

SP FAZ ESCOLA

CADERNO DO PROFESSOR

LÍNGUA ESTRANGEIRA MODERNA

ENSINO FUNDAMENTAL

VOLUME 2

Governo do Estado de São Paulo

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SP FAZ ESCOLA

CADERNO DO PROFESSOR

LÍNGUA ESTRANGEIRA MODERNA – 6º ano

ENSINO FUNDAMENTAL

VOLUME 2

TEACHER'S LEARNING GUIDE- 2020

6º ano – 2º Volume

This Volume has activities to be developed during the second bimester from the school year. You will find in the box below explanations about the approach/methodology adopted in the *Currículo Paulista* as well as the skills/abilities needed to be reached by students aligned to *Base Nacional Comum Curricular*. On the sequence there is the Student's Learning Guide with directions in each activity, however the teacher can add or adjust the activities according to the needs of the group, nevertheless it is necessary to attend the proposals abilities for the grade/school year. The Student's Learning Guide helps pupils follow their learning process.

By the end of the lesson(s), you will be better able to:

Culture/Content/Cognition (Learning Outcomes)

- Identify vertebrate animals and invertebrate animals;
- Compare similarities among animal shelters and human shelters;
- Identify living beings and no-living things;
- Describe some basic needs required for living beings to survive;
- Indicate the importance of each basic needs;
- Describe living beings and its basic conditions for living.

Communication

Language of learning: (Key Vocabulary)

- Vertebrate animal, invertebrate animal
- Shelter, forest
- Carnivore, mammal, monogamous
- Turtle, insects, flatworm, snail, slug, Ladybug, penguin, kangaroo, joey, caterpillar, flower, plant, tree, toucan, once
- Human, animal, organism, mammal, birds, fishes, reptiles, amphibian, insects, living beings, non-living things
- House, motorhome, shell, apartment, home, house, forest, tent, field, road, nest
- Objects, clothes, minerals, pencil, blouse, book, boots, journal
- Water, food, air, sunlight, temperature, oxygen, carbon dioxide, source of energy, fruits, meat
- Born, grow, reproduce, die, survive, need

Language for Learning: (Functions & Structures)

- The fish is a vertebrate animal.
- The worm is an invertebrate animal.
- I live in a house/ I live in an apartment.
- Where does your aunt live?
- She lives in a house.
- My aunt's home is a house.
- I like tigers, their fur is beautiful.
- The common name of my animal is Siberian tiger.
- Its scientific name is Panthera tigris tigris.
- It is a mammal.
- It eats meat.

Language through Learning (Incidental & Revisited (Recycled) Language During the Lesson)

- Cold, temperate, tropical, humid summer, dry winter, polar
- Tropical
- Omnivores
- Herbivores
- Furniture
- Small animals
- Beautiful, ugly

	<ul style="list-style-type: none"> • Its average life in the wild is <u>15 years.</u> • Its size is <u>3 meters.</u> • It can weight up to <u>320kg.</u> • This living organism is a <u>macaw.</u> • Its body is covered by <u>feathers.</u> • It has <u>two</u> legs for movement. • It can <u>walk</u> and <u>fly.</u> • The <u>macaw</u> lives <u>in forests.</u> • It likes to eat <u>fruits.</u> • One curiosity about it is that <u>macaws have only one single partner in their lives.</u> 	
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Instruments for Assessment
(how you will measure if outcomes met)

If you successfully differentiate invertebrate animals from vertebrate animals by saying the main characteristic of them;
 If you successfully relate animal and humans shelters as a way of protection;
 If you successfully ask interview your colleagues about shelter;
 If you successfully use the genitive case to express possession;
 If you successfully differentiate living beings and non-living things;
 If you successfully indicate basic needs required for living beings to survive;
 If you successfully present a Brazilian animal by using the frames;
 If you successfully make a journal to describe a living being.

Adapted from a Lesson Plan Template from Arizona State University (2019)

The template above contains some concepts taken from Content and Language Integrated Learning – CLIL. It is an approach or method, which integrates the teaching of content from the curriculum with the teaching of a non-native language. CLIL sometimes is referred to ‘4 Cs’ as components:

Culture - The role of culture, understanding ourselves and other cultures is an important part of CLIL approach. We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship.

Content - CLIL develops cross-curricular links among different subjects. Teachers need to analyse content for its language demands and to present content in an understandable way.

Cognition - CLIL promotes cognitive or thinking skills, which challenge learners. These skills include reasoning, creative thinking and evaluating. Teachers need to analyse thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas.

Communication - Learners have to produce subject language in both oral and written forms. Students need to be encouraged to participate in meaningful interaction in the classroom.

There are three parts on Student’s Learning Guide:

1. “Culture/Content/Cognition (Learning Outcomes)” indicates teaching aims that will be developed by students. In the cognitive process students will develop aims to integrate culture, content and communication .
2. “Communication” follow the idea from Michael Halliday(1976) that identifies three major simultaneous relationships between language and learning.
 - Language OF learning uses language coming from the content areas such as science or social studies. It involves the type of discourse used by experts such as mathematicians, historians, and scientists. This can be modeled, collaboratively constructed, and finally used independently through a gradual release of responsibility sequence (Fisher and Frey, 2013; Gibbons, 2009). This includes vocabulary.
 - Language FOR learning identifies the purpose for using the language. These are language functions such as speech acts used in comparing, summarizing, describing concepts and processes. They can be introduced in the form of sentence frames (i.e., It is in.... / If ..., then,...) (Kinsella, 2013; Shafer Willner, 2013).
 - Language THROUGH learning is developed on demand, within the learning task. This type of language is supported within dialogic, academic conversations because it is recycled, practiced, and becomes more precise the more it is used (Zwiers, 2014).
3. “Instruments for Assessment” this part, suggests a different focus of assessment on areas of subject content and on communication skills, cognitive skills and practical skills. Teachers need to put learners at the center of the process and to find out what standards are achievable when they study subject content in non-native language. It is important to make sure your objectives, learning activities, and assessment indicators are aligned. You assess the learning objectives, not the activities.

Base Nacional Comum Curricular - Língua Inglesa – Currículo Paulista
Habilidades

(EF06LI03) Solicitar esclarecimentos em língua inglesa sobre o que não entendeu e o significado de palavras ou expressões desconhecidas.

(EF06LI18) Reconhecer semelhanças e diferenças na pronúncia de palavras da língua inglesa e da língua materna e/ou outras línguas conhecidas.

Base Nacional Comum Curricular - Ciências – Currículo Paulista
Habilidades

(EG06CI09) Concluir, com base na observação de situações do cotidiano ou reproduzidas em vídeo, que a estrutura, a sustentação e a movimentação de seres vertebrados resultam da interação entre os sistemas muscular, ósseo e nervoso.



Adaptação Curricular para o estudante Surdo

Olá, professor! Este material traz sugestões de adaptações curriculares para o desenvolvimento das atividades para os alunos Surdos.

As adaptações estão identificadas em caixas de texto com títulos azuis e um ícone criado para este material que representa as identidades surdas, pois neste universo, temos estudantes que são seres individuais e compartilham da Língua de Sinais para se comunicarem e também adquirir uma segunda língua, neste caso, a Língua Inglesa.

Quando pensamos em adaptação curricular é necessário ter em mente que são ajustes realizados no plano de aula quanto ao objetivo, metodologia e avaliação. Ao preparar a aula, precisa-se de uma intencionalidade do professor para a turma e outra para o estudante com deficiência.

Diante disso, vamos refletir sobre um possível caminho a percorrer quando nos referimos ao ensino de língua estrangeira para estudantes Surdos:

- Peça ao estudante que providencie um caderno para ser utilizado como banco de palavras.
- Converse com o interlocutor sobre a função deste caderno. Durante as aulas, o interlocutor, orientado pelo professor, auxiliará o estudante na construção do conceito (significado e significante) de cada vocábulo em língua estrangeira, sendo registrado no banco de palavras, que ao longo do ano será utilizado como fonte de consulta para a realização de atividades.
- Defina qual será o vocabulário enfatizado durante a aula. Separe o vocabulário por classe gramatical, a princípio inicie com substantivos e verbos e com o passar do tempo inclua as demais de acordo com a sua intencionalidade, pronomes, adjetivos, advérbios e numerais, (Cabe pontuar que em Libras usa-se poucas conjunções, preposições e artigos, pois estão incorporados às palavras que se referem).
- Ao longo da aula, defina com o estudante e o interlocutor uma cor para a classe gramatical que estará em estudo, pois será utilizada no decorrer das aulas subsequentes.
- O estudante deverá pintar a palavra, o interlocutor fará a construção em libras do significado do vocábulo e só então a palavra nova irá para o banco de palavras do estudante.
- O segredo não é pintar muitas palavras ou todas de determinada classe gramatical em um único dia, mas a qualidade da discussão e construção do significado, para isso, utilize recursos visuais, vídeos, imagens e ou simulações de cenas teatrais com a participação dos estudantes ouvintes promovendo o engajamento do estudante surdo. Estimamos que se o estudante se apropriar de cinco (5) palavras em uma aula, ao longo de um bimestre, dezesseis (16) aulas, serão oitenta palavras (80), que ao longo do ano se tornarão duzentas e quarenta (240). Depois que ele se apropriar deste movimento, o céu será o limite. Esta estratégia pode ser utilizada com a turma toda!
- Quando a palavra já estudada aparecer em aulas posteriores, não deverá ser pintada, mas consultada no banco de palavras e neste momento é hora de verificar se houve a apropriação do vocabulário.
- Por fim, COMEMORE com seu estudante cada conquista! Eleve a autoestima dele construindo laços de afetividade. Desta forma, o aprender será prazeroso e permanente, pois o que toca a emoção, negativamente ou positivamente é perpetuado. Acesse o link abaixo para entender um pouco mais:

<https://youtu.be/-zsQgpZS-Oc> (Adaptação Curricular) - <https://youtu.be/ZXFJ-QarZPo> (Inglês para o estudante surdo)



ACTIVITY 1

Activity 1

- Ask students to read the text about vertebrates and invertebrates to understand the theme.
- Ask students, by observing the images of vertebrate animals, to fill in the spaces according to each animal's classification: mammals, birds, fish, reptiles and amphibians, writing the names of two animals according to the figures in each classification.
- Ask students to complete the visual organizer with the name of the animals, considering their classification into vertebrate or invertebrate animals.
- Ask students to write sentences with the vocabulary they have learned in the previous activities, following the model of the structure given in the activity to be developed.

Curricular Adaptation - Activity 1



- Teacher, ask the interpreter to signal your voice **all the time**. That way, give the interpreter a copy of the text previously;
- Select with the interpreter the keywords the students will learn to contribute the understanding and construction of the frames later;
- Ask the interpreter to construct with the deaf students the meaning of each word in sign language, also ask the students to show what they understood about it. Remember using the classifiers and give examples for the explanation to be clear.
- After that, ask students to add the new words to the word bank notebook and use it to do the activities below.

Activity 1

- Have you ever heard the terms “vertebrates and invertebrates”? Read the text to understand what these terms means:

There are two main groups of animals: vertebrates and invertebrates.

Vertebrate animals have a backbone or spinal column, for example humans, birds, and snakes.



Invertebrate animals do not have backbone or spinal column, for example insects, flatworms and slugs.



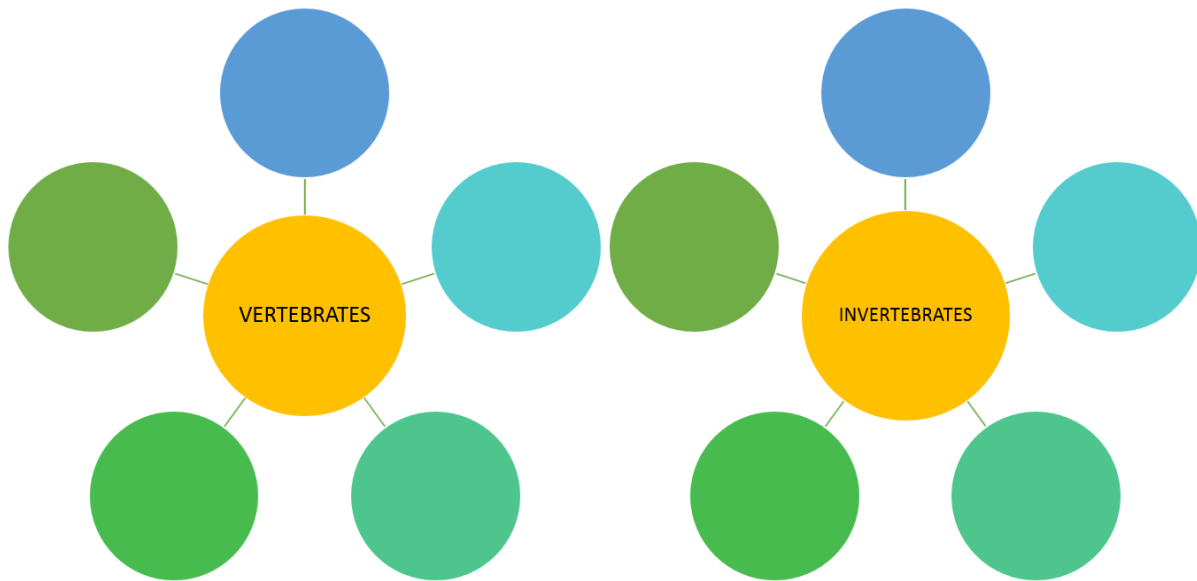
Images: Pixabay

- b) Do you know the animals below? They are vertebrates. There are five classes of them: mammals, birds, fishes, reptiles and amphibians. Write the names of two animals according to the pictures for each classification.

ANIMAL CLASSIFICATION				
				
				
Mammals	Birds	Fishes	Reptiles	
_____	_____	_____	_____	
OWL – MACAW – BEAR – TIGER LIZARD – ALLIGATOR – FROG – SHARK				Amphibian _____ _____

Images: Pixabay

c) Now, complete the visual organizer with the name of animals considering each classification:



d) Make sentences using what you learned in the previous activities. Follow the example:

The fish is a vertebrate animal.

The slug is an invertebrate animal.

1. _____
2. _____
3. _____
4. _____
5. _____



ACTIVITY 2

Base Nacional Comum Curricular - Língua Inglesa – Currículo Paulista

Habilidades

(EF06LI03) Solicitar esclarecimentos em língua inglesa sobre o que não entendeu e o significado de palavras ou expressões desconhecidas.

(EF06LI18) Reconhecer semelhanças e diferenças na pronúncia de palavras da língua inglesa e da língua materna e/ou outras línguas conhecidas.

(EF06LI22) Descrever relações por meio do uso de apóstrofo (') + s.

(EF06LI23) Empregar, de forma inteligível, os adjetivos possessivos.

Base Nacional Comum Curricular - Ciências – Currículo Paulista

Habilidades

(EF02CI04) Observar e descrever características de plantas e animais (tamanho, forma, cor, fase da vida e local onde se desenvolvem) que fazem parte de seu cotidiano e relacioná-las ao ambiente em que vivem.

