

Caderno da Cidade

# Saberes e Aprendizagens

## LÍNGUA INGLESA

**6º  
ANO**

ENSINO FUNDAMENTAL

2ª edição | revisada e atualizada



CURRÍCULO  
da CIDADE

SECRETARIA MUNICIPAL DE  
EDUCAÇÃO DE SÃO PAULO



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Caderno da Cidade

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**6<sup>o</sup>**  
**ANO**

**ENSINO FUNDAMENTAL**

2<sup>a</sup> edição

revisada e atualizada

São Paulo | 2026



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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**

# INDEX

## UNIT 1

### **THAT'S ME, THAT'S US!.....6**

LESSON 1 – AND THE CLASS BEGINS.....8

LESSON 2 – GET TO KNOW..... 11

LESSON 3 – WHAT ARE YOU LIKE?.....18

## UNIT 2

### **MYTHS AND LEGENDS!.....28**

LESSON 1 – AND THE CLASS BEGINS.....30

LESSON 2 – A MOVIE BASED ON A MYTH?.....34

LESSON 3 – MYTHS AND LEGENDS OF THE WORLD.....42

## **UNIT 3**

### **THE MUSIC IN US!.....54**

LESSON 1 – AND THE CLASS BEGINS.....56

LESSON 2 – A LANGUAGE THAT CONNECTS US.....59

LESSON 3 – A UNIVERSAL LANGUAGE.....68

## **UNIT 4**

### **LIVING AND LEARNING FROM WILDLIFE.....76**

LESSON 1 – AND NOW YOU KNOW IT!.....78

LESSON 2 – ANIMAL SCIENCE IS FUN .....80

LESSON 3 – ENDANGERED SPECIES.....85

# UNIT 1

## THAT'S ME, THAT'S US!

NESTA UNIDADE, VOCÊ VAI:

- conhecer estudantes da rede municipal de ensino por meio da leitura de perfis;
- reconhecer e valorizar a diversidade de pessoas e suas identidades;
- lembrar e usar expressões de *Classroom Language* durante as aulas;
- antecipar o assunto de um texto usando seus conhecimentos prévios de língua;
- apresentar a si e as pessoas, usando o presente simples em inglês, usando informações (nome, idade, origem, onde mora e atividades de lazer);
- descrever a si de acordo com suas características físicas;
- reconhecer que suposições de pessoas que não conhecemos podem não ser reais e gerar estereótipos ou preconceitos;
- escrever um perfil para um *yearbook* da turma.



An African-American student. New York, USA.  
Photo by Julia M Cameron.

## LESSON 1 - AND THE CLASS BEGINS



1 Let's review! Read the dialogues below and fill the blanks appropriately.

**CONVERSATION #1**

**CONVERSATION #2**

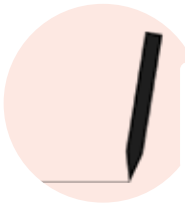
**CONVERSATION #3**

2 Look at the following pictures and write the instructions for each one.



 a) \_\_\_\_\_ and \_\_\_\_\_

b) \_\_\_\_\_ and \_\_\_\_\_
 


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c) \_\_\_\_\_ and \_\_\_\_\_

d) \_\_\_\_\_ and color.



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f) \_\_\_\_\_ the best option.

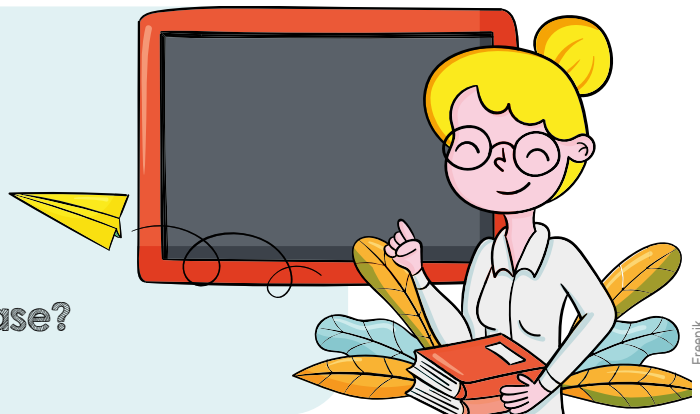
g) \_\_\_\_\_ in groups.



FlatIcon.com

3 Do you remember any of these Classroom Language expressions? Review with your teacher.

- What is the meaning of .....?
- How do you say... in English?
- How do you pronounce it?
- Can you repeat, teacher, please?



Freepik



## EXPLORE

- 1) What makes someone unique? Discuss with your classmates.

### IDENTITIES

- 2) Now compare your list to the word cloud made by a group of students. What do they have in common?

traditions likes dislikes family history  
community practices religion social groups  
age groups gender languages preferences  
cultural values ethnicity physical traits  
personality work origin nationality

3) Talk in groups.

- Quais características descrevem bem quem você é?
- Você acha que a identidade de uma pessoa muda? Consegue explicar o por quê?
- A língua é um importante aspecto da identidade de uma pessoa. Será que aprender outras línguas muda a identidade de alguém? Consegue explicar de que jeito muda?

## LESSON 2 – GET TO KNOW

### INTERACT AND LEARN

1 Read the posts below and tick the right answers.

a) What are they?

students profiles       instant messages

b) Where can we find this kind of text?

books       online platforms

c) What are they about?

personal information       school activities

My name is Noah Castro de Assis. I live in São Paulo with my mother, my brother and my two sisters. In my free time, I like to play video games, listen to music, read books and manga, watch anime and draw. I used to go to Parque da Juventude on the weekend, but because of the quarantine, I'm not going anywhere.

My name is Thamyris Fernandes Reis de Souza. I live in São Paulo with my mother, my grandmother, my aunt and my brother. In my spare time, I like to listen to music. On weekends, I watch series or movies with my mother.

My name is Matheus Carvalho Silva. I live in São Paulo with my mother, my dad and my brother. In my free time, I play video games. I usually watch TV and play football three times a week.

(Available at: Students' written production at EMEF Garcia D'Avila. Accessed on: September 20th, 2022)

2 Read the posts again and answer: who...

- a) likes music? \_\_\_\_\_
- b) lives in São Paulo? \_\_\_\_\_
- c) plays sports? \_\_\_\_\_
- d) has a brother? \_\_\_\_\_
- e) has siblings? \_\_\_\_\_
- f) likes things from Japanese culture? \_\_\_\_\_
- g) likes to read? \_\_\_\_\_

3 Read the explanations in Portuguese. What words in the previous posts do they refer to?

\_\_\_\_\_ : é uma animação desenhada à mão ou por computação gráfica do Japão. Fora do Japão e em inglês, refere-se à animação japonesa e especificamente à animação produzida no Japão. A palavra é a pronúncia abreviada de "animação" em japonês, onde esse termo se refere a qualquer animação, não importa o país.

(Based on: <https://pt.wikipedia.org/wiki>. Accessed on: August 29th, 2022).

\_\_\_\_\_ : significa "história em quadrinho" em japonês e vários dão origem a animes para exibição em televisão, em vídeo ou em cinemas, mas também há o processo inverso em que os animes tornam-se uma edição impressa de história em sequência ou de ilustrações. No Japão, pessoas de todas as idades leem essas histórias.

(Available at: <https://pt.wikipedia.org/wiki>. Accessed on: Aug. 29th, 2022).

\_\_\_\_\_ : tipo de programa televisivo com um número tecnicamente indefinido de emissões, chamadas episódios. Difere-se de uma minissérie justamente nesse quesito, pois esta última apresenta um número previamente determinado de episódios. Uma série de televisão pode ser ficcional ou baseada em fatos reais, podendo durar anos.

(Available at: <https://pt.wikipedia.org/wiki>. Accessed on: August 29th, 2022).

- 4 Circle **T** (true) or **F** (false).
- a) Noah likes to go to the park. **T / F**
  - b) Thamyris loves to draw and listen to music. **T / F**
  - c) In his free time, Matheus watches TV series. **T / F**
  - d) Matheus plays football during the week. **T / F**
  - e) Thamyris watches movies with her friends. **T / F**
  - f) Noah never reads books, only mangas. **T / F**

- 5 What about you? Talk in pairs.

**What do you have in common with Thamyris, Noah and Matheus?**

**Where do you live? Which neighborhood are you in?**

**What is your favorite free time activity?**

**Who would you like to be friends with: Noah, Thamyris or Matheus? Why?**

- 6 Now think about it:

- Por que será que Noah gosta de animes e mangás, produtos culturais típicos da cultura japonesa?

- Será que é preciso ser japonês para gostar de práticas ou produtos culturais do Japão?
- Que outros produtos ou práticas, de outras culturas, você conhece? Curte alguns deles?

## LANGUAGE STUDY

- 7 Estude a seguir, as frases extraídas dos *posts* e preste atenção nas palavras destacadas. Depois, responda:

I – “**My name is Noah** Castro de Assis.”

II – “**I live in São Paulo** with my mother....”

III – “In my free time, **I play video game.**”

IV– “On weekends, **I watch series or movies with my mother.**”

- a) Quais palavras indicam um estado ou uma ação?

- 
- b) Você observa uma sequência comum de informações nas frases?

- 
- c) Que informações parecem estar em uma sequência?
- 

- 8 Leia a explicação e depois faça as atividades 3 e 4.

## Estrutura de frases em inglês

Em inglês, geralmente uma oração apresenta a seguinte estrutura-base:

**subject** + **verb** + **complement**.

O **sujeito** é sempre alguém que faz a ação indicada pelo **verbo** ou, ainda, alguém, algo/ alguma situação caracterizada, descrita por esse verbo. A ordem desses elementos determina, em parte, nossa compreensão do que está sendo dito/expresso. Veja mais exemplos:

Subject	Verb	Complement
The teacher	lives	in São Paulo.
Sabrina and I	study	at EMEF Garcia D'Ávila.
We	are	in room 12 now.

Algumas informações podem ser acrescentadas no início ou no final de orações, especialmente quando elas se referem a quando (tempo) e onde (lugar) as ações aconteceram. Veja:

Time/Place	Subject	Verb	Complement
On weekends,	I	watch	series or movies with my mother.
In São Paulo,	people	like	to go to the park on the weekend.

## That's curious!

Assim como em português, podemos listar um conjunto de complementos sem precisar mencionar o sujeito repetidamente, usando vírgula ( , ) ou palavras que conectam ideias, por exemplo, “and” (e). Veja:

*In my free time, I like to play video games, listen to music, read books and mangas, watch animes and draw.*

9 Put the words in the appropriate order to make sentences.

a) loves - Harry Potter books - My sister

---

b) am - I - from São Paulo

---

c) My father - Bolivian - is

---

d) play - My friends and I - On weekends, - video games

---

- e) Justin Bieber all day long - My younger sister - listens to
- 

- 10 Complete the profiles with the words from the box.

**GRANDMOTHER - DANCE - TEACH - ARE - LIVE  
LUCAS - IPIRANGA - NAME - I - STUDY**

- a) “Hi! My name’s \_\_\_\_\_ and I live in \_\_\_\_\_, with my dad and my \_\_\_\_\_. I \_\_\_\_\_ at EMEF Duque de Caxias. My favorite subjects \_\_\_\_\_ History and English.”
- b) “My \_\_\_\_\_ is Sofia and I am in the 6th grade. I \_\_\_\_\_ near the school where I study. I love to \_\_\_\_\_, read comics, like “Turma da Mônica” and play video games.”
- c) “Welcome, students! I’m teacher Luciana and I \_\_\_\_\_ English to the 6th grade at EMEF Gilberto Dupas. \_\_\_\_\_ live with my son, Marcelo, and my dog, Marola.”

- 11 In groups, share information about you. Use the previous examples to help you.

- (name) = \_\_\_\_\_
- (neighborhood) = \_\_\_\_\_
- (likes / school subjects) = \_\_\_\_\_
- (favorite free time activities) = \_\_\_\_\_
- (favorite colors) = \_\_\_\_\_

## EXTRA PRACTICE

Let's play *Snakes and Ladders*! Follow the steps.

