

Caderno da Cidade

Saberes e Aprendizagens

LÍNGUA INGLESA

**5^o
ANO**

ENSINO FUNDAMENTAL

2ª edição | revisada e atualizada



CURRÍCULO
da CIDADE

SECRETARIA MUNICIPAL DE
EDUCAÇÃO DE SÃO PAULO



**PREFEITURA DE
SÃO PAULO**
**SECRETARIA
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São Paulo | 2026



**PREFEITURA DE
SÃO PAULO**
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OLÁ, ESTUDANTE!

Ao receber os **Cadernos da Cidade: Saberes e Aprendizagens**, saiba que estamos juntos com você, dando continuidade a um processo que se iniciou no ano de 2017, com a publicação do Currículo da Cidade. Como você, provavelmente, já deve saber, trata-se de um trabalho colaborativo que, ao longo desse tempo, contou com a participação de professores da Rede Municipal de Ensino de São Paulo e de especialistas de cada uma das áreas que compõe esta coleção: Ciências Naturais, Geografia, História, Língua Inglesa, Língua Portuguesa e Matemática.

O Ensino Fundamental, etapa da Educação Básica da qual você faz parte, é um período de intensas aprendizagens. Em virtude disso, a proposta dos **Cadernos da Cidade** é ser mais um instrumento à disposição de seus/suas professores(as) e tem por objetivo potencializar conhecimentos importantes para sua vida em sociedade.

Assim como nos anos anteriores, este é um material consumível, ou seja, você poderá utilizá-lo para escrever, grifar, sublinhar, responder, anotar e destacar informações importantes durante as aulas em que os **Cadernos da Cidade** forem utilizados. Com isso, consideramos importante lembrar sobre a necessidade de conservação e de utilização consciente deste material, que pode servir como mais uma ponte entre os conhecimentos e saberes da sua escola, da sua cidade, do seu estado, do seu país e do mundo.

Os **Cadernos da Cidade** sempre farão mais sentido sob a orientação do(a) professor(a). Portanto, é importante que você, na condição de estudante, seja também um responsável pelas suas aprendizagens. Escola é lugar de aprender. Aproveite tudo o que esse ambiente pode lhe oferecer ao longo deste ano!

Por fim, desejamos que as sequências de atividades dos Cadernos da Cidade permitam que você aprenda, discuta, reflita, troque ideias, leia, resolva problemas, investigue, analise e, a partir de todas essas ações, produza outros conhecimentos indispensáveis à nossa vida em sociedade.

Bons estudos!

Fernando Padula

Secretário Municipal de Educação

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UNIT 1

GROWING UP!

NESTA UNIDADE, VOCÊ VAI:

- conversar com os(as) colegas para conhecer algumas preferências sobre a escola (perguntando *What's your favorite...?*);
- compreender instruções para atividades, em inglês;
- ler sobre a Declaração Universal dos Direitos Humanos e conversar sobre alguns deles;
- produzir uma *badge* para chamar a atenção da comunidade escolar sobre a importância dos Direitos Humanos;
- usar algumas expressões em inglês para tirar dúvidas com seu/sua professor(a).





Students from São Paulo municipal schools. 2019

LESSON 1 – AND THE CLASS BEGINS

- 1 How about starting the class with a song? Follow your teacher's instructions.

I Got You (I Feel Good)

(James Brown & The Famous Flames)

“Wow!
I feel good, I knew that I would now
I feel good, I knew that I would now
So good, so good, ‘cause I got you”

Happy

(Pharrell Williams)

“...Because I'm happy
Clap along if you feel like happiness
is the truth
Because I'm happy
Clap along if you know what
happiness is to you...”

Here comes the sun

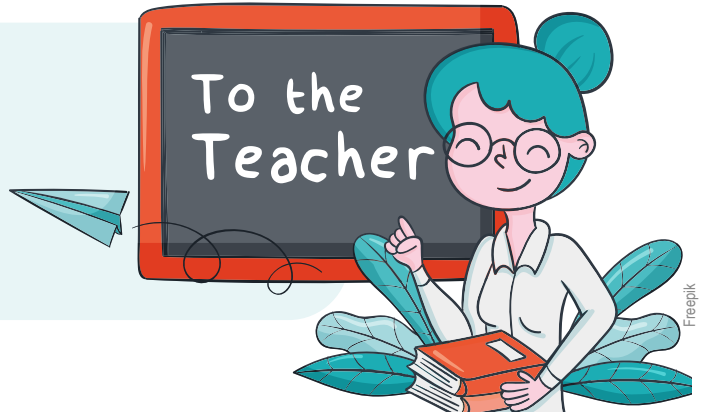
(George Harrison)

“Here comes the sun,
doo-doo-doo-doo
Here comes the sun, and I say
It's alright”

CLASSROOM LANGUAGE

2 Let's learn about "Classroom language". Listen to your teacher.

- I HAVE A QUESTION, TEACHER.
- REPEAT, TEACHER, PLEASE!
- THANKS, TEACHER!



With classmates

- LET'S DO IT!
- MY TURN!
- YOUR TURN NOW.
- CAN YOU HELP ME, PLEASE?
- SURE!



3 Organize your studies. Match the tips with the pictures.

- a) Keep your material neat on the desk.
- b) Pay attention and listen to the teacher.
- c) Put your material away at the end of the class.



()

Photo: 15363277 © Monkey Business Images | Dreamstime.com



()

Photo: 112219157 © Oleg Dudko | Dreamstime.com



()

4 Match the beginnings and endings to form suggestions on how to organize your studies.

- a) Pay attention and () at the end of the class.
b) Keep your material neat () listen to the teacher.
c) Put your material away () on the desk.

5 Check the appropriate expressions in English to express the tasks below.

a) Para pedir ao professor que repita uma informação que você não ouviu bem.

- () Repeat, teacher, please.
() Listen to me, teacher, please!

b) Para pedir ajuda a um(a) colega ou professor.

- () Can I make a question, teacher?
() Can you help me, please?

c) Para dizer a um(a) colega que é minha vez de jogar/falar.

- () My turn!
() Your turn now.

d) Para dizer ao professor que você tem uma pergunta.

- () Can I say something?
() I have a question, teacher.





EXPLORE

Look at the pictures. What are the students doing? Compare the pictures to your daily routine.



Students waiting at a school crossing.



Student focused on a class task.



Saying goodbye to your family before going to school.



Having breakfast before going to school



Students in line waiting for the school bus.

- 6 Now, look at the picture and answer:
- What are the students learning in these activities?
 - Do you have similar activities at school?
 - What activities do you do to help at home?



Students cleaning plates and spoons after lunch time at school. Thailand.

- 7 Growing up is about having responsibilities and knowing about our rights. What do you think children's rights are? Draw.

A large, empty rectangular box with rounded corners and a thin blue border, intended for drawing or writing.

LESSON 2 – THE ABC OF HUMAN RIGHTS

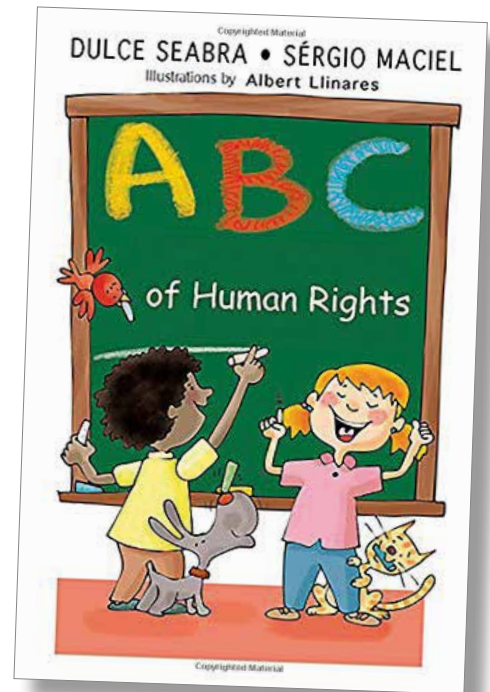
INTERACT AND LEARN

- 1 Look at the cover page and answer:
- What is the title?
 - What kind of book is it? Tick the option.

 informative, similar to a dictionary, with pictures.

 narrative, similar to a fable, with pictures.

SEABRA, D.; MACIEL, S. **The ABC of Human Rights**.
São Paulo: Cortez, 2021.

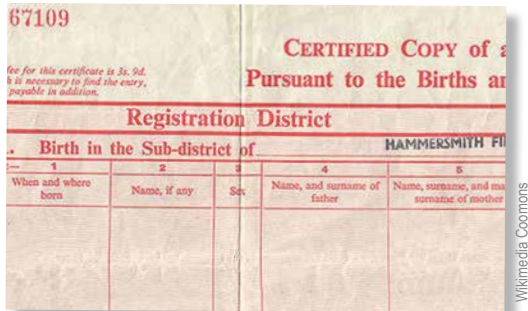


- 2 Read some extracts of the book. Match the explanations to the pictures.

a) **B** is for **Brotherhood** – We must act towards one another in a spirit of brotherhood, once we're all part of the same great family. (p. 10)

b) **F** is for **Freedom** – Every human being is born free and equal in dignity and rights. (p.18)

c) **S** is for **Safety** – Every human being has the right to live in a safe place. (p. 44)



() Birth certificate.
United Kingdom.



() Students hand-in-hand.



() Students on the zebra crossing.

3 One of the articles in the Declaration of Human Rights states that every human being has the right to well-being and a good life. What does that mean? Tick the options.

() health services

() quality education

() decent jobs

() good public services

() housing

() leisure

() social services

() freedom of thought and religion



Listen

- 1) Listen to part of an audio about **Quality Education**. Circle the information you hear.
 - a) Knowledge is the key to open many **doors** / **schools** in life.
 - b) When we have access to **good** / **bad** quality education, we can use it to become whatever we want: an astronaut, a chef, a doctor.
 - c) ...when we learn new skills and ideas our minds grow and when that happens, we can **create** / **invent** new things...
 - d) Good education is possible when there are enough **teachers** / **doctors**, when every student has **a phone** / **books**, computers and supplies and when schools are **pretty** / **safe** and clean.

- 2) Listen to the second part. What problems are there for quality education in some countries? Underline the correct expressions.
 - a) In some countries, girls **can** / **cannot** go to school.
 - b) Girls **can** / **can't** go to school because of responsibilities at home.
 - c) **There is** / **There isn't** money to pay teachers, books and computers.

- 3) Listen again and answer the questions:
 - a) What countries/cities are working hard to make quality education accessible to everyone?



LANGUAGE STUDY

5 Estude a lista de palavras a seguir e classifique-as nas colunas abaixo.

a sharpener art a ruler color pencils
 a pencil case science pens
 Portuguese an eraser English geography
 books history writing paper physical Education
 glue notebook

SCHOOL SUPPLIES

SCHOOL SUBJECTS



- 6 Agora, analise as palavras a seguir e responda.

an eraser – a ruler – color pencils – glue

- a) Porque será que algumas palavras são precedidas por **A** ou **AN**, e outras não?

- b) O que significa **pencils**? E a palavra **pencil**?

- c) O que podemos concluir sobre a função do **-s** na palavra **pencils**?

- d) As palavras **A** e **AN** significam a mesma coisa?

- 7 Agora complete a explicação sobre o uso do **A** e do **AN**, em inglês.

Indefinite article: A / AN

Em inglês, usamos **A / AN** quando mencionamos, pela primeira vez, a existência de algo no singular. Usamos _____ antes de substantivo singular iniciado com o **som de consoante**; e _____ antes de substantivo singular iniciado com **som de vogal**.

That's curious!

*Assim como em português, há em inglês palavras que usamos com **-s** mas que são tanto singular como plural, por exemplo, **lápiz**. Dizemos: "Eu tenho um **lápiz** aqui." ou "Tenho 3 **lápiz** aqui, você quer um?"*

8 Listen to your teacher and circle what you hear.

- a) an eraser / a pencil
- b) some glue / four pencils
- c) a blue pen / a red pen
- d) an English teacher / an English book
- e) library / cafeteria
- f) color pencils / a sharpener

9 Write **A** or **AN**.

- a) _____ pencil case
- b) _____ English dictionary
- c) _____ eraser
- d) _____ orange pencil
- e) _____ notebook
- f) _____ ruler

10 Find the names of school subjects in the word puzzle. What school subjects are missing?

The word puzzle grid is as follows:

P									
	E		S						
			G						
				M					
				A					

11 Read the mini-conversations. Complete the gaps using the illustrations as a tip.

CONVERSATION #1

AMANDA: What's your favorite subject, Ana?

ANA: I love _____  and _____ .

And you? What's your favorite subject?



AMANDA: Well, I like _____   a lot!

CONVERSATION #2

JOHN: What's your favorite subject, Carlo?

CARLO: _____   and _____ .


And yours?

JOHN: I'm a fan of _____  and
_____ .

CONVERSATION #3

JOHN: My favorite subject is _____  .

What's your favorite subject, Carly?

CARLY: Hummm, I think it's _____ .

EXTRA PRACTICE

1) Team up and solve the riddles.

What did the math textbook on the shelf tell other books?

Answer: _____

Where can you learn how to best make ice cream?

Answer: _____

Who leads math classes in every school across the world?

Answer: _____

Which hand do you find it easy to write with?

Answer: _____

Which buildings have the most stories everywhere in the world?

Answer: _____

What do bees use as a mode of transport to their schools?

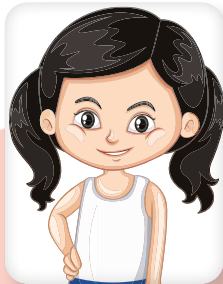
Answer: _____

(IN: Regan, L. Riddles at school. Windmill Books, 2014) .

LESSON 3 - WHAT'S YOUR ROUTINE LIKE?

INVESTIGATE AND SHARE

- 1 Explore the students' profiles. Answer the questions.



Freepik

Hello, my name is

Daiane and I'm 11 years old. I'm a 5th grader at EMEF Luiz Gonzaga do Nascimento Jr. My brothers also study in the same school. My favorite subject is science. What about yours?



Freepik

Hi, I'm Nicolas and I'm 10 years old. I study at EMEF Desembargador Amorim Lima, and I'm in 5th grade. I love my school and numbers. So, my favorite school subject is math. What about yours?



Freepik

Hey! I'm Jonas. I'm from Brazil and I'm 10. I go to EMEF Dr. Abrão

Huck, which is near my house. I study in the afternoon with 25 other students. I like English and Portuguese very much. What about you?



brgfx / Freepik

Hi, my name's Carolina, but everybody calls me Carol. I'm 10, and I'm in

5th grade at EMEFM Vereador Antonio Sampaio. I study in the morning. I speak Spanish at home, I'm Bolivian, and I like history very much. And you?

- a) How old are Nicolas, Jonas and Carolina?

