
- To understand a spoken personal account about food in Nigeria.
- To discuss personal and cultural food preference using appropriate vocabulary and structures.

START UP

Spaghetti is from Italy but is eaten in many other places; fried crickets in Thailand and Mexico; *acarajé* in Brazil; sushi is from Japan but is eaten in many other places.

1. Look at the dishes. Where are they commonly eaten?



Spaghetti.

Alessio Ortu/Shutterstock.com/IDBR



Fried crickets.

Preechab/Shutterstock.com/IDBR



Acarajé.

Casa da photo/Shutterstock.com/IDBR



Sushi.

Roccoco2018/Shutterstock.com/IDBR

FOOD

4. Personal answers. Example: In Brazil, in places close to rivers or to the sea, it is typical to eat fish or seafood. In Minas Gerais, it is common to eat *tutu de feijão*, a mixture of beans and cassava flour. Brazilian food is rich in variety and explores what can be produced and is available in nature in the region.

5. Personal answers. Example: In Brazil, food represents hospitality, since offering food is a primary way to make guests feel welcome. Traditional foods are part of celebrations such as Saint John Festivities or *Festa Junina*. In Indian culture, food is central to festivals like *Diwali*, where sweets and savory snacks are shared with family and friends.

3. Personal answers. Example: In Brazil, *feijoada* is a traditional dish. This dish is shared during family gatherings, and it reflects the importance of community and social ties in the Brazilian culture.

2. Read the food groups according to Food Standards Scotland in the box. Which ones can you identify in the dishes in the previous activity? Write your answers in your notebook.

Starchy food / Dairy / Fat / Fruit and vegetables / Protein

a. *Acarajé*

b. Fried crickets

c. Spaghetti

d. Sushi

2. a. *Acarajé*: starchy food, protein, fat; b. Fried crickets: protein, fat; c. Spaghetti: starchy food, vegetable; d. sushi: starchy food, protein

3. What are some traditional dishes from your culture? On what occasions are they typically eaten? How do these foods represent your culture?

4. How do the ingredients and preparation methods of traditional foods differ between your culture and others you know of? Can you identify any reasons for these differences?

5. Is food important in social gatherings and celebrations in your culture? How? Can you compare this to another culture you are familiar with?

6. Can you think of a situation where food has helped you connect with someone from a different culture in Brazil? How did this shared experience influence your understanding of their culture? Personal answers. Example: In Pará, people eat salty *açaí*, sometimes with fried fish. In São Paulo, people eat *açaí* as a dessert or a sweet treat. Knowing about the differences can help us see that each culture adapts their food to their habits, social contexts, influences, and traditions.

7. Read this text excerpt. Do you agree with it? Why? Why not? Personal answers. Examples: I agree with it because I think food brings people together. / I don't agree with it because I think that sports and other activities bring people together.

[...]

Food invites people to gather and gives us the opportunity to bond with each other.

Food brings people together.

Dr. Stuart Farrimond, bestselling author and food scientist, highlights that “the ritual of cooking and sharing is entrenched in our psyche [...]” and that there’s research which “shows that regularly eating with others improves wellbeing”. We’re not surprised at this equation: food + people = increased wellbeing.

[...]

CARDOSO, Madalena. Why food brings people together. *Hublapp*. [S. l.], Jul. 7. 2021. Available at: <https://www.hublapp.co.uk/post/why-food-brings-people-together>. Accessed on: Jun. 7, 2024.

Glossary

starchy food:
carbohydrate

READING

Text 1

Before Reading

Did You Know...

Have you heard of the Mediterranean Sea? The Mediterranean Sea is a sea that is located between the Atlantic Ocean and the west of Asia. It separates Europe from Africa. There are many countries that are bathed by the waters of the Mediterranean Sea, such as: Albania, Algeria, Croatia, Egypt, France, Greece, Italy, Lebanon, Malta, Morocco, Spain, Syria, Turkey and others.

Based on: SALAH, Mostafa; BOXER, Baruch. Mediterranean Sea. *Britannica*. [S. l.], Jul. 19, 2024. Available at: <https://www.britannica.com/place/Mediterranean-Sea>. Accessed on: Jun. 21, 2024.

1. Do a quick research and find what ingredients are commonly used in Mediterranean cuisine. What else do you know about the cuisine of those countries? *Personal answers. Example: Common ingredients in Mediterranean cuisine include olive oil, garlic, tomatoes, herbs, chickpeas, lentils, nuts, seeds, and vegetables.*
2. Have you ever tried Mediterranean food? If so, what dishes have you tried and what did you think of them? If not, would you like to try it? Why? Why not? *Personal answers. Example: I have tried Italian food. I think it is very good.*
3. How do the ingredients and cooking methods in Mediterranean cuisine reflect the culture and geography of the region? *Personal answers. Example: The Mediterranean cuisine reflects the culture and geography of the region through the abundant use of seafood because of the Mediterranean Sea, the use of olive oil because of the Mediterranean climate, which is suitable for olive trees, the influence of many cultures (Algerian, Croatian, Greek, Italian, Lebanese, Moroccan, Spanish, Syrian etc.), and the importance of sharing meals, a social aspect of Mediterranean cultures.*

While Reading

4. Look at the photo that accompanies the text. What do you think this dish tastes like? What ingredients do you think it has? *Personal answer. Example: It's savory. I think it has rice and seafood.*
5. Now, have a quick look at the text. What alternatives would you decide on to complete the following sentence?
 - By the way the text is organized, it is probably **a recipe / an infographic / an article** because **it teaches how to make a dish / it gives statistics about a recipe / it tells the history of a recipe.** *a recipe; it teaches how to make a dish*



[...]

How to Make a Moroccan Couscous Recipe

The Ingredients

- **Couscous.** Quick-cooking and tasty! I like to purchase whole wheat couscous when I can find it. Like other whole-grain options, it's higher in protein and fiber than its white counterparts. [...]
- **Shallot.** Starting the recipe by sautéing a shallot gives the entire dish a more robust, complete flavor.
- **Golden Raisins.** A popular ingredient in Moroccan cooking, golden raisins [...] give the couscous recipe bits of sweetness and make it more texturally interesting.
- **Pine Nuts.** Another classic ingredient in Moroccan cuisine, pine nuts add pops of nutty intensity and crunch. [...]
- **Lemon and Parsley.** Fresh lemon juice and herbs are what you can add to couscous for flavor! These two traditional Moroccan ingredients give this easy couscous recipe freshness, color, and life.
- **Cumin.** Moroccan cuisine is especially renowned for its spices. This recipe keeps the spices fairly mild so that the couscous pairs well with a variety of dishes. A touch of cumin is all you need.

Gkrphoto/Shutterstock.com/ID/BR



The Directions

1. **Toast the Pine Nuts.** Watch them carefully!
2. **Cook the Shallots, Spices, and Broth.** Bring the pot to a boil before removing it from the heat.
3. **Steam the Couscous.** Fluff, add mix-ins, and ENJOY!

CLARKE, Erin. Moroccan Couscous. *Well plated*. [S. l.], c2010-2024.
Available at: <https://www.wellplated.com/moroccan-couscous/>. Accessed on: Jun. 13, 2024.

11. Personal answer. Example: The Brazilian northeastern couscous is very simple to prepare. Ingredients: 2 cups of cornmeal, 50 g of grated coconut, 1/2 cup of coconut milk, 1/2 cup of water, and 1 pinch of salt. Preparation: 1. Mix all the dry ingredients in a bowl. 2. Gradually add the water and coconut milk until the mixture is moist and crumbly. 3. Let it rest for 5 minutes. 4. Place the mixture in the steamer without pressing it down. 5. Cook for 15 minutes. 6. Serve hot.

12. Personal answers. Examples: People eat *brigadeiro* at birthday parties. It is sweet. / People usually eat *feijoada* for lunch. It is savory. / Many people like barbecue. It's usually eaten when people get together on weekends.

Useful Language

I really like ... because it is ...

I enjoy/love eating ... because ...

I am not a fan of ... because ...

I can't stand eating ... because ...

I think ... is better than ...

Examples:

- I really like rolls because they are crunchy.
- I think feijoada is better than barbecue because it is juicy.

- Which sentence best describes Text 1? [Answer: d](#)
 - The text is short and only includes the ingredients to make the dish.
 - The text explains how to make the dish in detail, including where to buy the ingredients.
 - The cooking instructions are very detailed, including cooking time.
 - The text brings some guidelines for cooking or baking a specific dish, but you may need some previous experience to cook it right.
- What would you include to improve this recipe? You may decide on more than one item. [All the alternatives may be chosen.](#)
 - Cooking time.
 - Detailed instructions on how to cook the ingredients.
 - The level of difficulty in making this dish.
- Talk to your classmates and, if necessary, do some quick research to find out where the couscous described in the text originally came from. [From Morocco.](#)
- Read the text again and identify the typical Moroccan ingredients used in the recipe. [Golden raisins, pine nuts, lemon and parsley.](#)
- In your opinion, why do people read this kind of text? Write in your notebook. [Personal answers. Example: To learn how to prepare some kind of food they don't know.](#)

After Reading

- In Brazil, there are some different types of couscous recipes. Carry out some quick research about them. Consider finding the information listed below. Share your findings with your classmates.
 - The state where it is eaten.
 - What the main ingredients are.
 - How easy or difficult it is to make it.
- Think about some examples of typical food in Brazil which are eaten in social gatherings. What adjective best describes them?

bitter / bland / crispy / crunchy / juicy / mild / salty / savory / spicy / sweet
- Consider your list from the previous activity. Which food is your favorite? Why? Which food you don't like to eat? Why? Share your answers with a classmate. [Personal answers. Example: My favorite food is barbecue because I like meat and because we always eat this food with a group of friends or to celebrate a sports victory.](#)

Text 2

Before Reading

- Do you know any restaurant, snack bar, street vendor, food stall, or supermarket that throws food away? Share your experience with a classmate.

1. Personal answer. Examples: Yes, I do. In the street fair close to my house, they throw away the food that is not purchased. / Yes, I do. In the supermarket close to my house, they throw food away if it is expired. / No, I don't, but I think restaurants and snack bars throw fresh food away if people don't buy it by the end of the day.

2. Personal answer. Examples: Yes, I think it is okay because then people can still buy and eat that food. / No, I don't think it is okay because there are people who have paid full price before that.

2. Is it okay for supermarkets to reduce the price of food that will soon expire? Why? Why not?


3. Have you ever been to a food distribution center or a Farmer's Market? Do you think there is a lot of food waste there? If there is, can it be prevented? Personal answers. Example: I know the Farmers' Market in my city, and there is a lot of food waste there. / I think that food waste can be prevented if we promote awareness campaigns and reduce the price of food.

4. In your opinion, are people in general aware of food waste?

Personal answers. Examples: People aren't aware of food waste. / They are aware, but many just don't care about this problem.

While Reading

www.objectivequiz.com

 **OBJECTIVE QUIZ** Trivia Quizzes For Your Healthy Mind

HOME / GENERAL AWARENESS / **FOOD WASTE OBJECTIVE QUESTION AND ANSWER**

Food Waste Questions with Answers Answers: 2. 4; 10. 1; 12. 1; 18. 3; 19. 2; 24. 1; 36. 3; 37. 3

2. Who should care about food waste?

1. Only mother because she cooks dinners.
2. Only father because he goes for shopping.
3. Only kids because they eat the least among of all.
4. Everyone should be aware of food wasting because it is our common responsibility.

19. What does "reduce" mean?

1. use more
2. use less
3. make new things
4. save the Earth

10. What portion of all the food produced in the world is lost or wasted every year?

1. 1/3	3. 1/2
2. 2/9	4. 1/5

24. Wasted food creates methane, a greenhouse gas.

1. True Statement
2. False Statement

12. What kind of food do we waste the most?

1. Fruit, vegetables	3. Dairy products
2. Sweets	4. Herbs and spices

36. How many people could be fed by that amount of wasted food?

1. 500,000 people
2. 1 million
3. 2 billion
3. 500 million

18. What does RECYCLING mean?

1. throw away
2. give things to other people
3. make new things out of old ones
4. using things again and again

37. How can we prevent food wasting?

1. We should buy more fast-food, we don't have to prepare it at home.
2. We can eat more spicy food, it is so delicious!
3. We mustn't throw away food which can be reused.
4. We should eat in restaurants, so not to throw away food at home.

FOOD Waste MCQs Quiz Multiple Choice Questions & Answers. *Objective Quiz*. [S. I.], c2024. Available at: <https://www.objectivequiz.com/food-waste-questions-answers>. Accessed on: Jun. 13, 2024.

5. Read the text and decide on the right answer. The text is ... [a quiz](#)
 ... a magazine article.
 ... a quiz.
 ... a newspaper article.
6. Identify the alternative that best completes this sentence: The concept of recycling implies ...
[transforming a product into a new one.](#)
 ... transforming a product into a new one.
 ... giving a product to another person.
 ... discharging it appropriately.
7. What concept expressed in the text refers to discarding of resources, materials, or products that are not fully used? [The concept of waste.](#)
8. Who can help diminish the amount of food waste? Why?
[Everyone can do it because it's a common responsibility.](#)

After Reading

9. What kind of initiatives could your community or country take in order to reduce food waste?
[Personal answer. Example: I think my community could organize campaigns to help people understand how to avoid wasting food.](#)

LANGUAGE IN USE

1. This sentence was taken from Text 2. Identify the question word (interrogative pronoun) in it.
[What](#)
 What does "reduce" mean?
2. Read the questions below and focus on the words in **bold**. Then, identify the sentences that best answer them and write them in your notebook. [a-II; b-IV; c-I; d-III](#)
 - a. **What** does global food waste refer to?
 - b. **Why** do we have to avoid food waste?
 - c. **How** does global food waste impact the environment?
 - d. **Where** does food waste typically occur within the food supply chain?
 - I. By contributing to greenhouse gas emissions, water waste and other resources used in food production.
 - II. It refers to the loss or waste of food produced for human consumption.
 - III. Food waste occurs at the retail level, in hospitality and in households.
 - IV. Because it can damage the environment and millions of people suffer from hunger.
3. Now, copy the sentences below in your notebook and complete them with **who**, **where**, **what**, **why**, or **how**. [a. what; b. why; c. how; d. where; e. who](#)
 - a. We use ▲ to ask for specific information or to identify something.
 - b. We use ▲ to ask for reasons or explanations.
 - c. We use ▲ to ask about the manner or process of something.

d. We use ▲ to ask about a place or location.

e. We use ▲ to ask about a person.

4. Go back to the questions in activity 2. Read them again. Then, decide on the appropriate alternative to complete each sentence below.

a. Present Simple, Present Simple; b. Present Simple

a. The questions are in the **Present Simple / Imperative form**. The **Present Simple / Imperative** is used to describe habitual actions, general truth, fixed arrangements, and facts.

b. When forming *Wh-* questions in the **Present Simple / Imperative**, the structure is typically: a *Wh-* question word (*what, why, how, where, or who*) + an auxiliary verb (*do or does*) + the subject of the question + the main verb in its base form and its complement, if necessary.

5. Imagine you come from a place far away and you have just arrived in your city. Write four questions about the city in your notebook. Then, give them to a classmate to answer. Use the following clues to help you write your questions.

a. time the stores close

b. best place to buy vegetables

c. location of the local market

d. how teenagers go to school

Personal answers. Example: a. What time do the stores close?; b. What's the best place to buy vegetables?/

Where's the best place to buy vegetables?;

c. Where is the local market?; d. How do

teenagers go to school?

Language Expansion

Question words are interrogative pronouns that we use to ask questions. They can also be known as “wh-” as they all have those two letters: where, who, whose, which, when, why, how.

Question words are used in the beginning of a direct question in English. They can be followed by the auxiliary verb or the verb. In this case, there is a difference in the type of answer that is expected. Have a look at the examples:

Question: What do you think about the text?

Answer: I think it was very well written.

In this example, there is an auxiliary verb (**do**) followed by the subject (**you**) and the main verb and complement (**think about the text**). The answer is the reader's opinion.

Question: Who wrote the text?

Answer: Suellen wrote the text.

In this example, the question word is followed by a verb and its complement (**wrote the text**). As the answer is the subject, the auxiliary verb is not used.

LISTENING

100 Before Listening

1. Read this excerpt about food-related rituals on UNESCO Intangible Cultural Heritage of Humanity List and answer the questions.

[...]

Food and culture are interwoven. The processes involved in preparing, serving and sharing certain foods and drinks might appear simple, but they often carry important social and cultural significance. Recipes and dietary practices can be used to transmit knowledge from one generation to the next.

Making and eating certain foods as part of a celebration can solidify social bonds. For travellers, getting to know the local food scene and joining in with culinary traditions is one of the best ways to deepen your knowledge and enrich your experience.

[...]

LUSH, Emily. UNESCO Food Culture: 30 Amazing Culinary Traditions Around the World. *Wander-Lush*. [S. l], Apr. 23, 2024. Available at: <https://wander-lush.org/food-culture-unesco/>. Accessed on: Jun. 19, 2024.

- a. According to the text, how are food and culture related?
The processes of preparing, serving, and sharing food carry important social and cultural significance.
- b. Are there recipes in your family which are carried on from generation to generation?
In which meal are these dishes usually served?
Personal answer. Example: Yes, there are. My grandmother's condensed milk pudding, for example. We eat it for dessert (lunch or dinner).
- c. Do people eat the same foods for breakfast, lunch, and dinner? If not, what are the differences? What do you know about breakfast, lunch, and dinner in other cultures?
Personal answer. Example: No, people don't eat the same foods for all meals. For breakfast, some people eat cold meals, for example, and hot meals for lunch and dinner. I know that in some cultures, people eat hot meals for breakfast as well.

00 While Listening Track 2

2. Listen to an audio describing how a food is prepared. What food is it? *Answer: c*
 - a. Palm oil.
 - b. Yam.
 - c. Beans porridge.
 - d. Cake.

3. Listen to the audio again. There are two ways to prepare the dish the woman mentions. Complete an extract of the script with the words from the box. Write the answers in your notebook.
palm oil; palm oil; plantains; yam; potatoes; beans

beans / palm oil (2x) / plantains / potatoes / yam

- Two major methods: one, you prepare the beans porridge with ▲ and other ingredients, or two, you prepare the beans porridge with, you know, ▲, other ingredients, and another staples such as ▲, ▲, ▲. You add it into the pot, you know, one pot style of recipe. Or some people prefer to maybe fry those staples, fry yam, plantains, or potatoes and serve it with the ▲ porridge.

00 After Listening

4. The audio says: "in Nigeria we are not huge on appetizers." What about in your region? Do you eat appetizers? *Personal answer. Example: Yes, we do. / No, we don't.*
5. According to the audio, what is the function of the appetizers?
To form a cushion before you eat carbs so that you don't spike your sugar levels whenever you put food in your mouth.
6. Have you ever eaten bean porridge? Have you ever eaten another type of porridge?
Personal answers. Examples: Yes, I have. / No, I haven't. / I have eaten oat porridge or cornstarch porridge.

SPEAKING

You have listened to an audio about a type of food that is popular in Nigeria. Now, it's your turn to talk about a popular dish or food in Brazil.
Plan and prepare a short talk about the food you eat for breakfast, lunch or dinner. First, think of your favorite meal of the day. Then, follow the steps suggested.

STEP 1 Brainstorm

- Listen to the audio again and/or read its script.
- Think about the food items you eat in the meal you chose. What are they? What do they look like? What do they taste like? Do people in all regions of Brazil eat this food, too?

- What adjectives can you use to describe the food you eat in this meal? Is the food you chose your favorite? Why? Why not?
- Consider who is going to listen to your talk (your audience). Is there any extra information that you think you should include?

STEP 2 Plan, Edit & Revise

- Write your script and share it with a classmate. Ask his/her opinion about your script and for suggestions on how you can improve it.
- Make all the necessary changes based on the suggestions you have received. Revise the language you used in your text.
- Write the final version of your script.

STEP 3 Practice

- Read your script aloud two or three times. Practice in trios so one can help the other and give tips on how you can make your talk more engaging to the audience. One reads while the other two listen and comment on your speaking.

STEP 4 Present & Record

- Present your talk to the class and/or record it on audio. Put all recordings together to have your group podcast!



You are going to have the opportunity to create an online questionnaire about eating habits and food.

STEP 1 Brainstorm

- Make a list of topics related to eating habits and food. Then, identify five that could be part of your questionnaire.
- What question words can you use to ask the questions? What are the possible answers? How many alternatives do you want your questionnaire to have?

Use a computer, tablet, or similar gadget to look for online options to create a questionnaire that can be shared with other people. Consider the following items: Is it free of charge? Is it user-friendly? Does it offer multimedia features? Is it possible to see the answers that were submitted? Does it offer the possibility to see the answers in a graph?

STEP 2 Plan & Draft

- Open the online tool you have selected to write your questionnaire.

- Write the questions and answers in the spaces provided.

STEP 3 Revise & Edit

- Use the Language in Use section as a reference to revise the questions you have written.
- Test your questionnaire. Make any necessary changes.

STEP 4 Write & Share

- Write your final questionnaire and publish it online.
- Share the link for your online questionnaire with your classmates. After answering your classmates' questionnaires, talk to each other about the answers.
 - a. What eating habit is more common among the respondents?
 - b. What food seems to be the preferred one? Why is that so?
 - c. What was the most interesting question you answered? What made it so interesting?



How to Eat Healthily

Personal answers. Students are expected to comment on the online questionnaires created by the group and notice the similarities and differences in opinions and tastes.

ROUND OF TALKS

1. Respostas pessoais. Exemplo: A comida pode ser vista como alimento para nos nutrir, pode estar ligada a momentos de celebração e pode ser um elemento de coesão de grupos sociais como a família.

Observe as imagens a seguir e discuta as questões com os/as colegas.

3. Respostas pessoais. Espera-se que os/as estudantes indiquem pratos ou alimentos comuns na região.



Indigenous family having breakfast.



Multicultural table.



Balinese family preparing a meal.

- 1 Qual é o papel da comida para os grupos sociais mostrados nas imagens?
- 2 E para você? Qual papel a alimentação exerce na sua vida? *Respostas pessoais. Exemplo: É um momento em que minha família se reúne.*
- 3 Faça uma enquete com as pessoas da sua turma e pergunte qual é a comida típica da sua cidade. Anote todas as respostas e elabore uma lista.
- 4 Converse com as pessoas da sua turma para chegar a uma decisão do grupo a respeito da comida que melhor representa a cidade. Apresente seus argumentos e ouça os

4. Respostas pessoais. Espera-se que os/as estudantes participem de um pequeno debate sobre o assunto com a apresentação de argumentos.

argumentos das outras pessoas. O importante é chegar a um consenso.

- 5 Em duplas ou pequenos grupos, crie um *post* sobre o prato típico que o grupo escolheu. Inclua uma imagem, o nome, a receita e algum comentário enaltecendo o prato. *Resposta pessoal.*
- 6 Finalmente, divulgue os *posts* na sua comunidade escolar: nos quadros de aviso ou em alguma rede social da escola caso haja uma. *Respostas pessoais.*
- 7 Você sabe preparar alguma comida? Acha importante saber preparar alguma comida? Por quê? *Respostas pessoais. Exemplo: Eu sei fazer arroz. Acho importante saber preparar alguma comida para poder ajudar minha família a preparar nossas refeições.*

PERSONAL REFLECTION

- 1 Escolha as alternativas que melhor refletem a sua participação nesta unidade. *Respostas pessoais.*
 - a. Minha participação no cumprimento das tarefas foi **satisfatória** / **razoável** / **pouco satisfatória**.
 - b. O uso do imperativo **ficou claro** / **não ficou bem claro** para mim.
 - c. Acredito que **sei usar adequadamente** / **por vezes ainda uso de forma inadequada** as palavras iniciadas com *Wh-* empregadas em perguntas.
- 2 Qual foi a tarefa proposta nesta unidade que você mais gostou e que lhe ajudou a construir conhecimento? Por quê? *Respostas pessoais.*
- 3 Qual foi a tarefa que, na sua opinião, não contribuiu muito para alavancar a sua aprendizagem? Por quê? *Respostas pessoais.*
- 4 O que você aprendeu sobre perda e desperdício de alimentos nesta unidade que ajudará a mudar suas ações em relação a isso? *Resposta pessoal.*
- 5 Como você pode usar o que aprendeu nesta unidade para fortalecer sua comunidade? *Resposta pessoal.*
Por serem respostas pessoais, todas as respostas desta seção precisam ser acolhidas e respeitadas uma vez que refletem a individualidade de cada estudante. Essa reflexão pessoal deve também servir como uma avaliação das propostas de trabalho apresentadas.

Objectives

- To demonstrate understanding of an online article about artistic expression and a poem.
- To use the Imperative.
- To demonstrate understanding of a list of tips on how to do something.
- To plan and record a how-to video.
- To write a poem.
- To discuss how talents can be transformed into occupations.

START UP

Personal answers. Example: People showing their talents: playing a musical instrument, weaving alpaca wool, painting hand for a wedding, and doing copper artwork.

1. Look at these photos and describe what they show.



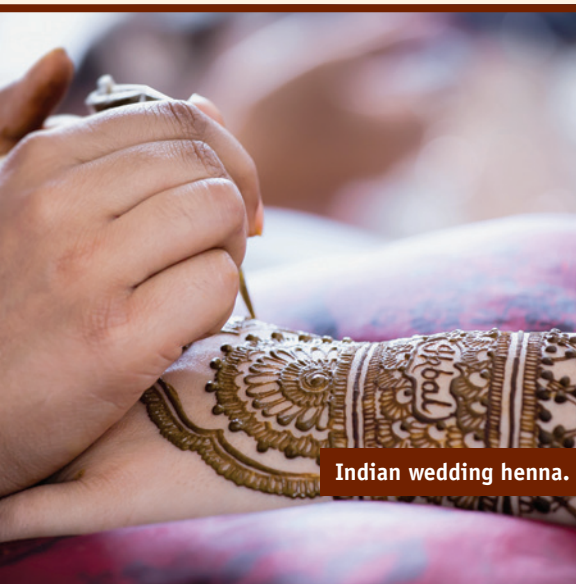
Berimbau, an instrument of African origin.

Fred S. Pinheiro/Shutterstock.com/ID/BR



Andean hand loom.

FG Trade/Shutterstock Images



Indian wedding henna.

Svettype20/Shutterstock.com/ID/BR



Copper artwork in Turkey.

muratar/Shutterstock.com/ID/BR

TALENTS

Professor/a: Veja Manual do Professor para as respostas das atividades 2 a 4.

2. What talents do people your age usually have? And what talents do you have?
3. Read a famous quote attributed to the Roman Emperor Nero.

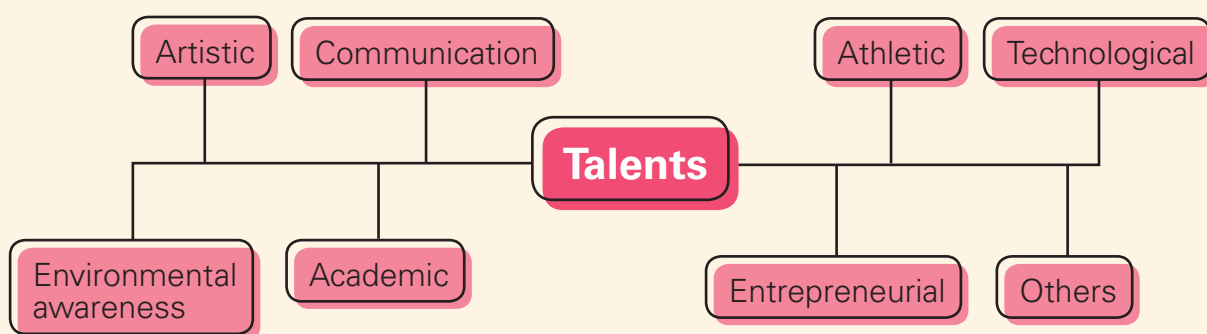
|| Hidden talent counts for nothing.

NERO. *ForbesQuotes*. [S. l.], c2015. Available at: <https://www.forbes.com/quotes/6987/>. Accessed on: Jun 24, 2024.

What do you think he meant by that quote?

4. Copy the mind map below in your notebook. Then, choose two words in the box for each kind of talent and write them down.

business ideas / conservation / gardening / gymnastic / math / product creation / programming / science / sculpture / singing / soccer / social media management / video editing / vlogging



5. Talent management involves understanding what you are good at, providing opportunities to develop those talents, and steering them toward future success in your personal, academic, and professional lives. Discuss the questions below in groups. Then, report your answers to the class.



- a. Who can help you recognize your talents?
- b. What resources, opportunities, or programs are available to help you develop your talents?
- c. How do you handle constructive criticism about your talents?
- d. What are your short-term and long-term goals related to your talents?
- e. How do you manage your time between developing your talents and other responsibilities (school, chores, social life)?
- f. How do you think developing your talents will impact your future career choices and contribute to your community or society?

Personal answers. Students are expected to answer questions a-f based on their experiences.

6. How can talented teenagers contribute to their communities?

Personal answers. Example: They contribute to their communities through volunteering, leadership roles, and cultural enrichment, promoting social responsibility and civic engagement.

Não escreva no livro.

Text 1

Before Reading

1. How do artists use everyday objects in their work? Take notes in your notebook.
Personal answers. Students are expected to mention items such as recycling materials in works of art, using everyday objects as tools to paint etc.
2. Have you ever seen illustrations combined with art using everyday items? What were they?
Where were they? *Personal answers. Students are expected to refer back to experiences they have had in art classes at school, such as the use of a sieve or a piece of cotton to create effects in a painting.*
3. Read the title and look at the pictures in the text. What words or expressions do you expect to find? Write them in your notebook. *Personal answers. Students are expected to come up with adjectives and nouns related to art. Examples: paper, illustration, paint, pencil, beautiful etc.*

While Reading

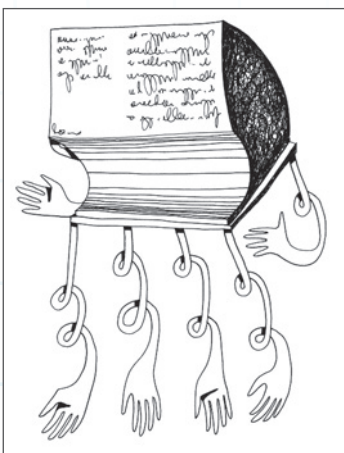
4. Now, read the text and check your predictions. **Personal answers.**

A screenshot of a web browser window. The address bar shows 'www.boredpanda.com'. The page title is 'Everyday objects turned into playful illustrations by Victor Nunes'. The article text describes how artist Victor Nunes uses simple illustrations to turn everyday objects into pictures of faces and animals. It mentions pareidolia and gives examples like popcorn and bread. Two images are shown: one of a bird's head with a nut as its beak, and another of a face with scissors for eyes. The browser interface includes navigation buttons, a search icon, and a star icon. The article is attributed to 'Art: APIs design'.

5. Identify the picture that best applies to the text.

Answer: c

a.



Polina Gazhur/Shutterstock.com/ID/BR

b.



Polina Gazhur/Shutterstock.com/ID/BR

c.



Victor Nunes/Acervo do artista

d.



Poyeh/Shutterstock.com/ID/BR

6. The text is divided into three paragraphs. Match each paragraph with its main topic. Write the answers in your notebook. a-III; b-I; c-II

- a. Paragraph 1 I. Nunes' art and pareidolia.
b. Paragraph 2 II. Artists creating art from everyday objects.
c. Paragraph 3 III. Victor Nunes' playful everyday object illustrations.

7. Complete the following sentences with words from the text. Write the answers in your notebook.

- a. Victor Nunes' artwork exemplifies the concept of pareidolia by combining everyday objects with simple ▲ to create images resembling faces, animals, and other ▲ scenes.
a. illustrations; playful; b. incorporating; c. photographs
b. Other artists like Tineke Merink and Javier Perez similarly explore the creativity in everyday objects by ▲ them into their artwork.
c. Tineke Merink adds illustrations to ▲ of random locations, whereas Javier Perez does the same with smaller objects.

8. According to the text, which statement below is incorrect? Answer: a

- a. Nunes' artwork focuses only on turning everyday objects into pictures of faces and animals.
b. Tineke Merink and Javier Perez explore creativity through similar techniques.
c. Nunes' artwork prompts viewers to see familiar shapes in random objects.

After Reading

9. Do you think the integration of everyday objects with simple illustrations in Victor Nunes' artwork is innovative? Why? Why not?

Personal answers. Example: Nunes' artwork challenges the notion that art must be big, impressive, or exclusive, demonstrating that innovation and creativity can be found in everyday objects.



Did You Know...

Victor Nunes is a 63-year-old, retired art director, from São Paulo, Brazil. [...] His images invite us to look at the world differently and find creative images in our surroundings.

RUDY. Victor Nunes Art — Faces in Everyday Objects. *Designs mix*. [S. l.], c2024. Available at: <https://www.designsmix.com/inspiration/victor-nunes-art-faces-in-everyday-objects/>. Accessed on: Aug. 4, 2024.



Before Reading

1. Do you like reading poems? Why? Why not?

Personal answers. Examples: Yes, I do. I think they make me reflect about life. / No, I don't. I don't like the way they are written.

Did You Know...

The poem *Cantiga da Ribeirinha*, by Paio Soares de Taveirós, is said to be the first known poem written in Portuguese.

Based on: BRANDINO, Luiza. *Trovadorismo. Brasil Escola*. [S. l.], c2024. Available at: <https://brasilecola.uol.com.br/literatura/trovadorismo.htm>. Accessed on: Sep. 22, 2024.

2. Think about the poems you have read in Literature or Portuguese lessons. What topics were common? What were the most unusual?

Personal answers. Example: I remember a poem about a stone that was in the middle of the way by Carlos Drummond de Andrade. It represented the obstacles in people's lives.

While Reading

3. *Talk to me* is a poem written by Suzanne Hayasaki and published on a website called *Poem Hunter*. Read the poem, identify its characteristics, and write them in your notebook. Answer: b, c, d, e

Sit with me in the shade of this tree.
Tell me who you were, who you are,
And who it is you wish to be.
Talk to me of days gone by and days to come.
Talk to me of warm mornings, cool evenings,
And cold nights, writing by candlelight.

Tell me of the epic that will not come.
Tell me of the love poems that continue to flow,
Unread, unpublished, unappreciated,
Unseen by the eyes that inspire them.

Tell me of your ambitions, your wishes,
Your vision of what you could be
If someone would take the time to read
The words you put to paper so passionately.

Recite and I will listen.

Hypnotize me with your rhymes.

Lull me with the rhythms of your speech.

Create a complete world with your words

And let your voice lead us both

Where you want us to go.

The epic is an oral tradition.

Poetry is meant to be heard not read.

Don't look for your story in the structure.

Don't expect to work magic if you are counting feet.

Just be.

Just speak.

Just believe

That within you is beauty

And release it.

HAYASAKI, Suzanne. *Talk to me. PoemHunter*. [S. l.], May 22, 2015. Available at: <https://www.poemhunter.com/poem/talk-to-me-36/>. Accessed on: Jun. 10, 2024.

- a. Divided into five stanzas.
 - b. Free verse structure.
 - c. Irregular rhythm.
 - d. No rhymes.
 - e. Irregular punctuation.
4. Read the poem again and identify the stanza containing what is being asked. Write in your notebook. a. 3rd stanza; b. 1st stanza; c. 5th stanza. Epic and poetry.
- a. In which stanza does the author express the desire to know the reader more deeply?
 - b. In which stanza does the author invite the reader for a conversation?
 - c. In which stanza does the author compare two different literary genres? What are they?

5. Personal answers. Example: The title expresses an invitation as we can see in these lines: Recite and I will listen. Hypnotize me with your rhymes.

After Reading

5. Read the title of the poem attentively and answer: In your opinion, what does the title express: an order or an invitation? Use one of the verses to justify your answer.
6. In the last stanza, the author says: "Just believe that within you is beauty." What do you think makes you special or unique? Personal answers. Examples:

I always try to be kind and help others when they need it, and I think that's something special about me./ I think my ability to make people laugh and feel comfortable makes me unique.



African
Kalimba

LANGUAGE IN USE

1. The function of the verbs in bold is to give orders and instructions. The verbs used to express facts and routines are usually in the Present Simple and come after subject pronouns or names.

1. Read the sentences extracted from Text 2 and pay attention to the verbs in **bold**.

Sit with me [...]

Talk to me of days gone by [...]

Talk me of warm mornings [...]

Create a complete world [...]

Just **believe** that [...]

What is the function of the verbs in the poem? Do they express facts and routines, or do they give orders and instructions? Justify your answer.

2. Now, read the poem again and find two other verses containing verbs that have the same function as the ones in **bold** in activity 1. Write them in your notebook. *Tell me, Recite, Hypnotize me, lull me, be, speak, believe.*

3. Decide on the correct endings to the statements about the verbs in activity 1. *Imperative.*

a. The verbs in activity 1 are in the ...

... Imperative.

... Present Simple.

b. To form the Imperative, we use ... *the base form of the verb.*

... the **-ing** form of the verb.

... the base form of the verb.

c. We often come across the Imperative in (choose more than one option) ...

... instructional manuals and guides.

... recipes.

instructional manuals and guides, recipes, safety and warning labels, advertisements.

... biographies.

... timelines.

... safety and warning labels.

... advertisements.

4. When it comes to literature and other artistic expressions, copyright laws should be respected to guarantee the artists' intellectual property. Decide on the option that expresses this idea.

Answer: a

a. Don't copy someone else's work.

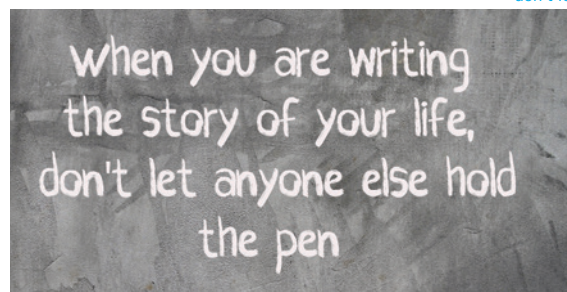
b. Copy someone else's work.

5. Read the inspirational messages below and identify the Imperative. Write them in your notebook.



don't call, call

Constantin Stanciu/Shutterstock.com/ID/BR



don't let

Albina Gavrilovic/Shutterstock.com/ID/BR

To form negative orders or commands, we use **do + not** or **don't** + the base form of a verb.

Example:

Don't underestimate the power of art to inspire and provoke thought.

6. What kind of positive message would you like to share with your classmates? Read the short inspirational note below. Write one in your notebook. Use the Imperative.

Personal answers. Students are expected to produce a simple sentence with an inspirational idea, preferably using the imperative.

Andrei Askirka/Shutterstock.com/ID/BR

Don't limit yourself

Não escreva no livro.

7. What other uses of the Imperative can you think of? Write them in your notebook. Provide examples. Then, as a class, discuss the ideas you came up with.
8. Poets can use different fonts and styles to create their poems, among them graffiti lettering. Use the verbs from the box to complete the steps on how to draw graffiti lettering. Write the answers in your notebook. *Brainstorm, Practice, Draw, Add, Fill, Outline, Showcase, Take, Enjoy, Keep*

add / brainstorm / draw / enjoy / fill / keep / outline /
practice / showcase / take

Art: APIS design; Image: d4_dsgns/Shutterstock.com/D/BR

HOW TO DRAW GRAFFITI LETTERING

- 1 ▲ Your Graffiti Lettering
- 2 ▲ Different Styles of Lettering
- 3 ▲ Outlines of Your Lettering
- 4 ▲ Details to Your Lettering
- 5 ▲ in the Colors of Your Letters
- 6 ▲ Your Letters
- 7 ▲ Your Graffiti Lettering
- 8 ▲ Photos of Your Work
- 9 ▲ the Process of Drawing Graffiti Lettering
- 10 ▲ Drawing and Experimenting

Graffiti lettering is an art form that allows you to express yourself through the written word. You can easily incorporate it into your artwork, or create an entire piece devoted to graffiti lettering. Drawing graffiti lettering is not as hard as you think, and with some practice you'll be able to create stunning works of art. [...]

ORTIZ, Robert. How To Draw Graffiti Lettering. *Learn Art*. [S. l.], Dec. 15, 2023. Available at: <https://www.learnabout-art.com/how-to-draw-graffiti-lettering/>. Accessed on: Aug. 4, 2024.

Language Expansion

In English, as well as in Portuguese, we can use the Imperative to express different ideas. Here are some of them:

- Offering a suggestion
Try adding a bit more sugar to the topping.
- Giving a direction
Turn right on Seventh Avenue.
- Making a (polite) request
Pass the salt (please).
- Expressing prohibition
Don't use informal language in your essay.
- Giving encouragement
Don't give up! Keep going!
- Giving a warning
Watch out for the wet floor!
- Giving a command
Sit down now!

7. Personal answers. Examples: Providing reminders (Don't forget to study for the exam!); Expressing wishes or blessings (Have a nice day!); Providing advice (Consider the pros and cons before making a decision.); Making an invitation (Come to my party next week!).

10. Personal answers. Example: The artistic expressions discussed in this unit turn everyday objects and actions into something interesting. This helps artists share their talents and connect with others. It makes people see the world in new ways and brings them together to appreciate creativity.

9. Which step of the graffiti lettering process do you find most exciting? Why? *Personal answers. Example: I like Step 3 because I guess it is the most creative part of the process.*
10. How do the various forms of artistic expressions discussed in this unit demonstrate the role of creativity in powerful and meaningful art? In what ways do these transformations promote connections between the artist and the community?

LISTENING

1. Personal answers. Examples: Fear of failure, lack of experience, limited vocabulary and technical skills, receiving and handling criticism, balancing writing with school, extracurricular activities, and social life etc.

100 Before Listening

1. What challenges do you think young writers commonly face when starting to write?
2. How can young writers find their unique voice and style in writing, and why is this important?
3. What strategies do you think young writers use to overcome creative blocks?

Personal answers. Students are expected to think about the tools they can use to keep their creativity flowing.

100 While Listening



Tracks 3-4

Did You Know...

2. Personal answers. Examples: Writing about what matters to them, experimenting with different genres and forms, keeping a journal, reading aloud etc.

The recording you are going to listen to was extracted from a video advice list shared by Mel Torre Franca on her channel.



Mel Torre Franca/Acervo da cedente

4. Listen to Part 1 and identify the missing pieces of information to complete the sentences. Write them in your notebook. **a.** seventeen-year-old; **b.** teen, young adult; **c.** writing process; **d.** tips, writers
 - a. Mel is the ▲ author of *Leaving Wishville*.
 - b. *Leaving Wishville* is a ▲ and ▲ magical realism novel.
 - c. Mel has received messages asking about her ▲ and how she got published.
 - d. Mel decided to share her top 7 ▲ for teen ▲.

Language Expansion: "... for the past couple of weeks I've received quite a few messages on Instagram and in YouTube comments just asking about my writing process and how I got published, **so** today I'm going to be sharing my top 7 tips for teen writers." Não escreva no livro. The word **so** is used to introduce a clause of result or decision.

5. Listen to Part 2. In your notebook, write the tips in the order Mel gives her viewers. **Answers:** 2, 7, 3, 5, 4, 1, 6

1. Not to distract oneself with publishing.
2. To write every day.
3. To participate in NaNoWriMo.
4. To be flexible with your hobbies.
5. To invest in Scrivener.
6. To join a writing community.
7. To write in the morning.

100 After Listening

6. Considering the challenges you listed in activity 1, which other tips would you add to Mel's list? Write them in your notebook. **Personal answers.** Examples: Writing regularly, reading widely, practicing patiently, etc.
7. Have you ever read a book by a young writer? If so, did you like it? Have you ever considered writing a book? Justify. **Personal answers.** Examples: Yes, I have. No, I haven't. / Yes, I did. / No, I didn't. I think it is difficult to write a book.

Language Expansion

Listen to Part 1 again and identify the sentence in which Mel uses the word **so**.

What function does the word **so** have in this sentence? Is it to give orders and instructions, or to introduce clauses of result or decision?

Now, pay attention to these other examples:

- The students were late for the test, **so** they needed some extra time.
- I'm interested in writing, **so** I think I will join a writing community.

In spoken English, we can use **so** to summarize what we have just said or to change the topic:

Lucas: I spent a long time working on my essay.

Helen: That sounds intense!

Lucas: Yeah, it was. **So**, I'm really glad it's all over.

Marc: Our school talent show was amazing!

Sam: I wish I'd had time to practice more.

Marc: Yeah, but you did well! **So**, what are your plans for tonight?

SPEAKING

You have listened to Mel share tips for teen writers. Now, it's your turn to do a how-to-video on your own!

Plan and prepare a list of tips about something you know how to do that your classmates would like to learn. Follow the steps suggested below.

STEP 1 Brainstorm

- Listen to the audio again and/or read its script.
- Think about something you know how to do that your classmates would like to learn. That could be creating graffiti, writing a poem, choreographing a song you like, customizing a piece of clothing, and so on.

STEP 2 Plan, Edit & Revise

- Write your how-to text and share it with your classmates and teacher. Ask their opinion about your text.

- Make all the necessary corrections based on their opinions and suggestions.
- Write the final version of your text.

STEP 3 Practice

- Read your text aloud two or three times. Practice in pairs so one can help the other. One reads while the other listens and comments on the reading. Try to make it as natural as possible. Look at your audience while you speak.

STEP 4 Present

- Record your how-to text in video or present it to the class.

WRITING

You have read a poem and a few inspirational notes. Now, you are going to create your own inspirational poem. It will be displayed on the school walls. Follow the steps below.

STEP 1 Brainstorm

- Think about what you want to inspire your classmates to do.
- Make a list of words, images, and feelings associated with this topic.

STEP 2 Plan

- Think about how you can poetically represent the topic you have chosen.
- Sketch a simple outline of the verses your poem will have.

STEP 3 Draft

- Start writing your poem, fitting the words and phrases into the planned objective.

- Don't forget to use the Imperative.

STEP 4 Revise

- Review your draft to ensure the words and sentences effectively convey the theme.
- Rearrange words or add details to enhance meaning.

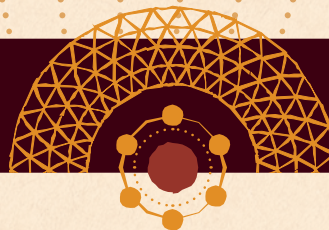
STEP 5 Edit

- Proofread your poem, checking for any mistakes in spelling, grammar, and punctuation.
- Make sure the message is clean and precise.

STEP 6 Write & Share

- Create the final version of your poem, either by hand or using digital tools.
- Focus on making it meaningful and free of errors.
- How about sharing your poem with the school? Consider displaying it on the authorized school walls!

ROUND OF TALKS



Vijit Changyendham / iStock/Getty Images



Cooking.



Carpentry.



Making beaded bracelets.

PeopleImages.com - Yuri A / Shutterstock.com / ID/BR



Tutoring.



Designing.

Sairad22 / iStock/Getty Images

Frame Stock Footage/Shutterstock.com / ID/BR

- 1 Como os talentos mostrados nessas imagens podem se transformar em uma ocupação?
- 2 Quais são seus melhores talentos? Faça uma lista deles. *Respostas pessoais. Espera-se que os/as estudantes listem coisas que sabem fazer bem ou que gostam muito de fazer e que se dedicam a aprendê-las/desenvolvê-las.*
- 3 O que você costuma fazer quando quer aprender a produzir alguma coisa?
- 4 Como você pode aprimorar o conhecimento que você já tem? *Respostas pessoais. Exemplos: Aprendo com alguém que já sabe, faço um curso gratuito ou assisto a tutoriais na internet.*

3. Respostas pessoais. Exemplos: Aprender com alguém que já sabe, fazer um curso gratuito ou assistir a tutoriais na internet.

- 5 Como é possível dar o primeiro passo para transformar o seu talento numa ocupação que proporcione alguma renda?
- 6 Você poderia ajudar alguém no projeto dele/dela? Como? *Respostas pessoais. Exemplo: Eu poderia ajudar a procurar formas de participar de capacitações profissionais.*
- 7 Você gostaria que alguém lhe ajudasse em seu projeto? De que maneira? *Respostas pessoais. Exemplo: Sim, eu gostaria que alguém me ensinasse como começar.*
- 8 Você já pensou em realizar um projeto desse tipo em parceria com um/a colega? *Respostas pessoais.*

1. Respostas pessoais. Exemplo: As pessoas que possuem esses talentos poderão produzir e vender seus produtos ou dar aulas particulares para estudantes que precisam de recuperação em alguma disciplina escolar.

5. Respostas pessoais. Exemplos: Pode começar oferecendo seus produtos ou serviços para as pessoas que conhece na vizinhança, no bairro, na escola. Pode anunciar nas redes sociais da comunidade onde mora.

PERSONAL REFLECTION

- 1 Pense em sua participação ao longo das discussões e demais atividades da unidade e registre suas percepções em seu caderno. *Respostas pessoais.*
 - a. Participei mais de atividades de ▲.
 - b. Participei menos de atividades de ▲.
 - c. Tive dificuldade em ▲.
 - d. Senti mais segurança em ▲.

- 2 Quais foram os pontos mais importantes que você aprendeu? Por quê? *Respostas pessoais.*
- 3 Como os tópicos dessa unidade podem te ajudar a contribuir com o meio onde você vive? *Respostas pessoais.*
- 4 De que forma você pode colocar os aprendizados desta unidade em prática? *Respostas pessoais.*

Objectives

- To demonstrate understanding of written texts about Braille and social media.
- To examine and apply the verbs *can*, *must*, *have to*, and *should*.
- To interpret a recording about oversharing on social media.
- To give recommendations for the use of social media.
- To write a response to a post about social media.
- To discuss and reflect on social media and its impact in life and consumption.

START UP

They all show something used to connect people or to express connections.

1. Look at these photos. Explain how they are related to the idea of connection.



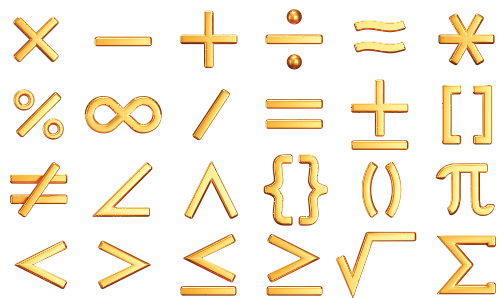
Everett Collection/Shutterstock.com/IDBR

Telegraph.



AmazeinDesign/Shutterstock.com/IDBR

Emojis.



Wintoboru/Shutterstock.com/IDBR

Math symbols.



Evan Lorne/Shutterstock.com/IDBR

Recycling symbol.

CONNECTION

2. Read the dictionary entry and answer the questions in your notebook.

Art: APIS design

code [c or u]

noun

UK /kəʊd/

a system of words, letters, or signs used to represent a message in secret form, or a system of numbers, letters, or signals used to represent something in a shorter or more convenient form

CODE. In: CAMBRIDGE Dictionary. Cambridge: Cambridge University Press, c2024. Available at: <https://dictionary.cambridge.org/pt/dicionario/ingles-portuques/code>. Accessed on: Jun. 13, 2024.

- Which code forms depicted in activity 1 do you use? When do you use them?
Personal answers. Example: I use emoticons when I text my friends.
- What other forms of code do you know?
Personal answers. Examples: QR codes; Braille; binary code; bar code; HTML etc.

Did You Know...



Studio-Annika/Stock/Getty Images

Old telegraph machine

The language of the telegraph, Morse code, was invented by an American artist called Samuel Finley Breese Morse, who managed to send the first message in 1844. Morse is a way to communicate using short and long sounds (dots: short signals and dashes: long signals) to represent letters of the alphabet and numbers.

Based on: THEISEN, Tiffini. Morse Code explained. *Military.com*. [S. l.], Jun. 28, 2023. Available at: <https://www.military.com/history/morse-code>. Accessed on: Jun. 13, 2024.

3. Have a look at a Morse code chart. Think of ways to tap the short and the long sounds with your fingers. If possible, carry out a quick search online and compare your sounds to the ones made by a telegraph. *Students are expected to come up with ideas for the short and the long sounds and, if possible, to find the sounds made by a telegraph online.*

MORSE CODE

A	• —	N	— •	1	• — — —
B	— • • •	O	— — —	2	• • — —
C	— • — •	P	• — — •	3	• • • —
D	— • •	Q	— — • —	4	• • • •
E	•	R	— • —	5	• • • •
F	• • — •	S	• • •	6	— • • •
G	— — •	T	—	7	— — • •
H	• • • •	U	• • —	8	— — — •
I	• •	V	• • • —	9	— — — •
J	• — — —	W	• — —	0	— — — —
K	— • —	X	— • • —		
L	• • • •	Y	— • — —		
M	— —	Z	— • • •		

Panggabean/Shutterstock.com//D/BR

Did You Know...

The *Mission: Impossible* theme song, composed by Lalo Schiffrin, uses Morse Code to represent the show's title. The two long consecutive beats and the two short beats can be transcribed into the letters *M* and *I*, abbreviating the title of the show.

Based on: GAUGHAN, Liam. 'Mission: Impossible's theme song has a secret message. *Collider*. [S. l.], Feb. 14, 2024. Available at: <https://collider.com/mission-impossible-theme-song-morse-code/#:~:text=This%20is%20evident%20from%20the,shorthand%20for%20the%20title%20itself.>
Accessed on: Jun. 13, 2024.

4. Personal answer. Students are expected to use the short and long sounds to reproduce their names.
 4. Now, try tapping your name using Morse code.
 5. What professionals use some kind of a code?
 6. Look at the picture and discuss the questions that follow in groups. Then, report your answers to the class.
5. Personal answers. Examples: Musicians, architects, physicists, mathematicians and others.



anywhite/Shutterstock.com/ID/RR

Não escreva no livro.

6. a. Personal answers. Students are expected to notice that the two different images suggest that the communication is not effective. b. Personal answers. Students are expected to comment that problems in communication may lead to difficulties in understanding the messages, for example.

a. Do you believe they are communicating successfully? Why? Why not?

b. Consider the different implications this communication process would have if it happened between you and your classmates, you and your teacher, and your teacher and the school principal. How effective would this communication be?

c. When is effective communication crucial for you? Think about different contexts. 6. c. Personal answers. For example: communicating with friends and classmates, asking and giving information etc.

Useful Language

For me, ... That's true!
I think that ... I don't think so!
I agree with you! No way!

READING

Text 1

1. Personal answers. Example: Braille is a tactile code used by visually impaired individuals to read and write. It is used by blind or visually impaired people for reading.

Before Reading

1. What is Braille? Who uses it? What for?

While Reading

2. Now, read the text and check your predictions.

UNDP/UNDPThailand

6 Fun Facts about Braille

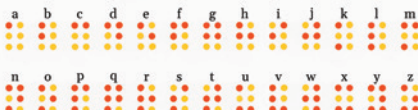
1

Braille was invented by **Louis Braille**, a French blind educator.

It was adapted from nighttime battlefield communications in the French army called Night Writing.

2

From just six dots in 1 Braille cell, we can form up to 63 different patterns representing each character.



3

Braille is not a language, but a tactile code. Braille codes are used to represent characters in up to 133 languages worldwide. They can also represent numbers, mathematical symbols, and musical notes!



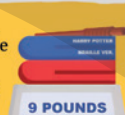
4

Braille writing must be in reverse order of reading. The writing must be from right to left, so the raised dots can be read in the correct orientation, from left to right, after flipping over the paper.



5

Braille can take up a lot more space than standard print size, and Braille books are much larger than their counterparts. A copy of **Harry Potter** book is printed into thirteen volumes for the Braille version, which weigh up to nine pounds.



6

Not every blind person reads and writes Braille. Due to the advances in technology, screen reading software has been developed and the number of audiobooks increases, so Braille naturally gains less attention.



Braille writing

Reading Braille

The writing must be from right to left, so the raised dots can be read in correct orientation, from left to right, after flipping over the paper.

6 FUN facts about braille. Bangkok, Jan. 4, 2024. Twitter: @UNDPThailand. Available at: <https://x.com/UNDPThailand/status/1610496527268745216/photo/1>. Accessed on: Jun. 14, 2024.

3. **b.** Personal answer. Example: UNDP wants to have more people know about Braille since one of its objectives is to reduce inequalities and exclusion.
3. The text *6 Fun Facts about Braille* was produced by the United Nations Development Program (UNDP), an agency that tries to help countries eradicate poverty, reduce inequalities and exclusion, and build resilience. Read it again and answer the following questions in your notebook.

a. Who is the target audience of the text?
How do you know? *People who don't know much about Braille. The text gives basic information about it.*

b. In your opinion, why is UNDP interested in sharing this piece of information?

4. Identify the alternative that best explains the purpose of the text. Write it in your notebook.
Answer: b

a. To provide the reader with information on a current issue in a visual and humorous way.

c. To provoke thought and influence public opinion by highlighting the injustices in the topic it addresses.

b. To entertain and inform the reader by presenting interesting, surprising, or amusing pieces of information.

d. To provide the reader with an opportunity to express opinions on a topic covered by the publication.

5. Match the statements about Braille to the Fun Fact they are related to. Write the answers in your notebook. *a-III; b-IV; c-I; d-V; e-VI*

a. Braille does not constitute a linguistic system.

b. Braille writing must be mirrored for proper reading.

c. Braille started out as a military code.

d. Braille takes up more room than a sighted writing system.

e. Not all blind and visually impaired people use Braille.

I. Fun Fact 1

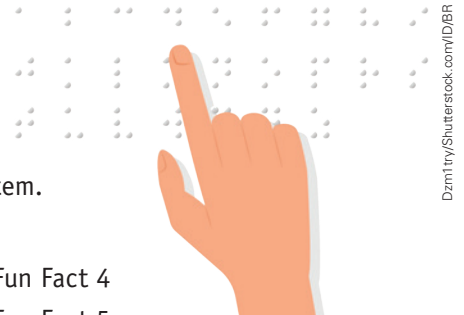
IV. Fun Fact 4

II. Fun Fact 2

V. Fun Fact 5

III. Fun Fact 3

VI. Fun Fact 6



6. Find these pieces of information in the text. Write them in your notebook.

a. 133; b. 13; c. French; d. screen reading software; e. up to 63

a. Number of languages represented by characters in Braille code.

b. Number of volumes in the Braille version of Harry Potter.

c. The nationality of the inventor of Braille.

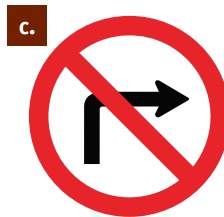
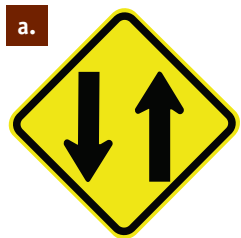
d. A technological alternative to Braille.

e. Number of patterns that can be formed from six dots in one Braille cell.

7. *a-II, b-I, c-IV, d-III; Traffic signs and braille rely on coding principles. While Braille uses patterns of raised dots to convey information through touch, traffic signs use standardized symbols, colors, and shapes to convey information that is visible to drivers and pedestrians. Both Braille and traffic signs illustrate how coding systems are used to convey information effectively in different sensory modalities – tactile and visual, respectively.*

After Reading

7. Look at the traffic signs. First, match them with their meanings. Then, say how they can be related to Braille.



I. school children

III. bicycles are not allowed

II. two-way street

IV. turning right is prohibited



Before Reading

- What do you think are some of the positive and negative aspects of social media? Write them in your notebook. Then, share your ideas with the class. *Personal answers. Examples: Some positive aspects are: connecting people, sharing the news. Some negative aspects are: oversharing, lack of privacy in some cases.*
- Read the title of the text and answer: What do you expect to find in it? Discuss your ideas with a classmate. *Personal answers. Students are expected to mention: advantages and disadvantages of social media examples.*

While Reading

- Read the text and check if the pros and cons you mentioned in activity 1 are included. *Personal answers. Students are expected to revise the notes from activity 1 and check the ones they have included.*

Art: APIS design

https://hubvela.com/

Advantages and Disadvantages of Social Media on Youth

Social media has become an integral part of our daily lives, especially for the younger generation. While it has many benefits, there are also some drawbacks that need to be considered. [...]

Parents should be aware of the amount of time their teenagers spend on social media and take immediate action if they notice unhealthy behavior such as cyberbullying or sexting.

[...] It is important for individuals, especially young people, to carefully examine the pros and cons of social media and find a balance in its usage.

ADVANTAGES and disadvantages of social media on youth. *Hubvela*. [S. l.], Sep. 1, 2023. Available at: <https://hubvela.com/hub/technology/advantages-disadvantages-social-media/youth/>. Accessed on: Jun. 14, 2024.

Advantages of Social Media on Youth	Disadvantages of Social Media on Youth
1. Enhanced Communication and Connectivity	1. Negative Impact on Mental Health
2. Access to Educational Resources and Information	2. Exposure to Cyberbullying and Online Harassment
3. Opportunities for Self-Expression and Creativity	3. Privacy Concerns and Online Safety Risks
4. Increased Awareness of Global Issues	4. Decreased Face-to-Face Interaction and Social Skills
5. Networking and Building Friendships	5. Academic Distractions and Reduced Focus
6. Exposure to Diverse Cultures and Perspectives	6. Impact on Self-Esteem and Body Image
7. Empowerment through Online Activism and Advocacy	7. Potential for Addiction and Screen Time Overload

- Read the statements below and identify what advantage or disadvantage each one is related to, according to the text. Write the answers in your notebook.
 - Young people can join platforms where they engage in social and political movements on a global scale.
 - Data breaches and online predators are risks associated with the use of social media.
 - The reduced amount of time spent in real-world activities can lead to decreased ability to communicate effectively in person.
 - Young people should find a balance in their social media usage to maximize the benefits such as the availability of learning resources.

4. a. Empowerment through Online Activism and Advocacy (Advantage 7); **b.** Privacy Concerns and Online Safety Risks (Disadvantage 3); **c.** Decreased Face-to-Face Interaction and Social Skills (Disadvantage 4); **d.** Access to Educational Resources and Information (Advantage 2)

After Reading

- Based on the information presented in the text, what recommendation would you suggest to increase the benefits and to reduce the risks of social media use among young people? *Personal answers. Students are expected to use some of the items studied in the reading to make suggestions.*

- Read the sentences extracted from Text 1 and Text 2 and pay attention to the verbs in **bold**. Then, decide on the correct alternatives to complete the sentences and write them in your notebook.
 - From just six dots in 1 Braille cell, we **can** form up to 63 different patterns [...].
 - Braille writing **must** be in reverse order of reading.
 - Parents **should** be aware of the amount of time their teenagers spend on social media [...].
 - In sentence I, the verb *can* expresses **permission / capacity**. a. capacity; b. obligation; c. advice; d. affirmative
 - In sentence II, the verb *must* expresses **obligation / possibility**.
 - In sentence III, the verb *should* expresses **necessity / advice**.
 - In the **affirmative / interrogative** form, *can*, *must*, and *should* come after the subject and before another verb.
- Which sentence is equivalent in meaning to sentence II?

Answer: a

 - Braille writing **has to be** in reverse order of reading.
 - Braille writing **can be** in reverse order of reading.
 - Braille writing **should be** in reverse order of reading.

Language Expansion

What is a modal verb? What do we use it for?

Can, **must**, and **should** are modal verbs. We can use modal verbs to express different ideas such as ability, certainty, possibility, recommendation, obligation, necessity, prohibition etc.

In the negative form, we add **not** to the modal verbs. We don't use auxiliaries such as **don't** and **doesn't**.

Example: Teens **shouldn't** spend so much time on social media. It's not healthy!

In the interrogative form, the subject and the modal verb change position.

Example: **Can** audiobooks replace Braille?

Have to and **be able to** also express a modal meaning.

Example: To read a Braille book, you **have to** learn how to interpret the raised dot patterns. You **are able to** read Braille books using your fingertips.

3. They **can** also represent numbers, mathematical symbols and musical notes! The writing **must** be from right to left, so the raised dots **can** be read in correct orientation [...]. Braille **can** take up more space than standard print size [...].

- Go back to Text 1 and find other examples of the modal verbs above. Copy the extracts in your notebook.
- Copy the table in your notebook and replace the icons ▲, ▲▲, and ▲▲▲ with **can**, **must**, and **should** to match common uses of these modal verbs. ▲ can; ▲▲ should; ▲▲▲ must

▲	▲▲	▲▲▲
ability	advice	obligation
permission	suggestion	necessity
possibility	recommendation	rule

5. Read the comic strip and decide on the correct alternative to replace the icons ▲. Answer: d

GRAND AVENUE

BY STEVE BREEN & MIKE THOMPSON



© 2013 Steve Breen and Mike Thompson/Dist. by Andrews McMeel Syndication for UFS

BREEN, Steve; THOMPSON, Mike. *Grand Avenue*. Available at: <https://www.gocomics.com/grand-avenue/2013/12/15>. Accessed on: Jun. 15, 2024.

- a. must / can / should b. can / have to / must c. should / must / can d. can / can / can
6. In your notebook, rewrite Michael's recommendation given in the last panel of the comic strip using the modal verb **should**. You should tell all that to Santa when you see him.
7. In your opinion, why is Gabby surprised at her twin brother Michael's recommendation? What do you think she should do? *Personal answers. Example: I think she is surprised because she seems not to have face-to-face conversation with people. I think she should reconsider her actions and have more face-to-face contact with people.*
8. Use the alternatives in the box to complete the text. Write the answers in your notebook.

can cause / can deepen / should be

should be; can cause; can deepen

[...]

What is effective communication?

Effective communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. As well as being able to clearly convey a message, you need to also listen in a way that gains the full meaning of what's being said and makes the other person feel heard and understood.

Effective communication sounds like it ▲ instinctive. But all too often, when we try to communicate with others something goes astray. We say one thing, the other person hears something else, and misunderstandings, frustration, and conflicts ensue. This ▲ problems in your home, school, and work relationships.

But by learning effective communication skills, you ▲ your connections to others, build greater trust and respect, and improve teamwork, problem solving, and your overall social and emotional health.

[...]

ROBINSON, Lawrence et. al. *Effective communication: improving your interpersonal skills*. *Helpguide.org*. Los Angeles, May 8, 2024. Available at: <https://www.helpguide.org/articles/relationships-communication/effective-communication.htm>. Accessed on: Jun. 15, 2024.

9. Answer the questions below. Write the answers in your notebook. *Personal answers. Examples: a. People can stop sharing emotions and intentions clearly; b. They can start using effective communication, build trust and respect etc.*
- a. How can social media impair effective communication in interpersonal relationships?
- b. What should social media users do to overcome this problem?
10. If you could post a piece of advice for people who use social media, what would you write? Get together in groups and make a list. *Personal answer.*

Students are expected to write some sentences based on their previous knowledge and what they have learned in this unit.

Useful Language

When using social media, you should ...

When using social media, you shouldn't ...

You can ..., but you shouldn't

LISTENING

2. Personal answers. Example: It's possible to share things we enjoy, places we visit, and special moments, but it's important to consider safety and privacy. Avoid posting sensitive personal information or details that could compromise our security, like real-time locations or personal data. This way, we can enjoy social media responsibly and safely.

Before Listening

1. Personal answers.

Example: No, I don't. / Yes, I do. / I only share basic information like my name or my nickname or username.

1. Do you share personal information on social media? What kind of information?
2. In your opinion, what is considered acceptable or appropriate content for sharing on social media?
3. What kind of information would you never share on social media? *Personal answers. Examples: Home address, school, and places I usually go to.*

While Listening



Track 5

4. Listen to the audio and identify the main topic of the recording. Write it in your notebook. *Oversharing*
5. Listen again and identify the missing pieces of information. Use the words from the box to complete the sentences. Write them in your notebook. **a. share; b. co-owner; c. inappropriate; d. body.**

body / inappropriate / co-owner / share

- a. We connect with people emotionally because we need to ▲ our feelings, our frustrations, our sadness.
 - b. When we overshare our private life, we transform the person who receives the information in ▲ of our personal information.
 - c. According to the audio, childhood traumas and financial problems are considered ▲ content for social media.
 - d. If you understand the ▲ language of a person and keep the conversation back and forth you can limit your oversharing.
6. These sentences are incorrect according to the audio. Rewrite them in your notebook making the necessary corrections.
- a. We often connect with new people with different interests. *We often connect with new people with common interests.*
 - b. When we overshare our private life, our relationship with the person who gets the information becomes stronger. *When we overshare our private life, our relationship with the person who gets the information becomes weaker.*
 - c. The narrator says that everyone is mentally capable of understanding your emotional struggle. *The narrator says that not everyone is mentally capable of understanding your emotional struggle.*

After Listening

7. Read the dictionary entry below. Then go back to the audio: listen to it again or read its script. Think of two examples of oversharing on social media and take notes in your notebook.

Personal answers.

overshare

/oʊ vərˈʃɛər/ IPA

verb (used with or without object)

to disclose too much (personal information)

or too many (details) about oneself: *She overshared about her new boyfriend today, and we were both embarrassed.*

OVERSHARE. In: DICTIONARY.com. [S. L.: s. n.], c2024. Available at: <https://www.dictionary.com/browse/overshare>. Accessed on: Jun. 26, 2024.

8. What are some negative effects of oversharing on social media? Write the answer in your notebook. Then, compare your ideas in pairs.

DON'T OVERSHARE
PRIVACY
IS
POWER
PEOPLE CAN'T
RUIN
WHAT THEY
DON'T KNOW

Mr.jam909/Shutterstock.com/ID/BR

Personal answers. Examples: overexposure, sharing private information with strangers, being publicly criticized etc.

Did You Know...

The underlined part in the word **overshare** is a prefix. A prefix is a letter or a group of letters added to the beginning of a word to make a new word with a different meaning. The prefix **over-** means "too much" and is also present in the words **overrate** and **overcharge**, for example.

The young girl talking about oversharing in the recording also used the word **insignificant**. The prefix **in-** means "not", and it is also present in the words **insecure** and **incomplete**, for example.

SPEAKING

You have read about and discussed issues related to our need to connect to others. Now, it's your turn to talk about social media.

Make a list of recommendations for a more conscious use of social media. Follow the steps suggested below.

STEP 1 Brainstorm

- Think about:
 - a. what people can, must, have to, and should do for a more conscious use of social media.
 - b. who your audience should be.
 - c. relevant examples to share with your audience.

STEP 2 Plan, Edit & Revise

- Write an introduction: share who you are, the topic of your talk, and why you think it is important.
- Write your list of reminders or recommendations.
- Share your plan with a classmate. Ask for his/her opinion about it and about its content.
- Make all the necessary adjustments and write your script.

- Revise your script and make it more engaging to your audience.
- Write the final version of your text.

STEP 3 Practice

- Read your text aloud and rehearse your speech.

STEP 4 Present

- Present your text to the class.
- Listen to the other presentations. Make a collective list of recommendations and share it with your school community.

Useful Language

It is important to ...	People have to ...
People should ...	In my opinion, ...
People can ...	I believe that ...
People must ...	

WRITING

Imagine you see the following question on social media:

How can we make better use of social media?

Art: APIS design

Write your answer to this social media post. Follow the steps below.

STEP 1 Brainstorm

- Make a list of ideas about good use of social media.
- Share your ideas with a colleague and ask for feedback on them.

STEP 2 Plan

- Plan how to start your post: are you going to be straightforward with your answer or do you prefer to introduce yourself before sharing your recommendations?

STEP 3 Draft, Revise & Edit

- Transform your ideas into a text and include emojis or images.
- Review your text and make any necessary changes to make it clear and objective.

STEP 4 Write & Share

- Write your final response to the social media post.
- Share your post with your school community.

ROUND OF TALKS

1. Respostas pessoais. Exemplo: Para mim, tecnologia é tudo o que usamos para facilitar a vida. Desde o celular que usamos para estudar e se conectar, até as máquinas que produzem o que consumimos. Ela transforma o mundo, tornando as coisas mais rápidas e práticas, mas também traz novos desafios.

2. Respostas pessoais. Exemplo: A diferença é que as tecnologias não digitais são coisas como uma bicicleta ou um livro, que funcionam sem eletrônicos ou internet. Já as digitais, como celulares e computadores, usam eletrônica e programação para funcionar, nos conectando a redes e informações online.

1 O que é tecnologia para você? Explique.

2 Qual é a diferença entre tecnologias não digitais e tecnologias digitais?

3 Reflita sobre a maneira como você utiliza as tecnologias e responda às questões a seguir.

a. Quais tecnologias não digitais você faz uso no dia a dia?

Respostas pessoais. Exemplo: Leio livros e, às vezes, revistas. Eu também ouço rádio quando vou à casa da minha avó.

b. Quais tecnologias digitais estão presentes na sua vida? Respostas pessoais. Exemplo: Eu uso celular, plataformas de redes sociais, vejo vídeos numa plataforma de vídeos e, também, uso ferramentas de comunicação por vídeo conferência. Usei muito isso durante a pandemia.

4 Como você acha que as tecnologias digitais influenciam as tradições locais, por exemplo, a Festa de São João ou qualquer outra? Que impactos essa manifestação cultural sofre?

Professor/a: Consulte o Manual do Professor para as respostas das atividades 4 e 5.

5 Discuta o tema das redes sociais com seus colegas tendo por base as seguintes perguntas:

a. Em que medida as redes sociais influenciam suas escolhas de consumo? Exemplifique.

b. Como você acha que as gírias e expressões que você usa são influenciadas pelas redes sociais, incluindo publicações em outras línguas?

c. Você já mudou de opinião sobre algo importante por causa de conteúdos que viu nas redes sociais?

d. Quais aspectos da sua vida você acha que são mais impactados pelo uso das redes sociais?

e. Você acredita que as redes sociais exercem uma influência positiva ou negativa sobre os jovens da sua idade? Por quê?

6 Reflita sobre a sua relação com as redes sociais, levando em consideração o tempo que dedica a elas diariamente e os sentimentos que as postagens despertam em você. Você vê alguma relação entre essa realidade e as sensações e sentimentos que tem quando está sozinho, longe da companhia dos amigos? Justifique sua resposta. Respostas pessoais. Exemplo: Minha relação com as redes sociais é intensa, e percebo que quanto mais tempo passo nelas, mais isolado me sinto quando estou sozinho. Elas amplificam a sensação de ansiedade.

PERSONAL REFLECTION

Respostas pessoais. Espera-se que os estudantes reflitam a partir das perguntas apresentadas e expressem-se livremente, sem julgamento. Pense em sua participação ao longo desta unidade e registre suas respostas às questões a seguir em seu caderno.

1 Escreva um breve resumo sobre o que foi abordado nesta unidade. Inclua as ideias principais e qualquer informação nova que você aprendeu.

2 Liste cinco novas palavras ou expressões que você aprendeu nesta unidade. Você conseguiria usá-las em frases significativas?

3 Como você pode aplicar o que aprendeu nesta unidade em situações do dia a dia ou em outros componentes curriculares?

4 Qual parte da unidade você achou mais fácil e qual parte você achou mais difícil? Por quê?

5 Como você colaborou com seus colegas durante o estudo desta unidade? O que poderia ser melhorado?

Objectives

- To demonstrate an understanding of and discuss the importance of physical activities for a healthy life.
- To demonstrate understanding of an infographic about physical activity and a text about an Indigenous athlete.
- To identify and use collocations formed by verbs and nouns, as well as the possessive case.
- To participate in an interview about personal goals related to physical activities.
- To create an infographic that encourages people to do physical activities.
- To research and reflect about job opportunities in the field of physical activities.

START UP

- Look at the photos and answer the questions.
 - What do they all have in common? *Personal answers. Example: Everyone in the photos is doing a physical activity: jumping rope, riding a bike, dancing, and picking up trash.*
 - Do you do or have you ever done any of the activities in the photos? If so, which one(s)? *Personal answers. Example: Yes, I ride my bike to school every day.*
 - What other activities do you know which involve physical exercise? *Personal answers. Examples: playing sports, doing household chores, taking a pet for a walk.*



Teenagers jumping rope.

Oliver Wong/Shutterstock.com/IDBR



Volunteers picking up trash on a beach.

Cast Of Thousands/Shutterstock.com/IDBR



A group dancing in a studio.

PeopleImages.com - Yuri A/Shutterstock.com/IDBR



Teenagers riding bikes.

Dasha Petrenko/Shutterstock.com/IDBR

3. Personal answers. Examples: I swim /play basketball /dance because it helps strenghten my muscles and bones, improves flexibility and coordination, and reduces feelings of stress and anxiety. / I do household chores and take our pets for a walk to contribute to the well-being of my family and to develop responsibility.

2. Read and answer the questions.

- a. Why is it important to stay active?

Personal answers. Example: Because it helps our body stay strong, keeps our heart healthy, and makes us feel happier.

- b. In addition to sports, what types of activities can you do to stay active?

Personal answers. Example: We can walk, dance, play with friends, or even clean the house. These are all good ways to stay active.

- c. How can playing sports help you make friends and feel included?

Personal answers. Example: Playing sports with others helps us meet new people, work as a team, and build friendships.

3. Read the activities below and identify the ones you do regularly or would like to do. What reasons do you have to do them?

basketball	jogging	soccer
cycling	martial arts	swimming
dancing	Pilates	taking a pet for a walk
doing household chores	running	tennis
hiking	skating	walking

4. Read the excerpt of an internet article about physical activities and answer these two questions: What are the risks associated with physical inactivity, and why is it important to address sedentary behavior in our daily lives? People who have sedentary behavior have more chances of developing noncommunicable diseases and have a 20% to 30% increased risk of death compared to those who are sufficiently active.

Benefits and risks of physical activity and sedentary behavior

Regular physical activity, such as walking, cycling, wheeling, doing sports, or active recreation, provides significant health benefits. Some physical activity is better than doing none. By becoming more active throughout the day in relatively simple ways, people can easily achieve the recommended activity levels. Physical inactivity is one of the leading risk factors for noncommunicable disease mortality. People who are insufficiently active have a 20% to 30% increased risk of death compared to people who are sufficiently active.

Based on: WORLD HEALTH ORGANIZATION. Physical activity. *Who*. Geneva, Jun. 26, 2024.
Available at: <https://www.who.int/news-room/fact-sheets/detail/physical-activity>. Accessed on: Jul. 15, 2024.

READING

Text 1

Before Reading

1. Discuss the questions below with your classmates.

- a. How do you like to have physical activities: by yourself or with a group of friends?

Personal answers. Example: I like to have physical activities with my friends.

- b. How much time do you spend on physical activities every day?

Personal answers. Example: I spend about one hour on physical activities every day.

- c. Do you prefer outdoor activities or indoor activities?

Personal answers. Example: I prefer outdoor activities.

- d. What's your favorite physical activity?

Personal answers. Example: My favorite physical activity is playing soccer with my friends after school.

2. Answer this question in your notebook: How do you think physical activity affects your mood and energy levels? Personal answers. Example: After exercising, I usually feel more awake and less stressed. It helps me clear my mind and feel more positive the rest of the day.

Não escreva no livro.

While Reading

3. Have a quick look at the text below. Then, identify the right words or phrases to complete the sentences. Write the answers in your notebook.
 - a. It is **an article / an infographic / a piece of news**. *an infographic*
 - b. This kind of text usually **uses visual elements to break down complex data into pieces, making it easier to understand. / uses a long linear text with detailed information. / contains information about a recent event with an attractive title and paragraphs.**
uses visual elements to break down complex data into pieces, making it easier to understand.
4. Now, read the text and decide if the following statements are true (T) or false (F).



UNITED Kingdom. Department of Health and Social Care et. al. *UK Chief Medical Officers' Physical Activity Guidelines*. [S. l.] Sep. 7, 2019. Available at: <https://assets.publishing.service.gov.uk/media/5d839543ed915d52428dc134/uk-chief-medical-officers-physical-activity-guidelines.pdf>. Accessed on: Jun. 18, 2024.

- a. The infographic is aimed at people of all ages.
- b. Physical activity for children and young people helps build confidence and social skills.
- c. The infographic recommends an average of at least thirty minutes of physical activity per day.
- d. Activities such as playing, riding a bike, and using active forms of transport are suggested as ways to be physically active.
- e. The infographic suggests that, throughout the week, we should include activities to develop movement skills, muscle, and bone strength.

- f. Inactivity is recommended as part of a physical activity plan.

a. F; b. T; c. F; d. T; e. T; f. F

5. The infographic presents the benefits of physical activities for people aged 5-18 years old and lists some activities they can do.

- a. Classify the physical activities listed in the infographic according to their possible benefit(s). *Professor/a: Consulte o MP para as respostas desta atividade.*

- Build confidence and social skills
- Develop co-ordination
- Improve concentration and learning
- Improve health & fitness
- Improve sleep
- Maintain healthy weight
- Make (the person) feel good

- b. Compare your answers in pairs. Explain the reasoning behind your classification.

6. Answer these questions in your notebook.

- a. What instruction does the infographic give that tells when to do physical activities?

Spread activity throughout the day.

- b. What written parts of the text are used to encourage children and young people to do physical activities? *Be physically active, get strong, and move more.*

7. Look at the text again. Then, write in your notebook the elements that are present in the infographic. **7. 1, 2, 8, 10, 11**

1. Brief explanations of key points or data.
2. Consistent use of colors to highlight different sections and make the infographic visually appealing.

3. Logical arrangement of elements.
4. Long texts.
5. No use of colors.
6. No visuals.
7. Short texts.
8. Statistics/data.
9. Title only.
10. Title, header, and subheadings.
11. Visuals: icons, charts, images.

Useful Language

I think ... can help ... because ...

Example: I think playing can help build confidence and social skills because you can do it with other people and can interact with them.

ACTION (VERB)	ACTIVITY (NOUN)
bike	biking
climb	climbing
dance	dancing
play	playing
run	running
skate	skating
skip	skipping
swim	swimming
walk	walking

After Reading

8. Think about your daily routine. How can you benefit from doing more physical activities?
9. How can you incorporate at least 60 minutes of physical activity into your daily routine?

8. Personal answers. Examples: I can build friendships if I participate in team sports. / I can learn and/or improve cooperation skills if I engage in sports. / I can get better quality sleep if I practice regular exercise.



Piano Stairs in India

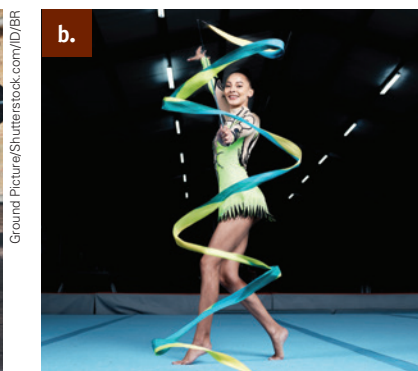
9. Personal answers. Examples: I can start my day with a 20-30 minute walk around the neighborhood. / I can bike or walk to school. / I can join school sports. Não escreva no livro.



100 Before Reading

1. What is the role of sports in your life? *Personal answers. Examples: Sports are very important in my life because they are part of who I am. / Sports are very important to help me stay healthy.*
2. Do you follow any sport on TV or online? Which one(s)? *Personal answers. Examples: I watch soccer matches on TV. / I watch sports competitions online.*
3. Have you ever watched the Olympic Games on TV or online? Do you like watching them? Why? Why not? *Personal answers. Example: Yes, I have. / No, I haven't. Yes, I do. Because I like sports. / No, I don't. Because I don't like sports.*
4. Which Olympic sports do the pictures refer to? **a.** archery; **b.** rhythmic gymnastics; **c.** weightlifting

archery / rhythmic gymnastics / weightlifting



5. You are going to read a text about an Indigenous athlete named Graziela Santos. Before you do this, read and answer the questions below.
 - a. What challenges do you think Indigenous athletes may face when aiming to compete in international sports events like the Olympic Games?
 - b. How important is it for an Indigenous athlete to be the first from their community to join a national sports team?

5. a. *Personal answers. Example: Indigenous athletes may face challenges such as lack of access to professional training facilities, limited financial support, and overcoming cultural barriers.*

5. b. *Personal answers. Example: It represents a historic achievement and can be a source of inspiration and pride for the community.*

100 While Reading

6. Read Text 2 and decide on the best definition for the words in **bold** in the text. **a.** II; **b.** II; **c.** I; **d.** I

a. Historic milestone

- I. The name given to Santos in her Indigenous language.
- II. A significant and important achievement in history.
- III. A place where archers train.

b. Accolade

- I. A form of training equipment.
- II. An award or honor given as a special recognition.
- III. A traditional practice.

c. Ancient culture

- I. Traditional practices and ways of life that have existed for many centuries.
- II. A modern, high-tech society.
- III. A recent development project.

d. Indigenous

- I. Belonging naturally to a particular place or region.
- II. A sport played in the Olympics.
- III. A type of arrow used in archery.

The Indigenous Amazon archer aiming for Olympic greatness

Tobias Käufer Rio de Janeiro | **Ramona Samuel**

Archer Graziela Santos is aspiring to be the first Indigenous woman from Brazil to qualify for the Olympic Games.

Brazilian archer Graziela Santos is an exceptional athlete.

"I am the first **Indigenous** woman on the Brazilian archery team," she told DW. "This is a **historic milestone** for all of us."

Santos wants to become the first Indigenous woman ever to compete for Brazil at the Olympic Games. Getting a ticket to Paris would not only be the fulfillment of a personal dream, but also an **accolade** for a development project in the Amazon that supports young Indigenous athletes.

[...] "This sport originates from our **ancient culture**, because we have been using bows and arrows for a long time. But before this project, I didn't even know that archery existed," said Santos.

Now, at the age of 28, she is a member of her home country's national team and trains at the archery performance center in Maricá in the state of Rio de Janeiro. Santos belongs to the Indigenous Karapãna people and comes from the community of Kuana on the Cuieiras River, around 80 kilometers (50 miles) from Manaus. In the Indigenous language, she is called Yaci, which means moon.

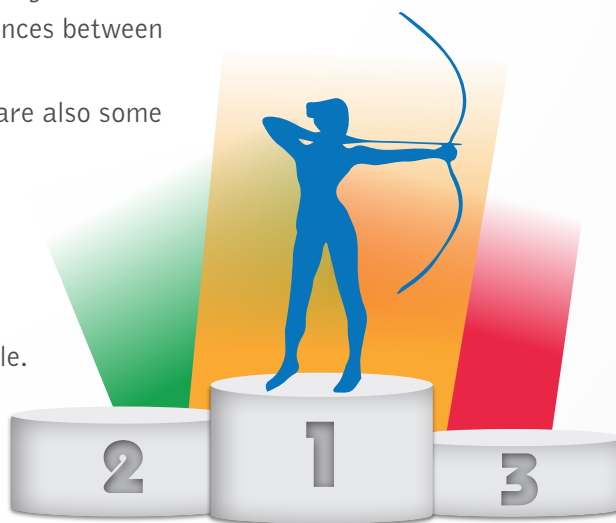
[...] Whilst using a bow and arrow is deeply engraved in Santos' ancient culture, there are a few differences between traditional use and Olympic archery.

"Of course, there are similarities, but there are also some striking differences," Santos said. "In archery, we have a whole range of equipment, the blades, the strings, the stabilizer and the sight, so we can achieve a better result."

Santos is convinced that there is huge, undiscovered potential among Indigenous people.

"We do everything," she said. "We run, we swim, we shoot with bows and arrows and we hunt and fish. Our motor coordination is great."

[...]



KÄUFER, Tobias; SAMUEL, Ramona. The Indigenous Amazon archer aiming for Olympic greatness. *DW*, Rio de Janeiro, Feb. 5, 2024. Available at: <https://www.dw.com/en/the-indigenous-amazon-archer-aiming-for-olympic-greatness/a-68980372>. Accessed on: Jun. 19, 2024.

7. a. Graziela Santos is significant because she is the first Indigenous woman to be on the Brazilian archery team.

7. Read Text 2 again and answer the questions about it in your notebook.

- What makes Graziela Santos a significant figure in Brazilian archery?
- Why does Santos want to compete in the Olympic Games?
- What is Graziela's Indigenous name? What does it mean?
Graziela's indigenous name is Yaci, which means Moon.

7. b. Santos wants to compete in the Olympic Games not only to fulfill her personal dream but also to honor a development project in the Amazon that supports young Indigenous athletes.

After Reading

8. Personal answers. Example: In my opinion, an Indigenous person's participation in an event like the Olympic Games is positive for their community because it highlights their culture on a global stage.
8. In your opinion, is an Indigenous person's participation in an event like the Olympic Games positive or negative for their community? Why? Why not?
9. Do a quick research to find out if Graziela participated in the 2024 Olympic Games in Paris. She didn't participate, but she joined the Brazilian team in South Korea and Turkey as a preparation for the games.
10. Graziela's Indigenous name has a meaning. Does your name have a meaning too? What is it? Personal answers. Example: I don't know the meaning of my name.

LANGUAGE IN USE

1. build: confidence, social skills; improve: sleep, concentration, learning, health, fitness; maintain: healthy weight; strengthen: bones, muscles

1. Have you noticed these collocations in Text 1? In your notebook, list the nouns under the right verbs according to the text.

bones / concentration / confidence / fitness / health / healthy weight / learning / muscles / sleep / social skills

BUILD	IMPROVE	MAINTAIN	STRENGTHEN
=====	=====	=====	=====

Did You Know...

Collocations are word combinations that frequently occur together and sound natural, like **make a decision**, **lose weight** or **stay fit**.

2. Now, you are going to use the collocations (verb + noun) from the previous activity.
- Write four questions to ask your classmates related to the benefits they feel from physical activity. Personal answers. Examples: How can you build your confidence? / How can you strengthen your muscles?
 - Walk around the class and ask your questions to your classmates. Write down their answers. Personal answers.
 - Analyze the answers. What actions or activities have they mentioned? How many people do them? Organize your data to share it with the class. Personal answers.
3. Look at these sentences taken from Text 2. Pay attention to the words in **bold**. Then, find the alternatives that best complete the sentences. Write them in your notebook.

- I. Now, at the age of 28, she is a member of her **home country's national team** and ...
- II. Whilst using a bow and arrow is deeply engraved in **Santos' ancient culture**, ...

- In sentence I, **home country** refers to ... the country where she was born.
... the sport she plays. ... the country where she was born.
- In sentence II, **Santos'** can be substituted by ... her.
... her. ... she.
- Based on sentences I and II, it is possible to say that '**s** ... shows that something belongs to or is connected with something else or someone.
... is the short form of the verb **to be**. ... shows that something belongs to or is connected with something else or someone.
- Based on sentences I and II, it is possible to say that '**s** ... can be used after a noun.
... can be used after a noun. ... cannot be used after a proper noun.

Observe these sentences taken from Text 2:

- She is a member of **her home country's national team**.
- Using a bow and arrow is deeply engraved in **Santos' ancient culture**.

Also look closely at these other sentences taken from texts of previous units:

- **Nunes' unique art** is a great example of pareidolia.
- **Nunes' simple objects** [...] resemble faces to us.
- The [...] song [...] uses Morse Code to represent the **show's title**.

Pay attention to the segments separated by 's. What is the relationship between them? Write the answers in your notebook.

It's a relationship of possession or belonging. Something belongs to someone or to something else.

This is known as possessive case and shows the relationship of a noun to other words in a sentence.

That relationship can represent possession, ownership, or a personal connection.

Singular nouns

In English, we usually add 's to a noun to indicate possession. Look at these other examples:

- **Joyce's brother** is the best player in the school soccer team.
- **Rebecca Andrade's gold medal** is proof to her dedication and skill.

Plural nouns

If the noun is plural and already ends in s, we just add an apostrophe after the s:

- **Simone Biles' medals** are a reflection of her talent and hard work.
- **Usain Bolt's record** is 9.58 seconds in the 100 meters.

4. Based on what you have just learned, rewrite these sentences using the possessive case. Use your notebook.

- The journey of Graziela in archery is inspiring. *Graziela's journey in archery is inspiring.*
- The achievements of the Brazilian archery team are significant. *The Brazilian archery team's achievements are significant.*
- The determination of Indigenous athletes is admirable. *Indigenous athletes' determination is admirable.*
- The ancient culture of Graziela includes the use of bows and arrows. *Graziela's ancient culture includes the use of bows and arrows.*

LISTENING

1. Personal answers. Examples: Being healthier, having more energy, improving their mood, and maintaining a good physical condition. Some people also want to look better or reduce weight.

Before Listening

- What are some common reasons people give for exercising?
- Do you think it is easier to stay motivated with short-term or long-term goals? Why? *short-term goals because you can see the results faster, like feeling more energized or focused. Long-term goals might take too long to notice changes.*

While Listening



Track 6

- Thai Ribeiro is a Brazilian interdisciplinary professional with a broad and diverse background in various fields, including health, nutrition, neuroscience, engineering, and occupational safety. Listen to Thai's *They want to feel healthier, lose weight, live longer, sleep better, feel grounded, more focused, and more confident.*

audio and write at least two reasons why people exercise.

- The research showed two different categories of goals. One of them is immediate goals. What is the other one? *Abstract goals.*
- What was the percentage of people who answered with abstract goals? *75%.*
- Personal answers. Example: Yes, because they can motivate people by explaining *the benefits of exercising and helping them set the right goals.* *They also make the information easier to understand and more engaging.*
- Do you think contents like this one can help people? Why?
- Why do you think Thai make some of her content in English?

SPEAKING

What are your personal goals when it comes to physical activities for this year? Plan and prepare to answer a short interview about them.

STEP 1 Brainstorm

- Think about your personal goals for physical activities this year. How can you improve your fitness? What can you do to be more active? Take notes of your answers in your notebook.

STEP 2 Plan, Edit & Revise

- Organize your answers from Step 1 into sentences.
- Justify your ideas and write examples for each one to make your answers more detailed.
- Check if your answers are consistent and related to the questions in Step 1.
- Make any necessary changes in terms of language and content.

- Use a dictionary or a free online pronunciation tool to help you check for the pronunciation of words you are in doubt and/or to find words you need. The internet offers several free online pronunciation tools. They are simple to use and very helpful.

STEP 3 Practice

- Practice answering the questions available in Step 1.
- Think of ways to make your speaking more engaging for your listener. Example: use repetition of words for emphasis, pause for suspense, or to make your listener more intrigued etc.

STEP 4 Interview

- Take turns and interview each other.
- Use the questions in Step 1 as an interview guide.

WRITING

Create an infographic to help promote healthy habits among the people in your community. When you finish the interview, report back on your experience.

STEP 1 Brainstorm

- What physical activities are available for your community? What benefits can they bring to people? Collect your data.
- Make a list of your findings.

STEP 2 Plan

- Consider what you gathered: What would draw your community's attention? Identify the items and write short descriptions about them.
- Think of visuals that you can use.

STEP 3 Draft

- Prepare your infographic. Create a title, header, subheadings, and include the short descriptions you have written.
- Add visuals.

- Make changes in colors and images to make your infographic interesting and informative, but concise and easy to the eyes.

STEP 4 Edit & Revise

- Read the texts. Correct them and make sure they fit your target public.
- Make any necessary changes. Consider if it is possible to read the information easily.
- Evaluate the visuals. Try different visual elements if necessary.
- Show your infographic to your closest friends and ask them to make comments and suggestions to improve it. Your teacher may also help you in that task.

STEP 5 Share

- After editing and revising your infographic, get ready to share it with your community!
- Find a place in the school or in your neighborhood where people can stop and read the infographic. Your ideas and the information you are sharing will make a great difference in your community!

ROUND OF TALKS

Professor/a: Para mais informações sobre esta seção, consulte o Manual do Professor.

- 1 Observe estas imagens de um atleta da canoagem e uma atleta do skate. Você sabe quem são eles? Se sim, o que você sabe sobre essas pessoas? *Respostas pessoais. Exemplo: Não sei. / Eles são Izaquias Queiroz e Raissa Leal.*



A. Ricardo/Shutterstock.com/DBR



A. Ricardo/Shutterstock.com/DBR

- 2 Na sua cidade, existem espaços públicos onde as pessoas podem praticar atividades físicas? Que espaços são esses? *Respostas pessoais. Sim, academias ao ar livre, pista de skate e campo de futebol.*
 - 3 Planeje uma visita a um desses espaços em companhia de seus/suas colegas e descubra quais atividades são oferecidas ali e para quais faixas etárias. Caso não consiga visitar, faça a pesquisa *online* ou converse com outras pessoas sobre esses espaços.
 - 4 Divulgue esse espaço na sua escola. Para isso, crie um cartaz que contenha informações sobre as atividades oferecidas, os horários de funcionamento, os requisitos para participar e o endereço. Crie uma frase chamativa para o
5. *Respostas pessoais. Exemplo: Não penso em ser atleta profissional, mas não quero parar de fazer atividade física.*

seu cartaz e exponha em algum local autorizado da escola.

- 5 Quando Izaquias e Rayssa começaram a praticar seus esportes, eles provavelmente não imaginavam que ali estava a profissão deles. Como você vê a possibilidade de ser um/uma atleta? Converse com as pessoas da sua turma a respeito.
- 6 O mundo das atividades físicas oferece muitas oportunidades de trabalho. Há muitas ocupações além dos atletas. Pesquise, descubra algumas delas e compartilhe com seus/suas colegas. Como você vê a possibilidade de se dedicar a uma dessas profissões?

Respostas pessoais. Exemplos: Nutricionista, professor de educação física, massagista, fisioterapeuta, técnicos, assistente de técnicos e estilista de roupas esportivas são algumas das ocupações. Penso que eu poderia ser um bom fisioterapeuta.

Professor/a: Para mais informações sobre esta seção, consulte o Manual do Professor.

PERSONAL REFLECTION

- 1 O que você aprendeu nesta unidade mudou sua percepção sobre a importância da atividade física? Como? Por quê? Por que não?
- 2 Qual foi sua maior dificuldade nesta unidade? O que você fez para superá-la?
- 3 Qual foi sua maior facilidade nesta unidade? Como você contribuiu com a aprendizagem de seus/suas colegas de turma?
- 4 De tudo o que você aprendeu nesta unidade, o que poderia colocar em prática mais rapidamente? Por quê?

Não escreva no livro.



Objectives

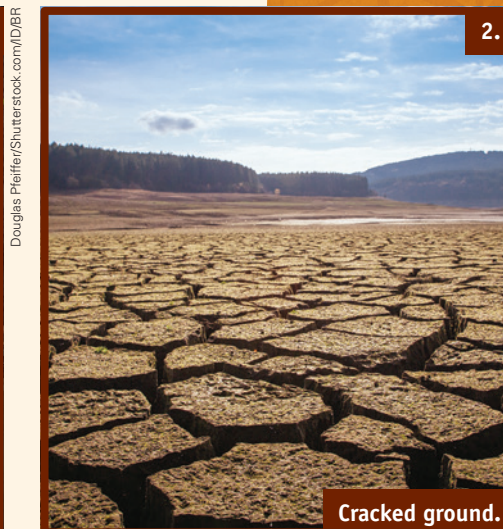
- To demonstrate understanding about issues related to climate change and global warming.
- To use the Present Continuous and to compare it to the Present Simple.
- To interpret part of a talk from the Indigenous activist Txai Suruí.
- To give a short talk about climate change.
- To write a news article about an environmental issue.
- To identify, explore, and explain the impacts of climate change in your community.

START UP

1. Look at these photos and describe what they show.
Personal answers. Example: Impacts of climate change.



Effect of severe rainfall.



Cracked ground.



Effect of severe snowstorm.



Aftermath of a rainstorm.

IMPACT

2. Match each image from the previous activity with its corresponding description below. Write the answers in your notebook.

a. 4; b. 1; c. 3; d. 2

- a. Damages caused by deadly hurricane Katrina.
- b. Historic flood in Porto Alegre, Brazil.
- c. Lighthouse covered in ice in Cleveland, Ohio.
- d. The bottom of the empty Studena dam in Bulgaria.

Did You Know...

Weather refers to atmospheric conditions at a particular time in a particular location, including temperature, humidity, precipitation, cloudiness, wind, and visibility. Weather conditions do not happen in isolation; they have a ripple effect. The weather in one region will eventually affect the weather hundreds or thousands of kilometers away.

Climate is the average of weather patterns in a specific area over a longer period of time, usually 30 or more years, that represents the overall state of the climate system. Human activity in the industrial age, and particularly during the last century, is significantly altering our planet's climate through the release of harmful greenhouse gases.

THE CLIMATE Dictionary: An everyday guide to climate change. UNDP. [S. l.], Feb. 2, 2023. Available at: <https://climatepromise.undp.org/news-and-stories/climate-dictionary-everyday-guide-climate-change>. Accessed on: Jun. 17, 2024.

3. How much do you know about climate change? Match the definitions with the words from the box. a. renewable energy; b. climate change; c. greenhouse effect; d. carbon footprint; e. deforestation; f. global warming

carbon footprint / climate change /
deforestation / global warming /
greenhouse effect / renewable energy

- a. Another name for green energy.
- b. A change in the world's climate.
- c. Heating of the atmosphere resulting from the absorption by certain gases of solar energy.

- d. A measure of the amount of carbon dioxide released into the atmosphere.
- e. The cutting down and removal of all or most of the trees in a forested area.
- f. An increase in the average temperature worldwide believed to be caused by the increase of the greenhouse effect.

4. Use what you have learned in the previous activities to answer the questions about the photo below in your notebook. Then, share your opinions with the class.



Mumbai skyline over the slums in the Bandra suburb.

- a. In your opinion, was this city built with human well-being in mind? Why? Why not?
- b. What do you think the feelings of the people living in this place are?
- c. How do you imagine the lives of the people living there to be like?
- d. What urban interventions could improve the quality of life for the people living in this part of the city?

4. a. Personal answers. Example: No, because many people live in very bad conditions while others have a more comfortable life. b. Personal answer. Example: Personally, I think that many people are outraged because they have a very poor quality of life while others live very well. Social inequality can lead to social disorder. c. Personal answer. Example: It seems to me that life is terrible there. They probably don't eat well and don't sleep well because they feel insecure. d. Personal answer. Example: Construction of houses, basic sanitation, installation of electricity networks, public transportation, and health clinics.

Useful Language

It seems to me that ...

In my view, ...

Personally, I think ...

answer. Example: Construction of houses, basic sanitation, installation of electricity networks, public transportation, and health clinics.

Não escreva no livro.

f9photos/Stock/Getty Images

Text 1

100 Before Reading

1. Observe the structure, the title, and the source of the text below. Then, read it and decide on the best alternatives to complete the sentences. Write them in your notebook.


● ● ● ← → ↺ <https://www.aa.com.tr/> 🔍 ☆ ⋮

WORLD, HEALTH, ASIA - PACIFIC

Aral Sea: Central Asia's biggest environmental disaster

Once world's 4th-largest lake, Aral Sea is now just 9th of its size 60 years ago

Bahtiyar Abdulkirimov | 17.09.2023 - Update: 21.09.2023



[...]

Studies have shown that Aral, once the world's fourth-largest lake, is just a ninth of its former size 60 years ago and only a third as deep, with its total volume a 15th of the level in the 1960s.

Then, the Aral Sea covered 68,000 square kilometers [...].

In recent years, the lake's surface area has shrunk to just 8,000 square km, its water volume to 75 cubic km, and its deepest point to 20 m, with the fresh-water sea bifurcated due to its falling level.

This coincided with a vast expansion of irrigated agricultural land in the region by the Soviet Union from 4.5 million hectares (11.1 million acres) to 7 million hectares for cotton cultivation.

[...]

To make matters worse, approximately 100 million tons of salty dust, dragged away from the desert by wind, has left the region in the face of a major environmental disaster.

These dusts spread across Central Asia, with experts saying they were found even on the highest glaciers of the Pamir Mountains for hundreds of kilometers southeast.

Soil erosion and air pollution that this caused has also had negative effects on public health in the region, home to about 2 million people, causing the spread of various diseases and increasing infant mortality.

[...]

ABDULKERIMOV, Bahtiyar. Aral Sea: Central Asia's biggest environmental disaster. *Anadolu Ajansi*, Tashkent, Sep. 17, 2023. Available at: <https://www.aa.com.tr/en/asia-pacific/aral-sea-central-asias-biggest-environmental-disaster/2994045#>. Accessed on: Set. 4, 2024.

Art: APIS design

- a. The text is an excerpt from a **biography** / **news article**.
 - b. Based on data shown in the text, the area occupied by the Aral Sea today is **bigger** / **smaller** than it was in the 1960s.
 - c. The Aral Sea's **decline, which impacts climate and highlights the need for sustainable practices, / recovery, which significantly reduces dust emissions**, is the main idea of the text.
a. news article; b. smaller; c. decline, which impacts climate and highlights the need for sustainable practices
2. According to the text, what causes air pollution in the region of the Aral Sea?
The million tons of salty dust that are carried away by the wind.

Não escreva no livro.

While Reading

3. Now, read the headlines below and answer: In which section of news websites are they typically found? **Answer: c**

a. Opinion

b. Lifestyle

c. News

d. Culture

The Earth Is Crying Out for Help

LOVEJOY, Thomas. The Earth Is Crying Out for Help. *The New York Times*, New York, Dec. 8, 2009. Available at: <https://www.nytimes.com/2009/12/09/opinion/09iht-edlovejoy.html>. Accessed on: Jun. 18, 2024.

How Are You Doing Your Part for the Environment?

PROULX, Natalie. How Are You Doing Your Part for the Environment? *The New York Times*, New York, Apr. 21, 2023. Available at: <https://www.nytimes.com/2023/04/21/learning/how-are-you-doing-your-part-for-the-environment.html>. Accessed on: Jun. 18, 2024.

Why the world's oceans are changing colour

ADKINS, Frankie. Why the world's oceans are changing colour. *BBC*, [s. l.], May 20, 2024. Available at: <https://www.bbc.com/future/article/20240517-are-the-oceans-changing-colour-because-of-climate-change>. Accessed on: Jun. 18, 2024.

Climate change: What is my country doing about it?

TAUSCHINSKI, Jana; DALE Becky; STALLARD, Esme. Climate change: What is my country doing about it? *BBC*, [s. l.], Dec. 14, 2023. Available at: <https://www.bbc.com/news/science-environment-65754296>. Accessed on: Jun. 18, 2024.

The Aral Sea Is Dying, Putting 60 Million People At Risk

ROSTON, Eric. The Aral Sea Is Dying, Putting 60 Million People at Risk. *Bloomberg*, [s. l.], Nov. 6, 2019. Available at: <https://www.bloomberg.com/news/articles/2019-11-06/six-nations-and-60-million-people-are-at-risk-as-aral-sea-dies>. Accessed on: Jun. 18, 2024.

4. Decide on the correct alternatives to complete the sentences. Some of the sentences have more than one possible alternative. Write the complete sentences in your notebook.

a. A headline is ...

- ... the first sentence or paragraph of a news article that gives the main point or points of the story.
- ... a short piece of text under a picture in a book or article that describes the picture or explains what the people in it are doing or saying.
- ... the main part of something such as a book.
- ... a line of words printed in large letters as the title of a story in a newspaper.

b. The purpose of a headline is to ...

- ... indicate the subject matter.
- ... grab the reader's attention.
- ... provide a short summary of the news.
- ... list the sources and references used in the news.

c. Headlines are often ...

- ... highlighted in bold.
- ... positioned at the end of the news article.
- ... used as source material for search engines.
- ... complex and vague.

4. a. a line of words printed in large letters as the title of a story in a newspaper; b. indicate the subject matter, grab the reader's attention, provide a short summary of the news; c. highlighted in bold, used as source material for search engines.

Não escreva no livro.

After Reading

5. Now, read the headline below again and pay attention to the underlined part. Based on what you have read so far and on context clues, what do you suppose it means? *Personal answers. Example: It needs something urgently.*

The Earth Is Crying Out for Help

Art: APIS design

6. After reading about and discussing extreme conditions linked to climate change, how have your views on personal responsibility and action towards environmental conservation been impacted? *Personal answers. Students are expected to talk about this issue using arguments based on scientific evidence and listening to others' comments and ideas.*

Text 2



Before Reading

1. How do you think international agreements like the Paris Agreement contribute to addressing climate change? *Personal answers. Students are expected to mention how an agreement can help put actions in motion and impact changes and decisions.*

While Reading


2. Read the text and answer: Who is it addressed to? *Answer: b*
- a. Specialists on climate change
 - b. The general public
 - c. Diplomats who wrote the Paris Agreement

www.worldwildlife.org

OUR WORKGET INVOLVEDABOUT US

STORIES

Our planet is **warming**. Here's what's at stake if we don't act now.



Our climate is changing around us faster than predicted. From more frequent and extreme storms to unprecedented heatwaves, we're feeling the impacts of human-caused global warming.

But we still have time to change course. We can avoid more dire impacts of climate change by limiting warming to 1.5° C (2.7° F) according to a recent report by the United Nations.

The world is already 1.1° C (1.9° F) hotter than it was between 1850 and 1900, the pre-industrial era. And while there's no question that limiting warming to 1.5° C will be difficult, there's also no question that we have the technology needed to do it – and that every tenth of a degree matters.

In 2015, 196 countries signed on to a single, sweeping plan that aims to keep global warming to well below 2° C (3.6° F) – or even 1.5° C. The unprecedented Paris Agreement builds on decades of gradual work by the international community to combat climate change and adapt to its impacts. World leaders must work together to eliminate the release of heat-trapping carbon by 2050. To do this, they will need to strengthen their commitments to cut emissions over time.

But climate change is not a problem that governments can solve alone; we need collaboration across regional governments, businesses, and communities as well. We also need to help wildlife and people cope with a rapidly warming planet.

[...]

OUR planet is warming. Here's what's at stake if we don't act now. *WWF*. Washington, DC, c2024. Available at: <https://www.worldwildlife.org/stories/our-planet-is-warming-here-s-what-s-at-stake-if-we-don-t-act-now>. Accessed on: Jun. 18, 2024.

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Art: APIS design

- a. more frequent and extreme storms, unprecedented heatwaves;
b. 1.5° C (2.7° F); c. by 1.1° C (1.9° F)

3. Find these pieces of information in the text and write the answers in your notebook.
- The observed impacts of human-caused global warming mentioned in the text.
 - The maximum temperature increase according to the United Nations report.
 - How much the world has warmed compared to the pre-industrial era.
4. What additional efforts, beyond government action, are suggested in the text to combat climate change? Write the answer in your notebook.

Collaboration across regional governments, businesses, and communities, as well as efforts to help wildlife and people cope with a rapidly warming planet.

After Reading

5. How do you position yourself before these words from the UN Secretary-General Antonio Guterres?

“Humanity is on thin ice – and that ice is melting fast. [...] Our world needs climate action on all fronts – everything, everywhere, all at once.”

‘EVERY tenth of a degree matters’: UN climate report is a call for action, not despair. *France24*, [s. l.], Mar. 22, 2023. Available at: <https://www.france24.com/en/environment/20230322-every-tenth-of-a-degree-matters-un-climate-report-is-a-call-for-action-not-despair>. Accessed on: Aug. 18, 2024. Personal answers. Example: I agree with him. Everybody must do his/her part to help prevent a bigger disaster.

LANGUAGE IN USE

2. The Earth **Is Crying Out** for Help; How **Are You Doing** Your Part for the Environment?; Why the world's oceans **are changing** colour; Climate change: What **is** my country **doing** about it?; The Aral Sea **Is Dying**, **Putting** 60 Million People At Risk

1. Read the sentences extracted from Text 2 and pay attention to the verbs in **bold**. Then, identify the correct alternatives to complete the sentences. Write the sentences in your notebook.

I. Our planet **is warming**.

II. Our climate **is changing** around us faster than predicted.

III. [...] **we're feeling** the impacts of human-caused global warming.

1. a. Present Continuous;
b. in progress at the time of publishing; c. *to be* in the present + main verb in the *-ing* form; d. We are feeling

- The verb tense used in these extracts is the **Present Simple / Present Continuous**.
 - The verb forms in bold express actions and events **that happen very frequently / in progress at the time of publishing**.
 - To form the Present Continuous, we use ***to be* in the present + main verb in the *-ing* form / the main verb in the *-ing* form + *to be* in the present**.
 - “We’re feeling” is the contracted form of **We were feeling / We are feeling**.
2. Now, identify sentences in the Present Continuous in the headlines you read on page 62. Copy them in your notebook.
3. What is the Present Continuous used for in the second and fourth headlines on page 62? Write the answer in your notebook. *To ask about an action in progress/happening around now.*
4. After reading the text on page 61 and the fifth headline on page 62, it is possible to infer that the phenomenon ... *started long before the publication of the article.*
- ... started to happen at the moment the article was published.
- ... started long before the publication of the article.

Language Expansion

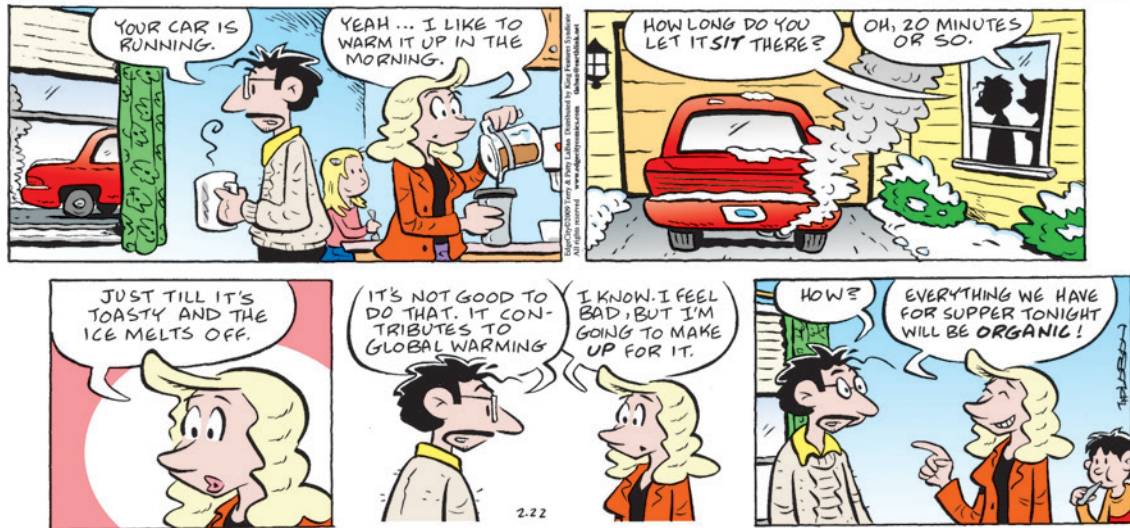
In negative sentences in the Present Continuous, the word **not** comes after the verb ***to be*** and before the main verb, which is used in the ***-ing*** form.

Example: We’re **not doing** much for the environment.

5. Read the comic strips and identify the verbs in the Present Continuous and Present Simple. Write them in your notebook. Then, answer: Why do some people reject the reality of global warming? Write the answers in your notebook.

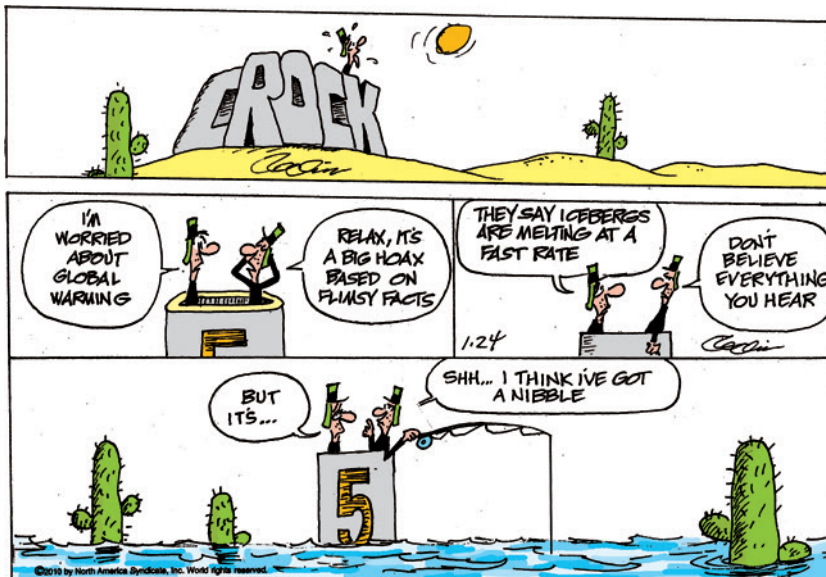
a. **EDGE CITY**

BY TERRY & PATTY LABAN



TERRY; LABAN, Patty. *Edge City*. Available at: <https://comicskingdom.com/edge-city/2009-02-22>. Accessed on: Aug. 25, 2024.

b.



RECHIN, Bill. *Crock*. Available at: <https://comicskingdom.com/crock/2010-01-24>. Accessed on: Aug. 25, 2024.

5. Comic strip a - Present Continuous: is running, Present Simple: like, do you let, melts off, contributes, know, feel, have; Comic strip b - Present Continuous: are melting, Present Simple: say, hear, think, have got. Personal answers. Example: Because of a combination of economic interests, political ideologies, misinformation, psychological factors, and a misunderstanding of scientific processes, climate change denial is perpetuated. Additionally, trust in non-scientific authorities and cultural influences can reinforce this denial.

Language Expansion

Present Continuous vs. Present Simple

We often use the Present Simple to talk about habits, permanent facts, or general truth.

Examples:

- They **don't believe** in climate change.
- What **do** you **believe** that we can now?
- I **believe** we can **work** together.

We often use the Present Continuous to talk about something temporary or actions and events in progress at/about the time of speaking.

Examples:

- We **are doing** our best to protect it.
- What **are** we **doing** to help these people?
- We **aren't doing** much yet.

Before Listening

- Identify the photos that represent sustainable actions. *Answers: a, d*



While Listening



Track 7

- You are going to listen to part of a talk delivered at COP26. Listen and identify how the speaker and the Indigenous leader Almir Suruí are related. Write the answer in your notebook.
The speaker is his daughter.

- Listen again and complete the sentences. Write the answers in your notebook. *a. 24; b. Amazon Forest; c. must listen to, trees*

a. Txai Suruí is ▲ years old.

b. Txai says her people have been living in the ▲ for at least six thousand years.

c. The great chief Almir Suruí taught Txai that they ▲ the stars, the Moon, the wind, the animals, and the ▲.



AFP via Getty Images

- Complete part of the script with the words from the box in the Present Continuous or the Present Simple. Write the answers in your notebook. Then, listen again and check your answers. *is warming; are disappearing; are dying; don't flower; is speaking; tells; have*

die / disappear / flower / have / speak / tell / warm

- Today the climate ▲, the animals ▲, the rivers ▲, and our plants ▲ like they did before. The Earth ▲. She ▲ us that we ▲ no more time.

Txai Suruí — Discurso na COP26. *PARLAÍNDIO – Parlamento Indígena do Brasil*. Available at: <https://www.youtube.com/watch?v=qo0SJ8nwE1Q>. Accessed on: Aug. 25, 2024.

After Listening

- Think of actions your school can take not only to be more prepared for the impacts of climate change, but also to make the school community more aware of sustainable solutions. Write them in your notebook.

Personal answers. Examples: 1. Educating students about climate issues and promoting awareness through campaigns. 2. Making energy conservation efforts, like using efficient lighting and turning off electronics. 3. Encouraging sustainable means of transportation to reduce carbon emissions. 4. Reducing waste through recycling and composting.

Language Expansion

Txai Suruí used the word **disappearing** in her talk. The prefix **dis-** means “reverse or remove” and it is also present in the words **disagree** and **disconnect**, for example. Another prefix with a similar meaning is **de-** (reverse or change), present in the words **deforestation** and **decrease**, for example.

Encouraging the use of reusable books. 5. Creating green areas for entertainment. 6. Taking water conservation measures. 7. Installing solar panels. Não escreva no livro.

SPEAKING

Plan and prepare a short talk about an issue related to climate change that is affecting your community. Follow the steps suggested below.

STEP 1 Brainstorm

- Read the texts and summarize the discussions held in this unit. Consult the audio script.
- Think about an issue related to climate change that is affecting your community.

STEP 2 Plan, Edit & Revise

- Write your talk and share it with your classmates and the teacher. Ask for their opinion about your text.
- Make all the necessary corrections.
- Write the final version of your text.

STEP 3 Practice

- Read your text aloud two or three times. Practice in pairs so one can help the other. One reads while the other listens and comments on the reading. Try to make it as natural as possible.

STEP 4 Present

- Deliver your talk or record it on audio or video.

Useful Language

My name is ...

I am here to ...

I am ...

In my community, ...

WRITING

You are going to write a news article about an environmental issue that is impacting your community. Follow the steps below.

STEP 1 Brainstorm

- Think about what environmental issues are currently affecting your community.
- Gather information from reliable sources and identify the issue you are going to report, who is affected by it, its causes, and possible solutions.

STEP 2 Plan

- Sketch an outline of the structure of your news article: the headline, the opening paragraph (or lead), the body, and the conclusion.
- Gather quotes and data to support your news article.

STEP 3 Draft

- Start writing your news article. Make the headline catchy and informative and the beginning paragraph clear and objective.

STEP 4 Revise

- Review your draft.

- Rearrange words or add quotes and viewpoints to present a balanced perspective.

STEP 5 Edit

- Proofread your news article. Correct any grammatical, spelling, and punctuation issues.
- Ensure consistency in style, tone, and formatting.

STEP 6 Write & Publish

- Create the final version of your news article, either by hand or using digital tools.
- Consider publishing it on the school website or blog.

Useful Language

The community is struggling with ...

According to a recent report, ...

Laura Gomes, a local resident, says, "..."

It's clear that ...

While some residents believe that ..., others argue that ...

In conclusion, the community can ...

ROUND OF TALKS

1. Respostas pessoais. Exemplo: Quando vejo essas imagens, sinto uma mistura de tristeza e preocupação. Elas mostram os efeitos devastadores das mudanças climáticas e me fazem pensar no impacto que isso tem nas vidas de muitas pessoas.

1 O que você sente quando olha para as imagens apresentadas na seção Start up? Por quê?

2 Você já vivenciou algum grande impacto da natureza como enchente, seca prolongada, tempestade de vento e de raios etc.? O que você sentiu naquele momento? Compartilhe esse sentimento com as pessoas da sua turma.

Respostas pessoais. Exemplo: Quando vejo essas imagens, sinto uma mistura de tristeza e preocupação. Elas mostram os efeitos devastadores das mudanças climáticas e me fazem pensar no impacto que isso tem nas vidas de muitas pessoas.

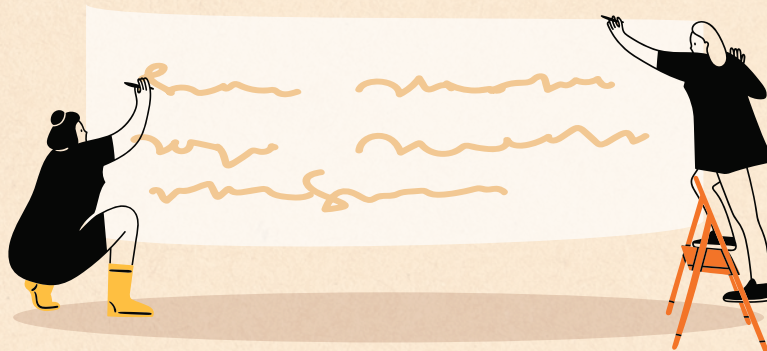
3 O seu bairro ou cidade já passou por algum evento climático extremo? Pergunte às pessoas mais velhas se elas têm lembrança de algo desse tipo. Descubra quando foi, quais foram os impactos para o bairro ou para a cidade e o que elas sentiram. Pergunte também o que foi feito para prevenir a repetição desse evento climático. Caso não tenha ocorrido nenhum, pergunte qual é o principal problema do bairro ou da cidade em relação ao meio ambiente. Traga essas informações para a escola e compartilhe com as pessoas da sua turma.

3. Respostas pessoais. Buscar informações com pessoas mais velhas da comunidade é um ato de valorização dessas pessoas e de suas memórias.

4 Agora, em pequenos grupos, criem um pôster sobre o evento ou o problema detectado. Usem um título chamativo e apresentem informações a respeito como: descrição do problema, regiões atingidas, consequência para o bairro ou para a cidade, apontem possíveis soluções e convidem o leitor a se engajar nos esforços de prevenção.

Essa atividade pode contar com a colaboração de professores/as de outras áreas como artes, história, geografia, biologia.

5 Finalmente, divulguem seu pôster pelos ambientes autorizados da escola e/ou na vizinhança da escola.



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PERSONAL REFLECTION

Pense em sua participação ao longo desta unidade e registre suas respostas às questões abaixo em seu caderno.

1 Quais tópicos foram discutidos nesta unidade? Questões ambientais relacionadas às mudanças climáticas e ao aquecimento global.

2 O que você mais gostou de aprender? Por quê? Respostas pessoais.

3 Com qual parte do conteúdo você não se identificou? Por quê? Respostas pessoais.

4 Quais elementos linguísticos você aprendeu para falar e escrever sobre os tópicos discutidos nesta unidade?

Respostas pessoais. Exemplo: Vocabulário relacionado às questões ambientais, bem como os tempos verbais Present Continuous e Present Simple.

5 Como você pode aplicar o conhecimento aprendido por você nesta unidade em seu futuro acadêmico ou profissional? Respostas pessoais. Exemplo: Levando em consideração o impacto que minhas ações podem gerar no meio ambiente e priorizando ações que gerem pouco ou nenhum impacto negativo.

Objectives

- To analyze a personal narrative and a biography.
- To identify information in a spoken personal narrative about volunteering.
- To use the Past Simple to talk and write about past experiences.
- To talk about memorable past experiences.
- To write a personal narrative about a person who made a difference in your community.
- To discuss community engagement and challenges communities face.

START UP

1. Personal answers. Example: All photos show people volunteering and doing something to help their communities.

1. Look at the photos below. What do they have in common?



ENGAGEMENT

2. Look back on your experiences as a volunteer (or a helper) and the challenges your community has faced. Have you ever been able to help the community? How? If you haven't been able to do so yet, how do you think you can help?

Personal answers. Examples: I've helped cleaning up a park. / I haven't done any volunteer work yet, but I could volunteer to teach younger kids or organize recycling programs.

3. Read the statement below, attributed to Arleen Lorrance, a former high school teacher. Do you agree with it? Why? Why not?

|| "Be the change you want to see happen."

LORRANCE, Arleen. The Love Project. In: KELLOUGH, Richard D. (ed.). *Developing Priorities and a Style: Selected Readings in Education for Teachers and Parents*. Boston: Allyn and Bacon, 1974. p. 85.

Personal answers. Example: Yes, I agree. Change starts with us. If we want a better world, we need to take action ourselves.

READING

Text 1

2. a. Personal answers. Example: I avoid wasting food and water. I think those actions are related to global citizenship because I am thinking about other people when I do them, not just about myself. b. Personal answers. Example: I feel that I am part of a global community when there is a disaster somewhere in Brazil or the world and I see that people can help each other by sending water, food, medical care, humanitarian relief etc.

Before Reading

1. In an ever-changing world like ours, communities are facing different challenges. Which are the ones that normally affect your community? How can we help make them better? How can we solve them? Identify from the list below or add others. Personal answers.

- Deforestation
- Floods
- Lack of basic sanitation
- Lack of clean water for people to cook, drink, and clean themselves
- Lack of veterinary care
- Pollution
- Uncontrolled fire, burned areas
- Others. Which ones?

2. Have you ever heard of the concept of **global citizenship**? Read the definition provided by the World Economic Forum. Then, answer the questions about it in your notebook.

3. a. Personal answers. Example: Two reasons for a person to want to help other communities can be: 1. understand that we are part of the same planet; 2. have resources (money, technology, people, time etc.) that can help other communities.

[...]

Global citizenship is about the shared human experience. It acknowledges and celebrates that, wherever we come from and wherever we live, we are here together. Our well-being and success are ultimately interdependent. We have more to learn from one another than to fear about our future.

Global citizenship is also about shared values and shared responsibility. Global citizens understand that local events are significantly shaped and affected by global and remote events, and viceversa. [...]

WHAT is global citizenship? *Weforum*. [S. l.], Nov. 9, 2017. Available at: <https://www.weforum.org/agenda/2017/11/what-is-global-citizenship/>. Accessed on: Jun. 21, 2024.

- a. Think about daily actions you do in your community and city. Can they be related to global citizenship? Explain.
- b. What events make you feel that you are part of a global community?
3. You are going to read a webpage about Ryan Hreljac's story. He was born in Canada, but he thought of ways to help a community in Uganda after hearing about it from his teacher.
- a. Think of two reasons why a person would want to help people who live in other communities.
- b. Would you consider that person a global citizen? Why? Why not?
3. b. Personal answers. Example: Yes, because that person cares about and takes action to help people far from his/her own community. This is thinking about the world as a whole.

While Reading

4. Now, read Ryan Hreljac's story. Then, answer the questions about it.

← → ↺

https://ryanswell.ca

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Ryan's Well Foundation/
Acervo do cedente



Search ...

OUR PROJECTS MAKE A DIFFERENCE ABOUT US [DONATE](#)

My story is really very simple.

One day in January 1998, I was sitting in my Grade One classroom. My teacher, Mrs. Prest, explained that people were sick and some were even dying because they didn't have clean water. She told us that some people walked for hours in Africa and sometimes it was just to get dirty water.

"*All I had to do was take 10 steps from my classroom to get to the drinking fountain and I had clean water. Before that day in school, I figured everyone lived like me. When I found out this wasn't the case, I decided I had to do something about it.*

[...]

So, I went home and begged my mom and dad to help. After a few days, they told me I could do extra chores to earn the \$70 I thought would build a well. I thought that's all it would take to solve the world's water problem. I worked for four months to earn my first \$70. Then I learned that it was actually going to cost \$2,000 to build a well in a place like Uganda. I also learned that the problem was way bigger than I realized.

I started speaking to service clubs, school classes, to anyone who would listen to my story so that I could raise money for my first well at Angolo Primary School in Uganda. That's how my little Grade One project became Ryan's Well Foundation.

[...]

OUR STORY. *Ryan's Well Foundation*. [S. l.], c2024. Available at: https://ryanswell.ca/about-us/our-story. Accessed on: Jun. 21, 2024.



Ryan's Well Foundation/Acervo do cedente

- Why did people get sick, according to Mrs. Prest? *Because they had no access to clean water.*
- To help people in Uganda, Ryan wanted to build a well, a deep hole in the ground from which we can get water. How much did it cost to build a well in Uganda? How long would it probably take Ryan to get all the money just by doing extra chores? *It cost \$2,000 to build a well in Uganda. Ryan made \$70 in four months, so he probably made approximately \$17.5 per month. Then, he would need around 114 months to have all the necessary money for the well.*
- Based on the text, can we say that Ryan is a global citizen? Explain.
Personal answers. Example: Yes, because Ryan's action showed that he saw that we were all part of the same world.

5. We can use something called **paraphrase** to demonstrate understanding of a text and to rewrite complex passages in simpler language to help the reader understand the content more easily. Let's try to paraphrase parts of Text 1. Read the extracts **a** to **c** from the text and match them with the sentences **I** to **III**. a-I; b-I; c-III

- a. My teacher, Mrs. Prest, explained that people were sick and some were even dying because they didn't have clean water.
- b. She told us that some people walked for hours in Africa and sometimes it was just to get dirty water.
- c. So, I went home and begged my mom and dad to help.

- I. She shared with us that there were people who walked for hours in Africa and oftentimes they only found water that was not clean.
- II. Mrs. Prest, my teacher, told us that there were sick people due to dirty water. Some of them even died.
- III. Then, I headed to my house and made a very strong request to my parents to help.

Art-APS design

After Reading

6. We learned that Ryan Hreljac created a foundation to continue with his contribution to different communities. Research online about what a foundation does and why it can help communities. Personal answers. Example: A foundation or a charitable foundation is a non-profit organization that can provide funding and support to other organizations and/or communities. They can help communities because they can provide them with money, staff, resources etc.

Text 2



Before Reading

1. Personal answers. Examples: We can have a campaign. / We can spread posters asking for volunteers around the school. / We can post about it on social media or on the school website.

1. When your school or community faces a challenging situation, such as the lack of money or resources for a project, what are good ways to engage people and have them help?
2. Think of an artist, journalist, photographer, religious leader, entrepreneur etc. who engages people in social causes. What do they do? Write a few notes and tell your classmates about them. Personal answers. Example: Edu Lyra, founder of the NGO Gerando Falcões, works on transforming underserved communities in Brazil. Through education, culture, and income generation, he inspires young people to dream and build a better future.

While Reading

3. Read about the life of Sebastião Salgado, a Brazilian photographer and photojournalist. Then, answer the questions about it in your notebook.

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https://www.icp.org

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Artist
Sebastião Salgado
(1944) Brazilian

Biography
Born in Aimorés, Brazil, Sebastião Salgado trained as an economist before becoming a photographer in the early 1970s. He earned an MA in economics from São Paulo University in 1968 and a PhD in economics from the University of Paris in 1971. His work at the International Coffee Organization in London required him to make frequent trips to Africa, and his desire to document these experiences **sparked** his **interest** in photography; by 1974 he was freelancing as a photojournalist for the Sygma agency in Paris. He then worked for Gamma from 1975 until 1979, when he joined Magnum, the international photography cooperative founded in 1947 by Henri Cartier-Bresson, Robert Capa, George Rodger and Chim (David Seymour). [...]

Sebastião Salgado's **straightforward** photographs **portray** individuals living in desperate economic circumstances. Because he insists on presenting his pictures in series, rather than individually, and because each work's point of view refuses to separate subject from context, Salgado **achieves** a difficult task. His photographs **impart** the dignity and integrity of his subjects without forcing their heroism or implicitly soliciting pity, as many other photographs from the Third World do. [...]

ARTIST Sebastião Salgado. ICP. New York, c1974–2024. Available at: <https://www.icp.org/browse/archive/constituents/sebastiao3a30-salgado?all/all/all/all/O>. Accessed on: Jun. 21, 2024.

Art-APS design

- a. What was Salgado's first job? *He was an economist.*
- b. What was Salgado's motivation to start photographing? *He wanted to document his experiences in Africa.*
- c. What are Salgado's main themes in his photos? *He shows individuals living in desperate economic circumstances.*
- d. What are two things that Salgado tries to communicate in the photos of his subjects? *Dignity and integrity.*

Glossary

- achieve:** reach
impart: communicate
portray: show
sparked interest: created interest
straightforward: direct

4. According to the text, what makes Salgado's work different from works of other photographers who take photos in developing countries, like Brazil? *His work does not force heroism or imply pity.*

After Reading

5. In your opinion, how can a photo help engage people in a challenging situation, like the one Salgado portrays in his work (desperate economic circumstances)?
6. Think about challenging situations or problems that you and people in your community have faced and helped to solve. How would they be portrayed by a photojournalist like Salgado? Who would be in the photo? What scene would show that you were making a difference and working together? *Personal answers. Example: In our riverside community, we face challenges like floods. A photojournalist would probably capture us rebuilding together, showing our unity and resilience as we restore homes and boats after a flood.*

5. Personal answers. Example: In my opinion, a photo can deeply engage people by evoking strong emotions. Salgado's work raises awareness of difficult realities, inspiring action and empathy.



Useful Language

To my mind, ...
 I believe that ...
 I feel that ...

LANGUAGE IN USE

1. Read some extracts from Text 1 and Text 2. Then, answer the questions that follow in your notebook.

- I. My teacher, Mrs. Prest, **explained** that people were sick [...]
- II. **I worked** for four months to earn my first \$70.
- III. Then **I learned** that it was actually going to cost \$2,000 [...]
- IV. I also **learned** that the problem was way bigger than **I realized**.
- V. **I started** speaking to service clubs, school classes [...]
- VI. Sebastião Salgado **trained** as an economist [...]
- VII. He **earned** an MA in economics from São Paulo University in 1968 [...]
- VIII. His work at the International Coffee Organization in London **required** him to make frequent trips to Africa [...]
- IX. He then **worked** for Gamma from 1975 until 1979 [...]

- a. In the sentences above, it is possible to say that ... *the actions and situations happened at a certain moment in the past.*
 ... the actions and situations always happen.
 ... the actions and situations are happening now.
 ... the actions and situations happened at a certain moment in the past.
- b. Look back at the sentences. What elements helped you identify your answer in activity a?
The final -d or -ed in the verbs and the presence of a specific time (in 1968, from 1975 until 1979).

- c. Now, look at the words in **bold** in the box. What do they have in common?
They are all verbs in the Past Simple; They are followed by -d or -ed.
- d. Based on the words in **bold**, decide on the options that complete the following statement.
 Write them in your notebook.

talk about events that happened in the past.; describe complete actions in the past.; refer to a definite time in the past.; talk about repeated actions in the past.

The Past Simple can be used to ...

- ... talk about events that happened in the past.
- ... describe actions that started in the past but are still happening.
- ... describe complete actions in the past.
- ... refer to a definite time in the past.
- ... refer to an indefinite time in the past.
- ... talk about future experiences.
- ... talk about repeated actions in the past.

- e. Analyze the words in **bold** again. They are all **regular** verbs. Considering their base forms, what is the rule for putting a verb in the Past Simple? Copy the table in your notebook and complete it using the verbs in activity 1. Then, copy and complete the conclusion.

Add -d: require, realize; Add -ed: earn, explain, learn, start, train, work

ADD -D	ADD -ED
=====	=====
=====	=====
=====	=====

the verb ends in -e; the verb ends with a consonant.

- Conclusion: To form the Past Simple with regular verbs, we add **-d** when ▲. We add **-ed** when ▲. *When there is a vowel before -y, we add -ed. When there is a consonant before -y, we remove -y and use -ied in its place.*
- f. Read the sentences below. What happens to regular verbs that end in **-y** in their base form?

I. In my volunteer work, I played with children at a nursery school.

II. I tried to learn new games to teach them.

2. The Past Simple can be used in the affirmative, negative, and interrogative forms. Look at the extract from Text 1 below.

[...] they didn't have clean water.

- a. Is it affirmative, negative, or interrogative? How do you know?
*Negative, because there is **didn't** before the verb.*
- b. What is necessary to write a verb in this form?
*It is necessary to have the auxiliary verb **did**, the adverb **not**, and the main verb in its base form (infinitive form).*

Language Expansion

When talking or writing about past experiences, situations, and events, it is common to use expressions of time. Some examples are: **yesterday, last week, last month, an hour ago, a long time ago, two years ago.**

If we want to mention a specific year or month, it is preceded by the preposition **in**.

Examples: **in** 1968, **in** August.

But if we want to mention a specific date that includes the day, it is preceded by the preposition **on**.

Example: Last time I talked to him was **on** 21st June, 2022 (or June 21st, 2022).

3. How much do you know about your classmates' past experiences? Let's try being a journalist for some minutes! *Personal answers.*
 - a. Write down five questions about experiences that happened last year to carry out an interview with a classmate.
 - b. After preparing the questions, interview a classmate and take notes of his/her answers.
 - c. Write a short report on your interview answers. Include the name of the classmate whose answers you are writing about and when the experiences happened. If necessary, go back to your interviewee and get more details to build your report.
 - d. Share your report with the class.

LISTENING

Before Listening

1. In the beginning of this unit, we saw some photos of people volunteering. Why would a person do voluntary work in a community that he/she does not belong to? *Personal answers. Example: They want to help; They want to know other people; They want to change something they don't agree with and that happens there.*
2. How can you get to know about volunteering opportunities in your community? *Personal answers. Examples: I see the information in my school notice board. / I hear about the opportunity in my church/community center/club.*

While Listening Track 8

3. Now, you are going to listen to a young adult who did some voluntary work. Then, answer the questions about it in your notebook.
 - a. Where is he from? *He is from Macedonia.*
 - b. Why did he decide to do voluntary work abroad? *Because he lived in a small city and there weren't many opportunities there.*
 - c. Where did he go to do voluntary work? *He went to Germany.*
4. Listen to the extract again. Decide on the sentences that are true about it and write them in your notebook. *Answers: c; d*
 - a. It was a challenging experience, but he had a lot of background.
 - b. He went to Germany before finishing his high school.
 - c. He wrote a motivational letter to explain why he wanted to volunteer.
 - d. He received the approval to participate as a volunteer after two weeks of registration.

5. Personal answers. Examples: Advantages: flexibility to choose when and where to volunteer, variety of opportunities allowing you to find something that aligns with your interests and skills, networking which helps you connect with people from different parts of the world, and skill development such as communication, digital literacy, and time management. Disadvantages: financial costs, limited recognition, potential exploitation.

After Listening

5. In your opinion, what are the advantages and disadvantages of looking for voluntary work online? Make a list and share it with a colleague. Do you have similar or different opinions? Why?
6. If you had the opportunity to do voluntary work in another city or country, would you do it? Why? Why not? *Personal answers. Example: Yes, I would do it to experience new cultures and help others, but I would miss my family and friends.*
7. What is the impact of using English to share online an experience like the one you listened to?

Personal answers. Students are expected to comment on the use of English as language for communication between people who speak other languages and
 Não escreva no livro. *that using it in such a situation (sharing online) can reach more people, from different languages, countries and cultures.*



Memorable past school experiences, whether they involve friendships, achievements, or challenges, play a significant role in shaping who we are. These moments teach us valuable life lessons, such as resilience, teamwork, and the importance of hard work. They also help build our sense of identity and belonging, as we connect with others and navigate the complexities of growing up. Reflecting on these experiences allows us to appreciate our journey and the impact of education in our personal development, making them an essential part of everyone's story. Think of a memorable experience from school that you can share with your classmates. Follow the steps below.

STEP 1 Brainstorm

- Reflect on a time at school when you were involved in a cause, such as volunteering, helping a friend, or being part of a team. Was there a memorable moment? What happened, when did it occur, and who was involved? Take notes on these details to capture the full experience. Use your notebook.

Did You Know...

The noun **volunteer** comes from the Latin word **voluntarius** which means "willing".

Based on: VOLUNTEER. /n: ONLINE etymology dictionary. [S. l.: s. n], c2001-2024. Available at: <https://www.etymonline.com/>. Accessed on: Aug. 18, 2024.

STEP 2 Plan, Edit & Revise

- Plan your talk. As your classmates already know you, but may not know some people you mention in your experience, make sure to give them some clue about that. For example, in the text you read about Ryan, he mentioned that Mrs. Prest was his teacher in Grade One. So, consider including details and explanations whenever necessary.
- In your notebook, make a list of the topics you will cover in your talk and include the details.
- Go through your list, edit, and revise your ideas and content.

STEP 3 Practice

- Have your plan with you. Practice speaking by following the list of ideas and content you have prepared. This will help you stay organized and ensure you cover all the points you want to discuss.
- It's important to remember that sentences in English should include a subject, a verb, and a complement to be complete and clear. This structure helps you convey your message effectively and avoids confusion.
- Keep practicing your talk by following your plan until you feel fully confident. Rehearse multiple times, paying attention to how you present your ideas, so you can speak clearly and comfortably when it is time to present.

STEP 4 Present

- Get together in small groups (up to 4 people).
- Have your plan with you to help it guide you while you present. You don't need to repeat every single word you said when you were practicing.
- Consider this presentation to be an informal moment in which you are sharing a memorable past experience with your classmates.
- While listening to your classmates, pay attention to what they are sharing and ask questions about their experiences when they finish their talks.

Do you know people who have made a difference in your community? Let's put together a set of stories about people who have engaged in meaningful ways!

STEP 1 Brainstorm

- Take a moment to think about a person who has made a significant impact on your community. This could be someone who has contributed through acts of kindness, leadership, or any other positive influence that has benefited those around them.
- Create a detailed list that includes the following information: the person's full name, their place and date of birth, where they have lived throughout their life, and the specific ways in which they have made a difference in your community. Consider how their actions or contributions have positively affected the lives of others, and include any relevant details that highlight their impact.

STEP 2 Plan

- After brainstorming and collecting the information about the person you have chosen, think about your text.
- In what order are you going to present the information about the person and his/her achievements?
- Can you find his/her photograph to illustrate your text or can you draw this person's face?
- Who are your readers?
- What would be a catchy title to engage them?

STEP 3 Draft

- Start writing your text. Follow your plan.
- Try to improve your text by adding details, such as qualities the person has/had, how he/she felt when he/she was working with your community, and the impact you have seen in your community because of that person's engagement.

STEP 4 Edit & Revise

- Read your draft. Is the title engaging? Are all the important pieces of information there? Are the sentences and paragraphs connected?
- Share your text with a classmate.
- Ask him/her for feedback on the content and the language used in your text.
- Revise and edit your text after that.

STEP 5 Write & Share

- Write your final text.
- Share it with your classmates.
- You can put all the stories together and organize them as a book about engagement in your community.
- Discuss the title and the order in which each story will appear in the book.
- You can share a printed copy of it in the school library. Digital versions can be made available using any communication tool that your school uses. The most important thing is to share your stories and inspire other people to make a difference too!

ROUND OF TALKS

- 1 Leia este pequeno trecho sobre uma celebração interessante.

Make a Difference Day

This extraordinary day aims to inspire people from all walks of life to step up, take action, and make a positive difference in their communities.