- 1) Form teams. Decide the sequence to play and who will start.
- 2) Before you start, remember the vocabulary of the categories below:

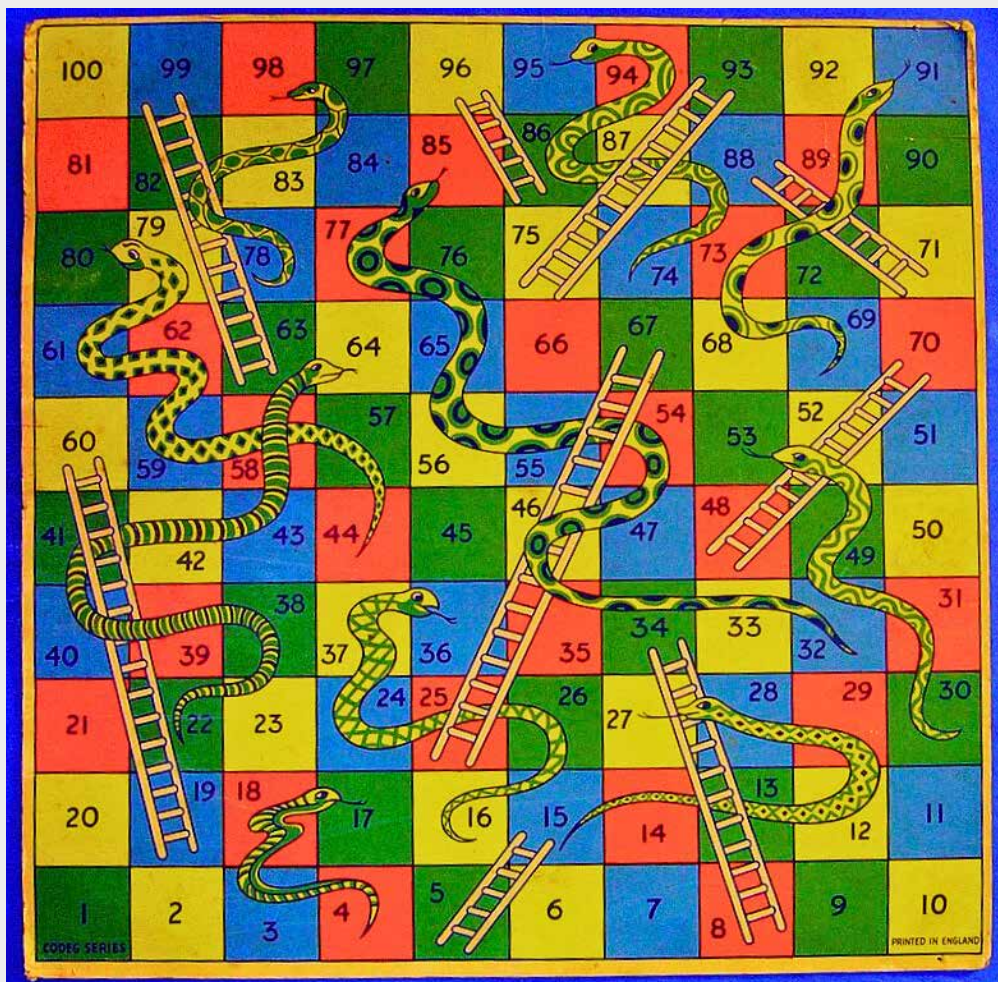
**GREEN** = English instructions

**YELLOW** = family members

**RED** = school subjects

**ORANGE** = free time activities

- 3) Roll the dice and move your game piece. Say a word from the color category you have landed on. If it is right, you get one point. If it is wrong, you don't get a point.
- 4) The first one to finish with the highest points is the winner.



## LESSON 3 – WHAT ARE YOU LIKE?

### RESEARCH AND SHARE

1 People are so different! Look at the picture and find a person...

- ( ) with a beard and wearing a green sweater.
- ( ) with long curly hair, wearing a purple t-shirt.
- ( ) with long straight blond hair, wearing a red t-shirt.
- ( ) with short grey hair.
- ( ) with a fringe wearing glasses.
- ( ) wearing a pony tail.
- ( ) wearing glasses and a grey jacket.
- ( ) with a whitish beard, wearing a black shirt and a tie.



- 2 Listen to your teacher say the numbers out loud and repeat. Then, tell your classmates how old you think these people are.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

I guess he / she is \_\_\_\_\_

- 3 Now read about an experiment for a video series called “Reverse Assumptions”, produced by Soulpancake.

“We are all conditioned with certain biases. In this experiment, we challenged these biases by asking people to make assumptions about their partner’s appearance without ever actually seeing their partner. When they flipped around to finally face each other, they were shocked by how wrong they were.”

## Vocabulary Help

**bias:** preconceito

**assumptions:** suposições

**without:** sem

**actually:** na verdade

**flip around:** virar-se

- 4 Listen to part of the experiment. Four twins make assumptions about one another. What do they talk about? Choose the appropriate options.

- a) ( ) state/city they are from.
- b) ( ) the school they go to.
- c) ( ) their ethnicity (African American).
- d) ( ) school subjects they like.
- e) ( ) the clothes they are wearing.
- f) ( ) physical characteristics.
- g) ( ) their age.
- h) ( ) their religion.

- 5 Listen to 2 of the twins again and circle the information you've heard.

I – Harley (about Araiya): **You are / You are like** from California and that you have **short / curly** hair and that you're **African / Asian** American and that you're wearing a **purple / pink** shirt. I think you are around 10 or **11 / 12**.

II – Copper (about Katherine): Well, Katherine, I think that you have black or **brown / blond** hair. I also think you may be American and you're wearing a **t-shirt / dress**. You're **11 to 13 / 12 to 14** years old.

- 6 Talk in groups.

- What do you look like?
- Do you look like anybody in your family? If so, who?

### Language Tip

**like (verb):** gostar

**like (preposition):** como, semelhante a

### Useful Language

- I have long curly hair and brown eyes.
- I'm African Brazilian / Bolivian.
- I think I look like my dad. / People say I look a lot like my mother.



## THINK CRITICALLY!

In groups, discuss:

- O que as pessoas que não lhe conhecem bem podem supor/presumir sobre você?
- Qual o problema em fazer suposições sobre as pessoas que não conhecemos ou que não conhecemos muito bem?
- O que você conclui sobre isso?

## LANGUAGE STUDY

- 7 Nesta unidade, você leu perfis de estudantes da nossa rede municipal de ensino. Analise os perfis novamente e responda: quais as características de um perfil? Assinale abaixo.
- ( ) iniciam com o nome da pessoa.
  - ( ) apresentam alguns dados pessoais (endereço, telefone, por exemplo).
  - ( ) caracterizam a pessoa com informações gerais sobre família e interesses pessoais, por exemplo.
- 8 Um *profile* apresenta informações sobre uma pessoa. Que informações podem estar presentes em um *profile*? Assinale a seguir.
- ( ) talents/skills
  - ( ) dislikes
  - ( ) personality traits
  - ( ) dreams/goals
- 9 Write your profile. Plan what you are going to write following these questions.
- What information is necessary? What information is optional?
  - What would you like to include in your profile to characterize you?





## COLLAB AND CREATE!

- 1) Do you know what a yearbook is?
- 2) Now read the definition from a online dictionary and answer: is this a tradition in our school life?

### Anuário

Um anuário é um livro publicado uma vez por ano e tem por objetivo registrar, destacar e comemorar um ano passado por um grupo de estudantes em uma escola. É uma produção bastante comum em escolas norte-americanas, australianas e canadenses .

(Baseado em: Disponível em: <<https://educalingo.com/pt/dic-en/yearbook> > Acesso em: 23 out. 2022)

- 3) What about producing a yearbook? How can we make it? How do we begin?



Photo 111517147 | Yearbook © Oleg Dudko | Dreamsstime.com

### Follow the steps

#### Planning

- a) Decide if the book is going to be printed or online.
- b) The yearbook is like an album with memorable moments. What information do you think you can include?
- c) The book can be organized into sections. Which sections would you like to have?

## Producing

d) The book has a cover and front pages. Think about this:

*What can you write on these pages?*

*What about the style?*

e) You can begin the yearbook with the identification of your school. What can you say about the school? Can you make and include photos of it?

f) Next, you can include the teachers and students' profiles. Review your profile and think:




*Would you like to change anything in it?*

*What about the photos for your profile? Who is going to take them?*



## MY LEARNING PROGRESS

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

I CAN...			
use expressions related to Classroom Language.			
understand specific information in personal profiles.			
anticipate information in a text before reading it.			
introduce myself, saying my name, age, origin (nationality), where I live and favorite free time activities.			
describe some personal physical characteristics.			
produce a personal profile.			
understand that assumptions we make about people are not always true and we need to respect people's diversity.			

2) Caso tenha assinalado, para algum item, a terceira coluna, como você acha que pode melhorar sua aprendizagem nesse item?





## VOCABULARY LOG

**WORD:**

**Equivalent(s) in Portuguese:**

**Part of speech:** ( ) noun ( ) verb ( ) adjective ( ) other: \_\_\_\_\_

**Synonyms:**

**Example(s) in context:**

**WORD:**

**Equivalent(s) in Portuguese:**

**Part of speech:** ( ) noun ( ) verb ( ) adjective ( ) other: \_\_\_\_\_

**Synonyms:**

**Example(s) in context:**

**WORD:**

**Equivalent(s) in Portuguese:**

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**Synonyms:**

**Example(s) in context:**

**WORD:**

**Equivalent(s) in Portuguese:**

**Part of speech:** ( ) noun ( ) verb ( ) adjective ( ) other: \_\_\_\_\_

**Synonyms:**

**Example(s) in context:**

# UNIT 2

## MYTHS AND LEGENDS

NESTA UNIDADE, VOCÊ VAI:

- usar expressões de *Classroom Language* para interagir com o professor e colegas em inglês;
- ler texto expositivo sobre lendas e mitos de diferentes culturas e sinopse de livro;
- identificar o objetivo de um texto fazendo reconhecimento de sua estrutura/*layout*;
- ouvir o trecho de um filme;
- conhecer a organização de um dicionário bilíngue;
- reconhecer contWextos de uso e forma do presente simples;
- investigar lendas e mitos brasileiros e compartilhá-los;
- produzir um texto expositivo sobre uma lenda um mito brasileiro.





Imagem: < [https://cidadelesaopaulo.com/vivo-contenit/uploads/2022/03/Beco\\_Batman\\_Semana22-Foto\\_Daniel\\_Deak-37.jpg](https://cidadelesaopaulo.com/vivo-contenit/uploads/2022/03/Beco_Batman_Semana22-Foto_Daniel_Deak-37.jpg) > Acesso em: 22 set. 2022

Beco do Batman. Vila Madalena. São Paulo.  
Foto: Daniel Deák/SPTuris.

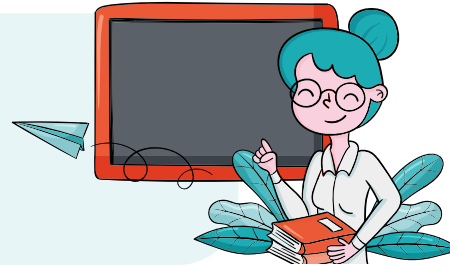
# LESSON 1 - AND THE CLASS BEGINS

- 1 Read the conversations below. Use the expressions in the box and complete them appropriately.

Remember to do the homework

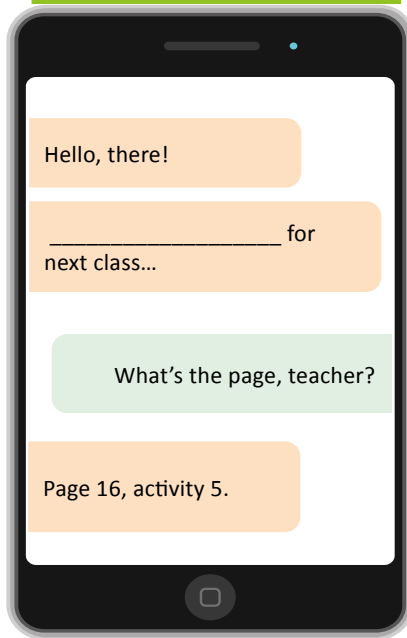
What's the problem?

