

Caderno da Cidade

Saberes e Aprendizagens

LÍNGUA INGLESA

**9º
ANO**

ENSINO FUNDAMENTAL

2ª edição | revisada e atualizada



CURRÍCULO
da CIDADE

SECRETARIA MUNICIPAL DE
EDUCAÇÃO DE SÃO PAULO



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Caderno da Cidade

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São Paulo | 2026



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Dados Internacionais de Catalogação na Publicação (CIP)

São Paulo (SP). Secretaria Municipal de Educação.
Coordenadoria Pedagógica.
Caderno da cidade : saberes e aprendizagens : Língua
Inglês – 9º ano. – 2. ed. rev. e atual. – São Paulo : SME /
COPED, 2026.
104 p. : il.

1. Ensino Fundamental. 2. Aprendizagem. 3. Língua
Inglês. I. Título.

CDD 372

Código da Memória Documental: SME36/2026
Elaborado por Patrícia Martins da Silva Rede – CRB-8/5877

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Edições anteriores:

1ª edição - 2024

Para consulta:

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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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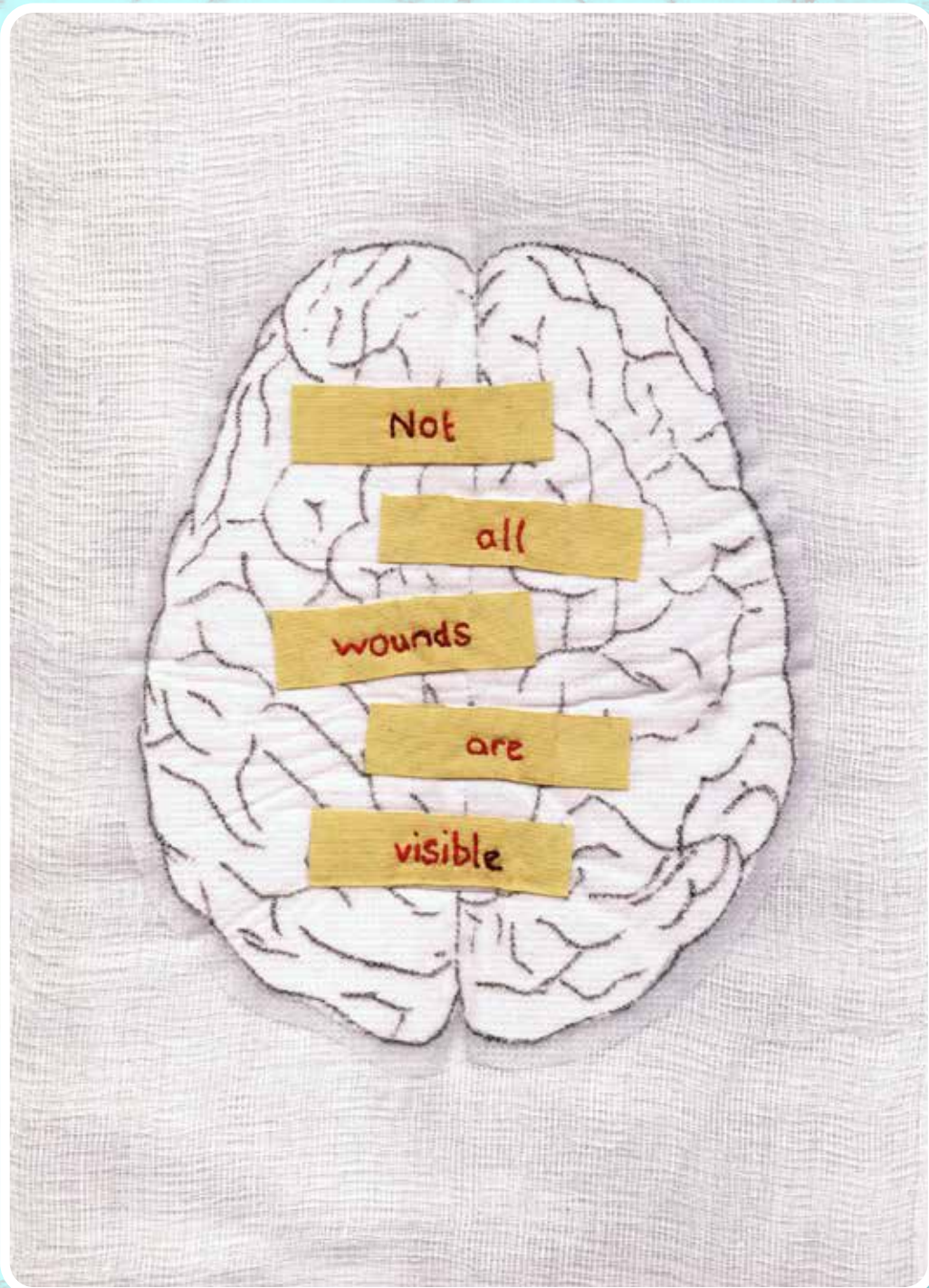
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UNIT 1

GROWING UP IN GOOD HEALTH

NESTA UNIDADE, VOCÊ VAI:

- conversar sobre saúde mental e adolescência, expondo opiniões;
- compreender textos da esfera jornalística de modo detalhado;
- tomar nota das ideias-chave de textos para fazer um resumo;
- reconhecer contextos de uso e forma dos verbos modais *should*, *may*, *might*;
- compartilhar com os colegas informações sobre o tema a partir da leitura de textos;
- reconhecer diferentes significados de expressões com o verbo *get*;
- produzir um infográfico sobre a saúde mental dos adolescentes no Brasil;
- decidir, coletivamente, entre duas opções de projeto que combata práticas de *bullying*, e desenvolvê-lo.

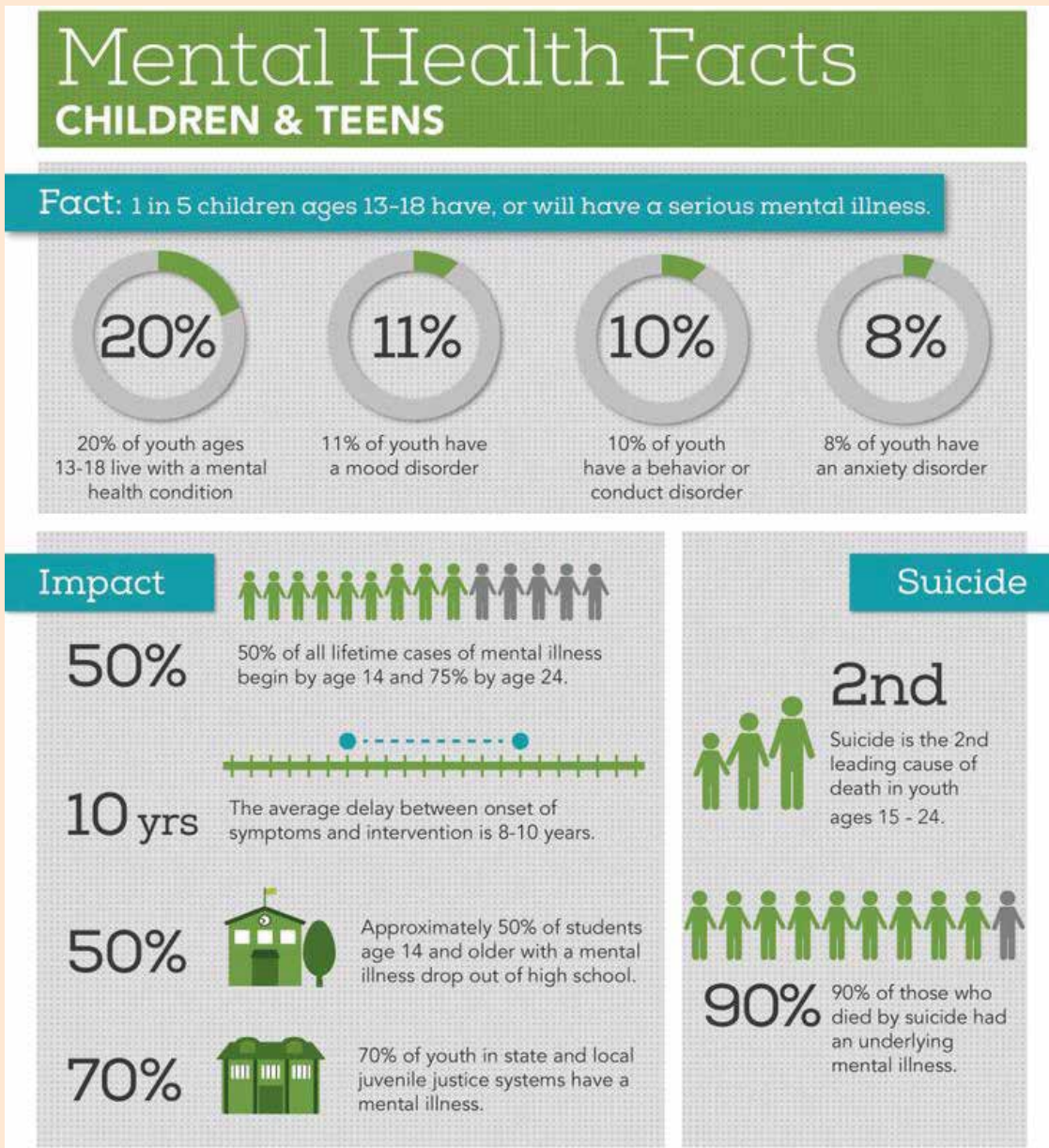


Not All Wounds Are Visible. Bandages, lint, plasters, embroidery threads and fabric pen. March, 2015.













EXPLORE

The infographic below was produced by NAMI, the National Alliance on Mental Illness, a non-profit organization based in the USA. What is it about? What catches your attention the most?



Warning Signs

-  Feeling very sad or withdrawn for more than 2 weeks (e.g., crying regularly, feeling fatigued, feeling unmotivated).
-  Trying to harm or kill oneself or making plans to do so.
-  Out-of-control, risk-taking behaviors that can cause harm to self or others.
-  Sudden overwhelming fear for no reason, sometimes with a racing heart, physical discomfort or fast breathing.
-  Not eating, throwing up or using laxatives to lose weight; significant weight loss or gain.
-  Severe mood swings that cause problems in relationships.
-  Repeated use of drugs or alcohol.
-  Drastic changes in behavior, personality or sleeping habits (e.g., waking up early and acting agitated).
-  Extreme difficulty in concentrating or staying still that can lead to failure in school.
-  Intense worries or fears that get in the way of daily activities like hanging out with friends or going to classes.

4 Things Parents Can Do



Talk with your pediatrician



Get a referral to a mental health specialist



Work with the school




Connect with other families

This document cites statistics provided by the National Institute of Mental Health, www.nimh.nih.gov
The document cites statistics provided by the Centers for Disease Control and Prevention, www.cdc.gov.

Follow Us!

 [facebook.com/NAMI](https://www.facebook.com/NAMI)

 twitter.com/NAMIconmunicate


National Alliance on Mental Illness
www.nami.org

Available at: <https://www.thefyi.org/mental-health-facts-for-children-and-teens-infographic/>. Accessed on: November 12th, 2022.

In groups, discuss:

- Do you think that the statistics about mental health facts in Brazil are different or similar? Try to find out by doing a quick search on the internet and share with your classmates.
- Think about what parents (or other adults) can do to help teens with this issue.

LESSON 1 – TEENS’ MENTAL HEALTH

INTERACT AND LEARN

1 In *Explore*, you’ve learned about some facts about mental health and tips on how to deal with mental illness. Now, think and share your opinion in groups.

a) What are some examples of mental health problems?

b) What may cause such problems?

2 You are going to listen to an extract of a podcast episode called *Teens & Mental Health*. What topics do you expect it to approach? You can choose more than one. Then, listen and check your predictions.

a) () the importance of teens’ relationships with peers.

b) () how teens deal with mental health problems alone.

Vocabulary Help

peer: colega
crave: ânsia; desejo
rewarded: recompensado/a
whim: capricho

disregarded: desconsiderado
go awry: dar errado
sensitized: sensibilizado/a
be worthwhile: valer a pena

- 3 Listen again and answer if the statements are correct (C) or incorrect (I) according to what the specialist says.
- a) () The desire to feel appreciated by friends is biologically important for teens.
 - b) () Research shows that kids learn in the context of relationships.
 - c) () It is impossible for kids to learn alone.
 - d) () Immediate social feedback can affect teens' learning.
 - e) () Parents don't want teens to become autonomous.
 - f) () Peers cannot teach which behaviours are good and which are not.
- 4 Read this extract from the audio and fill in the gaps with the words from the box.

approved	autonomous	behaviors	feedbacks
identity	separate	try out	values

We want kids to become more _____, to start to _____ from their parents a bit, and to start to _____ their own values, and _____, and experiment with new _____ and, hopefully, get _____ from peers that tells which behaviors are ok and not, and which _____ are considered to be worthwhile, and which ones might not be very well _____.



