

Let's study English together!



MINHA VIDA *in English*

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APRESENTAÇÃO

Caro aluno,

Aprender uma nova língua implica desafios. No entanto, os frutos dessa caminhada podem ser transformadores.

Neste material, você encontrará atividades criadas especialmente para ajudá-lo(a) na aprendizagem da Língua Inglesa, na perspectiva de tornar seus estudos uma jornada repleta de motivação e novidades.

Para começar, lembre-se sempre: o inglês abre portas para o mundo!

Com carinho,

Maria do Carmo



ORGANIZAÇÃO

WHAT DO YOU KNOW?



Com vistas à ativação do conhecimento prévio dos alunos em relação aos tópicos abordados em aula, esta seção apresenta questões sobre os subtemas QUEM SOU EU, MINHA FAMÍLIA, ESCOLA E CIDADE, MINHA INFÂNCIA E OS DIAS ATUAIS e JUNTOS PODEMOS FAZER UM MUNDO MELHOR. Além disso, propõe uma reflexão a respeito da organização textual que rege as tarefas do material didático.

LET'S READ!



Esta seção visa ao aperfeiçoamento e/ou desenvolvimento da habilidade de compreensão escrita, a partir de questões que exploram a compreensão global, detalhada e/ou seletiva.

LET'S THINK!



O propósito desta seção é incentivar a criticidade do aluno através de perguntas reflexivas, baseadas em textos autênticos (orais ou escritos).

LET'S LISTEN!



Esta seção objetiva o aperfeiçoamento e/ou desenvolvimento da habilidade de compreensão oral, a partir de questões que exploram a compreensão global, detalhada e/ou seletiva da mensagem.

LET'S WRITE!



O desenvolvimento da habilidade escrita é o foco desta seção, na qual se trabalham produções de extensão curta e/ou sustentada.

LET'S TALK!



Esta seção objetiva o desenvolvimento e/ou aprimoramento da habilidade de produção oral, envolvendo atividades (não) recíprocas, dialógicas e/ou monológicas.

LET'S STUDY THE LANGUAGE!



O objetivo desta seção é a observação, análise e reflexão sobre gramática e vocabulário presentes nos textos orais e escritos, os quais são explorados de maneira contextualizada e com foco na aprendizagem indutiva.

REMEMBER!



Esta seção tem o propósito de revisar vocabulário e estruturas linguísticas.

LEARNING TIPS!



Esta seção visa o aprofundamento do conhecimento sistêmico do aluno, através de dicas de sites e de vocabulário extra, relacionados com o conteúdo linguístico dos subtemas.

NOTES



A intenção desta seção é o registro de anotações referentes ao vocabulário e às estruturas linguísticas relevantes, conforme o interesse dos alunos.

SELF-ASSESSMENT!



O objetivo desta seção é analisar o desempenho e satisfação dos alunos, apresentando questões de autoavaliação em relação à sua aprendizagem, como também sobre o trabalho colaborativo.

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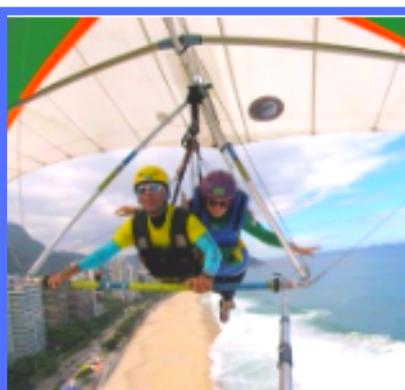


AULA DIAGNÓSTICA: WHO ARE YOU? LET'S INTRODUCE OURSELVES!

We want to know you better!

O objetivo desta primeira aula é verificar os conhecimentos prévios que você tem até o momento sobre como se apresentar e como falar sobre seus sentimentos, sua família, cidade, país e o mundo.

So, to start, individually, try to write about yourself. Be sure to comment about your personal characteristics, things you like/don't like doing, your hobbies, your family members, your childhood and life experiences, the place where you live, your city, your country and the world. You can add some more information, if you wish. The images below may help you.



Imagens: Google Imagens, livre de direitos autorais



SUBTEMA 1: QUEM SOU EU?

O Subtema 1 deste material didático autoral tem como objetivo a sensibilização para o desenvolvimento de tarefas relacionadas ao gênero autobiografia, contemplando questões de habilidades de compreensão e produção oral e escrita, de maneira colaborativa, desenvolvendo e/ou aprimorando conteúdos gramaticais e de vocabulário contendo atividades referentes à 1ª pessoa singular, gostos, preferências, atividades de rotina, como também o tempo verbal *Simple Present*.



CLASS 1

TASK 1

WHAT DO YOU KNOW?



In pairs, look at this post and then do the task below. Try to help your partner, exchanging ideas with him/her:

What kind of information do you expect to find in the text below?

- () his family.
- () technology.
- () his preferences.
- () celebrities.
- () school.
- () university.



Hi, everyone! My name's Joe. I'm thirteen years old and I'm new at this school. I'm from Canada. My dad's Canadian and my mum's Scottish. I'm in Class 2B. I love basketball and listening to music. I've got a pet dog called Scruff.

Nice to meet you all.

Joe

Imagem: CanStock, banco de imagens sem direitos autorais

Adapted from: <https://learnenglishteens.britishcouncil.org/skills/writing/beginner-a1--writing/introducing-yourself-blog>. Accessed on: Jun. 18, 2021



LET'S READ!



With your colleague, answer to these questions. Your teacher will be around if you need.

a. What is the text about?

b. How old is the boy?

c. What is the author's objective when he expresses his message?

d. Read the text again, discuss the alternatives with your colleague and mark True of False. Then, for the false statements, give the correct information. You can count on your teacher if you need.

- () He is from Scotland.
- () He likes sports.
- () He has a dog.
- () He doesn't like music.

e. Based on the text, discuss the information with your colleague and then, fill in the chart below. If you do not know the answer, call your teacher.



His name	
His age	
His nationality	
His mother's nationality	
His likes	

LET'S THINK!



In pairs, discuss the following question:

When introducing yourself, what other information can the author express? Share your opinions with your classmates:

TASK 2

LET'S STUDY THE LANGUAGE!



a. To whom do "I" and "My" refer?



b. Look at the excerpts from the text above:

My name's Joe. (line 1)

I'm thirteen years old and I'm new at this school. (lines 1-2)

I'm from Canada. (lines 2-3)

My dad's Canadian and my mum's Scottish. (lines 3-4)

I'm in Class 2B. (line 4)

c. The words in bold 'm (am) and 's (is) represent the verb **to be**, which means "ser", "estar". Fill in the blanks with the correct form of the verb **to be**. After doing the activity, compare your answers with your colleague.

We use _____ for the **1st person singular**.

We use _____ for the **3rd person singular** (he, she, it or equivalent).

REMEMBER!



I'm from Canada.
=
I am from Canada.

My name's Joe.
=
My name is Joe.

LEARNING TIPS!



- To get more information about **Free Time Activities in English**, you can search at:

<https://www.woodwardenglish.com/lesson/free-time-activities-english>

- To get more information about **Countries and Nationalities in English**, you can search at:

<https://www.vocabulary.cl/Basic/Nationalities.htm>



CLASS 2

TASK 3

LET'S TALK!



In pairs, based on the text, answer to these questions about yourself. In case you don't understand, feel free to ask your colleague and teacher for help. Your teacher will model the activity for you. Report to the class the information you found out about your classmate.

a. How old are you?

b. Where are you from?

c. Where are your parents from?

TASK 4

LET'S WRITE!



Read the text again and write a similar one using your personal data. If you have any difficulty, ask your partner or your teacher. Then, exchange information with your colleague.



CLASS 3

TASK 5

WHAT DO YOU KNOW?



You are going to watch a video on YouTube. In pairs, analyze the title of the song **"Some Things Abt Me"** and the picture below, from the video. Try to guess what the song is all about while you brainstorm with your partner. You may use your dictionary or search at WordReference.com in order to find out the meaning. Your teacher will be around the class to assist you.



Imagem: YouTube, capturada do vídeo

LET'S LISTEN!



