

MDA

Versão Strongers

Autor: Jairo de Oliveira
Supervisão: Valesca Brasil Irala

Caro aluno

Nos dias de hoje, aprender uma nova língua tem se tornado cada vez mais importante, seja para viagens, trabalho ou estudos.

Esse material foi desenvolvido para que você comece a desenvolver sua capacidade de se comunicar em língua inglesa, integrando as quatro habilidades comunicativas (ler, escrever, ouvir e falar) mas principalmente com foco na produção oral.

Aborda a temática da apresentação individual em seus mais diversos aspectos. Assim, você aprenderá a cumprimentar pessoas e falar de assuntos como a sua família, o seu lugar de origem, o lugar onde você estuda ou trabalha e outros tópicos que podem fazer parte de uma conversa quando você conhece outras pessoas e faz novas amizades.

As atividades presentes neste material foram planejadas para serem desenvolvidas de maneira dinâmica e divertida em sala de aula, ao mesmo tempo em que promovem o desenvolvimento do aprendizado.

Portanto, aproveite ao máximo esse material, aprenda e divirta-se!

O autor



PONTO DE PARTIDA



ENGLISH I

STARTER

Provavelmente, esta não é a primeira aula de inglês que você assiste na vida. E mesmo se for, por uma circunstância ou outra, você já deve ter tido algum contato com esta língua, seja através de músicas, jogos eletrônicos, programas de TV ou até aplicativos no celular.

Hoje, aqui no curso, você está tendo o primeiro contato não apenas com a língua inglesa, mas com novos colegas que talvez você ainda não conheça. Nas nossas aulas você será instigado a usar o inglês para se expressar nas mais diversas situações.

Ponto de Partida

Who am I?

Sua primeira tarefa será apresentar-se para seus colegas e professor. Para tanto, pense em tudo o que você já vivenciou sobre a língua inglesa, e sobre como você pode expressar essa ideia em inglês.

Então vamos lá:


1. Anote no espaço a seguir algumas ideias/frases que você conhece em inglês e que podem ser úteis para se apresentar para um novo grupo de amigos/colegas.

2. Agora apresente-se para seus colegas usando este conhecimento.

Importante: O principal objetivo desta tarefa é se apresentar e conhecer seus novos colegas. Não se trata de um teste. Use o máximo que puder de inglês, mas se você não souber como expressar todas as ideias que deseja, não tem problema. Você pode complementar sua apresentação usando português. Esta atividade será registrada em vídeo e servirá como um diagnóstico para que o seu professor identifique o que você já tem condições de realizar.

3. Homework:

Como complemento desta atividade, você deverá responder um questionário online que avaliará o seu histórico como aprendiz de língua inglesa.

Acesse o link abaixo:	Ou acesse pelo QR code no seu celular:
https://goo.gl/hnlOLk	

Responda todas as perguntas e seja sincero nas suas respostas.

Greetings & Introductions

Introducing yourself

Get together with a classmate and discuss:

1. What information people usually give when introducing themselves?



2. Listen to 10 people introducing themselves and check the ones who mention:

- a) Name: _____ (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- b) Age: _____ (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- c) Occupation: _____ (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- d) Family: _____ (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
- e) Origin: _____ (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

1. Catherine Robinson

2. Sophie Maxell

3. Bryan Stevenson

4. Cameron Diaz

5. Hugh Herr

6. Bruno Hansen

7. Jane Goodall



8. Runa Kahn

9. Bahn Ki-moon

10. Muhammad Yunu

3. Read the definition of “greeting” from the Cambridge Dictionary and discuss:

greeting

noun • UK  /'griː.tɪŋ/ US  /'griː.tɪŋ/

★ **B1** [C or U] **something friendly or polite that you say or do when you meet or welcome someone:**

source: <http://dictionary.cambridge.org/dictionary/english/greeting>

Except from Sophie Maxwell, nobody else greets the audience. Do you think greetings are necessary in introductions? Yes/No? Why?

Do you greet everybody the same way? Yes/No? Why?

- *How do you greet your family members?*
- *How do you greet your friends at school?*
- *How do you greet your teacher?*
- *How do you greet older people?*

4. Do you know any greetings in English? In pairs, list as many as you can remember:

5. Classify these greetings according to the following categories:

Formal	Both	Informal

6. Walk around the classroom and introduce yourself to your classmates. Greet them and say your name:

Research Project

World Hello Day

Did you know there is a special day called “World Hello Day”?

Search the web and try to answer the following questions:



1. What is this day about?

2. When did it begun? Why?

3. In what day is it celebrated?

4. Who can participate?

5. What do you have to do to participate?

Suggested websites:

<http://www.worldhelloday.org/>

https://en.wikipedia.org/wiki/World_Hello_Day

6. As a final activity, you are asked to participate in the coming “World Hello Day”. Record yourself in a video saying hello in English, and send it to your teacher. All of your greetings will be compiled in only one video representing our group and will be send to the organizers of the celebration.

My progress

Evaluating what I learn

Este espaço é dedicado a sua autoavaliação. Abaixo, você encontra uma tabela com três possibilidades de resposta que significam:



O objetivo foi plenamente atingido



O objetivo foi parcialmente atingido






O objetivo não foi atingido



Os objetivos desta lição foram:

- 1. Aprender a cumprimentar alguém em inglês
- 2. Fazer uma apresentação rápida em inglês, dizendo quem você é e cumprimentando sua audiência

Marque suas respostas. Se você acha que não atingiu os objetivos, ou que atingiu apenas em parte, apresente sua justificativa:

OBJETIVO				
1. Eu aprendi e agora sei cumprimentar outras pessoas em inglês		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Eu consigo me apresentar em inglês dizendo quem eu sou e cumprimentando minha audiência		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUSTIFICATIVA				

Agora analise seus pontos fortes e fracos durante esta lição e anote-os no espaço a seguir:



Foi fácil



Foi difícil

WHERE IN THE WORLD



ENGLISH I

LESSON 2

“Where are you from? Some of you might answer “Rio Grande do Sul,” some might answer “Brazil,” while others might have strong ties to their cultural heritage and provide an answer that relates to places where their parents and grandparents immigrated from.”