CULTURAL NOTE

Apresentado pela psicóloga Dra. Alexis Moreno, Wit and Reason é um programa de entrevistas da DC Radio (Washington DC, USA) que trata do comportamento humano e aborda, em conversa com convidados-especialistas, questões relacionadas à saúde mental.

(Baseado em: < <https://www.podchaser.com/podcasts/wit-and-reason-with-dr-alexis-880417>>. Acesso em 20 nov. 2022).

- 5 In groups, discuss:
- How can you identify if a person's behavior is worthwhile and which would not be well approved? How would you give your opinion to a friend about their behavior if it is not adequate?
 - Do you have any friends who have a hard time dealing with stress? What can you do to help them?
 - Where can you look for help if you are facing emotional stress: in your school, your neighborhood, or online? If necessary, research about it.
 - In the site presentation, we can read that "Following the episode's guest interview, Dr. Alexis and the expert guest will respond to live or pre-recorded community members' mental health, wellness, and relationship questions." What question(s) would you like to ask after listening to the episode?



THINK CRITICALLY!

Em outro trecho da entrevista o especialista afirma que: "We're trying to learn a little bit about why is that some kids experience such stress and strive, and some experience a break up, or separation from friends, and victimization as something that they feel they can't go on living after having experienced it."

Vocabulary Help

strive: combater, lutar.

Agora, reflita:

- Por que você acha que as pessoas reagem de forma diferente às situações?
- Como você costuma reagir? Se você precisasse de algum apoio em alguma situação estressante, o que poderia ajudá-lo/a?

LANGUAGE STUDY

- 6 Ouça novamente dois trechos do áudio e acompanhe a transcrição. Preste atenção nas palavras em destaque azul. Qual delas expressa uma recomendação? Qual delas expressa uma probabilidade?
- a) “[...] So, that kind of adolescent desire to really, you care about relationships, it’s not just... um... a whim or... um... a thing that **should be** disregarded or minimized by parents or adults. It really is biologically extraordinarily important to kids.
- b) “We want kids to become more autonomous, to start to separate from their parents a bit, and to start to try out their own values, and identity, and experiment with new behaviors and, hopefully, get feedbacks from peers that tells which behaviors are ok and not, and which values are considered to be worthwhile, and which ones **might not be** very well approved.”
- 7 Analise os trechos sublinhados e assinale V (verdadeiro) ou F (falso) para as afirmações a seguir.
- a) () os verbos que acompanham *should* e *might* estão na forma base.
- b) () a forma negativa é formada com o uso da palavra *not* que vem depois do verbo na forma base.
- c) () *should* e *might* são usados quando o sujeito da frase é plural.

- 8 Leia, a seguir, a explicação sobre o uso dos verbos modais e faça a atividade 9.

MODAL VERBS: SHOULD, MAY E MIGHT

Em inglês, usamos alguns verbos em combinação com outros para expressar sugestão/recomendação, obrigação, probabilidade (em diferentes níveis), permissão, possibilidade, etc. Esses verbos são chamados de verbos modais.

Contexts of use

- Usamos **should** para expressar, dentre outras possibilidades, sugestões ou recomendações:

Example: *The doctor told me I should stay home and rest.*

- Usamos **may** ou **might** para expressar, dentre outras, possibilidades, probabilidade:

Examples:

may: *This may hurt, so be careful.*

might: *Are you coming to the movie event this Friday? Humm, I might. I still have to check if I need to stay at home with my cousin.*

ATTENTION: o grau de certeza na probabilidade indicada por **may** ou **might** são um pouco diferentes. **Might** expressa uma probabilidade menor de algo acontecer do que **may**.

Structure

Em frases negativas, usa-se **modal verb** + **not** + **base form verb**.

Example: *We may not have enough information about the problem now, sorry.*

Em frases interrogativas, usa-se **modal verb** + **subject** + **base form verb**.

Example: *Might this be the key, Anna? I'm not quite sure.*

- 9 Read parts of an article about how to talk to teens about mental health. Circle the appropriate verb.

- a) “[...] If you’re concerned about your child’s mental health, start by talking with your child. Talking with your child about how they’re feeling shows your child they’re not alone and that you care. Also, your child **should** / **might** need your help to get professional support.
- b) “[...] If your child tells you they’re thinking about self-harm, you **should** / **might** consider seeking professional help.

Available at: <<https://raisingchildren.net.au/pre-teens/mental-health-physical-health/about-mental-health/teen-mental-health>> Accessed on: November 16, 2022)

VOCABULARY STUDY

- 10 Study the pictures below. Then, go back to the infographic on pages 8 and 9 and find expressions to match the pictures.

difficulty in concentrating - fast breathing - hanging out with friends - throwing up

a)



Source: <https://www.dreamstime.com/royalty-free-stock-photography-throwing-up-image14953057>

b)



Source: <https://www.dreamstime.com/stock-photo-worried-teen-taking-test-pretty-hispanic-stressed-out-high-school-image41815634>

c)



Source: <https://www.dreamstime.com/royalty-free-stock-photography-throwing-up-image14953057>

d)



Source: <https://www.dreamstime.com/group-high-school-students-hanging-out-recess-image126959420>

- 11 Study this fragment from the audio you've listened to and pay attention to the **highlighted** part. What is a good synonym for it? Tick below.

“We want kids to become more autonomous, to start to separate from their parents a bit, and to start to try out their own values, and identity, and experiment with new behaviors and, hopefully, **get feedbacks** from peers that tells which behaviors are ok and not, [...]”

- a) () arrive
- b) () receive, obtain
- c) () become
- d) () accomplish

- 12 The verb **get** can have different meanings, depending on the context. Think about examples to include in the categories. Then, share with your classmates.

GET as a synonym of...	EXAMPLES
“arrive”	
“receive, obtain”	<i>Can I get a glass of water, please?</i>
“become”	
“understand”	
“buy”	
“take”	<i>I get the bus to school every day.</i>

LESSON 2 – FIGHTING CYBERBULLYING

RESEARCH AND PRODUCE

- 1 Answer the following questions about cyberbullying.
 - a) What is cyberbullying? Get in pairs and write a definition.
 - b) Read a dictionary definition of the word cyberbullying. How close was your definition to the one from the dictionary?

Meaning of **cyberbullying** in English f t

cyberbullying

noun [U]

UK /ˈsaɪ.bəˌbɒl.i.ɪŋ/ US /ˈsaɪ.bəˌbɒl.i.ɪŋ/ Add to word list

the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages:

- *Schools are required to come up with ways to address cyberbullying.*
- *In the past ten years, cyberbullying has become increasingly common among students.*

Available at: <<https://dictionary.cambridge.org/dictionary/english/cyberbullying>>
 Accessed on November 21, 2022.

- c) What examples of cyberbullying can you think of?

- 2 Now, read a text about cyberbullying. Does it mention the examples you listed in item c?

Cyberbullying

Reviewed by: Elana Pearl Ben-Joseph, MD

a) _____

Cyberbullying is the use of digital technology to harass, threaten, embarrass, or target another person. Online threats and mean, aggressive, or rude texts, tweets, posts, or messages all count. So does posting personal information, pictures, or videos designed to hurt or embarrass someone else.

Cyberbullying also includes photos, messages, or pages that don't get taken down, even after the person has been asked to do so. In other words, it's anything that gets posted online and is meant to hurt, harass, or upset someone else.

Intimidation or mean comments that focus on things like a person's gender, religion, sexual orientation, race, or physical differences count as discrimination, which is against the law in many states. **That means the police could get involved, and bullies may face serious penalties.**

b) _____

Sometimes, online bullying, like other kinds of bullying, can lead to serious long-lasting problems. The stress of being in a constant state of upset or fear can lead to problems with mood, energy level, sleep, and appetite. It can also make someone feel jumpy, anxious, or sad. If someone is already depressed or anxious, cyberbullying can make things much worse. Students who are cyberbullied can struggle to concentrate in school, which can affect how well they do there.

c) _____

Why would someone be a cyberbully? There are probably as many reasons as there are bullies themselves.

Sometimes, what seems like online harassment may be accidental. The impersonal nature of text messages, posts, and other ways of communicating online means it can be hard to figure out if someone is joking or not.

Most people know when they're being bullied, though, because bullying involves repeated insults or threats. The people doing the bullying know they've crossed a line, too. It's not a one-off joke or insult — it's constant harassment and threats that go beyond typical fun teasing or a nasty comment made in anger.

d) _____

[...] If you're being bullied, harassed, or teased in a hurtful way – or know someone who is – you don't have to suffer in silence. In fact, you absolutely should report any upsetting texts, messages, posts, or emails.

Tell someone. Most experts agree: The first thing to do is tell an adult you trust. This is often easier said than done. People who are cyberbullied may feel embarrassed or reluctant to report a bully. Some may hesitate because they're not 100% sure who is doing the bullying. But bullying can get worse, so speak up until you find someone to help. Sometimes the police can track down an anonymous online bully, so it's often worthwhile to report it.) [...]

Walk away. What you've heard about walking away from a real-life bully works in the virtual world too. Ignoring bullies is the best way to take away their power, but it isn't always easy to do – in the real world or online [...]

Resist the urge to retaliate or respond. Walking away or taking a break when you're faced with online bullying gives you some space so you won't be tempted to fire back a response or engage with the bully or bullies. Responding when we're upset can make things worse. (Standing up to a bully can be effective sometimes, but it's more likely to provoke the person and escalate the situation.) Taking a break gives the power back to you! [...]

Report bullying. Social media sites take it seriously when people post cruel or mean stuff or set up fake accounts. If users report abuse, the site administrator may block the bully from using the site in the future. [...]

Block the bully. Most devices have settings that let you electronically block the bully or bullies from sending notes. If you don't know how to do this, ask a friend or adult who does.

Be safe online. Passwords protect your smartphone and your online sites, so change your passwords often. Be sure to share your passwords only with your parent or guardian. It's also wise to think twice before sharing personal information or photos/videos that you don't want the world to see. Once you've posted a photo or message, it can be hard or even impossible to delete. So remind yourself to be cautious when posting photos or responding to someone's upsetting message.

e) _____

If you know of a friend who is acting as a cyberbully, take them aside and talk about it. Without putting your friend down, stand up for your own principles: Let the bully know it's not OK.

Explain to your friend that bullying can have serious consequences: for the bully, for those being bullied, and even for bystanders like you and your friends.

Vocabulary Help

harass: assediar
threaten: ameaçar
target: atingir
mean: maldoso
penalty: punição
jumpy: assustado; nervoso
struggle: ter dificuldade; lutar
cross a line: passar dos limites

one-off: único; isolado
teasing: provocação
nasty: desagradável
hurtful: doloroso
bystanders: espectadores

Now, read the text again and do the activities.

3 Match the headings to the text parts.

- a) () What are the consequences of cyberbullying?
- b) () If a friend is a bully.
- c) () Why do people do it?
- d) () What is cyberbullying?
- e) () What can I do about cyberbullying?

4 Answer the questions.

- a) What are some consequences of being cyberbullied?

- b) How can cyberbullying be distinguished from a joke or teasing?

c) Why is it important to talk to a friend who is a cyberbully?

5 Choose the actions that help us deal with cyberbullying according to the text.

- a) () Talk to someone you trust.
- b) () Confront the bully.
- c) () Distract yourself.
- d) () Take a break from social media.
- e) () Share your password with your friends.
- f) () Forward the harassing message.

6 Match the expressions to their meanings according to the text.

- | | |
|-----------------------|--|
| a) get taken down | () express one's opinion |
| b) figure out | () move someone away from a group of people to talk privately |
| c) speak up | () defend |
| d) take someone aside | () ask an Internet Service Provider – ISP to remove a post |
| e) put someone down | () humiliate |
| f) stand up for | () understand |

- 7 In groups, discuss:
- The text mentions that “There are probably as many reasons [to be a bully] as there are bullies themselves. In your opinion, why do people become bullies?”
 - How does your school avoid cyberbullying and support those who are bullied?
 - What can you do to help a friend that is being cyberbullied?



THINK CRITICALLY!

ACABAR COM O BULLYING #ÉDAMINHACONTA

NUNCA É DEMAIS LEMBRAR:

TODOS DEVEM SER RESPEITADOS EM SUAS DIFERENÇAS, SEJAM ELAS EM RELAÇÃO AO CORPO, RAÇA, ORIGEM GEOGRÁFICA, OPINIÕES, GÊNERO OU ORIENTAÇÃO SEXUAL.

JÁ QUE O BULLYING #ÉDAMINHACONTA, CONFIRA INFORMAÇÕES IMPORTANTES PARA SABER COMO EVITAR, DENUNCIAR E AJUDAR ALGUÉM.