Thanks, teacher!

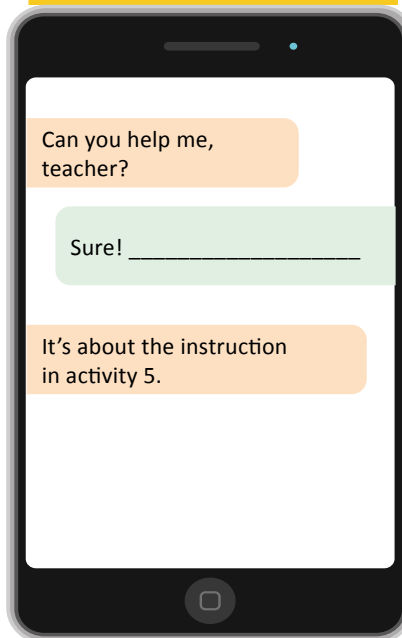


- 2 Look at the following pictures, and choose the best answer.

### CONVERSATION #1



### CONVERSATION #2



### CONVERSATION #3



**ANSWER - ASK - CIRCLE - LOOK UP - ORGANIZE - UNDERLINE**



a) \_\_\_\_\_ the questions.

b) \_\_\_\_\_



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c) \_\_\_\_\_ the sequence to make a conversation.



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d) \_\_\_\_\_ the word you've heard.



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e) \_\_\_\_\_ the appropriate expression.



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f) \_\_\_\_\_ the words in the dictionary.



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3 Let's review the alphabet in English? Listen and write.

<b>A</b> is for ....	<b>B</b> is for ....	<b>C</b> is for ....	<b>D</b> is for ....
<b>E</b> is for ....	<b>F</b> is for ....	<b>G</b> is for ....	<b>H</b> is for ....
<b>I</b> is for ....	<b>J</b> is for ....	<b>K</b> is for ....	<b>L</b> is for ....

<b>M</b> is for ....	<b>N</b> is for ....	<b>O</b> is for ....	<b>P</b> is for ....
<b>Q</b> is for ....	<b>R</b> is for ....	<b>S</b> is for ....	<b>T</b> is for ....
<b>U</b> is for ....	<b>V</b> is for ....	<b>W</b> is for ....	<b>X</b> is for ....
<b>Y</b> is for ....	<b>Z</b> is for ....		

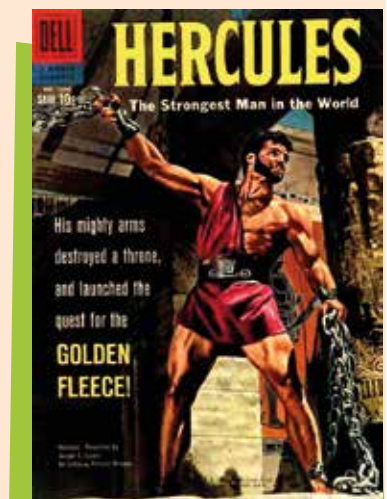
How do you spell it?

E-N-G-L-I-S-H.



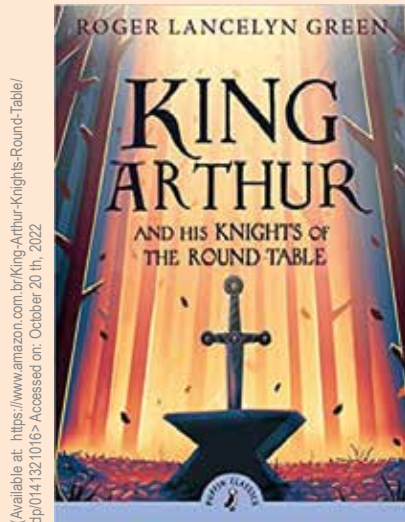
## EXPLORE

- 1) Look at the picture and choose the correct option.
  - a) What is it?
    - a book cover
    - a magazine cover
    - comic book cover
  - b) What is the story about?
    - a modern Greek myth
    - an ancient Greek myth
  - c) What do we know about Hercules?
    - he has physical strength
    - he is very smart

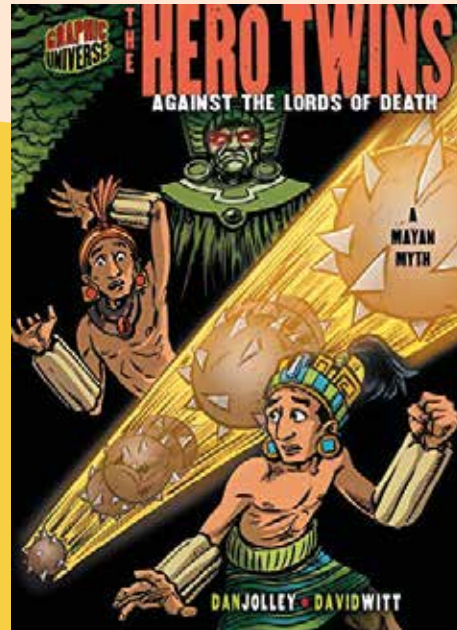


Comic book cover - 1958.

- 2) Now look at these covers. Are you familiar with these stories? Do you think the characters look like Hercules? Explain.



Book cover. King Arthur and his Knights of the Round Table.2008.



Graphic novel. The Hero Twins against the Lords of Death. 2013.

- 3) Greek mythology is full of narratives involving gods, semi-gods (like Hercules), monsters and creatures. Have a look at the picture below: do you recognize the characters and the story?



Statue of Perseus, holding Medusa's head. Benvenuto Cellini, 1554.

4 Now, talk in groups.

- Você já leu ou assistiu algum filme/série relacionado às histórias mitológicas (envolvendo as aventuras de Hércules, Perseu ou do Rei Artur)?
- Você conhece histórias de mitos ou lendas de outras culturas (ou países)? Se sim, quais? Como você as conheceu?

Na página inicial desta unidade, você explorou a imagem do Beco do Batman. O que pode haver em comum entre esse super-herói e Hércules?

## LESSON 2 – A MOVIE BASED ON A MYTH

### INTERACT AND LEARN

1 Look at the following posters and answer:



a) What do they have in common?

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---

b) What is different?

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---

c) Do you know their stories?

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2 These characters are related to the adventures of Perseus. Who are they? Do some research to find out.

a) Zeus

b) Poseidon

c) Athena

- 3 You are going to watch a scene from *Percy Jackson and The lightning Thief*, when Annabeth meets Medusa. But first, match the descriptions to the characters' names.
- a) Percy                      ( ) Cursed by Athena and having serpents instead of hair, this monster has the power to turn people into stone when they look at her.
- b) Annabeth                 ( ) This is Percy's best friend in the world. He is a satyr (half-man creature).
- c) Medusa                    ( ) He is a semi-god. His father is Poseidon, God of the Seas.
- d) Grover                    ( ) This is Percy's friend and sometimes competitor. She is the daughter of Athena, the Goddess of Wisdom. Her father is Zeus.
- 4 Now watch a movie snippet (from the beginning to 1'58", with sound off). Answer your teacher's questions.
- 5 Who said what? Write **M** for Medusa and **A** for Annabeth. Then listen again to check it out.
- a) ( ) Come on... Sneak a peek.                      d) ( ) Don't look!
- b) ( ) How do you know me?                         e) ( ) Well, this is a fabulous surprise.
- c) ( ) That's why I create my statues. They're my only company, daughter of Athena.                      f) ( ) You have such beautiful hair. I once had a hair like that.

### Language Tip

**Sneak a peek:** dar uma olhadinha

- 6 Ouça as falas da Medusa novamente. O que você percebe no modo como ela fala? De que forma esse jeito de falar caracteriza Medusa?
- 7 Now discuss in groups:
- Por que você acha que histórias mitológicas tão antigas são recontadas/adaptadas nos dias de hoje?
  - O que podemos aprender com esse tipo de narrativa, envolvendo as aventuras de heróis e suas lutas?



## CULTURAL NOTE

Para saber mais sobre **a história de Perseu**, acesse:

<https://educacaopublica.cecierj.edu.br/artigos/2/1/o-mito-de-perseu#:~:text=Perseu%20era%20um%20filho%20de,afastou%20todos%20os%20seus%20pretendentes> (Acesso em: 20 de outubro de 2022).

## LANGUAGE STUDY

- 8 Leia os fragmentos a seguir, retirados dos textos e atividades anteriores. Analise as palavras em destaque e responda as perguntas a seguir.

I - “(...) this monster **has** the power to turn people into stone when **they** look at her”.

II - “**You have** such beautiful hair!”

III - “**They’re** my only company (...)”

IV - “**He is** a semi-god. **His** father **is** Poseidon, God of the Seas”.

V - “(...) **She is** the daughter of Athena (...) **Her** father is Zeus”.

- a) Qual a função das palavras em **negrito**? A que elas se referem?
- 
- b) Qual o equivalente em português das palavras em **laranja**? A qual verbo elas se referem? Que ideia esse verbo indica?
- 
- c) Qual o significado de “his” e “her”? Observando a palavra que segue his/her, qual a função de his/her em relação a essa palavra?
- 
- d) O que há de diferente e semelhante entre as palavras em **azul**?
- 
- e) Sobre a diferença que você apontou no item **d)**, por que você acha que isso acontece? Observe as frases abaixo para ajudar você a pensar nessa resposta.

**Medusa** **has** the power to turn people into stone....

**She** **has** the power to turn people into stone (...). **She** **is** a powerful monster.

- 9 A partir das suas conclusões na atividade 8, complete os espaços na explicação a seguir. Na coluna **Examples**, escreva os seus próprios nas linhas em branco.

## THE PRESENT SIMPLE

### Affirmative form

#### Contexts of use

Usamos o presente simples em inglês para expressar diferentes ideias, por exemplo:

- descrever rotinas diárias, hábitos ou costumes;
- dar informações pessoais, por exemplo, o nome, a idade, a origem etc.;
- indicar preferências e gostos;
- apresentar pessoas (*This is Annabeth, my friend*) e explicar relações entre elas;
- descrever personagens e enredos de histórias.

## Structure

Verbos conjugados no presente simples têm, geralmente, duas formas – com exceção do verbo ser/estar (verb to be), que tem três formas: am, is e are.

As formas verbais mudam de acordo com o sujeito (a quem o verbo está relacionado, expressando uma ideia). Observe na tabela a seguir:

Subject Pronouns	To be verb	Other verbs	Examples
I	am	look, have, create, like	<i>I am / I'm 12 years old.</i> _____
You	are	look, have, create, like	<i>You look great today!</i> _____
He, She, It	is	has, looks, creates, likes	<i>Medusa creates statues.</i> _____
We	are	look, have, create, like	<i>My friends and I like playing video games.</i> _____
They	are	look, have, create, like	<i>Annabeth and Percy are good friends.</i> _____

## Possessive Adjectives

Em inglês, usamos **adjetivos possessivos** para indicar diferentes ideias em relação a um objeto, situação, pessoa (indicado por um substantivo).

## That's curious!

Em inglês, **you** significa “você” ou “vocês”; ou seja, é singular e plural. Também existe diferença entre “ele” ou “ela”: no caso de pessoas, há dois pronomes: **he** ou **she**; no caso de objetos, lugares e animais (que não são parte da nossa família), usa-se um pronome neutro: **it**. O pronome **they** também é neutro, podendo representar o plural para tudo: “eles”, “elas”.

Aliás, as pessoas que se identificam como não binárias podem preferir que usemos o pronome neutro **they**, para nos referimos a elas. Por isso, é sempre bom perguntar para as pessoas como preferem ser identificadas ao usarmos pronomes.

E em português, como será?

Observe a tabela e complete os exemplos.