Listen to the song and number the unscrambled stanzas, from 1 to 10, according to the sequence you hear. After listening to the song, discuss with your colleague about the way you numbered the stanzas. Compare your answers and try to reach to a consensus. After correcting the activity, the teacher will play the video again. This time, you should fill in the gaps with words from the box. As you finish, exchange ideas with your classmate. Call your teacher to clear any doubts you may have.



eyes favorite time pet hobbies you inside movie
nationality name nickname food life me place

Some Things Abt Me

- () I've got this many tattoos
And yes, all those things are true
So tell me 'little something about _____
- () I really want to get to know
All about you baby
Let's take some time to get to know
Each other 'cause I
- () My _____, my age, my favorite color
My height, my sign, do I have a lover
What's my _____
Here's some things that inspire me
- () Want you in my _____ and
There is only so much _____
So show me what's inside
Yeah, show _____ what's inside
- () I really want to get to know
All about you baby
Let's take some time to get to know
Each other 'cause I
- () Want you in my life and
There is only so much
So show me what's inside
Yeah, show me what's _____
- () My favorite _____, my current mood, and my shoe size
Here is my favorite show and my _____ animal
There is much more to know
That we'll cover as we grow
- () What shade are my _____
Here is my favorite cereal
And a _____ I'd like to go
There is much more to know
- () My favorite song and my favorite
My hair's this long, what I want to grow up to be
Here's a _____ I go by
And some things I've never tried
Do I have a _____? And have I named it yet
- () That we'll cover as we grow
Here's some _____ that I do
And yes, all these things are true
So tell me 'little something about you

Adapted from: https://www.youtube.com/watch?v=IBDpzQQGgbM&ab_channel=CHIS
Accessed: Sep. 10, 2021.

LET'S THINK!

Based on the singer's favorites and your previous knowledge, what else is important to know about a person you love? Your teacher will guide you during the activity so that you can accomplish the task successfully.



TASK 6

LET'S READ!



Read the lyrics to the same song again and discuss with your partner the questions that follow. Be sure to ask your teacher for help.

Song: Some Things Abt Me (Chis)

My name, my age, my favorite color
My height, my sign, do I have a lover?
What's my nationality?
Here's some things that inspire me

5 My favorite food, my current mood, and my shoe size
Here's my favorite TV show and my favorite animal
There's much more to know
That we'll cover as we grow

I've got this many tattoos
10 And yes, all those things are true
So tell me 'little something about you

I really want to get to know
All about you, baby
Let's take some time to get to know
15 Each other 'cause I

Want you in my life and
There is only so much time
So show me what's inside
Yeah, show me what's inside

20 My favorite song and my favorite movie
My hair's this long, what I want to grow up to be
Here's a nickname I go by
And some things I've never tried
Do I have a pet? And have I named it yet



25 What shade are my eyes
Here's my favorite cereal
And a place I'd like to go
There's much more to know

That we'll cover as we grow
Here's some hobbies that I do
And yes, all these things are true
So tell me 'little something about you

I really want to get to know
All about you baby
Let's take some time to get to know
Each other 'cause I

Want you in my life and
There is only so much time
So show me what's inside
Yeah, show me what's inside

Adapted from: https://www.youtube.com/watch?v=IBDpzQOGGbM&ab_channel=CHIS
Accessed: Sep. 10, 2021.

Answering the questions:

a. What is the main idea of the song?

b. What inspires the author?



LET'S THINK!



Based on the lyrics, discuss with your partner about the author. What kind of person is he? What is his life style? Why do you think so? Ask your teacher to clear up things you do not understand quite well. Your teacher will observe and help you around.

REMEMBER!



So tell me 'little something about you
is equivalent to:
I really want to get to know.

LEARNING TIPS!



- To get more information about **Zodiac Sign and Astrology Signs - Meaning and Characteristics**, you can search at:

<https://www.astrology-zodiac-signs.com/>



CLASS 4

TASK 7

LET'S STUDY THE LANGUAGE!



In the song you have analyzed, we can see these extracts below. Try to guess why he uses the possessive adjective **MY**. Ask your partner, if you don't know.

My name, my age, my favorite color (line 1)

My height, my sign, do I have a lover? (line 2)

What's my nationality? (line 3)

My favorite food, my current mood, and my shoe size (line 5)



TASK 8

LET'S TALK!



A. In pairs, answer to these questions. Your teacher will be around so that he or she may help you when necessary.

a. Do you like listening to music? What kind of music do you like?

b. Do you play any sports? Which one(s)?



c. Do you have a pet animal? What is his/her name?

B. Let's get ready for talking and improving our performance. So, before that, it's time to write first, okay? As you have just studied about preferences, like food, movies, songs, etc, you are going to work with your colleague and ask him/her about his favorites. Don't forget your teacher may help you, if necessary. So, before asking your partner, write your questions below. Then, work in pairs, ask each other the questions you just prepare

Report to the class the information you found out about your classmate.

You may use: He/She likes... or His/her favorite... is...

REMEMBER!



VOCABULARY TO TALK ABOUT YOURSELF

name	life	sign	TV show
nickname	nationality	song	hobbies
age	color	movie	food
height			



CLASS 5

TASK 9

WHAT DO YOU KNOW?



Leisure time activities are very important to everyone. No matter where you are, it is important that you have leisure moments, in order to have a good quality of life. How often do you do things you like and love doing? Share your ideas with your partner and then with your class.

LET'S READ!



Read the text about **Saheli Guha Roy**, from Calcutta, India. She has listed her Top Ten activities. Then, answer to the questions below. If you need any help, do not hesitate to call your teacher.

Imagem: Quora, retirada da postagem

1. I love to have black coffee, black tea, green tea etc. Because I love caffeine!

2. I love to meditate daily. Meditation for me is not always closing my eyes or chanting a mantra! Mostly I sit silently at a place and look at the nature or a particular thing and feel content and try to be in the present moment.

3. I love eating sweets. Rosogolla, payesh, firni, patisapta, ghee ladoo etc etc. This is the only reason I am still not a vegan!

4. I love writing. Especially journaling is my hobby!

5. I love long drives on a bike or a car. Preferably a car because of dust, pollution and sun allergy.

6. I love to sleep. I can't explain the kind of peace I get when I sleep. I am tensed then I sleep, I am happy then I sleep, I am sad then I sleep, I am excited then I sleep, I need to study then I sleep, I am sleepy then obviously I sleep!



7. I love listening to ghost stories. This is the only time I can't sleep! Then I give my brother lots of bribes to stay at night in my room!
8. I love to watch those tiny house related videos on youtube. Then the Van life related videos. I feel like I should live a life like that. Then the bathroom issue comes to my mind, the mosquitoes, the non AC etc etc. Then I change my mind! But still I enjoy watching those just for the sake of watching. That's not my cup of tea I realised.
9. I love morning walk! I do morning walks at 5 a.m. sometimes, only when I don't sleep the whole night!
10. I love to see people's upvotes and good comments on Quora.

Available at: <https://www.quora.com/What-are-the-10-things-you-love-to-do-why> Accessed on: Sep. 10, 2021.

a. What is the general idea of the text above?

b. What sweets does she mention in her list of preferences?

c. What is meditation for Saheli?

LET'S THINK!



A. Based on Saheli Guha Roy's tastes, what kind of life does she have in India? Talk to your classmate and exchange opinions. Do you have anything in common



with her? Write down your answers in the space provided below. Then, share your answers with the group.

B. With your partner, which activity from Saheli's preferences do you like the most? Why?

C. Search at WordReference.com and find some more information about the sweets Saheli mentions. Do we have something similar in Brazil? Which one(s)?

TASK 10

LET'S STUDY THE LANGUAGE!



A. Observe the excerpts from the text about **Saheli Guha Roy** and answer:

*Because I **love** caffeine!* (line 1-2)

*I **love** to sleep.* (line 12)

*I **love** listening to ghost stories.* (line 16)



B. The sentences refer to:

() present () past () future

C. Classify these sentences according to affirmative, negative and interrogative forms. Then, check your answers with your classmate:

*I **love** listening to music.*

*I **don't love** caffeine.*

*She **loves** listening to ghost stories.*

*He **doesn't love** eating sweets.*

*Do I **love** morning walk?*

*Does she **love** writing?*

GROUP 1	GROUP 2	GROUP 3

Now, analyse the sentences in each group.

D. What is the difference in the sentences in Group 1, Group 2 and Group 3?

E. Which sentences are used for the 1st person singular?



F. Which sentences are used for the 3rd person singular?

REMEMBER! 

