unipampa

Universidade Federal do Pampa

Class 9 (9º ano) - Ensino Fundamental
Língua Adicional/Inglês

Didactic Unit

MIRROR, MIRROR OF MINE... WHAT'S UP?

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Para acessar o conteúdo completo desta pesquisa, leia o QRCode.

De Market Place Designers

Aulas práticas de inglês como língua adicional na perspectiva do Letramento Crítico e da Sala de Aula Invertida

Por Wiguna de Pexels

Por aAgung Pandit Wiguna de Pexels

Algumas palavras a você, caro (a) docente...

É um grande prazer compartilhar com vocês este material educativo, adaptado para o ensino remoto! Nele, busquei trazer contribuições para um ensino de inglês contextualizado, dinâmico e significativo, trazendo oportunidades para os discentes de um 9º ano do EF, de uma escola municipal, a serem mais do que expectadores nas aulas, mas, sim, serem produtores e autores de sua própria história e vivência no decorrer do processo de aprendizagem.

Para isso, recorri a pressupostos teóricos e metodológicos no Mestrado Profissional em Ensino de Línguas a fim de nortear a elaboração deste material em um ensino de inglês na concepção de Língua Adicional (LA). O incentivo a você, docente, é dar aulas em que os discentes façam uso contínuo desta língua como já inserida ao seu cotidiano, a fim de compreender as relações de seu contexto com outras realidades e ser capaz de agir de forma autônoma. Partindo de temas que coincidam com os seus interesses e suas necessidades, são oportunizados momentos para o pensamento crítico e construção do conhecimento do inglês junto a você, docente.

Como resultado, este material permeia um tema, o Autoconhecimento, o qual também é contemplado como uma das dez competências da Base Nacional Curricular Comum (BNCC) para a formação cidadã. Este tema foi dividido em três temáticas: Identidade, Diversidade Cultural e Futuro, com a intenção de envolver os discentes em coisas simples e do cotidiano deles, mas que extraiam sensações, emoções e pensamentos latentes, possibilitando um desenvolvimento considerável em seu senso crítico e em sua vida cidadã.

Como segmento, o material foi projetado na abordagem do Letramento Crítico (LC). Mas, o que é Letramento Crítico? São práticas de leitura voltada aos questionamentos, aos desafios e para momentos de diálogo durante as aulas de inglês; voltada à funcionalidade da língua em contextos específicos, neste caso, o ensino de inglês como LA. Esta abordagem crítica oportuniza aos discentes desenvolverem seu lado perceptivo e reflexivo de forma natural em sua aprendizagem (JORDÃO, 2013; MONTE-MÓR, 2014).

Contudo, para se contemplar estas duas propostas de um ensino de inglês como LA, associado ao LC no ensino remoto, foi necessário adotar uma metodologia ativa de ensino híbrido, a Sala de Aula Invertida (SAI) (BERGMANN; SAMS, 2016) que possibilitou a flexibilização do tempo e organização dos espaços de aprendizagem dos discentes entre as aulas presenciais e atividades que podem ser feitas fora da sala de aula durante o período letivo. Além disso, esta proposta visa movê-los para uma nova rotina de estudos e incentivá-los a buscar seu próprio conhecimento. Por isso, o material está dividido em 12 etapas (stages), sendo 4 para cada temática.

Uma das características importantes para gerir as aulas assíncronas são os vídeos produzidos (Português/Inglês) pelo próprio docente, que funciona como uma ponte de acessibilidades e servem de aporte aos discentes para recorrerem às explicações dos conteúdos sempre que assim o desejarem, e, servindo de aporte para os estudos prévios dos discentes. Além disso, o material traz sugestões e atividades que incentivam os discentes a produzirem seus próprios vídeos, como um estímulo para desenvolver suas habilidades comunicativas nas aulas de inglês.

Por fim, ao trazer este material para o *Canva*, trago a você, colega, uma ideia a mais que pode servir de estímulo para outras elaborações em seu material didático, também em um contexto presencial. Você vai poder apresentar *designs* criativos e interativos que podem inspirar os discentes a buscar outros conteúdos na plataforma, como por exemplo, os *Storyboards*, para suas produções autorais, reunindo todas as suas percepções sobre as temáticas estudadas e desenvolver neles outras habilidades, como a Cultura Digital, contemplada na BNCC (2018) e requisitada para a realidade de ensino remoto.

A autora.

APRESENTAÇÃO

Sejam bem-vindos e bem-vindas!!!

Caros alunos e alunas,

Por Garon Pecel de Pexels

Por que o autoconhecimento é importante para vocês, jovens? “Quem sou eu? O que me torna especial, um ser humano único, diferente dos outros? O que eu quero da minha vida presente e futura?” - são algumas das questões que acompanham o autoconhecimento. O autoconhecimento significa que você é capaz de entender emoções, crenças, traços, motivação e perceber como eles afetam sua personalidade e sua vida futura. Ele pode levá-lo à autorreflexão e desenvolver sua autoestima. Essas qualidades permitem enfrentar situações adversas e desafiadoras em todas as fases da sua vida. Interessante, não é? Portanto, vamos falar sobre esses tópicos nas aulas de inglês de maneira prática e dinâmica, com atividades e tarefas projetadas para ambientes de aprendizado diferenciados. De acordo com cada seção, haverá momentos para pensar, falar, ler e escrever sobre o tema tanto em português quanto em inglês. Por isso, uma dica: Façam perguntas. Deem suas sugestões e contribuições ao longo das temáticas! Sua participação é vital!

A PROFESSORA

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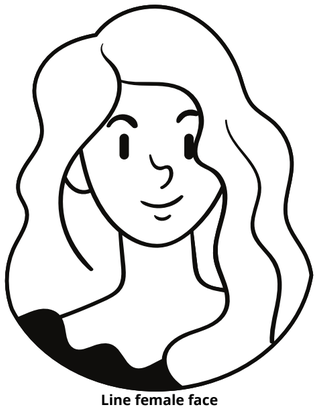


Line female face

PREFÁCIO
(FOREWORD)

Quando temos aulas em que aprendemos uma língua a partir de assuntos que nos interessam ou que estão mais próximos de nossa realidade, de uma forma que faça sentido, há um potencial de nos lembrarmos dela por muito mais tempo, e de a usarmos em vários contextos quando necessário, não acha? Dessa forma, as aulas de inglês são dispostas não apenas para ler e traduzir palavras fora da sua realidade, mas para aprenderem a usar esta língua que de muitas maneiras já faz parte de seu cotidiano (como apresentado em games, músicas, filmes, slogans em camisas, outdoors, redes sociais, dentre outros).

Canva Originals

Canva Originals

E, como novidade, estão dispostas de uma forma que tenham mais tempo para interagirem com as aulas de inglês sem perder a sequência entre uma aula e outra. Nestes momentos, ícones são utilizados para ajudá-los na identificação entre uma aula e outra, tais como representadas abaixo:

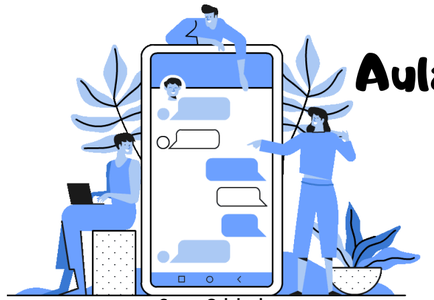
Canva Originals

Aula Assíncrona

Vector Image

Aula Síncrona

Com esta finalidade, alguns recursos digitais, que já são comuns para a maioria de vocês, tais como os celulares, uma ferramenta interativa como o Whatsapp e algumas plataformas tais como o Canva e o Google Meet, são utilizadas como ferramentas ao longo da Unidade Didática a fim de dar acesso e vazão à criatividade de vocês nas atividades propostas entre as aulas síncronas e assíncronas, sem falar da possibilidade de interação coletiva nos designs. Então, convido-os a embarcar comigo neste novo formato de se ensinar e aprender inglês!



Aula assíncrona

STAGE I

WHO AM I?

In this stage, let's ...

- Talk about yourself (in Portuguese): Name; Age; A dream; An emotion.
- Understand the relationship between ***Whatsapp*** and ***What's up.***
- Reflect with the classmate how the theme is related to knowing yourself.
- Introduce the notion of the Autobiography genre.
- Expand your vocabulary.

Por Mentadigt de Pexels

Arrow Shapes Simple icon

I) Watch at the video “Who Am I?" (in Portuguese):

Elaborado pela própria autora

Girl with book

2) Read the text below:

WhatsApp is a multiplatform instant messaging and voice calling app for smartphones. In addition to text messages, users can send images, videos and PDF documents, as well as make free calls via an internet connection.

pt.wikipedia.org › wiki › WhatsApp

Whatsapp Icon

What does WHATSAPP mean in English?

The "app" is an abbreviation of the English word "application". It is a program. So, this app that we use to send messages through the internet is a “program” installed on the cell phone. In the English language there is the expression *what's up* (full form without contraction: *what is up*). It means:

1-*what's going on?*

2- *what's up?*

- *what is it?*

Pun= *noun* jogo de palavras, trocadilho

In this way, a *pun* was made for the name of the application that took part of the expression *what's up* forming the name of your application (app): *whatsapp*.They are not identical, they are somewhat similar .

Fonte: https://inglesnoteclado.com.br

Pencil Icon

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

) In this section, leave your comments in your notebook and in the Whatsapp group about:

a) Was the teacher's video helpful?

Yes ( ) If so, give a reason:

No ( ) If it was not, give suggestions:

b) According to the texts above, write in a few words what ***Whatsapp*** is and its link with the expression ***what's up.***

c) On the introductory cover, what does the "***Mirror, mirror of mine ... What's up?***" expression make you think about your identity?

d) Do you agree that knowing yourself can help you both in your present and future life?

Yes ( ) If so, write at what a moment can that occur:

No ( ) If it was not, give a reason:

Girl with book

4) Read the definition about Autobiography:

synonym: memoir

Autobiography is a type of literary genre that constitutes a personal narrative and its most significant feature is the insertion of the writer himself/herself as the main character. Writing an autobiography implies a literary and not historical or documentary pact, because sometimes the narrative presents a memorialistic rescue (based on reality) and sometimes it builds the plot with the threads of fiction.

For this reason, autobiographies can take on various formats such as diaries, memories, poems, songs, scripts, letters, among others. The biographical character of the work does not happen in its formatting, but in its linguistic elements. Usually the narration is done in the first person singular and addresses intimate and personal issues.

https://www.infoescola.com/generos-literarios/autobiografia

5) Complete the gaps according to the text "Autobiography":

Pencil Icon

a) ___is a type of literary genre that constitutes a ___ and its most significant feature is the insertion of the writer himself as the main ___.

b) The Autobiography can include both ___ and ___.

c) Because sometimes the narrative presents a ___ (based on reality) and sometimes it builds the plot with the threads of ___.

d) The various formats of autobiographies can be ___.

e) Usually the narration is done in the ___ person singular and addresses ___ and ___issues.

Esta atividade é essencial para a próxima aula aula presencial.

Whatsapp Icon

In the Whatsapp group, introduce yourself through a video in Portuguese. Follow the example:

O diálogo deve ser registrado no caderno

6) YOUR TURN!

Meu nome é...
Tenho ... anos de idade.
Meu sonho é ...
Estou me sentindo....neste momento.