Ways To Celebrate National Make a Difference Day

1. Volunteer at a Local Nonprofit Organization
2. Organize a Community Cleanup
3. Support Local Businesses & Initiatives
4. Spread Kindness & Compassion
5. Mentor or Tutor
6. Organize a Fundraising Event

Based on: NATIONAL Make a Difference Day 2023. *Convoy of hope*. Springfield, Jun. 13, 2023. Available at: <https://convoyofhope.org/articles/national-make-a-difference-day/>. Accessed on: Jun. 1, 2024.

- 2 Escolha uma das maneiras de celebrar o *Make a Difference Day* e faça um plano de ação. Veja a seguir um exemplo de plano de ação para um *Cleanup Day*. Respostas pessoais. Espera-se que os/as estudantes completem o plano de ação com nomes, locais, materiais e supervisão no caderno.

CLEANUP DAY

Quem participará	=====
Onde ocorrerá	=====
Que material será necessário	=====
Onde o material coletado será descartado	=====
Quem fará a supervisão	=====

- 3 Depois de realizada a sua participação no *Make a Difference Day*, reflita sobre ela, responda às seguintes questões e compartilhe suas impressões com as pessoas da sua turma.
- a. Como você se sente ao lembrar de sua participação neste evento?
 - b. Como você acha que as pessoas que receberam atendimento durante o evento se sentiram?
 - c. Você acha importante que sejam realizados eventos como esse na sua escola ou comunidade?
 - d. Você gostaria de participar de eventos como esse? Por quê?
3. Respostas pessoais. Espera-se que os/as estudantes respondam de forma livre, baseando-se nas experiências vividas.

PERSONAL REFLECTION

Respostas pessoais: Espera-se que o estudante faça uma reflexão aprofundada sobre seu aprendizado na unidade. O estudante também deverá reconhecer quais conhecimentos adquiridos podem ser aplicados imediatamente e por que são relevantes, além de avaliar sua colaboração com a turma e pensar em maneiras de melhorar essa interação. Este processo de reflexão visa promover a autoconsciência e a responsabilidade pelo próprio aprendizado, incentivando o desenvolvimento de estratégias pessoais.

Vamos refletir sobre o aprendizado nesta unidade? Leia as perguntas e registre suas respostas em seu caderno.

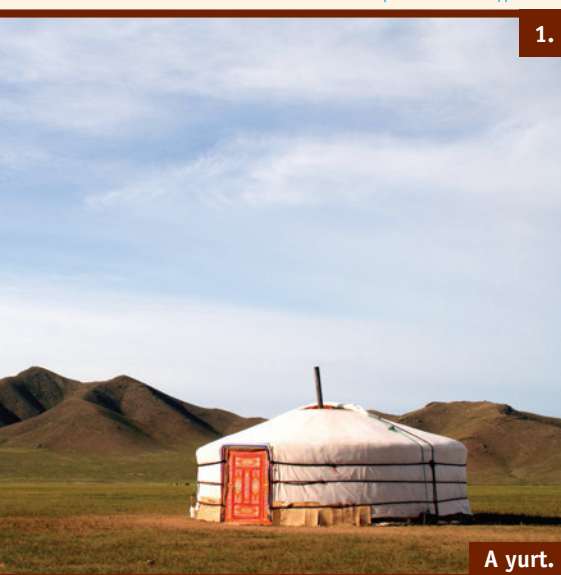
- 1 Com qual seção da unidade você se envolveu mais? Por quê?
- 2 Em qual seção da unidade você teve um desafio maior? Que tipo de apoio pode ajudá-lo/la a superá-lo?
- 3 De tudo o que você aprendeu nesta unidade, o que poderia colocar em prática mais rapidamente? Por quê?
- 4 Como você colaborou com a sua turma durante o estudo desta unidade? O que poderia fazer de outra maneira?

Objectives

- To interpret informational texts about Indigenous and Western knowledge and myths.
- To show understanding of the use of irregular verbs in the Past Simple.
- To analyze a myth orally distributed.
- To present a personal account about an intangible cultural heritage.
- To write a myth.
- To discuss and exemplify resilience.

START UP

1. Look at these photos and describe what they show.
Personal answers. Example: Different types of housing/dwellings.



1.

mollykeith/Stock/Getty Images

A yurt.



2.

beredek/Stock/Getty Images

Tongkonans.



3.

phbzz/Stock/Getty Images

Trulli houses.



4.

adisa/Stock/Getty Images

Canal houses.

HERITAGE

2. a. Personal answers. Example: When I see these photos, I feel a mix of curiosity and admiration. It's amazing how people in different parts of the world build their homes.

2. Answer the following questions in your notebook. Then, share your answers with the class.

a. How do you feel when you look at these photos?

b. Where are these dwellings located?

Personal answers. Examples: I really don't know. / I would like to know.

c. What are they made of?

Personal answers. Example: Brick, stone, wood, cloth.

d. Are you curious about the people who live there? Why? Why not?

3. Match each photo on page 79 with its corresponding description below. Write the answers in your notebook. a-3; b-1; c-4; d-2

a. Stone buildings made with a conical roof found in southern Italy, especially in Apulia.

b. A circular domed tent used by nomads in Mongolia and central Asia.

c. Iconic, narrow, and tall buildings that line the historic canals in Amsterdam.

d. Traditional houses in South Sulawesi, Indonesia, consisting of bamboo structure and curved roof.

4. The following extract is a definition for heritage according to the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Heritage is our legacy from the past, what we live with today, and what we pass on to future generations.

WORLD Heritage. *Unesco*. [S. l.], [20--]. Available at: <https://www.unesco.org/en/world-heritage>. Accessed on: Jun. 22, 2024.

How are different types of dwellings like the ones in activity 1 linked to the concept of heritage?

Personal answers. Example: These dwellings reflect cultural, architectural, and environmental heritage, showcasing traditional practices, historical significance, and sustainable adaptation.

Did You Know...

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) supports the recognition, safeguarding, and conservation of cultural and natural heritage in communities worldwide. This effort is embedded in the 1972 convention focused on the Protection of the World Cultural and Natural Heritage.

Based on: WORLD Heritage. *Unesco*. [S. l.], [20--]. Available at: <https://www.unesco.org/en/world-heritage>. Accessed on: Jun. 22, 2024.

5. Can any of the photos below represent the type of dwelling that is most common in your community? If so, which one(s)? If not, how would you represent it?

Personal answers. Example: The houses in my community aren't exactly like the ones in the photos. Most houses here are made of masonry, with visible roofs covered with ceramic tiles and surrounded by walls. They have a more modern style and often don't follow a specific pattern.



João Prudente/Pulsar Imagens

Town houses in Pedralva, Minas Gerais, Brazil, 2023.



Tales Azzi/Pulsar Imagens

A wooden house by Paraguai-Mirim River, Mato Grosso do Sul, Brazil, 2024.

6. Personal answers.

Example: In my neighborhood, the houses are mostly made of brick or concrete, with simple designs and red ceramic tile roofs. Many of them have large front yards or gardens, and it's common to see houses with porches where people gather in the evenings. A detail that can be identified as part of the architectural culture here is the use of wide eaves on the roofs, which help protect the house from the strong sun and heavy rains. This feature is very typical in our region and reflects the local climate.



Luís Ritz/Stock/Getty Images

Apartment buildings in Santo André, São Paulo, Brazil, 2023.



João Prudente/Pulsar Imagens

An old big house in Jacutinga, Minas Gerais, Brazil, 2023.

6. Think about the dwellings in your neighborhood. What common characteristics do they have? Is there any detail that can be identified as part of the architectural culture of your city?

2. d. Personal answers. Example: Yes, I want to understand how they adapt to their environment and cultural traditions. These constructions are so different from the houses in Brazil. I think learning about this can teach us a lot about cultural diversity and human creativity.

Não escreva no livro.

Text 1

Before Reading

Personal answers. Students are expected to discuss and reflect on the concept of cultural heritage in a way that connects with their own experiences and the importance of preserving it.

1. Read the mind map below. What do you think **cultural heritage** means? Talk in pairs and write the answer in your notebook. Then, read the text and compare your answer.



[...] Cultural heritage does not end at monuments and collections of objects. It also includes traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts.

While fragile, intangible cultural heritage is an important factor in maintaining cultural diversity in the face of growing globalization. An understanding of the intangible cultural heritage of different communities helps with intercultural dialogue, and encourages mutual respect for other ways of life.

The importance of intangible cultural heritage is not the cultural manifestation itself but rather the wealth of knowledge and skills that is transmitted through it from one generation to the next. [...]

WHAT Is Intangible Cultural Heritage? *Unesco*. [S. l.], [20--]. Available at: <https://ich.unesco.org/en/what-is-intangible-heritage-00003>. Accessed on: Jun. 22, 2024.

2. Why is it important to consider different perspectives and worldviews when examining the ways in which knowledge is formed and applied across cultures? Decide on the correct answers. *Answers: a; b; c; f*
 - a. To understand the diversity of human experience.
 - b. To examine the ways in which societies interact with their environments.
 - c. To promote respect for cultural traditions and wisdom.
 - d. To prioritize knowledge from the more developed countries.
 - e. To make the dominant culture stronger.
 - f. To encourage more inclusive approaches to knowledge production and dissemination.
3. Read the title of the fact sheet in activity 4. What characteristics do you think the text will highlight between these two ways of knowing? *Personal answers. Example: The text will probably highlight the differences and similarities between Indigenous knowledge, which is more connected to nature and cultural traditions, and Western knowledge, which tends to be more based on science and technology.*

While Reading

4. Now, read the whole fact sheet to check your predictions.

Personal answers. Students are expected to refer back to their answers in activity 3, contrast and compare them.

What are Indigenous and Western Ways of Knowing?

Introduction

There is no single Indigenous or Western way of knowing. It is easy to fall into the traps of 'homogenizing' and 'othering' by reducing vast and varied traditions to simplistic and general terms. However, it is important to offer some starting point for this fact sheet as part of our effort to bring Indigenous and Western perspectives into conversation with one another.

Indigenous Knowledges

Several characteristics are considered common across many Indigenous peoples, cultures, histories and contexts. Together, these emphasize an approach to **knowledge** that is metaphysical, holistic, oral/**symbolic**, relational, and intergenerational. Indigenous ways of knowing rely heavily on many forms of **intelligence**, including interpersonal, kinesthetic [physical], and spiritual intelligences. Within Indigenous knowledge systems, land is often regarded as Mother Earth, who provides teachings that determine traditional values or ways of knowing. An important question in Indigenous knowledge is, "how am I fulfilling my role in this relationship?"

Western Knowledges

Western knowledge tends to be broken into disciplines. Mathematics and linguistics are

emphasized, as are logic, rationality, **objectivity** and the measurement of observable phenomenon. The philosophical tradition of **positivism**, which rejects the metaphysical or spiritual realm as a source of knowledge, has had a significant impact on Western thought. This is especially true in natural science disciplines, but it is also common in the social sciences.

Western science is often criticized for being anthropocentric (humankind as the central or most important element of existence) and reductive (presenting a subject or problem in a simplified form). Western researchers often treat knowledge as a thing, rather than as also involving actions, experiences, and relationships. Western thinking tends to view the land as an object of study rather than as a relation.

Within Western ways of thinking there are some research paradigms that are more compatible with Indigenous ways of thinking. For example, feminist schools of thought give rise to methodologies that are somewhat compatible with Indigenous methods such as storytelling, as well as critical and reflexive methodologies that take into account the effect of the personality or presence of the researcher on what is being investigated.

STINSON, Jane. What are Indigenous and Western Ways of Knowing?. *criaw-icref*. Ottawa, 2008. Available at: <https://www.criaw-icref.ca/images/userfiles/files/Fact%20Sheet%202%20EN%20FINAL.pdf>. Accessed on: Jul. 14, 2024.

5. Identify the correct statement about the text. *Answer: c*
- Western knowledge systems place significant importance on the spiritual and metaphysical realms as primary sources of understanding.
 - Western researchers typically approach land and nature as living entities that are central to their studies.
 - Indigenous ways of knowing incorporate a variety of intelligences and view knowledge as interconnected with the land and community relationships.
 - Indigenous knowledge primarily focuses on logical and rational analysis similar to Western scientific methods.

7. Personal answers. Example: Integrating Indigenous and Western knowledge can offer holistic solutions to global challenges by combining traditional ecological wisdom with modern scientific methods. This may result in more sustainable practices for climate and biodiversity.

6. Replace the icon ▲ in the sentences with one of the words in **bold** in the text. Write the answers in your notebook.

a. symbolic; b. objectivity; c. intelligence; d. knowledge; e. positivism

a. Indigenous knowledge systems emphasize oral traditions and ▲ representations to pass down knowledge across generations.

b. Western knowledge is commonly divided into disciplines like mathematics and linguistics, with an emphasis on logic, rationality, and ▲.

c. Indigenous ways of knowing rely heavily on various forms of ▲, including interpersonal, kinesthetic, and spiritual.

d. Western science is often criticized for treating ▲ more as a thing.

e. Western knowledge systems are influenced by the philosophical tradition of ▲.

After Reading

7. How can the integration of both Indigenous knowledge and Western knowledge systems contribute to addressing contemporary global challenges such as climate change and biodiversity loss?

8. Reflect on a time when you learned something valuable outside of school. How does this experience relate to the ways Indigenous knowledge is traditionally passed down?

Personal answers. Example: Like Indigenous knowledge, many valuable lessons are learned through lived experiences, storytelling, and hands-on practice.

Text 2

Before Reading

1. Do you know what a myth is? What are some common myths you have heard? What role do they play in shaping cultural values and beliefs? Personal answers. Examples: A myth is an ancient fiction story that explains historical beliefs of ancient people. Greek myths about gods and heroes like Zeus and Hercules. / Folklore creatures like Saci-Pererê, Mula Sem Cabeça, Boitatá. / These myths provide a way for people to understand the world around them.

While Reading

2. Read a story about how fire was stolen told by the Katukina. Then, answer the questions about it.

● ● ● ← → ↺

www.mirim.org/

🔍 ☆ ⋮

BEFORE CABRAL	WHO THEY ARE	WHERE THEY ARE	HOW THEY LIVE	LANGUAGES	ABOUT US
<p>[...] One day when the jaguar went hunting, he asked the parakeet and the owl to keep an eye on her fire. He didn't want the fire to go out. He said that if they looked after his fire, he would give them some of the meat he came back with. The deal was done! The parakeet and the owl stayed and looked after the fire. But when the jaguar got back, he ate everything himself. The next day, the jaguar asked the parakeet and the owl to do the same thing. Off he went again and at the end of the afternoon he came back from hunting. This time the parakeet didn't hold back. He asked if the jaguar would give him a piece of meat to roast. The jaguar said she would. But she didn't. She ate all of the meat herself.</p> <p>The same thing happened for several days. Then, the owl and the parakeet decided to steal fire from the jaguar. The owl had an idea. He said they should hide the fire in a hole in a tree. The parakeet did it before the jaguar came back. When the jaguar saw that her fire had gone, she was desperate. She tried to make fire again, but she couldn't. She realised that she was going to have to eat meat raw. The parakeet carefully looked after the fire. It was hidden in a very tall tree. It burnt his big beak. That is why, today, parakeets have very small beaks.</p> <p>It was the parakeet who first gave fire to human beings. Until he did, they hadn't eaten cooked meat!</p> <p>MYTHS. Povos Indígenas no Brasil Mirim. [S. l.], [20--] Available at: https://mirim.org/en/how-they-live/myths. Accessed on: Jun. 23, 2024.</p>					

Art: APIS design

3. Personal answers. Example: This myth teaches us that betrayal can lead to consequences, and that trust, once broken, is hard to regain.

a. Match the questions with the answers. Write them in your notebook. I-d; II-a; III-b; IV-c

I. Why did the jaguar ask the parakeet and the owl to watch her fire?

II. How did the parakeet and the owl react when the jaguar didn't share the meat with them?

III. What strategy did the parakeet and the owl use to get revenge on the jaguar?

IV. What happened when the parakeet carefully took care of the fire?

a. They initially trusted the jaguar, but eventually decided to steal the fire.

b. They hid the fire in a hole in a tree to prevent the jaguar from using it.

c. Its beak got burnt, and that's the reason why parakeets have small beaks today.

d. So it wouldn't go out while she went hunting.

4. Personal answers. Example: By keeping all the meat for herself and not sharing, the jaguar loses the fire, which is essential for survival.

b. Identify the correct statements about the text and write them in your notebook.

I. The jaguar's behavior demonstrates a clear power imbalance and lack of reciprocity.

II. The jaguar repeatedly broke her promises and exploited the parakeet and owl's efforts.

III. The jaguar provided the agreed reward for the parakeet and the owl.

IV. The parakeet and the owl gladly accepted their role and continued to help the jaguar.

Answers: I, II

After Reading

3. What do you think the myth teaches us about trust and betrayal?

4. How does the myth reflect the consequences of selfishness and greed?

5. Reflect on a time in your life when someone broke a promise or took advantage of your trust. How did you respond to that? What did you learn from that experience? *Personal answers.*

LANGUAGE IN USE

1. Read the extracts from Text 2 and pay attention to the verbs in **bold**. Then, identify the correct alternatives to complete the sentences. Write the sentences in your notebook.

I. One day when the jaguar **went** hunting, he **asked** the parakeet and the owl to keep an eye on her fire.

II. But when the jaguar **got** back, he ate everything [...].

III. This time the parakeet **didn't hold** back.

a. Past Simple;
b. narrate an action or a situation in the past; c. have a unique past form; d. did not hold; e. the same for all persons; f. negatives

Language Expansion

In narratives, some words and expressions are often used as temporal markers. Some common ones are: **one day, when, then, the next day, this time, as soon as, first, after, before, afterwards, and finally.**

- The verb tense used in these extracts is the **Past Simple / Present Simple**.
- The verb forms in bold are used to **describe an action that is happening at the moment of the storytelling / narrate an action or a situation in the past**.
- Regular verbs, such as *ask*, form the past by adding *-ed* to the base form of the verb. Irregular verbs such as *go*, on the other hand, **don't have a past form / have a unique past form**.
- In the third extract, *didn't hold* is the past contracted form of **did not hold / not did hold**.
- In the Past Simple, the verb form is different for **each person / the same for all persons**.
- We make interrogatives and **affirmatives / negatives** with irregular verbs in the same ways as with regular verbs.

2. Read the extracts in activity 1 again and pay attention to the underlined parts. Are they used to indicate time or place? *Time*

3. Had; grew up; fell in love, ran away; a. did, change, She changed into the moon (when she ran away to the sky); b. did, do, The boy fell in love with the girl and wouldn't stop bothering her.

3. Read a myth about the Sun and the Moon told by the Inuit people. Identify the irregular verbs in the past form. Then, complete the questions and answer them in your notebook.

The Inuit, who live in the region close to the Bering Strait (to the north of North America) are also known as Eskimos. They say that, long ago, in a village on the coast, a man lived with his wife. They had two children, a girl and a boy. When their children grew up, the boy fell in love with the girl. Because he wouldn't stop bothering her, she ran away to the sky. And she changed into the moon. But, since then, the boy has followed her in the form of the sun. Occasionally he manages to catch up and embrace her. This is when lunar eclipses happen.

MYTHS. *Povos Indígenas no Brasil Mirim*. [S. l.], [20--] Available at: <https://mirim.org/en/how-they-live/myths>. Accessed on: Jun. 23, 2024.

a. What ▲ the girl ▲ into when she ran away to the sky?

b. What ▲ the boy ▲ that caused the girl to run away?

4. Think about a situation when someone's feelings for you/someone you know influenced your/his/her actions? How did you/he/she handle it? What did you/he/she learn from that experience?

Personal answers.

5. Read the text and replace the icon ▲ with the past forms of the verbs from the box. Refer to a dictionary if needed. was; grew; saw; threw; became

be / become / grow / see / throw

It is told that the moon goddess Jaci would occasionally choose her favorite women among the youth of a tribe and turn them into stars. One young lady called Naiá ▲ particularly obsessed with meeting Jaci and wandered the mountains during the night without ever finding the moon goddess. She wouldn't eat or drink anything, and in time she ▲ thin.

One day, when she stopped by a lake, she ▲ the moon reflected in the water. Blinded by her dream, she ▲ herself to the water and drowned. Moved by her sacrifice, Jaci decided to turn her into a star unlike any in the sky. And so Naiá ▲ a "water star": A plant whose white petals only open at night.



Amazonian Water Lily

Based on: Adapted from: MYTH. Brazilian Folklore. *Tvtropes*. [S. l.], [20--]. Available at: <https://tvtropes.org/pmwiki/pmwiki.php/Myth/BrazilianFolklore>. Accessed on: Jun. 24, 2024.

Language Expansion

Read this extract from Text 2: She tried to make fire again, but she **couldn't**.

Could is the past form of the modal verb **can**. Remember that the question form of modal verbs is formed by inverting the subject and the verb, and the negative form by adding **not** to the verb.

Examples:

- **Could** the jaguar make fire after the parakeet and the owl had stolen it?
- The jaguar **couldn't** make fire because it was hidden in a hole in a tree.

Bear in mind that the same is true for the verb **to be**, as we don't use the auxiliaries **do**, **does**, or **did** to ask questions or to help form the negatives. In addition, in the past the verb **to be** has two forms: **was** (I, he, she, it) and **were** (you, we, they).

Examples:

- **Were** the parakeet and the owl afraid of the jaguar?
- The jaguar **wasn't** honest in her agreement with the parakeet and the owl.

Did You Know...

Historical myths recount past events, adding deeper significance beyond the actual occurrence.

Etiological myths explain the formation and origins of things, describing why they are the way they are and how the world has come to its present state.

Psychological myths narrate the journey from familiar realms to uncharted territories.

Based on: MYTH. *StudySmarter*. [S. l.], c2024. Available at: <https://www.studysmarter.co.uk/explanations/english-literature/literary-devices/myth/>. Accessed on: Jun. 24, 2024.

Before Listening

1. Read and identify each type of myth. Choose from the options below.

etiological myth / historical myth / psychological myth

- a. *The Epic of Gilgamesh* (2150 BCE–1400 BCE), from ancient Mesopotamia, is a story about how people search for the meaning of life and understand that death is unavoidable. Gilgamesh, a king of Uruk, becomes like a semi-god through his adventures. **psychological myth**
- b. Australian Aboriginal mythology tells the tale of how kangaroos acquired their pouches, recounting the story of a mother kangaroo who rescues her son and a wombat from hunters. **etiological myth**
- c. In Homer's *Iliad* (circa 800 BCE), audiences witnessed the epic tale of the Trojan War, featuring powerful figures such as Achilles and Agamemnon engaged in fierce battles. **historical myth**

Based on: MYTH. *StudySmarter*. [S. l.], c2024. Available at: <https://www.studysmarter.co.uk/explanations/english-literature/literary-devices/myth/>. Accessed on: Jun. 24, 2024.

2. What myths are you familiar with? **Personal answers. I'm not familiar with any Greek myths. / I'm familiar with the Brazilian myth of Saci.**
3. Which of these words from Greek mythology are you familiar with? **Personal answers.**

Aphrodite / Athena / Poseidon / Prometheus / Titans / Zeus

While Listening



Track 9

4. You are going to listen to an etiological myth. Listen and identify what it is about. Write the answer in your notebook.
5. Listen again and answer the questions.
 - a. Why did Prometheus escape from being imprisoned in Tartarus along with the other Titans?
 - b. What task did Zeus assign to Prometheus and Epimetheus after the Titanomachy?
 - c. What challenge did Prometheus and his brother Epimetheus face after shaping man from clay?

4. It's about the creation of humanity.

5. a. Because he did not oppose Zeus during the Titanomachy.; b. Zeus ordered Prometheus and Epimetheus to create and populate the land with the most diverse animals.; c. They realized all talents had already been attributed to other animals.

6. Personal answers. Example: Preserving and passing down myths is crucial because they provide cultural continuity, help people understand their roots, and maintain a connection to the past. They also offer moral and philosophical insights that remain relevant across generations, promoting a sense of shared heritage and community among those who learn and retell these stories.

After Listening

6. Why is it important for myths to be preserved and passed down through generations?

SPEAKING

Plan and prepare a personal account about myths or mythological explanations for natural phenomena you heard as a child. Consider the following steps.

STEP 1 Brainstorm

- Think about myths or mythological explanations you heard as a child. Who told you about them? Who were the characters? What happened? When? Where? Why? To whom?

STEP 2 Plan, Edit & Revise

- Write your personal account and share it with your classmates and teacher. Describe the myth or mythological explanation in detail.
- Ask for their opinions and make all the necessary corrections.
- Write the final version of your text.

STEP 3 Practice

- Read your text aloud two or three times. Practice

in pairs so one can help the other. One reads while the other listens and comments on the reading. Try to make it as natural as possible. Try to look at your audience while you speak.

STEP 4 Present

- Present the personal account or record it.
- Discuss what you learned about each other's accounts and the importance of preserving intangible cultural heritage.

Useful Language

... is an important tradition/ritual/festival in my community.

This heritage dates back to ...

One of the key elements of ... is ...

This tradition is significant because ...

WRITING

You are going to create your own myth. Read the myths in this unit again and review the activities about them. Follow the steps below.

STEP 1 Brainstorm

- Think about the elements of myths and generate ideas for your own myth.

STEP 2 Plan

- Sketch a simple outline of the structure of your myth: the introduction, the conflict, the climax, the resolution, and the conclusion.

STEP 3 Draft

- Start writing your myth, following your outline.
- Remember to use the Past Simple and temporal markers.

STEP 4 Revise

- Review your draft to ensure the points mentioned in the other steps are covered.
- Rearrange words to improve the content and structure of your myth.

STEP 5 Edit

- Proofread your myth. Correct any grammatical errors, spelling mistakes, and punctuation issues.

STEP 6 Write & Share

- Write the final version of your myth.
- Optionally, you can share your myth with the class through oral presentations or a class anthology.

ROUND OF TALKS

- 1 Leia o trecho a seguir e converse com as pessoas da sua turma tendo por base as perguntas que seguem.

O *mythos* é uma fala, um relato ou uma narrativa cujo tema principal é a origem (origem do mundo, dos homens, das técnicas, dos deuses, das relações entre homens e deuses, etc.); não se define pelo objeto da narrativa ou do relato, mas *pelo modo como narra* ou *pelo modo como profere a mensagem*, de sorte que qualquer tema e qualquer ser podem ser objeto de mito: tornam-se míticos ao se transformarem em valores e símbolos sagrados.

O *mythos* tem como função resolver, num plano simbólico e imaginário, as antinomias, as tensões, os conflitos e as contradições da realidade social que não podem ser resolvidas ou solucionadas pela própria sociedade, criando, assim, uma segunda realidade, que explica a origem do problema e o resolve de modo que a realidade possa continuar com o problema sem ser destruída por ele. [...]

CHAUÍ, Marilena. *Convite à Filosofia*. São Paulo: Ática, 2015, p. 331.

- a. Em nossas vidas, há situações e fenômenos que não conseguimos resolver.

Respostas pessoais. Exemplo: A origem da vida, alguns mistérios do universo, a morte, a questão sobre se há vida após a morte ou não.

Você pode citar pelo menos dois desses fenômenos ou situações?

- b. Quais sentimentos ou sensações surgem em você quando se coloca diante desses fenômenos? Respostas pessoais. Exemplo: Medo, insegurança, curiosidade, vontade de não pensar neles, etc.
- c. Você provavelmente deve ter ouvido narrativas explicando esses fenômenos. Que sentimentos ou sensações despertam em você quando ouve essas narrativas?

- 2 Agora, forme um pequeno grupo de 3 ou 4 pessoas e escolha uma situação que, no momento, provoca algum sentimento como medo, incerteza, insegurança, vontade de não enfrentar. Exemplo: uma prova muito difícil na escola, uma doença, uma conversa com um/a garoto/a de quem você gosta muito, mas é muito tímido/a para se aproximar. Juntos, criem uma narrativa mitológica que simbolize a superação dessa situação. Respostas pessoais.

- 3 Escrevam a narrativa criada e escolham um narrador para contá-la para as pessoas da turma. Respostas pessoais.

- 4 Após contar a narrativa, responda: Como foi contar a narrativa do seu grupo para a turma? E como foi ouvir as outras narrativas?

1. c. Respostas pessoais. Exemplo: Sensação de conforto, tranquilidade, segurança, confiança, menos medo, etc.

4. Respostas pessoais. Exemplo: Contar a narrativa do nosso grupo foi interessante, pois pudemos compartilhar nossas ideias e ver a reação da turma. Ouvir as outras narrativas foi enriquecedor, pois nos permitiu conhecer diferentes perspectivas e comparar com a nossa própria história.

PERSONAL REFLECTION

Registre suas respostas às perguntas abaixo em seu caderno. Respostas pessoais.

- 1 Quando iniciamos esta unidade, você colaborou com seu conhecimento prévio sobre os tipos de moradia e o conceito de herança cultural. Agora, ao terminarmos a unidade e após termos discutido mais a fundo a nossa herança cultural como fator de coesão social e de construção da cidadania, você observa alguma mudança no desenvolvimento do seu repertório?

- 2 Pense nos pontos principais de cada seção desta unidade e escreva o que se lembra de cada um deles.

- 3 Explique como você pode agir para preservar elementos de herança cultural da comunidade em que você vive.

- 4 Escreva algumas considerações finais sobre sua participação nas atividades e discussões nesta unidade.

Objectives

- To analyze an article with guidance about the use of Artificial Intelligence and an article reporting on a poll about its use.
- To identify and use adverbs ending in *-ly*.
- To use *quite* + adjective and *quite* + noun.
- To participate in a debate about the pros and cons of the use of Artificial Intelligence.
- To create a graph describing the use of Artificial Intelligence and write its explanation.
- To discuss and produce a guideline booklet on deepfake for the school community.

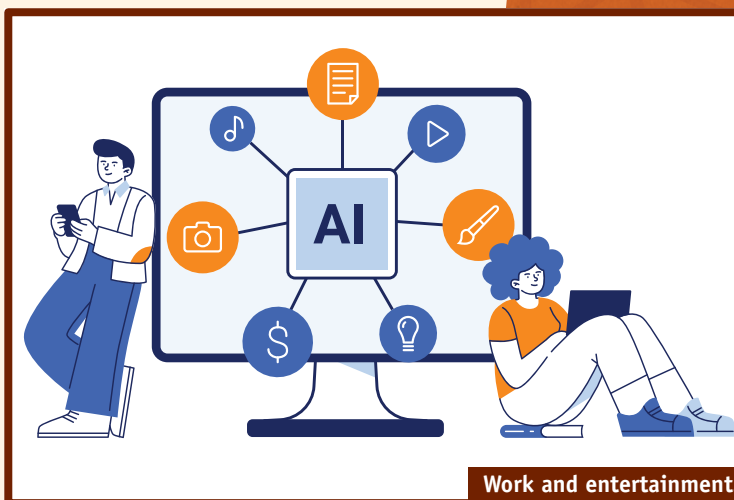
START UP

1. Personal answers. Example: We often use Artificial Intelligence to get ideas, at work, for entertainment, to help us do research, and to learn new content.

1. Look at the pictures. How can you connect them to the use of Artificial Intelligence in our society?



jenny on the moon/Shutterstock.com/D/BR



jenny on the moon/Shutterstock.com/D/BR



jenny on the moon/Shutterstock.com/D/BR



jenny on the moon/Shutterstock.com/D/BR

- a. Is the use of AI in academic work positive or negative? Explain. *It can be positive or negative. There are tools that can be unsuitable for any academic work and there are tools that are helpful when used appropriately and with academic integrity.*
- b. What is **generative AI**? *Generative AI tools are tools that can replicate and create the complex responses and behaviors of humans.*
- c. Explain the connection between the use of AI and academic misconduct. *If you use any form of AI or other computational aids in your university coursework, study, exams, or research without acknowledging that input, it is seen as academic misconduct.*
4. Now, read the continuation of the article. It brings the do's and don'ts related to the use of Artificial Intelligence. Then, answer the questions.

[→ Info for Students](#)
[→ Info for Staff](#)

Don't

- assume that all AI tools are equally effective, equally responsible, equally resourceful, and equally capable of being used with academic integrity. AI tools replicate **biased results**, and do not provide contextualised, evaluated or critiqued evaluation of information.
- pay for AI services or tools; your courses will never require you to pay for external software.
- use AI tools as a replacement for your own understanding, analysis, or summary of a topic.
- rely on AI to produce references, resources, materials or any other forms of content. AI is liable to produce 'hallucinations' where it can make up false information and references.
- upload full copies of your work, essay questions, reports, results, and discussion into any AI tool. AI tools should not be used to conduct research or investigation into a topic. If your **lecturers** want you to use AI for specific activities, they will provide guidance on what is allowed or expected, and what is not.

Do

- **acknowledge** the use of any form of AI in your coursework for all submissions.
- question the validity and accuracy of any output, data, results, and information you receive from AI tools.
- **ensure** that all your submissions are the result of your own thought, workings, analysis, and critique.
- keep up to date with your course guidelines and information around academic integrity and AI. Pay particular attention to your marking criteria and **ILOs**; it is your responsibility to demonstrate how you meet these.
- be aware of how research AI tools are advertised: they'll often promise time-management and efficiency benefits but will in practice break academic integrity rules.

WHAT is the University of Glasgow's position on AI? *University of Glasgow. Glasgow, [20--]. Available at: <https://www.gla.ac.uk/myglasgow/sld/ai/students/>. Accessed on: Aug. 19, 2024.*

Personal answers. Example: "use AI tools as a replacement for your own

- a. Read the list of don'ts. Which one(s) can be more connected with an unethical use of AI? Explain. *understanding, analysis, or summary of a topic" because the person would be cheating.*
- b. Read the list of do's. Which one(s) would a student need guidance from a teacher, for example, to be able to make it (them) right? Explain. *Personal answers. Example: "question the validity and accuracy of any output, data, results, and information you receive from AI tools" because the person may not know how to check validity and accuracy, for example.*

Glossary

- acknowledge:** accept that something is true
- biased results:** results that are one-sided
- ensure:** make something certain to happen
- ILOs:** Intended Learning Outcomes
- lecturers:** professors at a college or a university

5. Personal answers. Example: Artificial Intelligence brings significant benefits. However, it raises ethical concerns in relation to the use of algorithms as well as privacy risks because of data usage. Balancing those benefits and challenges in one's daily life can minimize the risks.

After Reading

5. Discuss the ethical implications of Artificial Intelligence with your classmates. What are the benefits and potential challenges of relying on AI in our lives?
6. Consider the information you read and answer the questions below. Professor/a: Consulte o Manual do Professor para as respostas desta atividade.
 - a. The article mentions AI 'hallucinations'. How can you make sure that the information a tool offers is correct?
 - b. Do you see yourself getting prepared for a job or a profession that involves the use of Artificial Intelligence? Why? Why not?
 - c. What changes can you make to your studies to be able to work in the field of AI?

Text 2

1. Personal answers. Examples: Positive impacts: It is helping create a more inclusive society by improving accessibility. Apps that use AI are helping people monitor their health.

Negative impacts: It may affect our privacy and safety and some people may lose their jobs because the use of AI is replacing them.

Before Reading

1. List positive and negative impacts you think AI may have now.
2. Do you have or have you heard about any concern or fear of the increase in the use of AI in our society? Explain it. Personal answers. Example: AI may affect our privacy and security.

While Reading

3. Read extracts from the web article *Hope, Fear, and AI*, written by Jacob Kastrenakes and James Vincent for *The Verge*. Then, answer the questions about it.

Artificial Intelligence

www.theverge.com

Hope, fear, and AI

We polled 2,000 people about how they're using AI, what they want it to do, and what scares them about it the most.

By JACOB KASTRENAKES and JAMES VINCENT Jun 26, 2023, 2:00PM
Illustrations by Diana Young for The Verge

AI is about to change the world – the problem is, no one's quite sure how. Some look at the past year's rapid progress and see opportunities to remove creative constraints, automate rote work, and discover new ways to learn and teach. Others see how this tech can disrupt our lives in more damaging ways: how it can generate misinformation, destroy or diminish jobs, and, if left unchecked, pose a serious threat to our safety. [...]

Who's using AI?

AI is suddenly everywhere. Image generators and large language models are at the core of new startups, powering features inside our favorite apps, and – perhaps more importantly – driving conversation not just in the tech world but also society at large. [...]

How is AI being used?

The main fuel for the recent boom is generative AI: systems that can generate text, help brainstorm ideas, edit your writing, and create pictures, audio, and video. These tools are being quickly integrated into professional systems [...] but for most users, they generally require quite a bit of oversight to get it right. [...]

For those who are using AI tools, creative experiments were most common. People are generating music and videos, creating stories, and tinkering with photos. More professional applications like coding were less common. And above all, people have simply been using AI systems to answer questions [...].

One finding is particularly clear: AI is expanding what people can create. In every category we polled, people who used AI said they used these systems to make something they couldn't otherwise, with artwork being the most popular category within these creative fields. [...]

KASTRENAKES, Jacob; VINCENT James. Hope, fear, and AI. *TheVerge*, [s. l.], Jun. 26, 2023. Available at: <https://www.theverge.com/c/23753704/ai-chatgpt-data-survey-research>. Accessed on: Jul. 8, 2024.

Art. APIS design: Image: MaksEvs/Shutterstock.com/IDBR

3. b. They saw opportunities to remove creative constraints, automate rote work, and discover new ways to learn and teach. c. Personal answers. Example: Generating a text can be negative because a person can use it to cheat at school, for example. Editing my writing can be a positive use as the AI can give me suggestions to improve my writing.
- a. What is the purpose of this text? Answer: II

I. To describe the use of AI in the whole world, especially in relation to jobs.

II. To inform about the use of AI after a poll with two thousand people.

b. According to the text, what advantages did people see in the use of AI in 2022?

c. The text mentions that AI “can generate text, help brainstorm ideas, edit your writing, and create pictures, audio, and video”. Which of these uses can be more positive in our society and which can be more negative? Explain.

d. How is AI contributing to the Arts?

The systems are helping people create productions that were not possible without AI.

After Reading

4. In your opinion, if something was created by AI with your prompt, should it be considered yours or not? Why? Why not? Personal answers. Example: From my point of view, it should not be considered mine since I was the one to provide AI just with a prompt, not with the content.

5. Should people sell texts, art etc. created with the use of AI as theirs? Explain your points of view.

Personal answers. Example: From my perspective, they should not do that as these texts, art etc. were created with the use of AI, not with their own ideas or skills.

Did You Know...

Prompts are your input into the AI system to obtain specific results. In other words, prompts are conversation starters: what and how you tell something to the AI for it to respond in a way that generates useful responses for you. After that, you can build a continuing prompt, and the AI will produce another response accordingly. It's like having a conversation with another person, only in this case the conversation is text-based, and your interlocutor is AI.

A prompt can be as simple as a phrase or as complex as multiple sentences and paragraphs. [...]

EFFECTIVE Prompts for AI: The Essentials. MIT Sloan Teaching & Learning Technologies. [S. l.], c2024. <https://mitsloanedtech.mit.edu/ai/basics/effective-prompts/>. Accessed on: Jul. 8, 2024.



Are you prepared for an AI revolution?

LANGUAGE IN USE

1. Read the sentences from Text 1 and Text 2 and pay attention to the words in **bold**. Then, decide on the best alternatives to complete the statements about these words.

a. adverbs; b. suffix; c. an adjective, an adverb

I. The term ‘AI tools’ is **currently** used to refer to a range of tools and resources [...]

II. [...] when used **appropriately** [...]

III. [...] assume that all AI tools are **equally** effective, **equally** responsible, **equally** resourceful [...]

IV. AI is **suddenly** everywhere.

V. These tools are being **quickly** integrated into professional systems [...].

VI. [...] they **generally** require quite a bit of oversight to get it right.

VII. [...] people have **simply** been using AI systems to answer questions [...]

VIII. One finding is **particularly** clear [...]

a. The words in bold are **adjectives** / **adverbs** / **verbs**.

b. The **-ly** is working as a **prefix** / **suffix**.

c. The **-ly** is added to **an adjective** / **a noun** to form **an adjective** / **an adverb** / **a verb**.

2. Copy the table in your notebook and complete it with the correct adjective related to the adverb.

current; general; equal; particular; quick; simple; sudden

ADJECTIVE	ADVERB
	currently
	generally
	equally
	particularly
	quickly
	simply
	suddenly

3. Copy the following sentences in your notebook. Then, complete them with the correct adverbs formed from the given adjectives.

a. certainly; b. rapidly; c. frequently; d. extremely; e. totally; f. carefully

- AI is ▲ impacting job offers. (certain)
- This new technology is ▲ integrated into many apps. (rapid)
- People are ▲ discussing the potential and risks of AI. (frequent)
- The changes AI brings are ▲ noticeable in our daily lives. (extreme)
- All the new possibilities AI brings ▲ changed our approach to problem-solving. (total)
- People need to learn to use AI ▲. (careful)

4. Read these two sentences extracted from Text 2. Then, answer the questions about them.

Personal answers. a. very; b. more; c. depends

I. [...] the problem is, no one's **quite** sure how.

II. [...] they generally require **quite** a bit of oversight to get it right.

- In sentence I, *quite* gives out the idea that no one is **very** / **a little bit** sure.
- In sentence II, *quite* precedes a noun to give it **more** / **less** emphasis or importance.
- It is possible to state that the meaning of *quite* **depends** / **doesn't depend** on the word that follows it.

Language Expansion

When we add the suffix **-ly** to adjectives, we transform them into adverbs. These new words indicate the manner or the nature of something.

Examples:

- In **general**, I think AI is useful to many people.
- Generally** speaking, I think AI is useful to many people.

Adverbs can be used close to verbs and adjectives.

Examples:

- In "Learning AI is **increasingly** important", **important** is an adjective and its meaning is being intensified by the adverb.
- In "These tools are being **quickly** integrated", **integrated** is a verb and the adverb **quickly** indicates the manner (or, in this case, the speed) of something.

Language Expansion

The word **quite** is a degree adverb, and its meaning depends on the word that follows it.

If **quite** is used with a gradable adjective or adverb, it often means **fairly**, **a little**, **but not very**.

If **quite** is used with a non-gradable adjective or adverb, it often means **very**, **totally**.

If **quite** is followed by **a** or **an** and a noun, it gives it more importance or emphasis.

A common expression with **quite** is **not quite** and it means **not completely**.

Example:

- Learning about adverbs was **not quite** as complicated as I imagined.

5. Choose one word to complete each sentence. Then, rewrite the sentences in your notebook using **quite**.

ecstatic / happy / intelligent

a. I am fairly ▲ with the use of AI in my life. *happy / I am quite happy with the use of AI in my life.*

b. I am totally ▲ about learning how to use AI to help organize my daily life.
ecstatic / I am quite ecstatic about learning how to use AI to help organize my daily life.

c. AI tools are very ▲ resources and I think we should use them more often.
intelligent / AI tools are quite intelligent resources and I think we should use them more often.

6. Now, answer the questions: What are you quite sure that AI can help you with? What can be quite an oversight when thinking about the uses of AI?

Personal answers. AI can help with tasks like automating repetitive processes, analyzing amounts of data, and providing personalized recommendations. A common mistake is overestimating AI's limitations in understanding context, creativity, and emotional intelligence, which need human judgment.

LISTENING

Before Listening

1. How can Artificial Intelligence help us live better? *Personal answers. Examples: It can help us do things faster. / It can help us compile information. / It can pre-select items for us according to our habits or tastes.*
2. In your opinion, can Artificial Intelligence help scientists? Why? How?
Personal answers. Examples: Yes, it can. Because scientists can use AI tools to predict results. / I don't know.

While Listening Track 10

3. Listen to a presentation organized by Suomen Akatemia, Research Council of Finland, about the use of AI by scientists. Decide if the statements about it are true (T) or false (F).
a. F (it has been there for ages); b. T; c. F (it is multidisciplinary); d. F (they don't take human behavior into account)
- a. AI is brand new.
- b. AI is an asset to scientists.
- c. AI is used just in research that includes only two fields or disciplines.
- d. Complex atmospheric models only take human behavior into account.
4. Listen to the audio again. Copy the extract of the script in your notebook and complete it with the missing words. The first letter of each word is given to you. *simulation; model; social scientists; methods*
- The ATMOS-research group at the University of Oulu is funded by the Academy of Finland. It uses agent-based s ▲ to represent individual people in the atmospheric m ▲. "In this work, we are also collaborating with s ▲ s ▲ to develop these agent-based simulations of how individual people respond to changes in their environment, but the key part of that this is only made possible by these advanced AI m ▲.

After Listening

5. The presentation mentions machine learning, pattern recognition, statistics, and data mining as potential lines for research. Which ones are present in your daily lives? What are they used for? Search about them and share your answers with your classmates.
Personal answers. Example: Machine learning is present in my daily life because I use an online translator. I use it to look for translations of the words I don't know.

You are going to plan and get ready to participate in a debate about Artificial Intelligence with your classmates. Consider this statement from Text 2 of the Reading section: "AI is about to change the world". What are the pros and cons of that? Follow the steps to organize your participation in the debate.

STEP 1 Brainstorm

- Pick a side to participate in the debate: the pros of AI changing the world or the cons of AI changing the world.
- Make a list of statements to defend your viewpoint. Include justifications and examples.

STEP 2 Plan, Edit, Revise & Practice

- Get together with other people who picked the same side.
- Share your statements, justifications, and examples.
- Improve them based on feedback.
- Define a strategy for the debate so that everyone has the chance to participate, and everyone can use his/her ideas.

STEP 3 Present

- The teacher is going to divide you into smaller groups to debate with at least two people from each side working together.
- Join the debate. Remember to present your viewpoint in a polite way and wait for your turn to say something.
- Respectfully agree or disagree with your colleagues.
- Make sure to invite everyone who is in your group to join the debate.
- After participating in the debate, discuss with your group: What conclusion have you reached about the topic? Organize a group statement with a summary to present to your classmates.
- Then, as a group, create a poster to hang on the school wall or an online poster to publish on the school website or blog.
- Invite other students to join the discussion and share their opinions.
- Analyze the answers and discuss with your classmates how the topic AI can be addressed with the school community.

Useful Language

Firstly, we would like to state that ...
 Secondly, we think that it is important to mention that ...
 Also, ...
 We believe that ...
 We tend to disagree with you because ...

We don't see eye to eye with you as ...
 We totally agree with you because ...
 We partially agree with you because ...
 Our conclusion is that ...
 We reached an understanding. Our opinion is that ...

You are going to carry out a poll with your classmates, school staff, and/or your family about the use of Artificial Intelligence. Then, you are going to create a graph to represent your data and write a paragraph describing your findings.

STEP 1 Brainstorm

- Write the questions you would like to include in your poll. Be objective.
- Define who the participants of your poll are going to be.
- Decide how you are going to share the questions with them: are you going to interview them one by one or are you going to give them a link where the questions can be seen and the answers submitted?
- Take action and create your poll. Share it with the participants you have chosen.

STEP 2 Plan

- Collect the answers from your participants and organize your data. How can you join information and display it in a graph? What kind of graph would be more meaningful or clearer to your audience?
- What sort of information should be written in the paragraph that accompanies the graph? Is it relevant to join data based on the gender or the age of the people who participated in the poll? Or is it better to organize the graph considering the questions and the answers?

STEP 3 Draft

- Prepare your graph. If you have access to a computer, you can use available software to help you create your graph. If you don't have access to a computer, you can use your mathematical skills to create a graph as well.
- Write the text that is going to be displayed with the graph. Add any detail that is relevant for the audience to understand your data better.

STEP 4 Edit & Revise

- Show your data, graph, and accompanying paragraph to a classmate.
- Ask for feedback. Can he/she understand the data the way you have displayed it? Is there any information or detail that he/she thinks you should include in the accompanying paragraph?
- Make any necessary editions and revisions.

STEP 5 Write & Share

- Write your final text to accompany your graph.
- Create a title for your production.
- Display it on the classroom walls or similar place so that your classmates can read about your poll.
- After visiting everyone's production, do you have a clear picture of the use of Artificial Intelligence by the people around you? Does the result surprise you? Why? Why not?

Personal answers. Example: Now I have more information about my community's opinion about AI. The result doesn't surprise me because it is quite a new resource and many people don't know much about it.

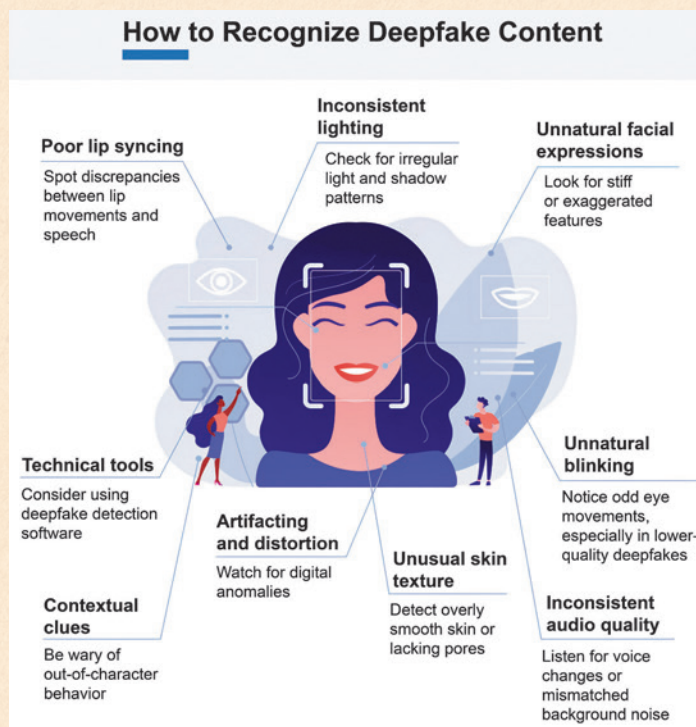
ROUND OF TALKS

- 1 The following texts deal with the idea of **deepfake**. Read and discuss them with your classmates.

Deepfakes are synthetic media forms that use artificial intelligence (AI) to manipulate reality. They can create convincing images, videos, audio, and text that resemble human-like content.

Deepfakes can be used for various purposes, such as entertainment, education, and research. However, they can also pose serious threats to individuals and organizations, such as fraud, identity theft, and misinformation. [...]

NKOSI, Mamsi. 5 Types of Deepfakes You Should Know About. *It News Africa.com*, [s. l.], Aug. 29, 2023. Available at: <https://www.itnewsafrika.com/2023/08/5-types-of-deepfakes-you-should-know-about/>. Accessed on: Jul. 3, 2024.



Margaret Rouse/Techopedia

ROUSE, Margaret. Deepfake. *Techopedia*, Panama City, Mar. 21, 2024. Available at: <https://www.techopedia.com/definition/33835/deepfake>. Accessed on: Jul. 3, 2024.

- a. Have you seen a deepfake? If you have, how did you know it was a deepfake?
Personal answers. Example: So far, I haven't seen one.
- b. Is it easy or difficult to recognize a *Personal* deepfake? Why?
answers. Example: I don't think it is easy because AI-generated faces and voices, seem like the real ones.
- c. What do you think are the possible impacts of a deepfake on a person's life?
Personal answers. Example: He/She may lose friends, or a job.
- d. How would you feel if you were a victim of deepfake?
Personal answers. Example: I would feel terrible because it can affect the way people see me.

- 2 Now, get together with a classmate and talk about ways to prevent deepfake in the school environment. Write down at least two ideas to do so.
- 3 Share your ideas with your classmates and then put them all together to create a Deepfake Prevention Guidelines booklet. Then, donate the booklet to your school library.
Personal answers.

2. *Personal answers. Examples: Don't share information you suspect contains misinformation. / Don't share images of your schoolmates. / Stay alert to the source of any material you receive.*

PERSONAL REFLECTION

Write the answers to the questions below in your notebook. *Personal answers.*

- 1 What were your biggest victories and your biggest challenges in this unit? What did you do to celebrate your victories and to overcome your challenges?
- 2 Did you have the chance to give and receive feedback about your learning? How was it?
- 3 What item of this unit can you share with people from your community? How can you do it?
- 4 Having the chance to revise and do extra practice on any item of this unit, which one would you decide on? Why?

Objectives

- To analyze a web synopsis, an infographic, and a web article about an innovative technological project.
- To identify and use reference words.
- To identify and use collocations formed by adjectives and nouns.
- To show understanding of an audio prompt calling for a stance on the role of technology.
- To create an argumentative speech presenting a point of view.
- To write a short opinion article stating a point of view.
- To reflect about the local community and what it offers in terms of digital services, discussing digital inclusion and human rights.

START UP

1. Look at the photos. What do they have in common?
Personal answers. Example: They all show people using technology.



Applying technology to work.

Monkey Business Images/Shutterstock.com/D/BR



Creating with technology.

Vershinin89/Shutterstock.com/D/BR



Using technology in farming.

Thomaz Vita Neto/Pulsar Imagens



Studying together.

Panumas Yanuthai/Shutterstock.com/D/BR

E-COMMUNITY

2. Personal answers. Examples: Technology can help people who live in big cities find information about transportation. / Technology can also help people who live in rural areas get information about the weather forecast to decide when to plant or harvest, for example.

2. How can technology help people in the different places they live?

3. List ways in which the use of technology can improve the following.

a. Economy

c. Job opportunities

e. Wellbeing

b. Education

d. Relationship

3. Personal answers. Examples: a. Technology can help improve or have better results and productions.; b. People can take

courses online.; c. Learning how to use a computer can help us have different jobs.; d. People can connect with each other using technology.;

e. People can balance their lives using apps that help them keep track of their sleeping habits, monitor their heart rate etc.

READING

Text 1

Before Reading

1. How often do you use the internet? Why do you use it? Personal answers. Examples: I sometimes use the internet to study. / I use the internet every day because it helps me find information and communicate with my family and friends.

2. How digital is your city or town? What improvements can be made there? Personal answers. Example: My city is not very digital. We can find information about social and health campaigns on our local government website. I think that we can have some improvements in the infrastructure, like installing free hotspots in public areas in the city.

While Reading

3. Read a web synopsis from the Food and Agriculture Organization of the United Nations (FAO) report on digital technologies and answer the questions below.

Digitalization and internet use are transforming every aspect of our lives. Digital technologies are profoundly changing how we grow food, pack it, transport it, and even shop for food. Digitalization and use of digital data, applications, and platforms are opening new possibilities for developing and restructuring the agrifood system. Digital agriculture is turning to digitalizing agrifood, rural economy, and rural societies.

FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS. *1,000 Digital Village Initiative*. Rome: FAO, 2021. synopsis (short abstract). Available at: <https://openknowledge.fao.org/items/bee1f736-377c-4a51-936f-87066823be06>. Accessed on: Jul. 1, 2024.

Did You Know...

[...]

The term “agrifood systems” encompass the entire range of actors, and their interlinked value-adding activities, engaged in the primary production of food and non-food agricultural products, as well as in storage, aggregation, post-harvest handling, transportation, processing, distribution, marketing, disposal and consumption of all food products, including those of non-agricultural origin.

RIGILLO, Nicholas. World Food Forum: FAO introduces the Agrifood Systems Technologies and Innovations Outlook. *FAO*. Rome, Oct. 20, 2022. Available at: <https://www.fao.org/newsroom/detail/world-food-forum-fao-agrifood-systems-technologies-and-innovations-outlook-2022/>. Accessed on: Jul. 3, 2024.

a. Is it possible to state that technology is changing the agrifood system? Why or how? Why not? Yes, it is because it is changing the way we grow, pack, transport, and shop for food.

b. What societies are being primarily impacted by digitalization and internet use in this case? Personal answers. Example: The rural societies.

c. Can you infer why those societies are being impacted?

Personal answers. Example: Because digitalization and internet use are changing the agrifood system.

Não escreva no livro.

4. a. It can help people who live in rural areas: (1) learn to apply, deploy or harness digital innovation and technologies, services and solutions; (2) improve their livelihoods; (3) improve their wellbeing; (4) create social cohesion through better connectivity.

4. Rural areas can also be benefitted in other ways. Read the extract of a FAO report on Digital Villages and answer the questions about it.

A “**Digital Village**” is a concept to promote digitalization in rural areas for the benefit of residents, enabling them to apply, deploy or harness digital innovations and technologies, services and solutions, to improve their economic livelihoods, individual wellbeing, and create social cohesion through better connectivity. [...]

FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS. *1,000 Digital Village Initiative*. Bangkok: FAO Regional Office for Asia and the Pacific, 2022. Available at: <https://openknowledge.fao.org/server/api/core/bitstreams/a86d257f-8d27-4091-bf34-dd40bdedc040/content>. p. 2. Accessed on: Jul. 1, 2024.

4. b. Personal answers. Examples: I think digitalization would bring benefits to my community too because there are many people here who don't have access to information. / I think digitalization would bring benefits to my community because it could help develop some areas. / I am not sure if digitalization would bring benefits to my community because there are many people who don't know how to use technology well here.

a. The text mentions four benefits of a digital village in rural areas. What are they?

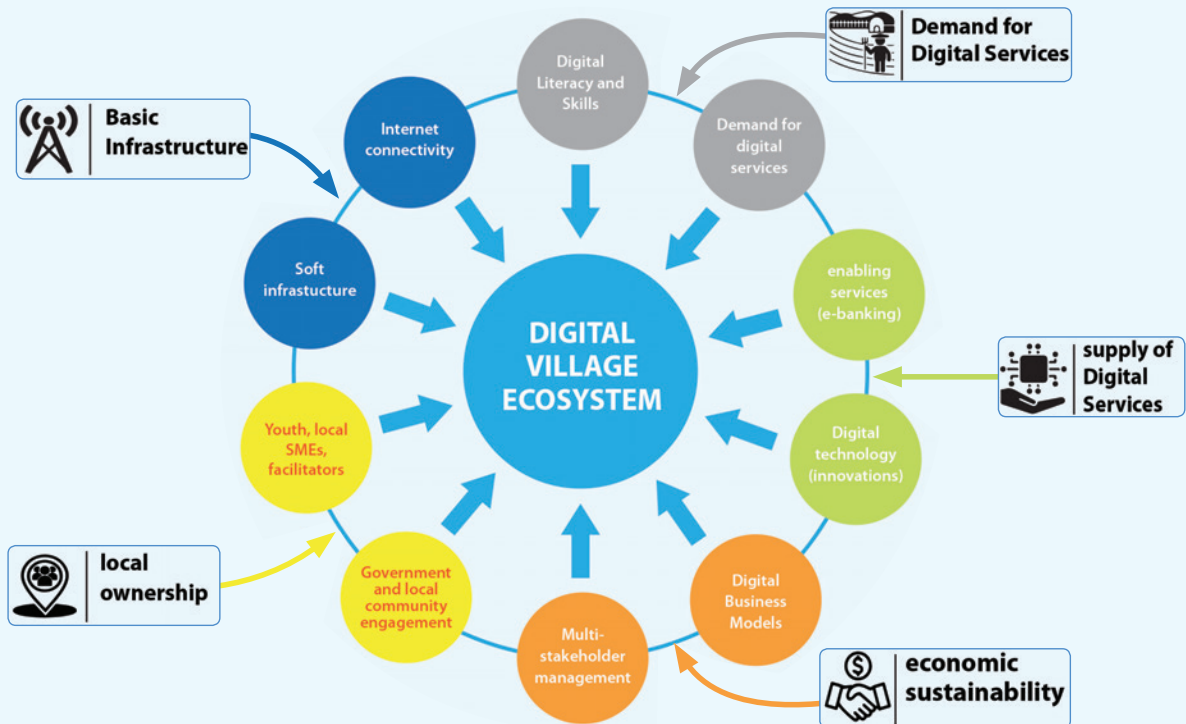
b. Would digitalization also bring benefits to your community? Why? Why not?

5. Now, look at the infographic produced by the FAO about the digital village ecosystem approach.

Which needs seem to involve more resources and which ones seem to be easier to put into

action in your community? Explain your answer. Personal answers. It is expected that students reach a conclusion about the resources based on their previous knowledge and/or accessing teachers that can help them build up an answer.

Digital village ecosystem approach



FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS. *1,000 Digital Village Initiative*. Bangkok: FAO Regional Office for Asia and the Pacific, 2022, p. 3. Available at: <https://openknowledge.fao.org/server/api/core/bitstreams/a86d257f-8d27-4091-bf34-dd40bdedc040/content>. Accessed on: Jul. 1, 2024.

Glossary

SEMs: Small and Medium Size Enterprises

6. Identify the correct sentences according to the infographic and write them in your notebook.

Answers: b, c, d

a. Digital villages do not include small businesses in their project.

b. There's a place for young people in digital villages.

c. Digital villages teach local people how to use digital technology.

d. Digital villages promote the participation and integration of public administration and the local people.

After Reading

7. Personal answers. Example: I think that a digital village ecosystem can impact infrastructure in my town because it would need better internet connection, for example.

7. What impacts can a digital village ecosystem approach have in your town or city? Why?
8. Which solutions seem to be easier to put into action in your community? Explain your answer.
Personal answers. Example: Students are expected to reach a conclusion based on their previous knowledge and/or accessing teachers that can help them build up an answer.

Text 2

Before Reading

1. Personal answers. Example: There is a gap because some people have access to technology and devices, but other people don't. / There is a gap because computers and other devices are expensive.

1. Do different social groups have the same access to technology or is there a gap where you live? If there is, what is the problem?
2. Do you know or have you heard of any offer to help people learn how to use technology in your city? How does it work? Personal answers. It is expected that students can refer back to government and NGOs initiatives related to digital literacy and the like.


While Reading

3. Read the web article about smart villages and answer the questions about it.

● ● ● ← → ↺ www.fedarene.org 🔍 ☆ ⋮

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 **Smart Villages – the village of the future**

How will we be living in the countryside in the future? Will rural communities structurally disperse even more, so that people's everyday lives consist of long commuting with traffic jams and traffic noise? Or can we reshape our lives in such a way that climate protection and the energy revolution provide us with opportunities to improve everyday life?

In this project, the Energy and Environment Agency of Lower Austria (eNu) developed a holistic approach for all areas of life. These include: housing & building, mobility, self-sufficient villages, work and everyday life.

Housing & building

In a smart village, we live in energy-plus buildings. In the winter, such building is heated via south-facing windows while a solar system generates energy. In the summer, the heat is kept out by excellent thermal insulation, outside shading and green areas. Green areas on roofs and facades are natural air conditioning systems for buildings, streets and squares. Plant shading protects components from heating up too much. Evaporation from the plants cools down the environment.

Mobility

Roads with green areas are great for cycling and walking. Bad air quality and exhaust gases are a thing of the past. Short distances for running errands can be covered conveniently with (e-)bikes or (e-)carrier bikes. Public transport is convenient, saves space and is energy-efficient. Long distances are covered by fully electrified railway systems and electric or hydrogen buses.

Areas to live

In the village of the future, residential areas are not occupied by cars. Streets of residential areas are designed as active living spaces that everyone can use for leisure. Parking spaces are hardly needed anymore, because the e-transport services bring people from A to B whenever they want. Trees provide shade; flowering meadows and perennial flower beds bring nature back to the people and absorb water during heavy rainfall.

Self-sufficient villages

100% renewable energy: sun, wind, water and biomass power will fully provide us with the energy of the future. Surpluses on days with lots of wind and sun are used for mobility, heat and storage.

SMART Villages – the village of the future. Fedarene. Bruxelles, c2024.
Available at: <https://fedarene.org/best-practice/smart-villages-the-village-of-the-future/>. Accessed on: Aug. 27, 2024.

- a. Besides using technology, what else does the project use to help regulate temperature?
Plants. Green areas on roofs and facades work like natural air conditioning systems.
- b. What are the benefits of public transportation?
It is convenient, saves space and is energy-efficient.
- c. What is the main difference between the residential areas we have today and the one proposed by the smart villages project?
The street in residential areas today are designed for cars while in the digital villages, the streets in residential areas are considered living spaces that everyone can use for leisure.
- d. According to the project, smart villages won't have to buy energy from distant sources like hydroelectric or nuclear power plants. How will they have the energy they need?
They will use 100% renewable energy from wind, solar, and biomass power plants.

After Reading

4. In your opinion, how will the quality of life be in digital villages compared to the quality of life we have today?
Personal answers. Example: I think that the quality of life will improve because there will be less pollution, and people will have more space for leisure.

LANGUAGE IN USE

1. Read the sentences extracted from Text 1 and from the extract of a FAO report on Digital Village. Then, answer the questions about them.

I. Digital technologies are profoundly changing how we grow food, pack **it**, transport **it**, and even shop for food.

II. A "Digital Village" is a concept to promote digitalization in rural areas for the benefit of residents, enabling **them** to apply, deploy or harness digital innovations and technologies, services and solutions, to improve **their** economic livelihoods [...]

a. What do the words in **bold** refer to? In I, **it** refers to food.; in II, **them** and **their** refer to residents of rural areas.

b. Why are they used? Answer: I

I. To avoid repetition of the word or words they refer to.

II. To help the reader understand the word or words they refer to.

Language Expansion

We can use pronouns to refer to nouns that were previously mentioned in a text. They substitute the noun and help us avoid repeating it.

Common pronouns used as reference words are:

- Subject pronouns: I, you, he, she, it, we, they.
- Demonstrative pronouns: this, that, these, those.
- Object pronouns: me, you, him, her, it, us, them.
- Relative pronouns: which, whose, where.
- Possessive pronouns and adjectives: mine, yours, his, hers, ours, theirs, my, your, her, its, our, their.

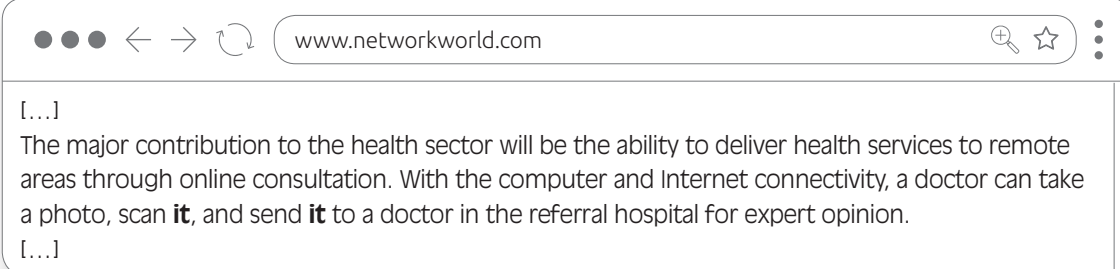
Determiners such as **some**, **others**, **another**, and the **other** can also be used as reference words.

2. The following segments were extracted from a web article about a digital villages project in Kenya. Read them and choose the right alternative in each question.



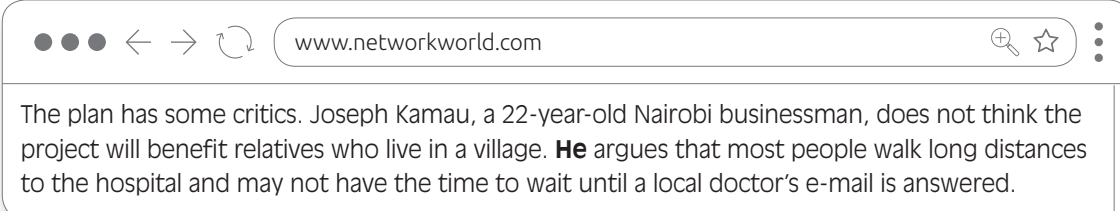
The screenshot shows a web browser with the address bar displaying 'www.networkworld.com'. The page title is 'NETWORKWORLD'. Below the title, the breadcrumb trail reads 'Home · Industry · Kenya rolls out Digital Villages project'. The article is by Rebecca Wanjiku and is titled 'Kenya rolls out Digital Villages project'. It is categorized as 'News' and dated 'Apr 02, 2008 · 6 mins'. There are three tags: 'Broadband', 'Data Center', and 'Telecommunications Industry'. The main text begins with '[...] The Ministry of Youth Affairs is financing private microfinance institutions, and prospective businesspeople are expected to invest at least 100,000 Kenyan shillings (\$1,550) to set up a "digital village" with two PCs. The ministry says **it** will provide training in entrepreneurship, and the microfinance institutions have existing training programs. [...]

- a. The word **it** in the extract above refers to ... [the Ministry of Youth Affairs](#).
... microfinance institutions.
... the Ministry of Youth Affairs.
... two PCs.



The screenshot shows a web browser with the address bar displaying 'www.networkworld.com'. The text in the browser reads: '[...] The major contribution to the health sector will be the ability to deliver health services to remote areas through online consultation. With the computer and Internet connectivity, a doctor can take a photo, scan **it**, and send **it** to a doctor in the referral hospital for expert opinion. [...]

- b. In both cases, the word **it** in the extract above refers to ... [a photo](#).
... a photo.
... the health sector.
... health services.



The screenshot shows a web browser with the address bar displaying 'www.networkworld.com'. The text in the browser reads: 'The plan has some critics. Joseph Kamau, a 22-year-old Nairobi businessman, does not think the project will benefit relatives who live in a village. **He** argues that most people walk long distances to the hospital and may not have the time to wait until a local doctor's e-mail is answered.'

- c. The word **He** in the extract above refers to ... [Joseph Kamau](#).
... Joseph Kamau.
... some critics.
... the village.



Ndemo argues that once people get used to Digital Village technology, **they** will design appropriate mechanisms to make **it** a success.

WANJIKU, Rebecca. Kenya rolls out Digital Villages project. *NetworkWorld*, [s. l.], Apr. 2, 2008. Available at: <https://www.networkworld.com/article/803022/data-center-kenya-rolls-out-digital-villages-project.html>. Accessed on: Jul. 3, 2024.

d. The words **they** and **it** in the extract above refer to ▲ and ▲, respectively.

Answer: II

I. mechanisms; Ndemo

II. people; Digital Village technology

III. success; mechanisms

3. Text 2 contains a number of collocations (two or more words that typically go together) formed by adjectives and nouns. Match the adjectives in column A with the nouns in column B to form the collocations. Some words may be used more than once.

A	B
energy	beds
flower	communities
public	distances
running	errands
rural	insulation
solar	jams
thermal	revolution
traffic	system
	transport

Art: APIS design

3. energy revolution, flower beds, running errands, rural communities/revolution, short distances, solar system, thermal insulation, traffic jams

4. What initiatives can help improve mobility within communities? Consider the collocations from the previous activity and share your viewpoints.

Personal answers. Example: I think that **public transport** can help people minimize traffic jams.

LISTENING

100 Before Listening

- How much has technology changed your life? In what aspects?
Personal answers. Example: It has changed a lot because I can talk to my family members who live in another state every day.
- Are there any technology-related topics that really interest you or that really annoy you?
Personal answers. Examples: interest – video game, social media, video streaming; annoy – social media, online tests, and exams.

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While Listening Track 11

3. You are going to hear an audio prompt about technology and its role in our world. Identify the topics that are mentioned. *Answer: II, III, VI, VII, IX*

I. books

II. devices

III. knowledge

IV. hospitals

V. information

VI. lives

VII. metrics

VIII. school

IX. social interactions

4. Listen to the audio again. Complete a part of the script with words you have studied in the previous activity.
devices; devices; knowledge; lives; metrics; social interactions

• Our ▲ allow us to do things that were previously unimaginable, but is that a good thing? Do our ▲ bring us together or are they separating us? Or are we more alone? Are we more connected to ▲ or just more likely to believe in misinformation? We know that new technology helps save ▲, but what about the health risks from being so sedentary? Are we more distracted or are we more engaged? What are the effects of adding ▲ to our ▲?

5. Personal answers. Examples: I think that devices bring us together. I talk to my family more often because of them. / I think that some people can get sedentary because of the use in excess of technology.

After Listening

5. Choose two questions from the script in the previous activity to answer. Explain your point of view and give examples.
6. The audio ends with the following question: "And what does it mean that you can publish anywhere at any time and share your voice with the world?". What are the positive and negative points of having the chance to share your voice with the world?

Personal answers. Example: I believe that it is positive that we can express ourselves to the world. On the other hand, we are more exposed and this can be dangerous.

Useful Language

In my opinion, ...

I believe that ...

My viewpoint is that ...

What is your opinion about that?

What do you think about that?

I totally agree with you because ...

I partially agree with you because ...

I tend not to agree with you because ...

SPEAKING

Now, it is your turn to take a stance. Do you think that digitalization and technology are including people and helping societies develop or not? Imagine you are in an international meeting with students from different countries discussing the topic "technology". Prepare an argumentative speech to present your point of view.

STEP 1 Brainstorm

- Consider these questions: Do you think that digitalization and technology are including people

and helping societies develop or not? Do you see them as advantages or disadvantages?

- Revise your notes and the texts you have studied in this unit to start organizing your ideas.

STEP 2 Plan, Edit & Revise

- Plan your speech. Start off by presenting the topic you are going to discuss. Then, present your arguments.
- Organize your speech in a way that you have a topic sentence, its explanation or justification, and an example.

- Consult the content in Useful Language from the previous section and units to help you with some chunks of language to use.
- Edit and revise your speech. Mark any words that you think you should emphasize when presenting.

STEP 3 Practice

- Rehearse your speech.
- Pay attention to pauses and emphasis when speaking. It is important to make your audience understand you and engage with what you are saying.

STEP 4 Present

- Your teacher is going to organize the presentations. Get ready, relax, and breath calmly.
- When it is your turn, you may sometimes have a look at your text, but try to keep eye contact with the audience.
- After listening to all presentations, discuss: What were the other stances on digitalization and technology in your class? What is your opinion about them?

WRITING

How strong is your point of view about the questions you have heard in the Listening section? Pick one question to state your point of view and write a short opinion article about it. Follow the steps to write your text.

Art: APIS design

Our devices allow us to do things that were previously unimaginable, but is that a good thing?

Do our devices bring us together or are they separating us? Or are we more alone?

Are we more connected to knowledge or just more likely to believe in misinformation?

We know that new technology helps save lives, but what about the health risks from being so sedentary?

Are we more distracted or are we more engaged?

What are the effects of adding metrics to our social interactions?

And what does it mean that you can publish anywhere at any time and share your voice with the world?

STEP 1 Brainstorm

- Identify the question that resonates the most with you and that you have an opinion to share.
- Reflect on how this issue is present and impacts your life.
- List your arguments, justifications, and examples.

STEP 2 Plan

- Organize your text in three parts: (1) present the topic; (2) present your viewpoint, justify it, and give examples that can help your reader understand them better; and (3) write a conclusion.
- Consider what message or idea you want your reader to have about the topic.

STEP 3 Draft

- Put all your ideas together and write a draft of your text.
- Refer back to the content in Useful Language from this and the previous units to help you with chunks of language you can use to give an opinion.

STEP 4 Edit & Revise

- Read your draft and make any necessary changes.
- If possible, share it with a classmate and ask for feedback.

STEP 5 Write & Share

- Write your final text and share it with your classmates.
- Make yourself available to discuss your viewpoint with your readers.

ROUND OF TALKS

1. a. Personal answers. Example: Many people have access to the internet, but at the same time many other people don't have access to it yet. In other words, there is inclusion and exclusion.

- 1** Read the excerpt and discuss the following questions with your classmates.

[...]

In Brazil, where a majority of connections are made through mobile phones, it is worth noting that nearly 85% of individuals from lower social classes (D and E) rely solely on mobile phones to access the internet (Brazilian Internet Steering Committee, 2019). Nevertheless, internet and digital technologies are not yet accessible to everyone in Brazil, and the existing inequalities in the country extend to information and communication technology (ICT) and internet access, effectively excluding individuals from the digital world. However, 2023 has the potential to be a significant turning point for digital inclusion in Brazil, with the approval of the constitutional amendment that recognizes digital inclusion as a human right. This represents a substantial advancement, considering the economic and social transformations fostered by digital technologies and internet access.

SILVA, Camila Ramos da. Digital Inclusion: Bridging the Gap in Brazil's Digital Society. Amsterdam, Jul. 3, 2023. LinkedIn: @Camila Ramos da Silva. Available at: <https://www.linkedin.com/pulse/digital-inclusion-bridging-gap-brazils-society-camila-ramos-da-silva/>. Accessed on: Jul. 10, 2024.

1. c. Personal answers. Example: Yes, it is a human right because access to digital technology and the internet is essential for participating in modern society. Without it, individuals may be excluded from critical aspects of life.

- a.** How do you see the current situation of internet access in your community as far as inclusion and exclusion is concerned?
- b.** Do you have internet access? How do you access it? *Personal answers. Examples: Yes, I do. I access it from my home/school/community center. / No, I don't.*
- c.** The excerpt mentions "digital inclusion as a human right". What is your opinion about it? Is it really a human right? Why? Why not?

- 2** Consider the answer you gave to the questions in activity 1 in order to respond to this activity. Also, keep in mind the history of exclusion that so deeply marks the construction of our country. Read the options **a** and **b** and identify the one that is more adequate to your reality.

- a.** If there is a digital community center where you live, how can it be improved? Think about possible actions that could be taken by managers to improve customer service. Write a letter with suggestions for improvement. *Personal answers.*
- b.** If there is no such center, write a letter to a city council member requesting that one be established in the city or neighborhood. Your teacher will share the items your letter should contain. Finally, send the letter to the person suggested. *Personal answer. Example: In my opinion, digital inclusion is a human right because in our world digital connection is almost a matter of survival. We need it to connect to friends and relatives, to get information, and to access bank accounts and public services.*

PERSONAL REFLECTION

Let's reflect about your learning path in this unit. Read the questions and write your answers in your notebook.

- 1** Which section of the unit did you engage with the most? Why? And the least? Why? *Personal answers.*
- 2** What was the easiest part for you? And your biggest challenge? What kind of support did it take for you to overcome it? *Personal answers.*

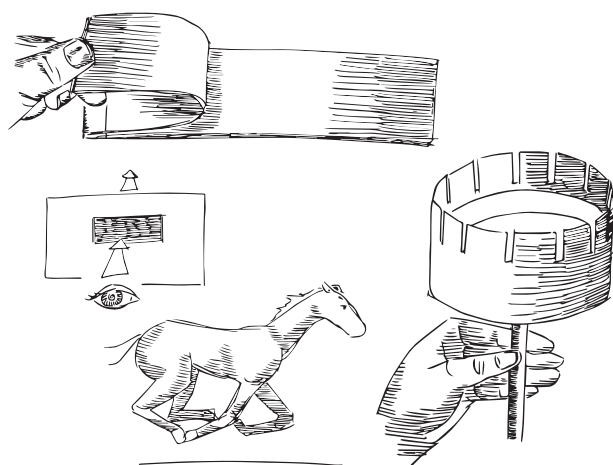
- 3** Review the objectives of this unit. Which one seems to be the one you can put into practice the fastest? Why? *Personal answers.*
- 4** Were you able to collaborate with your classmates while studying this unit? How? What could you have done differently? *Personal answers.*

Objectives

- To analyze a FAQ text about the history of animation and an online article about Brazilian animation.
- To systematize the use of regular and irregular verbs in the Past Simple and use linking words.
- To demonstrate understanding of a recording about how to start making 2D animations.
- To deliver a spoken presentation about favorite animated movies.
- To write a movie review for the school website.
- To experiment with the principles of animation.

START UP

1. Look at these pictures and photos and say what they have in common. *Personal answers. Students are expected to say that they are all related to animation.*



Different steps in the history of animation.

MyFantasyImage/Shutterstock.com/ID/BR



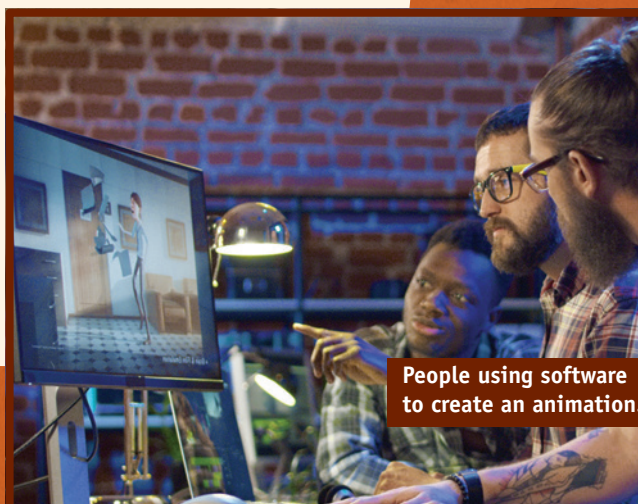
An artist creating a storyboard.

Tutatafina/Shutterstock.com/ID/BR



An animator working with a graphic tablet and a laptop.

New Africa/Shutterstock.com/ID/BR



People using software to create an animation.

Frame Stock Footage/Shutterstock.com/ID/BR

ANIMATION

2. Read the dictionary entries below and complete the sentences in your notebook.

Art: APIS design

animation

1. uncountable noun **B1+**

Animation is the process of making films in which drawings or puppets appear to move.

[...]

2. countable noun **B1+**

An **animation** is a film in which drawings or puppets appear to move.

[...]

ANIMATION. In: COLLINS dictionary. Glasgow: HarperCollins Publishers, c2024. Available at: <https://www.collinsdictionary.com/dictionary/english/animation>. Accessed on: Jun. 28, 2024.

- a. My favorite animated movie is ▲ because ▲.

- b. In my opinion, what makes animations interesting or enjoyable is ▲. *Personal answers.*

Examples: a. My favorite animated movie is *Wall-E* because it is a romantic science fiction movie.; b. In my opinion, what makes animations interesting or enjoyable is the fact that they communicate emotions and ideas in a way that both small children and adults can understand.

Did You Know...

2D animation or traditional animation involves drawing each frame by hand. **Example:** *Snow White and the Seven Dwarfs* (1937). Stop motion involves manipulating real-world objects frame by frame. **Example:** *The Nightmare Before Christmas* (1993). 3D animation uses sophisticated computer software to bring three-dimensional objects to life. **Example:** *Shrek* (2001).

Based on: CHAVES, Laura. 2D Animation Styles & Examples: Comprehensive Guide (2024). *Vidico*. [S. l.], Jun. 25, 2024. Available at: <https://vidico.com/news/2d-animation-styles/>; CRAWFORD, Matt. What Is Stop Motion Animation?. Definition & Examples Of The Technique. *Filmmaking Lifestyle*. [S. l.], c2024. Available at: <https://filmlifestyle.com/stop-motion-animation/what-is-3d-animation/>; WHAT IS 3D Animation?. *Dessign*. [S. l.], Jan. 2, 2024. Available at: <https://design.net/what-is-3d-animation/>. Accessed on: Jul. 23, 2024.

3. Answer the following questions in your notebook. *Professor/a: Veja Manual do Professor para as respostas desta atividade.*

- How do you think animation can be useful in advertising and entertainment?
- Why do you think so many people like animations?
- How can animation serve as a valuable tool for professionals across diverse fields?

4. Complete the definitions of key animation terminology using the words from the box. Then, go back to activity 1 and describe the pictures using these words. a. storyboard; b. frame; c. cel; d. motion capture; e. zoetrope; f. animatic; g. animator. *Personal answers.*

**animatic / animator / cel / frame /
motion capture / storyboard / zoetrope**

- A large board on which a series of sketches of shots or scenes are arranged in sequence for outlining the action of a film, video etc.
- One of the many separate photographs that it consists of.
- A transparent celluloid sheet on which a character, scene etc., is drawn or painted and which constitutes one frame in the filming of an animated cartoon.
- A process by which a device can be used to capture patterns of live movement; the data is then transmitted to a computer, where simulation software displays it applied to a virtual actor.
- A cylinder-shaped toy with a sequence of pictures on its inner surface which, when viewed through the vertical slits spaced regularly around it while the toy is rotated, produce an illusion of animation.
- An initial edition or forerunner of a film which contains a sequence of storyboard shots accompanied by a soundtrack.
- A person who makes films by means of animation.

COLLINS dictionary. Glasgow: HarperCollins Publishers, c2024. Available at: <https://www.collinsdictionary.com/>. Accessed on: Jun. 28, 2024.

5. Do a quick research and find the title of at least one animated film that used these techniques.

- Frame by frame hand drawing. *Personal answers. Examples:*
- Stop motion. a. *Pinocchio* (1940), *Bambi* (1942), *The Lion King* (1994). This last one uses computer animation and hand drawing. b. *Chicken Run* (2000), *Coraline* (2009)
- 3D animation. c. *Shrek* (2001), *Inside Out* (2015).

6. How can learning through animation enhance your understanding of complex concepts at school? Answer the question in your notebook.

Personal answers. Example: Watching animated videos can make complex concepts clearer and more engaging than reading textbooks alone, and animation can also help me visualize and understand challenging concepts.

Text 1

1. Personal answers. Examples: They were black and white. / They were very short. / They were very simple animations. / They were not made with computers.

Before Reading

1. What do you know about the first animations? What were they like?
2. How are animated movies today different from the earlier productions?

Personal answers. Example: Today's animations are more beautiful. They are longer and the visual is fantastic. The characters are very realistic.

While Reading

4. Now, read a FAQ about the history of animation. How is it organized? What benefit is there in this type of organization?

Personal answers. Examples: The FAQ is organized in questions and answers. This organization can help readers identify the information they need faster. / This organization can help readers identify the information they need easily. / This organization lists the most frequent questions and answers and can help readers save time when looking for information.

ANIMATION HISTORY

FAQ

Q1: When did the history of animation begin?

A1: The history of animation began after the emergence of celluloid film in 1888.

Q2: What are some animation techniques that were developed between 1895 and 1920?

A2: Various animation techniques were developed between 1895 and 1920, including stop-motion, puppets, clay, and drawn animation.

Q3: What technique dominated animation in the 20th century?

A3: Hand-drawn animation, painted on cels, became the dominant technique throughout most of the 20th century.

Q4: When did computer animation become the dominant technique?

A4: Computer animation became the dominant technique around the turn of the millennium, while Japanese anime and European hand-drawn productions remained popular.

Q5: What were some influences on animated movies?

A5: Animated movies are influenced by ancient traditions in storytelling, visual arts, and theatre. Techniques such as shadow play, mechanical slides, and magic lantern shows have influenced animation.



Javier Jaime/Shutterstock.com/D6/R

SOFIA, Lola. Animation History Timeline. *Lola App*. [S. l.], Oct. 25, 2023. Available at: <https://www.lolaapp.com/animation-history-timeline/>. Accessed on: Aug. 28, 2024.

5. What is the purpose of the text? Write the answer in your notebook. Answer: b
 - a. To provide a guide on how to create animation using early animation techniques.
 - b. To answer questions about the history of the development of animation.
 - c. To criticize modern animated films and compare them with early animated works.
 - d. To advertise upcoming animated movies and their release dates.

8. Personal answers. Example: Yes, I do. I don't think they are just children's movies because some movies tell serious stories. For example, the movie "Inside Out" (2015) talks about mental health, the importance of experiencing different emotions, and how our memories and feelings shape who we are.

6. Identify the true statements about the text. Write them in your notebook. Answers: a; d
- According to the text, the history of animation started in the 19th century.
 - Computer-generated animations were the dominant technique in the decades of 1950 and 1960.
 - Stop motion is the main animation technique used by Japanese anime.
 - The traditional theater technique of shadows play influenced animated films.

After Reading

9. Personal answers. Students are expected to comment on examples of animated movies that are set in various locations and how they are represented as well as how identities, ethnicities and languages are portrayed in the productions. Stereotyping can be a risk in many productions and it can be problematic as it can be offensive and prejudiced, for example.

7. The text presents several questions about the history of animation. What other question would you like to ask about this topic? Personal answers. Examples: What was the first animation movie made? / What was the first movie made with computer-generated animation? / Are there Brazilian animated movies?

Did You Know...

Animated movies are often expensive to produce, with costs varying widely. The expenses are usually calculated on a per minute or per second basis. The cost per finished minute of an animated movie can range from \$10,000 to over \$200,000. Similarly, the cost per finished second can vary from \$50 to nearly \$50,000, with most movies falling somewhere in between these extremes.

Based on: TAVARES. How much does it cost to make an animated film?. *Beverlyboy*. West Palm Beach Florida, Sep. 22, 2020. Available at: <https://beverlyboy.com/how-much-does-it-cost/how-much-does-it-cost-to-make-an-animated-film/>. Accessed on: Jun. 29, 2024.

8. Do you like animated movies? Many people say that they are children's movies. Do you agree with this statement? Justify your answers with an example.
9. Think about your experiences with animated movies. How can they represent different identities, ethnicities, and languages? Is the use of stereotypes a problem? Why?



Animation

Text 2

1. Personal answers. Examples: Animators in countries with little tradition in animation might face several challenges, including limited access to advanced technology, a lack of formal training and skilled professionals, scarce funding, and inadequate industry infrastructure. These obstacles make it difficult to produce high-quality films and compete with well-established international studios, which have more resources, experienced teams, and developed networks.

Before Reading

1. What challenges do you think animators face when trying to create high-quality animated movies in countries with little tradition in animation? How could these challenges affect their ability to compete with well-established international studios?

2. Otto Guerra is a Brazilian filmmaker who grew up inspired by *Tintin* comic books and Disney cartoons. He pursued his dream of creating animated films despite the challenges in Brazil, where there was little tradition in animated filmmaking.

While Reading

2. Who is Otto Guerra? Read the text and find out. Then, write the answer in your notebook.

THE GROWING PAINS OF BRAZILIAN ANIMATION

BY TOM CREUS

Otto Guerra grew up reading Tintin comic books and watching Disney cartoons. He dreamed of creating his own animation films, but that was not an easy task in Brazil, a country that had hardly any tradition in animated film. He might as well dream of being an astronaut or a dragon-slayer as more realistic children did.

Yet today, several decades later, he has just directed his second feature animation film, "*Til Sbornia do us part*", which has won two audience awards in the two major Brazilian festivals where it was shown so far. Despite being an animation, it aims more at the adult public than at young children. [...]

I cannot impartially judge the story since I co-wrote the screenplay, but the art direction and the animation (in which

I took no part) are simply beautiful. Co-directed by Ennio Torresan, a Brazilian animator who lives in Los Angeles and works for the giant animation studio Dreamworks, the film is perhaps the best animation film ever created in Brazil. Of course, that is not saying much since there were only 33 animated feature films ever produced in the country since the first one in 1951, but still, in terms of rhythm, art and style it has nothing to envy to any other current international production.

[...]

Tom Creus is a teacher and screenwriter. He wrote the screenplay of '*Til Sbornia do us Part*' together with Rodrigo John.

CREUS, Tom. The Growing Pains of Brazilian Animation. *IndieWire*. [S. l.], Nov. 4, 2013. Available at: <https://www.indiewire.com/features/general/the-growing-pains-of-brazilian-animation-124673/>. Accessed on: Jun. 29, 2024.

Não escreva no livro.

3. Find the following pieces of information in the text. Write them in your notebook.
 - a. Otto Guerra's childhood inspirations for animation.
Tintin comic books and Disney cartoons.
 - b. The number of animated feature films produced in Brazil since 1951.
33 animated feature films.
 - c. The type of audience targeted by *Til Sbornia do us part*.
Adult audience.
4. What is the function of hyperlinks like "*Til Sbornia do us part*" in an online text? Write the correct answer in your notebook. *Answer: a*
 - a. To redirect the reader to another webpage.
 - b. To separate the main title from a subtitle.
 - c. To precede an explanation or definition.
5. The main idea of the text is that Otto Guerra overcame big challenges to direct his second animation film. Copy in your notebook a sentence from the text that supports the main idea.
He dreamed of creating his own animation films, but that was not an easy task in Brazil.

After Reading

6. Otto Guerra faced challenges in establishing himself in the Brazilian animation industry. What do you believe were the key factors that enabled him to overcome these obstacles and achieve success?
Personal answers. Example: His persistence, creativity, and ability to adapt to Brazil's limited animation tradition.
7. In your opinion, is there a relationship between Otto's challenges and those faced by Brazil in the international arena?
Personal answers. Example: I think Otto Guerra's challenges reflect Brazil's struggle to gain recognition and overcome stereotypes in the global context. These are two aspects of the global inequality among countries.

LANGUAGE IN USE

1. Read an extract from Text 2 and pay attention to the verbs in **bold**. Decide on the correct alternatives to complete the sentences. Write the answers in your notebook.

Otto Guerra **grew up** reading Tintin comic books and watching Disney cartoons. He **dreamed** of creating his own animated films, but that **was** not an easy task in Brazil, a country that **had** hardly any tradition in animated film.

- a. The verb forms in bold are used to talk about **completed actions and states in the past / actions and events in progress in the past**.
completed actions and states in the past
 - b. The words *grew up*, *was*, and *had* are examples of **regular / irregular** verbs in the past, while *dreamed* is an example of **a regular / an irregular** verb in the past.
irregular, a regular
 - c. In the Past Simple, **different verb forms are used / the same verb form is used** for all persons (I, you, he, she, it, we, they, and their equivalents), except for the verb *to be*. We use **was / were** when the subject is *I*, *he*, *she*, or *it*, and **was / were** when the subject is *you*, *we*, or *they*. *the same verb form is used, was, were*
2. Use the past form of the verbs in parenthesis to replace the icon ▲. Write the answers in your notebook. *began; built; had; animated; boomed; entered; continued; saw; discovered*

A Guide to the History of Animation

[...]

People ▲ (begin) to experiment with computer graphics as early as the 1940s, for science and research purposes. Composer, animator, and inventor John Whitney Sr. ▲ (build) a custom computer device from a converted Kerrison Predictor (a World War II-era anti-aircraft fire-control system). Using mathematics to control the device in more specific ways, they ▲ (have) the ability to produce precise lines and shapes. Whitney Sr., with the assistance of legendary graphic designer Saul Bass, ▲ (animate) the opening title sequence for Alfred Hitchcock's 1958 film *Vertigo*. The classic film is considered to be one of the first live-action films to use computer animation.

3. Personal answers.
Example: didn't seem interested in the process of animation. She compared it to watching paint dry. That means she found the process tedious, unexciting, and long.

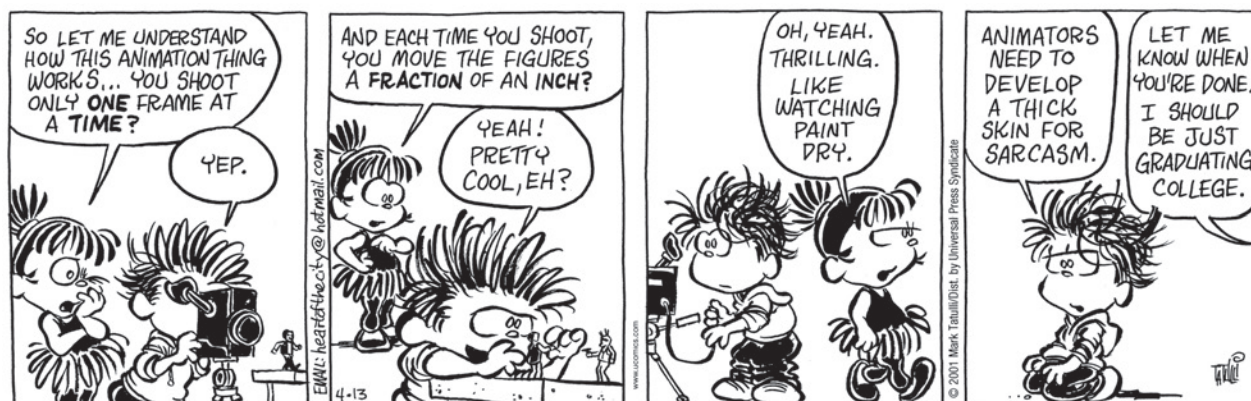
By the 1960s, innovative digital graphics ▲ (boom) as more computers ▲ (enter) the mainstream, and by the 1970s, many people began using computer graphics as an art form. Graphic design tools and software for computers ▲ (continue) to evolve, and government funding allotted to the University of Utah ▲ (see) an emergence in groundbreaking animation projects, notably one produced by Ed Catmull, *Hand/Face* (1972). The abilities of computer animation continued to expand, as more people ▲ (discover) the capabilities of this new medium, eventually evolving into the CGI masterpieces that dominate our media today.

[...]

A GUIDE to the History of Animation. *Masterclass*. [S. l.], Aug. 6, 2021.

Available at: <https://www.masterclass.com/articles/a-guide-to-the-history-of-animation>. Accessed on: Jun. 30, 2024.

3. Read the comic strip below and complete the description of the girl's perspective in your notebook.



STEENZ. *Heart of the City*. Available at: <https://www.gocomics.com/heartofthecity/2001/04/13>. Accessed on: Jun. 30, 2024.

- Dean and Heart Lamarr showed differing perspectives on animation. Dean seemed enthusiastic about animation and defended the process with excitement. He certainly understood the need for patience and resilience. Heart, on the other hand, ▲.

4. Replace the icon ▲ with the verbs from the box in the Past Simple. *took; showed; was; stopped; didn't want*

be / show / stop / take / want (neg.)

Inside Out 2 review [...]



The first *Inside Out* ▲ us into the Mission Control operations centre within the mind of a kid, and ▲ us the five emotions amusingly piloting her every decision – Joy, Fear, Rage, Disgust and Sadness – as well as all sorts of dizzyingly intricate detail about memory balls and personality islands. Now the sequel-upgrade brings us up to the teen years with a whole bunch of new emotions. There are some laughs, but it sees the teen transition in terms of a moral crisis, of abandoning and then reclaiming the

niceness of childhood innocence; it's a little bit convoluted and repetitive and, in its sanitised, Disneyfied way, this film can't quite bring itself to mention the most important new teen emotion of all. [...]

One of the original film's smartest implied gags ▲ that the story ▲ just before the puberty crisis, represented by an alarm-red panic button on the dashboard, when all the worries and upheavals we'd just been through would be supplanted by an unimaginably painful new array of problems.

[...]

But you can spend a lot of time waiting for the arrival of the most relevant teen emotion: Love. [...] Could it be that the film is squeamish about the reality of teen experience, or ▲ to get involved in any identity debate? I wonder.

[...]

BRADSHAW, Peter. Inside Out 2 review — Pixar returns to emotional Mission Control for Riley's teen years. *The Guardian*, [s. l.], Jun. 12, 2024. Available at: <https://www.theguardian.com/film/article/2024/jun/12/inside-out-2-review-pixar-returns-to-emotional-mission-control-for-rileys-teen-years>. Accessed on: Jun. 30, 2024.

5. Read the extracts from Text 2. Which linking words in **bold** show contrast and which add or complement information? Write the answer in your notebook.

I. [...] in terms of rhythm, art **and** style it has nothing to envy to any other current international production.

II. **Yet** today, several decades later, he has just directed his second feature animation film, "Til Sbornia do us part", which has won two audience awards in the two major Brazilian festivals [...].

III. **Despite** being an animation, it aims more at the adult public than at young children.

IV. I cannot impartially judge the story since I co-wrote the screenplay, **but** the art direction and the animation (in which I took no part) are simply beautiful.

Other common linking words that are used to add or complement information are: **in addition, besides, furthermore, moreover.**

Other common linking words that are used to show contrast are: **although, though, whereas, however.**

5. The linking word **and** adds or complements information, while **yet, despite, and but** show contrast.

Não escreva no livro.

6. Read some extracts from animated movie reviews and choose the best alternative to complete them. Write the answers in your notebook.

[...]

Director Jeff Rowe ("The Mitchells vs. the Machines") previously told *Variety* that he wanted the look of the film to feel unslick like "the way you draw when you're a child or a teenager, and your passion and enthusiasm for making art hasn't been dimmed by formal art training."

Mission accomplished.

▲ this appealingly PG movie stuffs in too much backstory for its own good, its exuberance is just plain irresistible. [...]

TRAVERS, Peter. Review: 'Teenage Mutant Ninja Turtles: Mutant Mayhem' will leave you with a smile that won't quit. *abc News*, [s. l.], Aug. 4, 2023. Available at: <https://abcnews.go.com/GMA/Culture/review-teenage-mutant-ninja-turtles-mutant-mayhem-leave-story?id=101983236>. Accessed on: Jun. 30, 2024.

[...]

Once again, debonair outlaw Puss in Boots — a sort of cleaned-up southern European version of Jack Sparrow — is having sword-twirling adventures, again in the company of his paramour Kitty Softpaws (Salma Hayek); ▲ now PiB must confront his own mortality, having used up eight of his nine lives. [...]

BRADSHAW, Peter. Puss in Boots: The Last Wish review — sequel no one wanted resembles longform DVD extra. *The Guardian*, [s. l.], Feb. 2, 2023. Available at: <https://www.theguardian.com/film/2023/feb/02/puss-in-boots-the-last-wish-review-antonio-banderas-salma-hayek>. Accessed on: Jun. 30, 2024.

[...] What are you — a British chicken named Ginger (Thandiwe Newton) — supposed to do when your plucky young chick Molly (Bella Ramsay) insists on returning to the dangerous world that you spent the entire 84 minutes of Aardman's "Chicken Run" escaping? ▲, how does it feel to realize that you've become the very thing that you once revolted against: AKA a jailer? [...]

KAUFMAN, Sophie M. Chicken Run: Dawn of the Nugget' Review: The 'Mission: Impossible' Inspired Sequel Is Full of Visual Innovation and Not Much Else. *IndieWire*, [s. l.], Oct. 14, 2023. Available at: <https://www.indiewire.com/criticism/movies/chicken-run-dawn-of-the-nugget-review-1234916732/>. Accessed on: Jun. 30, 2024.

Answer: c

- a. In addition, however, whereas
b. Despite, moreover, although
c. Though, but, furthermore



Art: APIS design; Image: viraal/Shutterstock.com/ID/BR

Art: APIS design; Image: viraal/Shutterstock.com/ID/BR



Art: APIS design; Image: viraal/Shutterstock.com/ID/BR



Professor/a: Veja Manual do Professor para as respostas das atividades desta página.

100 Before Listening

1. What are the essential tools and skills a person needs to start making his/her own 2D animations?
2. Do you believe that sharing animations on social media could be beneficial for new animators? Why? Why not? What language(s) can help this sharing reach more people? Why?
3. Joining animation communities and seeking feedback from experienced animators can provide valuable learning opportunities. What questions would you ask an experienced animator if you wanted to start making your own 2D animations?

100 While Listening



Tracks 12-13

4. Listen to Sebastien, an animator, illustrator, and content creator, and complete the statement below in your notebook.
 - Sebastien recorded this video to answer ▲ from his viewers.
5. Listen again and answer: Did Sebastien answer any of the questions you asked in activity 3? If so, which ones?
6. Identify the correct sentences. Then, improve the incorrect ones using evidence from the audio. Write the answers in your notebook. Listen once more and check your answers.
 - a. The video released in the previous year was praised by all viewers.
 - b. The video released in the previous year explained how to start making 3D animations.
 - c. Sebastien thinks animation software is not necessary for creating 2D animations.
 - d. According to Sebastien, making 2D animations requires drawing skills.
 - e. Sharing animations on social media is suggested as easy and affordable.

100 After Listening

7. Would you be interested in making animations to have fun, to study, or to work in the future? What would be the role of English in your choice?

8. Animation involves many different skills such as drawing, animating, producing sound effects, creating music, and many others. What aspect of animation excites you the most?
9. In your opinion, should animated movies have a commitment with social causes or should they concentrate only on the entertainment aspect? Justify your point of view.
10. Listen to an extract from the recording and pay attention to the word in **bold**.

[...] Last year, I released a video called "How to start making your own animated series". [...]

I **did** notice, though, that a lot of comments on the first video were from disappointed people who said I didn't really teach them how to make any animated series.

So today, I'm here to answer five very important questions so you can get started making your own 2D animations. [...]

The five questions are: "How do I make 2D animation? What do I need to make 2D animation? Should I share my animations? Where and how? Once I start, how do I get better? How long will it take to master 2D animation?"

In the extract, you heard Sebastien adding emphasis by stressing the auxiliary verb **did**. When we want to add emphasis to a sentence in the Present Simple or Past Simple, we can add an auxiliary verb to make our idea sound stronger. In addition, we need to pronounce the auxiliary verb with stress, too.

Practice saying these sentences:

- a. That animator **does** share useful content on social media.
- b. You **do** need to buy a capable computer to start working with animation.
- c. I **did** realize animation is a complicated art, but it's definitely very rewarding.

SPEAKING

Now, it's your turn to make a short presentation on your favorite animated movie, providing reasons and opinions for your preferences. Follow these steps.

STEP 1 Brainstorm

- Read the texts again and reflect on the discussions held in this unit.
- Take notes on vocabulary related to animated movies (e.g., characters, plot, animation style, voice acting etc.).

STEP 2 Plan, Edit & Revise

- Take brief notes on your favorite animated movie, the reason why you like it, the relevance of the plot, and the main roles.
- What role does English play in that production? Are there elements of different cultures in the animation?

STEP 3 Practice

- Practice your presentation. Speak it up two or three times.

- Revise and edit your presentation.

STEP 4 Present

- Deliver a brief presentation explaining why you like the movie and discussing key aspects such as plot, characters, animation style, personal connection, and the role of English and different cultures in the animation.
- Be prepared to answer your classmates' questions after you finish the presentation.

Useful Language

In my opinion, ... is the best animated movie because ...

For me, the most enjoyable part of ... is ...

The story of ... revolves around ...

I like the animation style of ... because it's ...

The animation techniques in ... create a sense of ...

WRITING

Write a movie review for your school website. Read the texts available in the previous sections. Follow the steps below.

STEP 1 Brainstorm

- Choose an animated movie you like. It can be the one you talked about in the Speaking section or another one.
- Gather information about the movie from reliable sources and take notes on your impressions as well.

STEP 2 Plan

- Write the outline of your review: the introduction, the body (summary and analysis), and the conclusion.

STEP 3 Draft

- Start writing your review.
- Remember to make it clear and concise and check if language is appropriate for your target audience.

STEP 4 Revise

- Share your draft with a classmate to receive feedback on it.
- Revise it to ensure the points mentioned in the other steps are covered.

STEP 5 Edit

- Proofread your review. Correct grammar, vocabulary, spelling, and punctuation.
- Ensure consistency in style, tone, and formatting.
- Double-check movie data for accuracy.

STEP 6 Write

- Create the final version of your review.

STEP 7 Share

- Publish your review on the school website, according to the school policy.

ROUND OF TALKS

1. Personal answers. Example: I see a floating finger. I see a "sausage" in the air.

1 Let's work with some principles of animation. Illusion is a basic principle of animation, so this is the one you're going to experiment with now.

a. Follow these instructions:

- I.** Stand or sit still and extend your arms out in front, with your index fingers pointed at each other in front of your face at eye-level. Fingers must be 2 or 3 centimeters apart.
- II.** Bring your fingers close to your eyes.
- III.** Focus your attention on and look to a point about 3 meters away.
- IV.** Slowly move the fingers a little bit away from your eyes. What do you see?



Leandro Lassmar/IDBR

b. Now, move the index fingers closer to each other and then farther apart. What happens?

Personal answers. Example: The floating finger gets long and then short.

c. Close one eye. What happens?

Personal answers. Example: The illusion disappears.

d. Look at the tips of your index fingers. What happens?

Personal answers. Example: The illusion disappears.

2 What about making a real animation? Follow these instructions to make an animated flip book.

- a.** Think of a very simple figure like a ball, a cube, a stick figure and of a simple movement.
- b.** Use the lower corner of your notebook to draw.
- c.** Draw the sequence of figures that will make your animation, each figure on a different page.
- d.** Flip the pages to see your animation in action.
- e.** There! You made your first animation. Congratulations!

3 How different would your animation be if you used an online app to make it? Experiment with one of apps your teacher is going to share with you. What is the science behind the online experience?

Personal answers. Example: It is possible to create more scenarios and movement using the online tool. The online experience puts together different knowledge, such as: algorithms to move the pixels and Physics-based simulations to help create real life like movement.

PERSONAL REFLECTION

Reflect on what you learned and how you learned in this unit. Then, complete the sentences in your notebook. *Personal answers.*

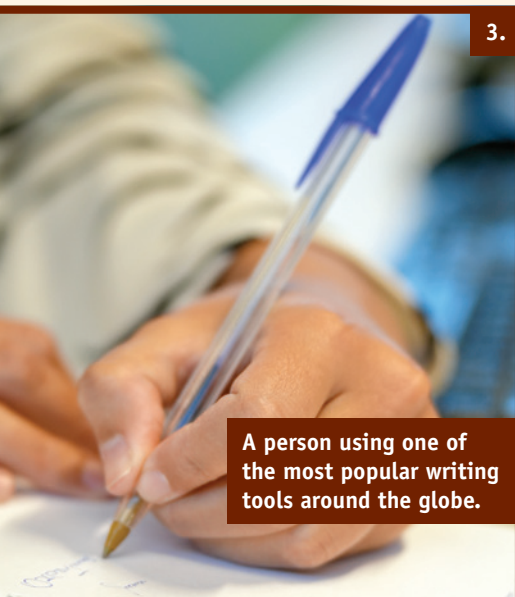
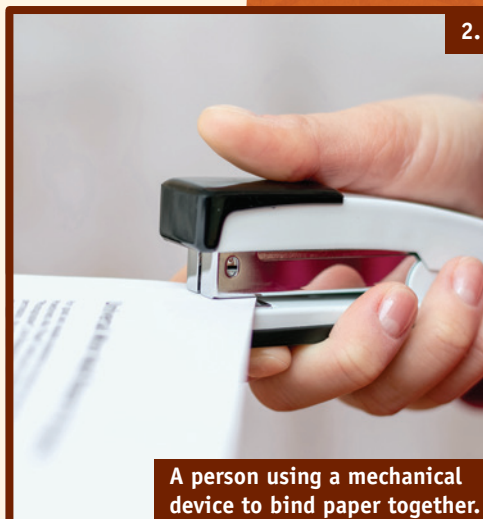
- 1** I learned ▲, and it can help me ▲.
- 2** I still need to review ▲, and I can do it by ▲.
- 3** The most interesting part of the unit was ▲ because ▲.
- 4** I didn't like ▲ because ▲.
- 5** I will never forget ▲ because ▲.
- 6** What we studied about animation in this unit will help me outside school because ▲.

Objectives

- To interpret an article on accidental discoveries and a news story about a young Brazilian scientist.
- To use the Past Continuous and the Past Simple.
- To show understanding of an inventor's biography.
- To give a spoken presentation about an invention or a discovery.
- To write a short biography.
- To find out about local inventors and organize a booklet about them.

START UP

1. Look at these photos and describe what they show. How do you relate these images to the title of the unit? *Personal answers. Students are expected to mention that the photos show inventions that make people's lives easier.*



FINDINGS

2. Read the definitions and decide on the correct words to match the pictures in activity 1.

Art: APIS design

stapler: a small device that you can hold in your hand or use on a table to push staples through pieces of paper

ballpoint: a pen with a small metal ball at the end that puts ink on the paper

peg: a device used to fasten something into a particular place

drainer: a container with holes for letting liquid run out of something

CAMBRIDGE dictionary. Cambridge: Cambridge University Press & Assessment, c2024. Available at: <https://dictionary.cambridge.org/>.

1. drainer; 2. stapler; 3. ballpoint; 4. peg Accessed on: Jul. 2, 2024.

3. How much do you know about the following inventions or discoveries? Match the columns. Write the answers in your notebook. a-V; b-I; c-III; d-VI; e-IV; f-II

a. DNA



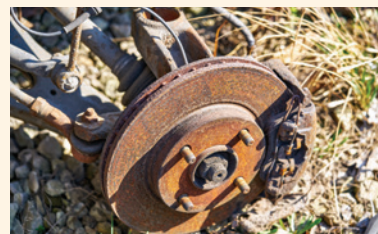
Billion Photos/Shutterstock.com/ID/BR

b. radioactivity



Patmaporn Ummahant/Shutterstock.com/ID/BR

c. wheel



OlegR/Shutterstock.com/ID/BR

d. printing press



komy/Shutterstock.com/ID/BR

e. electricity



leolintang/Shutterstock.com/ID/BR

f. light bulb



Pushish Images/Shutterstock.com/ID/BR

I. The spontaneous emission of radiation from atomic nuclei.

II. The round glass part of an electric light or lamp.

III. A circular object which forms a part of a machine, usually a moving part.

IV. A form of energy that can be carried by wires and is used for heating and lighting, and to provide power for machines.

V. An acid in the chromosomes in the centre of the cells of living things is responsible for characteristics being passed on from parents to their children.

VI. A machine used for printing, especially one that can print books, newspapers, or documents in large numbers.

COLLINS dictionary. Glasgow: HarperCollins Publishers, c2024. Available at: <https://www.collinsdictionary.com/dictionary/english/animation>. Accessed on: Aug. 27, 2024.

4. Answer the questions below in your notebook.

- a. From your point of view, what are the most useful inventions in today's world? Why?
b. What discovery do you think had the biggest impact on the world? Why?

electricity, because modern technology depends on it, transforming every aspect of daily life.; c. Electricity because everything depends on it. Smartphone because I use it for almost everything I need.; d. They create new industries and roles. It also makes traditional jobs obsolete, demanding continuous adaptation and innovation.

Did You Know...

An invention is the creation of something new, whereas a discovery is the first acknowledgement of something that already exists. For example, the telephone was invented by Alexander Graham Bell, while gravity was discovered by Isaac Newton.

Based on: PARMAR, Nikita. What is the Difference Between Invention and Discovery?. *CollegeSearch*. [Gurugram], Jan. 20, 2023. Available at: <https://www.collegesearch.in/articles/difference-between-invention-and-discovery>. Accessed on: Jul. 6, 2024.

4. a. Personal answers. Example: The internet and smartphones, because they have revolutionized the way we access and share information, connect with other people, and do business.; b. Personal answers. Example: The discovery of

2. Personal answers. Example: Because while inventors are experimenting and exploring,

Text 1

they might reach unexpected results. Inventors are open to observing and analyzing unexpected outcomes, so they can uncover new knowledge or applications they hadn't thought of before.

Before Reading

Personal answers. Example: It highlights the idea that many significant inventions and discoveries were made by accident rather than by deliberate design.

1. Read and discuss the quote below. Name the greatest of all inventors. Accident.

MARK Twain. *ForbesQuotes*. [S. l.], c2015. Available at: <https://www.forbes.com/quotes/6557/>. Accessed on: Jul. 3, 2024.

2. Why do you think some of the greatest inventions have been accidental?
3. Sometimes in an experiment, things don't happen the way we expect. What can we learn from accidental breakthroughs?
4. Read the title of the text in activity 5. What breakthroughs do you suppose will be mentioned in the text?

Personal answers. Example: Inventions of medicines and technologies that help treatments.

While Reading

5. Now, read and check your predictions. Personal answers.

[...] Major breakthroughs that were happy accidents

Science and tech often rely on calculated risks and precision planning. (Especially for keeping costs down!) Yet, as in all areas of life, things inevitably do not always go to plan. Exciting accidental discoveries are constantly being made, forcing us to adjust our world view.

[...]

Below, [...] major breakthroughs that were – Eureka! – happy accidents.

X-rays

The physicist Wilhelm Conrad Röntgen was busy experimenting on a cathode ray tube in his laboratory in Würzburg, Germany, in 1885, when he suddenly noticed a mysterious glow emanating from a chemically coated screen nearby. He tried to block the glow with his hand and noticed that the glow projected his bones onto the screen. He replaced the screen with a photographic plate and – presto – the first x-ray ever was born.

[...]

Penicillin

In 1928, Sir Alexander Fleming discovered penicillin by accident. He came back from vacation to find mold growing in a petri dish of *Staphylococcus* bacteria cultures. Noticing that bacterial colonies would not grow near the mold, he wondered what was happening. After isolating the mold and conducting some tests, Fleming realized that it inhibited bacterial growth. By 1942, penicillin – as it was now known – was mass-produced as medicine.

[...]

Superglue

Several products that you might find in your house were created by accident, from Cornflakes to Playdoh, but superglue is among the most useful. In 1942, its inventor Dr. Harry Coover was attempting to make clear plastic gun sights for weapons used by allied forces in WW2 when he accidentally created the substance. He abandoned it for nine years before testing again and realizing its commercial property as a uniquely powerful bonding agent, but superglue wouldn't come on the market until 1958. [...]

[...]

TEN major breakthroughs that were happy accidents. *Xprize*. [Culver City], Feb. 20, 2021. Available at: <https://www.xprize.org/articles/ten-major-breakthroughs-that-were-happy-accidents>. Accessed on: Jul. 3, 2024.

6. The purpose of the text is to ...
show some accidental breakthroughs.
 ... present famous inventors and their inventions.
 ... show some accidental breakthroughs.
7. Identify the false statement about the text and rewrite it in your notebook, making them true.
a. Sir Alexander Fleming discovered penicillin by accident.
 a. Sir Alexander Fleming sought to find a new antibiotic when he noticed mold inhibiting bacterial growth in a petri dish of *Staphylococcus* bacteria cultures.
- b. The accidental discovery of X-rays happened when Wilhelm Conrad Rontgen noticed a mysterious glow emanating from a screen near a tube experiment.
- c. Dr. Harry Coover overlooked the potential of superglue for nine years after accidentally creating it.

After Reading

8. Has your view on inventors changed after reading the text? If so, how? If not, why not?

Personal answers. Example: Yes, I used to think that inventors could only succeed through planning and systematic experimentation. Learning

Text 2



about accidental inventions has shown me that the unexpected also plays a significant role in the invention process.

Before Reading

1. Does your school promote science fairs? If so, do you participate in them? What benefits do they offer? How can participating in school science fairs inspire young minds like yours to create solutions that have a lasting impact on our world?

Personal answers. Examples: Yes, it does. / No, it doesn't. / Yes, I participate in them. / No, I don't participate in them. / By providing an opportunity for students to explore their

While Reading

curiosity and apply scientific principles to real-world problems. /

2. Read the text and identify the photo that represents the object of Juliana Estradioto's studies.
By encouraging critical thinking, creativity, and innovation. By offering networking opportunities and motivating young scientists to pursue their passions.

Answer: b

Brazilian Student Wins 1st Place at Science Fair [...]

[...]

RIO DE JANEIRO, BRAZIL – Eighteen-year-old Brazilian student Juliana Estradioto won first place at one of world's largest pre-college science fairs.

Born in Osório, Rio Grande do Sul, she

researched the uses of macadamia nut shells in wound dressing or for packaging.

Juliana Estradioto won the highest prize in the Materials Science category at the Intel International Science and Engineering Fair (ISEF). [...]

The young woman has just graduated from the technical course in Administration, which is equivalent to high school, at the Federal Institute of Education, Science and Technology of Rio Grande do Sul (IFRS).

During her studies, she researched how the macadamia nut could be used to replace synthetic materials, avoiding the production of waste.

In an interview with the Ministry of Education this Thursday, Juliana Estradioto explained she made flour out of the macadamia nutshells. According to her, macadamia membranes are flexible and resistant, which allows their use in dressing for wounded or burnt skin.

Another possible use, according to her, is the production of packaging for dog waste, replacing plastic. She used donated shells derived from the processing of nuts that would have gone to waste otherwise in her research.

"A scientist can create and research things that are directly connected to people's lives. I'm thrilled that I can help other people through science. There are so many things in our everyday lives that are made thanks to technology and science, and we don't even realize it," she said.

During the award ceremony, she got emotional and was supported by her classmates.

[...]

YING, Xiu. Brazilian Student Wins 1st Place at Science Fair, Can Name Asteroid. *The Rio Times*, Rio de Janeiro, May 25, 2019. Available at: <https://www.riotimesonline.com/brazil-news/brazil/brazilian-student-wins-1st-place-at-science-fair-and-will-have-asteroid-named-after-her/>. Accessed on: Jul. 6, 2024.



Victoria Kurylo/Shutterstock.com/IDBR



3. Which statement best describes the main idea of the text? *Answer: a*

- a. Brazilian student Juliana Estradioto won first place at an international science fair for her innovative research on using macadamia nut shells for sustainable applications.
- b. Brazilian student Juliana Estradioto developed a new type of macadamia nut for culinary uses and won a cooking competition.
- c. Brazilian student Juliana Estradioto conducted research focusing on the genetic modification of macadamia nuts to increase their nutritional value.

4. Answer these questions in your notebook.

- a. What was Juliana Estradioto's research focus?
The use of macadamia nut shells in wound dressing and packaging.
- b. What is the significance of Juliana's research? *It can help reduce waste.*
- c. In the text, what does the term "synthetic materials" most likely refer to? *Products artificially created through chemical processes.*
- d. What does Juliana Estradioto say about the impact of science and technology on people's lives?
People don't realize that many everyday products are made thanks to science and technology.

Did You Know...

The Intel International Science and Engineering Fair (Intel ISEF), a program of Society for Science & the Public (the Society), is the world's largest international pre-college science competition.

INTEL International Science and Engineering Fair. *The Institute of Competition Sciences*. [S. l], c2024. Available at: <https://www.competitionsscience.org/competitions/intel-international-science-and-engineering-fair/>. Accessed on: Jul. 5, 2024.

After Reading

- 5. Juliana said that science and technology impact many aspects of daily life, although we sometimes don't realize it. How can raising awareness about the practical applications of scientific research contribute to greater public support for innovation? *Personal answers. Examples: When people understand how everyday products and solutions are based on scientific advancements, they may start supporting initiatives that prioritize sustainability. / When people understand how science directly benefits society, they may embrace more environmentally.*
 - 6. What's the importance of seeing a girl pursuing scientific and technological careers? *they may embrace more environmentally.*
- Personal answers. Example: Seeing girls in scientific and technological careers is important because it promotes gender equality, encourages diverse perspectives in problem-solving, and inspires future generations of girls to pursue their interests without limitations.*

LANGUAGE IN USE

1. Read the extracts from Text 1 and pay attention to the verbs in **bold**. Decide on the correct alternatives to complete the sentences. Write the answers in your notebook.

- I. Dr. Harry Coover **was attempting** to make clear plastic gun sights for weapons used by allied forces in WW2 when he accidentally created the substance.
- II. The physicist Wilhelm Conrad Rontgen **was busy experimenting** on a cathode ray tube in his laboratory in Wurzburg, Germany, in 1885, when he suddenly noticed a mysterious glow emanating from a chemically coated screen nearby.

- a. In these extracts, the verbs in **bold** are in the Past Continuous. This verb tense is used to ... *describe actions in progress in the past.*
- ... describe actions in progress in the past.
- ... describe completed actions in the past.
- b. To form the Past Continuous, we use ... *the past forms of verb **to be** + the main verb in the **-ing** form.*
- ... the present forms of verb **to be** + the main verb in the past form.
- ... the past forms of verb **to be** + the main verb in the **-ing** form.
- c. In these extracts, the Past Continuous is used with the Past Simple. The Past Continuous is describing a ... *long action that is interrupted by or is a background to a shorter action in the past.*
- ... short action that interrupts a longer action in the past.
- ... long action that is interrupted by or is a background to a shorter action in the past.
- d. The word used to introduce the shorter action in the past in both extracts is ... *when.*
- ... while. ... when.

- e. "Back in the late-1880s" and "in 1885" are ... *time expressions.*
- ... time expressions.
- ... subordinate conjunctions.

Language Expansion

In the interrogative form, we invert the position of the subject and the verb **to be**.

Example: What **was** Dr. Harry Coover **doing** when he created superglue?

In the negative form, we use **not** after the verb **to be**.

Example: Dr. Harry Coover **wasn't attempting** to create superglue for weapons used by allied forces in WW2.

We can also use the Past Continuous to talk about two actions that were in progress simultaneously. In this case, we use the connector **while** to show that the two actions were in progress at the same time.

Example: The scientists were studying **while** the students were testing the equipment.

2. Read the biography and decide on the best alternative to replace the icon ▲. Write the answer in your notebook. *Answer: b*

Marie Curie (1867-1934)

[...]

Marie Skłodowska was born in Warsaw on 7 November 1867, the daughter of a teacher. In 1891, she ▲ to Paris to study physics and mathematics at the Sorbonne where she met Pierre Curie, professor of the School of Physics. [...]

The Curies worked together investigating radioactivity, building on the work of the German physicist Roentgen and the French physicist Becquerel. In July 1898, the Curies announced the discovery of a new chemical element, polonium. At the end of the year, they ▲ the discovery of another, radium. [...]

The Curie's research was crucial in the development of x-rays in surgery. During World War One Curie helped to equip ambulances with x-ray equipment, which she herself ▲ to the front lines. [...]

Despite her success, Marie continued to face great opposition from male scientists in France, and she never received significant financial benefits from her work. By the late 1920s her health ▲ to deteriorate. She died on 4 July 1934 from leukaemia, caused by exposure to high-energy radiation from her research. [...]



Art: APIS design. Images: Bettmann Archive/Getty Images, narof/iStock/Getty Images

MARIE Curie (1867–1934). BBC, [s. l.], c2014. Available at: https://www.bbc.co.uk/history/historic_figures/curie_marie.shtml. Accessed on: Jul. 6, 2024.

Não escreva no livro.

a. went / were announcing / drove / were beginning

b. went / announced / drove / was beginning

c. was going / announced / was driving / began

3. Personal answers. Examples: By implementing safety protocols, providing training, investing in advanced technologies etc.
3. Marie Curie was still pursuing scientific discoveries when she got sick because of the exposure to high-energy radiation. How do you think modern scientific communities should balance the pursuit of research with the ethical responsibility to protect the health and well-being of researchers?
4. Read the text and replace the icon ▲ with the verbs from the box. Then, share your opinion about this invention with a classmate. was working; didn't explode

didn't explode / was working



[...] The Coolest Accidental Inventions

[...]

Dynamite

In the 1860s, nitroglycerin was a commonly used explosive, but it was quite unstable and prone to spontaneous explosions, making it difficult for scientists to experiment with. One day, Alfred Nobel (who would later establish the prestigious Nobel Prize award) ▲ with the substance when a vial fell to the floor and smashed. But it ▲, due to the contact it had made with a pile of sawdust, which helped to stabilize it. Nobel later perfected the mixture by using kieselguhr, a form of silica, as a stabilizing substance. The production of a nitroglycerin/kieselguhr combination was the beginning of what we now know as dynamite.

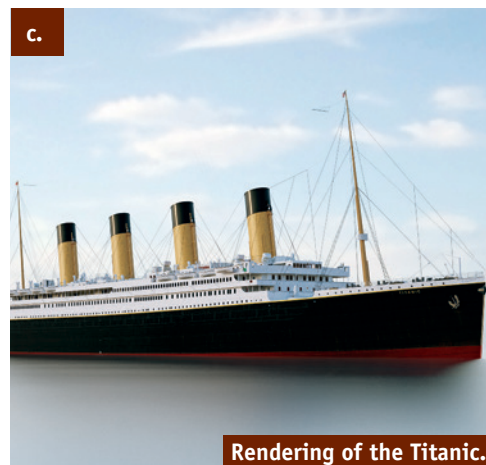
DESPRES, Rachel. 15 Of The Coolest Accidental Inventions. *Howstuffworks*. [S. l.], c2024. Available at: <https://science.howstuffworks.com/innovation/inventions/15-of-the-coolest-accidental-inventions.htm>. Accessed on: Jul. 6, 2024.

Art: APIS design; Image: Natalia Dobruya/Shutterstock.com/ID/BR

LISTENING

100 Before Listening

1. Do you listen or have you ever listened to the radio? What about your older relatives like your parents, grandparents, uncles, and aunts? 1. Personal answers. Example: I've never listened to the radio, but my grandfather used to listen to it.
2. Ask them what it was like to listen to the radio. Did they like it? Why? Why not? Personal answers. Example: My grandfather used to like to listen to soccer games transmissions on Sunday afternoons and to the news in the morning.
3. You are going to listen to a video prompt about the man who invented the radio. Look at the photos and make your prediction about where his first experiments took place. Answer: a.



5. **a.** He was born on the 25th of April 1874 in Bologna, Italy.; **b.** He realized that electromagnetic waves had the potential for long-distance communication.; **c.** It was the radio wave-based wireless telegraph system.; **d.** In 1895.

While Listening Tracks 14-15

4. Listen and complete the statement below in your notebook. *child, electricity, waves*

- When Marconi was a ▲, he was captivated by the wonders of ▲ and electromagnetic ▲.

5. Listen again and answer these questions.

- When and where was Guglielmo Marconi born?
- What did Marconi come to realize in the late teens?
- Before inventing the radio, Marconi made some experiments that lead to the development of a very important communication device. What was it?
- The first radio signals were transmitted over a distance of one and a half mile. When was it?

After Listening

6. We learned from the audio prompt that Marconi's mother was Irish. What can we infer from that piece of information? *Answer: c*

- That his father was Italian.
- That his mother was born in England.
- That he was probably exposed to more than one language at home.
- That his mother helped him with his experiments related to Physics.

7. What can we learn from Marconi's determination and efforts in the name of Science?

8. Listen to this extract and pay attention to the pronunciation of the **-ed** endings of regular verbs.

7. Personal answers. Example: Marconi's determination and efforts led to groundbreaking innovations in wireless communication, revolutionizing global connectivity and benefiting mankind.

[...] Guglielmo Marconi, an Italian inventor and electrical engineer, was not one to shy away from a challenge. He was fascinated by the mysteries of the invisible, the unexplored realm of radio waves. His journey into to the unknown began in the attic of his family's home in Bologna where he conducted his initial experiments. As he delved deeper into the science of radio waves, Marconi began to see the vast potential for a new form of communication. He envisioned a world where messages could be sent across vast distances without the need for wires, a world where information could travel as freely as the wind. He spent countless hours perfecting his system, overcoming setbacks and pushing the boundaries of what was thought possible. His tireless efforts bore fruit when he successfully transmitted the first radio signals over a distance of one and a half miles in 1895. This landmark achievement marked the birth of radio communication as we know it.

The pronunciation of **-ed** endings of regular verbs depends on the last sound of the verb before the ending is added. For verbs that end in a /t/ or /d/ sound, such as **fascinated**, the **-ed** is pronounced /id/. When the last sound of a regular verb causes your vocal cords to vibrate when you speak (voiced sound) and it is not /d/, such as **delved**, the **-ed** is pronounced /d/. When the last sound of a regular verb does not cause your vocal cords to vibrate when you speak (voiceless sound) and it is not /t/, such as **marked**, the **-ed** is pronounced /t/.

Read the transcript and practice pronouncing the **-ed** endings with a classmate.

SPEAKING

You have read and heard about inventors. Now, it's your turn to work on a similar presentation about an inventor and his/her invention. Follow the steps suggested below.

STEP 1 Brainstorm

- Read the audio transcript and reflect on the discussions held in this unit.
- To help you make up your mind about an inventor research *Once Upon a Try* project going on a virtual experience offered by *The National Inventors Hall of Fame Museum* by accessing: <https://artsandculture.google.com/project/once-upon-a-try> (accessed on: Jul. 7, 2024).

STEP 2 Plan, Edit & Revise

- After researching, write your presentation and share it with your classmates and the teacher.
- Consider who your audience is while planning your presentation. How much detail and information should you include in your talk?
- Make all the necessary corrections.
- Write the final version of your presentation.

STEP 3 Practice

- Read your text aloud two or three times.
- Practice in pairs so one can help the other.

STEP 4 Present

- Start your presentation by explaining what motivated your choice, the inventor or his/her invention.
- While delivering your presentation, you may take a look at your notes, if necessary.
- Reflect briefly on the inventors and inventions mentioned. Which one has the greatest impact on you and your classmates?

Useful Language

I am thrilled to share the inspiring story of ... and his/her groundbreaking invention with you.

I chose this inventor because ...

His/Her invention is a remarkable tool that ...

Despite his/her difficulties, he/she ...

The impact of ...'s invention is ...

In conclusion, ...

WRITING

Read Marie Curie's biography again and identify a few common features in biographies.

You are going to write a biography of an inventor of your choice to be part of the collection in the school's museum of inventors. Follow the steps below.

STEP 1 Brainstorm

- Decide on the inventor you are going to write about.
- Gather information about the person from reliable sources.

Personal answers. Example: The person's name, date and place of birth. / Information on personal life, education, and occupation. / Important life events and challenges faced (often in chronological order).

STEP 2 Plan

- Sketch a simple outline of the structure of your biography.
- Search for a photo of the person you are going to write about.

STEP 3 Draft

- Write the first draft of your biography.
- Remember to check if the language is appropriate for your target audience.

STEP 4 Revise

- Share your draft with another student to receive feedback on it.
- Revise it to ensure the common features of biographies are included.

STEP 5 Edit

- Proofread your biography. Correct any grammatical errors, spelling mistakes, and punctuation issues.
- Ensure consistency in style, tone, and formatting.

STEP 6 Write & Share

- Create the final version of your biography. You can write it in your notebook or use a word processor in a computer or tablet.
- As a group, decide on the best way to put all texts together to be able to share them with other people. Collectively, organize the School Museum of Inventors, in the school library or other common area, so that the whole community can have access to the productions.

ROUND OF TALKS

- 1 Findings is the theme of this unit. You have read and heard about it. Now, read the excerpt below and discuss it with your classmates based on the questions that follow.

Discoveries and innovations are almost always created out of necessity. A necessity to either fulfill our needs or even to improve upon existing systems.

SHERRIFF, Ahmed. From Ancient Times to the Modern: 7 Indian Inventions You Use In Daily Life!. *The Better India*. [S. l.], Jul. 25, 2018. Available at: <https://thebetterindia.com/152526/7-indian-ancient-modern-inventions-daily-life/>. Accessed on: Jul. 9, 2024.

- a. Can you mention any discoveries or inventions that were created out of necessity? What need did they fulfill?
- b. Do you have any special needs that an invention might fulfill? What are they?

- 2 Now, think of a person in your community who has invented a tool or an instrument that met a need they have. It could be a cobbler, a seamstress, or a carpenter. Find this person, talk to him/her about what he/she invented, and get information about it. Use the following suggestions as a guideline for your talk.
Personal answers. Students are expected to think of a person and carry out a short interview or research about what the person has invented.

- a. What the person's need was that led them to invent.
- b. How they came up with their invention.
- c. How they feel about their invention.

- 3 After obtaining the information, write an information entry for a Local Inventors' Guidebook about the invention and the inventor you interviewed. If possible, get a photograph or draw a picture of the invention.

- 4 Put all the pages together so as to create a booklet about inventors in town. Then, display it in the School Museum of Inventors you helped organize in the previous section, or donate it to the school library.

- 5 Finally, talk to your classmates about the activity. Use the questions below to guide your conversation.
Personal answers. Students are expected to reflect on the activity and share their answers to the questions.
 - a. What did you feel when you interviewed the inventor?
 - b. Do you think the community recognizes local inventors? Why?
 - c. Did you get to know your community a little bit more with this activity? Why? How?

1. a. Personal answers. Examples: The invention of the funnel fulfilled the need to transfer liquids or fine-grained substances into containers with small openings. Paper clips fulfill the need to keep multiple sheets of paper together, helping to organize and manage documents. b. Personal answers. Examples: A machine that cuts my hair without using my hands. / A device that might detect when someone is about to throw garbage on the street and warn him/her not to do so.

PERSONAL REFLECTION

Reflect on what you learned and how you learned in this unit. Then, answer the questions below in your notebook. Personal answers.

- 1 What activities were more interesting to you? Why?
- 2 What activities didn't grab your full attention? Why?
- 3 What aspects of this unit do you still need to focus on?
- 4 What aspects of this unit would you like to know more about?
- 5 How can you apply what you have learned about discoveries and inventions in this unit in your life as a student? Personal answers. Example: I can apply what I've learned about findings and inventions by using innovative thinking to solve problems and improve my study habits.

Objectives

- To interpret an excerpt from a book of personal memoirs and a Q&A forum about collective memories.
- To make comparisons and identify opposites.
- To show understanding of an oral personal account and explore it.
- To tell an anecdote.
- To write an inspiring anecdote.
- To explore memories.

START UP

Personal answers. Example: They represent different moments in the past. They capture moments that connect to the title of the unit by illustrating how images can trigger recollections of significant or everyday events.

1. Look at these photos. Say what they represent and explain their relationship with the title of the unit.



Print Collector/Getty Images

Rio de Janeiro in the 20th century.



H. Armstrong Roberts/Retrolia RF/Getty Images

Father and daughter.



kor63/Shutterstock.com

A kindergarten classroom.



LUCKY STAL/Shutterstock.com/ID/BR

A child's drawing.

MEMORIES

3. c. Personal answers. Example: Yes, because when people go through experiences together, they form connections and feel part of something bigger. It helps build trust and makes them feel like they belong to a group with common values and history.

2. Read the text and answer the title question in your notebook.

Art: APIS design; Image: Orlova_Anna/Shutterstock.com/ID/BR

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← → ↺

www.scmp.com

⋮

What is your earliest childhood memory?

[...]

Best times with my friends

My earliest childhood memories are my time in kindergarten. It was the first time I had ever attended class and played with my friends. I remember feeling super carefree and happy.

Karen Ho Ka-man, 16, Fung Kai Liu Man Shek Tong Secondary School

[...]

Horse-sized ducks

In my earliest memory, I am standing on a field, throwing breadcrumbs to ducks. At the time, the ducks were quite intimidating because they were bigger than me. I also vaguely recall running through a hotel room looking for some sort of snack, but that memory is very hazy.

Olivier Lee, 15, Kellett School

[...]

AMES-ETTRIDGE, Charlotte. What is your earliest childhood memory. *Young Post*, [s. l.], Jun. 15, 2018. Available at: <https://www.scmp.com/yp/discover/your-voice/opinion/article/3072970/what-your-earliest-childhood-memory>. Accessed on: Jul. 8, 2024.

Did You Know...

Memory is the faculty by which the brain encodes, stores, and retrieves information. It is a record of experience that guides future action.

Memory encompasses the facts and experiential details that people consciously call to mind as well as ingrained knowledge that surface without effort or even awareness.

[...]

WHAT IS memory? *Psychology Today*. [S. l.], c2024. Available at: <https://www.psychologytoday.com/us/basics/memory>. Accessed on: Jul. 8, 2024.

3. Answer the questions below in your notebook.

- a. In your opinion, are memories important? Why? Why not? *Personal answers. Example: Yes, they are important because they shape who we are today.*
- b. How can memories influence our present and future? *Personal answers. Example: Our memories can teach us lessons from the past so we can make better decisions in the present and in the future.*

- c. Can shared memories between individuals or communities create a sense of collective identity and belonging? If so, how? If not, why not?

4. Choose a photo and talk to a classmate about the role that memories of this type play in your life. *Personal answers.*



Athletes celebrating and showing a trophy.



Students in a classroom during covid-19 pandemic.



Festa de São João in Brazil.

Não escreva no livro.

Text 1

Before Reading

1. Personal answer. Example: I agree. Once I forgot to bring my chemistry homework to school and received a bad grade.

1. Read the excerpt below. Do you agree with it? Give an example of a situation where the lack of memory caused you harm. Write it in your notebook.

Memory is essential to all human lives. Without a memory of the past we cannot function in the present or think about or plan for the future. We would not be able to remember what we did yesterday, what we have done today or what we plan to do tomorrow.

MEMORY Is Essential To Human Life. 123HelpMe. [S. l.], c2000–2024. Available at: <https://www.123helpme.com/essay/Memory-is-Essential-to-Human-Life-365271>. Accessed on: Sep. 2, 2024.

2. Do you believe that individual memory can have a social impact? How?
3. Look at the image that illustrates the text and write what this book is about.
4. In your opinion, is this extract a fiction story or a nonfiction account? What makes you think so?

4. Personal answers. Example: It seems to be a nonfiction story because the title of the book mentions that the boy will share his memoirs.

While Reading

5. Now, read this excerpt from the book *A long way gone: memoirs of a boy soldier* and do the activities that follow.

Art: APIS design

The first time that I was touched by war I was twelve. It was in January of 1993. I left home with Junior, my older brother, and our friend Talloi, both a year older than I, to go to the town of Matru Jong, to participate in our friends' talent show. Mohamed, my best friend, couldn't come because he and his father were renovating their thatched-roof kitchen that day. The four of us had started a rap and dance group when I was eight.

[...]

On the morning that we left for Matru Jong, we loaded our backpacks with notebooks of lyrics we were working on and stuffed our pockets with cassettes of rap albums. In those days we wore baggy jeans, and underneath them we had soccer shorts and sweatpants for dancing.

[...]

Since we intended to return the next day, we didn't say goodbye or tell anyone where we were going. We didn't know that we were leaving home, never to return.

BEAH, Ishmael. *A long way gone: memories of a boy Soldier*. New York: Farrar, Straus and Giroux, 2007.

6. Read the main idea of each paragraph of the excerpt. In your notebook, order them in the same sequence they are mentioned in the text.

Answers: c, a, b

- a. This paragraph describes the way they dressed and what they took with them on their journey to Matru Jong.
- b. In this paragraph we learn how they left for the town of Matru Jong.
- c. This paragraph tells us the reason why the boys went to Matru Jong.

7. Answer the questions below in your notebook.

- a. Which sentence in the first paragraph supports the idea that the boys were influenced by the Western culture?
The last sentence of the first paragraph.
- b. Provide an example from the text that tells us that the boys composed songs. [...] we loaded our backpacks with notebooks of lyrics we were working on [...]
- c. Which of these two photos best illustrates the type of jeans the boys were wearing?

Answer: I

8. What can we infer by reading the first paragraph of Text 1? Write the best alternative in your notebook.

Answer: a

- a. They boys only danced in their presentations.
- b. The boys not only danced, but they also sang in their presentations.

9. Linking different segments of a text can help make inferences. Read the title of Text 1 again, the first and the last sentences. What do you think happened to Ishmael after the episode narrated in the excerpt? Personal answers. Example: Probably the war broke out and he had to run in order to escape. But he was caught and became a boy soldier. Because of the war he never returned to his home.

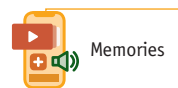
After Reading

10. What's the importance of books like *A long way gone* to people in general? Personal answers. Example: A book like

A long way gone is important because it reveals the realities of war and its impact on individuals, promoting empathy and awareness.

11. What would you feel if you had to fight in a war at the age of 12?

Personal answers. Example: It's difficult to imagine, but I think I would be terrified.



Text 2



1. Personal answers. Example: Yes, it did. My favorite childhood memories are all related to my hometown festivals, with food stalls and games. That was something I really looked forward to every year. In fact, my hometown definitely shaped my love for outdoor activities and community events.

Before Reading

1. Did your hometown shape your favorite childhood activities and memories? How?
2. Before reading the text, look at its structure, title, and source. Then, decide on the correct endings to the sentences below.
 - a. The text presents **a question and three answers / a case study and three descriptions**.
 - b. The text was published on **a lifestyle blog / an online discussion forum**.
 - c. The expected audience of the text is **professional historians or academic researchers studying urban planning / people interested in sharing personal stories, memories, and experiences**.
a. a question and three answers; b. an online discussion forum; c. people interested in sharing personal stories, memories, and experiences

I.



otokalmn/Stock/Getty Images

II.



4x6/Stock/Getty Images


Ar: APIS design; Image: Wasitt Hemwarapornchai/Shutterstock.com/ID/BR

While Reading


3. Read the text and identify its purpose. Write it in your notebook.
The purpose of this text is to provide users with a platform to share memories and engage in discussions.

www.quora.com


WHAT DO YOU REMEMBER MOST ABOUT YOUR HOMETOWN AND THINGS TO DO FOR RECREATION?

 **LAURA ADKINS**
Former Art Therapist, Author, Entrepreneur [...]

I wasn't going to answer your question because I've moved so many times the result is, I have no "hometown." I thought it might show how much better the other answers are, and what can happen if you have no hometown. I can only offer that having lived in Washington **DC**, Maryland, and Virginia, the Potomac River offers public parks on both side of the river. Washington DC has the C and O canal, and of course every single national museum, art galleries, and theaters you could hope for. As I said, my answer should point out how delicious hometown memories can be and how you spent your free time. Although I live 22 years in Georgetown in DC, I never experienced or shared any of the venues mentioned with my family members. [...]

 **GREGORY DICKSON**
Lives in Brisbane, Queensland, Australia [...]

It was a small town in Scotland with over ten **pubs** so guess what people did for recreation. [...] The entertainment was mostly Bingo [...]. During the game even though you were not playing, nobody was allowed to talk. Oh I almost forgot the public park. There were swings, see-saws, shutes, sand pit and a witches hat amongst other attractions. There was even a putting green although it was pretty small. I think my garden was bigger. [...]

 **JOANNE BABIC**
Former child 1957-2023 [...]

The town I grew up in had four churches and three bars and very little else. There was a park with a playground and tennis courts with basketball courts and that was about it. There wasn't even a school there at that time. The place is totally different now. [...]

WHAT do you remember most about your hometown and things to do for recreation?. Quora. [S. I.], c2024. Available at: <https://www.quora.com/What-do-you-remember-most-about-your-hometown-and-things-to-do-for-recreation>. Accessed on: Jul. 9, 2024.

Glossary

D.C.: the abbreviation of District of Columbia in the US.

pub: a building in Britain where alcohol can be bought and drunk, and where meals are often served.

