



Ministério da Educação
Universidade Federal de Santa Maria
Centro de Artes e Letras
Laboratório de Pesquisa e Ensino de Leitura e
Redação (LabLeR)

Caderno Didático

Portal WebEnglish - Projeto institucional de
formação continuada de professores de inglês como
língua estrangeira/adicional

Organizadores:
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APRESENTAÇÃO

Este caderno didático tem por objetivos reunir e materializar as atividades didático-pedagógicas desenvolvidas em um curso de formação continuada, vinculado ao Projeto Portal WebEnglish - Universidade Federal de Santa Maria: Projeto institucional de formação continuada de professores de inglês como língua estrangeira/adicional, vinculado ao Programa Mais Educação do Ministério da Educação (MEC). Esse projeto foi planejado e desenvolvido pelas professoras Désirée Motta-Roth, Graciela RabuskeHenges, Luciane KirchhofTicks, Patrícia Marcuzzo, Roséli Nascimento e Susana Cristina dos Reis, docentes do Curso de Letras/Inglês do Departamento de Letras Estrangeiras Modernas (DLEM), da Universidade Federal de Santa Maria.

As atividades didáticas apresentadas neste caderno foram elaboradas e desenvolvidas em uma das oito oficinas pedagógicas oferecidas pelo Projeto Portal WebEnglish: Oficina de Material Didático para o Ensino Fundamental e Médio. Essa oficina foi ministrada aos professores de língua inglesa da rede pública municipal e estadual de Santa Maria e região e graduandos do Curso de Letras/Inglês da UFSM durante o 2º semestre de 2013, totalizando 30 horas de atividade.

Inicialmente, o objetivo dessa oficina era possibilitar aos professores o desenvolvimento de dois projetos de elaboração de material didático: a) a adaptação de uma unidade didática, tendo como ponto de partida uma unidade didática de um livro já utilizado pelos professores nos respectivos contextos de ensino; b) a produção de uma unidade didática, tendo como ponto de partida um grupo de alunos (uma turma de uma das escolas de atuação dos professores) e suas peculiaridades, suas necessidades e seus interesses de estudo.

Vale lembrar, todavia, que essa oficina, assim como todo o Curso de Formação Continuada, foi configurada a partir de uma proposta crítica de colaboração. Isso significa dizer que o programa inicialmente proposto foi negociado, discutido e efetivamente (re)construído no decorrer das atividades do semestre. Sendo assim, ao final, foram desenvolvidas unidades didáticas que têm como ponto de partida a temática explorada por uma unidade de um livro didático aprovado pelo Plano Nacional do Livro Didático (PNLD) para o ensino da língua inglesa, adotado pelas professoras nos respectivos contextos de ensino. Assim, toda a unidade didática foi produzida originalmente pelos professores da rede pública e pelos graduandos da UFSM, matriculados na oficina.

As unidades didáticas aqui apresentadas têm como princípio teórico norteador o ensino da linguagem como prática social, a pedagogia crítica de gênero (Motta-Roth, 2006) e a proposta pedagógica de ensino de gênero de Martin (1996), conhecida como "The Wheel". Elas foram planejadas e desenvolvidas levando em consideração os contextos de ensino das participantes. Isso significa dizer que os professores definiram previamente para quais alunos (ano escolar e turma específicas) iriam produzir as atividades, bem como as habilidades linguísticas exploradas e a língua (língua inglesa e/ou língua portuguesa) na qual seriam efetivamente desenvolvidas. Sendo assim, as atividades foram produzidas para alunos dos últimos anos do Ensino Fundamental, 1º Ano do Ensino Médio e EJA (Educação para Adultos) e procuram explorar as quatro habilidades linguísticas.

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UNIT 1

**Público alvo
previsto:**

6º ano

RELATIONSHIPS

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Objectives:

- To show and to discuss with students the difference between flirting and hurting;
- to prompt critical comprehension on what it means to cross the line considering flirting and hurting.



1. ANALYZE the following images and DISCUSS with your teacher and classmates:

- a) Do you recognize this couple? Who are they?
- b) What is the relationship between them?
- c) What do you think they are saying to each other?
- d) Let's consider they are flirting. BUILD a semantic map of actions relate to flirting*.



2. ANSWER the following questions. DISCUSS your answers with your classmates:

- a) What is flirting for you?
- b) What strategies one can use when flirting?
- c) Have you ever felt uncomfortable in a flirting situation? Why?
- d) What is hurting in your opinion?

¹ As referências das imagens (identificadas por números) se encontram ao final da unidade em uma seção de referências.



<http://www.hrmvideo.com/catalog/flirting-or-hurting-when-is-it-okay-when-is-it-harassment>. Accessed on Sep.2013.

3. We are going to WATCH a video. Before watching the video,LOOK at the image beside and ANSWER the question:

a)What do you think the video is about?

Why?

4. Who is who? WATCH the video without the audio and ANSWER:

a) Where are the participants? Justify your answer pointing out 3 elements (visual aspects) from the video that helped you to get to the previous answer.

b) How many participants are there in the video?

c) How many are boys and how many are girls?

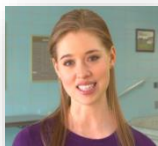
d) How old they seem to be?

e) Who is the woman?

() a teacher () a psychologist () the coordinator () the principle

Which visual aspect helped you answer the previous questions a to d?

f) And, who are they? What do they do in the video?





5. **WATCH** the video again, now with the audio, and **COMPLETE** the table:

	   	    
The relationship among the participants		
What they are talking about		

6. **Who said what? RELATE** the images with the sentences.

(A)



() "Being kind and thoughtful towards them."

(B)



() "Like eye contact, and note-passing, and hanging out and that's a lot more, like maybe asking them to movies."

() "Laughing and hanging out together."

(C)



() "It's like if you liked a girl, you know, if you like somebody, how would you show them attention versus their friend next to them that you didn't feel like flirting with."

(D)



() "Just like random things that'll show the girl, specially: "Oh he cares", you know."

() "Flirting is something you can do with someone who you're comfortable with."

(E)



() "So, hi guys, I'm CourtneyMacavinta and what we wanna talk about today is [ahm] the difference between flirting and hurting. What is flirting?"

7. a) Now, ORDER sentences 1 to 7 according to the sequence they appear in the video.

() "Being kind and thoughtful towards them."

() "Like eye contact, and note-passing, and hanging out and that's a lot more, like maybe asking them to movies."

() "Laughing and hanging out together."

() "It's like if you liked a girl, you know, if you like somebody, how would you show them attention versus their friend next to them that you didn't feel like flirting with."

() "Just like random things that'll show the girl, specially: "Oh he cares", you know."

() "Flirting is something you can do with someone who you're comfortable with."

() "So, hi guys, I'm CourtneyMacavinta and what we wanna talk about today is [ahm] the difference between flirting and hurting. What is flirting?"

7. b) Let's work with vocabulary! IDENTIFY the actions that appear in the video and RELATE with the corresponding images:

(A)



(B)



(C)



(D)



(E)



(F)



() Laughing

() Eye contact

() Hanging out

() Note-passing
and thoughtful

() Flirting () Being kind

8. Agree or disagree? SAY if the sentences agree (A) or disagree (D) with the listening. JUSTIFY when it does not agree.

a) () Flirting is something you can't do with someone you are comfortable with.

b) () The only way you can show attention to someone else is being kind and thoughtful towards this person.

c) () Eye contact, note-passing, and hanging out are ways of flirting.

d) () Laughing and note-passing are random things that show someone does not care about another one.

9. LISTEN to the video again. TICK the alternatives according to what you listen. You can tick more than one alternative!

9.1 a) Which of the following statements do not agree with the sexual harassment definition?

- a) () It is legal at school.
- b) () It is unwanted and an inappropriate attention.
- c) () It is only physical.
- d) () It is forcing kisses or hugs when someone does not want them as well as posting something sexual about the person online.

9.1 b) Why some of the alternatives above do not agree with the video?

Some of the alternatives above does not agree with the video because sexual harassment _____

9.2 _____ is an example of sexual harassment.

