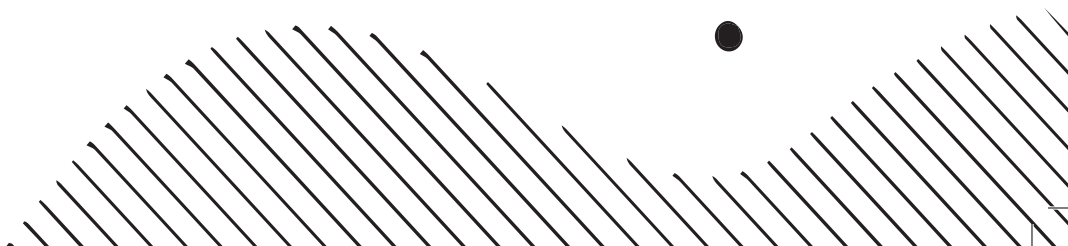


PROFESSOR
6º ANO – VOLUME I
CONNECTING



CONNECTING

English



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Apresentação:

Vivemos em um mundo altamente globalizado e interconectado. Cada dia que passa, a tecnologia e os dispositivos de informação e comunicação nos permitem encurtar distâncias e nos aproximar de diferentes povos e culturas. Para amplificar a voz dos nossos alunos e dar a eles oportunidades de uma formação integral, contemplando linguagem e cidadania global, a série *Connecting* traz para a educação escolar bilíngue conteúdos transdisciplinares, pluriculturais e articulados com outras disciplinas. Assim, a partir de uma educação linguística integrada, poderão fazer a diferença como falantes competentes de uma língua com status de língua franca – o Inglês – e construir suas identidades como cidadãos globais, ativos, participativos, questionadores, pesquisadores e reflexivos. A ideia é se conectar com o mundo através da linguagem.

Desejo boas conexões ao longo dessa jornada!

DID YOU HEAR THAT?



Objetivos de aprendizagem:

- Reconhecer e empregar a regência de adjetivo + preposição;
- Diferenciar as principais preposições utilizadas em combinação com adjetivos;
- Adquirir o vocabulário referente a gêneros e instrumentos musicais;
- Compreender e analisar a estrutura de letras de música.

Supertemas:


- História da música e o desenvolvimento humano.
- Diversidade cultural e geográfica-musical.
- Tecnologia em música.
- Saúde mental e musicoterapia.

1

CONNECTING

Lesson 1

Chatting




(Extracted from: encurtador.com.br/aAIN4)

- How are you today?
- How do you feel when you don't see your friends often?
- How do you feel before a test?
- Do you like to eat? How do you feel about eating new things?
- What do you do when you are sad?
- How does the girl in the picture feel? Why?

Watch and Learn

You will watch a scene from the animation movie "Inside Out". In the video Riley's emotions are introduced. Watch it and answer the questions.

Meet Riley's Emotions



1) Observe Riley's father. At the beginning of the video, he says:
"Aren't you a little bundle of _____?"


2) Fear is good at:
a) Making Riley laugh.
b) Sending Riley to bed.
c) Helping Riley to be organized.
d) Protecting Riley.

3) True (T) or False (F)?
() Joy is the first emotion to appear.
() Disgust helps Riley eat healthy.
() Anger really cares if things are fair.
() Sadness makes Riley laugh.

Watch and Learn

Now you will watch a video of a boy introducing a few emotions. After watching it, answer the following questions.

Emotions for Kids: Happiness, Sadness, Fear, Anger, Disgust and Surprise



4) Which greeting does the boy use at the beginning of the video?

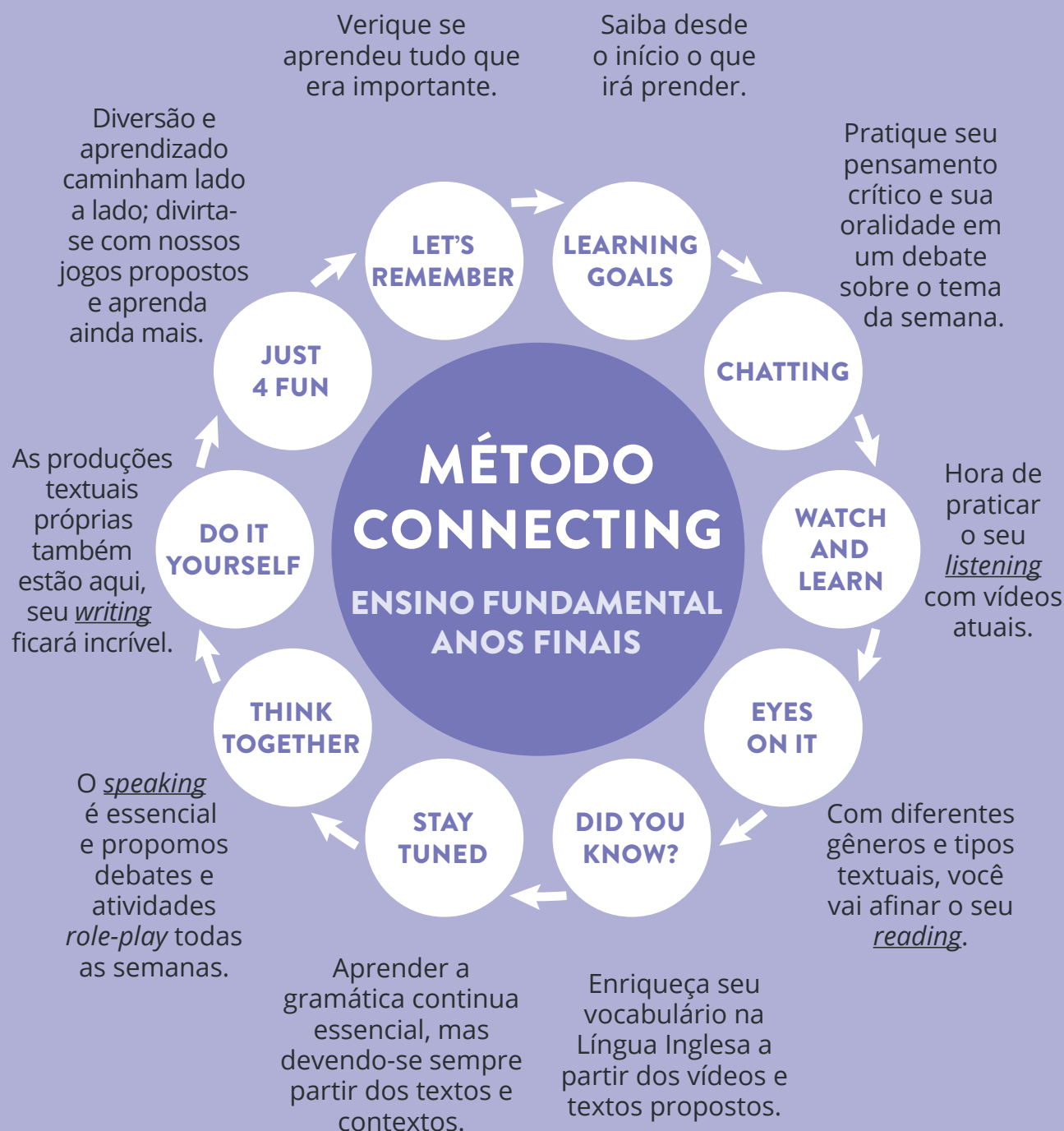
5) Listen and read. Cross out the extra words.
a) Let me introduce to you the big emotions wheel.
b) We live pleasant moments in life.
c) This boy seems to be really afraid.

6) Number the feelings according to the video.
() Anger () Happiness
() Disgust () Sadness
() Fear () Surprise

7) We feel fear when:
a) we lose our toys.
b) we miss our friends.
c) we think we are in danger.
d) we laugh at someone.

8) Happiness is the opposite of:
a) Surprise
b) Sadness
c) Disgust
d) Fear

2



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INTRODUCING MYSELF



Objetivos de aprendizagem:

- Identificar as saudações enquanto expressões utilizadas para iniciar conversas e para apresentações;
- Reconhecer a estrutura e conjugar o verbo *to be* no presente;
- Compreender a utilização dos pronomes interrogativos nos contextos adequados;
- Reconhecer os pronomes pessoais enquanto parte importante de uma frase e compreender seus usos;
- Compreender a estrutura e o propósito comunicativo do gênero textual perfil pessoal distinguindo-o dos perfis profissionais.

Supertemas:

- A importância de fazer novos amigos em contextos variados;
- Informações pessoais de uma professora de música britânica;
- A experiência de três jovens no primeiro dia de aula em uma nova escola;
- Precauções relacionadas ao uso da Internet e de redes sociais.

Lesson 1

Chatting



(Extracted from: encurtador.com.br/ehpwl)

- What is your name?
- How old are you?
- Do you have any hobbies?
- Do you like making new friends?
- What kind of greeting are these people saying? What kind of situation do we say that?

Watch and Learn

You will watch a video about ways of introducing yourself.



After watching the video, answer the questions below.

1) The good places to meet new people mentioned are:

- | | |
|----------------|---------------|
| a) At the mall | c) At a party |
| b) At school | d) Travelling |

2) Introducing yourself is an important step:

- a) To practise at home.
- b) To make new friends.
- c) Because it's cool.
- d) To rehearse with your friends.

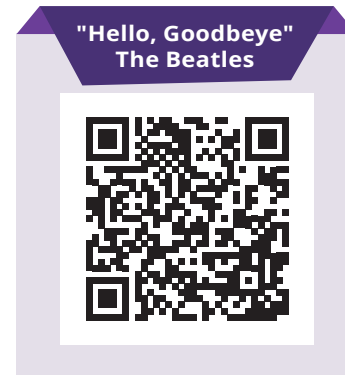
3) Hannah and Nicole talk about:

- | | |
|----------------------|---------------------|
| a) Family and pets. | c) School and food. |
| b) Music and school. | d) Books and music. |

4) Three important things before talking to someone are:

- a) Sit properly, make eye contact and breathe.
- b) Smile, shake hands and sit properly.
- c) Make eye contact, smile, be polite.
- d) Be polite, sit properly and breathe.

Watch and Learn



*You say "Goodbye"
And I say "Hello, hello, hello."
I don't know why
You say "Goodbye",
I say "Hello, hello, hello".
I don't know why you say goodbye, I say hello.*

After listening to the song and reading the lyrics, answer the questions.

5) Read part of the song's lyrics. Underline the greetings.

6) What is the song about?

7) Extract from the song greetings that can be used to start a conversation and others that can be used to end a conversation.

Eyes on It

Jenna is a British music teacher. Read her personal profile and answer the questions below.



Jenna's profile photo.

(Extracted from: encurtador.com.br/gEMR3)

*Recent graduate music teacher planning to experience the best of British music with students. Passionate on making new friendships at school, she is super **excited** for this new school year. Ms. Evans' favorite **hobbies** are reading, listening her favorite Beatles songs, and writing.*

Contact infos:

e-mail: EvansJenna@***.uk

Twitter: @Ms.JEvans

Instagram: @EvansJenna

Did you know?

Hobby (noun)

An activity that someone does for pleasure when they are not working.

Excited (Adjective)

Feeling very happy and enthusiastic.

(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles)

8) Scan the text and find the person's:

a) Full name

b) Occupation:

c) Work experience:

9) Check the characteristics you see in this professional profile:

- () a) Family background
- () b) Hobbies
- () c) Music preference
- () d) Personal social network

10) During her free time, Ms. Evans:

- a) Plans music lessons.
- b) Goes to school to see her students.
- c) Spends time on social network.
- d) Listens to her favorite songs and reads.

11) Circle the correct option.

- a) Am, Are, Is are to be forms in the (present / past tense).
- b) To be is used to describe people's (condition / ability).
- c) The verb "is" refers to (singular / plural)
- d) The verb "are" refers to (singular / plural)

Read the dialogue between a school director and a substitute teacher.



Rhonda and Alex greeting each other.

(Extracted from: encurtador.com.br/ailqH)

Alex: Hi, Rhonda. Nice to meet you. I am Alex, the school director.

Rhonda: Hello Alex. Nice to meet you too.

Alex: Ms. Evans is not coming to school today. I need your help.

Rhonda: Is she okay?

Alex: She isn't feeling well and she is staying at home today.

Rhonda: I'm sad to hear that. But I'm happy to help.

Aa

Did you know?

Greeting (noun)

Something friendly or polite that you say or do when you meet or welcome someone.

(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles)

12) The reason why Rhonda is at school:

- a) Ms. Evans is not well.
- b) Alex likes Rhonda.
- c) Rhonda and Alex are friends from school.
- d) Ms. Evans is her friend.

13) Underline in the dialogue greetings expressions.

14) Read the words in the box. Are the greetings formal or informal?

Hello – Hi – How are you? – What's up? –
Good morning! – Hey! – It's nice to meet you
– What's going on?

Formal	Informal

15) Read a part of the dialogue and circle the correct option:

(1) **Rhonda:** Is she okay?

(2) **Alex:** She isn't feeling well but she is staying at home today.

- a) Sentence 1 is in the negative / interrogative form.
- b) Sentence 2 is in the negative / interrogative form.

! Stay Tuned

The verb to be is used to describe temporary or permanent conditions.

Ms. Evans **is** a teacher.

Ms. Evans's favorite hobbies **are** reading, listening her favorite Beatles songs, and writing.

1) Affirmative Form

I → Am
You → Are
He / She / It → Is
We → Are
You → Are
They → Are

2) Negative Form

I → Am not
You → Are not
He / She / It → Is not
We → Are not
You → Are not
They → Are not

3) Interrogative Form

I → Am i?
You → Are you?
He / She / It → Is He / She / It?
We → Are we?
You → Are you?
They → Are they?

! Stay Tuned

Formal vs. Informal language

Am not = no contraction
Is not = Isn't
Are not = Aren't

Yes/ No question Form

To be + Subject + Noun/ Adjective

Example:

Is she feeling well?

Yes answer: Yes, She is.

No answer: No, She isn't.



Think Together

Role-play

1. In groups of four students are starting a conversation to get to know each other. Use greetings, yes/no questions and fill the box below with the information.

Classmate's name	Favorite Color	Hobbies	Favorite Subject	Favorite Artist



Just 4 Fun

I. Guessing game

Instructions:

- Divide the class in two groups and play a guessing game.
- The teacher must have in mind an object, animal, person or place.
- Students should ask yes/no questions trying to guess the chosen word.
- The teacher should use short answers.

Model:

Is it an animal?

No, it isn't.

Is it a person?

Yes, it is.

II. Verb to be bingo

Instructions:

- Students will race to complete sentences by asking and answering yes/no questions.
- Students must get five names in a row either horizontally, vertically or diagonally.
- Students must stand up and go around the classroom asking "Are you...?" questions based on the sentences on their bingo cards.
- Each time a student speaks to a classmate, they are only allowed to ask one question and then they must move on to speak to another student.
- The first student to get five names in a row shouts "bingo".

Bingo Card A

..... is	..... is creative.	..... is athletic.	..... is	..... is a pet owner.
..... is from a big city.	..... isn't	..... is strong.	..... is hungry.	..... is a musician.
..... is artistic.	..... is a good student.	..... is tired.	..... is from a small town.	..... isn't
..... is good at football.	..... is a hard worker.	..... isn't	..... is kind.	..... is a good cook.
..... is	..... is an only child.	..... is over 170 centimeters tall.	..... is good at drawing.	..... isn't a good singer.



Bingo Card B

..... isn't a good singer.	..... is a good student.	..... is creative.	..... is athletic.	..... is
..... is a pet owner.	..... is from a big city.	..... isn't	..... is strong.	..... is hungry.
..... is a musician.	..... is artistic.	..... is	..... is tired.	..... is from a small town.
..... isn't	..... is good at football.	..... is a hard worker.	..... isn't	..... is kind.
..... is a good cook.	..... is	..... is an only child.	..... is over 170 centimeters tall.	..... is good at drawing.



Lesson 2

Chatting

- Where is your school? Do you know its address?
- When do you go to school?
- What is your favorite day of the week?
- Who is your favorite teacher?
- Where are these people at? What are they doing?



(Extracted from: encurtador.com.br/txPUW)

Watch and Learn



Watch a scene from the cartoon “The Loud House”. Then, answer the questions about it.

1) About Lincoln and his classmates, we can infer that they are:

- a) together for a decade.
- b) 6th grade students.
- c) welcoming the new student.
- d) not happy with the new student.

2) “I really feel like I’m part of the gang” means:

3) Clyde gets nervous because:

- a) He wants to go home.
- b) Lisa doesn’t talk to him.
- c) He doesn’t like changes.
- d) Lincoln is not his friend anymore.

4) What is Lisa’s opinion about kindergarten?

Watch and Learn

You will watch a scene from the movie “Inside Out”.

Joy, Sadness, Fear, Anger and Disgust are residing in Riley’s mind, a preteen girl.



After watching the scene, answer the questions below.

5) Cross out the extra words:

a) Are you gonna be okay Riley?

b) No, I am fine. Bye mom, bye dad. See you later.

c) Have a good day at school, little monkey.

6) Match the two parts of the sentences.

- I. We want
- II. We are not
- III. We want them
- () to like us.
- () to be friends with them .
- () talking to them.

7) About Riley, we can say that:

- a) She is from Arizona.
- b) She is not a new student at school.
- c) She is excited for her first day at school.
- d) She is late for school.

8) Three sentences in activity 3 are false. Rewrite and make them true.

Eyes on It

A new student arrives at school. The students from the 6th grade want to know more about her. Mrs. Leir is helping her answer the questions they ask.



Mrs. Leir helping Malia introduce herself.

Mrs. Leir: Hey everyone, let's welcome our new student, Malia. Malia is ready to answer all your questions. Malia and I are going to be in front of the class today.

Malia: Hi guys! It's nice to be here.

Anna: I can start! Malia, what's your full name?

Malia: My full name is Malia Marie James.

Paul: Hi Malia. Where are you from?

Malia: I'm from Houston, Texas.

Josh: How old are you?

Malia: I'm eleven years old.

Josh: And when is your birthday?

Malia: It's on November 17th. In two days.

Mrs. Leir: In two days we can celebrate with her, right class?

Class: Yes, Mrs. Leir !

Malia: Thanks a lot guys. That's really nice!



(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles/)

Aa

Did you know?

Address (noun)

The number of the house, name of the road, and name of the town where a person lives or works, and where letters can be sent.

Full (adjective)

Containing a lot of things or people or a lot of something.

(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles/)

9) After reading the dialogue, choose the correct option.

- a) Mrs. Leir and Malia's class aren't celebrating her birthday.
- b) Malia's classmates are not interested in her.
- c) Malia's birthday is coming.
- d) Malia isn't happy to be in a new school.

10) Match the interrogative pronoun to its usage.

- a) What () to ask about time
- b) When () to ask about places

- c) Where () to ask about the way or manner
 d) Who () to ask about things
 e) How () to ask about people

11) Read the sentences. Replace the underlined expressions by their correspondent pronoun.

a) Mrs. Leir is helping her answer the questions they ask.

b) The students from the 6th grade want to know about her.

c) Malia and I are going to be in front of the class today.

12) Complete with the correct pronoun.

Hello, my name is Malia. _____ (1) I'm an 11yo 6th grader from Houston, Texas. _____ (2) is a beautiful city. My family and I are happy to be here. _____ (3) are the best family.

I have a new friend at school. _____ (4) is a happy girl and a really good person.

13) Write questions for the following answers. Use the correct question words.

a) A: _____?

B: She is a student.

b) A: _____?

B: She is from Houston, Texas.

c) A: _____?

B: She is eleven years old.

Stay Tuned

1) Subject pronouns

Subject pronouns can replace the main subject in a sentence without repeating it. They usually come before a noun.

	Singular	Plural
1 st	I	We
2 nd	You	You
3 rd	He/She/It	They

Example:

Malia is a new student.

She is a new student.

2) Interrogative pronouns

Interrogative pronouns are used to ask questions. They are usually placed at the beginning of the sentence. Each interrogative pronoun refers to a specific thing.

Example:

Which is your favorite music?

Which - used to ask about things when options are given.

• What's your full name?

What - used to ask about things and ideas.

• Where are you from?

Where - used to ask about places.

• How old are you?

How old - used to ask about someone's age

• When is your birthday?

When - used to ask about time.



Think Together

Role-play

Student A: You are a new student at school and you need help to find the classroom. Introduce yourself to student B and ask questions so you can find the room.

Student B: You are a teacher at school and you need to welcome Student B. Ask questions about **Student B** and also introduce yourself.



Just 4 Fun

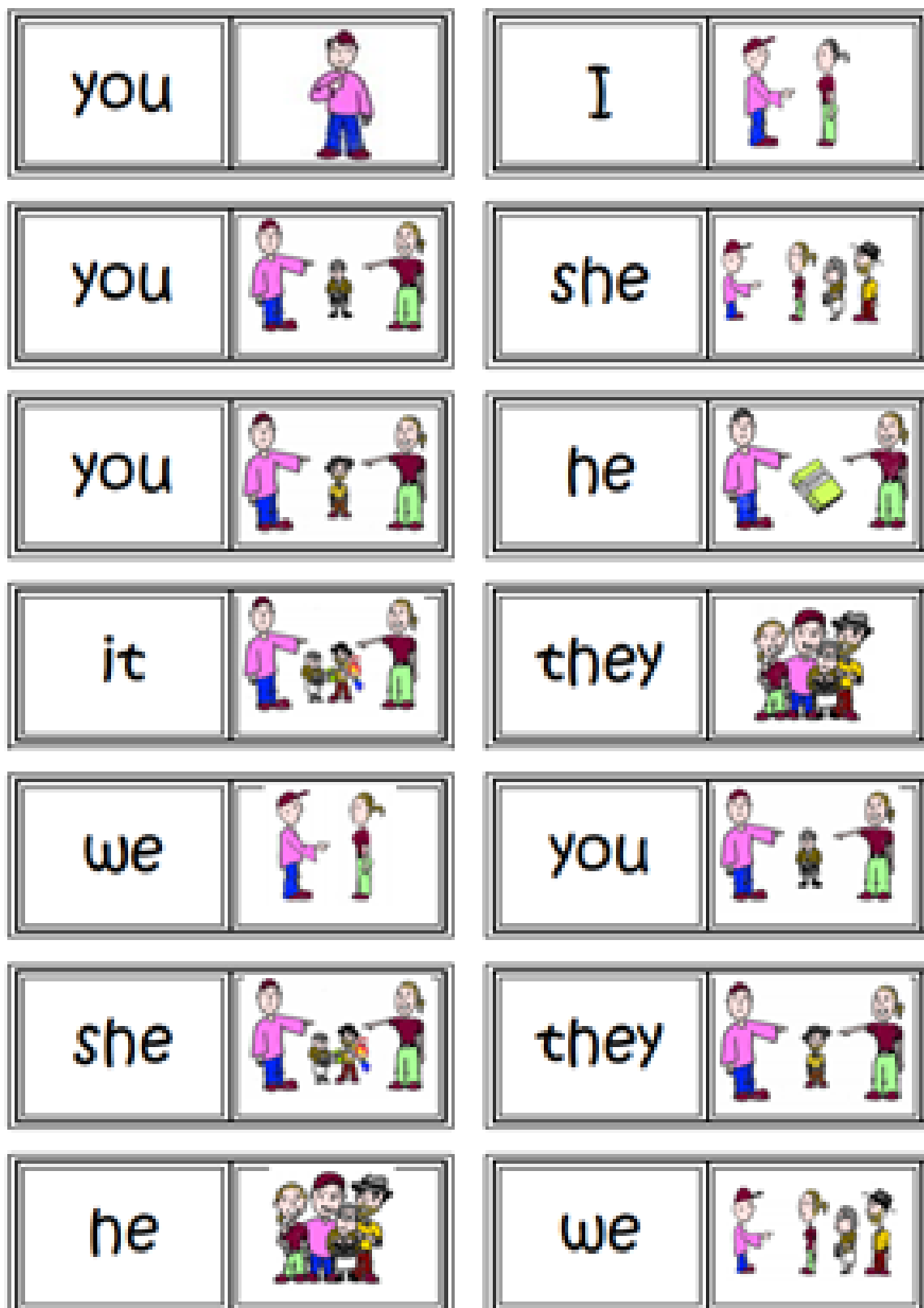
I. Interrogative pronoun board game

- Divide the class in groups of 6.
- Roll the dice.
- Ask questions with the correct question words.
- Wins who goes all the way to the finish square first.

START	1. is your name? Who - Whose - What	2. old are you? How - Where - What	3. are you from? Wich - Where - Why	4. can speak English? Whose - Which - Who
	17. copybook is this? Yours? What - Which - Whose	18. money do you have in your wallet? How much - Which - How many	20. is your phone number? What - How - Which	Miss a turn
16. do you spell your surname? Who - What - How	FINISH	Question words Who What Where When How How much How many Whose Why Which	21. drink do you prefer, coffee or tea? Whose - What - Which	6. Does your English class starts? Who - When - What
Go back to start			22. tall are you? Why - How - What	7. is your favorite color? Which - What - Whose
14. cousins do you have? How much - How - How many	25. can help your mom with cooking? Why - How - When	24. is your birthday? In July? Whose - What - When	Miss a turn	8. does your computer cost? How much - How - How many
13. pen is yours? Blue or black? What - Whose - Which	12. are you sad? Who - Why - How many	Move back 3 spaces		9. are you late? Why - How - What
		Move ahead 3 spaces		

I. Subject pronoun dominoes

- Divide the class in groups of four.
- Practice the subject pronouns playing.
- Say a sentence with the domino piece you choose.



Lesson 3

Chatting

- Do you read profiles on the internet?
- What information do you write on your online profile?
- Do you share this profile with family and friends?
- Do you add strange people to your personal profile?
- Which social network can you see in the picture below? Do you have a profile on it?



(Extracted from: encurtador.com.br/fxKT2)

Watch and Learn

You will watch a video about internet safety.



After watching the video, answer the questions below.

1) In the beginning of the video the girl hides a letter:

- | | |
|---------------------|------------------------|
| a) In her backpack. | c) Under the notebook. |
| b) On the desk. | d) In a box. |

2) According to the video, the internet is a great place to:

- Research for school.
- Buy things.
- Share pictures with friends.
- Learn a new language.

3) Before sharing personal information, you should:

4) True (T) or false (F)?

- () The internet is a private place.
 () It's not okay to share private information with strangers.
 () If you feel uncomfortable, tell an adult.
 () It's okay to meet online friends in person.

Watch and Learn

You will watch a scene from the movie "Dora and the Lost City of Gold".



After watching the scene, answer the questions below.

5) What does Dora say when she leaves the bus?

6) The girl selling cupcakes asks Dora many questions, except:

- a) Where are you from?
 b) Who are you?
 c) What are you doing in my school?
 d) Why are you smart?

7) The teacher asks the students about a book that they are reading in class. What book is it?

8) About Dora we can say that:

- a) She is from Colombia.
 b) She is not a new student.
 c) She does a lot of reading.
 d) She is studying with her cousin.

Eyes on It

The text below is a profile. Read and answer the following questions.



Admissions | About | Academics

Ali (7th Grade)

Favorite class(es)

Literature, Choir

Favorite book you've read for class this year

The Light in the Forest

Favorite dining hall meal

Chicken Parmesan

Favorite way to relax/have fun on campus

Chill with friends at a sports game

Favorite off campus activity (within walking distance)

Going to Sweet Frog!

Favorite off campus activity (need a ride!)

Starbucks

What's on your iPod

Taylor Swift, Justin Bieber



My SBS Story:

"Stony Brook does not feel like just a regular school. It feels like a family. The teachers make learning in their classes fun, and the campus is beautiful. In times of need, like Hurricane Sandy, we all become closer as a family and help each other. After school, the fun continues. For those who have sports practice, they head off for a fun and exciting 2 hours of practice. But, for those that don't have sports practice, they can either study in the library with friends, go to Dunkin' Donuts, or watch a sports game! SBS is awesome. :)"

Did you know?

Choir (noun)

A group of people who sing together.

Hurricane (noun)

A violent storm with very strong winds.

Closer (adjective)

If people are close, they know each other well and like each other.

(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles/)

9) Where is the text published?

- a) On a social media website.
- b) On a school website.
- c) On a pen pal website.
- d) On an online magazine.

10) Who is the author of "My SBS Story"?

11) Check the information that **is not** correct about Ali's profile:

- a) It has a photo of the owner of the profile.
- b) It contains her address and phone number.
- c) It mentions Ali's personal interests.
- d) It's a complete biography of Ali.

12) Read the text again and write if it is True (T) or False (F).

- () Ali isn't a Justin Bieber fan.
- () Ali is happy at SBS.
- () Ali is an 8th grade student.
- () Ali plays soccer after school.

13) The pronoun **it** in "It feels like a family", refers to:

Stay Tuned

Profile

A personal profile is a short text that is used to introduce someone. This type of text can be found in social media and are often written with formal language.

Here are some tips on how to write a personal profile:

1. Write about your good points, not your bad points.
2. Don't include everything about yourself. Choose a few points to focus on.
3. Don't add your contact details like address and phone number.
4. Check your spelling and punctuation before you post.
5. You can use punctuation and emojis when you are joking.