LONGMAN dictionary of contemporary english. London: Pearson Education, [202-]. Available at: <https://www.ldoceonline.com/>. Accessed on: Jul. 9, 2024.

- c. Laura Adkins's answer highlights the diverse recreational activities available in Washington DC.

After Reading

4. Which statements are true, according to the text? Write them in your notebook. *Answers: a; c*
- a. Laura Adkins never visited national museums, art galleries, and theaters with her family members.
 - b. Joanne Babic recalls that the town she grew up had four schools during the time she was growing up.

5. How do personal memories of hometowns and recreational activities such as the ones mentioned in the text influence our understanding of community identity across generations? *Personal answers. Example: They help shape our understanding of the community. For example, a town that offers only a park with a playground to its children shows little respect to the children's needs.*

1. Read the extract from Text 1 and answer the question below. Write the answers in your notebook.

a. **older** and '**older than**'; b. add **-er** to the adjective.

I left home with Junior, my older brother, and our friend Talloi, both a year older than I, to go to the town of Mattru Jong, to participate in our friends' talent show.

- a. What words did the narrator use to compare Junior and Talloi's ages to his?
b. In the comparative form of short adjectives in English, we ...
... add **-er** to the adjective.
... use **more** before the adjective.

2. Now, read this extract from the text in the Start up section and compare it to the one in activity 1. Then, choose the correct alternatives to complete the sentences and write the answers in your notebook.

Best times with my friends

My earliest childhood memories are my time in kindergarten.

- a. The words **best** and **earliest** are used to ...
... show how the times and memories are different from all the others of their kinds.
... express the difference between two different times and two different memories.

- b. In the superlative form of short adjectives in English, we ...
... add **-est** to the adjective.
... use **most** before the adjective.

- c. **Best** is the irregular superlative form of the adjective ...
... bad. ... good.

- d. When we want to compare one element to another, we use ...
... the comparative form.
... the superlative form.

- e. When we want to compare one element to others from the same group, we use ...
... the comparative form.
... the superlative form.

a. show how the times and memories are different from all the others of their kinds.; b. add **-est** to the adjective.; c. "good"; d. the comparative form.; e. the superlative form

Useful Language

To make the comparative forms for most two-syllable adjectives and all adjectives with three or more syllables, we use **more**.

Examples:

- I may be wrong, but the family gatherings at our old house were **more** memorable!
- My trip to the mountains last summer was **more** adventurous than any vacation I've had before.

To make the superlative forms for most two-syllable adjectives and all adjectives with three or more syllables, we use (the) **most**.

Examples:

- The Christmas celebrations are my **most**

unforgettable memory among all our family traditions.

- The neighborhood's annual block party is the **most** cherished event in our community's history.

Some irregular comparatives and superlatives:

ADJECTIVES	COMPARATIVES	SUPERLATIVES
good	better	best
bad	worse	worst
far	farther / further	farthest / furthest
little	less	least
much	more	most

Personal answers. Example: Number 3 is taller than the player in the middle. The player in the middle is the shortest. Number 23 is the tallest of the three athletes.

3. Write three sentences comparing these three players.



4. Read the inspirational anecdote below and use the correct form of the adjectives from the box to replace the icon ▲. Write the answers in your notebook. *biggest, biggest, later, more difficult, more experienced, the most difficult*

**big (2x) / difficult (2x) /
experienced / late**

Weakness or Strength?

Sometimes your ▲ weakness can become your ▲ strength. Take, for example, the story of one 10-year-old boy who decided to study judo despite the fact that he had lost his left arm in a devastating car accident.

The boy began lessons with an old Japanese judo master. The boy was doing well, so he couldn't understand why, after three months of training the master had taught him only one move.

[...]

Several months ▲, the sensei took the boy to his first tournament. Surprising himself, the boy easily won his first two matches. The third match proved to be ▲, but after some time, his opponent became impatient and charged; the boy deftly used his one move to win the match. Still amazed by his success, the boy was now in the finals.

This time, his opponent was bigger, stronger, and ▲. For a while, the boy

appeared to be overmatched. Concerned that the boy might get hurt, the referee called a time-out. He was about to stop the match when the sensei intervened.

"No," the sensei insisted, "Let him continue."

Soon after the match resumed, his opponent made a critical mistake: he dropped his guard. Instantly, the boy used his move to pin him. The boy had won the match and the tournament. He was the champion.

On the way home, the boy and sensei reviewed every move in each and every match. [...]

"Sensei, how did I win the tournament with only one move?"

"You won for two reasons," the sensei answered. "First, you've almost mastered one of ▲ throws in all of judo. And second, the only known defense for that move is for your opponent to grip your left arm."

[...]

THE BEST Inspiring Anecdotes of All Time. *Bizmove*. [S. l.], [20--]. Available at: <https://www.bizmove.com/inspiration/m9b.htm>. Accessed on: Jul. 11, 2024.

Glossary

anecdote: a usually short narrative of an interesting, amusing, or biographical incident.

ANECDOTE. In: MERRIAM-WEBSTER. Springfield: Merriam-Webster, c2024. Available at: <https://www.merriam-webster.com/dictionary/anecdote>. Accessed on: Jul. 11, 2024.

5. Reflecting on the story, think of a personal experience where a weakness or challenge turned into a surprising strength or advantage. How did this experience shape your memories? Make comparisons in your answer.
6. Read the anecdote in activity 4 again and find the opposites that match the words below. Write the answers in your notebook.

- a. failure
- b. last
- c. patient
- d. weaker
- e. strength
- f. young
- g. lose

5. Personal answers. Example: Once, during a school project, I thought I was the weakest leader my group could have. But like the boy in the anecdote, I focused on mastering my strongest aspect – effective communication – and I found out that it became crucial in guiding my group successfully. This event taught me that sometimes focusing deeply on a single skill can bring unexpectedly strong results. That reshaped my memories of weakness into ones of empowerment and leadership.

6. a. success; b. first; c. impatient; d. stronger; e. weakness; f. old; g. win

100 Before Listening

1. Think about a time when you faced a difficult period in your life. How did it affect your daily routine, school, or interactions with others? How did you cope with it? Did anyone or anything help you get through that tough time?

Professor/a: Veja Manual do Professor para a resposta desta atividade.

100 While Listening



Tracks 16–17

2. Elizabeth is a kindergarten teacher in California. Listen to the first part of her personal account and complete the sentences in your notebook.
a. high school; b. (really) small town; c. didn't feel good; d. to their hearts
a. She was going through a tough time when she was in ▲.
b. When she was a teenager, she lived in a ▲ outside of Chicago.
c. She ▲ about herself at the time.
d. During a school presentation, students had to share on the topic that was near and dear ▲.
3. Listen again and decide on two correct endings to the sentence. *she was going to school feeling empty and disconnected from her true self.; describing her home life as rough doesn't*
According to Elizabeth, ... *come close to capturing how hard it truly was.*
... she was going to school feeling empty and disconnected from her true self.
... no one could see on her face she was going through a hard time.
... the craziness going on in her life led to her quitting her part-time job.
... describing her home life as rough doesn't come close to capturing how hard it truly was.
4. Now, listen to the second part of her personal account and answer the questions.
a. What was Elizabeth's first reaction when the teacher pulled her out of the class?
b. Why did Elizabeth think she was in trouble when the teacher took her into the hallway?
c. What did the teacher say to Elizabeth that had a significant impact on her?

- d. How did Elizabeth feel after what the teacher told her? a. She was afraid and anxious, she thought she was in trouble.
b. Because she thought she had done or said something wrong. c. She told Elizabeth that she had potential, something she had never heard before. d. She felt a sense of validation and belief in herself.

100 After Listening

5. What did Elizabeth suggest about her emotional state when she said she was "feeling like the air got sucked out of the hallway"? *Personal answers. Example: She suggested that she felt a sudden emotional impact, an intense moment.*
6. Think about a time in your life when an adult either said something to you or did something that influenced your life in a positive way. Share this memory with a classmate.

Professor/a: Consulte Manual do Professor para a resposta desta atividade.



Language Expansion

In Elizabeth's personal account, she used the phrase **you know** in: "I did something, or I said something that she is gonna like, **you know**, ream me for and, hum, she pulled me aside and basically just said [...]."

This phrase is commonly used in speaking when we want to confirm that our listeners have the same knowledge we do. When using **you know**, we imply that the listeners are already familiar with the information we are referencing.

7. In the audio, Elizabeth says the three sentences below. Read them and pay attention to the parts in bold. Then, read the explanation and answer the question.

- I. And **um**, I got up and shared ...
- II. [...] she put me in the hallway, and **um**, I thought I was in trouble.
- III. [...] the first time in my life that somebody believed in me **um** ... It was such a profound moment, and it was a day that I will never forget.

In addition to phrases like **you know**, speakers use hesitation sounds such as **um** and **er** to hesitate or keep the conversation alive.

What do you or the young people in your area use in Brazilian Portuguese to express hesitation or to keep the conversation alive?

Personal answers. Examples: Tipo, ahm, sabe, não sabe, ôxe, né, entende, and many others.

Não escreva no livro.

SPEAKING

You are going to tell an anecdote about an interesting or amusing incident that happened to you in school. Follow the steps suggested below.

STEP 1 Brainstorm

- Reflect on the discussions about memories held in this unit.
- Think carefully about what you are going to narrate.

STEP 2 Plan, Edit & Revise

- Write down key words and phrases you are going to use: the characters and theme in the introduction, the action or conflict of the story in the middle, and the end.

STEP 3 Practice

- Practice telling your anecdote aloud in pairs so one can help the other.

STEP 4 Present

- Present your anecdote to your classmates. You can work in trios or groups.
- While telling your anecdote, you may take a look at your notes, if necessary.
- Try to look at your audience and observe their reactions to your story while you speak.
- After presenting, compare the anecdotes you and your classmates have told. Which one was the most amusing/interesting? Why?

Useful Language

...’s anecdote was funnier than ...’s anecdote because ..., but ...’s anecdote was the funniest.

...’s anecdote was more interesting than ...’s anecdote because ..., but ...’s anecdote was the most interesting.

WRITING

You have read an inspiring anecdote in the Reading section. Now, you are going to write an inspiring anecdote, so make sure you include in your writing:

- a central character and secondary characters;
- quick and simple descriptions;
- appropriate language to set the right mood for a persuasive and emotional writing.

Follow the steps below.

STEP 1 Brainstorm

- Think about what you want to write.
- Take notes of ideas for your story.

STEP 2 Plan

- Sketch a simple outline of your anecdote.
- Remember that an inspiring anecdote should invoke an emotional response.

STEP 3 Draft

- Start writing your anecdote.
- Remember to check if the language is appropriate for your target audience.

STEP 4 Revise

- Share your draft with a classmate.
- Revise your anecdotes.

STEP 5 Edit

- Proofread your anecdote for grammar, spelling and punctuation.

STEP 6 Write & Share

- Create the final version of your anecdote.
- Share it with your classmates.

ROUND OF TALKS

In this unit, you have read and reflected on memory. Now, read this excerpt about historic sources.

Primary sources are original materials used by historians to reconstruct a certain event in the past or moment in history.

[...] These sources were either produced at the time of the event, or (as in the case of memoirs and autobiographies) published at a later date.

The following are only a few examples of primary sources and are by no means exhaustive:

1. Original documents such as letters, diaries, manuscripts, official documents, maps, pictures, and original film footage. Examples: the original Constitution of the United States, an original treaty between two states, diaries of travelers who document their journeys and experiences on the road, maps of cities, or first-hand descriptions of battles.
2. Relics and artifacts such as arrowheads, pottery shards, remains of buildings, clothing, and statues.
3. Literature, poetry, drama, music, drawings, and other kinds of art; such as Homer's Iliad and Odyssey, cave paintings, poetry written by courtiers or bards.

PRIMARY & Secondary Sources. Ucla. Los Angeles, c2019. Available at: <https://history.ucla.edu/primary-secondary-sources/>. Accessed on: Jul. 4, 2024.

1. a. Personal answers. Example: They can reveal a person's habits, values and worldview. b. Personal answers. Examples: The clothes the person wore can tell something about him/her in the past. Very formal clothes may show evidence of a formal person, of someone who respected tradition or was in a position of authority.

1 Discuss these questions with your classmates.

- a. Do you think primary historic sources can tell something about the life of a person? In which ways?
- b. Is it possible to get to know a little bit about a person from the things he/she produced and kept? Justify your answer.

2 Identify an object that you have kept for some time, which is important to you and that you can show to your classmates. Bring the object to class, show it, and give a short talk about it. Listen to your teacher say what your presentation must include. *Personal answers.*

3 After getting to know the objects that your classmates brought, express a feeling that those objects evoked in you. Did you get to know a little bit more of your classmates? Did you identify with any of the objects brought to class? If so, which one? Why?

4 To wrap the activity up, write a secret note with a thank you message for sharing such personal information. Give the note to one of your classmates. That classmate should then deliver the note he/she has written to a third person. Continue this process until everyone has received a thank you note. *Personal answers.*

3. Personal answers. Example: I remembered my childhood when I saw some of the objects because I had some of them when I was little. I identified them and it was good to remember.

PERSONAL REFLECTION

Think about your participation in the different activities in this unit. Then, write your views in your notebook. *Personal answers.*

- 1 I participated more effectively in the following activities ▲ because ▲.
- 2 I didn't participate much in the following activities ▲ because ▲.

3 I had difficulties in ▲.

4 I felt more confident about ▲ because ▲.

5 What were the most important topics you learned? Why do you think so?

6 What topics of this unit can help you contribute to the neighborhood/city where you live?

Objectives

- To demonstrate understanding and interpret a report on ageism and a folk tale.
- To apply knowledge of the Present Perfect.
- To apply knowledge of the use of *for* and *since* with the Present Perfect
- To demonstrate understanding of a monolog about ageism in the Eastern and Western worlds.
- To present a proposal on how to change people's attitudes toward elderly people and fight ageism.
- To write the introduction of a report on ageism in your community.
- To discuss ageism and other forms of prejudice.

START UP

1. Personal answers. Example: People who are different ages and who have different origins working and interacting with each other. Maybe not everybody has the same job opportunities.

1. Look at the photos. What do they show? Do you think that everyone has the same job opportunities? Explain your answer.



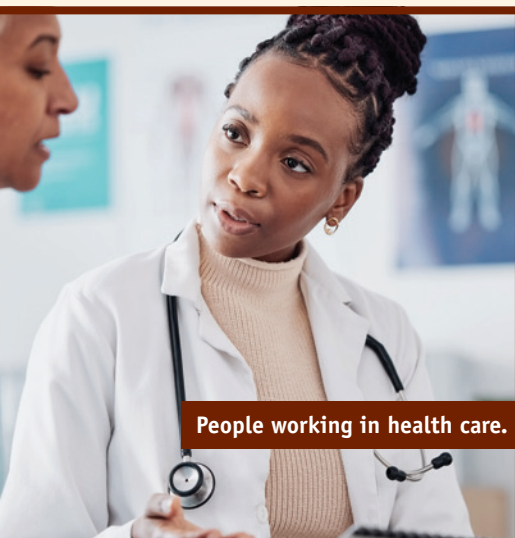
Working together.

fizkes/Shutterstock.com/ID/BR



An intern.

sturti/Shutterstock.com/ID/BR



People working in health care.

PeopleImages.com - Yuri A/Shutterstock.com/ID/BR



People working in construction.

Monkey Business Images/Shutterstock.com/ID/BR

AGEISM

Did You Know...

2. Personal answers. Example: Yes, it is. It is manifested through unequal hiring practices, limited opportunities for advancement, and negative stereotypes about older and younger workers' abilities.

Age is one of the first things we notice about other people. Ageism arises when age is used to categorize and divide people in ways that lead to harm, disadvantage, and injustice and erode solidarity across generations. Ageism takes on different forms across the life course. A teenager might, for instance, be ridiculed for starting a political movement; both older and younger people might be denied a job because of their age [...].

Ageism damages our health and well-being and is a major barrier to enacting effective policies and taking action on healthy ageing, as recognized by World Health Organization (WHO) Member States in the *Global strategy and action plan on ageing and health* and through the Decade of Healthy Ageing: 2021-2030. [...]

WORLD HEALTH ORGANIZATION. *Global Report on Ageism*. Geneva: WHO, 2021. Available at: <https://iris.who.int/bitstream/handle/10665/340208/9789240016866-eng.pdf?sequence=1>. Accessed on: Jul. 13, 2024.

2. Is ageism present at workplaces? If so, how?

3. Do you think elderly people are treated fairly in your family, school, and community? Why? What about young people? *Personal answers. Students are expected to present their points of view based on previous and present experiences.*
4. Match the words with their definitions. Write the answers in your notebook. Then, use each of them in a sentence about ageism.

ageism / discrimination / equity /
intergenerational / prejudice / stereotype

- a. Preconceived ideas or generalizations about a particular group of people. *stereotype*
- b. Discrimination against people because of their age. *ageism*
- c. An unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge. *prejudice*
- d. The practice of treating someone differently because of their age. *discrimination*
- e. The quality of having individuals from various age groups working together. *intergenerational*
- f. Fairness in treatment, ensuring everyone has access to the same opportunities. *equity.*

Personal answers. Example: Ageism shouldn't be an acceptable prejudice.

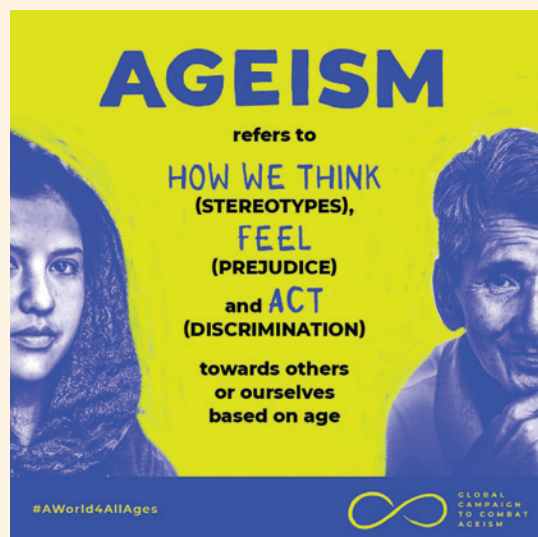
READING

Text 1

Before Reading

1. Read an infographic on ageism, published by the World Health Organization (WHO) and discuss the questions about it.
 - a. Can you think of any common stereotypes or misconceptions about older adults or young people? How might stereotypes affect their treatment in society?
 - b. Have you ever witnessed or experienced ageism or any other kind of discrimination? What were the circumstances, and how did they make you feel?

1. a. Personal answers. Students are expected to mention stereotypes or misconceptions they have seen or experiences and explain their possible effects.



AGEISM refers to how we think, feel, and act towards others or ourselves based on age. WHO. Geneva, Mar. 8, 2021. Available at: <https://www.who.int/multi-media/details/ageism-infographic-definition>. Accessed on: Jul. 1, 2024.

1. b. Personal answers. Students are expected to answer based on previous experiences or reports from other people they know. They should explain what happened and how they felt about it. Não escreva no livro.

While Reading

- Look at the title and the extracts provided. What is the genre of this text? *It is a report on ageism.*
- In 2021, the World Health Organization (WHO) published a report entitled *Global Report on Ageism*. Read three extracts from the report and answer the questions.

GLOBAL REPORT ON AGEISM

EXTRACT 1

Ageing is a natural and lifelong process that, while universal, is not uniform. How we age is shaped by the relationships we have with the social and physical environments we have lived in throughout our lives. [...]

Our age reflects the number of years we have been alive. But what is considered young or old partly depends on context, purpose, and culture. At age 18, you may be considered too old to learn to be a competitive gymnast, but too young to run for high political office. Cultures also vary as to what constitutes older age, middle age, and youth. [...]

[...]

Ageism refers to the stereotypes, prejudice, and discrimination directed towards others or oneself based on age. Ageism affects people of all ages and will be the only term used in this report to refer to age-based stereotypes, prejudice, and discrimination.

[...]

EXTRACT 2

Ageism against older people is widespread across institutions, including those providing health and social care, and in workplaces, the media, and others.

Ageism is pervasive across populations:

- 1 in 2 people worldwide are ageist;
- in Europe, 1 in 3 older people report having been a target of ageism.

[...]

EXTRACT 3

Little is known about ageism against younger people (those aged < 50 years), with most of the evidence focusing on its prevalence and manifestations.

Ageism against younger populations occurs in institutions such as the workplace and the legal and political systems, and in Europe it appears to be more prevalent than ageism against older people.

The impact of ageism against younger people is still poorly understood.

[...]

WORLD HEALTH ORGANIZATION. *Global Report on Ageism*. Geneva: WHO, 2021. Available at: <https://iris.who.int/bitstream/handle/10665/340208/9789240016866-eng.pdf?sequence=1>. Accessed on: Jul. 13, 2024.

- How is ageism defined in the *Global Report*? *It is defined as "the stereotypes, prejudice, and discrimination directed towards others or oneself based on age."*
- According to the *Global Report*, what factors influence how we age? *The report mentions that how we age is shaped by the relationships we have with the social and physical environments we have lived in throughout our lives.*
- What statistic does the *Global Report* provide about the prevalence of ageism worldwide? *The report provides the statistic that 1 in 2 people worldwide are ageist.*
- Where is ageism against older people widespread? *The report mentions that ageism against older people is widespread across institutions, including those providing health and social care, and in workplaces, the media, and others.*

After Reading

- What are some strategies to reduce ageism at work, school, and other communities?

Personal answers. Examples: Collaboration between people of different ages, discussing the contributions that

Não escreva no livro. young and old people can make etc.



000 Before Reading

1. Imagine you are faced with a law that conflicts with your moral beliefs. How would you handle this situation? Personal answers. Students are expected to mention they would consider the consequences of obeying and disobeying the law. They might answer they would seek out ways to advocate for change. They might also explore the possibility of civil disobedience.

000 While Reading

2. Read the folk tale and put the sentences about it in chronological order in your notebook.

"The Aged Mother" Summary

A poor farmer lives with his aged mother at the foot of a mountain. They grow a little food and are happy.

The governor of the province, though a brave warrior, is afraid of weakness and sickness. He issues an order that all elderly people in the province are to be killed. The poor farmer loves his aged mother, but disobeying the leader's **edict** is out of the question. Full of sorrow, he prepares to carry out the order in the most humane way he can.

After work at sundown, he cooks and dries some rice, then ties it in a cloth. He fills a gourd with water. He ties both into a bundle and puts it around his neck. He puts his aged mother on his back and starts up the mountain.

The road up the mountain is long and steep with crisscrossing paths – it's not always clear which way to go. The farmer presses on, heading upward toward the summit of the mountain.

His aged mother notices the confusing pattern of trails and worries that his descent will be dangerous. She starts snapping off twigs as they go and then drops them into little piles at intervals.

They reach the top. Tired and heartsick, the farmer prepares a soft place with pine needles for his aged mother to sit. He says a tearful goodbye.

With love, his aged mother instructs him to be careful on the way down and follow the piles of twigs until he reaches familiar ground. Surprised, the son notices her old, scratched hands from the work. Moved by her concern, he breaks down and says he won't leave her behind. He's willing to die with her if it comes to that.

He picks her up and carries her back down the mountain to their small hut. He hides her in the little food cellar under the kitchen floor. He takes care of her, but worries she'll be discovered.

After a while, the governor issues another edict – he wants the citizens to present him with a rope of ashes. Everyone is afraid, as no one knows how to make such a thing.

The farmer passes on the terrible news to his aged mother. She thinks for two days, then tells him how to do it – make a rope of twisted straw, lay it out on stones, and burn it on a windless night. The farmer gets the people together and they carry out the plan, which results in a rope of ashes.

Pleased, the governor wants to know how the farmer figured it out. Moved to tell the truth, the farmer relates the story of his aged mother. After some thought, the governor realizes the province needs more than the **strength** of youth; it also needs the **wisdom** of age. He abolishes the law against the **elderly**. Only legends of this old custom remain.

SUMMARY of "The Aged Mother" by Matsuo Bashō & Themes (The Story of the Aged Mother). *Short Story Guide*. [S. I.], [20--]. Available at: <https://www.shortstoryguide.com/the-aged-mother-summary-by-matsuo-basho/>. Accessed on: Jul. 30, 2024.



Answer: 7, 2, 5, 10, 8, 1, 3, 4, 6, 9.

1. The farmer hides his mother in a small food cellar under their kitchen floor to protect her.
 2. The governor of the province issues an order that all elderly people are to be killed.
 3. The governor proposes a challenge.
 4. The aged mother provides the solution to the governor's challenge.
 5. The farmer takes his mother up the mountain.
 6. The farmer tells the governor about his mother's wisdom to solve the challenge.
 7. A poor farmer lives with his aged mother at the foot of a mountain.
 8. At the summit, the farmer decides not to abandon his mother and carries her back home.
 9. The governor abolishes the law against the elderly.
 10. The aged mother drops piles of snapped twigs along the path to help her son find his way back down.
3. Identify the true statements about the story. Then, copy them in your notebook. *Answers: a, b, c*
- a. The governor believed that eliminating the elderly would prevent threats such as weakness and sickness.
 - b. To ensure her son could safely find his way back down the mountain, the aged mother snapped off twigs and dropped them into little piles along the path to create a trail.
 - c. In the end, the governor realized the importance of the wisdom and experience that elderly people bring to society.
 - d. After learning about the farmer's mother's wisdom, the governor rewarded him with a high-ranking position in the government.
4. Use the words in **bold** in the text in the sentences below. Write the answers in your notebook.
a. strength, wisdom; b. edict, elderly
- a. The governor's first edict in the story valued the ▲ of youth over the contributions and ▲ of the elderly.
 - b. Despite the governor's harsh ▲, the farmer's love and his mother's wisdom ultimately saved the province from losing its ▲.

After Reading

5. How does the story *The Aged Mother* teach us about valuing different kinds of contributions within a community? *Personal answers. Students are expected to realize that wisdom, experience, and compassion are equally valuable. The story demonstrates that while youth may bring physical strength and energy, it is the accumulated knowledge and thoughtful guidance of the elderly that can solve complex problems.*

LANGUAGE IN USE

1. Read these sentences from Text 1. Pay attention to the words in **bold**.
 - I. How we age is shaped by the relationships we have with the social and physical environments we **have lived** in throughout our lives.
 - II. Our age reflects the number of years we **have been** alive.
2. Now, decide on the best answer in each question. Write the answers in your notebook.
 - a. The sentences are written in the Present Perfect. It is formed with *have* (I, you, we, they) or *has* (he, she, it) together with another verb in the **infinitive (1st form)** / **simple past (2nd form)** / **past participle (3rd form)**. *past participle (3rd form)*

- b. Based on the sentences, it is possible to state that the Present Perfect is used to express actions and states that **began and finished in the past / began in the past and continue up to the present or have relevance to the present moment.**
began in the past and continue up to the present or have relevance to the present moment.

Language Expansion

We also use the Present Perfect for unfinished time and states. For example, the verb in bold in “Our age reflects the number of years we **have been** alive.” indicates an unfinished time period.

The Present Perfect in its negative form is used to describe actions or states that have not happened at any time up to the present moment.

For example, in “My CV **hasn’t changed**”, the verb indicates that the content or information in the CV has remained the same over a period of time and has not been modified or updated up to the present moment.

Now, pay attention to the interrogative form of the Present Perfect in the sentences below.

Examples: **Has** your CV **changed**? / **Have** you **changed** your CV?

3. Based on what you have studied in the box above, how is the Present Perfect negative formed? Use your own words to answer this question.
*Personal answers. Example: We form the Present Perfect negative with **have/has** + **not** + the main verb in the Past Participle.*
4. Now, go back to the examples your answer the box above and answer: How do we form questions using the Present Perfect? Write your answer in your notebook.
*Personal answers. Example: We use **have/has** + **subject** + main verb in the Past Participle + complement of the verb.*
5. Choose the right word to complete the sentences. **a.** have; **b.** has; **c.** hasn’t; **d.** hasn’t; **e.** hasn’t
- a.** Many over fifties **have** / **haven’t** left the workplace in the last decades.
 - b.** Maya **has** / **hasn’t** applied for more than 40 jobs, but she hasn’t got a job yet.
 - c.** Maya **has** / **hasn’t** received lots of interviews.
 - d.** Maya **has** / **hasn’t** changed her CV. Everything is still the same.
 - e.** Her experience **has** / **hasn’t** changed either.
6. Read another extract from the *Global Report on Ageism*, published by the WHO. Then, answer the questions. **a.** since; **b.** its establishment, 2019; **c.** a specific point in time.

The UN Open-Ended Working Group on Ageing and the possibility of a new UN convention on the rights of older persons

The UN General Assembly established the Open-Ended Working Group on Ageing in 2010 [...]. Its purpose is to strengthen the protection of older people’s rights by reviewing how existing instruments address these rights, identifying gaps in protection and exploring the feasibility of developing new instruments and measures. It is the first intergovernmental body outside of the UN Human Rights Council that annually brings together national human rights institutions [...] with UN Member States, nongovernmental organizations, and UN agencies. Since its establishment, the Working Group **has held** discussions about key areas of older people’s lives, including discrimination, health and long-term care, autonomy and independence, social exclusion, social security, violence and abuse, and end-of-life and palliative care. Since 2019, Member States **have been** able to present recommendations negotiated in Working Group sessions for consideration by the UN General Assembly [...]. Based on the proposals made to improve the promotion of older people’s rights, in 2014 the Human Rights Council appointed for the first time an Independent Expert on the Enjoyment of All Human Rights by Older Persons [...].

WORLD HEALTH ORGANIZATION. *Global Report on Ageism*. Geneva: WHO, 2021. Available at: <https://iris.who.int/bitstream/handle/10665/340208/9789240016866-eng.pdf?sequence=1>. Accessed on: Jul. 13, 2024.

Art: APIS design

- a. There are two uses of the Present Perfect marked in the text in **bold**. What word helps us understand when the actions started?
- b. Observe the two sentences in which the Present Perfect is used. What words are used to inform us when the actions described have started?
- c. The words you identified in item **b** indicate ...
 - ... a period of time.
 - ... a specific point in time.

Language Expansion

When used in sentences in the Present Perfect, **since** is followed by a specific point in time when the action or event started whereas **for** is followed by periods of time, such as 2 hours, one month, 5 years etc.

Example:

Since 2019, Member States **have been** able to present recommendations negotiated in Working Group sessions for consideration by the UN General Assembly.

If we are in 2025, we can write: **For** 6 years, Member States **have been** able to present ...

But if we are in 2026, we can write: **For** 7 years, Member States **have been** able to present ...

7. Answer the questions about you. Personal answers. Example: Since I started reading about ageism, I have become more aware of the topic and its problems to our society.
 - a. Since you started reading about ageism, what has changed in your point of view?
 - b. How long have you studied the topics in this unit? Personal answers. Example: I have studied the topics in this unit for 2 weeks.

LISTENING

100 Before Listening

Personal answers. Example: **Youngism** is related to ageism, and it has to do with the fact that young people are treated unfairly because of their age. / Yes, I do because sometimes young people are not selected to activities because of their ages.

1. Considering what you have learned about ageism, how would you define the term **youngism**? Do you think young people face discrimination? Why?
2. Do you think older people or younger people are more likely to face discrimination based on their age? Why? Personal answers. Example: Older people are more likely to face discrimination because they are often seen as less capable. But younger people also face ageism, like being told they don't have enough experience or that their opinions don't matter.

100 While Listening



Track 18

The speaker says that, in the Middle East, elders are highly respected and prioritized, while in the West, ageism towards the elderly is more common.

3. You are going to listen to a young woman talking about the theme of this unit. Listen carefully and answer this question in your notebook: What cultural difference does the speaker point out between the West and the Middle East regarding the treatment of elderly people?
4. Listen to the audio again and identify the statements that are not correct according to the speaker. Then, make the necessary corrections in the wrong statements and write them in your notebook.
 - a. Old people are respected and prioritized in Middle Eastern cultures. / Younger people are not respected or prioritized in Middle Eastern cultures.;
 - c. A lot of people in the West live and desire a child-free life, which is completely okay and valid.

- a. Young people are respected and prioritized in Middle Eastern cultures.
 - b. Ageism towards younger adults or teens and children is a lot more prominent in our Middle Eastern culture.
 - c. A lot of people here live or desire a child-free life which is completely okay and valid.
5. Which of these sentences helps us to infer that the speaker is not a Western person? Write the correct sentence in your notebook. *Answer: b*
- a. Ageism is prejudice or discrimination on the grounds of a person's age.
 - b. I realize that ageism towards the elderly in the West is more evident than it is in my Arab Middle Eastern culture.
 - c. I have seen people just straight up hate children.

6. Personal answers. Example: Both are harmful, but ageism towards the elderly may affect their dignity and well-being, while ageism towards younger people can impact their confidence and development. It depends on the situation.

After Listening

6. In your opinion, which form of ageism is more harmful—towards the elderly or towards younger people? Explain your reasoning.
7. Do you think ageism can be more present in specific groups of people, genders, or social living conditions? Why? *Personal answers. Example: I think ageism can be more common towards women because I have read or heard about that in the media.*

SPEAKING

You have listened to a speaker talking about the discrimination young people face. Now, it's your turn to become a speaker, prepare, and present a proposal to change people's attitudes concerning ageism against older people. Follow the steps suggested below.

STEP 1 Brainstorm

- Think and list ideas on how to change attitudes towards ageism. Consider actions that can be taken in schools, workplaces, media, and communities.

STEP 2 Plan, Edit & Revise

- Select some of the ideas and develop a detailed plan for your proposal, outlining key points and actions. It is important to make sure that your proposal is realistic and possible to develop.
- Review your proposal. Check if the ideas are clear and coherent.
- Include some language chunks to your script: I propose ..., My suggestion is that ..., I think we should ...
- Revise your proposal.

- Work in pairs and have a classmate read your proposal and give some feedback.
- Make any necessary adjustments based on your classmate's feedback.

STEP 3 Practice

- Practice your proposal presentation individually. Make sure you are familiar with your ideas and words, and comfortable speaking about them.

STEP 4 Present

- Present your proposal to your classmates. You can add some visual aids, if it is necessary, and use your notes.
- Listen to your classmates' proposals and take some notes to highlight their strengths and, if possible, give some suggestions.

In the Reading section, you had the opportunity to read an introduction of a global report on ageism. In this section, you are going to write the introduction of a local report on the same topic. Follow the steps below.

STEP 1 Brainstorm

- Consider what your local community needs to know about the topic of ageism before writing the introduction. Here are some questions to guide your brainstorming process: Do they know what it is? Do they know about the *Global Report*, the WHO actions, the Decade of Healthy Ageing: 2021-2030, or the UN Open-Ended Working Group on Ageing? Which of those items would help them have a clear idea of the topic and its relevance?
- Identify frequent misconceptions or stereotypes about ageism in your community. List brief explanations of how they can be addressed. Keep in mind that your aim should be to help people understand the topic and have a positive attitude toward it.

STEP 2 Plan

- Based on Step 1, plan your text. Start off from more general information or facts and move to more specific and detailed ones.
- List documents and real stories that could be used as an expansion or examples.
- Define your thesis statement, that is, a sentence that summarizes the argument or purpose of your text. You are going to use it to write your paragraphs in the next step.

STEP 3 Draft

- Use your notes to write your draft.
- When writing the paragraphs, refer back to your thesis statement. Then, write topic sentences, which summarize the point you want to present in each paragraph. After each topic sentence, write a sentence explaining it and another one with examples or evidence.
- Include data and facts to present a trustworthy text to your reader.
- Remember that your text has to be clear to readers who may not know much about the topic yet.

STEP 4 Revise & Edit

- Share your text with a classmate and ask for feedback.
- Add your classmates' suggestions, revise, and edit your text.
- Check for language use, revise data, facts, names of projects, organizations etc.

STEP 5 Write & Share

- Write your final text incorporating the items from Step 4.
- Share it with your classmates.
- Read some introductions written by your classmates. What information is similar to yours? What information is different?
- How do you feel about carrying out research on ageism in your community and writing a full report?
- What would you need to do so? Who would you involve? Who would you share such a report with? What impact would you expect it to bring to your community?

Personal answers. Students are expected to brainstorm ideas and collectively analyze the impact of such a report in the local community.

ROUND OF TALKS

1. Personal answers. Students are expected to be able to resort to previous experiences and stories shared within their communities, by their families, and by friends.

- 1 The United Nations defines a person who is aged over 60 as an older person. The General Assembly approved and adopted the *United Nations Principles for Older Persons* in 1991, which aims to ensure the independence, participation, care, self-fulfillment, and dignity of older persons. Read these four principles extracted from the official document and discuss them with your classmates.

[...]

1. Older persons should have access to adequate food, water, shelter, clothing, and health care through the provision of income, family and community support, and self-help.

2. Older persons should have the opportunity to work or to have access to other income-generating opportunities.

[...]

10. Older persons should benefit from family and community care and protection in accordance with each society's system of cultural values.

[...]

18. Older persons should be treated fairly regardless of age, gender, racial or ethnic background, disability, or other status, and, be valued independently of their economic contribution.

UNITED NATIONS. *United Nations Principles for Older Persons*. Ohchr. Geneva, Dec. 16, 1991. Available at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/united-nations-principles-older-persons>. Accessed on: Jul. 10, 2024.

- a. Think about the older people you know in your community. Do they benefit from family and community care and protection?

2. a. Personal answers. Example: It's important because if it is a law, everybody

must follow it. / It's important to guarantee the quality of life of older people.

b. Personal answers. Students are expected to express their opinions freely and without being judged. Any answer they can think of should guide future actions and address the issues regarding interpersonal relationships in the school environment.

- b. Does your community offer older people opportunities to work? What jobs do they usually have?

- 2 The Brazilian Law No. 10.741 of October 3, 2003, created the *Estatuto da Pessoa Idosa*. Read its article 3 and answer the questions.

Art. 3º É obrigação da família, da comunidade, da sociedade e do poder público assegurar à pessoa idosa, com absoluta prioridade, a efetivação do direito à vida, à saúde, à alimentação, à educação, à cultura, ao esporte, ao lazer, ao trabalho, à cidadania, à liberdade, à dignidade, ao respeito e à convivência familiar e comunitária.

BRASIL. Lei n. 10.741, de 1º de outubro de 2003. Dispõe sobre o Estatuto do Idoso e dá outras providências. *Diário Oficial da União*, Brasília, DF, 1 out. 2003. Available at: https://www.planalto.gov.br/ccivil_03/leis/2003/L10.741.htm. Accessed on: Jul. 10, 2024.

- a. How important is it to have such a law?
b. How do you see the relationship between the young people and the older people that share your school environment? Is there mutual respect between generations? And what can you say about the relationship among the people of your generation?

- 3 Talk to your classmates. Plan a visit to an institution that shelters older people. What would you do there: talk to them, play with them, or sing for them? After the visit, reflect and discuss: How did you feel doing that? How important is it to have such an experience?

3. Students are expected to suggest actions like having more social activities that promote interpersonal interactions and more open conversations about issues that affect the students' emotional well-being.

Personal answers. Example: Expressing feelings is the most important thing in this activity because it allows students to connect with their inner selves. This connection is the foundation for a greater understanding of oneself and others.

PERSONAL REFLECTION

Personal answers.

Look back on your participation in this unit. Then, copy the sentences in your notebook and complete them.

- 1 The easiest activity for me was ▲ because ▲.

- 2 The most challenging activity was ▲ because ▲.

- 3 I feel that I understood well ▲ and ▲.

- 4 I feel that I need extra help in ▲ and ▲.

Objectives

- To show understanding and analyze a feature article and a news report.
- To contrast and compare the uses of Past Simple and Present Perfect.
- To participate in a problem-solving circle, presenting ideas and solutions.
- To write a feature article about a person who helped raise awareness about a relevant point in the community.
- To discuss and raise awareness in our societies.

START UP

1. The pictures below represent different ways we can be aware of situations that are part of our daily lives. Look at them and read the image captions to answer the questions.



Lightspring/Shutterstock.com/ID/BR



awesome design studio/Shutterstock.com/ID/BR



metel_my/Shutterstock.com/ID/BR



hatsak/Shutterstock.com/ID/BR

AWARENESS

1. a. Personal answers. Students are expected to choose one or more images and explain why they feel more connected to it/ them. Example: The picture about mental health touches me deeply because I didn't know that there was a special action about it.

b. Personal answers. Students are expected to give their opinion and justify it. Examples: Yes, I think it helps because people learn about the causes. / No, I don't think it helps because people don't necessarily get involved with the cause.

- a.** What images (or ideas) touch you more deeply? Why?
- b.** The images represent special dates people celebrate worldwide. In your opinion, does having a special date help people become more aware of the causes? Why? Why not?
- c.** Think of other special dates that were created to help people be more aware of issues related to health, society etc. Which one do you celebrate? Why?

Did You Know...

1. c. Personal answers. Students are expected to brainstorm, mention special dates such as the Breast Cancer Awareness Month (known as *Outubro Rosa* in Brazil), and explain how they celebrate it. Example: The Breast Cancer Awareness Month (*Outubro Rosa*) is a special date we celebrate in my family. We wear pink clothes or a pink pin to show our support.

Have you ever heard of the Brazilian Federal Law 13.722, from October 4th 2018, also known as *Lei Lucas*? Lucas Begalli Zamora was a Brazilian boy who had mechanical asphyxiation while eating during a school field trip and who unfortunately passed away. From this tragedy, the Brazilian government brought in a law to guarantee that all schools adopt and follow safety measures, such as teaching first aid for teachers and other school employees.

Based on: GOVERNO DO ESTADO DE SÃO PAULO. Bombeiros disponibilizam curso online de primeiros socorros. *Portal do Governo do Estado de São Paulo*, São Paulo, May 3, 2024. Available at: <https://www.saopaulo.sp.gov.br/spnoticias/ultimas-noticias/bombeiros-disponibilizam-curso-online-de-primeiros-socorros/>. Accessed on: Jul. 10, 2024.

- 2.** Considering the short text above, what are the recommended procedures for the situations described below? Research the website suggested by your teacher if necessary.
Personal answers. Students are expected to look for emergency response protocols provided by credible and authoritative source.
 - a.** seizure
 - b.** intoxication or poisoning

READING

Text 1

Before Reading

- 1.** In your opinion, should acts of bravery or commitment to society be reported by the media? Why? Why not? Personal answers. Students are expected to give their opinion about the topic and justify it. Example: Yes, I think that acts of bravery should be reported by the media because they can inspire other people to do the same.
- 2.** You are going to read a feature, a text in which the journalist presents stories of human interest and focuses on capturing the reader's interest and attention through the use of storytelling and narratives. Do you remember reading a feature or have you watched a TV program with a similar focus? Who was being reported? Why?
Personal answers. Students are expected to mention articles or TV programs about people who did something positive or impactful to their town, city or community, share who those people were, and say why they were on the news.

While Reading

- 3.** This feature about Kerrisha Skeete, a local high school student, was written by Anesta Henry for a special feature magazine organized by *Barbados TODAY*, a local newspaper. Read the feature and answer the questions about it in your notebook.

Kerrisha the brave

Student lauded for coming to aid of sick man on minibus

By Anesta Henry

Bravery is often demonstrated in grand ways, but it was a small act of human kindness that earned Frederick Smith Secondary School student Kerrisha Skeete the praise of a country and a Barbados Bravery Medal. For her “unselfish act of bravery towards a senior citizen while preventing loss of life from a seizure which occurred on public transportation”, she was honoured on Independence Day. This is her story:

A secondary school student who jumped to the assistance of a man as he fell foaming at the mouth on a Public Service Vehicle (PSV) is being heaped with praise for her unselfish actions.

Frederick Smith Secondary School student Kerrisha Skeete’s swift response to the passenger who appeared to be having a seizure has garnered the praise of fellow schoolmates, her family and school principal.

Overcome with emotion at the response she has been receiving from the public, Skeete told Barbados TODAY she was just pleased that she was able to help.

“Tuesday morning, I was on my way to school in B21. We stopped at the bus stop to pick up passengers and a gentleman got in. When he got

“ I want to help people. My father passed away and the doctors weren’t able to help him. The way I felt when he passed away. I don’t want other children to feel that way. So I want to help everyone I can in every way. ”

in he was shaking a lot and at first I thought it was normal but then he fell to the floor and started to foam from the mouth.

“I quickly realised that he was having a seizure, so when it was over, I put him in a seat on the bus and gave him a tissue to clean off his face,” Skeete recalled.

“Afterwards, he wasn’t talking that much and he looked a bit zoned out,” she added. [...]

“Nobody really wanted to help him. [...] I was kind of shocked that no one helped him but a nurse and I. [...]”

[...]

Skeete said her handling of the situation must be credited to her cosmetology tutor Tahirah Payne, who taught her the steps to be taken when someone is having a seizure or other health emergency while in a salon setting or elsewhere.

[...]

“But I feel good about what I have done. Everywhere I go, somebody is clapping for me or telling me that I did good. I was really not expecting all of this to happen after I helped him. I guess it is a good thing,” she said.

[...]

Skeete, who will be celebrating her 16th birthday on December 3, is hoping to become a doctor one day. She said she spends most of her spare time searching the Internet, researching medical terms and learning about new diseases.

[...]

HENRY, Anesta. Kerrisha the brave. *Barbados Today*, St. Michael, 2022. Available at: <https://edition.pagesuite-professional.co.uk/html5/reader/production/default.aspx?pubname=&edid=a5b5c5e6-e937-4f3a-8f1b-8ee10cce8cdb>. Accessed on: Jul. 10, 2024.

- a. The word **lauded** in “Student lauded for coming to aid of sick man on minibus” can be replaced by ...
- ... accused of.
 - ... mentioned.
 - ... praised.
 - ... required.
- b. The phrasal verb **clean off** in “and gave him a tissue to clean off his face” means the same as ...
- ... include.
 - ... wipe.
 - ... replace.
 - ... share.
- c. According to the text, Kerrisha helped the senior citizen ...
- ... before he got on the public transportation.
 - ... just after he got on the public transportation.
 - ... when he left the public transportation.
 - ... long after a nurse helped him.
- a. praised; b. wipe; c. just after he got on the public transportation.
4. Read extracts from the feature about Kerrisha. Match the items and write the answers in your notebook. a-II; b-I; c-III

a. Student lauded for coming to aid of sick man on minibus
b. Kerrisha the brave
c. By Anesta Henry

I. Headline
II. Lead-in
III. Byline

Art: AP/S design

5. In the feature, the journalist Anesta Henry included some quotes from Kerrisha’s speech. What does she use to do so?
- She uses quotation marks (“X”) to state Kerrisha’s exact words followed by her name or a personal pronoun, and a verb (recalled, said, added).

After Reading

6. Have you ever helped a person you didn’t know and who was in a difficult situation? If you have, what happened? Why did you do that? If you haven’t, would you do so? Why? Why not?

Personal answers. Students are expected to share their answers in case they have had the experience of helping someone or explain why they would or would not help.

Text 2



1. Personal answers.
Examples: Yes, it makes a difference because it can make the person more motivated. / No, it doesn’t make a difference because people shouldn’t look for recognition.

Before Reading

1. Does it make a difference to be recognized by a project or an action you have done? Why? Why not?
2. Are you aware of any animal, plant etc. in your community that helps improve living conditions? What is it? What does it do?

Personal answers. Students are expected to think about possible elements that contribute to their communities’ wellbeing, economic situations, trade etc.

- 

3. a. Efforts are providing good results; b. gathered, collected;
c. food for animals, resist conditions with no rain

- a. The phrase "Efforts are yielding success" could be rewritten as ...
- ... Efforts are reaching a low point.
 - ... Efforts are giving a bad impression.
 - ... Efforts are providing good results.
 - ... Efforts are showing real success.
- b. The word **garnered** in "This sentiment suitably describes institutions that have garnered international recognition for" can be replaced by ...
- ... described, reported.
 - ... gathered, collected.
 - ... replied, responded.
 - ... submitted, sent.
- c. The phrases "fodder for livestock" and "withstand drought conditions" mean, respectively, ...

... food for animals, resist conditions with no rain.

... meat for animals, be under the rain.

... play with the animals, stay close in an area.

... have live animals, be in the desert.

4. What was the "Maasai Steppe chapter" program and what was the role of the students? The Maasai Steppe chapter program was an initiative against climate change in which the participants planted

After Reading local trees. The students were the participants of the program and they planted local trees, took trees home, and took care of the school garden.

5. Do you remember any local plant that is grown for a specific purpose in your community? Share it with your classmates. Personal answer. Students are expected to report on local plants and their uses by the community.
6. In your opinion, can a program like the Maasai Steppe be implemented in your city or state? Why? Why not? What kinds of plants would be part of it? Personal answers. Students are expected to comment on the possibility of having a similar program where they live and brainstorm possible plants to be used in it.

LANGUAGE IN USE

1. Look at these sentences from Text 1. Then, decide on the best answer in each question. Write the answers in your notebook.

I. A secondary school student who **jumped** to the assistance of a man as he **fell** foaming at the mouth on a Public Service Vehicle (PSV) [...]

II. Frederick Smith Secondary School student Kerrisha Skeete's swift response to the passenger who **appeared** to be having a seizure **has garnered** the praise of fellow schoolmates, her family and school principal."

- a. Sentence I refers to a sequence of actions that **is finished in the past / has started in the past and is still going on**.
- b. The verbs in bold in sentence I are in the **Past Simple / Present Perfect**.
- c. The verbs in bold in sentence II are **both in the Past Simple / one in the Past Simple and one in the Present Perfect / both in the Present Perfect**.
- d. Sentence II contains a situation that happened in a specific time in the past and **is finished / is not finished**, and a situation

a. is finished in the past; b. Past Simple; c. one in the Past Simple and one in the Present Perfect; d. is finished, has happened at an unspecified time

that **finished in the past / has happened at an unspecified time**.

2. Now, look at these sentences from Text 2. What are the verb tenses of the verbs in **bold** in sentences I, II, III, and IV? Write your answers in your notebook and explain them.

I. This sentiment suitably describes institutions that **have garnered** international recognition for their endeavours in assisting communities in the fight against climate change.

II. TACCEI **has earned** acclaim from the Global Landscapes Forum's (GLFx) network of chapters, specifically through the "Maasai Steppe chapter" programme.

III. At Terrat Secondary School, the headteacher, Julius Maplani, **reported** that after receiving education, they **began** tree planting in August 2023.

IV. "We **planted** over 8000 trees of four different species, including native trees such as Vachellia tortilis (Migunga), Moringa oleifera (Milonge), Leucaena leucocephala (Lukina), and Acacia mellifera (Black thorn - Ngoja Kidogo)," he **said**.

I. Present Perfect (**have** + past participle of the main verb); II. Present Perfect (**has** + past participle of the main verb); III. Past Simple (verb + **-ed**, irregular form of the verb); IV. Past Simple (verb + **-ed**, irregular form of the verb)

Não escreva no livro.

Past Simple *versus* Present Perfect

We use the Past Simple when we refer to actions, feelings, events, and situations that finished in the past.

Examples:

- Some people **didn't know** what to do when it **happened**.
- What **did she do** when it **happened**?

We use the Present Perfect when we refer to:

- actions that started in the past but that are still happening.
- actions that have finished, but there is no time reference to know when.
- actions that have just happened.

Examples:

- She **has** never **experienced** anything similar.
- **Have** you ever **helped** a person on the bus?

3. Read two extracts from *Restorative Works*, published by the International Institute for Restorative Practices, and decide whether the verbs should be in the Past Simple or Present Perfect. Write the answers in your notebook. a. has used; b. held, had

- a. Sloane ▲ (use) creative and collaborative measures to make a difference in her community, based on the foundations of restorative practices and empathic listening. Her work reminds us there is joy in supporting the human dignity of those around us, and we are better for it.
- b. Earlier this year, the Coalition for the Protection of Children ▲ (hold) a Youth Mental Health Summit. Young participants ▲ (have) the opportunity to voice their needs in regard to their mental health and could find supports to have those needs met through community partnerships.

INTERNATIONAL INSTITUTE FOR RESTORATIVE PRACTICES. *Restorative Works. 2023 Year in Review*. Bethlehem, 2023. Available at: https://www.iirp.edu/images/2023/RW_Year_in_Review_2023_2023-11-15_V05_F_DIGITALFINAL2.pdf. Accessed on: Jul. 12, 2024.

4. Decide on the correct alternative to complete the sentences about the cartoon.



- a. The action of filing a lawsuit happened in a **definite** / **indefinite** time in the past.
indefinite
- b. That's why the **Present Perfect** / **Past Simple** is used.
Present Perfect
- c. The pronoun *he* refers to **the man** / **the dog**.
the dog
- d. **The dog** / **The man and the woman** practiced age discrimination.
The man and the woman

FRAY, Brian. [He's filed a lawsuit...]. Available at: <https://www.cartoonstock.com/cartoon?searchID=CS451754>. Accessed on: Oct. 13, 2024.

100 Before Listening

1. Personal answers. Students are expected to refer back to experiences such as the ones they have in the Round of Talks session, school activities and clubs (*grêmios estudantis*), for example, and/or assembly meetings with school staff and community, as part of the school democratic management (*gestão democrática*). Bullying and cyberbullying may, unfortunately, be common issues. Students can share their ideas on how we can confront those issues.

1. Have you ever participated in a group activity or discussion about common problems in your school or community? Has bullying or cyberbullying, for example, been an issue? How can we confront these issues?
2. Look at the definition of the word **thrive**, in English, and answer the question that follows it.

thrive

to grow, develop, or be successful:
His business thrived in the years before the war.

Art: APIS design

THRIVE. In: CAMBRIDGE dictionary. Cambridge: Cambridge University Press & Assessment, c2024. Available at: <https://dictionary.cambridge.org/dictionary/english/thrive>. Accessed on: Jul. 12, 2024.

In your opinion, what conditions make people thrive? Why?

Personal answers. Example: People thrive in environments that offer support, safety, and opportunities for growth.

100 While Listening Track 19

3. Listen to a presentation from the International Institute for Restorative Practices (IIRP) Graduate School about restorative practices. Then, copy the summary below in your notebook and complete it. Use the words given in the box.

changing / connect / meaningful / social bonds / strong

- The world and the social patterns are ▲ quickly. At the same time that ▲ are diminishing, it is people's instinct to ▲ because they need ▲ and ▲ relationships to develop.
changing; social bonds; connect; strong; meaningful
4. Listen to the audio again. Use the words below to write your own summary of what restorative practices are. Write the summary in your notebook.

community / impact / interactions / relationships / science / world

Personal answer. Example: Restorative practices is the science of relationships and community. The interactions we have every day impact the world.

100 After Listening

5. The presentation suggests that when restorative practices are put into practice, people could feel safer and have a sense of belonging. As a consequence, it could improve their behavior and reduce bullying and violence. In your opinion, how can you strengthen relationships with your community? How can institutions do so? *Personal answers. Example: To strengthen relationships with the community, and individuals can engage in active listening, offer support, and participate in local events. Institutions can promote inclusivity by implementing restorative practices, promoting open communication, and creating opportunities for collaboration and shared experiences.*

You heard about restorative practices in the Listening section. Now, you have the opportunity to participate in a problem-solving circle, presenting ideas and solutions. A problem-solving circle is one of the ways in which restorative practices can be performed.

STEP 1 Brainstorm

- Make a list of problems you have seen in your community. Avoid taking sides of the problems while listing them.
- Read through your list. Which problems would you like to discuss with your classmates?

STEP 2 Plan, Edit & Revise

- Get together with other classmates. Share your list. Together, decide which problems you would like to discuss.
- Make a new list which joins your group members' ideas.
- Revise and make any relevant editions to the list.

STEP 3 Practice

- Individually, read the final list and note down ideas and solutions to the problems there.

- Go back to the Useful Language boxes in other units and/or to your notes in your notebook and select some expressions, questions, and sentence beginners you could use while participating in the discussion.

STEP 4 Present

- Get together with your group again.
- Take turns presenting the problem in the final list and sharing ideas and solutions on how to solve it.
- After going through the whole list, organize a summary of your discussion to share with your classmates.
- Is there any problem that you could invite them to join you in the solution and take action?



Getty Images/Stockphoto

WRITING

Now, let's write a feature article about a person who has helped raise awareness about a relevant point. Your text should inform your reader about what the person did and tell the story of how it happened. Follow the steps.

STEP 1 Brainstorm

- Think about a person who has helped raise awareness about a relevant point. It can be someone you know well, a famous person, a teacher, a classmate etc. Here are some questions to help you organize your ideas: Who is that person? What has he/she done? When did it happen? Why? Were there other people involved with it? Who? How did other people feel about what happened?

STEP 2 Plan

- Organize your notes and decide how you can present them in a way that your text will draw your reader's attention.

STEP 3 Draft

- Write a draft of your feature article.

- Remember to mix storytelling with facts to engage your reader and present the person you have selected to write about.

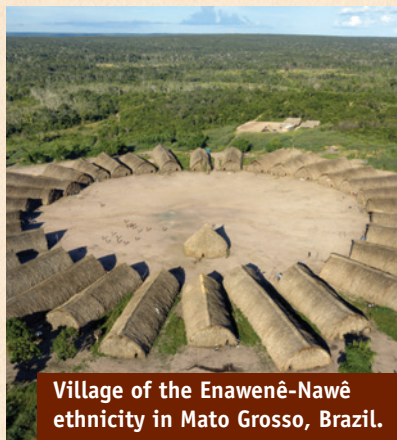
STEP 4 Edit & Revise

- Read your draft. Are there any details that you can include to make the feature article even more engaging?
- Revise your text for language and content. If you include quotes from a source or the person you are writing about, make sure to include quotation marks before and after the quotes and to pinpoint to your reader who said them or where they were taken from.

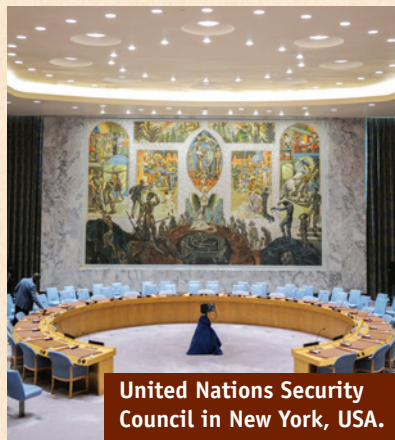
STEP 5 Write & Share

- Write your final text.
- Share your text with your classmates and school community. You and your classmates can organize a printed or an online magazine of feature articles to celebrate the engagement and achievements of the people you all wrote about.

ROUND OF TALKS



Village of the Enawenê-Nawê ethnicity in Mato Grosso, Brazil.



United Nations Security Council in New York, USA.



Stonehenge in England, UK.

- 1 The circle has been a form of group organization used for multiple purposes since the dawn of humanity. It is part of almost all human cultures. From conversations around a tree in Tanzania to the knights of the round table; from the UN Security Council to our activities in the Round of Talks section, the circle is a spatial organization that allows for equitable participation and enables everyone to look at each other and express their ideas freely. Reflect about this idea and discuss it with your classmates based on the following questions.
 - a. How do you feel when you share your ideas in the circle? Do you feel comfortable or uncomfortable? Why?
 - b. How does the circle help in building trust and mutual respect?

1. a. Personal answers. All answers must be accepted without any judgment. The right to remain silent must also be respected.
b. Personal answers. All answers must be accepted without any judgment. Some students may feel they have not been respected in the circle. They may express that but must not refer to specific classmates. The purpose of this activity is to share ideas and feelings and not to start personal discussions.

- 2 English is one of the six official languages of the United Nations. It's also the language of communication and science. This dominance is the result of historical, political, economic, and cultural forces, most notably the British Empire's expansion and the subsequent rise of the United States as a global superpower. Do you believe that learning English should be a priority for everyone in the world? What are some reasons for or against this idea?

Personal answers. Example: English is an important language, but I don't think it should be a priority for everyone. If everyone only learns English, then we may lose other languages and cultures.

PERSONAL REFLECTION

Reflect about your progress in this unit. Answer the questions below in your notebook.

Personal answers.

- 1 What was your biggest challenge? How did you overcome it?
- 2 What section of the unit have you felt more comfortable with? Why?
- 3 If you could expand your knowledge about one of the objectives of this unit, which one would you choose? Why?
- 4 Were you able to ask for help or find help in your notes while studying?

Objectives

- To interpret an extract of a framework of reference and an informal letter.
- To use *will* and *going to* and explore phrasal verbs.
- To develop listening skills to understand a video prompt about the future of the African continent.
- To deliver a talk about the future of work.
- To write an informal letter.
- To discuss the future each one is building for themselves.

Personal answers. Examples: The photos are related to the quote because they show actions people are taking in the present that will shape future outcomes. / These photos present activities that demonstrate a commitment to personal growth, community engagement, and environmental care, which contribute to building a better future.

START UP

1. Read the quote below and relate it to the photos.

“The future depends on what you do today.”
(Mahatma Gandhi).

MAHATMA Gandhi. *GoodReads*. [S. l.], c2024. Available at: <https://www.goodreads.com/quotes/16418-the-future-depends-on-what-you-do-today>. Accessed on: Jul. 13, 2024.



A boy playing with a family member.



People planting trees.



People doing Pilates.



Students working together.

FUTURE

2. Personal answers. Examples: The strong bonds with the family help create a foundation for emotional well-being in the future; working together how do you think each action and choice of the people in the photos in activity 1 is paving their futures? helps pave people's future by building networks and creating opportunities for growth; investing in health and fitness leads to better physical and mental health in the future; contributing to a healthier planet ensures a more sustainable future.
3. What about you? How are your actions and choices today shaping the future you want for yourself? Personal answers. Example: The actions and choices I make today are essential in shaping my future. By focusing on my education, for example, I'm setting the groundwork for my professional success in the future.

Did You Know...

A saying is a well-known phrase or statement that expresses something about life that most people believe is wise and true.

SAYING. In: OXFORD learners dictionary. Oxford: Oxford University Press, c2023. Available at: <https://www.oxfordlearnersdictionaries.com/definition/english/saying?q=saying>. Accessed on: Jul. 13, 2024.

4. Read the popular sayings below. Which ones share a similar idea to the one discussed in the previous activities? Answers: a; d; e
- a. We master our future with experiences from our past. Good luck with all that you do.
 - b. To improve is to change; to be perfect is to change often.
 - c. Cold water doesn't get any warmer if you wait to jump in! Go for it and the best of luck.
 - d. The past shows what you've done – the future will show what you learned.
 - e. The best way to predict the future is by starting to shape it today.

5. Reflect on the word cloud and create your own in your notebook using the words you associate with **future**. Then, share your ideas with a classmate. Have you thought of similar words? Personal answers.



Word cloud with words associated with the future.

6. How concerned are you about the future of work? What skills do you think you need to start working on now to have a successful career in the future? Read the extract below and take notes in your notebook. Personal answers.

Example: I need to learn how to use technology in agriculture because I want to take care of my family's small rural property.

[...]

Most In-demand Skills For the Future of Work

[...]

1. Higher cognitive – These include advanced literacy and writing, critical thinking, and quantitative analysis and statistical skills. Doctors, accountants, research analysts, and writers use these.
2. Social and emotional – These include advanced communication, empathy, to be adaptable, and the ability to learn continuously. Business development, programming, and counselling require these skills. These jobs are also amongst the best careers for the next ten years.
3. Technological – This includes everything from basic to advanced IT skills, data analysis, and engineering. These future skills are likely to be the most highly paid.

DUGGAL, Nikita. Future Of Work: What Job Roles Will Look Like In 10 Years. *Simplilearn*. [S. l.], Jul. 6, 2024. Available at: <https://www.simplilearn.com/future-of-work-article>. Accessed on: Jul. 13, 2024.

Text 1

Before Reading

1. Personal answers. Example: Youth might develop tech solutions for healthcare, energy, or other projects, promote global movements for important causes, organize clean-up drives in neighborhoods etc.

1. Answer this question in your notebook: How can empowering youth as agents of change benefit both local communities and the global society?
2. In the next subsection, you are going to read part of a framework of reference published by UNICEF, named *Civic Participation of Adolescents and Youth*. How do you suppose the civic participation of adolescents and youth today might influence the future? Share your ideas with a classmate.

Personal answers. Example: The civic participation of adolescents and youth today is crucial in shaping the future. When young people engage in civic activities, they develop a strong sense of responsibility, leadership, and awareness of social issues. Their diverse and innovative voices and engagement today lead the way for a more just, equitable, and sustainable society in the future.

While Reading

Personal answers. Students are expected to compare their ideas to the ones presented in the text.

3. Read the text and check your ideas in activity 2.

Civic Participation
of ADOLESCENTS and YOUTH

[...]

The civic participation of adolescents and youth has become a subject of discussion and research for both young people and adults: policymakers, national and international institutions, researchers, educators and other social actors.

There is an expectation among different government sectors, civil society organisations, institutions and social movements that adolescents and youth will exercise their right to participation and to contribute from an early age to strengthening democracy, thus helping find solutions to build a better world.

In recent years, increasingly visible social mobilisation processes around the world have demonstrated that adolescents and youth are demanding this right, going beyond traditional participatory processes and exploring new ways to participate.

[...]

Participation is a right that is included in the concept of citizenship, going beyond individual rights to reach a collective dimension. Whereas in some countries in the northern hemisphere the word "citizenship" refers mainly to a person's individual rights (such as the right to a nationality), in Latin American democracies this concept goes beyond civic and political rights.

In democratic societies, citizens, including adolescents and youth can claim and enjoy their rights and

also demand new rights and forms of participation. Therefore, civic participation must be encouraged both as a right and a development opportunity.

[...]

Countries must take advantage of the so-called demographic bonus resulting from a high proportion of adolescents and youth in their population over a period of time. Taking Brazil as an example, it is clear that this situation will not be repeated; instead demographic trends indicate that by 2050 most Brazilians will be over 35 years old.

Today's adolescents and youth are also considered a "bonus" because they are healthier and better educated than their parents. [...]

Acquiring social participation skills enables adolescents and youth to play a central role in their own developmental processes. In spite of differing perceptions of youth, there is a consensus in many fields (sociology, neurology, psychology, pedagogy and anthropology) that this life stage is characterised by interaction, the search for autonomy and the construction of identity. This provides an excellent opportunity to involve individuals in a variety of participation and innovation settings to foster their development and ensure their rights are fulfilled.

[...]

UNICEF. *Civic participation of adolescents and youth*. Brasília, DF: UNICEF Brazil, December, 2014. Available at: <https://www.unicef.org/brazil/media/2486/file/Civic%20Participation%20of%20Adolescents%20and%20Youth.pdf>. Accessed on: Jul. 13, 2024.

4. Decide on the statement that best summarizes the main idea of the text. **Answer: b**
- Civic participation is primarily a responsibility of adults who want to build a better world and should only involve adolescents and youth who are accompanied by their parents or teachers.
 - Civic participation for adolescents and youth is important as both a right and a development opportunity, contributing to strengthening democracy and building a better world.
 - Civic participation among adolescents and youth is solely focused on political activism and does not include broader community engagement or cultural initiatives.
5. Use the words from the box to replace the icon ▲ in the sentences below. Write the answers in your notebook. **a. strengthens, contributes, empowers; b. citizenship, engagement; c. autonomy.**

**autonomy / citizenship / contributes /
empowers / engagement / strengthens**

- Civic participation is crucial because it ▲ democracy, ▲ to finding solutions for societal challenges, and ▲ young people to play active roles in their own development and in shaping the future.
 - In Latin American democracies, ▲ extends beyond individual rights to include a collective dimension, emphasizing broader civic and political ▲.
 - Experts across sociology, neurology, psychology, pedagogy, and anthropology agree that youth is characterized by interaction, the search for ▲, and the construction of identity.
6. Based on what you have learned in geography classes, how does the concept of **demographic bonus** relate to societal development?

Personal answers. Example: In geography, this concept refers to a period when a large proportion of a population is of working age. This demographic structure can benefit societies economically and socially by providing an increase in productivity and economic growth.

Did You Know...

[...] Demographic bonus is a condition in which the productive age population is more than the non-productive population. Demographic bonus can be a bonus if the younger generation are able to get decent education and facility to improve their self-quality. [...]

FEBYOLLA. Demographic Bonus: Threat or Opportunity?. *Universitas Gadjah Mada*. Yogyakarta, Mar. 3, 2019. Available at: <https://feb.ugm.ac.id/en/news/2625-demographic-bonus-threat-or-opportunity>. Accessed on: Jul. 13, 2024.

7. Acquiring social participation skills enables adolescents and youth to play a central role in their own developmental processes.

- Which sentence from the text supports the idea that knowing how to participate in the community impacts on young people's personal development?
- According to the text, why do policymakers and institutions have expectations for adolescents and youth to exercise their right to participation?

Personal answers. Example: Policymakers and institutions expect adolescents and youth to participate actively because their engagement is seen as vital for strengthening democracy, finding innovative solutions to societal issues, and ensuring that the voices of younger generations are heard and represented in decision-making processes.

After Reading

- In what ways can societies better support and integrate different forms of youth participation to ensure meaningful engagement and lasting impact on community development and social justice?
- Has your view on civic participation of adolescents and youth been influenced or changed by reading this text? If so, how? If not, why not?

9. Personal answers. Examples: By supporting the appropriate participation of adolescents and youth in Municipal Conferences, encouraging the creation of advisory groups composed of adolescents and youth, creating inclusive platforms that recognize and amplify their voices etc.

Text 2

Before Reading

- Before reading the text in activity 3, look at its structure, title, and source. Then, read the first paragraph and decide on the correct endings to the sentences below. **a. a letter; b. informal; c. a girl; d. the girl herself.**
 - The text is **a personal account / a letter**.
 - The language of text is **formal / informal**.
 - The text was written by **a girl / a teenage boy**.
 - The text was addressed to **the girl herself / any teenage girl**.
- Based on your answers to activity 1, what do you expect to find in the text? **Personal answers.**

Examples: The writer's current thoughts and goals for the future. / The writer's anxieties about the future. / The writer's pieces of advice to herself in the future.

10. Personal answers. Example: Yes, reading this text has broadened my understanding of civic participation among adolescents and youth. Now, I'm more conscious of the transformative potential of youth engagement in addressing contemporary challenges and fostering a more inclusive and participatory society.

Não escreva no livro.

While Reading

3. Read and check your predictions. *Personal answers. Students are expected to compare their predictions to what they read in the text.*

A Letter to My Future Self

Dear Future Self,

Hey girl, slow down for a second – I have some things I want to share.

Some stuff is going to happen to you. You won't be able to plan for it, **pencil it in** your schedule for when is good for you, or always have someone pick up the phone to guide you through it. You're going to have to just roll with the flow, **take it in**, glean lessons from it, and then **carry on**, head held high. Maybe journal on it – sometimes insights don't come quick, but there's something positive to be found from most experiences in life. Focus on that.

You're going to have a lot of mantras throughout your life that are going to help you. No, just because one strikes you when you're practicing a hip-opener doesn't mean you should get a tattoo of it on your forearm. You'd be covered by now. Not that there's anything wrong with that, but mantras – like people – will come and go in your life. And as much as you'd like to you can't **hold on to** them all. You best realize this now and just try and enjoy what you have in the present moment. Just because it passes doesn't mean it wasn't powerful or important. And you're not silly for believing in it. Please never stop holding on to hope. It will cause you pain, but it will also help you **get through** the days, excite you, and make you feel like your heart is a big thing of cotton candy. Are you still eating cotton candy? Good. Go high-five that inner child we sometimes think is so silly. She reminds you of your mother. Go buy yourself one of those Spongebob Squarepants popsicles you get so excited about and give her a call. She misses you too. Your to-do list can wait.

You got this.

A LETTER to My Future Self. *Wanderlust*. [S. L.], c2024. Available at: <https://wanderlust.com/journal/open-letter-future-self/>. Accessed on: Jul. 13, 2024.

4. Identify the purpose of the letter. Write it in your notebook. *Answer: b*

- a. To outline professional goals.
- b. To offer pieces of advice.
- c. To celebrate an achievement.
- d. To describe a disappointment.

5. a. Just roll with the flow and glean lessons from them.; b. They come and go, and you can't hold on to them all.; c. It will cause pain, but also help you get through the days and excite you.; d. High-five the inner child and buy a Spongebob Squarepants popsicle.

5. Read the text again and take notes about the pieces of information below in your notebook.

- a. The writer's advice about dealing with unexpected events in life.
- b. The writer's suggestion about the nature of mantras in one's life.
- c. The importance of holding on to hope, according to the writer.
- d. What the writer thinks she should do to connect with her inner child.

Language Expansion

Literary devices are tools employed by writers to communicate meaning to their readers. Some of them are: **allusion** (passing reference to a person or an event), **hyperbole** (an extreme exaggeration), **irony** (words that mean the opposite of the intent), **metaphor** (a direct comparison), **personification** (giving the traits of a person to an inanimate object) etc.

After Reading

6. Personal answers. Example: Her experiences might encourage me to have a more flexible mindset towards life's uncertainties. I might start prioritizing present experiences over strict plans.

6. How might the advice and experiences shared by the girl in the letter in activity 3 influence your approach to handling unexpected challenges and embracing short moments of joy in the future?

7. Writing letters to your future self is considered a powerful tool for self-improvement. Come up with two benefits of such practice. Write them in your notebook.

Personal answers. Examples: They can help us remember details about our past, realize how much we've grown or how much we still need to grow, redirect our focus or keep our perspective etc.

LANGUAGE IN USE

1. a. express predictions or opinions for the future.; b. II

1. Read the extracts from Texts 1 and 2 and pay attention to the parts in **bold**. Then, decide on the correct alternatives to complete the sentences. Write the answers in your notebook.

I. There is an expectation among different government sectors, civil society organisations, institutions and social movements that adolescents and youth **will** exercise their right to participation and to contribute from an early age to strengthening democracy [...].

II. Taking Brazil as an example, it is clear that this situation **will not be** repeated; instead demographic trends indicate that by 2050 most Brazilians **will be** over 35 years old.

III. Please never stop holding on to hope. It **will cause** you pain, but it **will also help** you get through the days, excite you, and make you feel like your heart is a big thing of cotton candy.

- a. In the extracts above, **will** was used to ...
... describe plans for the future.
... express predictions or opinions for the future.

- b. In affirmative sentences, **will** is used after ▲.
In negative sentences, we add **not** ▲ **will** and the main verb.

I. the subject, before

II. the subject, between

2. Use the verbs from the box to complete the predictions about the future of work. Write the answers in your notebook.

be (2x) / be (neg.) / set / take place / thrive

will be; will be, will thrive; will set; won't be; will take place

Future Of Work: What Job Roles Will Look Like In 10 Years

By Nikita Duggal

According to independent studies published by CBRE and Genesis, and a report in WSJ, the workplace in 2030 ▲ very different from the one seen today. Here is a glimpse of how work in 2030 could look like:

[...] There ▲ smaller corporations. With so much opportunity for collaborations, there will be no need to build a costly big business.

[...] Work ▲ in teams, not with dictators.

[...] The Chief of Work ▲ the culture in the organization. This role could also feature amongst the best jobs for the future.

[...] There ▲ any physical desks; employees will just park themselves anywhere and have a simulated office before their eyes.

[...] Most meetings ▲ between different groups of workers in multiple locations, allowing seamless sharing of ideas and brainstorming across time zones.

[...]

DUGGAL, Nikita. Future Of Work: What Job Roles Will Look Like In 10 Years. *Simplilearn*. [S. l.], Jul. 6, 2024. Available at: <https://www.simplilearn.com/future-of-work-article>. Accessed on: Jul. 15, 2024.

3. Read this extract from Text 2 and pay attention to the parts in **bold**. Then, decide on the correct alternative to explain the uses of **will** and **going to** in this context. Write the answer in your notebook.

Answer: a

Some stuff **is going to happen** to you. You **won't be able to** plan for it, pencil it in your schedule for when is good for you, or always have someone pick up the phone to guide you through it. You're **going to have to** just roll with the flow, take it in, glean lessons from it, and then carry on, head held high.

- a. Both **going to** and **will** refer to the future. In the extract, the writer used **going to** when she wanted to imply that the present situation gave her evidence to predict the future and **will (won't)** when she meant there was a chance (but no evidence) that the situation won't happen.
- b. **Going to** and **will** refer to a time later than this moment. In the extract, the writer used **going to** to indicate spontaneous decisions which were made at the moment of speaking and **will (won't)** to make promises that are (aren't) going to take place in the future.

Language Expansion

In informal writing, such as the letter in Text 2 and casual speech, **will** and **going to** are often interchanged with no change in meaning.

4. Read the comic strip and answer the questions.



CANTÚ, Hector D.; CASTELLANOS, Carlos. Baldo. Available at: <https://www.gocomics.com/baldo/2010/08/28>. Accessed on: Jul. 15, 2024.

- a. What word in the comic strip is used to represent **going to** informally?
The word **gonna**.
- b. What does Baldo mean with "I'll probably be grounded!"?
He makes a prediction that he may not be allowed to go out with friends.
- c. Do you think Baldo is happy because school is going to start next week? Why? Why not?
Personal answer. Example: No, he isn't. Because he is going to have exams and his grades won't be good.

5. How are you going to prepare for senior year? What will be your biggest challenge?

6. Go back to the text in While Reading. Decide on the correct phrasal verbs highlighted in the text to match the definitions below. Write the answers in your notebook.

- a. carry on; b. hold on to; c. pencil in; d. get through; e. take in
- a. To continue moving.
- b. To keep holding something/somebody.
- c. To write down somebody's name or details of an arrangement with them that you know might have to be changed later.

- d. To manage to do or complete something.
- e. To absorb something into the body, for example by breathing or swallowing.

OXFORD learners dictionary. Oxford: Oxford University Press, c2023.
Available at: <https://www.oxfordlearnersdictionaries.com/>.
Accessed on: Jul. 15, 2024.

7. Use three phrasal verbs from activity 6 to complete the questions. Then, answer them in your notebook. a. carry on; b. get through; c. hold on to; Personal answers. Examples: a. I plan to take some short courses. b. I will talk to more experienced people and share the challenges with my family. c. I hope to keep being an ethical and fair person.
- a. How do you plan to ▲ with your studies after graduating from high school?
- b. What strategies will you use to ▲ challenging times in your future career?
- c. What values or principles do you hope to ▲ as you move into adulthood?

LISTENING

1. Personal answers. Examples: I think the African continent will go through advancements in technology and education. / I believe there will be an increased investment in renewable energy sources. / I suppose social changes such as greater gender equality and youth empowerment will probably contribute to the progress in the African continent, too.

Before Listening

- What are your opinions or predictions about the changes and developments that could shape the future of the African continent over the next decades? 2. Personal answers. Examples: I don't think the African continent will show much progress in the next decades. / I believe Africa will have a tremendous progress in the next decades.

While Listening

Track 20

- Listen to a recording titled *The future of the African continent?*. How similar or different are your ideas and predictions in activity 1 to the ones you heard?
- Listen again and replace the icon ▲ in the sentences below. Write the answers in your notebook. a. One third; b. partnerships (at all levels); c. five; d. Since 1990; e. Ethiopia.
 - ▲ of tomorrow's leaders, teachers, doctors, entrepreneurs, and peacemakers will be born in Africa.

- Thanks to ▲, there's been much progress for children in recent decades.
- More children are living past the age of ▲ in Africa these days.
- ▲, under-five mortality in sub-Saharan Africa has dropped by nearly half.
- ▲, once known for famine and extreme poverty, shows that rapid change is possible.

- Listen one more time and write the requested pieces of information in your notebook.
 - The role that community health workers play throughout Africa.
 - The number of children that are still out of school in sub-Saharan Africa.
 - How much primary school enrollment has increased in sub-Saharan Africa since 1999.
 - What must be ensured as the African continent looks to the future.

4. a. They are on the front lines of reducing child mortality.; b. 30 million.; c. From 58 percent to 77 percent.; d. That all children have the opportunity to realize their rights and reach their full potential.

Language Expansion

Look at the parts in bold in the extract below:

- Ethiopia, **a country that once made headlines because of famine and extreme poverty**, is proof that change can happen in a short span of time. Stunting, **an indicator of chronic malnutrition**, has been reduced by more than one third in just over 15 years.

These parts are appositives. An appositive is a noun or noun phrase that renames, modifies, or redefines the noun just before it. They are useful in English because they can help clarify your message.

6. Personal answers. Example: If a society invests in the next generation's well-being and potential, they are investing in future growth and prosperity. On the other hand, when children are neglected, the impacts will most likely be lower education levels and higher rates of poverty and crime.

After Listening

5. Personal answers. Example: Yes, I do. When children are cared for, they have the opportunity to reach their potential and contribute to society when they are adults.

- The recording you heard ends with Nelson Mandela's statement: "Any country, any society which does not care for its children is no nation at all." Do you agree with him? Why? Why not?
- How do you think a society's treatment of its children reflects its overall values and priorities? What impacts might this have on its future?
- In English, not all words receive equal stress within a sentence. Content words such as nouns, main verbs, adjectives, and adverbs are often stressed, whereas determiners, auxiliary verbs, and pronouns are often unstressed.

Listen to the recording again and pay attention to how certain words are stressed while others are not. Then, refer to the script and practice reading it aloud with a classmate. Remember to stress content words! Professor/a: Consultar o Manual do Professor para as respostas desta atividade.

Não escreva no livro.

SPEAKING

You have read and talked about the future in this unit. Now, you are going to deliver a talk on your expectations about the future of work for your generation. Follow the steps suggested below.

STEP 1 Brainstorm

- Reflect on the discussions held in this unit. Reread the extracts from *Future Of Work: What Job Roles Will Look Like In 10 Years*, in the Language in Use section.
- Research on the complete article *Future Of Work: What Job Roles Will Look Like In 10 Years*, available at: <https://www.simplilearn.com/future-of-work-article>, accessed on: Jul. 15, 2024, for important data.

STEP 2 Plan

- Write down key words and phrases for your talk. Take notes of the jobs that will and won't be here in the next few years.

STEP 3 Practice

- In pairs, practice delivering your talk aloud to each other two or three times.

STEP 4 Present

- Use your notes if necessary.
- Try to talk naturally. Look at your audience and observe their reactions while you speak.
- Reflect on the talks you and your classmates have delivered. What aspects surprised you the most? What advice can you give to your classmates who are unsure of their future?

Useful Language

I'm here to talk about the future of work and its implications for our careers ...

A key trend shaping the future of work is ...

It's clear that AI is ...

One concern I have is ...

I believe that ...

To my mind, ...

In conclusion, the future of work ...

Thank you for listening, and ...

WRITING

You have read an informal letter in the Reading section. Now, it is your turn to write an informal letter to your future self. Follow the steps below.

STEP 1 Brainstorm

- Think about how far into the future you want to read your letter.
- Decide on the reason for the letter. For example, you could write yourself a letter for when you finish high school.

STEP 2 Plan

- Sketch the structure of your letter: provide context, talking about what is going on in your life now, expressing your hopes and aspirations etc.
- Consider asking questions to your future self.
- Remember to include words of kindness and support to your future self.

STEP 3 Draft

- Start writing your letter.
- Remember to use informal language.

STEP 4 Revise

- Share your draft with a classmate for feedback.
- Revise it to ensure the common features of informal letters are included.

STEP 5 Edit

- Proofread your letter. Correct any grammatical errors, spelling mistakes, and punctuation issues.

STEP 6 Write

- Create the final version of your letter. You can keep it somewhere you will find or even program it to be emailed to you on a specific date.

ROUND OF TALKS

1. a. Personal answer. Examples: The pyramids of the Giza are a good example. / The documents written on parchments and papyrus and any other tools or instruments that tell a little bit about an ancient civilization is a time capsule. **b.** Personal answer. Examples: Maybe because they wanted to tell the future generations what the world looked like and worked. / Probably they just wanted to say, "Hey, we lived here!". **c.** Personal answers. Example: They may contain scientific information that will be important for the people of the future.

- 1** Read this excerpt and talk to your classmates based on the questions that follow.

As humans, we're inherently curious about our past and equally interested in predicting and preserving the present for the future. A concept that perfectly bridges these two fascinations is that of the time capsule. But what are time capsules? Broadly, a time capsule is a historic cache of goods or information, deliberately buried or stored for discovery in the future. Their intention is to offer future generations a glimpse into what life was like in the past.

[...]

TIME Capsules: Messages for the Future's Past. *Mirage.News*, [s. l.], Jun. 4, 2023. Available at: <https://www.miragenews.com/time-capsules-messages-for-the-futures-past-1019733/>. Accessed on: Jul. 13, 2024.

- a. What elements from ancient civilizations work as a time capsule to communicate with the present generation?
- b. Why do you think people wanted to communicate with people that were so distant in time?
- c. Do you think time capsules can help future generations? How?

- 2** Follow the instructions and work collaboratively to build a time capsule for yourselves in the future.

- a. Decide on an item that you believe is important for you or for your classmates. It must be a small item.
- b. Write a message to your classmates telling them what it was like to be in the same class now. Don't show anyone what you've written.
- c. Invite your teacher or any other person at school to participate. They should write a message too.
- d. Find a cardboard box with a lid. This will be your time capsule.
- e. Put all the items and messages in the box, close it, and seal it.
- f. Identify the box. Give it a title. For example: Time Capsule of Class ...
- g. Write the date when the capsule was closed and also the date when it will be opened next year.
- h. Ask your teacher to help find a place to store the time capsule.

- 3** What did you feel when you saw your item inside the capsule?

Personal answers. Students are expected to express their feelings freely. They may have felt good, excited or curious about what they will feel when they open the capsule next year.

Some of the students who participated in this activity will probably not be present to open the time capsule. Some will have changed schools. Take a good look around your classroom and see all the people who are with you now. Thank them for helping build the time capsule. Say it out loud so everyone can hear you.

PERSONAL REFLECTION

Think about your participation in this unit. Then, answer the questions below in your notebook.

Personal answers.

- 1** We started this unit talking about the future each one is building for themselves. Now that we have finished this unit, how do you assess what you have been doing to build your future?
- 2** Think about each section of this unit. What do you remember about each one?
- 3** Mention what you still need to work on to master what you have learned in this unit.
- 4** Explain how you can use what you have learned about the future of work to make choices for your own life.

Objectives

- To comprehend and analyze tips on how to choose a career path and on women's involvement in the workforce.
- To use the Zero and First Conditionals.
- To identify the intonation in *wh*- questions.
- To interpret an interview.
- To make a spoken presentation about a job or profession using resources such as posters or slideshows.
- To develop a list infographic about necessary soft skills and hard skills for a job or profession.
- To reflect on choosing a career.

Personal answers. Example: **1:** have good hand skills and spatial intelligence; **2:** have some knowledge about how to use software and the internet; **3:** have knowledge of culinary techniques and have good time management; **4:** be supportive, friendly, and creative, have knowledge about how students learn

START UP

1. Look at the photos. What requirements might be necessary for the jobs shown?



1.

Alpa prod/Shutterstock.com/ID/BR

Working as a carpenter.



2.

PeopleImages.com - Yuri A/Shutterstock.com/ID/BR

Working as an administrative assistant.



3.

guys_who_shoot/Shutterstock.com/ID/BR

Working as a cook.



4.

Rido/Shutterstock.com/ID/BR

Working as a teacher.

WORK

2. Personal answers. Examples: **Photo 1**: hard skill: a course on carpentry; soft skill: creativity, problem-solving, spatial-thinking; **Photo 2**: hard skill: a course on how to use specific software; soft skill: problem-solving, communication; **Photo 3**: hard skill: a certificate on cooking; soft skill: creativity, organization, time management; **Photo 4**: hard skill: graduation course on pedagogy; soft skill: empathy, creativity, effective communication

2. Jobs and professions may require people to have specific skills. Consider the explanations below and the photos from the previous activity. What hard skills and what soft skills may be required for the jobs you see there?

Hard skills are knowledge and technical abilities a person needs to be able to do a job or perform a task. They can be learned through education and experience, and they can be measured.

Soft skills can include social skills as well as personality traits that are applied to interpersonal activities. A person can develop them through training and practice.

Based on: HARD skills vs soft skills: definitions and differences. *Jobstreet*. [S. l.], Apr. 8, 2024. Available at: <https://www.jobstreet.com.my/career-advice/article/hard-skills-vs-soft-skills-definitions-and-differences>. Accessed on: Jul. 16, 2024.

Art: APIS design

READING

Text 1

Before Reading

1. What are your top strengths and interests? How do you think they might influence your career choices? Personal answers. Example: I believe creativity and communication skills are my top strengths. My interests are technology and helping people. I think these could lead me to a career in software development to help people with special needs.
2. What steps are necessary to explore your career options effectively? Personal answers. Example: I think it is necessary to make a list of careers that align with my strengths and interests and research each career, looking into responsibilities, skills, and salaries.

While Reading

3. Read an extract from *Guide for Choosing the Right Career Path*, written by the Nigerian lawyer Edeh Samuel Chukwuemeka, for the *Bscholarly* website. Then, answer the questions about it in your notebook.

How To Choose A Career Path: [...] Essential Tips

[...]

1. Write down your strengths: To succeed in choosing a career, it is imperative for you to understand yourself. Take a long look into yourself and check for your values, interests, skills and personality. These will all be needed in choosing a career path. For a more detailed assessment, ask close friends, parents and anyone who is likely to tell you the truth to help by telling you what they think you are good at.

Also there are tests, career tests online to help gather your traits and skills, through questions which would be directed to you, to be answered truthfully. You could also go to a career counselor to help guide your choices by using your interests and strengths as a blue print.

2. Make a list of careers to explore: You have interests in certain fields but are confused on how to go from the list you have made, what to do and which to choose from. This stage is very normal. [...]

3. Narrow your list: You have made a list of the careers which you think you might do well in, you have also researched based on the questions stated in number 2. It is fair to say now, based on the research made so far, that you know which career you think you can do well in, which career looks appealing to you and which career you know you will not be caught dead doing.

[...]

4. Network: This is the most crucial point of choosing a career. The network you are able to make goes a long way to determine how well you perform and how successful you become in that profession. Make [...] yourself visible on social media, follow people who seem to be top professionals in that career, meet with people successful in the careers, ask them questions, make yourself noticed.

[...]

5. Put on your thinking cap: The thinking cap is a metaphor for making an informed decision with the information you have been able to gather. Leave nothing behind. [...]

6. Identify your goals: A goal is something you intend to achieve within a given period. Once you make your decision, write down your goals, short term goals, long term goals. They help to set you on motion, to motivate you into doing better and achieving better within a short period.

[...]

CHUKWUEMEKA, Edeh Samuel. How To Choose A Career Path: 11 Essential Tips. *Bscholarly*. [Enugu], Jun. 14, 2023. Available at: https://bscholarly.com/how-to-choose-a-career-path-top-8-career-guides/#Guide_for_Choosing_The_Right_Career_Path. Accessed on: Jul. 31, 2024.

a. What role do external opinions play in succeeding in choosing a career, according to the author of the text? *Opinions from close friends, parents, and anyone who is likely to tell you the truth are valuable in this process.*

b. Explain the significance of **networking**, according to the author, and describe the specific actions recommended to build a professional network effectively. *3. b. According to the author, networking is crucial for choosing a career. The author recommends*

c. Why does the author emphasize the importance of writing down your goals?

Because that helps to set you on motion, to motivate you into doing better and achieving better within a short period.

making good use of social media platforms, following top professionals in the desired career field, meeting with successful individuals, asking them questions, and making oneself noticed.

Did You Know...

Bscholarly is an online resource center created to help students all over the world in their academic pursuits. It was built by Edeh Chukwuemeka Samuel (Samstyle), an ardent blogger from the Faculty of Law, University of Nigeria. Unlike every other education website, Bscholarly is sole bent on disseminating education news, scholarships opportunities, legal articles/cases and scholarly works from different fields of study. Apparently, it is the best and most reliable website for students and teachers all over the world.

ABOUT us. *Bscholarly*. [Enugu], [20--]. Available at: <https://bscholarly.com/about-us/>. Accessed on: Jul. 31, 2024.

4. Choose the best alternative to complete each sentence about the text.

a. II; b. provide detailed assessments of your traits and guide your choices.

a. ▲ is a method the author suggests for assessing your strengths and interests.

I. Reading books about different careers

III. Watching career-related videos

II. Asking close friends and family for their opinions

IV. Attending various job fairs

b. According to the text, career tests and career counselors ...

... help you decide your career quickly.

... offer job placements directly.

... provide detailed assessments of your traits and guide your choices.

... help you write your resume.

After Reading

5. Personal answers. Example: *My strengths and interests have guided my decisions by helping me to choose activities and roles where I feel qualified and motivated. Understanding these factors can lead me to making more satisfying career choices.*

5. How have your strengths and interests influenced your decisions? How might understanding these factors impact your future career choices? Write your answers in your notebook.



000 Before Reading

1. Personal answers. Example: No, it is not balanced. There are jobs and professions in which we see more women and others in which we see more men. There can be a number of reasons for that to happen, such as personal preferences, activities that are done in the job, working hours etc.

2. Is it fair to relate job productivity to gender? Explain.

Personal answers. Example: No, it is not fair to relate job productivity to gender because people may react differently to how they produce at work, regardless of their gender. Making this kind of connection can demonstrate that the person is unaware of gender equality.

000 While Reading

3. Read extracts from a report produced by the Asian Development Bank (ADB), entitled *Women in the Workforce: an unmet potential in Asia and the Pacific*. Then, answer the questions about it.

WOMEN IN THE WORKFORCE

Extract 1

[...] Trends in Female Labor Force Participation [...]

The female labor force participation (FLFP) rate varies considerably across the globe, despite some clustering within regions [...].

Extract 2

[...] Women allocate their time differently from men

How women allocate their time is different from men, and this can be a key source of inequality between women's and men's participation in the labor force. At all levels of household income, women do the majority of housework and care, so they correspondingly spend less time in labor market work. In other words, they contribute to economic welfare through activities such as child-rearing and housework, tasks that are not accounted for in gross domestic product (GDP). [...]

Extract 3

[...] Causes of the Perpetuation of Women's Low Productivity

The World Development Report in 2012 suggested that without intervention, there is a danger that some of these persistent trends that lead to low female market productivity will be perpetuated across time and generations. If women are perceived as less productive today, there is less investment and desire to increase their productivity tomorrow, this creating a "low-productivity trap". [...]

In some countries, the low-productivity cycle can get perpetuated because women acquire less old-age income than men. If women are outside of the labor market for more years on average, and their average wages are lower, pension benefits will also tend to be low, this thus increasing their dependence on younger family members.

[...]

Extract 4

[...] The performance of selected Asian countries in women's economic empowerment

[...]

Policy considerations for any given country will depend on the nature and severity of its gender gap problem. However, it is important that appropriate policies should address many interrelated issues that cut across cultures and income groups. For example, increasing childcare options for working parents, raising access to technical and vocational education, reducing barriers to international trade and making job information more available are examples of initiatives that benefit both women and men. To be effective, every policy response should take into account the specifics of the country's history, culture, social norms, progress of socioeconomic development, and other relevant factors or conditions.

[...]

ASIAN DEVELOPMENT BANK. *Women in the Workforce: an unmet potential in Asia and the Pacific*. Manila: Asian Development Bank, 2015. Available at: <https://www.adb.org/sites/default/files/publication/158480/women-workforce-unmet-potential.pdf>. Accessed on: Jul. 31, 2024.

- a. Read Extract 2. Why do women allocate time differently in the labor force than men?
This is related to women also being responsible for household chores and care.
- b. Read Extract 3. What is the connection between lower pension benefits and women's productivity in jobs?
Pension benefits are connected productivity and income. As a consequence, if women receive less while working, it impacts their pension benefits.
- c. Read Extract 4. What are some initiatives that can help improve women's economic empowerment?
Increasing childcare options for working parents, raising access to technical and vocational education, reducing barriers to international trade, and making job information easily available.

Did You Know...

...that some words in English can have different spelling?

For example, in the United Kingdom and in some countries which were formerly related to them, such as Canada and Australia, the spelling of words like **labor** will include the letter **u** (as in **labour**). In other countries, including the United States of America, the **u** was removed, and the word became **labor**. This also happens in words such as **color**, **flavor**, **humor**, and **neighbor**.

In English-English dictionaries, the different spellings are indicated by the use of abbreviations. Here are some examples: **BrE** or **UK** for British English; **AmE** or **US** for American English; **AUS** for Australian English; **CAN** for Canadian English etc. Other countries that use English as their official language may adopt one way or another to spell words.

Other common changes in spelling happen in:

- Verbs ending **-ise** (BrE) or **-ize** (AmE).
Examples: apologise / apologize, organise / organize, recognise / recognize, analyse / analyze.
- Double **L** in verbs ending in a vowel plus **L** (BrE).
Examples: travel – travelled (BrE) / traveled (AmE), travelling (BrE) / traveling (AmE).
- Use of double vowels **ae** or **oe** (BrE) or just **e** (AmE), with a few exceptions.
Examples: manoeuvre (BrE) / maneuver (AmE), oestrogen (BrE) / estrogen (AmE), leukaemia (BrE) / leukemia (AmE).
- Use of **-ence** (BrE) or **-ense** (AmE) in nouns.
Examples: defence (BrE) / defense (AmE), licence (BrE) / license (AmE), offence (BrE) / offense (AmE).
- Use of **-ogue** (BrE) or **-og** / **-ogue** (AmE) in nouns.
Examples: catalogue (BrE) / catalog or catalogue (AmE), dialogue (BrE) / dialog or dialogue (AmE).

After Reading

4. Personal answers. Examples: increasing options of day care for children, flexible working hours, bonus for productivity, extra benefits for workers who live more than 4km from work etc.

4. Read the following extract from Text 2 and answer: What should the Brazilian policy response to women's economic empowerment consider? Make connections with the knowledge you have built in other subjects and courses at school to help organize your answer.

To be effective, every policy response should take into account the specifics of the country's history, culture, social norms, progress of socioeconomic development, and other relevant factors or conditions.

5. What are the most common problems women face in the workplace in your city or region? Consider some of these: wage inequality, promotion barriers, job opportunities, sexual and moral harassment, and double shift. Ask the women in your circle of friends.
Personal answers. Example: The problems I've found are wage inequality and the challenge of balancing work with household responsibilities.

LANGUAGE IN USE

1. Read two extracts from Text 2 and answer the questions about them. **a. I; b. II; c. I; d. II**

I. If women are perceived as less productive today, **there is** less investment and desire to increase their productivity tomorrow [...].

II. If women are outside of the labor market for more years on average, and their average wages are lower, pension benefits **will** also **tend** to be low, this thus increasing their dependence on younger family members.

- a.** Sentence **I / II** presents a condition and its consequence. It expresses that the consequence for that condition is always the same.
b. Sentence **I / II** presents a condition and its consequence. That is a possible consequence for that condition – it is not always the same.
c. Sentence **I / II** is in the Zero Conditional:

conditional clause (*if* + Present Simple), main clause (Present Simple).

- d.** Sentence **I / II** is in the First Conditional: conditional clause (*if* + Present Simple), main clause (*will* + verb in the base form without *to*).

2. Use the topics below to create conditional sentences based on Text 2.

- a.** Female Labor Force Participation
b. Women and men allocating their time differently
c. Causes of the Perpetuation of Women's Low Productivity
d. Women's economic empowerment

3. Complete the sentences with ideas based on Text 2.

- a.** Unless women are perceived as more productive, ▲.
b. Unless women are part of the labor market, ▲.

2. Personal answers. Students are expected to use Zero or First Conditional and the ideas from Text 2. Examples: **a.** If women have more chances to work, the female labor force participation will increase.; **b.** If women and men divide household chores and care, both of them will have better opportunities at work.; **c.** If the government doesn't create new policies, the perpetuation of women's low productivity continues.; **d.** If women's economic empowerment considers the local factors of each country, it helps more people succeed.

Language Expansion

Zero and First Conditionals

Conditional clauses introduce a condition and are followed or preceded by a clause which presents a result if that condition is met. The conditional clause can be introduced by the conjunction **if**. In Text 2, two types of conditionals are identified: Zero Conditional and First Conditional.

In the Zero Conditional, both the conditional clause and the main clause contain verbs in the Present Simple. The Zero Conditional is used to express facts that are always true, such as scientific or natural truth.

In the First Conditional, the conditional clause contains a verb in the Present Simple whereas the main clause contains a verb in the future (*will* + verb). The First Conditional is used to refer to a situation, result, or consequence that is **possible** to happen.

The conjunction **unless**, which means "except" or "if not", can be used in the place of **if**.

Examples:

- **If** we don't talk about the role of women in the labor market, we won't address the issue.
- **Unless** we talk about the role of women in the labor market, we won't address the issue.

3. **a.** there is less investment and desire to increase their productivity; **b.** pension benefits will tend to be low, increasing their dependence on younger family members.

LISTENING

100 Before Listening

1. Personal answers. Example: Some people may think about the salary, the working hours, the distance between home and place of work (in the case of a job) etc.

1. When choosing a career or a job, what are the key decision points for different people?

2. Have you ever talked to anybody about your career path? Why? Why not?

Personal answers. Example: Yes, I have talked to my family about it because I was in doubt about what I should do.

Não escreva no livro.

While Listening Track 21

3. Listen to an interview broadcast by SEE TV Uganda and identify its main topic.

Answer: b

a. Female labor force.

b. Career guidance.

c. Women's empowerment.

d. Career mistakes.

5. Personal answers. Example: By encouraging self-exploration and providing opportunities for young people to try different activities and subjects.

6. Personal answers. Example: Highlighting the success stories of people who have excelled in these fields.

4. Listen to the interview again and identify the incorrect statement about it. Rewrite the statement in your book, correcting it.

Answer: b

a. Mr. Patrick Malindwa is the CEO and founder of Youth Entrepreneurship Spock.

b. Mr. Patrick Malindwa talks about how young people can choose careers that fit their financial interests.

c. Mr. Patrick Malindwa says it's important to pick a job that matches what you're naturally good at and what feels easy for you.

d. Mr. Patrick Malindwa points out that turning your talent into a career often requires education and training.

After Listening

5. How do you suppose educators and parents can help young people discover and develop their natural strengths and talents to ensure they choose a career that fits them best?
6. What are some ways to change the perception of technical and vocational training to make them as valued as traditional university education?
7. Look at three questions the interviewer asked Mr. Patrick Malindwa. Then, answer the questions that follow in your notebook.

a. No, they don't;
b. Yes, they do.

I. How can we enable our children to do exactly what they love?

II. What would you say to a parent out there?

III. How is it important?

a. Do these questions demand a yes/no answer?

b. Do these questions need to have a longer answer, related to the interrogative pronouns that introduce them?

8. Listen to the interview once again and pay

10. d. Personal answers. Example: Yes, there are different types of Portuguese. Some examples: Continental Portuguese, spoken in Portugal; Brazilian Portuguese, spoken in Brazil; Macanese Portuguese, spoken in Macau. I think they have different rhythm, pronunciation, and intonation as well as different words.

Não escreva no livro.

attention to the intonation used in the questions. Intonation is related to the rising and the lowering of the voice when speaking. What can be stated?

- When the question is an information question formed by a *wh-* word, the voice **lowers** / **rises** at the end of the question.

lowers

9. Now, practice asking the questions in activity 7 aloud.

10. Read this extract about World Englishes and do the activities that follow.

World Englishes is a term referring to localized or indigenized varieties of English spoken throughout the world by people of diverse cultural backgrounds in a wide range of sociolinguistic contexts.

WORLD Englishes. *Oxford English Dictionary*. [S. l.], c2024. Available at: <https://www.oed.com/discover/world-englishes?tl=true>. Accessed on: Aug. 28, 2024.

- a. For this activity, you will need to listen again to the audio in Unit 13 in which an American teacher speaks and the audio of this unit in which two people talk on a TV program in Uganda. First of all, just listen to the audios and pay attention to the differences and similarities of the spoken language.
- b. Now, choose true (T) or false (F). I. T; II. T
- I. The rhythm in American English and Ugandan English is different.
- II. Some words are pronounced in a different way.
- c. Carry out a quick research online. What are other examples of World Englishes? Have you ever heard them? Where?
- d. What about Portuguese? Are there different types of Portuguese around the world? How do they differ from each other?

Did You Know...

10. c. Personal answers. Examples: Australian English, Caribbean English, Phillipine English, Spanglish. I remember having heard Spanglish in songs.

Ugandan English is influenced by Luganda, a language that is widely spoken there, and by various indigenous languages.

Based on: UGANDAN English. *eWave*. [S. l.], 2024. <https://ewave-atlas.org/languages/47>. Accessed on: Sep. 23, 2024.

Is there any job or profession that interests you? How much do you share about it with other people? Now, you have the opportunity to research a job or profession and organize a short presentation about it. You'll have to make use of resources to present your ideas, such as posters or slides.

STEP 1 Brainstorm

- Think of a job or profession that interests you. Where can you find information about it? What information is important to share with other people so that they can get to know more about it?
- Make a list of topics.

STEP 2 Plan & Prepare

- Carry out your research online. Use the job or profession you are researching about as a keyword and use a search tool to look for information on the internet.
- As you finish the search, check the sources to make sure that they are trustworthy: give some preference to official career guides and university webpages.
- Take notes of all relevant information you'll need in your presentation.
- Organize your poster or slideshow, if a computer is available for you to use. These items will help your audience follow your presentation, but they shouldn't have everything you are going to say – they are not a script. Write only some key words and/or sentences.
- Decide on the main information or keywords to have in your poster or on your slideshow.
- Choose relevant images to illustrate your presentation. If you are using posters, you can either draw them or cut them out of old magazines or newspapers. If you are using a computer, look for images that are available as Creative Commons (<https://search.creativecommons.org/>). That means that they are free to use and you won't infringe copyrights.
- Keep your posters short and concise or your presentation no longer than 3 slides.
- Show your poster or slides to a classmate and ask for comments and suggestions.

STEP 3 Practice

- Practice your presentation in pairs or groups of three. One speaks and the others listen and help the presenter improve the presentation. Then, take turns so every member of the group has the opportunity to practice. Go through your poster or slideshow and speak about the items at the same time.
- Remember that your poster or slideshow are resources that help you when you deliver your presentation. Avoid reading item by item to make the presentation more natural.
- Set a timer to check how long your presentation lasts. Try to keep it between 2 and 3 minutes.

STEP 4 Present

- Present the job or profession you have chosen to your class. Tell them they can ask questions at the end of your presentation.
- Take the questions and use your notes to answer them, if necessary. If there is any question you don't know the answer to, write it down, search the answer, and when all presentations have finished, share it with the audience.

Useful Language

My presentation will focus on [career/ profession].

Based on my research, I found out that the job market in [specific field] is ...

The career path I focused on has opportunities for growth, especially in ...

One of the most important factors to consider when choosing this career is ...

A key skill required for success in this profession is ...

One challenge people often face when pursuing this career is ...

In terms of salary and benefits, this career typically offers ...

Overall, I believe this career is a good fit for those who are passionate about ...

Now, you are going to expand on the job or profession you have researched for the Speaking section. You are going to produce a list infographic about necessary soft skills and hard skills for the job or profession you have presented. A list infographic includes text that lists information.

Art: APIS design

1



2



3



4



5



STEP 1 Brainstorm

- Refer back to your notes from the Speaking section and consider the topics soft skills and hard skills. Is there any information missing in your notes? Can you improve what you have?
- Go back to the websites you used while brainstorming your spoken presentation and find the missing information or add to the one you already have.

STEP 2 Plan

- How are you going to organize the information on the two skills using a single page and a list of information? Make a scheme on paper.
- What information are you going to include about each skill? Make a list.
- If you have access to a computer, look for a free online tool to make your list infographic. If you don't have access to a computer, find a large piece of paper or cardboard to put your infographic on. Follow the steps below:
 1. Define your goals and audience.
 2. Collect relevant data for your infographic.
 3. Select an infographic template that fits your message.
 4. Create your layout.
 5. Add design elements to make your infographic attractive.
- Remember that in Unit 5 you created an infographic to help promote healthy habits among the people in your community. Refer back to the Writing section there and to your notes, if possible.

STEP 3 Draft

- Put all information and data together on a large piece of paper or cardboard or on an online tool.
- Read through it and check for readability. Is it possible to see everything that is written from a distance?
- Make any necessary changes.

STEP 4 Revise & Edit

- Revise and edit your text.
- If possible, share it with a colleague and ask for feedback on the content of the text, images, fonts, and colors.

STEP 5 Write & Share

- Write your final text.
- Share it with your classmates in a kind of "class job and career fair" in which you will all get to know more about the required skills for each profession.

ROUND OF TALKS

1. a. Personal answers. Students are expected to share their plans. Examples: take a technical course, learn a trade, continue studying, find a job etc. If some students haven't thought about it yet, they should feel free to say so.

- 1** Read the excerpt from *Surfing the Labor Market: Job search skills for young people*, a booklet published by the International Labor Office. Then, answer the questions in your notebook and discuss them with your classmates.

Conducting a job search is like planning a trip. First, young people need to find out what they want to do and where they want to work. This, in turn, will help them clarify their career goals and make career choices.

The first step participants have to take is self-discovery. This helps them identify attitudes, work related values, interests and skills, and the way these relate to the world of work.

CORBANESE, Valli; ROSAS, Gianni. *Surfing the labor market: Job search skills for young people*. International Labour Office: Geneva, 2012. Available at: https://www.oitcenterfor.org/sites/default/files/file_publicacion/wcms_231722.pdf. Accessed on: Jul. 13, 2024.

- a.** What do you want to do after you finish high school? What are your plans?
- b.** What is important to you when it comes to choosing a career? Read some ideas. Do you agree with any of them? Why?

1. b. Personal answers. Students are expected to decide on the items that make sense to them.

1. c. Personal answers. Students are expected to reflect on their personal traits and answers accordingly.

A career that ...

provides me with a good salary.
allows personal development.
fits my personality.
brings social recognition.
has a career development plan.
takes me to different places.

- c.** What kind of person are you?

Do you ...

like to follow or to give orders?
enjoy working alone or as part of a team?
feel comfortable with big challenges or prefer to stay away from them?
love creative tasks or routine?

2. Personal answers. Example: I'm kind of a nerd person and I like to fix electronics. I'll probably be a good technician.

- 2** What are your main strengths and talents that could help you in your future career?

- 3** Read all of your notes and answer.

- a.** What professions/occupations do you think you would fit in to? Explain your answer.
- b.** Do you see yourself doing that for many years? Why?

3. a. Personal answers. Students are expected to mention one or more professions or occupations.

3. b. Personal answers. Students are expected to explain why they think they can be at a certain job for several years or not.

PERSONAL REFLECTION

To wrap up this unit of study, you have the chance to reflect on your learning. Read and answer the questions about yourself.

Personal answers.

- 1** I can discuss about hard and soft skills and female labor force participation **with ease / with some difficulty**.
- 2** I can use the Zero and First Conditionals **with ease / with some difficulty**.

- 3** I can identify the intonation in *wh*- questions **with ease / with some difficulty**.

- 4** I can make an oral presentation about a job or profession using resources such as posters or slideshows **with ease / with some difficulty**.

- 5** I can produce a mixed-chart and list infographic about necessary soft skills and hard skills for a job or profession **with ease / with some difficulty**.

Objectives

- To show understanding of a lifestyle web article about languages in Africa and of a poem written by an African immigrant.
- To use Passive Voice in the Present and Past Simple tenses.
- To make a spoken presentation about an African language using information summarized in a fact file.
- To produce a web article about linguistic diversity in Brazil.
- To reflect about the history of Brazilian Portuguese and the contributions from African and Indigenous languages.

Personal answers. Examples: **1:** Social, cultural, scientific and economic development because African teenagers have the right to education.; **2:** Social, scientific, and economic development because it shows African people have the right to medical care; **3:** Social and economic development because it seems that the city has some infrastructure.; **4:** Social, economic, and technical development because it shows a woman as part of the labor force in a startup.

START UP

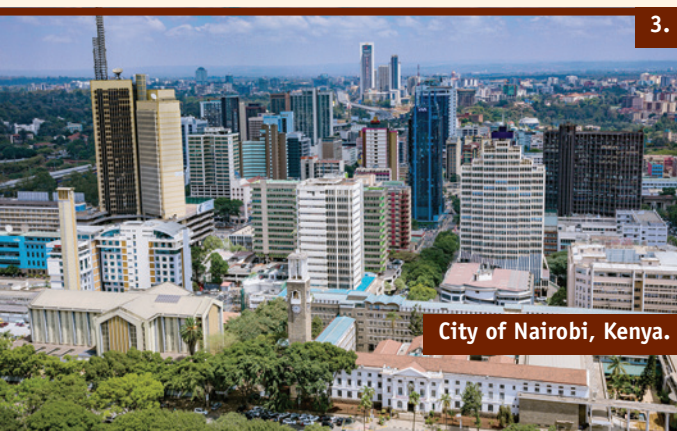
1. The photos below represent different ways Africa has developed. In your opinion, which ones could represent social, cultural, scientific, and economic development? Explain your answers.



South African students.



Senegalese doctor taking blood pressure.



City of Nairobi, Kenya.



Woman working in a startup office.

2. a. Personal answers. Example: Decolonization is the process of a colony becoming independent of its colonizing country;
b. Cultural renaissance, the preservation and celebration of indigenous languages, traditions, and arts; redefinition of African nations' cultural identities;
c. Personal answers. Students are expected to refer to Brazil's independence from Portugal, commercial and economic dependence of other countries, the preservation and celebration of local languages and habits, the acceptance that it is a country made of different people and cultures etc.

Did You Know...

On 3 December 1967, Christiaan Barnard performed the first heart transplantation in the world at Groote Schuur Hospital in Cape Town, South Africa. [...]

WILHELM, Markus J. *et al.* Fiftieth anniversary of the first heart transplantation in Switzerland in the context of the worldwide history of heart transplantation. *Swiss Medical Weekly*, [Basel], v. 150, n. 0506, 2020. Available at: <https://smw.ch/index.php/smw/article/view/2727/4379>. Accessed on: Jul. 20, 2024.

2. Decolonization has had an important role in Africa's development. Read the extract from the United Nations (UN) global issues webpage on Africa to get to know more about it. Then, discuss the questions in pairs.

Decolonization

African nations, previously under colonial rule, achieved independence through diplomatic negotiations, nationalist movements, and, in some cases, armed struggles. Decolonization led to the establishment of sovereign African states, each with its own government, constitution, and institutions. This ended direct political control by European colonial powers. The process of decolonization fostered regional unity and cooperation. The Organization of African Unity (OAU), later succeeded by the African Union (AU), was established to promote solidarity and address common challenges.

Independent African nations actively engaged in global diplomacy, participating in international organizations and establishing diplomatic relations. They became important players in shaping global affairs.

Independence allowed for a cultural renaissance, promoting the preservation and celebration of indigenous languages, traditions, and arts. African nations redefined their cultural identities.

[...]

UNITED NATIONS. Africa. *United Nations*. [S. l.], [20--]. Available at: <https://www.un.org/en/global-issues/africa>. Accessed on: Jul. 20, 2024.

- Based on the extract, what can you infer about **decolonization**? What is it?
- According to the extract, what were the positive effects of decolonization?
- Do you think decolonization has happened in Brazil? Explain.

READING

Text 1

Before Reading

- Many languages can be spoken in a single country. Do you know these pieces of information about the languages spoken in Brazil?
 - Official language
 - Indigenous languages
 - Sign languages

a. Brazilian Portuguese; b. Some examples: Apalaí, Arára, Bororo, Canela, Carajá, Carib, Guarani, Kaingang, Nadëb, Nheengatu, Pirahã, Terena, Ticuna, Tucano, Tupiniquim, Wanano, Ye'kuana; c. Brazilian Sign Language, Ka'apor Sign Language, Terena Sign Language.

- Why do countries have more than one language being spoken? Personal answers. Students should resort to knowledge acquired in other subjects, such as history and geography. Answers can include the topics: business and trade; the country's history, colonization, and borders; political issues etc.

While Reading

- Read a local lifestyle web article published by *Business Insider Africa* about languages in 2024. Then, answer the questions about it.

Não escreva no livro.

10 African countries with the highest number of languages

ADEKUNLE AGBETILOYE | 07 June 2024 03:00 PM

Aside from the number of countries in Africa and the population that defines its diversity, the continent is home to many languages. With roughly one-third of the world's 6,000 languages, Africa boasts over 2,000 linguistic variations to cater to its population surpassing 1.2 billion.



10 African countries with the highest number of languages

- Business Insider Africa presents 10 African countries with the highest number of languages.
- Across the continent, English proficiency remains relatively steady, with various age groups showing similar competence levels.

[...]

On the continent, there are at least 75 languages in Africa which have more than one million speakers. The rest are spoken by populations ranging from a few hundred to several hundred thousand speakers. Chief among African languages is Swahili, spoken in the southern and eastern parts of the continent. Hausa is the primary language for Chadic people in Nigeria, Niger and Chad, while Yoruba is spoken in southwest Nigeria, Benin Republic, and Togo. More than 150 million people speak each of these languages.

With this staggering linguistic variety, Africa stands as a testament to the beauty of human communication. And this linguistic diversity is not just a numerical feature but a living narrative that tells the stories of a multitude of cultures, traditions, and histories.

Also, non indigenous languages like English and French are widely spoken and used in various parts of the continent, primarily due to historical colonial influences. For instance, the English language is spoken by about 130 million Africans, and it's an official or secondary language in 27 out of 54 countries on the continent.

Below are 10 African countries with the highest number of languages [...]:

Rank	Country	Number of languages
1	Nigeria	520
2	Cameroon	227
3	Democratic Republic of the Congo	214
4	Chad	129
5	Tanzania	128
6	Ethiopia	92
7	Côte d'Ivoire	88
8	Ghana	83
9	Sudan	75
10	South Sudan	73

AGBETILOYE, Adekunle. 10 African countries with the highest number of languages. *Business Insider Africa*, [s. l.], Jun. 7, 2024. Available at: <https://africa.businessinsider.com/local/lifestyle/10-african-countries-with-the-highest-number-of-languages/On0vkp8>. Accessed on: Jul. 20, 2024.

3. a. II; b. Hausa and Yoruba.; 5. a. Professor/a: Veja Manual do Professor para as respostas desta atividade. b. Personal answers. Students may notice that the languages of the colonizing countries are still used in educational settings in most of those five countries.

- a. How many languages are spoken by over one million speakers? 1. Personal answers. Students are expected to mention someone who has immigrated to Brazil. Reasons for immigrating can vary. Examples: to escape from war, to find better working opportunities, to get reunited with family members etc. The time when the person arrived in the country can vary. Some people's families might have immigrated as of 1800s, others might have immigrated quite recently. Some challenges when arriving in the country could be related to the language, to finding a place to live, finding work, having health insurance, validating diplomas and certificates etc.
- I. 73
II. 75
III. 83
IV. 88
- b. Two languages that are spoken by over 150 million people in Africa are...
... English and French.
... French and Hausa.
... Hausa and Yoruba.
... Swahili and Yoruba.
- c. The reason for people to speak English and French in Africa is primarily ...
... business trade and commerce.
... historical colonial influences.
... language diversity and education.
... people diversity and language.

Did You Know...

Statistical data is important to quantify, summarize, and predict information. In Brazil, we usually study an introduction to statistics as part of our mathematics syllabus in High School. It is possible to take undergraduate and graduate courses in Statistics at university level. A person who has a diploma in Statistics can work in market research, data analysis, data science, political science, quality assurance analysis etc.

4. Refer back to Start up and the text about decolonization. How can you explain the following extract from Text 1 using decolonization as a topic?

[...] this linguistic diversity is not just a numerical feature but a living narrative that tells the stories of a multitude of cultures, traditions, and histories.

4. Personal answers. Example: Decolonization made it possible for African countries to preserve their identities, cultures, and languages. At the same time, it left deep marks in the local cultures, like the fact that many countries have English as their official language.

After Reading

5. According to the table available in Text 1, Nigeria, Cameroon, Democratic Republic of the Congo, Chad, and Tanzania are countries where over 100 languages are used. What language(s) are primarily used in educational settings?
- a. Choose one country and carry out research using reference books or reference websites. Share your findings with your classmates.
- b. Are you surprised with your findings? Why? Why not?

Text 2



What are common misconceptions about Africa and how can the narrative be reshaped?

Before Reading

1. Do you know or have you heard of anyone who has immigrated to Brazil? Why did they come to the country? When did they come here? What were their challenges when arriving here?
2. In your opinion, why would a person choose to immigrate to Brazil? 2. Personal answers. Examples: Brazil is a good country to live as there is no war; natural disasters like hurricanes, earthquakes or volcano eruptions, the weather and climate is mostly good all over the country; public health system (Sistema Único de Saúde – SUS) is accessible to the population etc.

While Reading

Did You Know...

[...]

More than 35,000 African migrants currently live in Brazil, according to the Federal Police. One of them is Moisés Antônio, who was born in a province near Luanda, Angola, where he graduated and worked as an English teacher for Brazilians.

[...]

NEMITZ, Ellen. African migrants in Brazil speak out. *Fair planet*. [S. l.], Jun. 19, 2022. Available at: <https://www.fairplanet.org/story/african-migrants-in-brazil-speak-out/>. Accessed on: Aug. 2, 2024.

3. Read the poem *I am an immigrant*, written by Moisés Antônio. Then, answer the questions about it.

I AM AN IMMIGRANT

Moisés Antônio



Art: APIS design; Image: GoodStudio/Shutterstock.com/D/BR

I am an immigrant from far beyond overseas
There, from the other side of the ocean
Forced to leave the country
Yes, the country of my origin
In which for life,
I had been fighting for centuries
Knocking on never unopened doors
Which were always closed
I have no land
There, where I come from
which you call or say to be my land...
I was like an arrow
Eager to go forward
But had been consistently pulled backward
Harder and harder!
And, by pulling me so much
I was hurled vehemently
to hit the target
And came to end up here!
I am an immigrant
I have no land
Everywhere is a land
It doesn't matter if here or there!
I wish there were no borders!

I wish there were no laws
Laws that tie, separate,
Harass, injure and shake us!
Oh if there were no borders
Geographic divisions
And all the men were only men,
With no distinction of races, colors, or nationalities!
Why am I to blame for being Black or White?
A Christian or Muslim? A Hindu or Buddhist?
A Jew or Samaritan?
If maybe there were no Black or White races!
In fact, there are not
The only race that exists is...
The human race!
I am an immigrant, emigrant, migrant
Tough with the strength to live, eager to live
I'm resistible like an African Lion
I have the power of the wild Hawk's claws
I'm persistent like the moving sea waves
So, all I beg is to be respected
I just want to live life...
Because the Earth is ours... for all of us
Created by God, and given to all human beings
It doesn't matter where, if here or there!

NEMITZ, Ellen. African migrants in Brazil speak out. *Fair planet*. [S. l.], Jun. 19, 2022. Available at: <https://www.fairplanet.org/story/african-migrants-in-brazil-speak-out/>. Accessed on: Aug. 2, 2024.

- Why did the narrator leave his country of origin? *The narrator was forced to leave his/her country of origin because of unending fights and closed opportunities.*
- What simile does the narrator use to describe his experience in his land?
- What is the narrator's wish regarding borders and laws? *The narrator wishes there were no borders or laws that separate and discriminate against people (that tie, separate, harass, injure, and shake people).*
- According to the poem, what is the only race that exists? *The only race that exists is the human race.*
- What qualities does the narrator claim to have to survive and thrive as an immigrant? *The narrator claims to be tough with the strength to live, eager to live, resistible like an African lion, powerful like the wild hawk's claws, and persistent like the moving sea waves.*

Não escreva no livro.

Language Expansion

b. In "I was like an arrow / Eager to go forward / But had been consistently pulled backward / Harder and harder!", the narrator compares himself/herself to an arrow that was eager to go forward but had been consistently pulled backward.

Metaphor vs. Simile

A simile is a figure of speech that compares two otherwise dissimilar things, often introduced by the words **like** or **as** (I'm resistible like an African lion). A metaphor is when a word is used in place of another to suggest a likeness (I'm an African lion).

'METAPHOR' vs. 'Simile'. In: MERRIAM-WEBSTER. Springfield: Merriam-Webster, c2024. Available at: <https://www.merriam-webster.com/grammar/metaphor-vs-simile>. Accessed on: Aug. 2, 2024.

After Reading

4. How does the poem challenge our understanding of identity and belonging in the context of modern global migration?

Personal answers. Example: By showing that everyone is part of the same human race, no matter where they come from. The poem suggests that borders and races shouldn't matter and that we should see each other as equals.

LANGUAGE IN USE

1. Look at the extracts from Text 1 and Text 2. Then, decide on the appropriate words to complete the sentences.

I. The rest [of the languages] **are spoken** by populations ranging from a few hundred to several hundred thousand speakers.

II. Hausa is the primary language for Chadic people in Nigeria, Niger and Chad, while Yoruba **is spoken** in southwest Nigeria, Benin Republic, and Tongo.

III. I **was hurled** vehemently [...]

- a. Sentences I, II, and III focus on **the subject / the action**.
b. Sentences I, II, and III are in the **Active Voice / Passive Voice**.
c. The **Active Voice / Passive Voice** is formed by the auxiliary **▲** and a verb in the **▲**.
d. The verb tense is expressed in the **auxiliary verb / main verb**. a. the action; b. Passive Voice; c. Passive Voice, **to be**, past participle; d. auxiliary verb

2. Read another extract from Text 2. This is an example of reduced Passive Voice, as words are omitted.

I am an immigrant from far beyond overseas
There, from the other side of the ocean
Forced to leave the country

- a. How can you write the third verse of the poem without omitting words?
I was forced to leave the country
b. What was omitted in the original sentence?
The subject pronoun (**I**) and the auxiliary verb **to be (was)**.
c. Why is the reduced passive used?
I. To emphasize the subject of the sentence.
II. To help with readability.

Answer: II

Language Expansion

Passive Voice with the Present and Past Simple tenses

The Passive Voice is used when one wants to reduce the importance of the agent in the sentence and highlight the action. For example, in "[...] Yoruba **is spoken** in southwest Nigeria, Benin Republic, and Tongo", the focus is given to the language and not to its speakers.

The agent can be omitted when it is obvious. In the example, it is obvious that "speakers of the language" would be the agent, so it could be omitted from the sentence. When that is not the case, the preposition **by** is used before the agent. See the example: "The rest [of the languages] **are spoken by** populations [...]."

The Passive Voice is possible with most transitive verbs, as it needs to have the direct object as the subject of the passive. Here is an example:

Active Voice: **Populations speak the rest of the languages.**

Subject of the active voice: populations

Transitive verb: speak (Present Simple)

Direct object: the rest of the languages

Passive Voice: **The rest of the languages is spoken by populations.**

Topic (object of the active voice): the rest of the languages

Verb in the Passive Voice (Present Simple): is spoken

Agent (the "doer"): populations

The Passive Voice uses the auxiliary verb **to be** and the main verb in the past participle. The verb tense is marked in the auxiliary verb. In the examples below, sentence I is in the Present Simple Passive and sentence II is in the Past Simple Passive.

I. [...] while Yoruba **is spoken** in southwest Nigeria, Benin Republic, and Tongo.

II. I **was hurled** vehemently [...]

3. Read an extract from a scientific article about languages in Africa. Then, answer the questions about it.

a. Identify the sentences in the Passive Voice. *Professor/a: Veja Manual do Professor para as respostas desta atividade.*

b. Is the agent of the passive present in the sentences you have identified? Why is that?

No, it is not. The agent of the passive is obvious (people) and therefore not necessary.

Art: APIS design: ImageDKDesign/Shutterstock.com/IDBR

AFRICAN LANGUAGES

Africa is traditionally seen as hosting four large indigenous phyla, or language families, namely Niger-Congo, Afroasiatic, Nilo-Saharan and Khoisan. This four-way division is overly simplistic, and the true number of African language families likely surpasses 20, including a number of isolates and sign languages. There are estimated to be more than 2000 languages on the continent.

The Niger-Congo label covers about 1500 languages spoken across most of sub-Saharan Africa, and includes many of the largest languages of West Africa such as Yoruba, Bambara, Wolof, Ewe and Akan. Many of the largest languages spoken across Central, Eastern and Southern Africa belong to the Bantu language family, the largest subgroup of Niger-Congo. Afro-Asiatic includes languages spoken in both the Middle East and Africa, including extinct languages known from written records, such as Ancient Egyptian, Akkadian and Ge'ez. Subgroups of Afroasiatic include Berber, Cushitic, Omotic, Chadic, Semitic and Egyptian. Berber languages such as Tamazight, Kabyle, and Tuareg are spoken in North Africa. Cushitic languages such as Somali and Oromo are spoken primarily in the Horn of Africa. Omotic languages and Semitic languages such as Amharic, Tigrinya and Gurage are also spoken in northeastern Africa. Arabic, a Semitic language originating from the Arabian peninsula has spread across large parts of northern Africa as the language of Islam (including in Egypt, where it has displaced Coptic, the descendant of Ancient Egyptian). Chadic languages such as Hausa are spoken in West Africa in countries such as Nigeria and Cameroon.

[...]

SANDS, Bonny; GUNNINK, Hilde. Languages of Africa. In: DAMICO, Jack S.; BALL, Martin J. (ed). *The SAGE Encyclopedia of Human Communication Sciences and Disorders*. Thousand Oaks, CA: Sage Publishers, 2019. p.1020-1024.

4. In your opinion, are countries like Brazil favoring the use of their Indigenous languages by its people? Write a statement. Then, share it with your classmates. Does the group have similar or different opinions? *Personal answers. Students are expected to produce a short text stating their opinion about the topic.*

LISTENING

1. *Personal answers. Students can talk about young people in the workforce, innovation that can be brought by fresh minds, how education can contribute to the transformation etc. Their answers can be the same or different depending on the country they are considering. That will depend on the amount of information they have about other countries, their population, and developmental strategies. Those pieces of information can originate from previous studies in geography.*

Before Listening

1. In your opinion, how can young people contribute to transforming a country? Would your answer be the same for all countries? Why? Why not?

2. The expression “quality education” is connected with the fourth Sustainable Development Goal (SDG): Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. (Available at: <https://sdgs.un.org/goals/goal4>. Accessed on: Jul. 20, 2024).

In your opinion, how important is quality education in transforming a country?

While Listening Track 22

3. Listen to the streaming *How can Africa's young people shape its future with the right skills?*, with Majda Eddaifi, an economist from the OECD Development Centre. Then, complete these extracts from the audio recording.
- a. 103 million, 240 million; b. half; c. 82%; d. 2030, 70%
- a. The number of young Africans finishing secondary or higher education will jump from ▲ to ▲.
- b. Yet almost ▲ of its recent graduates feel that their skills do not match their job requirements.
- c. Right now, ▲ of workers are in informal jobs with no security and little chance for advancement.
- d. By ▲, ▲ of jobs will need digital skills.

4. Listen to the audio again. Three skills are named in the streaming. What are they? Explain two of them.

Did You Know...

Digital skills, green skills, and entrepreneurial skills are the skills mentioned in the audio. Green skills are abilities that enable individuals to contribute to environmentally sustainable practices. Entrepreneurial skills are the abilities and qualities needed to successfully start, manage, and grow a business.

OECD is the acronym for the Organisation for Economic Co-operation and Development. It is an international organization that promotes economic, environmental, and social policies across its member countries.

Based on: ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT. About OECD. *OECD*. [S. l.], [20--]. Available at: <https://www.oecd.org/en/about.html>. Accessed on: Jul. 20, 2024.

After Listening

5. In our globalized world, how do you see the situation in Brazil in the future? Do you think it will be different from that in Africa? Why? Why not?
2. Personal answers. Students are expected to comment on the importance of education as a way to open doors for opportunities and for social, cultural, economic, scientific, and political development.
5. Personal answers. Example: Brazil could face similar challenges, with a growing need for digital, green, and entrepreneurial skills. Like Africa, investing in education and addressing informal work will be crucial for future success.

SPEAKING

You are going to make a presentation in the format of a spoken fact file about an African language. A fact file is a short report in which the most important information about a topic is listed. As a result, it offers a summary of the chosen topic.

STEP 1 Brainstorm

- Refer back to the Reading section, Text 1.
- Check the ten countries listed in the table provided in the article. Choose one to research on.
- What information should be part of a fact file about an African language? See some suggestions below or add your own ideas:
 - Language
 - Country where it is spoken
 - Number of speakers
 - Spoken, written, or sign language

STEP 2 Plan & Prepare

- Research the information you need to complete your fact file. You can check the online *World Atlas of Languages*, suggested in the Learning More section, and other webpages. Make sure they are reliable sources and include the references. The *World Atlas of Languages* can also give you special information on the language, such as:
 - If it is a safe language, that is, if it is used by many people and its use is being passed on from generation to generation, or if it is endangered or vulnerable, which means that there are few people using it and may become extinct.
 - If it is just a spoken language, if it is a sign language, or if it has both the spoken and the written formats.Those details could be featured as “curiosities” or “historical facts” in your fact file, depending on the language and on your approach.

- You can create your fact file on a large piece of paper or on the computer.
- Make sure it has the language you chose highlighted at the top of the fact file and that all topics are clearly marked as such, in bold or in a different font or color.

STEP 3 Practice

- Use your fact file as a guide for your presentation. Think about how you can present the information without just reading the fact file out aloud.

- Rehearse with someone, creating full sentences to explain the topics and the information there.

STEP 4 Present

- Get together with other people in your class.
- Take turns sharing the fact file.
- After presenting it, take questions from your audience.
- You can share the fact files on the school walls or on the school website after the presentations.

WRITING

Now, you have the chance to create a web article about linguistic diversity in Brazil. You should include statistical data and historical, social, and economic references in your article. Your article should explain the following statement: There is linguistic diversity in Brazil.

STEP 1 Brainstorm

- Revise your notes from the Before Reading section related to Text 1.
- Choose your approach: Are you going to write about linguistic diversity in Brazil in general or are you going to give an overview and then focus on one or two specific languages (e.g.: sign languages, Indigenous languages)? Are you going to include information about languages spoken in the border regions as well? What about languages spoken by immigrants and refugees?

STEP 2 Plan

- Look for statistical data to support your approach. You can find information on websites from reputable newspapers, which use verifiable sources, on the *Instituto Brasileiro de Geografia e Estatística* (IBGE) portal (<https://www.ibge.gov.br/>; accessed on: Aug 6, 2024.), and on the web archive of the *Museu da Imigração* (<https://museudaimigracao.org.br/acervo-e-pesquisa/acervo>; accessed on: Aug 6, 2024.).
- Research and take notes on historical, social, and economic information that can help you explain linguistic diversity in Brazil. You can consult reference books and course books in the fields of history, geography, and sociology. You can also

write a list of questions and consult a teacher at your school about where to find it.

- Make a scheme for your web article. Include: headline, byline, date, lead-in, introduction, development, and conclusion. Mark where the statistical data is going to be included. Make sure you have the complete references to include with it.

STEP 3 Draft

- Write a draft of your web article. Make side notes indicating where the font should be different, bigger, in bold or in italics, and where a different color can be used.

STEP 4 Revise & Edit

- Read your draft and make any necessary changes.
- Show it to a colleague for proofreading and feedback.

STEP 5 Write & Share

- Write your final text.
- Include different font types, sizes, and colors to make a headline, byline, and lead-in distinguished from the rest of the article.
- Revise it again.
- Save your article as a PDF file, to avoid having the layout altered when the document is shared with other people.
- Share it with your classmates and teacher. You can share the web article on the school webpage, on the class blog or webpage, and even via a QRcode. In this case, make sure that the file allows external users to access it.

ROUND OF TALKS

1. c. African words: batuque, calango, dendê, fubá, gandaia, gingado, marimondo, quilombo, quitanda, tanga. Indigenous words: açaí, arara, capim, curumim, tainha.

- 1 Read the excerpt below and answer the questions that follow.

The History of the language in Brazil

When Portugal first colonized Brazil, a process that began with discover in the year 1500, Tupi, or more precisely the Tupinambá, [...], was used along with Portuguese as the general language of the colony. This was primarily because the Jesuit priests studied and taught the Tupi language. [...] Portuguese inherited words associated with flora and fauna from indigenous languages. Among these words were **abacaxi** (pineapple), **mandioca** (manioc flour), **caju** (cashew), **tatu** (armadillo), and **piranha**, the voracious fish, as well as proper and geographic names.

The Portuguese language in Brazil received a new source of contributions with the influx of African slaves. [...] From the Angolan Quimbundo language came words such as **caçula**, meaning the youngest child, **moleque** (a street child), and the dance **samba**.

[...]

MEDEIROS, Aderlardo A. The portuguese language. UFRN. [Natal], Feb. 9, 2006. Available at: http://www.linguaportuguesa.ufrn.br/en_3.3.a.php. Accessed on: Jul. 16, 2024.

2. Personal answers. Examples: Some may say it sounds normal to them. Others may say they feel fascinated, connected, curious, proud, aware, and so on.

3. Personal answers. Students are expected to mention at least one word from each category and justify their answers.

- a. Have you already used the words borrowed from Indigenous languages mentioned in the excerpt? Did you know they came from Indigenous languages? *Personal answers. Example: I've already used all of the words listed in the text, but I didn't know about their origin.*
- b. What about the words coming from the African language? Are you familiar with them and have you used them? *Personal answers. Example: I always use them, but I didn't know about their origin.*
- c. The words listed below come either from Indigenous languages or African languages. Read them and classify them according to these two categories.

açaí	curumim	marimondo
arara	dendê	quilombo
batuque	fubá	quitanda
calango	gandaia	tainha
capim	gingado	tanga

- 2 How do you feel knowing that many Brazilian Portuguese words come from African and Indigenous languages?
- 3 Which words from African or Indigenous origins do you find most interesting or surprising? Why?
- 4 How do you think this knowledge about the linguistic diversity of Brazilian Portuguese could impact the way you interact with others and appreciate different cultures? *Personal answers. Example: Knowing that makes me respect other cultures and recognize their contribution to my own culture.*

PERSONAL REFLECTION

Let's reflect about your learning in this unit. Choose on the option that completes each of the sentences with true information about you.

- 1 I can discuss Africa's social, cultural, and economic development as well as decolonization **with ease** / **with some difficulty**.
- 2 I can use Passive Voice in the Present and Past Simple tenses **with ease** / **with some difficulty**.

- 3 I can give a presentation about an African language using information summarized in a fact file **with ease** / **with some difficulty**.
- 4 I can produce a web article about linguistic diversity in Brazil **with ease** / **with some difficulty**.
- 5 I can share my ideas about linguistic diversity of Brazilian Portuguese **with ease** / **some difficulty**.

Objectives

- To show understanding of and analyze a press release and the extract of a policymakers' guide about sustainability.
- To identify verbs which are followed by gerund or infinitive.
- To identify and use collocations related to sustainable issues.
- To show understanding of a spoken UN summary about the sustainable development goals progress.
- To plan and produce a podcast about sustainable development goals in the community.
- To write an online news article about a sustainable action.
- To share ideas about sustainable education.

Personal answers. Example: **1:** Community gardens help reduce food transportation costs, reduces water runoff, and improves the ecology of the area.; **2:** Bike-friendly cities help reduce pollution and traffic.; **3:** Domestic composting help reduce waste in landfills and becomes a great fertilizer for the soil.; **4:** Harvesting rainwater conserve groundwater, save energy, and limit the damaging effects of stormwater runoff.

START UP

1. Look at the photos and read the encyclopedia entry for the word **sustainability**. Then, identify why the photos represent sustainable actions.



1.

Robert Ireland/Shutterstock.com/ID/BR

Urban community garden.



2.

Canetti/Shutterstock.com/ID/BR

Bicycle-friendly city streets.



3.

Electric Egg/Shutterstock.com/ID/BR

Domestic composting.



4.

eugenehill/Shutterstock.com/ID/BR

Rainwater harvesting system in a home.

SUSTAINABILITY

Sustainability

Sustainability, the long-term viability of a community, set of social institutions, or societal practice. In general, sustainability is understood as a form of intergenerational ethics in which the environmental and economic actions taken by present persons do not diminish the opportunities of future persons to enjoy similar levels of **wealth**, utility, or **welfare**.

MEADOWCROFT, James. Sustainability. *Britannica*. [S. l.], Jul. 25, 2024. Available at: <https://www.britannica.com/science/sustainability>. Accessed on: Jul. 22, 2024.

Glossary

welfare: physical and mental health and happiness, especially of a person.

wealth: a large amount of money, property etc that a person or country owns.

CAMBRIDGE dictionary. Cambridge: Cambridge University Press & Assessment, c2024. Available at: <https://dictionary.cambridge.org/>. Accessed on: Aug. 20, 2024.

2. What sustainable actions are present in your daily life? *Personal answers. Students are expected to bring actions such as recycling, reusing, and reducing the amount of trash, using means of transportation that emit less carbon dioxide etc.*
3. Do you know the destination of your city garbage? If you don't, try to find it out. Find what the Brazilian Federal Law 12.305 of August 10th, 2010 is about. *Personal answers. Example: The garbage in my city is taken to a dump. Law 12.305 regulates the destination of solid waste in Brazil.*

READING

Text 1

1. Personal answers. Example: A press release is a written official statement which is prepared for and delivered by the public relations department of companies, governments etc. It is used to make announcements or to provide information that is relevant to a large audience. / Yes, I have. It was about involving teenagers and young adults in sustainable campaigns. / No, I haven't.

Before Reading

1. Do you know what a press release is? Have you ever read one? If so, what was it about?
2. You have studied about the European Union (EU) in other subjects, such as geography and history. What do you remember about it? What are its main objectives? What countries are members of the EU?

Personal answers. Students are expected to resort to previous knowledge about the European Union. Examples of EU objectives: upholding and promoting EU values and interests; contributing to peace, security, and sustainable development; observance of international law; fostering free and fair trade and human rights protection etc. In July 2024, the members of the EU were: Austria, Belgium, Bulgaria, Croatia, Republic of Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, and Sweden. (Based on: <https://european-union.europa.eu/>. Accessed on: Jul. 30, 2024.)

While Reading

3. a. 1. Explore ways to increase the involvement of young people in the political process, particularly those from disadvantaged backgrounds; 2. Promote opportunities for educators and youth workers to develop knowledge, skills, and competences to address issues of social inclusion and sustainable development; 3. Take a cross-cutting approach to integrating a youth perspective across all policies and levels of government. **b.** To protect young people from social exclusion and empowering them to act as agents of change for sustainable development. **c.** The aftermath of the Covid-19 pandemic, Russia's war of aggression against Ukraine, the energy crisis, and climate change. **d.** Because that is a way to help young people deal with the challenges they face today. It can be done through access to quality education and health services. **e.** Policy makers and youth stakeholders reiterated their joint commitment to mainstreaming a youth perspective in policy-making and increasing the participation of young people in policy-making processes.
3. Read the press release by the Council of the European Union about sustainability and answer these questions.
 - a. The Education, Youth, Culture and Sport Council of the EU requires member states and European Commission to engage in three ways. What are they?
 - b. What is the focus of the European Youth Goals?
 - c. Name four challenges young people face today, according to the text.
 - d. Why is it important to promote "mental health literacy" and how can it be done?
 - e. Find a statement in the text that supports the idea that young people are central to EU policies.

Não escreva no livro.

Council of the EU | Press release | 15 May 2023 10:45

Involving young people in a sustainable future for Europe

The EU should do more to get young people involved in developing policy for a sustainable future, ministers for youth said in Brussels today.

In conclusions approved at the Education, Youth, Culture and Sport Council, EU ministers stressed the need to consider the social dimension of a sustainable Europe for young people, highlighting their role as key players in implementing the 2030 Agenda for Sustainable Development.

Frederik Sandberg/TT News Agency via AFP



There can be no sustainable future without young people. We need to ensure that the next generation plays a meaningful role at every level in policy-making on issues relating to sustainability.

— Jakob Forssmed, Swedish Minister for Social Affairs and Public Health

In its conclusions, the Council calls on member states and the European Commission to:

- explore ways to increase the involvement of young people in the political process, particularly those from disadvantaged backgrounds
- promote opportunities for educators and youth workers to develop knowledge, skills and competences to address issues of social inclusion and sustainable development
- take a cross-cutting approach to integrating a youth perspective across all policies and levels of government

Promoting the EU's youth agenda

The conclusions are in line with the European Youth Goals on inclusive societies and a sustainable green Europe, which focus on protecting young people from social exclusion and empowering them to act as agents of change for sustainable development. They also build on commitments made as part of the European Year of Youth 2022 to increase the participation of young people in policy-making processes.

Prioritising mental health

Ministers acknowledged the difficulties facing young people today, including the aftermath of the Covid-19 pandemic, Russia's war of aggression against Ukraine, the energy crisis, and climate change. They stressed the need to address the mental health problems affecting increasing numbers of young people as a result of these challenges. In particular, they called on member states to foster 'mental health literacy' through access to quality education and health services.

Background

Today's conclusions echo and build upon a number of developments that have taken place at EU level in recent years and which acknowledge the importance of fostering social inclusion for young people, involving them in sustainable policy-making, and prioritising their mental health.

