

CONNECTIONS

ENGLISH COMMUNICATION FOR TEENS

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1º, 2º E 3º ANOS

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FIRST THINGS FIRST

Caros estudantes,

Durante o Ensino Médio, você se deparará com novos desafios e interesses, desenvolverá diferentes capacidades, seus vínculos sociais e afetivos mudarão, e você refletirá sobre a vida e o trabalho que gostaria de ter.

Dessa perspectiva, esta obra procura consolidar e expandir seus conhecimentos não só do idioma inglês mas também da cultura, da sociedade e de um mundo que está rapidamente se transformando, principalmente devido ao desenvolvimento tecnológico.

Assim, trazemos textos, atividades e projetos que visam formar sujeitos críticos, criativos, autônomos e responsáveis. A ideia é que, no final deste curso, você aprenda muito mais que inglês – queremos que você tenha adquirido habilidades e ferramentas para interagir no mundo de forma autônoma, ativa e crítica.

A Base Nacional Comum Curricular (BNCC) é o documento que define as diretrizes e os conteúdos do ensino em todas as escolas de Educação Básica do Brasil. Ela é dividida em quatro áreas de conhecimento, sendo uma delas a de Linguagens, que está centrada no conhecimento, compreensão, análise e utilização de diferentes linguagens. Especificamente no Ensino Médio, o ensino dessa área do conhecimento visa proporcionar um aumento da autonomia e do protagonismo do aluno nas diferentes linguagens.

Uma delas é a língua inglesa, presente na cultura digital, nas culturas juvenis, em estudos e pesquisas, ou seja, em quase todos os campos de sua vida pessoal e profissional. Mais do que proficiência ou domínio da língua, esta obra pretende fornecer recursos para você navegar com mais facilidade no mundo em que a língua inglesa é a língua comum para a interação.

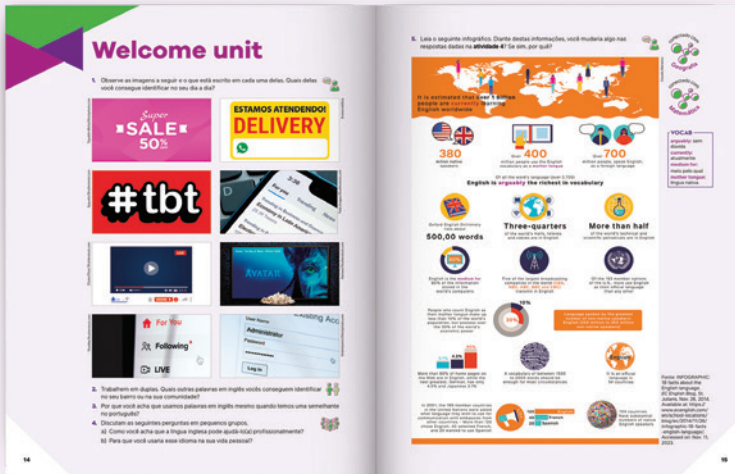
Dessa forma, você e seus colegas poderão usar a língua para aprofundar a compreensão do mundo e da sociedade atual, explorar perspectivas de obtenção, criação e compartilhamento de informações, além de aprender a expor ideias e valores, posicionar-se, argumentar e lidar com conflitos não apenas em sua comunidade mas também em âmbito global.



Salvatore Laporta/Kontrolab/LightRocket/Getty Images

CONHEÇA SEU LIVRO

Este volume único tem vinte e quatro unidades, sendo dezoito unidades regulares e seis projetos. Elas estão organizadas em três partes, iniciadas por **Welcome units**.

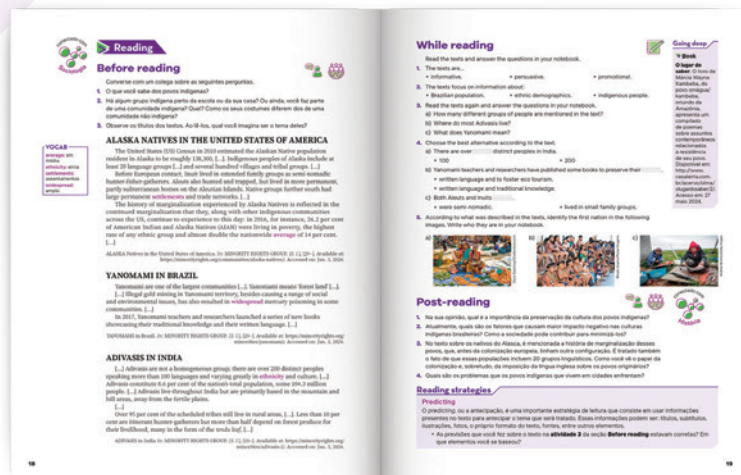


Welcome unit

Nas unidades de abertura, você retoma conteúdos já vistos enquanto pratica a leitura e a escrita por meio de atividades e estratégias diversificadas.

Unit

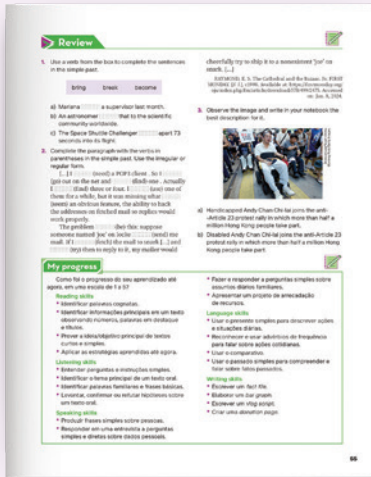
Nas páginas de abertura, você explora o tema central da unidade a partir do seu título, uma imagem e questões sobre o assunto que será abordado.



Reading

Nesta seção, você desenvolve as habilidades de leitura e compreensão de textos. Ela é organizada em **Before reading**, **While reading** e **Post-reading**, além de contar com o box **Reading strategies** que reforça a estratégia proposta na seção.

CONHEÇA SEU LIVRO



Review

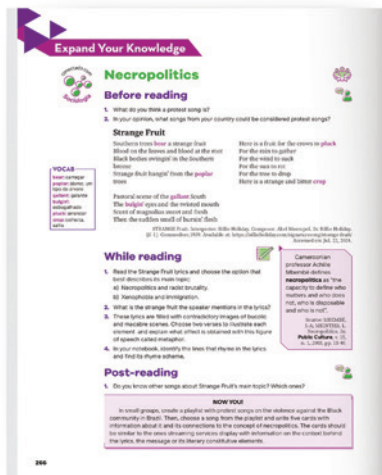
Ao final das unidades pares, você encontra esta seção com atividades para rever os conteúdos trabalhados e o boxe **My progress**, com tópicos para refletir sobre seu aprendizado.

Projects

Nas seis unidades de projetos, você encontra atividades que possibilitam a integração entre diferentes áreas do conhecimento. Elas foram pensadas para que você vivencie um processo investigativo de trabalho ou pesquisa, aprendendo a planejar uma ação voltada para a prática de forma colaborativa.



Ao final do livro, você encontra:



Expand your knowledge

Esta seção propõe a retomada de conteúdos linguísticos a partir de novos temas e atividades contextualizadas por meio de textos escritos, orais ou imagéticos e diferentes situações de uso do idioma.

Glossary












Esta seção apresenta o significado de algumas palavras encontradas ao longo das unidades.

Audio scripts

Esta seção contém a transcrição dos áudios do livro.

Ao longo das unidades, você ainda encontra boxes com sugestões de livros, vídeos, filmes, *sites* e textos relacionados aos temas trabalhados, além de dicas linguísticas e culturais.

Ícones

	Áudios		Atividades multimodais
	Desafios		Atividades de Educação Financeira
	Atividades em grupo		Atividades com algoritmos e fluxogramas
	Atividades em dupla		Atividades de pensamento computacional
	Atividades com resposta oral		Atividades interdisciplinares
	Atividades no caderno		

Ícone TCT

Estes ícones indicam o trabalho sobre um Tema Contemporâneo Transversal.



Meio Ambiente



Economia



Saúde



Cidadania e Civismo



Multiculturalismo



Ciência e Tecnologia

Objetos digitais

Ao longo dos capítulos, você encontrará os ícones de remissão para o conteúdo digital: áudio, *podcast*, vídeo, infográfico interativo, mapa interativo e carrossel de imagens. Eles aprofundam o conteúdo do livro e ajudam você a compreender melhor os assuntos discutidos. Acesse os objetos digitais por meio do livro digital, clicando nos ícones.



Áudio



Podcast



Vídeo



Infográfico interativo



Mapa interativo



Carrossel de imagens

SUMMARY

Part A

Diversity and connectivity 12

Welcome unit 14

The importance of learning the English language 14

Unit 1 Diversity all around 16

Reading 18

People around the world 18

Language in action 20

Simple present and adverbs of frequency 20

Listening 22

Changes in the forest 22

Speaking 23

Cultural diversity 23

Writing 24

Fact sheet 24

Exams 25

Unit 2 Equity in the workplace 26

Reading 28

Diversity in the workplace 28

 Interactive infographic 29

Language in action 30

Comparatives and superlatives 30

Listening 32

Women at work 32

Speaking 33

Equity for women 33

Writing 34

A graph 34

Review 35

Unit 3 Inclusion issues 36

Reading 38

Diversity, inclusion, and equity 38

 Video 38

Language in action 40

Simple past 40

Listening 42

Everyone has a strong point 42

Speaking 43

Athletes and gender 43

Writing 44

A vlog script 44

Exams 45

Unit 4 Project 46

How can we make immigrants feel welcome? 46

Introduction 46

Looking at numbers 47

Real life 48

A refugee's personal account 48

Taking action 50

What can we do to make immigrants feel welcome? 50

Tech-savvy 51

Setting up a fundraising page 51

Showing what we've got 53

Fundraising project 53

Learning about 54

Diversity in movies 54

Review 55

Unit 5 Digital literacy 56

Reading 58

The importance of digital literacy for students 58

Language in action 60

Articles with countable and uncountable nouns 60

Listening 62

Digital literacy for all generations 62

Speaking 63

Don't believe everything you read online 63

Writing 64

A headline 64

Exams 65

Unit 6 Artificial intelligence 66

 Podcast 67

Reading 68

Artificial intelligence applications 68

Language in action 70

There to be 70

Listening 72


AI and deepfake 72

Speaking 73

AI in our daily lives 73

Writing	74
A prompt to create an AI text	74
Review	75

Unit 7 Web relationships 76

Reading	78
Internet is changing our lifestyle	78
 Podcast	78
Language in action	80
Future forms	80
Listening	82
A podcast	82
Speaking	83
Can technology help education?	83
Writing	84
A postcard	84
Exams	85

Unit 8 Project 86

How can we help people spot fake news?	86
Introduction	86
Looking at numbers	88
Real life	90
A website against misinformation	90
Taking action	92
How can we help people spot fake news?	92
Tech-savvy	93
Creating an online survey	93
Showing what we've got	95
An online survey	95
Learning about	96
Fake news from art	96
Review	97

Part B

Go get it	98
------------------------	----

Welcome unit	100
---------------------------	-----

What's education 4.0?	100
-----------------------------	-----

Unit 9 Different forms of success 102

Reading	104
Success at young age	104
Language in action	106
Modal verbs (can, could, might, must, should, ought to)	106

Listening	108
------------------------	-----

Budgeting	108
-----------------	-----

Speaking	109
-----------------------	-----

Young leaders of the Americas initiative	109
--	-----

Writing	110
----------------------	-----

An e-magazine	110
---------------------	-----

Exams	111
--------------------	-----

Unit 10 Art around us 112

Reading	114
----------------------	-----

The art contest	114
-----------------------	-----

Language in action	116
---------------------------------	-----

Imperative	116
------------------	-----

Listening	118
------------------------	-----

 Image carousel	118
--	-----

A young painter	118
-----------------------	-----

Speaking	119
-----------------------	-----

Street Art	119
------------------	-----

Writing	120
----------------------	-----


A flyer	120
---------------	-----

Review	121
---------------------	-----

Unit 11 Maker culture 122

Reading	124
----------------------	-----

The Maker Movement	124
--------------------------	-----

 Interactive infographic	124
---	-----

Language in action	126
---------------------------------	-----

Simple past and past progressive	126
--	-----

Listening	128
------------------------	-----

Fab labs	128
----------------	-----

Speaking	129
-----------------------	-----

Makerspaces	129
-------------------	-----

Writing	130
----------------------	-----

A FAQ page	130
------------------	-----

Exams	131
--------------------	-----

Unit 12 Project 132

How can we be successful and change the world?	132
--	-----

Introduction	132
---------------------------	-----


Looking at numbers	133
---------------------------------	-----


Real life	134
------------------------	-----

A green hotel	134
---------------------	-----



Taking action	136
----------------------------	-----

How can we design a business that will create a positive social impact?	136
---	-----

Tech-savvy	137
Making an explainer video	137
Showing what we've got	139
An explainer video	139
Learning about	140
Entrepreneurship from the movies	140
Review	141
Unit 13 Science and technology	142
Reading	144
STEAM in education	144
Language in action	146
Possessive adjectives	146
Listening	148
STEAM and Art	148
Speaking	149
Making a presentation	149
Writing	150
An invitation	150
Exams	151
Unit 14 Environmental culture	152
Reading	154
Environmental culture and education	154
Language in action	156
Genitive case	156
Listening	158
Flexing culture	158
Speaking	159
An environmental matter	159
Writing	160
A poster	160
Review	161
Unit 15 Cultural exchange	162
Reading	164
Multiculturalism	164
 Video	164
Language in action	166
Verb + gerund/to-infinitive	166
Listening	168
Traditional dances	168
Speaking	169
Different forms of greeting	169
Writing	170
A comic strip	170
Exams	171

Unit 16 Project	172
How can we close the gender gap in science?	172
Introduction	172
 Interactive map	172
Looking at numbers	173
Real life	174
A female researcher	174
Taking action	176
What can we do to encourage more girls to be interested in science and technology? ...	176
Tech-savvy	177
Creating catchy memes	177
Showing what we've got	179
Memes and visuals for a campaign	179
Learning about	180
Female representation from the movies	180
Review	181

Part C

Think ahead	183
Welcome unit	184
Personal and professional growth	184
Unit 17 21st century skills	186
 Interactive infographic	187
Reading	188
AI and the employment future	188
Language in action	190
Present perfect	190
Listening	192
An online conference	192
Speaking	193
Hard skills vs. soft skills	193
Writing	194
A headline	194
Exams	195
Unit 18 Digital nomads	196
Reading	198
Is being a digital nomad always a good idea?	198
 Podcast	198
Language in action	200
Prepositions of time and place, present continuous for future arrangements	200
Listening	202

The increasing of digital nomadism	202	Unit 22 Health and well-being	236
Speaking	203	Reading	238
Talking about future professions	203	Increasing of self-awareness	238
Writing	204	Language in action	240
A budget plan	204	Zero conditional	240
Review	205	Listening	242
Unit 19 New professions	206	How do you see yourself?	242
Reading	208	Speaking	243
The future of jobs	208	Making plans	243
Language in action	210	Writing	244
Prepositional phrases and adjectives	210	A diary entry	244
Listening	212	Review	245
Tips for a job interview	212	Unit 23 Journaling	246
Speaking	213	Reading	248
A job ad	213	Journaling will make you happier	248
Writing	214	Language in action	250
An e-mail	214	First conditional	250
Exams	215	Listening	252
Unit 20 Project	216	Reflecting on journaling with Rashka	252
How can we measure happiness?	216	Speaking	253
Introduction	216	Talking about yourself	253
Looking at numbers	217	Writing	254
Real life	218	A journal entry	254
Career choices and personal fulfillment	218	Exams	255
Taking action	220	Unit 24 Project	256
How can we promote a safe space to talk about career plans?	220	How do we fight ageism?	256
Tech-savvy	221	Introduction	256
A professional page	221	 Video	256
Showing what we've got	223	Looking at numbers	257
A career day	223	Real life	258
Learning about	224	Is that ageism?	258
Happiness and success from the movies	224	Taking action	260
Review	225	How can young and older people help and learn from each other?	260
Unit 21 Self-awareness	226	Tech-savvy	261
Reading	228	How to teach technology to a senior?	261
Being self-aware	228	Showing what we've got	263
Language in action	230	Classes to older learners	263
Modal verb – should	230	Learning about	264
Listening	232	Movies and TV shows portraying older people	264
Mindfulness	232	Review	265
Speaking	233	Expand your knowledge	266
Giving a piece of advice	233	Glossary	272
Writing	234	Audio script	275
A social media comment	234	References	284
Exams	235		



Ricardo Teles/Pulsar Imagens

PART

A

Diversity and connectivity

Os conteúdos da Parte A são:

- Welcome unit
- Unit 1: Diversity all around
- Unit 2: Equity in the workplace
- Unit 3: Inclusion issues
- Unit 4: Project – How can we make immigrants feel welcome?
- Unit 5: Digital literacy
- Unit 6: Artificial intelligence
- Unit 7: Web relationships
- Unit 8: Project – How can we help people spot fake news?

Adolescente da etnia e aldeia kamayurá acessa internet com celular no interior da oca, Parque Indígena do Xingu.

Welcome unit

1. Observe as imagens a seguir e o que está escrito em cada uma delas. Quais delas você consegue identificar no seu dia a dia? [Resposta pessoal.](#)



Tajuddin Molla/Stockphoto.com



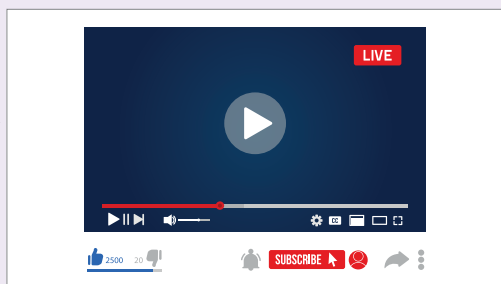
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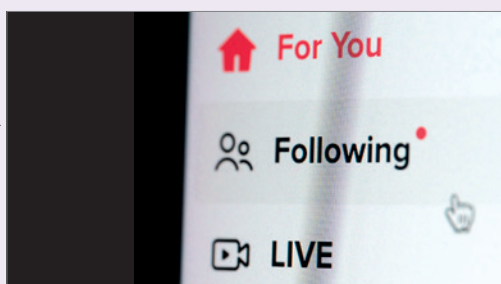
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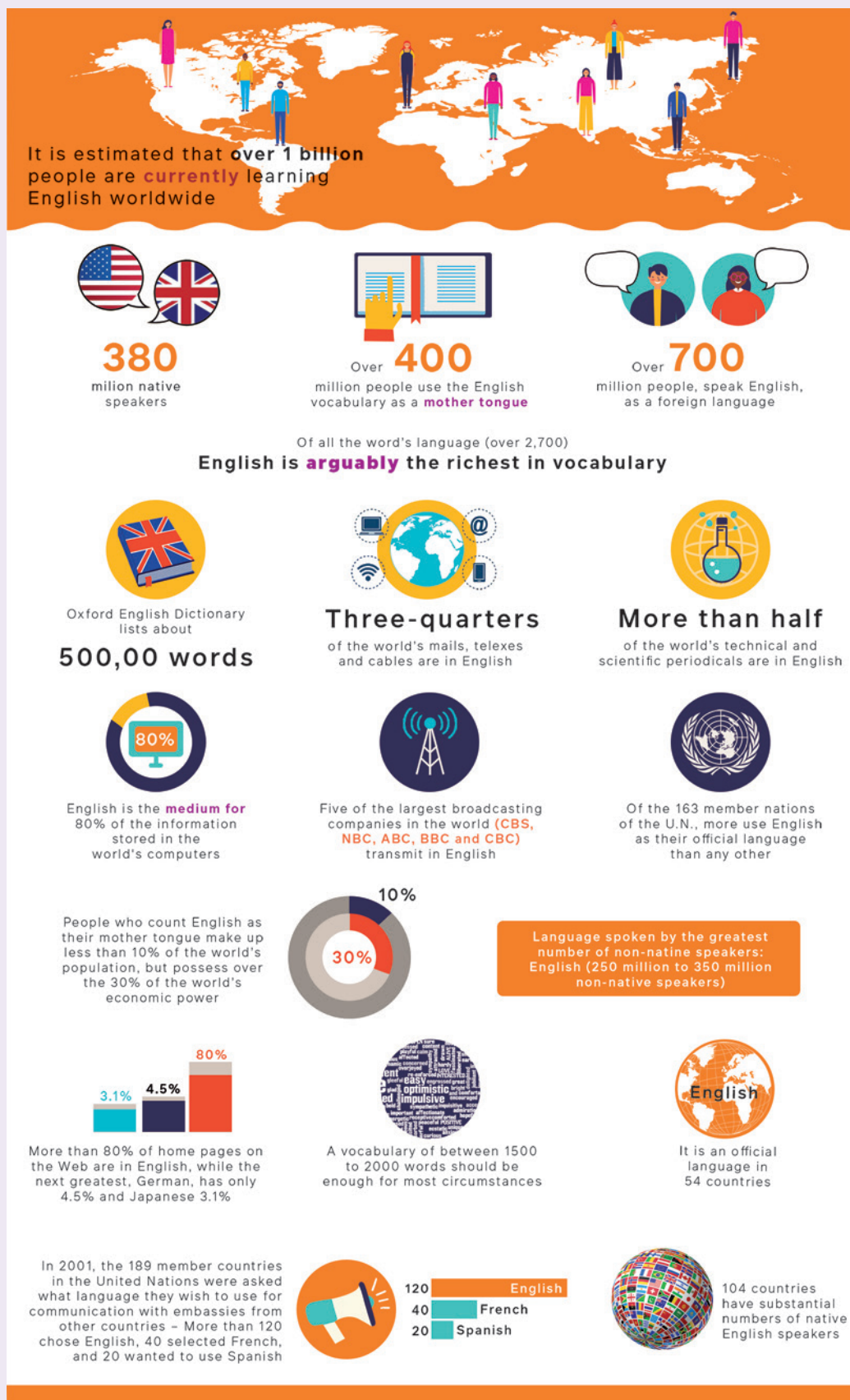
2. Trabalhem em duplas. Quais outras palavras em inglês vocês conseguem identificar no seu bairro ou na sua comunidade? [Resposta pessoal.](#)
3. Por que você acha que usamos palavras em inglês mesmo quando temos uma semelhante no português? [Resposta pessoal.](#)
4. Discutam as seguintes perguntas em pequenos grupos. [Respostas pessoais.](#)
 - a) Como você acha que a língua inglesa pode ajudá-lo(a) profissionalmente?
 - b) Para que você usaria esse idioma na sua vida pessoal?



5. Leia o seguinte infográfico. Diante destas informações, você mudaria algo nas respostas dadas na **atividade 4**? Se sim, por quê? *Respostas pessoais.*



Claudia Marianno



VOCAB

arguably: sem dúvida
currently: atualmente
medium for: meio pelo qual
mother tongue: língua nativa

Para não ferir os direitos autorais da fonte original, mantivemos as proporções dos gráficos, mesmo que inadequadas.

Fonte: INFOGRAPHIC: 18 facts about the English language. *EC English Blog*, St. Julians, Nov. 26, 2014. Available at: <https://www.ecenglish.com/en/school-locations/blog/ec/2014/11/26/infographic-18-facts-english-language/>. Accessed on: Nov. 11, 2023.



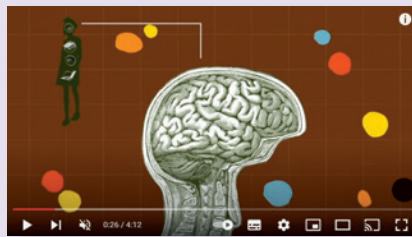
Going deep

▼ Videos



Learn Bright/YouTube.com

Cultures of the World | A fun overview of the world cultures for kids (2020, 9 min). Na primeira metade, o vídeo aborda a riqueza de diversidade que existe no mundo. Na segunda parte, ilustra as diferenças entre algumas culturas, como a afro-americana, francesa, chinesa e outras, apresentando exemplos instigantes para promover a reflexão. Disponível em: <https://www.youtube.com/watch?v=RwSYrsjTiW4>. Acesso em: 27 maio 2024.



BBCGLOBAL/YouTube.com

How the media shapes the way we view the world (2020, 4 min). O vídeo, produzido pela BBC, mostra como a mídia, desde a nossa infância, molda nossa identidade, nosso pensamento e a maneira como vemos o mundo, por meio da exploração de estereótipos. Disponível em: <https://www.youtube.com/watch?v=kVAztNx0rHQ>. Acesso em: 27 maio 2024.

Diversity all around



► Think about it

1. O que você entende por diversidade cultural? [Resposta pessoal.](#)
2. Há diversidade cultural na sua sala de aula? Exemplifique. [Resposta pessoal.](#)
3. De que forma você contribui para a inclusão cultural na sua sala de aula? [Resposta pessoal.](#)

Objetivos

Nesta unidade, você vai:

- falar sobre diversidade cultural e inclusão;
- fazer previsões sobre o conteúdo de um texto;
- usar o *simple present* para apresentar um povo originário;
- usar advérbios de frequência;
- compreender trechos de um documentário sobre a Amazônia;
- elaborar uma apresentação oral sobre um povo originário;
- elaborar uma *fact sheet*.

Diversity is all around us!

1. Resposta pessoal. Estimule os estudantes a falar a respeito de comunidades indígenas. Sugira a eles que usem conhecimentos adquiridos em Ciências Humanas e Sociais Aplicadas.



2. Resposta pessoal. Pergunte aos estudantes se há comunidades indígenas que vivem próximas deles. Peça a eles que formem pequenos grupos e compartilhem informações sobre as comunidades indígenas que conhecem ou das quais ouviram falar.

Converse com um colega sobre as seguintes perguntas.

1. O que você sabe dos povos indígenas?
2. Há algum grupo indígena perto da escola ou da sua casa? Ou ainda, você faz parte de uma comunidade indígena? Qual? Como os seus costumes diferem dos de uma comunidade não indígena?
3. Observe os títulos dos textos. Ao lê-los, qual você imagina ser o tema deles?

VOCAB

average: em média
ethnicity: etnia
settlements: assentamentos
widespread: amplo

3. Resposta pessoal. Espera-se que os estudantes entendam que se trata de textos sobre povos originários de diferentes lugares.

ALASKA NATIVES IN THE UNITED STATES OF AMERICA

The United States (US) Census in 2010 estimated the Alaskan Native population resident in Alaska to be roughly 138,300, [...]. Indigenous peoples of Alaska include at least 20 language groups [...] and several hundred villages and tribal groups. [...]

Before European contact, Inuit lived in extended family groups as semi-nomadic hunter-fisher-gatherers. Aleuts also hunted and trapped, but lived in more permanent, partly subterranean homes on the Aleutian Islands. Native groups further south had large permanent **settlements** and trade networks. [...]

The history of marginalization experienced by Alaska Natives is reflected in the continued marginalization that they, along with other indigenous communities across the US, continue to experience to this day: in 2016, for instance, 26.2 per cent of American Indian and Alaska Natives (AIAN) were living in poverty, the highest rate of any ethnic group and almost double the nationwide **average** of 14 per cent. [...]

ALASKA Natives in the United States of America. In: MINORITY RIGHTS GROUP. [S. l.], [20--]. Available at: <https://minorityrights.org/communities/alaska-natives/>. Accessed on: Jan. 3, 2024.

YANOMAMI IN BRAZIL

Yanomami are one of the largest communities [...]. Yanomami means 'forest land' [...]. [...] Illegal gold mining in Yanomami territory, besides causing a range of social and environmental issues, has also resulted in **widespread** mercury poisoning in some communities. [...]

In 2017, Yanomami teachers and researchers launched a series of new books showcasing their traditional knowledge and their written language. [...]

YANOMAMI in Brazil. In: MINORITY RIGHTS GROUP. [S. l.], [20--]. Available at: <https://minorityrights.org/minorities/yanomami/>. Accessed on: Jan. 3, 2024.

ADIVASIS IN INDIA

[...] Adivasis are not a homogeneous group; there are over 200 distinct peoples speaking more than 100 languages and varying greatly in **ethnicity** and culture. [...] Adivasis constitute 8.6 per cent of the nation's total population, some 104.3 million people. [...] Adivasis live throughout India but are primarily based in the mountain and hill areas, away from the fertile plains. [...]

Over 95 per cent of the scheduled tribes still live in rural areas, [...]. Less than 10 per cent are itinerant hunter-gatherers but more than half depend on forest produce for their livelihood, many in the form of the *tendu leaf*, [...]

ADIVASIS in India In: MINORITY RIGHTS GROUP. [S. l.], [20--]. Available at: <https://minorityrights.org/minorities/adivasis-2/>. Accessed on: Jan. 3, 2024.

While reading

1. Chame a atenção da turma para o fato de que o texto informativo geralmente é escrito em prosa na 3ª pessoa. Comente com os estudantes que ele fornece informações reais e objetivas sobre um determinado tema e utiliza o sentido denotativo da linguagem, para informar o receptor da mensagem de forma clara e direta.



- Read the texts and answer the questions in your notebook.
- The texts are...
 - informative. X
 - persuasive.
 - promotional.
 - The texts focus on information about:
 - Brazilian population.
 - ethnic demographics.
 - indigenous people. X
 - Read the texts again and answer the questions in your notebook.
 - How many different groups of people are mentioned in the text? **Three.**
 - Where do most Adivasis live? **In mountains and hill areas.**
 - What does Yanomami mean? **"Forest land".**
 - Choose the best alternative according to the text.
 - There are over distinct peoples in India.
 - 100
 - 200 X
 - Yanomami teachers and researchers have published some books to preserve their
 - written language and to foster eco tourism.
 - written language and traditional knowledge. X
 - Inuits were
 - semi-nomadic. X
 - small family groups.
 - According to what was described in the texts, identify the First Nations in the following images. Write who they are in your notebook.
 - Adivasis people from India.;**
 - Yanomami people.;**
 - Fishermen from Alaska.**



Oscar Espinosa/Shutterstock.com



Renato Soares/Pulsar Imagens



Andrew Burton/Getty Images

1. Resposta pessoal. É esperado que os estudantes falem sobre a continuidade de uma comunidade com língua, valores, crenças, tradições e organização social únicas, além da preservação do conhecimento da biodiversidade do ecossistema em que ela habita.

Post-reading

- Na sua opinião, qual é a importância da preservação da cultura dos povos indígenas?
 - Aumento de grilagem, roubo de madeira, garimpos ilegais, loteamentos clandestinos que colocam em risco a sobrevivência de diversas comunidades. O aumento das invasões acirra os conflitos. Entre outras possibilidades, a sociedade pode contribuir denunciando tais problemas e divulgando informações de qualidade, além de poder exigir o cumprimento das leis.
- Atualmente, quais são os fatores que causam maior impacto negativo nas culturas indígenas brasileiras? Como a sociedade pode contribuir para minimizá-los?
- No texto sobre os nativos do Alasca, é mencionada a história de marginalização desses povos, que, antes da colonização europeia, tinham outra configuração. É tratado também o fato de que essas populações incluem 20 grupos linguísticos. Como você vê o papel da colonização e, sobretudo, da imposição da língua inglesa sobre os povos originários?
 - Resposta pessoal.
- Quais são os problemas que os povos indígenas que vivem em cidades enfrentam?
 - Resposta possível: preconceito, pobreza, aculturação.



Reading strategies

Predicting

O *predicting*, ou a antecipação, é uma importante estratégia de leitura que consiste em usar informações presentes no texto para antecipar o tema que será tratado. Essas informações podem ser: títulos, subtítulos, ilustrações, fotos, o próprio formato do texto, fontes, entre outros elementos.

- As previsões que você fez sobre o texto na **atividade 3** da seção **Before reading** estavam corretas? Em que elementos você se baseou? **Resposta pessoal.**

Going deep

Book

O lugar do saber. O livro de Márcia Wayna Kambeba, do povo omágua/kambeba, oriundo da Amazônia, apresenta um compilado de poemas sobre assuntos contemporâneos relacionados à resistência de seu povo. Disponível em: <http://www.casaleiria.com.br/acervo/olma/olugardosaber/2/>. Acesso em: 27 maio 2024.



Simple Present 1. a) Simple present / Presente simples. Retome com os estudantes os usos desse tempo verbal. Espera-se que eles consigam concluir que o simple present é usado para tratar de fatos gerais, ações ou situações repetidas, emoções e desejos permanentes.

1. Leia as seguintes frases, retiradas dos textos na **página 18**, e escreva as respostas no caderno.

1. Adivasis **constitute** 8.6 per cent of the nation's total population [...].
2. Indigenous peoples of Alaska **include** at least 20 language groups [...].
3. Yanomami **means** 'forest land' [...].

a) Que tempo verbal foi usado nas três frases? Explique.

b) Com base nelas, quantas formas há nesse tempo verbal na forma afirmativa? **1. b) Duas.**

2. Usando as mesmas frases da **atividade 1**, complete o seguinte quadro no caderno com as formas de *simple present*.

2. Indigenous peoples of Alaska don't include at least 20 language groups.

2. Do Adivasis constitute 8.6 per cent of the nation's total population?

Affirmative	Negative	Interrogative
Adivasis constitute 8.6 per cent of the nation's total population.	Adivasis don't constitute 8.6 per cent of the nation's total population.	
Indigenous peoples of Alaska include at least 20 language groups.		Do indigenous peoples of Alaska include at least 20 language groups?
Yanomami means 'forest land'.	Yanomami doesn't mean 'forest land'.	

2. Does Yanomami mean 'forest land'?

3. Copie o quadro no caderno e complete-o com a formação do *simple present*. Inclua um exemplo.

3. + doesn't + verb + complement **3. Does + subj. + verb + complement**

Subject	Affirmative	Negative	Interrogative
He, She, It	+ verb + -s, -es, or -ies + complement. She knows a lot about different cultures.		
I, You, We, They			

3. + verb + complement

3. + don't + verb + complement

3. Do + subj. + verb + complement

4. O *simple present* pode ser usado em diversos contextos de linguagem. Leia os trechos a seguir e classifique-os de acordo com o objetivo de uso do *simple present* em cada um deles.

- Indigenous people usually fish and hunt for food. **b**
- We watch the birds in the forest every morning. **c**
- The Earth revolves around the Sun. **a**

a) For general truths.

b) Habits.

c) Repeated actions or events.

Quando o verbo termina em **-ch, -ss, -sh, -x ou -zz**, adicionamos **-es**: wash**es**
 Quando o verbo termina em consoante + **-y**, mudamos y para i e adicionamos **-es**: studi**es**
 Quando o verbo termina em vogal + **-y**, basta adicionar **-s**: pay**s**
 Have, go e, do são irregulares:
 have/has, go/goes, do/does

5. Leia o texto e complete-o, no caderno, com a forma correta dos verbos que estão entre parênteses.

[...] The fields of wheat and rice (vanish). [...] We (begin) yo-yoing over the lumpy Kaimur Range and into dry forest. Thorns (tear) our clothes. [...] And then later, near the park headquarters, a burly forest ranger. He (block) the path. Not to us—but to a group of short, thin, watchful women and men balancing cooking pots on their heads. [...] [vanish / begin / tear / blocks](#)

SALOPEK, P. Millions of indigenous people face eviction from their forest homes. *In: NATIONAL GEOGRAPHIC*. [s. l.], 2019. Available at: www.nationalgeographic.com/culture/2019/05/millions-india-indigenous-people-face-eviction-from-forests/. Accessed on: Jan. 3, 2024.

6. Read the text and identify five verbs in the simple present. Write them in your notebook. [is, lives, goes, looks up](#).

The new PBS show *Molly of Denali* is the first nationally distributed children's series to feature an Alaska Native lead character. She's 10 years old; her heritage is Gwich'in, Koyukon and Dena'ina Athabascan. She lives in the fictional village of Qyah, population 94. She goes fishing and hunting, and also looks up information on the Internet and on her smartphone.

BARCO, M. Del. Now Starring in Children's Cartoons: Authentic Indigenous Characters. *KQED*, [s. l.], Jul. 18, 2019. Available at: <https://www.kqed.org/pop/112859/now-starring-in-childrens-cartoons-authentic-indigenous-characters>. Accessed on: Jun. 29, 2024.

Tip

Com o presente simples, os advérbios de frequência são usados para dizer "com que frequência" fazemos algo.



Chris Young/Zuma Press/Easy Mediabank

Princess Daazhrai Johnson is the creative producer of *Molly of Denali*.

7. Leia novamente o texto sobre a animação *Molly of Denali* e escreva os hábitos da personagem principal no caderno. [She goes fishing and hunting, and also looks up information on the Internet and on her smartphone.](#)
8. Leia os advérbios de frequência da coluna à esquerda e associe-os com as expressões de significado parecido da coluna à direita.
- | | |
|-----------------|-------------------|
| 1. Always | a) Almost never 3 |
| 2. Occasionally | b) Every time 1 |
| 3. Hardly ever | c) Sporadically 2 |
| 4. Sometimes | d) Now and then 4 |
9. According to the text, how often does Molly go fishing? Choose an adverb that best describes it.
- Always x
 - Sometimes
 - Rarely
10. Escolha um advérbio de frequência e complete as frases sobre o povo Athabascan do Alasca. [Respostas pessoais.](#)

always daily occasionally rarely almost never every time sometimes hardly ever

- a) Alaskan Athabascan people hunt their food. [always/every time](#)
- b) Alaskan Athabascan people who live in cold areas see the sun. [hardly ever/almost never/occasionally](#)
- c) They eat processed food. [rarely](#)
- d) They have to spend days away from home to find food. [sometimes](#)



Listening

5. a) Resposta pessoal. Espera-se que os estudantes reconheçam que as mudanças mencionadas no áudio só trouxeram malefícios para os indígenas da Amazônia, que lá habitavam por séculos, de maneira remota e inacessível.



Solano José/AE/Estadão Conteúdo



Anere Dib/Pulsar Imagens

5. c) Resposta pessoal. É provável que os estudantes mencionem pontos como preservação das terras em que habitam, acesso à saúde e educação, respeito às suas particularidades e à sua cultura etc.

7. They die early, have high rates of malnutrition, and child mortality. The languages spoken by indigenous populations are not recognized by the state either.



8. a) Resposta pessoal. Espera-se que os estudantes mencionem, com base nos conhecimentos prévios deles, quais questões também atingem a população indígena brasileira. Caso seja pertinente, eles podem também fazer uma breve pesquisa a respeito do tema.

8. b) Resposta pessoal. Espera-se que os estudantes compreendam a importância do uso do inglês como língua global e franca, não restrita a sotaques ditos de prestígio, como o estadunidense ou o britânico, e considerem que o inglês pode ser usado, inclusive, como instrumento de denúncia para questões sensíveis envolvendo os povos originários. Mencione que a Índia por muitos anos foi colônia inglesa e por esse motivo o inglês é também a língua oficial no país e tem o sotaque característico de seu povo originário.



Trecho em obras da Transamazônica, rodovia planejada para ir do Piauí ao Acre, 1960.

Floresta Amazônica, recém-desmatada para plantio em área em litígio, Terra Indígena Munduruku, 2023.

- 1 a) Estados do Piauí e Acre no Brasil, locais em que se situam a Amazônia brasileira.
- Observe as fotos e converse com um colega sobre as questões a seguir.
 - Quais são os lugares mencionados nas legendas das imagens? **1. b) Resposta pessoal.** Espera-se que, nesse primeiro contato com as fotos, os estudantes deduzam que o áudio tratará de algo a respeito da Amazônia e das pessoas que nela habitam.
 - O que você pode inferir do conteúdo do áudio? **1. b) Resposta pessoal.** Espera-se que, nesse primeiro contato com as fotos, os estudantes deduzam que o áudio tratará de algo a respeito da Amazônia e das pessoas que nela habitam.
 - Listen to the audio and choose the best summary.
 - Changes in the forest. **X**
 - Uncontacted Amazonians.
 - The Trans-Amazonian Highway. **c)**
 - What country is mentioned in the recording? **Brazil.**
 - Listen again and label which sentences are true and which are false. Correct the false ones.
 - Brazil's intention in the 20th century was to become a modern country. **True.**
 - A few thousand indigenous people lived in the Amazon. **False. There were tens of thousands of them.**
 - Modern changes started in the 1920's. **True.**
 - This modernization was to improve life conditions. **False. It was to change the shape of the Amazon.**
 - Indigenous people lost their homes because of modernization. **True.**
 - Discuta com os colegas as questões a seguir.
 - Como os indígenas foram prejudicados com as mudanças ocorridas nos anos 1920?
 - Se você pudesse voltar no tempo, que mudanças faria? Quais benefícios incluiria? Por quê? **5. b) Respostas pessoais.** Espera-se que os estudantes reflitam sobre todas as questões apontadas no áudio e sugiram possíveis mudanças, justificando-as.
 - Na sua opinião, quais são as principais necessidades dos povos indígenas?
 - Listen to another audio. Check the problems South American indigenous people face.

a) tuberculosis	c) infant mortality X	e) substance abuse X
b) depression X	d) diabetes	f) HIV/AIDS X
 - Listen again. What problems do Asian indigenous people face, according to the audio?
 - Discuta com os colegas sobre as seguintes questões.
 - Quais dos problemas mencionados no segundo áudio também são comuns aos povos originários do Brasil?
 - O segundo áudio é de uma página da internet chamada *Down to Earth*, localizada em Nova Délhi, na Índia. Você já havia escutado essa variação de inglês? Em quais outros países o inglês é falado além dos Estados Unidos, Canadá, Inglaterra e Austrália?
 - De acordo com o segundo áudio, os povos indígenas correspondem a menos de 5% da população mundial, mas são responsáveis por proteger 80% da biodiversidade do planeta. Em sua visão, como os 95% restantes da população mundial podem fazer também a sua parte e contribuir nessa questão? **Resposta pessoal.**



Speaking



1. Leia a seguinte *fact sheet* sobre povos originários e responda.

Sami people

Population: around 70,000

Location: Sweden, Norway, Finland, and Russia

Language: Sami

Food: fish and **reindeer** meat

Dangers: There is a global interest in their natural resources: wind power, hydropower, and mining. These projects are in conflict with the Sami way of life and culture.

BAER, L.-A. *Boreal forest dwellers: the Saami in Sweden*. [S. l.]: FAO, c2024 Available at: <https://www.fao.org/4/w1033e/w1033e05.htm>. Accessed on: Jul. 2, 2024.



Artur Widak/NurPhoto/AFP

VOCAB

reindeer: rena

- a) Where are the Sami people originally from? [They're from Sweden, Norway, Finland, and Russia.](#)
- b) What's against their way of life? [Projects which exploit their natural resources.](#)

NOW YOU!

Em trios, planejem uma apresentação oral sobre um povo originário do Brasil ou do mundo.

1. Como preparação, pesquisem e anotem as descobertas mais importantes em forma de uma *fact sheet*.
2. Organizem as informações em uma ordem de apresentação lógica. Pesquisem a pronúncia de palavras que vocês não conheçam.
3. Ensaiem a apresentação com seu grupo. Peçam *feedback* sobre o que está bom e o que pode ser melhorado.
4. Durante a apresentação, o texto pode ser usado como referência, mas não como leitura.



Discuta as seguintes questões com os colegas:

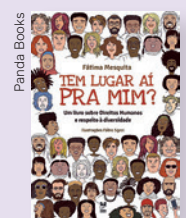


2. Com base nos textos e na sua pesquisa, qual é o maior risco que esses povos correm? Isso depende da localização, do desenvolvimento ou de exploração? Por quê? Você encontrou dados que corroborem essa conclusão? [Resposta pessoal.](#)
3. Em comparação com os povos originários do Brasil e suas dificuldades (garimpo ilegal, doenças etc.), os sami parecem ter mais condições de preservar sua cultura? Qual é o maior conflito na sua opinião? [Resposta pessoal.](#)

Going deep

Book

Tem lugar aí pra mim? Um livro sobre Direitos Humanos e respeito à diversidade, de Fátima Mesquita (Panda Books, 2018). O livro trata das noções de igualdade e diferença entre seres humanos, demonstrando que as diferenças e individualidades de cada pessoa devem ser respeitadas.



Writing

Resposta pessoal. Incentive os estudantes a observar a imagem para trocar impressões sobre ela. Espera-se que eles concluam que um *fact file* ou *fact sheet* é um documento de uma única página que contém informações essenciais sobre um produto, substância, serviço ou outro tópico. Reforce que eles são frequentemente utilizados para fornecer informações em uma linguagem concisa e simples.



1. Uma *fact sheet* é um documento de uma página que contém informações relevantes sobre um assunto. Analise a seguinte *fact sheet* e escreva no caderno quais são suas características.
 - a) It has a short title. X
 - b) It presents facts. X
 - c) It presents opinions.
 - d) It has pictures. X
 - e) It presents short texts. X
 - f) It presents long texts.

Cintya Garcez



FACT SHEET

Kalungas

Name: The Kalungas are Brazilians who descend from people who freed themselves from slavery. The word Kalunga comes from Bantu origin and means "sacred place, protection".

Territory: Today they occupy the territory of Cavalcante, Monte Alegre and Teresina de Goiás. The four main settlements are in the region of Contenda, the Vão do Calunga, the Vão de Almas, the Vão do Moleque and the Ribeirão dos Bois, in Goiás state, Brazil. In 1991 area occupied by the Kalungas was officially recognized as Historical Site and the Kalunga are preserved as Patrimônio Cultural.

Economy: Sustainable and organic family farming.

Religion: Christian religions and african-based rituals as Jongo.

G. Trajetória, Resistência e Conquistas da Cultura Quilombola Kalunga no Brasil. *Agência Jovem de Notícias*, [s. l.], May 24, 2023. Available at: <https://agenciajovem.org/trajetoria-resistencia-e-conquistas-da-cultura-quilombola-kalunga-no-brasil/>. Accessed on: Jul. 2, 2024.

The Kalunga people develop subsistence agriculture and sesame is one of the products grown by families as part of the family income.



2. Pessoas que buscam informações técnicas sobre o povo kalunga, por exemplo. Poderia ser encontrada em livros de Geografia, atlas, enciclopédias, em sites sobre o tema, entre outras fontes.

2. Who is the usual reader of a fact sheet? Where can this kind of text be found?
3. Write a fact sheet to share with your school's English-speaking community. Consider these steps: *Personal answers*.
 - a) Use the document you produced in the speaking section as your first draft. Remember the questions the class made to your group to decide if you need to include more information.
 - b) Create a layout for your fact sheet including non-copyrighted images to illustrate it.
 - c) Give the layouted version of the text to another group to review.
 - d) Read another group's work. Check if they included a title, a list of items (separated by bullets or paragraphs), and a short text for each item. Could you understand all the information? If something is not clear, tell them.
 - e) Use the feedback to write the final version of your fact sheet.
 - f) With the class, display your works around the school.



A alternativa **d** está correta, pois o poema intitulado "Classificando" enfatiza as características únicas de vários seres humanos. Exemplo: "Jenny is curly and blonde and short / whilst Sally is curly but dark" (Jenny possui cabelo encaracolado loiro e curto / ao passo que o de Sally também é encaracolado, mas escuro).

1. Enem (2019)

Classifying

Philip and Annie wear glasses
and so do Jim and Sue,
but Jim and Sue have freckles,
and Tracey and Sammy too.
Philip and Jim are in boy's group
but Philip is tall like Sam
whilst Jim is small like Tracey and Sue
and Clare and Bill and Fran.
Sue is in Guides and football
whilst Helen fits in most things –
except she's a girl and quite tall.
Jenny is curly and blonde and short
whilst Sally is curly but dark;
Jenny likes netball, writing and maths
but Sally likes no kind of work.
Philip and Sam are both jolly,
Fran's best for a quiet chat:
now I
have freckles, like joking, am tall, curly, dark,
in Guides, football
and play penny whistles and the piano...
how do I fit into all that?

NICHOLS, J. In: COLLIE, J.; LADOUSSE, G. *Paths into Poetry*.
England: Oxford University Press, 1993.

No poema *Classifying*, a escritora inglesa Judith Nichols compara várias pessoas com o objetivo de

- enumerar a diversidade de características físicas.
- classificar as preferências de diferentes pessoas.
- ilustrar a relação entre tipo físico e estilo de vida.
- destacar as singularidades de cada ser humano. **x**
- denunciar a intolerância às diferenças físicas.

2. Unicamp-SP (2014)

South America's Earliest Empire

Images of winged, supernatural beings adorn a pair of heavy gold-and-silver ear ornaments that a high-ranking Wari woman wore to her grave in the newly discovered mausoleum at El Castillo de Huarmey in Peru.



UNICAMP 2014

The Wari forged South America's earliest empire between 700 and 1000 A.D., and their Andean capital boasted a population greater than that of Paris at the time. Today, Peru's Minister of Culture will officially announce the discovery of the first unlooted Wari imperial tomb by a team of Polish and Peruvian researchers. In all, the archaeological team has found the remains of 63 individuals, including three Wari queens.

(Disponível em <https://www.nationalgeographic.com/news/2013/6/130627-peru-archaeology-wari-south-america-human-sacrifice-royal-ancient-world-photos/>. Acessado em 27/08/2013.)

- Que tipo de ornamento pessoal foi encontrado em um sítio arqueológico no Peru, do que ele é feito e a quem ele pertencia?
- Explicita duas informações sobre o povo Wari presentes no texto.

2. a) O ornamento encontrado foi um par de brincos, adornados por seres sobrenaturais dotados de asas, feitos de ouro e prata maciços. Pertenciam a uma mulher de alta posição do povo Wari.

2. b) O povo Wari criou o primeiro império sul-americano, entre os anos 700 e 1000 d.C. Além disso, tinha uma população maior que a de Paris àquela época.



Self-Assessment

Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Apreendi a respeito de povos indígenas de diferentes lugares do mundo.
- Usei o *simple present* para falar de ações e fatos ocorridos no presente.
- Ouvi sobre as transformações climáticas na Amazônia e suas consequências.
- Apreendi e falei sobre um povo originário do Leste Europeu.
- Criei uma *fact sheet*.



Going deep

▼ Video

Diversity and inclusion (2022, 2 min). O vídeo usa o contexto de negócios para definir diversidade e inclusão, mostrando que elas geram impactos positivos na sociedade. Disponível em: <https://www.youtube.com/watch?v=KMXo9NfewN8>. Acesso em: 27 maio 2024.

UNIT

2

Equity in the workplace



► Think about it

1. O que você entende por equidade? [Resposta pessoal.](#)
2. Você acredita que todos devem ser tratados de modo igual no local de trabalho? [Resposta pessoal.](#)
3. Quais são as maiores evidências da falta de equidade no local de trabalho? [Resposta pessoal.](#)

Objetivos

Nesta unidade, você vai:

- falar sobre igualdade, inclusão e diversidade no trabalho;
- fazer previsões sobre o conteúdo de um texto;
- usar comparativos e superlativos para analisar dados de gráficos;
- falar sobre mulheres bem-sucedidas;
- compreender relato de mulheres expondo sua percepção sobre o mercado de trabalho;
- elaborar um gráfico.

The more diversity we have in the workplace, the better.



Before reading

3. Espera-se que os estudantes percebam que os temas citados se relacionam com a representação da força de trabalho por gênero e quantidade de líderes por etnia.



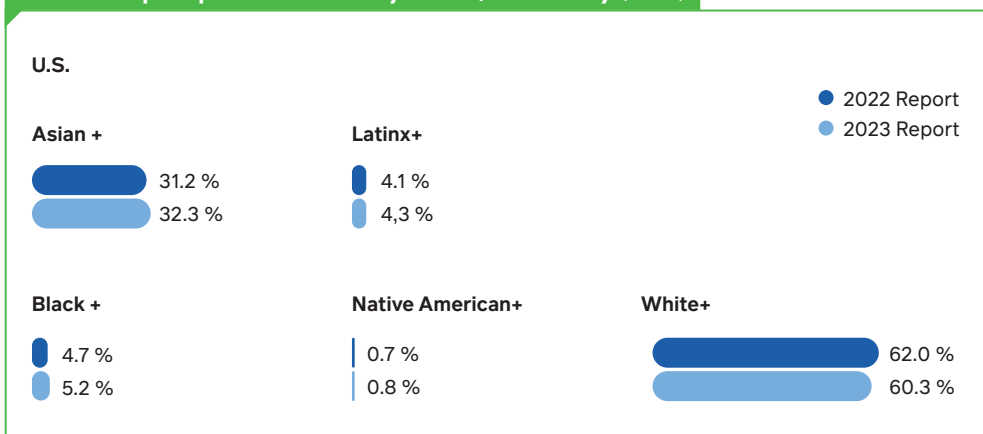
1. O que você sabe sobre relatórios de empresas? Qual a função? Como são? Respostas pessoais.
2. Quem é o(a) autor(a) do relatório? 2. O texto é um relatório publicado pela empresa Google. Portanto, a empresa é a "autora" do texto.
3. Olhe apenas os títulos dos gráficos e responda: Qual é o tema a ser tratado?

Workforce Representation by Gender



Claudia Marianno

Leadership Representation by Race / Ethnicity (U.S.)



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O uso do referido termo Google sem a presença de imagens comerciais identificadas faz parte de um contexto pedagógico mais amplo, sem qualquer tipo de incentivo ao seu uso ou intuito de divulgação dessa marca (cf. Parecer CNE/CEB no 15/2000).

VOCAB

- drive (us) forward:** nos move
- equitable:** equitativo
- outgrowth:** desdobramento
- to date:** até este momento

[...] As we work toward a future centered on equity and respect – a future where everyone can belong – we still have much to learn and much to do. Ensuring this vision becomes reality is what **drives us forward**.

[...]

Informed by rigorous analysis, we built our most representative workforce yet. A key proof point: In 2022, we met our Racial Equity Commitment of increasing leadership representation of Black+, Latinx+, and Native American+ Googlers by 30%.

[...]

Groups like these are not only creating safe spaces for diverse communities, they're also driving more **equitable** experiences for Googlers, our users, and the communities in which we operate. A notable **outgrowth** of this is our work with the Disability Alliance ERG in Korea. [...]

[...] Google gathers more inclusive global data on race, gender, and other identities to help give us a more detailed picture of our workforce. [...]

[...] **To date**, more than 3,500 people have participated in the program, with many finding success in new roles [...]

GOOGLE. *Google Diversity Annual Report 2023*. [S. l.]: Google, 2023. Available at: https://static.googleusercontent.com/media/about.google/pt-BR//belonging/diversity-annual-report/2023/static/pdfs/google_2023_diversity_annual_report.pdf?cachebust=2943cac. Accessed on: Jan. 11, 2024.

While reading



Infográfico
The workers' rights progression

Read the report and discuss the questions in pairs.

1. What is the report about? *It's about diversity and inclusion in the year 2023 in a company.*
2. Is diversity improving in the company mentioned in the report?
 - a) Yes, a lot.
 - b) Yes, a little. **X**
 - c) No, it isn't.
3. Which graphic shows results related to leadership? *The second one.*
4. Look at the first graph. It shows that at this company...
 - a) ... the number of women is higher than the number of men.
 - b) ... the findings refer to the U.S.
 - c) ... the number of female workers increased. **X**
5. Look at the second graph and choose the sentences with the best description.
 - a) The graph shows diversity growth in the leading positions. **X**
 - b) The graph shows changes in the company's workforce.
6. Now read the text carefully and answer **true** or **false**.
 - a) The company is concerned with diversity and equity in the workplace. **True.**
 - b) They met their target in 2023. **False. It was met in 2022.**
 - c) They mention a project in Korea as an example. **True.**
 - d) More than 3,500 people participated in the Korean project. **False. More than 3,500 people participated in the program.**
 - e) Many participants have new roles. **True.**
7. Are these changes in the workplace happening fast? Compare the increasing through the years. *Respostas pessoais.*
8. Como você completaria, com uma palavra, as frases a seguir, com base no texto lido?
 - a) The company's diversity is getting ::::::::::: **(better).**
 - b) The number of women in leadership positions in 2023 is ::::::::::: than in 2022. ... **higher.**
 - c) The data collected is ::::::::::: inclusive than in other companies. **more.**

1. a) Respostas pessoais. Espera-se que os estudantes reflitam sobre os dados apresentados e exponham sua opinião a respeito da diversidade existente na empresa. Por um lado, é possível que salientem os esforços da companhia em estímulo à diversidade, assim como o resultado de um sistema econômico que se sustenta na desigualdade.

se tornar mais diversa. Por outro lado, é provável que considerem que os números ainda estão aumentando em porcentagem muito baixa, o que talvez exija ainda mais dedicação nesse sentido.

1. b) Resposta pessoal. Entre as respostas, é possível que os estudantes mencionem a falta de cumprimento das políticas já existentes para o estímulo à diversidade, assim como o resultado de um sistema econômico que se sustenta na desigualdade.



Post reading

1. Discuta com os colegas a respeito das seguintes questões.
 - a) Em sua opinião, os números de mulheres e de pessoas de diversas etnias estão bem representados na empresa? Por quê?
 - b) Qual, em sua opinião, é o maior empecilho para a equidade?
 - c) Por que ainda é necessário lutar contra a falta de equidade no local de trabalho?
 - d) No relatório apresentado, apesar do aumento da diversidade, ainda há um grupo que predomina. Qual é? Quais seriam as razões para isso ocorrer?
- 1. c)** Resposta pessoal. Espera-se que os estudantes avaliem que, embora haja mudanças em sentido positivo, ainda há muito a ser feito para superar barreiras.
- 1. d)** Respostas pessoais. Espera-se que os estudantes notem que a quantidade de homens ainda é maior que a de mulheres, assim como a quantidade de pessoas brancas ainda supera a de pessoas de outras etnias. Uma possível razão apontada pelos estudantes pode ser a própria estrutura da sociedade patriarcal capitalista que tende a perpetuar desigualdades.

Reading strategies

Predicting

Observe a **atividade 2** do **Before reading**. Nela, pratica-se a estratégia de antecipação do conteúdo, ou *predicting*, ao usar informações presentes no texto para antecipar o tema. Escreva no caderno quais informações contribuíram para que você chegasse à sua conclusão. **Resposta pessoal.**





Comparatives and superlatives

3. a) The Latin American country has a population of more than 213 million residents, [...]

This score is higher than the regional average observed in Sub-Saharan Africa [...]

1. Leia com atenção as frases a seguir, retiradas do texto da **página 28**, e responda com um colega à seguinte questão: Qual é a função do termo em destaque nas três orações? Indicar comparação.

3.b) [...] it was ranked, in 2023, the eighth-worst country in the region concerning equality of opportunities in education, health, economy, and politics between genders.

1. [...] they're also driving **more** equitable experiences for Googlers [...]
2. Google gathers **more** inclusive global data on race, gender, and other identities [...]
3. To date, **more** than 3,500 people have participated in [...]

Angola obtains the highest score of 100 in areas that measure women's freedom of movement, laws that affect women's decision to work, marriage and divorce, women's ability to start and run a business, and property and inheritance rights.

Tip

Usamos a forma comparativa para expressar como duas pessoas ou coisas são diferentes ou iguais entre si.

2. O comparativo pode ser formado com a estrutura *more + adjective + than*. Essa estrutura comparativa é similar às formas usadas em português para fazer comparação? Explique. *Sim, em português se utiliza mais + adjetivo + que.*
3. Leia os textos a seguir sobre desigualdade de gênero no mercado de trabalho e responda no caderno.
 - a) Find a sentence in the comparative form.
 - b) Find a sentence in the superlative form.

Gender inequality persists as a widespread and deeply ingrained problem all over the world, and Brazil is no exception. The Latin American country has a population of more than 213 million residents, where approximately 51 percent are women. Despite this, it was ranked, in 2023, the eighth-worst country in the region concerning equality of opportunities in education, health, economy, and politics between genders. In spite of this inequality, the Brazilian women reported violence, harassment, and femicide as the most worrying issues in 2022.

CYCLES, T. Gender inequality in Brazil. *In: STATISTA. [S. l.], Mar. 8, 2024. Available at: <https://www.statista.com/topics/12038/gender-inequality-in-brazil/#editorsPicks>. Accessed on: Jun. 30, 2024.*

Angola performs relatively well in the Women, Business, and the Law 2023 index, with a score of 79.4 out of 100. This score is higher than the regional average observed in Sub-Saharan Africa (72.6) and the global average of 77.1. Angola obtains the highest score of 100 in areas that measure women's freedom of movement, laws that affect women's decision to work, marriage and divorce, women's ability to start and run a business, and property and inheritance rights.

MARTINS, N. M. S.; GROUSSARD, H. Empowering Angolan women: Advancing gender equality through civil society engagement. *In: WORLD BANK BLOGS. [S. l.], Aug. 15, 2023. Available at: <https://blogs.worldbank.org/en/nasikiliza/empowering-angolan-women-advancing-gender-equality-through-civil-society-engagement>. Accessed on: Jul. 20, 2024.*

4. Estude os exemplos da forma superlativa e comparativa retirados dos textos da **atividade 3**. Escreva no caderno as afirmações verdadeiras em relação a essas formas.
 - a) A forma superlativa compara dois elementos dentro de um grupo.
 - b) A forma superlativa compara um elemento a um grupo. **X**
 - c) A forma superlativa indica algo como sendo do maior ou do menor grau ou extremo. **X**
 - d) A forma superlativa é o mais alto grau de comparação. **X**
 - e) A forma comparativa é o ato de avaliar duas ou mais coisas, determinando as características relevantes e comparáveis de cada coisa. **X**
 - f) A forma comparativa determina quais características comparadas são semelhantes às outras, quais são diferentes e em que grau. **X**
 - g) A forma comparativa só aceita uma forma.

5. Estude a tabela a seguir. Use as regras para formação de comparativos e superlativos para transformar os adjetivos do boxe em exemplos apropriados para cada caso.

5. a) faster. b) fastest. c) nicer. d) nicest. e) hotter. f) hottest. g) easier. h) easiest. i) e k) more crowded/more complicated. j) e l) most crowded/most complicated. m) e o) better/worse. n) e p) best/worst.

bad complicated crowded easy fast good hot nice

Kinds of adjectives	Forming comparatives	Comparative examples	Forming superlatives	Superlative examples
Most short adjectives (one or two syllables)	Add -er	a.	Add -est	b.
Short adjectives ending in -e	Add -r	c.	Add -st	d.
Short adjectives ending in consonant-vowel-consonant	Double the last consonant and add -er	e.	Double the last consonant and add -est	f.
Short adjectives ending in -y	Substitute -y for -ier	g.	Substitute -y for -iest	h.
Long adjectives (two or more syllables)	More + adjective	i. k.	The most + adjective	j. l.
Irregular adjectives	There is no fixed rule	m. o.	There is no fixed rule	n. p.

6. Leia as seguintes frases e responda: O que elas têm em comum? *Todas estão usando superlativos.*

- a) The strongest asset of a company is a diverse team.
- b) Transgender people are among the lowest paid LGBTQIA+ full-time worker.
- c) The biggest threat to inclusion is the pay gap.
- d) This company is the most lucrative in the country.
- e) We are the largest LGBTQIA+ digital publisher in the country.
- f) No company is completely perfect when it comes to total inclusion, but we are trying our best.

7. Personal answers.
Incentive a turma a pesquisar alguns dados e informações para compor as frases. Estabeleça um tempo para que realizem a atividade. Circule pela sala de aula para solucionar possíveis dúvidas que os estudantes possam ter.

7. Em duplas, com base na tabela da **atividade 5** e nos textos da **atividade 3**, escrevam frases verdadeiras referentes à disparidade de diversidade de gênero na força de trabalho brasileira.

Tip

Se as regras de gramática parecerem complicadas, preocupe-se em aprender a regra básica: para comparativo, acrescente -er nos adjetivos curtos e more antes dos longos. Para superlativo, -est e the most. Com o tempo, a prática, os erros e acertos você aprenderá os detalhes.

▶ Listening

1. Resposta pessoal. Espera-se que os estudantes façam suas previsões sobre o assunto de que elas vão falar (igualdade de gênero no trabalho), com base no tema que já vem sendo comentado na unidade. Porém, podem surgir outras respostas também.



1. Para celebrar o dia internacional da mulher, uma empresa multinacional entrevistou algumas de suas lideranças. Do que você acha que elas vão falar?

2. Listen to the women and identify which topic they talked about.

- Helping others
 - Managing different identities
 - Negotiation
 - Promoting solidarity
- a) Linda (audio 3) [Managing different identities](#)
 - b) Avra (audio 4) [Promoting solidarity](#)
 - c) Chiara (audio 5) [Helping others](#)
 - d) Kelly (audio 6) [Negotiation](#)



6. a) Resposta pessoal. Espera-se que os estudantes mencionem a grande disparidade que ainda há no mercado de trabalho entre homens e mulheres, o que impacta, inclusive, a confiança delas ao se promoverem no meio profissional e exigir salários equitativos para cargos e experiências semelhantes.

6. b) Respostas pessoais. Espera-se que os estudantes reconheçam que os grupos LGBTQIAPN+ e as pessoas pretas, de forma particular as mulheres, são grupos que ainda lutam por direitos na sociedade de maneira geral, o que se reflete também no mercado de trabalho, daí a importância de esses grupos se fortalecerem, na opinião da Avra.

6. c) Respostas pessoais. Espera-se que os estudantes reconheçam que as mulheres acabam sofrendo, em muitos casos, pela jornada dupla de trabalho (tanto na profissão quanto em casa), de maneira especial quando decidem ser mães. Nem sempre o mercado de trabalho é suficientemente acolhedor com elas, nem os colegas homens, assim como as colegas sem filhos, se mostram compreensivos. O que poderia ser feito para diminuir essa lacuna seria aumentar a conscientização a respeito dessa questão, além de políticas corporativas que tornem o acesso das mães mais igualitário.