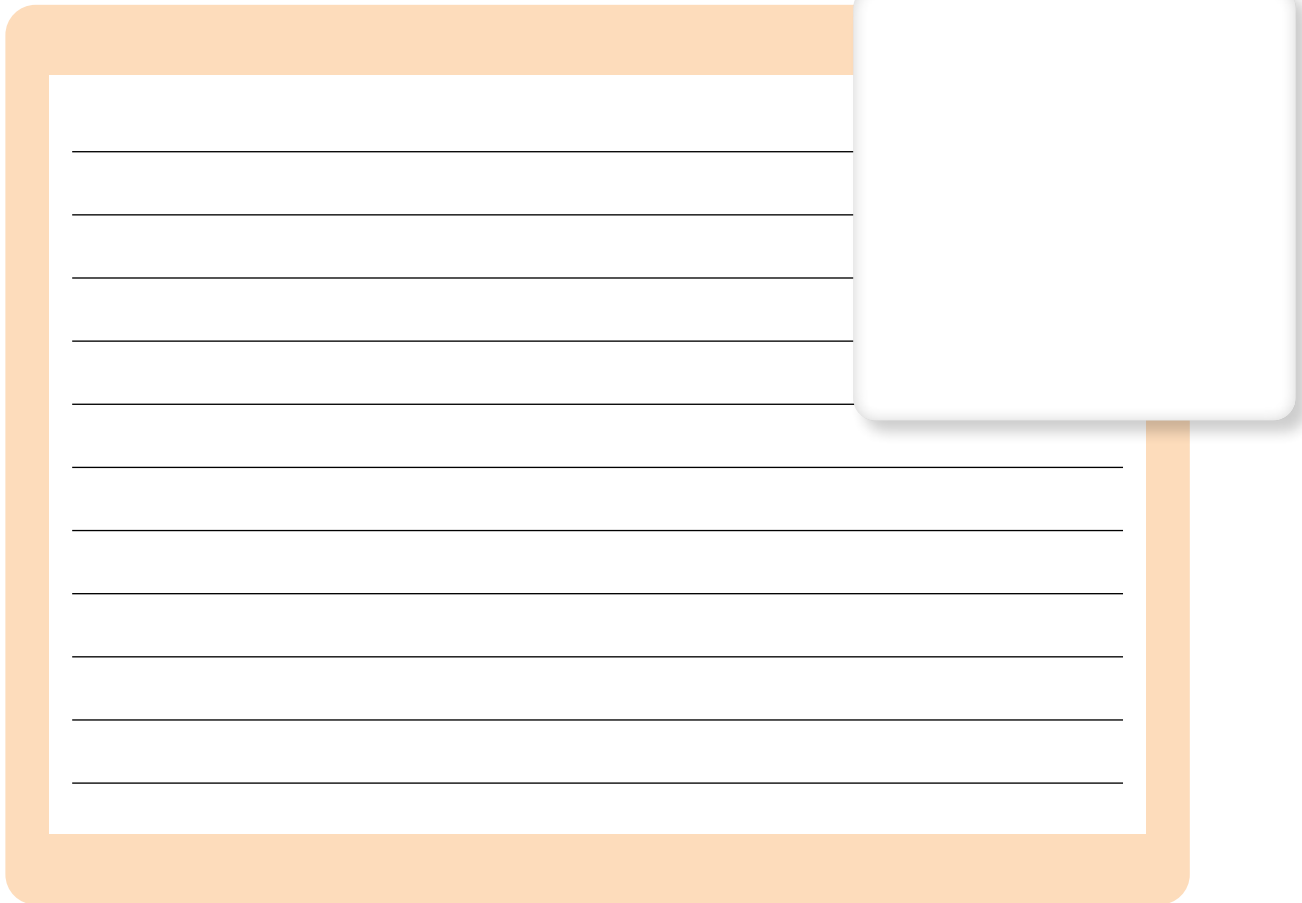
b) Who is 11 years old?

c) Is Carolina Brazilian?

d) Who studies in the afternoon?

e) Who loves numbers ?

2 Write your own profile. Share it with your classmates.



A large orange-bordered box containing a writing area with horizontal lines and a white speech bubble on the right side.

3 Study Carolina's routine and compare to yours.

6 am	get up
6:15	brush teeth and take a shower
6:20	get dressed
6:30	have breakfast
6:45	take the bus to school
7:00	start school
12 pm	finish school and go home
1 pm	have lunch and rest
3 pm	do homework
5 pm	do the dishes
7 pm	have dinner and watch TV
10 pm	go to bed

4 Answer the questions on the table. Use the column "My answers".

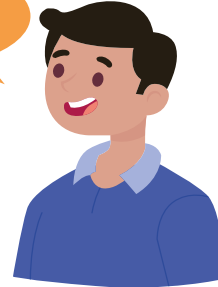
QUESTION	MY ANSWERS	CLASSMATE #1	CLASSMATE #2
What time do you get up?			
What do you do after you brush your teeth?			
What time do you have breakfast?			
How do you go to school?			
What time do you have lunch?			
When do you do homework?			
What time do you go to bed?			

5 Work in pairs and find out about your classmate's routine.



What time do you get up?

At 6 am.



Do you have a shower before coming to school?

Yes, I do.

No, I don't



How do you come to school?

By bike.



On foot.

By bus.



Language Tip

am: *in the morning*

pm: *in the afternoon/ at night*

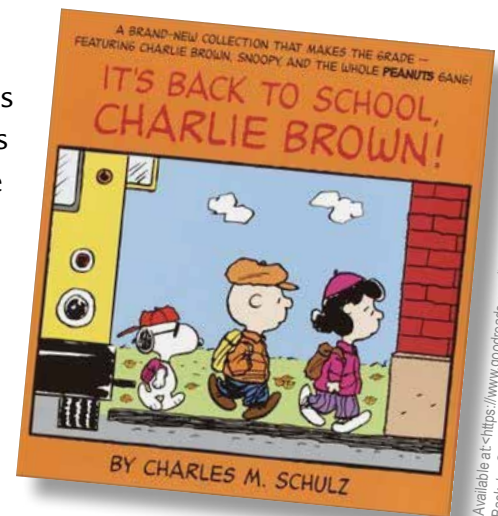
- 6 Share with your classmates one thing you've learned about your classmate.
- a) _____ gets up at _____. S/He goes to school _____.
- b) _____ does homework at _____.
- c) _____ has dinner at _____.

LANGUAGE STUDY

Em inglês, há muitas histórias em quadrinhos e tirinhas nas quais as personagens vivem situações divertidas na escola, por exemplo, Peanuts. Você conhece essa tirinha?

- 7 Quais são as características de uma tirinha?
Em duplas, conversem e assinalem as opções a seguir:

- a) () São histórias longas e com bastante escrita.
- b) () O desenho e a escrita se combinam para contar a história.
- c) () Normalmente têm humor e fazem a gente pensar sobre uma determinada situação do dia a dia, que precisa ser questionada.
- d) () Tem sempre um final feliz.
- e) () Utilizam recursos para indicar a fala de uma personagem (por exemplo, balões).





CULTURAL NOTE

Peanuts é uma tirinha produzida pelo norte-americano Charles Schultz entre 1950 e 2000. Algumas personagens principais da turma do Charlie Brown são:

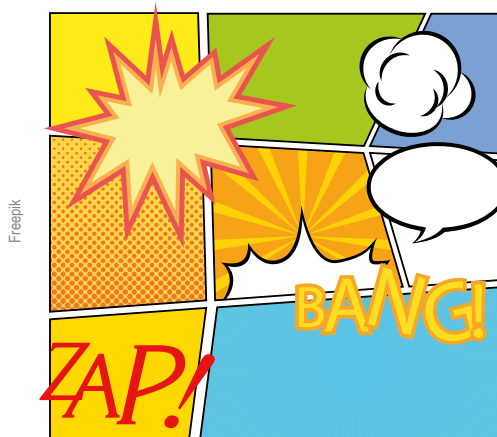
- **Charlie Brown:** Um garoto azarado e melancólico. No Brasil, tem o apelido de “Minduim”.
- **Snoopy:** O beagle de estimação de Charlie Brown. Apesar de ser um cachorro, datilografa histórias, e até joga no time de beisebol.
- **Linus van Pelt:** O melhor amigo de Charlie Brown, vive andando com um “cobertor de segurança”.
- **Lucy:** A mal-humorada irmã mais velha de Linus. Gosta de maltratar Charlie Brown, em especial ao jogar futebol americano.
- **Patty Pimentinha** (nascida Patricia Reichardt): Uma garota esportista e ingênua.
- **Marcie:** A amiga estudiosa de Patty, a quem chama de “Senhora” ou “Meu”.
- **Woodstock:** Um pássaro que é o melhor amigo de Snoopy.

Disponível em: <https://pt.wikipedia.org/wiki/Peanuts>. Acesso em: 12 ago. 2022. (Adaptado).

8 You are going to produce a **comic strip** about school life. Follow the steps:

I – Brainstorming

- 1) Think of a school situation you want to represent: What is it? Is it funny? Does it refer to something that needs attention? Go to page 109.



2) Choose the situation:

- *How many characters will interact?*
- *Who are they? Student and teacher? Only students?*
- *Where does the story take place? In a classroom? On the schoolyard? At the library?*
- *What is interesting about it?*

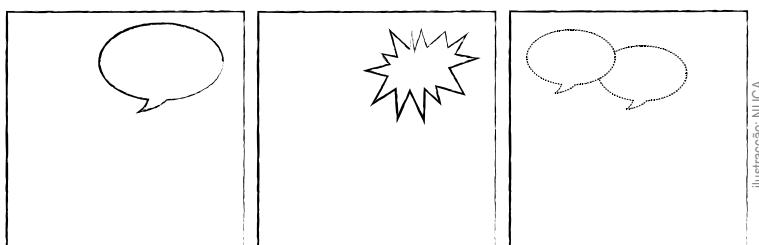
II – Preparation

Now it is time to:

- 3) Decide on the quantity of frames. A cartoon strip is short, so we suggest 3 or 4, maximum.
- 4) Prepare the character's lines. Your teacher will help you.
- 5) Think of the illustrations. What are the physical characteristics of the characters?

III – Production

- 6) Produce the comic strip. You can use the frame layout on page 109, if you want.



- 7) Use your creativity: attention to colors and drawing.
- 8) Pay attention when writing the lines: do it nicely.

IV – Sharing

- 9) Think about how you can show your work to other students / the school.
- 10) Appreciate the work of your classmates. Which one do you like best?



COLLAB AND CREATE!

Look at the pictures. What are they?



- Look at the pictures again. What is the message in each of them?
- Let's produce a badge about Quality Education. Follow the steps.

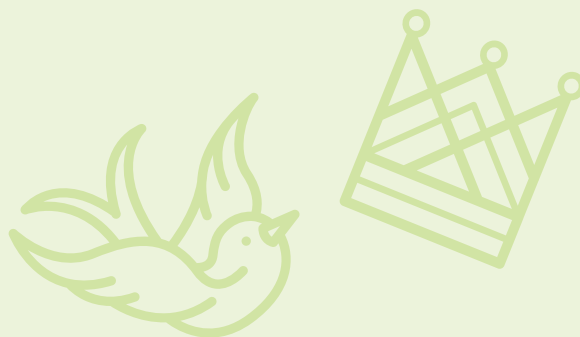
Preparation

- What is quality education for you? Recall the discussions you had in this unit.
- Think of a word or phrase that symbolizes quality education and the right for it.
- Would you like to highlight any word or letter, to draw the reader's attention?
- If it is an expression, can you highlight an important word?

Schools for
everybody

good
books
and
materials

safe schools



Freeptk/NUCA

Producing and Socializing

Choose a badge layout and personalize it.




- Write the message.
- Attach the badge to your school bag.

Go to page 111!



MY LEARNING PROGRESS

Como você se saiu nas atividades desta unidade? Complete o questionário a seguir.

I CAN..			
say my name, my age, the grade I am in and the subject I like at school.			
talk about my daily routine.			
ask questions to the teacher if I have any.			
ask and answer about preferences related to school subjects.			
understand some of the articles in the Declaration of Human Rights.			
understand simple instructions about the activities in English.			
produce a badge to promote Human Rights.			
understand the importance of quality education and my responsibility related to my education.			

ULTIMATE CHALLENGE!

- 9 Diga seu nome, sua idade e o ano escolar no qual você estuda. Diga o nome do componente curricular que você mais gosta.
- 10 Descreva 4 ações que fazem parte da sua rotina.
- 11 Mencione nomes de 4 países e 4 nacionalidades em inglês.
- 12 O que você mais gostou de ter aprendido nesta unidade?



MY Pictionary

School subjects and supplies

English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING
English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING
English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING
English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING

Daily activities

English word / expression:

PICTURE / DRAWING

English word / expression:

PICTURE / DRAWING

English word / expression:

PICTURE / DRAWING

English word / expression:

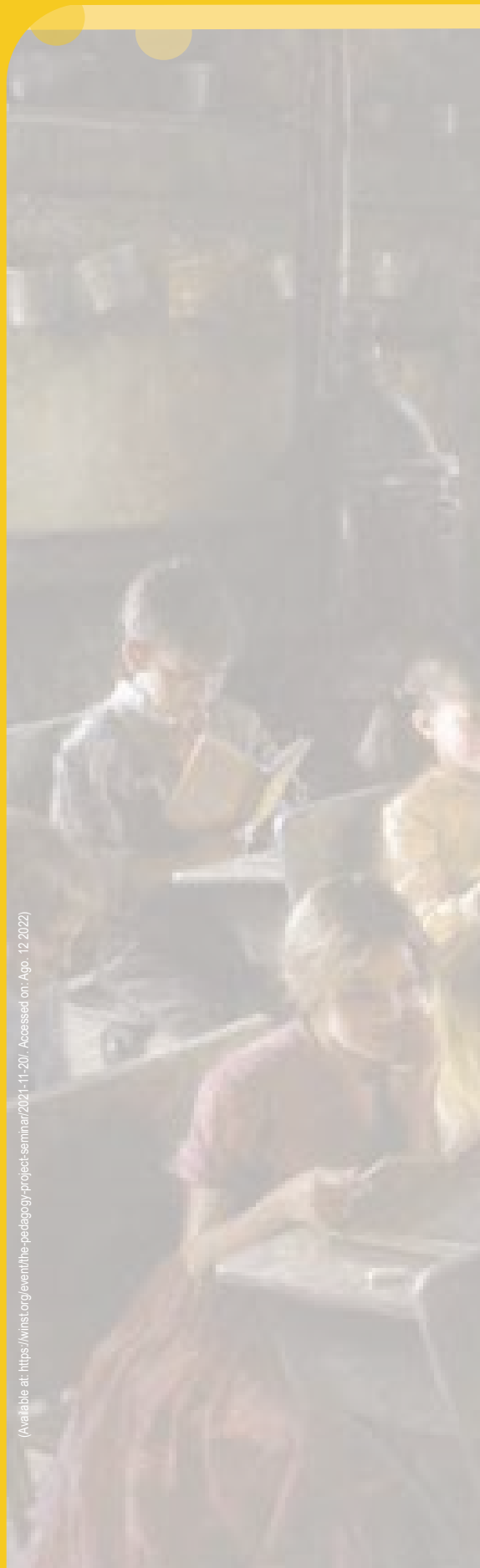
PICTURE / DRAWING

UNIT 2

WHAT IS YOUR SCHOOL LIKE?

NESTA UNIDADE, VOCÊ VAI:

- aprender novas expressões para interagir com o(a) professor(a) e colegas em inglês (*Classroom language*);
- nomear os espaços da escola e mobília da sala de aula, em inglês;
- descrever a escola, indicando os espaços que existem nela;
- compreender a descrição de uma pintura sobre o tema “escola” em inglês;
- ouvir estudantes interagindo em determinadas situações na escola;
- escrever, coletivamente, uma descrição da escola com sugestões de melhoria;
- produzir uma planta baixa da escola.





Country Schoolhouse, 1879 Morgan Weistling.

LESSON 1 - AND THE CLASS BEGINS

- 1 How about starting the class with a song? Follow your teacher's instructions.

I Got You (I Feel Good)

(James Brown & The Famous Flames)

"Wow, I feel good
I knew that I would now
I feel good
I knew that I would now
So good, so good, I got you"

Happy

(Pharrell Williams)

"...Because I'm happy
Clap along if you feel like
happiness is the truth
Because I'm happy
Clap along if you know
what happiness is to you..."

Here comes the sun

(George Harrison)

"Here comes the sun,
doo-doo-doo-doo
Here comes the sun, and I say
It's alright"

CLASSROOM LANGUAGE

Let's learn about "Classroom language".

Listen to your teacher and check what you understand.