Activity 2

- Ask students to read both texts paying attention to the underlined words and expressions. Also, ask them to circle the words they don't know.
- Ask students to search on a physical dictionary, or online, for the meaning of the words they have circled in Activity 2a, recording the words in his notebook.
- Ask students to fill in the box according to the underlined words in the texts in Activity 2a. The words represent the genitive case or possessive adjective. The GENITIVE CASE is formed by owner name + answers (s) + some possible adjectives. POSSESSIVE ADJECTIVES show property of something.
- Ask students to mark an X on the images that represent the word "shelter" based on the meaning of that word, according to the online Cambridge Dictionary describing the word "shelter" as a building designed to protect bad weather, danger or attack".
- In groups, ask students to talk to their classmates about where they live and register their answers on their notebooks. This conversation will be needed in the previous exercise. The students can use the model to guide the conversation.
- Ask students to write sentences using the genitive case. Therefore, the students will use the answers given by their colleagues in the previous exercise. Also, there will be a template to guide students.

Curricular Adaptation - Activity 2

- Ask the interpreter to signal your voice **all the time**. So, give the interpreter a copy of the text that is going to be used;
- Ask students to circle the words that are not known;
- Now, it is time to show them the expressions that represent the genitive case; underline the expressions and signal for them that in Brazilian sign language we use the sign OWN or HIS/HER to express that something belongs to someone;
- Remember the chart about possessive adjectives or construct with them, like the model model, in the word bank notebook:

SUBJECTS	POSSESSIVE ADJECTIVES
I	MY
YOU	YOUR
HE	HIS
SHE	HER
IT	ITS
WE	OUR
YOU	YOUR
THEY	THEIR

- Use the text to add new words in the word bank notebook. Don't forget of explain the meaning



of each word and ask students to explain what they understood about the text.

- f) The students need to go back and forward their learning processes to construct knowledge. So, review all classes on their word bank notebooks.
- g) Show the sentences (frames) in the text with genitive case and compare to the possessive adjectives. After that, ask students to do the Activity 2c.
- h) Also, review the WH chart in their word bank notebook. If the students didn't do it, please ask them to make one like the model:

WHY	WHO	WHEN	WHAT	HOW	WHERE
It is the reason something happened.	It is a person.	It is the time.	It is a thing or an action.	It is a number, or the way something is done.	It is a place.
DRAW	DRAW	DRAW	DRAW	DRAW	DRAW
 shorturl.at/rQ356					

Activity 2

- a) Read the texts paying attention to the underlined words and expressions. Also circle the words you don't know.

João de Barro's house is built by the male and the female birds. They make several trips looking for wet clay and straw. Their favorite places to build their nests are tree branches. They take two weeks to build them.

The bird's nest is full of feathers, fur and moss for the female to lay her eggs.



The turtles' shell serve as protection against predators. When the turtle has to protect itself from an animal, it pulls its head and limbs into the shell.

Images from: www.pixabay.com

- b) Search in a dictionary, or the internet, the meaning of the words you circled in Activity 2a and register on your notebook.
- c) The underlined words in the texts represents two different ways of expressing ownership/ possession of something. Complete the chart with the underlined words according the way they are being used.

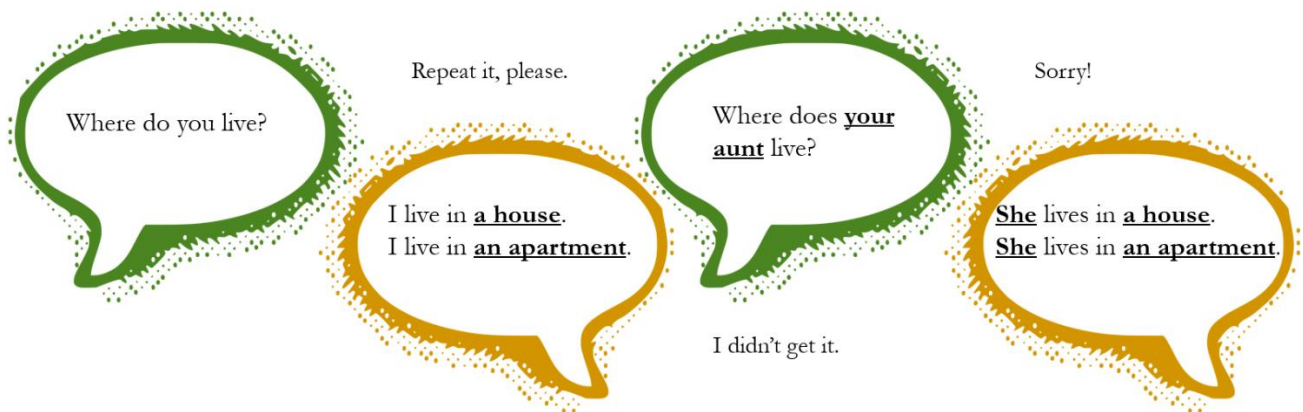
GENITIVE CASE NAME OF THE OWNER + APOSTROPHE ('S) + SOMETHING	POSSESSIVE ADJECTIVES THESE WORDS SHOW OWNERSHIP
The bird's nest	Their nest

- d) According to Cambridge Dictionary online “shelter is a building designed to give protection from bad weather, danger or attack”. Considering that, mark with an X the images in the chart that represents a shelter.



Images: Pixabay

- e) As you could see in the previous exercise, both humans and animals have shelter, or homes. In groups, ask your colleagues about the place where they live and write their answers on your notebook. Follow the example:



- f) Use the answers your colleagues gave you and write sentences using the genitive case. Follow the example:

Colleague's answer: My aunt lives in an apartment.

Genitive case: My aunt's home is an apartment.

1. _____
2. _____
3. _____



ACTIVITY 3

Base Nacional Comum Curricular - Língua Inglesa – Currículo Paulista

Habilidades

(EF06LI03) Solicitar esclarecimentos em língua inglesa sobre o que não entendeu e o significado de palavras ou expressões desconhecidas.

(EF06LI18) Reconhecer semelhanças e diferenças na pronúncia de palavras da língua inglesa e da língua materna e/ou outras línguas conhecidas.

Base Nacional Comum Curricular - Ciências – Currículo Paulista

Habilidades

(EF02CI04) Observar e descrever características de plantas e animais (tamanho, forma, cor, fase da vida e local onde se desenvolvem) que fazem parte de seu cotidiano e relacioná-las ao ambiente em que vivem.

Activity 3

- a. In groups, ask students to research about the type, coverage, procreation and feed of animals, considering the spaces already filled in the chart.
- b. Ask students to compare their charts.

Curricular Adaptation - Activity 3

- a) Ask the interpreter to signal the students' voice **all the time** to promote integration between the hearing students and deaf students.
- b) Ask the interpreter to review the vocabulary with deaf students before Activity 3. If necessary, go back to Activity 1 and show the pictures to them, so they can remember.



Activity 3

- a) The animals have some differences, such as the way they are born, the body coverage, the feed, the way they breathe and how they move. In groups, research these differences according to what is required in the chart below. Follow the model.

CLASS	COVERAGE	PROCREATION	FEED
MAMMALS			
BIRDS			eat leaves, insects, grains

FISHES		born of eggs	
REPTILES			
AMPHIBIAN	skin		

- b) Compare the animals and information you collected with your colleagues.



ACTIVITY 4

Base Nacional Comum Curricular - Língua Inglesa – Currículo Paulista

Habilidades

(EF06LI22) Descrever relações por meio do uso de apóstrofo (') + s.

(EF06LI23) Empregar, de forma inteligível, os adjetivos possessivos.

Base Nacional Comum Curricular - Ciências – Currículo Paulista

Habilidades

(EF02CI04) Observar e descrever características de plantas e animais (tamanho, forma, cor, fase da vida e local onde se desenvolvem) que fazem parte de seu cotidiano e relacioná-las ao ambiente em que vivem.

Activity 4

- Ask students to read the texts carefully, paying attention to the vocabulary and asking questions about the words they don't know.
- Ask students to answer the question based on the first text in Activity 4, concerning about penguins.
- Ask students to read the second text in Activity 4, concerning about kangaroos, and complete the sentences using the adjectives.
- Ask students to write sentences using adjective pronouns to talk with their classmates about the animal they like the most. They can use the information from Activity 4a, if necessary. Also, write a model on the board to assist them.

Curricular Adaptation - Activity 4



- a) Ask students to point the words they know and compare them to the words in their word bank notebooks (pre-reading);
- b) Ask the interpreter to signal your reading;
- c) Ask students to summarize what they understood about the text in Brazilian sign language;
- d) Review the possessive adjectives in Activity 2 and complete the activity using their word bank notebooks to write the sentences;
- e) Choose new words to add to the word bank notebook. Don't forget to explain the meaning of each word and verify in sign language if the students understood the meaning.

Activity 4

- a) Read the texts.



“There are 18 species of penguins. One of the species is the emperor penguin. One curiosity is that the males protect their eggs from the cold ice by keeping them on their feet. The females are off at sea during much of this time fishing.”



“Kangaroos are marsupial animals. Female kangaroos have a pouch on their belly to carry baby kangaroos, known as joeys. After birth, the joeys travel inside their mother's safety pouch. The kangaroo mum uses her muscles to pump milk to the joeys. After ten months, they are mature enough to leave the pouch.”

Images: Pixabay

- b) Who does take care of the eggs in a penguin's family?

- c) In the text there are words used to indicate something belongs to somebody. Go back to the text and complete the sentences with the words related to the adjective pronouns:

Males protect **their** _____.

Females have a pouch on **their** _____.

The kangaroo mum uses **her** _____.

[...] by keeping **them** on their _____.

- d) Now, write sentences using adjective pronouns to tell you colleagues the characteristics you like the most of each animal. If necessary, you can use the information in Activity 4a.

Example: I like **tigers**, **their fur** is beautiful. / I like the **fur of the tiger**. I like **its fur**.

I like **the turtle**, **its shell** is beautiful. / I like the **feathers of the birds**. I like **its feathers**.

- e) There is another way to indicate that something belongs to someone. It is called **genitive case**:

The **tiger's fur** = fur of the tiger;

The **turtle's shell** = shell of the turtle;

The **kangaroo's baby** = the baby of the kangaroo

Use the examples to rewrite the sentences using the genitive case.

1. The house of João de Barro = _____
2. The feathers of the parrot = _____
3. The fur of the lion = _____
4. The scales of the fish = _____
5. The nest of the bird = _____



ACTIVITY 5

Base Nacional Comum Curricular - Língua Inglesa – Currículo Paulista Habilidades

(EF06LI03) Solicitar esclarecimentos em língua inglesa sobre o que não entendeu e o significado de palavras ou expressões desconhecidas.

(EF06LI16) Construir repertório relativo às expressões usadas para o convívio social e uso da língua inglesa em sala de aula.

(EF06LI18) Reconhecer semelhanças e diferenças na pronúncia de palavras da língua inglesa e da língua

materna e/ou outras línguas conhecidas.

(EF06LI23) Empregar, de forma inteligível, os adjetivos possessivos.

Base Nacional Comum Curricular - Ciências – Currículo Paulista
Habilidades

(EF02CI04) Observar e descrever características de plantas e animais (tamanho, forma, cor, fase da vida e local onde se desenvolvem) que fazem parte de seu cotidiano e relacioná-las ao ambiente em que vivem.

Activity 5

- Ask students to make a card like the example. Ask them to make a research on a Brazilian animal. Students can paste a picture or draw one of the animal they chose.
- The students will present the animal their researched about to their colleagues using the frame as a model.

Curricular Adaptation - Activity 5

- Ask students to choose an animal to make a card about it;
- Ask the interpreter to explain each word in the card;
- Ask students to research the information about the animal they chose.



Activity 5

- Let's make animal cards!
Research about a Brazilian animal. Then, build a card with all the information asked in the example.
You can glue a picture or make a drawing of the animal you chose.

	Common name: _____
	Scientific name: _____
	Class: _____
	Diet: _____
	Average life in the wild: _____
	Size: _____
	Weight: _____

- Now, present the animal you researched about to your colleagues using the following frame:

The common name of my animal is **Siberian tiger.**
Its scientific name is **Panthera tigris tigris.**
It is a **mammal.**
It eats **meat.**

Its average life in the wild is 15 years.

Its size is 3 meters.

It can weight up to 320kg.

The common name of my animal is _____.

Its scientific name is _____.

It is a _____.

It eats _____.

Its average life in the wild is _____.

Its size is _____.

It can weight up to _____.



ACTIVITY 6

Base Nacional Comum Curricular - Língua Inglesa – Currículo Paulista

Habilidades

(EF06LI03) Solicitar esclarecimentos em língua inglesa sobre o que não entendeu e o significado de palavras ou expressões desconhecidas.

(EF06LI16) Construir repertório relativo às expressões usadas para o convívio social e uso da língua inglesa em sala de aula.

(EF06LI18) Reconhecer semelhanças e diferenças na pronúncia de palavras da língua inglesa e da língua materna e/ou outras línguas conhecidas.

(EF06LI25) Identificar a presença da língua inglesa na sociedade brasileira/comunidade (palavras, expressões, suportes e esferas de circulação e consumo) e seu significado.

Base Nacional Comum Curricular - Ciências – Currículo Paulista

Habilidades

(EF02CI04) Observar e descrever características de plantas e animais (tamanho, forma, cor, fase da vida e local onde se desenvolvem) que fazem parte de seu cotidiano e relacioná-las ao ambiente em que vivem.

Activity 6

- a. Ask students to observe the images in order to answer questions B, C and D.
- e. Ask students to read the text in order to verify their hypothesis regarding what they answered in questions B, C and D. Also, ask them to circle the words they don't know and researching their meaning in a dictionary. After that, ask students to research and give examples of living beings and non-livings things.

Curricular Adaptation - Activity 6



- Ask students to tell what they can see on the picture in sign language;
- Ask the students to read the text and circle the words they don't know;
- Choose the keywords and ask the interlocutor to explain and interact with the students about the meaning;
- Give students some examples of **living beings** and **non-livings things**. After that, ask the students what they understood in sign language;
- Ask the students to add new words to their word bank notebooks.

Activity 6

- Look at the images in order to answer the questions.



Images: Pixabay

- What do you see in the first picture?

- What do you see in the second picture?

- In both pictures we see things that are present in our environment, but what is the difference between them?

- Read the text to check your hypothesis about this topic. Don't forget to circle the words you don't know and search their meaning.

All **living beings** **born**, **grow**, **reproduce** and **die**. They obtain energy from **food** and use it to **survive**. They have some unique abilities like: to reproduce, to grow, to metabolize, to respond to stimuli, to adapt to the environment, to move and breathe.

On the other hand, a **non-living thing** is something that **doesn't have life**, but exists. They are **objects**, **clothes**, **minerals**, etc.

Now, research and give some examples of **living beings** and **non-living things**.

Living beings:

Non-living things:

- f) Observe the chart and circle the names of living beings using a red pencil and non-living beings with a blue pencil.



Images from: Pixabay



ACTIVITY 7

Base Nacional Comum Curricular - Língua Inglesa – Currículo Paulista

Habilidades

(EF06LI03) Solicitar esclarecimentos em língua inglesa sobre o que não entendeu e o significado de palavras ou expressões desconhecidas.