(Disponível em <https://new.safernet.org.br/content/conheca-campanha-acabar-com-o-bullying-edaminhaconta>. Acesso em 21 nov. 2022)

Você conhece a campanha “Acabar com o bullying #édaminhaconta”? Ela foi criada no dia 7 de abril de 2019 (Dia Nacional de Combate ao Bullying e à Violência na Escola) a partir da parceria entre SaferNet Brasil e Unicef, com o objetivo de fomentar reflexão sobre a questão e estimular a empatia e o respeito às diferenças.

Agora, reflita:

- Como você se comporta em relação às diferenças, sejam elas de raça, religião, de gênero, etc.?
- Como você pode colaborar com a campanha?

LANGUAGE STUDY

8 Relembre o texto que você leu sobre *cyberbullying*. Como você classifica esse tipo de texto? Qual o objetivo desse texto? Escolha dentre as opções abaixo.

- a) () texto injuntivo*
- b) () texto narrativo
- c) () texto informativo-expositivo

*injuntivo: que apresenta regras, leis, instruções.

9 Agora compare o texto sobre *cyberbullying* com o infográfico da p.8. O que é semelhante/diferente entre eles?

10 Analise as características a seguir e assinale **Y** (yes) e **N** (no) para aquelas que se confirmam em relação aos textos estudados.

- a) () apresenta definições e/ou explicações de conceitos/ideias.
- b) () usa dados e informações de diferentes áreas para explicar um conceito, tópico ou assunto.
- c) () pode apresentar exemplos da realidade concreta, de modo estabelecer relações entre informações de base científicas e o que acontece na realidade.
- d) () as informações são organizadas de modo a levar o leitor a compreender o conceito/tópico/assunto, estabelecendo relações entre as informações apresentadas de modo lógico e coerente.

- 11 Imagine que vocês foram convidados pela NAMI para produzir um infográfico sobre dados do Brasil relativos à saúde mental dos adolescentes brasileiros e dicas para os adolescentes (do mundo) sobre o que fazer caso acreditem que precisam de ajuda.

Let's research!

Work in groups and follow the steps.

- Ask your teachers (English, science, etc) for references/sites you can read and research on the subject.
- Take notes on the data you find relevant.
- In class (and in your groups), decide how you can present the data in an infographic. Remember the genre characteristics. Make a first draft.
- Show the draft to your teacher for suggestions.
- Review and produce the final version. You can use an online tool to do it.

Useful Tools

To produce infographics, try:

<https://genial.ly/pt-br>

https://www.canva.com/pt_br



CREATE AND TRANSFORM

Let's review!

- 1) In the beginning of this unit, you listened to part of a podcast on Teens' Mental Health. What do you remember from the activities and discussions?
- 2) You've also learned and talked about cyberbullying. Do you think you are more prepared to deal with cyberbullying if it happens to people you know now? How?
- 3) Now, think together and decide what you would like to do to show what you have learned in this unit. Look at the options below:

OPTION A: What would you do? An anti-bullying game

Create a game with bullying scenarios to discuss and talk about solutions. What examples of bullying / cyberbullying situations do you know? How can you grade the solutions presented? How can you evaluate the solutions presented?

You're invited to a party, but your friend isn't. At the party, some of the kids make jokes about your friend and laugh at her/him. What would you do?

OPTION B : A teen-to-teen support group!

It is hard for some teens to talk about their issues in an open way. So, think about creating a support group to mediate teens' health issues with the adults (teachers and other professionals from the school staff), present the problems and get the help / advice needed. Here, trust and confidentiality are a must.



(Available at: <<https://sdgs.un.org/goals/goal3>> Accessed on November 6th, 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 and excel.
- Take time to plan, organize information, review what you've produced (in writing, for example).
- Decide on how you can share what you've produced.



MY LEARNING PROGRESS

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

I CAN...			
talk about mental health, expressing an opinion.			
take notes on key-ideas to summarize texts.			
understand the details a text.			
produce an infographic on Mental Health issues in Brazil.			
recognize different meanings of the verb get.			
recognize the contexts of use of modal verbs: should, may, might.			
understand the importance of fighting bullying/cyberbullying.			

2) No caso dos itens em que você marcou a 3ª coluna, o que você pode fazer para praticar mais e melhorar? Veja as possibilidades abaixo:

- () explorar e consultar sites informativos, em inglês, por exemplo o <https://www.internetofgoodthings.org/en/footer/about-internet-of-good-things/> para aprender sobre assuntos de meu interesse e também praticar a língua inglesa.
- () organizar *English corners* para praticar conversar em inglês sobre temas de interesse da nossa turma
- () usar dicionários online para acessar atividades (com jogos, leitura, etc).

Me as a news reader!

14 Choose an article from some news in English to read and summarize. Follow the steps.

- 1) Title of the news:
- 2) Edition / month:
- 3) Author:
- 4) Date:

Write a summary of the article:

- What is the aim of the text?
- What's the author's perspective on the topic?
- What are the main ideas presented in each paragraph?
- Is there a conclusion?



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:

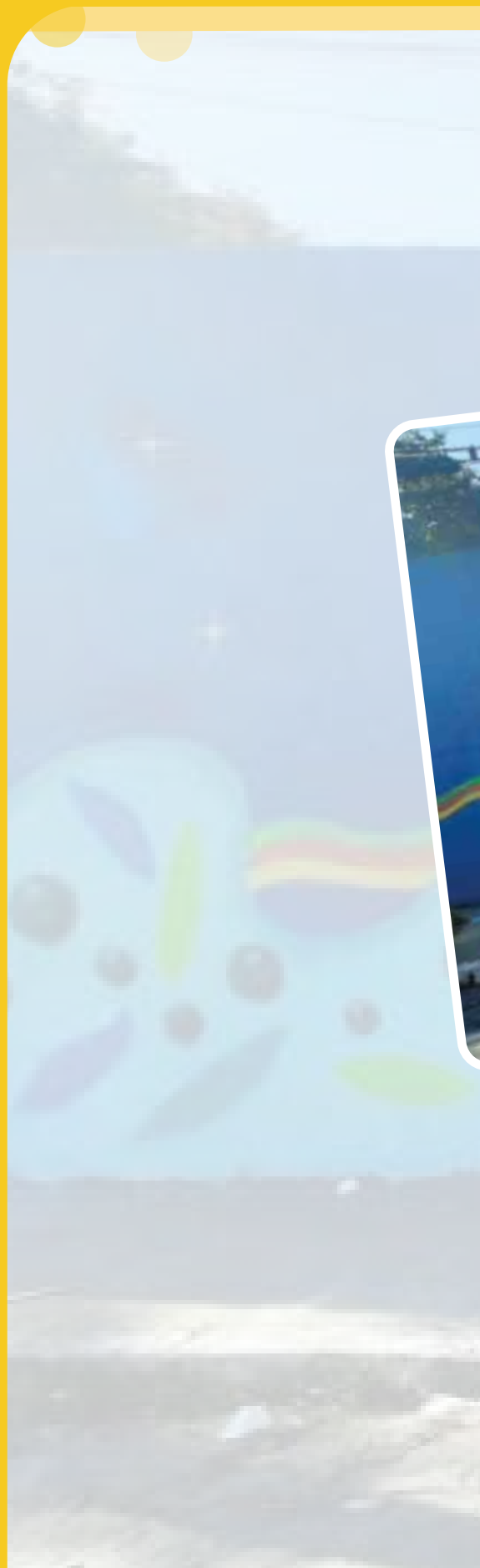
Example(s) in context:

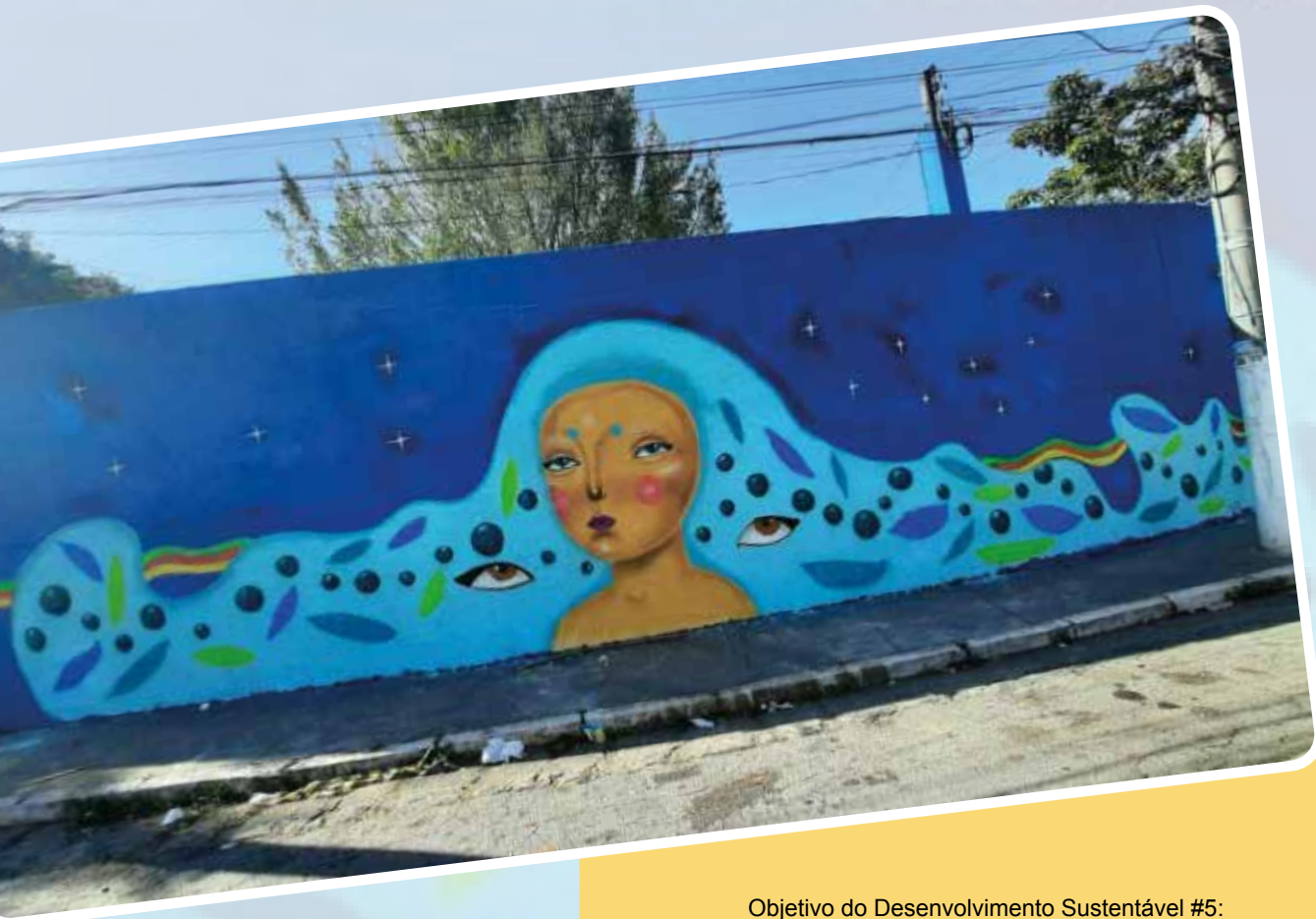
UNIT 2

PROMOTING GENDER EQUALITY

NESTA UNIDADE, VOCÊ VAI:

- conversar sobre o conceito de igualdade de gênero;
- propor formas de promover a igualdade de gênero na sua comunidade;
- compreender detalhadamente um texto com relatos de artistas sobre a promoção da igualdade de gênero;
- ouvir o áudio da campanha HeforShe, identificando os principais argumentos e evidências que os sustentam;
- reconhecer contextos de uso de verbos modais: *must, can, have to*;
- decidir, coletivamente, entre duas opções temáticas, para produzir uma campanha em defesa da Igualdade de Gênero.





Objetivo do Desenvolvimento Sustentável #5: Igualdade de Gênero. Intervenção de 150m² da artista Ana Kia. EMEF Olavo Fontoura. Rua Dr. Lafayette de Sousa Camargo, 72 - Jardim Clímax, São Paulo. 2022.



EXPLORE

- 1) What is gender equality? Think of 3 words in Portuguese related to the concept.

- 2) Now explore the word cloud below and answer.



(Available at: < <https://www.dreamstime.com/gender-equality-word-cloud-white-background-gender-equality-word-cloud-image103968166>> Accessed on November 15, 2022)

- a) Are your words present in this cloud? Which ones?

- b) Can you elaborate a definition of gender equality? Use your words and at least 3 other ones from the cloud.

- 1 Read the explanation about **Sustainable Development Goals #5 - Gender Equality** and talk in pairs.
 - a) Are we better or worse in terms of achieving gender equality, compared to past decades?

 - b) What areas are falling behind?

 - c) What remains endemic?

 - d) What is necessary to accelerate progress of gender equality?

Goal 5: Achieve gender equality and empower all women



Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. There has been progress over the last decades, but the world is not on track to achieve gender equality by 2030.