Think Together

Role-play

Student A: You are an attendant at your school. Ask questions to student B to complete the form.

Student B: You are a new student at your School. Enroll, answering Student A's questions.

ENGLISH ONLINE CLASS REGISTRATION FORM	
Name:	
Address:	
City/zip:	
Phone:	
E-mail:	
Computer?	
Internet?	



Just 4 Fun

I. Apple Pass

- All students sit in a circle.
- Use a fake apple and toss it to one classmate.

• Say one English word as you pass.

• If the student you threw it to drops it, he/she is out.

Theme: Food, Animals, Etc.

II. Find a friend / Bingo

- The students need to walk around the classroom asking questions to their classmates.
- Students should ask yes/no questions and use question words to try to find classmates with common interests.

Find a Friend Bingo				
NAME: _____				



Do It Yourself

Now it is your turn! Fill in the blanks with your information and create your own personal profile.

@

Posts

Followers

Followings

Name:

Occupation:

About me:

Followed by:

Following ▼

Message

Email

▶



Let's Remember!

14) Read Marianne's personal profile in a school social network. Complete with the correct forms of the verb to be:

Hey! My name _____ Marianne and I _____ eleven years old. My sister and I _____ new at this school. She _____ nervous for our first day but I _____ (neg.). Mom and dad _____ taking us to school. They _____ the best. We _____ ready to meet new people and make new friends. _____ you ready?

15) Read again the profile in activity 1. What information do you see in this personal profile?

16) Put the words in the correct order and write questions.

a) twins / they / ? / Are /

b) sister / Is / she / your / ?

c) Australian / you / Are / ?

d) late / I / am / ?

17) Write negative sentences. Use the short form of the verb.

a) We are students at this school.

b) Liz and Brenda are friends.

c) It is class time.

d) You are right, Melissa!

18) Complete the sentences with the correct subject pronoun.

a) Carlos is a great teacher. _____ is a good friend too.

b) My family and I live in a house. _____ are very happy there.

c) I love dogs! _____ are my favorite pets!

d) My name is Tim. _____ am Brazilian.

19) Correct the mistakes in the sentences below

a) John is my teacher. She is very nice.

b) My dog is called Ben. She is a shitzu.

c) My name is Suzan. We am a student.

d) My mom is Mary. He is a doctor.

20) Match the questions to the correct answers:

a) Who is she? () It's on August 23rd.

b) Why is John sad? () He is at school.

c) Where is Mike? () Because he is not

d) When is your birthday? going to the party.

() She is my sister.

21) Use who, how, where or what to complete the questions. Then ask a classmate the questions below.

a) _____ is your favorite movie?

b) _____ is your favorite singer?

c) _____ 's your favorite color?

d) _____ are you?

e) _____ 's mother from?

KEEPING IN TOUCH WITH FAMILY AND FRIENDS



Objetivos de aprendizagem:

- Compreender a utilização dos adjetivos possessivos no contexto adequado;
- Compreender a estrutura e o propósito comunicativo do gênero textual e-mail;
- Distinguir os tipos de e-mail através de e-mails formais e informais;
- Acrescentar ao vocabulário novas palavras relacionadas ao contexto familiar e saber utilizá-las apropriadamente;
- Identificar e diferenciar nomes de países e compreender a formação das palavras associadas às nacionalidades.

Supertemas:

- Apresentação de uma família moradora do subúrbio dos Estados Unidos.
- A composição multicultural do grupo internacional *Now United*.
- Amizade à distância entre jovens adolescentes.
- Despedida de uma amiga para outro país e a manutenção da amizade.

Lesson 1

Chatting

- Who do you live with?
 - Is your family big or small?
 - What's your family like?
 - Who is your best friend in your family?
 - Is the family in the picture below big or small?
- How many people are there in this family?

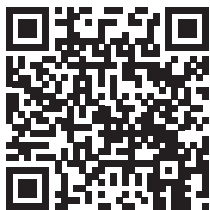


(Extracted from: encurtador.com.br/bfvyl)

Watch and Learn

You will watch a video from the TV cartoon "Craig's Creek".

Meet Craig's Family |
Craig of the Creek |
Cartoon Network



After watching the video, answer the following questions.

1) How many people are there in Craig's family?

2) When Jessica says "We are family. We gotta have each other's backs" she means:

- a) We need to push our siblings' backs.
- b) Jessica wants to own his brothers backs.
- c) Our family members are behind us.
- d) Family needs to support one another.

3) Does Craig love his family?

4) What do Craig's friends think about his mom?

- a) They think she is cool.
- b) They think she is boring.
- c) They think she is happy.
- d) They don't like her.

5) Match Craig's family members to their names:

- | | |
|-------------|-------------|
| (A) Mother | () Jessica |
| (B) Father | () Nicole |
| (C) Brother | () Duane |
| (D) Sister | () Bernard |

6) True or false? Read the sentences and write T or F.

- () Jessica is Nicole's daughter.
- () Nicole is Bernard's wife.
- () Craig is Duane's brother.
- () Duane is Nicole's husband.

7) Rewrite the incorrect sentences from activity 6 correcting the mistakes.

8) About Craig and his siblings, we can say that:

- () Craig doesn't like his sister.
- () Jessica loves to spend time with Craig and his friends.
- () Bernard doesn't talk to Jessica.
- () Craig admires Bernard a lot.

Eyes on It

This is an e-mail from a new student to a teacher. Read and answer the following questions.

From: David2010@gmail.com
To: Ms.Callis@gmail.com
Subject: 6th grade schedule
Hello, Ms. Callis. Good afternoon.
<i>My name is David Dwire and I am a 6th grade student. I'm eleven years old. I have just moved here with my family. My siblings and I are happy about our first week at school.</i>
<i>My eldest sister Julia is sixteen years old. Her favorite subject is Math. My two younger brothers Peter and John are nine. Science is their favorite subject. My mother Anna is thirty-nine and my father Paul is forty-two. We live in a beautiful house with our adorable pets: Cookie, the dog and Planet, the cat.</i>
<i>Now that I finished introducing myself... can I ask you a favor? Can you send the 6th grade schedule, please? I want to organize my backpack ASAP.</i>
<i>Thanks, David.</i>

Did you know?

Schedule (noun)

List of dates and times that shows when things will happen or a plan for them to happen.

Siblings (noun)

Someone's sister or brother.

Parents (noun)

Your mother and father.

Only child (adjective)

A child who has no sisters or brothers.

ASAP (acronym)

As soon as possible.

(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles/)

9) According to David's e-mail:

- a) He is an **only child**.
- b) There are four people in his family.
- c) David has three siblings.
- d) There are two boys in his family.

10) Why did David send the email to Ms. Callis?

11) Match the family relationships:

- | | |
|------------------------------|-------------|
| (A) Anna is David's | () Son |
| (B) Paul is David's | () Wife |
| (C) Anna is Paul's | () Father |
| (D) Paul is Anna's | () Husband |
| (E) David is Paul and Anna's | () Mother |

Stay Tuned

Possessive adjectives

The possessive adjectives in English say who something belong to. These adjectives come before a noun.

Possessive Adjective		Subject Pronoun
My	→	I
Your	→	You
His	→	He
Her	→	She
Its	→	It
Our	→	We
Your	→	You
Their	→	They

Think Together

Role-play

Student A: You want to know more about your new classmate Student B. Ask student B his/ her personal information and about his/her family. Student B: introduce yourself and talk about your family.

Model:

Student A: What's your name? What's your mother's name? How old is your father?

Just 4 Fun

I. Family board game

Instructions:

- Students are playing in groups of five.
- Each student gets a pawn (erasers and pencil sharpeners can be pawns too).
- A dice is necessary so each student can play at a time trying to guess which family member is.



II. "Big foot match"

Instructions:

- Everyone in class should take the shoes off and put them in a pile in the center of the room.
- Mix the shoes, and then direct each student to choose two shoes that don't belong to them.
- Let students mingle and make them ask: "Is this your shoe?" and let them answer the questions.
- If there is not a match between the shoe and the person, that person should suggest whose shoe might be. *"I think that might be his shoe."*
- If a shoe does belong to the person being asked, they take it back and either put it on their foot or set it aside until the game is over.

Lesson 2

Chatting

- Where are you from?
- Where are your parents from?
- Do you know people from other countries?
- Do you like to travel?
- If could choose another country to live, which one would you choose?
- Do you know this flag? What country does it represent?



(Extracted from: encurtador.com.br/asFTX)

Watch and Learn

You will watch a video introducing the global pop group Now United.



After watching it, answer the following questions.

1) How many people are there in the group?

2) What is Now United to Sofya?

- a) It's a big project and a sign of love and friendship.
- b) It's a good opportunity to be famous.
- c) It's nice to make new friends and speak English.
- d) It's a place to meet people from different countries.

3) According to Joalin, who are the people in the group?

- a) Famous teenagers.
- b) Young people from different countries.
- c) Good dancers and actors.
- d) People who follow their dreams.

4) Where are the members from?

- a) France, Japan, India, Mexico, UK, Canada, Nigeria, US, Germany, Philippines, Korea, Sweden, Finland and China.
- b) Brazil, Japan, India, Mexico, UK, Canada, Senegal, US, Spain, Iceland, Korea, Russia, Denmark and China.
- c) Brazil, Japan, India, Mexico, UK, Canada, Senegal, US, Germany, Philippines, Korea, Russia, Finland and China.
- d) Argentina, Japan, India, Indonesia, UK, Canada, El Salvador, US, Germany, Philippines, Korea, Russia, Finland and China.

5) What was Diarra's feeling when Simon, the group producer, invited her to represent Africa?

6) What is Now United about?

- a) Acting, dancing and cooking.
- b) Dancing, singing and performing.
- c) Singing, filming and acting.
- d) Dancing, performing and acting.

7) Who is the girl that doesn't speak English? What is her nationality?

8) Match the countries to their correct nationalities.

- a) Finland () Filipino
- b) Philippines () Finnish
- c) Senegal () Russian
- d) Russia () Senegalese

Eyes on It

Jessica is attending for the first time Mr. Ryan's online English class. The students were asked to introduce themselves to Jessica, so they can get to know one another better.



Mr. Ryan teaching his online English class.

(Disponível em: encurtador.com.br/xBDIT.
Acesso em: agosto de 2021)

Read Jessica's classmate's emails.

Hello, Jessica!

I'm Pablo. I'm thirteen years old and I'm your classmate in English this semester. I'm from Caracas, Venezuela. My family and I arrived in the U.S. in 2019.

*Hope to see you soon,
Pablo.*

Bonjour, Jessica!

*I am Pierre. I am from France (bonjour means good morning **BTW**). I am twelve years old, and I love Mr. Ryan's classes. I think you will like them too.*

*Let me know if you need anything,
Pierre.*

Hey, Jessica!

My name is Claire, I'm the English student in class.

*It's so good to have another girl in class **besides** Emma and I. Welcome!*

Can't wait to meet you!

***CU**soon,
Claire.*

Now read Jessica's reply and answer the following questions.

Hi Pablo, Pierre and Claire!

Thanks for the e-mail. I was born in Vancouver, Canada, but my parents are American. I'm twelve but my birthday is next Monday. I am excited for my first class with you all.

*See you next week,
Jessica.*

Aa Did you know?

Besides (adverb)

In addition to

BTW (expression)

By the way

CU (acronym)

See you

(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles/)

9) Where are Jessica's classmates from?

10) According to Claire's e-mail:

- a) She loves English.
- b) Jessica is the second girl in the class.
- c) Claire and Jessica are friends.
- d) Claire wants to meet Jessica.

11) What does Pierre think about Mr. Ryan's classes?

12) Link the countries to their corresponding nationalities.

- | | |
|--------------|--------------|
| a) France | • English |
| b) England | • Venezuelan |
| c) Venezuela | • French |

13) Some false information about Jessica is that:

- a) Her parents are American.
- b) She is twelve years old.
- c) She is Canadian.
- d) She is English.

! Stay Tuned

Adjectives of nationalities

In many countries both the language and the adjective of nationality are formed by the addition of the same suffix.

Examples:

-ian

Italian
Australian
Brazilian

-ese

Portuguese
Japanese
Chinese

-an

American
Mexican
German

-ish

Polish
British
Spanish

Irregular

French
Greek



Think Together

Role-play

Student A: imagine you are from another country. Student B: try to guess which country Student A is from using yes/no questions with the verb to be.

Model:

Student A: Are you American?

Student B: No, I'm not.



(Extracted from: encurtador.com.br/fqBW9)



















Just 4 Fun

I. Country and nationality dominoes

Instructions

- In pairs, each student gets 8 cards like the ones below.
- Match the countries and nationalities to their correct flag.
- The winner is the one who matches all the pieces first and correctly.

	England English		Canada Canadian		Italy Italian		Greece Greek
	Germany German		China Chinese		Portugal Portuguese		Russia Russian
	Turkey Turkish		France French		Egypt Egyptian		Brazil Brazilian
	Spain Spanish		Japan Japanese		Australia Australian		Denmark Danish



II. Nationality bingo

Instructions

- The teacher calls out the nationalities related to each country.
- Students must identify the nationality and cover the space.
- If a student has all words or pictures covered diagonally, across a row or vertically in a column, they should call BINGO.
- If a student claims they have BINGO and they are incorrect, they are disqualified from that round.

Cuba	USA	Haiti	Brazil	Japan
Italy	Dominican Republic	Ireland	Thailand	Philippines
Canada	Colombia	Free!	India	Iran
South Korea	Pakistan	Vietnam	Haiti	Russia
France	Spain	China	El Salvador	Peru

Lesson 3

Chatting

- Do you use social media?
- Which social media do you use the most?
- Do you text your family and friends?
- Do you have an e-mail address? Do you use it? What for?
- Would you like to have a virtual friend?
- How many people do you see in the photo? How are they communicating?



(Extracted from: encurtador.com.br/yCKOY)

Watch and Learn



Maria and Anna are virtual friends. Watch the video of these two exchanging e-mails and answer the following questions:

- 1) Where is Maria from?
 - a) Paris
 - b) Madrid
 - c) New York
 - d) Cape Town
- 2) What is Anna's nationality?

- 3) True (T) or false (F)? About Anna's email, we can say that:
 - () They are meeting soon.
 - () Anna and her family don't want to meet Maria.
 - () There is a video of Anna's house attached on the e-mail.
 - () She asks how Maria is.

- 4) Listen to Anna introducing her family and cross the extra words out.
 - a) This is my dad. His name is Patrick Williams. He's forty-six years old.
 - b) My younger sister's name is Jessica. She is sixteen.
 - c) Our little dog's name is Archie. He's only five months old.

Watch and Learn



You will watch a cartoon about sending a friend away. After watching it, answer the questions.

- 5) Where is Amy going?

- 6) The reason for Amy's move is:
 - a) She loves the U.S.
 - b) Amy's family is from France.
 - c) Her father has to work there.
 - d) Her mother is French.

- 7) When the girls say "keep in touch" they mean:
 - a) Holding hands until Amy travels.
 - b) Keep contacting each other often.
 - c) Touch the cellphone to call a friend.
 - d) Keep waiting for a friend to come back.

- 8) What does Amy do to keep in touch with her friends?

Eyes on It

Marco is Charlotte's new virtual friend. They play the same online video game and now they exchange email frequently.

Read Charlotte's email and answer the following questions.

15:08

Cancel
New Message
Send

To: marco147@mail4me.uk

Subject: Hi :)

Hey Marco, mornin' from Chicago.

How RU?

Today I want to share news about my school. We have a new student from Florence in my class. Isn't it the same city as yours? I love to hear her Italian **accent**, it's really interesting.

This week I have a math test. What about you? Are you having any tests this week? Tomorrow I don't have classes because it's the 4th of July. It's a big **holiday** in the US.

Talk to you L8TER.

X,

Charlotte.

Did you know?

Accent (noun):

The way that someone speaks, showing where they come from.

Holiday (noun):

Day for celebrating or remembering a special event, especially one on which many people are allowed not to go to work or school.

(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles/)

9) What's the reason for Charlotte's email?

- She misses Marco.
- Marco did not email her last week.
- She is sad and wants to tell Marco about it.
- She wants to share news from school.

10) Link the acronyms to their correspondent meanings:

- | | |
|----------|----------|
| a) L8TER | • kisses |
| b) X | • you |
| c) R | • later |
| d) U | • are |

11) Where is Marco from?

12) What is Charlotte's nationality?

Stay Tuned

E-mails

We write formal e-mails when we want to be polite or when we do not know the reader well. We write informal e-mails when we want to be friendly, or when we know the reader well. **Important: We can be polite and friendly at the same time.**

Here are tips on how to start and close an email.

Formal
Openings Dear Mr/ Mrs., Dear Sir or Madam,
Closings Best wishes, Yours truly, Regards,
Informal
Openings Hi, Hi there, Hello, Morning/ Afternoon/ Evening,
Closings Rgds, X, Cheers, Bye, See you soon,



Think Together

Role-play

Student A you are going to interview Student B about his/her usage of social media. Student B you are going to give your social network information, including your email address. Make

sure you spell correct so Student A can write it down on a paper properly.

Model

Student A: Do you have any social networks?

Student B: I only use email.

Student A: What's your email address? Can you spell it for me?



Just 4 Fun

I. Word search

Instructions

- Look at the word search and try to find the words at the end of the page.
- All words are related to the 4th of July celebration.
- The words are in different directions.

4TH OF JULY WORD SEARCH

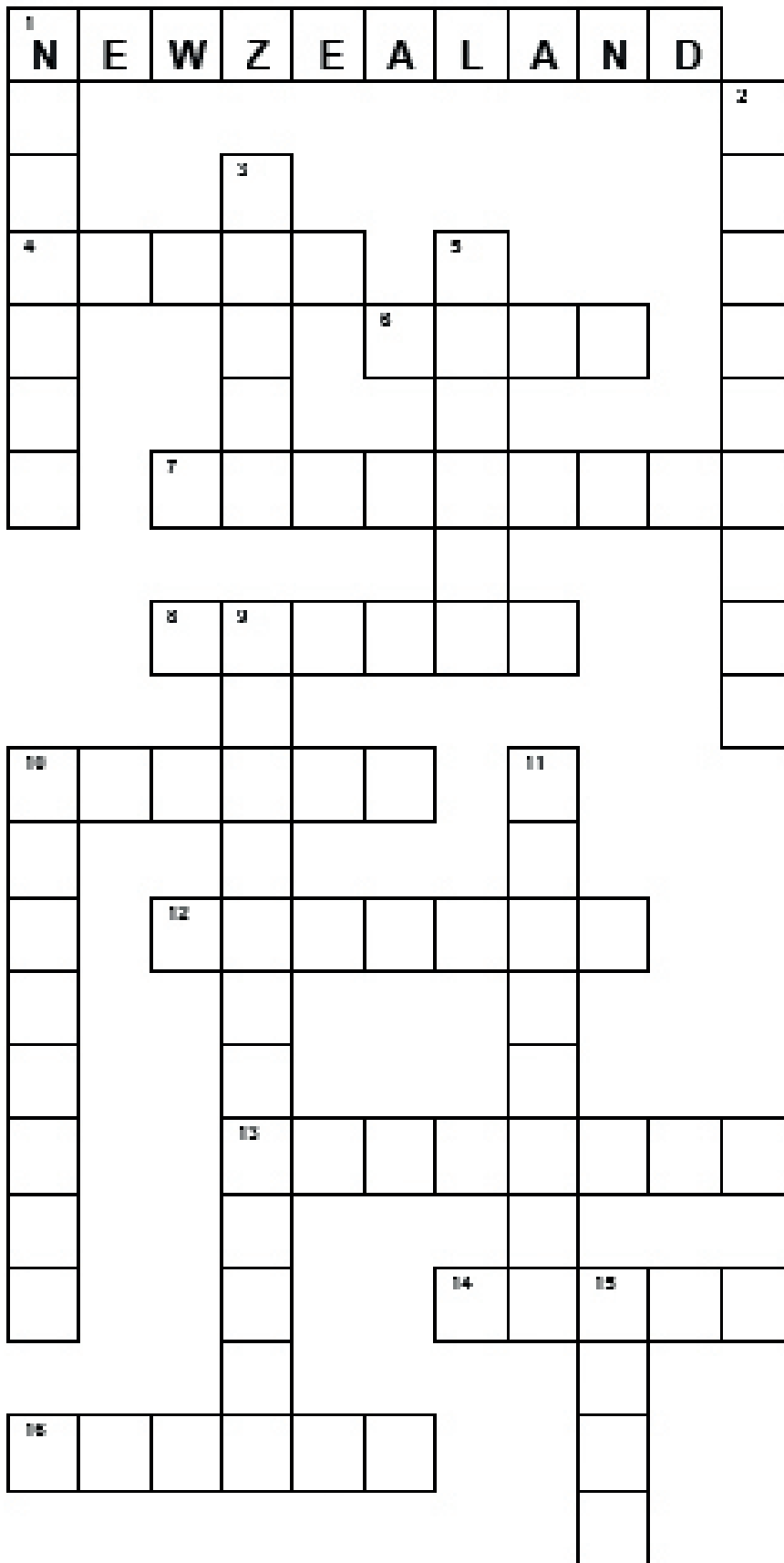
T	M	N	W	Q	J	E	T	A	R	B	E	L	E	C	D	Y
I	M	T	Q	H	H	Y	M	Q	R	Q	U	D	U	E	I	A
O	Q	T	A	W	Q	M	Z	Y	E	X	U	C	C	N	T	D
I	N	D	E	P	E	N	D	E	N	C	E	L	C	J	A	I
A	S	I	O	U	O	R	H	A	M	U	A	A	T	U	Q	L
N	K	S	A	M	E	R	I	C	A	R	P	P	S	O	S	O
U	R	P	U	F	U	B	E	E	A	Y	S	T	R	U	B	H
P	O	A	Y	D	L	D	W	T	O	E	C	I	N	C	I	P
K	W	R	W	E	A	A	I	L	P	O	E	A	U	E	O	N
F	E	K	H	T	F	O	G	I	A	D	E	U	S	D	I	H
Y	R	L	I	I	N	T	R	B	E	M	D	T	N	A	T	L
L	I	E	T	N	P	T	Z	E	U	R	A	E	T	R	S	C
U	F	R	E	U	S	L	Q	R	R	R	U	I	U	A	A	E
J	V	S	O	D	L	K	V	T	S	L	R	O	K	P	J	B
W	I	T	O	E	O	M	O	Y	B	B	F	I	U	P	J	L
I	A	S	V	Y	E	M	R	E	D	R	E	M	M	U	S	E

America	Fireworks	Independence	Red	United
Blue	Flag	July	Sparklers	White
Britain	Fourth	Liberty	Stars	
Celebrate	Freedom	Parade	Stripes	
Declaration	Holiday	Picnic	Summer	

II. Crossword puzzle

Instructions:

- Read the nationalities.
- Write the countries ACROSS or DOWN.



Nationalities

ACROSS

1. New Zealander
4. Egyptian
6. Iraqi
7. Indonesian
8. Turkish
10. Mexican
12. German
13. Thai
14. Japanese
16. Russian

DOWN

1. Nigerian
2. Australian
3. Spanish
5. French
9. American
10. Malaysian
11. Mongolian
15. Peruvian



Do It Yourself

You have a new virtual friend from a different country. Write an email to this friend introducing yourself and your family. Write from 10 to 20 lines.

From: _____

To: _____

Subject: _____

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a template for handwriting practice or general note-taking. The margins are consistent on all sides.



Let's Remember!

Read the email between two virtual friends and answer the following questions.



(Disponível em: encurtador.com.br/ipBH8.
Acesso em: agosto de 2021)

*Dear Mark, good morning.
I hope you are well.
Today I am emailing you to introduce my small but lovely family.
As you know we are American. We live in Detroit, Michigan. My family's surname is Mills. My parents are called Adam and Sabrina. I have one brother. Dave is twenty years old.
Let me know about your family too.
Best wishes,
Alan.*



(Disponível em: encurtador.com.br/mwHKX.
Acesso em: agosto de 2021)

*Hey, Alan.
I'm good. And U?
That's good to know. My family is big. My parents R French, but we live here in England. I was born in London, and both of them were born in Paris. My two sisters are older than me. Their names are Clara and Sarah. Clara is seventeen and Sarah is twenty-one. They are Spanish.*

*My grandpa and my aunt also live with us. Their names are Clark and Jane.
I think that's it, my friend.
Talk to you again on Friday.
CU.
Mark.*

13) How many people are there in Mark's family? And how many people are there in Alan's family?

14) Where is Mark from?

15) Match the country to its correct nationality.

- | | |
|------------|--------------|
| A) The USA | () French |
| B) England | () Spanish |
| C) France | () American |
| D) Spain | () English |

16) Complete with the relationships.

- a) Clara is Sarah's _____
- b) Mark is Jane's _____
- c) Alan is Sabrina's _____
- d) Clark is Mark's _____

17) Why is Alan emailing Mark?

18) True (T) or false (F)?

- () Mark and Alan have big families.
- () They are talking again on Friday.
- () Mark's family is English.
- () Alan's family is American.

CONNECTING

19) Rewrite the false sentences from activity 5 and make them true.

20) Ask questions for these answers.

a) _____?

Yes, we are from The USA.

b) _____?

My sisters are from Spain.

c) _____?

No, I have a small family.

d) _____?

I live with my parents and my brother.

21) Which email is formal and which email is informal?

22) Write the meaning of the acronyms.

a) U _____

b) R _____

c) CU _____

THIS IS HOW I FEEL



Objetivos de aprendizagem:

- Compreender a utilização do *Simple Present* em diferentes contextos e registos;
- Reconhecer os adjetivos de sentimentos como recursos importantes para comunicação e caracterização de pessoas;
- Compreender e identificar a utilização correta dos pronomes demonstrativos;
- Identificar e distinguir os componentes de uma capa de revista.

Supertemas:

- O desenvolvimento dos sentimentos de uma pré-adolescente;
- Como nos sentimos em diferentes situações do quotidiano;
- A rotina incansável de um boneco de *Lego*;
- Os desafios de um menino *Extraordinário*.

Lesson 1

Chatting

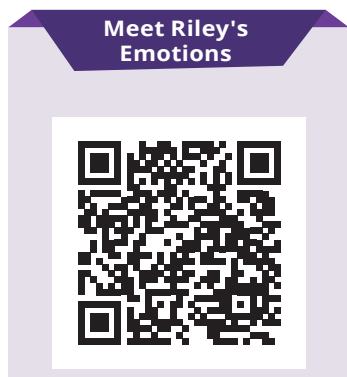


(Extracted from: encurtador.com.br/aAlN4)

- How are you today?
- How do you feel when you don't see your friends often?
- How do you feel before a test?
- Do you like to eat? How do you feel about eating new things?
- What do you do when you are sad?
- How does the girl in the picture feel? Why?

Watch and Learn

You will watch a scene from the animation movie "Inside Out". In the video Riley's emotions are introduced. Watch it and answer the questions.



1) Observe Riley's father. At the beginning of the video, he says:

"Aren't you a little bundle of _____?"

- 2) Fear is good at:
- a) Making Riley laugh.
 - b) Sending Riley to bed.
 - c) Helping Riley to be organized.
 - d) Protecting Riley.

- 3) True (T) or False (F)?
- () Joy is the first emotion to appear.
 - () Disgust helps Riley eat healthy.
 - () Anger really cares if things are fair.
 - () Sadness makes Riley laugh.

Watch and Learn

Now you will watch a video of a boy introducing a few emotions. After watching it, answer the following questions.



4) Which greeting does the boy use at the beginning of the video?

- 5) Listen and read. Cross out the extra words.
- a) Let me introduce to you the big emotions wheel.
 - b) We live pleasant moments in life.
 - c) This boy seems to be really afraid.

6) Number the feelings according to the video.

- | | |
|-------------|---------------|
| () Anger | () Happiness |
| () Disgust | () Sadness |
| () Fear | () Surprise |

7) We feel fear when:

- a) we lose our toys.
- b) we miss our friends.
- c) we think we are in danger.
- d) we laugh at someone.

8) Happiness is the opposite of:

- a) Surprise
- b) Sadness
- c) Disgust
- d) Fear

🔍 Eyes on It

Sandra and Michelle are exchanging emails. They are excited to buy the magazine below. It has their favorite singer on it.



Selena Gomez on Flare's cover

(Disponível em: encurtador.com.br/nBO07. Acesso em: agosto de 2021)

After reading the e-mails, answer the following questions.

From: m2007_@gmail.com
To: sandy06@gmail.com
Subject: OMG !!!
Hey Sandy, how are you? I'm so excited for tomorrow. I don't know if I can sleep, and I need to wake up early tomorrow lol. Do you feel anxious too? X,

From: sandy06@gmail.com
To: m2007_@gmail.com

Subject: OMG!!!!

I'm SO HAPPY, Michelle.

Can't wait for it too.

I think my mom wants to take me to buy the magazine tomorrow after school. I was sad because I want to take it to school, but I will survive LOL!

Do you know when you are buying the magazine? Reply me ASAP.

X,

Aa Did you know?

