



ESTADO DO TOCANTINS
SECRETARIA DA EDUCAÇÃO E CULTURA
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DIRETORIA DE ENSINO MÉDIO
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Sugestões de Conteúdo

Bimestre 2º

Série: 1ª

Disciplina: Língua Inglesa

Enfocando as estratégias de Leitura

1-Reading Strategy

A-Finding the Main Idea and Supporting Details

Language Focus: **Simple present**

Saber identificar a idéia principal de um texto ou de um parágrafo é uma das primeiras e mais importantes estratégias de leitura a serem desenvolvidas. Ela é essencial na leitura de qualquer tipo de texto, narrativo, descritivo, dissertativo.

A idéia principal é a mensagem mais abrangente, é aquela que está presente do início ao fim do texto. É o ponto de vista mais importante do autor a respeito do assunto. Ela é geralmente encontrada na primeira frase do texto e é sustentada por argumentos ou detalhes.

Exemplo:

The basketball team is considered the best in the school.

Main idea

All the players train hard everyday; they score more than any other.

Supporting details

B-Pre-Reading

As atividades de pre-Reading têm como objetivo “aquecer” os alunos envolvê-los no tema da unidade e prepará-los para a leitura do texto. Nas primeiras unidades trabalhe com o grupo todo, procurando envolver a o maior número de aluno possível. Nas unidades seguintes, a discussão das questões pode ser feita primeiramente em duplos ou pequenos grupos de alunos e depois trazida para a classe inteira.

Exemplos:

Sugestão n°. 1

Essa atividade deverá envolver toda a classe .

Friendship



Do you have many friends or just a few?
Do they study in your school?
Do you play any sports together?
Are they your neighbors?

c-The text that you are going to read says “friends share enjoyable activities...”
Which activities below do you consider enjoyable?

- Studying
- Helping with housework
- Playing video (or computer) games
- Going to the shopping mall
- Traveling
- Going to the bakery (or to the Supermarket)
- Making your bed
- Going to parties with friends
- Walking the do

Sugestão nº 2 - About the text

Essa Atividade trabalha a amizade, respeito entre outros. Esses são os Jovens Embaixadores 2010. a estudante que está ao lado direito da moça de lenço azul é a Jovem Embaixadora Tocantinense, Cynthia. O texto não fala de Jovem Embaixador, só aproveitei a figura..



Text

The Magic of Friendship

What is the magic called friendship?

Friendship is a relationship that involves mutual admiration, trust, respect and affection.

Friends are people you know well, like and believe in. Your tastes are usually similar and your friends share enjoyable activities with you. They also help you in various situations and give you advice.

But for many people, friendship is nothing more than the confidence that someone or something will not hurt them.

Friends often demonstrate a desire for the best of each other, are often sympathetic. Real friends are honest, they tell the truth. They share mutual understanding, too.

Friends usually demonstrate their affection in different forms of physical contact, which depend especially on each person's culture. In the West, for example, young children and female friends show these manifestations with greater frequency.

Finally, we cannot omit how long a friendship can last, the happiness that fills the air when friends are together, and the comfort that a friend offers when he is close to you or the sadness you cannot escape when a friend is not near.

Vocabulary

Advice: suggestion about what a person should do or how he/she should do something.

To believe: to accept that something or someone is true or real

Confidence: the quality of trusting other people

Enjoyable: that causes happiness, joy pleasure.

Female: of or about girls and women

To fill: to make or become completely full

To hurt: to cause pain

To last: to continue for a period of time

To share: to have or use something at the same time as someone else

Sympathetic: that describes someone who shows that he/she understands and cares about someone's suffering

Taste: the particular things you like (about music, fashion, food etc)

Trust: the belief that someone is good and honest

Truth: the quality of being true.

To become a more effective and skillful reader, practice the reading strategy introduced above by doing the activities that follow.

A-Comprehension Practice

1- Choose the sentence that best expresses the main idea of the text.

- a-Friends share mutual understanding
- b-Friends are people you know well.
- c-Friendship is a relationship that involves mutual admiration, trust, respect and affection.
- d-Friends usually demonstrate their affection in different forms of physical contact.

2--Which is the alternative that supports the main idea?

- a- Friends do not necessarily want the best for each other.
- b- Only people from western cultures have real friends.
- c- A real friend can help you by giving you good advice
- d- In some cultures, there are no types of friendship

3-The author wants to

- a-express the importance of having friends
- b-teach you how make friends.
- c-show that honesty is important in friendship.
- d-make you trust your friends

4- In which paragraph can you find this information?

- a-(3) Friends do not lie to each other
- b-(2)Friends usually like the same things
- c-(4)I some cultures, friends hug and kiss each other to express their feelings
- d-(1)Friendship involves many feelings
- e-(4) Western women offer affection more often than Eastern women

5-Are the sentences *true(T) or false (F)?*

Friends...

- a. (T) are people you like for different reasons.
- b. (F) do not expect you to give them advice
- c. (F) show physical affection, no matter what their culture is.
- d. (T)share good and bad times.

6-Use the words given to complete the sentences.

Other	affection	respect	happy	best	sad
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- a-Friendship involves not only admiration and trust but also **respect** and **affection**
- b-Real friends desire the **best** for each **other**
- c-Friends frequently feel **happy** when they are together and **sad** when they are not.

7-Match to form new words.

a-relation
b-especial
c-enjoy
d-understand
e-affect

(d) ing
(a) ship
(e) ion
(c) able
(b) ly

Grammar Practice

8-Use the verbs in the parentheses in the Simple present.

a-Lenny is a fictional character in the TV show The Simpsons.
He **works** with Homer at a nuclear power plant and they **are** good friends. (Work –be).

b-Chaves is a famous TV sitcom. The episodes **focus** on Chave's adventures in a fictional neighborhood in Mexico City. Quico, another character, is not exactly Chave's friend, but they **play** together. (focus-play).

c-Augustinho, from the Brazilian series A grande familia, **has** a complicated relationship with his wife's family. (have).

d-Monica, from the American series Friends, **shares** an apartment in New York with her best friend Rachel. Monica **is** a chef in a restaurant. (share –be)

e-Tom and Jerry is a cartoon. When Tom's owner is not at home, he **chases** Jerry all the time. (chase).

9-Rewrite the sentences in the negative form (Revisão).

a-Julia Roberts and Richard Gere are from England.
Julia Roberts and Richard Gere aren't from England.

b-They star together in the film My Best Friend's wedding.
They don't star together in the film My Best Friend's Wedding

c-In that film, Julia's character gets married to her best friend.
In that film, Julia's character doesn't get married to her best friend.

d-Richard Gere is a character in My Best Friend's Wedding.
Richard Gere isn't a character in My Best Friend's Wedding

2-Reading Strategy: SCANNING

Scanning - técnica usada para extrair apenas informações específicas do texto. Não requer uma leitura do texto como um todo.

Um dos principais significados de *scan*, em inglês é fazer uma leitura rápida e superficial de um texto com a finalidade de localizar informações específicas (conceito, nome, data, número...). A estratégia de *scanning*, *portanto*, consiste em buscar a compreensão geral, ir diretamente à informação desejada e descartar as demais.

Fazemos uso de *scanning*, por exemplo, quando pegamos um jornal, observamos rapidamente a página que temos diante dos olhos e selecionamos um texto para leitura.

Também empregamos essa estratégia quando procuramos o significado de uma palavra no dicionário, uma informação específica em uma enciclopédia, determinado número de telefone ou endereço em uma agenda ou lista telefônica.

Sugestão 3

Pre Reading

Language Focus; superlative Adjectives and Quantifiers.

Esse conteúdo está contemplado na 2ª série, porém poderá fazer uma introdução na 1ª, pois está contido no texto abaixo. Lembramos que é importante focar as estratégias de leitura.

Do you like traveling?
Is traveling one of the best things in life?
How often do you travel?
What do you like to do on your vacation?
Which places in Brazil did you ever visit?

Think about the places you would like to visit in...

South America	Africa	Europe
North America	Asia	Oceania

Sugestão 4: About the Text

EXOTIC TRIPS IN ASIA

Have the best vacation of your life in Thailand –one of the most amazing countries on Earth with many things to discover and explore.

Relax on the beach beside the warm, turquoise waters of the Gulf of Thailand, or enjoy some of the world's most fantastic scuba diving adventures.

Thailand is one of the cheapest and best places for a seaside vacation.

There are hundreds of beaches to choose from.

Most visitors prefer to come after the rainy season, which ends late October, and before the hot season, which starts in April. But even in the monsoon season in September it usually only rains for an hour or so in the afternoon, and the rest of the time you can practice water sports or just lay in a hammock and relax.



Come visit Indonesia –a place with almost 18,000 islands!

The most famous of Indonesia's islands is the exotic, mystical Bali – a place with captivating art and Sumatra, are also full of natural and cultural wonders.

A visitor can see extensive national parks on many of the islands and also appreciate the volcanoes, mountains, jungles, and flora and fauna found nowhere else. Indonesia is also one of the most visited spots in the world because of surfing. Many surfers hear about Indonesia and only dream of going there.



Nepal, the great-small country, land of Mount Everest



Are you interested in trekking, rafting, biking, going on a safari or do you just want to meditate or even look for the Yeti, The Abominable Snowman? Nepal is the land of unique beauty and one of the most diverse geographical areas on earth. It is Buddha's birthplace, so

there are numerous Buddhist temples all over. From Nepal, take a chance to go to Tibet (often referred as “the roof of the world”), the largest and highest plateau on earth. **Tibet, with its unique Buddhist culture, magnificent wildlife, and grand peaks attracts people from all over the world.**

Vocabulary

Amazing: very surprising

Full: completely filled; containing all that can be held

Large: big in size

To lay: to place (yourself) for rest or sleep

Monsoon: the season of heavy rain during the summer in hot Asian countries

roof: the highest part, the top part of a place

scuba diving: sport of swimming underwater with special breathing equipment.

Season: a period of the year characterized by particular conditions of weather, temperature, etc.

Spot: a particular place

Trekking: to walk a long distance, usually over hills, mountains or forests

Wildlife: animals and plants living in their natural environment

Wonder: something that causes surprise or admiration.

1-Comprehension Practice.

Complete the answers based on the text.

a- ‘I love nature. Where can I go?’

“You can go to **Thailand, Indonesia, Nepal or Tibet**

b- “My boyfriend is a Buddhist. Where can he go?”

“He can go to **Nepal or Tibet**

c- “Mrs. Smith is interested in outdoor sports. Where can she go?”

“She can go to **Nepal**

d- “Letícia enjoys going to the beach. Where can she go?”

“She can go to **Thailand**

2-Which alternative completes the sentence appropriately?

a- In Thailand the weather is **hot** in april. (cold-freezing-hot)

b- If you like to visit **temples** go to Indonésia or to Nepal(volcanoes- beaches- temples.

c- The **Yeti** is the most famous legend from Nepal. (Yeti – Santa Claus –King Arthuur)

d- Many **mystic** people want to go to Tibet. (strange-mystic –rich)

3- Mark T (true) or F (false)

a- (**F**) Visitors prefer to go to Thailand when it’s raining there.

b- (**T**) Both Thailand and Nepal are good places to relax.

c- (**F**) Indonesia has rich wildlife

d- (**F**) The Abominable Snowman is probably from Indonesia.

4-Match the words **in bold** with their synonyms.

- a- This place looks **amazing**. I'd love to go there!
- b- The weather **is not very hot** today
- c- Elisa is always reading about **famous** places
- d- Brazil has a **very extensive** territory
- e- There are **numerous** colonial churches in Minas Gerais

- (d) Large
- (a) surprising
- (e) many
- (c) known
- (b) warm

A CLOSER LOOK AT SUPERLATIVES 2^a série

Superlative adjectives are used to compare one element to others in the same group or category. These elements can be people, objects, places, events, etc.

The world's **deepest** lake is Lake Baikal in Russia.
Some of **the most beautiful** monuments in the world are in Greece.
How do we form superlative adjectives in English?