- a) () Expressing interest in someone
- b) () Complimenting someone
- c) () Sending someone an inappropriate text message or e-mail
- d) () Smiling at someone

9.3 Spreading sexual rumors about someone else...

- a) () is considered sexual harassment only if it occurs at school.
- b) () is not considered sexual harassment if it's done through the internet or email.
- c) () is not sexual harassment if the story is true.
- d) () is hurting someone because it can cause an emotional harm to the victim of the rumor.

10. a) READ the definitions below and. In pairs CLASSIFY them into flirting or hurting and ORGANIZE your classification in the following table.

- 1 *"is something you can do with someone you are comfortable"*
- 2 *"spreading sexual rumors..."*
- 3 *"is unwanted, inappropriate attention..."*
- 4 *"is to be kind and thoughtful towards"*
- 5 *"it also can be physical grabbing someone, rubbing up against him or her, pulling their clothes, forcing kisses or hugs on someone who doesn't want them ..."*
- 6 *"is to care someone..."*
- 7 *"is eye contact, note-passing, hanging out, asking someone"*
- 8 *"posting something sexual about a person,"*
- 9 *"sending someone an inappropriate text message..."*
- 10 *"laughing or hanging out"*
- 11 *"it can be verbal, like when someone makes an inappropriate sexual comment,request or joke ..."*

10. b) Now, after classifying the previous definitions **WRITE** your definition for each concept.



After listening to the video and answering the reading activities, let's answer the **grammar** ones focusing on **Simple Present tense**:

11. a) **READ** the following fragments. What are the sentences doing? **TICK** your answer:

() giving advice () advertising () defining

A. *Flirting is a great way to let someone know that they are interested. It helps each other to know each other, too. And it makes you both feel good if you are on the same page.*

B. *But what are about when someone gives you attention in a way you don't like? What if you don't like a guy's jokes? Or what a girl says about you?*

C. *The disrespectful way makes the other person to feel uncomfortable and threatened, that's not flirting. That's hurting. There is a name for that, too: sexual harassment. And, when it happens at school, it is against the law.*

11. b) **UNDERLINE** the verbs in the Simple Present tense: Which ones are used to express the function you chose in the previous exercise?

12. a) In the video we have just watched, the Simple Present tense of the verb *To Be* is mostly used to define concepts, indicating features, states, identities, perceptions, as in

*Flirting **is** something you can do with someone you **are** comfortable with.*

Let's remember** some considerations on verb *To Be*:

To **give information** we use **declarative sentences/ statements** which could be **positive** or **negative**.



12



To build a negative declarative statement we just add **NOT after TO BE**.

To **get information** we use **interrogative sentences/statements** (question) which also could be **positive** or **negative**.



13



In *questions* with TO BE this is done just adding **verb TO BE in the beginning of the sentence**.

When we are defining we use Simple Present tense. Besides *To Be* we can use **other verbs** to give more details, examples of our definitions, as in:

*Flirting **is** a great way to let someone know that they are interested.*

Definition with TO BE

*It **helps** each other to know each other, too. And it **makes** you both feel good if you are on the same page.*

Details with OTHER VERBS

Let's remember some considerations on the use of VERBS IN THE SIMPLE PRESENT TENSE:²

POSITIVE STATEMENTS

- In statements with the third person (he/she/it)...

PRINCIPLE	EXAMPLE
1. Verbs ending in O, S, SH, CH e X requires	<i>He goes to the movies on weekends.</i>
2. Verbs ending in a consonant preceded by Y require the replacement of Y by IES	<i>Jessica studies History.</i>

NEGATIVE STATEMENTS

PRINCIPLE	EXAMPLE
1. With I/you/we/they, we use DO NOT or DON'T	<i>I don't study on Sundays, usually.</i>
2. With he/she/it, we use DOES NOT or DOESN'T	<i>She doesn't study Economy.</i>

P.S.: Note that the verbal tense is marked by the auxiliary. The main verb does not show marks of the Simple Present tense.

QUESTIONS

PRINCIPLE	EXAMPLE
1. The auxiliary verb is placed at the beginning of the sentence as mark.	<i>Does she study Biology? No, she doesn't. Jessica studies History.</i>

P.S.: Note that, as in negative statements, the main verb does not show marks of the verbal tense.

²Adapted from SILVA, E. A. da; et al. **Four Skills 1**. 4 ed. Santa Maria: UFSM, DLEM, LABLER, 2012.

12. b) Now you are going to LISTEN to part of the video again in order to COMPLETE the sentences with the missing verbs in the Simple Present tense and CIRCLE the alternative that presents a definition:

a) So, hi guys, I'm CourthneyMacavinta and what we _____ talk about today is the difference between flirting and hurting. b) When the other person _____ the attention he or she usually flirts back. c) It can be verbal, like when someone _____ an inappropriate sexual comment, request, or joke. d) Flirting _____ a great way to let someone know that they are interested. e) It _____ if the story is true or not, and it _____ if the rumor is spread around school or over the internet. f) Sexual harassment also _____ sending someone an inappropriate text message or e-mail, or posting something sexual about the person online.	LIKES MAKES IS WANT TO INCLUDES DOESN'T MATTER (2x)
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13. And what is flirting for you? After watching the video WRITE what is flirting in your own words. CREATE an avatar (online activity - <http://www.voki.com>) and RECORD your answer. SHARE your avatar with your classmates by e-mail.



Source: <http://www.voki.com>.

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* Para grupos iniciantes na aprendizagem da língua inglesa, o(a) professo(a) pode preencher os balões com respostas alternativas para serem escolhidas pelos alunos e depois compartilhadas e justificadas no grande grupo.

** Nesse material, foi previsto que os alunos já tivessem estudado esse aspecto gramatical. Assim, a explicação adota um ponto de vista de revisão.

UNIT 2

HAVING FUN

Público alvo
previsto:

8º ano

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Objectives:

- To promote students' critical point of view regarding entertainment;
- to analyze the comic strip genre.