In this Unit you will:

- Learn how to talk about the place where you are from
- Ask and answer about places of origin and residence.

Where in the world

Talking about origin

Discuss with your teacher and class:

1. When introducing themselves, people may talk about where they are originally from. What information can we mention to talk about origin?
2. When someone asks you where you are from, what do you say? Do you usually mention your country/state/city? If not, what information do you give?



3. Read the scripts from the introductions in lesson 2 and check the speakers who mention:

- a) City: _____ (1) (2) (3) (4) (5)
- b) State: _____ (1) (2) (3) (4) (5)
- c) Country: _____ (1) (2) (3) (4) (5)



My name is Katherine Robinson. I'm from Syracuse, New York, in the USA, and I served my country, I was a captain in the Army. And Right now I am a standup comedian and a singer songwriter. I do not have any kids, I'm single, that sounds a little pathetic, but I know. I live in Los Angeles currently, and I'm pursuing my dreams.

My name is Bryan Stevenson, I'm 53 years old. I live in Montgomery, Alabama, in The United States. And I'm an attorney that does human rights work in the Deep South.



My name is Cameron Diaz, I'm 41 years old, on my way to 42. I am an actor in film, I recently just wrote a book called "The Body Book" co-authored with a wonderful writing partner her name is Sandra Bark. And I grew up in Long Beach, California, and I live in Los Angeles and New York, I go back and forth but, I like the seasons and, what else do I need to tell you? I think that's it, right?

My name is Hugh Herr, 49 years old, I was born and raised in Lancaster County, Pennsylvania. I grew up in a very large farm. My family was Mennonite and many, many of my neighbors at that time were Amish, so e very rural and fundamental background. Today I have two beautiful daughters, Sage and Alex, They're, they're absolute delight, extraordinary amazons.



I'm Ban Ki-moon, 70 years old, I'm Secretary-General of the United Nations. I was born in Korea. Korea was very poor, and Korea was devastated by Korean War in 1950. When I was young, I was thinking what would be the best way for me to contribute to my society? And I thought becoming a public service I would be the way, an appropriate way for me to contribute to my country. I'm very proud and happy now serving as the Secretary-General of the United Nations working for world peace and security, and development and human rights all over the world.

4. Read the scripts again and identify the sentences the speakers use to talk about places of origin and/or residence. Copy them in the spaces below:



Origin: _____
Residence: _____



Residence: _____



Origin: _____
Residence: _____



Residence: _____



Origin: _____

5. Imagine you are having a conversation with two of these people. Fill the blanks with appropriate sentences:

Conversation 1



•(Cameron): Hey, My name is Cameron Diaz. What's your name?

•(You): _____.

•(Cameron): Where are you from?

•(You): _____, and you?

•(Cameron): I grew up in Long Beach, California. And where do you live?

•(You): _____. Where do you live?

•(Cameron): I live in Los Angeles and New York, I go back and forth.

•(Cameron): Nice to meet you!

•(You): _____



Conversation 2

- (you): _____ ?
- (Ki-moon): Hello, I'm Ban Ki-moon.
- (you): _____ ?
- (Ki-Moon): I was born in Korea.
- (you): _____, Mr. Ki-moon?
- (Ki-moon): I live in New York, in The United States.
- (Ki-moon): _____ !
- (You): pleased to meet you too!

6. Walk around and have a similar conversation with at least three of your classmates. Don't forget to greet and take notes about the following information:

	Classmate 1	Classmate 2	Classmate 3
Name:			
Place of origin:			
Place of residence:			



Research Project

My community

1. Think about the place you come from/live in:

What is more evident when people refer to it?

- () its ethnic group
 () its economic activity
 () its culture (music, food, religion)
 () its settlement (urban, rural)
 () Other _____



2. Check the characteristics below you would choose to describe your community and add as many more as you can remember:

Quiet	Poor	Lovely	Business district	Safe
wealthy	Residential	Respectful	Violent	Noisy

3. Check the facilities that you can find in your community and add as many more as you can remember:

School	Hospital	Park	Supermarket	Drugstore
Bank	Daycare center	Police Station		

4. Read what Bryan Stevenson says about his community. Are there more similarities or differences from yours?



"I was told that I could never go to the Public School System, because I was black. I was told that I could never go to college because I was black. I was told I would never be a professional or a Lawyer because I was poor. I was told that I didn't come from a family that was good enough or strong enough to have the kind of opportunities that I've been able to enjoy, and that reality was what shaped me, in a lot of ways, and I always knew that my people were as good as anybody's people, my community was as good as anyone's community, there was as much dignity and love and compassion and commitment in my poor rural black settlement that there was in the most esteemed and respected communities that someone could identify."