- One or two-syllable adjectives
the+adjective+est
- three or more syllable adjectives
the most+adjective
the least +adjective

However, a few adjectives are irregular:

Good-the best
Bad-the worst
Far-the farthest

Spelling rules →

- 1- Two -syllable adjectives ending in **y**→**iest**
heavy→**heaviest** **funny**→**funniest**
- 2-Adjectives ending in CVC (consonant-vowel-consonant) → **the last consonant** and add **est**.
fat→**fattest** big→ **biggest**

Grammar practice

1-Use **the adjectives in parenthesis in the superlative form.**

a-Last year we visited Disney World, one of _____ theme parks in the world .
It's _____ place for teenagers to go. (entertaining –exciting) **the most entertaining; the most exciting** _____

b-Korean food is one of _____ foods and one of _____ in my opinion. (eccentric –hot) **the most eccentric; the hottest** _____

c-From _____shrimp to _____whale, all living things are important in the sea food chain. (Small –big)_**the smallest; the biggest.**

3-Reading Strategy: SKIMMING

Diferentemente de *scanning*, estratégia de leitura vista na unidade anterior, *skimming* é mais abrangente. Com base também em uma leitura rápida e superficial, ela visa identificar a idéia principal ou as idéias principais de um texto. Essa estratégia geralmente é empregada quando se tem uma grande quantidade de texto e pouco tempo para a leitura ou quando se busca apenas identificar a idéia central. Com ela o leitor deve ser capaz de responder à pergunta: “ De que trata o texto?”

Mystery

Reading Strategy: **Skimming**

Language: **Present Continuous**

Sugestão 5

Pre-Reading

- Do you like mystery novels or mystery films?
- Do you enjoy reading mystery books?
- Which elements below are usually present in mystery stories?

Castles or mansions	ghosts
Servants	dead people
Police officers	dark places
dark places	people screaming
Cloudy or foggy weather	

Sugestão 6 : About the Text

Essa atividade poderá ser feita através de dramatização- Sketches

Text

Sam's missing!

The Stewarts live in beautiful mansion in the countryside of Scotland. They have two children, twins Victor and Rose. They have two housekeepers, a butler and a gardener.

Mr. Stewart's brother, Sam, lives with them.

It's Monday afternoon and no one has seen Sam for two days. Mr. Stewart decides to call the police. Some time later an inspector arrives.



Mr. Stewart: Thanks for coming, Mr...

Inspector: Inspector Scout. How do you do?

Mr. Stewart: Fine, I guess. But I'm worried about my brother Sam. He's missing!

Inspector: Isn't he traveling?



Mrs. Stewart: I don't think so. He would have told us... Wait!

Do you think he went gambling again?

Mr. Stewart: Maybe. I'm not sure.

Inspector: Tell me more about your brother, Mr. Stewart.

Mr. Stewart: Sam is a nice person, but he can't find a job. He graduated as an architect. The problem is he likes to play cards, roulette... What a strange noise!



Mrs. Stewart: What a tragedy!

Inspector: don't worry, madam. We'll find out what happened!



Inspector: Who else lives in the house and where are they?

Mrs. Stewart: James, our butler, is here with us. Sarah, the cook, is in the kitchen baking a cake. Alexander, the gardener, is in backyard, and Joanne, the housekeeper...I don't know where she is !



Mr. Stewart: James, call Sarah and the gardener, please.

James: In a minut, sir.

Inspector: and please, find the twins and Joanne.

James: Sure, sir.



James: Sorry, sir. I can't find Alexander or Joanne, and I don't know where the twins are.



Inspector: Interesting...Two servants aren't home and neither are the twins.

Two months later, the inspector found out the truth. The owner of a casino had hired Alexander to kill Sam, who owed the man a large sum of money. After gambling in the casino for two days, Sam came back home and was murdered by the gardener. Then Alexander ran away with Joanne, his accomplice. The police arrested them. Both confessed to the crime and went to prison.

What about the twins? Since their. Parents were busy and distracted with the inspector's visit, they decided to get their Dad's car and went to town to hang out with their friends.

Vocabulary

Accomplice: a person who helps someone else to commit a crime or to do something morally wrong.

To arrest: when the police catch someone and take them to a place where they may be accused of a crime.

To be worried about: to be anxious because you are thinking about problems or unpleasant things that might happen

Butler: a man who is paid to open the door, to serve dinner, etc. in a large house.

To find out: to get information about something or to learn a fact for the first time.

To gamble: to risk money on the result of a game, race or competition.

Housekeeper: a person who is paid to clean and cook in someone else's house.

To miss: to notice that someone or something is absent or lost.

Novel: a long story about imaginary characters and facts.

To owe: to have to pay money back to someone

Twin: one of two children who are born to the same mother on the same occasion.

Comprehension Practice.

1-Match the columns.

- A-He has a twin sister
- B-He calls the police
- C-He finds Sam's body
- D-She's working in the kitchen
- E-He has an accomplice
- f-He finds out the truth.

- (d)Sarah
- (f)the inspector
- (b)Mr. Stewart
- (c)James
- (a)Victor
- (e)Alexander

2-Write T (true) or F (false)

- a-(T)Victor is old as Rose
- b-(T)Sam lives with his brothers's family
- c-(F)Two housekeepers are cooking in the kitchen
- d-(F)sam's body is inside the mansion
- e-(F)The owner of the casino arrests the killers.

3-Answer the questions

- a-Who are Mr. and Mrs. Stewart talking to in the beginning of the story?
(They are talking) To inspector Scout

b-who are the Stewarts worried about?
(They are worried about) Sam.

c-Who is beside the butler in the picture?
The cat (is beside the butler)

d-Who is dead in the story?
Sam (is dead in the story).

Sugestão 7

A CLOSER LOOK AT VERB TENSES

Present Continuous

The present Continuous is used to talk about things that are happening now (or around) or about longer actions in progress now. In English, now can mean “this minute”, “today”, “this week”, “this year”, “this millennium”, etc.

Ex: I **am making** dinner and Daniel **is bathing** the dogs.
Lucile **is studying** American Literature this semester

Spelling rules

1- Verbs in general→add **ing**

watch→**watching**
drink→**drinking**
study→**studying**

2-Verbs that end in **e** →**ing**

live→**living**
write→**writing**

3-Verbs that form a CVC (consonant-vowel-consonant) sequence →double the last consonant and add **ing**.

put→**putting**
run→**running**

4-Verbs that end in CVC and the last syllable is stressed→double the last consonant and add **ing**.

begin→**beginning**
forget→**forgetting**

Grammar Practice

1-Write the verbs in parenthesis in the Present Continuous sobre o Texto

- a-(Scene 1) The butler **is opening** the gate. (open)
b-(Scene 3)Everyone **is looking** at the body. (look).
c-(Scene 4) The cat **is standing** near the butler. (stand)
d-(Scene 5) The cook **is cooking** a meal in the kitchen. (cook).
e-(Scene 6) The twins **are going** out. (go)

3-Complete the dialogue in the Present Continuous with the words in parenthesis.
(Uma breve apresentação em sala de aula.)



Betty Hi, Ed. What's up?

Ed: Oh, hi...who's that?

Betty: Me!!! **Are you working** on the computer? (You –work)

Ed: No...why?

Betty: I can hear you typing.

Ed: No, my brother is here.

Betty: **Is he playing** video game? (he-play)

Ed: Who?

Betty: YOUR BROTHER! **Am I disturbing** you? (I –disturb).

Ed: Of course not! Hey, Lucas, it's MY turn now.

(The girl hangs up the phone.)

Ed: Betty...Hey, Betty, are you there?

Lucas: What is going on?

Ed: I don't know...I think Betty **is going** crazy! (go)

Sugestão 8

Possessive

Adjectives

Vale a pena lembrarmos a posição dos adjetivos na língua inglesa. Como sabemos o adjetivo normalmente precede o substantivo. Dizemos então “a pretty woman” e não “a woman pretty”, “a fat dog” e não “a dog fat”.

O mesmo acontece com os “possessive adjectives” e como o nome já indica, são adjetivos e devem anteceder o substantivo.

POSSUIDOR	ADJETIVO CORRESPONDENTE AO POSSUIDOR
I	my
You	Your
He	His

She	Her
It	Its
We	Our
You	Your
they	Their

Pratique:

Complete as sentenças com o “Possessive Adjective” e o verbo “TO BE”.

- 1-That is my father. His name is Greg.
- 2- Is this your book, Robert?
- 3-Mary and Ruth are sisters. Their father is Mr. Brown.
- 4-That is Gwen. Her boyfriend is my classmate.
- 5-Pina is my sister. Our parents are Italian.
- 6-The Smiths have a ranch. Their ranch is in Kansas.
- 7-What a beautiful town! Its streets have flowers all around!
- 8- Bob is so lazy. His books are all on the floor.

Sugestão 9

Possessive Adjectives

Type the correct word in the boxes below.

my	your	his	her
its	our	their	

1.	The boy likes <input type="text" value="his"/> school.
2.	Mary sees <input type="text" value="her"/> mother every day.
3.	My friends bring <input type="text" value="their"/> children to our place on Saturdays.
4.	The cat eats <input type="text" value="its"/> food quickly.
5.	I often forget <input type="text" value="my"/> key.

6.	You write in <input type="text" value="your"/> book in class.
7.	We bring <input type="text" value="our"/> pencils to class.
8.	The men always bring <input type="text" value="their"/> wives to the party.
9.	Mr Adams teaches <input type="text" value="his"/> class in the morning.
10.	She likes to give presents to <input type="text" value="her"/> grandchildren

Sugestão 10

ADVERBS: Adverbs of Frequency

Usado para falar sobre o quão frequentemente ou o quão raramente algo acontece. Os advérbios de frequência mais importantes são: ALWAYS, GENERALLY, NORMALLY, USUALLY, FREQUENTLY, OFTEN, SOMETIMES, EVER, OCCASIONALLY, SELDOM, RARELY and NEVER.

FORMA: Advérbios de frequência normalmente aparecem imediatamente antes do verbo em sentenças afirmativas, mas depois do verbo "BE". Em sentenças negativas, os advérbios de frequência normalmente aparecem imediatamente após a palavra NOT. Em perguntas, os advérbios de frequência normalmente aparecem imediatamente após o sujeito.

AFFIRMATIVE

[Advérbios + Verbo]

» I **always drink** champagne with my supper.

[Be + Advérbio]

» Peter **is sometimes** late for lessons.

NEGATIVE

[NOT + Advérbio]

» We **don't often** go to the theater

» My sister **isn't usually** so quiet.

QUESTIONS

- [Sujeito + Advérbio]
- » What do **you** **usually** **have** for breakfast?
- » Do **you** **always** **eat** a sandwich for lunch?
- » Are **you ever going** to finish that book?

Exercises

Adverbs of frequency

- 1) He listens to the radio. (*often*)
He often listens to the radio
- 2) They read a book. (*sometimes*)
Sometimes they read a book.
- 3) Pete gets angry. (*never*).
Pete never gets angry.
- 4) Tom is very friendly. (*usually*)
Tom is usually very friendly
- 5) I take sugar in my coffee. (*sometimes*)
I sometimes take sugar in my coffee
- 6) Ramon and Frank are hungry. (*often*)
Ramon and Frank are often hungry
- 7) My grandmother goes for a walk in the evening. (*always*)
My grandmother always goes for a walk in the evening.
- 8) Walter helps his father in the kitchen. (*usually*)
Walter usually helps his father in the kitchen.
- 9) They watch TV in the afternoon. (*never*).
They never watch TV in the afternoon.
- 10) Christine smokes. (*never*).
Christine never smokes.

Sugestão 11

Simple Present Tense

I sing

How do we make the Simple Present Tense?

subject + auxiliary verb + main verb

do base

There are three important **exceptions**:

1. For positive sentences, **we do not normally use the auxiliary.**
2. For the 3rd person singular (he, she, it), we add **s** to the main verb or **es** to the auxiliary.
3. For the verb **to be**, we do not use an auxiliary, even for questions and negatives.

Look at these examples with the main verb *like*:

	subject	auxiliary verb		main verb	
+	I, you, we, they			like	coffee.
	He, she, it			likes	coffee.
-	I, you, we, they	do	not	like	coffee.
	He, she, it	does	not	like	coffee.
?	Do	I, you, we, they		like	coffee?
	Does	he, she, it		like	coffee?

Look at these examples with the main verb *be*. Notice that there is no auxiliary:

	subject	main verb		
+	I	am		French.
	You, we, they	are		French.
	He, she, it	is		French.
-	I	am	not	old.
	You, we, they	are	not	old.
	He, she, it	is	not	old.
?	Am	I		late?
	Are	you, we, they		late?
	Is	he, she, it		late?

