PLANO DE ESTUDO TUTORADO

1º ANO

Ensino Médio

Regular

Volume 3 - 2021



EDUCAÇÃO

MINAS GERAIS

GOVERNO DIFERENTE. ESTADO EFICIENTE.



PLANO DE ESTUDO TUTORADO

COMPONENTE CURRICULAR: **LÍNGUA INGLESA**
ANO DE ESCOLARIDADE: **1º ANO – EM**
PET VOLUME: **03/2021**
NOME DA ESCOLA:
ESTUDANTE:
TURMA: TURNO:
BIMESTRE: **3º** TOTAL DE SEMANAS:
NÚMERO DE AULAS POR SEMANA: NÚMERO DE AULAS POR MÊS:

GABARITO SEMANA 1

EIXO TEMÁTICO: Recepção e Produção de textos orais e escritos de gêneros textuais variados em língua estrangeira.
TEMA/TÓPICO: Tema 1: Compreensão escrita (leitura) / Tópico 4. Características formais, lexicais e sintáticas de gêneros textuais diferentes.
HABILIDADE(S): 4.1. Reconhecer as características básicas dos vários gêneros textuais.
CONTEÚDOS RELACIONADOS: Simple Present; Description.
INTERDISCIPLINARIDADE: Arte.

TEMA: VISUAL ARTS

Hello, there! Nesta semana, você irá reconhecer diferentes tipos de artes visuais e terá sua sensibilidade estimulada nas singularidades de muitas delas. Study hard!

BREVE APRESENTAÇÃO

Os conceitos principais sobre artes visuais da aula dessa semana estão apresentados na caixa abaixo. Eles serão necessários para você responder às atividades. I wish you a great study time!

The visual arts are art forms that create works that are primarily visual in nature, such as *ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, film making* and *architecture*. These definitions should not be taken too strictly as many artistic disciplines (performing arts, conceptual art, textile arts) involve aspects of the visual arts as well as arts of other types. Also included within the visual arts are the applied arts such as *industrial design, graphic design, fashion design, interior design* and *decorative art*.

Available at https://www.unboundvisualarts.org/what-is-visual-art. Accessed on May 2, 2020.

Referência das atividades, textos, conteúdos e imagens desta semana:

BRAGA, Junia; RACILAN, Marcos; GOMES, Ronaldo. **New Alive High**: ensino médio. São Paulo: Edições SM, 2020. Unit 4: pp. 70-71.

ATIVIDADES

1 – Visual arts are all forms of art which are predominantly visual in their nature. Read a more complete definition of visual arts on "Breve Apresentação". Then, label each picture on the following page using vocabulary from the text.

See an example: **Picture 1: Printmaking**

Picture 2: Drawing
Picture 3: Sculpture
Picture 4: Ceramics
Picture 5: Design/Photography
Picture 6: Painting
Picture 7: Textile Arts

2 – What are your favorite types of visual arts?

PERSONAL ANSWER.
My favorite type of visual arts is painting, because it is away to express the emotions and desires.

3 – Take a look at the pictures of artistic expressions again and write which one(s):



a) require(s) precise manual skills.

Possible Answer: 3, 4, 6, 7

b) use(s) different types of paint.

Possible Answer: 1, 6

c) is/are made of materials such as marble, steel, wood, crochet yarn, stone, glass, bronze, ivory, sand, clay etc.

Possible Answer: 3, 4, 7

d) is/are created mainly with pencil, crayon, pen, ink, chalk, paint, and similar materials.

Possible Answer: 1, 2, 6

e) use(s) digital technologies

Possible Answer: 5

BRAGA, Junia; RACILAN, Marcos; GOMES, Ronaldo. **New Alive High**: ensino médio. São Paulo: Edições SM, 2020. Unit 4: pp. 70-71.

4 – Read the excerpts from Picasso and Van Gogh biographies. Do they mention any of the kinds of art represented in the previous text? If so, what are they?

Yes, they do. The texts mention the words “drawing” and “painting”.

Though he was a relatively poor student, Picasso displayed a prodigious talent for drawing at a very young age. According to legend, his first words were ‘piz, piz,’ his childish attempt at saying ‘lápiz’, the Spanish word for pencil. Available at https://www.biography.com/artist/pablo-picasso. Accessed on May 2, 2020.	Van Gogh began painting with intensity and emotion. The colors in his paintings became more vibrant and bright. He would sometimes apply the paint directly onto the canvas from the tubes leaving the paint thick with rough brush strokes. Sometimes it would take weeks for his paintings to dry because the paint was so thick. Available at http://www.ducksters.com/biography/artists/vincent_van_gogh.php. Accessed on May 2, 2020.

PARA SABER MAIS:

Arts and Entertainment Vocabulary Game. Disponível em: <https://www.englishclub.com/esl-games/vocabulary/cloze-arts.htm>. Acesso em: 24 maio 2021.

Video activity. Disponível em: https://eslvideo.com/quiz.php?id=249

GABARITO SEMANA 2

EIXO TEMÁTICO: Recepção e produção de textos orais e escritos de gêneros textuais variados em língua estrangeira.
TEMA/TÓPICO: Tema 1: Compreensão escrita (leitura) / Tópico: 5. Características lexicais e sintáticas dos tipos textuais.
HABILIDADE(S): 5.1. Reconhecer as características básicas da "exposição".
CONTEÚDOS RELACIONADOS: Simple Past; Talking about past experience.
INTERDISCIPLINARIDADE: Arte.

TEMA: ARTIST BIOGRAPHIES

Hello, there! Nesta semana você conhecerá a história de dois artistas e relacionar experiência individual a seus respectivos trabalhos artísticos. Study hard!