The social and economic fallout from the COVID-19 pandemic has made the situation even bleaker. Progress in many areas, including time spent on unpaid care and domestic work, decision-making regarding sexual and reproductive health, and gender-responsive budgeting, is falling behind.

Women's health services, already poorly funded, have faced major disruptions. Violence against women remains endemic. And despite women's leadership in responding to COVID-19, they still trail men in securing the decision-making positions they deserve.

Commitment and bold action are needed to accelerate progress, including through the promotion of laws, policies, budgets and institutions that advance gender equality. Greater investment in gender statistics is vital, since less than half of the data required to monitor Goal 5 is currently available.

Vocabulary Help

bleaker: mais sombrio(a)
unpaid: sem remuneração
budgeting: orçamento

fall behind: ficar para trás
despite: apesar de
trail: andar atrás

2 Think about situations of gender **inequality** you know about or observe in your community. Then, talk in groups:

a) How are the situations related to words/expressions in the word cloud?

b) Think about one of the areas mentioned in the text. How can you help fight against gender inequality in this area?

LESSON 1 – WHAT DOES GENDER EQUALITY LOOK LIKE?

INTERACT AND LEARN

1 You are going to read an article about an initiative from UNESCO Women on the occasion of the 2021 **Generation Equality Forum**. Read the title of the article and the pictures, and answer:

a) What do you think of the initiative?

b) What aspect of equality do the illustrations represent, in your opinion?

What does gender equality look like? Artists around the world share their vision

Date: Monday, 21 June 2021



We all have the potential to create meaningful change in the world around us. Whether by educating family and friends, speaking up on social media, challenging stereotypes through creative expression or otherwise, we can each promote gender equality and **#ActForEqual** every single day.

In the run up to the **2021 Generation Equality Forum** (...) we asked artists globally to visualize what gender equality means to them. We received more than 1000 inspirational submissions from creative advocates all over the world, each with its own vision of a gender equal future. Below, get inspired by some of our top picks and learn why these artists joined us to **#ActForEqual**.

Acting for equal means ... encouraging women to participate in politics.

“Women from all places should be able to participate in decision-making forums and be part of the change. In politics, there’s a lack of support towards female leadership; in academia, I’ve witnessed very little presence of women in professorship in STEM fields. Young girls need more of these role models to look up to, so they can aspire to also reach leadership positions and serve as inspiration for the next generations.”

–Jessica Quispe, Illustrator, Peru

Equal pay for equal work

Acting for Equal means ... equal pay for all in COVID-19 recovery.

“As the majority of the global healthcare workforce, women play a key role in serving the most at-risk and remote populations. Still, they have to take care of their own health and safety even in undervalued or underpaid conditions. With most of them working directly with patients, they need to be empowered and respected for their opinions. Respecting equality and leadership for women health workers is crucial to COVID-19 recovery.”

–Andini Wijendaru, Fashion maker, Indonesia

Sisterhood

Acting for Equal means ... standing up for our rights.

“I think everybody should feel concerned about the fight for gender equality. [The movement] gathers everyone who deeply wants to change mentalities and stereotypes we have to face every day. It’s up to all of us to help people find the place they desire and deserve in society, no matter their gender.”

–Mélissa Massol, Graphic designer, France

Safe and free everywhere

Acting for Equal means ... recognizing our worth no matter what.

“‘Call me when you get home’, ‘Don’t go out alone’, ‘That area is very dangerous’, ‘Don’t go out in those clothes’ ... These are phrases women hear all the time. I want the reality for women in my country, in Latin America and around the world to be different, that we can be seen as human beings and not as objects. My greatest wish is that women live free of violence in the streets and in their homes. Women have been underestimated or undervalued for a long time. We must remember that we are as valuable as any other human being.”

–Stephanie Lagunas, Landscape architect and illustrator, Mexico

Equal opportunities

Acting for Equal means ... giving women the opportunity to grow.

“We’ve been underrepresented, belittled and ignored for far too long. And it is time we not only break the glass ceiling, but also soar further, in every sector and industry possible. Acting for gender equality is important because it signals continuous growth and as much representation as possible. The goal is to be so present that no girl ever has to doubt if being a woman will make it harder for them to achieve their dreams and aspirations.”

–Lucía Sancho Hernández, Content producer and illustrator, Costa Rica

Social protection for families

Acting for Equal means ... removing gender obstacles to create a better world.

“Gender equality is important to build a sustainable society. It is very unfair when the society doesn’t sufficiently protect the economic rights of women after having children. Many women lose their jobs after being pregnant. This situation needs to be highlighted to bring economic equality for all!”

–Yuran Choi, Graphic designer and illustrator, Republic of Korea

(Available at: <<https://www.unwomen.org/en/news/stories/2021/6/what-does-gender-equality-look-like>>
Accessed on November 15, 2022)

Vocabulary Help

meaningful: significativo

whether: quer seja

in the run up to: no período que antecede

submissions: propostas

advocates: defensores

picks: escolhas

lack: falta; carência

towards: relativo a

witness: testemunhar

look up to: admirar; respeitar

aspire: aspirar; desejar

sisterhood: irmandade

concerned: preocupado

gather: reunir

worth: valor

belittle: menosprezar

soar further: ir além, mais alto

2 Were your predictions in item b (activity 1) confirmed?

3 Read the short texts again and do the activities below. Match the artists' opinions to the illustrations.

Artist	Illustration
Lucía Sancho Hernández, Content producer and illustrator, Costa Rica	
Andini Wijendaru, Fashion maker, Indonesia	
Yuran Choi, Graphic designer and illustrator, Republic of Korea	
Stephanie Lagunas, Landscape architect and illustrator, Mexico	
Mélissa Massol, Graphic designer, France	
Jessica Quispe, Illustrator, Peru	

4 What are the common points between the explanation about Sustainable Development Goals #5 and the artists' opinions?

5 According to the artists...

a) what are some consequences of undervaluing women?

b) is gender inequality present only in Latin America?

- c) why is it important to have more women in influential positions in society?
-
-

6 Now read the SDG #5 targets and answer.

- a) Do the artists mention these topics?
b) Who mentions what?

- 5.1 End all forms of discrimination against all women and girls everywhere
- 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres [...]
- 5.3 Eliminate all harmful practices, such as child, early and forced marriage [...]
- 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
- 5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
- 5.A Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
- 5.B Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
- 5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

(Available at: <<https://www.un.org/sustainabledevelopment/gender-equality/>>
Accessed on November 22, 2022)

Vocabulary Help

such as: tais como
household: domicílio
sound policies: políticas sólidas

- 7 In groups, discuss:
- The artists are from different countries, continents and cultures. How do you explain that the gender issues are so similar?
 - Which of the SDG #5 targets do you recognize in São Paulo?
 - How would you complete the sentence “Acting for Equal means...”?



THINK CRITICALLY!

Agora, reflita:

- Does change depend only on women? What is men’s role in gender equality?

LANGUAGE STUDY

- 8 Leia os fragmentos extraídos do texto e apresentados a seguir, preste atenção nas palavras em destaque e responda: em qual item elas expressam...
- () uma obrigação moral, ou algo que é correto fazer?
 - () uma possibilidade / capacidade?
 - () uma obrigação, de cuidar de algo/alguém?
- “we **can** each promote gender equality and #ActForEqual every single day.”
 - “We **must** remember that we are as valuable as any other human being.”
 - “Still, they **have to** take care of their own health and safety.”

- 9 Observe as palavras sublinhadas nos itens a-c na atividade anterior. O que você observa?

- 10 Agora, leia a explicação sobre o uso dos verbos modais **can** e **must**. Analise os exemplos e escreva, em seu caderno, mais um exemplo para cada uso.

MODAL VERBS: CAN, MUST

Contexts of use

Conforme estudado na Unidade 1, em inglês usamos diferentes verbos modais para expressar ideias como recomendação, probabilidade, possibilidade, permissão, obrigação, proibição, necessidade etc. Conheça mais alguns desses verbos.

Usamos **MUST** para:

- indicar um dever, obrigação ou necessidade.

Example: You **must** go now, or you will be late for class.

***Attention:** podemos usar **have to** nesse caso também, por exemplo,
*I **have to** finish my composition; the deadline is tomorrow.*

- expressar uma probabilidade muito alta de algo ser verdadeiro ou acontecer.

Example: You **must** be kidding. I don't believe she isn't coming to class.

(Source: <https://www.dreamstime.com/road-signs-prohibiting-passage-pedestrians-territory-where-repairs-being-carried-out-warning-prohibition-finding-image180135011>)



***Attention:** para expressar uma proibição, podemos usar **must not (mustn't)**.

Example: *Pedestrians **must not** walk on the pavement. Work in progress.*

Usamos **CAN** para:

- expressar permissão

Example: *Can I come in, teacher? Yes, please.*

- expressar habilidade física ou intelectual

Example: *In São Paulo, many people can speak more than one language.*

- expressar possibilidade

Example: *Love can change the world.*

That's curious!

Para formar uma frase negativa com verbos modais, acrescentamos a palavra **NOT** depois do verbo, certo? Assim, temos:

can	cannot	(can't)
should	should not	(shouldn't)
might	might not	(mightn't)
must	must not	(mustn't)

Mas se **must not (mustn't)** indica uma proibição, como fazemos então para expressar que algo não é necessário ou obrigatório de ser feito? Veja:

*You **must** go now* = Você deve (precisa) ir agora.

*You **mustn't** go now* = Você está proibido de ir agora (?)

Como dizer então, em inglês,
"Você não precisa / não tem de ir agora"?

- 11 In small groups, write phrases that could be used on a campaign to make people aware of gender equality. Use modal verbs (can, must, have to).

Everybody can help fight gender inequality!

We must...

VOCABULARY STUDY

12 In the text on p. 37, you find this phrase: “Many women **lose their jobs** after being pregnant.” What is a good equivalent in Portuguese for the highlighted part?

13 In Portuguese, the verb “perder” can be used with different meanings. Can you think of examples? What about in English? Look up the Portuguese expressions you’ve listed in activity 12 to find out.

Perder o sono

Perder o ônibus

Perder dinheiro

14 Make expressions by matching the columns. Sometimes, both verbs are possible, but the ideas are different. Can you get the difference?

miss

lose

the game

time

the class

weight

the cell phone

the subway

sight

LESSON 2 - #HEFORSHE

RESEARCH AND PRODUCE

- 1 Read the title of this session, look at the picture below and discuss:



(Disponível em: <<https://www.heforshe.org/en>>. Acessado em: 25 nov. 2022)

- a) What does the title of the campaign mean?

- b) What is the hashtag (#) used for?

- 2 You are going to listen to **#HeForShe**, a campaign launched by the United Nations Global Solidarity Movement for Gender Equality in 2014. In the campaign, several men express their views about Gender Equality. What do you expect to hear? Then, listen – or watch the video and check your predictions.

Vocabulary Help

harmful: prejudicial
get over: superar
reinforce: reforçar
awareness: consciência
pillars: pilares
slightest: mínimo
attainable: alcançável

3 Listen again and do the activities.

a) Choose the topics about the men approach while they talk.

- I. () Inequality of opportunity is harmful to society.
- II. () For the situation to change, it is essential that men's attitudes change.
- III. () Speaking out with women shows men's dominance.
- IV. () Men should only treat their mothers, sisters and daughters differently.
- V. () They should provoke this same discussion in their communities too.

b) Answer the questions according to what the men say.

- What should men's participation be about the issue?

- What do they mean when they say that gender equality should be done from their perspective?

- Why should they do it **with** women and not only **for** them?

- Why are women considered "pillars of the community"?

- 4 Listen to what one of the man says and fill in the blanks with the words.

_____ put yourself in somebody's shoes. I say, "Hey, if this is my _____, if this is my _____, if this is my _____, will I like the way she's being _____? Am I saying the right _____ for the young men?"

- 5 In your opinion,

- a) what does "put yourself in somebody's shoes" mean?

- b) if you put yourself in women's and girls' shoes, how would you feel?

LANGUAGE STUDY

- 6 No artigo que você estudou nas p. 36 e 37, você leu *accounts* (relatos) de artistas discutindo a perspectiva de cada uma sobre *Gender equality*. Estude os relatos novamente e assinale as características que você observa.
- a) () Em um relato, encontramos opinião e fatos sobre acontecimentos do passado.
- b) () O uso da primeira pessoa do singular ou plural é comum.
- c) () Um relato tem por objetivo apresentar uma perspectiva pessoal sobre uma ideia, acontecimento ou experiência.
- d) () Em um relato, o tom é mais objetivo, impessoal.

- 7 Agora releia o relato da artista Jessica Quispe. Como ela encadeia os argumentos que utiliza? Enumere os itens abaixo.
- () Jessica reforça sua opinião sobre o tema apresentado.
 - () Jessica faz uma generalização, apresentando uma ideia geral sobre o tema.
 - () Jessica faz um recorte do tema, indicando áreas que podem servir de exemplo.
 - () Jessica estabelece uma relação de causa e consequência – positiva.