How do we use the Simple Present Tense?

We use the simple present tense when:

- the action is general
- the action happens all the time, or habitually, in the past, present and future
- the action is not only happening now
- the statement is always true

John drives a taxi.		
past	present	future

It is John's job to drive a taxi. He does it every day. Past, present and future.		

Look at these examples:

- I live in New York.
- The Moon goes round the Earth.
- John drives a taxi.
- He does not drive a bus.
- We do not work at night.
- Do you play football?

Note that with the verb **to be**, we can also use the simple present tense for situations that are not general. We can use the simple present tense to talk about **now**. Look at these examples of the verb "to be" in the simple present tense - some of them are **general**, some of them are **now**:

Am Tara You are happy.	is	I not	at	right? home.
past	present	future		

The situation is now.				

I Why Ram is tall.	am are	not you so	fat. beautiful?
past	present	future	

The situation is general. Past, present and future.			

Sugestão 12

Possessive Pronouns / Pronomes Possessivos

Possessive pronouns are used to show ownership. They indicate who the owner of a certain thing is. Those Pronouns can accompany, describe or replace a noun.

Example:

- **Meu** carro é novo – My car is new (observe that “**meu**” accompanies and describes the noun “**carro**”)

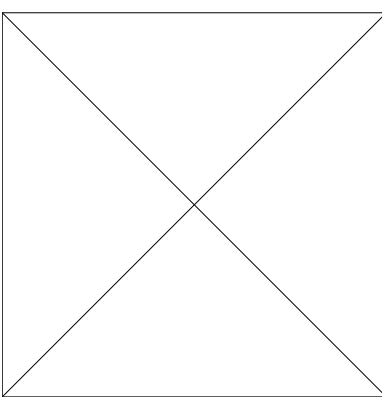
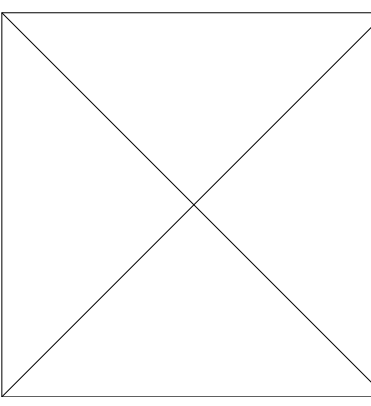
In Portuguese the possessive pronouns have feminine, masculine, singular and plural forms. Usually those pronouns agree in gender and number **with the thing possessed**, not with the person that possesses. But there is an important exception for the possessive pronouns **dele / deles / dela / delas**. They agree in gender and number **with the person**.

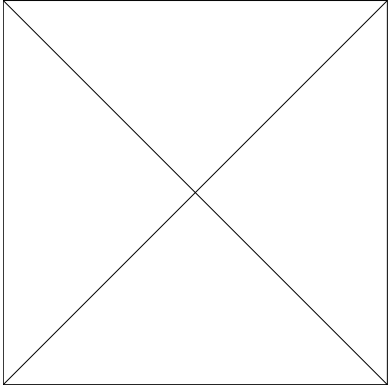
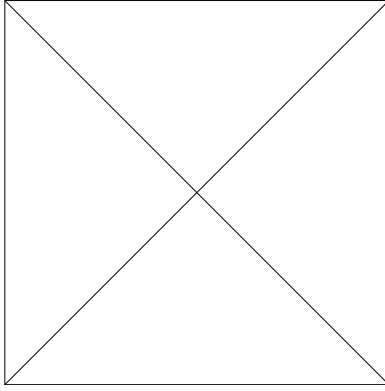
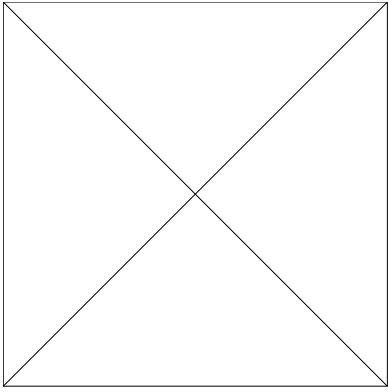
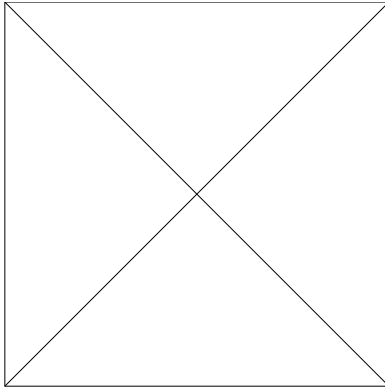
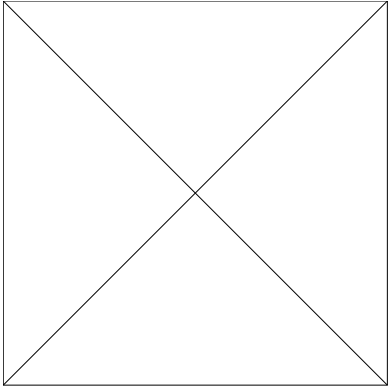
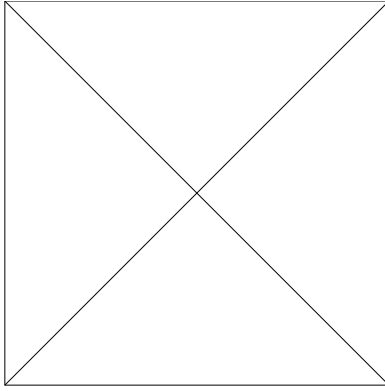
Possessive pronouns can be used alone, without the noun they’re referring to. In this case, they are accompanied by definite articles (except with verb ser).

Example:

- **Meu** carro é novo. **O seu** é velho – **My** car is new. **Yours** is old. (In the first sentence “**meu**” accompanies and describe the object “**carro**”. In the second sentence observe that “**seu**” is masculine, replaces the word “**carro**” and it is used along with the definite article “**o**”)

Study the possessive pronouns in the chart below.

English	Masculine	Feminine
My / mine	<p>Meu</p>  <p>/ Meus</p>	<p>Minha</p>  <p>Minhas</p>

		
Your / yours	Seu 	Sua 
	/ Seus /	/ Suas
His / Her/ hers / its	Dele 	Dela 

Our / ours	Nosso	Nossa
	Nossos	/ Nossas
Their / theirs	Deles	Delas

Examples: Observe that in all examples below the possessive pronouns agree with the thing possessed and are used before the noun.

- Meu** pai – My father
- Seu** pai – Your father
- Nosso** pai – Our father

- Minha** mãe – My mother
- Sua** mãe – Your mother
- Nossa** mãe – Our mother

Examples: Note that in the examples below the possessive pronouns are used without article, because they **come after verb to be**

- O carro **é meu**. The car is mine
- O carro **é seu**. The car is yours.
- O carro **é dele**. The car is his.
- O carro **é dela**. The car is hers.
- O carro **é nosso**. The car is ours.
- O carro **é deles**. The car is theirs.
- O carro **é delas**. The car is theirs.
- Tua** mãe – Your mother
- Tua** casa – Your house

Sugestões de Conteúdo
Bimestre 2º
Série: 2ª
Disciplina: Língua Inglesa

Sugestão 01

Esse conteúdo ajuda na construção de textos contribuindo na sua coesão.

Text Connectives:

Other words which contribute to the cohesion of the text are the text connectives. These are often called connectors, discourse markers or signal words. They provide the reader with signposts indicating how the text is developing. If the writer wants to show that a summary is coming up, for example, a phrase such as In short ...or briefly ... can be used. If the text is giving a sequence of points, these can be highlighted by the use of such words as to begin ..., Secondly ..., In conclusion...

Activity

AND AS IN BECAUSE FOR EXAMPLE HOWEVER IF IN OTHER WORDS INSTEAD OR SUCH AS UNLESS
--

English is a stress-based language. (1) In other words, native English speakers are not really interested in using complete words. (2) If we feel that a syllable's not absolutely necessary, we don't pronounce the vowel. (3) Instead, we substitute the vowel with the neutral 'schwa' sound. (4) For example, (5) if I say 'Thom's went t' th' park t'day', you understand what happened. I don't need to say 'Thomas went to the park today'. (6) And some eliminations are so common that we have a name for them. We call them 'contractions', (7) as in 'I'm happy'. (8) However, we rarely use contractions in the written form of the language (9) unless it's an informal text, (10) such as a dialog (11) or song lyric.

An English global product

Sugestão 2

De qualquer forma as gírias fazem parte do contexto escolar.

COMMON SLANGS-As Gírias mais comuns em Inglês.

Inside out – Embora possa significar “ao avesso” (You've put your sweatshirt on inside out. = Você vestiu (o moletom do avesso.), também pode representar uma coisa ou sentimento profundo (To love you from the inside out. = Pra te amar profundamente.);

2. **To roll up one's sleeves** – Significa “arregaçar as mangas” (Let's roll up our sleeves and get to work! = Vamos arregaçar nossas mangas e começar a trabalhar!);

3. **Dude** – Usado grandemente nas conversas informais, aproxima-se do que chamamos de “cara”, no sentido de se referir a uma pessoa. (How are you dude? = Como você vai cara?);

4. **Bad egg** – Usado pra definir um sujeito de mau caráter, um causador de problemas. (Joe's a bad egg. = Joe é um “mau elemento”.);

5. **Beat** – Empregado quando alguém quer dizer que está muito cansado, exausto. (I wanna go to bed, I'm beat today. = Eu quero ir para a cama, hoje estou exausto.);

6. **Lose your mind** – Refere-se a uma pessoa que enlouqueceu ou “perdeu a cabeça”. (I said no! Are you crazy? Have you lost your mind? = Eu disse não! Você está louco? Perdeu a cabeça?);

7. **Jerk** – Significa uma pessoa desprezível, desagradável e repugnante. (Ah, you're a jerk! = Ah, você é um desagradável!);

8. **Have eyes for** – A expressão é usada quando alguém acha outra pessoa fisicamente muito bonita e atraente. (Jake has eyes for July. = Jack acha July muito bonita.);

9. **Gabby** – Empregada para designar uma pessoa que conversa muito, sobre assuntos sem importância e relevância. (I think Mary a gabby. = Eu acho Mary uma “tagarela”.);

10. **Boozehound** – Representa uma pessoa que bebe excessivamente. (This man is a boozehound! = Esse cara é um “cachaceiro”!).

Sugestão 3 : Apenas conceito

Conjunctions

A conjunction is a word that "joins". A conjunction joins two parts of a sentence.

Here are some example conjunctions:

Coordinating Conjunctions	Subordinating Conjunctions
and, but, or, nor, for, yet, so	although, because, since, unless

We can consider conjunctions from three aspects.

Form

Conjunctions have three basic forms:

- **Single Word**
for example: and, but, because, although
- **Compound** (often ending with *as* or *that*)
for example: provided that, as long as, in order that
- **Correlative** (surrounding an adverb or adjective)
for example: so...that

Function

Conjunctions have two basic functions or "jobs":

- **Coordinating conjunctions** are used to join two parts of a sentence that are grammatically equal. The two parts may be single words or clauses, for example:
- *Jack and Jill* went up the hill.
- *The water was warm, but I didn't go swimming.*
- **Subordinating conjunctions** are used to join a subordinate dependent clause to a main clause, for example:
- *I went swimming although it was cold.*
- **Coordinating conjunctions** always come between the words or clauses that they join.

- **Subordinating conjunctions** usually come at the beginning of the subordinate clause.

Coordinating Conjunctions

The short, simple conjunctions are called "coordinating conjunctions":

- and, but, or, nor, for, yet, so

A coordinating conjunction joins parts of a sentence (for example words or independent clauses) that are grammatically **equal** or similar. A coordinating conjunction shows that the elements it joins are similar in importance and structure:

||

Look at these examples - the two elements that the coordinating conjunction joins are shown in square brackets []:

- I like [tea] **and** [coffee].
- [Ram likes tea], **but** [Anthony likes coffee].

Coordinating conjunctions always come **between** the words or clauses that they join.

When a coordinating conjunction joins independent clauses, it is always correct to place a comma before the conjunction:

- I want to work as an interpreter in the future, **so** I am studying Russian at university.