Subject Pronoun	Possessive Adjective	Example
I	My	<i>My name is Luiza.</i>
You	Your	<i>Your t-shirt is very pretty.</i>
He	His	<i>His dog is so sweet.</i>
She	Her	<i>Her mother works in a school.</i>
It	Its	<i>I can't find the school. Its address is wrong.</i>
We	Our	<i>Our teacher's name is Tatiana.</i>
They	Their	<i>Their dance group is awesome.</i>

- 10 Read the descriptions of some of the characters from Percy Jackson's book series. Complete the gaps with the appropriate subject pronoun or possessive adjective.

**Tyson:** he is Percy's brother and a cyclop. Percy doesn't know Tyson is \_\_\_\_\_ brother until he goes to Meriwether Prep school.

**Sally Jackson:** \_\_\_\_\_ is Percy's mother and a mortal. In order to protect Percy from attracting monsters, she married Gabe, but \_\_\_\_\_ husband is not really nice to them.

**Luke Castellan:** In the first book, Luke is Percy's friend, but then becomes \_\_\_\_\_ enemy. In the last book, \_\_\_\_\_ become friends again.

- 11 Read the synopsis of book 2 - *Percy Jackson & the Olympians: The Sea of Monsters*. What is the main conflict in it? Then choose the appropriate verb form.

### Book 2 - The Sea of Monsters

The magical borders of Camp Half-Blood **start / starts** to fail as soon as Thalia's tree gets sick. Percy and his friends **has / have** now little time to discover the only powerful magical item that can save the camp against the sea monsters. In order to do that, they **have / has** to sail into the Sea of Monsters. On the way, Percy **need / needs** to plan an operation to rescue Grover, his friend. Percy **finds out/ find out** a terrible secret about his own family and wonders if being the son of Poseidon is an honor or a curse.

(Based on: <https://rickriordan.com/book/the-sea-of-monsters/>> Accessed on: October 20th, 2022)

### Vocabulary Help

**find out:** descobrir  
**curse:** maldição  
**rescue:** resgatar

## EXTRA PRACTICE

- 1) Do you know how to use a bilingual dictionary? How is it organized? Let's find out by playing a quiz game. Then, count your points and check your score at the bottom of the page.



## English Bilingual Dictionary

1

QUANTAS PARTES HÁ EM UM DICIONÁRIO BILÍNGUE?

- a. Two.
- b. Three.
- c. One.

2

SE VOCÊ QUISER SABER A DEFINIÇÃO DE UMA PALAVRA EM INGLÊS, QUE PARTE DO DICIONÁRIO VOCÊ DEVE CONSULTAR?

- a. Portuguese to English.
- b. English to Portuguese.

3

E SE VOCÊ QUISER SABER O EQUIVALENTE DE UMA PALAVRA EM PORTUGUÊS PARA O INGLÊS, QUE PARTE DO DICIONÁRIO DEVE CONSULTAR?

- a. English to Portuguese.
- b. Portuguese to English.

4

COMO ESTÃO ORGANIZADAS AS PALAVRAS EM CADA PARTE DO DICIONÁRIO?

- a. In alphabetical order.
- b. From the shortest to the longest word.

5

QUE INFORMAÇÕES UM DICIONÁRIO BILÍNGUE IMPRESSO PODE APRESENTAR, PARA ALÉM DAS DEFINIÇÕES? ASSINALE TODOS OS ITENS QUE VOCÊ ACHAR VERDADEIROS.

- a. list of words organized by topics, e.g. numbers and their written forms, countries and nationalities.
- b. abbreviations used in the dictionary.
- c. short cultural notes.
- d. pictures or illustrations.
- e. vocabulary exercises.
- f. tips to learn English using a dictionary.

- 12 Let's use a bilingual dictionary and play "The Flash". Follow the steps.
- Listen to the word in Portuguese said by your teacher.
  - Look it up. Raise your hand as soon as you find it.
  - At your teacher's request, go to the board and write the equivalent you've found in the dictionary.
  - Now, listen to the word in English said by your teacher.
  - Look it up. Raise your hand as soon as you find it.
  - At your teacher's request, read the definition you've found.
- 13 Você descobriu algo interessante sobre alguma das palavras que seu professor pediu para pesquisar? O quê? Compartilhe com seus colegas.

**PLAY***verb*

- jogar
- brincar
- tocar (um instrumento musical)

*noun*

- jogo
- brincadeira

## LESSON 3 – MYTHS AND LEGENDS OF THE WORLD

### RESEARCH AND SHARE

- 1 What is the difference between a myth and a legend? Read below and find out.

**LEGENDS** are stories based on real people, living in a specific place, or events in history. As time goes by, people may change these stories or exaggerate them.

**MYTHS** are stories that explain events in nature, for example, how the world began, or why the seasons change. They are based on religion and may include gods and supernatural beings.

(Based on: <https://earth.google.com/web/@22.8098985,56.44280346,-705.32058028a,17282606.2287d,35y,10.0767616h,0t,0r data=CjASLhlgM2Y0NzQ2NDc0MmW11MTFIO GlyZTJkMzdkYTU5MmE0MmEiCnZveV9zcGxhc2g> > Accessed on: October 20th, 2022.)

- 2 Which Brazilian legends or myths do you know?
- 
- 
- 3 There are many myths and legends in different cultures around the world. Let's research!
- Explore "Myths and Legends from around the world" on Google Earth website to visit the places on the map and check what stories in different cultures are mentioned.
  - Choose one to read about. Where is it from? What is it about? Share with your classmates.
- 4 Work in pairs. Choose a story to read from the options below and fill in the required information in Portuguese. Use the vocabulary box to help you with the underlined words. Use a dictionary to look up the words in blue.

## The Hero Twins Myth

*One Hunahpu* and *Seven Hunahpu* are twin boys who love to play a Mayan ball game. But this annoys the Lords of Death because they make a lot of noise when they play. So, the Lords of Death send the boys to the underworld where the gods live (called Xibalba) and the twins have to go through several tests. The Lords of Death play tricks making the boys fail the tests, and they die.

Dead in the underworld, One Hunahpu has a child with one of the Maya goddesses and the hero twins are born: *Hunahpu* and *Xbalanque*. Like their father and uncle, the hero Twins are very good at playing ball and they make noise when they play. Again, this irritates the Lords of Death and they order the twins to come to the underworld to play a ball game.

The Hero Twins go to the underworld but now they know the gods' tricks and the twins pass all the tests. The Lords of Death finally lose the ball game and the hero twins are the winners. The Lords are furious and tell the boys to jump into an oven. The boys obey but this is part of their secret plan: when the gods throw their ashes into the river, the boys will come to life again as catfish and sometime later, become the Hero Twins again.

Now the Hero Twins have many powers of the gods. They can kill things and make them come back from the dead.

(Based on: [https://www.ducksters.com/history/maya/hero\\_twins\\_maya\\_mythology.php](https://www.ducksters.com/history/maya/hero_twins_maya_mythology.php) . Accessed on: October 20, 2022)

## King Arthur and the Knights of the Round Table

This is a very old story passed on orally through generations with many versions. Generally, the legend revolves around King Arthur, Queen Guinevere, the knights of the Round Table, and mystical elements such as Excalibur (Arthur's fabled sword) and Avalon (a magical island).

Arthur is the first-born son of King Uther Pendragon. The King has a counselor called Merlin, who is a magician and a very wise man. Because of this, the King sends Arthur to live with Merlin, to learn from him. Arthur's father dies and people believe the next king would be able to pull the sword Excalibur out of a stone. Many knights have tried but they couldn't remove the sword. Arthur is only a boy, but he can easily draw out the sword, so he proves he has the right to the throne and be the new King.

King Arthur expands his conquests far and wide. But he has enemies such as a traitorous knight called Mordred, who rebels against him. The King fights against Mordred in a great battle. Arthur kills him, but is also seriously wounded. A witch called Morgan le Fay takes the King to the Avalon island to heal him. Legend says Arthur will return one day to his Kingdom.

(Based on: <https://storiestogrowby.org/king-arthur-and-sir-gawain-knights-of-the-round-table-legend-stories/>; <https://kids.britannica.com/kids/article/Arthurian-legend/352787> . Accessed on: October 20th, 2022)

### Vocabulary Help

**twins:** gêmeos

**goddesses:** deusas

**annoy:** irritar

**fail:** fracassar

**later:** mais tarde

**ashes:** cinzas

**knights:** cavaleiros

**fabled:** encantada

**island:** ilha

**wise:** sábio

**right:** direito

**heal:** recuperar, sarar

<b>Title:</b>	
<b>Origin:</b>	
<b>Main characters:</b>	
<b>Main events:</b>	

- 5 Work in pairs. Tell the story you've chosen to your classmate using previous information from activity 4.
- 6 Now, talk in groups:
  - Which stories would you like to learn more about?
  - What kind of traits do the main characters have in common?



## THINK CRITICALLY!

Mitos e lendas como as que você estudou são muito antigas, oriundas de uma tradição de narrativas orais passadas de geração para geração e ainda são contadas atualmente. Por que será que tais narrativas permanecem e sobrevivem ao longo do tempo, e outras não? Como isso acontece?

## LANGUAGE STUDY

7 A civilização Maia ocupou uma área que hoje corresponde ao sudoeste do México, partes de Honduras, El Salvador, toda a Guatemala e Belize. O que aconteceu com essa civilização depois da chegada dos espanhóis na América Central, no século XV?

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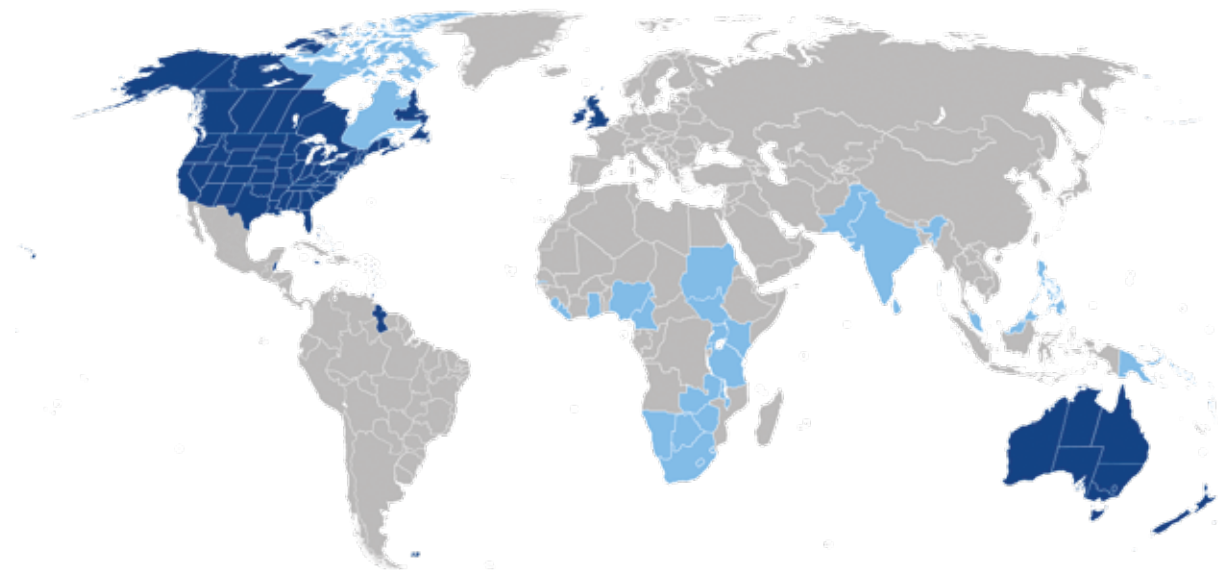
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8 México, Honduras, El Salvador e Guatemala tem, como língua oficial, o espanhol, mas outras línguas são faladas pela população em diferentes regiões. No entanto, Belize tem como língua oficial o inglês, mas o espanhol, o garífuna, as línguas maias e o crioulo belizenho também são línguas reconhecidas. Por que será que isso aconteceu? Investigue.

9 Assim como a língua espanhola na América Central e Latina, a língua inglesa também foi imposta pelos colonizadores durante o processo de expansão do Império Britânico (Inglaterra) pelo mundo ocorrido entre os séculos XVI e XVIII. Explore o mapa a seguir para ver como ela está presente em diferentes países hoje.