Acting for equal means... encouraging women to participate in politics.

“Women from all places should be able to participate in decision-making forums and be part of the change. In politics, there’s a lack of support towards female leadership; in academia, I’ve witnessed very little presence of women in professorship in STEM fields. Young girls need more of these role models to look up to, so they can aspire to also reach leadership positions and serve as inspiration for the next generations.”

–Jessica Quispe, Illustrator, Peru

Vocabulary Help

STEM (acronym): Science, Technology, Engineering and Mathematics

- 8 Now, it’s your turn! Read the artists’ accounts again. Choose one or two which you most identify with. Follow the steps.
- Identify the issue brought up by the artist.
 - Reflect on your opinion or experience about it.
 - Get in groups with other students who chose the same issue.
 - Discuss and propose possible actions to help improve the situation.
 - Present the result of your discussion to the class. Remember to:
 - Introduce the issue
 - Summarize the members’ opinions and/or experience.
 - Present the possible actions.



CREATE AND TRANSFORM

Let's review!

- After the activities and discussions you've had in this unit, what is your attitude towards gender equality now? Have you changed in any way?
- Now think together and decide what you would like to do in order to improve what you have learned in this unit. Look at the options below:

OPTION A: I'm a Heforshe!

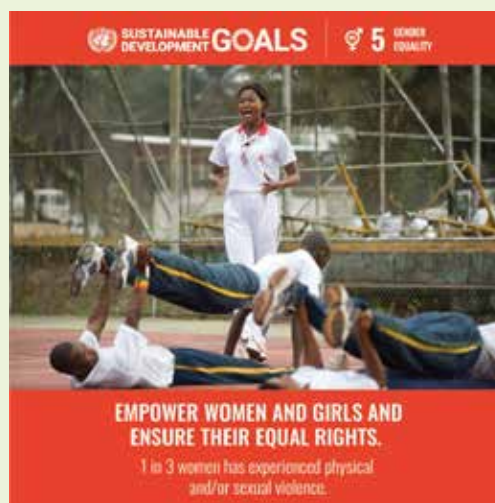
Create a video or a poster for the #HeforShe campaign. Remember the audio you've studied on page 44. What aspects of gender equality can you address? What arguments can you use?



(Available at: <<https://www.heforshe.org/>>
Accessed on November 16, 2022)

OPTION B: Be an illustrator for a day!

Review the account/opinion you've produced in activity 8, on page 47. Create an illustration for it. Use the phrase "Acting for Equal means...". How would you like to present your illustrations?






(Available at: <<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>> Accessed on November 6th, 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.
- Do your best and excel.
- Take time to plan, organize information, review what you've produced (in writing, for example).
- Decide on how you can share what you've produced.

**MY LEARNING PROGRESS**

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

I CAN...			
understand the main ideas and specific information in texts about gender equality.			
understand the aim and arguments presented in a video campaign about gender equality.			
recognize contexts of use of modal verbs: must, have to, can.			
write an account related to an aspect of gender equality in my community.			
summarize information presented in a group discussion.			
discuss and propose ways to promote gender equality in my community.			

- 2) No caso dos itens em que você marcou a 3ª coluna, o que você pode fazer para praticar mais e melhorar? Veja as possibilidades abaixo.
- () ler livros literários em inglês em sites de materiais digitais online como <https://english-e-reader.net>
 - () organizar *English corners* para praticar conversar em inglês sobre temas de interesse da nossa turma.
 - () usar dicionários online para acessar atividades (com jogos, leitura, etc).

ULTIMATE CHALLENGE!

- 9 Retome os textos que você estudou nesta unidade. Escreva sua opinião sobre porque a igualdade de gênero é importante para a sustentabilidade do planeta.

- 10 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:
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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 3

GIVE PEACE A CHANCE

NESTA UNIDADE, VOCÊ VAI:

- compreender textos em inglês, tomando nota das ideias-chave e compreendendo o posicionamento do autor por meio da análise de argumentos;
- usar a imaginação e conversar sobre como seria um mundo no qual não houvesse conflitos armados;
- reconhecer contextos de uso e forma de orações condicionais, tipos 1 e 2;
- explorar sites, avaliando a intencionalidade das informações veiculadas;
- compartilhar as produções textuais com os colegas para a apreciação e a valorização de diferentes perspectivas sobre um assunto, de modo respeitoso;
- conhecer o processo de colonização na Austrália pelo Império britânico e seus impactos para os povos aborígenes;
- decidir, coletivamente, entre duas possibilidades para desenvolver um projeto voltado para a cultura da paz.





A social entrepreneur and an artist, Saumya is the co-head of Youth for Peace International. Image Credit Courtesy of Saumya Aggarwal



EXPLORE

- 1) Have you ever heard of the expression “Culture of Peace”? What do you think it means? Why is it necessary to think of peace in terms of a “culture”? Brainstorm in groups.

CULTURE OF PEACE

- 2) What is the opposite of peace? Talk in pairs and read the text below. How is it related to the topic?

Saumya Aggarwal, 23, Índia

How is she making a difference? Saumya is the co-head of a youth-led peacebuilding organization called Youth for Peace International, a social entrepreneur and an artist. She works with young people who have experienced armed violence first-hand. Art is a constant inspiration and she uses art therapy to address issues like the rehabilitation of refugees and violence against women (...).

(Available at: <<https://www.voicesofyouth.org/blog/get-inspired-group-young-peacebuilders-around-world>> Accessed on November 16, 2022).

- 3) Now, read this presentation of a scientific study in Brazil. What is it about? Does the conclusion surprise you?

[...] o Departamento de Violência e Saúde Jorge Carelli (Claves/ENSP) apresentou os resultados da pesquisa “Mortes violentas de jovens: um olhar compreensivo para uma tragédia humana e social”. O estudo traz o seguinte resultado: quem mais mata no Brasil é também quem mais morre, isto é, jovens do sexo masculino, de 15 a 29 anos, com baixo nível de escolaridade. Segundo as coordenadoras da pesquisa Ednilsa Ramos de Souza e Kathie Njaine, não é possível atribuir o fato a uma única causa, pois existe multicausalidade como resposta, incluindo fatores sociais e comunitários que vão desde a concentração de pessoas nas periferias sem infraestrutura até a presença do tráfico de drogas e a livre circulação de armas de fogo.

(Available at: <<https://dssbr.ensp.fiocruz.br/mortes-violentas-de-jovens-quem-mais-mata-e-tambem-quem-mais-morre>> Accessed on November 16, 2022).



- 4) Talk in groups:

- How is violence present in our society? And in the city we live?
- What causes violence?
- How can we build a culture of peace, in your opinion?

LESSON 1 – BUILDING CULTURE OF PEACE

INTERACT AND LEARN

- 1 Read the definition of the word “reconciliation” and answer: Is it something easy or complex to do? Justify.

reconciliation
noun
 UK  /,rek.ən.sil.i.ˈeɪ.ʃən/ US  /,rek.ən.sil.i.ˈeɪ.ʃən/


[C or U]

a situation in which two people or groups of people become friendly again after they have argued:

- *It took hours of negotiations to bring about a reconciliation **between** the two sides.*

[U]



the process of making two opposite beliefs, ideas, or situations agree

reconciliation
noun [C/U]
 US  /,rek.ən.sil.i.ˈeɪ.ʃən/

the process of making two people or groups of people friendly again after they have argued seriously or fought and kept apart from each other, or a situation in which this happens

(Definition of **reconciliation** from the **Cambridge Academic Content Dictionary** © Cambridge University Press)

reconciliation | BUSINESS ENGLISH

reconciliation
noun [C or U]
 UK  /,rek.ən.sil.i.ˈeɪ.ʃən/ US 

ACCOUNTING

the process of comparing different financial accounts, amounts, etc. in order to check that they add up to the same total or to explain any differences between them:

- *We haven't done a reconciliation yet.*

- 2 You are going to read a text based on a book review called “Culture of Peace”. Before you read, match the words in the columns to form appropriate expressions. Use a dictionary, if you need.

wartorn	an enemy
active	making
defeat	process
decision	societies
proven	nonviolence
social	change

Culture of Peace

Elise Boulding, in *Encyclopedia of Violence, Peace, & Conflict* (Second Edition), 2008

According to Elise Boulding (2008), promoting peace is a social construction that some cultures have embraced for a long time. Some societies, for example, organize themselves around religious teachings of nonviolence, and this is more common in a few isolated indigenous communities, which deal with conflicts in a very skillful, nonviolent way.

Building a culture of peace does not imply that conflict does not exist. Also, peacebleness and aggressive attitudes may co-exist in different proportions, since they reflect the need human beings have for connection as well as for autonomy and personal space.

The absence of war, alone, does not indicate a culture of peace. Culture of peace is a long-term process of working together, discussing, solving problems, finding consensus as well as creating institutions that address the needs of everybody, in an inclusive way.

In 1995, UNESCO created the Culture of Peace Program, with the goal to help wartorn societies to develop skills and strategies towards reconciliation. There are six components in the program, as follows:

1.

Power needs to be described in terms of active nonviolence (as opposed to violence or force). Active nonviolence is a powerful and successful tool for social change, with many positive experiences throughout the 20th century. Many social movements have used active nonviolence to defend the organization of new institutions that are more connected with the culture of peace components.

2.

It is important to make people build understanding, not “defeat an enemy” if we want to develop tolerance and solidarity. This is central to the ideas proposed by Mahatma Gandhi, Martin Luther King, and Nelson Mandela. There is focus on strategies to free not only the oppressed but also the oppressor, towards the development of unity.

3.

To develop culture of peace, one must substitute the vertical authority with a leadership based on dialogue, participation and collective decision-making. This results in better decisions that affect not only the life of the individual, but also the lives of people in a community. This method engages people in solving problems and empowers them as they see the positive results of doing it.

4.

In a culture of peace, transparency and free flow of information is a characteristic, especially when the spread of information and communication are in the hands of those in power. Access to information allows participation, discussion and comprehension, decreasing authoritarianism. It is an essential element for social change.

5.

Culture of peace encourages power exercised by men and women alike. Both need to develop responsibilities related to caring and nurturing, and women need to be empowered to have a central role in peacebuilding.

6.

The culture of violence and war is characterized by exploitation, slavery and colonialism. Culture of peace, on the contrary, emerges from cooperation and sustainable development for all. It is also connected with social justice and must result in changes that not only transform society but also preserve the culture of peace.

(Based on: <https://unesdoc.unesco.org/ark:/48223/pf0000217786> ; > ; <<https://www.sciencedirect.com/topics/social-sciences/culture-of-peace>> Accessed on: November 20th, 2022)

Vocabulary Help

deal with: lidar com
skillful: habilidoso(a)
address: abordar
wartorn: destruídas pela guerra

caring and nurturing: cuidado e
 alimentação
empower: empoderar
development: desenvolvimento

- 3 Read the introduction of the text and answer **T** (true) or **F** (false).
- a) () Some cultures have nonviolence as a social, religious principle.
- b) () Human basic needs seem controversial - we need to socialize and connect with people, but also have personal space.
- c) () If we eliminate war conflicts, we will have reached a culture of peace.
- d) () UNESCO's program aims at helping all societies to develop a culture of peace.
- 4 Now read the six components of UNESCO's program and take notes on the items in the table. Some of them may not be mentioned in the text.

Sustainable Development Goals





<p>the context of the issue / the problem</p>	
<p>the main goal in the component</p>	
<p>the strategies</p>	



<p>the context of the issue / the problem</p>	
<p>the main goal in the component</p>	
<p>the strategies</p>	



the context of the issue / the problem	
the main goal in the component	
the strategies	



the context of the issue / the problem	
the main goal in the component	
the strategies	



<p>the context of the issue / the problem</p>	
<p>the main goal in the component</p>	
<p>the strategies</p>	



<p>the context of the issue / the problem</p>	
<p>the main goal in the component</p>	
<p>the strategies</p>	

- 5 Now read part of Gandhi's biography, one of the people mentioned in the text, and then answer the questions:

Mohandas K. Gandhi (best known as Mahatma Gandhi) was born into a Hindu merchant family in 1869. He had a very religious mother and was impressed by her beliefs in nonviolence, vegetarianism, fasting for purification, and respect for all religions.

In 1888, Gandhi went to England to study Law. He then got a job as a lawyer in an Indian company and moved to South Africa. The government in South Africa at that time discriminated against all people of color. One day, Gandhi was taking the train to go to work, he had a first-class ticket but when he got on the train, the officer made him go and sit in a third-class coach. Gandhi refused and the police forced him to leave the train. This event changed his life and Gandhi became an outspoken critic of South Africa's discrimination policies.

Back in India, Gandhi helped to mobilize the population out of the bonds of the British Empire. In 1920, everybody in India knew Gandhi's ideas of independence very well. Using prayer, nonviolence, meditation and fasting, Gandhi started a movement which spread across India and encouraged people to boycott the expensive British cloth. Because of this, Gandhi was sent to prison.

