

Teacher Sabrina Brentano

2024



Name: _____ Class: _____

Complete each sentence with the appropriate conditional (First, Second, or Third).

Conditional Sentence

- A) If she _____ (study) harder, she would have passed the exam.
- B) What _____ (happen) if you press that button?
- C) If it _____ (rain) tomorrow, we'll stay indoors.
- D) If they _____ (invite) us, we would have attended the party.
- E) What _____ (you/do) if you won the lottery?
- F) If you _____ (tell) me about the problem earlier, I could have helped you.
- G) If I _____ (know) you were coming, I would have prepared a meal.
- H) She _____ (buy) a car if she had enough money.
- I) If it _____ (snow) next week, we'll build a snowman.
- J) If he _____ (not/eat) so much, he wouldn't feel sick now.
- K) If they _____ (work) harder, they would have finished the project on time.
- L) What _____ (you/do) if you were the president for a day?
- M) If I _____ (have) known it was your birthday, I would have bought a gift.
- N) She _____ (travel) more if she had the opportunity.
- O) What _____ (happen) if you didn't set the alarm clock?
- P) If they _____ (call) us, we could have joined them for dinner.
- Q) If I _____ (not/lose) my keys, I would have been home earlier.
- R) What _____ (you/do) if you were stuck on a deserted island?
- S) If the weather _____ (be) better, we could have gone for a hike.
- T) If he _____ (not/forget) his passport, he would be on the flight right now.



Rewrite each sentence in the passive voice. Be sure to include the appropriate form of the verb "to be" and the past participle.

- 1- The chef prepares delicious meals every day.
- 2- They built a new bridge across the river.
- 3- Someone has already answered all the questions.
- 4- The students will submit their projects by tomorrow.
- 5- The company awarded her the Employee of the Month title.
- 6- The teacher is explaining the lesson to the students.
- 7- We have renovated the old house in the neighborhood.
- 8- The gardener planted beautiful flowers in the garden.
- 9- The team achieved the championship last year.
- 10-Someone stole my bicycle from the garage.
- 11-The committee will announce the results next week.
- 12-The workers are constructing a new skyscraper downtown.
- 13-The storm damaged the roof of our house.
- 14-The mechanic fixed my car last weekend.
- 15-They are launching a new product in the market.
- 16-The police arrested the suspect yesterday.
- 17-The director gave her a leading role in the movie.
- 18-The teacher assigns homework every week.
- 19-The chef will cook a special dish for the guests.
- 20-Someone will send you the information shortly.



THE DEATH OF THE PC

The days of paying for costly software upgrades are numbered. The PC will soon be obsolete. And BusinessWeek reports 70% of Americans are already using the technology that will replace it. Merrill Lynch calls it “a \$160 billion tsunami.” Computing giants including IBM, Yahoo!, and Amazon are racing to be the first to cash in on this PC-killing revolution. Yet, two little-known companies have a huge head start. Get their names in a free report from The Motley Fool called, “The Two Words Bill Gates Doesn’t Want You to Hear...”

1- Ao optar por ler a reportagem completa sobre o assunto anunciado, tem-se acesso a duas palavras que Bill Gates não quer que o leitor conheça e que se referem

- (A) aos responsáveis pela divulgação desta informação na internet.
- (B) às marcas mais importantes de microcomputadores do mercado.
- (C) aos nomes dos americanos que inventaram a suposta tecnologia.
- (D) aos sites da internet pelos quais o produto já pode ser conhecido.
- (E) às empresas que levam vantagem para serem suas concorrentes

VIVA LA VIDA

I used to rule the world

Seas would rise when I gave the word
Now in the morning and I sleep alone
Sweep the streets I used to own

I used to roll the dice

Feel the fear in my enemy’s eyes
Listen as the crowd would sing

“Now the old king is dead! Long live the king!”
One minute I held the key

Next the walls were closed on me

And I discovered that my castles stand
Upon pillars of salt and pillars of sand [...]

2- Letras de músicas abordam temas que, de certa forma, podem ser reforçados pela repetição de trechos ou palavras. O fragmento da canção Viva la vida, por exemplo, permite conhecer o relato de alguém que

- (A) costumava ter o mundo aos seus pés e, de repente, se viu sem nada.
- (B) almeja o título de rei e, por ele, tem enfrentado inúmeros inimigos.
- (C) causa pouco temor a seus inimigos, embora tenha muito poder.
- (D) limpava as ruas e, com seu esforço, tornou-se rei de seu povo.
- (E) tinha a chave para todos os castelos nos quais desejava morar.

THE WEATHER MAN

They say that the British love talking about the weather. For other nationalities this can be a banal and boring subject of conversation, something that people talk about when they have nothing else to say to each other. And yet the weather is a very important part of our lives. That at least is the opinion of Barry Gromett, press officer for the Met Office. This is located in Exeter, a pretty cathedral city in the southwest of England. Here employees – and computers – supply weather forecasts for much of the world.

3- Ao conversar sobre a previsão do tempo, o texto mostra

- (A) o aborrecimento do cidadão britânico ao falar sobre banalidades.
- (B) a falta de ter o que falar em situações de avaliação de línguas.
- (C) a importância de se entender sobre meteorologia para falar inglês.
- (D) as diferenças e as particularidades culturais no uso de uma língua.
- (E) o conflito entre diferentes ideias e opiniões ao se comunicar em inglês.



<https://www.google.com.br/search?q=millennium+goals&tbn>

4- Definidas pelos países membros da Organização das Nações Unidas e por organizações internacionais, as metas de desenvolvimento do milênio envolvem oito objetivos a serem alcançados até 2015. Apesar da diversidade cultural, esses objetivos, mostrados na imagem, são comuns ao mundo todo, sendo dois deles:

- (A) O combate à AIDS e a melhoria do ensino universitário.
- (B) A redução da mortalidade adulta e a criação de parcerias globais.
- (C) A promoção da igualdade de gêneros e a erradicação da pobreza.
- (D) A parceria global para o desenvolvimento e a valorização das crianças.
- (E) A garantia da sustentabilidade ambiental e o combate ao trabalho infantil.

Trade postcards with us!



Be sure to include a postcard stamp,
or we cannot return the postcard!

correspondence this side only

Send us a postcard in an envelope with your name, your address, a postcard stamp, and what you would like to know about the ANDRILL project, or a question you have about Antarctica, and we'll send a postcard to you from the ice!

POSTCARD

address only, this side

place correct postage here

ARISE

McMurdo Station

Project G-091-M

PSC 469 Box 800

APO AP 96599-1035 U.S.A.

5- Os cartões-postais costumam ser utilizados por viajantes que desejam enviar notícias dos lugares que visitam a parentes e amigos. Publicado no site do projeto ANDRILL, o texto em formato de cartão-postal tem o propósito de

- (A) comunicar o endereço da nova sede do projeto nos Estados Unidos.
- (B) convidar colecionadores de cartões-postais a se reunirem em um evento.
- (C) anunciar uma nova coleção de selos para angariar fundos para a Antártica.
- (D) divulgar às pessoas a possibilidade de receberem um cartão-postal da Antártica.
- (E) solicitar que as pessoas visitem o site do mencionado projeto com maior frequência.



Disponível em <https://bruketa-zinic.com>. Acesso em: 3 ago.2012.

1- A campanha desse pôster, direcionada aos croatas, tem como propósito

- (A) alertar os cidadãos sobre a lei em vigor contra a discriminação.
- (B) conscientizar sobre as consequências do preconceito na sociedade.
- (C) reduzir os prejuízos causados por motoristas alcoolizadas.
- (D) fazer uma crítica à falta de habilidade das mulheres ao volante.
- (E) evitar os acidentes de trânsito envolvendo mulheres.



Disponível em: www.colintfisher.com. Acesso em 30 maio 2016

2- Anúncios publicitários buscam chamar a atenção do consumidor por meio de recursos diversos. Nesse pôster, os números indicados correspondem ao (à)

- (A) comprimento do cigarro.
- (B) tempo de queima do cigarro.
- (C) idade de quem começa a fumar.
- (D) expectativa de vida de um fumante.
- (E) quantidade de cigarros consumidos.



3- Bansky é um grafiteiro famoso. Na obra pintada em um muro da cidade de Claremont, Califórnia, em 2007, ele fez uso de um trocadilho com a palavra "change", o que caracteriza seu grafite como um protesto contra a

- (A) escolha da mendicância como forma de vida.
- (B) condição de vida das pessoas em miséria.
- (C) falta de solidariedade dos mais favorecidos.
- (D) marginalização das pessoas desabrigadas.
- (E) incapacidade de os mendigos mudarem de vida.

New vaccine could fight nicotine addiction

Cigarette smokers who are having trouble quitting because of nicotine's addictive power may some day be able to receive a novel antibody-producing vaccine to help them kick the habit. The average cigarette contains about 4000 different chemicals that - when burned and inhaled - cause the serious health problems associated with smoking. But it is the nicotine in cigarettes that, like other addictive substances, stimulates rewards centers in the brain and hooks smokers to the pleasurable but dangerous routine. Ronald Crystal, who chairs the department of genetic medicine at Weill-Cornell Medical College in New York, where researchers are developing a nicotine vaccine, said the idea is to stimulate the smoker's immune system to produce antibodies or immune proteins to destroy the nicotine molecule before it reaches the brain.

4- Muitas pessoas tentam parar de fumar, mas fracassam e sucumbem ao vício. Na tentativa de ajudar os fumantes, pesquisadores da Weill-Cornell Medical College estão desenvolvendo uma vacina que

- (A) diminua o risco de o fumante se tornar dependente da nicotina.
- (B) seja produzida a partir de moléculas de nicotina.
- (C) substitua a sensação de prazer oferecida pelo cigarro.
- (D) ative a produção de anticorpos para combater a nicotina.
- (E) controle os estímulos cerebrais do hábito de fumar.

Mauritius: gender roles and statuses

Division of Labor by Gender. The economic success of industry has led to low unemployment rates. This has changed the workplace and home life as women joined the workforce. This industrialization also led to women being promoted faster. According to the Minister of Women, Family Welfare, and Child Development, a quarter of all managers are now women. Women are the traditional homekeepers of the society. Between 1985 and 1991 the number of women working outside the home increased from 22 percent to 41 percent. With that trend continuing, hired housekeeping and child care have become relatively new and important industries. The Relative Status of Women and Men. Historically, women have had subordinate roles in Mauritian society. However, the Constitution specifically prohibits discrimination based on sex, and women now have access to education, employment, and governmental services. In March 1998 the Domestic Violence Act was passed. This gave greater protection and legal authority to combat domestic abuse. In that same year it also became a crime to abandon one's family or pregnant spouse for more than two months, not to pay food support, or to engage in sexual harassment. Women are underrepresented in the government. The National Assembly has seventy seats, of which women hold five.

5- Questões como o papel de homens e mulheres na sociedade contemporânea vêm sendo debatidas de diferentes pontos de vista, influenciados por valores culturais específicos de cada sociedade. No caso das Ilhas Maurício, esses valores sustentam a tomada de decisão em torno da

- (A) importância do reconhecimento da presença feminina na estrutura familiar.
- (B) manutenção da igualdade entre mulheres e homens no trabalho.
- (C) proteção legal da mulher contra atos discriminatórios.
- (D) representatividade da mulher em cargos políticos.
- (E) criação de auxílio à mulher abandonada pelo cônjuge.

5 Ways Pets Can Improve Your Health

A pet is certainly a great friend. After a difficult day, pet owners quite literally feel the love. In fact, for nearly 25 years, research has shown that living with pets provides certain health benefits. Pets help lower blood pressure and lessen anxiety. They boost our immunity. They can even help you get dates. Allergy Fighters: A growing number of studies have suggested that kids growing up in a home with “furred animals” will have less risk of allergies and asthma. Date Magnets: Dogs are great for making love connections. Forget Internet matchmaking — a dog is a natural conversation starter. Dogs for the Aged: Walking a dog or just caring for a pet — for elderly people who are able — can provide exercise and companionship. Good for Mind and Soul: Like any enjoyable activity, playing with a dog can elevate levels of serotonin and dopamine — nerve transmitters that are known to have pleasurable and calming properties. Good for the Heart: Heart attack patients who have pets survive longer than those without, according to several studies.