## ENGLISH AROUND THE WORLD



In **dark blue** = States where English is the national language or the native/first language of the majority.  
In **light blue** = States where English is an official language, but not the major language.

10 Pesquise e responda (em inglês ou português).

a) Qual é o único país na América do Sul cuja língua oficial/primeira língua é o inglês?

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b) A Inglaterra é um dos países que formam o Reino Unido (*United Kingdom*). Quais são os outros países?

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c) No Canadá, o inglês é a segunda língua para boa parte da população. Qual é a outra língua falada pela população desse país?

---

d) Quantas línguas oficiais existem na África do Sul?

---

e) Porque o inglês é a língua nacional/primeira língua da maioria da população nos Estados Unidos?

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11 Em grupos, reflita:

a) O que significa impor o uso de uma determinada língua para um povo? Que consequências isso pode ter?

b) E quando nós, aqui no Brasil, aprendemos inglês: ela é uma segunda língua?

12 Agora relembre o texto expositivo que você estudou na atividade 4, páginas 43 e 44. Quais características ele apresenta? Assinale a seguir.

( ) o objetivo é expor as principais informações de um produto (uma história, um filme, um livro) de forma resumida, de modo a informar sobre os principais eventos e os personagens envolvidos em uma trama, por exemplo.

( ) o presente simples e a narração em 3ª pessoa são normalmente usados.

- ( ) as personagens não precisam de caracterização, somente os acontecimentos que elas vivenciam.
- ( ) os eventos são conectados em uma certa ordem, normalmente a cronológica, de modo que o leitor/ouvinte compreenda as conexões entre os acontecimentos.

13 Agora, releia a sinopse do livro na seção **LANGUAGE STUDY**, página 40, atividade 11 (*Book 2 - The Sea of Monsters*) e responda: ela também apresenta as mesmas características?



## COLLAB AND CREATE!

- 1) Have a look at the Google Earth website you've explored in this unit. What do you observe about the legends and myths mentioned in South America?
- 2) Why do you think there aren't other myths and legends from Brazil, Chile, Argentina and other South American countries on the website?
- 3) Imagine: if you worked on the project related to this website, what myths and legends from Brazil would you include? Why?
- 4) How about making an exhibiton text about Myths and Legends from Brazil, similar to the project with Google Earth? Follow the next steps:

### Preparation

- a) Do some research about myths and legends from different regions in Brazil. Which ones are interesting?
- b) Get in groups and discuss: which one can you write about? Decide together.
- c) Learn about the myth or legend by researching on the web or in the school reading room. List the main information you think is necessary to include in the text.

- d) Also, search for pictures that could show, on Google Earth, the region or the natural elements related to the legend or myth selected.

### Producing

- a) Get in groups again and make a mind map of the text: you need to organize the sequence of information to be presented. Review the expository texts about the *Hero Twins Myth* and *King Arthur and the knights of the round table* you've studied.
- b) It is necessary to have a title, the origin of the myth/legend and two or three short paragraphs that explain:
- *what the legend or myth is about;*
  - *who are the main characters and some characteristics;*
  - *which are the main events that the hero or characters go through;*
  - *how the story ends.*
- c) Write a first draft - your teacher will suggest some improvements.
- d) Write the final version.
- e) Now it is time to compose the written text with the photos you have. Remember to give references and credits to materials that others have produced and that you reproduced in your text.

### Useful Language

- This legend explains how guaraná came into being...
- The main characters are... (name of the character) is very strong and adventurous, and...
- One day, Boitatá decides to... and meets the...

## Socializing

- Think about how you can socialize your work.




*Does your school have a website? Do the students have a section on the website for their work? Check if you can publish your work there.*

*Can you use a digital mural? Talk to your English teacher or the computer lab teacher for some ideas.*



## MY LEARNING PROGRESS

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

I CAN...			
use expressions related to <i>Classroom Language</i> .			
understand the main idea in a text.			
recognize the function of a text by exploring its layout.			
listen to the conversations and identify elements of the context to understand information about the people.			
understand the contexts of use and structure of the present simple, affirmative form.			
realize the organization of a bilingual dictionary.			
understand the presence of the English language in different countries around the world.			
collaborate with my classmates and write about a Brazilian legend or a myth.			
recognize the value of oral narratives from different cultures of the world and the importance of their preservation.			

- 2) Caso tenha assinalado, para algum item, a terceira coluna, como você acha que pode melhorar sua aprendizagem?





## VOCABULARY LOG

**WORD:**

**Equivalent(s) in Portuguese:**

**Part of speech:** ( ) noun ( ) verb ( ) adjective ( ) other: \_\_\_\_\_

**Synonyms:**

**Example(s) in context:**

**WORD:**

**Equivalent(s) in Portuguese:**

**Part of speech:** ( ) noun ( ) verb ( ) adjective ( ) other: \_\_\_\_\_

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**Synonyms:**

**Example(s) in context:**

**WORD:**

**Equivalent(s) in Portuguese:**

**Part of speech:** ( ) noun ( ) verb ( ) adjective ( ) other: \_\_\_\_\_

**Synonyms:**

**Example(s) in context:**

# UNIT 3

## THE MUSIC IN US!

NESTA UNIDADE, VOCÊ VAI:

- conhecer as experiências, gostos e preferências dos colegas relativas a práticas musicais;
- reconhecer a presença da língua inglesa na sociedade/comunidade brasileira;
- valorizar a mistura de línguas nas práticas culturais e musicais, especialmente como forma de expressão dos artistas e de suas culturas;
- reconhecer que o uso da língua inglesa pode expressar diferentes culturas e identidades, respeitando as marcas de identidade dos falantes;
- identificar o tema e as informações principais em textos orais sobre assuntos familiares;
- formular hipóteses sobre o público-alvo, finalidade e tema de textos;
- reconhecer a estrutura do presente simples (formas negativa e interrogativa) e usá-la de modo apropriado nas interações com os colegas;
- organizar e participar de uma apresentação musical (no estilo *talent show*).





(Available at: <https://educacao.sme.prefeitura.sp.gov.br/noticias/mabreu-essa-banda-e-um-sucesso/>. Accessed on October 20th, 2022)

MABREU Music Band. Educomunicação Project.  
EMEF Doutor Manoel de Abreu. 2020.

## LESSON 1 - AND THE CLASS BEGINS

- 1 Read the conversations below. Use the following pictures to help you complete the gaps.



### CONVERSATION #1

Teacher, may I go to the \_\_\_\_\_, please?

Sure. But be fast!

### CONVERSATION #2

Can I help you, teacher?

Sure, write the answer on the \_\_\_\_\_, please. Thanks!

### CONVERSATION #3

Could you lend me your \_\_\_\_\_, please?

Yep. Here you are!

Thanks!

- 2 “Write the answer on the board” is an instruction or a direction. What other instructions for English activities do you remember? Make a mime and challenge your classmates!



ID199000324 © Anatolii Riabokon | Dreamstime.com



## EXPLORE

- 1) Make the following sounds. What do you consider music? In your opinion, what is not music?
  - a) The wind blowing
  - b) A bird singing
  - c) Someone whistling
  - d) A song playing
  - e) A choir singing

2) Look at the pictures. How can you relate them to the world of music?

a)



Buskers 87966351 © publicdomainimages | Dreamstime.com

### Com a ajuda de tecnologia inovadora, estudante surda dança no ritmo da música no Rock In Rio

(Baseado em: <https://g1.globo.com/ce/ceara/noticia/2022/09/06/pela-primeira-vez-estudante-surda-danca-no-ritmo-da-musica-com-ajuda-de-prototipo-que-capta-vibracoes-em-show-do-rock-in-rio.ghml>. Acesso em: 06 set. 2022)

b)



Photo 51457425 © Fabio Formaggio | Dreamstime.com

3) What is your relationship with music? Complete the sentences.

a) My favorite musical instrument is

b) My favorite type of music is

c) I am a fan of (singer / musical band or group)

d) The song “ \_\_\_\_\_ ” makes me want to \_\_\_\_\_

e) A song I like to sing is \_\_\_\_\_ .

f) If I were a song, I would be \_\_\_\_\_ .

g) Music is very present in my life because of \_\_\_\_\_ .

4) Share in groups. Are there similarities? What about the differences?

## LESSON 2 – A LANGUAGE THAT CONNECTS US

### INTERACT AND LEARN

1 Talk in groups.

- People say that “music is a universal language”. How come? Do you agree?
- People also say that music is powerful. In what ways can music be powerful?

2 You are going to read a text with this title: **Staying alive is revolutionary: an interview with Emicida**. What is the purpose of an interview?

- a) ( ) to entertain
- b) ( ) to persuade
- c) ( ) to inform

- 3 Read the introduction of the interview and answer the questions.

Meet **Emicida**. MC, producer, fashion designer, singer, storyteller and “Culture Minister” of his native Brazil. (...) On his latest album, **AmarElo**, he uses love, connection and tolerance – all represented by the colour yellow – as his new weapons to fight against depression and suicide, to name a few social evils. [...]. While it might be Brazilian at its core, the album flirts with a range of musical genres including gospel, rock, jazz, samba, trap and, of course, hip hop to create a fusion of musical contrasts. [...].  
I spoke to Emicida before his show in Niteroi on Saturday 7<sup>th</sup> March to discuss the origins of his new album in relation to the moment we are living [...]. Are you ready?

(Edited and adapted from: < <https://soundsandcolours.com/articles/brazil/staying-alive-is-revolutionary-an-interview-with-emicida-50667/> > Under Common Creative 3.0 license. Accessed on October 20th, 2022)

### Vocabulary Help

**weapons:** armas  
**fight against:** lutar contra  
**a range of:** uma gama de  
**before:** antes  
**ready:** pronto

- a) Who is Emicida? What does he do?

---

- b) Where is he from?

---

- c) What is the name of his latest album?

---

- d) What does he want to express with the album? What does the color yellow represent in the album?

---

- e) What is his main message?

---

- 4 Now, read the interview. After that, read the statements and circle **T** (true) or **F** (false).

**How do you feel about playing in Rio and releasing your new album?**

Every time I come to Rio, I have a feeling of great gratitude. [...] What usually happens culturally is there exists a rivalry between the playboys of Rio de Janeiro and São Paulo and I discovered this in the flesh. Slums connect more. [...] Rio is one of my favourite cities in the world, it's a city where no matter which corner you turn, it's like a postcard.

**How does your new album *Amarelo* deliver a cohesive and hopeful message of tolerance and love?**

[...] I wanted to make a message to share with the whole world, obviously it brings up political things, but we need to look for more human connections. So, I'm trying to look for more simple things: symbols of faith and hope. I don't want the symbols of faith and hope to be alienated, but to be at the forefront of our collective consciousness. [...]. We don't know how we're going to do it, but if I have an opportunity to do something for someone, in the favelas, for black people, where my music can act as an embrace for them, because we are very tired.

**What does the word '*amarelo*' mean to you?**

Ahhh lots of things! First, it's the colour *amarelo* (yellow). It's a colour that brings a certain sensation. There are colours that don't bring feelings. But yellow is a colour that brings a sensation, and it brings a sensation of warmth. [...]. It's also the only colour that mixes with other colours to create a new colour. [...]. the mixing thing is very important because we mix and so the most important thing we reached was the relationship. And the encounter. That point when everything comes together, you know? Parallel to this, a few years ago I discovered a poem by Pablo Neruda [...] that talks about *amarelo*. It talks about "Amor" (love), "Elo" (link) and "Mar" (sea). It's interesting to put the two extremes together because if you mix blue, which is a cold colour, with yellow, which is a warm colour, it makes green, which is a colour of hope. Pretty crazy, right? [...].

**Some of your songs, for example in "Libre", have some English in them. Why did you decide to mix the two languages in this album?**

[...] It was always like this in the studio, with friends from various places, and we were playing with words that have different meanings, but their sound is the same in English and Portuguese. And we found it very cool. For example, *nós*, for us, is all of us. But for you, in English, *nós* is "noise". And we were in the studio thinking "noooooosssa, que louco!", (woooow, how crazy!). And we put that into the music. Music is always an inclusive conversation. We mix a little Spanish, a little English, because the conversations in our studio are always mixed with a lot of different languages.