5. What aspect(s) from exercise 1 are more evident in Bryan's discourse? Chose sentences that justify your answer and copy them in the space below:

6. Talking about your community:

Think about what was discussed in this activity. Write a description of your community. Include:

- Its name
- Its characteristics (beatiful, quiet, poor etc)
- The kind of people who live there
- How long you live there
- Facilities that are/are not there
- What you like/don't like about it



My Community

You can find some useful hints in the following websites:

<https://www.reference.com/world-view/describe-community-bc414ab217451e19>
<http://adjectivesstarting.com/positive-adjectives/>
<http://www.macmillandictionary.com/thesaurus-category/british/community-and-the-feeling-of-belonging-to-a-community>

My progress

Evaluating what I learn

Este espaço é dedicado a sua autoavaliação. Abaixo, você encontra uma tabela com três possibilidades de resposta que significam:



O objetivo foi plenamente atingido



O objetivo foi parcialmente atingido



O objetivo não foi atingido



Os objetivos desta lição foram:

- 1. Aprender a falar sobre o lugar de onde você é
- 2. Perguntar e responder sobre seu local de origem e de residência

Marque suas respostas. Se voce acha que não atingiu os objetivos, ou que atingiu apenas em parte, apresente sua justificativa:

OBJETIVO				
1. Eu aprendi e agora sei falar sobre o meu local de origem em inglês		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Eu consigo perguntar e reponder sobre meu local de origem e residência em inglês		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUSTIFICATIVA				

Agora analise seus pontos fortes e fracos durante esta lição e anote-os no espaço a seguir:



Foi fácil






Foi difícil

My progress

Evaluating the material

Este espaço é dedicado a avaliação do material preparado pelo seu professor. Abaixo, você encontra uma tabela com três possibilidades de resposta que significam:




-  Concordo plenamente
-  Concordo parcialmente
-  Não concordo



As diferenciações nesta lição foram:

- 1. Instruções em português e inglês
- 2. Textos com linguagem simplificada a partir dos originais
- 3. Escrita com/sem modelo

Marque suas respostas. Se você não concorda, ou concorda parcialmente, apresente sua justificativa:

OBJETIVO			
1. Eu consegui entender a instruções apenas em inglês	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. As instruções apenas em inglês contribuíram para o meu aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A linguagem com textos originais não dificultou a compreensão destes textos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A linguagem com textos originais contribuiu para o meu aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A escrita sem um modelo não foi problema para a execução da tarefa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUSTIFICATIVA			

COUNTING YEARS



ENGLISH I

LESSON 3

“Life is not a matter of counting years. It’s a matter of making years count.”
How old are you? Some people are proud to tell their age, while others prefer to say they have a lot of experiences.

In this Unit you will:

- Learn how to talk about age
- Ask and answer about how old a person is.

Counting years

















Talking about age

Discuss with your class:

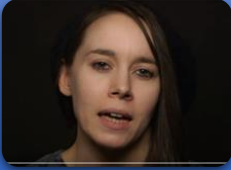
1. Is it important to mention your age when you introduce yourself? Why?
2. Can you name any situation when you are required to tell how old you are?




3. Listen to those people from lesson 1 introducing themselves and match them to their ages:

 1. Sophie Maxell	 39
 2. Bryan Stevenson	 41
 3. Cameron Diaz	 70
 4. Hugh Herr	 55
 5. Bruno Hansen	 80
 6. Jane Goodall	 49
 7. Runa Kahn	 53
 8. Bahn Ki-moon	 27


4. Listen again and check the sentences you hear:



My name is Sophie Maxwell, I'm 27 years old.
 My name is Sophie Maxwell, 27 years old.
 My name is Sophie Maxwell, my age is 27.



My name is Jane Goodall, I'm 80 years old.
 My name is Jane Goodall, 80 years old.
 My name is Jane Goodall, and my age is 80.



I'm Ban Ki-moon, I'm 70 years old.
 I'm Ban Ki-moon, 70 years old.
 I'm Ban Ki-moon, my age is 70.

5. Complete the blanks with information about yourself:

My name is

I am / my age is

6. Now, walk around the classroom and find someone who:

	Is older than you	Is Younger than you	Is the same age as you
Name:			
Age:			

Quiz

How old must you be...?

Instructions:

1. Analyze the facts about minimum age in Brazil and cross the answer you think it is true.
2. Bet a value from 1 to 10 on how sure you are about it.
For every correct choice you win the points you bet. For every wrong choice you lose them.



How old you must be to:	A	B	C	Bet	Score
1. Drive a truck	18	19	21		
2. Have a security number (CPF)	10	12	14		
3. Vote	16	17	18		
4. Run for president	35	40	45		
5. Enjoy Planeta Atlântida Festival	12	14	16		
6. Buy a gun	21	23	25		
7. Donate blood	16	18	21		
8. Open your own business	16	18	21		
9. Travel alone by bus	10	12	14		
10. Travel for free by bus between two states	55	60	65		

3. Check the answers with your teacher and sum up your points:

TOTAL SCORE

4. Fill the blanks and tell your class 1 thing you can do and 1 thing you can't, based on your age:

I am ___ years old	I can _____	I can't _____
--------------------	----------------	------------------

Research Project

Age and achievements

1. Think about the following events in people's lives: In your culture, is there a common sense about the best age to do them? If so, write it in the brackets:

- () make friends
- () graduate
- () get married
- () have kids
- () travel around the world



2. Is there an “ideal age” to retire? To stop working or doing things? Read what Jane Goodall says about her age and her expectations from life. Is she thinking about stopping?



“In my life, right now, I’m 80. There is so much left to do. So, I would like to go back and give myself a bit longer. As it is, I don’t know how long I have to live but certainly it is that every year takes me closer to the end, whenever that end is. So, there is this feeling of desperation, there are so many places I want to go, there are so many people I want to talk to, there are so many hearts I want to reach. And I’m just me, and I’m trying to use this electronic stuff and it does work to a certain extent, but it is not the same as being there, and sensing a person, and trying to get in where it seems impossible to go.”