BREVE APRESENTAÇÃO

Você precisará acionar seu conhecimento sobre Simple Past para poder fazer a leitura das biografias e responder às perguntas – information questions, revisando também questions words como "where" (onde), "who" (quem) e "when" (quando) em contexto. I'm sure you'll achieve great success on your plans this week. Have a nice job!

Referência das atividades, textos, conteúdos e imagens desta semana:

BRAGA, Junia; RACILAN, Marcos; GOMES, Ronaldo. **New Alive High**: ensino médio. São Paulo: Edições SM, 2020. Unit 4: pp. 72-74.

ATIVIDADES

Read the texts for the main ideas.

TEXT 1: FLÁVIO ROBERTO TAVARES DE MELO'S BIOGRAPHY

Flávio Roberto Tavares de Melo was born in João Pessoa, Paraíba, Brazil, on February 15, 1950, son and grandson of artists – his grandfather on this father's side, Pedro Damião, was a remarkable photographer and his father, Arnaldo, besides his brilliant career as a doctor, spent his spare time drawing in pen and ink, having illustrated a number of books and produced hundreds of vignettes for local newspaper. As a child, Flávio showed his talent for drawing and painting, and Dr. Arnaldo was his first instructor and since then he has never stopped exercising and experimenting in this artistic branch. He attended the course on painting taught by the artist Raul Córdula, at the Arts Sector of Federal University of Paraíba (UFPB) and when he was 18 years old he started taking lessons from the painter and engraver Hermano José, who, at that time, already enjoyed a high reputation as an artist.



Flávio Roberto Tavares de Melo in front of one of his paintings.

Tavares finished his high school studies and soon afterwards started the course of Sociology, at UFPB, from which he withdrew in the third year to be a full-time artist. He was just a little older than twenty and he had already exhibited his pictures in Recife, Rio de Janeiro and São Paulo where, in 1976, he published his album of drawings, *O Pavão sem Mistérios* (*The Peacock Without Mystery*), introduced by the famous Brazilian cartoon artist Ziraldo. At this time he studied painting in some of the most prestigious American Universities (Yale University, University of Connecticut and Simon Rock College, where he also conducted a workshop), and also in Cayenne (French Guyana). He also took the chance and exhibited his paintings in all these places.

LEGENDA DA IMAGEM: ***Flávio Roberto Tavares de Melo in front of one of his paintings.***

Available at http://flaviotavares.com.br/en/biography/. Accessed on April 11, 2020.

TEXT 2: SAM VERE'S AUTOBIOGRAPHY



Available at https://samvere.myportfolio.com/sv-photography-html-css-web-design. Accessed on May 4, 2020.

About Me

Raised in the beautiful Welsh countryside I developed my love of photography shooting natural landscapes and wildlife around my home at the age of 16. It was around that time that I began studying photography at college where my passion for the art really grew and became a big part of my life. Since then I have moved to Birmingham where I studied Visual Communication at university, naturally I began shooting more urban environments and included more models in my work. I am still based in Birmingham but travel all over for new locations and inspiration, taking my camera with me wherever I go. Please don't hesitate to send me an email if you'd like me to do a shoot for you or if you'd just like to know more about me and my work! LEGENDA DA IMAGEM: ***Sam Vere.***

1 – Based on what you have just read, how can you define a(n) (auto)biography? Write the correct combination of numbers-letters to complete the definitions. Some words may be written twice (2x).

I. biography (2x) **II.** autobiography (2x) **III.** Andrew Morton **IV.** Anne Frank

An **A** autobiography is a history of a person's life written or told by that person. A **B** biography is a history of a person's life written or told by someone else. A famous **C** autobiography is *The Diary of Anne Frank*, by **D** Anne Frank. A famous **E** biography is Diana: Her true story, by F Andrew Morton .

2 – (Auto)Biographies include personal facts and experiences. Read the texts and organize the information about Sam Vere and Flávio Melo. Look at the examples.

Sam Vere	Flávio Melo
was born in the countryside.	*was born in João Pessoa (PB).*
developed his love of photography shooting nature; studied Visual Communication at college; started shooting urban environments; started studying photography after he turned 16; included models in his work; moved to Birmingham.	attended a course on painting at the university; showed his talent as a child; started taking lessons when he turned 18; exhibited his pictures at about 20 years old.

3 – Read the texts again and answer the following questions.

a) Who started his art at an earlier age? How old was he?

Flávio Melo. A child.

b) Who is the youngest artist?

Sam Vere.

c) Which artist started a degree in another area? In what area?

Flávio Melo. Sociology.

d) Where did they have their first experience with their art?

Sam Vere in the Welsh countryside, and Flávio Melo in his hometown, João Pessoa.

e) What did Sam Vere do after he moved to Birmingham and studied Visual Communication?

He started shooting urban environments and included models in his work.

f) When did Flávio Melo publish his drawings?

In 1976.

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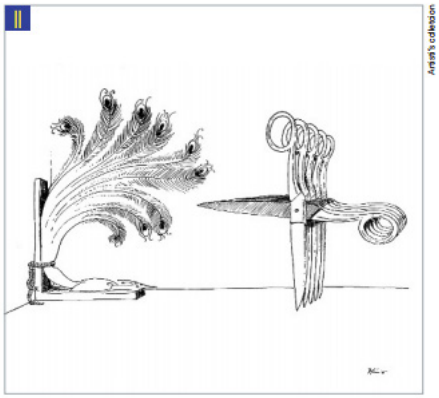
4 – Look at some works below and decide who the authors are. Read the biographies again if necessary.