(EF06LI16) Construir repertório relativo às expressões usadas para o convívio social e uso da língua inglesa em sala de aula.

(EF06LI18) Reconhecer semelhanças e diferenças na pronúncia de palavras da língua inglesa e da língua materna e/ou outras línguas conhecidas.

(EF06LI25) Identificar a presença da língua inglesa na sociedade brasileira/comunidade (palavras, expressões, suportes e esferas de circulação e consumo) e seu significado.

Base Nacional Comum Curricular - Ciências – Currículo Paulista

Habilidades

(EF02CI04) Observar e descrever características de plantas e animais (tamanho, forma, cor, fase da vida e local onde se desenvolvem) que fazem parte de seu cotidiano e relacioná-las ao ambiente em que vivem.

Activity 7

- Ask students, based on the organizer regarding limiting factors, which are the basic conditions for survival of the living beings. Write on the board the most important words related to topic.
- Ask students to compare the list they wrote in Activity 7a with their classmates and list the different words they chose.
- Ask students to complete the chart with the items each living being, from the images, needs to survive.

Curricular Adaptation - Activity 7



- Ask students to read the organizer and look for words that they know;
- Previously establish with the interpreter the keywords necessary to develop this activity;
- Select the keywords and give them to the interlocutor so he/she can construct in sign language with deaf students their meaning. Ask students to show what they understood about the meaning. Remember of using the classifiers and give examples for the explanation to be clear.
- Ask the interpreter to promote communication between hearing and deaf students;

Activity 7

- Living beings need some conditions to survive called **limiting factors**. They include: the ideal temperature to survive, soils, temperature, water, sunlight, air and food. Considering the organizer of basic needs, write in the chart the most important words related to each topic.

BASIC CONDITIONS FOR LIVING ORGANISMS SURVIVE

The Air is made up of several gases, but the two most important gases are Oxygen and Carbon dioxide. Without oxygen, animals will die, and without carbon dioxide, plants cannot survive.

Every living organism needs the ideal temperature to survive either on land or in water.

The Water is the medium in which living cells and tissue work.

The Sunlight is probably the most important need for all living organisms, because it is the source of all energy. It also provides heat for plants and Animals.

The food is the source of energy that a living being needs to grow, reproduce, move, and work.

AIR	TEMPERATURE	WATER	SUNLIGHT	FOOD

b) In pairs, compare your list with a colleague and write the different words you chose.

c) Now, complete the chart with the items each of the following living-beings need to survive:

	Palm tree _____ _____ _____ _____	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> OXYGEN CARBON DIOXIDE WATER SUNLIGHT FRUITS MEAT </div>
	Toucan _____ _____ _____ _____	
	Ounce _____ _____ _____ _____	

Images: Pixabay



ACTIVITY 8

Base Nacional Comum Curricular - Língua Inglesa – Currículo Paulista

Habilidades

(EF06LI03) Solicitar esclarecimentos em língua inglesa sobre o que não entendeu e o significado de palavras ou expressões desconhecidas.

(EF06LI16) Construir repertório relativo às expressões usadas para o convívio social e uso da língua inglesa em sala de aula.

(EF06LI18) Reconhecer semelhanças e diferenças na pronúncia de palavras da língua inglesa e da língua materna e/ou outras línguas conhecidas.

(EF06LI23) Empregar, de forma inteligível, os adjetivos possessivos.

(EF06LI25) Identificar a presença da língua inglesa na sociedade brasileira/comunidade (palavras, expressões, suportes e esferas de circulação e consumo) e seu significado.

Base Nacional Comum Curricular - Ciências – Currículo Paulista

Habilidades

(EF02CI04) Observar e descrever características de plantas e animais (tamanho, forma, cor, fase da vida e local onde se desenvolvem) que fazem parte de seu cotidiano e relacioná-las ao ambiente em que vivem.

Activity 8

- a. Ask students to choose a living being for observation. It can be a plant, a person or an animal. They must write some characteristics in a journal (an activity journal that helps them reflect on their learning) to indicate that they are alive. For this activity, students will do field research which is a qualitative method of data collection related to observing, interacting and understanding how something works in natural environment.
- b. Ask students to present their diaries to their classmates.

Curricular Adaptation - Activity 8

- a) Ask deaf students to use their word bank notebooks to write their observations;
- b) Ask the interpreter to explain what they need to do and ask students to signal what they understood about the activity; Show them the example and encourage them to make and present their diaries to their classmates.



Activity 8

- a) **Field research** is a qualitative method of data collection related to observe, interact and understand about how something works in natural environment. In this activity you will choose a living being for

observation. It can be a plant, a person or an animal. You must register some characteristics in a **Journal** (a daily log of activities that helps you to be reflective about your learning) to indicate it is alive. Look at the example and hands on!

<p>This living organism is a <u>macaw</u>. Its body is covered by <u>feathers</u>. It has <u>two</u> legs for movement. It can <u>walk</u> and <u>fly</u>. The <u>macaw</u> lives <u>in forests</u>. It likes to eat <u>fruits</u>. One curiosity about it is that <u>macaws have only one single partner in their lives</u>.</p> <p>This living organism is a _____. Its body is covered by _____. It has _____ legs for movement. It can walk, fly and _____. The _____ lives on _____. It likes to eat _____. One curiosity about it is that _____.</p>	
--	--

Image: Pixabay

- b) Present your journal to your colleagues.

SP FAZ ESCOLA

CADERNO DO PROFESSOR

LÍNGUA ESTRANGEIRA MODERNA – 7º ano

ENSINO FUNDAMENTAL

VOLUME 2

TEACHER'S GUIDE

7º Ano - 2º Volume

This Volume has activities to be developed during the second bimester from the school year. You will find in the box below explanations about the approach/methodology adopted in the *Currículo Paulista* as well as the skills/abilities needed to be reached by students aligned to *Base Nacional Comum Curricular*. On the sequence there is the Student's Learning Guide with directions in each activity, however the teacher can add or adjust the activities according to the needs of the group, nevertheless it is necessary to attend the proposals abilities for the grade/school year. The Student's Learning Guide helps pupils follow their learning process.

By the end of the lesson(s), you will be better able to:

Culture/Content/Cognition (Learning Outcomes)

- Identify climate changes on the region you live;
- Recognize the importance of water on Earth;
- Describe daily activities;
- Recognize the importance of the water cycle for life on the planet.

Communication

Language of learning:

(Key Vocabulary)

- Floods
- Landslides
- Storms
- Climate change
- Ocean Pollution
- Evaporation
- Condensation
- Precipitation
- Source
- Water Cycle
- Rain
- Sun
- Torrential rain
- Park
- Restaurant
- Supermarket
- Hospital
- Bakery
- Bank
- Bus Stop
- Bus Station

Language for Learning: (Functions & Structures) Describe using:

- There is _____ in my city.
- Last year there was _____ in my neighborhood.
- _____ kills fish and sea animals
- _____ covers a place with water
- _____ is essential for our survival
- I'm afraid of _____

Language through Learning

(Incidental & revisited (recycled) Language During the Lesson)

- Runoff
- Wind
- Stream
- Water Vapor
- Water Droplet
- Church

Instruments for Assessment

(how you will measure if outcomes met)

If you successfully use vocabulary to complete the sentences in Activity 3;

If you successfully describe a typical day of your life;

If you successfully make a chart about the most common and different activities between you and your friends;

If you successfully relate every step of the water cycle to its definition.

Versão Preliminar

The template above contains some concepts taken from **Content and Language Integrated Learning – CLIL**. It is an approach or method, which integrates the teaching of content from the curriculum with the teaching of a non-native language. CLIL sometimes is referred to ‘4 Cs’ as components:

Culture - The role of culture, understanding ourselves and other cultures is an important part of the CLIL approach. We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship.

Content - CLIL develops cross-curricular links among different subjects. Teachers need to analyse content for its language demands and to present content in an understandable way.

Cognition - CLIL promotes cognitive or thinking skills, which challenge learners. These skills include reasoning, creative thinking and evaluating. Teachers need to analyse thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas.

Communication - Learners have to produce subject language in both oral and written forms. Students need to be encouraged to participate in meaningful interaction in the classroom.

There are three parts on Student’s Learning Guide:

1. **“Culture/Content/Cognition (Learning Outcomes)”** indicates teaching aims that will be developed by students. In the cognitive process students will develop aims to integrate culture, content and communication¹.
2. **“Communication”** follow the idea from Michael Halliday(1976) that identifies three major simultaneous relationships between language and learning.

- **Language OF learning** uses language coming from the content areas such as science or social studies. It involves the type of discourse used by experts such as mathematicians, historians, and scientists. This can be modeled, collaboratively constructed, and finally used independently through a gradual release of responsibility sequence (Fisher and Frey, 2013; Gibbons, 2009). This includes vocabulary.

- **Language FOR learning** identifies the purpose for using the language. These are language functions such as speech acts used in comparing, summarizing, describing concepts and processes. They can be introduced in the form of sentence frames (i.e., It is ... in.... / If ..., then,...) (Kinsella, 2013; Shafer Willner, 2013).

- **Language THROUGH learning** is developed on demand, within the learning task. This type of language is supported within dialogic, academic conversations because it is recycled, practiced, and becomes more precise the more it is used (Zwiers, 2014).

3. **“Instruments for Assessment”** this part, suggests a different focus of assessment on areas of subject content and on communication skills, cognitive skills and practical skills. Teachers need to put learners at the centre of the process and to find out what standards are achievable when they study subject content in non-native language². It is important to make sure your objectives, learning activities, and assessment indicators are aligned. You assess the learning objectives, not the activities.

A INTERFACE ENTRE A LÍNGUA INGLESA E OUTRAS ÁREAS DO CONHECIMENTO

¹ The text was adapted from BENTLEY, K. The TKT Course CLIL Module. Cambridge University Press, 2010.

² The explanation is part of the “Theoretical Framework - English for STEAM, initially prepared by Barbara Noel, EL Specialist for the Curricular Action ‘A Interface entre a Língua Inglesa e outras Áreas do Conhecimento para o empoderamento do Jovem Cientista’.

Base Nacional Comum Curricular - Currículo Paulista - Língua Inglesa

Habilidades

- (EF07LI02) Entrevistar os colegas para conhecer suas histórias de vida.
- (EF07LI05) Compor, em língua inglesa, narrativas orais sobre fatos, acontecimentos e personalidades marcantes do passado.
- (EF07LI11) Participar de troca de opiniões e informações sobre textos, lidos na sala de aula ou em outros ambientes.
- (EF07LI16) Reconhecer a pronúncia de verbos regulares no passado (-ed).
- (EF07LI18) Utilizar o passado simples e o passado contínuo para produzir textos orais e escritos, mostrando relações de sequência e causalidade.
- (EF07LI09) Selecionar, em um texto, a informação desejada como objetivo de leitura.
- (EF07LI14) Produzir textos diversos sobre fatos, acontecimentos e personalidades do passado (linha do tempo/timelines, biografias, verbetes de enciclopédias, blogues, entre outros).
- (EF07LI18) Utilizar o passado simples e o passado contínuo para produzir textos orais e escritos, mostrando relações de sequência e causalidade.
- (EF07LI15) Construir repertório lexical relativo a verbos regulares e irregulares (formas no passado), preposições de tempo (in, on, at) e conectores (and, but, because, then, so, before, after, entre outros).
- (EF07LI15) Construir repertório lexical relativo a verbos regulares e irregulares (formas no passado), preposições de tempo (in, on, at) e conectores (and, but, because, then, so, before, after, entre outros).
- (EF07LI22) Explorar modos de falar em língua inglesa, refutando preconceitos e reconhecendo a variação linguística como fenômeno natural das línguas.
- (EF07LI23) Reconhecer a variação linguística como manifestação de formas de pensar e expressar o mundo.

Base Nacional Comum Curricular – Currículo Paulista - Ciências

Habilidades

- (EF04CI03) Concluir que algumas mudanças causadas por aquecimento ou resfriamento são reversíveis (como as mudanças de estado físico da água) e outras não (como a queima de materiais, etc.) e reconhecer a existência em fenômenos no cotidiano.
- (EF05CI02) Reconhecer as mudanças de estado físico da água estabelecendo relação com o ciclo hidrológico e suas implicações na agricultura, no clima, na geração de energia elétrica, na produção tecnológica, no provimento de água potável e no equilíbrio dos ecossistemas em diferentes escalas: local, regional e nacional.
- (EF05CI03) Identificar os efeitos decorrentes da ação do ser humano sobre o equilíbrio ambiental relacionando a vegetação com o ciclo da água e a conservação dos solos, dos cursos de água e da qualidade do ar atmosférico.
- (EF05CI14) Comunicar por meio da tecnologia a importância das ações sustentáveis para a manutenção do equilíbrio ambiental na comunidade em que vive, como um modo de intervir na saúde coletiva.
- (EF05CI04) Identificar os usos da água nas atividades cotidianas, do campo, no transporte, na indústria, no lazer e na geração de energia, para discutir e propor formas sustentáveis de utilização desse recurso.
- (EF07CI18*) Identificar as unidades de conservação existentes no território paulista e argumentar sobre suas características e importância em relação à preservação, à conservação e ao uso sustentável.



Adaptação Curricular para o estudante Surdo

Olá, professor! Este material traz sugestões de adaptações curriculares para o desenvolvimento das atividades para os alunos Surdos.

As adaptações estão identificadas em caixas de texto com títulos azuis e um ícone criado para este material que representa as identidades surdas, pois neste universo, temos estudantes que são seres individuais e compartilham da Língua de Sinais para se comunicarem e também adquirir uma segunda língua, neste caso, a Língua Inglesa.

Quando pensamos em adaptação curricular é necessário ter em mente que são ajustes realizados no plano de aula quanto ao objetivo, metodologia e avaliação. Ao preparar a aula, precisa-se de uma intencionalidade do professor para a turma e outra para o estudante com deficiência.

Diante disso, vamos refletir sobre um possível caminho a percorrer quando nos referimos ao ensino de língua estrangeira para estudantes Surdos:

- Peça ao estudante que providencie um caderno para ser utilizado como banco de palavras.
- Converse com o interlocutor sobre a função deste caderno. Durante as aulas, o interlocutor, orientado pelo professor, auxiliará o estudante na construção do conceito (significado e significante) de cada vocábulo em língua estrangeira, sendo registrado no banco de palavras, que ao longo do ano será utilizado como fonte de consulta para a realização de atividades.
- Defina qual será o vocabulário enfatizado durante a aula. Separe o vocabulário por classe gramatical, a princípio inicie com substantivos e verbos e com o passar do tempo inclua as demais de acordo com a sua intencionalidade, pronomes, adjetivos, advérbios e numerais, (Cabe pontuar que em Libras usa-se poucas conjunções, preposições e artigos, pois estão incorporados às palavras que se referem).
- Ao longo da aula defina com o estudante e o interlocutor uma cor para a classe gramatical que estará em estudo, pois será utilizada no decorrer das aulas subsequentes.
- O estudante deverá pintar a palavra, o interlocutor fará a construção em libras do significado do vocábulo e só então a palavra nova irá para o banco de palavras do estudante.
- O segredo não é pintar muitas palavras ou todas de determinada classe gramatical em um único dia, mas a qualidade da discussão e construção do significado, para isso, utilize recursos visuais, vídeos, imagens e ou simulações de cenas teatrais com a participação dos estudantes ouvintes promovendo o engajamento do estudante surdo. Estimamos que se o estudante apropriar de cinco (5) palavras em uma aula, ao longo de um bimestre, dezesseis (16) aulas, serão oitenta palavras (80), que ao longo do ano se tornarão duzentas e quarenta (240). Depois que ele se apropriar deste movimento, o céu será o limite. Esta estratégia pode ser utilizada com a turma toda!
- Quando a palavra já estudada aparecer em aulas posteriores, não deverá ser pintada, mas consultada no banco de palavras e neste momento é hora de verificar se houve a apropriação do vocabulário.
- Por fim, COMEMORE com seu estudante cada conquista! Eleve a autoestima dele construindo laços de afetividade. Desta forma, o aprender será prazeroso e permanente, pois o que toca a emoção, negativamente ou positivamente é perpetuado. Acesse o link abaixo para entender um pouco mais:

<https://youtu.be/-zsQgpZS-Oc> (Adaptação Curricular) - <https://youtu.be/ZXFJ-QarZPo> (Inglês para o estudante surdo)

ATTENTION!