The **European Youth Goals** were developed during the 6th cycle of the EU Youth Dialogue as part of the EU Youth Strategy 2019-2027. The third goal, 'inclusive societies', stresses the need to ensure that young people in Europe have full access to their social rights, while the tenth goal, a 'sustainable green Europe', focuses on achieving a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives.

At the closing conference of the **European Year of Youth 2022**, policy makers and youth stakeholders reiterated their joint commitment to mainstreaming a youth perspective in policy-making and increasing the participation of young people in policy-making processes. There were also calls for an increased focus on combating health issues, including those related to mental health.

COUNCIL OF THE EUROPEAN UNION. Involving young people in a sustainable future for Europe. *Council of the European Union*. [S. l.], May 15, 2023. Available at: <https://www.consilium.europa.eu/en/press/press-releases/2023/05/15/involving-young-people-in-a-sustainable-future-for-europe/>. Accessed on: Jul. 28, 2024.

After Reading

4. Identify the alternative that best answers this question. Then, write it in your notebook. Who is the target audience of that press release? *Answer: c*
 - a. Parents of young people living outside Europe.
 - b. The young people themselves.
 - c. Governments, NGOs, Youth Organizations, Educational Institutions.
 - d. Hospitals and mental health institutions.
5. After reading the press release, it's possible to infer that: *Answer: b*
 - a. the youth population in some European countries is very small.
 - b. young people are not yet at the center of decisions in the EU.
 - c. young people are highly considered and are at the center of decision-making in the EU.
 - d. young people are making the right decisions about themselves in the EU.
6. The press release mentions the *European Youth Goals* and two of its goals, "inclusive societies" and "sustainable green Europe". If you could adapt them to your community, which one should be addressed first by the government, in your opinion? Why? *Personal answers. Students are expected to choose one of the two goals and explain why it is more impactful to their community.*

Text 2

Before Reading

1. Personal answers. Students can resort to previous knowledge or experiences related to campaigns about recycling, reusing and reducing (3Rs) and the inclusion of sustainable actions at schools (e.g.: having separate containers for garbage collection, including messages to remind people to turning off lights and fans before leaving the room etc.).

1. Do you remember hearing or reading about any government solution created to handle sustainable consumption? What was it about?
2. Carry out a quick research about the term **sustainable consumption** and answer this question in your notebook: Do you think you are a sustainable consumer? *Personal answers. Example: Sustainable consumption is the use of resources to meet current needs without compromising the needs of future generations. I don't think I'm a very sustainable consumer.*
3. What are the impacts of having policies about sustainable consumption created by governments? *Personal answers. Students are expected to mention that policies created by governments can be easier to implement than personal actions.*

While Reading

4. a. Personal answers. Example: Students are expected to come up with their own version of the following: Sustainable consumption is about living a healthy and fulfilling life while not consuming more natural resources than the planet can provide or replenish, and not generating more waste than nature can safely take care of – this can be achieved by all consumers irrespective of income.

4. e. Examples: Building shopping malls, prioritizing investment in infrastructure that promotes private transport, approving schemes for consumer credit cards, providing subsidies for corporization.
f. No, it doesn't seem to benefit the population as inequality and social agitation are still growing and the Western-style consumerism leads people to overlook traditional markets, local producers, and the like.

4. The United Nations Environment Programme (UNEP) has published the *Sustainable Consumption Guide for Policymakers: Debunking Myths and Outlining Solutions (Asia Edition)* as a way to help public officials and other people develop policy-based solutions for sustainable development. For that purpose, the guide describes some myths that can be seen as obstacles for actions and recommends solutions. Read the first myth and answer these questions.

- a. Explain why sustainable consumption is **not** about reducing current consumption levels or lowering the standard of living. *4. b. One of the consequences of the first myth is that sustainable consumption started to be discussed at the political level as if it were impossible for low-income households and a challenge for eradicating poverty.*
- b. What is one of the consequences of Myth #1? *4. c. Because it can allow policymakers to harness lesson from some of the perverse effects of materialism now being witnessed in industrialized countries.*
- c. Why should sustainable consumption be integrated into policymaking?
- d. The chart that illustrates the article makes a comparison. What does it compare? *It compares the average amount of money that individuals spent in different countries of the region from the 1900s to the 2000s.*
- e. Name two Western-style consumerism incentives that are promoted by the government.
- f. Does Western-style consumerism benefit the population? Why?

Myth #1

Sustainable Consumption is incompatible with Poverty Eradication

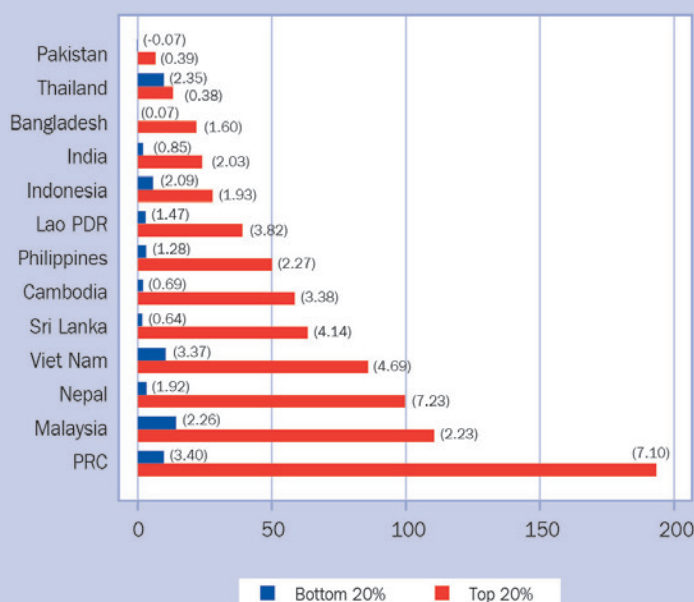
A common misunderstanding about sustainable consumption is that it always implies reducing current consumption levels, or lowering the standard of living. In developing countries, this is interpreted as conflicting with the need for poverty eradication and continued economic growth. However, simply put, sustainable consumption means living a healthy and fulfilling life while not consuming more natural resources than the planet can provide or replenish, and not generating more waste than nature can safely take care of – this can be achieved by all consumers irrespective of income.

I. Effects on policy

Unfortunately, one of the consequences of this misconception is that it has led to sustainable consumption being discussed at the political level as if it is impossible for low-income households and a challenge for eradicating poverty. Many developing countries have thus not taken advantage of the integrative nature of the **SCP** approach as a framework for development planning to increase social well-being and ecological sustainability. If sustainable consumption is integrated into policymaking, it can allow policymakers to harness lesson from some of the perverse effects of materialism now being witnessed in industrialised countries.

Governments continue to provide incentives for western-style consumerism, building shopping malls, driving out traditional marketplaces, prioritising investment in infrastructure that promotes private over public transport, approving schemes for consumer credit and indebtedness, providing subsidies for corporatization that comes at the expense of rural communities and micro-level enterprises, and so on. In the meantime, although poverty levels are falling slightly, inequality and social agitation continues to grow. Indeed, many developing countries today see rising inequality as a standard by-product of development.

Figure 2.7 Changes in Per Capita Expenditures, 1990s–2000s, Bottom 20% and Top 20% (1993 PPP dollars)



Note: Years over which changes are computed are as follows: Bangladesh (1991–2005); Cambodia (1993–2004); People's Republic of China (1993–2004); India (1993–2004); Indonesia (1993–2002); Lao PDR (1992–2002); Malaysia (1993–2004); Nepal (1995–2003); Pakistan (1992–2004); Philippines (1994–2003); Sri Lanka (1995–2002); Thailand (1992–2002); and Viet Nam (1993–2004).

Source: Same as Figure 2.1.

Figure 1: Changes in Per Capita Expenditures, 1990s–2000s, Bottom 20% and Top 20%

UNEP. *Sustainable Consumption Guide for Policymakers: Debunking Myths and Outlining Solutions (Asia Edition)*. Bangkok: United Nations Environment Programme, 2015. Available at: https://www.iges.or.jp/en/publication_documents/pub/policyreport/en/5349/SC-Guide-For-Policymakers%28low-resolution%29.pdf. Accessed on: Jul. 28, 2024.

Glossary

SCP: Sustainable Consumption and Production

After Reading

5. The guide mentions that Asian governments provide incentives for western-style consumerism. Mention one that is present in your community and how it seems to impact sustainable consumption.
6. Personal answers. Students are expected to identify the myth ("A common misunderstanding about sustainable consumption is that it always implies reducing current consumption levels, or lowering the standard of living.")
6. In your opinion, can Myth #1 be applied to Brazil? Why? Why not?
and comment if the Brazilian society sees sustainable consumption as reducing consumption levels or lowering the standard of living. Affirmative actions have tried to debunk this idea in Brazil.

LANGUAGE IN USE

1. Read the sentences below and pay attention to the words in **bold**. What two verb patterns can you identify?

- I. A common misunderstanding about sustainable consumption is that it always **implies** reducing current consumption levels, or lowering the standard of living.
- II. [...] it can **allow** policymakers to harness lesson from some of the perverse effects of materialism [...]
- III. [...] although poverty levels are falling slightly, inequality and social agitation **continues** to grow.

There are verbs that are followed by other verbs in the gerund (-ing) and verbs that are followed by other verbs in the infinitive (to).

2. Read an opinion text about sustainability. Choose the correct option in each block.

- I think that a country needs to continue **growing** / **to grow** and that is why actions that imply **reducing** / **to reduce** consumption at the same time that they guarantee a good standard of living may be necessary. Sometimes it can mean having a slightly different life to the one we are used to, but I think having sustainable actions can allow us **thinking** / **to think** of a better future for our planet.

to grow; reducing; to think

Language Expansion

verbs + -ing / verbs + to

In English, some verbs need to be followed by another verb in the infinitive or by another verb in the gerund (-ing). Here are some examples besides the ones you have seen in the Reading section.

Pattern: verb + verb -ing

avoid, be worth, celebrate, consider, delay, discuss, enjoy, explain, imply, keep, mean, mention, suggest

Pattern: verb + verb in the infinitive

agree, allow, appear, ask, choose, continue, decide, demand, determine, expect, hope, need, offer, plan, prepare

There are verbs that require an object before the other verb.

Example: [...] it can **allow** policymakers to harness lesson.

In this case, the pattern is **allow** (someone/ something) **to** (verb).

Oftentimes, there is no rule that determines if the verb is followed by the infinitive or the gerund. Some verbs can be even followed by either with little or no difference in meaning.

Example: It **started** to rain. or It **started** raining.

However, in some cases, there is a change in meaning depending on what is used with the verb. Have a look at these sentences:

- **Stop** talking to me! (It implies "don't talk to me anymore".)
- She was walking to school and **stopped** to talk to me. (It implies that she stopped walking in order to talk to me.)
- Let's **try** to do it together. (It implies that it is difficult, but you are making an effort to do it.)
- Let's **try** doing it together. (It implies that you are trying something to see if it works or not.)

3. Match the words to form collocations studied in Text 1 and Text 2. a-VI; b-III; c-VII; d-V; e-II; f-IV; g-I

- | | |
|----------------|-----------------|
| a. develop | I. consumption |
| b. economic | II. eradication |
| c. generate | III. growth |
| d. key | IV. inclusion |
| e. poverty | V. players |
| f. social | VI. policy |
| g. sustainable | VII. waste |

4. In your opinion, how can new policies improve sustainable development? Use the collocations from the previous activity to write your answer.

Personal answers. Students are expected to organize a paragraph stating ways new policies can help improve sustainable development.



LISTENING

Before Listening

1. Look at the following image. It shows representations of the 17 Sustainable Development Goals (SDGs). They are part of the 2030 Agenda for Sustainable Development, adopted by the United Nations and its member states in 2015. In its essence, it provides a collective plan for peace and prosperity for people and the planet. What SDGs do you remember seeing as part of actions in your community? Which ones seem to be more urgent or relevant for you? Why?

Personal answers. Examples: SGD 3 in actions related to improvements in basic sanitation; SDGs 6 and 14, related to cleaning and restoring rivers and bodies of water, SDGs 1, 2, 4, 5, and 10 seek to reduce inequalities and promote social justice. etc.



00 While Listening Track 23

2. Listen to a summary of the 2030 SDG Progress Report from the United Nations streaming channel. Choose all items that have seen some progress. *Answers: a, b, d, e, f, g, h*

- | | |
|---|--------------------------|
| a. Access to mobile broadband networks. | e. Gender parity. |
| b. Basic hygiene. | f. Growing middle class. |
| c. Chronic hunger. | g. Life expectancy. |
| d. Disease prevention. | h. Safe sanitation. |

3. Listen to the audio again. Complete the missing data in your notebook. *15%; a third; 780; 100; 1.1*

- Unfortunately, at the halfway point, only ▲ of SDG targets are on track and more than ▲ are stagnated or in regression. More than ▲ million people face chronic hunger.

More than ▲ million families are fleeing war, conflict, and human rights violations. Social protection, education, and health care are still out of reach for too many. Human rights are under assault.

With the planet warming at ▲ degrees Celsius, extreme weather is wreaking devastation around the world. Biodiversity is being lost at an alarming rate.

00 After Listening

4. The audio narrator calls the challenges we are still facing “global threats” and suggests that we should overcome them with smart solutions. Choose one SDG from the list you see in Before Listening and brainstorm solutions for it. Consider what can be done locally, by people from your community, by governments, and globally. Share them with your classmates.

Personal answers. Students are expected to come up with a list of possible actions (local actions, actions from the governments, global actions).

SPEAKING

A podcast is a digital audio show that people can listen to on demand and it can be found in many different genres and styles: interviews, news pieces, narratives etc. You are going to create a podcast to explain a Sustainable Development Goal (SDG) and how it is handled in your community. You can record it as a narrative.

STEP 1 Brainstorm

- Refer back to the SDG image in the Listening section.
- Choose one SDG to talk about.
- Deepen your knowledge about it by searching for it on the internet.
- Make a list of how that goal is handled in your community. What is done? By whom? How? Why? When? Where? What resources are used or necessary?

STEP 2 Plan

- Organize what you are going to present in your podcast.
- Revise the units that are related to sustainability, the environment, and similar topics to check for words and expressions you can use.

- Find examples to illustrate what you are going to present. They can be campaigns that the local government has promoted, actions that have taken place in your school or community, something you have heard or read about online etc.
- In the introduction of your podcast, remember to include a title or topic of your podcast and say who you are and where you are from.

STEP 3 Prepare

- Read your text aloud and time yourself to get an idea of how long your podcast is going to be. You can add this information in the description of your podcast for your listeners.
- Read it aloud once more and make adjustments to your text to make it more fluid or more engaging for your audience.

STEP 4 Present

- To record your podcast, you can use a tablet or computer.
- Make sure that you speak close to the microphone and that there is no loud external noise around you.
- Read your text calmly and try to make it sound natural.
- If you feel that it is necessary, pause your recording or edit your recording.
- Talk to your teacher and classmates about the best way to share your podcast. Some examples of sharing: you can upload all productions to the cloud and generate a QR code for people to access them or your teacher can create a class account on a podcast app and you can share its link with other people. You can also make your script available so that your podcast becomes more accessible.

WRITING

Is there a sustainable action around you that is newsworthy? This is your chance to write a news article about it to be published online about it.

STEP 1 Brainstorm

- Think of a sustainable action that has taken place in your community or city. What SDG(s) is it connected to? What happened? When? Where? Who was involved with it? Why did it happen? How did it impact the community or city in short and long terms?
- Take notes of the answers to the questions listed above.

STEP 2 Plan

- A news article is an informative text that presents information in a specific way. You have to make sure that your readers have access to the facts in a concise way. So, your text should have the answers to the questions listed in the Step 1.
- Look at your notes and check if you have all relevant information to write your piece of news. Look for extra information, if necessary.

STEP 3 Draft

- Write a draft of your news article.

- Read through your text to create the headline (title) and a lead-in (a sentence that introduces or summarizes your news piece).

STEP 4 Revise & Edit

- Revise your text.
- Show it to a classmate and ask for his/her feedback.
- Make any necessary changes.

STEP 5 Write & Share

- Write your final text using the word processor or similar app on a computer, tablet, or mobile phone.
- Use a larger font in bold for the headline and a different, smaller one for the lead-in.
- Choose a different font for the body of the text. Include the byline (your name) and the date of the text after the headline and the lead-in.
- Online articles can have tags to help people find them more easily. Examples: #sustainability, #SDG. Create three tags for your news article.
- Don't forget to save your text.
- Talk to your teacher and classmates about ways to share your productions online. One suggestion is to create a class website and upload all news articles there.

ROUND OF TALKS

- 1 Read this excerpt from the introduction written by David Orr to the book *Sustainable Education*. Then, explore the concept of education presented. Write in your notebook.

|| [...] he proposes an Education that sustains the “whole person – spirit, heart, head and hands [...]”

STERLING, Stephen. *Sustainable Education*. Schumacher Briefings 6. Devon, UK: Green Books, 2001, p. 8.

- a. What do you understand by “sustaining the heart”? Talk to your classmates about it. *Personal answers. Example: Sustaining the heart emphasizes the importance of emotional well-being, connection, and interpersonal relationships as integral to a holistic approach to education.*
- b. What about “sustaining the head”? What does it mean to you? *Personal answers. Example: It refers to promoting intellectual growth and critical thinking in education.*
- c. In your opinion, what does “sustaining the hands” mean? *Personal answers. Example: It refers to promoting practical skills and empowering individuals to apply knowledge through action and craftsmanship.*
- d. Talk to your classmates and come up with an idea for what sustaining the spirit means. *Example: It means promoting emotional well-being, inner values, and a sense of purpose in life.*
- e. Think about all the activities from the Round of Talks section that you have done so far and relate at least one to each of the following topics:
 - sustaining the heart *Personal answers. Example: building a time capsule*
 - sustaining the head *Personal answers. Example: Creating a poster about a climate event in the city in Unit 6.*
 - sustaining the hands *Personal answers. Example: making an animated flip book*
 - sustaining the spirit *Personal answers. Example: writing and receiving a praise on a slip of paper in Unit 1.*

- 2 Throughout this unit, you have read about different sustainable actions that people can put into practice. Now, consider your community. How do you think your community would change if everyone adopted more sustainable practices? Give examples relative to mobility, waste management, and energy saving. *Personal answers. Example: If everyone adopted sustainable practices, we'd see more bike lanes and people walking instead of driving, cleaner streets with less litter and more recycling, and reduced energy consumption through solar panels and energy-efficient appliances.*

PERSONAL REFLECTION

Personal answers.

Read the sentences below about the objectives of this unit. Reflect upon your development and performance. Decide which of the following alternatives applies to you for each of the objectives: Yes, No, Not always.

- 1 I can show understanding of and analyze a press release and the extract of a policymakers' guide about sustainability.
- 2 I can identify verbs which are followed by gerund or infinitive.
- 3 I can identify and use collocations related to sustainable issues.
- 4 I can show understanding of a spoken UN summary about the sustainable development goals progress.
- 5 I can plan and produce a podcast about a sustainable development goal in the community.
- 6 I can write an online news article about a sustainable action.
- 7 I can share my ideas about sustainable education.

Objectives

- To interpret an excerpt of a guide and two book reviews.
- To use the second conditional.
- To apply listening skills to understand an audio extract about financial success.
- To give an oral summary about an explanatory text.
- To make a monthly budget.
- To discuss financial literacy and related topics.

START UP

Personal answers. Examples: The photos show aspects related to the title of the unit, finance: planning, facing difficulties because of lack of money, making a monthly budget, and saving.

1. Describe these photos and explain how they relate to the title of this unit.



FINANCE

2. Personal answers. Examples: Knowing how to plan and manage income and expenses, saving money for emergencies, using credit responsibly, investing wisely, making smart decisions about purchases etc.

2. In your opinion, what are the most important skills to manage money effectively?

3. Is it important to start learning how to handle money at a young age? Why? Why not?

6. What is financial literacy? Look at the mind map, talk to a classmate, and come up with a definition in your own words. Write it in your notebook. *Personal answers. Example: Financial literacy is the ability to understand and use several financial skills to manage money wisely. It helps you make smart decisions about your money now and in the future.*

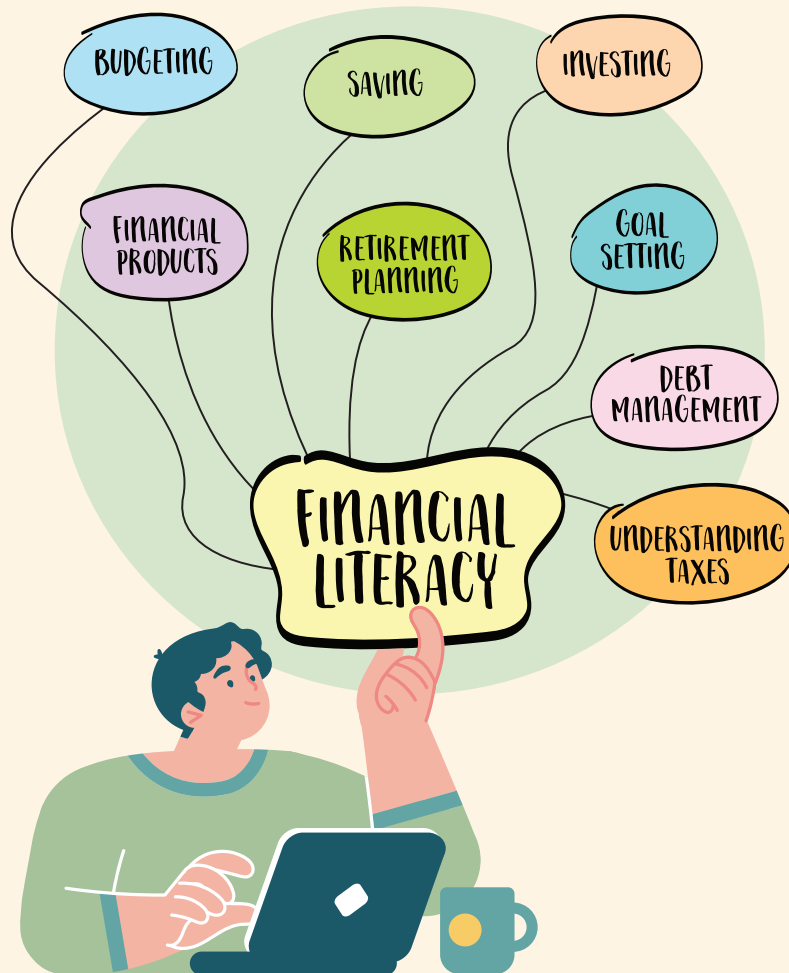
3. Personal answers. Examples: Yes, it is. Learning how to handle money at a young age helps grow responsible financial habits that will lead to better financial decisions in the future.

4. What are some ways you can earn money as a young adult? *Personal answers. Examples: Working part-time, doing household chores, helping young children with schoolwork etc.*

5. How do you think people are able to save up enough money for big purchases such as vehicles and homes? *Personal answers. Examples: Planning carefully, setting long-term savings goals, investing wisely etc.*

Did You Know...

Financial literacy is a valuable skill that can set you apart and contribute to your overall success in a competitive job market. Understanding how to manage money effectively can significantly impact your career growth and stability.



marekulasz/Shutterstock.com/D/BR, Stone Pictures/Shutterstock.com/D/BR

7. Read the text and interpret the graphic. Then, answer the questions in your notebook.

[...]

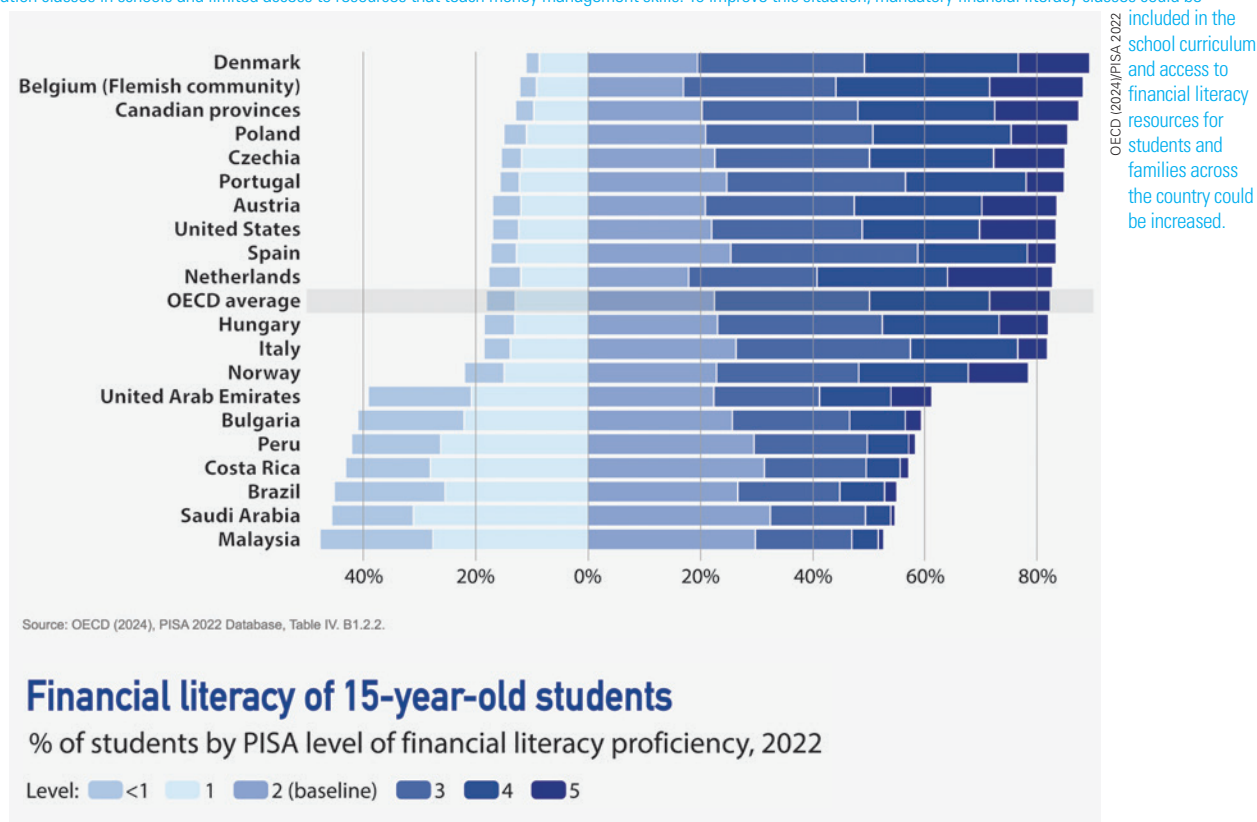
More 15-year-olds are low performers than top performers in financial literacy

The PISA 2022 financial literacy assessment examined 15-year-old students' understanding of money matters in 20 economies.

On average, across the 14 participating OECD countries, 11% of students were top performers in financial literacy, compared to 18% of low performers. Top performers can analyse complex financial products and solve non-routine financial problems, while low performers can, at best, recognise the difference between needs and wants, make simple decisions about everyday spending, and recognise the purpose of everyday financial documents, such as an invoice.

[...]

Personal answers. Example: Brazil has a high percentage of low performers in financial literacy among 15-year-old students, probably because of a lack of financial education classes in schools and limited access to resources that teach money management skills. To improve this situation, mandatory financial literacy classes could be



FINANCIAL education. *OECD*. [S. l.], [20--]. Available at: <https://www.oecd.org/en/topics/financial-education.html>. Accessed on: Aug. 3, 2024.

Why do you think Brazil has a high percentage of low performers in financial literacy among 15-year-old students? What changes could be made to improve this situation?

READING

Text 1

Before Reading

1. a. Personal answers. Examples: As a teenager, my goal is to buy a new smartphone. As a young adult I might save money for a motorcycle. As an adult I might save money to buy a house. **b.** Personal answers. Examples: My values influence how I choose between spending or saving. As I value education, I might spend more on learning resources and prioritize saving for school, for example.

- Answer the questions below in your notebook.
 - What are some examples of financial goals you might have at different stages of your life?
 - How do your values influence the financial decisions you make?
- You are going to read part of a guide published on *Money and Youth*, a publication by the Canadian Foundation for Economic Education. What topics do you think this guide will cover to help improve financial literacy among young people? *Personal answers. Example: It might cover topics such as money management, budgeting, saving, investing, setting financial goals etc.*

While Reading

- Read the text. Did the guide cover the topics you had predicted in activity 2? What topics would you like to learn more about? *Personal answers. Example: I would like to learn more about networking.*

MONEY AND YOUTH

A GUIDE TO *Financial Literacy*

[...]

Financial literacy means having the knowledge, skills, and confidence to make responsible financial decisions throughout your life – from how to spend your allowance – to saving for school, travel, or a home – to ultimately retire in comfort.

Learning how to manage your finances when you are young helps to become independent and gives you the building blocks to get the most out of life.

[...]

But what is money anyway? We don't eat money, wear money, or build buildings out of coins and twenty-dollar bills. Money is a tool. It is a means to an end. It is something created to help our economy work more smoothly. It serves as a medium of exchange, that is, we can use it for purchases. And money can help each of us in achieving our goals – whatever they may be.

If we turned on the printing presses and gave everyone twice as much money, would people be better off? The answer is "no". Why? Because with everyone having twice as much money, prices would eventually double as people have more money to spend on things.

[...]

When you think about the things that are most important in your life – and the goals you have for what you want to achieve – do they reflect your "values"? Can you tell? Have you thought much about your values?

What are values anyway? Values are those things that make up your character. They represent what you think is important in life. They show up in your decisions, actions, and judgments.

How we look on the outside usually tells very little. It's more what's on the inside that will make most of the difference in who we are. And values are a big part of what's inside.

[...]

If you were asked to identify three of your "values," how would you answer?

[...]

As you know, there are lots of things that you can do with your money. One thing you don't want to do, though, is to let others take or steal your money. It would be great if we lived in a world where you didn't have to worry about that – but that is not the case.

[...]

If you hope to become "financially independent" someday – and not have to work to earn the income you need – start to plan for that as soon as you can. As an example, if you saved \$50 a month, starting at age 20, and earned 3% average on your savings, by age 65 you would have over \$56,000 from your \$50 a month in savings. That's how savings can build over time with "compound interest."

[...]

Nothing is more important today in getting a job and planning and starting a career than networking. Connecting with people, seeking advice, and getting help is very important. Don't hesitate to use your connections. Others don't. Build a network – then use it.

[...]

Networking is crucial in getting a job and building a career. How effective is your network already? If you had to identify five people in your network to call upon for career or job advice, who would they be? What kind of help would be good for you to have? Who could provide that for you? Who might be good to add to your network? Who could help you build your network? Young people today are very familiar with social networking. Draw upon these skills and experiences to network your career and find a job.

[...]

Life is short – though we hope not too short. But it is ours to enjoy as best we can. Work to avoid financial worries and problems. Build your financial future on a strong foundation – and keep it there. Control your money as best you can. Don't let it control you.

We hope Money and Youth has helped to prepare you to do just that – get control and keep control. And we hope that, as a result, money can help contribute to the happiness you will have in your life.

4. Personal answers. Example: Both definitions aim to illustrate the importance of financial literacy in making effective and responsible financial decisions.

4. Reread the first two paragraphs of the text and compare the definition of “financial literacy” to your own definition in the section Start up. How similar are they?

5. Read the text again and answer the following questions. Write the answers in your notebook.

a. What is a primary reason for learning to manage finances early in life?

To gain independence and build a strong foundation for the future.

b. How does the text describe the role of money in the economy?

As a means that helps facilitate exchanges and achieve goals.

c. What is the likely impact on prices if everyone suddenly had twice as much money?

Prices would increase as people have more money to spend.

d. What does the text suggest about using a network for career development?

Building and using a network can help in career and job advancement.

e. How does the text structure its explanation of financial literacy and its importance?

By combining definitions with practical examples and future benefits.

While Reading

3. Read the text and decide on the item that best describes its purpose.

Answer: b.

After Reading

6. What specific actions can you start taking now to build a safe financial future?

Personal answers. Example: I can start by making a monthly budget, opening a savings account, and looking into safe investment options to increase my money.

Text 2

Before Reading

1. In your opinion, are people your age able to help their families manage their finances? If so, how have they learned that? If not, do you think they would like to? Why? Why not?

2. Have you ever read a book or an article about personal finance? If so, what did you find interesting or helpful? If not, what would you like to learn from a book about managing money?

Personal answers. Example: No, I haven't read a book about personal finance yet, but I would like to learn how to create a budget. I would also like to learn about investments.

Best Personal Finance Books for Young Adults (Teens and Tweens)

By Amy Livingston

Date: May 24, 2023

[...]

Best for Financial Literacy: “I Want More Pizza” by Steve Burkholder

As a teenager, Steve Burkholder saved up \$5,000 for college ... and lost it through unwise investment. Years later, he wrote “I Want More Pizza” to help other teens avoid similar mistakes. The book is organized into four “slices” covering different aspects of money management:

- “You” covers your relationship with money, including behavior, priorities, and goals
- “Saving” explains how to track expenses and save for goals like a car or college tuition
- “Growing Your Savings” covers compound interest and investment
- “Debt” explains all forms of debt, including credit cards and student loans

Burkholder's style is clear and entertaining. He uses relatable examples and anecdotes and never talks down to his young readers.

This comprehensive financial literacy book is ideal for high school students. However, it's appropriate for teens as young as 13.

Best for Personal Finance: “Why Didn't They Teach Me This in School?” by Cary Siegel

Another teen-friendly, big-picture guide to managing your money is Cary Siegel's “Why Didn't They Teach Me This in School?” Aimed at slightly older teens than “I Want More Pizza,” this bestseller makes an appropriate gift for both high school and college graduates.

This book covers the whole gamut of personal finance. Siegel organizes it into eight broad “lessons, each covering several specific, bite-sized “principles” of financial health. Topics include:

- Setting realistic financial goals
- Making and following a budget
- Getting the best value when you shop
- Getting (or staying) out of debt
- Recognizing good investments
- Renting versus buying a home

Together, these lessons add up to a crash course in making sound financial decisions. Teens can read the book straight through or skip straight to a specific lesson, as they choose. [...]

LIVINGSTON, Amy. Best Personal Finance Books for Young Adults (Teens and Tweens). *Money Crashers*. [S. l.], May 24, 2023. Available at: <https://www.moneycrashers.com/best-personal-finance-books-for-young-adults/>. Accessed on: Aug. 4, 2024.

6. interest, value, cash, budget, overdraw, income, compound, loan; Personal answers. Examples: If people fully understood financial terminology, they would feel more confident to interact with lenders, banks, and credit card companies. They would be able to ask the right questions, understand the terms of financial agreements, and

a. To provide a detailed summary of two books on personal finances and explain how one of the authors lost his college savings through unwise investment choices.

b. To recommend the best personal finance books for young adults and explain their contents, focusing on how these books can help teens and tweens.

4. Find the following information in the text and write the answers in your notebook.

a. The target audience of the text.

a. young adults (teenagers and tweens) b. Amy Livingston; c. May 24, 2023; d. on a website focused on financial education or book recommendations

b. The author of the text.

c. The publication date.

d. Where the text was published.

After Reading

5. How do you think reading one of these personal finance books could influence your daily financial habits or future financial goals? Can you predict any specific changes you might make based on what you learn from the books?

Personal answers. Example: Reading one of these personal finance books could help me understand how to manage my money better and set realistic financial goals. Learning about investment strategies could encourage me to start saving for my future, for example.

LANGUAGE IN USE

1. Read the extracts from Text 1 and identify the phrase that best expresses what is described in them. Write the answer in your notebook.

Answer c

I. If we turned on the printing presses and gave everyone twice as much money, would people be better off?

II. It would be great if we lived in a world where you didn't have to worry about that [...]

III. As an example, if you saved \$50 a month, starting at age 20, and earned 3% average on your savings, by age 65 you would have over \$56,000 from your \$50 a month in savings.

a. A universal truth.

b. A real present situation.

c. A hypothetical situation.

d. An impossible situation in the past.

2. If you were asked to identify three of your "values," how would you answer?; If you had to identify five people in your network to call upon for career or job advice, who would they be?

2. Go back to the text and find two other examples that describe the same type of situation. Write them in your notebook.

3. Replace the icon ▲ in the sentences based on the extracts in activities 1 and 2.

a. The extracts are in the second conditional. To form the second conditional, we use **if + ▲ + ▲/could/might**.

b. The second conditional expresses an unreal or a hypothetical situation in the present or ▲.

4. Personal answers. Example: If I were asked to identify three of my "values," I would choose honesty, integrity, and/perseverance. If I had to identify five people in my network to call upon for career or job advice, I would choose a career mentor, a teacher, a friend, a family member, and a successful professional in my field of interest.

Não escreva no livro.

4. Refer to the questions in activity 2 and answer them in your notebook. Then, share your answers with your classmates. How similar are your opinions?

5. Reflect on how each outcome could impact your financial future and complete the sentences below in your notebook.

Personal answers. Examples: a. I would be able to build an emergency fund; b. my savings would grow faster; c. I learned more about taxes and how they work.

a. If I saved \$50 every month, ▲.

b. If I knew how to invest my money wisely, ▲.

c. I would maximize my deductions if ▲.

Language Expansion

In the second conditional, when **if** is followed by the verb **to be**, it is also correct to say **if I were**, **if he were**, **if she were**, and **if it were**.

Example:

I would be honored if I **were/was** invited to attend the financial literacy course.

6. Use the words from the box to complete the text and learn more about financial literacy terms. Then, answer in your notebook: If people fully understood financial terminology, how would it change the way they interact with lenders, banks, and credit card companies?

budget / cash / compound / income / interest / loan / overdraw / value

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Must-Know Terms to Boost Your Financial Literacy Vocabulary

Understanding financial terminology is an essential part of financial literacy. At first, the words might sound like a foreign language and intimidating. But it's an important language to learn – it's how lenders, banks, and credit card companies discuss you, so study up because you need to know what they're communicating!

[...]

Ready to get started? Here are the [...] most important terms to strengthen your financial literacy vocabulary.

[...] Annual percentage rate, or APR, is the yearly ▲ rate charged on borrowed money. The rate is expressed as a percentage and indicates how much interest the borrower will pay over the course of a year.

[...] An asset is any resource (tangible or intangible, owned or controlled) that holds ▲. In other words, assets contain value that can be converted into money. An individual, company, or country can own or control assets, which include things like ▲, investments, art, technology, real estate, and intellectual property.

[...] A ▲ is a plan for using income to meet financial obligations. It tracks how much income a person receives and details how that money will be allocated to pay for expenses, build savings, and meet financial goals.

[...] Unlike a credit card, a debit card immediately withdraws funds from the user's bank account. Debit cards are less likely to contribute to excessive debt than credit cards, but users face fees if they ▲ their account.

[...] ▲ is money received through sources such as employment, investments, or business transactions. [...]

[...] Interest is the percentage of a loan principal that lenders charge borrowers. There are two primary kinds of interest: simple interest and ▲ interest. Simple interest is calculated exclusively on the initial amount of money borrowed, while compound interest is calculated based on the loan principal plus the interest that accumulates each period.

[...] Principal is the amount of money due on a ▲ before interest.

[...]

ROSE, Samantha. 20 Must-Know Terms to Boost Your Financial Literacy Vocabulary. *OppU*. [S. l.], Aug. 5, 2024. Available at: <https://www.opploans.com/oppu/financial-literacy/vocabulary-financial-literacy/>. Accessed on: Aug. 4, 2024.

LISTENING

100 Before Listening

1. What do you think are the top three key principles that can lead to financial success? Talk to a classmate and list them in your notebook.
Personal answers. Examples: 1. Creating a budget and sticking to it; 2. Saving part of your income regularly; 3. Avoiding unnecessary purchases.

100 While Listening



Tracks 24–25

2. Listen to a video extract titled *10 Money Rules for Financial Success*, posted on the

channel *Practical Wisdom – Interesting Ideas* and complete this part of the script. Write the answers in your notebook. bills; pay; off; manage

- A few years back, I was always in the very frustrating place where ▲ would constantly pile up and yet I had no money to ▲ them ▲. If you have ever been in this situation then you probably know that it can be really stressful and hard on you. The good news is that, over time I did ▲ to pry my way out of this situation, and you can, too.

3. Listen to the extract again and complete the expressions in your notebook.
- | | |
|--|--------------------------------------|
| a. Keep track of ▲. <i>your spending</i> | f. ▲ literacy. <i>Financial</i> |
| b. Make a ▲. <i>budget</i> | g. Financial ▲. <i>stability</i> |
| c. Give yourself ▲ on unbudgeted ▲. <i>a limit; spending</i> | h. Insurance ▲. <i>company</i> |
| d. ▲ big purchases. <i>Save for</i> | i. Lower your monthly ▲. <i>bill</i> |
| e. ▲ about finances. <i>Read books</i> | |
4. Now, answer the questions below. Write the answers in your notebook.
Professor/a: Consulte o Manual do Professor para as respostas das atividades 4-6.
- According to the speaker, why should keeping track of your spending be a priority?
 - What advice does the speaker give about making impulsive purchases?
 - Why does the speaker suggest saving for big purchases instead of using a credit card?
 - What is the speaker's recommendation regarding the use of credit cards?
 - Why might a "spending fast" be beneficial?
5. Listen to these extracts again. Complete them with the words you hear.
a. gonna ; b. wanna, wanna, gonna
- Alright, so, the list begins with...
 1. Keep track of your spending. You've probably already heard this a million times, and you're ▲ hear it again today, simply because it works and because you are probably not doing it.
 5. Read books about finance. It's true when they say that if you ▲ hide something, just put it on paper. The sad truth is that most people never bother to read.
 In colloquial spoken English, ▲ and ▲ are frequently used instead of want to and going to.

After Listening

6. Based on the speaker's advice, which principle do you believe to be the most significant for someone starting their financial journey? Justify your answer.

Personal answers. Example: Student may say that saving, reading books on finance and lowering their monthly bills, etc.

SPEAKING

You have read and talked about financial literacy in this unit. Now, you are going to give an oral summary of an explanatory text about financial literacy. Follow the steps suggested below.

STEP 1 Brainstorm

- Reflect on the discussions about financial literacy held in this unit.
- Do some research to choose the explanatory text you will summarize for your presentation.

STEP 2 Plan

- Write down key words and phrases you are going to use in your summary.
- Write short sentences that you can use to introduce your topic and present the main ideas. Check the box Useful Language.

STEP 3 Practice

- Practice speaking the summary aloud two or three times.

STEP 4 Present

- Present your summary to your classmates. Look at your notes, if necessary.
- Open for questions at the end of your presentation.

Useful Language

Today, I'll summarize ...

Let me give you a brief overview of ...

The main idea of the text is ...

It also highlights ...

Another important point is ...

In summary, the text provides ...

To wrap up, the main takeaways are ...

WRITING

You are going to make a monthly budget to help you make the most of your money each month. Follow the steps below.

STEP 1 Brainstorm

- Think about your income. List all sources of income, such as allowance, part-time jobs, or gifts.
- Write down all regular expenses such as snacks, outings, and savings. Include occasional expenses like gifts or events.

STEP 2 Plan

- Group your expenses into categories like “needs” (e.g., transport, school supplies) and “wants” (e.g., games, eating out).
- Decide how much you want to save each month and what you want to spend your money on.

STEP 3 Draft

- Use a notebook, spreadsheet, or budgeting app. List your income at the top and subtract your planned expenses.
- Based on your goals and income, assign specific amounts to each category.

STEP 4 Revise & Edit

- Review your budget to ensure that all expenses are covered and that you haven't overlooked any details.
- Proofread your budget. Make sure everything is clear and precise.
- Ask a classmate to review your budget and provide suggestions.

STEP 5 Write

- Make any final adjustments based on feedback and personal review.
- Start following your budget and track your spending. Regularly compare your actual spending with your budget to stay on track.

ROUND OF TALKS

1. c. Personal answers. Examples: A skateboard, a new smartphone, a ticket for a concert or a show, a video game, a new hair dye etc.

- 1 When discussing financial education, it's crucial to understand the difference between **needs** and **wants**. Read their definitions and then do the following activities.

[...] Needs are things that people require to survive. [...] Wants are things that a person would like to have but are not needed for survival. [...]

NEEDS and wants. *Britannica Kids*. [S. l.], c2024. Available at: <https://kids.britannica.com/kids/article/needs-and-wants/630969>. Accessed on: Aug. 6, 2024.

- On the left corner of a page in your notebook, write down a column numbered from one to twenty. Name it WANTS.
- On the right side of the page, write down a column numbered from one to twenty. Name it NEEDS.
- Write down your wants in the left column.
- Now, write down your needs in the right column. *Personal answers. Examples: Food, clothes, water, money to pay for transportation etc.*

- 2 Discuss activity 1 with your classmates based on the following questions.

- a. Which column was easier to complete?

NEEDS or WANTS? *Personal answers. Students will probably say that WANTS was easier because people usually have more wishes than needs.*

2. b. *Personal answers. Students will probably say that NEEDS was faster because people usually do not have so many needs.* c. *Personal answers. The needs because if we spend our money on things that are not necessary, we may not have money to get the things that are essential.*

- b. Which column did you complete faster?

- c. Between wants and needs, which one should we prioritize? Why?

- 3 Apply the concept of needs and wants to financial goals. Take a moment to think about a significant financial goal you would like to achieve in the future (for example buying something). *Personal answers.*

- Write this goal in your notebook, and then divide it into two categories: the NEEDS you must address to achieve this goal, like saving money, avoiding unnecessary expenses;
- Under the category WANTS, write the things you will have to delay in order to achieve this goal like impulsive purchases or entertainment expenses.

- 4 The concept of needs and wants can also be applied to our interpersonal relationships. For example, during our discussions in this section of the units, we want to speak, but we also need to listen. How do you deal with these different desires and responsibilities to ensure effective communication and mutual understanding? Share your ideas with your classmates.

Personal answers. Examples: It's very difficult for me to wait, but I know I have to learn to do it. / Sometimes I listen first, but other times I want to speak first. / I'm shy, so it's easy for me to listen. / I don't really like to speak much.

PERSONAL REFLECTION

Think about your participation in the different activities in this unit. Then, answer the questions below in your notebook. *Personal answers.*

- How comfortable are you with discussing key concepts of financial literacy, such as budgeting, saving, and investing?
- Can you identify and explain at least three financial terms or concepts that are crucial for managing personal finances?
- Can you provide an example of how you would use the second conditional to discuss hypothetical situations related to financial decisions?

- Were you able to pick out and remember the main strategies or rules mentioned in the video for managing finances?
- Were you able to give the oral summary clearly and highlight the most important points of the text you chose?
- How well did you follow the steps to create a monthly budget?

Objectives

- To interpret a personal account and a how-to text.
- To use relative pronouns and conjunctions.
- To demonstrate understanding of a presentation stating the differences between two technologies.
- To give an oral presentation explaining how something works.
- To write a personal account about an experience in STEAM.
- To analyze and synthesize solutions for STEAM-related problems.

START UP

Personal answers. Example: The images show students in a robotics workshop, conducting a science experiment, solving a math problem, and using an interactive whiteboard. Those topics are related to STEAM.

1. Look at these photos. How are they connected to Science, Technology, Engineering, Arts, and Math (STEAM)?



Halpoint/Shutterstock.com/D/BR



Juice Flair/Shutterstock.com/D/BR



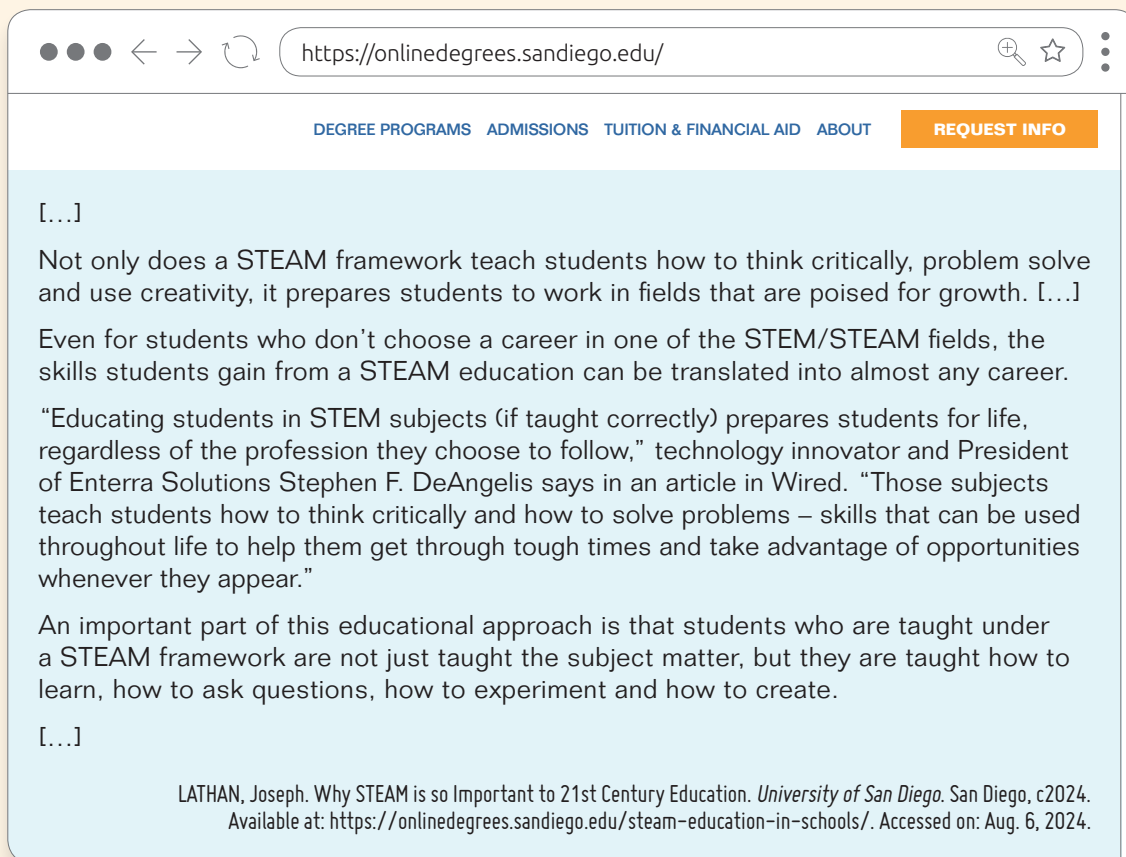
Alamy/Fotoarena



Drazen Zigic/Shutterstock.com/D/BR

STEAM

2. Personal answers. Example: I think STEAM Education is important because it helps us understand and solve real-world problems by combining science, technology, engineering, arts, and math. It makes learning more interesting and relevant to our everyday lives.
2. Why is STEAM Education important? Talk to a classmate and write your answer in your notebook. Then, read the text and compare it with your opinions.



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[...]

Not only does a STEAM framework teach students how to think critically, problem solve and use creativity, it prepares students to work in fields that are poised for growth. [...]

Even for students who don't choose a career in one of the STEM/STEAM fields, the skills students gain from a STEAM education can be translated into almost any career.

"Educating students in STEM subjects (if taught correctly) prepares students for life, regardless of the profession they choose to follow," technology innovator and President of Enterra Solutions Stephen F. DeAngelis says in an article in Wired. "Those subjects teach students how to think critically and how to solve problems – skills that can be used throughout life to help them get through tough times and take advantage of opportunities whenever they appear."

An important part of this educational approach is that students who are taught under a STEAM framework are not just taught the subject matter, but they are taught how to learn, how to ask questions, how to experiment and how to create.

[...]

LATHAN, Joseph. Why STEAM is so Important to 21st Century Education. *University of San Diego*. San Diego, c2024. Available at: <https://onlinedegrees.sandiego.edu/steam-education-in-schools/>. Accessed on: Aug. 6, 2024.

3. Answer the questions below in your notebook. [Professor/a: Veja Manual do Professor para as respostas desta atividade.](#)
- How do you think the skills gained from STEAM education can benefit you in your future career, even if it's not in a STEM/STEAM field?
 - In the text, Stephen F. DeAngelis emphasizes that STEAM education prepares students for life by teaching them how to think critically and solve problems. Can you think of a situation in your daily life where these skills could be useful?
 - According to the text, students taught under a STEAM framework learn how to learn, ask questions, experiment, and create. Why are these abilities important for personal and professional development?
 - What STEAM subject or project at school has had the most impact on you? Why?

READING

Text 1

100 Before Reading

1. What are some of the factors that might influence someone's decision to pursue a career in Science, Technology, Engineering, and Math (STEM)?

Personal answers. Examples: Personal interests and passions, the subjects they excel in at school, job stability, and good salaries.

Não escreva no livro.

While Reading

2. Now, read the text and choose the correct option to complete it. Write your answers in your notebook.

● ● ● < > ↺

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THE REASON WHY I CHOSE STEM

by info@fawe.or.ke | Feb 11, 2019 | Girls Education, Womeninscience | 3 comments

My name is Claire Wambui Njuguna, a second-year student in Dedan Kimathi University of Technology, Nyeri. I am currently pursuing Bachelor of Science in Mechatronic Engineering. My love for STEM started way back as a child though I was not so sure which field I would end up in. However, as I grew older, my passion became evident to the people around me such that my primary school class teacher, Mr. Harrison, would call me "Engineer", a name which I decided to own. I'm currently working very hard so that I can own the name officially.

After K.C.P.E, I was admitted to Alliance Girls High School, a school where I was exposed to a wide range of opportunities. [...]

In 2015, the top ten students were awarded a trip to visit China. China is a very developed and highly mechanised country, so I had a lot to see. From the huge robots, the escalators in every building, the CCTV surveillance cameras in the malls both big and small, the automatic flushing systems and many more. All this was STEM and I felt that if my country had the same system, then it would be a better place to live in. Due to that, I wanted to learn so that I would impact in the development so that the next generation finds a better place.

Pursuing my current degree in Mechatronic Engineering was influenced by certain factors; firstly, I wanted a career which many women before me had not ventured into so that I would become a mentor to the younger girls who probably due to lack of exposure have not heard about it. Secondly, robotics had gradually become my passion.

When I was in the third form, 2016, after attending different science congress competitions, I felt that I was now ready to participate. With the help of the club patrons Mr. Thiong'o and Mrs. Gitahi, and the lab technician, I was able to come up with the project titled 'Instantaneous car Headlights Dimmer', whereby the car headlights would dim automatically when it met an approaching vehicle at night so as to reduce road accidents at night. However, the project got defeated at the first level (zonal), which became very heartbreaking for me though I swore that I would not give up. At least I now had ample time to better the project.

In 2017, when I was in the fourth form, I improved the project. This time round, I picked another partner, Deborah Achueis. When we went for the competitions, I topped at the zonal level, thus giving me a ticket to proceed to the next level. However, we got defeated in the second level, which automatically became our last time to participate in science congress for secondary schools. In second term, FAWE was introduced to our school and another competition was organised, but this time round it was for girls' secondary schools only. I decided to participate and by God's grace my project ranked second, thus chosen to represent Kenya in the regional competition in Lusaka, Zambia. [...]

My experience in Zambia was wonderful. It was more of a learning experience than a competition. I got a chance to interact with people from all over Africa and the social lesson that I learnt is that wherever you go in Africa, always feel at home because we are all the same and the welcoming spirit is all over Africa. I also interacted with women in STEM who motivated me even more to pursue engineering. [...]

In conclusion, STEM is fun, STEM is life, STEM will make you go places.

THE REASON why I chose STEM. FAW Kenya. Nairobi. Feb. 11, 2019. Available at: <https://fawe.or.ke/the-reason-why-i-chose-stem/>. Accessed on: Aug. 7, 2024.

2. a personal account; an online platform; share the author's personal experiences, thoughts, and reflections

• The text is an **opinion article** / a **personal account** from an **online platform** / an **encyclopedia** called Forum for African Women Educationalists – Kenya Chapter (FAWEK). The purpose of this text genre is to **share the author's personal experiences, thoughts, and reflections** / **present the author's point of view on a particular topic**.

3. Read the text again and answer the questions in your notebook. Professor/a: Veja Manual do Professor para as respostas desta atividade.
- How did Claire Wambui Njuguna's primary school teacher influence her interest in STEM?
 - What were some of the technological advancements Claire mentioned about China, and how did they impact her career aspirations?
 - Which sentence from the text supports the idea that technological careers were mainly men's choices?

After Reading

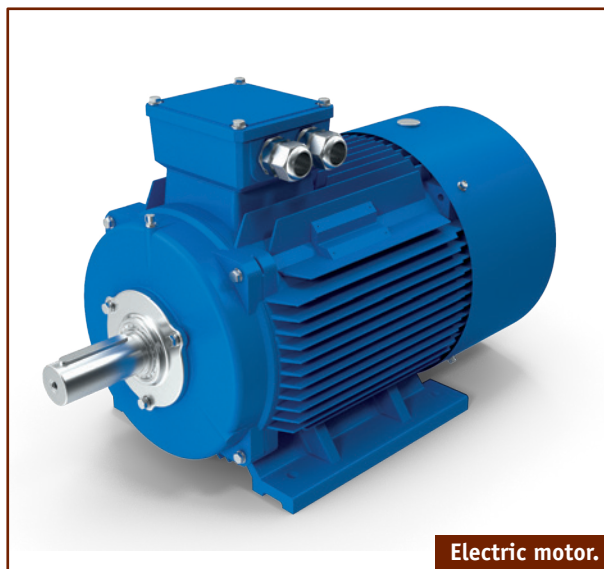
4. How can Claire's experiences and perseverance in pursuing her passion for STEM inspire others to overcome obstacles and follow their own ambitions, even in fields that are traditionally underrepresented by their gender or background? Personal answers. Examples: Claire's perseverance and success show that, with determination and passion, anyone can overcome obstacles and excel, even in fields where they may initially feel underrepresented. Her story can inspire others to follow their ambitions with determination and confidence, regardless of traditional expectations or obstacles.

Text 2

Before Reading

1. What is the difference between an engine and a motor? Match the words to the explanations.
a. a motor; b. an engine

an engine / a motor



- Converts electrical energy into mechanical energy. It is part of industrial machines and household appliances.
- Converts fuel into mechanical energy. It is present in vehicles.

Based on: MOTOR vs Engine: What are the Key Differences between Motors & Engines? *Mech Studies*. [S. l.], Aug. 13, 2023. Available at: <https://www.mechstudies.com/motor-vs-engine-what-differences-between-motors-engines/>. Accessed on: Sep. 7, 2024.

Não escreva no livro.

While Reading

2. Read the text about how to make a motor. Then, choose the best option to complete a paragraph about it.

How to Make a Simple Motor

Here is a fun way to explore the inner workings of a simple motor. [...] Making your own motor is an excellent introduction into the world of technology.

[...] Creating the Copper Wire Coil

- 1 Cut a length of copper wire (between 2 and 3ft) using a pair of wire cutters.
- 2 Use an AA Battery as a winding template [...].
- 3 Continue winding the Copper Wire around the AA Battery; make sure that you wind a nice tight coil.
- 4 Leave a length of wire (two inches) trailing from your coil after winding the Copper Wire around the AA Battery 15 times.
- 5 Wrap the trailing ends of wire around your coil two or three times. [...]

[...] Sanding the Ends

- 1 The two ends that are trailing off the completed coil need to have the enamel sanded off of the Copper Wire [...].

[...] Building a Rig to Hold the Coil [...]

- 1 To begin building a Rig to hold your Coil you need to first create two tiny shelves using two Paper Clips.

[...] Attaching the Magnet

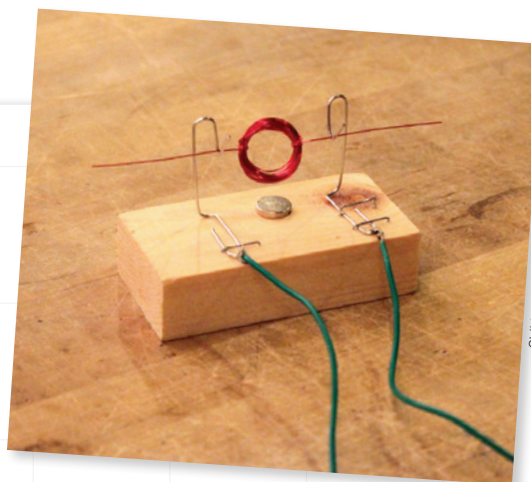
- 1 Be careful mounting your Neodymium Magnet to your Rig, they are very powerful magnets.
- 2 You want to Mount the Magnet directly in the middle of the two Paper Clip Shelves.
- 3 Use your Hot Glue gun to attach the Magnet in the ideal spot. This will keep the Magnet in place.

[...] Testing Your Motor

- 1 Rest your Copper Coil onto the Paper Clip Shelves [...].
- 2 Attach the ends of your exposed insulated wires to the ends of your AA Battery [...].
- 3 The Copper Coil may start spinning on its own, but it may require a nudge before it starts spinning.

[...]

HOW to Make a Simple Motor. Autodesk Instructables. [S. l.], c2024. Available at: <https://www.instructables.com/How-to-Make-a-Simple-Motor/>. Accessed on: Aug. 8, 2024.



Children's Museum of Pittsburgh/Acervo do Museu

- The text is **descriptive / instructional**. This type of text provides **detailed information about an object, person, place, or event / directions on how to create something, complete a task, or perform an activity** and the **Passive Voice / imperative mood** is often used. The purpose of this type of text is to help the reader **follow steps to complete the task successfully / visualize or experience what is being described**. Examples of genres with this text type include **how-to guides and manuals / travel brochures and product descriptions**. *instructional; directions on how to create something, complete a task, or perform an activity; imperative mood; follow steps to complete the task successfully; how-to guides and manuals*

3. Answer the questions in your notebook.
 - a. What is the purpose of winding the copper wire around the AA battery?
To create a tightly wound coil.
 - b. What materials are used to create the rig to hold the copper coil?
Two paper clips, which are bent to form tiny shelves to support the coil.
 - c. How should the neodymium magnet be positioned on the rig?
It should be positioned directly in the middle of the two paper clip shelves, to ensure it interacts effectively with the copper coil.
 - d. What might you need to do if the copper coil doesn't start spinning immediately?
You might need to give it a small nudge to get it going.

After Reading

4. Describe the devices and identify the one(s) where the concept of using forces to create motion in an electric motor was applied. Explain each process in your own words. Do some research to back up your explanation. *to agitate the water and clean our clothes. Regular skateboards don't use electric motors; they rely on the rider's physical movements to create motion in a way that might seem like a motorized device.*

skateboard / washing machine

LANGUAGE IN USE

1. Read the extracts from Text 1 and pay attention to the words in **bold**. What do they refer to? Answer in your notebook. *The word **which** refers to a career, **who** refers to the younger girls, **that** refers to the social lesson, and **where** refers to a school.*

- I. [...] firstly, I wanted a career **which** many women before me had not ventured into so that I would become a mentor to the younger girls **who** probably due to lack of exposure have not heard about it.
- II. I got a chance to interact with people from all over Africa and the social lesson **that** I learnt is that wherever you go in Africa [...].
- III. After K.C.P.E, I was admitted to Alliance Girls High School, a school **where** I was exposed to a wide range of opportunities.

2. Read the extracts in activity 1 again and complete the sentences. Write the answers in your notebook.
 - a. **Which**, **▲**, **that**, and **▲** are relative pronouns. We use these pronouns to connect elements and avoid **▲** of words in the sentences. *a. who, where, repetition; b. people, things, places*
 - b. Relative pronouns refer to a previous element. **Which** is used in reference to things, **who** is used in reference to **▲**, **that** is used in reference to **▲** or people, and **where** is used in reference to **▲**.

Language Expansion

Other common relative pronouns are: **whom** (used in reference to people in formal styles or in writing, often with a preposition), **whose** (used in reference to people, animals, and things, with possessive meaning), **why** (used in reference to reasons), and **when** (used in reference to times).

3. In your notebook, complete the sentences below using your creativity.
 - a. STEAM is a field that **▲**. *Personal answers. Examples: a. interests me a lot; b. designed this bridge focused on both safety and aesthetics; c. we conduct experiments is equipped with the latest technology;*
 - b. The engineer who **▲**.
 - c. The laboratory where **▲**.
 - d. There are many reasons why **▲**. *d. I was encouraged to study STEAM; e. plays a crucial role in engineering, helps solve complex problems; f. work was focused on renewable energy has inspired many young students.*
 - e. Mechanics, which **▲**.
 - f. The scientist whose **▲**.

4. Decide on the correct alternative to replace the icons ▲ in the text.

Art: APIS Design

Indian teen invents gadget ▲ may transform dementia care

[...]

Chadalavada knew Jayasree as both a loving grandmother and a dynamic, successful woman, ▲ had a high-profile career as a civil servant, interacting with top politicians and policymakers in the state of Telangana.

But Alzheimer's disease altered her completely. [...]

During that happy summer, Chadalavada, a self-confessed nerd from Hyderabad ▲ loved robotics, decided he wanted to invent a gadget to help people like his grandmother.

Now aged 17, Chadalavada is poised to start manufacturing a device ▲ detects when people with Alzheimer's fall or stray, ▲ goes beyond the reach of the devices currently available.

The light and compact Alpha Monitor, ▲ can be worn as a badge or an armband, sets off an alarm when the wearer starts to move and alerts a caregiver if the patient falls or wanders off.

[...]

DHILLON, Amrit. Indian teen invents gadget that may transform dementia care. *The Guardian*, New Delhi, Jan. 16, 2024. Available at: <https://www.theguardian.com/global-development/2024/jan/16/hemesh-chadalavada-indian-inventor-alpha-monitor-alzheimers-dementia-care>. Accessed on: Aug. 8, 2024.

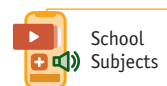
Answer: a

- a. that, who, who, that, which, which
- b. which, whose, who, that, that, who
- c. when, why, that, which, who, whose

5. Read these other extracts from Text 1 and pay attention to the linking words in **bold**. What meaning do they convey: cause and effect, purpose and intention, or sequence and list? What other linking words do you know that convey the same meaning?

I. I'm currently working very hard **so that** I can own the name officially.

II. I was able to come up with the project titled 'Instantaneous car Headlights Dimmer', whereby the car headlights would dim automatically when it met an approaching vehicle at night **so as to** reduce road accidents at night.



Purpose and intention. Personal answers. Examples: In order to, in order that, so.

LISTENING

100 Before Listening

1. Have you ever used electronic devices that use Bluetooth technology or Wi-Fi? If so, what devices were they?
Personal answers. Example: Yes, I have used Bluetooth to connect my smartphone to my headphone. And Wi-Fi to connect my smartphone to the internet.
2. What do these two technologies have in common? Name at least one item.
They are both technologies used to connect devices.

Não escreva no livro.

While Listening Tracks 26–27

3. *TechDummies* is a channel that creates animated videos to explain complex Information Technology topics in an easy way. Listen to Part 1 of a video on Bluetooth and Wi-Fi, and complete the sentences in your notebook.
- a. Bluetooth and Wi-Fi communicate information and both are ▲ technologies.
 - b. Conventional radio transmissions use only ▲ frequency.
 - c. According to the audio, conventional transmission has three problems: interference, jamming, and ▲.
a. wireless; b. one; c. interception
4. The word **hopping** means “jumping, leaping”. What does the use of hopping in the FHSS method allow us to infer? Answer: b.
- a. Bluetooth uses only one frequency.
 - b. Bluetooth changes frequency all the time.
 - c. Radio frequency changes all the time.
5. Listen to the second part of the audio and answer the questions in your notebook. Then, listen to it again and check your answers.
- a. Which technology consumes more energy: Bluetooth or Wi-Fi?
 - b. The narrator makes a comparison in order to explain the difference between Wi-Fi and the internet. What is it?
 - c. In 2024, Wi-Fi used 2.4 and 5.0 gigahertz frequency and Bluetooth used only 2.4 gigahertz. Which technology do you think was faster to transmit data? Answers: a. Wi-Fi consumes more energy.; b. He compares the internet to a language and the Wi-Fi is the signal that sends the language to the devices.; c. I think Wi-Fi was faster.

After Listening

6. How do you think Bluetooth and Wi-Fi impact your daily life? Are these technologies available to everyone? Why? Why not? Personal answer. Example: These technologies make my life easier because I can access many sites and be informed. Unfortunately, these technologies aren't available to everyone because you need to have a smartphone to access them and it is too expensive for many people.

SPEAKING

You have read, heard and talked about STEAM and related topics in this unit. Now, you are going to work on an oral presentation about an instructional text related to STEAM to explain how something works. Follow the steps suggested below.

STEP 1 Brainstorm

- Reflect on the discussions held in this unit. Reread Texts 1 and 2 in the Reading section.
- Do some research and decide what device, instrument, means of transportation etc. you will talk about.

STEP 2 Plan

- Write down key words and phrases you are going to use in your presentation.
- Organize your presentation. You can write down some topics or concepts you find harder to remember.
- Evaluate if you should include images to exemplify your talk. Look for them online if you decide that they are relevant for your audience.

STEP 3 Practice

- Practice your presentation aloud. Make any relevant adjustment to it.

STEP 4 Present

- While giving the presentation, you may take a look at your notes, if necessary.
- Ask your audience if they have any questions or comments when you finish your presentation.

Useful Language

Today, I'm going to explain how ... works.

Let's start by looking at the basic components of ...

The first part we need to understand is the ..., which is responsible for ...

Next, ...

In simpler terms, this means that ...

In conclusion, the entire process works by ...

If anything was unclear, feel free to ask for more details ...

WRITING

You have read Claire Wambui Njuguna's personal account in the Reading section. Now, you are going to write a personal account about a STEAM experience you have had at school or somewhere else. Follow the steps below.

STEP 1 Brainstorm

- Choose a STEAM experience to write about.

STEP 2 Plan

- Gather information about it and take notes.
- Sketch a simple outline of the structure of your personal account.
- Consider being able to write about: what happened, when and where it happened, who was involved, why it is something worth sharing.

STEP 3 Draft

- Start writing your personal account.
- Remember that personal accounts are reflective, emotional, and subjective. Don't forget to write your text in the first person.

STEP 4 Revise

- Share your draft with another student to receive feedback on it.
- Revise it to ensure the common features of a personal account are included.

STEP 5 Edit

- Proofread your text. Correct language use, spelling, and punctuation.

STEP 6 Write & Share

- Create the final version of your personal account.
- Share it on a school webpage or on notice boards around the school.

ROUND OF TALKS

2. Personal answers. Examples: I worked together with my best friend. We used a search engine and watched a tutorial video. / I was supported by the help of AI and used a search engine to find the pictures I needed. / I talked to my math teacher, and she helped me a lot.

- 1 The theme of this unit was STEAM (Science, Technology, Engineering, Arts, and Math). Find below five problems, one for each area. Choose one and research how to solve it using your school library, a community library, an internet search, or by consulting an expert. Then, complete the suggested activities. *Personal answers. Students are expected to choose one topic and find essential information about it.*
 - a. **Science:** Identify a natural phenomenon impacting your city (flood, drought, earthquake, frost). Research its causes, effects, and how the community can mitigate them. Prepare a presentation to share with your classmates.
 - b. **Technology:** Find out how QR Codes work and where they were developed. Create a QR Code for a website about your state or city, or a website of your interest and share it with your classmates.
 - c. **Engineering:** Research Leonardo da Vinci's Self-Supporting Bridge and how it works. If possible, build one with popsicle sticks or pencils, and prepare a presentation to share with your classmates.
 - d. **Arts:** Research M.C. Escher, his background, and key details about his life. Explore his works on Impossible Constructions, especially the lithograph Waterfall. Choose one, reflect on why it's impossible, and write a short text to share with your classmates.
 - e. **Math:** Research Pascal's Triangle – who discovered it and three interesting facts about the number relationships within it. Prepare a short presentation on your findings and share it with your classmates.

- 2 After all the presentations, discuss: How did you solve the problem? What strategies did you use? Where did you learn them?

- 3 English, as the language of Science and Technology, has become the global standard for research, innovation, and communication. This dominance in critical fields has contributed to English's status as a hegemonic language. How do you see this issue from the standpoint of a Portuguese-speaking person? In your opinion, is English a language of power? Justify your answer. *Personal answers. Example: As a Portuguese speaker from a developing country, I see English as a language of power because it dominates global communication, education, and business. Most of the movies and videos we see on TV and streaming are in English, many sports words are in English and even the songs. We either listen to Brazilian songs or songs in English. I usually don't have access to songs in other languages.*

PERSONAL REFLECTION

Personal answers.

Reflect on what you learned and how you learned in this unit. Then, answer the questions in your notebook.

- 1 What activities were more challenging? Why?
- 2 What activities didn't interest you? Why?
- 3 What items of this unit would you like to revise?
- 4 What items of this unit do you feel like learning more about?
- 5 How can you apply what you have learned in this unit in your life as a student or in your future career?

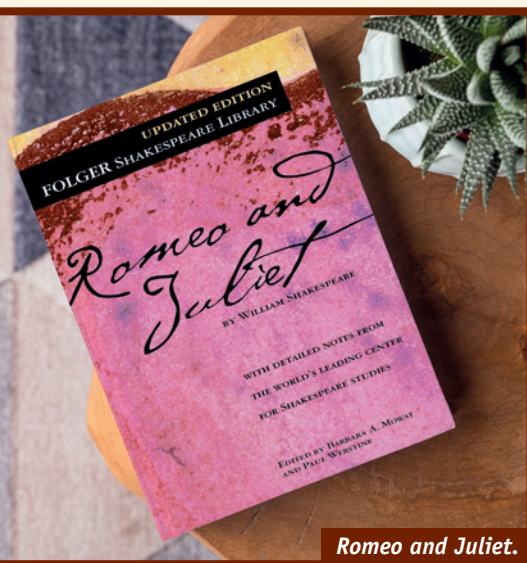
Objectives

- To show understanding of and analyze a summary of a dialogue and a short story.
- To use reported speech.
- To show understanding of a video prompt about literature.
- To tell a story.
- To write a 50-word short story.
- To discuss literature and its impact in real life.

START UP

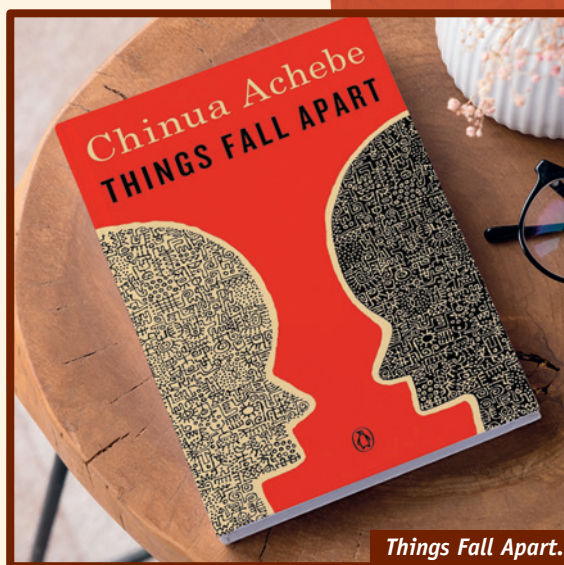
Personal answers. Examples: They are books written by famous authors. / They are bestselling books. Yes, I have read *It ends with us*, by Colleen Hoover. / No, I haven't. But I would like to read *It ends with us*, by Colleen Hoover.

1. Look at the photos. What do these books have in common? Have you ever read any of them? If so, which ones? If not, would you like to?



Romeo and Juliet.

Images: Simon & Schuster/Arquivo da editora; Ilona.shorokhova/Shutterstock.com/ID/BR



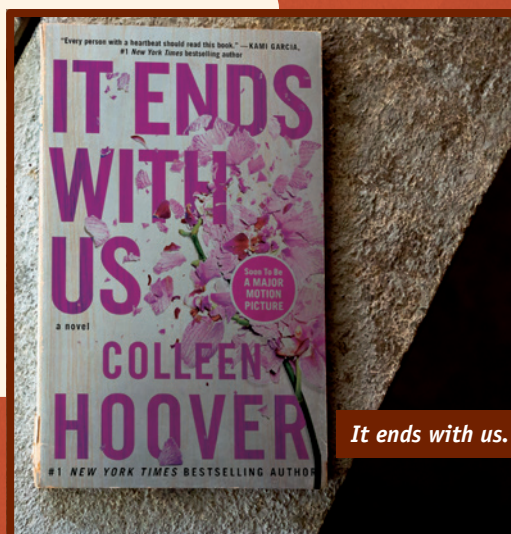
Things Fall Apart.

Images: Penguin Books/Arquivo da editora; Ilona.shorokhova/Shutterstock.com/ID/BR



Dom Casmurro.

Images: Farrar, Straus and Giroux/Arquivo da editora; Ilona.shorokhova/Shutterstock.com/ID/BR



It ends with us.

Images: Atria Books/Arquivo da editora; Kwan Kajomriri/Shutterstock.com/ID/BR

LITERATURE

2. Personal answers. Example: In my opinion, George Orwell's *1984* is a good example. In this book, they create a new language to control how people think. In the book *1984*, George Orwell shows how dangerous political control can be and how powerful language is in shaping how we see the world. This way of using language shows how connected language and power are.

3. Personal answers.
Example: Literature can reveal how English has a role in power dynamics, colonization, and globalization. Through stories, we can explore how English spreads cultural influence, facilitates communication, and reflects social inequalities, helping us critically reflect on its global dominance.

4. Personal answers.
Example: Reading books helps improve empathy by allowing me to understand different perspectives and experiences. This relates to me because I enjoy learning about people from different cultures and backgrounds. It also helps me connect with their stories and see the world through their eyes.

2. Can you think of a book where the author uses language in a unique way to reflect the social or political issues of his/her time? How does this impact your understanding of a text?
3. How can literature help us critically reflect on the functions and uses of English in our society and explore why it has become a global language?
4. Talk to a classmate about the benefits of reading books. Then read the text and check what benefit is more related to your ideas and yourself. Why?

A must-read: Physical and mental health benefits of reading books

[...]

What are the physical health benefits of reading books?

Reading has physical benefits in addition to being an intellectual workout. Research shows that regular reading can lower blood pressure, reduce stress and improve sleep quality. [...]

What are the mental health benefits of reading books?

Cognitive health: Reading enhances your critical thinking skills and creativity. It also broadens your vocabulary, boosts your knowledge and stimulates your imagination.

Emotional health: Books can make you feel all the feels, from happiness and surprise to sadness, fear and anger. [...]

Entertainment: There are many options for entertainment especially with digital devices and streaming services making shows, movies, music and podcasts more accessible now than ever before. [...]

Stress relief: Speaking of stress relief, escaping into the captivating world of books can help lower your heart rate and relax your muscles. [...]

Social engagement: Engaging in the world of books can contribute to your social life. Staying social has big benefits including preventing isolation, which is a risk factor for depression and dementia.

[...]

WRIGHT, Paul. A must-read: Physical and mental health benefits of reading books. *Nuvance Health*. [S. l.], Aug. 8, 2023. Available at: <https://www.nuvancehealth.org/health-tips-and-news/physical-and-mental-health-benefits-of-reading-books>.

Accessed on: Aug. 10, 2024.

READING

Text 1

000 Before Reading

1. How might web novels differ from traditional print novels? Personal answers. Examples: Web novels are published online and can be updated chapter by chapter. / They are mobile-friendly. / They might differ from traditional print novels by having a real-time connection with readers, who can provide feedback and end up influencing the story.

000 While Reading

2. Read a summary of a dialogue between two Korean professionals who work in the publishing industry: Jang Eun-su, the CEO of the Edit Culture Laboratory, and Lee Hong, the Executive Editing Director at Hanbit Biz. Read the title of the text and answer in your notebook: How do you think the popularity of web novels in Korea reflects changing trends in how people consume and engage with literature? Personal answers. Example: The rise of web novels in Korea indicates that people are enjoying literature online, probably because it's more easily accessible and interactive. I think this change shows how literature is keeping up with modern technology and how people's reading habits are evolving.

Não escreva no livro.



The rise of web novels — Is genre fiction the way forward for Korean literature?

[...]

Web fiction sales have exceeded the sales of traditional print books. Some celebrity writers earn hundreds of millions of won a year or more. [...]

This could be understood as an indicator of the rebirth of popular literature on the internet. Many people have believed that the publishing crisis automatically means the crisis of fiction. However, the popularity of web novels seems to suggest otherwise.

You have worked in the publishing industry for a long time. In your opinion, what are the characteristics of web fiction?

Lee Hong: The 'story market' is changing from a 'have' market, where people read and own stories, to a 'use' market. Unlike print books, web novels can be discarded after they are read. And people can find them anytime to read them again. The story market has fully changed into a text consumer market.

[...]

Another important characteristic of web fiction is that writers and readers are essentially the same. Anyone can post on web fiction sites. Writers are free from publishing contracts and the challenges of debuts, it's easy for them to form direct relationships with readers.

Jang Eun-su: The central axis of stories has already moved to the web platform. [...]

This kind of change is irreversible. It's the same as the mainstream medium for music moving from LPs to streaming services. More diverse forms of fiction than we think are changing to fit into the internet environment. Not only web novels, but also audiobooks, and VR stories should also broadly be considered as new forms of stories.

[...]

The Korean web fiction market has grown exponentially in a short period of time, but one of its limitations is that it is focused on specific genres. And it also isn't free from the literature-versus-entertainment controversy.

What are some things that web fiction needs in order for web fiction to grow in the future?

Lee Hong: [...] Essentially, web fiction isn't different from print literature, since both focus on writers and stories. If we establish a system where we have a stable stream of good writers, not only the web fiction market but the Korean genre fiction itself will be able to grow in the long term.

Jang Eun-su: To this end, what is important is the systematization of support to foster good writers. There is a huge need for an expert group with editing backgrounds who can discuss genre fiction more seriously. I sincerely hope that we'll be able to create a virtuous cycle in which publishers find and develop Korean genre fiction and web fiction platforms turn these genres into bigger business successes.

DAE-HEE, Lee. The rise of web novels — Is genre fiction the way forward for Korean. *The Dissolve*. [S. l.], Aug. 6, 2018. Available at: <http://thedissolve.kr/are-web-novels-and-genre-fiction-the-way-forward-for-korean-literature/>. Accessed on: Aug. 10, 2024.

3. Identify the false statements. Rewrite them in your notebook, correcting them.

False statements: b, c. Personal answers. Examples: **b.** Both web fiction and traditional print literature continue to exist in Korea; **c.** There is a huge need for support systems and expert groups to help develop Korean genre fiction.

- Web fiction sales have surpassed those of traditional print books.
- Web fiction has completely replaced traditional print literature in Korea recently.
- There is no need for support systems or expert groups to help develop Korean genre fiction.
- The web fiction market in Korea has grown rapidly, but it is focused on specific genres.
- Web fiction allows writers to easily form direct relationships with readers without needing publishing contracts.

4. Choose the correct alternative in each question.

a. I; b. II; c. III

a. Which extract best describes the transition from a “have” market, according to Lee Hong?

I. The story market has fully changed into a text consumer market.

II. Writers are free from publishing contracts and the challenges of debuts.

III. Web fiction sales have exceeded the sales of traditional print books.

b. What does the phrase “literature-versus-entertainment controversy” suggest about the perception of web fiction?

I. It suggests that web fiction is considered more entertaining than traditional literature.

II. It suggests that there is a debate on whether web fiction should be classified as serious literature or just entertainment.

III. It suggests that web fiction has completely replaced traditional forms of entertainment.

c. What does the text suggest that is necessary for the long-term growth of the Korean genre fiction and web fiction markets?

I. Focusing only on expanding the number of web fiction platforms.

II. Getting rid of traditional print literature entirely.

III. Having good writers, competent editors and publishers, and web fiction platforms.

5. Personal answers. Example: It was interesting to see how young people from a different culture enjoy a genre that is new to me. Yes, my friends and I read web novels because they're easy to access. Web novels can expand the literary market by reaching more people, especially young readers, through online platforms.

After Reading

5. How was it for you to read about a literary genre appreciated by young people on the other side of the world? Do you or your friends consume web novels? How do you think web novels can contribute to expand the literary market?

6. Have you ever read a web novel? Which one? If you haven't, would you like to read one? Why? Why not? If you had the chance to write a web novel, what would you write about? Would you do it by yourself, or would you try and create a collective experience with other people online? Why?

6. Personal answers. Examples: Yes, I have. It was a story about the end of the world. / No, I haven't, but I would read one. I think it is nice to read online. / I would write about the daily life in my city because I think that there are many interesting stories happening here. / I would like to write with other people. Não escreva no livro. as part of a collective, because I think that different contributions would make up a very interesting story.

Text 2

Before Reading

The key elements in short stories

are **character**, **plot**, **setting**, **conflict**, and **theme**.

1. You are going to read a short story by the Moroccan author Samir Salimi in activity 2. Read the features and definitions below and identify which ones are key elements in short stories. Write them in your notebook.

short story

literature

Short story, brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters.

The short story is usually concerned with a single effect conveyed in only one or a few significant episodes or scenes. The form encourages economy of setting, concise narrative, and the omission of a complex plot; character is disclosed in action and dramatic encounter but is seldom fully developed.

[...]

HANSEN, Arlen J. Short story. *Britannica*. [S. l.], Jul. 16, 2024.

Available at: <https://www.britannica.com/art/short-story>.

Accessed on: Aug. 10, 2024.

character: a person in a book, play, film etc

salutation: a word or phrase used at the beginning of a letter or speech

plot: the events that form the main story of a book, film, or play

artwork: drawings and photographs that are specially prepared to be in a book, magazine, or advertisement

setting: the place where something is or where something happens, and the general environment

subheading: a short phrase used as a title for a small part within a longer piece of writing

conflict: a state of disagreement or argument between people, groups, countries etc

theme: the main subject or idea in a piece of writing, speech, film etc

LONGMAN dictionary of contemporary english. London: Pearson Education, [20--]. Available at: <https://www.ldoceonline.com/>. Accessed on: Aug. 10, 2024.

Theme: Fear and survival against dangerous black cats.; **Plot:** The story is about an attack by black cats, the characters' fear, and their fight to stay safe.; **Setting:** A neighborhood and mosque at night, with a scary and dark atmosphere.; **Character:** The Imam, the narrator (who drives home), and Saeed (the narrator's friend) who talks about the attack.; **Conflict:** The fight between the characters and the dangerous black cats attacking them.

While Reading

2. Read the short story. Then, copy and complete the table in your notebook.

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https://shortstoryproject.com

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BLACK CATS

↓ Samir Salmi



Translated by: Raphael Cohen

The Imam's words to me at the entrance to the mosque that night were strange and dramatic. He said that a pack of ferocious black cats had attacked the district and was destroying everything it came across. People had not come to evening prayer because they knew that around here the cats ruled the dark and this had struck terror into the residents. What he said was incredible, but he did not go on for long and ushered me in to pray.

Three of us prayed in reverence and calm: the Imam in his mihrab plus me and my friend Saeed behind him. I stood there firmly with a sense of serenity and confidence as if I had forgotten the frightening words of the Imam. Once we had finished prayers, he asked me to give him a lift home. I agreed, happy at the request, then went further and invited my friend Saeed to spend the night at my house.

The Imam held a large stick, but I did not ask why. I had started to question his sanity. That view changed, however, when we set off in the car and the Imam returned to his topic. I turned to my friend and asked, "What do you think about it, Saeed?" With a serious look on his face, he replied, "Yes, I've heard the same thing too. A neighbour told me that a group of cats attacked Mrs Nafisa. She's pregnant and was on her way home from her parents' down the road. The cats sprang at her and tore at her long dress. The poor woman froze helpless on the spot. All she could do was scream. She screamed with all her might, which only maddened the cats and they swooped on her. Fortunately, Mr Daniel, the French hunter, came to help her. He had his shotgun with him as well as his three dogs, and they threw themselves at the cats in a gruesome fight. With difficulty, the man rescued Mrs Nafisa from the beasts' claws. He carried her to his house between life and death, then went back to save his dogs. But he was shocked to see that the cats had savaged them."

My friend did not finish, for the Imam interrupted him: "Yes, my lad. God Almighty protect us, I heard the same myself and more..." Then he broke off his answer, and said, "Here is far enough, thank you," and got out after making his goodbyes. We continued on our way back home, discussing the horrific and dramatic happenings. Suddenly we heard loud noises. Yes, it was them. The meowing was ear-splitting. Then they were running around us. I turned on the headlights and blew the horn. I tried to avoid them, but they crashed like waves towards us. I hit some and the **meows** mixed with **caterwauls**. Terror struck our hearts and we felt the night darken, as though the moon had been extinguished or eclipsed. God, O God, how to escape?

I stopped the car in front of my building. I steeled myself and decided to get out whatever the consequences. I opened the door and set a foot on the pavement. I tried to put my other foot down and they hurled themselves at me as one: rabid beasts driven by a fierce desire for revenge. I fell to the ground, flailing with my arms and legs. Saeed blew the horn without let up, and the neighbours hit out with sticks and ropes from every direction.

"Water! Water!" I shouted. "Spray the rabid cats with water. It'll stop their frenzy. Water! Water!" After a few moments, I was drenched with water pouring down from above and the sides. The cats dropped back. I managed to get away and **manhandled** my friend Saeed and a neighbour to the house. I insisted on going to the balcony. The night was cold and damp, and the cats were jumping around in pain and fury. I felt raindrops falling. The rain gradually grew harder and the shrieks increased. Water and death spread beneath. The bodies piled up. I decided to go down and get my revenge. I rushed down the stairs and was confronted by a horrific field of death. I insisted on walking over them. One step... another... a screech... a convulsion. The black cats **writhed** beneath my feet.

I screamed and opened my eyes. I was alone in my room.

SALMI, Samir. Black Cats. *The short story project*. [Tel-Aviv], c2024. Available at: <https://shortstoryproject.com/stories/black-cats/>. Accessed on: Aug. 10, 2024.

Feature	Description
Theme	
Plot	
Setting	
Character	
Conflict	

Glossary

meow: a high sound made by a cat

caterwaul: (of a person or animal) to make a high unpleasant noise like a cat

manhandle: to touch or hold someone roughly and with force, often when taking them somewhere

writhe: to make large twisting movements with the body

CAMBRIDGE dictionary. Cambridge: Cambridge University Press & Assessment, c2024. Available at: <https://dictionary.cambridge.org/>. Accessed on: Aug. 23, 2024.

3. Answer the questions in your notebook. **a.** They hear loud meowing and see the cats surrounding them. The cats attack their car, causing fear and chaos as they try to avoid the cats by turning on the headlights and blowing the horn.

a. What happens when the narrator and Saeed encounter the black cats while driving home?

b. How do the narrator and Saeed eventually manage to get away from the attacking cats?

They manage to get away from the attacking cats by calling for water to be sprayed on the cats, which drives them back.

c. What can you infer from the last sentence of the text?

Personal answers. Example: I can infer that it was a nightmare or a bad dream.

After Reading

4. What can you infer from the information "Translated by Raphael Cohen"?

Personal answers. Example: I can infer that the story was originally written in another language, perhaps the author's mother language.

LANGUAGE IN USE

1. Read the extracts from Text 2 and complete the sentences in your notebook. **a.** direct; **b.** I and III; **c.** II

I. What do you think about it, Saeed?

II. He said that a pack of ferocious black cats had attacked the district and was destroying everything it came across.

III. Spray the rabid cats with water. It'll stop their frenzy. Water! Water!

a. To report what people say, we can use their exact words, which is called ▲ speech. If we rephrase them it is called indirect (or reported) speech.

b. In extract(s) ▲, the direct speech is used.

c. In extract(s) ▲, the indirect (or reported) speech is used.

2. Names were included, pronouns were changed, verb tenses were changed, and verbs such as **add**, **ask**, **say**, and **tell** were added.

2. To report a person's words, we need to make some changes to the original sentence. Compare the extracts in activity 1 to the sentences below. Then, write the changes you have observed in your notebook.

I. The narrator asked Saeed what he thought about it.

II. He said, "A pack of ferocious black cats attacked the district and is destroying everything it comes across."

III. The narrator told the neighbors to spray the rabid cats with water. He added it would stop their frenzy.

3. Choose the alternative that best reports the quote. Then, discuss it with a classmate. *Answer: II*

“The decline of literature indicates the decline of a nation.” — Johann Wolfgang von Goethe, German author

ENGLISH & Literature. *Crowder College*. Neosho, c2013–2020. Available at: <https://www.crowder.edu/academics/departments/communications/english-literature/>. Accessed on: Aug. 11, 2024.

- I. Johann Wolfgang von Goethe asked if the decline of literature will indicate the decline of a nation.
- II. Johann Wolfgang von Goethe said that the decline of literature indicated the decline of a nation.

Language Expansion

In reported speech,

- when we are reporting what people said at a different time from the original speech, we often use a verb tense which is one tense back in time, which is called **backshift**.
- references to time and place are changed (**now** becomes **then**, **tomorrow** becomes **the following day**, **yesterday** becomes **the previous day** etc.).
- we can use **that** to start the clause being reported.
- we change the question structure to a statement structure.
- we use **if** for **yes/no questions** and repeat the **wh-** word in **wh-** questions.
- we often use reporting verbs such as **add**, **ask**, **answer**, **deny**, **mention**, **refuse**, **say**, **tell** etc.
- the verbs **could**, **might**, **would**, and **should** don't show any changes.
- the demonstrative pronouns **this** and **these** are often changed to **that** and **those**.

4. Match fictional and non-fictional genres to their descriptions. Use the words given. Then, answer: What is your favorite genre from the list? Why? Write the answers in your notebook.

biography / fable / fantasy / graphic novel / metafiction / science fiction

a. A type of book, film, etc. that is based on imagined scientific discoveries of the future, and often deals with space travel and life on other planets.

b. A traditional short story that teaches a moral lesson, especially one with animals as characters.

c. A novel in the form of a comic strip.

d. The story of a person's life written by somebody else.

e. A type of story that is set in a world, or a version of our world, that does not really exist and involves magic, monsters, etc.

f. A type of play, novel, etc. in which the author deliberately reminds the audience, reader, etc. that it is fiction and not real life.

4. a. science fiction; b. fable; c. graphic novel; d. biography; e. fantasy; f. metafiction. Personal answers. Example: My favorite genre is science fiction because I like space-related stories.

OXFORD learners dictionary. Oxford: Oxford University Press, c2023. Available at: <https://www.oxfordlearnersdictionaries.com/>. Accessed on: Aug. 10, 2024.

5. How do different literary genres influence the way authors use language to convey their messages and connect with their audiences? *Personal answers. Example: Different literary genres influence how authors use language by shaping the tone, style, and structure of their writing. For example, in poetry, authors may use more figurative language and rhythm, while in a mystery novel, they might use suspenseful and concise language to keep readers engaged.*

2. Personal answers. Example: Yes, it is. When people write their own stories, they make sure their true experiences and culture are correctly represented. Writing our own stories helps us preserve our voice and perspective.

LISTENING

1. Personal answers. Example: The way stories are written about a place can greatly shape

Before Listening

the world's understanding of its people and culture. If the stories only come from one perspective, they can create an incorrect view, affecting how others see that place.

1. The way stories are written about a place can shape the world's understanding of its people and culture. Do you agree with this statement? Explain.
2. Is it important for people to write their own stories, especially when those stories have been told by others in literature? Why?

While Listening



Tracks 28–29

3. Listen to the first part of a video prompt with literary giant Chinua Achebe and identify the alternative that best summarizes it. **Answer: b**
 - a. Chinua Achebe briefly questioned the portrayal of the “good white man” in adventure books but ultimately accepted it as accurate and never fully reconsidered its impact.
 - b. Chinua Achebe realizes that literature can mislead and misrepresent cultures, prompting them to write stories that more accurately reflect their own experiences and challenge existing narratives.
4. Listen to the second part and complete the sentences about it in your notebook.
a. continent of people; b. the media; c. to listen to
 - a. According to Chinua Achebe, Africa should be seen as a ▲, not as a place of unusual or sensational stories.
 - b. Chinua Achebe criticizes how Africa is often underrepresented in ▲, with coverage being sparse and limited.

Did You Know...

Chinua Achebe (born November 16, 1930, Ogidi, Nigeria – died March 21, 2013, Boston, Massachusetts, U.S.) was a Nigerian novelist acclaimed for his unsentimental depictions of the social and psychological disorientation accompanying the imposition of Western customs and values upon traditional African society.

CHINUA Achebe. *Britannica*. [S. l.], Jul. 13, 2024. Available at: <https://www.britannica.com/biography/Chinua-Achebe>. Accessed on: Aug. 12, 2024.

- c. Chinua Achebe calls for a more respectful and accurate portrayal of Africans by urging people ▲ their voices and experiences.

After Listening

5. Chinua Achebe says that the strong must listen to the weak. How do you understand this idea in context of our everyday life? **Personal answers. Examples:**
It means that those with power or privilege should listen to those who are less powerful, because everyone's voice matters. In everyday life, this could mean respecting others' opinions, especially those who don't always get heard.



Language Expansion

Throughout the video prompt, Chinua Achebe repeated some words and phrases. Overall, repetition can serve as a strategic tool to manage the flow of conversation and enhance communication.

In oral speech, repetition helps speakers:

- gather thoughts and think about what to say next or how to structure their response.
- clarify or emphasize an important idea, ensuring the audience fully understands the message.
- maintain control of the conversation, preventing interruptions.
- make the rhythm of speech more engaging and easier to follow.
- convey strong feelings or highlight personal reactions.

6. Read the audio script and reflect on the reasons why Chinua Achebe repeated some words and phrases. Share your opinions with your classmates.

6. Personal answers. Examples: “wandering into the jungle on the danger and the savages were after him and **I would, I would** instinctively be on the side of the white man” and “this is this is **what, what** fiction can do”: to gather thoughts; “Reading *Heart of Darkness*, for instance, which was a **very, very** highly praised book” and “If you take up **any, any** newspaper here”: to emphasize.

SPEAKING

You have read the short story *Black Cats*, by Samir Salmi, in this unit. You had the opportunity to see how the author built the tension that marked the story. Now, you are going to tell a story to your classmates. Follow the steps suggested below.

STEP 1 Brainstorm

- Think about the story you want to tell. It can be a fictional story like the one you have read or a real-life story. Recollect the sequence of events that happened, the time of the day or of the year, and the people involved in the story.

STEP 2 Plan

- Write down key words and phrases you are going to use in your story. Your plan needs to cover the

following items: the setting, the characters, the plot, the conflict, and the resolution.

STEP 3 Practice

- Choose one or two classmates to work with you. One tells his/her story while the other two listen to you, then make comments and suggestions. Change roles until everyone has had the opportunity to practice.
- Practice telling your story two or three times.

STEP 4 Present

- Tell your story to your classmates. You can use your notes to help you.
- Try to put emphasis on relevant words to make your audience get engaged with your storytelling.

WRITING

Now, let's write a 50-word story. Read the example and follow the steps below.

SUSAN GALE WICKES: Up There

When I was young, my father would call out from the bottom of the stairs.

"Are you up there?"

He always wanted to know we were safe.

He's gone now.

Sometimes, at night, I look up at the sky and say, "Dad, are you up there?"

I know he is.

Susan Gale Wickes is a writer from Indiana. She enjoys writing short stories, greeting card verses, and the joy of cartoon captioning.

SUSAN Gale Wickes: Up There. *50-Word Stories*. [S. I.], Aug. 16, 2024. Available at: <https://fiftywordstories.com/tag/susan-gale-wickes/>. Accessed on: Aug. 12, 2024.

STEP 1 Brainstorm

- Decide on a theme you can develop in a 50-word story.

- Reflect on the message you want to convey.

STEP 2 Plan

- Sketch a simple outline of the structure of your 50-word story.
- Remember your target audience is your classmates.

STEP 3 Draft

- Start writing your 50-word story.
- Remember to use language and tone that are appropriate to your target audience.

STEP 4 Revise & Edit

- Share your draft with another student to receive feedback on it.
- Revise and edit your story.

STEP 5 Write & Share

- Write the final version of your text.
- Share your story with your classmates. You can organize a digital book with 50-word stories and share it with other people.

ROUND OF TALKS

- 1 Two basic elements are necessary for a literary work to exist. In your opinion, what would they be?
Personal answers. Example: In my opinion, the two elements are the author and the reader.
- 2 If those two elements are essential for a literary work to exist, what, then, in your opinion is its function? You can refer to the section Start up for ideas.
Personal answers. Examples: To connect them. / To serve as a bridge between the author and the reader.
- 3 With those answers in mind, do the following activities.
 - a. Choose a piece of literature that you have read. It may be a book, a poem, a short story, or any other. Why did you read it? Was it a classroom assignment or did you choose to read it? *Personal answers. Examples: I read it because my teacher told me to read it. / I read it because I like the author and I had read another book by this author.*
 - b. What is the theme of the literary work you've read? Is it relevant to today's world in terms of the social issues it deals with or the characters it presents? Why? *Personal answers. Example: The book I read was about relationships, breakups, and personal growth. It's relevant to today's world because it deals with emotional struggles that many people face.*
 - c. Reflect on a character of the text work you've read that resonates with your personal life. How does the text relate to your own experiences? Describe a specific aspect that you feel has some sort of connection to your personal life. *Personal answers. Example: I like the way the author describes the countryside. It made me think about my childhood when I visited my grandma who lived in a small rural property.*
- 4 Find a current event, social issue, or historical event that relates to the themes or situations presented in the text you've read. Then, answer the questions below.
 - a. How does the literature provide insight into or commentary on a real-world issue?
 - b. Reflect on the relevance of the theme of the text in today's world. Write a short paragraph summarizing your ideas. *Personal answers. Example: In my opinion, the theme of the book is relevant because many people today still face similar situation, especially in very small and remote places.*
- 5 Finally, tell your classmates what text you wrote about and let them tell you what they wrote. Do you feel motivated to read any of the texts they mentioned? Why?
Personal answers. Example: None of the texts motivated me because ... / I would like to read ...

4. a. *Personal answers. Example: The story of the teenage girl who visits her grandma's farm for the last time because she had to sell her property to speculators makes me think about the land problem in Brazil. Many small landowners are forced to sell their properties to speculators.*

PERSONAL REFLECTION

Think about your participation in the different activities in this unit. Then, answer the questions below in your notebook. *Personal answers.*

- 1 We started this unit talking about literature as a way to reflect the social or political issues of our time and the benefits of reading. Now that we have finished this unit, how has your view on these issues changed?
- 2 Think about each section and subsection of this unit. What were your favorite ones? Why?
- 3 What strategies do you plan to use to master the topics of this unit that you still have difficulties in?
- 4 Explain how you can use what you have learned about literature in this unit in your personal and professional life.

Objectives

- To demonstrate understanding of a campaign poster about seat belt road safety and road traffic regulations.
- To use verbs/nouns + prepositions and phrasal verbs.
- To demonstrate understanding of a video about pedestrian education.
- To give an oral presentation with safety tips.
- To make a poster about safety and mobility.
- To discuss mobility and how the way people commute affects the environment.

Personal answers. Example: The photo of the senior couple boarding a bus using the wheelchair access ramp focuses on the challenges and innovations in accessible transportation. The photo of public transportation highlights the role of public transit in reducing congestion and pollution.

The photo of the traffic jam in a city relates to urban planning, pollution, and alternative transportation methods. The photo of boys walking to school in a rural area raises questions about safety, urban design, and the importance of walkable communities.

START UP

1. Look at these photos and explain how they relate to mobility.



Nikola Filic/Shutterstock.com/D/BR



bbernard/Shutterstock.com/D/BR



Monkey Business Images/Shutterstock.com/D/BR



Pradeep Krishnan G.R/Shutterstock.com/D/BR

MOBILITY

a. Personal answers. Examples: In the United States, where 75% of respondents use personal cars for commuting, there might be extensive road infrastructure, a cultural preference for car ownership, and a lower density of public transportation options in some areas. / In South Korea, where 53% of respondents use personal cars for commuting, there might be a well-developed public transportation system and government policies that encourage public transit and limit car ownership through taxes and parking restrictions.

2. Read the text and the graphics and answer the questions in your notebook based on what you have studied about transportation geography in your geography classes.

Transport geography is a sub-discipline of geography concerned with the mobility of people, freight, and information and its spatial organization. It includes attributes and constraints related to the origin, destination, extent, nature, and purpose of mobility.

THE GEOGRAPHY of Transport Systems. *Transport Geography*. [College Station], c1998–2024. Available at: <https://transportgeography.org/contents/chapter1/what-is-transport-geography/>. Accessed on: Aug. 14, 2024.

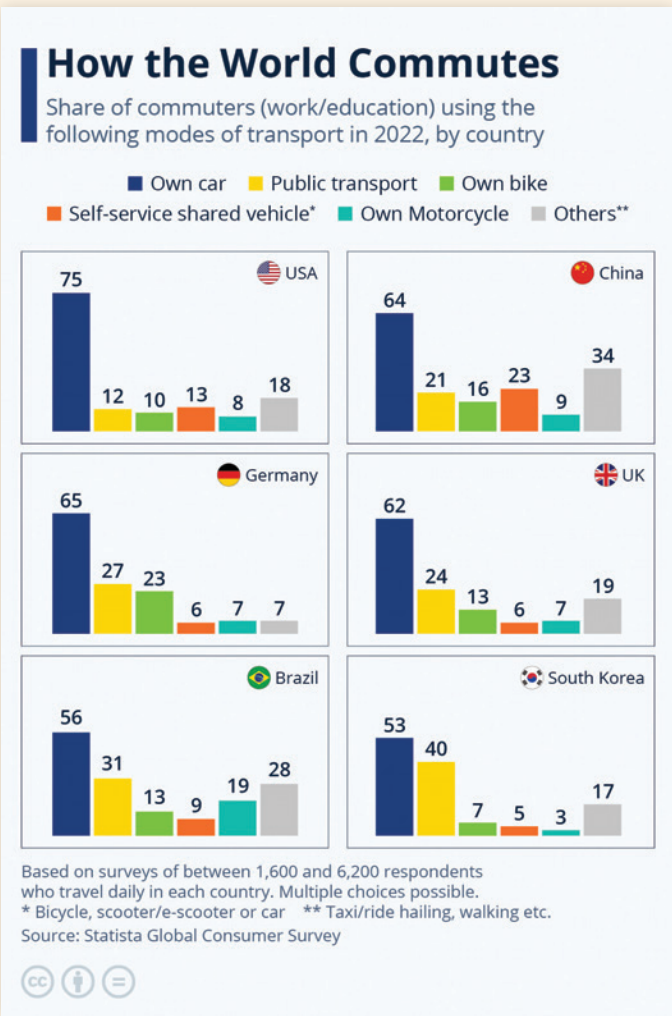
- What factors might explain the differences in car usage for commuting between the United States and South Korea?
- How does the popularity of self-service shared vehicles in China compare to their use in other countries? What might contribute to this trend?
- In urban areas where car usage is increasingly challenged, what alternative means of transportation are most popular?
- How can the growing shift towards sustainable and shared transportation transform the way we educate young people about mobility and transportation?



Urban Mobility
in Singapore

b. Personal answers. Example: Self-service shared vehicles are used by 23% of respondents in China, a higher rate compared to other

countries. This trend could be attributed to China's urbanization, the high population density in cities, and strong government support for environmentally friendly transportation options. c. Personal answers. Example: In urban areas, public transportation options like subways, buses, and trains are becoming



ARMSTRONG, Martin. How the World Commutes. *Statista*. [S. l.], Sep. 19, 2022. Available at: <https://www.statista.com/chart/25129/gcs-how-the-world-commutes/>. Accessed on: Aug. 14, 2024.

READING

Text 1

Before Reading

- How can improving road safety through campaigns influence our daily lives and the overall well-being of our communities? *Personal answers. Example: By reducing accidents and preventing injuries and deaths in case of accidents.*
- Why is the consistent use of seat belts important? *Personal answers. Example: Seat belts are important because they significantly reduce the risk of injury or death in a car accident. They help keep passengers safe in their seats, preventing them from being thrown around or ejected from the vehicle in a crash.*

While Reading

3. Read a campaign poster developed by *Save the Children in Kosovo's Road Safety Campaign* on the importance of wearing seat belts. Then, share with your classmates what you have learned from the tips and facts mentioned.
 Personal answers.

SEAT BELT ROAD SAFETY






WHY ARE SEAT BELTS IMPORTANT?

Seat belts protect you as a driver or passenger in case of an accident or collision. Seat belts not only minimize injuries but can also save you from severe and critical ones that might lead to death.

Seat belts are designed to retain people in their seats, and in doing so they prevent or reduce injuries suffered in a crash. Ensuring that as little contact is made between the occupant and vehicle interior as possible, seat belts significantly reduce the risk of being thrown out from a vehicle.

ALWAYS REMEMBER TO:



- Buckle up before driving or riding in a car. This goes for everyone in the vehicle, whether you're sitting in the front or the back.
- Wear the lap belt low across the hips and below your stomach.
- Wear the shoulder belt over your collarbone, away from your neck. It should cross over your chest. In most new cars, you can adjust shoulder belts to improve their height and fit.
- Secure all young children in child safety seats.
- If you're pregnant and riding in a car, make sure the safety belt is snug against your hips. Never put a lap belt across your stomach when you're pregnant.




FACTS

Seat belts reduce the risk of death by 45%, and the risk of serious injury by 50% for drivers and front-seat passengers.

Airbags are much less productive when you aren't wearing a seat belt.

Seat belts offer the best defense against road hazards, aggressive drivers, distracted drivers, and impaired drivers.



THE LAW


In Kosovo, it is illegal not to wear a seatbelt while driving (driver or passenger). For more details, please read Article 187, Law no 05-L-088 [here](#).

PLEASE DON'T FORGET!

Always wear a **seatbelt!**

Ensure that **children under the age of 12** are **properly buckled up** and seated in the **child safety seats**.

Drive **safely, carefully**, and under the **speed limit**.



MAKING THE ROADS SAFE FOR CHILDREN STARTS WITH YOU.

DRIVE CAUTIOUSLY!

4. Decide on the alternative that best describes campaign posters. **Answer: c**
- They aim to inspire and encourage individuals by presenting positive messages and inspirational visuals. Their purpose is to help individuals stay focused and driven in their personal and professional lives.
 - They are designed to influence public opinion and support candidates, parties, or causes. They highlight a candidate's strengths or achievements and mobilize supporters.
 - They aim to raise awareness about important issues. They can help build support for causes, educate the public, and encourage community involvement by highlighting key information and calls to action.

5. Personal answers. Example: Following road safety rules like wearing seat belts helps create a community where everyone values safety. When people

After Reading

5. How can understanding and following road safety rules like wearing seat belts contribute to a culture of responsible and safe mobility in your communities? Discuss with your classmates.

This encourages others to be careful, too, making our roads safer for everyone and promoting responsible behavior in transportation.

Text 2

Before Reading

- What road safety rules do you think are the most important for keeping drivers and pedestrians safe?
- Think of a time when following or not following a traffic regulation made a big difference in your safety or someone else's.

While Reading

3. Read an excerpt of the publication *Road Traffic Regulations*, by the authority of the Government of Barbados, and identify its main purpose.

Answer: c

Road Traffic

ROAD TRAFFIC REGULATIONS, 1984

Authority: These Regulations were made on 6th July, 1984 by the Minister under sections 122 and 124 of the *Road Traffic Act*.

[...]

PART IV

Use of Motor Vehicles

[...]

31. (1) This regulation applies to every driver of a motor vehicle, whether or not a trailer is attached.

[...]

(5) The driver mentioned in paragraph (1) shall,

(a) at all times, keep the motor vehicle on the left of the road unless prevented by some sufficient cause or directed to do so by traffic signs;

(b) when overtaking other vehicles, keep to the right or off side of the other vehicles, except where traffic signs indicate otherwise;

(c) when being overtaken by other vehicles, except on roads where traffic signs indicate otherwise, drive as close to the left side of the road as possible to allow those other vehicles to pass, and in every case, whether or not he is being overtaken, he shall drive so as to give as much space as possible for the passing of other traffic, and shall not speed abreast any vehicle when that vehicle is overtaking him.

[...]

(12) The driver mentioned in paragraph (1) shall not draw up the vehicle at the side of any road other than the left side of the road in the direction in which the vehicle is facing unless directed to do so by a member of the Police Force in uniform or except in a one-way street.

[...]

PART X

Speed Limits

87. (1) Subject to this paragraph, the maximum speed at which motor vehicles may be driven on any road is, in the case of

(a) tractors, with or without trailers, and the other motor vehicles drawing one trailer or more, 30 kilometres per hour,

(b) motor omnibuses and vehicles licensed for a maximum gross weight exceeding 3 tonnes, 50 kilometres per hour,

(c) minibuses, tour coaches, heavy goods vehicles, 50 kilometres per hour; and

(d) other motor vehicles, 60 kilometres per hour; but the speed limits specified in sub-paragraphs (a) to (c) may be reduced within areas and along roads as indicated by traffic signs.

[...]

GOVERNMENT OF BARBADOS. Road Traffic Regulations, 1984.

St. Michael, 2007. Available at: https://www.barbadoslawcourts.gov.bb/assets/content/pdfs/subsidiary_legislation_of_barbados/RoadTrafficRegulations,1984Cap295%27I.pdf. Accessed on: Aug. 13, 2024.

- a. To describe the features and benefits of different types of motor vehicles available for purchase in Barbados.
- b. To outline the procedures for obtaining a driver's license and the required documentation for vehicle registration.
- c. To outline road safety rules for driving, including lane usage, overtaking, and speed limits, to ensure safe and lawful vehicle operation.
- d. To provide guidelines for vehicle maintenance and repair procedures for all types of motor vehicles.

4. Read the text again and decide whether the sentences are true (T) or false (F). Then, correct the false ones in your notebook.

- a. When overtaking other vehicles, drivers must keep to the right or off side of the vehicle being overtaken.
- b. The maximum speed limit for motor omnibuses and vehicles over 3 tons is 30 kilometers per hour.
- c. A driver can park on the right side of the road when the road is a one-way street.
- d. The function of the phrase "whether or not a trailer is attached" in the text is to clarify that the rule applies to all motor vehicles, regardless of trailer status.
- e. The term "sufficient cause" implies a valid and justifiable reason that prevents following the rule.

4. a. T; b. F (The maximum speed limit for motor omnibuses and vehicles over 3 tonnes is 50 kilometres per hour.); c. F (A driver can park on the right side of the road when directed by a member of the Police Force in uniform.); d. T; e. T

After Reading

Professor: Veja Manual do Professor para as respostas destas atividades.

- 5. How might well-defined road traffic regulations like those described in the text contribute to improving mobility and accessibility in urban areas?
- 6. What are the key requirements and steps for obtaining a driver's license in Brazil? How do these steps ensure that new drivers are adequately prepared for safe driving?

Did You Know...

In Barbados ...

If you are at least 16 years old, you may be obtaining a Learner's License for a private motor vehicle [...] (if the applicant's parents or guardians give their consent). This is not a permanent license.

If you are at least 18 years of age, you may apply for a permanent license to drive a private motor vehicle.

A person who is at least 20 years old can obtain a License for driving a commercial vehicle.

BARBADOS INTEGRATED GOVERNMENT. Get a Driver Licence. St. Michael, c2024. Available at: <https://www.gov.bb/Citizens/driver-licence>. Accessed on: Aug. 14, 2024.

- 7. How can the integration of transportation education into the process of obtaining a driver's license improve road safety and prepare new drivers for real-world driving conditions?

LANGUAGE IN USE

- 1. Read the extracts from Texts 1 and 2 and pay attention to the parts in **bold**. Then, complete the sentences. Write the answers in your notebook.

- I. Seat belts not only minimize injuries but can also **save** you **from** severe and critical ones that **lead to** death.
- II. Seat belts reduce the **risk of** death by 45%, and the **risk of** serious injury by 50% for drivers and front-seat passengers.
- III. Seat belts offer the best **defense against** road hazards, aggressive drivers, distracted drivers, and impaired drivers.
- IV. This regulation **applies to** every driver of a motor vehicle, whether or not a trailer is attached.

- a. The parts in bold in extracts ▲ and ▲ are examples of verbs followed by prepositions.
- b. The parts in bold in extracts ▲ and ▲ are examples of nouns followed by prepositions.
a. I, IV; b. II, III

Language Expansion

In English, there are no grammatical rules to tell you which preposition goes with which verb or noun, so it helps if you learn them together. Here are some verbs and nouns often paired with certain prepositions.

VERBS + PREPOSITIONS	NOUNS + PREPOSITIONS
apologize to (sb) for (sth)	access to
blame for	advantage of
believe in	concern about
cope with	difference between
depend on	difficulty in
focus on	interest in
insist on	reason for
succeed in	reaction to

2. In your notebook, complete the sentences below about the theme of this unit using your creativity.

Personal answers. Examples:

- a. The city has provided **access to** ▲.
public transportation for all residents
- b. The **advantage of** carpooling is ▲.
that it reduces your carbon footprint
- c. Drivers need to learn how to **cope with** ▲.
heavy traffic during rush hour
- d. Many cyclists **insist on** ▲.
having dedicated bike lanes to ensure their safety on the roads
- e. Pedestrians should **focus on** ▲.
the importance of using crosswalks
- f. Many drivers **blame** poor road conditions for ▲.
most traffic accidents
- g. The **reason for** ▲. the introduction of the new speed limit
was to reduce accidents in school zones
- h. There's growing **concern about** ▲.
the lack of bike lanes in urban areas

3. Read these other extracts from Text 1 and pay attention to the phrasal verbs in **bold**. Then, guess their meanings from context clues. Take notes in your notebook. **Throw out** means to eject someone and **buckle up** means to fasten your seat belt.

- I. Ensuring that as little contact is made between the occupant and vehicle interior as possible, seat belts significantly reduce the risk of being **thrown out** from a vehicle.
- II. **Buckle up** before driving or riding in a car.

Language Expansion

As you know, phrasal verbs are expressions made up of a verb combined with one or more particles. Because the meanings of phrasal verbs often differ from the meaning of the individual words, they might be tricky for non-native speakers of English. Here are some phrasal verbs related to the themes of this unit.

PHRASAL VERBS	MEANINGS
back up	to make a vehicle move backwards
drop off	to take someone or something to a place by car and leave them there on your way to another place
pull in	to move to the side of the road and stop
pull over	to drive to the side of the road and stop your car, or to make someone else do this
run over	to hit someone or something with a vehicle, and drive over them
set off	to start to go somewhere

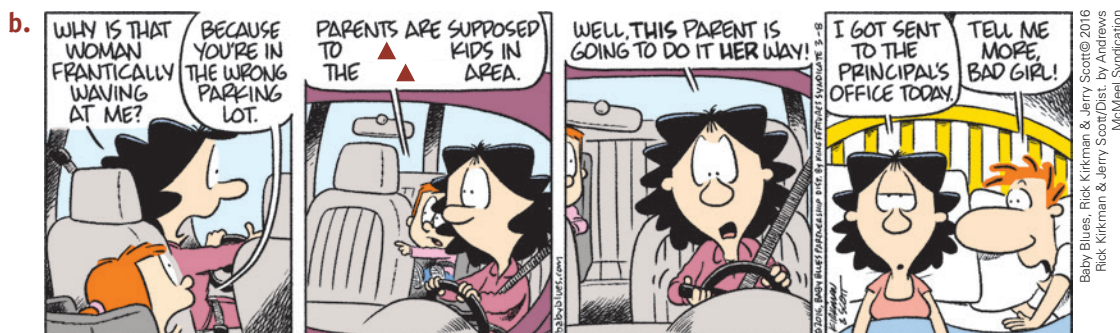
LONGMAN dictionary of contemporary english. London: Pearson Education, [20--]. Available at: <https://www.ldoceonline.com/>. Accessed on: Aug. 16, 2024.

4. Replace each icon ▲ in the strips with a phrasal verb from the table in the appropriate form.
a. buckle up; b. drop off, drop-off

Não escreva no livro.



MCCOY, Glenn. *The duplex*. Available at: <https://www.gocomics.com/duplex/1997/10/11>. Accessed on: Aug. 16, 2024.



KIRKMAN, Rick; SCOTT, Jerry. *Baby Blues*. Available at: <https://www.gocomics.com/babyblues/2016/03/08>. Accessed on: Aug. 16, 2024.

LISTENING

Before Listening

Professor: Veja Manual do Professor para as respostas destas atividades.

1. What are some common dangers that pedestrians face when crossing the street?
2. How can pedestrians ensure their safety while walking near traffic?

While Listening



Track 30

3. Listen to a video titled *Pedestrian Safety*, broadcasted by Ghana National Road Safety Commission and Educate Me GH Foundation. Then, in your notebook, complete the definition of a pedestrian provided by the speaker.
 - A pedestrian is ▲. *anybody who uses the road on foot*
4. According to the speaker, what shouldn't pedestrians do?
5. Complete each sentence according to the recording. Write the answers in your notebook. *a. to be aware of when a vehicle is approaching their direction; b. to help drivers understand their intention to cross and ensure visibility; c. hold the child's hand*
 - a. The primary reason for pedestrians to face oncoming vehicles while walking along a road is ▲.
 - b. It is important for pedestrians to communicate with drivers when crossing the road ▲.
 - c. Before crossing the road with a child under 12 years old, a pedestrian should ▲.

Did You Know...

The national language and lingua franca of Ghana is English, which has 9.8 million second language (L2) speakers (out of a total population of 27.67 million). Ghanaian Pidgin English is also widely spoken, with 5 million first language (L1) speakers. Akan is the most widespread indigenous language in Ghana, with 8.1 million L1 speakers. [...]

U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT. *Language of Instruction Country Profile: Ghana*. Washington: Dexis Consulting Group, May 2020. Available at: https://pdf.usaid.gov/pdf_docs/PA00X9JT.pdf. Accessed on: Aug. 15, 2024.

4. Pedestrians shouldn't walk with their back facing oncoming vehicles, run when crossing the road, allow children below the ages of 12 to cross the roads on their own or engage in other activities that will distract them.

After Listening

6. How can increased awareness and education about road safety practices potentially change societal attitudes towards road safety and the behavior of both pedestrians and drivers?
7. Read the text on bike safety and compare the tips to those addressed to pedestrians.

6. Personal answers. Example: Increased awareness and education about road safety can lead to a shift in societal attitudes, making both pedestrians and drivers more conscious of their responsibilities. As individuals learn about safe practices and their importance, they are likely to adopt safer behaviors.

7. Personal answers. Example: Bike safety tips and pedestrian safety tips share a common goal of preventing accidents and ensuring safe road use. Both emphasize, for example, the importance of visibility.



8. Phrasal verbs are very common in spoken language, especially among native speakers, as they can convey meanings more naturally and efficiently. Read and infer the meanings of the phrasal verbs used by the speaker in the extracts below.

I. slowed down: moved slower; II. fall down: fall to the ground

I. Only cross when the driver has **slowed down** for you or stopped for you.

II. Do not run when crossing the road 'cause you might **fall down** in the middle of the road.

9. Now, read this other extract and discuss the question with your classmates.

Do not run when crossing the road '**cause** you might fall down in the middle of the road.

In this extract, '**cause** is used to introduce the reason behind something. It is a common contraction of the word **because**. It makes the sentence sound more natural and less formal, which is why it is so common in spoken English and in contexts where a conversational tone is preferred. Does anything similar happen to words in Brazilian Portuguese? Mention at least one example.

Personal answers. Example: Yes, it does. The word **você** can be pronounced as **cê** by some people in spoken Brazilian Portuguese.

SPEAKING

In this unit, you have heard and talked about tips for pedestrians and cyclists' safety. Now, you are going to work on (and record) an oral presentation with safety tips. Follow the steps suggested.

STEP 1 Brainstorm

- Reflect on the discussions held in this unit. Read the audio script.
- Do some research and decide on the context you are going to focus on. You can talk about safety tips on a boat/canoe in riverside communities, in a carriage, on a bus, on a horse etc.

STEP 2 Plan

- Write down key words and phrases you are going to use in your presentation. Keep in mind that the purpose of your presentation is to highlight safety measures.

STEP 3 Practice

- Practice giving the presentation aloud two or three times. Practice in pairs so one can help the other. One gives the presentation while the other listens to you and comments on it.

STEP 4 Present

- While giving the presentation, you may take a look at your notes, if necessary. You can also prepare

images to illustrate the tips. If you decide to do so, prepare them in advance.

- You can record your presentation using any available recording device and share it with a larger audience.

Useful Language

Today, I'm going to provide some tips for safety on/in ...

My focus will be on key safety measures that ...

First, ...

Second, ...

Third, ...

Following these simple safety guidelines can help ...

Let's all do our part to ...

WRITING

You have read a poster on the importance of seat belts in the Reading section and talked about safety tips in the Speaking section. Now, you are going to make a poster on safety, directed to your community. Follow the steps below.

STEP 1 Brainstorm

- Research and reflect on the reality of the community where you live and identify the key issue (regarding mobility) that needs improvement. This could be pedestrian education, education for boat users, cyclists etc. It could be the lack of road markings around the school. Your poster should focus on this issue.

STEP 2 Plan

- Sketch an outline of the structure of your poster. Be sure to include: a clear and concise message, an eye-catching design, strong visuals, readability, informative content, and a logical layout.

- Consider including a call to action that tells readers what to do next.

STEP 3 Draft

- Start making your poster.
- Use technological tools, if possible.

STEP 4 Revise & Edit

- Share your draft with another student to receive feedback on it.
- Revise it to ensure the features suggested in Step 2 are included.
- Proofread your text. Correct any grammatical errors, spelling mistakes, and punctuation issues.

STEP 5 Write & Share

- Create the final version of your poster.
- Share your poster with your school community either on a printed format or through a QR code.

ROUND OF TALKS

- 1 We have studied the theme of mobility along this unit. Now, you're invited to map your mobility. Do the following activities, writing down your answers in your notebook.
 - a. Use an online digital map or any other tool to estimate the distance between the places where you usually have to go on your daily life (home, school, work, gym etc.). Then, calculate the weekly totals (weekdays only). Use the metric system: meters and kilometers. Write this down in your notebook.
Personal answers.
 - b. How long does it take you to cover all those routes?
Personal answers. Example: Every week, I spend 175 minutes on the bus and 60 minutes walking.
 - c. Write down how you cover those routes: on foot, by bike, by public transportation etc.
Personal answers. Example: I go to school by bus five times a week and walk to the gym twice a week.
 - d. Why do you choose this way of moving around?
Personal answers. Example: I choose this way because it's convenient, environmentally friendly, it keeps me active, and I don't have to spend any money.
- 2 Now, take the information collected in activity 1 and add to the data collect by your classmates. What are the totals of distances and times spent on transportation by your class in a week?
To get the weekly totals just add each individual total.
- 3 Find the number of people that use each means of transportation listed in item c from activity 1 above. Then, discuss the following questions with your classmates based on the information you found.
 - a. *Personal answers. Example: My mobility impacts significantly because I move around by bus. / I move around by bike, so my mobility has little impact on the environment.* How does your individual mobility impact the environment in your community?
 - b. Now, think collectively. How does the total mobility of your class impact the environment of your community? *Personal answers. Example: When we consider the mobility of everybody in the class, the impact is greater.*
 - c. What could you do, as a group, to mitigate the environmental impact of your mobility?
Personal answers. Example: We could encourage the use of bicycles, organize a car pool, walk to school one day a week etc.

PERSONAL REFLECTION

Reflect on what you learned and how you learned in this unit. Then, answer the questions in your notebook. *Personal answers.*

- 1 Which activities related to mobility and safety did you find most engaging? Why?
- 2 Were there any activities that you found less engaging? What do you think caused that?
- 3 What specific concepts or skills dealt with in this unit do you feel you need to improve on?
- 4 Is there any particular aspect of mobility that you're curious to explore further? What is it?
- 5 How can you incorporate the lessons learned about mobility and safety in this unit into your daily routine or behavior as a pedestrian, cyclist, or (future) driver?
- 6 Can you use verbs or nouns + prepositions? If you have any difficulties about it, what are they? What can be done to help you consolidate your knowledge about them?
- 7 How well can you use the phrasal verbs presented in the unit? What different contexts can you use them?

Objectives

- To demonstrate understanding of a mind map and book covers.
- To identify and analyze common prefixes and suffixes.
- To demonstrate understanding of a presentation about change.
- To create a multimedia presentation about change.
- To produce a mind map.
- To reflect on and discuss personal life and career plans.

START UP

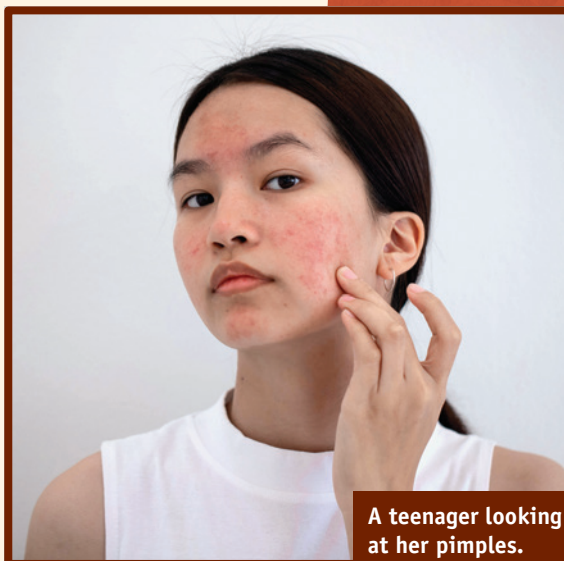
Personal answers. Example: They show different kinds of changes. Just like the pupa, I feel that my present life is faced with transformation, growth, potential, and uncertainty.

1. Look at these photos and describe what they show. What relationship can you establish between the first photo and your present stage of life?



Pupa of plain tiger butterfly.

hwongco/Shutterstock.com/ID/BR



A teenager looking at her pimples.

Arisara_Tongdonnoi/Stock/Getty Images



Youth demonstrators.

Jacob Lund/Shutterstock.com/ID/BR



Ice cubes.

Jorge Silva/Stock/Getty Images

CHANGE

2. Questions: What did you want to be when you were a kid? What do you want to be now? / Who was important to you when you were a kid? Who is important to you now? / What were you interested in when you were a kid? What are you interested in now? / What were your fears when you were a kid? What are your fears now? / What were you ashamed of when you were a kid? What are you ashamed of now? / Personal answers. Students are expected to answer based on their experiences and feelings.

2. Complete the table in your notebook. Then, reflect on your growth and development. How have you changed? What has remained constant in your life? Use the prompts to create questions and to talk to your classmates.

	WHEN I WAS A KID	NOW
What/you/want to be		
Who/be important to you		
What/you/be interested in		
What/be your fears		
What/be ashamed of		

d. Personal answers. Examples: I have mixed feelings about that. I feel excitement and sadness at the same time. I'm excited about new opportunities, but I also feel sad about leaving behind the familiarity of school and the friendships that might change as we all move in different directions.

3. Answer the questions in your notebook.

3. a. Personal answers. Examples: I know I'm becoming more independent and trying to take on more responsibilities. I'm making decisions that will have a long-term impact on my future, like choosing a career path.

- a. As you approach the end of your school cycle, what changes are you most aware of?
- b. What are your biggest hopes for the next stage of your life? Personal answers. Examples: I hope to follow a career that I'm passionate about, to build meaningful relationships, and to continue to grow as a person. I also hope to achieve financial independence.
- c. What challenges do you think you might face as you enter adulthood? Personal answers. Examples: I might struggle with managing the responsibilities of adulthood, like balancing work, studies, and
- d. How do you feel about leaving behind certain aspects of your current life? personal life.
- e. What lessons have you learned during your school cycle that you think will help you in the next stage of your life? What skills or areas do you still need to work on? Personal answers. Examples: I've learned the importance of being organized, which I know will be crucial as I take on more responsibilities. I've also developed problem-solving skills and the ability to work well with others. I still need to work more on handling stress and being resilient when things don't go as I had planned.

READING

Text 1

Before Reading

2. Personal answers. Examples: a) The idea behind the quote significantly influences my ability to navigate and adapt to changes because, from my point of view, it highlights the importance of understanding that changes are going to happen and that we need to be prepared for them. b) The most important change in my life was when I moved to a new town. It was hard at first, but it helped me grow and meet new people.

1. As you can see, in this unit you are going to read and talk a lot about change. Write in your notebook what you understand by **change**. 1. Personal answers. Example: This is a complex concept, but for me, it is the process of growing through different experiences in life.
2. Read a proverb about change. Then, discuss the items with your classmates.

|| There is nothing permanent except change.

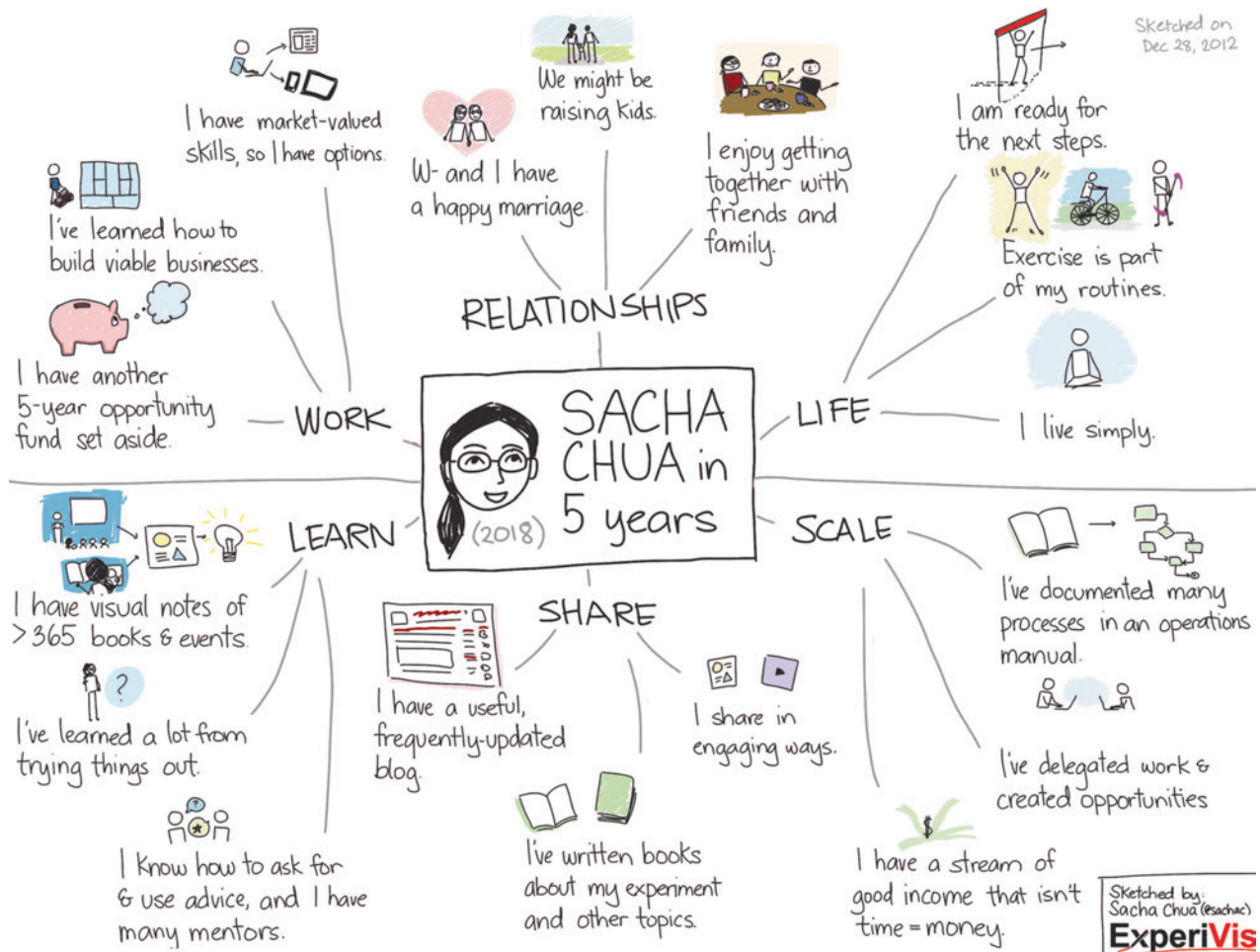
THERE is nothing permanent except change. *Farlex Dictionary of Idioms*. [S. I.], c2024. Available at: <https://idioms.thefreedictionary.com/there+is+nothing+permanent+except+change>. Accessed on: Sep. 22, 2024.

- a. How can the idea behind this proverb influence your ability to navigate and adapt to changes as you transition from school to adulthood?
- b. Reflect about the changes you have gone through in your life and think of the most important one. Now, write in your notebook why it was the most important.
3. What kind of changes do you expect to go through as you finish high school? Personal answers. Examples: I expect to meet my friends just on the weekend. / I expect to make new friends at university and/or at work.
4. Before you read the mind map titled *Sacha Chua in 5 Years*, what do you think are the key elements or goals that someone might include when planning their next five years? Make a list and share it with a classmate. How much is the same or different in your lists? Why? Personal answers. Examples: When planning the next five years, someone might include goals such as advancing in their career, pursuing higher education, finding a job, and achieving financial stability. They may also focus on personal development, such as improving health and learning new skills. / Our lists are quite different because we have different plans for our futures.

Não escreva no livro.

While Reading

5. Now, read the mind map and check your predictions.



MINDMAPPING 10. Sacha Chua. [S. l.], Jan. 4, 2013. Available at: <https://sachachua.com/blog/2013/01/imagining-the-next-five-years-and-planning-2013/>. Accessed on: Oct. 8, 2024.

6. Decide on the correct alternatives to complete the sentences about mind maps. Write the answers in your notebook. **a.** organize and represent information; **b.** clear and concise; **c.** non-linear
- Mind maps are visual tools used to **depict the relationships within a family / organize and represent information** around a central concept.
 - Mind maps use keywords or short phrases on branches to keep content **clear and concise / complex and engaging**, incorporating colors, symbols, and images to enhance understanding and creativity.
 - The **linear / non-linear** layout of mind maps reflects the brain's way of processing ideas, allowing for flexible and expandable organization.
7. Read the mind map in activity 3 again and write the requested information in your notebook.
- Sacha Chua in 5 years; **b.** relationships, life, scale, share, learn, work; **c.** connective lines, colors, symbols, icons, and images.
 - Central idea.
 - Main branches.
 - Visual elements.

8. Read and choose all answers that are true, according to the text. Write them in your notebook.
- According to the mind map, in 5 years, Sasha will ...
- ... have the skills to establish effective businesses.
 - ... have a steady source of income that depends only on the amount of time invested.
 - ... have a lot of knowledge from experimenting with different approaches.
 - ... design, participate in, and share content on interactive apps.
 - ... take pleasure in spending time with family and friends.

have the skills to establish effective businesses; have a lot of knowledge from experimenting with different approaches; take pleasure in spending time with family and friends

After Reading

9. How do you think the changes and goals you set for yourself might affect your personal development and relationships?

Personal answers. Examples: I think the changes and goals I set for myself will have a big impact on who I become. For example, if I set goals related to career aspirations or personal growth, I might adopt new values that emphasize ambition, responsibility, or resilience. These changes can also influence my relationships, as I may build connections with people who share similar goals or values. I believe the changes I make now will help shape my future self and guide what I want to achieve in life.

Text 2



Before Reading

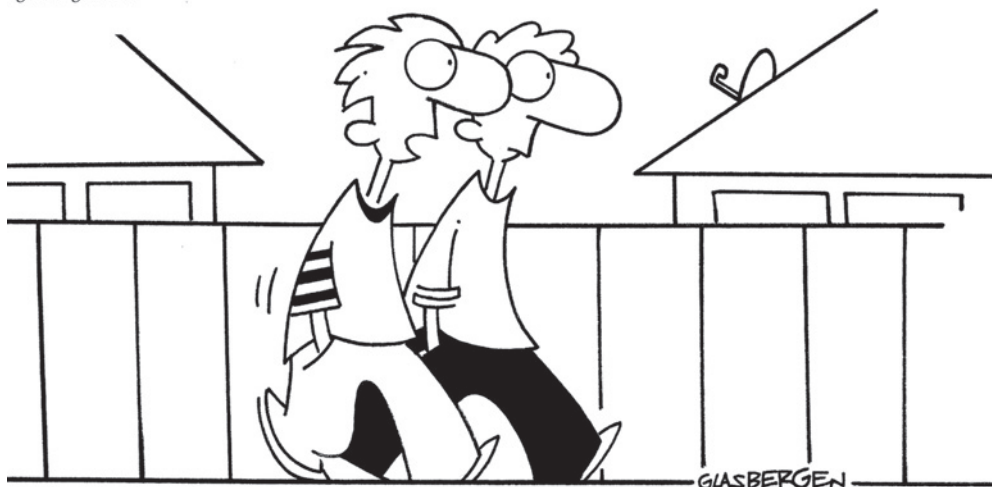
1. a. He feels frustrated and overwhelmed by the continuous pressure to change his behavior as he grows older.

b. He expresses his frustration through humor and irony, suggesting that the constant expectations for him to act differently at each stage of his life make him feel as if he might be aging too quickly and facing adult responsibilities prematurely.

c. Personal answers. Example: I totally relate to the speaker. It feels like there's always someone telling me I need to be more responsible or act like an adult. There's constant pressure to meet everyone's expectations before I'm even ready. This makes me feel a bit stressed out and unsure about what it means to be an adult. It's not easy to balance these expectations with figuring out who I want to be.

1. Read the cartoon and discuss the questions with your classmates.

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glasbergen.com



Randy Glasbergen/Acevo do cartunista

**"WHEN I WAS 5 EVERYONE TOLD ME TO BE A BIG BOY.
WHEN I WAS 10 THEY TOLD ME I SHOULD BE MORE MATURE.
NOW THEY SAY IT'S TIME TO START ACTING LIKE AN ADULT.
AT THIS RATE, I'LL BE ELIGIBLE FOR SOCIAL SECURITY
BEFORE I GRADUATE FROM HIGH SCHOOL!"**

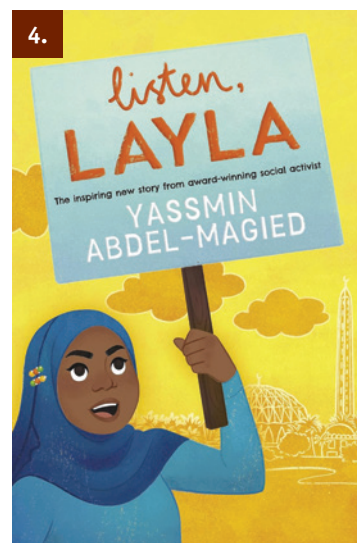
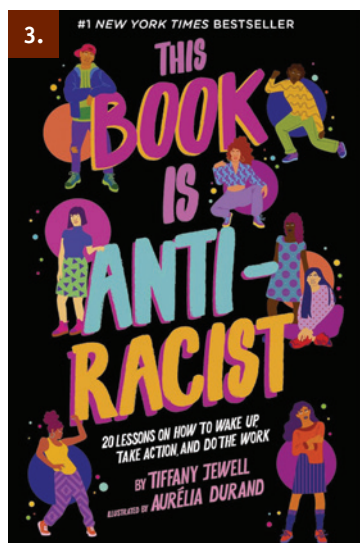
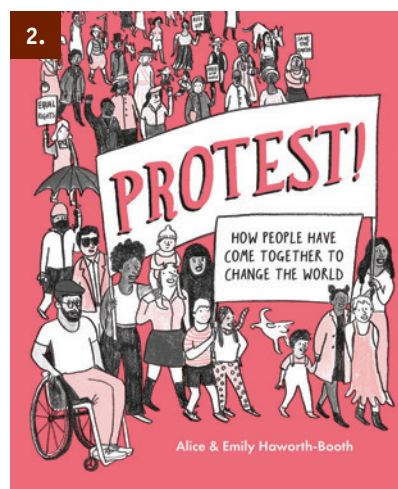
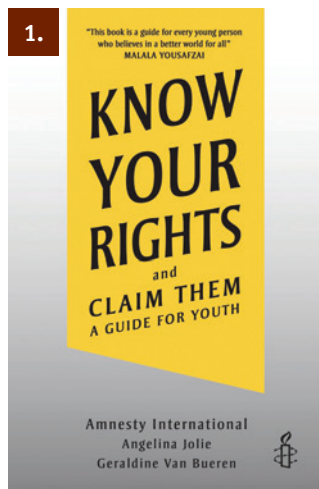
GLASBERGEN, Randy. *The Better Half*. Available at: <https://glasbergen.b-cdn.net/wp-content/gallery/teen/teen14.gif>.
Accessed on: Aug. 19, 2024.

- a. Social security is the money people receive when they retire. How does the speaker feel about the continuous pressure to change his behavior as he grows older?
- b. What is his reaction to the idea of growing up according to these expectations?
- c. How do you relate to the speaker's feelings about the pressure to constantly change and grow up? How do you think these expectations affect your own view on transitioning into adulthood?

While Reading

2. They share a common theme of empowerment and social justice. The books focus on educating readers about their rights, the importance of activism, and the steps needed to make positive change in society.

