

Caderno da Cidade

Saberes e Aprendizagens

LÍNGUA INGLESA

**7º
ANO**

2ª edição | revisada e atualizada

ENSINO FUNDAMENTAL



CURRÍCULO
da CIDADE

SECRETARIA MUNICIPAL DE
EDUCAÇÃO DE SÃO PAULO



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Caderno da Cidade

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LÍNGUA INGLESA

7^o ANO

ENSINO FUNDAMENTAL

2^a edição

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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

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UNIT 1

ON THE MEMORY LANE

NESTA UNIDADE, VOCÊ VAI:

- perguntar e responder sobre local e data de nascimento;
- produzir uma *timeline* com eventos principais da infância a partir de quando nasceu;
- consultar um dicionário, reconhecendo as características dos verbetes;
- reconhecer contextos de uso e forma afirmativa do *past simple*;
- compreender informações em um texto e seu respectivo assunto, fazendo uso de conhecimentos prévios;
- reconhecer a variação linguística como forma de expressão de falantes plurilíngues, pertencentes à diferentes culturas;
- decidir, coletivamente, entre duas opções para desenvolver um projeto relacionado à história da família.





Rosana Paulino. **Parede da memória**. 1994/2015.
Instalação: patuás em manta acrílica e tecido
costurados com linha de algodão, fotocópia sobre
papel e aquarela. 8 x 8 x 3 cm cada unidade.
Dimensões da instalação variáveis. Acervo da
Pinacoteca de São Paulo, 2018.



EXPLORE

1) Look at the pictures and answer:

- What are the pictures?
- Can you identify the time reference?
- What are the similarities? What are the differences?
- Which of them presents written information about the life story of a person?

A

Companhia a que pertence o Vapor
Name of Steamship company

LISTA GERAL DE PASSAGEIROS
LIST OF GENERAL PASSENGER

PARA O VAPOR DE _____
FOR THE STEAMSHIP OF _____

Data da chegada do Vapor.
Date of arrival

Nome do Vapor Name of Steamship	Classe Ship's Class	Matrícula Official No.	Procedência Where from	Nome do Capitão Name of Captain	Nome do Médico Name of Doctor	Torragem Registered Tonnage	Velocidade Speed	Tripulação No. of Crew	Passageiros em Total Passengers in Total			Observações Remarks										
PORTO DE EMBARQUE Port of Embarkation		NOME POR EXTENSO Name in Full		Pavimento com o chefe da família Residence in the Family	SEXO Sex	ESTADO Marital Status	Nacionalidade Nationality	Profissão Profession	Religião Religion	Sabem ler? Can Read	País de última residência Country of Last Residence		BAGAGENS Bags									
Número de Chubres No. of Cabins		Número de Passageiros No. of Passengers		Estado Civil Marital Status	Profissão Profession	Religião Religion	Sabem ler? Can Read	País de última residência Country of Last Residence	Quantidade de Bagagens No. of Bags	Marca Mark	Número do Volume em % No. of Volume in %											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	

I, the undersigned medical officer, certify that the above-listed persons were injected with anti-cholera and typhoid vaccines at this office.

Robo, September 21, 1904

MEDICAL OFFICER

Available at: <http://www.inci.org.br/aceen/original/publicacoes/BR_APESP_ML_LP_005509.pdf> Accessed on September 10th, 2022

B

Attends primary school near Qunu (receives the name 'Nelson' from a teacher)

Completes BA through the University of South Africa (UNISA)

(Dec, 5) Dies aged 95

1918

(July, 18) Born Rolihlahla Mandela at Mvezo in the Transkei

1925

1930

Father dies. Entrusted to Thembu Regent Jongintaba Dalindyebo at the age of 12

1942

1994

(April, 27) Votes for the first time in his life
(May, 9) Elected by Parliament as first president of a democratic South Africa
(May, 10) Inaugurated as President of the Republic of South Africa

2013

- 2) Now look at these photos. How do you feel? Do they bring up good memories? Discuss in groups.



Brothers with their dog.



A family wedding party.
1960s.

- 3) In groups, answer the following questions. Use the topics in the chart to help you.

- What do you know about the day you were born?
- What do you know about where you were born?
- What are your earliest memories?

WHEN

- the day of the week
- time
- the weather?
- special celebration?
- holiday?

WHERE

- at home?
- in a hospital?
- anywhere different?

EARLIEST MEMORIES

- with someone?
- playing?
- where?

LESSON 1 - I WAS BORN

INTERACT AND LEARN

1 Read and explore the text below. Answer the questions.

a) What are they? Number the options:

() a diary entry

() a page from a novel

b) Both texts have the same topic. What is it?

c) Where can we find these texts?

Language Tip

novel: *romance*

I

SUNDAY, 14 JUNE 1942

My father, the most adorable father I've ever seen, didn't marry my mother until he **was** thirty-six and she **was** twenty-five. My sister Margot **was born** in Frankfurt am Main in Germany in 1926. I **was born** on 12 June 1929. I **lived** in Frankfurt until I was four. Because we're Jewish, my father **emigrated** to Holland in 1933, when he **became** the Managing Director of the Dutch Opekta Company. (...)

(From The Diary of Anne Frank. 1942. Available at: <https://worldholocaustforum.org/the-holocaust-in-faces/anne-frank-diary/>> Accessed on: Sept 22, 2022).

Vocabulary Help

Jewish: judeu

marry: casar

became (past form of become): tornou-se

II

Chapter I - I am born

To begin my life with the beginning of my life, I record that I **was born** (as I have been informed and believe) on a Friday, at twelve o'clock at night. It was remarked that the clock began to strike, and I **began** to cry, simultaneously.

[...]

I **was born** at Blunderstone, in Suffolk, or 'there by', as they say in Scotland. I **was** a posthumous child. My father's eyes had closed upon the light of this world six months, when mine opened on it.

(From "David Copperfield", by Charles Dickens, p. 4. Available at: < <https://www.gutenberg.org/files/766/766-h/766-h.htm#link2HCH0001> > Accessed on: Sept. 22, 2022).

Vocabulary Help

record: registrar

clock: relógio (de parede)

have been informed: fui informado

posthumous: póstuma (nascido depois da morte do pai ou da mãe)

**CULTURAL NOTE**

Anne Frank foi uma adolescente alemã de origem judaica, vítima do Holocausto. Tornou-se uma das figuras mais discutidas da história após a divulgação póstuma do *Diário de Anne Frank* (1947), no qual documentou suas experiências enquanto vivia escondida em cômodos ocultos de uma empresa durante a ocupação alemã nos Países Baixos na Segunda Guerra Mundial.



(Disponível em: https://pt.wikipedia.org/wiki/Anne_Frank . Acesso em 31 out.2022)



Charles Dickens foi o mais popular dos romancistas ingleses do século XIX. Apesar de os seus romances não serem considerados, pelos parâmetros atuais, muito realistas, Dickens contribuiu em grande parte para a introdução da crítica social na literatura de ficção inglesa. Entre os seus maiores clássicos estão *David Copperfield* e *Oliver Twist*.

(Disponível em: https://pt.wikipedia.org/wiki/Charles_Dickens . Acesso em 31 out.2022)

2 Read the text extracts again. Who...

a) was born at the night?

b) did not see the father?

c) was born in Germany?

d) was born in the beginning of last century?

e) moved from their cities/countries?

3 Now, choose the options that best complete the statements.

a) In Anne's story, we notice that she specially loved...

() her father.

() her sister.

b) The difference of age between Anne's mom and her father was...

() nine years.

() eleven years.

c) Anne's life conditions were...

() very good before the war.

() were not so good before the war.

d) In David Copperfield's story, we learn that he...

() was born on the weekend.

() loved to play with his father.

4 In groups, discuss:

- Para além de narrarem eventos no passado, o que mais há de comum entre as narrativas e/ou seus autores/personagens?



THINK CRITICALLY!

Agora pense:

- Qual a importância de registrar memórias / eventos marcantes da nossa vida?
- Isso é importante para você? Como você faz esse registro? Como você guarda essas memórias?
- E no caso do registro da memória da História? Qual é a importância?

LANGUAGE STUDY

5 Volte aos textos das páginas 10 e 11 e analise as partes em destaque nos diferentes contextos. Quais os equivalentes em português?

6 O que você conclui sobre o uso da forma verbal **was born**? Assinale as opções corretas.

- a) () was é a forma do passado do verbo **is** e **am**.
- a) () was born é usada com o pronome **I** (*1ª pessoa do singular*) e os pronomes **he**, **she** (*3ª pessoa do singular*).
- b) () a forma do passado do verbo live (viver, morar) é **was lived**.
- c) () a forma do passado dos verbos **become** (tornar-se, vir a ser) e **begin** (começar, iniciar) são, respectivamente, **became** e **began**.

- 7 Analise o quadro a seguir, e identifique as expressões que indicam o tempo em que a ação ocorreu no passado e responda.

“My sister Margot **was born in** Frankfurt am Main in Germany **in** 1926. I **was born on** 12 June 1929. I **lived** in Frankfurt until I was four.”

- a) Quais preposições antecedem essas expressões?
-

- b) Por que será que são 2 preposições diferentes?
-

- 8 Leia a explicação e complete a 3ª coluna com seus exemplos.

Past Simple - affirmative form

Contexts of use and form

Em inglês, usamos o *past simple* para narrar diferentes eventos no passado nas seguintes situações:

- para falar sobre fatos da nossa biografia, ocorridos em um tempo específico;
- para indicar quando um evento histórico aconteceu;
- para listar, em sequência cronológica, eventos ocorridos no passado.

As formas verbais no *past simple* variam: o *verb to be*, por exemplo, tem 2 formas no passado: **was** e **were**. Outros verbos podem ter uma forma específica, que marca o verbo no passado, como *live* (**lived**); outros ainda têm alguma modificação na forma base, por exemplo *begin* (**began**).

Subject Pronouns	Past form verb	Complement	My examples
I	_____ born live ____ began	in São Miguel. school when I was 6.	
You	were born emigrate ____ began	on May 6th, 2010. from Germany. school in 2007.	
He She It	_____ born became		
We They	were born lived became		

That's curious!

Begin e **become** tem uma similaridade nas formas do passado: **began** e **became** (mudança de uma vogal - i/o para -a). Isso acontece com formas do passado de outros verbos também. Veja:

- drink (beber) = drank
- sit (sentar) = sat

Vamos estudar isso mais a fundo na próxima Unidade. *Don't worry!*

9 The sentences below are part of an autobiography written by Ryan Rumsay when he was 14 years old. Put the words in order in each item to make complete sentences.

a) on April 11th - began - My life - I - when - was born - in Miami.

b) young - and - when I was - my pet Neal - were - my musical mobile - My favorite toys.

c) blue - had - I - eyes - and - hair - light brown.

d) Catalina Methodist School - nursery school - my first - was.

e) Miss Laura - My teacher - was - and - Scott and Kevin - my best friends - were.

f) moved to Phoenix - I - when - was - into an apartment - three - we.

10 Now rearrange the sentences so that they make sense together as a text.

Edited and adapted from:

<https://medium.com/@ryanrumsey/i-wrote-an-autobiography-in-1988-at-age-14-here-it-is-e46a6e1f4591>

11 Write about you. Use the expressions below to help you.

Useful Expressions

- My life began when (*city, date, moment*)
- I had (*eye color, hair color*).
- When I was very young, my favorite toys
- I started school when I was (*age*). My first teacher ... and my favorite subjects...

LESSON 2 - WHEN WERE YOU BORN?

INVESTIGATE AND PRODUCE

- 1 Where were you born? When were you born? Talk in pairs and find out!



- 2 Read Anne Frank's diary entry and answer:

- a) How do you think she felt about having to move from her home?

- b) Have you ever moved homes or cities? If so, how did you feel?

- c) Imagine you have to move because of a natural disaster: how would you feel?

- d) Now imagine you have to move to another country, because of a war conflict: how would you feel? What challenges are there in starting life in a new country?

- 3 You are going to listen to two siblings from a video called **“How to make kids appreciate their culture (origin) - Where were you born?”**. Listen from the beginning to 0’25” and answer: Why do you think they made a video with this topic? Why is it important?
- 4 Listen again and answer True (T) or F (False).
- a) () Both Estelle and Israel were born in Nairobi, Kenya.
 - b) () Three months later, Estelle moved to Australia.
 - c) () Israel was born in Seychelles.
 - d) () Israel moved to Australia with his family after eight months.
 - e) () They think they are a little bit of all of them now (Kenyan, Seychellean and Australian).
- 5 Now read and listen along to the audio along. Then contrast with the description of the video channel where it is from and answer: What are Estelle’s and Israel’s nationalities?