In the following years, Gandhi organized several fasts and protests, and, as a result, India became independent in 1947. In 1948, a Hindu fanatic killed Gandhi on his way to a religious meeting in Delhi. The assassin did not believe Muslims and Hindus should work together.

Mahatma Gandhi was an example for many people that came after him, with the use of nonviolence as a way to protest and achieve freedom.

(Based on: < <https://www.crf-usa.org/black-history-month/gandhi-and-civil-disobedience>;
<https://www.historyforkids.net/mohandas-gandhi.html>> Accessed on: November 20th, 2022)

- a) What is important about him?

- b) Who influenced him as a nonviolent activist?

c) What event changed his life and made him an activist?

d) What strategies did he use in his fight for India's independence?

6 Consider both texts and discuss:

Vocabulary Help

bonds: amarras

prayer: oração

outspoken: franco(a), aberto(a)

cloth: tecido

fasting: fazer jejum

boycott: boicotar (recusar ou tentar impedir uma transação econômica como forma de punição para uma empresa)

Considering our history and the strategies presented in text 1, what do you see being done in São Paulo to achieve a culture of peace?

Protests happen frequently in São Paulo. How could protesters use nonviolent principles to attain their objectives?



THINK CRITICALLY!

Leia algumas frases famosas de Gandhi, apresentadas a seguir, e reflita:

- Como elas se relacionam com as discussões que você teve anteriormente?
- Quais consequências podemos prever a partir das ideias que essas citações expressam?



The good man is the friend of all living things.

(Available at: < <https://www.quotemaster.org/q0cd5d18e35f54568ccd1e2f947bc0776> > Accessed on: November 20th, 2022



An eye for an eye only ends up making the whole world blind.



Power is of two kinds. One is obtained by the fear of punishment and the other by acts of love. Power based on love is a thousand times more effective and permanent than the one derived from fear of punishment.



(Available at: < <https://www.quotemaster.org/q0cd5d18e35f54568ccd1e2f947bc0776> > Accessed on: November 20th, 2022)

LANGUAGE STUDY

- 7 Read and discuss these other two quotations on the topic culture of peace and answer the questions.

1 -

If all we hear **is** violence, all we **will know** is violence – personally or globally. If we **hear** stories of people rising above hatred to build a better life, we **can** all **find** the courage to create peace. *(Barbara Simmons)*

(Available at: <<https://www.doonehthing.org/quotes/culture-of-peace-quotes.htm>>. Accessed on: November 20th, 2022)

II -

If everyone **demanded** peace instead of another television set,
then **there'd be** peace. (*John Lennon, singer and songwriter*)

(Available at: < https://www.phrases.org.uk/bulletin_board/39/messages/748.html > Accessed on:
November 20 th 2022)

Language Tip

***there'd**: *there would*

a) Which one do you like most?

b) Study the highlighted parts in each quotation. Which one expresses:

() a cause and a consequence if a condition exists?

() a hypothetical situation (that is not real)?

c) What do you observe in relation to the verb forms used in I and II?

8 Agora, leia a explicação sobre **conditional sentences** e analise os exemplos. Complete as lacunas com os pronomes apropriados.

CONDITIONAL SENTENCES

Em inglês, podemos expressar uma condição usando a conjunção **IF** entre ideias de várias combinações e dependendo de maior ou menor possibilidade de ela ser ou se tornar real. Veja os contextos de uso abaixo:

- para indicar **relações de causa e efeito**:

Examples:

If we heat water to 100 degrees Celsius, it boils.

Call me if you need any help.

If you don't hurry, you will miss the bus, dear.

Combinações possíveis entre formas verbais:

**If + present simple, + present simple OR
imperative OR
future OR
modal verb (can, should, etc)**

- para **expressar uma hipótese, com base em uma situação que não é real:**

Examples:

If I were you, I would talk to the teacher.

If you went to bed earlier, you wouldn't feel so tired in the morning.

Combinações possíveis entre formas verbais:

If + past simple, + would + verb

- 9 Leia outras frases famosas e complete-as com a forma apropriada do verbo em parênteses.

- a) “If you _____ (*talk*) to a man in a language he understands, that _____ (*go*) to his head. If you _____ (*talk*) to him in his language, that _____ (*go*) to his heart.” (Nelson Mandela)

(Available at: < <https://www.nelsonmandela.org/publications/entry/nelson-mandela-by-himself-the-authorized-book-of-quotations>. > Accessed on November 20, 2022)

- b) “If you want to make peace with your enemy, you _____ (*have*) to work with your enemy. Then he becomes your partner.” (Nelson Mandela)

(Available at: < <https://www.nelsonmandela.org/publications/entry/nelson-mandela-by-himself-the-authorized-book-of-quotations>. > Accessed on November 20, 2022)

That's curious!

O passado de **am / is** é **was** mas na frase “*If I were you, I would talk to the teacher*”, usa-se **were** (passado de **are**).

- c) “If you want to end the war, then instead of sending guns, _____ (*send*) books. Instead of sending tanks, _____ (*send*) pens. Instead of sending soldiers, _____ (*send*) teachers.” (Malala Yousafzai)

Available at: < <https://theworld.org/stories/2013-09-27/malala-yousafzai-tells-un-send-books-not-guns> > Accessed on November 20, 2022)

- 10 “Imagine” is the title of a famous song by the musician John Lennon which talks about peace in the world. Read some verses from the song and think: what would a world in peace look like? Discuss and write a hypothesis. Then share with your classmates.

IMAGINE
(John Lennon)

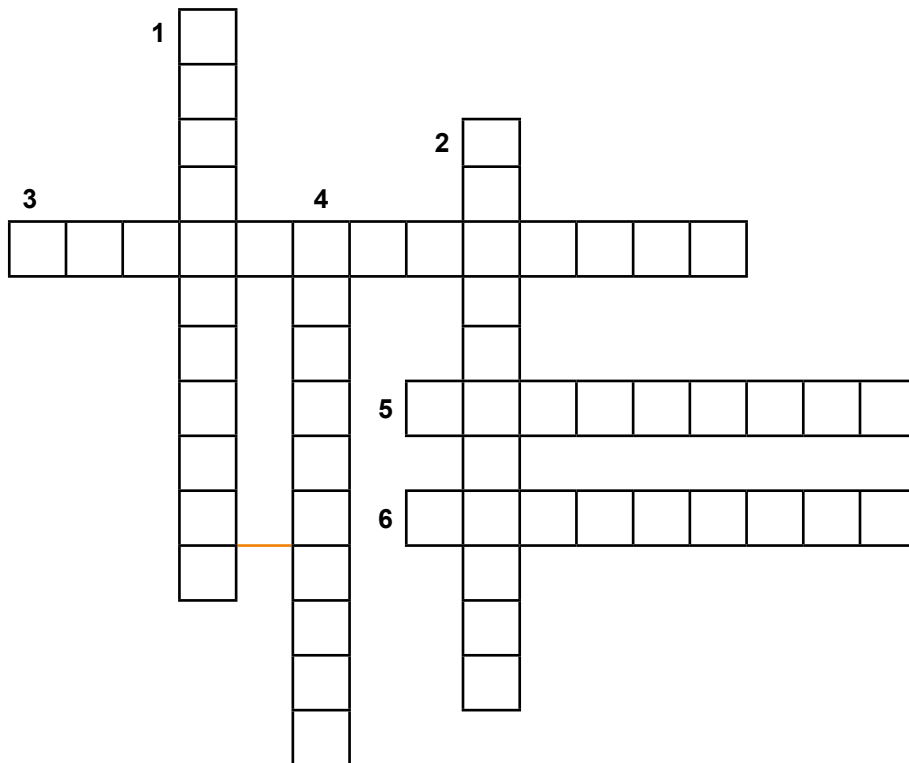
“Imagine there’s no countries
It isn’t hard to do
Nothing to kill or die for
And no religion too
Imagine all the people
Living life in peace”



Freeplik

VOCABULARY STUDY

- 11 Complete the crosswords with words related to culture of peace.



Across	Down
3 - compreensão	1 - cooperação
5 - tolerância	2 - não violência
6 - democracia	4 - solidariedade

- 12 Read the definitions below. Go back to Gandhi's biography on page 64 and find the words they define. The first letter is given as a tip.
- relationship between people based on shared feelings, interests, or experiences.
= **b** _____
 - withdraw from commercial or social relations with a country, organization, or person as a punishment or protest. = **b** _____
 - abstain from all or some kinds of food or drink, especially as a religious observance.
= **f** _____
 - a solemn request for help or expression of thanks addressed to God = p simple and unsophisticated. = **p** _____

LESSON 2 – RECONCILIATING AND REBUILDING

RESEARCH AND PRODUCE

- In the 19th century, Britain expanded its Empire by colonizing countries in different continents, among them India and Australia. Research about the colonization process in Australia and share what you found out with your classmates.
- In Australia, people celebrate the National Reconciliation Week in the months of May/June. Have a look at part of the 2022 program from a resort.

MOVIE PROGRAM / ARKANI THEATRE

This year's *National Reconciliation Week (NRW)* theme - *Be Brave. Make Change* - is a challenge to all Australians - individuals, families, communities, organisations and Government - to *Be Brave* and tackle the unfinished business of *Reconciliation* so we can *Make Change* for the benefit of all Australians.

[...]

Let's learn more about Reconciliation! Join us at our Reconciliation curated movie program at the Arkani Theater from 27 May to 3 June 2022.

- 3 Read the synopsis of one of the movies in the program entitled *Satellite Boy*. If you were in the resort in Australia, would you pick it to watch it? Justify.

Tuesday 31 May

Satellite Boy

Time: 10 am / 1hr 35 mins/rated PG

Satellite Boy is a 2012 Australian adventure drama film about a young Aboriginal boy (Pete) struggling to maintain the traditions of his heritage in the modern world when a mining company expands into the region. He lives with his grandfather (Jubbi) in an abandoned drive-in. Jubbi is always trying to teach Pete the culture and knowledge of the old days. However, Pete dreams of opening a restaurant on the property and expects his mother will also come back and help him with this project. When the mining company arrives and claims the land, Pete decides to go on a journey with a friend. They get lost and discover that their survival will depend on the wisdom of his culture.

(Based on: <https://en.wikipedia.org/wiki/Satellite_Boy; https://www.ayersrockresort.com.au/stories/national-reconciliation-week-2022?https://www.ayersrockresort.com.au/offers/CyberSale&gclid=Cj0KC-QiAj4ecBhD3ARIsAM4Q_jFlos0uYt5QBYX4NSdBb5DEmMa36YkEQIU4xw1SWg1F7g8jMYhjAoaAq-QIEALw_wcB >. Accessed on: November 20th, 2022)

- 4 Now, watch the movie trailer. What aboriginal knowledge and culture can you observe?

5 Before watching it again, read the lines and answer: who says what? Write Pete or Jubbi. After that, watch the trailer again and check your answers.

a) They can get us out. Jubbi, please, stop them.

b) This is my home.
Not anymore, little man.

c) I just need to find the owners and tell'em to stop.

d) If they're not in the book, then they must be in the city.

e) If you head on this road to get to town, you'll be there in two days if you're lucky.

f) You don't know where we are. No food, no water, nothing.

- 6 In groups, discuss:
- At the end of his journey/adventure, how has Pete changed his attitude on learning about his traditions? Justify.
 - What does the film have to do with the Australian reconciliation movement?
 - How do you relate what you saw in the trailer to what happens to Brazilian native people?



THINK CRITICALLY!

No início do trailer, Jubbi, avô de Pete, diz: “Country. It’s more than dirt. It’s alive. It can feel you. It knows you”. Reflita:

- O que você acha que ele quer dizer com isso?

LANGUAGE STUDY

- 7 Nas atividades anteriores, você conversou sobre a ideia de reparação e reconciliação, considerando processos de colonização e a necessidade de desenvolver uma cultura da paz.
- Agora, leia uma mensagem que costuma aparecer ao acessarmos, pela primeira vez, alguns sites institucionais australianos (de museus) e responda:
- Qual a intenção do museu em divulgar uma mensagem como essa?

- 8 Observe as mensagens institucionais e assinale as alternativas corretas.
- a) () o tom do texto é impessoal.
 - b) () a linguagem é bem informal, e lembra a oralidade.
 - c) () o pronome “we” refere-se à instituição e seus representantes / funcionários.
- 9 Now, discuss in groups:
- Considering the previous discussions and research, would an institutional message like that be also good for institutional sites (of museums, for example) in São Paulo? What about in Brazil?.
- 10 Let 's propose reconciliation messages for the institutional sites of São Paulo.

Follow the steps:

- 1) Make a list of museums and other public, city institutions that would benefit from a reconciliation message.
- 2) Research on where the institution is and what the Brazilian natives - the Custodians of those lands were in the past.
- 3) Write a message. What information is important to include?
- 4) Remember to review your message.
- 5) With the help of your teacher, send an email with the message - in English and Portuguese, suggesting the institution to publish it.