- 1- Ao discutir sobre a influência de animais de estimação no bem-estar do ser humano, a autora, a fim de fortalecer seus argumentos, utiliza palavras e expressões como research, a growing number of research e several studies com o objetivo de

- (A) mostrar que animais de estimação ajudam na cura de doenças como alergias e asma.
- (B) convencer sobre os benefícios da adoção de animais de estimação para a saúde.
- (C) fornecer dados sobre os impactos de animais de estimação nas relações amorosas.
- (D) explicar como o contato com animais de estimação pode prevenir ataques cardíacos.
- (E) esclarecer sobre o modo como idosos devem se relacionar com animais de estimação.

LETTER TO THE EDITOR: Sugar fear-mongering unhelpful

By The Washington Times Tuesday, June 25, 2013

In his recent piece “Is obesity a disease?” (Web, June 19), Dr. Peter Lind refers to high-fructose corn syrup and other “manufactured sugars” as “poison” that will “guarantee storage of fat in the body.” Current scientific research strongly indicates that obesity results from excessive calorie intake combined with a sedentary lifestyle. The fact is Americans are consuming more total calories now than ever before. According to the U.S. Department of Agriculture, our total per-capita daily caloric intake increased by 22 percent from 2,076 calories per day in 1970 to 2,534 calories per day in 2010 — an additional 458 calories, only 34 of which come from increased added sugar intake. A vast majority of these calories come from increased fats and flour/ cereals. Surprisingly, the amount of caloric sweeteners (i.e. sugar, high-fructose, corn syrup, honey, etc.). Americans consume has actually decreased over the past decade. We need to continue to study the obesity epidemic to see what more can be done, but demonizing one specific ingredient accomplishes nothing and raises unnecessary fears that get in the way of real solutions.

JAMES M. RIPPE
Shrewsbury, Mass.

2- Ao abordar o assunto “obesidade”, em uma seção de jornal, o autor

- (A) defende o consumo liberado de açúcar.
- (B) aponta a gordura como o grande vilão da saúde.
- (C) demonstra acreditar que a obesidade não é preocupante.
- (D) indica a necessidade de mais pesquisas sobre o assunto.
- (E) enfatiza a redução de ingestão de calorias pelos americanos.

In this life

Sitting on a park bench
Thinking about a friend of mine
He was only twenty-three
Gone before he had his time.
It came without a warning

Didn't want his friends to see him cry
 He knew the day was dawning
 And I didn't have a chance to say goodbye.

3- A canção, muitas vezes, é uma forma de manifestar sentimentos e emoções da vida cotidiana. Por exemplo, o sofrimento retratado nessa canção foi causado

- (A) pela morte precoce de um amigo jovem.
- (B) pelo término de um relacionamento amoroso.
- (C) pela mudança de um amigo para outro país.
- (D) pelo fim de uma amizade de mais de vinte anos.
- (E) pela traição por parte de pessoa próxima.

If children live with criticism, they learn to condemn.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves. If children live with ridicule, they learn to feel shy.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation. If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal. If children live with sharing, they learn generosity.

If children live with fairness, they learn justice.

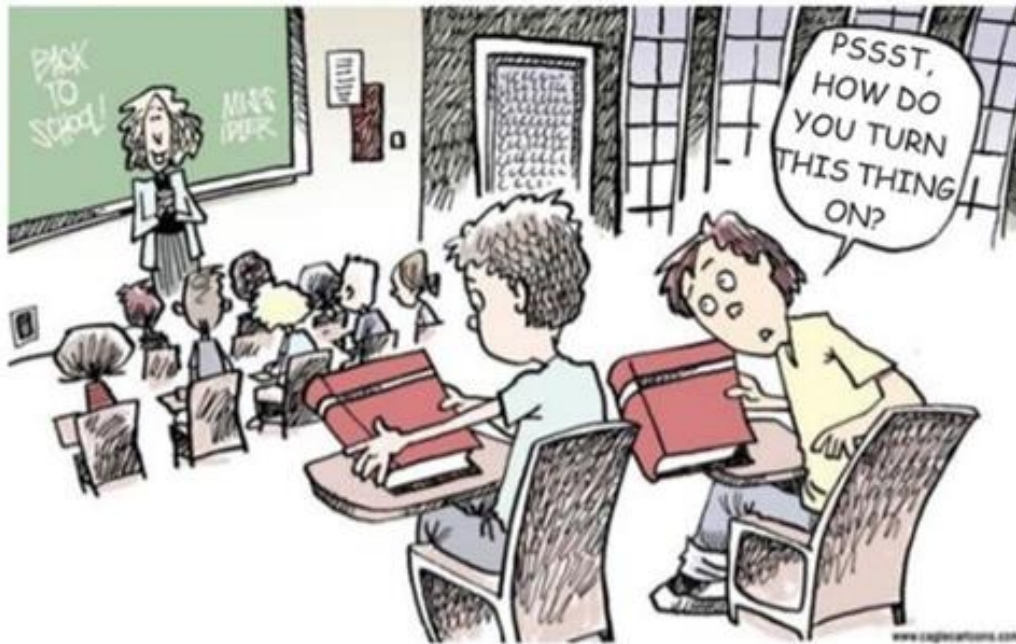
If children live with kindness and consideration, they learn respect.

If children live with friendliness, they learn the world is a nice place in which to live.

4- Valores culturais de um povo revelam sua forma de ser, agir e pensar. Na concepção da autora, as diferentes formas de educar crianças nos Estados Unidos confirmam que as crianças

- (A) temem quem as amedronta.
- (B) aprendem com o que vivem.
- (C) amam aqueles que as aceitam.

- (D) são gentis quando respeitadas.
 (E) ridicularizam quem as intimida.



KEEFER, M. Disponível em: www.nj.com. Acesso em: 3 dez. 2018.

5- No cartum, o estudante faz uma pergunta usando turn this thing on por

- (A) suspeitar que o colega está com seu material por engano.
 (B) duvidar que o colega possa se tornar um bom aluno.
 (C) desconfiar que o livro levado é de outra matéria.
 (D) entender como desligada a postura do colega.
 (E) desconhecer como usar um livro impresso.



Read the lyrics below and then answer the questions.

I wanna love you

And treat you right

I wanna love you

Every day and every night

We'll be together

With a roof right over our heads



Bob Marley

We'll share the shelter

Of my single bed

We'll share the same room, yeah

For Jah provide the bread

Is this love? Is this love? Is this love?

Is this love that I'm feeling?



Is this love? Is this love? Is this love?

Is this love that I'm feeling?

I wanna know, wanna know, wanna know now

I got to know, got to know, got to know now

Ah, ah, ah, I'm willing and able

So I throw my cards on your table

I wanna love you

I wanna love and treat

Love and treat you right

I wanna love you

Every day and every night

We'll be together

With a roof right over our heads

We'll share the shelter, yeah, oh-yeah

Of my single bed

We'll share the same room, yeah

For Jah provide the bread

Is this love? Is this love? Is this love?

Is this love that I'm feeling?

Is this love? Is this love? Is this love?

Is this love that I'm feeling? Oh

Oh, yes, I know, yes, I know, yes, I know now

Oh, yes, I know, yes, I know, yes, I know now

Ah-ah-ah-ah-ah, I'm willing and able

So I throw my cards on your table, see

I wanna love you

I wanna love and treat, yeah

Love and treat you right

I wanna love you

Every day and every night

We'll be together

With the roof right over our heads

We'll share the shelter

Of my single bed

We'll share the same room, yeah

Jah provide the bread

We'll share the shelter

Of my single bed

We'll share the same room



- 1- What is the speaker expressing a desire to do in the opening lines of the song?
- 2- How often does the speaker want to love the person mentioned in the song?
- 3- What kind of living arrangement is described in the third and fourth lines?
- 4- Where does the speaker suggest they will be together with the person they love?
- 5- What does the speaker ask repeatedly throughout the song, indicating uncertainty or a need for confirmation?
- 6- What phrase is used to express the speaker's uncertainty about the emotions they are feeling?
- 7- According to the lyrics, what does the speaker want to know and emphasize?
- 8- How does the speaker express their willingness and ability in the later part of the song?

Add the correct prefix or suffix to complete each word. Choose from the options provided in parentheses.

prefix or suffix

1- Re-

Word: _____ (do)

2- Un-

Word: _____ (friendly)

3- Dis-

Word: _____ (approve)

4- Mis-

Word: _____ (understand)

5- Pre-

Word: _____ (view)

6- In-

Word: _____ (active)

7- -able

Word: Understand _____ (cap)

8- -ful

Word: _____ (help)

9- -less

Word: _____ (care)

10--ment

Word: _____ (develop)

11--ly

Word: _____ (exact)

12-Over-

Word: _____ (estimate)

13-Tele-

Word: _____ (phone)

14-Bi-

Word: _____ (cycle)

15--ology

Word: _____ (psych)

16-Anti-

Word: _____ (social)

17--ify

Word: Simpl _____ ()

18-Post-

Word: _____ (date)

19-Ex-

Word: _____ (port)

20--ness

Word: _____ (kind)

Identify the morpheme(s) in each word or phrase. Choose from the options provided in parentheses.

morpheme

1. **Unhappiness**
 - Morpheme: _____ (Un-, -ness)
2. **Running**
 - Morpheme: _____ (-ing)
3. **Friendly**
 - Morpheme: _____ (-ly)
4. **Rebuild**
 - Morpheme: _____ (Re-, -build)
5. **Cat**
 - Morpheme: _____ (Cat)
6. **Happily**
 - Morpheme: _____ (-ly)
7. **Jumped**
 - Morpheme: _____ (Jump-, -ed)
8. **Happiness**
 - Morpheme: _____ (-ness)
9. **Unhappily**
 - Morpheme: _____ (Un-, -ly)
10. **Teacher**
 - Morpheme: _____ (Teacher)
11. **Redo**
 - Morpheme: _____ (Re-, -do)
12. **Running**
 - Morpheme: _____ (-ing)
13. **Undo**
 - Morpheme: _____ (Un-, -do)
14. **Swimming**
 - Morpheme: _____ (-ing)
15. **Unhappiness**
 - Morpheme: _____ (Un-, -ness)
16. **Sleep**
 - Morpheme: _____ (Sleep)
17. **Book**
 - Morpheme: _____ (Book)
18. **Misunderstand**
 - Morpheme: _____ (Mis-, under-, -stand)
19. **Happiest**
 - Morpheme: _____ (Happy, -est)
20. **Unfriendly**
 - Morpheme: _____ (Un-, friendly)

Rewrite each sentence in reported speech, paying attention to the changes in pronouns, tenses, and word order.

1. Direct Speech:

- He said, "I am going to the market."
- Reported Speech: _____.

2. Direct Speech:

- She said, "I have already finished my homework."
- Reported Speech: _____.

3. Direct Speech:

- "We will visit Paris next summer," they said.
- Reported Speech: _____.

4. Direct Speech:

- "They are watching a movie tonight," he said.
- Reported Speech: _____.

5. Direct Speech:

- "I don't like pizza," she said.
- Reported Speech: _____.

6. Direct Speech:

- "We have never been to Asia," they said.
- Reported Speech: _____.

7. Direct Speech:

- "The concert starts at 8 PM," he said.
- Reported Speech: _____.

8. Direct Speech:

- "I won the competition," she said proudly.
- Reported Speech: _____.

9. Direct Speech:

- "They were studying all night," he said.
- Reported Speech: _____.

10. Direct Speech:

- "Can you pass me the salt?" she asked.
- Reported Speech: _____.

11. Direct Speech:

- "I might be late," he warned.
- Reported Speech: _____.

12. Direct Speech:

- "She has visited London before," they said.
- Reported Speech: _____.

13. Direct Speech:

- "We had a great time at the party," she exclaimed.
- Reported Speech: _____.

14. Direct Speech:

- "I will call you later," he promised.
- Reported Speech: _____.

15. Direct Speech:

Reported Speech

- "They won't be able to come," she said sadly.
 - Reported Speech: _____.
- 16. Direct Speech:**
- "Please, don't tell anyone," he begged.
 - Reported Speech: _____.
- 17. Direct Speech:**
- "I can't believe it," she said with surprise.
 - Reported Speech: _____.
- 18. Direct Speech:**
- "We should leave now," they suggested.
 - Reported Speech: _____.
- 19. Direct Speech:**
- "She has never been to a concert," he said.
 - Reported Speech: _____.
- 20. Direct Speech:**
- "I won't forget your birthday," she promised.
 - Reported Speech: _____.

Análise de Interações em Inglês



OBJETIVO: ANALISAR INTERAÇÕES ENTRE FALANTES NATIVOS E NÃO NATIVOS DA LÍNGUA INGLESA PARA IDENTIFICAR PADRÕES, DESAFIOS E ESTRATÉGIAS DE COMUNICAÇÃO.