“Hi guys, my name is Estelle and my name is Israel. I was originally born in Nairobi, Kenya but three months later I moved to Seychelles. And I was born in Seychelles and after nine months we moved to Australia. And our big question now is: Are we Kenyan? Seychellean or Australian? We think we are a little bit all of them (...).

Estelle and Israel explains their nationalities and shows how they celebrate diversity. Born and lived in three different countries: Kenya, Seychelles and now Australia, they always try to remember languages spoken in these nations, a challenge for kids in the **diaspora**.



CULTURAL NOTE

Localizada no Oceano Índico, a **República das Seicheles** é um país insular, formado por 115 ilhas distribuídas entre vários arquipélagos localizados a norte e nordeste de Madagáscar. Proclamou sua independência do Reino Unido em 1976, e tem como línguas oficiais o inglês, o francês e o crioulo de Sheicheles.

(Disponível em: <<https://pt.wikipedia.org/wiki/Seicheles>>. Acesso em 22 set. 2022)

A **República do Quênia** é um país multilíngue. O **swahili** (uma língua *bantu*) e o inglês são falados como língua franca e como línguas oficiais do país. O inglês foi herdado durante o período da colonização britânica, mas o swahili é mais falado do que o inglês.

(Disponível em: <https://en.wikipedia.org/wiki/Languages_of_Kenya>. Acesso em 22 set. 2022)

- 6 Analyse this fragment of the description, paying attention to the highlighted parts and answer:

“**Estelle and Israel explain** their nationalities and **show** how **they celebrate** diversity.[...]”

- What do you observe related to the form of the verbs in the present simple?
 - How can you explain this?
-
-

- 7 Now talk in groups:

- Você já ouviu falar sobre o conceito de **diáspora**? Pesquise e compartilhe o que descobriu com os colegas.
- Porque será que os irmãos Estelle e Israel fazem um esforço para lembrar as línguas faladas nos lugares onde nasceram e viveram? Que importância isso tem?
- Você tem uma experiência semelhante a desses irmãos na sua história de vida? Ou conhece alguém que tenha? Compartilhe.



THINK CRITICALLY!

Leia a informação disponível no site UNICEF, sobre migrantes e crianças em deslocamento. Com a ajuda do seu professor, pesquise o significado das palavras/expressões destacadas, e depois, discuta em grupos:

- O que é possível fazer, em sua opinião, para prevenir que crianças e adolescentes se sintam excluídos e sofram porque são refugiados ou imigrantes?

Migrant and displace children

Children on the move are children first

It doesn't have to be this way. The suffering and exclusion of migrant and displaced children is not only unacceptable, but also preventable. **A child is a child, no matter why she leaves home, where she comes from, where she is, or how she got there.** Every child deserves protection, care and all the support and services she needs to thrive.

(Available at: <https://www.unicef.org/migrant-refugee-internally-displaced-children>.
Accessed on: October 3rd, 2022)

LANGUAGE STUDY

- 8 Na seção Explore você estudou parte da *timeline* de **Nelson Mandela**. Reveja esse texto a seguir e contraste com parte de outra *timeline*: a de Anne Frank, em português. O que você observa de semelhante?

Learners' timeline - MANDELA

1918

18 July - Nelson Rolihlahla Mandela is born

1930

His father dies and he is taken to be raised by the Acting King of the Thembu people

1934

Undergoes initiation; enrolls at Clarkebury Boarding Institute at Engcobo

1937 Enrols at Healdtown, the Wesleyan College at Fort Beaufort

1939 Enrols at the University of Fort Hare in Alice

1940 Is expelled from the University of Fort Hare

1941 Runs away to Johannesburg

(Available at: <<https://www.nelsonmandela.org/content/page/timeline>>)



A família Frank emigra para Amsterdã.

1929

(Jun, 12) Anne Frank nasce em Frankfurt (Alemanha).

1933

1935

Anne vai para o jardim de infância [...] em Amsterdã.

(Accessed on: September 24th , 2022)

- 9 Com base na sua análise na atividade anterior, assinale as características do gênero *timeline*.
- os acontecimentos escolhidos são bem marcantes na história do biografado.
 - as informações não estão necessariamente organizadas em sequência cronológica.
 - há frases mais curtas e o presente do indicativo (present simple) é utilizado.
 - há indicação do tempo quando o evento aconteceu, de modo destacado.
 - as frases usadas sempre têm sujeito + verbo + complemento/informação.

- 10 What about your timeline? Choose 6 events in your life to write about. Complete with the dates of each life event below.

All about me... MY TIMELINE

- | | | |
|-----------------------|----------------------|--------------------------|
| <input type="radio"/> | <input type="text"/> | I was born |
| <input type="radio"/> | <input type="text"/> | I started pre-school |
| <input type="radio"/> | <input type="text"/> | I started to walk |
| <input type="radio"/> | <input type="text"/> | I started to speak |
| <input type="radio"/> | <input type="text"/> | I started primary school |
| <input type="radio"/> | <input type="text"/> | I learned to ride a bike |

- 11 In pairs, use your timeline to tell the events to a classmate. **Remember:** when you **talk**, use the verbs in the **past simple**.



CREATE AND TRANSFORM

Let's review!

- In the beginning of this unit, you observed a piece of Art called “Parede da Memória”, from Brazilian artist Rosana Paulino. What do you think of the way the artist pay tribute to her family ancestry?
- You also learned about migrant children who move from countries and their need for protection and feeling comfortable, accepted where they are. How do you think you can help?

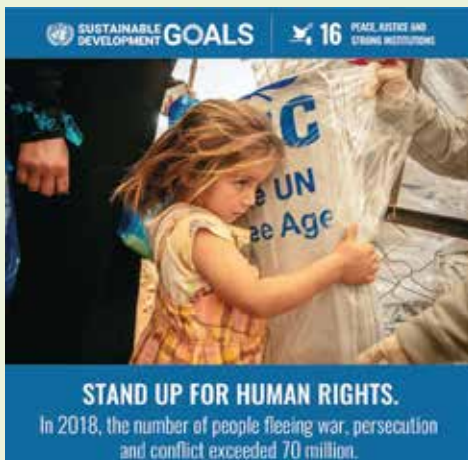
- Now think together and decide what you would like to do in order to show you care. Look at the options below:

OPTION A: Pay tribute to our ancestry on a “Memory wall”

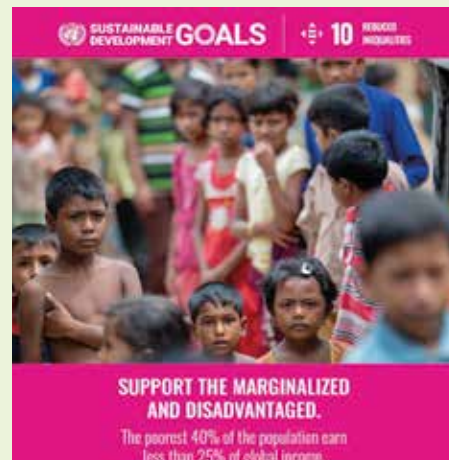
- Create a “Memory wall” to pay tribute to your family history. You can choose a family member to pay tribute to, and write his/her timeline.

OPTION B: Take action for the Sustainable Developing Goals

- Investigate in your community children and teens that need support. What do they need? How can you help? Talk to your family, the teachers, the school workers. Can the school, as a community, offer some support with your participation?



Goal 16: Peace, Justice and Strong Institutions



Goal 10: Reduced Inequalities

(Available at: < <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> > Accessed on: November 06th, 2022)




And remember:

- Discuss and respect the decision you make as a group.
- Talk with your classmates about how you can participate, what activities you can be responsible for.
- Be proactive. There is always something new you can learn about, a new skill you can improve. Part of learning is taking risks and trying again.
- Do your best.
- Take time to plan, organize information, review what you produce (writing, for example).
- Decide on how you can share what you produce.



MY LEARNING PROGRESS

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

I CAN...			
identify specific information in texts.			
ask and answer where and when someone was born.			
recognize the layout and characteristics of a timeline.			
write about some events in my biography.			
recognize contexts of use and form of the simple past.			
produce a personal timeline.			
understand the importance of keeping family history documented as a way to value our ancestry.			

2) No caso dos itens relacionados à compreensão de textos e a conhecimentos da língua inglesa (vocabulário e estrutura), o que você pode fazer para praticar mais? Veja as possibilidades a seguir. O que gostaria de fazer?

- formar um grupo de estudo.
- visitar os links dos textos estudados e ler mais sobre o assunto (o Diário de Anne Frank, em inglês, por exemplo).
- usar dicionários online para acessar atividades (com jogos, leitura, etc.).

3) De que modo os assuntos que você estudou nesta Unidade e/ou atividades contribuíram para o seu TCA? Conte para seus colegas e professor.



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:

UNIT 2

NOW AND THEN

NESTA UNIDADE, VOCÊ VAI:

- conversar sobre mudanças ocorridas em lugares específicos da cidade;
- reconhecer contextos de uso e forma do *past simple* (formas negativa e interrogativa);
- investigar a história da comunidade e/ou bairros de São Paulo;
- conversar sobre eventos realizados no passado;
- aprender as formas do passado de alguns verbos irregulares, em inglês;
- reconhecer as diferentes pronúncias do -ed nas formas do passado de verbos regulares em inglês;
- decidir, coletivamente, entre duas opções e desenvolver um projeto que trate da história do bairro (produção de um folheto informativo ou uma exibição fotográfica).





Pátio do Colégio - 1858.
Ilustração de José Wasth Rodrigues (1918).



EXPLORE

1) Look at the pictures. Can you recognize the cities? When were the pictures taken?



(Available at: < <http://wikimapia.org/106630/p1P%3%A11tc-do-Col%3%A9gio-Pateo-do-Collegio#/photo/261850>> Accessed on: November 6th, 2022).

A - Pátio do Colégio. São Paulo



(Available at: < https://commons.wikimedia.org/wiki/File:Edif%3C%ADcio_Prestes_Maia_2022_04_09.jpg> Accessed on: November 06th, 2022)

C- Companhia Nacional de Tecidos Building. Prestes Maia avenue.



(Available at: < <https://historydaily.org/hoovertvilles-during-the-great-depression>> Accessed on: November 06th, 2022)

**B - Hoover Village.
Central Park, NY. 1931.**

D - Central Park, NY. 1989.
Credit: Sérgio Valle Duarte.
No changes made.



(Available at: <https://pt.wikipedia.org/wiki/Central_Park#/media/Ficheiro:A_ride_in_Central_Park,_1989.tif> Accessed on: November 06th, 2022)



(Available at: <https://pt.wikipedia.org/wiki/Estação%20de%20Luz#/media:Ficheiro:ESTAÇÃO%20LUZ_3.jpg> Accessed on: November 06th, 2022)

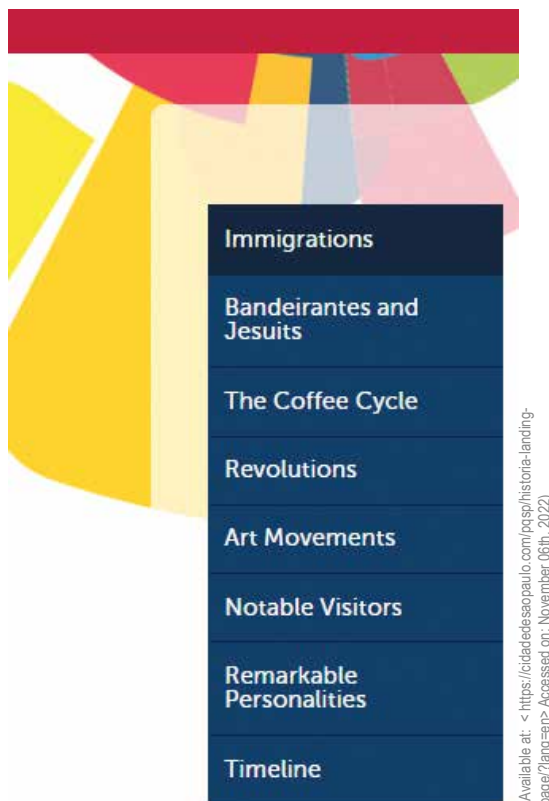
E - Luz Station. Prestes
Maia Avenue. São
Paulo. 2016.