2. Book covers are an important element of a publication. They help grab the reader's attention and, at the same time, give some information about the content of the book. Read and identify what the four book covers have in common.
3. Match the covers to the descriptions below. Write the answers in your notebook.
 - a. This book highlights the challenges of a young girl in balancing cultural traditions with personal dreams. 4. Listen, Layla.
 - b. This book helps you understand your legal rights and how to stand up for them. 1. Know Your Rights and Claim Them.
 - c. This book shows how people joining forces has helped bring about important changes in society. 2. Protest!: How people have come together to change the world.
 - d. This book teaches readers how to recognize and fight against racism, taking action to make the world fairer. 3. This Book Is Anti-Racist: 20 lessons on how to wake up, take action, and do the work
4. Who do you think is the target audience of these books? What elements from the covers make you think so?
 Personal answers. Example: I think these books are for young people because of these elements: pictures, the lettering, the words "a guide for youth" in cover 1.



After Reading

5. Personal answers. Examples: These books can inspire teenagers to see themselves as powerful agents of change. By reading about past protests, understanding rights, and learning how to combat racism, we may start to realize that our actions and voices matter. This could lead to personal growth, as we become more confident in standing up for what we believe in and more aware of the influence we can have on the world around us.

5. How might the lessons and stories from these books inspire young adults like you to think differently about their role in creating change, both in their own lives and in the world around them? Share your thoughts with your classmates.
6. Which ideas or lessons from these books do you think connect with you the most? How? Explain.
 Personal answers. Examples: The ideas about standing up for justice and understanding my rights connect with me the most. Those ideas make me realize that I have a voice and that I can be part of the change I want to see, whether it's challenging unfairness at school or speaking out about larger issues in my community.
7. Read an African proverb. If you want to go fast, go alone. If you want to go far, go together.

HILTON, Claire. 10 Quotes That Prove Small Actions Bring Big Change. *Global Giving*. [Washington, DC], Mar. 23, 2020. Available at: <https://www.globalgiving.org/learn/small-actions-quotes>. Accessed on: Aug. 22, 2024.

How does this proverb relate to the themes of collective action and social change discussed in the books? How might working together with others amplify the impact of the changes we seek to make? Exchange ideas in pairs. Personal answers. Examples: The quote highlights the importance of collaboration in achieving change, which is a central theme in the books. While individual actions are important, real and meaningful change often requires people coming together, just like in protests or movements where collective efforts have led to significant social and political changes.

1. Read the extracts from Texts 1 and 2 and pay attention to the parts in **bold** added to some words. Then, decide on the best alternatives to complete the sentences. Write the answers in your notebook.

- I. I have market-valued skills, so I have **options**.
 II. I have a **useful**, frequently-updated blog.
 III. This book is **anti**-racist.
 IV. I know how to ask for and use advice, and I have many **mentors**.
 V. I live **simply**.
 VI. I have another 5-year **opportunity** fund set aside.

- a. A prefix is a letter or a group of letters placed at the **▲** of a word to change its meaning.
Anti- is a prefix that means **▲** or opposed to.
 I. beginning / II. end / reverse against
 b. A suffix is a letter or a group of letters placed at the **▲** of a word to change its **▲** or meaning.
 I. beginning / II. end / form gender
 c. The suffix **-ion** forms **▲**. It means the act, state, or **▲** of doing something.
 I. verbs / quality II. nouns / result
 d. The suffix **▲** forms nouns. It means a **▲** or thing that performs the action.
 I. **-or** / person II. **-er** / state
 e. The suffix **▲** forms adjectives. It means full of, having the **▲** of.
 I. **-ful** / qualities II. **-ship** / thing
 f. The suffix **-ity** forms **▲**. It means the quality or state of.
 I. verbs II. nouns
 g. The suffix **-ly** forms **▲**. It means in the way mentioned.
 I. verbs II. adverbs

2. Complete the text with the suffixed words from the box. Write the answers in your notebook.
 adolescence, significant, relationships, employment, importantly, malleable, developmental, healthy, adulthood, consequence, determinative, mechanisms

adolescence / **adulthood** / **consequence** / **determinative** / **developmental** / **significant** / **employment** / **healthy** / **importantly** / **malleable** / **mechanisms** / **relationships**

[...]

▲ is a period of ▲ development that begins with the onset of puberty and ends in the mid-20s. Consider how different a person is at the age of 12 from the person he or she is at age 24. The trajectory between those two ages involves a profound amount of change in all domains of development – biological, cognitive, psychosocial, and emotional. Personal ▲ and settings also change during this period, as peers and romantic partners become more central and as the adolescent moves into and then beyond secondary school or gains ▲.

▲, although the developmental plasticity that characterizes the period makes adolescents ▲, malleability is not synonymous with passivity. Indeed, adolescents are increasingly active agents in their own ▲ process. Yet, as they explore, experiment, and learn, they still require scaffolding and support, including environments that bolster opportunities to thrive. A toxic environment makes ▲ adolescent development challenging. Ultimately, the transformations in body, brain, and behavior that occur during adolescence interact with each other and with the environment to shape pathways to ▲.

Each stage of life depends on what has come before it, and young people certainly do not enter adolescence with a “blank slate.” Rather, adolescent development is partly a ▲ of earlier life experiences. However, these early life experiences are not ▲, and the adaptive plasticity of adolescence marks it as a window of opportunity for change through which ▲ of resilience, recovery, and development are possible. [...]

ADOLESCENT Development. *National Library of Medicine*. Bethesda, c2019.
 Available at: <https://www.ncbi.nlm.nih.gov/books/NBK545476/>.
 Accessed on: Aug. 20, 2024.

3. Biological, cognitive, and emotional changes in adolescence influence each other, shaping how a person grows and develops into adulthood.

3. How does the interaction between biological, cognitive, and emotional changes during adolescence influence an individual's development?

4. In what ways can supportive environments help prevent the negative impacts of a toxic environment on adolescent development?

5. Decide on the correct prefixed word to replace the icon ▲ in the comic strip. Then, explain your choice in your notebook.



CANTÚ, Hector D.; Castellanos, Carlos. Baldo. Available at: <https://www.gocomics.com/baldo/2005/01/10>. Accessed on: Aug. 20, 2024.

a. unqualified

b. overqualified

6. Now, answer in your notebook.

a. How does Baldo's (the teenager's) statement **misrepresent** the typical expectations of teenage behavior?

b. How does the dad's comment counteract the stereotype of teenage behavior?

Language Expansion

Other common noun suffixes are: **-age** (bandage), **-al** (arrival), **-dom** (kingdom), **-er** (teacher), and **-ness** (happiness).

Other common adjective suffixes are: **-ible** (incredible), **-en** (broken), **-ic** (classic), **-less** (homeless), and **-ous** (nervous).

Common verb suffixes are: **-ate** (irritate), **-en** (soften), **-ify** (identify), and **-ize** (realize).

Other common prefixes are: **auto-** (autobiography), **counter-** (counterattack) **de-** (deforestation), **dis-** (disagree), **il-** (illegal), **ir-** (irregular), **mis-** (misunderstand), and **re-** (reconsider).

4. Personal answers. Examples: Supportive environments protect adolescents from the harmful effects of toxic environments by offering stability and opportunities for positive growth.

5. Answer: b. The best alternative is overqualified because the father is being ironic with his son.

6. a. The teenager's statement misrepresents typical expectations by suggesting that teenagers are only expected to be lazy and eat junk food. In reality, teenagers are also expected to stay active, learn, and develop during teenage.

b. The dad's comment counteracts the stereotype of teenage behavior by joking that being lazy and doing nothing is not something to be proud of. He suggests that teenagers should be doing more than just lying around.

LISTENING

100 Before Listening

1. a. Personal answers. Example: Because change is hard and requires consistent effort. They might face challenges such as lack of discipline, for example. Understanding these difficulties can help make the process of changes easier. b. Personal answers. Example: Believing that I need to completely change myself to succeed can make me feel discouraged. It can also hurt my confidence and make me feel like a failure.

1. Discuss with your classmates:

a. What are some reasons that might explain why people struggle to change their habits and achieve their goals?

b. How can the belief that you need to drastically change yourself to succeed impact your motivation and self-esteem?

3. a. The metaphor used to describe the process of making decisions in the brain is comparing it to moving through a lush and dense jungle.; b. A new action or behavior initially creates rough, improvised trails in the "jungle" of the brain.; c. As you repeatedly perform the same action over time, the path in your brain becomes more pronounced, turning into a street and eventually a highway.; d. Because the brain's "jungle" is crisscrossed by many established streets and highways, making new paths harder to create.

While Listening Tracks 31–33

2. *Kurzgesagt – In a Nutshell* is an English-language channel created by an animation studio specialized in producing content and based in Munich. Listen to the first part of some content from this channel and identify its main idea. Answer: c.

- a. Achieving goals is simply a matter of eating healthily and working out regularly.
- b. With enough effort, every attempt at personal change will lead to success.
- c. Understanding the challenges of change makes the process of achieving goals easier.

Did You Know...

Munich is the third largest city in Germany and has a large number of English speakers, making it the second-best city for English-speaking residents.

Based on: PLOSCARU, Diana. How Many People in Germany Speak English? *History of English*. [S. l.], Jan. 8, 2024. Available at: <https://www.thehistoryofenglish.com/how-many-people-in-germany-speak-english>. Accessed on: Aug. 20, 2024.

3. Listen to the second part of the content and answer the questions in your notebook. Then, listen again and check your answers.
- a. What metaphor is used to describe the process of making decisions in the brain?
 - b. How does a new action or behavior initially affect the brain?

c. What happens to the path in your brain as you repeatedly perform the same action over time?

d. Why is it particularly challenging to make changes as an adult?

4. Answer: a. Personal answers. Example: There are no silver bullets. Listen to the last part of the content and identify the incorrect statement. Then, correct it in your notebook. for change, which means there is no guaranteed method that will ensure immediate and complete success.

- a. There is a certified method for change that will ensure immediate and complete success.
- b. The science of habits shows that change is possible regardless of your age.
- c. Even small improvements, like doing a little more good stuff or learning a few new things, are considered a success.
- d. Change is described as a direction rather than a final destination.

5. Which title best matches the content you have heard? Record and justify your answer in your notebook.

- a. The Quick Fix to Instant Success
- b. Change Your Life – One Tiny Step at a Time
- c. How to Perfectly Achieve Your Goals Overnight

5. Answer: b. Personal answers. Example: Titles a and c imply immediate or effortless solutions, which contradicts the text's emphasis on the slow and challenging nature of personal growth.

After Listening

6. Personal answers. Example: Yes, I changed schools. It was hard at first, but I learned to make new friends and adjust to a different environment.
7. Have you ever gone through a significant change in your life? How was it? What did you learn from that experience?
7. How can understanding the difficulties of change help you approach your personal goals differently? What small steps can you take today to start creating new, positive habits?

SPEAKING

You have talked about changes and related topics in this unit. Now, you are going to work on a multimedia presentation about a book, movie, or sitcom that represents change. Follow the steps suggested below.

STEP 1 Brainstorm

- Do some research and decide on what book, movie, or sitcom that represents change you will talk about.
- Keep in mind that the purpose of a multimedia presentation is to make the content more interesting and easier to understand by using different types of media.

7. Personal answers. Examples: Understanding the difficulties of change can help me approach goals with patience and realistic expectations. By focusing on gradual progress and taking small, consistent actions, like dedicating a few minutes daily to a new habit, I can create positive change over time without feeling stressed.

STEP 2 Plan

- Make a list of the elements that are present in what you have chosen to speak about and that are connected to change. How do they help people better cope with change?
- Take notes of the various types of media beyond just oral text you are going to use to engage the audience. Some examples: photos, infographics, illustrations, short videos etc.
- Write down key words and phrases you are going to use in your oral presentation.

STEP 3 Practice

- Practice presenting your multimedia presentation aloud two or three times. Practice in pairs so one can help the other. One presents while the other listens and comments on it.
- Do not forget to test all the features you are going to use.

STEP 4 Present

- While presenting your multimedia presentation, you may take a look at your notes, if necessary.
- Interact with the audience and encourage their participation.

Useful Language

Today, I'll be presenting ... , which explores the theme of change.

This story is a powerful example of how change impacts the characters' lives and personal growth.

I'm going to start with a summary of the plot, highlighting key moments where change plays a crucial role in ...

Here are some images and clips that ...

Now, a section with quotes from ...

I hope this presentation has helped you appreciate the complexities of change ...

WRITING

You have read Sacha Chua's mind map in the Reading section. Now, you are going to produce a similar mind map about how you see yourself in six months. Follow the steps below.

STEP 1 Brainstorm

- Choose how you are going to state the central idea and the main branches of your mind map.
- Decide on the visual elements you are going to use.

STEP 2 Plan

- Sketch a simple outline of the structure of your mind map.
- Reflect on the target audience and the purpose of your mind map.

STEP 3 Draft

- Start writing your mind map.
- Remember, mind maps should be clear and organized, starting with a central idea and

branching out logically. They should be visually engaging and use keywords or short phrases.

- Connect related concepts with lines or arrows to illustrate their relationships.

STEP 4 Revise

- Share your draft with another student to receive feedback on it.
- Revise it to ensure the common features of mind maps are included.

STEP 5 Edit

- Proofread your text. Correct any grammatical errors, spelling mistakes, and punctuation issues.
- Ensure consistency in style, tone, and formatting.

STEP 6 Write & Share

- Create the final version of your mind map.
- Share it with your classmates. Get together in groups of 4-5 people and read each other's production. How similar or different are your ideas of the near future?

ROUND OF TALKS

1 Individual reflection: When you reflect on your future and career, it's important to understand the skills and attributes you will need, and to connect your learning with the world of work. Read these questions and reflect upon them. You don't have to share your answers; just think about them.

- What were some of the most significant moments in your high school journey?
- Which subjects or activities did you find most engaging, and why?
- How have your interests and strengths evolved over the years?
- What career paths are you considering, and why?
- What skills do you believe are crucial for your future? Why?

2 Now, write out a table like this one in your notebook. Then, write how you see yourself in 1, 3 and 5 years from now.

	HOW I SEE MYSELF IN		
	1 year	3 years	5 years
Career	=====	=====	=====
Personal relationships	=====	=====	=====
Health	=====	=====	=====
Hobbies and leisure	=====	=====	=====
Financially	=====	=====	=====
Community contributions	=====	=====	=====

3 Group Discussion. Now, it's time to share your plans with your classmates. Tell them some of the information you wrote down in activity 2. Then, discuss the following questions. [Personal answers.](#)

- What are the similarities and differences in your views of the future?
- How relevant is your high school education to your future career and actions as a citizen in our society?
- How can your career choice influence your personal relationships and your finances?

4 In Unit 16, you probably built a time capsule. Now, open it, see what is inside, and talk to your classmates about how much you all have changed since that time. [Personal answers.](#)

PERSONAL REFLECTION

Think about your participation in the different activities in this unit. Then, answer the questions below in your notebook. [Personal answers.](#)

- How comfortable are you with discussing issues related to changes?
- How well can you identify and understand the meanings of different prefixes and suffixes?
- Were you able interpret the video prompt broadcasted on a German channel?

4 Were you able to develop a multimedia blog post about a book, movie, or sitcom that represents change?

5 How well did you follow the steps to produce a mind map?

6 Now that we have finished this unit, how has your view on the issues related to changes shifted?

REVIEW

UNIT 1

- 1 Read the text and do the activities that follow. Write the answers in your notebook.

www.wattpad.com

What does it mean, being a teenager?

It's definitely being a person between thirteen and nineteen, but that isn't at all what it means to BE a teenager. [...] Being a teenager means you don't always have people to turn to, even though people turn to you. Being a teenager means not having control over anything. [...] It also means holding in your feelings, bottling all of your emotions because there isn't anyone who will listen to you, even though everyone wants to be listened to.


[...] You know that perfection doesn't exist, yet compare yourself to the 'skinny', 'curvy', 'hENCH', photo-shopped people that you look up to on social media.

[...] Being a teenager means putting a smile as everyone passes you but crying your eyes out whilst no-one is watching.

[...] Being a teenager means "falling in love" constantly with the wrong people, even though at the time it feels so right, but it is actually only because you just want to feel wanted.

[...]

[...] This is what it's like to live out the teenage years.



Art: APIS Design: Image: Wiro. Klyngz/Shutterstock.com/ID/BR

SYKESORSTYLES. What does it mean, being a teenager?. Wattpad. [S. l.], [2020?]
Available at: <https://www.wattpad.com/248881241-what-does-it-mean-being-a-teenager>. Accessed on: Jun. 6, 2024.

- a. Identify the best alternative according to the text. **Answer: I**
- I. It mentions the challenges and problems teens face.
 - II. It deals with the problem of bullying.
 - III. It is about how teenagers express themselves.
- b. Decide if the sentences are true (T) or false (F). **I. T; II. F; III. F; IV. T**
- I. People do not listen to teens but want them to listen to what they want to say.
 - II. Teens usually show and share their feelings and emotions with other people.
 - III. Teens do not worry about looking perfect.
 - IV. Teens are always falling in love because they want to feel wanted.

- 2 Complete the sentences with the verbs given in the correct form. Sometimes the negative form is better. **compare; likes; do not/don't have; does not/doesn't cry**


- Teenagers usually ▲ (compare) themselves to other teenagers. And what's worse, a teenager ▲ (like) to look perfect on social media. But social media is dangerous. Being a teenager means that you ▲ (have) much control over things. And they have to look tough. A teenager can show his or her emotions when they are alone, but he or she ▲ (cry) when others are watching.

- 3 Think of a teenager you admire. It could be one of your classmates, a schoolmate, or a family member. Now, hands on! Create an artist statement of that teenager. Check the steps in the Writing section in Unit 1 to produce your text. **Personal answers. The statement must include: name, age, place of birth, date of birth, his/her talents (things he/she is good at and things he/she likes doing).**

- 4 Share the artist statement with your classmates and read their productions. Do they represent aspects of being a teenager? Which one(s)? **Personal answers. Example: Yes, they do. They mention what teenagers like and how they behave.**

REVIEW

UNIT 2

- 1 Listen to Scovia Mwikali give a recipe which has kapenta, a kind of fish, as one of its main ingredients and answer the following questions in your notebook.  Track 34

- a. What country is this recipe from?
b. What is necessary to do with each ingredient below when preparing the dish?

kapenta / onion / tomatoes / coriander / red capsicum

- c. What else should you add to the recipe? a. Zambia; b. kapenta: sort, wash, and fry; onion: chop, dice, and fry; tomatoes, coriander, red capsicum: chop, add (to the onions), and stir (them); c. curry powder, a seasoning cube, salt, black pepper, and water

- 2 Listen to Scovia Mwikali again and number the steps in the order she mentions them. Use your notebook to record the numbers. 9, 12, 1, 6, 4, 8, 5, 3, 11, 10, 7, 2

1. Chop up and dice a medium onion.
2. Add some water to the sauce and let it simmer for 5 minutes.
3. Add some curry powder and a seasoning cube.
4. Add some oil to the same pan and fry the onion.
5. Add in the tomatoes to the pan.
6. Once the kapenta is crispy, transfer it to a small bowl.
7. Add the capsicum and the coriander.
8. Chop three medium tomatoes.
9. Sort out the kapenta and wash it.
10. Add some black pepper.
11. Chop a coriander.
12. Add some oil to a pan and fry the kapenta.

- 3 Use the words in the box to complete the questions. a. do; b. does; c. cooks; d. likes

cooks / do / does / likes

- a. What ingredients ▲ you need to cook *feijoada*?
b. What ingredients ▲ your mother usually use to cook?
c. Who ▲ the most in your house?
d. Who ▲ eating pudding in your house?

- 4 Decide what question word best completes each question. a. How; b. Where; c. What; d. Why, what; e. Who

- a. **What / How** do you eat this in your family? With your fingers or with a fork?
b. **Where / Why** can you find kapenta? Can I get it in Brazil?
c. **What / How** does kapenta taste like? Does it taste like anchovies?
d. **Who / Why** do you eat what you eat and **why / what** makes it special?
e. **Who / What** can teach you to prepare your favorite family food?

- 5 Do your classmates have healthy eating habits? Do they eat anything between meals? Create an online questionnaire to find that out. Check the steps in the Writing section in Unit 2 to produce your text.

Personal answers.

Não escreva no livro.

REVIEW

UNIT 3

- 1 Zubeda Shabaan Maloba's story is told at the platform African Change Stories. Read what the interviewed people, including Zubeda herself, said and answer the questions.

"I find joy in exploring various forms of art and drawing. This passion started in my early years and through my family's support I have truly dug into it," she said in the interview.

"Shabaan was born with the gift of drawing and expressing herself through the walls and paper. Her friends saw the potential of her becoming a remarkable artist, and that's when I recognized her extraordinary gift," said Swalha Omar, Shabaan's mother.

"Amidst the pandemic, with no school or madrasa, I immersed myself in drawing on paper, enhancing my skills through social media and posted my art on Instagram. This journey birthed my own drawing book then I later invested in quality materials like canvas, fuelling my artistic growth," Shabaan shared.

"Shabaan's artistic prowess is exceptional, especially considering her age. Comparing her drawings to those of her peers, she stands ahead. At our art center, we aim to refine her talent and guide her towards international recognition. Plans are underway to involve her in our projects during her school breaks and engage her in more projects," said the mentor.

"Nobody should ignore their God-given talents, rather use them for different goods in our communities, to develop themselves and for the general good of our country," she concluded.

NJOROGE, Wangari. Kenyan Teen's Extraordinary Artistry Garners International Praise. *African Change Stories*. [S. l.], May 3, 2024. Available at: <https://www.africanchangestories.org/2024/05/03/kenyan-teens-extraordinary-artistry-garners-international-praise/>. Accessed on: Jul. 29, 2024.

- What kind of art does Shabaan create?
- How long has she expressed herself through this kind of art?
- How has she improved her skills?
- How do Shabaan's mother and mentor describe her talent?
- What does the mentor plan to do?

a. She creates drawings.; b. Since her early years.; c. She had her family's support and she truly immersed herself into drawing.; d. Her mother says Shabaan was born with the gift of drawing, and her mentor says her artistic prowess is exceptional.; e. He plans to refine her talents and guide her towards international recognition.

- 2 Decide on appropriate verbs to complete the pieces of advice Shabaan and her mentor would probably give to other teens who want to be good artists.

- | | |
|---|--|
| a. ▲ various forms of art. | d. ▲ your God-given talents. |
| b. ▲ yourself into drawing. | e. ▲ your talent for the good of your community and country. |
| c. ▲ in as many artistic projects as you can. | |

a. Explore; b. Immerse; c. Engage; d. Don't ignore; e. Use

- 3 Shabaan's mentor tells the interviewer about one of his decisions. Copy and complete the sentence below in your notebook.


- I want to refine Shabaan's talent and guide her towards international recognition. So, ▲. *I will/m going to/plan to involve her in our projects during her school breaks and engage her in more projects.*

- 4 Create an inspirational poem about a talented person you know (a friend, a relative, someone in your community). Check the steps in the Writing section in Unit 3 to produce your text.

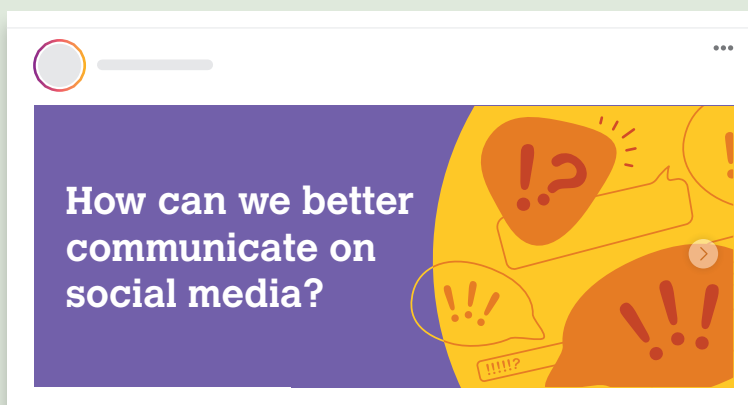
Personal answers.

REVIEW

UNIT 4

- 1 Listen to a speaker talk about levels of good communication and identify what the three levels are.  **Track 35** Professional, leadership, and executive.
- 2 Listen to the speaker one more time and decide which type of message refers only to the highest level of good communication. **Answer: a**
 - a. A message that is persuasive, which causes the audience to act and react.
 - b. A message that is interesting, which the audience cares about.
 - c. A clear and simple message, with no distraction or things that don't need to be there.
- 3 The audio you have listened to is part of a video that was made by the Latimer Group, an American consulting company. What kind of communication is used in the video? **Answer: a**
 - a. A persuasive kind of communication.
 - b. A communication to understand the others.
 - c. A dialogue between equals.
- 4 The sentences below were used by the speaker. Read them and answer the questions.
 - a. What modal verb (**can**, **must**, or **should**) can be used to complete the question?
 - Are there ways for us to think about our own skill development so that we ▲ build on our skills over time and reach higher levels of good? **can**
 - b. What modal verb can be used to substitute the verb in **bold** below? **should / must**
 - [...] to communicate at this level, [...] you **have to** understand your audience [...]
- 5 Rewrite each of the sentences below using an appropriate modal verb according to the idea it expresses. Start the sentences with **You ...**
 - a. **Permission** – Make your message simple and clear.
 - b. **Obligation** – Make your message interesting.
 - c. **Advice** – Be truly persuasive when delivering your message.

a. You can make your message simple and clear;
b. You must make your message interesting;
c. You should be truly persuasive when delivering your message.
- 6 Write a reply to the question below that was posted on a social media. Check the steps in the Writing section in Unit 4 to produce your text. **Personal answers.**



Art: APIS design; Image: bgpsh/Shutterstock.com/D/BR

- 1** Read the text and answer the following questions in your notebook.

Top 10 Physically Disabled Athletes and Sportsperson in the World

$$\begin{bmatrix} \vdots \\ \vdots \\ \vdots \end{bmatrix}$$

1. Esther Vergeer

Upon her retirement from sports in 2013, Esther Vergeer was said to be THE most dominant player in professional sports. Esther was a wheelchair tennis player who also happened to be a wheelchair basketball player at the beginning of her career. She has some amazing records in her name which would be very tough, if not impossible, for other athletes to break. Over her entire sporting career, she won 695 singles matches and lost only 25. Moreover, she won 441 double matches and lost only 35. For almost 10 years straight, she was undefeated. Esther Vergeer's body might be disabled due to Vascular Myelopathy since her childhood, but her spirit remained untouched by the disability.

$$\left[\begin{array}{c} \vdots \end{array} \right]$$

LALIT, Samyak. Top 10 Physically Disabled Athletes and Sportsperson in the World. *We Capable*. [S. l.], Sep. 15, 2021. Available at: <https://wecapable.com/top-physically-disabled-athletes-sportspersons/>. Accessed on: Jul. 7, 2024.

- a. What is the text about? Decide on the appropriate alternative. *Answer: III*
- I. Esther Vergeer's disability, Vascular Myelopathy.
 - II. Esther Vergeer's spirit, which remained untouched by the disability.
 - III. Esther Vergeer's achievements during her sporting career.
- b. How can the summary below be completed? *in 2013; 1,196; 60; body; spirit*
- Esther Vergeer stopped playing sports ▲. During her sporting career, she played a total of ▲ tennis matches and lost only a total of ▲ matches. Vergeer's ▲ is disabled, but her ▲ is not.

- 2** What words from the text can go together with the verbs below? **a.** sports/tennis/basketball; **b.** records; **c.** matches
- a.** play ▲ **b.** break ▲ **c.** win/lose ▲

- 3** Read the sentence below and decide on the correct alternative. **Answer: b**

Esther Vergeer's body might be disabled due to Vascular Myelopathy since her childhood, but her spirit remained untouched by the disability.

- a. The 's in "Esther Vergeer's body" refers to the short form of the verb **to be** (is).
- b. The 's in "Esther Vergeer's body" refers to something that belongs to Esther.

- 4** Rewrite the sentence below replacing **her** with the complete name it refers to.

Over **her** entire sporting career, she won 695 singles matches and lost only 25.

Over **Esther Vergeer's** entire sporting career, she won 695 singles matches and lost only 25.

- 5** Conduct online research on the most common physical activities among people with disabilities in your country and create an infographic to share your findings. Check the steps in the Writing section in Unit 5 to produce your text. [Personal answers.](#)

REVIEW

UNIT 6

- 1** Listen to part of a joint briefing by the Minister for Foreign Affairs and International Cooperation of the Co-operative Republic of Guyana, H.E. Mr. Hugh Hilton Todd, and answer the questions about it.



Track 36

a. II; b. III

- a.** What was the main topic of the Security Council debate?

- I.** The increasing occurrences of extreme climate events, such as droughts and floods, worldwide.
- II.** The impact of climate change and food insecurity on international peace and security.



- III.** The environmental impacts of climate change in low income, fragile, and vulnerable areas.

- b.** What is the Security Council's delegates' main concern?

- I.** That food crises can exacerbate conflicts.
- II.** That conflicts can exacerbate food crises.
- III.** That food crises can exacerbate conflicts and vice versa.

- 2** Match each definition to an expression or word it refers to. a-IV; b-III; c-I; d-II

- a.** Causing, or made in a way that causes, little or no damage to the environment and therefore able to continue for a long time.
- b.** A measurement of the amount of carbon dioxide produced by the activities of a person, company, organization, etc.
- c.** A gradual increase in world temperatures caused by gases such as carbon dioxide that are collecting in the air around the earth and preventing heat from escaping into space.
- d.** Changes in the world's weather, particularly the belief that it is getting warmer due to human activities increasing the level of carbon dioxide in the atmosphere.

CAMBRIDGE dictionary. Cambridge: Cambridge University Press & Assessment, c2024.
Available at: <https://dictionary.cambridge.org/>. Accessed on: Jul. 4, 2024.

- I.** global warming **II.** climate change **III.** carbon footprint **IV.** sustainable

- 3** Use the verbs in the box in the Present Continuous to complete the sentences.

- a.** are increasing, are impacting;
b. is changing; **c.** is posing

change / impact / increase / pose

- a.** The occurrences of extreme climate events ▲ and these events ▲ access to vital resources such as water and agricultural lands.
- b.** The rise in temperatures ▲ agricultural patterns, resulting in food insecurity, disrupted livelihoods, and migration.
- c.** Climate change ▲ threats to international peace and security.

- 4** Choose an environmental issue that is affecting any region in your country and write a short news article about it. Do not write about the region you live in. Check the steps in the Writing section in Unit 6 to produce your text. *Personal answers.*

REVIEW

UNIT 7

- 1 Read the text and answer the following questions.

Wangari Maathai

[...]

Born: 1 April 1940, Nyeri, Kenya

Died: 25 September 2011, Nairobi, Kenya

[...]

Wangari Maathai was the first African woman to receive the Nobel Peace Prize. She was also the first female scholar from East and Central Africa to take a doctorate (in biology), and the first female professor ever in her home country of Kenya. Maathai played an active part in the struggle for democracy in Kenya, and belonged to the opposition to Daniel Arap Moi's regime.

In 1977, she started a grass-roots movement aimed at countering the deforestation that was threatening the means of subsistence of the agricultural population. The campaign encouraged women to plant trees in their local environments and to think ecologically. The so-called Green Belt Movement spread to other African countries, and contributed to the planting of over thirty million trees. [...]

MLA style: Wangari Maathai. Facts. *NobelPrize.org*. Stockholm, c2024. Available at: <https://www.nobelprize.org/prizes/peace/2004/maathai/facts/>. Accessed on: Jul. 24, 2024.



Art: APS design; Images: Apolinarías/Shutterstock.com/IDBR; Talenka and Shutterstock.com/IDBR

- a. What were Wangari Maathai's two main contributions? She played an active part in the struggle for democracy in Kenya and she started a grass-roots movement to counter the deforestation threatening the subsistence of the agricultural population.
- b. How different was she from other African women? She was the first African woman to receive the Nobel Peace Prize. She was also the first female scholar from East and Central Africa to take a doctorate (in biology), and the first female professor ever in her home country of Kenya.
- c. Why was the movement started by Wangari Maathai important? Because it encouraged women to plant trees in their local environments and to think ecologically. The movement contributed to the planting of over thirty million trees.

- 2 Find nouns in the text that can go with the verbs below. a. a prize; b. a doctorate; c. a part; d. a movement/campaign

- a. receive b. take c. play d. start

- 3 Read some facts about this other woman who made a difference in the world and complete them with the verbs in the box in Past Simple. a. opened; b. dedicated; c. gained; d. traveled; e. died

dedicate / die / gain / open / travel


- a. Asma Jahangir and her sister ▲ Pakistan's first law firm run by women in 1980.
- b. She ▲ her efforts to the minorities, women, the poor, and other groups oppressed by Pakistan's regime.
- c. Jahangir's judicial efforts ▲ increasing support throughout her career.
- d. She ▲ the world giving lectures and interviews.
- e. She ▲ in 2018 at the age of 66.

Based on: UNFORGETTABLE Women: Asma Jahangir. *Institute-Genderequality*. Amsterdam, Apr. 11, 2018. Available at: <https://institute-genderequality.org/news-publications/extraordinary-women/unforgettable-women/unforgettable-women-asma-jahangir/>. Accessed on: Jul. 4, 2024.

- 4 Write the story of a person who made a difference in your country. Check the steps in the Writing section in Unit 7 to produce your text. *Personal answers.*

REVIEW

UNIT 8

- 1** Listen to Stef, a travel guide, talk about El Museo Metropolitano de Lima, in Peru, and decide what alternatives are correct about what you can learn when visiting it. Write the answers in your notebook.  **Track 37**
Answers: a, c, d

- a. How Peru became an independent country.
- b. Who wrote and composed the national anthem.
- c. What Lima looked like during the Spanish Rule and post-Spanish Rule.
- d. What the consequences of the Pacific War were for Lima and its citizens.
- e. Who the important people were in high society in the past.

- 2** Listen to the audio again and decide which information is false. Write the sentence in your notebook. *Answer: b*

- a. El Museo Metropolitano de Lima covers in depth the history of Lima.

- b. The Conspiradores were the Spanish people who did not want Peru to become independent.
- c. Before the Pacific War, Lima was a beautiful and affluent city.
- d. Lima stepped in the era of television and radio in the early 1900s.

- 3** Read, copy, and complete the sentences about the audio with the verbs in parentheses. Use the Past Simple.

- a. Peruvians ▲ (have) to fight for decades to be able to claim their independence.
- b. In the past, Lima ▲ (experience) an economic boom because it ▲ (make) the most of its natural resources.
- c. The Pacific War ▲ (be) originally a war between Chile and Bolivia, but Peru stepped in because Peru and Bolivia ▲ (be) allies.
- d. Lima ▲ (become) the urban city that it is today with people coming from all parts of Peru to the capital city.

a. had; b. experienced, made; c. was, were; d. became

- 4** Read about the history of *capoeira* and identify the temporal markers in it.
about 500 years ago; When some of the slaves escaped; At that time; Later on; then

Capoeira was developed about 500 years ago by Afro-Brazilian slaves. When some of the slaves escaped, they created quilombos and, in these territories, they developed some kind of art that they would use to defend themselves. At that time, they trained using a very primitive form of *capoeira*. Later on, even slaves on the plantation began training *capoeira*. It then developed into a kind of a dance because slaves could not let their owners know they were practicing a self-defense kind of art.

Based on: CAPOEIRA Facts: History of Capoeira. *Ehow*. Available at: <https://www.youtube.com/watch?v=87GhflGrhxc>. Accessed on: Jul. 7, 2024.



Art: APIS design; Image: Studio G/ Shutterstock.com/IDBR

- 5** It is said that the Ggantija temples in Malta, a small country in the Mediterranean Sea, were created by Sansuma, a strong female giant. To build these temples, she carried giant stones and her baby over kilometers.

Based on: MIFSUD, Terrence. The Legend Of The Giantess Of Ggantija. *Oh my Malta*. [S. l.], Aug. 31, 2023. Available at: <https://ohmymalta.com.mt/2023/08/31/the-legend-of-the-giantess-of-ggantija>. Accessed on: Aug. 4, 2024.

Create a similar myth explaining how an important structure or natural feature in Brazil was created. Check the steps in the Writing section in Unit 8 to produce your text. *Personal answers.*

- 1 The text below is an extract from a survey report on the Indian economy. Read and answer the questions about it in your notebook.

[...]

The technology sectors are dynamic and continually evolving, making them lucrative for employees and businesses. IT positions remain among the most in-demand roles in the global job market. Despite the high demand, these sectors are experiencing a talent gap, with a shortage of IT, data science, and cybersecurity workers. As per a survey³⁴, for Q3 2024, 76 per cent of IT employers reported difficulty in finding the skilled talent required globally. To incentivise GCCs in India, promoting specialisations in higher education is essential. Focus areas should include Blockchain, Artificial Intelligence (AI), Machine Learning, Internet of Things, Cybersecurity, Cloud Computing, Big Data Analytics, Augmented Reality, Virtual Reality, 3D Printing, and Web and Mobile Development.

Several initiatives are in place to bridge the talent gap. [...] The Government initiated a Digital Skilling program in emerging and future technologies, aiming to skill, reskill, and upskill one crore students through internships, apprenticeships, and employment opportunities³⁶. Pradhan Mantri Kaushal Vikas Yojana (PMKVY 4.0) focuses on skill development among youth, offering training in cutting-edge fields such as Industry 4.0³⁷, AI, robotics, mechatronics, Internet of Things, and drones³⁸.

34 ManpowerGroup. (2024). Global Employment Outlook: Third Quarter 2024. https://go.manpowergroup.com/hubfs/GLOBAL_EN_MEOS_Report_3Q24.pdf The ManpowerGroup Employment Outlook Survey is a forward-looking employment survey used globally as a key economic indicator. The Survey is based on interviews with 40,374 public and private employers across 42 countries and territories to measure anticipated employment trends each quarter.

1. b. It refers to the skills IT, data science, and cybersecurity workers need to have. / It refers to digital skills in general and the skills that are necessary in areas such as Blockchain, Machine Learning, Internet of Things, Cybersecurity, Cloud Computing, Big Data Analytics, Augmented Reality, Virtual Reality, 3D Printing, and Web and Mobile Development, robotics, mechatronics, and drones.

36 PIB release dated 06 June 2022, Ministry of Education. <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1831624>

37 Industry 4.0 is a term given to the current trend of automation, interconnectivity and data exchange in manufacturing technologies to increase productivity.

38 PIB release dated 26 December 2023, Ministry of Skill Development and Entrepreneurship. <https://pib.gov.in/PressReleasePage.aspx?PRID=1990495>

[...]

INDIA. Ministry of Finance. *Economic Survey 2023–2024*. 1. ed. New Delhi: Government of India, 2024. p. 394–395. Available at: <https://www.indiabudget.gov.in/economicsurvey/doc/echapter>.

a. Example: The high demand for skilled professionals in IT positions and the shortage of such workers.

Glossary

Q3: third quarter of the fiscal year

GCCs: Global Capability Centres

PIB: Press Information Bureau

c. The Government initiated a Digital Skilling program in emerging and future technologies, aiming to skill, reskill, and upskill one crore students through internships, apprenticeships, and employment opportunities.

- What is the main idea of the extract?
- Besides AI skills, what other skills does the talent gap mentioned in the text refer to?
- What is the Indian government doing to tackle the problem stated in the report?
- What do you understand from footnote 37?



Did You Know...

d. Personal answers. Examples: Footnote 37 explains that Industry 4.0 is the industry that is characterized by innovation and connectivity.

The term **crore** is commonly used in South Asian countries like India, Pakistan, Bangladesh, and Nepal to represent a large number. One crore equals 10 million (10,000,000). So when someone says “one crore students,” it refers to 10 million students.

It's a way of expressing large numbers that is common in regions where the Indian numbering system is used.


2

2. Personal answers.

Interview some adults you are acquainted with about the use of Artificial Intelligence in their jobs or professions. Then, create a graph to represent your data and write a paragraph describing your findings. Check the steps in the Writing section in Unit 9 to produce your text.

REVIEW

UNIT 10

- 1** Listen to Mai's story once and decide on the best alternative to complete each sentence.  **Track 38**

a. The main goal of the audio is to ...
inform about the development of global assistive product specifications.

... let people know about Mai's story and the number of people who need assistive technology.

... inform about the development of global assistive product specifications.

... help countries know how to have access to good quality assistive technology.

- b.** According to UNICEF and the World Health Organization, ... *few people who live with disabilities have access to assistive products and these are often improper.*
... few people who live with disabilities have access to assistive products and these are often improper.

... most people who depend on wheelchairs end up with posture problems and stiffness in their muscles and joints.

... they will provide financial support so that countries can get suitable and good quality assistive technology products.

- 2** Based on the ideas from the audio, form collocations by matching the adjectives with the nouns. If necessary, listen to the audio again.

Art: APIS design; Image: opico/Stock/Getty Images

easy
global
improper
long
poor
stiff
unpaved

chair
muscle
path
quality
road
specifications
task

*easy task; global specifications; improper chair;
long path; poor quality; stiff muscle; unpaved road*

3. Answer: a

- 3** The narrator says that Mai's wheelchair is supposed to help her be independent. Write the sentence that tells what we can infer from the use of the expression "is supposed to".

- a.** The wheelchair should help Mai, but it doesn't.
b. Mai's wheelchair is perfect for her and it helps her a lot.

- 4** Read this extract from the audio and decide what the words in **bold** refer to.

[...] even when assistive products are available, **they** are often not the appropriate type or size, and quality is often very poor, **which** may cause more damage than good. To overcome **this** issue, UNICEF and the World Health Organization have partnered to bring appropriate assistive technology to persons living with disabilities.

- a.** The word **they** refers to the ...
assistive products that are available.
... type, size, and quality of the products.
... assistive products that are available.
... availability of the assistive products.
b. The word **which** refers to the ...
inappropriate type, size, and quality of the products.
... inappropriate type, size, and quality of the products.
... damage that may be caused by the products.
... good that is generated by the assistive products.
c. The word **this** refers to the ...
damage that may be caused by the products.
... assistive products that are available.
... damage that may be caused by the products.
... appropriate assistive technology ensured by UNICEF and World Health Organization.

- 5** Have you ever witnessed a case of improper wheelchair in your community? What could be done to help a person who needs the wheelchair?

- 6** Write a short opinion article about the need to offer good quality assistive products. Check the steps in the Writing section in Unit 10 to produce your text. *Personal answers.*

5. Personal answers. Example: Yes, I have seen a case where the wheelchair was old and hard to move on uneven streets. To help, the person could receive a new, more comfortable wheelchair and better accessibility, like ramps and smoother sidewalks.

Não escreva no livro.

REVIEW

UNIT 11

- 1 Read the movie review below and decide if the sentences about it are true (T) or false (F). Write the answers in your notebook.

REVIEW: Makoto Shinkai film 'Suzume' faces Japan's collective grief head on

By Jerald Uy Published Mar 27, 2023 9:30 pm

[...] *Suzume's* plot revolves around a supernatural creature: a worm that causes earthquakes based on the mythological catfish Namazu. It's up to the teenage girl Suzume (Nanoka Hara) and an aspiring teacher Sōta (Hokuto Matsumura), who turned into her favorite chair, to chase the cat, Daijin, across Japan. [...]

This road trip film takes viewers to three of the four major islands of Japan, starting from the southernmost Kyushu, where *Suzume* was taken in by her aunt after the earthquake killed her mother. It then highlights the people, the culture, and even the abandoned places in utter disarray. Beyond a lesson in geography, it revisits how Japanese society needed to move on after every tragedy.

[...]

Suzume is also representative of every individual who was greatly affected by the events of the 2011 earthquake and tsunami. The movie can be more cathartic to Japanese audiences who lived through the cataclysm. [...]

[...] *Suzume* is enchanting and heartbreaking enough to look deep into the feelings of loss and grief. They say people mourn differently, and this is how Japan does it.

UY, Jerald. REVIEW: Makoto Shinkai film 'Suzume' faces Japan's collective grief head on. *!fe*. [S. l.], Mar. 27, 2023. Available at: <https://philstarlife.com/geeky/873473-review-makoto-shinkai-film-suzume?page=3>. Accessed on: Jul. 27, 2024.

- a. In *Suzume*, the catfish Namazu causes earthquakes.
- b. In the animation, teacher Sōta becomes a chair.
- c. *Suzume's* aunt took her to three of the major islands in Japan.
- d. *Suzume* is not just a lesson on Japan's geography but also on its culture.
- e. *Suzume* is about the 2011 cataclysm and the Japanese affected by it.

a. F; b. T; c. F; d. T; e. F

- 2 Copy the extracts of some Indian animation synopses in your notebook and replace the icon ▲ with the Past Simple form of the verbs in parenthesis.

a. Roadside Romeo (2008)

This is the story of Romeo. [...] He ▲ (have) the works, the mansion to live in, [...] until one day, the family he ▲ (be) the favourite pet of ▲ (decide) to move and ▲ (leave) him back, abandoned on the mean streets of Mumbai.

b. Lava – Kusa (2010)

[...] Lava & Kusa were born at Sage Valmiki's hermitage to Mother Sita. As they ▲ (grow up) in course of time they ▲ (learn) from Valmiki the Ramayana epic and the usage of divine weapons. [...]

c. Chhatrapati Shivaji (2013)

[...] The film shows in detail how Shivaji Raje Bhosle ▲ (come) to develop his views on the Adilshahi Sultante and Mughal Empire and his struggle for Hindvi Swarajya.

TOP India Animation Grossers All Time. *Box Office India*. [S. l.], c2018. Available at: <https://www.boxofficeindia.com/genre.php?genre=Animation>. Accessed on: Jul. 11, 2024.

a. had, was, decided, left; b. grew up, learnt/learned; c. came

- 3 Write a review for an animation of your choice. If you have written a movie review for an animation when you carried out the task in the Writing section in Unit 11, be sure to choose a different one this time. Check the steps in that section to produce your text.

Personal answers.

REVIEW

UNIT 12

- 1** Listen to the speaker talk about an accidental discovery and decide on the true statements. Write the answers in your notebook.  **Track 39** Answers: b; d; e; f.

- a. The talk is about how Brandt tried to invent safety matches.
- b. How Brandt accidentally discovered phosphorus.
- c. How mixtures of chemicals can be stirred with a wooden stick.
- d. How a mistake led to the creation of matches.
- e. Hennig Brandt was not a scientist. He was an alchemist.
- f. John Walker had an important role in discovering safety matches.

- 2** Listen to the speaker one more time and decide which information about phosphorous is false. Write it in your notebook. Answer: f

- a. It can be found in urine.
- b. It's a waxy white substance that glows in the dark.
- c. It's highly reactive.
- d. It's almost impossible to find it in nature.
- e. It was one of the first chemicals to be isolated by man.
- f. It is too expensive and ineffective.

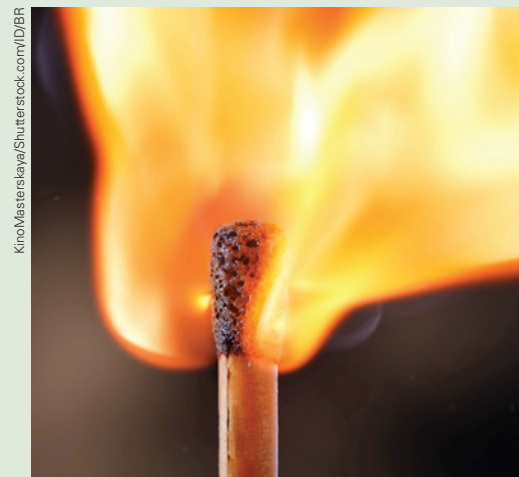
- 3** Copy the sentences below in your notebook. Then, complete them with the verbs in parentheses in the appropriate form. a. was trying, discovered; b. was conducting, noticed; c. began, did not/didn't make; d. got, was mixing

- a. While Hennig Brandt ▲ (try) to extract gold from urine, he ▲ (discover) a waxy white substance.
- b. While Hennig Brandt ▲ (conduct) his experiment, he ▲ (notice) that the waxy substance glowed in the dark.
- c. Other scientists ▲ (begin) experimenting with phosphorous, but they ▲ (not make) any progress.
- d. John Walter almost ▲ (get) hurt while he ▲ (mix) flammable chemicals with a wooden stick.

- 4** Read the sentences below and identify the time expressions. a. when; b. Once; c. until

- a. It all started when alchemist Hennig Brandt tried to extract gold from urine.
- b. Once phosphorus was discovered, other scientists began experimenting with it and other chemicals.
- c. This was until John Walker made the mistake of stirring one of his mixtures of chemicals with a wooden stick.

- 5** Write a biography of an inventor of your choice. Be sure to decide on a different inventor from the one you wrote about when carrying out the task in the Writing section in Unit 12. Check the steps in that section to produce your text. Personal answers.



REVIEW

UNIT 13

- 1 Read the text and answer the question about it.

People With Better Memories May Encode Things More Efficiently

The first step in creating a long-term memory is to encode the information. Encoding involves taking in sensory information and sorting it out in a form that can be stored in the brain. It's plausible that individuals who absorb more details during the encoding process likely form stronger memories.

[...]

Encoding is also facilitated by positive emotional experiences, resulting in stronger memories. [...]

Some researchers hypothesize that women are better at retaining memories related to personal experiences and events than men because of a higher sensitivity to emotional experiences.

AHUJA, Aishwarya. Why Do Some People Have A Better Memory Than Others?. *Science ABC*. [S. l.], May 22, 2024. Available at: <https://www.scienceabc.com/humans/why-do-some-people-have-a-better-memory-than-others.html>. Accessed on: Jul. 5, 2024.

Answer: c

Which idea is false according to the text?

- a. People with better memories are the ones who absorb more details during the encoding process.
- b. People form stronger memories when positive emotions are involved in the encoding process.
- c. According to some researchers, women have more difficulties forming long-term memories in general than men.

- 2 The word **stronger** is the comparative form of the adjective **strong**. What other comparative forms can you identify in the text and what adjectives they are the comparative of?

- 3 What are the opposites of the terms below? Find them in the text and write them in your notebook.
- a. first step; b. long-term memory; c. positive emotional experiences; d. higher sensitivity

- a. last step
- b. short-term memory
- c. negative emotional experiences
- d. lower sensitivity

- 4 Read the extracts from a fictional personal journal and decide what form of the adjective in parentheses best replaces the icon ▲. Write the answers in your notebook. You may use the adjectives themselves, the comparative, or the superlative forms of the adjectives.

2. The words **better** and **higher** which are the comparative forms of the adjectives **good** and **high**.



Paying more attention to detail can help in increasing the efficiency of memory encoding.

Art: APIS design; Image: Inna Sakun/Shutterstock.com/D/BR

a.

Mama sent me to market to get fish for soup tonight. I love to see all the goods displayed, but even ▲ (good) to hear what news is stirring. [...] Reb Chaim had just received a letter from his son Zalman in America.

MOSS, Marissa. *Hannah's Journal*. The story of an immigrant girl. New York: Harcourt, 2000, p. 9.

b.

Before I could worry, we were on our way into ▲ (big) ship I'd ever seen, a ship ▲ (big) enough to hold dozens of trains and so many people, they were beyond counting.

MOSS, Marissa. *Hannah's Journal*. The story of an immigrant girl. New York: Harcourt, 2000, p. 26.

c.

Once we got to the top, before the grand doors, I was too ▲ (timid) to dare to actually go in. I was about to turn and leave, but Samuel grabbed my hand and pulled me in. [...] And there we were, in ▲ (beautiful) place I've ever seen.

MOSS, Marissa. *Hannah's Journal*. The story of an immigrant girl. New York: Harcourt, 2000, p. 52.


5

Create an inspiring anecdote. Be sure to choose a different incident from the one you wrote about when you carried out the tasks in the Writing section in Unit 13. Check the steps in this section to produce your text.

Personal answers.

REVIEW

UNIT 14

- 1 Listen to a man who has been interviewed by *HuffPost*, a news website, and decide what is true about him.  **Track 40** **Answer: c**

- a. He is 50 years old, lives alone in New York, and cannot afford his rent.
- b. He had a great phone interview and now he has finally gotten an amazing job.
- c. He has been looking for a job for a couple of years and still hasn't got one.
- d. He gets up at 6 every morning, doesn't take breaks, and just stops at 7 at night.

- 2 Listen to the audio again and answer the questions below in your notebook.

- a. How does the man often feel and why does he feel like that? **a. He feels bad, frustrated, and scared. He has had some depression. He feels like that because he can't get a job and he has this idea that he has become useless.; b. He is worried that he might become homeless, that he might not be able to afford his rent.**
- b. What is the man's greatest concern?

- 3 Read this part of the audio and do the activity that follows.

I've had some really great phone interviews and it's fast, and snappy, and terrific, and amazing. And then I walk in the door, and there seems to be a mood shift.

It is possible to infer that: **Answer: c**

- a. The people that interviewed him had seen him before.
- b. The face-to-face interview took place in the man's house.
- c. The people who interviewed him changed their opinion about him when they met him personally.
- d. We should never have an interview by the phone.

- 4 The sentences below were taken from the audio. Read them and decide why the Present Perfect was used. **Answer: b**

- I. I've had some really great phone interviews.
- II. I've had some really bad bouts of depression.
- III. I've gone into interviews where I've literally agonized for hours [...]

- a. Because the actions started in the past and finished at the moment they were being narrated.
- b. Because the actions happened in the past and still have repercussions in the present.

- 5 Read the pieces of information that were given in a TV news report. Then, copy and complete them with the verbs in parentheses in the appropriate form. **a. have seen; b. have been**

- a. Two out of three workers between ages 45 and 74 say they ▲ (see) or experienced age discrimination at work.
- b. Age discrimination is illegal [...]. So, if you think you ▲ (be) discriminated against, you can file that complaint [...].

AGEISM in the workplace. *News4JAX The Local Station*. Available at: <https://www.youtube.com/watch?v=ZOZvL74ddkM>. Accessed on: Jul. 23, 2024.

- 6 Write the introduction to a report on ageism. Be sure to choose a different age group from the one you wrote about when you carried out the tasks in the Writing section in Unit 14. Check the steps in this section to produce your text. **Personal answers.**

REVIEW

UNIT 15

- 1 Read the text below. Then, decide which information is true (T) and which is false (F) about it. **a. F; b. T; c. F**

I wanted to contribute to protecting the world's most vulnerable



Last year, Superintendent of Police Phyllis Osei from Ghana – serving with the United Nations Assistance Mission in Somalia (UNSOM) – was awarded the United Nations Female Police Peacekeeper of the Year Award. [...]

[...]

You should be proud of what you have been able to achieve. How has this experience affected you both personally and professionally?

Professionally, I feel I have been able to contribute to women's empowerment in a new context. For example, I worked as a gender officer in Ghana for over six years, but the context and environment in Somalia is different. I am very happy that the work I did with my colleagues in AMISOM [African Union Mission in Somalia] and the Jubaland State Police has been recognized by the international community. Personally, I am also proud that my work on women's empowerment has been appreciated. My personal experience as a peacekeeper has shown me that the little things you do with a warm touch and a kind heart can make a difference in the lives of the vulnerable people we are mandated to serve.

[...]

BIASON, Lea Angela; ERRINGTON, Claire. I wanted to contribute to protecting the world's most vulnerable. *Codepink SF Bay Area*. [S. l.], Sep. 4, 2022. Available at: <https://codepinkgoldengate.org/i-wanted-to-contribute-to-protecting-the-worlds-most-vulnerable/>. Accessed on: Sep. 11, 2024.

- Superintendent of Police Phyllis Osei was awarded a prize for the work she did in Ghana.
- In the different contexts she has worked in, Phyllis has contributed to women's empowerment.
- The message Phyllis tries to convey is that you need to have an important position to help the vulnerable.

colleagues in AMISOM and the Jubaland State Police has been recognized by the international community. Phyllis's work on women's empowerment has been appreciated. Phyllis' work has affected her personally and professionally. Phyllis' work has shown her that what one does can make a difference.

- 2 Read the text again and answer the following questions in your notebook.

- What actions stated in the text happened in the past and are finished?
- What actions stated in the text happened at an unspecified time in the past or are still happening?

- 3 Read the text below and decide on the alternatives that replace the icons ▲ appropriately. Write the answers in your notebook. **was; had; has partnered; has designed**

Women lifting other women amidst Myanmar's economic crisis

Thiri Aung knows what it is like to grow up in an unstable economy.

"I ▲ (was / have been) about 11 years old, and I remember my mum [...] crying because the money we ▲ (had / have had) [...] we could no longer use," she recalls. [...]

Thiri Aung, a Yangon-based entrepreneur and founder of the women's business support network, Women Transforming Myanmar (WTM), ▲ (partnered / has partnered) with UN Women to create sustainable livelihoods. She ▲ (designed / has designed) the Transformative Feminist Leadership programme, which boosts women's business skills and confidence. [...]


UN WOMEN. Why investing in women's organizations is critical during crisis: Five stories of resilience. *UN Women*. [S. l.], Feb. 28, 2024. Available at: <https://www.unwomen.org/en/news-stories/feature-story/2024/02/why-investing-in-womens-organizations-is-critical-during-crisis-five-stories-of-resilience>. Accessed on: Jul. 7, 2024.

- 4 Write a feature article about a person who has helped raise awareness about a relevant cause. Be sure to choose a different person from the one you wrote about when you carried out the tasks in the Writing section in Unit 15. Check the steps in this section to produce your text. **Personal answers.**

2. a. Last year, Phyllis Osei from Ghana was awarded the United Nations Female Police Peacekeeper of the Year Award. Phyllis worked as a gender officer in Ghana for over six years.; b. The work Phyllis Osei did with her

REVIEW

UNIT 16

- 1 Listen to Rebka Feleke, a college girl from Ethiopia, and decide what she is mainly talking about. You may choose more than one alternative.  **Track 41** Answers: a; b; c; f

- a. What she is currently doing.
- b. What she is doing to get a job in the construction area.
- c. How the role of women in her country is changing.
- d. What her mother, brother, and sister do for a living.
- e. What her mother's life was like when she was her age.
- f. What her plans for the future are.
- g. How she plans to help her mother change her life.

2. a. Rebka Feleke is attending university. She is studying Construction, Technology, and Management.; b. She is studying Construction, Technology, and Management now.; c. Women used to be housewives. Now, there are women in all fields, construction, politics etc.; f. She plans to finish her classes, get a job, take her master's in construction and change her mom's life and support her.

- 2 Listen to the Rebka Feleke one more time. In your notebook, write down some more information about the topics of her talk that you choose in activity 1.

- 3 Read the sentences below from Rebka's talk. Why does she use **will**? Answer: b

- I. I **will** try to change my mom's life, support her, and be there for her.
II. I'm not worried about anything about the future. I'**ll** do my own things, and the future holds itself.

- a. Because she is talking about an arrangement.
- b. Because she is talking about a decision, a promise.
- c. Because she is talking about a prediction.
- d. Because she is talking about an action.

4. I. She is going to participate in the construction industry because she is studying that field. II. She is going to do her master in the construction field, like project management. (Reason: It's a plan, an intention.)

- 4 Rewrite the sentences below in your notebook. Decide whether you should use **will** or **going to** and justify your choice.

- I. Rebka wants to participate in the construction industry because she is studying that field.
II. Rebka wants to do her master in the construction field, like project management.

- 5 Rebka said "When I look on my future, [...]". The phrasal verb she used is not appropriate. What phrasal verb should she have used instead? Answer: a

- a. Look into something: to examine the facts about a problem or situation.
- b. Look up of a situation: to be improving.
- c. Look after someone/something: to take care of or be in charge of someone or something.
- d. Look for something: to search for.

CAMBRIDGE dictionary. Cambridge: Cambridge University Press & Assessment, c2024.
Available at: <https://dictionary.cambridge.org>. Accessed on: Jul, 24, 2024.

- 6 Write an informal letter to a friend telling him or her about your future plans for when you finish high school. Check the steps in the Writing section in Unit 16 to produce your text. *Personal answers.*

- 1** Read part of the conclusion of a study aimed at presenting an overview of the gender pay gap and labor market inequalities in Rwanda. Then, identify the statements that are true.

Why women earn less

Answers: b, c

Gender pay gap and labour-market inequalities in Rwanda

[...]

There is a substantial difference in educational attainment between men and women, but tertiary-level education is associated with narrower gender pay gaps. Thus, the provision of affordable and accessible education for women and girls can promote pay parity. Girls and women with increased and equal access to high-quality education and vocational training would acquire the knowledge, skills and qualifications necessary for higher-paying jobs. Moreover, higher education can challenge traditional gender stereotypes and biases, which could lead to fairer hiring practices and better career advancement opportunities for women. Addressing gender stereotypes in education and encouraging women's participation in fields dominated by men, such as science, technology, engineering and mathematics, are also important.

Sectoral and occupational segregation, as observed in Rwanda, can be challenging to tackle directly. An economy-wide approach needs to be taken to encourage the breaking down of gender segregation by promoting women's participation in non-traditional fields and sectors, where women are underrepresented. This can be done through targeted recruitment, training programmes, addressing discriminatory practices that prevent women from occupying high-paying managerial roles, and making workplaces safer for women in traditionally "masculine" sectors. Governments and employers can also support the

reintegration of women into the labour force after periods of absence, for example after maternity leave. Reintegration policies may include training programmes, upskilling opportunities and support for continuing education, enabling women to update their skills and stay competitive in the job market. This would reduce vertical segregation and minimize the negative impact of career breaks.

[...]

ALARAKHIA, Mehjabeen *et al.* *Why women earn less*. Gender pay gap and labour-market inequalities in Rwanda. UN Women: Nairobi, 2023. Available at: https://africa.unwomen.org/sites/default/files/2024-03/un_women_rwanda_gender_pay_gap_report.pdf. Accessed on: Aug. 5, 2024.

- Education is affordable and accessible for women as well as girls in Rwanda.
- Women and men who had access to tertiary-level education are paid about the same at their jobs.
- There is gender segregation in STEM (science, technology, engineering, and math) fields.
- Through specific policies, women are encouraged to reintegrate into the labor force after periods of absence.

- 2** Read the text again and answer the following questions in your notebook.

- What should be done to help women get higher-paying jobs? *Accessible and affordable education should be provided.*
- What else, besides the difference in educational attainment, hinders women's participation in the labor market?
- How can the problem of occupational segregation be tackled?


- 3** Produce a list infographic about the measures that should be taken to reduce the gender pay gap and labor market inequalities in Rwanda. Refer to the text you read and plan what information you will use and how you are going to organize it. Check the steps in the Writing section in Unit 17 to produce your text.

Personal answers.

2. b. Unfair (and biased) hiring practices and lack of opportunities based on traditional gender stereotypes.; **c.** By promoting women's participation in areas where they are underrepresented, by addressing discriminatory practices that prevent women from occupying high-paying managerial roles, through targeted recruitment and training programs, and by making workplaces safer for women in traditionally "masculine" sectors.

REVIEW

UNIT 18

- 1 Look at the photos and read the information next to them. Then, listen to the news on African cultures and check if the places shown in the photos are mentioned.  Track 42

The three places are mentioned in the news.

Nick Brundle Photography/
Shutterstock.com/D/BR



Giza Pyramids (Giseh) around 2500 years (B.C), Cairo, Egypt.

Matyas Rehak/Shutterstock.com/D/BR



Saint George church in Lalibela, Ethiopia.

Grant Duncan-Smith/Shutterstock.com/D/BR



Cape Town, Western Cape, South Africa, 2017, Aerial photo of Robben Island.

- 2 Listen to the news once again and answer the following questions in your notebook.

- a. According to the report, why should African young people be mobilized?

To help preserve African culture and heritage.

- b. What aspects of African culture are mentioned?

The languages, the way people dress, and people's beliefs.

- c. What do they say about the places in the photos?

These places are said to be beautiful historical monuments.

- d. When is the African World Heritage Day?

On May 5.

- 3 Read the sentences below and complete them in your notebook with the passive form of the verbs in parentheses.

- a. The African World Heritage Day ▲ (proclaim) by the 38th session of the General Conference of UNESCO. *was proclaimed*

- b. To celebrate this day in 2024, organizations, the civil society, professionals working in heritage fields, and the academic community ▲ (invite) to organize activities and events. *were invited*

- c. These activities and events ▲ (design) to promote an understanding and appreciation of cultural and natural heritage. *were designed*

- d. Prizes ▲ (award) to organizations and individuals who made an outstanding contribution to conservation of cultural and natural heritage in Africa. *were awarded*

Based on: CELEBRATING African World Heritage Day. *African World Heritage Fund*. [S. l.], Apr. 12, 2024.
Available at: <https://awhf.net/2371-2/>. Accessed on: Jul. 31, 2024.

- 4 Create a web article about diversity in Africa. Your article should explain the following statement: "Africa's culture and heritage is rich and diverse". You should include statistical data and historical, social, and economic references in your article. Check the steps in the Writing section in Unit 18 to produce your text. *Personal answers.*

REVIEW

UNIT 19

- 1 Read about some of the decisions stated in the Singapore Green Plan and decide if the sentences about them are true (T) or false (F). Write the answers in your notebook. a. T; b. F; c. F; d. T; e. F



- Parks will be within walking distance of houses.
- There will be 170 ha of parks in the country.
- During the day, three thirds of trips will be on public transportation.
- 860 km will be added to the existing cycling path network.
- The tracks for buses will be expanded by 130 km.

- 2 Decide what alternative appropriately completes each of the sentences.

- Singapore's government has determined **to plant** / **planting** 1 million more trees by 2030. This will allow cities **to moderate** / **moderating** the rise in urban heat. The government has also planned **to add** / **adding** 1000 ha of green spaces by 2035. Besides that, it will invest in improving public transportation so that people can avoid **to use** / **using** private vehicles. Singaporeans will surely enjoy **to live** / **living** in greener and more sustainable cities.

to plant; to moderate; to add; using; living

- 3 The words **liveable** and **home** form the collocation "liveable home", which means a home where people have the right conditions to live in. Find the words in the poster that form collocations with the words in the box and write the collocations in your notebook.

landscapes / periods / spaces / transport / vegetation

natural landscapes; peak periods;
green spaces; (mass) public
transport; lush vegetation

- 4 Write a news article about a sustainable action that has taken some place in Brazil. Do not write about actions in your community or city. Check the steps in the Writing section in Unit 19 to produce your text. *Personal answers.*

REVIEW

UNIT 20

- 1** Listen to Charm de Leon, a teenager from the Philippines, talk about personal finances. Then, in your notebook, number the tips in the order she gives them.  **Track 43**
1. Practice $\text{Income} - \text{Savings} = \text{Expenses}$.
 2. Track your expenses.
 3. Increase your income.
 4. Pay off your debt.
 5. Cut back on our expenses.
- Answers: 2, 5, 3, 1, 4*
- 2** Listen to Charm one more time. Then, identify the true statements. *Answers: c, d*
- a. The video is aimed at millennials who are having financial difficulties.
 - b. Charm, the speaker, is a financial expert.
 - c. Charm says people should set limits for their expenses.
 - d. According to Charm, if you can't save money, you should get a side job or have a small business.
 - e. Charm says that the first thing you should do when you get your income is to pay for your expenses.
- 3** Some people followed Charm's tips, others didn't. Read what these people were told and decide what the appropriate form of the verbs in parentheses are. The negative form may be necessary. Write the answers in your notebook. *a. didn't keep; b. didn't cut; c. would end up; d. paid off*
- a. You wouldn't know where your money went if you ▲ (keep) track of your expenses.
 - b. You wouldn't be able to save money if you ▲ (cut) back on expenses.
 - c. If you didn't immediately take some part of your income and put it into your savings, you ▲ (end up) just paying your bills.
 - d. If you ▲ (pay off) your credit card as soon as you got your income, you wouldn't have to pay high interest.
- 4** Charm is from the Philippines. What do you know about this country? Do a quick research and find the information requested.
- a. Where it is located.
 - b. If it is a developed country or not.
 - c. The Growth Domestic Product (GDP) per capita.
 - d. Compare the Philippines' GDP per capita to the Brazilian GDP per capita. Which one is higher?
- a. Southeast Asia; b. It is a developing country; c. About 3900 US dollars in 2023; d. According to the World Bank, Brazilian GDP per capita in 2023 was 10,043.6 US dollars. Brazil's was higher. (Based on: GDP per capita growth (annual %). Available at: <https://data.worldbank.org/indicator/NY.GDP.PCAP.KD.ZG?locations>. Accessed on: Sep. 25, 2024.)*
- 5** Imagine you got a job that will pay you the minimum wage. Based on this wage, make a monthly budget. Do not forget you need to save some money. Check the steps in the Writing section in Unit 20 to produce your text. As a reminder, consider including the following items: *Personal answer.*
- your incomes (allowance, part-time jobs, gifts, etc.);
 - your everyday expenses (transportation, snacks, school supplies, etc.);
 - your savings (the money you didn't spend);
 - your goal (what you are going to do with the money you saved).

REVIEW

UNIT 21

a. F (Considering that Stacy Fru is now 16 and that she wrote her first book when she was 7, she has written books for 9 years.);

1

b. F (Besides focusing on child safety and security, her foundation also focuses on literacy.);
c. F (Stacey was part of the Junior MMC of Community Development in Johannesburg, she has already completed her term as such.); d. T; e. F (Afro Story is an app whose main goal is to encourage children to read African literature and enjoy it.)

The text below is a segment of an interview with Stacey Fru, an African teenager, in which she shares who she is and what she does. Read it and decide if the sentences are true (T) or false (F). Then, in your notebook, correct the false statements.

I am a 16-year-old International Multiple Award-Winning author and activist. I wrote my first book titled *Smelly Cats* at the age of 7 years old and I am also the founder of the Stacy Fru Foundation, which is an **NGO** which focuses on Child Safety and Security as well as the importance of literacy. And I've done a lot of activism both within my school community and outwards. I'd recently just completed my term as the Junior **MMC** of Community Development within the Johannesburg Student Council under which I was able to undergo projects with my fellow MMCs and the mayor to improve different things within our community using the city's resources. I also partake in *Save the Children* activities and I'm *Save the Children* Ambassador and I'm also the one of the executives of um *Afro Story* which is a reading app for free which encourages children to read African literature and just engross themselves in the beauty of African literature.

Interview with Stacey Fru. *African Genius Awards*. Available at: <https://www.youtube.com/watch?v=fUpRW05SGXY>. Accessed on: Aug. 9, 2024.

Glossary

MMC: Member of the Mayoral Committee

NGO: Non-Governmental Organization

- Stacy Fru has written books for 16 years.
- One of Stacy Fru Foundation's goals is to help children enjoy literature.
- Stacy Fru is part of the Junior MMC of Community Development in Johannesburg.
- Stacy, the other MMCs, and the mayor suggested projects to help improve their community.
- Afro Story* is an app whose main goal is to help children learn to read books.

2. **Which** refers to the African Children of the Year Awards ceremony;
Who refers to the African children.; **Where** refers to the African countries.

2

Read this extract from the interview with Stacy, pay attention to the words in **bold**, and identify what each one of them refers to.

[...] under my Foundation, we do various activities within communities to help and improve the current status that they're in [...]. We have the *African Children of the Year Awards*, **which** is an annual awards ceremony, where the foundation aims to honor and empower African children **who** are doing good things within their community. So, this spans out to all African countries **where** people are nominated [...]

3

Now, read about Kelvin Doe, another African genius, and decide on the missing words.

where; which; who

[...]

Kevin Doe is a child prodigy born in Freetown, Sierra Leone, on 26 October 1996. The youngest of five children of his parents, Doe comes from a small area in Freetown ▲ a lack of electricity and water is common. Sometimes there is no electricity for weeks. At 10, he started collecting discarded devices and scrap metal. He started creating something new from that garbage, and built transmitters and batteries from discarded pieces of scrap. He participated in GMin's Innovate Salone idea competition and became a finalist, in ▲ he built a generator from scrap metals.

[...]

In 2016 Doe became an honorary member of Emergency USA which is a global non-profit. It provides free medical care for the people ▲ are affected by war and poverty. With this achievement, he started his startup [...]

KEVIN DOE: Self Taught Engineering Prodigy. *Global Child Prodigy Awards*. [S. l.], Jul. 9, 2021. Available at: <https://gcpawards.com/blog/kelvin-doe-self-taught-engineering-prodigy>. Accessed on: Aug. 8, 2024.


4

Write a personal account about an experience you had in creating something interesting outside of school. Check the steps in the Writing section in Unit 21 to produce your text.

Personal answers.

REVIEW

UNIT 22

- 1** Africa has some great names in the literary world. Two of them are Chimamanda Ngozi Adichie and Ngũgĩ wa Thiong’o. Listen to a documentary about these authors and decide who the sentences refer to, Chimamanda or Ngũgĩ.  **Track 44**
- a. ▲ is well known in Africa for his/her novels. Ngũgĩ
 - b. ▲ is well known worldwide for his/her novels. Chimamanda
 - c. ▲ depicted the lives of Nigerian immigrants in the Western world. Chimamanda
 - d. ▲ uses his/her native languages to help decolonize the African mindset. Ngũgĩ
 - e. ▲ depicted lives during the military coup in his/her home country. Chimamanda
 - f. ▲ was taken to prison because of a political controversial play. Ngũgĩ

- 2** In the video *Brazil at 200 – 3 Brazilian Books for Your Reading List*, the speaker recommends three classics of the Brazilian Literature. Read what he said and then, in your notebook, rewrite it using “The speaker said/told his listeners that ...”.

- a. *The Posthumous Memoirs of Brás Cubas*, by Machado de Assis

The Posthumous Memoirs, the novel in which Machado attains true stylistic mastery, marks a turning point in his literary career. Its main character, the deceased Brás Cubas, narrates his life from beyond the grave.

- b. *The Sad End of Policarpo Quaresma*, by Lima Barreto

In this novel, the main character is Policarpo Quaresma, a patriot who devises a number of ill-fated schemes to improve the country. [...] Policarpo [is] a man who believes in the eradication of injustice but who ends a martyr to his own ideas.

- c. *Backlands: The Canudos Campaign*, by Euclides da Cunha
[...] it is both a first-hand and passionate account of a cruel war [...]

Brazil 101 at 200 – 3 Brazilian Books for Your Reading List. EMBASSY of Brazil in Washington, D.C. Available at: <https://www.youtube.com/watch?v=atW0hnsdjNg>. Accessed on: Aug. 8, 2024.

- 3** Choose your favorite book and carry out a quick research online or in your school library about it. Then, copy and complete the table in your notebook. Use the information to talk or write about the book you have chosen.

Personal answers.

FEATURE	MY FAVORITE BOOK
author	=====
theme	=====
plot	=====
setting	=====
characters	=====
conflict	=====

Take the opportunity to learn about the author of the book you chose. Find when and where he was born, if he/she had any other professional activity, and the title of other books he/she wrote.

- 4** Choose a story that was told to you when you were a child. Rewrite this story through a new perspective. The story of the *Little Red Riding Hood*, for example, focuses on the girl and what happened to her and to her grandmother and it depicts the wolf as a bad creature. If told from a new perspective, it could focus on the wolf and depict it as an animal who is starving and desperately needs to find food. Check the steps in the Writing section in Unit 22 to produce your text. Personal answers.

- 2. a.** The speaker said/told his listeners that *The Posthumous Memoirs*, the novel in which Machado attained true stylistic mastery, marked a turning point in his literary career. He also said that its main character, the deceased Brás Cubas, narrated his life from beyond the grave.; **b.** The speaker said/told his listeners that, in the novel *The Sad End of Policarpo Quaresma*, the main character was Policarpo Quaresma, a patriot who devised a number of ill-fated schemes to improve the country. He also said that Policarpo was a man who believed in the eradication of injustice but who ended a martyr to his own ideas.; **c.** The speaker said/told his listeners that *Backlands: The Canudos Campaign* is both a first-hand and passionate account of a cruel war [...]

Não escreva no livro.

- 1 Read the case study pilot that was conducted in Finland and answer the questions in your notebook.

E-scooter safety tech

[...]

Testing an AI and computer vision solution for analyzing e-scooter rider behaviour and identifying infrastructure elements.

Goal

Analysing e-scooter rider behaviour

Schedule

Summer-Fall 2023

Contact

Juho Kostiaainen, Business Helsinki

The three-month case study pilot was **carried out** in collaboration between Drover AI, Voi Technology, Vianova, VTT and Mobility Lab Helsinki. Drover's PathPilot solution was **installed on** 25 of Voi's e-scooters. In the first phase, it collected data about the infrastructure the e-scooters ride on. The second phase of the pilot introduced audio signals **related to** rider behaviour (such as alerts when riding on pedestrian streets, parking).

The case study produced a white paper analyzing the observed rider behaviour. The results were promising. For example, riding e-scooters on sidewalks was reduced during the test period. Continuation of testing with an expanded time and scope might be considered. Read more about the results.

"From the images collected by the scooters, we obtained accurate **information about**, among other things, potholes on sidewalks, which can be a safety **risk for** road users. Additionally, several situations were observed where, for example, a parked car blocked **access to** the bicycle lane," says Juho Kostiaainen, Project Manager of Mobility Lab Helsinki.



Ella Niemi/Acervo da fotografia

E-SCOOTER safety tech. *Mobility Lab Helsinki*. Helsinki, [20--]. Available at: <https://mobilitylab.hel.fi/>. Accessed on: Aug. 11, 2024.

- When was the study carried out and for how long?
- What resources were used to carry out this study?
- How has the behavior of e-scooter riders changed during the study?
- What problem and irregularity were reported?

1. **a.** The study was carried out in Finland summer-fall 2023, for three months.; **b.** AI and computer vision solutions as well as e-scooters.; **c.** They did not ride on sidewalks so often.; **d.** Potholes on sidewalks and a parked car that was blocking the access to the bicycle lane were identified.

- 2 Read the text again and pay close attention to the words in **bold**. Then, answer the questions.


- Which parts in bold are examples of verbs followed by prepositions? *installed on, related to, riding on*
- Which parts in bold are examples of nouns followed by prepositions? *information about, risk for, access to*
- Which part in bold is an example of a phrasal verb and what does it mean?
Carried out is an example of a phrasal verb and it means "conduct (a study)".

- 3 Choose two of the expressions in **bold** and write new sentences with them. *Personal answers. Examples: Bike riders should not ride on busy roads. / A new study will be carried out to further investigate e-scooter riders' behaviors.*

- 4 Create a poster to help e-scooter riders and bikers be safe when commuting. Check the steps in the Writing section in Unit 23 to produce your text. *Personal answers.*

REVIEW

UNIT 24

- 1** Listen to Amba Brown, an Australian author, psychologist, and sociologist, give a talk to help students find their paths after school. Then, answer the questions about it in your notebook.  **Track 45**
- a.** How does Amba Brown describe the question “What do you want to do after school?” asked to generations of kids? *She describes it as being stressful, not helpful or constructive.*
- b.** Why does she think this question shouldn’t be asked? Decide on the answer that is NOT appropriate.
- I.** Kids do not have experience in the world after school to make this decision. *Answer: IV*
 - II.** The question gives the idea that we have to make only one choice.
 - III.** The question implies that kids should not change their minds.
 - IV.** Kids who can answer this question find a happy path after school.

- 2** Amba Brown suggests that kids tap into their own Wi-Fi. She created a slide to show what each letter in Wi-Fi means according to her. Copy the content of the slide in your notebook. Then, listen to the audio again and complete it. *W: interests; I: Investigate; F: dreams; I: interested in, where it leads me.*



- 3** Now, read these sentences from Amba’s talk and decide what words formed from the words in parentheses can appropriately complete these sentences. *a. recently; b. helpful; c. persistent; d. lastly*
- a.** But I’ve ▲ (recent) concluded that this most frequently asked question to generations of kids is now one we need to delete.
- b.** This question isn’t ▲ (help) or inspiring and does nothing to help you find your path.
- c.** Stay aware of your interests, even be ▲ (persist) about them.
- d.** And ▲ (last), if that age-old question sneaks in.
- 4** Complete a summary of Amba’s talk. Use the words below. *unhelpful; personal; meaningful; societal*
- Amba argues that the question “What do you want to do after school?” is outdated and ▲, as most students lack experience and clarity about their futures. Instead, they suggest focusing on ▲ interests and strengths by asking more ▲ questions like “What do you enjoy?” or “What makes you happy?”. She introduces the acronym Wi-Fi to guide students in finding their paths, and encourages them to pursue their unique paths rather than conforming to ▲ expectations.
- 5** Create a mind map focusing on the following idea: Find your path. If you liked Amba Brown’s ideas, add them to your map, but be sure to also add your own ideas. Check the steps in the Writing section in Unit 24 to produce your text. *Personal answers.*

LEARNING MORE

UNIT 1

UNDER THE SURFACE—EMPATHY FILM

In this video, a camera moves through various school environments, capturing everyday interactions. Subtitles reveal the specific moments faced by the people being filmed, transforming the viewer's perception. This simple addition evokes deep empathy, redefining the interpretation of each character. The video prompts reflection on our interpersonal interactions, highlighting the importance of mutual understanding.

Available at: <https://www.youtube.com/watch?v=AZ-pU7ozt3g>. Accessed on: May 9, 2024.

UNIT 2

FOOD WASTE, GLOBAL HUNGER & YOU

This video produced by the UN (United Nations) World Food Programme on food waste and hunger suggests ways to repurpose food.

Available at: https://www.youtube.com/watch?v=TVP3j7_W7og. Accessed on: Jun. 9, 2024.

UNIT 3

CONCRETE POETRY

Concrete art is an artistic movement that aims to create a new language in the arts. On this page, we find information about concrete art, including its main ideas, artworks, and key artists of the movement.

Available at: <https://www.theartstory.org/movement/concrete-poetry/>. Accessed on: Jun. 5, 2024.

UNIT 4

IS CODE THE MOST IMPORTANT LANGUAGE IN THE WORLD?

As technology becomes increasingly pervasive, the people who create it have an ever-growing influence on our lives. This video presents reflections on the following questions: *What is code? What is the impact of code in our world? Are codes diverse enough? Is code the future?*

Available at: <https://www.youtube.com/watch?v=Vxv0-sggnqA>. Accessed on: Jun. 15, 2024.

UNIT 5

IN-HOME METRO ACTIVE

This video is a lesson in which the instructor guides physical activities with the students seated in a chair.

Available at: <https://www.youtube.com/watch?v=vQ-v8IMnNKM>. Accessed on: Jun. 28, 2024.

UNIT 6

KOYAANISQATSI—LIFE OUT OF BALANCE

A film without dialogue that invites the viewer to contemplate the fragility of the balance between nature and modern life.

Available at: <https://www.youtube.com/watch?v=v6-K-arVI-U>. Accessed on: Jun. 19, 2024.

UNIT 7

UN YOUTH VOLUNTEER

The United Nations (UN) runs a program for young volunteers aged 18 to 30. These individuals help maintain peace and promote sustainable development in their own countries or abroad.

Available at: <https://www.unv.org/become-un-youth-volunteer>. Accessed on: Jun. 21, 2024.

UNIT 8

WHAT DOES INTANGIBLE CULTURAL HERITAGE MEAN TO YOU?

A video shared by UNESCO seeks to answer the question: *What does intangible cultural heritage mean to you?*

Available at: <https://www.youtube.com/watch?v=2pHsOpQlgWU>. Accessed on: Jun. 23, 2024.

UNIT 9

DEEPPAKES: HOW TO EMPOWER YOUTH TO FIGHT THE THREAT OF MISINFORMATION AND DISINFORMATION

Online article about deepfakes with tips on how to deal with them.

Available at: <https://theconversation.com/deepfakes-how-to-empower-youth-to-fight-the-threat-of-misinformation-and-disinformation-221171>. Accessed on: Jul. 8, 2024.

UNIT 10

DIGITAL VILLAGES INITIATIVE

A video produced by the Food and Agriculture Organization of the United Nations (FAO) in which young participants of the *Digital Villages Camp: youth innovation for agricultural challenges program* in the Fergana Valley, Uzbekistan, report on their technological projects related to agriculture. They speak their local language, but there are English subtitles.

Available at: <https://www.fao.org/digital-villages-initiative/europe/video-detail/digital-villages-camp--youth-innovation-for-agricultural-challenges/en>. Accessed on: Jul. 1, 2024.

UNIT 11

HOW TO MAKE A FLIPBOOK

This video shows the step-by-step process of making a flip book animation.

Available at: <https://www.youtube.com/watch?v=Un-BdBSOGKY>. Accessed on: Jun. 29, 2024.

UNIT 12

KIDS FIXING THE WORLD: THE TEENAGE INVENTOR HELPING HIS GREAT-AUNT WITH DEMENTIA – BBC WORLD SERVICE

This is a video about Freddie, a teenager who has created solutions to help his great-aunt who suffers from dementia.

Available at: <https://www.youtube.com/watch?v=oegm10Ili3M>. Accessed on: Jul. 7, 2024.

UNIT 13 MEMORIES FOR SALE

A short video about a young man who decides to sell the last memory from his alcoholic father after his death.

Available at: <https://www.youtube.com/watch?v=DwJ1ZcTQI-Y>. Accessed on: Jul. 9, 2024.

UNIT 14 ESTATUTO DA CRIANÇA E DO ADOLESCENTE — LEI Nº 8.069, DE 13 DE JULHO DE 1990 (STATUTE OF THE CHILD AND ADOLESCENT)

Brazilian document that establishes specific rights for children and adolescents, covering areas such as health, education, protection against exploitation and mistreatment, and the right to family and community life.

Available at: https://www.planalto.gov.br/ccivil_03/leis/l8069.htm. Accessed on: Jul. 2, 2024.

UNIT 15 CONFLICT RESOLUTION

This video presents the step-by-step process of conflict resolution. It's the 14th video of an online course on Conflict Management.

Available at: <https://www.youtube.com/watch?v=kuHjikp1TQ>. Accessed on: Sep. 4, 2024.

UNIT 16 GET READY FOR THE FUTURE

A song about embracing change and looking forward to a promising future filled with new opportunities and advancements.

Available at: https://www.youtube.com/watch?v=h_g9XJpSV-g. Accessed on: Jul. 15, 2024.

Lyrics available at: <https://www.azlyrics.com/lyrics/annagraceman/getreadyforthefuture.html>. Accessed on: Jul. 15, 2024.

UNIT 17 GENDER EQUALITY — WE MUST DO BETTER, AND WE CAN!

This 2-minute video by the World Health Organization (WHO) explains gender equality and the progress made since the Fourth World Conference on Women (1995) and what is still there to be done.

Available at: <https://www.youtube.com/watch?v=G1EvoX6lf-Y>. Accessed on: Jul. 17, 2024.

UNIT 18 WORLD ATLAS OF LANGUAGES, BY UNESCO

The *World Atlas of Languages* (WAL) is an interactive online tool that presents information about language status in countries and languages around the world. Its main objective is to offer a detailed record of communicative tools and knowledge resources of languages considering their socio-political and sociocultural contexts. Languages are divided into the following categories: language situation (endangered/unsafe, definitely endangered, potentially vulnerable, severely endangered, critically endangered, safe), location/nativity (e.g.: Australia and New Zealand,

Northern Europe, Southern Asia etc.), and type/modality (spoken language, sign language, written language).

Available at: <https://en.wal.unesco.org/>. Accessed on: Jul. 20, 2024.

UNIT 19 THE PERFECT COMPOST RECIPE — HOW TO GET YOUR COMPOST HEAP COOKING!

The video shows a recipe to create a domestic composting device and gives tips on how to use it.

Available at: <https://www.youtube.com/watch?v=M1klpCBD3UI>. Accessed on: Jul. 25, 2024.

UNIT 20 SAMPLE MONTHLY BUDGET FOR TEENS

A publication that covers a short explanation of monthly budgets and a sample budget for teens.

Available at: <https://fndusa.org/wp-content/uploads/2015/06/SampleBudgetforTeens.pdf>. Accessed on: Aug. 5, 2024.

UNIT 21 THE BEST 20 WEBSITES WHERE YOU CAN LEARN SCIENCE FOR FREE

An article that lists the top 20 of the best websites where one can learn science for free. The list includes NASA.com, Scitable, Space.com, Howstuffworks.com, Nature.com etc.

Available at: <https://medium.com/@mashster/the-best-20-websites-where-you-can-learn-science-for-free-715c4e7db79d>. Accessed on: Aug. 9, 2024.

UNIT 22 STONE

Stone is a one-minute film that tells a story about empathy and human values.

Available at: <https://www.youtube.com/watch?v=5hPtU8Jbpg0>. Accessed on: Aug. 12, 2024.

UNIT 23 SAFE ROUTE PARTNERSHIP

The Safe Routes Partnership is a national nonprofit organization dedicated to promoting safe walking and rolling to and from schools and in daily life. Their mission is to enhance the health and well-being of people of all races, income levels, and abilities, while fostering healthy, thriving communities for everyone.

Available at: <https://www.saferoutespartnership.org/>. Accessed on: Aug. 16, 2024.

UNIT 24 FEELING THROUGH

A short film that depicts the subtle change that occurs when a homeless teenager meets a deaf-blind man.

Available at: <https://www.youtube.com/watch?v=h1CqzntEZZ8>. Accessed on: Aug. 20, 2024.

A DEAF-BLIND MAN MAKES HISTORY STARRING IN A FILM

Connecting the Dots follows the journey of making the groundbreaking film "Feeling Through".

Available at: <https://www.youtube.com/watch?v=fq-DIHxPEBY>. Accessed on: Aug. 20, 2024.



Unit 1, page 16

Person A

[...] I'm Aboriginal, and I think it's important to smash stereotypes.
 [...] I'm Aboriginal, but I don't use drugs.
 [...] But I'm non-violent towards women.
 [...] But I'm not a criminal.
 [...] And I'm a journalist.
 [...] And I respect all colors and races.
 [...] I'm Aboriginal, and I love my culture.

Person B

[...] I'm Aboriginal, but I'm educated.
 [...] But I'm not scary.
 [...] I work hard for it.
 [...] And I have a degree in bachelor of [sic] nursing.

Person C

[...] I'm Aboriginal, but I'm not a threat to you.
 [...] But I do not drink.
 [...] But I'm not in prison.
 [...] But I don't get everything [sic] for free.
 [...] And I have succeeded in your society.
 [...] And I have retained my culture.
 [...] And I want justice for all peoples [sic] in this country.
 [...] And I'm a very humane person.
 [...] I'm Aboriginal, and I'm very proud we've survived everything we've been subjected to.
 [...] And I'm proud that we're the oldest living culture on this planet.
 [...] My culture is alive everywhere I go.
 [...] and I would not have it any other way.

Person D

[...] I'm Aboriginal, but I don't steal.
 [...] And I'm not on any welfare benefits.
 [...] But I'm not good at sport.
 [...] I'm Aboriginal, and I finished high school and I went on to a university.
 [...] And I'm a neurology nurse.
 [...] I'm proud to be a part of one of the most beautiful cultures in the world.

Available at: <https://www.youtube.com/watch?v=tSNvfK0zFnc>.
 Accessed on: Jun. 23, 2024.

Unit 2, page 26

In part one, we saw that it's not just about what you eat; it's about how you eat your food. [...]

In part one, I talked a lot about appetizers that will form a cushion before you eat carbs, so that you don't spike your sugar levels whenever you put food in your mouth. But, you know, in Nigeria, we are not huge on appetizers. But when you know better, you can change the rules by making your own appetizers that will form cushions before you eat these meals that spike our sugar levels. Carbohydrates, any one. You can also change the way you prepare Nigerian meals in your own home. For instance, beans porridge. The way we normally prepare beans porridge in Nigeria... We have two methods, two major methods: one, you prepare the beans porridge with palm oil and other ingredients; or two, you prepare the beans porridge with, you know, palm oil, other ingredients, and another staple such as plantains, yam, potatoes. You add it into the pot, you know, one pot style of recipe. Or some people prefer to maybe fry those staples, fry yam, plantains, or

potatoes and serve it with the beans porridge. Whichever way you look at it, however you prepare it, beans, while it's a major source of protein, is [sic] still higher in carbs.

Available at: <https://www.youtube.com/watch?v=toCTXvYtIal>. Accessed on: Aug. 11, 2024.

Unit 3, page 36

Part 1

[...]
 Hi, everyone. My name is Mel, and I am the seventeen-year-old author of *Leaving Wishville*, which is a teen and young adult magical realism novel that I actually published early this month, and for the past couple of weeks I've received quite a few messages [...] just asking about my writing process and how I got published, so today I'm going to be sharing my top 7 tips for teen writers.

Available at: <https://www.youtube.com/watch?v=gcmOYR-piVs>. Accessed on: Jun. 5, 2024.

Unit 3, page 36

Part 2

[...] My very first tip is to write every day.
 [...] My second tip is to write in the morning.
 [...] Tip number three is to participate in NaNoWriMo.
 [...] Tip number four is to invest in Scrivener.
 [...] Tip number five is to be flexible with your hobbies.
 [...] Tip number six: don't distract yourself with publishing.
 [...] My last tip is to join a writing community.

Available at: <https://www.youtube.com/watch?v=gcmOYR-piVs>.
 Accessed on: Jun. 5, 2024.

Unit 4, page 46

One of our basic human need [sic] is connecting with people emotionally because we want to share our feelings, our frustration, our sadness with someone who will understand us and won't judge us. So, we seek out that connection in places we often visit to try to connect with new people with common interest showing ourselves as open and honest people. But what if this need for human connection loses its meaning? What if I told you that the more you overshare, the weaker your bond with the person gets? And the person who receives the information becomes a co-owner of your personal information, so they decide what to do with it. [...]

We are living in a time when we are encouraged to speak openly about our mental health, which is great, but it's also important to remember that not everyone is mentally capable of understanding your emotional struggle. What I mean by that is, suppose you're on a first date with someone you met online. You tell them about your hobbies, movies, and pets. This is appropriate sharing because you are giving them some basic information and showing that you have things in common. But what if, instead, you tell them about your ex-partner, your childhood trauma, and your financial problems? You end up giving them too much inappropriate information that they might not be ready to hear or handle. This shows that you have unresolved issues or baggage, which can lead to remorse or compounded stress later. Similarly, when you overshare your personal information with your friends and co-workers, it can make them feel uncomfortable. They won't know how to react and may feel like they are in [sic] awkward position, which can lead them to avoid you the next time they see you. Research from the University of Maryland defines oversharing as showcasing weakness at work. They found that when a higher status individual discloses a weakness, they can accidentally damage their own reputation. They may lose trust and respect from others because their overshared information can be used against them to cause conflict or embarrassment. Similarly,

sharing personal information about your partner with friends can make your partner feel betrayed. Imagine that you tell your friend about a fight you had with your partner. Your friend may take your side and offer support, but this can also create a negative impression of your partner in your friend's mind, which can cause an imbalance in the relationship. [...]

To summarize, oversharing can damage your future because it could put you in a [sic] danger by revealing too much information to the wrong person. It could ruin your first impression by making you share your past traumas. Also, distance and avoid [sic] people from you with the amount of personal information you share, or make your partner feel worse by injecting mistrust. However, understanding the body language of a person and keeping the conversation going back and forth can help you limit oversharing and build stronger relationships with those around you.

Available at: <https://www.youtube.com/watch?v=ewzhQdp0EQs>. Accessed on: Aug. 11, 2024.

Unit 5, page 56

Hey! This is Thai. Welcome back to the video series Start Moving Your Body Now.

Today, the second video, I want to start with a question: Why do you exercise? Think about this right now: What is your why? Why do you exercise? Why do you move your body? Or why do you think that you should exercise? There is one research where they brought people into a lab and asked them this: Hey, why do you exercise? 75% of the people answer [sic] with an abstract goal, saying that 'I want to feel healthier', 'I want to lose weight', 'I want to live longer'. So most people answer something abstract, something for the future.

25% of the people respond [sic] with an immediate benefit that they're going to get right now. They're gonna feel grounded, they're gonna feel energized, they will feel more focused, they will sleep better, they will feel more confidence [sic] and so on. After one year, after this research, they found out that the seventy-five percent that had an abstract goal like living longer, exercised way less than the other group.

So, we should have the right why. [...]

Available at: <https://www.youtube.com/watch?v=Hqxm-o-T0Z4&t=9s>. Accessed on: Oct. 18 2024.

Unit 6, page 66

My name is Txai Suruí. I'm only 24, but my people have been living in the Amazon forest at least six thousand years. My father, the great chief Almir Suruí, taught me that we must listen to the stars, the Moon, the wind, the animals, and the trees. Today, the climate is warming, the animals are disappearing, the rivers are dying, and our plants don't flower like they did before. The Earth is speaking. She tells us that we have no more time.

Available at: <https://www.youtube.com/watch?v=qo0SJ8nwE1Q>.

Accessed on: Jun. 21, 2024.

Unit 7, page 75

[...] I came from Macedonia. A city called Kichevo. There's [sic] not a lot of opportunities in that small town. So, I finished [sic] my high school there, I could not find myself anywhere, I could not decide what I want to study or what I want to work [sic]. Last summer, I saw opportunities on [sic] internet about one youth exchange, that is happening in Germany, Bremen. [...] And on this youth exchange I learned a lot about this kind of opportunities [sic]. [...] It was quite challenging because I don't [sic] have any background; I [sic] just finished my [sic] high school. So, I didn't have what to present, but I tried really hard from [sic] my motivational letter.

After two weeks, they told me that they accept me.

[...] I was the lucky one who came here.

Available at: <https://www.youtube.com/watch?v=BMKQLZe02Fs>.

Accessed on: Jul. 4, 2024.

Unit 8, page 86

At the beginning of time, the Earth was ruled by the titans, powerful deities, who were the sons of the primordial gods. Prometheus was one of them, a deity as old as time itself, who could foresee the future.

The titan predicted the victory of the Olympic gods over the titans during the Titanomachy, the great war between gods and titans for supreme power.

He did not oppose Zeus during the conflict and escaped from being imprisoned in Tartarus together with the other titans.

When the conflict ended, Zeus ordered Prometheus and his brother Epimetheus to create and populate the land with the most diverse animals.

[...] Each animal was given a talent. The birds were given the ability to fly. The elephant was granted an [sic] enormous strength, and the talents were evenly distributed.

Man was saved for the end. They wanted to do something special. However, after shaping man from clay, they realized that all talents had already been attributed to the other animals.

Prometheus presented his work to the goddess Athena. She felt marveled by the titans' work and decides [sic] to bless it with the divine breath. This is how humanity came to be.

Available at: <https://www.youtube.com/watch?v=AbClbBz4SkI>.

Accessed on: Jun. 24, 2024.

Unit 9, page 93 — Podcast

[Stephanie Postles] Welcome back, everyone, to Mission Daily. This is your host, Stephanie Postles, CEO of Mission.org. And today, I have my friend Amir Shevat joining the show.

[Amir Shevat] Hi, thank you for having me.

[Stephanie Postles] Yeah. Thanks for coming to the studio. So good having people in Austin that I can actually see face-to-face.

[Amir Shevat] That's awesome.

[Stephanie Postles] And not virtual. Amir, you have an amazing background. Um—

[Amir Shevat] Thank you.

[Stephanie Postles] I found that out when we went paddleboarding, and I was like, he has literally worked at every place, every big tech company ... [...]

[Stephanie Postles] So I would love for you to introduce your background—

[Amir Shevat] OK.

[Steph (Stephanie Postles)] because it's so wide-ranging.

[Amir Shevat] Awesome. Thank you. Um, that's a nice way to say I'm old.

[Stephanie Postles] (chuckle)

[Amir Shevat] Ah—

[Stephanie Postles] Well-experienced.

[Amir Shevat] yes—

[Amir Shevat] Yes, well-experienced, seasoned. Um, so, I [sic] today I'm an angel investor, and I'm moving, transitioning into the dark side, so opening my own, ah, fund, ah, focusing on dev tools and things that I love, um—

[Stephanie Postles] Um-huh.

[Amir Shevat] ah, on infrastructure, AI, dev tools, and stuff like that. Um, If you want to describe me, I'm a one-trick pony. I know how to build developer platforms, and I've done that in all the rides in the park. [...]

[Stephanie Postles] So what kind of trends do you see then around developers? Because everything I see happening with AI, I'm like, everything's about to change. I mean, I think a lot of the code will not need to be written anymore. I think a lot of the content that's being created or edited or the video posts, like all of this, is just getting condensed into AI tools. What do you see in the space of, like, what will this look like going forward, especially around developers?

[Amir Shevat] I think AI is a revolution.

[Stephanie Postles] Um-huh.

[Amir Shevat] I can't predict the future, but I think it's a revolution in the order of magnitude of mobile and [sic] the order of magnitude of the web.

[Stephanie Postles] Um-huh.

[Amir Shevat] And [sic] the order of magnitude of, like, a world-shifting, ah, perspective on life. And I think developers are going to be in the forefront of that. [...]

[Amir Shevat] I've seen a startup this week that, ah, generates tests for code—

[Stephanie Postles] Um-huh.

[Amir Shevat] And if the tests fail, the AI changes the code—

[Stephanie Postles] Hmm.

[Amir Shevat] So like it actually helps developers with a lot of the mundane.

[Stephanie Postles] Yup.

[Amir Shevat] And in the future, we might be able to lower the barrier for a lot of code creation.

[Stephanie Postles] Uh-huh.

[Amir Shevat] So a person who's not an engineer would be able to, ah, with some intent, generate, ah, code and workflows, and maybe AI would take a much bigger portion of what developers generate. I'm not thinking that developers are going to be, go away.

[Stephanie Postles] Uh-huh.

[Amir Shevat] But they're going to be much more empowered.

[Stephanie Postles] Yeah.

[Amir Shevat] Other areas are going to go away.

[Stephanie Postles] Yeah.

[Amir Shevat] I think paralegal is a job—

[Stephanie Postles] Oh—yeah.

[Amir Shevat] that would probably go away.

[Stephanie Postles] Yeah.

[Amir Shevat] There's a lot of white-collar jobs that are going to go away. But engineers, um, are probably going to be a lot more empowered by—

[Stephanie Postles] Uh-huh.

[Amir Shevat] AI. [...]

[Amir Shevat] The boring stuff is going to go away. The problem is that a lot of people's core job is a very boring stuff—

[Stephanie Postles] Uh-huh.

[Amir Shevat] so we'll see, ah, AI displace [sic] a lot of these jobs, ah, and they will go away entirely.

[Stephanie Postles] Yep. Yeah, I saw a couple of the large tech companies were making, like, huge layoffs of engineers. And, I was talking to somebody in my contacts there, and they were like, it's not that we don't need engineers. We just need engineers who know this thing now. And these people don't know it, or they just, I don't know, didn't choose to learn it or whatever. And so they're like, we're actually hiring a lot over here: developers, engineers, all these people. It's just [sic] we're also letting go of people who maybe, you know, are doing more boring things.

[Amir Shevat] Yep. I think we're going to see a lot less builders and a lot more, like, software engineers, like high-proficiency—

[Stephanie Postles] Uh-huh.

[Amir Shevat] Engineers, and we're going to see that across multiple jobs, not just engineering. You're going to see that with sales. The low-proficiency sales are going to be replaced by AI, for sure.

[Stephanie Postles] Uh-huh.

[Amir Shevat] The low-proficiency marketing tasks are going to be, ah, replaced by AI. So we're going to focus more and more on extremely high proficiency, creative, ah, jobs that are going to manage an army of AI, ah, workers. [...]

[Amir Shevat] Just take the, ah, executive assistant SVPs and VPs

and, ah, CEOs have executive assistants.

[Stephanie Postles] Yep.

[Amir Shevat] Um, soon everybody's going to have an executive assistants [sic]. We're going to have people help or, like, people, ah, AI people.

[Stephanie Postles] Yes.

[Amir Shevat] Helping us be more productive and more creative and booking our flights and setting up all the reminders, um, it's not going to be [sic] the benefit of the rich; it's going to be [sic] the benefit of humanity.

[Stephanie Postles] Yeah, I've thought about [sic] – I want to have just in my pocket an assistant that's just recording me all day so that I can just—it can remember what conversations I'm having. I can just be like, hey, go on schedule this, go follow up with this person, literally just voice things out, and then it just does it for me.

[Amir Shevat] Yes.

[Stephanie Postles] That's the best kind of assistant.

[Amir Shevat] That's five years from now for most, ah, for most use [sic] cases. You'll have Bob or Jen or whatever persona—

[Stephanie Postles] Yeah.

[Amir Shevat] that you choose, and they're going to help you with all the mundane stuff. It will be equivalent, if not better, ah, to a personal assistant dedicated for [sic] you.

[Stephanie Postles] Uh-huh.

[Amir Shevat] That is never angry, every day slept [sic] amazingly well—

[Stephanie Postles] (chuckle)

[Amir Shevat] Never had a traffic jam, ah, and always willing to help. There's also a negative side to all of that, ah, and we can talk about that if you like.

[Stephanie Postles] Yeah, I mean, let's hear about [sic]; I definitely know there's, you know, pros and cons of everything, and yeah.

[Amir Shevat] If I take the, ah, the red pill, (chuckles) or I wake up with a, um, with that type of feeling, ah, I'm thinking that it might be the last generation where you can create wealth before AI comes in.

[Stephanie Postles] Uh-huh.

[Amir Shevat] Because a lot of the jobs are going to be, ah, displaced. So humans are still going to be there; they're still going to be important, but they're not going to have the capability to have a career or a long-lasting career that will build generational wealth, and that has been the case for humanity for a very long time. If you were working in the field in Europe, ah, 500 years ago, you didn't have any career path to become anything else. I think the modern person would have a much, much better life, but might not have the opportunity to move up or up the [sic] ladder using career opportunities because they're not going to be there.

[Stephanie Postles] Maybe tell me more about why you think they won't be there. Like, do you think the world is just changing so quick [sic] where people will just be able to fill the role? And they won't just be like, oh, Amir has been here for 20 years. Like, of course, he's going to go up this path, or why won't his opportunities exist?

[Amir Shevat] First of all, we talked about the fact that AI is taking [sic] a lot of the mundane.

[Stephanie Postles] Uh-huh.

[Amir Shevat] [sic] A lot of people, that's their job, that's their career opportunity, that's their path. Like a small minority are the extra creative, extra amazing, uh, who's going to own the armies of AI.

[Stephanie Postles] Uh-huh.

[Amir Shevat] We're going to have a lot less jobs, potentially. There's another path of [sic] future where, like, we all have a lot more jobs that are a lot more creative—

[Stephanie Postles] Uh-huh.

[Amir Shevat] And we all find our creativity.

[Stephanie Postles] Yeah.

[Amir Shevat] That's the blue pill.

[Stephanie Postles] We're all artists.

[Amir Shevat] Exactly. We're all artists, and AI is helping us shape and benefit us all, but in the world where, in the red pill world, it could be that a lot of the jobs are going to be displaced, and a lot of the people, white-collar people, people with careers that create generational wealth are not going to have that opportunity. So you're going to be able to be creative, but you won't be able to create, ah, financial wealth or differentiated financial wealth for your family. This has been the promise of our generation, like work hard—

[Stephanie Postles] Yeah.

[Amir Shevat] Ah, be creative, do your startup, and you'll be extremely successful. It could be that AI is going to take a lot of that away from humanity.

[Stephanie Postles] Yep. Okay, so then what would you tell your kids right now? I think you have two kids, right?

[Amir Shevat] Yes.

[Stephanie Postles] Okay.

[Amir Shevat] I have two boys.

[Stephanie Postles] What would you advise them to do to keep up in this world or to prepare?

[Amir Shevat] So I think one thing is the ability to actually tap into your creativity and be able to understand that you're not going to have a single job, but multiple jobs—

[Stephanie Postles] Uh-huh.

[Amir Shevat] As you progress, um, it used to be that you were a software engineer, and you knew front-end or back-end, and you could do 15 years out of that knowledge. I think that is no longer the case. I think we're moving into a world where AI is going to take more and more of the mundane, and your proficiency needs to constantly be upgraded—

[Stephanie Postles] Uh-huh.

[Amir Shevat] Or else you'll be irrelevant, and it always used to be the case, but I think now it's going to be faster and faster.

[Stephanie Postles] Uh-huh.

[Amir Shevat: So the pace of that [sic], people are going to have five, six careers, I think. Um, the second thing is, look at jobs that would be replaced, and don't do them.

[Stephanie Postles] (chuckle)

[Amir Shevat] So like—

[Amir Shevat] I wouldn't ask them.

[Stephanie Postles] That's funny. Don't do them.

[Amir Shevat] Don't do them.

[Stephanie Postles] Yeah.

[Amir Shevat] Um, somebody tweeted, ah, or posted that, like, ah, somebody who does renovations—

[Stephanie Postles] Uh-huh.

[Amir Shevat] Is probably going to have a [sic] safest career, ah, if you're renovating homes.

[Stephanie Postles] Yeah.

[Amir Shevat] So I'm not advising my kids to do that, but I'm advising them to follow what they care about, but think about the creative stuff and think about, ah, the places where AI would not easily take their job. [...]

[Stephanie Postles] Alright. Well, that is a perfect place to (stutters) stop here. Amir, thanks for coming on Mission Daily.

[Amir Shevat] Oh, thank you for having me.

[Stephanie Postles] Where can our listeners, viewers, everyone find more about your journey and what you're up to? [...]

[Amir Shevat] I'm very social, so just reach out to me and I'm super happy to connect.

[Stephanie Postles] Awesome, thank you, sir.

[Amir Shevat] Have a good one. Thank you.

Available at: <https://mission.org/mission-daily/are-you-prepared-for-an-ai-revolution-hint-you-d-better-start-now/>. Accessed on: Sep. 26, 2024.

Unit 9, page 95

Artificial Intelligence surrounds us in day-to-day applications. Though still intimidating for some, artificial intelligence, or AI, has been there for decades. AI is also an asset for many scientists, as different types of data-driven methods powered by AI gain importance. Machine learning, pattern recognition, statistics, data mining etc. have huge potential for new lines of multidisciplinary research.

Air pollution is both unpleasant and harmful. Even in Finland, over 1,600 premature deaths annually are related to air pollution. So far, air pollution has mainly been predicted by complex atmospheric models, which do not take the human factor into account. In real life, human behavior is crucial to that equation. Despite the role of infrastructure, daily choices of individuals ultimately generate traffic. And these choices are hard to predict. "These behaviours of people and society, they constantly, change, um, in response to many different things in the surroundings. It can be legislation, um, it can be small things like weather, um, it can be considerations of time and money, or big global events like a pandemic, um, or, um, forest fires, or hurricanes." The ATMOS-research group at the University of Oulu is funded by the Academy of Finland. It uses agent-based simulation to represent individual people in the atmospheric model. "In this work, we are also collaborating with social scientists to develop these agent-based simulations of how individual people respond to changes in their environment, but the key part of that this is only made possible by these advanced AI methods. [...]"

Available at: <https://www.youtube.com/watch?v=IUd9hup6SRE>. Accessed on: Jun. 22, 2024.

Unit 10, page 106

[...] Technology is changing our world. Our devices allow us to do things that were previously unimaginable, but is that a good thing? Do our devices bring us together or are they separating us? Or are we more alone? Are we more connected to knowledge or just more likely to believe misinformation? We know that new technology helps save lives, but what about the health risks from being so sedentary? Are we more distracted or are we more engaged? What are the effects of adding metrics to our social interactions? And what does it mean that you can publish anywhere at any time and share your voice with the world? Explore the pros and cons of technology and defend whether it's making life better or worse here on Earth. Be sure to include facts and deep analysis.

Available at: <https://www.youtube.com/watch?v=7rbDlx690RE>. Accessed on: Jul. 12, 2024.

Unit 11, page 116

[...] Last year, I released a video called "How to start making your own animated series." [...] I did notice, though, that a lot of comments on the first video were from disappointed people who said I didn't really teach them how to make any animated series. [...] So today, I'm here to answer five very important questions so you can get started making your own 2D animations. [...] The five questions are: "How do I make 2D animation? What do I need to make 2D animation? Should I share my animations? Where and how? Once I start, how do I get better? How long will it take to master 2D animation? So let's start with the first question: How do you make 2D animation? 2D animation is basically the consecutive viewing of different drawings that gives the illusion of movement. You can create this effect by using software to draw your individual frames and then export them to a video file for viewing them in succession.

[...] What do you need to make 2D animation? What you'll need to make animation is a capable computer, a drawing tablet, and an animation software.

[...] Should you share your animations? Where and how? It's completely up to you whether or not you want to share the animations you make with the world. An easier and more affordable way to share them is on social media.

[...] Once you start animation, how do you get better?

[...] Animation is a complicated art, so don't beat yourself up if you can't get past a certain exercise or your animation isn't looking how you wanted [sic] it to.

[...] One thing I'd like to mention is that making 2D animations requires drawing skills, and that before you click away, I want to say: don't be afraid to learn how to draw.

Available at: <https://www.youtube.com/watch?v=2qliMfycvs>.

Accessed on: Jun. 30, 2024.

Unit 12, page 126

Have you ever wondered how we've come to communicate so instantaneously across vast distances? The story begins with a man named Guglielmo Marconi. Born on the 25th of April in the year 1874 in Bologna, Italy, Guglielmo Giovanni Maria Marconi was destined to leave an indelible mark on the world. The son of an Italian landowner and an Irish mother, young Guglielmo was blessed with a curious mind and an insatiable appetite for knowledge.

[...] As a child, Marconi was captivated by the wonders of electricity and electromagnetic waves.

[...] In his late teens, Marconi began to realize the potential of using electromagnetic waves for long-distance communication.

[...] His early experiments would eventually lead to the development of a practical radio wave-based wireless telegraph system, forever changing the way we communicate.

[...] Guglielmo Marconi, an Italian inventor and electrical engineer, was not one to shy away from a challenge. He was fascinated by the mysteries of the invisible, the unexplored realm of radio waves. His journey into the unknown began in the attic of his family's home in Bologna, where he conducted his initial experiments. As he delved deeper into the science of radio waves, Marconi began to see the vast potential for a new form of communication. He envisioned a world where messages could be sent across vast distances without the need for wires, a world where information could travel as freely as the wind. He spent countless hours perfecting his system, overcoming setbacks and pushing the boundaries of what was thought possible. His tireless efforts bore fruit when he successfully transmitted the first radio signals over a distance of one and a half miles in 1895. This landmark achievement marked the birth of radio communication as we know it.

Available at: https://www.youtube.com/watch?v=Ec_Q4riLVrs.

Accessed on: Oct. 2, 2024.

Unit 12, page 126

[...] Guglielmo Marconi, an Italian inventor and electrical engineer, was not one to shy away from a challenge. He was fascinated by the mysteries of the invisible, the unexplored realm of radio waves. His journey into the unknown began in the attic of his family's home in Bologna, where he conducted his initial experiments. As he delved deeper into the science of radio waves, Marconi began to see the vast potential for a new form of communication. He envisioned a world where messages could be sent across vast distances without the need for wires, a world where information could travel as freely as the wind. He spent countless hours perfecting his system, overcoming setbacks and pushing the boundaries of what was thought possible. His tireless efforts bore fruit when he successfully transmitted the first radio signals over a distance of one and a

half miles in 1895. This landmark achievement marked the birth of radio communication as we know it.

Available at: https://www.youtube.com/watch?v=Ec_Q4riLVrs

Accessed on: Oct. 2, 2024.

Unit 13, page 136

[...] When I was a sophomore in high school, I lived in the Chicago area. I lived in this really small town of about two thousand people outside of Chicago.

[...] And I was going through a really tough time as a teenager. There was just a lot of turmoil, a lot of craziness going on in my life, and to say that home life was rough is an understatement. My life was just in shambles. And so, I would go to school really just as this shell of a girl. I really didn't have much of a personality. Um, I didn't really feel good, I didn't feel good about myself. I'm sure you could see on my face I was going through a hard time, but we had this presentation in this early childhood education class, and um, we had to basically share on the topic that was near and dear to our hearts, but it was something that we were learning about in class. [...]

Available at: <https://www.youtube.com/watch?v=eKOHl9IxdDs>.

Accessed on: Jul. 11, 2024.

Unit 13, page 136

[...] And so I shared about a topic that I was actually personally struggling with at that time. And, um, I got up and shared..., agh, I'm like, I told myself I wasn't going to cry... and the teacher pulled me out of class and basically in [sic] the hall, [sic], she put me in the hallway, and um I thought I was in trouble. I really honestly... it was so hard for me to even, like, think anything good about myself, and so I just immediately thought, man, I did something, or I said something that she was going to, like, you know, ream me for, and, um, she pulled me aside and basically just said [...]

[...] She basically looked at me and said that I had potential, and I had never heard that in my life before that point. And she said it in a way that was just so loving and so kind, and I remember feeling like... like the air got sucked out of the hallway and just feeling like the [sic] first time in my life that somebody believed in me um ... It was such a profound moment, and it was a day that I will never forget. [...]

Available at: <https://www.youtube.com/watch?v=eKOHl9IxdDs>.

Accessed on: Jul. 11, 2024.

Unit 14, page 145

Hi, everyone! I hope you're all doing well.

[...] I want to talk about ageism today. Let's look at the definition of ageism first. The basic definition on Google says "ageism is prejudice or discrimination on the grounds of a person's age." So this is the basic definition, but generally when you think about ageism, you think about discrimination and prejudice towards older people, right?

[...] I realize that ageism towards elderly in the West is more evident than it is in my Arab Middle Eastern culture. This is because in our culture we really emphasize the importance of respecting the elders and prioritizing them more than anyone else. Things like giving up our seats for them or avoid calling them by their first name instead calling them 'auntie' or 'uncle', and other things like that. These are ways that we respect our elders and I know that some of these things are also done in the West. It's just in our culture it's very important and super prioritized.

I would say that ageism towards younger adults or teens and children is a lot more prominent in our Middle Eastern culture. Younger people are not taken very seriously. Almost whatever they say is dismissed or ignored. When they try to say something intelligent or important, sometimes they're told: "You're too young. You don't understand anything. You have no experience at all." This is especially said towards children or

sometimes young people are completely ignored and left out from the conversations.

These acts towards young people are hurtful and it can definitely affect them in the long term, and they may grow up to not be the best adults, especially if they're abused.

In the west the discrimination towards younger people and children is very different. People here aren't as family oriented as Middle Eastern people. So generally a lot of people here live or desire a child-free life which is completely okay and valid. They have every right to not have children if they don't want to. However, I've seen people just straight up hate children. They're so angry and disgusted by them. Now tell me, isn't that not ageism? Or it doesn't count because children aren't as affected by it as much as the elderly(?) Saying things like, "You're 12, you don't know anything" or "Just a bunch of 14-year-olds", or just mentioning someone's age to dismiss their point is ageist in my opinion. I would love to hear your opinion about this. I'm very curious what you think of this. [...]

Available at: <https://www.youtube.com/watch?v=laA6h8RvtXg>. Accessed on: Oct. 18 2024.

Unit 15, page 156

[...] Our world is changing at a breathtaking pace. Social patterns that have long characterized human life are changing dramatically around the globe, diminishing social bonds within families, schools, workplaces, and communities. But humans are hardwired to connect. Just as we need food, shelter, and clothing, we also need strong and meaningful relationships to thrive. With all this in mind, what is *Restorative Practices*? *Restorative Practices* is an emerging social science that studies how to strengthen relationships between individuals and within communities. When put into practice, the effects are profound. In schools, students experience greater safety and [sic] sense of belonging, resulting in improved behavior, less bullying and less violence.

[...] In a nutshell, *Restorative Practices* is the science of relationships and community. Your individual daily interactions have a big impact on the world around you, at your job, with young people, and throughout your community. How we relate matters.

What is Restorative Practices? IIRP. Available at: https://youtu.be/_obyZY4Xzal. Copyright (c) 2018 International Institute for Restorative Practices. Used with permission.

Unit 15, page 157 – Podcast

[Speaker 1] I didn't grow up in the UK, so I've made a few cultural mistakes.

[Speaker 2] What about you? You want to tell your story? You definitely do.

[Speaker 1] Let us know if you have a story to tell.

[Speaker 3] This podcast is about embracing or identifying the cultural differences between British and non-British people.

[...] [Speaker 4] I've seen, ah, British parents and some parents that [sic] have obviously grown up over here; they're not as loud, like when they come to speak to their kids or whatever. Like, let's say you get in trouble, they won't be as loud; they'll be more lenient to you. Where foreign parents, they're very loud. My parents, they're loud even when they speak normally, so if they're calling me downstairs, they call a bit, like, they shout.

[Speaker 5] Let's say you're sitting on the bus. If they're, like, they're not old, old; they can, like, they're fit. But if I see, in my country, if I see someone older than me, and I'm sitting and there's not a seat for them, I will stand up and let them sit. But here, some people, if you just stand up and let them—they're older than you, right? And you just stand up, you give them the seat, [sic] they will think; like, you're calling them, like, old or that they're not, like, strong, like, physically fit or something.

[Speaker 6] In my mind and in my experience, there's been lots of different things that have happened, particularly in the

workplace, that have created a bit of a disconnect, not just for me, but I also find that a lot of my colleagues and friends have that. They don't understand the cultural differences between, um, what's expected of them and you know, what it is that they did.

[Speaker 7] When I was new here, like, it was my first week of school and I just made, like, one friend. I had my other friend's, um, pen, so I told her, like, "Can you give it to my friend?" and she said to me, "What did you say?" and I was like, "Can you give it to my friend?" and then she said to me, um, "You're so rude," and I was thinking in my head, "What did I even do?" I was just being normal. But afterwards, I asked my friend—other friend, "What did I even do wrong?" and she said, "You didn't say please." And that's when I realized how important it is to say "please" and "thank you" and "sorry" in every single scenario.

[Speaker 8] I am Eritrean, so when we are passing to [sic], like, other people, we have to say "salaam," which means hello. If you don't, it's considered as [sic] rude, so we just do that, but here, it's kind of strange to say hello to people that you don't know because it could go [sic] the wrong way. So, you just have to say hello back home to other people, but if you say hello, like, [sic] young people, they can take it the wrong way. So, you just keep quiet or maybe, like, nod your head a bit, but don't say hello.

[Speaker 9] When my son was first born, uh, his grandparents used to—so my in-laws would bring these clothes every time they came to visit and, you know, I would gratefully accept them and, you know, put them in a drawer, and I would consciously make an effort to remember what they purchased and then make sure he wasn't in them when they came to visit. The reason I did that is because in my culture, if I was always putting my son in those clothes, it was showing that their son, you know, their son, that my son's father, was not providing enough, and we were relying upon the things that they gave. But actually, what I didn't realize [sic] that in British culture, putting him in those clothes would've been a sign that I actually liked the clothes and that, you know, I was getting use out of them. It wasn't until, um, my mother-in-law got completely frustrated and spoke to her son, and then he came back and spoke to me, that I actually realized there was a problem.

[Speaker 10] Making eye contact, uh, with other people, if they're telling you something you did wrong, if you look them in the eye, it's like, seems of disrespect. So you just have to look down, like, put your head down a bit, so that does kind of like [sic] you're respecting them; you're agreeing that you were in the wrong place and what you did was wrong.

[Speaker 9] For example, when you look at your teacher when he's explaining something, and you're looking, you're literally making eye contact. In my, ah, culture, it would be considered as [sic] rude, like you're literally looking at the person even though he's older than you. But in British culture, if you make eye contact with them, that means you're confident and you've got good skills. You're very confident. Now I make sure that I'm looking at the teacher. I'm literally making eye contact whenever he's talking so that I do [sic] fit in like other students.

[Speaker 11] I will make eye contact with British people, but not the people from—people from my country, from the same country as me. Back home, if you, if you see someone older, or even if they're not old but they're carrying a lot of bags, you go there and help them carry, and they will just bless you and stuff. But here, I... I actually wanted [sic] to help, like, if I see other people crying [sic] or something big, but I'm actually scared that they would think I'm, like, just—I'm just there to steal things from them or, like, I don't want to do that here because I'm scared they will take it the wrong way, but I do want to help.

[Speaker 12] I think this podcast will be useful to a variety of audiences. I think for black and brown people who are just coming into this country, who are mixing either through education or work, and trying to navigate some of the cultural differences and expectations of them, it will really help to shine a light. But I think equally, you know, as an English person working or, you

know, living in a multicultural environment, it's important to understand and gain insight into some of the cultural differences that we experience, that [sic] mean that, you know, we may act differently or out of character, yeah, (repeats to the) to the norm.

Available at: <https://soundcloud.com/podiumme/contrasting-cultures>. Accessed on: Sep. 26, 2024.

Unit 16, page 166

[...] By 2050, one in three children will be born in Africa. That means one third of tomorrow's leaders, teachers, doctors, entrepreneurs, and peacemakers will be born on this continent of tremendous potential. There's been much progress for children in recent decades thanks to partnerships at all levels, from policymakers to the grassroots. Across Africa, more children are now surviving past their fifth birthdays. Since 1990, under-five mortality in sub-Saharan Africa has dropped by nearly half. Ethiopia, a country that once made headlines because of famine and extreme poverty, is proof that change can happen in a short span of time. Stunting, an indicator of chronic malnutrition, has been reduced by more than one third in just over 15 years.

[...] Throughout Africa, community health workers are on the front lines of reducing child mortality.

[...] Though nearly 30 million children are still out of school in sub-Saharan Africa, great strides have been made in providing education to all children.

[...] Since 1999, primary school enrollment in sub-Saharan Africa has risen from 58 percent to 77 percent.

[...] As African [sic] continent looks to the future, we need to ensure that all children have the opportunity to realize their rights and reach their full potential.

[...] Any country, any society which does not care for its children is no nation at all.

Available at: <https://www.youtube.com/watch?v=X9HJecJiiZU>. Accessed on: Jul. 15, 2024.

Unit 17, page 175

[...] [Interviewer] So joining me this morning is Mr Patrick Malindwa, who is a [sic] CEO and founder of Youth Entrepreneurship Spock. Good morning, sir.

[Patrick Malindwa] Good morning.

[...] [Interviewer] [...] So, how can we enable our children do [sic] exactly what they love?

[...] [Patrick Malindwa] [...] The world has changed towards you doing what you are best at, or if you choose a course, it should be in line of [sic] you as a person like [sic] an individual, but, ah I know that for young people there, there [sic] are so many times that you've not been given a chance to be [...].

[...] [Patrick Malindwa] [...] and the only reason you should become anything is because you've got a natural advantage to, to [sic] that.

[Interviewer] Yes.

[Patrick Malindwa] And how do you find that you have a natural advantage to that? Things you do are seamless, they are easy

[Interviewer] Yes.

[Patrick Malindwa] when you go to the pitch.

[...] [Patrick Malindwa] You could be a good and talented painter but what makes you—how do we turn talent into a profession, a career? That is why we need school, and training, and skills.

[...] [Interviewer] [...] but now, let's talk about technical and ah vocational training. Now that we know for sure, especially in Uganda, so many people downplay that a lot—they feel like it's not prestigious; everyone wants their child [sic] to go to university because they feel vocational training, technical, training, is not that much of a big deal.

[Patrick Malindwa] Yes.

[Interviewer] What would you say to a parent out there? Also, how does it... how is it important?

[...] [Patrick Malindwa] [...] So, what happens is, like we've talked about, the world has been changed, especially by Covid-19.

[...] [Patrick Malindwa] The information that young people are told, uh, the drive—I mean, the output—should be how they turn that information into a skill. That skill that adds value to whoever they are given to do in their job or whether they are at home doing things that they are not paid for [...]

[...] [Patrick Malindwa] Young people should be prepared along [sic] the process of acquiring the certification, but [sic] also have a skill and that skill should be in line with with [sic] what you want to be.

[...] [Interviewer] [...] So we've come to the end of Sunrise at Sea this morning. Thank you so much for joining us. [...]

Available at: <https://www.youtube.com/watch?v=J8RT7Xzmlyw>. Accessed on: Jul. 31, 2024.

Unit 18, page 182 — Podcast

[Presenter 1] Welcome to *The Kids Are Alright*, the podcast that explores big global issues from a young and fresh perspective.

[Presenter 2] In this episode, we'll hear from Clarice Gillian Achola, reporting from the African Leadership Academy in Johannesburg, South Africa, on how Africa's media image often shows just one side to the African story.

[Clarice Gillian Achola] Hello, everyone, and welcome to this week's episode of *The Kids Are Alright*. My name is Achola Gillian Clarice, and I'm going to be your host. I'm just going to be talking about what are [sic] common misconceptions about Africa. [...]

[Clarice Gillian Achola] I hope you enjoy. Here we go.

[Alexander (Omondi Osodo)] The image that Western media has of Africa is very generic. That's really what I can say because they tend to depict Africa in one common way, and that stems from, like, pre-colonial ages. Like, we have, like, the open heliotrope grassland image of the continent where animals run around free and animals and humans live amongst each other in harmony, and we have huts in the middle of grasslands, and we watch the sunset as we eat monkey brains. The generic image of Africa is very savanna-like. I don't know—I don't, it doesn't—it doesn't depict the beauty in Africa. It doesn't depict the flourishing, you know, flourishing vegetation we have other than the savanna. It doesn't depict the amazing cities we have. It doesn't depict the architecture, [sic] the infrastructure. It doesn't depict the beautiful ways of life amongst thousands of communities on the continent. It doesn't depict the beauty in the different 2,000 [sic] languages we speak. It tends to stick to a very generic image of the continent, as I said, that was, like, depicted even before pre-colonial ages, obviously crafted from, like, texts such as *Heart of Darkness* written by colonial, um, colonial overseers. That image, as much as foreign media artists have tried to redeem the image of the continent of [sic] the outside world, remains ingrained in the majority of the world's population because it becomes very hard to perceive something differently that you haven't exactly experienced, ah, to believe in different biases. I think that's just another bias that Africa faces, unfortunately, ah, because the foreign world lacks experience, like the experience of experiencing the continent, if that makes sense.

[Clarice Gillian Achola] Do you think that we have an issue within Africa and outside Africa? Do you think that, in your opinion,—

[Alexander (Omondi Osodo)] um

[Clarice Gillian Achola] the way that we see ourselves as Africans has also changed that?

[Alexander (Omondi Osodo)] Yeah.

[Clarice Gillian Achola] So do you think we have those stereotypes within us as Africans?

[Alexander (Omondi Osodo)] Yeah, I mean definitely because I can even speak in my own case. These stereotypes are deeply

embedded, even amongst African people. I mean, in my own case, I can talk about how I've had conversations with people who didn't know countries like Equatorial Guinea or countries like the Central African Republic. Even in the African Leadership Academy, like, there are [sic] students who found out [sic] countries like Gambia existed just by seeing a Gambian for the first time, and that's just talking—

[Clarice Gillian Achola] Yo!

[Alexander (Omondi Osodo)] about your descriptions, yeah? Like last year, I happened to be part of a student exchange program when I came to South Africa, um, and I was hosted by a host family here, um, organized by my school, and the saddest thing is that I had a conversation with, um, the [sic] one of the children in the host family, and they [sic] asked me about my country, and they were [sic] like, "Wow, I never knew Kenya had buildings, or like, I never knew you guys had roads." To be honest, like, I was so shocked. You know, there's like—I was like, what do you mean we have buildings and roads? I have an iPhone, but I walk on grass 100% of the time. Like, I have a friend who migrated [sic] to the States, um, a few years ago, and he lives there now. When he went there, um, he told some of the people that he began to [sic] school over there that, like, he'd walk around with cheaters. That would, that's an interesting story to tell by [sic] nature if you talk about fiction, yes, but like these are the kind of mentalities we ourselves bear about Africans. Like, we don't have in-depth information about Africans. Having in-depth information serves as an appropriate platform for the foreign world to exploit that, that lack of information even amongst [sic] Africans—like Africans ourselves. So, I mean, what are we doing to reshape our narrative? Because if we don't start here, if we don't start like deconstructing the opinions we have, then how is the foreign world expected to follow suit? Even at home, we bear negative connotations. [...]

[Clarice Gillian Achola] What an enriching conversation that was. I thought we had certain views already; I had, but I'm shocked, and I've enjoyed it completely because it's gone in, like, three different ways. As we come to the conclusion, I think it's important to just look at [sic] final words and things that I've learned that [sic] I hope you also take note of. For [sic] something that I've seen come up very clearly here is to take initiative. We, as people, need to take initiative about what we learn and where we learn about [sic] it from. To hear Alex tell stories about coming to South Africa and he [sic] asked if they have roads in Kenya and then it's just [sic] South Africa. As people of this continent, we need to take initiative to learn about particular places despite the image that we see in the media.

[Presenter 2] You've been listening to an episode of *The Kids Are Alright*, produced by Podium.me and News Decoder. The reporting for this episode was done by Clarice Gillian Achola of the African Leadership Academy and edited together by Molly Davidson at Podium.me.

Available at: <https://soundcloud.com/podiumme/what-are-common-misconceptions-about-africa-and-how-can-the-narrative-be-reshaped>. Accessed on: Sep. 26, 2024.

Unit 18, page 186

Africa's future is in the hand [sic] of its young people. With the right skills, they will transform the continent.

The number of young Africans finishing secondary or higher education will jump from 103 million to 240 million. Yet almost half of its recent graduates feel that their skills do not match their job requirements.

Right now, 82% of workers are in informal jobs with no security and little chance for advancement. We need to make sure Africa's workforce has the skills needed for the job market of today and tomorrow.

By 2030, 70% of jobs will need digital skills. Green skills are essential for renewable energy and climate action.

Entrepreneurial skills will help to start and grow businesses.

African countries should invest more in quality education, create national skills strategies for key sectors, and improve job opportunities for informal workers.

They can do this by providing training and recognising their skills gained from informal work.

Investing in young people today will lead to an innovative and thriving African [sic] tomorrow.

Available at: <https://www.youtube.com/watch?v=oDsW5T7yNRU&t=87s>.

Accessed on: Aug. 3, 2024.

Unit 19, page 196

[Speaker 1] It is so decided.

[Narrator] In 2015, world leaders made a promise for the well-being of all people and the planet.

[Speaker 2] We need action ...

[Narrator] to reach the Sustainable Development Goals by 2030.

There's progress in life expectancy and disease prevention.

There's greater gender parity in management positions. Many developing economies have seen a growing middle class.

Safe sanitation and basic hygiene services are becoming the norm. More than 95% of the global population have access to mobile broadband networks. The future of energy is cleaner.

Unfortunately, at the halfway point, only 15% of SDG targets are on track, and more than a third are stagnated or in regression.

More than 780 million people face chronic hunger.

More than 100 million families are fleeing war, conflict, and human rights violations. Social protection, education, and health care are still out of reach for too many. Human rights are under assault.

With the planet warming at 1.1 degrees Celsius, extreme weather is wreaking devastation around the world. Biodiversity is being lost at an alarming rate.

These global threats must be overcome with smarter solutions, renewed ambition and determination, and recognition of what has not succeeded in the past. We must commit investments from billions to trillions in increasing social protection and decent jobs, transforming education, digitalization, energy transition, food system transition, and environmental protection. To get there, we need global solidarity for the planet, for people, for generations to come.

[Speaker 3] No excuses. No delays. Promises made must be promises kept.

Available at: <https://www.youtube.com/watch?v=enGJyhu6Xr0>. Accessed on: Jul. 30, 2024.

Unit 20, page 206

A few years back, I was always in the very frustrating place where bills would constantly pile up and yet I had no money to pay them off. If you have ever been in this situation then you probably know that it can be really stressful and hard on you.

The good news is that, over time I did manage to pry my way out of this situation, and you can, too.

[...] Alright, so, the list begins with... 1. Keep track of your spending. You've probably already heard this a million times, and you're gonna hear it again today, simply because it works and because you're probably not doing it. Basically, it should always be a priority. Make sure that every single penny you spend is clearly accounted for. The basic goal of expense tracking is to find and get rid of inefficient spending patterns in your financial life.

[...] 2. Make a budget. I never understood why most people didn't have a budget until recently. You see, most people are worried about all the paperwork to be done to complete a budget. Well, in truth, it's a lot of work, but it is most certainly worth it. You see, you should look at budgeting from a different angle. Look at the positives and look at how much is it [sic] going to benefit you. And once you've got a rhythm going, make sure you stick to it. I've found this to be the only way that

works. So, make sure you don't lose the momentum.

[...] 3. Give yourself a limit on unbudgeted spending. Buying something in [sic] the spur of the moment that you hadn't budgeted for can be enjoyable and emotionally satisfying – literally everyone knows that. However, that emotional high may pass quickly, leaving you with impulsive purchases you don't actually need – or want. If this is you, then the bitter pill to swallow is that: this has to stop! In fact, it's the entire opposite of good money habits.

[...] 4. Save for big purchases. Seeing a beautiful \$4,000 advertisement of a stunning 90-Inch flatscreen 8K television – I mean, imagine the things you can see on that TV... does not mean that you should immediately pick up your phone and credit card and start dialling the number on the screen. That's a really bad idea.

[...] So, experts suggest that if you really want that big TV, then it's best that the money comes from your savings account, which is dedicated for such purchases. Not a credit card loan, unless you have a really good plan to pay back the money, which 99% of people don't. Also, there are countless advantages that come with saving for a big or expensive purchase. You may be able to negotiate a cheaper price, or at the very least, better financing conditions. If you save up and pay cash, the price can drop as well.

[...] 5. Read books about finance. It's true when they say that if you wanna hide something, just put it on paper. The sad truth is that most people never bother to read. You see, some of the things people choose to ignore, such as the information contained in books, has [sic] a good chance of making them successful if they bother to read them. Learning is a continuous process, and the more you do it, the sharper your skills become. The ability to make wise financial decisions is the chief advantage of financial literacy. It gives us the information and abilities we need to properly manage our finances, including budgeting, saving, borrowing, and investing. As a result, we're better positioned to meet our financial objectives and establish financial stability.

[...] 6. Lower your monthly bill. Cutting your monthly spending is one of the simplest ways to gain control of your money. While you might not be able to cut back on certain permanent costs, like rent or vehicle payments, without making significant lifestyle changes, you can cut back on variable costs, like clothes or entertainment, by being adaptable and thinking sparingly. To begin saving on things like your energy bills, you may, for instance, use less power, pick a different life or home insurance company, or shop for your groceries at bulk discounts.

[...]

Available at: <https://www.youtube.com/watch?v=J6oHchaCxxM&t=1s>. Accessed on: Aug. 5, 2024.

Unit 20, page 206

[...] Alright, so, the list begins with... 1. Keep track of your spending. You've probably already heard this a million times, and you're gonna hear it again today, simply because it works and because you are probably not doing it. [...]

[...] 5. Read books about finance. It's true when they say that if you wanna hide something, just put it on paper. The sad truth is that most people never bother to read. You see, some of the things people choose to ignore, such as the information contained in books, has [sic] a good chance of making them successful if they bother to read them. [...]

Available at: <https://www.youtube.com/watch?v=J6oHchaCxxM&t=1s>. Accessed on: Aug. 5, 2024.

Unit 21, page 216

Part 1

Hello, everyone. In this chapter, we will talk about Bluetooth and Wi-Fi. Although both are wireless forms of communication, Bluetooth and Wi-Fi differ in terms of their purpose, capabilities, and other factors.

So, let's talk about the Bluetooth.

[...] Bluetooth is a technology designed to enable short-range wireless communication between electronic devices such as between [sic] a smart TV, smartphones, laptops, smart watch, earphones, headphones, etc. So, the question is: How [sic] Bluetooth devices communicate with each other? The conventional wireless transmission uses only one frequency with the fixed channel, like we tune into a particular radio station. This type of wireless transmission has three problems: interference, jamming, and interception. In order to address these issues, the Bluetooth uses [sic] FHSS method, which stands for Frequency Hopping Spread Spectrum.

Available at: <https://www.youtube.com/watch?v=Y0-nSVi-SFs>.

Accessed on: Sep. 29, 2024.

Unit 21, page 216

Part 2

Let's talk about the Wi-Fi. Wi-fi is the networking technology that uses radio waves to allow high-speed data transfer over short distances between computers, laptops, printers, etc. Wi-Fi and [sic] internet are two different things. They are related, but not the same. The internet is the language, and Wi-Fi is the signal that sends this language to your devices which [sic] are connected to the Wi-Fi. The internet is the global system of interconnected networking devices that uses the internet protocol suite to communicate between the network and devices.

[...] Difference

So, what is the difference between Bluetooth and Wi-Fi? The Bluetooth devices consumes [sic] less battery in comparison to the devices which [sic] are connected to the Wi-Fi. The Wi-Fi uses 2.4 and 5 gigahertz frequency band, [sic] which is [sic] used to connect devices to the local area network and wide area network, which is also called the internet. Bluetooth only works with 2.4 gigahertz.

[...] Thank you so much for watching.

Available at: <https://www.youtube.com/watch?v=Y0-nSVi-SFs>. Accessed on: Sep. 29, 2024.

Unit 22, page 226

Part 1

[...] [Chinua Achebe] That I was in fact one of the savages, that, ah, when I had been younger, I had read, ah, these adventure books about the good white man, you know, wandering into the jungle on [sic] the danger, and the savages were after him, and I would, I would instinctively be on the side of the white man, um, the good white man, you know. See, this is—this is what what fiction can do: it can put you on the wrong side if you are not developed enough. In the university, I suddenly saw that these books had to be read in a different light. Ah, Reading, um, *Heart of Darkness*, for instance, which was a very, very a [sic] highly praised book, and it is still very highly praised— [Interviewer] Yes, it's considered a classic in the west.

[Chinua Achebe] in American universities, I realized that, um, I was one of those, um, savages jumping up and down on the beach. I was not on Marlow's, ah, steamer, you see, as I had thought before, and, ah, once that kind of enlightenment comes to you, you realize that you need to write a different story, that someone has to write a different story, and since I was in any case, ah, inclined that were [sic] why not, why not me? And so, what I'm saying is there was a certain measure of seriousness, ah, in addition to the pleasure, just the pleasure of creating stories, of telling stories, but there was this serious intention, and there's [sic] so when somebody gets up and says, "oh, but literature or poetry should have nothing to do with society or with heavy things like politics", I just can't understand.

[Interviewer] Well, they do all the time; they shape our image of

the world, right or wrong, true, true or false. You once said that Africans hope the West and America in particular will listen. If we listen, what will we hear? What does Africa have to say to the rest of the world? [...]

Available at: <https://www.youtube.com/watch?v=EYgIOCH4zH8&t=170s>. Accessed on: Aug. 12, 2024.

Unit 22, page 226

Part 2

[...] [Chinua Achebe] Well, um, first of all, we are people. We are not funny beings, we are not funny beings, you know, we are not. If you take up any any newspaper here, I mean, you probably wouldn't see Africa at all mentioned, ah, for, for months; then perhaps one day, one day a year. It is some strange, some strange story; it has to be that kind of story that we've come to associate with Africa. And I would simply say look at Africa as a continent of people. There are people there, um, just people; they are not devils, they are not angels; they're just people, ah, and and listen to them. We have done a lot of listening ourselves. This is a situation where you have a strong person and a weak person. The weak person does all the listening, and up to a point, the strong person even, ah, forgets that the weak person may have something to say. You see, ah, because he's simply there, you know he's a fixture. You simply talk at him, you see? A governor, a British governor of southern Rhodesia, once said, "The partnership between us, the whites and the blacks, is the partnership of the horse and its rider. And he wasn't trying to be funny; he seriously thought so. Ah, now, that's what we want the West to get rid of, ah, because we lack imagination when we cannot put ourselves ah, in the shoes of the person we oppress, if we were able, if we had enough imagination to put ourselves in those shoes, ah, things will begin to happen. Ah, so, it is important that we listen, that we we develop the the ability to listen to the weak, not only in Africa, but even in your own society; the strong must listen to the weak. [...]

Available at: <https://www.youtube.com/watch?v=EYgIOCH4zH8&t=170s>. Accessed on: Aug. 12, 2024.

Unit 23, page 236

A pedestrian is anybody who uses the road on foot. When you cross the road walking along a road, make sure you communicate with drivers for a driver to know your intention to cross. It's very important that a driver sees you once you're on the road. Your visibility on the road is very, very important. Do not walk with your back facing oncoming vehicles, always walk facing vehicle coming, approaching you. In that way, you will be able to know when a driver is interfering [sic] towards your direction. When you're crossing the road, put your face, your left foot on the, on the pedestrian crossing and indicate to the driver that you want to cross. Only cross when the driver has slowed down for you or stopped for you. Do not run when crossing the road 'cause you might fall down in the middle of the road. When you're crossing the road as well, make sure that you hold [sic] hands of every child below the ages of 12 years. Let's not allow children below the ages of 12 years to cross the roads on their own. Let us pour down [sic] our children and make sure they cross. It will help our children to cross roads. Cross only at designated points and do not engage in other, in other activities that will distract you. Whilst crossing or walking along any side of the road. Thank you very much.

Available at: <https://www.youtube.com/watch?v=N2pJrOLmCyM>. Accessed on: Aug. 15, 2024.

Unit 24, page 246

Part 1

If you are like most people, there is a gap between the person you are and the person you wish to be. There are little things you think you should do and big things you ought to achieve. From working out regularly, eating healthily, learning a language, working on your novel, reading more or simply actually

doing your hobby instead of browsing Reddit.