- At this moment, the deaf student uses the bank of words with the interlocutor help, already explained in the guide on the introduction text.
- Ask the student to use his/her word bank notebook;
- Talk to the interlocutor how you want that student do the words' selection;

- Together (teacher, interlocutor and the student) settle a color pencil to each part of the speech to paint words that will be learned, used along classes.
- Ask the interlocutor to help the student with the word bank construction;
- The interlocutor needs to explain the meaning to the student in sign language. After that, the student registers it in the word bank notebook. This word bank will be used along the year for consult and to do activities.



ACTIVITY 1

KWL is a useful tool to be used in the beginning, during and after a lesson or unit. Write one on the board just like the example on the student's guide.

- Elicit from students what they know about Climate Changes;
- With students' answers, fill the first and the second column on the board;
- Explain to students that in this unit they will learn about Climate Changes;
- By the end of the activities, ask students to come back to this KWL chart and fill the third column with what they have learned about the topic. The information students will give to you are very important and can be part of a recovery plan, according to their needs.

Curricular Adaptation – Activity 1



- Teacher, ask the interlocutor to signal what deaf student remember about science. The interlocutor can point the vocabulary students mention and together they can use the dictionary to register the first word of the word bank;
- After that, ask the interlocutor to signal what deaf students wants to know. At this moment the interlocutor can use only Brazilian Sign Language.;

ACTIVITY 1

SCIENCE

a) What do you know about science? Fill out the KWL chart about science.

KWL Chart - Science		
What I know	What I want to know	What I have learned



ACTIVITY 2

This activity can be done in pairs or individually.

- Ask students to read every description in the first column and then complete the second one with the required information;
- Tell students to search the words they don't know on a dictionary;
- Write the questions and information requested on the board;
- Read every part of the chart to students and ask them to repeat after you;
- Ask students to read their answers and write them on the board.

Curricular Adaptation - Activity 2



- The first step is to apply what it was explained on the introduction text, deaf student use the bank of words with the help of the interlocutor.
- Ask the interlocutor to explain the meaning to the students in sign language. After that, the students registers it in their word bank notebooks.
- Ask students to explain in sign language what they understood about Science. It could be interesting to make a video of the student signaling specially if he/she isn't proficient in Brazilian sign language. You can save the videos and make a portfolio for them to see their progress.
- Finally, ask students to complete the sentences with the information about science.

ACTIVITY 2

a) Match the words to the images they represent.

1 – Landslide



Imagem de **Joseph thomas** por **Pixabay**
(Acesso em 18/12/2019)

()

2 – Storms



Imagem de Bishnu Sarangi por Pixabay
(Acesso em 18/12/2019)

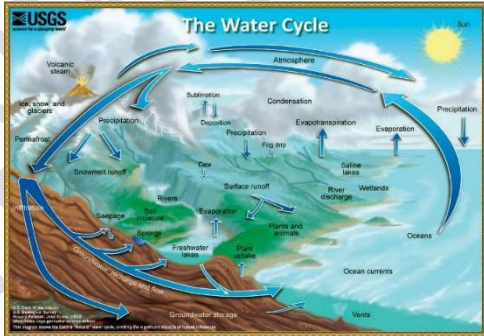
()

3 – Water Management



Imagem de alege por Pixabay (Acesso em 18/12/2019)

()

<p>4 – Flood</p>	 <p>Imagem de Yogendra Singh por Pixabay (Acesso em 18/12/2019)</p> <p>()</p>
<p>5 – Ocean Pollution</p>	 <p>https://www.usgs.gov/media/images/water-cycle-na-tural-water-cycle Credit: Howard Perlman, USGS. Public domain. (Acesso em 18/12/2019)</p> <p>()</p>



ACTIVITY 3

- a) For this activity:
 - Ask students to make groups of 4;
 - Elicit from students if they are familiar with the words from the box;
 - Ask the groups of students if they can recognize the places on the pictures. Where can they find that places?
 - Give 10 or 15 minutes to each group match the pictures to the names of the different places;
 - Check the answers with students.
- b) For this activity:
 - Still in groups of 4, students will discuss the second part of the activity;
 - Students will reflex about their reality and helping one another they will complete the sentences.

Curricular Adaptation - Activity 3

- a) For this activity:



- Ask the students to read the text and circle the words they don't know;
- Tell the interlocutor to explain the meaning of each word in Brazilian sign language and add them to the word bank notebook;
- Tell the interlocutor to provide the interaction between deaf students and the class.

b) This activity can be done in pairs.

- Ask interlocutor to explain the meaning to the student in sign language. It's important to use images, videos or dramatize a scene as an example for the deaf student to appropriate the new vocabulary. After that, ask students to registers it in their word bank notebooks;
- Ask the interlocutor to provide the interaction between deaf students and the class.

ACTIVITY 3

- Now, circle the words related to the pictures.



Floods – Landslides – Storms – Climate change – Park – Restaurant –
Supermarket Hospital – Bakery – Bank – Pollution – Bus Station – Church –
Drugstore – School Shopping Center – Post Office

Images from: Pixabay

- Complete the sentences with the words from the last activity:

There is a/an _____ in my city.

There isn't a/an _____ in my city.

Last year there was a/an _____ in my neighborhood.

Many doctors and nurses work in _____ day
and night. I love the food from this _____.

We like to walk in the _____.



ACTIVITY 4

A/b) This activity must be done in pairs.

- Have the students in pairs and ask them to read carefully about what happened in New Zealand and in Brazil;
- Write the sentences on the board:
Where did the events happened?
When did the events happened?
What happened?
- After students have answered these questions, discuss whether they are familiar with the words in bold.
- On the board again, write the questions:
Are the words nouns or verbs?
Are the words in the Present or Past?
- After students have answered the questions, read each sentence with the students and explore the new vocabulary.
- This activity must be done in pairs.
- Students will interact using the questions from the balloons based on the events happened in Brazil and in New Zealand.

ACTIVITY 4

a) Let's read what **happened** in the past in New Zealand.

Historical Emergencies

1929	The earthquake damaged buildings and caused massive landslides.
1999	Extreme rainfall resulted in flooding in the Hokianga area. 270 people were evacuated .
2007	A cyclone destroyed buildings and sunk boats.
2013	Strong winds, heavy rain and thunderstorms crossed New Zealand. The winds caused lots of damage

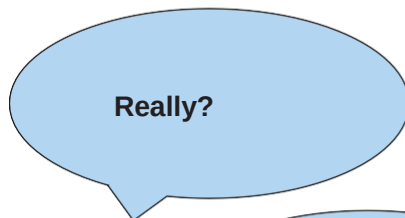
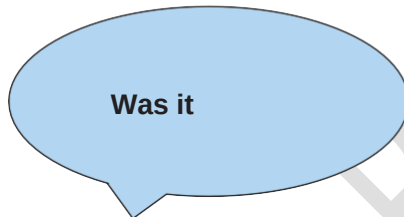
b) Now let's read what **happened** in the past in our Country (Brazil).

2015	Torrential rain in Rio de Janeiro caused 30 floods in the city and problems were reported with more than 150 traffic signals.
2017	Flooding in the state of Rio Grande do Sul, Brazil, forced over 2,600 people to evacuate their homes.

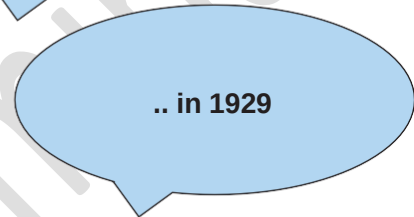
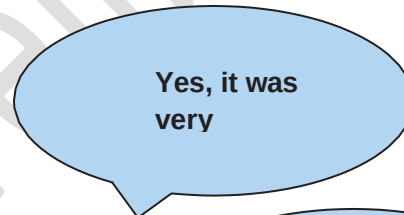
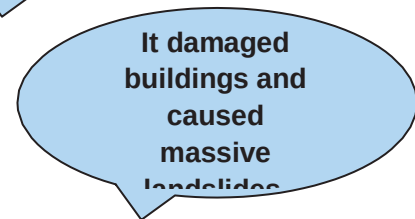
2019	"Brumadinho" landslide killed 9 people and destroyed the village of Bento Rodrigues.
2019	State of Bahia declared state of emergency after oil contaminated beaches along the coast.

- c) In pairs, talk with your friend about the natural disasters in New Zealand and Brazil. Use the following questions and frames.

A



B



Versão 2.0



ACTIVITY 5

- a) Write on the board the words:
Water Cycle, cloud, evaporates, droplets, condenses, precipitation.
- Ask students whether they are familiar with the words. Write on the board:
What are these words related to?
 - Prepare a Pre reading activity with the words from the text you consider difficult for them to understand;
 - After that, ask students to read the text out loud at the same time, trying to understand the context and eliciting from the students every word from the text;
 - Ask students to relate the image to the words they have read from the text;
- b) In pairs, students will complete the visual organizer with word related to water
- Ask students to complete the visual organizer with words they can relate to “water”.
 - Ask students to read the words they have selected in order to practice the pronunciation.
- c, d , e) Still in pairs.
- Ask students to answer the questions considering what they have read in the previous activities.
 - Ask students to read their answers and write them on the board. You can make correction if necessary.

Curricular Adaptation - Activity 5



- Ask interlocutor to provide the interaction between deaf and students and the class;
- Ask deaf students to participate using sign language in the video and write the caption of his/her part in English;
- Tell deaf students to use the word bank to do the caption of the video.

ACTIVITY 5

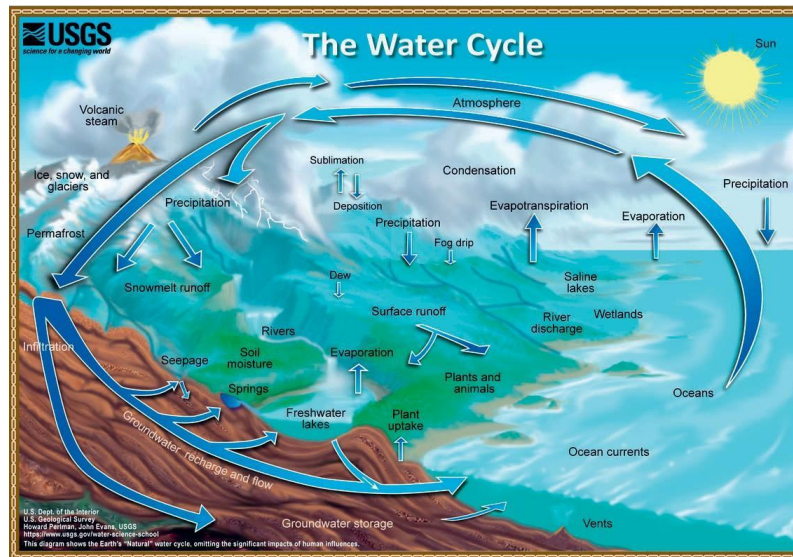
- a) Let's find out a little bit more about water:

Water is a source of life. It is the most important liquid we know. It is every- where we look, in the ground, and in the air we breathe. All animals, plants, and humans need water to survive. That's why it is impossible to live without water.

Did you know?

Water keeps going around and around. This is called the water cycle.

Look at the Image below:

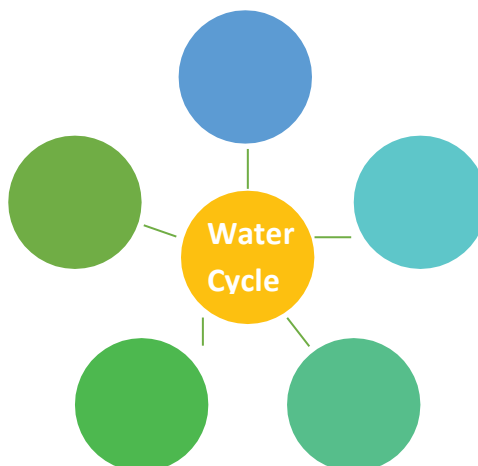


<https://www.usgs.gov/media/images/water-cycle-natural-water-cycle> Credit: Howard Perlman, USGS. Public do- main. (acesso em 18/12/2019)

A **cloud** is a large group of water **droplets** we can see in the air. Clouds are formed when water on Earth **evaporates** into the sky and **condenses** high up in the cooler air. Rain, snow and hail falling from the sky is called **precipitation**.

The water cycle is a continuous movement of water around the Earth. When the Sun shines, the water from the ocean or lake evaporates because of the heat. When it evaporates, it turns into water vapor that turns into a cloud. When clouds get dense, they drop the water back to Earth in precipitations like rain, snow and hail. When the water falls to the Earth, they find their way on the ground surface into streams and rivers. Again, water will evaporate, and the cycle will start again.

b) Complete the visual organizer below with words you can relate to water cycle.



c) According to the text, what is the water cycle?

d) What are precipitations?

e) What are clouds made of?



ACTIVITY 6

- Have a word bank on the boards with words from the exercise;
- Elicit from the students the relation between the words and the Water Cycle;
- Practice the right pronunciation of each word with the whole class;
- Ask the students to find the words in the crossword puzzle;

ACTIVITY 6

a) Find and memorize the words below.