HavingFun



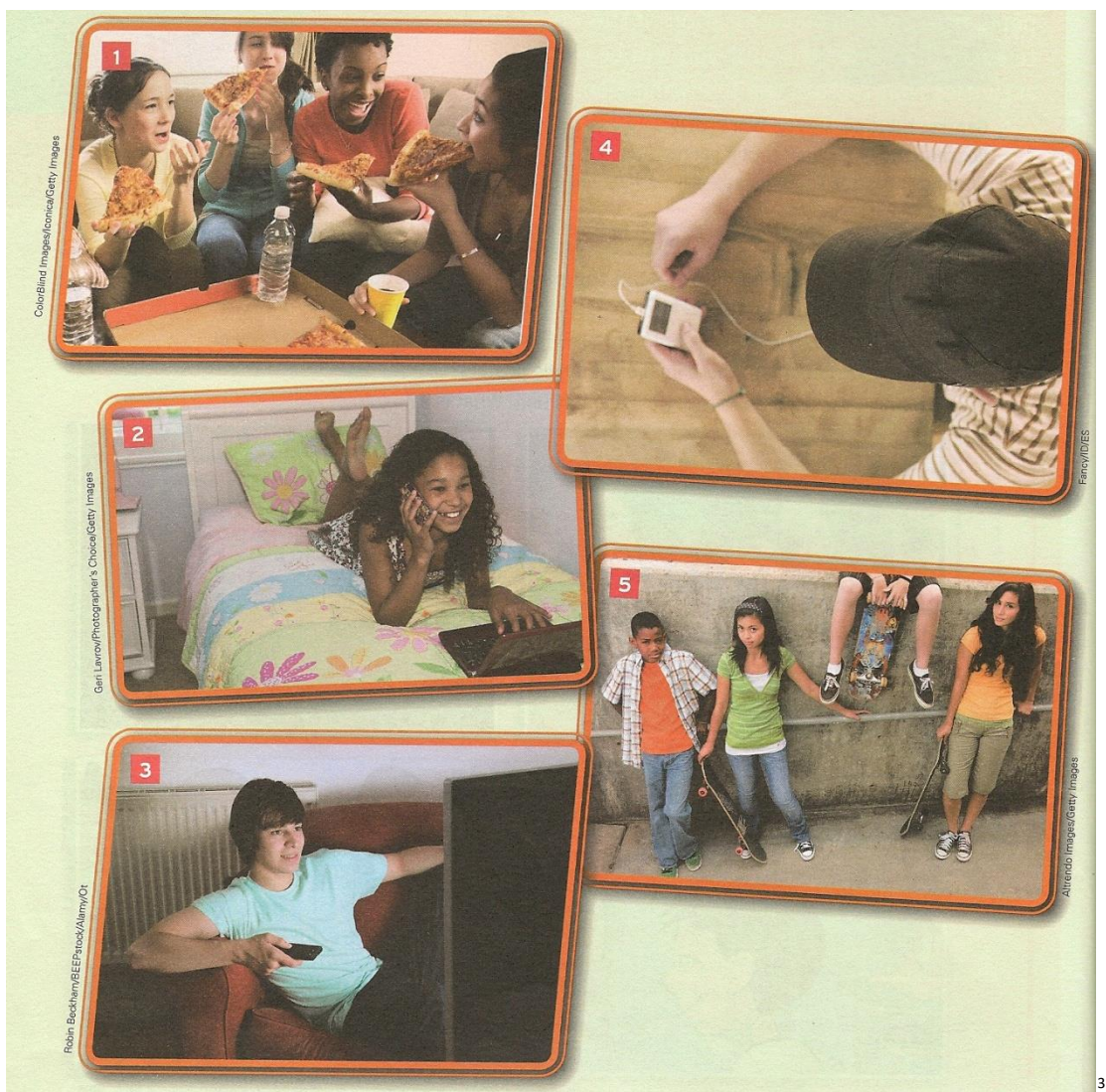
1



1. Look at the images and discuss the following questions:

2

- What do you think is happening in each image?
- What situations can you identify in the pictures?
- Which of the situations do you like most? Why?
- What are the positive and negative aspects of these situations?
- In which of these situations can people learn or practice English?



Pre-reading

2. Read and answer the following questions:

a) Do you use any social media (Facebook, Twitter...) to communicate? If so, how often do you access it? If not, which others ways do you use to communicate?

b) What are the advantages and disadvantages of using a social media?

c) Do you think that social media is a safe tool? Why?

3. Take a look at the non-verbal text and answer the following questions:



a) What is happening in the text? _____

b) Who are the participants? What is the relationship among them? _____

c) Where are these people? _____

d) What are they talking about? _____

4. Take a look at the characters' facial expressions in each frame of the comic strip. Analyze them naming their meaning in the following chart.

First frame	Second frame	Third frame	Fourth frame

5. Based on your analysis, compare the characters' facial expressions. Are they the same? Are they different?

6. The verbal text of the comic strip is presented below. Put the sentences in order from 1 to 11, considering your analysis of the non-verbal text.

- () Who's not on Facebook
- (1) Dude, Are you on Facebook?
- () You're not on Facebook?
- () He's not on Facebook
- () Uh...
- () Notworking?It's a tool for you know...
- () Uh, no.
- () You're not on Facebook?
- (7) What's the big deal, anyway? What do you use it for?
- () Sign me up!

4. Underline the cognate words and circle the ones that you have learned in the previous activity.

5. Identify the referents of the words in bold retrieved from the text:

Dude, Are **you** on Facebook? _____

What do you use **it** for? _____

It's a tool for **you** know. _____

6. Match the columns associating the expressions with their meaning from the comic strip:

- | | |
|---------------|---|
| | () to join a group or organization; |
| a) Dude | () something important that means you do not think that what someone has said or done is important or special; |
| b) Networking | |
| c) Sign me up | () slang for a man, a fellow; |
| d) Big deal | () an expression that means something/someone is not working. |

7. Why does the character in the last frame use the expression *notworking*?"

Post-reading

8. If you could, what would you change in the comic strip? You can use this site: www.toondoo.com to do it.

9. Let's answer the grammar exercises focusing on Comparative Adjectives:

a) Look at the highlighted words in the following text. Then complete the rules in the *Making sense* thinking balloon.

Why is going to the movies a **more satisfying** experience than watching television?

Best answer – chosen by Voters

I like it better because you're hearing/seeing how others interact with the movies as opposed to just your view of it. The screen and sound is **bigger** and (and in some cases) **better** than watching it at home. In addition there are less distractions surrounding you (so people tend to get more into it), which can make a movie **scarier**, **funnier** and **more exciting** than watching it on TV. Plus there's an endless supply of fresh buttery popcorn :)
OlleH

5

MAKING SENSE

Circle the correct options and write the examples:

Se o adjetivo for (curto/longo), usamos a palavra *more* na formação do comparativo. A palavra *more* é usada (antes/depois) do adjetivo.

Quando usamos *more* no comparativo, o adjetivo sofre (alteração/não sofre alteração) na escrita.

Exemplos no texto: _____ *than....*

Se o adjetivo for (curto/longo), o comparativo é formado sem a palavra *more*. Neste caso, o adjetivo sofre (alteração/não sofre alteração) na escrita.

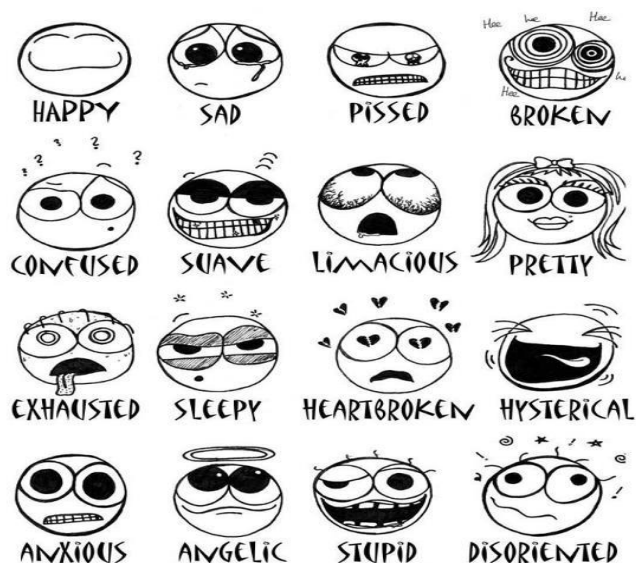
Exemplos no texto: _____ *than...*

6

Let's establish some considerations on the use of COMPARATIVE ADJECTIVES:³

PRINCIPLE	EXAMPLE
1. Adjetivos terminados em consoante -y (funny, scary, easy): trocar o y por i e acrescentar -er.	<i>Funnier, scarier, easier.</i>
2. Adjetivos terminados em consoante-vogal-consoante (big, fat): dobrar a consoante e acrescentar -er.	Bigger, fatter.
3. Adjetivos terminados em e (Nice, late, large): acrescentar apenas -r.	Nicer, later, larger.
4. Alguns adjetivos de uma sílaba (fast, old, tall, cold): acrescentar apenas -er.	Faster, older, taller, colder.

10. Complete the following sentences using the adjectives and considering your likes and dislikes:



- a) I feel _____ when I watch TV than when I play video game.
 b) To watch TV is _____ than riding a bike.
 c) To listen to a song is _____ than playing soccer
 d) To watch a movie is _____ than watching soap opera.

³Adapted from CHEQUI, W. IT FITS. Manual do professor. 1.ed. São Paulo: Edições SM, 2012. 2010.



Listening Activity



11. Now let's practice some listening activities. To do it, follow your teacher to the computer lab.

In the computer lab:

- 1- Turn on the computer
- 2- Open the Internet browser
- 3- Access the website <http://esl-lab.com/fun/funrd1.htm#top>

Pre-listening

12. Discuss with your teacher and classmates:

- a) Do you usually have fun? With whom?
- b) What kind of activities do you consider to be fun?
- c) Where do you usually go to have fun?

13. Now read the listening activities on the website <http://esl-lab.com/fun/funrd1.htm#top>. Do you have any doubt about the vocabulary? If you do not, then...