- 2) Compare pictures B and D; C and E and talk in groups.
 - Can you point out the changes that improved the places?
 - In picture C, what do you think happened to the people who lived in that village?
 - Do you think people live in the building in picture D? If so, who?
- 3) What about the changes where you live? Follow the steps:
 - Explore your street and the surrounding areas and take pictures.
 - Talk to your older family members and elder people in the community. Do they have pictures/photos of the place?
 - Search for pictures online. What did you find out?
 - Organize the material/information. You will use it later, in this unit.

LESSON 1 - THE HISTORY OF OUR CITY

INTERACT AND LEARN

- 1 Explore the topics in a menu from a site. What is it about?



- 2 Read the information and answer: which topic is it related to?

São Paulo, just like Brazil, is marked by the mix of people from different nations that have added up their inheritances to form the identity of the *Paulistano*. Currently, there are over 70 countries that have left their legacy on architecture, culinary, sports and many other aspects of the city. (...)

3 Now, look at the pictures. Then read the texts and match them to the pictures.



(Available at: < <https://commons.wikimedia.org/wiki/index.php?curid=1916914> > Accessed on: November 06th, 2022)

I - Praça da Liberdade.
By Francisco Antunes
from São Paulo, Brazil.

II - Galeria de Léo
Pinheiro - Picasa - Corner
of Ladeira Porto Geral and
25 de Março Street in São
Paulo on 12/13/2008.



(Available at: https://upload.wikimedia.org/wikipedia/commons/6/6f/Ladeira_Porto_Geral_-_%282008%29.jpg > Accessed on: November 06th, 2022)

- a) The Arabs, who **started** their immigration between the end of the 19th century and the beginning of the 20th century, **worked** as peddlers selling hats, clothing, watches, fabrics, jewelry and other products at the popular regions of commerce, like 25 de Março street. Nowadays, they still remain around with similar businesses in the region.
- b) Now, the Jewish community, which would sell high standard clothing and fabric, **had** their immigration from the beginning of the 19th century until the first half of the 20th century. In São Paulo, they **established** their roots in Higienópolis, where their most important consumers would live, the Coffee Barons.

- c) The Japanese, who **arrived** in São Paulo in the beginning of the 20th century, started working as barbers, shoemakers, laundry women, maids, besides making handcraft products. They **settled** downtown, in the neighborhoods of Liberdade and Glicério.

(Available at: < <https://cidadedesaopaulo.com/pqsp/historia-landing-page/?lang=en> >
Accessed on: November 07th, 2022)

- 4 Read the descriptions again and answer T for true and F for false. Then, correct the false statements.
- a) () The immigrants who settled down in different districts had very similar jobs.
- b) () The Arabs and the Jewish settled down in São Paulo around the same time.
- c) () We can infer that the Jewish immigrants had shops that **sold** products to anybody living in São Paulo.
- d) () The Arabs didn't have the same target audience as the Jewish's.
- 5 Now, read an excerpt from Wikipedia about the history of Liberdade district in São Paulo. What was it like before the Japanese settled down? What is the story behind the name "Liberdade"? Write in your notebook, in Portuguese.

History^[edit]

Liberdade was known as Campo da Forca (Field of the Gallows) until the late 19th century, and was an area reserved for the execution of slaves and convicts. Death was considered the only path to liberty (liberdade) for slaves. The condemned were led to the Igreja Nossa Senhora da Boa Morte (Church of Our Lady of Good Death) to perform a final prayer for a rapid and painless death. The church remains on Rua do Carmo at the corner of Rua Tabatinguera. Slaves and other convicts were executed in the Largo da Forca (Gallows Square), the public square now known as Praça da Liberdade. Cemitério dos Aflitos (Cemetery of the Afflicted) was created in 1774 to bury executed slaves, those who had committed suicide, and others who **could not** be buried elsewhere. The cemetery was replaced by housing development in the 20th century, and the simple Capela dos Aflitos on Rua dos Estudantes is a remnant of the era. Igreja da Santa Cruz das Almas dos Enforcados (Church of Santa Cruz of the Souls of the Hanged), prominently located to the south of the public square, commemorates the dead of Campo da Forca. Executions were carried out in Campo da Forca until 1891, and the square was renamed Liberdade.^{[1][2][3]}

(Available at: <[https://en.wikipedia.org/wiki/Liberdade_\(district_of_S%C3%A3o_Paulo\)](https://en.wikipedia.org/wiki/Liberdade_(district_of_S%C3%A3o_Paulo))> Accessed on: November 07, 2022)

Vocabulary Help

known: conhecido

slaves: escravizados

path: caminho

bury: enterrar

carried out: realizado

- 6 In groups, discuss:
- Did the information about Liberdade surprise you? Did you know that story?
 - What immigrant (or migrant) influences are there in your district/neighborhood?
 - How are these influences noticed? Can you see them?



THINK CRITICALLY!

Agora, pense:

- É possível conciliar a memória e a preservação da história de um lugar com o desenvolvimento e renovação desse mesmo lugar ao longo do tempo?

LANGUAGE STUDY

- 7 Examine os textos das atividades 2 e 4, nas páginas 34 e 36 novamente e preste atenção nos verbos em azul, todos eles no passado. Resolva:
- a) Transcreva os verbos para as tabelas abaixo na coluna *past form*.
- b) Qual tabela apresenta *Regular past verbs* e qual apresenta *Irregular past verbs*?

I –

BASE FORM	PAST FORM
Arrive	
Start	
Establish	
Settle	

II –

BASE FORM	PAST FORM
Have	
Sell	
Can	

- 8 Agora, estude os trechos destacados e analise as partes sublinhadas. Assinale as afirmações verdadeiras.
- a) Cemitério dos Aflitos was created in 1774 to bury executed slaves (...) and others who **could not** be buried elsewhere.
- b) The Arabs **didn't have** the same target audience as the Jewish's.
- c) Did the information about Liberdade **surprise** you?
- d) Did you know that story?
 not e **didn't** expressam negação.
 O uso de **did** nos itens c) e d) indicam que trata-se de uma pergunta, no presente simples.
 nas perguntas dos itens c) e d), observamos a estrutura:
Auxiliary verb + subject + verb (base form) + complement.
- 9 Leia a explicação e retorne à atividade 8 para completar as lacunas a partir das suas conclusões.

PAST SIMPLE

negative and interrogative forms

Contexts of Use

Vamos relembrar: em inglês, usamos o **past simple** para narrar diferentes eventos no passado, ocorridos em um tempo específico, e contar a história - de vida (biografia), de lugares e acontecimentos históricos.

Structure

Affirmative sentences

- Para formar o passado de verbos regulares, acrescentamos (e)d ao final dos verbos.

Examples: start-started; work-worked; arrive-arrived

- Os verbos irregulares em diferentes formas, e é preciso estudá-los e usá-los para memorizar.

Examples: have-**had**; go-**went**; get-**got**; sleep-**slept**; can-**could**.

Negative sentences

- Nas frases negativas, usamos **didn't** para todas as pessoas do sujeito (I, you, he, she, it, we, they) + verbo na forma base (**sem -d**).

Examples: Lucas **didn't come** to school yesterday. He was sick.

Attention: o verbo *can* (*could*) é especial e não segue essa regra.

Interrogative sentences

- Nas perguntas, usamos **did** + subject + base form verb + complement.

Examples: *What time **did** you **get up** yesterday? At 7 am. Why?*

***Did** you **talk** to Mariana during the break? No, I **didn't** see her.*

Attention: o verbo *can* (*could*) é especial e não segue essa regra.

That's curious!

A pronúncia do **-ed** é diferente dependendo do som final do verbo. Faça a seguinte experiência, com a orientação do seu professor:

I - Ponha a mão na garganta e diga “arrive”, alongando o som final (-v) durante 10 segundos: o que você sente na sua mão?

II - Mantenha a mão na garganta e agora diga “work”, alongando o som final (-k): o que você sente? É igual ou diferente de “arrive”.

III - Agora ouça seu professor dizer “arrived” e “worked”: que sons você ouve ao final? Porque você acha que isso acontece?

III- O que acontece com a pronúncia do -ed em verbos que terminam em /d/ ou /t/, como “start”?

IV - Com a orientação de seu professor, anote em seu caderno a explicação para a pronúncia do **-ed** dos verbos regulares.

10 Match the expressions/words in the column to make questions. Write at least 5 questions in your notebook.

What time	<p>did you</p> <p>were you</p> <p>was your best friend</p>	when you learned how to write?
What		come to school today?
How old		yesterday night?
Where		go last weekend?
What classes		get to school today?
When		have for breakfast this morning?
How		have yesterday?

11 In pairs, ask and answer. Remember to use the verbs in the appropriate past form.

Useful Expressions

- Where did you go last weekend?
I stayed home.
- What did you have for breakfast this morning?
I had bread and butter, milk and chocolate.

VOCABULARY STUDY

12 Fill in the list of irregular verbs below. Work in pairs and search in a dictionary online.

Base form	Past form	Base form	Past form
Be	was, were		
get up	got up		
have	had		
Sell	sold		

LESSON 2 - PEOPLE'S BASIC NEEDS IN THE CITY

INVESTIGATE AND PRODUCE

- 1 In your opinion, what are the basic needs for a person to live with safety and dignity? Tick the options below.
- a) food e) internet
- b) home f) warm clothes in winter
- c) clothing g) money for transport
- d) toiletry h) books
- 2 Do you know what a “blessing bag” is? Do some research to find out.
- 3 Listen to Jahkil Jackson describe a project he is involved in: **Project I am**. Listen from 0’58” to 1’26” What is the project about? Who does he help? Listen again and choose the best option to complete each statement.
- a) Jahkil had the idea of the project after...
- a visit to feed the homeless with chilly, with his aunt and cousins.
 was talking to his mother about homeless people.
- b) When he saw how homeless people lived, he...
- was unhappy to know that so many people lived on the street.
 was surprised because he imagined everybody had a home.
- c) At the time, Jahkil was...
- 5 years old.
 9 years old.
- d) At home, Jahkil and his parents decided to...
- go back and feed the homeless people with more snacks and soup.
 create an organization to help homeless people with blessing bags.

- 4 Use a dictionary, if necessary, to find out the past form of the verbs in the box. Read the transcript and listen again to complete the gaps with the past form of the verbs.

eat create
go think have am
live sleep see start

“Me and my mom and my cousins went to go feed the homeless with chilly. We saw how they _____, how they _____, how they _____, **and** didn’t really understand. I was five years old, I _____ everybody had homes. **So** I was just confused on what’s going on. I _____ home to my parents and we thought of different things that we have on a daily basis **but** they don’t have, **and** we thought of blessing bags and we _____ this organization to back up that idea and that’s kind of how it all _____.”

- 5 Now talk in groups:
- O que você achou do Projeto de Jahkil? Conhece algo semelhante na sua comunidade?
 - Que relação você pode estabelecer entre o projeto de Jahkil e as imagens B e D da atividade 1 (páginas 32 e 33), que você observou no início desta Unidade?
 - A falta de moradia e/ou a presença de pessoas em situação de rua é uma questão presente no seu bairro?



THINK CRITICALLY!

Em inglês, há um provérbio que diz: ***United, we stand; divided, we fall*** (*A União faz a força*). Agora, pense:

- Como você explicaria esse provérbio a partir da experiência relatada por Jahkil?
- O que você conclui a partir dessa reflexão?

LANGUAGE STUDY

6 Volte ao relato que Jahkil fez sobre como a ideia do projeto surgiu (atividade 4).

Preste atenção nas palavras em azul. Qual a função delas?

7 Leia o relato novamente e assinale as características que você observa.

- a) () os eventos são contados em sequência cronológica.
- b) () os eventos não se misturam com a descrição dos sentimentos de Jahkil sobre eles.
- c) () a linguagem é informal e há expressões comuns da oralidade, como “*kind of*”.

8 Agora leia novamente o verbete de enciclopédia (*Wikipedia*) na página 36 sobre o bairro da Liberdade, em São Paulo e responda:

a) Ele é mais formal ou informal, comparando com o relato de Jahkil?

b) Os eventos são narrados em 1ª ou 3ª pessoa?

9 Imagine this situation: you were invited by the “Secretaria de Turismo” to contribute to the site with a short history of your neighborhood, in Portuguese and English. Work in groups and follow the steps:

- a) Review the investigation you did in Explore (page 33): did you learn something interesting about the history of the neighborhood? What would you like to know more about?
- b) What about the different indigenous peoples that lived in your district? What do you know about them?
- c) Are there any historical events that can be interesting?
- d) Produce a mind map to help you organize the information you've collected and structure your text.
- e) Write a first version of the text. Connect the events in a coherent way.