3. Read the sentences and answer **true** or **false** according to the audio.

- a) In Linda's experience, men usually ask more about promotions than women. **True.**
- b) For Avra, women becoming tougher promotes solidarity between them. **False.**
- c) In Chiara's opinion, pulling people up is inspiring. **True.**
- d) For Kelly, women who become parents put more pressure on themselves than men or other women who don't have children. **True.**

4. What are these women talking about? Choose the best option.

- a) Women in the workplace. **X**
- b) Life experiences.

5. Listen to the four women again. Then, write in your notebook who said each sentence.

- a) "Those are the types of things that's inspiring others." **Chiara.**
- b) "What I do as a manager now, of course, I try to treat everybody the same." **Linda.**
- c) "We as women have to actually really toughen up, especially if we are, you know, queer women or women of color and all of that." **Avra.**
- d) "You're probably doing twice the amount of work because you feel like you're not giving enough." **Kelly.**

6. Discuta as seguintes questões com os colegas. [Respostas pessoais.](#)

- a) Segundo o relato de Linda, homens se sentem mais confiantes do que mulheres em uma situação de *feedback* no trabalho: "And then I go on to deliver the reviews for the men [...] and [...] the first thing that comes out of the review is [...] when am I getting promoted?". Na sua opinião, porque isso acontece?
- b) Avra fala sobre a importância de as mulheres se fortalecerem mutuamente, "especially if we are queer women or women of color". Por que Avra cita esses grupos de mulheres? Qual é a importância de as mulheres se apoiarem no mercado de trabalho?
- c) Kelly cita a questão da sobrecarga que mulheres com filhos têm no mercado de trabalho: "if you take a step back and see how you compare to your male counterparts or even other counterparts that don't necessarily have children, you're probably doing twice the amount of work because you feel like you're not giving enough". Por que ocorre essa sobrecarga? O que poderia ser feito para diminuir isso?
- d) Avra trabalha na filial da empresa na Grécia, seu lugar de origem. Por que você acha que ela fala inglês? Na sua opinião, quais são os desafios e oportunidades para um estrangeiro falando inglês no seu local de trabalho?



Going deep

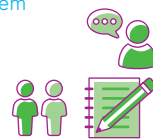
▼ Book

Glass Walls: Shattering the Six Gender Bias Barriers Still Holding Women Back at Work, de Amy Diehl e Leanne M. Dzubinski (Rowman & Littlefield Publishers, 2023). Esse livro analisa seis barreiras que o preconceito de gênero impõe às mulheres no mercado de trabalho.

Speaking

1. Respostas pessoais. Espera-se que os estudantes identifiquem que se trata de Oprah Winfrey, apresentadora estadunidense.

- Você conhece a pessoa da foto? Onde a viu? O que sabe sobre ela?
- Leia o texto e, em dupla, complete o diálogo no caderno.



One of the most influential people of modern times is **talk show host**, actor, writer, and **philanthropist** Oprah Winfrey. [...]

The name of Oprah Winfrey, commonly known as "Oprah", is, in America and around most of the world, a **household** word. Known for her **wit**, **insight**, and **wisdom**, she became the first Black female billionaire in 2003. Her everyday common sense and humility are reflected in quotes like, "Everyone wants to **ride** with you in the **limo**, but what you want is someone who will take the bus with you when the limo **breaks down**."

JANKOWSKI, P. Oprah Winfrey: Biography & Career. In: STUDY.COM. [S. l.], Jan. 15, 2024. Available at: <https://study.com/academy/lesson/oprah-winfrey-biography-career.html>. Accessed on: May 3, 2024.

A: What is her nationality?

B: She's American.

A: Is she famous in the U.S. only?

B: No. She's famous worldwide.

A: Is she rich?

B: Yes.

A: How rich?

B: She's a billionaire.

A: Is she an inspiration to other people?

B: Yes.

A: Why?

B: Because of her everyday common sense and humility.

- Leia o texto sobre Djamila Ribeiro e converse com um colega usando as informações do texto.



Mauro FIMENTEL / AFP

Born in 1980, Djamila Taís Ribeiro dos Santos holds a bachelor's degree in Philosophy and a master's degree in Political Philosophy from the Federal University of São Paulo. [...] She is the author of the books "Place of Speech" (Jandaíra / Plural Feminisms), "Who's Afraid of Black Feminism?", "Short Anti-racist Guide" and "Letters to my Grandmother" (Companhia das Letras) [...]. She is also a visiting professor at the journalism department of the Pontifical Catholic University of São Paulo (PUC-SP) and a guest researcher at the University of Mainz (Germany).

She is an immortal occupant of the chair #28 of the Academy of Literature of São Paulo [...] and considered by the BBC as one of the 100 Most Influential Women in the World.

In 2020, she won the Jabuti Award, the most important in Brazilian literature, in the category of Human Sciences, for A Short Anti-racist Guide. In 2021, she was the first Brazilian person in history to be honored by the BET Awards, granted by the USA Black community.

DISTINGUISHED lecture by Djamila Ribeiro. In: NYU ARTS & SCIENCE. New York, 2023. Available at: <https://as.nyu.edu/research-centers/clacs/events/fall-2023/myths-about-black-brazilian-women--a-view>

- Orienta a turma a usar o diálogo proposto na atividade 2 para trocar informações sobre a autora. Estabeleça um tempo para que realizem a atividade. Circule pela sala de aula e ajude-os a solucionar dúvidas de vocabulário ou pronúncia.
- Choose an important woman to talk about and interview a classmate to know about the woman they chose.



Kathy Hutchins/Shutterstock.com

VOCAB

breaks down:

quebra

household:

familiar

insight:

percepção, entendimento

limo: limusine

philanthropist:

filantropo(a)

ride: andar com

talk show host:

apresentador(a)

wisdom:

sabedoria

wit: humor,

perspicácia

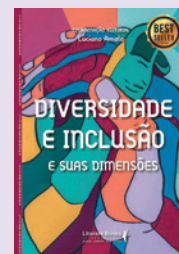
4. Oriente os estudantes a fazerem uma pesquisa rápida usando o próprio aparelho celular para descobrir mais sobre a mulher influente sobre a qual gostariam de falar. Sugira que usem o modelo da atividade 2 para trocarem impressões.

Estabeleça um tempo para que realizem a atividade. Circule pela sala de aula e ajude-os a solucionar dúvidas de vocabulário ou pronúncia. Em seguida, convide alguns voluntários para apresentar o diálogo para os demais colegas.

Going deep

Book

Diversidade e inclusão: e suas dimensões, de Luciano Amato (Literare Books International, 2022). Esse livro traz a visão de mais de 40 autores que trabalham com a diversidade e a vivem no dia a dia.



Literare Books International

1. b) Respostas pessoais. A pergunta faz um levantamento inicial do conhecimento que os estudantes têm sobre o assunto. A resposta detalhada está em 2.b).



1. Converse com um colega sobre as seguintes questões.
 1. a) Respostas pessoais.
 - a) Por que e para que usamos gráficos? *Espera-se que os estudantes mencionem que usamos gráficos para ilustrar dados numéricos.*
 - b) Você sabe quais são os elementos de um gráfico?
2. Observe o gráfico a seguir e responda.

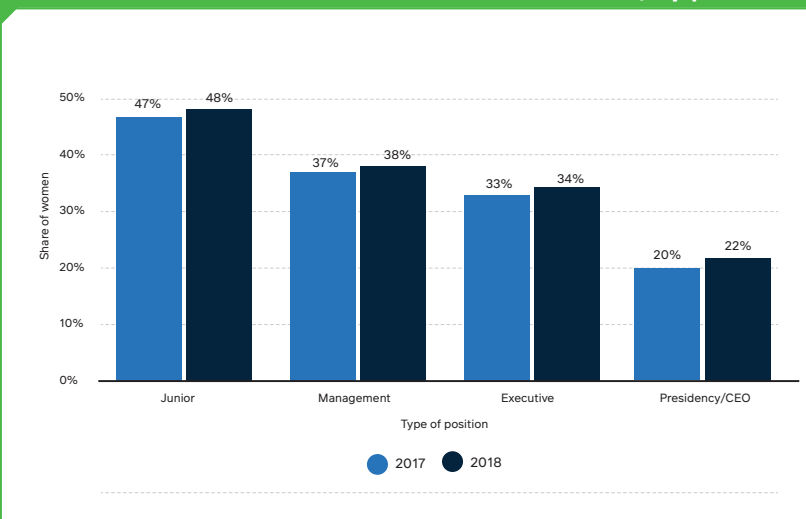


2. b) Em um gráfico de barras ou colunas como o ilustrado na página, temos: título, legendas (2017, 2018), eixo horizontal de categorias e eixo vertical de valores, rótulos dos eixos (*Share of women; Type of position*) e rótulos de dados (as porcentagens em cima das barras), linhas de grade (de 10% a 60%) e fonte de dados (Statista 2024).

2. d) Os diferentes cargos ocupados pelas mulheres: *junior, management, executive e presidency/CEO.*

2. f) Para identificar as cores representadas pelos anos em que foram levantados os dados. Sim, há necessidade, para que seja possível fazer a leitura adequada e a comparação correta.

Share of female workers in Brazil in 2017 and 2018, by position



Claudia Merianno

STATISTA RESEARCH DEPARTMENT. Share of female workers in Brazil in 2017 and 2018, by position. In: STATISTA. [S. l.], Nov. 3, 2023. Available at: <https://www.statista.com/statistics/940056/share-female-workers-position-brazil/>. Accessed on: May 21, 2024.

- a) Que tipo de gráfico é este? *Trata-se de um gráfico de colunas.*
 - b) Quais são os elementos que o compõem?
 - c) Qual é o título deste gráfico? Para que serve? *"Share of female workers in Brazil in 2017 and 2018, by position". Serve para identificar o tema do gráfico.*
 - d) O que representam os dados no eixo horizontal deste gráfico?
 - e) E os dados do eixo vertical? *O percentual de mulheres nos cargos. O eixo vertical é composto de porcentagens: de 0% a 60%.*
 - f) Para que serve a legenda? Neste caso específico, há necessidade de legenda?
 - g) De onde foram coletados os dados representados no gráfico? Qual é o elemento que descreve isso? *Do site Statista. Dentro do próprio gráfico, encontra-se a informação "Statista 2024", que indica a fonte dos dados.*
3. Após analisar os elementos de um gráfico, você e mais 3 ou 4 colegas produzirão um gráfico. Considerem as seguintes orientações: *Resposta pessoal.*
 - a) Pesquisem dados sobre suas famílias. Cada grupo ficará encarregado de um assunto: número de filhos por família; número de mães que trabalham fora; número de famílias monoparentais, ou seja, famílias cujo responsável é somente o pai ou a mãe ou outro adulto; número de famílias em que as mães trabalham em casa.
 - b) Depois de entrevistar os colegas, compilem todas as informações e organizem-nas em um gráfico. Definam qual é o melhor formato para o tipo de pesquisa realizada: de setores, colunas, barras ou linhas.
 - c) Criem o gráfico, físico (em papel, cartolina etc.) ou digital (usando ferramentas *on-line* de criação de gráficos). Garantam que todos os elementos estejam presentes: título e informações textuais em inglês, dados numéricos, legenda, cores, fonte. Usem dicionários, caso necessário.
 - d) Troquem os gráficos entre diferentes grupos, a fim de que possam sugerir melhorias e fazer correções pertinentes.
 - e) Corrijam os gráficos de acordo com as sugestões dos colegas. Por fim, apresentem o gráfico para toda a turma. Usem os dados para propor formas de reduzir desigualdades.





- Complete the sentences with the appropriate form of the simple present.
 - He every single day, so he to run to school. (oversleep / have) **oversleeps / has**
 - The next train at 2:35. (arrive) **arrives**
 - Each individual a diversity of personalities. (bring) **brings**
 - Inclusive cultures the individual and them part of it. (respect/make) **respect / make**
 - The population of Brazil slowly. (increase) **increases**

- Make the sentences negative.
 - Aaron writes a message to his friends every morning. **Aaron doesn't write a message to his friends every morning.**
 - Juliana hardly ever arrives late to work. **Juliana never arrives late to work.**
 - Children love chocolate. **Children don't love chocolate.**
 - She has over 5,000 followers on social media. **She doesn't have over 5,000 followers on social media.**
 - My sisters love country music. **My sisters don't love country music.**

- Read the sentences and complete the questions.
 - They always look tired after a long day at work. How ...? **How do they look?**
 - Greg likes writing poetry. What...? **What does Greg like writing / doing?**
 - Cats eat little portions but all the time. Who...? **Who likes eating little portions but all the time?**
 - We go shopping quite often. How often...? **How often do we go shopping?**
 - You intend to take some time off in Alaska. Where...? **Where do you intend to take some time off?**
 - He does that because he is insecure. Why...? **Why does he do that?**
 - She prefers to go for a walk in the morning. When...? **When does she prefer to go for a walk?**

- Read the text and complete it using the verb in parentheses in the simple present.

[...] To most minds mystery (be) more fascinating than science. But when science itself (lead) straight up to the borders of mystery **leads**

and there (come) to a dead stop, saying, **comes** "At present I can no longer (see) my way," **see** the force of the charm is redoubled. [...] It is with similar feelings that the astronomer **regards** (regard) certain places where from the peaks of the universe his vision (seem) to range **seems** out into endless empty space. He (see) **sees** there the shore of his little isthmus, and, beyond, unexplored immensity. [...]

SERVISS, G. P. *Curiosities of the Sky*. New York; London: HARPER & BROTHERS, 1909. *E-book*. Available at: <https://www.gutenberg.org/cache/epub/6630/pg6630-images.html>. Accessed on: Jan. 19, 2024.

- Complete the sentences by transforming the adjectives from the box into their comparative or superlative forms.

early	exciting	fast
good	hot	intelligent
		old

- Emily is 21. She's student in our class. **the oldest**
 - Grazielle always gets A's on her math tests. She's student in class. **the most intelligent**
 - Danuzi won the running competition. Fátima came in second place. Danuzi is Fátima. **faster than**
 - Letícia makes a delicious chocolate cake. For me, she's cook. **the best**
 - Julia always arrives first in the office. She gets there me every day. **Earlier than**
 - Evelise doesn't like to sit near the window. She says it's place in the office. **the hottest**
 - Esther has excellent computational thinking skills. She thinks that problem-solving is memorizing things. **more exciting than**
- Using the comparative and the superlative forms, write two sentences about yourself in your notebook. **Personal answers.**

Self-Assessment



Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Pude falar sobre igualdade, inclusão e diversidade no trabalho.
- Falei sobre mulheres bem-sucedidas.
- Entendi o relato de mulheres sobre a distinção entre homens e mulheres no mundo corporativo.
- Usei comparativos e superlativos para fazer comparações e indicar similaridades.
- Fiz um gráfico sobre equidade no mercado de trabalho.

Combination of faces produced from portraits of men and women of different ages and races.

Master1305/Shutterstock.com

Going deep

▼ Book

Americanah, de Chimamanda Ngozi Adichie (Anchor Books, 2013). Ifemelu, uma nigeriana que mora há anos nos EUA, decide voltar para sua terra natal. A história é um passeio pelos eventos políticos da Nigéria nos anos 1990 e sua cultura e estrutura social, contando também as dificuldades dos imigrantes ilegais negros nos EUA e na Inglaterra.



Anchor Books

▼ Video

Let's talk about equality and equity (2022, 3 min). O vídeo descreve o direito básico humano de ser livre e igual, explicando a diferença entre igualdade e equidade com exemplos de fácil compreensão. Disponível em: <https://www.youtube.com/watch?v=9isVHRDeGis>. Acesso em: 23 maio 2024.



Australian Human Rights Commission/YouTube.com

UNIT

3

1. Espera-se que a turma conclua que a imagem sugere a proposta de igualdade, direitos humanos, liberdade, diversidade e aceitação.

2. Resposta pessoal. Incentive os estudantes a pensar nas diversidades existentes nos lugares em que frequentam, observando, por exemplo, variedade de: cores de pele das pessoas, faixas etárias em que se encontram, religiões a que são adeptas, hábitos culturais, deficiências, entre outras diferenças. Motive-os a refletir e trocar impressões sobre o assunto.

Inclusion issues



► Think about it

1. Observe a imagem. Em sua opinião, qual é a mensagem que ela expressa?
2. Você circula em ambientes diversos? Quais?
3. Você acha que os direitos são iguais para todos? Por quê?

3. Espera-se que os estudantes discutam sobre os conceitos de igualdade, equidade, diversidade, justiça e direitos humanos. Ajude-os a perceber que apesar de esses conceitos estarem arraigados em nossa sociedade, assegurados em nossa Constituição, e de existir uma série de políticas afirmativas aplicadas pelo governo, eles não são totalmente praticados em todos os espaços de nossa sociedade. Há pessoas que por sua etnia, cor, religião, gênero ou deficiência são excluídas e segregadas de diversos lugares (trabalho, escola, saúde, moradia etc.) por vários fatores, como preconceitos estruturais, ignorâncias, falta de acesso à educação e capacitação, falta de renda, moradia e serviços mais completos de saúde, entre outros.

Objetivos

Nesta unidade, você vai:

- refletir sobre a diversidade em locais de trabalho/estudo;
- ler e compartilhar fatos sobre o tópico igualdade;
- usar o *simple past* para fazer um *script* e depois entrevistar um integrante de uma minoria;
- ouvir e trocar ideias sobre inclusão social;
- compreender o relato de mulheres expondo sua percepção sobre o mercado de trabalho;
- elaborar uma entrevista.



Vídeo
What is
discrimination?



Reading

Before reading

1. Observe as duas imagens desta página e responda: O que elas têm em comum? Troque impressões com um colega.
2. Em sua opinião por que as pessoas protestam?
3. Quais grupos estão representados nas imagens?

1. Resposta pessoal. Espera-se que os estudantes percebam que ambas são imagens de protesto, devido aos cartazes, bandeiras e às pessoas reunidas.

2. Espera-se que os estudantes concluam que as pessoas, geralmente, protestam por melhores condições de moradia, trabalho ou por direitos sociais não cumpridos etc. Incentive a discussão.



3. Oriente-os a observar as imagens e ler os cartazes e as legendas novamente a fim de perceber que na primeira imagem temos pessoas LGBTQIAPN+, enquanto, na segunda, há mulheres.



Artur Wlodek/NurPhoto/AFP

An activist holds a poster as hundreds of activists, allies, and members of the transgender community gather at Dr. Wilbert McIntyre Park in Old Strathcona.

Protesters **gathered** in both Calgary and Edmonton Saturday to **support** the province's transgender community and express their dissatisfaction with new measures proposed by Premier Danielle Smith related to the province's student gender identity, sports and surgery policies.

TRANSGENDER allies gather in Calgary and Edmonton to rally against proposed government policies. *CBC News*, [s. l.], Feb. 3, 2024. Available at: <https://www.cbc.ca/news/canada/calgary/alberta-transgender-supportrallies-1.7104366>. Accessed on: Jun. 26, 2024.

[...] The new Non-Discrimination Act entered into force at the beginning of 2015, and its purpose is to promote equality, **prevent** discrimination and to **enhance** the protection provided by law to those who have been discriminated against.

The Act contains provisions on, for example,

- what constitutes discrimination
- what is permissible different treatment
- who should be notified of discrimination
- what kind of compensation and other sanctions may be applied for on the basis of the law, and
- who should promote equality.

YHDENVERTAISUUS.FI. *NON-Discrimination Act*. Finland: Yhdenvertaisuus.fi, 2014. Available at: [https://yhdenvertaisuus.fi/documents/5232670/5376058/Yhdenvertaisuuden+edist%C3%A4minen+-+Non-Discrimination+Act+\(2014\).pdf/7d8ea757-e1ec-495f-1b6d-bdd052b000f8/Yhdenvertaisuuden+edist%C3%A4minen+-+Non-Discrimination+Act+\(2014\).pdf?version=1.2&t=1661352135026](https://yhdenvertaisuus.fi/documents/5232670/5376058/Yhdenvertaisuuden+edist%C3%A4minen+-+Non-Discrimination+Act+(2014).pdf/7d8ea757-e1ec-495f-1b6d-bdd052b000f8/Yhdenvertaisuuden+edist%C3%A4minen+-+Non-Discrimination+Act+(2014).pdf?version=1.2&t=1661352135026). Accessed on: Jan. 10, 2024.

Maternity leave is a common strategy that reduces the conflict between employment and **childbearing**, at least temporarily. Maternity leave **policies** have been **enacted** to maintain women's participation in the labor force after childbirth, promote gender equality by helping women uphold their position in the labor force, and encourage couples to have more children.

GERBER, T. P.; PERELLI-HARRIS, B. *Maternity leave in tubulent times: Effects on labor market transitions and fertility in Russia*. United States: University of Wisconsin-Madison, 2009. Available at: <https://ipc2009.popconf.org/papers/92034>. Accessed on: Jan. 10, 2024.

[...] In June 2013, the Russian **duma** in Moscow passed a new law banning the “propaganda of non-traditional sexual relationships” to minors. The new federal law is closely related to several regional laws that were already on the books, all of which **seek** to penalize “propaganda” of homosexuality, generally with the intent of “protecting” minors. [...] The language of this new law focuses on “non-traditional” sexual relationships, to contrast with “traditional values” or “traditional family” language that Russia is promoting at the UN to oppose positive statements supporting the human rights of LGBT people.

THE FACTS on LGBT Rights in Russia. *In: THE COUNCIL FOR GLOBAL EQUALITY*. Russia, Feb., 2014. Available at: <http://www.globalequality.org/component/content/article/1-in-the-news/186-the-facts-on-lgbt-rights-in-russia>. Accessed on: Jan. 10, 2024.

VOCAB

childbearing:

gravidez

duma: câmara

baixa da Assembleia Federal da Rússia

enacted:

promulgada

enhance:

melhorar

gathered:

reuniram

policies: leis

prevent: evitar

seek: procurar

support: apoiar



Oliga Maltseva/AFP

Feminist activists take part in a rally for gender equality and women's rights in Saint Petersburg.

No Brasil os artigos 3º e 5º da Constituição federal de 1988 tratam de discriminação. Há também a Lei nº 7.716, de 1989, que prevê crimes de discriminação por raça, cor, etnia, religião e procedência nacional e passou a incluir discriminação por orientação sexual e identidade de gênero, a partir de 13 de junho de 2019.

While reading



1. Read the texts and answer the questions in your notebook. Then compare your answers with a classmate. **1. a)** In favor. Incentive os estudantes a apontar quais elementos os ajudaram na resposta.
 - a) Are the texts in favor of or against diversity? Explain.
 - b) How many countries are mentioned? **Three.** Oriente a turma a observar as fontes para descobrir a origem dos textos.
 - c) Which one has a law that penalizes homosexuality? **Russia.**
2. Match the information to the country.
 - a) Federal law with the intention of protecting minors.
 - b) Maternity leave that encourages population growth.
 - c) Protests against new measures related to the student's gender identity, sports and surgery.
 - d) The Non-Discrimination Act enhances protection provided by law.
 - Finland **d**
 - Russia **a, b**
 - Canada **c**

Post-reading

1. Personal answers. Incentive os estudantes a pesquisarem sobre a história da Rússia e também sobre os países que protegem as minorias para responder às perguntas. Se julgar oportuno, sugira que pesquisem a partir do próprio aparelho celular ou leve a turma para a sala de informática, se possível.



1. O que podemos fazer individualmente para promover o respeito em relação aos tópicos abordados nos textos?
2. O que você conhece sobre a história da Rússia? De que forma ela explica a postura discriminatória em relação à comunidade LGBTQIAPN+? **Resposta pessoal.**
3. Pesquise as leis que protegem minorias nos outros países mencionados. Quais são as mais abrangentes e por quê? Reflita e compartilhe suas ideias com os colegas. **Resposta pessoal.**

Reading strategies

Predicting

By scanning titles, headings, pictures, and diagrams, it is possible to predict the content of a text. In making predictions, readers use their critical thinking and problem-solving skills.

1. Look at the title, subtitles, and the image. Based on them, predict its content.

Finding Your People in the LGBTQIA+ Community

Finding Your People in the LGBTQIA+ Community

Online Communities

The Arts

Sports

Pride Centers, Affinity Groups, and Campus Clubs

Volunteering



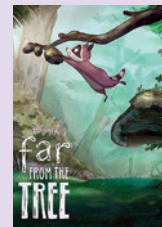
Mercedes Mehling/Unsplash.com

LEVENTRY, A. Finding Your People in the LGBTQIA+ Community. In: THE JED FOUNDATION. [S. l.], [20--]. Available at: <https://jedfoundation.org/resource/finding-your-people-in-the-lgbtqia-community/>. Accessed on: Aug. 8, 2024.

Going deep

Movie

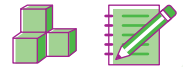
Far from the tree, direção de Rachel Dretzin e Jamila Ephon (Ark Media, 2017, 93 min). O curta-metragem mostra as experiências de famílias nas quais pais e filhos são diferentes em diversos aspectos.



Walt Disney Animation Studios



1. Personal answer. Espera-se que os estudantes prevejam que o texto vai apresentar alguns locais em que jovens LGBTQIA+ podem fazer amizade com outras pessoas LGBTQIA+.



Simple past

1. a) Past. Antes de perguntar sobre o tempo verbal, chame a atenção da turma para as datas que aparecem nas frases (2015, 2013), assim como a data que aparece na fonte de publicação do texto. Ajude-os a perceber que os verbos estão, em sua maioria, no passado.

1. Observe as frases, retiradas dos textos na **página 38**, e responda às perguntas no caderno.

- Protesters gathered in both Calgary and Edmonton Saturday [...]
- [...] The new Non-Discrimination Act entered into force at the beginning of 2015.
- [...] In June 2013, the Russian дума in Moscow passed a new law banning the “propaganda of non-traditional sexual relationships” to minors.

a) Do they refer to the present, past, or future?

b) Is time clear to the reader? *Yes. Chame a atenção da turma para os marcadores temporais, como os anos de 2015 e 2013 ou o dia da semana (Saturday).*

c) **Listed, entered, and passed** are all verbs in the simple past. What is their main characteristic? *Verb + ed. Espera-se que os estudantes percebam que todos eles terminam em “ed” e por esse motivo são chamados de verbos regulares.*

2. Leia as seguintes frases e afirmações sobre elas. Indique se as afirmações são verdadeiras ou falsas.

- a) Mr. Brown invited some friends from different countries to his house yesterday.
- b) Marcy did not fully experience her cultural exchange.
- c) She went to work in a different country to experience new cultures and traditions.
- d) I put a lot of effort into speaking English with our fellow workers from Australia yesterday..
- e) I did not have any difficulty respecting their dress code.

- All the sentences are in the past. *True.*
- All the main verbs are in the past. *True.*
- Some verbs do not change in the past. *True.*
- The negative form (did not) substitutes the verb. *False.*
- Some verbs do not follow a specific pattern and have their unique past forms. *True.*

3. Presente ou passado? Escolha a opção adequada.

- a) When we **test / tested** the new idea with consumers from different countries, they **was / were** not as receptive as we **expected / expect**. *tested / were / expected*
- b) Back in 2004, I **join / joined** a non-profitable organization focused on inclusion. *joined*
- c) The new gadget **is / was** a success and **becomes / became** a case study in our community. *was / became*
- d) The indigenous chief **died / die** at the age of 39. *died*
- e) There **is / was** an urgent need for greater diversity and choice in education nowadays. *is*

4. Complete as frases com os verbos do boxe de forma adequada.

explain work succeed cry arrive cut

- a) Last year I for a non-profit organization. *worked*
- b) Miriam in all the tests for her cultural exchange program. She saw the results yesterday. *succeeded*
- c) The babies copiously during the flight to China last night. *cried*
- d) On Monday, my friend inclusion. He is a person with disability. *explained*
- e) He late for the meeting we had planned months ago. *arrived*
- f) Last year the company costs by dismissing over 300 employees. *cut*

5. Leia o fragmento de um artigo sobre aspectos históricos e educação inclusiva. Em seguida, preencha a primeira coluna do quadro com exemplos do texto. Complete as demais colunas como nos exemplos.

Historical aspects of inclusive education in Brazil

Man started to be understood as a rational animal with the emergence of the scientific method. Studies on different types of disabilities began, and the concept of disability became **rooted** in the clinical model, emphasizing a pathological nature that required medication and treatment. Motivated by these ideals, some individuals began to contribute to **breaking away** from the conceptions that linked disability to mysticism. Thus, this new understanding became associated with the medical and pedagogical aspects, seeking to investigate the causes of disabilities and incorporating a scientific **approach** to research. In this perspective, there was an aim to normalize individuals with disabilities. (SILUK, 2008, p. 63, our translation).

VOCAB

approach: abordagem
breaking away: rompimento
rooted: enraizado

BUENO, J. J.; BUENO, S.; PORTILHO, E. M. L. Historical aspects of inclusive education in Brazil. *Revista Ibero-Americana de Estudos em Educação*, Araraquara, v. 18, n. 00, e023038, 2023. Available at: <https://doi.org/10.21723/riaee.v18i00.17822>. Accessed on: Jul. 6, 2024.

Leia o texto e o boxe **Tip** com a turma e solucione dúvidas de vocabulário que eles possam ter. Circule pela sala de aula a fim de auxiliar os estudantes no preenchimento do quadro. Estabeleça um tempo para que realizem a atividade e convide diferentes voluntários para escrever as respostas na lousa.

	Affirmative	Negative	Interrogative
Regular verbs	a) "Man started to be understood [...]"	b) Man didn't start to be understood.	c) Did man start to be understood?
	a) "that required medication and treatment."	b) that didn't require medication and treatment.	c) Did that require medication and treatment?
Irregular verbs	a) "Studies on different types of disabilities began [...]"	b) Studies on different types of disabilities didn't begin.	c) Did studies on different types of disabilities begin?
	a) "the concept of disability became rooted in the clinical model."	b) The concept of disability didn't become rooted in the clinical model.	c) Did the concept of disability become rooted in the clinical model?

Tip

O passado dos verbos em inglês é dividido em duas categorias: verbos regulares e verbos irregulares. Para formar o passado da maioria dos verbos regulares, acrescentamos **-ed/-d**. Os irregulares não seguem uma regra específica. Usamos o auxiliar **did** para formar a interrogativa dos verbos no passado e **did not** para formar a negativa.

6. Leia outro trecho do artigo sobre aspectos históricos e educação inclusiva e responda.



If in antiquity people with disabilities were forgotten and practically "did not exist," in the medieval era, the situation was worse. In the realm of metaphysics, of a religious nature, individuals with disabilities were considered "demonic" (ARANHA, 2005, emphasis added).

BUENO, J. J.; BUENO, S.; PORTILHO, E. M. L. Historical aspects of inclusive education in Brazil. *Revista Ibero-Americana de Estudos em Educação*, Araraquara, v. 18, n. 00, e023038, 2023. Available at: <https://doi.org/10.21723/riaee.v18i00.17822>. Accessed on: Jul. 6, 2024.

- a) What practically did not exist in antiquity? **People with disabilities.**
 b) Did they not exist? **Yes, they did. But they were forgotten, nobody cared for them.**
 c) How did the church consider these people? **They were considered demonic.**

Tip

a) most verbs: verb + **-ed**: root → **rooted**
 b) verbs ending in **e**: verb + **-d**: require → **required**
 c) verbs ending in **consonant + vowel + consonant**: verb + **doubled consonant + -ed**: ban → **banned**
 d) verbs ending in **consonant + y**: **y + i + ed**: apply → **applied**
 Do not double the final consonant when the stress is on the first syllable: open, enter.

Going deep

Book

Seeing voices, de Oliver Sacks (Vintage Books, 2000). O livro conta a história das pessoas surdas, com destaque para a relação dessa comunidade com a educação.



1. b) Resposta pessoal. Caso julgue pertinente, peça aos estudantes que façam uma breve pesquisa para saberem o que o cordão de girassol indica (a presença de uma deficiência oculta), ou compartilhe essa informação com eles.



1. c) Resposta pessoal. Espera-se que os estudantes conclamem que o áudio vai tratar da inclusão de pessoas com deficiências invisíveis no ambiente de trabalho ou escolar.



2. It is about inclusion and prejudice in the workplace. Personal answer. Reproduza o áudio na íntegra para que os estudantes realizem a atividade. Em seguida, reproduza-o novamente para que eles verifiquem suas respostas.



3. c) F – The turning point was the question asked in a performance review about his five strengths.

▶ Listening

1. a) Resposta pessoal. Espera-se que os estudantes percebam, pela presença do notebook, que a pessoa parece estar estudando ou trabalhando.



- Observe a imagem e responda.
 - O que a pessoa parece estar fazendo?
 - Por que você acha que a pessoa está usando um cordão de girassol? O que ele indica?
 - Essa imagem tem relação com o tema do áudio que você vai escutar a seguir. Do que você acha que ele trata?



Carolina Jaramillo/Shutterstock.com

- Listen to the audio. What is it about? Were you right on your predictions?
- Listen to the audio again and say whether these statements are **true** or **false**. In your notebook, rewrite the false ones according to the recording.
 - Everyone has a strong point. **3. a) F – Every single person is great at things we do not expect them to be.**
 - He grew up hearing people say what one can't do or what one won't be able to do. **T**
 - A turning point in his life was when he graduated.
 - We are guided by universal truths. **F – We are guided by what we believe is true. We are guided by what we think is true.**
- In pairs, discuss the following questions. **Personal answers.**
 - Why is inclusion important in today's world?
 - In your opinion, why was Enrico surprised when asked to list his five strengths?
 - What are your five strengths? Explain.
- Now you are going to listen to a different audio about diversity in the workplace. Listen to it and choose the appropriate word for each alternative.
 - By embracing diversity, we can create an **inclusive** / **exclusive** environment. **inclusive**
 - Some of these benefits include enhanced **creative** / **creativity** and innovation. **creativity**
 - A diverse group of individuals brings together different perspectives, ideas, and **experiences** / **expectations**. **experiences**
 - ...options leading to better decision-making and problem- **solving** / **solution**. **solving**
 - ...creates a sense of belonging and value resulting in higher employee **engagement** / **involvement** and satisfaction. **engagement**



Take note!

It is OK to use words or phrases such as “disabled,” “disability,” or “people with disabilities” when talking about disability issues. Don't use the terms handicapped, differently-abled, special needs or other terms considered offensive. Ask the people you are with which term they prefer to be addressed if they have a disability.

6. No áudio, defende-se que a diversidade é altamente positiva. Os locais que você frequenta têm uma postura inclusiva? Caso a resposta seja negativa, o que você pode fazer para mudar esse cenário? **Resposta pessoal.**

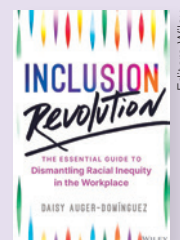
7. Como os áudios 7 e 8 estão relacionados?

O áudio 7 trata da inclusão de pessoas com deficiência no ambiente de trabalho, e dos preconceitos que as pessoas precisam desconstruir para que essa inclusão ocorra. O áudio 8 trata dos benefícios da diversidade no ambiente de trabalho, que só é possível quando pessoas diversas são incluídas.

Going deep

▼ Book

Inclusion Revolution: The essential Guide to Dismantling Racial Inequity in the Workplace, de Daisy Auger-Dominguez (Wiley, 2024). A autora, especialista em gestão de pessoas, explica seu processo de quatro etapas de reflexão, visualização, ação e persistência e orienta o leitor sobre como usar estratégias baseadas em pesquisas para promover a diversidade no ambiente de trabalho.



Editora Wiley

2. Circule pela sala de aula a fim de auxiliar os estudantes no que for necessário. Peça à turma algumas sugestões e anote-as na lousa. Se possível, leve-os até a sala de informática para que assistam ao conteúdo completo para que observem o encerramento para compará-lo com o que eles sugeriram. Disponível em: https://www.youtube.com/watch?v=X5_V1XsWiOc (acesso em: 6 jul. 2024).

Speaking



Joanna Harper has been informally studying transgender athletes for several years. She is the first author of four **peer-reviewed papers** on the subject and has **earned previous** undergraduate and master's degrees in physics and medical physics respectively.

TRANS women and sports | Joanna Harper | ep. 22. [S. l.: s. n.], 2024. 1 video (ca. 40 min). Published by Jason Chen channel. Available at: https://www.youtube.com/watch?v=X5_V1XsWiOc. Accessed on: Jul. 5, 2024.

Joanna Harper is a runner and a transgender scientist who studies transgender athletes.



Tom Hauck/Bloomberg/Getty Images

3. Personal answers. Leia as perguntas com os estudantes e auxilie-os em possíveis dúvidas de vocabulário e pronúncia. Sugira que façam uma breve pesquisa a partir do próprio aparelho celular ou leve-os à sala de informática para que possam realizar a atividade usando dados mais precisos. Estabeleça um tempo para que realizem a atividade e peça a alguns voluntários que apresentem a entrevista para os demais colegas.

VOCAB

earned: formou-se
guest: convidado(a)
matches: corresponda (à)
onward: (daí) em frente
peer-reviewed papers: artigos revisados por pares
prepubescent: pré-adolescente
previous: anterior
suppressing: supressão
undergone: (ter se) submetido
wondering: imaginando

1. Read the following excerpts taken from an interview with the scientist. Discuss her statements with your classmates. **Personal answers.**



- We don't need to divide young, **prepubescent** athletes by gender because there isn't a big difference between them.
- Transgender athletes can compete in a category that **matches** their gender identity.
- [Transgender women] need to have **undergone** testosterone **suppressing** hormone therapy.
- It is from this puberty **onward** that there's this huge divergence in the athletic capability of males and females.

2. Read the beginning of the interview with Joanna Harper, extracted from a vlog. In pairs, identify the genre's characteristics with excerpts from the text.



- Ask questions or prompt the guest to speak: **Why don't you introduce yourself? [...] I was wondering if you could give your general thoughts on the issue.**
- Build rapport: **All right, Joana.**
- Introduce the guest: **My guest today is...**
- Say hello: **Hey, everybody!**
- State the interview objective: **We're gonna talk about transgender athletes.**

Interviewer: Hey everybody! My **guest** today is Joanna Harper and we're gonna talk about transgender athletes. All right, Joanna. Why don't you introduce yourself?

Guest: Hum... My name is Joanna Harper. Hum... I'm... I'm a scientist, a runner, an author, and I'm transgender.

Interviewer: Wonderful! Thank you so much for being here. Hum... So, why don't we get right into it? I've heard a lot of discussion online about where transgender athletes should compete and I was **wondering** if you can give your general thoughts on the issue.

TRANS women and sports | Joanna Harper | ep. 22. [S. l.: s. n.], 2024. 1 video (ca. 40 min). Published by Jason Chen channel. Available at: https://www.youtube.com/watch?v=X5_V1XsWiOc. Accessed on: Jul. 5, 2024.

3. Role-play a panel interview with a minority expert: five or six students will be the experts who will be interviewed by a group of interviewers. Experts choose a minority group to focus on and prepare for the interview, while interviewers collaborate to prepare the questions.



Going deep

Video

What To Do – About LGBTQIA+ Inclusivity at the Workplace (2022, 1 min). O vídeo trata de discriminação e inclusão no ambiente de trabalho e na sociedade estadunidense em geral. Disponível em: <https://www.youtube.com/watch?v=LopjmaSKmwk&t=2s>. Acesso em: 23 maio 2024.



1. Leia algumas regras de etiqueta que devemos usar ao entrevistar uma pessoa com deficiência. Em dupla, verifique o boxe a seguir e identifique qual é o título mais adequado para cada trecho.



- Interviewing people who are hard of hearing
- Interviewing people with vision impairment
- Interviewing people with intellectual disability
- Interviewing people with physical impairment

..... Interviewing people with physical impairment

Offer to shake hands even if they have limited hand use or wear an artificial limb. A left-handshake is acceptable.

Never lean on a person's wheelchair as the chair is their personal space.

..... Interviewing people with vision impairment

Allow a person with a vision impairment to take your arm near the elbow to guide them rather than propel them.

Always identify yourself and others who may be with you.

..... Interviewing people who are hard of hearing

To gain attention, tap the person on the shoulder or wave your hand.

Look directly at the person.

For those that can read lips, face the light and keep your mouth clear when speaking.

Be aware of the impact of background noise for those who are hard of hearing.

..... Interviewing people with intellectual disability

Speak in a straightforward manner and check understanding.

Be patient and wait for the person to finish what they are saying.

Don't pretend to understand the person if you don't. Ask them to repeat what they have just said or to say it in another way (using different words for instance)

NEW ZEALAND. Ministry of Social Development. *Interviewing disabled people: a guide to help employers prepare for interviews with disabled people*. New Zealand: Ministry of Social Development, 2017. Available at: <https://www.msd.govt.nz/about-msd-and-our-work/work-programmes/lead-programme-work/information-and-support/interviewing-disabled-people.html>. Accessed on: Jul. 10, 2024.

2. Leia as afirmações abaixo. Quais delas podem indicar as características de um roteiro de entrevista, de acordo com o texto da **atividade 2** da seção **Speaking**?



- a) As perguntas são escritas e organizadas com antecedência. X
- b) A entrevista pode trazer imagens/cenas que adicionem detalhes ao texto narrado. X
- c) Conhecer o público-alvo é essencial para dar o tom na linguagem (mais ou menos formal). X
- d) A entrevista pode ser improvisada ou seguir um roteiro prévio. X
- e) Ser breve e direto ao ponto. 3. Ressalte que, apesar de ser possível realizar entrevistas improvisadas, esse caminho é indicado para pessoas com mais experiência. No caso deles, é preferível seguir um roteiro bem organizado.

3. Agora cada grupo deve escrever um roteiro de entrevista (*script*) de acordo com o representante de minoria que o grupo vai entrevistar. Siga estas dicas.



- a) Pesquise a minoria para qual o seu grupo vai fazer perguntas.
- b) Elabore um roteiro com perguntas que talvez a pesquisa não tenha sanado. A intenção é conhecer melhor como esse grupo se diferencia e quais os desafios que enfrentam.
- c) Monte o roteiro usando as perguntas como um guia e inclua os resultados da sua pesquisa.

4. Utilize uma ferramenta de edição *on-line* para aperfeiçoar seu *script*. Escreva "free grammar checker" no seu buscador da internet. Mas não se esqueça de rever o material para garantir que o texto final faz sentido.



5. Com a sua turma, promova um dia de entrevistas. Cada grupo entrevista um representante de uma minoria enquanto os outros grupos assistem e podem fazer perguntas de improviso ao final.





1. Enem (2023) *As chaves no início de algumas linhas não fazem parte do poema, mas indicam que o texto daquela linha pertence ao verso acima dele.*

Things We Carry on the Sea

We carry tears in our eyes: good-bye father,
[good-bye mother
We carry soil in small bags: may home never fade
[in our hearts
We carry carnage of mining, droughts, floods,
[genocides
We carry dust of our families and neighbors
[incinerated in mushroom clouds
We carry our islands sinking under the sea
We carry our hands, feet, bones, hearts and best
[minds for a new life
We carry diplomas: medicine, engineer, nurse,
[education, math, poetry, even if they mean
[nothing to the other shore
We carry railroads, plantations, laundromats,
[bodegas, taco trucks, farms, factories, nursing
[homes, hospitals, schools, temples... built on
[our ancestors' backs
We carry old homes along the spine, new dreams
[in our chests
We carry yesterday, today and tomorrow
We're orphans of the wars forced upon us
We're refugees of the sea rising from industrial
[wastes
And we carry our mother tongues
[...]
As we drift... in our rubber boats... from shore...
[to shore... to shore...

PING, W. Disponível em: <https://poets.org/poem/things-we-carry-sea>. Acesso em: 1 jun. 2023 (fragmento).

Ao retratar a trajetória de refugiados, o poema recorre à imagem de viagem marítima para destacar o(a)

- a) risco de choques culturais.
- b) impacto do ensino de história.

- c) importância da luta ambiental.
- d) existência de experiências plurais. X
- e) necessidade de capacitação profissional.

2. Unicamp (2023 - 1ª fase)

“I think that ‘twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what’s all this here talking about? That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain’t I a woman? I could work as much and eat as much as a man – when I could get it – and bear the lash as well! And ain’t I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none but Jesus heard me! And ain’t I a woman? (...)”

(Disponível em: <https://www.nps.gov/articles/sojourner-truth.htm>. Acesso em 24/05/2022.)

Ao longo do discurso, Sojourner Truth repete a mesma pergunta com a finalidade de

- a) ilustrar atitudes sexistas vivenciadas por mulheres negras e brancas.
- b) problematizar a diferença de tratamento dispensado a mulheres negras e brancas. X
- c) advogar pela igualdade de direitos entre homens e mulheres.
- d) criticar a separação entre brancos e negros de diferentes classes sociais.

Self-Assessment



Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Aprendi a importância da diversidade em diferentes esferas.
- Usei o *simple past* para falar de ações ocorridas no passado.
- Li e compartilhei fatos sobre igualdade.
- Ouvi e troquei ideias sobre inclusão.
- Criei um *script* de uma entrevista para um *vlog*.

How can we make immigrants feel welcome?



Brainstorming



Immigrants rescued in the Mediterranean Sea, east of Crete island, arrive at Heraklion harbor, 2017.



Migrants and refugees on a rubber boat in the Mediterranean waiting to be helped by members of the Spanish NGO Proactiva Open Arms in 2017.

1. Respostas pessoais. Convide os estudantes a examinar as imagens. Pergunte: O que se vê em cada uma delas? O que elas têm em comum? Apresente o tópico e coloque a palavra *Immigrants* no quadro. Questione: O que vem à mente quando pensamos nessa palavra?

1. O que essas imagens têm em comum? O que há de diferente entre elas?
2. Você conhece as origens de seus ancestrais? **Resposta pessoal.**
3. Em sua opinião, quais são as principais razões para as pessoas saírem de seus lugares de origem? **Resposta pessoal.**
4. Read the text and answer in your notebook: What is the main reason why people migrate? Compare your answer from **activity 3**.

Why People Migrate

The majority of people who migrate internationally do so for reasons related to work, family and study – involving migration processes that largely occur without fundamentally challenging migrants themselves or the countries they enter. In contrast, other people leave their homes and countries for a range of compelling and sometimes tragic reasons, such as conflict, persecution and disaster. While those who have been displaced, such as refugees, comprise a relatively small percentage of all migrants, they are often the most in need of assistance and support. [...]

WHY do people migrate. *In*: INTERNATIONAL ORGANIZATION FOR MIGRATION. Geneva, [20--]. Available at: <https://wmr-educatorstoolkit.iom.int/module-3-why-do-people-migrate-resources>. Accessed on: Jan. 4, 2024.

5. List the words that helped you answer **activity 4**. **Economic, inequality, poverty, prosperity etc.**

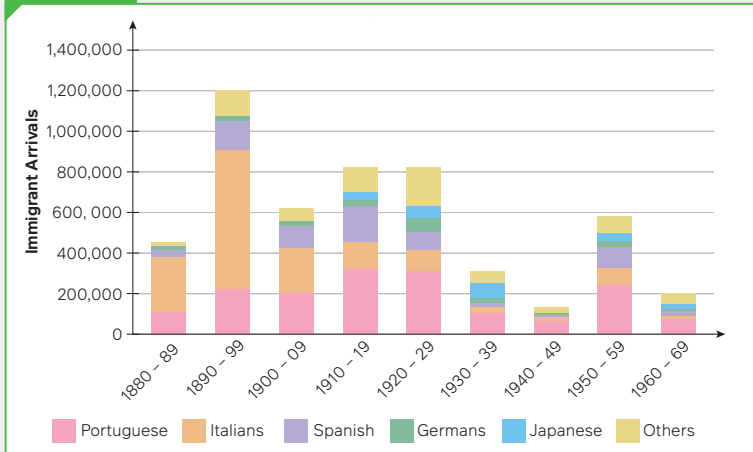
Looking at numbers

1. Look at the following charts and match the titles.



- Latin American Immigrants in Brazil, 1970-2015 ²
- Immigrant Arrivals in Brazil by Nationality, 1880-1969 ¹

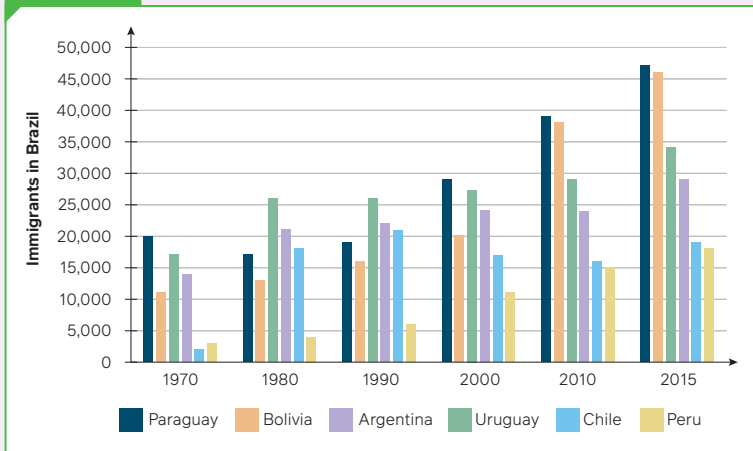
Figure 1



Zeni/Santos

WEJSA, S.; LESSER, J. Migration in Brazil: the Making of a Multicultural Society. *Migration Policy Institute*, Washington, DC, Mar. 29, 2018. Available at: <https://www.migrationpolicy.org/article/migration-brazil-making-multicultural-society>. Accessed on: Jan. 4, 2024.

Figure 2



Zeni/Santos

WEJSA, S.; LESSER, J. Migration in Brazil: the Making of a Multicultural Society. *Migration Policy Institute*, Washington, DC, Mar. 29, 2018. Available at: <https://www.migrationpolicy.org/article/migration-brazil-making-multicultural-society>. Accessed on: Jan. 4, 2024.

3. Possible answers: Immigration in the 19th and 20th centuries was mostly of Europeans. Most of the Italian immigration occurred in the late 1800s. South American immigration has increased in the last 10 years.

4. Resposta pessoal. As respostas podem variar. É importante que os estudantes saibam justificar suas respostas. Retome o texto para lembrá-los de que, na maioria das vezes, a imigração ocorre por razões econômicas. Estimule os estudantes a refletir sobre outras razões que podem levar pessoas de outros países da América do Sul a emigrar para o Brasil (qualidade de vida, perspectiva de um futuro melhor etc.).

5. Respostas pessoais. Ajude a turma a refletir sobre o assunto. É esperado que abordem questões econômicas, conflitos, fuga de crises sanitárias e humanitárias, perseguição religiosa, política e étnica etc.

2. Look at the information in the charts and mark **true** or **false**.

- According to **figure 1**, most immigrants who came to Brazil in the 1900s were from Europe. **True.**
- In 2015, Brazil received around forty thousand immigrants from Bolivia and Paraguay. **True.**
- Between 1990 and 2015, Brazil received more Uruguayans than Paraguayans. **False.**
- There were more Portuguese immigrants than there were Italians. **True.**

3. What else can you conclude about immigration in Brazil by looking at the graphs? Make a list in your notebook and compare it to a classmate's list.

4. A sua lista é diferente da lista apresentada pelo seu colega?

5. Em sua opinião, por que outros sul-americanos emigram para o Brasil? Eles têm as mesmas razões que os europeus tinham em 1900? Explique. Em duplas, escrevam no caderno um pequeno parágrafo, em inglês, sobre isso.



A refugee's personal account



Nayef Hammouri/Shutterstock.com

Vista para a cidade velha de Hebron, a partir de um telhado ao lado da mesquita Qazazen, em Hebron, Cisjordânia, Palestina.

My name is Amal Mousa. I am a Palestinian from Safed, from Sayadiya. We took refuge in Syria, at Sbeineh camp. We were displaced three years ago as a result of the conflict and circumstances in Syria. Now, I am in a collective shelter in Jaramana camp with my four children. I lost my husband in the conflict. Tragically, [...], we have been living in diaspora for 65 years, in every corner of the world. We are tired, but we try to teach our children about Palestine: the capital, the flag, the culture – everything. I wish we could live like all other people in the world. Our dream is the right of return.

MOUSA, A. #JustSolution. UNRWA, Jordan, [201-]. Available at: <https://www.unrwa.org/just-solution>. Accessed on: Jan. 4, 2024.

2. Personal answers. Possible answer: terrorist, violent, uneducated people.

3. Reforce para os estudantes a importância de não reproduzir estereótipos, que, muitas vezes, motivam preconceito e discriminação. Oriente-os a discutir as questões em duplas e registrar as respostas no caderno.

4. Incentive os estudantes a refletir sobre como o Brasil trata e recebe turistas e imigrantes. Ajude-os a concluir que o país tem uma excelente reputação nesse sentido. É importante conduzir o debate de forma a fazer provocações para que os estudantes possam refletir se existe diferença de tratamento de acordo com as origens dos imigrantes. Pergunte a eles se um nigeriano e um italiano têm o mesmo tratamento e deixe que troquem impressões a respeito.

6. Raja comenta que o fato de saber falar português o ajudou muito, pois, segundo ele, poucos brasileiros falam inglês, diferentemente da Índia. Esse é um momento interessante para comentar que a Índia é um país cuja segunda língua é o inglês e seu ensino é mandatório nas escolas.



- Read Amal's account and answer.
 - Where does she live now?
In Syria, at Jaramana camp.
 - What is her dream?
The right of returning to her home in Palestine.
- Immigrants and refugees are usually victims of many stereotypes. What stereotypes are Palestinians victims of? Make a list in your notebook.
- Can you think of other immigrant groups and the stereotypes they have to endure?
- How is Brazilian hospitality perceived by people from other countries?
- Raja is an Indian citizen living in Brazil. Listen to his account and write in your notebook the alternative that reflects his views about Brazil.

a) reserved	7. Espera-se que os estudantes possam contrapor a reputação do Brasil com notícias sobre violência contra turistas e o problema da xenofobia contra venezuelanos e haitianos, por exemplo, para constatar que a ideia de um povo receptivo nem sempre é verdadeira.	d) welcoming X
b) friendly X		e) racist
c) talkative		
- According to Raja, what has helped him during his adjustments in Brazil?
- Do you agree with Raja? How do you see the way Brazilians treat tourists and immigrants?



► Think about it

MORAL COMPASS

O que podemos fazer para evitar a perpetuação de estereótipos e preconceitos?

Resposta pessoal.



1. Look at the text below. What kind of text is it? Where can you find it?

1. It is an ad, and you can find it on bulletin boards (schools, colleges etc.).



4. Espera-se que os estudantes percebam que os três imigrantes, embora provenientes de diferentes contextos e países, usaram a língua inglesa para se comunicar. Destaque para a turma que a primeira razão para o inglês ter se tornado uma língua global foi a expansão do Império Britânico em todo o mundo por volta de 1921, se consolidando com a criação dos Estados Unidos, ex-colônia inglesa, que mais tarde se consagrou como potência militar e econômica mundial.

Rodrigo Arraya

2. What do you have to do if you want to have lessons with Batiste?
3. Is Batiste from France? What does he teach?
4. You have been in touch with texts by immigrants of different nationalities. What language did they use to communicate?
5. Check what you think are the main difficulties immigrants face to force them to go to another country. Share your thoughts with a classmate and explain your choices.
- Wars.
 - Environmental factors.
 - Better educational opportunities.
 - Curiosity.
 - Reunion with other family members.
 - Persecution and poor human rights.
6. Read PuzzleheadedPie5468's report and answer.

2. To have classes with Batiste you probably have to call and make an appointment first.

3. No, he is from Haiti. He teaches French.



Miami is a disaster now.

A menção ao nome de uma empresa nesse contexto pedagógico não tem o intuito de divulgar ou incentivar o consumo da marca, conforme Parecer CNE/CEB nº 15/2000.

It is definitely the worst place to do uber. Lots of saturation due to the new immigrants. No surges and boosts. [...] and unbelievable low rates. It's not even worth to go out and work now since the season is over but It wasn't even that good enough during the high season for city. I can't believe how low this company can get and how low this side of business can be.

PUZZLEHEADEDPIE5468. *Miami is a disaster now.* [S. l.], [2024]. Reddit: r/uberdrivers. Available at: https://www.reddit.com/r/uberdrivers/comments/1cqt6h8/miami_is_a_disaster_now/. Accessed on: Jan. 7, 2024.

- a) What does he do? He is a professional driver.
- b) Why is Miami a disaster? There's lots of saturation due to new immigrants, no surges and boosts, low rates.
- c) He doesn't seem satisfied with his occupation. Write examples of sentences in your notebook: c) It's not even worth to go out and work now; I can't believe how low this company can get and how low this side of business can be.
- d) In your opinion, is PuzzleheadedPie5468 an immigrant? Why (not)?
- e) What problem can we find in Puzzleheaded5468's discourse? What could be done to make it different?
- Ajude os estudantes a concluir que a fala de Puzzleheaded5468 não é positiva ou acolhedora em relação ao fato de a cidade estar repleta de imigrantes. Personal answer.

d) Espera-se que os estudantes concluaem que, por ele estar reclamando sobre o contingente de imigrantes na cidade, ele não deve fazer parte desse grupo.



Taking action



What can we do to make immigrants feel welcome?

1. Answer the questions below in your notebook. Then discuss your answers with a classmate. *Personal answers.*
 - Do you know any immigrants?
 - Where are they from?
 - Why did they come to Brazil?
2. Based on what you see on TV or read in the newspaper, what kind of jobs do immigrants get when they come to Brazil? Make a list.



2. Personal answers. They usually get low-paying jobs because they do not speak the language or are not given an opportunity to have a more qualified job.



Rubens Chaves/Pulsar Imagens

Venezuelan barber cutting a client's hair in Manaus, Amazonia, in 2019.

USE

I think...

I agree. I think most people come to Brazil because...

I don't think so. I think it is because...

I know a family / person from...

They came here because...

3. Get together in groups. Create a mind map. What words come to mind when you think about immigrants in Brazil? Share your ideas with another group. What ideas do you have in common? *Personal answers.*
4. In groups, make a list of actions you can take to help your local immigrant community. Add other ideas and choose one that your group can plan.
 - Create a donation page for them.
 - Teach them Portuguese.
 - Help them organize documents.
 - Teach them about local food habits.
 - Educate yourself, family, neighbors, and colleagues on immigrant integration and its benefits for society.
 - Challenge unwelcoming remarks about immigrants in your community, at work, and at home.
5. Share your ideas with another group.





Setting up a fundraising page

1. Match the titles to the paragraphs.

A

B

C

D

E

F

Ilustrações: acervo editora

The first step in knowing how to set up a GoFundMe for someone else, for yourself, or for charity is choosing a title that clearly explains why you're fundraising.

Your fundraiser title should capture the attention of potential supporters on social media channels, in emails, and in text messages. [...] **e**

[...] A fundraiser story that is both detailed and will encourage people to support your cause. [...] **b**

Your fundraiser description length should be no fewer than 400 words, and it should cover the *who*, *what*, *when*, *why*, and *how* of your situation. [...] **b**

Visual content can help tell your story in a powerful way. Adding images and videos will **spruce up** your donation page and make people want to find out more about your cause. [...] **a**

When deciding what your fundraising goal should be, it's best to start small and increase it as necessary. [...] **d**

VOCAB

in the long run:

a longo prazo

spruce up:

decorar, enfeitar

A menção ao nome de uma empresa nesse contexto pedagógico não tem o intuito de divulgar ou incentivar o consumo da marca, conforme Parecer CNE/CEB nº 15/2000.

The first few days of a fundraiser can greatly influence its success **in the long run**. Before you widely promote your fundraiser, it's best to share it with a few close friends and ask for their feedback. [...] f

When you're busy setting up and running a donation page, it's sometimes easy to forget to thank your donors. But showing gratitude is important. After all, without the generosity of donors, your fundraiser wouldn't be possible. [...] c

CHAMBERS, B. How to Set Up a Donation Page for Fundraising Success in 8 Steps. *GoFundMe*, [s. l.], Apr. 10, 2020. Available at: www.gofundme.com/c/blog/set-up-donation-page. Accessed on: Jan. 4, 2024.

2. What is the most useful tip in your opinion? *Personal answer*.
3. What cause would you donate money to? Explain. *Personal answer*.
4. Choose the best option to replace the name "GoFundMe".
 - a) a digital page
 - b) a donation page x
 - c) a commercial page



Getting it done

You are going to create a fundraising page to help raise money for your immigrant community project.

1. Get together with your group. Using the tips from the text on this page, write a plan for a fundraising page in your notebook. Include in your plan:
 - Platform: check the fundraising platforms available and choose the one that best suits your cause.
 - The title of your page: What is the name of your page? Remember, a catchy title is very important.
 - Who you want to help: telling the story of who needs help is very important if you want people to donate.
 - Your fundraising goal: how much money you want to raise.
 - Why you need donations: explain how this money will help your project.
 - How you can tell people about it: think about ways and places where you can share your page.
2. Present your ideas to a different group.
 - Listen to their feedback.
 - Take notes on the things you can change or make better.
 - Bring new ideas to your group.

Tip

Para dar um *feedback*, ouça e observe primeiro; depois comece abordando os pontos positivos; faça perguntas antes de criticar e ofereça sugestões realistas.

Espera-se que os estudantes concluem que, geralmente, devemos refletir para compreender se a crítica é construtiva e se faz sentido para o momento. Reforce com os estudantes que toda crítica deve ser feita de maneira respeitosa para não ofender quem as recebe.

Better together

How to Give (and Receive) Feedback More Effectively

WHAT IS FEEDBACK?

[...] Feedback is a neutral term that describes any message we send, verbally or non-verbally, about what is happening around us.

[...]

In order for a team to function effectively, each member needs to embrace its expectations, goals and mission.

SPINNEY, K. How to Give (and Receive) Feedback More Effectively. *Katherine Spinney Coaching*, Baltimore, Jun. 1, 2017. Available at: www.katherinespinney.com/how-to-give-and-receive-feedback-more-effectively/. Accessed on: Jan. 4, 2024.

- Ao receber críticas, você se defende imediatamente ou reflete sobre elas para perceber se fazem sentido?



Showing what we've got

Fundraising project



- Get into groups to organize how you are going to present your fundraising project. Think about:
 - How are you going to express your ideas?
 - How are you going to divide the presentation? Who is going to say what?
 - How are you going to organize your visuals? What kind of visuals are you going to use?
 - What resources do you want to use?
 - Do you need computers? Internet access? A board? Posters?
 - How will you convince people that your cause is important?
 - Is your story convincing? What else can you use in your presentation to make people aware of the cause?
- Now that your group has decided how to present the project, it's time to write the presentation. You must include:
 - Who/what institution you have decided to help.
 - The story behind your decision.
 - What you are planning to do.
 - Your fundraising page plan.
 - At the end, hand the presentation in to your teacher, who will review it and give it back to you with pointers.
- Now it's presentation time! Your group studied and rehearsed the presentation. It's your chance to talk and listen to the other groups!
- While you are listening to the other groups' presentations, use this chart to give them some feedback later. Write in your notebook a chart for each group.

Group	Quality of the visuals	Participation of all members	Relevance	Overall impression
	Are the visual resources attractive? Is the presentation neat?	Did all members participate equally? Did they help each other?	How relevant is the project to the topic presented in this session?	What is your overall impression of the project?
Excellent				
Good				
Needs improvement				

- Exchange charts with the other groups in class.
- Review your presentation according to their suggestions.
- What could you make different? *Personal answer.*

Tip

Há cinco elementos que, quando usados com habilidade, podem cativar o seu público e tornar a sua apresentação muito mais cativante. São eles: entonação, ritmo, pausa, projeção e entusiasmo.

Learning about diversity in movies

1. Look at the poster of the movie *Elemental* and read the first paragraph of the review. Based on these elements, what kind of movie is it?
 - Drama.
 - Animation. **X**
 - Documentary.



PictureLux / The Hollywood Archive / Alamy / Fotobarena

The film journeys alongside an unlikely pair, Ember and Wade, in a city where fire-, water-, land- and air-residents live together. The fiery young woman and the go-with-the-flow guy are about to discover something elemental: how much they actually have in common.

[...]

The film is based on director Peter Sohn's life with his parents immigrating to the USA from Korea – not speaking English and settling into the Bronx. Sohn's family also opened a grocery store named Sohn's Fruits and Vegetables – similar to Ember's family in the film.

ELEMENTAL. In: IMDB. [S. l.], 2023. Available at: <https://www.imdb.com/title/tt15789038/>. Accessed on: Jan. 4, 2024.

The story of the Lumens is told through a lens of the first-generation immigrant family experience, touching on issues of assimilation, economics, prejudice, and freedom of choice, the latter being particularly relevant for the second generation, who are the main reason for migrating in the first place to bring them a better life. There's a wonderful sense of community in *Elemental*, with the Fireplace as a community center where residents can gather.

MILLER, M. N. Movie review: 'Elemental' is a surprisingly nuanced metaphor for the immigrant experience. In: INSESSION FILM. [S. l.], Jun. 13, 2023. Available at: <https://insessionfilm.com/movie-review-elemental/>. Accessed on: Jan. 4, 2024.