5. What is she still thinking about doing? There are two events from exercise 1 that fit in her expectations. Identify them and copy the sentences that justify your answer in the spaces below:

Fact 1: _____ . Sentence: _____

Fact 2: _____ . Sentence: _____

6. Read Jane Goodall’s biography in the following link, and choose 3 important facts in her life.

Mention the fact, the year and how old she was then:

http://www.janegoodall.org/wp-content/uploads/2016_Bio_Standard_JaneGoodall.pdf

Year	Age	Fact

My progress

Evaluating what I learn

Este espaço é dedicado a sua autoavaliação. Abaixo, você encontra uma tabela com três possibilidades de resposta que significam:



O objetivo foi plenamente atingido



O objetivo foi parcialmente atingido



O objetivo não foi atingido



Os objetivos desta lição foram:

- 1. Aprender a falar sobre idade
- 2. Perguntar a idade de alguém e responder sobre sua idade

Marque suas respostas. Se voce acha que não atingiu os objetivos, ou que atingiu apenas em parte, apresente sua justificativa:

OBJETIVO				
1. Eu aprendi e agora sei falar sobre idade		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Eu consigo perguntar a idade de alguém e reponder sobre minha própria idade		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUSTIFICATIVA				

Agora analise seus pontos fortes e fracos durante esta lição e anote-os no espaço a seguir:



Foi fácil






Foi difícil

My progress

Evaluating the material

Este espaço é dedicado a avaliação do material preparado pelo seu professor. Abaixo, você encontra uma tabela com três possibilidades de resposta que significam:




-  Concordo plenamente
-  Concordo parcialmente
-  Não concordo



As diferenciações nesta lição foram:

- 1. Instruções em português e inglês
- 2. Escuta com/sem vídeo de acompanhamento
- 3. Leitura de Biografia simplificada/mais extensa

Marque suas respostas. Se você não concorda, ou concorda parcialmente, apresente sua justificativa:

OBJETIVO			
1. Eu consegui entender as instruções apenas em inglês	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. As instruções apenas em inglês contribuíram para o meu aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A escuta sem assistir ao vídeo não dificultou a compreensão das falas dos personagens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A escuta sem assistir ao vídeo contribuiu para o meu aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A leitura de biografia mais extensa não dificultou a procura pelas informações solicitadas no exercício	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A leitura de biografia mais extensa contribuiu para o meu aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUSTIFICATIVA			

WE CAN DO IT!



ENGLISH I

LESSON 4

“What do you do? Nowadays, we spend more time at work than we do sleeping, eating, resting, playing, or with our families. Work, for most of us, is the defining aspect of life and thus of our identity. When someone asks us ‘what do you do?’ we nearly always reply with our occupation.”

In this Unit you will:

- Learn how to talk about professions and occupations.
- Ask and answer about professions, occupations and places of work.

We can do it!

Talking about occupations and professions

Discuss with your teacher and class:

1. During an introduction, people may also talk about what they do. When someone asks what you do, what do you say? Do you usually mention:

- your profession?
- your education level?
- a position you occupy in a company?
- the place where you work?
- an activity you perform?



2. Can you remember the professions or occupations of the people in Lesson 1? Listen to them again and match the person to the activity:

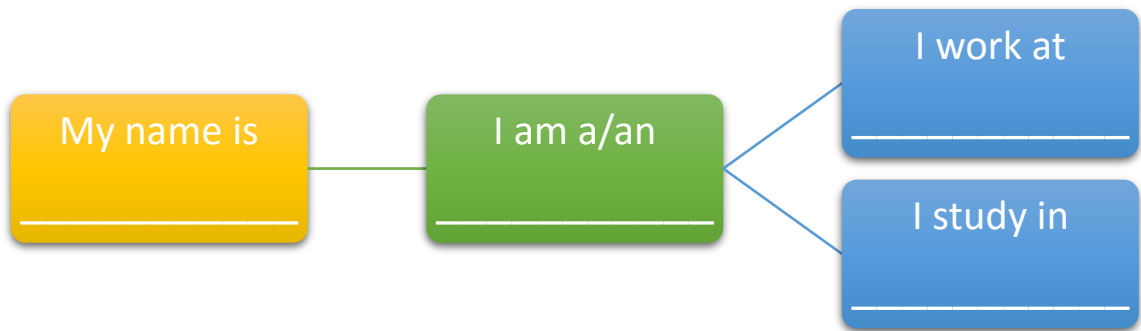
1. songwriter	2. social entrepreneur	3. writer	4. environmentalist	5. singer	6. human rights activist
7. actress	8. secretary	9. stand up comedian	10. bank manager	11. NGO director	12. lawyer

Activity matching exercise with portraits and name bubbles:

- Catherine Robinson** (orange bubble) with a blank box for matching.
- Sophie Maxwell** (yellow bubble) with a blank box for matching.
- Bryan Stevenson** (yellow bubble) with a blank box for matching.
- Cameron Diaz** (green bubble) with a blank box for matching.
- Jane Goodall** (green bubble) with a blank box for matching.
- Runa Kahn** (teal bubble) with a blank box for matching.
- Ban Ki-moon** (grey bubble) with a blank box for matching.
- Muhamad Yunus** (blue bubble) with a blank box for matching.

3. Can you name other professions or occupations in English? With your classmate, list as many as you can:

4. What about yours? What do you do? Fill the blanks with information about yourself.



5. Roleplay:

Get together in groups of three. Pick up a card. Greet your classmates, say your name and use the information from the card.

Doctor
City Hospital

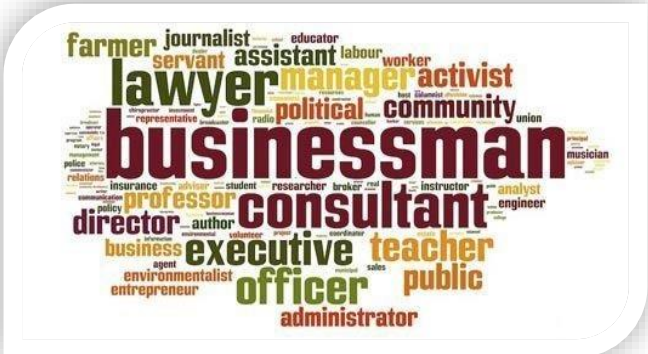


Guessing Game

What is my profession?