Cloud	Condensation	Evaporation	Energy	Hail	Lake	Rain
River	Ice	Crystal	Sea	Snow	Water cycle	Ocean
Precipitation	Sun	Runoff	Wind	Stream	Water vapor	Water droplet

M	V	R	A	P	E	J	N	S	T	R	J	L	F	P	M
G	L	I	P	H	W	V	I	B	Y	A	Q	A	F	U	L
C	N	V	R	A	A	T	A	A	C	D	N	K	O	A	W
V	U	E	E	I	T	Q	G	P	G	W	N	E	T	Z	P
L	W	R	C	L	E	E	Z	J	O	N	M	S	D	M	P
F	A	H	I	C	R	W	T	N	M	R	Y	B	D	N	F
O	T	E	P	T	D	T	S	B	A	R	A	K	Q	F	Z
C	E	V	I	B	R	Y	R	M	C	C	O	T	Z	S	S
E	R	W	T	C	O	N	D	E	N	S	A	T	I	O	N
A	V	A	A	L	P	T	C	C	L	Y	C	Q	H	O	E
N	A	B	T	T	L	I	P	S	G	X	L	K	T	E	N
W	P	B	I	C	E	B	J	R	I	Q	O	O	J	R	B
F	O	M	O	Q	T	R	E	J	O	G	U	U	M	A	R
D	R	O	N	Y	T	N	C	J	W	F	D	A	I	I	U
W	Q	T	H	N	E	V	W	Y	N	H	E	W	Z	N	N
T	I	F	E	R	W	I	H	U	C	R	M	N	L	I	O
W	D	N	S	E	A	J	S	K	T	L	R	N	G	Z	F
X	H	Q	D	Q	Y	M	J	S	H	W	E	D	F	P	F



ACTIVITY 7

- a) For this activity.
- Ask students to mark the letters that complete each of the following sentences.
- b) For this activity
- Ask students to match the columns according to the water cycle phases.
- c) For this activity.
- Ask students to go back to the KWL chart in Activity 1a and fill the third column.

a) Choose the correct alternative

1. **The Water Cycle:**

() moves very quickly () never stops () starts in the ocean

2. **When water turns to vapor and rises into the atmosphere, it is called:**

() evaporation () precipitation () condensation

3. Clouds are formed by:

() Cold water () condensed water vapor () rain

b) Match the words with the right definitions.

1 – Evaporation a) water that falls from the sky: rain or snow.

2 – Condensation b) when water changes from a gas to a liquid.

3 – Precipitation c) when plants return water through their leaves.

c) Now, go back to the KWL chart in Activity 1a and fill the third column.



ACTIVITY 8

- a) Prepare a pre-reading activity using a word bank on the board emphasizing daily activities people usually do; After that, read the text aloud with the whole class;
- b) Ask students to fill out the chart with their own examples. They can take the text as an inspiration.

ACTIVITY 8

- a) Read about a typical day in someone's life.

I get up at seven o'clock. I go to the bathroom where I have a shower. I drink a cup of tea and have some biscuits for breakfast. Then I brush my teeth. After that, I leave home and go to school where I stay from eight to nine o'clock. At 10:35, we have a ten-minute break. We eat a snack and drink a bottle of water. When I get home from school, I help my mother in the kitchen. After lunch I help my mother again. I wash the dishes and clean the kitchen. Then I relax in front of the TV or the computer for about one hour before doing my homework. On Mondays and Fridays, I go swimming from 5:00 to 6:00. I sometimes eat meat, fish or cheese with vegetables and drink water for dinner. After dinner I usually watch TV or listen to music. I go to bed around 10:00, after brushing my teeth.

- b) Fill in the chart below with your own example. Take the text above as an inspiration.

My daily routine ____
My name is ____ In the morning I ____

In the afternoon ____

In the evening ____



ACTIVITY 9

- a) Before starting the activity, prepare a brainstorming about actions people do everyday. After that, show students how to change these actions to the Past Form
- In pairs, ask students to organize a list of actions they DID in the past.
- b) For this activity, students should stand up and, walking around the class, ask 10 other students the questions below :

What did you do in the morning?

What did you do in the afternoon?

What did you do in the evening?

- c) Still walking around the class, ask students to fill out the chart with the information they have in common and the ones that are different in their routines.
- d) After comparing the similarities and the differences, ask students to create a chart and present their results. They must follow the example.

ACTIVITY 9

- a) Think about a typical day you **had last week** and fill the chart.

Morning	Afternoon	Evening
I woke up.		

- b) In groups, ask your classmates the questions below and find out about their past activities (at least 10 people):

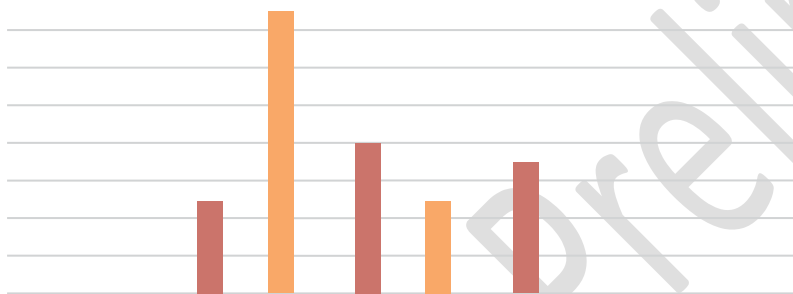
What did you do in the morning? What did you do in the afternoon? What did you do in the evening?

Name	Activity

c-) Fill the chart with the information you have in common and the ones that are different in your routines.

COMMON ACTIVITIES	DIFFERENT ACTIVITIES

d-) Now, create a chart and present your results. See the example below.



SP FAZ ESCOLA

CADERNO DO PROFESSOR

LÍNGUA ESTRANGEIRA MODERNA – 8º ano

ENSINO FUNDAMENTAL

VOLUME 2

TEACHER'S GUIDE

8º ano - 2º Volume

This Volume has activities to be developed during the second bimester from the school year. You will find in the box below explanations about the approach/methodology adopted in the *Currículo Paulista* as well as the skills/abilities needed to be reached by students aligned to *Base Nacional Comum Curricular*. On the sequence there is the Student's Learning Guide with directions in each activity, however the teacher can add or adjust the activities according to the needs of the group, nevertheless it is necessary to attend the proposals abilities for the grade/school year. The Student's Learning Guide helps pupils follow their learning process.

By the end of the lesson(s), you will be better able to:

Culture/Content/Cognition (Learning Outcomes)		
<ul style="list-style-type: none"> • Use vocabulary related to the Great Navigations and the Space Age; • Read different types of texts and identify the main ideas and information; • Use structures in oral conversation and writing to express your ideas about past events; • Make comparisons; • Use structures to make predictions and express your expectations about the future. 		
Communication		
Language of learning: <i>(Key Vocabulary)</i> <ul style="list-style-type: none"> • Navigations, expeditions, caravel, ship, Europeans, sailors, ship, treasure, silk, gold, water, sea, brazilwood, captain, anchor, island, continent, land, compass, map, spices; • Space, course, fuel, spaceship, astronaut, alien, planet, Earth, Mars, star, map, journey, wind, discovery, moon, android, constellation, UFO, outer space, unknown, scientist. 	Language for Learning: <i>(Functions & structures)</i> Describe using: <ul style="list-style-type: none"> • <u>Columbus was a captain;</u> • <u>The water is more valuable than gold;</u> • <u>People will live on a different planet;</u> • <u>I think in the future people will live on satellites;</u> • <u>Do you think we will find new planets?</u> • <u>We will find new planets;</u> • <u>We will not find new planets.</u> 	Language through Learning <i>(Incidental & revisited (recycled) Language during the Lesson)</i> <ul style="list-style-type: none"> • Holiday; • King, queen; • Money, jewels; Robot; • City, society.

Instruments for Assessment (how you will measure if outcomes met)
<ul style="list-style-type: none">• If you successfully complete the KWLchart;• IfyousuccessfullyusethevocabulartocompletethegapsinActivity2;• If you successfully identify the main idea and information in thetexts;• If you successfully make the visualorganizers;• If you successfully use the frames to makecomparisons;• If you successfully write and talk about your expectations andpredictions;• If you successfully create and present a futuristicsociety.

Adapted from a Lesson Plan Template from Arizona State University (2019)



The template above contains some concepts taken from **Content and Language Integrated Learning – CLIL**. It is an approach or method, which integrates the teaching of content from the curriculum with the teaching of a non-native language. CLIL sometimes is referred to ‘4 Cs’ as components:

Culture - The role of culture, understanding ourselves and other cultures is an important part of the CLIL approach. We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship.

Content - CLIL develops cross-curricular links among different subjects. Teachers need to analyse content for its language demands and to present content in an understandable way.

Cognition - CLIL promotes cognitive or thinking skills, which challenge learners. These skills include reasoning, creative thinking and evaluating. Teachers need to analyse thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas.

Communication - Learners have to produce subject language in both oral and written forms. Students need to be encouraged to participate in meaningful interaction in the classroom.

There are three parts on Student’s Learning Guide:

1. **“Culture/Content/Cognition (LearningOutcomes)”** indicates teaching aims that will be developed by students. In the cognitive process students will develop aims to integrate culture, content and communication¹.
2. **“Communication”** follow the idea from Michael Halliday(1976) that identifies three major simultaneous relationships between language and learning.

- **Language OF learning** uses language coming from the content areas such as science or social studies. It involves the type of discourse used by experts such as mathematicians, historians, and scientists. This can be modeled, collaboratively constructed, and finally used independently through a gradual release of responsibility sequence (Fisher and Frey, 2013; Gibbons, 2009). This includes vocabulary.

- **Language FOR learning** identifies the purpose for using the language. These are language functions such as speech acts used in comparing, summarizing, describing concepts and processes. They can be introduced in the form of sentence frames (i.e., It is ... in... / If ..., then,...) (Kinsella, 2013; Shafer Willner, 2013).

- **Language THROUGH learning** is developed on demand, within the learning task. This type of language is supported within dialogic, academic conversations because it is recycled, practiced, and becomes more precise the more it is used (Zwiers, 2014).

3. **“Instruments for Assessment”** this part, suggests a different focus of assessment on areas of subject content and on communication skills, cognitive skills and practical skills. Teachers need to put learners at the centre of the process and to find out what standards are achievable when they study subject content in non-native language². It is important to make sure your objectives, learning activities, and assessment indicators are aligned. You assess the learning objectives, not the activities.

A INTERFACE ENTRE A LÍNGUA INGLESA E OUTRAS ÁREAS DO CONHECIMENTO

¹The text was adapted from BENTLEY, K. The TKT Course CLIL Module. Cambridge University Press, 2010.

²The explanation is part of the “Theoretical Framework - English for STEAM, initially prepared by Barbara Noel, EL Specialist for the Curricular Action ‘A Interface entre a Língua Inglesa e outras Áreas do Conhecimento para o empoderamento do Jovem Cientista’.

Base Nacional Comum Curricular - Currículo Paulista - Língua Inglesa

Habilidades

- (EF08LI02) Explorar o uso de recursos linguísticos (frases incompletas, hesitações, entre outros) e paralinguísticos (gestos, expressões faciais, entre outros) em situações de interação oral.
- (EF08LI04) Utilizar recursos e repertório linguísticos apropriados para informar/comunicar/falar do futuro: planos, previsões, possibilidades e probabilidades.
- (EF08LI06) Apreciar textos narrativos em língua inglesa (contos, romances, entre outros, em versão original ou simplificada), como forma de valorizar o patrimônio cultural produzido em língua inglesa.
- EF08LI11) Produzir textos (comentários em fóruns, relatos pessoais, mensagens instantâneas, tweets, reportagens, histórias de ficção, blogues, entre outros), com o uso de estratégias de escrita (planejamento, produção de rascunho, revisão e edição final), apontando sonhos e projetos para o futuro (pessoal, da família, da comunidade ou do planeta).
- (EF08LI14) Utilizar formas verbais do futuro para descrever planos e expectativas e fazer previsões.
- (EF08LI15) Utilizar, de modo inteligível, as formas comparativas e superlativas de adjetivos para comparar qualidades e quantidades.
- EF08LI12) Construir repertório lexical relativo a planos, previsões e expectativas para o futuro..
- (EF08LI20) Examinar fatores que podem impedir o entendimento entre pessoas de culturas diferentes que falam a língua inglesa.

Base Nacional Comum Curricular – Currículo Paulista - História

Habilidades

- (EF07HI02) Identificar conexões, interações e consequências do contato entre as sociedades do chamado Novo Mundo, da Europa, da África e da Ásia no contexto das navegações nos Oceanos Atlântico, Índico e Pacífico
- (EF07HI06) Comparar as navegações no Atlântico e no Pacífico entre os séculos XIV e XVI, especialmente em relação aos avanços científicos, às novas rotas, às relações comerciais e interações culturais até então estabelecidas.



Adaptação Curricular para o estudante Surdo

Olá, professor! Este material traz sugestões de adaptações curriculares para o desenvolvimento das atividades para os alunos Surdos.

As adaptações estão identificadas em caixas de texto com títulos azuis e um ícone criado para este material que representa as identidades surdas, pois neste universo, temos estudantes que são seres individuais e compartilham da Língua de Sinais para se comunicarem e também adquirir uma segunda língua, neste caso, a Língua Inglesa.

Quando pensamos em adaptação curricular é necessário ter em mente que são ajustes realizados no plano de aula quanto ao objetivo, metodologia e avaliação. Ao preparar a aula, precisa-se de uma intencionalidade do professor para a turma e outra para o estudante com deficiência.

Diante disso, vamos refletir sobre um possível caminho a percorrer quando nos referimos ao ensino de língua estrangeira para estudantes Surdos:

- Peça ao estudante que providencie um caderno para ser utilizado como banco de palavras.
- Converse com o interlocutor sobre a função deste caderno. Durante as aulas, o interlocutor, orientado pelo professor, auxiliará o estudante na construção do conceito (significado e significante) de cada vocábulo em língua estrangeira, sendo registrado no banco de palavras, que ao longo do ano será utilizado como fonte de consulta para a realização de atividades.
- Defina qual será o vocabulário enfatizado durante a aula. Separe o vocabulário por classe gramatical, a princípio inicie com substantivos e verbos e com o passar do tempo inclua as demais de acordo com a sua intencionalidade, pronomes, adjetivos, advérbios e numerais, (Cabe pontuar que em Libras usa-se poucas conjunções, preposições e artigos, pois estão incorporados às palavras que se referem).
- Ao longo da aula defina com o estudante e o interlocutor uma cor para a classe gramatical que estará em estudo, pois será utilizada no decorrer das aulas subsequentes.
- O estudante deverá pintar a palavra, o interlocutor fará a construção em libras do significado do vocábulo e só então a palavra nova irá para o banco de palavras do estudante.
- O segredo não é pintar muitas palavras ou todas de determinada classe gramatical em um único dia, mas a qualidade da discussão e construção do significado, para isso, utilize recursos visuais, vídeos, imagens e ou simulações de cenas teatrais com a participação dos estudantes ouvintes promovendo o engajamento do estudante surdo. Estimamos que se o estudante apropriar de cinco (5) palavras em uma aula, ao longo de um bimestre, dezesseis (16) aulas, serão oitenta palavras (80), que ao longo do ano se tornarão duzentas e quarenta (240). Depois que ele se apropriar deste movimento, o céu será o limite. Esta estratégia pode ser utilizada com a turma toda!
- Quando a palavra já estudada aparecer em aulas posteriores, não deverá ser pintada, mas consultada no banco de palavras e neste momento é hora de verificar se houve a apropriação do vocabulário.
- Por fim, COMEMORE com seu estudante cada conquista! Eleve a autoestima dele construindo laços de afetividade. Desta forma, o aprender será prazeroso e permanente, pois o que toca a emoção, negativamente ou positivamente é perpetuado. Acesse o link abaixo para entender um pouco mais:

<https://youtu.be/-zsQgpZS-Oc> (Adaptação Curricular) - <https://youtu.be/ZXFJ-QarZPo> (Inglês para o estudante surdo)

ATTENTION!