- **WHAT IS THE MEANING OF?**
- **HOW DO YOU SAY?**
- **HOW DO YOU SPELL IT?**



With classmates



- **LET'S WORK TOGETHER!**
- **"CAN YOU LEND ME A PENCIL, PLEASE?" "SURE!"**
- **TRY AGAIN.**

2 Let's learn the alphabet. Listen and sing.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

3 Work in pairs.

a) Spell your...

- best friend's name.
- aunt's name.
- sister's or brother's name.
- favorite cartoon character's name.
- uncle's name.
- mother's name.

b) As you listen to your classmate, write his/her...

- best friend's name = _____
- sister's or brother's = _____
- uncle's name = _____
- favorite cartoon character's name = _____



EXPLORE

Look at the pictures. What do they show? How similar/different are the places?



Photo 26696150 © Demerzel21 | Dreamstime.com

Students attending class in an outdoors elementary school classroom in the Yilo Krobo District not far from Accra, Ghana. 2011.

<https://educacao.sme.prefeitura.sp.gov.br/noticias/escolas-promovem-melhorias-e-reformas-com-verbas-do-pif-para-o-retorno-das-aulas/>



Art studio. EMEF Fernando Azevedo, da DRE São Miguel. São Paulo. 2022.

(Available at: <https://educacao.sme.prefeitura.sp.gov.br/noticias/escolas-municipais-recebem-lugao-itinerante-que-incentiva-leitura/> Accessed on: Ago. 12, 2022)



Book truck project in São Paulo city. Secretaria Municipal de Educação. 2022.

Photo 130464708 © Li Nan | Dreamstime.com



A group of Native Indigenous girls dancing at school. Mexico, America.

- 4 Now read the texts. Then talk in pairs.
- What is the topic?
 - Can you understand the words in **bold**?
 - Is it similar in your school?

Supporting success for Indigenous students

In an elementary school in New Brunswick, Canada, **teachers** meet **parents** in the First Nation Community before **children start school** to learn about their child's **interests** and **needs**. Children and their parents **visit** the school before the year starts, and a **welcome ceremony** for children and their families takes place at the beginning of the year.

(Available at: <https://www.oecd.org/education/Supporting-Success-for-Indigenous-Students.pdf>. Accessed on August 14, 2022)



CULTURAL NOTE

Você sabia que também existe uma **Declaração Universal dos Direitos dos Povos Indígenas**? Trata-se de um documento no qual os direitos desses povos são reconhecidos e garantidos, sem distinção entre homens e mulheres. Ele apresenta “as normas mínimas para a sobrevivência, a dignidade e o bem-estar dos povos indígenas do mundo.”

Disponível em: <https://www.capital.sp.gov.br/cidadao/familia-e-assistencia-social/conheca-seus-direitos/declaracao-universal-dos-direitos-dos-povos-indigenas>. Acesso em 14 ago. 2022.

- 5 In UNIT 1, you've read parts of the book The ABC of Human Rights. Look up for the descriptions for the letters K and Q. What is the connection to the photos and texts?
-
-

- 6 Draw the most interesting thing or nicest place in your school.

LESSON 2 - PLACES AT SCHOOL

INTERACT AND LEARN

- 1 In the painting on **page 35**, there are different children and a teacher in a classroom. What are they doing? Tick the correct answers.
- () a boy and a girl talking.
 - () two boys looking at the teacher.
 - () a boy reading with attention.
 - () a boy in a blue shirt writing on his chalkboard.
 - () a teacher reading a book to students.
 - () a girl in a yellow dress writing on her chalkboard.

2 Watch students in different places at school. Where are the kids? Tick what you hear.

- a) () in the canteen () in the playground () in the art class
- b) () in the school cafeteria () in the classroom () in the auditorium
- c) () in the gymnasium () in the English class spelling bee

3 Watch again and underline the words you hear.

This is Britain **Student:** Jamie, can you pass the **paint / the pencil**, please?
- **School**

Jamie: Here you are.

Student: **Thank you / You're welcome.**
(....)

Teacher: It's time for **Art class / break.**

Welcome to **Assistant:** **Good morning / afternoon.** Our choices are
our school chicken sandwich or pasta with meat sauce. What
cafeteria would you like?

Student: Can I have **pasta / chicken** and meat sauce?

Assistant: There you go. Have a great day!
(...)

Charlie
Brown's
spelling bee

Charlie Brown: It's my **turn / time** next. Here is my first word of the spelling bee.

Teacher: blablabla...bla

Charlie Brown: Failure? Yes, ma'am, that's **a difficult / an easy** one: failure. F-A-I-L-U-R-E; failure. I did it! I did it!

- 4 Would you like to participate in a spelling bee competition? Follow your teacher's instructions.



LANGUAGE STUDY

- 5 Label the places at school. Draw and label 2 more places at your school.

auditorium teachers' room **classroom**

principal's office **restrooms**

canteen science lab

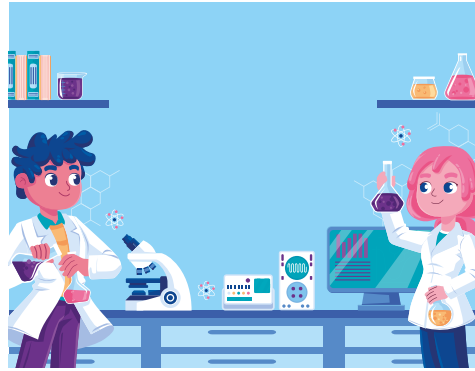
art studio **computer lab**

sports court / **gymnasium**



vectorpocket/ freepik

a) _____



Freepik

b) _____

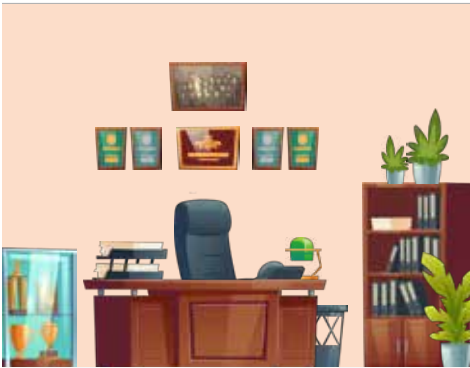


Imagem de upkyak no Freepik

c) _____



upkyak / freepik

d) _____



vectorpocket/ freepik

e) _____



Freepik

f) _____



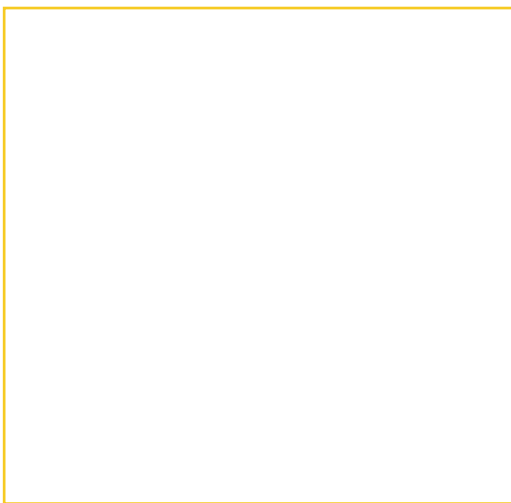
g) _____

h) _____



i) _____

j) _____



k) _____

l) _____

6 Agora, analise as expressões **TEACHERS' ROOM** e **PRINCIPAL'S OFFICE**. Em duplas, responda:

a) Qual o equivalente em português para essas expressões? O que é diferente?

b) O que será o **-’s** entre elas? É **-s** de plural?

That's curious!

*Você já viu como esse jeito de usar **-’s** aparece em letreiros de lojas? Você se lembra de ter visto nomes de estabelecimentos comerciais assim? Por que será que o nome em inglês foi usado e não o nome em português - por exemplo **“Mariah’s shop”** e não **“Loja da Mariah”**?*



Listen

Listen to your teacher and number the words in the order you hear them.

() auditorium

() art studio

() playground

() classroom

() reading room

() food court

() computer lab

() gym

() science lab

- 7 Study the picture. What is there in the classroom? Identify the elements and the quantities.



- a) TV set = _____ b) teacher's table = _____
 c) world map = _____ d) bookcase = _____
 e) desk = _____ f) microscope = _____
 g) chair = _____ h) books = _____
 i) bulletin board = _____ j) school bag = _____
 k) board = _____ l) waste bin = _____

- 8 Help Betty describe her new school to her auntie. Fill in the gaps.

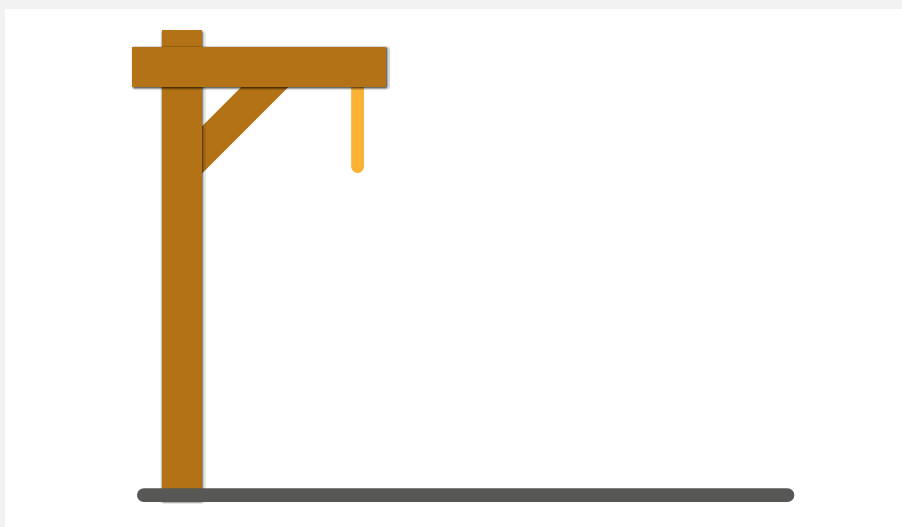
“Hi, auntie Gloria! I’m so happy with my new school. The school is so Big. There are two Computer _____, a _____ where we have P.E. Classes, and two _____, where we can pick up our favorite Books to read. The _____ is my favorite Place: During recess, my friends and I eat our snacks and chat, it’s fun!

My teacher’s name is Karina and she’s really Cool. There are 28 students in my _____. Some Classmates are from Different Countries, like Bolivia and Syria. My Best friend’s name is Tamara, and she’s Colombian.

I’m making a lot of new friends!”

EXTRA PRACTICE

- 1) Let’s play hangman! Choose a word and challenge a classmate.



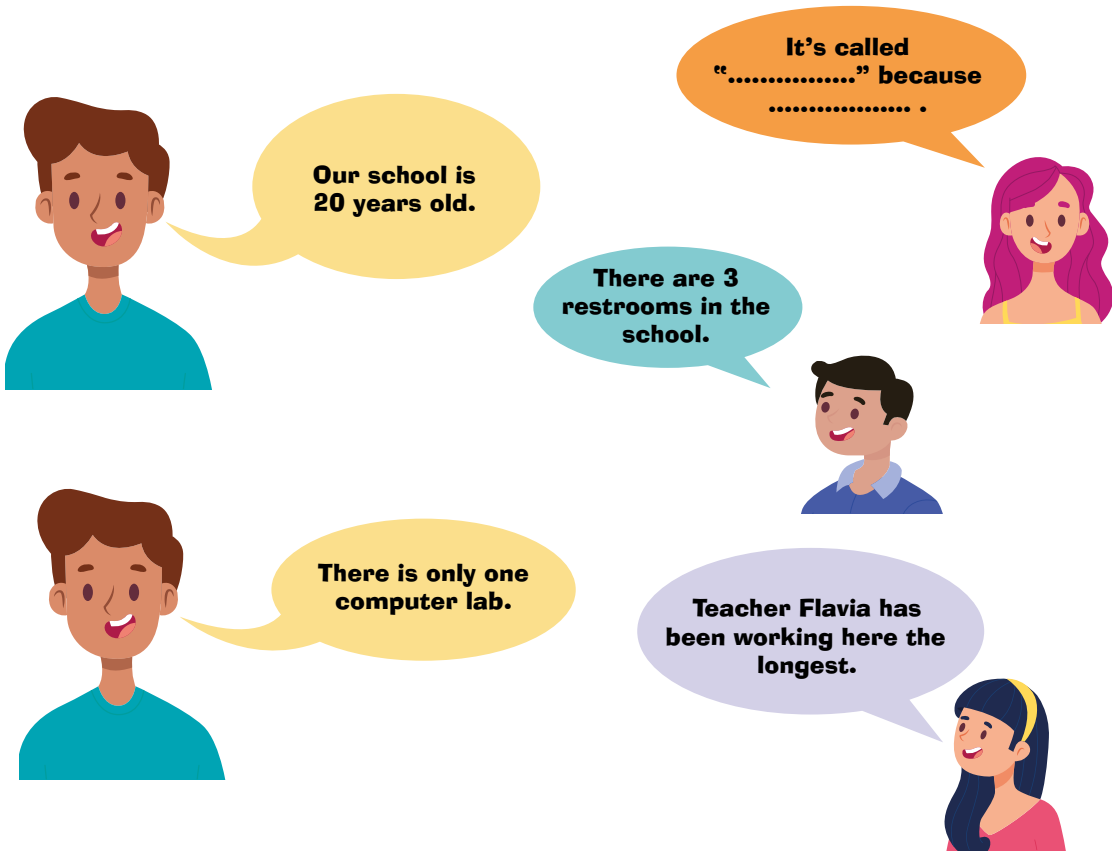
- 2) What is the odd word out? Read the items and choose. Then, in pairs, justify.
- a) pencil case – history – eraser – sharpener – pen
 - b) science – math – Portuguese – English – food court
 - c) auditorium – food court – teacher’s room – school bag
 - d) desk – chair – table – board – computer lab
 - e) bulletin board – board – world map – TV set – desk

LESSON 3 – A SCHOOL TO LOVE!

INVESTIGATE AND SHARE

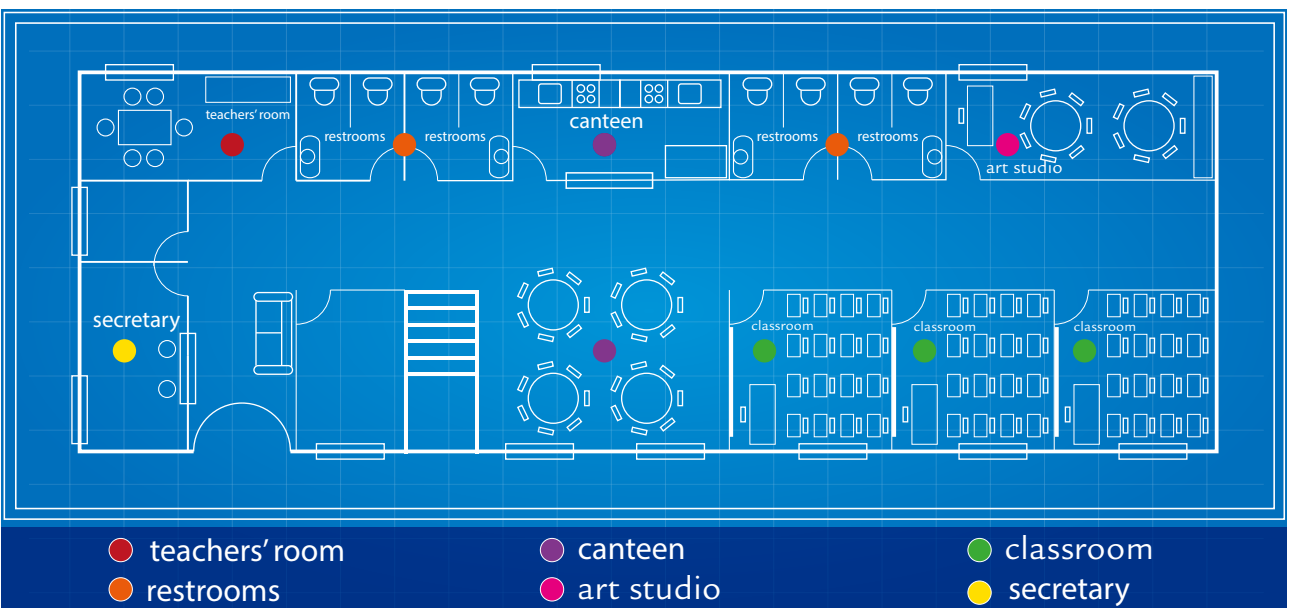
- 1 How much do you know about your school?
What else is there to know? Let’s find out! Ask around.
- a) Total number of students = _____
 - b) Number of teachers = _____
 - c) Number of immigrant/indigenous students = _____
 - d) How many classrooms/rooms are there? _____
 - e) How old is the school? _____
 - f) What’s the school named after? _____
 - g) Who has been working here the longest? _____
 - h) Who is the youngest teacher? _____
 - i) How accessible is the school environment? _____

2 Share what you've found out. Talk to your classmates.



Freepik

3 Now, observe the school floor plan below. What rooms are there in the school? What is similar to your school?



Priscila Leandiro

- 4 A school is a wonderful place! What's your favorite place at school? What can be improved? Let's talk and write.