In the Simple Present, most verbs in the 3rd person singular add -s.
Sometimes they add -es.

Examples: He works in a bank.
He watches TV on weekends.
He plays the piano.
He studies in a university.

LEARNING TIPS! 

- To get more information about the Simple Present, you can search at
<https://www.perfect-english-grammar.com/present-simple.html> 

NOTES! 



CLASS 6

TASK 11

LET'S TALK!



You're going to talk to a different colleague. Before doing that, get together with your partner and write a few questions about preferences. When you are ready, talk to a different classmate. Write down his/her answers. Report your findings to the whole class and what you have in common. Call your teacher whenever you have difficulty.

REMEMBER!



Mostly I sit silently at a place and look at the nature... (He/she sits)
I feel content and try to be in the present moment. (He/she feels)
Then I give my brother lots of bribes to stay at night in my room! (He/she gives)
But still I enjoy watching those just for the sake of watching. (He/she enjoys)
I do morning walks at 5 a.m. sometimes. (He/she does)



SELF-ASSESSMENT!



Queremos saber sobre sua experiência¹ e sentimentos a respeito das aulas deste subtema. Portanto, por favor, responda às perguntas individualmente. Fique à vontade para escrever em português ou em inglês.

a. Na sua opinião, quais foram as atividades mais fáceis e as mais difíceis? Por quê?

b. Foi fácil lidar com seu colega durante as atividades colaborativas? Por quê?

c. O que você aprendeu neste subtema que será importante para seu futuro enquanto aluno de Língua Inglesa?

¹As questões da autoavaliação, que aparecem ao final dos subtemas, foram adaptadas de Larré (2010).



SUBTEMA 2: MINHA FAMÍLIA, ESCOLA E CIDADE

Este subtema visa proporcionar insumos para o gênero autobiografia, contemplando habilidades de compreensão oral e escrita, como também a produção oral e escrita, de forma colaborativa, abrangendo vocabulário referente à família, escola, cidade, desenvolvendo o léxico sobre atividades de lazer, **hobbies** e atividades de rotina, além de praticar o **Simple Present** do verbo **to be**, verbos regulares e irregulares.



CLASS 7

TASK 12

WHAT DO YOU KNOW?



a. Based on the picture below, what kind of information do you expect to find in the text?

b. Are they happy?

LET'S READ!



a. Read the text below and in pairs and do the activities that follow:

MY FAMILY

(1) My family is not very big. There are only three people. But we are very friendly. I love my parents. I'm glad that our family always understands each other. We always help each other and I know that if I have some problems, my parents will help me.

(7) I was born in Tajikistan. My family moved to Russia when I was 14 years old. Ever since, I was at school in the city Semiluki. And this year, I went to University.

Now I study in Voronezh State University of Engineering Technologies. I like this (10) institution. There are good teachers.

In my spare time I like to spend time in the company of friends. Also, my

Imagem: Google, livre de direitos autorais



attention was attracted to computer games. I love the arcade video games. My father is a former military man. He now works as an engineer. My mother works as an accountant in a large company.

Adapted from: <https://en.ppt-online.org/553985>. Accessed on: Jun. 12, 2021.

b. Check the correct sentences:

- His family is big.
- His family is very important.
- He is Russian.
- He is fourteen years old.
- He loves computer games.
- His father works as a military.

c. Fill out the chart according to the information in the text::

Size of his family	
Country he is from	
Country he lives now	
Free time activities	
His opinion about the university	
His parents' occupations	

LET'S THINK!



Based on the text you have just read and on your previous experience, discuss with your partner the questions below. Remember that you can talk to your teacher to get some extra information.

a. What is your opinion about the author's ideas?

b. How important is it to help each other in the family?

TASK 13

LET'S STUDY THE LANGUAGE!



A. Analyse the sentences below from the text in Task 12. Can you identify the verbal tense? Choose the correct alternative and then, check with your classmate. You may use your smartphone to search at WordReference.com, if necessary.

*I **love** my parents.* (lines 2-3)

*We always **help** each other.* (lines 4-5)

*Now I **study** in Voronezh State University of Engineering Technologies..* (line 9)

*I **like** this institution.* (lines 9-10)

*He now **works** as an engineer.* (line 13)

*My mother **works** as an accountant in a large company.* (lines 13-14)



All the verbs are in the:

() present () past () future

B. Some verbs have a final **S** in the word. In pairs, can you identify the difference?

C. Observe the excerpt from the text. What does the expression in bold mean?

In my spare time I like to spend time in the company of friends. (line 11)

- () You talk about your future plans.
- () You talk about your free time.
- () You talk about past activities.

D. To check your comprehension, write about what you like to do in your spare time. What about your partner?

REMEMBER!



I love my parents.

He loves his parents.

I like to spend time in
the company of
friends.

He likes to spend
time with friends.

I study in Voronezh
State University of
Engineering
Technologies.

He studies hard.



TASK 15

LET'S TALK!



It's time to know more about everyone now. Your teacher will give you a colleague's piece of writing. Check if you understand his/her work. Ask your partner for help if you need. Then, you are supposed to read it aloud to the whole class, skipping the author's name, so that everyone in class should try to guess who the person is. Pay attention to the changes you have to make in the text. Follow the examples:

He/she likes to study.
His/her mother is a teacher.

REMEMBER!



His/her name is...
His/her father is a...
He/she likes to...
His/her favorite... is...

LEARNING TIPS!



- To get more information about **How would you describe yourself**, you can search at:

<https://www.indeed.com/career-advice/interviewing/interview-question-how-would-you-describe-yourself>

- Powerful words to describe family:

<https://grammar.yourdictionary.com/word-lists/55-powerful-words-to-describe-family.html>



CLASS 9

TASK 16

WHAT DO YOU KNOW?



What comes to your mind when you think of the word “city” or “town”?

You are going to read a text about a city. What do you expect to find in the text?
Discuss with your colleague before reading:

LET'S READ!



A. Read the text and answer the questions that follow:

10 Lines on my city

My city of residence is also my favorite city because of some valid reasons. My city has a place for all activities like entertainment, recreational, outdoor, and dining.

(4) There are a number of good restaurants in my city which provide a quality dining experience.

My city has tremendous educational opportunities in schools, colleges, and technical institutes.

My city has adequate health care facilities with some hospitals using advance medical equipments.

(10) My city is well connected with other main locations, through road, rail and air transport.



My city has an elaborate arrangement for garbage collection, segregation, and disposal.

(14) My city's local administration makes elaborate security arrangements on festivals and carnivals.

My city also has adequate commuting options for traveling within the city - taxi, buses, auto, etc.

Recently a new forest planting project has started in my city which will add to its beauty.

Available at: <https://www.teachingbanyan.com/10-lines/10-lines-on-my-city/>. Accessed on: Jun. 12, 2021.

a. Does he/she like the city? Why (not)?

b. How does he/she feel about it?

c. What do they do with the garbage?

d. Do you think it is a good place to live in? Why (not)?

e. Would you like to live in a city like the one above? Why (not)?



B. Choose YES or NO according to the text above and then, exchange opinion with your classmate. If you have any doubts about the meaning of some words, you can ask your partner, the teacher or look up the words in the dictionary.

	Yes	No
a. Does the city offer entertainment?	<input type="checkbox"/>	<input type="checkbox"/>
b. Does the city have good schools?	<input type="checkbox"/>	<input type="checkbox"/>
c. Is it a small city?	<input type="checkbox"/>	<input type="checkbox"/>
d. Is it possible to have lunch or dinner out?	<input type="checkbox"/>	<input type="checkbox"/>
e. Do they care about the environment?	<input type="checkbox"/>	<input type="checkbox"/>
f. Do they offer security arrangements on festivals?	<input type="checkbox"/>	<input type="checkbox"/>



LET'S THINK!

Discuss the following questions with your partner having in mind the text above.

a. Do you think the description of the text could be your own city? Why (not)?

b. What would you suggest the local government to improve in your city?



TASK 17

LET'S STUDY THE LANGUAGE!



A. Look at the excerpts below from Task 16 and observe the words in **bold**. Talk to your classmate and decide what they refer to.