CREATE AND TRANSFORM

Let's review!

- 1) Go through the activities in the unit to review the discussions. Complete the sentence below:

The most important thing I learned in this unit was...

- 2) Now think together and decide what you would like to do to show what you have learned in this unit. Look at the options below:

OPTION A: We acknowledge - our indigenous peoples!

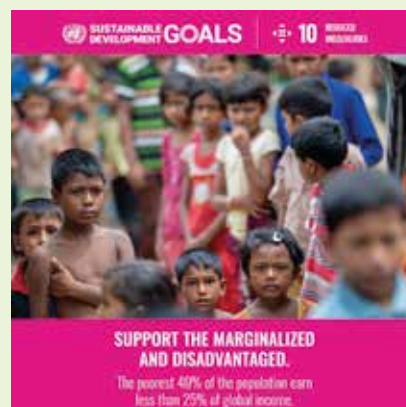
Create a mural with the stories from the original people / Native Brazilians who lived and still live in São Paulo. Who were/are they? How are their cultural practices reflected in the city? How have they contributed to our society? What are their challenges?

OPTION B: Culture of peace Teen group!

Organize a group to learn about non-violent communication and mediating conflict. Have you ever heard of this concept? What strategies are used when we want to communicate ideas and express ourselves in a non-violent way? How can you help other students learn about this?



(Source: <https://educacao.sme.prefeitura.sp.gov.br/wp-content/uploads/Portals/1/Files/63254.pdf>)






(Available at: < <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>> Accessed on November 6th, 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 and excel.
- Take time to plan, organize information, review what you've produced (in writing, for example).
- Decide on how you can share what you've produced.

**MY LEARNING PROGRESS**

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

I CAN...			
understand texts in detail, identifying the writer's intention and taking notes of main ideas.			
understand the British colonization process in Australia and the need for reconciliation.			
recognize contexts of use of conditional sentences (types 1 and 2).			
use sites and other media resources to research and learn about the topic of the unit.			
write reconciliation messages for São Paulo institutional sites.			
speak about what the world would be like if there were peace among all nations.			
recognize the value and importance of Brazilian indigenous peoples in the development of São Paulo.			

- 2) No caso dos itens em que você marcou a 3ª coluna, o que você pode fazer para praticar mais e melhorar? Veja as possibilidades abaixo.
- () explorar e consultar sites jornalísticos em inglês, para crianças e jovens (por exemplo o <https://www.kidsnews.com.au> para aprender sobre assuntos de meu interesse e também praticar a língua inglesa.
 - () organizar *English corners* para praticar conversar em inglês sobre temas de interesse da nossa turma.
 - () usar dicionários online para acessar atividades (com jogos, leitura, etc).

ULTIMATE CHALLENGE!

- 11 Retome o texto que você leu sobre Culture of Peace. Quais são as 6 componentes do programa que a UNESCO estabeleceu? Descreva, em inglês, cada um deles em uma ou duas frases.

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

Me as a news reader!

13 Choose an article from some news in English to read and summarize. Follow the steps.
Esta atividade pode ser solicitada como homework e, em sala, organize os estudantes em pequenos grupos para socializarem as notícias/ artigos que escolheram ler.

- 1) Title of the news:
- 2) Edition / month:
- 3) Author:
- 4) Date:

Write a summary of the article:

- What is the aim?
- What's the author's perspective on the topic?
- What are the main ideas presented in each paragraph?
- Is there a conclusion?



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

WHAT THE FUTURE HOLDS

NESTA UNIDADE, VOCÊ VAI:

- fazer planos e traçar objetivos sobre a vida no futuro;
- conversar sobre os planos pessoais de vida, incluindo a continuidade dos estudos;
- apresentar uma invenção tecnológica que está impactando a vida das pessoas atualmente;
- identificar diferentes expressões verbais e tempos verbais para indicar ideias no futuro em inglês,
- decidir, coletivamente, entre duas opções temáticas, para desenvolver um projeto relacionado ao término dos estudos no Ensino Fundamental.



Museum of Tomorrow. Rio de Janeiro. Brazil





EXPLORE

- 1) Explore the pictures below. What do they have in common? What catches your attention the most?



a) ()



b) ()



c) ()



d) ()

- 2) Now read the headlines, in items I, II and III and then talk in groups about questions a, b and c.

(Available at: <<https://pt.dreamstime.com/duas-estudantes-universit-rio-masculinas-trabalham-em-classe-controlada-por-computador-da-engenharia-de-ig-science-robotics-image144595729>> Accessed on November 20, 2022)

(Available at: <<https://pt.dreamstime.com/fotos-de-stock-royalty-free-estudantes-da-high-school-com-professor-science-lab-image25663298>> Accessed on November 20, 2022)

(Available at: <<https://pt.dreamstime.com/fotos-de-stock-professor-helping-students-working-em-computadores-na-sala-de-aula-image30651323>> Accessed on November 20, 2022)

(Available at: <<https://www.dreamstime.com/male-female-students-singing-choir-teacher-performing-arts-school-image144594882>> Accessed on November 20, 2022)

I - Alunos da rede pública podem participar da maior competição estudantil de tecnologia e inovação social do país

A aceleração tem o objetivo de ajudar a startup a se lançar no mercado e é realizada por meio de mentorias coletivas e individuais

12:25 11/04/2022



(Available at: < <https://www.capital.sp.gov.br/noticia/alunos-da-rede-publica-podem-participar-da-maior-competicao-estudantil-de-tecnologia-e-inovacao-social-do-pais>>. Accessed on: November 12th, 2022).

II - Um em cada três jovens brasileiros está sem trabalhar e sem estudar

Levantamento da OCDE mostra que o Brasil está atrás apenas da África do Sul quando se fala de jovens entre 18 e 24 anos sem estudar ou trabalhar

Por Jornal Nacional
04/10/2022 20h59



(Available at: < <https://porvir.org/1-em-cada-3-jovens-brasileiros-esta-sem-trabalhar-e-sem-estudar/>>. Accessed on: November 12th, 2022).

III - O jovem também quer ciência

Pesquisa divulgada pela Fiocruz conclui que os jovens entre 15 e 24 anos têm interesse na ciência, mas enfrentam dificuldades para acessar o conhecimento científico. Programa desenvolvido na Fundação há mais de 30 anos é coordenado pela EPSJV e é exemplo de iniciativa que os aproxima do cotidiano de produção da ciência do país.

André Antunes - EPSJV/Fiocruz | 28/06/2019 14h23 - Atualizado em 01/07/2022 09h44

(Available at: < <https://www.epsjv.fiocruz.br/noticias/reportagem/o-jovem-tambem-quer-ciencia> >. Accessed on: November 12th, 2022).

a) What ideas of young people do they suggest?

b) Are they contrasting perspectives? Why?

c) In item II, how can you explain the result?

3) Think about your personal plans and ambitions. What are your expectations as soon as you finish middle school? Share with your classmates.

I would like to ...

I intend to ...

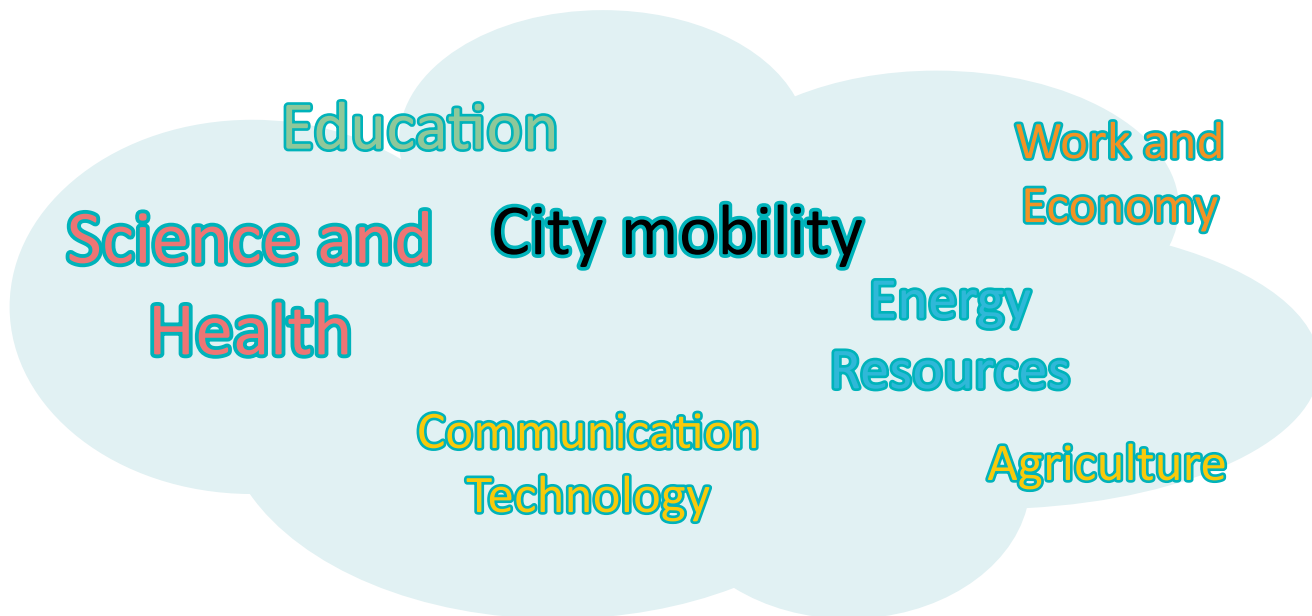
**I'm not quite sure,
but I will probably
start ...**

I hope I can ...

LESSON 1 - IMAGINING THE NEXT 100 YEARS

INTERACT AND LEARN

- 1 Can you imagine the world in 100 years from now? How different will it be? Think about the topics below and share your ideas in groups.



- 2 You are going to listen to an audio about an invention that could change our world. What is it? Listen and tick the option below.
- a) () “Wind trees” system
- b) () Absorbent asphalt
- c) () Eco-friendly paper
- 3 Listen once again and answer the questions.
- a) What is the aim of the “wind trees” system? What does it produce?

b) What are the two characteristics of the system?

c) What is it made of?

d) How does it work?

e) Where can the energy be stored?

Vocabulary Help

steel: aço

earth: terra

slightest breeze: brisa mais fraquinha

4 Choose the image that best describes the system.

(Image: NewWind Available at: <<https://www.weforum.org/agenda/2016/10/wind-turbine-that-looks-like-a-tree/>> Accessed on November 20, 2022)



a) ()



b) ()

(Available at: <https://upload.wikimedia.org/wikipedia/commons/7/76/Agucadoura_WindFloat_Prototype.jpg> Accessed on November 20, 2022)



THINK CRITICALLY!

Agora, reflita:

- Se novas formas de produção de energia mais sustentáveis já estão à disposição (como a “Wind trees” system, por exemplo, ou as fazendas eólicas) por que você acha que ainda continuamos produzindo energia que polui e degrada o meio ambiente?

LANGUAGE STUDY

- 5 Na seção *Explore*, atividade 3, você compartilhou com seus colegas planos e expectativas para o futuro usando diferentes expressões em inglês. Observe alguns exemplos e responda: quais tempos verbais você identifica?
- I **would like to** go to university and study Engineering. That’s my dream.
 - I **hope** I can keep on studying in high school, but near my home.
 - I **intend to** do a vocational course at ETEC.
 - I’m planning to finish my professional danceeg course. **I’m planning** to do Dance at College, so I have to finish high school first.
 - I’m not quite sure, but I **will probably study** Architecture. I love drawing.
- 6 O que você conclui, a partir da resposta que deu para a atividade 5?

- 7 Escreva em seu caderno, frases personalizadas sobre o futuro de acordo com as orientações nos itens abaixo:
- um plano para o fim de semana, já premeditado.
 - um desejo ou intenção para o futuro, como um sonho a ser alcançado.
 - algo que você espera que acontecerá no futuro.
 - algo que você provavelmente fará, mas não tem certeza.

That's curious!

Leia esta outra frase em inglês:

"The bus leaves the station at 9 pm. It's 8:30, you must hurry or you will miss it".

Ela também indica uma ação no futuro (O ônibus sai da estação às 9 da noite. São 8:30, você deve se apressar, ou vai perder o ônibus). Agora pense:

Qual o tempo verbal em "leaves"?

Isso também acontece em português? Como você explicaria o uso do tempo verbal *present simple* aqui?