LOL (*acronym*)

Laughing out loud

Tomorrow (*adverb*)

The day after today

Bundle of joy (*expression*)

Newborn; baby.

Healthy (*adjective*)

Strong and well;

(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles/)

9) Extract from the email feelings and emotions.

FEELINGS AND EMOTIONS

10) When is Sandra buying the magazine?

- a) Today at midnight.
- b) Tomorrow morning.
- c) Tomorrow after school.
- d) She doesn't know.

11) When Michelle writes "OMG", what does she mean?

12) Sandra is sad because:

- a) Michelle doesn't want to buy her the magazine.
- b) Her mother wants to read the magazine.
- c) Her sister doesn't like Selena Gomez.
- d) She wants to take the magazine to school.

13) How is Michelle?

- a) She is happy and tired.
- b) She is anxious and excited.
- c) She is sad and anxious.
- d) She is excited and happy.

! Stay Tuned

Simple Present

It is usually formed by the base form of the verb. We use the base form of the verb and add **-s** or **-es** for the third person singular.

For negative and interrogative forms add the auxiliary **DO / DOES**.

I / YOU / WE / THEY	WANT
HE / SHE / IT	WANTS

We use the simple present tense when an action happens regularly, for indubitable truths and facts.

Affirmative: My mom wants to take me to buy the magazine.

Negative: My mom doesn't want to take me to buy the magazine.

Interrogative: Does my mom want to take me to buy the magazine?



Think Together

Role-play

Student A does not feel well today. Student B starts an informal conversation and asks how student A is. Then ask if she/ he needs help. Student A must try to explain using the verb to be and the adjectives of feeling.

Model:

Student B: Hey friend, what's up?

Student A: Hey.

Student B: How are you?

Student A: I'm not good.



(Extracted from: www.acer.org/files/ce-image/cache/1e0f4fec23524c29/129351137_rd_874_360_70.jpg)



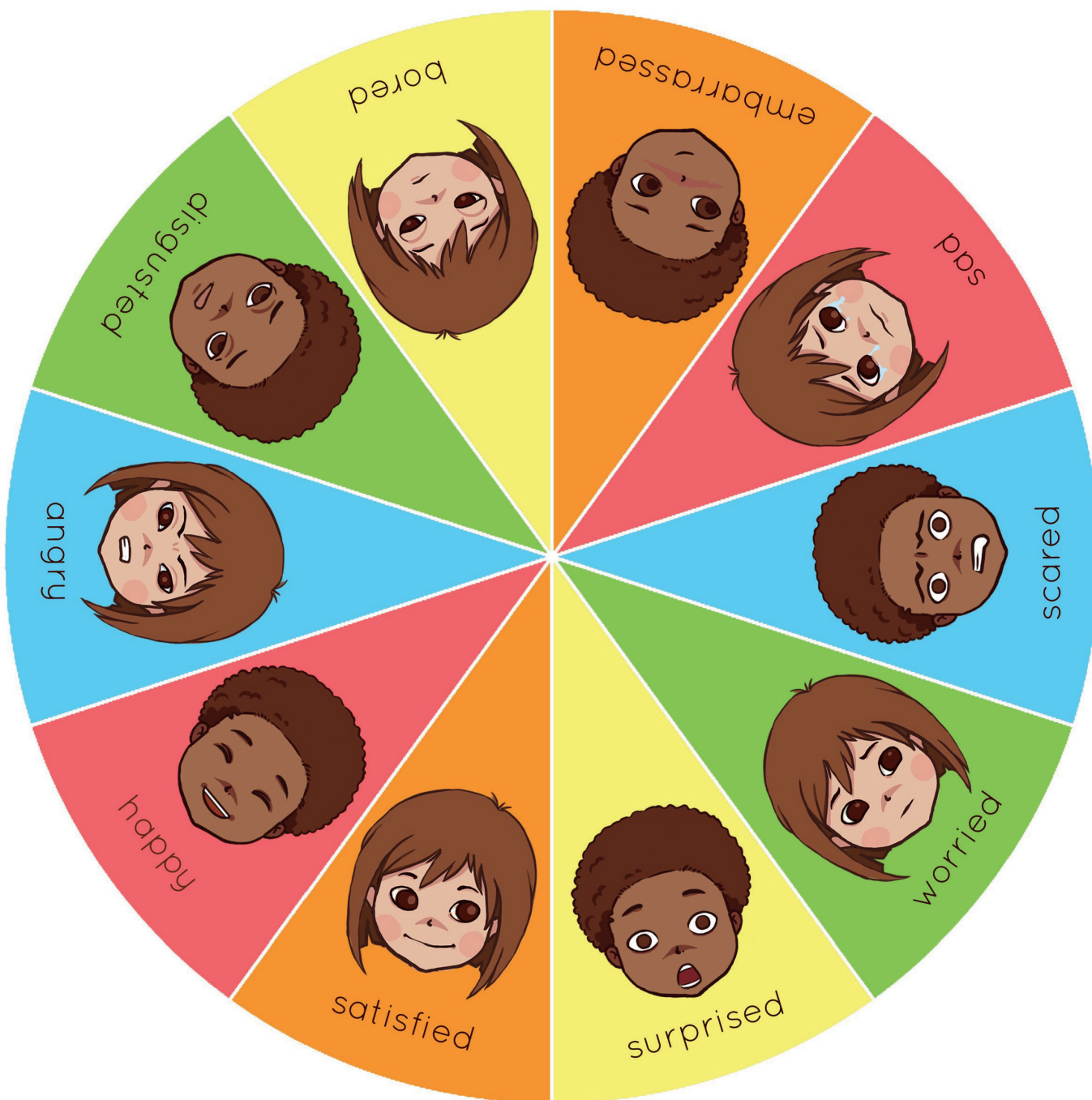
(Extracted from: myklovr.com/wp-content/uploads/2018/12/student-stressed.jpg)

Just 4 Fun

I. Wheel of feelings

Instructions

- Cut the "I feel" arrow and attach at the center of the wheel of feelings.
- It is suggested to use a pencil so the wheel can turn.
- Spin the emotion wheel and answer "How are you feeling?"



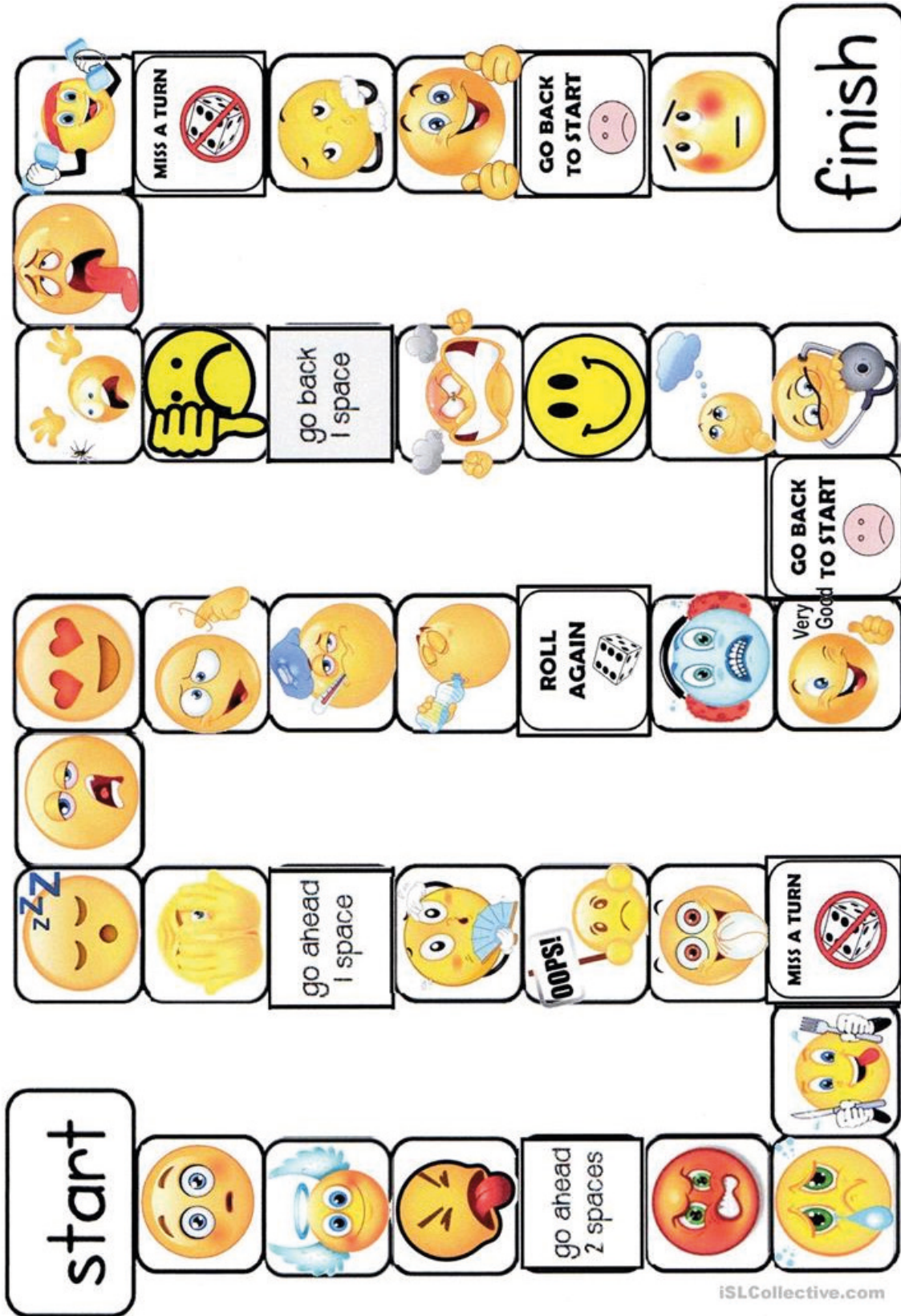


II. Feeling and emotion board game

Instructions

- Choose pins to play the board game.
- First player rolls the dice.
- Whatever emoji they land on need to be pronounced out loud.

- If they get it right, they can play again.
- If they get it wrong, nothing happens.
- Go to the next person.



Lesson 2

Chatting

- What do people do you that makes you feel angry?
- What do you do when you feel frustrated?
- What makes you happy?
- How does the man below feel? What is he probably doing?



(Disponível em: encurtador.com.br/adnpU.
Acesso em: agosto de 2021)

- Describe the picture below and answer: How does the girl feel? Where is she at?

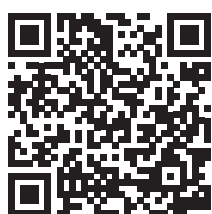


(Disponível em: inspirelle.com/.
Acesso em: agosto de 2021)

Watch and Learn

You will watch a scene from "The Lego Movie". After watching it, answer the following questions.

The Lego Movie-
Emmet's Morning/
"EVERYTHING IS
AWESOME!!!"



- 1) The video is about Emmet. What does the video focus on?
 - a) Emmet's routine.
 - b) Emmet's feelings.
 - c) Emmet's favorite colors.
 - d) Emmet's friends.

- 2) How does Emmet feel in the whole video?

- 3) Put in order the steps Emmet follows before starting his day:

- () Take a shower
- () Do breathing exercises
- () Greet the day and say "Good morning, city!"
- () Work out

- 4) Complete with what you hear.

- a) I almost forgot _____.
- b) What do you want to do _____?
- c) _____ Taco Tuesdays.
- d) He is such a _____.

Watch and Learn

You will watch a scene from the movie "Wonder". In the video, Auggie had a bad day at school.

Wonder (2017) - There
Are No Nice People
Scene (4/9) |
Movieclips



After watching the video, answer the following questions.

- 5) Which emotion Auggie does not feel?
 - a) Sadness
 - b) Anger
 - c) Happiness
 - d) Disappointment

- 6) Does Auggie's mom know what happened to him?

Eyes on It

Allana wants to buy a new magazine. She is at a newsstand choosing the best magazine for her. She says, "I want this magazine, please."



Allana in front of a newsstand.

(Disponível em: istockphoto.com.
Acesso em: agosto de 2021)

The magazine Allana chose:



Emotional Intelligence's magazine cover.

(Disponível em: encrypted-tbn0.gstatic.com.
Acesso em: agosto de 2021)

Did you know?

Understand (verb)

To know the meaning of something that someone says.

Founder (noun)

Someone who establishes an organization.

Quota (noun)

A number, amount, or share that is officially allowed or necessary.

(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles)

7) What is the magazine's name?

8) "They drive me nuts" means:

- a) To make someone go crazy.
- b) To be happy.
- c) To feel sad.
- d) To be angry.

9) Extract from the cover above two interrogative pronouns.

10) About the magazine, we can infer that:

- a) It's about jobs.
- b) There are interviews about fashion.
- c) It focuses on emotions.
- d) It's about education.

11) Another way to write the question "Actors have high EQ!?" is:

- a) Does actors have high EQ?
- b) Do actors have high EQ?
- c) Are actors have high EQ?
- d) Is actors have high EQ?

Stay Tuned

Demonstrative pronouns

The **demonstrative pronouns** indicate distance in time or space in relation to the speaker and also indicate grammatical number – singular or plural.

	Singular	Plural
near	This	These
far	That	Those

Examples: I want **this** magazine, please. (The person is near the magazine).

That is my friend at the newsstand. (The person is far from the friend).



Think Together

Role-play

- The teacher and the students choose school supplies and place them in different areas of the classroom.
- The objects can be pencil, book, notebook, eraser...
- The number of objects and the distance from the middle of the class should be decided by the teacher.

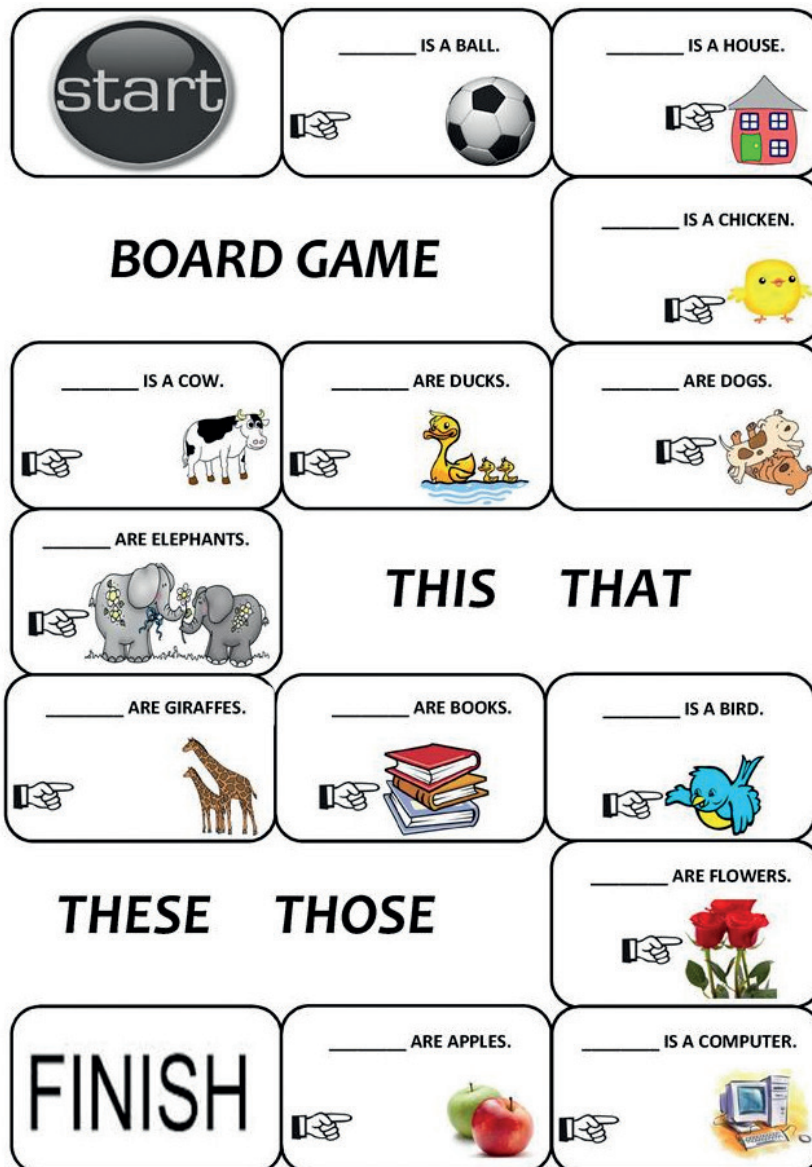


Just 4 Fun

I. Demonstrative pronoun board game

Instructions

- Choose pins to play the board game.
- First player rolls the dice.



- One student sits in the middle of the classroom.
- Students around the class and have to ask his/her friend: "What's this? What's that? What are these? What are those?" according to the position of the objects with the person.

Model:

Student A: What's that?

Student B: That is a pencil.

Student C: What's this?










Student B: This is a book.

- Whatever place they land on need to be pronounced out loud.
- Students must complete the sentences according to the position of the hand.
- If they get it right, they can play again.
- If they get it wrong, nothing happens.
- Go to the next person.

II. Emotion bingo

Instructions

- The teacher calls out the feelings.
- Students must identify the feeling and cover the space.
- If a student has all words or pictures covered diagonally, across a row or vertically in a column, they should call BINGO.
- If a student claims they have BINGO and they are incorrect, they are disqualified from that round.

 SCARED	 HAPPY	 SAD
 ANGRY	 EXCITED	 WORRIED
 SURPRISED	 SILLY	 FRUSTRATED

Lesson 3

Chatting

- Do you know what a magazine is?
- Do you have newspapers or magazines at home?
- Do you read magazines? If yes, what magazine?
- Which one do you prefer: paper magazines or online magazines? Do you use it to get information?
- Do you know the means of communication below? Do you have it at home?



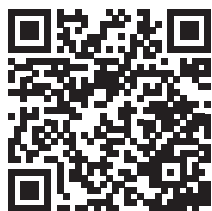
(Extracted from: encurtador.com.br/fgoyW)

Watch and Learn

You will watch a scene from the movie "The Devil wears Prada".

In this scene, you will see Andrea (Andy) at her job. She works at a famous fashion magazine, but things are not going well.

THE DEVIL WEARS PRADA
Clip - "Andy Gets A Makeover"
(2006)



After watching the video, answer the following questions.

1) What's Andy feeling in the beginning of the video?

- 2) What's Andy's problem?
- a) She doesn't like her job.
 - b) She doesn't like her boss.
 - c) Her colleague doesn't like her.
 - d) Her boss doesn't recognize her work.

3) Choose the best option that completes the sentence:

"This is not only a magazine...."

- a) This is a shining bacon of hope.
- b) This is a shining bacon for rope.
- c) This is a shining beacon of hope.
- d) This is a shining beacon of rope.

Watch and Learn

You will watch the videoclip from the song "Can't stop the feeling" performed by Justin Timberlake.

CAN'T STOP THE FEELING!
(From Dream Works Animation's "Trolls")



After watching the videoclip, answer the following questions.

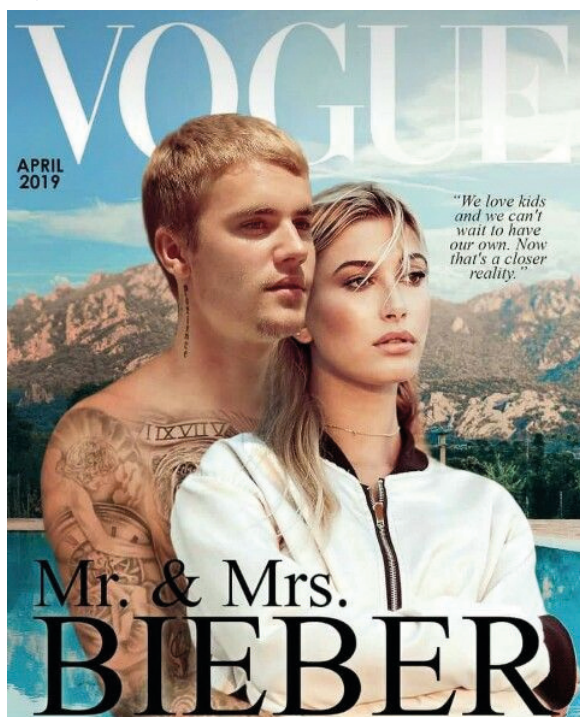
4) What's "the feeling" that Justin sings about?

5) What demonstrative pronouns are mentioned in the song?

6) Cross the extra words out.

- a) And under the lights when everything goes down.
- b) Nowhere to hide now when I'm getting you close.
- c) When we move up, well, you already know.
- d) So just imagine this, just imagine this, just imagine this.

Eyes on It



Justin Bieber and his wife on the cover of Vogue magazine.

(Disponível em: encurtador.com.br/jtwNW.
Acesso em: agosto de 2021)

Did you know?

Closer (*adjective/adverb*)

Not far in position or time

Own (*verb*)

To have something that legally belongs to you

Mr. (*noun*)

A title for a man, used before the family name or full name, or sometimes before a position.

Mrs. (*noun*)

A title used before the family name or full name of a married woman who has no other title.

Beacon (*noun*)

A light that acts as a signal or warning.

Makeover (*noun*)

A new or improved appearance that results from making many changes.

(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles)

7) What's the magazine's title?

8) When was it published?

9) Mr. Bieber and Mrs. Bieber are:

- a) Father and daughter
- b) Brother and sister
- c) Husband and wife
- d) Son and mother.

10) True (T) or False (F)? About the magazine cover:

- () It has Bieber's personal life information.
- () There is other important news on the cover.
- () It's about having kids.
- () It's aimed to young children.

11) According to the magazine headline, are Mr. Bieber and Mrs. Bieber ready to have kids?

- a) Yes, they are.
- b) No, they are not.
- c) They don't want to have kids.
- d) They already have kids.

Stay Tuned

Magazine cover

Magazine is a type of thin book with large pages and a paper cover that contains articles and photographs and it is published every week or month.

CONTENTS OF A MAGAZINE COVER

Masthead: It's used to allow the readers to recognize the title of the magazine. It is usually in a bright color that stands out.

Headline: It's the text that follows the main image and describes what is to come in the magazine. It tempts the readers to look inside the magazine.

Sub-heading: It's placed under a headline, often with a smaller font, which expands on what the headline says.

Date line: It is useful because it allows the readers to see when the magazine was published.

Main image: It is usually about the main person or topic that the magazine focuses on.



Think Together

Debate

- Divide the class in two groups.
- Group 1 is pro-online magazines.
- Group 2 is pro-paper magazines.
- Give the groups 20 minutes to research and to formulate their arguments.
- Start with two students from each group defending their group's side.



Just 4 Fun

I. Feeling cross word puzzle

Instructions:

- Find nine feelings on the puzzle below.
- Words are hidden across (→) and down (↓).

h	v	i	b	e	o	a	v	v	y	f	b
u	s	n	d	x	q	u	i	e	t	f	o
n	c	e	y	l	b	i	m	g	z	t	r
g	a	n	g	r	y	z	y	b	r	z	e
r	r	t	g	o	m	v	o	d	m	h	d
y	e	t	i	r	e	d	j	b	c	n	r
v	d	g	t	h	i	r	s	t	y	h	t
k	s	h	y	l	a	t	e	o	m	b	j

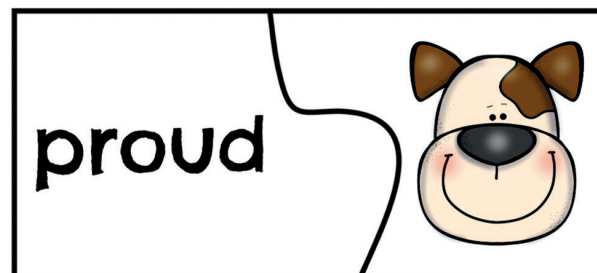
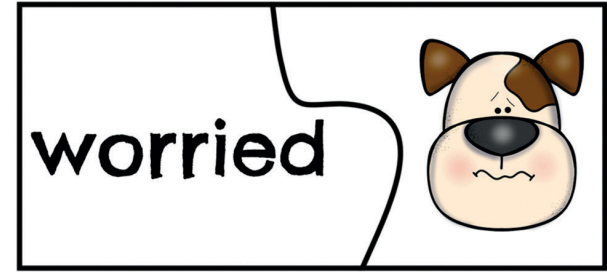
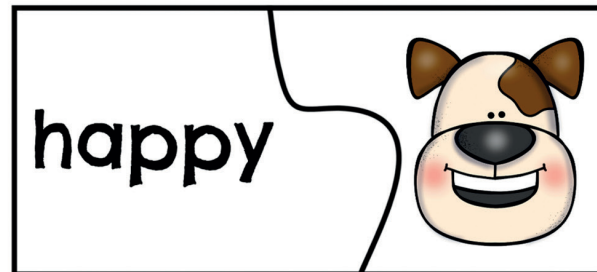
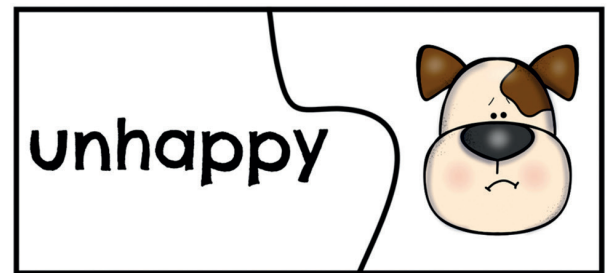
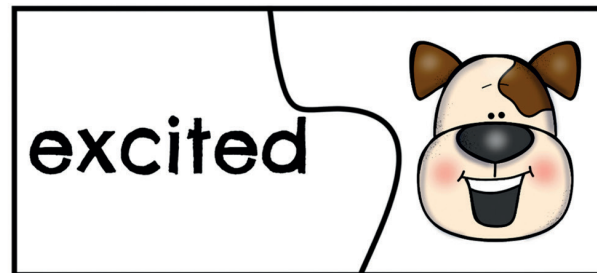
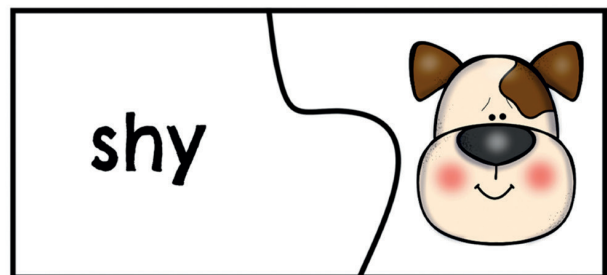
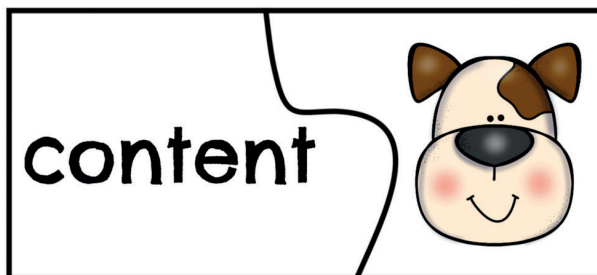
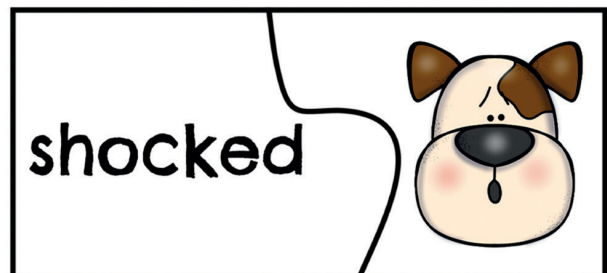
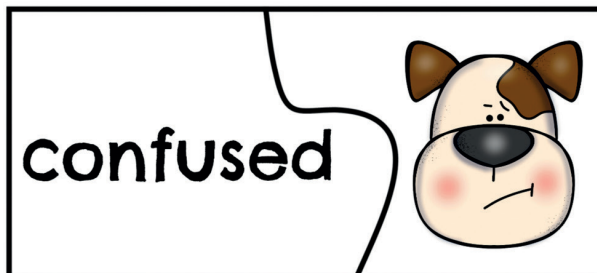
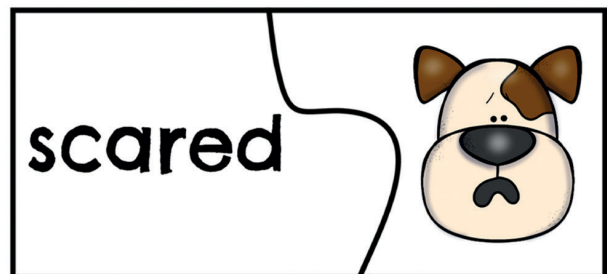
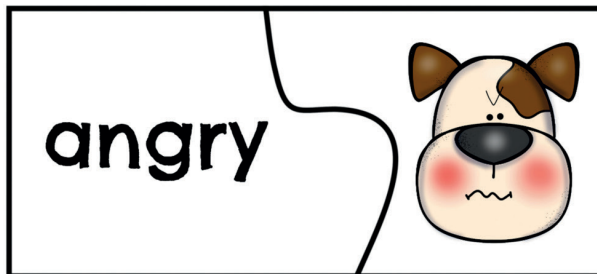
II. Feelings dominoes

Instructions:

- In pairs, each student gets 8 cards like the ones below.