*My city of residence **is** also my favorite city because of some valid reasons. (line 1)*
*My city **has** a place for all activities like entertainment, recreational, outdoor, and dining. (lines 2-3)*
***There are** a number of good restaurants in my city which provide a quality dining experience. (line 4-5)*

B. Can you identify other examples in the text? Write them down in the space provided.

C. Match the columns according to their use. Then, compare them with your classmate:

(1) There are not shopping malls here.	() negative form
(2) There are many shops in this city.	() affirmative form
(3) Are there hospitals in this around here?	() interrogative form

REMEMBER!



There is (singular)
There are (plural)

EXAMPLES

There is a hospital
in this city.

There are many
supermarkets here.

LEARNING TIPS!



- To get more information about **Places in a city**, you can search at:

<https://www.youtube.com/watch?v=9xBTXX7DgBc>

- To get more information about **In a city: presentation**, you can search at:

<https://www.youtube.com/watch?v=d2AF-AFUuIU&t=220s>

NOTES!





CLASS 10

TASK 18

LET'S TALK!

A. With your classmate, and using your mobile phone, choose a place from the pictures below and, together, write a description about it. Help each other if you have any difficulty. You may ask your teacher for help. Then, exchange pairs. You should describe the place to him/her orally. Your new partner is supposed to identify it. He or she may ask you other questions about the place if necessary. Don't forget to mention historical places too.



Imagens: Google Imagens, livre de direitos autorais



TASK 19

LET'S WRITE!



A foreign friend sent you an e-mail asking you to describe your city and country. He/she intends to spend his/her vacation here. Suppose your classmate is your foreign friend. Give him/her the information he/she wants. Be sure to use the items studied so far. Call your teacher for help when necessary.



TASK 20

WHAT DO YOU KNOW?



In pairs, talk to your partner and answer these questions. Your teacher will be around to help you find the answers.

a. Do you recognize the pictures below?



b. Do you know anybody who was born there?

c. What do you know about their lives?



Imagens: Google, livre de direitos autorais

LET'S READ!



Now read the text below about a girl from India and, with your classmate, answer the following questions:

(1) India is my country. All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect and treat everyone with courtesy.

(6) To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness.

Available at: https://www.youtube.com/watch?v=zDutu6UuwYQ&ab_channel=VKCreative

Accessed on: Jul. 20, 2021.



a. What is the main idea of the text?

b. What is she proud of?

c. How does she feel about her country?

LET'S THINK!



Based on the text and on your previous experience, ask your colleague the questions that follow:

a. What kind of message does she communicate to you?

b. And you, how do you feel about your country?

c. What is missing in your country?

TASK 21

LET'S STUDY THE LANGUAGE!



I love my country and I am proud of its rich and varied heritage. (line 2)

“Proud of” means that you consider something or someone so much.

Example: I am **proud of** my parents, my city, my country.



CLASS 11

TASK 22

WHAT DO YOU KNOW?



Do you think your town, religion, your community and country can influence your personality?

LET'S READ!



Read another text about someone's opinion about his/her country. Answer to the questions below and share your opinion with your partner.

(1) "I am who I am because of the time and place I was born and the culture I was raised in. My family gave me a set of values and so has my town, my religion, my community and my country. Add these all up and that's who I am".

Available at: <https://slideplayer.com/slide/5857221/> Accessed on: Jun. 21, 2021.

a. What's the purpose of the author?

b. Do you think it is a positive or negative opinion? Justify.



LET'S THINK!



Discuss with your partner whether you two agree with the testimony above. Justify your opinion.

TASK 23

LET'S STUDY THE LANGUAGE!



Observe the excerpt below and try to guess the meaning of the words in **bold** type.

*"I am who I am **because** of the time and place I **was** born and the culture I was raised in."*

TASK 24

LET'S WRITE!



With your colleague, write about your country and about your feelings related to it. Why is it important to know about your country?

REMEMBER!



Because = means
explanation or reason

I was born = means
my birthdate

EXAMPLES:

I was born on May 27th, 1958.

I like my city because it's a nice
place to live in.

LEARNING TIPS!



- To get more information about "What are your Values?", you can search at:

https://www.mindtools.com/pages/article/newTED_85.htm

NOTES!





CLASS 12

TASK 25

WHAT DO YOU KNOW?



The text you are about to read talks about identity. Before reading it, talk to your partner and discuss what makes someone's identity. Take notes below and share them with your colleagues:

LET'S READ!



Read the text below and do the activities below with your colleague:

My identity was a big issue when I was a teenager, and I had a lot of questions, like: 'Who am I?' 'Who do I belong to?' But when I was still quite young, I decided that belonging is a tough process in life, and I'd better say I belonged to myself and the world rather than belonging to one nationality or another.

Available at: <https://www.idlehearts.com/1711419/my-identity-was-a-big-issue-when-i-was-a-teenager-and> Accessed on: Jun 12, 2021.

a. What's the main idea of the text?



b. In pairs, mark True or False, according to what you read in the text:

- () He/she is a teenager.
- () He/she belongs to one nationality.
- () He/she belongs to the world.

LET'S THINK!



Discuss the following questions with your partner and write down your responses:

a. Do you agree with his/her opinion? Why (not)?

b. What about you? Where do you belong to? Justify your opinion.

REMEMBER!



VOCABULARY

identity
teenager
young
country
nationality
world

LEARNING TIPS!



- To get more information about "What Factors Really Influence Identity?", you can search at:

<https://ystudios.com/insights-people/influence-on-identity>



SELF-ASSESSMENT!



Queremos saber sobre sua experiência² e sentimentos a respeito das aulas deste subtema. Portanto, por favor, responda às perguntas individualmente. Fique à vontade para escrever em português ou em inglês.

a. Na sua opinião, quais foram as atividades mais fáceis e as mais difíceis? Por quê?

b. Foi fácil lidar com seu colega durante as atividades colaborativas? Por quê?

c. O que você aprendeu neste subtema que será importante para seu futuro enquanto aluno de Língua Inglesa?

²As questões da autoavaliação, que aparecem ao final dos subtemas, foram adaptadas de Larré (2010).



SUBTEMA 3: MINHA INFÂNCIA E OS DIAS ATUAIS

Este subtema tem como objetivo aprofundar questões relacionadas ao gênero autobiografia, contemplando as habilidades de compreensão e de produção, de forma colaborativa, desenvolvendo tarefas com vocabulário referente à vida de celebridades jovens, conhecidas mundialmente. Além disso, aprimoramos o léxico sobre características pessoais, atividades de lazer, *hobbies*, cidade natal, hábitos do passado e questões de gramática como: uso de preposições, tempos verbais pretérito perfeito e pretérito imperfeito de verbos regulares e irregulares, bem como o passado do verbo auxiliar *to be*, além da revisão do presente simples.



CLASS 13

TASK 26

WHAT DO YOU KNOW?



In pairs, discuss the questions below and afterwards, share the information with the whole group.



Imagem: Instagram, retirada do perfil da cantora

a. Who is the celebrity above? What's her name? What do you know about her?

b. What kind of information do you expect to find in the text below?

LET'S LISTEN!



A. Listen to the video while you read the text about the singer. Try to fill in the gaps with the words Any Gabrielly says. Then, check your answers with your classmate and clear the doubts you may have with your teacher.



Imagem: YouTube, capturada do vídeo

grandmother taught wanted changed mature play bathroom took
stopped was childhood mom food moved happy got told because
had money sometimes

People ask me, “what’s wrong with you? You’re always _____, you’re always jumping, you’re always sunshine and rainbows”, but this is who I am, you know. Why to be sad? My _____ was the best. I _____ a lot of time to play. I used to _____ on the street. It was so much fun.

(5) Looking back, I had a great childhood, but then things _____.

My _____ fell in love with this guy and turned out that he wasn’t that great. He was doing some illegal stuff and my dad found out about it.

He _____ everything that was going on to the authorities and even though my mom was doing nothing wrong, the authorities _____ me away from her.

(10) I had to live with my _____ for a while. I _____ so young and I don’t know it was just hard to breathe. _____ I wanted to call my mom and I _____ to hug my mom and I couldn’t. I had to learn how to be _____ and figure out things without my mom.

But anyway, when I was living with my grandmother, my aunt Laura, she _____ me how to sing. It gave me joy, gave me a reason to carry on and not cry every night.

I never _____ loving my mom actually. I _____ closer to her again. And then I found out that my mom was really good. And when I _____ back with my mom, she was without _____. We had to live in a tiny, tiny room and we lived in a room without a _____, with no money, not even for food sometimes.