INSTRUÇÕES:

COLETA DE INTERAÇÕES:



ENCONTRE VÍDEOS ONLINE, PODCASTS OU TRANSCRIÇÕES DE INTERAÇÕES REAIS ENTRE FALANTES NATIVOS E NÃO NATIVOS DE INGLÊS. PODE SER ENTREVISTAS, DISCUSSÕES, DEBATES, ETC.

**SELECIONE PELO MENOS DUAS INTERAÇÕES PARA ANÁLISE.
ASSISTIR E TRANSCREVER:**

ASSISTA ÀS INTERAÇÕES ESCOLHIDAS E TRANSCREVA AS PARTES RELEVANTES. OBSERVE AS DIFERENTES VOZES, ESTILOS E CONTEXTOS DE COMUNICAÇÃO.

IDENTIFICAÇÃO DE DESAFIOS:

IDENTIFIQUE DESAFIOS DE COMUNICAÇÃO ENFRENTADOS PELOS NÃO NATIVOS. ISSO PODE INCLUIR PROBLEMAS DE COMPREENSÃO, PRONÚNCIA, ESCOLHA DE VOCABULÁRIO, ETC.

ESTRATÉGIAS UTILIZADAS:

DESTAQUE AS ESTRATÉGIAS QUE OS NÃO NATIVOS EMPREGARAM PARA SUPERAR OS DESAFIOS. ISSO PODE ENVOLVER O USO DE SINÔNIMOS, PERGUNTAS DE ESCLARECIMENTO, GESTOS, ETC.

ANÁLISE DE RESPOSTAS NATIVAS:

OBSERVE AS RESPOSTAS DOS FALANTES NATIVOS. COMO ELES ADAPTAM SUA LINGUAGEM PARA FACILITAR A COMUNICAÇÃO? ELES DEMONSTRAM PACIÊNCIA, REPETEM INFORMAÇÕES, OU USAM LINGUAGEM MAIS SIMPLES?

DISCUSSÃO EM GRUPO:



EM SALA DE AULA, DISCUTA AS OBSERVAÇÕES DOS ALUNOS. QUAIS FORAM OS DESAFIOS MAIS COMUNS? QUAIS ESTRATÉGIAS FORAM MAIS EFICAZES? OS FALANTES NATIVOS DEMONSTRARAM EMPATIA E SUPORTE?

APRESENTAÇÃO INDIVIDUAL:

PEÇA AOS ALUNOS PARA ESCOLHEREM UM EXEMPLO ESPECÍFICO DE INTERAÇÃO E APRESENTAREM UMA ANÁLISE MAIS DETALHADA. ELES PODEM DESTACAR UM DESAFIO ESPECÍFICO E DISCUTIR COMO OS PARTICIPANTES LIDARAM COM ISSO.

REFLEXÃO PESSOAL:



OS ALUNOS DEVEM ESCREVER UMA REFLEXÃO PESSOAL SOBRE O QUE APRENDERAM COM A

Atividade. Eles podem compartilhar experiências próprias e pensar em maneiras de

melhorar suas habilidades de comunicação em inglês.

OBSERVAÇÃO: ESSA ATIVIDADE NÃO APENAS PROMOVE A ANÁLISE CRÍTICA DAS INTERAÇÕES, MAS TAMBÉM INCENTIVA OS ALUNOS A REFLETIREM SOBRE SUAS PRÓPRIAS EXPERIÊNCIAS E ESTRATÉGIAS DE COMUNICAÇÃO EM INGLÊS.

Leia o poema abaixo.

- Identifique os elementos poéticos, como rimas, aliterações, metáforas, e a estrutura do poema.

Poema:

Whispers of the Wind

In the twilight's hush, the wind softly sighs,
A serenade of whispers 'neath the moonlit skies.
It weaves through branches, a clandestine dance,
Nature's poetry, a fleeting romance.

The leaves, like verses, rustle and sway,
Echoes of a tale told in the light's decay.
A sonnet written on the canvas of night,
Silhouettes dance, bathed in soft starlight.

Oh, zephyr, carry my dreams on your breath,
Let them soar through the realms of life and death.
Speak to the night, reveal secrets untold,
In the language of whispers, a story unfolds.



Answer in your notebook

Rimas: O poema possui rimas, como "skies" e "romance", "decay" e "starlight", que contribuem para a musicalidade do texto.

Aliterações: Existe uma aliteração perceptível em "Nature's poetry, a fleeting romance," onde o som suave do "r" se repete, criando uma harmonia fonética.

Metáforas: O uso de metáforas é evidente em expressões como "Nature's poetry" e "sonnet written on the canvas of night", dando à natureza características humanas e poéticas.

Estrutura: O poema tem uma estrutura clara, dividida em estrofes, cada uma expressando uma ideia ou imagem poética relacionada à natureza.

One of the things that made an incredible impression on me in the film was Frida's comfort in and celebration of her own unique beauty. She didn't try to fit into conventional ideas or images about womanhood or what makes someone or something beautiful. Instead, she fully inhabited her own unique gifts, not particularly caring what other people thought. She was magnetic and beautiful in her own right. She painted for years, not to be a commercial success or to be discovered, but to express her own inner pain, joy, family, love and culture. She absolutely and resolutely was who she was. The trueness of her own unique vision and her ability to stand firmly in her own truth was that made her successful in the end.

1- A autora desse comentário sobre o filme Frida mostra-se impressionada com o fato de a pintora

- (A) ter uma aparência exótica.
- (B) vender bem a sua imagem.
- (C) ter grande poder de sedução.
- (D) assumir sua beleza singular.
- (E) recriar-se por meio da pintura.



British Government to Recruit Teens as Next Generation of Spies

In the 50 years since the first James Bond movie created a lasting impression of a British secret agent, a completely different character is about to emerge. Britain's intelligence agencies are to recruit their next generation of cyber spies by harnessing the talents of the "Xbox generation". In an expansion of a pilot program, Foreign Secretary William Hague announced Thursday that up to 100 18-year-olds will be given the chance to train for a career in Britain's secret services. The move to recruit school-leavers marks a break with the past, when agencies mainly drew their staff from among university graduates. "Young people are the key to our country's future success, just as they were during the War", Hague said. "Today we are not at war, but I see evidence every day of deliberate, organized attacks

against intellectual property and government networks in the United Kingdom." The new recruitment program, called the Single Intelligence Account apprenticeship scheme will enable students with suitable qualifications in science, technology or engineering, to spend two years learning about communications, security and engineering through formal education, technical training and work placements.

2- Segundo informações veiculadas pela NBC News, a geração digital já tem seu espaço conquistado nas agências britânicas de inteligência. O governo britânico decidiu que

- (A) enfrentará a guerra vigente e deliberada contra a propriedade intelectual no Reino Unido.
- (B) abandonará a política de contratação de universitários como agentes secretos.
- (C) recrutará jovens jogadores de Xbox como ciberespões das agências de inteligência.
- (D) implantará um esquema de capacitação de adolescentes para atuarem como agentes secretos.
- (E) anunciará os nomes dos jovens a serem contratados pelas agências de inteligência.



Reader's Digest, set. 1993.

3- Nesse texto publicitário são utilizados recursos verbais e não verbais para transmitir a mensagem. Ao associar os termos anyplace e regret à imagem do texto, constata-se que o tema da propaganda é a importância da

- (A) preservação do meio ambiente.

- (B) manutenção do motor.
- (C) escolha da empresa certa.
- (D) consistência do produto.
- (E) conservação do carro.

Children and Guns Published: May 7, 2013

To the Editor: Re "Girl's Death by Gunshot Is Rejected as Symbol" (news article, May 6):

I find it abhorrent that the people of Burkesville, Ky., are not willing to learn a lesson from the tragic shooting of a 2-year-old girl by her 5-year-old brother. I am not judging their lifestyle of introducing guns to children at a young age, but I do feel that it's irresponsible not to practice basic safety with anything potentially lethal — guns, knives, fire and so on. How can anyone justify leaving guns lying around, unlocked and possibly loaded, in a home with two young children? I wish the family of the victim comfort during this difficult time, but to dismiss this as a simple accident leaves open the potential for many more such "accidents" to occur. I hope this doesn't have to happen several more times for legislators to realize that something needs to be changed.

EMILY LOUBATON

Brooklyn, May 6, 2013

4- No que diz respeito à tragédia ocorrida em Burkesville, a autora da carta enviada ao The New York Times busca

- (A) reconhecer o acidente noticiado como um fato isolado.
- (B) responsabilizar o irmão da vítima pelo incidente ocorrido.
- (C) apresentar versão diferente da notícia publicada pelo jornal.
- (D) expor sua indignação com a negligência de portadores de armas.
- (E) reforçar a necessidade de proibição do uso de armas por crianças.

Israel Travel Guide

Israel has always been a standout destination. From the days of prophets to the modern day nomad this tiny slice of land on the eastern Mediterranean has long attracted visitors. While some arrive in the 'Holy Land' on a spiritual quest, many others are on cultural tours, beach holidays and eco-tourism trips. Weeding through Israel's convoluted history is both exhilarating and exhausting. There are

crumbling temples, ruined cities, abandoned forts and hundreds of places associated with the Bible. And while a sense of adventure is required, most sites are safe and easily accessible. Most of all, Israel is about its incredibly diverse population. Jews come from all over the world to live here, while about 20% of the population is Muslim. Politics are hard to get away from in Israel as everyone has an opinion on how to move the country forward - with a ready ear you're sure to hear opinions from every side of the political spectrum.

5- Antes de viajar, turistas geralmente buscam informações sobre o local para onde pretendem ir. O trecho do guia de viagem de Israel

- (A) descreve a história desse local para que turistas valorizem seus costumes milenares.
- (B) informa hábitos religiosos para auxiliar turistas a entenderem as diferenças culturais.
- (C) divulga os principais pontos turísticos para ajudar turistas a planejarem sua viagem.
- (D) recomenda medidas de segurança para alertar turistas sobre possíveis riscos locais.
- (E) apresenta aspectos gerais da cultura do país para continuar a atrair turistas estrangeiros.

1984 (excerpt)

'Is it your opinion, Winston, that the past has real existence?' [...] O'Brien smiled faintly. 'I will put it more precisely. Does the past exist concretely, in space? Is there somewhere or other a place, a world of solid objects, where the past is still happening?'

'No.'

'Then where does the past exist, if at all?' 'In records. It is written down.'

'In records. And — —?'

'In the mind. In human memories.'

'In memory. Very well, then. We, the Party, control all records, and we control all memories.'

Then we control the past, do we not?'

1- O romance 1984 descreve os perigos de um Estado totalitário. A ideia evidenciada nessa passagem é que o controle do Estado se dá por meio do(a)

- (A) boicote a ideais libertários.
- (B) veto ao culto das tradições.
- (C) poder sobre memórias e registros.
- (D) censura a produções orais e escritas.
- (E) manipulação de pensamentos individuais.



'WHEN I WAS 5 EVERYONE TOLD ME TO BE A BIG BOY.
WHEN I WAS 10 THEY TOLD ME I SHOULD BE MORE MATURE.
NOW THEY SAY IT'S TIME TO START ACTING LIKE AN ADULT.
AT THIS RATE, I'LL SE ELIGIBLE FOR SOCIAL SECURITY
BEFORE I GRADUATE FROM HIGH SCHOOL!'

GLASBERGEN, R. Disponível em: www.glasbergen.com. Acesso em: 3 jul. 2015 (adaptado).

2- No cartum, a crítica está no fato de a sociedade exigir do adolescente que

- (A) se aposente prematuramente.
- (B) amadureça precocemente.
- (C) estude aplicadamente.
- (D) se forme rapidamente.
- (E) ouça atentamente

Texto I

A Free World-class Education for Anyone Anywhere

The Khan Academy is an organization on a mission. We're a not-for-profit with the goal of changing education for the better by providing a free education to anyone anywhere. All of the site's resources are available to anyone. The Khan Academy's materials and resources are available to you completely free of charge.

Texto II

I didn't have a problem with Khan Academy Site until very recently. For me, the problem is the way Academy is being promoted. The way the media sees it as "revolutionizing education". The way people with power and money view education as simply "sit-and-get". If your philosophy of education is "sit-and-get", i.e., teaching is telling and learning is listening, then Khan Academy is way more efficient than classroom lecturing. Khan Academy does it better. But TRUE progressive educators, TRUE education visionaries and revolutionaries don't want to do these things better. We want to DO BETTER THINGS.