I



Sam Vere

II



Flávio Melo

III



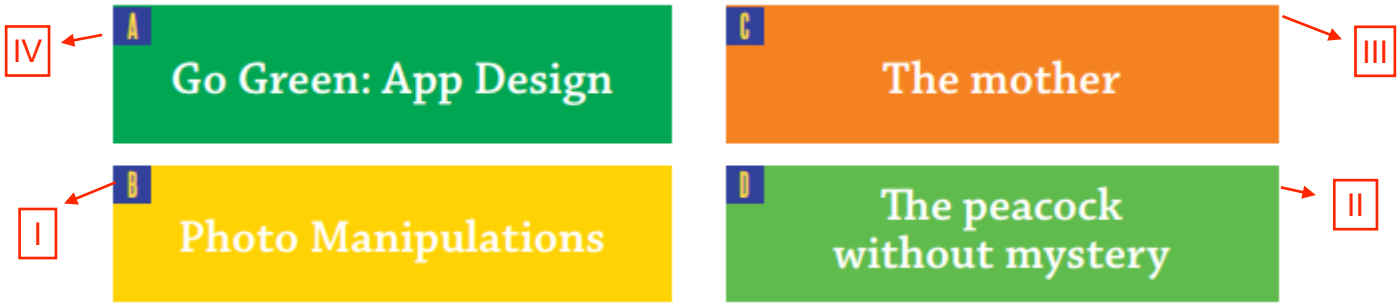
Flávio Melo

IV



Sam Vere

5 – Write the correct combination of numbers–letters to match each piece of work to its title.



A - IV
B - I
C - III
D - II

PARA SABER MAIS:

O que você acha de ler sobre alguém que tem curiosidade e aproveitar para estudar Inglês com uma variedade imensa de práticas? Escolha uma pessoa e dê uma olhadinha! Disponível em: <https://famouspeoplelessons.com/>. Acesso em: 24 maio 2021.

Porque Practice Makes Perfect! Escolha um exercício interativo and go for it. Disponível em: <https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Biographies>. Acesso em: 24 maio 2021.

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GABARITO SEMANA 3

EIXO TEMÁTICO: Recepção e produção de textos orais e escritos de gêneros textuais variados em língua estrangeira.
TEMA/TÓPICO: Tema 1: Compreensão escrita (leitura) / Tópico: 5. Características lexicais e sintáticas dos tipos textuais.
HABILIDADE(S): 5.2. Reconhecer as características básicas da "injunção".
CONTEÚDOS RELACIONADOS: Time expressions; Asking and answering information questions.
INTERDISCIPLINARIDADE: História da arte; Atualidades.

TEMA: NARRATING PAST EVENTS

Hello, there! Nesta semana você praticará o Simple Past na forma afirmativa, negativa e interrogativa. Do your best!

BREVE APRESENTAÇÃO

Você precisará dos conceitos sobre o Simple Past, seus usos e sua estrutura, os quais estão apresentados na primeira atividade desta semana quando, de maneira interativa com os exercícios, você extrairá as definições necessárias.

Lembre-se: para formar o passado de **verbos regulares**, acrescente **-ed** ao verbo, como em "she help**ed** me"; acrescente **-d** aos verbos terminados em **-e**, como em "they dance**d** a lot"; aos verbos terminados em consoante + y, como study, substitua o **-y** por **-i** e acrescente o **-ed** comum aos verbos regulares no passado, como "we stud**ied** hard last week". Já para o passado de verbos irregulares, não se acrescenta o -ed, mas cada verbo assume uma forma distinta, como eat (presente) - ate (passado), go (presente) - went (passado).

Referência das atividades, textos, conteúdos e imagens desta semana:

BRAGA, Junia; RACILAN, Marcos; GOMES, Ronaldo. **New Alive High**: ensino médio. São Paulo: Edições SM, 2020. Unit 4: pp. 76-77.

ATIVIDADES

1 – Read the following excerpts:

I. "As a child, Flávio **showed** his talent for drawing and painting [...]."

II. "[...] in 1976, he **published** his album of drawings."

III. "I **studied** Visual Communication at university [...] and **included** more models in my work."

a) Which of these statements is the correct one?

The words in bold tell us that the actions, states and events happened...	**A** ... at a continuous period of time in the past. **X** ... at a specific time in the past. **C** ... in an undefined time at the past.

We use the **Simple Past** to talk about actions, states, and events that happened and finished at a specific time in the past. Although the time is not necessarily mentioned, it can be imagined by the speaker. When we want to mention the time, we use expressions such as "last week", "yesterday", "in + year", among others.

b) Are the words in bold **regular verbs** or **irregular verbs**? How do you know?

Regular Verbs.
They end in -ed.

c) Are the verbs in sentence **III** formed the same way as the ones in the other examples?

No, they are formed differently.

STUDY —> STUDIED
INCLUDE —> INCLUDED

In the **Simple Past**, **regular verbs** always end in ***-ed, did, not, didn't***.

To make negatives, use **did + not + base form** of the verb. In oral language, we usually use the contracted form **didn't**.

*Flávio Melo **didn't finish** the course of Sociology.*

d) Write the correct combination of numbers-letters and try to infer the rules:

I. showed/published **II.** studied **III.** Included

A. When the verb ends in **consonant + -y**, we rub out **-y** and add **-ied**. STUDIED

B. When the verb ends in **-e**, we just add **-d**. INCLUDED

C. When the verb ends in a **consonant sound**, we add **-ed**. SHOWED/PUBLISHED

I-C
II-A
III-B

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2 – Now, analyze the sentences about Andy Warhol and put the words/phrases in the adequate slot to show how to ask questions:

I. "Why did Warhol paint *Campbell Soup*?"

II. "Did Andy Warhol like tomato soup?"

Available at https://www.askthemonsters.com/the-15-most-popular-questions-about-art/. Accessed on April 11, 2020.