- a) Do the listening activity "A Fun Day".
- b) Share with your classmates your score.

Post-listening

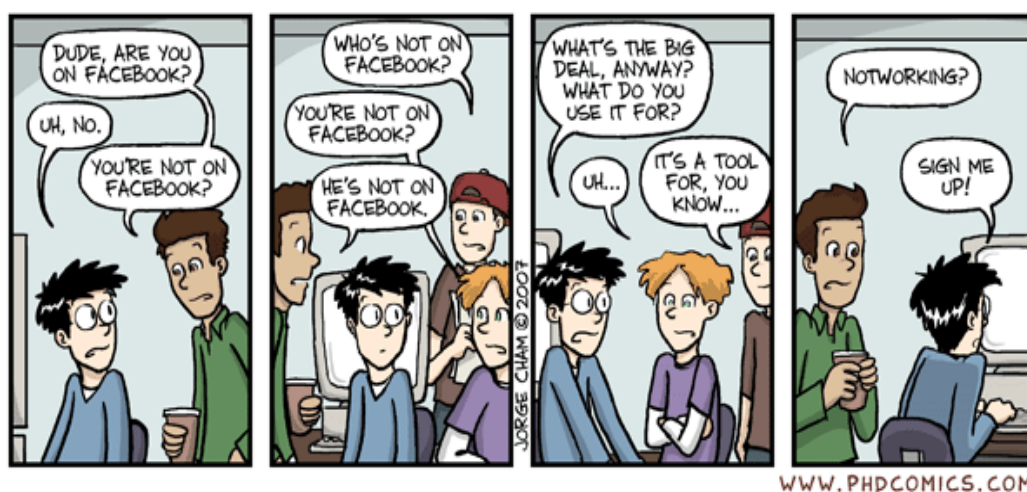
14. Think about the following questions and discuss with your teacher and classmates:

- a) Where do you usually go with your family?
- b) What activities do you do with your family on the weekends?

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Comic strip – original text



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* The students can be divided into groups and each group can perform one activity of entertainment proposed in the pictures.

E.g. 1: Those who choose the television as entertainment are going to create a channel activity on TV.

E.g. 2: Those who choose cellphone to talk to friends are going to create a cellphone dialogue to represent it.

E.g. 3: Those who choose video games/television can simulate an interaction on what they normally talk about while they play video game/watch TV.

E.g. 4: Those who choose the ipod/mp3 player can talk about their music preferences.

UNIT 3

LET'S CHAT

**Público alvo
previsto:**

9º ano

Autores:

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Objectives:

- To motivate this students to learn a second language;
- to introduce the internet on their classrooms, providing an enjoyable learning, as they are used to use in their leisure time.

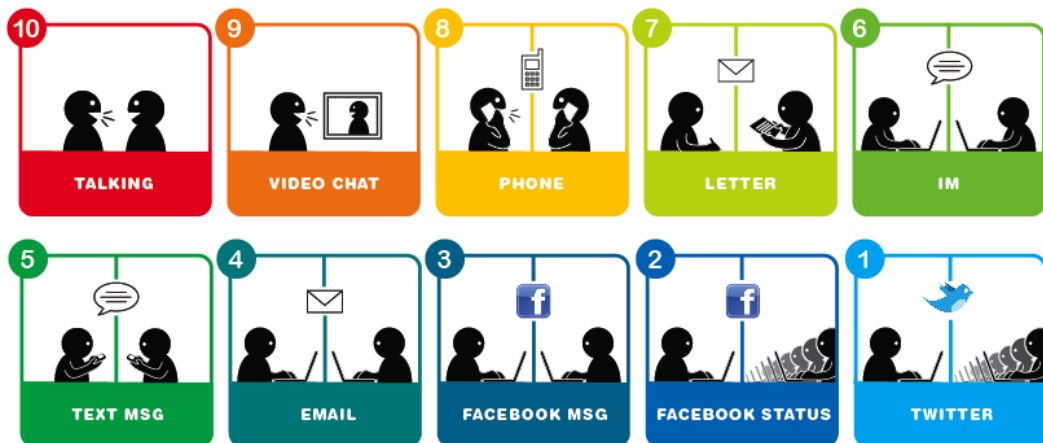


LET'S CHAT?!

1. Considering the following text:

- Quais meios de comunicação você utiliza?
- Como você prefere se comunicar? Pessoalmente ou online?
- Observe o texto abaixo, você concorda com a numeração das imagens de acordo com o nível de intimidade?
- Numere as figuras a seguir de acordo com a frequência que você as utiliza.
- Discuta com o seu colega sobre a nova numeração.

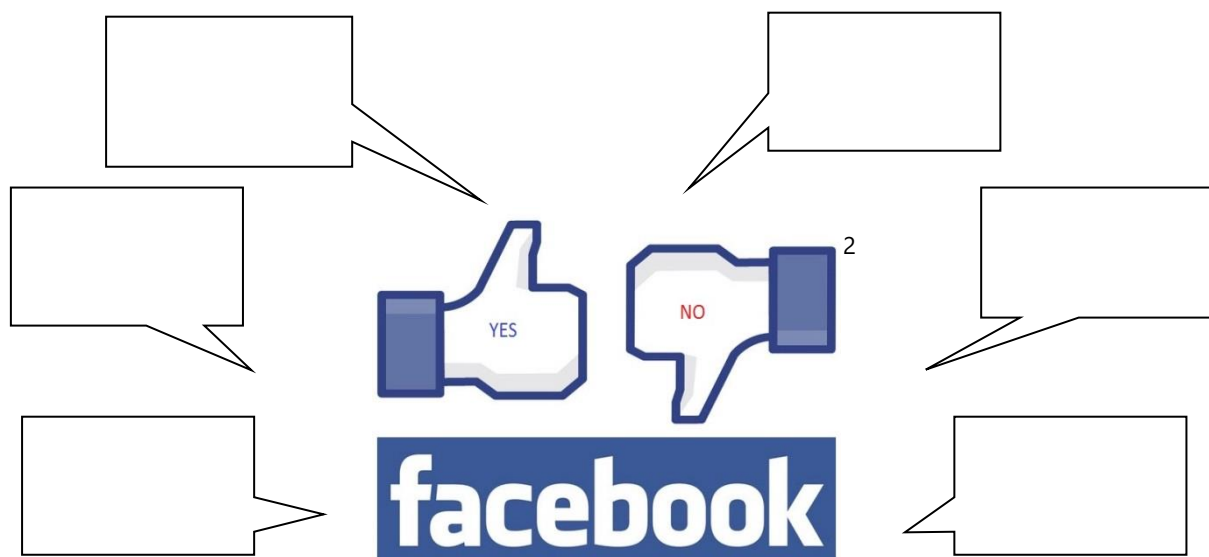
10 LEVELS OF INTIMACY IN TODAY'S COMMUNICATION



Pre-reading

2. Você costuma acessar perfis de pessoas famosas no Facebook? Quais?

3. Entreviste seus colegas para saber se eles acessam ou não e coloque o nome deles nos balões a seguir.



Reading

4. Observe Beyoncé's and David Guetta's Facebook profile.

3

Olivet Johnson

▶ **Beyoncé fans**
3 hours ago

Nice eyes 😊

Like · Comment

Reagan Ssenkaali

▶ **Beyoncé fans**
3 hours ago

I love u

Like · Comment

Ian Mark Chachu Corales

shared a link.
4 hours ago

Have you seen this? <http://www.youtube.com/watch?v=FLxQvPSc4>

Filipina girl Sings Beyonce Dangerously in Love - Nails it
www.youtube.com

With Hokuto No Barry.