2. Check the options that are correct according to the texts.
 - a) The movie brings the elements of nature as a metaphor for different ethnicities living together. **X**
 - b) The movie's background story is science fiction.
 - c) The movie is based on the story of its director who was the son of immigrants. **X**
3. Você conhece outros filmes com uma temática parecida? Recomende-os aos colegas e explique sua escolha. **Resposta pessoal.**



Think about it

Being an immigrant

Would you like to be an immigrant one day? Think about:

- advantages;
- disadvantages;
- conditions under which you would go;
- where you would like to go.



Share your thoughts with a classmate.

Review

3. Espera-se que os estudantes leiam o boxe e concluem que o segundo trecho é o mais adequado devido à linguagem isenta de preconceito, uma vez que o termo *handicapped* já não deve ser mais usado.



1. Use a verb from the box to complete the sentences in the simple past.

bring break become

- a) Mariana a supervisor last month. **became**
b) An astronomer that to the scientific community worldwide. **brought**
c) The Space Shuttle Challenger apart 73 seconds into its flight. **broke**

2. Complete the paragraph with the verbs in parentheses in the simple past. Use the irregular or regular form. **2. needed / went / found / found / used / seemed / was / sent / fetched / tried**

[...] I (need) a POP3 client . So I (go) out on the net and (find) one . Actually I (find) three or four. I (use) one of them for a while, but it was missing what (seem) an obvious feature, the ability to hack the addresses on fetched mail so replies would work properly.

The problem (be) this: suppose someone named 'joe' on locke (send) me mail. If I (fetch) the mail to snark [...] and (try) then to reply to it, my mailer would

cheerfully try to ship it to a nonexistent 'joe' on snark. [...]

RAYMOND, E. S. The Cathedral and the Bazaar. In: FIRST MONDAY. [S. l.], c1998. Available at: <https://firstmonday.org/ojs/index.php/fm/article/download/578/499/2475>. Accessed on: Jan. 8, 2024.

3. Observe the image and write in your notebook the best description for it.



Dickson Lee/South China Morning Post/Getty Images

- a) Handicapped Andy Chan Chi-lai joins the anti-Article 23 protest rally in which more than half a million Hong Kong people take part.
b) Disabled Andy Chan Chi-lai joins the anti-Article 23 protest rally in which more than half a million Hong Kong people take part. X

My progress

Leia com os estudantes o boxe **My progress** para que reflitam sobre tudo o que estudaram até aqui. Ajude-os a pensar sobre como podem melhorar técnicas e estratégias a fim de aprimorar habilidades.



Como foi o progresso do seu aprendizado até agora, em uma escala de 1 a 5?

Reading skills

- Levantar hipóteses sobre um texto (*predicting*).
- Identificar informações principais em um texto observando números, palavras em destaque e títulos.
- Prever a ideia/objetivo principal de textos curtos e simples a partir de imagens.
- Aplicar as estratégias aprendidas até agora.

Listening skills

- Entender pequenos trechos e relatos.
- Identificar o tema principal de um texto oral.
- Levantar, confirmar ou refutar hipóteses sobre um texto oral.

Speaking skills

- Produzir frases simples sobre pessoas.
- Responder em uma entrevista a perguntas simples e diretas sobre pessoas de destaque.

- Fazer e responder a perguntas simples sobre assuntos diários familiares.
- Apresentar um projeto de arrecadação de recursos.

Language skills

- Usar o presente simples para descrever ações e situações diárias.
- Reconhecer e usar advérbios de frequência para falar sobre ações cotidianas.
- Usar as formas comparativas e superlativas para analisar dados.
- Usar o passado simples para compreender e falar sobre fatos passados.

Writing skills

- Escrever um *fact sheet*.
- Elaborar um *bar graph*.
- Escrever um *vlog script*.
- Criar uma *donation page*.



Going deep

▼ Video

Digital literacy – what is digital literacy? (2017, 50 min).

Um curso *on-line* sobre letramento digital oferecido pela rede de televisão BBC. Disponível em: https://youtu.be/_LElWqXi7Ag?si=A3zcm2-t_5mxh4Uz. Acesso em: 11 jun. 2024.



Digital literacy



► Think about it

1. Observe a imagem. Em sua opinião, ela ilustra a ideia de letramento digital? Explique.
2. Como você escolhe o que aprender pela internet? [Resposta pessoal.](#)
3. É possível avaliar se um conteúdo disponível *on-line* é confiável? Como você faria essa análise? [Respostas pessoais.](#)

1. Respostas pessoais. Incentive a turma a observar a imagem de abertura. Espera-se que a turma perceba que as duas mulheres estão interagindo usando um *tablet*. Chame a atenção dos estudantes para o fato de que a mulher mais velha tem um relógio bastante tecnológico também. Pergunte aos estudantes se eles vivem esse tipo de interação intergeracional na utilização de aparelhos tecnológicos e incentive-os a trocar impressões e falar sobre suas experiências com familiares ou pessoas mais velhas e como e para que essas pessoas usam a tecnologia.

Objetivos

Nesta unidade, você vai:

- compreender como as pessoas utilizam a internet;
- aprender e falar sobre letramento digital;
- identificar os artigos e substantivos contáveis e incontáveis;
- refletir sobre o que é cidadania digital;
- escrever manchetes jornalísticas.

Different generations using a technological device.



Before reading

1. Oriente os estudantes a observar as palavras que se repetem no título, no subtítulo e na introdução do texto.

1. Observe, rapidamente, o texto a seguir e responda: Qual é o tema abordado?
 - a) Os motivos para os estudantes aprenderem letramento digital.
 - b) Porque o letramento digital é importante para os estudantes. X
 - c) Os desafios do letramento digital para os estudantes.

2. Que tipo de texto é esse? Onde podemos encontrá-lo?

- a) It's an opinion article on an online business newspaper. X
- b) It's a textbook article.
- c) It's an article in a teen magazine.

2. Chame a atenção dos estudantes para a fonte do texto a fim de ajudá-los a chegar à resposta adequada.

3. O texto tem uma linguagem direta, trata de um assunto da atualidade, tem um título chamativo, expõe a opinião do autor etc.

3. Quais são as características desse gênero textual?

- Abordagem de um tema atual relevante. X
- Opinião expressa do autor do texto. X
- Entrevista com pessoas envolvidas.
- Organização em parágrafos. X
- Narração de um fato recente.

VOCAB

mindset: mentalidade
onset: surgimento
reskilling: requalificação
to craft: criar
to scale up: ampliar
upskill: aprimorar

BUSINESS NEWS / JOBS CAREER / EDUCATION

The importance of digital literacy for students

Digital literacy ensures that students learn collaboration, agility, teamwork and leadership, to deal with challenges, take risks and even manage risks.

Written by [guest](#)

August 12, 2023 11:30 IST

[...] Considering the fast-paced technological changes, the ability to use digital platforms, devices and navigate through the digital world to study, **upskill** and also build careers is a critical need for students, today. With the **onset** of AI change has become much more rapid.

Digital skills can be categorized as a 'future relevant skill' because it allows the user to find, create and use information on the internet. It not only makes accessibility to information and other skills faster, but also catalyses work efficiency. According to the World Economic Forum, over half of the global workforce will require upskilling and **reskilling** by the year 2025 making it even more critical to ensure students are familiarised with this.

The changes have definitely begun, with students across the world going digital during the pandemic using Google and Microsoft Teams across their online classes. This not only caused schools and other educational institutions **to scale up** their teaching methodologies and student communication practices, but the youngsters also learnt about technology at a very young age leading to more interest and ease in machine learning.

A menção ao nome de empresas nesse contexto pedagógico não tem o intuito de divulgar ou incentivar o consumo dessas marcas, conforme Parecer CNE/CEB nº 15/2000.

Here are some reasons that explain why digital literacy is a big plus for students

[...]

Responsible behaviour: With great power comes great responsibility. This is especially true for digital usage. In fact, it's a responsible **mindset** on both sides that needs to be cultivated — the educators and their students. Keeping this in mind, curricula have begun to collaborate with industry giants like Meta **to craft** skilled courses in digital citizenship for students in middle years, to make them understand everything about the impact of their digital actions in the virtual and real world. Besides other subjects, the students are also given an understanding about responsible social media behaviour and distinguishing between propaganda/fake news and real news. [...]

ANASTASIADES, T. The importance of digital literacy for students. *Financial Express*, [s. l.], Aug. 12, 2023. Available at: <https://www.financialexpress.com/jobs-career/education-the-importance-of-digital-literacy-for-students-3206531/>. Accessed on: May 5, 2024.

While reading

1. a) Because they allow the user to find, create, and use information on the internet, making accessibility to information and other skills faster and catalyzing work efficiency.



1. Answer the questions according to the text.
 - a) Why are digital skills considered a “future relevant skill”?
 - b) According to the World Economic Forum, what percentage of the global workforce will require upskilling and reskilling by 2025? **Over 50%.**
 - c) How did the pandemic impact the adoption of digital technologies in education?
 - d) What are some benefits of the digital skills mentioned in the text?
2. Scan the text, find words that match the definitions below and write them in your notebook.
 - a) speed. **agility**
 - b) improve existing skills. **upskill**
 - c) people engaged in work. **workforce**
 - d) the way a person acts. **behaviour**
3. Why is it important to provide students with a curriculum that addresses digital citizenship?
 3. To make them understand everything about the impact of their digital actions in the virtual and real world.

1. c) The pandemic caused schools and other educational institutions to scale up their teaching methodologies and student communication practices, leading to a widespread adoption of digital platforms.

1. d) Faster accessibility to information, catalyzed work efficiency, and an early introduction to technology leading to more interest and ease in machine learning.

Post-reading

1. Quais outras razões você consegue citar para justificar a importância do letramento digital para os estudantes do Ensino Médio na idade regular, mas também para pessoas em outras fases da vida como na imagem de abertura?
 1. Resposta pessoal.
2. Converse com um colega. Vocês pensaram nas mesmas razões? O quanto elas são similares ou diferentes?
 2. Respostas pessoais.
3. O que você entende por “With great power comes great responsibility”?
 3. Resposta pessoal.

Reading strategies: 1. Leia a manchete com a turma. É importante que os estudantes percebam que o texto provavelmente abordará o ativismo de Lembke por estratégias contra os efeitos nocivos das redes a partir de expressões como *social media effects*,



que ajudam a identificar o tema central do texto que segue a manchete. Oriente-os a lerem também a linha-fina – logo abaixo da manchete. Ela apresenta

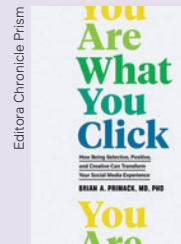
expressões como *log off movement*, que expressa uma preocupação com o tempo de uso de redes sociais pelas crianças. Comente com a turma que na Flórida já existe uma lei que proíbe menores de 14 anos terem acesso a certas redes sociais sem o consentimento dos pais. No Brasil, está tramitando uma lei para banir ou controlar o conteúdo das redes sociais que os jovens acessam. Pergunte

o que os estudantes pensam a respeito dessas propostas. Deixe-os trocar impressões, levando em consideração a linha-fina apresentada. Para saber mais do movimento *Log Off*, eles podem ouvir o *podcast* com Emma Lembke, disponível em: <https://open.spotify.com/episode/2c71RKR1ppDrGY0zoPJsJ9> (acesso em: 28 maio 2024).

Going deep

Book

You are what you click: how being selective, positive, and creative can transform your social media experience, de Brian A. Primack (Chronicle Prism, 2021). Escrito por um especialista em mídia, tecnologia e saúde, o livro oferece uma solução capacitadora e inovadora para criar hábitos de mídia social saudáveis.



É importante levar os estudantes a perceber que eles lançaram mão dessa estratégia quando responderam às questões no *Before reading*.

Reading strategies

Skimming

Skimming é um método de leitura estratégico e seletivo no qual você foca nas ideias principais de um texto. Ao fazer o *skimming* em um texto, preste atenção em palavras repetidas, escritas com letra maiúscula ou em destaque, nos títulos e subtítulos, pois esses elementos certamente vão ajudar a compreender o assunto central do texto, como proposto no **Before reading**.

1. Skim the following headline to find the main idea. Which words helped you? Write the information in your notebook.



Activist Emma Lembke urges ‘multi-stakeholder strategy’ against harmful social media effects

Log Off Movement co-founder Emma Lembke weighs in on safeguards to protect children from the dangers of social media on ‘Sunday Night in America with Trey Gowdy.’

ACTIVIST Emma Lembke urges ‘multi-stakeholder strategy’ against harmful social media effects. *Fox News*, [s. l.], May 28, 2023. Available at: <https://www.foxnews.com/media/activist-urges-multi-stakeholder-strategy-us-surgeon-general-youth-mental-health-crisis>. Accessed on: Apr. 12, 2024.



Articles with countable and uncountable nouns

1. As frases abaixo são do texto na **página 58**. Leia as alternativas e responda **verdadeiro** ou **falso**.

1. Considering **the** fast-paced technological changes, **the** ability to use digital platforms [...]
2. In fact, it's **a** responsible mindset on both sides that needs to be cultivated [...]

- a) The article “a” means “one”. *Verdadeiro.*
- b) The article “a” can be used before singular nouns. *Verdadeiro.*
- c) The article “a” refers to specific information. *Falso.*
- d) The article “the” precedes general information. *Falso.*
- e) The article “the” can be used before singular and plural nouns. *Verdadeiro.*

2. Leia os exemplos a seguir. Volte à **atividade 1** e verifique suas respostas. *Resposta pessoal.*



Definite articles	Indefinite articles
I had the most interesting media teacher in college. The students in my class like to learn about news literacy.	That girl is a media literacy expert. He's an incredible digital citizenship teacher.

3. Leia as citações e escreva a melhor opção para completar cada uma delas no caderno.



- “When people talk to me about ::::: digital divide, I think of it not so much about who has access to what technology as about who knows how to create and express themselves in ::::: new language of the screen. If students aren't taught ::::: language of sound and images, shouldn't they be considered as illiterate as if they left college without being able to read and write?” (George Lucas, filmmaker)

- a) the / a / the
- b) the / the / the X
- c) an / a / a
- d) the / a / an

- “Media literacy is concerned with helping students develop ::::: informed and critical understanding of ::::: nature of mass media, ::::: techniques used by them, and ::::: impact of these techniques. More specifically, it is education that aims to increase ::::: students' understanding and enjoyment of how ::::: media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with ::::: ability to create media products.” (Ontario Ministry of Education, 1997)

- a) an / the / the / the / a / the / an
- b) the / a / a / the / an / the / a
- c) a / the / a / a / the / an / the
- d) an / the / the / the / the / the / the X

- “Media literacy courses can give young people ::::: power to recognize ::::: difference between entertainment, television that is just bad and ::::: information they need to make good decisions.” What they need is “ ::::: clear awareness of how ::::: media influences, shapes and defines their lives.” (Richard Riley, US Secretary of Education, December 13, 1995)

- a) a / the / the / a / an
- b) the / a / the / an / the
- c) the / the / the / a / the X
- d) an / the / the / an / a

BAKER, F. Media Literacy: Quotes. In: MEDIA LITERACY CLEARINGHOUSE. [S. l.], c2024. Available at: <https://www.frankwbaker.com/mlc/media-literacy-quotes/>. Accessed on: Jul. 8, 2024.

Comente com os estudantes que alguns substantivos abstratos podem ser usados como incontáveis ou contáveis. O uso incontável tem um significado mais geral. O uso contável tem um significado mais particular. Nesse momento, chame a atenção da turma para os exemplos apresentados no boxe. Ajude os estudantes a reconhecer que no primeiro a palavra é contável, pois seu contexto é restrito e, portanto, ela aceita o uso do artigo. Já no segundo exemplo, a palavra *change* é incontável, pois tem sentido mais geral e abrangente, não aceitando o uso do artigo.

Tip

Você sabia que algumas palavras, como *change*, podem ser contáveis e incontáveis? Veja os exemplos:

- The changes have definitely begun. (Countable)
- With the onset of AI, change has become much more rapid. (Uncountable)

4. Resposta pessoal. Espera-se que os estudantes cheguem à conclusão de que itens individuais podem ser contados, como uma unidade de maçã e uma barra de chocolate, e que substantivos abstratos e alimentos em pó, líquidos ou grãos, por exemplo, não podem ser contados.

4. Observe os exemplos abaixo e escreva, no caderno, uma regra para substantivos contáveis e incontáveis.



Countable	Uncountable
Apple – 2 apples Computer – 2 computers A bar of chocolate – 2 bars of chocolate	Apple juice Internet/Information Chocolate

5. Leia os trechos abaixo e faça as atividades no caderno.



[...] Become a smart consumer of products and information. [...]

[...]

From celebrity gossip to magazine covers to memes, media is telling us something [...]

WHAT is Media Literacy and Why is it Important. In: COMMON SENSE MEDIA. [S. l.], Jun. 4, 2020. Available at: <https://www.commonsensemedia.org/articles/what-is-media-literacy-and-why-is-it-important>. Accessed on: Jan. 15, 2024.

In the midst of the war and conflict that submerges the whole Middle East, a group of media academics, students and professionals from Lebanon, Syria, Iraq, Jordan, and Palestine are meeting to counter the widespread messages of hate, division and destruction and produce digital narratives of hope and unity. [...]

AUB works to increase digital and media literacy across the Arab region. *Al Bawaba*, Jordan, Aug. 12, 2014. Available at: <https://www.albawaba.com/business/pr/aub-arab-region-digital-596156>. Accessed on: Jul. 4, 2024.

PhotopankPL/Shutterstock.com



Bethlehem, Palestine: on the wall that separates Palestine from Israel, an artist painted a view to a city in peace.

5. b) Countable: products, magazine covers, memes, academics, students, professionals, messages, narratives. Uncountable: information, celebrity gossip, midst, war, conflict, hate, division, destruction, hope, unity.

- a) Write the underlined words in your notebook.
- b) Now separate them into countable and uncountable nouns.
- c) Did you find any of those words difficult to categorize? Why (not)? *Personal answers.*

6. Complete the text with words from the box.



6. countable / uncountable / uncountable / counted / not / uncountable

not countable counted uncountable (3x)

Nouns can be or nouns do not have a distinction between singular and plural and cannot be because they cannot be easily divided. This means that they are used with the articles a or an or numbers. Some nouns are used only in the singular.



Going deep

Website

Unesco: Institute for information technologies in education, c2024. A página visa promover a alfabetização midiática e informacional (AMI), fundamental para garantir a qualidade e a inclusão da aprendizagem digital, que tem se tornado indispensável para o sucesso do processo educacional ao longo da vida. Disponível em: <https://iite.unesco.org/mil/>. Acesso em: 30 jan. 2024.

pocketlight/Stockphoto.com



Old lady using a tablet.

1. Observe a imagem. Por que motivo você acha que a senhora está usando o *tablet*? [Resposta pessoal.](#)
2. Em sua opinião, qual é a importância do acesso ao letramento digital em todas as faixas etárias? [Resposta pessoal.](#)
3. Você acha que os jovens e os idosos utilizam a internet da mesma maneira? O que fazem de diferente? [Respostas pessoais.](#)
4. Listen to an extract of a video-report from South Carolina, USA. What is the audio about?
 - a) Financial literacy.
 - b) Digital literacy. **X**
 - c) Language literacy.
5. Listen again. What does the lady use her tablet for? [Falar com a família, acessar o Facebook, jogar.](#)
6. Listen and match the two halves of the sentences to learn some reasons why she uses the tablet.

a) Besides cooking	• from dementia and other harmful conditions. c
b) And if you don't do things like that,	• she spends time on her tablet. a
c) Staying active helps protect seniors	• explore the internet and use telehealth. d
d) She learned how to navigate her tablet,	• you'll soon go down. b
7. What did she do in 2021? [She took a Digital Literacy class.](#)
8. Dentre as razões dadas pela senhora no áudio para o uso do tablet, qual você acha a mais importante para as pessoas de idade mais avançada? Por quê? [Respostas pessoais.](#)
9. Você convive com idosos? Eles usam tecnologia? Quais? Para quê? [Respostas pessoais.](#)
10. Você já ajudou algum idoso a entender melhor a tecnologia? Consideraria fazer isso a partir de agora? [Respostas pessoais.](#)
11. Conhece alguma instituição que faça um serviço semelhante onde você mora? [Resposta pessoal.](#)



Speaking



1. Read the cartoon. What are the characters talking about?
1. They are talking about the news they read online.



Kaamran Hafeez/Cartoonstock.com

*"I do think twice before believing anything I read online.
I think, 'Really?' then 'o.k.'"*

HAFEEZ, K. [Sem título]. In: CARTOONSTOCK. [S. l.], Dec. 5, 2018. Available at: <https://www.cartoonstock.com/cartoon?searchID=BA500468>. Accessed on: May 28, 2024.

2. What do the words "really" and "o.k." express?
- Disagreement / description.
 - Surprise / agreement. **X**
 - Description / interest.
3. Read some more expressions. Match them to their meaning.
- | | |
|--------------------------------------|------------------|
| a) Right. Agreement. | • Agreement (2x) |
| b) Mmm. Hesitation. | • Doubt |
| c) That's right! Excitement. | • Excitement |
| d) I don't know. Uncertainty. | • Hesitation |
| e) Totally! Agreement. | • Uncertainty |
| f) You sure? Doubt. | |
4. What are the people talking about? Listen to the recording and choose the best option.
- They say they trust everything they read and learn online.
 - They need to learn to understand what digital literacy is.
 - They mention that they do not know if the online information is true. **X**
5. Go around the classroom and interview at least three classmates to find out how they deal with information they find online. Write the answers in your notebook and share them with the other classmates. **Respostas pessoais.**
- Believe everything you read. • Check facts.
 - Verify writer's background. • Check sources and dates.
6. Como as pessoas no áudio avaliam as informações *on-line*? Você faz o mesmo? Como acha que as pessoas deveriam fazer? **6. Espera-se que os estudantes percebam que o rapaz avalia, duvida e, provavelmente, só após verificar os fatos, ele aceita a informação.**
7. Em sua opinião, ter noções de inglês é importante para usar a internet? Explique. **Resposta pessoal.**

Going deep

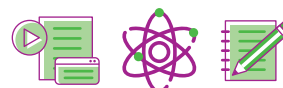
Movie

Not okay, direção de Quinn Shephard (Searchlight Pictures, 2022, 103 min). O filme conta a história da ascensão de Danni Sanders à fama na internet.



Makeready





Para evitar que as respostas fossem evidentes para os estudantes, as referências de cada citação foram suprimidas. Suas versões completas são:

WHAT is Netiquette. In: STUDIO 244: MS. RIDLEN'S ATELIER. [S. l.], [20--]. Available at: <http://ridlen.weebly.com/what-is-netiquette.html>. Accessed on: May 7, 2024.

GOLDIN, M. Not real news: a look at what didn't happen this week. *The Associated Press*, [s. l.], Jan. 19, 2024. Available at: <https://apnews.com/article/fact-check-misinformation-disease-x-migrants-watermelon-7518534f7ae8deccec6836f6b5d0a9af>. Accessed on: May 7, 2024.

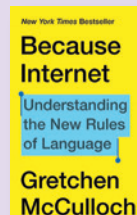
GROOT, J. de. 101 Data Protection Tips: How to Keep Your Passwords, Financial & Personal Information Online Safe. In: FORTRA. [S. l.], Dec. 16, 2019. Available at: <https://www.digitalguardian.com/blog/101-data-protection-tips-how-keep-your-passwords-financial-personal-information-online-safe>. Accessed on: May 7, 2024.

Going deep

Book

Because internet: understanding the new rules of language.

de Gretchen McCulloch (Riverhead Books, 2019). O livro ajuda a entender como a internet está transformando a língua inglesa.



Editora Riverhead Books

1. Leia as seguintes *headlines* e responda às **atividades 2 e 3**.

a) Photo/mageplus

b) Acervo editora

c) Acervo editora

2. Relacione cada manchete ao assunto correspondente.

c The guidelines on this page are written for teenage students. It is important for teens to understand appropriate Internet behavior when completing assignments for school as well as when using the Internet recreationally.

STUDIO 244: MS. RIDLEN'S ATELIER. [S. l.], [20--]. Available at: <http://ridlen.weebly.com>. Accessed on: May 7, 2024.

a A roundup of some of the most popular but completely untrue stories and visuals of the week. None of these are legit, even though they were shared widely on social media. The Associated Press checked them out.

The Associated Press, [s. l.], Jan. 19, 2024. Available at: <https://apnews.com>. Accessed on: May 7, 2024.

b Keeping your passwords, financial, and other personal information safe and protected from outside intruders has long been a priority of businesses, but it's increasingly critical for consumers and individuals to heed data protection advice and use sound practices to keep your sensitive personal information safe and secure.

FORTRA. [S. l.], Dec. 16, 2019. Available at: <https://www.digitalguardian.com>. Accessed on: May 7, 2024.

3. Leia as *headlines* novamente e marque as alternativas adequadas, de acordo com as características que apresentam.

- They are usually made up of small, engaging sentences. **X**
- They introduce the subject that will be discussed. **X**
- Their function is to complement the main title, adding just a little more information and appeal to it.
- They present detailed information, with examples.
- They present a comprehensive account of the data, including all relevant facts.

4. Escreva uma manchete em inglês para um texto que trate da importância de verificar todas as informações provenientes da internet. Em seguida, troque sua manchete com a de um colega e sugira alterações ou melhorias, se necessário. Faça os ajustes e compartilhe a sua ideia com os demais colegas. **Resposta pessoal.**

1. A alternativa **d** está correta, pois, logo após apresentar o termo *downsides*, o autor aponta os efeitos negativos provocados pela rede social mencionada. Em tradução livre para o português, "É conhecido por fazer com que muitas pessoas se sintam inseguras ou desanimadas, porque a plataforma mostra os destaques da vida de todos, embora raramente mostre os negativos". A insegurança ou o desânimo são alguns dos sintomas da ansiedade.



1. Enem (2022)

A Teen's View of Social Media

Instagram is made up of all photos and videos. There is the home page that showcases the posts from people you follow, an explore tab which offers posts from accounts all over the world, and your own page, with a notification tab to show who likes and comments on your posts.

It has some downsides though. It is known to make many people feel insecure or down about themselves because the platform showcases the highlights of everyone's lives, while rarely showing the negatives. This can make one feel like their life is not going as well as others, contributing to the growing rates of anxiety or depression in many teens today. There is an underlying desire for acceptance through the number of likes or followers one has.

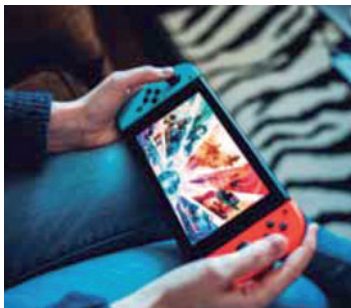
Disponível em: <https://cyberbullying.org/>
Acesso em: 29 out. 2021.

O termo "*downsides*" introduz a ideia de que o Instagram é responsável por

- a) oferecer recursos de fotografia.
- b) divulgar problemas dos usuários.
- c) estimular aceitação dos seguidores.
- d) provocar ansiedade nos adolescentes. **x**
- e) aproximar pessoas ao redor do mundo.

2. Unesp (2024)

UNESP 2024



The benefits of computer games in education are clear. They engage students, improve problem-solving skills, enhance creativity and imagination, allow for personalized

learning, remote learning, learning on demand, and contacting peers around the world. With the

increasing use of technology in schools, it is essential that teachers explore the potential benefits of computer games and incorporate them into their teaching methods. Doing so can create a more engaging and effective learning environment for their students.

(Ruby Butz. <https://gamingrespawn.com>, 23.03.2023. Adaptado.)

According to the text, one of the advantages of computer games in education is:

- a) behaviour management tools for teachers.
- b) enhancement of problem-solving skills. **x**
- c) doubtful teaching methods.
- d) friendly learning environment.
- e) face-to-face contact among peers.

3. Unesp (2022 - 2ª FASE) Leia o quadrinho.



UNESP 2022

"How much of Robin Hood's money went to operating expenses and overhead and how much actually went to the poor?"

(www.glasbergen.com)

According to the context, the word "actually" can be replaced, without meaning change, by

- a) really. **x**
- b) rapidly.
- c) lately.
- d) usually.
- e) incredibly.

A alternativa **a** está correta, pois, uma vez que *actually* significa "na verdade", "realmente", *really* (realmente) substitui *actually* sem prejuízo de sentido.



Self-Assessment

Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Aprendi e conversei a respeito de letramento digital.
- Compreendi trechos de videorreportagens.
- Usei artigos e substantivos contáveis e incontáveis.
- Escrevi uma manchete relacionada à internet.



AI-Generated Image/Shutterstock.com

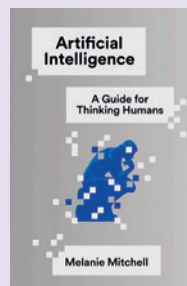
Going deep

▼ Books



Editora Benvirá

Vida 3.0: o ser humano na era da inteligência artificial, de Max Tegmark (Benvirá, 2020). O livro examina as consequências potenciais de a inteligência artificial superar a inteligência humana.



Editora Farrar, Straus and Giroux

Artificial intelligence: a guide for thinking humans, Melanie Mitchell (Pelican, 2019). A autora separa os fatos científicos da ficção científica nesse exame abrangente do estado atual da IA e de como ela está refazendo o nosso mundo.

Artificial intelligence



Podcast
Techne Podcast –
Episode 1

► Think about it

1. Em sua opinião, as tarefas feitas por humanos podem ser realizadas por robôs? Explique. [Resposta pessoal.](#)
2. O que você sabe sobre inteligência artificial? Como você pode usá-la? [Respostas pessoais.](#)
3. Como a imagem representa o uso de inteligência artificial (IA)? [Resposta pessoal.](#)

Os estudantes podem citar como a inteligência artificial está sendo usada em diversas áreas, como cinema, publicidade, medicina etc. Podem discutir acerca de profissões que não existem mais por causa da tecnologia e até mencionar as profissões que surgiram pela demanda tecnológica, tais como cientista de dados, engenheiro de inteligência artificial, arquiteto de nuvem, especialista em Internet das Coisas e desenvolvedores de softwares.

Objetivos

Nesta unidade, você vai:

- reconhecer como a inteligência artificial é usada;
- conhecer e usar a estrutura *there to be* para falar de inteligência artificial;
- ouvir uma apresentação de *deepfake*;
- pedir informações sobre IA;
- escrever um *prompt* para criação de textos com IA.

AI-generated surreal scene of a giant brain floating over a labyrinth garden.

Before reading

1. Resposta pessoal. Espera-se que o estudante indique que a IA pode ser usada na engenharia, na criação de textos e de imagens, entre outras possibilidades.



1. Em que contextos você acha que a inteligência artificial pode ser usada?
2. Leia o título e subtítulo do texto a seguir. Sobre o que você acredita que ele tratará?
 - a) Casos reais de máquinas que aprenderam.
 - b) Definição de inteligência artificial.
 - c) Usos atuais de aprendizado de máquina. X
3. Leia os trechos em negrito. Eles confirmam sua resposta à **atividade 2**?

2. Resposta pessoal. Chame a atenção dos estudantes para o título, o subtítulo e as palavras em destaque, para que possam levantar hipóteses.

A menção ao nome de empresas nesse contexto pedagógico não tem o intuito de divulgar ou incentivar o consumo dessas marcas, conforme Parecer CNE/CEB nº 15/2000.

What is ML?

Machine learning (ML) is a branch of artificial intelligence (AI) and computer science that focuses on the using data and algorithms to enable AI to imitate the way that humans learn, gradually improving its accuracy.

Real-world machine learning use cases

Here are just a few examples of machine learning you might encounter every day:

Speech recognition: It is known as automatic speech recognition (ASR), computer speech recognition, or speech-to-text, and it is a capability which uses natural language processing (NLP) to translate human speech into a written format. Many mobile devices incorporate speech recognition into their systems to conduct voice search—e.g. Siri—or improve accessibility for texting.

Customer service: Online chatbots are replacing human agents along the customer journey, changing the way we think about customer engagement across websites and social media platforms. Chatbots answer frequently asked questions (FAQs) around topics, like **shipping**, or provide personalized advice, cross-selling products or suggesting sizes for users, changing the way we think about customer engagement across websites and social media platforms. Examples include virtual agents on e-commerce sites; **messaging bots**, using Slack and Facebook Messenger, and tasks usually done by virtual assistants and voice assistants. [...]

Computer vision: This AI technology enables computers to derive meaningful information from digital images, videos, and other visual **inputs**, and then take the appropriate action. Powered by **convolutional neural networks**, computer vision has applications in photo tagging on social media, radiology imaging in healthcare, and self-driving cars in the automotive industry.

Recommendation engines: Using past consumption behavior data, AI algorithms can help to discover data trends that can be used to develop more effective cross-selling strategies. Recommendation engines are used by online **retailers** to make relevant product recommendations to customers during the checkout process. [...]

Automated stock trading: Designed to optimize stock portfolios, AI-driven high-frequency **trading** platforms make thousands or even millions of trades per day without human intervention. [...]

WHAT is Machine Learning (ML)? In: IBM. [S. l.], [20-]. Available at: <https://www.ibm.com/topics/machine-learning>. Accessed on: Jul. 10, 2024.

VOCAB

convolutional neural networks:

redes neurais convolucionais

inputs: dados

messaging bots: mensagens automáticas

retailers:

vendedores

shipping: envio

speech: voz, fala

trading:

negociação

While reading



- Find the English expressions in the text referring to the following in Portuguese and write them in your notebook.
 - voz para texto **speech-to-text**
 - perguntas frequentes **frequently asked questions**
 - aplicativos de mensagens **messaging apps**
 - reconhecimento de imagem **image recognition**
 - redes neurais **neural networks**
 - recomendações adicionais **add-on recommendations**
 - carteira de ações **stock portfolios**
- Rewrite the sentences in your notebook choosing the best option to complete them.
 - Many mobile devices incorporate speech recognition into their **accounts / systems**.
 - Online virtual agents are replacing **human / robot** agents along the customer journey.
 - Computer vision has applications within photo tagging on **social / printed** media.
 - Cross-selling strategies are used to make relevant add-on recommendations to customers during the **checkout / check in** process.
 - AI-driven trading platforms make millions of trades per day **with / without** human intervention.
- Answer the questions in your notebook with excerpts from the text.
 - O que é *speech recognition*? **It is a capability that uses natural language processing (NLP) to process human speech into a written format.**
 - O que a tecnologia *computer vision* permite?
 - Como funcionam os mecanismos de recomendação?
- Find the terms listed in the text and explain in your own words the usefulness of each one.
 - Recommendation engines. **4. a) encontra tendências de dados que podem ser usadas para desenvolver estratégias de venda cruzada mais eficazes.**
 - Customer service. **4. b) responde a perguntas frequentes (FAQs) sobre tópicos como "frete" ou fornecem conselhos personalizados.**
 - Computer vision. **4. c) capacita computadores e sistemas a obter informações significativas, partindo de imagens digitais, vídeos e outros dados visuais e a (inter)agir com base nesses dados.**
 - Automated stock trading. **4. d) plataformas que fazem milhares ou até milhões de negociações por dia, sem intervenção humana.**
 - Speech recognition. **4. e) recurso que utiliza processamento de linguagem natural para processar a fala humana em um formato escrito.**

3. b) This AI technology enables computers and systems to derive meaningful information from digital images, videos, and other visual inputs, and based on those inputs, it can take action.

3. c) Using past consumption behavior data, AI algorithms can help to discover data trends that can be used to develop more effective cross-selling strategies.

Post-reading

- 1. Resposta pessoal.** Os estudantes poderão citar alguns dos usos apresentados e que não conheciam, como o *customer service*, que é, geralmente, feito apenas por pessoas, e não por robôs, entre outros usos cotidianos que já fazemos sem perceber.
- O que você aprendeu com o texto a respeito de IA?
 - É importante checar toda informação que é gerada por IA. Você concorda com essa afirmação? Por quê? **Resposta pessoal.** Conduza a reflexão para que a turma perceba que a verificação de dados e informações é fundamental para evitar a disseminação de informações corrompidas e/ou desatualizadas.

Reading strategies

- Skim the introduction of a manifesto. In your notebook, write **a** for the sentence that catches the essence of paragraph one and **b** for paragraph two.

- Questioning the language of AI. **b**
- The objective of the manifesto. **a**

This manifesto is a provocation, a question, an opening, a dance about a future of AI technologies that is decolonial. [...]

We begin with the challenge posed by the language we use to talk about AI: language that has emerged, as much of the technology has, dominated by Western male voices, whiteness, and wealth. We seek to uncover, to question, upend, and reinvent the assumptions underlying this language, even as we use it.

DECOLONIAL AI MANYFESTO. [S. l.: s. n.], [20--?]. Available at: <https://manifesto.ai/>. Accessed on: Aug. 4, 2024.

- Skimming helps you get the essence of a text. Based on this, you can decide if you want to read more. Would you like to read this manifesto? Why (not)? **Resposta pessoal.**



There to be

1. Leia a citação e escolha as alternativas adequadas para completar as frases sobre ela.

There are numerous, real-world applications for AI systems today.

- a) The sentence is in the **present / past**.
- b) The sentence is in the **singular / plural**.
- c) The sentence means that something **exists / belongs** to someone.

2. Espera-se que os estudantes concluem que a forma *there to be* é usada para indicar a presença ou existência de algo ou de alguém, destacando que *there is* é usado para as formas no singular e *there are* para o plural.

2. Observe outros exemplos. Em dupla, escreva no caderno a sua compreensão do uso do **there to be**.

There is / isn't / much	There are / aren't / many
There is a lot of information about AI on the internet. There isn't much we can do to avoid the spread of AI. Is there a lot of fake news produced by AI?	There are many people using AI all over the world. There aren't any computers available in my school. Are there any apps that use AI?

3. Leia os trechos e escolha a alternativa que os completa apropriadamente.

[...] :robust debate throughout the technology community and beyond about ethics in artificial intelligence and most university degree programs are integrating courses on AI ethics into their curriculum. [...]

43 EXAMPLES of Artificial Intelligence in Education. *In*: UNIVERSITY OF SAN DIEGO. San Diego, c2024. Available at: <https://onlinedegrees.sandiego.edu/artificial-intelligence-education/>. Accessed on: Jan. 16, 2024.

[...] :some current uses of AI for automated decision making, for example for automated rostering of staff, which uses staff information.

ENGLAND. National Health System. *Artificial Intelligence*. England: NHS, Feb. 10, 2023. Available at: <https://transform.england.nhs.uk/information-governance/guidance/artificial-intelligence/>. Accessed on: Jan. 16, 2024.

[...] But the reality is that AI has already been integrated into :aspects of the film industry to predict the success of movies, write scripts, design graphics, select the cast and even promote the film projects.

ANDRIASYAN, S. How Artificial Intelligence Is Used in the Film Industry. *In*: SMARTCLICK. [S. l.], c2022. Available at: <https://smartclick.ai/articles/how-artificial-intelligence-is-used-in-the-film-industry/>. Accessed on: Jan. 16, 2024.

[...] AI algorithms can study the script storyline, bring forward possible questions, uncertainties, and suggestions, thus making the process of script analysis :easier and faster. [...]

ANDRIASYAN, S. How Artificial Intelligence Is Used in the Film Industry. *In*: SMARTCLICK. [S. l.], c2022. Available at: <https://smartclick.ai/articles/how-artificial-intelligence-is-used-in-the-film-industry/>. Accessed on: Jan. 16, 2024.

- a) There are / There is / many / much
- b) There is / There is / much / many
- c) There are / There are / much / much
- d) There is / There are / many / much X

4. Copie as frases no caderno e complete-as com **there is** ou **there are**.

- a) : a lot of things you can do with AI. **There are**
- b) : many people who think that AI will replace humans at work. **There are**
- c) : a new kind of text-to-speech tool that is very helpful when you are short on time. **There is**
- d) : some information about AI for the arts. **There is**
- e) : many free AI apps you can use. **There are**

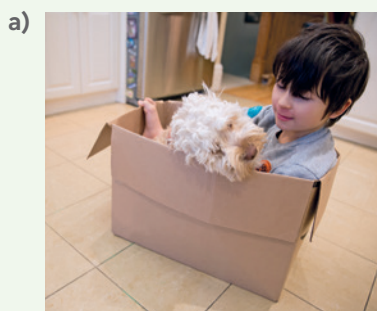
5. Desembaralhe as palavras para formar frases no caderno.
- in everyday life / There are / of artificial intelligence / various applications / . **intelligence in everyday life.**
 - the ethical implications / There is / surrounding / in various industries / considerable debate / of using AI / .
 - with the increasing integration / There are / of artificial intelligence / challenges that arise / .
 - a growing interest / There is / continues / in artificial intelligence / to advance / as it / .
6. Relacione as duas partes das frases e escreva em seu caderno as palavras usadas para se referir a lugares.
- You can find a lot of
 - A summer conference at Dartmouth College
 - in Hanover is considered the origin of AI. **b. at, in.**
 - AI tools on the internet. **a. on.**
7. Use as imagens e as dicas para formar frases no caderno. Além de desembaralhar as palavras, insira **in**, **on** ou **at** conforme for necessário.

5. a) There are various applications of artificial intelligence in everyday life.

5. b) There is considerable debate surrounding the ethical implications of using AI in various industries.

5. c) There are challenges that arise with the increasing integration of artificial intelligence.

5. d) There is a growing interest in artificial intelligence as it continues to advance.



7. Leia o enunciado e o boxe **Tip** com os estudantes e ofereça mais exemplos com itens da sala de aula, como: *we are in the classroom, we are sitting on a chair* etc. Em seguida, explore as imagens com eles e estabeleça um tempo para que realizem a atividade. Circule pela sala de aula para sanar dúvidas que possam surgir. Verifique as respostas oralmente com a turma.



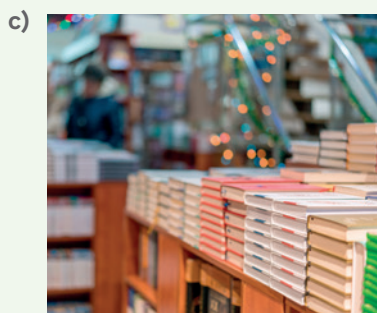
Tip

As preposições *in*, *on* e *at* são usadas para dizer onde estão as coisas:

- Usamos *in* para falar de um lugar que está dentro de um espaço maior, como uma caixa, uma casa, uma cidade ou um país: *I am in the bedroom.*

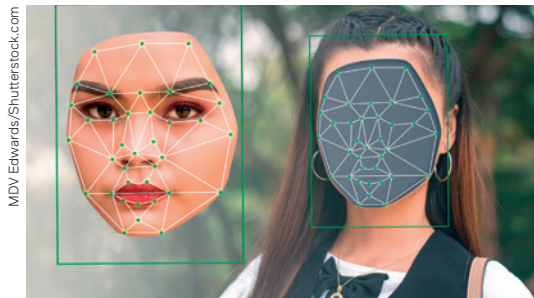
- Usamos *on* para falar sobre localização em uma superfície: *My cat likes sleeping on the chair.*

- Usamos *at* em muitas frases comuns, especialmente quando falamos sobre um local onde ocorre uma atividade, como escola, cinema e escritório: *The children eat lunch at home.*



- kid / to be / box **The kid is in the box.**
- aunt / to be / hospital / last weekend **My aunt was in the hospital last weekend.**
- books / to be / counter **The books are on the counter.**
- ambulance / stop / traffic light **The ambulance didn't stop at the traffic light.**
- boat / to be / river **The boat is on the river.**
- students / to be / university **The students are at the university.**

▶ Listening



Producing a deepfake.

1. Resposta pessoal. Os estudantes podem comentar sobre a técnica conhecida como *deepfake*, que consiste em trocar o rosto de pessoas em vídeos. É esperado que citem, ainda, o perigo dessa ferramenta, pois ela permite forjar que uma pessoa estava em uma situação que, na realidade, não viveu.



1. Observe a imagem. Em sua opinião, qual é a relação entre ela e a inteligência artificial?
2. Listen to Palki Sharma, the presenter of an Indian news and media website. What is she talking about?
 - a) How to use deepfakes to help people.
 - b) How to control fake news with AI.
 - c) How AI generates deepfakes. X



3. What's the best summary of the talk?
 - a) Deepfakes are a product of AI and are used to swap faces in videos, creating realistic but fake events. X
 - b) Deepfakes are a new form of art that uses advanced AI to create realistic paintings of fake events.
 - c) Deepfakes are a type of video editing software that simplifies the process of swapping faces in videos.
4. Listen again and check the information that is correct according to the talk.
 - a) Deepfakes are primarily used for creating realistic paintings of fake events.
 - b) Deepfakes are created using deep learning AI and are used to swap faces in videos. X
 - c) The process involves running images through an encoder to identify similarities between faces. X
 - d) Artists use an algorithm called the encoder to blend features from different faces in their artwork.
 - e) Algorithms are used to reconstruct one person's face with another person's expressions and voice. X



5. What is an encoder? An AI algorithm.
6. Put the sentences in order. Then listen again and check your answers.
 - a) Let's take the term first. 'Deep' here stands for deep learning and 'fake' just means fake. 2
 - b) Say you have two people, person A and person B, and you want to swap their faces. 4
 - c) Deepfakes are 21st Century's answer to photoshop. 1
 - d) First, you run their shots through an AI algorithm. It's called the encoder. 5
 - e) This is a form of artificial intelligence that makes images of fake events. 3



▶ Think about it

Além do que você já viu na reportagem sobre o que a *deepfake* pode causar, pesquise na internet *deepfakes* recentes e o desdobramento que elas alcançaram. Como é possível fazer uso responsável de ferramentas de IA de maneira ética e para auxiliar o trabalho humano?

Going deep

▼ Website

Artificial Intelligence, [2023?]. O *link* permite acessar o Instituto Nacional de Padrões e Tecnologia (NIST), fundado em 1901, que faz parte do Departamento de Comércio dos Estados Unidos e é um dos laboratórios de ciências físicas mais antigos do país. Disponível em: <https://www.nist.gov>. Acesso em: 31 jan. 2024.

Speaking

1. Where can you find AI? Choose the appropriate word from the box to label each image with an specific use of AI.



hotel car kitchen airport



airport



car



hotel



home

2. Read the conversation between a teacher and a student. Then work with a classmate and repeat it.

T: So, let's see. Where can we find AI?

S: There's AI at airports.

T: Right, Jack. Can you give me an example?

S: To show information about flights.

T: Sure. And where else can we find AI?

S: There's AI at hotels.

T: How?

S: In some hotels, robots deliver food.

T: Nice.



3. Pratique o diálogo com um colega, a fim de explorar em quais situações e lugares é possível encontrar IA e como ela é usada. Use as imagens **c** e **d** desta seção como inspiração para a conversa e substitua termos de acordo com elas.



NOW YOU!

Pesquise em inglês usos de inteligência artificial ou aprendizado de máquina em uma área de conhecimento que você se interessa. Depois, entreviste colegas em inglês (como no exemplo acima) para informá-los sobre suas descobertas e ouvir as deles.



Going deep

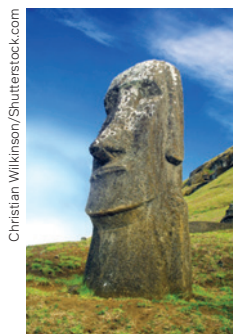
▼ Movies

Transcendence: a revolução, direção de Wally Pfister (Warner Bros. Pictures, Summit Entertainment, 2014, 119 min). O filme aborda a história de um cientista que acredita que o futuro está nas mãos dos computadores.

Ex Machina, direção de Alex Garland (A24, Universal Pictures, 108 min). Narra a história de Caleb, ganhador de um concurso forjado. Ele recebe como prêmio a oportunidade de testar um protótipo de inteligência artificial.

Writing

- Os textos abaixo são *prompts* para geração de textos com IA. Leia-os e responda: Qual *prompt* se refere a:
 - uma história? • Give me a sample sentence with the word "artificial".**b**
 - um significado? • Tell me the distance from the Earth to the Moon.**d**
 - informações sobre viagem? • What are the best countries for digital nomads?**c**
 - informações sobre distância? • Write a summary of the Odyssey.**a**
- Escolha duas das imagens a seguir. Pense no que gostaria de saber a respeito delas.



Christian Wilkinson/Shutterstock.com

Sculpture.



© Out of Order Studios - The Chosen Texas/ COLLECTION CHRISTIS TOPHEL/AGB Photo Library

TV series poster.



Alexandree/Shutterstock.com

Fernando de Noronha island.



Studio Romantic/Shutterstock.com

Children's classroom.

Tip

Para a escrita de um *prompt* ser mais eficiente, é importante usar verbos de comando, como *explain*, *describe*, *compare*, *summarize*, *create*, *predict*, *suggest* etc. Desse modo, a IA compreende melhor a tarefa que precisa ser executada e traz resultados mais significativos.

- Que tipo de informação você acha que seu *prompt* vai abordar? **Resposta pessoal.**
- Escreva o *prompt* para ser usado em uma ferramenta de IA para buscar mais informações a respeito das imagens e compare-o com o *prompt* de um colega. **Resposta pessoal.**
- Se possível, acesse um *app* ou *site* de IA e faça o teste. Escreva o *prompt* e veja a resposta que recebe da IA.



Um *prompt* é uma frase usada para iniciar uma conversa com o modelo de linguagem neural. É como a "pergunta" que você quer que a IA responda ou a "indicação" do que a IA deve pesquisar para você.

- Compartilhe as respostas com um colega. **Respostas pessoais.**



Going deep

Website

O que é inteligência artificial: um guia simples para entender a tecnologia, 18 jul. 2023. Reportagem da BBC que aborda a inteligência artificial, para além dos *chatbots*, e como ela já está presente em nossa vida. Disponível em: <https://www.bbc.com/portuguese/resources/idt-74697280-e684-43c5-a782-29e9d11fecf3>. Acesso em: 6 maio 2024.



1. Unscramble the words to form sentences and write them in your notebook.

- a) there / money / left / isn't / in / the / much / safe. *There isn't much money left in the safe.*
- b) is / this / power / much / one / for / person / too. *This is too much power for one person.*
- c) the / take / many / at / people / guess / a / how / are / payroll / on. *Take a guess at how many people are on the payroll.*
- d) all / we / you / know / like / much / how / say / to / "Told you so". *We all know how much you like to say "Told you so".*
- e) ? / asking / many / without / details / for / him / care / taking / of / is / who. *Without asking for many details, who is taking care of him?*

2. Complete the sentences with **much** or **many**.

- a) Please hurry up. I don't have time. *much*
- b) He didn't ask questions. *many*
- c) There aren't people who still listen to the radio. *many*
- d) I wish he didn't have so information. It may be a problem. *much*
- e) He gave away a lot of stuff. There isn't so furniture, and the room looks more spacious. *much*

3. Complete the paragraph with the words from the box.

countable	plural	counted	mass
much (2x)	many	uncountable	singular

..... is used to describe nouns or nouns like milk, information, patience, and happiness. When using, the noun will always be; it cannot be

..... is used to describe nouns or nouns that can be like friends, ideas, and computer. **3.** *much / mass / uncountable / much / singular / plural / many / countable / counted*

4. Choose the best option to complete the conversation.

Lou: We have **a / the** test next week. And I can't understand **an / the** equations.

Jessy: Right.

Lou: Do you have **a / the** mock test from last class?

Jessy: Yep.

Lou: Can you send it to me? I really need to practice, or I'll fail **a / the** test.

Jessy: But **the / an** answers are on **a / the** test already...

Lou: Do you have **the / a** version without **the / an** answers?

Jessy: No, sorry, man, I don't...

Lou: That's ok. The one with **an / the** answers is fine.

Jessy: Ok!

5. Complete the sentences using **in**, **on** or **at**.

- a) The information the newspaper about AI is fake news. *in*
- b) There are a lot of people working with AI New York and Miami. *in*
- c) We saw them school last weekend. *at*
- d) The cell phones are the table. *on*
- e) There's a new start-up office 98 Main Avenue. *at*
- f) We had classes about ethics in AI the new school. *at*

6. Go back to **activity 5** and match each alternative to one use. Write the answers in your notebook.

- a) at to refer to a position or location. *c, e, f*
- b) on to refer to a position or a surface. *d*
- c) in to refer to locations within a larger area. *a, b*

7. Read the sentences and choose the correct alternative.

- a) We much experience with AI.
 - don't have **X**
 - there aren't
- b) a question I want to ask.
 - There is **X**
 - Have
- c) But they a friend who is a digital artist.
 - there are
 - have **X**

Self-Assessment



Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Aprendi a respeito de inteligência artificial.
- Usei a estrutura *there to be* e as preposições *in, on, at*.
- Compreendi um trecho de reportagem sobre *deepfake*.
- Escrevi um *prompt* para criação de texto com IA.



CarlosBarquero/Shutterstock.com

Going deep

▼ Website

Pew Research Center: Teens and Internet, Device Access Fact Sheet, 5 jan. 2024. Gráficos com informações sobre o uso da internet por adolescentes. Disponível em: <https://www.pewresearch.org/internet/fact-sheet/teens-and-internet-device-access-fact-sheet/>. Acesso em: 8 maio 2024.

1. Resposta pessoal. Comente com os estudantes que as conexões *on-line* podem ser autênticas e fazer as pessoas se sentirem menos sozinhas. Observe que as verdadeiras conexões *on-line* vão além de "curtir" as postagens de alguém nas redes sociais. As conexões mais profundas são feitas ao longo do tempo e permitem que as pessoas expressem vulnerabilidade, empatia e interesse genuíno.

Web relationships

2. Resposta pessoal. Ajude os estudantes a refletir sobre o uso excessivo das mídias sociais, que pode afetar os relacionamentos, de maneira positiva e negativa. Comente que elas podem ajudar as pessoas a se manterem ligadas a amigos e familiares de longa distância ou podem auxiliar a melhorar a comunicação com parceiros, filhos e profissionais de saúde, mas também podem levar a menos qualidade do tempo interpessoal fora do mundo *on-line*.



► Think about it

1. Você sabe diferenciar o que é real do que é *fake* nas relações *on-line*? Explique.
2. Você acredita que as relações *on-line* interferem nas habilidades interpessoais? Por quê?
3. Pense nas pessoas com as quais você se relaciona ou tem contato. Quantas vezes por dia você conversa com elas pela internet? Quantas vezes você interage com elas presencialmente? O que isso nos mostra?

3. Respostas pessoais. Conduza a reflexão de modo que os estudantes possam avaliar o próprio comportamento em relação aos hábitos que costumam ter no contexto *on-line* e fora dele.

Objetivos

Nesta unidade, você vai:

- refletir sobre as relações interpessoais *on-line* e *off-line*;
- conhecer e usar as formas *will* e *going to* para falar do futuro;
- entender como um *podcast* é criado;
- falar sobre *cyberbullying*;
- escrever um *postcard*.

Group of young people using smartphone outdoor.

Before reading



- Observe os cartuns a seguir e responda.
 - Qual é a temática abordada neles? *Relacionamentos on-line.*
 - Quais palavras ajudaram você a chegar a essa conclusão? *Respostas possíveis: relationship, wi-fi.*



"We will have to take our relationship slowly, my wi-fi is rubbish."

1. a) Ele propõe desenvolver o relacionamento lentamente, de acordo com o ritmo ditado pela velocidade da conexão da internet.

1. c) O efeito de humor é produzido pelo absurdo de ditar o ritmo de uma relação pela velocidade de conexão de internet. Espera-se que os estudantes possam perceber que ambos os cartuns pautam suas relações de acordo com o que acontece *on-line*.

2. d) False. Not necessarily, spending more time on social media can make people less socially competent in some cases.



"Who would of thought that with this many 'friends' one could feel so alone."

1. b) A mensagem implícita é a de que ter um número alto de amigos nas redes sociais não significa ter muitas amizades verdadeiras fora delas, pois a mulher possui muitos amigos nas redes sociais, mas se sente muito sozinha. Comente com a turma, que assim como as conexões pessoais, as conexões *on-line* podem ser autênticas e fazer as pessoas se sentirem menos sozinhas. Leve-os a refletir que as verdadeiras conexões *on-line* vão além de curtir as postagens de alguém nas redes sociais. Diga aos estudantes que conexões profundas são construídas ao longo do tempo e permitem que as pessoas compartilhem abertura, vulnerabilidade, empatia e interesse genuíno umas pelas outras.



While reading

- Leia os cartuns novamente e responda às questões.
 - Como o homem do primeiro cartum propõe desenvolver o relacionamento entre ele e a mulher com quem conversa?
 - Qual é a mensagem implícita no segundo cartum?
 - O que produz o efeito de humor do primeiro cartum? De que forma eles estão conectados?
- Leia as frases a seguir e julgue cada afirmação como **true** or **false**, de acordo com os cartuns lidos e sua experiência *on-line*. Corrija as alternativas falsas. *Personal answers.*
 - Technology heavily influences online relationships. *True.*
 - Web relationships are always slow. **2. b) False.** Not necessarily all of them are slow.
 - The cyber-self is the idealized self. **2. c) True.** Espera-se que os estudantes percebam que muito pouco da vida *on-line* corresponde à vida fora da internet.
 - People with a lot of friends on social media will become socially competent.

Post-reading



- Em duplas, discutam as seguintes questões:
 - Como você acredita que iria se comunicar com os colegas se não existisse a internet? [Resposta pessoal.](#)
 - Você acha que a tecnologia mudou os relacionamentos? Como? [Respostas pessoais.](#)
- Você já viu uma placa assim? Qual é a ideia contida nela?



2. Os estudantes podem ter visto uma placa semelhante em lugares como um restaurante ou uma lanchonete. A ideia desse aviso é incentivar as pessoas a interagirem umas com as outras presencialmente, em vez de ficarem no celular.



A Sharma/Shutterstock.com

4. Resposta pessoal. As respostas dos estudantes podem incluir atividades como fazer passeios no parque, praticar esportes em praças, campos ou quadras, fazer caminhadas com amigos etc.

Going deep

Movie

Anonymously Yours, direção de Maria Torres (Woo Films, 2021, 100 min). O filme conta a história do surgimento *on-line* de um romance entre dois adolescentes.



Netflix

- Você passa mais tempo conversando com outras pessoas por meio de aparelhos eletrônicos ou pessoalmente? [3. Resposta pessoal.](#)
- Você acha que precisa mudar sua rotina diária para incluir mais tempo para conversas presenciais? Se sim, como?
- Como você percebe o mundo atual com a internet e o que imagina para o futuro?

5. Resposta pessoal. As respostas podem citar aspectos como os tipos de trabalho, o tempo em que as pessoas ficam fora de casa, o acesso ao conhecimento, o uso de Inteligência Artificial, entre outros.

Reading strategies

- Skim the cell phone screen in **item a**. What can you see?
- In **item b** the picture shows a drop down menu. What is the best definition for it? Write in your notebook.
 - A dropdown menu is a menu that displays a list of options when the user clicks or hovers over a specific item. **X**
 - A dropdown menu is a highlight for news, events, or other important content on your home page.

1. Personal answer. Students will probably recognize the icons for maps and GPS, photos, messages, weather, documents, web browser, clock, calendar, and other apps.

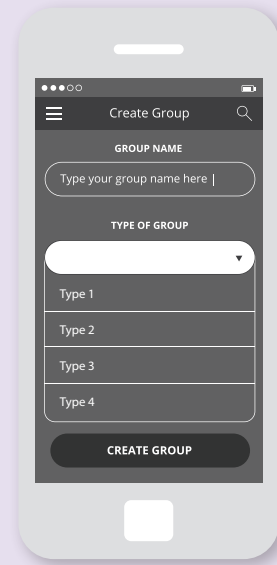
2. Mencione que um *dropdown menu* é um menu suspenso que exibe uma lista de opções quando o usuário clica ou passa o *mouse* sobre algum item específico.

A

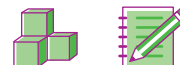


daboost/Shutterstock.com

B



Hardyguardy/Shutterstock.com



Future forms

1. Considere o trecho a seguir do cartum na **página 78**. Em seguida, escolha a melhor resposta para as alternativas.

[...] We will have to take our relationship slowly [...]

a) The idea is expressed in the:

- I. past.
- II. future. **x**

b) The verb that indicates the future is:

- I. to take.
- II. will have. **x**

2. a) É formada por *will + not*.
 2. b) *Won't*.
 2. c) O *will* é posicionado antes do pronome.

2. Observe os exemplos a seguir e responda.

We will have to take our relationship slowly.

Will we have to take our relationship slowly?

We will not (won't) have to take our relationship slowly.

a) Como é composta a forma negativa do futuro?

b) Qual é a forma contraída do futuro na negativa?

c) Como é composta a forma interrogativa do futuro?

3. Leia o trecho a seguir e escreva no caderno os verbos usados para expressar o futuro.

[...] Given the multi-faceted nature of the internet and its relative newness (from about 1995), it is going to be some time before “internet addiction” (IA) is officially included in the **DSM** and subsequent clinical practice.

“There is no consensus on internet addiction yet, but we do know that it expresses itself differently across cultures; **ranges in severity** and often **coupled** with social anxiety, depression, and impulse control disorders. [...] says Dr Von Schoultz, who now lectures at Noroff, the School of Technology and Digital Media in Norway. **it is going to be**

THOMSON, K.; SCHOULTZ, D. Are you spending more time online than is good for you? #Grad23. In: NELSON MANDELA UNIVERSITY. Gqeberha, Mar. 5, 2023. Available at: <https://news.mandela.ac.za/News/Are-you-spending-more-time-online-than-is-good-for>. Accessed on: Jul. 17, 2024.

VOCAB

coupled:
associada

DSM: Diagnostic and Statistical Manual of Mental Disorders

ranges in severity: varia em gravidade

4. Leia as frases a seguir e relacione-as aos usos de **will** e **going to**.

- She will be here soon. **4**
- I'll take this cell phone, please. **3**
- I hope Ian and I'll chat soon. I miss him. **6**
- Don't call James now; he'll be busy. **11**
- I'll drive you to school. **1**
- OK, I'll go to the market for you. **9**
- I promise I won't tell dad about your broken phone. **8**
- Will you call me later? **7**
- I won't give you a new tablet. **10**
- I'm going to the mall this afternoon. **5**
- The battery is low; I'm not going to call Daisy later today. **2**

1. To offer to do something.
2. To make predictions about the future with present evidence.
3. For plans made at the time of speaking.
4. To ask for or give information about the near future.
5. To talk about plans made before the moment of speaking.
6. To make predictions about the future.
7. To make requests.
8. To promise to do something.
9. To agree to do something.
10. To refuse to do something.
11. To make predictions about the present.

▶ Listening

1. Respostas pessoais. As respostas podem incluir diversos assuntos de interesse dos jovens. Lembre a turma de manter uma linguagem livre de estereótipos e preconceitos, uma vez que um *podcast* pode apresentar grande alcance e diversas interpretações. Além disso, certifique-se de que os estudantes mencionem a necessidade de criar o roteiro, selecionar um local para a gravação e utilizar celular ou câmera para fazer a gravação do *podcast*.

- Imagine que você está planejando gravar um *podcast*. Qual seria o assunto dele?
- Como você se prepararia para a gravação? *Resposta pessoal. Provavelmente os estudantes devem mencionar a elaboração de um script.*
 - Writing a script.
 - Improvising.
- Listen to the audio. Does it confirm your answer in **activity 2**?
- Listen to the audio again and number the sentences as you hear them.
 - Improvising gives your words authenticity. 2
 - A podcast is not a blog. 4
 - Listeners will know if you're reading. 1
 - This is a podcast, not a class. 3



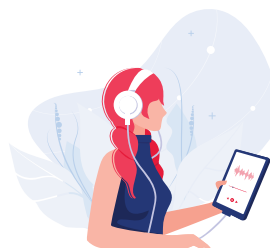
3. Personal answer. O áudio defende que improvisar é melhor do que elaborar um *script*.



5. c) Five. Listeners will know if you're reading. Improvising gives your words authenticity. Improvising makes your podcast more dynamic. Improvised speech emulates conversation. Reading is boring.

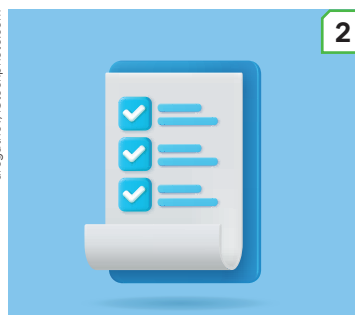
- Listen to the audio one more time and answer the questions.
 - Do you need to read a script in a podcast? *No, it's better if you don't.*
 - Why is improvising good? *It makes the podcast more dynamic and gives your words authenticity.*
 - How many reasons for improvising are mentioned?
- Match each alternative to a corresponding image.
 - bullet points 2
 - one-to-one 4
 - listener 1
 - audience 3

Jul11491/Stockphoto.com



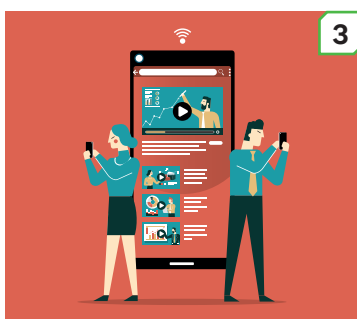
1

drogatnev/Stockphoto.com



2

serbeto/Stockphoto.com



3

Ponomariva_Maria/Stockphoto.com



4

Going deep

▶ Video

How to create a podcast for beginners in 2024 (2023, 14 min). Vídeo produzido pelo canal Think Media com dicas para gravar seu próprio *podcast*. Disponível em: <https://www.youtube.com/watch?v=mwFYiFZO6sl>. Acesso em: 17 jul. 2024.