- 3- Com o impacto das tecnologias e a ampliação das redes sociais, consumidores encontram na internet possibilidades de opinar sobre serviços oferecidos. Nesse sentido, o segundo texto, que é um comentário sobre o site divulgado no primeiro, apresenta a intenção do autor de

- (A) elogiar o trabalho proposto para a educação nessa era tecnológica.
- (B) reforçar como a mídia pode contribuir para revolucionar a educação.
- (C) chamar a atenção das pessoas influentes para o significado da educação.
- (D) destacar que o site tem melhores resultados do que a educação tradicional.
- (E) criticar a concepção de educação em que se baseia a organização.

Don't write in English, they said, English is not your mother tongue...

...The language I speak

Becomes mine, its distortions, its queerness

All mine, mine alone, it is half English, half Indian, funny perhaps, but it is honest,

It is as human as I am human...

...It voices my joys, my longings my Hopes...

(Kamala Das, 1965:10)

4- A poetisa Kamala Das, como muitos escritores indianos, escreve suas obras em inglês, apesar de essa não ser sua primeira língua. Nesses versos, ela

- (A) usa a língua inglesa como efeito humorístico.
- (B) recorre a vozes de vários escritores ingleses.
- (C) adverte sobre o uso distorcido da língua inglesa.
- (D) demonstra consciência de sua identidade linguística.
- (E) reconhece a incompreensão na sua maneira de falar inglês.

Lava Mae: Creating Showers on Wheels for the Homeless

San Francisco, according to recent city numbers, has 4,300 people living on the streets. Among the many problems the homeless face is little or no access to showers. San Francisco only has about 16 to 20 shower stalls to accommodate them. But Doniece Sandoval has made it her mission to change that. The 51-year-old former marketing executive started Lava Mae, a sort of showers on wheels, a new project that aims to turn decommissioned city buses into shower stations for the homeless. Each bus will have two shower stations and Sandoval expects that they'll be able to provide 2,000 showers a week.

5- A relação dos vocábulos shower, bus e homeless, no texto, refere-se a

- (A) empregar moradores de rua em lava a jatos para ônibus.
- (B) criar acesso a banhos gratuitos para moradores de rua
- (C) comissionar sem-teto para dirigir os ônibus da cidade.
- (D) exigir das autoridades que os ônibus municipais tenham banheiros.
- (E) abrigar dois mil moradores de rua em ônibus que foram adaptados.

Marque a opção correta ou complete as lacunas com os pronomes indefinidos e seus compostos adequados.

1. I don't have _____ money. Can you lend me a few dollars?

- a) any b) some c) every d) no

2. There are _____ oranges in the basket.

- a) no b) any c) some d) every

3. She wants to buy _____ shoes for the party.

- a) any b) some c) no d) every

4. Have you seen _____ my keys?

- a) every b) some c) any d) no

5. _____ student must complete the assignment by Friday.

- a) Some b) Any c) Every d) No
6. There isn't _____ milk left in the fridge.
a) every b) any c) some d) no
7. We need to invite _____ friends to the wedding.
a) every b) some c) any d) no
8. I have _____ doubts about the project.
a) every b) some c) any d) no
9. Please pass me _____ salt.
a) any b) some c) no d) every
10. _____ student passed the exam with flying colors.
a) Every b) Some c) Any d) No
11. There is _____ one solution to the problem.
a) every b) any c) no d) some
12. I haven't seen _____ of my friends today.
a) no b) any c) some d) every
13. _____ of the books on the shelf are mine.
a) Every b) No c) Some d) Any
14. We can go to _____ restaurant you like.
a) every b) no c) any d) some
15. Is there _____ coffee left in the pot?
a) every b) some c) any d) no
16. I have _____ news for you.
a) some b) every c) no d) any
17. _____ problem can be solved with teamwork.
a) No b) Some c) Any d) Every
18. I can't find _____ of my keys.
a) some b) every c) any d) no
19. We need _____ chairs for the meeting.
a) every b) no c) some d) any
20. There isn't _____ time to finish the project.
a) every b) no c) any d) some

Escolha a opção correta para completar cada frase com o pronome reflexivo adequado.

1. She looked at _____ in the mirror and smiled.
a) her b) herself c) she d) him
2. The children dressed _____ in their Halloween costumes
a) themselves b) them c) they d) their
3. After the game, he congratulated _____ on a job well done.
a) him b) themselves c) his d) himself
4. We should always take care of _____.
a) we b) ourselves c) us d) them
5. The cat groomed _____ while sitting on the windowsill.
a) it b) himself c) its d) hers
6. They enjoyed _____ at the beach.
a) himself b) ourselves c) themselves d) her
7. The team prepared _____ for the upcoming competition.



- a) they b) him c) themselves d) their
8. She found _____ lost in thought.
a) herself b) them c) she d) her
9. He blamed _____ for the mistake.
a) herself b) us c) himself d) it
10. The baby fed _____ with the bottle.
a) it b) himself c) themselves d) she
11. The students reminded _____ to study for the exam.
a) we b) ourselves c) him d) they
12. She introduced _____ to the new neighbors.
a) they b) them c) themselves d) her
13. The athlete congratulated _____ on the victory.
a) they b) them c) himself d) their
14. The old man amused _____ with his stories.
a) he b) himself c) his d) them
15. The hikers found _____ lost in the dense forest.
a) themselves b) they c) them d) theirs
16. The couple enjoyed _____ at the romantic dinner.
a) him b) themselves c) she d) his
17. The musician composed the song _____.
a) himself b) its c) they d) them
18. The girls entertained _____ with a dance performance.
a) themselves b) them c) she d) hers
19. He reminded _____ to lock the door before leaving.
a) us b) himself c) they d) them
20. The team congratulated _____ on winning the championship.
a) us b) them c) ourselves d) him

Leia o seguinte texto e responda às perguntas abaixo:

Julie and Mark were childhood friends. They always supported each other in their dreams and aspirations. When Julie decided to start her own business, Mark was there to help her with the initial planning. Likewise, when Mark faced a difficult time in his personal life, Julie offered a shoulder to lean on. Their reciprocal friendship stood the test of time, proving that true friends understand and support each other.

1- Quem são os protagonistas do texto?

- a) Julie e Mike
b) Mark e Jessica
c) Julie e Mark
d) Sarah e Tom

2- O que Mark fez quando Julie decidiu iniciar seu próprio negócio?

- a) Ele não a apoiou.
- b) Ele ajudou-a no planejamento inicial.
- c) Ele ficou indiferente.
- d) Ele criticou a decisão dela.

3- Como Julie ajudou Mark durante um momento difícil?

- a) Ofereceu conselhos de negócios.
- b) Apoiou-o emocionalmente.
- c) Ignorou seus problemas.
- d) Competiu com ele.

4- Qual é a principal mensagem do texto?

- a) Julie e Mark são rivais.
- b) Amizade verdadeira é recíproca e de apoio mútuo.
- c) Negócios são mais importantes que amizade.
- d) Mark não gosta de ajudar os outros.

5- O que a frase "Their reciprocal friendship stood the test of time" significa?

- a) A amizade deles não é duradoura.
- b) A amizade deles é complicada.
- c) A amizade deles resistiu ao teste do tempo.
- d) A amizade deles não é importante.

Leia o seguinte texto e responda às perguntas abaixo:

Anna was excited about the upcoming trip to the mountains. She had planned to go hiking with her friends, but the weather forecast predicted heavy rain. Despite the disappointing news, Anna remained optimistic. However, when she woke up on the day of the trip, it was pouring outside. Consequently, the group decided to postpone the adventure until the weather improved. In the meantime, they entertained themselves with board games and shared stories, fostering a sense of camaraderie.

- 1- What was Anna planning to do with her friends?
- a) Go to the beach.
 - b) Take a trip to the mountains.
 - c) Watch a movie.

d) Stay at home.

2- What did the weather forecast predict for the day of the trip?

- a) Radiant sunshine.
- b) Heavy rain.
- c) Snow.
- d) Thunderstorms and lightning.

3- Which conjunction indicates opposition in the text?

- a) Despite
- b) However
- c) Consequently
- d) In the meantime

4- Why did the group decide to postpone the trip?

- a) Because it was raining.
- b) Because they were bored.
- c) Because the car broke down.
- d) Because they lost interest.

5- What did the group do while waiting for the weather to improve?

- a) Watched a movie.
- b) Played board games and shared stories.
- c) Became frustrated.
- d) Continued the trip despite the bad weather.

World Environment Day: Celebrating Nature and Sustainable Living

World Environment Day, celebrated annually on June 5th, serves as a significant platform to raise awareness and inspire action for a healthier planet. This day encourages individuals, communities, and nations to reflect on their environmental impact and make conscious efforts towards sustainable living.

The theme of World Environment Day varies each year, spotlighting different aspects of environmental concern. From promoting biodiversity conservation to addressing air and water pollution, these themes aim to engage people in understanding and tackling pressing issues that affect our planet.

On this day, individuals are encouraged to take stock of their daily habits and adopt eco-friendly practices. Whether it's reducing energy consumption, minimizing waste, or choosing sustainable products, small changes collectively contribute to significant positive impacts on the environment. World Environment Day emphasizes that everyone, regardless of their background or location, has a role to play in preserving our natural resources.

Governments and organizations also play a crucial role in this global initiative. Policies and initiatives launched on World Environment Day aim to address environmental challenges at a broader scale. From advocating for renewable energy to implementing waste management strategies, these efforts contribute to creating a more sustainable and resilient world.

Education is a key component of World Environment Day, with schools and educational institutions organizing events to increase awareness among students. Through workshops, tree planting activities, and discussions, the younger generation is empowered with knowledge about environmental issues, fostering a sense of responsibility and stewardship.

While celebrating World Environment Day, it's essential to recognize the interconnectedness of environmental challenges. Climate change, deforestation, and pollution are complex issues that require collaborative solutions. This day serves as a reminder that our collective actions, both big and small, contribute to the overall health of our planet.

As we observe World Environment Day, let's commit to making sustainable choices in our daily lives, raising awareness in our communities, and advocating for policies that prioritize environmental well-being. Together, we can work towards a greener, more sustainable tomorrow for ourselves and future generations.

1. When is World Environment Day celebrated annually?

- a) May 5th
- b) June 1st
- c) June 5th
- d) July 10th



2. What is the primary goal of World Environment Day?

- a) Celebrating global cultures
- b) Promoting sustainable living
- c) Advocating for human rights
- d) Highlighting technological advancements

3. How does the theme of World Environment Day vary each year?

- a) It remains the same every year.
- b) It focuses solely on climate change.
- c) It addresses different environmental concerns.
- d) It is randomly chosen by organizers.

4. What are individuals encouraged to do on World Environment Day to contribute to a healthier planet?

- a) Ignore their daily habits.
- b) Increase energy consumption.
- c) Embrace sustainable practices.
- d) Support pollution.



5. How do small individual actions impact the environment, according to the text? a) They have no impact.

- b) They contribute negatively.
- c) They contribute positively.
- d) They only impact local areas.

6. What role do governments and organizations play in World Environment Day? a) They ignore the event.

- b) They create more environmental challenges.
- c) They launch initiatives to address environmental issues.
- d) They focus solely on economic matters.

7. What is the significance of the themes chosen for World Environment Day?

- a) They have no significance.
- b) They highlight the diversity of global cuisines.
- c) They engage people in understanding and addressing environmental issues.
- d) They are randomly selected without consideration.

8. How can individuals contribute to the environment according to the text?

- a) By increasing waste production.
- b) By avoiding sustainable products.
- c) By adopting eco-friendly practices.
- d) By disregarding energy conservation.

9. What is emphasized regarding the role of everyone in preserving natural resources?

- a) Only specific individuals can contribute.
- b) It is the responsibility of governments alone.
- c) Everyone, regardless of background or location, has a role to play.
- d) Only scientists and environmentalists can make a difference.

10. How does World Environment Day impact younger generations?

- a) It has no impact on them.
- b) It raises awareness and instills a sense of responsibility.
- c) It discourages them from environmental engagement.
- d) It focuses solely on academic achievements.

11. What is the interconnectedness of environmental challenges mentioned in the text?

- a) Environmental challenges are unrelated.
- b) They are not discussed in the text.
- c) Environmental challenges are complex and interconnected.
- d) They are only connected to technological advancements.

12. What is the text's stance on the efforts made by governments and organizations on World Environment Day?

- a) They have no impact.
- b) They are counterproductive.
- c) They contribute positively to a more sustainable and resilient world.
- d) They focus solely on economic growth.