My school is _____ (great / very good). There are _____ classrooms, a reading room, _____ and a _____. There is also a nice _____ where we can _____. The only problem is that there aren't any _____. This would be good. The _____ need / needs some improvement, too.

LANGUAGE STUDY

- 5 Na Atividade 3, página 50, você estudou um *floor plan* (uma planta baixa). Quais são as características de uma planta baixa? Assinale a seguir.
- () Apresenta uma imagem em 3D.
 - () Plantas baixas podem conter uma legenda, com símbolos.
 - () Representa a posição de espaços (cômodos, ambientes) e, por vezes, a mobília.
 - () Normalmente é produzida em tamanho real.
- 6 Now, draw your classroom floor plan. Remember to:
- desenhar as janelas e a(s) porta(s), indicando o sentido de abertura;
 - desenhar a mobília;
 - criar uma legenda e utilize símbolos.

MY CLASSROOM

Description: _____



COLLAB AND CREATE!

- 1) Look at the picture. Where is it? Do you recognize the languages?



(Available at: https://www.youtube.com/watch?v=SBRKZv0OS_I - Accessed on August 24, 2022)

- 2) The picture in Activity 1 is from EMEF Espaço de Bitita, Canindé, São Paulo. Read about the work done at school. Why did they label places in different languages?

Na região do Canindé, um bairro localizado na região central de São Paulo, encontramos estudantes brasileiros e estrangeiros na Escola Municipal de Ensino Fundamental (EMEF) Espaço de Bitita participando juntos de reuniões quinzenais como forma de combater os mais diversos problemas de convívio, entre eles: bullying, extorsão e discriminação.

(...)

A escola possui aproximadamente 300 estudantes do 5º ao 9º ano, dentre eles, boa parte advindos de vários países: Bolívia, Paraguai, Marrocos, Bangladesh, Estados Unidos, Angola dentre outros, representando um total de 20% dos estudantes da escola. As dependências da unidade são sinalizadas em quatro idiomas: Português, Inglês, Espanhol, Árabe e em breve, Bengali, devido ao crescente número de estudantes. (...)

Disponível em: <<https://educacao.sme.prefeitura.sp.gov.br/noticias/estudantes-brasileiros-e-estrangeiros-participam-juntos-de-encontros-para-combater-problemas-de-convivio-no-ambiente-escolar/>> . Acesso em 24 ago. 2022.

- 3) O que você achou do projeto dessa escola? Como você se sentiria se fosse viver em um outro país e tivesse que estudar em uma escola onde ninguém fala sua língua?
- 4) Let's make a floor plan of your school naming the places in English / Portuguese. If there are students from other countries, include their languages too.

1ST STEP – Preparation

- Work in groups. Decide what part of the school each group is going to draw.
- Recall what the places are like. If necessary, go to the places and pay attention to their characteristics.
- Investigate, take notes and share the information with your classmates.

2ND STEP – Producing and socializing

- Start drawing the floor plan. Remember it will be part of a bigger floor plan, like a puzzle, so you need to make sure your part will fit in with the others.
- Pay attention to the description and the spelling of words in English. Ask your teacher if you need any help.




- Display the floor plan on the boards at school. Make sure they are visible for immigrant students/ families when they come to school.

Extra: Check with the coordinator or the school's principal if you can also produce labels in English for the places at school, similar to what Infante Dom Henrique/Espaço de Bitita has.



MY LEARNING PROGRESS

- Como você se saiu nas atividades desta unidade? Complete o questionário a seguir.

I CAN...			
use some expressions related to classroom language to interact in English during the classes.			
spell different words in English.			
name the school environments in English.			
understand some conversation in specific places at school.			
describe the existence of places at school and suggest some improvement.			
produce a simple floor plan of the classroom and my school.			

ULTIMATE CHALLENGE!

- Diga o nome de 4 espaços na escola, em inglês.
- Soletre seu nome e seu sobrenome em inglês.
- Descreva o que têm na sua escola, ou na sua sala de aula.
- O que você mais gostou de fazer no projeto final dessa unidade?



MY Pictionary

Places at school, furniture and objects

English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING
English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING
English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING

Other words I've learned

English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING
English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING
English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING

UNIT 3

WHAT DO PEOPLE DO AT SCHOOL?

NESTA UNIDADE, VOCÊ VAI:

- aprender novas expressões para interagir com o(a) professor(a) e colegas em inglês (*Classroom Language*);
- ler sobre a rotina de diferentes escolas no mundo;
- aprender vocabulário relativo a profissões;
- conhecer quem são as pessoas que trabalham na escola;
- dizer a profissão/trabalho de membros da família, em inglês;
- produzir um mural com o perfil dos profissionais que trabalham na escola.





EMEF Euclides de Oliveira Figueiredo

LESSON 1 - AND THE CLASS BEGINS

- 1 How about starting the class with a song? Follow your teacher's instructions.

I Got You (I Feel Good)

(James Brown & The Famous Flames)

"Wow, I feel good
I knew that I would now
I feel good
I knew that I would now
So good, so good, I got you"

Happy

(Pharrell Williams)

"...Because I'm happy
Clap along if you feel like
happiness is the truth
Because I'm happy
Clap along if you know
what happiness is to you..."

Here comes the sun

(George Harrison)

"Here comes the sun,
doo-doo-doo-doo
Here comes the sun, and I say
It's alright"

CLASSROOM LANGUAGE

- 2 Let's learn more about "Classroom Language".
Listen to your teacher and mimic what you understand.

Teacher's commands

- PLEASE, OPEN YOUR BOOKS TO PAGE 12.
- LISTEN UP, KIDS!
- CLOSE YOUR BOOKS.
- LOOK AT THE BOARD.
- CAN YOU ERASE THE BOARD, PLEASE?



- 3 Read the tips and match with the pictures.

- I – Raise your hands to speak.
II – Don't run inside the classroom. If necessary, walk.
III – Be helpful and kind to your classmates.

a)



b)



c)





EXPLORE

Look at the pictures. What can you see? Who works there? Can you say it in English?



Photo 28359 18 © Lisa F. Young | Dreamstime.com

Teachers' room. Koulumestari School. Finland.



(Source: <https://pt.dreamstime.com/stock-estudante-em-um-bar-de-escola-image6080883> Accessed on August 14, 2022)

Lunch time at a school.



(Available at: <https://pt.m.wikipedia.org/wiki/Ficheiro:Japanese-Teacher%27s-Room.jpg> Accessed on August 14, 2022)

A teachers' room at Onizuka Middle School in Karatsu, Saga, Japan.

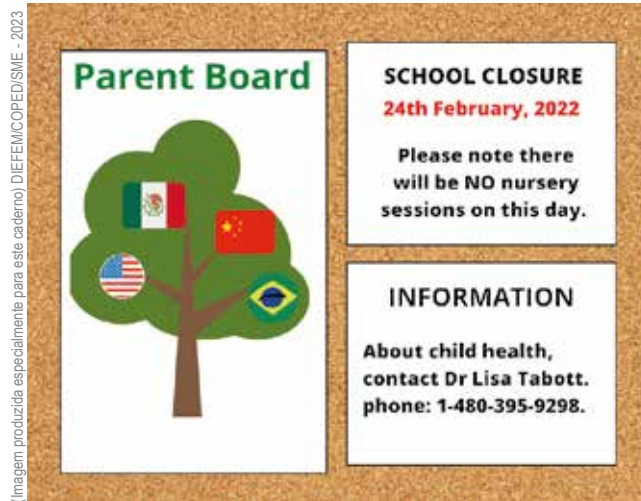


(Available at: <https://globalink.com/2015/02/21/life-us-e-staff-j-adorf-2-accessed-on-august-14-2022>)

Teacher Debora Garofalo, EMEF Almirante Ary Parreiras. Zona Sul, São Paulo.

4 Now, look at these other pictures. Work in pairs and answer the questions.

I –



II –

PRIMARY SCHOOL CANTEEN

AVAILABLE EVERYDAY

DAILY LUNCH SPECIALS

<p>SANDWICHES ●</p> <p>Vegemite 2.00 Cheese 2.50 <u>Salad</u> 3.00 Ham and cheese 4.00 Chicken and <u>salad</u> 4.50</p> <p><i>(Salad includes lettuce, cucumber, celery, tomato & cheese)</i></p>	<p>MONDAY ●</p> <p>Hot Dog 4.00 Sausage Roll 4.00 Pie 5.00</p> <p>TUESDAY</p> <p>Chicken Burger 5.50 Hamburger 5.50</p> <p><i>(Burgers come with sauce, lettuce, cheese, carrot & tomato)</i></p>
<p>SNACKS (served at lunch time only) ●</p> <p>Popcorn 70 c. Fruit muffin 1.50 Choc chip muffin 1.50 Juice box 2.50</p>	<p>WEDNESDAY</p> <p>PIZZA 6.50</p> <p>Margarita ● Ham & Cheese ● Ham & Pineapple ● Vegetarian ●</p>

(Based on: <http://balgaps.wa.edu.au/wp-content/uploads/2022/04/2022-Canteen-Menu-T2.pdf>, Accessed on August 22, 2022)

● Green foods are the healthiest options • Orange foods should be selected in moderation

Vocabulary Help

Vegemite: (nome da marca) é um tipo de pasta feita com extrato de levedura, bem salgada e usada em sanduíches; muito comum na Austrália e Nova Zelândia.

a) What are they?

b) Where can we find them?

c) Who is the target reader?

d) What kind of information can we find in each of them?

e) Does your school have a bulletin board similar to item 1?

f) What other ways can the community get information about school life and events?

LESSON 2 – LIFE AT SCHOOL

INTERACT AND LEARN

1 Read the title of a blog post. What is it about?

EXPLORING SCHOOLS AROUND THE WORLD

2 Read the post and answer the questions.

a) There are 2 topics mentioned. What are they?

a) What countries are mentioned in the post?

Lunchtime & Recess

Your favorite lunch might be peanut butter and jelly – but a “typical” school lunch varies among countries. For example, [...] in Australia, kids enjoy drinking ‘poppers’ – in America, we call them juice boxes. Rice or noodles are the main hot lunches for many schools, as well as soups. [...]

How long is a school day?

Most schools begin around 8 am and end around 3 or 4 pm. (...)

The school days vary.[...] In Kenya, Russia and India, children attend school 6 days each week. In Japan, school is in session five days a week [...].

(Available at: <<https://kidsdiscover.com/teacherresources/schools-around-the-world/>> Accessed on August 23, 2022.)

Vocabulary Help

lunch: almoço

peanut butter: pasta de amendoim

America: Estados Unidos (da América)

box: caixa, caixinha

attend school: frequentar a escola

3 Read the subtopic “**Lunchtime & Recess**”. Tick the food / beverages mentioned.

a) ()

Illustration 7676609 © Olchira | Dreamstime.com



b) ()

Photo 19891078 © Atustudio Atustudio | Dreamstime.com



c) ()

Photo 22982840 © Juan Carlos De La Calle Velez | Dreamstime.com



d) ()



e) ()



f) ()



4 Read the subtopic “**How long is the school day?**”. Choose the correct option to complete the items.

a) Students normally stay at school for about...

() 7 or 8 hours.

() 4 or 5 hours.

b) In Kenya, Russia and India there are classes on...

() Mondays, Tuesdays, Wednesdays, Fridays and Saturdays.

() Mondays, Tuesdays, Wednesdays, Thursdays, Fridays and Saturdays.

c) In Japan, students have classes everyday ...

() from Monday to Friday.

() from Monday to Saturday.

5 In the text, we read:

(...) Your favorite lunch might be peanut butter and jelly – but a “typical” school lunch varies from country to country.

Work in pairs and discuss:

- Who is the student Jacquie talking to? Is it you?
- What is your favorite lunch?
- What about your favorite snack?



CULTURAL NOTE

Nos Estados Unidos da América – EUA, é comum as pessoas comerem um sanduíche no almoço e também nos intervalos (no trabalho, na escola). Um desses sanduíches é recheado com pasta de amendoim (*peanut butter*) e geléia (*jelly*).

6 What other food / drinks can be part of a healthy school menu? Talk to your classmates.

7 Match the school professionals to the work they do.



Photo: 725576 © Stephen Coburn | Dreamstime.com

a) a kitchen assistant



Photo: 2835918 © Lisa F. Young | Dreamstime.com

b) a librarian



Photo 205151366 © Iakov Filimonov | Dreamstime.com



Photo 76663063 © Andrey Popov | Dreamstime.com

c) a principal

d) a janitor

- He/She leads the school community, including students, teachers and staff.
- He/She keeps the classrooms and the restrooms clean.
- He/She organizes the library and helps students find and borrow books
- He/She prepares food for the students.



Listen

Listen to people talk about what they do at a school. Then, do the activities.



Imagem: DIEFEM/COOPED/SME-2023

Vocabulary Help

learn: aprender

borrow: pegar emprestado

1) Watch up to 2:32. Read and circle the words you hear.

Photo 136306689 © Monkey Business Images | Dreamstime.com



Good morning / Good afternoon, Mrs Harlow. Can you tell us a little bit about what you do here in the main office?

Photo 54973856 © Monkey Business Images | Dreamstime.com



Well, I do the ordinary, you know, your Crayons, your Papers and stuff. We meet Parents / relatives when they come in, we work / stay with all your teachers / families.

2) Watch the rest of the video. Check the pictures that represent some information you hear.

a) ()



Photo 191645043 © PhotographerLondon | Dreamstime.com

b) ()



Photo 78019071 © Ullama19970 | Dreamstime.com

c) ()



Photo 11860242 © Robert Kreschke | Dreamstime.com

8 Do you know the professionals that work at your school? Is there a person with the same job as Mrs. Harlow's?

- 9 The **Universal Declaration of Human Rights** states that everybody has the right to work, to choose a job they want and to have just, favorable conditions of work and protection against unemployment.

In your community, is this right being guaranteed?



Listen

What do you want to be when you grow up? Watch the video (from 0"14 to 0"36) and circle what you hear. Then answer the question.