- Match the emotions to their correct facial expressions.

- The winner is the one who matches all the pieces first and correctly.

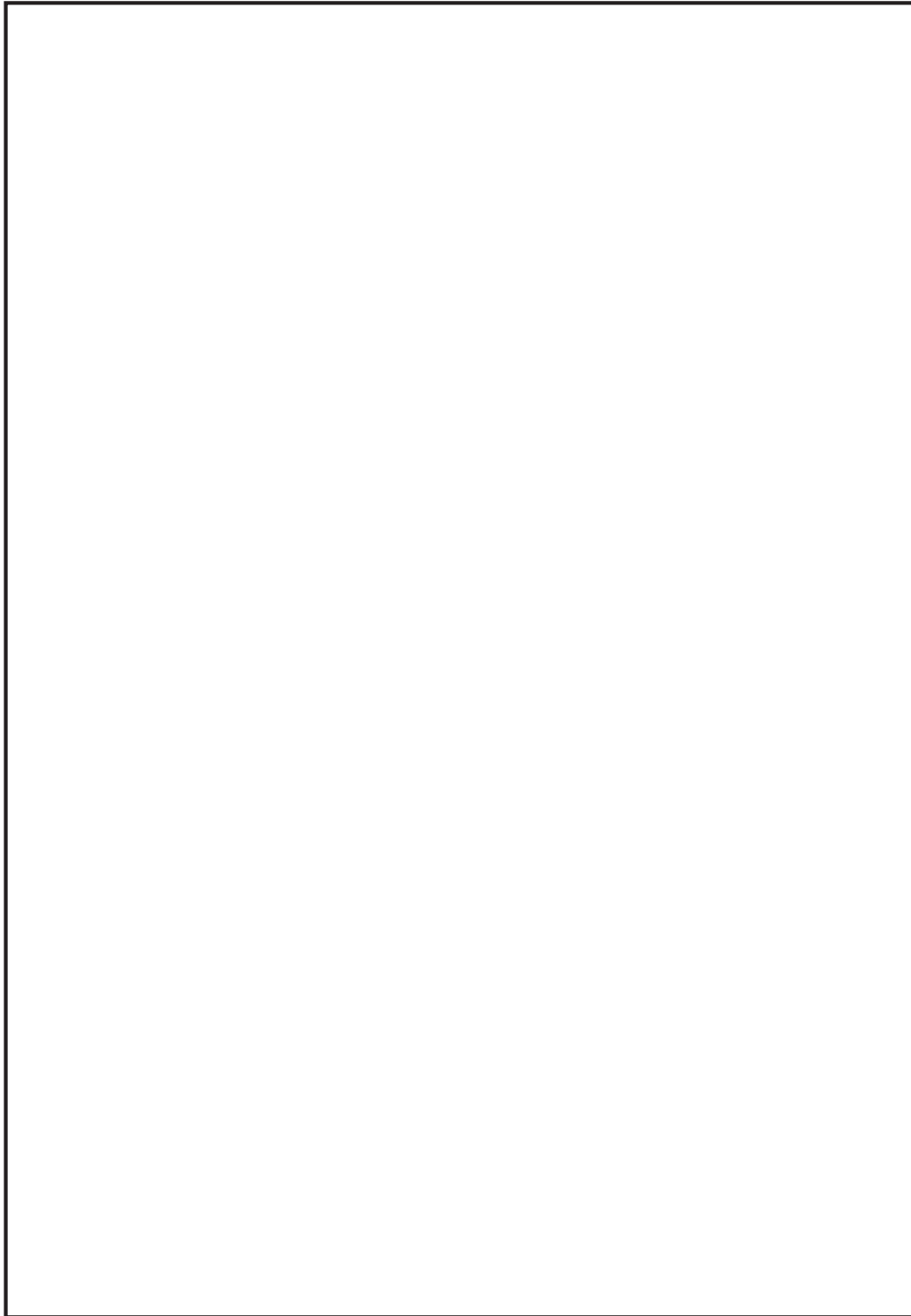






Do It Yourself

Imagine you are the editor of a famous magazine. Create your own magazine cover. Use the template below as an inspiration.



Example:



Let's Remember!



Chloe Grace Moretz on the cover of Teen Vogue magazine.

(Disponível em: encurtador.com.br/ksAB0.
Acesso em: agosto de 2021)

12) What's the magazine's name?

13) Find in the cover two months of the year.

14) Extract verbs in the Simple Present tense.

15) Look at the girl on the cover. How is she probably feeling?

16) Rewrite the following sentence on the interrogative and negative forms:

"A star is born."

17) What is the main theme of the magazine?

18) Who is this magazine aimed to?

19) Check the characteristics that can be found on the cover above:

- a) One main news.
- b) Masthead with bright color.
- c) Main image on the center.
- d) Date and year of publication.

20) Put words in order to make affirmative sentences in the Simple Present form:

a) school/I/to/in/morning/go/the.

b) videos/ on / she / YouTube / watch.

c) Bahia/family/is/my/from.

d) read / John / always / newspaper/the.

HOME SWEET HOME: A PLACE FOR NEW BEGINNINGS



Objetivos de aprendizagem:

- Reconhecer o recurso gramatical *there + be* como parte importante do processo de comunicação escrita e oral dentro do contexto de existência;
- Desenvolver os conhecimentos sobre os vocabulários de moradia e mobílias;
- Aprofundar a compreensão do *Simple Present* em novos contextos;
- Identificar e distinguir os recursos utilizados no gênero propaganda em capa de revistas.

Supertemas:

- Rotina da atriz estadunidense Jessica Alba.
- Uso da Internet.
- Dicas de segurança online.

Lesson 1

Chatting



- Do you live in a house or in an apartment?
- Is your home big or small?
- How many rooms are there in your home?
- What is your favorite part of the house?
- Which room is it? Do you have it in your house?

Watch and Learn

You will watch a video from the famous actress Jessica Alba introducing her house.



After watching it, answer the following questions.

- 1) In which country is the house design inspired?
 - a) Spain
 - b) Italy
 - c) France
 - d) Greece
- 2) Does Jessica have children? How many?

- 3) There are many pictures hanged on the wall. The pictures are of:
 - a) Family trips' memories
 - b) Favorite foods
 - c) Famous artists
 - d) Family members

- 4) According to Jessica, what is the best part of the house for her family?
 - a) The view and the yard.
 - b) The giant couch.
 - c) The fireplace.
 - d) The kitchen.

- 5) How many people live in this house?

- 6) What is the outdoor table for?
 - a) To study on weekends.
 - b) To work during the week.
 - c) To have dinner during summer days.
 - d) To draw with the kids.

- 7) How many washers are there in the laundry?

- 8) Which part of the master bedroom Jessica does not like?
 - a) The bed
 - b) The TV
 - c) The balcony
 - d) The fireplace

Eyes on It

This house is for selling. Read the advertisement below and answer the following questions.

House sale advertisement

Aa Did you know?

Sale (noun)

An act of exchanging something for money.

Appointment (noun)

A formal arrangement to meet or visit someone at a particular time and place.

(Disponível em: encurtador.com.br/motAH. Acesso em: agosto de 2021)

9) How many rooms are there in this house?

10) Is there a garage in this house?

11) A room that is not mentioned on the advertisement above is:

- a) Bedroom
- b) Living room
- c) Dining room
- d) Kitchen

12) Check the information that can be found on the ad.

- () Price
- () Neighborhood
- () Website
- () Location

13) What is the best answer for the question?

Do you want to buy a house?

- a) Yes, she do.
- b) No, I does.
- c) Yes, I do.
- d) No, you don't.

! Stay Tuned

There be

The phrase **there be** is used to refer to the existence or presence of someone or something. There be is presented in the Simple Present as *there is* and *there are*.

Singular	Plural
There is	There are

Example:

Affirmative: *There is a stove in the kitchen.*

There's = Contraction

Negative: *There is not a stove in the kitchen.*

There isn't / There aren't = Contraction

Interrogative: *Is there a stove in the kitchen?*

Stay Tuned

Parts of the house



Think Together

Role-play

Student A: this is your kitchen. Student B: ask student A questions about the things that exist in Student A's kitchen.

Model

Student B: Is there a stove?

Student A: Yes, there is.



Kitchen picture

Just 4 Fun

I. Kitchen appliances fidget spinner game

Instructions:

- Cut a small arrow from paper or craft foam and stick onto the fidget spinner as your pointer.
- Place the fidget spinner in the middle of the vocabulary circle.
- Spin it and say the word the picture represents quickly.





















II. Furniture dominoes

Instructions

• In pairs, each student gets 8 cards like the ones below.

- Match the furniture to its correct picture.
- The winner is the one who matches all the pieces first and correctly.

	armchair		television
	sofa		chair
	table		bed
	bedside table		wardrobe
	bookcase		coffee table
	carpet		cabinet
	desk		cushions
	dressing table		curtains



Lesson 2

Chatting

- What do you do after school?
- Does your best friend visit you often?
- Do you spend a lot of time in your bedroom?
- What do you do in the living room?
- What do the teenagers in the picture do after school?



(Extracted from: encurtador.com.br/agnox)



(Extracted from: encurtador.com.br/agnox)

Watch and Learn

You will watch a scene from the movie "Inside out".



After watching it, answer the following questions.

1) Where do Riley and her parents move to?

2) Is the Golden Gate bridge made of gold?

3) When Riley sees the new house, she gets:

- a) Happy
- b) Angry
- c) Disappointed
- d) Excited

4) Does Riley like her new bedroom at first sight?

5) Which furniture is mentioned by Riley's emotions?

- () Bed
- () TV
- () Desk
- () Chair

6) Riley challenges her mom by calling her:

- a) Lazy
- b) Slow
- c) Grandma
- d) Grandpa

7) Riley's father leaves the house because:

- a) He needs to go to the old house.
- b) He is going to the hospital.
- c) He wants to buy pizza.
- d) He has to go to work.

8) "Pizza sounds delicious" in the negative form is:

- a) Pizza doesn't sound delicious.
- b) Pizza don't sound delicious.
- c) Pizza doesn't sounds delicious.
- d) Pizza don't sounds delicious.



Eyes on It



Alyssa and Brendon are having a family meeting with their parents.

After reading the texts, answer the following questions.

Mom: Hey kids, come here. We want to talk to you about something important.

Dad: Yep! We have exciting news!

Brendon: Hi mom, hi pops!

Alyssa: Family meeting? Am I grounded?

Mom: No, honey! You're not grounded. We want to tell you that...

Parents: We are moving to a new house!!!!

Alyssa: Wait....what? When?

Brendon: Out of nowhere?

Dad: This Thursday. We want to show you the house ad so you can know more about this new place.

Mom: It's a beautiful house. Alyssa, now you can have your own room.

Alyssa: OMG, mom! Finally!

Brendon: Can't wait to see this new house. Where is the ad, Dad?

Dad: Here it is!

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Learn More



Did you know?

Grounded (*adjective*)

a child or young person who is grounded is not allowed to go out as a punishment.

Out of nowhere (*expression*)

very suddenly and unexpectedly.

(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles)

9) When is the family moving to the new house?

- a) Today
- b) Tomorrow
- c) On Thursday
- d) Next week

10) Does Alyssa have her own room?

11) Alyssa's reaction can be described as:

- a) Surprise
- b) Anger
- c) Disappointment
- d) Sadness

Stay Tuned

Simple present

The formula for making a simple present verb negative is **do/does + not + [base form of the principal verb]**.

Example: *She does not like her new bedroom.*

Contractions: Does not = doesn't / Do not = don't

The formula for asking a question in the simple present is **do/does + [subject] + [base form of the principal verb]**.

Example: *Does she like her new bedroom?*

! Stay • Tuned

Furniture



Think Together

Student A: invite Student B to your house.
Student B: accepts/ denies and make plans for the day.

Model:
Student A: Hey! Do you want to come to my house?
Student B: Yes, I do. Do you want to watch a movie?



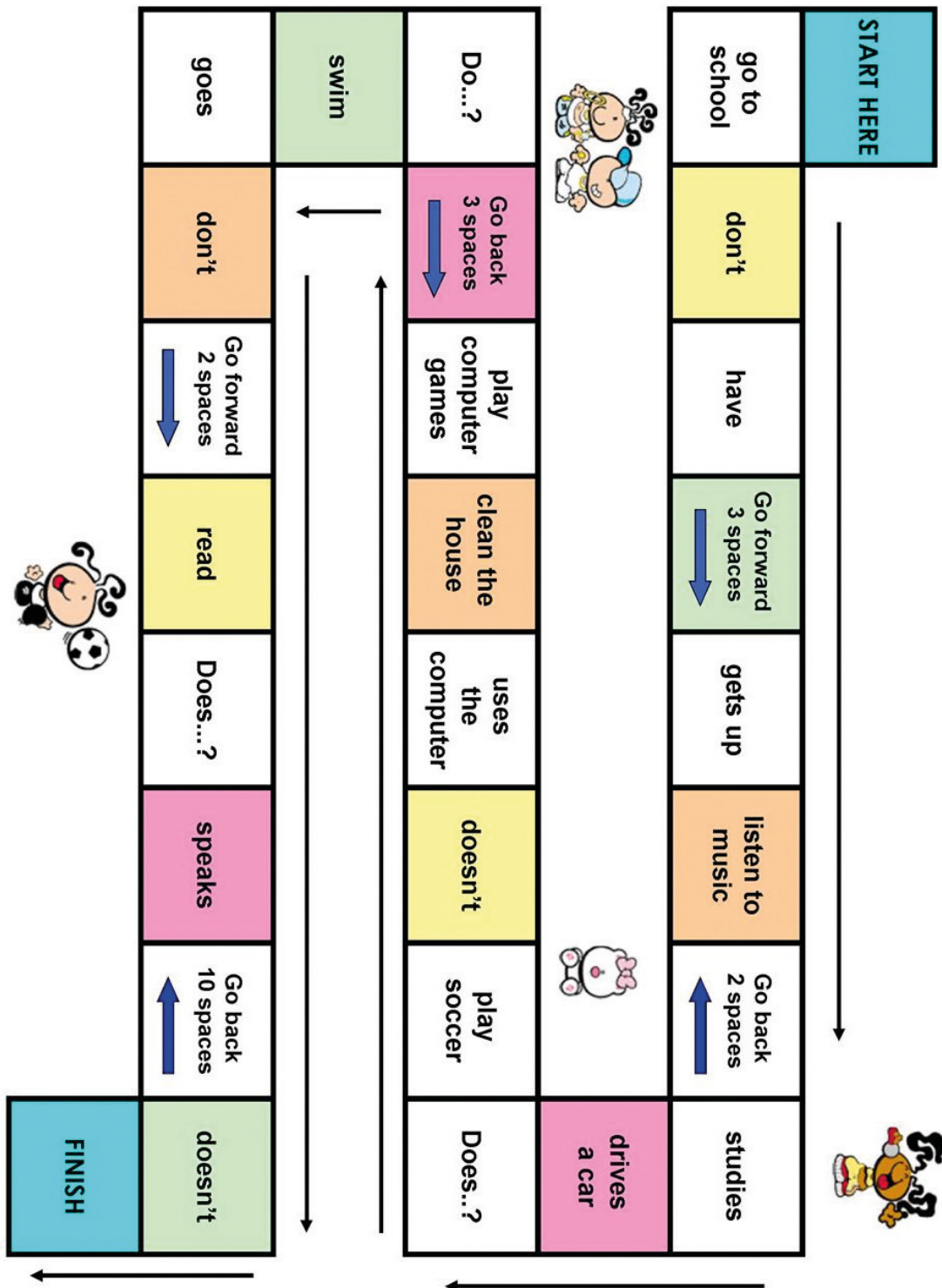
Just 4 Fun

I. Simple Present board game

Instructions

- Students are playing in groups of five.
- Each student gets a pawn (erasers and pencil sharpeners can be pawns too).
- First player rolls the dice.

- Whatever place they land on need to be pronounced out loud.
- Students must create sentences according to simple present rules.
- If they get it right, they can play again.
- If they get it wrong, nothing happens.
- Go to the next person.



II. Simple present card game

Instructions

- Split in groups of four.
- Each student gets a pawn (erasers and pencil sharpeners can be pawns too).
- Cut the paper following the dotted lines.
- Paste the picture side with the answer side.
- The teacher will explain the pictures of each card.

- Shuffle playing and wild cards.
- Students roll the dice and land on a card.
- If it is a wild card, they do what the card suggests.
- If it is a playing card, they use the pictures and words to make a sentence.
- Check the answer turning the card.
- The student with more points wins the game.
- Place cards with answer side down like this:


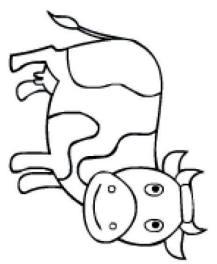
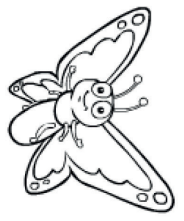



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<p>cook well</p> <p>Present Simple. He, she, it</p>	<p>Present Simple. He, she, it</p> <table border="1"> <tr> <td>He cooks well.</td> <td>He doesn't cook well.</td> <td>Does he cook well? Yes, he does. No, he doesn't.</td> </tr> <tr> <td>✓</td> <td>✗</td> <td>?</td> </tr> </table> <p>cook well</p>	He cooks well.	He doesn't cook well.	Does he cook well? Yes, he does. No, he doesn't.	✓	✗	?
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✓	✗	?					


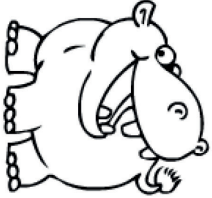


PRESENT SIMPLE | 3rd PERSON SINGULAR | CARDS 1







<p>eat hot dogs</p>  <p>Present Simple. He, she, it</p>	<p>give milk</p>  <p>Present Simple. He, she, it</p>	<p>have wings</p>  <p>Present Simple. He, she, it</p>	<p>jump high</p>  <p>Present Simple. He, she, it</p>																								
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PRESENT SIMPLE | 3rd PERSON SINGULAR | CARDS 2




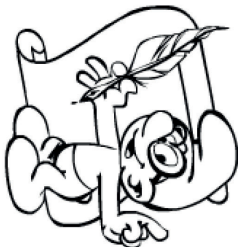


<p>like flowers</p>  <p>Present Simple. He, she, it</p>	<p>live in Africa</p>  <p>Present Simple. He, she, it</p>	<p>make soups</p>  <p>Present Simple. He, she, it</p>	<p>paint portraits</p>  <p>Present Simple. He, she, it</p>
<p>Present Simple. He, she, it</p> <p>✓ She likes flowers.</p> <p>✗ She doesn't like flowers.</p> <p>? Does she like flowers? Yes, she does. No, she doesn't.</p> <p>like flowers</p>	<p>Present Simple. He, she, it</p> <p>✓ It lives in Africa.</p> <p>✗ It doesn't live in Africa.</p> <p>? Does it live in Africa? Yes, it does. No, it doesn't.</p> <p>live in Africa</p>	<p>Present Simple. He, she, it</p> <p>✓ He makes soups.</p> <p>✗ He doesn't make soups.</p> <p>? Does he make soups? Yes, he does. No, he doesn't.</p> <p>make soups</p>	<p>Present Simple. He, she, it</p> <p>✓ He paints portraits.</p> <p>✗ He doesn't paint portraits.</p> <p>? Does he paint portraits? Yes, he does. No, he doesn't.</p> <p>paint portraits</p>



PRESENT SIMPLE 3rd PERSON SINGULAR CARDS 4							
<p>play the trumpet</p>  <p>Present Simple. He, she, it</p>	<p>Present Simple. He, she, it</p> <table border="1"> <tr> <td>✓</td> <td>He plays the trumpet.</td> </tr> <tr> <td>✗</td> <td>He doesn't play the trumpet.</td> </tr> <tr> <td>?</td> <td>Does he play the trumpet? Yes, he does. No, he doesn't.</td> </tr> </table> <p>play the trumpet</p>	✓	He plays the trumpet.	✗	He doesn't play the trumpet.	?	Does he play the trumpet? Yes, he does. No, he doesn't.
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PRESENT SIMPLE 3rd PERSON SINGULAR CARDS 5							
<p>sleep a lot</p>  <p>Present Simple. He, she, it</p>	<p>Present Simple. He, she, it</p> <table border="1"> <tr> <td>It sleeps a lot.</td> <td>✓</td> </tr> <tr> <td>It doesn't sleep a lot.</td> <td>✗</td> </tr> <tr> <td>Does it sleep a lot? Yes, it does. No, it doesn't.</td> <td>?</td> </tr> </table> <p>sleep a lot</p>	It sleeps a lot.	✓	It doesn't sleep a lot.	✗	Does it sleep a lot? Yes, it does. No, it doesn't.	?
It sleeps a lot.	✓						
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He swims fast.	✓						
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<p>watch TV</p>  <p>Present Simple. He, she, it</p>	<p>Present Simple. He, she, it</p> <table border="1"> <tr> <td>She watches TV.</td> <td>✓</td> </tr> <tr> <td>She doesn't watch TV.</td> <td>✗</td> </tr> <tr> <td>Does she watch TV? Yes, she does. No, she doesn't.</td> <td>?</td> </tr> </table> <p>watch TV</p>	She watches TV.	✓	She doesn't watch TV.	✗	Does she watch TV? Yes, she does. No, she doesn't.	?
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He writes poems.	✓						
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Lesson 3

Chatting

- Do you watch TV?
- Do you prefer watching TV or spending time on social media?
- Do you usually shop online?
- Do you see ads online?
- What does the girl in the picture use her computer.



(Extracted from: encurtador.com.br/agnox)

Watch and Learn

You will watch a video about online safety.



After watching the video, answer the following questions.

- 1) Who is the video aimed at?
 - a) Adults that play videogames.
 - b) People that read magazines.
 - c) Teens that surf on the internet.
 - d) Kids that buy online.
- 2) Choose the option that best describes the video.
 - a) It has a personal story.
 - b) There are instructions to be followed.
 - c) The language is formal.
 - d) There are long sentences in the video.

3) According to the video, is the internet forever?

4) Do a lot of teens and young adults use the internet?

5) Which personal information do people usually share online?

6) The video compares unknown calls and unknown friendships online with:

- a) Car rides from strangers.
- b) Video calls with people from different countries.
- c) E-mails without an identification.
- d) Phone calls with unknown number.

7) Put the tips in the order:

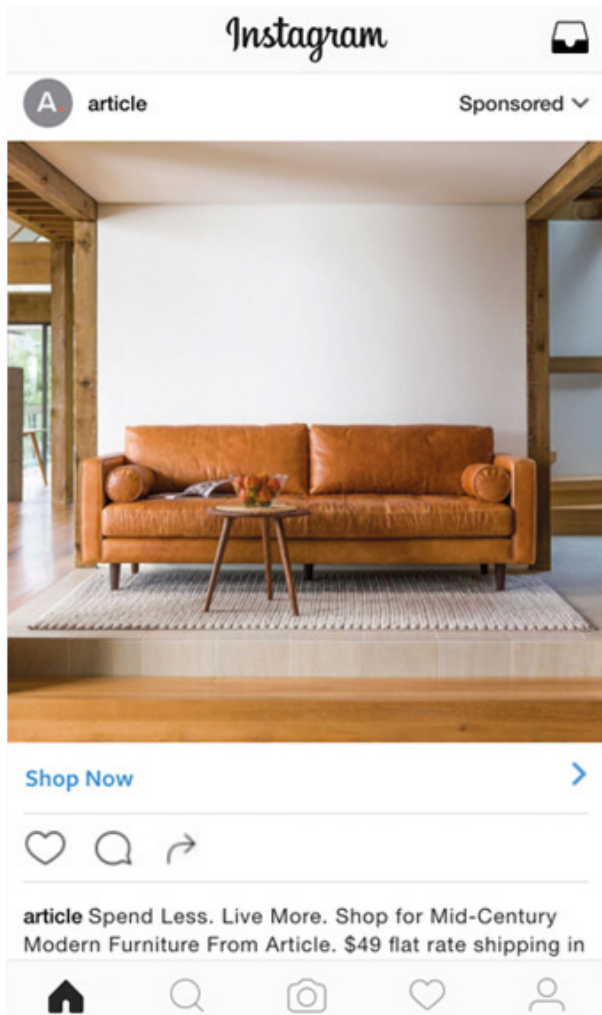
- () Don't forget about phone safety!
- () Handle hacking intelligently.
- () The internet is forever.
- () Don't share personal information online!

8) The sentence "I practice online safety" in the negative form is:

- a) I isn't practice online safety.
- b) I doesn't practice online safety.
- c) I aren't practice online safety.
- d) I don't practice online safety.

Eyes on It

Isabel spends a lot of time on social media. Her favorite one is Instagram. She wants to buy some furniture to her new house.



Furniture advertisement on Instagram

Aa

Did you know?

Mid-century Modern (*adjective*)

Design popular around the middle of the 20th century.

Flat rate (*noun*)

A charge that is the same for everyone.

Shipping (*noun*)

The process of sending or transporting things.

(Extracted from: dictionary.cambridge.org/pt/dicionario/ingles)

9) What furniture is on the ad?

10) Which room of the house does the picture represent?

- a) Dining room
- b) Living room
- c) Kitchen
- d) Bedroom

11) Is there any price on the ad?

12) Check the option that is not correct about the advertisement below.

- a) The language is informal.
- b) There are short sentences.
- c) There is a picture to illustrate the ad.
- d) There are adjectives to make the product attractive.

Stay Tuned

Advertisement

Advertisement, also known as ad, is a type of text in which the person wants to sell a product.

The main characteristics that can be observed in ads are:

1. Catchy Headline

Three to five words that attract the reader's attention.

2. Powerful Image

A single image can tell a story as powerfully as a paragraph.

3. Extreme Adjectives

They are used to make the readers want the product more and more.

! Stay Tuned

House appliances



Think Together

Debate

Instructions

- Divide the class in two groups.

- Group 1 is pro-online shopping.
- Group 2 is pro-in person shopping.
- Give the groups 20 minutes to research and to formulate their arguments.
- Start with two students from each group defending their group's side



Just 4 Fun

I. Guess and draw game

Instructions:

- Split the class in groups of four.
- One student describes his/ her house.
- The other participants try to draw the house their friend is describing.
- The student checks if the drawing is correct.
- Play enough rounds so everyone can participate in the activity.
- The winner is the student that marks more correct drawings.

II. Free time activities dominoes

Instructions

- In pairs, each student gets 4 cards like the ones below.
- Match the pictures to their correct actions.
- The winner is the one who matches all the pieces first and correctly.
- After winning the student should answers the question "What do you do after school?" with one of the actions from the game.

	watch TV		take photos
	listen to music		read books
	go fishing		swim
	dance		go to the cinema
	meet friends		sing songs
	ride a bicycle		play computer games

englishworksheets.com





Do It Yourself

Draw a house or an apartment and use your creativity to create an ad. Make sure you will include:

• Price

• Location

• Rooms of the house/ apartment

• Contact information

• Extra information

Let's Remember!

Texto I



- 13) The text is:
 a) An e-mail
 b) A magazine cover.
 c) An ad
 d) A profile
- 14) Circle in the text above parts of the house.
- 15) Read the sentences below and write T for true and F for false sentences:
 () It has pictures to attract the readers' attention.
 () The language is informal.
 () It's aimed at adults.
 () There is contact information on it.
- 16) Extract from the text a demonstrative pronoun.

17) What part of the house does the picture above represent?

18) Write the sentence "This is living" in the interrogative and negative forms.

Text II

Sonya and Jackson just moved to a new house with their daughters. Read Sonya's e-mail to her friend.



Jackson and Sonya's family

From: Sonya0985@mail.com

To: bruna_1988@mail.com

New home – YAY!

Hey, Bruna!

This is me and my family in front of our new house. Jackson and I are so happy to be your neighbor.

The house is really beautiful. There is a big living room, a dining room, and a huge kitchen. On the second floor there are three bedrooms and two bathrooms.

My older daughter Maya wants the walls in her bedroom to be yellow. I think Ananda's room is going to be light blue. I like the idea of colored walls.

What do you think?

Hope to hear from you soon.

X,

Sonya

19) How many rooms are there in Sonya's new house?

20) Does Sonya like colored walls?

21) Do Jackson and Sonya have any sons?

22) How many people are there in the family?

IT'S TIME TO SHARE



Objetivos de aprendizagem:

- Compreender a utilização do pronome interrogativo *Whose* e do caso genitivo em um contexto de posse;
- Diferenciar *How* e *How often* e compreender a utilização das expressões interrogativas nos contextos apropriados;
- Reconhecer o gênero textual blog como expressão de opiniões e interesses bem como sua estrutura organizacional.

Supertemas:

- Cotidiano familiar e um cachorro falante na série "Dog with A Blog"
- Vista em uma casa recém reformada.
- Recomendações para evitar o bloqueio criativo e produzir um *vlog*.
- Dicas para escrever *blog*.
- Experiência de viagem estudantil de uma jovem.