Useful Expressions

- Mooca is a big neighborhood in the East Zone of São Paulo, with a history of Italian immigration.
- The first people in this area were the Tupinambás and the Tupiniquins.
- In the 19th century, the region had many industries because of ...
- Nowadays, the neighborhood faces some challenges. There are many...



CREATE AND TRANSFORM

Let's review!

- In this unit you've learned about and investigated the history of some neighborhoods in the city. Did you learn something new? Did you change your way of thinking about any aspect related to the topics you've talked about?

- You've also learned about a project organized by a teen in his neighborhood. Were you motivated to do anything similar? If so, what? How could you involve people and make them willing to participate?
- Now, think together and decide what you would like to do in order to share what you've learned with other people. See the options below:

OPTION A: Poster "My neighborhood now and then"

- Produce a leaflet (online or printed) with the material you've collected and what you've learned about the history of your community. Use the pictures you took in activity 3, Explore, page 33.



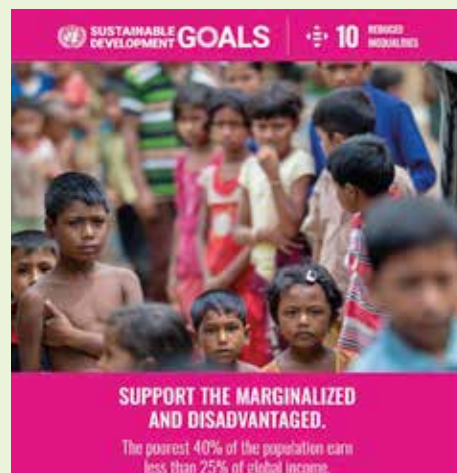
Illustration 2127:684:38 © Mihrimel | Dreamstime.com

OPTION B: A photo exhibit: "Our challenges"

- Produce a photographic exhibition with the pictures you took in the beginning of the unit (activity 3). If necessary, take new photos, trying to bring different angles and perspectives of your street/ neighborhood. Do they show the challenges the neighborhood faces?



Goal 1: No Poverty



Goal 10: Reduced Inequalities




(Available at: < <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> > Accessed on: November 06th, 2022)

And remember:

- Discuss and respect the decision you make as a group.
- Talk with your classmates about how you can participate and what activities you can be responsible for.
- Be proactive. There is always something new you can learn about or a new skill you can improve. Part of learning is taking risks and trying again.
- Try to do your best.
- Take time to plan, organize information and revise what you produce (writing, for example).
- Decide on how you can socialize what you produce with the community.

**MY LEARNING PROGRESS**

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

I CAN..			
talk about the changes that occurred in the neighborhood.			
use previous knowledge to anticipate information in texts.			
recognize the layout and characteristics of an encyclopedia entry (wikipedia).			
understand specific information in an oral text.			
recognize contexts of use and form of the simple past (negative and interrogative forms).			
produce a short expository text about the history of a district in São Paulo.			
understand the importance of unity in a community in order to transform it.			

- 2) No caso dos itens relacionados à compreensão de textos e a conhecimentos da língua inglesa (vocabulário e estrutura), o que você pode fazer para praticar mais? Veja as possibilidades abaixo. O que gostaria de fazer?
- () formar um grupo de estudo.
- () visitar os links dos textos estudados e ler mais sobre o assunto.
- () usar dicionários online para acessar atividades (com jogos, leitura, etc.).
- () organizar um glossário temático em seu caderno.
- 3) De que modo os assuntos que você estudou nesta Unidade e/ou atividades contribuíram para o seu TCA? Conte para seus colegas e professor.

ULTIMATE CHALLENGE!

- 10) Escreva, em inglês, 3 ou 4 informações sobre a Cidade de São Paulo que você tenha aprendido nesta Unidade.

- 11) Você usa algum site para buscar livros (gibis, mangás, por exemplo) de sua preferência para ler, em inglês? Compartilhe com seus colegas e registre o que você está aprendendo de novo.

Site/aplicativo	Atividade	O que eu aprendi?
Duolingo		10 palavras novas:



VOCABULARY LOG

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:

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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

PEOPLE THAT INSPIRE US

NESTA UNIDADE, VOCÊ VAI:

- conversar sobre o que significa ser famoso;
- falar sobre uma pessoa famosa que tenha contribuído para a sociedade;
- ler biografias de pessoas relevantes para nossa sociedade, relacionando partes do texto para compreendê-las;
- reconhecer os sentidos que uma mesma palavra pode ter em diferentes contextos;
- reconhecer contextos de uso dos *object pronouns*;
- usar conectores / expressões que indicam diferentes relações (de tempo, de consequência, etc) na elaboração de uma biografia;
- produzir uma biografia de uma pessoa relevante para a comunidade;
- decidir, coletivamente, entre duas opções para desenvolver um projeto sobre pessoas inspiradoras, cujo trabalho impactou nossa sociedade.



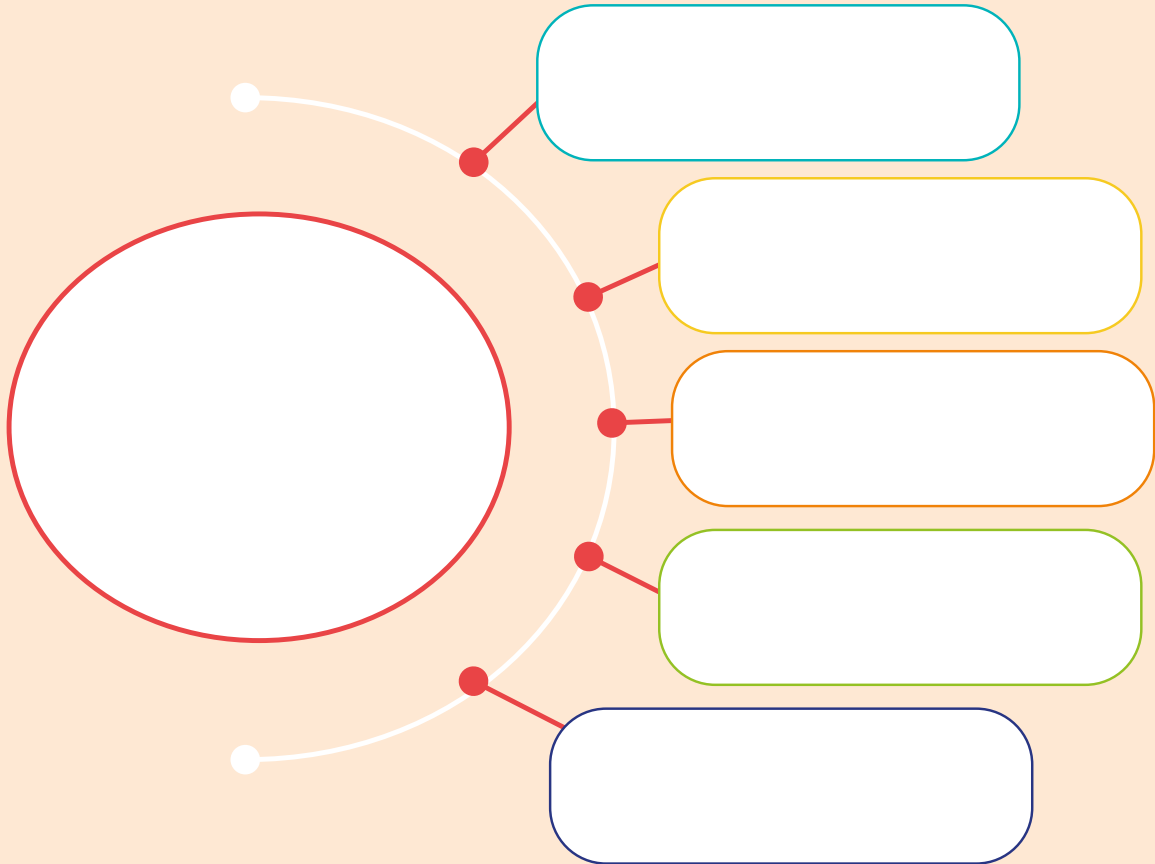


Bertini fresco of Galileo Galilei and Doge of Venice. By Giuseppe Bertini.



EXPLORE

- 1) What makes a person famous? List your ideas and share with your classmates.



- 2) Read the quotations below. Do they relate to any of the ideas mentioned by your group in activity 1?

https://en.wikipedia.org/wiki/Dorothy_Height#/media/File:Dorothy_Height.jpg



“I want to be remembered as the one who tried.”

Dr. Dorothy Height (African North-American civil rights activist)

(Available at: < https://en.wikipedia.org/wiki/Dorothy_Height > Accessed on: November 06th, 2022)

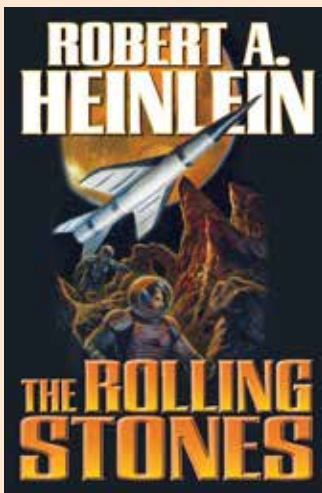
**“In the future,
everyone will be famous
for fifteen minutes.”**

Andy Warhol (North-American artist)

(Available at: <https://en.wikipedia.org/wiki/15_minutes_of_fame> Accessed on: November 06th, 2022)



https://pt.wikipedia.org/wiki/Andy_Warhol#media:Ficheiro:Andy_Warhol_by_Jack_Mitchell.jpg



(Available at: <<https://www.amazon.com.br/Rolling-Stones-Robert-Heinlein/dp/1439133565>> Accessed on: November 06th, 2022)

**“Everything is theoretically
impossible, until it is done.”**

Robert Heinlein (North-American science fiction writer)

(IN: The Rolling Stones. 1952)

- 3) Make a list of 4 famous people, from different paths of life. Why are they famous? Would you say they are an inspiration for you? Explain.



(Source: [https://pt.wikipedia.org/wiki/Rayssa_Leal#media:Ficheiro:Rayssa_Leal_\(crop\).jpg](https://pt.wikipedia.org/wiki/Rayssa_Leal#media:Ficheiro:Rayssa_Leal_(crop).jpg))

Rayssa Leal. Rede do Esporte. Governo Federal.



CC-BY 4.0. © European Union 2020 – Source: EPF. (https://creativecommons.org/licenses/by/4.0/">ref="noreferer: not follow"

Greta Thunberg at the European Parliament on 4 March 2020.

LESSON 1 - WHAT DOES IT MEAN TO BE FAMOUS?

INTERACT AND LEARN

1 Look at the pictures. Answer the question. Who are they? Number the options:

() Malala Yousafzai

() Milton Santos

() Nelson Mandela

() Marie Curie

A



(Available at <https://www.nobelprize.org/prizes/peace/1953/mandela/biographical/>. Accessed on November 8th, 2022)

B



(Available at <https://www.nobelprize.org/prizes/peace/2014/yousafzai/biographical/>. Accessed on November 8th, 2022)

C



(Available at <https://www.nobelprize.org/prizes/chemistry/1911/marie-curie/facts/>. Accessed on November 8th, 2022)

D



(Available at https://en.wikipedia.org/wiki/Milton_Santos. Accessed on November 8th, 2022)

2 Read the biography of the person assigned to you and do the activities.

a) Complete the chart with information about the person you've chosen.

Nelson Mandela	
Where was he born?	
When was he born?	
When did he die?	
What did he do?	
Why is he famous?	
Did he receive any award? If so, which one? When?	

Malala Yousafzai	
Where was she born?	
When was she born?	
When did she die?	
What did she do?	

Why is she famous?	
Did she receive any award? If so, which one? When?	

Marie Curie	
Where was she born?	
When was she born?	
When did she die?	
What did she do?	
Why is she is famous?	
Did she receive any award? If so, which one? When?	

Milton Santos	
Where was he born?	
When was he born?	
When did he die?	
What did he do?	
Why is he famous?	
Did he receive any award? If so, which one? When?	

I. Nelson Rolihlahla Mandela (18 July 1918 – 5 December 2013) was a South African anti-apartheid activist who served as the first president of South Africa from 1994 to 1999. He was the country's first black head of state and the first elected in a fully representative democratic election. [...]