Like · Comment · Share

David Guetta

Home Post

DAVID GUETTA

David Guetta ✓
46,731,431 likes · 322,683 talking about this

Musician/Band
FOLLOW ME ON TWITTER : <http://twitter.com/davidguetta>

About – Suggest an Edit

#THE WORLD NEEDS MORE + #YOUR WORD

IN SUPPORT OF
THE WORLD NEEDS MORE.ORG
FOR HUMANITARIAN AID

Like Listen

DAVID GUETTA DISCOGRAPHY

DAVID GUETTA ON TOUR

1 TRACK FOR FREE

Photos Discography Tour Dates Free Download

Highlights

David Guetta

shared a link.
October 9 near Paris, Ile-de-France, France · Edited

David Guetta DJ MIX #165 is now available !
Share & Enjoy ;)

74 Friends
Like David Guetta

+65

Invite Your Friends to Like This Page

See All

5. In Beyoncé's and Guetta's profile, what information about the artists can you identify?



6. Considering the profiles' information match the columns:

- | | |
|------------|--|
| a) Photos | () an item through which you can approve people's action |
| b) Like | () a space in which you can add comments, images, videos publically |
| c) Post | () a space in which friends are presented |
| d) Friends | () a space in which you can send a private message |
| e) About | () a space that presents the artist's pictures |
| f) Message | () a space in which personal information is provided |

7. As you could notice, in the singer's profile, there are fan posts.

- a) Look for these posts and write them bellow.

- b) How would you classify these posts? Are they praising or criticizing?

5. One strategy to praise or criticize someone or an idea is the use of adjectives. Look at the following adjectives and identify the positive (+) for praising and negative ones (-) for criticizing.

pretty	()	interesting	()	cool	()	boring	()
fat	()	smart	()	awful	()	annoying	()
ugly	()	lovely	()	amazing	()	horrible	()
nice	()	bad	()	funny	()	friendly	()
good	()	sad	()	terrific	()	fantastic	()

5. Analyze the following posts:



a) How would you feel if these comments were posted in your profile?

b) The comments above were posted in a social network. One of them is classified as *Cyberbullying*. How can we notice that we are *Cyberbullying* someone?

10. Compare your answers with the following poster. Discuss the topic with your classmates. Try to speak in English!



a) What is the poster main idea? Do you agree with it?

b) Do you reflect about these questions before posting anything on someone's timeline?

12. Write TWO adjectives that you wouldn't like to see in your timeline and TWO that you would:

13. Based in the *Cyberbullying* discussion, what about posting a comment in a Facebook timeline praising someone you admire? You can use some adjectives that we have studied in class and the following expressions:

I think you are.....

I like you songs because they are....

Your movie is very....

Listening

12. Watch the video “Cyberbullying PSA by Rhodes Middle School Students”. Answer the following questions:



a) At the beginning of the video, we can see two girls giving a message to whom is watching it. The first girl (who is wearing a purple blouse) makes a move toward the computer and soon it is possible to listen to a sound that is well known to computer users. You can, through image and sound, identify what is this girl suggesting?

b) The second girl in the video (who is wearing a blue coat) seems to give a message in a determined way. Can you identify what she says? Write the sentence below, in English.

c) According to what we have worked along the unit on *Cyberbullying*, you already know a little about this topic. Considering the tips of the students in

the video and what you already know, answer the question made by the boy:
"What is *Cyberbullying*?"

15. The speeches of the students are out of order. Watch the video again and order them in the way in which they appear in the video.

"THIS IS CYBERBULLYING" ()

"So who gets bullied?" ()

"Cyberbullying can happen anywhere, ()
even at school."

"Cyberbullying includes any mean (4)
comments, threats or spreading
rumors through e-mail texting or chat
rooms."

"So what can we do?" ()

"and the sad part is: once is on-line, it ()
never, ever, ever, goes away."

"One in four student is bullied on-line" ()

"What is cyberbullying?" ()

"Log off and tell an adult." (1)

"Cyberbullying is not cool, so don't do ()
it! If you are being bullied, log off and
tell an adult!"

16. At 45 seconds of the video, a student asks: "So what can we do?" What is the suggestion of the students to anyone who is watching the video and suffering from Cyberbullying? Do you agree? Would you include any other suggestions? Why?

17. Students use a series of *Imperative mood* in the video. Identify at least two sentences containing imperative. List them in the following table, and suggest a translation for each of them.

ENGLISH	PORTUGUESE

18. What kind of idea do the previous sentences express? A suggestion? A question? An order?

19. What grammatical device is used to ask something to someone in English language?

20. If you could give some order to someone about *Cyberbullying*, what would it be? Try to write this statement in English!

Reading

21. There are some Facebook pages that focus on social causes. Observe the following page and identify the non-governmental organization presented and the causes it fights for:



Non-governmental organization: _____

Causes: _____

22. Compare the artist’s profiles and the non-governmental organization page and check the items presented in each one:

Items presented	Artists’ profiles	Non-governmental organization page
Photos		

Like		
Friends		
Post		
Message		
About		

a) What is different? What is similar? Why?

23. Take a look at the section “about” of the non-governmental organization page and identify the following information:


Greenpeace International
About ▾
Like

About

Greenpeace exists because this fragile Earth deserves a voice. It needs solutions. It needs change. It needs action. It needs YOU!

Mission

We campaign on a variety of issues, centering on the following:

- 1) Stop climate change
- 2) Defend our oceans
- 3) Protect ancient forest
- 4) Say no to genetic engineering
- 5) Eliminate toxic chemicals
- 6) End the nuclear age
- 7) Encourage sustainable trade and agriculture
- 8) Demand peace and disarmament

Company Overview

Greenpeace is an independent global campaigning organisation that acts to change attitudes and behaviour, to protect and conserve the environment and to promote peace.

It comprises 28 independent national/regional offices in over 40 countries across Europe, the Americas, Africa, Asia and the Pacific, as well as a co-ordinating body, Greenpeace International. It needs YOU!

Basic Info

Founded 1971

Contact Info

Website <http://www.greenpeace.org/international/en/>

Life Events

- 2012 ▶ Clean Our Cloud
- 2006 ▶ Great Bear Rainforest: Saved
▶ Spain says "Adios" to nuclear power
- 2005 ▶ Europe freed from toxic toys
- 2004 ▶ 2 million hectares of Rainforest protected
▶ Greenpeace victory against oil giant
▶ Unilever, Coca Cola and McDonalds To Reduce Climate-Killing Chemicals
- 2003 ▶ 30 Million Say "No" to War
- 2001 ▶ Historic Canadian Logging Agreement
- 1999 ▶ Southern Bluefin Tuna Fishing in Japan
- 1998 ▶ Nuclear Disarmament Action at the Taj Mahal
- 1997 ▶ Kyoto Protocol Agreement On Greenhouse Gases

[See All Life Events](#)

Name of the organization	
Justification	
Two issues of the organization mission	1. 2.
Description of the organization	
Year of foundation	
Website Contact	
Two Events	1. 2.

Post-Reading

24. Now it is your time! Together with you teacher and colleagues, create a Facebook page promoting a campaign against *Cyberbullying*. You can inspire yourselves on the previews page studied.

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UNIT 4

LET'S OXIGENATE OUR BRAIN

**Público alvo
previsto:**

**1º ano Ensino
Médio**

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Objectives:

- To instigate students' thoughts about how to perform small actions that can have bigger consequences considering their environment.