Instructions:

1. Get together in groups of 3 or 4.
2. One student picks up a card.
3. The other students ask the questions below and try to find out student one's profession



Questions

1. Do you work with other people?
2. Do you work outside?
3. Do you work at night?
4. Do you wear a uniform?
5. Do you travel?
6. Do you work on weekends?
7. Do you need a university degree for your job?
8. Is your job dangerous?
9. Do you use a computer?
10. Do you need special equipments or tools?
11. Do you have to sleep at work?
12. Do you drive?
13. Do you sit at a desk?
14. Is your job difficult?
15. Is your job interesting?



Add other questions: Do you...? Is your job....?

1. _____	?
2. _____	?
3. _____	?

You are a / an _____

Research Project

Social projects

1. Read the definition of social project and check:

Which of the following IS NOT an objective of a social project?

- () Promote community improvement
- () Help people improve their lives
- () Get money
- () Help people exposed to social vulnerability
- () Protect animals and the environment

“Social projects are carried out by individuals or groups of people working together for the good of others, their communities and the society and not for profit”

Read what Sophie Maxwell says about her social project:



“Hi everyone, my name is Sophie Maxwell, I’m 27 years old. I’m from the UK, and I run a social enterprise called the Really NEET Project, for young people that are not in employment, education or training. A lot of those young people are homeless, on probation or young parents. And I’d say I’m quite a lively character, and I like to do, to feel like I’m giving back in life, and changing lives. That’s what drives me.”

2. The Really NEET Project fits into two objectives from exercise 1. Identify them and copy parts of Sophie’s speech that justify your answer:

Objective	Sophie’s speech

3. Visit The Really NEET Project website in the address bellow, choose one of the four projects described and explain (IN PORTUGUESE) what they do:

<http://reallyneet.co.uk/schools-and-colleges/projects/>




Project name: _____

What they do: _____

My progress

Evaluating what I learn

Este espaço é dedicado a sua autoavaliação. Abaixo, você encontra uma tabela com três possibilidades de resposta que significam:




-  O objetivo foi plenamente atingido
-  O objetivo foi parcialmente atingido
-  O objetivo não foi atingido




Os objetivos desta lição foram:

- 1. Aprender a falar sobre profissões e ocupações
- 2. Perguntar e responder sobre profissões, ocupações e local de trabalho.


Marque suas respostas. Se voce acha que não atingiu os objetivos, ou que atingiu apenas em parte, apresente sua justificativa:

OBJETIVO				
1. Eu aprendi e agora sei falar sobre profissões e ocupações		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Eu consigo perguntar a profissão ou ocupação de alguém e reponder sobre minha própria profissão ou ocupação.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUSTIFICATIVA				

Agora analise seus pontos fortes e fracos durante esta lição e anote-os no espaço a seguir:



Foi fácil






Foi difícil

My progress

Evaluating the material

Este espaço é dedicado a avaliação do material preparado pelo seu professor. Abaixo, você encontra uma tabela com três possibilidades de resposta que significam:




-  Concordo plenamente
-  Concordo parcialmente
-  Não concordo



As diferenciações nesta lição foram:

- 1. Instruções em português e inglês
- 2. Exercício de marcar/relacionar a ocupação com o personagem.
- 3. Trabalho conjunto: duplas/grupos
- 3. Busca de informações em web page. Identificar informações/descrever

Marque suas respostas. Se você não concorda, ou concorda parcialmente, apresente sua justificativa:

OBJETIVO			
1. Eu consegui entender as instruções apenas em inglês	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. As instruções apenas em inglês contribuíram para o meu aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. O exercício de relacionar a ocupação ao personagem a partir de sua fala não foi difícil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. O exercício de relacionar a ocupação ao personagem a partir de sua fala contribuiu para o meu aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Eu gostei de trabalhar com um colega que tem um pouco menos de conhecimento do que eu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Eu senti que conseguir colaborar com o aprendizado do meu colega	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. A pesquisa na web page com finalidade de descrição de um objetivo dos projetos não foi difícil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. A pesquisa na web page com finalidade de descrição de um objetivo dos projetos não foi difícil contribuiu para o meu aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUSTIFICATIVA			

PEOPLE WE LOVE



ENGLISH I

LESSON 5

“A family is a place where minds come in contact with one another.” - Buddha.
Family isn't always blood. It's the people in your life who want you in theirs. The ones who accept you for who you are. The ones who would do anything to see you smile, and who love you no matter what.

In this Unit you will:

- Learn how to talk about your marital status
- Learn how to talk, ask and answer about your family