[...] Mandela was born in Mvezo, Union of South Africa. He studied law at the University of Fort Hare and the University of Witwatersrand before working as a lawyer in Johannesburg. There he became involved in anti-colonial and African nationalist politics, joining the African National Congress (ANC) in 1943 and co-founding its Youth League in 1944. After the National Party's white-only government established apartheid, a system of racial segregation that privileged whites, Mandela and the ANC joined to fight the government [...] [Consequently,] he was arrested [...], and [...] sentenced to life imprisonment [...]

Mandela served 27 years in prison [...]. Amid growing domestic and international pressure and fears of racial civil war, President F. W. de Klerk released him in 1990. Mandela and de Klerk led efforts to negotiate an end to apartheid, which resulted in the 1994 multiracial general election in which Mandela led the ANC to victory and became president. [...] Mandela emphasised reconciliation between the country's racial groups and created the Truth and Reconciliation Commission to investigate past human rights abuses.

[...] Globally regarded as an icon of democracy and social justice, he received more than 250 honours, including the Nobel Peace Prize. [...]

(Adapted from: < https://en.wikipedia.org/wiki/Nelson_Mandela > . Accessed on: November 8th, 2022)

Vocabulary Help

committed themselves:

comprometeram-se

arrested: preso

life imprisonment: prisão perpétua

amid: entre; no meio de

released: libertou

led: conduziu

regarded: considerado

along with: juntamente com

II. Malala Yousafzai was born on July 12, 1997, in Mingora, the largest city in the Swat Valley, [...] Pakistan. [...] For years her father [...] ran a learning institution in the city, and school was a big part of Malala's family. [...]

In 2007, when Malala was ten years old, girls were banned from attending school, and cultural activities like dancing and watching television were prohibited [because] [...] the [...] Taliban began to control the city [...].

Determined to go to school and with a firm belief in her right to an education, Malala stood up to the Taliban. [...] [So], in early 2009, Malala started to blog anonymously for the British Broadcasting Corporation (BBC) [...] about life in the Swat Valley under Taliban rule. [...]

[...] But, not everyone supported and welcomed her campaign to bring about change in Swat. On the morning of October 9, 2012, 15-year-old Malala Yousafzai was shot by the Taliban [...] [and] was seriously wounded. [...]

[...] Her incredible recovery and return to school resulted in a global outpouring of support for Malala. On July 12, 2013, her 16th birthday, Malala visited New York and spoke at the United Nations. Later that year, she published her first book, an autobiography entitled "I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban." On October 10, 2013, [...] the European Parliament awarded Malala the prestigious Sakharov Prize for Freedom of Thought.

In 2014, through the Malala Fund, the organization she co-founded with her father, Malala traveled to Jordan to meet Syrian and talked to them, [after that, she went] to Kenya to meet young female students, and [then] to northern Nigeria, [where] she spoke out in support of the abducted girls who were kidnapped earlier that year by Boko Haram, a terrorist group which, like the Taliban, tries to stop girls from going to school.

In October 2014, Malala, along with Indian children's rights activist Kailash Satyarthi, was named a Nobel Peace Prize winner. At age 17, she became the youngest person to receive this prize.

(Adapted from: <<https://www.nobelprize.org/prizes/peace/2014/yousafzai/biographical/>>. Accessed on: November 8th, 2022)

Vocabulary Help

ran (base form: run): administrou

banned: banido; proibido

stood up to: enfrentou

supported: apoiou

bring about: promover

was shot: foi baleada

wounded: ferida

outpouring: onda

spoke out: pronunciou-se; manifestou-se

abducted: sequestradas

winner: vencedora

III. Marie Curie (7 November 1867 – 4 July 1934) was a Polish and naturalized-French physicist and chemist who conducted pioneering research on radioactivity. She was the first woman to win a Nobel Prize, the first person and the only woman to win the Nobel Prize twice, and the only person to win the Nobel Prize in two scientific fields. Her husband, Pierre Curie, was a co-winner on her first Nobel Prize, making them the first ever married couple to win the Nobel Prize and launching the Curie family legacy of five Nobel Prizes. She was, in 1906, the first woman to become a professor at the University of Paris.

She was born in Warsaw, Poland, in what was then the Kingdom of Poland, part of the Russian Empire. She studied at Warsaw's clandestine Flying University and began her practical scientific training in Warsaw. In 1891, aged 24, she followed her elder sister Bronisława to study in Paris. [...]

She shared the 1903 Nobel Prize in Physics with [her husband] and with the physicist Henri Becquerel for their pioneering work developing the theory of “radioactivity”—a term she coined. [...] Marie won the 1911 Nobel Prize in Chemistry for her discovery of the elements polonium and radium, using techniques she invented for isolating radioactive isotopes. [...] She named the first chemical element she discovered polonium, after her native country. [...] During World War I she developed mobile radiography units to provide X-ray services to field hospitals.

[...] In addition to her Nobel Prizes, she has received numerous other honours and tributes; in 1995 she became the first woman to be entombed on her own merits in the Paris Panthéon, and Poland declared 2011 the Year of Marie Curie during the International Year of Chemistry. [...]

(Available at: <https://en.wikipedia.org/wiki/Marie_Curie>. Accessed on: November 8th, 2022)

Vocabulary Help

scientific fields: campo científico

shared: compartilhou

physicist: física

chemist: química

coined: cunhou; criou

won: venceu

named after: batizou; nomeou

field hospitals: hospitais de campanha

to be entombed: ser sepultada

IV. Milton Almeida dos Santos (May 3, 1926 – June 24, 2001) was a Brazilian geographer and geography scholar who had a degree in law. He became known for his pioneering works in several branches of geography, notably urban development in developing countries. He is considered the father of critical geography in Brazil. Santos was a recipient of the Vautrin Lud Prize, the highest prize in geography, often seen as geography's equivalent of the Nobel Prize. To date, Santos remains the only Latin-American scholar to ever win it. [He was also] a posthumous recipient of the Prêmio Anísio Teixeira, awarded every five years by the Brazilian agency for the improvement of higher education personnel to distinguished contributors to research and development in Brazil.

Santos was born in Brotas de Macaúbas, Bahia [...]. He graduated in law from the Federal University of Bahia but decided not to practice, becoming instead a high-school geography teacher in Ilhéus [...].

Santos studied and taught in Europe, the Americas, and Africa. He completed his PhD at the University of Strasbourg in 1958 [...]. Prior to being exiled by the Brazilian military dictatorship, he was forbidden to leave the country and could do so only after a negotiation between the French ambassador and the government. [However,] he managed to turn an otherwise painful thirteen-year exile into a successful international career. He lived in Bordeaux and Toulouse [...]. He also taught in Paris at the Sorbonne, Toronto and the MIT, in the US [...].

Santos wrote more than forty books, all told, in several languages. His works became a reference for those interested in understanding geography from a critical point of view [...] His main concerns were connected on the one hand to city structure, urban networks and urbanisation processes in developing nations; and on the other hand, to the epistemology of geography (which means, its object and relationship to other sciences, such as economics and ethnography). [...]

(Available at: < https://en.wikipedia.org/wiki/Milton_Santos >. Accessed on November 8th, 2022)

Vocabulary Help

scholar: estudioso

law: Direito (curso)

branches: ramos

was a recipient: recebeu

to date: até a presente data

remains: permanece

distinguished: ilustre

instead: em vez disso

prior to: antes de

forbidden: proibido

managed: conseguiu

all told: no total

concerns: preocupações; interesses

MIT: (Massachusetts Institute of Technology) Instituto de Tecnologia de Massachusetts

- b) Now, use your notes from the chart to summarize the biography you've read. Write it in your notebook.

Useful Expressions

- *(name)* was born on *(date)* in *(place)*, and died on *(date)*.
- She/He was a ..., and was famous because ...
- She/He received *(prize/award)* in *(year)*.

- c) Get in groups with classmates that have read about other famous people and follow the steps.

- 1) Use the summary you wrote to tell the other members of your group about the famous person you've read about.
- 2) Listen to your classmates and complete the chart about the other famous people.

- 3) Read all biographies and choose the options that are appropriate, according to the information presented.

**Nelson
Mandela**

- 1) The apartheid was a racist system that discriminated black people.
- 2) Mandela joined the African National Congress (ANC) when he was in college.
- 3) Mandela was released from prison for good behaviour.
- 4) When he was president, Mandela wanted black and white people to live in harmony.

<p>Malala Yousafzai</p>	<p>5) The Taliban didn't want girls to study.</p> <p>6) Malala travelled to different countries to talk with and about young women's rights.</p> <p>7) People and governments around the world supported Malala's fight.</p> <p>8) Malala published her first book when she was eleven.</p>
<p>Marie Curie</p>	<p>9) Marie Curie won the Nobel Prize for her individual discoveries.</p> <p>10) The Flying University, where Marie Curie studied in Warsaw, was recognized by the government.</p> <p>11) She went to France as a refugee.</p> <p>12) Marie Curie called the element "polonium" because she was born in Poland.</p>
<p>Milton Santos</p>	<p>13) Milton Santos was one of the first Geographers to focus on developing countries.</p> <p>14) Milton Santos received the Nobel Prize in Geography.</p> <p>15) He didn't study in European universities.</p> <p>16) During the military dictatorship, Milton Santos could only go to France after a negotiation between the two countries.</p>

4 In groups, discuss:

- Como você relaciona o título desta seção com as biografias que você leu?
- Pense em pessoas famosas/personalidades que você conhece. Por que elas são conhecidas? O que há de igual ou diferente entre essas pessoas e os biografados nesta seção?
- Quais pessoas famosas (que você conhece) fazem a diferença para nossa sociedade?



THINK CRITICALLY!

Agora, pense:

- Retome o diagrama que você produziu na atividade 1, Explore, página 54. Você mudaria algo nas ideias apresentadas depois da leitura dos biografados?
- Você sente alguma motivação que faça você pensar em ser um cientista, um ativista, por exemplo? Qual é essa motivação?

LANGUAGE STUDY

5 Leia os fragmentos abaixo. A quais biografados as informações em destaque se referem?

I



[...] Malala traveled to Jordan to meet Syrian refugees and talked to **them** [...]



II



[...] To date, Santos remains the only Latin-American scholar to ever win **it**.



III



[...] President F. W. de Klerk released **him** in 1990. [...]



6 Agora, analise as palavras destacadas e responda:

a) O que há em comum entre as que estão em **negrito**?

b) Considerando sua resposta no item **A**, as palavras em azul tem como função complementar informações ou indicar quem realizou uma determinada ação?

- 7 Estude a explicação e complete as lacunas no quadro com base nas frases da atividade 5.

Subject Pronouns x Object Pronouns

Contexts of Use

Vamos lembrar: em inglês, usamos os pronomes do caso reto (*subject pronouns*) na função de sujeito da frase. Veja:

- “**Santos** was born in Brotas de Macaúbas, Bahia (...). **He** graduated in law (...)
- “**Marie Curie** was a Polish and naturalized-French physicist and chemist (...). **She** was the first woman to win a Nobel Prize, (...)”

Na função de complemento verbal, os pronomes a serem usados são os *object pronouns* (pronomes do caso oblíquo, em português): Veja:

- “I didn’t know **Malala** was so important. I admire **her** more now.”
- “I know there are **biographies in English** at the reading room. My brother read **them** last year.”

Structure

Subject pronouns	Object pronouns
I	Me
You	You
He	
She	Her
It	
We	Us
They	

That’s curious!

Quando falamos, é comum emendarmos uma palavra na outra e às vezes, o que ouvimos, é um bloco único de sons. Em inglês, quando usamos os *object pronouns*, alguns sons podem desaparecer, isso por conta da velocidade na fala. Veja o exemplo e ouça seu professor: o que você observa nas palavras destacadas?

*I am a fan of Rayssa Leal.
I **like her** very much.*

- 8 Read the sentences below and substitute the underline expressions/words for the appropriate pronouns.
- a) People and governments around the world supported Malala's fight.
-
- b) Marie Curie called the element "polonium" because she was born in Poland.
-
- c) When he was president, Mandela wanted black and white people to live in harmony.
-
- d) Marie Curie shared the 1903 Nobel Prize in Physics with her husband.
-
- 9 List 4 people you admire: singers, actors, artists in general or people from your community. In groups, share the reasons you admire him / her/ them.

Useful Expressions

- I admire my math teacher, Henrique. I like him because he helps a lot of people in his community.
- I like Rayssa Leal very much. I like her because she's a great skateboarder.