Lesson 1

Chatting

- Who do you live with?
- Do you have a favorite family member? Who is it?
- Who do you spend most of the time with?
- Who is your favorite singer?
- Look at the pictures below. Who are they? What do they have in common?



(Extracted from: encurtador.com.br/bHJOX)



(Extracted from: encurtador.com.br/uBHS1)

Watch and Learn

You'll watch a compilation of scenes from the TV show "Dog with A Blog" (0:00 – 6:00)

Dog with a blog



After watching it, answer the following questions.

- Whose blog is it?
 - It's Stan's.
 - It's Avery's.
 - It's Ellen's.
 - It's Bennet's.
- How many people are there in the family?

- What kind of home does the family live in?

- Do Stan and its family have a good relationship?
 - Yes, they does.
 - No, they doesn't.
 - Yes, they do.
 - No, they don't.
- Does Ellen know that Stan is a talking dog?
 - No, she does.
 - Yes, she is.
 - No, she doesn't.
 - Yes, she does.
- Which of the actions below Stan does not do online?
 - Posting family photos.
 - Playing videogames.
 - Typing daily events.
 - Shopping.
- About the Christmas scene: is Stan excited about the holiday?
 - No, he isn't.
 - Yes, he is.
 - No, he doesn't.
 - Yes, he does.
- Cross the extra words out.
 - Top ten thing I don't have against Ellen
 - She hates cats and dogs
 - Dogs are cute, loyal, and loving
 - We chew up a few slippers and backpacks

Eyes on It

Read the blog bellow.



9) Whose blog is it?

10) When was the text published?

11) What is the blog post mainly about?

- | | |
|----------------------|--------------------|
| a) Music and hobbies | c) New school |
| b) Friends' party | d) Family vacation |

12) "I want to write" in the negative form is:

- | | |
|--------------------|----------------------|
| a) I doesn't write | c) I don't writes. |
| b) I don't write. | d) I doesn't writes. |

13) Who are Liam and Brenda?

- | |
|------------------------------|
| a) They are Lara's cousins. |
| b) They are Lara's parents. |
| c) They are Lara's friends. |
| d) They are Lara's siblings. |

Aa Did you know?

TKS (expression)

Thanks

Reader (noun)

Someone who reads for pleasure, especially a person who reads a lot.

(Disponível em: dictionary.cambridge.org/pt/dicionario/ingles)

! Stay Tuned

The genitive case

When we want to show someone has or owns something, we add's (apostrophe + s).

Example: Rachel's dog.

(The dog belongs to Rachel.)

Michael's computer.

(The computer belongs to Michael.)

Whose

When we want to ask if something belongs to someone we use **whose** at the beginning of the question.

Example: Whose dog is it?

Whose computer is it?

IMPORTANT!

Whose ≠ Who

Whose is used to ask about possession and it is followed by a noun. Who is used to ask about a person and it is followed by a verb.

Example: Whose computer is it?

It's Sonya's.

Who is she?

She is Sonya.



Think Together

Role-play

Student A wants to buy a house. Student B is selling a house. Student A should ask information about the house and student B should give information based on the table below.



Student A	Student B
Location – Where?	San Francisco, California
Price – How much?	\$500.000
Number of rooms – How many?	8 rooms



Just 4 Fun

I. Personal item game

Instructions:

- Split the class in two groups.
- Students should give a personal item to the teacher.

• Each student gets a friend's personal item and calls out "whose ___ is it?"

• The student on the left side has to answer correctly.





• If the answer is correct, the person asks the next question.

• If the answer goes wrong, the person that owns the object goes next.

II. "Whose is this?" dominoes

Instructions:

- Split the class in pairs,
- Each student gets four cards.
- The winner will be the student that matches more pictures to their correct sentences.

<p>Whose _____ is this? It's Kim's.</p>	
	<p>Whose pencil is this? _____.</p>
<p>Whose _____ is this? It's Peter's.</p>	
	<p>It's _____ TV.</p>



Lesson 2

Chatting

- How often do you study?
- How often do you have English classes?
- How do you go to school?
- How often do you see your friends? Why?
- How many children are there in each picture?

How do these kids feel?



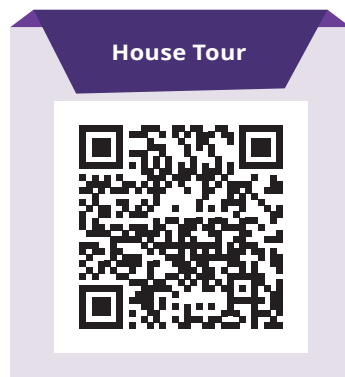
(Extracted from: encurtador.com.br/gHJOZ)



(Extracted from: encurtador.com.br/gDHPY)

Watch and Learn

You will watch a video of a house tour.



After watching it, answer the following question.

- 1) Whose vlog is it?
- a) It's Chelsea's.
 - b) It's Stacy's.
 - c) It's Barbie's.
 - d) It's Barbie's mom's.

2) Is Barbie's house new?

3) The house stairs turns into a:

- a) Slide
- b) Water fountain
- c) Pool
- d) Tunnel

4) Which language does the smart house use to answer Barbie?

- a) English
- b) Spanish
- c) French
- d) Portuguese

In this video you will watch Barbie giving "5 Tips to Escape Vlogger's Block".



After watching it, answer the following question.

5) Why does Barbie vlog?

6) According to Barbie, what is Vlogger's Block?

- a) It's when you talk only about blocks in your vlog.
- b) It's when you walk a block to film your vlog.
- c) It's when you don't know what to talk about in your vlog.
- d) It's when a friend blocks your vlog.

7) Put the tips in the correct order:

- () Listen to music
- () Make a snack
- () Spend time with friends
- () Keep a journal
- () Get up and move

8) Does Barbie like to spend time with her friends?

Eyes on It

You will read a phone call transcript between two friends.

After reading it, answer the following questions.



Amanda and Charlene on the phone

Amanda: Hello, who is it?

Charlene: Hey, Amanda! It's me, Charlene!

Amanda: Hi, friend! How you doing?

Charlene: I'm great! And you?

Amanda: I'm great too! Do you need anything?

Charlene: Yep! That's why I'm calling. I need your opinion. I want to start a blog. What do you think?

Amanda: A blog? Why? What kind of blog?

Charlene: Maybe a lifestyle blog. I want to give tips to other girls about what to wear and maybe what to do.

Amanda: How often do you want to do the blog?

Charlene: I think every Friday.

Amanda: This is great! I'm in! Count on me, friend.

Charlene: Yay! Thanks, friend!

9) Extract from the text interrogative pronouns.

10) Is this a formal or an informal conversation? Why?

11) What kind of blog is it?

- a) It's a gossip blog.
- b) it's an educational blog.
- c) it's a vacation blog.
- d) it's a lifestyle blog.

12) The underlined expression in the text expresses:

- a) Quantity
- b) Existence
- c) Frequency
- d) Price

13) Write T for true sentences and F for false sentences about the text above.

- () Amanda wants to write a blog.
- () Charlene needs Amanda's opinion.
- () Amanda has a fashion blog.
- () Charlene's blog is aimed at boys.

Aa

Did you know?

Lifestyle (*noun*)

The way that you live.

Tips (*noun*)

A piece of useful advice.

Every (*determiner*)

Refers to something that happens regularly.

Vlog (*noun*)

A video blog that you film and publish on the internet.

(Disponível em: dictionary.cambridge.org/pt/dicionario/ingles)

! Stay
Tuned

HOW VS. HOW OFTEN

The adverb **How** is used at the beginning of a sentence to ask about the way that something is.

Example:

How are you?

When adding the word **often** to this adverb, we ask about the frequency of an event or maybe an action.

Example:

How often do you want to do the blog?



Think Together

Role-play

Student A reads the prompts and makes questions with **How** or **How often**. Student B reads the table with the information and answers the questions properly.

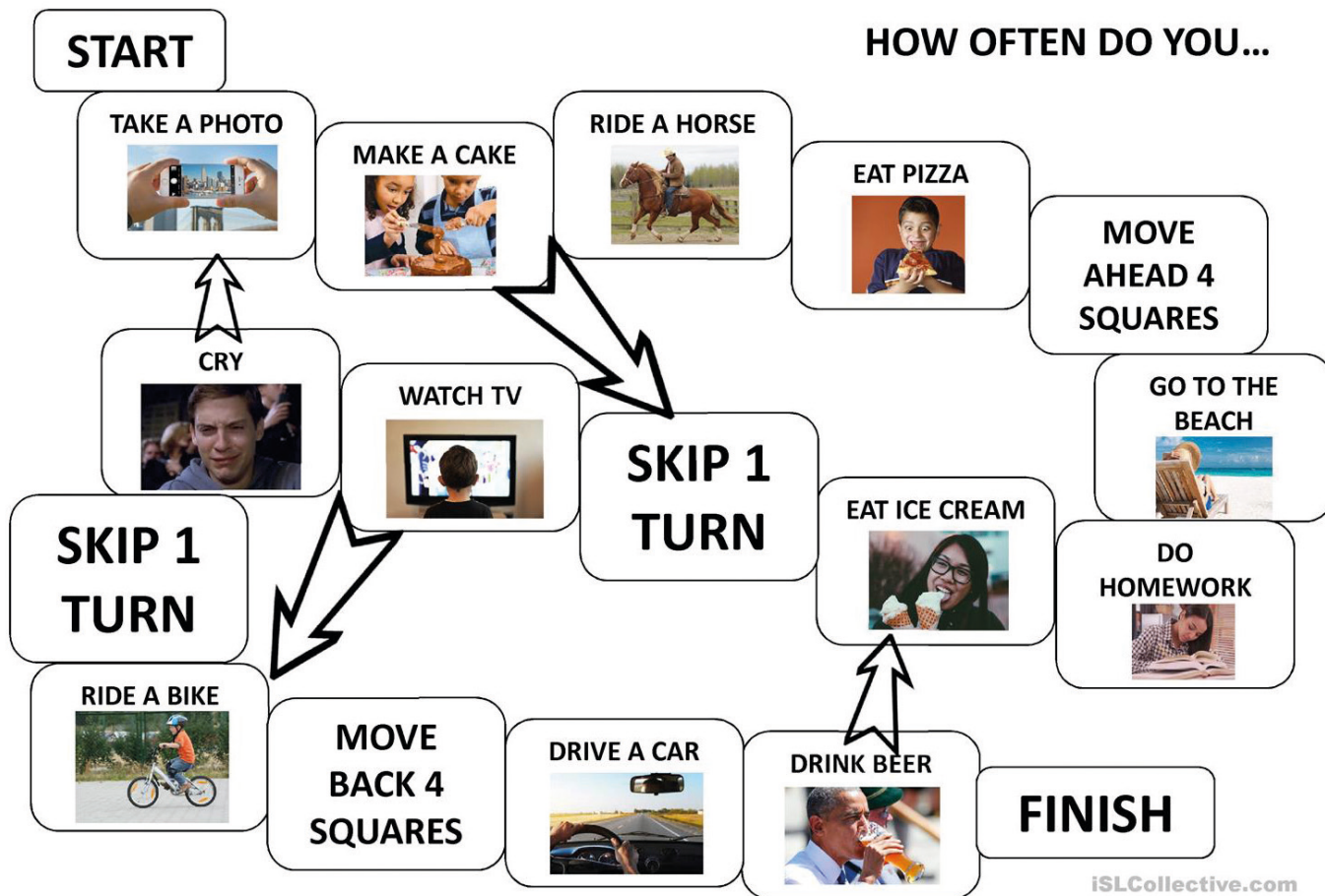
Student A	Student B
Go to school	Monday – Friday /
Go to school	By car
Do homework	Every Monday
Help in the kitchen	Wash the dishes

Just 4 Fun

I. Frequency board game

Instructions

- Choose pins to play the board game.
- First player rolls the dice.



Model:

Student A: How often do you see a doctor?
 Student B: I see a doctor every five months.
 Student A: How do you go to the doctor?
 Student B: I go to the doctor by car.

- Whatever place they land needs to be transformed into a question.
- Students must ask "How often do you...?"
- If they get it right, they can play again.
- If they get it wrong, nothing happens.
- Go to the next person.

II. Interrogative Pronouns – Rock Paper Scissors Game

Instructions

- The teacher makes a spreadsheet with lots of different questions and answers.

For example:

Where do you go to school? / I go to J.R. Best.

What do you like to do in your free time? / I like to play soccer.

- Then, you cut them up into strips of paper, with questions and answers separate.

- Make enough so that each student has about 5 pieces of paper, and you can repeat questions/ answers 2-3x.
- Distribute the papers to the students, five per.
- Each student must stand up and walk around the class finding their matches.
- Once they do that, they do rock-scissor-paper and the winner takes both pieces of paper and gets a point.

Lesson 3

Chatting

- Do you read blogs?
- Do you like to write?
- Do you write a diary or a blog?
- Do you think it's useful to record your daily experiences?
- Look at the picture below. Where is the woman? What is she doing? Describe the picture.

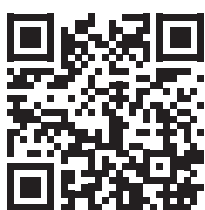


(Extracted from: encurtador.com.br/wCKOX)

Watch and Learn

You will watch a video of a girl giving instructions on how to write a successful blog.

Three steps to a
successful blog



After watching it, answer the following questions.

- 1) Is blogger.com free to sign-up?

2) Put the tips in order according to what Sophia says.

- () Share your blog with family and friends.
- () Design your blog.
- () Sign up to a blog publishing service.
- () Choose the name of your blog.

3) What does Sophia suggest when choosing a name for the blog?

- a) It needs to be related to your favorite color.
- b) It has to contain all the information from the blog on the name.
- c) It needs to be simple but with the writer's name on it.
- d) It has to be only one word.

4) What does Sophia write about?

5) How often does Sophia suggest to start posting on the blog?

- a) Everyday
- b) Once a month
- c) Twice a year
- d) Three times a week

6) Does Sophia think that blogging consumes time?

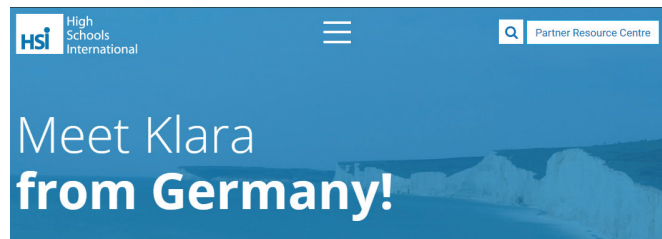
7) Which topic does not mention?

- a) Followers
- b) Family support
- c) E-mails
- d) Websites

8) The sentence "I think it's fun" in the negative form is:

Eyes on It

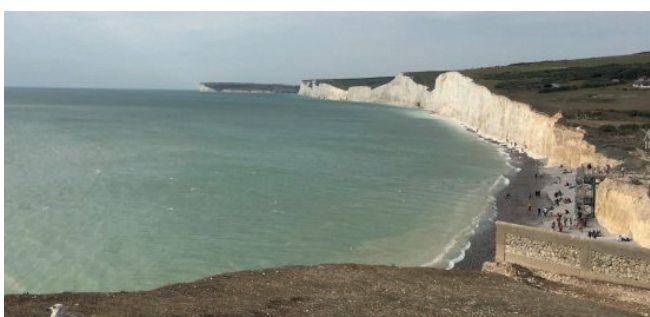
You will read an exchange student blog in a high school website.



Hey, my name is Klara!

I am 16 years old and from Berlin, Germany. In my free time I like to play field hockey and clarinet or just meet my friends. Right now, I study in Brighton, England. I am here since October, and it is just perfect.

I live in a really nice host family with my host dad, host mum, my little host brother and my little host sister. I am very happy with my host family because we are making day trips together like The Seven Sisters cliffs in this photo.



(From: www.hsnet.org/meet-klara-from-germany/
Access: 8/13/2020 [Adapted])

9) Klara's nationality is:

- a) English
- b) American
- c) German
- d) Canadian

10) Does Klara like her host family?

11) Check the information that is NOT found on Klara's blog.

- a) Family members
- b) Hometown
- c) Hobbies
- d) Favorite music

12) How many people are there in Klara's host family?

13) What is the best question for the sentence "In my free time I like to play field hockey and clarinet or just meet my friends."?

- a) What do you like to do in you free time?
- b) Do you like to do in your free time?
- c) Where do you like to go in your free time?
- d) Whose you like to do in your free time?

Aa Did you know?

Host (noun)

Someone who has guests.

Cliff (noun)

A high area of rock often on a coast.

(Disponível em: dictionary.cambridge.org/pt/dicionario/ingles)

! Stay Tuned

Blog

A blog is a record of news, people's opinions, photos, and videos about a particular subject that someone puts on the internet and adds information, pictures regularly.

HOW TO WRITE A BLOG

1. Blog about something you love.
2. Write like you talk! Blogs tend to have a conversational style.
3. Take good pictures and share them.
4. Share your personal experiences and your opinions.
5. Be original and try to show your own personality and style.
6. Only include your own work and don't copy content without saying where it's.



Think Together

Debate

- Divide the class in two groups.
- Group 1 is pro-blogs

- Group 2 is pro-blogs
- Give the groups 20 minutes to research and to formulate their arguments.
- Start with two students from each group defending their group's side.



Do It Yourself













Follow the steps in Stay Tunned and write a blog post. Don't forget to write your blog name on the top of the box. Write 30-50 words.

Just 4 Fun

I. Action verb memory game

Instructions

- Cut all squares into small pieces.
- Mix the pieces and hide their information facing down.
- In groups of four make students guess and try to match the action verb with its correct picture.
- The winner will be the student with more pieces.

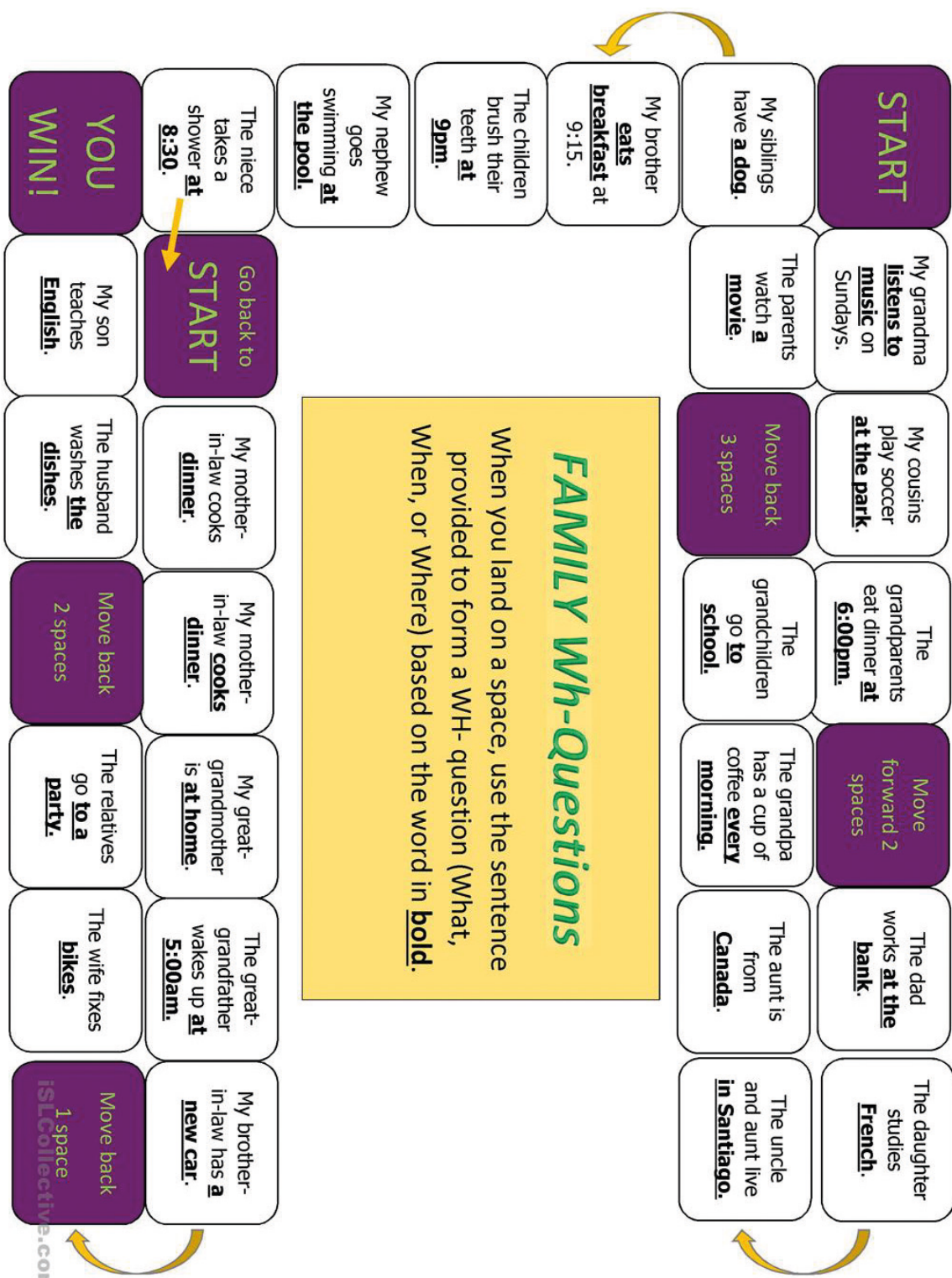
PLAY		LISTEN	
SLEEP		WALK	
WRITE		COOK	
EAT	 Eat	WASH	
READ		WATH	
SWIM		WRITE	 write
DANCE		TALK	



II. Family Wh question board game

Instructions

- Choose pins to play the board game.
- First player rolls the dice.
- When you land on a space, use the sentence provided to form a WH- question.
- Use what, when or where based on the word in bold.
- If they get it right, they can play again.
- If they get it wrong, nothing happens.
- Go to the next person.





Let's Remember!

You will read a teenager's blog post.
After reading the text, answer the following questions.

April 14, 2019
 10:40 a.m.
 By: Aisha

WELCOME TO MY BLOG

Hey, reader. Welcome! How R U?

My name is Aisha Jones and I'm thirteen years old. I am from Detroit, USA. I am the older sister in a family of four people. I live with my mom, my dad and my little brother.

Today is my first day as a blogger. OMG! Right? I am so happy to finally have a blog to share my ideas with people, especially music lovers. I love to talk about music!

My first post here today is about a new and SO pretty singer. Olivia Rodrigo. Do you guys know her? Isn't she great? I love her as a singer and as an actress.

What do you guys think?

Please, I want to read your opinions.

Talk to you guys again in two weeks.

XOXO,

Aisha <3

14) Check the information that can be found in the blog post above.

- () Day and time published
- () Blog's name
- () Writer's opinion
- () Writer's personal information

15) Extract an informal expression from the text.

16) Read the text again. Write T for true sentences and F for false sentences.

- () Today is the first day of Aisha's blog.
- () Aisha's blog is about fashion.
- () The author of the text doesn't like Olivia Rodrigo.
- () Aisha wants to read her reader's opinion.

17) Make the false statements from activity 3 true.

18) Aisha's nationality is:

- a) English
- b) American
- c) British
- d) Canadian

19) How often does Aisha want to post on her blog? Underline the information on the text.

20) Whose blog post is it?

21) Transform the sentence below into the negative and interrogative forms.

I love her as a singer and as an actress.

22) Complete with How or How often.

- a) _____ are you today?
- b) _____ do you message your friends?
- c) _____ does your mom work?
- d) _____ do you help at home?

23) Read the questions and check the one with the wrong usage of who.

- a) Who is your favorite singer?
- b) Who computer is it?
- c) Who is she?
- d) Who is Olivia Rodrigo?

LET'S COOK!



Objetivos de aprendizagem:

- Reconhecer o uso da forma imperativa como expressão de ordens, comandos, convites e conselhos.
- Diferenciar e caracterizar substantivos contáveis e substantivos incontáveis.
- Compreender *some, any, a / an* enquanto quantificadores.
- Reconhecer *How much* e *How many* enquanto importantes ferramentas para questionar a quantidade de algo.
- Identificar o gênero textual receita assim como expandir o vocabulário de alimentação.

Supertemas:

- Desafios culinários em programas televisivos.
- Aventuras e acidentes gastronômicos de dois amigos.
- A difícil escolha de um prato vegetariano em um restaurante.
- A primeira experiência culinária de duas irmãs.

Lesson 1



Chatting

- Do you like to eat?
- What kind of food do you prefer to eat?
- Do you eat out? How often?
- What is your favorite meal?
- What does the sign below mean? Where can we find this kind of sign?



Watch and Learn

You will watch an episode from the tv show "Master Chef Kids".



After watching it, answer the following questions.

1) How many donuts are there in the box?

2) What kind of show is "Master Chef Kids"?

- Contest
- Educational
- Documentary
- Fiction

3) Choose the option in which there is correct information about the episode.

- All kids participate in the challenge.
- There aren't enough doughnuts for the participants.
- Emily thinks Olivia is a good baker.
- Beni is not happy with his team member.

4) Make the wrong sentences from activity 3 true.

5) Write an imperative expression that the TV host uses with the children.

6) Which is the best title for the challenge?

- Make the perfect donut.
- Frost a big number of donuts in ten minutes.
- Eat as many donuts as you can.
- Bake donuts and cakes in twenty minutes.

7) The items that the kids need to do their challenge are:

- Flour, sprinkles, and frosting.
- Chocolate, frosting, and flour.
- Glaze, frosting, and sprinkles.
- Sprinkles, yogurt, and frosting.

8) Red team's judge says, "Donut let me down!". The correct way to say it is:

- Does not let me down!
- Do let me down!
- Does let me down!
- Do not let me down!

Eyes on It

Grace and her daughter Maggie want to make a special dinner for tonight.

Grace: I want to make a lasagna! What do you think, Maggie?

Maggie: I like your idea, mom! How do we make a **yummy** lasagna?

Grace: Get ready to cook. Put on your **apron** and I will explain it.

Maggie: Ok, mom. Help me find the ingredients, please.

Grace: Read the recipe. Here it is.

Maggie: Eggs, flour, butter....WAIT!

Grace: What's that, Maggie? Please don't tell me we are low on butter.

Maggie: I don't want to say that....but it's true.

Grace: So, Maggie, go to the **grocery store** and get some butter and some more flour.



Grace and Maggie cooking.

9) The underlined words in the text above express:

- | | |
|----------------|---------------|
| a) Possibility | c) Suggestion |
| b) Order | d) Doubt |

10) Does Maggie know how to make lasagna?

11) Maggie's reaction when reading the recipe can be described as:

- | | |
|----------|-----------------|
| a) Angry | c) Disappointed |
| b) Happy | d) Surprised |

12) The sentence "Read the recipe" in the negative form is:

13) Write T for true sentences and F for false sentences.

- () There are three people cooking.
- () There is an ingredient missing.
- () Maggie is ready to make the lasagna.
- () Grace wants Maggie to buy some more ingredients.



Did you know?

Yummy (adjective)

Food or drink that tastes very good.

Apron (noun)

A piece of clothing that keeps your clothes clean when you cook.

Grocery store (noun)

A store where food and small items for the house are sold.

(dictionary.cambridge.org/pt/dicionario/ingles)

Stay Tuned

Imperative

We write the imperative with the **base form of the verb** and often **without a subject**.

The imperative form is used when we want to tell someone to do or not do things. It is usually for advice, commands, orders, or instructions.

Example:

- **Do** your homework!
- **Clean** the room!
- **Cut** the tomatoes!

The negative imperative is formed by do + not.

- Please **don't** tell me we are low on butter.



Think Together

Role-play

Student A wants to learn how to make his/her favorite sandwich. Student B wants to know about the recipe and to help too. Student A has 15 minutes to look at the recipe and give the instructions to student B.

Model:

Student A: I want to make a _____ sandwich.

Student B: How do we make _____ sandwich?