IPad Icon

Magnifying glass

7) Let's check your videos and recorded in our previous class in the Summary Sheet:

Video: "Who Am I?" (part one)

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

- Name: _____
- Date: ____12_/__01____/___2020___
- Grade: __9_th
- According to the text about Autobiography, write a feature that defines your introduction in the video :

  _____
- What other elements could you include in your introduction?

  _____
- What could you do to improve your introduction?

  _____
- Video lenght: _____ : _____ (minutes/seconds).
- Rate your video:

😃 🙂 🤨

- ( ) Great ( ) Cool ( ) I can do better

Pencil Icon

LET'S GO...

7) Read the text about Whatsapp and invite one of your classmates to find out NEW WORDS or EXPRESSIONS. Make use of the dictionary.

a) "as well as"- assim como

b)

c)

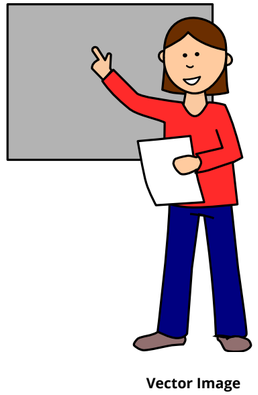
d)

e)

f)

g)

h)



Vector Image

Aula síncrona

STAGE 2

WHO AM I?

In this stage, let's ...

- Discuss with your classmate the importance of introducing yourself well as part of self-knowledge.
- Develop reading, writing, and speaking skills in English.
- Develop a sense of self-evaluation.

Arrow Shapes Simple Icon

Distill Video de Pixabay

I) When you talk about yourself, this can indicate your level of self-knowledge.

Girl with book

Read the text below:

(...) ***Self-knowledge*** is a strong need that only a human being can experience. This is a process of the identification of potential and real opportunities, personal and intellectual qualities, character traits and person`s relationships with others. (...) the ability to evaluate yourself, take an honest look at yourself and treat yourself as a cognitive object. Most psychologists distinguish the following basic features of ***self-knowledge***:

- (It) is a psychic component and a basis of a healthy person.
- (It) helps to maintain the harmony with the outside world within yourself.
- (It) is a way of personal growth and self-realization.

https://www.codeofliving.com/self-knowledge-is-the-beginning-of-self-improvement/

Brain and Head Icon

a) What is self-knowledge for you?

b) Do you agree with the definition of self-knowledge presented in the text?

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

c) How can self-knowledge help you to introduce yourself in, for example:

- **A meeting?**
- **A date?**
- **A job interview?**

d) Do you think self-knowledge can help you improve your self-esteem in the face of crises or challenges? How?

) In your notebook and in the Whatsapp group, leave your comment about the class you just watched:

Pencil Icon

a) Was the class helpful?

Yes ( ) If so, give a reason:

No ( ) If it was not, give suggestions:

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

LET'S GO...

4) Write some words or some expressions in English you have learned in this class:

1)

2)

3)

4)

5)

Godisable Jacob de Pexels

STAGE

WHO AM I?

At this stage, let's ...

- Introduce the LinkedIn as a professional social network.
- Expand your vocabulary from the texts and the short videos.
- Develop your reading, writing and speaking skills in English.
- Make a self-evaluation through summary sheets.

Arrow Shape Simple Icon

I) Watch at the video “Who Am I? " (in English):

Pencil Icon

2) In this section, leave your comment, answering the questions below in our Whatsapp group about:

a) Was the teacher's video helpful?

Yes ( ) If so, give a reason:

No ( ) If it was not, give suggestions:

b) Do you agree that introducing yourself in English can help you now and in the future?

Yes ( ) If so, when it can happen:

No ( ) If it was not, give a reason:

c) Are there patterns for taking a selfie? Why?

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

Arrow Shape Simple Icon

) Additional Guidances ...

4) Before making your video presentation:

Girl with book

Read the text below.

And...

Pencil Icon

Write the key words that summarize the text in the

Balloons

IPad Icon

Seven tips for making a Storyboard of work selvies

por JULIANA PIXININE
Para o TechTudo

Curved Arrow

Apesar de as *tips* serem direcionadas para a selfie, elas também podem servir para orientar na elaboração dos vídeos!

LinkedIn is the largest social network for professional and vacancy matters in the world. In it, one of the ways to create a good impression is to *choose a good photo for your profile.* The image will compose your professional brand and can help when your resume is being analyzed. Check out the list with seven tips gathered by the LinkedIn team to take the perfect selfie and look more professional on the social network.

NOTE: https://www.techtudo.com.br/dicas-e-tutoriais/noticia/2013/01/como-integrar-o-linkedin-a-outras-redes-sociais.html

por JULIANA PIXININE
Para o TechTudo

TIP ONE

White Wall or Clear Wall

Speech Bubble Simple Icon

O TIP ONE está feito como exemplo.

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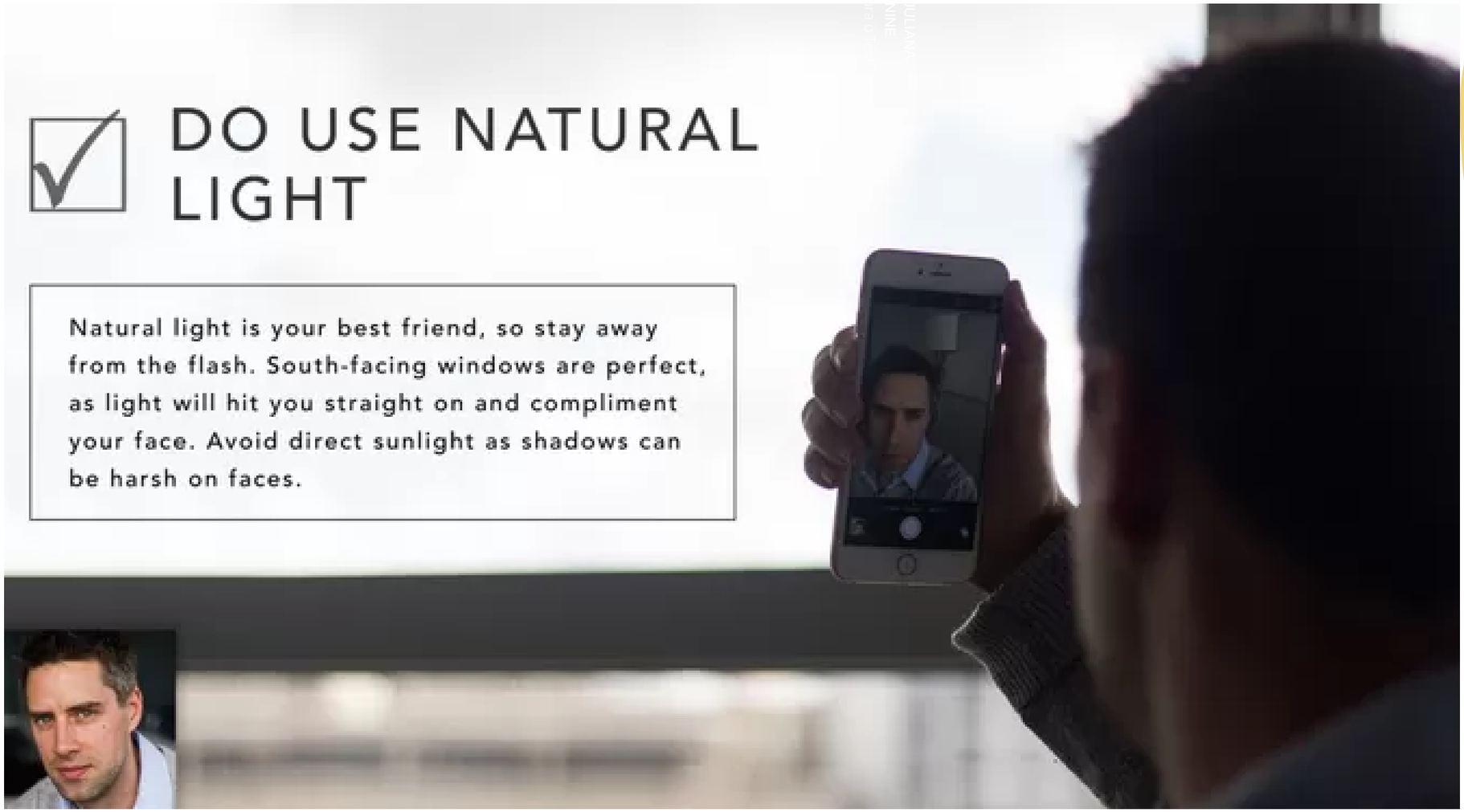
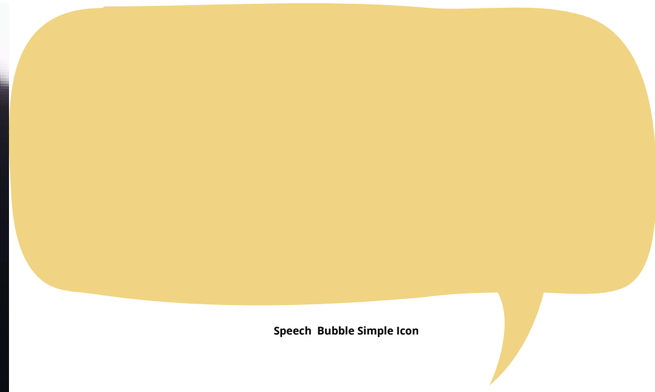
TIP TWO





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TIP THREE

DO USE THE RIGHT CAMERA

DSLRs or phones both work well. If you're using a smartphone, make sure it's a fairly recent smartphone. Find a makeshift tripod (a wall or book shelf) to avoid a selfie arm. Remember to use the front-facing camera.