VOCABULARY STUDY

- 10 Read the following phrases from Malala's bio. What is the meaning, in context, of the words in blue?
- a) her father (...) **ran** a learning institution (...)
- b) (...) girls were banned from **attending** school (...)
- c) But, not everyone **supported** and welcomed her campaign (...)

- 11 Look up the following words in an online dictionary. What other meanings can they have? What are good collocations with them?

TAKE:
GO:
HAVE:
WIN:
DO:
MAKE:

- 12 In pairs, make a mimic related to one of the verbs in the table. Take turns drawing and guessing the collocation.



Ok, I know:
"make a cake"

Yes, you're right.
My turn know



Humm, I think it's
"take the bus".

Right!



LESSON 2 – AND THE PRIZE GOES TO...

INVESTIGATE AND PRODUCE

- 1 Take into consideration the Nobel Prize and investigate:
 - Why did the four people you've read about in the beginning of this unit receive the prize?
 - What are the prize categories?
 - Who won each category last year? Where are most of them from? Does this piece of information call your attention?



CULTURAL NOTE

Alfred Nobel (1833-1896) nasceu em uma família rica de engenheiros na cidade de Estocolmo, Suécia e se tornou químico, engenheiro e inventor. Nobel falava várias línguas e gostava de escrever poesia e peças teatrais, bem como tinha interesse por temas sociais e relativos à cultura da paz. Ao morrer, Nobel deixou grande parte de sua fortuna para ser usada como premiação “àqueles que, durante o ano anterior, tivessem realizado os maiores benefícios em prol da humanidade”. O primeiro Prêmio Nobel foi realizado em 1901.

(Baseado em: <<https://www.nobelprize.org/the-nobel-prize-organisation/>>. Acessado em: 10 nov. 2022)

- 2 You are going to listen to part of a Nobel Prize acceptance speech in 2014. Who is speaking?
 - a) () Nelson Mandela
 - b) () Malala Yousafzai
 - c) () Marie Curie
 - d) () Milton Santos

3 Listen to the beginning again. Do you recognize any people mentioned by the speaker?

4 Listen to the next part (from 20'16" to 23'46"). Underline the appropriate word(s) to complete the sentences.

- a) The speaker hopes this fight is **in the beginning** / **in the end**.
- b) The world leaders **know** / **don't know** the importance of education.
- c) The speaker thinks the world leaders **don't need** / **need** to take action for the rest of the world's children.
- d) Since the Millennium Development Goals, the number of students at school **increased** / **decreased**.
- e) The progress **reached** / **didn't reach** everyone.
- f) The Sustainable Development Goals will be a guidance for **the next generation** / **this generation**.
- g) The objective is that leaders guarantee **at least primary** / **primary and secondary** education to all children.

5 Listen to the beginning of the speech again, paying attention to the way the person speaks. How different is it from the way Jahlil Jackson (in unit 2) or Estelle and Israel (in unit 1) speak?

6 Malala is from India, a multilingual country where English is a second/official language. What other countries have English as a first language? Which countries have English as a second language? Review what you've learned in previous years and do some research to find out.

- 7 Now, talk in groups:
- Que outros prêmios você conhece e o que eles premiam? Existe algum prêmio parecido oferecido na cidade de São Paulo aos cidadãos por suas contribuições para a cidade?
 - Em sua opinião, qual a importância desse tipo de prêmio?
 - Se você fosse criar um prêmio que valorizasse as pessoas da comunidade, qual seria a categoria? Que critérios seriam utilizados para a escolha? Usando esses critérios, quem você premiaria?



THINK CRITICALLY!

No discurso, ouvimos a seguinte pergunta sobre os líderes mundiais:

“Why do leaders accept that for children in developing countries only basic literacy is sufficient when their own children do homework in algebra, mathematics, science and physics?”

Agora, reflita:

- Como você responderia esse questionamento? Por que será que isso é aceito por eles?
- Esse mesmo questionamento faria sentido pensando os líderes e governantes que cuidam da nossa cidade, estado ou país?
- Você sente que seu direito à educação de qualidade está sendo assegurado?

LANGUAGE STUDY

- 8 Volte às biografias que você leu nesta Unidade. Qual a finalidade de uma biografia? Quais são as características que você observa em uma biografia?

- 9 Com base na sua análise na atividade 8, assinale as características do gênero biografia.
- a) () os acontecimentos escolhidos são cheios de detalhes para que o leitor queira continuar a ler o texto.
 - b) () o nome da pessoa, data e local de seu nascimento são informados logo no início do texto.
 - c) () há predomínio do tempo verbal *present simple*.
 - d) () fatos relevantes da vida da pessoa são apresentados.
 - e) () a narração se dá em 3ª pessoa e há frequência de uso de pronomes pessoais (*He, she, they*) e adjetivos possessivos (*his, her, their*).
- 10 Work in groups. Choose a person that was important for your community and write a short biography about him/her. Follow the steps:

- a) Read about this person and choose the most relevant events and achievements in his/her life. For example:
 - When and where was he/she born?
 - Where did he/she live? What did she/he study?
 - Did she /he move cities or countries?
 - Why did she/he become famous in the community? What did he/she do that impacted the life of the people?
 - Has he/she won any prizes or awards? When did he/she receive it / them? What for?
- b) Produce a diagram to help you organize the ideas in a coherent, logical way.
- c) Write the first draft. Use a dictionary online to help you, as well as expressions you've learned in the biographies. Use them as a reference.
- d) Swap texts with other groups and do a peer review. Can you suggest any improvements to their text?
- e) Review and write the final version.

Useful Expressions

- Later that year...
- After that, / Before / Then
- For (number) years, he/she
- In the early / late 1980s, Carolina de Jesus
- (name of the person) won important prizes, such as

- 11** Na Unidade 2, você explorou o site **Cidade de São Paulo: Viva tudo isso** em sua versão em inglês. Na aba *Discover São Paulo > History* você encontra *Remarkable personalities*. Que tal enviar a biografia que você produziu para o site, e ampliar a lista de personalidades que os turistas, falantes de inglês, podem conhecer? Converse com seu professor para pensar em como fazer esse envio.



CREATE AND TRANSFORM

Let's review!

- 1) In the beginning of this unit, you talked about what makes someone “famous”. After reading, listening and talking about the topics in the unit, can you elaborate an answer for the question “What does it mean to be famous?”
- 2) You also learned about the bios of two women - Marie Curie and Malala Yousafzai. Marie dedicated her life to science and died in consequence of her work with radioactivity. Malala was shot and almost died fighting for her right to education. How far do you think one could go in order to fight for a cause or advance science and help people’s lives?
- 3) Now, think together and decide what you would like to do in order to show what you’ve learned with other people. See the options below:

OPTION A: Interactive Poster “We are who we are because they were who they were”

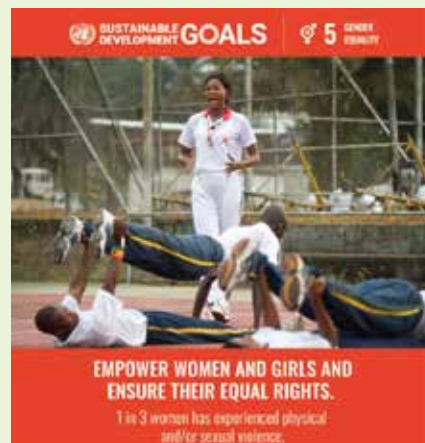
Create an interactive poster to share with the school community the biographies of relevant people in your community, or people you admire and inspire you. Use the bios you wrote previously and make them bilingual (written or oral) with QR Codes so that people can learn about them. Also, create a “leave a message here” for visitors to comment and respond to your production.

OPTION B: Stand up for a cause, like Malala!

Talk to your friends and check what causes you think are relevant in your community to stand up for. Review the discussions you’ve had in Think critically, page 71. What can you do to support a cause? How can you show world leaders what your community needs related to education?



Goal 17:



Goal 5:




And remember:

- Discuss and respect the decision you make as a group.
- Talk with your classmates about how you can participate, what activities you can be responsible for.
- Be proactive. There is always something new you can learn about, a new skill you can improve. Part of learning is taking risks and trying again.
- Try to do your best.
- Take time to plan, organize information, revise what you produce (writing, for example).
- Decide on how you can share what you produce.



MY LEARNING PROGRESS

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

I CAN...			
understand the topic and main information in texts.			
speak about a person that has contributed to society.			
understand the meaning of polysemic words in context.			
identify the characteristics of a biography.			
recognize contexts of use and structure of subject and object pronouns.			
write a biography of a person that is relevant to the community.			
understand the importance of taking action and collaborate to stand up for a cause and face social problems.			

- 2) No caso dos itens relacionados à compreensão de textos e a conhecimentos da língua inglesa (vocabulário e estrutura), o que você pode fazer para praticar mais? Veja as possibilidades abaixo. O que gostaria de fazer?
- () formar um grupo de estudo.
- () visitar os links dos textos estudados e ler mais sobre o assunto (o Diário de Anne Frank, em inglês, por exemplo).
- () usar dicionários online para acessar atividades (com jogos, leitura, etc.).
- 3) De que modo os assuntos que você estudou nesta unidade e/ou atividades contribuíram para o seu TCA? Conte para seus colegas e professor.

ULTIMATE CHALLENGE!

- 12 Ensaie a leitura em voz alta de um trecho da biografia que você produziu nesta Unidade e apresente para seu/sua professor(a) e colegas.
- 13 Você usa algum aplicativo ou sites para aprender inglês? Compartilhe com seus colegas e registre o que você está aprendendo de novo.



Photo: 136546005 © Dan Grytsku | Dreamstime.com

Site/aplicativo	Atividade	O que eu aprendi?
learningchocolate.com	dictation	vocabulário relativo ao Egito (categoria Geography): pharaoh, sphinx, pyramid.



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:

WORD:

Equivalent(s) in Portuguese:

Part of speech: () noun () verb () adjective () other _____

Synonyms:

Example(s) in context:

UNIT 4

INVENTIONS THAT CHANGED THE WORLD

NESTA UNIDADE, VOCÊ VAI:

- falar sobre uma invenção sem a qual não poderia viver;
- ler textos rapidamente observando características do gênero e sua organização para antecipar o sentido global;
- investigar invenções produzidas por diferentes povos e culturas utilizando diferentes fontes de pesquisa (impressas, online);
- reconhecer contextos de uso e forma do *past continuous* (formas afirmativa, negativa e interrogativa);
- reconhecer os contextos de uso de diferentes conectores em inglês (*because, so, before, after*);
- produzir um livreto sobre invenções de diferentes povos e culturas voltados para um público infantil;
- decidir, coletivamente, entre duas opções para desenvolver um projeto: uma invenção para resolver um problema da comunidade ou formas de comunicação que melhorem a participação de todos os estudantes.

(Available at: < <https://commons.wikimedia.org/wiki/File:Pisco06.jpg> >. Accessed on November 6, 2022)



Inca agriculture technology. Peru. Chensiyuan

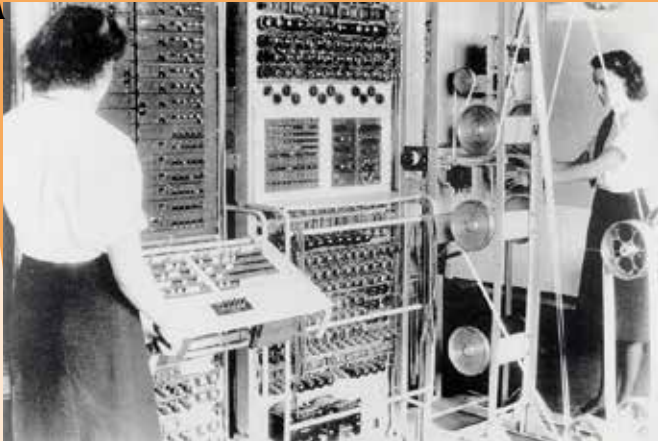




EXPLORE

1) Look at the pictures of famous inventions. Can you identify them?

A



(Available at: <https://en.wikipedia.org/wiki/Computer#/media/File:Cobolossus.jpg> > Accessed on: November 6th, 2022)

B



(Available at: https://commons.wikimedia.org/wiki/File:Monitor_refer.jpg / <https://en.wikipedia.org/wiki/Refrigerator> > Accessed on: November 6th, 2022)

C



Available at: https://en.wikipedia.org/wiki/History_of_the_telephone#/media/File:W48_DBP.jpg > Accessed on: November 6th, 2022)

D



(Available at: <https://commons.wikimedia.org/w/index.php?curid=799667> > Accessed on: November 6th, 2022)

- 2) Read about the inventions in activity 1. Match them to the pictures. What called your attention in each description?