- At this moment, the deaf student uses the bank of words with the interlocutor help, already explained in the guide on the introduction text.
- Ask the student to use his/her word bank notebook;
- Talk to the interlocutor how you want that student do the words' selection;
- Together (teacher, interlocutor and the student) settle a color pencil to each part of the speech to paint words that will be learned, used along classes.
- Ask the interlocutor to help the student with the word bank construction;
- The interlocutor needs to explain the meaning to the student in sign language. After that, the student registers it in the word bank notebook. This word bank will be used along the year for consult and to do activities.



ACTIVITY 1

- a, b, c & d) To elicit student's background knowledge, ask them what they can see in the picture;
- Let them think about the ship and answer if it is new or old and if they know what it is used for.
- e) The KWL chart is an useful tool to be used in the beginning, during and after a lesson or unit. Write a chart on the board just like the example on the student's learning guide.
- Elicit from students what they know about The Great Navigations;
 - With the students' answers, fill the first and the second column on the board;
 - Explain to students that in this unit they will learn about The Great Navigations and its importance to the world;
 - By the end of the activities, ask students to come back to this KWL chart and fill the third column with what they have learned about the topic. The information students will give to you are very important and can be part of a recovery plan, according to their needs.

Curricular Adaptation-Activity1



- Ask interpreter to signal what the deaf students know about the picture;
- Ask interpreter to signal the teacher and classmates' voices **all the time** to guarantee the inclusion of deaf students;
- Ask interpreter to signal what the deaf student wants to know. At this moment the interlocutor can use only Brazilian Sign Language;
- Select the keywords with the interpreter that the students will be able to learn and contribute to their learning process.

ACTIVITY 1

- a) Look at the picture:



Image from: Pixabay

- b) What do you see in the picture?

- c) Is this ship new or old?

d) Can you imagine what was this ship used for?

e) Fill the first and second columns of the KWL chart about The Great Navigations.

KWL Chart		
What I know	What I want to know	What I have learned



ACTIVITY 2

- This activity can be done in pairs or individually.
 - Ask students to get together in pairs and look at the pictures;
 - Tell students to search the words on the word search;
- Ask students to complete the sentences with the words from the previous exercise;
 - Ask students to read their answers and write them on the board. You can make corrections if necessary.

Curricular Adaptation - Activity 2



- The first step is to apply what it was explained on the introduction text of this guide, the deaf student uses the bank of words with the interlocutor help;
- The interlocutor needs to explain the meaning of each word to deaf students in sign language. After that, students register it in the word bank notebook;
- Tell students to explain in sign language what he/she understood about the new words;
- Ask student to complete the sentences with the words from the previous exercise;
- Remember students about verb to be, present and past tense and add it on the word bank notebook so they can consult later.

Present

I am
You are
He →
She → is
It →
You →
we → are
They →

Past

I was
You were
He →
She → was
It →
You →
we → were
They →

a) Look for the words about sails in the wordsearch.



ANCHOR



SHIP



SEA



GOLD



TREASURES

H	C	R	O	N	E	H	H	N	I	T	H	T	S	M	I	H	A
O	W	D	T	I	M	H	E	O	O	R	U	B	R	T	O	D	U
S	C	A	S	C	O	N	T	I	N	E	N	T	C	A	E	H	S
S	R	H	S	T	D	O	T	U	T	A	C	E	H	T	P	L	R
T	R	E	N	E	T	N	H	A	I	S	W	B	S	A	A	T	P
T	C	O	M	P	A	S	S	R	T	U	S	A	T	H	E	T	I
E	E	A	E	A	A	N	C	H	O	R	T	S	E	G	E	I	R
D	Y	C	P	T	P	R	O	H	I	E	N	S	W	E	O	S	S
I	W	H	U	T	V	R	V	R	T	S	I	E	G	N	F	L	E
R	N	T	T	T	A	O	A	N	E	O	S	O	P	O	R	A	D
A	D	S	T	A	L	I	F	D	C	S	N	E	T	H	M	N	A
E	P	C	C	I	A	I	N	E	N	W	H	N	N	S	H	D	S



COMPASS



CAPTAIN



ISLAND



CONTINENT



MAP

Images from: Pixabay

b) Now that you've found the words, use them to complete the sentences:

1. Christopher Columbus discovered the American _____.
2. A _____ can indicate North, South, West, East, and others.
3. _____ is a very valuable metal.
4. Christopher Columbus found many _____ in America.
5. Christopher Columbus made many travels through the _____.
6. Ilha Bela is a very beautiful _____ in São Paulo, Brazil.
7. Christopher Columbus was a great _____.
8. Every captain needs a ship, a compass and a _____ to sail.
9. The _____ is a very important part of a _____.



ACTIVITY 3

- Ask students to read the text and circle the words they don't know;
- Ask students to find the meaning of the words they circled on the internet or in a dictionary;
- Elicit from students if they know what the text is about and the answer on the space provided;
- Tell them they are going to research on books or on the internet who Christopher Columbus was;
 - After that, ask them to complete the chart;
- To finish the activity, ask them to compare their chart with a partner and present it to the class.

Curricular Adaptation - Activity 3



- Ask students to read the text and circle the words they don't know;
- Ask interlocutor to explain the meaning of each word in Brazilian sign language;
- Ask interlocutor to provide the interaction between deaf students and the class;
- It's important to use images, videos or dramatize a scene as an example for the deaf student to appropriate the new vocabulary. After that, the students register it in the word bank notebook;

- Read the text below. Don't forget to circle the words you don't know.

Did you know there is a national holiday called "Columbus Day"? Many countries of the American continent officially celebrate the anniversary of Christopher Columbus's arrival in the Americas on October 12, 1492.

- Using a dictionary, or the internet, find the meaning of the words you circled.
- What is the text about?

- Research on books, or on the internet, who was Christopher Columbus in order to complete the following chart:

Christopher Columbus was
a _____.
He was born in
Génova, _____.
He was very important to
history because
he _____ in the
year _____.

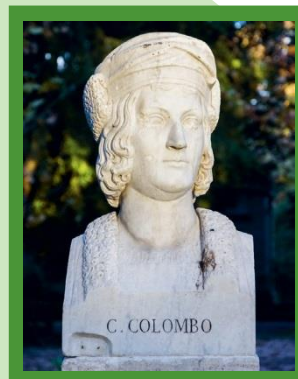


Image from: pixabay.com

- e) Compare your chart with a friend and then present it to the class.



ACTIVITY 4

- Ask students to read the text individually and circle the words they don't know;
 - After that, slowly read the text to the students and ask them to repeat after you;
 - Ask students to read the words they circled and write them on the board and explain to students their meaning.
- Ask students to answer the questions with information they find in the text.
- Ask students to read their answers and write them on the board. You can make corrections if necessary.
- Ask students to go back to the KWL chart in Activity 1e and complete the third column.

Curricular Adaptation - Activity 4



- Ask the interpreter to signal your voice **all the time**. So, give the interpreter a copy of the text previously;
- With the interpreter, select the keywords that the students will be able to learn and contribute to their understanding and construction of the frames;
- Ask the interpreter to construct in sign language with students the meaning of each word and ask them to show what they understood. Remember of using the classifiers and give examples for the explanation to be clear.
- Return the first bimester and review the WH chart in their word bank notebook. If the students didn't do it, please ask them to make one as a model:

WHY	WHO	WHEN	WHAT	HOW	WHERE
It is the reason something happened.	It is a person.	It is the time.	It is a thing or an action.	It is a number, or the way something is done.	It is a place.
DRAW	DRAW	DRAW	DRAW	DRAW	DRAW
	 shorturl.at/rQ356				

ACTIVITY 4

- Read the text.

The Age of Discovery, between 15th and 17th century, is a period in European history in which overseas exploration were very important to European culture. Sailors used to explore the world travelling on ships, called caravels, searching for treasures such as gold, silk, and spices. In Brazil, they also found brazilwood in large quantity. This type of wood was very valuable to them.

b) Answer the questions completing the frame.

1. What is the text about?

It is about _____.

2. What were considered treasures in the age of discovery?

Treasures were _____, _____, _____ and _____.

3. What do you consider a treasure nowadays? Why?

For me, a treasure is _____. Because _____.

4. What do you think will be more valuable in the future? Why?

In the future, I think _____ will be a treasure. Because _____.

c) Share your answers with your friends.

d) Now, back to the KWL chart on Activity 1 and fill the third column.



ACTIVITY 5

- a) Read the text below to your students and ask them to fill in the gaps with the words underlined in Activity 4a.
- First, read the text in a normal tone of voice and speed;
 - After that, read the text a second time, this time you can read slowly and repeat the underline words so they can identify the missing words.
 - Finally, read the text a third time and ask students to repeat after you. Ask them the words they used to fill the gaps and write them on the board.

Susana:

**Beth, what is more valuable to you?
Gold or water?**

Beth:

That's a difficult question. Why do you ask that?

Susana:

My teacher was talking about the age of discovery.

How the Europeans found treasures like gold and Brazil wood.

But I was thinking... We can use water for many more things, like raising animals, agriculture, etc.

Beth:

Oh, I see. That is a good argument.

Well, I think water is more valuable than gold. And you?

Susana:

Me too. I think water is the treasure of the future.

Thanks, Beth!

b, c) Ask students to answer the questions with the information from the dialogue;

d) Ask students to complete the visual organizer with adjectives they can relate to the words Gold and Water. Tell them they can also research using a dictionary, or the internet

f) Ask students to use the words they've collected in the last exercise and make comparisons between them. You can write the example on the board and explain to students about comparisons.

Curricular Adaptation - Activity 3

- Ask interpreter to signal your voice **all the time**. So, the interpreter needs to know the text previously;
- Ask students to participate in Brazilian sign language;



- Ask students to explain what they understood about the text;
- Select with the interpreter the keywords (suggest the adjectives to use on the next activity) that the students will be able to learn and contribute to their understanding and the construction of frames later;
- Ask the interpreter to construct with students in sign language the meaning of each word and ask students to show what they understood about the meaning. Remember of using the classifiers and give examples for the explanation to be clear.

- a) Listen to your teacher's reading and fill the gaps with the words underlined in Activity 4a. After that answer the question:

Susana: Beth, what is more _____ to you?
_____ or water?

Beth: That's a difficult question. Why do you ask that?

Susana: My teacher was talking about the age of discovery.
How the Europeans found _____ like gold and _____.
But I was thinking... We can use water for many more things, like
raising animals, agriculture, etc.

Beth: Oh, I see. That is a good argument.

Susana: Well, I think water is more valuable than gold. And you?
Me too. I think water is the treasure of the future.
Thanks, Beth!

- b) What did Susana want to know from Beth?

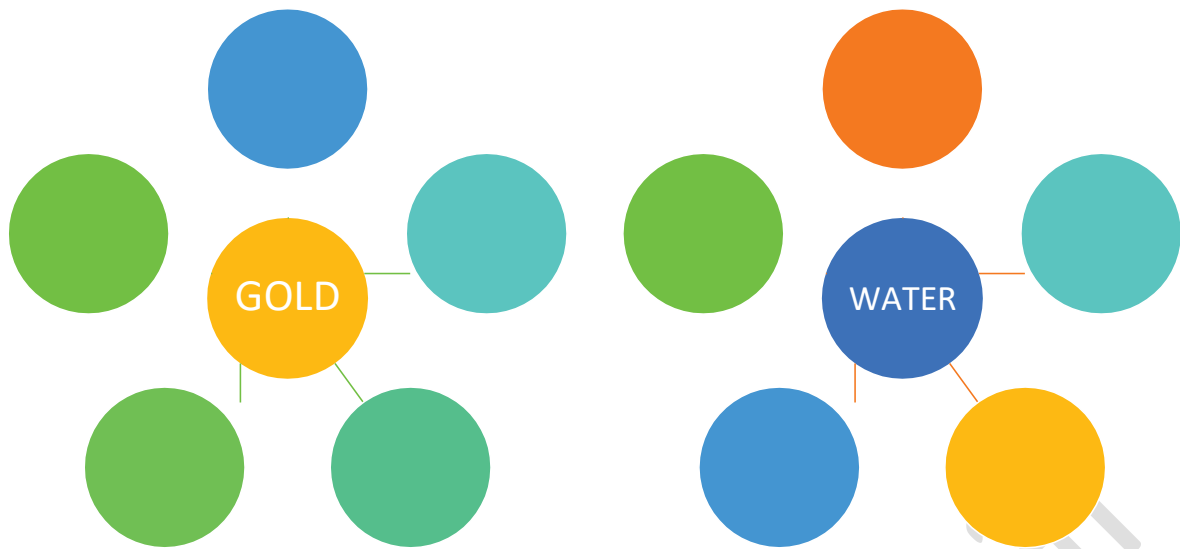
- c) What did Beth answer to the question Susana made?

- d) During the conversation, Beth and Susana used some words to give qualities to other words. This kind of words are called adjectives. Find the ones related to:

Argument: _____

Question: _____

- e) Complete the visual organizer with adjectives you can relate to the following words. You can also research using a dictionary, or the internet.



- f) Now, use the words you've collected in the last exercise and make comparisons between them. Follow the example:

The water is more valuable than gold.
The sea is more beautiful than the sky.

1. The _____ is more _____ than _____.
2. _____.
3. _____.
4. _____.
5. _____.



ACTIVITY 6

- e) Ask students to look at the pictures and compare them. Write the differences and similarities on the board;
- f) Now that students have already compared the pictures, ask them to connect the words they can relate to each one of them;
- g) Have students Compare their answers with a friend. Ask them to tell which words they selected in common;
- h) Ask students to discuss Which words do ship and spaceship have in common.

Curricular Adaptation - Activity 3

- Ask the interpreter to provide the interaction between deaf students and the class;
- Tell deaf students to participate using Brazilian sign language;
- Ask the interlocutor to explain each word to the students and construct in sign language their meaning. Ask the students to show what they understood. Remember of using the classifiers and give examples for the explanation to be clear.



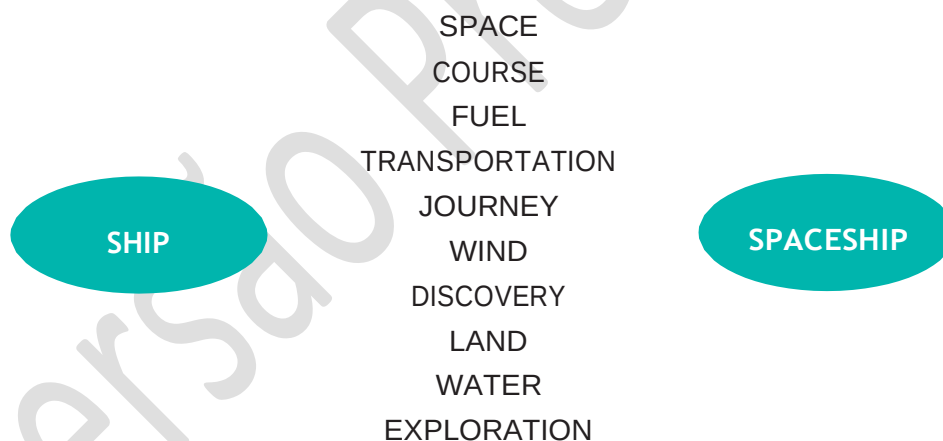
ACTIVITY 6

a) Look at the pictures:



Images from: Pixabay

b) Compare the pictures above. Now, connect the words you can relate to each of them.



c) Compare your answers with a friend. Which words did you select in common?

d) Which words do ship and spaceship have in common?