	Question word WH-	Auxiliary Verb	Subject	Base form of the main verb	Object
I	Why	did	Warhol	paint	Campbell Soup
II	X	Did	Andy Warhol	like	tomato soup

DID YOU KNOW?

Andy Warhol (1928-1987) was an American artist [...] who was a leading figure in the visual art movement known as pop art. Some of his best known works include the painting *Campbell's Soup Cans* (1962).

Available at https://en.wikipedia.org/wiki/Andy_Warhol. Accessed on April 11, 2020.

3 – The following answers are related to the texts in "Semana 2". Write questions to the sentences using the words in parentheses.

a) The painter and engraver Hermano José. (Who)

Who did Flávio start taking lessons from?

b) Hundreds of vignettes. (What)

What did Dr Arnaldo produce for a local newspaper?

c) He included more models in his works. (What)

What did Sam do after he moved to Birmingham?

d) In Recife, Rio de Janeiro, and São Paulo. (Where)

Where did Flávio exhibit his pictures?

e) At the age of 16. (When)

When did Sam develop his love of photography?

4 – Pieces of art can cost a lot of money. The more famous a piece of art is, the more money it costs. As other valuable things, pieces of art are stolen more and more. Read the text "How could someone steal a painting from a museum?", by Julia Layton, about the disappearance of Leonardo da Vinci's *Mona Lisa* and replace the letters with the appropriate form of the verbs in the boxes.

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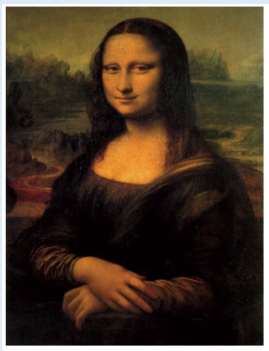
Assume – Call – Disappear

When Leonardo da Vinci's *Mona Lisa* **A** disappeared from the Louvre museum in Paris in 1911, the world was shocked. The theft went undetected for days. Museum staff saw the empty sp ace on the wall and **B** assumed the painting had been moved to the Louvre's restoration center for upkeep. But by the second day, the Louvre **C** called the police.

End – Remove – Use – Walk

The theft of the *Mona Lisa* by museum worker Vincenzo Perugia was brilliant in its simplicity. It's unclear what type of security the museum **D** used at the time, but some facts are known for sure. After Perugia's shift **E** ended on Sunday, he hid in a room. When everyone had gone home, he left his hiding place, took the *Mona Lisa* off the wall, **F** removed it from its frame, stuck the priceless work under his shirt and **G** walked out into the night. [...]

Adapted from Layton, Julia. How could someone steal a painting from a museum? http://people.howstuffworks.com/steal-painting-from-museum.htm. Accessed on May 2, 2020.



Mona Lisa, c. 1503-1506 (oil on panel) by Leonardo da Vinci (1452-1519); 77 × 53 cm (30,3 × 20,8 in). Louvre, Paris (France).

Mona Lisa,c. 1503-1506 (oil on panel)

5 – Find some expressions that can be used to refer to past time in the text. Then, write them below.

* When Leonardo da Vinci's Mona Lisa disappeared from the Louvre museum in Paris in 1911, the world was shocked.

* The theft of the Mona Lisa by museum worker Vincenzo Perugia was brilliant in its simplicity.

* The theft went undetected for days.

* Museum staff saw the empty space on the wall and assumed the painting had been moved to the Louvre's restoration center for upkeep.

PARA SABER MAIS: Estrutura e prática: https://learnenglish.britishcouncil.org/english-grammar-reference/past-simple

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GABARITO SEMANA 4

EIXO TEMÁTICO: Recepção e produção de textos orais e escritos de gêneros textuais variados em língua estrangeira.
TEMA/TÓPICO: Tema 1: Compreensão escrita (leitura) / Tópico: 5. Características lexicais e sintáticas dos tipos textuais.
HABILIDADE(S): 5.3. Reconhecer as características básicas da "descrição".
CONTEÚDOS RELACIONADOS: Talking about routines and habits; Giving Personal Information.
INTERDISCIPLINARIDADE: História da Arte; Literatura Brasileira.

TEMA: PREPOSITIONS

Hello, there! Nesta semana, você irá identificar como as preposições ocorrem em contexto. Study hard!

BREVE APRESENTAÇÃO

O conteúdo explicativo sobre preposições é apresentado junto aos exercícios. Boas descobertas!

Referência das atividades, textos, conteúdos e imagens desta semana:

BRAGA, Junia; RACILAN, Marcos; GOMES, Ronaldo. **New Alive High**: ensino médio. São Paulo: Edições SM, 2020. Unit 4: pp. 78-79.

ATIVIDADES

1 – Read the statements below and pay special attention to the words in bold.

I. "Flávio [...] Melo was born [...] **on** February 15, 1950."

II. "Tavares [...] withdrew [the course of Sociology] **in** the third year to be a full-time artist."

III. "[...] **in** 1976, he published his album of drawings."

IV. "*Hermano José*, who, **at** that time, already enjoyed a high reputation as an artist [...]."

V. "**At** this time he studied painting in some of the most prestigious American Universities [...]."

VI. "I developed my love of photography [...] **at** the age of 16."

We use the preposition of time ***on*** for complete dates or days of the week; we use ***in*** to talk about periods of time like a month or a year; and we use ***at*** to refer to a specific point in time.

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2 – *Whose bio is it?* Replace the letters with the preposition **in**, **on** or **at** to complete these short biographies.