**Finally, what was the main purpose of the record?**

To make everyone meet.

(Edited and adapted from <https://soundsandcolours.com/articles/brazil/staying-alive-is-revolutionary-an-interview-with-emicida-50667/> . Under Creative Commons 3.0 license. Accessed on October 20, 2022)

## Vocabulary Help

**rivalry:** rivalidade

**in the flesh:** na carne

**postcard:** cartão postal

**hopeful message:** mensagem de esperança

**hope:** esperança

**faith:** fé

**consciousness:** consciência

**libre (from Spanish):** livre

**pretty crazy:** muito doido

**evils:** maldades

**release:** lançar

**record:** disco

- a) ( ) Emicida does not know the slums in Rio de Janeiro.
- b) ( ) He thinks Rio de Janeiro is pretty.
- c) ( ) Emicida thinks it is important to find simple things that connect people as human beings.
- d) ( ) For him, it is important that his music does something for black people to feel better in the slums.
- e) ( ) Emicida doesn't know about the chemistry reactions when you mix different colors.
- f) ( ) For Emicida, the idea of color mixing symbolizes people's encounter.
- g) ( ) The main objective of Emicida's work in the album "*Amarelo*" is to make people talk.
- 5 Discuss in groups.
- a) Você concorda que as cores trazem ou evocam diferentes sensações ou sentimentos? Exemplifique.
- b) Emicida diz que, para ele, o amarelo significa "a lot of things". E para você?
- c) Como Emicida explica que misturou diferentes línguas no álbum (espanhol e inglês)? O que você acha dessa situação e dessa mistura?



## THINK CRITICALLY!

Now, think:

- Na entrevista, Emicida diz “we are tired”, referindo-se às pessoas negras, nas favelas. Do que elas estariam cansadas? Por quê?

## LANGUAGE STUDY

- 6 Leia algumas frases retiradas da entrevista com o Emicida e das atividades realizadas. O que você percebe?
- “How **do you feel** about playing in Rio and releasing your new album?”
  - “What **does the word** ‘amarelo’ **mean** to you?”
  - “How **does your new album** Amarelo deliver a cohesive and hopeful message of tolerance and love?”
  - “**We don’t know** how we’re going to do it, [...]”
  - “**I don’t want** the symbols of faith and hope to be alienated, [...]”
  - “**Emicida doesn’t know** about the chemistry reactions when one mixes different colors”.
- 7 Agora leia as afirmações a seguir. Quais delas são apropriadas, a partir do que você observou na atividade 1?
- ( ) Nas perguntas (a, b, c), notamos o uso de duas palavras que antecedem os sujeitos “you”, “the word” e “your new album”: do e does.
  - ( ) Nas perguntas (b) e (c), os sujeitos “the word” e “your new album” podem ser substituídos, respectivamente pelo pronome it.
  - ( ) Nas frases negativas (d, e, f) a abreviação “n’t” significa not.
  - ( ) A ordem sujeito + do/does ou don’t/doesn’t + verbo é a mesma nas perguntas e frases negativas.
  - ( ) As palavras don’t e doesn’t são usadas para negar o verbo que vem logo depois.

Leia a explicação e depois faça as atividades 8 e 9.

## THE PRESENT SIMPLE: negative and questions

Para estruturar uma frase negativa no presente simples, usamos duas palavras que marcam como o verbo principal da frase deve ser conjugado no presente: **don't** ou **doesn't**. Chamamos esses verbos de *auxiliary verbs* (verbos auxiliares). Observe.

Subject	Auxiliary verb	Verb + information
I	don't	play a musical instrument.
We		know Rio de Janeiro.
They		speak Spanish.
Emicida (he)	doesn't	write complete songs in English.
Charlotte (she)		work as a teacher.
Yellow (it)		turn into red when mixed with blue.

Question word	Auxiliary verb	Subject	Verb + information	Possible answers
How	do	you	spell this word?	C-O-L-O-R
Where		we	have to go?	To room 112.
	Do	I	need to write, teacher?	Yes, you do. No, they don't.
	does	they	speak Spanish?	
What		he	do?	He is a teacher.
		she	think of Emicida?	She thinks he is awesome.
When	Does	it	eat?	At night. A bat is a night animal.
		she	get up early on Sundays?	Yes, she does.

## That's curious!

Na entrevista, há um trecho em que Emicida apresenta uma ideia e parece fazer uma pergunta ao final, assim:

*“That point when everything comes together, you know?”*

Essa “pergunta” não segue a regra de funcionamento que você estudou nas atividades 7 e 8. Na verdade, ela não é feita porque o Emicida não sabe a resposta: ela tem a função de ajudar a manter a pessoa com quem conversamos ouvindo, participando da conversa. Chamamos esses elementos de **marcadores conversacionais (conversation markers)**.

Volte à entrevista, no mesmo parágrafo. Que outro marcador conversacional Emicida utiliza?

8 Put the words in sequence to make appropriate questions.

a) you - play - a musical - do - instrument - ?

---

b) music - what kind of - your best friend - does - like - ?

---



---

c) Emicida - does - write - in English - songs - ?

---

d) Emicida - does - think about - what - the way languages can mix - ?

---



---

e) you - sing - do - in the shower - ?

---

- 9 Find someone who! Follow the steps.  
Transform the following directions into questions. Then, ask your friends and write their names whenever the answer is “yes”.

**FIND SOMEONE WHO LISTENS TO MUSIC IN THE SHOWER.**

**FIND SOMEONE WHO LIKES TO LISTEN TO MUSIC AND STUDY AT THE SAME TIME.**

**FIND SOMEONE WHO SINGS VERY WELL.**

Report to the class. What did you find out?

**Nobody sings very well.**

**Lucas and Davi listen  
to music in the shower.  
And sing too!**

**Really!  
I don't believe it, guys!**

**EXTRA PRACTICE**

1) In the interview, Emicida says that he and his friends play “with words that have different meanings, but their sound is the same in English and Portuguese.” What example does he give? Transcribe the fragment of the interview below.

2) Use a bilingual dictionary to find the English word for: *areia*, *beterraba*, *fraco* and *investigador*. Then read the riddles and try to solve them.

a) There is food that lives on the beach. What is it?

---

b) What vegetable is essential to good music?

---

c) What time period sounds like it has no strength?

---

d) What do you call an alligator in a vest?

---



Photo 164021070 © Vekaustralia | Dreamstime.com



Photo 254132030 © Vyacheslav Dyachkov | Dreamstime.com

e) How do you organize a space party?

---

3) Do you like tongue twisters? Try these ones and have fun!



Photo 164380796 © Algasr | Dreamstime.com



gator; e) you plan it (planet)

Answers: a) sea food; b) beet root (beet/beet); c) week (week/weak); d) an investi-

- *O rato roeu a roupa do rei de roma.*
- Sally sells sea shells on the sea shore.
- *Num ninho de mafagafos há sete mafagafinhos. Quando a mafagafa gafa, gafam os sete mafagafinhos.*
- I scream, you scream, we all scream for ice cream.
- Four fine fresh fish for you.
- If a dog chews shoes, whose shoes does he choose?

## LESSON 3 – A UNIVERSAL LANGUAGE

### INVESTIGATE AND SHARE

- 1 Do you know the songs below? Read and listen along to the fragments and answer these questions:
  - What similarities can you see in terms of languages used?
  - What purposes do the words in other languages have in each song?

#### Pela Internet 2

(Gilberto Gil)

[...] Estou preso na rede  
Que nem peixe pescado  
É zapzap, é like

[...]

*What's app, what's down,  
what's new*

Mil pratos sugestivos num  
novo menu

Source: <https://www.letras.mus.br/gilberto-gil/pela-internet-2/>

#### Samba do approach

(Zeca Baleiro)

Venha provar meu *brunch*  
Saiba que eu tenho *approach*  
Na hora do *lunch*  
Eu ando de *ferryboat*

Source: <https://www.letras.mus.br/zeca-baleiro/43674/>

#### Libre

(Emicida part. Ibeyi)

*Love*  
(Libre, libre, libre)  
*Clap*  
(libre, libre, libre)  
*Noiz*  
(libre, libre, libre)  
*Aqui*  
*somo libre*

Source: <https://www.letras.mus.br/emicida/libre-part-ibeyi/>

- 2 Listen to some of the English words in the songs as they appear in an online dictionary. Do you notice any difference?

APPROACH



LIKE



NEW



- 3 Now have a look at the fragments from the interview with Emicida and pay attention to the spelling of the highlighted words. What do you notice? Do you think the spelling is wrong?

I - “(...) Rio is one of my **favourite** cities in the world (...)”

II - “(...) It’s a **colour** that brings a certain sensation. (...)”

- 4 What other artists / songs mix languages and cultures? Let’s research! Follow the steps.
- Search on the web using keywords and/or phrases, such as: “artistas multilíngues”; “canções que misturam idiomas” etc.
  - Check the hits. Explore 4 or 5 of them and read the information they present, focusing on the artists and the songs that may be an example.
  - Choose an artist and a song. Share with your classmates.

*Who is the artist? Where is he/she from?*

*What is the song? What is it about?*

*What languages are there? What do the words/expressions in these languages mean?*

*What effects does this mix may produce?*

## Useful Language

- My artist is...
- The song is...
- In the song we see words in Spanish and Italian. They mean... in Portuguese.



## THINK CRITICALLY!

Now, think:

- Para algumas pessoas, o uso de expressões da língua inglesa tem a ver com o valor que elas dão àquilo que é estrangeiro (estadunidense, por exemplo). Que valor é esse? Por que será que isso acontece?

## LANGUAGE STUDY

5 Nesta unidade, você estudou letras de diferentes gêneros musicais: uma canção popular (*Pela internet*), um samba (*Samba do approach*) e um rap (*Libre*). Volte a esses trechos e responda: quais são características comuns nesses gêneros? Assinale abaixo.

- combinam letra e melodia para expressar ideias, sensações e sentimentos.
- utilizam recursos semelhantes ao de poemas, por exemplo, rimas.
- há personagens que “conversam” entre si, mas não com o ouvinte.
- o sentido das letras não pode ser interpretado por quem ouve.
- musicalidade e sonoridade da língua são aspectos importantes.

6 Escolha uma das canções apresentadas na atividade 4, página 69. Que tal ensaiá-la para cantar com a turma e fazer um **lip sync video**?





## COLLAB AND CREATE!

1) Look at the pictures. What do you see? How do they relate to the topic of this unit?



2) Now listen to part of a music talent show. Who is the participant? Write the information requested.

<b>Name:</b>	
<b>Age:</b>	
<b>Origin/ Nationality:</b>	
<b>The talent:</b>	
<b>With or without the family?</b>	
<b>Feelings:</b>	



## CULTURAL NOTE

***Britain's Got Talent*** é um programa de televisão britânico da ITV com o formato de *talent show*. Teve adaptações realizadas em vários países, nomeadamente em Portugal com a designação “Portugal Tem Talento” da SIC.

(Disponível em: [https://pt.wikipedia.org/wiki/Britain%27s\\_Got\\_Talent](https://pt.wikipedia.org/wiki/Britain%27s_Got_Talent) .Acesso em: 22 set. 2022)

- 3) Annie is a little nervous, and she says she is shy. Do you agree? What is your opinion about her performance?
- 4) And you? What are your talents? How about organizing a talent show with music presentations? Follow the steps.

### Planning

- a) Decide the kind of event you want to organize: music “battles”, or music and dance performances, or a “music festival”, for example. There must be some English involved.
- b) What is the public of the event? How will people know about the event?
- c) Arrange the date for the event. Think about the public: when is it better for families to come and attend, for example?




### Producing

- a) Think about the festival script: what information is necessary to include? Consider:
  - titles, kinds of performances and participants;
  - the sequence of presentations.
- b) In case of choir presentations, it would be interesting if the audience follows the lyrics of songs in English or Portuguese. How can you arrange this?
- c) If it is a battle, who will be responsible for evaluating and judging? Will the winners have any prize?