However, if the independent clauses are short and well-balanced, a comma is not really essential:

- She is kind **so** she helps people.

When "and" is used with the last word of a list, a comma is optional:

- He drinks beer, whisky, wine, **and** rum.
- He drinks beer, whisky, wine **and** rum.

EnglishClub.com Tip

The 7 coordinating conjunctions are short, simple words. They have only two or three letters.

There's an easy way to remember them - their initials spell:

F A N B O Y S

For And Nor But Or Yet So

Subordinating Conjunctions

The majority of conjunctions are "subordinating conjunctions". Common subordinating conjunctions are:

- after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while

A subordinating conjunction joins a subordinate (dependent) clause to a main (independent) clause:

| + |

Look at this example:

main or independent clause	subordinate or dependent clause	
Ram went swimming	although	it was raining.
	subordinating conjunction	

A subordinate or dependent clause "depends" on a main or independent clause. It cannot exist alone. Imagine that somebody says to you: "Hello! Although it was raining." What do you understand? Nothing! But a main or independent clause can exist alone. You will understand very well if somebody says to you: "Hello! Ram went swimming."

A subordinating conjunction always comes at the beginning of a subordinate clause. It "introduces" a subordinate clause. However, a subordinate clause can sometimes come after and sometimes before a main clause. Thus, two structures are possible:

Sugestão 4

Trabalhar textos que aborda o Conteúdo.

Among, Between

Among is a preposition used with three or more persons or things.

I could not decide among the three different desserts which I wanted to eat.

Between is a preposition used with two persons or things.

I could not decide between the cheesecake or the apple pie, so I ordered both!

Choose the correct word in parentheses and then click "submit" to send your answers.

1. **(Among, Between) math and English, I prefer to study math.**

Your answer:

- among
 between
-

2. **(Among, Between) all of the many animals at the zoo, the chimpanzees are my favorite.**

Your answer:

- between
 among
-

3. **I study best when I am (among, between) people who are serious about school.**

Your answer:

- among
 between
-

4. **(Among, Between) you and me, I much prefer to relax than to exercise.**

Your answer:

- among
 between

5 Who (among, between) all of you tired souls will offer to work the next shift?" pleaded the desperate supervisor.

Your answer:

- among
 between

Sugestão 5

What are countable nouns?

Countable nouns are individual objects, people, places, etc. which can be counted.

books, Italians, pictures, stations, men, etc.

A countable noun can be both singular - a friend, a house, etc. - or plural - a few apples, lots of trees, etc.

Use the singular form of the verb with a singular countable noun:

*There is a book on the table.
That student is excellent!*

Use the plural form of the verb with a countable noun in the plural:

*There are some students in the classroom.
Those houses are very big, aren't they?*

What are uncountable nouns?

Uncountable nouns are materials, concepts, information, etc. which are not individual objects and can not be counted.

information, water, understanding, wood, cheese, etc.

Uncountable nouns are always singular. Use the singular form of the verb with uncountable nouns:

*There is some water in that pitcher.
That is the equipment we use for the project.*

Adjectives with Countable and Uncountable Nouns.

Use a/an with countable nouns preceded by an adjective(s):

*Tom is a very intelligent young man.
I have a beautiful grey cat.*

Do not use a/an with uncountable nouns preceded by an adjective(s):

*That is very useful information.
There is some cold beer in the fridge.*

Some uncountable nouns in English are countable in other languages. This can be confusing! Here is a list of some of the most common, easy to confuse uncountable nouns.

accommodation
advice
baggage
bread
equipment
furniture
garbage
information
knowledge
luggage
money
news
pasta
progress
research
travel
work

Obviously, uncountable nouns (especially different types of food) have forms that express plural concepts. These measurements or containers are countable:

*water - a glass of water
equipment - a piece of equipment
cheese - a slice of cheese*

Here are some of the most common containers / quantity expressions for these uncountable nouns:

accommodation - a place to stay
advice - a piece of advice
baggage - a piece of baggage
bread - a slice of bread, a loaf of bread
equipment - a piece of equipment
furniture - a piece of furniture
garbage - a piece of garbage
information - a piece of information
knowledge - a fact
luggage - a piece of luggage, a bag, a suitcase
money - a note, a coin
news - a piece of news
pasta - a plate of pasta, a serving of pasta
research - a piece of research, a research project
travel - a journey, a trip
work - a job, a position

Here are some more common uncountable food types with their container / quantity expressions:

liquids (water, beer, wine, etc.) - a glass, a bottle, a jug of water, etc.
cheese - a slice, a chunk, a piece of cheese
meat - a piece, a slice, a pound of meat
butter - a bar of butter
ketchup, mayonnaise, mustard - a bottle of, a tube of ketchup, etc.

Countable and Uncountable - Noun Quantifiers - Quiz 2

Some nouns are countable which means you can use either the singular or plural form of the noun. **Example:** *Book - a book - some books*. Other nouns are uncountable which means you can use ONLY the singular form of the noun. **Example:** *information - some information*

Choose the correct answers in the following dialogue

CHRIS: Hi! What are you up to?

PETE: Oh I'm just looking for (a)many (b)some (c)any antiques at this sale.

CHRIS: Have you found (a) something (b) anything (c) nothing yet?

PETE: Well there seems to be (a) *a few* (b) *few* (c) *little* things of interest. It really is a shame.

b

CHRIS: I can't believe that. I'm sure you can find (a) *a thing* (b) *something* (c) *anything*

b

interesting if you look in (a) *all* (b) *each* (c) *some* stall.

b

PETE: You're probably right. It's just that there are (a) *a few* (b) *a lot* (c) *a lot of* collectors

c

and they (a) *every* (b) *each* (c) *all*

c

seem to be set on finding (a) *a thing* (b) *anything* (c) *much*

b

of value. It's so stressful competing with them!

CHRIS: How (a) *many* (b) *much* (c) *few* antique furniture do you think there is?

b

PETE: Oh I'd say there must be (a) *many* (b) *several* (c) *much* pieces.

b

However only (a) *a few* (b) *few* (c) *little*

a

are really worth (a) *the high* (b) *a high* (c) *high* prices they are asking.

a

CHRIS: Why don't you take a break? Would you like to have (a) *any* (b) *some* (c) *little* coffee?

b

CHRIS: Great, let's go over there. There're (a) *a few* (b) *some* (c) *little* seats left.

a

Sugestão 6

What are some words end with the suffix able?

Accountable. amiable. acquirable. acceptable. avoidable.ailable. bankable. believable. breakable. burnable. danceable. debatable. deliverable. demonstrable. durable. eatable. enjoyable. enable. erasable. excusable. executable. favorable. gradable. hospitable. immovable. justifiable. knowledgeable. laughable. measurable. negotiable. observable. parable. satisfiable. saleable. reliable. tenable. unbeatable. valuable. washable.

dependable, perishable, sustainable, predictable, attainable, profitable, taxable, remarkable, comfortable, respectable, considerable, predictable, questionable, favorable, bearably, enjoyable, quotable, valuable, imaginable, notable, advisable, reliable, variable, enviable.

Bendable, Taxable, Sellable, Malleable, Capable, navigable, abdicable, abominable.

Sugestão 7

Present Perfect tense

Este tempo verbal é utilizado para expressar algo que aconteceu no passado, mas de alguma forma está ainda relacionado ao presente.

A estrutura segue o modelo: pessoa + verbo auxiliar have/has + verbo principal no Past Participle.

I have done my homework.
He has done his homework.
I have eaten my dinner.
She has eaten her dinner.

Para se ter uma melhor idéia de como o Present Perfect se refere ao passado e ao presente ao mesmo tempo, podemos encontrar uma sentença similar no Simple Present na voz passiva, preservando o significado.

My homework is done (now).
His homework is done (now).

Este tempo verbal pode também expressar conseqüências de eventos passados, no presente.

I've had financial problems since I got fired.
She has not called me since our last fight.

Podemos utilizar o Present Perfect para expressar alguma ação que teve início no passado e que está ainda em progresso até o presente momento.

They have tried to learn Portuguese for months.
He has taught Spanish at the University since 1994.

Também podemos usar o Present Perfect para afirmar, negar ou perguntar a respeito de algum acontecimento passado relacionado ao presente momento.

Have you ever been to Brazil?

I haven't been to Brazil yet.
She has been to Brazil many times.
We have never been to Brazil.
Have they arrived yet?

Importante: Observe que existem indicadores deste tempo verbal, que são: ever, never, lately, recently, since, for, yet.

Since e for normalmente requerem este tempo verbal, ou também o Present Perfect Progressive.

They have tried to learn Portuguese for months. (For indica um período de tempo.)
He has taught Spanish at the University since 1994. (Since indica uma data específica.)

Para formar sentenças no Present Perfect, usamos as seguintes regras:

Afirmativa: pessoa + have/has + verbo principal no particípio. => to have + Past Participle

I have been to China once.
She has worked for that company for 6 years.
We have made this same mistake many times.

Negativa: Acrescente "not" depois do verbo auxiliar. Has not, Have not
I have not seen this movie.
She has not forgiven us since that day.

Interrogativa: Inverta o sujeito e o verbo auxiliar.
Where have you been since the morning?
Have you ever done this kind of work?

Para mais informações, acesse

Exercises

1. 1. How long (you - involve) in this project?

How long have you been involved in this project?

2. 2. How long (you - prepare) your students for this project?

How long have you been preparing your students for this project?

3. 3. How long (you - know about) your partner country?

How long have you known about your partner country?

4. 4. How long (you - work) on this topic?

How long have you been working on this topic?

5. 5. (You ever - be) to your partner school?

Have you ever been to your partner school?

6. 6. (You ever- work) with foreigners?

Have you ever worked with foreigners?

7. 7. (You ever - want) to receive an award?

Have you ever wanted to receive an award?

Sugestão 8

Superlatives

Notes:

1. The written lesson is below.
2. Links to quizzes, tests, etc. are to the left.

There are two types of superlative: relative and absolute.

Relative: John is the smartest boy in the class.

Absolute: John is very smart.

The relative superlative describes a noun within the context of some larger group.

John is the smartest boy **in the class**.

Mary is the youngest person **in the room**.

Of the three, Moe is the meanest.

The absolute superlative does not describe the noun in the context of a larger group.

John is **very** smart.

The book is **extremely** expensive.

The food is **indescribably** tasty.

In English, the relative superlative is formed by using the word "most" or the ending "-est."

John is the most intelligent boy in the class.

Mary is the smartest girl in the class.

In Spanish, the relative superlative construction is similar to the comparative.

definite article + noun + más (menos) + adjective + de

Here are some superlative examples.

Juan es **el chico más inteligente de** la clase.

John is the smartest boy in the class.

Bill Gates es **el hombre más rico de** los EEUU.

Bill Gates is the richest man in the U.S.

Just like in English, the noun can be omitted. All of the following are correct.

María es la chica más delgada de la clase.

Mary is the thinnest girl in the class.

María es la más delgada de la clase.

Mary is the thinnest in the class.

The absolute superlative for adjectives has three possible forms.

muy + adjective

sumamente + adjective

adjective + ísimo (-a, -os, -as)

Sugestões de Conteúdo

Bimestre 2º

Sugestão 1

[Click here to see the current stats of this English test](#)

1. Associations are working to provide more for desperates.
2. Anita spends her money with great care, but John is pretty .
3. It's cold today, considering it's still summer.
4. Popular products sell well, so Microsoft uses advertising to its games.
5. Until today Sally was full of hope that she will get the job but now she thinks the situation is .
6. I can't sit on this chair. It's really .
7. Lily's been sick a lot; she missed a week of work because of .
8. Being means that you share with others.
9. Daniel has a really temper, and gets angry easily.
10. Bree crept up on a thief in the house. Someone had left the front door open.
11. I suppose Ramon might help us, but it seems .
12. Ted can't fill his pool because ther's a water .
13. I found most of the maths questions completely .
14. Jerry has taken up as a hobby.
15. Thanks for those notes. They were really .
16. When it's time for bed I start feeling .
17. This is a really stamp. I've not seen one like it before.
18. I'm writing to thank you for the you showed me.
19. I winter sports so I never go skiing.
20. I really like Jane. She is so happy, but her brother Mike is every time .