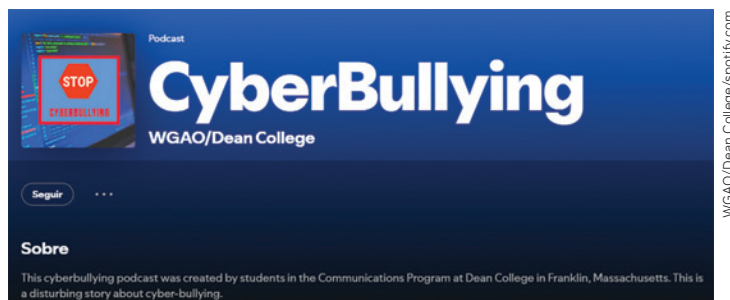
- Now, in your notebook, match each alternative from **activity 6** to a corresponding definition.
 - Refers to a situation in which two parties come into direct contact. **b**
 - Spectators or listeners at an event. **d**
 - Someone who listens, especially, in an attentive manner. **c**
 - Each of several items in a list, preceded by a symbol for emphasis. **a**
- In the podcast they defend the idea of improvising or writing ideas in bullet points, instead of preparing a script. Do you agree with it? Why (not)? *Personal answer. Reforce para a turma que a elaboração de um script inicial é importante para guiar a ação, porém destaque aos estudantes que estar aberto para improvisação pode enriquecer a conversa, além de deixá-la mais fluida.*

Speaking

1. It's a page for a podcast about cyberbullying. Para saberem mais, os estudantes podem acessar <https://open.spotify.com/show/5OetMHjrCMJq4Nfxh0fyf2> (acesso em: 12 jul. 2024).



1. Look at the following image. What information does it present?



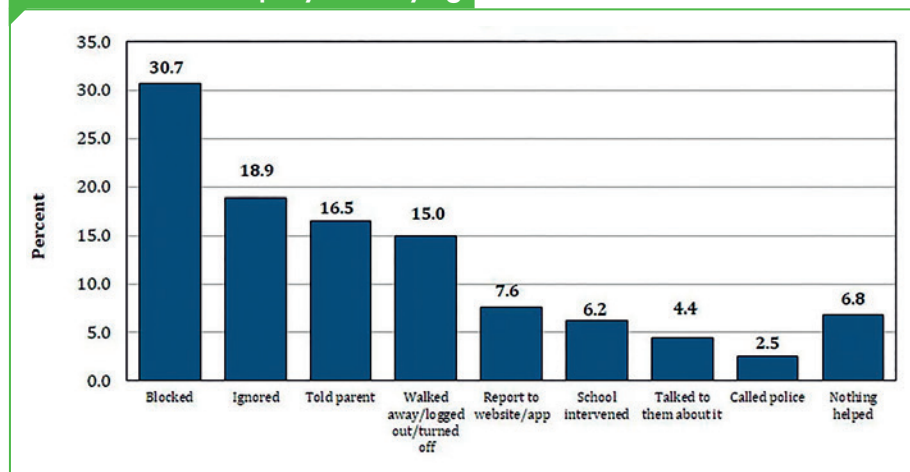
2. Are you afraid of cyberbullying? Explain. *Personal answer.*

3. In pairs, look at the graph and answer.

- What data does it show? **3. a)** It shows what effectively works to stop cyberbullying.
- What is the most effective action? **Blocking is the most effective action.**
- Do you agree with this solution? Why (not)? *Personal answers.*



What Works to Stop Cyberbullying



Cyberbullying Research Center

USE

In my opinion, ...
 From my point of view, ...
 It seems to me (that)...
 I (don't) think/feel/
 believe/find (that)...
 It depends on...
 Yes, I am because...
 No, I'm not because...

PATCHIN, J. W. Teens Talk: What Works to Stop Cyberbullying. In: CYBERBULLYING RESEARCH CENTER. [S. l.], c2024. Available at: <https://cyberbullying.org/teens-talk-works-stop-cyberbullying>. Accessed on: Set. 12, 2024.

4. In small groups, discuss. *Personal answer.*

- What are the most frequent forms of cyberbullying?
- How can your school help to stop cyberbullying?
- What can you do to help? **4. Se possível, leve os estudantes à sala de informática ou permita que pesquisem sobre o assunto a partir dos próprios aparelhos celulares para realizarem a atividade. Para saberem mais sobre cyberbullying, eles podem acessar <https://findahelpine.com/countries/br/topics/bullying>, <https://cyberbullying.org/teens-talk-works-stop-cyberbullying> (acesso em: 12 jul. 2024).**



Going deep

Movie

Searching, direção de Aneesh Chaturgy (Sony Pictures, 2018, 102 min). Filmado a partir da perspectiva de *smartphones* e telas de computador, a história retrata o pai de uma adolescente de 16 anos desesperado para encontrá-la após seu misterioso desaparecimento.



Screen Gems/Stage 6
Films/Bazelevs Company

Tip

Encontrar um amigo por correspondência (*pen pal*) é uma ótima maneira de conhecer novas culturas e fazer amizade com pessoas que estão a milhares de quilômetros de distância. Hoje em dia, há diversas plataformas que conectam pessoas que buscam por *pen pals*.

Writing



1. Como você faz amigos *on-line*? Leia as opções e escreva as que você usa em seu caderno. **Personal answer.**
 - a) Join online forums.
 - b) Play online games.
 - c) Join language exchange platforms.
 - d) Find a pen pal.
 - e) Use chats websites.
2. Você gostaria de ter um *pen pal*? Explique. **Personal answer.**
3. Como você manteria contato com eles? **Personal answer.**
4. Observe as imagens a seguir. Elas são a frente e o verso de um tipo de correspondência. Leia seu verso e escreva no caderno a resposta apropriada para a pergunta: Que tipo de texto é este?
 - an e-mail
 - a postcard X
 - an online post

Jlralia17/Stockphoto.com



Marcopolo9442/5-
stockphoto.com

*Dear Phil and family
Everything is going fine over here. Expect to be back by July 15th with much of interest to tell. Hope all our plans at your end are thriving. The place on this card would sure intrigue you. Tried to find Rasoul at Damascus but he had moved. Met another nice fellow at the Iraq legation. As ever*

VOCAB

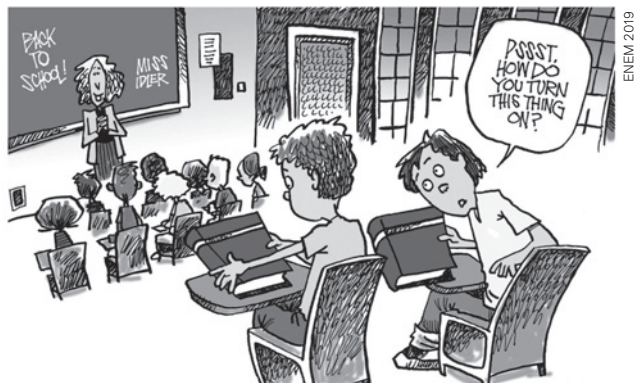
legation:
legação, missão diplomática
thriving:
prosperando

6. **Personal answers.** Se possível, leve os estudantes à sala de informática ou permita que pesquisem sobre o assunto a partir dos próprios aparelhos celulares para realizarem a atividade. Para saberem mais sobre o assunto, eles podem acessar <https://blog.penpal.me/how-to-register-a-postcard-3/> (acesso em: 12 jul. 2024).
 8. **Personal answer.** Se possível, leve os estudantes à sala de informática ou permita que pesquisem por plataformas que cadastrem *pen pals*, a partir dos próprios aparelhos celulares, para realizarem a atividade. Circule entre a turma para ajudá-los com eventuais dúvidas e reforce a importância de acessarem sites recomendados para terem seus dados protegidos e para não se exporem a riscos. Lembre-os de reportar aos pais ou responsáveis e à plataforma qualquer tipo de desconforto na interação.
5. Explore as imagens da atividade anterior e escreva **true** ou **false**. Reescreva as informações falsas.
 - a) It is composed by long messages. **False. It is composed by short messages.**
 - b) There is a salutation at the beginning. **True.**
 - c) It has a stamp on the right side. **True.**
 - d) It has the sender's address. **False. It has the receiver's address.**
 - e) There is always an image of a touristic site or work of art to illustrate it. **True.**
 - f) There is a closing salutation. **True.**
 6. Agora, escreva um cartão postal apresentando-se a um *pen pal*. Use a atividade anterior para ajudá-lo a criar seu texto.
 7. Em duplas, troquem os textos dos cartões. Sugira mudanças no texto do colega, se necessário. **Personal answers.**
 8. Escreva a versão final do seu texto. Busque por plataformas *on-line* de amizade por correspondência e conheça um *pen pal* para enviar o seu cartão-postal.





1. Enem (2019)



No cartum, o estudante faz uma pergunta usando *turn this thing on* por

- a) suspeitar que o colega está com seu material por engano.
- b) duvidar que o colega possa se tornar um bom aluno.
- c) desconfiar que o livro levado é de outra matéria.
- d) entender como desliga a postura do colega.
- e) desconhecer como usar um livro impresso. **X**

2. Famema-SP (2019) Leia o texto para responder à questão a seguir.

Fake news can distort people's beliefs even after being debunked. A study recently published in the journal *Intelligence* suggests that some people may have an especially difficult time rejecting misinformation. Asked to rate a fictitious person on a range of character traits, people who scored low on a test of cognitive ability continued to be influenced by damaging information about the person even after they were explicitly told the information was false. The study is significant because it identifies what may be a major risk factor for vulnerability to fake news.

1. A alternativa **e** está correta, pois a expressão usada indica que o estudante acredita ser necessário "ligar" um livro impresso, o que mostra que ele desconhece como usá-lo.

One possible explanation for this finding is based on the theory that a person's cognitive ability reflects how well they can regulate the contents of working memory – their "mental workspace" for processing information. First proposed by the cognitive psychologists Lynn Hasher and Rose Zacks, this theory holds that some people are more prone to "mental clutter" than other people. In other words, some people are less able to discard (or "inhibit") information from their working memory that is no longer relevant to the task at hand, or information that has been discredited. Research on cognitive aging indicates that, in adulthood, this ability declines considerably with advancing age, suggesting that older adults may also be especially vulnerable to fake news. Another reason why cognitive ability may predict vulnerability to fake news is that it correlates highly with education. Through education, people may develop meta-cognitive skills – strategies for monitoring and regulating one's own thinking – that can be used to combat the effects of misinformation.

(www.scientificamerican.com, 06.02.2018. Adaptado.)

Considere o trecho do segundo parágrafo "Research on cognitive aging indicates that, in adulthood, this ability declines considerably". O termo sublinhado é empregado com o mesmo sentido em:

- a) The program will be broadcast on BBC TV.
- b) Looking around the room I notice a diary on her bedside table.
- c) The glass of wine was on the kitchen counter.
- d) There was a sign on the entrance door.
- e) Yesterday I watched a documentary on forensic science. **X**

2. A alternativa **e** está correta, pois a preposição on é usada com o mesmo sentido do trecho em destaque (sobre, acerca de).

Self-Assessment



Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Li e opiniei sobre *cyberbullying*.
- Aprendi a usar as formas verbais no futuro.
- Identifiquei informações em um *podcast*.
- Discuti formas de reconhecer e evitar o *cyberbullying*.
- Escrevi um *postcard*.

How can we help people spot fake news?

Introduction



1. Observe as imagens e discuta com seus colegas:
 - Como elas se relacionam? *As imagens são de campanhas de alerta e sátiras sobre o mesmo assunto, as fake news.*
 - Qual problema as imagens denunciam? *As imagens denunciam o problema da disseminação de informações falsas.*
 - Qual delas impactou mais você? Por quê? *Respostas pessoais. Espera-se que os estudantes justifiquem qual das imagens é mais impactante ou chama mais atenção para o tópico.*



Chris Jung/NurPhoto/AFP

Passengers using a smartphone while waiting for an MRT (Mass Rapid Transit) in front of the advertisement "SHARING A LIE MAKES YOU A LIAR" at an MRT station in Kuala Lumpur, Malaysia, on March 26, 2018.



ON fake news - cartoon. *The Guardian*, [s. l.], 2017. Available at: <https://www.theguardian.com/lifeandstyle/picture/2017/jan/28/berger-wyse-on-fake-news-cartoon>. Accessed on: May 13, 2024.



Tabloids work with shocking headlines, which draw people's attention.

2. Read the words from the box and check their meaning in a dictionary or with your teacher. Then read the text and complete it with these words.



bots	checking	discord	emotions	legitimate
misinform	scares	spot	spread	unreliable

2. Explore com a turma o significado das palavras do boxe, caso haja dúvidas. Destaque as palavras cognatas e incentive os estudantes a compreender o significado das expressões desconhecidas pelo contexto ou por meio de consulta a um dicionário.

[...]

What is fake news?

Fake news is essentially any news or story that is created to deliberately ^{misinform} or deceive readers and viewers.

[...]

Fake news can cause public health ^{scares}; sow ^{discord} within various groups in society, and cause time and resources to be wasted.

Can you identify fake news?

Fake news is often difficult to ^{spot}. They are often made to look like ^{legitimate} news sites, and they often include real news elements.

Some sites use ^{bots} (software that perform automated tasks over the internet) to ^{spread} fake news quickly [...].

[...]

[...] Here are some giveaway signs of fake news.

- ^{Unreliable} **source** If the website isn't one that you've heard before, or has a reputation of being unreliable, think twice to make sure you aren't being deceived.

[...]

- **The story's too good to be true** Sensational headlines, accompanied by an equally sensational pictures, make for fantastic clickbait. [...]

- **It triggers strong** ^{emotions} Feeling angry or upset after reading an article? Emotional headlines and content are often ways to distract you from ^{checking} the facts.

SINGAPORE. Government of Singapore. *Singapore's Fight against Fake News: What You Can Do*. Singapore: Government of Singapore, Nov. 22, 2018. Available at: <https://www.gov.sg/article/singapores-fight-against-fake-news-what-you-can-do>. Accessed on: Jun. 4, 2023.

3. Leia o enunciado e incentive os estudantes a trocar opiniões sobre o tema. Espere-se que eles entendam que *fake news* servem para promover a desinformação e que políticos, empresas e parte da imprensa podem ter interesses em manter a população mal-informada para concentração de riqueza e poder por uma pequena parte da sociedade.

3. In your opinion, who is the most interested in spreading fake news? Why? Talk to your classmates. *Personal answer.*



Looking at numbers



1. Read the information on the following table and answer the questions.

Who is afraid of fake news? Modeling risk perceptions of misinformation in 142 countries

[...]

At least 1,000 respondents were surveyed in each country. All samples were probability-based and nationally representative of the resident adult population — as defined in-country. The coverage area included the entire country, and the sampling population represents the entire population aged fifteen and older. The response rates varied from 7% in Northern/Western Europe to 79% in Southern Africa. [...]

Share of internet users concerned about misinformation, the response rate, and the number of countries in every region

Region	% Concerned about misinformation	Number of countries	Response rate
Australia & New Zealand	57.2%	2	9%
Central Asia	38.1%	8	63%
Central/Western Africa	50.6%	18	80%
Eastern Asia	53.4%	6	14%
Eastern Africa	61.3%	11	79%
Eastern Europe	42.7%	10	47%
Latin America & Caribbean	74.2%	19	38%
Middle East	61.9%	12	45%
Northern Africa	62.2%	5	36%
Northern/Western Europe	61.4%	16	7%
Northern America	67.4%	2	6%
Southeastern Asia	68.3%	9	48%
Southern Asia	32.2%	6	64%
Southern Africa	69.4%	5	79%
Southern Europe	66.9%	13	34%

Note: % concerned about misinformation is based on authors' calculations. The response rate is from the The Lloyd's Register Foundation World Risk Poll methodology appendix.

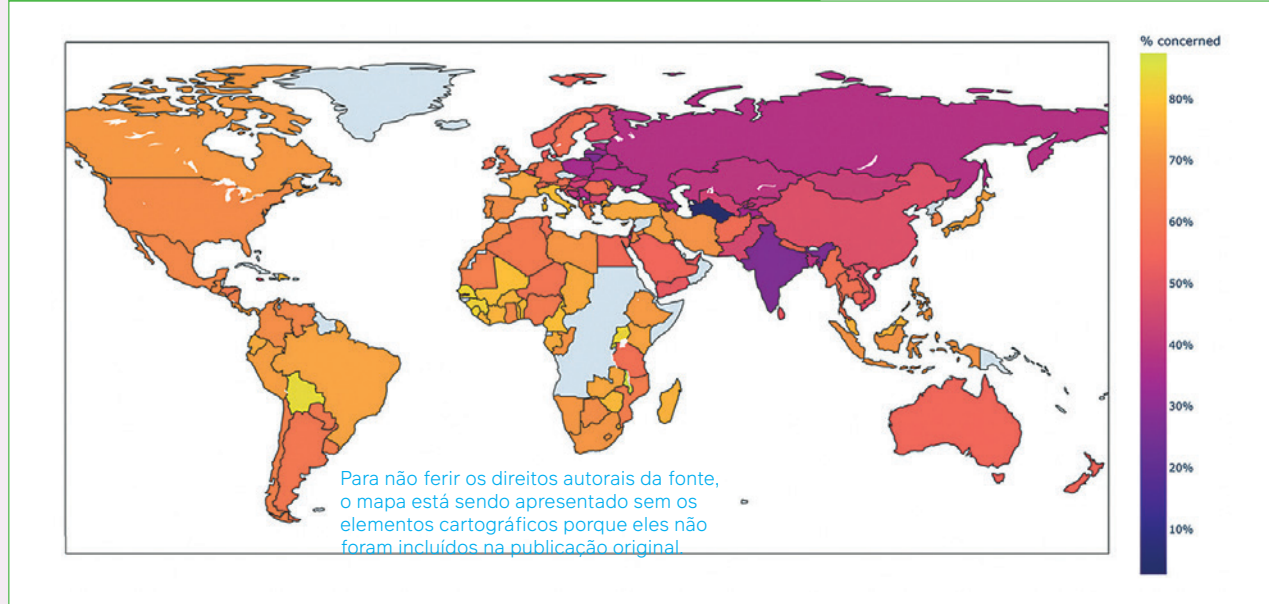
KNUUTILA, A.; NEUDERT, L.-M.; HOWARD, P. N. Who is Afraid of Fake News? Modeling Risk Perceptions of Misinformation in 142 Countries. *Harvard Kennedy School (HKS) Misinformation Review*, Cambridge, v. 3, issue 3, Apr. 2022. Available at: <https://doi.org/10.37016/mr-2020-97>. Accessed on: Jun. 4, 2024. Adapted.

- a) Which two regions are most concerned about misinformation? *Latin America & Caribbean and Southern Africa.*
- b) What do the three regions with the highest response rate have in common?
- c) Você se preocupa com a quantidade de informações falsas na internet? O que é mais preocupante?

2. Look at the choropleth figure 1 and check the information that is true.



Figure 1 – Choropleth Map of Share of Internet Users Who See Misinformation on the Internet as a Threat



Fonte: KNUUTILA, A.; NEUDERT, L.-M.; HOWARD, P. N. Who is Afraid of Fake News? Modeling Risk Perceptions of Misinformation in 142 Countries. *Harvard Kennedy School (HKS) Misinformation Review*, Cambridge, v. 3, issue 3, Apr. 2022. Available at: <https://doi.org/10.37016/mr-2020-97>. Accessed on: Jan. 24, 2024.

Available at: <https://doi.org/10.37016/mr-2020-97>. Accessed on: 21 Dec., 2023. CC BY 4.0 DEEDY/Shorenstein Center/Harvard Kennedy School

- a) The most concerned countries are in the Americas and Africa. **X**
- b) The countries in Eastern Europe are more concerned than those in Oceania.
- c) Canada is the most concerned country in the Americas.
- d) Russia is less concerned about misinformation than Brazil. **X**
- e) Central Asian countries tend to have slightly lower concern for misinformation. **X**
- f) Lithuania has the lowest proportion of concern against misinformation out of all countries. **X**

1. b) They are all in the African continent.

Leve-os a refletir sobre a questão humanitária e social nesses países. Destaque para a turma a ideia de que quanto mais informada for uma sociedade ou um grupo de pessoas menos seus integrantes acreditarão em notícias falsas.

3. In pairs, read the following statements. Rewrite them with your own words using the correct information based on figure 1.

- a) Brazil is not very concerned about misinformation.
Brazil is very concerned about misinformation.
- b) The population of China is not worried about misinformation.
China is divided, its rate of concern about misinformation is around 45%.
- c) India's rates of concern about misinformation are one of the highest.
India's rates are one of the lowest.

1. c) Resposta pessoal. Espera-se que os estudantes expliquem, usando exemplos, por que se preocupam ou não com informações falsas. Conduza a discussão para que possam refletir sobre o impacto que uma notícia falsa pode causar e como isso pode alterar o entendimento e a resolução de muitas situações.

4. Look at figure 1 again and answer.

- a) Why are some countries colored grey? *Because they aren't part of the research.*
- b) Which of the following countries are colored grey?
 - Greenland **X**
 - Republic of Congo **X**
 - Iceland
 - Colombia
 - Somalia **X**

2. Explique à turma que o mapa coroplético é caracterizado por cores. Chame a atenção dos estudantes para as cores do mapa e as respectivas legendas que ilustram qual é o nível de preocupação com a desinformação em cada país.

5. Conduct a survey and identify the classmates who see misinformation on the internet as a threat and in which neighborhoods they live. Then use this information to make a choropleth map of your city, similar to figure 1.

5. Personal answer. Os estudantes deverão perguntar aos colegas se eles se preocupam com a desinformação na internet e no bairro em que moram. Depois, eles deverão elaborar um mapa da cidade relacionando esses dados.

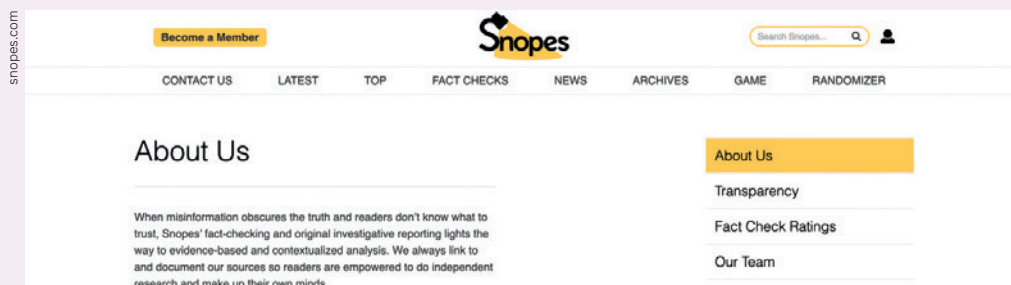
Real life

1. Explore a imagem e o texto com os estudantes, leia o boxe **Vocab** e resolva possíveis dúvidas que surgirem. Estabeleça um tempo para que realizem as atividades e faça a correção oralmente com eles. Se julgar oportuno, leve a turma ao laboratório de informática ou permita o uso de celulares para o acesso à página *on-line*.



A website against misinformation

1. Observe a reprodução da página a seguir. Ela é parte de um *website* que desmente notícias falsas e mitos. Assinale o que é possível fazer nesse *website* e compartilhe suas respostas com um colega.



- Become a member. X
- Watch a video.
- Chat with a journalist.
- Read old articles. X
- Listen to podcasts.
- Buy their products.
- Search for a subject. X
- Check if something is true. X
- Send a video.

2. Read the text from the “About Us” section of the site and answer the following questions.

About Us



When misinformation obscures the truth and readers don't know what to trust, Snopes' fact-checking and original investigative reporting lights the way to evidence-based and contextualized analysis. We always link to and document our **sources**, so readers are empowered to do independent research and make up their own minds.

Snopes got its start in 1994, investigating urban legends, hoaxes, and folklore. As **demand** for **reliable** fact-checks grew, so did Snopes. Now it's the oldest and largest fact-checking site online, widely **regarded** by journalists, folklorists, and readers as an invaluable research companion. [...]

SNOPEs. *About us*. [S. l.]: Snopes, c1995-2024. Available at: <https://www.snopes.com/about/>. Accessed on: Feb. 6, 2024.

- a) When did the site start? **In 1994.**
- b) Correct these statements in your notebook.
 - Journalists don't like Snopes. **Snopes is widely regarded by journalists.**
 - Snopes investigates fake news and expresses its opinions about it. **Snopes uses facts and evidence to fact-check the news.**
3. O texto menciona o aumento na demanda por checagem confiável de fatos. Em sua opinião, quais são as razões para esse aumento?
4. Read the following list of questions you can ask yourself to identify fake news. Listen to the tips for fact-checking and write in your notebook the questions mentioned in the recording.
 - a) Does the information seem true and serious?
 - b) Is this article current or old? X
 - c) Is the source reliable and reputable? X
 - d) How many scientists are speaking in the article?
 - e) Who wrote the article? Are they reliable professionals? X
 - f) Do the places and people mentioned really exist?
 - g) What is the objective of the article? X



4. Leia o enunciado e todas as alternativas com a turma. Discuta com os estudantes a importância de cada uma delas na identificação de informações falsas. Reproduza o áudio na íntegra e depois fazendo pausas para que eles possam realizar a atividade. Se julgar oportuno, reproduza o áudio mais uma vez para que os estudantes possam verificar as respostas.

VOCAB

demand: procura
regarded: prezado, respeitado
reliable: confiável
sources: fontes

3. Resposta pessoal. Espera-se que os estudantes entendam que, com o amplo alcance da internet e das redes sociais, a disseminação de notícias falsas também aumentou. Portanto, é necessário verificar fontes e a veracidade dos fatos antes de absorvê-los ou compartilhá-los.





► Think about it

1. Read the text messages.

1. a) Suggestions: government, public hospitals, senator, atrocity, ridiculous. Personal answers. Espera-se que os estudantes entendam que o reconhecimento de cognatos é uma importante estratégia de leitura.

FAMILY
CALL

Aunt Gina
Please share!
The government has no limits! Now they are planning END all public hospitals AND FREE hospital care within the next six months! THERE WILL BE NO MORE FREE HOSPITALS! According to José Figueira, a specialist from Harvard, the plan is to sell public hospitals across the country and be free from the "expense." Share if you don't agree with this atrocity!
1:41 PM

Julia
Can't believe people fall for this... SO FAKE
1:42 PM

Aunt Gina
How do you know it's fake? I got it from my friend's sister. She got it from a man's cousin who knows José Figueira.
1:43 PM

Uncle Joe
Hum... I think it's fake news.
1:45 PM

Aunt Gina
I am doing my part. I think it's true. Sharing and helping.
1:48 PM

Lol, this is ridiculous. Has anyone checked this?
1:52 PM

Uncle Joe
How do we do that?
1:53 PM

JULIA
CALL

Aunt Gina really has no clue, right? 🙄
1:57 PM

I know 😊
She shares the craziest, most ridiculous fake news ever. Like the government can do that in six months
1:58 PM

Maybe we should do something.
1:59 PM

🙄
2:01 PM

You know, like, make a manual to teach fact-checking.
2:03 PM

🙄
2:08 PM

And share it with these folks.
2:10 PM

😊 Maybe they will share something useful for once.
2:11 PM

Totally 🙄
2:15 PM

Creditos: Rodrigo Arraya; bubaone/Stockphoto.com; Cultures Studio/Stockphoto.com

- a) Identify and list the cognates in the text. Do they help you understand the text better?
- b) Read the news in the first line. According to the text:
- the government wants to make all hospitals free.
 - the government wants to end public hospitals. X
- c) In your opinion, do you think the news sounds real? Why (not)?

Espera-se que a turma reflita sobre como as fake news se espalham rapidamente nas redes sociais, apelando para o emocional do receptor, que muitas vezes não verifica a fonte da informação, contribuindo para a rápida disseminação da notícia falsa.

2. Match the emojis with the sentences.

- a) 😂 1. c) Personal answers. Espera-se que os estudantes identifiquem que a notícia divulgada no aplicativo de mensagens instantâneas não é verdadeira, pois contém um título alarmante sem indicação de fonte segura e também emprega pontos de exclamação e letras maiúsculas de modo sensacionalista. Espera-se também que, independentemente da resposta, os estudantes a justifiquem.
- b) 😬
- c) 😬
- d) 🤔
- e) 😡 3. Personal answers. Os estudantes devem falar dos grupos em redes sociais dos quais participam e se enfrentam problemas relacionados a fake news neles. Pergunte quem são as pessoas que mais comumente espalham fake news, que tipo de notícias elas postam etc.
- f) 😊

- I. I am angry. e
- II. Laughing out loud. a
- III. This is stupid. c, f
- IV. I don't know. b, d
- V. Let me think. d
- VI. Yeah, right! f

MORAL COMPASS

Por que compartilhar informações sem fontes é um problema?



3. How many social media groups are you part of? Do you have a similar problem in your groups?



How can we help people spot fake news?



United Archives GmbH/Alamy/Fotorena/Getar Memes

1. With a classmate, take this quiz and check your score.
 - a) I only share news after fact-checking it.
 - Always
 - Sometimes
 - Never
 - b) I can easily spot fake news.
 - Always
 - Sometimes
 - Never
 - c) I spot fake news and warn my friends and family.
 - Always
 - Sometimes
 - Never
 - d) I check the source of articles and news before I share them.
 - Always
 - Sometimes
 - Never
 - e) I think people would stop spreading false information if they were educated on the topic.
 - Always
 - Sometimes
 - Never

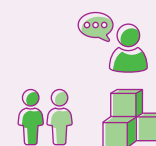


Count 3 points for “Always”, 2 points for “Sometimes”, and 0 points for “Never”.

- 0 – 6 points – You need to improve your skills to detect false information.
- 7 – 11 points – You are on the way to being a good fake news debunker, but you still need to make some improvements.
- 11 – 15 – Congratulations! You are ready to write your own manual against misinformation!

2. Personal answer. Os estudantes deverão avaliar as perguntas em que obtiveram menor pontuação e dizer as áreas sobre as quais podem procurar mais informações.

2. Based on your results, what do you think you need to learn?
3. In pairs, think about ways you can raise community awareness of the importance of checking facts before sharing news.
 - Make a video tutorial on how to spot fake news.
 - Do a survey on people’s social media habits.
 - Create a manual for fact-checking.
4. Join another pair and exchange your ideas.





Creating an online survey

1. Look at the title of the following paragraph and answer the questions.

a) In your opinion, what is an online survey? What is its purpose?

b) How do you think online surveys work?

1. a) Resposta pessoal. Incentive a turma a falar o que sabem do tema antes da leitura do texto, para em seguida confrontarem suas opiniões com a proposta da próxima atividade.

1. b) Resposta pessoal. Incentive os estudantes a trocar impressões sobre o tema sem que leiam o texto, para em seguida confrontarem suas opiniões com a proposta da próxima atividade.

What is an online survey?

Online surveys are a method of gathering feedback from a targeted audience through digital platforms. They serve as a convenient and user-friendly way to collect data from users and customers on topics such as customer satisfaction, customer loyalty and much more. Survey participants respond to online survey questions, which usually take the form of a number (or smiley) scale, multiple choice selection and/or open answer format. [...]

Because online surveys are always running your digital channels, feedback can be collected all over the world at any time. [...]

HAIJE, E. G. Online Surveys 101: Everything you need to know. *In: MOPINION*. [S. l.], May 22, 2024. Available at: <https://mopinion.com/surveys/>. Accessed on: May 10, 2024.

2. Now, read the text. Then go back to the answers you gave in **activity 1** and rewrite them according to it. [Resposta pessoal.](#)

3. Order the steps to create an online survey. In the following page you are going to create one.



1. What is your name?

Please use the formal last name

2. What is your favorite color?

Choose from the following list.

- Red
- Blue
- Green
- Orange
- Yellow
- Grey
- Purple

Daniilo Bandeira

• Invite the participants 3

There are many ways to invite people to take part in your online survey. Who you want to take part in your survey will help you to decide on the best distribution method. You can send an email to your subscriber list, post your survey on Facebook, send surveys by SMS [...].

• Decide on your research goals 1

[...] Is the information you are looking for of a general nature or very specific? Do you have a particular audience in mind, or will you be sending out online surveys to the general public? [...]

• Analyse the results 4

Visualize your data by presenting the results in charts and graphs, as this will help you quickly reference your results in reports. You can also make use of text analysis and word clouds on open-ended questions to pick out common response trends. [...]

• Create a list of questions 2

[...] Most people who take part in surveys prefer short multiple-choice questions. When writing the questions, keep the language very simple and avoid ambiguity or double negations. One of the benefits of designing an online survey is that participants don't have to fill in questions that are not relevant to them. [...]

6 STEPS to Conducting an Online Survey. *In: SMARTSURVEY*. [S. l.], c2024. Available at: www.smartsurvey.co.uk/articles/6-steps-to-conducting-an-online-survey. Accessed on: Jun. 4, 2024.

Tip

Existem muitos aplicativos de pesquisa *on-line* disponíveis. Muitos deles oferecem ótimos recursos e são completamente gratuitos. Faça uma pesquisa *on-line* antes de escolher o aplicativo que você quer usar.



Getting it done

You are going to create an online survey to ask people about their habits of sharing and fact-checking news. This survey can help you reinforce the importance of learning how to check information before sharing it.

1. Get into groups and prepare your survey based on the steps presented on **page 93**.

Don't forget to:

- Work on a list of possible questions individually.
- Share your questions with the other members.
- Decide together on the best questions.
- Follow the tips from the box **Better together** for best group decision making.
- Wait for the answers and analyze the results.

2. Once you have gotten the results of your survey, think about how you are going to use them in your fake news project.



a) In groups, write in your notebook the options that appeal to you.

- Making graphs and charts to illustrate the importance of fighting fake news.
 - Showing some statistics in a video.
 - Presenting a report as part of a fact-checking manual.
 - Including the results in a presentation about fake news.

b) Once you have decided what your project will be, organize:

- To-do list. Who can do these jobs?
 - Turning the results into graphs.
 - Making a video presentation.
 - Editing a fake news manual.
- What do we need help with? Who can help?

3. Are you ready? List in your notebook any other jobs that you and your group still need to do.



Better together

Group decision making

The performance of a group involves taking into account the needs and opinions of every group member. It is important for the functioning of the group to be able to come to an equitable decision as efficiently as possible. There are a variety of ways to make decisions as a group. [...]

GROUP Decision Making. *In*: UNIVERSITY OF WATERLOO. Ontario, c2024. Available at: <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/group-decision-making>. Accessed on: May 13, 2024.

Some tips:

- Listen to everyone's suggestions.
- Gather similar ideas.
- Decide on the best ones.
- Have everyone vote in case the group cannot make a decision.

Showing what we've got



1. Get together with your group and prepare to present your work.
 - a) In order to get organized, think about the following points:
 - Your audience: Who did you make your guide for? Why did you choose this audience? How is your project going to be helpful?
 - Show your survey: How did the survey you created help your project?
 - Explain your product: How did you create your product? What is your product? What kind of information does it provide?
 - Presentation: How is the group going to present the product?
 - b) Decide the details of the presentation as a group.
 - Who is going to be responsible for each part of the presentation?
 - How are you going to practice?
 - Who can help you with: practice, language, computer skills, etc.?
2. As the other groups present their work, answer these questions to provide them with feedback later:
 - a) Information presented
Were their survey questions relevant? Did they generate valuable information?
 - Excellent
 - Good
 - Needs improvement
 - b) Participation
Do you feel that all group members actively participated in the project?
 - Excellent
 - Good
 - Needs improvement
 - c) Relevance
How relevant is the product created by the group? Can you see the product being used by the general public?
 - Excellent
 - Good
 - Needs improvement
 - d) Overall impression
Can you tell that the group worked hard and was prepared to present?
 - Excellent
 - Good
 - Needs improvement



USE

We decided to prepare a guide to help people...

Our target audience is...

We asked people about...

Some people know / don't know how to spot fake news.

With this project, we learned that...

Learning about

1. Leia a citação com os estudantes. Pergunte se eles já ouviram falar sobre o polêmico artista britânico, que é também ativista político. Incentive-os a pesquisar e a trocar impressões sobre o assunto.



Learning about fake news from art

Comente com a turma que há controvérsia quanto à autoria da frase. Diga aos estudantes que alguns sites atribuem a autoria dela ao artista Banksy e outros a Cesar A. Cruz. Se julgar oportuno, sugira que pesquisem de quem seria a verdadeira autoria da citação.

1. Read this quote. What is your opinion of it? Talk to your classmates.

“Art should comfort the disturbed and disturb the comfortable.”

Banksy.



Satirical and dark art that is inspired by modern life and social media has become increasingly popular. The following picture on the page is an example of this kind of art. What do you see in it? What is it criticizing? Pair up with a classmate and share your thoughts.

Learn more

- **Search** online for other examples of media-inspired artwork.
- **Select** your favorite pictures/videos.
- **Share** with your classmates and explain why you have chosen them.
- **Post** the artwork you chose on your social media and write a short text about it.



© Michael Patrick/Heartsstreetart.com

Observe a imagem com a turma e leia a legenda. Incentive os estudantes a falar sobre a imagem, qual ideia ela expressa (o garoto chora porque não houve qualquer interação em sua imagem ou perfil), se ela se comunica com o momento histórico atual no que tange à diversidade de ideias e situações apresentadas pelo mundo contemporâneo. Finalmente, pergunte em que espaços esse tipo de arte é encontrado e se existem artistas que têm uma proposta semelhante no Brasil.

USE

I chose this picture / image of...
It... by an artist called...
We asked people about...
I think this picture is very shocking / funny / sad.
In my opinion, this picture shows...

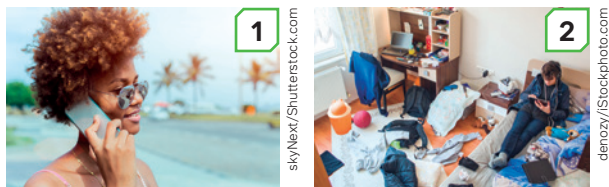
iHeart. *Nobody likes me*, 2014. Available at: [https://www.ihatestencils.com/street/#iLightbox\[gallery_image_1\]/94](https://www.ihatestencils.com/street/#iLightbox[gallery_image_1]/94). Accessed on: May 13, 2024.



- Choose the appropriate verb form.
 - I'm off this fake news channel. OK, I look for another one.
 - am going to
 - will **X**
 - Look at the headlines. I think it be a sensationalist kind of TV show.
 - is going to **X**
 - will
 - In July? We have other plans; we focus on our technology course.
 - are going to **X**
 - will go to
 - If you study for the exam, you pass.
 - are going to
 - will **X**
 - I've already decided. I lend him any books I have.
 - am not going to **X**
 - will not

- Use the clues to write sentences in your notebook about fake news. Add **going to** and a **subject** when necessary. Possible answers:
 - Next time read some news check a wide variety of sources.
 - Not take breaking news as a fact.
 - Fake news spread quickly if we don't learn how to spot it. *I won't believe everything I read online.*
 - Not believe everything I read online. *Wrong people will always benefit with the spread of fake news.*
 - Wrong people always benefit with the spread of fake news. *Wrong people will always benefit with the spread of fake news.*

- Match each image to a specific plan.



- Next time I read some news, I'll check a wide variety of sources.
- I won't take breaking news as a fact.
- Fake news will spread quickly if we don't learn how to spot it.

- I'll take the trash out. **3**
- I'm not going to watch any series; the battery is low. **5**
- I'll call my mom now. **1**
- I'm going to have dinner with my parents this Friday. **4**
- I won't have time to clean up my room. **2**

My progress

Leia com os estudantes o boxe **My progress** para que reflitam sobre tudo o que estudaram até aqui. Ajude-os a pensar sobre como podem melhorar técnicas e estratégias a fim de aprimorar habilidades.



Como foi o progresso do seu aprendizado até agora, em uma escala de 1 a 5?

Reading skills

- Identificar a ideia central de um texto a partir de pistas linguísticas.
- Identificar informações principais em um filme.
- Prever a ideia/objetivo principal de textos curtos e simples.
- Identificar *fake news*.

Listening skills

- Entender falas simples sobre inclusão digital.
- Identificar o tema principal de um texto oral sobre IA.
- Identificar perguntas familiares e frases básicas em um *podcast*.
- Reconhecer pistas para identificar *fake news*.

Speaking skills

- Produzir frases simples sobre letramento digital.

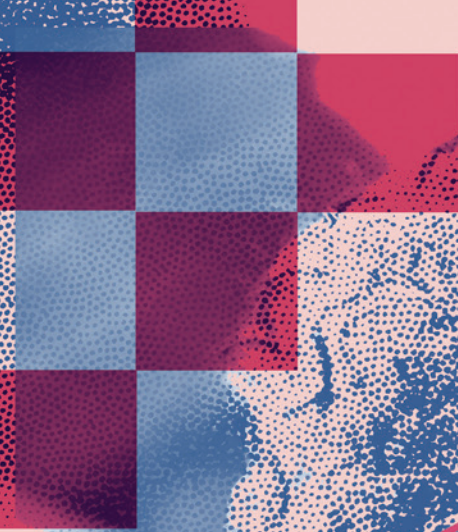
- Falar sobre o uso da IA em diferentes contextos.
- Falar sobre expectativas para o futuro.
- Falar sobre os prejuízos causados pelas *fake news*.

Language skills

- Identificar e usar artigos e substantivos contáveis e incontáveis.
- Reconhecer e usar as formas afirmativa, negativa e interrogativa de *there to be*.
- Reconhecer e praticar as formas futuras, como *will* e *going to*.
- Usar formas verbais no presente e passado simples.

Writing skills

- Escrever uma reportagem.
- Elaborar *prompts* para IA.
- Escrever um *postcard*.
- Criar uma pesquisa *on-line*.



PART

B

Go get it



Andrii Nekrasov/Stockphoto.com



Os conteúdos da Parte B são:

- Welcome unit
- Unit 9: Different forms of success
- Unit 10: Art around us
- Unit 11: Maker culture
- Unit 12: Project – How can we be successful and change the world?
- Unit 13: Science and technology
- Unit 14: Environmental culture
- Unit 15: Cultural exchange
- Unit 16: Project – How can we close the gender gap in science?

Welcome unit



1. Espera-se que os estudantes discutam o que eles sabem a respeito do tema e o que seria a Educação 4.0.

1. Leia o título do texto a seguir. Você sabe o que é Educação? E Educação 4.0? Discuta com um colega.

2. Leia o texto. Qual é o princípio básico da Educação 4.0?

3. Em seu caderno, numere as opções de 1 a 6, de acordo com o que você considera mais importante.



a) Educação baseada em experimentação e ciência.

b) Palestras de especialistas.

c) Aprendizado facilitado pela internet.

d) Livros e materiais didáticos.

e) Aulas expositivas com o professor.

f) Memorização e repetição do conteúdo.

3. Respostas pessoais. Sugestão de resposta: os estudantes podem numerar as opções na seguinte ordem a) 3, b) 1, c) 2, d) 5, e) 4, f) 6.

VOCAB

broad: ampla

framework: estrutura

latter: o último

lies: reside, está em

role: papel

set: conjunto

2. O princípio básico é a criatividade (*creativity*). Explique que a Educação 4.0 pode ser definida como uma abordagem em que os ambientes educacionais integram as Tecnologias da Informação e Comunicação (TICs) para desenvolver processos instrucionais, pedagógicos e tecnológicos. Essa integração também melhora os processos operacionais por meio de novos métodos de aprendizagem e ensino – soluções inovadoras para os desafios atuais e futuros da sociedade.

What is the Education 4.0 Taxonomy, and how is it useful?

In particular, [...] employers are not only signaling demand for creativity, critical thinking, problem solving and skills relating to the development and use of technology, but are placing more and more emphasis on interpersonal and socio-emotional skills. The **latter** include the ability to collaborate, coordinate and communicate effectively with others. The **role** of education should be to prepare young learners for this future.

[...]

In short, the future of education **lies** in empowering young learners to embrace and develop their uniquely human qualities – those unlikely to ever be replaced by technology. The World Economic Forum refers to the teaching and learning of this **set** of abilities, skills, attitudes and values as “Education 4.0”, a **framework** developed through deep and **broad** consultation with education experts from schools, non-profits, education ministries and the private sector and refined over the course of several previous publications [...].

DEFINING Education 4.0: A Taxonomy for the Future of Learning. In: WORLD ECONOMIC FORUM. [S. l.], 2023. Available at: https://www3.weforum.org/docs/WEF_Defining_Education_4.0_2023.pdf. Accessed on: Jul. 16, 2024.

4. Os subtítulos no quadro abaixo são habilidades e experiências importantes relacionadas à Educação 4.0. Leia os parágrafos na **página 101** e relacione-os com esses subtítulos.



Personalized and self-paced learning
Problem-based and collaborative learning
Technology skills
Global citizenship skills
Lifelong and student-driven learning
Interpersonal skills
Innovation and creativity skills
Accessible and inclusive learning

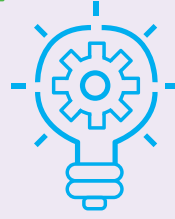
Content (built-in mechanisms for skills adaptation)

A ::::::::::::::



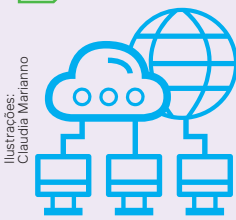
To include content that focuses on building awareness about the wider world, sustainability and playing an active role in the global community.

B ::::::::::::::



To include content that fosters skills required for innovation, including complex problem solving, analytical thinking, creativity and system analysis.

C ::::::::::::::



Ilustrações:
Claudia Maritano

To include content that is based on developing digital skills, including programming, digital responsibility and the use of technology.

D ::::::::::::::



To include content that focuses on interpersonal emotional intelligence (i.e. empathy, cooperation, negotiation, leadership and social awareness).

Experiences (utilization of innovative pedagogies)

E ::::::::::::::



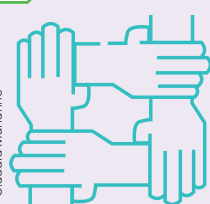
From a system where learning is standardized, to one based on the diverse individual needs of each learner, and flexible enough to enable each learner to progress at their own pace.

F ::::::::::::::



From a system where learning is confined to those with access to school buildings to one in which everyone has access.

G ::::::::::::::



Ilustrações:
Claudia Maritano

From process-based to project- and problem-based content delivery, requiring peer collaboration and more closely mirroring the future of work.

H ::::::::::::::



From a system where learning and skilling decrease over one's lifespan to one where everyone continuously improves on their existing skills and acquires new ones based on their individual needs.

4. A. Global citizenship skills; **B.** Innovation and creativity skills; **C.** Technology skills; **D.** Interpersonal skills; **E.** Personalized and self-paced learning; **F.** Accessible and inclusive learning; **G.** Problem-based and collaborative learning; **H.** Lifelong and student-driven learning.

5. Espera-se que os estudantes utilizem as informações sobre as habilidades digitais para colocar em ordem de importância, de acordo com a própria opinião. A comparação das respostas pode levar os estudantes a mudar suas opiniões, já que o colega pode indicar fatos que não foram levados em consideração.

6. Respostas pessoais. Oriente os estudantes quanto às habilidades que eles podem identificar em si mesmos, entre as citadas nas atividades anteriores. Faça uma lista na lousa, com o auxílio deles, incluindo o que acreditam ser necessário para desenvolver todas as habilidades. Depois, convide voluntários para darem alguns exemplos do que fariam para desenvolver suas habilidades.

DEFINING Education 4.0: A Taxonomy for the Future of Learning. /n: WORLD ECONOMIC FORUM. [S. l.], 2023. Available at: https://www3.weforum.org/docs/WEF_Defining_Education_4.0_2023.pdf. Accessed on: Jul. 16, 2024.

5. Em sua opinião, quais habilidades listadas no texto são mais importantes? Escreva-as em ordem. Em seguida, trabalhe com um colega e comparem suas respostas. Quais foram as semelhanças e diferenças?
6. Em grupos, discuta as questões abaixo.
 - a) Quais habilidades você já possui?
 - b) Quais você acha que precisa desenvolver?
 - c) Como você acha que pode desenvolver tais habilidades?



Group of students brainstorming ideas for a project.



Going deep

▼ Videos

10 most successful young entrepreneurs 2020 (2021, 10 min).

O vídeo conta como dez jovens fundaram seus negócios e se tornaram um sucesso, além de compartilhar os lucros em filantropia. Disponível em: <https://www.youtube.com/watch?v=MGoiy74h1CM>. Acesso em: 2 fev. 2024.



Jihan's venture: a businesswoman in Kenya | Africa Direct Documentary (2022,

13 min). Esse episódio, que fala de uma empresária queniana, faz parte de uma série documental dirigida por cineastas africanos. Disponível em: https://www.youtube.com/watch?v=zPjqbjU3I_LU. Acesso em: 2 fev. 2024.



Different forms of success



► Think about it

1. O dicionário define sucesso como “resultado positivo após alguma tentativa ou esforço, seja ele profissional, acadêmico ou pessoal”. Você concorda? Você descreveria sucesso de outra maneira? [Respostas pessoais.](#)
2. Em sua opinião, quais são as formas de sucesso? Você considera que todo sucesso é igual?

2. Respostas pessoais. Conduza a discussão de modo que os estudantes reflitam sobre as diferentes formas de entender o sucesso, como realização financeira, pessoal ou sinônimo de bem-estar e saúde. Tudo depende da busca e das pretensões de cada indivíduo. Contudo, chame a atenção deles para o fato de que, no Ocidente, sucesso, geralmente, é mensurado com base no poder econômico.

Objetivos

Nesta unidade, você vai:

- refletir sobre o conceito de sucesso e suas diferentes formas;
- refletir sobre a história de jovens de sucesso;
- usar *skimming* como estratégia de leitura;
- compreender o que é planejamento financeiro e discutir sobre ele;
- usar diferentes verbos modais;
- elaborar um *mini-profile* para uma revista eletrônica.

Before reading



1. What kind of texts are these? Talk to a classmate.
 - a) Magazine profiles. **x**
 - b) Articles in newspapers.
2. Read the texts quickly and match the names to the products.
 - a) Magugu ⋮⋮⋮⋮⋮⋮ clothes
 - b) Ulmer ⋮⋮⋮⋮⋮⋮ lemonade

Tip

Profiles lie on a spectrum between two related forms: informal interviews and formal biographies. Like interviews, profiles usually depend on direct conversations with living people. Like biographies, they make use of other sources of information about the subject. Profiles such as those published in popular magazines are usually longer and more focused than interviews but considerably shorter than biographies.

FRAME, S. Profiles. In: PRESSBOOKS. *Writing in genres*, [s. l.], Jul. 28, 2023. Available at: <https://pressbooks.calstate.edu/navigating/chapter/profiles/>. Accessed on: Jul. 16, 2024.

Thebe Magugu

[...] The Johannesburg-based designer, just three years after **launching** his **brand**, is creating clothes that have the power to **shift** global perceptions of South African identity. [...]

“I think in art, certain movements stem from times of suffering, because art allows people to deal with traumas in a proactive and beautiful way. That’s what I do with my clothes. I tend to look at South Africa through this lens and ask how I can turn all of this pain on its head,” Magugu explains. The designer was born in the small town of Kimberley in 1993, one year prior to the abolishment of the oppressive apartheid regime. [...]

[...] After a [...] creative childhood spent drawing indoors, Magugu **headed to** LISOF Fashion School in Johannesburg.

CASSIDY, G. Meet Thebe Magugu, the Designer at the Heart of South Africa’s Cultural Renaissance. *Vogue*, [s. l.], May 20, 2019. Available at: <https://www.vogue.com/vogueworld/article/thebe-magugu-south-african-fashion-designer-born-free-generation>. Accessed on: Feb. 2, 2024.



South African designer Thebe Magugu poses in Paris on February 25, 2020.

VOCAB

- bee:** abelha
- brand:** marca
- flaxseed:** linhaça
- foster:** fomentar
- headed to:** foi
- launching:** lançar
- profits:** lucros
- seek:** procurar
- shift:** mudar
- single:** único
- stumbled:** esbarrou
- thumbing through:** folheando



Mikaila Ulmer, founder and CEO of Me & the Bees Lemonade. New York City, 2019.

Mikaila Ulmer

Mikaila Ulmer’s story is a perfect example of why an aspiring society should **seek** to **foster** entrepreneurship in its young people.

When Mikaila Ulmer was four years old, she received an old cookbook from her grandmother [...]. **Thumbing through** the pages, she **stumbled** on a mixture for **flaxseed** lemonade. [...]

The Austin, Texas, native decided to sell the concoction at a lemonade stand. [...]

By 2015, Mikaila had turned her **single** stand into a full-fledged operation. Her lemonade was being sold in about 35 stores, and with every purchase, buyers were receiving a message: Buy a Bottle... Save a **Bee**. (A percentage of all **profits** are dedicated to saving honeybees.) [...]

MILTIMORE, J. How Mikaila Ulmer Turned a Lemonade Stand Into a Multi-Million Dollar Operation. In: FOUNDATION FOR ECONOMIC EDUCATION. New York, Feb. 17, 2020. Available at: <https://fee.org/articles/how-mikaila-ulmer-turned-a-lemonade-stand-into-a-multi-million-dollar-operation/>. Accessed on: Jun. 7, 2024.

While reading



1. Skim both texts and answer **true** or **false**.
 - a) Both stories are about people who became successful. **True**.
 - b) They are well-known entrepreneurs. **False**.
 - c) Their business ideas are connected to childhood experiences. **True**.
2. Choose the best option according to the texts.
 - a) Mikaila's recipe came from...
 - her grandmother. **X**
 - her aunt.
 - b) Magugu thinks...
 - we have to save the honeybees.
 - art allows people to deal with traumas in a proactive and beautiful way. **X**
 - c) Magugu went to Fashion School in...
 - Johannesburg. **X**
 - Kimberley.
3. Read the sentences and choose the best synonym to the underlined words.
 - a) Thebe Magugu, just three years after launching his brand [...].
 - starting **X**
 - promoting
 - b) By 2015, Mikaila had turned her single lemonade stand into a full-fledged operation.
 - new
 - mature **X**

Reading strategies

Skimming

Skimming é uma estratégia de leitura útil no cotidiano. Ao passarmos os olhos por um texto e reconhecer o assunto, podemos decidir se queremos ler em detalhe ou não.

Post-reading

1. Resposta pessoal. Espera-se que os estudantes discutam sobre a ideia de sucesso ao longo do tempo, refletindo se ela é a mesma para eles e para as gerações anteriores a eles, por exemplo.



2. Resposta pessoal. Espera-se que eles reconheçam que assumir riscos é fundamental para a inovação e o crescimento pessoal e profissional. No entanto, é importante que esses riscos sejam calculados e acompanhados de planejamento e preparação, minimizando possíveis consequências negativas e aumentando as chances de sucesso.

3. Resposta pessoal. Espera-se que os estudantes usem as personalidades apresentadas nos textos para corroborar o argumento de que é possível obter sucesso em qualquer idade.

1. A ideia de sucesso é imutável ou ela sofre alteração com o tempo? Reflita e discuta.
2. Você acha que para serem bem-sucedidas as pessoas precisam ser corajosas e assumir riscos?
3. Em sua opinião, há uma idade correta para alcançar o sucesso?
4. Reflita sobre a realidade das personalidades apresentadas e sobre as pessoas que você conhece e considera bem-sucedidas. Você acredita que o caminho até o sucesso é igual para todas as pessoas? Todas começam do mesmo ponto de partida?
5. Em sua opinião, o que pode dificultar ser bem-sucedido em um objetivo? O que poderia facilitar?

4. Respostas pessoais. Espera-se que os estudantes reflitam sobre as diferentes realidades e como as experiências influenciam o percurso de cada um em direção ao sucesso.

Going deep

Movie

The Banker, direção de George Nolfi (Apple Original, 2020, 120 min). O filme conta a história de um dos primeiros banqueiros afro-americanos, que decide ingressar no mercado bancário durante os anos 1960, época marcada pela luta pelos direitos civis nos EUA.

Romulus Entertainment





Modal verbs (can, could, might, must, should, ought to)

1. Estude as seguintes frases, retiradas dos textos citados na **página 104**, e escreva as respostas no caderno.

- I tend to look at South Africa through this lens and ask how I **can** turn all of this pain on its head.
- Mikaila Ulmer's story is a perfect example of why an aspiring society **should** seek to foster entrepreneurship in its young people.

a) Nas frases do boxe, *can* significa

- ability **x**
- possibility

b) *should* significa

- advice **x**
- ability

2. Leia, atentamente, as frases com os verbos modais *can*, *could*, *ought to* e *might* e relacione-as com os termos do boxe.

certainly not	permission	ability	advice
general possibility	less strong possibility		perhaps not

- a) Can I have a look at the magazine? **Permission.**
- b) Potatoes can grow almost anywhere. **General possibility.**
- c) In an economic recession, few could find a job. **Less strong possibility.**
- d) That can't be true. **Certainly not.**
- e) It might rain tomorrow. **Perhaps not.**
- f) He can swim, play basketball, run a marathon, etc. He is a true athlete. **Ability.**
- g) We ought to think about the future. **Advice.**

3. Leia as afirmações e escreva, no caderno, as informações adequadas sobre o uso dos verbos modais.

- a) Os verbos modais têm sempre a mesma forma, ou seja, não são conjugados. **3. Os estudantes devem escrever os itens a, c, d, e, f, g, h.**
- b) Muitos verbos modais não têm passado.
- c) Para fazer perguntas, basta inverter a ordem do verbo na frase, colocando o verbo modal no início, como "Must you do that?".
- d) Nas frases negativas, basta acrescentar *not* ao verbo modal.
- e) O significado de *must*, quando na forma negativa (*must not/mustn't*), muda, indicando proibição, por exemplo: "You *mustn't* do that!".
- f) O tempo (passado, presente ou futuro) não é determinado pela forma do verbo. *Might* não é o passado de *may*.
- g) *Have to* é um verbo semimodal e, portanto, requer um verbo auxiliar (*do not, does not, did not*) para fazer perguntas ou frases negativas.
- h) *Should* e *ought to* têm, basicamente, o mesmo significado.

4. Relacione as colunas para formar sentenças.
- | | |
|--|---|
| a) Magugu must be famous. | • It might be a new edition of his e-zine. c |
| b) Magugu doesn't have to work in Europe to succeed. | • Rihanna and Miley Cyrus wore his clothes. a |
| c) Magugu is not sure about his next project. | • She donates part of her profits to save them. d |
| d) Mikaila can't be afraid of bees. | • She's a successful entrepreneur and a book writer now. e |
| e) Mikaila's parents must be proud of her. | • He is already very successful. b |
| f) She ought to study more. | • She hasn't finished High School yet. f |
5. No caderno, complete as sentenças com um verbo modal, de acordo com a situação entre parênteses.
- a) People sit so close to the TV screen. It's bad for their eyes. (strong advice) **shouldn't**
- b) You go to the party if you don't feel well. (not necessary) **don't have to**
- c) You be pleased with yourself after passing all the tests with good grades. (logical conclusion) **should**
- d) He do math in his head. He doesn't need a calculator. (ability) **can**
- e) Doors be open when the vehicle is moving. (prohibition) **must not**
- f) It rain later. (not a strong possibility) **might**
6. Leia as sentenças e escolha a alternativa apropriada. Copie as sentenças no caderno.
- a) lend me some money to start my business?
- | | |
|--------------|--------------------|
| • Do you can | • Can you x |
|--------------|--------------------|
- b) The bank manager deny the loan.
- | | |
|------------------|----------|
| • might x | • mights |
|------------------|----------|
- c) People be a success from the start.
- | | |
|---------------------------|---------------|
| • do not have to x | • have not to |
|---------------------------|---------------|
- d) Could the past of can.
- | | |
|------|------------------------|
| • is | • is not only x |
|------|------------------------|
- e) Modals the same rules as other ordinary verbs.
- | | |
|----------|--------------------------|
| • follow | • do not follow x |
|----------|--------------------------|
7. Leia o cartum e escolha a alternativa mais adequada. **Chame a atenção da turma para a pronúncia adequada de *should* e *shouldn't*. Pratique com os estudantes.**



DELGADO, R. 'Should-do [...].
 In: CARTOONSTOCK. [S. l.],
 c2024. Available at: <https://www.cartoonstock.com/cartoon?searchID=CS320322>.
 Accessed on: May 13, 2024.

- a) The boy doesn't know the difference between *should* and *shouldn't*.
- b) The teacher is happy with the boy because he knows how to use the modals.
- c) The boy knows the difference between *should* and *shouldn't* but can't hear the difference. **x**
- d) The teacher is explaining the modals to the student.

Listening

Amy Sussman/Getty Images for Instagram and Facebook's Creator Week



Berna Anat is a financial educator and book author. She chose this career path after graduating from college with a \$50,000 debt from student loans and credit cards. She had to teach herself how to pay off this debt. Berna is a second-generation Philippine-American woman whose mother immigrated to the US. She focused her book on the financial stories and challenges faced by BIPOC (black, indigenous, and people of color) individuals when trying to make a living in the U.S. In 2017, she successfully paid off her debt.

3. Mais uma vez, trabalhe o enunciado e o texto das alternativas com os estudantes certificando-se de esclarecer dúvidas de vocabulário para auxiliar na compreensão do trecho antes de tocar o áudio.



3. Listen to another excerpt of the interview. Write **true** or **false** for each sentence in your notebook.

- a) You can only start budgeting when you are healed from your past traumas. **False.**
- b) Money is not necessarily all scarcity, evil, negative, or bad. **True.**
- c) When you can create a little space between the bad feelings about money and yourself, you can start budgeting. **True.**



4. Mais uma vez, trabalhe o enunciado e o texto das alternativas com os estudantes certificando-se de esclarecer dúvidas de vocabulário para auxiliar na compreensão do trecho antes de tocar o áudio.



4. Use the words from the box to complete the sentences. Then listen to the last excerpt of the interview to check your answers.

budgeting community individualistic isolation methods podcasts

- a) A lot of people don't talk about the of budgeting. **community.**
- b) Money management is so **individualistic**
- c) It feels like you have to do everything alone: learn with videos, read books, listen to **podcasts**
- d) In community, she talked about her budgeting methods, learned about other, and found creators who could teach her. **methods**
- e) One of the biggest negative feelings a person can feel about money is shame and **isolation**
- f) Her final advice is that you should get up, out of your little clamshell, and find community. **budgeting**



Going deep

Book

Eu sou as escolhas que eu faço, de Elle Luna (Editora Sextante, 2016). A autora vai refletir sobre dois caminhos possíveis na vida: o da segurança e o da paixão. Um pode trazer sossego, mas é possível viver sem o outro?

2. Leia o enunciado e o texto das alternativas com os estudantes antes de tocar o áudio. Certifique-se de esclarecer dúvidas de vocabulário para auxiliar na compreensão do trecho.



- 1.** Você vai ouvir trechos de uma entrevista de Berna Anat em um *podcast*. Leia a legenda da foto dela e discuta as perguntas com um colega. **Respostas pessoais.**
 - a) O que chama a sua atenção em relação à carreira de Berna?
 - b) Você acredita que as experiências pessoais de Berna a qualificam para ser educadora financeira?
 - c) O que você espera ouvir nessa entrevista?



2. Listen to an excerpt of Berna's interview. Check the sentence that best describes it.



- a) The financial trauma that you suffered in your household while growing up will have little impact on your future financial life.
- b) The first step in planning your financial life is to understand your feelings about how your caregivers handled (or mishandled) money. **X**
- c) Some people think about money just like their parents or caregivers. Others just want to do everything differently.



5. Discuta com seus colegas. **Respostas pessoais.**

- a) Os temas da entrevista foram os que você imaginou? Por quê?
- b) Se você já tinha ouvido algum outro educador financeiro, como foi sua experiência anterior comparada com essa?
- c) Como você se relaciona com dinheiro? Ganhar, gastar ou guardar dinheiro são assuntos fáceis para você?

Speaking



1. Leia o perfil de uma participante brasileira da Iniciativa YLAI e reflita. Você gostaria de ter aconselhamento financeiro? Se sim, o que você gostaria de aprender?

List of Brazilian participants in the YLAI (Young Leaders of the Americas Initiative)

Juliana Batista is the Co-Founder and General Manager at Elefa Education for Life, an initiative **committed** to **providing** an educational service for young people, **seeking** to supplement traditional school education with financial education related to credit card use, **retirement**, establishing financial goals, etc.

[...]

Acervo editora

VOCAB

- committed:** dedicado(a)
- providing:** oferecer
- retirement:** aposentadoria
- seeking:** procurando

U.S. Embassy & Consulates in Brazil. *List of Brazilian participants in the Young Leaders of the Americas Initiative (YLAI)*. Brasília, DF: U.S. Embassy and Consulates in Brazil, [20--]. Available at: <https://br.usembassy.gov/education-culture/list-brazilian-participants-young-leaders-americas-initiative-y lai/>. Accessed on: Jun. 1, 2024.

2. Read the following questions. They were made for helping high school students plan financially. Copy the questions that are important to you in your notebook. If you have a different question, write it down. [Personal answers.](#)
 - a) Why is budget important? Why is it important for a high school student?
 - b) How much money do I need to live independently?
 - c) Should I save money? How?
 - d) I am too young to think about retirement, right?