I wanted _____, I wanted a snack and she couldn't buy it. She needed to eat, _____ she was pregnant.

Adapted at: <https://www.youtube.com/watch?v=6ock88jT-6Q> Acesso em: 07 set. 2021

LET'S THINK!



With your partner, try to answer to the questions below:

a. Do you identify yourself with the singer? Why (not)?

b. What can people learn from her? Justify your answer.

c. Do you know anybody like her in your city?

TASK 27

LET'S STUDY THE LANGUAGE!



A. Look the excerpts from the text about Any Gabrielly and pay attention to the verbs **in bold**. Do the following activities, in pairs, helping each other.

...but then **things changed**. (line 5)

And when I **moved** back with my mom... (lines 18-19)

We lived in a room without a bathroom. (lines 19-20)

She needed to eat. (line 21)



a. Observe the verbal tense in **bold** type. What verbal tense is it?

() present () past () future

b. The excerpts show that this verbal tense is a way of expressing:

- () interrupted action in the past..
- () completed action in the past.
- () past habit.

B. This verbal tense is the **Simple Past**. Now compare the sentences below. In some sentences the subject is in the 1st person singular. Others, in the 3rd person singular, adding a final "s". What about in the simple past?

SIMPLE PRESENT	SIMPLE PAST
I live in a small house.	I worked in a bank.
She lives in an apartment.	She worked in a supermarket.

What happens to the 3rd person singular in the Simple Past?

C. The excerpts from the text show **regular verbs**. Discuss with your partner and try to analyze what is different or similar, comparing the verbs in the excerpts. Can you identify the appropriate rule for regular verbs in the simple past?



D. Now, pay attention to these other excerpts below, from the text about Any Gabrielly. Are they regular or irregular verbs? Why? Justify your answer. Exchange opinions with your partner before coming to a conclusion.

My childhood **was** the best.

I **had** a lot of time to play.

My mom **fell** in love with this guy...

My dad **found** out about it.

He **told** everything.

The authorities **took** me away from her.

She **taught** me how to sing.

It **gave** me joy.

I **got** closer to her again.

REMEMBER!



IN AFFIRMATIVES:

Subject + verb in
the simple past +
complement

EXAMPLE:

I lived in a small town.

IN INTERROGATIVES:

Did + subject +
verb in infinitive?

EXAMPLE:

Did you go to school?

IN NEGATIVES:

Subject + did not
+ verb

EXAMPLE:

I didn't like the movie.

LEARNING TIPS!



As you can see, irregular verbs have different endings in the Simple Past. You can check them in the link below:

<https://www.policiamilitar.mg.gov.br/conteudoportal/uploadFCK/ctpmbarcena/07032019140826143.pdf>



CLASS 14

TASK 28

LET'S WRITE!



Suppose you will have the opportunity to talk to Any Gabrielly, from the group Now United. With your colleague, prepare a list of five questions you may ask her, like the place where she lives now, things she likes doing, city where she was born, among others. You can ask your teacher for help or use the dictionary, search at WordReference.com and the material you have studied so far.



TASK 29

LET'S TALK!



Now, you will change pairs and do a "role-play", which is an activity that one of the students will suppose he/she is the singer and the other student will ask her the questions. Be confident and help each other. If you have any difficulty, your teacher will be there to help you whenever you need.



TASK 30

WHAT DO YOU KNOW?



What changed in Any Gabrielly's life after being accepted in the group Now United? Exchange opinion with your partner.

LET'S LISTEN!



Now, listen to the second part of the video, when Any Gabrielly talks about her career as a singer and her final message. Organize the paragraphs according to what you hear. Then, check your answers with your classmate.



- I don't want them to be sorry for me, you know.
- That's why I think that when I sing or when I dance it's really emotional to me.
- I was so happy. It was my first audition and I got a Yes between 5,000.
- I don't think that I should be like an example for people.
- I got money and I helped my family go up again and now I bought this house and we have three bathrooms and I'm so proud to say that we got it by singing, by dancing, by doing what I love.
- I just want them to know that they can go through any problems and we can go through anything.
- I try to see the mind of these people but I can't, because it's just the outside and we know that there's so much more inside.
- Every time that I hear a song it's easy for me to cry, because I know that behind that, there's a true story.
- We all have hearts. We all have feelings, so we should share this and maybe the world would be like an amazing place.
- I would like to see the end of the prejudice and racism. I still can't understand it.

LET'S THINK!



Together with your partner, answer the questions below.

a. Do you believe she can make a difference in people's lives? Why?

b. What did you learn from Any Gabrielly? Justify.

REMEMBER!



Every time that I hear a song it's easy for me to cry...
That's why I think that when I sing or when I dance it's emotional to me.
I try to see the mind of these people but I can't...
I would like to see the end of prejudice and racism.

LEARNING TIPS!



- To get more information about **Any Gabrielly and the other members of the group Now United**, you can search at:

<https://www.youtube.com/watch?v=6ocK88jT-6Q&t=147s>



CLASS 15

TASK 31

LET'S READ!



Observe the text about Any Gabrielly again, which we studied in the previous class, and do the activities with your partner. Don't forget to ask for help whenever necessary.

I was so happy. It was my first audition and I got a Yes between 5,000. I got money and I helped my family go up again and now I bought this house and we have three bathrooms and I'm so proud to say that we got it by singing, by dancing, by doing what I love. That's why I think that when I sing or when I dance it's really emotional to (5) me. Every time that I hear a song it's easy for me to cry, because I know that behind that, there's a true story. I don't think that I should be like an example for people. I don't want them to be sorry for me, you know. I just want them to know that they can go through any problems and we can go through anything.

(10) I would like to see the end of the prejudice and racism. I still can't understand it. I try to see the mind of these people but I can't, because it's just the outside and we know that there's so much more inside. We all have hearts. We all have feelings, so we should share this and maybe the world would be like an amazing place.

a. What did she buy her family?

b. How does she feel about racism?



LET'S THINK!



A. According to Any Gabrielly, what should we share to make the world an amazing place? Justify your answer.

B. How do you feel about racism? Justify your opinion.

TASK 32

LET'S STUDY THE LANGUAGE!



A. Make a list of the verbs in the Simple Past that you learned in the whole text about Any Gabrielly. Try to separate the regular from the irregular ones. Share your list with your partner.

REGULAR VERBS	IRREGULAR VERBS
<i>wanted</i>	<i>was</i>

B. Compare the sentences below and, with your colleague, try to analyse the differences and similarities among them. Can you come to a conclusion about the appropriate rule for negatives and interrogatives for regular and irregular verbs in the Simple Past?

AFFIRMATIVE FORM	INTERROGATIVE FORM	NEGATIVE FORM
I helped my family.	Did I help my family?	I did not help my family.
She taught me how to sing.	Did she teach me how to sing?	She did not teach me how do sing.

What happens to the main verb in interrogatives and negatives in the Simple Past?

TASK 33

LET'S WRITE!



Suppose you are traveling on vacation. You visited many interesting places. You want to share your experiences with a friend of yours. So, in pairs, write an e-mail to him/her telling what you did, places you visited, things you bought, your impressions, etc. During your writing, exchange ideas with your colleague, and ask your teacher for help when necessary.



REMEMBER!



The regular verbs always end in ed in the simple past. However, the irregular verbs have different forms. Some keep the same spelling (cut-cut, read-read). Others, change one letter (get-got, fall-fell), and some change completely (buy-bought, am/is-was, take-took).

EXAMPLES

He cut his finger yesterday.

She fell in love with an old friend.

They bought a nice book.

LEARNING TIPS!



- To get more information about **Simple Past - Regular verbs**, you can search at:

<https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/past-simple-regular-verbs>

- To get more information about **Simple Past - Irregular verbs**, you can search at:

<https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/past-simple-irregular-verbs>

NOTES!





CLASS 16

TASK 34

WHAT DO YOU KNOW?



Look at the images below and discuss with your partner what they are all about. Exchange information with another pair of students.



Imagens: Google Imagens, livre de direitos autorais

LET'S READ!



A. Read the text about Bailey May, a member of the group Now United. Then, talk to your partner and do answer the questions that follow:



Meet Bailey May, from the Philippines

I remember when I was a kid I was drawing myself with a football kit with a Filipino flag on it. That never happened but to be a part of Now United and represent the Philippines is something bigger than that.