I Artist, painter, born **A**__in__ 1853 in Zundert, Netherlands. His famous works include *Starry Night*, *The Bedroom*, *Irises*, *Sunflowers*. **B**__at__ a young age, he was melancholy – he shared the name and birthdate with his dead brother. He died **C**__on__ July 29, 1890. (Post-Impressionism)

II Artist, inventor, scientist born **D**__on__ April 15, 1452, in Vinci, Italy. **E**__at__ the age of 20, he was already recognized as a master artist. He died **F**__in__ 1519 in Amboise, Kingdom of France. His famous works were *Mona Lisa*, *The Last Supper*, *The Vitruvian Man*. (High Renaissance)

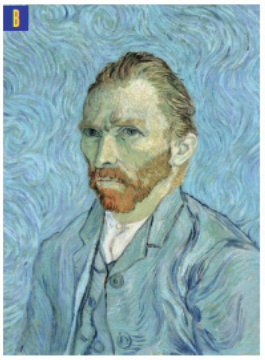
III Poet, journalist, born **G**__on__ Oct. 31, 1902, Itabira, Brazil – died **H**__on__ Aug. 17, 1987. The first of his numerous collections of poetry, *Alguma poesia* (*Some Poetry*), written **I**__in__ 1930, demonstrates both his affinity with the Modernist movement and his own strong poetic personality. (Modernism)

3 – Write the correct combination of numbers–letters to match each biography to the correct notable person.

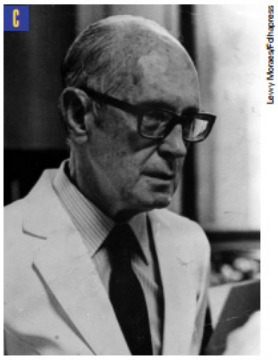
A - I
B - II
C - III



Leonardo da Vinci, engraved portrait by J. Posselwhite, 1835. 68,5 × 88,9 cm (27 × 35 in).



Self portrait, oil on canvas by Vincent van Gogh, 1889. 65 × 54,5 cm (25.59 × 21.45 in).



Carlos Drummond de Andrade, 1982.

4 – Now, study these excerpts from the texts in "Semana 2":

I. "Flávio [...] Melo was born **in** João Pessoa, Paraíba, Brazil [...]."

II. "He attended the course on painting [...] **at** the Arts Sector of Federal University of Paraíba."

III. "[...] he studied painting **in** some of the most prestigious American Universities, and also **in** Cayenne. He also took the chance and exhibited his paintings **in** all these places."

IV. "Raised **in** the beautiful Welsh countryside [...]."

V. "I began studying photography **at** college."

VI. "I [...] included more models **in** my works."

In these contexts, the prepositions *in* and *at* indicate:

We use **in** to talk about a general location, while **at** refers to a more specific place or point of reference.

a. time

b. location

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5 – Read the excerpts on the Modern Art Week and replace the numbers with a preposition (*in*, *on* or *at*), and the capital letters with the appropriate Past Simple form of the verbs in parentheses.

Modern Art Week, a cultural festival held at São Paulo's Teatro Municipal on 13, 15, and 17 February 1922. The young women and men who produced and participated in this three-day series of concerts, readings, lectures, dances, and exhibitions of art were self-consciously declaring their cultural independence from traditional forms and styles, and announcing the arrival of Brazilian modernism.

Available at https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/modern-art-week. Accessed on August 19, 2020.

Modern Art Week was intended to announce the São Paulo avant-garde's break with earlier art. The exhibition of art included works by the sculptor Victor Brecheret, who returned to Brazil from Rome in 1919, paintings by Anita Malfatti, completed during her time in Berlin and New York, and Di Cavalcanti, along with numerous other painters, sculptors, and architects. One of the other painters who would play a significant role in the development of Brazilian modernism was Tarsila do Amaral. The Semana was conceived as a reaction against the official academic art and literature. [...] at the time of the Semana, São Paulo was one of the fastest growing cities in Brazil.

Available at https://www.khanacademy.org/humanities/art-1010/latin-america-modernism/brazilian-modernism/a/the-origins-of-modern-art-inso-paulo-an-introduction. Accessed on August 19, 2020.

The group that took part in the Week, contrary to their initial intentions, did not/didn't remain a unified movement. A number of separate groups split off, and the original core members had separated by 1929.

Available at https://en.wikipedia.org/wiki/Modern_Art_Week. Accessed on August 19, 2020.

Oswald de Andrade and the Anthropophagics [cannibals] believed that they should subsume influences from abroad but turn them into a uniquely Brazilian art form. [...] in opposition to the Anthropophagics were the Nationalists, who rejected international influences. Many of the Nationalist modernists were actively engaged in politics. The leader of the school, the writer Plínio Salgado, went on to become a political figure and lead a failed coup against President Getúlio Vargas.

Available at https://library.brown.edu/create/fivecenturiesofchange/chapters/chapter-5/modern-art-week-and-the-rise-of-brazilian-modernism/. Accessed on August 19, 2020.

PARA SABER MAIS:

Game in video. Disponível em: <https://www.youtube.com/watch?v=f2MkzbUpt-c>. Acesso em: 24 maio 2021.

Prepositions with The Hunger Games. Disponível em: <https://eslvideo.com/quiz.php?id=20828>. Acesso em: 24 maio 2021.

Where are my things? Disponível em: <https://eslvideo.com/quiz.php?id=17367>. Acesso em: 24 maio 2021.

GABARITO SEMANA 5

EIXO TEMÁTICO: Recepção e produção de textos orais e escritos de gêneros textuais variados em língua estrangeira.
TEMA/TÓPICO: Tema 1: Compreensão escrita (leitura) / Tópico: 5. Características lexicais e sintáticas dos tipos textuais.
HABILIDADE(S): 5.4. Reconhecer as características básicas da "narração".
CONTEÚDOS RELACIONADOS: Giving advice; Modal Verbs.
INTERDISCIPLINARIDADE: Segurança cibernética.