- a teacher
- an elementary school teacher
- a pastor
- a priest
- a babysitter
- a librarian
- a dolphin trainer
- a barber / a hairdresser
- a lawyer
- a pilot
- an English teacher

LANGUAGE STUDY

10 Look at the pictures and label them with the words below. Then, answer:

an astronaut a doctor a scientist
 barber/hairdresser a video gamer an actor
 a dancer a vet a singer
 an engineer a footballer/a soccer player a youtuber

 <p>a) _____</p>	 <p>b) _____</p>	 <p>c) _____</p>	 <p>d) _____</p>
 <p>e) _____</p>	 <p>f) _____</p>	 <p>g) _____</p>	 <p>h) _____</p>
 <p>i) _____</p>	 <p>j) _____</p>	 <p>k) _____</p>	 <p>l) _____</p>

a) Quais profissões estão relacionadas às Artes?

b) Qual delas você escolheria? Por quê?

11 Now, answer:

a) O que significa *teacher* em inglês? E *teach*?

b) O que é diferente entre as palavras *teacher* e *teach*?

c) Observe mais pares de palavras. O que você nota de semelhança entre o par *teach-teacher*?

drive - driver **sing - singer**

d) O que você conclui sobre a função da terminação **-er**?

12 Listen to your teacher and circle the words you hear.

a) a doctor / a dancer

b) a youtuber / a video gamer

That's curious!

Cuidado! Pela regra, se “cozinhar”, em inglês, é *cook*, então *cooker* deve ser “cozinheiro” - **MAS NÃO É!**

Cooker (ou *stove*) significa “fogão” em inglês. Para cozinheiro, podemos dizer *chef* ou *cook*.

- c) an engineer / an astronaut
- d) a singer / a scientist
- e) a vet / a video gamer
- f) an actor / a hairdresser

EXTRA PRACTICE

- 1) Memory game! In groups, play the game. Use the cards on **pages 113 and 115**. and follow your teacher's instructions.
- 2) Solve the crosswords about jobs at school.



Illustration 11162511 © Tosan Aji |
Dreamstime.com

1

2

3

4

5

6

Across	Down
4 - cozinheiro(a)	1 - coordenador(a)
6 - inspetor(a)	2 - professor(a)
	3 - diretos(a)
	5 - agente da limpeza

13 Listen to your teacher. Tick the food/snacks you hear.

Photo 19155786 © Soluofotografica | Dreamstime.com



Photo 30440348 © Marazem | Dreamstime.com

Illustration 261386486 © Patrick Guenette | Dreamstime.com

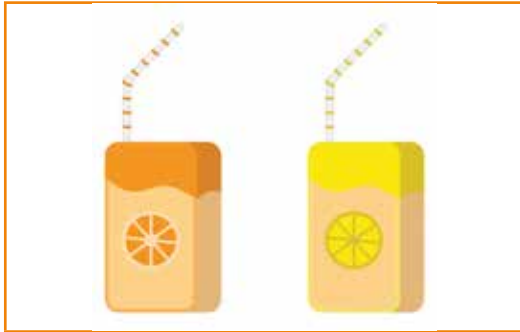


Photo 15622814 © Ron Lima | Dreamstime.com

Photo 41634159 © Kungvylucky | Dreamstime.com



Photo 37007179 © Babaz | Dreamstime.com

Photo 19738956 © Ildipapp | Dreamstime.com



Photo 8539571 © Luciana Bueno | Dreamstime.com

LESSON 3 - ALL SORTS OF JOBS

INVESTIGATE AND SHARE

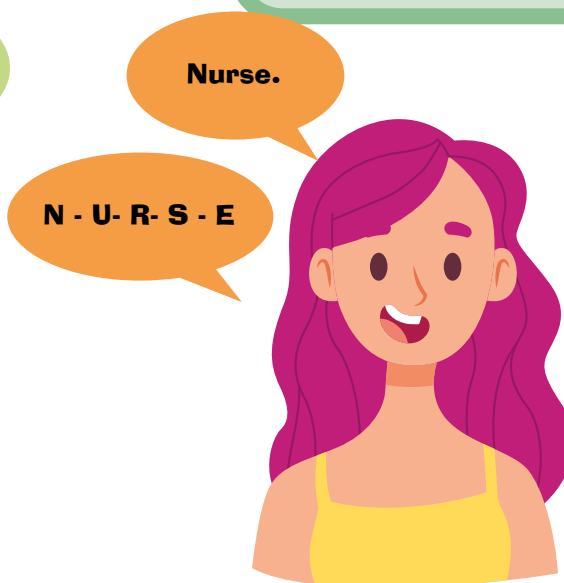
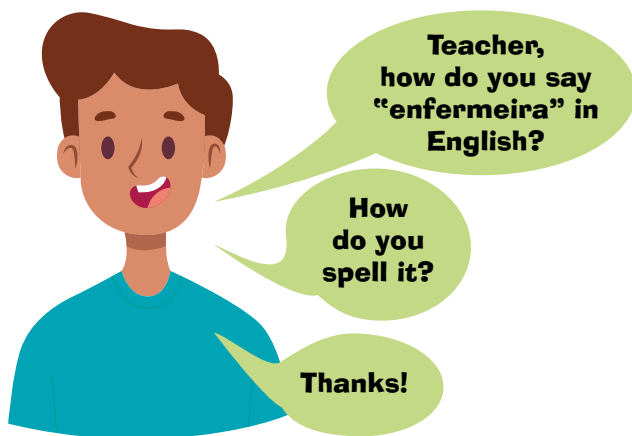
- 1 What are the jobs in your family? Make a list in English / Portuguese.

<i>CRISTINA (MY MOM) =</i>	<i>ENFERMEIRA</i>
<i>PEDRO (MY BROTHER) =</i>	<i>MOTOBOY</i>
<i>CARLA (MY MOM) =</i>	<i>AMBULANTE</i>
<i>HENRIQUE (MY UNCLE) =</i>	<i>ENFERMEIRO</i>

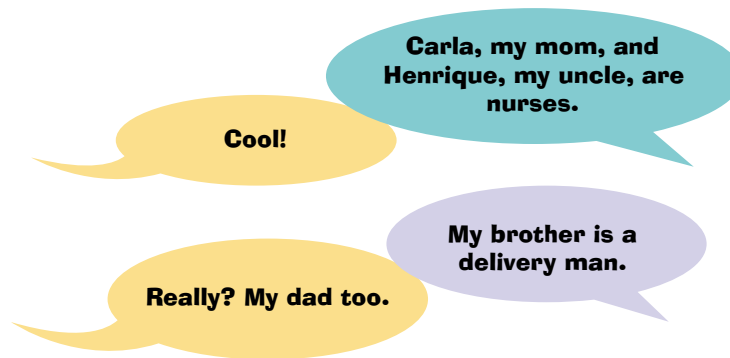
Language Tip

Motoboy é inglês “brasileiro”. No inglês de outros lugares, usa-se **delivery man**.

- 2 Ask your teacher about other jobs / professions in English. Complete your list.



- 3 Use the list to write about the jobs in your family. Then share with your classmates.



- 4 Choose an employee at school. Interview them and complete the form with the information you get.

INTERVIEW FORM

FULL NAME: _____

AGE: _____ *PROFESSION/JOB:* _____

AT THE SCHOOL SINCE: _____

ACTIVITIES AT WORK: _____

"WHAT I LIKE MOST ABOUT WORKING AT SCHOOL": _____

Freeplik

LANGUAGE STUDY

- 5 No cardápio da escola que você estudou na página 63, você viu diferentes sanduíches, um deles com “vegemite”, uma pasta bem comum na Austrália. Veja outra receita de sanduíche bastante comum na Austrália, na Inglaterra e Estados Unidos: o *Cucumber Sandwich*. Observe a imagem na receita para descobrir que sanduíche é esse.

Cucumber Club Sandwich

Ingredients

- 2 cucumbers
- About 4 tablespoons of mayonnaise or softened cream cheese
- 1 pinch of salt
- 6 thin slices of white bread



Photo 11720224 © Arseniya Pavlova | Dreamstime.com

Step-by-step

- 1) A grown-up can help you peel the cucumbers. Slice them into thin rounds.
- 2) Spread the bread with a little mayonnaise or softened cream cheese (your choice!).
- 3) Place the cucumbers on half of the bread slices. Sprinkle the cukes with a little salt. Top with the remaining bread slices to make sandwiches.
- 4) A grown-up can help you cut off the crusts. Cut the sandwiches into triangles and arrange on a platter or plate.

(Available at: <<https://kidstir.com/kids-recipes/cucumber-sandwiches/>> Accessed on August 23, 2022)

Vocabulary Help

grown-up: adulto

slice: fatiar

spread: espalhar

place: colocar

sprinkle: salpicar

arrange: arrumar

cukes: (informal): rodela de pepino

- 6 Observe novamente a *receipe* na Atividade 5. Leia as características e assinale o que for verdadeiro.
- Uma receita culinária sempre apresenta dois tipos de informação: ingredientes e modo de preparo.
 - Normalmente, o modo de preparo vem antes dos ingredientes.
 - No modo de preparo, as instruções repetem a quantidade de ingredientes.
 - No item “ingredientes”, as quantidades são sempre mencionadas.
 - O modo de preparo traz instruções com verbos (corte, espalhe, etc).
- 7 How about preparing a cucumber sandwich (or any other you prefer)? You can either prepare it at school (check with your teacher) or at home and bring it to share with your classmates.





COLLAB AND CREATE!

- 1) Look at the poster a student produced for a school activity and answer.

Where do you think the school is?

- Sabendo que a palavra *work* é trabalho, o que seria a palavra *workers* em português?
 - Você consegue adivinhar o que significa **Happy Labor Day**?
- 2) Teamwork! Let's make a mural with profiles of the professionals that work at our school and express our appreciation for them. Follow the steps!

Preparation

- Go back to the activity on **page 75**. Ask your teacher to help you write about the professional you've interviewed.
- Decide on the layout you are going to present the information about this person. Look at the example:

Producing and socializing

- In groups, decide who is going to make a profile and who is going to draw the person.
- Check where you can display the mural.
- Don't forget to give a nice title to the poster.

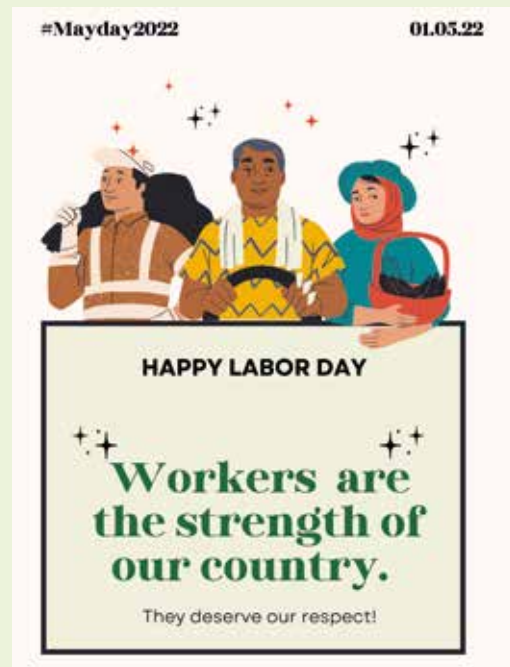


Imagem: DIEFEMCOOPED/SME-2023

GET TO KNOW

Name _____

This is my family.

That's me!

These are my big dreams!

My favorite food.

My favorite color.

These are my favorite things about school.

These are my least favorite things about school.

GET TO KNOW

NAME: _____

THAT'S OUR _____ HE/SHE IS _____
(PROFESSION)

YEARS OLD. AT THIS SCHOOL SINCE _____
(YEAR)




THIS IS WHAT HE/SHE DOES AT SCHOOL: _____
(ACTIVITIES)

HE/SHE SAYS, "WHAT I LIKE MOST ABOUT WORKING AT SCHOOL IS



MY LEARNING PROGRESS

- Como você se saiu nas atividades desta unidade? Complete o questionário a seguir.

I CAN...			
use some "Classroom language".			
name different professions at school.			
tell my friends the jobs my family members have.			
understand specific information in a listening exercise about people who work at a school.			
produce profiles about the professionals that work at school.			
celebrate the work people do at school.			

ULTIMATE CHALLENGE!

- 8 Nomeie 5 profissões em inglês.
- 9 Diga qual é o trabalho de 3 membros da sua família em inglês. Diga o nome da pessoa e a relação de parentesco que ela tem com você.
- 10 Descreva o trabalho de um dos profissionais da escola.
- 11 O que você mais gostou de fazer nesta unidade?
- 12 O que você aprendeu sobre os profissionais que trabalham na escola?



MY Pictionary

Jobs/Professions

English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING

English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING
English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING
English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING

Other words I've learned

English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING
English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING

UNIT 4

MOVING YOUR BODY

NESTA UNIDADE, VOCÊ VAI:

- nomear, em inglês, diferentes esportes e atividades de lazer;
- dizer, em inglês, uma atividade de lazer da qual gosta;
- conversar sobre esportes de que mais gosta e/ou pratica;
- criar um final diferente para uma história;
- aprender sobre símbolos e produtos de diferentes culturas;
- conhecer os nomes de alguns países e nacionalidades, em inglês;
- escrever perfis de atletas de esportes favoritos;
- produzir fichas de esportes de diferentes culturas do mundo.

https://pt.wikipedia.org/wiki/Mural_Etmas#mediavida:Ficheiro:Porcos_nativos_dos_5_continentes.jpg Accessed on August 28, 2022





“Five people from five continents”, street art by Eduardo Kobra for the 2016 Summer Olympics near the port of Rio de Janeiro. By Fernando Frazão/Agência Brasil.

LESSON 1 - AND THE CLASS BEGINS

- 1 Let's review! Listen and circle the greetings you hear.
- a) Hi! / Hello! / Good morning!
 - b) What's up? How are you?
 - c) We're great! / I'm fine!
- 2 Match the conversations. Remember to greet your teacher and classmates, in English!

**A. Good morning,
class!**

**B. Good
afternoon, teacher!
How are you?**

**C. Hello, teacher!
How are you doing?**

D. What's up, guys?

E. Bye, class!

**1. Pretty good!
Thanks, Helena!**

**2. Good morning,
teacher!**

**3. Nothing
much, teacher.**

**4. Fine, thanks,
students.**

**5. See you next
week, teacher!**

Remember to organize your studies. How can you do it? Talk with your classmates.



EXPLORE

Look at the pictures and talk:

- What are the people doing?
- Can you name these sports/games in English?
- What do they have in common? What's different?
- What's your favorite sport/activity?



Photo 214246997 © Joa Souza | Dreamstime.com

Indigenous Games. Pataxó people. Bahia.



Photo 32625883 © Jamie Roach | Dreamstime.com

Folk sport: Caber Tossing. Canada.



Photo by Christina Peisos: <https://www.pexels.com/photo/a-girl-skating-in-the-skate-park-1195131/>

Scene from the movie "Skater Girl". 2021



63054936 © publicdomain500xphotos | Dreamstime.com

Rugby players. Italy.



(Available at <<https://www.paralympic.org/news/great-britain-women-s-wheelchair-basketball-team-ra-med>> . Accessed on August 28, 2022)

Great Britain women's wheelchair basketball team

3 Listen carefully and guess. Can you name the sport by the sounds?

a) _____

f) _____

b) _____

g) _____

c) _____

h) _____

d) _____

i) _____

e) _____

j) _____

4 Now, look at these pictures. Do you think they are sports?



Photo 260088525 © Natalia Khlapushyna | Dreamstime.com

Yoga practice at a park.