I was born in Cebu. It's an island in the Philippines. Cebu is the second main city in the Philippines, after Manila. I remember playing games outside, with my friends. The game where you had your flip-flop and you throw it at a can and the first person to hit the can would win. I remember the food I ate, which I wouldn't dare to eat now. I ate Balut, which is a fetus of a duck.

When it was raining, I'd always go outside with my friends and just shower in the rain.

I grew up with my parents and my family.

My parents have been singing their whole lives. It's been their main job since they were young. I think they sort of passed it down to me. I'd always hear them saying and that kind of inspired me as well.

I moved to England without knowing any English. It's a bit of a crazy move. I went to school and I didn't really talk to anyone. I was kind of mute. I didn't understand what they were saying to me. I felt secluded and then my uncle introduced me to football. From there I played football all the time and I think it really helped me blending in with the other boys, other kids.

When I first know how to play football, all I really wanted to do in my life was to proceed in becoming a professional football player. I didn't get into that so that really let me down. In 2015, my dad asked me if I could sing 30 seconds of a song of my choice, we could show my family, if I could sing or not. For a year, I was very hesitant. I didn't want to do it.

My dad said: "Bailey, your videos gone viral". I said: "What you mean, viral?". And he said: "It's got 50,000 views in, like, 10 hours". My social media exploded. Everyone was adding me on Instagram. And then, after that, I went into doing TV shows and everything. Yeah, that's really crazy. From a 30-40-second video!

When I first heard I was gonna be part of Now United, I couldn't believe me, like, I jumped out of my seat and I gave him a huge hug. The thing that excites me about Now United is just the fact that you know this is the first time this has ever been done in history.



And a message just to spread positivity. The thing with music and performing, I think that's really the only way that we could probably change the world, because music breaks full barriers.

Adapted at: https://www.youtube.com/watch?v=nTTnNqw1awg&ab_channel=NOWUNITED

Accessed on: Jul. 25, 2021

a. What is the main idea of the text?

b. Where is Bailey May from?

c. What similarities and differences do you notice between Bailey and Any Gabriely?

B. Fill out the chart according to the information in the text. After that, check the answers with your partner. Don't forget to call your teacher in order to clear any doubts you may have.

Size of his family	
--------------------	--



Country he lives now	
Free time activities	
His parents' occupations	
Typical food in his home country	

LET'S THINK!



Based on the text, talk to your partner and then answer these questions:

a. What kind of life does he have now?

b. What message did Bailey May give everyone?

c. Are you aware of any exotic food in Brazil? Have you tried it?

d. What other exotic food do you know from abroad? Would you like to give it a try?



TASK 35

LET'S STUDY THE LANGUAGE!



A. Observe the words in **bold** and match their meanings:

- (a) I **was** born in Cebu. () from childhood to adulthood
(b) I **grew up** with my parents. () your birthdate

B. Now, look at the underlined words.

"I was born in Cebu. It's an island in the Philippines."
"I moved to England without knowing any English. So I went to school."
"I grew up with my parents."

In pairs, analyze the prepositions **in**, **to** and **with** and answer:

- a) Preposition we use for company: _____
b) Preposition to indicate movement from one place to another: _____
c) Preposition we use before cities, countries: _____

C. Observe the excerpts below and answer the questions with your partner. You may look up the words in a dictionary, WordReference.com, or call your teacher if you wish.

When it was raining, I'd always **go** outside with my friends and just shower in the rain.
I **remember playing** games outside, with my friends.
I **used to play** on the street.

a. These sentences are in the:

- () present () past () future



b. What is the correct alternative?

() specific time in the past () repeated times in the past

D. Take a look at these examples about activities you used to do in the past. With your colleague, analyse them. Pay attention to the similarities and differences among them. Then, try to think about the possible rules for each situation.

When I was a child, I **would play** with friends in the street, I **would ride** a bike in the park.

When I was a child, I **remember playing** with friends in the street, I **remember riding** a bike in the park.

When I was a child, I **used to play** with friends in the street, I **used to ride** a bike in the park.

When you want to express things you used to do in the past, but you do not do anymore, we can say:

Give examples about something you or someone in your family use to do but not anymore.

REMEMBER!



I'd study
=
I would study

EXAMPLE:
I would study for long hours when I was young.

remember
+
playing (gerund)

EXAMPLE:
I remember playing until late at night.

used to
+
verb in infinitive

EXAMPLE:
I used to play on the street.



CLASS 17

TASK 36

LET'S TALK!



A. In pairs, talk to your partner and say something you used to do when you were a child/ younger.

B. Ask your colleague about things your partner may have done in the past. Follow the example: *Did you use to ride a bike when you were a kid?*

C. You are going to work in pairs. Your teacher will give you different cards¹ of famous people. You are supposed to ask your partner for the information you need as well as answer your colleague with the information you have.

D. Still working in pairs, now you will think about a celebrity. Describe this person to another colleague. Your colleague is supposed to guess who this famous person is. Be sure to use the vocabulary and expressions used so far.

This person used to perform in... (soap opera).

This person used to play for... (soccer team).

He/she was born in... (city, country).

³ Veja no apêndice os cards disponíveis para a atividade.



REMEMBER!



I was born in Bagé.
I was born in Brazil.
We were born in a small town.
He was born in Rio Grande do Sul.
She was born in December.

LEARNING TIPS!



- To get more information about **things you used to do when you were young**, you can search at:

<https://www.quora.com/What-did-you-use-to-do-when-you-were-young>

NOTES!





SELF-ASSESSMENT!



Queremos saber sobre sua experiência⁴ e sentimentos a respeito das aulas deste subtema. Portanto, por favor, responda às perguntas individualmente. Fique à vontade para escrever em português ou em inglês.

a. Na sua opinião, quais foram as atividades mais fáceis e as mais difíceis? Por quê?

b. Foi fácil lidar com seu colega durante as atividades colaborativas? Por quê?

c. O que você aprendeu neste subtema que será importante para seu futuro enquanto aluno de Língua Inglesa?

⁴As questões da autoavaliação, que aparecem ao final dos subtemas, foram adaptadas de Larré (2010).

SUBTEMA 4: JUNTOS PODEMOS FAZER UM MUNDO MELHOR

Este subtema, além da retomada da gramática e do vocabulário referente ao tempo presente, pretérito perfeito e imperfeito, léxico sobre pronomes pessoais, adjetivos possessivos, família, preferências, eventos, infância, tem como propósito o preparo do aluno para a escrita de uma autobiografia, através da análise desse gênero e de atividades que contemplem as habilidades linguísticas, assim como o estudo de um texto informativo sobre as características do gênero autobiografia.



CLASS 18

TASK 38

WHAT DO YOU KNOW?



The picture below belongs to a person who is known all over the world. In pairs, discuss the questions below. Remember your teacher is there to help you.



Imagen: Google Imagens

a. Whose picture is it? Who is she? What does she do? Exchange information with your colleague and then, with another pair of students.

b. What do you expect to find in the text?

LET'S READ!



A. Read the story about Malala, a girl who was born in Pakistan, in 1997. Then, with your partner, do the activities that follow, collaboratively.



MALALA'S STORY: "I tell my story not because it is unique, but because it is the story of many girls."

I was born in Mingora, Pakistan, on July 12, 1997.

Welcoming a baby girl is not always cause for celebration in Pakistan – but my father, Ziauddin Yousafzai, was determined to give me every opportunity a boy would have. My father was a teacher and ran a girls' school in our village.

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I loved school. But everything changed when the Taliban took control of our town in Swat Valley. The extremists banned many things — like owning a television and playing music — and enforced harsh punishments for those who defied their orders. And they said girls could no longer go to school.

I spoke out publicly on behalf of girls and our right to learn. And this made me a target. In October 2012, on my way home from school, a masked gunman boarded my school bus and asked, "Who is Malala?" He shot me on the left side of my head.

I woke up 10 days later in a hospital in Birmingham, England. The doctors and nurses told me about the attack — and that people around the world were praying for my recovery. After months of surgeries and rehabilitation, I joined my family in our new home in the U.K.

I had a choice: I could live a quiet life or continue my fight until every girl could go to school.