But it sometimes feels that to achieve your goals, you have to become a different person. Someone who is consistent, puts in more effort, has discipline, and willpower.

Maybe you've tried your hardest to be like that. And it worked! For a while. Until you find yourself slipping back into your old ways. In the end, you always seem to fail.

And with every failed attempt, you become more and more frustrated and annoyed with yourself.

If you believe "success and hustle" internet, it is all your own fault: if you don't succeed, you just didn't want it enough and the failure is all you. But change is actually hard. And as with most things in life, understanding why makes things easier. [...]

Available at: https://www.youtube.com/watch?v=75d_29QWELk. Accessed on: Aug. 20, 2024.

Unit 24, page 246

Part 2

[...]

Imagine your brain as a lush and dense jungle. Moving through it, say, to make a decision to do something, is like moving through an actual jungle: it's hard, and it costs energy. Your brain hates expending energy, so it came up with a trick: all your actions and behaviors leave paths in the jungle of your brain.

As you start doing something, you trample down some plants and make rough, improvised trails through the undergrowth. The more often you do the thing, the more pronounced the trail becomes. Over time, it turns into a path that is easier to tread, so you take it more often, and it turns into a street. As you repeat doing the thing, over and over for years, the street turns into a highway. Traversing it becomes effortless, familiar, and comfortable.

The more pronounced your brain highways, the more you get used to their comfort.

So we continue to use them, which means we tend to do what we've always done.

This is why change is hard, especially as an adult, when your jungle is criss-crossed by lots of established streets and highways. [...]

Available at: https://www.youtube.com/watch?v=75d_29QWELk. Accessed on: Aug. 20, 2024.

Unit 24, page 246

Part 3

[...]

There are no silver bullets for change. But the science of habits is a reminder that it is possible, no matter how old or young you are. Even if you only end up doing a little more good stuff or a few new things, that's still a success.

Being a little bit more healthy or knowledgeable is a million times better than being unhappy about a thing and changing nothing. In the end, change is a direction, not a destination. [...]

Available at: https://www.youtube.com/watch?v=75d_29QWELk. Accessed on: Aug. 20, 2024.

Review – Unit 2, page 250

[...] Kapenta is a very popular traditional dish in Zambia, and it's made with minimal ingredients.

[...] You're going to start off by sorting your kapenta. Next, you're going to wash around three times. This is to remove sand or any dirt in the kapenta.

[...] Next, you're going to [...] place a pan or a pot over [sic] medium-high flame. Add in some cooking oil.

[...] Once the oil is hot, I'm going to add in my kapenta.

[...] Frying the kapenta is going to add a very nice crunch to our dish, so don't skip on that. So as my kapenta is frying, I'm going to be chopping up one medium onion.

[...] Then, I'm going to dice into small pieces.

[...] After frying for around 2 minutes, my kapenta is crispy, so I'm going to transfer [sic] to a small bowl.

[...] I'm going to keep [sic] aside and add in about a tablespoon of more cooking oil in the same pan that I used to fry my kapenta.

[...] Next, you're going to add in your onions which are diced [sic] and as the onions are cooking, I'm going to be chopping up three medium tomatoes.

[...] As you chop your tomatoes, check on your onions.

[...] the onions are starting to have a very nice golden brown color and they are also very soft, so I'm going to add in my tomatoes.

[...] Using a spatula, you're going to stir in the tomatoes into the onions, add in some curry powder, and one seasoning cube.

[...] I'm going to add in a little bit more salt.

[...] As my tomatoes are cooking, I'm going to be chopping my coriander.

[...] Over here I have a red capsicum.

[...] So, to add an additional spice to my dish, I'm going to add in some black pepper.

[...] Stir in the black pepper into the tomatoes as they cook.

[...] My tomatoes are ready and fully cooked, so I'm going to be adding in my fried kapenta. Stir in the kapenta into the tomato sauce.

[...] I'm going to add in half a cup of water in my pan.

[...] Let your kapenta simmer for around five minutes.

[...] I'm going to add in [...] some red capsicum. Lastly, I'm going to be adding in some coriander to garnish.

[...] After cooking my kapenta for around 5 minutes, this is how [sic] the kapenta is looking [sic] like.

[...] Let me tell you, you have to try out this [sic] Zambia's kapenta recipe because it's worth it and it's very delicious.

Available at: <https://www.youtube.com/watch?v=SbBwQSLKl8c>.
Accessed on: Jul. 29, 2024.

Review – Unit 4, page 252

What is good communication in the 21st century? How do we define it? What does it mean? And more importantly: How do we obtain good communication skills in the 21st century? Is it simply good or bad? Are we either good at communicating or not, or are there levels of good? Are there ways for us to think about our own skill development so that we can build on our skills over time and reach higher levels of good? We think there are. We think there are three levels of good communication skills, three ways for you to think about your own skills and pursue your own skill development. The first level which we would call “professional level communication” is defined by one simple word: clarity. We have eliminated the distraction, we have stripped away anything extra that doesn't need to be there, and we have made our message simple and clear so that our audience is likely to hear what we are talking about. That's a good level to get to. A lot of people don't communicate at that level. It's simple, it's clear, people will hear us. That's great, but there's more. There's more for us to think about because we can make our message simple and clear, but that doesn't necessarily mean that our audience is going to care about it or be interesting, which leads us to our second level of skill, which we call “leadership level communication”. And now you're doing more than just making your message simple and clear. Now, you're making it interesting. Now, you're creating something that your audience is likely to care about. They're connected to it, which means you have to understand your audience at a much higher level. That's a big jump from simply making it simple and clear. Now, it's interesting. Now, they're going to care. Now, you're communicating at a higher level. But we're still not done. There's a third level, which we call “executive level communication”, where now you're doing more than just getting your audience to care. Now, you're being truly persuasive. Now, you're causing your audience to act. You're likely to get them to agree with you. You're able to build consensus, to get approval

for your plan or your budget request. And to communicate at this level, you have to have full command of the material, and the facts, and the figures. You have to understand your audience and be able to anticipate the questions and the objections. You have to be able to give relevant examples easily, and you have to deliver all of it with confidence and presence.

Available at: <https://www.youtube.com/watch?v=0SoMynm20eo>.
Accessed on: Jun. 28, 2024.

Review – Unit 6, page 254

Good morning, everyone. Today the Security Council convened for an open debate on the impact of climate change and food insecurity on the maintenance of international peace and security. [...] Our delegates have acknowledged that climate change can aggravate existing threats to international peace and security. We are concerned that the increasing occurrences of extreme climate events are severely impacting access to vital resources such as water and agricultural lands. [...] There is increasing evidence of the interrelationship between climate change, food insecurity, and conflict, with each directly and indirectly impacting the other. [...] Food and water insecurity and hunger are among the primary pathways through which the effects of climate change on peace and stability and the enjoyment of Human Rights manifest. [...] Conflict can in turn exacerbate food crises and environmental degradation, creating a vicious cycle. [...] Low-income, fragile, vulnerable, and conflict-affected countries and communities are most at risk of being overwhelmed by climate impacts. As temperatures continue to rise, increasing unpredictable rainfall patterns, severe droughts, floods, sea level rise, and changing agricultural patterns result in food insecurity, disrupted livelihoods, and migration, which among the key factors, driving conflict and violence. Climate change in this regard is considered a risk multiplier. [...] As responsible and committed members of the Security Council and to the climate change peace and security agenda, we stand ready to consolidate our efforts [...]

Available at: <https://www.youtube.com/watch?v=S8tHv2xMiR4>. Accessed on: Aug. 4, 2024.

Review – Unit 8, page 256

[...] So today we are visiting El Museo Metropolitano de Lima. Come with me as I give you a quick little glimpse of what you can expect when you come and visit this museum. [...] This Museum covers, in depth, the history of the capital city of Lima. So, you're going to learn about the Conspiradores, which are [sic] the people who conspired to overthrow the Spanish rule here and [sic] how the people went and claimed their independence from Spain, the first time the national anthem was sung, and by who, [sic] how [sic] Peruvians were challenged with fully claiming their independence from Spain over a number of decades, as well as a number of prominent historical figures and heroes who claimed a vital role in Peru being an independent nation. You're also going to learn about the city planning or city structure during the Spanish Rule and post-Spanish Rule and why the city looks the way it does today. You're also going to learn about the financial or economic boom that Lima experienced because it made the most of its natural resources and what a beautiful, rich, and affluent capital the city of Lima was prior to the Pacific War. You're also going to learn in detail the devastation and tragedy that the people of Lima experienced during the Pacific War, which was originally a war between Chile and Bolivia, but Peru stepped in because Peru and Bolivia were allies. [...] [...] and you might get to visit other rooms that continue to detail even more history about Lima and, just like the culture at the time, the high society that they had during those times, and how Lima stepped into the era of television and radio, and how people entertained themselves in the early 1900s all the way up to how Lima became the urban city that it is today, with people coming from all parts of Peru to the capital city. So, yeah, hey

travelers! I really hope that you enjoyed that quick little virtual tour of El Museo Metropolitano de Lima. [...]

Available at: <https://www.youtube.com/watch?v=yfDrKbxc4L4>. Accessed on: Aug. 4, 2024.

Review — Unit 10, page 258

This is Mai. Like every other morning, she's very excited to get ready to go to school with the rest of her friends. But getting to school is not always an easy task. Mai's wheelchair is supposed to help her be independent, but the only option available in the area was an indoor transport wheelchair. The unpaved roads, which get muddy after rain, are difficult to navigate with their ill-fitting indoor transport wheelchair, often forcing Mai to take a longer path to school. Using an improper wheelchair also affects Mai's posture, causing discomfort, pain, as well as stiffness in her muscles and joints, making daily activities increasingly challenging. Just like Mai, more than 1 billion people need assistive technology, but only one in ten has access to the technology they need. And even when assistive products are available, they're often not the appropriate type or size, and quality is often very poor, which may cause more damage than good. To overcome this issue, UNICEF and the World Health Organization have partnered to bring appropriate assistive technology to persons living with disabilities. One key way is the development and distribution of the new W-H-O Assistive Product Specifications, the A-P-S 26. The A-P-S 26 defines the global specifications for assistive products and will help countries procure suitable, affordable, and good-quality assistive technology products for whoever needs them.

Available at: <https://www.youtube.com/watch?v=NHNVOjpC8sY>. Accessed on: Jul. 8, 2024.

Review — Unit 12, page 260

It all started when alchemist Hennig Brandt tried to extract gold from peepee. I mean, maybe they are similar in color, but that's pretty much where the similarities end. This brings us to the first mistake. Brandt, of course, failed to turn urine into gold, but what he discovered instead was a waxy white substance that glowed in the dark. That was phosphorous, a priceless scientific breakthrough, as phosphorus, highly reactive nature meant it was almost impossible to find it in nature, rendering it one of the first elements to be isolated by men. Once phosphorus was discovered, other scientists began experimenting with it and other chemicals in order to find something that could start a fire safely and reliably. However, no good progress was being made. The chemical matches that resulted from the experiments were either too expensive to make, too ineffective, or too effective. This was until John Walker made the mistake of stirring one of his mixtures of chemicals with a wooden stick. Mixing flammable chemicals with a wooden stick might not sound like a wise idea, but luckily, he didn't get hurt. Once he finished blending the chemicals, Walker noticed the mixture had dried up at the end of his stick. "Who knows what can happen if I leave it there?", he thought. And he started rubbing it on the floor to get it off the wooden stick. While he was rubbing the dried tip on the floor, the chemicals ignited, and the wood caught fire. This was the moment Walker discovered safety matches. [...]

Available at: <https://www.youtube.com/watch?v=zDxZUKN4gxk>. Accessed on: Jul. 8, 2024.

Review — Unit 14, page 262

[...] I've been struggling to find work for a couple of years now. When I eliminate all the other options, it seems like one of the big things is it [sic] because I'm over 50. It's just sort of some impressions and vibes, and that's really it. It's so ephemeral, like I can't really pin that down. I mean, I've had some really great phone interviews, and it's fast and snappy, and terrific, and amazing. And then I walk in the door, and there seems to be a mood shift. I know my mm, my partner has a great job. But you know, he can't support us. We can't kind of sustain this rent without me also working. I've had some really bad bouts

of depression. I think the night before: Okay, tomorrow's going to be the day. I'm going to get up at 6, and I'm on a job hunt from 6 in the morning till 7 at night. And I'm not going to take breaks. So, I'm just going to power through it. I'm going to just get the numbers game. And then you wake up and you're like I don't have anywhere to go today. Then that stuff starts to drip in. Right, I'm useless, and nobody needs me. I'm worn out. Oh, my god! I'm only 53; how could I not have any more usefulness left in me? I have a great concern ... of I don't I'm not really should, like I'm not going to be homeless. I've and that's scary to even vocalize, but that's my real fear.

[...] When I'm preparing for an interview, um, I really am always mindful of, ah, my hair and my beard. I've gone into interviews where I've, you know, agon..., literally agonized for hours, and that's of course incredibly frustrating.

[...] So, what I do here every day, [sic] I sit at this, at this computer, and I write endless letters, cover letters, emails, short notes. I'm reaching out to acquaintances, friends, people I don't know, um, trying to be confident and upbeat. But it's not really easy, and I'm really having, I'm really really struggling, really hard. I'm healthy and I'm alive, and I am smart, and I can think, and I can work. I just, you know, need to work.

Available at: <https://www.youtube.com/watch?v=dn3T4Yzaws>. Accessed on: Jul. 23, 2024.

Review — Unit 16, page 264

[...] My name's Rebka Feleke. I am a [sic] 22 years old. I describe myself as open. I'm like open, try to, to do new things, explore new things. I'm now attending Addis Ababa University, EiABC, the so-called Hinsa College. I'm studying now [sic] Construction, Technology, and Management. The job I do [sic] imagine on [sic] the future is I do want to participate on [sic] the construction area [sic] because I'm studying now that [sic]. And I do want to participate on [sic] business field too—side by side. I'm not actually searching [sic] or interviewing for jobs for [sic] now. I'm just go [sic] trying to complete the classes. I do have one brother and one sister. They've both completed university. They both have jobs now. I'm the last children for [sic] the family. I think my mom's life is [sic] different from mine when she was my age. She gave me, like, more privileged things. She tries to do more like to do [sic] things for me, to help me out, and to make me independent—do things by [sic] my own, [sic] express myself. The role of women is changing on [sic] this country, of course. There's a change. Back then, the womens [sic] were, like, just serving the food and being a housewives [sic]. But there's like a lot of woman [sic] on the whole fields: [sic] on construction, on politics, and so on—everything. So, it's basically changing. When I look on [sic] my future, I want to do my master's on construction field, like [sic] project management. About the marriage thing, I have never think [sic] about it, though. I just want to do my [sic] finish my classes and wanted [sic] to do a job [sic]. I will try to change my mom's life, support her, and be there for her. I'm not worried about anything about the future. I'll do my own things, and the future holds itself.

Available at: <https://www.youtube.com/watch?v=-aKj1RA1c5Y>. Accessed on: Jul. 24, 2024.

Review — Unit 18, page 266

[Man] African leaders have been urged to help preserve the cultural heritage for continuity, adaptation, and transfer of knowledge, from one generation to another. Stakeholders emphasize the need to mobilize young people for the safeguarding of African culture and heritage at the local regional and global level. News Central TV's Omalola Hololate tells us more.

[Woman 1] African cultures are known to be rich and diverse. This includes everything that makes them distinct from any other group of people, from the languages to the dressing right down to the belief system. There is so much to explore and learn from African cultures. Besides having a rich cultural heritage, the continent is home to beautiful historical monuments such as the Great Pyramid

of Giza in Egypt, the Robben Island in South Africa and the Lalibela Churches in Ethiopia amongst others. To celebrate this cultural natural heritage in Africa as well as preserve this historical site, United Nations Educational Scientific and Cultural Organization, UNESCO, declared May 5 as African World Heritage Day. [...]

[...]

[Woman 2] This kind of day gives us an opportunity to look back or to trace back or to do a bit of putting ourselves back into [sic] where we actually are. Westernization is very, very good, fantastic, has a lot of advantages and all, but we always know that charity begins at home. You have to value yourself before you place yourself out there. [...]

Available at: <https://www.youtube.com/watch?v=VcRPsHG10E4>. Accessed on: Jul. 31, 2024.

Review — Unit 20, page 268

[...] Hi, everyone. This is Charm from READY2ADULTPH.

[...] This video is especially helpful for those of you who are just starting out with their career or who've been working for a couple of years now.

[...] I'm sure everyone is in a different financial situation. We don't all earn the same, and we don't have the same expenses.

[...] It doesn't matter as much how much you earn, but it matters how much you keep. And just as a disclaimer, I'm not a financial expert. I'm just a millennial who is learning as I go.

[...] I know it's quite uncomfortable, but I want you to track your expenses down to the last centavos. I track my expenses by writing down all my spendings on [sic] my planner and doing a monthly summary on a spreadsheet.

[...] Now that you have a clear idea on where your money goes, it's time to identify the areas where you need to cut back on [sic]. I personally need to cut back on eating out, so what I do is I [sic] set a limit for a weekly or a monthly limit that I can spend for [sic] eating out. So, you can do this through e-wallets, or [sic] the cash envelope system, or just being really disciplined.

[...] If you've already cut back on your expenses, but you still feel like you're having a hard time saving, then it's time to increase your income.

[...] Whether it's having a small buy-and-sell business online or having a side job, you can do a couple hours a week.

[...] So what we usually do is income minus expenses and what's left of it is our savings.

[...] And what I did before was: when I get my income or my salary, it literally goes to my credit card bills, my electricity bills, and other utility bills.

[...] So what I do now is, when I get my income, I immediately get a portion of that and put it to my savings, and then what I have left is what I budget for all my monthly expenses. I call it forced savings because sometimes you can't really trust ourselves [sic] to go and spend for the expenses first.

[...] It's time to prioritize paying off your debt. Whether it's a high-interest credit card, or a loan, or you borrowed money from friends and family, it's really good to have that weight off your back so that you can move on to other things like investing and saving up for retirement.

[...] If you can't pay off your debt right now, at least have a plan of how and when you're going to pay off your debt. If you don't have any debts, then maybe you can pay off your credit card and other utility bills on time, so you don't incur charges or late fees. And those are the five tips of [sic] how to get good with money. [...]

Available at: <https://www.youtube.com/watch?v=cRtnUAvqcHY>. Accessed on: Jul. 31, 2024.

Review — Unit 22, page 270

[...] Chimamanda Ngozi Adichie. Chimamanda is one of the leading world-renowned African artists. Her works are mainly characters driven and vividly outlines [sic] in Nigerian political

and social landscapes. A novel *Purple Hibiscus* that was in 2003, deals with lives during the military coup in Nigeria, while *Americana*, in 2013, is an insightful portrayal of Nigerian immigrant life and race relations in America and Western world. Adichie's works have been accorded with appraisers and numerous awards. She is a great writer in her field.

[...] Ngūgĩ wa Thiong'o. Ngūgĩ wa Thiong'o is known, he is one of Africa's most important and influential postcolonial writers. He wrote most of his first novels in English, centralizing the themes of postcolonial identity versus colonial powers and cultures. He was imprisoned for a year without trial for staging the political controversial play. After his release he began writing in his native Gikuyu and Swahili. His language switch was caused by his idea that use of African native language is a key tool for decolonizing the mindset and also the culture of African readers and writers. [...]

Available at: <https://www.youtube.com/watch?v=mhb25QS-Res>. Accessed on: Aug. 8, 2024.

Review — Unit 24, page 272

[...] A question I'm sure all of you here today have heard dozens of times before: what do you want to do after school? But I've recently concluded that this most frequently asked question to generations of kids is now one we need to delete. [...]

[...] And today, I'm going to explain why and then replace it with an updated idea that you can take away to help find your path.

[...] research supports this idea that most of us don't know what we want to do after school. And why should you, with no experience yet in the world after school, have to commit to doing one thing forever? You shouldn't. Is it stressful? Yes. Is it constructive? No. And let me tell you, there are [sic] an endless amount of options out there and you should have the right to grow and learn, explore, and yes change your minds. This question isn't helpful or inspiring and does nothing to help you find your path.

[...] the question misses the point. It's not helpful or inspiring and doesn't teach you how to decide. Instead, being asked this question continually over your lives focuses on the idea of having to make one choice where there are so many other questions that we could be asked instead like: What do you enjoy doing or what are your strengths?, What makes you happy? But these questions don't get asked often enough.

[...] So, how do you find a happy path after school? You tap into your own Wi-Fi.

W – watch your interests, focus on what you enjoy doing, make a list of five things you do in your spare time or things you think about when your mind wanders. Don't underestimate these things.

I – Investigate your options. Now, start by writing down five things that you'd like to do when you finish school [...]

[...] Second part then is to research, and write down five new things you didn't know existed [...]

[...] I'm not saying you have to come up with more options, but I do urge you to keep open. Stay aware of your interests, even be persistent about them, and know that in the future, if you'd like to make a change or try something on the side, I know that you can. F – Follow your dreams. And dream big, whatever they are.

Never make a decision about your future based on fear, pleasing others, or how hard you think it'll be to reach your dreams.

[...] And lastly, I. If that age-old question sneaks in [...]

[...] then you can answer with this: I'm interested in ... and I'll see where it leads me. To conclude, I want to leave you the message that I'd share. If I could go back in time and speak with that overstressed and freaking out 17-year-old me, I'd tell that lanky wide-eyed teenager to stop searching for a perfect path and start focusing on her path instead. I'd tell her to tap into her unique Wi-Fi. I'd tell her to trust. [...]

Available at: <https://www.youtube.com/watch?v=stKAA-ecimk>. Accessed on: Aug. 12, 2024.

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BAKER, Emilie K. *Short Stories and Selections for Use in Secondary Schools*. Project Gutenberg, 2015. E-book. Available at: <https://www.gutenberg.org/cache/epub/7283/pg7283-images.html>. Accessed on: Aug. 17, 2024.

This book brings a compilation of short stories from World Literature, written by authors such as Honore de Balzac, Lady Brassey, Walter Scott, Abraham Lincoln, and others. It offers an opportunity to expand on the experience with literary texts in English.

HOW English Took Over the World. *Storied*. Available at: <https://www.youtube.com/watch?v=MILj-Jku1H4>. Accessed on: Aug. 17, 2024.

6'52 video presented by Dr. Erica Brozovsky in which she explains how English became a lingua franca and its influences. It also explains why there are different varieties of English all over the world.

LANG, Jean. *A Book of Myths*. New York: Thomas Nelson & Sons, 2007. E-book. Available at: <https://www.gutenberg.org/ebooks/22693>. Accessed on: Aug. 17, 2024.

This book presents a collection of myths, such as Prometheus and Pandora, Pygmalion, Psyche, Pan, Beowulf, and Deidrê. Told in the format of a narrative, the book summarizes relevant ancient myths which have served as inspiration to many movies and books from the present time.

The British Museum — Tours & Collection. Available at: http://www.dominiopublico.gov.br/pesquisa/DetalheObraForm.do?select_action=&co_obra=4568 (museum website) and <https://www.britishmuseum.org/collection> (collection). Accessed on: Aug. 17, 2024.

The British Museum website allows you to get to know the works of art that are part of its collection, explore the galleries and understand how the objects have become part of the collection. The America's collection, for example, informs you about how 3D technology has been used to recreate Mayan hieroglyphs.

WILLIAMS, Archibald. *How It Works*. Dealing in simple language with steam, electricity, light, heat, sound, hydraulics, optics etc. and with their applications to apparatus in common use. Project Gutenberg, 2021. E-book. Available at: <https://www.gutenberg.org/ebooks/28553>. Accessed on: Aug. 17, 2024.

This book offers explanations to concepts related to machines and Physics and their application in daily life. It is an opportunity to expand knowledge about the topics and to serve as a foundation for interdisciplinary projects.



MANUAL DO PROFESSOR



ORIENTAÇÕES PARA O PROFESSOR

Introdução

Esta obra em volume único foi elaborada para ser um recurso de ensino e aprendizagem da língua inglesa no Ensino Médio da escola pública brasileira nesta terceira década do século XXI. É preciso compreender que a instituição escolar de hoje está inserida no contexto de um mundo globalizado, em que grande parte das comunicações se dá por meio da língua inglesa como língua franca. Por mais distante que se esteja dos grandes centros urbanos, a internet e todo o mundo digital dela decorrente se encarregam de estabelecer as conexões que transformam o planeta numa grande aldeia global. Com isso, as rápidas transformações e demandas colocam desafios a todos os cidadãos, mas em especial aos educadores que precisam atender às necessidades de aprendizagens dos/das estudantes de maneira a melhor prepará-los/las para sua inserção no mundo em que vivem, considerando não apenas o desenvolvimento de competências comunicativas na língua adicional, mas também o pensamento crítico e o uso da língua em contextos digitais.

Para o melhor aproveitamento das propostas pedagógicas apresentadas no Livro do Estudante, preparamos este Manual do Professor. Ele não deve ser visto como um conjunto de instruções de uso, mas como orientações e sugestões que podem ser adaptadas conforme a realidade de cada sala de aula.

A primeira parte do manual apresenta o referencial teórico-pedagógico em que esta obra está fundamentada. É também onde se encontram explicitados os objetivos, as abordagens sempre em sintonia com o que é proposto pela Base Nacional Comum Curricular (BNCC) e outros documentos normativos da educação básica brasileira. Também é apresentada a organização do livro, a estrutura das unidades e uma detalhada explicação a respeito de cada seção das unidades, de maneira que o/a professor/a tenha um profundo conhecimento da obra antes de começar a trabalhar com ela. Na segunda parte, são apresentadas orientações e sugestões referentes ao trabalho que poderá ser realizado em cada uma das unidades para que as aulas sejam estimulantes e o aprendizado, significativo.

Neste manual, enfatizamos o papel das práticas reflexivas de ensino e incentivamos os/as professores/as a avaliar e adaptar continuamente suas práticas pedagógicas em resposta ao ambiente dinâmico da sala de aula. Por meio de reflexões e adaptações constantes, é possível assegurar não apenas o cumprimento das diretrizes da BNCC, mas também o atendimento às necessidades e aspirações individuais de cada estudante.

As demandas atuais frequentemente exigem ajustes no ensino para que a aprendizagem seja mais eficiente. Em última análise, este manual visa capacitar os/as professores/as para que possam oferecer um ensino de língua inglesa de qualidade e relevância, ao mesmo tempo em que equipam os/as estudantes com as habilidades e conhecimentos necessários para terem sucesso tanto em suas vidas acadêmicas quanto profissionais futuras.

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Aspectos gerais

Este livro didático é um volume único direcionado ao ensino de língua inglesa nas três séries do Ensino Médio. Seu principal objetivo é proporcionar a aprendizagem do idioma como língua adicional através de quatro habilidades, a saber: compreensão oral, compreensão escrita, produção oral e produção escrita, permeadas por elementos interculturais e norteadas pelo uso da língua inglesa como língua franca. Para tanto, busca vincular o aprendizado com a prática e experimentação de textos autênticos, orais e escritos, como forma de favorecer o desenvolvimento de estudantes do Ensino Médio no Brasil.

O livro didático é composto por 24 unidades, divididas em seções que visam ativar conhecimentos prévios, **promover pensamento crítico, reflexivo, científico e criativo, desenvolver novos conhecimentos e fazer uso da língua inglesa**, como língua adicional, em diferentes contextos de prática social e a partir de diferentes gêneros textuais.

A obra destina-se especialmente a estudantes de escolas da rede pública no Brasil, cuja aprendizagem da língua inglesa como língua adicional foi iniciada no 6º ano do Ensino Fundamental, tal como previsto na Base Nacional Comum Curricular – BNCC (Brasil, 2018). Considera o respeito às demandas apresentadas em documentos nacionais, tais como a Constituição Federal de 1988, a Lei de Diretrizes e Bases da Educação Nacional – LDB (Lei nº 9.394/1996), o Plano Nacional de Educação PNE 2014–2024 (Lei nº 13.005/2014), as Diretrizes Curriculares Nacionais para o Ensino Médio (Lei nº 13.415/2017), na organização de suas propostas. O desenvolvimento e progresso dos conteúdos consideram as competências gerais, as competências específicas de Língua Inglesa e os campos de atuação social para a grande área de Linguagens e suas Tecnologias, previstos na BNCC (Brasil, 2018).

Concebido como volume único para o Ensino Médio, sugere-se que sejam trabalhadas oito unidades por série, de modo que a progressão de conhecimentos seja feita de maneira gradual.

Objetivos gerais

São objetivos da proposta didático-pedagógica desta obra:

- Consolidar e aprofundar os conhecimentos linguísticos adquiridos na etapa anterior da Educação Básica, com vistas a contribuir para o desenvolvimento de usuários/as independentes da língua inglesa;
- Desenvolver nos/nas estudantes competências que lhes permitam engajar-se de maneira significativa em atividades de uso da linguagem, compreendendo melhor o mundo em que vivem e participando dele como cidadãos críticos, ao mesmo tempo em que se promovem suas habilidades linguísticas de forma in-

tegrada e contextualizada, para que possam aplicá-las em diversas práticas sociais;

- Levar os/as estudantes a reconhecer e utilizar a língua inglesa como uma ferramenta de acesso a diversas informações, grupos sociais e culturais de diferentes países, o que os expõe a variadas formas de pensar, sentir e agir no mundo, além de levá-los/las a perceber criticamente a importância da produção cultural em língua inglesa como uma representação da diversidade cultural e linguística existente no mundo;
- Promover a aprendizagem colaborativa e a solidariedade para possibilitar o desenvolvimento das competências socioemocionais necessárias para enfrentar os desafios que o mundo atual apresenta;
- Construir conhecimentos e participar de reflexões que colaborem para a formação de pessoas éticas e solidárias, que virão a contribuir com uma sociedade não sexista, inclusiva, igualitária, democrática e justa, livre de preconceitos e conscientes da necessidade de discussão de temas correntes, tais como o papel das mulheres na sociedade, o respeito aos idosos, entre outros.

Pressupostos teórico-metodológicos

• Aprendizagem da língua inglesa

A aprendizagem da língua inglesa, tal como proposta na BNCC (Brasil, 2018), apresenta o olhar sobre a língua adicional a partir de sua função social e política. Portanto, nosso aporte teórico também valoriza

[...] o acesso aos saberes linguísticos necessários para engajamento e participação, contribuindo para o agenciamento crítico dos estudantes e para o exercício da cidadania ativa, além de ampliar as possibilidades de interação e mobilidade, abrindo novos percursos de construção e conhecimentos e de continuidade nos estudos (Brasil, 2018, p. 241).

Soma-se a esta visão seu *status* como língua franca, acolhendo e legitimando os usos da língua inglesa por pessoas espalhadas pelo mundo, não limitando-a, dessa forma, a alguns países, e favorecendo também a defesa pela decolonialidade (Alves; Siqueira, 2020). Oportuniza-se, assim, usos da língua em contextos locais, valorizando questões interculturais e as diferentes culturas juvenis.

No Ensino Médio (Brasil, 2018), a Língua Inglesa integra a área de conhecimento de Linguagens e suas Tecnologias, juntamente com Artes, Educação Física e Língua Portuguesa, e como tal relaciona-se com “uma formação voltada a possibilitar uma participação mais plena dos jovens nas diferentes práticas sociais que envolvem o uso das linguagens” (Brasil, 2018, p. 481) e compartilha com os outros componentes a responsabilidade de “propiciar oportunidades para a consolidação e a ampliação das habilidades de uso e de reflexão sobre as linguagens” (Brasil, 2018, p. 482). Mais especificamente, sobre a Língua Inglesa no Ensino Médio indica-se que

[...] a contextualização das práticas de linguagem nos diversos campos de atuação permite aos estudantes explorar a presença da multiplicidade de usos da língua inglesa na cultura digital, nas culturas juvenis e em estudos e pesquisas, como também ampliar suas perspectivas em relação à sua vida pessoal e profissional. Além disso, abrem-se possibilidades de aproximação e integração desses estudantes com grupos multilíngues e multiculturais no mundo globalizado, no qual a língua inglesa se apresenta como língua comum para a interação (Brasil, 2018, pp. 484-485)

Esses itens são colocados em prática a partir da expansão de repertórios linguísticos, multissemióticos e culturais por meio de propostas que favoreçam o desenvolvimento, dentre outros itens, das competências gerais sugeridas na BNCC (Brasil, 2018), a saber: o conhecimento, o pensamento científico, crítico e criativo, o repertório cultural, a comunicação, conhecimentos e aplicações sobre cultura digital, trabalho e projeto de vida, argumentação, autoconhecimento e autocuidado, empatia e cooperação, responsabilidade e cidadania.

Como integrante da área de Linguagens e suas Tecnologias, os cinco campos de atuação social previstos para ela também podem ser vislumbrados no estudo da Língua Inglesa. São eles:

1. O campo da vida pessoal, que possibilita “uma reflexão sobre as condições que cercam a vida contemporânea e a condição juvenil no Brasil e no mundo e sobre temas e questões que afetam os jovens” (Brasil, 2018, p. 488).
2. O campo das práticas de estudo e pesquisa, que “abrange a pesquisa, recepção, apreciação, análise, aplicação e produção de discursos/textos expositivos, analíticos e argumentativos, que circulam tanto na esfera escolar como na acadêmica e de pesquisa, assim como no jornalismo de divulgação científica” (Brasil, 2018, p. 488).
3. O campo jornalístico-midiático, que se caracteriza “pela circulação dos discursos/textos da mídia informativa [...] e pelo discurso publicitário” (Brasil, 2018, p. 489).
4. O campo de atuação na vida pública, o qual “contempla os discursos/textos normativos, legais e jurídicos que regulam a convivência em sociedade, assim como discursos/textos propositivos e reivindicatórios [...]” (Brasil, 2018, p. 489).
5. O campo artístico, isto é, “o espaço de circulação das manifestações artísticas em geral” e que possibilita “reconhecer, valorizar, fruir e produzir tais manifestações com base em critérios estéticos e no exercício da sensibilidade” (Brasil, 2018, p. 489).

A proposta de trabalho com o livro didático permite integrar o desenvolvimento dos cinco campos de atuação social em um trabalho integrado com os demais componentes da área de conhecimento. Colabora com este desenvolvimento a proposta da língua como prática social, na qual a linguagem representa o mundo e o constrói (Brasil, 2018). A linguagem, como fenômeno social e dialó-

gico, traz o sujeito do discurso e o contexto social como primordiais na produção do significado, promovendo uma visão além do caráter utilitário da língua (Bagno, 2007).

A partir dessa visão, a obra firma-se em um aprendizado de língua inglesa que valoriza significados preexistentes, a criação de novos significados, novas identidades e maneira de representação do mundo (Jordão; Fogaça, 2012). Também se vale da presença de gêneros textuais (Marcuschi, 2008) como formas de comunicação. Sendo assim, ao longo da obra, os/as estudantes têm a oportunidade de estudar e desenvolver seus conhecimentos a partir do contato com diferentes gêneros textuais orais e escritos e de se desenvolverem como usuários independentes na língua inglesa.

O estudo dos textos também se vale de pressupostos de multiletramentos que considera “a multiplicidade cultural das populações e a multiplicidade semiótica de constituição dos textos por meio das quais ela se informa e se comunica” (Rojo, 2012, p. 13), e de letramento crítico, a partir das ideias de Baynham (1995), Bishop (2014) e Menezes de Souza (2011). Dessa forma, considera que ser criticamente letrado implica no engajamento com práticas sociais nas quais a linguagem é vista como o instrumento para posicionamento crítico, de transformação ativa e de percepção sobre a interrelação entre leitura, escrita, interpretações e conclusões para diferentes pessoas. Multiletramentos e letramento crítico permeiam as propostas da obra, sem que haja uma seção exclusiva para eles.

Observa-se como essencial nesse desenvolvimento a perspectiva construtivista, inspirada em Piaget (2007), que considera que “o sujeito constrói seu conhecimento em seu contato com o mundo, em sua ação sobre os objetos, fenômenos, pessoas com as quais interage” (Onofre, 2010, p. 41). A partir dessa perspectiva, os/as estudantes são vistos como sujeitos ativos, que constroem seu conhecimento. Logo, as atividades propostas neste livro didático buscam envolvê-los/las na busca por novos conhecimentos, levantamento de hipóteses, resolução de problemas e desenvolvimento de pensamento crítico, científico e criativo e da argumentação respeitosa e embasada. Dessa forma, assume-se que o estudo da língua também implica a aplicação de pilares do pensamento computacional, mais especificamente: a decomposição, que ocorre, por exemplo, quando o/a estudante é convidado/a a analisar partes de uma informação ou fato para poder ter uma visão do todo; a abstração, isto é, quando o/a estudante tem a oportunidade de identificar as informações relevantes para dedicar-se à resolução do problema; o reconhecimento de padrões, presente na seção que envolve o estudo da língua e que contribui para a elaboração de hipóteses sobre regras de uso; e o algoritmo, o qual, neste contexto, pode ser compreendido como a habilidade de elaborar uma sequência lógica para resolver um problema, como seguir a sequência de passos sugerida para a elaboração de produções orais e escritas nesta obra.

• Interdisciplinaridade

A interdisciplinaridade tem papel de destaque na sala de aula de Língua Inglesa, pois é por meio dela que os/as

estudantes constroem as relações entre os conhecimentos prévios e os que estão desenvolvendo por meio de discussões, leituras, atividades de compreensão oral e escrita, por exemplo. Onofre (2010, p. 17) traz que “a interdisciplinaridade se sustenta na eliminação da possibilidade de apenas uma disciplina se dedicar a certos temas ou dimensões de análise”. Diante disso, as propostas em Língua Inglesa cercam-se de temáticas que se relacionam com outras áreas de conhecimento como forma de trazer para a escola as mudanças vividas na sociedade brasileira e no mundo, “cada vez mais interconectado, interdisciplinarizado e complexo” (Thiesen, 2008, p. 550). Por exemplo: A unidade 11 (*Animation*) traz a possibilidade de estudar sobre o mundo da animação e como ele se relaciona às áreas de Ciências e Tecnologias, enquanto a unidade 19 (*Sustainability*) contribui com conhecimentos sobre Educação Ambiental.

• Tecnologias

O uso de tecnologias tem papel de destaque no Ensino Médio, seja a partir da exploração de gêneros textuais decorrentes delas, tais como *podcasts* e *posts*, seja pela expectativa que os/as estudantes atuem para além do papel de consumidores de tecnologia e passem a ser produtores de conhecimento com tecnologia (Pedró, 2016). Na prática, nas propostas de atividades no livro didático, os/as estudantes são convidados a usarem tecnologias para produzirem textos orais e escritos, apresentações e até mesmo produções artísticas.

• Culturas juvenis

A sala de Ensino Médio é um espaço marcadamente formado por representações das diversas culturas juvenis que permeiam a nossa sociedade. As práticas e expressões coletivas de estilos de vida podem ser observadas tanto pela perspectiva das imagens culturais, tais como linguagem, música, práticas e tendências, como quanto pelas condições sociais, representadas por elementos como classe, etnia, identidades territoriais, gênero e geração (Pais, 2003; Martins; Carrano, 2011). Dessa forma, o trabalho com o Ensino Médio considera que a diversidade entre as culturas juvenis (Pais, 2003) aborda diferentes formas de expressão e de como olhar o mundo ao seu redor e, para tal, deve abrir espaço para a escuta, investigação, exploração de linguagens comuns e expressão.

• Temas Contemporâneos Transversais (TCTs)

Os Temas Contemporâneos Transversais (TCTs) concretizam “a proposta de uma educação voltada para a cidadania como princípio norteador de aprendizagens” (Brasil, 2019a, p. 4). Como tal, também se valem de um olhar aglutinador de conteúdos e áreas de conhecimento, com vistas a superar “formas de fragmentação do processo pedagógico” (Brasil, 2019a, p. 4), e “explicitar a ligação entre os diferentes componentes curriculares de forma integrada” (Brasil, 2019a, p. 4) e conectada com as realidades dos/das estudantes nos mais diversos contextos que vivam. Ademais, os TCTs buscam possibilitar aprendizagens e reflexões sobre “conhecimentos que possibilitem

a formação para o trabalho, para a cidadania e para a democracia” (Brasil, 2019a, p. 5).

Com base na BNCC (Brasil, 2018), os TCTs dividem-se em seis grandes temas, a saber: Meio Ambiente (Educação Ambiental, Educação para o Consumo), Economia (Trabalho, Educação Financeira, Educação Fiscal), Saúde (Saúde, Educação Alimentar e Nutricional), Cidadania e Civismo (Vida Familiar e Social, Educação para o Trânsito, Educação em Direitos Humanos, Direitos da Criança e do Adolescente, Processo de envelhecimento, respeito e valorização do idoso), Multiculturalismo (Diversidade Cultural, Educação para a valorização do multiculturalismo nas matrizes históricas e culturais brasileiras) e Ciência e Tecnologia (Ciências e Tecnologia). Espera-se que os grandes temas sejam estudados e desenvolvidos ao longo da Educação Básica. Assim, no Ensino Médio, não se pretende esgotar as temáticas ou trabalhá-las de forma introdutória, mas sim abordá-las a partir de conhecimentos prévios e experiências que os/as estudantes tenham a esse respeito.

A metodologia de trabalho com os TCTs (Brasil, 2019b) prevê quatro pilares, a saber: a “problematização da realidade e das situações de aprendizagem”; a “superação da concepção fragmentada do conhecimento para uma visão sistêmica”; a “integração das habilidades e competências curriculares à resolução de problemas”; e a “promoção de um processo educativo continuado e do conhecimento como uma construção coletiva” (Brasil, 2019b, p. 8). A partir desses pilares, sugerem-se três formas de trabalho: intradisciplinar, em que há o cruzamento entre conteúdo e habilidades; interdisciplinar, em que há módulos de aprendizagem integrada; e transdisciplinar, em que há projetos integradores e transdisciplinares. Tais formas de trabalho podem ser colocadas em prática a partir de um olhar sobre o currículo, sobre o projeto pedagógico ou sobre os planos de aula (Brasil, 2019b). Cada unidade escolar e equipe docente têm a liberdade de decidir qual modelo melhor se adequa à realidade e ao contexto escolar. No entanto, cabe lembrar que os princípios que regem a construção do Ensino Médio preveem uma visão que vai além da segmentação e que a BNCC traz aprendizagens essenciais organizadas por área do conhecimento, o que oportuniza a integração do currículo e o desenvolvimento de uma compreensão da realidade da nossa sociedade e de formas como podemos atuar nela. Assim, os grandes temas dos TCTs favorecem o trabalho integrado entre Língua Inglesa e outros componentes curriculares e/ou áreas do conhecimento.

• Papel do/a professor/a e dos/das estudantes e do livro didático

O livro didático deve ser entendido como um recurso disponível ao/à professor/a para o desenvolvimento da prática docente e, como tal, algo que pode ter suas sugestões adaptadas ou revistas para melhor se adequar ao seu contexto de ensino e aos/às seus/suas estudantes. Entendido como recurso, o livro didático é fonte de ideias, atividades, textos orais e escritos, propostas interdisciplinares, entre outros, e pode, dessa forma, agili-

zar o trabalho de planejamento, seleção e elaboração por parte do/da professor/a. Nesse sentido, é importante que o/a professor/a tenha uma postura crítico-investigativa sobre os conteúdos e as melhores formas de fazer uso do livro didático com seus/suas estudantes, considerando suas aptidões, culturas, dificuldades, interesses, línguas de nascimento, necessidades, além de outros fatores.

Cabe também ao/à professor/a, com o apoio da equipe pedagógica da escola, buscar formas de adaptar e adequar o estudo do livro didático a estudantes pertencentes a populações em situação de itinerância (Brasil, 2012), dentro de suas especificidades de contextos e situações. Algumas formas de adaptação podem se dar por meio da organização de formas de interação entre os/as estudantes na escola e os/as que estiverem em situação de itinerância, seja por meio de ferramentas digitais ou outras formas de comunicação disponíveis, de roteiros de trabalho e de orientações adicionais sobre os conteúdos estudados e as atividades propostas, assim como devolutivas personalizadas que oportunizem a compreensão de formas de progresso e de aprofundamento dos estudos.

Adaptações curriculares, do material e da aula e/ou uso de recursos específicos para estudantes que tenham necessidades educativas especiais também se fazem necessárias de acordo com os contextos de cada estudante e da unidade de ensino. As ações devem considerar que todos/as os/as estudantes devem receber apoio adequado às suas necessidades educativas especiais e podem ocorrer também por meio do uso das salas de recursos multifuncionais (SRM) da unidades escolar ou de centros de atendimento educacional especializado (CAEE).

Os/As estudantes são vistos como protagonistas dos seus processos de aprendizagem, responsáveis pelo desenvolvimento de seus hábitos de estudo, observação e ação frente às suas facilidades e dificuldades e desenvolvimento da sua autonomia e pensamento crítico. Para tanto, nas propostas do livro didático, há momentos em que os/as estudantes são convidados/as a fazer uma investigação sobre um tema, a observar como o assunto está presente na sua comunidade e qual impacto traz a ela etc. Pretende-se, dessa forma, extrapolar os conteúdos presentes no material didático e envolver os/as estudantes nesse processo de extrapolação.

• Diversificação dos formatos da sala de aula

Em uma perspectiva de buscar engajar os/as estudantes e trazê-los/las para o centro do processo de ensino-aprendizagem, o/a professor/a pode buscar variar as formas como a sala de aula está organizada, rompendo com o tradicional modelo de carteiras enfileiradas. Alguns exemplos de diversificação dos formatos de sala de aula:

- Estações: organizam-se grupos de quatro carteiras em círculo pela sala. Em cada estação, o grupo de estudantes trabalha coletivamente. O/A professor/a circula pelos grupos para interagir com eles e mediar produções e discussões. Esse tipo de formato favorece trabalhos colaborativos em pequenos grupos.

- Em U: organizam-se as carteiras em formato U, isto é, de forma que o centro da sala esteja livre e todos/as os/as estudantes possam ser ver. Esse tipo de formato favorece discussões coletivas.
- Espinha de peixe: fazem-se fileiras com duas ou três carteiras ao lado uma da outra, de cada lado da sala, posicionadas com a visão diagonal da lousa e deixando um corredor livre de passagem entre as fileiras. Esse tipo de formato possibilita alguma interação entre os/as estudantes que estão na mesma fileira diagonal, mas a angulação também permite imersão dos/das estudantes ao que está sendo feito na frente da sala. Favorece discussões em pares ou trios entre momentos de exposição dialogada pelo/a professor/a.

• Avaliação e prática docente

Há diferentes formas de avaliar as aprendizagens, uma vez que “nenhum instrumento de avaliação é completo em si mesmo” (Depresbiteris; Tavares, 2009, p. 21). Cabe ao/à professor/a observar quais tipos de avaliação melhor atendem seus/suas estudantes e seus objetivos. Destacam-se seis tipos de avaliação (Morales, 2003):

- Avaliação diagnóstica: é usada como forma de saber o quanto ou o que os/as estudantes sabem sobre um determinado conteúdo ou tema. Pode auxiliar a tomada de decisões de planejamento, a escolha de atividades complementares e até mesmo a forma de organização do trabalho em sala de aula (individual, em duplas, trios, grupo todo etc.). Nessa obra, ela pode ocorrer no início da unidade, ao apresentar os objetivos de estudo, e ao iniciar cada seção, a partir das perguntas propostas como engajamento, por exemplo.
- Avaliação comparativa: assemelha-se à avaliação diagnóstica e à avaliação formativa, mas implica a comparação de resultados. Por exemplo: compara-se a avaliação feita no início de uma aula com a feita no final dela, como forma de observar o aprendizado. Neste caso, a atribuição de notas ajuda a quantificar a comparação. Nessa obra, o/a professor/a pode promover a comparação de resultados em atividades desenvolvidas ao longo da unidade com aquelas disponíveis como **Review**.
- Avaliação formativa: é usada como forma de observar o progresso dos estudos e ajuda os/as estudantes a visualizarem seus desempenhos. Pode ser feita de diferentes formas e não costuma ter nota atribuída. Exemplos: formulários *online* com perguntas abertas e fechadas, atividades de metodologias ativas etc.
- Avaliação ipsativa: é semelhante à avaliação comparativa, mas implica um olhar mais macro, em que o foco é o progresso individual em um período maior de tempo. Nessa obra, o/a professor/a pode ajudar os/as estudantes na organização de um quadro comparativo de desempenho nas atividades de **Review**, por exemplo, de modo que possam observar seus progressos.
- Avaliação somativa: é usada para verificar o aprendizado e costumeiramente há uma nota atribuída a

ela. Pode conter questões de diferentes tipos, tais como dissertativas, de múltipla escolha, de relação etc. Cada professor/a pode selecionar conteúdos e habilidades para compor avaliações de acordo com as expectativas das suas unidades de ensino.

- Autoavaliação: como o nome sugere, é feita pelo/pela estudante como forma de refletir sobre seu desempenho e aprendizado. Nessa obra, toda unidade encerra com uma atividade de autoavaliação.

Em suma, ao longo do livro didático, é ofertada a possibilidade aos/às estudantes de praticarem a autoavaliação na seção **Personal Reflection**, e são feitas sugestões para os/as professores/as aproveitarem os momentos de **Start up**, **Before Reading** e **Before Listening** como formas de levantar os conhecimentos prévios da turma sobre os assuntos e temas estudados.

Por fim, destaca-se que os/as professores/as têm a liberdade de organizar avaliações que sejam pertinentes aos seus públicos e contextos e que se alinhem com a proposta pedagógica da unidade escolar.

Organização

Livro do Estudante

O Livro do Estudante é subdividido em 24 unidades, sendo sugerido o uso de oito para cada série do Ensino Médio, a saber: 1ª série do Ensino Médio: unidades 1 a 8; 2ª série do Ensino Médio: unidades 9 a 16; 3ª série do Ensino Médio: unidades 17 a 24.

Todas as unidades seguem uma mesma organização: iniciam-se com a apresentação dos objetivos (**Objectives**) e em seguida trazem a seção **Start up** (abertura), **Reading** (eixo Leitura), **Language in Use** (eixo Conhecimentos Linguísticos), **Listening** (eixo Oralidade, com foco em compreensão oral), **Speaking** (eixo Oralidade, com foco em produção oral), **Writing** (eixo Escrita), **Round of Talks** (oportunidade de desenvolvimento e aplicação de conhecimento, repertório cultural, comunicação, projeto de vida, argumentação, autoconhecimento, autocuidado, empatia, cooperação, responsabilidade e cidadania) e **Personal Reflection** (autoavaliação). Ao final do livro também há as seções **Review** (revisão de conteúdos essenciais), **Learning More**, que oferece possibilidades de expansão de conhecimentos a partir de textos orais e escritos sobre o tema estudado e os **Audio Scripts** (transcrições de áudios).

A partir de temáticas amplas e condizentes com as propostas pela BNCC (Brasil, 2018), a progressão da obra considera a retomada de aprendizagens dos Anos Finais do Ensino Fundamental e o aprofundamento e aplicação delas em contextos voltados para as diferentes culturas juvenis dos/as estudantes do Ensino Médio e para o mundo pós-Ensino Médio, quaisquer que sejam suas escolhas. A progressão dos conteúdos, competências e habilidades relacionam-se também com processos cognitivos e contextos de uso da língua inglesa em uma perspectiva de língua franca e com aplicações e/ou correlações interdisciplinares.

Estrutura das unidades

Objectives

A unidade inicia com a apresentação dos objetivos que serão desenvolvidos. Eles são apresentados a partir do verbo que indica o processo cognitivo (ex.: analisar, comparar, criar), em língua inglesa, seguido do complemento ao verbo, que traz informações sobre o tema ou conteúdo.

Start up

A seção apresenta uma sequência de quatro imagens, textos não verbais, que têm por objetivo despertar o conhecimento prévio do estudante sobre o tema geral a ser estudado e oportunizar o letramento visual que, por sua vez, contribuirá para a construção da visão crítica. Cada imagem é acompanhada por uma legenda que resume sua principal característica.

As imagens retratam o tema de vários pontos de vista e visam ajudar os/as estudantes a estabelecer relações entre o mundo e a realidade local em que vivem. Selecionadas de forma criteriosa, elas também constituem uma saudável provocação intelectual para que os/as estudantes reflitam sobre diferentes formas de ser e estar no mundo.

As atividades que seguem a exploração das imagens ampliam as primeiras impressões e fazem aproximações com alguns conceitos relacionados ao tema geral da unidade, preparando os/as estudantes para as atividades de compreensão escrita.

Reading

Esta seção, que aborda o eixo Leitura, oferece aos/às estudantes a oportunidade de acessar diversos gêneros textuais, como tirinhas, infográficos, artigos, notícias, instruções, contos e outros. O objetivo é fornecer subsídios para que os/as estudantes possam ler e compreender textos semelhantes que venham a encontrar em outras situações. A seção é dividida em três partes: **Before Reading**, **While Reading** e **After Reading**, abordando as etapas de pré-leitura, leitura e pós-leitura.

As atividades de **Before Reading** são projetadas para preparar os/as estudantes para a leitura do texto. Elas começam com questões de reflexão e discussão, seguidas de atividades com finalidades variadas, que podem incluir ativação de conhecimento prévio, antecipação de conteúdo (hipóteses) e definição de objetivos de leitura.

Durante a etapa de **While Reading**, as atividades são focadas na compreensão global e detalhada do texto. Elas promovem a aplicação de diferentes estratégias de leitura, ajudando os/as estudantes a interpretar e entender o material lido no momento. Isso inclui identificar ideias principais, inferir significados e analisar a estrutura do texto.

Alguns textos apresentam trechos suprimidos, indicados por [...], devido à longa extensão dos originais ou porque apresentavam informações não relevantes para o tema geral da unidade. Por outro lado, foram preservados todos os marcadores textuais do gênero, pois são textos autênticos.

Por fim, as atividades de **After Reading** consistem em discussões entre estudantes e professor/a, que incentivam a reflexão crítica sobre o texto, permitindo aos/às estudantes expressarem suas interpretações e estabelecerem conclusões de forma independente. Essa etapa visa consolidar a compreensão do texto, promover o pensamento crítico e estimular o debate e a troca de ideias entre os/as participantes.

Cada unidade traz dois textos de leitura: **Text 1** e **Text 2**.

• Language in Use

Destinada a contemplar o eixo Conhecimentos Linguísticos, esta seção pode trazer tanto a sistematização de estruturas gramaticais como o estudo do léxico. A proposta é que os/as estudantes estudem a língua inglesa em uso, sempre partindo da leitura e compreensão de textos autênticos.

A seção começa com atividade que proporciona aos/às estudantes a observação de trechos extraídos de textos da seção **Reading** para a observação, elaboração de hipótese e análise dos itens referentes aos conhecimentos linguísticos. Em seguida, há atividades que permitem aos/às estudantes colocar em uso os conhecimentos linguísticos explorados em situações próximas do uso real da língua.

Com essa abordagem, os/as estudantes têm a oportunidade de estudar a língua inglesa e aplicar esse conhecimento em contextos práticos, desenvolvendo suas habilidades linguísticas de forma integrada e significativa.

• Listening

Nesta seção, os/as estudantes têm a oportunidade de aprimorar suas habilidades de compreensão oral por meio da exposição a áudios autênticos com falantes de diversas origens e usuários de variações linguísticas distintas. Esse enfoque reflete a realidade do inglês como língua franca, tal como preconiza a BNCC (Brasil, 2018), favorecendo o desenvolvimento das habilidades voltadas a um contexto global.

Os áudios selecionados abrangem uma ampla gama de situações comunicativas, tais como depoimentos pessoais, apresentações formais, entrevistas, entre outros. Cada áudio foi escolhido para dar a oportunidade de os/as estudantes terem contato com diferentes ritmos, entonações e variações linguísticas, ajudando-os/as a desenvolver a capacidade de compreender e interpretar a língua inglesa falada por pessoas de diferentes partes do mundo.

A seção está estruturada em três etapas: **Before Listening**, **While Listening** e **After Listening**. As atividades de **Before Listening** têm como objetivo preparar os/as estudantes para o áudio que ouvirão, proporcionando contexto e ativando conhecimento prévio. Durante a etapa de **While Listening**, os/as estudantes são convidados/as a ouvir ativamente a fim de responderem às atividades que focam na compreensão geral e/ou específica do áudio. Essas atividades incluem responder a perguntas, completar trechos da transcrição do áudio e identificar informações gerais e/ou específicas. Na etapa de **After Listening**, os/as estudantes refletem sobre o conteúdo do áudio e discutem

suas impressões e interpretações, ao mesmo tempo em que promovem a análise crítica.

Dessa forma, a seção **Listening** visa não apenas possibilitar o desenvolvimento da compreensão oral dos/das estudantes, mas também prepará-los/las para a língua inglesa em uso em um mundo globalizado e interativo, por meio do contato com falantes de diversas origens e línguas de nascimento.

• Speaking

Nesta seção, os/as estudantes têm a oportunidade de desenvolver suas habilidades de produção oral por meio de uma atividade dividida em etapas (*steps*), a saber: **brainstorm**, em que os/as estudantes levantam ideias e possibilidades de conteúdo e informações para suas produções orais; **plan**, **edit** e **revise**, em que planejam suas falas, de acordo com cada proposta, revisam e editam seus roteiros ou lista de tópicos; **practice**, em que praticam a fala de modo independente; e **present**, em que apresentam ou gravam suas produções orais, de acordo com cada proposta.

Com essa abordagem estruturada em etapas, a seção **Speaking** visa não apenas praticar e aprimorar a habilidade oral dos/das estudantes, mas também de aumentar sua confiança e competência em usar a língua inglesa.

• Writing

Nesta seção, os/as estudantes têm a oportunidade de desenvolver suas habilidades de produção escrita a partir de proposições divididas em etapas (*steps*), que seguem os princípios da escrita processual, a saber: **brainstorm**, em que há a tempestade de ideias e o levantamento do que pode fazer parte do texto; **plan**, em que há o planejamento do texto quanto à estrutura pertinente ao gênero escrito em produção, a organização dos conteúdos em cada parte do texto, a coleta de dados, fatos e informações, entre outros; **draft**, em que há a escrita da primeira versão do texto; **revise** e **edit**, em que há a revisão do rascunho e a edição do texto e, em algumas unidades, o compartilhamento entre pares para devolutivas e contribuições; e as etapas finais de **write** e **share** nas quais os/as estudantes escrevem suas produções finais, incluindo elementos de revisão, edição, devolutivas e contribuições, e compartilham seus textos de formas variadas, tais como em murais na sala de aula ou pela escola, em publicações *online* etc.

As propostas de produção são de gêneros textuais que fazem parte de diversos domínios e esferas de circulação. As temáticas estão diretamente relacionadas às aprendizagens desenvolvidas em cada unidade e atuam como construção de conhecimento e argumentação que podem ser aplicados na produção escrita, ao mesmo tempo em que são oportunidades para que os/as estudantes possam se expressar livremente na língua inglesa escrita e se posicionar diante dos assuntos abordados.

• Round of Talks

A seção busca recriar a atmosfera das conversas ao redor da fogueira dos povos ancestrais, oferecendo aos/às estudantes um espaço seguro e acolhedor tanto para seu autoconhe-

cimento como para a expressão de ideais e sentimentos. As atividades podem ser realizadas em círculo, garantindo que todos tenham voz e que todas as ideias e opiniões sejam integralmente acolhidas e respeitadas. O principal objetivo da seção é ser um espaço de escuta, promovendo o autoconhecimento e o reconhecimento do outro, com empatia e respeito mútuo como fundamentos essenciais.

Nas primeiras oito unidades, as atividades de **Round of Talks** são apresentadas e conduzidas em português, proporcionando um ambiente familiar e confortável para que todos/as se expressem livremente. A partir da unidade nove, começa a transição para a língua inglesa, mantendo a mesma essência de acolhimento e respeito, mas agora integrando a prática da língua adicional.

As atividades propostas nessa seção são relacionadas diretamente aos temas das unidades. Cada seção é planejada para explorar questões relevantes e significativas para os/as estudantes, permitindo-lhes discutir temas que vão além da sala de aula tradicional. Isso pode incluir reflexões sobre identidade, relacionamentos, desafios pessoais e sociais, entre outros tópicos.

Durante o **Round of Talks**, o papel do/a professor/a é de facilitador/a, assegurando que o ambiente permaneça seguro e respeitoso. O/A professor/a deve incentivar a participação de todos/as, assegurando que cada estudante se sinta ouvido/a e valorizado/a.

Mais importante do que qualquer produto final é o processo das atividades em si, que visa promover um profundo autoconhecimento e uma compreensão empática dos/das colegas. Essa prática não só desenvolve habilidades emocionais e sociais essenciais, mas também cria um senso de comunidade e apoio mútuo entre os/as estudantes, tornando a aprendizagem uma experiência enriquecedora e transformadora.

Em resumo, **Round of Talks** é uma seção dedicada ao crescimento pessoal e ao fortalecimento dos vínculos nas relações interpessoais, utilizando a comunicação como ferramenta para construir um ambiente de confiança e respeito. Ao fazer essa transição gradual para a língua inglesa, os/as estudantes não só desenvolvem suas habilidades linguísticas, mas também aprendem a valorizar e respeitar a diversidade de pensamentos e sentimentos dentro da comunidade escolar.

• **Personal Reflection**

A seção **Personal Reflection**, realizada ao final de cada unidade, oferece aos/as estudantes a oportunidade de refletir sobre seus processos de aprendizagem ao longo da unidade. Essa reflexão vai além dos aspectos linguísticos, abrangendo também a participação nas aulas, a interação com colegas, as dificuldades enfrentadas e os pontos que necessitam de melhoria.

O objetivo principal dessa seção é proporcionar um momento de autoconhecimento, no qual os/as estudantes podem avaliar suas próprias experiências e progressos. Eles/Elas são incentivados a pensar criticamente sobre como

participaram das atividades, como se relacionaram com colegas e quais desafios encontraram ao longo do caminho. Este momento de reflexão é fundamental para que os/as estudantes identifiquem suas forças e áreas de desenvolvimento, promovendo um aprendizado contínuo e consciente.

O/A professor/a desempenha um papel de facilitador/a nesse processo, guiando os/as estudantes com perguntas reflexivas e oferecendo um ambiente seguro e aberto para a expressão honesta. É importante que os/as estudantes sintam que suas reflexões são valorizadas e que este é um espaço sem julgamentos, onde podem compartilhar livremente suas experiências e sentimentos.

A seção **Personal Reflection** não só ajuda os/as estudantes a monitorar seu progresso, mas também os encoraja a desenvolver habilidades de autorregulação e a tomar responsabilidade por seus próprios aprendizados. O exercício de reflexão contribui para a formação de aprendizes mais independentes e autoconfiantes, preparados/as para enfrentar novos desafios com maior clareza e determinação.

Além das seções, encontramos os seguintes boxes:

• **Did You Know**

Did You Know é um recurso destinado a oferecer informações complementares sobre pessoas, lugares, datas e outros itens relevantes ou a esclarecer aspectos da língua inglesa. Por se tratar de um elemento de apoio ou expansão, não tem um lugar predeterminado nas unidades, aparecendo quando relevante para a discussão ou expansão do tema.

• **Language Expansion**

Language Expansion apresenta informações complementares sobre aspectos de conhecimento linguístico (gramaticais e/ou lexicais). Este recurso é projetado para consolidar e ampliar o conhecimento dos/das estudantes, oferecendo explicações adicionais e exemplos. Ele ajuda a aprofundar a compreensão das regras e do uso da língua, proporcionando um aprendizado mais completo e detalhado. Ao explorar nuances gramaticais e lexicais, o **Language Expansion** enriquece o processo de aprendizagem e fortalece as habilidades linguísticas dos/as estudantes.

• **Useful Language**

Useful Language traz exemplos de construções de sentenças em língua inglesa (*chunks*) que podem ser usadas na comunicação oral ou escrita ao expressar ideias e opiniões. Os/As estudantes podem fazer uso dessas sugestões como recurso de apoio na interação com colegas e nas suas produções.

• **Glossary**

Glossary pode estar presente na seção **Reading** quando um texto apresenta léxico técnico, específico a um contexto de uso ou tema ou é uma palavra de menor frequência em textos do cotidiano. Apresentam-se palavras seguidas de sinônimos em língua inglesa, de modo a auxiliar na compreensão do texto e contribuir com a expansão do repertório lexical dos/as estudantes.

Apêndices

• Review

Ao final de cada unidade, há uma revisão das aprendizagens essenciais. Trata-se de uma oportunidade de aprimoramento e consolidação dos conteúdos estudados. Há novos textos orais e escritos, além da oportunidade de uma segunda produção textual.

• Learning More

A seção **Learning More** traz indicações de textos, vídeos ou *websites* para a expansão sobre os assuntos trabalhados em cada unidade.

• Audio Scripts

A seção traz a transcrição dos áudios trabalhados nas unidades para que os/as estudantes e os/as professores/as possam consultá-los sempre que for pertinente.

Manual do Professor

O Manual do Professor é um exemplar de uso exclusivo do/a professor/a e reproduz o Livro do Estudante, trazendo respostas às atividades propostas em cor azul e orientações didáticas para cada unidade. Também apresenta o livro quanto a sua perspectiva teórico-metodológica e traz considerações sobre o ensino-aprendizagem de Língua Inglesa no Ensino Médio no Brasil.

• Planejamento, organização e sequenciamento de conteúdos

A seguir, apresentam-se sugestões de organização das unidades seguindo a divisão do ano letivo em bimestre e em trimestre.

Bimestre:

1ª série do Ensino Médio	
1º bimestre	Unidades 1, 2 e respectivas revisões
2º bimestre	Unidades 3, 4 e respectivas revisões
3º bimestre	Unidades 5, 6 e respectivas revisões
4º bimestre	Unidades 7, 8 e respectivas revisões
2ª série do Ensino Médio	
1º bimestre	Unidades 9, 10 e respectivas revisões
2º bimestre	Unidades 11, 12 e respectivas revisões
3º bimestre	Unidades 13, 14 e respectivas revisões
4º bimestre	Unidades 15, 16 e respectivas revisões
3ª série do Ensino Médio	
1º bimestre	Unidades 17, 18 e respectivas revisões
2º bimestre	Unidades 19, 20 e respectivas revisões

3º bimestre	Unidades 21, 22 e respectivas revisões
4º bimestre	Unidades 23, 24 e respectivas revisões

Trimestre:

1ª série do Ensino Médio	
1º trimestre	Unidades 1, 2, 3 e respectivas revisões
2º trimestre	Unidades 4, 5, 6 e respectivas revisões
3º trimestre	Unidades 7, 8 e respectivas revisões
2ª série do Ensino Médio	
1º trimestre	Unidades 9, 10, 11 e respectivas revisões
2º trimestre	Unidades 12, 13, 14 e respectivas revisões
3º trimestre	Unidades 15, 16 e respectivas revisões
3ª série do Ensino Médio	
1º trimestre	Unidades 17, 18, 19 e respectivas revisões
2º trimestre	Unidades 20, 21, 22 e respectivas revisões
3º trimestre	Unidades 23, 24 e respectivas revisões

• Organização e sequenciamento de conteúdos

Nas diferentes unidades de ensino ao redor do país, a Língua Inglesa pode figurar como parte da Formação Geral Básica (FGB) e/ou do Itinerário Formativo Integrado (IFI) no Novo Ensino Médio. Como tal, a carga horária atende a demandas ou a especificidades dos currículos locais e regionais. A seguir, exemplifica-se como as unidades poderiam ser trabalhadas em um bimestre.

UM BIMESTRE	Aulas 1 e 2	Unidade 1: Objectives, Start up, Reading
	Aulas 3 e 4	Unidade 1: Reading, Language in Use
	Aulas 5 e 6	Unidade 1: Listening, Speaking
	Aulas 7 e 8	Unidade 1: Writing, Round of Talks, Personal Reflection, Review
	Aulas 9 e 10	Unidade 2: Objectives, Start up, Reading
	Aulas 11 e 12	Unidade 2: Reading, Language in Use
	Aulas 13 e 14	Unidade 2: Listening, Speaking
	Aulas 15 e 16	Unidade 2: Writing, Round of Talks, Personal Reflection, Review

O/a professor/a tem liberdade para adaptar e ajustar a proposta de modo que alinhe ao Projeto Político Pedagógico da unidade escolar e ao currículo estadual.

RELAÇÃO DA OBRA COM A BNCC

Esta obra contempla competências gerais, competências específicas, habilidades e temas contemporâneos transversais, segundo a BNCC (Brasil, 2018) e apresentados a seguir:

Competências gerais da educação básica — BNCC

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 auto-crítica 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.

(Brasil, 2018, pp. 9–10)

Competências específicas de linguagens e suas tecnologias para o Ensino Médio

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.
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.
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.
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.
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.
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.

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.

(Brasil, 2018, p. 490)

Habilidades de linguagens e suas tecnologias para o Ensino Médio

• **Competência 1**

(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 remediação de produções multissemióticas, multimídia e transmídia, desenvolvendo diferentes modos de participação e intervenção social.

• **Competência 2**

(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 3**

(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.

• **Competência 4**

(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 5**

(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 autocuidado, autocuidado com o corpo e com a saúde, socialização e entretenimento.

• **Competência 6**

(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.

(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 7

(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.

(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.

Temas contemporâneos transversais

Meio Ambiente	Educação Ambiental
	Educação para o Consumo
	Trabalho
Economia	Educação Financeira
	Educação Fiscal
	Ciência e Tecnologia

Multiculturalismo	Diversidade Cultural
	Educação para a valorização do multiculturalismo nas matrizes históricas e culturais brasileiras
Cidadania e Civismo	Vida Familiar e Social
	Educação para o Trânsito
	Educação em Direitos Humanos
	Direitos da Criança e do Adolescente
	Processo de envelhecimento, respeito e valorização do idoso
Saúde	Saúde
	Educação Alimentar e Nutricional

Relação das competências gerais, competências específicas, habilidades de linguagens e suas tecnologias e temas contemporâneos transversais com a obra

• UNIDADE 1

Competência(s) Geral(is): 1, 2, 3, 4, 7, 9

Competência(s) Específicas(s): 1, 2, 3, 4, 5, 6

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG105, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG501, EM13LGG601, EM13LGG602, EM13LGG603, EM13LGG604

Tema(s) Contemporâneo(s) Transversal(is): Multiculturalismo: Diversidade Cultural, Multiculturalismo: Educação para a valorização do multiculturalismo nas matrizes históricas e culturais brasileiras

• UNIDADE 2

Competência(s) Geral(is): 1, 2, 3, 4, 5, 7, 8

Competências Específicas(s): 1, 2, 3, 4, 6, 7

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG602, EM13LGG701, EM13LGG703, EM13LGG704

Tema(s) Contemporâneo(s) Transversal(is): Multiculturalismo: Diversidade Cultural, Multiculturalismo: Educação para a valorização do multiculturalismo nas matrizes históricas e culturais brasileiras, Saúde: Educação Alimentar

• UNIDADE 3

Competência(s) Geral(is): 1, 2, 3, 4, 7

Competências Específica(s): 1, 2, 3, 4, 7

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG105, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG701

Tema(s) Contemporâneo(s) Transversal(is): Multiculturalismo: Diversidade Cultural

• UNIDADE 4

Competência(s) Geral(is): 1, 2, 3, 4, 5, 7, 8

Competências Específica(s): 1, 2, 3, 4, 7

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG105, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG702

Tema(s) Contemporâneo(s) Transversal(is): Cidadania e Civismo: Vida Familiar e Social

• UNIDADE 5

Competência(s) Geral(is): 1, 2, 4, 7

Competências Específica(s): 1, 2, 3, 4, 5

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG105, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG501, EM13LGG502, EM13LGG503

Tema(s) Contemporâneo(s) Transversal(is): Saúde: Saúde

• UNIDADE 6

Competência(s) Geral(is): 1, 2, 4, 7

Competências Específica(s): 1, 2, 3, 4

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG303, EM13LGG304, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403

Tema(s) Contemporâneo(s) Transversal(is): Meio Ambiente: Educação Ambiental

• UNIDADE 7

Competência(s) Geral(is): 1, 2, 4, 7

Competências Específica(s): 1, 2, 3, 4

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG303, EM13LGG304, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403

Tema(s) Contemporâneo(s) Transversal(is): Cidadania e Civismo: Vida Familiar e Social

• UNIDADE 8

Competência(s) Geral(is): 1, 2, 3, 4, 7, 10

Competências Específica(s): 1, 2, 3, 4

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403

Tema(s) Contemporâneo(s) Transversal(is): Multiculturalismo: Diversidade Cultural, Multiculturalismo: Educação

para a valorização do multiculturalismo nas matrizes históricas e culturais brasileiras

• UNIDADE 9

Competência(s) Geral(is): 1, 2, 4, 5, 7

Competências Específica(s): 1, 2, 3, 4, 7

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG303, EM13LGG304, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG701, EM13LGG702

Tema(s) Contemporâneo(s) Transversal(is): Ciência e Tecnologia: Ciência e Tecnologia, Cidadania e Civismo: Direitos da Criança e do Adolescente

• UNIDADE 10

Competência(s) Geral(is): 1, 2, 4, 5, 7

Competências Específica(s): 1, 2, 3, 4, 7

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG303, EM13LGG304, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG702

Tema(s) Contemporâneo(s) Transversal(is): Ciência e Tecnologia: Ciência e Tecnologia, Cidadania e Civismo: Vida Familiar e Social

• UNIDADE 11

Competência(s) Geral(is): 1, 2, 4, 7

Competências Específica(s): 1, 2, 3, 4, 6

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG602, EM13LGG603, EM13LGG604

Tema(s) Contemporâneo(s) Transversal(is): Ciência e Tecnologia: Ciência e Tecnologia

• UNIDADE 12

Competência(s) Geral(is): 1, 2, 4, 7

Competências Específica(s): 1, 2, 3, 4, 7

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG701, EM13LGG703, EM13LGG704

Tema(s) Contemporâneo(s) Transversal(is): Ciência e Tecnologia: Ciência e Tecnologia

• UNIDADE 13

Competência(s) Geral(is): 1, 2, 4, 7, 8

Competências Específica(s): 1, 2, 3, 4

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403

Tema(s) Contemporâneo(s) Transversal(is): Cidadania e Civismo: Vida Familiar e Social

• UNIDADE 14

Competência(s) Geral(is): 1, 2, 4, 7, 9

Competências Específica(s): 1, 2, 3, 4

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG303, EM13LGG304, EM13LGG305, EM13LGG401, EM13LGG402, EM13LGG403

Tema(s) Contemporâneo(s) Transversal(is): Cidadania e Civismo: Processo de envelhecimento, respeito e valorização do idoso

• UNIDADE 15

Competência(s) Geral(is): 1, 2, 4, 7, 8, 9

Competências Específica(s): 1, 2, 3, 4, 7

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG303, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG701

Tema(s) Contemporâneo(s) Transversal(is): Cidadania e Civismo: Educação em Direitos Humanos

• UNIDADE 16

Competência(s) Geral(is): 1, 2, 3, 4, 7, 10

Competências Específica(s): 1, 2, 3, 4, 7

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG701, EM13LGG703, EM13LGG704

Tema(s) Contemporâneo(s) Transversal(is): Cidadania e Civismo: Educação em Direitos Humanos, Cidadania e Civismo: Direitos da Criança e do Adolescente, Cidadania e Civismo: Vida Familiar e Social, Economia: Trabalho

• UNIDADE 17

Competência(s) Geral(is): 1, 2, 4, 6, 7, 10

Competências Específica(s): 1, 2, 3, 4, 7

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG105, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG701, EM13LGG703, EM13LGG704

Tema(s) Contemporâneo(s) Transversal(is): Economia: Trabalho

• UNIDADE 18

Competência(s) Geral(is): 1, 2, 3, 7

Competências Específica(s): 1, 2, 3, 4, 7

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG105, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG701, EM13LGG704

Tema(s) Contemporâneo(s) Transversal(is): Multiculturalismo: Diversidade Cultural

• UNIDADE 19

Competência(s) Geral(is): 1, 2, 4, 5, 7, 9

Competências Específica(s): 1, 2, 3, 4

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG105, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG303, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG703

Tema(s) Contemporâneo(s) Transversal(is): Meio Ambiente: Educação Ambiental

• UNIDADE 20

Competência(s) Geral(is): 1, 2, 4, 7, 8

Competências Específica(s): 1, 2, 3, 4

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403

Tema(s) Contemporâneo(s) Transversal(is): Economia: Educação para o Consumo, Economia: Educação Financeira, Economia: Educação Fiscal

• UNIDADE 21

Competência(s) Geral(is): 1, 2, 4, 7

Competências Específica(s): 1, 2, 3, 4, 7

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG704

Tema(s) Contemporâneo(s) Transversal(is): Ciência e Tecnologia: Ciência e Tecnologia

• UNIDADE 22

Competência(s) Geral(is): 1, 2, 4, 7

Competências Específica(s): 1, 2, 3, 4, 6

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG601, EM13LGG602, EM13LGG603, EM13LGG604

Tema(s) Contemporâneo(s) Transversal(is): Multiculturalismo: Diversidade Cultural

• UNIDADE 23

Competência(s) Geral(is): 1, 2, 4, 7, 10

Competências Específica(s): 1, 2, 3, 4

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG304, EM13LGG401, EM13LGG402, EM13LGG403

Tema(s) Contemporâneo(s) Transversal(is): Cidadania e Civismo: Educação para o Trânsito

• UNIDADE 24

Competência(s) Geral(is): 1, 2, 6, 7

Competências Específica(s): 1, 2, 3, 4, 7

Habilidade(s): EM13LGG101, EM13LGG102, EM13LGG103, EM13LGG104, EM13LGG201, EM13LGG202, EM13LGG203, EM13LGG204, EM13LGG301, EM13LGG302, EM13LGG401, EM13LGG402, EM13LGG403, EM13LGG701, EM13LGG703, EM13LGG704

Tema(s) Contemporâneo(s) Transversal(is): Cidadania e Civismo: Vida Familiar e Social



UNIT 1 IDENTITY

OBJETIVOS

Antes de iniciar a aula, escreva na lousa a palavra *Identity* e diga que ela será o fio condutor que acompanhará a turma por todo o percurso da unidade. Em seguida, proponha aos/as estudantes algumas reflexões sobre o título. Organize-os/as em círculo de forma que todos possam se olhar de frente. Proponha algumas questões que os/as motivem a pensar criticamente, ouvir seus pares, propor soluções e argumentar.

Algumas sugestões de perguntas:

- Você expressa visualmente aspectos da sua identidade por meio de roupas, acessórios etc.? Por quê?
- Quais são as características mais importantes que compõem quem você é?
- Você acha que a escola, sua família e sua cultura influenciam na construção da sua identidade? Fundamente sua resposta.
- Você acha que quem somos, ou seja, nossa identidade, pode sofrer alterações ao longo do tempo? Por quê?
- Quais aspectos da sua identidade você sente que são mais visíveis para as pessoas de sua convivência? De que forma você sente isso?
- Você se sente pressionado a mudar algum aspecto da sua identidade para se encaixar socialmente? O que você pensa sobre isso?
- Você acha que a tecnologia e as redes sociais impactam na construção da sua identidade e na maneira como você vê a si mesmo e aos outros? De que forma?

Permita que a turma fale livremente e acolha todas as respostas. Apenas interfira caso sejam reforçados estereótipos ou apresentadas colocações inadequadas.

Em seguida, compartilhe com os/as estudantes os objetivos que serão trabalhados na unidade, solucione possíveis dúvidas e permita que falem sobre suas expectativas de aprendizagem.

START UP

Atividade 1

Convide os/as estudantes a observarem as imagens disponíveis na atividade, e não apenas descrevê-las, mas interpretá-las para além daquilo que pode ser visto. Caso a turma precise de mais mediação, retome os objetivos da unidade relacionados diretamente com identidade e as discussões acerca das questões apresentadas na dinâmica proposta para os objetivos.

Atividades 2 e 3

Peça aos/as estudantes que leiam as perguntas em silêncio e registrem suas respostas em seus cadernos. Após alguns

minutos, organize-os/as em duplas ou trios para que compartilhem suas respostas, troquem ideias e observem semelhanças e diferenças em suas colocações. Em seguida, convide as duplas ou trios a compartilharem suas discussões. Como a atividade 3 envolve certa exposição pessoal, é importante respeitar os limites de cada relato, pois alguns/algumas estudantes podem não se sentir à vontade em se expor. Caso considere oportuno, permita que a turma converse livremente sobre as duas questões por mais alguns minutos.

Atividade 4

Antes de iniciar a correção da atividade, converse com a turma e reforce a importância do respeito ao ouvir as colocações dos colegas. Diga que o respeito mútuo ajuda os/as estudantes a desenvolverem habilidades importantes dentro e fora da escola, tais como empatia e cooperação.

Atividade 5

Para a correção da atividade, chame dois ou três estudantes e peça que compartilhem suas respostas. Escreva-as na lousa e, a partir delas, pergunte se gostariam de acrescentar algo. Registre as contribuições da turma por meio de palavras-chaves. Em seguida, retome a atividade 4, incentive os/as estudantes a refletirem sobre ambas e a perceberem o quanto elas se complementam.

Atividade 6

Peça aos/as estudantes que façam uma rápida primeira leitura do texto e levantem palavras que não conhecem ou que não têm certeza dos significados.

Em seguida, oriente-os/as a fazer uma segunda leitura mais cuidadosa e tentar inferir o que as palavras levantadas significam, considerando o contexto em que estão inseridas. Caso as dúvidas persistam, ajude-os/as a compreendê-las ofertando dicionários, se disponíveis, ou compartilhando sinônimos ou definições. Sugira que os/as estudantes façam registros das palavras que desconheciam e seus significados, sinônimos ou definições em seus cadernos.

Atividade 7

Caso julgue pertinente para a turma, proponha um *brainstorm* que amplie as possibilidades de itens e liste-os na lousa.

Reforce a importância de discutir a questão livre de preconceitos e julgamentos.

O **Useful Language** traz exemplos de sentenças que podem ser usadas pelos/pelas estudantes no compartilhamento de suas respostas. Se julgar pertinente, acrescente mais algumas opções e registre-as na lousa:

- *I believe I am represented by ...*
- *What defines me is ...*
- *What best represents who I am is ...*

Se necessário, sugira aos/as estudantes que registrem as respostas em seus cadernos antes de as compartilharem oralmente com os colegas de turma.

Atividade 8

Para dar mais dinamismo ao compartilhamento das listas produzidas, diga aos/as estudantes que eles/elas

terão dois minutos para compartilhar suas respostas com um/uma colega e, ao seu sinal, um/uma estudante de cada dupla se levanta e troca de lugar com outro/outra colega para repetir o compartilhamento. Proceda da mesma forma por três rodadas.

Durante a dinâmica, circule pela sala e observe o engajamento da turma. Só interrompa os/as estudantes caso seu auxílio seja solicitado.

Leia em voz alta os exemplos apresentados em **Useful Language**. Se necessário, acrescente mais algumas sugestões na lousa:

- *I have a talent for ...*
- *My unique talents include ...*
- *I am good at ...*
- *I am particularly talented in ...*

Peça aos/às estudantes que circulem pela sala de aula, conversem, troquem ideias e conheçam os talentos de pelo menos cinco colegas. Ao final, colete exemplos de talentos da turma, listando-os, em inglês, na lousa. Esse procedimento poderá familiarizar os/as estudantes com o vocabulário das próximas seções da unidade.

READING

TEXT 1

Before Reading

Atividades 1 a 3

As perguntas propostas têm o objetivo de despertar a curiosidade e o interesse dos/das estudantes pelo tema desta unidade, fazendo com que eles/elas reflitam sobre alguns talentos individuais.

As atividades propostas podem ser trabalhadas de forma coletiva ou em pequenos grupos a partir da sua mediação incluindo o **Did You Know**.

While Reading

Atividades 4 a 6

Para a atividade 4, verifique se os/as estudantes compreendem o significado da expressão *catch your eye*. Ouça as contribuições da turma e, por fim, diga que a expressão se refere a algo que chama atenção, que salta aos olhos.

Para a leitura mais detalhada do texto, sugira aos/às estudantes o registro das palavras desconhecidas e seus significados em seus cadernos, formando um glossário.

Orientar os/as também a refletirem e revisarem suas respostas antes de compartilhá-las com a turma.

Atividades 7 e 8

As atividades oferecem aos/às estudantes a oportunidade de identificar a forma como o texto está organizado. Reconhecer a organização textual pode facilitar a identificação de ideias principais e secundárias, localizar informações específicas e globais nos textos.

Sugira aos/às estudantes que releiam os enunciados e façam um movimento de ida e volta no Texto 1 para identificar as respostas necessárias.

Antes da correção geral, peça a eles/elas que confrontem as respostas selecionadas com o colega ao lado e troquem ideias. Diga que, se necessário, devem repensá-las e ajustá-las.

Atividade 9

Diga aos/às estudantes que, para identificarem o propósito de um texto, devem observar título, introdução e conclusão, pois geralmente contêm declarações claras sobre o objetivo. Devem considerar também o tom, as palavras-chave, o contexto em que o texto foi produzido e o público-alvo.

Atividades 10 e 11

Diga aos/às estudantes que as atividades têm por objetivo incentivá-los/las a localizar informações específicas. Portanto, se necessário, oriente-os/as a relerem o texto.

After Reading

Atividade 12

Se sua escola contar com computadores e acesso à internet, compartilhe alguns nomes de fotógrafos/as brasileiros/as, exemplificados na resposta da atividade, para que os/as estudantes possam buscar informações sobre eles/elas. Selecione algumas fotografias feitas por fotógrafos/as exemplificados na resposta da atividade e que possam ser compartilhadas com a turma.

TEXT 2

Before Reading

Atividades 1 e 2

Trabalhe as perguntas de forma coletiva para gerar engajamento da turma.

A expressão *give it a try* pode precisar ser explicada. Nesse caso, incentive os/as estudantes a levantarem hipóteses sobre o significado e ofereça outros exemplos de contextos em que a expressão pode ser usada. Sugestões:

- *Maria had never painted before, but she decided to give it a try. Now, she loves it!*
- *He was nervous about speaking in public, but his friend encouraged him to give it a try.*

Ao final, diga que a expressão significa “experimentar, tentar algo” e sugira aos/às estudantes que façam o registro da expressão e do seu significado em seus cadernos.

While Reading

Atividade 3

Para desenvolver a atividade, reforce com os/as estudantes que a observação atenta e individual é essencial para chegar às respostas corretas. Antes da correção geral, oriente-os/as a confrontarem suas respostas com o/a colega ao lado e, se necessário, fazerem ajustes.

Se possível e com antecedência, colha informações relevantes sobre os artistas e compartilhe com os/as estudantes.

After Reading

Atividade 4

Antes da realização da proposta, diga aos/às estudantes que, ao criar um autorretrato, o/a artista considera, dentre outras coisas, a emoção e o sentimento que quer transmitir, o que deseja destacar e como quer ser visto. Ele/Ela também pode incluir elementos simbólicos que representem sua personalidade e/ou acontecimentos e fases de sua vida.

O compartilhamento das respostas com toda a turma deve ser realizado com certo cuidado, pois alguns estudantes podem não se sentir confortáveis em expor os elementos que incluiriam em um autorretrato. Portanto, peça que estudantes voluntários/as compartilhem suas respostas.

LANGUAGE IN USE

Atividades 1 e 2

As atividades estão interligadas e, por isso, é essencial que os/as estudantes tenham tempo suficiente para ler atentamente as frases extraídas do texto e voltar a ele, caso necessário, para que possam trazer respostas baseadas em evidências claras e coerentes.

Certifique-se de que todos/as compreenderam o que deve ser feito em ambas as propostas. Faça a correção geral com a turma e chame estudantes voluntários/as para que fundamentem os motivos pelos quais escolheram suas respostas. Solicitar que justifiquem suas escolhas é uma ótima oportunidade de reforçar o aprendizado, além de identificar equívocos e fazer ajustes.

Atividade 3

Sugira aos/às estudantes que revejam as atividades 1 e 2 antes de dar início à realização da atividade.

Após a escrita, oriente-os/as a revisarem seus textos, verificando a gramática e a ortografia. Sugira que troquem os textos com um/uma colega para uma revisão extra. Ao final, corrija as produções dando devolutiva positiva e construtiva. Elogie a criatividade e o esforço de todos/as.

Atividades 4 e 5

Certifique-se de que os/as estudantes compreenderam o que deve ser feito na atividade 4 e, em caso de dúvidas, esclareça-as. É importante garantir que a turma observe atentamente os verbos em destaque para que possam deduzir as regras para o uso do *Present Simple* na terceira pessoa do singular e aplicá-las corretamente na realização da atividade 5.

Para incentivar a turma, você pode discutir sobre atividades que são feitas diariamente. Na lousa, escreva alguns verbos e complementos (ex.: *play volleyball*, *take a shower* etc.) para dar apoio à produção dos/das estudantes.

Atividade 6

Reitere aos/às estudantes a importância de observar e refletir sobre o que está em destaque nas sentenças para poderem inferir o uso da língua.

O texto em destaque traz a explicação do ponto observado nas atividades anteriores. Retome isso com a turma para garantir a aprendizagem.

Atividade 7

Para que o teste de memória seja mais desafiador e adquira um tom de *game*, leia o enunciado da atividade em voz alta, certifique-se de que a turma compreendeu o que deve ser feito e estabeleça o tempo de 30 segundos para que todas as frases estejam completas. Ao final do tempo estabelecido, peça que todos/as deixem seus lápis ou canetas sobre as carteiras e verifique quem completou a proposta a tempo e de forma correta.

Atividade 8

Antes de os/as estudantes lerem a tirinha, diga a eles/elas que uma das características desse gênero textual é que a comicidade reside essencialmente na quebra de expectativa do leitor e a linguagem contribui efetivamente para a construção de sentido e humor.

Após a leitura, peça que os/as estudantes leiam o conteúdo em **Language Expansion** e reforce que podemos utilizar o *Present Simple* para indicar eventos futuros, especialmente ao nos referirmos a horários fixos, como de transporte, programas de TV etc. Nesses casos, transmitimos a ideia de que algo é certo e agendado.

Como atividade de expansão de prática, você pode escrever na lousa algumas frases para que os/as estudantes completem e pedir a eles/elas que registrem as respostas em seus cadernos. Oriente-os/as a considerar o horário escolar para completá-las.

Sugestões de frases:

- *Our English test is on ...*
- *Our summer vacation is in ...*
- *We have recess at ... on Friday.*

Por fim, peça aos/às estudantes que escrevam uma frase na qual registrem alguma atividade que faça parte da rotina deles/delas e que tenha horário fixo.

LISTENING

Before Listening

Atividade 1

Sugira que a atividade 1 seja desenvolvida em duplas, pois a troca de conhecimento prévio no tema pode ser bastante proveitosa e enriquecedora para os/as estudantes. Após a escuta do áudio, retome a atividade, peça aos/às estudantes que reflitam sobre a proposta e verifique se manteriam ou não as respostas elaboradas antes de ouvir o áudio.

O conteúdo em **Did you know** tem o papel de engajar a turma e prepará-la para a atividade de compreensão auditiva. Sempre que achar necessário, faça registros na lousa de palavras, expressões e ideias que surgirem e que possam ajudar os/as estudantes a terem melhor compreensão e aproveitamento das atividades.

While Listening

Atividades 2 e 3

Antes de reproduzir o áudio, peça aos/às estudantes que leiam as atividades propostas integralmente e listem em

seus cadernos as palavras-chave de cada item. A leitura das atividades antes da escuta do áudio é útil, pois introduz elementos do vocabulário ao qual estarão expostos no áudio, garantindo aos/as estudantes mais segurança na busca pelas respostas de que precisam e na elaboração delas.

Reproduza o áudio uma vez integralmente e verifique se será necessário mais uma reprodução. Se a turma demonstrar ou expressar dificuldades de compreensão, acalme-os/as e diga que você fará mais uma reprodução com pausas estratégicas. O objetivo das pausas é dar tempo suficiente para que a turma possa refletir e elaborar suas respostas com mais segurança.

After Listening

Atividades 4 a 6

As atividades trazem a oportunidade de discutir e refletir tanto sobre o preconceito e reforço de estereótipos como também sobre o uso da língua para se falar sobre esse tema.

É possível trazer uma problematização para ser discutida em sala de aula a respeito do uso da estrutura *I am Aboriginal, but I don't (+ verb)*, que sugere um preconceito em relação aos aborígenes, associando-os a característica degradantes, forma de ser ou ação da caracterização do que a pessoa é. O conteúdo em destaque também pode ajudar a compreender melhor o impacto da escolha de uso das palavras *and* (conjunção aditiva) e *but* (conjunção adversativa) na construção de sentidos sobre o que se quer comunicar.

SPEAKING

Orientar os/as estudantes a lerem todos os passos integralmente e a anotar dúvidas caso as tenham. Se esse procedimento for muito desafiador para a turma, faça a leitura conjunta e em voz alta, pausando em pontos estratégicos para verificar a compreensão de todos. Se necessário, ofereça sugestões e exemplos.

Diga que é importante seguirem os passos sugeridos para que possam desenvolver um planejamento eficiente de suas produções orais.

Sempre que possível, deixe dicionários impressos ou digitais à disposição dos/das estudantes.

WRITING

Antes de os/as estudantes darem início ao **Step 1**, oriente-os/as a retomar as atividades das seções anteriores e a refletirem sobre suas respostas. Elas podem ser um bom ponto de partida para o desenvolvimento da criação artística.

Para a produção escrita (**Step 2**), certifique-se de que todos/as compreenderam as orientações e ofereça ajuda caso necessário. Se julgar pertinente, incentive um *brainstorm* com ideias e sugestões e registre-as na lousa. Organize o tempo em sala de aula de modo que os/as estudantes possam realizar a produção com calma. Oriente-os/as também a seguirem os passos indicados e a fazerem registros, edição e revisão dos seus textos antes da entrega final.

Após a realização da proposta, converse com os/as estudantes sobre o desenvolvimento da produção. Pergunte a eles/elas:

- Em qual parte da produção você teve mais dificuldade? Por quê? O que fez para remediá-la?
- O que você sentiu ou veio à cabeça enquanto estava produzindo seu autorretrato?
- Você contou com a ajuda de algum/alguma colega ou ajudou alguém?

Juntamente com a turma, promova uma exposição dos autorretratos produzidos e reitere a importância de que todos os trabalhos sejam observados com muito respeito.

• Proposta de articulação interdisciplinar com Arte

Sugestão de título para o projeto: *This is me*.

Converse com o/a professor/a de Arte e proponha o desenvolvimento de um trabalho interdisciplinar. Apresente a proposta em **Writing** ao/a professor/a e, para os/as estudantes, explique como as duas disciplinas estão interligadas, destacando a importância da interdisciplinaridade no desenvolvimento de habilidades artísticas e linguísticas.

Apresente ao/a professor de Arte a proposta relacionada abaixo para ampliar a atividade em **Writing** e diga a ele/ela que se trata de um ponto de partida que pode e deve ser aprimorado e alterado por ambos se assim o desejarem. O objetivo é ampliar a criação de autorretratos.

- O/A professor/a de Arte pode ensinar aos/as estudantes técnicas simples para criarem um autorretrato. Ele/Ela poderá selecionar a técnica que melhor se enquadra à realidade escolar e que atenda às necessidades da turma. Algumas técnicas que podem ser consideradas são: guache, aquarela, pincel seco, sombras e luz, colagem. Ele/Ela poderá também analisar com a turma autorretratos famosos e suas técnicas.
- Discutam sobre os materiais necessários para que produzam suas próprias obras e liste-os considerando quantidades adequadas para viabilizar o acesso dos/das estudantes a eles.
- Elaborem um cronograma para a realização dos trabalhos.
- Atentem-se para que as orientações e a assistência dos/das professores/as durem por todo o processo de produção, garantindo que os/as estudantes recebam suporte contínuo e possam tirar dúvidas durante a execução dos trabalhos.
- Marque uma data para a apresentação dos trabalhos e promova uma exibição. O/A professor/a de Arte deverá incentivar os/as estudantes a explicarem suas técnicas e o/a professor/a de Língua Inglesa poderá pedir que descrevam oralmente os autorretratos no idioma.

É importante que ambos os/as professores/as participem ativamente da socialização dos trabalhos e, além disso, discutam e, juntos, avaliem o processo e as produções, oferecendo uma devolutiva positiva e elogiando o empenho da turma.

ROUND OF TALKS

Alguns materiais são necessários para a realização da atividade, como tiras de papel, canetas ou lápis. Providencie-os com antecedência e, se possível, reaproveite sobras de papéis ou cartolinas disponíveis na escola.

Embora a sugestão para a atividade seja uma dinâmica coletiva, você poderá organizar a turma em grupos caso ela seja numerosa.

Durante o desenvolvimento das partes 1 e 2, certifique-se de que todos/as os/as estudantes participem ativamente. Durante os compartilhamentos, promova uma reflexão livre de preconceitos e estereótipos a respeito da leitura corporal (dos gestos, posição dos ombros, olhar, etc) nas produções.

Converse com a turma sobre a importância de manter um ambiente de escuta respeitosa e ativa no desenvolvimento da atividade.

• Personal Reflection

Como esta é a primeira autoavaliação do ano letivo, pode ser necessário que os objetivos da seção e as atividades sejam explicados e fundamentados.

As atividades devem ser feitas de forma individual e, se julgar adequado à turma, os/as estudantes podem ser convidados/as a compartilhá-las com você para que juntos possam traçar planos de estudos e desenvolvimento.



UNIT 2 FOOD

OBJETIVOS

Ao iniciar a Unidade 2, escreva o título dela na lousa e comente que ele será o grande tema de aprendizagem e discussão. Em seguida, escreva os verbos *identify*, *comprehend*, *discuss*, *demonstrate* e *create* ao redor do título e compartilhe com os/as estudantes os objetivos que serão trabalhados.

Crie na lousa um mapa mental e peça a todos/as que levantem hipóteses a respeito de quais informações específicas terão acesso no decorrer da unidade, considerando o tema e os objetivos. Peça que reproduzam o mapa mental em seus cadernos para que, no decorrer das atividades, possam checar suas previsões.

START UP

Atividade 1

Organize os/as estudantes em pequenos grupos. Peça a eles/elas que analisem cada uma das fotos e identifiquem os pratos. É importante reforçar com a turma que o preconceito culinário é uma forma de discriminação que ocorre quando alimentos, práticas culinárias ou tradições gastronômicas são menosprezadas ou rejeitadas. Por isso,

é essencial termos respeito pelas tradições culinárias provenientes de outras culturas. Em seguida, permita que expressem sua opinião sobre o possível local de origem de cada comida. Se possível, explique o significado cultural de cada prato para os/as estudantes. Informe a todos que:

- *spaghetti* é um prato icônico da culinária italiana, conhecido e amado em todo o mundo. Ele simboliza a simplicidade e a tradição da cozinha italiana, que valoriza ingredientes frescos e de alta qualidade. As refeições nas quais o *spaghetti* é servido são muitas vezes momentos de convívio familiar e social, refletindo a importância da comida na cultura italiana.
- *fried crickets* (grilos fritos) são uma iguaria em muitos países asiáticos, onde o consumo de insetos é comum. Esse prato representa a diversidade e a adaptabilidade das dietas em diferentes culturas, além de sublinhar a importância da sustentabilidade e da nutrição, já que os insetos são uma fonte rica em proteínas.
- acarajé é um bolinho frito de feijão-fradinho, recheado com vatapá, camarão seco e outros ingredientes. Ele tem profundas raízes na cultura afro-brasileira. O acarajé é vendido principalmente por pessoas em trajes tradicionais e é um símbolo da resistência e da herança africana no Brasil.
- *sushi* é um prato japonês que consiste em arroz temperado com vinagre combinado com vários ingredientes, como peixe cru, frutos do mar, vegetais e algas marinhas. Ele é um símbolo da estética e da precisão da culinária japonesa, destacando a frescura e a qualidade dos ingredientes.

Atividade 2

Antes de iniciar a atividade, pergunte aos/as estudantes o que sabem a respeito dos principais grupos alimentares. Peça que digam quais são e que mencionem alguns exemplos de alimentos para cada grupo. Registre-os na lousa. Peça que façam a atividade em seus cadernos e, em seguida, discuta as respostas com a turma.

Reforce com os/as estudantes que cada cultura alimentar possui uma variedade de alimentos ricos em nutrientes. Aproveitar essa diversidade pode contribuir para uma dieta mais equilibrada e saudável.

Atividade 3

Para que haja uma variedade de pratos tradicionais, você pode propor que a primeira questão da atividade seja respondida de forma coletiva. Liste as contribuições dos/das estudantes na lousa. Se possível, faça uma pesquisa prévia de pratos típicos da região e colha informações que possam ser compartilhadas a fim de enriquecer as respostas da turma.

Peça que respondam às demais perguntas em seus cadernos e, em seguida, compartilhem suas respostas com toda a turma.

Atividade 4

Engaje a turma, fazendo algumas perguntas para que os/as estudantes as respondam oralmente. Sugestões:

- Você acha que localização geográfica pode influenciar ou determinar a disponibilidade de ingredientes? Se não, por quê? Se sim, dê exemplos.

- O mesmo pode acontecer com influências históricas como colonização e migração? Por quê?
- O que mais pode influenciar ingredientes e modo de preparo de pratos tradicionais?

É importante dizer aos/as estudantes que muitos outros fatores como os avanços tecnológicos, a globalização, a economia e até mesmo as mudanças ambientais podem impactar, direta ou indiretamente, os pratos tradicionais no mundo todo e, ainda assim, eles são capazes de manter suas tradições e relevância cultural.

Atividade 5

Escreva na lousa as frases abaixo ou leia uma de cada vez em voz alta.

- A comida atua como um elo cultural que promove socialização e a integração.
- Refeições compartilhadas fortalecem laços familiares e comunitários.
- A hospitalidade também é expressa por meio da oferta de comida.

Pergunte aos/as estudantes se concordam, concordam parcialmente ou se não concordam com essas frases. Incentive-os a fundamentarem suas opiniões.

Solicite que respondam à pergunta em seus cadernos e, em seguida, compartilhem suas respostas com a turma. Aproveite a oportunidade e explique aos/as estudantes que a comida é uma forma de expressão da identidade cultural de um grupo ou comunidade. Pratos tradicionais podem simbolizar a herança e as raízes culturais, sendo uma forma de as pessoas se conectarem com sua história e origens.

Atividade 6

A atividade pode render bons relatos para alguns/algumas estudantes que tenham tido a oportunidade de vivenciar a situação expressa na atividade. Portanto, proponha que a atividade seja realizada de forma coletiva e oral. Deixe a turma à vontade para compartilhar relatos, ouvir colegas e até mesmo fazer perguntas.

Caso exista na turma estudantes de outras regiões do Brasil, incentive-os/as a compartilharem suas experiências. Acolha e valide todas as respostas e compartilhamentos.

Por fim, peça que registrem suas respostas em seus cadernos.

Atividade 7

Orientar os/as estudantes a lerem o trecho individualmente. Em seguida, faça a leitura em voz alta e pergunte se concordam ou não com o que é exposto no texto. Faça algumas perguntas para enriquecer a discussão, tais como: Como as refeições em família ou com amigos podem contribuir para o seu bem-estar emocional? O que vocês sentem quando alguém do seu convívio lhes presenteia com um prato, uma sobremesa ou um simples chocolate de que você gosta muito? O que isso significa para vocês?

READING

TEXT 1

Before Reading

Atividades 1 e 2

Organize os/as estudantes em duplas. Peça que leiam o conteúdo disponível em **Did you know** antes de realizarem a atividade, pois ele é o ponto de partida para a elaboração de suas respostas.

Diga a eles/elas que deverão listar os ingredientes que consideram ser parte da culinária mediterrânea. Para incentivar os/as estudantes, acione o conhecimento de mundo que possuem e pergunte sobre o que sabem de ingredientes da culinária de países como Itália, Espanha, França e Líbano. Se necessário, viabilize alguns dicionários impressos e permita que consultem dicionários digitais, se disponíveis. Peça que compartilhem suas listas com o grupo e, se necessário, forneça os nomes dos ingredientes mencionados em língua inglesa. Alguns ingredientes bastante comuns na culinária mediterrânea são: *olive oil, tomatoes, fresh herbs, cheese, nuts, seeds, fish and seafood, vegetables* etc.

A partir da listagem dos ingredientes típicos da culinária mediterrânea, os/as estudantes poderão responder à atividade 2 com mais segurança e inferir que a influência da culinária mediterrânea na mesa dos brasileiros é significativa, pois muitos produtos são facilmente encontrados no Brasil e já fazem parte do dia a dia dos brasileiros.

Atividade 3

Antes da realização da proposta, retome com os/as estudantes o fato de que a culinária mediterrânea é conhecida por sua diversidade de sabores, cores e ingredientes frescos, que remete a uma herança cultural dos países banhados pelo Mar Mediterrâneo, tais como Itália, Grécia, Espanha e Turquia. Além da forte presença dos ingredientes citados nas atividades anteriores, há moderação no consumo de carnes vermelhas, sendo o peixe e frutos do mar as principais fontes de proteína animal. Além disso, as ervas aromáticas e especiarias possuem um papel importante, atribuindo sabores e aromas aos pratos. Vale compartilhar com os/as estudantes que, em 2010, a culinária tradicional mediterrânea foi reconhecida como Patrimônio Cultural Imaterial da Humanidade pela UNESCO (*United Nations Educational, Scientific, and Cultural Organization*), destacando sua importância cultural e histórica.

While Reading

Atividades 4 e 5

Orientar os/as estudantes a responderem às questões individualmente. Antes da correção coletiva, peça que confrontem suas respostas com as do/da colega ao lado em um trabalho cooperativo e de troca de impressões e ideias.

Após a leitura integral e mais atenta do texto, retome as questões para que possam reconsiderar suas respostas, se for o caso.

Atividade 6

Incentive os/as estudantes a lerem o texto atentamente e, caso encontrem palavras cujos significados desconhecem, oriente-os/as a tentar inferi-los considerando os contextos em que elas estão inseridas. Se as dúvidas persistirem, permita o uso do dicionário.

Faça perguntas a eles/elas para que possam identificar o gênero textual apresentado reconhecendo algumas características relativamente estáveis da receita culinária. A receita é um texto instrucional que fornece informações detalhadas sobre como preparar uma determinada comida ou bebida. Ela serve como um guia que ajuda as pessoas a elaborar pratos específicos, desde os mais simples até os mais sofisticados e, geralmente, possui a seguinte estrutura: título + ingredientes e suas quantidades + modo e tempo de preparo. Pergunte aos/as estudantes quais outras informações poderiam ser inseridas para aprimorar a receita e deixá-la mais detalhada ou completa (informações nutricionais, imagens, história do prato, possíveis substituições, rendimento, armazenamento, nível de dificuldade etc.).

Atividades 7 e 8

Os/As estudantes deverão realizar as atividades individualmente. Para a correção, chame alguns/algumas voluntários/as para que fundamentem suas escolhas. Permita que os/as demais colegas possam questionar as respostas dadas e expor suas fundamentações.

Atividades 9 e 10

Ambas as propostas exigem que os/as estudantes localizem informações específicas no texto. Portanto, é uma boa oportunidade para lê-lo novamente, solucionar dúvidas de vocabulário e/ou de interpretação que ainda persistem.

After Reading

Atividade 11

Diga aos/as estudantes que o cuscuz é um prato versátil e bastante popular em várias regiões do Brasil. Cada estado tem suas próprias variações que refletem influências culturais e ingredientes locais.

Se julgar adequado, organize a turma em seis grupos e peça que pesquisem informações sobre ingredientes, variações, acompanhamentos e em quais regiões são mais populares os seguintes tipos de cuscuz: paulista, nordestino, paraense, de arroz, goiano, de milho verde.

O objetivo é incentivar os/as estudantes a observarem o quanto esse prato e tantos outros podem refletir a riqueza cultural e gastronômica do país.

Atividades 12 e 13

Organize a turma em duplas para que realizem as propostas. Para a atividade 12, certifique-se de que todos/as compreenderam o que deve ser feito e, se necessário, use exemplos para ajudá-los/las a reconhecer as diferenças de sabores.

Dirija a atenção dos/das estudantes para o **Useful Language**. Leia cada uma das frases com toda a turma

e dê alguns outros exemplos se necessário. Para que o compartilhamento possa ocorrer em língua inglesa, incentive-os/as a fazerem uso das frases disponíveis.

TEXT 2

Before Reading

Atividades 1 a 4

Orientar os/as estudantes a lerem as perguntas em silêncio e, ao final da leitura, certifique-se de que as compreenderam. Caso necessário, ajude-os/as na compreensão. Embora todas as perguntas demandem respostas pessoais, este é um bom momento para organizar pequenos grupos e propor que os/as estudantes discutam cada uma das propostas compartilhando experiências e trocando ideias.

Ao final, peça a um/uma estudante de cada grupo que reporte aos/as demais estudantes os pontos principais das discussões. Se oportuno, ceda alguns minutos para ampliar as discussões sobre o desperdício de alimentos. Para incentivá-los/las, informe que, segundo dados do IBGE (Instituto Brasileiro de Geografia e Estatística), cerca de 30% dos alimentos produzidos no Brasil são desperdiçados. Essa informação é baseada no *site*: <https://jornal.usp.br/atualidades/perdas-pos-producao-e-pre-consumo-geram-um-grande-desperdicio-de-alimentos-no-brasil/> (acesso em: 24 jul. 2024). Para incentivar a turma e prepará-la para a leitura, pergunte o que pode ser feito para revertermos essa realidade e quais ações podem levar ao reaproveitamento de alimentos.

While Reading

Atividades 5 a 7

Orientar os/as estudantes a fazerem uma primeira leitura silenciosa do texto para compreensão global do conteúdo e peça que leiam também as propostas de atividades. Em seguida, peça que o leiam novamente listando em seus cadernos palavras-chave e ideias principais de cada parágrafo, atentando-se às informações específicas de que precisam para responder às atividades. Informe que palavras-chave geralmente se repetem ao longo do texto e, para chegar às ideias principais, eles/elas podem se perguntar “De que se trata esse parágrafo?”.

Por fim, peça aos/as estudantes que realizem as atividades individualmente. Ao terminarem, antes da correção coletiva, proponha que confrontem suas respostas com as do/da colega ao lado, troquem ideias e, se necessário, façam ajustes.

Atividade 8

Incentive os/as estudantes a fundamentarem suas respostas, ampliando-as com exemplos. Chame dois/duas estudantes voluntários/as para que leiam suas respostas e, se necessário, aponte ajustes.

After Reading

Atividade 9

Estipule um tempo de cinco minutos para que os/as estudantes respondam à proposta. Em seguida, peça a eles/elas

que digam as iniciativas que pensam ser viáveis para a redução do desperdício de alimentos. Liste todas elas na lousa e faça as seguintes perguntas a fim de discutirem suas ideias:

- Vocês acham que a comunidade está ciente do problema do desperdício de alimentos?
- Existem tradições ou práticas que contribuem para o desperdício de alimentos?
- Como fazer para que as pessoas entendam de forma prática os benefícios econômicos em não desperdiçar alimentos?
- Qual é o impacto ambiental do desperdício de alimentos na comunidade?
- Como a tecnologia poderia ajudar a evitar o desperdício?
- Quais práticas culinárias podem colaborar no aproveitamento integral dos alimentos?

Encerre as discussões, sugerindo aos/às estudantes que reflitam mais sobre o desperdício de alimentos e leve as informações que adquiriram para seus familiares e amigos. Afinal, a circulação dessas informações pode trazer benefícios para todos.

LANGUAGE IN USE

Atividades 1 e 2

Orientar os/as estudantes a lerem integralmente as duas propostas de atividades para que percebam que elas estão conectadas. Oriente-os/as a ler novamente o Texto 1 para que retomem o contexto no qual as frases extraídas estão inseridas e o gênero textual ao qual a receita culinária se enquadra.

O tópico gramatical certamente é conhecido dos/das estudantes, portanto aproveite a oportunidade para esclarecer dúvidas e pedir contribuições da turma, tais como outros exemplos de frases e gêneros textuais nos quais o elemento linguístico é recorrente (manuais de instruções, tutoriais, regras de jogos, procedimentos médicos, guias de montagem, roteiros de viagem etc.). É importante perceberem que o modo imperativo contribui para a construção de sentido dos textos da esfera instrucional.

Atividade 3

Escreva a frase na lousa e pergunte aos/às estudantes como é possível saber que se trata de uma pergunta. As respostas possíveis serão: pelo uso da palavra *what* e do ponto de interrogação. Diga a eles/elas que a função do pronome interrogativo *what* é solicitar informações específicas sobre coisas, ações, ideias ou situações. Peça aos/às estudantes que contribuam com mais exemplos de perguntas formuladas com *what*. Em seguida, pergunte quais outras palavras costumam ser usadas na língua inglesa para elaborar perguntas. Escreva as possibilidades levantadas por eles/elas na lousa.

Atividades 4 e 5

Chame a atenção dos/das estudantes para as palavras destacadas e peça que verifiquem se são as mesmas levantadas por eles/elas na atividade 3. Após a correção da

atividade, mantenha as palavras na lousa para dar apoio à realização da atividade 5.

Organize a leitura conjunta do **Language Expansion** para esclarecer dúvidas.

LISTENING

Before Listening

Atividade 1

Inicie a atividade perguntando aos/às estudantes o que eles/elas sabem sobre a UNESCO. Explique que UNESCO, *United Nations Educational, Scientific and Cultural Organization* (Organização das Nações Unidas para a Educação, a Ciência e a Cultura, em português), é uma agência especializada das Nações Unidas, fundada em 16 de novembro de 1945. Seu objetivo principal é contribuir para a paz e a segurança no mundo através da promoção da colaboração internacional nos campos da educação, ciência, cultura e comunicação.

Leia a instrução para a atividade com a turma. Reforce que o trecho a ser lido refere-se a um documento desenvolvido pela UNESCO que contém 30 rituais relacionados à alimentação na Lista do Patrimônio Cultural Imaterial da Humanidade da UNESCO. Peça a eles/elas que realizem a leitura e respondam às perguntas individualmente. Em seguida, solicite que compartilhem suas respostas com a turma ou em pequenos grupos.

While Listening

Atividade 2

Inicie a atividade reforçando com os/as estudantes o fato de que alimentos e hábitos alimentares, além de terem uma relação forte com as interações sociais em diferentes comunidades e países, também carregam uma forte influência cultural. Explique que irão ouvir um áudio que descreve o preparo de um alimento.

Orientar os/as a lerem as alternativas disponíveis na atividade antes da primeira escuta do áudio, como estratégia para a compreensão de informações específicas.

Atividade 3

Orientar os/as estudantes a lerem a atividade integralmente para que compreendam o que deve ser feito. Em caso de dúvidas, esclareça-as. Reproduza o áudio novamente fazendo pausas estratégicas e dê tempo suficiente para que a turma consiga realizar a atividade, pois é importante que todos/as se sintam seguros para realizar a proposta.

After Listening

Atividades 4 a 6

Oportunize a troca de experiências e conhecimentos prévios sobre o assunto (aperitivo, alimento servido em pequenas porções antes da refeição principal). Se possível, pergunte aos/às estudantes quais são aperitivos comuns na região onde moram e como são feitos.

SPEAKING

Chame quatro estudantes voluntários/as para que cada um/uma leia um *step*. Em seguida, pergunte à turma qual é a ideia principal proposta no passo 1. Aproveite a oportunidade e abra espaço para que os/as estudantes exponham suas dúvidas e esclareça todas elas. Proceda da mesma forma com os demais passos.

No decorrer do ano letivo, os/as estudantes progressivamente conquistarão mais autonomia e a demanda por esclarecimentos tende a reduzir cada vez mais.

Reitere a importância de seguirem todos os passos para que a produção oral seja significativa.

WRITING

Encoraje a turma a providenciar uma foto da receita, seja preparando uma amostra em casa ou mesmo do acervo da família, para ter uma imagem ilustrativa do prato. Disponibilize dicionários para pesquisarem palavras desconhecidas e ofereça ajuda para solucionar dúvidas. Ao final, elogie o empenho e o comprometimento de todos durante a produção.

Os/as estudantes podem fazer uso de recursos, tais como formulários, uma ferramenta que pode estar disponível no *kit* de programas nos computadores ou *tablet* da escola. Se possível, sugere-se uma articulação com a equipe de tecnologia da escola para sugestões de quais ferramentas podem ser usadas.

Ao trabalhar a construção de questionários *online* com os/as estudantes, proporcione a oportunidade de retomada do questionário da seção **Reading** com um olhar mais técnico sobre os tipos de questões que são feitas e como as respostas são elaboradas.

• Objeto digital: Infográfico *How to Eat Healthily*

Este infográfico apresenta aos/as estudantes nove dicas em relação a hábitos alimentares saudáveis. Tem como objetivo principal fazer com que compreendam a importância de se alimentar bem para terem mais disposição e evitar problemas de saúde no futuro. Explore o infográfico em sala de aula, clicando em cada uma das dicas, fazendo a leitura dos trechos e incentivando-os/as a fazerem uma ou duas escolhas sobre como podem melhorar seus hábitos alimentares. Pode-se voltar a essa mesma discussão um ou dois meses mais tarde para verificar com os/as estudantes se conseguiram fazer mudanças reais em suas rotinas alimentares.

ROUND OF TALKS

Auxilie os/as estudantes a se organizarem em pequenos grupos. Incentive-os a explorar as fotos considerando os tipos de alimentos, como e onde são servidos, qual pode ser a provável relação entre os comensais e como eles parecem estar se sentindo. Incentive a troca de ideias e o trabalho colaborativo nas discussões das questões propostas.

Reitere com os/as estudantes que pratos tradicionais refletem identidade, história e tradições dos povos. Eles conectam as pessoas à sua cultura, atraem turistas e, dentre outras coisas, contribuem para a economia local. Por isso, é tão importante valorizá-los.

Orientar os/as estudantes a registrarem as respostas em seus cadernos para que, depois de realizadas as propostas, possam compartilhá-las com toda a turma.

• Personal Reflection

As atividades devem ser realizadas de forma individual. Leia cada uma das perguntas com os/as estudantes e certifique-se de que compreenderam o que deve ser feito. Monitore-os/as enquanto realizam as atividades e ofereça ajuda caso necessitem. Os/As estudantes podem ser convidados a compartilhar as respostas com você, se assim desejarem, para que, juntos, possam discutir estratégias que contribuam para o aprimoramento do aprendizado.



UNIT 3 TALENTS

OBJETIVOS

Escreva na lousa a palavra *talents* e, em seguida, leia em voz alta os objetivos da unidade e proponha um *brainstorm* à turma. Peça que digam tudo que esperam aprender na unidade. Liste na lousa cada contribuição dos/das estudantes.

Para engajá-los/las mais ainda com o tema da unidade, organize-os/as em um círculo. Escreva as perguntas abaixo em tiras de papel e coloque-as em um saquinho.

- Como você define talento?
- O que você considera ser um talento natural?
- Você acredita que os talentos podem ser desenvolvidos e aprimorados?
- Como a família, a escola e os amigos podem ajudar a descobrir e desenvolver talentos?
- Você já descobriu um talento que não sabia que tinha?
- Você acha que a paixão por algo pode superar a falta de talento inicial?
- O que você faria para ajudar um amigo a descobrir e desenvolver seus talentos?
- De que maneira talentos individuais podem contribuir para o bem-estar da comunidade?

Em seguida, peça a um/uma estudante que retire um papel do saquinho, leia a pergunta em voz alta e selecione um/uma colega para respondê-la. Depois, pergunte ao grupo se concordam totalmente com a resposta ou apenas parcialmente. Peça que fundamentem suas colocações.

Continue com a dinâmica e chame outro/outra estudante para que sorteie mais uma pergunta e mais um/uma colega para respondê-la. Proceda dessa forma, até que todas as perguntas tenham sido respondidas.

START UP

Atividade 1

Sugira que os/as estudantes façam uma observação individual e silenciosa das fotografias disponíveis e que anotem, em seus cadernos, suas impressões e o que elas descrevem. As anotações podem ser feitas por meio de palavras, grupos de palavras ou sentenças curtas. Após alguns minutos, peça que compartilhem, em duplas, suas percepções. Ao término, pergunte o quão similar ou diferente as respostas foram e porque isso pode ter acontecido.

Atividade 2

Orientar os/as estudantes a refletirem sobre amigos/as e familiares cujas idades sejam equivalentes às idades deles/delas e pensarem sobre atividades em que se destacam. Para a resposta, espera-se que os/as estudantes mencionem, por exemplo, talentos acadêmicos (em diferentes disciplinas escolares), habilidades esportivas, habilidades artísticas (desenho, pintura, atuação, dança, instrumentos musicais, poesia), habilidades tecnológicas (edição de vídeo, *design* gráfico, desenvolvimento de jogos), habilidades sociais e de liderança (grêmio estudantil, serviço comunitário), habilidades culinárias, mídia e comunicação (*blogs*, *vlogs*, *podcasts*, redes sociais), talento para o humor, capacidade de ser um bom ouvinte, capacidade de se vestir bem, talento para ensinar, talento para falar de esportes, celebridades, carros etc.

Atividade 3

É importante que a discussão seja conduzida de maneira que os/as estudantes entendam que todos/as têm talento para alguma coisa. No entanto, infelizmente, muitas pessoas não têm a confiança, o incentivo, a persistência ou as ferramentas necessárias para transformar esses talentos em algo tangível. Por isso, é muito valioso quando temos a oportunidade de incentivar pessoas ao nosso redor a descobrir e cultivar seus talentos, seja para realização pessoal ou para crescimento da sociedade.

Algumas possibilidades de respostas são:

- *While everyone has talents, they must be developed, showcased, and applied to create real value.*
- *Nero said hidden talent counts for nothing because it remains unused and unrecognized, and therefore has no impact on the individual or society.*
- *Encouraging people to uncover and cultivate their talents is crucial for personal fulfillment and collective progress.*

Atividade 4

Certifique-se de que todos/as compreenderam o que deve ser feito. Se necessário, selecione duas palavras para inserir no *mind map* como exemplos. Fale um pouco sobre as duas palavras e como as habilidades referentes a ela podem se revelar como um talento.

As respostas para completar o *mind map* são:

- *Academic: math, science; Artistic: sculpture, singing; Athletic: soccer, gymnastics; Technological: programming, video editing; Environmental awareness: conservation,*

gardening; Communication: social media management, vlogging; Entrepreneurial: business ideas, product creation.

Para completar a lacuna *Others*, sugira tipos de talentos como *Problem-Solving & Critical Thinking* (pessoas com talento para resolver quebra-cabeças, por exemplo), *Cultural & Linguistic* (pessoas com talento para aprender outros idiomas), *Social & Leadership* (pessoas com talento para motivar outros) etc.

Atividade 5

Peça aos/as estudantes que leiam cada uma das questões silenciosamente. Pergunte à turma se as compreenderam e se há dúvidas. Em caso afirmativo, solucione-as, converse sobre as questões e, com a turma, levantem hipóteses para respostas.

Organize a turma em pequenos grupos de até quatro estudantes para realizar a atividade. Sugira que cada grupo selecione um/uma colega para registrar de forma concisa os principais pontos discutidos nas questões. Os registros serão utilizados para o compartilhamento de ideias com a turma toda.

READING

TEXT 1

Before Reading

Atividades 1 e 2

Se possível e com antecedência, providencie a imagem de alguma obra do artista brasileiro Vik Muniz e apresente aos/as estudantes dizendo de que ela é feita. Permita que todos possam observá-la. Em seguida, explique que Muniz é um renomado artista plástico brasileiro que utiliza em suas obras elementos do dia a dia, como chocolate, feijão, açúcar, manteiga de amendoim, leite condensado, molho de tomate, gel para cabelo, geleia e produtos reaproveitáveis. Suas criações refletem uma forte preocupação social e ambiental.

Uma boa opção para engajar a turma na proposta da atividade 2 é assistir com eles/elas ao vídeo “Photo mashups make art from everyday objects”, disponível em: <https://www.youtube.com/watch?v=oD8p8uLY-8U> (acesso em: 13 ago. 2024).

Essas dinâmicas certamente ajudarão os/as estudantes a refletirem de forma mais coerente sobre as questões propostas.

Sugira que compartilhem suas ideias com a turma após fazerem as anotações em seus cadernos.

Atividade 3

Na proposta da atividade, os/as estudantes terão que praticar a leitura imagética. Informe a eles/elas que a leitura de imagens desenvolve a percepção visual, permitindo a interpretação mais assertiva de mensagens, desde as mais simples às mais complexas. Além disso, promove a alfabetização visual, estimula a criatividade e a expressão pessoal, além de facilitar a análise cultural e histórica dos

textos e contextos. Reitere com a turma que a capacidade de ler imagens e interpretá-las nos possibilita navegar no vasto universo visual que nos rodeia.

Orientar os/as estudantes na exploração das imagens e faça algumas perguntas que possam incentivá-los/las.

- Quais elementos visuais mais chamam sua atenção?
- Existe algum padrão, simetria ou desordem?
- Qual mensagem, história ou conceito você acha que a imagem transmite?
- Qual pode ser a intenção do artista?
- Se você pudesse inserir algo na imagem, o que seria?

While Reading

Atividade 4

Ao final da proposta, registre na lousa a quantidade de estudantes que acertaram quase todas suas previsões, os/as que acertaram parcialmente e os/as que acertaram poucas previsões.

Coletivamente, analisem e discutam os motivos pelos quais tiveram esse resultado, considerando fatores como pistas contextuais, conhecimento prévio sobre o tema e inferências coerentes.

Atividade 5

Explique aos/as estudantes que, para selecionarem a imagem correta deverão buscar informações no texto. Por isso, se necessário, oriente-os/as a fazer mais uma leitura atentando-se à busca das informações de que precisam.

Atividades 6 a 8

Orientar os/as estudantes a lerem as três atividades integralmente e comente que as atividades 6 a 8 têm como finalidade incentivá-los/las a identificar detalhes do texto e a buscar por informações específicas. Para a atividade 6, é importante orientar os/as estudantes a se concentrarem nas informações que são essenciais para a compreensão do parágrafo. Detalhes e exemplos são importantes, mas servem para apoiar a ideia principal. Uma outra estratégia seria pedir para pensarem como resumiriam o conteúdo de cada parágrafo em poucas palavras. Para a atividade 8, uma boa dica é prestar atenção às palavras que indicam algo mais específico, como *only* na alternativa **a**, *similar* na alternativa **b**, *familiar* e *random* na alternativa **c**.

After Reading

Atividade 9

Orientar os/as estudantes a refletirem sobre o que consideram inovação criativa e peça que observem objetos que estão ao seu redor. Pergunte a eles/elas:

- Esses objetos por si só são uma inovação?
- Quem os criou foi criativo?
- O que vocês imaginam que um artista poderia criar a partir desses objetos?
- Esse tipo de arte é mais acessível a todos?

Por fim, incentive-os/as a inferir que a inovação e a criatividade podem ser encontradas em toda parte do nos-

so cotidiano. A informação em **Did You Know** ajuda a contextualizar a forma de criação de Victor Nunes.

READING

TEXT 2

Before Reading

Atividades 1 e 2

Antes da realização das atividades, peça aos/as estudantes que leiam o conteúdo em **Did You Know**. Após a leitura, pergunte a eles/elas se lembram de ter lido poesia na escola, quais eram os/as autoras e os temas. Em seguida, oriente aos/as estudantes que respondam às questões individualmente. As respostas podem ser compartilhadas com a turma toda antes do início da próxima subseção.

While Reading

Atividades 3 e 4

Convide os/as estudantes a lerem o poema e a responderem às atividades individualmente. No momento da correção, faça uso da lousa como apoio para o compartilhamento de vocabulário novo e das respostas.

After Reading

Atividades 5 e 6

As atividades podem ser trabalhadas em duplas ou pequenos grupos. As respostas podem ser compartilhadas com toda a turma para que tenham uma visão geral das diferentes percepções do grupo.

• Objeto digital: Vídeo *African Kalimba*

Neste vídeo, o músico ugandense Chinobay (originalmente Kinobe) apresenta a kalimba, um instrumento musical difundido em toda a África e tocado com os polegares. O artista fala brevemente sobre as partes do instrumento, seus diferentes tamanhos, técnicas e seu modo de tocar em particular, que ele demonstra com muita habilidade. Vale a pena fruir este belo trecho com os/as estudantes e, havendo tempo, explorar um pouco mais da vida do artista e de sua música em: <https://chinobay.com/> (acesso em: 30 ago. 2024).

LANGUAGE IN USE

Atividades 1 e 2

Orientar os/as estudantes que, se necessário, retomem o texto e localizem as frases para que possam selecionar as respostas corretas. Por ser um tópico gramatical introduzido em outros anos da Educação Básica, é provável que a turma não tenha dificuldade. Se houver, retome o conteúdo e dê outros exemplos.

Atividade 3

A atividade tem como objetivo ajudar a formalizar o uso do imperativo. Se necessário, explore a diferença de uso do imperativo e do presente simples com sentenças na lousa.

Aproveite a oportunidade para destacar que o imperativo negativo em inglês se forma de uma maneira diferente do imperativo negativo em português e que há a necessidade do uso do verbo auxiliar *do* seguido de *not* para indicar a negação.

Atividade 4

Nesta proposta, espera-se que o/a estudante possa identificar uma forma de parafrasear a informação usando o imperativo na forma negativa.

Atividade 5

Após a realização da atividade, anote na lousa as formas no imperativo que os/as estudantes deveriam identificar. Como expansão, pergunte à turma como as sentenças negativas seriam escritas na forma afirmativa.

Atividade 6

Proponha aos/as estudantes que produzam pequenos cartazes com suas frases motivacionais e os distribuam pela escola, fixando-os nas portas das salas e em outros locais estratégicos de grande circulação e boa visualização. Antes, porém, comunique à coordenação sobre a intenção da atividade e peça autorização. É sempre importante que trabalhos, ainda que simples, circulem socialmente. Isso valoriza a dedicação da turma, além de ser gratificante.

Atividade 7

A atividade visa a consolidar o assunto. Se possível, confira a produção dos/das estudantes de forma individual ou promova a correção em duplas (*peer correction*).

O **Language Expansion** traz mais usos do imperativo. Como expansão, sugira aos/as estudantes que escolham um dos usos apresentados e escrevam uma nova sentença que o exemplifique. Em seguida, peça que compartilhem as sentenças com a turma que, por sua vez, deve dizer o que ela expressa. Exemplo: *Try doing your homework as soon as you arrive home. – This is a suggestion!*

Atividade 8

Orientar os/as estudantes a lerem o texto integralmente antes de iniciar a atividade. Diga a eles/elas que, caso se deparem com palavras que não conhecem os significados, tentem inferir por meio da observação do contexto em que elas estão inseridas. Caso a dúvida persista, incentive-os a compartilhá-la com o/a colega ao lado e pedir esclarecimentos. Sempre que possível, incentive o trabalho colaborativo.

Atividades 9 e 10

Ambas as atividades sugerem respostas pessoais. No entanto, elas demandam fundamentações. Sendo assim, se achar necessário, escreva algumas sentenças na lousa para que os/as estudantes possam utilizar para compartilhar suas respostas e fundamentações. Sugestões:

- *I think that ... because ...*
- *In my opinion, ..., that is why*
- *From my perspective ... The reason is that ...*
- *As far as I am concerned ... due to ...*

Se necessário, complete algumas delas e explique as expressões.

LISTENING

Before Listening

Atividades 1 a 3

Antes da realização das atividades, pergunte aos/as estudantes se conhecem escritores que foram reconhecidos ainda jovens e se tornaram famosos por suas obras. Peça a eles/elas que compartilhem o que sabem sobre tais escritores. Espera-se que mencionem, por exemplo, Malala Yousafzai (Paquistão), que coautorou *I Am Malala* quando era bem jovem; Amanda Gorman (EUA), a poetisa mais jovem a ter participado da cerimônia de posse presidencial dos Estados Unidos, com o poema *The Hill We Climb*, na posse do presidente Joe Biden; Beth Reekles (Reino Unido), que ganhou fama com o romance *The Kissing Booth*, escrito quando era adolescente e, mais tarde, se tornou um filme de sucesso; Felipe Castilho (Brasil), reconhecido por suas obras de fantasia e ficção científica voltadas para o público jovem, sendo *O Legado Folclórico* uma de suas séries mais conhecidas; Nancy Yi Fan (China/EUA), que publicou seu primeiro livro *Sworbird* aos 12 anos, o qual entrou para a lista dos mais vendidos do *New York Times*. Caso os/as estudantes não se lembrem de nomes para mencionar, compartilhe com eles/elas essas informações.

As três atividades demandam respostas pessoais. Se sua turma tiver mais necessidade de apoio, escreva as perguntas na lousa e circule as principais ideias, no caso das atividades 1 e 3; divida as perguntas em partes, no caso da atividade 2.

While listening

Atividade 4

Leia o conteúdo em **Did you know** com a turma. Pergunte se conhecem alguma pessoa que divulga conselhos na internet e como ela o faz.

Antes da reprodução do áudio, peça aos/as estudantes que leiam a atividade integralmente e que pensem sobre quais palavras poderiam completar essas sentenças. Em seguida, pergunte a eles/elas quais dicas imaginam que Mel dará aos seus seguidores. Incentive a participação de todos/as.

Atividade 5

Antes de reproduzir a parte 2 do áudio, leia as alternativas com os/as estudantes e peça que compartilhem o que sabem sobre *NaNoWriMo* e *Scrivener*.

Informe-os que *NaNoWriMo* é a abreviação de *National Novel Writing Month*, que em português significa “Mês Nacional de Escrita de Romances”. É um evento anual cujo objetivo principal é incentivar a escrita criativa, promover a disciplina de escrita diária e ajudar os participantes a superarem bloqueios criativos. Para ler sobre *NaNoWriMo*, acesse: <https://editoraalbatroz.com.br/o-que-e-o-nanowrimo/> (acesso em: 5 jun. 2024).

Scrivener é um *software* de processamento de texto especialmente para escritores com o objetivo de ajudá-los a organizar, escrever, revisar e publicar seus trabalhos de maneira eficiente. Para ler sobre *Scrivener*, acesse: <https://software.com.br/p/scrivener> (acesso em: 5 jun. 2024).

Como extensão da atividade, considere compartilhar o vídeo completo legendado, disponível em: <https://www.youtube.com/watch?v=gcm0YR-piVs> (acesso em: 5 jun. 2024) e peça aos/às estudantes que anotem as justificativas que a garota dá e discutam se concordam ou não com seus argumentos.

After Listening

Atividades 6 e 7

Após a listagem feita durante a realização da atividade 1, convide a turma a compartilhar as dicas que escreveram. Reproduza-as na lousa ou, se possível, junte-as à lista de dicas da Mel e divulgue todas elas em um pôster a ser fixado na sala de aula. Ele pode ser usado como referência para as atividades de escrita feitas nas aulas de Língua Inglesa e em outros componentes curriculares.

Leia o conteúdo em **Language Expansion** em voz alta e proponha aos/às estudantes que, em duplas, elaborem um quadro em seus cadernos ilustrando o uso de *so* com outras sentenças como exemplos. Peça que confrontem seus quadros com os de outras duplas, troquem ideias e, se necessário, façam ajustes. Supervisione os trabalhos e ofereça esclarecimentos se necessário. Os quadros registrados nos cadernos podem servir de apoio na produção de textos escritos e na produção oral.

SPEAKING

Diga aos/às estudantes que textos orais podem ser preparados de antemão, ou seja, escritos para serem falados ou simplesmente servir de apoio durante uma apresentação oral. É essa preparação que eles/elas devem fazer antes de gravarem ou apresentarem para a turma.

Certifique-se de que todos os passos da produção estejam claros para toda a turma e reitere a importância de seguirem cada um deles. Atue durante todo o processo de forma a auxiliar os/as estudantes para que entreguem uma produção oral significativa.

Ao final, elogie os trabalhos e agradeça o empenho de todos/as. É importante que se sintam acolhidos e valorizados, pois produções orais costumam deixar os/as estudantes tensos e muitas vezes inseguros.

WRITING

Para a produção escrita, proceda da mesma forma que a produção oral, especialmente no que diz respeito aos passos que devem ser seguidos. Reitere com a turma a importância do processo na criação de seus textos. Diga que seguir um processo coerente possibilita a criação de textos de maior qualidade, desenvolve habilidades de escrita e garante uma comunicação clara e eficaz. Ao seguir um processo estruturado, pode-se organizar melhor as ideias,

refinar o conteúdo e melhorar continuamente as habilidades de quem escreve.

Proposta de articulação interdisciplinar com Língua Portuguesa/Literatura

Sugestão de título para o projeto: *Poem Fest*.

Apresente ao/à professor/a de Língua Portuguesa a proposta de produção escrita que a turma realizará e convide-o a contribuir, incentivando a turma a produzir também em português.

Para que possam direcionar as discussões e decidir os caminhos que ambos querem tomar levando em consideração as turmas que possuem, são sugeridos os seguintes aspectos que podem ser trabalhos dentro da competência dos dois componentes curriculares:

- comparação de diferentes estilos de poesia, formas e estruturas (versos livres, brancos e regulares, a métrica, a estrutura do soneto etc.);
- análise da carga semântica das figuras de linguagem e incentivo ao uso desse recurso na produção dos poemas;
- identificação da voz do eu-lírico no poema e explicação aos/às estudantes sobre sua função;
- auxílio na escolha de temas universais, como amor, amizade, alegria etc. para que possam ser explorados tanto em português quanto em inglês.
- Ensino de vocabulário e expressões poéticas em ambas as línguas.

É importante que todo o processo seja acompanhado de perto e avaliado pelos/pelas professores/as. Após a entrega final das produções, além da socialização dos poemas por meio da proposta do mural, viabilize também a realização de um sarau.

ROUND OF TALKS

O objetivo da proposta é promover a oportunidade de falar sobre talentos, como identificá-los, desenvolvê-los, aprimorá-los e até mesmo como eles podem se tornar profissões.

Organize a turma em duplas ou pequenos grupos para que perguntem e respondam às questões como em um bate-papo. Circule pela sala e atente-se para que as trocas e sugestões sejam feitas de forma respeitosa.

Por fim, diga aos/às estudantes que descobrir e desenvolver nossos talentos aumenta o autoconhecimento e a autoestima, pois nos sentimos mais confiantes e capazes. Quando utilizamos nossos talentos em atividades de que gostamos, temos a sensação de realização e de satisfação pessoal.

Personal Reflection

Orientar os/as estudantes a responderem às perguntas de forma individual e verdadeira. A atividade deve ser entendida como um momento de refletir sobre o que pode ser revisto e o que pode ser compartilhado para ajudar outras pessoas.



UNIT 4 CONNECTION

OBJETIVOS

Ao iniciar a Unidade 4, escreva o título dela na lousa e explique aos/às estudantes que discutirão sobre a necessidade que as pessoas têm de se conectar umas com as outras.

Aprender sobre os mais diversos códigos, atuais e mais antigos, como o Morse, o Braille, os *emoticons* etc. é importante por várias razões. Peça aos/às estudantes que reflitam e digam o que esses códigos têm a ver com questões como a comunicação, a inclusão, a compreensão histórica e até mesmo o desenvolvimento cognitivo. Incentive-os/as a falar sobre esses aspectos, acolha todas as contribuições e valide-as.

Diga a eles/elas que esses códigos ampliam nossas habilidades de comunicação, permitem interagir de maneira eficaz em diferentes contextos e situações, inclusive em emergências. Além disso, promovem a inclusão ao facilitar a comunicação com pessoas com deficiências visuais e auditivas, e ajudam a superar barreiras linguísticas na comunicação digital. Compreender esses códigos possibilita observar a evolução das tecnologias de comunicação e os avanços históricos.

START UP

Atividade 1

Antes de iniciar a atividade, comente sobre o quão diverso é o mundo em que vivemos, onde nem todos falam a mesma língua ou utilizam a mesma linguagem. Retome os conceitos de língua (elementos organizados que possibilitam a comunicação; está relacionada com o coletivo, com o idioma) e linguagem (formas diferentes que utilizamos para produzir, manifestar e expressar uma língua; está relacionada com o individual). Pergunte aos/às estudantes o que fazem quando tentam se comunicar e não são compreendidos. Peça a eles/elas que compartilhem suas experiências sobre as vezes em que precisaram se comunicar sem usar palavras e incentive-os/as a citar os recursos que usaram. Conduza a discussão para a conclusão de que o fato de conseguirmos nos comunicar sem o uso de palavras significa que a comunicação vai além da palavra em si.

Então, convide os/as estudantes a observarem as imagens e a responderem à pergunta proposta. Espera-se que mencionem que, de maneira geral, as imagens retratam diferentes maneiras que usamos para nos comunicarmos.

Atividade 2

Peça aos/às estudantes para lerem o verbete do dicionário e as perguntas em silêncio e fazerem registros de suas respostas em seus cadernos. Após alguns minutos, organize-

-os/as em pares ou trios para que compartilhem suas respostas. Quando terminarem de compartilhar, convide os pares ou trios a compartilharem algumas das ideias que tiveram em comum e as que foram mais diferentes com a turma.

Atividades 3 a 5

Antes de realizarem as atividades, peça aos/às estudantes para lerem o conteúdo no primeiro e no segundo **Did You Know** e faça algumas perguntas a fim de verificar a compreensão.

As atividades 3, 4 e 5 têm como objetivo ajudar os/as estudantes a perceberem que há diferentes formas de comunicação e experienciar uma que envolve sons longos e curtos na construção de mensagens. Se possível, permita que façam uma pesquisa rápida na internet em busca de exemplos dos sons do código Morse para ajudá-los/las na reflexão.

Atividade 6

Informe os/as estudantes que, para responder as questões propostas na atividade, é essencial que façam uma boa leitura e interpretação imagética. Para incentivá-los/las, pergunte:

- Observe os balões de fala. O que há dentro deles? (Em um balão, há imagens de livro, lâmpada, cubos, cones, saco de dinheiro, gráfico etc. No outro balão, há um fio emaranhado.)
- Considerando o conteúdo dos balões, o que é possível afirmar? (Podemos afirmar que cada balão representa a mensagem que cada pessoa está transmitindo. Porém não há comunicação efetiva.)

Se julgar mais adequado à turma, organize os/as estudantes em duplas para que respondam às perguntas, registrando as respostas em seus cadernos. Assim, você poderá mediar melhor possíveis distrações.

O **Useful Language** traz exemplos de como os/as estudantes podem iniciar a discussão, expressando suas opiniões e ideias e compartilhando suas respostas. Se necessário, sugira que escrevam suas respostas antes de compartilharem oralmente com os/as colegas de turma.

READING

TEXT 1

Before Reading

Atividade 1

A atividade proposta pode ser trabalhada de forma individual ou coletiva, a partir da sua mediação.

É provável que os/as estudantes saibam o básico, ou seja, trata-se de um código tátil criado para pessoas com deficiência visual de forma que essas pessoas possam ler e escrever. No entanto, pode ser que alguns/algumas estudantes saibam mais e queiram compartilhar informações. Nesse caso, permita que o façam, certificando-se de que as informações procedem.

While Reading

Atividade 2

Explique aos/as estudantes que a leitura inicial tem como objetivo verificar se as informações apontadas por eles/elas na atividade 1 se encontram no texto. Incentive-os/as a compartilhar com a turma se suas previsões foram confirmadas ou não.

Atividade 3

Comente com os/as estudantes que esta atividade tem como finalidade ajudá-los/las a compreender o texto de forma geral; portanto, não devem se preocupar com detalhes nesse momento. É importante que leiam com atenção as informações que constam no enunciado da atividade, pois elas esclarecem objetivos e contexto de produção do texto.

Atividade 4

Para que os/as estudantes possam responder à proposta, oriente-os/as a lerem as opções apresentadas na atividade e a fazerem mais uma leitura do texto observando palavras-chave e ideias principais.

Atividades 5 e 6

Diga aos/as estudantes que as atividades 5 e 6 têm como finalidade ajudá-los/las a compreender e identificar informações específicas do texto, portanto a releitura deverá ser cuidadosa em relação aos detalhes.

After Reading

Atividade 7

O artigo *How the braille alphabet works*, disponível em <https://www.perkins.org/how-the-braille-alphabet-works/> (acesso em: 15 jun. 2024), pode ajudar os/as estudantes a entenderem um pouco mais sobre o alfabeto Braille e ajudá-los/las a elaborar a relação entre as placas e Braille.

TEXT 2

Before Reading

Atividades 1 e 2

Peça a dois/duas estudantes voluntários/as que se encarreguem da leitura das duas atividades. Certifique-se de que todos/as compreenderam as duas propostas e esclareça dúvidas se necessário. Peça a eles/elas que reflitam sobre as questões e registrem suas respostas. Em seguida, incentive o compartilhamento e, com apoio dos/das estudantes, faça um resumo dos pontos trazidos por eles/elas. Este resumo pode ser recuperado após a leitura do texto para verificar se as respostas dadas estão presentes no texto.