LET'S OXYGENATE OUR BRAIN



TREE

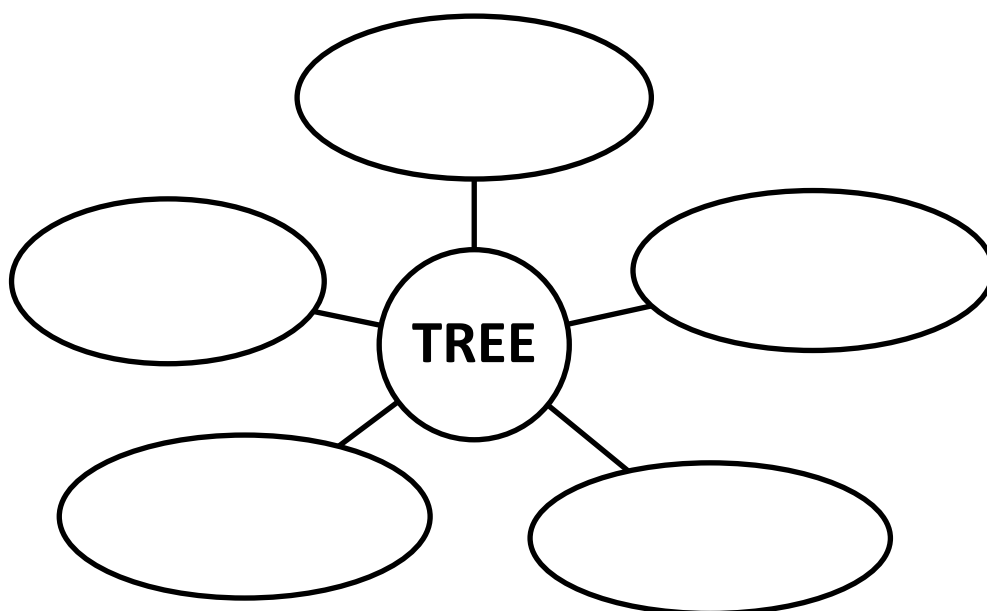


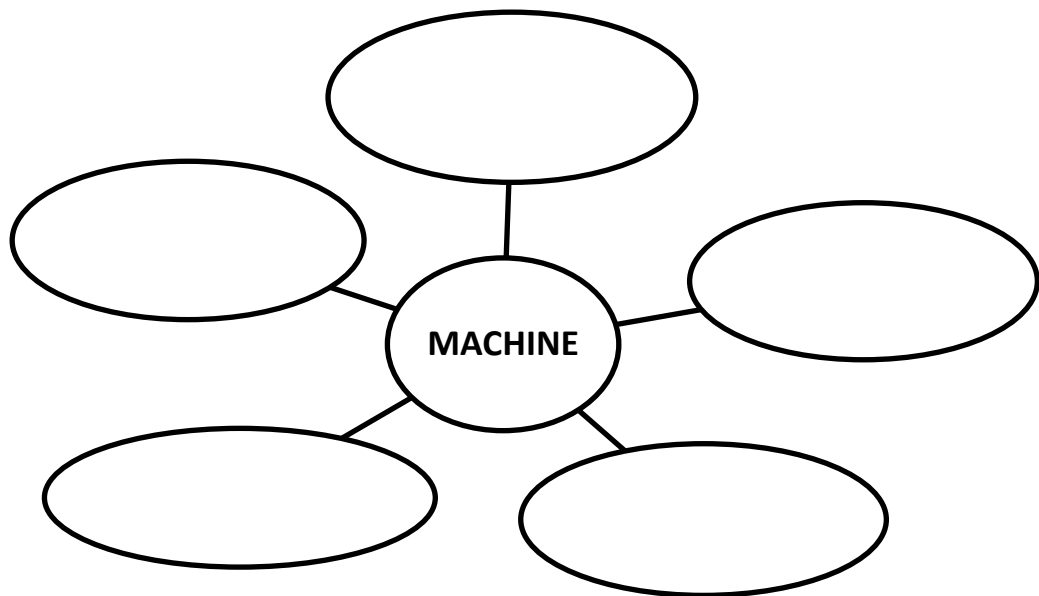
MACHINE



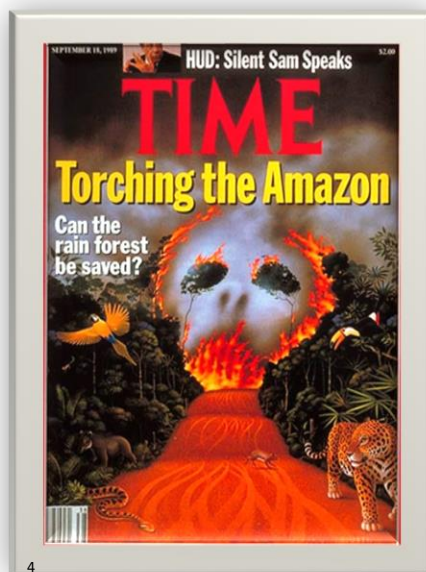
1. Quais são as diferenças e semelhanças entre os dois elementos explorados nas imagens em termos de funcionamento?

2. Vamos construir dois mapas semânticos com as palavras "tree" e "machine". O que pode estar relacionado com essas palavras?





3. Observe as capas das revistas *Time* e *Veja*, abaixo. O que essas capas têm em comum? O que elas têm de diferente?



4. Considerando a imagem na capa da revista *Time*, qual o sentido que você atribui à manchete *Torching the Amazon*. *Can the rainforest be saved?* Por quê?

4. Com base em nossas discussões até agora, que assunto você acha que o texto desta unidade explorará?

Assunto:



5. Vamos brincar de detetive? Investigue ao longo do texto o título, que foi escondido. Pista: as palavras que compõem o título estão espalhadas. Como um bom detetive, você terá que juntar as pistas e desvendar o título do texto que você lerá, organizando as palavras no quadro abaixo.

Título:

6. Depois de desvendar o título do texto, tente relacionar o conteúdo desse título ao conteúdo das capas de revista que você observou no exercício 3.0 que eles têm em comum?

7. Agora que já prevemos o assunto do texto, use suas habilidades de detetive para investigar os significados de algumas palavras em Inglês que sejam parecidos com a nossa língua materna.



< Back to all Publications



CLIMATE POLICY INITIATIVE
INSTITUTO DE PESQUISA
DE POLÍTICAS CLIMÁTICAS
E C-DE

**DETERring Deforestation in the Brazilian
Amazon: Environmental Monitoring and
Law Enforcement**

Climate Policy Initiative

Juliano Amorim
Clarissa Gaudin
Renato Rocha

May 2013

Executive Summary

May 8, 2013

The Amazon is the world's largest rainforest. In Brazil, the forest originally occupied over four million km² – an area equivalent to **in the Brazilian Amazon?** almost half of continental Europe. Amazon deforestation rates escalated in the early 2000s, peaking at over 27,000 km² in 2004, but fell sharply to about 5,000 km² in 2011 (INPE [2012]). Empirical evidence presented in **a previous CPI/PUC-Rio study** suggests that changes in Brazilian conservation policies helped address the challenge of protecting this immense area and significantly contributed to the recent deforestation slowdown.

In this study, we take a step further and answer the question: Which specific policy efforts contributed most to the reduction in Amazon deforestation? **DETERring Deforestation** Our analysis reveals that the implementation of the Real Time System for Detection of Deforestation (DETER), a satellite-based system that enables frequent and quick identification of deforestation hot spots, greatly enhanced monitoring and targeting capacity, making it easier for law enforcers to act upon areas with illegal deforestation activity. **And Law Enforcement** This improvement in monitoring and law enforcement was the main driver of the 2000s deforestation slowdown.

We estimate that DETER-based environmental monitoring and law enforcement policies prevented the clearing **Environmental Monitoring** of over 59,500 km² of Amazon forest area from 2007 through 2011. Deforestation observed during this period totaled 41,500 km² – 59% less than in the absence of the policy change. We also find that the policy change had no impact on agricultural production.

Source: <http://climatepolicyinitiative.org/publication/deterring-deforestation-in-the-brazilian-amazon-environmental-monitoring-and-law-enforcement/>

8. As palavras que nos referimos acima chamamos de *cognatos verdadeiros*. Existem, ainda, palavras que têm, à primeira vista, uma correspondência na Língua Portuguesa, mas que, na realidade, têm um significado completamente diferente. Chamamos essas palavras de *falsos cognatos*.

a) Por exemplo: *AREA* (l.x) é um cognato verdadeiro e significa _____ em português.

b) Entretanto, a palavra *ACTUALLY* é um falso cognato. O que você acha que ela significa em Português?

9. Identifique, no primeiro parágrafo do texto, cognatos (palavras que lhe pareçam semelhantes ao Português) e os enumere e, em seguida, tente dar um significado a eles. Justifique sua resposta.

Inglês	Português

a) Repita o mesmo procedimento para o segundo e para o terceiro parágrafos incluindo as palavras na tabela acima.

10. Agora, identifique no texto palavras em inglês (não cognatos) que você já conhece e usa no seu dia-a-dia, indicando seu significado em português.