With my father, who has always been my ally and inspiration, I established Malala Fund, a charity dedicated to giving every girl an opportunity to achieve a future she chooses. In recognition of our work, I received the Nobel Peace Prize in December 2014 and became the youngest-ever Nobel laureate.

In 2018, I began studying Philosophy, Politics and Economics at the University of Oxford.

And every day I fight to ensure all girls receive 12 years of free, safe, quality education. I travel to many countries to meet girls fighting poverty, wars, child marriage and gender discrimination to go to school. Malala Fund is working so that their stories, like mine, can be heard around the world.



We invest in developing country educators and activists, like my father, through Malala Fund's Education Champion Network. With more than 130 million girls out of school today, there is more work to be done. I hope you will join my fight for education and equality. Together, we can create a world where all girls can learn and lead.

Adapted from: <https://malala.org/malalas-story>. Accessed on: Sep. 7, 2021.

a. What is the text about? Discuss with your partner and try to help each other.

b. What is Malala's Fund?

B. What is the order of the events Malala mentions in her story? Number from 1 to 10.

- I loved school.
- I was born in Mingora, Pakistan, on July 12, 1997.
- A masked gunman boarded my school bus and he shot me on the left side of my head.
- Every day I fight to ensure all girls receive 12 years of free, safe, quality education.
- In recognition of our work, I received the Nobel Peace Prize in December 2014.
- My father was a teacher and ran a girls' school in our village.
- I spoke out publicly on behalf of girls and our right to learn.
- With my father, I established Malala Fund, a charity dedicated to giving every girl an opportunity to achieve a future she chooses.
- Girls could no longer go to school.
- The Taliban took control of our town in Swat Valley.



C. Mark True or False, according to the text. Correct the false statements.

- () Malala didn't finish her studies.
- () She was shot in her legs.
- () She went to university in Oxford, England.
- () She helps girls fighting poverty, wars, child marriage and gender discrimination.

LET'S THINK!



Based on the text above and on your previous knowledge, answer the following questions with your partner. Help each other. Remember you can call your teacher whenever necessary.

A. How important is Malala to the girls from her country? And other ones?

B. Is there anything you could do to help too? Why (not)?

C. Do you know anybody who helps other people? What do they do exactly?



REMEMBER!



SEQUENCE OF EVENTS:

I was born in Mingora, Pakistan.
I loved school. But everything changed when the Taliban took control of our town in Swaat Valley.
I spoke out on behalf of girls and our right to learn.
A masked gunman shot me on the left side of my head.
In 2018, I began studying Philosophy, Politics and Economics.

LEARNING TIPS!



- To get more information about **MALALA FUND**, you can search at:

<https://malala.org/>

NOTES!





CLASS 19

TASK 39

LET'S STUDY THE LANGUAGE!



Look at the excerpts below, from Malala's story, and with your partner, analyse the words and expressions **in bold**. Then, you two should choose the best alternative according to what they refer to.

a. *I **was born** in Mingora, Pakistan, on July 12, 1997.*

() birthdate () birthday () graduation

b. *My **father**, Ziauddin Yousafzai, was determined to give me every opportunity a boy would have.*

() family member () boy () teacher

c. *My **father** was a teacher and ran a girls' school in our village.*

() personality () possession () replace people

d. *I **loved** school.*

() important event () free time activities () likes or dislikes

e. *I **spoke** out publicly on behalf of girls and our right to learn.*

() important event () personality () hobbies



f. I **received** the Nobel Peace Prize in December 2014.

() Present () Past () Future

g. We **invest** in developing country educators and activists.

() Present () Past () Future

h. I hope you will join **my** fight for education and equality.

() 1st person () 2nd person () 3rd person

TASK 40

WHAT DO YOU KNOW?



Read the text below about how to write an autobiography. It is about the steps someone has to follow in order to write it successfully.

With your colleague, discuss the questions that follow:

a. What do you understand about an autobiography?

b. What do you think an autobiography should contain in terms of events, important facts, vocabulary?





HOW TO WRITE AN AUTOBIOGRAPHY

What is an autobiography? An autobiography is a story that you tell about your own life. There are some steps to follow:

STEP 1: Choose a part of your life. Important events, things you love to do, important people, a special photograph: *my trip to my birthplace, playing the piano, drawing, My Dad, my piano teacher.*

STEP 2: Brainstorm your chosen event: What event? When did it happen? Where did it happen? Who was there?

I learned to play the piano. I was five years old. My dad taught me.

Why is this important? How did you feel? What was your reaction? What does this say about you?

My dad is my best friend. I didn't always want to practice, but he made it fun. I love my family.

STEP 3: Write your autobiography. Write in the first person. Introduce yourself.

My name is Elise, and I live with my mom and my grandparents in Montreal.

Provide details: *We live in a house with many rooms, but my favourite room is the piano room.*

Use descriptive language: *Our piano is an old upright, with weathered Wood and yellowing Keys. Its brass pedals are tarnished and green with age.*

Express thoughts and feelings: *When I play the piano, it's like the whole world recedes. I feel like the music is going through me. At the piano, I am happy.*

Choose an image (photograph).

STEP 4: Review your autobiography. Ask a friend or review it yourself.

Adapted from: https://www.youtube.com/watch?v=FKr_fcPJY8 Accessed on: Sep. 19, 2021.



a. What is an autobiography?

b. What are the necessary steps in order to write an autobiography?

LET'S THINK!



Based on the text above, answer the following questions with your partner. Remember to ask your teacher if you need.

a. Why is it important to write your own autobiography? Justify your answer.

b. Have you ever thought of writing own autobiography? Why (not)?



REMEMBER!



STEPS FOR WRITING YOUR AUTOBIOGRAPHY:

- Choose important events of your life.
- Describe these events with more details.
- Write in the 1st person singular. Provide more information.
- Express your feelings and habits from the past.
- Review or ask a friend to do that for you.

LEARNING TIPS!



- To get more information about a **celebrity's autobiography**, you can search at:

<https://www.vanityfair.com/culture/2010/10/in-honor-of-justin-biebers-new-autobiography-justin-bieber-first-step-2-forever-my-story-the-second-through-fifth-steps-2-forever>

NOTES!





CLASS 20

TASK 41

FINAL TASK!

In the previous class, you studied about **autobiography**. As you can see, it is a way to know yourself and your feelings better, reflect about your memories, people you care about, and important events in your life. It is also a way to let people know about important actions and experiences you may have.

Now, it is time to write an autobiography!!! How do you like the idea? Let's put your knowledge into practice!

You are going to work in pairs. You and your partner are supposed to create a character⁴. Pretend you are this person. In other words, you two have to write your text in the first person singular. Remember to give you a name and a title to your work.

Based on your experience, think about your creation carefully. He or she could be your age. Analyse his/her physical and personal characteristics, likes and dislikes and preferences. Also reflect about his/her family, relationships, birthplace, nationality and childhood.

Important to remember that you and your colleague will help each other. You two should analyse all the steps of an autobiography, according to the text in Task 39.

You can use all the content studied throughout the classes. You are allowed to use your dictionary or search at WordReference.com. Your teacher will be around to help all the students.

LET'S WRITE!



Let's get to work! With your partner, make a list of the items you should mention when writing an autobiography.

⁴Criação de um personagem, adaptação do trabalho de Oliveira (no prelo).



CLASS 21

TASK 42

You did a great job!

Writing collaboratively with your colleague is very important because you can learn a lot while sharing your knowledge.

Let me tell you something else: reviewing your colleagues' works is also a good way to learn and improve your skills.

A. Now, exchange your autobiography with another pair of students, so that they will review your work, as well as you and your partner will review theirs. Do the activity according to the table below, which is in Portuguese. Your teacher will help you around the class. Call him/her whenever you need.

A seguir, apresentamos o formulário para a realização da próxima etapa, que é a revisão da tarefa de autobiografia. Você e seu colega farão a revisão de maneira colaborativa. Vocês deverão seguir o passo-a-passo, conforme o formulário abaixo, analisando cada item com muita atenção. Para a revisão⁵, sublinhe as palavras ou expressões que apresentam erros. Onde houver omissão de palavras, sinalize com um ponto de interrogação (?).