VOCABULARY STUDY

- 8 Do you know what **green energy** is? Study the expressions – they all refer to kinds of green energy – and use them to label the pictures.

biofuels **hydropower** **energy resources** **biomass**
solar power **geothermal** **city mobility**



a) _____



b) _____

(Source: <https://www.dreamstime.com/biomass-industry-term-getting-energy-burning-wood-other-organic-matter-biomass-energy-factory-tractor-image126260252>)

(Source: <https://www.dreamstime.com/stock-photo-power-plant-kykkelsrud-hydro-norway-image41904110>)

(Source: <https://www.dreamstime.com/royalty-free-stock-image-solar-energy-plants-image16473356>)



c) _____



d) _____

(Source: <https://www.dreamstime.com/stock-image-castor-seed-image9363164>)



e) _____

(Source: <https://www.dreamstime.com/stock-image-castor-seed-image9363164>)

9 Now, read the definitions. Write the name of the green energy each one describes.

- a) energy made from biomass, for example, plants, algae material or animal waste: _____
- b) energy that comes from sunlight. Homes, greenhouses, and other buildings can use this energy directly from photovoltaic cells, which are devices that change sunlight into energy: _____
- c) energy that comes from the heat of the earth. The resources of this energy are natural reservoirs of hot water or are made by humans: _____
- d) energy that is produced by the natural flow of moving water: _____

LESSON 2 – MY FUTURE

RESEARCH AND PRODUCE

- 1 Reflect on the title of this unit and answer about yourself. Share your ideas in groups.
 - a) What do you intend to do after you finish high school?
 - b) How easy or difficult is it to decide your personal and professional future at your age?
- 2 You are going to read the extract of the editorial column from an online magazine about innovation in education. Read the title and think: what aspect is it going to approach about middle schoolers' future? Write down your ideas and then read the article to check your predictions.

Column: Helping middle schoolers think about a future beyond the pandemic

An Indiana School wants middle schoolers to start considering career choices now, but is the timing right?

By Liz Willen

INDIANAPOLIS — Before the pandemic, 14-year-old Kynadi Chandler, as is typical of middle schoolers, had career goals that were all over the place. She thought she might want to become a journalist. Or a nurse. She was also interested in studying culinary arts. Last year's isolating lockdown gave the eighth grader a more specific goal: She wants to become a psychologist or therapist of some kind. "I want people to know it's okay to ask for help," K.C., as she is known, told me. "I was struggling a bunch at home, and not being around other people let me realize what they are also going through. It made me want to help others." K.C. recalled the uncertainty, loneliness and chaos of coronavirus upheaval as she discussed potential career interests with school counselors and classmates at Northview Middle School on a rainy December morning. Many watched their parents get ill, lose jobs or try to work from home. When the kids returned to Northview in-person this fall, several expressed feelings of anger and stress. In a schoolwide poll, others said they had no trusted grown-up to speak with, and no idea what they wanted to do after high school. Clearly, the pandemic is changing the outlook of kids K.C.'s age. "It really impacted how they view school and careers," said Northview principal Steven Pelych, who analyzed the results.

“Some students are a little bit lost about what their future holds.”

The virus is still surging in this racially diverse district of about 11,000 students in northern Indianapolis. But exploratory chats about future career interests with students here are part of a curriculum that begins with discussing things like self-confidence with counselors. Educators here and elsewhere in the country say it’s not too soon to prompt students to think far ahead, an idea backed by recent research. They also believe imagining the future might help students cope better with the present.

[...]

The efforts come at a time when fewer Indiana students are going to college, part of a national trend. A recent report found Indiana’s rates at their lowest in recent history. Just 59 percent of students here enroll after high school, a drop from a rate of 61 percent in 2018. College-going rates were even lower among Black, Hispanic and Latino, and low-income students. Most rural counties lost population over the last 10 years in this Rust Belt state and too many jobs are unfilled, prompting an array of new partnerships aimed at connecting employers to talent.

These are all good reasons to get young teenagers thinking ahead. But how easy is it to get kids to focus on the future when they’re struggling through a pandemic — and so many of them are hurting?

Robyn Silverman, a child and teen development specialist, is more concerned about getting middle schoolers excited about being in school at all. Schools’ priority, she says, should be on helping students find someone they feel comfortable talking with. “There is such a need for connection, for helping them so they aren’t so untethered,” said Silverman, who hosts the podcast “How To Talk To Your Kids About Anything.” She wonders if asking them to think about careers right now “seems out of place with the times.”

I also wondered if the unformed teenage brain is ready for such forward thinking, so I spoke with Dr. Frances E. Jensen, a neurologist whose excellent book on adolescence has long been my guide. She’s updating it to include lessons from the pandemic.

It’s complicated, Jensen told me. Middle schoolers are “learning machines,” she said, ready to be exposed to a wide range of endeavors that can help them identify strengths as well as weaknesses. “It’s an ideal time to do a broad-based sampling of their skill sets.”

Yet, because the age group is so susceptible to new ideas and to authority figures, Jensen worries about too much emphasis on future planning. “They do not have the frontal lobe connectivity to sustain lifelong consequences of their decisions,” Jensen said. “They may rush into an area that seems like they are peer-pressured into. I’d be concerned about having a seventh grader declare: ‘I’m going to be a rocket scientist’ ... or being railroaded into a track for either university or vocational school.”

[...]

This story about middle school careers was produced by The Hechinger Report, a nonprofit, independent news organization focused on inequality and innovation in education.

(Available at: <https://hechingerreport.org/column-helping-middle-schoolers-think-about-a-future-beyond-the-pandemic/>)

Vocabulary Help

all over the place: perdido; confuso

a bunch: muito

upheaval: transtorno; agitação

poll: votação

prompt: motivar

cope with: lidar; superar

trend: tendência

rural counties: zona rural

array: variedade

untethered: desconectados, soltos

out of place: inadequado

endeavors: esforços

broad-based sampling: amostragem ampla, generalizada

skill sets: conjunto de habilidades

rush into: precipitar-se

be railroaded: forçar; impor

vocational school: escola técnica, profissionalizante

- 3 Read the text again and identify whose opinions or arguments they are - there may be more than one possibility.

	Kynadi Chandler and/or other teenagers	Northview Middle School principal and/or educators	Robyn Silverman	Dr. Frances E. Jensen
... feel(s) that students need someone to talk to.				
... think(s) the pandemic has influenced how students view their future.				
... say(s) students are not sure about their future				
... believe(s) middle school is a good moment for students to think about their future.				
... disagree(s) middle school is a good moment for students to think about future careers.				

4 Now, read the following extracts and answer the questions. After that, compare your answers in groups. In your opinion...

a) ... why are college-going rates lower among Black, Hispanic and Latino people?

b) ... how does the drop in college enrollment and the decrease in rural population relate to the schools wanting to encourage middle schoolers to think about future careers?

c) ... why do middle schoolers change ideas about future careers so often?

5 Now, discuss in groups:

a) Have you heard about the same consequences of the pandemic in college-going rates in São Paulo? What about school drop-out? How has it influenced your school?

b) Do you agree with Indiana's educators that middle school is a good moment to discuss future careers, or with the specialists who say they disagree with that? Justify.



THINK CRITICALLY!

Leia o que Malcolm X (famoso cineasta e ativista norte-americano, defensor do empoderamento negro e da promoção do islamismo na comunidade afrodescendente) afirmou sobre educação:



Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.



(Disponível em: < <https://students.org/2013/12/11/11-quotes-inspire-learning/> >. Acesso em 28 nov. 2022)

Agora reflita:

- Decidir continuar os estudos (no Ensino Médio e depois, na Universidade) não é uma tarefa fácil, principalmente quando a situação econômica nos força a entrar no mercado de trabalho ainda muito jovens. Você se vê trilhando esse caminho, até a Universidade? Explique.

LANGUAGE STUDY

- 6 No áudio que você estudou nesta unidade você conheceu uma invenção que utiliza a energia eólica e impacta positivamente a vida das pessoas na Europa, na direção da sustentabilidade. Relembre o áudio que você estudou: quais informações foram apresentadas, nos dois minutos que o locutor usou para apresentar a invenção?
- 7 Assinale abaixo as informações que precisam estar contempladas em uma descrição como a do vídeo.
 - a) () quando a tecnologia foi desenvolvida
 - b) () nome da tecnologia e quem a produz.
 - c) () quem produz/fabrica o invento/produto.

- d) () quanto custa o desenvolvimento e implementação dessa tecnologia.
- e) () em quais cores e tamanhos o produto é fabricado.
- f) () como funciona e as vantagens do produto.

8 Let's research! You are going to research technologies or inventions that address one of the 17 sustainable development goals you have been studying. Work in groups and follow the steps.

- Search on the web for inventions related to sustainability. You can search for videos / documentaries on youtube or sites of eco-friendly companies.
- Choose one invention to present to the class. Review the essential information you must mention in your presentation.
- How are you going to make your presentation? Think about how you can present it using visuals, for example, a slide or show part of a video on how it works.
- Rehearse your presentation. Speak slowly and clearly.
- How can you socialize your work? Can you make a video with all the inventions presented to share it on the school site? Think about how you can do that!



CREATE AND TRANSFORM

Let's review!

- 1) In the beginning of this unit, you explored some news related to students' challenges to keep on studying. How do you feel about that, now that you are about to finish middle school?
- 2) After the discussions you've had in this unit, have you changed your mind about your plans for the future?
- 3) Now, think together and decide what you would like to do to show what you have learned in this unit. Look at the options below:

OPTION A: “Wishing-well” tree!

For some of you, it is time to move schools and have new experiences! What do you hope for your friends? Make a wishing-well tree in the classroom. For one week, write messages to your classmates. You can:

- use poems that express your wishes;
- use fragments of songs;
- write personal messages;
- use inspiring pictures;
- decorate them as you wish.

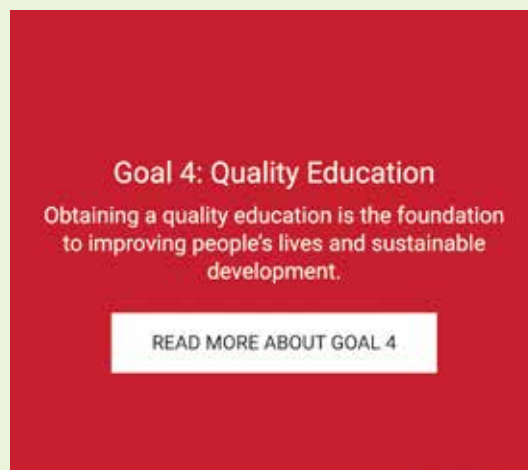
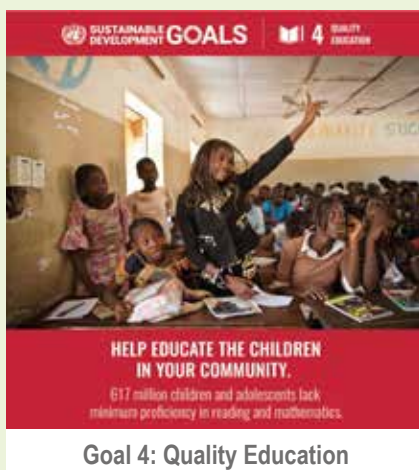
Hang them on the tree. In the last class, have a small celebration and pick up one or two messages, as a memento.



Giampiero Actis and Lida Chiarelli, CC BY 3.0 <<https://creativecommons.org/licenses/by/3.0/>> via Wikimedia Commons (Available at: https://commons.wikimedia.org/wiki/File:IMMAGINE%26POESIA_Wish_Tree.JPG - Accessed on: November 20, 2022.)

OPTION B: “No one left behind” support group

Create a group (using a social media, or an instant messaging app) to collaborate with students who need some support in either studying for an entrance exam to start high school (at an ETEC, for example) or share ideas/advice on how to keep on studying and pursue one’s dreams.






(Available at: <<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>> - Accessed on November 6th, 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.
- Do your best and excel.
- Take time to plan, organize information and review what you've produced (in writing, for example).
- Decide on how you can share what you've produced.

**MY LEARNING PROGRESS**

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

I CAN...			
talk about my future plans, in English.			
present a sustainable technology or an invention that is transforming people's life.			
understand the details of a text.			
recognize different expressions in English, and different verb tenses to refer to ideas in the future.			
collaborate with classmates and develop a project.			
understand the importance of producing and using sustainable technologies for the life of the planet.			

2) Como você planeja continuar a estudar a língua inglesa? Que valor tem o estudo do inglês em sua vida, agora? Troque ideias com seus colegas.

ULTIMATE CHALLENGE!

- 9 Escreva uma mensagem de incentivo para você, no futuro, em inglês. Guarde a mensagem e a leia novamente, quando você terminar o Ensino Médio.

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

Me as a news reader!

- 11 Choose an article from some news in English to read and summarize. Follow the steps.

Esta atividade pode ser solicitada como homework e, em sala, organize os estudantes em pequenos grupos para socializarem as notícias/ artigos que escolheram ler.

- 1) Title of the news:
- 2) Edition / month:
- 3) Author:
- 4) Date:
- 5) Main information:

Write a summary of the article:

- 6) What is the aim?
- 7) What's the author's perspective on the topic?
- 8) What are the main ideas presented in each paragraph?
- 9) Is there a conclusion?



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:

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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:

PROJETO GRÁFICO

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