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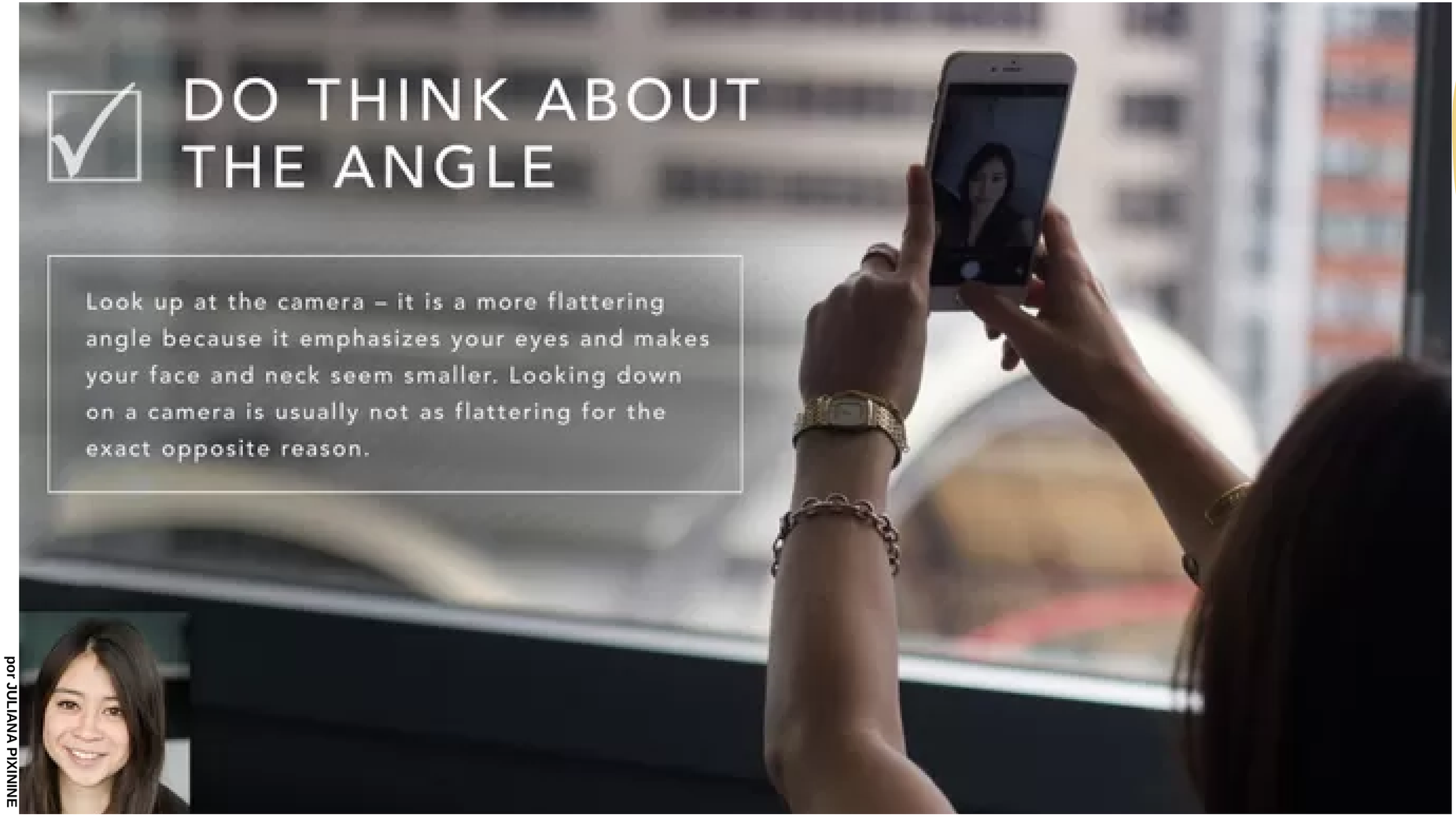
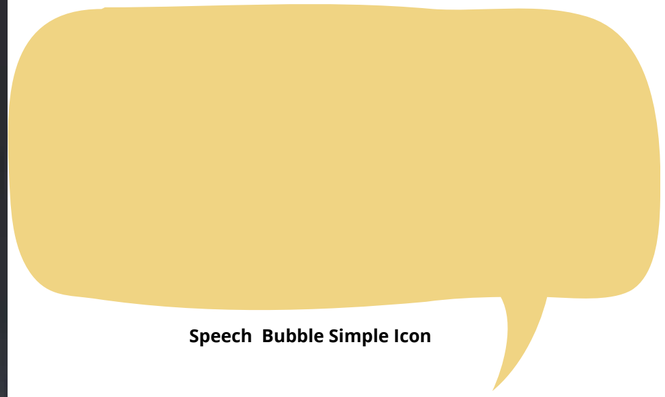
Speech Bubble Simple Icon

TIP FOUR





Speech Bubble Simple Icon

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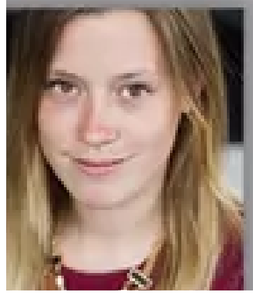
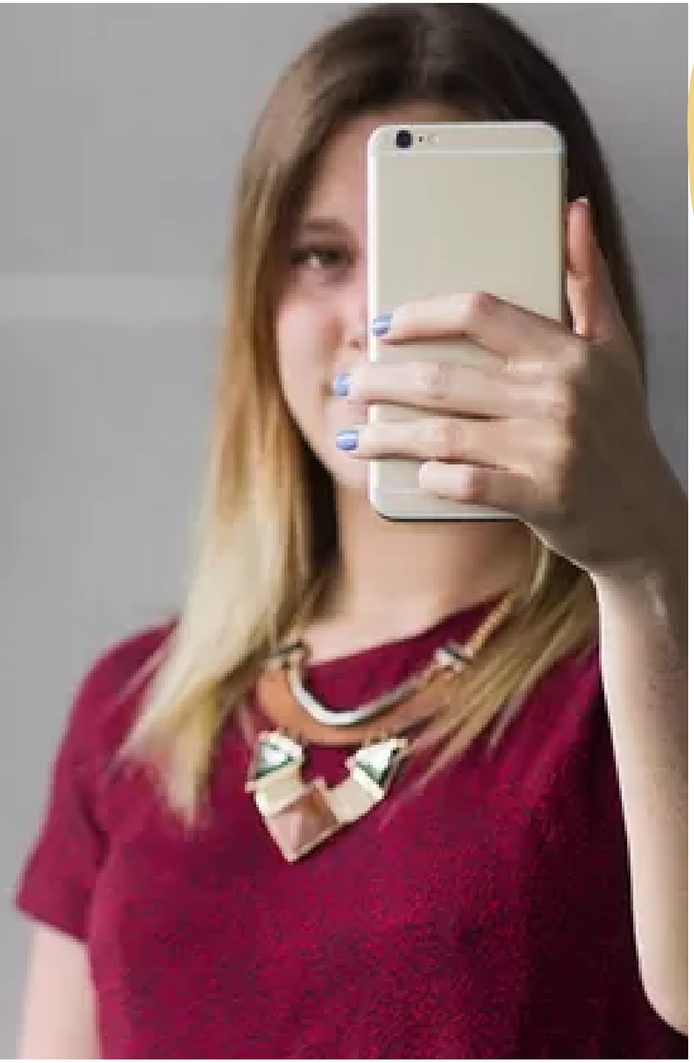
Para o TechTudo

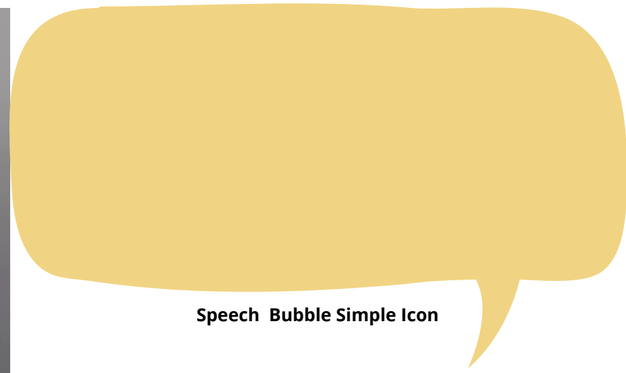
TIP FIVE

DO THINK ABOUT WHAT YOU'RE WEARING

Head and shoulders make the best #workselfie, which means an off-the-shoulder top might not be the best. You don't want anything too distracting – but don't be afraid to wear colour.







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TIP SIX

DON'T CENTER YOURSELF

The best photos follow the rule of thirds. This means that your eyes should be one third of the way down from the top of the photo and off to one side. Leave plenty of distance between yourself and the lens so you can crop the picture later.

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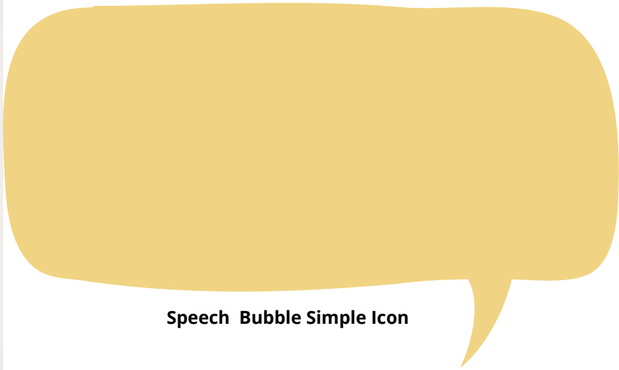
Para o TechTudo

Speech Bubble Simple Icon

TIP SEVEN

DON'T DO A CLICHÉ SELFIE

Duckface, pouting, sparrow face, fishlips, belfie, the bed, the bathroom, the restaurant, the seatbelt, the gym. Just some of the selfies that don't have a place on your LinkedIn profile. Show your natural self by relaxing your face and expression.



Speech Bubble Simple Icon

por JULIANA PIXININE
Para o TechTudo

Pencil Icon

LET'S GO...

5) Read the texts about Linkedin and the tips for making a sotryboard of work selvies and invite your classmate to find out **NEW WORDS** or **EXPRESSIONS**. Make use of the dictionary.

a)

b)

c)

d)

e)

f)

g)

h)

Whatsapp Icon

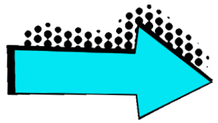
O diálogo em inglês deve ser registrado no caderno

In the Whatsapp group, introduce yourself through a video in English. Follow the example:

6) Your turn!

My name is ...
I am ....years old.
I am feeling ... at moment.
My dream is to ...

IPad Icon



Comic Elements Arrow

Como proposta de cenário, podem fazer este vídeo como parte de um currículo.

Lembrem-se das dicas sobre uma *selfie* profissional no *stage 3 da temática Who Am I?*

Magnyfing glass

7) Let's see how you did in your video, answering this Summary Sheet:

Video: "Who Am I?" (part three)

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

Name:_____
Date: _____/_____/_____
Grade: ___th
Video lenght: _____ : _____ (minutes/seconds).

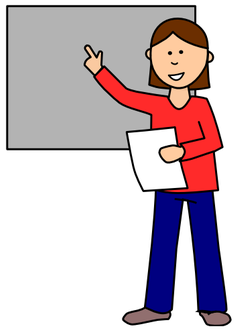
- **Were these tips useful to you?**

( ) **Yes, why?**_____
( ) **No, why?**_____

- **According to the work selfie tips, rate your selfie in the video:**

TIPS	Very Well	Enough	Insufficient
• Suitable environment	( )	( )	( )
• Natural light	( )	( )	( )
• Right camera	( )	( )	( )
• Right angle	( )	( )	( )
• Right fit	( )	( )	( )
• Adequate distance	( )	( )	( )
• Natural selfie	( )	( )	( )

Elaborado pela própria autora



Vector Image

Aula síncrona

STAGE 4

WHO AM I?

In this final step, let's...

- Review your biography from your previous videos.
- Introduce a digital tool, **CANVA**, which is a graphic design tool;
- Build simple sentences in English in your Storyboard, using words already learned in previous texts.
- Stimulate your creativity about yourself through a **STORYBOARD** as an illustrated visual guide, frame by frame, showing the main scenes of your videos.