Going deep

Game

Age of empires (2019-present), Xbox Games Studios. Neste jogo você irá construir e administrar cidades, captar recursos e se defender de inimigos. É um bom jogo de estratégia para aprender lições sobre empreendedorismo, praticar tomadas de decisões, raciocínio lógico e resolução de problemas.

NOW YOU!

Vocês farão um *jigsaw reading*. Num grupo de quatro estudantes, por exemplo, escolham quatro perguntas da **atividade 2** a serem respondidas. Cada membro do grupo deve pesquisar as respostas para apenas uma pergunta. Ele será o especialista no assunto e os outros deverão fazer perguntas a ele. Use o quadro com exemplos para iniciar a conversa.

Ao final da atividade, todas as perguntas devem ser respondidas.



More informal to less informal		Positive answers	Negative answers
<ul style="list-style-type: none"> • Can you... • Could you (possibly) • Will you... 	<ul style="list-style-type: none"> • answer a few questions for me, please? 	<ul style="list-style-type: none"> • Sure. • Okay. 	<ul style="list-style-type: none"> • I'm sorry, I'm busy right now. • I'm afraid I can't.
<ul style="list-style-type: none"> • Would you mind... 	<ul style="list-style-type: none"> • answering a few questions for me? 	<ul style="list-style-type: none"> • Of course not. 	<ul style="list-style-type: none"> • I'm sorry, but I can't.

3. Discuta as questões a seguir em grupos. [Respostas pessoais.](#)
 - a) Quais são as principais lições sobre dinheiro que você acha que deveriam ser ensinadas nas escolas?
 - b) Você já pensou em como planejará suas finanças no futuro? Quais são algumas estratégias que você acha importantes para alcançar a estabilidade financeira?



Tip

When using "Would you mind... (-ing verb)?", the appropriate response is a negative one, for example: "Of course not" which means "No, I don't mind. I can do it..."



pictafolio/Stockphoto, Rosefrodinova/Shutterstock.com

Capa de e-zine.

2. The reader of an e-zine can be anyone interested in its topics, such as hobbyists, professionals, students, or general readers.

1. Uma *e-magazine* é uma revista eletrônica distribuída pela internet. O termo é uma abreviação de “*electronic magazine*” (revista eletrônica). Leia os itens a seguir e escreva no caderno quais dessas características ela apresenta.
 - a) Podem ser acessadas de qualquer lugar com conexão à internet. X
 - b) Muitas *e-magazines* incorporam elementos interativos, como *links*, vídeos e animações, que não são possíveis em revistas impressas. X
 - c) Os *e-magazines* abordam apenas assuntos de temática jovem.
 - d) A publicação e a distribuição eletrônica geralmente custam menos do que a impressão e a distribuição física. X
 - e) Podem ser atualizadas com mais frequência do que revistas impressas, permitindo a disseminação rápida de informações e notícias. X
 - f) Os autores são desconhecidos para proteger suas identidades.
 - g) Ampla distribuição: podem alcançar um público global sem as limitações geográficas das revistas impressas. X

2. Who is the reader of an e-magazine?

3. Now create a mini-profile for an e-magazine. Follow these steps.

- a) Form groups of five students.
- b) The topic is “Teenagers who make a difference”.
- c) Choose a young social entrepreneur in your community and write a mini-profile about them.
- d) Make a draft and share it with another group.
- e) Take another group’s draft and give suggestions on the content and language. Then return it to the group that produced it.
- f) Get back your group’s draft, read and consider the comments, then edit the text.
- g) Post it online. Follow your teacher instructions.

Tip

When writing a mini-profile, you will need the following information:

- personal data;
- projects the person is involved in;
- how this project affects your community;
- when the project started.

Access the profiles on **page 104** and pay attention to their language structure and information.

Going deep

Movie

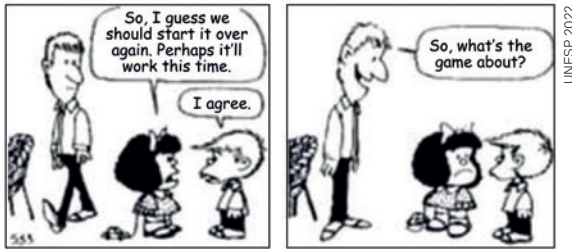
Pirates of Silicon Valley, de Martyn Burke (Haft Entertainment, 1999, 95 min). O filme é uma biografia de Bill Gates e Steve Jobs, retratando, por vezes de maneira cômica, suas lutas para a fundação de dois grandes impérios.



3. A alternativa **a** está correta, pois a tirinha ironiza a ideia da liberdade de expressão, pois, no segundo quadrinho, o personagem diz que, nos EUA, as pessoas têm o "direito" de dizer o que quiserem. No entanto, depois, há a quebra de expectativa e ele restringe a ideia da "liberdade de expressão" apenas à língua inglesa.



Leia a tirinha para responder às atividades **1 e 2**.



UNESP 2022

1. A alternativa **e** está correta, pois o pai de Mafalda escutou as crianças falarem em "começar novamente" algo e acreditou que elas falassem de um jogo, contudo, elas falavam da humanidade.



(<https://thebrickinthesky.wordpress.com>)

- Unesp (2022) From the comic strip, one can say that
 - Mafalda, the girl, is angry with her friend Felipe because he didn't follow the rules.
 - the children don't want Mafalda's father to join them in the game.
 - the children were playing a game about the end of humanity.
 - the game was interesting and going well until Mafalda's father interrupted it.
 - the man, Mafalda's father, didn't get the context of the conversation between the children. **X**
- Unesp (2022) No trecho do primeiro quadrinho "I guess we should start it over again", o termo sublinhado pode ser substituído, sem alteração de sentido, por
 - were going to.
 - used to.
 - are allowed to.
 - are able to.
 - have to. **X**

2. A alternativa **e** está correta, pois a expressão *should*, nesse contexto, tem a ideia de obrigação, traduz-se como deveríamos/temos que (*have to*): Eu acho que deveríamos começar tudo de novo.

3. Unicamp (2020)



UNICAMP 2020

(Disponível em <https://licensing.andrewsmcmeel.com/features/ba?date=2004-08-03>. Acessado em 22/05/2019.)

A tirinha apresentada

- ironiza uma ideia de liberdade de expressão. **X**
 - critica políticas de imigração do governo dos EUA.
 - defende uma visão de inglês como língua mundial.
 - desaprova o uso da língua materna de imigrantes nos EUA.
- Unesp (2022) Examine o cartum de David Sipress, publicado no Instagram por CartoonStock, em 13.06.2021.



UNESP 2022

"I can cure your back problem, but there's a risk that you'll be left with nothing to talk about."

Depreende-se da fala do médico que seu paciente é

- arrogante.
- dissimulado.
- monótono. **X**
- distraído.
- pedante.

4. A alternativa **c** está correta, pois na fala do cartum, atribuída ao médico, o humor se constrói pelo "efeito colateral" da cura do problema nas costas: o paciente ficará sem assunto ("be left with nothing to talk about"). Isso permite inferir que o paciente é desinteressante, entediante, monótono.



Self-Assessment

Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Aprendi a respeito de jovens empreendedores ao redor do mundo.
- Usei os modais *can*, *could*, *might*, *must*, *should* e *ought to*.
- Elaborei um *mini-profile* de jovens que fazem a diferença.

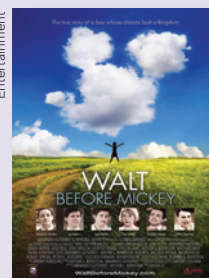


Going deep

▼ Documentary

Walt antes do Mickey, de Khoa Lê (Conglomerate Media, 2015, 120 min). Criação, empreendedorismo, persistência, superação e legado. O documentário conta um pouco da trajetória de Walt Disney até se tornar uma das maiores lendas do mundo da animação cinematográfica. É interessante observar a época, como eram produzidas as animações, os equipamentos utilizados e o processo empreendido. O filme também nos incentiva a criar o improvável e a enxergar possibilidades onde ninguém mais vê.

Conglomerate Media/Leisner Entertainment



Art around us



► Think about it

1. Como você define a arte? Mencione os tipos de arte que você conhece. [Resposta pessoal.](#)
2. Você tem alguma habilidade artística? Qual? [Respostas pessoais.](#)

Objetivos

Nesta unidade, você vai:

- refletir sobre o papel da arte e o valor atribuído a ela;
- usar *scanning* como estratégia de leitura;
- usar o modo imperativo para dar ordens, comandos, avisos e instruções;
- ouvir uma história de sucesso;
- elaborar um *flyer* para um evento de arte.

Dancers from VYB (Voice Your Body) Dance Company perform prior to the championship round at Red Bull Dance Your Style Tampa at the Cuban Club on April 16, 2022, in Tampa, Florida.

Before reading

2. Resposta pessoal. Espera-se que os estudantes reflitam sobre o papel que uma ONG pode ter para o incentivo, ensino e formação de artistas, fornecendo ferramentas e um local adequado para as suas manifestações.



1. Resposta pessoal.

1. Você conhece alguma organização não governamental (ONG) que promova arte?
2. Como, em sua opinião, as ONGs podem colaborar na formação de artistas?
3. Read the text quickly. What's it about?
 - a) An art exhibition.
 - b) A contest. **X**
 - c) An NGO.

Hear me. See me. Walk with me!

A call to be creative and support **displaced** people among us!

An image is worth a thousand words. The Art Contest “Hear me. See me. Walk with me.” encourages young people across Europe to use their creativity to learn, understand, and support people forced to **flee** their country. This art contest is your chance to use your creativity for a good cause. More than 108.4 million people have fled their homes to escape climate disasters, conflict and persecution. Children, youth and families can use their talents to **share** the message that everyone deserves to be treated with practical kindness, justice, compassion and love [...].

..... The contest is open to all children, youth (ages 5 to 25 years), and families. All artwork must be the **sole** and original work of the participators. Parents/guardians may provide minimal help to younger children. Contest entries will be divided by age, and the most outstanding artworks will be chosen from each age category. Artworks will be evaluated by the Art Committee. Members will evaluate based on creativity **as well as** how effectively it **conveys** the message of kindness, hope, and solidarity. Each participant is welcome to share the artwork on his/her social media. [...]

..... WHEN THE CLIMATE DESTROYS OUR HOME.

..... Collage – [...] The collage may also include some text. Please give your work a title, take a good-quality photo of your work (without any background), and submit it through our webpage. [...]

..... Contest entries will be divided by age and the most outstanding piece of art will be chosen from each age group. Some artworks may be used to further promote the education of all children, shared on social media, and used as education material for **raising awareness** about the migration issue as widely as possible. [...] and the most **outstanding** piece of art will be chosen from each age group. Some artworks may be used to further promote the education of all children, shared on social media, and used as education material for raising awareness about the migration issue as widely as possible. Winners will receive **awards** and experiences appropriate for different age groups, for example, an art workshop, **school supplies**, **gift vouchers** for attending a Camporee, a youth camp or congress, or a volunteer experience of ADRA projects in Europe. Winners can also donate the value of their prize, and ADRA will provide school supplies for the **refugee** children. The Art Committee will evaluate artworks and choose the three best **entries** from each category. Jurors will determine based on creativity and how effectively it conveys the message of climate change and human **displacement**. Shortly after the Committee members’ selection, on 15 May, ADRA will **launch** an invitation on social media for the public to vote from 17 May to 2 June, for their favourite piece of art from each category.

HEAR me. See me. Walk with me. A call to be creative and support displaced people among us!
In: ADRA. Brussels, 2024. Available at: <https://adra.eu/get-involved/art-contest-2/>. Accessed on: Sept. 4, 2024.

VOCAB

as well as: assim como

awards: prêmios

conveys: transmite

displaced: refugiados, desabrigados

displacement: deslocamento

entries: inscrições

flee: fugir

gift vouchers: vales-presente

launch: lançar

outstanding: excepcional

raising awareness: conscientizar

refugee: refugiado

share: compartilhar

sole: único

school supplies: materiais escolares

While reading



Reading strategies

Scanning

O *scanning*, como estratégia de leitura, é uma técnica que envolve a leitura rápida de um texto para localizar informações específicas. Diferentemente do *skimming*, que é uma leitura superficial para obter uma ideia geral do conteúdo, o *scanning* é mais direcionado e focado.

- Scan the text and answer the questions.
 - What is the institution promoting? *An art contest.*
 - Where is that taking place? *In Europe.*
 - Who will benefit from this contest? *People who had to flee their countries. Displaced people.*
 - Who can apply for this contest? *People from 5 to 25 years old and families.*
- Read and mark the statements as **true** or **false**. Then correct the false ones.
 - Parents can help their children. *True. (But just minimally and only to younger children.)*
 - The most beautiful piece will win. *False. (The most outstanding.)*
 - Winners cannot donate their prize. *False. (They can.)*
 - Artwork can be shared on social media. *True.*
 - The title of the contest is “Hear me. See me. Walk with me!”. *True.*
- Scan the text and find the information.
 - Number of people who left their homes. *108.4 million.*
 - Ages of participants. *5 to 25.*
 - Evaluation committee. *The Art Committee.*
 - Awards for winners. *3. d) art workshop, school supplies, gift vouchers, a youth camp or congress, or a volunteer experience (of ADRA projects in Europe).*
 - Evaluation criteria. *3. e) the creativity of the artwork and its ability to convey a message of kindness, hope, and solidarity.*
- Read the text again and add the subtitles.
 - Theme. *2*
 - Type of art expression that can be submitted. *3*
 - Who can apply? *1*
 - Who will win? *4*

1. Resposta pessoal. Espera-se que os estudantes mencionem exemplos de como a arte foi ou é utilizada para comunicar problemas sociais importantes (por meio da música, do grafite etc.).



Post-reading

- Como a arte pode servir como uma ferramenta para aumentar a conscientização sobre questões sociais, como o deslocamento de pessoas devido a desastres climáticos?
2. Resposta pessoal. Incentive os estudantes a pensar como a criação dos envolvidos sobre essas questões, gerando mais empatia e compreensão.
- De que maneiras o concurso “Hear me. See me. Walk with me!” incentiva a criatividade e a empatia entre os jovens?
3. Resposta pessoal. Espera-se que os estudantes mencionem que a diversidade de métodos artísticos pode contribuir para a compreensão e comunicação das mensagens de empatia e solidariedade.
- Qual é a importância de incluir diferentes formas de expressão artística (como colagem) no concurso?
3. Resposta pessoal. Espera-se que os estudantes mencionem que a diversidade de métodos artísticos pode contribuir para a compreensão e comunicação das mensagens de empatia e solidariedade.
- Você gostaria de participar? Como você imagina que seria a sua colagem? *Respostas pessoais.*

Going deep

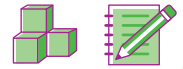
▼ Book

Como os artistas veem o mundo, de Will Gompertz (Zahar, 2023). O livro conta a vida e a obra de artistas geniais e como esses artistas enxergam o mundo ao seu redor. Trata-se de uma imersão divertida na história da arte.

▼ Website

Google Arts & Culture: The Powerful Stories of Artists Forced to Flee Their Homelands, [20--]. Disponível em: https://artsandculture.google.com/story/the-powerful-stories-of-artists-forced-to-flee-their-homelands/PQVBL_3MNBK4Q?hl=en. Acesso em: 7 ago. 2024. A página da web apresenta a história e a obra de diversos artistas refugiados.





Imperative

1. Leia os exemplos tirados da **página 114** e responda às perguntas.

- “**Hear** me. **See** me. **Walk** with me.”
- [...] **take** a good-quality photo of your work.
- [...] **submit** it through our webpage.

a) Os verbos em negrito estão no...

- present
- past
- base form **X**
- future

b) Os exemplos retirados do texto estão na forma imperativa. Em quais situações usamos essa forma?

c) Leia as frases a seguir e registre no caderno qual está na forma negativa. **1. b) Usa-se para dar instruções, comandos ou ordens, sugestões, solicitações e avisos.**

- Submit original paper work.
- Don't submit copy from other sources. **X**

d) Como a forma negativa é construída? **Adicionando "Don't" antes do verbo principal.**

2. Leia os exemplos. Relacione cada um deles à função linguística apropriada.

warning request (2x) advice commands/orders instruction (2x)

- a) Sit down. Come here. **commands/orders**
- b) Watch out! There is a loose tile. **warning**
- c) Tell her now. Don't wait until someone else does it or she finds it out. **advice**
- d) Switch it on first. Then choose the channel. **instruction**
- e) Please take a seat. **request**
- f) Give your work a title. **instruction**
- g) Review our gallery if you like it. **request**

3. Complete as sentenças com o verbo adequado.

click listen keep follow make open

- a) ::::::::::: sure the work is original. **Make**
- b) ::::::::::: the site page for more information. **Open**
- c) ::::::::::: to the instructions carefully. **Listen**
- d) ::::::::::: to the topics provided. **Keep**
- e) ::::::::::: the criteria. Don't exclude the children. **Follow**
- f) ::::::::::: here to send your submission. **Click**

4. Leia as seguintes instruções sobre como fazer uma capa de celular. A seguir, escreva no caderno os verbos imperativos que encontrar.

DIY Cell Phone Cases

[...]

Step 1: What you will need

You will need the following:

- alcohol inks [...]
- rubbing alcohol [...]
- gloves
- any object with a flat surface for applying the ink
- piece of felt
- scissors
- **cloth** or paper towels
- strong glue. I used all-purpose glue
- work surface. I used a **canvas** still sealed in plastic
- some sort of **dotting tool** to apply ink. I used the top of a marker pen
- clear phone case made out of hard plastic [...]
- pencil
- white paper
- cutting mat
- [...]



Sérgio Dotta Jr.

VOCAB

canvas: tela
cloth: pano
dip: mergulhe
dotting tool: carimbo
edges: pontas
splatter: borrifar, salpicar



Sérgio Dotta Jr.

Step 2: Prepare your 'stamp'

Cut your felt and glue it onto your selected object. Let it dry for a few minutes. [prepare](#), [cut](#), [glue](#), [let](#)

Step 3: Ink application step 1

Add a bit of the rubbing alcohol and your favorite inks onto the felt and start 'stamping' the inside of your case. [add](#), [start](#)



Sérgio Dotta Jr.



Sérgio Dotta Jr.

Step 4: Ink application step 2

Use your dotting tool to apply more inks, alternatively you can **splatter** them onto the surface, but the dotting tool will give more control over what you are doing.

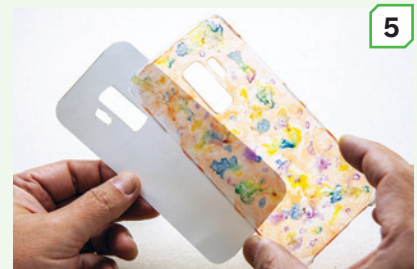
Once you are happy with your design, **dip** the cloth into some rubbing alcohol and carefully clean up the **edges**.

Let them dry, ideally, overnight – although the inks will be touch dry within minutes. [use](#), [dip](#), [clean](#), [let](#)

Step 5: Cut the paper

Draw around your phone with the pencil and cut the shape out. Put it inside the case and draw around the camera hole. Then cut it out [...]

Insert the paper back into the case and you have just made yourself a cool phone case!!!! [cut](#) (3x), [draw](#) (2x), [put](#), [insert](#)



Sérgio Dotta Jr.

Listening

bbstudio_aae/iStockphoto.com



Carrossel de imagens
Make Art,
Not War

1. d) Personal answer. Espera-se que os estudantes comentem que, por serem muito violentas e atingirem muitas pessoas, as guerras causam sentimentos fortes que movem muitos artistas.

4. a) Respostas pessoais. Espera-se que os estudantes reflitam sobre o uso consciente do dinheiro, pensando em suprir necessidades básicas do presente e, principalmente, em guardar para o futuro.

4. b) Respostas pessoais. Espera-se que os estudantes relembrem as conversas realizadas a partir de atividades anteriores e discutam a arte como forma de educar, denunciar problemas e conscientizar as pessoas, e não apenas como forma de entretenimento.

4. c) Respostas pessoais. Espera-se que os estudantes reflitam sobre problemas da sociedade atual e usem a criatividade para imaginar como seria possível conscientizar as pessoas acerca de um problema por meio da arte.



b) Read the information on Andres Valencia and talk about what impresses you about his achievements.

Andres Valencia started showing up in the news when he was 10. He had been painting since he was five and kept studying art in his public school in San Diego, California. His parents are from Mexico but moved to the US, where he was born. He has already participated in important art exhibitions and sold his work around the world at high prices. He has contributed to various charities with the money he makes from his work.

c) What themes do you think inspire Andres Valencia?

3. Listen to Andres' answer to a news reporter asking when he had first heard about the war which inspired his painting *Invasion of Ukraine*. Decide if the sentences are **true** or **false**. Then correct the false ones.

- a) When the war in Ukraine started, he was shocked. **True**.
- b) He helped by donating a picture. **False. He did the painting to help, but he doesn't say if it's for donation.**
- c) He believes the Ukrainians will not quit. **True**.

4. In pairs, discuss the following questions.

- a) O pintor obteve sucesso ainda muito novo e já ganhou uma grande quantia. Se fosse dar um conselho para o Andres, qual seria? Por quê?
- b) Em sua opinião, a arte pode ser uma forma de conscientizar as pessoas do que está acontecendo ao redor do mundo? Por quê?
- c) Se você pudesse, qual problema atual você gostaria de denunciar por meio da arte? Qual forma de arte você gostaria de usar?

1. b) Espera-se que os estudantes mencionem a palavra *peace* e os desenhos de aviões jogando bombas.

1. c) Personal answer. Possible answer: *Guernica*, by Pablo Picasso, *War and Piece*, by Candido Portinari.

1. Observe the image and answer.

- a) What is the child drawing? **1. a) The child is drawing an antiwar art.**
- b) What elements in it helped you identify it?
- c) Do you know any art pieces that depict war? Which ones?
- d) Why do you think artists are so moved by wars?

2. Discuss the following questions. **Personal answers.**

- a) Do you know any young artists? If so, what themes inspired them?



Going deep

Video

Meet The 11-Year-Old Painter Who Made \$1.3 Million At Art Miami (2023, 2 min). O vídeo mostra uma entrevista com Andres Valencia, que já foi chamado de o pequeno Picasso dado o seu talento para a pintura. Disponível em: <https://www.youtube.com/watch?v=PziZifYvM5U>. Acesso em: 3 jun. 2024.

Speaking

1. Espera-se que os estudantes reconheçam que a imagem apresenta um mural de grafite. Incentive-os a compartilhar o que sentem olhando para o grafite e peça para que justifiquem suas respostas. Sugira a eles que comparem a diferença entre olhar para uma parede de cor neutra e uma parede com grafite.



Rush Lane, Toronto, Canada, 2024.

1. Look at the photo. What kind of art is this? How do you feel when you look at it? Share your ideas with your classmates.

3. b) Resposta pessoal. Espera-se que os estudantes reconheçam que a arte de rua serve como uma forma de expressão para comunidades e indivíduos que muitas vezes não têm acesso aos meios tradicionais de comunicação. A arte de rua pode abordar questões sociais, políticas e culturais, provocando reflexão e diálogo. Além disso, ela humaniza e embeleza os espaços urbanos, transformando ambientes muitas vezes cinzentos e degradados em locais vibrantes e acolhedores.

2. Read the text below.

Beautifying and creating your own platform to be heard – these are two of the main driving forces of street art.

Often without official permission, the artists have something to say and what better way to get the public talking about an issue than painting it on one of the giant blank canvasses in town?

Taking it to the streets is also a cheap way for established artists to increase their profile – as well as get their name, work or style to recognised by bigger audience.

Be warned, this guerrilla marketing strategy comes with its own downsides, like the risk of being caught breaking the law.

NOT just graffiti worth painting over? The Who, What and Where of Street Art. *Sound of life*, [s. l.], Aug. 17, 2023. Available at: <https://www.soundoflife.com/blogs/design/street-art-history>. Accessed on: Jul. 22, 2024.

3. Get together with a classmate and discuss.

- a) For a long time, street art was seen as a marginal form of art. Why? Do you agree or disagree?
- b) In your opinion, does street art have a role in society? If so, which one?
- c) Do you believe that all forms of art should be valued equally?



vezes, é associada ao vandalismo e à ilegalidade, já que, em algumas de suas manifestações, os espaços públicos são usados sem autorização. Além disso, a falta de reconhecimento institucional e a ausência em galerias tradicionais contribuíram para essa visão.

3. c) Respostas pessoais. Espera-se que os estudantes compreendam que cada forma de arte tem seu próprio valor e contribui de maneira única para a cultura e a sociedade. A diversidade artística enriquece nossa vida nos oferece diferentes perspectivas e experiências. Seja uma pintura em uma galeria, uma performance de dança, um grafite em um muro ou uma instalação multimídia, todas essas expressões merecem respeito e reconhecimento.

USE

Expressing opinions

I think...	I feel...	I guess...	In my view...
I believe...	I suppose...	According to me...	In my opinion...

Expressing agreement

I agree...	Definitely...	Absolutely...
I think so too...	That's a good point...	That's true...

Expressing disagreement

I see your point, but...	No, I'm not sure about that because...	We don't seem to agree here...
--------------------------	--	--------------------------------

4. Em sua cidade ou em seu bairro, há muitos grafites? São de alguém famoso, como os artistas Kobra, Os Gêmeos, Binho Ribeiro, Meg Magrela, ou são de artistas menos conhecidos? Você gosta desses grafites? **Respostas pessoais.**





Going deep

Art exhibition

Fornecendo tecnologia e pesquisa para transformar resíduos em papel, Rde Dastkari Haat Samiti. Exposição fotográfica *on-line* sobre a fabricação de papel artesanal no Kumarappa National Handmade Paper Institute em Jaipur, Índia. A exposição explora a história das tecnologias e pesquisas envolvidas nas técnicas de fabricação de papel artesanal. Visite: https://artsandculture.google.com/story/EgVx_rbo4B9iJg?hl=pt-BR. Acesso em: 27 nov. 2024.

VOCAB

glossy: (feito) em papel brilhante, acetinado
handed out: distribuído
intended: planejado
range (from... to...): vai (de... a...)
wide: amplo

Tip

Peça a um ou dois revisores que confirmem todos os dados do documento antes de distribuí-lo.

1. Look at the images. Write the information they contain.



- a) Title
- b) Focus of the flyer
- c) Author of the content
- d) Who designed it
- e) Venue
- f) Dates
- g) Opening hours
- h) Address
- i) Contact
- j) Email address/site
- k) Telephone number
- l) Activities
- m) Who can attend

2. Read the definition of flyer and discuss it with a classmate. Have you ever seen a flyer?



A flyer (or flier) is a form of paper advertisement **intended** for **wide** distribution and typically posted or distributed in a public place, **handed out** to individuals or sent through the mail. Today, flyers **range from** inexpensively photocopied leaflets to expensive, **glossy**, full-color circulars.

3. Observe the flyers again and check the appropriate verb form used.
 - a) simple past
 - b) future
 - c) imperative
4. Think of an art show to highlight the talented people in you class or community. Then write a flyer to advertise your event. *Personal answer.*



5. Before creating your flyer, follow these tips.
 - a) Write a draft of the text.
 - b) Read and check if all the information is clear.
 - c) Choose a template online to help designing your flyer.
 - d) Exchange flyers with your classmates and check if it contains the necessary information.
 - e) Edit/Add information if necessary.
 - f) Share your flyer with the class.



1. Read the short texts and complete them with a modal verb (**can**, **could** or **should**).

[...] I always think about the fact that when I was little I loved Wonder Woman. I saw myself in her because she was a brunette and a woman. Thinking back, that wasn't truly enough; I had settled. Where was the Indigenous Wonder Woman that I have looked up to as a child? I want future generations to be able to have role models that they connect with, as I feel that gives them the ability to be proud of their identity. [...]

Young people of color not have to settle for the next best thing. **could, can, should**

HAUCK, S. Decolonizing the Practice of Artmaking. *Medium*, [s. l.], Apr. 16, 2018. Available at: <https://medium.com/hecu-offcampus/decolonizing-the-practice-of-artmaking-cd82b7015eda>. Accessed on: Jul. 17, 2024.

2. Complete the quotes with a modal verb from the box.

must (3x)	have to	may
can (2x)	should	might

- a) Ask not what your country do for you, ask what you do for your country. (John Kennedy) **can/can**
- b) the force be with you. (Star Wars) **May**
- c) The only thing we fear is fear itself. (Franklin Roosevelt) **have to**
- d) The way to love anything is to realize that it be lost. (G. K. Chesterton) **might**
- e) Love is such a big word, it have more letters. (Anonymous) **should**
- f) When times change, so we. (Barack Obama) **must**
- g) We accept the finite disappointment, but we maintain the infinite hope. (Martin Luther King Jr.) **must/must**

3. Complete the instructions for the recipe of a typical Chinese dish. Use the verbs in the box.

add (2x)	cut	serve	let stew
cover	put	season	

..... **Cut** a fat chicken into pieces at the joints; **season** with all kinds of condiments; then **put** in a deep saucepan. **Add** some chopped ham, a few sliced bamboo sprouts, 1 chopped onion and a handful of walnuts. **Cover** with hot water and **let stew** slowly until tender. **Add** some Chinese sauce and parsley. **Serve** with shredded pineapple.

365 FOREIGN Dishes. *Gutenberg*, Salt Lake City, UT: Project Gutenberg, 1908. Available at: www.gutenberg.org/files/10011/10011-h/10011-h.htm. Accessed on: Jan. 23, 2024.

4. Look at the pictures and read the captions. In your notebook, write down the best option for each situation.

- a) Go. Fetch...
- b) Stop! Pay attention!
- c) Please, turn the volume down!
- d) First hold this part.



Girl and seated dog. **a**



Teens assembling furniture. **d**



A girl trying to get her sister's attention. **c**



Mother and child crossing the street. **b**

Self-Assessment



Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Discuti sobre algumas formas de arte.
- Refleti sobre o papel da arte na sociedade.
- Usei o modo imperativo.
- Elaborei um *flyer* sobre arte de rua.

Going deep

▼ Book

Makers: the New Industrial Revolution, de Chris Anderson (Ed. Crown, 2014). Em uma nova era de manufatura de produtos, o potencial coletivo de milhões de pensadores, criadores individuais, está a todo o vapor. Uma geração de *makers* se prepara para a próxima onda de inovação que mudará a economia global.



Editha Crown

Maker culture



► Think about it

1. Você já ouviu falar de cultura *maker*?
2. Em sua opinião, o que está envolvido nesse conceito?
O que é preciso para algo ser considerado cultura *maker*?

1. Questione os estudantes sobre o assunto para descobrir o quanto estão familiarizados com o termo e o que significa a cultura *maker* para eles. Se achar interessante, peça que formulem algumas perguntas sobre o que gostariam de esclarecer a respeito do tópico. Então, projete o vídeo disponível em <https://www.youtube.com/watch?v=SoDDCz-25o4> (acesso em: 23 fev. 2024) e, depois, peça que discutam o que descobriram sobre o assunto e digam quais perguntas ficaram ainda sem resposta. Aguce a curiosidade da turma para que não haja dúvidas sobre o termo.

2. Auxilie a turma a concluir que *maker culture*, *culture maker* ou *DIY* (*do it yourself*/faça você mesmo ou cultura *maker*), na sua definição mais simplista, é uma cultura que tem como propósito reacender o espírito artesão. A cultura *maker* preza pela criação com as próprias mãos. Essa cultura também enfatiza o aprendizado que se obtém por meio de atividades de “mão na massa”, aprendizado ativo (*active learning*). *Maker culture* enfatiza o aprendizado informal, em rede, liderado e compartilhado por pares, que conduz à motivação e à autorrealização. Ela foi criada como uma ponte para unir as comunidades, a fim de que seus membros compartilhem, interajam e ajudem uns aos outros.

Objetivos

Nesta unidade, você vai:

- aprender sobre a cultura *maker*;
- usar o *simple past* e o *past progressive* para falar sobre o que aconteceu ou estava acontecendo no passado;
- entender pessoas falando sobre *maker movement*;
- conversar sobre como criar um espaço *maker*;
- elaborar perguntas para uma página de FAQ.

Inventing and creating things:
this is maker culture!



Before reading

1. Espera-se que os estudantes conclua(m) que o texto aborda a cultura *maker*.

1. Read the titles presented in the blog post. According to them, what is the text about?
2. Where and when was it published? [Arlington, May 10, 2021](#).
3. Who are the authors? [Sylvia Martinez and Gary Stager](#).



Infográfico
Microcontrollers

The Maker Movement: A Learning Revolution

By Sylvia Martinez and Gary Stager

May 10, 2021

The impulse to create is one of the most basic human drives. As far back as the Stone Age, we were using materials in our environment to fashion tools for solving the problems we encountered. And in the millions of years since then, we have never stopped creating. In fact, the rise of civilization is largely defined by the progress of technology of one kind or another.

Today, the availability of affordable constructive technology and the ability to share online has **fueled** the latest evolutionary **spurt** in this facet of human development. New tools that enable hands-on learning — 3D printers, robotics, microprocessors, wearable computers, e-textiles, “smart” materials and new programming languages — are giving individuals the power to invent. We’re not just talking about adults. Children of all ages can use these tools to move from passive receivers of knowledge to real-world makers. This has the potential to completely revolutionize education as we know it. And the movement has already begun.

Welcome to the maker movement

The key to the explosion of the maker movement is accessibility. Today **ingenious** new inventions are affordable and often free. Anyone can find and share tools, instructions and ideas online, where a vibrant community of hundreds of thousands of global problem solvers **congregates** — when they’re not collaborating face to face.

In 2017, there were more than 220 Maker Faires — the greatest show-and-tells on earth — and Mini Maker Faires in 45 countries and the number continues to grow.

[...] Makers are constructing knowledge as they build physical artifacts that have real-world value.

Making in the classroom

Fortunately for educators, making **overlaps** with the natural inclination of children to learn by doing. The maker movement values human passion, capability and the ability to make things happen and solve problems anywhere, anytime.

Classrooms that celebrate the process of design and making, which includes overcoming challenges, produce students who start to believe they can solve any problem. Students learn to **trust themselves** as competent problem solvers who don’t need to be told what to do next. This **stance** can be a crucial change for children who are used to getting explicit directions every minute of every day. It can also illuminate for teachers how authentic assessment can really work in the classroom.

MARTINEZ, S.; STAGER, G. The Maker Movement: A Learning Revolution. In: ISTE. Arlington, May 10, 2021. Available at: <https://iste.org/blog/The-maker-movement-A-learning-revolution>.

Accessed on: Jun. 20, 2024.

VOCAB

congregates:

reúne, junta, congrega

fueled:

abasteceu, incentivou, incitou

ingenious:

engenhoso

overlaps:

sobreposições

spurt: impulso

stance:

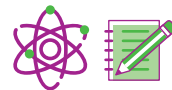
abordagem

trust themselves:

acreditar neles mesmos

While reading

1. a) It is defined by the progress of technology of one kind or another. Leve a turma a refletir sobre a invenção da roda, por exemplo, da energia elétrica, que foram e ainda são invenções tecnológicas muito importantes.



- Read the text and answer the following questions.
 - What is the rise of civilization defined by?
 - What are the new tools mentioned in the text providing? **1. b)** They are giving individuals the power to invent.
 - What has enabled the explosion of the maker movement? **1. c)** Accessibility. The new inventions and tools are affordable and often free.
- Scan the text and complete the information.

a) Number of Maker Faires: 220	b) Number of countries involved: 45	c) Year of the Maker Faires: 2017
---------------------------------------	--	--
- Are the statements **true** or **false**? In your notebook, correct the false ones.
 - The authors support the idea of the maker movement. **True.**
 - In essence, human beings are creative. **True.**
 - The maker movement is for children. **False. Adults and children.**
 - The movement values the ability to make things happen and solve problems. **True.**
 - It helps teachers with authentic assessment. **True.**
- Justify the statements with parts of the text. Write them in your notebook.
 - Maker culture generates independent students. **4. a)** "Classrooms that celebrate the process of design and making [...] produce students who start to believe they can solve any problem."
 - Makers build knowledge. **4. b)** "[...] Makers are constructing knowledge as they build physical artifacts that have real-world value."
- Read the following sentences from the text and choose the best synonym for the words in bold.
 - "The impulse to create is one of the most basic human **drives**."
 - forces **x**
 - abilities
 - rights
 - "[...] we were using materials in our environment to **fashion** tools [...]"
 - dress
 - make **x**
 - wear

2. Resposta pessoal. Comente com os estudantes que as pessoas são motivadas a continuar aprendendo coisas novas por vários motivos, como crescimento pessoal e profissional, curiosidade intelectual, busca de conhecimento

de que percebam a importância que a educação formal e o aprendizado podem ter na vida das pessoas.

Post-reading

1. Respostas pessoais. Comente com a turma que estratégias são técnicas que utilizamos, muitas vezes inconscientemente, a fim de absorver novos conhecimentos e explorar conteúdos diversos.



- Como você aprende? Já analisou as estratégias que usa para aprender algo novo?
- O que motiva você a estudar/aprender? **e compreensão, desejo de autoaperfeiçoamento e necessidade de permanecer relevante e competitivo no mundo em transformação.** Incentive-os a refletir sobre a própria realidade a fim de que percebam a importância que a educação formal e o aprendizado podem ter na vida das pessoas.
- Você concorda com a visão dos autores, de que aprendemos melhor quando fazemos algo ou nos envolvemos com o assunto? Explique. **Resposta pessoal.**

Reading strategies

- Scan the post on **page 124**. Talk to a classmate and answer these questions.
 - Are there items in the text which might be easy to find because of their shape? **1. a)** Names, because they start with a capital letter, besides numbers, and subtitles.
 - Subtitles help to organize the text. What information do they usually bring? **1. b)** They usually anticipate the topic.
- When you are scanning, you are looking only for a specific fact or piece of information without reading everything. Based on that, write in your notebook what daily actions can be related to this strategy.



2. Leve os estudantes a compreender que, ao procurar por algo específico e ao fazer uma escolha, o *scanning* é empregado naturalmente. Incentive-os a pensar em suas ações diárias, comente com eles que escaneamos quando procuramos por um programa específico na lista

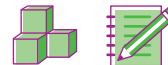
Going deep

de canais da TV, por exemplo, e deixe que a turma traga mais exemplos. Seguem algumas possibilidades: *looking for your friend's phone number in a list of contacts, looking for the sports scores in the internet.*

Video

Cultura maker: Que bicho é esse? (2018, 6 min). No vídeo, Marcelo Tas descomplica, contextualiza a cultura *maker* e apresenta o mundo dos "fazedores de coisas". Disponível em: <https://www.youtube.com/watch?v=A9u10UrViqq>. Acesso em: 7 fev. 2024.





Simple past and past progressive

1. Leia a frase a seguir, retirada do texto da **página 124**:

As far back as the Stone Age, we **were using** materials in our environment to fashion tools for solving the problems we **encountered**.

2. Qual frase indica a ação que ocorria por mais tempo? [...] *We were using materials in our environment to fashion tools for solving the problems [...].*
3. Qual frase está no passado simples? [...] *we encountered.*
4. Identifique uma frase que funciona como marcador temporal para identificar o passado. *As far back as the Stone Age.*
5. Leia as frases e responda às perguntas no caderno.
 - a) I was making a research for a new project when my neighbor knocked on my door.
 - Do both actions refer to the past? *Yes.*
 - Was the first one interrupted because of the second? *Yes.*
 - Did they last the same time? *No, they didn't.*
 - Which one was shorter? *My neighbor knocked on my door.*
 - b) The girl was looking in the shop window when she saw a new invention.
 - Did both actions happen in the past? *Yes.*
 - Did the girl stop looking because she saw the invention? *We don't know.*
 - Which action lasted longer? *Looking in the shop window.*
 - c) He was text messaging while he was talking to his professor.
 - Did both actions happen at the same time? *Yes.*
 - Does one interrupt the other? *No.*
 - Are they simultaneous? *Yes.*
 - Is it correct to use the past progressive after "while"? *Yes.*
6. Observe a tirinha. Qual é a diferença de uso entre o *simple past* e o *past progressive*?

6. No primeiro balão, Snoopy usa o *simple past* para falar de uma ação que começou e terminou no passado: *I was sound asleep*, quando de repente, ela foi interrompida *Suddenly, I heard [...].* No último balão, ele usa o *past progressive* para falar de algo que estava acontecendo: *I was walking away*, quando outra coisa aconteceu: *I heard another cookie say, "hey, you forgot me!"*.

MAY 1983 comic strips. In: PEANUTS WIKI. [S. I.], [20--]. Available at: <https://www.gocomics.com/garfield/2006/03/16>. Accessed on: May 13, 2024.



Peanuts. Charles Schulz © 1983 Peanuts Worldwide LLC / Dist. by Andrews McMeel Syndication



7. Leia os exemplos e responda às perguntas no caderno.

	Simple Past	Past Progressive
Affirmative form	I made my own robot yesterday. They played with their new invention last night.	I was making my own robot while I was listening to music. They were playing with their newest invention as they were eating .
Negative form	I didn't make my own robot yesterday. They didn't play with their new invention last night.	I wasn't making my own robot while I was listening to music. They weren't playing with their newest invention as they were eating .
Interrogative form	Did I make my own robot yesterday? Did they play with their new invention last night ?	Was I making my own robot yesterday while I was listening to music? Were they playing with their newest invention as they were eating ?

- a) How is the simple past formed?
affirmative: **subject + past verb (regular or irregular)**
negative: **subject + didn't + verb**
interrogative: **did + subject + verb**
- b) How is the past progressive formed?
affirmative: **subject + was/were + verb + -ing**
negative: **subject + was/were not + verb + -ing**
interrogative: **was/were + subject + verb + -ing**

Aproveite esse momento de sistematização de conhecimento para avisar os estudantes que o *past progressive* pode também ser chamado de *past continuous*. Isso é importante para eles porque alguns exames de vestibular ou outras provas externas que eles possam fazer podem adotar essa outra nomenclatura.

8. Relacione cada uso a um exemplo adequado. Em seguida, escreva mais um exemplo para cada uso. [Personal answer.](#)
- a) Simple past is used to talk about past events or stories.
- b) Past progressive is often used to talk about what was happening at a specific time in the past (memories).
- c) Two past progressive tenses can be used to talk about simultaneous actions in the past.
- d) Both tenses are used to talk about something that happened at one point in the past (past simple) while a longer action was taking place (past progressive).
- e) The clause referring to the longer action is often introduced by **while** or **as**; or, alternatively, the shorter action clauses is introduced by **when**.
- They were studying while everybody else was sleeping. **c, e**
 - The progress of technology largely defined the rise of civilization. **a**
 - We were having an Art class when we first saw the new 3D printer. **b, e, d**
9. Use the simple past or the past progressive of the verbs from the box to complete the sentences.

be find go look talk work

- a) Jen on a new project when the lights off. **was working, went**
- b) There a pause during the meeting while they about innovation. **was, were talking**
- c) Cesar a maker fair as he for a place to go. **found, was looking**

▶ Listening



1. b) Resposta pessoal. Possible answer: probably not.



2. a) He is the vice president of innovative learning for the public Education Foundation.

2. c) To provide professional development.



Going deep

Movie



Walt Disney Animation Studios

Big Hero 6 – Operação Big Hero, de Chris Williams e Don Hall (Walt Disney, 2014, 135 min). Animação que mostra a cultura *maker* na figura de Baymax, um robô capaz de provar que criatividade e trabalho em grupo podem ser as ferramentas ideais para que o bem prevaleça.

- Look at the image and answer.
 - Where are they? *At school.*
 - Is this a regular school like yours? Explain.
 - Do you agree with the statement “Making something makes learning easier”? Why (not)? *Personal answer.*

- Listen to an interview about innovative learning and answer these questions. Then check the answers with a classmate.
 - Who is Michael Stone?
 - Where is the institution? *In southeast Tennessee.*
 - What’s the purpose of this foundation?



Maker Education Initiative/MakerEd.org



- Listen to the audio once more and choose the appropriate alternative.
 - The public Education Foundation is a organization that focus on authentic learning situations.
 - profitable
 - non-profit *X*
 - international
 - The idea was to give kids access to
 - fab labs *X*
 - computer classes

- Listen to the audio again and match the columns according to it. Write the sentences in your notebook.

- | | |
|---|--|
| a) PD stands for | • they won't spend all day teaching kids lecture style. <i>c</i> |
| b) Fab labs develop | • professional development. <i>a</i> |
| c) The principal Dr. Tony Donan said | • they start to develop a sense of identity. <i>e</i> |
| d) Many schools don't give the opportunity | • critical thinking, creative solving problem, productive collaboration. <i>b</i> |
| e) When kids are engaged in the process of solving authentic problem situations | • to develop their creative muscle or to truly collaborate or engage in project management. <i>d</i> |

- Finish the sentences according to the interview ideas. Use the words from the box.

learning modality content

- Fab labs became a for us to change the way we engage kids. *modality*
 - In this kind of learning the teachers know is the least valuable asset. *content*
 - When kids are building a functional solution and packaging, they are *learning*
- Read each item and discuss with a classmate.
 - “O que é novo conquista, fascina e faz com que tudo se torne mais fácil e divertido”. O que você compreende dessa frase? Concorda com ela? Explique. *Respostas pessoais.*
 - Você se considera uma pessoa “*maker*”? Em sua opinião, quais são as habilidades necessárias para alguém se considerar *maker*? *Resposta pessoal.*
 - Você usa a cultura *maker* em suas aulas? De que forma? *Respostas pessoais.*

Speaking

3. Organize os estudantes em pequenos grupos e circule pela sala de aula para solucionar dúvidas de vocabulário e para incentivar a discussão. Sugira aos grupos que se apoiem em palavras cognatas e em destaque para melhor compreensão do texto. Estabeleça um tempo para que troquem ideias. Em seguida, peça que compartilhem suas impressões entre os grupos.

1. Skim the following FAQ and discuss these questions with a classmate.
 - a) What do the title and subtitle tell you about it?
 - b) Where is it from? *From the University of Wisconsin.*



1. a) Personal answer. Destaque para a turma a palavra *makerspaces* e o que ela pode significar. Chame a atenção dos estudantes para o fato de que o texto responde à pergunta proposta no subtítulo.

FAQs about Makerspaces

What is needed to start a Makerspace in a classroom or school?

passion - You need to have passion and a belief in the educational value of maker-style projects.

space - This can be a whole room or only part of a room.

supplies - Start small with simple **craft** materials. Often sending a message out to colleagues and the community asking for donations of materials works well.

storage - Create a place to store materials when they are not in use and student projects as they are being worked on.

Where should the Makerspace be placed?

Makerspaces can be located just about anywhere, but there are certain spaces that make more sense in a school setting. Often, the school library is selected to start a Makerspace, as a central location for students and because of the expertise of the librarian. Another option is an unused classroom; if there is an unused woodshop, this might be an ideal space as well. If you are starting small, create a Makerspace right in your classroom.

Acervo editora


VOCAB

craft: feito à mão, artesanal

Tip

Um acrônimo é uma abreviatura formada a partir das letras iniciais de outras palavras e pronunciada como uma palavra, por exemplo NASA (um acrônimo para **National Aeronautics and Space Administration**).

FAQs about Makerspaces. In: UNIVERSITY OF WISCONSIN. Wisconsin, c2016. Available at: https://www2.uwstout.edu/content/profdev/maker/maker_faq.html. Accessed on: Jun. 5, 2024.

2. FAQs is an acronym. According to the structure and content of the text, what does it mean?
 - a) Fake asked questions.
 - b) Frequently asked questions. **X**
 - c) First argument questions.
3. According to the text, what do you need to start a makerspace? Discuss with your group and explain with your own words.
 
4. Still in groups, discuss and answer.
 - a) What places are more appropriate in school to create a makerspace?
 - b) How do you believe the expertise of a librarian can contribute to a makerspace? Read some ideas and share your own with the group.
 - Sense of organization. **X**
 - Knowledge. **X**
 - Skills to find good research sources. **X**
 - Ability to speak many languages. **X**
 - c) Is this image related to the text from **activity 1**? Explain. *Personal answer.*
 - d) Would you like to have classes in a makerspace? Why (not)? *Personal answer.*

4. a) The library and an unused classroom.

4. c) Yes, it is. It's a woodshop. Espera-se que os estudantes concluam que sim, pois as pessoas estão em um espaço criativo – tipo mão na massa, o que caracteriza a metodologia *maker*.

USE

In your conversations, you can use the following expressions:

They seem to be / don't seem related because...

The text relates to / doesn't relate to...

The image relates to / doesn't relate to...

I would like to / I wouldn't like to...



A.L. Wiatr/Stockphoto.com

Writing



1. Oriente os estudantes a observar a página. Pergunte a eles em qual área as FAQs podem ser encontradas – geralmente ao final de uma página. Se possível, leve a turma à sala de informática para que explorem a página ou solicite que a acessem via aparelho celular.

1. c) Interrogative form. Reveja com os estudantes o princípio básico para formação de perguntas em inglês, que é a inversão entre verbo principal ou auxiliar e o pronome ou sujeito. Ofereça alguns exemplos para os estudantes ou peça a eles que falem alguns.

2. Leia os tópicos com a turma e oriente-a a seguir as indicações para construir a própria página. Explique aos estudantes que é importante pensar na própria realidade escolar e como podem ajudar a melhorá-la, seja com a promoção de informações ou a prestação e implementação de serviços para a comunidade escolar.

VOCAB

concisely: de maneira objetiva


customers: clientes

regarding: referente, relacionado(a) à

3. Reúna os estudantes para que analisem as informações contidas em cada página para que possam escolher as duas mais objetivas e informativas, com conteúdo variado e perguntas diretas e acessíveis à comunidade escolar.

1. Observe the image and answer the questions.

- Is that page familiar to you? *Personal answer.*
- Do you know the purpose of this kind of page? *To clarify doubts that customers might have.*
- Are the sentences in the affirmative, negative or interrogative form?



Frequently Asked Questions on admissions

On this page:

- Am I eligible to apply?
- How to apply?
- Questions **regarding** the PPLE programme/curriculum
- Practical matters

[...] How to apply?

When can I apply? ▼

Do I need to apply through Studielink? ▼

What documents do I have to submit? ▼

Can I submit letters of recommendation? ▼

I am meeting the minimum requirements... Can I assume that I will be admitted to PPLE College? ▼

I am unable to upload a document to the application form. What is the problem? ▼

When will my application be processed? ▼

When can I expect to hear from PPLE regarding my application? ▼

FREQUENTLY Asked Questions on admissions. *In:* UNIVERSITY OF AMSTERDAM. Amsterdam, c2024. Available at: <https://pple.uva.nl/how-to-apply/faq/frequently-asked-questions-on-admissions.html>. Accessed on: Jun. 6, 2024.

A FAQ (Frequently Asked Questions) page is a key part of a knowledge base because it addresses the most common questions **customers** have and is useful to customers at all stages of their journey. FAQs start with a question and then answer it **concisely**.

- Help your school to update its website about the maker culture by preparing its FAQ page. Get into pairs and read attentively the tips for writing it.
 - Brainstorm the kind of questions parents may ask.
 - Choose the most important five questions and write them in your notebook.
 - Swap questions with another pair of students.
 - Read your classmates' questions and suggest the answers.
 - Return the page, now with the answers, to the original group and get your own paper back.
 - Edit the answers suggested by your classmates. Make sure it follows at least five out of the eight tips given in the text.
- Fix the page on the wall of your classroom. Then decide on the two most complete ones and post them in the classroom page or present the suggestions to the school coordination.





1. UNIR (2018)

INSTRUÇÃO: Leia o texto abaixo [...].

Strategic Spending on Organic Foods



UNIR 2009

Sweet bell peppers are among the vegetables high in pesticides. (Richard Drew/Associated Press)

- 1 I was reading today in The Times that organic food prices are rising. It reminded me of a really helpful list from the Environmental Working Group, a nonprofit research and advocacy organization, about how to be a strategic shopper when buying organic fruits and vegetables.
- While there is an ongoing debate about whether buying organic food really makes a difference in terms of health, the reality is that some consumers choose organic foods because they want to lower their exposure to pesticides. For those shoppers, it makes sense to know when to buy organic and which conventionally-grown foods are good enough because they already are low in pesticide residue.
- The Environmental Working Group tested dozens of fruits and vegetables to determine which foods are the worst offenders in terms of pesticide exposure. Some fruits and vegetables grown with conventional farming methods simply don't absorb the pesticides. Some examples of vegetables and fruits with very low pesticide residues are onions, mangoes, asparagus, broccoli and eggplant. So whether you pick them up from the regular produce section or the organic aisle, your pesticide exposure is going to be low.

(Extraído de <http://well.blogs.nytimes.com/2008/04/18/strategic-spending-on-organic-foods>. Acesso em: 14/09/2008.)

A coluna da esquerda apresenta formas verbais utilizadas no texto e a da direita, os tempos correspondentes. Numere a coluna da direita de acordo com a da esquerda.

- | | |
|-------------------------------|------------------|
| 1 – was reading (linha 1) | Immediate Future |
| 2 – reminded me of (linha 1) | Present Simple |
| 3 – is going to be (linha 12) | Past Continuous |
| 4 – there is (linha 4) | Past Simple |

A alternativa **c** está correta, pois indica a sequência numérica da coluna da direita em relação à da esquerda. A ordem correta: *Immediate Future*: 3 – *is going to be*; *Present Simple*: 4 – *there is*; *Past Continuous*: 1 – *was reading*; *Past Simple*: 2 – *reminded me of*.

Assinale a sequência correta.

- a) 3, 1, 2, 4 b) 2, 3, 4, 1 c) 3, 4, 1, 2 X d) 1, 2, 3, 4 e) 4, 1, 2, 3

Self-Assessment



Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Aprendi a respeito da cultura *maker*.
- Usei o *simple past* e o *past progressive* para narrar ações passadas.
- Compreendi trechos de uma entrevista sobre *innovative learning*.
- Discuti como criar um espaço *maker*.
- Aprendi a respeito das FAQs e criei uma página de perguntas mais frequentes para o site da escola.

How can we be successful and change the world?

Introduction

1. b) Sim, pois essas pessoas usam o seu conhecimento para contribuir e alavancar a vida de pessoas mais vulneráveis, considerando a responsabilidade social como estratégia central de seus empreendimentos.



Maeva Bardy/Fondation Tara Ocean

Anna Luísa Beserra Santos is the CEO of Sustainable Development and Water For All, an organization that brings access to water and sanitation to rural communities.



Arquivo pessoal

Tony Weaver Jr., founder and CEO of Weird Enough Productions, a new media production company dedicated to creating positive media images of Black men and other minority groups.



Patrícia Esteve/Zuma Press/Fotoarena

Box Girls is an organization that offers boxing training to girls and provides entrepreneurship, community building, mentoring, sexual health, and reading programs.

1. Leia o primeiro parágrafo do texto e responda às questões com seus colegas.



- a) Qual é o termo equivalente em português para *social entrepreneurship*? **Empreendedorismo social.**
- b) Observe as imagens e leia as legendas. Podemos considerar todos os exemplos como empreendedorismo social? Por quê?

Social entrepreneurship is the combination of commerce with social **issues**. Social entrepreneurs aren't only **concerned** with profits. Success is also defined by how their business improves the world. Unlike nonprofits, social entrepreneurship still earns a **profit**, but the focus is placed on the social or environmental change made while earning that profit.

VOCAB

concerned: preocupados
issues: questões
profit: lucro
tirelessly: incansavelmente
uptick: crescimento

Entrepreneurs used to be those who had an idea, started a company, and made money. They wrote a business plan, circulated the document to a bank, and worked **tirelessly** to scale their company and drive profits for themselves and their investors. But in 2018, we're a startup nation. Actually, we're a startup world. Entrepreneurs have different motivations for starting a business just as consumers have different motivations to buy.

I've noticed a significant **uptick** in interest in companies that have a basic alignment in social responsibility, meaning the mission is not *just* to grow and make money, but to do good in the universe. Enter, social entrepreneurship.

TYRE, D. Social Entrepreneurship: What it is and Why Everyone's Talking About it. In: YOUTHLEAD. [S. l.], Jun. 11, 2019. Available at: <https://www.youthlead.org/resources/social-entrepreneurship-what-it-and-why-everyones-talking-about-it>. Accessed on: Feb. 12, 2024.

2. Read the previous text and mark **true** or **false**. Rewrite the false statements with the appropriate information in your notebook.

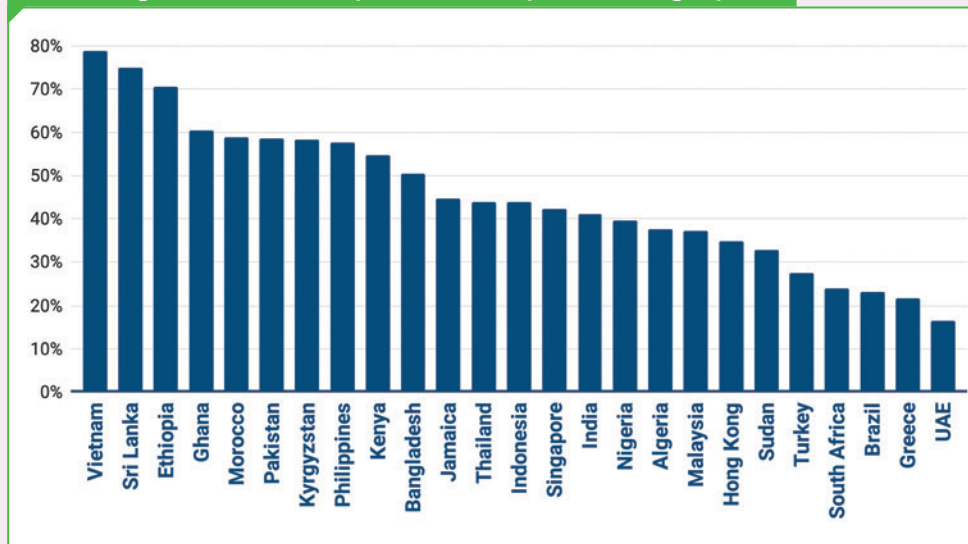


- a) Being an entrepreneur is not the same as it was in the past. **True.**
- b) Social entrepreneurs are not interested in making a profit.
- c) There is a growing interest in companies that want to make money while promoting positive change. **True.**
- d) Social entrepreneurs are concerned with doing good things for others. **2. b) False. Social entrepreneurs look for profit and for social change. 2. d) True.**

Looking at numbers



Percentage of social enterprises that report making a profit



British Council/Pioneerspost.com, PYBUS

PYBUS, J. First global social enterprise census reveals 'one of the largest movements of our time'. In: PIONEERS POST. London, Jun. 7, 2022. Available at: <https://immersives.pioneerspost.com/how-many-social-enterprises-worldwide/index.html>. Accessed on: Feb. 15, 2024.

- Look at the information in the graph and select the correct option.
 - The graph offers information about the percentage of social enterprises in each country.
 - In most countries, more than 50% of social enterprises report making a profit.
 - Brazil is part of the five countries where less than 30% of social enterprises report profit-making. **X**

- Look at this infographic.

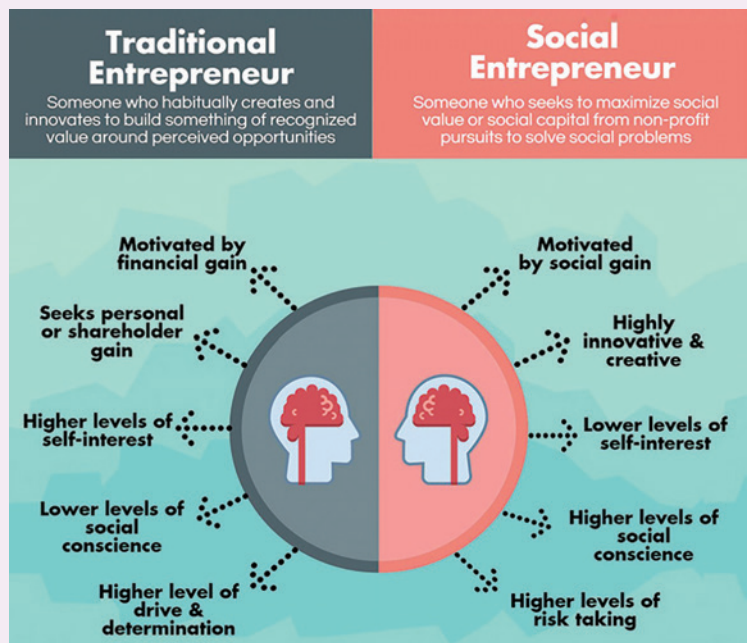


What is the best title for it?

- Advantages and disadvantages of social entrepreneurship.
- Differences between social and traditional business.
- Personality traits of traditional vs. social entrepreneurs. **X**



SMITH, R.; BELL, R.; WATTS, H. Personality trait differences between traditional and social entrepreneurs. In: SOCIAL ENTREPRENEUR JOURNAL. [S. l.], Oct. 2014. Available at: https://www.researchgate.net/figure/Entrepreneur-Traits-Infographic_fig1_280160034. Accessed on: Feb. 15, 2024.



Rachael Smith, Robin Bell & Helen Watts/Social Enterprise Journal//Emerald

- Based on the information in the infographic, review the following situations and write **S** for social entrepreneur and **T** for traditional entrepreneur. Explain your reasons.
 - Someone who has a premium service bank. **T**
 - A man who has a supermarket chain that employs former prisoners. **S**
 - A woman who has started a day care center for single mothers and fathers. **S**
 - A girl who developed vegan products for dogs. **S**

A green hotel

1. Because she uses business as a catalyst for social goodness, cares for the environment, and wants to cause social impact through her work.

1. Read Jazzmine Raine's short bio. Why can we consider her a social entrepreneur?



Kenda Al Yakobi



Jazzmine Raine is an Indian social entrepreneur.

Jazzmine Raine

Jazz is one of the leading pioneers of the zero waste travel movement in India and the Director of Content at Causeartist. She is the co-founder of Hara House, India's first zero waste **guesthouse**, and Director of Hara World, an experiential education and impact travel organization for diverse young **changemakers**. Jazz is deeply passionate about empowering young people to become confident and knowledgeable leaders for sustainable development, zero waste living, conscious fashion, and responsible travel.

RAINE, J. Jazzmine Raine. In: CAUSEARTIST. [S. l.], c2024. Available at: <https://causeartist.com/author/rainenetwork/page/2/>. Accessed on: Feb. 25, 2024.

Zero waste

The conservation of all resources by means of responsible production, consumption, reuse, and recovery of all products, packaging, and materials, without burning them, and without discharges to land, water, or air that threaten the environment or human health.

2. Jazzmine's business is zero waste empowering young people to become leaders for sustainable development, zero waste living, conscious fashion, and responsible travel.

3. Hara House can make a difference once it is a zero waste sustainable business.

4. A sustainable, or green, venture is a venture that has minimal negative impact or a positive effect on the global or local environment, community, society or economy. Personal answers.

5. Personal answer.

2. What makes Jazzmine's business a social enterprise?
3. Why can Hara House make a difference in the touristic field?
4. What's a sustainable business? Give some examples.
5. Do you believe tourism can impact the environment? In your opinion, what's a green hotel?
6. Do you consider yourself a responsible traveller? Why (not)? Personal answers



► Think about it

1. Look at these words and expressions and talk about what they probably mean. Look up the ones you don't know in the dictionary. *Trabalhe com o vocabulário por meio de exemplos, demonstrando como os termos são usados no áudio.*
Respostas possíveis: **a)** negócio, empreendimento; **b)** incansavelmente; **c)** modelo de negócio baseado no mercado; **d)** modelo de negócios do setor social; **e)** receita.
 - a) Venture
 - b) Unrelentingly
 - c) Market-based business model
 - d) Social sector business model
 - e) Revenue

MORAL COMPASS. Converse com os estudantes sobre o tema. Leve-os a reconhecer que privilegiar o comércio local e os pequenos comerciantes, apoiar causas sociais e pensar coletivamente são aspectos que podem fazer a diferença para o empreendedorismo social.

2. Sally Osberg is the CEO (chief executive officer) of an organization that helps and funds social entrepreneurs. Listen to how she defines a social entrepreneur and then write in your notebook the appropriate choices that will make the following paragraph correct.



- The individual who **sees** / **doesn't see** that something **is** / **isn't** amiss in the world **sees** / **doesn't see** also the opportunity to make it **better** / **best**. *sees, is, sees, better*
- A social entrepreneur is someone who sees the opportunity to make **their life** / **the world** better by solving a **personal** / **social** problem **temporarily** / **permanently**. *The world; social; permanently*

President and CEO of the Skoll Foundation Sally Osberg.



Todd Oren/Getty Images

3. How could you translate the word "amiss" according to the audio?
4. Listen again to the audio and write in your notebook the issues of interest for social entrepreneurs.

- a) lifestyles
- b) water and sanitation X
- c) climate change X
- d) education X
- e) beauty and fitness
- f) equity X
- g) financial markets

3. Espera-se que os estudantes concluem que a palavra *amiss* no contexto mencionado significa falta.

5. Circule entre os estudantes e auxilie-os com termos e expressões desconhecidas. Estabeleça um tempo para que troquem impressões sobre a pergunta. Em seguida, convide alguns voluntários para compartilharem suas respostas. Escreva o vocabulário na lousa para que possam utilizar em suas respostas.

6. Espera-se que os estudantes utilizem o senso crítico para avaliar as qualidades e características de Jazzmine Raine e fazer uma relação com o que Sally diz. Cite na discussão características como: coragem, trabalho árduo, consciência social e vontade de promover mudança no mundo.