Student A: Put the bread.... Cut the tomatoes



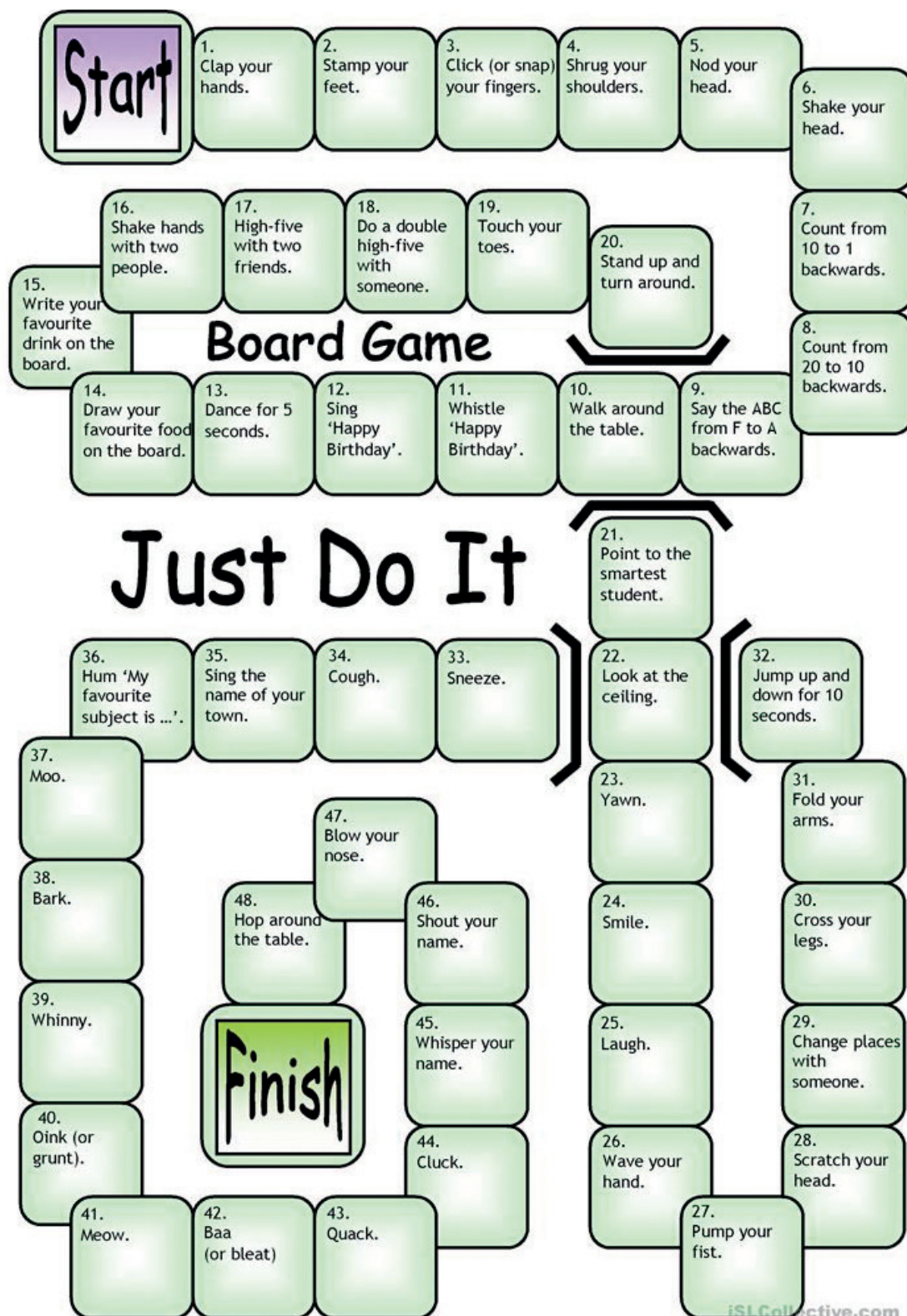
Just 4 Fun

I. "Just do it" board game

Instructions

- Students are playing in groups of five.
- Each student gets a pawn (erasers and pencil sharpeners can be pawns too).

- First player rolls the dice.
- Whatever place they land on need to be said out loud.
- Students must do what the square says.
- If they get it right, they can play again.
- If they get it wrong, they don't move forward.
- Go to the next person.



II. Imperative dominoes

Instructions

- In pairs, each student gets 8 cards like the ones below.

- Match the imperative verbs to their correct complement.

- The winner is the one who matches all the pieces first and correctly.

...to your teacher!

Open

...your hair!

Look

...to your chair!

Stand

...down!

Come



...the ball!

Stop

...your biscuits!

Hide

...the door!

Touch

...at your friend!

Run



...up!

Sit

...here!

Catch

...this game!

Eat

...behind the tree!

Listen



Lesson 2

Chatting

- How much food do you eat in the morning?
- How many people cook in your family?
- How many meals do you have in a day?
- How much money do you spend in a hamburger?
- How many people are there in the picture below? Where are these people? What are they doing?



Watch and Learn

You will watch a video of two boys spending some time together.

Some, any, much,
many, a lot



You will watch a video of two boys spending some time together.

1) Check all the food mentioned by the boys.

- () Crisps
- () Sauce
- () Pasta
- () Biscuits

2) What part of the house are the boys in?

3) When Max says "I'm starving!", he means that he is:

- a) Very sad
- b) Very hungry
- c) Very angry
- d) Very happy

4) How much cheese is there in Max's house?

5) Sol wants to make an omelet. Which nationality does he mention?

- a) Italian
- b) English
- c) French
- d) Spanish

6) Sol's phone rings and he gives a command to Max. What does he say?

7) Max is interrupted because:

- a) Sol comes back with pizza.
- b) Sol's mom calls Max.
- c) Max's mom arrives.
- d) Max's dad asks for help.

8) What happens at the end?

- a) The boys eat their omelet with Max's dad.
- b) Max's dad is the only one that eats the omelet.
- c) The omelet is burned, and they end up eating celery.
- d) Both boys are hungry and there is nothing to eat.

Eyes on It

You will read a dialogue a couple going to eat at a restaurant.

After reading it, answer the following questions.



Carol, Gabriel, and the waiter checking the reservation.

Carol: Good afternoon! We have a table reservation.

Waiter: Good afternoon! How many people are with you?

Carol: It's for my boyfriend and me. A table for two, please.

*Gabriel: Can I check **something** before we sit? How much is a **bottle** of water? I'm really thirsty!*

*Waiter: I can get you a **cup**. It's on the house! But you two need to wait a little. Full house today.*

Carol: How much time do we need to wait?

Waiter: 45-50 minutes. Is that a problem?

Carol: Oh no! Rain check?

Gabriel: There is no need. It's fine! We can check the menu and choose our main dish while we wait.

*Carol: Great idea, honey! Is there any **vegan** option?*

Waiter: Yes, there are many! Check it out!

Carol: I know what I will order! Eggplant lasagna! It looks delicious!

9) Do Carol and Gabriel have a table reservation?

10) Match the expression to their correct definition.

- | | |
|-----------------------|-------------------------|
| a) It's on the house! | () Filled with people |
| b) Full house. | () Reschedule an event |
| c) Rain check? | () For free |

11) Underline in the text two expressions used to ask the amount of something.

12) About Carol's order, we can infer that:

- a) It's the same as Gabriel's.
- b) She decided to eat a vegetarian dish.
- c) There aren't any options for her.
- d) She doesn't know what to order.

13) An imperative command taken from the dialogue is:

- a) Check it out!
- b) Good afternoon!
- c) It's fine!
- d) It looks delicious.

Aa

Did you know?

Something (pronoun)

An object, situation, quality, or action that is not exactly known or stated.

Bottle (noun)

A container for liquids, usually made of glass or plastic.

Dish (noun)

Food prepared in a particular way as part of a meal.

Cup (noun)

A small, round container used for drinking tea, coffee, water, etc.

Vegan (adjective)

Not eating, using, or including any animal products.

Eggplant (noun)

An oval, purple vegetable that is white inside and is usually eaten cooked.

Lasagna (noun)

A dish consisting of layers of pasta combined with cheese, tomato sauce, and sometimes meat.

! Stay Tuned

COUNTABLE AND UNCOUNTABLE NOUNS

Nouns can be countable or uncountable.

1. Countable nouns can be counted.

Example: an eggplant, two eggplants, three eggplants, etc.

For affirmative sentences we can use a/an for singular nouns or some for plurals.

A is used before consonant sounds and an is used before vowel sounds.

Some is used to express indefinite quantities.

Example: *There is **an** eggplant lasagna.*
*There are **some** eggplants.*

For negative sentences we use any instead of some.

Any is used when there amount is not important or when the amount of something is zero.

Example: *There aren't **any** people in the restaurant.*

In interrogative sentences we use a/an, any or how many. After any, the noun should be in the plural form.

Example: *Is there **an** eggplant lasagna?*
*Are there **any** eggplants?*
***How many** eggplants are there?*

2. Uncountable nouns cannot be counted.

Example: *air, rice, water, etc.*

For affirmative sentences we use some and for negative sentences we use any.

Some implies a limited quantity.

Example:

- *There is some milk in the fridge.*
- *There isn't any coffee.*

In interrogative sentences we use any or how much.

Any is used before nouns to refer to indefinite or unknown quantities.

Example:

- *Is there any sugar?*
- *How much orange juice is there?*

Uncountable nouns are always in the singular



Think Together

Debate

- Divide the class in two groups.
- Group 1 is pro-eating at home.
- Group 2 is pro-eating out.
- Give the groups 20 minutes to research and to formulate their arguments.
- Start with two students from each group defending their arguments.



(Disponível em: www.westend61.de/images/0001353110pw/high-school-students-talking-at-table-in-debate-class-CAIF25257.jpg. Acesso em: dezembro de 2021)

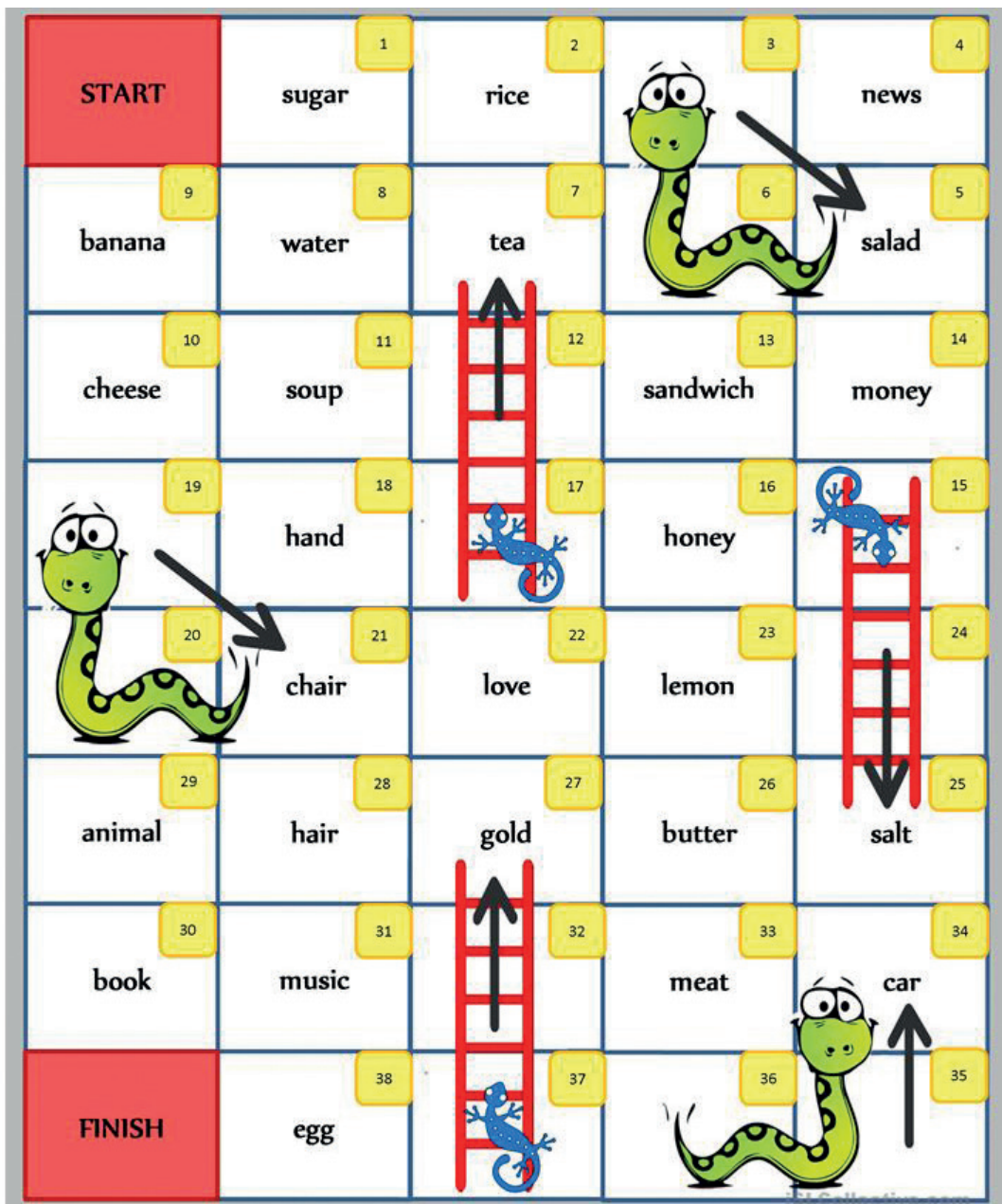
Just 4 Fun

I. "Countable or uncountable?" board game

Instructions:

- Students are playing in pairs.
- Each student gets a pawn (erasers and pencil sharpeners can be pawns too).
- First player rolls the dice.

- Whatever place they land on need to be said out loud.
- Students must say if the word is countable or uncountable.
- If they get it right, they can play again.
- If they get it wrong, nothing happens.
- Go to the next person.



II. Simon Says

- One person is Simon, and the other players follow Simon's instructions.
- Standing in front of the group Simon tells the players what they must do.
- The players must obey all commands that begin with the words "Simon says".

- If Simon says, "Simon says touch your nose" then all players must touch their nose.
- If Simon says, "jump" without saying "Simon says" first the players must not jump. If they do jump, that player is out until the next game.

Lesson 3

Chatting

- Do you cook?
- How often do you help your parents in the kitchen?
- What's your favorite recipe?
- How many recipes do you know?
- Where are these people at? What are they doing?



Watch and Learn

You will watch a video of two girls baking donuts.

Make DIY
Donuts



After watching it, answer the following questions.

- 1) What kind of food are the girls baking?
- a) An entrée
 - b) An appetizer
 - c) A dessert
 - d) A lunch meal

2) Check the ingredients that are used by the girls:

- () carrots
- () butter
- () baking powder
- () salt

3) Put the instructions in order.

- () Bake it for ten minutes.
- () Crack the eggs.
- () Put vanilla extract.
- () Add the flour and the sugar.

4) Another way to say "agitate" is:

- a) Pour
- b) Heat
- c) Cut
- d) Mix

5) The mom mentions an "adult only" moment. What is that about?

- a) The fridge is too high for the girls.
- b) Kids aren't allowed to use the oven.
- c) The microwave is broken.
- d) Mom is a professional chef.

6) How many donuts do the girls bake?

7) What color is the glacé?

8) Which family members are present in the video?

Eyes on It

You will read a simple brownie recipe. After reading it, answer the questions.

THE ULTIMATE UNBAKED BROWNIES



Prep. Time: 15 minutes

Chill: 2 hours

Servings: 16 brownies

1. Ingredients:

- 1 ½ cups walnuts
- 2 tablespoon unsweetened cocoa powder
- 2 teaspoons vanilla extract
- 38 **teaspoons** salt
- ¼ cup pure maple syrup
- 2 **tablespoons** vegetable oil

2. Directions

Step 1

- Mix walnuts, 6 tablespoons cocoa powder, 1 1/2 teaspoon vanilla, 2 teaspoon water and salt in a food processor.

- Process until completely smooth.

Step 2

- Grease a square baking tray or put butter paper on it.
- Transfer dough to tray.
- Press dough very firmly into tray with your hands until dough is distributed.

Step 3

- In a medium mixing **bow**l, combine remaining 1/4 cup cocoa powder, remaining 1/2 teaspoon. vanilla, maple syrup and oil.

- Stir until mixture forms a paste (this is the frosting).

- Spread paste evenly over dough in **baking tray**.

- Refrigerate brownies for at least 2 hours to set, then cut into squares.

(From: www.myrecipes.com/recipe/ultimate-unbaked-brownies. [Adapted])

9) How many ingredients are there in this recipe?

10) Underline in the text imperative expressions

11) Match the actions to their correct pictures.

- Process
- Grease
- Stir
- Cut

()



()



()



()



12) Classify the nouns below in countable (C) or uncountable (U).

- () cup
- () water
- () cocoa powder
- () bowl

13) About the recipe we can say that:

- a) It serves 20 portions.
- b) It is a difficult recipe.
- c) It is a baked recipe.
- d) It is a vegan dessert.

Aa

Did you know?

Tablespoon (noun)

A large spoon used for measuring or serving food.

Teaspoon (noun)

A small spoon used to stir tea or coffee in a cup.

Bowl (noun)

A round container that is open at the top and is deep enough to hold fruit, sugar, etc.

Baking tray (noun)

A sheet of metal with low sides, used for baking food.

(dictionary.cambridge.org/pt/dicionario/ingles)

Stay Tuned

Recipe

When writing a food recipe, it is important to keep in mind the following steps:

1. List the ingredients and the amount of each one of them.
2. Use commas (,) between things in a list.
3. Use numbers to indicate the stages.
4. Write the stages using the imperative form to give instructions.
5. Inform the preparation time and served portions at the end.



Think Together

Debate

- Divide the class in two.
- One side is pro-junk food.
- The opposite side is pro-healthy food.
- Each side should have 20-25 minutes to formulate their arguments.
- Start with one student from each group sharing their opinions.



Do It Yourself

What is your favorite food? Research the ingredients and write your own recipe. Make sure to read Stay Tuned so you don't miss any detail. Write 10-15 lines.

[illegible]










Just 4 Fun

I. Food and drink memory game

Instructions

- Students should play in trios.
- Cut all pieces following the lines.
- Mix all the pieces and let students see it for 30 seconds.
- Face all pieces down so no one can see what is in it.
- One student plays at a time.
- If the student matches picture and text, she or he can play again.
- If the student does not match pieces, another student plays.

BANANA		RICE		BREAD
APPLE		SUGAR		
POTATO		SALT		HONEY
ORANGE		FLOUR		
BURGER		COFFEE		BUTTER
TOMATO		SOUP		
CARROT		TEA		MILK



II. "What do you eat?" Board game

Instructions

- Students are playing in pairs.
- Each student gets a pawn (erasers and pencil sharpeners can be pawns too).
- First player rolls the dice.
- Students must pay attention to what place they land on.
- If they land on a + square they should say "I eat/drink a lot of..." and the name of the food.

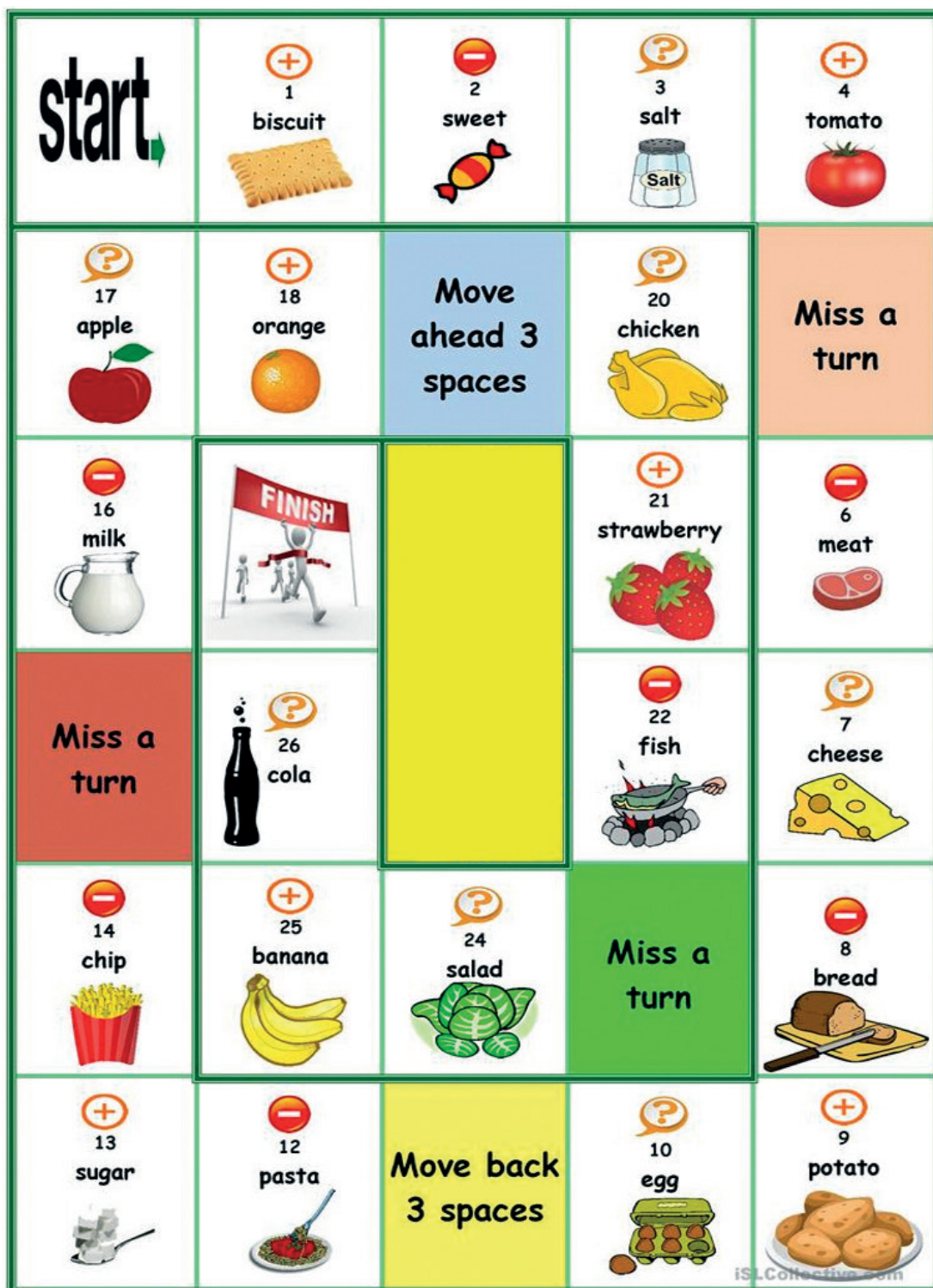
• If they land on a - square they should say "I don't eat/ drink much/many...." and the name of the food.

• If they land on a ? square they should ask "Do you eat/drink much/many....?" and the name of the food.

• If they get it right, they can play again.

• If they get it wrong, they don't move forward.

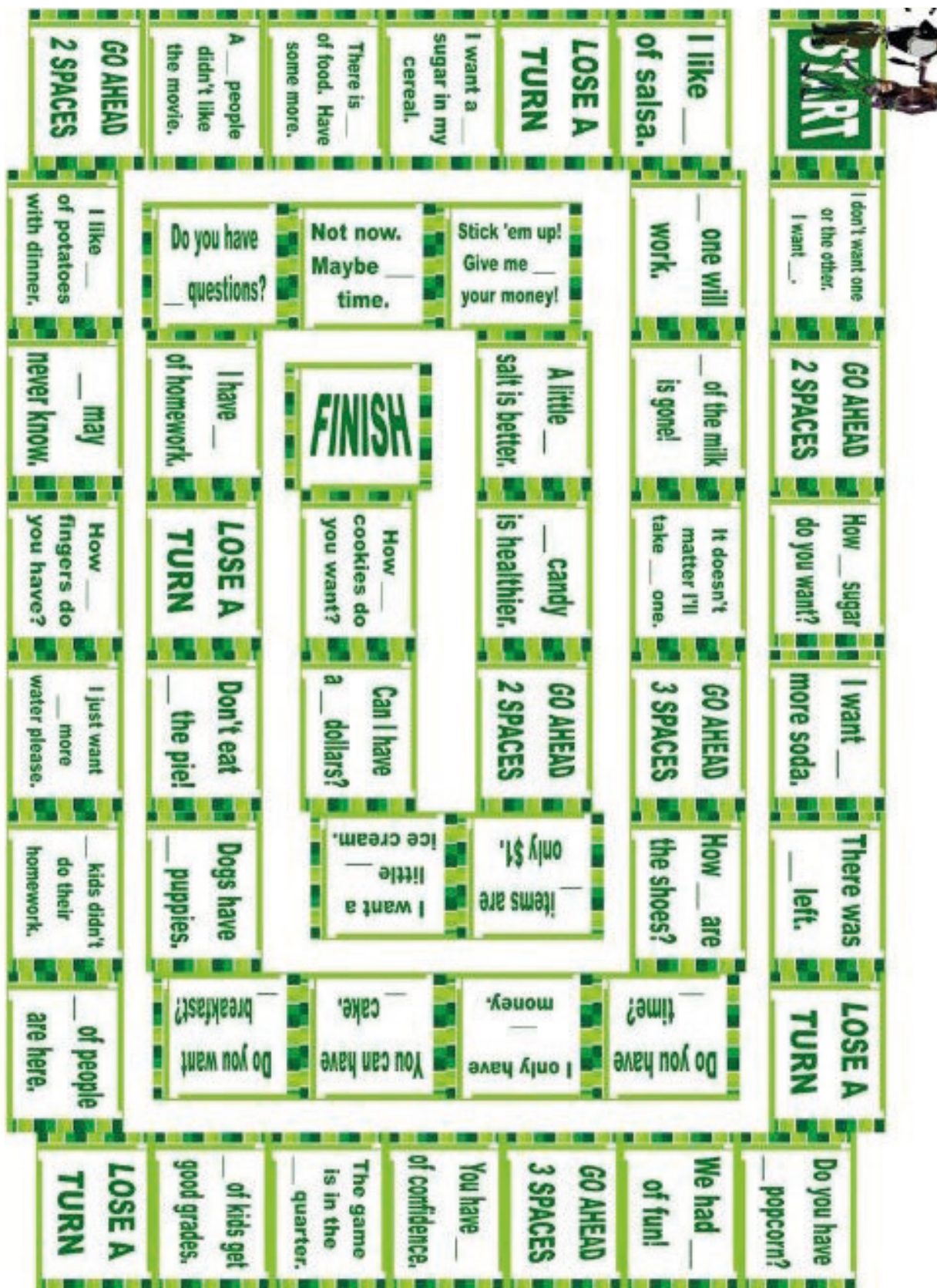
• Go to the next person.



III. Quantifier board game

Instructions

- In pairs, students must roll a dice.
- Every time they stop on a spot, they must complete the sentences.
- If they complete the blanks correctly, they move forward.
- The winner will be the one who arrives at the end first.



Let's Remember!

You will read a restaurant menu and a conversation.

After reading it, answer the following questions.



Cashier: Next, please! Are you ready to order?

Andi: Let's see... I want a burger, please.

Cashier: A cheeseburger or double cheeseburger?

Andi: Give me a double cheeseburger, please.

Cashier: Anything else?

Andi: Yeah, I want some ice cream too.

Cashier: Do you want some water?

Andi: Yes, please.

Cashier: OK, so that's one double cheeseburger, some ice cream, and some water. What's your table number?

Andi: Table 3. How much is that?

Cashier: That's £7.87, please.

Andi: Here you are.

Cashier: Thank you ... Here is your change.

MAIN COURSES	
CHEESE BURGER.....	£4.39
DOUBLE CHEESE BURGER.....	£4.99
CHICKEN CURRY WITH RICE...	£3.99
MACARONI CHEESE.....	£4.19
SEAFOOD SALAD.....	£4.49
EGG SALAD.....	£3.99
FISH AND MUSHROOM PIE.....	£4.69
PIZZA	
CHICKEN PIZZA.....	£4.55
MUSHROOM PIZZA.....	£4.60
FOUR CHEESES PIZZA.....	£4.10
MEAT PIZZA.....	£4.75
SEAFOOD PIZZA.....	£4.75
DESSERTS	
ICE CREAM.....	£1.99
(VANILLA, CHOCOLATE, STRAWBERRY)	
BANANA CAKE.....	£2.39
FRUIT CAKE.....	£2.29
FRUIT	
APPLE.....	£0.59
ORANGE.....	£0.59
BANANA.....	£0.69
PEAR.....	£0.69
MIXED FRUITS.....	£1.29
(3 FRUITS)	
DRINKS	
TEA.....	£0.59
ORANGE JUICE.....	£0.99
COFFEE.....	£0.59
APPLE JUICE.....	£0.99
WATER.....	£0.49

*£ represents pounds which is the official money from United Kingdom.

14) Fill in the table with countable and uncountable nouns that can be found in the conversation and in the restaurant menu.

Countable	Uncountable

15) How many sections are there in the menu?

16) About the restaurant menu we can say that:

- a) There aren't any appetizers.
- b) There are different pizza options.
- c) The water is free.
- d) There is only a fruit option.

17) Complete the sentences with some, any, a/an.

- a) I want _____ coffee, please.
- b) There isn't _____ vegan burger, sorry.
- c) Do you want _____ mixed fruits?
- d) There is _____ egg salad and _____ seafood salad on the menu.

18) Extract from the text two imperative sentences.

19) Rewrite the sentences from the activity 5 in the negative form.

Andi does not want to eat out tonight. She wants to cook a famous recipe from her favorite restaurant.

Read the recipe below and answer the following questions.

RESTAURANT STYLE MAC AND CHEESE



Prep. Time: 15 minutes

Cook: 10 minutes

Servings: 4 servings

1. Ingredients

1½ cups macaroni

6 ounces processed cheese

1½ cup shredded cheddar cheese

2 tablespoons heavy cream

Salt to taste

**Ounces is a unit of measurement approximately
28 grams.*

2. Directions

Boil water in a large pan.

Add pasta and cook for 8 to 10 minutes.

Return drained pasta to the pan.

Mix processed cheese, cheddar cheese, and cream.

Stir until cheeses melt.

Sprinkle with salt.

21) Make the false sentences from the activity 7 true.

22) Read the sentences and check the option that contains the characteristics that can be found in the recipe above.