TEMA: CYBER SAFETY TIPS

Hello, there! Você sabe como manter sua segurança e privacidade online? Nesta semana, você conhecerá algumas dicas sobre isso. All the best in your studies!

BREVE APRESENTAÇÃO

Você verá como dar dicas e sugestões com o uso do Imperativo. Por meio do texto, você se recordará de como usá-lo e colocá-lo em prática no último exercício.

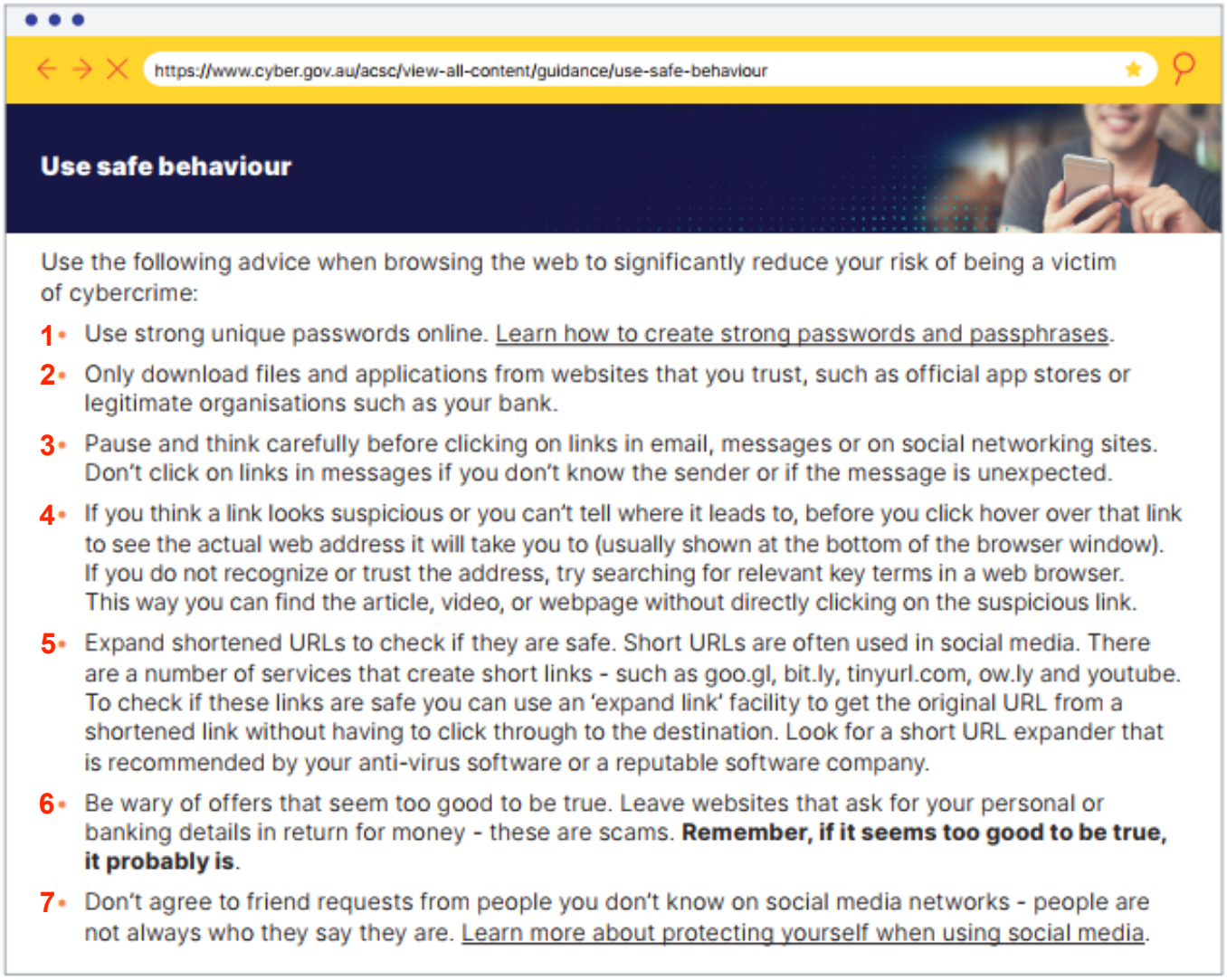
ATIVIDADES

1 – Do you know how to protect yourself against potential online danger? What do you do?

I use Strong Passwords, when I create a password, I choose something that will not be easily cracked or decoded. It is important to never use a word or number that someone can associate with you such as a first, middle, or last name, a spouse or child's name, address, phone numbers, employers, or other identifying letters or numbers. Mix up the letters and numbers used in your password and use symbols and a combination of upper and lowercase numbers when possible in order to protect yourself from online security breaches. It might be necessary to change your passwords a few times each year.

Eu uso senhas fortes, quando crio uma senha, eu escolho algo que não será facilmente quebrado ou decodificado. É importante nunca usar uma palavra ou número que alguém possa associar a você, como nome, nome do meio ou sobrenome, nome do cônjuge ou filho, endereço, números de telefone, empregadores ou outras letras ou números de identificação. Misture as letras e números usados em sua senha e use símbolos e uma combinação de números maiúsculos e minúsculos quando possível para se proteger de violações de segurança online. Pode ser necessário alterar suas senhas algumas vezes por ano.