5. What other issues do you think might be of interest for a social entrepreneur? List them with a classmate.
6. Sally believes that social entrepreneurs are "rare individuals". Do you agree with her? What does it take to be a social entrepreneur?

MORAL COMPASS

De que maneira nós, como consumidores, podemos ajudar os empreendedores sociais a terem sucesso?



Going deep

▼ Website

One Young World. Comunidade global de jovens empreendedores sociais que trocam impressões em inglês. Disponível em: <https://www.tiktok.com/@oneyoungworld>. Acesso em: 20 jul. 2024.

1. Observe o diagrama com os estudantes e pergunte qual é o seu título e o tema que ele aborda. Faça as perguntas propostas nele para incentivá-los a discutir. Oriente-os a refletir sobre cada uma delas em relação à própria realidade ou a do país.

Taking action

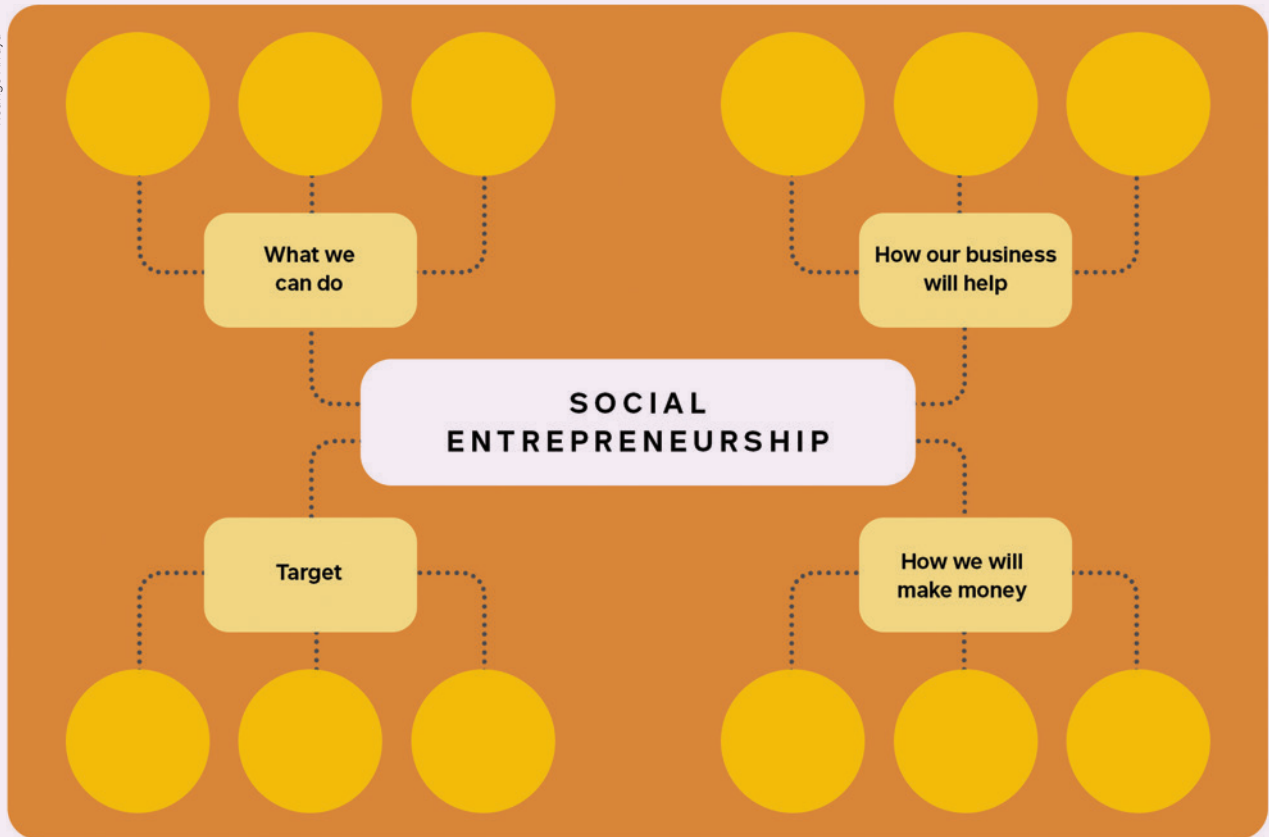


How can we design a business that will create a positive social impact?



1. Copy this mind map in your notebook and brainstorm ideas with your classmates.

Rodrigo Arraya



2. Research examples of successful social enterprises online. Take notes of the information you gathered and share it with the other classmates.

Name	Founder	What they do	How they help others	Other relevant information

365daysStudios/Shutterstock.com



3. With your group, decide on the best options to design a project.



- Choose four favorite ideas brought by the group members.
- Measure the pros and cons of each idea.
- Decide together on the most practicable idea to prepare your project.

2. As respostas podem variar. Os estudantes deverão procurar, usando mecanismos de busca na internet, pessoas que causam impacto social ao mesmo tempo que geram capital. A busca pode ser feita por "exemplos de empreendedorismo social no Brasil".



Making an explainer video

What is an explainer video?

Explainer videos are short online marketing videos used to explain your company's product or service.

Explainer videos are often placed on a landing page, your website's home page, or a prominent product page.

These types of videos have become extremely popular – some sites boast of conversion rates increasing by as much as 144% after including an explainer video on their website.

MARRS, M. The 5 Best Explainer Videos (& How to Make Your Own). *In: WORDSTREAM*. [S. l.], Oct. 1, 2019. Available at: www.wordstream.com/blog/ws/2014/03/13/explainer-videos. Accessed on: Feb. 12, 2024.

- Look at the tips for making a good explainer video and add the appropriate verb in the blanks.

Keep Plan Focus Decide Create

a) **to tell a story**. Explainer videos are a digital form of storytelling, and all good storytellers start with a concept. Consider showing a problem many of your customers share, and then show how your product or service solves it. You could also tell the story of how and why your company started. [...] [Plan](#)

b) **it simple**. Choose one **storyline** per video. [...] Share that one story in less than three minutes – one minute if you can. **Refrain** from using lots of props or complex sets. [Keep](#)

c) **a compelling opening introduction**. The entire video must create interest and excitement, and that starts with the first few seconds. As you plan your script, keep in mind that you must instantly capture and **hold** viewer interest. [...] [Create](#)

d) **on the product's mission**. Stay away from **droll** footage about the product's virtues. Instead, spend those precious minutes showing how the product benefits your customers by solving a common problem. [...] [Focus](#)

e) **where the video will live**. [...] Once your video is complete, you can put it up on YouTube, embed it on your website's homepage, link to it in emails, feature it on social media, put it up on a campaign landing page, and use it within sales presentations. [...] [Decide](#)

OLDHAM, P. 8 Tips for Creating Effective Explainer Videos. *In: ORDER YOUR VIDEO*. [S. l.], Jan. 15, 2018. Available at: www.orderyourvideo.com/8-tips-creating-effective-explainer-videos/. Accessed on: Feb. 12, 2024.

VOCAB

droll:
engraçadinho
hold: manter
refrain: evitar
storyline: enredo

- Read the following sentences. Match them with tips a-e from **activity 1**.

- The beginning of the video must keep the attention of the viewer. **c**
- It is a good idea to show something that the viewers will identify with and then show how you can help them. **a**
- Where to post your video is an important aspect of the production. **e**
- Explainer videos must be short and simple. **b**
- Be objective by showing your audience problem solving benefits. **d**



- In your opinion, what part of the process of making a video is the most difficult? Why?



3. Personal answers.



Getting it done

1. You are going to make an explainer video about your social enterprise. This video is going to be part of your group project and it should attract investors by showing how your business can do good for society. What is your video going to be about? [Personal answer.](#)



2. Get into your groups. Recall your idea for a social enterprise and write the main points.



Our social enterprise:

Name:

Mission:

Founders:

Why we decided to do it:

How we will help others:

3. Espera-se que a turma compreenda que o *explainer video* é um tipo de vídeo que explica, de forma simples, rápida e precisa, a proposta e as características de uma empresa, serviço ou produto. Chame a atenção dos estudantes para o fato de que a linguagem deve ser direta e de o vídeo ser bem curto e objetivo. Se possível, leve-os para o laboratório de informática e assista a diferentes vídeos com eles.

3. Draft the action plan to prepare the explainer video for your business. Remember that the objective of this video is to attract investors for your business idea. Use the following guide to help you.



- **Watch other explainer videos online:** Which ones did you like? What was special about them? Which videos didn't you like? What ideas can you use in your video?
- **Learn about video editors and apps to make videos:** Which ones are the best for you and your group? Which ones are free? Which ones have more resources and are easier to use?
- **Assign roles for each member:** What can each member do to help make the video? Who is good at acting? Editing? Directing?
- **Think about the script:** What can you say about your idea in less than two minutes?
- **Plan the steps:** What needs to be done first? Who can write a checklist to help the group be organized?

4. Share your ideas with your teacher and with a different group. Take notes on their feedback.



Better together



Measuring pros and cons as a team

Weighing up pros and cons is a quick, simple way to make objective, considered decisions. Quantifying options helps you weigh up your decision.

QUANTITATIVE Pros and Cons. In: MIND TOOLS. [S. l.], c2024. Available at: www.mindtools.com/pages/article/newted_05.htm#:~:text=Weighing%20up%20pros%20and%20cons%20is%20a%20quick%2C%20simple%20way,of%20a%20sheet%20of%20paper. Accessed on: Apr. 13, 2024.

Tip

- Anote os prós e contras separadamente.
- Peça a opinião de todos.
- Incentive os membros da equipe a imaginar todas as possibilidades.
- Considere as contribuições de todos.

VOCAB

weighing up:
considerar

USE

This is (name of company), a business that helps people...

They do this by making / helping / selling / creating...

It was founded by... in...

They help... by...

They are committed to social change because they...

Part of their profit goes to...

They give... % of their profit to...

Their story is very interesting / special / beautiful.

Showing what we've got



1. Get into your groups to prepare and present your project and your explainer video. Check the following list and write in your notebook the items that you think are important in the presentation. [Personal answer](#).



- Looking nice.
- Organized visuals.
- A script prepared by the whole group.
- Prepared and rehearsed speeches.
- Previously checked equipment.
- Time for questions.

Fernando Favoretto/Criar Imagem



Students preparing for a presentation.

2. As a group, you will also be responsible for evaluating the ideas of the other groups. Use this rubric to help you give some feedback with quality and detail to your classmates. [As respostas podem variar de acordo com a avaliação dos estudantes sobre cada um dos grupos.](#)



Group

a) Resources

Were the resources effective? Did they have a positive impact on the presentation?

- Excellent
- Good
- Needs improvement

b) Idea

Was the business idea innovative? Would you like to be a part of this enterprise?

Will investors be interested in the business idea?

- Excellent
- Good
- Needs improvement

c) Social impact

Was the group able to create a business with a truly relevant social impact?

- Excellent
- Good
- Needs improvement

d) Explainer video

Has the video followed the steps and tips learned in the lesson?

- Excellent
- Good
- Needs improvement

3. Read your feedback notes again and talk to your group. Which group presented the best business idea? Why do you think so? What suggestions would you like to give to each group?

3. As respostas podem variar. Espera-se que os estudantes sugiram alterações para a melhoria do projeto.

Learning about

1. Personal answers. Os estudantes podem responder o que acharam do filme ou o que acham que ele aborda, com base nas imagens.

Explore as imagens, suas respectivas legendas e apresente o vocabulário necessário para a compreensão do texto: *harness, windmill, drought, famine*.

Learning about entrepreneurship from the movies

1. Look at these pictures. Have you seen this movie or read the book that inspired it? If so, what is the story about?



The Boy Who Harnessed the Wind, from Chiwetel Ejiofor, 2019.



William Kamkwamba, 2019.

2. Read the book review and write the information in your notebook.



- Name of the book
- Type of book
- William's nationality
- What happened to his family
- How he changed things for his community

The Boy Who Harnessed the Wind

William Kamkwamba was born in Malawi, a country where magic ruled and modern science was mystery. It was also a land **withered** by **drought** and hunger. But William had read about windmills, and he dreamed of building one that would bring to his small village a set of luxuries that only 2 percent of Malawians could enjoy: electricity and running water. His neighbors called him *misala* – crazy – but William refused to let go of his dreams. With a small pile of **once-forgotten** science textbooks; some scrap metal, tractor parts, and bicycle halves; and an **armory** of curiosity and determination, he embarked on a daring plan to forge an unlikely **contraption** and small miracle that would change the lives around him.

The Boy Who Harnessed the Wind is a remarkable true story about human inventiveness and its power to overcome **crippling** adversity. It will inspire anyone who doubts the power of one individual's ability to change his community and better the lives of those around him.

THE Boy who Harnessed the Wind. In: GOOGLE BOOKS, [s. l.], 2010. Available at: https://books.google.com.br/books/about/The_Boy_Who_Harnessed_the_Wind.html?id=GWhZuAAACAAJ&. Accessed on: Sept. 5, 2024.

3. Answer the questions.

- Why do you think William's story is inspiring?
- Search for more information about what William is doing today. Can we consider William a social entrepreneur? Why?
- Think of other movies and books that tell stories like William's. Choose one and talk about it with your classmates.



VOCAB

armory: arsenal
contraption: engenhoca
crippling: incapacitante
drought: seca
once-forgotten: esquecidos
withered: devastada

3. a) Personal answer. Espera-se que os estudantes sejam capazes de compreender que essa é uma história de superação, pois as condições precárias de vida de William não o impediram de buscar soluções.

3. b) Personal answer. Os estudantes devem procurar por informações sobre a história dele, para avaliar se William pode ser chamado de empreendedor social.

3. c) Personal answer. Sugestão de resposta: *The Pursuit of Happiness, The Color Purple*.



- Choose the appropriate form: simple past or past progressive?
 - Surprise all over your face when you the door and him.
 - was / opened / saw **x**
 - was / were opening / saw
 - were / opened / saw
 - I when I a plate.
 - was cooking / was breaking
 - cooked / broke
 - was cooking / broke **x**
 - We to the airport while the plane
 - were driving / landed
 - were driving / was landing **x**
 - drove / landed
 - You a shower when she the bathroom.
 - had / entered
 - were having / entered **x**
 - were having / was entering
 - When you, I anything.
 - called / wasn't doing **x**
 - were calling / wasn't doing
 - called / was doing
- Complete the paragraph with the simple past or the past progressive of the verbs in parentheses. Last night it (rain) heavily and I (want) to go out. I (feel) bad because all my friends (wait) for me and I (have) to stay home. While I (watch) the rain through the window, the phone (ring). My friend Marina (call) and she (ask) why it (take) me so long to arrive. I (tell) her what (keep) me from joining them when I (hear) the doorbell. Paola (be) at the door and the car engine (run). She would drive me. What a relief!
- Study these language chunks and match them with a synonym or definition.
 - I'm also the school tech guy, in charge of digital systems. **d**
 - I'm also involved in teacher training, spreading the good word about coding. **f**
 - So what do I actually make? **a**
 - If that sounds weird. **b**
 - Bear in mind that I'm a teacher. **c**
 - Finding strategies to diminish digital gaps and accelerate children into the tech world. **e**

a) In fact.	d) Responsible for.
b) Strange.	e) Lacuna.
c) Remember.	f) Inform.

My progress

Leia com os estudantes o boxe **My progress** para que reflitam sobre tudo o que estudaram até aqui. Ajude-os a pensar sobre como podem melhorar técnicas e estratégias de aprendizagem a fim de aprimorar habilidades.



How has your learning progress been so far, on a scale of 1 to 5?

Reading skills

- Identify general information in a text.
- Identify specific information in a text.
- Identify and respond to specific questions.
- Understand more about social entrepreneurship.

Listening skills

- Understand simple discourse and some advice.
- Identify the main theme of an oral text.
- Identify familiar words and basic phrases.
- Understand different varieties of English.

Speaking skills

- Produce simple sentences about financial planning.
- Answer simple and direct questions about art and graffiti.

- Ask and answer simple questions about maker culture.
- Talk about social entrepreneurship.

Language skills

- Use the modal verbs to talk about possibilities, giving suggestions and advice.
- Use the imperative form to give instructions.
- Recognize and use the simple past and past progressive.
- Use all the forms presented so far.

Writing skills

- Create an e-zine.
- Write a flyer.
- Elaborate a Frequently Asked Questions page.
- Record an explainer video.



Going deep

▼ Website

Educators Technology: 20 Great STEAM Websites for Young Learners, 20 jun. 2022. Artigo com indicações de *sites*, separados por tema, para auxiliar na pesquisa sobre STEAM. Disponível em: <https://www.educatorstechnology.com/2022/06/20-great-steam-websites-for-young.html>. Acesso em: 9 jan. 2024.



UNIT

13

Science and technology



► Think about it

1. Observe a imagem e responda: Você enxerga tecnologia, matemática e arte nela? Explique.
2. A tecnologia está presente no seu cotidiano? Como?

1. Resposta pessoal. Oriente a turma a observar e descrever a imagem (*The boy is probably building a robot*). Em seguida, leia a pergunta e incentive a troca de ideias. Comente com os estudantes que muitas competências básicas em Tecnologia e Matemática estão relacionadas à Arte. Mencione que essas disciplinas requerem habilidades de raciocínio espacial e capacidade de reconhecer padrões. Artistas, cientistas e matemáticos usam a Geometria em seu trabalho – mobilizando noções como forma, simetria e proporção.

2. Resposta pessoal.

Objetivos

Nesta unidade, você vai:

- falar sobre o que é STEAM;
- usar os adjetivos possessivos para falar de um projeto pessoal;
- interpretar um episódio de *podcast* sobre STEAM;
- descrever um produto tecnológico;
- escrever o convite de um evento.

Boy making a robot at home for science class.



1. Personal answer. Os estudantes podem conhecer o significado da sigla STEAM ou ao menos de algumas de suas letras. Caso não estejam familiarizados com o tema, explique o significado da sigla solicitando que observem a imagem com atenção e lhe digam o que cada letra significa. Comente com a turma que a palavra STEAM é uma sigla do tipo acrônimo, pois é formada pelas iniciais daquilo que representa e não precisa ser lida letra a letra.

Before reading

1. Do you know what STEAM stands for? Study the illustration in the text below and check your answer.
2. What kind of text is it?
 - a) A blog post. **X**
 - b) An email.
 - c) A leaflet.
3. Scan the title of the text. What does M stand for? **3. Mathematics.**

Acervo editora

THE 'M' in STEAM Education: better mathematics teaching for improved outcomes

Considered by some as the true universal language, Mathematics has been a major factor in building our history and shaping our future and is a key component of any STEAM program.

Math is literally everywhere as an integral part of all fields of study. It's responsible for the discoveries that we hear about in our day-to-day lives and is largely considered as the one language that is unequivocally used by all, regardless of culture, religion, and gender.

With the rapid growth of **4IR** industries, opportunities **abound** for STEAM Education graduates in the fields of engineering, science and technology. And guess what? Mathematics is a common **thread** shared by all these disciplines, and the Arts too, wherever patterns, volume, shapes and representation are used to delight the senses. Mathematics is everywhere.

[...]

Some of the most effective strategies being used to improve Math teaching outcomes are aligned with the STEAM Education methodologies. These include **framing** a math problem in a multidisciplinary context, something real world that children can relate to. Another is to encourage learners to work in groups to solve the problem, allowing students to propose one or two solutions themselves to solve the challenge, rather than being too directive by giving them the exact process or formula to follow as generally is the case in traditional math teaching. This helps increase engagement and promote deeper thinking and problem solving, and encourages other important **soft skills** key to math **mastery**, like persistence.

[...]

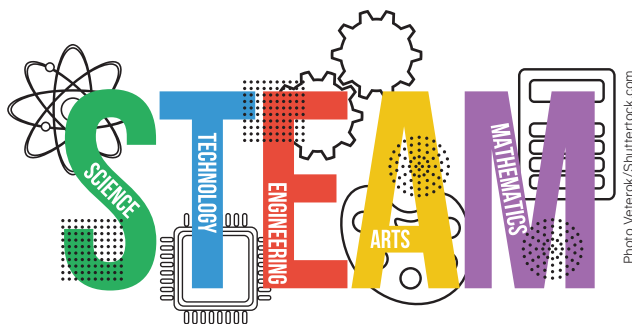


Photo: Viterok/Shutterstock.com

VOCAB

- 4IR:** fourth industrial revolution
- abound:** são abundantes
- framing:** enquadrar
- mastery:** domínio
- soft skills:** habilidades comportamentais
- thread:** fio condutor

2. Se for possível, navegue com os estudantes no site de onde a postagem foi retirada. Explore quem escreveu (uma empresa chamada Kidobotics), de onde (Índia), em que meio de publicação (um blog associado ao site institucional da empresa), qual o público-alvo (pais de estudantes ou escolas que possam virar clientes), por quê (empresas costumam criar textos semelhantes aos jornalísticos para tentar dar credibilidade aos seus produtos). Peça-lhes que reflitam sobre como essas informações podem mudar a forma de interpretar o texto.

THE 'M' in STEAM Education: Better Mathematics Teaching for Improved Outcomes. [S. l.]: Wordpress, [20-]. Available at: <https://kidobotics.wordpress.com/2018/04/28/the-m-in-steam-education-better-mathematics-teaching-for-improved-outcomes/>. Accessed on: Feb. 28, 2024.

While reading



- Scan the text and answer in your notebook.
 - What is one thing shared in all the STEAM disciplines? **Mathematics.**
 - What is one skill necessary for Math mastery? **Persistence.**
 - Is Mathematics considered a language? How? **Mathematics is considered a language once it is used by all people, regardless of culture, religion, and gender.**
 - What is an example of how Math is taught according to the STEAM methodology? **Framing a Math problem in a multidisciplinary context, something real-world that children can relate to. Another is to encourage learners to work in groups to solve the problem, allowing students to propose one or two solutions themselves to solve the challenge.**
- Complete the sentences with words from the text.
 - Mathematics is one of study. **field**
 - Learners work in to solve problems. **groups**
 - Students can propose one or two and solve the **solutions / challenges**
 - In Math teaching, students receive the exact process to follow. **traditional**
 - Math taught through the STEAM methodology helps to promote deeper **thinking**
- Choose the best option to replace the underlined words, according to the text.
 - Better mathematics teaching for improved outcomes.
 - thinking
 - results **X**
 - [...] one language that is unequivocally used by all.
 - for sure **X**
 - not
 - Mathematics is a common thread shared by all these disciplines [...].
 - theme / subjects **X**
 - topic / disciples
 - With the rapid growth of 4IR industries [...].
 - slow
 - fast **X**

Post-reading



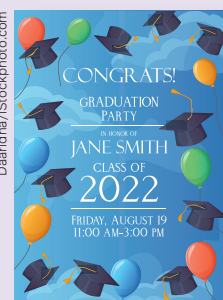
- Quanto aprender Matemática pode ajudar você em seu dia a dia? **Resposta pessoal.**
- Na abordagem STEAM, o estudante deve ser capaz de aplicar conceitos de diferentes disciplinas na resolução de problemas. Em duplas, citem alguns exemplos. **de protótipos e a solução e interpretação de questões de relevância coletiva, propondo mudanças e melhorias.**
- Em sua opinião, quais outras habilidades a metodologia STEAM pode ajudar a desenvolver? **3. Resposta pessoal. Os estudantes podem mencionar habilidades como: criatividade, imaginação e inovação; pensamento crítico e capacidade de resolução de problemas; comunicação, cooperação e autonomia; flexibilidade, resiliência e adaptabilidade; aptidões sociais e culturais; capacidade de lidar com diferentes situações e inteligência emocional etc.**

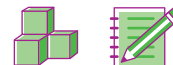
Reading strategies

- In pairs, scan the text and answer the questions according to it.
 - What is it? **It's an invitation to a graduation party.**
 - When is the event? **August 19.**
 - Who is Jane Smith? **A person who will be honored at the party.**
 - Who is inviting? **The class of 2022.**
- Have you ever been to a graduation party? In your opinion, why is it important to celebrate graduation? **Personal answer.**



Daaridna / Stockphoto.com





Possessive adjectives

1. Os exemplos a seguir são do texto da **página 144**. Copie o quadro no caderno e complete-o com a palavra sublinhada e o pronome sujeito relacionado.

Considered by some as the true universal language, Mathematics has been a major factor in building our history and shaping our future and is a key component of any STEAM program.

Subject pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
..... we our
they	their

2. Leia mais alguns exemplos e responda às questões.
- My best friend is a Math teacher, and she loves STEAM methodology. She can use it with all her students who have a different background. Its methodology is inclusive.
 - Jonathan and his brother are going to study abroad. Their parents are very happy to see the boys going to England!
 - Our best teacher is from Trinidad. It's great to learn more about his culture.
 - Your essays on cultural diversity are very good! You should publish them online. Their approach is objective so everyone can understand them.
- a) Quais adjetivos possessivos são usados quando nos referimos a pessoas? My, her, his, their, our, your.
- b) Qual(is) adjetivo(s) possessivo(s) é(são) usado(s) quando nos referimos a objetos ou coisas? Its, their.
3. Leia a tirinha e escreva no caderno os adjetivos possessivos nela presentes. Your, my, her, and his.



DAVIS, J. Garfield. In: GOCOMICS. [S. l.], c2024. Available at: <https://www.gocomics.com/garfield/2006/03/16>. Accessed on: May 13, 2024.

4. Substitua os pronomes com o adjetivo possessivo correto.
- a) The timetable is inside the classroom. (it) location is much better now; we can see the subjects and the names of the teachers. Its
- b) The STEAM workshop is next Tuesday. Mr. Robins will present it. (he) speeches are usually very good. His
- c) Diana is an expert on cultural diversity. (she) trips around the world helped her understand a lot about other people's traditions and beliefs. Her
- d) I'd like to study Arts. It's (I) favorite subject in the STEAM field. my

5. Reescreva as frases usando um adjetivo possessivo, como no exemplo.

My friend's new car is red.
His new car is red.

- a) My best friend's name is Trish. *Her name is Trish.*
 b) We love the school we go to. *We love our school.*
 c) I'm Jonas. *My name's Jonas.*
 d) Jackson's parents are very nice people. *His parents are very nice people.*
 e) Kyra and Nancy's friends are from all over the world. *Their friends are from all over the world.*
6. Observe as imagens. Em seguida, complete as frases com o adjetivo possessivo apropriado.



- a) T-shirt turned black because of a new chemical product. *His*
 b) They look happy and interested, but classmates look bored. *their*
 c) family is multiculturally diverse. My husband and I come from different countries. *Our*
 d) dream is to participate in STEAM events in Japan. *Her*

7. Complete o trecho a seguir com o adjetivo possessivo adequado.

[...] One typical approach is to expose students to relevant images of STEM professionals who represent the cultural diversity of global community throughout instruction. [...] *our*

RODRIGUEZ, A. J.; BELL, P. Why it is Crucial to Make Cultural Diversity Visible in STEM Education. *In: STEAM TEACHING TOOLS*. [S. l.], Oct. 2018. Available at: <http://stemteachingtools.org/brief/55>. Accessed on: Jan. 9, 2024.

7. Leia o trecho com os estudantes. Oriente-os a completar o trecho com o adjetivo possessivo adequado. Oriente-os a visitar a tabela da página 146, se necessário. Verifique as respostas oralmente com a turma.

8. Match each question to a possible answer.

- | | |
|---|--|
| a) Is this professor William's class? | Yes, it is. <i>b</i> |
| b) Is this Silvia's lecture room? | No, it's my class now. <i>a</i> |
| c) Is it our turn to explain the subject? | No, it's their turn to talk about it. <i>c</i> |



▶ Listening



2. Arts. Leia a questão com os estudantes e oriente-os a ouvir o áudio para respondê-la. Peça que fiquem atentos às palavras que se repetem, pois, geralmente, elas dizem muito sobre o tema do texto.



Worawee Meepian/Shutterstock.com

Teenager painting in an Arts class.

1. Personal answer.

- This is the description of the podcast you're going to listen: "The **podcast** where we talk all things gaming, art, music, sports, and film with the Black and Brown folks creating and innovating." Would you be interested in it? Why (not)?
- Listen to the extract of an episode. Which field of STEAM is Erich talking about?



4. Leia as perguntas com os estudantes. Em seguida, reproduza o áudio pelo menos duas vezes para que eles possam realizar a atividade. Se julgar oportuno, faça pausas entre as frases ou entre os trechos. Reproduza o áudio pela última vez para que todos verifiquem as respostas.

4. a) Because it helps individuals come up with innovative ideas and think creatively.

4. b) It's mentioned that many scientists have some art background, such as music, painting, drawing, storytelling, or film, which contributes to their ability to think creatively in their scientific work.

4. c) They are necessary for problem-solving, as analytical thinking alone may not be sufficient to produce innovative solutions.

6. Resposta pessoal. Explore a resposta com os estudantes e, ao final, mencione que a hesitação ajuda o orador ou falante a ganhar tempo para que o discurso acompanhe o pensamento ou para encontrar a palavra certa para uma situação. Reforce que essa estratégia não beneficia apenas quem fala, pois uma pausa pode ajudar a chamar atenção da audiência.

▶ Going deep

▶ Book

The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital

Revolution, de Walter Isaacson (Simon & Schuster, 2014). A obra apresenta a história da revolução digital por meio de pessoas que foram essenciais na criação dos primeiros computadores e de posteriores sistemas, como a internet.



- Complete the audio extracts with the words from the box. Then listen again and check your answers.



analytical brain artistic brain arts artistic mindset

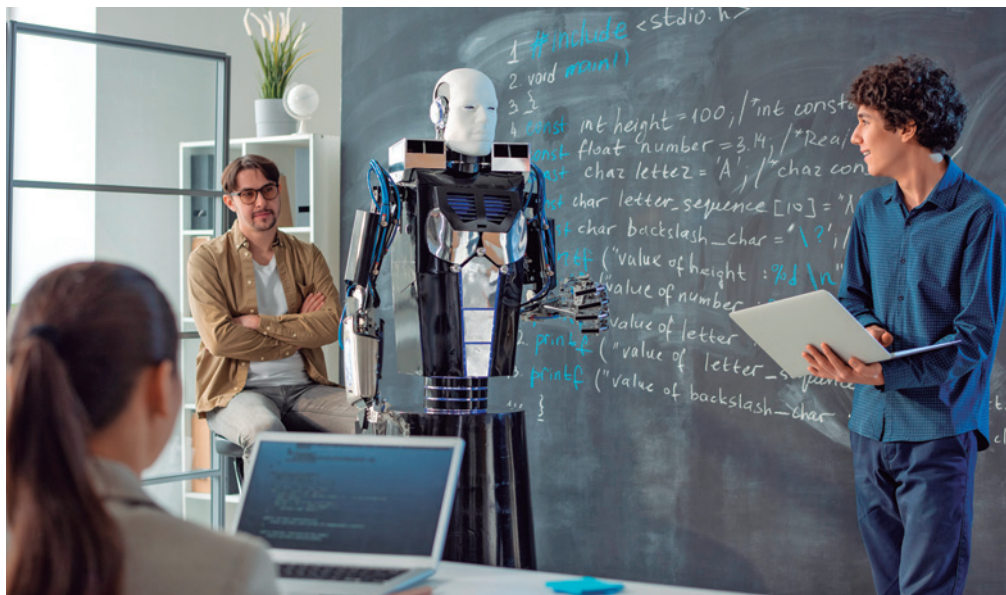
- They wanted to talk about it. But I... uh... I can't remember and pinpoint exactly when they... uh... decided to make sure that they added the to it. **arts**
 - And if you don't have that art, abstract thinking side of the mind, then you really aren't innovative and creative. But, you can look at any scientist, anywhere. I'll tell, they have some art background. Either they are deep into music... uh... You know... uh... painting,, drawing, uh... storytelling... uh... film. It's some art they were deep... deep... deeply, uh... involved in and immersed in... uh... as a part of their science because you just... to come up with the things that people come up with when they invent stuff, you've got to have that **arts, artistic mindset**
 - But they do have, so, a little bit of abstract thought because if you get discreet math... to just be good in math, I'm telling you, right now, if you can't... you know... think outside of the box and see how different things work together and how you can derive equations from one, from another, that takes an in order to do. **artistic brain**
 - You can't just do that with just an only. **analytical brain**
- Listen to the audio again and answer these questions.
 - According to Erich, why is having an artistic mindset important in science?
 - How is the relationship between art and science described?
 - What is the role of both analytical and artistic thinking in problem-solving?
 - Você ouviu o início do *podcast*. Gostaria de ouvir o resto? O que considera interessante ou não no que ele está dizendo? **Resposta pessoal.**
 - Você notou que a fala dele é cheia de hesitação? Por que acha que isso acontece?



Speaking



1. Look at the image and choose the best alternative to describe it.



Pressmaster/Shutterstock.com

Oriente os estudantes a pensar em algo que contribua para a cultura ambiental. Sugira que escrevam um rascunho no caderno e depois troquem impressões com um colega a fim de refinar e ajustar a proposta. Em seguida, eles devem compartilhar suas ideias com o restante da turma.

Student making a presentation.

- a) He's describing a mathematical equation.
 - b) He's describing a painting.
 - c) He's showing a technological product. **x**
2. Read the conversation. Then check your answer in **activity 1**.

Donny: So, for my STEAM project, I built a robot.

Laura: It's a kind of robot that helps clean the floor, right?

Donny: No, this is a robot-friend. It keeps old people company.

Laura: It's like a fake friend...

Donny: No, Laura. It's more than that. It's like a nurse.

Laura: What?

Donny: Yes! The robot can feel if the person has a fever, for example. This button here is like a speakerphone.

Laura: Wow. Can the robot call an ambulance if needed?

Donny: Definitely!

3. Talk to a classmate and answer the following.
 - a) What is he presenting? **A robot.**
 - b) How can it help people? **It works as a nurse.**
4. What do the underlined expressions are used for?
 - a) Presenting something. **x**
 - b) Giving an opinion.
 - c) Making a suggestion.

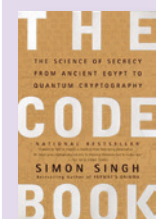
USE

It's a kind of...
It's like...
This is a...

Going deep

Book

The Code Book: The Science of Secrecy from Ancient Egypt to Quantum Cryptography, de Simon Singh (Anchor Books, 2000). A obra apresenta a evolução da criptografia, apresentando os efeitos dos códigos nas guerras, nações e vidas.



Editora Anchor Books

NOW YOU!

Think of something you could develop that is related to art and cultural diversity in a STEAM class. Write a draft in your notebook. Then role-play a similar conversation describing what your idea does; how it helps people, a situation, or a cause.





1. Enem (2018)

Don't write in English, they said,
English is not your mother tongue...
... The language I speak
Becomes mine, its distortions, its queerness
All mine, mine alone, it is half English, half
Indian, funny perhaps, but it is honest,
It is as human as I am human...
... It voices my joys, my longings my
Hopes...
(Kamala Das, 1965:10)

GARGESH. R. South Asian Englishes. *In: KACHRU. B. B.; KACHRU. Y.; NELSON, C. L. (Eds). The Handbook of World Englishes.* Singapore: Blackwell. 2006.

A poetisa Kamala Das, como muitos escritores indianos, escreve suas obras em inglês, apesar de essa não ser sua primeira língua. Nesses versos, ela

- a) usa a língua inglesa com efeito humorístico.
- b) recorre a vozes de vários escritores ingleses.
- c) adverte sobre o uso distorcido da língua inglesa.
- d) demonstra consciência de sua identidade linguística. **X**
- e) reconhece a incompreensão na sua maneira de falar inglês.

2. No trecho "But at that point, whether they recognize it or not, they become philosophers", evidencia-se a ideia de que cosmólogos se tornam filósofos ao questionarem os fundamentos de suas conclusões.

2. UNESP (2023 – 1ª Fase)

Human beings are relentlessly capable of reflecting on themselves. We might do something out of habit, but then we can begin to reflect on the habit. We can habitually think things, and then reflect on what we are thinking. We can ask ourselves (or sometimes we get asked by other people) whether we know what we are talking about. To answer that we need to reflect on our own positions, our own understanding of what we are saying, our own sources of authority. Cosmologists have to pause from solving mathematical equations with the letter t in them, and ask what is meant, for instance, by the flow of time or the direction of time or the beginning of time. But at that point, whether they recognize it or not, they become philosophers.

(Simon Blackburn. Think: A compelling introduction to philosophy, 1999. Adaptado.)

No texto, o autor explicita a presença da atitude filosófica a partir

- a) do estudo da relevância das sensações.
- b) da identificação de regras de argumentação
- c) da avaliação da moralidade dos indivíduos.
- d) da análise de formas de governo.
- e) do questionamento das bases do conhecimento. **X**

Going deep

Movies

Hidden Figures, direção de Theodore Melfi (20th Century Fox, 2016, 127 min). O filme conta a história de três cientistas afro-americanas da NASA, que tiveram papel preponderante na corrida espacial travada durante a Guerra Fria.



Interstellar, direção de Christopher Nolan (Paramount Pictures e Warner Bros, 2014, 169 min). As reservas naturais do planeta estão se esgotando e uma equipe de astronautas sai em busca de um planeta que possa acolher a população mundial.



Self-Assessment



Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

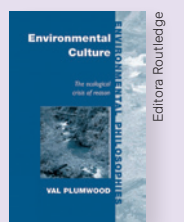
- Aprendi o que é STEAM.
- Identifiquei e usei os adjetivos possessivos.
- Ouvi e entendi um *podcast*.
- Apresentei uma ideia e características para a criação de um produto.
- Produzi o convite de um evento.

The entire society is responsible for creating and promoting an environmental culture.

Going deep

▼ Book

Environmental Culture: The Ecological Crisis of Reason, de Val Plumwood (Routledge, 2001). Um livro que apresenta um quadro radicalmente novo de como nossa cultura deve mudar para desenvolver uma sociedade ecologicamente racional.





UNIT

14

1. Resposta pessoal. Comente com os estudantes que a cultura do meio ambiente é

o conjunto de práticas, valores, conhecimentos e comportamentos que uma sociedade, ou comunidade, adota em relação ao meio ambiente. Essa cultura envolve a forma como as

pessoas interagem com a natureza, utilizam e gerenciam os recursos naturais e se engajam em práticas sustentáveis. Alguns aspectos-chave da cultura do meio ambiente

incluem: consciência ambiental, educação ambiental, práticas sustentáveis, políticas e legislação ambiental, engajamento comunitário, valores e ética ambiental.

Environmental culture



► Think about it

1. O que você sabe sobre a cultura do meio ambiente?
2. Como você acredita que as mudanças climáticas podem afetar a sua vida?
3. Em sua opinião, como é possível promover a cultura do meio ambiente?

2. Resposta pessoal. Comente com a turma que as alterações climáticas podem afetar a saúde de inúmeras maneiras, levando, inclusive, pessoas à morte e a doenças resultantes de fenômenos meteorológicos extremos cada vez mais frequentes, como ondas de calor, tempestades e inundações. Nesse cenário, pode ocorrer a desorganização dos sistemas alimentares, o aumento de zoonoses e a poluição dos alimentos e da água.

3. Respostas possíveis. Ajude a turma a concluir que reduzir, reutilizar e reciclar determinados materiais que causam impactos ambientais negativos são essenciais para instaurar uma cultura do meio ambiente. Ações como evitar o desperdício de água, descartar o lixo residencial e outros resíduos nos locais apropriados, economizar energia elétrica, optar pela utilização de energias limpas e renováveis, promover o reflorestamento, optar por meios de transporte alternativos ou coletivos, utilizar produtos biodegradáveis, praticar o consumo consciente, entre outras, vão ajudar a combater o aquecimento global.

Objetivos

Nesta unidade, você vai:

- falar sobre o que é cultura ambiental;
- ler um artigo acadêmico sobre cultura ambiental;
- usar o *genitive case* para fazer um cartaz sobre consciência ambiental;
- falar sobre a cultura da ostentação e seu impacto ambiental;
- opinar sobre temas relacionados ao meio ambiente;
- elaborar cartazes sobre consciência ambiental.



Before reading

1. Personal answer. Os estudantes podem sugerir que o artigo trata sobre cultura e educação ambiental.
2. Observe com os estudantes as partes que compõem o texto e ajude-os a identificá-las. Escreva-as ordenadamente na lousa para que todos possam ter esse registro. Title, author, article identification, abstract, keywords, introduction.

1. Read the title of the scientific article. What do you think it is about?
2. Look at the text and identify its parts.

CREATIVE EDUCATION > VOL. 12, Nº 5, MAY 2021

Environmental Culture and Education: A New Conceptual Framework

Hélder Spinola
Research and Development Centre in Education, University of Madeira, Funchal, Portugal.
DOI: 10.4236/ce.2021.125072 PDF HTML XML 420 Downloads 3.152 Views Citations

Abstract

Considering the exacerbation of present ecological crisis and the urgent need to restore natural balance, present paper proposes a new **approach** for environmental education. Reviewing concepts as “cultures of nature”, “cultural ecology”, “environmental literacy” and “environmental culture”, we recreate the strategies and goals of environmental education and propose a new conceptual **framework** to establish environmental educating communities and promote environmental culture. This framework **builds on** the community itself and is structured in three different sequential stages: **driving forces**; sociocultural transformation process; and environmental sustainability. Each stage feeds from its previous, being the first one both an initial trigger but also the permanent driving forces that feed the all cycle. Driving forces from the first stage are taken from political and social will, which would create mechanism to promote environmental education and best practices. Second stage is a process of sociocultural transformation of the community contexts based on the implementation of environmental best practices and environmental education programs, which should modulate and be modulated the/by community and its models of organization. Finally, our conceptual framework advocates that this process will be able to reach the third stage, the environmental sustainability, supported by an environmental educating community that drives environmental culture, which should also boost the driving forces from the first stage, closing the loop. We conclude that, since this is a theoretical approach, it needs now to be validated through its implementation and evaluation in a real scenario.

Keywords
Environmental Education, Environmental Culture, Environmental Literacy, Environmental Sustainability.

1. Introduction

[...]

Currently, with technological development and the exponential growth of the human population, the levels of resource consumption and pollution emission have largely exceeded the capacities of Planet Earth, causing global **imbalances** that, among other consequences, are reflected in climate change, marked **losses** of biodiversity and ocean pollution. In recent decades, humanity has woken up to the seriousness of these environmental imbalances, and there is some social and political **unease** at our inability to reverse the catastrophic course set for the coming decades. However, the solutions that have been advocated to mitigate the effects of the ecological crisis insist on focusing mainly on developing cleaner and more efficient technologies, and there is enormous resistance to investing in social and cultural changes, where the real root of the problem lies. Technology can be very useful to us in this challenge, but we must not forget that it has always been the instrument which, in the light of our cultural will, has enabled us to exploit intensively the earth's resources. [...]

VOCAB

- approach:** abordagem
- builds on:** baseia-se em
- driving forces:** forças motrizes
- framework:** estrutura
- imbalances:** desequilíbrios
- losses:** perdas
- unease:** inquietação

SPÍNOLA, H. Environmental Culture and Education: A New Conceptual Framework. *Scientific Research: an Academic Publisher*, Funchal, v. 12, n. 5, p. 983-998, May 2021. Available at: <https://www.scirp.org/journal/paperinformation?paperid=109249>. Accessed on: Feb. 26, 2024.

While reading

1. Personal answer. Espera-se que os estudantes concluam que as palavras-chave (keywords) *environmental education, environmental culture, environmental literacy, and environmental sustainability* antecipam assuntos que serão abordados, em relação à cultura e educação ambiental.



1. Skim the text and find the **keywords** proposed before the introduction. How are they related to the title?

2. Rewrite these statements with appropriate information from the text.

a) Planet Earth still has the capacity to maintain resource consumption levels.

b) We don't see global imbalances in climate change. *Global imbalances are reflected in climate change.*

c) There is no resistance to investing in social and cultural changes because this is not where the problem lies. *2. c) There is enormous resistance to investing in social and cultural changes, where the real root of the problem lies.*

d) Technology has not enabled us to use Earth's resources. *2. d) Technology has enabled us to exploit intensively the Earth's resources.*

3. Answer the questions according to the text.

a) What is the purpose of the paper?

3. a) To recreate the strategies and goals of environmental education and propose a new conceptual framework to establish environmental educating communities and promote environmental culture.

b) In how many stages is the framework divided? *Three stages.*

c) What are some of the consequences of the imbalances caused by humanity?

3. c) They are reflected in climate change, marked losses of biodiversity, and ocean pollution.

4. Match each stage to its description.

a) First stage.

I. A process of sociocultural transformation of the community contexts based on the implementation of environmental best practices and environmental education programs, which should modulate and be modulated by the community and its models of organization. **b**

b) Second stage.

II. Environmental sustainability, supported by an environmental educating community that drives environmental culture. **c**

c) Third stage.

III. Driving forces are taken from political and social will, which would create mechanisms to promote environmental education and best practices. **a**

Post-reading

2. Respostas pessoais. Os estudantes talvez desconheçam o tema da cultura ambiental por ser uma discussão relativamente nova no âmbito educacional. Possivelmente, desconheçam o gênero artigo acadêmico, que contém elementos como resumo, introdução, apresentação do tema, desenvolvimento e conclusão.



1. Qual frase melhor resume o conteúdo do artigo? *a) How to use a new environmental culture framework to respond to current social crises.*

b) A new approach to environmental education in response to the current ecological crises. X

2. Você já tinha lido um artigo assim? Qual é a diferença desse texto para os textos que você geralmente lê?

3. Estudantes que seguem uma carreira acadêmica são encorajados a escrever artigos para publicação em revistas especializadas. Isso é algo que você gostaria de fazer? Por quê?

3. Respostas pessoais. Os estudantes podem responder afirmativamente, caso já tenham pensado em seguir uma carreira acadêmica.



Reading strategies

Guessing – making inferences

1. Analise as imagens com a turma, explore com eles as formas que dão pistas sobre cada objetivo apresentado. Conduza a discussão para que os estudantes associem os símbolos aos temas relacionados ao meio ambiente.

1. Look at the pictures representing some of the Sustainable Development Goals. Infer what the best option for each of them is. Then number each alternative with the number of the goal.



THE 17 Goals (SDGs).
United Nations.

- a) Conserve and sustainably use the oceans, seas and marine resources for sustainable development. **14**
- b) Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss. **15**
- c) Ensure sustainable consumption and production patterns. **12**
- d) Take urgent action to combat climate change and its impacts. **13**

ONU. *The 17 goals*. [S. l.]: ONU, [20--]. Available at: <https://sdgs.un.org/goals>. Accessed on: Jan. 13, 2024.

Ajude-os a relacionar as imagens às alternativas apresentadas. Estabeleça um tempo para que leiam e compartilhem impressões. Circule pela sala de aula para sanar eventuais dúvidas que os estudantes possam ter. Verifique as respostas oralmente com a turma.

Going deep

Movie

The Lorax, direção de Chris Renaud e Kyle Balda (Universal Pictures, 2012, 87 min). Um adolescente que vive em um lugar onde as árvores e tudo mais são feitos de plástico deixa a cidade em busca de uma árvore de verdade para impressionar a garota por quem está apaixonado.



Illumination Entertainment



Genitive case

1. Leia o trecho a seguir, presente no artigo acadêmico da **página 154**. Observe a expressão em destaque e escreva no caderno qual é a melhor interpretação para ela.

[...] we must not forget that [technology] has always been the instrument which [...] has enabled us to exploit intensively the **earth's resources**. [...]

- a) Earth is resources. b) The resources which belong to Earth. X
2. Check the sentence that best explains the highlighted expression in **activity 1**.
 - 's is the abbreviation of the verb **to be**.
 - 's indicates possession. X
 - 's is the abbreviation of the verb **to have**.

3. Observe as seguintes frases e complete o quadro no caderno.
 - a) Anne's reading about environmental culture. She wants to know more.
 - b) Josh's book on environmental issues has a chapter about culture.
 - c) Louise will be a great teacher. She's passionate about biology.

's – genitive case	b 's – contracted form of <i>is</i> (verb <i>to be</i>)

4. Leia os infográficos sobre os Objetivos de Desenvolvimento Sustentável da ONU. Encontre os exemplos de uso do *genitive case* em cada um deles e responda às questões.



a) Earth's tipping point

13 CLIMATE ACTION

TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS

EARTH'S TIPPING POINT

STANDING AT THE BRINK OF CLIMATE CALAMITY

WHERE WE ARE: THE WORLD WILL EXCEED 1.5°C BY 2050 AND FACES A 2.5°C WARMING BY 2100

WHAT WE NEED: DEEP, RAPID AND SUSTAINED GHG EMISSION REDUCTIONS BY 45% BY 2030 AND TO NET ZERO BY 2050

BILLIONS TO TRILLIONS: GLOBAL CLIMATE FINANCE FLOWS REACHED AN ANNUAL AVERAGE OF \$803 BILLION IN 2019-2020. HOWEVER, DEVELOPING COUNTRIES REQUIRE NEARLY \$6 TRILLION BY 2030.

THE RATE OF SEA-LEVEL RISE HAS DOUBLED IN THE LAST DECADE

HIGHLY VULNERABLE REGIONS EXPERIENCE 15X HIGHER MORTALITY RATES FROM DISASTERS COMPARED TO VERY LOW VULNERABILITY REGIONS (2019-2020)

THE SUSTAINABLE DEVELOPMENT GOALS REPORT 2023: SPECIAL EDITION- UNSTATS.UN.ORG/SDGS/REPORT/2023/

b) Planet's largest ecosystem

14 LIFE BELOW WATER

CONSERVE AND SUSTAINABLY USE THE OCEANS, SEA AND MARINE RESOURCES FOR SUSTAINABLE DEVELOPMENT

PRESERVE THE BLUE, PROTECT THE EARTH: URGENT ACTIONS NEEDED TO SAFEGUARD THE PLANET'S LARGEST ECOSYSTEM

OCEAN EMERGENCY

COASTAL EUTROPHICATION: CAUSING ALGAL BLOOMS AND DEAD ZONES

OCEAN ACIDIFICATION: 30% HIGHER THAN IN PRE-INDUSTRIAL TIMES

OCEAN WARMING: SEA LEVEL RISE AND AFFECTING MARINE ECOSYSTEMS

PLASTIC POLLUTION: 17 MILLION METRIC TONS IN 2021 - 2-3X MORE BY 2040

OVER-FISHING: MORE THAN A THIRD OF GLOBAL FISH STOCKS ARE OVERFISHED

CITIZEN SCIENCE BEACH CLEAN-UPS SHED LIGHT ON THE MAGNITUDE OF OCEAN PLASTIC POLLUTION

SUFFOCATING SEAS: COASTAL EUTROPHICATION TRIGGERS CRUSTACEAN TOLLBOYES

OCEAN ACIDIFICATION REPORTING STATIONS HAVE TRIPLED WORLDWIDE (2021: 170 STATIONS; 2002: 300 STATIONS; 2022: 529 STATIONS)

1 IN 5 FISH CAUGHT ORIGINATES FROM ILLEGAL, UNREPORTED AND UNREGULATED FISHING

THE SUSTAINABLE DEVELOPMENT GOALS REPORT 2023: SPECIAL EDITION- UNSTATS.UN.ORG/SDGS/REPORT/2023/

Goal 13 Infographic. The sustainable development goals report 2023: Special Edition- UNSTATS.UN.ORG/SDGS/REPORT/2023, ©2024 United Nations. Reprinted with the permission of the United Nations.

Goal 14 Infographic. The sustainable development goals report 2023: Special Edition- UNSTATS.UN.ORG/SDGS/REPORT/2023, ©2024 United Nations. Reprinted with the permission of the United Nations.

4. d) Ajude os estudantes a perceber que por ser o maior ecossistema do planeta os oceanos são imprescindíveis para a preservação da vida na Terra, uma vez que fornecem alimento, são fontes de energia, oxigênio, além de abrangerem diversas espécies animais.

c) What's the best definition for **tipping point**?

- A tipping point is a critical moment after which a change is irreversible. X
- A tipping point is a moment at which a change is accepted.

d) Why do we need to preserve the blue to save the Earth?

5. Reescreva as frases usando 's.

a) Fiona has a book. It's about environmental issues in different cultures.

Fiona's book is about environmental issues in different cultures.

b) Val Plumwood wrote a famous book. It's about environmental culture.

Val Plumwood's famous book is about environmental culture.

c) Dan has a new teacher. He's the biology teacher.

Dan's new teacher is the biology teacher.

d) Ray is having classes in the evening.

Ray's classes are in the evening.

6. Leia as seguintes citações e escreva no caderno os exemplos de caso genitivo que encontrar. Você concorda com essas afirmações? Discuta com um colega e compartilhe impressões com a turma.

“Our planet's alarm is going off, and it is time to wake up and take action!” (**Leonardo DiCaprio**) *planet's*

ZAFAR, S. 15 Inspirational Quotes On The Environment. In: ECOMENA. [S. l.], Jun. 11, 2024. Available at: <https://www.ecomena.org/inspirational-quotes-environment/>. Accessed on: Jan. 13, 2024.

“Earth provides enough to satisfy every man's needs, but not every man's greed.” (**Mahatma Gandhi**) *man's*

ZAFAR, S. 15 Inspirational Quotes On The Environment. In: ECOMENA. [S. l.], Jun. 11, 2024. Available at: <https://www.ecomena.org/inspirational-quotes-environment/>. Accessed on: Jan. 13, 2024.

“To leave the world better than you found it, sometimes you have to pick up other people's trash.” (**Bill Nye**) *people's*

AMAN, M.; ANNELLA, L. 50 Inspirational Earth Day Quotes to Encourage a Better World. In: GOOD HOUSEKEEPING. [S. l.], Apr. 22, 2023. Available at: <https://www.goodhousekeeping.com/holidays/a39454203/earth-day-quotes/>. Accessed on: Jan. 13, 2024.

“The ultimate test of man's conscience may be his willingness to sacrifice something today for future generations whose words of thanks will not be heard.” (**Gaylord Nelson**) *man's*

42 POWERFUL Sustainability Quotes To Inspire Eco Friendly Living. In: DARE TO BE A WILDFLOWER. [S. l.], Apr. 8, 2020. Available at: <https://daretobeawildflower.com/sustainability-quotes-to-inspire-eco-friendly-living/>. Accessed on: Jan. 13, 2024.

“Plastic will be the main ingredient of all our grandchildren's recipes.” (**Anthony T. Hincks**) *grandchildren's*

42 POWERFUL Sustainability Quotes To Inspire Eco Friendly Living. In: DARE TO BE A WILDFLOWER. [S. l.], Apr. 8, 2020. Available at: <https://daretobeawildflower.com/sustainability-quotes-to-inspire-eco-friendly-living/>. Accessed on: Jan. 13, 2024.

7. Desembaralhe as palavras para formar frases. Use o *genitive case* quando necessário.

a) oceans / The / are / to sustain / essential / livelihoods / people

The oceans are essential to sustain people's livelihoods.

b) classes / You / acceleration / can / about / in / physics / learn

You can learn about acceleration in physics classes.

c) occurring / massive / The / melting / Greenland / ice sheet / is / already

The melting of Greenland's massive ice sheet is already occurring.

d) alchemy / I / learned / in / my / classes / about / chemistry

I learned about alchemy in my chemistry classes.

e) charges / will / study / positive / an / ion / and / negative / You

You will study an ion's positive and negative charges.

8. Leia as frases e relacione-as aos usos do *genitive case* descritos no boxe a seguir.

1. Quando se refere ao plural
2. Quando se refere a duas pessoas
3. Quando o nome termina em s

a) Lisa and Tom's garden is a beautiful example of sustainable landscaping. 2

b) The activists' efforts to clean the beach were appreciated by the entire community. 1

c) Chris's research on renewable energy sources is helping to shape future environmental policies. 3

d) Sarah and John's commitment to recycling has inspired their neighbors. 2

e) James's dedication to reducing plastic waste has made a significant impact on his community. 3

Tip

O caso genitivo é muito usado para expressar posse de pessoas, animais ou países. O apóstrofo + s demonstra a relação entre quem possui e o que é possuído.

Tip

Quando temos um substantivo que termina com a letra **-s**, podemos usar o apóstrofo + **s** ou apenas o apóstrofo. Como nos exemplos a seguir.

Carlos' house is sustainable.
Carlos's house is sustainable.

Tip

Flex is a slang term used "to show off" your abilities, your belongings, or something else you consider superior from others.

Listening

1. a) Personal answer. Os estudantes podem observar que *flexing* se usa, nesse contexto, para se referir a pessoas que ostentam suas posses.

1. Read the following extract of an opinion article and answer.
 - a) Explain the flexing culture with your own words. Then share your answer with a classmate.
 - b) According to text, people go flexing because they need
 - social validation. X
 - to buy luxury goods.



Going deep

Book

Before the Streetlights Come On: Black America's Urgent Call for Climate Solutions, de Heather McTeer Toney (1517 Media, 2023). O livro aborda a intersecção entre justiça racial e justiça climática, destacando como as comunidades negras na América são afetadas pelas mudanças climáticas e pela degradação ambiental.



Editora Boreal Leaf Books

Flexing Culture: A Form of Self-Expression or Conspicuous Consumption?

[...] Flexing culture itself is a culture that is closely associated with exhibiting luxury goods or luxury activities with the aim of getting validation from the community.

[...]

In the context of flexing culture, this is intended so that his or her social media followers can see how happy and successful he or she is, in living a glamorous life. In some cases, some people even combine images of purchasing luxury goods with traveling abroad, and then posting these images on their social media so they can get more validation in the form of likes and compliments from their followers.

DIRGANTARA, P. A. Flexing Culture: A Form of Self-Expression or Conspicuous Consumption? *IJUM Today*, [s. l.], Jun. 14, 2022. Available at: <https://news.iium.edu.my/?p=166227>. Accessed on: Feb. 27, 2024.

2. As imagens mostram sacolas de compras, carros e joias, itens que, geralmente, as pessoas usam como ostentação de um estilo de vida luxuoso.
2. Look at the following pictures. How can you relate them to flexing culture?



oneinchpunch/Shutterstock.com



Carolyn Franks/Shutterstock.com



Artem Ermilov/Shutterstock.com



3. Listen to the audio extract. Write the sentence that best summarizes it.
 - a) Flexing culture contributes to the environmental impact. X
 - b) People buy a lot of clothes and wear them all in the flexing culture.
 - c) People flex because they want to impact the environment.
4. Listen again. Write in your notebook whether the sentences are **true** or **false**.
 - a) The environmental impact of flex culture is waste. **True**.
 - b) Flexing culture creates less waste. **False**.
 - c) Flexing culture means more resource usage. **True**.
 - d) People who are flexing are reusing their clothes. **False**.



5. Os estudantes podem dizer que *flexing* é "ostentação".

Eles podem citar exemplos de pessoas que publicam, em redes sociais, fotos de viagens. Incentive-os a trocar impressões sobre o assunto para fazê-los refletir que, às vezes, um *influencer* ou MC muito admirado pode, na realidade, estar prestando um desserviço à sociedade ao ir em direção contrária à da cultura do meio ambiente.



5. What do you call "flexing culture" in Portuguese? Can you give examples of people that flex? 6. Respostas pessoais. Espera-se que os estudantes reflitam a respeito dos malefícios da cultura da ostentação para os adolescentes, reconhecendo, por exemplo, que há uma valorização do consumismo em detrimento de valores éticos nessa cultura.
6. Discuss in small groups.
 - a) Que impactos negativos a cultura da ostentação pode ter na vida dos adolescentes?
 - b) Qual é a sua opinião a respeito dessa cultura? Ela é uma forma de autoexpressão ou apenas exibicionismo do consumismo?



Speaking

1. Look at the image. Who are these people? What are they doing?



Ink Drop/Shutterstock.com

1. As pessoas são crianças e adolescentes em um tipo de protesto/ passeata para proteger o planeta.

2. Leia as frases com os estudantes e sane as dúvidas de vocabulário e pronúncia que eles apresentarem. Oriente-os a ordenar a conversa entre Anna e Daniel. Em seguida, peça que digam qual é o tema do diálogo e o que pensam sobre ele.

3. I don't think...
In my opinion...
I see your point, but...
True!

2. Order the conversation. Then check your answer with a classmate.



Anna: I see your point, but social media doesn't make any noise. 8

Daniel: True. As long as they do it peacefully. 11

Anna: Why not? 6

Daniel: Did you see Molly at the march yesterday? 1

Anna: What march? 2

Daniel: The one about climate emergency. 3

Daniel: I don't think a march is a good way to protest. 5

Daniel: In my opinion, activists should use social media to reach more people. 7

Daniel: Oh, I've never seen it that way. 9

Anna: When people go out, they can be seen and heard. 10

Anna: No, I didn't see her there. 4

Anna: I couldn't agree more. 12

3. What expressions are used to give an opinion?

4. In pairs, discuss ways to help the planet. Then match the columns.

a) Compost.

• Use reusable products and recycle paper, glass, plastic, metal and old electronics. d

b) Buy eco-friendly products.

• Check the packaging for more production information. b

c) Use alternative transport.

• Composting food scraps can reduce climate impact. a

d) Reduce waste.

• Bike, walk or use the public transport. c

NOW YOU!

Agora dê sua opinião sobre uma questão ambiental. Use as expressões da atividade 3 e converse com um colega. Escolha um destes tópicos:

- global warming;
- marine life;

- consuming goods;
- recycling.



USE

Giving opinion

I don't think...

In my opinion...

I see your point, but...

True!

Agreeing / disagreeing

Do you agree/ disagree (with me/ that)?

What do you say to that?

Who do you agree with?

Are you OK with this/that?

I couldn't agree more.

Writing

VOCAB

care: importar-se
outraged: indignado(a)

1. Resposta pessoal. Espera-se que os estudantes concluam que são cartazes de protesto com palavras de ordem. Sim, as mudanças climáticas. Estabeleça um tempo para que compartilhem impressões sobre o tema e pergunte de quais maneiras esse problema poderia ser combatido. Incentive os estudantes a refletir sobre a importância da conscientização da população sobre o tema.



1. Em dupla, observe os cartazes. O que eles representam? Há um tema comum a eles?
2. Qual é a mensagem expressa em cada cartaz? Discuta com um colega.



Take note!

Para transmitir de maneira eficaz a mensagem, é importante que o cartaz seja criativo, tenha verbos no imperativo, empregue linguagem verbal e não verbal e contenha um texto curto, objetivo e adequado ao público-alvo.

3. Elabore um cartaz, alertando as pessoas sobre a importância de adotarmos uma cultura ambiental. Certifique-se de usar o *genitive case* e as dicas a seguir.
 - Pesquise na internet alguns cartazes que promovam a consciência ambiental a fim de se inspirar para escolher o tema do seu cartaz.
 - Escreva um rascunho da mensagem principal que você deseja transmitir.
 - Com base no rascunho, escreva uma frase impactante.
 - Elabore o cartaz, troque impressões com um colega, leia as dicas do box **Take note!** e faça ajustes antes de produzir a versão final.
 - Apresente seu cartaz para toda a turma.

3. Oriente os estudantes a trocarem impressões com um colega sobre o tema que desejam explorar, a frase de impacto e o texto que pretendem usar e a imagem que planejam aplicar para tornar o cartaz persuasivo e didático em relação às questões ambientais.

Going deep

Movie

An Inconvenient Truth, direção de Davis Guggenheim (Paramount Vantage, 2006, 157 min). Documentário sobre a ameaça da mudança climática na Terra, com suas causas, efeitos e possíveis soluções.



Lawrence Bender Productions/Participant Productions

Website

IVolunteer International: Climate Change VS Culture Change: Youth's Perspective,

11 abr. 2022. Artigo sobre a mudança climática e a mudança cultural vista a partir da perspectiva de um adolescente. Disponível em: <https://www.ivint.org/culture-change-vs-climate-change-youths-perspective/>. Acesso em: 12 jan. 2024.

Lightspring/Shutterstock.com



2. Circule pela sala de aula e ajude os estudantes a compreender as mensagens. Chame a atenção deles para as palavras cognatas, para o imperativo que solicita o fim das queimadas, para a provocação que sugere que deveríamos nos indignar sobre o assunto e para as pessoas fantasiadas de suínos para protestar contra o consumo de animais. Aproveite a oportunidade para reforçar que os cartazes usam frases curtas e de efeito para chamar a atenção da população para o tema em questão.



1. our/your/our/our/his/my/Her/their

1. Complete with the possessive adjectives.
Come in, Duda. I'll introduce you to everyone. This is school, and it will be school too. Mr. Gomes is science teacher. He has a son about age, and son is in study group. That one over there is Ceci, the art teacher. classes are very interesting, and we often have an exhibition at the end of the semester. At the moment, we have the children's exhibit, and work is simple but very colorful.

2. Find the wrong possessives in the quotes and correct them in your notebook.

a) If I were again beginning her studies, I would follow the advice of Plato and start with Mathematics. (Galileo Galilei) *her - my*

b) Do not worry about their difficulties in Mathematics. I can assure you mine are still greater. (Albert Einstein) *their - your*

c) I grew up in Cambridge in England, and its love of Mathematics dates from those early childhood days. (Andrew Wiles) *its - my*

MATHEMATICS Quotes. In: BRAINYQUOTE. [S. l.], c2001-2024. Available at: https://www.brainyquote.com/search_results?x=0&y=0&q=Do+not+worry+about+their+difficulties+in+Mathematics.+I+can+assure+you+mine+are+;+https://www.brainyquote.com/search_results?x=0&y=0&q=Andrew+Wiles. Accessed on: Feb. 27, 2024.