desktop Icon

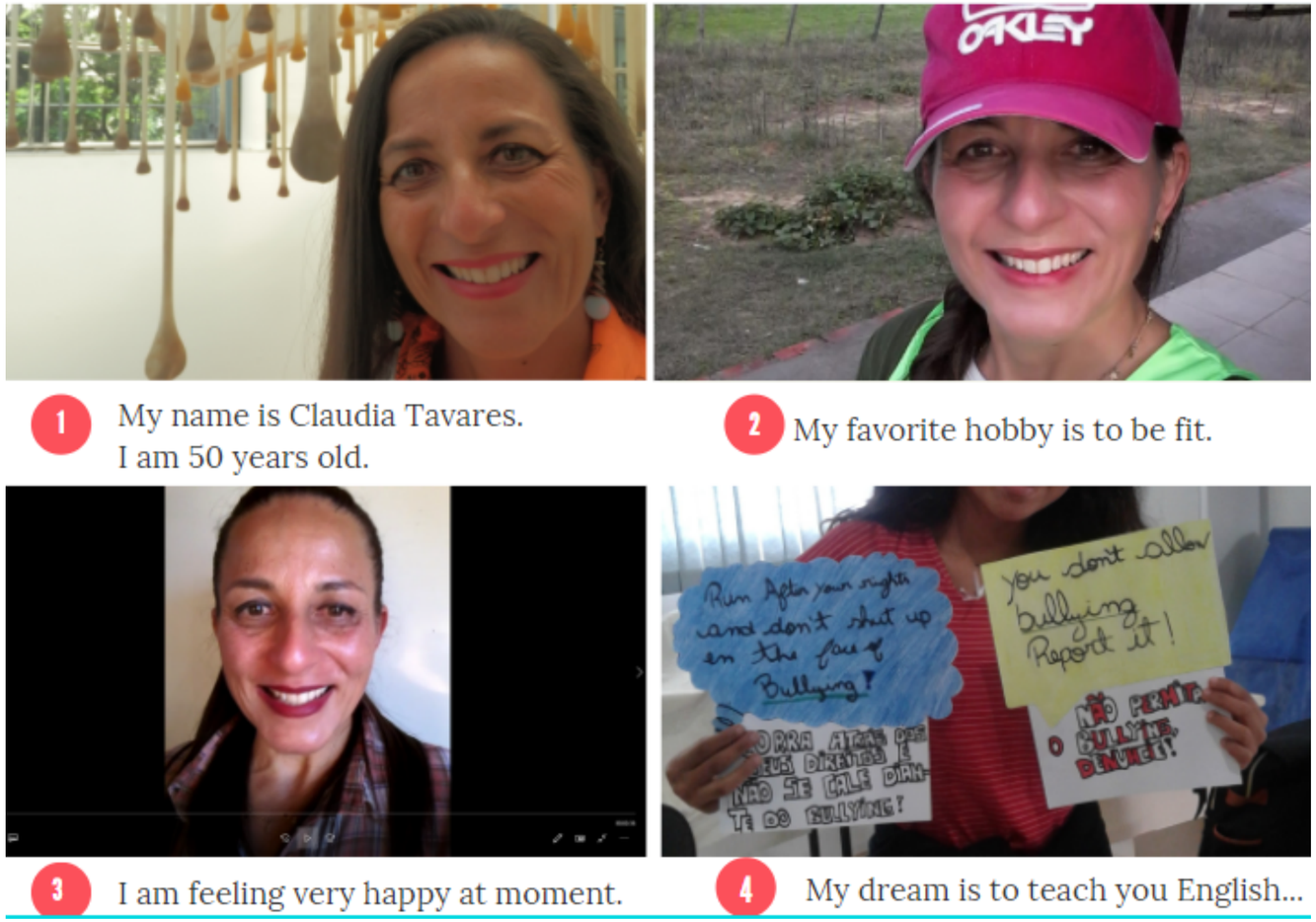
xplainer Video Social Sticker

Storyboard and its importance

The storyboard is a sequence of drawings frame by frame with the outline of the various scenes designed for video content.

That is, the objective is to develop a sequence of actions in the most fun, thought-provoking and comfortable way possible, in order to optimize the engagement of the public.

https://rockcontent.com/blog/storyboard/



Red and white numbered four-pannel storyboard for Lut Toribio

Hi, class!

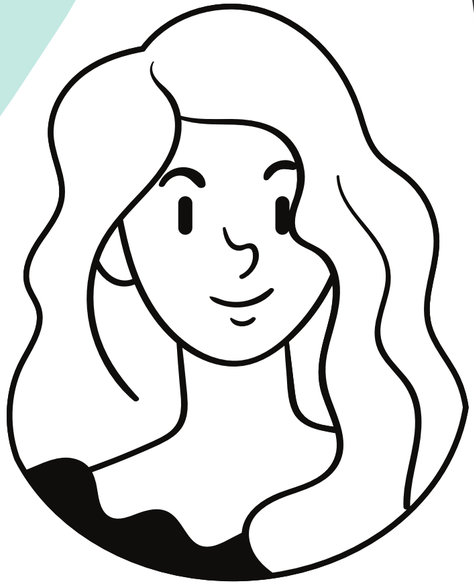
Speech Bubble Simple Icon

I will introduce you to a digital graphic design tool that will show you how you can write creatively!

Visit Canva.com, create an account with your email, password and let's embark on this adventure!

Speech Bubble Simple Icon

Medium.com

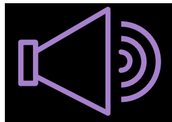


Line Female face

It's time to write about your performance again in a Storyboard design only this time in English. Come on! I will help you!

Speech Bubble Simple Icon

Additional Guidances- Canva & Storyboard



Volume Icon

Listen the audio

https://youtu.be/5uHQeDquk6E

Self- assessing... How did I get here?

Evaluated items	What I have learned	What I need to improve	Suggestions
Flipped classrooms Digital Technologies (Whatsapp, Canva, GoogleMeet, Storyboard) Activities en pairs Reading, speaking and writing in English Vocabulary (words/expressions)			Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

de Canvas Originals

Aula assíncrona

STAGE I

MEETING THE OTHER!

Thematic: Cultural Diversity

De Pexels

De Pexels

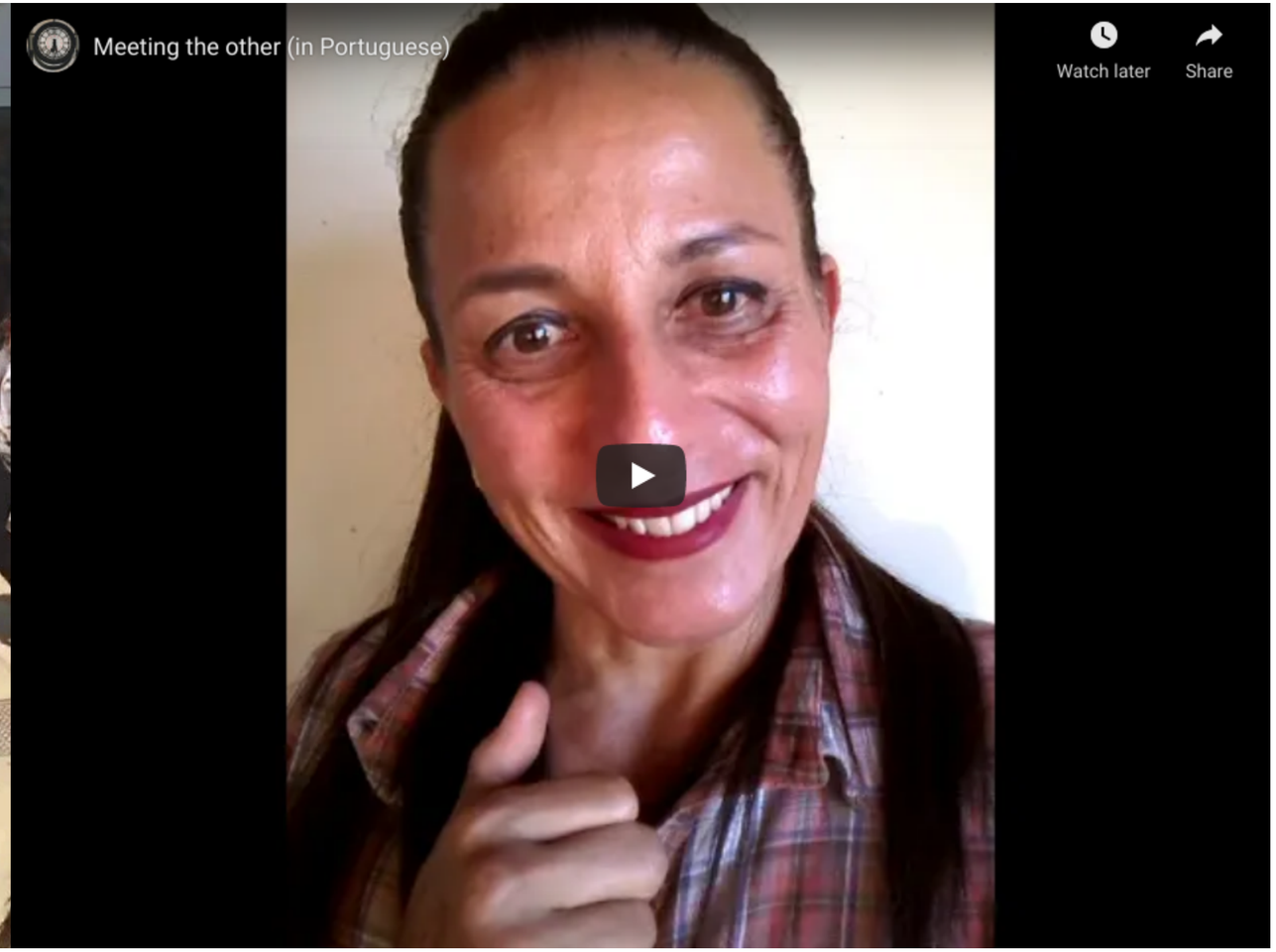
De Pexels

In this step, let's ...

- Introduce the notion of Word Cloud.
- Build concepts about cultural diversity collaboratively.
- Expand your vocabulary in English from the texts and the short videos.
- Make a self-evaluation through summary sheets.

Arrow Shape Simple Icon

I) Watch the video "Meeting the other" in Portuguese:



2) In this section, leave your comment, answering the questions below in our Whatsapp group about:

Pencil Icon

a) Was the teacher's video helpful?

Yes ( ) If so, give a reason:

No ( ) If it was not, give suggestions:

b) When meeting the other, what do we have to recognize in each of us?

c) What attitudes can make it difficult to take the initiative to meet the other?

d) Who should we prioritize getting to know each other?

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

Esta atividade é essencial para a próxima aula aula presencial.

NOTE: WORD CLOUD is an electronic image that shows words used in a particular piece of electronic text or series of texts. The words are different sizes according to how often they are used in the text.

https://dictionary.cambridge.org/pt/dicionario/ingles/word-cloud

Girl with book

) Read the text:

fa40539607 FreeArt

Square

4) Answer to the questions below:

a- What is the main theme of this text?

b- What other secondary words appear in the text?

c- Write the definition about Cultural Diversity with your classmate in your own words.

d-What are some aspects of cultural diversity in your community?

e- What does *rainbow* mean and how is it related to cultural diversity?

Pencil Icon

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

Esta atividade é essencial para a próxima aula aula presencial.

Pencil Icon

LET'S GO

5) With your classmate, form a dictionary of the words in the Word Cloud in alphabetical order, giving their translation and meaning. For example:

Abstract: (adj.) abstrato; que não é concreto.

Whatsapp Icon

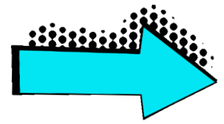
Record a video, introducing yourself to your classmate through a video sent to our whatsapp group. Follow the example in Portuguese:

O diálogo deve ser registrado no caderno

5)Your turn!

Oi! Meu nome é... Qual é o seu nome?
Eu tenho ...anos. Quantos anos você tem?
Eu tenho um sonho: ser .../ter... E você? ...Isto parece ser....
Estou me sentindo... neste momento.
Como você está se sentindo neste momento?
Achei você muito...!
Prazer em te conhecer!

IPad Icon



Comic Elements Arrow

Como proposta para este momento, vocês podem escolher um colega da turma com quem não tem muita convivência.

Lembrem-se das dicas sobre uma *selfie* profissional no *stage 3 da temática Who Am I?*

Magnyfing glass

6) Let's see how you did in your video, answering this Summary Sheet:

Video: "Meeting the other" (part one)

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

Name:_____

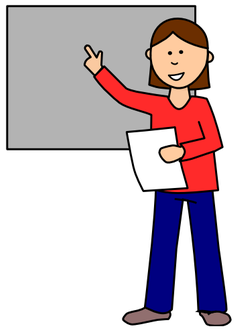
Date: _____/_____/_____

Grade: ___th

Video lenght: _____ : _____ (minutes/seconds).