Photo 175067224 | Female Computer Gamer © Pressmaster | Dreamstime.com

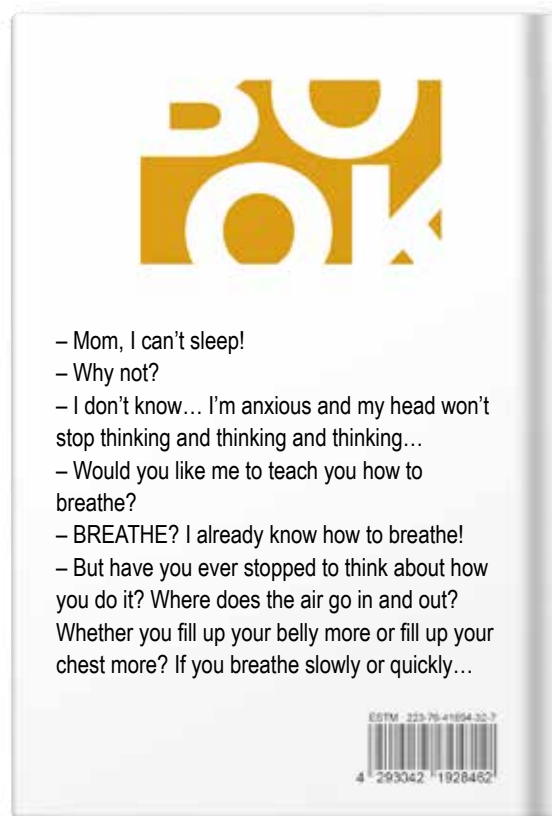
A computer gamer at an eSports competition.

5 What's your favorite sport/activity? Draw, color and write the name in English.

A large, empty rounded rectangular box for drawing and writing.

2 Read the back cover of the book. Talk in pairs.

- Who are the characters?
- What is the problem?
- How do you think breathing can help?



(Available at: < https://www.amazon.com.br/Breathe-In%C3%AAs-Castel-Branco/dp/8564311666/ref=asc_df_8564311666/?tag=googleshopp00-20&linkCode=df0&hvadid=540200877998&hvpos=&hvnetw=g&hvrand=2771562218427244281&hvpones=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvllocint=&hvllochy=1001754&hvtargid=pla-1531514751325&psc=1 >. Accessed on January 23, 2022)

3 Listen to your teacher and read the story along. Why is it important to learn how to breathe? How can that help us?

4 Now, look at the pictures and answer: what breathing exercise do you remember?

Photo 20402513 © Cammeraydave | Dreamstime.com



Photo 7507678 © Juliangrondin | Dreamstime.com



Photo 238981150 | Female © Kapparamandiana | Dreamstime.com



Photo 30872147 © Nuvista | Dreamstime.com



Photo 2080484 © Elen | Dreamstime.com



Photo 113959295 © Wisconsinart | Dreamstime.com



Photo 29435399 © Sasin Tipchai | Dreamstime.com



- 5 In the story, mom tells the boy he can “**breathe with the letters**”. How can we do it? Show your classmates.

O - U - E - I - A

- 6 Mom also explains that “**When you are anxious, it’s just like a snow globe**”. Can you explain that?

- 7 Do you feel anxious sometimes? What do you do when you feel anxious?

- 8 Work in groups and think about an ending for the story. Your teacher is going to help you write it.

(...)

- WELL, NOW IT'S TIME TO GO BACK TO BED. YOU'RE GOING TO SLEEP VERY WELL TONIGHT...

THE END

LANGUAGE STUDY

9 Look at the pictures and match them with the words below. Which ones are sports? Which ones are leisure activities?



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



g) _____



h) _____



i) _____



j) _____



k) _____



l) _____

running rollerskating **SOCCER**
 handball parkour cartwheel karate
JUDO surfing hula hoop capoeira volleyball

Photo 62842072 © Robert Kneschke | Dreamstime.com
 Photo 25001182 © Mirosław Ferkuniak | Dreamstime.com
 Photo 26326377 © Jjennella | Dreamstime.com
 Photo 7586162 © Ludan Coman | Dreamstime.com
 Photo 45070432 © Epicstock | Dreamstime.com
 Photo 56127852 © Sergey Novikov | Dreamstime.com
 Photo 169466968 © Mairmix | Dreamstime.com
 Photo 2427687 © Maria Carme Balcells | Dreamstime.com
 Photo 108143844 © Sergey Novikov | Dreamstime.com
 Photo 2779138 © Coifer | Dreamstime.com
 Photo 94898397 | Female © Vitalij Sova | Dreamstime.com
 Photo 29855280 | Female © PhotographerLondon | Dreamstime.com

10 Find the odd one out! Read the words and say what does not belong to the group. Explain.

- a) swimming - running - football - rollerskating.
- b) karate - volleyball - handball - hula hoop.
- c) parkour - surfing - hula hoop - running.
- d) volleyball - basketball - cartwheels - football.
- e) capoeira - karate - judo - yoga.

11 Agora, leia as frases e observe as palavras destacadas. Depois converse com seus colegas:

- **I GO running on Mondays and Wednesdays.**
- **My sister PLAYS soccer on Saturdays.**
- **We DO yoga every Tuesday, in P.E. classes.**

a) Qual é o equivalente, em Português, das palavras coloridas?

b) Porque será que usamos *play* com algumas palavras e *go* ou *do* com outras?

c) O mesmo acontece em português?

That's curious!

Assim como em português, há, em inglês, palavras que se combinam e formam expressões que usamos com frequência, sempre do mesmo jeito. Em inglês, chamamos isso de *collocation*.

EXTRA PRACTICE

1) What is the sport? Match the pictures to the expressions.

a) shoot the ball

c) serve the ball

e) kick the ball

b) throw the ball

d) bump the ball

f) spike a ball

()



()



()



()



()



()



2) Read the riddles. Can you guess the sports?

Teenagers love doing my sport. You need a helmet and special pads to do me safely. I am done on ramps and in special parks. I am one of the sports in the X Games. You need a board with wheels. You can do many tricks with the board.

Answer: _____

Skateboard

I'm the world's most popular sport and played all over the world. Both men and women play. This sport can have two names but it always has two halves and every four years there's a world cup.

Answer: _____

Soccer/football

Each team has six players. It can be played on the beach or a court, over a net. You can hit the ball with your hand but can't kick it or catch it.

Answer: _____

Volleyball

What is a butterfly's favorite sport?

Answer: _____

Swimming

Available at: <<https://findmotivation.org/sports-riddles-with-answers/>>. Accessed on August 31, 2022.

3) Mimics! Work in groups. Watch your classmate and guess the sport/activity.



Illustration 206274616 © Yusuf Demirci | Dreamstime.com

Vocabulary Help

World cup: copa do mundo

court: quadra

net: rede

helmet: capacete

- 4) Relay race! Listen to your teacher and run to the correct word.
- 5) Memory game! In groups, play the game. Use the cards on pages 117 and 119 and follow your teacher's instructions.



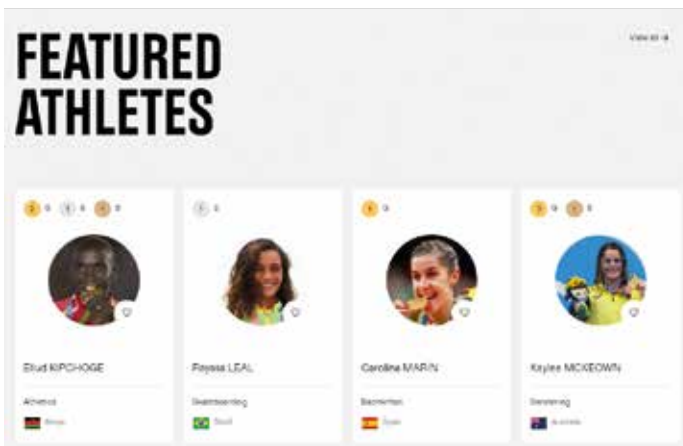
Photo: 43847886 © Sergey Novikov | Dreamstime.com

LESSON 3 – SPORTS FANS

INVESTIGATE AND SHARE

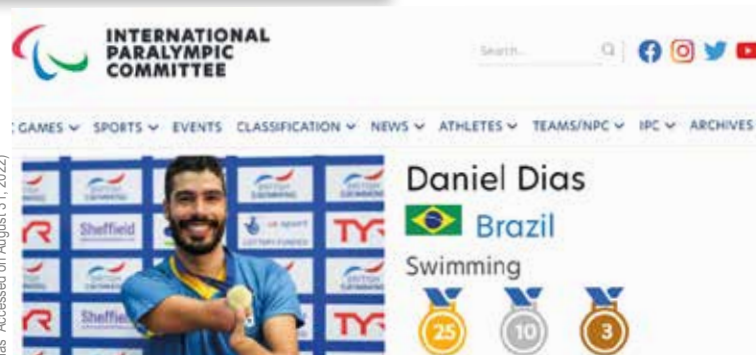
- 1 Look at the text. What is it about? Where can we find texts like these? Do you know any of them?

Available at: <<https://olympics.com/>> - Accessed on August 31, 2022



(Available at: <<https://www.paralympic.org/francesco-galuppo>> - Accessed on August 31, 2022)

(Available at: <<https://www.paralympic.org/daniel-dias>> - Accessed on August 31, 2022)



- 2 Read and answer T for true and F for false.
- a) () Daniel Dias is Italian and Francesco Galuppo is Brazilian.
- b) () All the athletes have medals.
- c) () Daniel Dias has 38 medals.
- d) () Raissa Leal is Brazilian and Carolina Marin is Spanish.
- 3 Do you like sports? Listen to the kids answer the question: “What’s your favorite sport?”. Write their answers.

Olivia, 8

a) Sports:

Noah, 7

a) Sports:

Available at: <<https://www.youtube.com/watch?v=s8Hug2ICAfQ>> Accessed on August 31, 2022.

- 4 Now, talk and find out about your classmates. Fill in the table below.

Questions	Me	Classmate 1	Classmate 2
Are you a sports fan?			
Can you play any sport?			
Do you do any sports or activities regularly?			
If so, how often do you do it?			
Do you like watching sports events?			
What activities do you like doing in your free time?			

- 5 Report to the group. Use the verbs **DO, PLAY, GO** accordingly. Mention if you do the sport alone, with friends and the frequency. Look at the example.

I'm a fan of skateboarding. I do skateboarding with my friends, on Saturdays. Juliana is a fan of soccer. She plays soccer on Fridays.

LANGUAGE STUDY

A imagem que você observou na atividade 1 é do site oficial dos Jogos Olímpicos. Em sites como esses, encontramos muitas informações organizadas por tópicos chamados de “abas”. Veja:



As abas podem ficar na parte superior da página do site ou na lateral, naquilo que chamamos de “menu”. Ao clicar nas abas, somos levados a outros tópicos e informações e assim, vamos “navegando” no site e buscando aquilo que queremos saber.

- 6 Com base no menu e nas abas do site, o que é possível afirmar? Assinale abaixo.
- É possível saber onde as próximas edições dos Jogos Olímpicos vão acontecer.
 - Se quisermos saber informações sobre atletas, é preciso clicar em Athletes.
 - Para saber sobre quais são os Jogos Olímpicos, é preciso clicar em Olympic Games.
 - Não é possível acessar um canal sobre os Jogos Olímpicos.
 - Para saber sobre notícias relacionadas aos Jogos olímpicos, é preciso clicar em Sports.

- 7 Agora, observe este outro perfil de Daniel Dias. Quais informações podem compor um perfil?

Further personal information

Family Wife Raquel, children Asaph [2014], Daniel [2016] and Hadassa [2019]

Residence Bragança Paulista, BRA

Occupation Athlete

Languages Portuguese

Higher education Marketing - Mackenzie Presbyterian University: Campinas, BRA

Available at: <<https://www.paralympic.org/daniel-dias> . Accessed on August 31, 2022.

Now write the words below into the correct groups.

**American - Spain - English - Portuguese - Kenya - Brazil
Australia - Spanish - Canada - Brazilian - Portugal - Australian
Canadian - the USA - Kenyan - Swahili**

COUNTRY	NATIONALITY	LANGUAGE(S)
Kenya	Kenyan	English, Swahili

- 8 Let's learn more about countries and nationalities. Study the flags from FIFA 2010 World Cup. Match some of the flags to the countries and nationalities below. Challenge: Which of these countries was not in FIFA 2010 World Cup?

- a) Mexico / Mexican b) Argentina / Argentinian c) Italy / Italian
 d) Germany / German e) Greece / Greek f) France / French
 g) Japan / Japanese h) Chile / Chilean i) South Korea / South Korean
 j) Ireland / Irish k) Ghana / Ghanaian l) South Africa / South African



- 9 Work in pairs. Take turns to point at one of the flags and say the name of the country and the nationality.

- 10 Now, research about an athlete of the sport you are a fan of. Fill in their profile and share with your classmates.

ATHLETE PROFILE

(picture)

Full name: _____

Nickname: _____

Country: _____

Sport: _____

Date of Birth: _____

Family: _____

Lives in: _____

Achievements: _____



COLLAB AND CREATE!

- 1) Você sabia que foi somente em 2021 que o *skateboarding* passou a ser considerado um esporte olímpico? Como será que um esporte se torna olímpico?
- 2) Esportes e atividades corporais podem ser bem diferentes de cultura para cultura. Na página 87, você viu uma imagem de um esporte tradicional escocês, o *caber tossing*. Você acha que ele poderia se tornar um esporte olímpico?
- 3) Você conhece algum outro esporte ou atividade tradicional de alguma outra cultura ou país?



Adobe Stock

Sumô. Japan



Photo 118652050 © Stock-Tr | Dreamsstime.com

Horseback javelin. Turkey

4) Let's find out more and play!

Preparation

- Work in groups. Choose one continent or country and research about traditional / folk sports.
- Read about them (in Portuguese) and write: sport / origin (country) and culture (if specific), number of players, equipment / interesting facts.
- If possible, find pictures to illustrate it.

Producing

- You are going to produce sports cards to play a board game and test your cultural knowledge.

- 5) With the information you've gathered, go to page 111 and fill in the template. Cut and glue the pictures you have.
- 6) Study the information in the cards to prepare for the game.

Playing

- 7) Guess the sport! Play the game in groups.
 - Put the cards face down on a pile.
 - Decide who is going to start and the order of players.
 - The first player picks up a card from the pile. The other players make statements about the athlete:

#1

"The sport is from Spain."

"No"

#2

"Five people play it."

"Yes"

#3

"There are horses."

"Yes"

#4

"It's Turkish javelin."




"Yes! You got it!"

- To each statement, the player holding the card answers only "Yes" or "No".
- The first participant to guess correctly wins the card and a point.
- The winner is the participant with the most points/cards.



MY LEARNING PROGRESS

- Como você se saiu nas atividades desta unidade? Complete o questionário a seguir.

I CAN..			
say the names of different sports in English.			
ask and answer about favorite sports.			
follow rules and understand instructions.			
write personal information about a famous athlete.			
understand that sports and activities are different among cultures.			
produce an ending for a story.			
identify the topic and specific information in a text.			

ULTIMATE CHALLENGE!

- 11 Diga, em inglês, o nome do seu esporte favorito, se você pratica algum esporte e qual a frequência.
- 12 Mencione, em inglês, alguma informação sobre um atleta que tenha estudado nas atividades desta unidade. Diga a nacionalidade ou país desse atleta e o esporte que ele pratica.
- 13 O que você aprendeu no projeto final dessa unidade? Escreva em português.