Read the article below and find out how safely you are browsing the Web.



https://www.cyber.gov.au/acsc/view-all-content/guidance/use-safe-behaviour

Use safe behaviour

Use the following advice when browsing the web to significantly reduce your risk of being a victim of cybercrime:

1. Use strong unique passwords online. Learn how to create strong passwords and passphrases.
2. Only download files and applications from websites that you trust, such as official app stores or legitimate organisations such as your bank.
3. Pause and think carefully before clicking on links in email, messages or on social networking sites. Don't click on links in messages if you don't know the sender or if the message is unexpected.
4. If you think a link looks suspicious or you can't tell where it leads to, before you click hover over that link to see the actual web address it will take you to (usually shown at the bottom of the browser window). If you do not recognize or trust the address, try searching for relevant key terms in a web browser. This way you can find the article, video, or webpage without directly clicking on the suspicious link.
5. Expand shortened URLs to check if they are safe. Short URLs are often used in social media. There are a number of services that create short links - such as goo.gl, bit.ly, tinyurl.com, ow.ly and youtube. To check if these links are safe you can use an 'expand link' facility to get the original URL from a shortened link without having to click through to the destination. Look for a short URL expander that is recommended by your anti-virus software or a reputable software company.
6. Be wary of offers that seem too good to be true. Leave websites that ask for your personal or banking details in return for money - these are scams. **Remember, if it seems too good to be true, it probably is**.
7. Don't agree to friend requests from people you don't know on social media networks - people are not always who they say they are. Learn more about protecting yourself when using social media.

Available at https://www.cyber.gov.au/acsc/view-all-content/guidance/use-safe-behaviour. Accessed on September 19, 2020.

Adapted from https://www.cyber.gov.au/acsc/view-all-content/guidance/use-safe-behaviour. Accessed on April 7, 2020.

2 – Circle the options which refer to the functions of the tips in the text.

a) advice.
b) orders.
c) suggestions.
d) instructions.
e) recommendations.
f) warnings.

3 – Find in the text a word for each definition below and write them.

a) A software used to find and read information on the Web: Browser
b) Real or existing: Actual
c) A fraud: Scam
d) Unusual: Unique
e) Top lace a pointer over an area of a screen without clicking: Hover

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4 – Which tip summarizes each one of the paragraphs in the text? Write the answer.

(1) a) Always use a strong password. Use strong unique passwords online. Learn how to create strong passwords and passphrases.

(2) b) Avoid downloading files you cannot trust. Only download files and applications from websites that you trust, such as official app stores or legitimate organisations such as your bank.

(7) c) Don't accept strangers as friends on social media. Don't agree to friend requests from people you don't know on social media networks - people are not always who they say they are.

(3) d) Don't open a link if you are not sure it is safe. Pause and think carefully before clicking on links in email, messages or on social networking sites.

(5) e) Expand links to identify if they are safe. Expand shortened URLs to check if they are safe. Short URLs are often used in social media.

(4) f) Hover over to identify the Internet address. If you think a link looks suspicious or you can't tell where it leads to, before you click hover over that link to see the actual web address it will take you to .

(6) g) Never give your banking information to strangers. Be wary of offers that seem too good to be true. Leave websites that ask for your personal or banking details in return for money - these are scams.

5 – Read the following problems. What advice would you give to these students?

a) My friend and I said some bad things about another girl on Twitter and she found out. We didn't mean for her to see it – were we wrong? [...]

I think so, and here's why. As soon as you post something online, you give up control of where it goes and who sees it. Even if the girl doesn't have a Twitter account, she can still see what was written about her.

Eu acho que sim, e aqui está o porquê. Assim que você posta algo online, você desiste do controle de para onde vai e de quem o vê. Mesmo que a menina não tenha uma conta no Twitter, ela ainda pode ver o que foi escrito sobre ela.

b) Some girls are sending me mean texts and Facebook messages. I don't respond, but it's starting to hurt. What do I do? [...] This is a really tough situation, certainly, and I commend you for NOT writing back or retaliating. Often, that is our first instinct, when, in fact, it can make the bullying worse. One of the most immediate things you can do it take some time away from the social media, phone, etc.

Esta é uma situação realmente difícil, certamente, e eu o elogio por NÃO responder ou retaliar. Muitas vezes, esse é nosso primeiro instinto, quando, na verdade, pode piorar o bullying. Uma das coisas mais imediatas que você pode fazer é tirar algum tempo das redes sociais, etc.

c) My gf constantly wants to go through my phone and when I tell her no she thinks I'm hiding something. She has the passwords to both my Facebook and Myspace and goes through them everyday. If I change them she says I'm hiding something and makes me give her the new ones or threatens to leave and says she doesn't trust me if she doesn't have them. What should I do? [...]

Although your girlfriend may not be aware of it, her behavior is a form of emotional abuse. A relationship is a partnership. You do not belong to her and therefore it is really important for her to demonstrate that she trusts you. If she is not willing to think about doing things differently, you may want to think about whether or not you want to be in a relationship with someone who does not respect your personal space.

Embora sua namorada possa não estar ciente disso, seu comportamento é uma forma de abuso emocional. Um relacionamento é uma parceria. Você não pertence a ela e, portanto, é muito importante que ela demonstre que confia em você. Se ela não estiver disposta a pensar em fazer as coisas de maneira diferente, você pode pensar se deseja ou não ter um relacionamento com alguém que não respeita seu espaço pessoal.

A. Ways to give advice. Disponível em: <https://englishlive.ef.com/blog/english-in-the-real-world/5-simple-ways-give-advice-english/>. Acesso em: 24 maio 2021.

B.Expressions to give advice. Disponível em: <https://www.englishclub.com/vocabulary/fl-giving-advice.htm; https://www.myenglishpages.com/english/communication-lesson-advice.php>. Acesso em: 24 maio 2021.