ANSWER

RESULTS

1. Associations are working to provide more **HAPPINESS** ✓ for desparates.
2. Anita spends her money with great care, but John is pretty **CARELESS**.
3. It's ✖ **UNUSUALLY** cold today, considering it's still summer.
4. Popular products sell well, so Microsoft uses advertising to **POPULARIZE** its games.
5. Until today Sally was full of hope that she will get the job but now she thinks the situation is **HOPELESS**.
6. I can't sit on this chair. It's really **UNCOMFORTABLE**.
7. Lily's been sick a lot; she missed a week of work because of **SICKNESS** ✓.
8. Being **UNSELFISH** means that you share with others.
9. Daniel has a really **UNCONTROLLABLE** temper, and gets angry easily.
10. Bree crept up on a thief in the house. Someone had **OBVIOUSLY** left the front door open.
11. I suppose Ramon might help us, but it seems **UNLIKELY**.
12. Ted can't fill his pool because ther's a water **SHORTAGE**.
13. I found most of the maths questions completely **IMPOSSIBLE**.
14. Jerry has taken up **PHOTOGRAPHY** as a hobby.
15. Thanks for those notes. They were reallly **USEFUL**.
16. When it's time for bed I start feeling **SLEEPY**.
17. This is a really **UNUSUAL** stamp. I've not seen one like it before.
18. I'm writing to thank you for the **KINDNESS** you showed me.
19. I **DISLIKE** winter sports so I never go skiing.
20. I really like Jane. She is so happy, but her brother Mike is every time ✖ **UNHAPPY**.

Sugestão 2

Pronomes Relativos - Relative Pronouns

Os pronomes relativos podem exercer a função de **sujeito** ou **objeto** do verbo principal. **Lembre-se** de que quando o pronome relativo for seguido por um verbo, ele exerce função de sujeito. Caso o pronome relativo for seguido por um substantivo ou pronome, ele exerce função de objeto.

- Quando o antecedente for **pessoa** e o pronome relativo exercer a função de sujeito do verbo, usa-se **who** ou **that**.

The **boy who / that** arrived is blond. (O menino que chegou é loiro.)

- Quando o antecedente for **pessoa** e o pronome relativo exercer a função de objeto do verbo, usa-se **who**, **whom**, **that** ou pode-se omitir (-) o pronome relativo. Contudo, essa omissão só pode ocorrer quando o relativo exercer função de objeto. Lembre-se de que na linguagem informal pode-se empregar **who** em vez de **whom**.

The **girl who / whom / that / (-)** I saw in the beach was beautiful.
(A menina que vi na praia era bonita.)



- Quando o antecedente for **coisa** ou **animal** e o pronome relativo exercer a função de sujeito do verbo, usa-se **which** ou **that**.

The **cat that / which** is in the garden belongs to my sister.
(O gato que está no jardim pertence à minha irmã.)



The **brown guitar that / which** was on the table is mine. (O violão marrom que estava em cima da mesa é meu.)

OBSERVAÇÃO: O pronome **who** também pode referir-se a animais (mas apenas animais que tenham nomes ou são conhecidos, como Lassie, por exemplo).

- Quando o antecedente for **coisa** ou **animal** e o pronome relativo exercer a função de objeto, usa-se **which, that** ou pode-se omitir (-) o pronome relativo.

The **brown guitar which / that / (-)** he was playing belongs to me. (O violão marrom que ele estava tocando pertence a mim.)

The **cat which / that / (-)** I saw in the garden was mewing. (O gato que eu vi no jardim estava miando.)

LEMBRE-SE: Quando o pronome relativo for seguido por um verbo, ele exerce função de **sujeito**. Caso o pronome relativo seja seguido por um substantivo, artigo, pronome ou outra classe de palavra, ele exerce função de **objeto**.

- USA-SE APENAS O PRONOME **THAT**:

a) Quando houver **dois antecedentes** (pessoa e animal ou pessoa e coisa):

I know the **singers** and the **songs that** she mentioned.
(pessoa) (coisa)
(Conheço os cantores e as músicas que ela mencionou.)

b) Após **adjetivos no superlativo, first e last**:

She is the **sweetest** woman **that** I have ever met.
(superlativo)
(Ela é a mulher mais dócil que já conheci.)

The **last** time **that** I saw him was in May. (A última vez que o vi foi em Maio.)

The **first** thing **that** you have to do is call the police. (A primeira coisa que você tem que fazer é ligar para a polícia.)

c) Após **all, only, everything, none, some, any, no** e seus compostos.

She ate **something that** we never saw. (Ela comeu algo que nós nunca vimos.)

LEMBRE-SE: Os pronomes relativos só podem ser omitidos quando funcionam como objeto, nunca quando exercem função de sujeito.

- O pronome relativo **whose** (cujo, cuja, cujos, cujas) estabelece uma relação de posse e é usado com qualquer antecedente. Esse pronome é sempre seguido por um substantivo e nunca pode ser omitido.

The cat **whose** owner is my sister was in the garden. (O gato cuja dona é minha irmã estava no jardim.)

- O pronome relativo **where** (onde, em que, no que, no qual, na qual, nos quais, nas quais) é usado para se referir a lugar ou lugares.

The place **where** I live is far from here. (O lugar onde moro é / fica longe daqui.)

- O pronome relativo **when** (quando, em que, no qual, na qual, nos quais, nas quais) é usado referindo-se a dia(s), mês, meses, ano(s), etc.

I will always remember the day **when** we met each other. (Sempre me lembrarei do dia em que nos conhecemos.)

We will get married **when** you get a job. (Nós iremos casar quando você conseguir um emprego.)

- **What** (o que) pode ser usado como pronome relativo e pode exercer função de sujeito ou objeto.

I don't know **what** happened yesterday. (Não sei o que aconteceu ontem.)

What is this? (O que é isto?)

ACTIVITY RELATIVE PRONOUN

-
1. He's the man **who** I saw yesterday at the cinema.
 2. That's the dog **that** bit my husband.
 3. Shall we buy the bed **that** we saw yesterday?
 4. The place **where** Joanna lives is in the mountains.
 5. Everyone celebrated the day **when** the war was over.
 6. Who is the person **who** ordered the fish and chips?
 7. The woman **whose** house was destroyed in a fire has now left the street.
 8. The book **which** has the scary picture on the front is a murder mystery.
 9. Which is the street **where** the swimming pool is?
 10. That's the man **whose** wife is a famous politician.

(adapted from Just Right Intermediate, pub. Marshall Cavendish)

Sugestão 3

Phrasal Verbs

São verbos de duas ou três partes formados basicamente por um verbo mais uma ou duas partículas, que o complementam. isto é, podem ser classificados como sendo uma frase. As partículas podem ser preposições ou advérbios e **o significado total das palavras é geralmente diferente do significado individual dos elementos que o compõem**. Sendo assim, não podem ser traduzidos literalmente na maioria das vezes e devem ser encarados como vocábulos independentes dos elementos que os compõem.

Exemplo: sit (verbo) + down (advérbio) = **sit down** (sentar)

get (verbo) + in (preposição) = **get in** (entrar)

Características

Como podemos ver a partir dos exemplos acima, os *phrasal verbs* são formados da seguinte maneira:

verbo + uma partícula (preposição ou advérbio)

Os *phrasal verbs* são uma peculiaridade da língua inglesa que dão um tom mais informal à linguagem e estão presentes em inúmeras situações, tanto no dia a dia quanto nas situações que requerem uma certa formalidade. A aparente dificuldade em entendê-los deve-se ao fato de que eles não existem em português.

1. O verbo que segue de base para o *phrasal verb* pode ser **regular** ou **irregular**: *call* (regular), *give* (irregular).

2. Em alguns casos, a partícula pode ser separada do verbo, isto é, o objeto é colocado entre o verbo e a partícula. Quando o objeto for um **pronome**, a partícula será, **necessariamente, separada**. Observe os exemplos a seguir:

Please **turn on** the light. = Please **turn** the light **on**. = Please **turn it on**. (Por favor, ligue a luz.)

She **switched on** the TV. = She **switched** the TV **on**. = She **switched it on**. (Ela ligou a televisão.)

Take off your shoes. = **Take** your shoes **off**. = **Take them off**. (Tire seus sapatos.)

Veja a LISTA DE PHRASAL VERBS SEPARÁVEIS

3. Há casos, no entanto, em que a partícula **não pode ser separada** do verbo. Veja alguns exemplos abaixo:

While she was cleaning the house, she **came across** a pair of gold earrings. (Enquanto ela estava limpando a casa, encontrou um par de brincos de ouro.)

Your daughter doesn't **take after** you at all. (Sua filha não se parece nada com você.)

Veja a LISTA DE PHRASAL VERBS INSEPARÁVEIS

4. Como os outros verbos, os *phrasal verbs* podem ser **transitivos** (requerem objeto, pois seu sentido não está completo em si) ou **intransitivos** (seu sentido está completo em si e portanto, não requerem objeto). Quando transitivos, os *phrasal verbs* podem ser separados. Observe:

He **took off** his jacket. = He **took** his jacket **off**. (Ele tirou o casaco.)
(obj. dir.)

The plane **took off**. (O avião decolou.)

Veja a LISTA DE PHRASAL VERBS INTRANSITIVOS

Os *Phrasal Verbs* **transitivos** são subdivididos em:

- Inseparáveis

What a terrible journey! We **broke down** twice on the way home. (Que viagem terrível! Nosso carro quebrou duas vezes no caminho de volta para casa.)

- Separáveis

Please, **turn on the light**. = (Por favor, ligue a luz.)

Please, **turn the light on**.

Please, **turn it on**.

Please, ~~turn on it~~. **Errado!** A **separação é obrigatória** quando se utiliza o pronome *it*.

5. Alguns *phrasal verbs* apresentam partículas que servem apenas para indicar que a ação está completa ou para reforçar/enfatizar o sentido do verbo. Este verbo é frequentemente formado com a partícula *up*. Exemplos:

cut off - cortar

burn up - queimar

mix up - misturar

Sugestão 4

PHRASAL VERBS SEPARÁVEIS
add up - somar (algo); totalizar
back up - mover-se para trás (em veículo); apoiar algo ou alguém; fazer uma segunda cópia de algum arquivo, programa, etc. (informática)
bring off - realizar algo difícil, obter sucesso em algo
bring on - causar algo, ser o motivo de alguma coisa (geralmente algo desagradável)
bring out - publicar; enfatizar algo
bring round (also bring to) - fazer alguém que está inconsciente voltar a si
bring up - criar, cuidar de alguém desde a infância; mencionar um assunto, começar a falar sobre algo
brush aside - fazer pouco caso de
burn down - queimar completamente, destruir algo por causa do fogo

burn up - destruir algo por causa do fogo
buy out - comprar a parte de alguém em algum negócio
buy up - comprar tudo ou a maior quantidade possível de algo
call off - cancelar
call up - ligar para alguém; recrutar alguém (exército)
calm down - acalmar-se, acalmar alguém
carry on - continuar (com algo/a fazer algo)
carry out - cumprir algo; realizar (tarefa, função)
catch up - alcançar alguém
cheer up - alegrar-se, alegrar algo ou alguém
chop up - cortar algo em pequenos pedaços
clean off - tirar a sujeira de algo
clean out - limpar a parte interior de algo, fazer uma limpeza caprichada
clean up - limpar algo
clear out - arrumar e limpar algo colocando coisas fora ou removendo-as
clear up - limpar e organizar algo; esclarecer, resolver, explicar algo
close down - fechar algo (empresa, loja, etc.)
close up - fechar algo temporariamente, por algumas horas, minutos, etc.
count in - incluir algo ou alguém
count out - excluir algo ou alguém
cross out/off - riscar, tirar algo ou alguém de uma lista
cut down - reduzir algo; cortar, derrubar (árvore, etc.)
cut off - deserdar alguém; cortar algo (linha telefônica, etc.); interromper alguém que está falando; diminuir; remover; bloquear ou ficar no caminho de algo; isolar alguém
cut out - cortar algo (roupa, molde); excluir alguém; omitir algo; bloquear (luz); cortar algo; deixar de fazer ou comer alguma coisa
draw up - redigir, preparar um documento
dress up - fantasiar-se; arrumar-se; disfarçar algo
eat up - comer tudo
figure out - entender; descobrir, decifrar algo
fill up - completar, encher, abastecer
find out - descobrir algo; informar-se de algo; desmascarar alguém (que estava fazendo algo errado)
fix up - consertar; reformar; decorar algo
get across - comunicar algo a alguém; fazer-se entender por alguém
give back - devolver algo a alguém
give out - distribuir algo
hand down - passar algo para alguém mais novo (conhecimento, etc.); anunciar algo oficialmente
hand over - passar o cargo, a responsabilidade de algo para alguém
hang up - usar algo pela última vez
have on - vestir
hold up - atrasar algo ou alguém; usar algo ou alguém como exemplo; assaltar
keep up - manter o padrão de algo; continuar a fazer algo; cuidar de uma casa, jardim, etc.
leave out - omitir, não incluir ou mencionar algo ou alguém
let down - decepcionar alguém
let out - aumentar o tamanho de uma peça de roupa
light up - acender um cigarro; iluminar algo