MY PICTONARY

Sports / Activities

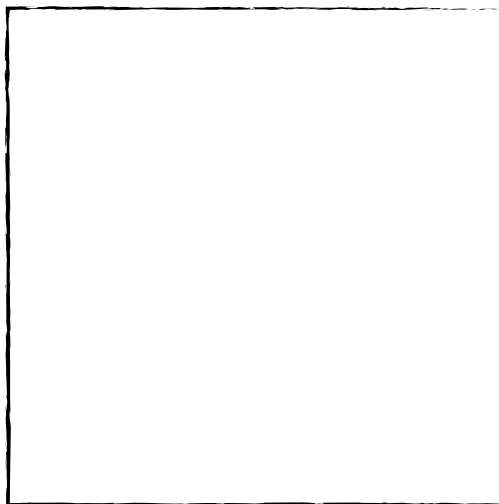
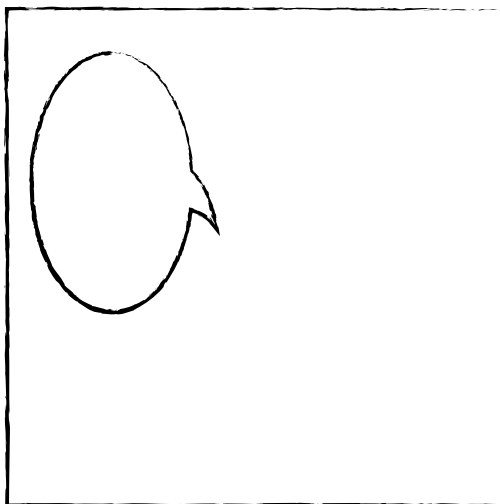
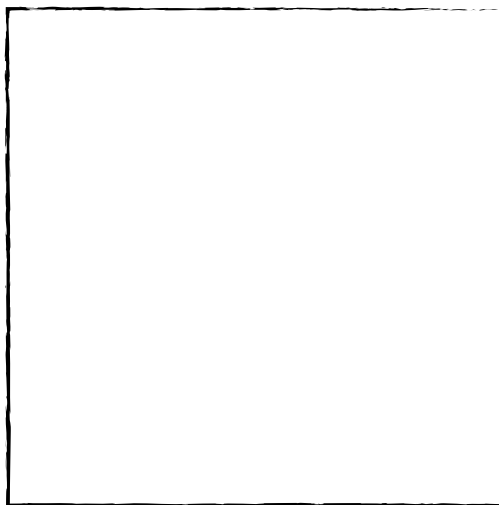
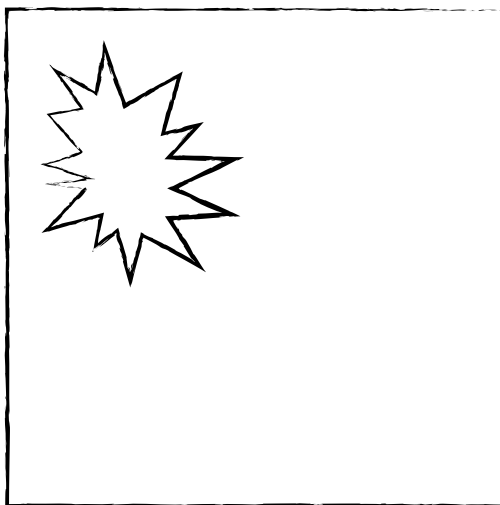
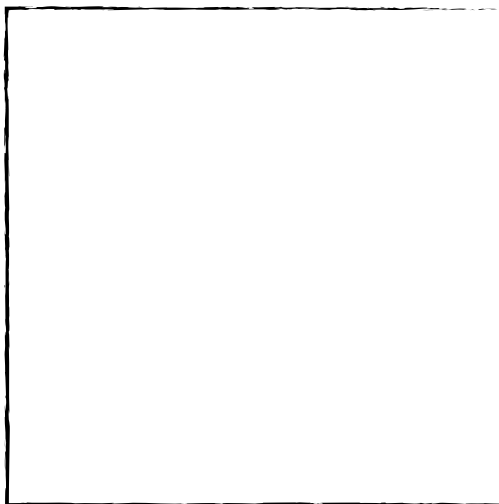
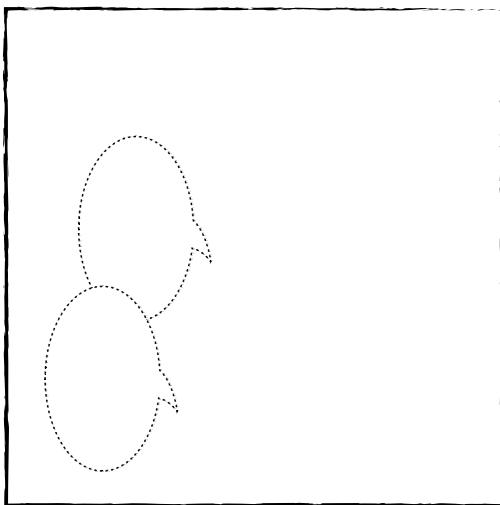
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English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING
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PICTURE / DRAWING	PICTURE / DRAWING

English word:	English word:
PICTURE / DRAWING	PICTURE / DRAWING
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PICTURE / DRAWING	PICTURE / DRAWING

Countries and Nationalities

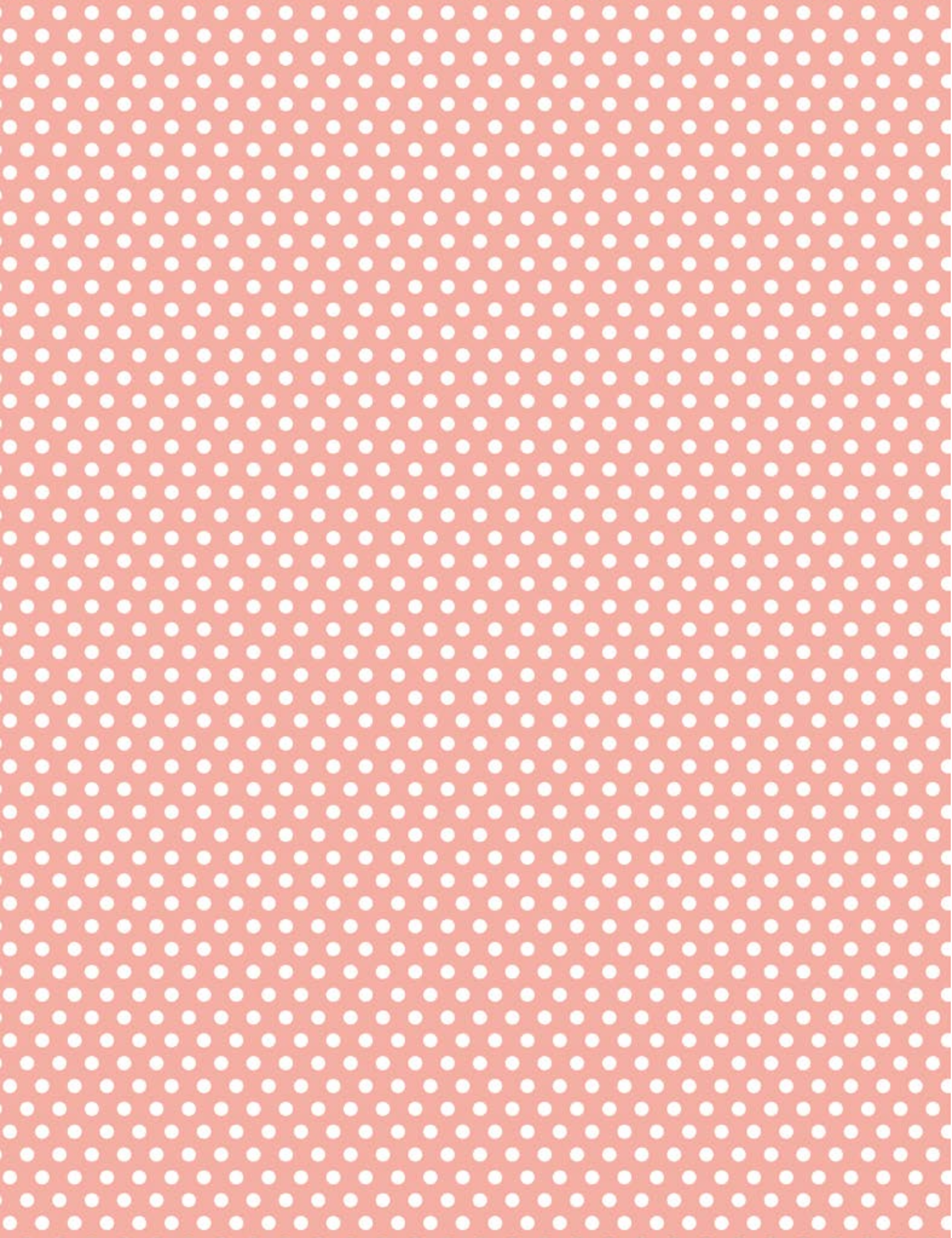
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ATTACHMENT 1 – UNIT 1 – ACTIVITY 1 – FRAME PAGE 27

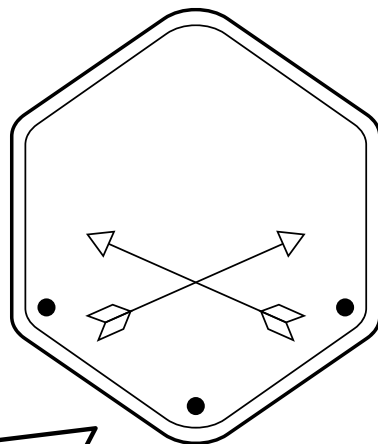
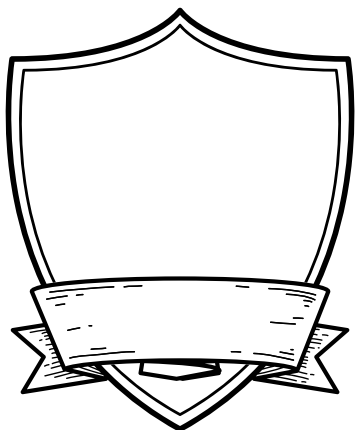


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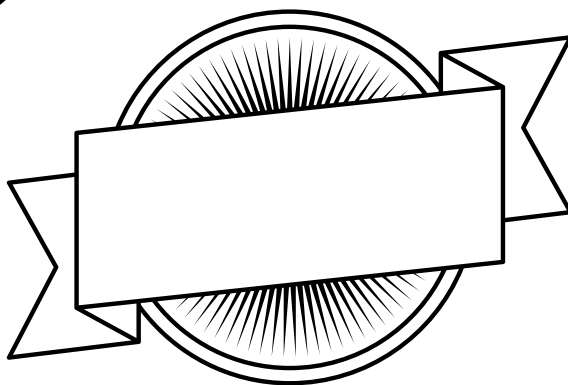




ATTACHMENT 2 – UNIT 1 – COLLAB AND CREATE – PAGE 30



Freepik



ATTACHMENT 4 – UNIT 4 – PAGES 103 AND 104

Sport: _____

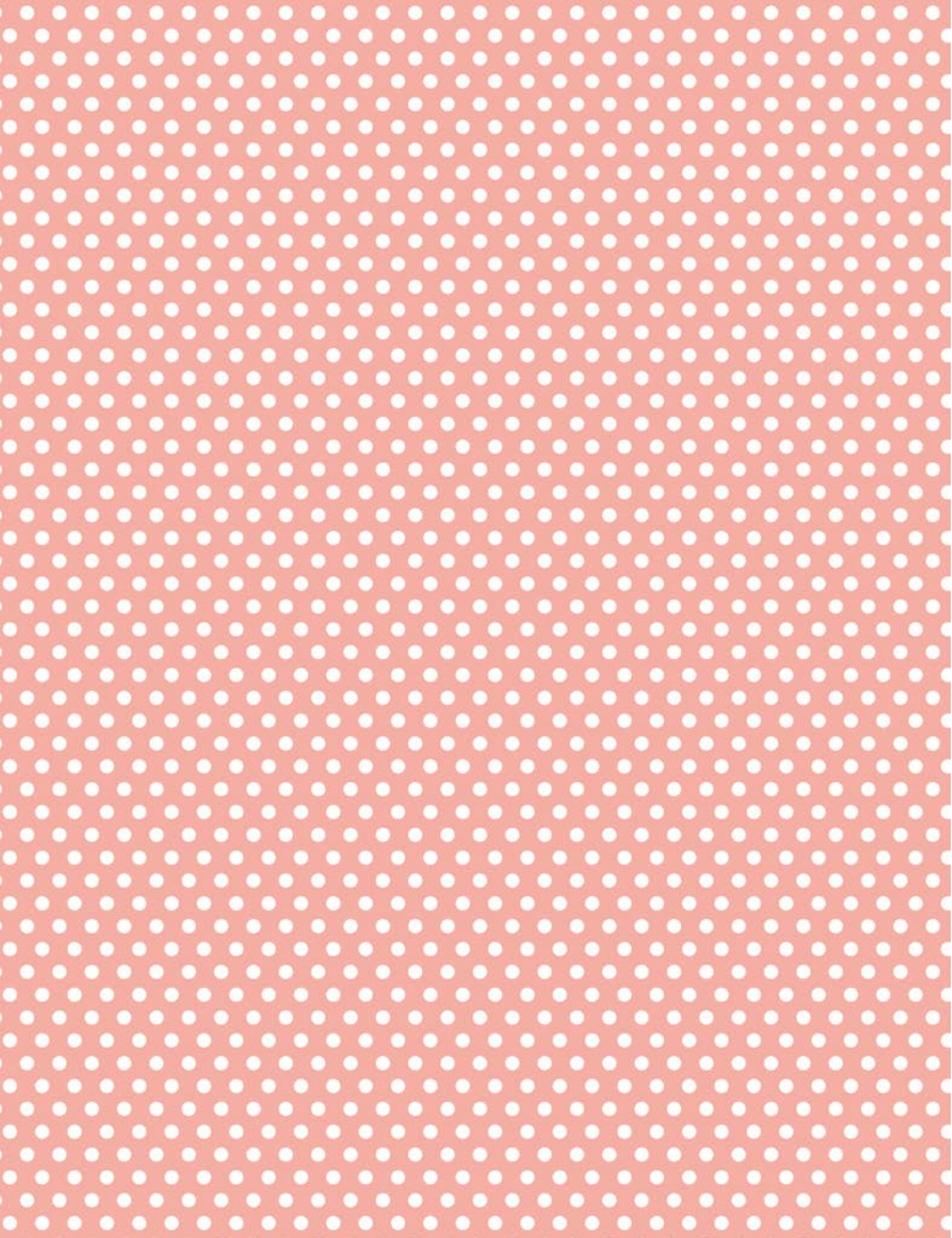
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Origin: _____