() I - "Pong is a table tennis-themed twitch arcade sports video game, featuring simple two-dimensional graphics, manufactured by Atari and originally released in 1972. It was based on the game's concept on an electronic ping-pong game included in the Magnavox Odyssey, the first home video game console.

(Available at: < <https://en.wikipedia.org/wiki/Pong>> Accessed on: November 12th, 2022)

() II - "[...]The most popular and longest-lasting physical style of telephone was introduced in the early 20th century. A carbon granule transmitter and electromagnetic receiver were united in a single molded plastic handle, which when not in use were placed in a cradle in the base unit. The rotary dial in the base interrupted the line current by repeatedly but very briefly disconnecting the line 1 to 10 times for each digit, and the hook switch [...] permanently disconnected the line and the transmitter battery while the handset was on the cradle.

(Available at: < https://en.wikipedia.org/wiki/History_of_the_telephone > Accessed on: November 12 th, 2022)

() III - Colossus, the first electronic digital programmable computing device, was used to break German ciphers during World War II. It is seen here in use at Bletchley Park in 1943.

(Available at: < <https://en.wikipedia.org/wiki/Computer>> Accessed on: November 12 th, 2022)

() IV - General Electric "Monitor-Top" refrigerator, introduced in 1927, priced at \$525, with the first all-steel cabinet, designed by Christian Steenstrup

(Available at: < <https://en.wikipedia.org/wiki/Refrigerator> > Accessed on: November 12 th, 2022)

3) In groups, discuss.

- Can you imagine life without inventions like the telephone or the refrigerator?
- What modern invention couldn't you live without?

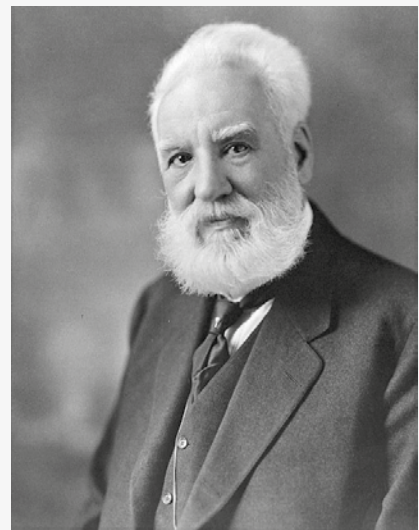
LESSON 1 – CAN'T LIVE WITHOUT IT!

INTERACT AND LEARN

- 1 Read part of a biography of a famous inventor, Alexander Graham Bell and answer the questions:
 - a) When and where was he born? _____
 - b) What did he invent? _____
 - c) What was his profession? _____
 - d) What inspired him to create the invention? _____
 - e) Who worked with him? _____
 - f) What did he say to his assistant in order to test his invention?

Born in Edinburgh, Scotland on March 3, 1847, **Alexander Graham Bell** is best-known for an invention: the telephone. He was a teacher of the deaf, and had the idea of “electronic speech” while visiting his hearing-impaired mother in Canada. This led him to invent the microphone and later the “electrical speech machine” - his name for the first telephone.

One day, he was working in his office, experimenting a way to transmit several messages on a single wire. He heard a sound coming along 60 feet of wire from an electrical store nearby. It was Thomas A. Watson, Bell's assistant, trying to reactivate a telegraph transmitter. This experience made Bell work on a solution to the problem of sending a human voice over a wire.



He received a patent for that invention in 1876 and in the same year, he transmitted actual speech. He spoke into the phone to his assistant in another room, saying: “Mr. Watson, come here. I need you.”

(Based on: <http://www.pbs.org/transistor/album1/addlbios/bellag.html> .> Accessed on: November 12th, 2022)

Vocabulary Help

deaf: surdo

speech: fala

hearing-impaired: deficiente
auditiva

wire: fio (elétrico)

60 feet: (aproximadamente) 18 metros

a store nearby: uma loja próxima

spoke (past of speak): falou

bury: enterrar

carried out: realizado

- 2 Listen to part of a historical recording made in 1920s (from the beginning until 00:26) on the invention of the telephone and tick the appropriate answer to the questions below.
- a) Who is speaking?
- () a History teacher
- () Thomas Watson
- () Alexander Graham Bell
- b) Watson met Bell in...
- () 1874, in a shop in Boston, where Watson was working.
- () 1884, in a shop in Livingston, where Bell was working.
- c) Watson knew that Bell...
- () wanted to talk to his mother about an invention called “telegraph”.
- () had another invention in his mind: it was the telephone.

- 3 Now, listen to the next part (from 00:27 until 1:16) and answer T (for true) or F (for false).
- Watson was surprised about Bell's expectation to talk by telegraph.
 - The concept was of an electric current that would copy the vibrations of speech.
 - June 2nd, 1877 is the most important day for the story of the telephone.
 - In the morning of this day, the telegram was working very unsatisfactorily.
 - Watson was in one room, working with the transmitters, but one stopped vibrating.

(Available at: <<https://www.youtube.com/watch?v=rerNEK2wWts>> Accessed: on November 12, 2022)



CULTURAL NOTE

“O telégrafo foi um equipamento de comunicação inventado por um pintor, Samuel Morse, em 1837. O código utilizado no telégrafo também foi inventado por ele e recebeu o nome de código morse. A invenção usava corrente elétrica que enviava pulsos arranjados de tal modo (em pontos ou linhas) que formavam uma mensagem.

(Baseado em: <<https://brasilescola.uol.com.br/historiag/telegrafo.htm>> Acesso em 12 nov. 2022)

- 4 Listen to the final part (from 1:16 until 1:45) and do the activities.
- First, use the expressions below to fill in the gaps.
 - Then, listen to check.

by electricity
 came real sound
 rushing
 instrument at his ear
 snapping



“As I was _____ it to set it going again, Bell _____ rushing from the other room in great excitement and told me he had heard in the _____ at his ear not only the pitch but also the overtones of the reed I had snapped. It was the first _____ that had ever been carried to a human ear _____, for it was the first time the overtones of any sound had been so transmitted.”

- 5 In groups, discuss:
- É possível inferir que a invenção do telefone foi acidental? Explique.
 - Você consegue imaginar a alegria pela descoberta de Bell e Watson? Como você se sentiria?
 - Por ter a mãe deficiente auditiva, Bell desejou criar uma solução para facilitar a comunicação dela com as pessoas. Se você pudesse inventar algo para solucionar um problema da vida cotidiana, o que você inventaria?



THINK CRITICALLY!

Agora, pense:

- É plausível imaginar que uma única pessoa - um cientista ou inventor, possa, sozinho, de fato inventar ou descobrir algo importante?

LANGUAGE STUDY

- 6 Estude as frases retiradas dos textos e atividades que você estudou na seção anterior. Analise os trechos em destaque e responda: que ideias são expressadas?
- “Watson knew that Bell **was working** on different inventions”.
-

b) “Thomas A. Watson, one of Bell’s assistants, **was trying** to reactivate a telegraph transmitter. (...)”

c) “As I **was snapping** it to set it going again, Bell came rushing from the other room (...)”

7 Com base nas suas respostas na atividade 6, leia a explicação e depois faça a atividade 8.

THE PAST CONTINUOUS

Em inglês, podemos falar sobre eventos do passado utilizando diferentes tempos verbais, dentre eles o *past simple* (para indicar eventos ocorridos em momentos específicos no passado) e o *past continuous*.

Contexts of use

Usamos o *past continuous* para expressar que:

- uma ação no passado estava em progresso quando foi interrompida por outra ação;
Exemplo: *I **was talking** to the students **when** suddenly the lights **went off**.*
- duas ou mais ações que ocorriam no passado simultaneamente;
Exemplo: *Emily **was doing** her homework at home **while** Helen **was** at school, **doing research** at the library.*
- descrever o contexto no qual um evento no passado ocorreu.

Exemplo: *I remember you from the party last Sunday. You **were wearing** jeans and a colorful t-shirt, right?*

Structure

Do mesmo modo que o *present continuous*, o *past continuous* é formado pela combinação de dois verbos: verbo **to be** no passado + verbo com **-ing**. Veja os exemplos:

Affirmative

Exemplo: *I **was sleeping** when my dad called me.*

*As we **were crossing** the street, we saw a lost puppy and immediately stopped to catch it.*

Negative

Exemplo: *I'm sure they **weren't speaking** about Lisa.*

Questions

Exemplo: *What **were you doing** at this time yesterday? I was playing a video game at home. Why?*

That's curious!

Assim como em português, é comum usar alguns conectores para relacionar ações usando *past simple* e *past continuous*, por exemplo, *as* (conforme) e *while* (enquanto). Veja:

Exemplo: *As I was walking down the street, I saw David at the corner.*

8 Read about another modern invention – the television. Circle the appropriate verb forms.

A Scotsman, John Logie Baird, is considered the inventor of television. He became interested in television while he **read / was reading** a German book on the photoelectric properties of selenium. While he was living in Hastings, England, Baird **created / was creating** an apparatus using an old hatbox, a pair of scissors, some needles, some bicycle light lenses and an old tea chest.

In 1924, Baird demonstrated moving silhouette images on a 'television'. In that year, he had an accident and almost died with an electric shock while he **experimented / was experimenting** with the "television" machine.

(Based on: < [https://citizendium.org/wiki/John_Logie_Baird#:~:text=In%20his%20first%20attempts%20to,London%20laboratory%20in%20February%201924](https://citizendium.org/wiki/John_Logie_Baird#:~:text=In%20his%20first%20attempts%20to,London%20laboratory%20in%20February%201924;); https://en.wikipedia.org/wiki/John_Logie_Baird .> Accessed on:



(Source: https://commons.wikimedia.org/wiki/File:John_Logie_Baird_and_television_receiver.jpg)

November 12, 2022)

Vocabulary Help

scissors: tesoura
needles: agulhas

light lenses: farol
tea chest: porta-chá

VOCABULARY STUDY

9 **Hearing** is one of the 5 senses, defined by the ability to perceive / hear sounds. What are the other 4 senses? Label the pictures with the words below.

sight touch
smell taste

a) _____



b) _____



c) _____



d) _____



- 10 In English, there are different sensory verbs to describe the five senses. Study the ones below and answer:



- a) Which of the 5 senses can they refer to?
 b) Which 2 verbs are not related to only one specific sense?
- 11 Study the following sentences. Which verb in English can we use to replace the **highlighted** verbs?

I - This cake **smells** good!

II - His music **sounds** incredible.

III - I **feel** good now, thanks.

IV - John **seemed** happy at the new school.

- 12 Your teacher is going to show you different pictures. In pairs, identify the item and choose one sensory verb to express your opinion about it. Use the adjectives in the box to help you.

A cake
It looks good.

They're roses.
They smell
wonderful to me.

Language Tip

Positive idea: *good, great, nice, lovely*

Negative idea: *bad, terrible, disgusting.*

LESSON 2 – WHOSE INVENTIONS?

INVESTIGATE AND PRODUCE

- 1 What do you know about the Inca Empire? Where was it located? Share with your classmates, looking at the map.



Expansion area of influence of the Wari (Huari) and Tiawaku cultures, predecessors of the Inca Empire.

- 2 Now, read the title of the article. Which topic is it presenting about the Inca Empire? What do you know about it?

SCIENCE AND TECHNOLOGY IN THE INCA EMPIRE

The Inca Empire was a sophisticated society with around 10 million people. The Inca cities were made of stone, with marvelous temples and a complex road system.

The Incas, however, didn't have a lot of basic technologies we consider important to advanced societies. They didn't use the wheel for transport, they didn't have iron for making tools or a writing system. So, the question is: how did they create such a sophisticated, complex Empire?

Have a look at some important scientific innovations and technologies used by the Inca Empire.

_____ ()

The system of roads built by the Incas was large and complex. They paved the roads with stone and built stone steps into steep areas in the mountains. They also built suspension bridges over rivers.

The roads were very easy to use and provided quick routes for the Empire's administrative and military communications, personnel movement, and **goods transportation**.

Runners on the roads were responsible for the communication. Fast young men would run from one **relay station** to the next. At each station they would pass the message on – verbally or by using a *quipu*, to the next runner.

_____ ()

The Incas did not have a written language, but they created a substitute called *quipu*: a series of strings with knots. The number of knots, the size of the knots, and the distance between knots conveyed meaning to the Incas. They used *quipus* as memory aids in sending messages and recording information.