## MY LEARNING PROGRESS

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

I CAN..			
use expressions related to <i>Classroom Language</i> .			
understand the topic of a text by analyzing the layout and the title.			
formulate hypotheses about the content of a text.			
use the present simple to ask and answer questions about other people's preferences and skills related to music.			
use possessive adjectives appropriately to refer to people, animals, things, situations.			
produce a talent show.			
understand the value of practices related to music and musical performances in one's life.			
understand that English has different varieties and is spoken in different ways.			

2) Caso tenha assinalado, para algum item, a terceira coluna, como você acha que pode melhorar sua aprendizagem nesse item?

### ULTIMATE CHALLENGE!

- 7) Cante um trequinho de uma das músicas que você estudou nesta unidade. Conte para seu professor, em inglês, sobre sua relação com práticas musicais (o que gosta de ouvir, se toca algum instrumento musical, que músicas ouve, se tem um cantor, grupo ou estilo musical favorito, se sabe cantar).
- 8) O que você tem feito para aprender inglês fora da sala de aula? Compartilhe com seus colegas.

- 9 Ouvir e cantar músicas ajuda muito a aprender inglês. Que tal incluir isso na sua rotina de estudo semanal? Uma sugestão é usar o site <https://lyricstraining.com/en/>. Você pode aprender inglês e muitas outras línguas. Experimente!



## VOCABULARY LOG

<b>WORD:</b>
<b>Equivalent(s) in Portuguese:</b>
<b>Part of speech:</b> ( ) noun ( ) verb ( ) adjective ( ) other: _____
<b>Synonyms:</b>
<b>Example(s) in context:</b>

<b>WORD:</b>
<b>Equivalent(s) in Portuguese:</b>
<b>Part of speech:</b> ( ) noun ( ) verb ( ) adjective ( ) other: _____
<b>Synonyms:</b>
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**WORD:**

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**Example(s) in context:**

**WORD:**

**Equivalent(s) in Portuguese:**

**Part of speech:** ( ) noun ( ) verb ( ) adjective ( ) other: \_\_\_\_\_

**Synonyms:**

**Example(s) in context:**

# UNIT 4

## LIVING AND LEARNING FROM WILDLIFE

NESTA UNIDADE, VOCÊ VAI:

- ler sobre instituições que trabalham com pesquisa, educação e conservação de animais silvestres/selvagens na Cidade de São Paulo;
- ouvir um educador falar sobre espécies em extinção e pensar sobre nossas ações cotidianas que podem impactar a sobrevivência desses animais;
- reconhecer *layouts* de diferentes textos e identificar o objetivo;
- reconhecer contextos de uso e forma do caso genitivo ( ' ) + s em inglês;
- formular hipóteses sobre o público-alvo, finalidade e assunto de textos;
- usar o imperativo em inglês para convocar a ação do leitor (em campanhas de conscientização, por exemplo);
- produzir um pôster para uma campanha publicitária.



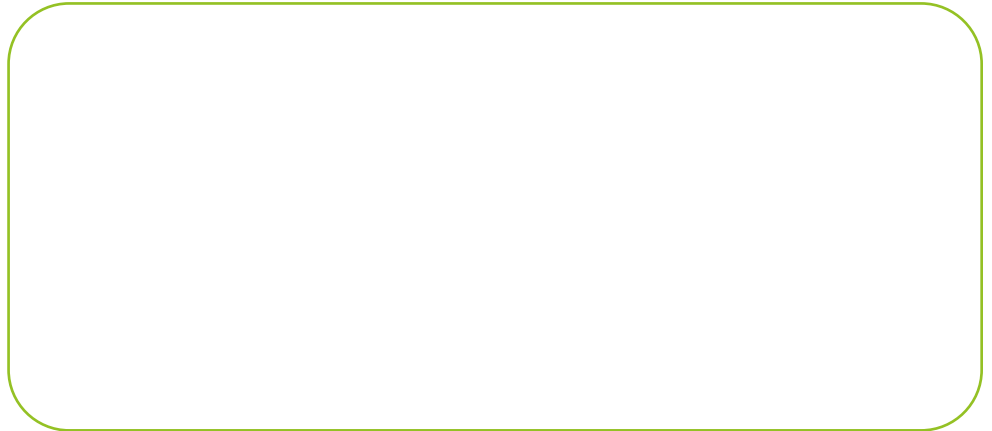
Imagem: <<https://www.infraestruturambiental.sp.gov.br/2021/08/parques-estaduais-urbanos-recebem-pinturas-de-especies-brasileiras/>> Acesso em: 21 set. 2022

“Bichos do Brasil”, by Brazilian artist Walkiria Barone. São Paulo

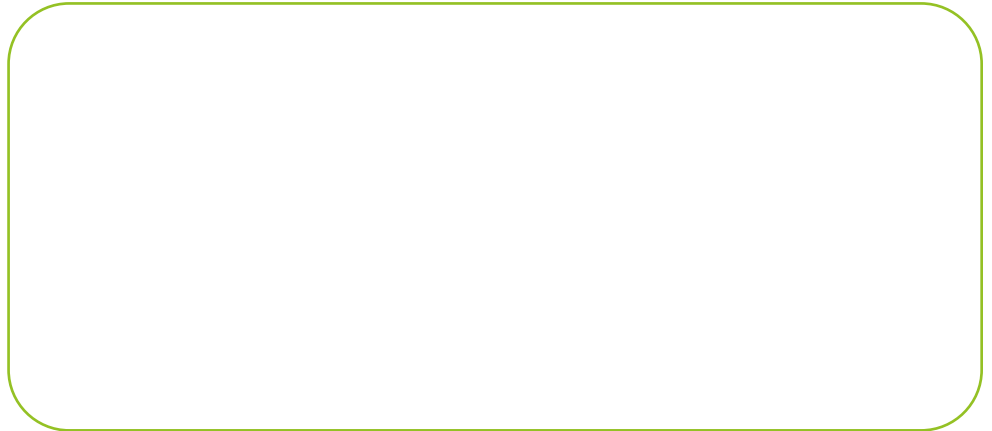
## LESSON 1 – AND NOW YOU KNOW IT!

- 1 Complete the diagram with phrases according to the situations. Use them to interact with your teacher and classmates!

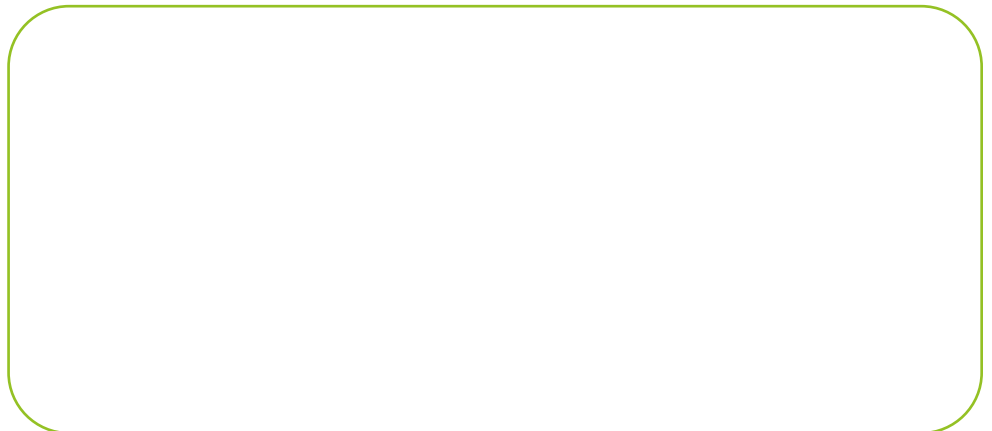
**GREETINGS AND  
LEAVE-TAKINGS**



**QUESTIONS  
ABOUT ENGLISH  
AND ACTIVITIES**



**TEAM  
WORK AND  
COLLABORATION**



- 2) What other expressions do you want to know about Classroom Language? Research them and ask your teacher for help.

**Teacher,  
how do I say .....**

**Teacher, como eu  
acho essa expressão  
no dicionário?**

**Como eu pesquiso  
na internet?**



## EXPLORE

- 1) Your teacher is going to show some pictures. Check the animals below. Where are they? What are wild animals? Which ones are reptiles? Which ones are mammals?
- 2) Read the texts. Match to the pictures your teacher has shown to you.
  - a) Marmoset monkeys in the Recovery Center, Tietê Ecological Park. Animal dealers could not sell 59 “saguís” due to fear of yellow fever contamination.
  - b) A capybara family relaxing near a lake at Horto Florestal Park in São Paulo.
  - c) The green sucuri, typical serpent from South America, is very strong and can be very long too.
  - d) Frightening at a first look, lizards can be found in different Brazilian states and are eye-catching due to their big sizes.
- 3) Now, talk in groups.
  - a) Which pictures and/or information caught your eye? Why?
  - b) What wild animals can you see around your school or where you live? What do you know about these animals?
  - c) Imagine you found a wild animal in the street while going to school. How would you feel? Who would you call?

## LESSON 2 - ANIMAL SCIENCE IS FUN

### INTERACT AND LEARN

- 1 Look at the expressions below. How do they relate to the following texts?

manufacturing of feed - enclosure - mating -  
 nursery - cubs - recovery programs - natural habitats  
 - endangered species - shelter animals - research -  
 public health - conservation - venom

- 2 Read the excerpts from two different websites. What is the aim of these texts? What kind of information do they present? Who can be interested in reading the texts?

### São Paulo Zoo

The São Paulo Zoo is the largest zoo in Brazil. Covering 824,529 m<sup>2</sup> (82.45 hectares - 203.7 acres) within what was originally part of the Atlantic Forest, the zoo is located in the southern part of the city of São Paulo.

It displays more than 3,200 animals, including 102 species of mammals, 216 species of birds, 95 species of reptiles, 15 species of amphibians and 16 species of invertebrates in enclosures that replicate the natural habitats of these animals. The zoo's farm of 572 ha produces vegetables used in the manufacturing of feed for various animals, and material for the enclosures where the animals are. Also, there are animals that need extra space for mating.

The zoo has a nursery for cubs that are rejected by their mothers, electric incubators and an incubation room for eggs of birds and reptiles. The educational function is emphasized in the zoo. Its library of more than four thousand volumes is open to the public. (...) The São Paulo Zoo became the first Brazilian institution to propose and engage in various recovery programs of seriously endangered Brazilian species such as the lion tamarin, hyacinth macaw and Lear's macaws (...)

(Based on: [https://en.wikipedia.org/wiki/S%C3%A3o\\_Paulo\\_Zoo](https://en.wikipedia.org/wiki/S%C3%A3o_Paulo_Zoo)> Accessed on: October 20th, 2022)

## Butantan Institute Museum

The Butantan Institute Museum is a cultural center inserted in an extensive green area of approximately 725 thousand square meters. It aims to spark the interest and curiosity of various audiences for research and science through educational, environmental and leisure activities.

The complex is made up of 22 attractions, for all ages, with a focus on scientific dissemination and on the contributions of Butantan Institute to public health. Among them are:

- museums (the Biological Museum, Terra Firme Exhibition Space etc);
- vivaria (with three spaces that shelter animals such as snakes, monkeys and reptiles);
- the Serpentarium (which allows the observation of snakes from the Brazilian fauna in an environment similar to their natural habitat, including snakes used in the production of antiophidic serum from venomous and nonvenomous species);
- the Reptile House (open to public visitation to observe reptiles such as lizards and turtles). The space also allows research on biodiversity, biology and conservation, as well as educational and cultural extension activities.

(Based on: <[https://en.wikipedia.org/wiki/S%C3%A3o\\_Paulo\\_Zoo](https://en.wikipedia.org/wiki/S%C3%A3o_Paulo_Zoo)> Accessed on: October 29 th, 2022)

3 Read the texts again and answer the questions.

a) How big is the São Paulo Zoo? And the Butantan Institute Museum?

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b) What kind of activities does the Butantan Institute Museum promote?