While Reading

Atividades 3 e 4

A expressão *pros and cons* e as palavras *advantage* e *disadvantage* (prós e contras; vantagens e desvantagens) podem precisar ser explicadas. Sugira aos/as estudantes que façam o registro das palavras com seus significados em seus cadernos.

Para a atividade 4, oriente-os/as a lerem todos os itens da proposta antes de realizá-la.

After Reading

Atividade 5

Convide os/as estudantes a compartilharem suas respostas com a turma. Faça um resumo na lousa dos principais pontos e pergunte à turma quais poderiam colocar em prática imediatamente e como o fariam.

LANGUAGE IN USE

Atividades 1 e 2

Explore as sentenças com os/as estudantes de modo que eles/elas tenham tempo para observá-las e refletir sobre elas para que possam selecionar respostas baseadas em evidências. O texto em destaque, logo após as atividades 1 e 2, expande a explicação do ponto observado nessas atividades. Retome o conteúdo do texto com a turma para ajudar na promoção da aprendizagem após o término da atividade 2 com apoio do **Language Expansion**.

Atividade 3

Após a identificação pelos/pelas estudantes dos verbos modais no texto, reproduza os trechos na lousa e pergunte a eles/elas quais palavras são os modais. Circule-as para garantir que todos/as as localizaram.

Atividade 4

Sugira aos/as estudantes que revejam as atividades anteriores e os textos em destaque para completarem a tabela adequadamente. Ao terminarem, proponha que elaborem, sob sua supervisão, exemplos para cada um dos usos na lousa. Sugira que copiem os exemplos elaborados em seus cadernos.

Atividade 5

Esta atividade pode ser feita de forma coletiva. Ela serve como início de engajamento para a produção escrita da unidade.

Atividades 6 a 8

Estas atividades podem ser trabalhadas de forma individual ou coletiva, a partir da sua mediação.

Para a atividade 6, explore com a turma a comicidade da tirinha e pergunte em qual momento há uma quebra de expectativa do leitor. Espera-se que mencionem que isso ocorre no último quadrinho, na fala da menina na qual ela se espanta por ter que se comunicar cara a cara com Papai Noel. Diga que a comicidade deste gênero reside muitas vezes na quebra de expectativa do leitor.

Para a correção coletiva, peça que justifiquem suas respostas.

Atividades 9 e 10

As atividades podem ser realizadas coletivamente e servir de oportunidade para discutir o impacto das mídias sociais nas relações entre as pessoas.

As sentenças em **Useful Language** podem ajudar os/as estudantes a organizarem suas ideias para a realização da proposta apresentada na atividade 10.

LISTENING

Before Listening

Atividades 1 a 3

Para despertar o interesse e a curiosidade dos/das estudantes, proponha uma dinâmica na qual eles/elas possam participar ativamente. Escreva na lousa *social media* e peça que digam tudo que vêm à mente relacionado ao termo. Esclareça que podem ser coisas negativas ou positivas. Oriente-os/as a falar em inglês, mas, caso não saibam, ajude-os/as. Registre todas as contribuições na lousa e deixe registradas durante todo o trabalho com esta seção.

Aproveite a oportunidade e provoque nos/nas estudantes a reflexão sobre as motivações que levam as pessoas a compartilharem muitos aspectos de suas vidas nas redes sociais. Comente sobre os cuidados importantes que devem ser tomados quando compartilhamos informações e conteúdo na internet, como a preservação da intimidade, o respeito às políticas de privacidade das redes, o combate às *fake news* etc.

While Listening

Atividade 4

Antes de reproduzir o áudio, pergunte aos/às estudantes se compreenderam exatamente o que deve ser feito. Diga também que uma das formas de descobrirmos o tema principal de um texto, seja ele oral ou escrito, é ficarmos atentos às palavras-chave e aquelas que se repetem.

Atividades 4 a 6

Incentive os/as estudantes a perceberem que, ao contrário da proposta da atividade anterior, aqui eles/elas terão que ouvir novamente o áudio em busca de informações pontuais. Portanto, devem prestar atenção em algumas informações mais específicas.

Antes de reproduzir o áudio mais uma vez, peça que leiam cada um dos itens. Se necessário, faça pausas estratégicas durante a reprodução para que a turma possa ter tempo suficiente de registrar as respostas.

After Listening

Atividades 7 e 8

Se adequado, promova as atividades como proposta para a turma toda ou em pequenos grupos. Assim, os/as estudantes podem se ajudar e contribuir com mais ideias.

Após finalizar a leitura e explicação do texto em **Did You Know**, pergunte aos/às estudantes quais outros prefixos conhecem na língua inglesa. Construa, com a ajuda deles/delas, um quadro apresentando os prefixos citados, seus significados e exemplos na lousa e incentive-os/as a copiarem esses exemplos em seus cadernos. Proponha que esse quadro cresça à medida que outros termos apareçam nas unidades e sejam registrados.

SPEAKING

Para ajudar a turma a desenvolver a proposta, retome os textos trabalhados nesta unidade e incentive os/as estudantes a retomarem os registros de palavras-chave e um a um dos tópicos apresentados. Se julgar adequado, permita que esse processo seja realizado em duplas, incentivando o trabalho colaborativo. Reitere também a importância de seguir todos os passos.

Sempre que possível, viabilize o uso de dicionários impressos ou digitais para os/as estudantes. As sugestões no **Useful Language** nesta seção também podem ajudá-los/las na construção de seus roteiros.

WRITING

Organize o tempo em sala de aula de modo que os/as estudantes possam desenvolver cada etapa da seção com calma e com a devida reflexão.

Orientar os/as a seguirem os passos indicados e a fazerem registros, revisão e edição dos seus textos antes da entrega final.

Algumas ideias para compartilhar a produção escrita com a turma:

- *Online*: se sua escola ou turma tiver uma conta nas redes sociais, a turma pode publicar a pergunta e todos podem compartilhar suas respostas *online*.
- *Around the school*: seu grupo pode postar a pergunta *'How can we make better use of social media?'* no quadro de avisos da escola e todos podem compartilhar suas respostas ali e pedir à comunidade escolar que faça o mesmo.

ROUND OF TALKS

Certifique-se de que os/as estudantes compreenderam a dinâmica. Se necessário, como modelo, realize-a na frente da turma juntamente com um/uma estudante voluntário/a.

É importante que os/as estudantes observem que a dinâmica retrata especialmente a forma como nos comunicamos e como entendemos algo que nos é comunicado. Fica claro que comunicar e compreender o que é comunicado passa pela subjetividade de cada um. Diga aos/às estudantes que cada indivíduo interpreta as mensagens de acordo com suas próprias experiências, emoções e até mesmo crenças. Aproveite a atividade para promover uma reflexão livre de preconceitos e estereótipos a respeito da leitura corporal (dos gestos, posição dos ombros, olhar, etc).

É importante os/as estudantes compreenderem que as partes envolvidas na comunicação devem estar dispostas a, além de usar o código adequado, ajustar mensagens e interpretações para que a interação comunicativa se realize de forma eficaz.

• Personal Reflection

As atividades devem ser feitas de forma individual e os/as estudantes podem ser convidados/as a compartilhá-las com você para que juntos possam traçar planos de estudos e desenvolvimento.



UNIT 5 MOVING

OBJETIVOS

Para ativar o conhecimento prévio dos/das estudantes e despertar interesse no tema proposto para a Unidade 5, diga que você fará seis perguntas a eles/elas em voz alta e, individualmente, deverão respondê-las no caderno. Esclareça que eles/elas devem numerar as respostas.

Em seguida, organize-os/as em um círculo. Faça as perguntas uma a uma e dê um tempo de um minuto para cada resposta.

Perguntas:

- O que você sabe sobre o sedentarismo? Dê exemplos.
- Qual é a sua atividade física favorita e por quê? Com qual frequência você a pratica?
- Quais os benefícios da atividade física para a saúde física e mental?
- Você conhece alguém que tenha transformado seu corpo por meio de mudanças de hábitos alimentares e prática regular de atividades físicas? Como isso impactou a vida dessa pessoa?
- Você acha que é apenas na academia que podemos praticar atividades físicas? Por quê?
- Se você tivesse que aconselhar uma pessoa a deixar o sedentarismo, o que você a aconselharia fazer?

Ao final, peça que compartilhem suas respostas. Se a turma for numerosa, faça a mediação da dinâmica de forma que ela não se estenda demasiadamente.

START UP

Atividade 1

Para desenvolver a proposta e permitir que os/as estudantes entrem na unidade com mais segurança, permita que a realizem em duplas ou trios para que troquem ideias e trabalhem de forma colaborativa.

Em seguida, peça que compartilhem suas respostas com a turma toda. Faça registros na lousa de vocabulário e outros tipos de apoio que sejam necessários.

Atividades 2 e 3

Se julgar adequado, mantenha as duplas ou trios formados na atividade anterior. Peça que discutam as perguntas e decidam quem será responsável por cuidar do registro e compartilhamento das respostas para toda a turma.

Atividade 4

Peça aos/às estudantes que façam uma rápida leitura do texto em busca de palavras cujos significados desconhecem. Liste as palavras na lousa e peça que leiam mais uma vez o texto e tentem descobrir o significado por meio da observação do contexto em que as palavras estão inseridas.

Organize um pequeno glossário na lousa com os significados das palavras listadas.

READING

TEXT 1

Before Reading

Atividades 1 e 2

Como alternativa para realização da proposta individual, você pode propor que as atividades sejam realizadas oralmente e em duplas, ambos perguntam e respondem. Destaque que não há respostas certas ou erradas para a atividade.

While Reading

Atividade 3

Para levantar conhecimento prévio dos/das estudantes sobre os três gêneros textuais mencionados no item **a**, faça as seguintes perguntas antes de realizarem a atividade:

- Qual desses gêneros apresenta texto organizado em parágrafos, título, introdução, desenvolvimento, conclusão e pode ou não apresentar imagens? (*Article*.)
- Qual deles apresenta título, lide, corpo, informa a sociedade sobre acontecimentos locais, nacionais, internacionais e circula no meio jornalístico? (*a piece of news*.)
- Qual deles apresenta tabelas, gráficos, ícones e outros recursos visuais, integra textos curtos com imagens, utiliza números absolutos, frações e porcentagens, informa sobre um tema específico de forma clara e bastante objetiva? (*Infographic*.)

Após a correção, peça aos/às estudantes que identifiquem no texto as características que foram mencionadas.

Atividades 4 e 5

Para a realização das atividades, oriente os/as estudantes a lerem as propostas integralmente antes da leitura do texto, pois, dessa forma, eles já saberão quais são as informações de que precisam.

Oriente os/as estudantes a consultarem o conteúdo em **Useful Language** antes de realizarem a proposta do item **b** da atividade 5. Faça a leitura do exemplo e traga ou solicite novos exemplos para completar a frase, utilizando os verbos sugeridos na tabela.

Antes da correção geral, proponha aos/às estudantes que compartilhem suas respostas com um/uma colega. Se necessário, oriente-os/as a fazer ajustes.

Seguem as sugestões de respostas para a atividade 5:

5. a. Personal answers. Examples:

Build confidence and social skills: PE, play

Develop coordination: dance, skip, skate

Improve concentration and learning: sport, play

Improve health & fitness: skip

Improve sleep: workout, sport

Maintain healthy weight: run/walk, swim

Make (the person) feel good: active travel, workout

5. b. Personal answers. Example: *I considered how these physical activities help me. / I considered what my PE teachers tell me.*

Atividades 6 e 7

Diga aos/às estudantes que para realizar essas propostas, além da leitura cuidadosa do texto, eles/elas deverão também observar outros elementos que compõem o infográfico e atuam na construção de sentido do gênero.

After Reading

Atividades 8 e 9

Estabeleça um tempo suficiente para os/as estudantes responderem às perguntas individualmente. Em seguida, organize-os/as em duplas ou trios para o compartilhamento de ideias.

- **Objeto digital: Vídeo *Piano Stairs in India***

Este vídeo é um texto multimodal bastante rico que se utiliza de linguagens não verbais (imagética, corporal, musical, matemática, social, entre outras). Trata-se de uma instalação na escadaria de um *shopping* na Índia cuja ideia era incentivar as pessoas a adotar um estilo de vida mais saudável ao utilizar as escadas comuns em vez das rolantes. O vídeo pode ser utilizado de diversas maneiras, como para ensinar terminologia musical (*C, D, E, F, G, A, B, minor, major, flat, sharp, etc.*), falar sobre exercícios físicos no dia a dia e como eles melhoram nossa saúde (*walking, climbing, jumping, playing, etc.*), discutir a importância dos espaços públicos para a nossa movimentação e interação ou para propor um projeto no qual os/as estudantes desenvolvam uma intervenção em um espaço público da cidade que poderia deixar as pessoas mais alegres e dispostas a se movimentarem.

TEXT 2

Before Reading

Atividades 1 a 5

Organize os/as estudantes em grupos de quatro ou cinco. Estabeleça alguns minutos para que todos leiam e respondam às perguntas. Ao final, peça que compartilhem as respostas e verifique se, no grupo, houve mais semelhanças ou mais diferenças. Peça que analisem e compartilhem com todos o resultado.

While Reading

Atividades 6 e 7

Orienta a leitura do texto completo antes de os/as estudantes responderem às perguntas.

Discuta com a turma o que compreenderam sobre as ações da atleta e o que mais lhes chamou a atenção. Em seguida, peça que façam as atividades de forma individual.

Faça a correção oral e coletiva.

After Reading

Atividades 8 a 10

Medeie a realização das atividades e disponibilize recursos necessários para busca pela resposta para a atividade 9, tais como acesso à internet ou às notícias de jornais e revistas.

LANGUAGE IN USE

Atividades 1 e 2

As atividades dedicam-se à percepção da colocação entre verbos e substantivos a partir do Texto 1. O vocabulário desenvolvido na atividade 1 será retomado e usado na realização da atividade 2 e também poderá ser utilizado na produção oral e escrita.

Atividades 3 e 4

As atividades 3 e 4 e o conteúdo em **Language Expansion** tratam do uso do *possessive apostrophe* ('s) em inglês. O uso desse apóstrofo pode ser conhecido pelos/pelas estudantes, logo, além da retomada, garanta que as interações que tratam desse uso abordem também as diferenças entre as línguas inglesa e portuguesa.

LISTENING

Before Listening

Atividades 1 e 2

Peça aos/às estudantes para responderem às questões individualmente. Em seguida, promova uma troca de opiniões e percepções. Registre as principais ideias na lousa para que possam verificar se algumas delas são mencionadas pela falante no áudio.

While Listening

Atividades 3 a 5

Orienta os/as estudantes a lerem as perguntas antes de ouvirem o áudio. Toque o áudio duas ou três vezes para que tenham a oportunidade de compreender as informações gerais e específicas, registrar e conferir suas respostas.

After Listening

Atividades 6 e 7

Possibilite a troca entre pequenos grupos. Peça que organizem o registro da conversa e que o compartilhe com a turma no final. Aproveite a oportunidade para conversar com a turma sobre o uso da língua inglesa como forma de divulgação de informações, de ciência, de artes etc., especialmente no formato *online*.

SPEAKING

A proposta é que os/as estudantes possam conduzir e participar de uma pequena entrevista entre eles/elas.

Se necessário, retome a construção de perguntas em inglês (uso de verbos auxiliares) para que possam sentir-se mais confortáveis e seguros na elaboração de suas respostas.

WRITING

Ao introduzir a proposta de produção escrita, retome a organização do infográfico estudado na seção **Reading**, bem como as características do gênero.

Orientar os/as estudantes durante a leitura e compreensão dos passos envolvidos na produção. Reitere a importância de segui-los, pois a produção escrita, assim como a produção oral, demanda processo.

Ao final desta produção, promova uma roda de conversa sobre tudo que aprenderam, se pretendem aplicar o aprendizado em sua vida e de que forma.

ROUND OF TALKS

As fotos trazem atletas brasileiros de destaque em 2024. Izaquias Queiroz nasceu em Ubaitaba, na Bahia. Começou remando num projeto social em sua cidade e foi campeão Olímpico em Tóquio. Rayssa Leal nasceu em Imperatriz, no Maranhão. Começou a praticar *skate* aos seis anos e foi ouro no Campeonato Mundial de 2022 e nos Jogos Panamericanos de 2023 e bronze nos Jogos Olímpicos de Paris 2024.

Para a atividade 5, liste na lousa alguns exemplos de atividades físicas que nos permitem expressar emoções. Algumas sugestões além da dança e suas variações: ioga, caminhada, corrida, *tai chi chuan*, pilates etc. Proponha aos/as estudantes que, juntos, pratiquem caminhada ou alguma outra atividade com a participação e a orientação do/da professor/a de Educação Física. A atividade favorece o desenvolvimento de autoconhecimento, autocuidado, socialização e entretenimento.

Ao final, proponha um bate-papo sobre como se sentiram e de que forma a atividade afetou o bem-estar deles/delas.

• Personal Reflection

Na seção, os/as estudantes irão refletir sobre o aprendizado nesta unidade. Leia cada uma das questões e peça que as respondam em seus cadernos. Este é um momento importante para devolutivas e para conhecer as facilidades e dificuldades individuais e coletivas.



UNIT 6 IMPACT

OBJETIVOS

Antes de iniciar a Unidade 6, escreva na lousa o título da unidade, *Impact*, e peça aos/as estudantes que observem atentamente as quatro fotografias disponíveis e pergunte a eles/elas sobre qual tipo de *impact* a unidade tratará. Certamente, responderão que os impactos têm a ver com as consequências das mudanças climáticas e aquecimento global.

Escreva na lousa a seguinte frase da jovem ativista sueca, Greta Thunberg, proferida durante a Cúpula do Clima na ONU:

“Vocês roubaram meus sonhos e minha infância com suas palavras vazias [...] Estamos no início de uma extinção em massa e tudo o que vocês falam gira em torno de dinheiro e um conto de fadas de crescimento econômico eterno. Como ousam?”

Então pergunte à turma:

- Quando ela diz “Vocês roubaram meus sonhos e minha infância...”, ela se refere apenas aos sonhos e à infância dela? Por quê?
- O que você pensa sobre jovens comuns como Greta se posicionarem e cobrarem das autoridades atitudes para salvar o planeta?
- O que você, dentro da sua realidade, pode fazer para conscientizar as pessoas sobre os riscos que corremos por conta das mudanças climáticas e aquecimento global?
- Você acha que sabe o suficiente sobre esse assunto? Se sim, o que sabe? Se não, como mudar isso?

Acolha todas as respostas e expectativas dos/das estudantes e, ao final, diga a eles/elas que, durante o percurso desta unidade, eles/elas terão a oportunidade de ampliar o que sabem sobre o tema.

START UP

Atividades 1 e 2

Após a correção das atividades, informe aos/as estudantes que o furacão Katrina, formado em 23 de agosto de 2005, devastou a Costa do Golfo dos Estados Unidos ao atingir a Flórida como categoria 1 e, posteriormente, a Louisiana. Além disso, causou inundações catastróficas em Nova Orleans resultando em mais de 1.800 mortes e deixando centenas de milhares de desabrigados, com danos estimados em 125 bilhões de dólares.

Sobre as inundações na região sul do Brasil, diga que ocorreram em maio de 2024, no Rio Grande do Sul. Elas foram causadas por chuvas intensas e persistentes que afetaram severamente diversas cidades, incluindo Porto Alegre, resultando em deslizamentos de terra, destruição de infraestruturas, dezenas de mortes e milhares de desabrigados.

Em 1º de setembro de 2022, a Barragem de Studena na Bulgária sofreu um colapso parcial, resultando em inundações na área ao redor e interrompendo temporariamente o abastecimento de água para a cidade de Pernik e regiões vizinhas.

Convide um/uma estudante para fazer a leitura do conteúdo em **Did You Know** e esclareça dúvidas, se houver. Explique que também em língua portuguesa existe diferença entre tempo e clima. Para entender mais sobre esta diferença e compartilhar mais informações com os/as estudantes, leia o conteúdo disponível em: <https://www.bbc.com/portuguese/geral-53841466> (acesso em: 10 ago. 2024).

Atividade 3

Se julgar adequado, proponha aos/as estudantes que realizem a proposta em duplas ou trios. Essa é uma oportunidade importante de incentivá-los/las ao trabalho colaborativo e à troca de ideias para a construção de novos aprendizados.

Atividade 4

Peça aos/as estudantes que observem a fotografia atentamente e leiam as perguntas em silêncio. Se julgar oportuno, mantenha as duplas ou trios formados na atividade anterior. Incentive-os/as à troca de ideias e oriente-os/as a evitar estereótipos, preconceitos ou julgamentos precipitados e infundados, pois isso é essencial para que tenham uma visão isenta, clara e crítica da realidade. Em seguida, peça que façam os registros das respostas em seus cadernos. Quando terminarem, convide os pares ou trios a compartilharem seus pontos de vista com os demais colegas da turma. Em **Useful Language**, há exemplos de como os/as estudantes podem iniciar a discussão e o compartilhamento de suas respostas.

READING

TEXT 1

Before Reading

Atividades 1 e 2

As atividades propostas podem ser trabalhadas de forma individual ou coletiva, a partir da sua mediação.

Na seção **Writing**, os/as estudantes irão escrever uma notícia, então aproveite este momento e destaque alguns elementos importantes do gênero, como um título claro, conciso e que chame a atenção, resumindo o conteúdo principal da notícia; um primeiro parágrafo que responda às perguntas básicas: Quem? O quê? Quando? Onde? Por quê? e Como?; um corpo de notícia que forneça detalhes e contexto; e uma conclusão que resuma a situação ou ofereça uma visão geral das possíveis próximas etapas. Destaque, também, que uma notícia deve ser objetiva, clara, atual, imparcial, contextualizada e as informações devem ser atribuídas a fontes confiáveis e verificáveis, conferindo, assim, credibilidade.

Informe os/as estudantes que o mar de Aral está situado na Ásia central e que, nos anos 60, cobria uma extensão de aproximadamente 68.000 km², mas que o volume de água desse lago salgado encolheu três quartos desde então (baseado em: <https://www.britannica.com/place/Aral-Sea>; acesso em: 18 jun. 2024.).

While Reading

Atividade 3

Explique aos/as estudantes que a leitura inicial dos textos tem como objetivo verificar em qual seção de um jornal as manchetes seriam tipicamente encontradas.

Oriente a turma a identificar palavras-chave e ideias principais em cada manchete. Em seguida, incentive os/as estudantes a encontrarem o que há em comum entre todas elas.

Atividade 4

Diga aos/as estudantes que a proposta da atividade tem como objetivo ampliar os conhecimentos sobre um aspecto característico do gênero textual, a manchete.

After Reading

Atividades 5 e 6

Diga aos/as estudantes que as propostas visam a uma reflexão crítica sobre o texto que leram e será necessário que busquem fundamentações para sustentar suas opiniões e perspectivas.

A proposta da atividade 6 incentiva à introspecção e convida os/as estudantes a considerarem como a compreensão dos impactos das mudanças climáticas influencia suas atitudes e comportamentos pessoais. As respostas podem variar amplamente dependendo das experiências e perspectivas individuais.

TEXT 2

Before Reading

Atividade 1

Antes de realizar a atividade 1, compartilhe com os/as estudantes que o Acordo de Paris foi firmado em 12 de dezembro de 2015 durante a Conferência das Nações Unidas sobre as Mudanças Climáticas (COP21). É um tratado internacional cujo objetivo principal é limitar o aquecimento global. O acordo promove a redução das emissões de gases de efeito estufa através de compromissos voluntários e revisáveis pelos países signatários, além de incentivar a resiliência e a adaptação às mudanças climáticas. Participaram do Acordo de Paris 196 países, incluindo o Brasil (baseado em: <https://unfccc.int/process-and-meetings/the-paris-agreement>; acesso em: 18 jun. 2024.).

While Reading

Atividade 2

A expressão *addressed to* (destinado a) pode precisar ser explicada. Aproveite a oportunidade para ensinar a expressão *target audience* (público-alvo) para a turma.

Informe aos/as estudantes que identificar o público-alvo de um texto é importante tanto para quem o lê quanto para quem o escreve. Para o leitor, essa identificação permite fazer inferências coerentes sobre o conteúdo e, para quem escreve, permite ajustar estilo, tom e linguagem, uma vez que diferentes públicos têm diferentes níveis de compreensão, interesses e preferências.

Atividades 3 e 4

Diga aos/as estudantes que as atividades 3 e 4 promovem a compreensão detalhada do texto. Portanto, sugira a eles/elas que façam mais uma leitura para encontrar informações específicas.

After Reading

Atividade 5

Oriente os/as estudantes a lerem a pergunta em silêncio e fazerem registros de suas respostas em seus cadernos. Após alguns minutos, organize-os/as em pares ou trios para que discutam suas respostas. Quando terminarem, convide os pares ou trios a compartilharem suas ideias.

LANGUAGE IN USE

Atividade 1

Explore as sentenças com os/as estudantes e volte ao texto para que sejam localizadas e peça a eles/elas que considerem o contexto em que estão inseridas para analisá-las com mais segurança.

Atividades 2 a 4

Peça aos/às estudantes para lerem as atividades em silêncio e certifique-se de que compreenderam o que deve ser feito. Reitere que para realizar a proposta devem retomar ao **While Reading** do Texto 1. Oriente-os/as a registrarem as respostas em seus cadernos. Em seguida, organize os/as estudantes em pares para que discutam suas respostas. Após terminarem, convide os pares a compartilharem as respostas com a turma e faça a correção.

Atividade 5

Sugira aos/às estudantes que revejam as atividades anteriores e leiam as informações no **Language Expansion** antes da realização da atividade.

Para a correção, faça perguntas aos/às estudantes que os/as incentivem a observar como o contraste entre os tempos verbais, *Present Simple* e *Present Continuous*, atuam na construção de sentido da história em quadrinhos:

- Quando o personagem entrevistado diz frases como “*We use less fuel. Less fuel means less pollution. Less pollution means less global warming.*”, o que elas representam para ele? (Verdades absolutas.)
- Caso o *Present Continuous* fosse utilizado nas frases, o efeito de sentido seria o mesmo? (Espera-se que os/as estudantes digam que não, pois a HQ perderia boa parte de seu tom cômico.)

Sempre que possível, incentive os/as estudantes a perceberem a importância de escolhas linguísticas adequadas para que os textos cumpram com sua função comunicativa.

LISTENING

Before Listening

Atividade 1

Organize a turma em duplas ou trios para a realização da proposta. Se julgar necessário, faça um *brainstorm* de palavras, expressões e ideias que possam ajudar os/as estudantes a discutirem sobre o tema. Peça a contribuição deles/delas e faça registros na lousa.

While Listening

Atividades 2 e 3

Antes de reproduzir o áudio, peça aos/às estudantes que leiam as atividades integralmente e certifique-se de que compreenderam o que deve ser feito.

Atividade 4

Aproveite para retomar a comparação entre *Present Continuous* e *Present Simple* estudada nesta unidade. Lem-

bre-se de que é possível fazer a correção sem reproduzir o áudio, mas sugerimos oportunizar esta forma de correção individual também, mesmo sendo necessária a retomada das respostas oralmente ou por escrito na lousa posteriormente.

After Listening

Atividade 5

A proposta traz a oportunidade de discutir e refletir sobre o tema da unidade voltado para a realidade dos/das estudantes, falando sobre sua escola. Acolha todas as colocações e, se necessário, sugira ajustes. Ao final, converse com a turma e incentive os/as estudantes a compartilharem os conhecimentos adquiridos com familiares, vizinhos e amigos.

Conduza a leitura e explicação do conteúdo em **Language Expansion**. Estimule os/as estudantes a pensarem em outras palavras com os prefixos *dis-* e *de-* e, para isso, viabilize acesso a dicionários impressos ou digitais. Incentive-os/as a registrarem as palavras em seus cadernos.

SPEAKING

Antes de dar início à proposta, oriente os/as estudantes a retomarem os caminhos percorridos na unidade, relendo textos e revisitando especialmente questões que propõem reflexões e posturas críticas. Esse movimento certamente será um bom ponto de partida para a produção oral da turma.

Reitere também a importância de seguirem os passos sugeridos para planejarem suas produções orais. Sempre que possível, deixe dicionários impressos ou digitais à disposição da turma.

Explique que o conteúdo em **Useful Language** é somente sugestão e que eles/elas podem expandir suas ideias.

WRITING

A retomada de textos e propostas de atividades feita em **Speaking** será bastante útil também na produção escrita.

Organize o tempo em sala de aula de modo que os/as estudantes possam desenvolver cada etapa da seção com calma e reflexão.

Orientar os/as a seguirem os passos indicados e a fazerem registros, revisão e edição de seus textos antes da entrega final.

Caso a escola não possua *site* ou blogue onde os textos possam circular, converse com a turma e proponha que, juntos, encontrem uma alternativa. Caso você tenha que dar sugestões, sugira a realização de um mural ou de um “jornal varal” no qual cópias das notícias são penduradas em uma corda (varal) para que estudantes de outras turmas possam pegá-las.

Explique aos/às estudantes que o conteúdo em **Useful Language** é somente sugestão e eles/elas podem e devem expandir suas ideias.

ROUND OF TALKS

O trabalho pode ser feito de forma coletiva ou em pequenos grupos. Se optar pelos grupos, solicite que os/as

estudantes compartilhem as respostas a que chegaram e as justifiquem.

A questão 3 propõe aos/às estudantes que conversem com adultos da família, vizinhos ou do meio escolar e conheçam situações do passado que retratem eventos climáticos extremos. Esta é certamente uma boa oportunidade para incentivá-los/las a refletir sobre a escalada desses eventos no decorrer dos anos e analisar se o que tem sido feito pelo poder público e pela sociedade é suficiente para evitar que os eventos voltem a ocorrer. Se possível, colete informações atuais de eventos climáticos extremos no Brasil e no mundo e compartilhe com a turma para enriquecer as análises.

• PERSONAL REFLECTION

As atividades devem ser feitas de forma individual e os/as estudantes podem ser convidados/das a compartilhá-las com você para que juntos possam traçar planos de estudos e desenvolvimento.



UNIT 7 ENGAGEMENT

OBJETIVOS

Antes de iniciar a unidade, escreva na lousa a seguinte citação:

"When we all lend a hand in helping in the community we improve everyone's quality of life."

Informe à turma que a frase foi dita por Germany Kent, uma jornalista americana (disponível em: <https://www.goodreads.com/quotes/10922141>; acesso em: 15 ago. 2024).

Certifique-se de que os/as estudantes compreenderam a mensagem e ajude-os/as se necessário.

Em seguida, escreva na lousa duas perguntas:

- Por que a citação se refere a todos nós (*we all*)?
- O que aconteceria se apenas algumas pessoas participassem de algo relacionado à comunidade?

A ideia é que os/as estudantes percebam que a união de todos em prol da comunidade pode de fato transformar a vida de todos de forma mais eficiente.

Compartilhe os objetivos da unidade com os/as estudantes ao iniciá-la. Se possível, ao longo das aulas, recupere os objetivos e pergunte a eles/elas onde há mais dificuldades e quais itens sentiram mais facilidade. Dê devolutivas ao longo do estudo para ajudá-los/las a perceber suas evoluções e necessidades de melhoria.

START UP

Atividade 1

Permita que os/as estudantes observem as fotos pelo tempo necessário. Oriente-os/as a observarem detalhes e, por fim, peça que reflitam sobre importância de cada uma dessas pessoas no contexto em que estão.

Atividades 2 e 3

As questões demandam reflexão crítica, portanto aproveite a oportunidade e peça que as realizem em duplas. Dê apoio na elaboração de respostas, caso necessário.

Por fim, proponha que as duplas compartilhem oralmente suas respostas de forma resumida. Incentive a turma a fazer comentários e interagir positivamente sobre o que ouvem.

READING

TEXT 1

Before Reading

Atividades 1 a 3

As atividades incentivam os/as estudantes a observarem a temática da unidade (*engagement*) sob a perspectiva de olhar o outro, a comunidade, como devemos e podemos trabalhar por ela e para ela. As atividades podem ser feitas de forma individual ou em pequenos grupos. Decida como organizar a turma a partir do engajamento que tenha tido em **Start up**.

While Reading

Atividade 4

Há diferentes níveis de dificuldade na atividade 4. O item **a**, por exemplo, requer que os/as estudantes localizem uma informação específica; o item **b** requer que seja feito um cálculo do valor provável que o personagem do Texto 1 ganhava por mês e quanto tempo ele levaria para conseguir coletar toda a verba necessária para a construção de um poço; e o último item requer avaliação crítica do/da estudante.

Após finalizarem as respostas, oriente os/as estudantes a confrontá-las com as do/da colega ao lado e se necessário, fazerem ajustes.

Atividade 5

Diga aos/às estudantes que a paráfrase, além de poder ser utilizada para reformular ideias e explicar conceitos complexos de maneira mais simples, também ajuda a resumir textos, compor adaptações e recontar histórias dentre outros contextos. Alguns dos benefícios de aprender sobre paráfrase é que, para colocá-la em prática, se faz necessário compreender muito bem o material original, enriquece e amplia o vocabulário, além de melhorar habilidades de escrita.

After Reading

Atividade 6

Se julgar adequado, organize a turma em pequenos grupos de trabalho para poderem trocar ideias e discutir as descobertas.

TEXT 2

Before Reading

Atividades 1 e 2

Antes de realizarem as propostas, relembre a turma de ações desenvolvidas pela escola, como campanhas do agasalho, arrecadação para benfeitorias escolares e realização de festividades e outras ações comuns na comunidade. Lembre os/as estudantes também de ações desenvolvidas por igrejas, associações de moradores etc. O objetivo é que percebam que muitas ações ocorrem em seu próprio entorno e desperte neles/nelas o desejo de se juntarem aos grupos e trabalharem em prol da comunidade.

While Reading

Atividades 3 e 4

Orientar os/as estudantes a lerem as atividades e certifique-se de que compreenderam o que deve ser feito. Peça que se refiram ao glossário e observem os sinônimos apresentados e que voltem ao texto e localizem os termos a fim de considerar o contexto e chegar à compreensão dos vocábulos. Esse movimento ajudará os/as estudantes a localizarem as informações específicas que ambas as atividades propõem.

A pergunta proposta na atividade 4 demanda que os/as estudantes percebam que, no texto, *developing countries* são chamados de *Third World*. Diga a eles/elas que o termo *developing countries* pode ser entendido como uma visão mais positiva sobre os países que são enquadrados como tal.

After Reading

Atividades 5 e 6

Se possível, acesse exemplos da produção de Sebastião Salgado na internet e compartilhe com os/as estudantes para que possam perceber o impacto da fotografia e o tipo de registro que o fotógrafo traz.

O **Useful Language** traz inícios de sentenças que os/as estudantes podem usar nas atividades. Se julgar necessário, peça aos/as estudantes outras opções de sentenças e anote-as na lousa. Algumas sugestões:

- *As faz as I am concerned ...*
- *It seems to me that ...*
- *I would say that ...*

LANGUAGE IN USE

Atividades 1 e 2

Peça aos/as estudantes que observem as sentenças extraídas dos textos para compreenderem o uso do *Past Simple*. Por se tratar de um tempo verbal trabalhado nos anos finais do Ensino Fundamental, é provável que tenham facilidade em lembrar das regras. Aproveite a oportunidade para tirar possíveis dúvidas.

Proponha aos/as estudantes que releiam os textos antes de realizarem as atividades. Oriente-os/as a realizá-las individualmente e peça que, ao se depararem com alguma dificuldade, a apresente para você. Nesse momento, faça

esclarecimentos para todos, pois a dúvida de um pode ser também a dúvida de outros.

O **Language Expansion** traz expressões de tempo que podem ser usadas nas atividades seguintes desta e nas próximas seções.

Atividade 3

A atividade promove a oportunidade de os/as estudantes praticarem a escrita de perguntas e de frases afirmativas e/ou negativas no passado simples. Acompanhe a produção da turma, ajude os/as estudantes a observarem os usos e as formas desse tempo verbal e esclareça dúvidas. Se necessário, dê sugestões.

LISTENING

Before Listening

Atividades 1 e 2

As atividades retomam parte da discussão feita na seção **Start up**. Se necessário, retome a seção e as discussões que foram desenvolvidas naquele momento. Isso ajudará a turma a compor suas respostas com mais segurança.

While Listening

Atividades 3 e 4

Para melhor desenvolvimento das propostas, peça aos/as estudantes que leiam as atividades integralmente antes da reprodução do áudio. Oriente-os/as a listar em seus cadernos palavras-chave ou ideias principais, pois eles/elas podem ouvi-las também no áudio.

Diga que o falante do áudio é originário da Macedônia cujos idiomas são o macedônio e albanês. Por isso, é provável que percebam um sotaque diferente na língua inglesa falada por ele.

Reproduza o áudio pelo menos uma vez para cada atividade.

After Listening

Atividades 5 a 7

Organize a turma em pequenos grupos ou em pares para as atividades. Retome, na lousa, as sentenças estudadas em **Useful Language** nesta unidade e nas unidades anteriores que podem ser usadas para expressar pontos de vista e perspectivas sobre algo.

• Objeto digital: Infográfico *Community Engagement*

Neste infográfico, apresenta-se de forma clara, concisa, textual e imagética o processo de engajamento comunitário, além de alguns exemplos e seus princípios básicos. É importante que você explore com os/as estudantes o recurso em detalhes e discuta como eles/elas veem o engajamento comunitário acontecendo ou deixando de acontecer onde vivem. Através desse debate, pode-se discutir formas de ampliar esse engajamento a partir da identificação coletiva de problemas e preocupações, assim como formas de ação e inclusão de todos os membros indistintamente.

SPEAKING

A proposta é que os/as estudantes desenvolvam um relato pessoal (narrativa pessoal) usando anotações, e não apenas lendo em voz alta um texto previamente redigido. A ideia é que possa ser uma fala mais natural, com marcas de oralidade, ainda que baseada em um planejamento prévio.

Diga aos/as estudantes que, caso não tenham vivenciado nenhuma experiência relacionada a voluntariado ou atrelada à comunidade, eles/elas podem relatar uma experiência rica e transformadora que tenham vivenciado na escola, na família ou em quaisquer outros contextos.

WRITING

Caso não conheçam pessoas que tenham feito a diferença em suas comunidades, peça a eles/elas que expandam as possibilidades e ampliem suas observações considerando o estado ou mesmo o país. Se necessário, viabilize a pesquisa por nomes na internet.

Reitere a importância de seguirem o passo a passo e de retomarem vocabulário e demais itens de língua que sejam necessários. Se possível, possibilite o acesso a dicionários impressos ou digitais durante o desenvolvimento da atividade.

ROUND OF TALKS

Caso os/as estudantes queiram, eles/elas podem levar adiante o exemplo do *Make a Difference Day* e planejar um dia diferente na escola. Porém, deixe-os/as livres para tomarem suas decisões. Caso seja necessário, ofereça algumas sugestões como arrecadar livros para a biblioteca, confeccionar brinquedos e jogos para estudantes do Ensino Fundamental Anos Iniciais, ensinar aos mais novos algumas habilidades que dominam etc.

Para o encerramento, proponha uma roda de conversa na qual todos/as poderão falar livremente sobre o desenvolvimento desta proposta, analisar o que deu certo e o que ainda precisa ser aprimorado e as principais aprendizagens. Permita que o momento seja leve e de descontração.

• PERSONAL REFLECTION

Sugira aos/as estudantes que façam a reflexão de forma individual e privada. Aproveite a oportunidade para dar devolutivas individuais sobre desempenho e produções. Com os/as estudantes, pensem em estratégias que possam ajudá-los/las a superar dificuldades e a ajudar outras pessoas no que tiverem sucesso.



UNIT 8 HERITAGE

OBJETIVOS

Ao iniciar a Unidade 8, coloque o título dela na lousa e, em seguida, explique aos/as estudantes que discutirão

sobre a herança cultural como fator de coesão social e de construção da cidadania.

Para levantar conhecimento prévio da turma, pergunte o que sabem sobre o significado da expressão “herança cultural”. Registre na lousa as contribuições e, neste momento, não se preocupe em corrigi-los/las. Permita que falem livremente e interajam com os/as colegas. Durante as discussões, é comum que outros tópicos relacionados ao tema surjam e isso pode ser bastante positivo para despertar a curiosidade e o interesse pela nova unidade.

Deixe os registros na lousa para que, depois da leitura do Texto 1 na seção **Reading**, a turma possa retomar as contribuições e verificá-las.

START UP

Atividade 1

Diga aos/as estudantes que devem ficar atentos ao que há em comum entre todas as fotografias e, por outro lado, o que as tornam tão particulares. Espera-se que os/as estudantes observem que todas apresentam casas e que todas são diferentes umas das outras. Incentive-os/as a observar e explorar formas, tamanhos e cores.

Atividade 2

Peça aos/as estudantes que leiam as perguntas antes de as responderem em seus cadernos. Certifique-se de que as compreenderam e, se necessário, ajude-os/as. Ao terminarem, peça que compartilhem suas respostas com a turma. Sempre que possível, oriente-os/as a fundamentarem suas opiniões.

A palavra *dwelling* (moradia) pode demandar explicação. Aproveite para mencionar alguns sinônimos como *home*, *house*, *lodging* e *residence*.

Atividade 3

Esclareça dúvidas de vocabulário se necessário. Após alguns minutos, convide alguns/algumas estudantes para compartilharem as respostas com a turma e faça a correção.

Atividade 4

Antes da realização da atividade 4, convide um/uma estudante para fazer a leitura do conteúdo em **Did You Know** e esclareça dúvidas, se houver.

Atividade 5

Peça aos/as estudantes para lerem as perguntas em silêncio e fazerem registros de suas respostas em seus cadernos. Após alguns minutos, organize-os/as em pares ou trios para que compartilhem suas respostas. Ao terminarem, peça aos pares ou trios que compartilhem algumas das respostas com a turma.

Atividade 6

Peça aos/as estudantes que escrevam suas ideias em seus cadernos e depois sugira que as compartilhem oralmente com seus/suas colegas de turma. Circule pela sala de aula para auxiliá-los/las enquanto escrevem.

READING

TEXT 1

Before Reading

Atividade 1

Desenvolva a proposta em dois momentos. Primeiro, peça aos/as estudantes que se atentem ao *mind map*. Eles/Elas devem observar tudo que deriva da célula central e, a partir dessa observação, articular suas respostas para trocar ideias com o/a colega. Oriente-os/as a, se necessário, fazerem anotações que possam dar sustentação à sua fala. Observe o desenrolar dessa primeira etapa e ofereça ajuda se necessário.

No segundo momento, peça às duplas que leiam o texto e retomem a discussão, pois há mais informações sobre a definição de herança cultural. Oriente-os/as a refletirem e, se preciso, fazerem ajustes e/ou acréscimos às suas respostas antes do compartilhamento com todos/as os/as colegas.

Atividades 2 e 3

Se julgar adequado, mantenha as duplas formadas na atividade anterior para que desenvolvam as duas atividades. O trabalho em duplas ou grupos pode ser uma importante ferramenta para promover a aprendizagem colaborativa e o desenvolvimento de habilidades sociais, aumentando o engajamento, a autoconfiança e a motivação.

While Reading

Atividade 4

Caso a atividade anterior tenha sido realizada em duplas, mantenha-as para a realização desta proposta.

O texto pode ser um pouco mais desafiador para a turma, portanto converse com todos/as e retome algumas dicas que podem utilizar para uma leitura mais ativa e eficaz. Sugestões:

- Leiam e reflitam sobre o título e subtítulos por alguns minutos, pois, a partir deles, podemos fazer inferências, previsões e levantar hipóteses.
- Pensem sobre o que já sabem sobre o tema para facilitar a compreensão.
- Durante a leitura, identifiquem e anotem palavras-chave e ideias principais.
- Tentem entender o significado de palavras desconhecidas pelo contexto antes de recorrerem ao dicionário.
- Compartilhem suas ideias e compreensões do texto com colegas.
- Relacionem o que está lendo com suas próprias experiências.

Atividade 5

Para a correção da atividade, peça que estudantes voluntários/as justifiquem suas escolhas explicando o motivo pelo qual as outras alternativas não foram selecionadas.

Atividade 6

Leia as palavras e definições em voz alta com a turma e esclareça dúvidas antes da realização da atividade.

Faça a correção da atividade com a contribuição dos/das estudantes.

After Reading

Atividades 7 e 8

Diga aos/as estudantes que estas propostas visam a uma reflexão crítica sobre o texto. Peça que leiam as perguntas em silêncio e façam registros de suas respostas em seus cadernos. Se necessário, ofereça ajuda para que compreendam as questões mais claramente.

Após alguns minutos, organize-os/as em pares para que compartilhem suas respostas. Ao final, convide os pares a compartilharem as respostas com a turma.

TEXT 2

Before Reading

Atividade 1

Esta atividade pode ser trabalhada de forma individual ou coletiva, a partir da sua mediação.

Diga aos/as estudantes que as narrativas mitológicas são maneiras que os povos encontraram de explicar o mundo e seus fenômenos. Na mitologia grega, por exemplo, existe o mito de Prometeu, que roubou o fogo dos deuses e o entregou ao homem e, por isso, como punição teve que ficar eternamente acorrentado num penhasco onde uma águia vinha comer seu fígado todos os dias. Durante a noite, o fígado se reconstituía e no dia seguinte a águia voltava para comê-lo. Assim, até a eternidade. (Baseado em: <https://www.worldhistory.org/trans/pt/1-11877/prometeu/>; acesso em: 30 de julho, 2024.)

While Reading

Atividade 2

Diga aos/as estudantes que a proposta requer compreensão detalhada do texto. Portanto, reler o texto pode ser importante para que encontrem as informações e evidências de que precisam com mais assertividade.

After Reading

Atividades 3 a 5

Explique aos/as estudantes que estas atividades visam a uma reflexão crítica sobre o texto. Peça que leiam as perguntas em silêncio e façam os registros de suas respostas em seus cadernos. Após alguns minutos, organize-os/as em pares ou trios para que compartilhem suas respostas e verifiquem o que suas ideias tiveram em comum.

LANGUAGE IN USE

Atividades 1 e 2

Se necessário, oriente os/as estudantes a voltarem ao Texto 2 e observarem as sentenças considerando o contexto em que estão inseridas. É importante que a turma perceba que todas as frases estão claramente marcadas como ações passadas. Dessa forma, poderão entender que o tempo ver-

bal em questão, *Past Simple*, é essencial para a construção de sentido e de manutenção da coerência do texto.

Peça que realizem as atividades individualmente e, ao terminarem, confrontem suas respostas com as do/da colega ao lado antes da correção coletiva.

Atividade 3

Após responderem à pergunta, peça aos/as estudantes que leiam o conteúdo em **Language Expansion** e reflitam sobre suas respostas antes da correção coletiva. Se necessário, oriente-os/as a ajustá-las.

Incentive os/as estudantes a elaborarem novos exemplos a partir dos apresentados.

Atividade 4

Peça aos/as estudantes para lerem a atividade em silêncio, certifique-se de que compreenderam o que deve ser feito e oriente-os/as a registrarem as respostas em seus cadernos.

Atividade 5

Oriente os/as estudantes a fazerem uma primeira leitura sem focar nos verbos que faltam e buscarem compreender o texto de forma global. Peça que, na segunda leitura, considerem o contexto e o encaixe coerente dos verbos na forma de passado.

Leia as informações em **Language Expansion** com a turma e esclareça dúvidas.

• Proposta de articulação interdisciplinar com Língua Portuguesa

Sugestão de título para o projeto: *Time markers*

Convide o/a professor/a de Língua Portuguesa para que enriqueça o trabalho com gêneros narrativos e analise com a turma os verbos utilizados especialmente em mitos e a função dos marcadores temporais na construção de sentido desses textos. Pode-se também enriquecer a aprendizagem por meio da observação e reconhecimento das características relativamente estáveis do gênero.

Os passos abaixo são sugestões que podem ser seguidos pelos dois componentes curriculares ou servir de norte para o desenvolvimento do trabalho conjunto.

- Selecionar mitos em ambas as línguas e discutir características do gênero.
- Analisar o uso dos verbos no passado e os marcadores temporais nos textos.
- Dividir os/as estudantes em grupos e atribuir a tarefa de identificar e comparar os verbos e os marcadores temporais nos textos em ambas as línguas.
- Solicitar que cada grupo elabore um relatório comparativo, destacando as semelhanças e diferenças encontradas entre os textos em português e inglês.
- Realizar uma discussão em sala de aula sobre os resultados da análise, mediada pelos/pelas professores/as de ambas as disciplinas. Discutir como os verbos e os marcadores temporais ajudam a construir a coerência e a coesão das narrativas em ambos os idiomas.

- Pedir aos grupos que escrevam uma reflexão sobre como a análise comparativa pode ajudar a melhorar suas habilidades de leitura e escrita em ambas as línguas.

Avalie todo o processo e envolvimento dos/das estudantes no trabalho, fundamente a avaliação e sugira formas de remediar avaliações com baixo aproveitamento.

LISTENING

Before Listening

Atividades 1 a 3

Leia o conteúdo em **Did You Know** com a turma e esclareça dúvidas. Explique aos/as estudantes que deverão usar esta classificação para realizarem a atividade 1.

As atividades 1 e 2 têm o papel de engajar a turma e prepará-la para as atividades de compreensão auditiva. Faça registros na lousa de palavras-chave, expressões e ideias que surgirem e que possam ajudá-los/las a terem melhor compreensão do áudio.

While Listening

Atividade 4

Oriente os/as estudantes a lerem a questão e certifique-se de que a compreenderam. Antes da reprodução do áudio, reitere que deverão focar na compreensão global, portanto não devem se preocupar com palavras ou expressões desconhecidas neste momento, mas sim considerar o texto como um todo.

Atividade 5

Oriente a leitura prévia da atividade e reproduza o áudio novamente. Se necessário, faça pausas estratégicas para que os/as estudantes tenham tempo de articular suas respostas.

After Listening

Atividade 6

A proposta da atividade traz a oportunidade de discutir e refletir sobre o tema do áudio de uma maneira mais abrangente. Incentive os/as estudantes a pensarem em outras circunstâncias, mesmo em literatura em língua portuguesa, do uso do simbolismo.

SPEAKING

Oriente os/as estudantes a seguirem os passos sugeridos para planejarem suas produções orais. Sempre que possível, deixe dicionários impressos ou digitais à disposição da turma. Explique que o conteúdo em **Useful Language** é somente sugestão e eles/elas podem e devem expandir suas ideias.

Retome com a turma o trabalho desenvolvido na proposta de interdisciplinaridade.

WRITING

Organize o tempo em sala de aula de modo que os/as estudantes possam desenvolver cada etapa da seção

com calma e reflexão. Oriente-os/as a seguirem os passos indicados e a fazerem registros, revisão e edição de seus textos antes da entrega final. Reitere a importância do processo na produção escrita e diga que pular etapas pode prejudicar o resultado de suas produções.

Ao final da atividade, converse com os/as estudantes sobre a possibilidade de apresentação oral dos mitos escritos pela turma ou mesmo de uma publicação impressa.

ROUND OF TALKS

O trabalho proposto pode ser feito de forma coletiva com a turma toda ou em pequenos grupos.

Explique que a palavra grega *mythos* deu origem à palavra mito em português.

É possível que nos testemunhos dos/das estudantes e em suas narrativas mitológicas se misturem às crenças religiosas, até porque ambas têm muito em comum. Por isso, esteja preparado para mediar possíveis conflitos, pois o que para um é uma crença tida como verdade, para outro, pode ser apenas mito. Esse é um momento para abordar a questão do respeito à diversidade.

Se possível e pertinente, traga alguns mitos citados por diversas culturas que explicam alguns fenômenos, por exemplo: lenda do Minotauro e Teseu, a lenda da Curupira etc. Por fim, incentive os/as estudantes a refletirem sobre diferentes formas de divulgar e preservar nossa herança cultural.

• PERSONAL REFLECTION

As atividades devem ser feitas de forma individual e os/as estudantes podem ser convidados/as a compartilhá-las com você para que juntos possam traçar planos de estudos e desenvolvimento.



UNIT 9 AI

OBJETIVOS

Apresente os objetivos da unidade a partir dos verbos *analyze, identify, use, participate, create, e discuss*. Em seguida, coloque o tema da unidade, *Artificial Intelligence*, na lousa e pergunte aos/às estudantes o que eles/elas esperam alcançar até o final da unidade em termos de desenvolvimento sobre o assunto e uso da língua inglesa. Se possível, inicie os estudos propondo aos/às estudantes que, em seus cadernos, elaborem um quadro com três colunas (*KWL chart*). No topo da primeira coluna, eles/elas devem escrever *What we know*; na segunda, *What we want to know*; na terceira, *What we learned*. No início da unidade, convide a turma a preencher as duas primeiras colunas. Ao término dos estudos, retome o esquema e peça para revisitem o que tinham preenchido e completarem a última coluna. Caso algo de *What we want to know* não tenha sido atingido, proponha que façam pesquisas sobre

o assunto e compartilhe com todos em uma oportunidade a ser definida por você.

O *KWL chart* pode ser utilizado em outras unidades e atividades que você julgar adequado às turmas.

START UP

Atividades 1 a 3

As atividades podem ser desenvolvidas de forma coletiva, individual, em pares ou pequenos grupos. Considere a familiaridade da sua turma com o tema para tomar essa decisão.

READING

TEXT 1

Before Reading

Atividades 1 e 2

O tema *Artificial Intelligence* pode ser muito conhecido por alguns/algumas estudantes e pouco conhecido por outros/outras. Faça uso do conhecimento prévio levantado na apresentação dos objetivos da unidade para decidir se as atividades devem ser feitas com a turma toda, em pares ou individualmente. Caso seja necessário ou possível, conduza uma pequena pesquisa com os/as estudantes a respeito de locais que oferecem formação profissional e cursos livres relacionados à inteligência artificial na sua cidade ou no seu estado. Consulte colegas professores da escola para levantamento de mais informações e contribuições sobre o assunto.

While Reading

Atividades 3 e 4

Para otimizar a leitura dos textos relacionados em ambas as atividades, oriente os/as estudantes a lerem previamente as duas propostas e certifique-se de que as compreenderam. Peça que realizem as atividades individualmente e, antes da correção coletiva, oriente-os/as a confrontar suas respostas com as do/da colega ao lado. Se necessário, peça que façam ajustes.

After Reading

Atividades 5 e 6

As atividades propõem que os/as estudantes reflitam sobre a presença e o uso da inteligência artificial na vida cotidiana e, embora tenham caráter pessoal, é importante incentivá-los/las a fundamentarem suas respostas.

Se sua escola puder organizar uma feira de profissões ou conversas com profissionais, aproveite a oportunidade para trazer as carreiras relacionadas à inteligência artificial como possibilidades para seus/suas estudantes.

Seguem sugestões de resposta para a atividade 6:

a. *We can check the facts on reliable sources (websites, books etc.). / We can ask the tool (create a prompt) where the information was taken from.*

b. Yes, I do. I think most jobs and professions in the future will count on the use of AI. Therefore, I need to get prepared.

c. I guess I need to devote more time to learning Mathematics (calculus, probability, linear algebra).

TEXT 2

Before Reading

Atividades 1 e 2

Oriento o trabalho com as atividades 1 e 2 em pares ou pequenos grupos. Em seguida, colete relatos das respostas e construa, junto com os/as estudantes, um esquema que represente os pontos positivos, os pontos negativos, as preocupações e os medos relacionados ao uso da inteligência artificial. Se possível ou pertinente, pergunte à turma o que poderia ser feito para ajudar a lidar com as preocupações e os medos.

While Reading

Atividade 3

A atividade propõe a identificação do propósito do texto e de informações gerais e específicas. Oriente a turma a fazer a leitura do texto completo antes de responder às questões. Para os itens **b**, **c** e **d**, peça que identifiquem as palavras-centrais das perguntas como estratégia para a localização mais rápida dos trechos que se referem a eles no texto.

After Reading

Atividades 4 e 5

As atividades demandam a consideração de pontos sobre ética, plágio e direitos autorais relacionados ao uso de inteligência artificial. Se possível, conduza a discussão com a turma e levante esses pontos com eles/elas.

O conteúdo em **Did you know** traz informação sobre *prompt*, isto é, linha de comando usada para propor insuños em ferramentas de inteligência artificial. O conteúdo pode ser utilizado como oportunidade de os/as estudantes discutirem como fazer boas perguntas ou escrever bons *prompts* em ferramentas de inteligência artificial para conseguir resultados mais seguros e completos.

- **Proposta de articulação interdisciplinar com Matemática**

Sugestão de título para o projeto: *Reading graphs*

- Pergunte aos/as estudantes como informações de pesquisas de opinião tendem a ser representadas para a população (gráficos). Se possível, traga alguns exemplos para a sala de aula. Proponha ao/a professor/a de Matemática que, juntamente com você, proporcione aos/as estudantes a oportunidade de aprender a ler, identificar informações e interpretar diferentes tipos de gráficos, em inglês e português.
- O/A professor/a de Matemática poderá apresentar aos/as estudantes diferentes tipos de gráficos (barras, linhas, rede, *pizza*, pontos, colunas etc.), explicando

suas características principais, usos e a maneira correta de lê-los e interpretá-los.

- Os/As estudantes, organizados/as em pequenos grupos, analisarão exemplos práticos de gráficos, identificando informações-chave e tendências. Podem também praticar a leitura e interpretação para compor a descrição dos dados em inglês utilizando vocabulário específico e estruturas gramaticais adequadas. Eles/Elas podem apresentar suas análises para a turma, promovendo a prática da oralidade em inglês e a interpretação correta dos dados.
- Viabilizem recursos necessários para desenvolver esta proposta interdisciplinar, tais como projetor e computador para apresentação e pesquisas dos gráficos.
- Os/As professores/as de ambos os componentes curriculares devem acompanhar e auxiliar os/as estudantes em todo o processo. Ao final, avaliem o empenho, desenvolvimento de leitura e interpretação, elaboração de descrição e análise dos gráficos.

- **Objeto digital: Podcast Are You Prepared for an AI revolution?**

Este *podcast* é uma entrevista com o israelense Amir Shevat, profissional com passagem por grandes empresas do Vale do Silício e, hoje, um investidor em *startups* de tecnologia. Shevat traz uma visão positiva do mercado de trabalho no futuro com a presença da Inteligência Artificial (IA), na qual aos humanos será delegado o trabalho criativo e aos robôs, as tarefas repetitivas. Por não ser um falante nativo do inglês, Shevat oferece um ótimo exemplo de inglês como língua franca, utilizando-se de pronúncia clara e enunciação pausada, contrastando com sua entrevistadora estadunidense. O *podcast* pode servir para uma discussão interessante sobre quais profissões serão mais valorizadas e quais perderão espaço com a assistência da IA no mundo do trabalho, conforme descrito por Shevat. Se possível, permita que os/as estudantes leiam o *script* e explorem o rico vocabulário do *podcast*.

LANGUAGE IN USE

Atividades 1 a 3

As atividades relacionam-se à formação de advérbios com o sufixo *-ly* a partir de adjetivos. Se pertinente, auxilie os/as estudantes a traçarem um paralelo de como essa formação de palavras acontece em português. Diga à turma que, assim como na língua portuguesa, os advérbios em inglês também modificam um verbo, um adjetivo ou outro advérbio e não flexionam em gênero nem em número.

Atividades 4 a 6

A atividade 4 e o **Language Expansion** trazem para reflexão os diferentes sentidos da palavra *quite*. Portanto, oriente os/as estudantes a lerem a atividade e o conteúdo em **Language Expansion** integralmente antes de realizarem a proposta. Se necessário, retome os conceitos de *gradable adjectives*

(aqueles que podem ser usados nas formas comparativas e superlativas) e *non-gradable adjectives* (aqueles que não podem ser usados nas formas comparativas e superlativas e que podem já incluir a ideia de *very*). Exemplos de *gradable adjectives*: *angry, cold, funny*. Exemplos de *non-gradable adjectives*: *amazing, enormous, excellent, fascinating, perfect*.

Os usos da palavra *quite* podem ser praticados nas atividades 5 e 6. Convide os/as estudantes a compartilharem suas respostas para a atividade 6 e, se possível, promova a troca de ideias e opiniões entre eles/elas sobre o assunto.

LISTENING

Before Listening

Atividades 1 e 2

Conduza as atividades de forma coletiva para retomar discussões ocorridas em outras seções da unidade, vocabulário específico e conceitos relacionados ao tema.

Chame alguns/algumas estudantes para responder às questões e peça que outros colegas comentem as respostas dadas e façam acréscimos.

While Listening

Atividades 3 e 4

Orienta os/as estudantes a fazerem a leitura das questões antes de ouvirem o áudio. Retome a relevância de identificarem as palavras-chave nos enunciados.

Reproduza o áudio uma vez para que tenham um primeiro contato com o texto. Reproduza novamente e, se necessário, faça pausas estratégicas para que os/as estudantes realizem as propostas com mais segurança.

After Listening

Atividade 5

Organize a turma em pares ou pequenos grupos para o desenvolvimento desta atividade. Retome com os/as estudantes as expressões presentes em **Useful Language** de outras unidades que possam ajudá-los/las a articular suas colocações.

SPEAKING

Leia com a turma cada um dos passos que devem ser seguidos. Solucione todas as dúvidas que surgirem e certifique-se de que os/as estudantes compreenderam integralmente o que deve ser feito. Organize a turma em grupos de forma que o número de pessoas contra e a favor esteja equilibrado.

Orienta a turma a retomar expressões apresentadas em **Useful Language** de outras unidades, além das disponíveis na atividade, para poderem se preparar e articular suas colocações.

Durante os debates, supervisione os grupos e ajude-os caso solicitem esclarecimentos ou interferências. Ao final do **Step 3**, organize o compartilhamento das conclusões dos grupos com a turma toda.

WRITING

Antes da realização da proposta escrita, retome com os/as estudantes o que aprenderam no desenvolvimento do trabalho interdisciplinar com Matemática proposto neste manual. A atividade de produção escrita demanda que os/as estudantes criem uma pesquisa de opinião, façam a pesquisa, registrem os resultados e façam a divulgação por meio da apresentação de um gráfico e de um parágrafo que o descreva.

Para o compartilhamento e socialização das produções, organize um espaço em que todos/as possam ver os gráficos e os textos que os descrevem. A atividade introduz a experiência de apresentação de dados em contextos acadêmicos.

ROUND OF TALKS

O assunto desta seção está diretamente relacionado às questões éticas e de direitos de imagem e voz. Converse com a turma sobre questões legais, como a Lei Geral de Proteção de Dados (13.709/2018), cujo principal objetivo é proteger os direitos fundamentais de liberdade e de privacidade da pessoa; e o Estatuto da Criança e do Adolescente, um conjunto de normas para a proteção da criança e do adolescente nos âmbitos dos direitos fundamentais, tais como direito à educação, à cultura, ao esporte, ao lazer, à vida, à saúde, à liberdade, ao respeito, à dignidade, entre outros.

Para saber mais: Lei Geral de Proteção de Dados – Lei nº 13.709, de 14 de agosto de 2018. Disponível em: https://www.planalto.gov.br/ccivil_03/_ato2015-2018/2018/lei/l13709.htm. Acesso em: 31 jul. 2024.

Lei nº 8.069, de 13 de julho de 1990 – Dispõe sobre o Estatuto da Criança e do Adolescente e dá outras providências. Disponível em: https://www.planalto.gov.br/ccivil_03/leis/L8069.htm. Acesso em: 31 jul. 2024.

• PERSONAL REFLECTION

Orienta os/as estudantes a refletirem e responderem sobre si, de forma individual. Aproveite a oportunidade para dar devolutivas e, juntamente com o/a estudante, traçar estratégias para ampliar conhecimentos, superar dificuldades e aprimorar cada vez mais o aprendizado.



UNIT 10 E-COMMUNITY

OBJETIVOS

Antes de iniciar a Unidade 10, escreva na lousa as seguintes sentenças:

1. *With better access to technology, our school could ...*
2. *If we had more advanced technology in our community, it would help us ...*
3. *The technology could improve our healthcare system by ...*
4. *By integrating technology into our public transportation, we could ...*

5. *If our local businesses had access to better technology, they could ...*
6. *Improved technology could help our community stay safer by ...*

Peça aos/às estudantes que leiam cada uma delas, verifique a compreensão e, se necessário, ofereça ajuda para que possam compreendê-las.

A seguir, organize a turma em duplas. Se sua turma for numerosa, organize-a em trios. Peça aos/às estudantes que copiem as sentenças em seus cadernos, discutam e completem as frases.

Disponibilize acesso a dicionários impressos e/ou digitais, circule pela sala e ofereça ajuda para que articulem suas respostas. O objetivo principal não é a correção gramatical nas respostas, mas a coerência e pertinência das colocações dos/das estudantes.

Assim que finalizarem suas respostas, forme grupos com duas ou três duplas para que compartilhem suas respostas e as discutam por alguns minutos. Peça que, em comum acordo, escolham um/uma estudante para compartilhar as ideias da dupla com todos os demais.

Após a dinâmica, compartilhe os objetivos da unidade com os/as estudantes. Ao iniciar cada seção, indique a eles/elas qual objetivo será trabalhado e, sempre que possível, faça o levantamento de conhecimentos prévios da turma. Isso pode lhe ajudar a perceber as facilidades e desafios dos/das estudantes.

START UP

Atividade 1

Oportunize a observação e leitura das fotografias de forma individual para que os/as estudantes organizem suas ideias e levantem hipóteses. Peça a eles/elas que observem todos os elementos visuais presentes nas imagens, especialmente os ambientes e os contextos em que as pessoas estão inseridas. Isso permitirá que façam inferências mais acertadas.

Atividades 2 e 3

As atividades podem ser feitas de forma individual, com respostas compartilhadas com toda a turma, em pares ou pequenos grupos. Considere o conhecimento prévio da sua turma sobre assuntos relacionados à tecnologia e ao engajamento com a temática para tomar esta decisão.

READING

TEXT 1

Before Reading

Atividades 1 e 2

Antes de apresentar as atividades para os/as estudantes, pergunte a eles/elas o que entendem por cidade digital. Ouça as contribuições da turma e acrescente que cidades digitais basicamente utilizam tecnologias avançadas para gerenciar recursos e infraestrutura de forma eficiente

e sustentável, melhorando assim os serviços públicos e a qualidade de vida dos moradores.

As propostas podem ser trabalhadas de forma coletiva.

While Reading

Atividades 3 a 6

Nas propostas, os/as estudantes terão a oportunidade de entrar em contato com textos sobre tecnologias digitais e vilas digitais. Explore o conteúdo em **Did You Know** de modo a incentivar a expansão de conhecimento e construção de relações.

Viabilize o acesso a dicionários impressos e/ou digitais para consulta. No entanto, reitere que muitos termos desconhecidos podem ser solucionados a partir da observação atenta ao contexto em que estão inseridos.

Na atividade 5, oriente a leitura individual, mas, se necessário ou se considerar interessante, trabalhe com a turma a leitura do infográfico, partindo, por exemplo, de dentro para fora: o que um *digital village ecosystem* precisa ou o que faz parte dele e que tipo de aporte externo é necessário. Se tiver a oportunidade, comente com os/as estudantes que este tipo de registro gráfico ajuda a condensar ou resumir informações de modo que tenham a leitura mais ágil e que os principais pontos fiquem em destaque.

A atividade 6 demanda a observação e leitura do infográfico para a identificação das afirmações corretas. Se relevante, destaque para a turma que o enunciado indica que há mais de uma sentença correta, devido ao uso da palavra *sentences* (no plural).

After Reading

Atividades 7 e 8

Diga aos/às estudantes que, embora as respostas sejam pessoais, eles/elas devem ser coerentes e factíveis. Oriente-os/as a retomarem as informações dos textos para articularem suas respostas e fundamentá-las.

TEXT 2

Before Reading

Atividades 1 e 2

As duas propostas envolvem aspectos que interessam aos/às estudantes de forma coletiva. Portanto, se julgar adequado, proponha que as respostas sejam construídas oralmente e coletivamente.

While Reading

Atividade 3

Espera-se que os/as estudantes identifiquem informações específicas no texto. Oriente a leitura integral da atividade antes mesmo da leitura do texto. Se necessário, trabalhe as perguntas auxiliando-os/as a encontrar palavras-chaves e ideias que os/as ajudem a compreendê-las. Exemplos: a. *regulate temperature*; b. *benefits, public transportation*; c. *difference, residential area, today, project*; d. *smart villages, energy*.

After Reading

Atividade 4

Trabalhe a atividade com a turma toda. Na lousa, liste as ideias trazidas pela turma. Se possível, separe-as em duas colunas: *quality of life today*, *quality of life in digital villages*.

LANGUAGE IN USE

Atividades 1 e 2

Incentive os/as estudantes a procurarem por outros exemplos de *reference words* em textos escritos ou orais estudados nas unidades anteriores. Se necessário, reproduza trechos como exemplo na lousa para que possam visualizar e acompanhar o raciocínio de forma mais clara.

Para efeito de comparação, faça o mesmo com textos em língua portuguesa e diga que, em ambos os idiomas, o uso adequado de *reference words* garante clareza, fluidez, lógica e unidade à comunicação.

O conteúdo em **Language Expansion** condensa informações sobre *reference words* e pode servir de apoio na realização da atividade 2.

Atividade 3

Certifique-se de que os/as estudantes compreenderam integralmente a proposta da atividade. Ajude-os/as, se necessário. Esclareça que *collocations*, por serem combinações frequentes de palavras, ajudam a falar e a escrever em língua inglesa de maneira mais fluente, facilitam a compreensão de textos e falas autênticas, além de ampliar e enriquecer o vocabulário. Assim, conhecer e usar *collocations* melhora significativamente a competência linguística.

Atividade 4

Se julgar necessário, permita que os/as estudantes re-dijam suas respostas e peçam a colegas que as comentem; assim, poderão fazer ajustes.

LISTENING

Before Listening

Atividades 1 e 2

Embora as duas propostas demandem respostas pessoais, é importante lembrar aos/as estudantes que elas sempre devem ser fundamentadas, ou seja, respostas baseadas apenas em sim ou não, muitas vezes, podem ser evasivas e pouco esclarecedoras.

While Listening

Atividade 3

Peça aos/as estudantes que leiam toda a proposta da atividade antes da reprodução do áudio. Esclareça dúvidas se houver.

Reproduza o áudio mais uma vez para que tenham a oportunidade de conferir suas respostas antes da correção.

Atividade 4

Antes de reproduzir o áudio novamente, diga à turma que ele traz perguntas que serão usadas nas atividades de **After Listening** e na seção **Writing**. Se achar necessário, diga também que as palavras que precisam usar para completar a atividade 4 são as que identificaram na atividade 3.

After Listening

Atividades 5 e 6

Oriento os/as estudantes a se referirem ao conteúdo em **Useful Language** ao responderem as propostas.

Pode ser interessante comentar com a turma sobre a ideia de *metric*, mencionada no áudio. *Metrics* costuma ser associada à ideia de *social media metrics*, isto é, uma forma de monitorar o desempenho de canais, conteúdos e usuários nas redes sociais.

SPEAKING

Antes de os/as estudantes darem início à produção oral, compartilhe com eles/elas algumas dicas que podem enriquecer os passos a serem seguidos e facilitar o engajamento do público.

Oriento-os/as a retomar os conteúdos em **Useful Language** estudados ao longo do livro que podem ser úteis em seus discursos. Uma boa forma de sistematizar esse conteúdo é copiando os exemplos em seus cadernos. Peça que façam o mesmo em relação ao vocabulário trabalhado nas unidades que abordam tecnologia.

Diga que uma boa forma de engajar o público-alvo é começando o discurso com algo que capture a atenção e desperte o interesse e a curiosidade desse público. Para isso, eles/elas podem iniciar com uma citação impactante ou compartilhar uma pequena história pessoal relacionada ao tema com um toque de humor, por exemplo.

Alerte-os/as de que as anotações escritas devem ser apenas uma forma de suporte para a apresentação, e não devem ser lidas integralmente, pois, ao falar, devem olhar nos olhos de quem os/as ouvem.

Por fim, reitere que todos os passos devem ser seguidos para que a produção oral seja eficiente e significativa.

WRITING

As perguntas que abrem a proposta da seção **Writing** são as mesmas ouvidas no áudio da seção **Listening**. Se desejar retomá-lo, reproduza o áudio mais uma vez para avivar a memória da turma.

Antes de darem início à produção escrita, converse com os/as estudantes sobre algumas características do gênero textual que será produzido. Diga que, no artigo de opinião, o autor expressa claramente seu ponto de vista sobre um determinado tema ou questão desde o início, usando para isso argumentos bem estruturados baseados em informações reais, exemplos e citações de especialistas no assunto. O artigo de opinião tem como objetivo persuadir

o leitor e convencê-lo a concordar com a perspectiva do autor. Além disso, a linguagem é clara, acessível e direta para facilitar a compreensão de quem o lê. O título costuma ser chamativo e resume a posição do autor.

Se achar pertinente, determine a quantidade mínima e máxima de palavras para o artigo curto, mas diga aos/as estudantes que é importante que sigam os passos disponíveis para organizarem seus textos, pois todos eles fazem parte do processo de escrita.

Para socializar as produções, proponha uma roda de leitura na qual os/as estudantes podem ler as produções dos colegas e, ao final, comentá-las de forma respeitosa.

Se a escola contar com *site* ou *blogue*, viabilize a publicação das produções.

ROUND OF TALKS

Para a produção da carta (atividade 2), certifique-se de que os/as estudantes compreenderam as duas situações distintas que lhes são apresentadas. No item **a**, o *digital community center* já existe e precisa ser melhorado. No item **b**, ele não existe e precisa ser criado e é preciso destacar os benefícios que criação de tal espaço pode trazer à comunidade. É importante que os/as estudantes observem que os dois contextos têm objetivos distintos.

Apresente os itens necessários em uma carta, conforme segue.

I. Location and date

II. Name of the recipient

III. Greeting

IV. Introduction discussing the situation

V. Suggestions for improvements or reasons for creating a digital community center.

VI. Closing paragraph in which you share your hope that your request will be considered

VII. Farewell phrase

VIII. Your name and signature

Se possível, peça aos/as estudantes que conduzam uma pesquisa prévia, antes da aula, sobre acesso à internet em sua região e locais onde o acesso é gratuito. Essas informações ajudarão os/as estudantes a participarem mais ativamente da discussão e da proposta. Se viável, trabalhe com a turma na tradução das cartas para a língua portuguesa e pesquise por canais de acesso à prefeitura da cidade para encaminhar os pedidos via correio ou *e-mail*. É importante os/as estudantes saberem que eles têm voz e merecem ser ouvidos.

• PERSONAL REFLECTION

Aproveite a oportunidade para dar devolutivas individuais aos/as estudantes e ajudá-los/las a organizar grupos de estudo ou de interesse que possam contribuir com o desenvolvimento e aprendizado da língua inglesa.



UNIT 11 ANIMATION

OBJETIVOS

O *Past Simple* foi estudado nas unidades 7 (*regular verbs*) e 8 (*irregular verbs*), sugeridas para uso na 1ª série do Ensino Médio. Nesta unidade, os/as estudantes retomam os usos do *Past Simple*, mas com verbos regulares e irregulares sendo revisados ao mesmo tempo.

Ao iniciar a unidade, escreva o título na lousa e comente com os/as estudantes que ele será o grande tema de aprendizagem e discussão. Em seguida, organize a turma em um círculo para que discutam algumas questões que serão propostas por você. Diga que, para respondê-las, eles podem conversar com colegas. A ideia é que elas estimulem a reflexão, despertem o interesse e a curiosidade dos/das estudantes sobre o tema.

Sugestões de questões:

- *What is your favorite animated movie and why? What aspects of the movie appeal to you the most?*
- *What are some common genres within animated movies? Can you give examples?*
- *Do you think that technology has changed the way animated movies are made? Why?*
- *In what ways can animated movies achieve things that live-action movies might find challenging?*
- *Do you think animated movies are made only for children? Why or why not?*
- *Can you name some animated movies that are aimed at older audiences? What makes them suitable for this age group?*
- *Do you prefer animated movies over live-action movies? Why or why not?*

Permita que os/as estudantes falem livremente, deem exemplos e relatem histórias de filmes a que já assistiram. Incentive um ambiente leve, amistoso e descontraído durante as discussões.

START UP

Atividade 1

Peça aos/as estudantes que fiquem atentos/as a detalhes das imagens, os ambientes em que as pessoas estão, o que estão fazendo e qual a relação entre elas. Eles/Elas devem perceber que as imagens mostram situações relacionadas a diferentes etapas de produção de uma animação. Por fim, oriente-os/as a confrontarem as imagens com as legendas. Faça a correção geral com a turma.

Atividade 2

Esclareça dúvidas de vocabulário, se necessário. Após alguns minutos, convide alguns/algumas estudantes para compartilharem suas frases com a turma.

Solicite um/uma voluntário/a para fazer a leitura do conteúdo em **Did You Know** e esclareça dúvidas, se houver. Para entender mais sobre animação (técnicas e processo), leia o conteúdo disponível em: <https://agenciadenoticias.bndes.gov.br/blogdodesenvolvimento/detalhe/Animacao-tecnicas-e-processo/> (acesso em: 2 ago. 2024.).

Atividade 3

Peça aos/às estudantes para lerem as perguntas em silêncio e fazerem registros de suas respostas em seus cadernos. Após alguns minutos, organize-os/as em pares ou trios para que compartilhem suas respostas. Quando terminarem de compartilhar, convide-os/as a compartilhar algumas das ideias discutidas com a turma.

Permita que consultem seus dicionários impressos ou digitais.

Veja abaixo as sugestões de respostas para as questões desta atividade.

- 3. a.** *Personal answers. Examples: In advertising, animation can grab consumers' attention, create realistic and engaging advertisements, make advertisements memorable etc. In entertainment, animation can bring classic characters to life, offer amazing visual effects and immersive experiences in movies and video games, and create visually captivating products; b.* *Personal answers. Examples: Probably because the stories are easy to understand, because of visual impact, and also because they remember their childhood; c.* *Personal answers. Examples: Nowadays, in the crowded online world, animation can be a professional's secret advantage to grab attention and show his/her work. It allows him/her to engage with the audience and get noticed. In addition, career possibilities in the animation field are expanding as new techniques come up.*

Atividade 4

Peça aos/às estudantes para lerem todas as definições antes de tentarem relacioná-las às palavras. Faça a correção da atividade com a turma e convide alguns/algumas estudantes para voltarem às imagens da atividade 1 e descrevê-las oralmente, usando as novas palavras.

Atividade 5

Caso necessário, diga aos/às estudantes que devem considerar alguns aspectos que uma animação pode proporcionar para facilitar o aprendizado, por exemplo, ter a capacidade de transformar conceitos em representações visuais claras e atraentes. Incentive-os/as a refletirem sobre os benefícios que isso traz.

Peça que respondam à pergunta em seus cadernos e depois promova um compartilhamento com a turma.

Atividade 6

A atividade tem como objetivo dar a oportunidade para os/as estudantes refletirem sobre as integrações entre as áreas de conhecimento e como elas são aplicadas no mundo real. Para aumentar o engajamento e a expansão de ideias, a atividade pode ser feita de modo coletivo.

READING

TEXT 1

Before Reading

Atividades 1 e 2

Diga aos/às estudantes que, embora as respostas tenham cunho pessoal, devem fundamentá-las.

As propostas podem ser trabalhadas de forma individual ou coletiva, a partir da sua mediação.

Atividade 3

Pergunte aos/às estudantes em que contextos FAQs estão presentes e se eles/elas já os consultaram e como foi a experiência.

While Reading

Atividade 4 a 6

Peça aos/às estudantes que leiam as propostas e certifique-se de que as compreenderam. A proposta da atividade 4 busca verificar entendimento sobre a organização do texto a atividade 5 sobre seu propósito e a atividade 6 requer identificação de informações específicas. Recomende aos/às estudantes que leiam o texto mais de uma vez e oriente-os/as a tentar descobrir o significado de palavras e expressões desconhecidas considerando o contexto em que elas estão inseridas. Caso as dúvidas permaneçam, peça que troquem ideias com os/as colegas antes de recorrer a dicionários.

Sempre que possível, peça que justifiquem suas respostas.

Faça a correção coletivamente e convide voluntários/as para que colaborem lendo suas respostas em voz alta para todos/as.

After Reading

Atividades 7 a 9

Reitere com os/as estudantes que estas propostas requerem reflexão crítica sobre o texto e o tema e, portanto, devem fundamentar suas respostas.

Ao final, peça que discutam suas ideias coletivamente com a turma ou em pequenos grupos.

• Objeto digital: Carrossel de imagens *Animation*

As imagens neste carrossel exemplificam a sequência de gravação de uma animação na técnica *stopmotion*. Nessa técnica, os animadores utilizam objetos reais para gerar movimentos. Quanto menores forem as diferenças entre uma imagem e outra, mais suave parecerá o movimento. Além de servir para a animação direta, a técnica também é utilizada como base para algumas animações vetoriais geradas por computador, na qual se desenvolve um esqueleto digital que posteriormente fará os movimentos dos personagens. Você pode explorar os verbos relacionados às imagens (*walk, run slower and faster, jump*) e pedir que os/as estudantes narrem o que aconteceu na sequência. Depois, eles/elas podem fazer quatro desenhos com outras sequências e narrar aos/às colegas.

Before Reading

Atividade 1

Antes de realizar a atividade 1, leia o conteúdo em **Did You Know** e esclareça dúvidas, se houver. Diga aos/às estudantes que as discussões e o que sabem até agora já podem fornecer bons elementos para que articulem suas respostas de forma coerente. Portanto, se necessário, faça com a turma um apanhado dos principais tópicos discutidos, lidos e observados.

A atividade pode ser trabalhada de forma individual ou coletiva, a partir da sua mediação.

While Reading

Atividade 2

Durante a correção, peça aos/às estudantes que apontem no texto trechos onde encontraram a resposta à pergunta.

Atividade 3

Diga aos/às estudantes que a proposta promove a compreensão detalhada do texto. Assim, oriente-os/as a lerem a atividade integralmente e a relerem o texto buscando as informações específicas de que precisam.

Atividade 4

Após a correção, diga aos/às estudantes que, em textos digitais, hiperlinks quebram a tradicional linearidade da leitura, pois permitem que ela seja interativa e proporcionam aos leitores a liberdade de escolher seu próprio caminho e seguir os *links* que consideram mais relevantes ou interessantes. Pergunte a eles/elas quais outras contribuições os hiperlinks oferecem durante a leitura. Espera-se que os/as estudantes respondam que esse recurso permite uma ampla cobertura sobre um determinado tema, conectando o texto a outros artigos, gráficos, sons, imagens e dados, sejam do mesmo *site* ou de fontes externas, ampliando significativamente o conteúdo disponível. Os *hiperlinks* aparecem com fonte de cor diferente (costumeiramente azul, mas pode variar). Ao ler *online*, ao clicar no trecho em outra cor, o/a usuário é redirecionado/a ao *link* a que o termo ou palavra se refere.

Atividade 5

Antes de propor a atividade, peça aos/às estudantes que resgatem respostas dadas em **Before Reading** sobre os desafios de fazer animação. Escreva os exemplos na lousa e destaque-os como *main idea*. Em seguida, pergunte o que poderiam incluir para sustentar a ideia principal de cada afirmação. Após alguns exemplos, oriente a turma a buscar a resposta para a atividade 5.

After Reading

Atividades 6 e 7

Peça aos/às estudantes para lerem as perguntas em silêncio e fazerem registros de suas respostas em seus cadernos. Após alguns minutos, organize-os/as em pares

ou trios para que compartilhem suas respostas. Quando terminarem, convide os pares ou trios a dividirem algumas das ideias que discutiram com a turma.

LANGUAGE IN USE

Atividade 1

Explore o fragmento com os/as estudantes de modo que eles/elas possam ter tempo para observar os verbos em destaque e refletir sobre eles para que possam trazer respostas baseadas em evidências.

Aproveite o momento de revisão deste tempo verbal para retomar a forma do passado dos verbos irregulares.

Atividade 2

Oriente os/as estudantes a lerem o texto atentamente encaixando os verbos adequadamente. Como expansão, podem fazer mais uma leitura para identificar as informações específicas e, por último, organizá-las na *timeline*.

Antes da correção coletiva, peça que confrontem suas respostas com as do/da colega ao lado. Assim, terão mais um momento para reflexão e ajustes.

Atividade 3

Antes de pedir a leitura da tirinha, compartilhe com a turma algumas dicas de como ler esse gênero textual de forma eficiente:

- Analise cada quadrinho atentamente, observando as expressões faciais e considerando o tom e a intencionalidade nas falas dos personagens.
- Considere o cenário da história e qualquer informação que você tenha sobre os personagens.
- Analise os personagens, seus sentimentos, emoções e características.
- Tente identificar o elemento cômico e em qual momento ele fica mais evidente.
- Observe a progressão dos fatos de um quadrinho para o outro.
- Pergunte-se qual é a mensagem principal da tirinha.

Incentive os/as estudantes a discutirem a tirinha com outras pessoas para obter diferentes perspectivas e terem mais ferramentas para articular uma resposta coerente e significativa para a proposta.

Atividades 4 e 5

Faça a leitura do conteúdo em destaque em voz alta e esclareça dúvidas. É possível que algumas palavras precisem ser traduzidas, mesmo que os/as estudantes já as tenham visto em textos nas unidades anteriores.

Atividade 6

Oriente os/as estudantes a lerem a atividade em silêncio e, em seguida, organize-os/as em duplas para que realizem a proposta de forma colaborativa. Faça a correção de forma coletiva, retome os textos e esclareça quaisquer dúvidas, se houver.

Na seção **Writing**, os/as estudantes irão escrever uma resenha de filme, então aproveite este momento e desta-

que alguns elementos importantes do gênero, tais como o nome e o diretor da obra cinematográfica. Destaque a necessidade de fazer levantamentos do tema abordado sem narrar os acontecimentos. Explique que é possível inserir ou não um posicionamento crítico em uma resenha.

Para entender mais sobre resenha (descritiva ou crítica), leia o conteúdo disponível em: <https://www.portugues.com.br/redacao/resenha.html> (acesso em: 2 ago. 2024).

LISTENING

Before Listening

Atividades 1, 2 e 3

Peça aos/às estudantes que leiam integralmente as três propostas antes de refletirem sobre elas e as responderem. Faça a correção com a turma e registre na lousa palavras-chave, expressões e ideias que surgirem e que possam ajudá-los/la a terem melhor compreensão e aproveitamento do áudio.

Considere as sugestões de respostas a seguir.

1. *Personal answers. Example: He/She needs a good computer equipped with appropriate software. He/She needs to be good at drawing and have creativity.*
2. *Personal answers. Example: Yes, I think so. It's a way of letting others know about what you can do.*
3. *Personal answers. Examples: What software do you recommend for beginners in 2D animation? What are the essential principles of 2D animation? What are some common mistakes beginners make in 2D animation? How do you make 2D animation? How long does it take a beginner to master 2D animation? What resources would you recommend for learning 2D animation?*

While Listening

Atividades 4 e 5

Antes de reproduzir o áudio, peça aos/às estudantes que leiam as atividades.

Após realizarem a atividade 5, anote as perguntas levantadas pelos/pelas estudantes que não foram respondidas no áudio e proponha uma pesquisa (dentro ou fora da escola) e posterior compartilhamento das informações com a turma.

Considere a sugestão de resposta a seguir para a atividade 4.

4. *Personal answers. Example: five very important questions*
5. *Personal answers.*

Atividade 6

Para a correção da proposta, retome o áudio e reproduza-o novamente fazendo pausas estratégicas para que os/as estudantes tenham tempo suficiente para corrigir suas respostas. Considere as respostas a seguir.

6. *Answers: d; e; Personal answers. Examples: a. The video released in the previous year received comments from disappointed people who said it didn't teach them how to make an animated series.; b. The video released in the previous year explained how to start making animated*

series.; c. Sebastian suggests using software to draw individual frames and then export them to a video file for viewing them in succession.

After Listening

Atividades 7 a 9

Peça aos/às estudantes para lerem as perguntas em silêncio e individualmente.

Certifique-se de que todos compreenderam as propostas e solucione possíveis dúvidas. Se julgar pertinente, organize-os em pares ou trios para que articulem suas repostas e, depois, compartilhem com os demais colegas.

Para estas atividades, considere as sugestões de respostas a seguir.

7. *Personal answers. Examples: Yes, probably. I like drawing. / I don't think so. / No way, animation is not my cup of tea.*
8. *Personal answers. Examples: I like drawing. / Creating music is what I like.*
9. *Personal answers. Examples: I think it should only focus on the entertainment aspect since people like consuming it to have fun and relax. / I suppose it should deal with social causes as it would be an opportunity to raise people's awareness to social issues.*

Atividade 10

Pergunte aos/às estudantes por quais motivos empregamos ênfase em nossas falas e como o fazemos em nosso idioma. Espera-se que respondam que enfatizar certas palavras ou ideias em nossa fala é uma maneira de mostrar ao ouvinte que elas são mais importantes. Geralmente, aplicamos ênfase por meio do tom da voz e do ritmo da fala que podem ser acompanhados por gestos.

Se necessário, reproduza mais uma vez o trecho apresentado na proposta.

SPEAKING

Orientar os/as estudantes a seguirem os passos sugeridos para planejarem suas apresentações orais. Sempre que possível, deixe dicionários impressos ou digitais à disposição dos/das estudantes.

Solucione dúvidas e explique aos/às estudantes que o conteúdo em **Useful Language** é somente sugestão e eles/elas podem e devem expandir suas ideias.

WRITING

Organize o tempo em sala de aula de modo que os/as estudantes possam desenvolver cada etapa da seção com calma e reflexão.

Ao retomarem as *reviews* apresentadas na unidade, retome também as características do gênero (ver orientação neste manual para a atividade 6 da seção **Language in Use**.)

Reitere com os/as estudantes a importância de seguirem os passos indicados e fazerem registros, revisão e edição dos seus textos antes da entrega final.

Ao final da atividade, converse com todos/as sobre a possibilidade de publicar suas resenhas no *site* da escola, a depender da aprovação da instituição.

Como atividade de extensão, sugira a composição e encenação de uma cena do filme mais resenhado pela turma.

ROUND OF TALKS

Leia com a turma as duas propostas da seção. É importante que todos/as as compreendam integralmente antes da realização, por isso solucione toda e qualquer dúvida que tenham.

Para a primeira proposta, peça a um/uma voluntário/a que sirva de modelo juntamente com você para que os demais visualizem os movimentos que devem ser feitos. Enquanto vocês realizam os movimentos, peça a um/uma voluntário/a que leia em voz alta todos os passos. Após a demonstração, todos devem realizar a proposta sob sua leitura e comando.

Se necessário, repita os procedimentos até que todos vivenciem a experiência.

Quanto à segunda proposta, circule pela sala e verifique a adequação da animação que cada um pretende fazer.

• PERSONAL REFLECTION

As atividades devem ser feitas de forma individual, e os/as estudantes podem ser convidados a compartilhá-las com você para que juntos possam traçar planos de estudos e desenvolvimento.

UNIT 12 FINDINGS

OBJETIVOS

Escreva na lousa a seguinte frase para que os/as estudantes completem:

- *I couldn't live without ... because ...*

Explique a eles/elas que deverão completar com algum objeto ou serviço que podem ou não estar ligados à tecnologia. Podem ser coisas muito simples ou mais elaboradas, antigas ou modernas, mas que, sem elas, a vida cotidiana ficaria mais difícil. Diga também que terão dois minutos para completar a frase.

Ao final desse tempo, organize a turma em grupos de quatro ou cinco estudantes. Peça que cada um/uma apresente sua resposta e a devida justificativa aos/às colegas. Em seguida, devem eleger, dentre as opções, aquela que representa o que de fato acreditam não poderem viver sem e compartilhem com toda a turma.

É provável que surjam respostas divertidas e que rendam bons momentos de descontração. Aproveite a oportunidade e diga que, na Unidade 12, eles entrarão em contato com diferentes descobertas que mudaram a vida das pessoas em muitos aspectos.

Então, proponha uma chuva de ideias e peça que registrem em seus cadernos tudo que acreditam que irão aprender durante o percurso desta unidade. Ao final da unidade, oriente-os/as a retomar as hipóteses levantadas e conversar sobre elas.

START UP

Atividade 1

Peça aos/às estudantes que observem as fotografias disponíveis na atividade e descrevam o que elas mostram. Espere-se que mencionem que, de maneira geral, as imagens mostram invenções que tornaram nossa vida mais fácil.

Para saber mais sobre os objetos, colher informações e compartilhar com a turma, acesse:

- O escorredor de arroz foi criado e patenteado por The-rezinha Beatriz Alves de Andrade Zorowich nos anos 50.

Baseado em: <https://www.faturabrasil.com.br/curiosidades/voce-sabia-que-o-escorredor-de-arroz-foi-inventado-por-uma-brasileira/>. Acesso em: 2 ago. 2024.

- O grampeador de papel foi patenteado em 1866 por George McGill.

Baseado em: <https://ed.buffalo.edu/magazine/issues/fall-2022/ed-artifact.html>. Acesso em: 2 ago. 2024.

- A caneta esferográfica foi patenteada em 1888 por John J Loud.

Baseado em: <https://www.theonlinepencompany.com/ballpoint-pens/history>. Acesso em: 2 ago. 2024.

- O pregador de roupa foi patenteado por David M. Smith em 1853.

Baseado em: <https://www.nytimes.com/2012/05/13/magazine/who-made-that-clothespin.html>. Acesso em: 2 ago. 2024.

Atividades 2 a 4

Peça a um/uma voluntário/a para fazer a leitura do conteúdo em **Did You Know** e esclareça dúvidas, se houver.

Permita que os/as estudantes realizem as atividades em duplas. Após a correção, incentive-os/as a compartilharem o que já sabem sobre as invenções e descobertas mencionadas na atividade. É muito provável que esse conhecimento prévio tenha sido adquirido ao estudarem outros componentes curriculares como Física, Química e História, por exemplo.

Se possível, viabilize materiais, computadores ou *tablets* com acesso à internet para que façam pesquisas e coletem dados que possam enriquecer suas repostas e fundamentações.

READING

TEXT 1

Before Reading

Atividades 1 a 4

Peça aos/às estudantes que leiam todas as propostas e certifique-se de que as compreenderam. Caso necessário, ajude-os/as a entendê-las melhor. Oriente-os/as também

a identificar palavras-chave em cada uma delas, pois isso os/as ajudará a dar início ao registro das respostas.

As atividades podem ser trabalhadas de forma individual ou coletiva, a partir da sua mediação.

While Reading

Atividades 5 e 6

Caso julgue adequado à sua turma, faça a leitura de um trecho do texto em voz alta e peça aos/às estudantes que acompanhem. Faça uma pausa e discuta com a turma a ideia principal do trecho lido e permita que esclareçam dúvidas com você sem dar repostas prontas, mas incentivando-os/as a refletirem e fazerem inferências. O objetivo é que os/as estudantes se sintam mais seguros/as para continuar a leitura sozinhos/as. Se perceber que precisam de mais apoio, leia mais um trecho e proceda da mesma forma.

Atividade 7

Sugira aos/às estudantes que releiam o texto para buscar identificar as informações falsas. Sempre que possível, peça que justifiquem suas respostas.

After Reading

Atividade 8

Diga aos/às estudantes que esta atividade incentiva a reflexão crítica. Explique que refletir criticamente sobre algo envolve analisar e avaliar informações de maneira aprofundada e cuidadosa. Incentive-os/as a se perguntarem:

- O que eu sei sobre o tema é suficiente para formar uma opinião ou alterá-la?
- As evidências são relevantes para sustentar minha opinião?
- Eu gostaria de ter mais informações sobre algum aspecto ou o que eu já sei basta?

TEXT 2

Before Reading

Atividade 1

Para dar início às reflexões sobre a proposta, sugira uma roda de conversa em que os/as estudantes compartilhem suas experiências em feiras de ciências no decorrer dos anos escolares, abordando como foram os trabalhos individuais e coletivos, experimentos que deram certo ou não, o que aprenderam de mais importante etc. Permita que falem livremente sobre suas vivências escolares.

While Reading

Atividade 2

Se julgar pertinente, aplique novamente a mesma estratégia de leitura sugerida na subseção **While Reading** do texto anterior.

Peça a colaboração dos/das estudantes para apontarem no texto onde encontraram a resposta para a atividade.

Faça a leitura do conteúdo em **Did You Know** e esclareça dúvidas, se houver.

Atividade 3

Peça aos/às estudantes que façam mais uma leitura do texto e relacionem palavras-chave ou ideias-chave que possam sintetizar cada um dos parágrafos.

Atividade 4

A atividade requer identificação de informações específicas do texto, portanto os/as estudantes podem voltar a ele para buscá-las.

After Reading

Atividades 5 e 6

Proponha aos/às estudantes que formem um círculo e leiam as perguntas em voz alta. Peça que as discutam com o/a colega ao lado por cinco minutos. Ao final desse tempo, um/uma deles/delas deverá reportar a toda a turma suas ideias. Proceda da mesma forma com relação à outra questão. Ao final, pergunte aos/às estudantes se querem fazer algum comentário sobre tudo que ouviram. Permita que falem livremente.

LANGUAGE IN USE

Atividade 1

Peça aos/às estudantes que leiam toda a atividade antes de dar início à realização da proposta. Em caso de dúvidas, ajude-os/as.

Faça a leitura do conteúdo em **Language Expansion** com os/as estudantes. Se necessário, peça que elaborem mais exemplos e registre-os na lousa.

Atividades 2 e 3

Para ambas as propostas, oriente os/as estudantes a considerarem toda a leitura do texto para entenderem que os elementos linguísticos com os quais completaram a atividade são essenciais para a construção de sentido dos textos.

Na seção **Writing**, os/as estudantes irão escrever uma biografia, então aproveite este momento e destaque alguns elementos importantes do gênero, com base no texto da atividade 3. Se possível, faça a leitura de algumas biografias com a turma. Para esta finalidade, escolha algumas entre aquelas disponíveis em: <https://www.biography.com/inventors/g43350734/famous-inventors> (acesso em: 2 ago. 2024).

Atividade 4

Orientar os/as estudantes a lerem o texto por completo antes de decidirem quais palavras devem ser usadas.

LISTENING

Before Listening

Atividades 1 e 2

As atividades têm o papel de preparar a turma para a atividade de compreensão auditiva. Portanto, durante as explicações e correções das atividades, faça registros na lousa de palavras-chave, expressões e ideias que surgirem e que possam ajudar os/as estudantes a terem melhor compreensão e aproveitamento do áudio.

While Listening

Atividades 3 e 4

Antes de reproduzir o áudio, peça aos/às estudantes que leiam as atividades e certifique-se de que compreenderam o que deve ser feito.

Reproduza a primeira vez sem pausas e peça que respondam à atividade 3. Retome a reprodução e, desta vez, faça pausas estratégicas para que respondam às questões da atividade 4. Se necessário, peça que retomem a atividade 3 para certificarem-se de que a realizaram corretamente. Se necessário, reproduza mais uma vez o áudio.

After Listening

Atividades 5 a 8

Comente com os/as estudantes que estas atividades visam a uma reflexão crítica sobre o áudio. Peça que leiam as perguntas em silêncio e façam registros de suas respostas em seus cadernos. Faça a correção coletiva incentivando o compartilhamento de respostas.

SPEAKING

Chame alguns/algumas voluntários/as para que leiam trechos da proposta. Faça pausas entre um trecho e outro para comentá-los, solucionar dúvidas e dar exemplos. Reitere a importância de seguirem todos os passos no desenvolvimento da produção oral.

Para o **Step 3**, diga aos/às estudantes que, se possível, gravem ou filmem suas falas para depois analisá-las e ajustar o discurso e a pronúncia, se necessário. Viabilize dicionários impressos ou digitais e deixe-os à disposição dos/das estudantes.

Diga que o conteúdo em **Useful Language** é somente sugestão e eles/elas podem expandir suas ideias.

WRITING

Organize o tempo em sala de aula de modo que os/as estudantes possam desenvolver cada etapa da seção com calma e reflexão. Oriente-os/as a seguirem os passos indicados e a fazerem registros, revisão e edição de seus textos antes da entrega final.

Para ampliar o conhecimento e o valor das biografias, diga à turma que elas são valiosas não apenas por documentar a vida de indivíduos notáveis, mas também por registrar importantes contextos históricos e sociais em que esses indivíduos viveram. As biografias são fontes riquíssimas para entendermos a evolução do ser social e do mundo, favorecendo o entendimento da história no decorrer dos tempos.

Ao final da atividade, converse com os/as estudantes sobre a digitalização das produções para a reunião em uma galeria de inventores a ser disponibilizada em um ambiente da escola.

ROUND OF TALKS

Para desenvolver a atividade cujo objetivo é encontrar alguém na comunidade que tenha inventado algo para fa-

cilitar suas atividades do cotidiano, proponha que ela seja desenvolvida em duplas. Sugira aos/às estudantes que procurem por profissionais autônomos/as do bairro em que vivem, tais como: um/a sapateiro/a que tenha inventado alguma ferramenta para facilitar seu trabalho, um/a costureiro/a que tenha criado algum artefato que ajude na reforma de roupas, um/a feirante que tenha inventado uma forma original de chamar a atenção para seus produtos etc. Oriente-os/as a conversar com essas pessoas e descobrir o que as motivaram a criar essas soluções para auxiliar seus trabalhos. Por fim, peça que perguntem a elas quais mensagens gostariam de transmitir aos/às mais jovens.

Marque uma data para que todos/as tragam os resultados dessas entrevistas e as compartilhem com toda a turma.

PERSONAL REFLECTION

As atividades devem ser feitas de forma individual e os/as estudantes podem ser convidados/as a compartilhá-las com você para que juntos possam traçar planos de estudos e desenvolvimento.



UNIT 13 MEMORIES

OBJETIVOS

Ao iniciar a Unidade 13, coloque o título dela na lousa e comente que ele será o fio condutor de toda aprendizagem e discussão. Explique aos/às estudantes que, ao longo dessa unidade, discutirão como memórias compartilhadas entre indivíduos ou comunidades podem criar um forte senso de identidade coletiva e pertencimento. Conversarão também sobre como as memórias compartilhadas formam a base de tradições culturais, valores comunitários e narrativas históricas que unem as pessoas. Peça aos/às estudantes que contribuam citando exemplos. Espera-se que mencionem feriados nacionais, festivais culturais e eventos comunitários, pois são normalmente repletos de memórias compartilhadas que reforçam uma identidade coletiva. Ao recordar e celebrar essas experiências compartilhadas, os indivíduos se sentem conectados a um grupo maior, promovendo um senso de unidade e propósito comum.

Para finalizar essa etapa, peça aos/às estudantes que registrem em seus cadernos três tópicos relacionados ao tema da unidade que esperam aprender ou saber mais a respeito. Se julgar adequado, peça que façam o registro em duplas.

Ao final do percurso, peça que retomem seus registros, proponha uma roda de conversa para que todos/as discutam o aprendido e o que ainda desejam conhecer sobre o tema.

Faça a leitura dos objetivos da unidade e pergunte aos/às estudantes sobre suas expectativas a respeito dos novos conteúdos.

START UP

Atividade 1

Após a correção, peça aos/às estudantes que considerem outras imagens relacionadas às suas próprias memórias que poderiam substituir as apresentadas na abertura da unidade. Peça que compartilhem suas respostas com a turma.

Atividade 2

Convide um/uma estudante para fazer a leitura do conteúdo em **Did You Know** e esclareça dúvidas, se houver.

Peça aos/às estudantes que leiam o texto e fiquem atentos às palavras-chaves e palavras cognatas para melhor compreensão do que leem. Caso apresentem dúvidas em relação ao vocabulário, peça que tentem descobrir os significados dos termos considerando o contexto em que estão inseridos. Se necessário, disponibilize dicionários impressos ou digitais. Após alguns minutos, convide alguns/algumas estudantes para compartilharem suas respostas com a turma.

Atividade 3

Permita que os/as estudantes realizem esta atividade em duplas e consultem dicionários impressos ou digitais. Circule pela sala de aula para auxiliá-los/las, se necessário. Ao terminarem de responder às perguntas em seus cadernos, convide-os/as a compartilharem suas respostas com a turma.

Atividade 4

Diga aos/às estudantes que todas as imagens apresentadas invocam emoções e sentimentos. Algumas representam boas lembranças e, por isso, trazem emoções prazerosas. Outras imagens remontam a momentos de dor e tristeza. Porém, momentos que causam sofrimento também nos fazem crescer, aprender e evoluir. Peça aos/às estudantes que observem as fotografias em silêncio e então façam a escolha. Quando terminarem de conversar com os/as colegas de turma, incentive-os/as compartilharem algumas das ideias apresentadas com a turma.

READING

TEXT 1

Before Reading

Atividade 1

Se os/as estudantes tiverem dificuldade com o vocabulário do texto, oriente-os/as a utilizarem a mesma estratégia mencionada neste manual para atividade 2 da seção **Start up**.

Durante a atividade, circule pela sala e observe a participação dos/das estudantes. Oriente-os/as a registrarem seus exemplos em seus cadernos.

Atividades 2 a 4

Lembre-se de que as respostas dos/das estudantes podem variar. Os exemplos fornecidos são apenas sugestões

de respostas que podem ser dadas ou ideias que você pode compartilhar com eles para estimular sua imaginação. Sempre que possível, reitere com os/as estudantes que respostas pessoais necessitam ser claras, coerentes e fundamentadas.

While Reading

Atividade 5

Diga aos/às estudantes que identificar o tom de um texto ajuda os leitores a entenderem melhor as intenções e emoções do autor, o que facilita a interpretação. O tom pode influenciar a forma como a informação é recebida e compreendida. Além disso, reconhecer o tom pode melhorar a capacidade dos leitores de analisar criticamente o conteúdo, contribuindo para uma leitura mais profunda e reflexiva.

Atividade 6

Explique aos/às estudantes que reconhecer a ideia principal de cada parágrafo é uma importante estratégia de leitura, pois auxilia na compreensão do texto e na identificação do propósito do autor. Além disso, facilita a análise crítica do conteúdo e aprimora a capacidade de sintetizar o que se lê.

Atividades 7 a 9

Sugira aos/às estudantes que releiam o texto para buscar as respostas necessárias ou as evidências para suas respostas. Sempre que possível, peça a eles/elas que as fundamentem.

Peça aos/às estudantes que comparem suas respostas em duplas antes de conferi-las com a turma inteira.

After Reading

Atividades 10 e 11

Se julgar adequado à sua turma, peça aos/às estudantes que discutam as questões em duplas antes de articularem as repostas. Reitere que o objetivo delas é incentivá-los/las à reflexão crítica sobre o texto.

- **Objeto digital: Carrossel de imagens *Memories***

Este carrossel traz imagens que podem ser associadas pelos/pelas estudantes às suas memórias de infância. Você pode pedir a eles/elas que descrevam o que veem e façam associações com suas histórias de vida.

TEXT 2

Before Reading

Atividade 1

Peça aos/às estudantes que reflitam e realizem a proposta de forma individual. Em seguida, organize-os/as em grupos para que compartilhem suas respostas.

Atividade 2

Diga aos/às estudantes que observar a fonte, a estrutura e o título de um texto é uma estratégia de leitura importante porque fornece pistas sobre a organização e o propósito do texto. Por meio delas, podemos antecipar e levantar hipóteses acerca do conteúdo.

While Reading

Atividade 3

Orientar os/as estudantes a fazerem a primeira leitura do texto sem parar para consultar palavras no dicionário. Peça que fiquem atentos às palavras-chave e palavras cognatas. Diga que, certamente, durante a segunda leitura, dúvidas serão sanadas e chegarão à resposta correta com mais facilidade.

Para correção, chame um/uma voluntário/a para que compartilhe e fundamente sua resposta.

Atividade 4

Comente com os/as estudantes que a atividade 4 promove a compreensão detalhada do texto, portanto eles/elas podem precisar relê-lo para encontrar informações específicas.

After Reading

Atividade 5

Orientar os/as estudantes a lerem a pergunta em silêncio e fazerem registros de suas respostas em seus cadernos. Após alguns minutos, organize-os/as em pares ou trios para que compartilhem suas respostas. Ao final, convide os pares ou trios a compartilharem algumas das ideias que discutiram com a turma.

LANGUAGE IN USE

Atividade 1

Peça a um/uma voluntário/a que leia o texto em voz alta. Em seguida, peça a turma que leia o restante da atividade e verifique se a compreenderam. Auxilie-os/as, se necessário.

Atividade 2

A atividade pode ser um pouco mais desafiadora para os/as estudantes, portanto considere propor que eles/elas a realizem em duplas ou trios. Neste momento, o trabalho colaborativo e a troca de saberes poderá garantir mais segurança aos/as estudantes para realizarem a tarefa.

Faça a leitura do conteúdo em **Useful Language** com os/as estudantes e os/as convide a criarem exemplos usando os comparativos e superlativos. Registre as contribuições na lousa enquanto reitera explicações e soluciona dúvidas.

Atividade 3

A atividade promove a aplicação de superlativos e comparativos a partir de uma imagem. Diferentes respostas podem surgir. Além de garantir o uso da língua tal como proposto na seção, promova um ambiente que evite comparações preconceituosas.

Atividade 4

Faça a correção de forma coletiva e registre as respostas na lousa. Na seção **Writing**, os/as estudantes produzirão uma *anecdote*, então aproveite este momento e destaque alguns elementos importantes do gênero, com base no texto. Se possível, faça a leitura de algumas breves narrativas com a turma. Para esta finalidade, escolha algumas entre aquelas disponíveis em: <https://themindcollection.com/short-anecdotes/> (acesso em: 5 ago. 2024).

Atividade 5

Se necessário, oriente os/as estudantes a lerem o texto da atividade anterior mais uma vez. Diga também que procurem relatar a experiência de forma simples e objetiva. Incentive o uso do comparativo e do superlativo para articularem a resposta.

Atividade 6

A atividade propõe que os/as estudantes localizem palavras cujos sentidos sejam opostos. Diga aos/as estudantes que, para identificá-las, é importante que o contexto em que elas estão inseridas seja levado em conta para que o sentido de oposição seja de fato constatado.

Se julgar adequado, faça um paralelo com relações antitéticas em língua portuguesa e utilize para isso exemplos da figura de linguagem antítese.

LISTENING

Before Listening

Atividade 1

Para alguns/algumas estudantes, a proposta da atividade pode ser algo mais delicado e talvez não queiram compartilhar com os/as colegas. Por isso, evite correção coletiva ou mesmo em pares. Oriente a turma a responder à questão individualmente e, enquanto articulam suas respostas, circule pela sala, ofereça ajuda e leia os registros. Permita que os/as estudantes que se sentirem confortáveis com o compartilhamento o façam.

A resposta abaixo é um exemplo que pode ser possível ou semelhante a algum registro dos/das estudantes:

1. *Personal answers. Example: Last year, my parents were going through a divorce. This situation affected my daily routine, I had difficulties concentrating on schoolwork and even interacting with friends. I felt isolated and anxious, but I found peace in my art class. My art teacher noticed my distress and offered me extra time to work on projects after school. This creative break and her support helped me process my emotions and be stable again.*

While Listening

Atividades 2 a 4

Antes de reproduzir os áudios a primeira vez, peça aos/as estudantes que leiam as atividades integralmente e certifique-se de que as compreenderam. Oriente-os/as a listarem em seus cadernos palavras-chave, pois é provável que sejam citadas no áudio.

Reproduza o áudio tantas vezes quanto necessário. Faça pausas estratégicas para que tenham tempo de encontrar as respostas de que precisam.

After Listening

Atividades 5 e 6

Organize os/as estudantes em duplas para que conversem sobre as duas propostas e troquem ideias, opiniões e vivências. Oriente-os/as a fazerem anotações de pontos

importantes para que possam compartilhar oralmente com toda a turma.

Exemplo de resposta possível ou semelhante para a atividade 6:

6. *Personal answers. Example: Last year, I was struggling with confidence during discussions in class. A teacher noticed that and, one day after class, she told me that she could notice I had good ideas and asked me to contribute more during classes because my opinions were valuable. This small gesture had an enormous impact on my self-confidence. From that day on, I felt more comfortable talking in discussions in class. This situation has influenced my interactions with my friends and family, too.*

Conduza a leitura e explicação do conteúdo em **Language Expansion**. Se possível, estabeleça conexões com a língua portuguesa e dê exemplos de marcas de oralidade que usamos em nosso cotidiano. Reitere que as marcas de oralidade devem ser evitadas em contextos mais formais, pois podem comprometer a clareza, a coerência e a credibilidade da comunicação.

Atividade 7

Incentive os/as estudantes a fazerem uma comparação com sons e palavras usados em língua portuguesa quando queremos ganhar tempo enquanto pensamos no que dizer a seguir, como hmm, bem, é, então, tipo etc.

SPEAKING

Orientar os/as estudantes a seguirem os passos sugeridos para planejarem suas *anecdotes*. Sempre que possível, deixe dicionários impressos ou digitais à disposição dos/as estudantes.

Amplie o conhecimento dos/das estudantes e diga que a *anecdote* é um texto curto que narra histórias curiosas ou divertidas. Geralmente, as narrativas relatam situações surpreendentes do cotidiano que podem provocar riso. Por ser um texto essencialmente narrativo, a *anecdote* apresenta narrador, personagens e marcadores temporais cujo objetivo é mostrar a passagem do tempo. O gênero circula mais comumente em ambientes informais e descontraídos. Diga também que o termo *anecdote* deriva do grego *anékdota*, que significa “algo ou coisa impúblicável”. Geralmente, a *anecdote* é transmitida oralmente, boca a boca. Por isso, as narrativas sofrem muitas modificações no decorrer do tempo.

Explique aos/as estudantes que o conteúdo em **Useful Language** é somente sugestão e eles/elas podem e devem expandir suas ideias.

WRITING

Organize o tempo em sala de aula de modo que os/as estudantes possam desenvolver cada etapa da seção com calma e reflexão. Leia com a turma todos os passos da produção escrita. Durante a leitura, faça pausas estratégicas para certificar-se de que todos/as compreenderam o que

deve ser feito. Viabilize acesso a dicionários impressos e/ou digitais.

Informe aos/as estudantes que o personagem principal é o protagonista, ou seja, é o personagem central da história e, em torno dele, o enredo se realiza.

O protagonista é sempre desenvolvido de forma mais profunda. O leitor conhece suas motivações e emoções, seus conflitos internos e acompanha sua transformação ao longo de toda narrativa. Tudo o que o protagonista faz e diz na narrativa impacta no desenrolar dos eventos da história.

O personagem secundário, também chamado de plano, desenvolve-se muito pouco na narrativa e serve para apoiar o protagonismo do personagem principal. Ele move a trama e conferem verossimilhança a ela. Embora suas ações possam afetar o enredo, não o faz de forma tão impactante quanto o protagonista.

ROUND OF TALKS

Se adequado, leia o texto em voz alta e faça pausas para que a turma possa ter um momento para refletir sobre o trecho. Faça perguntas específicas para verificar a compreensão. Permita que os/as estudantes façam comentários e peçam esclarecimentos.

Por resgatar memórias e emoções, a dinâmica pode ser sensível a alguns/algumas estudantes. Portanto, é importante que a escuta respeitosa seja o fio condutor de toda a atividade. Durante o trabalho, atente-se para que não haja qualquer juízo de valor ao compartilhar respostas. Os/As estudantes devem compartilhar apenas aquilo que seja confortável a eles/elas.

• Personal Reflection

As atividades devem ser feitas de forma individual e os/as estudantes podem ser convidados/as a compartilhá-las com você para que juntos/as possam traçar planos de estudos e desenvolvimento.



UNIT 14 AGEISM

OBJETIVOS

Antes de iniciar a unidade proponha uma breve dinâmica com os/as estudantes. Escreva na lousa as seguintes frases:

- *When are you going to retire?*
- *Why bother starting something new at your age?*
- *You don't have enough experience to have an opinion.*
- *You look good for your age.*
- *You'll change your mind when you grow up.*
- *You're just a kid, what do you know?*

Convide alguns/algumas estudantes para lerem as frases em voz alta. Após a leitura, pergunte a eles/elas o quem elas têm em comum. Espera-se que identifiquem o preconceito inserido em todas. Pergunte também quais

peças se sentiriam vítimas desse preconceito e o que podemos inferir a respeito disso. Espera-se que os/as estudantes digam que essas frases atingem pessoas jovens e também mais velhas, ou seja, todos podemos ser vítimas do preconceito direcionado à idade que temos.

Compartilhe os objetivos da unidade com a turma a partir do grande tema *ageism*. Ao longo da unidade, recupere os objetivos e organize pequenas revisões ou consolidações com a turma de modo que o conhecimento construído possa ser retomado de forma constante.

START UP

Atividades 1 a 4

Para desenvolver as propostas, você pode dar continuidade ao trabalho coletivo iniciado nas discussões da abertura da unidade ou pode organizar os/as estudantes em duplas ou trios. Peça a eles/elas que observem as fotografias, leiam as perguntas e discutam juntos. Eles/Elas poderão fazer anotações em seus cadernos das respostas discutidas. Se optar por realizar as propostas em duplas ou trios, ao final, peça que compartilhem suas respostas com a turma toda.

A temática *ageism* pode render boas discussões, compartilhamento de vivências, relatos sobre familiares e amigos etc. Permita que todos se expressem livremente, porém atente-se para que não haja reforço de estereótipos.

Em **Did You Know**, peça aos/as estudantes que leiam o trecho individualmente. Em seguida, faça uma leitura em voz alta e peça que compartilhem se eles/elas também observam que as questões relacionadas ao etarismo se manifestam de formas diferentes nas diversas faixas etárias. Faça algumas perguntas para enriquecer a discussão, tais como:

- *Why is it important to talk about ageism?*
- *What are the possible consequences of not discussing this topic?*

Na atividade 4, se oportuno, organize a turma em duplas ou trios. Estabeleça um tempo para que decidam qual definição se refere a cada um dos termos apresentados. A seguir, faça a correção coletiva. Depois disso, dê mais um tempo para que as duplas ou trios construam frases sobre etarismo usando cada um dos termos. Circule pela sala e ofereça ajuda às duplas se necessário. Ao término desse tempo, junte duas duplas e peça que compartilhem as frases criadas. Convide então alguns/algumas estudantes a compartilhar as frases com a turma.

READING

TEXT 1

Before Reading

Atividade 1

Os/As estudantes terão contato com uma imagem e texto extraído do *Global Report on Ageism*, que será lido em **While Reading**. As questões propostas têm como ob-

jetivo introduzir o assunto do texto aos/as estudantes ao mesmo tempo em que possibilita a criação de relação com as realidades e experiências de cada um/uma. As questões podem ser trabalhadas coletivamente no formato de bate-papo ou de compartilhamento de opiniões.

While Reading

Atividades 2 e 3

Orientar os/as estudantes a fazerem a leitura e as atividades de forma individual, identificando as palavras-chave dos enunciados para ajudá-los/las a localizar as informações nos textos. Dê um tempo para que realizem as atividades e então peça que compartilhem as respostas em suas duplas. A seguir, faça a correção das atividades coletivamente.

Após a correção da atividade 2, pergunte aos/as estudantes o que sabem sobre o gênero *report* (relatório). Ouça as contribuições e faça acréscimos, registrando-os na lousa e peça que façam o mesmo em seus cadernos. Diga que *report* é um texto focado em apresentar fatos, baseados em dados e informações de maneira clara e precisa.

O *report* possui uma estrutura relativamente organizada em: título, introdução (tema, objetivo e contexto em que o relatório foi elaborado), metodologia (métodos usados para coleta de dados), resultados, interpretação de resultados, conclusão e referências (fontes de informações).

Em relatórios (*reports*), encontramos linguagem formal e técnica, podendo apresentar tabelas e gráficos, e os textos são imparciais.

After Reading

Atividade 4

A atividade pode ser feita em pares, trios ou pequenos grupos. Oriente os/as estudantes a fazerem uma lista de estratégias para cada um dos ambientes mencionados. A lista deve ser compartilhada com a turma. A atividade pode ser expandida com a organização de uma lista coletiva, contendo ideias de todos os grupos, e a busca por colocá-las em prática por meio de ações de grêmios estudantis ou outras organizações relacionadas ao ambiente escolar.

TEXT 2

Before Reading

Atividade 1

Organize os/as estudantes em pequenos grupos e peça que leiam a situação apresentada e que discutam o que fariam em tal situação. Essa atividade introduz a temática do Texto 2.

While Reading

Atividades 2 a 4

Mantenha os grupos formados na atividade anterior. Leia o texto em voz alta para os/as estudantes até o segmento que diz: *but disobeying the leader's edict is out of question*. Peça que discutam em seus grupos o que fariam em uma situação como a apresentada. Após alguns minu-

tos, oriente-os/as a, individualmente, fazerem a leitura atenta do texto todo e a realizarem as atividades propostas. A seguir, peça que compartilhem as respostas com toda a turma. Faça a correção das atividades coletivamente.

After Reading

Atividade 5

Proponha aos/às estudantes que discutam a questão coletivamente e, para isso, organize-os/as em um círculo. Oriente-os/as a refletirem sobre a lição que a história ensina e a discutirem a necessidade de valorizar as contribuições de cidadãos de diferentes faixas etárias em uma comunidade. Permita que as discussões tenham desdobramentos relacionados ao tema.

LANGUAGE IN USE

Atividades 1 e 2

As atividades referem-se ao estudo do *Present Perfect* e podem ser feitas de forma coletiva. Porém, peça aos/às estudantes que, antes de discutirem sobre elas coletivamente, reflitam e cheguem às respostas de forma individual. Faça a leitura do conteúdo em **Language Expansion** com a turma e ajude-a a construir esquemas que possam resumir esse conteúdo e facilitar o estudo posteriormente.

Atividades 3 e 4

As atividades podem ser feitas de forma individual e as respostas compartilhadas em grupos. Oriente a turma a consultar o **Language Expansion** no caso de dúvidas ao fazê-las.

Atividades 5 a 7

O conteúdo nos dois **Language Expansion** apresentados referem-se à construção do *Present Perfect* nas formas negativa e interrogativa e ao uso de *since* e *for*.

Oriente os/as estudantes a lerem esse conteúdo e a acrescentarem as informações necessárias nos esquemas construídos anteriormente. Em seguida, peça que realizem as atividades individualmente e que compartilhem as respostas em seus grupos.

LISTENING

Before Listening

Atividades 1 e 2

Oriente a turma a realizar as atividades em pares ou pequenos grupos e compartilhar suas respostas com a turma toda. Ao longo dos compartilhamentos, medie a discussão e faça intervenções sempre que necessário, a fim de garantir a expansão da visão crítica a partir de documentos como o Estatuto da Criança e do Adolescente e o Estatuto da Pessoa Idosa.

While Listening

Atividades 3 a 5

Oriente os/as estudantes a fazerem a leitura das propostas de cada atividade e a identificar as palavras-chave dos enunciados e/ou a informação que deve ser localizada no áudio antes de iniciar a escuta.

After Listening

Atividades 6 e 7

As atividades podem ser feitas em duplas, pequenos grupos ou com a turma toda. Novamente, sempre que possível, faça intervenções a fim de garantir a expansão da visão crítica a partir de documentos como o Estatuto da Criança e do Adolescente e o Estatuto da Pessoa Idosa.

SPEAKING

A atividade de produção oral desta unidade envolve a construção de uma proposta de ação. Portanto, reitere a importância de que a ação seja de fato viável e realista.

Antes de iniciar a atividade, retome com a turma exemplos de criação de propostas que possam ter vivenciado, como a apresentação de uma ideia de projeto à diretoria da escola ou a um/a professor/a.

Estabeleça um tempo suficiente para que todos leiam a proposta silenciosamente e oriente-os/as a anotarem todas as dúvidas em seus cadernos. Em seguida, peça que exponham suas dúvidas e solucione-as oralmente de forma coletiva, pois o esclarecimento pode ajudar outros/outras colegas.

Reforce que anotações e roteiro devem servir essencialmente e apenas como suporte durante a produção oral.

WRITING

A atividade envolve a escrita da introdução de um relatório local sobre *ageism*. Para dar apoio aos/às estudantes, retome a seção **Reading** (*Text 1, Extract 1*) e discuta com a turma quais itens estão presentes no texto, quais informações gerais e específicas são dadas e por quais motivos e se acham que um relatório local poderia ser igual ou diferente de um relatório global.

Reforce a importância de que todos os passos sejam cumpridos durante a produção escrita, pois é o processo que garante um texto claro e coerente.

Após a produção, converse com a turma sobre possibilidades viáveis de circulação das produções. Ao chegarem a um acordo, viabilize que os textos sejam socializados. Algumas sugestões são: construção de painel ou mural na escola, publicação em redes sociais, blogue ou *webpage* da escola, apresentação das produções para colegas de outras turmas e professores/as em uma roda de conversa etc.

ROUND OF TALKS

A seção traz propostas de discussão a partir de dois documentos: *The United Nations Principles for Older Persons* e o Estatuto da Pessoa Idosa. Ambos os documentos fortalecem a discussão e a formação de uma visão mais crítica sobre o conceito *ageism*. As atividades podem ser desenvolvidas em pares ou pequenos grupos.

Caso a proposta de visita a uma instituição não seja viável à sua realidade, viabilize que uma pessoa idosa da comunidade escolar possa conversar com a turma de forma descontraída, porém respeitosa, sobre fatos da vida, o processo de envelhecimento e as atividades sociais e profissionais que exerce. Atente-se para que a abordagem do tema seja feita sob uma perspectiva positiva. Essa experiência de trocas pode ser divertida e enriquecedora, já que muitas pessoas idosas têm histórias interessantes, habilidades únicas e *hobbies* que podem compartilhar com os/as jovens. Além disso, ajuda a combater preconceitos e estereótipos, promovendo uma visão positiva e realista das capacidades e contribuições dos idosos para a família e a sociedade.

• Personal Reflection

As atividades desta seção devem ser feitas de forma individual. Monitore os/as estudantes enquanto realizam as atividades. Eles/Elas podem ser convidados a compartilhar as respostas com você para que juntos possam discutir estratégias que contribuam para o aprimoramento do aprendizado.



UNIT 15 AWARENESS

OBJETIVOS

Inicie o trabalho com a unidade escrevendo o título, *awareness*, na lousa. Pergunte aos/às estudantes se sabem o que essa palavra significa. Ouça as contribuições e, em seguida, registre a definição: *the quality or state of being aware: knowledge and understanding that something is happening or exists* (Baseado em: www.merriam-webster.com/dictionary/awareness; acesso em: 8 ago. 2024.)

Escreva também na lousa a seguinte citação: *Awareness is the greatest agent for change.* (Eckhart Tolle)

Leia a citação em voz alta e pergunte aos/às estudantes se eles/elas concordam com ela e peça que fundamentem suas respostas com exemplos de vida pessoal e/ou social e comunitária, incentivando o compartilhamento de vivências. Finalize a dinâmica apresentando os objetivos da unidade aos/às estudantes.

START UP

Atividades 1 e 2

Se julgar adequado, dê continuidade ao trabalho coletivo e colaborativo iniciado na dinâmica anterior e permita que as atividades sejam feitas dessa forma.

A seção apresenta um **Did You Know** sobre a Lei n. 13.722, de 4 de outubro de 2018, conhecida por Lei Lucas. Trata-se de um assunto de bastante relevância para ser abordado com a turma. Aproveite a oportunidade para falar sobre o funcionamento da brigada de incêndio na escola, sobre quem tem conhecimentos de primeiros socorros e primeiros cuidados, como se deve chamar por ajuda especializada (ambulância, polícia, corpo de bombeiros etc.). Para isso, colete previamente as informações adequadas com a direção da escola.

A partir da discussão originada em **Did You Know**, convide os/as estudantes a buscarem as respostas sobre o que deve ser feito nos casos listados. Se houver um/a pessoa responsável por primeiros socorros na escola, convide-a para uma troca com a turma.

Para a atividade 2, indique aos/às estudantes que acessem o material disponibilizado pelo Corpo de Bombeiros de São Paulo sobre o procedimento adequado em alguns casos de acidente, disponível em: <https://www.corpodebombeiros.sp.gov.br/#/Noticias/17> (acesso em: 30 out. 2024)

READING

TEXT 1

Before Reading

Atividades 1 e 2

As atividades podem ser realizadas em pares, trios ou pequenos grupos e, posteriormente, compartilhada com todo o grupo. Especialmente para a atividade 1, diga à turma que todos devem respeitar opiniões divergentes, pois sempre trazem novas perspectivas e ideias, enriquece debates e é essencial para a evolução e o progresso em qualquer sociedade ou grupo.

Faça um fechamento das respostas com a turma toda como forma de ter uma devolutiva sobre o engajamento e os possíveis desafios que a turma terá.

While Reading

Atividade 3

A atividade traz a observação de vocabulário presente no texto e sequência de ações. Oriente os/as estudantes a fazerem a leitura do texto e usar o contexto para chegar à conclusão sobre quais respostas são mais adequadas.

Atividades 4 e 5

As atividades se referem ao gênero *feature article* e ao uso de citações (falas) de entrevistados em textos jornalísticos. Ambas podem ser retomadas quando da realização da proposta da seção **Writing**.

Para a atividade 5, após a correção, diga aos/às estudantes que o uso de falas literais em artigos da esfera jornalística tem por objetivo conferir ao texto precisão, credibilidade e engajamento, ao mesmo tempo em que promove a imparcialidade e a diversidade de perspectivas.

After Reading

Atividade 6

Proponha aos/as estudantes que a atividade seja desenvolvida de forma coletiva como em um bate-papo. Para dar maior engajamento, incentivar e despertar o interesse da turma, inicie a conversa compartilhando com eles/elas uma experiência vivida por você. A participação direta de professores/as nas atividades dá aos/as estudantes sensação de maior segurança, fortalece vínculos e serve como modelo de comportamento e atitudes desejáveis, como colaboração, respeito, resolução de problemas e pensamento crítico.

TEXT 2

Before Reading

Atividades 1 e 2

As atividades servem como introdução ao texto que será trabalhado, uma *news report*. Elas podem ser feitas individualmente, em pares ou em pequenos grupos. Peça o compartilhamento das respostas com a turma toda para que possa fazer qualquer mediação ou intervenção necessária.

Especialmente para a atividade 1, reitere a importância de respeitar opiniões e perspectivas diferentes dos/das colegas.

While Reading

Atividade 3

A atividade trabalha com vocabulário específico do texto. Sugira aos/as estudantes que observem o contexto para chegar à conclusão sobre a resposta mais adequada.

Atividade 4

A atividade demanda que os/as estudantes consigam fazer um breve resumo da reportagem. Para articularem a resposta de forma mais precisa, oriente-os/as a ler o texto novamente e identifiquem palavras-chaves e cognatas, pois isso será muito útil na compreensão do texto lido.

After Reading

Atividades 5 e 6

As atividades buscam trazer a temática do texto para a realidade dos/das estudantes. Se necessário ou possível, disponibilize formas de pesquisa sobre os assuntos ou organize uma conversa com professores/as de outras áreas do conhecimento que poderão ajudar os/as estudantes a expandirem as respostas e seus conhecimentos sobre os assuntos.

- **Proposta de articulação interdisciplinar com Biologia e Geografia**

Sugestão de título para o projeto: *Roots for the Future*

Proponha aos/as professores/as de Geografia e Biologia um trabalho interdisciplinar que promova a conscientização ambiental e a sustentabilidade através do plantio de árvores nativas, integrando conhecimentos dos três componentes curriculares.

Apresente a eles/elas o texto *Impacting the pastoral community: How local pastoral groups gained global*

recognition relatando os eventos e os desdobramentos que o projeto teve. Diga que a ideia é que ele sirva de inspiração.

Em Biologia, os/as estudantes podem ser orientados a pesquisar as características biológicas das árvores nativas da região, como o tipo de solo preferido, necessidades hídricas, benefícios ecológicos e uso sustentável.

Em Geografia, podem analisar a distribuição geográfica das espécies escolhidas, entendendo como fatores climáticos e geográficos influenciam seu crescimento e distribuição. Os/As estudantes mapearão as áreas mais adequadas para o plantio na comunidade.

Em língua inglesa, os/as estudantes podem redigir um relatório que inclui a descrição das espécies escolhidas e seus benefícios ecológicos, estratégias de plantio e manutenção e reflexão sobre a importância da conservação das espécies nativas.

Como plano de ação, proponha a organização de uma campanha que envolva a comunidade escolar, inclusive viabilizando o acesso a mudas e sementes das plantas. Em conjunto e de comum acordo entre os/as três professores/as, distribuam tarefas e atuem na supervisão de todo o processo.

A avaliação pode considerar empenho, engajamento, trabalho colaborativo, resolução de problemas e tomada de decisão em grupo.

LANGUAGE IN USE

Atividades 1 e 2

A atividades proporcionam o estudo sobre o uso do *Past Simple* e do *Present Perfect* em contexto. Conduza as atividades de forma que os/as estudantes tenham a oportunidade de fazê-las individualmente, refletindo sobre os usos. Após a observação dos exemplos de língua em uso e escolha das respostas, convide a turma a ler o **Language Expansion** como forma de conferir, de maneira autônoma, suas escolhas.

Faça a correção da atividade 1 de forma coletiva, registrando na lousa os contextos apresentados.

Atividades 3 e 4

Caso os/as estudantes tenham dificuldade na realização das propostas, faça mais uma leitura do conteúdo em **Language Expansion**, apresente novos exemplos e incentive-os/as a compartilharem suas dúvidas. Oriente-os/as a realizar as propostas individualmente e, ao final delas, compartilhá-las com um/uma colega para que conversem, forneçam devolutivas e, se necessário, façam ajustes.

Se possível, faça a correção individual ou em pequenos grupos.

LISTENING

Before Listening

Atividades 1 e 2

O objetivo das propostas é despertar o interesse e a curiosidade sobre o texto que será ouvido. Portanto,

proponha que as atividades sejam feitas de forma coletiva, sob a sua mediação. Especialmente para a atividade 1, incentive-os a dar exemplos que fundamentem suas respostas.

While Listening

Atividades 3 e 4

Antes de reproduzir o áudio, oriente os/as estudantes a fazerem a leitura das questões e reitere que esse movimento é importante, pois os/as coloca em contato com palavras-chave e ideias principais do áudio.

Se necessário, reproduza o áudio fazendo pausas para certificar-se de que os/as estudantes estão compreendendo o que ouvem. Ofereça esclarecimentos caso note dificuldades.

After Listening

Atividade 5

Se possível, resgate conceitos como empatia e pertencimento com a turma. Caso haja um projeto na escola sobre o assunto, ajude os/as estudantes a fazerem a conexão com ele.

SPEAKING

A atividade poderá ser feita em duplas ou pequenos grupos no **Step 2** e no **Step 4**. Organize a turma de modo que consiga dar apoio aos que vivenciam mais desafios na oralidade e que os/as estudantes se sintam à vontade para trocar ideias.

Oriente a leitura completa de todos os passos antes de dar início a atividade. Certifique-se de que todos/as compreenderam o que deve ser feito e esteja disponível para solucionar dúvidas durante o processo.

Converse por alguns minutos sobre a habilidade de resolver problemas (*problem-solving abilities*). Diga aos/as estudantes que a resolução de problemas em grupo exige a promoção de habilidades fundamentais como escuta atenta, empatia, colaboração e comunicação clara. Além disso, o pensamento criativo e a tomada de decisão conjunta são essenciais para explorar soluções inovadoras. Incentivar essas práticas não só fortalece as habilidades individuais, mas também promove o engajamento e a capacidade dos jovens de causar um impacto positivo em suas comunidades.

- **Objeto digital: Podcast Contrasting Cultures**

Em uma unidade que trata de conscientização, este *podcast* é um material bastante rico para a exploração de diferenças e choques culturais comuns a pessoas em situação de imigração e seus descendentes. Faça uma atividade de pré-escuta com os/as estudantes, sugerindo diferenças que imigrantes de diferentes países enfrentam no Reino Unido. Você também pode colocar o áudio sem e com o acesso à transcrição, para que os/as estudantes comparem a sua compreensão auditiva e escrita e, por último, você pode propor uma discussão mais ampla sobre os fatores que levam à imigração, os problemas

e benefícios que ela traz para os países que recebem e perdem pessoas nesse processo e quais as tendências futuras para esse fenômeno que sempre esteve presente na história do mundo. Assim, propõe-se um olhar para o nosso futuro através de uma perspectiva histórica.

WRITING

Leia os passos com os/as estudantes e solucione quaisquer dúvidas.

Retome algumas das características de um *feature article* apresentadas no percurso desta unidade. Amplie o conhecimento da turma dizendo que esse gênero explora um tema em profundidade para informar, entreter ou provocar reflexão no leitor. Os temas são variados e relevantes para o público, podendo tratar de tendências atuais, questões sociais, culturais ou científicas. O/A autor/a realiza uma pesquisa aprofundada, utilizando entrevistas, dados estatísticos e estudos de caso para oferecer uma visão fundamentada.

A estrutura do artigo em destaque costuma ser narrativa, envolvendo o/a leitor/a de forma emocional e envolvente. A introdução é projetada para capturar o interesse do/a leitor/a imediatamente, podendo começar com uma citação impactante ou uma experiência vívida. O tema pode apresentar múltiplos pontos de vista e evidências que ajudam a entender melhor a questão abordada. Frequentemente, esses artigos apresentam recursos visuais, como fotografias e gráficos, que complementam o texto.

ROUND OF TALKS

Proponha aos/as estudantes que a atividade toda seja realizada em um grande círculo na sala de aula. Durante o compartilhamento das respostas, incentive-os/as a analisarem o desenvolvimento das propostas, considerando a formação da turma em sala de aula.

- **PERSONAL REFLECTION**

Oriente os/as estudantes a responderem às questões de forma individual. Circule pela sala para poder dar sugestões e ouvir/ler as respostas deles/delas, pensar em ações e, se necessário, repensar o planejamento.



UNIT 16 FUTURE

OBJETIVOS

Ao iniciar a Unidade 16, escreva na lousa a seguinte frase: *The future for me is...* Organize os/as estudantes em um círculo, oriente-os/as a refletir sobre a frase por alguns minutos e a completá-la em seus cadernos. Em seguida, peça a cada um/uma que compartilhe, em voz

alta, o que escreveu. Após os compartilhamentos, solicite a alguns/algumas voluntários/as que justifiquem brevemente suas frases.

Peça a todos/as que guardem suas frases para voltar a elas no final do percurso da unidade e verificarem se as modificariam.

Por fim, escreva o título da unidade na lousa, *future*, e diga aos/as estudantes que, ao longo desta unidade, discutirão a questão do futuro que cada um está construindo para si. Conversarão sobre as habilidades mais demandadas para o futuro do trabalho e sobre a participação cívica de adolescentes e jovens e impacto disso no futuro. Além disso, refletirão sobre a importância de escrever cartas para eles/elas mesmos/mesmas como ferramenta para seu autoaperfeiçoamento, sobre o mercado de trabalho no futuro, sobre os desafios após o encerramento do Ensino Médio e tomada de decisões e ainda sobre o tratamento oferecido às crianças como reflexo dos valores e prioridades de uma sociedade.

Faça a leitura dos objetivos da unidade e pergunte aos/as estudantes sobre suas expectativas a respeito dos novos conteúdos.

START UP

Atividade 1

Faça a leitura da citação em voz alta, certifique-se de que os/as estudantes a compreenderam e peça que realizem a proposta da atividade. Como resposta, eles/elas devem mencionar que as imagens mostram pessoas fazendo algum tipo de atividade que impactará seu futuro. Por exemplo, o tempo destinado à família, o investimento na educação, a prática de atividades físicas e o plantio de árvores impactarão positivamente as vidas das pessoas no futuro.

Pergunte aos/as estudantes o que sabem sobre Mahatma Gandhi. Se necessário, forneça as seguintes informações ou compartilhe você mesmo/mesma algumas informações com a turma, caso eles/elas não tenham muito a contribuir. Sugermos a leitura a seguir:

DEFENSORES DOS DIREITOS HUMANOS MAHATMA GANDHI (1869–1948)

Mohandas Karamchand Gandhi é amplamente reconhecido como um dos maiores líderes políticos e espirituais do século XX. Honrado na Índia como o pai da nação, foi pioneiro e praticou o princípio de Satyagraha — resistência à tirania por meio da desobediência civil massiva não violenta. Enquanto liderava campanhas em nível nacional para mitigar a pobreza, expandir os direitos das mulheres, criar harmonia religiosa e étnica e eliminar as injustiças do sistema de castas, Gandhi aplicou de forma suprema os princípios da desobediência civil não violenta para libertar a Índia do domínio estrangeiro. Ele foi preso várias vezes devido a suas ações, às vezes ficou preso

durante anos, mas realizou seu objetivo em 1947 quando a Índia adquiriu a independência da Grã-Bretanha. Devido à sua grandeza ele é chamado Mahatma, que significa “grande espírito”. Os líderes de direitos civis desde Martin Luther King Jr. A Nelson Mandela reconheceram Gandhi como fonte de inspiração em sua luta para conseguir direitos iguais para os seus povos.

DEFENSORES dos Direitos Humanos Mahatma Gandhi (1869–1948). *Unidos pelos Direitos Humanos* [S. l.], c2008–2024. Disponível em: <https://www.unidospelosdireitoshumanos.org.br/voices-for-human-rights/mahatma-gandhi.html>. Acesso em: 16 jul. 2024.

Atividades 2 e 3

Oriente os/as estudantes a formarem grupos com três ou quatro integrantes para estas atividades. Sugira que se organizem em forma de semicírculo para que todos possam se ver. Circule pela sala de aula para monitorar os grupos e auxiliá-los, se necessário. Ao terminarem de responder às perguntas em seus cadernos, convide-os/as a compartilhar suas respostas com a turma.

Atividade 4

Peça a um/uma estudante que leia, em voz alta, o conteúdo em **Did You Know** e esclareça dúvidas, se houver. Convide-os/as a citarem alguns ditos populares sobre o futuro em língua portuguesa. Algumas sugestões são: quem planta hoje, colhe amanhã; o futuro a Deus pertence; mais vale prevenir do que remediar etc.

Peça aos/as estudantes para lerem os ditos populares em silêncio e fazerem a escolha. Durante a correção, peça que justifiquem suas respostas.

Atividade 5

Convide os/as estudantes a compartilharem suas nuvens de palavras com a turma após a troca com seus pares.

Atividade 6

Peça aos/as estudantes que compartilhem com a turma o que acharam mais interessante sobre o texto e por quê.

READING

TEXT 1

Before Reading

Atividades 1 e 2

Considere que as respostas dos/das estudantes podem variar. No entanto, considere como corretas aquelas que forem coerentes e fundamentadas. Os exemplos fornecidos são apenas sugestões de respostas que podem ser dadas ou ideias que você pode compartilhar com eles para incentivá-los/las a articularem suas próprias.

Para que os/as estudantes compreendam o que é um *framework of reference*, escreva o seguinte texto na lousa e ajude-os/as a compreendê-lo.

A framework of reference is a collection of knowledge, models, guides, tools, platforms, and standards. It includes well-researched and

practiced methods that represent shared learning and best practices in a particular area or field.

Based on: THE IMPORTANCE of Reference Model Assessment in Organisation Change & Transformation. *ODT*. [S. l.], [20--]. Available at: <https://orgcmf.com/pt-pt/pages/Landing/Assrefmod/>. Accessed on: Jul. 13, 2024.

While Reading

Atividade 3

Após a leitura do texto, peça aos/as estudantes que se unam aos/as colegas com os/as quais compartilharam suas ideias acerca da atividade 2. Oriente-os/as a verificar e discutir suas respostas após essa leitura.

Atividade 4

Uma estratégia eficaz para encontrar a ideia principal é observar palavras e frases que se repetem ou são enfatizadas ao longo do texto. Essas palavras geralmente apontam para o tema central. Reconhecer a ideia principal permite uma análise crítica do texto, avaliando a importância das informações e diferenciando fatos e opiniões.

Atividade 5

Orientar os/as estudantes a lerem a atividade integralmente antes de realizarem a proposta. Se necessário, ofereça ajuda. Em seguida, faça correção coletiva.

Atividades 6 a 8

Peça a um/uma estudante para fazer a leitura do conteúdo em **Did You Know** e esclareça dúvidas, se houver. Para ler mais sobre o que é bônus demográfico e compartilhar informações com a turma, leia a publicação disponível em: <https://www.scielo.br/j/rbepop/a/M6ZjNHVZRfdcbBwbs9tBkhy/?lang=pt>. Acesso em: 8 ago, 2024.

Sugira aos/as estudantes que releiam o texto para buscar as respostas necessárias ou as evidências para elas. Sempre que possível, peça a eles/elas que as justifiquem.