C. Video and Speaking activity. Disponível em: <https://learnenglish.britishcouncil.org/skills/speaking/upper-intermediate-b2/giving-advice>. Acesso em: 24 maio 2021.

D. Interactive Practice. Disponível em: <https://www.cambridgeenglish.org/learning-english/activities-for-learners/a2w003-giving-advice-to-a-friend>. Acesso em: 24 maio 2021.

Referência das atividades, textos, conteúdos e imagens desta semana:

BRAGA, Junia; RACILAN, Marcos; GOMES, Ronaldo. **New Alive High**: ensino médio. São Paulo: Edições SM, 2020. Unit 3: pp. 58-60.

GABARITO SEMANA 6

EIXO TEMÁTICO: Recepção e produção de textos orais e escritos de gêneros textuais variados em língua estrangeira.
TEMA/TÓPICO: Tema 1: Compreensão escrita (leitura) / Tópico: 7. Inferências na compreensão do texto escrito de gêneros textuais diferentes.
HABILIDADE(S): 7.1 Inferir o significado de palavras e expressões desconhecidas com base na temática do texto, no uso do contexto e no conhecimento adquirido de regras gramaticais e de aspectos lexicais.
CONTEÚDOS RELACIONADOS: Imperative form.
INTERDISCIPLINARIDADE: Ética nas redes ou Netiquette.

TEMA: ONGOING EVENTS

Hello, there! Nessa semana, você revisará de dois tempos verbais e irá se aprofundar no uso do Present Continuous. Study hard!

BREVE APRESENTAÇÃO

O Present Continuous será apresentado a seguir com caixa explicativa e em contexto.

Referência das atividades, textos, conteúdos e imagens desta semana:

BRAGA, Junia; RACILAN, Marcos; GOMES, Ronaldo. **New Alive High**: ensino médio. São Paulo: Edições SM, 2020. Unit 3: p. 61,64.

ATIVIDADES

1 – Read the following cartoon.



a) What message does the cartoon convey?

People may not be who they say they are, and you can be fooled into meeting someone who is not who they say they are.
As pessoas podem não ser quem dizem ser, e você pode ser enganado e conhecer alguém que não é quem dizem ser.

b) What advice would you give to the Three Little Pigs?

You have to be cautious about sharing information online.

Você deve ter cuidado ao compartilhar informações online.

c) In what ways does the cartoon criticize people who use the Internet? Do you agree?

It assumes people may lie about their identities online and that one is a fool to trust them. / Personal answer.

Supõe que as pessoas podem mentir sobre suas identidades online e que alguém é um tolo por confiar nelas./Resposta pessoal.

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2 – Read the following sentences and answer the questions.

I. "It is **getting better** all the time" (Obama's tweet)
II. I am careful when **I am browsing** the Web.
III. "Only download files and applications from websites that you **trust**". ("Use safe behaviour")
IV. Is social media **changing** the way we communicate?
V. Do you **have** more friends in social network rather than in real life?
VI. My gf **constantly** wants to go through my phone...

a) Which of them present an **action in progress** or a **temporary action**?

I, II, IV

b) Which one refers to a habitual action?

VI

c) Which of them refer or inquire about a general true state?

III, V

3 – Answer the questions: What's on the web?

PERSONAL ANSWERS

a) What is currently going on in your social networks?

People are talking about the Olympic Games, results, athletes, medals etc.

b) What are people discussing on Facebook this week?

People are discussing about the results of the Olympic Games.

c) What are people tweeting today?

People are tweeting about the return of the printed vote.

d) What videos are people sharing this week?

They are sharing videos about the Olympic Games.

e) What games are you playing on your cell phone?

I am playing free fire on my cell phone.

f) What online resources are students using this week to learn English?

I am using my cell phone to translate some text and online dictionaries.

g) What kind of memes are you sharing?

I am sharing memes about Olympic Athletes mistakes.

h) Who are you interacting the most with?

I am interacting the most with my classmates.

LET'S REMEMBER

To form the Simple Present, add **–s** (**–es** or **–ies**) to the verb for **he**, **she**, and **it**.
To make the negative, use **doesn't** for **he**, **she**, and **it** and **don't** for **I**, **you**, **we**, and **they**.
To ask questions, use **does** when the subject is **he/she/it** and **do** when the subject is **I/you/we/they**.

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4 – Look at the image below and answer the following questions.



Available at https://www.k12k.com/apps/pages/index.jsp?uREC_ID=416052&type=d&pREC_ID=908919. Accessed on 7 April, 2020.

a) Which social media are represented in the picture?

Twitter, Facebook, Linkedin, Pinterest, YouTube, WhatsApp and Facebook Messenger.

b) Which of those social media do you use most often?

Personal Answer.

c) Based on the questions, give four recommendations to users of at least three different social media. See an example.

K = *Is it kind?* Don't post aggressive messages**.**

N= Is it necessary? Don't post irrelevant or nonsense messages.
H= Is it helpful? Don't post helpless information.
T= Is it true? Don't post fake news if you don't know the source.

PARA SABER MAIS: A. Netiquette for teens: http://edtech2.boisestate.edu/weltys/502/netiquette.html B. The Ten Commandments of Computer Ethics: <https://www.educationworld.com/a_tech/tech/tech055.shtml> C. Tips for Kids: shorturl.at/krNO0 D. Present Continuous Game: <https://www.youtube.com/watch?v=VaDS09_FJpY> & <https://www.mes-games.com/verbs1.php>. Interactive: <https://learnenglishkids.britishcouncil.org/grammar-practice/present-simple-and-present-continuous>. Acesso em: 24 maio 2021.

Despedida: Chegamos ao final de mais um ciclo. Que você tenha todo foco e estratégia para tirar o melhor de si mesmo sempre! Hugs.