13. What role does education play on World Environment Day?

- a) It is not mentioned in the text.
- b) It discourages environmental awareness.
- c) It plays a pivotal role in raising awareness among students.
- d) It focuses solely on traditional subjects.

14. According to the text, what does World Environment Day remind us to do?

- a) Ignore environmental challenges.
- b) Focus solely on individual actions.
- c) Make continuous efforts towards environmental well-being.
- d) Rely on governments to address environmental issues.

15. In the concluding paragraph, what is the collective goal emphasized for a greener, more sustainable tomorrow?

- a) To ignore environmental concerns.
- b) To prioritize economic growth.
- c) To advocate for policies that prioritize environmental well-being.
- d) To focus solely on individual actions.

I- Read the following passage and answer the questions that follow.



Cognates and false cognates are linguistic phenomena that can both facilitate and complicate language learning. Cognates are words in two languages that share a similar origin, structure, and meaning, making them recognizable to learners. For example, the English word "elephant" and the Spanish word "elefante" are cognates. On the other hand, false cognates, also known as false friends, are words that look similar in two languages but have different meanings. Learners might be misled by the resemblance, leading to confusion. An example of false cognates is the English word "sympathy" and the Spanish word "simpatía." While they look alike, "sympathy" in English refers to understanding or pity, whereas "simpatía" in Spanish means friendliness or likability. Understanding these linguistic nuances is crucial for language learners to navigate effectively and avoid misunderstandings.

1- What are cognates?

- a) Words with different meanings in two languages.
- b) Words that look similar but have different origins.
- c) Words in two languages with a similar origin, structure, and meaning.
- d) Words that are challenging for language learners.

2- Provide an example of a cognate mentioned in the text.

- a) "Sympathy" and "simpatía."
- b) "Elephant" and "elefante."
- c) "Understanding" and "likability."
- d) "False friends" and "structure."

3- What is a false cognate, and why can it be misleading for learners?

- a) A word that looks similar in two languages with the same meaning, leading to clarity.
- b) A word with different meanings in two languages, causing confusion due to resemblance.
- c) A word that is easy for learners to grasp.
- d) A word that has no similarities in two languages.

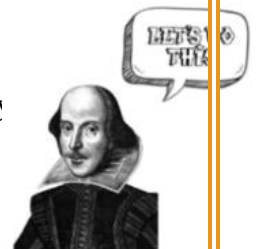
4- Explain the difference between the English word "sympathy" and the Spanish word "simpatía."

- a) They have the same meaning.
- b) They have different origins.
- c) They are false cognates.
- d) "Sympathy" refers to understanding or pity, while "simpatía" means friendliness or likability.

false friends

5- Why is understanding cognates and false cognates crucial for language learners?

- a) It makes language learning more challenging.
- b) It helps learners avoid misunderstandings and navigate effectively.
- c) It has no impact on language learning.
- d) It is only important for advanced learners.



II- Complete the table below by categorizing each word as a true cognate (TC) or false cognate (FC). Pay attention to the apparent similarities and differences in spelling and meaning across English and Portuguese.

English Word	Portuguese Equivalent	True Cognate (TC) or False Cognate (FC)
Artist	Artista	
Fabric	Fábrica	
Parent	Parente	

FIGURE OF SPEECH



Simile	a comparison of two unlike things using the words <i>like</i> or <i>as</i>	He was as angry as a hornet defending its hive.
Metaphor	a direct comparison of two unlike things	She is a bear when she wakes up in the morning.
Alliteration	when words that start with the same sound are used close together in a phrase or sentence	Please plan to be present at Paul's pirate party.
Onomatopoeia	a word that sounds like the sound it makes	The kettle began to screech when the water started to boil.
Personification	when human qualities are given to animals, objects, or ideas	The kite danced happily across the sky.
Hyperbole	an extreme exaggeration used to make a point	I've told you a million times- don't wait until the last minute to study for the test.
Idiom	a common saying with a meaning different than the words that make it up	I'm going to try to catch some Z's.

Identify the figure of speech used in each sentence. Choose the correct answer from the options provided.



- 1- The stars danced in the night sky, winking at us.
a) Simile b) Metaphor c) Personification d) Hyperbole
- 2- His smile was as bright as the sun on a summer day.
a) Simile b) Metaphor c) Personification d) Hyperbole
- 3- The old clock on the wall sighed with each passing second.
a) Simile b) Metaphor c) Personification d) Hyperbole
- 4- The news hit her like a ton of bricks.
a) Simile b) Metaphor c) Personification d) Hyperbole
- 5- Time is a thief that steals our moments away.
a) Simile b) Metaphor c) Personification d) Hyperbole
- 6- The mountain stood tall, touching the sky with its snowy peaks.
a) Simile b) Metaphor c) Personification d) Hyperbole
- 7- Her laughter echoed through the empty hallways.
a) Simile b) Metaphor c) Personification d) Hyperbole
- 8- The city never sleeps; it's a buzzing hive of activity.
a) Simile b) Metaphor c) Personification d) Hyperbole
- 9- The flowers nodded their heads in the gentle breeze.
a) Simile b) Metaphor c) Personification d) Hyperbole
- 10- The stormy sea roared with anger, crashing against the cliffs.
a) Simile b) Metaphor c) Personification d) Hyperbole

LEITURA DE OBRAS FAMOSAS DA LITERATURA INGLESA

Objetivo: Promover a compreensão de obras literárias clássicas da literatura inglesa.

Passo 1: Escolha da Obra

Escolha uma obra famosa da literatura inglesa que seja adequada ao nível de proficiência dos alunos. Exemplos incluem "Romeu e Julieta" de William Shakespeare, "Orgulho e Preconceito" de Jane Austen ou "1984" de George Orwell.

Passo 2: Leitura Individual

Divida os alunos em grupos e atribua a cada grupo uma parte específica da obra para leitura individual. Certifique-se de fornecer uma versão do texto com notas de rodapé ou glossário para facilitar a compreensão de vocabulário arcaico.

Passo 3: Discussão em Grupo

Após a leitura individual, os alunos se reúnem em grupos para discutir os principais eventos, personagens e temas de suas partes designadas. Eles também podem destacar passagens que acharam particularmente significativas.

Passo 4: Apresentação em Sala de Aula

Cada grupo faz uma breve apresentação em sala de aula, compartilhando suas descobertas e destacando elementos importantes da obra. Isso também inclui discutir a relevância da obra na sociedade atual.

Passo 5: Comparação de Adaptações

Para ampliar a compreensão, os alunos podem assistir a uma adaptação cinematográfica da obra escolhida. Em seguida, eles comparam e contrastam a versão literária com a adaptação, discutindo as escolhas feitas pelos cineastas.

Passo 6: Redação de Resenhas

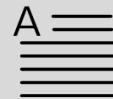
Os alunos escrevem resenhas individuais da obra, expressando suas opiniões, análises críticas e recomendações pessoais. Isso desenvolverá suas habilidades de redação e análise literária.

Promova um debate em sala de aula sobre temas específicos da obra. Isso incentivará os alunos a pensar criticamente sobre questões sociais, morais e filosóficas apresentadas na literatura.

Avaliação:

Produção, Circulação e Recepção de Textos nos Ambientes Digitais

OBJETIVO: EXPLORAR A PRODUÇÃO, CIRCULAÇÃO E RECEPÇÃO DE TEXTOS NOS AMBIENTES DIGITAIS, DESTACANDO AS CARACTERÍSTICAS ÚNICAS DESSES CONTEXTOS.



PASSO 1: DISCUSSÃO INICIAL

INICIE A AULA COM UMA DISCUSSÃO SOBRE COMO A COMUNICAÇÃO MUDOU COM A ASCENSÃO DOS AMBIENTES DIGITAIS. PEÇA AOS ALUNOS PARA COMPARTILHAREM SUAS EXPERIÊNCIAS PESSOAIS EM RELAÇÃO À PRODUÇÃO E CONSUMO DE TEXTOS ONLINE.

PASSO 2: ANÁLISE DE POSTS EM REDES SOCIAIS

DIVIDA A TURMA EM GRUPOS E FORNEÇA A CADA GRUPO UMA SELEÇÃO DE POSTS DE REDES SOCIAIS EM INGLÊS. OS ALUNOS DEVEM ANALISAR COMO A LINGUAGEM É ADAPTADA PARA ESSES AMBIENTES, CONSIDERANDO O USO DE ABREVIACÕES, EMOJIS E HASHTAGS.

PASSO 3: PRODUÇÃO DE POST

CADA GRUPO É RESPONSÁVEL POR CRIAR UM POST AUTÊNTICO EM INGLÊS PARA UMA REDE SOCIAL FICTÍCIA, LEVANDO EM CONTA O PÚBLICO-ALVO E O PROPÓSITO DA COMUNICAÇÃO. ELES DEVEM INCORPORAR ELEMENTOS TÍPICOS DE AMBIENTES DIGITAIS, COMO GÍRIAS, MEMES OU REFERÊNCIAS CULTURAIS ONLINE.

PASSO 4: CIRCULAÇÃO VIRTUAL

OS GRUPOS COMPARTILHAM SEUS POSTS EM UMA PLATAFORMA ONLINE, PERMITINDO QUE OUTROS ALUNOS OS VISUALIZEM E INTERAJAM. INCENTIVE COMENTÁRIOS, CURTIDAS E COMPARTILHAMENTOS PARA SIMULAR A DINÂMICA REAL DAS REDES SOCIAIS.

PASSO 5: DISCUSSÃO PÓS-CIRCULAÇÃO

APÓS A CIRCULAÇÃO VIRTUAL, PROMOVA UMA DISCUSSÃO EM SALA DE AULA SOBRE AS DIFERENTES REAÇÕES E INTERAÇÕES QUE OS POSTS RECEBERAM. QUESTIONE OS ALUNOS SOBRE COMO A RECEPÇÃO DE TEXTOS ONLINE PODE VARIAR E COMO ISSO INFLUENCIA A COMUNICAÇÃO.

PASSO 6: REFLEXÃO ESCRITA

INDIVÍDUOS ESCREVEM REFLEXÕES INDIVIDUAIS SOBRE A EXPERIÊNCIA, CONSIDERANDO COMO A PRODUÇÃO, CIRCULAÇÃO E RECEPÇÃO DE TEXTOS NOS AMBIENTES DIGITAIS DIFEREM OU SE ASSEMELHAM AOS CONTEXTOS TRADICIONAIS.

PASSO 7: APRESENTAÇÃO DE RESULTADOS

CADA GRUPO APRESENTA OS RESULTADOS DE SUA ATIVIDADE, COMPARTILHANDO INSIGHTS SOBRE AS ESCOLHAS LINGÜÍSTICAS FEITAS, AS ESTRATÉGIAS DE ENGAJAMENTO E AS PERCEPÇÕES SOBRE A DINÂMICA DE COMUNICAÇÃO ONLINE.

Vogue Magazine's Complicated Relationship with Diversity

Edward Enninful, the new editor-in-chief of British Vogue, has a proven history of addressing diversity that many hope will be the start of an overhaul of the global Vogue brand. In March, he responded sublimely when US President Donald Trump nominated Supreme Court judge Neil Gorsuch, who allegedly does not care much about civil rights: Enninful styled a shoot for his then employer, the New York-based W magazine, in which a range of ethnically diverse models climb the stairs of an imaginary "Supreme Court". In February, after Trump initiated the much-debated immigration ban, Enninful put together a video showcasing the various fashion celebrities who have immigrated into the US. Even before his first official day in Vogue's Mayfair offices, Enninful had hired two English superstars of Jamaican descent in an attempt to diversify the team. Model Naomi Campbell and make-up artist Pat McGrath both share Enninful's aim of championing fashion as a force for social change. One can only hope that Enninful's appointment is not a mere blip, but a move in the right direction on a long road to diversity for the global brand.

Disponível em: www.independent.co.uk. Acesso em: 11 ago. 2017 (adaptado).

1- Considerando-se as características dos trabalhos realizados pelo novo editor-chefe da Vogue inglesa, espera-se que a revista contribua para a

- (A) integração da moda a questões sociais e raciais.
- (B) ampliação do número de concursos de modelos.
- (C) padronização de desfiles de moda internacionais.
- (D) expansão da moda em países pouco retratados em editoriais.
- (E) priorização de assuntos relacionados a imigrantes jamaicanos.

No Madonna and Child could touch
Her tenderness for a son
She soon would have to forget. . . .