Number of Players: _____

Equipment: _____

Interesting Facts: _____



ATTACHMENT 3 – UNIT 3 – MEMORY GAME – PAGE 73

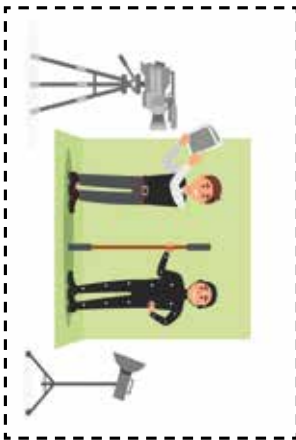
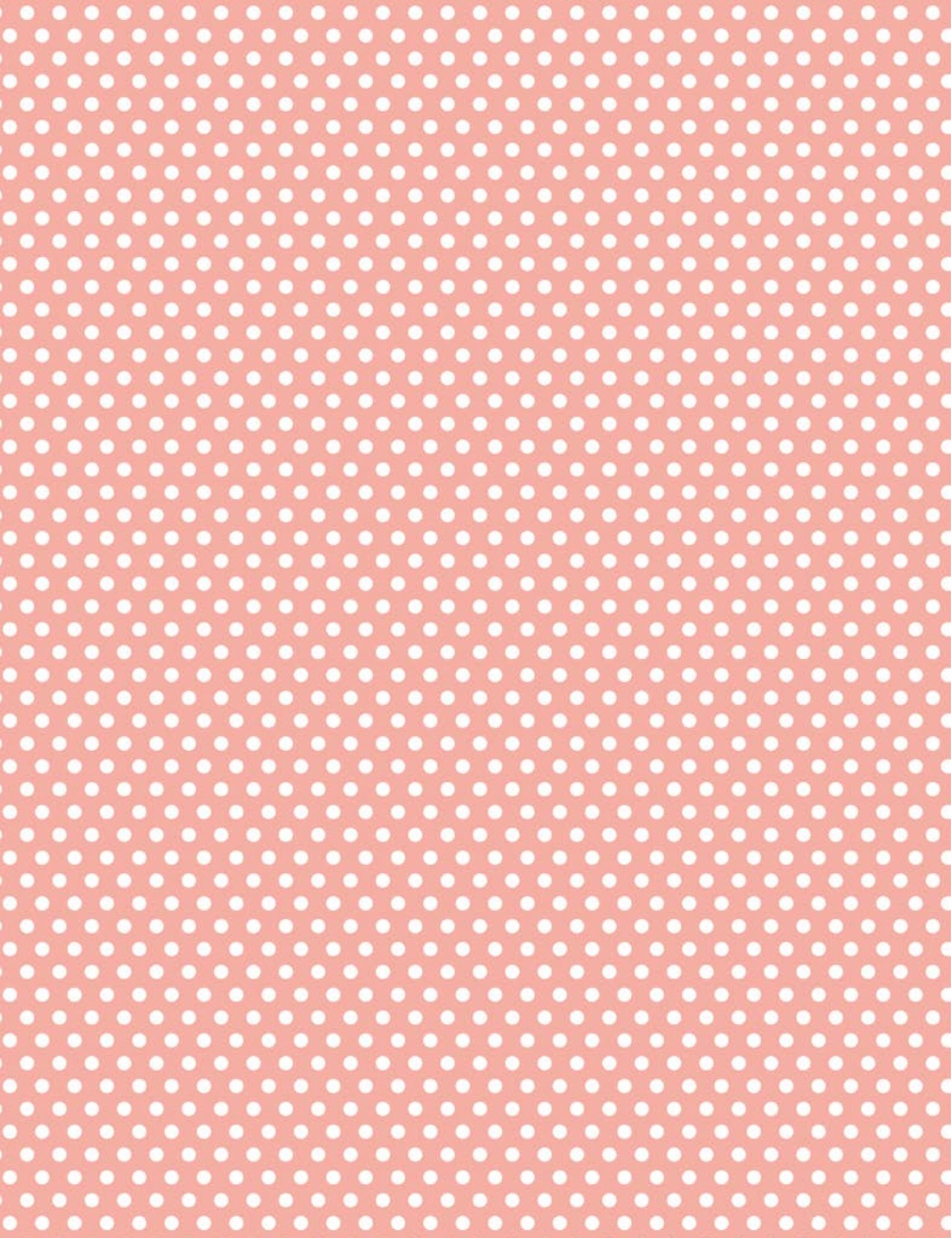


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ATTACHMENT 3 – UNIT 3 – MEMORY GAME – PAGE 73

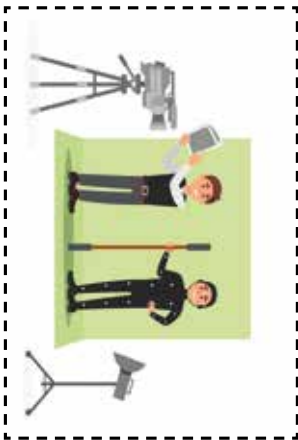
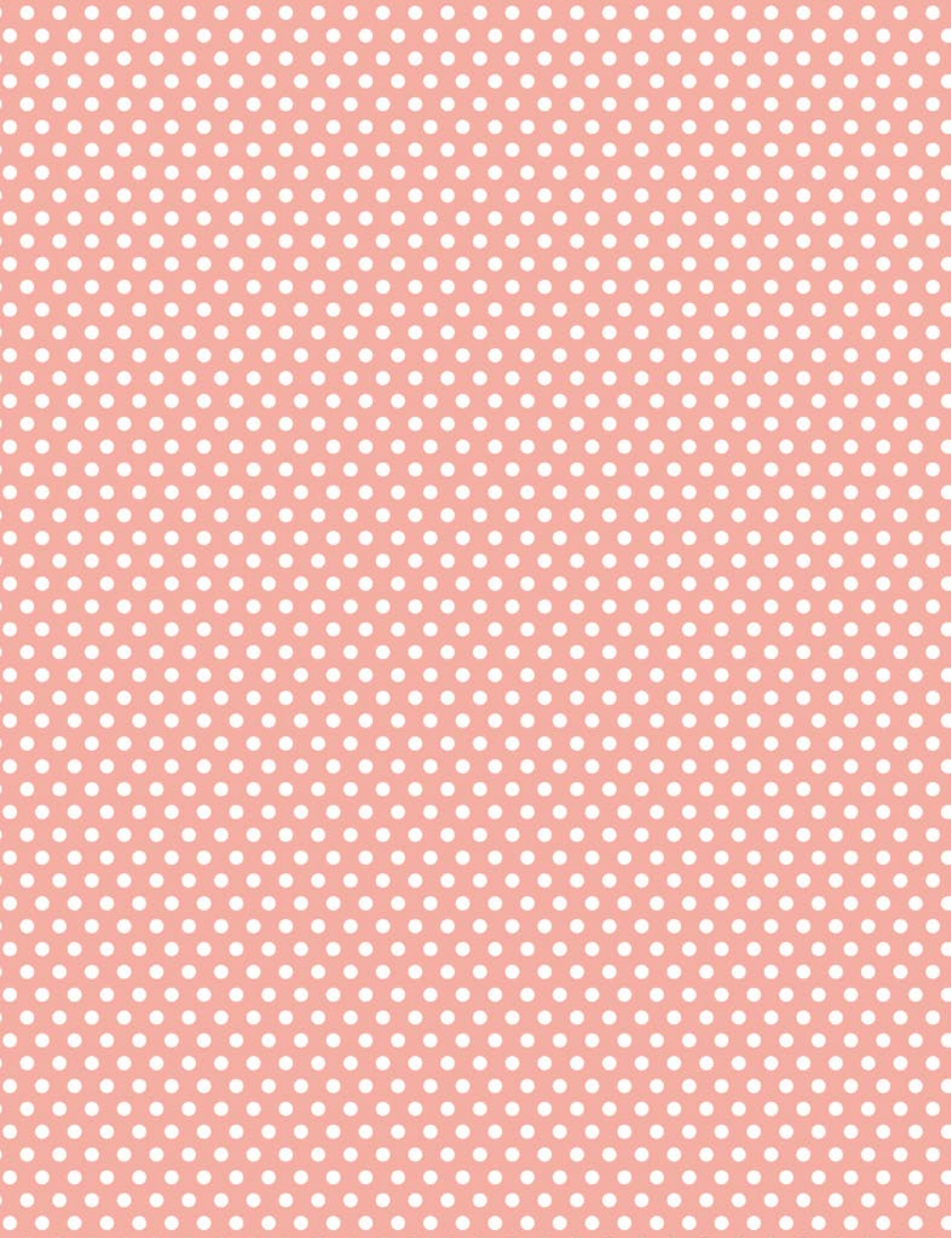


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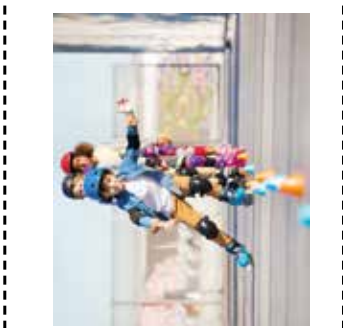
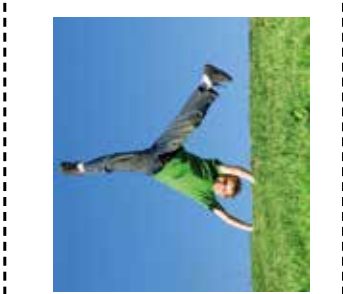
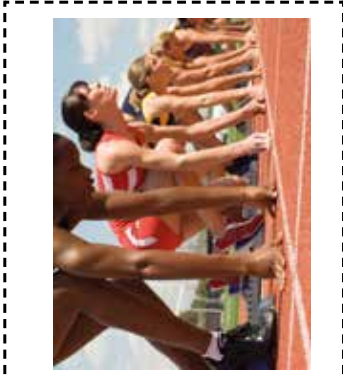
ATTACHMENT 4 – UNIT 4 – MEMORY GAME – PAGE 97

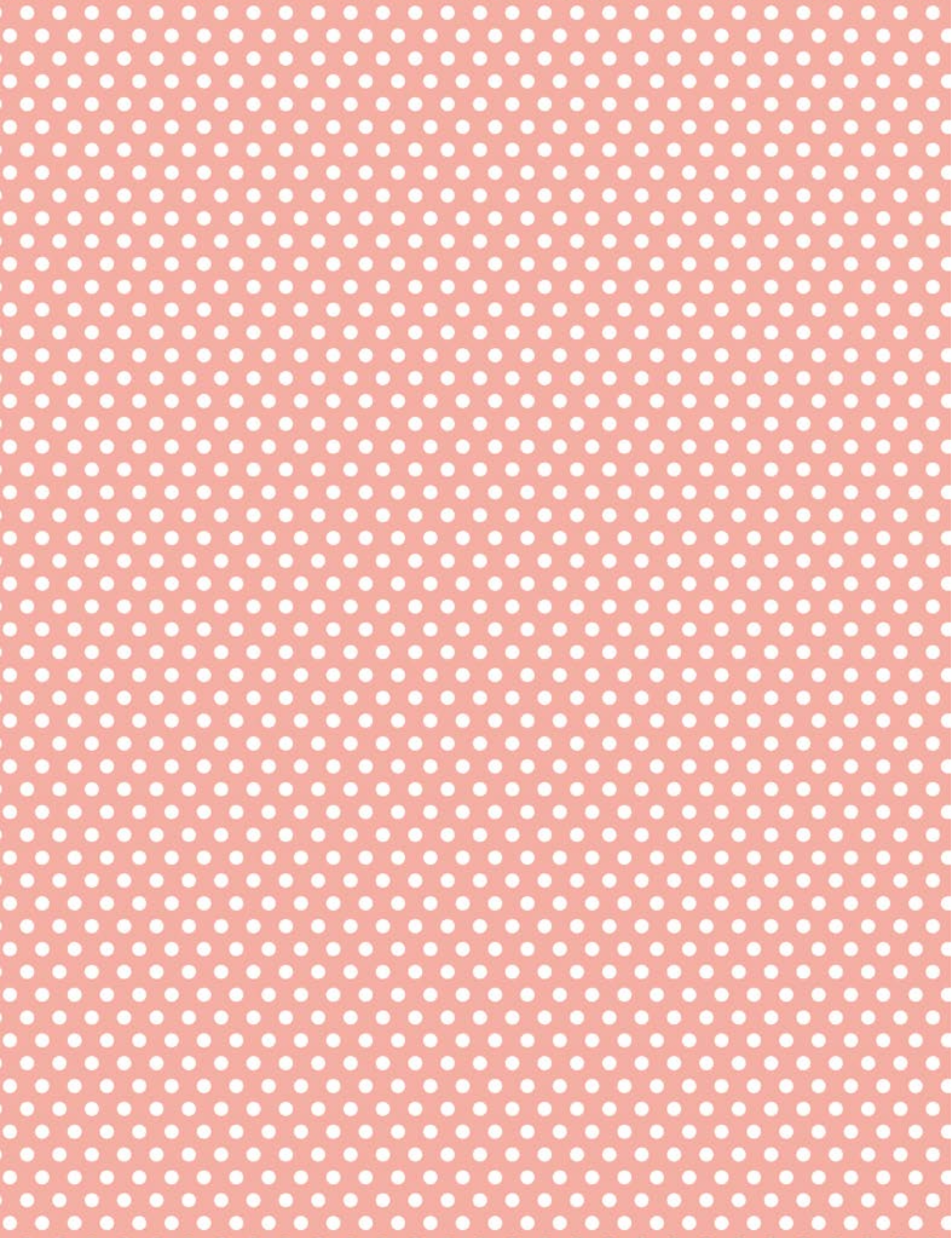
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ATTACHMENT 4 – UNIT 4 – MEMORY GAME – PAGE 97



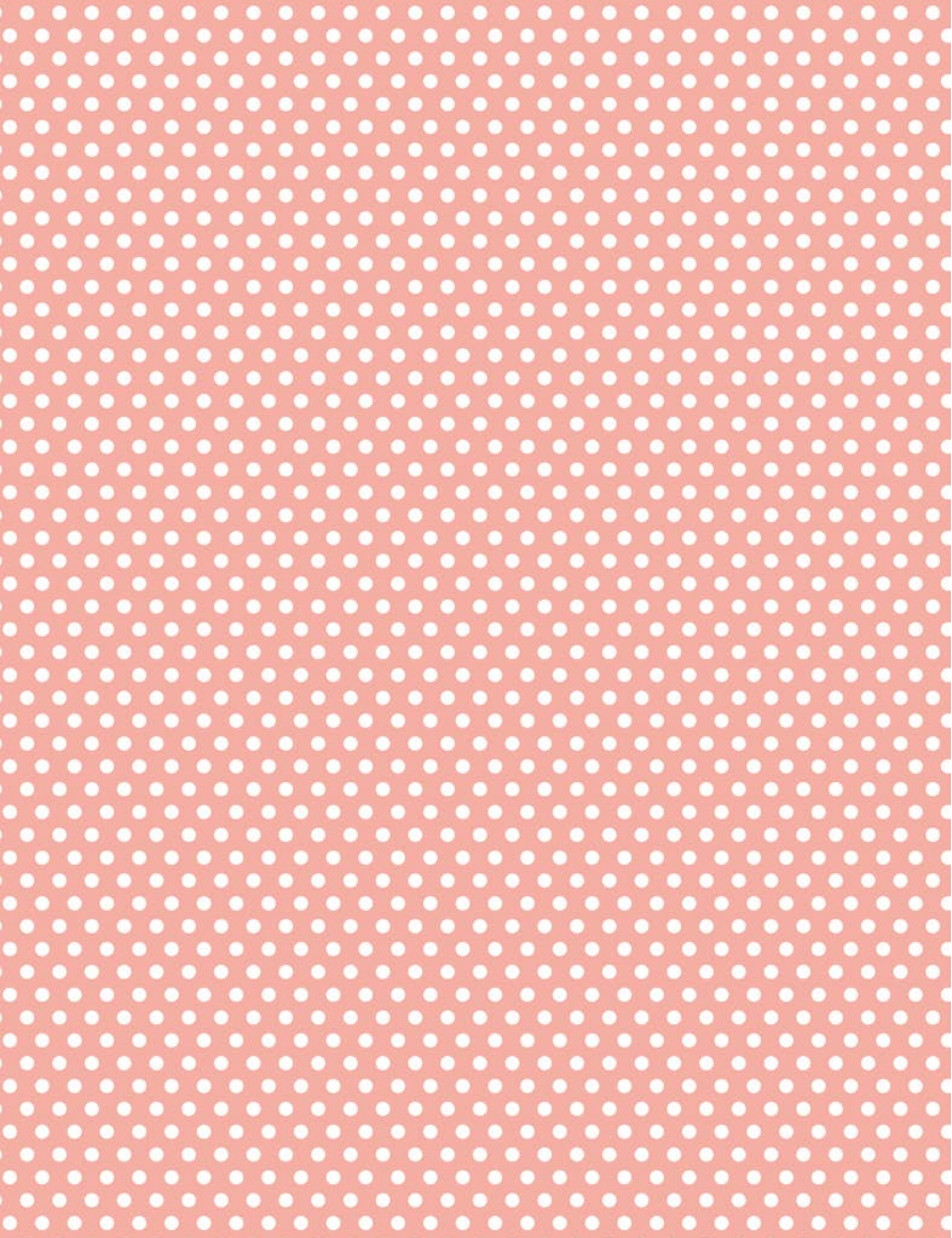
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Aline Frederick Santos

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