People we love

Talking about family and friends

1. Discuss with your teacher and class:

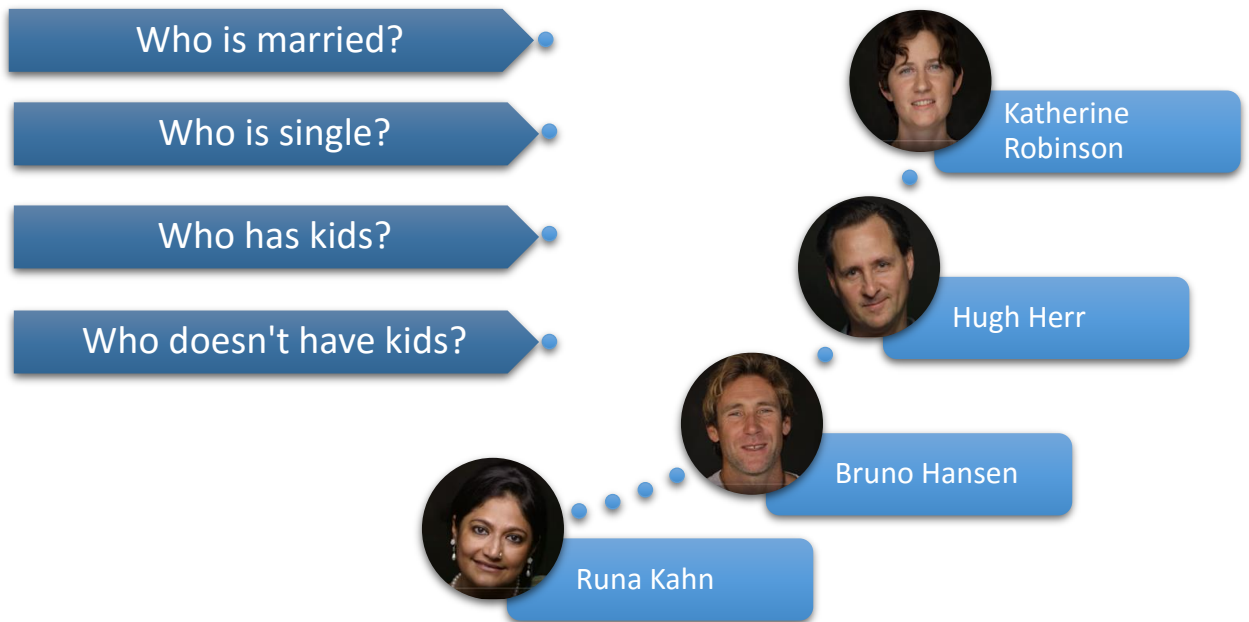
Is your family big?

When you introduce yourself to someone, you mention:

- Your marital status?
- The size of your family?
- People who you live with?



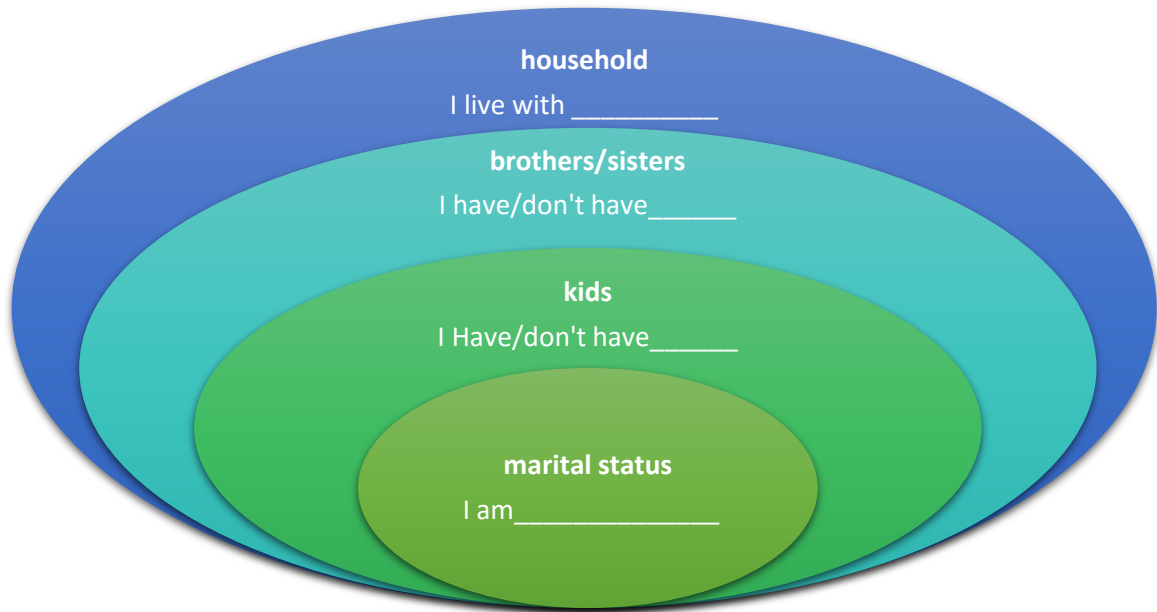
2. What do the people from Lesson 1 say about their families? Listen to them and link:



3. Hugh Herr is the person who gives more details about people in his family. Listen to him again and check what kind of information he gives:



4. What about you? Complete the blanks below with information about yourself. Get together with a classmate and tell him/her about you and your family:



5. Find out a bit more about your classmate's family. interview each other and complete the chart:

	Name	Age	occupation
Father			
Mother			
Sister(s)			
Brother(s)			
Wife/husband partner			
Children			

Language hints

- What is your father's/mother's/wife's/husband's/ name?
- Do you have brothers and sisters?
- How old is he/she?
- What does he/she/ do?

Information gap

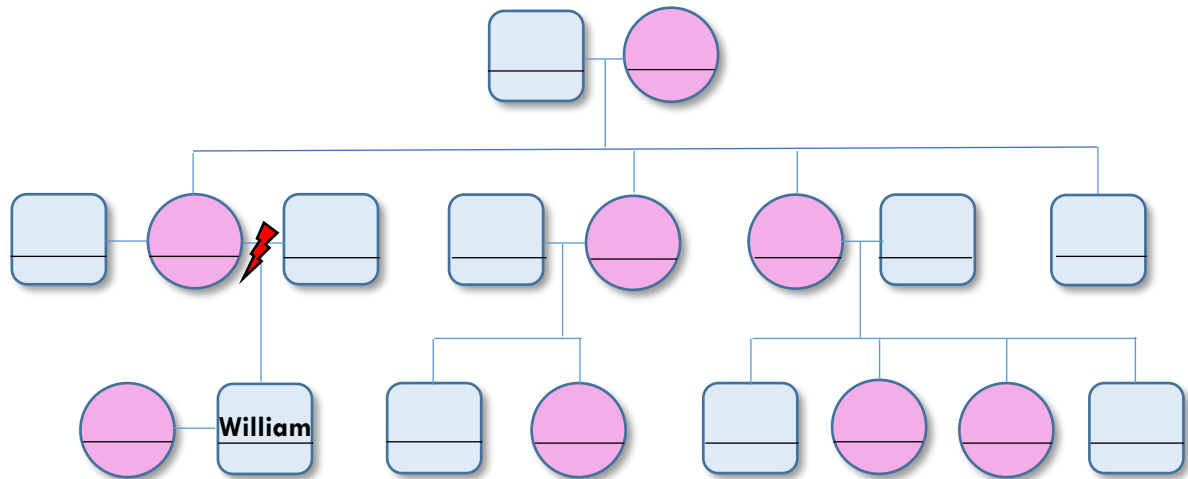
Who is who in the family?