_____ ()

The Incas were very good at making huge, durable stone buildings. They didn't have iron tools, but they could shape large stones and put them together without the use of cement. These buildings were so durable that they survived for hundreds of years despite the many earthquakes that occur in Peru.

_____ ()

The Incas were excellent farmers. To irrigate crops, they built canals that brought water to the top of the terrace. From there, the water ran down, level by level. People in South America still **grow crops** on some Inca terraces.

_____ ()

The Incas were very good at Astronomy. They studied the sun and the stars to calculate their calendar. The Inca calendar marked religious festivals and the seasons so the Incas could plant crops at the correct time of the year. There were 12 months in the calendar and each month had three weeks of ten days each.

Curious facts:

- The messengers who ran on the roads were punished if the message was not correctly delivered.
- The Incas developed aqueducts to bring fresh water into town.

(Based on: <<https://www.worldhistory.org/article/757/the-inca-road-system/>;
https://www.ducksters.com/history/inca/science_and_technology.php ;
<http://www.historyshories.com/inca-science-innovation--technology.html#:~:text=The%20Inca%2C%20however%2C%20didn%27,have%20iron%20for%20making%20tools> > Accessed on: November 12th, 2022)

Vocabulary Help

however: contudo, todavia

made of: feito(a) de

quick: rápido

wheel: roda

stone: pedra

iron tools: instrumentos de ferro

built: construíram, construído(a)

steep areas: áreas íngremes

strings: fios

knots: nós

earthquakes: terremotos

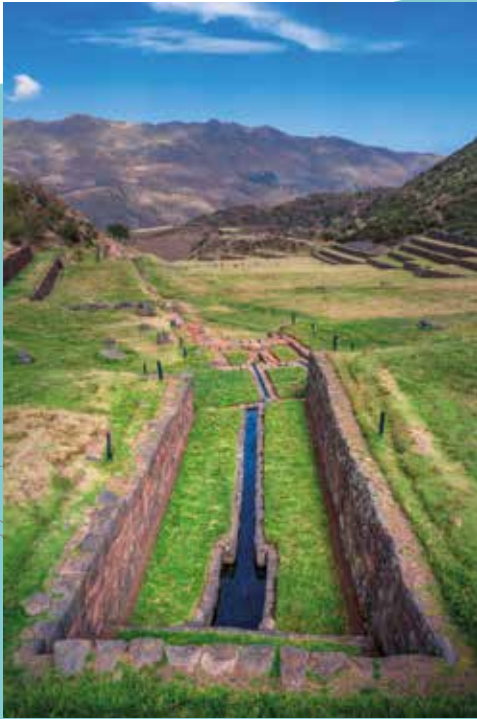
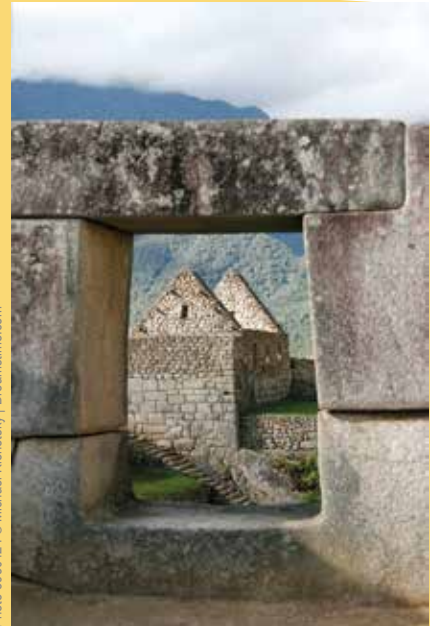
crops: plantações

despite: apesar de, embora

3 Now, read the article quickly and choose the appropriate subheading for each paragraph.

- () The Road system and Communication
- () Stone Buildings
- () Agriculture
- () The Inca substitute for a written language
- () The Inca Calendar

- 4 Read the article once more and do the activities.
- a) Look at the pictures and indicate the paragraph in which the idea is explained or mentioned.

I**II****III****IV**

b) Study the context in which the highlighted expressions are inserted. Can you guess the meanings of the words in blue?

5 Read the text carefully and answer the questions in Portuguese.
Segundo o texto:

a) Qual o objetivo principal das estradas?

b) Como era o processo de comunicação entre os Incas?

c) Qual a função do calendário para os Incas?



THINK CRITICALLY!

Leia com atenção o seguinte fragmento do artigo e discuta:

- Que ideia de sociedade “avançada” o autor do texto parece ter? Isso faz sentido para você?
- Faz sentido dizer que algumas sociedades são “avançadas” e outras não? Quais seriam os critérios para dizer que uma sociedade é “avançada”?

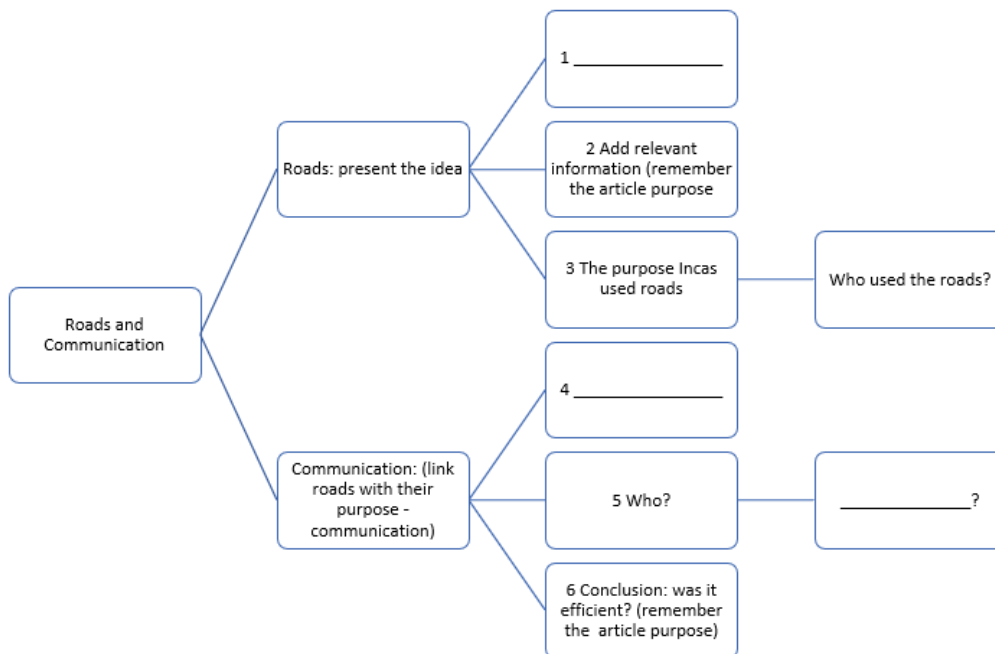
“The Inca, however, didn’t have a lot of basic technologies we often consider important to advanced societies. They didn’t use the wheel for transport, they didn’t have a writing system for records, and they didn’t even have iron for making tools. How did they create such an advanced Empire?”

LANGUAGE STUDY

6 Nesta unidade, você interagiu com um relato oral sobre como uma descoberta científica aconteceu e com a exposição sobre a história do Império Inca, enfatizando os feitos científicos e tecnológicos dessa cultura. Relembre como esses dois textos organizam as informações a serem apresentadas: o que há de semelhante ou de diferente nessa organização?

7 Retome o artigo expositivo e estude a parte sobre *The Road system and Communication*. Preencha o mapa mental a seguir com os seguintes itens:

- *How did the communication work?*
- *Explain the construction method*
- *How did the runners communicate?*



8 Agora observe as palavras sublinhadas no mesmo texto. Que ideias elas expressam?

- 9 Work in groups. You are going to produce a book in English about inventions from other cultures and peoples, for students grades 5-6. Follow the steps.
- Search on the web about inventions from other cultures and peoples. You can do that in Portuguese to find something that interests you and refine your search.
 - When you find a specific topic, share it with your classmates and decide, as a whole group, which culture / invention each group will write about so that there is a variety of inventions and cultures.
 - In in your groups, decide which aspect of inventions and/or scientific progress you are going to focus on. Depending on the culture, there are many different aspects you can address and it is important to choose some of them.

- d) Collect all the information you need to present to the class. Write a mind map in order to structure the paragraphs in a coherent, logical way. Use Activity 7 in Language study, p. 97 as a reference.
- e) Write a first draft of your text. Some students in the group may be responsible for writing this activity while others can search for pictures or other visual materials to compose the text.
- f) Review your text and ask the teacher for a final check.
- g) As a whole group, decide on the title of the book. Which site can you use to produce it? How are you going to share it?



CREATE AND TRANSFORM

Let's review!

- 1) In this unit, you've learned about different inventions that changed our world. Do you see any issue in your community that needs some innovation in order to be addressed? Would an "invention" help solve the problem?
- 2) Concerning the different people that study in your school (hearing or visually impaired, for example), what are their needs? Are they being attended? How can you help?
- 3) Now, think together and decide what you would like to do in order to share what you learned in this unit. See the options below:

OPTION A: The inventor in me!

Do you feel there is an inventor inside you? Do you have an idea that can help people? What is it? What problem would it solve? How does the invention work? Put it down on paper and share with the community.

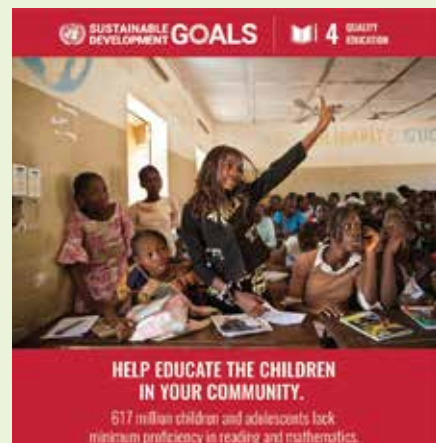
OPTION B: Communication for all!

How can you better interact and communicate with deaf and blind people in your school or community? How can you help blind and deaf users access information and participate in activities? Some options are:

- making an audio recording of the book you've produced in Language Study activity 9, p. 97;
- using assistive technology to make it accessible for blind students.



Goal 9: Industry, Innovation and Infrastructure



Goal 4: Quality Education




And remember:

- Discuss and respect the decision you make as a group.
- Talk with your classmates about how you can participate, what activities you can be responsible for.
- Be proactive. There is always something new you can learn about, a new skill you can improve. Part of learning is taking risks and trying again.
- Try to do your best.
- Take time to plan, organize information, revise what you produce (write, for example).
- Decide on how you can share what you produce.



MY LEARNING PROGRESS

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

I CAN...			
skim a text in order to understand the main ideas in it.			
talk about an invention I couldn't live without.			
infer the meaning of unknown words by analyzing the context in which they appear.			
recognize the contexts of use of the past continuous in English.			
understand how to use different connectors, such as because, so, before, after.			
write about an invention and connect ideas in a coherent, logical way.			
produce a book about inventions made by different people and cultures			
participate in the group discussions and collaborate with ideas in order to make my community more inclusive.			

2) No caso dos itens relacionados à compreensão de textos e a conhecimentos da língua inglesa (vocabulário e estrutura), o que você pode fazer para praticar mais? Veja as possibilidades abaixo. O que gostaria de fazer?

- formar um grupo de estudo.
- visitar os links dos textos estudados e ler mais sobre o assunto (o Diário de Anne Frank, em inglês, por exemplo).
- usar dicionários online para acessar atividades (com jogos, leitura, etc).
- ler textos em enciclopédias para ampliar conhecimentos culturais.

3) De que modo os assuntos que você estudou nesta unidade e/ou atividades contribuíram para o seu TCA? Conte para seus colegas e professor.

ULTIMATE CHALLENGE!

- 10 Relembra, ensaie e conte para os colegas como foi a descoberta do telefone, a partir do relato que você ouviu de Thomas Watson.
- 11 Você usa algum site para buscar livros (gibis, mangás, por exemplo) de sua preferência para ler, em inglês? Compartilhe com seus colegas e registre o que você está aprendendo de novo.

Site/aplicativo	Atividade	O que eu aprendi?
Youtube channel - Galaxy gala https://www.youtube.com/playlist?list=PLbHLwBrxOsMuFECWMDKKLQooSvNQiKbU4	assistir os episódios com a legenda em português	sobre estrelas e supernovas (stars and supernovas)
Youtube channel - Adventure academy	assistir o episódio sobre Louis Braille com a legenda em inglês	como Braille criou o braille (escrita que cegos podem ler)



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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Example(s) in context:

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