live down - ser capaz de fazer alguém esquecer algo errado que você tenha feito
make over - dar algo legalmente para alguém
pass on - transmitir (uma mensagem para alguém); passar algo para alguém
pass up - não aproveitar uma oportunidade, chance, etc.
pay back - devolver o dinheiro para alguém
pay off - pagar e despedir alguém; subornar alguém; quitar uma dívida
pick up - atender ao telefone; pegar alguém (de carro); fazer alguém se sentir melhor; prender alguém; aprender algo por acaso; pegar algo ou alguém
play down - minimizar a importância de algo
play up - exagerar, enfatizar, dar maior valor a algo
point out - apontar, indicar algo ou alguém
pull down - demolir
put off - adiar; perturbar, incomodar alguém
put on - vestir-se; fingir
put up - dar pouso para alguém; levantar algo (mão); construir (edifício); colocar algo (cartaz, bandeira, etc.)
quiet down - acalmar-se, acalmar alguém
rinse out - enxaguar algo
rule out - eliminar, descartar alguém, uma possibilidade, uma proposta, etc.
run down - atropelar alguém
run off - fugir, escapar com algo; tirar cópia de algo
save up - poupar, economizar dinheiro
see off - despedir-se de alguém
see through - não deixar de fazer algo até que isso tenha terminado
send over/off - mandar algo por correio, e-mail, etc.
set up - combinar algo; montar algo
show off - mostrar, exhibir algo ou alguém com orgulho
shut off - cortar algo (fornecimento)
slow up - reduzir a velocidade de algo (trabalho, pesquisa, etc.); reduzir a velocidade, ir mais devagar
spell out - explicar algo claramente; soletrar ou escrever as letras de uma palavra na ordem correta
stand up - não ir encontrar alguém que você combinou de encontrar
sweep out - varrer
take back - retirar algo que se disse ou escreveu; aceitar algo de volta (loja)
take down - anotar algo; desmontar algo
take in - entender, assimilar ou lembrar algo que se ouviu ou leu
take off - tirar algo (calçados, roupas, etc.)
take over - assumir o controle de algo (empresa, negócios, etc.)
talk over - discutir
tear down - destruir, demolir
tear up - rasgar em pedaços (documentos, cartas, fotos, etc.)
tell off - xingar alguém
think over - refletir sobre algo
think through - pensar muito bem
think up - inventar algo; pensar em algo
throw away - jogar algo fora
tie up - amarrar algo ou alguém
tire out - esgotar alguém, esgotar-se

touch up - retocar (maquiagem)
try on - experimentar algo (roupas, sapatos, etc.)
try out - testar
turn down - rejeitar algo ou alguém; abaixar algo (rádio, ar-condicionado, televisão, etc.)
turn off - apagar algo (luz); fechar algo (torneira); desligar algo (rádio, TV, motor, etc.)
turn on - acender algo (luz); abrir algo (torneira); ligar algo (rádio, TV, motor, etc.)
turn out - produzir; expulsar alguém de algum lugar; apagar (luz)
wash off - tirar algo lavando
wash out - lavar algo
wear out - desgastar-se; ficar gasto devido ao excesso de uso; gastar; esgotar alguém
wind up - terminar, concluir algo; irritar, provocar alguém; liquidar algo (negócio); dar corda (relógio)
wipe off - limpar, enxugar algo
wipe out - aniquilar, destruir algo; erradicar (doença, crime, etc.)
work out - calcular algo; solucionar algo; planejar, elaborar algo
write down - anotar algo
write out - escrever algo (por extenso ou a limpo); copiar algo
write up - redigir algo

Sugestão 5

PHRASAL VERBS INSEPARÁVEIS
back out of - voltar atrás (em um acordo, etc.)
bear down on - fazer força para baixo
bear on - ter a ver com, estar relacionado com
bear up under - suportar, resistir
break down - parar de funcionar (carro, máquina, etc.); falhar (negociações); dividir algo em partes; perder o controle dos sentimentos
break into - entrar à força em uma residência; abrir algo à força
break in on - interromper, perturbar algo
call for - buscar alguém; requerer algo
care for - ter afeição por alguém; cuidar de alguém; gostar de algo; querer algo
carry on with - continuar a fazer algo, prosseguir
catch up with - alcançar alguém
check up on - investigar algo ou alguém; verificar
come across - encontrar algo ou alguém por acaso
come along with - acompanhar alguém; chegar, aparecer; melhorar, progredir
come by - conseguir algo, adquirir algo
come down with - adoecer
come out with - dizer algo surpreendente
come through - obter sucesso e algo que se faz; sobreviver a algo
come up with/in/on - encontrar uma resposta, uma soma
count on - contar com alguém
cut in on - interromper alguém quando está falando; cortar (outro carro)
disagree with - fazer mal a alguém (comida, clima, etc.)


do away with - desfazer-se de algo; abolir algo
do without - passar sem algo ou alguém
drop in at/on - fazer uma visita informal a alguém ou a algum lugar
drop out of - retirar-se de algo; não fazer mais parte de algo; sair da universidade; afastar-se da sociedade
face up to - enfrentar algo ou alguém
fall back on - recorrer a algo ou alguém
fall behind - ficar para trás, ficar atrás de algo ou alguém
fall out with - brigar com alguém
fill in for - substituir alguém
get ahead of - ultrapassar alguém
get around - mover-se (pessoa, animal); circular, correr (notícia, boato)
get away with - sair impune de algo errado que se fez
get by with - conseguir viver ou fazer algo com o que se tem
get down to - começar a fazer algo; dar maior atenção a algo
get in - entrar (em um veículo)
get off - sair (do trabalho com permissão); sair (ônibus, trem, etc.)
get on with - prosseguir com algo
get through with - terminar, completar (tarefa, trabalho, etc.)
give up - desistir
go back on - não cumprir algo (promessa, palavra, etc.)
go for - ser válido para alguém/algo; escolher
go in for - interessar-se por (fazer) algo (hobby, etc.)
go on with - continuar com algo, a fazer algo
go over - examinar, revisar algo
go with - cair bem, combinar com
go without - passar sem algo
hang around - ficar sem fazer nada; esperar sem fazer nada
hang up - desligar o telefone
hear from - ter notícias de alguém
hear of - ouvir falar de algo ou alguém
hit on - descobrir, ter uma ideia por acaso
hold on to - agarrar algo ou alguém
hold out - resistir, durar
keep at - continuar trabalhando em algo
keep up with - manter-se no mesmo nível de algo ou alguém
lie down - deitar-se
live on - continuar a viver
live up to - corresponder às expectativas
look after - cuidar-se, cuidar de alguém
look back on - recordar algo
look down on - desprezar algo ou alguém
look forward to - aguardar algo/fazer algo com ansiedade
look up to - respeitar, admirar alguém
make up for - compensar algo
move over - mudar de lugar a fim de ceder espaço a alguém
pass away - morrer
pass on - morrer
pass out - desmaiar

pick on - implicar com alguém; escolher alguém (para um trabalho desagradável)
play up - enfatizar a importância de algo ou alguém
put up with - tolerar, aguentar algo ou alguém
read up on - ler, pesquisar; estudar ou aprender algo através de leitura
run against - encontrar alguém por acaso; opôr-se a algo ou alguém; competir com alguém em uma eleição
run away with - fugir de algo ou alguém; deixar algo ou alguém de repente
see about - encarregar-se de algo; fazer algo
see to - organizar, supervisionar, providenciar algo
settle on - decidir, escolher algo
stand for - significar, representar algo
stand up for - apoiar, defender algo, alguém ou a si mesmo
stand up to sb - fazer frente a alguém
stick to - persistir
stick up for - apoiar, defender algo, alguém ou a si mesmo
take after - parecer-se com algum membro mais velho da família
talk back to - responder a alguém de maneira grosseira
tell on - denunciar alguém para alguma autoridade
touch on - mencionar algo brevemente
turn into - tornar-se
wait on - servir alguém
wait up for - esperar acordado por alguém
watch out for - ter cuidado com algo ou alguém
work out - exercitar-se

Sugestão 6

Trabalhar textos que aborde o assunto

ACTIVITY 1 –Phrasal verbs

1. Yuck, the milk stinks! I think it's gone **OFF**.
2. Do you think this bag goes **WITH**  my jacket?
3. Sorry I'm late. the film went **ON** longer than I thought.
4. The police suspected him of carrying drugs so they went **THROUGH** his bag.
5. When couples have a baby, they often have to go **WITHOUT** a holiday for a year or two.
6. Phillis was so angry, She went **OFF** without saying a word - I haven't seen her since.

Sugestão 7

PHRASAL VERBS WITH GET

1. If the news gets **OUT** there'll be trouble.
2. We get **ON** very well.
3. Three prisoners got **AWAY**
4. He never got **OVER** Mary.
5. I rang you yesterday but I couldn't get **THROUGH**
6. He got **OFF** lightly for robbing the bank.
7. The train got **IN** ten minutes late.
8. The Democrats hope to get **BACK** at the next election.
9. What are you getting **AT** ?
10. The rumour soon got **ABOUT**

Sugestão 8

SONGS

Metodologia fica a critério do Professor.

SONGS poderão ser trabalhadas em todas as séries.

I Gotta Feeling – Black Eyed Peas

**I gotta feeling that tonight's gonna be a good night
That tonight's gonna be a good night
That tonight's gonna be a good, good night**

**Tonight's the night, let's live it up
I got my money, let's spend it up
Go out and smash it, like 'Oh my God'
Jump off that sofa, let's get, get off**

**I know that we'll have a ball if we get down
And go out and just lose it all
I feel stressed out, I wanna let it go
Let's go way out, spaced out and losing all control**

**Fill up my cup, 'mazol tov'
Look at her dancing, just take it off
Let's paint the town, we'll shut it down
Let's burn the roof and then we'll do it again**

**Let's do it, let's do it, let's do it, let's do it
And do it and do it, let's live it up
And do it, and do it, and do it, do it, do it
Let's do it, let's do it, let's do it**

**'Cause I gotta feeling, that tonight's gonna be a good night
That tonight's gonna be a good night
That tonight's gonna be a good, good night**

I gotta feeling that tonight's gonna be a good night
That tonight's gonna be a good night
That tonight's gonna be a good, good night

Tonight's the night, let's live it up
I got my money, let's spend it up
Go out and smash it, like 'Oh my God'
Jump off that sofa, let's get, get off

Fill up my cup, drink, 'mazol tov', 'lahyme'
Look at her dancing, move it, move it, just take it off
Let's paint the town, we'll shut it down
Let's burn the roof and then we'll do it again

Let's do it, let's do it, let's do it, let's do it
And do it and do it, let's live it up
And do it and do it and do it, do it, do it
Let's do it, let's do it, let's do it, do it, do it, do it

Here we come, here we go, we gotta rock
Easy come, easy go, now we on top
Feel the shot, body rock, rock it, don't stop
Round and round, up and down, around the clock

Monday, Tuesday, Wednesday and Thursday
Friday, Saturday, Saturday to Sunday

Get, get, get, get, get with us, you know what we say, say
Party every day, p-p-party every day

And I'm feeling that tonight's gonna be a good night
That tonight's gonna be a good night
That tonight's gonna be a good, good night

I gotta feeling that tonight's gonna be a good night
That tonight's gonna be a good night

Sugestão 9

Trabalhar texto que enfoca esse Conteúdo.