AThumbs-up

TIPS	GOOD	I CAN DO BETTER
• Has it conveyed a genuine interest in the other?	( )	( )
• Did the tone of the voice show warmth?	( )	( )
• Were I able to perceive common points in each other?	( )	( )
• Have I shown an open and curious mind to one another?	( )	( )



Vector Image

Aula síncrona

STAGE 2

MEETING THE OTHER!

Por Christina Morillo de Pexelsi

In this stage, let's ...

- Identify the attitudes that can make it difficult to take the initiative to meet the other.
- Analyze some situations by recognizing the other's cultural differences as part of self-knowledge.
- Develop your reading, writing, and speaking skills in English when expressing your opinions.

Girl with book

1) Read the text: Meeting the other & Self-knowledge:

Meeting to other is part of your self-knowledge.

It may help you to learn:

1- to know and better understand your neighbor as an individual;

2- to accept differences between people by respecting them;

- not to fear the next one;

4- to value and trust the other thus assuming confidence in yourself.

ttps://www.portaleducacao.com.br/conteudo/artigos/psicologia/autoconhecimento-importancia-e-seus-beneficios/1 9462

2)According to the text and your activity records in pairs on pages 47 and 49 in the past virtual class, let's take a closer look at what's involved Meeting the Other. We will form groups of two or more pairs to discuss the records and rewrite different opinions between groups, guided by the questions below:

Brain and Head Icon

- How can you define Cultural Diversity?
- Who could be your neighbor?
- What attitudes can make it difficult to take the initiative to meet the other?

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

Square

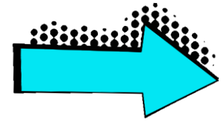
- In what ways can you value your neighbor's differences in the following situations:

1) To Relatives

2) At School

) In the Neighborhood

4)In the Social Net



Comic Elements Arrow

Nesta atividade, suas respostas poderão variar em produção escrita, design gráfico, fotos, vídeos.

LET'S GO...

Pencil Icon

) In pairs, write some words or some expressions in English you have learned in this class:

a)

b)

c)

d)

de Canvas Originals

Aula assíncrona

STAGE

MEETING THE OTHER!

Por Valéria Boltinevo de Pexels

In this stage, let's ...

- Review what is involved in Meeting the Other at some situations, taking into account cultural diversity.
- Introduce the concept of WH questions and their use in interrogative sentences.
- Develop your reading, writing and speaking skills in English.
- Make a self-evaluation through summary sheets.

Arrow Shape Simple Icon

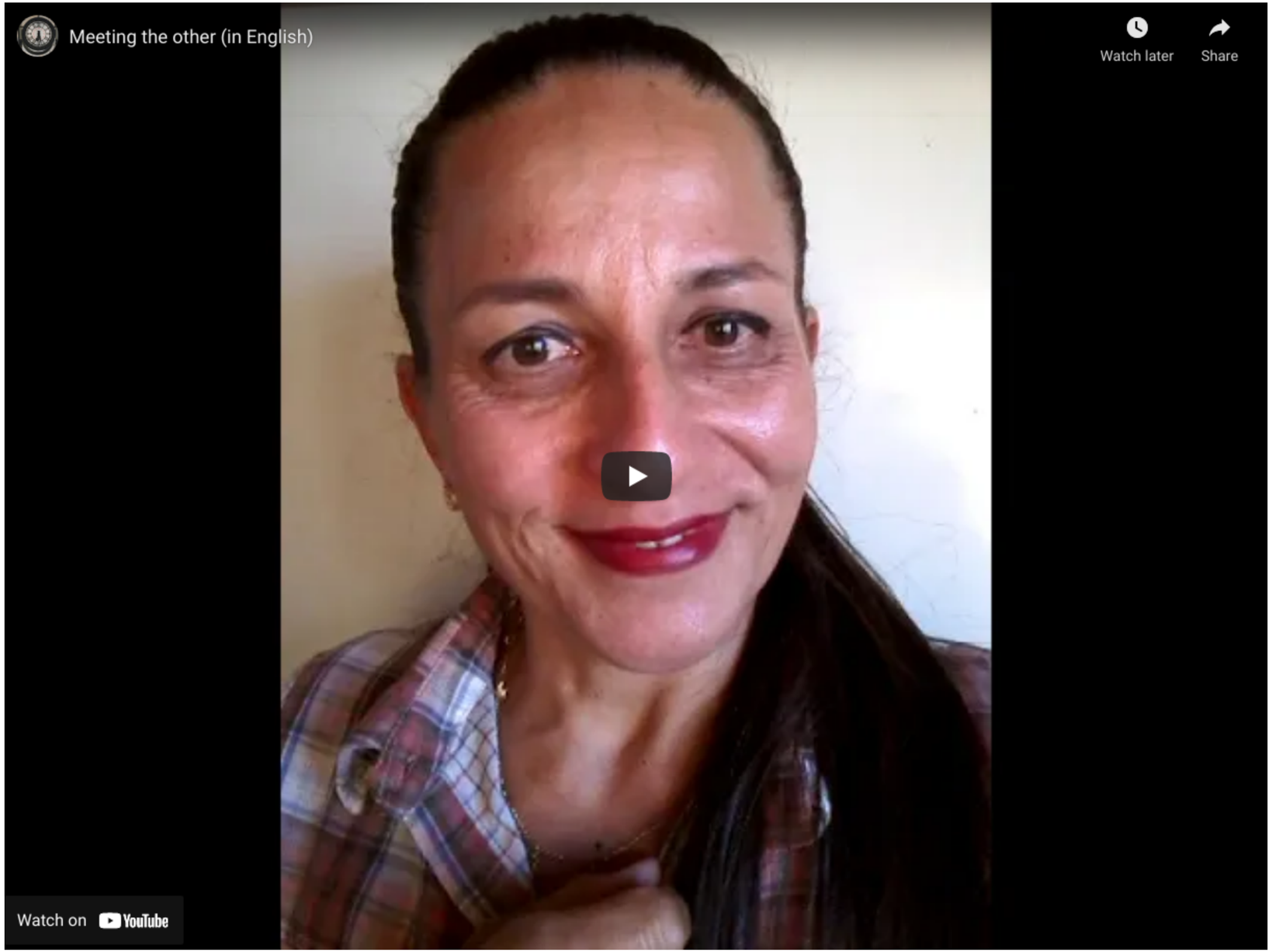
I) Watch the video "Meeting the other" (in English):

MEET

Usa-se o verbo quando você vai se encontrar com a pessoa pela primeira vez.

KNOW

Usa-se o verbo quando você já se encontrou com a pessoa, quando você já sabe quem ela é, e já a conhece ou já tem uma convivência com ela.



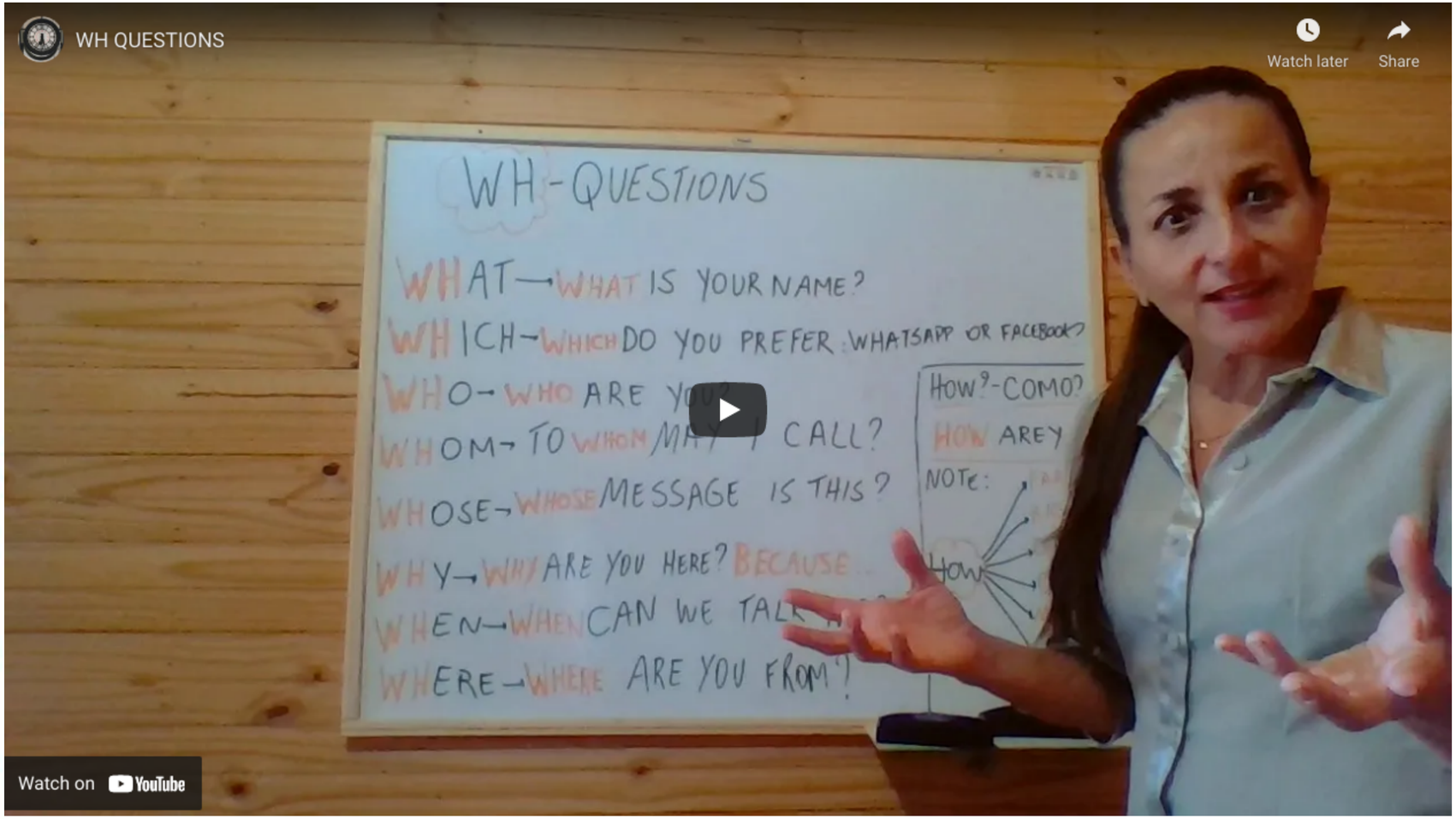
Arrow Shape Simple Icon

2) Additional Guidances ...