Instructions:

1. Work in pairs.
2. One student works with Family A's tree. The other works with Family B's
3. Take turns reading the cues to each other and find out who is who in each family



Family A's tree



Family B's facts

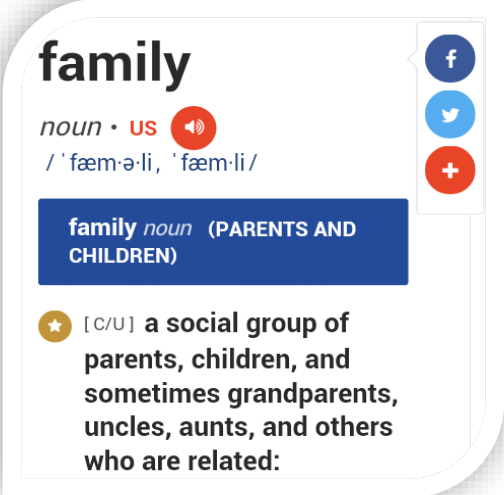

1. Ian is Mathew's father	2. John is Ian's brother
3. John is married	4. Janet is John's wife
5. Carmel and Liz are John's nieces	6. Robin is John's nephew
7. James is Carmel's husband	8. Paul is James and Carmel's son
9. Steve is Paul's grandfather	10. Rebecca is Mathew's aunt
11. Rachel is Mathew's wife	12. Emily is Paul's cousin
13. Jane is Emily's grandmother	14. Jean and Dick are Mathew's grandparents
15. Jean and Dick are divorced	16. Max is Jean's boyfriend

Exercise adapted from: <http://ilonalebedovych.ucoz.net/family-tree-game.pdf>


Research Project

Families today

1. Read these two definitions of “family”:

1. Cambridge Dictionary	2. Love to know.com
 <p>family noun · US / 'fæm-ə-li, 'fæm-li/ family noun (PARENTS AND CHILDREN) ★ [C/U] a social group of parents, children, and sometimes grandparents, uncles, aunts, and others who are related:</p>	 <p>Meaning of Family By Michelle Blessing Mental Health Professional "Two or more people who share goals and values, have long-term commitments to one another and reside usually in the same dwelling"</p>
<p>http://dictionary.cambridge.org/us/dictionary/english/family</p>	<p>http://family.lovetoknow.com/about-family-values/meaning-family</p>

Mark **1** if the idea is in accordance to Cambridge Dictionary definition and **2** if it is in accordance to Love to Know:



- Two men or two women can make a family
- Family is made of blood ties
- Family is a couple (mother and father) and their kids
- A single mother with her baby is also a family

3. Read what Katherine Robinson say about her.

"I do not have any kids, I'm single, that sounds a little pathetic, but I know."



Five facts about the modern American family are described by the Pew Research Center. Visit their website in the address below and read facts number 1 and 2. Do you think that Katherine fits in that profile? Answer Yes or No and explain why:

<http://www.pewresearch.org/fact-tank/2014/04/30/5-facts-about-the-modern-american-family/>

<p>YES ()</p>	<p>Why? _____ _____</p>
<p>NO ()</p>	<p>_____ _____</p>

My progress

Evaluating what I learn

Este espaço é dedicado a sua autoavaliação. Abaixo, você encontra uma tabela com três possibilidades de resposta que significam:



O objetivo foi plenamente atingido



O objetivo foi parcialmente atingido






O objetivo não foi atingido



Os objetivos desta lição foram:

- 1. Aprender a falar sobre estado civil
- 2. Aprender a falar, perguntar e responder sobre sua família.

Marque suas respostas. Se voce acha que não atingiu os objetivos, ou que atingiu apenas em parte, apresente sua justificativa:

OBJETIVO				
1. Eu aprendi e agora sei falar sobre meu estado civil		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Eu consigo falar sobre a minha família. Eu consigo perguntar sobre a familia de alguém		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUSTIFICATIVA				

Agora analise seus pontos fortes e fracos durante esta lição e anote-os no espaço a seguir:



Foi fácil






Foi difícil

My progress

Evaluating the material

Este espaço é dedicado a avaliação do material preparado pelo seu professor. Abaixo, você encontra uma tabela com três possibilidades de resposta que significam:




-  Concordo plenamente
-  Concordo parcialmente
-  Não concordo



As diferenciações nesta lição foram:











- 1. Instruções em português e inglês
- 2. Exercício de identificar frases faladas pelos personagens/relacionar informação.
- 3. Trabalho conjunto: duplas/grupos
- 4. Busca de informações em web page. Identificar informações/dar opinião

Marque suas respostas. Se você não concorda, ou concorda parcialmente, apresente sua justificativa:

OBJETIVO			
1. Eu consegui entender as instruções apenas em inglês	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. As instruções apenas em inglês contribuíram para o meu aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. O exercício de relacionar a informação ao personagem a partir de sua fala não foi difícil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. O exercício de relacionar a informação ao personagem a partir de sua fala contribuiu para o meu aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Eu gostei de trabalhar com um colega que tem um pouco menos de conhecimento do que eu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Eu senti que conseguir colaborar com o aprendizado do meu colega	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. A pesquisa na web page com finalidade de dar minha opinião não foi difícil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. A pesquisa na web page com finalidade de dar minha opinião não foi difícil contribuiu para o meu aprendizado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUSTIFICATIVA			