- a) Price of items, ingredients, prep. Time, measurements.
- b) Servings, prep. Time, ingredients, directions.
- c) History of the dish, ingredients, measurements, prep. Time.
- d) Prep. Time, measurements, price of items and history of the dish.

23) Andi wants to invite a friend to eat this delicious recipe at her house. Which option best represents an invitation?

- a) I want you at my house.
- b) Do you like to eat at home?
- c) Let's eat at my house!
- d) What do you want to eat?

20) Write T for true sentences and F for false sentences.

- () The recipe takes 30 minutes to be ready.
- () There isn't any meat on the recipe.
- () There is only one type of cheese.
- () The recipe serves 4 portions.

ORIENTADOR METODOLÓGICO

Introducing myself

Objetivos de aprendizagem:

- Identificar as saudações enquanto expressões utilizadas para iniciar conversas e para apresentações;
- Reconhecer a estrutura e conjugar o verbo *to be* no presente;
- Compreender a utilização dos pronomes interrogativos nos contextos adequados;
- Reconhecer os pronomes pessoais enquanto parte importante de uma frase e compreender seus usos;
- Compreender a estrutura e o propósito comunicativo do gênero textual perfil pessoal distinguindo-o dos perfis profissionais.

Lesson 1

Chatting

Espera-se que, com as perguntas, os alunos sejam motivados a usarem seu conhecimento prévio de pronomes pessoais, adjetivos possessivos e produzam *yes/no answers*.

Watch and Learn

1) At school / At party / Traveling

Espera-se que o aluno reconheça os lugares sugeridos no vídeo como ideais para se praticar o vocabulário de saudações.

2) B

Nesse exercício, os alunos deverão conhecer o objetivo de usar o vocabulário de saudações.

3) A

O aluno deve compreender o vocabulário de saudações em um diálogo real e entender o principal tópico desse diálogo.

4) C

Através dos verbos no imperativo, o aluno deve reconhecer as sugestões do que fazer na linguagem não verbal ao saudar alguém.

5) Hello / goodbye

6) Hello

7) Goodbye

Para fazer os exercícios 5 ao 7, os alunos devem acompanhar o trecho destacado da música e devem identificar as diferentes formas de saudações.

Eyes on it

8) a) Jenna Evans

b) Teacher

c) Recent graduate

9) B/C/D

Para realizar as atividades 1 e 2, o aluno deve identificar no texto características típicas de um perfil pessoal.

10) D

Espera-se que o aluno identifique a relação entre as expressões *hobbies* e *free time* e percebam que as atividades que Jenna pratica em seu tempo livre são: ler, escutar suas músicas favoritas e escrever.

11) a) In the present

b) Condition

c) Singular

d) Plural

Espera-se que o aluno reconheça o uso do verbo *tobe* no texto e pratique a conjugação do mesmo.

12) A

O aluno deve perceber que o verbo *to be* indica estado na frase assim como a informação de razão/motivo introduzida pela conjunção *because*.

13) Hi / Hello / Nice to meet you. / Nice to meet you too.

14)

Formal	Informal
Hello!	Hi
How are you?	What's up?
Good morning!	Hey!
It's nice to meet you!	What's going on?

15) a) Interrogative

b) Negative

O aluno deve perceber marcas da linguagem informal no uso do verbo *to be* e os contextos adequados para cada tipo de linguagem.

Lesson 2

Chatting

Espera-se que os alunos compreendam as perguntas com *question words* e que sejam estimulados a responder às perguntas dentro da temática abordada.

Watch and Learn

1) A / D

O aluno deve reconhecer o momento em que Lincoln e seus amigos deixam claro a quanto tempo se conhecem e de que forma se posicionaram sobre a nova aluna.

2) To be part of a group; To feel welcome by a group.

Espera-se que o aluno compreenda o uso da expressão no contexto escolar e que, se tratando de uma nova pessoa em um grupo do qual deseja se sentir parte.

3) C

O aluno deve observar a mudança no comportamento de Clyde mediante às mudanças que irá passar no ambiente de sala de aula. Junto a isso, é importante que o aluno perceba o momento em que ele liga para seu psicólogo e diz "I'm having some trouble accepting change again".

4) "A complete waste of my time."

Espera-se que o aluno reconheça que Lisa é uma criança muito desenvolvida e de fortes opiniões. Quando menciona sua participação na turma equivalente à classe de alfabetização, ela muda seu humor e sua entonação de voz.

5)

a) Riley

b) See you later.

c) Little

6) III / I / II

Para as questões 5 e 6 o aluno deve estar atento ao vídeo para trabalhar sua habilidade de compreensão. Junto a isso, é importante que seja feita leitura das frases de forma atenta para que as questões sejam respondidas de forma correta.

7) C

É possível que o aluno note na fala de Riley, no começo do diálogo entre a menina e sua mãe, o uso de um adjetivo para classificar o estado dela em seu primeiro dia de aula "I'm mostly excited".

8) Possible answers:

a) She is not from Arizona. / She is from Minnesota.

b) She is a new student at school.

c) She isn't late for school.

Para as questões 7 e 8 espera-se que o aluno acompanhe a breve apresentação da história de Riley e seu processo de mudança para uma nova cidade. Junto a isso, o aluno deve identificar que dentre as opções apenas uma é claramente correta de acordo com o que foi abordado no vídeo. Para a questão 8 em específico, será necessário que o aluno mobilize seus conhecimentos sobre o *verb to be* e possa reescrever as frases seguindo os critérios gramaticais.

Eyes on it

9) C

O aluno deve ler o diálogo de forma atenciosa para que possa interpretar os acontecimentos da melhor maneira. Ao ler Malia dizendo que seu aniversário será em "In two days" o aluno deve escolher a opção que representa a proximidade do aniversário da menina.

10) B / C / E / A / D

Espera-se que o aluno pratique seus conhecimentos sobre os interrogative pronouns correspondendo a que se referem de forma correta. Para isso, o aluno deve ler o diálogo observando o aparecimento das *question words*.

11) a) She is helping her answer the questions they ask.

b) They want to know more about her.

c) She

12) I / It / They / She

Para as questões 11 e 12 o aluno deve lembrar o que são os *subject pronouns* e ao ler os exercícios, deverá escolher qual o melhor de acordo com o que cada questão pede. Na questão 11, deve-se escolher o melhor para substituir o sujeito e na questão 12 qual o melhor que se adequa com as variações do *verb to be*.

- 13) a) What is her occupation?
b) Where is she from?
c) How old is she?

Ao ler as perguntas do exercício, o aluno deve identificar qual tipo de informação está sendo fornecida. Após isso, espera-se que o aluno forme frases relacionadas às respostas e que utilize o *interrogative pronoun* de acordo com o contexto.

Lesson 3

Chatting

Os alunos são estimulados a reconhecer os diferentes tipos de pergunta (Yes/no questions X Wh questions) e a responder de acordo com o que é perguntado. Junto a isso, espera-se que o aluno responda às questões desenvolvendo a temática de *personal profile*.

Watch and Learn

- 1) D
- 2) Research for school / Buy things / Share pictures with friends.

- 3) Think carefully.

Para as questões 1, 2 e 3 o aluno deve acompanhar o vídeo de forma atenciosa para que identifique o local em que a menina guarda sua carta ao ouvir "now it's safe in my top secret secretive box". Além disso, espera-se que o aluno acompanhe o vídeo de forma atenciosa para que identifique quais as funções da Internet e o que devemos fazer antes de postar qualquer informação pessoal.

- 4) F / T / T / F

O aluno deve, ao final do vídeo, ser capaz de refletir sobre quais afirmativas são verdadeiras e quais são falsas sobre o que foi abordado. Pode-se considerar a primeira afirmativa como falsa já que o interlocutor explica que

"Nothing on the Internet is completely private". A segunda afirmativa pode ser considerada verdadeira já que o interlocutor usa o verbo *should* para aconselhar o público que pense muito bem antes de postar algo *online*. A terceira afirmativa também pode ser classificada como verdadeira já que no vídeo uma condição é expressa para que você precise contar para os seus pais "If someone approaches you online and makes you feel uncomfortable or in danger, stop communication with them immediately and tell a parent or another trusted adult.". E por último, de acordo com os conselhos dados no vídeo, a expressão "It's best" em "It's best not to meet in person someone you've met only online" é usada para enfatizar o melhor a se fazer: não encontrar pessoalmente alguém que você conheceu somente de forma *online*.

- 5) "Just be yourself."

Logo no começo do vídeo, o aluno deve se atentar ao conselho que Dora dá a ela mesmo em pensamento através do verbo no imperativo *be*.

- 6) A

O aluno deve notar que a menina vendendo cupcakes fica intrigada com a esperteza de Dora e a faz muitas perguntas, exceto sobre sua origem.

- 7) Moby Dick

Para checar a leitura dos alunos, a professora pergunta "Who is Moby Dick?".

- 8) C

Espera-se que o aluno perceba que Dora, para justificar seu vasto conhecimento sobre Moby Dick, ela diz que seus pais eram professores e que ela lê muito em "My parents are both professors and I do a lot of reading".

Eyes on it

- 9) B

- 10) Ali is the author.

- 11) B / D

- 12) F / T / F / F

Para as questões 9, 10, 11 e 12 espera-se que o aluno compreenda as principais competências de um *personal profile*. E junto a isso, utilize seus conhecimentos adquiridos ao longo do capítulo com o auxílio do *Stay Tuned* para que melhor possa responder aos exercícios.

13) SBS – It Refers to the school.

O aluno deve reconhecer no texto os conteúdos já abordados anteriormente. Com isso, devem identificar os *subject pronouns* e compreender a que fazem menção.

Let's Remember

14) Is / Am / am ('m) / am not / am / Are

15) The girl's name and age.

16) a) Are they twins?

b) Is she your sister?

c) Are you Australian?

d) Am I late?

17) a) We aren't students at this school.

b) Liz and Brenda aren't friends.

c) It isn't class time.

d) You aren't right, Melissa!

18) a) He

b) We

c) They

d) I

19) a) He

b) It

c) I

d) She

20) D/ C /B /A

21) a) What

b) Who

c) What

d) How

e) Where

ORIENTADOR METODOLÓGICO

Keeping in touch with family and friends

Objetivos de aprendizagem:

- Compreender a utilização dos adjetivos possessivos no contexto adequado;
- Compreender a estrutura e o propósito comunicativo do gênero textual e-mail;
- Distinguir os tipos de e-mail através de e-mails formais e informais;
- Acrescentar ao vocabulário novas palavras relacionadas ao contexto familiar e saber utilizá-las apropriadamente;
- Identificar e diferenciar nomes de países e compreender a formação das palavras associadas às nacionalidades.

Lesson 1 Chatting

Através do conhecimento prévio das question words os alunos devem responder de acordo com as perguntas orientadoras a ponto de serem introduzidos ao vocabulário de parentesco assim como a ideia de posse transmitida pelos adjetivos possessivos.

Watch and learn

1) There are 11 people including Craig.

Espera-se que o aluno ao assistir o vídeo consiga acompanhar a apresentação dos membros da família de Craig.

2) D

O aluno deve compreender através do contexto que a expressão utilizada por Jessica "to have someone's back" significa estar pronto para apoiar/defender alguém.

3) Yes, he does.

O aluno deve perceber através de comportamentos dos personagens e das expressões "I think my mom is pretty cool.", "Jessica you're my favorite little sister", "I just wanted to be like you", que Craig ama sua família.

4) A

Espera-se que o aluno acompanhe os diálogos entre os personagens e que reconheça o adjetivo *cool* associado à mãe de Craig.

5) D / A / B / C

O aluno deve compreender o vocabulário de parentesco apresentado no vídeo e associá-lo aos membros da família de Craig.

6) T / F / F / T

7) a) Nicole is Bernard's mother. /

b) Craig is Duane's son.

Para os exercícios 6 e 7 o aluno deve compreender que o vocabulário de família muda de acordo com o referencial e que os adjetivos possessivos são importantes para compreender sobre quem estamos falando.

8) Jessica loves to spend time with Craig and his friends. / Craig admires Bernard a lot.

Espera-se que o aluno compreenda as interações familiares através da observação de diálogos reais entre familiares e amigos.

Eyes on it

9) C

Espera-se que o aluno mobilize o vocabulário 1 introduzido no capítulo 1 e, através da leitura do e-mail, possa ser apresentado ao vocabulário de família.

10) Because he wants his class schedule.

O aluno deve reconhecer a *question word Why* e deve saber responder com a conjunção *because* o motivo do e-mail de David.

11) E / C / B / D / A

Espera-se que o aluno, através do conhecimento dos adjetivos possessivos consiga atribuir as relações familiares após a leitura do texto.

Lesson 2

Chatting

Espera-se que os alunos através das perguntas sejam estimulados a dizer os nomes dos países que conhecem, introduzindo o tema a ser trabalhado na semana. Espera-se também que reconheçam os pronomes interrogativos já introduzidos no capítulo 1 a ponto de saber o que a pergunta espera deles.

Watch and learn

1) There are fourteen people in the group.

Espera-se que o aluno compreenda a fala de Noah ao dizer a quantidade de membros e a quantidade de países que compõe o grupo em "So Now United is a group with fourteen different kids from fourteen different countries".

2) A

Espera-se que o aluno reconheça na fala de Sofya as palavras "love" e "friendship" e as associe ao que ela pensa sobre o grupo.

3) D

O aluno deve reconhecer na fala de Joalin as palavras "people" e "Dreams" e com isso identificar as características das pessoas que pertencem ao grupo.

4) C

O aluno deve perceber que o grupo *Now United* é composto por uma pluralidade de integrantes, nacionalidades e culturas. Assim, espera-se que o aluno identifique os diferentes países de origem dos artistas.

5) She was happy.

O aluno deve reconhecer o adjetivo "happy" relacionado ao sentimento que Diarra associa ao momento que foi convidada para representar seu continente.

6) B

Espera-se que o aluno reconheça a forma base de dance e sing, e junto a isso, compreenda que o gerúndio utilizado na fala "It's about everything: sing ing, dancing and performing" expressa quais as práticas do grupo.

7) It's Hina. She is Japanese.

O aluno deve perceber que no vídeo apenas uma participante não fala inglês. E junto a isso, deve reconhecer o país de sua origem a ponto de associar a nacionalidade correspondente.

8) B/ A/ D/ C

Espera-se que o aluno mobilize seus conhecimentos sobre o vocabulário de países e nacionalidades e reconheça que para a formação das nacionalidades há o acréscimo de sufixos.

Eyes on it

9) They are from Venezuela, France and England.

O aluno deve reconhecer os países mencionados pelos adolescentes nos *e-mails*. Além disso, eles devem compreender que verbo *to be* e a preposição *from* indicam lugares de origem de cada um.

10) D

Espera-se que os alunos compreendam a expressão utilizada "can't wait to meet you" no contexto de apresentação e concluam que Claire quer conhecer Jessica.

11) He loves the classes and thinks Jessica will like them too.

Espera-se que o aluno compreenda no *e-mail* os verbos "love" e "like" usados para expressar a opinião de Pierre sobre as aulas de Mr. Ryans.

12) France – French/ Venezuela – Venezuelan / England – British

O aluno deve relacionar os nomes dos países com as nacionalidades observando a alteração na palavra com o acréscimo dos sufixos (-ch / -an / -sh).

13) D

Espera-se que o aluno identifique as opções corretas sobre Jessica através da leitura do texto e do vocabulário aprendido ao longo da leitura do texto.

Lesson 3

Chatting

Os alunos devem ser estimulados a responder às *Yes/No questions* e a pergunta com o pronome interrogativo *what* para serem introduzidos ao tema a ser abordado na *lesson 3*: o gênero textual *e-mail*.

Watch and learn

1) B

2) She is English.

Para as questões 1 e 2, os alunos devem mobilizar os conhecimentos adquiridos na *lesson 2* para melhor compreenderem o áudio. Espera-se que usem os vocabulários de países e nacionalidades para responderem aos exercícios.

3) T / F / F / T

Espera-se que o aluno compreenda, através da leitura de um *e-mail* entre amigas, informações básicas e aos poucos reconheçam elementos presentes em *e-mails* em geral.

4) a) Williams / Years old.

b) Younger

c) Little / Only

Os alunos devem compreender a apresentação que Anna faz de sua família mobilizando o vocabulário de parentesco introduzido na *lesson 1*. Junto a isso, devem acompanhar a pronúncia da menina inglesa para verificarem o que não é falado por ela.

Watch and learn

5) She is going to France.

Espera-se que o aluno compreenda um diálogo básico entre amigas e consiga reconhecer o nome do país mobilizando o vocabulário sobre países e nacionalidades introduzido pela *lesson 2*.

6) C

O aluno deve reconhecer através de um diálogo simples o contexto de despedida entre amigas. E junto a isso, deve resgatar o vocabulário de parentesco para compreender a justificativa de Amy.

7) B

O aluno deve reconhecer através de um diálogo simples o contexto de despedida entre amigas. E através da fala de Amy em "We'll contact each other of ten", devem associar à expressão em questão.

8) She wants her friends to e-mail her.

Espera-se que o aluno ao ouvir a pergunta de Amy "You all know my e-mail address, right?" compreenda que Amy deseja manter o contato com suas amigas por *e-mail*.

Eyes on it

9) D

O aluno deve identificar o objetivo do *e-mail* de Charlotte através da leitura da simples mensagem que ela enviou para seu amigo. Além disso, deve perceber a presença do verbo "want" associada à justificativa para a escrita do mesmo.

10) L8TER/ Later; X/kisses; U/ you; R/ are

Espera-se que o aluno compreenda através do contexto de um *e-mail* informal entre amigos a utilização dos acrônimos. E junto a isso, que reconheça essas abreviações enquanto algo frequente no meio virtual.

11) Marco is from Florence.

12) She is American.

Para as questões 11 e 12, o aluno deve, através da leitura de um e-mail simples entre amigos, o reconhecer as informações sobre Marco e Charlotte. Além disso, deve associar sua nacionalidade ao seu país de origem mobilizando o vocabulário de países e nacionalidades.

Just 4 fun

II)

1. New Zealand

Nigeria

2. Australia

3. Spain

4. Egypt

5. France

6. Iraq

7. Indonesia

8. Turkey

- 
- 9. United States
 - 10. Mexico
 - Malaysia
 - 11. Mongolia
 - 12. Germany
 - 13. Thailand
 - 14. Japan
 - 15. Peru
 - 16. Russia

Let's remember!

13) There are seven members in Alan's family.
There are four members in Mark's Family.

14) Mark is French, so he is from France.

15) C/D/A/B

- 16) a) sister
- b) nephew
- c) son
- d) grandson

17) Because he wants to introduce his family.

- 18) a) F
- b) T
- c) F
- d) T

19) Alan's family is small.
Mark's parents are French.

- 20) a) Are you from the USA?
- b) Where are your sisters from?
- c) Do you have a big family?
- d) Who do you live with?

21) The first one is more formal, the second one
is more informal.

- 22) a) you
- b) are
- c) see you

ORIENTADOR METODOLÓGICO

This is how I feel

Objetivos de aprendizagem:

- Compreender a utilização do *Simple Present* em diferentes contextos e registros;
- Reconhecer os adjetivos de sentimentos como recursos importantes para comunicação e caracterização de pessoas;
- Compreender e identificar a utilização correta dos pronomes demonstrativos;
- Identificar e distinguir os componentes de uma capa de revista.

Lesson 1

Chatting

Espera-se que o aluno identifique expressões básicas como “good, fine, okay” e que através destas palavras possam descrever como se sentem. O aluno deve também compreender o tema a ser abordado na lição e identificar as formas de perguntas sobre o mesmo.

Watch and learn

1) Joy.

Espera-se que o aluno reconheça a palavra joy associada à figura de Riley enquanto bebê e que a expressão “bundle of joy” seja compreendida enquanto algo positivo.

2) D

O aluno deve associar o “keeping Riley safe” dito no vídeo com o verbo “Protect” de modo a aproximar os significados das expressões e compreender que ambas estão relacionadas com o cuidar da menina.

3) T / F / T / F

Ao acompanhar a narração de Joy, o aluno deve reconhecer quais características e descrições são associadas a cada uma das emoções de Riley.

4) Hello, friends!

O aluno deve mobilizar o conteúdo de saudações apresentado no primeiro capítulo e deve reconhecer o cumprimento com o qual o menino inicia o vídeo.

5) a) big

b) in life

c) really

Espera-se que o aluno acompanhe a simples apresentação que o menino faz de cada um desses sentimentos, além disso, o aluno deve identificar quais termos não são pronunciados.

6) 4 / 5 / 3 / 1 / 2 /

7) C

O aluno deve acompanhar a simples apresentação que o menino faz de cada um desses sentimentos e deve reconhecer as características de cada uma das emoções citadas.

8) B

Espera-se que o aluno acompanhe e reconheça na transição da apresentação de *Happiness* para *Sadness* a frase “This girl doesn’t seem to be very happy.” o que o permite compreender que os sentimentos são antônimos.

Eyes on it

9) Excited / Anxious / Happy / Sad

Espera-se que o aluno identifique o vocabulário de emoções enquanto adjetivos que descrevem a forma como as meninas se sentem mediante à situação.

10) C

O aluno deve notar o tipo de informação que o pronome interrogativo *when* exige assim como os advérbios de tempo presentes no texto.

11) Oh my God

O aluno deve mobilizar seus conhecimentos sobre acrônimos adquiridos no capítulo anterior e deve identificar dentro do contexto do *e-mail* que ele expressa surpresa por parte de quem escreveu.

12) D

Espera-se que o aluno compreenda através da leitura de um *e-mail* informal entre amigas o motivo pelo qual Sandra está triste.

13) B

O aluno deve identificar o vocabulário de emoções enquanto adjetivos a ponto de reconhecer como Michelle se sente.

Lesson 2

Chatting

Espera-se que o aluno mobilize os conhecimentos sobre o tempo verbal presente e, além disso, associe os adjetivos de sentimentos aprendidos à linguagem não verbal usada pelos personagens das figuras.

Watch and learn

1) A

O aluno deve reconhecer que no vídeo é apresentada a rotina de Emmet, pois conta o passo a passo do seu dia.

2) He feels happy/excited.

Espera-se que o aluno identifique a forma como Emmet conduz sua rotina e associe aos adjetivos de sentimento *happy/excited*.

3) 4/ 1/ 2/ 3/

O aluno deve colocar em ordem os primeiros passos do dia de Emmet usando como base a sua fala "step 1....step 2....", desta forma podem reconhecer momentos da rotina de uma pessoa e relembrar a utilização do presente simples.

4) a) That one / b) This morning / c) Don't forget / d) cool guy.

Espera-se que o aluno reconheça as palavras e expressões que faltam nas frases de forma a retomarem o Presente Simples. Junto a isso, espera-se que sejam mais uma vez expostos ao conteúdo dos pronomes demonstrativos a serem trabalhados na lição.

5) C

O aluno deve mobilizar o conteúdo sobre adjetivos de sentimentos e seu substantivo correspondente.

6) No, she doesn't.

Espera-se que o aluno acompanhe os diálogos simples do vídeo e ao ouvir a mãe falar "I don't know..." pode perceber que ela não sabe o que aconteceu com o filho e dessa forma deve utilizar o presente simples para melhor responder a pergunta.

Eyes on it

7) Emotional Intelligence

Espera-se que o aluno identifique o nome da revista pela configuração da página e que tenha seu olhar direcionado à estrutura do gênero a ser trabalhado em todo capítulo.

8) D

O aluno deve compreender dentro do contexto apresentado pela revista e junto com o vocabulário introduzido na lição anterior, que a expressão "drive me nuts" pode ser associada ao sentimento de irritação ou loucura.

9) Which / What

Espera-se que o aluno mobilize o conhecimento adquirido ao longo do capítulo 1 sobre pronomes interrogativos e consiga identificá-los no texto.

10) C

O aluno deve reconhecer o nome da revista e através da leitura atenciosa da capa deve identificar qual o tema principal do produto.

11) B

Espera-se que o aluno mobilize seus conhecimentos sobre o presente simples, adquiridos na *lesson 1* do mesmo capítulo e reconheça a melhor maneira de formular uma pergunta dentro desse contexto.

Lesson 3

Chatting

Espera-se que o aluno reconheça a estrutura das perguntas enquanto parte do presente simples e que respondam com *short answers* (*Yes, I do. / No, I don't*). Os alunos também devem identificar as perguntas iniciadas com os pronomes interrogativos *which* e *what* e devem responder de acordo como já foi abordado no capítulo 1. Junto a isso, os alunos devem ser introduzidos ao tema a ser abordado na lição e devem ser estimulados a falar sobre tal.

Watch and learn

1) She is sad. / She is upset. / She is disappointed.

O aluno deve reconhecer através da expressão facial que Andrea não está feliz com seu trabalho.

2) D

Espera-se que o aluno compreenda dentro do contexto da conversa que a chefe de Andy (Andrea) não reconhece seus esforços no trabalho.

3) C

O aluno deve estar atento ao vídeo para escolher a opção que melhor represente a fala de Nigel, colega de trabalho de Andrea que define o que é trabalhar na revista *Runway*.

4) Happiness.

Espera-se que o aluno reconheça a linguagem corporal das pessoas e também suas expressões faciais a ponto de identificar a emoção felicidade expressa por todos no vídeo.

5) This / That / Those

O aluno deve identificar os pronomes demonstrativos na música e deve também mobilizar seus conhecimentos sobre o tema para assim melhor compreender a utilização dos mesmos.

6) Now / Up / Down / This

Espera-se que o aluno acompanhe a letra da música de forma a identificar a pronúncia clara das palavras. Espera-se que também consiga reconhecer quais palavras não foram cantadas por Justin na música.

Eyes on it

7) Vogue

Espera-se que o aluno consiga identificar através da configuração da página qual o nome da revista.

8) April 2019

O aluno deve identificar April enquanto o mês e 2019 enquanto o ano de publicação da revista.

9) C

Espera-se que o aluno compreenda a utilização dos pronomes de tratamento Mr. e Mrs. e com isso, possa resgatar seus conhecimentos sobre o vocabulário de parentesco para assim concluir qual a relação familiar entre os dois.

10) T / F / T / F

O aluno deve identificar através de uma leitura atenciosa da capa, quais as informações são verdadeiras e quais são falsas.

11) A

Espera-se que o aluno, ao identificar a pergunta proposta pelo exercício, reconheça a mesma enquanto uma *yes/no question* do verbo *to be* de modo a escolher a melhor resposta de acordo com a matéria explicitada na capa.

Let's remember!

12) Teen Vogue

Espera-se que o aluno relembre ao fim da *lesson 3* os componentes de uma capa de revista e que consiga identificar através da disposição qual o nome da revista.

13) December / January

O aluno deve identificar os meses do ano dispostos acima do título da revista enquanto os meses referentes à publicação da revista.

14) Is / charms

Espera-se que o aluno mobilize seus conhecimentos sobre o presente simples e identifique os verbos *to be* e *to charm* enquanto verbos nesse tempo verbal reconhecendo suas características.

15) Possible answers: She is happy. / She is excited. / She is proud.

O aluno deve identificar na expressão facial da atriz emoções de cunho positivo. E junto a isso, deve lembrar quais adjetivos de sentimentos melhor caracterizam a mesma.

16) Is a star born? / A star isn't born.

Espera-se que o aluno mobilize seus conhecimentos sobre o verbo *to be* no presente simples e possa reescrever a frase da capa nas formas negativa e interrogativa.

17) Possible answers: Fashion / Beauty / Make up / Clothes

Através de uma leitura atenciosa, espera-se que o aluno identifique qual seria ou quais seriam os principais temas que a revista trata.

18) The magazine is aimed at teens

Através de uma leitura atenciosa e da interpretação do título da revista, espera-se que o aluno identifique qual seria o público alvo do produto.

19) B/C

Espera-se que o aluno mobilize seus conhecimentos sobre os componentes de uma capa de revista e veja quais opções são corretas de acordo com o que aprendeu na última lição da unidade.

20) a) I go to school in the morning.

b) She watches videos on YouTube.

c) My family is from Bahia.

d) John reads newspaper before going to work.

O aluno deve mobilizar seus conhecimentos sobre o presente simples e assim, deve colocar as palavras em ordem de acordo com a estrutura apresentada na *lesson 2*.

ORIENTADOR METODOLÓGICO

Home sweet home: a place for new beginnings

Objetivos de aprendizagem:

- Reconhecer o recurso gramatical *there + be* como parte importante do processo de comunicação escrita e oral dentro do contexto de existência;
- Desenvolver os conhecimentos sobre os vocabulários de moradia e mobílias;
- Aprofundar a compreensão do *Simple Present* em novos contextos;
- Identificar e distinguir os recursos utilizados no gênero propaganda em capa de revistas.

Lesson 1

Chatting

Espera-se que o aluno seja estimulado a responder as perguntas resgatando conteúdos prévios como presente simples, pronomes interrogativos e verbo *to be*. Junto a isso, o aluno deve reconhecer o novo tema da unidade e o novo recurso gramatical *there be*.