If Clauses

Type 1 – “Real Conditions”

Very probable +++

**If + Present + Future(will+Inf.)
+ Present (can/may)**

- Os verbos dados aparecem no Imperativo e/ou Futuro.
- Usa-se:
 - threats (ameaças)
 - promises (promessas)
 - warnings (aviso)
 - advice (conselho)

Type 2 – wishes

Probability ++

**If + Past + Conditional (would + Inf.)
+ could/should**

- Os verbos aparecem no presente.
- Se aparecer negativa faz-se afirmativa e vice-versa.

Type 3

Probability 0 (zero)

If + Past Perfect (had+3^ac.) + Conditional Perfect (would have+3^ac.) + Could have + 3^ac.

- Usa-se:

- regrets (lamentos)
- sorrowful (arrepimientos)

ACTIVITY

- 1 – He is so lazy. That’s why his marks are bad.
- 2 – She knows about this so she can help us.
- 3 – I didn’t sleep well. That’s why I came late.
- 4 – Don’t do that! Your mother can punish you.
- 5 – Stay with him! He won’t be afraid.
- 6 – The world changed because technology revolutionised everything.
- 7 – Sophocles lived in quiet times so he thought time was something gentle.
- 8 – Teenagers don’t smoke so much because they have a mobile phone.
- 9 – He felt so badly. That’s why he went home.
- 10 – She was there. That’s why she saw the crime.
- 11 – He has many problems. So he feels depressed.
- 12 – They went to the party; that’s why they saw him.
- 13 – The man only stopped because a car passed by.
- 14 – Space exploration lifts the national spirit; that’s why Americans choose it.
- 15 – They were disappointed because they met dishonest people.
- 16 – She loves him. That’s why she wants to marry him.
- 17 – He lost his money. He didn’t buy anything.
- 18 – He became really depressed because his online love turned into a nightmare.

Answer

- 1 – If he wasn’t/weren’t so lazy, his marks wouldn’t be bad.
- 2 – If she didn’t know about this, she couldn’t/wouldn’t help us.
- 3 – If I had slept well, I wouldn’t have come.
- 4 – If you do that, your mother can punish you.
- 5 – If you stay with him, he won’t be afraid.
- 6 – If technology had not revolutionised everything, the world wouldn’t have changed.
- 7 – If Sophocles hasn’t lived in quiet times, he wouldn’t have thought time was something gentle.

- 8 – If teenagers didn't have a mobile phones, they would smoke very much (more).
- 9 – If he hadn't felt so badly, he wouldn't have gone home.
- 10 – If she hadn't been there, she wouldn't have seen the crime.
- 11 – If he didn't have many problems, he wouldn't feel depressed.
- 12 – If they hadn't gone to the party, they wouldn't have seen him.
- 13 – If a car hadn't passed by, the man wouldn't have stopped.
- 14 – If Space exploration didn't lift the national spirit, Americans wouldn't choose it.
- 15 – If they hadn't met dishonest people, they wouldn't have been disappointed.
- 16 – If she didn't love him, she wouldn't want to marry him.
- 17 – If he hadn't lost his money, he would have bought something.
- 18 – If his online love hadn't turned into a nightmare, he wouldn't have become really depressed.

Sugestão 10

Trabalhar texto que enfoca esse Conteúdo.

Complete the sentences with the correct form of the verbs in parentheses:

- 1- He will not believe you if you.....(to tell) him your story.
- 2- If she has enough money, she.....(to rent) another apartment.
- 3- If they give us some tips, we.....(to may solve the problem).
- 4- Do it if you.....(to can).
- 5- If she doesn't fell like eating,.....(not do insist).
- 6- Don't turn on your computer if the weather.....(to be) stormy.
- 7- If Keyla was younger, I.....(to ask) her out.
- 8- I would take her home if it.....(to rain) hard.
- 9- They wouldn't shut up if you.....(not to order) them to.
- 10- If we had saved our money, we.....(to buy) that car now.
- 11- You.....(to watch) this movie today if you had asked your mother.
- 12- What would you have thought of me if I.....(to forget) to invite you?
- 13- The old man.....(to explain) your dream if you had told him about it.
- 14- Were you rich and she.....(to marry) you.
- 15- Had she had time and she.....(to do) all her task.
- 16- If I.....(to be) you, I would reoeat this question.
- 17- If he.....(to commit) a crime, he would be in prison now.
- 18- If she.....(to become) the president of the company, I would have been

fired.

19- If he.....(to travel) to Europe last year, she.....(to see) her favorite band show.

20- If he.....(to go) abroad next month, he.....(to send) you some cards

ANSWERS

- 1- He will not believe you if you tell him your story.
- 2- If she has enough money, she will rent another apartment.
- 3- If they give us some tips, we may solve the problem.
- 4- Do it if you can
- 5- If she doesn't feel like eating, don't insist.
- 6- Don't turn on your computer if the weather is stormy.
- 7- If Keyla was younger, I would ask her out.
- 8- I would take her home if it rained hard.
- 9- They wouldn't shut up if you didn't order them to.
- 10- If we had saved our money, we would have bought that car now.
- 11- You would have watched this movie today if you had asked your mother.
- 12- What would you have thought of me if I had forgotten to invite you?
- 13- The old man would have explained your dream if you had told him about it.
- 14- Were you rich and she would marry you.
- 15- Had she had time and she would have done all her task.
- 16- If I were you, I would reepeat this question.
- 17- If he committed a crime, he would be in prison now.
- 18- If she had become the president of the company, I would have been fired.
- 19- If he had traveled to Europe last year, she would have seen her favorite band show.
- 20- If he goes abroad next month, he will send you some cards.

Sugestão 11

Essa é uma reflexão para nós professores.

BECOMING A GLOBAL TEACHER: 10 STEPS TO AN INTERNATIONAL CLASSROOM

One of the most important tasks for educators in the world today is to help students learn about the rich variety of people in our multicultural world and the important world problems that face our planet. English language teachers have a special role to play in this important task. In this article, I'd like to outline 10 steps that classroom instructors can take to become global teachers and to add an international dimension to their language classrooms.

Step #1: Rethink the Role of English

The first step in becoming a global teacher is to rethink your definition of English. Definitions are important because they limit what we do. *define do How life? you* As a party? A pilgrimage? A to-do list? A vale of tears? Each of these definitions will lead you off in a different direction. In the same way, how you define English determines what you do in your classroom.

Step #2: Reconsider Your Role as Teacher

How we define ourselves is just as important as how we define our field. A key question teachers can ask themselves is *am I?" "Who* How you answer this determines what you do in class. *an as define Do English "just teacher"?* *you yourself* Or do you see yourself as an “educator” in the wider sense? I prefer to define myself as a global educator who teaches English as a foreign language. This means that I’m dedicated to good English teaching but that I’m also committed to helping my students become responsible global citizens who will work for a better world.

Step #3: Rethink Your Classroom Atmosphere

A third step in internationalizing your teaching is to rethink your class atmosphere and the impact it has on students. *classroom? Do enter students see they What when your* Bare concrete walls? Pictures and photos of the USA? If we really want to teach English as a global language, we need to think carefully about our classroom atmosphere and what it says to students.

Step #4: Integrate Global Topics into Your Teaching

alone? Does education global good happen intentions through No. It must be planned for, prepared and consciously taught. After all, students can’t learn what you don’t teach. It doesn’t do any good, for example, to teach English grammar and hope that students somehow become more international as a result. Rather, a good global language teacher must sit down and write up a “dual syllabus” comprising: (1) a set of language learning goals and (2) a set of global education goals. Once these are listed, the teacher’s job is to design effective, enjoyable class activities that achieve both sets of objectives in an integrated, creative way. A sample global education lesson plan might look like this: ”

Step #5: Experiment with Global Education Activities

Part of becoming a global teacher involves experimenting in class with global education activities such as games, role plays and videos. *around can designed do? games international themes What* They can stimulate motivation, promote global awareness and practice language skills. Typical global education games range from environmental bingo to human rights quizzes to world travel board games. Books such as *Worldways* (Elder 1987), *Multicultural Teaching* (Tiedt 2001) and *In the Global Classroom* (Pike & Selby 2000) provide a variety of such activities that can be adapted to the EFL classroom.

Step #6: Make Use of Your International Experience in Class

an Aren't "global" group incredibly language of people? teachers Some speak foreign languages such as French or Korean. Others know Spanish dancing or Chinese cooking. Some have traveled widely in Asia. Others have lived in Brazil or Germany. Despite their “global” backgrounds, however, many language teachers leave their international experience at home and spend their class time just being “ordinary” teachers. In my view, these teachers lose out on a special chance to add an international dimension to their teaching and to promote good language learning.

Step #7: Organize Extra-Curricular Activities

Extra-curricular activities are another way to combine global awareness with English practice. Arranging pen pal or key pal programs is one way to get your students using English to communicate with young people around the world. Setting up an English “Global Issues Study Group” is another idea. Some schools write English letters to foster children from Third World countries. Yet others hold English charity events to raise money to remove Cambodian landmines, help African AIDS victims, assist Iraqi children or build schools in Nepal. *could do do? think What you you*

Step #8: Explore Global Education and Related Fields

Another key step in becoming a global teacher is to explore related fields. *a a concept? exploring field help improve Is new new our teaching to* No. Good teachers have always gone to other disciplines to learn new ideas, techniques and resources. Teachers who wish to deepen their knowledge of grammar, for example, turn to the field of linguistics. Teachers interested in student motivation turn to the field of psychology.

Step #9: Check Out or Join a Global Issues Special Interest Group

A further step in becoming a global teacher is to check out or join one of the many global education special interest groups (SIGs) that are now active in the English teaching profession. *can offer? they What* Newsletters and websites which provide a rich variety of ideas, activities and resources for English language teachers. In addition to IATEFL’s GISIG, these include such groups as JALT’s *Global Issues in Language Education* (GILE) SIG in Japan, KoTESOL’s

Step #10: Deepen Your Knowledge through Professional Development

A final step in becoming a global teacher is to invest your time and money in professional development in fields related to global education. *involve? might this What* Attendance in seminars and courses specially designed for classroom teachers. In the United States, for example, associations such as TESOL now organize regular seminars on topics such as *Classroom Responses to War and Terrorism* (Washington DC, 2003), *Teaching for Social Responsibility* (Brazil, 2004) and *TESOLers as Builders of Peace* (New York, 2004). Professional development can also include more ambitious study at the undergraduate or graduate level. A growing number of language teachers worldwide are now enrolling in courses, programs and academic degrees in global education and related disciplines to increase their professional knowledge and skills. The Columbia University MA-in-TESOL program in Tokyo where I teach, for example, offers graduate courses on global education as well as a *Peace Education Certificate* for language teachers wishing to acquire knowledge and qualifications in this field.

I hope the 10 steps described above prove useful for IATEFL members seeking to add a global dimension to their EFL classrooms. I also hope they encourage English teachers worldwide to strengthen their commitment to promoting international understanding, social responsibility and a peaceful future through professional content-based language education aimed at teaching for a better world.

References

Books

Elder, P. & Carr, M. (1987) *Worldways: Bringing the World Into Your Classroom*. Addison-Wesley.

Pike, G. & Selby, D. (2000) *In the Global Classroom*. Canada: Pippin, USA: New Society.

Tiedt, P. (2001) *Multicultural Teaching (6th ed.)*. USA: Allyn and Bacon.

UNESCO. (1974) *Recommendation Concerning Education for International Understanding, Cooperation and Peace*. Paris: UNESCO.

Worldlink. (1990) *Spaceship Earth (video)*. Order from <www.socialstudies.com>

Websites

Asian Youth Forum (AYF) <www.asianyouthforum.org>

Social Studies School Service (USA) <www.socialstudies.com>

Peace as a Global Language Conference (Kyoto) <www.pgljapan.org>

Teachers College Columbia University (Tokyo) <www.tc-japan.edu>

TESOL (USA) <www.tesol.org>

Sugestão 12

14 dicas para turbinar o seu Inglês

Leia abaixo 14 dicas que podem te tornar fluente em Inglês rapidamente. Trabalhar em todas as séries, se achar necessário.