Vídeos

As entrevistas em vídeo usadas neste material podem ser conferidas na íntegra nos seguintes links:

-  1. Katheine Robinson
<https://www.youtube.com/watch?v=RI9wZ6f4TQU>
-  2. Sophie Maxell
<https://www.youtube.com/watch?v=qrNQEpTfius>
-  3. Bryan Stevenson
<https://www.youtube.com/watch?v=cZNvZIM1vk4>
-  4. Cameron Diaz
<https://www.youtube.com/watch?v=e-HvL3TSf-8>
-  5. Hugh Herr
<https://www.youtube.com/watch?v=LDXE9T3smfM>
-  6. Bruno Hansen
https://www.youtube.com/watch?v=2Z26ye_7G2M
-  7. Jane Goodall
<https://www.youtube.com/watch?v=99gJKzINNow>
-  8. Runa Kahn
<https://www.youtube.com/watch?v=0KKF8pQLNEo>
-  9. Bahn Ki-moon
<https://www.youtube.com/watch?v=aPEsizgs2mg>
-  10. Muhammad Yunnus
<https://www.youtube.com/watch?v=WtfWbjEDkLg>

Imagens

As imagens usadas neste material foram obtidas nos seguintes links:

Greetings

<http://free-extras.com/images/hello-1769.htm>

Introductions

<https://i.ytimg.com/vi/qaKDfczomIE/maxresdefault.jpg>

Keep calm and introduce yourself

<http://sd.keepcalm-o-matic.co.uk/i/keep-calm-and-introduce-yourself-22.png>

World Hello Day

<https://englishcornercolegioarturosoria.files.wordpress.com/2013/11/world-hello-day-silhouette-pixmac-illustration-12015646.jpg>

Where in the world stamp

<http://www.myjcpl.org/sites/default/files/images/post/2012/09/world-stamp.jpg>

<http://www.myjcpl.org/teens/blog/2012/09/where-in-the-world-are-you-from>

Where in the world

<http://snowfinel.co.uk/wp-content/uploads/2014/09/title-image.jpg>

evaluation

<http://www.brodskyresearch.com/the-five-warning-signs-of-eau-evaluation-as-usual.html/>

<http://www.brodskyresearch.com/wp-content/uploads/Evaluation-Check-List.jpg>

Smiles

<https://www.presenting-yourself.com/business-presentation-skills/dont-bother-apologies-youre-always-late-longwinded/>

My community

<http://mycommunity.org.uk/>

http://mycommunity.org.uk/wp-content/uploads/2016/07/neighborhood_tilt_shift_by_spence122-d6uajiv-370x210.jpg

Community 1

<https://libre.life/co/en>

Rosie the Riveter

<http://cdn.history.com/sites/2/2014/02/We-Can-Do-It-Rosie-the-Riveter-Wallpaper-2-AB.jpeg>

Women working

<http://bangordailynews.com/2010/08/30/news/sign-of-the-times-women-at-work-in-lincoln/>

Old and young

<https://ralphiesportal.me/2011/11/20/youngold/>

<https://ralphiesportal.files.wordpress.com/2011/11/oldyoung.jpg>

truck driver

<https://www.mitchgrissim.com/truck-driver-charged-with-aggravated-assault-after-using-his-18-wheeler-as-a-weapon/>

<https://www.mitchgrissim.com/truck-driver-charged-with-aggravated-assault-after-using-his-18-wheeler-as-a-weapon/#post/0>

sand glass

<http://wallpapercave.com/w/AYQhetv>

old couple

<https://www.theatlantic.com/business/archive/2015/06/ideal-retirement-age-work/396464/>
https://cdn.theatlantic.com/assets/media/img/mt/2015/06/RTR3CJ16/lead_large.jpg?1434988822

Guessing game – Reporter

<https://pt.wikipedia.org/wiki/Rep%C3%B3rter#/media/File:Reporter.jpg>

Workers

<http://www.expatsinmexico.com/how-to-integrate-into-your-new-job-in-mexico/>
<http://www.expatsinmexico.com/wp-content/uploads/2016/08/move-work-overseas-permits-professions-jobs.jpg>

Professions

http://www.huffingtonpost.ca/alison-loat/politicians-careers_b_878836.html
<http://i.huffpost.com/gen/294234/POLITICAN-DIVERSITY.jpg>

Nurse

<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>
<https://www.bls.gov/ooh/images/15435.jpg>

Fire fighter

<http://setelagoas.com.br/noticias/cidade/36172-ibrav-treinamentos-realiza-curso-de-bombeiro-profissional-civil-em-sete-lagoas>
<http://setelagoas.com.br/images/stories/16/novembro/Cidades/bombeiro-civil-16.jpg>

Capa final

<http://media.npr.org/assets/artslife/books/2010/06/globish/globe-69261e51fb5db977b685adb43b2efbbfa7d69d36-s300-c85.jpg>

Family

<http://www.clicsoledade.com.br/clicnews/?pg=ler&id=4055>
<https://www.google.com.br/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwivnaP08aTUAhUES5AKHWIDBvIQjBwIBA&url=http%3A%2F%2Fwww.clicsoledade.com.br%2Fuploads%2Fnoticias%2F4055%2F1304362214.jpg&psig=AFQjCNHd6-yZYBEeLMXbhSdDF8Uqp8aEYw&ust=1496689437021779>

Family 2

<https://www.kaplaninternational.com/blog/talking-about-your-family-english>

Family – tree

http://az616578.vo.msecnd.net/files/2016/07/03/636031539328703818-655738028_family-027.jpg.png

Family tree words

<https://wgp-cdn.co.uk/FTRE/jpg/Family-Tree-logo-32683/>

Family tree info gap

https://image.freepik.com/free-vector/family-tree_23-2147512823.jpg