Se possível, sugira a correção em duplas antes de conferir as respostas com a turma inteira.

• Proposta de articulação interdisciplinar com Geografia

Sugestão de título para o projeto: Bônus Demográfico e Seu Impacto nas Sociedades

Proponha ao/à professor/a de Geografia que desenvolva com você e sua turma um projeto para que os/as estudantes ampliem o que sabem sobre o conceito de bônus demográfico. O objetivo é explorar como esse evento afeta as sociedades em diferentes partes do mundo, inclusive o Brasil.

Para iniciar as discussões proponha ao/à colega a seguinte estrutura e esteja aberto a quaisquer ajustes propostos por ele/ela:

- Um momento expositivo dialogado para ampliar o que é o bônus demográfico, suas causas, fases e como ele pode influenciar o desenvolvimento econômico e social de um país. Como recursos, vocês podem utilizar vídeos explicativos, *slides* e artigos sobre o tema.
- A turma pode ser organizada em grupos e cada um ficaria responsável por um país que esteja passando ou

tenha passado pelo bônus demográfico, por exemplo, China, Índia, Brasil, Nigéria. Os/As estudantes devem pesquisar por dados demográficos, econômicos e sociais do país selecionado.

- Os grupos farão uma apresentação oral sobre os países pelos quais ficaram responsáveis.
- Cada grupo deverá escrever um relatório em inglês sobre suas descobertas, incluindo uma introdução ao país, dados demográficos, análise do impacto do bônus demográfico e uma conclusão com previsões futuras.
- Após as apresentações, promova uma discussão em turma sobre as semelhanças e diferenças entre os países estudados, e como diferentes políticas públicas podem maximizar os benefícios do bônus demográfico. Organizem-se de forma a acompanharem as pesquisas e determinem dia, espaço e duração das apresentações.

After Reading

Atividades 9 e 10

Organize os/as estudantes em pares ou trios para que realizem as propostas. Incentive a troca de ideias e a reflexão crítica sobre o texto que leram.

TEXT 2

Before Reading

Atividades 1 e 2

As propostas podem ser trabalhadas de forma individual ou coletiva, a partir da sua mediação. Faça correção coletiva e solucione possíveis dúvidas.

While Reading

Atividade 3

Após a realização da atividade, faça um levantamento coletivo para saber se suas previsões foram, em sua maioria, confirmadas ou não.

Atividade 4

Relembre os/as estudantes de que entender o propósito de um texto ajuda a interpretar melhor as intenções do autor, avaliar a relevância do conteúdo e desenvolver pensamento crítico.

Atividade 5

Comente com os/as estudantes que a atividade 5 promove a compreensão detalhada do texto, portanto eles/elas vão precisar relê-lo para encontrar informações específicas.

Leia o conteúdo em **Language Expansion** sobre *literary devices* e esclareça dúvidas, se houver. Se possível, estabeleça um paralelo com a língua portuguesa e estimule a contribuição dos/das estudantes com exemplos. Para ler mais sobre figuras de linguagem e eventualmente compartilhar informações com a turma, leia a matéria disponível em: <https://www.portugues.com.br/gramatica/figuras-estilo-ou-linguagem.html>; acesso em: 8 ago. 2024.

After Reading

Atividades 6 e 7

Peça aos/as estudantes que leiam as perguntas em silêncio e façam registros de suas respostas em seus cadernos. Em seguida, oriente-os/as a formarem grupos com três ou quatro integrantes. Sugira que se organizem em pequenos círculos para que todos possam se ver. Estimule, então, a discussão das respostas. Ao terminarem a discussão em grupos, convide-os/as a compartilharem suas respostas com a turma.

LANGUAGE IN USE

Atividade 1

Explore os fragmentos extraídos do Texto 1 com os/as estudantes de modo que eles/elas possam ter tempo para observá-los e refletirem sobre eles para que possam trazer respostas baseadas em evidências. Durante a correção, se necessário, registre na lousa outras frases que possam ilustrar o elemento linguístico que está sendo apresentado.

Atividade 2

Se possível, aproveite a oportunidade para explorar o texto criticamente, fazendo algumas perguntas. Sugestões: Como você se sentiria trabalhando em um ambiente sem mesas físicas fixas, onde você pudesse se sentar em qualquer lugar e ter um escritório simulado diante de seus olhos? Você acredita que trabalhar em equipes, sem líderes autoritários, pode melhorar a produtividade e o ambiente de trabalho? Por quê? Como você acha que a mudança para corporações menores e mais colaborativas impactará a sua carreira e desenvolvimento profissional?

Para correção, chame alguns/algumas voluntários/as para que leiam trechos do texto em voz alta.

Atividades 3 a 5

Oriente os/as estudantes a lerem as propostas integralmente e certifique-se de que as compreenderam. Se necessário, ofereça ajuda. Garanta que os/as estudantes tenham a oportunidade de observar a língua em uso e cheguem a conclusões sobre ela antes de conferirem suas hipóteses na correção da atividade ou com **Language Expansion**.

Atividades 6 e 7

Peça aos/as estudantes para lerem as atividades em silêncio e fazerem registros de suas respostas em seus cadernos. Após alguns minutos, faça a correção.

Sugira aos/as estudantes que registrem os *phrasal verbs* e seus significados nos seus cadernos, como forma de manter um glossário de acesso rápido disponível.

LISTENING

Before Listening

Atividade 1

Incentive os/as estudantes a levantarem o que já aprenderam sobre o continente africano também em ou-

tros componentes curriculares como História e Geografia. Isso os/as ajudará na articulação das respostas.

Sempre que achar importante ou necessário, faça registros na lousa de palavras, expressões e ideias que surgirem e que possam ajudar os/as estudantes a terem melhor compreensão e aproveitamento na parte seguinte.

While Listening

Atividades 2 a 4

Peça aos/as estudantes para que leiam cada atividade antes da reprodução do áudio.

Se necessário, faça pausas estratégicas durante a reprodução do áudio de forma que os/as estudantes tenham tempo de identificar e registrar as informações de que precisam.

Após a correção da atividade 4, se necessário, compartilhe o seguinte texto sobre o conceito *stunting*, que neste contexto significa “raquitismo”. Faça isso oralmente, escrevendo palavras-chave na lousa.

Stunting is the impaired growth and development that children experience from poor nutrition, repeated infection, and inadequate psychosocial stimulation. [...]

Stunting in early life [...] has adverse functional consequences on the child. Some of those consequences include poor cognition and educational performance, low adult wages, lost productivity and, when accompanied by excessive weight gain later in childhood, an increased risk of nutrition-related chronic diseases in adult life.

[...]

STUNTING in a nutshell. *Who*. Geneva, Nov. 19, 2015. Available at: <https://www.who.int/news/item/19-11-2015-stunting-in-a-nutshell#>.

Accessed on: Jul. 15, 2024

Faça a leitura do **Language Expansion** com a turma. Se possível, peça outros exemplos de aposto. Pergunte como isso ocorre em língua portuguesa e com que frequência o utilizam e em que tipo de texto.

After Listening

Atividades 5 a 7

Oriente os/as estudantes a lerem as perguntas em silêncio e fazerem registros de suas respostas em seus cadernos. Após alguns minutos, organize-os/as em pares para que compartilhem suas respostas. Em seguida, incentive-os/as a compartilharem com a turma algumas de suas ideias.

Lembre-se de que os exemplos são somente sugestões de ideias que podem ser compartilhadas ou não com a turma.

SPEAKING

Reitere com os/as estudantes a importância de seguir os passos sugeridos para planejarem seus discursos. Sempre que possível, deixe dicionários impressos ou digitais à disposição dos/das estudantes. Para eventuais pesquisas, se possível, viabilize o uso de computadores ou *tablets* com acesso à internet.

Explique aos/às estudantes que o conteúdo em **Useful Language** é somente sugestão e que eles/elas podem expandir suas ideias.

WRITING

Convide alguns/algumas estudantes para que leiam trechos das instruções e, entre uma e outra leitura, faça pausas para se certificar da compreensão da turma. Esteja disponível para solucionar quaisquer dúvidas.

Retome com a turma algumas características desse gênero textual. Diga que a carta é um gênero textual com estrutura relativamente estável, com cabeçalho, saudação, corpo do texto, despedida e assinatura. Seu propósito varia entre pessoal, comercial e formal, influenciando a linguagem e o estilo usados. O conteúdo deve ser adequado ao destinatário e sua extensão pode variar conforme a necessidade da comunicação.

Organize o tempo em sala de aula de modo que os/as estudantes possam desenvolver cada etapa da seção com calma e reflexão. Oriente-os/as a seguirem os passos indicados e a fazerem registros, revisão e edição dos seus textos antes da entrega final.

Por se tratar de um texto de cunho muito pessoal, proponha que apenas os/as estudantes que desejarem possam ler suas cartas em voz alta para toda a turma. Sugira a todos/as que guardem suas cartas com carinho para que, daqui a alguns anos, possam retomá-las.

ROUND OF TALKS

Antes da realização da proposta, converse com os/as estudantes sobre os motivos pelos quais as pessoas são fascinadas por deixar registros materiais para o futuro, por exemplo, escrevendo cartas. Incentive-os/as a levantar hipóteses e registre-as na lousa.

Acrescente que essas práticas oferecem uma conexão emocional e psicológica com as gerações futuras. Elas permitem a preservação de memórias, cultura e história pessoal, garantindo que o passado não seja esquecido. Pergunte aos/às estudantes se acham que esses atos são também exercícios de reflexão e autoanálise e se há um desejo por deixar um legado, algo que perdure além de suas próprias vidas. Peça que fundamentem suas respostas de forma coerente e com exemplos.

Orientar-os/as a escrever para o futuro com esperança e otimismo.

• PERSONAL REFLECTION

As atividades devem ser feitas de forma individual e os/as estudantes podem ser convidados/as a compartilhá-las com você para que juntos possam traçar planos de estudos e desenvolvimento.



UNIT 17 WORK

OBJETIVOS

Ao iniciar o trabalho, escreva na lousa a palavra *work* e diga que esse será o tema que os/as conduzirão por todo o percurso da unidade.

Proponha aos/às estudantes que escrevam a palavra duas vezes em seus cadernos, uma embaixo da outra. Ao lado da primeira, devem escrever todos os talentos inatos que eles/elas têm e que são felizes por tê-los, por exemplo, desenhar, aprender idiomas com facilidade, pensamento criativo, liderança natural, habilidade esportiva, aptidão matemática etc. Ao lado da segunda palavra *work*, devem registrar a profissão que gostariam de ter, o lugar em que gostariam de exercê-la; materiais, máquinas e pessoas com as quais gostariam de trabalhar etc. Proponha que formem um círculo na sala de aula. Peça que reflitam se as duas listas se complementam ou não e se uma tem a ver com a outra. Pergunte o que acham ser mais importante ao decidirmos o caminho profissional a seguir. Permita que falem livremente com os/as colegas e acolha todas as respostas sem qualquer juízo de valor. Ao final do trabalho com a unidade, proponha que voltem a essa dinâmica e retomem as respostas dadas, verificando se as manteriam ou não.

Apresente os objetivos para os/as estudantes. Pergunte a eles/elas em quais seções acham que cada objetivo será trabalhado com mais ênfase e organize um sistema de *buddies*, isto é, colegas que possam ajudar uns aos outros durante a unidade, especialmente nas seções que indicarem ser mais desafiadoras ou que tenham maior facilidade.

START UP

Atividade 1

Como as discussões devem partir da análise das imagens e leitura das legendas, peça à turma que as analisem e leiam atentamente.

Atividade 2

Leia as explicações sobre *hard skills* e *soft skills* com a turma. Caso necessário, dê exemplos. Aqui estão alguns que podem lhe ajudar:

Exemplos de *hard skills*: proficiência em uma ou mais línguas, conhecimentos de informática e tecnologia da informação, edição de imagens e vídeos. São itens que podem ser mensurados e, muitas vezes, comprovados por meio de cursos e certificados.

Exemplos de *soft skills*: empatia, ética, flexibilidade, inteligência emocional, liderança, resolução de conflitos, resolução de problemas, pensamento crítico, gerenciamento do tempo, criatividade, organização, comunicação efetiva.

READING

TEXT 1

Before Reading

Atividades 1 e 2

As atividades podem ser feitas de modo coletivo. Retome a discussão desenvolvida na seção **Start up** sobre *hard skills* e *soft skills*, se necessário, para que os/as estudantes reflitam sobre as habilidades que já possuem (*strengths*). Peça que considerem como essas habilidades já desenvolvidas e seus principais interesses podem influenciar nas escolhas de uma carreira. A seguir, oriente-os/s a sugerir os passos que consideram necessários para explorar as opções de carreira.

While Reading

Atividades 3 e 4

Peça aos/as estudantes que façam uma primeira leitura de forma mais rápida do *Guide for Choosing the Right Career Path* a fim de identificarem se os passos sugeridos por eles/elas na atividade 2 se assemelham às sugestões dadas por Edeh Samuel Chukwuemeka. Oriente-os/as a fazer uma segunda leitura mais cuidadosa para realizar a proposta das atividades 3 e 4. Após alguns minutos, organize-os/as em pares ou trios e peça que compartilhem as respostas.

Peça aos/as estudantes que façam a leitura do texto em **Did You Know** e verifique a compreensão perguntando a eles/elas quem criou o *Bscholarly* e com qual finalidade.

After Reading

Atividade 5

Oriente os/as estudantes a levarem em consideração os pontos fortes e os interesses pessoais por eles/elas destacados quando da realização da atividade 1 para responder às perguntas. Dê um tempo para que registrem suas respostas em seus cadernos. A seguir, peça que compartilhem suas respostas nos mesmos pares ou trios. Convide alguns/algumas estudantes a compartilharem suas ideias com a turma.

TEXT 2

Before Reading

Atividades 1 e 2

As atividades servem como introdução e engajamento ao tema do Texto 2, que aborda as mulheres no mundo do trabalho, as desigualdades etc. Se possível, comente com a turma sobre o Objetivo de Desenvolvimento Sustentável 5 (*Gender Equality*) e como a ideia de igualdade de direitos deve ser expandida para além do mundo do trabalho. Para saber mais sobre o ODS 5, confira o conteúdo disponível em: <https://www.globalgoals.org/goals/5-gender-equality/>, acesso em: 8 ago. 2024.

While Reading

Atividade 3

A atividade contempla a leitura e a resposta a questões sobre quatro trechos de uma publicação do *Asian Development Bank* (ADS) sobre mulheres no mercado de trabalho na Ásia e no Pacífico. Cada subitem da atividade trabalha com um trecho diferente. Logo, se preferir, oriente o grupo a fazer a leitura de cada trecho e a responder à questão referente a ele antes de prosseguir para o item seguinte.

Em **Did You Know**, há informações sobre diferenças ortografias que algumas palavras podem ter em inglês. É relevante comentar que países que têm a língua inglesa como oficial podem seguir diferentes formas ortográficas e que não há um acordo único sobre como deve ser a ortografia, tal como temos o Novo Acordo Ortográfico da Língua Portuguesa, decreto nº 6.585, de 29 de setembro de 2008, disponível em: https://www.planalto.gov.br/ccivil_03/_ato2007-2010/2008/decreto/d6583.htm, acesso em: 8 ago. 2024. Além disso, as indicações em dicionários da língua inglesa ainda tendem a considerar como referência do idioma o eixo Reino Unido – Estados Unidos da América e podem deixar de lado outras variantes. Dessa forma, há espaço para progresso e evolução na indicação de variantes em dicionários e na inclusão da língua inglesa em uso em outros países.

After Reading

Atividades 4 e 5

Os/As estudantes podem fazer uso de conhecimentos construídos em outras áreas do conhecimento e componentes curriculares para responder às atividades. Elas podem ser feitas em pequenos grupos e as respostas compartilhadas com a turma toda.

LANGUAGE IN USE

Atividade 1

É provável que os/as estudantes já tenham estudado *zero and first conditionals* nos Anos Finais do Ensino Fundamental. Portanto, é uma ótima oportunidade para acionar conhecimento prévio e retomar o aprendizado. Aproveite também para tirar dúvidas e expandir o conhecimento. Sugira aos/as estudantes a leitura das sentenças destacadas na atividade 1 e a reflexão sobre o que elas representam, antes de ler o **Language Expansion**. É importante ajudar os/as estudantes a desenvolverem suas habilidades de observação e elaboração de hipóteses sobre o uso da língua.

Atividades 2 e 3

Se julgar adequado, mantenha as duplas formadas na atividade anterior para a realização das novas atividades. Ofereça ajuda em caso de dúvidas.

LISTENING

Before Listening

Atividades 1 e 2

Organize os/as estudantes em pequenos grupos e peça que discutam as questões oralmente por aproximadamente dez minutos. Peça que um/uma estudante de cada grupo tome nota dos pontos relevantes, de semelhanças e divergências de opiniões. Ao final, o/a estudante selecionado em cada grupo ficará responsável por reportar suas anotações.

While Listening

Atividades 3 e 4

As atividades demandam a identificação da ideia principal e de informações específicas no áudio. Oriente os/as estudantes a lerem as questões antes de reproduzir o áudio. Para a escuta, oriente-os/as a tomar nota de palavras-chave, pois elas ajudarão a selecionar as alternativas corretas.

After Listening

Atividades 5 e 6

A atividade 5 pode ser feita em duplas, e a resposta compartilhada com a turma. Pode ser um momento interessante para começar a coletar informações sobre as profissões ou carreiras que os/as estudantes pretendem seguir e ajudá-los/las a planejar ações necessárias em conjunto com a equipe administrativa da escola. A atividade 6 tem como objetivo valorizar a escolha por cursos técnicos e vocacionais e abordar a importância deles no mercado de trabalho.

Atividades 7 a 9

As propostas têm como objetivo ajudar os/as estudantes a diferenciarem *yes/no questions* de *wh-questions* e chamar a atenção para a entonação empregada nas questões. Oriente os/as estudantes a responderem às perguntas em pares ou trios. Após alguns minutos, convide alguns/algumas estudantes a compartilharem as respostas com a turma.

Atividade 10

A atividade traz o assunto *World Englishes* como foco a partir da experiência com o áudio da unidade com falante de Uganda. Ao longo da atividade, lembre a turma da importância de valorizar as diferentes variedades e sotaques em todas as línguas. Se possível, comente sobre a influência que outras línguas podem ter na construção dessas identidades.

SPEAKING

A proposta da atividade demanda que os/as estudantes desenvolvam uma pesquisa para coletar dados e apresentar para seu público. Também se propõe que façam uso de computadores ou *tablets* e internet para a pesquisa e para organizar a apresentação.

Caso a internet, *tablets* ou computadores não estejam disponíveis, a pesquisa pode ser feita por meio de

entrevistas na comunidade interna ou externa e a organização dos recursos de apoio pode ser feita em papel ou cartolina.

Se julgar adequado à sua turma, junte os/as estudantes que pretendem desenvolver a proposta sobre a mesma profissão.

WRITING

Assim como na seção anterior, para a realização da proposta é importante que haja um planejamento prévio relacionado ao uso de tecnologias pelos/pelas estudantes. Converse com a equipe de tecnologia educacional ou outros responsáveis pelos equipamentos na escola para que ajudem na organização e uso dos recursos.

Caso não haja computadores ou *tablets* e internet disponíveis, a atividade pode ser feita em papel ou em cartolinas. Neste caso, verifique a possibilidade de materiais adicionais, tais como canetas coloridas, lápis de cor e régua.

Para a socialização mais abrangente das produções, considere convidar estudantes de outras turmas do Ensino Médio para que conheçam e participem da *career fair*.

ROUND OF TALKS

Organize a turma em pequenos grupos para a discussão. Sempre que possível, faça a mediação do grupo e incentive os/as estudantes a compartilharem ideias.

Leia em voz alta a primeira frase do texto: *Conducting a job search is like planning a trip*. Pergunte aos/às estudantes quais as primeiras providências que devem ser tomadas ao planejarmos uma viagem. Acolha todas as contribuições e acrescente que, assim como uma viagem, uma carreira bem-sucedida exige planejamento e preparação. Ao decidir seu destino de viagem, você escolhe um lugar que deseja conhecer, traça rotas, faz reservas e se prepara financeiramente para investir na viagem. Da mesma forma, ao planejar sua carreira, é importante definir metas claras, identificar os passos necessários para alcançá-las e estar preparado para os desafios que possam surgir. Finalize perguntando aos/às estudantes o que fariam caso a “viagem”, por qualquer motivo que seja, não os faça felizes. Acolha todas as respostas e complemente dizendo que, durante a “viagem”, pode ser necessário ajustar o percurso, aprender novas habilidades e adaptar-se às mudanças, mas com um planejamento sólido, o objetivo final estará sempre à vista.

• PERSONAL REFLECTION

Convide os/as estudantes a responderem à seção de maneira individual. Enquanto o fazem, circule pela sala e converse com eles/elas sobre formas de aprimorar os itens que indicarem dificuldades e de ajudarem os colegas nos itens que indicaram facilidade.



UNIT 18 AFRICA

OBJETIVOS

Escreva na lousa a seguinte citação sobre a África:

"Africa changes you forever, like nowhere on earth. Once you have been there, you will never be the same. But how do you begin to describe the magic to someone who has never felt it? How can you explain the fascination of this vast, dusty continent, whose oldest roads are elephant paths? Could it be because Africa is the place of all our beginnings, the cradle of mankind, where our species first stood upright on the savannahs of long ago?" – Brian Jackman, British journalist

THORPE, Jemma. Quotes That Will Make You Fall In Love With Africa. *Londolazi Blog*. [S. l.], Oct. 8, 2022. Available at: <https://blog.londolazi.com/2022/10/08/quotes-that-will-make-you-fall-in-love-with-africa/>. Accessed on: Aug. 9, 2024.

Leia a citação em voz alta e ajude os/as estudantes na compreensão. Então, pergunte a eles/elas o que acham que faz da África um lugar único e fascinante. Pergunte também o que gostariam de aprender sobre esse continente tão grande e potente. Colha as respostas e abra espaço para desdobramentos relacionados ao tema nas discussões.

Em seguida, diga que o tema da unidade é *Africa* e compartilhe os objetivos com a turma antes de iniciá-la. Destaque que, ao longo do percurso, terão a oportunidade de conhecer mais sobre o continente africano, sobre imigrantes africanos no Brasil e muito mais.

START UP

Atividade 1

O objetivo da atividade é despertar nos/nas estudantes a percepção sobre aspectos culturais, sociais, econômicos e científicos do continente africano, de forma a romper com estereótipos. A atividade pode ser feita em pares, pequenos grupos ou com a turma toda. Decida qual é a melhor organização para sua turma.

Atividade 2

A atividade traz o assunto *decolonization* para discussão. Trata-se de um assunto de grande relevância em contextos sociais, culturais, políticos e linguísticos nos dias de hoje. Diga aos/as estudantes que, basicamente, esse campo de estudo, cada vez mais explorado nas Ciências Sociais, oferece uma nova perspectiva histórica. A decolonialidade reinterpreta os eventos a partir da ótica dos povos oprimidos cultural, econômica, social e religiosamente.

READING

TEXT 1

Before Reading

Atividades 1 e 2

As atividades 1 e 2 introduzem o assunto que será tratado no Texto 1, porém a partir da realidade brasileira. As atividades podem ser feitas de forma individual, em pares ou pequenos grupos. Incentive os/as estudantes a acionarem conhecimentos prévios sobre o tema adquiridos em outras disciplinas. Se houver computadores ou *tablets* disponíveis, eles/elas podem usar ferramentas de busca na internet para elaborarem respostas mais completas.

While Reading

Atividades 3 e 4

Orienta os/as estudantes a fazerem a leitura do texto de forma individual e a lerem as questões em busca de palavras-chave antes de iniciarem suas respostas. Incentive-os/as a tentarem descobrir os significados das palavras que não conhecem por meio do contexto em que estão inseridas. Se ainda assim não for suficiente, disponibilize dicionários impressos e/ou digitais. Faça a leitura do **Did You Know** com a turma e pergunte como dados estatísticos foram usados no texto. Os itens **a** e **b** trazem exemplos desse uso.

After Reading

Atividade 5

A atividade traz uma expansão do conhecimento a ser construído sobre a temática do texto e demanda que os/as estudantes tenham acesso às formas de pesquisa *online*. Busque apoio da equipe de tecnologia educacional da escola para proporcionar a experiência a eles/elas.

Respostas para a o item **a**: *Nigeria: English is the official language and the language of instruction at all levels of education.; Cameroon: English and French are official languages, and both are used as language of instruction. Eight regions in Cameroon are primarily francophone and two are anglophone.; Democratic Republic of Congo: French is the official language and the language of instruction mostly used in education.; Chad: French is the primary language of instruction in schools. Some schools also use Arabic.; Tanzania: Swahili is the official language and used in primary and adult education. English is used in secondary education and universities.*

Referências para as respostas: Nigeria: https://pdf.usaid.gov/pdf_docs/PA00XH27.pdf; Cameroon: <https://link.springer.com/article/10.1007/s10993-019-09510-7>, <https://www.worldatlas.com/articles/what-languages-are-spoken-in-cameroon.html>; Democratic Republic of Congo: <https://www.worldatlas.com/articles/what-languages-are-spoken-in-the-democratic-republic-of-the-congo.html>; Chad: <https://skiproute.com/languages-spoken-in-chad/>; Tanzania: <https://thisisafrica.me/african-identities/tanzania-adopts-swahili-official-language-instruction-schools/>. Acessos em: 9 ago. 2024.

- **Objeto digital: Podcast** *What are common misconceptions about Africa and how can the narrative be reshaped?*

Este *podcast* é uma ótima oportunidade para conscientizar os/as estudantes sobre a enorme diversidade presente no continente africano, questionando os estereótipos arraigados sobre a África. Nele, o fotógrafo queniano Alexander Omondi Osodo fala de como a savana representa a imagem genérica da África e quanto os outros ecossistemas, a pluralidade cultural, as cidades e a infraestrutura africana são ignoradas até mesmo por africanos. Ele fala das raízes históricas dessa visão empobrecida e do que pode ser feito para mudá-la. Antes de ouvir o *podcast*, certifique-se de que conceitos como *misconception*, *narrative* e *colonialism* estejam claros para os/as estudantes. Ao ouvir, é importante buscar compreender os detalhes e a profundidade do que Osodo fala. Pode-se posteriormente pedir que os/as estudantes pesquisem individualmente um pequeno aspecto africano (uma língua, uma região, uma celebração, uma cidade, um centro de excelência) e comparem os conhecimentos adquiridos com estereótipos anteriores à pesquisa.

TEXT 2

Before Reading

Atividades 1 e 2

As atividades trazem uma introdução ao tema do poema *I am an immigrant*. Elas podem ser desenvolvidas com a turma toda ou em pequenos grupos. Se necessário ou possível, expanda a temática às famílias que vieram de outros estados e cidades também, não apenas de outros países. Com antecedência, verifique com colegas professores/as ou funcionários/as da escola se há imigrantes. Se sim, convide-os/as para um bate-papo com os/as estudantes para que abordem essas questões.

While Reading

Atividade 3

Pergunte aos/as estudantes se sabem quantos imigrantes africanos vivem atualmente no Brasil. Confirme essa informação fazendo a leitura do conteúdo em **Did You Know**. A seguir, oriente-os/as a lerem as perguntas e o conteúdo em **Language Expansion** antes de fazerem a leitura do poema. Dê um tempo para que respondam às perguntas e peça, então, que compartilhem as respostas em pares ou trios. Se julgar adequado, oriente-os/as estudantes a realizarem a proposta em duplas, favorecendo a troca de ideias e o trabalho colaborativo. Diga a eles/elas que, ao interpretar um poema, é importante explorar as emoções que ele nos desperta, pois elas podem revelar as intenções do poeta. Oriente-os/as a identificar e analisar as figuras de linguagem, como metáforas, comparações e aliterações, pois elas conferem profundidade ao texto.

Após fazer a correção da atividade com a turma, convide alguns/algumas estudantes a recitarem o poema para

a turma. A seguir, diga aos/as estudantes: *there is a law in Brazil which makes the topic "Afro-Brazilian history and culture" compulsory to all schools in the country*. Pergunte a eles/elas se sabem que lei é essa. Se necessário, diga que se trata da lei n. 10.639, de 9 de janeiro de 2003. Diga que: *the law states that students should learn about the history of Africa and African people, the struggle of African descendants in Brazil, the Afro-Brazilian culture, and the Afro-Brazilians' role in the formation of our society. They should also study the Afro-Brazilian contribution in the Brazilian history, especially related to social, economic, and political fields*.

After Reading

Atividade 4

A atividade demanda que os/as estudantes reflitam sobre a questão da identidade e do pertencimento frente ao contexto atual de migrações. Se oportuno, mantenha as duplas formadas para a atividade anterior favorecendo a troca de ideias.

LANGUAGE IN USE

Atividades 1 a 3

As atividades 1 a 3 e **Language Expansion** referem-se ao uso da voz passiva nos tempos presente simples e passado simples em língua inglesa, assim como na forma reduzida da voz passiva.

Oriente os/as estudantes a fazerem as atividades de forma individual. Para a atividade 3, proponha a leitura do texto em trechos e ajude-os/as a compreenderem cada um deles até que o tenham lido em sua totalidade. Faça um fechamento ou consolidação de forma coletiva a partir da leitura da **Language Expansion**. Use a lousa para explicações adicionais ou para a escrita de exemplos e elaboração de esquemas que possam ajudar os/as estudantes a visualizarem a transformação de sentenças da voz ativa para a voz passiva.

Resposta para a 3. a.: *"Africa is traditionally seen as hosting four large indigenous phyla [...]"*; *"There are estimated to be more than 2000 languages on the continent."*; *"The Niger-Congo label covers about 1500 languages spoken across most of sub-Saharan Africa [...]"* (reduced passive – which are spoken); *"Many of the largest languages spoken across Central, Eastern and Southern Africa [...]"* (reduced passive – which are spoken); *"Afro-Asiatic includes languages spoken in both the Middle East and Africa [...]"* (reduced passive – which are spoken); *"Berber languages such as Tamazight, Kabyle, and Tuareg are spoken in North Africa."*; *"Cushitic languages such as Somali and Oromo are spoken primarily in the Horn of Africa."*; *"Omotic languages and Semitic languages such as Amharic, Tigrinya and Gurage are also spoken in northeastern Africa."*; *"Chadic languages such as Hausa are spoken in West Africa in countries such as Nigeria and Cameroon."*

Atividade 4

A atividade 4 proporciona a oportunidade de os/as estudantes refletirem sobre o uso e valorização de línguas indi-

genas no Brasil e em outros países. Proponha que eles/elas se organizem em um círculo para discutirem as respostas.

LISTENING

Before Listening

Atividades 1 e 2

As atividades têm como objetivo gerar engajamento ao conteúdo do áudio e oportunizar a reflexão sobre educação de qualidade, conceito que aparece no texto oral. As atividades podem ser realizadas de forma coletiva, em pares ou em pequenos grupos.

While Listening

Atividades 3 e 4

As atividades demandam que os/as estudantes identifiquem informações específicas no áudio. Antes da reprodução, oriente-os/as a lerem as questões previamente para que conheçam as informações de que precisam. Se julgar necessário, faça pausas estratégicas no áudio para que tenham tempo de registrar suas respostas. Faça a leitura do **Did You Know** com a turma, destacando a importância da organização. Se pertinente, compartilhe que o acrônimo usado em língua portuguesa é OCDE.

After Listening

Atividade 5

A atividade pode ser feita de forma coletiva com os/as estudantes compartilhando suas opiniões.

SPEAKING

Peça aos/as estudantes que leiam todas as orientações atentamente e anatem suas dúvidas. Oriente-os/as a compartilharem suas dúvidas oralmente para que você ou os próprios colegas ajudem aqueles/aquelas que precisam de esclarecimentos. Supervisione e faça mediação dessa etapa.

Se necessário, crie um *fact file* na lousa, como modelo, para que os/as estudantes possam criar os seus e fazerem a preparação para suas apresentações.

Os *fact files* produzidos podem ser reaproveitados pela turma e por você. Verifique a possibilidade de organizar um mural digital ou impresso e disponibilizá-lo à comunidade escolar.

Esta seção requer um preparo prévio de sua parte caso os/as estudantes possam fazer uso dos recursos de informática e internet da escola.

WRITING

Orientar os/as estudantes a seguirem os passos propostos para a execução da atividade. Medie a produção do texto e contribua para a sua melhoria no decorrer do processo. Combine com a turma e marque uma ou duas aulas para acompanhar o processo de seleção, organização das informações e a escrita. Ao acompanhar o processo, você pode

identificar precocemente as dificuldades específicas e isso permitirá intervenções pontuais e direcionadas. Assim, os/as estudantes podem refletir sobre seu próprio processo de escrita, desenvolvendo gradualmente a autonomia necessária para escrever de forma cada vez mais independente.

Esta seção requer um preparo prévio de sua parte caso os/as estudantes possam fazer uso dos recursos de informática e internet da escola.

ROUND OF TALKS

Antes de iniciar o trabalho proposto na seção, pergunte aos/as estudantes:

How many languages are estimated to be spoken globally, and what proportion of them are considered endangered?

Ouçe as respostas da turma e, em seguida, diga que, segundo o Fórum Econômico Mundial (<https://www.weforum.org/agenda/2022/01/languages-endangered-diversity-loss-spoken/>), há cerca de 7.000 línguas faladas no mundo atualmente. Porém, cerca de 1.500 delas podem desaparecer por completo até o final deste século. Diga a eles/elas que a língua é o meio pelo qual os valores, tradições e costumes de um povo são transmitidos de geração em geração. Ela une as pessoas dentro de uma sociedade, criando um senso de pertencimento e identidade coletiva, fortalecendo laços. Manter a língua viva significa preservar a memória coletiva e o legado cultural de um país. A preservação da língua é uma forma de resistência cultural em tempos de globalização.

Organize a turma em duplas ou pequenos grupos para a leitura e discussão das propostas.

• PERSONAL REFLECTION

Orientar os/as estudantes a selecionarem as respostas das sentenças de forma individual. Circule pela sala, escute os/as estudantes e ofereça devolutivas sobre o desempenho deles de maneira individual e privada, sempre que possível.



UNIT 19 SUSTAINABILITY

OBJETIVOS

Antes de iniciar a apresentação dos objetivos da unidade, proponha aos/as estudantes uma roda de conversa para discutirem algumas questões sobre o tema.

- *What does sustainability mean to you?*
- *If you had the opportunity, what actions would you suggest to government leaders to improve sustainability in your region?*
- *Do you think governments are doing enough to promote sustainability? Why?*
- *Would you like to be involved in creating or influencing government policies on sustainability? If yes, how would you like to contribute?*

- *How do you think young people like you can make a difference in promoting sustainability in your community?*

Permita que todos/as expressem livremente seus pontos de vista e, sempre que possível, incentive os/as estudantes a fundamentarem suas colocações com exemplos e explicações ainda que relacionadas às vivências pessoais.

Em seguida, apresente os objetivos da unidade para a turma. Na lousa, escreva o tema da unidade e, ao redor dele, construa um esquema para explicar as relações entre *sustainability* e os objetivos.

START UP

Atividades 1 a 3

Organize a turma em duplas, trios ou pequenos grupos para as atividades. Colete exemplos de ações sustentáveis que os/as estudantes mencionarem e inicie uma lista de ações, em inglês, na lousa ou em um outro recurso que seja possível ser consultado em outras aulas, em especial nas seções de **Listening**, **Speaking** e **Writing**. Se necessário, considere solicitar aos/as estudantes que façam registros em seus cadernos.

READING

TEXT 1

Before Reading

Atividades 1 e 2

Os/As estudantes farão uso de conhecimentos prévios das áreas de humanidades, especialmente geografia e história. Organize a turma em pares ou pequenos grupos para que possam colaborar com os conhecimentos na construção das respostas.

A resposta indicada na atividade 2 considera os membros da União Europeia no mês de julho de 2024. Sugere-se que uma rápida conferência *online* seja feita antes da aula para verificar se houve alguma mudança.

While Reading

Atividade 3

Os/As estudantes terão acesso a um *press release* (comunicado de imprensa) do Conselho da União Europeia. Oriente-os/as a fazerem uma primeira leitura de forma individual e faça uma segunda leitura guiada, perguntando a eles/elas quais características conseguem destacar em um *press release*. Espera-se que percebam que o gênero apresenta um resumo das informações sobre as quais há interesse que sejam divulgadas para a população. Acrescente também que algumas características fundamentais do gênero são: texto conciso e direto, linguagem de fácil acesso e estrutura geralmente padrão (título, *lead*, corpo do texto).

Em seguida, oriente os/as estudantes a fazerem a atividade de forma individual. Ao corrigir, peça que voluntários/as indiquem onde localizaram as respostas no texto.

After Reading

Atividades 4 a 6

A atividade pode ser feita de forma coletiva. Leia a questão para a turma e dê alguns minutos para que cada estudante coloque suas ideias em tópicos. Em seguida, abra para discussão coletiva.

TEXT 2

Before Reading

Atividades 1 a 3

As atividades buscam promover a oportunidade de os/as estudantes resgatarem conhecimentos prévios e experiências relacionadas ao consumo sustentável. As atividades podem ser feitas em duplas e as respostas compartilhadas com a turma.

Se necessário, retome alguns pontos mencionados pelos/pelas estudantes durante as discussões propostas em **Objetivos** para ajudá-los/las a articularem suas respostas.

While Reading

Atividade 4

Leia o enunciado da atividade com a turma e destaque que o guia foi criado com foco na Ásia. Dessa forma, é importante que os/as estudantes percebam que há um outro lugar de fala e que os dados representam itens que talvez não sejam iguais no Brasil.

After Reading

Atividades 5 e 6

As atividades podem ser feitas em pequenos grupos. Antes de organizá-los, garanta que os/as estudantes identificaram qual é o mito 1.

Em ambas as propostas, incentive os/as estudantes a fundamentarem suas respostas. Reitere que emitir uma opinião sobre algo requer embasamento para que as colocações não sejam vazias.

LANGUAGE IN USE

Atividades 1 e 2

Oriente os/as estudantes a lerem as atividades integralmente antes de realizarem as propostas. Certifique-se de que todos/as puderam inferir e compreenderem o que significa a palavra *pattern* (padrão). A primeira parte do **Language in Use** traz dois padrões de verbo em inglês: verbos que devem ser seguidos de outro verbo no gerúndio (*-ing*) e verbos que devem ser seguidos de outro verbo no infinitivo com *to*. Destaca-se que não há uma regra que indique a regência de cada verbo. A prática e a elaboração de exemplos podem ajudar os/as estudantes a internalizarem o uso. Indica-se explorar o **Language Expansion** após a realização das atividades como forma de ajudar os/as estudantes a confirmarem suas hipóteses e observações sobre o uso da língua.

Atividades 3 e 4

A segunda parte do **Language in Use** traz colocações, isto é, palavras que são comumente usadas juntas. Sugere-se que os/as estudantes façam as atividades de forma individual, consultando os textos, se necessário.

- **Objeto digital: Vídeo 'We The People' for The Global Goals / Global Goals**

Este é um vídeo bastante impactante na voz de celebridades e pessoas comuns do mundo todo, inclusive dos brasileiros Gilberto Gil, Rodrigo Santoro e Wagner Moura. Ele descreve os 17 Objetivos de Desenvolvimento Sustentável da ONU para 2030 e traz uma mensagem de empoderamento aos cidadãos. Primeiramente, mostre o vídeo e pergunte quais são os 17 objetivos que aparecem. Em seguida, proponha uma discussão sobre quais desses objetivos são mais urgentes, mais importantes e mais factíveis, além de uma análise crítica sobre os desafios para que esses objetivos sejam atingidos. Por fim, proponha um projeto no qual a turma se organize para produzir um vídeo semelhante, mais curto, sobre objetivos de desenvolvimento para a sua comunidade.

LISTENING

Before Listening

Atividade 1

Explore com os/as estudantes o quadro com os Objetivos de Desenvolvimento Sustentável (ODS). Se possível, resgate as ações sustentáveis mencionadas na seção **Start up** e peça aos/as estudantes que tentem relacioná-las aos ODS.

While Listening

Atividades 2 e 3

Oriente os/as estudantes a fazerem a leitura das atividades antes de ouvirem o áudio e atentarem-se às palavras-chave.

Se necessário, faça pausas estratégicas durante a reprodução do áudio para que os/as estudantes tenham tempo de registrar suas respostas.

After Listening

Atividade 4

Para realizar a proposta, os/as estudantes precisam acessar o quadro com os ODS novamente. Organize a turma em duplas ou pequenos grupos e oriente-os a pensarem em respostas para ações locais pela comunidade, locais pelos governos e globais. Ao final, convide os/as estudantes a compartilharem as respostas de modo que tenham exemplos para diferentes ODS.

SPEAKING

Para produzir o *podcast*, os/as estudantes precisarão ter acesso a algum recurso que permita a gravação de voz e a um local mais silencioso para que a gravação possa ter melhor qualidade. Converse com a coordenação e/ou

direção da escola para verificar quais recursos podem ser disponibilizados para a realização da proposta e também para conseguir ajuda com as gravações.

Considere realizar uma das propostas sugeridas para a socialização dos trabalhos e, se necessário, adapte-as à sua realidade com a turma. Ao compartilhar os trabalhos dos/das estudantes com colegas, professores/as e a comunidade escolar, você valoriza o esforço deles/delas, o que pode aumentar sua autoestima e motivação. Além disso, eles/elas não só compartilham seus aprendizados, mas também enriquecem o próprio conhecimento através da troca de perspectivas com os/as colegas.

WRITING

Para produzir o *online news article*, os/as estudantes precisarão ter acesso a um computador, *tablet* ou celular com um processador de texto e à internet. Conte com o apoio da equipe escolar para organizar o uso do recurso tecnológico.

Caso os/as estudantes não encontrem ações sustentáveis na região em que vivem, considere propor a eles/elas que ampliam as pesquisas englobando o estado e/ou o país.

- **Proposta de articulação interdisciplinar com Biologia e Geografia**

Sugestão de título para o projeto: *Transforming Urban Spaces*

Converse com os/as professores/as de Biologia e Geografia sobre a proposta de trabalho interdisciplinar. Diga a eles/elas que o objetivo é que os/as estudantes identifiquem áreas na comunidade que podem ser transformadas em espaços verdes (como jardins comunitários, hortas urbanas, ou áreas de compostagem) e desenvolvam um projeto para revitalizar essas áreas, promovendo práticas sustentáveis. Converse com a direção da escola sobre a proposta e peça ajuda para que se cumpra com os trâmites de autorização da subprefeitura para a realização do projeto.

Apresente aos/as professores/as as sugestões de trabalho abaixo, peça contribuições, melhorias, aprofundamentos e propostas de adaptações que julgarem adequadas.

- Estudantes e professores/as devem caminhar pela comunidade e identificar áreas abandonadas ou espaços subutilizados que poderiam ser revitalizados com práticas sustentáveis.
- Organizados em grupos, os/as estudantes pesquisam diferentes tópicos e aprendem sobre tipos de plantas nativas, quais são adequadas para o clima e solo da região, técnicas de compostagem e a importância da biodiversidade urbana.
- Cada grupo elaborará um plano, em inglês, detalhando como pretendem transformar o espaço escolhido, incluindo descrição do espaço atual e as mudanças propostas, recursos necessários e benefícios para a comunidade (ambientais, sociais, econômicos).
- Com a supervisão dos/das professores/as, os/as estudantes colocarão em prática o plano desenvolvido.

Eles/Elas prepararão o solo, plantarão as espécies selecionadas e criarão sistemas de compostagem ou outras estruturas sustentáveis no local.

- Durante o processo, elabore com a turma um diário de bordo com fotos, vídeos e descrições das atividades realizadas. Os/As estudantes poderão utilizar essa documentação para criar uma apresentação final.
- Os/As estudantes organizarão um evento para apresentar o projeto finalizado à comunidade, explicando o impacto positivo da iniciativa e incentivando os moradores a se envolverem na manutenção do espaço.
- Como extensão do projeto, os/as estudantes poderão criar materiais de sensibilização em inglês ou bilíngues (cartazes, folhetos, vídeos) para distribuir pela comunidade, promovendo a importância da sustentabilidade e do cuidado com os espaços urbanos.

O objetivo do projeto não apenas reforça o aprendizado teórico, mas também conecta os/as estudantes à realidade de sua comunidade, incentivando a responsabilidade social e o engajamento cívico.

ROUND OF TALKS

Antes de dar início à proposta, faça na lousa um mapa mental em que a palavra *person* esteja no centro e, dela, partam quatro linhas que levam às seguintes palavras: *head*, *spirit*, *heart* e *hands*. Em seguida, pergunte aos/as estudantes:

Why do you think the word "person" is connected to "head," "spirit," "heart," and "hands"?

Acolha e valide todas as contribuições.

Em seguida, organize a turma em duplas ou pequenos grupos para a realização das atividades. Circule pela turma para dar apoio e suporte aos/as estudantes.

Ao finalizarem suas respostas, proponha uma roda de conversa informal e permita que todos/as possam externar livremente suas considerações.

PERSONAL REFLECTION

Aproveite a oportunidade para dar devolutivas individuais e identificar necessidades de revisão e retomadas de conteúdo.



UNIT 20 FINANCE

OBJETIVOS

Antes de iniciar a apresentação dos objetivos da unidade, escreva no centro da lousa, dentro de um círculo: *Use money wisely*. Em seguida, componha cerca de oito círculos ao redor do central, formando um mapa mental. Certifique-se de que entenderam o tema do mapa. Peça aos/as estudantes que, por cinco minutos, reflitam sobre ações que representem o uso sábio do dinheiro.

Chame alguns/algumas estudantes voluntários/as à frente para que completem o mapa. Abra espaço para que,

respeitosamente, a turma expresse suas opiniões a respeito e as fundamentem com exemplos e explicações.

Em seguida, apresente os objetivos da unidade para a turma.

START UP

Atividade 1

Antes de responderem à atividade, explore as imagens com os/as estudantes e peça a eles/elas que digam quais situações conseguem depreender delas e oriente-os/as a fundamentarem suas respostas com elementos das próprias imagens. Finalize perguntando a eles/elas se já vivenciaram situações semelhantes.

Se julgar adequado, permita que realizem a proposta em duplas. Acolha todas as respostas e dê espaço para que as discussões se ampliem.

Atividades 2 a 5

Se julgar adequado, mantenha as duplas formadas para a atividade anterior, incentivando a troca de ideias e favorecendo o trabalho colaborativo.

Para correção, proponha que façam uma roda de conversa. Será uma oportunidade para conversarem e trocarem experiências, expectativas e o que já sabem sobre o tema.

Atividade 6

Ainda na roda de conversa proposta na atividade anterior, colha as respostas da turma e pergunte aos/as estudantes como o mapa mental que construíram em **Objetivos** complementa e se alinha ao mapa apresentado nessa proposta.

Atividade 7

Caso os/as estudantes apresentem dificuldades para compreender o gráfico e/ou o texto em **Did You Know** apresentados na proposta, faça a leitura coletivamente incentivando a colaboração de todos/as. Chame a atenção dos/das estudantes para o título e guia de cores do gráfico. Diga que cada cor está vinculada a uma categoria ou conjunto de dados específico.

READING

TEXT 1

Before Reading

Atividades 1 e 2

Orienta os/as estudantes a realizarem as propostas individualmente. Antes de iniciarem a atividade 1, pergunte a eles/elas o que entendem por valores (*values*). Ouça as colocações da turma e complemente dizendo que são princípios ou padrões de comportamento que nos guiam na tomada de decisões e na interação com os outros. Basicamente, eles representam o que consideramos importante na vida.

While Reading

Atividade 3

Orienta os/as estudantes a confrontarem suas previsões e acertos com as respostas do/da colega ao lado.

Para a correção, pergunte à turma quem conseguiu confirmar integralmente as previsões e, em seguida, quem acertou parcialmente.

Reitere que levantar hipóteses e fazer previsões são importantes estratégias de leitura, além de servirem para despertar nossa curiosidade sobre o texto que será lido.

Atividade 4

Proponha aos/às estudantes que, se necessário, reescrevam a definição ou façam pequenos ajustes.

Atividade 5

Para realizarem a proposta, recomende aos/às estudantes que façam mais uma leitura do texto e anotem palavras-chave. Oriente-os/as a lerem as perguntas integralmente confrontando a leitura com as anotações das palavras.

After Reading

Atividades 6

Organize a turma em grupos de quatro ou cinco estudantes. Oriente-os/as a discutir as questões e peça a um/uma estudante que tome nota das observações mais importantes que foram feitas pelo grupo.

Ao final, peça que o/a estudante selecionado de cada grupo compartilhe suas anotações com toda a turma.

Se julgar pertinente, abra espaço para discussões coletivas.

TEXT 2

Before Reading

Atividades 1 e 2

Peça aos/às estudantes que leiam as duas propostas integralmente e certifique-se de que as compreenderam.

Estabeleça o tempo de dez minutos para que articulem suas respostas e circule pela sala durante o processo. Auxilie-os/as, se necessário.

Para a correção, chame alguns/algumas voluntários/as para lerem suas respostas em voz alta. Permita que outros/as estudantes também se manifestem, caso queiram.

While Reading

Atividade 3

Peça aos/às estudantes que façam uma leitura cuidadosa do texto e busquem identificar o tema central abordado, o público ao qual o texto se dirige, o contexto em que foi escrito e o propósito do autor (informar, persuadir, entreter ou orientar sobre algo). Oriente-os/as a observarem a estrutura do texto e os argumentos utilizados, além do título e da fonte. Diga a eles/elas que esses elementos podem nos ajudar a reconhecer a intenção do texto.

Atividade 4

Peça aos/às estudantes que leiam a proposta integralmente e certifique-se de que a compreenderam. Se necessário, oriente-os/as a lerem o texto novamente. Faça a correção coletiva e chame estudantes voluntários/as para

lerem em voz alta suas respostas e peça que justifiquem suas escolhas com elementos do texto.

After Reading

Atividade 5

Para correção da atividade, peça aos/às estudantes que compartilhem suas respostas enquanto você lista na lousa as contribuições deles/delas a respeito da influência que consideram possíveis sobre seus hábitos financeiros atuais e futuros. Se pertinente, abra espaço para que expressem as colocações deles/delas próprios/próprias e dos/das colegas.

LANGUAGE IN USE

Atividades 1 e 2

Oriente os/as estudantes a retomarem o texto a fim de reler o contexto em que os trechos da atividade 1 estão inseridos e de encontrar outros exemplos para responder à atividade 2. Se necessário, realize a proposta da atividade 1 de forma coletiva. Assim, ficará mais fácil localizar a resposta correta para a atividade 2.

Atividades 3 a 5

Organize a turma em duplas ou trios para que realizem as propostas. Durante a realização, circule pela sala e acompanhe as discussões. Faça interferências apenas se solicitado/a ou se necessário.

Promova a correção coletiva com a contribuição de voluntários/as. Faça a leitura do **Language Expansion** coletivamente.

Atividade 6

Sugira a leitura do texto completo antes de iniciar o preenchimento com os verbos. O contexto pode ajudar a tomar decisões sobre quais são as palavras adequadas em cada trecho. As respostas da segunda parte da atividade podem ser compartilhadas de forma coletiva.

• Objeto digital: Infográfico *School Subjects*

A proposta deste infográfico é oferecer subsídios para discussões e diálogos sobre disciplinas escolares, quais as suas funções e onde elas podem auxiliar a todos os que passam pelo processo educativo a nos tornarmos mais preparados para os desafios do mercado de trabalho, do conhecimento científico e do nosso próprio desenvolvimento humano. É comum estudantes, a partir do momento que entram na adolescência, questionarem a utilidade de se estudar certas disciplinas ou até mesmo da escola como um todo. Este questionamento em si é saudável, já que é um limiar de pensamento crítico a ser cultivado. Converse com os/as estudantes a esse respeito e explore os textos sobre cada disciplina. Incentive-os a verificar quais disciplinas não constam em seu currículo e quais gostariam de ter, justificando suas respostas.

LISTENING

Before Listening

Atividade 1

Para a correção da proposta, peça a contribuição dos/as estudantes e liste na lousa todas as possibilidades levantadas pela turma.

While Listening

Atividade 2

Antes de reproduzir o trecho, oriente a turma a ler a transcrição apresentada na atividade integralmente. Oriente os/as estudantes a também expor quaisquer dúvidas antes da reprodução. Se necessário, reproduza o áudio novamente.

Atividades 3 a 5

Siga as mesmas orientações da atividade anterior para essa proposta. Como o trecho da segunda parte é um pouco mais extenso que o da primeira, reproduza o áudio novamente e faça pausas estratégicas para que os/as estudantes consigam articular e registrar suas respostas.

After Listening

Atividade 6

Peça aos/as estudantes que respondam à atividade individualmente. Em seguida, organize-os/as em pequenos grupos e peça que compartilhem suas respostas. Circule pela sala e observe os compartilhamentos e, se necessário, contribua com mais esclarecimentos e questionamentos que possam incentivá-los/las nas discussões.

SPEAKING

Leia com os/as estudantes os passos da produção oral e solucione dúvidas. Reitere com toda a turma que, para realizar um resumo oral eficaz é essencial dominar o material que será resumido, identificando as ideias principais, organizando-as em uma sequência lógica. Oriente os/as estudantes a usarem uma linguagem clara, evitando detalhes supérfluos. Diga a eles/elas que, dessa forma, ficará mais fácil garantir fluência e controle do tempo.

WRITING

Conduza a leitura das orientações para a produção escrita e solucione todas as dúvidas dos/das estudantes.

Nos *links* abaixo (acesso em: 21 ago. 2024), há sugestões de aplicativos gratuitos para controle financeiro que podem ser compartilhados com os/as estudantes:

- <https://www.mobills.com.br/blog/aplicativos/apps-de-controle-financeiro/#1-1-mobills-gerenciador-financeiro>;
- <https://www.ceres.org.br/blog-ceres/controle-de-gastos-conheca-5-apps-que-sao-uma-verdadeira-mao-na-roda/>

Se julgar adequado, marque uma data aproximada de 60 dias para uma roda de conversa sobre os resultados da

aplicação no cotidiano do aprendizado da unidade e, especificamente, do controle mensal de despesas desenvolvido nessa seção.

• Proposta de articulação interdisciplinar com Matemática

Apresente ao/à colega professor/a de Matemática uma proposta de trabalho interdisciplinar cujo objetivo é que os/as estudantes criem uma viagem fictícia de férias, considerando um orçamento restrito, distribuindo-o em diferentes necessidades para a concretização do passeio. O trabalho visa estimular o pensamento crítico e a capacidade de planejamento. Apresente ao/à colega a sequência abaixo e, juntos/juntas façam todas as adaptações e modificações que considerarem adequadas à turma.

Sugestões:

- Organize os/as estudantes em grupos para que planejem uma viagem de férias para um destino de sua escolha. A escolha deve ser justificada com base em interesses do grupo e viabilidade financeira. Eles/Elas deverão organizar um roteiro completo, considerando um orçamento limitado e o número de dias que serão estipulados pelos/pelas professores/as. O roteiro deve incluir o custo de transporte, hospedagem, alimentação, passeios e outros gastos necessários para a viagem.
- Os/As estudantes deverão realizar pesquisas em *sites* de turismo, transporte e hospedagem para coletar dados sobre os custos envolvidos na viagem. Isso incluirá passagens de avião ou ônibus, tarifas de hospedagem e alimentação.
- A pesquisa deve ser feita em inglês, utilizando *sites* internacionais, para praticar a língua e familiarizar-se com termos relacionados a viagens.
- Utilizando as informações coletadas, os/as estudantes deverão calcular o custo total da viagem, garantindo que o orçamento não seja ultrapassado. Devem considerar possíveis imprevistos e adicionar uma margem de segurança ao orçamento.
- Todos os cálculos devem ser apresentados em uma planilha, com detalhes dos gastos em números absolutos e porcentagens, além da conversão de moedas se necessário.
- Por fim, os grupos deverão redigir um roteiro de viagem e gastos em inglês que serão apresentados aos/às colegas e professores/as.

Após as apresentações, proponha uma votação da melhor viagem apresentada.

ROUND OF TALKS

Oriente os/as estudantes a lerem toda a seção antes de iniciar a realização das propostas. Caso necessário, auxilie-os/as na compreensão das atividades e disponibilize dicionários impressos e/ou digitais. Peça que fechem seus livros por alguns minutos e fiquem em silêncio refletindo sobre a proposta e pensando sobre a construção de suas respostas.

Após a atividade, proponha um bate-papo para que compartilhem suas colocações. Finalize reiterando que, ao darmos mais importância aos desejos em detrimento das necessidades, podemos acabar negligenciando aspectos cruciais da vida, o que pode resultar em mais que apenas perdas financeiras, mas emocionais e físicas. Dar prioridade às necessidades nos ajuda a fazer escolhas mais conscientes e responsáveis, administrando nossos recursos de maneira a assegurar uma vida estável e segura. Essa abordagem nos auxilia a estabelecer uma base sólida para o futuro, possibilitando que aproveitemos os nossos desejos de maneira mais sustentável e equilibrada.

• PERSONAL REFLECTION

Convide os/as estudantes a responderem a seção de maneira individual. Caminhe pela sala e converse com eles/elas sobre suas colocações, acolha todas elas e incentive o compartilhamento das respostas em uma conversa coletiva, leve e informal.



UNIT 21 STEAM

OBJETIVOS

Escreva o título da unidade na lousa, *STEAM*, e pergunte aos/às estudantes se já ouviram ou leram esta palavra em algum lugar e, se sim, o que sabem a respeito.

Em seguida, escreva na lousa as três perguntas listadas abaixo:

- *Have you ever heard about STEAM Education?*
- *STEAM is an acronym, a word formed by using the first letters of other words. What subjects do you think the letters stand for?*
- *Do you think it's useful for students to learn how to solve problems from different perspectives, like using scientific methods and creative thinking? Why?*

Peça aos/às estudantes que as leiam e reflitam, em silêncio, sobre cada uma delas. Oriente-os/as a anotar algumas ideias-chave ou a elaborar uma nuvem de palavras que acreditam estarem relacionadas aos questionamentos. Auxilie-os/as na compreensão das questões, se necessário.

Proponha, então, uma conversa descontraída sobre os questionamentos e peça a eles/elas que exponham suas ideias e fundamentações.

Ao final da unidade, retome as questões e pergunte aos/às estudantes se, depois de tudo que aprenderam, alterariam suas colocações.

START UP

Atividades 1 e 2

Organize a turma em duplas ou trios para que possam trocar ideias, conversar sobre as imagens, explorá-las e re-

lacioná-las ao texto na atividade 2. Para a correção, chame representantes das duplas e/ou trios para compartilharem suas respostas.

Atividade 3

Oriente a turma a ler o texto de forma individual e, ao final, pergunte se há dúvidas sobre o que leram. Em caso afirmativo, ajude os/as estudantes a solucionarem-nas.

Se julgar pertinente, mantenha as duplas ou trios formados nas atividades anteriores para que, juntos, possam articular a resposta.

READING

TEXT 1

Before Reading

Atividade 1

Peça aos/às estudantes que reflitam sobre a questão e a respondam individualmente. Em seguida, chame um/uma voluntário/a e peça que leia sua resposta em voz alta. Então, pergunte quem respondeu de forma diferente e peça que compartilhem as variações de respostas.

While Reading

Atividades 2 e 3

Oriente os/as estudantes a lerem toda a proposta integralmente e a buscarem por elementos que os guiem às escolhas corretas. Durante a correção, peça a eles/elas que apontem esses elementos que os/as ajudaram a selecionar as opções. Em caso de inadequações, incentive-os/as a relerem o texto, conversarem com colegas e reconsiderarem suas respostas. Espere alguns minutos e retome a correção.

After Reading

Atividade 4

Se julgar adequado, permita que os/as estudantes permaneçam em duplas para que possam conversar sobre a proposta, trocar perspectivas e articular suas respostas.

Para a correção, chame alguns/algumas voluntários/as para compartilharem suas respostas. Envolve os/as demais estudantes perguntando a eles/elas se responderam algo diferente ou gostariam de acrescentar alguma coisa.

TEXT 2

Before Reading

Atividade 1

Oriente os/as estudantes a lerem a atividade individualmente e confrontarem o enunciado com as imagens. Dessa forma, poderão associar palavras desconhecidas com elas.

While Reading

Atividade 2

Oriente os/as estudantes a fazerem a leitura do texto individualmente. Peça que registrem em seus cadernos

palavras-chave que possam ajudá-los/las na compreensão e suas respostas.

Atividade 3

Compartilhe com a turma que a atividade demanda a busca por informações específicas. Sugira que observem as palavras-chave de cada pergunta para auxiliá-los/las na localização da informação no texto.

After Reading

Atividade 4

Para realizar a proposta, mantenha as duplas formadas anteriormente. Aceite variações de respostas desde que corretas e fundamentadas.

Se pertinente, compartilhe com os/as estudantes que, na versão elétrica do *skateboard*, o motor é acionado por uma bateria recarregável, fazendo com que as rodas girem e impulsionem o *skate* para frente.

LANGUAGE IN USE

Atividade 1

Por ser a atividade que introduz o elemento gramatical da unidade e que será o fio condutor das próximas propostas, considere realizar a atividade de forma coletiva e, se possível, reproduza os trechos na lousa compondo setas em giz colorido para que os elementos recebam destaque. Durante toda a dinâmica, peça a contribuição dos/das estudantes.

Diga a eles/elas que os *relative pronouns* introduzem *relative clauses* cujo propósito é fornecer mais informações sobre pessoas ou coisas mencionadas na *main clause* (oração principal). Faça uma associação com a língua portuguesa e diga aos/as estudantes que *relative clauses* equivalem às nossas orações subordinadas adjetivas.

Atividade 2

Oriento os/as estudantes a lerem todo o trecho antes da realização da proposta. Faça a correção coletiva e, caso necessário, retome explicações.

Atividades 3 e 4

Faça a correção oralmente com a participação de voluntários/as.

Explore o conteúdo em **Language Expansion** e, se necessário, construa alguns exemplos com a colaboração de toda a turma. Você pode sugerir aos/as estudantes que façam uma checagem em textos já estudados em outras unidades e busquem por sugestões de novas construções.

Atividade 5

Convide a turma a fazer a leitura de um trecho destacado do Texto 1, observando as palavras em negrito. Em seguida, peça para responderem à questão proposta. Como expansão, sugira que duplas ou trios criem sentenças usando *so that* e *so as to* e as compartilhem com a turma.

LISTENING

Before Listening

Atividades 1 e 2

Proponha que ambas as propostas sejam discutidas e realizadas coletivamente. Dessa forma, diferentes saberes serão compartilhados, incentivarão o trabalho colaborativo e as respostas serão construídas com todos/as os/as estudantes.

While Listening

Atividades 3 a 5

Reproduza os dois trechos uma vez e, em seguida, repita o procedimento. Se necessário, faça pausas estratégicas durante a segunda reprodução do áudio para que os/as estudantes possam identificar as informações de que precisam e consigam articular suas respostas.

After Listening

Atividade 6

Peça aos/as estudantes que reflitam sobre a proposta da atividade e articulem suas respostas. Organize a turma em pequenos grupos para que as compartilhem, discutam, façam acréscimos ou ajustes. Em seguida, promova o compartilhamento coletivo. Para dar dinamismo à correção, após o compartilhamento de uma/uma estudante, pergunte se alguém gostaria de acrescentar algo mais à resposta.

SPEAKING

Para a realização da proposta, reitere a importância de que cada passo seja cumprido, pois o produto será resultado de todo o processo.

Diga também aos/as estudantes que os recursos visuais usados durante as apresentações orais são muito úteis, pois facilitam a compreensão. Além disso, eles aumentam o engajamento do público, evitam a monotonia na apresentação e melhoram a retenção de informações já que lembramos melhor daquilo que podemos ver.

WRITING

Leia com os/as estudantes o passo a passo da produção escrita. Diga a eles/elas que o *personal account* é um relato pessoal, portanto feito em primeira pessoa. Nele, o autor descreve suas experiências pessoais e reflexões. A linguagem é direta, articulada pela voz pessoal do autor e a estrutura adapta-se à narrativa, por esse motivo é flexível.

Acompanhe de perto todas as etapas, em especial, a escolha da experiência pessoal com STEAM que os/as estudantes desejam relatar. É importante que a escolha seja coerente com a proposta e eles/elas tenham informações relevantes sobre ela.

Após o cumprimento de todas as etapas e a finalização do texto, converse com a turma a respeito da socialização das produções escritas. Reflita com eles/elas sobre formas de transmitir suas experiências aos colegas de outros

anos. Algumas sugestões que podem ser avaliadas pelo grupo são o mural interativo, no qual os leitores podem deixar comentários e/ou compartilhar suas próprias experiências, roda de leitura aberta a colegas de outras turmas, publicação no blogue ou página da escola etc.

ROUND OF TALKS

Leia toda a proposta e as sugestões apresentadas com os/as estudantes e conversem sobre cada uma delas. Incentive inferências e levantamento de hipóteses. Certifique-se de que as compreenderam integralmente.

Organize a turma em grupos para a realização do trabalho e supervisione a distribuição de tarefas para que todos participem das pesquisas, coleta de informações e apresentações. Se sua escola conta com computadores ou *tablets* e acesso à internet, viabilize que as pesquisas sejam realizadas sob sua orientação.

Enfatize com os/as estudantes que usar fontes confiáveis garante precisão e credibilidade. Portanto, devem priorizar fontes como livros acadêmicos, *sites* de instituições educacionais (.edu), governamentais (.gov) e organizações respeitadas. É importante também desenvolverem o hábito de verificar o autor da informação, a data de publicação e se ela é corroborada por outras fontes igualmente confiáveis. Caso pesquisem em jornais e revistas, físicos ou *online*, devem observar a imparcialidade e a profundidade dos artigos.

Caso tenham dúvidas quanto às fontes, indique ferramentas de verificação de fatos e bancos de dados acadêmicos, por exemplo, *Google Scholar* ou *SciELO*.

• PERSONAL REFLECTION

Oriento o trabalho individual e dê total liberdade para que os/as estudantes respondam às perguntas da forma que desejarem.

Após a finalização, converse com os/as estudantes de forma individualizada e esteja disponível para considerações e ajustes na prática pedagógica para auxiliá-los da melhor forma a superar desafios.



UNIT 22 LITERATURE

OBJETIVOS

Para engajar os/as estudantes com o tema da unidade, *literature*, e despertar o interesse deles/delas, diga à turma que você lerá alguns trechos extraídos de livros de grande sucesso. Oriente-os/as a tentar adivinhar o nome do livro ou do autor. A dinâmica tem o propósito de ser informal, leve e descontraída. Portanto, se julgar adequado, peça aos/as estudantes que também digam trechos de livros que leram para que os colegas adivinhem.

Sugestões de trecho para compartilhar com a turma:

- Só se vê bem com o coração, o essencial é invisível aos olhos. (O Pequeno Príncipe – Antoine de Saint-Exupéry)
- Ser feliz é uma responsabilidade muito grande. Pouca gente tem coragem. (Um sopro de vida – Clarice Lispector)
- O correr da vida embrulha tudo, a vida é assim: esquenta e esfria, aperta e daí afrouxa, sossega e depois desinquieta. O que ela quer da gente é coragem. (Grande Sertão Veredas – Guimarães Rosa)

Após a dinâmica, apresente os objetivos da unidade para os/as estudantes e proponha um rápido bate-papo sobre o que esperam do aprendizado ao final deste percurso. Retome as respostas da turma ao finalizarem a unidade e incentive-os/as à reflexão.

START UP

Atividade 1

Após a correção coletiva, compartilhe com os/as estudantes algumas informações sobre as obras apresentadas na atividade. São elas:

- *Romeo and Juliet* (Romeu e Julieta)

Peça de teatro considerada como um clássico da literatura mundial, foi escrita por William Shakespeare e conta a trágica história de amor entre dois jovens de famílias rivais.

Baseado em: <https://brasilecola.uol.com.br/historia/romeu-julieta-romance-ou-historia.htm>. Acesso em: 25 set. 2024.

- *Things Fall Apart* (O mundo se despedaça)

Romance da literatura moderna nigeriana, de autoria de Chinua Achebe, narra a história do guerreiro Okonkwo. A narrativa retrata a gradual desintegração da vida tribal devido à chegada do colonizador branco.

Baseado em: <https://www.literaturablog.com/resenha-o-mundo-se-despedaca-de-chinua-achebe/>. Acesso em: 20 ago. 2024.

- Dom Casmurro

Em *Dom Casmurro*, de Machado de Assis, um verdadeiro ícone da literatura brasileira, o narrador Bento Santiago volta à infância para narrar, sob sua ótica, amor e as desventuras que viveu com Capitu, uma personagem enigmática e intrigante. O narrador, já adulto, é um homem atormentado pelo ciúme e gradualmente revela sua psicologia complexa. O leitor fica preso em uma das maiores polêmicas da literatura brasileira, Capitu traiu Bentinho ou não?

Baseado em: <https://veja.abril.com.br/vitrine-livros-mais-vendidos/dom-casmurro-2>. Acesso em: 20 ago. 2024.

Para acessar o livro completo, visite: <http://www.dominiopublico.gov.br/download/texto/ua000194.pdf>. Acesso em: 20 ago. 2024.

- *It ends with us* (É assim que acaba)

O romance de Colleen Hoover aborda temas como violência doméstica e abuso psicológico de forma sensível e direta.

A personagem Lily é uma jovem que se mudou de uma pequena cidade para Boston. Lá, ela conhece Ryle, um homem que, embora avesso a relacionamentos, se sente muito atraído por ela. Eles se apaixonam, mas a relação não é o que Lily esperava.

Baseado em: <https://veja.abril.com.br/vitrine-livros-mais-vendidos/e-assim-que-acaba-2>. Acesso em: 20 ago. 2024.

Atividades 2 a 4

Para melhor desenvolverem as respostas aos questionamentos propostos, considere organizar a turma em duplas ou trios. As questões podem ser um pouco mais desafiadoras, pois demandam reflexões que partem do repertório de leitura dos/das estudantes. Nesse sentido, o trabalho em grupo incentiva a troca de saberes, conhecimentos e perspectiva. Dessa forma, a articulação de respostas será mais rica e abrangente.

Aceite variações de respostas desde que estejam alinhadas às questões propostas, sejam coerentes e fundamentadas.

READING

TEXT 1

Before Reading

Atividade 1

Antes de os/as estudantes registrarem suas respostas em seus cadernos de forma individual, proponha que a questão seja discutida coletivamente e as respostas sejam construídas por todos/as a partir de conhecimentos compartilhados.

While Reading

Atividades 2 a 4

Antes da leitura integral do texto, oriente os/as estudantes a lerem as atividades e anotarem palavras-chave das questões e das alternativas. Isso os/as ajudará a localizar as informações de que precisam mais facilmente. Faça a correção coletiva das propostas.

After Reading

Atividade 5 e 6

Peça aos/as estudantes que reflitam sobre as questões por alguns minutos. Em seguida, proponha que sejam discutidas com toda a turma. Chame alguns/algumas voluntários/as para que exponham seus pontos de vista. Peça a outros que adicionem comentários, digam se concordam ou não, deem justificativas e exemplos.

TEXT 2

Before Reading

Atividade 1

Orienta os/as estudantes a lerem o conteúdo em **Did You Know** e a atividade completa. Certifique-se de que

compreenderam todas as possibilidades de respostas. Se necessário, ofereça auxílio à turma.

Diga aos/as estudantes que você fará a correção da atividade após a leitura do conto proposto na atividade seguinte.

While Reading

Atividades 2 e 3

Na atividade 2, oriente a turma a fazer a leitura do texto na sua totalidade, em silêncio. Peça para os/as estudantes reverem os itens da atividade 1 e buscarem relacioná-los com o que leram no texto, em duplas. Replique os itens da atividade 1 na lousa e peça contribuições das duplas para as respostas.

Para a atividade 3, oriente os/as estudantes a fazerem uma segunda leitura do texto para identificar as respostas das perguntas específicas sobre a trama.

After Reading

Atividade 4

- A atividade requer que os/as estudantes façam inferências, isto é, deduções com base em evidências. Apoie os/as estudantes a trazerem justificativas para suas inferências ao responderem às questões.

- Proposta de articulação interdisciplinar com Literatura e História**

Sugestão de título para o projeto: A sociedade brasileira nos contos machadianos

Apresente aos/as colegas professores/as de Literatura e História uma proposta de trabalho interdisciplinar cujo objetivo é que os/as estudantes analisem contos de Machado de Assis e, a partir deles conheçam a sociedade da época e a história do Brasil. Apresente aos/as estudantes a sequência abaixo e, juntos, façam todas as adaptações e modificações que considerarem adequadas à turma.

- História e literatura: introdução à vida e à obra de Machado de Assis e ao contexto histórico do Brasil no século XIX, abordando temas como a escravidão, a monarquia, e as mudanças sociais e econômicas da época. Os/As estudantes podem assistir a um vídeo sobre a história do Brasil no período e fazer anotações sobre os principais eventos e transformações sociais. Há várias possibilidades na plataforma YouTube.
- Literatura: Seleção de dois a três contos de Machado de Assis que abordem aspectos relevantes da sociedade da época. Sugestões: *O Alienista*, *A Cartomante*, *Noite de Almirante*, *Conto de Escola*, *Missa do Galo* etc. A obra de Machado de Assis pode ser acessada gratuitamente no portal Domínio Público. Os/as estudantes, em grupos, leem e analisam um conto previamente atribuído a eles/elas e identificam os principais temas, personagens, e como esses elementos refletem a sociedade brasileira do século XIX.
- Língua Inglesa: Cada grupo deve preparar uma breve apresentação em inglês, resumindo o conto e discutindo como ele reflete o contexto histórico do Brasil.

Em seguida, devem escrever um curto ensaio em inglês, refletindo sobre como a literatura pode ser uma janela para entender a história de uma sociedade.

A ênfase deve ser na prática da língua, tanto na escrita quanto na fala.

É importante que os/as professores/as acompanhem os/as estudantes em todas as etapas do trabalho.

Para finalizar, proponha uma roda de conversa sobre o que mais gostaram de aprender, como se avaliam na produção do trabalho e como poderiam melhorar em uma próxima oportunidade.

LANGUAGE IN USE

Atividades 1 e 2

Para a realização das propostas, peça aos/as estudantes que voltem ao texto e retomem o contexto em que os trechos apresentados na atividade 1 estão inseridos. Oriente-os/as a lerem as duas propostas e as frases em destaque antes de realizar a atividade.

Se julgar adequado, proponha que ambas sejam feitas de forma coletiva com sua mediação. Dessa forma, o aprendizado será construído colaborativamente.

Atividade 3

Dê um tempo para que os/as estudantes leiam o conteúdo em **Language Expansion**. A seguir, dê exemplos de uso para ilustrar cada uma das explicações.

Seguem algumas sugestões de exemplos.

- *She is coming tomorrow. She told me she was coming the following day.*
- *I saw him yesterday. She told me that she had seen him the previous day.*
- *What is she doing? She asked me what she was doing.*
- *Did you like the movie? He asked me if I liked the movie.*
- *These are presents for you. He said those were presents for me.*
- *Where do you live? He asked where I live. (still true)*

Se possível, durante a correção da atividade, demonstre na lousa as modificações que foram feitas para que as frases passassem para o *reported speech*.

Atividades 4 e 5

Para o desenvolvimento das propostas, se julgar adequado, sugira que os/as estudantes as realizem em duplas ou trios. Guie a correção de forma coletiva e abra espaço para questionamentos e discussão de quaisquer temas relacionados às atividades.

Após a correção, peça a turma que retome as obras apresentadas em **Start up** e identifiquem os gêneros aos quais pertencem:

- Romeo and Juliet – *play*
- Things Fall Apart – *historical fiction*
- Dom Casmurro – *novel, memoir*
- It ends with us – *drama, romance*

LISTENING

Before Listening

Atividades 1 e 2

Leia as propostas em voz alta com toda a turma. Certifique-se de que todos os/as estudantes entenderam o que deve ser feito. Oriente-os/as a fundamentarem suas respostas e darem exemplos que as sustentem.

Para correção, chame alguns/algumas voluntários/as para que compartilhem suas respostas. Caso os/as estudantes demonstrem interesse em conversar sobre o tema, permita que o façam.

While Listening

Atividade 3

Peça aos/as estudantes que leiam o texto em **Did You Know** e a proposta integralmente antes da reprodução do áudio. Reitere que a atividade demanda compreensão global do áudio, portanto devem ouvi-lo integralmente e dar maior atenção às ideias-chave do texto.

Atividade 4

Novamente, oriente a leitura prévia das atividades antes da reprodução do áudio. Diga aos/as estudantes que, para a atividade 4, devem buscar por informações específicas. Portanto, a leitura prévia e atenta ajudará a encontrar as informações de que precisam.

After Listening

Atividade 5

Sugira que os/as estudantes reflitam sobre a pergunta e organizem suas respostas de forma individual. Em seguida, convide-os/as para compartilhar suas conclusões com a turma.

Atividade 6

Incentive os/as estudantes lerem o **Language Expansion** e a identificarem a ocorrência das repetições no *script*. Espera-se que entendam que essa estratégia é utilizada em interações orais para dar tempo para que o falante planeje e formule suas ideias.

SPEAKING

Leia todos os passos com os/as estudantes e certifique-se de que os compreenderam. Permita que levantem dúvidas e ajude-os/as a solucioná-las.

Amplie as dicas para a apresentação oral. Oriente os/as estudantes a variarem o tom de voz para destacar diferentes personagens ou momentos da história. Por exemplo, um tom mais grave pode indicar um personagem sério ou um momento de apreensão. Devem também ajustar o volume e o ritmo da voz. A voz mantida sempre no mesmo tom torna a narrativa enfadonha.

Peça que usem gestos, mímicas e expressões faciais para dar vida aos personagens e às ações. Oriente os/as estudantes a sempre manterem contato visual com o público para

envolvê-lo na história. Uma boa estratégia que pode ajudá-los/las é incorporar objetos que possam ilustrar a narrativa.

WRITING

Orienta a leitura dos passos para a produção escrita na totalidade. Como feito na seção anterior, permita que levantem dúvidas e as compartilhem com todos/as para que, juntos, possam solucioná-las.

Acompanhe de perto toda a produção e reitere com a turma a importância do processo na produção escrita.

Para a socialização das produções, proponha uma roda de leitura, a realização de um varal literário no qual cópias das histórias ficam “penduradas” em local de fácil acesso a estudantes de diferentes turmas ou a transformação das produções em um livro digital que pode ser compartilhado com outras pessoas.

ROUND OF TALKS

Organize o grupo em uma grande roda para que os/as estudantes possam compartilhar suas ideias coletivamente para as atividades 1 e 2. As atividades 3, 4 e 5 podem ser feitas em grupos menores e as respostas e ideias compartilhadas com a turma toda ao final.

• Personal Reflection

Orienta os/as estudantes que leiam as questões individualmente e em silêncio. Peça que as respondam e, caso queiram, compartilhem as respostas como você para que, juntos, possam discuti-las e encontrar caminhos para melhorar e/ou ampliar o aprendizado.



UNIT 23 MOBILITY

OBJETIVOS

Escreva o tema da unidade no centro da lousa, *mobility*, e a definição da palavra: *the ability to move or walk around freely* (disponível em: <https://dictionary.cambridge.org/dictionary/english/Mobility>. Acesso em: 21 ago.2024.)

Peça aos/as estudantes que leiam e digam palavras e expressões que venham à cabeça e estejam relacionadas ao tema.

Incentive-os/as a explicar por que mencionaram esses termos e se eles têm alguma ligação com experiências pessoais, vida cotidiana, o lugar onde vivem ou gostariam de viver.

Por fim, apresente os objetivos da unidade e converse com todos/as sobre o que esperam aprender.

START UP

Atividade 1

Orienta que os/as estudantes observem atentamente as imagens. Peça que observem os detalhes das fotos, por

exemplo, o que fazem as pessoas, onde provavelmente estão, qual pode ser o motivo do deslocamento delas, suas idades e particularidades. Se oportuno, proponha à turma a realização coletiva da proposta.

Atividade 2

Para a realização da atividade, os/as estudantes deverão analisar o gráfico com bastante atenção, pois as questões propostas estão relacionadas ao que se pode depreender dele. Portanto, é uma boa oportunidade para incentivar o trabalho colaborativo e a troca de saberes. Para isso, organize a turma em duplas ou trios e peça que trabalhem juntos.

Diga às duplas ou trios que se atentem ao título do gráfico e à legenda para entender o que cada cor representa. Peça também que observem e comparem as alturas das barras e que relacionem as informações de uma região com outra.

READING

TEXT 1

Before Reading

Atividades 1 e 2

Organize a turma em grupos para que juntos discutam as questões propostas e articulem suas respostas.

Para a correção, solicite um representante de cada grupo para compartilhar suas colocações com os demais.

While Reading

Atividade 3

Antes de realizarem a proposta, oriente os/as estudantes a lerem todo o pôster integralmente. Certifique-se de que o compreenderam. Faça a correção coletiva.

Atividade 4

Peça aos/as estudantes que realizem a proposta individualmente e, se necessário, leiam o pôster mais uma vez.

Após identificarem a opção correta, pergunte à turma a quais tipos de pôsteres as demais opções se referem. São elas: **a.** *motivational posters*; **b.** *political posters*.

After Reading

Atividade 5

Organize a turma em duplas ou trios para que possam responder à pergunta proposta. Ao final, cada dupla ou trios compartilhe com a turma sua conclusão.

TEXT 2

Before Reading

Atividades 1 e 2

Orienta os/as estudantes a responderem às propostas individualmente. A atividade 2 pode ser especialmente sensível caso a experiência envolva o/a próprio/a estudante ou alguém de suas relações próximas. Portanto, para o compartilhamento, convide apenas aqueles/aquelas que se sentirem confortáveis com a atividade.

While Reading

Atividade 3

Relembre aos/às estudantes que, para encontrar a ideia principal de um texto, é importante identificar o foco principal desse texto ou o que o/a autor/a quer que o/a leitor/a entenda. Em geral, a ideia principal está explícita na introdução ou na conclusão, mas pode também estar implícita ao longo do texto. Uma boa estratégia é observar as repetições de palavras-chave e conceitos.

Atividade 4

Peça aos/às estudantes que leiam toda a atividade e, em seguida, novamente o texto. Assim, ficará mais fácil identificar as informações específicas de que precisam para selecionar as respostas corretas.

After Reading

Atividades 5 a 7

Para a realização das propostas, organize a turma em pequenos grupos de três ou quatro estudantes. Incentive o compartilhamento das respostas com toda a turma. A leitura de **Did You Know** pode auxiliar no desenvolvimento das respostas e na discussão.

Seguem sugestões de respostas para as atividades:

5. *Personal answers. Example: Clear road traffic rules help make travel in cities smoother and safer. They reduce traffic jams and accidents, making it easier for people to get around quickly. These rules also help public transportation run better and make sure everyone can move around more easily.*
6. *Personal answers. Example: Applicants must enroll in a driving school, where they complete both theoretical and practical lessons, including a basic first aid course. The process also involves passing a theory test on road signs and traffic laws, followed by a practical driving test to demonstrate driving skills. Once all requirements are met, including a medical examination, a license valid for one year is issued. This license comes with certain restrictions. After successfully completing the probationary period without major infractions, drivers can obtain a permanent license. These steps ensure safe driving by providing comprehensive training through both theoretical and practical lessons, by medical and psychological evaluations that confirm that drivers are fit to drive, and by practical lessons that offer hands-on experience under instructor supervision.*
7. *Personal answers. Example: By ensuring that new drivers are well-informed about traffic laws, safe driving practices, and the importance of responsible behavior on the road. This education helps prepare drivers for real-world conditions by teaching them how to handle various driving situations, understand road signs, and use defensive driving techniques.*

LANGUAGE IN USE

Atividade 1

Oriente os/as estudantes que leiam os exemplos destacados na atividade e respondam com base nas suas observações e busca por padrões. Antes da correção, indique a leitura do conteúdo de **Language Expansion** e peça para os/as estudantes revisarem suas respostas. Faça a correção da atividade.

Atividade 2

Oriente a realização individual da atividade. Para a correção, chame voluntários/as para que compartilhem suas respostas.

Atividade 3

Retome a mesma orientação proposta para a atividade 1 desta seção.

Atividade 4

Incentive os/as estudantes a refletirem sobre as tirinhas e lê-las criticamente. Oriente-os/as a identificar e observar os elementos básicos do gênero, ou seja, o enredo, personagens, diálogos e imagens. Em seguida, devem analisar o contexto da tirinha e refletir sobre o que pode estar sendo abordado de forma crítica ou satírica. Diga que as tirinhas costumam apresentar uma ideia central e uma mensagem que, muitas vezes, está implícita. Essa mensagem pode também se revelar no momento da quebra de expectativa do leitor. Quando essa expectativa é rompida, revela-se também a comichade das tirinhas.

LISTENING

Atividades 1 e 2

Proponha à turma que as atividades sejam feitas de forma oral em um bate-papo coletivo. Faça anotações na lousa das ideias principais e das colocações dos/das estudantes. Antes de iniciar o **While Listening**, compartilhe a informação que o áudio traz um falante originário de Gana. Leia o conteúdo de **Did You Know** para contribuir com o engajamento e a contextualização.

Considere as sugestões de respostas a seguir.

1. *Personal answers. Example: Pedestrian dangers include distracted drivers who might not notice them, drivers who run red lights or stop signs, and poor visibility, particularly at night or during adverse weather. Moreover, distracted pedestrians, like those using their phones or listening to loud music, can exacerbate the danger by hindering their ability to perceive oncoming traffic.*
2. *Personal answers. Example: Pedestrians can ensure their safety by using crosswalks, avoiding distractions, making eye contact with drivers, and wearing bright or reflective clothing in low light.*

While Listening

Atividades 3 a 5

Orientar os/as estudantes a lerem as atividades integralmente antes de reproduzir o áudio.

Diga à turma que você reproduzirá o áudio por três vezes da seguinte forma: reprodução integral; reprodução com paradas estratégicas focando nas informações de que precisam para responder as propostas e, por último, mais uma reprodução para conferirem as respostas.

After Listening

Atividades 6 a 9

Organize a turma em duplas para que troquem ideias e articulem suas respostas.

Para a atividade 9, reproduza o áudio duas vezes, uma para que ouçam a frase e outra para que façam a leitura em voz alta acompanhando o áudio.

SPEAKING

Caso julgue pertinente, permita que a proposta seja realizada em duplas, certificando-se de que ambos dividam responsabilidades na produção e efetivamente contribuam para o sucesso dela.

Accesse a equipe da escola para ajuda com recursos tecnológicos que possam viabilizar o uso de recursos para apoio à apresentação e a gravação da produção oral.

Se possível, compartilhe as produções com estudantes de outras turmas.

- **Objeto digital: Mapa clicável *Urban Mobility in Singapore***

Esse é um mapa clicável da cidade-estado de Singapura no sudeste da Ásia. A cidade é reconhecida internacionalmente como um dos melhores exemplares de mobilidade urbana do mundo e o objetivo do mapa é ajudar professores/as e estudantes a desvendar os segredos desse sucesso. O mapa traz as linhas de metrô que são a espinha dorsal da mobilidade urbana singapurense. A partir desse mapa, são exploradas as conexões que são feitas por seus habitantes e visitantes para se movimentar pela cidade. É interessante conversar com os/as estudantes sobre porque estamos estudando este caso especificamente e o que eles esperam encontrar em um material que descreve as alternativas de transporte naquela cidade. Pode-se fazer uma previsão de conteúdos antes de cada clique e esclarecer dúvidas sobre o que foi revelado ali.

WRITING

Retome com os/as estudantes algumas informações sobre o gênero textual e diga que o pôster é uma forma visual de comunicação que combina texto e imagens para transmitir informações de maneira objetiva e impactante. É utilizado em vários contextos, como conferências, exposições, campanhas educativas etc. O objetivo é atrair a

atenção do público e apresentar informações de forma ágil e rápida. A escolha adequada de cores, de fontes e de imagens tornam a mensagem acessível e para o público-alvo.

A seguir algumas indicações de bancos de imagens gratuitos (acesso: em: 21 ago.2024):

- <https://tecnoblog.net/guias/banco-de-imagem-gratuito-para-voce-aproveitar/>
- <https://www.designerd.com.br/bancos-de-imagens-gratuitos/>

ROUND OF TALKS

A atividade proposta na seção deve ser realizada em duas etapas, a primeira delas deve ser realizada individualmente e a segunda etapa, coletivamente. Organize e supervisione a turma de modo que as informações coletadas sejam claras e registradas adequadamente. Peça aos/as estudantes que leiam todas as atividades propostas e certifique-se de que as compreenderam.

Ao final, pergunte aos/as estudantes qual maior ensinamento que compreenderam da atividade e como pretendem compartilhar esse conhecimento que construíram. Acolha as colocações da turma e complemente dizendo que, quando pensamos no impacto de nossa própria mobilidade para o meio ambiente, podemos facilmente achar que nossas ações, isoladamente, não fazem muita diferença. No entanto, é importante lembrarmos que não estamos sozinhos. Portanto, precisamos pensar no impacto coletivo de nossas ações e, juntos, fazermos a diferença em benefício do planeta.

- **PERSONAL REFLECTION**

Orientar aos/as estudantes que leiam as questões individualmente e em silêncio. Peça que as respondam e, caso queiram, compartilhem as respostas com você para que, juntos, possam discuti-las e encontrar caminhos para melhorar e/ou ampliar o aprendizado.



UNIT 24 CHANGE

OBJETIVOS

Previamente, providencie folhas de papel e envelopes, se possível. Entregue a cada estudante uma folha em branco. Em seguida, peça a eles/elas que a dividam em três colunas horizontais ou verticais e escrevam em cada uma delas: 1. *Things I have now*; 2. *Things I want to remove*; 3. *Things I want to add*.

Explique aos/as estudantes que a folha representa a bagagem da vida deles, que devem listar coisas que estão nessa bagagem até o momento, o que querem remover e o que pretendem adicionar. As coisas podem ser experiências, pessoas, situações diversas, ambições, eventos marcantes, viagens etc.

Ao final, se possível, entregue um envelope a cada estudante, peça que escrevam seus nomes para identificá-los, além de data, local e hora. Caso não tenha envelopes, peça que escrevam no verso da folha de papel.

Oriento os/as estudantes a guardar os envelopes com eles/elas e abri-los quando sentirem vontade, em diferentes momentos da vida deles/delas como uma recordação de si mesmo vivenciando o final do ciclo do Ensino Médio.

Por fim, apresente a todos/as os objetivos e explique o caminho que percorrerão na última unidade.

START UP

Atividades 1 a 3

Peça aos/às estudantes que leiam todas as propostas individualmente e as respondam com calma, pois demandam reflexão e autoconhecimento.

Para a correção, proponha um bate-papo leve e informal incentivando a turma a expor suas reflexões. Caso algum/a estudante não se sinta confortável para fazê-lo, respeite-o/a.

READING

TEXT 1

Before Reading

Atividade 1

Antes de os/as estudantes registrarem suas respostas, pergunte a eles/elas como interpretaram a citação. Em seguida, pergunte se já se sentiram motivados por alguém (um/uma professor/a, esportista, figura pública, familiar, amigo/a etc.) e como isso influenciou suas próprias ambições. Permita que falem livremente e abra espaço para desdobramentos das discussões. Ao final, peça que respondam à atividade.

Atividades 2 e 3

Organize a turma em grupos de três ou quatro estudantes para que compartilhem suas respostas e analisem semelhanças e diferenças. Ao final, peça que um representante de cada grupo compartilhe com os pontos que foram discutidos com a turma.

While Reading

Atividades 4 a 8

Peça aos/às estudantes que leiam o *mind map* cuidadosamente e oriente a leitura. Diga a eles/elas que devem começar pelo centro, onde está o tema principal, e seguir em direção aos ramos que se estendem a partir dele. Oriente-os/as a explorar os sub-ramos e as imagens para entender detalhes específicos e peça que observem as conexões entre eles.

Antes da correção coletiva das propostas, oriente os/as estudantes a confrontarem suas respostas com a de colegas e, se necessário, fazer ajustes.

After Reading

Atividade 9

Após os/as estudantes responderem à atividade proposta, peça que se reúnam em trios e compartilhem suas respostas e as fundamentem. Em seguida, peça que digam a outros/outras estudantes se as respostas no trio são semelhantes ou não e o porquê.

TEXT 2

Before Reading

Atividade 1

Ao ler o cartum, peça aos/às estudantes que comecem observando atentamente os elementos visuais, tais como os personagens, as expressões faciais e corporais e o cenário. Oriente-os/as a lerem o texto a fim de entender o contexto e a identificar o tipo de humor empregado. No caso do cartum apresentado, a ironia é utilizada.

Faça a correção coletiva das questões propostas em uma roda de conversa.

While Reading

Atividades 2 a 4

Oriento os/às estudantes a confrontarem títulos e subtítulos com as imagens para inferirem a resposta correta. Caso queira, acesse os *sites* indicados abaixo para colher informações sobre os livros.

- Know Your Rights and Claim Them

Sinopse e amostra para leitura disponível em: <https://www.amazon.com.br/Know-Your-Rights-Claim-Them/dp/1839131195>. Acesso em: 22 ago. 2024.

- Protest!: How people have come together to change the world

Sinopse e amostra para leitura disponível em: <https://www.amazon.com/Protest-Emily-Haworth-Booth/dp/184365458X>. Acesso em: 22 ago. 2024.

- This Book Is Anti-Racist: 20 lessons on how to wake up, take action, and do the work

Sinopse disponível em: <https://booksforkeeps.co.uk/review/protest-how-people-have-come-together-to-change-the-world/>. Acesso em: 22 ago. 2024.

- Listen, Layla

Sinopse e amostra para leitura disponível: <https://www.amazon.com.br/Listen-Layla-Yassmin-Abdel-Magied/dp/1760896063>. Acesso em: 22 ago. 2024.

After Reading

Atividades 5 a 7

Organize a turma em trios. Divida a lousa em três partes, uma para cada questão. Em seguida, peça que os/as estudantes leiam as perguntas e discutam com os colegas sobre possíveis respostas. De forma coletiva, peça que digam palavras-chave, em inglês, que podem ser utilizadas nas respostas aos questionamentos. Registre todas as contribuições dos/das estudantes e, ao final peça que respondam às

propostas por escrito em seus cadernos. Faça a correção coletiva. Abra espaço para comentários, acréscimos e dúvidas.

LANGUAGE IN USE

Atividades 1 e 2

Após realizarem as atividades, peça aos/as estudantes que tentem se lembrar do tema formação e derivação de palavras que certamente aprenderam nos Anos Finais do Ensino Fundamental em Língua Inglesa e também em Língua Portuguesa. Incentive-os/as a relembra os afixos que formam as palavras. Peça exemplos em inglês de palavras formadas por prefixos e sufixos. Registre na lousa as contribuições dos/das estudantes.

Se necessário, faça um ou dois itens da atividade de forma coletiva.

Disponibilize dicionários impressos e/ou digitais para consulta da turma.

Atividades 3 e 4

Peça aos/as estudantes que leiam as perguntas e verifiquem se as compreenderam. Aproveite a oportunidade e peça também que identifiquem nas questões palavras formadas por derivação prefixal e derivação sufixal (*interaction, biological, cognitive, emotional, adolescence, influence, supportive, environments, development*).

Orientar-os/as a utilizar algumas dessas palavras em suas respostas.

Atividades 5 e 6

Para a realização da atividade 5, oriente a turma a observar de que forma cada uma das opções de palavras podem afetar o sentido da tirinha. O objetivo é fazer com que eles percebam que uma das palavras comprometeria a comicidade no texto. Para que tenham certeza da resposta, peça que confrontem o primeiro quadro com o terceiro.

Para saber mais sobre os personagens Balbo e seu pai, Sergio (Papi), acesse: <https://baldocomics.com/> (acesso em: 22 ago. 2024.)

Para a atividade 6, é necessário que os/as estudantes observem que a comicidade do texto ocorre na quebra de expectativa do leitor e, no caso da tirinha, na quebra da expectativa do pai de Baldo também. Se necessário, esclareça aos/as estudantes que estereótipo é uma forma de generalização simplificada sobre um grupo de pessoas. Ao estereotipar pessoas, ignoramos as diferenças individuais, o que pode levar a preconceitos e generalizações injustas. Incentive a leitura do conteúdo em **Language Expansion** como forma de fechamento do assunto e momento para dúvidas e expansões.

LISTENING

Before Listening

Atividade 1

Peça aos/as estudantes que leiam as perguntas e reflitam sobre possíveis respostas. Organize-os/as em duplas e

peça que um/a estudante faça as duas perguntas oralmente ao outro e vice-versa. Após as respostas, incentive-os/as a refletirem por mais alguns minutos e, em seguida, articularem suas respostas. Chame voluntários/as para que compartilhem suas respostas e pergunte a todos/as se as respostas dos/das colegas influenciaram as suas.

While Listening

Atividades 2 a 5

Peça aos/as estudantes que leiam as propostas integralmente antes de reproduzir o áudio. Oriente-os/as a, baseados nas atividades, listarem palavras e ideias-chave que acreditam que podem ouvir. Se necessário, organize a lista na lousa e deixe que permaneça lá por todo o trabalho com a seção.

Reproduza as duas partes do áudio por duas vezes cada uma. Se necessário, faça pausas estratégicas. Faça a leitura do conteúdo de **Did You Know** para contextualizar o local de origem do canal que elaborou o áudio.

After Listening

Atividades 6 e 7

Escreva as questões na lousa. Peça aos/as estudantes que fechem seus livros e formem um círculo na sala de aula. Leia a questão em voz alta para que todos/as reflitam, troquem ideias e a respondam. Incentive-os/as a fundamentarem suas respostas e darem explicações e exemplos.

SPEAKING

Orientar os/as estudantes a lerem todos os passos da proposta de atividade oral de forma individual e a refletirem a respeito deles em silêncio. Em seguida, permita que, por alguns minutos, conversem com o/a colega ao lado sobre o que entenderam e sobre exatamente o que querem abordar. Incentive-os/as a ouvirem sugestões do/a colega ao lado e avaliá-las. Se perceber que a dinâmica está sendo bem recebida e bem desenvolvida, disponibilize mais alguns minutos para a turma.

Reitere com os/as estudantes que a preparação antecipada de apresentações orais é essencial para organizar as ideias, dar segurança e garantir que a mensagem seja clara e eficaz. Para que entendam melhor, compare essa estratégia com o planejamento de uma viagem, ou seja, em ambos os casos o desejo é que tudo saia conforme o esperado e, para isso, é necessário planejar com antecedência.

Diga aos/as estudantes que, em um futuro próximo, devem considerar essa estratégia em apresentações acadêmicas e profissionais em que estejam envolvidos.

WRITING

Se pertinente, mantenha a dinâmica de leitura, troca de ideias e sugestões com o/a colega ao lado utilizada na produção da apresentação oral.

Indique aos/as estudantes algumas ferramentas e *apps* que podem oferecer bons recursos tecnológicos gratuitos.

Sugestões que podem ser facilmente encontradas na internet: *MindMeister, Coggle, Gliffy, Draw.io, Canva*.

Se sua escola contar com computadores ou *tablets* e acesso à internet, viabilize o acesso, a pesquisa *online* e o uso dos aplicativos e ferramentas.

ROUND OF TALKS

Diga aos/as estudantes que, nesta seção, terão a oportunidade de pensarem e discutirem temas importantes relacionados ao futuro pessoal e profissional. Para a atividade 3, proponha a eles/elas que se organizem em um círculo.

Durante a discussão coletiva, incentive os/as estudantes a se aprofundarem em suas respostas, fornecendo exemplos concretos e justificativas. Oriente-os/as a considerarem as diferentes perspectivas apresentadas pelos/pelas colegas e analisá-las baseando-se em pontos que as unem e que as distanciam. Devem refletir sobre os motivos pelos quais as aproximações e os distanciamentos se realizam, por exemplo, contextos culturais, valores, influência familiar e/ou social, contexto socioeconômico etc. Reforce que essas reflexões são uma prática importante para o autoconhecimento, planejamento de suas carreiras e papel na sociedade.

Valorize a participação de todos, criando um ambiente seguro para que os/as estudantes compartilhem suas opiniões sem receios.

• Personal Reflection

Orientar a leitura silenciosa das questões propostas e certifique-se de que os/as estudantes as compreendam. Ajude-os/as se necessário. Por ser a última **Personal Reflection** da Educação Básica, proponha um bate-papo com toda a turma para que possam falar livremente sobre toda a jornada do aprendizado do último ano letivo.

REVIEW — UNIT 1

Explique aos/as estudantes que as revisões têm como objetivo avaliar (avaliação diagnóstica), na forma de autoavaliação, o nível de desenvolvimento das habilidades de compreensão de textos escritos e orais, bem como o que foi aprendido em termos de uso de vocabulário específico e de diferentes estruturas da língua inglesa a fim de possibilitar a reflexão e planejamento sobre o que ainda precisa ser desenvolvido, retomado ou aprimorado. Para tanto, ao final de cada atividade, convide os/as estudantes a refletirem sobre as dificuldades encontradas quando da realização da tarefa e a sugerirem formas de superar essas dificuldades.

Atividade 1

Instrua os/as estudantes a, durante a leitura, confirmarem ou não suas hipóteses e identificarem as palavras-chaves. A fim de inferir o significado de palavras novas, peça que prestem atenção nas pistas contextuais.

Atividade 2

Pergunte aos/as estudantes em quais situações o *Present Simple* é utilizado e peça a eles/elas que deem

exemplos desse uso. Pergunte também o que ocorre quando esse tempo verbal é usado na forma negativa. Espere-se que mencionem o uso dos auxiliares *do* e *does* e a diferença no uso deles.

Peça que leiam o texto em silêncio e façam o registro de suas respostas. Faça a correção coletiva.

Atividade 3

Peça aos/as estudantes que leiam as instruções da atividade e que sigam os passos indicados na seção **Writing** da Unidade 1 para realizar a tarefa proposta. Se pertinente, encoraje-os/as a utilizarem uma técnica ou material distinto do utilizado anteriormente para compor seus *self-portraits* (**Step 1**). Dê tempo para que cada estudante escreva, revise e edite seu *artist statement*.

Atividade 4

Uma vez editado o texto, peça que cada estudante o compartilhe com um/a colega a fim de receber um parecer sobre o autorretrato e o texto produzido, bem como sobre a produção do/da colega. Após a troca dos pareceres, oriente-os/as a discutir a pergunta proposta, fazendo uso da língua inglesa tanto quanto possível.

REVIEW — UNIT 2

Atividade 1

Se possível, traga fotos mostrando os seguintes itens: *kapenta* (a small kind of fish) *coriander* (coentro) e *red capsicum* (pimentão vermelho). Oriente os/as estudantes a lerem o enunciado e as perguntas antes de ouvirem o áudio. Mostre a eles as fotos ou forneça a tradução dos ingredientes. A seguir, reproduza o áudio e peça que respondam às propostas em seus cadernos. Reproduza novamente o áudio para que confirmem suas respostas. Neste momento, não faça a correção da atividade.

Atividade 2

Orientar os/as estudantes a lerem o passo a passo da receita e, com base no que ouviram, numerá-los de 1 a 12. Dê um tempo para que façam isso. A seguir, reproduza o áudio mais uma vez e peça que façam a conferência de suas respostas. Se necessário, faça pausas estratégicas durante a reprodução do áudio. Após essa conferência, organize os/as estudantes em pares ou trios e peça que compartilhem as respostas das atividades 1 e 2. Se houver divergências ou dúvidas, oriente-os/as a lerem a transcrição do áudio e, em seguida, convide alguns/algumas estudantes a compartilharem as respostas com a turma.

Atividade 3

Orientar os/as estudantes a retomarem o conteúdo da seção **Language in Use** da Unidade 2. Depois disso, dê a eles/elas um tempo para que leiam as frases da atividade 3 e registrem suas respostas. Convide os/as estudantes a lerem em voz alta as frases completas e faça a correção coletiva.

Atividade 4

Escreva as seguintes palavras na lousa: *What, Who, Where, How, Why, Where*. Peça aos/as estudantes que, em

pares ou trios, discutam sobre que respostas esperar de perguntas com as citadas *question words*. Depois disso, oriente-os/as a realizar a atividade 4 individualmente, mas faça a correção coletiva.

Atividade 5

Reitere com os/as estudantes que devem seguir os passos indicados na seção **Writing** da Unidade 2 para realizar a tarefa proposta.

REVIEW — UNIT 3

Atividade 1

Oriente os/as estudantes a lerem o enunciado da atividade e as perguntas sobre o texto. A seguir, dê um tempo para que leiam o texto e registrem as respostas em seus cadernos. Após alguns minutos, organize-os/as em pares ou trios e peça que compartilhem suas respostas. Encoraje-os/as a buscarem evidências no texto para justificá-las. Quando terminarem de compartilhar, convide os pares ou trios a compartilharem as respostas com a turma, faça a correção e esclareça dúvidas.

Atividade 2

Oriente os/as estudantes a registrem as respostas em seus cadernos e confrontá-las com as respostas do/da colega ao lado. Em seguida, faça a correção coletiva.

Atividade 3

Dê um tempo para que os/as estudantes leiam a proposta da atividade e registrem sua resposta. Ao corrigir, registre as contribuições na lousa.

Atividade 4

Reitere com os/as estudantes a importância de que sigam os passos indicados na seção **Writing** da Unidade 3 para realizar a tarefa proposta.

REVIEW — UNIT 4

Atividade 1

Escreva as palavras *good communication* na lousa e peça que os/as estudantes reflitam sobre o que acreditam ser necessário para que haja boa comunicação entre as pessoas. Incentive-os/as a fazerem anotações de suas ideias, preferencialmente em língua inglesa, como forma de antecipar o possível conteúdo do áudio que irão ouvir bem com as palavras-chave.

Atividade 2

Peça aos/as estudantes que leiam a instrução da atividade, as alternativas de resposta e, em seguida, registrem sua resposta. A seguir, reproduza o áudio novamente a fim de que confirmem a resposta. Durante a correção, incentive-os/as a justificarem a escolha com base no que entenderam do áudio.

Atividade 3

Oriente os/as estudantes a lerem a frase e a pergunta da atividade e a decidirem qual o propósito do áudio. Peça então que compartilhem sua resposta em pares ou trios e que justifiquem sua escolha.

Atividades 4 e 5

Escreva as palavras *can*, *must* e *should* na lousa. Nos mesmos pares ou trios, peça que reflitam sobre situações em que esses modais são utilizados e que forneçam exemplos de uso para cada um deles. A seguir, instrua-os/as a responderem individualmente às perguntas propostas na atividade 4 em seus cadernos e a rescreverem as frases indicadas na atividade 5. Faça correção oral e coletiva com a participação de estudantes voluntários/as.

Atividade 6

Peça aos/as estudantes que leiam as instruções da atividade e que sigam os passos indicados na seção **Writing** da Unidade 4 para realizar a tarefa proposta.

REVIEW — UNIT 5

Atividade 1

Permita que os/as estudantes leiam o texto silenciosamente e respondam às perguntas propostas em seus cadernos. Após alguns minutos, organize-os em pares ou trios para que compartilhem as respostas.

Se desejar, incentive os/as estudantes buscarem informações sobre outros/outras atletas paralímpicos/as em: <https://www.natgeokids.com/uk/discover/history/general-history/paralympic-athletes/> (acesso em: 21 jul. 2024). Cada estudante pode escolher um/a atleta diferente e compartilhar o que descobriu sobre ele/ela.

Atividade 2

Escreva os verbos *win* e *score* na lousa e pergunte aos/as estudantes quais palavras espera-se que acompanhem esses verbos. Escreva as sugestões dadas pelos/pelas estudantes na lousa. Algumas alternativas são: *win a game/match/competition/prize* e *score a goal/point*. A seguir, oriente-os/as a buscarem no texto as palavras que podem acompanhar cada um dos verbos apresentados na atividade e as registrarem em seus cadernos. Após alguns minutos, faça a correção de forma coletiva.

Atividades 3 e 4

Peça aos/as estudantes que leiam a proposta e verifique se compreenderam o que deve ser feito. Antes da correção coletiva, oriente-os/as a confrontarem suas respostas com as do/da colega ao lado e, se necessário, peça que as ajustem.

Atividade 5

Peça aos/as estudantes que leiam as instruções da atividade e que sigam os passos indicados na seção **Writing** da Unidade 5 para realizar a tarefa proposta.

REVIEW — UNIT 6

Atividade 1

Professor/a, leia o enunciado da atividade para a turma e explique o que as letras *H.E.* significam (*His/Her Excellence*). Explique também que *briefing* se refere a um conjunto de informações ou instruções e que o

briefing em questão é um *joint briefing*, pois as informações foram definidas em conjunto, ou seja, através de cooperação internacional. Antes de reproduzir o áudio, peça que os/as estudantes leiam as perguntas e opções de resposta e esclareça dúvidas se houver. Reproduza o áudio e peça que façam o registro das respostas em seus cadernos. Reproduza novamente o áudio para que os/as estudantes confirmem suas respostas. Após essa conferência, organize os/as estudantes em pares ou trios e peça que compartilhem suas respostas. Se necessário for, utilize estratégias para auxiliá-los/las na compreensão, tais como pausar o áudio em momentos estratégicos ou ler mais pausadamente alguns segmentos necessários a partir do *audio script*.

Atividade 2

Peça aos/as estudantes que leiam as definições e certifique-se de que as compreenderam. Oriente-os/as a registrar suas respostas em seus cadernos. Após alguns minutos, peça que compartilhem suas respostas em pares ou trios.

Atividade 3

Escreva *Present Continuous* na lousa e pergunte aos/as estudantes em que situações esse tempo verbal é utilizado. Espera-se que digam que o presente contínuo é utilizado quando as ações ou eventos narrados estão em curso no momento em que são narrados. Se necessário, incentive-os/as a consultarem a seção **Language in Use** da Unidade 6 para revisarem esse tempo verbal.

Atividade 4

Peça aos/as estudantes que leiam as instruções da atividade e que sigam os passos indicados na seção **Writing** da Unidade 6 para realizar a tarefa proposta.

REVIEW — UNIT 7

Atividade 1

Escreva o nome Wangari Maathai na lousa e peça aos/as estudantes que façam uma busca rápida no texto para descobrir quem é essa mulher e de onde ela é (Primeira mulher africana a receber um Prêmio Nobel da Paz. / Ela é do Kenya, África.). Em seguida, oriente-os/as a fazerem uma leitura cuidadosa do texto e realizem a atividade. Organize os/as estudantes em pares ou trios e peça para que compartilhem suas respostas. Circule pela sala e esclareça dúvidas.

Para que tenham oportunidade de ler e conhecer outras vencedoras do Prêmio Nobel da Paz e suas contribuições à sociedade, sugira que visitem o site: <https://www.nobelprize.org/prizes/peace/> (acesso em: 8 ago. 2024).

Atividade 2

Oriente os/as estudantes a lerem a atividade e certifique-se de que a compreenderam. Se necessário, selecione um dos verbos e proponham que, juntos, encontrem os substantivos que podem acompanhá-lo. Após a correção coletiva, sugira que pesquisem por outros substantivos que podem acompanhar os verbos. Eles podem consultar dicionários ou mesmo outros textos de outras unidades.

Atividade 3

Peça aos/as estudantes que leiam integralmente a proposta e as frases. Ajude-os/as em caso de dúvidas. Para a correção, chame alguns/algumas estudantes voluntários/as para que leiam suas respostas e justifiquem o motivo pelo qual decidiram por este ou aquele tempo verbal. Se necessário, registre as frases na lousa.

Atividade 4

Acompanhe com os/as estudantes a retomada dos passos indicados na seção **Writing** da Unidade 7 para realizar a tarefa proposta.

REVIEW — UNIT 8

Atividade 1

Pergunte aos/as estudantes o que esperam ver e aprender em um museu e peça que compartilhem suas ideias com a turma. A seguir, diga a eles/elas que ouvirão uma guia turística dizendo aos ouvintes o que eles podem aprender em uma visita a *El Museo Metropolitano de Lima*. Oriente-os/as a lerem o enunciado da atividade e as frases antes de reproduzir o áudio.

Atividade 2

Antes de reproduzir o áudio novamente, oriente os/as estudantes a lerem a proposta integralmente. Faça a correção coletivamente.

Atividade 3

Durante a realização da proposta, circule pela sala e ofereça ajuda caso tenham dúvidas. Se perceber que estão com dificuldades, copie uma das frases na lousa e, juntamente com a turma, completem-na com o verbo adequado, oferecendo as explicações necessárias.

Atividade 4

Após a realização da proposta, faça correção coletiva voltando ao texto e chamando a atenção dos/das estudantes para a importância dos marcadores temporais. Diga que eles ajudam a estabelecer sequência e cronologia dos eventos, garantindo clareza e fluidez na narrativa. Além disso, destacam mudanças de tempo ou *flashbacks* guiando o leitor através da história de maneira lógica.

Atividade 5

Acompanhe os/as estudantes na retomada da seção **Writing** da Unidade 8 para realizar a tarefa proposta. Peça que leiam a seção novamente e utilizem as orientações para desenvolver a proposta da atividade.

REVIEW — UNIT 9

Atividade 1

Peça aos/as estudantes para lerem o texto rapidamente a fim de identificarem termos relacionados às tecnologias digitais modernas. Após alguns minutos, convide alguns/algumas estudantes a compartilharem os termos encontrados com a turma. Os termos são: *Blockchain*, *Artificial Intelligence (AI)*, *Machine Learning*, *Internet of*

Things, Cybersecurity, Cloud Computing, Big Data Analytics, Augmented Reality, Virtual Reality, 3D Printing, and Web, Mobile Development, Industry 4.0, AI, robotics, mechatronics, Internet of Things, and drones. A seguir, peça que leiam o texto com atenção. Na sequência, organize-os/as em pares ou trios e peça que discutam sobre o que leram, troquem entendimentos e ajudem um ao outro na solução de dúvidas. Depois de responderem às propostas, peça compartilhem suas respostas com toda a turma.

Atividade 2

Orientar os/as estudantes a retomarem as instruções indicadas na seção **Writing** da Unidade 9.

REVIEW — UNIT 10

Atividade 1

Orientar os/as estudantes a lerem as frases e as opções para completá-las. A partir dessa leitura, peça que identifiquem o tópico do áudio. Depois disso, reproduza o áudio e oriente-os/as a fazerem o registro das respostas em seus cadernos. Reproduza novamente o áudio para que confirmem suas respostas. Se necessário, utilize estratégias para auxiliá-los/las na compreensão, tais como pausar o áudio em momentos estratégicos ou ler mais pausadamente alguns segmentos necessários a partir do *script*.

Atividade 2

Orientar os/as estudantes a fazerem uma leitura cuidadosa das palavras listadas nas duas colunas antes de realizarem a proposta. Se necessário, forme uma *collocation* na lousa para incentivá-los/las. Para correção, convide dois/duas estudantes a lerem em voz alta as *collocations* formadas.

Atividades 3 a 5

Orientar os/as estudantes a fazerem a leitura individual das atividades e o registro das respostas no caderno. Faça correção coletiva.

Atividade 6

Peça aos/as estudantes que retomem os passos indicados na seção **Writing** da Unidade 10 para realizar a tarefa proposta.

REVIEW — UNIT 11

Atividade 1

Para despertar o interesse e a curiosidade dos/das estudantes para o tema do texto, escreva a palavra *anime* na lousa e peça que digam o que sabem sobre isso. Acolha as contribuições e as complemente dizendo que a palavra *anime* vem da palavra *animation* e que no Japão esse termo se refere a qualquer filme de animação, mas que no resto do mundo ele é utilizado apenas para se referir às produções desse gênero naquele país.

Orientar os/as estudantes a lerem as frases com as quais trabalharão e, em seguida, fazerem a leitura do texto. Realize a correção pedindo que estudantes voluntários/as leiam

as frases e digam se são verdadeiras ou falsas. Peça que usem elementos do texto para fundamentarem suas respostas.

Atividade 2

Orientar os/as estudantes que realizem a proposta e, ao final, confrontem suas respostas com o colega ao lado antes da correção coletiva. Peça que façam os ajustes que julgarem necessários.

Atividade 3

Reitere com a turma a importância de seguirem os passos indicados na seção **Writing** da Unidade 11 para realizar a tarefa proposta. Para a socialização, publique as resenhas produzidas pelos/pelas estudantes no *web-site* da escola ou confeccionem um *book of reviews* que pode ser doado à biblioteca da escola.

REVIEW — UNIT 12

Atividades 1 e 2

Antes de reproduzir o áudio, orientar os/as estudantes a lerem as opções de resposta para que tenham uma ideia do que possivelmente será abordado nesse relato e para se familiarizarem com palavras novas, tais como *stir*, *wooden stick* e *matches*.

Orientar os/as estudantes a lerem as propostas integralmente. A seguir, reproduza o áudio novamente para que realizem as atividades. Se necessário, faça pausas estratégicas para que confrontem o que ouvem com as opções disponíveis na proposta.

Atividade 3

Organize os/as estudantes em pares para que realizem a proposta e incentive-os/as ao trabalho colaborativo e à troca de ideias. Após alguns minutos, peça que compartilhem as respostas com outros pares.

Por fim, peça a estudantes voluntários/as que leiam as frases com os verbos inseridos. Faça a correção coletiva.

Atividade 4

Retome com os/as estudantes que os marcadores temporais organizam as informações de maneira clara e lógica, facilitando a compreensão do texto. Eles também contribuem para a coesão dos textos, garantindo uma comunicação sem ambiguidades sobre o tempo dos eventos.

Atividade 5

Retome com os/as estudantes os passos indicados na seção **Writing** da Unidade 12 para realizar a tarefa proposta. Faça a leitura com a turma e solucione as dúvidas que surgirem.

REVIEW — UNIT 13

Atividade 1

Escreva as seguintes perguntas na lousa: *Do you think you have a good memory? What makes you think so? Are there people who have better memories than others? Why? Why not?* Abra para uma discussão coletiva e, em seguida, orientar a execução da atividade.

Atividades 2 a 4

Orientar os/as estudantes a lerem as atividades integralmente antes de registrar as respostas em seus cadernos. Certifique-se de que as compreenderam. Após realizar as propostas, peça que confrontem suas respostas com o/a colega ao lado, troquem ideias e, se necessário, façam ajustes. Durante a dinâmica, circule pela sala de aula, observe o andamento das atividades e ajude os/as estudantes se solicitada/o. A seguir, convide alguns/algumas estudantes a compartilharem as respostas com a turma.

Atividade 5

Retorne com os/as estudantes os passos indicados na seção **Writing** da Unidade 13.

REVIEW — UNIT 14

Atividade 1

Orientar os/as estudantes a lerem a instrução para a atividade e as frases a respeito do homem cuja entrevista eles/elas irão ouvir. Depois disso, reproduza o áudio e oriente-os/as a fazerem o registro das respostas em seus cadernos. Reproduza novamente o áudio para que os/as estudantes as confirmem. Não faça ainda a correção da atividade.

Atividade 2

Peça aos/as estudantes que leiam as perguntas antes de reproduzir o áudio mais uma vez. Depois disso, reproduza o áudio novamente com pausas estratégicas para ajudá-los/las na compreensão e para permitir que tomem nota de outras informações ainda não registradas. Faça a correção coletiva.

Atividade 3

Compartilhe com os/as estudantes que a atividade demanda que façam inferências, isto é, que façam deduções a partir de evidências.

Atividade 4

Orientar os/as estudantes a lerem as frases retiradas do áudio e as alternativas de resposta. Após alguns minutos, peça que compartilhem a resposta nos mesmos pares ou trios e, então, convide um/uma estudante para compartilhar a resposta com a turma e faça a correção.

Atividade 5

Orientar os/as estudantes a lerem a atividade integralmente e certifique-se de que a compreenderam. Dê um tempo para que reflitam e registrem suas respostas em seus cadernos.

Atividade 6

Novamente, aproveite a oportunidade para retomar com os/as estudantes o passo a passo da atividade proposta na seção **Writing** da Unidade 14 e, se necessário, solucionar as dúvidas dos/das estudantes.

REVIEW — UNIT 15

Atividades 1 e 2

Escreva a seguinte pergunta na lousa: *Who is the text about and why is this person important?* A seguir, peça aos/as estudantes que leiam o título e o primeiro parágrafo do texto a fim de buscar as informações que respondam a essa pergunta e façam o registro da resposta em seus cadernos. Em seguida, oriente a execução das atividades e faça a correção coletiva de todas as perguntas respondidas no caderno.

Atividade 3

Viabilize tempo suficiente para que os/as estudantes leiam o texto e façam o registro das respostas em seus cadernos. Peça a um/uma estudante que leia o texto em voz alta e faça a correção. Retome explicações caso a turma apresente dificuldades.

Atividade 4

Peça aos/as estudantes que retomem as instruções da atividade proposta na seção **Writing** da Unidade 15 para realizar a tarefa.

REVIEW — UNIT 16

Atividades 1 e 2

Escreva *Ethiopia* na lousa e peça aos/as estudantes que digam o que sabem sobre esse país. Se possível, solicite que façam uma pesquisa rápida em *sites* confiáveis para buscar informações sobre esse país. Algumas sugestões de *sites* são:

- <https://www.worldbank.org/en/country/ethiopia/overview>
- <https://www.bbc.com/news/world-africa-13349398>

Acessos em: 25 jul. 2024.

Caso a pesquisa pelos/pelas estudantes não seja possível, diga a eles/elas que a Etiópia é a segunda nação mais populosa do continente africano, com mais de 97 milhões de habitantes. Esse país tem cerca de 80 idiomas e mais de 200 dialetos. Amárico ou Amharigna é a língua oficial do país. (Baseado em: <https://planetafrica.com.br/v2/portal-africa/etiopia/>; acesso em: 25 jul. 2024.)

A seguir, oriente os/as estudantes a lerem as instruções das propostas e as alternativas de resposta da atividade 1 com atenção e, então, reproduza o áudio para que identifiquem as respostas corretas. Se necessário, reproduza o áudio mais uma vez com pausas estratégicas para auxiliar na compreensão.

Convide alguns/algumas estudantes a compartilharem as respostas com a turma.

Atividades 3 a 5

Peça aos/as estudantes que realizem as propostas de forma individual. Caso tenham dúvidas, ofereça ajuda. Para a correção, convide um/uma estudante a compartilhar as respostas com a turma toda e tire dúvidas, se houver.

Atividade 6

Peça aos/as estudantes que leiam as instruções da atividade e que sigam os passos indicados na seção **Writing** da Unidade 16 para realizar a tarefa proposta. Reitere que, dessa vez, a carta terá como destinatário um/uma colega deles/delas.

REVIEW — UNIT 17

Atividades 1 e 2

Pergunte aos/às estudantes o que sabem sobre Ruanda, onde fica esse país, quais são as línguas oficiais e em que se baseia sua economia. Se possível, peça que façam uma breve pesquisa para conhecerem um pouco mais sobre esse país africano. Uma sugestão de *site* para essa pesquisa é: <https://www.britannica.com/place/Rwanda> (acesso em: 23 ago. 2024). Se não for possível, informe à turma que Ruanda fica na África e tem quatro idiomas oficiais: Kinyarwanda, Inglês, Francês e Swahili. A economia do país é essencialmente baseada na agricultura.

A seguir, oriente os/as estudantes a lerem as atividades integralmente antes de dar início à leitura do texto. Dê um tempo para que as realizem. Após finalizarem, organize os/as estudantes em pares ou trios e peça que compartilhem as respostas. Depois disso, convide alguns/algumas estudantes a compartilharem as respostas com a turma.

Atividade 3

Peça aos/as estudantes que leiam as instruções da atividade e sigam os passos nela indicados para realizar a tarefa proposta. Viabilize tempo suficiente para que cada estudante produza seu *list infographic*.

REVIEW — UNIT 18

Atividades 1 e 2

Oriente os/as estudantes a lerem as instruções para as atividades e as perguntas apresentadas na atividade 2. Peça que antecipem as respostas para as perguntas com base em seus conhecimentos prévios. É possível que consigam elencar aspectos da cultura africana que podem ser mencionados no áudio, tais como a música, os pratos típicos da culinária, as línguas, os esportes, as danças entre outros. Reforce a ideia de que não é necessário que saibam as respostas para essas perguntas, mas que possam prevêê-las, pois essa é uma estratégia que auxilia a compreensão. A seguir, reproduza o áudio e dê um tempo para que respondam às perguntas em seus cadernos. Convide alguns/algumas estudantes a compartilharem as respostas com a turma e faça a correção.

Atividade 3

Escreva a frase *African cultures are known to be rich and diverse* na lousa e peça que os/as estudantes identifiquem o tempo verbal empregado (*passive voice in the present*) e como ele é formado (*verb to be in the present + main verb in the past participle*). Pergunte também como é possível afirmar que essa voz passiva se refere ao tempo presente

(através do verbo *to be*, na forma presente plural *are*). A seguir, oriente-os/as a responderem à pergunta e faça a correção oral coletiva.

Atividade 4

Retome com os/as estudantes os passos apresentados na seção **Writing** da Unidade 18 para realizar a tarefa proposta.

REVIEW — UNIT 19

Atividade 1

Pergunte aos/às estudantes o que sabem sobre Singapura, onde fica e por que se destaca no cenário internacional. Se possível, peça que façam uma breve pesquisa para conhecerem um pouco mais sobre essa cidade-estado situada na Ásia. Algumas sugestões de *sites* para essa pesquisa são: <https://www.mfa.gov.sg/Overseas-Mission/Brasilia/BP/Brasilia-BP/About-Singapore> e <https://brasilescola.uol.com.br/geografia/cingapura.htm> (acessos em: 23 ago. 2024). Se não for possível, diga que Singapura é uma cidade-estado no sudeste asiático, tem cerca de 6 milhões de habitantes e quatro idiomas oficiais: inglês, mandarim, malaio e tâmil.

A seguir, peça para os/as estudantes lerem os pôsteres e decidirem se as informações sobre eles são verdadeiras ou falsas. Peça que compartilhem as respostas justificando-as com informações do texto.

Atividade 2

Oriente os/as estudantes a revisarem o conteúdo da seção **Language in Use** da Unidade 19. Em seguida, escreva alguns verbos no quadro, por exemplo, *avoid*, *mention*, *allow* e *need* e peça que contribuam com alguns exemplos de frases em que eles são seguidos por outros verbos no infinitivo ou no gerúndio. Registre alguns exemplos na lousa. Alguns possíveis exemplos são: *You should avoid eating so much sugar. He had never mentioned moving to the countryside. I'll allow them to spend some time outside. You need to save some money.* Depois disso, solicite que os/as estudantes leiam o texto e decidam quais opções completam as frases corretamente. Faça a correção coletiva chamando voluntários/as para que compartilhem suas respostas em voz alta e expliquem suas escolhas.

Atividade 3

Oriente os/as estudantes a fazerem uma leitura cuidadosa dos pôsteres em busca das *collocations*. Se julgar pertinente, incentive a troca de ideias com o colega ao lado. Faça correção oral e coletiva com a participação dos/das estudantes.

A seguir, faça algumas perguntas utilizando as *collocations* formadas, tais como: *What are the peak periods in our city?*, *How green is the public transport here?*, *Is there lush vegetation in our parks?*, *Are there green spaces in your neighborhood?*, *What do you prefer, natural landscapes or human-made landscapes?*

Atividade 4

Reitere com a turma que não devem escrever seus artigos sobre a região em que vivem. Oriente a retomada das

instruções indicadas na seção **Writing** da Unidade 19 para realizar a tarefa proposta.

REVIEW — UNIT 20

Atividades 1 e 2

Pergunte aos/as estudantes o que sabem sobre as Filipinas, onde fica e em que se baseia sua economia. Se possível, peça que façam uma breve pesquisa para conhecerem um pouco mais sobre esse país formado por ilhas. Algumas sugestões de *sites* para essa pesquisa são: <https://mundoeducacao.uol.com.br/geografia/filipinas.htm> e <https://brasilecola.uol.com.br/geografia/filipinas-1.htm> (acessos em: 23 ago. 2024). Se não for possível, diga que as Filipinas são um conjunto de ilhas localizadas no sudeste asiático. O país tem cerca de 111 milhões de habitantes e o idioma oficial é o filipino. A indústria, comércio e o turismo têm forte presença na economia do país.

Atividades 3 e 4

Após a leitura da atividade, certifique-se de que os/as estudantes compreenderam o que deve ser feito e, se necessário, ajude-os. Peça então que registrem as respostas em seus cadernos. Após alguns minutos, peça que compartilhem as respostas nos mesmos pares ou trios. Depois disso, convide um/uma estudante a dizer o que respondeu para a turma e tire dúvidas, se houver.

Atividade 5

Reitere com os/as estudantes que é importante terem em mente as orientações estabelecidas na atividade para, a partir delas, desenvolver suas produções. Oriente-os/as a retomarem os passos indicados na seção **Writing** da Unidade 20 e, em caso de dúvidas, esclarecê-las com você e também com colegas.

REVIEW — UNIT 21

Atividade 1

Peça aos/as estudantes que leiam as instruções da atividade e as frases que precisam ser identificadas como verdadeiras ou falsas antes de lerem o texto. Dê um tempo para que realizem a atividade. Após alguns minutos, organize-os/as em pares ou trios para que compartilhem suas respostas. Depois disso, convide alguns/algumas estudantes a compartilharem as respostas com a turma.

Atividades 2 e 3

Orientar os/as estudantes a registrarem as respostas para as atividades em seus cadernos. Após realizarem a tarefa, faça correção oral com a colaboração de voluntários/as e, em caso de dificuldades da turma, retome conceitos e viabilize exemplos.

Atividade 4

Retome algumas características do gênero e diga aos/as estudantes que o relato pessoal é feito em primeira pessoa. A linguagem é direta, articulada pela voz pessoal do autor e a estrutura é flexível.

Orientar a leitura dos passos indicados na seção **Writing** da Unidade 21 para realizarem a tarefa proposta.

REVIEW — UNIT 22

Atividade 1

Orientar os/as estudantes a lerem as instruções para a atividade e pergunte se eles/elas já leram algum livro escrito por Chimamanda Ngozi Adichie ou Ngũgĩ wa Thiong'o ou se já ouviram falar desses escritores. A seguir, peça que leiam as frases que se referem aos autores. Esclareça dúvidas quanto ao vocabulário se necessário. Alguns termos que podem ser desconhecidos para os/as estudantes são *depict* (retratar), *military coup* (golpe militar) e *play* (peça de teatro). Depois disso, reproduza o áudio e oriente-os/as a fazerem o registro das respostas em seus cadernos. Faça a correção coletiva.

Atividade 2

Leia os nomes das obras literárias listadas na atividade e pergunte aos/as estudantes quais desses livros eles/elas já leram e se lembram do enredo. A seguir, oriente-os/as a lerem as instruções da atividade e os textos e dê um tempo para que reescrevam esses textos em seus cadernos utilizando o *reported speech*. Faça correção coletiva com a contribuição de voluntários/as.

Atividade 3

Após a breve pesquisa, organize a turma em pequenos grupos para que os/as estudantes compartilhem as respostas.

Atividade 4

Peça aos/as estudantes que leiam as instruções para a atividade e executem a atividade considerando os passos seguidos na seção **Writing** da Unidade 22. Nas aulas seguintes, peça que cada estudante ou dupla apresente sua história para a turma.

REVIEW — UNIT 23

Atividade 1

Escreva a palavra *scooter* na lousa e pergunte: *Have you ever ridden a scooter? How about an e-scooter? If so, did you do that for fun or did you use it as a means of transportation?* Diga aos/as estudantes que os *electric scooters* são frequentemente utilizados em países europeus e asiáticos entre outros como meio de transporte. A seguir, peça aos/as estudantes que leiam a proposta de atividade na íntegra e certifique-se de que a compreenderam. Após a execução da atividade, faça a correção coletiva.

Atividade 2

Orientar os/as estudantes a relerem o texto, prestando atenção nos termos em destaque, a fim de responderem às perguntas propostas. Reitere que, para realizarem a tarefa terão que distinguir verbos de substantivos. Chame alguns voluntários/as para que leiam suas respostas e faça a correção coletivamente.

Atividade 3

Dê um tempo para que os/as estudantes escrevam suas frases em seus cadernos. Após alguns minutos, convide voluntários/as a compartilharem suas frases com a turma e a escrevê-las na lousa. Faça a correção coletivamente. Depois, permita que os alunos pesquisem sobre o autor e compartilhem as informações com a turma.

Atividade 4

Peça aos/as estudantes que leiam as instruções da atividade e que sigam os passos indicados na seção **Writing** da Unidade 23 para realizar a tarefa proposta.

REVIEW — UNIT 24

Atividade 1

Escreva a seguinte pergunta na lousa: *What do you want to do after school?* Leia a pergunta em voz alta e peça para que os/as estudantes que já ouviram essa pergunta levantem a mão. Peça para que mantenham a mão levantada aqueles/aquelas que ficaram na dúvida quanto a resposta para essa pergunta e, então, pergunte: *Why is it so difficult for some/so many students to answer this question? Do you think this kind of question is helpful? Why? Why not?* Após este debate, diga aos/às estudantes para ouvirem o áudio a fim de identificar a opinião de Amba Brown sobre a pergunta em questão e também a resposta para o item **b**. Reproduza o áudio uma ou duas vezes, conforme necessário. Não faça a correção da atividade neste momento.

Atividade 2

Peça que os/as estudantes leiam a instrução para a atividade 2. Reproduza o áudio mais uma vez para que possam realizar a atividade e também confirmar as respostas para a atividade anterior. Se necessário, reproduza o áudio novamente com pausas estratégicas para auxiliar na compreensão.

Atividade 3

Peça aos/as estudantes que leiam as frases e reflitam sobre as classes gramaticais prováveis de comporem os espaços nas orações. Peça que analisem as seguintes possibilidades: *adverbs* e *adjectives*. Eles/Elas devem então refletir sobre, por exemplo, qual afixo é comum na formação de advérbios (sufixo *-ly*). Assim, ficará mais fácil utilizá-los corretamente. Faça correção coletiva.

Atividade 4

A atividade traz um resumo do áudio. Os/As estudantes devem completá-lo com as palavras disponíveis.

Atividade 5

Retome com os/as estudantes os passos indicados na seção **Writing** da unidade 24 para realizar a tarefa proposta na atividade.



ALVES, Polyanna Castro Rocha; SIQUEIRA, Sávio. A perspectiva do inglês como língua franca como agente de decolonialidade no Ensino de Língua Inglesa. *Revista A Cor das Letras*. Feira de Santana, v. 21, n. 2., p. 169-181, mai./ago. 2020. Disponível em: <https://periodicos.uefs.br/index.php/acordasleytras/article/view/169>. Acesso em: 26 jul. 2024.

O artigo traz uma reflexão sobre o ensino de Língua Inglesa como língua franca, destacando sua representação como uma prática decolonial.

BAGNO, Marcos. *Nada na língua é por acaso: por uma pedagogia da variação linguística*. São Paulo: Parábola Editorial, 2007.

O livro discute a questão da variação linguística como proposta para o ensino de língua. Apesar de ter como foco o ensino de língua portuguesa, seus conceitos podem ser expandidos para o aprendizado de línguas adicionais, como a língua inglesa.

BAYNHAM, Mike. *Literacy Practices: investigating literacy in social contexts*. London: Longman, 1995.

O livro apresenta o escopo de práticas de letramento e problematiza a diferença entre letramento funcional e letramento crítico, discutindo o letramento como prática social e seu papel na escola.

BISHOP, Elizabeth. Critical Literacy: bringing theory to praxis. *Journal of Curriculum Theorizing*, v. 30, n. 1, p. 51-63, 2014.

O artigo científico discute a relevância do letramento crítico como uma forma de possibilitar a exploração de identidades pessoais, intelectuais, econômicas, sociais e políticas.

BRASIL. Ministério da Educação. *Base Nacional Comum Curricular*. Brasília: MEC/SEB, 2018.

Documento do Ministério da Educação e da Secretaria da Educação Básica que traz as orientações sobre a Educação Básica no Brasil.

BRASIL. Ministério da Educação. Lei nº 13.415, de 16 de fevereiro de 2017. Altera as Leis nº 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional, e 11.494, de 20 de junho 2007, que regulamenta o Fundo de Manutenção e Desenvolvimento da Educação Básica e de Valorização dos Profissionais da Educação, a Consolidação das Leis do Trabalho - CLT, aprovada pelo Decreto-Lei nº 5.452, de 1º de maio de 1943, e o Decreto-Lei nº 236, de 28 de fevereiro de 1967; revoga a Lei nº 11.161, de 5 de agosto de 2005; e institui a Política de Fomento à Implementação de Escolas de Ensino Médio em Tempo Integral. *Diário Oficial da União*. Brasília, DF, 17 fev. , 2017. p. 2. Disponível em: http://www.planalto.gov.br/ccivil_03/_ato2015-2018/2017/lei/l13415.htm. Acesso em: 17 ago. 2024.

As Diretrizes Curriculares Nacionais para o Ensino Médio regulamentam as alterações realizadas na Lei de Diretrizes e Bases (LDB) pela Lei nº 13.415 e estabelecem a Base Nacional Comum Curricular para o Ensino Médio.

BRASIL. Ministério da Educação; Conselho Nacional de Educação Básica; Câmara de Educação Básica. Resolução nº 3, de 16 de maio de 2012. Define diretrizes para o atendimento de educação escolar para populações em situação de itinerância. *Diário Oficial da União*. Brasília, DF: MEC, 2012. 17 maio 2012. p. 14. Disponível em: https://normativasconselhos.mec.gov.br/normativa/pdf/CNE_RES_CNECEBN32012.pdf. Acesso em: 26 jul. 2024.

Resolução do Ministério da Educação, Conselho Nacional de Educação Básica e Câmara de Educação Básica que explica e define as diretrizes para o atendimento de educação escolar para populações pertencentes a grupos sociais que vivem em situação de itinerância devido a questões culturais, de saúde, econômicas e/ou políticas, tais como acampados, artistas e/ou trabalhadores de parques de diversão, de teatro mambembe etc., ciganos, circenses, indígenas e povos nômades.

BRASIL. Ministério da Educação; Secretaria da Educação Básica; Diretoria de Políticas e Regulação da Educação Básica; Coordenação-Geral de Temas Transversais da Educação Básica e Integral; Coordenação-Geral de Inovação e Integração com o Trabalho. *Temas Contemporâneos Transversais na BNCC*. Contexto histórico e pressupostos pedagógicos. Brasília: MEC, 2019a.

Documento organizado por departamentos e órgãos do governo federal. Traz o contexto histórico e os pressupostos pedagógicos do trabalho com os Temas Contemporâneos Transversais (TCTs), a partir da Base Nacional Comum Curricular (BRASIL, 2018).

BRASIL. Ministério da Educação. *Temas Contemporâneos Transversais*. Propostas de práticas de implementação. Brasília: MEC/SEB, 2019b.

Documento organizado por departamentos e órgãos do governo federal. Traz exemplos de práticas de implementação dos Temas Contemporâneos Transversais (TCTs), a partir da Base Nacional Comum Curricular.

DEPRESBITERIS, Lea; TAVARES, Marialva Rossi. *Diversificar é preciso... Instrumentos e técnicas de avaliação de aprendizagem*. São Paulo: SENAC, 2009.

A obra traz uma compilação sobre os diversos instrumentos de avaliação que podem ser usados por professores/as no contexto educacional.

JORDÃO, Clarissa M.; FOGAÇA, Francisco C. Critical literacy in the English Language Classroom. *DELTA*, v. 28, n. 1, São Paulo, 2012.

O artigo científico apresenta o relato de uma experiência de desenvolvimento de material didático para uso em escolas públicas no Paraná. Apresenta o papel do letramento crítico em materiais deste tipo e para este contexto.

JORDÃO, Clarissa M.; MARTINEZ, Juliana Z; HALU, Regina C. (org.). *Formação (Des)formatada: práticas com professores de língua inglesa*. São Paulo: Pontes, 2011.

A obra traz uma coletânea de artigos produzidos como resposta ao questionamento sobre a formação de professores, as habilidades necessárias e os conhecimentos essenciais para o exercício da docência.

MARCUSCHI, Luiz Antônio. *Produção textual, análise de gêneros e compreensão*. São Paulo: Parábola Editorial, 2008.

O livro apresenta capítulos sobre produção textual com ênfase na linguística de texto, análise sociointerativa de gêneros textuais orais e escritos e processos de compreensão textual e produção de sentido. Contribui com a identificação de gêneros orais e escritos que podem ser trabalhados no contexto escolar.

MARTINS, Carlos Henrique S.; CARRANO, Paulo Cesar R. A escola diante das culturas juvenis: reconhecer para dialogar. *Revista Educação*, Santa Maria, v. 36, n. 1, p. 43-56, jan./abr. 2011. Disponível em: http://www.observatoriojovem.uff.br/sites/default/files/documentos/Carrano_Carlos_Henrique_A_escola_diante_das_culturas_juvenis.pdf. Acesso em: 26 jul. 2024.

No artigo, os autores trazem processos sociais e culturais contemporâneos das culturas juvenis e destacam a importância de eles serem observados e abordados pela escola.

MENEZES DE SOUZA, Lynn Mario T. O professor de inglês e os letramentos no século XXI: métodos ou ética?. In: JORDÃO, Clarissa M.; MARTINEZ, Juliana Z; HALU, Regina C. (org.). *Formação (Des)formatada: práticas com professores de língua inglesa*. São Paulo: Pontes, 2011, p. 279-303.

Neste capítulo do livro intitulado “Formação (Des)formatada: práticas com professores de língua inglesa” (2011), Menezes de Souza discute novos letramentos, novas formas de aprendizagem e responsabilidade ética.

MORALES, Pedro. *Avaliação Escolar*. São Paulo: Loyola, 2003.

A obra apresenta diversas formas de avaliação escolar e como elas se relacionam com os objetivos didáticos.

PIAGET, Jean. *Epistemologia genética*. São Paulo: Martins Fontes, 2007.

Trata-se da obra em que há a apresentação e discussão da teoria de conhecimento proposta por Jean Piaget.

PEDRÓ, Francesc. *A Tecnologia e a Transformação da Educação*. São Paulo: UNESCO/Fundação Santillana, 2016. Disponível em: <https://www.fundacaosantillana.org.br/publicacao/a-tecnologia-e-as-transformacoes-da-educacao/>. Acesso em: 17 ago. 2024.

O documento apresenta como a tecnologia está transformando a educação e quais são os novos papéis a serem assumidos por professores/as e estudantes.

ONOFRE, Elenice Maria C.; PÁTARO, Cristina Satiê O.; ONOFRE, Márcia Regina. *Sala de Aula: espaço de encontro de culturas*. São Carlos: EdUFSCAR, 2010.

As autoras apresentam reflexões sobre as formas de ensinar e aprender em sala de aula a partir de pontos como avaliação, diversidade, interdisciplinaridade, inclusão e planejamento.

PAIS, José Machado. *Culturas Juvenis*. 2. ed. Lisboa: Imprensa Nacional – Casa da Moeda, 2003.

Neste livro, José Machado Pais traz o relato de uma pesquisa etnográfica a respeito das culturas juvenis com base nas correntes teóricas da Sociologia da Juventude.

ROJO, Roxane; MOURA, Eduardo (org.). *Multiletramentos na Escola*. São Paulo: Parábola Editorial, 2012.

A obra é uma coletânea de artigos que partem do questionamento sobre a inserção da escola no mundo globalizado, o uso de tecnologias e o papel dos multiletramentos.

ROJO, Roxane. Pedagogia dos multiletramentos: diversidade cultural e de linguagens na escola. In: ROJO, Roxane; MOURA, Eduardo (org.). *Multiletramentos na Escola*. São Paulo: Parábola Editorial, 2012, p. 11-32.

Este capítulo do livro Multiletramentos na Escola traz um panorama sobre a pedagogia dos multiletramentos e levanta questões sobre diversidade cultural e linguagens na escola, levantando a possibilidade de uso de tecnologias de comunicação e de informação, incluindo as culturas de referência do alunado nas decisões sobre gêneros, tecnologias e linguagens.

THIESEN, Juares da Silva. A interdisciplinaridade como um movimento articulador no processo de ensino-aprendizagem. *Revista Brasileira de Educação*, v. 13, n. 39, p. 545-598, set./dez. 2008. Disponível em: <https://www.scielo.br/j/rbedu/a/swDcnzst9SVpJvpx6tGYmFr/>. Acesso em: 26 jul. 2024.

O artigo discute a interdisciplinaridade como um movimento articulador de conhecimentos e integrador de conhecimento e prática pedagógica.

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ISBN 978-85-418-3513-8



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