WH Questions in English

What	**Asking about a thing** What is your favorite color?
When	**Asking about a time of an event or activity** When do you wake up every day?
Where	**Asking about a place** Where can I obtain the book?
Who	**Asking about a person (subject)** Who is at the door?
Whom	**Asking about a person (object)** Whom is he dating?
Which	**Asking about an option or choice** Which is the largest city in the world?
Whose	**Whose** Whose keys are on the kitchen counter?
Why	**Asking for a reason** Why do you say that?
How	**Asking about a procedure or method** How was your exam?

www.eslteacher.org



) Complete the sentences with correct Wh-questions found in previous texts :

(What/When/Where/Who/Which/Whose/Why/How)

a) ___ old are you? (Who/How)

b)___ is your name?(How/What)

c)___ could be your neighbor?(When/Who)

d) Were these tips useful to you?___?(Where/Why)

e)___is up?(Which/What)

f)___ can you define Cultural Diversity?(How/ Whose)

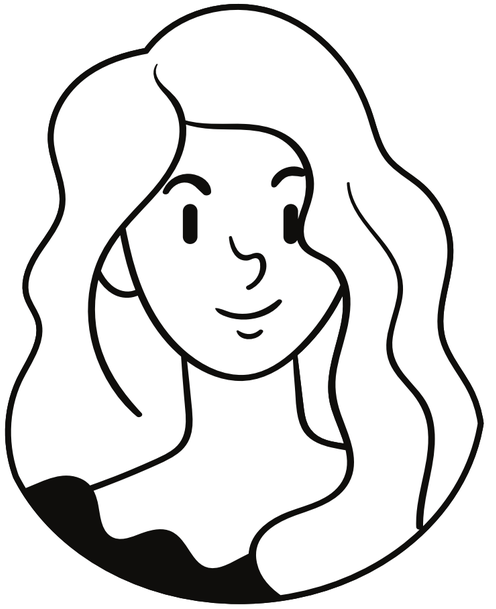
g)___ do you think it is appropriate to express a compliment?(Whose/When)

h)___can we begin to value cultural differences?(What/ Where)

i)___ of the Word Cloud terms caught your attention?(Which/What)

j) For___ should it be interesting to meet other?(Who/Whose)

Question Mark Simple Icon



Line Female Face

4) Do you remember? Choose the correct word to each sentence below:

HOW ...?

a) How ... is between my home and school? (far/big)

b) How ... is my city? (far/big)

c) How ... are you? (often/old)

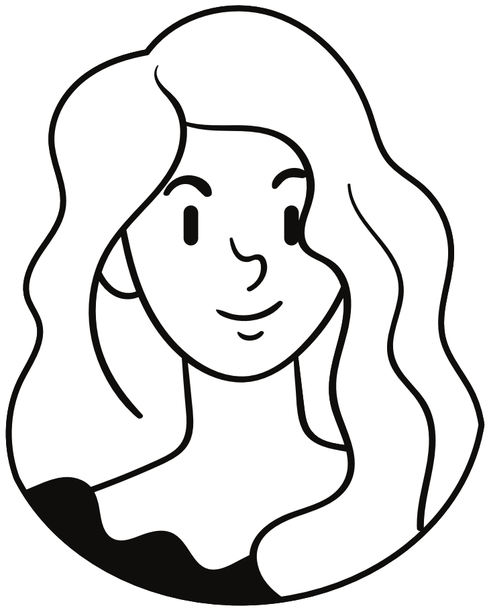
d) How ... do you study? (often/old)

e) How ... money do you have? (many/much)

f) How ... reais do you have?(many/much)

g) How ... does it take to get to school? (big/long)

Question Mark Simple Icon



Line Female Face

LET'S GO...

Pencil Icon

) In pairs, write some phrases using the *Wh Questions* in English that you have learned in this class:

a)

b)

c)

d)

e)

f)

g)

h)

Whatsapp

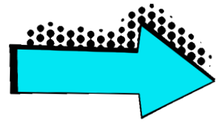
Record a video, introducing yourself to your classmate through a video sent to our whatsapp group. Follow the example in English:

O diálogo em inglês deve ser registrado no caderno

5)Your turn!

Hi! My name is... What is your name?
I am ...years old. How old are you?
I have a dream: Be .../Have... And you? It is ...
I am feeling... at moment. How do you feel at the moment?
You are... !Nice to meet you!

IPad Icon



Comic Elements Arrow

Como proposta para este momento, vocês podem escolher um colega da turma com quem não tem muita convivência e uma das situações consideradas na página 53.

Lembrem-se das dicas sobre uma *selfie* profissional no *stage 3 da temática Who Am I?*

Magnyfing glass

6) Let's see how you did in your video, answering this Summary Sheet:

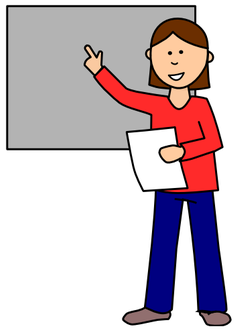
Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

Video: "Meeting the other" (part three)

Name:_____
Date: _____/_____/_____
Grade: ___th
Video lenght: _____ : _____ (minutes/seconds).

- **According to the work selfie tips, rate your selfie in the video:**

TIPS	😃 Very Well	🙂 Enough	😕 Insufficient
• Suitable Environment	( )	( )	( )
• Right Angle	( )	( )	( )
• Adequate Distance	( )	( )	( )
• Has it conveyed a genuine interest in each other?	( )	( )	( )
• Did the tone of the voice show warmth?	( )	( )	( )
• Was I able to perceive common points in each other?	( )	( )	( )
• Have I shown an open and curious mind to each other?	( )	( )	( )
• Did you give sincere compliments?	( )	( )	( )



Vector Image

Aula síncrona

STAGE 4

MEETING THE OTHER!

In this final step, let's...

- Use a digital tool, **CANVA**, which is a graphic design tool;
- Build simple sentences in English in your Storyboard, using words already learned in previous texts.
- Stimulate your creativity about yourself through a **STORYBOARD** as an illustrated visual guide, frame by frame, bringing together activities within this theme.

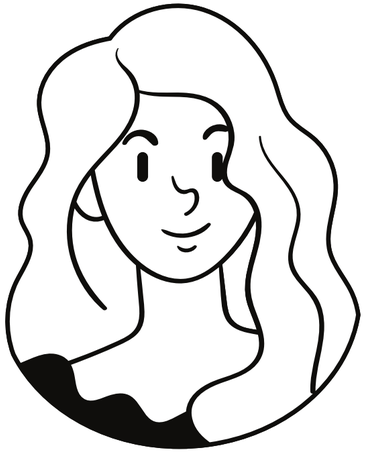
desktop Icon

As in the previous Stage, you will use Canva to record your experiences by meeting someone with whom you had little contact under this theme "Meeting the other", with a lot of creativity.

Let's go to the one more Storyboard design!

Medium.com

Speech Bubble Simple Icon



Line Female face

CULTURAL DIVERSITY STORYBOARD: "MEETING THE OTHER"

1. His/Her name is... He/She is...years old.

2. His/Her dream is ... He / She believes in...

3. We do ... in pairs. He/She is .... (compliment)

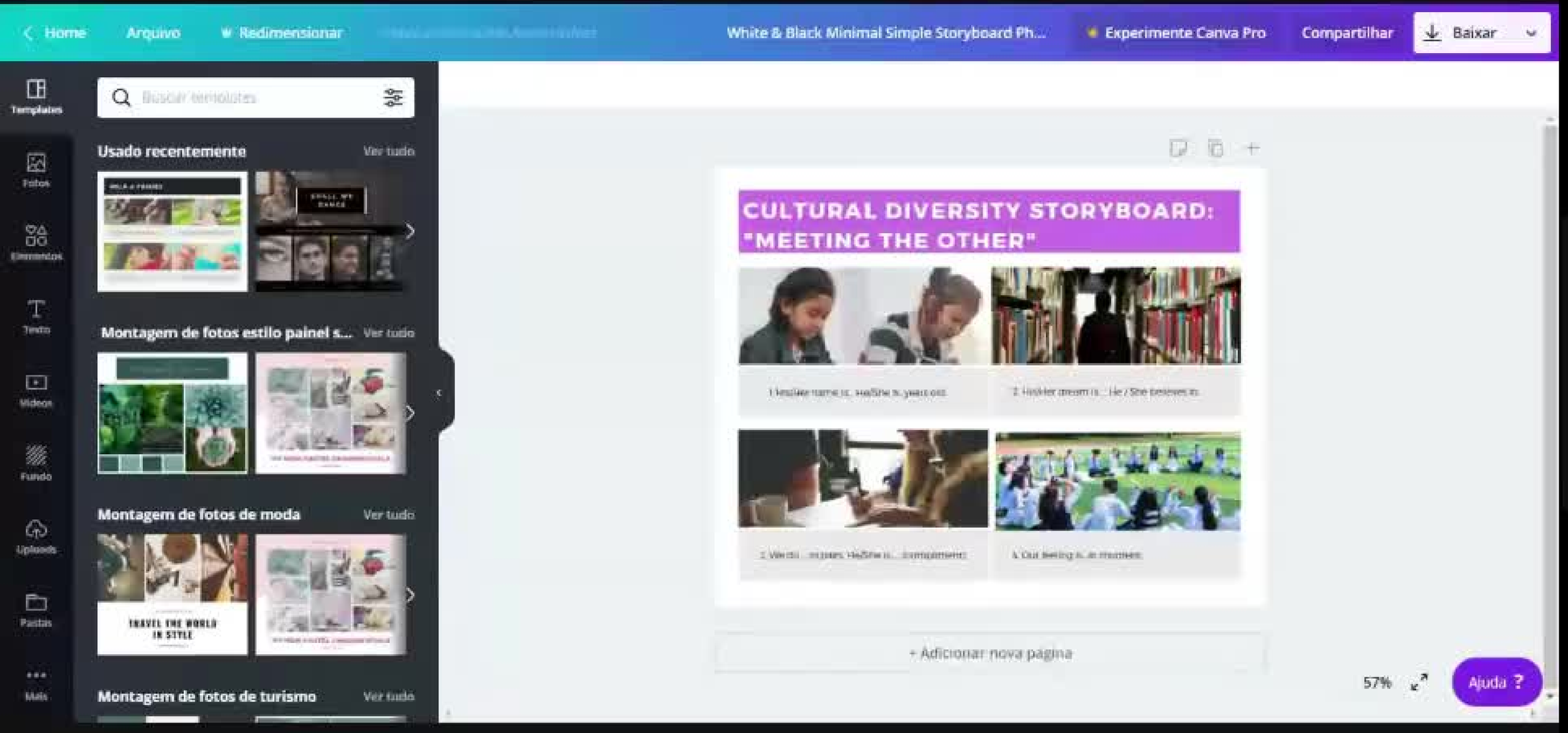
4. Our feeling is...at moment.

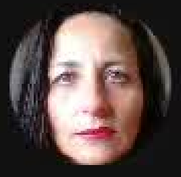
White and Black minimal Simple Storyboard Photo Collage

Additional Guidances- Canva & Storyboard

Volume Icon

Listen the audio





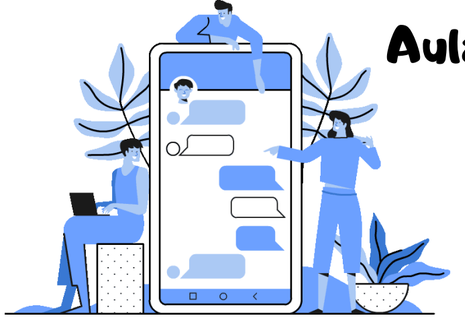
CLAUDIA TAVARES

Self- assessing... How did I get here?

Square

Evaluated items	What I have learned	What I need to improve	Suggestions
Flipped classrooms Digital Technologies (Whatsapp, Canva, Storyboard) Activities en pairs Reading, speaking and writing in English Vocabulary (words/expressions)			Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

Square



de Canvas Originals

Aula assíncrona

In this stage, let's ...

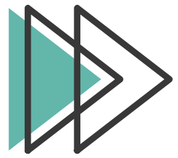
- Talk about the future with possibilities.
- Reflect how the self-knowledge can bring contributions to the future.
- Develop your reading, writing and speaking skills in English.

THEMATIC: FUTURE & SELKNOWLEDGE

De 01234567890 de Pexels

Arrow Shape Simple Icon

1) Watch the video "What the future will look like?" (in Portuguese)



Arrow Shape Simple Icon

2) Watch the video:

Youtube.com

1) Read the song synopsis:

"What a Wonderful World" is a song written by Bob Thiele and George David Weiss. It was recorded for the first time in the voice of Louis Armstrong and released as a compact in the early fall of 1967. The intention was that the song would serve as an antidote to the charged racial and political climate in the United States (it was written especially for Armstrong and attracted him), the song details the singer's delight in the simple things of everyday life. The music also maintains a hopeful and optimistic tone about the future, including a reference to babies who are born in the world and will have a lot to see and learn.