The air was heavy with odors of
diarrhea,

Of unwashed children with washed-out ribs
 And dried-up bottoms waddling in labored steps
 Behind blown-empty bellies. Other mothers there
 Had long ceased to care, but not this one:
 She held a ghost-smile between her teeth,
 And in her eyes the memory
 Of a mother's pride. . . . She had bathed him

And rubbed him down with bare palms.
 She took from their bundle of possessions
 A broken comb and combed
 The rust-colored hair left on his skull
 And then—humming in her eyes—
 began carefully to part it.
 In their former life this was perhaps
 A little daily act of no consequence
 Before his breakfast and school; now
 Like putting flowers on a tiny grave.

ACHEBE, C. *Collected Poems*. New York: Anchor Books, 2004.

2- O escritor nigeriano Chinua Achebe traz uma reflexão sobre a situação dos refugiados em um cenário pós-guerra civil em seu país. Essa reflexão é construída no poema por meio da representação de uma mãe, explorando a(s):

- (A) demonstração de orgulho por não precisar pedir doações.
- (B) descrições artísticas detalhadas de uma obra conhecida.
- (C) aceitação de um diagnóstico de doença terminal do filho.
- (D) consternação ao visitar o túmulo do filho recém-falecido.
- (E) impressões sensoriais experimentadas no ambiente.

Women in Theatre: Why Do So Few Make It to the Top?

An all-female Julius Caesar (A Shakespeare play) has just hit the stage, but it's a rarity in theatre. In a special report, Charlotte Higgins asks leading figures why women are still underrepresented at every level of the business — and what needs to change.

HIGGINS, C. Disponível em: www.guardian.co.uk. Acesso em: 12 dez. 2012.

3- O vocábulo “rarity” tem um papel central na abordagem do assunto desse texto, que destaca a

- (A) falta de público feminino na plateia dos teatros.
- (B) ausência de roteiros de autoria feminina.
- (C) resistência dos diretores a personagens femininas.
- (D) escassez de representação feminina no meio teatral.
- (E) desvalorização da performance feminina no palco.

A Minor Bird

I have wished a bird would fly away,
And not sing by my house all day;

Have clapped my hands at him from
the door

When it seemed as if I could bear no
more.

The fault must partly have been in
me.

The bird was not to blame for his
keys.

And of course there must be
something wrong

In waiting to silence any song.

FROST, R. West-running Brook. New York: Henry Holt and Company, 1928.



4- No poema de Robert Frost, as palavras **fault** e **blame** revelam por parte do eu lírico uma

- (A) culpa por não poder cuidar do pássaro.
- (B) atitude errada por querer matar o pássaro.
- (C) necessidade de entender o silêncio do pássaro.
- (D) sensibilização com relação à natureza do pássaro.
- (E) irritação quanto à persistência do canto do pássaro.

Finally, Aisha finished with her customer and asked what colour Ifemelu wanted for her hair attachments.

“Colour four.”

“Not good colour,” Aisha said promptly.

“That’s what I use.”

“It look dirty. You don’t want colour one?”

“Colour one is too black, it looks fake,” Ifemelu said, loosening her headwrap.

“Sometimes I use colour two, but colour four is closest to my natural colour.”

Aisha shrugged, a haughty shrug, as though it was not her problem if her customer did not have good taste. She reached into a cupboard, brought out two packets of attachments, checked to make sure they were both the same colour.

She touched Ifemelu’s hair. “Why you don’t have relaxer?”

“I like my hair the way God made it.”

“But how you comb it? Hard to comb,” Aisha said.

Ifemelu had brought her own comb. She gently combed her hair, dense, soft and tightly coiled, until it framed her head like a halo. “It’s not hard to comb if you moisturize it properly,” she said, slipping into the coaxing tone of the proselytizer that she used whenever she was trying to convince other black women about the

merits of wearing their hair natural. Aisha snorted; she clearly could not understand why anybody would choose to suffer through combing natural hair, instead of simply relaxing it. She sectioned out Ifemelu's hair, plucked a little attachment from the pile on the table and began deftly to twist.

ADICHIE, C. *Americanah: A novel*. New York: Anchor Books, 2013.

5- A passagem do romance da escritora nigeriana traz um diálogo entre duas mulheres negras: a cabeleireira, Aisha, e a cliente, Ifemelu. O posicionamento da cliente é sustentado por argumentos que

- (A) reforçam um padrão de beleza.
- (B) retratam um conflito de gerações.
- (C) revelam uma atitude de resistência.
- (D) demonstram uma postura de imaturidade.
- (E) evidenciam uma mudança de comportamento.

“MEGXIT” DOESN'T MEAN WHAT YOU THINK IT MEANS

Prince Harry and Meghan Markle's breaking royal news sparked a media frenzy...and the breathless use of a single word to describe the drama: Megxit. On Monday, Los Angeles magazine explained that “Megxit is a name coined by the Sun” – and a play on Brexit – to describe Harry and Meghan's decision to seek financial independence and “split their time between the U.K. and North America.” But that's not entirely true. In fact, the word Megxit is nearly two years old, and deeply rooted in internet ugliness. Though “Megxit” is now being widely used as a clever catch-all for the Sussexes' next step, it was, in fact, hatched by online trolls who have long used #Megxit as a rallying cry for a campaign of hate against the duchess. Since at least Harry and Meghan's royal wedding in 2018, posts tagged #Megxit on Twitter, Instagram, Facebook, and Tumblr (among others) have urged Meghan to exit the royal family and trafficked in racist and/or sexist abuse, including – but not limited to – portraying her as a nefarious social climber and “gold digger” that online haters call “MeGain,” spreading conspiracy theories that she was faking her pregnancy, and, much worse, using racial slurs. RUIZ, M.

Disponível em: <https://www.vanityfair.com>. Acesso em: 26 jan. 2020

1- Enquanto o mundo prestava atenção na escalada do conflito entre Irã e Estados Unidos, um post no Instagram se tornou um ímã para a atenção de milhões de pessoas. Pela rede social, Harry e Meghan, duque e duquesa de Sussex, anunciaram que não vão mais representar a família real britânica em compromissos públicos. Com base na leitura do texto, a origem do termo “Megxit” remete

- (A) à intenção do príncipe Harry e de Meghan Markle de dividir o seu tempo livre entre os Estados Unidos e o Reino Unido.

(B) a uma campanha de ódio, com traços racistas e/ou sexistas, que pede a saída de Meghan Markle da família real britânica.

(C) à escolha feita pelo príncipe Harry e por Meghan Markle de abandonar as redes sociais em virtude da discriminação.

(D) à insatisfação do povo britânico em relação à dificuldade de o Reino Unido finalmente deixar o bloco da União Europeia.

(E) à decisão do príncipe Harry e Meghan Markle de deixar a família real britânica e buscar a sua independência financeira.

“WUHAN CORONAVIRUS MAY HAVE BEEN TRANSMITTED TO PEOPLE FROM SNAKES“

A new coronavirus originating in Wuhan, China, that has claimed 17 lives may have been transmitted to people from snakes, according to a genetic analysis. The snakes may have caught the virus from bats in the food market in which both animals were sold. As of 22 January, there are 555 confirmed cases of the infection, which can cause fever, difficulty breathing and pneumonia. To contain the virus, Wuhan has effectively been placed under quarantine, with public transport being temporarily closed, according to reports. While 444 of the cases have been reported in Wuhan, others have also been confirmed in the surrounding regions of China, with 26 in Guangdong province, 14 in Beijing and 9 in Shanghai. Internationally, confirmed cases have been reported in Thailand, Japan, South Korea and the US. Hundreds more are suspected and attempts to diagnose these cases are under way. The source of the infection is suspected to be a food market in Wuhan that was visited by several of those first infected with the virus. The market is known to sell live wild and farmed animals, including marmots, birds, rabbits, bats and snakes. HAMZELOU, J. Disponível em: <https://www.newscientist.com>. Acesso em: 26 jan. 2020.

2- O surto do mortal Coronavírus, que acontece na China, está sendo amplamente divulgado pela mídia em todo o mundo, despertando o medo de uma epidemia global. Com base no texto acima, o vírus em questão

(A) surgiu em virtude da precariedade das condições sanitárias de um mercado popular situado em Wuhan.

(B) produz sintomas ainda difíceis de serem identificados, o que dificulta bastante o diagnóstico da doença.

(C) circula, de forma muito restrita, em alguns países asiáticos, não tendo chegado ainda ao ocidente.

(D) provocou a morte de mais de 500 pessoas na ocasião em que a matéria foi publicada em um site científico.

(E) pode ter sido transmitido dos morcegos para as cobras e, posteriormente, das cobras para os humanos.

FROG CELLS AND ARTIFICIAL INTELLIGENCE

What happens when you take cells from frog embryos and grow them into new organisms that were “evolved” by algorithms? You get something that researchers are calling the world’s first “living machine.” Though the original stem cells came from frogs — the African clawed frog, *Xenopus laevis* — these so-called xenobots don’t resemble any known amphibians. The tiny blobs measure only 0.04 inches (1 millimeter) wide and are made of living tissue that biologists assembled into bodies designed by computer models, according to a new study. These mobile organisms can move independently and collectively, can self-heal wounds and survive for weeks at a time, and could potentially be used to transport medicines inside a patient’s body, scientists recently reported. “They’re neither a traditional robot nor a known species of animal,” study co-author Joshua Bongard, a computer scientist and robotics expert at the University of Vermont, said in a statement. “It’s a new class of artifact: a living, programmable organism.” WEISBERGER, M.

Disponível em: <https://www.livescience.com>. Acesso em: 26 jan. 2020.

3- Os cientistas da Universidade de Vermont (UVM) e da Universidade Tufts conseguiram criar o primeiro “robô vivo”. De acordo com o texto, os “xenobots

- (A) não têm nenhuma perspectiva de aplicação prática no futuro, sendo apenas uma demonstração teórica.
- (B) podem ser considerados uma nova classe de anfíbios, revolucionando totalmente o estudo da espécie.
- (C) foram desenvolvidos com o intuito de salvar uma espécie de sapo que se encontra ameaçada de extinção.
- (D) apresentam, entre outras características, a capacidade de se autorregenerar após sofrer ferimentos.
- (E) são capazes de viver por menos de 24 horas, o que restringe a sua utilidade para os pesquisadores.

WHAT YOU CAN DO AGAINST THE AUSTRALIAN BUSHFIRES



Disponível em: <https://www.facebook.com>. Acesso em: 26 jan. 2020.

4- A Austrália vive um dos piores incêndios florestais dos últimos anos, com focos que começaram em setembro do ano passado. Com base na imagem acima, a função do texto é

- A) fornecer instruções gerais sobre como se tornar um bombeiro voluntário e ajudar no combate às chamas.
- B) repassar informações dadas pelas autoridades para ajudar na prevenção de mais focos de incêndio.
- C) sugerir formas de contribuir, através da internet, para mitigar o impacto dos incêndios na Austrália.
- D) orientar as pessoas sobre como proceder diante dos incêndios florestais que tomam conta da Austrália.
- E) divulgar um serviço de monitoramento em tempo real dos incêndios florestais que ocorrem na Austrália.

EMINEM DARKNESS

I don't wanna be alone
 I don't wanna be don't wanna be alone
 In the darkness
 I don't wanna be alone
 In the darkness
 I don't wanna be alone
 In the darkness anymore
 Here I am, alone again
 Can't get out of this hole I'm in
 It's like the walls are closin' in



You can't help me, no one can
 I can feel these curtains closin'
 I go to open 'em
 But something pulls 'em closed again
 (Hello darkness, my old friend)

5- O rapper americano Eminem surpreendeu os fãs ao lançar seu novo álbum, Music to be Murdered by, no qual ele faz um apelo contra o uso de armas de fogo, embora não deixe para trás as controvérsias que sempre o acompanharam. Na música Darkness, o artista conta a história de um homem prestes a realizar um massacre. Com base na letra da canção acima, o eu lírico

- A) sabe exatamente o motivo de estar na situação atual em que se encontra.
- B) admite que o seu plano tem como propósito apenas aparecer no noticiário.
- C) critica as pessoas que se recusaram a ajudá-lo quando ele mais precisava.
- D) declara que ele até tenta deixar a escuridão, mas algo o impede de fazê-lo.
- E) reconhece que a tragédia que está prestes a acontecer poderia ser evitada

CRIAÇÃO E EDIÇÃO MULTIMÍDIA COM TECNOLOGIAS DIGITAIS

Objetivo: Desenvolver habilidades na criação e edição de textos, áudios, fotos e vídeos por meio das tecnologias digitais, promovendo a expressão criativa e a comunicação eficaz em inglês.