3. Read the sentences and rewrite them using the genitive case.

Example: The twins wear the same outfit.
The twins' outfit is the same.

a) Janice is a diligent worker. Her boss is appreciative. *Janice's boss is appreciative of her diligent work.*

b) I asked for a cheese pizza, and so did Pedro. His pizza has got more cheese. *Pedro's pizza has got more cheese (than mine).*

c) Carlos had a haircut. It looks really nice. *Carlos's / Carlos' haircut looks really nice.*

d) Marcia likes geology. Her grades are high. *Marcia's geology grades are high.*

e) These are Sofia and Nico. Grazi is their mother. *Grazi is Sofia and Nico's mother.*

4. Read the sentences. Place the appropriate genitive case from the box to complete each idea.

today's Earth's Greta Thunberg's Sun's (2x)

- Shifts of temperature can be natural, due to changes in the activity or large volcanic eruptions. But since the 1800s, human activities have been the main driver of climate change, primarily due to the burning of fossil fuels like coal, oil and gas. *Sun's*
- The average temperature of the surface is now about 1.2°C warmer than it was in the late 1800s (before the industrial revolution) and warmer than at any time in the last 100,000 years. *Earth's*
- But we have to act now. While a growing number of countries is committing to net zero emissions by 2050, emissions must be cut in half by 2030 to keep warming below 1.5°C. Achieving this means huge declines in the use of coal, oil and gas: over two-thirds of proven reserves of fossil fuels need to be kept in the ground by 2050 in order to prevent catastrophic levels of climate change. *today's*
- Burning fossil fuels generates greenhouse gas emissions that act like a blanket wrapped around the Earth, trapping the heat and raising temperatures. *Sun's*
- It's time to invest in women and girls because they are on the frontlines of the climate crisis and uniquely situated to drive action, see example. *Greta Thunberg's*

WHAT is climate change? In: UNITED NATIONS. [S. l.], [202-]. Available at: <https://www.un.org/en/climatechange/what-is-climate-change>. Accessed on: Jul. 25, 2024.

Self-Assessment



Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

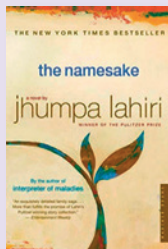
- Apreendi mais sobre consciência ambiental.
- Usei o caso genitivo para indicar posse.
- Ouvi e compartilhei ideias sobre a cultura da ostentação.
- Opinei sobre uma questão ambiental.
- Elaborei cartazes para despertar a consciência ambiental nas pessoas.



Going deep

▼ Book

The Namesake, de Jhumpa Lahiri (Mariner Books, 2009). Gogol, filho de um casal de bengaleses, nasceu e cresceu nos Estados Unidos. Ele tenta construir sua própria identidade sem deixar de lado a herança cultural de seus pais.



Editora Mariner Books

▼ Website

Worldpackers: What is Cultural Exchange and How to Experience It?, 25 out. 2023. Artigo sobre os benefícios do intercâmbio cultural e sobre alguns dos programas de voluntariado que existem pelo mundo. Disponível em: <https://www.worldpackers.com/pt-BR/articles/cultural-exchange>. Acesso em: 3 mar. 2024.



worldpackers.com

Cultural exchange



► Think about it

1. Em sua opinião, o que é possível aprender em um intercâmbio cultural?
2. Você imagina quais são os desafios enfrentados por quem decide estudar em um país estrangeiro? Explique.

1. Auxilie a turma a perceber que um intercâmbio cultural é uma experiência que propicia o contato com diversas culturas e contribui para o respeito às diferenças, evitando comportamentos xenofóbicos, como o antissemitismo. Ao conviverem com tradições e culturas diferentes, aqueles que fazem intercâmbio também podem refletir sobre os costumes que estão entremeados à cultura brasileira.

2. Incentive a turma a refletir sobre desafios ligados à língua, à alimentação e aos hábitos e costumes cotidianos que, muitas vezes, podem ser de difícil assimilação para estrangeiros. Mencione também a questão da xenofobia, que se manifesta pela hostilidade a pessoas estrangeiras, disposição que somente a educação, a conscientização, o apoio a políticas inclusivas e a propagação dos direitos humanos podem amenizar.

Objetivos

Nesta unidade, você vai:

- analisar textos sobre multiculturalismo;
- usar verbos seguidos de infinitivo e gerúndio para falar sobre situações cotidianas;
- compreender um áudio sobre a tradição de um país;
- compartilhar informações sobre aspectos culturais de diferentes países;
- compor uma tirinha.

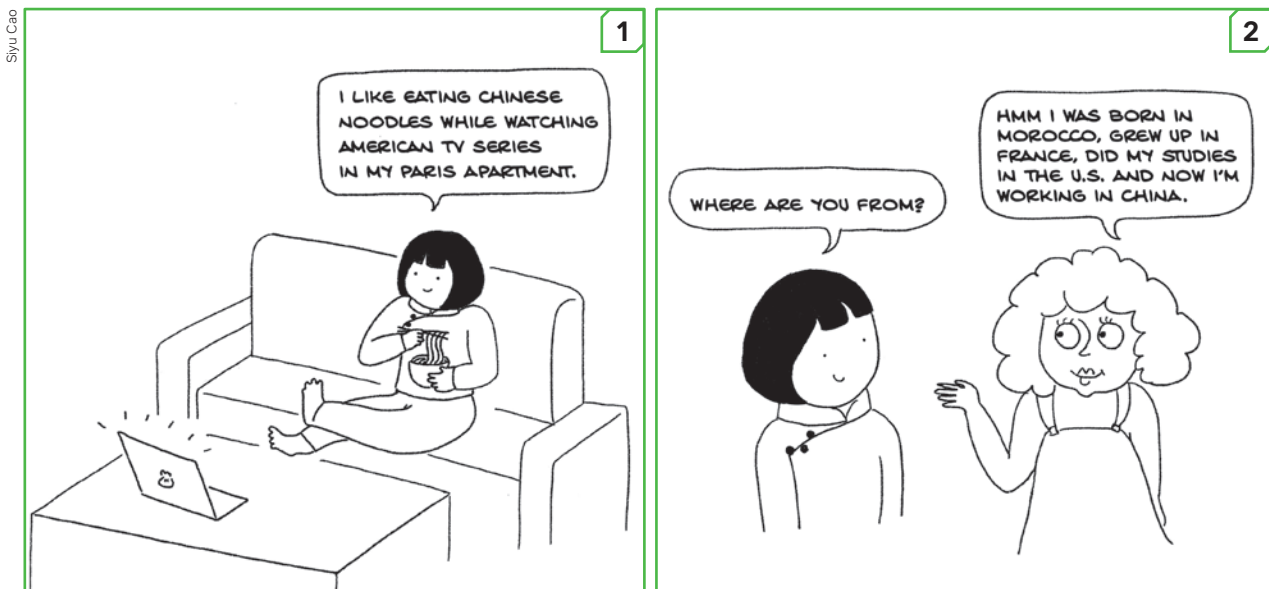
Group of people showing the flags of the countries they will be going to on exchange.

Before reading



Video
Acculturation

1. Observe these two different panels from a webcomic series called *Tiny Eyes Comics* and answer.
 - a) What is the girl in the first frame doing? *She is eating noodles and watching an American TV series.*
 - b) What's going on in the second frame? *They are sharing personal information.*
 - c) Are both girls Chinese? *No, one is Chinese. The other is from Morocco.*



While reading



1. Read the following definition. Then choose the best answer.

“**Multiculturalism**” is the coexistence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviours, cultural assumptions and values, patterns of thinking, and communicative styles. [...]

CHU, C. M. Defining “Multiculturalism”. *IFLA*, [s. l.], Mar. 18, 2005. Available at: <https://repository-test.ifla.org/server/api/core/bitstreams/dc43cf0d-f586-4812-bda4-8192076a3c9a/content>. Accessed on: Mar. 4, 2024.

 - a) The comics are not examples of multiculturalism.
 - b) The comics are examples of multiculturalism. **X**
2. Find in the comics examples of:

a) food. <i>noodles</i>	e) two nationalities. <i>Chinese, American</i>
b) a country in Africa. <i>Morocco</i>	f) a country and its capital. <i>France, Paris</i>
c) pastime activity. <i>watch TV</i>	g) a kind of TV program. <i>series</i>
d) a kind of housing. <i>apartment</i>	
3. What can we infer from the text?
 - a) The Chinese character is living in France. **X**
 - b) The second character can't decide where she is from. **X** *Chame a atenção da turma para a interjeição "Hmm", que pode indicar dúvida ou hesitação.*
 - c) The Chinese character doesn't like her life.
 - d) The Chinese character feels comfortable in Paris. **X**

4. In your notebook, write the aspects of culture that are addressed in the comics.

art cuisine X politics lifestyle X traditions religion values

5. It is correct to say that *Tiny Eyes Comics* is a webcomic...
- about how immigrants can budget for a better life in the USA.
 - that explores Chinese culture through everyday life situations. X
 - that questions the influence that foreign cultures have in China.
6. According to Siyu Cao, the author of the webcomic series, tiny eyes are "one of the most common stereotypes of Chinese, among many others". Based on this description, match the way she describes these two items.
- The image mass media channels create of China.
 - "fun, modern, creative, and multicultural". b
 - The webcomic series.
 - "heavy, dull, political, and mystified." a
7. What's the definition for a webcomic? In your notebook, complete the paragraph with words from the box to find out.

blogs evolution online physical popular themes websites

online, evolution, blogs, websites, popular, physical, themes

They are comics published Webcomics emerged with the of the internet, through and, becoming over the years. Like comics, webcomics have different, from romance to action stories, comedy, mystery, drama, teenage plot, children's stories and much more.

Post-reading



- Apesar de serem de países diferentes, como as personagens da *webcomic* conseguem se comunicar? *Elas usam o inglês como língua franca.*
- Em sua opinião, quem lê *webcomics*? Explique. *2. Respostas pessoais. Espera-se que os estudantes mencionem o público que costumava consumir histórias em quadrinhos impressas e migrou para a modalidade on-line, além de fãs de mangá e animes e a geração de leitores que já começaram a ler no ambiente virtual.*
- Você sabe dizer qual é a origem dos alimentos que consome? Como seria a sua *webcomic* se você contasse a origem daquilo que você come? *Resposta pessoal.*

Reading strategies

Go back to **activities 3** and **5** from **While reading** and answer: What reading strategy is being used? Explain. Write the best alternative in your notebook.

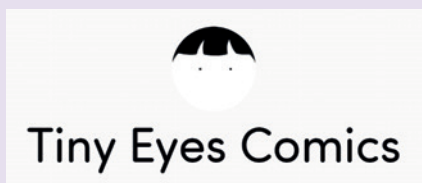
- Skimming.
- Scanning.
- Inferring. X

Reading strategies: Espera-se que a turma conclua que a estratégia de leitura usada é a inferência ou uma conclusão baseada em fatos que nem sempre estão evidentes no texto. Podem ser informações que são de conhecimento geral do público ou ainda de quem conhece o contexto de produção em que o autor está inserido. Retome o conceito da estratégia com os estudantes, se julgar necessário.

Going deep

Website

Tiny Eyes Comics é uma série de *webcomics* que explora e compartilha a cultura chinesa por meio de detalhes da vida cotidiana, utilizando estereótipos raciais para abordar temas como o preconceito e o racismo em relação à cultura chinesa. Disponível em: <https://www.tinychineseeyes.com/about>. Acesso em: 15 aug. 2024.



tinychineseeyes.com



Verb + gerund / to-infinitive

1. Leia o trecho a seguir extraído do texto na **página 164**. Em seguida, escolha as opções corretas.

I like eating Chinese noodles.

- a) The sentence is in the **past** / **present**. *present*
 b) The main verb in the sentence is **like** / **eating**. *like*
 c) The verb **eating** is in the **gerund** / **infinitive**. *gerund*
2. Observe os exemplos a seguir. Depois, copie o quadro no caderno e complete-o com os verbos que formam as frases.

- a) I enjoy dancing on weekends.
 b) They decided to leave early last night.
 c) I don't want to talk to my friend today.
 d) We're planning to go to the beach this Sunday.
 e) I can't help listening to pop music.
 f) I finished doing my homework.
 g) I like cooking for my family.

Tip

Verbos como *hate*, *like*, *love* e *prefer* podem ser seguidos pelo gerúndio ou pelo infinitivo. A forma **-ing** enfatiza a ação, ou seja, o próprio verbo. O **to + infinitivo** coloca mais ênfase na preferência ou nos resultados da ação.

Verb + gerund	Verb + to-infinitive
I don't like swimming.	I like to cook dinner.

enjoy dancing / can't help listening / finished doing / like cooking decided to leave / want to talk / planning to go / like to cook

3. Volte à **atividade 2** para encontrar exemplos de usos do gerúndio e do infinitivo de acordo com as regras apresentadas a seguir. Escreva os exemplos encontrados no caderno.
- Gerunds can appear after some expressions. *I can't help listening to pop music.*
 - We also use the to-infinitive to express purpose. *They decided to leave early last night.*
 - Gerunds can act as an object following the verb. *I like cooking for my family.*
 - Some verbs are directly followed by a gerund: enjoy, fancy, discuss, dislike, finish, mind, suggest, recommend, keep, and avoid. *I enjoy dancing on weekends. I finished doing my homework.*
 - We use the to-infinitive after certain verbs, particularly verbs of thinking, feeling, and saying. *They decided to leave early last night. I don't want to talk to my friend today. We're planning to go to the beach this Sunday.*
4. Complete as frases com um verbo do quadro e observe se ele é seguido de gerúndio ou infinitivo.

agree want forget promise try hope ask need afford remember

- a) She to speak with her Spanish friend over a phone conference. *agreed*
 b) We can't to spend another month in a foreign country. *afford*
 c) He to speak German during her speech and she did it very well. *tried*
 d) They to travel abroad and meet new people as soon as possible. *hope*
 e) She to turn on her microphone during the lecture. *forgot*
 f) Always to offer something to the host when you go to someone's house for the first time. *remember*

- g) We them to help us at our first day at this new school. **asked**
 h) They to visit all city landmarks during their stay. **want**
 i) I to come back to see you again. **promisse**
 j) You to accept we are a multicultural country. **need**

5. Relacione as duas partes das frases.

- | | |
|--------------------------|---|
| a) I enjoy | • being disrespectful to other people's traditions. e |
| b) She keeps | • spending time with our foreign friends from school. c |
| c) We miss | • learning about other cultures and habits when I travel abroad. a |
| d) They practise | • doing her best to make new friends in her cultural exchange. b |
| e) Everyone should avoid | • speaking English to each other everyday. d |

6. Ordene as frases e conjugue os verbos no gerúndio ou no infinitivo.

- a) Japanese / He / started / year / learn / last **He started to learn Japanese last year.**
 b) decided / California / some / spend / time / in / She **She decided to spend some time in California.**
 c) Sam / learn / in / interested / about / South Korea / is / more **Sam is interested in learning more about South Korea.**
 d) exam / I'm / take / the / tomorrow / prepared / Portuguese **I'm prepared to take the Portuguese exam tomorrow.**
 e) meaningless / podcasts / I / can't / listen / to / stand **I can't stand listening to meaningless podcasts.**

7. O gerúndio é normalmente usado depois de preposições. Escolha o verbo mais apropriado e complete as frases no caderno.

help leave read
 understand break

- a) He wrote an article **about** cultural diversity. **understanding**
 b) Bryan thanked his teacher **for** him with his questions. **helping**
 c) You can't make an omelette **without** eggs. **breaking**
 d) **After** the news, she called her mom. **reading**
 e) They have breakfast together **before** for work. **leaving**

6. Alguns dos verbos que pedem gerúndio ou infinitivo não constam no quadro da atividade 2 (*can't stand, prepare*).

Sugestão: acrescentar os verbos no quadro ou reescrever as frases, utilizando os verbos já trabalhados.

No caso do verbo *start*, explique à turma que devem inclui-lo nas duas colunas do quadro da atividade 2, como foi feito com *like*.

He started to learn Japanese last year. /
 He started learning Japanese last year.

8. Complete a tirinha com a opção apropriada.



DAVIS, J. [Garfield]. In: GOCOMICS. [S. l.], c2024. Available at: <https://www.gocomics.com/search/results?utf8=%E2%9C%93&terms=garfield>. Accessed on: Mar. 4, 2024.

- a) throwing / make
 b) throwing / to make
 c) throw / make
 d) to throw / making **x**

Garfield, Jim Davis © 1986 Paws, Inc. All Rights Reserved / Dist. by Andrews McMeel Syndication



1. Look at this picture. What culture do you think it is related to? [Personal answer.](#)



LazingBee/iStockphoto.com



2. BringMe channel showcases places and experiences around the world to entice people's curiosity about them. Listen to an extract of their video and check your prediction about the image. Were you right? [Personal answer.](#)



3. In your notebook, write the best option according to the recording.

5. Comente com a turma que as danças brasileiras são expressões legítimas da nossa cultura e fazem parte da história do nosso país e de suas respectivas regiões. Destaque à turma que algumas delas são tão expressivas em alguns estados que se tornaram símbolos populares que movimentam o turismo em datas comemorativas, como o carimbó no Pará e o bumba meu boi no Norte e Nordeste, o frevo no Carnaval do Recife, o samba no Carnaval do Rio de Janeiro, entre outras.

- a) What is the origin of the haka?
- Maori legend from New Zealand. **X**
 - Ancient European tradition.
- b) Who is Tane-Rore?
- A famous Maori warrior.
 - The son of the personification of summer and the sun god. **X**
- c) What do the dancers' flickering hand movements represent?
- The flicking of Tane-Rore's dance. **X**
 - The movement of the ocean waves.
- d) Who most often performs the haka?
- Women.
 - Men. **X**
- e) For what purposes is the haka performed today?
- Various reasons, like birthdays, weddings, rugby matches, and funerals. **X**
 - In an annual celebration for the sun god Tama-rui-te-ra.



4. Answer **true** or **false**. Then listen again and correct the false information.



4. c) False. The haka consists of chanting with foot stamping and body slaps in rhythm.

4. e) False. There are many different versions of haka, and it is performed for various reasons, such as birthdays, weddings, welcoming guests, rugby matches, funerals, and more.

- a) The haka was originally used as a war dance to unify the men and scare off the enemy. **True.**
- b) The shimmering appearance of heat in the summer is said to be Tane-Rore dancing for his mother, Hine-Raumati. **True.**
- c) The haka consists of chanting with synchronized hand movements only. **False.**
- d) The haka incorporates exaggerated facial expressions such as bulging eyes and protruding tongues. **True.**
- e) There is only one version of the haka, and it is performed exclusively during funerals. **False.**

5. Discuta com um colega. [Respostas pessoais.](#)



- a) Quais danças são tradicionais no Brasil e o que elas representam?
- b) Você tem alguma favorita? Dê exemplos.

Speaking

- Read the comic panel. What is happening?
a) They are greeting each other. **X** b) They are saying goodbye.
- What word is used to greet? *Ni hao.*
- How do you normally greet your friends? What words do you use?
- Read the conversation with a classmate. Then check your answer.

Mark: Hi, welcome to Franklin High. Where are you from?
Chen: I'm from China.
Mark: *Ni hao.*
Chen: *Ni hao.* But no need to bow, I'm Chinese, not Japanese.
Mark: Oh, sorry.
Chen: That's OK, people usually get confused.
Mark: And what do you answer?
Chen: Well, we say *ni hao*.
Mark: Got it! Just learned my first words in Chinese.
Chen: Yes, in Mandarin.
Mark: Oh... I still have a lot to learn.



3. Personal answers. Incentive os estudantes a falar sobre a forma como cumprimentam as pessoas que conhecem. Pergunte se eles costumam cumprimentar a todos da mesma forma e por que isso acontece. Espera-se que a turma mencione que apertos de mãos costumam ser



mais formais, já beijos no rosto e abraços são formas mais íntimas de cumprimentos. Enfatize que tudo dependerá do contexto em que os cumprimentos acontecem e da cultura das pessoas que estão se cumprimentando.

- How does Mark greet Chen? *He says "hi" and bows.*
- Chen says there is no need to bow because she is Chinese not Japanese. Why does she say that? Read the following text to answer.

Greeting etiquette

Chinese and Japanese people bow their heads when greeting someone for the first time. The difference between the greeting style of the two countries is that Japanese people tend to be more strict about bowing in that they usually consider seniority and the age of the person they're greeting.

HOW to Tell the Difference Between Japanese and Chinese Language and Culture. *In:* PANDANESE. [S. L.], Apr. 25, 2023. Available at: <https://www.pandanese.com/blog/difference-between-japanese-and-chinese>.

Accessed on: Jul. 27, 2024.

7. Espera-se que os estudantes concluam que se trata de uma espécie de regra social. Ela é importante quando viajamos para o exterior ou entramos em contato com pessoas de diferentes países, pois ajuda a compreender hábitos e tradições locais.

- In your own words, what's a greeting etiquette? *compreender hábitos e tradições locais.*

Comente com os estudantes que a educação multicultural é uma forma de promovermos a igualdade e o respeito, pois, valorizando outras culturas, contribuímos para a superação das diferenças, na medida em que assim compartilhamos tradições, valores e conhecimentos.

USE

Note the intonation in the underlined keywords.
But no need to bow, I'm Chinese, not Japanese.
Yes, in Mandarin.
I still have a lot to learn.

NOW YOU!

Research a greeting that is different from the ones in your country. Prepare a conversation similar to the one in **activity 4** and practice it with a partner.



- Have you ever been abroad or had to interact with people from a different country or culture from yours? How was it? What language did you speak? *Personal answer.*

Going deep

Movie

The Hundred-Foot Journey, direção de Lasse Hallström (Walt Disney Studios Motion Pictures, 2014, 122 min). Uma renomada *chef* francesa vê seu trabalho ameaçado quando um indiano se torna seu concorrente. O rapaz demonstra grande talento culinário, e ela passa a ensiná-lo gastronomia francesa, sem que ele deixe de lado sua culinária indiana tradicional.



Writing

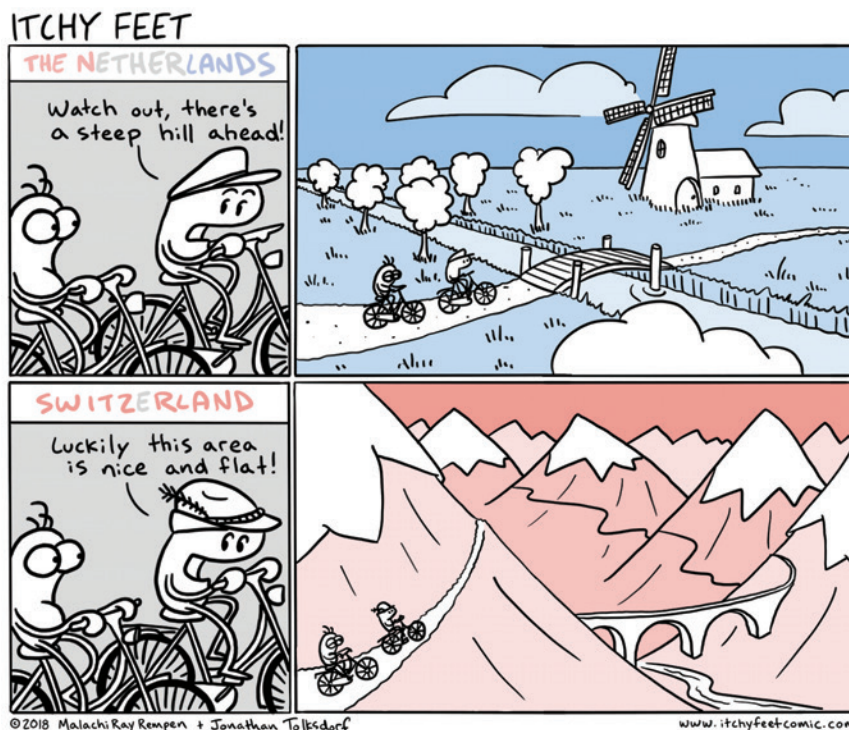
personagens do segundo quadro estão na Suíça, que é um país conhecido por seus vales e montanhas, ou seja, cheio de altos e baixos. Sendo assim, eles reconhecem uma subida não tão íngreme como a *nice and flat area*. Ajude a turma a perceber que, por serem de lugares diferentes, os personagens enxergam as situações a partir do ponto de vista com o qual estão acostumados, o que marca a diferença cultural e de contexto entre eles.

3. Oriente a turma a criar um cartum que destaque aspectos positivos de uma cultura e que seja respeitoso em todos os sentidos. Chame a atenção dos estudantes para a importância de valorizarmos as diferenças para aprendermos a conviver respeitosamente, trocando saberes e experiências.

4. Organize com os estudantes a publicação de uma *webcomic* da turma com as tirinhas produzidas por eles. Para isso, disponibilize-as on-line no blog ou nas redes sociais da turma ou da escola.

1. Espera-se que os estudantes concluam que os personagens do primeiro quadro estão nos Países Baixos (*Netherlands*), e, portanto, entendem a pequena lombada como uma subida íngreme. Já os

1. Tirinhas normalmente têm uma tirada de humor, popularmente conhecida como *punchline*. Leia a tirinha a seguir, parte da *webcomic Itchy Feet*, e explique qual é a *punchline*.



REMPEN, M. R.; TOLKSDORF, J. 30 hilarious [...]. *The language nerds*, [s. l.], c2023. Available at: <https://thelanguagenerds.com/2022/30-hilarious-comics-that-illustrate-the-differences-between-cultures-and-languages/>. Accessed on: Mar. 4, 2024.

Going deep

Movie

A Hologram for the King

direção de Tom Tykwer (Lionsgate films, 2016, 97 min). Um homem de negócios tenta se recuperar de sua falência vendendo produtos a um monarca saudita.



Playstone/Lionsgate

2. Quais características você consegue identificar na tirinha lida? Escreva no caderno.

a) Senso de humor e crítica. <input checked="" type="checkbox"/>	d) Personagens expressivos. <input checked="" type="checkbox"/>
b) Texto verbal e não verbal. <input checked="" type="checkbox"/>	e) Ambientação. <input checked="" type="checkbox"/>
c) Quadros sequenciais ou apenas um quadro. <input checked="" type="checkbox"/>	f) Textos longos e linguagem formal.
3. Agora você vai elaborar uma tirinha sobre alguns aspectos geográficos e culturais de um país ou cultura do seu interesse. Para isso, siga os passos a seguir.
 - Escolha um país de seu interesse. Quanto menos você souber a seu respeito, melhor. Assim, sua pesquisa ficará ainda mais desafiadora.
 - Busque informações sobre os aspectos geográficos.
 - Pesquise aspectos culturais, como tradições, costumes, culinária, festas típicas.
 - Defina, com base em suas pesquisas, qual será o tema e o enredo da sua tirinha.
 - Crie o texto que será usado.
 - Ilustre um rascunho dos personagens e da cena.
 - Revise o texto e verifique se as ilustrações que o acompanham estão coerentes.
 - Troque o seu trabalho com um colega para que ele faça contribuições para melhorá-lo.
 - Faça os ajustes necessários e produza a versão final da sua tirinha em um papel à parte ou on-line, se possível.
4. Apresente sua tirinha para os colegas e publique a versão digital.





1. Uerj (2016)

MAYA ANGELOU: THE ACHE FOR HOME LIVES IN ALL OF US

Maya Angelou, whose passing at age 86 leaves us a bit orphans, said often that although she gave birth to one son, she had thousands of daughters. “I have daughters who are black and white, Asian and Spanish-speaking and native American. I have daughters who are fat and thin, pretty and plain”, she said. “I have all sorts of daughters who I just claim. And they claim me.”

5 I wonder if Angelou ever knew really how many girls were told about her, named after her or like me, growing up in a suburban corner of England, clinging fiercely to her books and even when not reading them, inhaling the spirit of her struggle from the titles alone: *A song flung up to heaven, I know why the caged bird sings and Gather together in my name.*

10 I loved and admired Angelou, but it was the content of her writing that had most power over me, her novels and poems all languishing playfully somewhere on her rich spectrum between poetry and prose.

Here was a woman who had been raised in the America of racial segregation. As the structural injustice of race had become more subtle and sophisticated during her lifetime, she called it by its right name. Therefore, her comment on 9/11: “Living in a state of terror was new to many
15 white people in America, but black people have been living in a state of terror in this country for more than 400 years.”

Here was a woman who was not a historical relic, but a living, breathing one-woman phenomenon. She gave me a language of identity that radiated as much from her very existence as it did from her work. The book that had the most impact on my life was *All God’s children need travelling
20 shoes* – the fifth instalment in her series of autobiographies – about the time she spent in Africa during the civil rights movement.

Here was a woman who gave voice to the struggle of black people. In Ghana, she was part of a community of African Americans, but her travels stand out as an act of defiance against the view perpetrated by many then that Africans and people of African descent in countries like the US
25 have nothing in common. She didn’t just live it, she wrote about it, warts and all. “If the heart of Africa remained elusive, my search for it had brought me closer to understanding myself and other human beings”, she wrote. “The ache for home lives in all of us, the safe place where we can go as we are and not be questioned.”

With her departure, America has not just lost a talented woman and gifted raconteur. It has lost a connection to its recent past which helped it make sense of its present.

1. A alternativa b (elogiar uma pessoa) está correta. Louvor ou panegírico são gêneros literários voltados ao enaltecimento de alguém recentemente falecido.

Afua Hirsch.
theguardian.com.

I loved and admired Angelou, (l. 9)

The fragment above hints at the purpose of the text, which is an exemplar of genre known as eulogy.

The purpose of this genre can be described as:

- a) exalting a deed b) praising a person X c) describing a woman d) appreciating an action

Self-Assessment



Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Aprendi sobre multiculturalismo.
- Usei o gerúndio e o *to* + infinitivo para falar sobre situações cotidianas.
- Conheci uma dança típica Maori.
- Compartilhei informações sobre aspectos culturais de diferentes países.
- Elaborei uma tirinha sobre aspectos culturais.

How can we close the gender gap in science?

1. Resposta pessoal. Espera-se que os estudantes notem que o tratamento dado a essa mulher não seria o mesmo se ela fosse homem. Chame a atenção da turma para o fato de que a manchete se refere à Frida Kahlo, mas o nome dela sequer foi mencionado.

Introduction



1. A manchete a seguir, a respeito da pintora Frida Kahlo, foi considerada machista. Você concorda? Analise com seus colegas que elementos levam a essa afirmação.

VOCAB

dabble in:
aventurar-se em;
experimentar

gleefully:
alegremente



Mapa
interativo
Female
Scientists

2. As hipóteses devem se basear no título do texto. Após a leitura, os estudantes deverão comparar suas hipóteses com as informações fornecidas na notícia.

Wife of the Master Mural Painter **Gleefully Dabbles in Works of Art**

DAVIES, F. Wife of the Master Mural Painter Gleefully Dabbles in Works of Art. *Detroit News*, Detroit, Feb. 2, 1933. Available at: <https://artsandculture.google.com/asset/review-of-frida-kahlo-s-work-in-detroit-news/cwEy0-qQzCOEVw>. Accessed on: Aug. 19, 2024.

2. The following blog post offers information about women in science. Read the title and make two predictions about the information you will find in it. Then read it and check your answers.

We need more girls and women in science. What are three ways in which we can support them?

Choosing one's path in life should not be limited by prejudice or **hindered** by a less than supportive environment to **thrive**. Girls and boys should be supported to develop their talents to the fullest and without the constraints often imposed by gender stereotypes. [...]

How can systems attract and retain more women in STEM?

1. Open the pathway: Dismantle biases that prevent girls from dreaming of a career in science

First, remove gender **biases** in learning materials. Such materials often portray male examples of professionals such as engineers and scientists while women are more likely to be depicted as teachers, nurses, etc. As people's aspirations are framed from an early age, it is important to have a variety in representation and in role models. [...]

2. Provide Support along the road: Mentorship, skills development, and networking opportunities are key

[...] strong **mentorships** and networks promote persistence in science fields among undergraduates. Additionally, evidence suggests that women who have the support of a person or organization with influence in their field are more likely to ask for pay increases (and get them) and to experience higher levels of career satisfaction. [...]

3. Retain women in the workforce by removing obstacles in their pathways: Improve employment prospects and retention policies

Women in science are significantly underrepresented in the work force, are paid less, and have fewer chances of obtaining promotions. Start-ups led by women received just 2.3% of venture capital in 2020. Increasing participation in the labor force is fundamental and strategies to close the gender gap include removing barriers to recruit women (these can be legal or institutional) for instance in some countries women still are not allowed to perform jobs deemed as **hazardous**. [...]

BARRON, M.; KATTAN, R. B. We need more girls and women in science. What are three ways in which we can support them? *In: WORLD BANK BLOGS*. [S. l.], Feb. 11, 2022. Available at: <https://blogs.worldbank.org/education/we-need-more-girls-and-women-science-what-are-three-ways-which-we-can-support-them>.

Accessed on: Mar. 12, 2024.

VOCAB

bias: viés,
preconceito

hazardous:
perigosa(o)

hindered:
impedida(o)

mentorship:
mentoria

thrive: prosperar

3. Answer the questions about the text.

- a) What factor mentioned in the text helps reinforce gender stereotypes? **3. a)** The way women are portrayed in learning materials.
- b) Why is mentorship important for female students? **3. b)** Because it helps female students persist in their careers.

4. Pense a respeito das questões a seguir e converse com os colegas.

- a) Por que algumas pessoas acreditam que há profissões “mais femininas” ou “mais masculinas” que outras? **3. a)** Justificar algumas de suas ideias e opiniões. Durante essa discussão, inclua questões de gênero como fatores determinantes na escolha de carreira de muitas pessoas até hoje em dia. Converse e convide-os a refletir sobre suas próprias crenças e preconceitos em relação a profissões. Se possível, leve outras notícias e manchetes que tenham contribuído para perpetuar estereótipos machistas em relação ao mercado de trabalho e as problematize.
- b) Você conhece mulheres que atuam em áreas predominantemente masculinas? Como você imagina que é, para elas, trabalhar nesse contexto?

4. Respostas pessoais. Os estudantes devem usar partes do texto para justificar algumas de suas ideias e opiniões. Durante essa discussão, inclua questões de gênero como fatores determinantes na escolha de carreira de muitas pessoas até hoje em dia. Converse e convide-os a refletir sobre suas próprias crenças e preconceitos em relação a profissões. Se possível, leve outras notícias e manchetes que tenham contribuído para perpetuar estereótipos machistas em relação ao mercado de trabalho e as problematize.

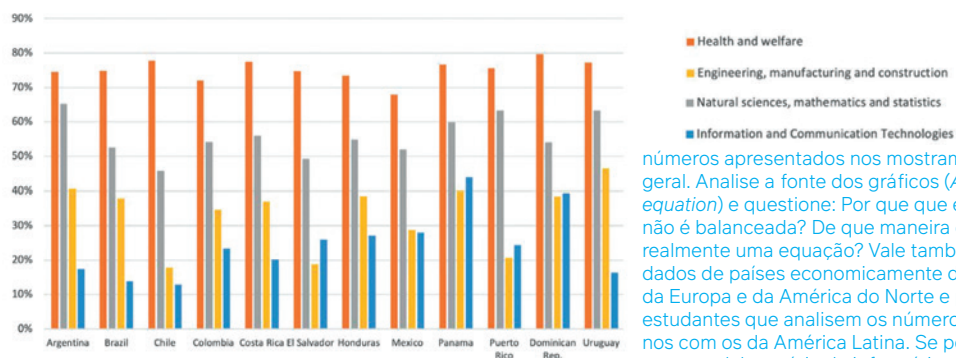
Looking at numbers

1. Look at these graphs and write in your notebook the sentences that are true according to them. Rewrite the false ones with appropriate information.



- a) Brazil has more female than male researchers. **Female and male researchers are equal in Brazil.**
- b) Peru is the worst country for female researchers. **X**
- c) Women in Latin America tend to choose fields related to medicine and care. **X**
- d) Brazil presents a balanced number of female students in the field of technology. **1. d)** Brazil has only about 15% of women in technology.
- e) El Salvador has the closest balance between male and female students in natural sciences. **X**

Share of female students in tertiary education by field of study, 2018 (or latest available data)

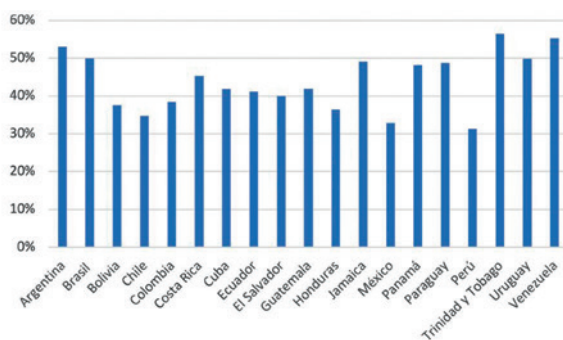


1. Após a análise dos gráficos, incentive os estudantes a refletir sobre o que os números apresentados nos mostram, de maneira geral. Analise a fonte dos gráficos (*An unbalanced equation*) e questione: Por que que essa equação não é balanceada? De que maneira ela pode ser realmente uma equação? Vale também comparar dados de países economicamente desenvolvidos da Europa e da América do Norte e pedir aos estudantes que analisem os números e comparem-nos com os da América Latina. Se possível, leve a turma ao laboratório de informática ou sugira que pesquem o assunto nos próprios aparelhos celulares. Segue uma indicação: https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en (acesso em: 20 maio 2024).

BELLO, A.; ESTÉBANEZ, M. E. *An Unbalanced Equation: Increasing Participation of Women in Stem in Lac*. Paris; Montevideo: Unesco, 2022. Available at: <https://forocilac.org/wp-content/uploads/2022/02/PolicyPapers-CILAC-Gender-ENG-VFEB22.pdf>. Accessed on: Mar. 12, 2024.

2. Personal answer. Os estudantes devem escrever sentenças que descrevam as informações presentes nos gráficos, como: *Most countries in Latin America are not very gender-equal when it comes to technology. / Health and welfare are areas where you see more females. It is probably because...*

Share of female researchers in LAC countries 2019 (or latest available data)



2. Based on the information presented in both graphs, write two conclusions regarding the gender gap in research. Share them with a classmate.

3. In your opinion, which country in Latin America is the best place to be a woman in science and technology? Why? **3. Personal answer.** As melhores escolhas são os países em que as diferenças são menores, como Argentina, Brasil, Venezuela, Uruguai etc.

gender-equal when it comes to technology. / Health and welfare are areas where you see more females. It is probably because...



2. Personal answer. Os estudantes devem escrever sentenças que descrevam as informações presentes nos gráficos, como: *Most countries in Latin America are not very gender-equal when it comes to technology. / Health and welfare are areas where you see more females. It is probably because...*

2. Reproduza o áudio na íntegra e depois pausadamente para que todos possam realizar a atividade. Depois, reproduza a gravação mais uma vez para verificar as respostas com a turma. Com a ajuda dos estudantes, escreva as informações corretas na lousa para que todos tenham esse registro no caderno.

3. Reproduza o áudio na íntegra e depois pausadamente para que todos possam realizar a atividade. Nessa discussão, espera-se que o estudante possa associar as ações da pesquisa de Janaína ao empoderamento das mulheres e à importância de uma estrutura sólida para as mães, para que os filhos possam crescer com saúde.

Real life

1. Read Janaína Calu Costa's mini bio. Answer the questions.
 - a) What does she do? *Janaína is an epidemiologist and public health researcher.*
 - b) Where is she from? *Janaína is from Brazil.*
 - c) What is her expertise? *A variety of health issues, including food and nutrition, global health, women's and child health, and gender and ethnic inequalities.*



Janaína Calu Costa

Janaína Calu Costa is an epidemiologist and public health researcher currently holding a position as an Assistant Professor at the University of São Paulo's School of Public Health in Brazil. She has been affiliated with the International Center for Equity in Health in Pelotas, Brazil, since 2015, and with the Department of Global Health and Population at the Harvard T.H. Chan School of Public Health in Boston, USA, since 2022. Janaína earned her MSc and Ph.D. in Epidemiology from the University of Pelotas and her BS in Nutrition from the University of São Paulo. She also completed a research appointment as a Visiting Student Researcher at the Stanford University School of Medicine. Her professional and research expertise spans a variety of health issues, including food and nutrition, global health, women's and child health, and gender and ethnic inequalities, particularly in low- and middle-income countries. Janaína has contributed to national and international organizations, including the General Coordination of Food and Nutrition at the Brazilian Ministry of Health, the Pan American Health Organization, and the World Food Programme.

INTERNATIONAL CENTER FOR EQUITY IN HEALTH. *Team Members*. Pelotas: Universidade Federal de Pelotas, [202-]. Available at: <https://www.equidade.org/members>. Accessed on: May 20, 2024.



2. Listen to Janaína Calu talking about her work. Write in your notebook the sentences that are true and correct the wrong information.
 - a) Janaína was born in Pelotas. *No, she was born in São Paulo.*
 - b) Janaína is interested in investigating how children are affected by gender roles in low-income countries. *X*
 - c) Janaína comes from a rich family. *No, she comes from a low-income family.*
 - d) Janaína's current research studies the effects of malnutrition on mothers and their children. *X*



3. c) Ajude a turma a concluir que o inglês é o idioma mais usado para estudos acadêmicos, pois é considerado uma língua franca.

3. d) Chame a atenção dos estudantes para o fato de que a pesquisadora está focada em comunicar-se diante da comunidade acadêmica e não soa preocupada com questões da variedade linguística que um falante não nativo geralmente carrega ao falar outro idioma.

3. Listen again and answer the questions with a partner.
 - a) In what ways is Janaína helping women? *Personal answer.*
 - b) How does Janaína's life experience help in her field of study? *Personal answer.*
 - c) Janaína speaks English and Portuguese. Why do you think it happens? *Personal answer.*
 - d) Does she sound as a native speaker? Is it important? Explain. *Personal answer.*



4. Match the parts to make true sentences about Janaína in your notebook.

- a) Her career is a result of
- b) She received
- c) Janaína's family
- d) Janaína is a professor at
 - scholarships and awards. *b*
 - the University of São Paulo in Brazil. *d*
 - faced education as the solution for difficulties. *c*
 - many public policies and opportunities in education. *a*



► Think about it

1. Listen to Rose Mathew, a public-school student from India, talking about gender equality. In your notebook, complete her speech with the words from the box.



equal access economic decision needs
prejudices believe improvements opportunities

Gender equality, as defined by Wikipedia, is a state of ease of to resources and regardless of gender, including participation and making is the state of valuing different behaviors aspirations and equally regardless of gender.

I can safely say that not a single country today has yet achieved gender equality. Not one country can say that they place upon the same footing both men and women free from all and stereotypes.

Gender inequality exists in our society today no matter how much we try to dismiss or deny it. Don't me? Well, face the facts. There have been improvements, that is correct, but those are simply baby steps in a cross-country race. Unesco has determined that over 130 million girls are out of school today and that out of the world's illiterates two-thirds of them are women.

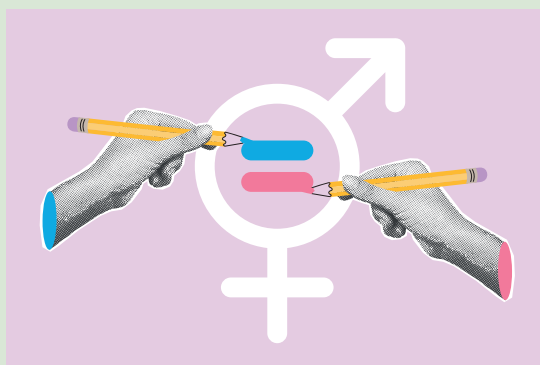
GENDER Equality' Speech by Rose Mathew | Carmel CMI Public School, [Vazhakulam: s. n.], 2019. 1 Video (ca. 4 min). Published by the channel Prime Talks by Weva. Available at: <https://www.youtube.com/watch?v=MGorFzhypqM&t=1s>. Accessed on: May 20, 2024.

- a) Do you agree when Rose says that not one country has achieved gender equality? Why (not)? *Personal answer.*
 - b) What kind of situations do you see in your everyday life that reflect the problem expressed by Rose? *Personal answer.*
2. Read the text from **activity 1** again. Then match each word to its appropriate meaning.

a) ease	• secure position. f
b) regardless	• in spite of. b
c) behaviors	• conduct. c
d) needs	• securely. e
e) safely	• disperse. g
f) footing	• little by little. h
g) dismiss	• facility. a
h) baby steps	• demands. d
 3. Observe the following image and answer.
 - a) In your opinion, what does it mean?
 - b) Is it related to Janaina's and Rose's interests? Explain.

3. a) *Personal answer.* Espera-se que os estudantes concluaem que se trata de uma imagem que pressupõe a igualdade de gêneros.

3. b) Yes, they are because they both talk about gender. Janaina discusses the role of gender in health equity and Rose defends the necessity of gender equality.



uggu/gu/Shutterstock.com

A menção ao nome de empresa nesse contexto pedagógico não tem o intuito de divulgar ou incentivar o consumo dessas marcas, conforme Parecer CNE/CEB nº 15/2000.

1. Nesta reflexão, espera-se que os estudantes possam trazer outras situações decorrentes da desigualdade de gênero enfrentada pelas mulheres, por exemplo: oportunidades de estudo e trabalho, violência doméstica etc.

MORAL COMPASS

Some writers prefer to use the word feminism in the plural form, "feminisms", to better define its meaning in the world today. Why do you think it would be more appropriate to talk about different feminisms?



What can we do to encourage more girls to be interested in science and technology?

1. You and your group are going to brainstorm answers for the title question, then you are going to use a mind map to organize your ideas. Look at the main tips for creating successful awareness campaigns. For each tip, think about what you can do.

Successful awareness campaigns

- Do your research.
- Find your target audience.
- Create your campaign message.
- Choose an ambassador.
- Use different social media channels.
- Include fun posts.
- Advocate for specific actions.
- Create posters and fliers with basic information.

2. With the other group members, think about the steps of the project, the different jobs you will have, and who is going to be responsible for them. Use a chart like the one presented to organize your ideas.



Steps	To do	Person responsible

3. Bons slogans são curtos para serem fáceis de memorizar. Usam palavras simples mas com intensidade no seu significado. Apela para sentimentos e sensações. Às vezes, incluem rima.

3. Part of a successful campaign is creating a catchy name and a slogan. Look at some famous slogans from the LGBTQIAPN+ community. What are some characteristics of good slogans?



4. What are some characteristics of good slogans? What will be the name and the slogan of your campaign? [Personal answers.](#)

USE

The first thing we need is...

Who can make... ?

Who is good at... ?

Who will research... ?

What actions can we take?

What will be the name?

What do you think about... ?

I am not sure this is a good idea / name / topic.

Going deep

Video

We should all be feminists (2013, 30 min). Nesta palestra, Chimamanda Ngozi Adichie fala de seus primeiros passos no feminismo e as reações que recebia sobre seus livros e posicionamentos. Sua fala foi depois registrada em um livro de mesmo título. Disponível em: https://www.youtube.com/watch?v=hg3umXU_qWc. Acesso em: 26 jul. 2024.



Creating catchy memes

1. Do you enjoy browsing memes online? Why do you think they are so popular? 1. Personal answers.
2. Read the following texts and write in your notebook the paragraph that is all true according to them.
 - a) Memes are an attractive and funny combination of short texts and images. That is why they must be present in any campaign.
 - b) If you want to create good memes, you must use one of the free meme makers available online. You should also make sure they are funny and short.
 - c) Memes are a visually attractive way to share an idea. They feature popular images. They should be simple, short, and provoke an immediate reaction. X



What is a meme?

[...]

A meme is quite simply a concept, behavior, or idea that spreads, usually via the internet. Memes most commonly manifest themselves in a visual such as a picture or a video, but it can also take the form of a link, hashtag, a simple word or phrase [...], or even an entire website. [...]

VAUGHAN, P. How to Make a Meme that Will Make People Cry (With Laughter). *Hubspot*, [s. l.], Jun. 21, 2022. Available at: <https://blog.hubspot.com/blog/tabid/6307/bid/33363/memejacking-the-complete-guide-to-creating-memes-for-marketing.aspx>. Accessed on: Mar. 14, 2024.

Creating Memes That Resonate: Tips and Tricks [...]

[...]

Know Your Audience

[...] Understand their interests, sense of humor, and preferred social media platforms. By crafting memes that resonate with your audience, you'll increase the likelihood that they'll be shared and engaged with.

Keep It Simple

[...] Keep your message clear and concise, using images and text that are easy to understand and don't require a lot of explanation. [...]

Emphasize Visual Appeal

Memes are a visual medium, so it's important to create images that are visually appealing and memorable. Use high-quality images and fonts, and experiment with different colors and layouts to create a visually striking meme.

Use Humor Wisely

Humor is a powerful tool in marketing, but it's important to use it wisely. Be sure to keep your humor appropriate for your brand and target audience, and avoid using offensive or controversial humor that could backfire. [...]

KAPOOR, R. Creating Memes That Resonate: Tips and Tricks from Successful Marketing Campaigns. *Medium*, [s. l.], Apr. 30, 2023. Geek Culture. Available at: <https://medium.com/geekculture/creating-memes-that-resonate-tips-and-tricks-from-successful-marketing-campaigns-d9f891ca38b6>. Accessed on: Mar. 14, 2024.

3. Choose a recent meme you liked and analyze it. Show your meme to a classmate and explain your analysis. Personal answers.





Getting it done

1. You are going to create memes and visuals for a campaign.
2. Get into your groups. Consider the following points and come to an agreement on each of them.



CP Adrian Wyld/AP Photo/ImagePlus/Genar Memes

Memes	Posters	Actions
<ul style="list-style-type: none"> • How many memes are we going to make? • What program can we use to create them? • What characters, topics, and TV shows go well with the topic of our campaign? 	<ul style="list-style-type: none"> • Where can we get some ideas and inspiration? • What kind of materials do we need? • Can we think of some good poster phrases about the importance of more female scientists? • Where can we hang the posters? 	<ul style="list-style-type: none"> • What kind of actions (debates, demonstrations, interviews with professionals etc.) can we take to draw attention to our campaign? • Are we going to need to raise funds? If so, how are we going to do it? • Where are we going to share the memes? Hang the posters? • How can we keep a record of people's engagement?

Better together

Sharing jobs and assigning roles

Group roles offer an opportunity for high quality, focused interactions between group participants. Participants are more likely to stay on task and pay closer attention to the task at hand when their roles in the collaboration are clear and distinct.

Tip

- Respect each other's jobs.
- Offer help and ask for help if you need it.
- Always inform the other group members of your progress.

WASHINGTON UNIVERSITY IN ST. LOUIS. *Using Roles in Group Work*. St. Louis: Washington University in St. Louis, c2024. Available at: <https://ctl.wustl.edu/resources/using-roles-in-group-work/>. Accessed on: Mar. 14, 2024.

Showing what we've got



1. Present your project to your classmates.
 - a) Get prepared: What is the best way to begin your presentation?
 - b) How are you going to keep the audience's attention?
 - c) Resources: Have you got everything you need?
 - d) Audience: Have you invited anybody other than your classmates to watch your presentation?
 - e) During the presentation:
 - Interact and make eye contact with your audience.
 - Show a confident body language.
 - Keep track of time available for your presentation.
 - Speak slowly and take deep breaths to avoid anxiety.
 - Finish thanking your audience for listening.
 - Open for questions.
2. Use these rubrics to help you give meaningful feedback to the other groups in your class. Remember that the campaign should gather the best ideas from all the groups.
 - a) Title and slogan: Are they catchy and meaningful?
 - Excellent
 - Good
 - Needs improvement
 - b) Campaign actions: Are the ideas for actions attractive to the students? Will students be interested in the campaign?
 - Excellent
 - Good
 - Needs improvement
 - c) Memes and posts: Are they fun and short? Can people quickly understand them?
 - Excellent
 - Good
 - Needs improvement
 - d) Overall impression: Did the group members put effort and dedication into the project?
 - Excellent
 - Good
 - Needs improvement



USE

Hello, everybody, I am...
Today we would like to share with you...
The idea for our project came from...
We thought we could...
Here you can see...
We decided that...
We made these...

3. Still in groups, talk about the experience of creating and presenting a meme. Would you change anything? Share your impressions with the other classmates. *Personal answer.*



Learning about female representation from the movies

1. Read the review about *Queen of Katwe* and write in your notebook the sentences you can infer about the movie.
 - The movie is based on a true story. **x**
 - Most people hated the movie.
 - The movie is a princess story.
 - The story takes place in an African country. **x**
 - The movie is about a boy who plays chess.
 - The movie is about sports.
 - The main character in the movie is rich.
 - The movie has a tragic ending.
2. Read the review again. Go back to **activity 1** and rewrite the parts of the text that helped you in your conclusions.



VOCAB

impoverished: empobrecida
slum: favela
struggle: luta
wit: astúcia, inteligência, sagacidade

“Queen of Katwe” is the colorful true story of a young girl selling corn on the streets of rural Uganda whose world rapidly changes when she is introduced to the game of chess [...].

For 10-year-old Phiona Mutesi (Nalwanga) and her family, life in the **impoverished slum** of Katwe in Kampala, Uganda, is a constant **struggle**. [...] When Phiona meets Robert Katende (Oyelowo), a soccer player turned missionary who teaches local children chess, she is captivated. [...] Phiona is impressed by the intelligence and **wit** the game requires and immediately shows potential. [...] As Phiona begins to succeed in local chess competitions, Katende teaches her to read and write [...].



WEINTRAUB, S. Director Mira Nair on the Incredible True Story of the ‘Queen of Katwe’. *Collider*, [s. l.], Sep. 27, 2016. Available at: <https://collider.com/mira-nair-queen-of-katwe-interview/>. Accessed on: Aug. 15, 2024.

3. Learn and share.
 - Search online for other examples of movies about girls' success stories in areas where there is little female representation.
 - Watch the movie and select your favorite scenes.
 - Present a brief synopsis of the movie to your classmates.
 - Explain why the movie can inspire girls to pursue a career or dream.
4. Why is it important for girls and boys to see women playing the roles of scientists in movies? In your opinion, what other areas of entertainment should have more female representation?



4. Personal answers. É importante conduzir a discussão da mesma forma como tem sido apresentado o problema do machismo e da misoginia ao longo da unidade. Instigue os estudantes a relacionar o aumento do protagonismo feminino no cinema à luta das mulheres por melhores condições de trabalho e por políticas públicas que visem à equidade na competição por lugares de liderança.

USE

The movie I watched is called...
 It is about a... from... who...
 I chose this movie because...
 I think this movie can be inspiring to girls because...
 I recommend / do not recommend this *movie* because...

Review

2. a) We often use possessive 's or s' when we talk about family and friends.

2. b) We also use possessive 's or s' to say that something belongs to someone.

2. c) When it is one person who owns something, we usually use 's.

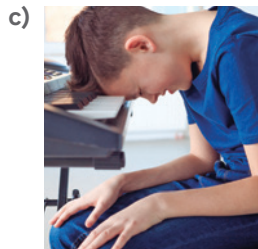


1. Look at the pictures and write sentences in your notebook. Use the words and the appropriate form of the verbs from the box to describe the ideas expressed in each image. Possible answers:

hate love can't stand like



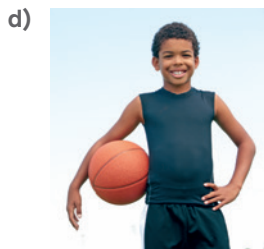
He loves cooking.



He hates playing the piano.



She can't stand doing the dishes.



He likes to play basketball/
He likes playing basketball.

2. Read the sentences and match each of them to a specific genitive case use.

- | | |
|---|---|
| a) Grandma and Grandpa are my mum's parents. | • When it is one person who owns something, we usually use 's. |
| b) Kim's hair is very long. She's got long, black hair. | • We also use possessive 's or s' to say that something belongs to someone. |
| c) Our friend's car is red. She loves it. | • We often use possessive 's or s' when we talk about family and friends. |

3. Observe the image and answer in your notebook.

- a) It's is related to the discussion.

- gender gap X
- the feminist



- b) Why do you believe the dice is in between the equality and difference sign? What idea is implied?

- That women and men are not in the same footing. X
- We haven't reached equality yet. X
- There is equality between men and women.

My progress

Leia com os estudantes o boxe **My progress** para que reflitam sobre tudo o que estudaram até aqui. Ajude-os a pensar sobre como podem melhorar técnicas e estratégias a fim de aprimorar habilidades.



How has your learning progress been so far, on a scale of 1 to 5?

Reading skills

- Scan texts to find answers for specific questions.
- Make inferences from images or context.
- Use reading strategies combined to understand propositions.

Listening skills

- Understand explanations about a methodology.
- Identify specific information in an oral text.
- Learn about cultural traditions.
- Understand speeches about gender equality.

Speaking skills

- Describe a technological product.
- Talk about climate change.

- Share information about some cultural aspects of different countries.
- Make a presentation of project ideas.

Language skills

- Use possessive adjectives in common speeches.
- Use the genitive case to show possession.
- Use the verb + gerund/to-infinitive to talk about common situations.
- Use different forms of giving and accepting opinions.

Writing skills

- Create an invitation for a STEAM event.
- Write a poster for an environmental cause.
- Create a comic strip about a country or culture.
- Write a catchy meme.



Tolga Dogan / iStockphoto.com



PART

C

Think ahead

Os temas abordados na Parte 3 são:

- Welcome unit
- Unit 17: 21st century skills
- Unit 18: Digital nomads
- Unit 19: New professions
- Unit 20: Project – How can we measure happiness?
- Unit 21: Self-awareness
- Unit 22: Health and well-being
- Unit 23: Journaling
- Unit 24: Project – How do we fight ageism?

Welcome unit

1. Respostas pessoais. Espera-se que os estudantes citem a importância de descansar após o trabalho, de ter um *hobby* e de passar tempo com a família. O equilíbrio entre a vida pessoal e a vida profissional é essencial para que uma pessoa seja bem-sucedida em ambas as áreas.

1. Read the following article extract. How can personal and professional growth be balanced? Discuss with a classmate and give some examples.



VOCAB

aiming: buscar
for instance: por exemplo
growth: crescimento

2. Respostas pessoais. Espera-se que os estudantes relacionem o que foi discutido na **atividade 1** com as dicas apresentadas na parte final do texto.

VOCAB

boost: turbinar
flow: fluxo
self-awareness: autoconsciência
shape: forma
wellness: bem-estar

3. Female workers, especially leaders, who are looking for personal and professional growth balance.

4. Respostas pessoais. Seguem alguns exemplos do que pode ser mencionado pelos estudantes:

Mental Health: Learn a new language/ to play an instrument. Read. Play board games.

Spirituality: Say mantras. Learn about different religions. Help the local church. Volunteer at an NGO.

Emotional Growth: Think before acting. Read biographies of influential people. Make notes about everyday situations and how you could make things different.

Social Wellness: Have a picnic. Go to the park with friends. Spend time with family. Organize a non-profit event.

Physical Health: Play soccer. Do yoga at home. Prepare meals. Sleep 8 hours each night.

Integrating Personal & Professional Growth to Maximize Your Potential

Balanced **growth** refers to personal and professional development happening simultaneously. **For instance**, a person may aspire to advance professionally by taking on a higher role in their organization while also prioritizing their mental health to grow personally. As both types of progress complement each other, **aiming** for balanced growth can lead to significant improvements in multiple aspects of life.

2. Now read another part of the article. Did you mention these areas in **activity 1**? What different aspects would you add to your answer?



Here are five main areas to look at if you want to combine your personal growth with your professional growth:

1. Mental Health: Your mental health affects the way you think and learn. Improving it can make you a more adaptable worker. Try learning new things, advancing your skills, and experimenting with your mental abilities to increase productivity and **boost** your self-esteem.

2. Spirituality: Spirituality can mean different things to different people, and it's not always religious. Yes, for some it involves going to church and studying religious texts, but for others, it might mean taking time to appreciate nature and the universe's **flow**. What's important is that you feel a sense of meaning and purpose in your spiritual pursuits.

3. Emotional Growth: Having a solid sense of **self-awareness**, that is understanding and managing your feelings, is a crucial part of personal growth. You could try to journal, meditate, attend therapy, or just be mindful of how you're feeling at any given moment.

4. Social Wellness: As a busy adult, it can be tough to find time for your friends and family. But human interaction is vital for our well-being, so don't neglect it! Try scheduling some time to chat with a friend, go out for coffee with a colleague, or attend an event with someone you care about.

5. Physical Health: Taking care of your physical health ensures that you can keep growing professionally. Make sure you're eating healthy, getting enough sleep, staying hydrated, and incorporating daily movement to keep yourself in good **shape**.

SIRAWSKY, N. Integrating Personal & Professional Growth to Maximize Your Potential. *In: WOMEN'S LEADERSHIP TODAY*. [S. l.], c2024. Available at: <https://www.womensleadershiptoday.com/integrating-personal-professional-growth-to-maximize-your-potential>. Accessed on: Mar. 4, 2024.

3. Considering its content and where it was published, who is the text's target audience?
4. Work in pairs. Copy this chart in your notebook. Add examples of activities you can do in the five areas presented in the text to work on your personal growth.



Mental Health	Spirituality	Emotional Growth	Social Wellness	Physical Health

5. People who can study and learn things by themselves are considered "self-taught". Do you consider yourself a self-taught person? Why (not)?



5. Resposta pessoal. Alguns estudantes podem reconhecer que aprendem facilmente de maneira autônoma, lendo livros ou assistindo a vídeos. Já outros podem reconhecer que possuem dificuldade de aprender sozinhos e que se sentem mais capazes quando alguém os ensina ou orienta no aprendizado.

6. Technology has helped self-taught people to have faster access to content. Look at the following list of courses. What do you think each one is about? In your notebook, write a suggestion in Portuguese.



6. Leia cada item com os estudantes e estimule-os a levantar hipóteses sobre o que cada título aborda. Em seguida, proponha a eles que façam uma pesquisa no laboratório de informática ou no celular, para confirmarem ou não as hipóteses.

- a) *Como estabelecer planos para o futuro.*

Preparing For Your Future: Your Career Plans And Goals

YOUR Career Plans And Goals. *In: YOUTH EMPLOYMENT.* Kettering, c2024. Available at: <https://www.youthemployment.org.uk/courses/your-career-plans-and-goals/>. Accessed on: Jun. 18, 2024.

- b) *Como os adolescentes podem lidar com a ansiedade.*

Youth Mental Health: Helping Young People with Anxiety

YOUTH Mental Health: Helping Young People with Anxiety. *In: CLASS CENTRAL.* [S. l.], c2024. Available at: <https://www.classcentral.com/course/youth-mental-health-9079>. Accessed on: Jun. 18, 2024.

- c) *Cinema e mídia.*

Film & Media

FILM & Media. *In: GLOBAL NOMADS GROUP.* [S. l.], c2024. Available at: <https://gng.org/courses/film-and-media/>. Accessed on: Jun. 18, 2024.

- d) *Direitos Humanos.*

Human Rights

HUMAN Rights. *In: GLOBAL NOMADS GROUP.* [S. l.], c2024. Available at: <https://gng.org/courses/human-rights/>. Accessed on: Jun. 18, 2024.

- e) *Fome no mundo.*

Global Hunger

GLOBAL Hunger. *In: GLOBAL NOMADS GROUP.* [S. l.], c2024. Available at: <https://gng.org/courses/global-hunger/>. Accessed on: Jun. 18, 2024.

7. Now match each course from **activity 6** to its corresponding picture.

(d)



Jacob Lund/Shutterstock.com

(e)



Africa Studio/Shutterstock.com

(c)



LightField Studios/Shutterstock.com



Ijubaphoto/Stockphoto.com

(b)



FG Trade/Stockphoto.com

(a)

8. Respostas pessoais. Os estudantes podem escolher livremente entre as opções, justificando a escolha feita. É importante destacar que cursos podem oferecer aplicações práticas no dia a dia deles, ajudando-os a se preparar para o mercado de trabalho, por exemplo.



8. Talk to a classmate. Which of the courses in **activity 5** would you like to take? Why?
9. How can courses help you professionally? Can they have an impact on your personal growth as well? How?



9. Respostas pessoais. Espera-se que os estudantes indiquem atividades de lazer que estejam, de alguma forma, relacionadas aos cursos. Se desejarem, eles podem retomar o quadro que criaram na **atividade 4** para usar as atividades mencionadas como exemplos.

Set of abilities and competencies that are essential for success in the modern world.

Andranik Hakobyan/Stockphoto.com



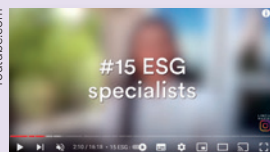
Going deep

▼ Videos

17 Most in-demand jobs for the next 10 year (and jobs that have no future) (2022, 16 min).

Neste vídeo, Marina Mogilko discute quais são as 17 profissões do futuro e as 7 que podem desaparecer nos próximos 10 anos. A *influencer* também menciona as prováveis faixas salariais dessas carreiras e o crescimento, em percentuais, na demanda por profissionais das áreas. Disponível em: <https://www.youtube.com/watch?v=R1vIDEh817k>. Acesso em: 22 maio 2024.

Silicon Valley Girl/
Youtube.com



What are the top IT skills for 2030 from expert predictions | Future tech (2023, 15 min).