1. Alugue bons vídeos e DVDs e assista a cada um duas vezes, tentando entender bem a história. Depois, assista uma terceira vez sem ler a legenda.
2. Assine TV a cabo e assista programação na língua estudada o maior tempo possível.
3. Memorize a letra das suas músicas favoritas e passe o dia cantando.
4. Treine o seu aparelho fonador. Programe-se para ler em voz alta, articulando bem as palavras por dez minutos diários.
5. Compre um dicionário bilíngüe e estude a sessão de fonética (sons).
6. Ao ler em outro idioma (e também escutar) ignore todas as palavras desconhecidas e concentre-se naquelas conhecidas.
7. Só recorra ao dicionário se a mesma palavra desconhecida ocorrer três ou mais vezes.
8. Comece hoje mesmo um diário na língua que você deseja aprender. Se não souber uma palavra, invente. O que vale é estruturar o pensamento na língua estudada.
9. Escolha um assunto, cadastre-se num Fórum de inglês e entre em uma ou mais listas de discussão.

10. Copie textos no idioma estudado periodicamente. Isso ajuda a memorizar as estruturas gramaticais e o vocabulário do novo idioma.
11. Use a Internet para ler revistas e jornais em outras línguas, mesmo que a princípio não entenda nada. Grande parte da compreensão vem com a familiaridade com o texto.
12. Torne o novo idioma a ser aprendido parte da sua vida. Escute, fale, leia e escreva o máximo que puder todos os dias.
13. Esforce-se para pensar sempre em outra língua.
14. Aprenda a gostar do novo idioma. Sem isso você nunca será completamente bem-sucedido no seu propósito de ser fluente.

Espero que esse guia rápido de Inglês tenha ajudado.

Sugestão 13

Frases ou expressões que usamos no nosso dia a dia. Poderá ser trabalhado também em todas as séries.

Frases e expressões nossas traduzidas ditas em inglês:

A seguir você verá expressões do nosso dia a dia traduzidas ao pé da letra para o inglês, tornando-as engraçadas. Lembre-se, porém, de que esse modo literalmente traduzido de nossas expressões idiomáticas e dizeres não corresponde ao modo como o falante de inglês fala. Eles têm as suas próprias expressões idiomáticas, de acordo com a própria cultura. É justamente o aspecto "nonsense" dessas traduções literais abaixo, feitas por um falante de português brasileiro, que confere a elas o humor característico:

- **I am more I!** - Eu sou mais eu!
- **Tea with me that I book your face** - "Chá" comigo que eu livro sua cara.



- **Do not come that it does not have** - Não vem que não tem.
- **Wrote, didn't read, the stick ate** - Escreveu, não leu, o pau comeu.
- **To release the hen** - Soltar a franga.

- **She is full of nine o'clock** - Ela é cheia de nove horas.

- **Between, my well** - Entre, meu bem.

- **I'm completely bald of knowing it** - Estou completamente careca de ouvir isso.



- **To kill the snake and show the stick** - Matar a cobra e mostrar o pau.

- **Can you please break my branch?** - Você quebra meu galho, por favor?

- **The wood is eating** - O pau "tá" comendo!

- **Uh! I burned my movie! Oh!** - Ah não! Queimei meu filme! Oh!

- **I'm with you and I don't open!** - "Tô" contigo e não abro!

- **I will wash the mare** - Vou lavar a égua.



- **You traveled on the mayonnaise** - Viajou na maionese.

- **Who advises friend is** - Quem avisa amigo é.

- **Do you think this is mother Joanne's house?** - Você pensa que aqui é a casa da mãe Joana?

- **Go catch little coconuts** - Vai catar coquinho!

- **You are by out** - Você está por fora.

- **You are very face of wood!** - Você é muito cara-de-pau!

- **They are trying to cover the sun with the sieve.** - Eles estão tentando cobrir o sol com a peneira.

- **If you run, the beast catches, if you stay, the beast eats.**

- Se correr, o bicho pega, se ficar, o bicho come.

- **I have to peel this pineapple** - Tenho que descascar este abacaxi.

- **Don't fill my bag.** - Não enche o meu saco.

- **I need to take water out of my knees** - Preciso tirar água do joelho.



- **It already was!** - Já era!

- **Before afternoon than never!** - Antes tarde do que nunca.

- **Do you want a good-good?** - Você quer um bombom?



- **Oops, gave Zebra** - Ops, deu Zebra.

- **You can take your little horse out of the rain!** - Pode tirar o cavalinho da chuva!

- **Bird Mary, full of grace** - Ave Maria, cheia de graça.

- **Go comb monkeys!** - Vá pentear macacos!

- **The goalkeeper took a chicken** - O goleiro tomou um frango.

- **The cow went to the swamp!** - A vaca foi pro brejo!

Sugestão 14

Essa Sugestão poderá ser trabalhada em interdisciplinaridade com Educação Física em todas as séries.

Bem antes de virar sinônimo da identidade nacional, futebol foi alvo de disputa de linguagem



O futebol virou uma ferramenta para o brasileiro organizar o seu próprio mundo. O torcedor torna o jogo de bola uma forma de expressão. Temos inúmeras palavras para bola de futebol, tal o valor do esporte em nossa vida cotidiana. O esporte - e a terminologia que ele produz - virou uma arena para as mazelas nacionais. Quando foi introduzido no país por Charles Miller, em 1895, era praticado pelas elites sob o pretexto de ser uma prática ideal à criação de jovens sadios, sempre necessários aos inúmeros esforços de guerra que viriam nos anos seguintes. Sua popularização, ocorrida até o início da década de 30, mudou o cenário do futebol. A linguagem usada no meio e entre torcedores é reflexo da passagem de um esporte de elite para uma prática popular. Não foram poucos os elitistas que tentaram batizá-lo de ludopédio, balípedo ou podosfera. Levaram goleada da população, que define o que gosta, como quer e pode.

A Origem dos Termos

O formato atual do esporte foi organizado na Inglaterra no século 19, e de lá vêm suas palavras fundamentais:

FUTEBOL: O termo talvez seja o anglicismo mais celebrado do Brasil. Veio do inglês *football* (de *foot*, pé + *ball*, bola), literalmente, "bola no pé". Nos Estados Unidos, o *football association*, nome oficial do esporte na Grã-Bretanha, reduziu-se a *soccer* por alteração de (*as*)*soc(iation)* + o sufixo *er*. Em italiano, o nome é *calcio*, coice, pontapé, de *gioco del calcio*, do



latim *calx*, cálcis, calcanhar, pé, pata.



GOL: Do inglês *goal*, objetivo. Além de meta a ser transposta pela bola, é o ponto obtido pela transposição da linha entre as traves verticais e o travessão horizontal. Em Portugal, o ponto é "golo", e a meta, "baliza". "Gol" é capricho brasileiro. O idioma tende a transformar em oxítonas palavras terminadas em *ol* (espanhol, anzol).

GOLEIRO: De "gol" mais o sufixo -eiro, palavra que substitui no Brasil o *goalkeeper* do futebol inglês. É o único jogador de futebol que tem direito de segurar a bola com as mãos, desde de que na grande área de seu campo. Raramente chamado de guarda-metas. Em Portugal, guarda-redes.



TIME: Do inglês, *team*. Grupo de animais ou pessoas (certos jogadores), associadas em uma atividade. Também quadro ou equipe, do francês *équipe*. No futebol inglês, havia *goalkeeper*, *backs*, *half-backs* e cinco *forwards*, fora as subdivisões, como *back* direito, esquerdo; *half* direito e *center-half*. No Brasil, narradores falavam em "golquíper", "beques" e "alfos", em curiosa mistura linguística.



BOLA: Do latim *bullā*, bolha, bola. A de futebol deve ter circunferência de 68 a 71 centímetros e deve pesar de 396 a 453 gramas. Antigamente os locutores esportivos a chamavam de redonda, gorduchinha, menina, couro: "Mata o couro no peito e baixa na terra!". Agora, o espírito rococó ou condoreiro anda sumido, e eles estão mais contidos.

JUIZ: Do latim *judex*, *judicis*, juiz, o que julga. Em inglês, *referee*, juiz, árbitro (de futebol; o de direito é *judge*, *magistrate*). Há anos, narradores esportivos se referiam a ele como "sua senhoria" e "meretíssimo", querendo dizer meritíssimo, de mérito.



PÊNALTI: Do inglês *penalty*, penalidade, proveniente do latim *poenalis*, *poenale*, penal. Castigo máximo por falta feita na grande área e nome do chute dado da distância de 11 metros contra o goleiro, que deve defendê-lo sozinho e não pode sair da linha antes do tiro. Chamado também de penalidade máxima no Brasil e de grande penalidade em Portugal.

ZAGA: Do árabe *zaqa*, pelo espanhol *zaga*, retaguarda de um exército. Chegou ao português aplicada apenas ao futebol, referida à última linha defensiva de uma equipe. Daí, zagueiro: zaga + o sufixo -eiro.

Sugestão 15

Essa sugestão de atividade de poderá ser trabalhada em todas as séries e poderá ser trabalhada até mesmo entre os estudantes.

Study the chart to identify the *kind* of information that is missing, then read the bulletin and complete the spaces.

Name:	John Grimshaw	Shabnam Bonharbin	Tomasz O'Sullivan
Age:	43	34	30
Nationality:	English (or British)	Iranian/British	British
Place of birth:	Newcastle	Isfahan, Iran	London
Went to school in:	Newcastle	Leeds	London
Went to College / university in:	Bradford	Leeds	York
Qualifications:	Teacher-training certificate	BA in music	BA in Music MA in Conducting
Marital status:	Married	single	Single
Place of work	Peterborough	Peterborough	Peterborough
Type of work	Secondary-school music teacher	Concert pianist Piano teacher	Singer Conductor Teacher

**JOHN COLLIER SCHOOL, PETERBOROUGH
– MUSIC DEPARTMENT BULLETIN**

HELLO AND WELCOME TO OUR THREE NEW MEMBERS OF THE MUSIC DEPARTMENT!

John Grimshaw



John Grimshaw is our new secondary school music teacher. He is 43 years old, and is married with a 12-year-old son and a daughter of 10.

John is originally from Newcastle, in the north of England. He lived in Newcastle until he was 18, but then he went to a teacher-training college in Bradford, from 1983 to 1986. He has a teacher-training certificate.

He now lives near Peterborough and he loves our multicultural city. He lives in the village of Netherton and rides his motorbike to work. He plays the organ, and likes classical and rock music.

Shabnam Bonharbin



We are very happy to welcome Ms. Shabnam Bonharbin to the music department.

Shabnam was born in Isfahan, Iran, in 1973, but she came to the UK as a baby and went to school and University in Leeds.

She is completely bilingual (and bi-national!) and has a BA in music.

Shabnam is a concert pianist, but she also teaches piano, harp and organ.

She is also well known in our city for her voluntary work with children with special needs.

Shabnam is not married. She says she hasn't had time, because she teaches from Monday to Saturday and studies on Sundays.

But maybe she will find the time one day!

Tomasz O'Sullivan



Tom was born in London in 1977. He is 30 and single. His mother is from Poland and his father is from Ireland, but Tom is totally British! He speaks Polish, English, French and Italian and also writes songs and sings in those languages.

Tom went to school in London, then he studied opera and conducting at York university. He has a BA in music and an MA in conducting.

He now lives in Ealing with his cat, Oscar. He leads an excellent church choir in Wimbledon, and regularly performs with the Royal Opera. He travels to Peterborough by train three times a week, where he gives singing classes here and leads our school choir.

SITES INTERESSANTES

www.yappr.com (site com diversos tipos de vídeos, tais como: propagandas, humor, celebridades, músicas, natureza, notícias, desenho a animado, esporte, cinema etc.)

www.britishcouncil.org (site conselho Britânico)

www.learnenglish.org.uk (site com diversas atividades auditivas listening, textos gramaticais, testes.

www.monica.com.br (site com tirinhas em inglês e português da Turma da Mônica).

www.sk.com.br (Site sobre aprendizados de línguas e materiais de ensino)

www.novaescola.com.br (Site com sugestões de textos na área, vídeos, filmes etc)

www.manythings.org (Interesting Things for Students)

Caras Assessoras (es) e Professores (as) de Língua Inglesa,

Espero poder contribuir para as nossas atividades apresentando essas sugestões.

As estratégias de leitura é o que mais enfatizamos principalmente na ^a série. Nesses sites vocês encontrarão grandes sugestões, atividades e bons textos.

Coloco-me a sua disposição

Maria da Natividade Glória Ribeiro
Assessora de Currículo de Língua Inglesa.

Palmas-TO, 30 de março de 2010