Passo 1: Introdução



Inicie a aula com uma breve discussão sobre a importância da comunicação multimídia nas plataformas digitais. Destaque como a criação e edição de conteúdo são habilidades valiosas na era da informação.

Passo 2: Oficina de Criação Multimídia

Divida os alunos em grupos e forneça acesso a ferramentas digitais de criação e edição, como editores de texto online, programas de edição de áudio, aplicativos de edição de fotos e softwares de edição de vídeo. Sugira ferramentas como Canva, Audacity, Photoshop e iMovie.

Passo 3: Tarefa de Criação

Cada grupo tem a tarefa de criar um conteúdo multimídia que combine texto, áudio, foto e vídeo. Eles podem escolher um tema relevante, como a cultura pop, questões sociais ou eventos atuais, e usar sua criatividade para produzir um material atrativo.

Passo 4: Apresentação e Compartilhamento

Os grupos apresentam seus trabalhos para a turma. Cada apresentação deve incluir uma explicação sobre as escolhas feitas durante a criação, os desafios enfrentados e a mensagem que desejam transmitir.

Passo 5: Feedback e Discussão

Após cada apresentação, os colegas de classe oferecem feedback construtivo sobre a qualidade do conteúdo, a clareza da comunicação e a eficácia das escolhas multimídia. Promova uma discussão sobre as diferentes abordagens adotadas pelos grupos.

Passo 6: Aprimoramento e Recriação

seu conteúdo. Isso incentiva a reflexão e a melhoria contínua na produção multimídia.

Passo 7: Reflexão Escrita

Cada aluno escreve uma reflexão individual sobre a experiência, destacando as habilidades adquiridas, os desafios superados e a importância da comunicação

"BUILDING EMPATHY TOWERS"

Objetivo: Abordar a questão do bullying, promovendo empatia, compreensão e discussões construtivas em língua inglesa.



Materiais necessários:

Papéis coloridos ou cartolinas
Canetas coloridas
Fitas adesivas
Marcadores

Um espaço amplo para a atividade

Passo 1: Introdução e Discussão



Inicie a dinâmica com uma breve discussão sobre o bullying, destacando suas formas e impactos. Encoraje os alunos a compartilharem suas opiniões e experiências.

Passo 2: Formação de Grupos

Divida a turma em grupos pequenos, garantindo uma mistura de personalidades e backgrounds.

Passo 3: Torre da Empatia

Explique que cada grupo será responsável por construir uma "Torre da Empatia". Cada andar da torre representará uma ação ou atitude que promove a empatia e combate o bullying.

Passo 4: Tarefas Designadas

Atribua a cada grupo uma tarefa específica relacionada à empatia. Por exemplo:

Andar 1: "Compreensão" - Representar uma cena em que alguém demonstra compreensão por meio de palavras ou ações.

Andar 2: "Respeito às Diferenças" - Ilustrar como as diferenças são respeitadas e celebradas.

Andar 3: "Apoio" - Mostrar como oferecer apoio pode fazer a diferença para alguém que está sendo alvo de bullying.

Passo 5: Construção das Torres

Dê tempo para os grupos discutirem e criarem visualmente cada andar de sua "Torre da Empatia" usando os materiais fornecidos.

Passo 6: Apresentação e Discussão

Cada grupo apresenta sua torre para a turma, explicando as escolhas feitas. Após cada apresentação, promova uma breve discussão sobre como as ações representadas podem contribuir para um ambiente mais empático e contra o bullying.

Passo 7: Reflexão Escrita

Peça aos alunos para escreverem uma reflexão individual sobre o significado da empatia e como pequenas ações podem ter um grande impacto na prevenção do bullying.

Avaliação:

Os alunos serão avaliados com base na participação ativa, na criatividade na construção da "Torre da Empatia", na capacidade de expressar ideias em inglês e na reflexão escrita sobre o tema. A dinâmica visa não apenas abordar o bullying, mas também promover uma cultura de empatia e

I- Listen to the lyrics below and fill the blanks with the missing words.



I used to _____ the world

Seas would rise when I gave the word

Now in the _____, I sleep alone

Sweep the streets I used to o

used to _____ the dice

I feel the fear in my enemy's eyes

I listen as the _____ would sing

Now the old king is dead, long live the king

One _____, I held the key

Next the walls were closed on me

And I _____ that my castles stand

Upon pillars of salt and pillars of sand

I hear _____ bells a-ringin'

Roman Cavalry choirs are singin'

Be my _____, my sword and shield

My missionaries in a foreign field

For some _____, I can't explain

Once you'd gone, there was never, never an _____

And that was when I ruled the world

It was a wicked and _____ wind

Blew down the doors to let me in

Shattered _____ and the sound of drums

People couldn't b _____ what I'd become

Revolutionaries _____

For my _____ on a silver plate

Just a puppet on a _____ string

Oh, who would ever want to be king?

I hear Jerusalem bells a-ringin'

Roman Cavalry _____ are singing

Be my mirror, my sword and shield

My _____ in a foreign field

For some reason, I can't explain

I know Saint Peter won't call my _____

Never an honest word



But that was when I ruled the world

Oh-oh-oh, oh-oh, oh

Oh-oh-oh, oh-oh, oh

Oh-oh-oh, oh-oh, oh

Oh-oh-oh, oh-oh, oh

Oh-oh-oh, oh-oh, oh

I hear Jerusalem bells a-ringin'

Roman Cavalry choirs are singin'

Be my mirror, my sword and shield

My missionaries in a foreign field

For some reason I can't explain

I know Saint Peter won't call my name

Never an honest word

But that was when I ruled the world



II- Comprehension Questions for "Viva la Vida"

1. What was the narrator's position in the world, according to the beginning of the text?

- a) A revolutionary
- b) A king
- c) A soldier
- d) A prisoner



2. What happened according to the narrator in the morning?

- a) He ruled the world
- b) He slept alone
- c) He led an army
- d) He built castles



3. What did the narrator use to do with the dice?

- a) Throw them away
- b) Tell stories with them
- c) Gamble with them
- d) Use them to build castles

4. Who is mentioned as singing when the narrator was the king?

- a) The crowd
- b) The army
- c) The revolutionaries
- d) The narrator



5. What is the condition of the narrator's castles now?

- a) Built upon pillars of salt and sand
- b) Strengthened with steel and iron
- c) Floating in the clouds
- d) Gone and forgotten

6. What does the narrator hear as he reflects on his past?

- a) Jerusalem bells
- b) Roman Cavalry choirs
- c) Love songs
- d) War cries

7. Who are the "missionaries" mentioned in the text?

- a) Soldiers
- b) Strategists
- c) Singers
- d) Religious figures



8. Why does the narrator state that "there was never, never an honest word" after he lost power?

- a) He became dishonest
- b) People around him became dishonest
- c) He could no longer trust anyone
- d) He was unable to speak honestly

9. What does the narrator expect from Saint Peter?

- a) To be called by name
- b) To be forgiven for his sins

- c) To receive a crown
- d) To be punished for his mistakes

10. What happened to the doors, windows, and walls during the narrator's downfall?

- a) They were strengthened
- b) They were blown down by the wind
- c) They were closed forever
- d) They were opened to let the narrator in



EARTH'S SPHERES

- Match the Earth's Spheres to their names



- Geosphere
- Atmosphere
- Hydrosphere



- Read the descriptions and write the names of the correct spheres

BIOSPHERE

HYDROSPHERE

ATMOSPHERE

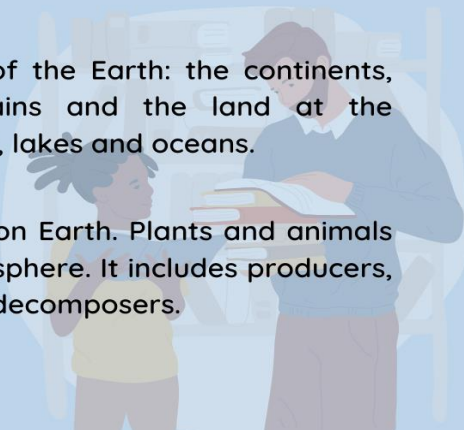
GEOSPHERE

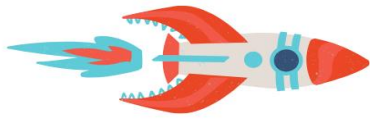
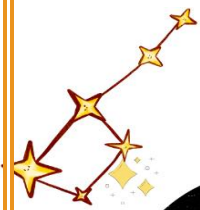
All the water on our planet: rivers, oceans, lakes, underground water, polar ice, glaciers and water vapor.

The mass of gases surrounding our planet. It is a mixture of several gases that includes oxygen.

The solid part of the Earth: the continents, islands, mountains and the land at the bottom of rivers, lakes and oceans.

All living things on Earth. Plants and animals are part of this sphere. It includes producers, consumers and decomposers.





EXPLORING SPACE WITH AN ASTRONAUT

READING COMPREHENSION ACTIVITY

READ THE TEXT TO FIND OUT WHAT ASTRONAUTS DO IN SPACE

AN ASTRONAUT IS A PERSON WHO GOES INTO SPACE ON A SPACE SHUTTLE. THE SPACE SHUTTLE TAKES OFF LIKE A ROCKET AND IT LANDS LIKE A AIRPLANE. ASTRONAUTS USE COMPUTERS TO FLY THE SPACE SHUTTLE.

IN SPACE, ASTRONAUTS FLOAT EVERYWHERE BECAUSE THERE IS NO GRAVITY. IN THE SPACE SHUTTLE, THINGS ARE TIED TO THE WALLS. FOR EXAMPLE, ASTRONAUTS SLEEP IN SLEEPING BAGS TIED TO THE WALLS.

ASTRONAUTS DO EXERCISE TO STAY STRONG AND TAKE SPONGE BATHS TO KEEP CLEAN. THEY ALSO DO EXPERIMENTS TO LEARN MORE ABOUT LIFE IN SPACE. IN THEIR FREE TIME THEY READ, TAKE PHOTOGRAPHS OF SPACE OR LOOK OUT OF THE WINDOWS TO SEE THE EARTH.

AT BREAKFAST, LUNCH TIME OR DINNER TIME, ASTRONAUTS EAT FREEZE-DRIED FOOD THAT IS SPECIALLY PACKED.

OUTSIDE THE SHUTTLE, ASTRONAUTS WEAR SPACE SUITS TO GO FOR SPACE WALKS AND THEY USE ROBOT ARMS TO MOVE OR FIX THINGS.

TRUE OR FALSE?

1. An astronaut is a person who goes into space on a plane. _____
2. The space shuttle takes off like an airplane. _____
3. In space astronauts fly everywhere. _____
4. In space there is zero gravity. _____
5. Astronauts sleep in sleeping bags. _____
6. Astronauts never take baths. _____
7. Astronauts eat food that is frozen and dried. _____
8. Astronauts wear robot arms. _____



Can you correct the wrong information?



SHOPPING WITH MY FAMILY



Our family likes to go to the mall every weekend. It is near our house. We love to go shopping and my parents allow us to buy what we want. When we arrive at the mall, I ask my father to buy me a strawberry cupcake. Strawberry is my favorite flavor!

My sister buys lemon candies, which I hate because they are sour. My father likes fries and chips. He always loves to eat salty food. My mother loves beautiful flowers. Her favorite flower is tulips. She has a garden in our backyard. So she went to the flower shop and bought a lot of flowers. I always enjoy my weekend with my family!

Answer the questions below.

Where do they go every weekend?

How many members are there in the family?

Why does the speaker hate lemon candies?

What does dad like to eat?

What is mom's favorite flower?



KIM'S HOLIDAY IN THAILAND

Last year, Kim and her family went to Thailand. On the first day of their holiday, they stayed in a famous hotel in Bangkok and walked around the malls. They decided to try Thai food. They ate Pad Thai and Papaya Salad. It was delicious and very spicy.

On the second day, they visited the historic city of Ayutthaya. They rented bikes and cycled around the area. It was beautiful. On their last day, they decided to visit the Ancient City in Samut Prakan. It is regarded as one of the largest open-air museums in the world. They took a lot of pictures and bought souvenirs. They enjoyed their holiday in Thailand. His dad planned that they will visit soon!



Answer the questions below.

Where did Kim and her family stay on their first day in Thailand?

What was delicious and spicy?

What did they do in Ayutthaya?

Which province is Ancient City located?

How many days did they stay in Thailand?