English	Português

11. No segundo parágrafo, há um falso cognato que pode dificultar a leitura do texto. Qual é esse cognato e que sentido pode ser inferido a partir do contexto?

12. Discuta com o grupo em que medida essa atividade lhe ajudou a compreender o texto.

13. De acordo com o texto, o que significam as seguintes siglas?

INPE: _____

CPI: _____

PUC: _____

DETER: _____

14. Relacione as colunas de acordo com as informações do texto.

- | | |
|--|---|
| (a) The forest originally occupied | () about 500 km ² |
| (b) Fell in 2011 | () four million km ² |
| (c) Amazon deforestation in 2004 | () the clearing of over 50.500 km ² |
| (d) Amazon forest area from 2007
through 2011 | () peaking at over 27. 000 km ² |

15. Check if the following information is in *agreement (a)* or *disagreement (d)* with the text. Justify your answer in case of disagreement:

- a) () The Amazon isn't the world's largest rainforest.

- b) () Deter is a satellite.

- c) () The Amazon occupied over 4 million km².

- d) () The deforestation from 2007 through 2011 didn't total 41,500 km².

- e) () The policy change had no impact on agricultural production.

16. O texto está dividido em três parágrafos. Descubra em qual deles se encontram os seguintes dados:

- a) O desmatamento também causa impacto na agricultura. ____

- b) A área amazônica equivale a quase metade da Europa continental. ____

- c) Foi implantado um satélite que vai monitorar as atividades de desmatamento. ____

18. Observe os excertos abaixo. Qual a diferença de sentido entre as duas sentenças? Discuta com o grupo.

The Amazon is the world's **largest** rainforest
The Amazon is **larger** than Pantanal

Quando avaliamos pessoas ou coisas, geralmente as comparamos em termos de igualdade, superioridade ou inferioridade. Também as avaliamos em relação a vantagens e desvantagens quando relacionadas a um grupo. Nesta aula, para fazermos essas avaliações, usaremos o grau comparativo e superlativo dos adjetivos, enfocando as relações de superioridade.

Grau: COMPARATIVO

Igualdade:

as *adjetivo* **as**

HAPPY: **as** happy **as**

YOUNG: **as** young **as**

Superioridade:

adjetivo-**er****than**(adjetivo curto)

TALL: taller **than**

BIG: bigger **than**

More *adjetivo***than**(adjetivo longo)

CONFORTABLE: **more** comfortable**than**

EXPENSIVE: **more** expensive **than**

Inferioridade:

less *adjetivo* **than**

HAPPY: **less** happy **than**

YOUNG: **less** young **than**

SUPERLATIVO

Superioridade: ***curto : the** adjetivo-**est**

TALL:**THE TALLEST**

BIG: **THE BIGGEST**

EASY :**THE EASIEST**

***longo: the most** adjetivo

CONFORTABLE: **THE MOST** CONFORTABLE

Inferioridade: **the least** adjetivo

EASY: **THE LEAST** EASY

FAT : **THE LEAST** FAT

IRREGULARES:

<i>ADJETIVO</i>	<i>COMPARATIVO</i>	<i>SUPERLATIVO</i>
Good	better than	The best
bad	worse than	The worst

EXERCISES

19. Complete as frases com o grau comparativo de superioridade:

- a) The Amazon rainforest is _____ the Redwood.(important)
- b) Some students are _____ others when shopping.(green)
- c) This class about environment is _____ the class about violence.(interesting)

20. Use o grau superlativo de superioridade para completar as frases:

- a) The Amazon rainforest is _____ of the world.(large)
- b) This lesson is _____ of all classes.(interesting)

- c) Amazon deforestation is the _____ idea in the world. (bad)
- d) That book about environment is the _____ among activists. (read)

Listening

21. Escute *opodcast* uma vez para responder:

- a) Quantas pessoas falam?

- b) Que palavras lhe são familiares? Escute o *podcast* novamente e as transcreva no quadro que segue.

PALAVRAS FAMILIARES

- c) A partir dessas palavras que você identificou, qual é o assunto tratado no *podcast*?

22. Ouça novamente ao *podcast* e complete as informações dos quadros seguintes:

Size			Fauna	
Brazil _____ %	Peru _____ %	7 other countries _____ %	Birds and Mamals _____ thousand	Fish _____ thousand

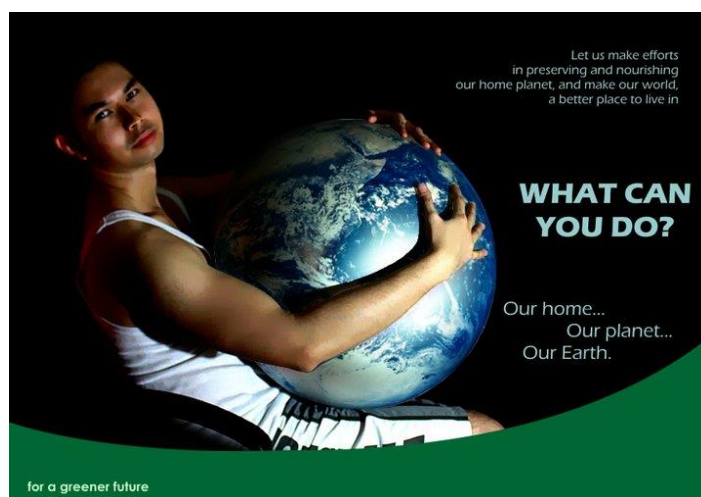
Flora

Forty thousands

23. Considerando os aspectos do quadro que você acabou de completar, o que é novidade para você sobre a Amazônia? Discuta com a turma.

CLASS PROJECT: POSTER READING/PRODUCTION

24. Considere o seguinte pôster para responder às questões:



25. A partir da linguagem visual, descreva o que está sendo representado (Quem aparece?, Fazendo o quê? Como?):

26. Considerando a sua descrição do que acontece no pôster, o que você acha que está sendo simbolizado? Por quê?

27. A quem “you” se refere na questão “What can you do?”

28. Dê respostas possíveis para a questão “What can you do?”

LET’S GET OUR HANDS DIRTY

Com base no pôster desta unidade, em grupos, vamos construir pôsteres de campanha para um mundo melhor. Você pode usar a seguinte lista como guia:

- Escolha uma abordagem. Por exemplo, reciclagem, reflorestamento, preservação de animais ameaçados.
- Pense na configuração do seu pôster. Que imagem é mais adequada para a temática do seu pôster? Que texto verbal melhor relaciona o objetivo do seu pôster (incentivar a reciclagem, por exemplo) com a imagem? Qual a posição dos elementos que deixaria o seu pôster mais atraente visualmente? Uma grande imagem no centro com um texto pequeno abaixo? Texto e imagem com igual destaque um ao lado do outro? O texto verbal em posição de título e a imagem abaixo?

- Planeje o pôster com seu grupo, verifique quais materiais serão utilizados na sua elaboração e traga esses materiais na próxima aula para colocar a mão na massa com a ajuda do professor.

HOMEWORK

28. Pense em uma nova campanha que funcionaria na sua casa/condomínio/vizinhança que tenha impacto positivo para o meio ambiente. Como você a planejaria? Quais passos você seguiria? Quais ações você executaria? Liste-as. Faça uma versão em inglês para publicar na internet em formato de texto, pôster ou vídeo.

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UNIT 5

Público alvo
previsto:

EJA

TALKING ABOUT YOURSELF

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Objectives:

- To debate identities and learn about families.



Talking about myself



1. Você já conhece ou já pesquisou algo sobre a origem de sua família? O que você sabe sobre a origem de sua família?

2. Pesquise a origem do seu sobrenome na internet (Sugestão de site: <http://super.abril.com.br/cotidiano/qual-origem-sobrenomes-507933.shtml>) de acordo com a tabela abaixo. Observe o exemplo.