Watch and Learn

1) C

Espera-se que o aluno compreenda que Jessica, ao usar o adjetivo de nacionalidade *French*, está se referindo ao estilo que sua casa possui. O aluno então deve reconhecer que *French* é a nacionalidade equivalente ao país *France*.

2) Yes, she does. She has three children. / She has two daughters and a son.

O aluno deve perceber que Jessica apresenta sua casa junto de suas duas filhas e um filho. Ela ainda faz menção a eles enquanto passeia pelo espaço. Importante que o aluno mobilize seus conhecimentos sobre o presente simples e sobre o vocabulário de parentesco para melhor responder à pergunta.

3) D

Ao apresentar sua casa, Jessica Alba, junto de suas filhas, diz que a única coisa que levou de sua casa antiga para a nova foi a família. No caso, a atriz se refere à parede com fotos de familiares de ambos os lados.

4) A

Espera-se que o aluno identifique na fala de Jessica, que para ela e sua família, a melhor parte da casa é a vista e o quintal, localizado na parte de trás da casa. Mesmo sem conhecer formalmente os adjetivos no grau superlativo, o aluno pode reconhecer a expressão *the best* através de seu conhecimento de mundo.

5) Five people live in the house.

O aluno deve acompanhar a apresentação da casa de Jessica, mas também acompanhar a apresentação explícita que ela faz de seus filhos e a menção ao seu marido.

6) C

Jessica ao apresentar a área externa de sua casa explica qual a utilidade da mesa. O aluno deve reconhecer a fala da atriz e escolher a opção que contém a informação sobre jantares em dias de verão. O vocabulário de estações do ano e refeições será necessário.

7) There are four washers.

O aluno deve reconhecer quando Jessica vai à lavanderia em sua casa que existem quatro máquinas de lavar. A atriz ainda usa a expressão "to wash the whole situation" para enfatizar a necessidade delas.

8) B

Espera-se que o aluno compreenda a insatisfação de ter uma TV em seu quarto quando Jessica usa a expressão "not to be down with something". O aluno deve analisar a expressão dentro do contexto e concluir o seu significado.

Eyes on it

9) There are eight rooms in the house.

Espera-se que o aluno identifique a quantidade de espaços dentro da casa através de uma leitura atenciosa do texto principal.

10) No, there is not.

O aluno deve reconhecer a ausência de uma garagem na casa através da leitura da propaganda bem como responder à pergunta usando a expressão *there be* adequadamente.

11) D

Espera-se que o aluno identifique qual dos cômodos da casa não é mencionado na propaganda através do vocabulário de lugares da casa.

12) Neighborhood / Location

O aluno deve reconhecer quais informações sobre a casa estão presentes na propaganda.

13) C

Espera-se que o aluno mobilize seus conhecimentos sobre o presente simples e possa responder a pergunta de forma correta dentro do contexto de compra e venda de casas.

Lesson 2

Chatting

Espera-se que o aluno reconheça que as perguntas são referentes a sua rotina. O aluno deve reconhecer conteúdos prévios como presente simples e pronomes interrogativos para melhor responder às perguntas.

Watch and Learn

1) They move to San Francisco, California.

O aluno deve reconhecer com o auxílio do professor/a os elementos da paisagem que compõe a cidade de São Francisco, na Califórnia.

2) No, it isn't.

Espera-se que o aluno reconheça na fala de Joy quando se refere a ponte "it's not made out of solid gold" e explica que a ponte não é feita de ouro. Junto a isso, o aluno deve responder com uma *short answer*.

3) C

4) No, she doesn't.

Para as questões 3 e 4, o aluno deve reconhecer a expressão facial de Riley enquanto desapontada, pois ela criou muitas expectativas com relação à nova casa e, conseqüentemente, sobre o seu novo quarto. Ainda, o aluno deve responder com uma *short answer*.

5) Bed / Desk / Chair

Espera-se que o aluno reconheça quando as emoções de Riley projetam novas ideias para o seu novo quarto mencionando quais móveis devem ocupar quais lugares em terceira pessoa do singular na forma negativa.

6) C

O aluno deve reconhecer que quando Riley desafia sua mãe a jogar, ela a chama de *grandma* com uma ideia de que a mãe não saberia jogar ou não seria ágil.

7) D

Espera-se que o aluno reconheça na fala do pai de Riley ao telefone que se trata de um assunto de trabalho. Em suas falas "I'll be right there" e "the investor's supposed to show up on Thursday" existem evidências disso.

8) A

O aluno deve com a ajuda do recurso gramatical *Stay Tuned* identificar qual a estrutura de uma frase negativa no presente simples, para assim melhor responder o exercício.

Eyes on it

9) C

Espera-se que através da leitura do diálogo entre pais e filhos, o aluno compreenda quando a família irá se mudar para a casa nova.

10) No, she doesn't.

O aluno deve perceber que Alyssa não possui seu próprio quarto, pois a mãe diz "Alyssa, now you can have your own room."

11) A

Através das expressões "Wait....what? When?" e "OMG, mom! Finally!", espera-se que o aluno conclua que Alyssa está surpresa com a notícia da mudança.

Lesson 3

Chatting

Espera-se que o aluno identifique que as perguntas se referem a hábitos frequentes em nossas vidas e reconheçam que as mesmas estão no presente simples. O aluno deve responder as perguntas diretas utilizando *short answers* e a pergunta iniciada com o pronome interrogativo com a informação exigida pelo mesmo.

Watch and Learn

1) C

Espera-se que o aluno identifique tanto pelo título do vídeo quanto pelo começo “my powers of deduction tell me that there’s about 100% that you use the internet” que o vídeo é direcionado para crianças e adolescentes que usam a Internet.

2) B

Espera-se que o aluno reconheça que o vídeo é instrutivo e tem o objetivo de dar dicas para todos que o assistem. Além disso é primordial que o aluno consiga eliminar as opções que não condizem com o vídeo mobilizando seus conhecimentos prévios.

3) Yes, it is.

O aluno deve identificar na fala da narradora que a internet é para sempre. Junto a isso, deve reconhecer que a pergunta é uma *yes/no question* para assim melhor responder à questão.

4) Yes, they do.

O aluno deve reconhecer quando a narradora se refere a presença de adolescentes e jovens adultos na internet que as porcentagens (73% of teens / 68% of young adults) representa uma quantidade significativa desse grupo. Junto a isso, o aluno deve identificar a questão enquanto uma pergunta no presente simples para assim melhor responder o exercício.

5) Phone numbers, address, e-mails.

Espera-se que o aluno reconheça na fala da narradora que “don’t put personal information online” é seguido pelos exemplos de coisas que adolescentes e jovens adultos compartilham na internet, mas não deveriam.

6) A

O aluno deve reconhecer pelo vídeo quando a narradora compara ligações de estranhos com o que os pais costumam a falar com os filhos sobre aceitar caronas ou até outras coisas de estranhos.

7) 3/4/1/2

Espera-se que o aluno acompanhe as dicas do vídeo e ao final possa lembrá-las a ponto de colocá-las em ordem de acordo com as falas da narradora.

8) D

O aluno deve mobilizar seus conhecimentos adquiridos ao longo do capítulo para assim reconhecer a frase enquanto uma representação do presente simples. Junto a isso, deve também compreender e escolher a opção correta para a representação de uma frase negativa desse mesmo tempo verbal.

Eyes on it

9) A sofa

10) B

Para as questões 9 e 10, o aluno deve reconhecer que a imagem representa um sofá e consequentemente uma sala de estar. E, mobilizando o vocabulário de móveis e cômodos da casa poderá melhor responder à questão.

11) Yes, there is.

Espera-se que o aluno reconheça o símbolo \$ enquanto uma representação de preço e consequentemente compreenda o termo “shipping” enquanto importante no contexto de vendas online.

12) A

O aluno deve identificar as características presentes em um anúncio / propaganda. E, através de uma leitura atenciosa, reconhecerá que a linguagem utilizada na propaganda em questão é formal.

Let’s remember

13) B

14) Garden / Bedroom

15) T / F / T / F

16) This

17) Kitchen

18) This is not living. / Is this living?

19) There are eight rooms in the house.

20) Yes, she does.

21) No, they don't.

22) There are four people in the family.

ORIENTADOR METODOLÓGICO

It's time to share

Objetivos de aprendizagem:

- Compreender a utilização do pronome interrogativo *Whose* e do caso genitivo em um contexto de posse.
- Diferenciar *How* e *How often* e compreender a utilização das expressões interrogativas nos contextos apropriados.
- Reconhecer o gênero textual blog como expressão de opiniões e interesses bem como sua estrutura organizacional.

Lesson 1

Chatting

Espera-se que os alunos identifiquem a semelhança entre as perguntas devido à utilização do pronome interrogativo *who* e que, junto a isso, sintam-se estimulados a falar sobre outras pessoas respondendo às questões de forma correta.

Watch and Learn

1) A

O aluno deve identificar que o nome da série é "Dog with A Blog" e que no caso, o nome do cachorro é Stan. Reconhecendo essas informações, o aluno deve perceber que o blog pertence ao cão.

2) There are five people in the family.

O aluno deve acompanhar o decorrer do vídeo pois há apresentações sobre outros membros da família de Avery. Ao observar uma foto da família completa com o cão, o aluno deve identificar que existem cinco pessoas na família. Junto a isso, deve mobilizar seus conhecimentos sobre a forma *there be* para melhor responder à questão.

3) The family lives in a house.

Espera-se que o aluno ao observar as cenas da série reconheça que a família mora em uma casa. Junto a isso, espera-se que mobilize seus conhecimentos previamente adquiridos sobre o presente simples para que adeque o verbo *to live* à sua forma correta.

4) C

O aluno deve reconhecer que ao longo do vídeo é possível perceber a forma como os familiares lidam com o animal, mas também com a "fala" de Stan dizendo que está em uma família que o ama.

5) C

Espera-se que o aluno perceba ao começo do vídeo que na fala de Stan fica claro que apenas as crianças sabem que ele é um cão falante. Junto a isso, o aluno deve observar a cena em que Ellen passa por Stan no computador, mas não o vê.

6) D

O aluno deve ao longo do vídeo observar quais ações Stan desenvolve online. Além da escrita de textos e postagem de fotos em seu *blog*, o cachorro também interage com pessoas através de jogos online.

7) B

Espera-se que o aluno identifique a animação de Stan quando ele diz "I'm so excited that I even let them dress me up."

8) a) I don't

b) cats and

c) cute

d) backpacks

O aluno deve acompanhar a fala de Stan quando mostra sua indignação sobre a opinião de Ellen mediante a cachorros. Importante que o aluno acompanhe atentamente as falas para que possa identificar quais palavras não foram mencionadas.

Eyes on it

9) It's Lara's blog.

O aluno deve reconhecer que Lara é tanto a autora do texto quanto a dona do blog por ser responsável tanto pela escrita quanto pela publicação do mesmo. Junto a isso, espera-se que reconheça a pergunta iniciada com *whose* e que seja respondido utilizando os conhecimentos adquiridos ao longo da lição.

10) On 20 June, 2020 at 9:00 a.m

Espera-se que o aluno identifique na estrutura do *blog* o título do texto, o nome da autora e quando o mesmo foi publicado.

11) D

O aluno deve observar que ao longo do texto são mencionados tanto família quanto a estação do ano verão. Importante que o aluno reconheça que durante esse período do ano muitos estudantes estão de férias, o que corresponde à opção acima sinalizada.

12) B

Espera-se que o aluno reconheça a frase enquanto uma representação do presente simples e junto a isso, mobilizando seus conhecimentos sobre o tempo verbal escolha a opção com as características corretas de uma frase negativa.

13) A

O aluno deve, através de uma leitura atenciosa identificar que Brenda e Liam são primos de Lara ao resgatarem seus vocabulários de parentesco.

Lesson 2

Chatting

Espera-se que o aluno reconheça a semelhança entre as perguntas por conta da presença do *How* e também possa identificar as diferenças entre *How* e *How Often*.

Watch and Learn

1) C

Espera-se que o aluno identifique que a pergunta questiona a posse do vlog devido à utilização do pronome interrogativo *Whose*. Junto a isso, o aluno também deve reconhecer que o vlog é da Barbie, pois ela conduz a apresentação da casa.

2) No, it isn't.

O aluno deve reconhecer que quando Barbie apresenta sua casa, ela deixa claro que mora no mesmo lugar desde os 8 anos e que sua casa passou por uma reforma.

3) A

Espera-se que o aluno compreenda quando Barbie menciona que a escada de sua casa agora possui um recurso diferente. Ao abordar a remodelagem de sua casa, ela deixa claro que as escadas agora se transformam em um escorregador.

4) D

O aluno deve reconhecer que quando Barbie vai falar com a casa inteligente, a resposta é feita com o uso da língua portuguesa. Em seguida, Barbie justifica a utilização do idioma pois sua irmã fez uma brincadeira com a mesma trocando o idioma da casa.

5) Because she likes to share with people.

Espera-se que o aluno compreenda que na fala inicial de Barbie ela menciona os motivos pelo qual ela produz um vlog quando diz "And it's because I love to share. I love to share with people."

6) C

O aluno deve acompanhar a explicação que Barbie dá sobre o bloqueio criativo que os produtores de vlog podem vir a ter. Junto a isso deve compreender a comparação que ela faz com a garrafa, a mensagem e seu processo de escrita.

7) 3- 2-5- 4-1

Espera-se que o aluno acompanhe quando Barbie enumera as dicas para o ouvinte.

8) Yes, she does.

O aluno deve perceber que pela expressão facial de Barbie, ela adora passar tempo com seus amigos. Ao final do vídeo a mesma menciona "spending time with friends is so inspirational."

Eyes on it

9) Who, why, what, how

Espera-se que o aluno reconheça os pronomes interrogativos ao começo de cada pergunta e possa identificar quais são estes resgatando seus conhecimentos sobre o conteúdo previamente abordado.

10) It's an informal conversation.

O aluno deve identificar que a conversa entre as amigas é informal através da utilização de expressões como "How you doing?" e de contrações.

11) D

Espera-se que o aluno observe que, no texto, Charlene explica qual tipo de *blog* quer escrever quando diz "Maybe a lifestyle *blog*. I want to give tips to other girls about what to wear and maybe what to do."

12) C

O aluno deve identificar que a pergunta de Amanda sobre o *blog* de Charlene está relacionada à frequência pela utilização de *often* acrescido à *how* e também pela resposta de Charlene estar relacionada a tempo.

13) F / T / F / F

Espera-se que o aluno leia o texto de forma atenciosa e reconheça as frases enquanto representação do *simple present* e também reconheça o *genitive case* presente tanto no texto quanto no exercício como expressão de posse.

Lesson 3

Chatting

O aluno deve reconhecer as perguntas diretas enquanto representações do *Simple Present* para que possa melhor respondê-las. Junto a isso, espera-se que o aluno seja introduzido ao tema *blogging* devido à quantidade de perguntas sobre tal.

Watch and Learn

1) A

Espera-se que o aluno identifique a pergunta enquanto uma *yes/no question* e junto a isso, compreenda na fala de Sophia que o site é gratuito pois na sua fala "it's absolutely free to sign up."

2) 4 / 2 / 1 / 3

O aluno deve acompanhar as dicas de Sophia conforme ela desenvolve sua ideia no vídeo. A partir do momento que ela diz "the first thing you're going to want to do is", espera-se que o aluno identifique e coloque as dicas na ordem correta.

3) C

Espera-se que o aluno compreenda a dica de Sophia sobre nomear o blog com os exemplos que ela menciona "Sammy's cookbook" or "Sammy's secret recipe" e possa escolher a melhor opção que resume sua dica.

4) She writes about travelling, books and thoughts.

O aluno deve identificar que Sophia está mencionando parte de sua rotina e diz "I write about" utilizando o *Simple Present* e junto a isso possa responder a questão resgatando seus conhecimentos sobre o tempo verbal mencionado.

5) B

Espera-se que o aluno reconheça o recurso gramatical *How often* enquanto um questionador de frequência e possa escolher a melhor resposta de acordo com o discurso de Sophia.

6) Yes, she does.

O aluno deve reconhecer a expressão utilizada pela jovem "time-consuming" e deve associar ao verbo "consume". Dessa forma, poderá melhor responder a pergunta utilizando seus conhecimentos sobre o *Simple Present*.

7) C

Espera-se que o aluno identifique que o único assunto ou palavra não mencionados no vídeo é *e-mail*.

8) I don't think it's fun.

O aluno deve reconhecer que a frase está no *Simple Present* e junto a isso, deve resgatar seus conhecimentos previamente adquiridos para melhor responder à questão.

Eyes on it

9) C

Espera-se que o aluno reconheça a nacionalidade de Klara ao ler de qual país a jovem é.

10) Yes, she does.

O aluno deve identificar que a pergunta está no *Simple Present* e ao reconhecer no texto que Klara gosta de seus familiares e tem uma boa relação com eles, pode assim responder a pergunta de forma correta.

11) D

Espera-se que o aluno leia o texto atenciosamente e possa identificar com facilidade que o único assunto/ palavra que não é mencionado é *e-mail*.

12) There are four people in Klara's host family.

O aluno deve mobilizar seus conhecimentos sobre o vocabulário de parentesco para identificar que existem quatro pessoas na família hóspede de Klara. Junto a isso, espera-se que o aluno utilize o recurso gramatical *there be* para melhor expressar a ideia de existência.

13) A

Espera-se que o aluno mobilize seus conhecimentos sobre o *Simple present* e sobre os *interrogative pronouns* para melhor responder à questão.

Let's Remember!

14) Day and time published / Writer's opinion / Writer's personal information

15) R / U / OMG / XOXO / 'M / ISN'T

16) T / F / F / T

17) Make the false statements from activity 3 true. (4 linhas)

- Aisha's blog is about music.
- The author of the text likes Olivia Rodrigo.

Para as questões 3 e 4 o aluno deve ler de forma a identificar quais informações são verdadeiras e quais são falsas sobre a postagem de Aisha. Junto a isso, espera-se que o aluno mobilize seus conhecimentos sobre o *Simple Present* de forma a corrigir as frases respeitando o que já foi abordado.

18) B

Espera-se que o aluno mobilize seus conhecimentos sobre o vocabulário de nacionalidades e identifique que Aisha é americana.

19) In a week.

O aluno deve reconhecer a frequência que Aisha quer publicar seu blog quando a mesma escreve "Talk to you guys again in two weeks".

20) It's Aisha's.

Espera-se que o aluno identifique que a pergunta questiona a autoria da postagem e que mobilize seus conhecimentos sobre o caso genitivo para melhor responder à pergunta.

21) I don't love her as a singer and as an actress.

Do I love her as a singer and as an actress?

O aluno deve resgatar seus conhecimentos sobre o *Simple Present* para que possa reescrever as frases respeitando os critérios gramaticais do tempo verbal.

22) A) How / b) How often / c) How often / d) How often / How

Espera-se que o aluno mobilize seus conhecimentos e possa diferenciar o uso de *How* e *How often* nos contextos corretos.

23) B

O aluno deve mobilizar seus conhecimentos e identificar que o pronome interrogativo *whose* é apenas utilizado em contexto de posse. Desse modo, espera-se que o aluno identifique qual frase não expressa esse sentido.

ORIENTADOR METODOLÓGICO

Let's cook!

Objetivos de aprendizagem:

- Reconhecer o uso da forma imperativa como expressão de ordens, comandos, convites e conselhos.
- Diferenciar e caracterizar substantivos contáveis e substantivos incontáveis.
- Compreender *some, any, a / an* enquanto quantificadores.
- Reconhecer *How much* e *How many* enquanto importantes ferramentas para questionar a quantidade de algo.
- Identificar o gênero textual receita assim como expandir o vocabulário de alimentação.

Lesson 1

Chatting

Espera-se que o aluno compreenda as perguntas mobilizando os conteúdos já anteriormente abordados. Junto a isso, o aluno deve diferenciar as formas de responder cada uma das questões de forma a ser introduzido ao vocabulário e à temática do capítulo.

Watch and Learn

1) There are sixteen donuts in the box.

Espera-se que o aluno acompanhe o vídeo de forma atenciosa e que junto a isso possa mobilizar seus conhecimentos sobre *there be* para expressar a quantidade de *donuts*.

2) A

O aluno deve identificar que das opções apresentadas a melhor é a *contest* por apresentar uma competição entre crianças.

3) C

Espera-se que o aluno compreenda quando Emily descreve sua parceira de time "Olivia is a really good baker and she is a really good chef".

4) a) Not all kids participate in the challenge.

b) There are enough doughnuts for the participants.

c) Beni is happy with his team member.

O aluno deve identificar na fala das crianças quais informações são as corretas. Junto a isso, o aluno deve mobilizar seus conhecimentos sobre *Simple Present* e *there be*, para melhor reescrever as frases.

5) Wait, wait, wait!

Espera-se que o aluno identifique na fala do apresentador do programa que ao usar a expressão "Wait, wait, wait" ele dá o comando/ ordem para que esperem antes de comer os donuts, representando assim a forma do imperativo.

6) B

O aluno deve compreender na fala de um dos jurados a palavra *frost* e melhor associar a qual seria o título adequado para o desafio. Junto a isso, espera-se que o aluno associe o termo anteriormente mencionado com a temática de comida a ser abordada ao longo do capítulo.

7) C

Espera-se que o aluno reconheça os itens necessários para a decoração dos *donuts* através da fala da jurada.

8) D

O aluno deve identificar que o jurado faz uma brincadeira com a palavra *donut* e com a forma negativa do *Simple Present*. Junto a isso, o aluno deve resgatar seus conhecimentos sobre o tempo verbal anteriormente mencionado para melhor responder à questão.

Eyes on it

9) B

O aluno deve reconhecer que as palavras sublinhadas no diálogo representam verbos na forma imperativa. Junto a isso, deve-se identificar que estes verbos expressam um sentido de ordem ou comando.

10) No, she doesn't.

Espera-se que o aluno identifique que Maggie não sabe como fazer lasanha pois em sua fala "Teach me, mom!" ela deixa claro que quer aprender com sua mãe.

11) D

O aluno deve caracterizar a reação de Maggie enquanto surpresa, pois a leitura que a menina faz dos ingredientes é interrompida por um "WAIT", forçando uma pausa dramática.

12) Don't read the recipe.

Espera-se que o aluno pratique os conhecimentos adquiridos ao longo da lição respondendo o exercício da forma correta. E para isso, deve mobilizar o "don't" juntamente ao verbo principal para transformar esse comando na forma negativa.

13) F / T / F / T

O aluno deve fazer a leitura do diálogo de forma atenta para melhor compreender o contexto dos acontecimentos. Além disso, espera-se que consiga identificar quais informações são verdadeiras e quais são falsas.

Lesson 2

Chatting

Espera-se que o aluno diferencie as perguntas com *How much* e *How many* de forma a ser introduzido ao componente gramatical da lição. Ainda, o aluno deve identificar através das perguntas a temática a ser abordada.

Watch and Learn

1) Crisps / Biscuits

O aluno deve reconhecer os alimentos na fala de Sol quando questiona seu amigo Max sobre a existência de alguns alimentos.

2) They are in the kitchen.

O aluno deve identificar que o espaço da casa em que os meninos se encontram é a cozinha. Para isso, devem resgatar seus conhecimentos sobre parts of the house.

3) B

Espera-se que o aluno associe a fala de Max com a ideia de comida e que mobilize seus conhecimentos sobre o vocabulário de alimentos previamente abordado para melhor responder à questão.

4) No, there isn't.

O aluno deve identificar que Sol ao perguntar a seu amigo Max sobre a quantidade de queijo que tem, recebe como resposta "There isn't much cheese". O aluno deve reconhecer

tanto a fala do menino quanto através do vídeo que apresenta a pouca quantidade que tem.

5) D

Espera-se que o aluno compreenda quando Sol menciona qual comida quer fazer. Ao mencionar "Spanish omelet" o aluno deve mobilizar seus conhecimentos sobre nacionalidades para reconhecer que a omelete é espanhola.

6) Keep an eye on it!

O aluno deve perceber o momento em que o telefone de Sol toca para identificar o comando que o menino dá ao amigo. Dessa forma, o aluno deve reconhecer que a ordem que Sol dá a Max é uma representação da forma imperativa.

7) D

Espera-se que o aluno perceba que Max é interrompido quando seu pai chega e diz "Max, where are you? Give me a hand!" sinalizando que precisa de ajuda.

8) C

O aluno deve acompanhar os eventos ao longo do vídeo e perceber que ao final a omelete é queimada e os meninos acabam comendo sal-são com ketchup.

Eyes on it

9) Yes, they do.

O aluno deve identificar no texto que Carol e Gabriel tem uma reserva pois ela afirma "We have a table reservation.". Junto a isso, o aluno deve mobilizar seus conhecimentos sobre o *Simple Present* para que responda à questão de forma correta.

10) B / C / A

Espera-se que o aluno compreenda as expressões utilizadas dentro do contexto abordado através de uma leitura atenciosa.

11) How much / How many

O aluno deve identificar que no diálogo Carol e o garçom utilizam as expressões *How much* e *How many* para perguntarem a quantidade de algo.

12) B

Espera-se que o aluno identifique no texto que o prato que Carol deseja é vegetariano. Para isso, o aluno deve mobilizar seus conhecimentos sobre o vocabulário de comida e reconhecer que *eggplant* é um legume.

13) A

O aluno deve reconhecer no diálogo que o garçom dá o comando "Check it out!" para Carol de forma a induzi-la a olhar o cardápio para escolher seu prato.

Lesson 3

Chatting

O aluno deve ser introduzido a temática da lição e deve ser incentivado a responder conforme questionado. Junto a isso, espera-se que o aluno mobilize conhecimentos sobre *Simple Present*, *how much/how many* para que responda as questões de forma correta.

Watch and Learn

1) C

Espera-se que o aluno ao observar as meninas cozinhando, possa identificar que os *donuts* são mais associados a um lanche simples do que aos outros tipos de comida.

2) Butter / baking powder / salt

3) 4 – 2 – 3 – 1

Para as questões 2 e 3 o aluno deve acompanhar as instruções que a mãe dá para as filhas, seguido dos ingredientes mencionados para que assim possa responder da melhor maneira.

4) D

Espera-se que o aluno identifique que ao mencionar as instruções para a receita, a mãe repete "agitate, agitate" e em seguida explica "agitate means mix". Desse modo, o aluno deve associar ambos os comandos.

5) B

Ao abrir o forno, a mãe informa para uma das meninas "I do it. This is adults Only, ok?" dando a entender que a ação a ser desempenhada é perigosa para crianças. Espera-se que o aluno iden-

tifique esse momento e que ao resgatar seus conhecimentos sobre o vocabulário de itens da cozinha anteriormente abordado, possa escolher a melhor opção.

6) The girls bake six donuts.

O aluno deve mobilizar seus conhecimentos sobre o *Simple Present* para formular a resposta. Junto a isso, espera-se também que observe a quantidade de *donuts* assados.

7) The glaze is pink.

Espera-se que o aluno utilize a pergunta como base para sua resposta. Junto a isso, o aluno deve utilizar o *verb to be* junto ao vocabulário de cores de forma correta para caracterizar a cor utilizada para decorar os donuts.

8) Possible answers: Mother, father, daughter, sister, husband, wife.

O aluno deve observar que ao longo do vídeo são mencionadas palavras como "daddy" e "mommy". Deve também perceber que Emma e Kate, as meninas principais do vídeo são irmãs pois ambas se referem aos adultos como pai e mãe. Espera-se que o aluno relembre o vocabulário de parentesco e pense em quais relações familiares existem entre as pessoas do vídeo.

Eyes on it

9) There are six ingredients in this recipe.

Espera-se que o aluno leia atentamente a receita e possa identificar quais ingredientes são necessários. Junto a isso, espera-se que o aluno utilize seus conhecimentos sobre o recurso gramatical *there be* para melhor expressar a quantidade.

10) Mix, Process, Grease, Transfer, Press, Combine, Stir, Spread, Refrigerate, Cut.

O aluno deve mobilizar seus conhecimentos sobre a forma imperativa e deve reconhecer no texto os verbos em forma base que expressam instruções.

11) III – IV – I – II

Espera-se que o aluno ao ler a receita identifique as ações a serem desenvolvidas ao longo da

receita e que possa correspondê-las com suas respectivas imagens. 22) B

23) C

12) C – U – U – C

O aluno deve resgatar seus conhecimentos adquiridos ao longo do capítulo sobre os substantivos contáveis e incontáveis para melhor classificar as palavras em questão.

13) D

Espera-se que o aluno leia de forma atenciosa a receita para reconhecer quais informações são falsas. Junto a isso, espera-se que o aluno ao ler a lista com os ingredientes perceba a ausência de produtos de origem animal, fazendo com que a última opção seja a correta.

Let's remember!

14)

Countable	Uncountable
Burger	Water
Cheeseburger	Ice cream
Double cheese burger	

15) There are five sections in the menu.

16) A

17) a) Some

b) any

c) some

d) an / a

18) Let's see... / Give me a double cheeseburger, please.

19) Let's not see... / Don't give me a double cheeseburger, please.

20) F / T / F / T

21) The recipe takes 25 minutes to be ready.

There are two types of cheese.