As my official bio reads, I was made in Cuba, assembled in Spain, and imported to the United States – meaning my mother, seven months pregnant, and the rest of my family arrived as exiles from Cuba to Madrid, where I was born. Less than two months later, we emigrated once more and settled in New York City, then eventually in Miami, where I was raised and educated. Although technically we lived in the United States, the Cuban community was culturally insular in Miami during the 1970s, bonded together by the trauma of exile. What’s more, it seemed that practically everyone was Cuban: my teachers, my classmates, the mechanic, the bus driver. I didn’t grow up feeling different or treated as a minority. The few kids who got picked on in my grade school were the ones with freckles and funny last names like Dawson and O’Neil.

BLANCO, R. Disponível em: <http://edition.cnn.com>. Acesso em: 9 dez. 2017 (adaptado).

1- Ao relatar suas vivências, o autor destaca o(a)

- A) qualidade da educação formal em Miami.
- B) prestígio da cultura cubana nos Estados Unidos.
- C) oportunidade de qualificação profissional em Miami.
- D) cenário da integração de cubanos nos Estados Unidos.
- E) fortalecimento do elo familiar em comunidades estadunidenses.

Two hundred years ago, Jane Austen lived in a world where single men boasted vast estates; single ladies were expected to speak several languages, sing and play the piano. In both cases, it was, of course, advantageous if you looked good too. So, how much has – or hasn’t – changed? Dating apps opaquely outline the demands of today’s relationship market; users ruminate long and hard over their choice of pictures and what they write in their biographies to hook in potential lovers, and that’s just your own profile. What do you look for in a future partner’s profile – potential signifiers of a popular personality, a good job, a nice car? These apps are a poignant reminder of the often classist attitudes we still adopt, as well as the financial and aesthetic expectations we demand from potential partners.

GALER, S. Disponível em: www.bbc.com. Acesso em: 8 dez. 2017 (adaptado).

2- O texto aborda relações interpessoais com o objetivo de

- A) problematizar o papel de gênero em casamentos modernos.

- B) apontar a relevância da educação formal na escolha de parceiro.
- C) comparar a expectativa de parceiros amorosos em épocas distintas.
- D) discutir o uso de aplicativos para proporcionar encontros românticos.
- E) valorizar a importância da aparência física na seleção de pretendentes.



GAULD, T. Disponível em: www.tomgauld.com. Acesso em: 25 out. 2021.

3- Nessa tirinha, o comportamento da mulher expressa

- A) revolta com a falta de sorte.
- B) gosto pela prática da leitura.
- C) receio pelo futuro do casamento.
- D) entusiasmo com os livros de terror.
- E) rejeição ao novo tipo de residência.

A Teen's View of Social Media

Instagram is by far my favorite. It is made up of all photos and videos, which is perfect for visual people like me. There is the home page that showcases the posts from people you follow, an explore tab which offers posts from accounts all over the world, and your own page, with a notification tab to show who likes and comments on your posts. It has some downsides though. It is known to make many people feel insecure or down about themselves because the platform showcases the highlights of everyone's lives, while rarely showing the negatives. This can make one feel like their life is not going as well as others, contributing to the growing rates of anxiety or depression in many teens today. There is an underlying desire for acceptance through the number of likes or followers one has.

Disponível em: <https://cyberbullying.org/>. Acesso em: 29 out. 2021.

- 4- O termo “downsides” introduz a ideia de que o Instagram é responsável por
- A) oferecer recursos de fotografia.
 - B) divulgar problemas dos usuários.
 - C) estimular aceitação dos seguidores.
 - D) provocar ansiedade nos adolescentes.
 - E) aproximar pessoas ao redor do mundo.

**I tend the mobile now
like an injured bird**

**We text, text, text
our significant words.**

**I re-read your first,
your second, your third,**

**Look for your small xx,
feeling absurd.**

**The codes we send
arrive with a broken chord.**

**I try to picture your hands,
their image is blurred.**

Nothing my thumbs press

will ever be heard.

DUFFY, C. Disponível em: www.independent.co.uk. Acesso em: 27 out. 2021.

Nesse poema, o eu lírico evidencia um sentimento de

- A) contentamento com a interação virtual.
- B) zelo com o envio de mensagens.
- C) preocupação com a composição de textos.
- D) mágoa com o comportamento de alguém.
- E) insatisfação com uma forma de comunicação.



Disponível em: <https://mir-s3-cdn-cf.behance.net>. Acesso em: 29 out. 2021
(adaptado).

- 1- Esse cartaz de campanha sugere que
- A) os lixões precisam de ampliação.
 - B) o desperdício degrada o ambiente.
 - C) os mercados doam alimentos perecíveis.
 - D) a desnutrição compromete o raciocínio.
 - E) as residências carecem de refrigeradores.

No man is an island,
Entire of itself;
Every man is a piece of the continent,
A part of the main.

[...]

Any man's death diminishes me,
Because I am involved in mankind.

DONNE, J. The Works of John Donne. Londres: John W. Parker, 1839 (fragmento).

2- Nesse poema, a expressão "No man is an island" ressalta o(a)

- A) medo da morte.
- B) ideia de conexão.
- C) conceito de solidão.
- D) risco de devastação.
- E) necessidade de empatia.

Things We Carry on the Sea We carry tears in our eyes: good-bye father, good-bye
[mother

We carry soil in small bags: may home never fade in our
[hearts

We carry carnage of mining, droughts, floods, genocides

We carry dust of our families and neighbors incinerated
[in mushroom clouds

We carry our islands sinking under the sea

We carry our hands, feet, bones, hearts and best minds
[for a new life

We carry diplomas: medicine, engineer, nurse,
[education, math, poetry, even if they mean

[nothing to the other shore

We carry railroads, plantations, laundromats,
[bodegas, taco trucks, farms, factories, nursing
[homes, hospitals, schools, temples... built on
[our ancestors' backs

We carry old homes along the spine, new dreams in our
[chests

We carry yesterday, today and tomorrow

We're orphans of the wars forced upon us

We're refugees of the sea rising from industrial wastes

And we carry our mother tongues

[...]

As we drift... in our rubber boats... from shore... to shore...

[to shore...

**PING, W. Disponível em: <https://poets.org>. Acesso em: 1 jun. 2023
(fragmento).**

Ao retratar a trajetória de refugiados, o poema recorre à imagem de viagem marítima para destacar o(a)

- A) risco de choques culturais.
- B) impacto do ensino de história.
- C) importância da luta ambiental.
- D) existência de experiências plurais
- E) necessidade de capacitação profissional.

pues estoy creando Spanglish
bi-cultural systems
scientific lexicographical
inter-textual integrations
two expressions
existentially wired
two dominant languages
continentally abrazándose
in colloquial combate
imperio spanglish emerges
sobre territorio bi-lingual
las novelas mexicanas
mixing with radiatorocknroll
immigrant/migrant
nasal mispronouncements
hip-hop, street salsa, spanish pop
standard english classroom
with computer technicalities
spanglish is literally perfect

LAVIERA, T. Benedición: The Complete Poetry of Tato Laviera. Houston: Arte Público Press, 2014 (fragmento).

3- Nesse poema de Tato Laviera, o eu lírico destaca uma

- A) convergência linguístico-cultural.
- B) característica histórico-cultural.
- C) tendência estilístico-literária.
- D) discriminação cultural.
- E) censura musical.



Disponível em: www.cartoonstock.com. Acesso em: 25 out. 2021.

- 4- Ao retratar o ambiente de trabalho em um escritório, esse cartum tem por objetivo
- A) criticar um padrão de vestimenta
 - B) destacar a falta de diversidade.
 - C) indicar um modo de interação
 - D) elogiar um modelo de organização.
 - E) salientar o espírito de cooperação.

GRAMMAR:
MODAL VERBS

ABILITY	ABILITY	I can speak English. Edmund Hilary could climb very well.
	to talk about a specific achievement	In 1953, they managed to get to the top of Mount Everest He was able to achieve that thanks to Sherpa Norgay. From the top they could see thousands of miles away.

SPECULATING	FUTURE	SURE	They must be at home, their car is outside and they never leave without it.
		PROBABLE	They should be at home, they didn't say they were leaving. They may be at home, they're usually are at this time of the day. They could be at home. Let's go check. They might be at home, but I don't know.
		CAN'T BE SURE	They can't be home, they said they'd be away this week.

SPECULATING	PAST	LOGICAL	I must have left my phone at home. I don't remember taking it. I can't have left my phone at home, I had it with me a moment ago. I think I may have left my phone at home. Let's go check.
		NOT SURE	I guess I could have left my phone at home, but I'm not sure. I suppose I might have left my phone at home before leaving.
		DID NOT HAPPEN	Luckily I found my phone, I thought it could have been stolen. Luckily I found my phone, thought I might have lost it.

OBLIGATION / ADVICE / PROHIBITION	OBLIGATORY	Men must wear a tie to the party.	It's a rule.
		You have to wear a tie to the party.	It's obligatory.
	ADVISED	You must wear a tie to the party.	It's a strong believe.
		You ought to wear a tie to the party.	Formal request.
	OPTIONAL	You should wear a tie to the party.	Recommendation.
		You can wear a tie to the party.	It's your choice.
NOT ADVISED	You don't have to wear a tie to the party.	It's not an obligation.	
	You shouldn't wear a tie to the party.	It's not recommended.	
FORBIDDEN	You can't wear a tie to the party. Men must not / musn't wear a tie to the party.	It's forbidden.	

PERMISSIONS AND REQUESTS	INVITATIONS	→ Would you like to come to the party?	
	ASK FOR PERMISSION	Can I borrow your tomorrow?	Casual
		Could I (possibly) borrow your car tomorrow?	Politer
		May I borrow your car tomorrow?	
Would you mind if I used your car tomorrow?			
OFFERS	→ Would you like anything to eat?		
REQUESTS	Can you help me?	Casual	
	Could you help me?	Politer	
	Would you help me?		
	Woud you mind helping me?		

MODAL VERBS:

VERBO	NEGATIVA	EXPRESSA	TEMPO VERBAL	EXEMPLO
Can				
Could				
May				
Might				
Must				
Ought to				
Will				
Shall				
Would				

MODAL VERBS

Choose the correct option.



Remember, you're in a library, you ____ speak loudly.

- a) don't have to
- b) mustn't
- c) are allowed to

Don't forget to take an umbrella. It ____ rain later.

- a) might
- b) can
- c) should

____ wear jewellery to school?

- a) may she
- b) does she have to
- c) is she allowed to

Betty ____ be ill. I've just seen her.

- a) can
- b) can't
- c) has to

I was using my mobile a minute ago. It ____ be somewhere here.

- a) must
- b) have to
- c) could

We ____ chew gum in class.

- a) should
- b) may
- c) aren't allowed to

You ____ be hungry. You've just eaten lunch.

- a) have to
- b) can't
- c) is she allowed to

You ____ make pancakes. I've already made some.

- a) mustn't
- b) have to
- c) don't have to

Students ____ borrow up to four books at a time.

- a) are allowed to
- b) must
- c) can't

I've just bought a lottery ticket. I ____ become rich soon.

- a) must
- b) could
- c) am allowed to

Mr. Black ____ be away this weekend, but we're not sure.

- a) might
- b) has to
- c) must

Paul has finally got the job. He ____ be really pleased.

- a) must
- b) is allowed to
- c) could

Don't ride so fast. You ____ have an accident.

- a) have to
- b) may
- c) are allowed to

Mum ____ do the shopping. Dad has already done it.

- a) has to
- b) doesn't have to
- c) doesn't has to

____ bring our own music to the school disco?

- a) We are allowed to
- b) Are we allowed to
- c) Is he allowed to

Stella can't find her car keys. They ____ be in her bag.

- a) are allowed to
- b) don't have to
- c) could

I ____ take any electronic devices on school trips.

- a) am not allowed to
- b) am allowed to
- c) have to

Larry ____ be at home. His car is outside.

- a) may
- b) mustn't
- c) must

You ____ vacuum the carpet. Phil's already cleaned the room.

- a) can't
- b) don't have to
- c) mustn't

He ____ speak Spanish fluently. He's been there for only a week.

- a) can't
- b) can
- c) could

'Whose pen is it?' 'I'm not sure. It ____ be Sandra's.'

- a) has to
- b) must
- c) might

'Where can I find Luke?' 'He ____ be in the garden.'

- a) is allowed to
- b) may
- c) doesn't have to

She's got plenty of time, so she ____ hurry.

- a) doesn't have to
- b) don't have to
- c) has to