ACTIVITY 7

- a) Ask students to look at the pictures and name each one of them using the words from the box;
 - Read the words to the students and ask them to repeat after you;
 - Ask students to read the words they used to name each picture and make corrections if necessary.
- b) Ask students to complete the sentences using the words from the previous exercise;
 - Ask students to read the sentences and write them on the board. You can make corrections if necessary.

Curricular Adaptation - Activity 3



- Ask interpreter to provide the interaction between deaf students and the class;
- Ask students to fill out the chart with the words from the chart;
- Verify how they will do;
- Elicit the meaning of each word and construct with them the concept in Brazilian sign language;

ACTIVITY 7

- a) Name each picture using the words in the box.

















SATELLITE
COMET

STARS
ASTRONAUT

SPACESHIP
MARS

EARTH
MOON

b) Complete the sentences using the words from the previous exercise.

1. The moon is a natural _____.
2. We live on planet _____.
3. _____ work in space missions.
4. Astronauts travel through the universe in _____.



ACTIVITY 8

- a) Elicit the students what they know about the Space Age;
 - Ask students to read the text and circle the words they don't know;
 - Read the text to students and ask them to repeat after you;
- b) Ask the students to research the meaning of the words they circled, in the last activity, using a dictionary or the internet;
- c) Ask students to answer the questions related to the text.
 - Ask students to read their answers and write them on the board. You can make corrections if necessary.

Curricular Adaptation - Activity 8



- Ask students to read the text and explain what they understood;
- Read the text and ask the interpreter to signal your voice **all the time**. So, the interpreter needs to know the text previously;
- Ask deaf students to participate in Brazilian sign language;
- Select with the interpreter the keywords that the students will be able to learn and contribute to their understanding the construction of frames later;
- Ask the interpreter to construct in sign language the meaning of each word and ask the students to show what they understood. Remember of using the classifiers and give examples for the explanation to be clear.
- Ask deaf student to consult the word bank notebook to remember what they learned until here.

ACTIVITY 8

- a) Read the text and circle the words you don't know.

THE SPACE AGE

Just like the Age of Discovery, in the 15th century, the Space Age had its own particular motivations and objectives.

The Soviet Union started the Space Age in 1957, with the launching of the Sputnik Satellite. Unlike the Great Navigations, whose purposes included treasures and land acquisition, the Space Age's main motivations were scientific development and prestige.

Now, in the 21st century, with the discovery of water on the Moon and on Mars, and with private space companies, it's still unclear what the next Age will be determined by.

- b) Research the meaning of the words you circled, in the text above, using a dictionary or the internet.

- c) Answer the questions about the text:

1. What is the text about?

It is about

2. What was the Sputnik?

It was

3. Who launched the Sputnik?

It was launched by _____.

4. When was the Sputnik launched?

It was launched in

5. Why was the Sputnik launched?

It was launched because



ACTIVITY 9

- a) Ask students if they have ever wondered how the future will look like;
 - Ask them to read the declaration individually;
 - Read the text to students and ask them to repeat after you.
- b) Ask students to answer the question according to the text;
 - Ask students to read their answers and write them on the board. Make corrections if necessary.
- c) Explain using the board that the word in the text (will) is being used as an auxiliary verb. It is used to express things that didn't happen yet, things that will happen in the future, like expectations and desires;
 - After the explanation, ask them to answer the question.
- d) Ask the students to write about their expectations for the future using the frame;
- e) Ask them to present their texts to the class;
- f) Ask students to discuss about the "Next Space Age", following the model provided;
- g) Ask them to register on their notebook the ideas they came up with in the last activity.

Curricular Adaptation - Activity3



- Ask interpreter to provide the interaction between deaf students and the class;
- Ask students to explore the word bank notebook to compare what they learned and the new text;
- Now it is time to show the auxiliary verb WILL, ask interpreter to signal the teacher's explanation in Brazilian sign language;
- Ask students to read the text and tell what they understood using the word bank notebook;
- Ask the interpreter to construct in sign language the meaning of each word and ask students to show what they understood about the meaning. Remember of using the classifiers and give examples for the explanation to be clear;
- Ask interpreter to help deaf students do the activity.

ACTIVITY 9

- a) Have you ever wondered how the future will look like? Read the following declaration:



I think in the future astronauts will discover new habitable planets.
People will live on a different planet, or on satellites.
The earth will then heal and recover some of its natural resources.
We will have our own spaceships just like the movies.
The future can be awesome.

Melissa, 13 years old.

b) Did the things that Melissa described in the text already happen? Why?

c) The underlined word in the text (will) is being used as an auxiliary verb. It is used to express things that didn't happen yet, things that will happen in the future, like expectations and desires. What does Melissa expect to happen in the future?

1. _____
2. _____
3. _____
4. _____

d) Now, write about your expectations for the future. You can use Melissa's text as a model.

I think in the future _____ will _____.

People will _____.

We will _____.

The _____ will _____.

The future _____.

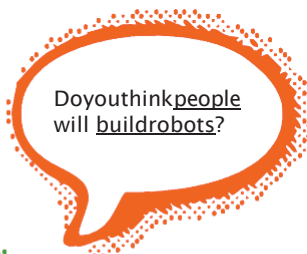
e) After you finish, present your text to the class.

f) In groups, discuss "the next Space Age". Follow the model:



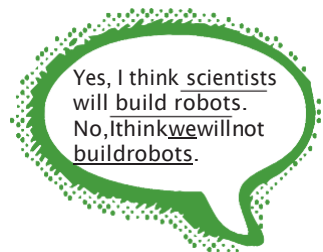
New planets
Aliens
Water

Sorry
Can you repeat?
I didn't understand.



Scientists
Astronauts
Spaceships
Satellites

Please
Can you repeat
slowly?



- g) Register on your notebook the ideas you and your friends came up with. It will help you in the next activity.



ACTIVITY 10

Prepare students for a Hands on activity!

- a) Tell students they have studied about the Age of Discovery and the Space Age, both with its own goals and motivations;
 - Ask them to think about the next step in history;
 - Ask them to get together in groups to research about the discoveries that scientists are making about the Universe;
 - Tell them to think about it, answer the questions and use them as inspiration to build their own future society;
- b) Ask them to prepare their presentation about future society;
- c) Ask them to present their project to the class, using the model as an example.

Curricular Adaptation - Activity 3

- Ask the interlocutor to provide the interaction between deaf students and the class;
- Tell deaf students to participate using sign language and share their ideas;
- Tell deaf student to use the word bank notebook to contribute with the construction of the final work;



ACTIVITY 10



Source: Pixabay

- a) In this unit, you've studied about the Age of Discovery and the Space Age, both with its own goals and motivations. Now, it is your turn to think about the next step in history! In groups, research about the discoveries that scientists are making about the universe, technology, etc. Use that as inspiration to build your own society of the future. Think about:

- Where will people live?
- How will people live?
- How will people move around?
- Will people discover new stuff?
- What will people find in the universe?

- b) Hands on! Prepare a presentation to the whole class exposing your expectations for the society of the future. Be creative, use images, PPT presentations, videos, posters and models.
- c) Finally, it is time to present your project! You can use the following model to explain how your society works:

In our society, people will live in _____.

They will work in _____ and will _____.

They will move around the _____ using _____.

Scientists will discover that _____.

People will also share the _____ with _____.

SP FAZ ESCOLA

CADERNO DO PROFESSOR

LÍNGUA ESTRANGEIRA MODERNA – 9º ano

ENSINO FUNDAMENTAL

VOLUME 2

Teacher's Learning Guide

9º ano - 2º Bimestre

This Unit has activities to be developed during the second bimester from the school year. You will find in the box below explanations about the approach/methodology adopted in the *Currículo Paulista* as well as the skills/abilities needed to be reached by students aligned to *Base Nacional Comum Curricular*. On the sequence there is the Student's Learning Guide with directions in each activity, however the teacher can add or adjust the activities according to the needs of the group, nevertheless it is necessary to attend the proposals abilities for the grade/school year. The Student's Learning Guide helps pupils follow their learning process.

STUDENT'S LEARNING GUIDE - 2020

By the end of the lesson(s), you will be better able to:

Culture/Content/Cognition (Learning Outcomes)		
<ul style="list-style-type: none">• Identify electricity and its sources;• Identify how a hydropower plant works;• Interpret texts to collect specific information;• Produce advertisements in small sentences;• Argue about the importance of saving electricity.		
Communication		
Language of learning: (Key Vocabulary) <ul style="list-style-type: none">• Radio, bike, dishwasher, tablet, videogame, blender, refrigerator, sink, printer, shower, stove, lamp, laptop, television, washing machine• Flow, electricity, energy, energy carrier, hydroelectric, power plant, pipe/ penstock, turbine, river, generator, power house, intake• Taxes, money, government, watts, megawatts, price, bills• Generation, transmission, distribution, commercialization	Language for Learning: (Functions & structures) Describe using: <ul style="list-style-type: none">• In the <u>United States</u>, the main source of electric energy generation is <u>natural gas</u>.• In <u>Japan</u> the main source of electric energy generation is <u>hydropower</u>.• In my house, the <u>refrigerator</u> is the item that consumes the most energy.• After it comes the <u>television</u>.• And in third place is the <u>radio</u>.	Language through Learning (Incidental & revisited (recycled) Language during the Lesson)

Instruments for Assessment (how you will measure if outcomes met)
<p>If you successfully describe electricity;</p> <p>If you successfully collect specific information in a text;</p> <p>If you successfully produce short sentences for conscious use of electricity;</p> <p>If you successfully argue about the importance of saving electricity;</p> <p>If you successfully make ads to raise energy saving consciousness.</p>

Adapted from a Lesson Plan Template from Arizona State University

Versão Preliminar



The template above contains some concepts taken from **Content and Language Integrated Learning – CLIL**. It is an approach or method, which integrates the teaching of content from the curriculum with the teaching of a non-native language. CLIL sometimes is referred to '4 Cs' as components:

Culture - The role of culture, understanding ourselves and other cultures is an important part of the CLIL approach. We want to develop learners who have positive attitudes and who become aware of the responsibilities of global as well as local citizenship.

Content - CLIL develops cross-curricular links among different subjects. Teachers need to analyse content for its language demands and to present content in an understandable way.

Cognition - CLIL promotes cognitive or thinking skills, which challenge learners. These skills include reasoning, creative thinking and evaluating. Teachers need to analyse thinking processes for their language demands and to teach learners the language they need to express their thoughts and ideas.

Communication - Learners have to produce subject language in both oral and written forms. Students need to be encouraged to participate in meaningful interaction in the classroom.

There are three parts on Student's Learning Guide:

1. **"Culture/Content/Cognition (LearningOutcomes)"** indicates teaching aims that will be developed by students. In the cognitive process students will develop aims to integrate culture, content and communication.
2. **"Communication"** follow the idea from Michael Halliday(1976) that identifies three major simultaneous relationships between language and learning.
 - **Language OF learning** uses language coming from the content areas such as science or social studies. It involves the type of discourse used by experts such as mathematicians, historians, and scientists. This can be modeled, collaboratively constructed, and finally used independently through a gradual release of responsibility sequence (Fisher and Frey, 2013; Gibbons, 2009). This includes vocabulary.
 - **Language FOR learning** identifies the purpose for using the language. These are language functions such as speech acts used in comparing, summarizing, describing concepts and processes. They can be introduced in the form of sentence frames (i.e., It is ... in.... / If ..., then,...) (Kinsella, 2013; Shafer Willner, 2013).
 - **Language THROUGH learning** is developed on demand, within the learning task. This type of language is supported within dialogic, academic conversations because it is recycled, practiced, and becomes more precise the more it is used (Zwiers, 2014).
3. **"Instruments for Assessment"** this part, suggests a different focus of assessment on areas of subject content and on communication skills, cognitive skills and practical skills. Teachers need to put learners at the centre of the process and to find out what standards are achievable when they study subject content in non-native language¹. It is important to make sure your objectives, learning activities, and assessment indicators are aligned. You assess the learning objectives, not the activities.

¹The explanation is part of the "Theoretical Framework - English for STEAM, initially prepared by Barbara Noel, EL Specialist for the Curricular Action 'A Interface entre a Língua Inglesa e outras Áreas do Conhecimento para o empoderamento do Jovem Cientista'.

A INTERFACE ENTRE A LÍNGUA INGLESA E OUTRAS ÁREAS DO CONHECIMENTO

Base Nacional Comum Curricular - Currículo Paulista - Língua Inglesa **Habilidades**

- (EF09LI03) Analisar posicionamentos defendidos e refutados em textos orais sobre temas de interesse social e coletivo.
- (EF09LI05) Identificar recursos de persuasão (escolha e jogo de palavras, uso de cores e imagens, tamanho de letras), utilizados nos textos publicitários e de propaganda, como elementos de convencimento.
- (EF09LI06) Distinguir fatos de opiniões em textos argumentativos da esfera jornalística.
- (EF09LI08) Explorar ambientes virtuais de informação e socialização, analisando a qualidade e a validade das informações veiculadas.
- (EF09LI10) Propor potenciais argumentos para expor e defender ponto de vista em texto escrito, refletindo sobre o tema proposto e pesquisando dados, evidências e exemplos para sustentar os argumentos, organizando-os em sequência lógica.
- (EF09LI11) Utilizar recursos verbais e não verbais para construção da persuasão em textos da esfera publicitária, de forma adequada ao contexto de circulação (produção e compreensão).
- (EF09LI14) Utilizar conectores indicadores de adição, condição, oposição, contraste, conclusão e síntese como auxiliares na construção da argumentação e intencionalidade discursiva.
- (EF09LI18) Analisar a importância da língua inglesa para o desenvolvimento das ciências (produção, divulgação e discussão de novos conhecimentos), da economia e da política no cenário mundial.
- (EF09LI19) Discutir a comunicação intercultural por meio da língua inglesa como mecanismo de valorização pessoal e de construção de identidades no mundo globalizado.

Base Nacional Comum Curricular – Currículo Paulista - Ciências **Habilidades**

- (EF08CI06A) Identificar e explicar o percurso da eletricidade desde a sua produção, nas usinas geradoras termelétricas, hidrelétricas, eólicas e outras, até sua cidade, comunidade, casa ou escola.
- (EF09CI13) Propor iniciativas individuais e coletivas para a solução de problemas ambientais da comunidade e/ou da cidade, com base na análise de ações de consumo consciente e de sustentabilidade bem-sucedidas.
- (EF08CI17*) Discutir e propor o uso da energia de modo confiável, sustentável, moderno e economicamente acessível para todos.
- (EF08CI18*) Investigar o processo de produção e o consumo de equipamentos eletrônicos e argumentar com criticidade sobre o impacto na saúde individual e coletiva das pessoas, propondo modos de consumo mais sustentáveis.