Aspectos a avaliar	 Ótimo	 Bom	 Precisa melhorar
Visão geral do texto	Veja pontos positivos da autobiografia e pontos a melhorar.		 ()  ()  ()
Conteúdo	Verifique se o título está apropriado ao gênero, se as ideias estão claras ou repetidas.		 ()  ()  ()

⁵ Para a revisão, sugerimos que o aluno sublinhe os erros e use (?) para a supressão de palavras, conforme o formulário adaptado de Figueiredo (2005).

Organização	Veja se o texto tem começo, meio e fim. Veja se há coerência e lógica, com parágrafos bem desenvolvidos e ordenados.	😊 () 😐 () 😞 ()
Gramática	Observe o uso correto do pronome pessoal e possessivo, uso do tempo verbal no presente, pretérito perfeito e imperfeito, concordância entre sujeito e verbo, etc.	😊 () 😐 () 😞 ()
Vocabulário	Veja se há o uso adequado do vocabulário aprendido, se há repetição de palavras, etc.	😊 () 😐 () 😞 ()
Mecânica	Observe sinais de pontuação, uso de letras maiúsculas/minúsculas, ortografia, etc.	😊 () 😐 () 😞 ()

B. When you receive your autobiography back, talk to your partner to discuss about your autobiography, following your colleagues' suggestions in the review. Ask them for clarification if you not understand about their review. It is important that you understand it clearly. So, if necessary, you can use your mother tongue, ask your teacher as well. He or she will be around the class to help everyone. Then, rewrite your work, improving it according to the suggestions received. You can make use of grammar books, dictionary or search at WordReference.com if you wish.

It was a pleasure working with you! See you! Take care!

BYE!



APÊNDICES

CARDS – TASK 36



You are supposed to ask your colleague information about Neymar.

- What is Neymar's full name?

- What's his occupation?

- Where is he from?

- When was he born?

- When did he start his career?

- What soccer team did he use to play abroad?

- What is "Instituto Neymar"?



Your colleague is going to ask you information about Ivete Sangalo. Answer him/her according to the information below.

- Her full name is Ivete Maria Dias de Sangalo Cady.
- She is from Juazeiro, Bahia.
- She is married.
- She is a singer.
- Her favorite food is "bode frito".
- She used to play in Banda Eva.

Adapted from: <https://www.topmelhores.com.br/entretenimento/408-ivete-sangalo-conheca-25-curiosidades-sobre-a-cantora>. Accessed on Nov. 13th, 2021.



You are supposed to ask your colleague information about Ivete Sangalo.

- What is Ivete's full name?

- Where is she from?

- Is she married or single?

- What does she do?

- What's her favorite food?

- What did she use to do before?



Your colleague is going to ask you information about Neymar. Answer him/her according to the information below.

- Neymar da Silva Santos Júnior.
- He's a famous soccer player.
- He is from Mogi das Cruzes, São Paulo.
- He was born on February, 1992.
- He started his career in Santos at the age of eleven.
- He used to play for Barcelona.
- Instituto Neymar is a non-government organization to help poor children.

Adapted from: <https://www.google.com/search?q=neymar+curiosidades&oq=neymar+curiosidades&aqs=chrome..69l57j0l22l30.5562j0j15&sourceid=chrome&ie=UTF-8> Accessed on Nov. 13th, 2021.



You are supposed to ask your colleague information about Tiago Leifert.

- What's his occupation?

- When was he born?

- What does he like to do in his free time?

- What did he study at the university? Where?

- What did he use to do when he was younger?

- What programs did he use to host at Globo?



Your colleague is going to ask you information about Anitta. Answer him/her according to the information below.

- Her full name is Larissa de Macedo Machado.
- She is a Brazilian singer.
- She is from Rio de Janeiro.
- She was born on March 30th, 1993.
- She started to sing in the church when she was seven years old.
- When she was a child, she used to play soccer with friends in the street.
- She likes to drive, cook and watch war movies in her free time.

Adapted from: <https://buzzfeed.com.br/post/63-coisas-que-voce-provavelmente-nao-sabia-sobre-a-anitta> Accessed on Nov. 13th, 2021.





You are supposed to ask your colleague information about Anitta.

- What is Anitta's full name?

- What's her occupation?

- Where is she from?

- When was she born?

- When did she start to sing?

- What did she use to do when she was a child?

- What does she like to do in her free time?



Your colleague is going to ask you information about Tiago Leifert. Answer him/her according to the information below.

- He is a TV host.
- He was born on May, 1980.
- He likes to watch movies and play videos games.
- He studied Journalism and Psychology at the University of Miami.
- Before becoming famous, he used to go to the "Altas Horas" program with his sister.
- He used to host the Big Brother Brasil and "The Voice Kids" programs.

Adapted from: <https://buzzfeed.com.br/post/27-coisas-que-voce-talvez-nao-saiba-sobre-o-tiago-leifert> Accessed on Nov. 13th, 2021.



VÍDEOS

Os vídeos utilizados para as atividades deste material podem ser acessados nos seguintes links:

Música Some Things Abt Me

<https://www.youtube.com/watch?v=IBDpzQQGgbM>

Entrevista da Any Gabrielly - parte 1

<https://youtu.be/EXcw3naDGQI>

Entrevista da Any Gabrielly - parte 2

<https://youtu.be/R9eONlx3DZc>

Texto sobre a Índia

https://www.youtube.com/watch?v=zDutu6UuwYQ&ab_channel=VKCreative

Texto sobre Bailey May

https://www.youtube.com/watch?v=nTTnNqw1awg&ab_channel=NOWUNITED

Texto sobre como escrever uma biografia

https://www.youtube.com/watch?v=_FKr_fcPJY8



IMAGENS

As imagens utilizadas para as atividades deste material podem ser acessadas nos seguintes links:

AULA DIAGNÓSTICA

<https://www.regain.us/advice/family/the-blended-family-and-other-non-traditional-family-types/>

<https://wfhszephyr.com/3531/opinion/laminated-signs-dont-stop-bullying/#>

<https://www.canstockphoto.com.br/partida-t%C3%AAnis-tocando-corte-jogadores-21844488.html>

<https://omaranhense.com/168-anos-de-imperatriz-e-comemorado-com-homenagens/>

<https://blog.paulatostes.com.br/felicidade-da-felicidade/>

<https://www.nattrip.com.br/en/tours/hang-gliding-rio/>

CLASS 1

<https://www.canstockphoto.com.br/dia-canad%C3%A1-crian%C3%A7a-0725553.html>

CLASS 5

<https://www.quora.com/What-are-the-10-things-you-love-to-do-why>

CLASS 7

https://informatio.ru/news/realty/semi_s_usynovlennymi_detmi_v_moskve_nachali_poluchat_kvartiry_besplatno/

CLASS 10

<https://www.viajali.com.br/pontos-turisticos-conhecer-no-rio-de-janeiro/>

<https://buquad.com/2018/02/15/cgs-boston-london-program-tips-from-alumni/>

<https://www.shutterstock.com/image-photo/wall-wish-ribbons-blowing-wind-famous-187248674>

<https://br.pinterest.com/pin/482377810079532462/>

<https://www.facebook.com/santa.thereza/>



<https://br.pinterest.com/pin/541980136382882532/>

<https://br.pinterest.com/pin/https://br.pinterest.com/pin/639581584550331471//>

<https://www.tripsavvy.com/popular-cities-in-canada-to-visit-1481652>

https://pt.wikipedia.org/wiki/Jardim_Bot%C3%A2nico_de_Curitiba

<https://amauryjr.blog.bol.uol.com.br/2021/07/15/voce-sabia-fatos-curiosos-sobre-o-taj-mahal/>

<https://www.cntraveler.com/story/how-indian-chinese-food-became-indias-favorite-cuisine>

<https://newswebplus.blogspot.com/2021/07/shops-markets-in-up-can-operate-from.html>

<http://travelworkers.com.br/india/>

CLASS 13

<https://www.pinterest.pt/pin/1136525655933740216/>

CLASS 16

https://www.tripadvisor.co.nz/Tourism-g298460-Cebu_City_Cebu_Island_Visayas-Vacations.html

<https://pt.quizur.com/trivia/quiz-de-now-united-mcFs>

<https://steemit.com/food/@khaldiramzi/food-culture-philippines>

<https://www.tribunaribeirao.com.br/site/now-united-demonstra-fascinio-por-funk-brasileiro/>

CLASS 18

<https://www.thenews.com.pk/latest/291934>