SURNAME	ASPECTS OF ORIGIN			
	PROFESSIONAL ACTIVITY/ OCCUPATION	GEOGRAPHIC LOCATION	HERITAGE	OTHER ASPECTS
Taylor	X			

3. Na sua opinião, quais são os sobrenomes mais comuns em Português?

4. Você conhece as personalidades abaixo? Escreva os respectivos nomes e os sobrenomes de acordo com as imagens.



5.E quais são os sobrenomes mais comuns em Inglês? Marque os cinco que você considera mais comuns.

- () Anderson () Jackson () White
- () Black () Smith () Brown
- () Williams () Pitt () Johnson

TALKING ABOUT THE TEXT

6.Match each surname to its corresponding texts⁴:

1. Smith	<i>Text A</i> - This is a famous Anglo-Scottish patronymic surname of medieval origins. Recorded in the spellings of ..., ..., ..., ...and the incredibly popular ..., although this is always treated as a separate surname, all derive from John. John is itself from the Hebrew <u>name</u> "Yochanan", meaning "God has favoured me (with a son)". This baptismal name with significant religious <u>interest</u> , has always enjoyed enormous popularity in Europe throughout the Christian Era, and was particularly associated with the famous Crusades to the Holy Land in the 12th century.
2. Johnson	<i>Text B</i> - This distinguished <u>surname</u> , with no less than twenty Coats of Arms, and several notable entries in the " Dictionary of National Biography", is a patronymic form of the male

⁴Os textos A, B, C, D e E foram retirados do site "The Internet SurnameDatabase". Este é um site que foi construído baseado em dados de origens de sobrenomes dos últimos 20 anos. Leia mais em: <http://www.surnamedb.com/Home/About#ixzz2k41x79Ne>.

	<u>givenname</u> ..., itself coming from the Hebrew "Dodaveha" meaning "Beloved of Jehovah". This name was borne by the greatest of the early kings of Israel, which led to its popularity first among the Jews, and later among Christians throughout Europe in the Middle Ages.
3. Williams	<i>Text C</i> - Recorded in the spellings of ..., ..., ..., and the patronymics Smiths, and Smithson, this is the most popular <u>surname</u> in the English speaking world by a considerable margin. Of pre 7th century Anglo-Saxon origins, it derives from the word 'smitan' meaning 'to smite' and as such is believed to have described not a worker in iron, but a soldier, one who smote.
4. Davis	<i>Text D</i> - Recorded in many spellings from ..., Broune, and De Bruyn, to Brauner, Bruni and Brunet, this ancient and prolific <u>surname</u> derives, from a pre 7th century Germanic and Anglo-Saxon word "brun" or the Olde Norse personal name "Bruni". Originally this name would probably have been a nationlistic or tribal <u>nickname</u> for a person with a ... complexion or hair, although it may also have referred to someone who habitually wore ...clothing, such as a monk or cleric.
5. Brown	<i>Text E</i> - Recorded in various spellings including ..., ..., ...this is a surname which can be of English, Scottish, Irish, and Welsh origins . Wherever found it is ultimately Germanic, and was introduced into England and Scotland around the time of the Norman Conquest of 1066. Carried by four English <u>kings</u> , it derives from the personal <u>name</u> "Wilhelm" composed of the elements "wil", meaning "of strong mind", and "helm", translating literally as helmet, but in this context meaning "protection".

Answers: 1 ____ 2____ 3____ 4____ 5____

7. Transparent words or cognates are words that have similar form and meaning in different languages. These words may help us understand the texts.

Ex.: *Text A* - This is a **famous** Anglo-Scottish patronymic surname of medieval origins.

Cognates: **famous** (English language) x **famoso** (Portuguese language)

Now, let's look at the texts A, B, C, D and E: identify the cognate words and write them down in each box.

Text A	Text B	Text C	Text D	Text E
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----

TALKING ABOUT GRAMMAR

4. In the sentence retrieved from text A, ***This is a famous Anglo-Scottish patronymic surname of medieval origins***, there is a word in bold.

a) Take the word in bold out and rewrite the sentence below.

b) Write down what difference you can see comparing the sentence with and without the word *famous*.

c) Tell the class, what the importance of the word in bold is.

d) Words similar to the ones in bold are labeled:

- () Verbs
- () Adverbs
- () Nouns
- () Adjectives

e) Adjectives are words that:

- () come before the nouns
- () come after the nouns
- () come before and after the nouns

f) When words function as *adjectives*, their plural form...

- () ...does not change.
- () requires an "s", "es" or "ies".
- () changes according to the noun it is connected.

5. In texts A, B, C, D and E, adjectives are being used with some nouns.

Ex.: Text A - John is itself from the Hebrew **name** "Yochanan", meaning "God has favoured me (with a son)".

Hebrew is the adjective related to the noun which in the example is **name**.

Now, look for other examples and write them in each box, according to the last column that contains certain nouns retrieved from the texts.

Text	ADJECTIVE RELATED	NOUN (highlighted in the text)
A	Hebrew -----	name interest
B	----- -----	surname given name
C	-----	surname
D	----- -----	surname nickname
E	----- ----- -----	origins kings name

6. With the adjectives in the box, create your own sentences:

NOUN	SENTENCE
Name interest	
Surname given name	
Surname	
Surname nickname	
Origins kings name	

TALKING ABOUT FAMILY IDENTITY

7. With a partner, answer the following questions:

a) Do you have a small or big family? How many brothers and sisters do you have?

b) Do you live with your family? Who do you live with?

☐ mother ☐ father ☐ brother(s)
☐ sister(s) ☐ grandfather(s) ☐ stepfather
☐ grandmother(s) ☐ stepmother ☐ stepbrother(s)
☐ half-brother(s) ☐ half-sister(s) ☐ stepsister(s)
☐ cousin(s) ☐ uncle(s) ☐ aunt(s) (
)_____

d) Do you have pictures of your family on your cell phone? Show them to a partner and tell him/her who they are and describe them.

12. Watch the actors' interview in which they talk about the movie of a modern family called *The Croods*! Write down which members of the family are presented in the interview.

13. Watch the video segment again, look at the pictures of the family members and complete the blanks with the names of the characters.

Ex: Gran is Ugga's mother .

- a. _____ is Grug's mother-in-law.
- b. _____ is Eep's brother.
- c. _____ is Sandy's sister.
- d. _____ is the family's pet.
- e. _____ is Sandy's brother.
- f. _____ is Ugga's son.
- g. _____ is Ugga's husband.
- h. _____ is Grug's wife.
- i. _____ is Gran's granddaughter.
- j. _____ is Eep's grandmother.



14. How can you describe the personality of each family member of The Croods? Use the characteristics in the box that better fill in the blanks.

- ✓ Isn't smarter coordinator talented
- ✓ Guy's only companion
- ✓ Over protective
- ✓ More evolved
- ✓ Not one to follow her dad's rules

- a) Narrator: Meet Grug, the dad
 Nicholas Cage: *Grug really is the classic* _____ *father.*
- b) Narrator: Eep, the teenage rebel
 Emma Stone: *Eep has the qualities that many teenage girls possess, like* _____.
- c) Narrator: Thunk, the meat head son
 Clark Duke: *Thunk is* _____ *. He needs his dad to keep him from dying.*
- d) Narrator: Guy, the idea's man
 Ryan Reynolds: *Guy is a little bit* _____ *. (...)he is on his own and he has been forced to survive and adapt in different ways.*
- e) Narrator: The side kit, Belt
 Nicholas Cage: *Belt really is* _____ *(...) He is his friend, his navigator and he also holds his pants.*

15. Identify the members of the family and relate them to one another.



This is Silva's family. The woman with a short hair is Nene. She is very caring. Nene is Lineu's _____. Lineu is Tuco's _____. Tuco is laid back and is always broke. Tuco is Bebel's _____. He has a _____ whose name is Agostinho. Agostinho drives a

taxi and is always in in trouble. Agostinho and Bebel have a _____. His name is Florianinho. Florianinho is Lineu and Nene's _____. That is "A grande família".

16. With the help of your teacher, build up a family based on this picture.



a) Family surname

b) Number of family members

c) Family origin

d) Family story....

(Each student will create a part of the story in a sequence and the story may be changed. All the students have to add a fact)

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