This song was initially unsuccessful in the United States, where it sold less than 1000 copies, but it was a great success in the United Kingdom, where it was a best seller in 1968.

4) In this section, leave your comment, answering the questions below in our Whatsapp group about:

a) Was the teacher's video helpful?

Yes ( ) If so, give a reason:

No ( ) If not, give suggestions:

5) Answer the questions according to the text above:

a) Who wrote the "What a Wonderful World" song?

b) Who sang it for the first time?

c) When was it released as a compact one?

d) Why was this song written?

e) After watching the video, how would you describe him? Choose one adjective.

Pencil Icon

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

Esta atividade é essencial para a próxima aula aula presencial.

Square

Pencil Icon

LET'S GO...

b) Invite your classmate to find out NEW WORDS or EXPRESSIONS in the text. Make use of the dictionary.

a)

b)

c)

d)

e)

f)

g)

h)

Whatsapp

In Portuguese, present your views on the future, through a video sent to our Whatsapp group. Follow the example:

O diálogo deve ser registrado no caderno

6) Your turn!

Eu tenho que refletir agora sobre ... para se ter um futuro melhor!
Provavelmente, o que agora posso contribuir para um futuro melhor de outrem será ...
Eu e outros da minha idade devemos ... para um mundo melhor!

IPad Icon

Lembrem-se das dicas sobre uma *selfie* profissional no *stage 3 da temática Who Am I?*

Magnyfing glass

7) Let's see how you did in your video, answering this Summary Sheet:

Video: "What will the Future look like? "(part one)

Name:_____

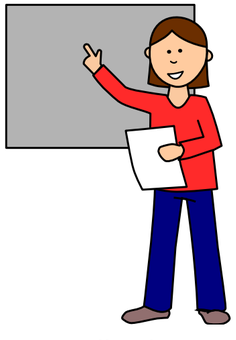
Date: _____/_____/_____

Grade: ___th

Video lenght: _____ : _____ (minutes/seconds).

- According to the work selfie tips, rate your selfie in the video:

TIPS	😃 Very Well	🙂 Enough	🤨 Insufficient
• Suitable Environment	( )	( )	( )
• Right Angle	( )	( )	( )
• Adequate Distance	( )	( )	( )
• Clarity	( )	( )	( )
• Objectivity	( )	( )	( )
• Understanding of the subject	( )	( )	( )



Vector Image

Aula síncrona

STAGE 2

What will the future look like?

Saeid Anvar de Pexels

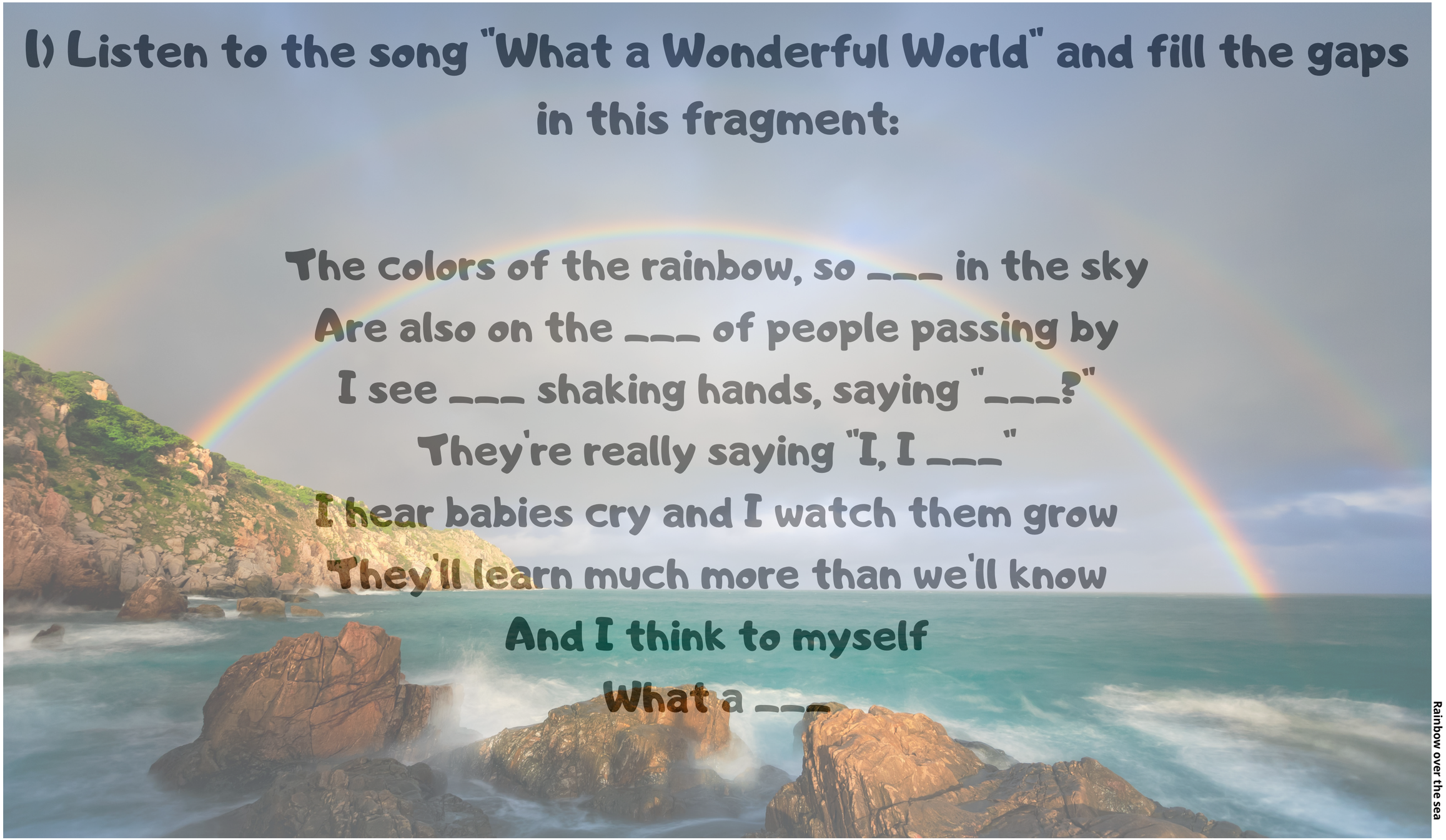
In this stage, let's ...

- Discuss about the future (wills/dreams) based on the song "What a Wonderful World".
- Understand the importance of Self-Knowledge for the Future.
- Develop your reading, writing and speaking skills in English when expressing your opinions .

Volume Icon

I) Listen to the song "What a Wonderful World" and fill the gaps in this fragment:

The colors of the rainbow, so ___ in the sky
Are also on the ___ of people passing by
I see ___ shaking hands, saying "___?"
They're really saying "I, I ___"
I hear babies cry and I watch them grow
They'll learn much more than we'll know
And I think to myself
What a ___



Rainbow over the sea

Brain and Head Icon

a) What is the expression used in the song that refers to cultural diversity?

b) What is the meaning of the word *rainbow* in the song? Justify according to the context of the song.

c) How can Self-knowledge contribute to this statement *"I see friends shaking hands"* become true?

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

d) What does the expression *"How do you do?"* mean? What other expression could be used here?

e) Is the expression "How do you do?" just a simple greeting? What else is implied? Which expression in the same song proves this?

naive = *adjective* ingênuo, sincero.

f) In your opinion, does this song reflect the vision of a *naive* optimist or a hopeful realist? Why?

g) What expression of the song speaks of a better future for new generations? What responsibility falls to the present generations?

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

h) Why is love the key to the future of a better world? In what ways can love reveal itself in your daily life?

LET'S GO...

) Invite your classmate to find out **NEW WORDS** or **EXPRESSIONS** in the text above. Make use of the dictionary.

a)

b)

c)

d)

e)

f)

g)

h)

Por Sindre Strom de Pexels

STAGE

What will the future look like?

In this stage, let's ...

- **Reflect how Self-knowledge can now contribute to future actions.**
- **Develop your reading, writing and speaking skills in English.**
- **Consider verbs that modalize counseling, recommendation, obligatoriness, necessity, among others, indicating future actions (SHALL,SHOULD/ MUST, HAVE TO/ CAN, COULD/MAY, MIGHT/WILL, WOULD).**

Arrow Shape Simple Icon

I) Watch the video "What the future will look like?" (in English)

Arrow Shape Simple Icon

2) Additional Guidances ...

NOTE: INFOGRAPHIC

(masculine noun)

Presentation of information with a preponderance of graphic-visual elements (photography, drawing, statistical diagram, etc.) integrated in synthetic texts and numerical data, used in journalism as a complement or illustrative summary of a news story.

Oxford Languages

2)Read the text:

https://www.pinterest.es/pin/967570919820550 95/

) What does the title "*What should I do with my life?*" mean?.

Select the correct alternative: ☑

Pencil Icon

( ) Qual é a coisa mais importante na vida?

( ) O que eu devia fazer com minha vida?

( ) Com o que não me aborrecerei?

( ) Onde estou ajudando as pessoas?

4) Relate the sentences in the columns A and B, according to the colored ballons in the infographic:

Column A	Column B
( ) Green balloon	A) Onde estou ajudando as pessoas? Em que as pessoas dizem que sou bom? Em que meus talentos particulares são uma bênção?
( ) Lile baloon	B) Com o que não me aborrecerei? Tudo torna difícil o trabalho, mas posso suportar a dureza dele? O que me insere na comunidade e nos relacionamentos om outros?
( ) Blue baloon	C) Qual é a coisa mais importante na vida? Qual é o ponto final da vida? Se você tivesse 24 horas de vida... Como este mundo precisa ser mudado?

Aquare

5) Now, it's time for you to answer those questions in pairs!

A)

B)

C)

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

b) In the subtitle "*Bad reasons to do anything*", how can these attitudes be a negative influence in your future? Give examples:

a)"To be famous "

b)"To make money"

c)"This was easiest"

d)"To meet girls/boys"

e)"Because my dad..."

Tip: Podem escrever em inglês; porém, se se sentirem à vontade, podem escrever em português.

LET'S GO...

Pencil Icon

7) Invite your classmate to create phrases in English, involving advice, possibilities and obligations for future actions. Make use of the modal verbs already studied in this stage:

a)

b)

c)

d)

e)

f)

g)

h)

Whatsapp

In English, present your views on the future, through a video sent to our Whatsapp group. Follow the example:

O diálogo deve ser registrado no caderno

8) Your turn!

I have to reflect now on ... to have a better future!

Probably, what I can do now to contribute to a better future is ...

Me and others of my age should ... for a better world!

IPad Icon

Lembrem-se das dicas sobre uma *selfie* profissional no *stage 3 da temática Who Am I?*

Magnyfing glass

9) Let's see how you did in your video, answering this Summary Sheet:

Video: What will the Future look like? (part three)

Name:_____

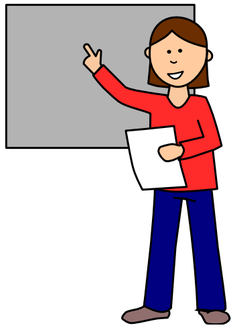
Date: _____/_____/_____

Grade: ___th

Video lenght: _____ : _____ (minutes/seconds).