---

c) What kind of work does the São Paulo Zoo do to take care of animals in danger?

---

d) Are the activities at the SP Zoo the same as at the Butantan Institute Museum? Explain.

### Vocabulary Help

**thousands:** milhares

**ha (abbreviation):** hectare (medida de comprimento equivalente a 10 mil metros quadrados)

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4 Go back to the texts and find out what the following numbers refer to. Write in Portuguese.

a) 22 = \_\_\_\_\_

b) 3,200 = \_\_\_\_\_

c) 102 = \_\_\_\_\_

d) 95 = \_\_\_\_\_

e) 15 = \_\_\_\_\_

f) 572 = \_\_\_\_\_

5 Go back to the texts and underline the names of the species/animals mentioned. Use a dictionary to find out their synonyms in Portuguese. Search the internet to find pictures of these animals.

6 Now, talk in groups.

- Qual a importância do trabalho dessas instituições na preservação dos animais?
- De que modo o estudo dos animais e sua conservação ajudam a melhorar a nossa qualidade de vida?
- Das atrações do Instituto Butantan mencionadas no texto, qual delas você gostaria de visitar?



## THINK CRITICALLY!

Now, think:

- Por que você acha que essas organizações investem em programas educacionais?
- Esse trabalho é importante para você? Explique.

## LANGUAGE STUDY

- 7 Leia os excertos dos textos das páginas 80 e 81, preste atenção nas partes em destaque.
- a) The **zoo's farm** (...) produces vegetables used in the manufacturing of feed for various animals, (...)
- b) (...) seriously endangered brazilian species such as the lion tamarin, hyacinth macaw and **Lear's macaws** (...)
- c) (...) in enclosures that replicate the **natural habitats of these animals**.
- d) (...) an incubation room for **eggs of birds and reptiles**.
- Que tipo de relação as palavras estão estabelecendo entre si? Assinale a opção correta.
- ( ) parentesco      ( ) dependência      ( ) pertencimento
- 8 Compare as expressões nos itens a e b com as dos itens c e d. Que semelhanças e diferenças você observa?
- 9 Agora, estude a explicação no quadro a seguir e faça a atividade 10.

### The Possessive Case ('s) in English

#### Contexts of usage:

- to refer to family relations or group affiliations;
- to express possession (something you have);
- to indicate the origin of something/someone;
- to indicate places where something/someone belongs.

#### Structure:

I - apostrophe (') + s: with singular nouns

Example: **Aninha's** mom; **principal's** office

II - apostrophe ('): with **plural** nouns ending in **-s**

Example: **teachers'** room; **students'** books

III - apostrophe (') + s : with proper nouns (names) ending in **-s**

Example: Charles**'s** son; Lucas**'s** cell phone

### That's curious!

No exercício 7, itens C e D, vemos uma estrutura equivalente à da língua portuguesa. Em inglês, esse modo de expressar relações entre dois elementos também é possível, e comum, principalmente quando estamos nos referindo a elementos não-vivos.

- 10 Read the slogans for animals conservation campaigns. Write ' or 's where it is appropriate.



Photo 16496425 © Riail | Dreamstime.com

**"Zebras \_\_\_\_ legs are long and strong.  
Killing them for fur is very very wrong.  
Save the zebras."**

(Available at: < <https://vicharoo.com/save-animals-wildlife-conservation-slogans-vicharoo/#save-zebras-quotes-international-zebra-day-quotes-conservation>>. Accessed on: October 28th , 2022)



Photo 20257350 © Rebus | Dreamstime.com

**"An animal \_\_\_\_ eyes have the power to  
speak a great language." (Martin Bubber)**

(IN: BURBER, M. I and Thou. Martino Fine Books, 2010)

## EXTRA PRACTICE

- 1) Choose two animals mentioned in the texts. Do some research to find out more about them. Think about these questions:
  - Is it big or small? Does it have cold or hot blood?
  - Does it fly? Does it crawl? Does it move fast?
  - Does it live in the ocean? Does it live in a forest?
  - Does it make any loud sound? Does it sing?
  - Is it carnivore? Does it eat fruits, nuts, or plants?
- 2) Now, guess the animal! Ask and answer questions.
- 3) Do you like to play online games? Explore San Diego's Zoo (USA) website to learn about wildlife and practice English.

## LESSON 3 – ENDANGERED SPECIES

### RESEARCH AND SHARE

- 1 You are going to watch part of a video called “Are Endangered Species Worth Saving?” Before you listen, answer the questions.
  - a) What do you think the aim of the video is?
  - b) What information do you expect to listen to?

2 Watch the verbs below to the pictures.

LOG - DIE OUT - CLEAR CUT

a) ( )



b) ( )



c) ( )



3 Watch from the beginning to 0'29". Mark the options that best complete the statements.

a) The Pygmy hippo lives in

( ) Asia ( ) Africa

b) According to Myles Hoss, this hippo is

( ) lovely ( ) ugly

c) The Pygmy hippo is

( ) growing in population now ( ) decreasing in population

- d) This is happening because
- ( ) humans are destroying their habitats.
  - ( ) conservationists are helping them to mate and reproduce.

4 Listen again and read along. In pairs, answer the questions.

- a) How does Myles involve the listener during the presentation?
- 

- b) What effect do the underlined expressions produce on the listener?
- 

- c) Is it a more formal or informal way to give information?
- 

- d) Who do you think is the target public?
- 

- e) Can you infer the meaning of “screw up”?
- 

“Meet the Pygmy hippo. They live in Africa. They are too stinking cute, like this little one, and - Oh my God! How adorable it is! Too bad these guys are dying out. Yup, they’re in danger. There are only two or three thousand of them left in the wild mainly because - you guessed - as usual, humans are screwing something up. We’re clear cutting and logging their habitat. If they all die, the species will be gone forever. In a word, extinct.”

(From the video “Are Endangered Species Worth Saving?”. Available at: <https://www.youtube.com/watch?v=h5eTqjzQZDY>)



## THINK CRITICALLY!

Now, think:

- O título do vídeo questiona: “Vale a pena salvar espécies em extinção?” e ao longo do vídeo o educador vai apresentando informações, problematizando essa questão para ajudar o espectador a chegar a uma conclusão. Quais argumentos você acha que ele utiliza? Qual seria sua resposta para a pergunta do título?

- 5 In the end of the video, Myles asks this question: “How much are you willing to sacrifice to preserve a species?” Read a post a person wrote about the video on YouTube.



I'm willing to do anything to save a species.

And you? What are you willing to do to help save species? What are you already doing to protect and preserve animals? Use the word clouds below to help you think. Then write and share with your classmates.

**I'm willing to eat less meat.**

**I'm checking what I consume to see if they do not test on animals.**

Available at: <https://kids.frontiersin.org/articles/10.3389/frym.2019.00084>> Accessed on: October 31st, 2022

get involved  
organize eco-clubs  
conservation programs  
know local biodiversity  
**Connect with**  
travel **Nature** learn  
visit National Parks  
citizen science

parks  
birds reptiles nature  
rescue animals wildlife  
plant wildflowers  
rivers water  
**Conserve**  
build wildlife hotels  
trees be eco-friendly  
pollinators  
compost

food waste  
eating meat trash  
electronic devices  
**Reduce**  
plastic using plastic bags  
home energy  
water waste  
buying new

- 6 Imagine the Butantan Institute Museum invited the municipal school students to contribute to their website, giving information on endangered species in Brazil, in the state of São Paulo or in our Atlântica Rain Forest. Let's research! Follow the steps.

Work in pairs. Use the questions below to help you research.

- What animals are in danger of extinction?
- What is their population size?
- Why are they important to the ecosystem?
- If they go extinct, what will happen?

Think about how you are going to present the information. Consider

- the target public (Children? Teens? Adults?);
- register (formal, informal);
- different ways you can register (Pictures? Audio? Video?);
- the language (check the Useful Language box).

### Useful Language

- Meet the ..... They're dying out / in danger of extinction.
- The ..... 'population is about (number). This is happening because .....
- The ..... is very important to the ecosystem. They.....
- If they die out, ..... . So, how can you help?

## LANGUAGE STUDY

- 7 O áudio que você ouviu é de um vídeo educativo, voltado para um público jovem, como você. Relembre o modo como Myles inicia a apresentação do tópico e outros elementos que sabemos sobre o vídeo (o título, por exemplo) e assinale as características que você observou.

- ( ) o título é uma pergunta e convida o público a pensar sobre o assunto.
- ( ) o educador usa expressões que transmitem a sensação de que o ouvinte faz parte de uma conversa.
- ( ) todas as informações apresentadas são novas para o ouvinte e o educador não considera o conhecimento prévio sobre o assunto que o ouvinte possa ter.
- ( ) por ser parte de um vídeo, há palavras que Myles utiliza que fazem sentido somente vendo a imagem (por exemplo, quando diz “like this little one - how adorable it is!”).

- 8 Compare essa apresentação com a apresentação das informações dos *sites* que você leu na atividade 2, página 80. Como os modos de apresentar diferem?



## COLLAB AND CREATE!

- 1) Look at the picture below. What is it? How does it relate to the topic of this unit?



- a) Goal #15. Life on Land has several targets. Read this one and think: is it an issue in the community where you live? How do you think you can collaborate with this action?

## COMBAT GLOBAL POACHING AND TRAFFICKING

Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities.

(Available at: < <https://www.globalgoals.org/goals/15-life-on-land/> >. Accessed on: Oct 29th, 2022)

- 2) Let's produce a slogan for an international campaign to combat trafficking of Brazilian animals. Follow the steps.

### **Planning: Think about the content.**

- a) What animals would you like to focus on? Why? Discuss and choose one of them.
- b) How can you combine verbal language (phrase, words/expressions) with visual language (a photo) in order to express an idea and produce an effect on the reader?

### **Producing: Think about a catchy phrase, powerful images and a website to produce the poster.**

- c) Which phrase do you think can be good for a campaign like this? What can draw the attention of the public? What expressions can you use? Remember the phrase needs to be short and powerful.
- d) What kind of pictures can be more efficient in combination with the phrase you wrote?
- e) Which website can you use to produce your poster? What resources can you use?

### **Sharing: Think about the possibilities of sharing your work.**

- f) How could you share your work to an international audience?
- g) Would the São Paulo Zoo be interested in sharing your work? How can you know it?




## AND THIS IS OUR YEARBOOK...

- 1) It is time to finish your yearbook. What else would you like to include in it?
- 2) Think about the last details. Will you have an “Autograph page” for your classmates to sign and write messages for you? What positive messages can you leave for your classmates?



## MY LEARNING PROGRESS

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

I CAN...			
use expressions related to <i>Classroom Language</i> .			
understand the topic and main information in oral and written texts.			
understand different ways in which information can be presented (in an institutional website, in an educational video)			
understand the contexts of use of genitive case (') + s .			
produce a description about a Brazilian endangered species for an organization website that promotes research and educational activities related to nature conservation.			
understand the importance of animal conservation and institutions that produce science and work for nature conservation.			

- 2) Caso tenha assinalado, para algum item, a terceira coluna, como você acha que pode melhorar sua aprendizagem nesse item?





## VOCABULARY LOG

**WORD:**

**Equivalent(s) in Portuguese:**

**Part of speech:** ( ) noun ( ) verb ( ) adjective ( ) other: \_\_\_\_\_

**Synonyms:**

**Example(s) in context:**

**WORD:**

**Equivalent(s) in Portuguese:**

**Part of speech:** ( ) noun ( ) verb ( ) adjective ( ) other: \_\_\_\_\_

**Synonyms:**

**Example(s) in context:**

**WORD:**

**Equivalent(s) in Portuguese:**

**Part of speech:** ( ) noun ( ) verb ( ) adjective ( ) other: \_\_\_\_\_

**Synonyms:**

**Example(s) in context:**

**WORD:**

**Equivalent(s) in Portuguese:**

**Part of speech:** ( ) noun ( ) verb ( ) adjective ( ) other: \_\_\_\_\_

**Synonyms:**

**Example(s) in context:**



## **PROJETO GRÁFICO**

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