ACTIVITY 1

By the end of these two months (bimester) it is suggested an “Advertisement pro electricity saving” to make the school community aware. It is important to establish some directions and do some agreements with the group. Students need to collect data along the lessons, build a portfolio collecting evidence and relevant information based on their learning process.

- a) Ask student to look at the images and them answer the questions B and C.
 - Elicit from students what they know about electric energy, appliances and their consumption.
 - Write their ideas on the board;
- d) Ask students to fill out the first and the second column of the KWL on their learning guides. This a useful tool to be used in the beginning, during and after the unit.
 - By the end of the unit, ask students to go back to this activity and fill last column with what they have learned about the topic. The information that students will give you is very important and can be part of a recovery plan, according to their needs.

- a) Look at the images.



- b) What do all these items have in common?
- c) Do you know where this energy comes from?
- d) Fill the first and second columns of the KWL chart about electric energy.

KWL Chart		
What I know	What I want to know	What I have learned



ACTIVITY 2

- a) In this activity the students will identify items that need electricity to work. This moment is important to students recognize the use of electricity in our daily routine.
- Ask students to mark with an X the item from the chart that need electricity to work;
 - Read the words to students and ask them to repeat after you in order to improve their pronunciation.
- For activities B, C and D, ask students to answer the questions on their learning guides.
- Ask students to read their answers and write them on the board.
- e) Ask students to use the words from the chart in Activity 2a to complete the sentences.
- Ask them to read the sentences with the words they used to complete them;
 - Write their answers on the board and make correction if necessary.

- a) Mark with an "X" the items that need electricity to work.

				
RADIO ()	SHOWER ()	BLENDER ()	BIKE ()	DISHWASHER ()
				
SINK ()	REFRIGERATOR ()	LAPTOP ()	LAMP ()	TABLET ()
				
PRINTER ()	TELEVISION ()	WASHING MACHINE ()	VIDEOGAME ()	STOVE ()

Images from: pixabay

- b) From the electrical items above, which one do you use the most? _____.
 - c) From the items, which one must be turned on the whole time? _____.
 - d) Which items work using a battery? _____.
 - e) Complete the sentences with the words from the previous activity.
1. My brother loves to play _____.
 2. This new _____ is great to make juices.
 3. We need gas to use this _____.
 4. My father just bought this 4K _____.
 5. We use this _____ when there is a problem in the energy supply.



ACTIVITY 3

- a) Ask students to read the text and write the words they don't know in the box.
 - Ask them to search in a dictionary the meaning of the words they don't know.
- For activities B, C and D, ask students to answer the questions according to the information from the text.
- Ask students to read their answers and write them on the board. You can make corrections if necessary.
 - e) Ask students to research on books or on the internet the main source of energy generation in each one of the countries in the chart;
 - f) Ask students to present their findings using the frame as an example.
 - g) Elicit from students if they know the main source of energy generation in Brazil.

- a) Read the text to know more about electricity. Circle and search the words you don't know in a dictionary, you can use the box below to register them.

Electricity explained

Electricity is the flow of electrical power or charge. Electricity is both a basic part of nature and one of the most widely used forms of energy. The electricity that we use is a secondary energy source because it is produced by converting primary sources of energy such as coal, natural gas, nuclear energy, solar energy, and wind energy, into electrical power. Electricity is also referred to as an energy carrier, which means it can be converted to other forms of energy such as mechanical energy or heat. Primary energy sources are renewable or nonrenewable energy, but the electricity we use is neither renewable nor nonrenewable.

Available at <<https://www.eia.gov/energyexplained/electricity>>accessed on 12.18.2019

- b) What are the sources of electric energy?_____.
- c) To what other forms of energy can electricity be converted?_____.
- d) Is electricity a renewable source of energy?_____.
- e) Research using books, or the internet, and complete the chart pointing to the main sources of electric energy in each country.

Electric Energy Generation	
Country	Main source
United States	
Canada	
China	
Japan	
Mexico	
Spain	
England	
Russia	

- f) Present the data you collected on the previous exercise. Follow the model:

In the **United States** the main source of electric energy generation is **natural gas**. In **Japan** the main source of electric energy generation is **hydropower**.

- g) What is the main electric energy generation source in Brazil?_____



ACTIVITY 4

- a) Ask students to read the text individually.
 - Read the text and ask students to repeat after you.
- b) Ask students to circle in the text the words they don't know and look for their meaning in a dictionary;
- c) Ask students to fill out the visual organizer with words related to hydroelectric power plant;
- d) Ask students to answer the questions according to the information from the text. This time is possible to elicit them to read and improve pronunciation;
- e) Ask students to name each part of the hydroelectric power plant based on the information found in

the text.

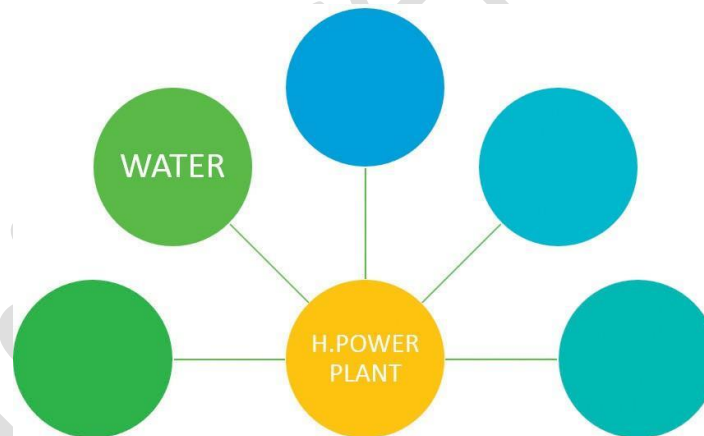
- a) Read the text.
- b) Circle and search the words you don't know in a dictionary.

Hydroelectric power is produced with moving water

Since the source of hydroelectric power is water, hydroelectric power plants are usually located on or near a water source. The volume of the water flow and the change in elevation (or fall) from one point to another determine the amount of available energy in moving water (...)

(...) the water flows through a pipe, or penstock, then pushes against and turns blades in a turbine to spin a generator and produce electricity. In a run-of-the-river system, the force of the current applies pressure on a turbine. In a storage system, water accumulates in reservoirs created by dams and is released as needed to generate electricity.

- c) Complete the visual organizer with words from the text you can relate to "hydroelectric power plant".



- d) On your notebook, answer the questions according to the text:
 - 1. What is the source of hydroelectric power?
 - 2. What determines the amount of available energy in a power plant?
 - 3. Where is water stored?
 - 4. Where are usually located the power plants?
- e) Based on the text, name each part of the hydroelectric power plant.

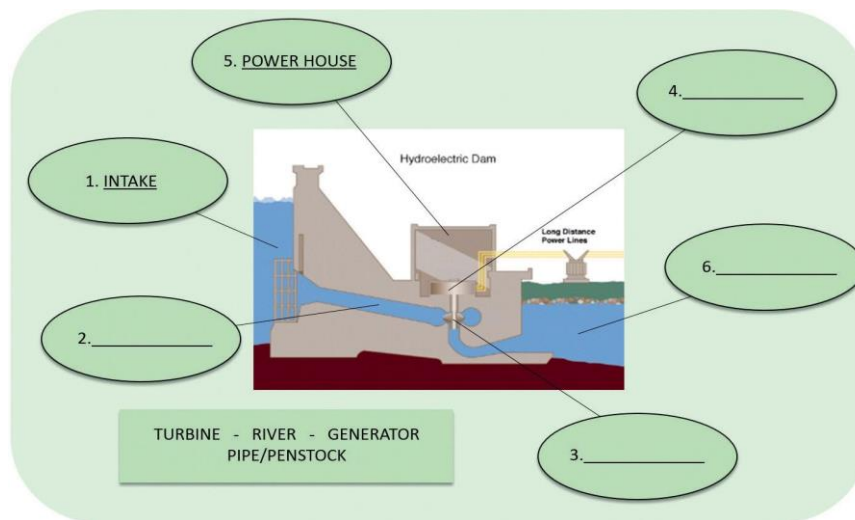


Image adapted from: <<https://www.eia.gov/energyexplained/hydropower/>> accessed on 12.18.2019



ACTIVITY 5

In this activity the students will learn about the electricity bill.

- Ask students to number the pictures according to the words they can relate to them;
 - Read the text with the students and tell them to answer the questions C and Don their notebooks, taking notes about what is charged in the electricity bill.
- Ask students to read their answers and write them on the board. Make corrections if necessary.

- Match each picture to the word in the box you can relate to it.



Images from: pixabay

b) Read the text and answer the questions on your notebook.

Inside the electricity bill

[...] When the electric bill arrives to the consumer, he or she pays for the energy itself (cost of generation), the transmission, and the energy distribution, plus the charges and taxes determined by the law, destined to the government. [...]

- c) According to the text, for how many services does the consumer pay to obtain electricity?
- d) Besides the services, what else affects the cost of the electricity bill?



ACTIVITY 6

In this activity the students will recognize the energy consumption of different appliances. The awareness is the basis of the advertising they are going to produce at the end of this unit.

- Ask students to research how many watts does each one of the given appliances consume;
- Ask students to present their findings.

a) Do you know how many watts your appliances consume? Research and answer:

1. A radio consumes _____
2. A television consumes _____
3. A blender consumes _____
4. A videogame consumes _____
5. A printer consumes _____
6. A computer consumes _____



ACTIVITY 7

- a) In this activity students will know about the average power rating of some appliances. You can create with the students a list of “electricity bill enemies”, then you can have a group leader and together make a campaign pro saving energy wherever they are.
- b) Individually, ask student to fill the chart with the top three appliances that consumes the most amount of energy in their homes.
- c) Now, in groups, ask students to compare their charts from the last activity.
 - Ask students to make a new rank with the items that consumes more energy in all their houses.
- d) Ask students to present their findings using the text as an example.

a) Have a look at the list.

Appliance	Average power rating (Watts)	Appliance	Average power rating (Watts)
Electric shower	7000-10500	Plasma TV	280-450
Immersion heater	3000	Towel rail	250-500
Kettle	3000	Fridge-freezer	200-400
Tumble Dryer	2000-3000	Freezer	150
Electric fire	2000-3000	Heating blanket	130-200
Oven	2000-2200	LCD TV	125-200
Hairdryer	2000	Desktop computer	80-200
Washing machine	1200-3000	Fridge	40-120
Iron	1000-1800	Video/DVD/CD	20-60

Electric drill	900-1000	Tablet (Charge)	10
Toaster	800-1500	Broadband router	7-10
Microwave	600-1500	Extractor fan	5-36
Electric mower	500-1800	Smart phone (charge)	2.5-5.0

Table designed especially for the purposes of this activity by the authors – 12.18.2019

- b) Fill the chart with the appliances you have at home and rank the top three that consume the most energy.

Appliance	hours used per week

1st _____
 2nd _____
 3rd _____

- c) Now, in groups, check with the class the top three items that consume the largest amount of energy.

1st _____
 2nd _____
 3rd _____

- d) Present your findings to the class. Use the frames.

In my house, the refrigerator is the item that consumes the most amount of energy. After it comes the television. And at third place is the radio.

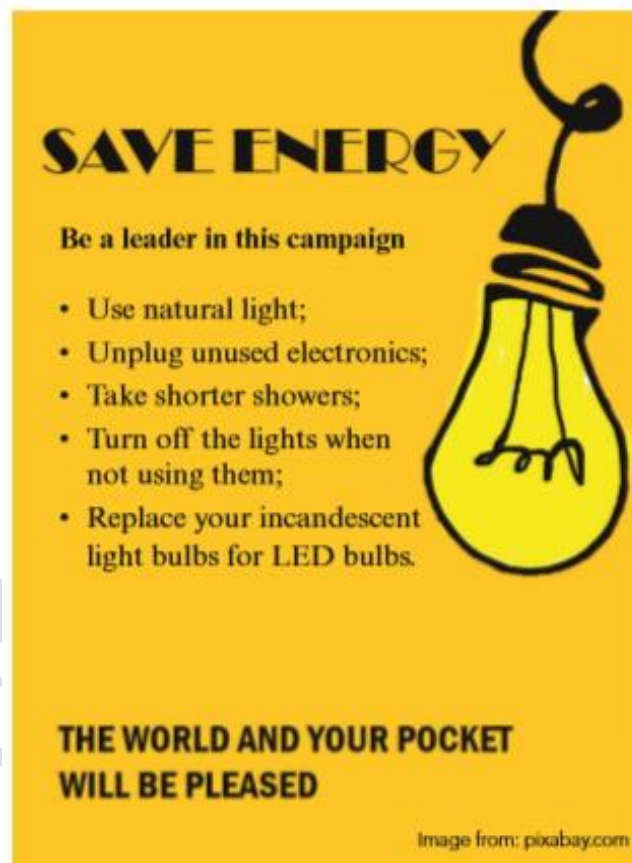
In my group, the item that consumes the largest amount of energy is the ___. At second place is the _____. And at third place is the _____.



ACTIVITY 8

- a) Ask students to analyze the advertisement and then answer questions B, C, D and E on their notebooks.
- Ask students to read their answers;
 - Elicit from students if they recognize the elements of an advertisement, such as arguments, title, subtitle, etc.
- f) Ask students to write three reasons why people should save energy.
- Ask them to read their arguments and explain why they chose them.
- g) Ask students to present their arguments using the frame.
- h) Ask students to go back to Activity 1d and fill the third column of the KWL chart.

- a) In pairs, read the following advertisement and answer the questions on your notebook.



- b) Have you ever seen this kind of advertisement? Where?
- c) Who is the target audience of this advertisement?
- d) What is the purpose of this campaign?
- e) What is the argument used to convince people to save energy?
- f) Search and think about the reasons why people should save energy and list them.

1. _____
2. _____
3. _____

g) Now, present your arguments to the class. Follow the model if necessary.

People should save energy because__.
A good reason why people must save energy is_____. Saving
energy is important because__.

h) Go back to the KWL chart in Activity 1d and fill in the third column.



ACTIVITY 9

In this activity the students will prepare an advertisement “Pro Electricity Saving” to aware the whole school to benefit the world environment.

- a) Give time to students to research different kinds of advertisement “pro electricity saving” and prepare their own advertisement using the one in activity 8a as a model.
- b) Plan with the students how they want to do their presentation. It's important to use the language framing as a model.
- c) Establish with student a place at school to expose all the advertisements students made.

- a) Look at your city newspaper, or on the internet, for advertisements pro electricity saving and, in groups, prepare ads using short sentences in order to convince people to change their ideas about the usage of electricity at home, at school, wherever they are. You can take the advertisement on Activity 8a as an example. Don't forget, your ads must have:

1. Headline;
2. Subhead line;
3. Arguments about why we should save energy;
4. Instructions on how to save energy;
5. Images.

- b) Present your ads to the class.

Our advertisement is about _____.

We think it is important because _____.

We can save energy by _____.

We hope that _____.

- c) Now, choose a place at school to glue your advertisement and make everyone aware. You can also make copies and distribute them to the whole school!