- According to the work selfie tips, rate your selfie in the video:

TIPS	Very Well	Enough	Insufficient
• Suitable Environment	( )	( )	( )
• Right Angle	( )	( )	( )
• Adequate Distance	( )	( )	( )
• Clarity	( )	( )	( )
• Objectivity	( )	( )	( )
• Understanding of the subject	( )	( )	( )
• Resourcefulness in language skills	( )	( )	( )



Vector Image

Aula síncrona

STAGE 4

What will the future look like?

In this final step, let's...

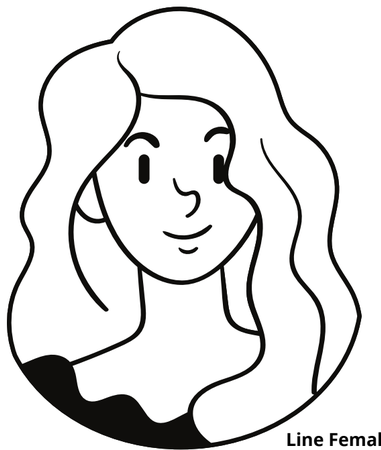
- Use a digital tool, **CANVA**, which is a graphic design tool;
- Build simple sentences in English in your Storyboard, using words already learned in previous texts.
- Stimulate your creativity about yourself through a **STORYBOARD** as an illustrated visual guide, frame by frame, bringing together activities within this theme.

desktop Icon

Speech Bubble Simple Icon

In this last Stage, you will record your perceptions of important values for a better future through messages of advice and recommendations for future generations.
Once again, let's go to Storyboard design!

Medium.com



Line Female face

FUTURE STORYBOARD: "WHAT WILL THE FUTURE LOOK LIKE?"

I have to reflect now on ... to have a better future!

Probably, what I can do now to contribute to a better future is ...

Other teenagers and I should ... for a better world!

Dark Blue Photos six-panel Storyboard

Additional Guidances- Canva & Storyboard

Listen the audio

Volume Icon

CLAUDIA TAVARES

Canva

Self- assessing... How did I get here?

Square

Evaluated items	What I have learned	What I need to improve	Suggestions
Flipped classrooms			
Digital Technologies (Whatsapp, Canva, Storyboard)			
Activities en pairs			
Reading, speaking and writing in English			
Vocabulary (words/expressions)			

Square

Final Project

De Canva

In this final step, let's ...

- **Gather your authored productions on Storyboarder.**
- **Socialize it in Canva's plataform.**

APor Sindre Strom de Pexels

Congratulations to all of you who have ventured into this new format for English classes!

Speech Bubble Simple Icon

But, as every enterprise has a beginning, middle and end, what remarkable end can the set of Storyboards provide, along each theme considered in this didactic unit?

Speech Bubble Simple Icon

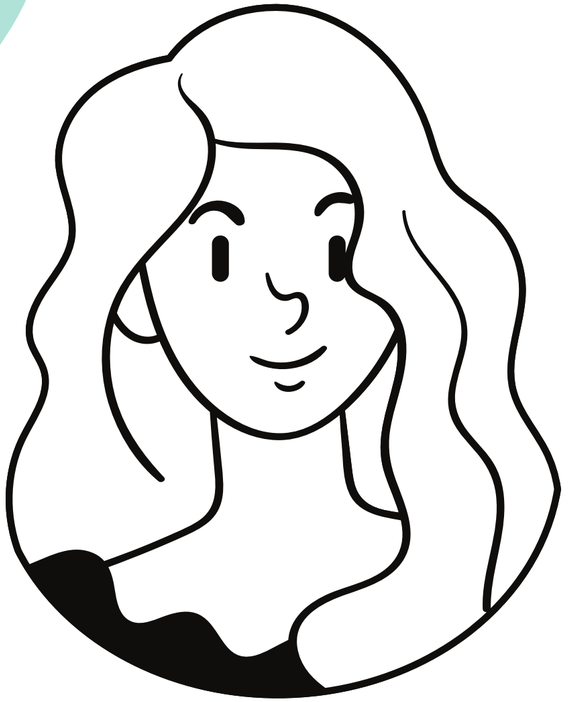
Once again, let's go to the Storyboard design through

Canva

Medium.com

and create a "big" storyboard!

Speech Bubble Simple Icon

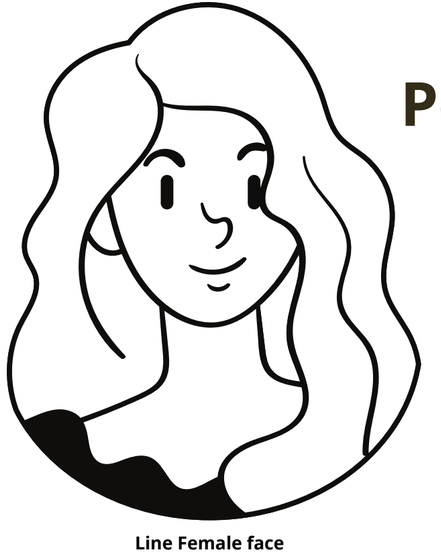


Line Female face

Steps for creating a "big" Storyboard:

foot print outline by Marketplace

- Login into YOUR Canva account and look for YOUR LAST Storyboard design;
- After choosing for a Storyboard design, you will gather your Storyboard records in English created in Canva throughout the Didactic Unit.
- You can insert a personalized cover, photos, videos, some interesting reports in English (for example, the experience of meeting a classmate that you had little contact with and post a message in English.
- At the end of this stage, you will be able to socialize them on social networks, including LinkedIn.



Line Female face

Personalized cover

by Marketplace

FINAL PROJECT: "MIRROR, MIRROR OF MINE...WHAT'S UP?"

three assorted photos on desk beside laptop by Burak

by Marketplace

Photos
Videos

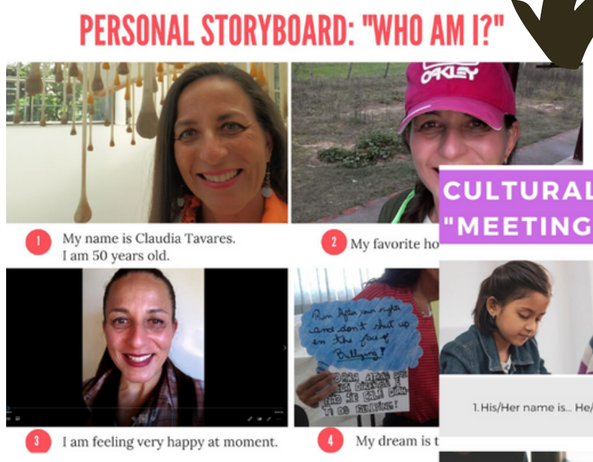
by Marketplace

Interesting reports

In this stage,...

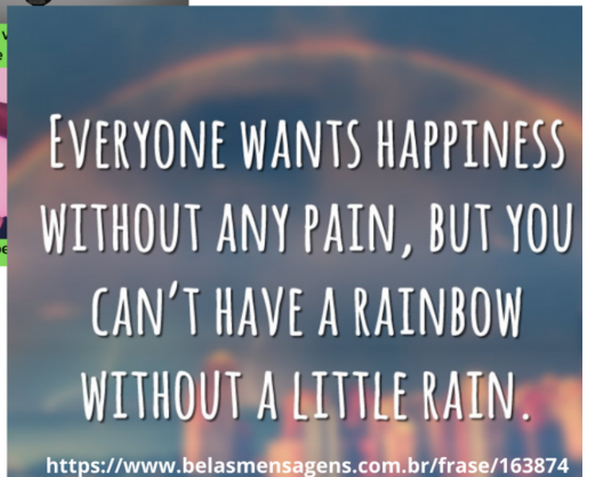
Speech bubble simple icon

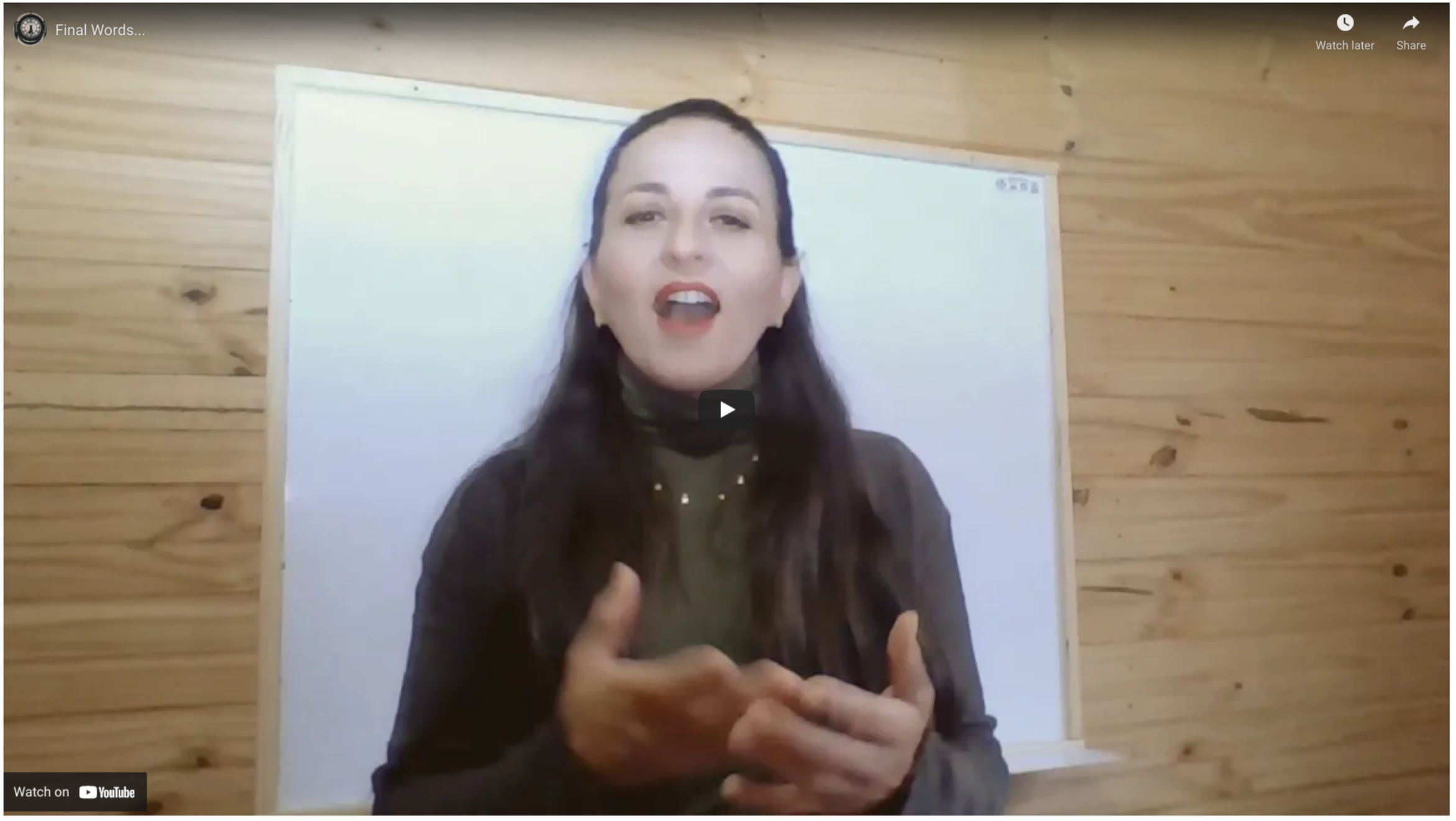
Here's an example of a "big" Storyboard :



Message

by Marketplace




Final Words...
Watch later
Share
Watch on YouTube

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