O vídeo comenta algumas previsões relacionadas a habilidades de TI para 2030, abrangendo as últimas tendências para profissionais diversos da área, desde analistas de dados até desenvolvedores de *software*. Disponível em: <https://www.youtube.com/watch?v=srz2WlI4gmQ>. Acesso em: 5 mar. 2024.

Tiff In Tech/Youtube.com



21st century skills



Infográfico
Quality
education

► Think about it

1. What do you understand by skills? What skills do you have?
2. Do you believe that the skills we need today are different from those we needed in the past? In what sense?
3. Nowadays, what do you need to highlight? What skills do we need to develop? Why?

Respostas pessoais. Espera-se que os estudantes reflitam sobre o conceito de habilidades, reconhecendo as que possuem, quais precisam desenvolver e de que maneira a sociedade atual demanda habilidades específicas diferentes das do passado.

Objetivos

Nesta unidade, você vai:

- ler e compartilhar ideias sobre habilidades necessárias no século XXI;
- melhorar a compreensão de leitura fazendo conexões;
- compreender e aplicar o *present perfect* para expressar ações passadas e sua conexão com o presente usando *for*, *since*, *already* e *yet*;
- ouvir um relato sobre como melhorar nossas habilidades comunicativas;
- entender e falar sobre *hard* e *soft skills* e como podemos melhorá-los;
- entender as características de manchetes e elaborar um texto desse gênero.

SKILLS



Before reading



metamorworks/Shutterstock.com

A female engineer operating a hologram screen.

1. Who wrote this text? Where was it published? [G. L. Toresson. It was published on Forbes website.](#)
2. Look at the image. How does it relate to the title of the text? [It shows the connection between AI and the jobs of the future.](#)
3. How does the idea of using AI in different professions make you feel? [Personal answer.](#)
4. How is AI being used nowadays? Choose two or three examples and discuss them with a classmate. [Personal answer.](#)

VOCAB

fast-paced:

rápido

forefront:

vanguarda

growing:

crescimento

make a living:

ganhar a vida

stirred: agitou

ultimately:

finalmente

venture: arriscar

The Effects Of AI On Careers And Leadership In The Passion Economy

Artificial Intelligence (AI), to many a science fiction concept, has recently affected possibly every industry, not least the rapidly **growing** passion economy. With the access to platforms becoming more democratized in the digital world, this economy has allowed a new generation of creators to **make a living** and voice their opinions. As we step into a new era in the **fast-paced** digital development, many people ask themselves: How will AI shape the future of my industry?

Some of the biggest changes to come are already upon people working in social media or content. From automated media generation to monetization and artificial influencers, the people in the **forefront** have been creative, to say the least.

Based out of Berlin, Julian van Dieken is a digital creator and educator, who integrates some of the latest tools into his media productions, workshops and creative processes. He believes education to be in the center of the development: "One of the most important skills of the 21st century is exploratory learning. Artificial intelligence technology is moving so fast that there's no other way than to constantly adapt to new changes. Creators who embrace this fact will be the ones who discover new methods, new ways of expressing themselves, and **ultimately** create work that we cannot even imagine today."

[...]

Viewed as opportunity by some, and risk by others, AI has clearly **stirred** the way of working for creators. From a macro perspective, the intersection of AI and the creator economy represents a, if not the most, significant shift in how we interact with digital content. As we **venture** forward, it will be interesting to see how this space evolves.

TORESSON, G. L. The effects of AI on careers and leadership in the passion economy. *Forbes*, [s. l.], Aug. 10, 2023. Available at: <https://www.forbes.com/sites/gustavlundbergtoresson/2023/08/10/the-effects-of-ai-on-careers-and-leadership-in-the-passion-economy/?sh=6580dc4ba903>. Accessed on: Jun. 14, 2024.

While reading



- Skim the text and write in your notebook what we can say about the use of AI.
 - AI has changed the way people create content. **X**
 - AI has put an end to creative work.
 - AI is not being used for content creation.
- Read the text again and answer **true** or **false**.
 - AI is seen universally as a positive development for the way creators work. **False.**
 - AI has recently affected nearly every industry, including the rapidly growing passion economy. **True.**
 - The text suggests that the future of AI in the passion economy is predictable and clear. **False.**
 - Automated media generation and artificial influencers are some of the changes already happening in social media and content creation due to AI. **True.**
- Read the text again and rewrite the false statements from **activity 2** using true information. Then check with a classmate. **3. a. AI is seen as an opportunity by some and a risk by others. c. The text suggests that the future of AI in the passion economy is unpredictable and evolving.**
- Read the text and choose the best meaning for the words.
 - Significant
 - important **X**
 - irrelevant
 - Perspective
 - prejudice
 - viewpoint **X**
 - Evolve
 - develop **X**
 - relate
 - Embrace
 - hug
 - accept **X**
 - Express
 - convey **X**
 - send



1-4. Respostas pessoais. Espera-se que os estudantes relacionem o que leram/ouviram sobre o tema com o texto da seção, refletindo sobre a própria experiência com a inteligência artificial e sobre as habilidades necessárias para dominar as ferramentas de IA.



Post-reading

- O que você já leu sobre o uso de inteligência artificial? O que você descobriu nessas leituras?
- Alguma informação lhe despertou mais a atenção no texto? Se sim, qual?
- Você já utilizou alguma ferramenta de inteligência artificial em sua vida pessoal ou profissional? Descreva sua experiência e como ela se relaciona com as mudanças discutidas no texto.
- Em sua opinião, são necessárias habilidades específicas para utilizar a IA? Se sim, quais? Você acredita que o conhecimento de inglês é uma delas? Explique.

Reading strategies

Making connections

Fazer conexões de ideias durante a leitura é uma estratégia poderosa que envolve relacionar o texto com experiências pessoais, outros textos e o mundo ao redor. Ao comparar e contrastar diferentes textos e experiências, desenvolvemos habilidades de pensamento crítico e de análise, facilitando a memorização e aprofundando a compreensão do conteúdo lido.

As atividades desta seção ajudaram você nesse sentido? Discuta com um colega e compartilhe suas impressões com a turma.

Going deep

Books

Employed for Life:

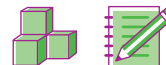
21st-Century Career Trends,

de Tracey Wilen-Daugenti, Courtney L. Vien e Gary Daugenti (Editora Peter Lang, 2013). Primeiro livro a explorar o tema de desenvolvimento de carreira, do ponto de vista gerencial. Por meio de pesquisas, os autores fornecem percepções de como a natureza do trabalho está mudando e a importância de planejar uma carreira.

Primeiro livro a explorar o tema de desenvolvimento de carreira, do ponto de vista gerencial. Por meio de pesquisas, os autores fornecem percepções de como a natureza do trabalho está mudando e a importância de planejar uma carreira.

World Without Mind: The Existential Threat of Big Tech,

de Franklin Foer (Penguin Books, 2017). O livro aborda questões complexas relacionadas ao domínio das grandes empresas de tecnologia sobre nossas vidas e pensamentos, revelando como elas moldam nossas opiniões, influenciam nossas decisões e controlam o fluxo de informações a que temos acesso.



Present perfect

1. Look at the example from the text on **page 188**. Then answer the questions in your notebook.

From automated media generation to monetization and artificial influencers, the people in the forefront **have been creative**, to say the least.

AI **has** clearly **stirred** the way of working for creators.

- Are the sentences about the past or the present? **Past**.
- Can we say the process described in the first sentence is finished? **No**.
- Is it possible to know when AI stirred the way of working for creators? **No**.

2. Read the following charts to understand the uses of the present perfect.

- Eventos que começaram e terminaram no passado, mas que têm uma conexão com o momento presente, por meio de um resultado.



- I've prepared my prompts, so I'm waiting to be called.

- I have passed the test. Look, the results.

- Situações que começaram no passado e continuam até o momento presente.

- I've known her for years. We met at school.
- They have been friends for a long time. (They are friends.)



3. Observe as sentenças. Qual é a explicação apropriada para cada uma: **a** ou **b**?

- Dan **has crashed** the car. There's a dent in the passenger door. **a**
- He **has learned** how to use a tablet since he was a child. (He is an adolescent and still does it.) **b**
- Mel **has given** me a fairwell party. I'm going to study languages abroad. **a**
- We **have studied** for over three hours and have not finished yet. **b**

4. Read the comic strips. In your notebook, match the appropriate use for each underlined word.

- + period of time. **for**
- + point in time. **since**

The Grizzwells, © 2012 Bill Schorr / Dist. by Andrews McMeel Syndication for UNITED MEDIA



SCHORR, B. The Grizzwells. In: GOCOMICS. [S. l.], 2012. Available at: <https://www.gocomics.com/thegrizzwells/2012/01/20>. Accessed on: Mar. 4, 2024.



BROWNE, C. Hagar. In: BRAINLY. [S. l.], 2020. Available at: <https://brainly.com.br/tarefa/25985409>. Accessed on: Mar. 4, 2024.

5. Read the box **Tip** to understand the uses of **since** and **for** with the present perfect. Then copy and complete the sentences with one of them.

- We have taught at this school a long time. **for**
- They have been improving their soft skills over a year now. **for**
- She has called over a hundred times I last saw her. **since**
- They have been at the hotel a week. **for**
- They have been at the hotel last week. **since**

Tip

For and since

- For:** Define um período de tempo.
I have studied here **for five years**.
- Since:** Define quando a ação ou evento começou. A ação ainda não terminou.
They have been married **since April 5th, 2020**.

6. Read the sentences and observe the underlined words. Then answer the questions in your notebook.

- She has already won a medal.
 - She has never won a medal.
 - Has she ever won a medal?
 - Has she already won a medal?
 - She hasn't won a medal yet.
- When can we use "already"? **Affirmative and interrogative sentences.**
 - Can "ever" be used in questions? **Yes.**
 - Do we use "yet" in negative sentences? **Yes.**
 - Which words are used in negative sentences? **Yet and never.**
- Complete the sentences with **ever, already, never** or **yet**.
 - Have you written any papers for a scientific journal? **ever / already**
 - He has developed soft skills. **already / never**
 - She has used a credit card to pay for her course. **never / already**
 - Have you made your homework? **yet**
 - Has he seen you? Why hasn't he come around? **already / yet**

Tip

Present perfect forms

- Affirmative form**
Subject + have/has + main verb in Past Participle + complement.
• I have listened to a scientific podcast.
• He has listened to a scientific podcast.
- Negative form**
Subject + have/has + not + main verb in Past Participle + complement.
• I haven't (have not) listened to a scientific podcast.
• He hasn't (has not) listened to a scientific podcast.
- Interrogative form**
Have/Has + subject + main verb in Past Participle + complement
• Have you listened to a scientific podcast?
• Has he listened to a scientific podcast?

8. Ajude os estudantes a concluir que o passado simples é usado quando a ação começou no passado e terminou nele, sem continuidade no presente. Auxilie-os a perceber que o presente perfeito é usado quando a ação começou no passado e ainda tem relação com o momento atual. Por esse motivo os marcadores temporais são tão importantes, pois nos ajudam a identificar que tempo verbal empregar.

8. Match the questions with the answers.

- Have you ever been to Berlin? **b**
 - How long have you been home? **a**
 - How many days were you in Berlin? **c**
- I've been here for three weeks. **b**
 - I've studied there, actually. **a**
 - I was there for five days. **c**

9. Simple past or present perfect? Copy the chart in your notebook and write the phrases in the appropriate box.

up to now on my birthday three months ago
recently in the last decade during her lifetime
last summer lately over the past five years or so
for three months since the war

Simple past	Present perfect

Simple past: three months ago / in the last decade / during her lifetime / last summer / on my birthday

Present perfect: up to now / over the past five years or so / for three months / recently / lately / since the war

Listening



fizkes/Shutterstock.com



1. Observe the image. Answer the questions and talk to your classmate.
 - a) What is she doing? *She is making a presentation.*
 - b) Does she look nervous? *Personal answer.*
 - c) Do you like to speak in public? Why (not)? *Personal answer.*
 - d) Do you believe body language is an important factor in communication? Explain. *Personal answer.*



2. This audio is an excerpt from a video that aims to teach some basic communication foundation skills. Listen to it and answer: What do you have to do when you first meet someone?

- try to understand the person's feelings. *X*
- Just label someone by looking at them.
- Observe the person's body language. *X*

5. It is important to consider their plans, goals, and intentions.

6. Respostas pessoais. Espera-se que os estudantes comparem o conteúdo do áudio com o que eles sabem a respeito do tema, de modo a refletir sobre os costumes brasileiros e de outros países e, compreendendo como a comunicação pode ou não ser bem-sucedida, de acordo com cada contexto e cultura. Incentive-os a refletir sobre a língua inglesa no mundo do trabalho no papel essencial que possui atualmente e que possuirá no futuro para a comunicação entre pessoas de diferentes países.



3. What does the speaker say about body language aspects? Listen to the recording again and complete the idea.

- So you have to look at their ::::::::::::::, their ::::::::::::::, their :::::::::::::: expression, their non-verbal ::::::::::::::. *posture, gesture, facial, behavior*

4. Go back to **activity 3**. Do you pay attention to these aspects when you first meet someone? Do you try to understand their perspective? Explain. *Personal answer.*

5. The speaker says it is important to consider three things to improve your communication abilities. What are they? Listen to it and write the answers in your notebook.

6. Discuss with a classmate. *Personal answers.*

- a) Do you believe that the tips mentioned in the audio would work when interacting with people of any culture?
- b) Have you ever used any of the tips mentioned before? How did it go?
- c) What communication aspects do you think are important when talking to someone from the same country as you? And from abroad?
- d) In future workplaces, do you believe speaking English will be an important skill to better communicate with people from any country?



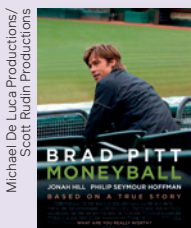
Going deep

Movies

Spoiled Brats, de Nicolas Cuche (Apollo Films, 2021, 95 min.). Comédia francesa em que um bilionário finge estar falido para ensinar uma lição aos filhos. O enredo nos mostra como podemos evoluir diante de novos desafios.



Palatine Ecole 17, TMC



Michael De Luca Productions/
Scott Rudin Productions

Moneyball, de Bennett Miller (Columbia Pictures, 2011, 133 min.). Com base em uma história real, o filme trata da importância das *soft skills* para um líder: ouvir conselhos, aceitar opiniões e redirecionar os rumos, quando necessário.

Speaking

3. Personal answer. Some examples of hard skills: experience with softwares, data analysis, website development etc. Some examples of soft skills: decision-making, organization, work ethic etc.



4. Circule pela sala de aula e ajude os estudantes a compor a própria lista. Estabeleça um tempo e peça que compartilhem suas impressões com os colegas, justificando suas respostas.

1. Read the text. Then complete the following sentences in pairs.

Hard Skills vs. Soft Skills: They Both Matter

What are soft skills and hard skills?

Soft skills are those skills that come naturally and uniquely to everyone. These include leadership, effective communication, teamwork, time management, motivation and adaptability.

On the other hand, hard skills are those that are gained through hands-on experience, training, or education. Hard skills include things like **accounting**, Microsoft Excel, typing, **copywriting**, or computer programming. [...]

LONG, B. Hard Skills vs Soft Skills: Definitions & Examples. Available at: <https://insightglobal.com/blog/hard-skills-vs-soft-skills/>. Accessed on: Jul. 30, 2024.

- a) You can acquire skills through formal education. **hard**
- b) skills are related to personality traits. **soft**
- c) Speaking effectively is considered a skill. **soft**

2. Read the title of the text. What's the best synonym for the word **matter** in this context?

- problem
- important X

3. Can you think of other examples of hard and soft skills?
4. Make a list of hard skills you are good at and compare it to your friend's.
5. What's your strongest soft skill? Talk to a friend about it.
6. Do you consider yourself a good speaker? How do you feel when you have to speak in public? **Personal answer.**
7. Discuss in small groups:
 - a) Is there a skill you would like to improve? **Personal answer.**
 - b) Is it a hard or a soft skill? **Personal answers.**
8. Discuss with a classmate. If you were to develop a skill considering the profession you want to pursue, which one would you choose? Why?

USE

What do you think about...?
What's your view on...?
In my opinion/view, ...
It seems to me (that)...
I would like to improve...



NOW YOU

Role-play a job interview. One of you will be the interviewer and the other, the job candidate who should ask for more information about the job, including when to start, the working hours, and the skills needed for it. Then swap pairs, choose another job, and apply for it.



Sample dialogue

Student A: Would you like to take the post of...

Student B: Yes, I would like it very much.

Student A: What about...?

Student B: It sounds good. What skills are required for the job?

Student A: You need to...

Student B: Great!

Student A: When can you start?

Now you. Para praticar o diálogo, oriente a turma a pesquisar profissões em ascensão ou algumas das mencionadas ao longo da unidade. Circule pela sala de aula a fim de auxiliar os estudantes com o vocabulário e com a elaboração do novo trecho.



1. Read these headlines. They are both about
 - the professional area. **X**
 - the academic field.

a)

CAREERS

The Crucial Edge: The Importance of Communication Skills in Today's Job Market

Aug. 18, 2023

HALDER, A. *The Crucial Edge: The Importance of Communication Skills in Today's Job Market*. [S. l.], Aug. 18, 2023. LinkedIn. Available at: <https://www.linkedin.com/pulse/crucial-edge-importance-communication-skills-todays-job-arghya-halder/>. Accessed on: Jun. 16, 2024.

b)

SKILLS AND COMPETENCIES

Problem solving: the mark of an independent employee

Aug. 24, 2023

LEWIS, A. *Problem solving: the mark of an independent employee*. In: TARGET JOBS. [S. l.], Aug. 24, 2023. Available at: <https://targetjobs.co.uk/careers-advice/skills-for-getting-a-job/problem-solving-mark-independent-employee>. Accessed on: Jun. 16, 2024.

3. Ajude a turma a identificar que as manchetes (*headlines*) são sucintas, sendo comum fazer omissões de diferentes termos da oração, como preposições, conjugações verbais e até mesmo de verbos auxiliares como o *to be* (ser e estar).

4. Possible answer: people looking for a job, people looking for improvement of skills, employees who want to be updated.

2. Communication skills and problem solving mentioned in the headlines are considered
 - hard skills.
 - soft skills. **X**
3. What is correct to say about the headlines? Write in your notebook the appropriate statements.
 - They contain objective and short verbs. **X**
 - Their information must match the text objective. **X**
 - Only the first word and proper nouns are capitalized.
 - There isn't a period at the end. **X**
 - They provide details.
 - They contain names when they're prominent. **X**
4. What people could be interested in texts presented by the headlines?
5. Now it's your turn to write a headline.
 - a) Think of a job mentioned in the unit. Make a list of the important skills for this role.
 - b) Choose your target audience, for example, teens, adults, someone applying for their first job, etc. Think of the words that will better draw your audience's attention.
 - c) Write your headline. Make it specific and clear.
 - d) Exchange your headline with a classmate for suggestions.
 - e) Do the adjustments if necessary and post your headline in the classroom social media.

Tip

Remember to use the appropriate verb form to deliver your message and make sure your headline is engaging and unique.



1. Enem (2023)



Disponível em: www.cartoonstock.com.
Acesso em: 25 out. 2021.

Ao retratar o ambiente de trabalho em um escritório, esse cartum tem por objetivo

- a) criticar um padrão de vestimenta.
- b) destacar a falta de diversidade. **X**
- d) elogiar um modelo de organização.
- e) salientar o espírito de cooperação.

2. EN-RJ (2016) Choose the correct option to complete this novel excerpt.

“Where is Louisia?”, shouted Paul.

“Paul”, said Mrs Schobert softly [...] “Louisia has not nor She has not home – yet. I am sorry. I don’t know what to think.”

(HOOD, P. F. F.; HOOD, C. L. *Tomorrow, soldier*. Part Three: Himmler’s Gas Station. An autobiographical novel in four parts. Milton Keynes: UK. Author House, 2007, p. 40.)

- a) called/wrote/come
- b) called/wrote/came
- c) call/wrote/came
- d) call/written/came
- e) called/written/come **X**

3. Enem (2019)

NYPD 911 OPERATORS

Opportunities as a Police Communications Technician

Police Communications Technicians (911 Operators/Radio Dispatchers)

Starting Salary: \$33,162 and can increase to \$44,899

Requirements:

1. Four year high school diploma.
2. New York City residency is required within 90 days of appointment.
3. Must be able to understand and be understood in English.
4. Must pass a drug screening.

APPLICATION FEE: \$47.00 – Payable on the day of the test.

Disponível em: www.nypdcivilianjobs.com.
Acesso em: 17 out. 2013.

Neste anúncio de emprego no Departamento de Polícia da cidade de Nova Iorque, um dos requisitos para se preencher a vaga é

- a) ser capaz de se comunicar em inglês. **X**
- b) pagar a taxa de inscrição antecipadamente.
- c) morar em Nova Iorque por 90 dias após o teste.
- d) ser experiente na área de combate às drogas.
- e) ter diploma de ensino médio há quatro anos.

2. A alternativa **e** está correta, pois as lacunas devem ser preenchidas com a forma adequada do particípio passado dos verbos. O tempo verbal que deve ser utilizado é o *present perfect simple*, em razão do uso do auxiliar *has* e do advérbio *yet* (ainda).

3. A alternativa **a** está correta, pois, segundo o texto, “*must be able to understand and be understood in English*” (deve ser capaz de compreender e de se fazer compreender em inglês).



Self-Assessment

Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Aprendi e refleti sobre habilidades importantes para o século XXI.
- Usei o *present perfect* com *for* e *since already* e *yet* para falar de ações ocorridas no passado e que de alguma forma se relacionam com o presente.
- Entendi um relato sobre empregos do futuro e empregos que podem desaparecer.
- Conheci e troquei impressões sobre os *hard* e *soft skills*.
- Estudei e elaborei manchetes sobre habilidades profissionais.

Going deep

▼ Movie

Into the Wild, direção de Sean Penn (Paramount Vantages, 2007, 148 min.). O filme é baseado na história real de Christopher McCandless. A obra narra a jornada do rapaz, que abandona uma vida convencional e parte rumo ao Alasca, em busca de liberdade e de desafiar-se em meio à natureza.

Road Entertainment/Square One C.I./Linson Film



▼ Book

A revolução do trabalho remoto: um guia para o sucesso de equipes que trabalham de qualquer lugar, de Tsedal Neeley (Editora Benvirá, 2021). O livro explora os desafios e as oportunidades associados a uma nova forma de trabalho e de gestão com *insights* sobre como as organizações podem adotar e otimizar o trabalho remoto para alcançar o sucesso.

Editora Benvirá



18

Digital nomads

1. Espera-se que os estudantes percebam que a moça está trabalhando em uma área externa, fora de um escritório, provavelmente com uma conexão de internet sem fio. Comente com a turma que esse é um dos principais pontos de transformação recente na forma de trabalho: a ascensão do trabalho híbrido – que é a combinação entre trabalho remoto e presencial.



► Think about it

1. Look at the image. What has changed or is constantly changing in the work field?
2. How have (recent) work changes impacted on your family or acquaintances? What are these changes? Name a few.
3. How do you imagine your work routine? Do you believe it will be similar to the trajectory of your family? Explain.

2. Personal answer.

3. Auxilie a turma a refletir fazendo perguntas como: Vocês acreditam que terão de ir até a empresa para trabalhar? Ou acreditam que poderão desenvolver suas atividades de qualquer lugar que tenha uma boa conexão com a internet? Ajude os estudantes a perceber que hoje em dia as pessoas buscam por flexibilidade no trabalho, garantindo tempo para outras tarefas e para ficarem mais próximas de seus familiares.

Objetivos

Nesta unidade, você vai:

- entender o que são nômades digitais, vantagens e desvantagens dessa modalidade de trabalho;
- conversar sobre trabalho e educação financeira;
- utilizar *prepositions of time and place* para indicar período específico e estabelecer relação de lugar ou posição;
- usar o *present continuous* para falar do futuro;
- desenvolver a habilidade de elaborar *comprehension questions*;
- elaborar um *financial/personal planner* para se organizar.

A digital nomad working in a park.

Going deep

Book

Digital Nomads: How to Live, Work and Play Around the World, de André Gussekloo e Esther Jacobs (Independent Publishers, 2016). O livro nos mostra que estamos à beira de uma revolução que mudará a forma como vivemos, trabalhamos e nos divertimos.

Video

The life of a Digital Nomad – Documentary (2020, 34 min). O documentário retrata a vida de cinco nômades digitais, com diferentes profissões, experiências e perspectivas sobre esse estilo de vida. Disponível em: https://www.youtube.com/watch?v=SdfA3cOG_8I&ab_channel=Fred%27sTrip. Acesso em: 16 jun. 2024.

VOCAB

hammock: rede (para deitar)
commute: trajeto do trabalho para casa e de casa para o trabalho
coupled with: aliado a
grappling: lutando
unlike: diferente

1. b) Resposta pessoal. Os estudantes podem mencionar as vantagens: conhecer novas culturas, ampliando assim a visão de mundo e ganhando inspiração, melhorando a

qualidade de trabalho; a possibilidade de trabalhar de qualquer lugar do mundo, escolhendo destinos com custo de vida mais baixo; em alguns tipos de contrato, há a liberdade de trabalhar com o que gosta; fazer os próprios horários, respeitando rotinas pessoais e períodos de maior produtividade; ter a possibilidade de se tornar um profissional mais responsável, dada a autonomia de que usufrui. Já como desvantagens, podem citar: a possibilidade de sofrer por falta de autodisciplina e organização para cumprir suas tarefas e realizar as atividades sem procrastinar; não estabelecer vínculos significativos em nenhuma comunidade, dada a mudança de um lugar para o outro; e poder ter problemas com diferentes serviços de conexão, já que o sinal de internet é instável em determinados lugares, por exemplo. Para saber mais, acesse: <https://www.infomoney.com.br/carreira/nomadismo-digital-e-uma-realidade-para-35-milhoes-de-pessoas-no-mundo/> (acesso em: 23 ago. 2024).

Reading

1. a) Resposta pessoal. Nômade digital é um termo atribuído a profissionais que, basicamente, usam o mundo como escritório. Sem endereço de trabalho fixo, o nômade digital trabalha *on-line* e gera sua renda desse modo.



Before reading

1. c) Resposta pessoal. Espera-se que os estudantes mencionem que ter um controle financeiro responsável, disciplina, habilidades de organização e de adaptabilidade são imprescindíveis na rotina de um nômade digital.



1. Discuss these questions with a classmate.

- What do you understand by “digital nomads”?
- What might be the advantages and disadvantages of being a digital nomad?
- In your opinion, what do you need to become a digital nomad?

Resposta pessoal.



Podcast
Digital
nomads

How to become a digital nomad: Pros, Cons, and Common Jobs

Imagine if your office space could be as big as your daydreams. [...]

What Is a Digital Nomad? Definition & Meaning

A digital nomad is a remote worker with the option to live a nomadic lifestyle.

Often, that means moving from location to location and staying connected digitally. Digital nomads use technology and communication tools to complete work remotely in order to travel the country or the world. [...]

Pros and Cons of Being a Digital Nomad

Embarking on a digital nomad lifestyle isn't just a career choice — it's a whole new way of life. While the freedom is unparalleled, the challenges are real. [...]

Pro 1: Experience Different Cultures

The richness of diverse cultures awaits you. If the idea of integrating into varying cultural landscapes energizes you, this lifestyle can be fulfilling. It's a chance to immerse yourself in new traditions, languages, and perspectives — enriching both your personal growth and professional adaptability.

Pro 2: Freedom to Work From Anywhere

Imagine swapping your cubicle for a cafe in France or a **hammock** in Bali. The world becomes your office, offering a flexible lifestyle [...].

Pro 3: Global Brand Awareness

[...] You have the unique opportunity to expand your professional footprint across continents, establishing a diverse and globally recognized brand identity.

Pro 4: Less Stressful Work Environment

[...] The absence of a daily **commute, coupled with** the autonomy to create your ideal workspace, can lead to heightened productivity and well-being. [...]

Pro 5: Simplified Lifestyle

Traveling to new cities and countries means you'll be limited in what you can bring with you. Many digital nomads sell their homes and many of their possessions [...].

Pro 6: Worldwide Network

[...] Your network will become as international as your travels, future-proofing your career with cross-cultural collaborations and opportunities.

Con 1: Internet Connection Problems

[...] There may be times when you can't get connected and you have to consider public Wi-Fi. [...]

Con 2: Loneliness

Like all remote employees, digital nomadic workers may find themselves **grappling** with isolation. [...] Be realistic about this as a significant factor in how you'll support your mental health and where you'll find others to connect with while you're traveling.

Con 3: Potential Unstable Income

Unlike the steady paycheck you might be accustomed to, the income stream for nomads can be as unpredictable as the travel itinerary. [...] plan your budget with a conservative estimate of income.

Con 4: Tax Complications

Taxes can be a web of complexity for digital nomads, with obligations both in your home country and potentially in the countries where you work. Understanding your taxes and fiscal responsibilities is crucial [...].

Con 5: Time Zone Issues

Time zone differences might require you to work at night or in the early morning. [...] Have a clear understanding of how different time zones affect when and how you meet your work obligations, and how to set boundaries with coworkers or clients. [...]

LOWE-MACAULERY, K. How to Become a Digital Nomad: Pros, Cons, and Common Jobs. In: FLEXJOB. [S. l.], c2007-2024. Available at: <https://www.flexjobs.com/blog/post/how-to-become-a-digital-nomad-v2/>. Accessed on: Mar. 6, 2024.

Post-reading: 1. Respostas pessoais. Espera-se que os estudantes discutam sobre o

texto lido e o relacionem com a própria experiência ou com a de conhecidos. Incentive-os a refletir sobre as vantagens e desvantagens dessa forma de trabalho. Enfatize a importância de uma consciência financeira ao lidar com a inconstância salarial e de cultivar conexões sociais para evitar a solidão. Oriente-os a reconhecer que nem todas as profissões



While reading

- Read the text and decide if the author is:
 - positive. podem trabalhar remotamente. Se julgar oportuno, indique o site a seguir, que apresenta uma estatística de nômades digitais ao redor do mundo: <https://www.skillademia.com/statistics/digital-nomad-statistics/> (acesso em: 19 jun. 2024).
 - negative.
 - neutral. **X**
- Justify your answer in your notebook. 2. Personal answer. Possible answer: The author provides the advantages and challenges of being a digital nomad.
- Read the first part of the text and complete the sentences.
 - Digital nomads need and tools. **technology; communication**
 - Digital nomads can work from places. **various/several**
- Read the sentences and organize each statement in a chart under the categories P (pro) and C (con).
 - Deal with isolation and maintaining social connections. **C**
 - The need to understand international tax laws. **C**
 - Have a flexible lifestyle by working from different locations. **P**
 - The ability to create your workspace and not deal with daily commute. **P**
 - Experience unpredictable income streams. **C**
 - Immerse yourself in different languages and traditions. **P**
- Read the text again. Are the sentences **true, false or not stated?** Give evidence from the text.
 - To be a digital nomad you need to be flexible. True. The world becomes your office, offering a flexible lifestyle [...].
 - Being organized is the most important skill. Not stated. Several skills are mentioned but no priorities are stated.
 - Digital nomads have good, fixed incomes. False. [...] The income stream for nomads can be as unpredictable [...].
 - Local networking will increase your chances of becoming a digital nomad. 5. d) Not stated. Both local and global networks are important and will lead to more opportunities.

Reading strategies

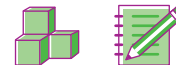
Asking questions

Asking questions is a reading strategy that makes it easier to understand and remember what you read. By asking questions before, during, and after reading, you stay engaged and think more about the text. This helps you understand the topic better and make connections with what you already know.

Post-reading



- Discuss the following questions with your classmates. **Personal answers.**
 - Which of the pros of being a digital nomad do you find most appealing and why?
 - Which of the cons would be the most challenging for you?
 - How might the loneliness of a digital nomad lifestyle affect your mental health?
 - How would you prepare for the potential instability of income as a digital nomad?
 - Do you think the digital nomad lifestyle is sustainable in the long term? Why (not)?
 - Which professions are suitable for a digital nomad lifestyle? Which ones are not? Explain.

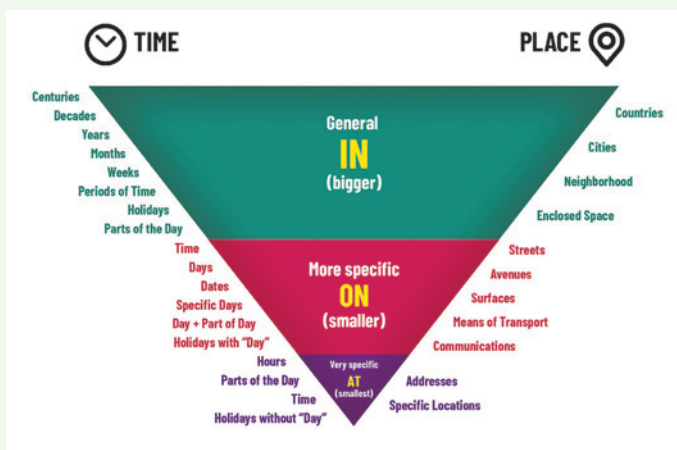


Prepositions of time and place

1. Read again the following excerpts from the text on pages 198-199. Then mark the sentences as **true** or **false**.

- Imagine swapping your cubicle for a cafe **in** France or a hammock **in** Bali.
- Time zone differences might require you to work **at** night or **in** the early morning.

- a) The word **in** refers to places in the phrases “in France”, “in Bali”, and “in the early morning”. **False**.
- b) The word **at** refers to time in the phrase “at night”. **True**.
- c) The word **in** can refer to places, as in “in Bali”, and to time, as in “in the early morning”. **True**.
2. Study the poster and check your answers in **activity 1**. Then complete the following sentences with the appropriate preposition of time.

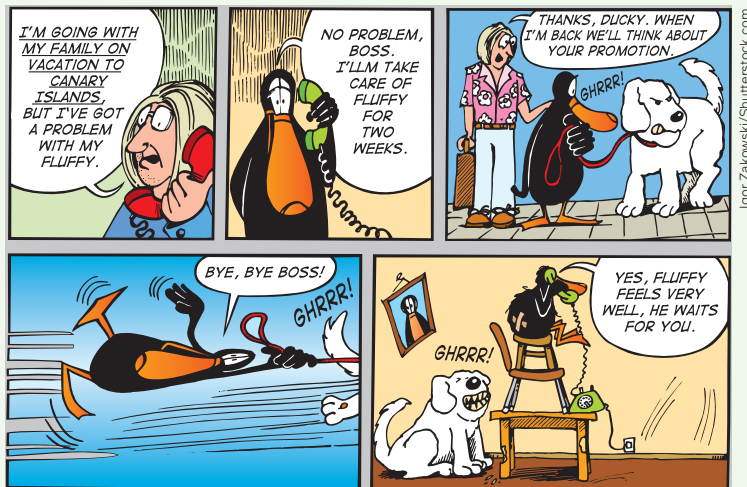


Rodrigo Araya

- a) He is waking up 6:30 the morning this week to start working. **at / in**
- b) The children are going to school the afternoon because they are having special classes. **in**
- c) Christmas Day we are having lunch with my grandma. **On**
- d) She is having an appointment with the shrink Friday. **on**
3. Look at the poster again and complete the sentences with the correct preposition of place.
- a) He always leaves the clothes the floor. **on**
- b) She lives the neighborhood Cadbury Street. **in / on**
- c) I'm meeting you the station. (outside) **at**
4. Complete the sentences with the correct preposition of time.
- | | |
|--------------------------------|-------------------------------|
| the morning in | May 5 on |
| the afternoon in | a weekend on |
| February in | night at |
| Sunday on | noon / midday at |
| Monday morning on | bedtime at |
5. Choose the correct preposition of place.
- a) Joe was standing the bus stop when he saw Magda crossing the street. **at**
- b) I left my phone work, the drawer. **at / in**
- c) When I last saw them, they were standing the platform. **on**
- d) Were you the party? **at**

Present continuous for future arrangements

6. Read the comic strip and answer the questions.



ZAKOWSKI, I. Black Ducks. Shutterstock, [s. l.], 2010. Available at: <https://www.shutterstock.com/pt/image-vector/black-ducks-comic-strip-episode-50-59115145>. Accessed on: Mar. 4, 2024.

- a) What is the verb form in the highlighted sentence? **The present continuous.**
- b) Does it refer to a time in the future? **Yes.**
- c) Does it refer to an ongoing action? **No.**
- d) What is the problem the boss has with Fluffy? **He needs someone to take care of Fluffy during his vacation.**
- e) Why do you think Ducky doesn't tell his boss he is having trouble with Fluffy? **Personal answer.**
6. e) Espera-se que os estudantes entendam que o personagem quer que o chefe o promova e, por isso, não quer demonstrar ter dificuldades com a tarefa atribuída a ele.
7. Study the sentences. Then, answer the questions.
- I. Ian **is moving** to Italy next week. He **isn't staying** in Portugal another minute.
- II. She's **postponing** the flight. She's **traveling** next month instead of next week.
- III. I'm **starting** a new job next week. Best of all, I'm **working** from home, in another country.
- IV. **Are they coming** to visit us next holiday?
- a) What verb form is being used in the sentences? **Present continuous.**
- b) What time do the sentences refer to? **Future.**
- c) Are they plans or ideas? **Plans, because all has already been arranged.**
- d) Which sentence is in the interrogative form? **IV**
- e) Which sentence is negative? **I. He isn't staying in Portugal another minute.**
8. Look at the sentences and answer if they refer to the present or future.
- a) The boys are playing in the backyard. **Present.**
- b) I'm visiting my grandmother soon. **Future.**
- c) Not yet, but I'm seeing them tonight. **Future.**
- d) We're staying with Grandma. **Present.**
- e) We're leaving on Friday. Here are the tickets. **Future.**
- f) We are eating out tonight. **Future.**
9. Choose the best option.
- a) I **have** / **am having** dinner with Josh tonight. **am having**
- b) What **do you do** / **are you doing** on Sundays? **do you do**
- c) What **do you do** / **are you doing** next Sunday? **are you doing**
- d) Meg **complains** / **is always complaining** about the quarantine. **is always complaining**
- e) He **doesn't come** / **isn't coming** to the party. **isn't coming**
10. Match the arrangements.
- a) I'm meeting my friend after dinner. **The coach forgot to enroll me. c**
- b) I'm playing basketball with my friend tomorrow. **We agreed to meet at the court. b**
- c) I'm not taking part in the next competition. **We agreed to meet at 9:00 p.m. a**

▶ Listening

1. Respostas pessoais. Espera-se que os estudantes relacionem as palavras no boxe ao conteúdo estudado até o momento, buscando inferir o que será abordado no áudio que vão ouvir para responder às próximas atividades.



Digital nomads working from the street.

1. You will listen to an excerpt from a podcast dedicated to independent research analysis. Read some words mentioned in it and discuss with a classmate what it probably is about.



Global North income
living cost colonialism
dependence failures of our societies
historic inequalities value of currency

2. b) Reaction to high cost of living, low income, being a digital nomad is a strategy to have better living standards, low value of their currency, etc.



2. Listen to Mend Mariwany, an Iraqi audio producer, interviewing Fabiola Mancinelli, an Italian anthropologist, in the podcast excerpt. Then answer the questions.



- a) What are they talking about? **2. a) They are talking about the reasons why someone becomes a digital nomad and the concept of geographic arbitrage.**
b) What's one of the reasons for people to become digital nomads?
c) Are digital nomads the cause of inequalities? **No.**
d) What is the cause of inequalities according to Fabiola? **Dependence and colonialism.**



3. Read the statements and listen again. Are they **true** or **false**?



- a) Nomadism is a solution to low salaries in the Global North. **False.**
b) Nomadism is a reaction to the high cost of living in the Global North. **True.**
c) Digital nomads have certain privileges. **True.**
d) The difference in the value of currencies around the world varies a lot. **True.**
e) Nomadism is the result of historic migration. **False.**



4. Read the statements and choose the most appropriate word according to your opinion. Then, listen to another extract of the podcast and compare your answers with what Fabiola says.



- a) Strong passports are aimed at people trying to **migrate** / **emigrate**. **migrate**
b) Nation states are behaving like **enterprises** / **communities**. **enterprises**
c) Deciding on who can enter the country shows and reinforces **privileges** / **racism**. **racism**
d) If you overstay your visa, you are **deported** / **imprisoned**. **deported**
e) Overstaying a visa may be interpreted in **two** / **one** way(s). **two**

5. Respostas pessoais. Espera-se que os estudantes reflitam sobre o conteúdo do áudio e o que estudaram até o momento, relacionando ambos com o que conhecem sobre os imigrantes no Brasil.

5. Answer these questions with your classmates.



- a) Are any of your friends/acquaintances digital nomads?
b) How do you explain the increase in digital nomadism?
c) Is there any link between digital nomadism and politics? Any parallels you could draw?

Going deep

▶ Video

The Challenges of Living as a Digital Nomad (2024, 10 min). O vídeo apresenta a experiência de Forrest Lee, que decide abandonar o ambiente convencional para viver como um nômade digital. Disponível em: <https://www.youtube.com/watch?v=xIUqgTNHM64>. Acesso em: 19 jun. 2024.



1. Read the text and identify the appropriate option.

<p>Nadia Pollia</p> <p>Nationality: Ukrainian</p> <p>Position Desired: Marketing and Sales Assistant</p> <p>Professional Summary: Highly motivated and detail-oriented Marketing and Sales Assistant with a strong background in supporting marketing campaigns, conducting market research, and managing financial and statistical data.</p> <p>Salary Expectation:</p> <ul style="list-style-type: none"> Based on my skills and experience, I am seeking a salary in the range of US\$49,500. 	<p>Professional Experience:</p> <p>Marketing and Sales Assistant (Feb. 2023 – Nov. 2023)</p> <ul style="list-style-type: none"> Assisted in the creation of press releases and new catalogs, ensuring clear and engaging content for target audiences. Compiled and distributed financial and statistical information, such as budget spreadsheets, to support new campaigns. Conducted primary research into the most sold items, identifying trends and providing actionable insights. Researched customer behavior patterns, analyzing data to inform future marketing strategies. Integrated research findings into the development of subsequent advertising campaigns, contributing to their success. <p>Skills: Market Research Data Analysis Press Release Creation Customer Behavior Analysis Marketing Strategy Development Excellent Communication Strong Organizational Skills</p>
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- The text is...
 - a) a biography.
 - b) an advertisement.
 - c) a resume. **X**
 - d) a letter of recommendation.

2. Read the text in **activity 1** again and discuss.

- a) Does Nadia have some experience? **Yes, she does.**
- b) What did she do? What was her previous job? **She was a sales assistant.**
- c) How long did she work there? **For 10 months.**
- d) What is her salary expectation? **Around US\$49,500 a year. Comente com a turma que, em muitos países, as pessoas fazem a estimativa salarial pensando no montante anual acumulado, por isso o alto valor.**

NOW YOU!

Form pairs. Imagine you are Nadia and you are applying for a job position. Your classmate will interview you for the job. Use the questions in the box to help you do the task. Then, swap roles. Remember that in a job interview, there is an appropriate level of formality in the language used. Avoid using informal language. Be polite and clear.


USE

Where do you live?
How old...?
Have you finished...?
Why would you like to work here?

3. Oriente a turma a usar as frases do boxe Use a fim de elaborar a entrevista. Circule pela sala de aula para auxiliar a turma no que for preciso e para sanar dúvidas de vocabulário.

3. Imagine you are applying for your dream job. In pairs, role-play the job interview.



- Read the questions and discuss with a classmate. *Personal answers.*
 - In the text you read on **pages 198-199**, the importance of budget planning for digital nomads is mentioned. Do you think they are the only ones who should plan their budgets? **1. a)** *Espera-se que os estudantes digam que todos se beneficiam com o planejamento financeiro, pois ele ajuda a controlar gastos e a economizar.*
 - Why is saving money important? **1. b)** *Possible answers: So you are prepared in case of unexpected expenses. / So you have money during old age.*
- Read the monthly budget plan and mark in your notebook the statements about it as **true** or **false**. Then rewrite the false ones. 

framehay art/Shutterstock.com

MONTHLY BUDGET PLAN

Month: _____

Balance: _____

Saving: _____

	Incomes		
	DATE	DESCRIPTION	AMOUNT

Expenses per week

	WEEK 01	WEEK 02	WEEK 03	WEEK 04

Total:

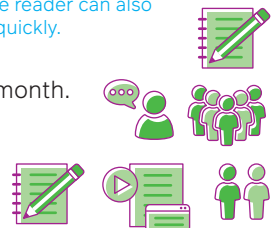
3. Saving is the amount of money you plan to save, while balance is the sum of incomes minus the sum of expenses.

4. Respostas pessoais.

5. Respostas pessoais. Leve a turma à sala de informática ou permita que acessem os próprios aparelhos celulares a fim de elaborar o *budget plan* por meio de uma plataforma *on-line*.

- Only incomes and expenses are registered. *False. Balance and saving are also registered.*
- It is usually organized in columns and lines. *True.*
- The expenses are organized per week. *True.*
- The incomes are described. *True.*
- You can write information anywhere. *False. Information should be written in the assigned space.*
- The reader of a budget plan always reads it thoroughly. *False. The reader can also check it quickly.*

- What is the difference between balance and saving?
- Work in trios or pairs and brainstorm your financial goals for next month. What are you planning to do to achieve those goals?
- Complete a digital budget plan and exchange it with a classmate. Read and make suggestions related to language and design. Return the plan to your classmate and get yours back. Edit it and save or print it so you can check it whenever you need.





1. Look at the pictures and read the story. Use the simple past or the present perfect to complete it.



Alaska, U. S.



Sahara desert, Tunisia.



South Africa.

I am a 65-year-old lawyer. I 5 years ago and since then I myself traveling the world. I have a friend who at a private school for over 30 years and who usually joins me in my adventures.

I in Bulgaria and to Brazil when I about 10 and I here ever since. I can say I a good life, to a Brazilian and 3 children. All grown-ups now. As I said before, I love traveling, and together with a couple of friends, we to four continents. We always say that the further the place is, the better. We can always stop midway when the places are far away. We to Asia a couple of times, we on a Safari in South Africa, crossed the desert in Tunisia, the sunset in several different places. We as far as Alaska to see the glaciers and the whales. Amazing!

2. Choose the appropriate option.

- a) What Wednesday afternoon? I two tickets for the opening of the exhibition.
- are you doing / have X
 - can you do / am having
- b) Neiva to the meeting this evening. She to stay at home.
- is coming / has
 - is not coming / has X
- c) The interview great. I the new job the day after tomorrow.
- were / start
 - was / am starting X
- d) They at the Hilton. She booked the rooms two months ago.
- are staying X
 - will staying

3. Choose the best option.

- a) My friend moved to Jandira three months
- ago X
 - for
 - since
- b) Jana has stayed with us five weeks.
- ago
 - for X
 - since
- c) Caio has been a soccer player he was a child.
- ago
 - for
 - since X
- d) He was in hospital a week.
- ago
 - for X
 - since

4. Complete the text with the appropriate preposition **in, on, at**. 4. in/in/at/on/on/On/at/at/in/in/at

My father's name is Carlos. He is an English teacher high school. the mornings he usually gets up 6:30. But this is only weekdays, because the weekend he gets up later. Tuesdays and Thursdays, he has lunch school 12:30, because he has lessons both the morning and the afternoon. The other days he finishes work midday, so he comes home for lunch.

Self-Assessment

Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Aprendi diferentes aspectos relacionados ao nomadismo digital, suas vantagens e desvantagens.
- Compreendi um *podcast* sobre nomadismo digital.
- Pratiquei como participar de uma entrevista de emprego.
- Usei o *present continuous for future arrangements*.
- Elaborei um *budget plan* para organizar as finanças.



New energy engineer on Solar panel clean energy on wind turbine on background.

Viewfoto studio/Shutterstock.com

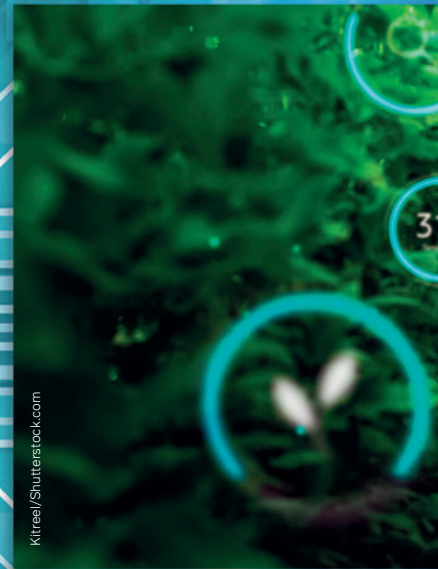


Gorodenkoff/Shutterstock.com



RossHeleny/Stockphotocom

Young woman controlling home with a digital touch-screen panel installed in the living room.



Kitreel/Shutterstock.com

Going deep

▼ Books

Present Future: Business, Science, and the Deep Tech Revolution, de Guy Perelmuter (Companhia Editora Nacional, 2019). Os avanços tecnológicos em curso no século XXI geram significativas mudanças no mundo. Tendo em vista essas transformações, o livro discute as tecnologias que definirão as próximas décadas, com foco nos impactos gerados na sociedade e, especialmente, no âmbito dos negócios.



Editora: Fast Company Press

O privilégio da servidão, de Ricardo Antunes (Boitempo Editorial, 2018). O livro trata das mudanças que ocorreram no mundo do trabalho no Brasil e em outros países-chave para o capitalismo. A narrativa aborda a ascensão de um novo proletariado desenvolvido em decorrência das novas tecnologias, como o trabalho digital, *on-line* e intermitente.



Editora: Boitempo Editorial

▼ Movie

Modern Times, de Charles Chaplin (United Artists, 1936, 86 min). Um clássico de Charles Chaplin que expõe os desafios enfrentados pelos trabalhadores ao se depararem com o avanço da automatização das empresas.

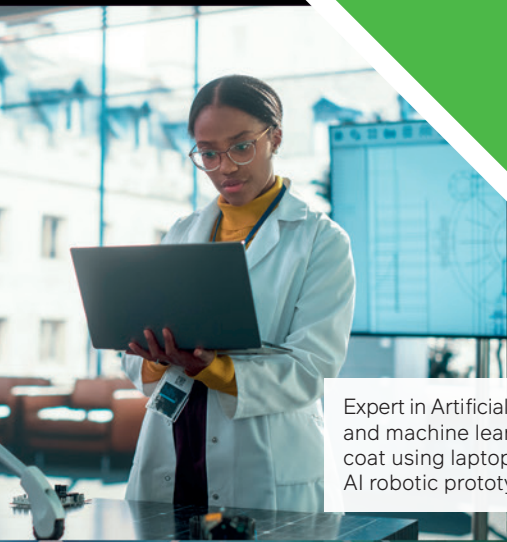


Charlie Chaplin Film Corporation

Titima Ongkankong/Shutterstock.com

UNIT

19



Expert in Artificial Intelligence and machine learning in lab coat using laptop to test an AI robotic prototype.



Bioengineer inspecting growth of crops on modern vertical farm.



Digital transformation specialist.

New professions



► Think about it

1. In your opinion, are dream jobs possible? [Personal answer.](#)
2. Can people have a good life without a job? How can they survive? [Personal answer.](#)
3. Are you a dreamer or a realist about your professional future? [Personal answer.](#)

Objetivos

Nesta unidade, você vai:

- refletir sobre as tendências do mercado de trabalho;
- reconhecer e usar *prepositional phrases* e adjetivos para falar de profissões do futuro;
- ouvir e entender como se comportar em uma entrevista de emprego;
- falar sobre suas habilidades e qualidades;
- escrever um *e-mail* para se candidatar a uma vaga de emprego.

1. Espera-se que os estudantes entendam o infográfico como um texto verbo-visual e relacionem o assunto principal no título (*job change*) e os três impulsores de mudanças (*three key drivers*) com as três imagens ilustradas. A primeira está envolta em um círculo verde (que carrega o significado de “seguir, ir em frente”) e uma seta para cima, indicando o norte. Na cultura ocidental, o norte é o lugar de prestígio, ou seja, essa seta indica uma direção positiva, de crescimento. Isso indicaria que a transição verde está em ascensão. A imagem da tecnologia está envolta

Reading

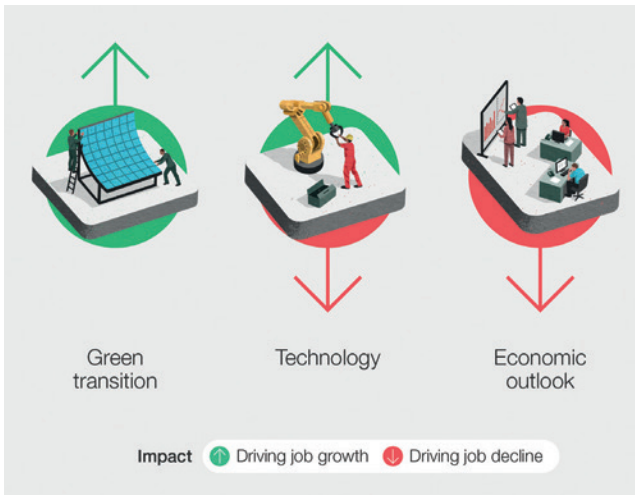
em um círculo com a metade superior verde e a inferior vermelha (que significa “parada, impedimento”), ambas acompanhadas por setas, sendo que a verde aponta para o norte, crescimento, e a vermelha, o sul, ou seja, redução. Isso pode indicar que os empregos ligados à tecnologia podem tanto aumentar como diminuir. Finalmente, a imagem

Before reading

que representa o panorama econômico está inserida em um círculo vermelho, com uma seta apontando para baixo. Isso pode indicar que as perspectivas econômicas não serão favoráveis para o crescimento de oportunidades de trabalho.

1. Study the infographic and discuss with your classmates: What is the meaning of the images and arrows?
2. The infographic and news release are from the World Economic Forum (WEF). What do you know about this institution? [Personal answer](#)
3. Read the title and relate it to the infographic and the WEF. What are they probably going to say about future jobs? [Personal answer](#)

2. O Fórum Econômico Mundial, ou FEM (World Economic Forum), é uma organização não governamental internacional com sede na Suíça.



Future of Jobs Report 2023: Up to a Quarter of Jobs Expected to Change in Next Five Years

Geneva, Switzerland, 1 May 2023 – *The Future of Jobs Report 2023* suggests that almost a quarter of jobs (23%) are expected to change in the next five years through growth of 10.2% and decline of 12.3%. According to the estimates of the 803 companies surveyed for the report, **employers** anticipate 69 million new jobs to be created and 83 million eliminated among the 673 million jobs corresponding to the dataset, a **net** decrease of 14 million jobs, or 2% of current employment.

Macrotrends, including the green transition, **ESG standards** and localization of **supply chains**, are the leading **drivers** of job growth, with economic challenges including high inflation, slower economic growth and supply **shortages**

posing the greatest **threat**. Advancing technology adoption and increasing digitization will cause significant **labour market churn**, with an overall net positive in job creation. [...]

From the “robot revolution” to algorithm Armageddon?

While technology continues to pose both challenges and opportunities to labour markets, employers expect most technologies to contribute positively to job creation.

The fastest growing roles are being driven by technology and digitalization. Big data ranks at the top among technologies seen to create jobs, with 65% of survey respondents expecting job growth in related roles. The employment of data analysts and scientists, big data specialists, AI machine learning specialists and cybersecurity professionals is expected to grow on average by 30% by 2027. Training workers to utilize AI and big data will be prioritized by 42% of surveyed companies in the next five years, ranking behind analytical thinking (48%) and creative thinking (43%) in importance. Digital commerce will lead to the largest absolute gains in jobs: approximately 2 million new digitally enabled roles are expected, such as e-commerce specialists, digital transformation specialists, and digital marketing and strategy specialists.

At the same time, the fastest declining roles are also being driven by technology and digitalization, with clerical or secretarial roles including bank tellers, cashiers and data entry clerks expected to decline fastest.

FUTURE of Jobs Report 2023: Up to a Quarter of Jobs Expected to Change in Next Five Years. *In*: WORLD ECONOMIC FORUM. [S. l.], Apr. 30, 2023. Available at: <https://www.weforum.org/press/2023/04/future-of-jobs-report-2023-up-to-a-quarter-of-jobs-expected-to-change-in-next-five-years/>. Accessed on: Mar. 12, 2024.

VOCAB

driver: propulsor

employer: empregador

ESG: Environmental, Social and Governance

labour market churn: rotatividade no mercado de trabalho

net: líquido

shortages: escassez

supply chain: cadeia de suprimentos

threat: ameaça

While reading



1. Scan the text. When was it published? [April 30, 2023.](#)
2. Read the text quickly and write in your notebook which information is given.
 - a) Names of people interviewed for the article.
 - b) Job trends. **X**
 - c) Person who wrote the article.
 - d) Statistics to support the conclusions. **X**
3. Match the percentages to the information.

a) 23%	• job growth b
b) 10.2%	• job change a
c) 12.3%	• job decline c
d) 42%	• growth in technology-related jobs e
e) 65%	• companies training workers to use AI and big data. d
4. Complete the sentences with the appropriate numbers.
 - a) The report estimates that the changes will happen in the next years. **5**
 - b) Digital commerce will create million jobs. **2**
 - c) companies were surveyed for the report. **803**
 - d) According to employers, there will be a net decrease of million jobs. **14**
5. Read the text and mark **true** or **false**. Give evidence from the text.
 - a) According to the report, almost a quarter of jobs will be eliminated. **False. Almost a quarter, 23%, will change.**
 - b) The green transition will be a leading driver of job growth. **True.**
 - c) Employers are positive about new technologies and job growth. **True.**
 - d) According to the report, employees will need to use AI. **True. Training will be prioritized.**
 - e) The highest gain will be in digital commerce. **True.**

Post-reading



1. A maior parte das mudanças do mercado de trabalho mencionadas no texto está ligada à tecnologia. Você se sente preparado para esse cenário? Por quê? [Respostas pessoais.](#)
2. O que farão as pessoas envolvidas em trabalhos administrativos? Como elas poderão se adaptar às mudanças? Que sugestões você daria? [Respostas pessoais.](#)
3. O relatório baseia-se em investigação. Você acredita nas conclusões apresentadas? Justifique. [Respostas pessoais. Reforce para a turma que as conclusões não são baseadas em opiniões, mas em fatos.](#)

Leia o texto do boxe com os estudantes e solucione possíveis dúvidas de vocabulário que eles possam ter. Oriente-os a voltar ao texto da seção **Reading** para que, apoiados pelo texto do boxe **Reading strategies** e nas discussões que surgirem após a leitura, os estudantes elaborem frases como: *Future of jobs, Careers of the future, The future of labor market.*

Reading strategies



Summary - Determining importance

To determine the importance of facts, the reader must look for what's most important in the text so that they can understand its deeper meaning and improve their overall comprehension. It also means that readers must monitor their thinking as they read to notice when something important has been presented. To write a good summary, you should follow these steps:

- write all the important points from the original passage down on a list.
- identify all key pieces of information or facts in a text and sort this information into categories.
- order the facts chronologically or on a scale of importance.
- main facts, details, vocabulary about a topic, headings, illustrations, graphs, bold words, photographs, and other features are often included to draw the reader's attention to the most important information that the author wants to share in the text.

1. In your notebook, write one sentence to summarize the infographic and the previous text from the **Reading** section in one paragraph or line only.



Prepositional phrases

1. Study the first sentence from the news release. In your notebook, match the questions with the answers.

The Future **of Jobs** Report 2023 suggests that almost a quarter **of jobs** (23%) are expected to change **in the next five years through growth of 10.2% and decline of 12.3%**.

- a) What future is the Report 2023 going to discuss?
- b) Which quarter part (1/4) is expected to change?
- c) When are they expected to change?
- d) How are they going to change?
 - In the next five years. **c**
 - Of jobs. (2x) **a, b**
 - Through growth of 10.2% and decline of 12.3%. **d**

2. Study the expressions in bold from **activity 1** and the answers to questions **a-d**. Then, complete the definition of a prepositional phrase. *preposition, how, what, when, which*

A prepositional phrase begins with a and adds information about the word or expression it describes. It answers questions like,,, where,, why, etc.

3. Study the second sentence from the news release. In your notebook, answer the questions with prepositional phrases from the text.

According to the estimates **of the 803 companies surveyed for the report**, employers anticipate 69 million new jobs to be created and 83 million eliminated **among the 673 million jobs corresponding to the dataset**, a net decrease **of 14 million jobs**, or 2% **of current employment**.

- a) Why were the companies surveyed? *For the report.*
 - b) Where do the estimates come from? *Of the 803 companies surveyed (for the report).*
 - c) What will the total net decrease be for jobs? *Of 14 million jobs.*
 - d) From which total will the jobs be created and eliminated? *Among the 673 million jobs (corresponding to the dataset).*
 - e) Where's the 2% taken from? *Of current employment.*
4. Observe the chart and complete the sentences in your notebook with **at**, **out of** or **under** to form a prepositional phrase. *4. Comente com os estudantes que as preposições destacadas são muito usadas e, por essa razão, é importante que eles conheçam os usos delas.*

out of	under	at
control work	pressure construction	risk present

- a) He left the company because he was *under pressure*
- b), data entry clerks can still find jobs. *At present*
- c) Bank tellers and cash registers' jobs are *at risk*
- d) Big data specialists won't be *out of work*
- e) The robot is malfunctioning. It's now. *out of control*

Adjectives

5. Comente com a turma que os adjetivos são palavras que modificam ou descrevem um substantivo ou um pronome, adicionando detalhes ao texto. Diga aos estudantes que os adjetivos podem ser usados para descrever as qualidades de algo ou alguém e que, em muitos casos, substantivos podem funcionar como adjetivos.

5. These sentences are from the text. Look at the words in bold and unscramble the sentence to find a definition for them.

Training workers to utilize AI and **big** data will be prioritized by 42% of **surveyed** companies in the **next** five years, ranking behind **analytical** thinking (48%) and **creative** thinking (43%) in importance.

- a / Adjectives / and / define / describe / modify / noun / or / pronoun
5. Adjectives define, describe, and modify a noun or pronoun.

6. Match the definitions with the words from the box.

articulate **b** ingenious **a** methodical **d** practical **e** cutting-edge **c**

- a) Someone who is shows great abilities at thinking of new ideas or is very good at inventing things.
 b) If a person is, he/she speaks in a clear and easy way to understand, even if the topic is difficult.
 c) If someone or something is, it means the person or product is very modern and advanced.
 d) A person always does things carefully, using an orderly system.
 e) A person relates to real situations and events rather than ideas or emotions.

8. Chame a atenção dos estudantes para o fato de que algumas palavras como *market* e *research* são normalmente usadas como substantivos, mas da forma que estão posicionadas no texto, elas assumem papel de adjetivo, pois modificam a palavra *analysts*. Lembre-os também de que, ao usarmos um adjetivo como na estrutura *artificial intelligence*, ela deve ser lida de trás para a frente em português, inteligência artificial.

7. Read the text and answer: What do all the words in bold have in common?

How artificial intelligence will change the world

Will AI help the world or hurt it?

Like any **controversial** subject, there will always be people who are for it, and those that are against it. **Artificial** Intelligence is no different. In fact, as **new ai** tools are introduced, and the news around them grows, so the division between the two camps will grow with it. Many **market research** analysts say that AI has the potential to bring about numerous **positive** changes in society, including **enhanced** productivity, **improved** healthcare, and **increased** access to education. But we need to adapt right now.

TALMAGE-ROSTRON, M. How Will Artificial Intelligence Affect Jobs 2023-2030. In: NEXFORD UNIVERSITY. Washington, DC, Jan. 10, 2024. Available at: <https://www.nexford.edu/insights/how-will-ai-affect-jobs>. Accessed on: Aug. 23, 2024.

- a) They describe or modify a noun or a verb. c) They identify a person.
 b) They describe or modify nouns and pronouns. X d) They identify a thing or a person. X

8. In your notebook, match the adjectives with the words they are modifying.

- | | | | |
|------------------|-------------|--------------|--------------------|
| a) controversial | c) positive | e) improved | g) market research |
| b) new ai | d) enhanced | f) increased | h) artificial |
- analysts. **g**
 - subject. **a**
 - productivity. **d**
 - change. **c**
 - access. **f**
 - tools. **b**
 - healthcare. **e**
 - intelligence. **h**

9. Find a synonym for these adjectives. In your notebook, write true sentences about professions with them.

- | | | |
|---|---|--|
| a) controversial questionable | 9. Personal answers.
Possible answers: | e) improved upgraded |
| b) new current, up to date | | f) increased enlarged, expanded |
| c) positive beneficial | | g) artificial unnatural |
| d) enhanced intensified, augmented | | |

10. Go back to the title of the text in **activity 7** and answer in small groups. *Personal answers.*

- a) Do you believe artificial intelligence will change the world? Explain.
 b) In your opinion, how can AI help or hurt the world?



10. Comente com a turma que o caminho que a IA tomar dependerá muito do que acontecer nos próximos anos. Embora seja claro que a IA oferece um enorme potencial, para que seja possível alcançá-lo de uma forma que beneficie a humanidade, evitando resultados adversos, ela exige hoje um trabalho contínuo e sério para garantir que seja desenvolvida e utilizada de forma ética e responsável.



▶ Listening

1. a) Personal answers. Possible answers: Picture one: They are in a room, maybe an office. They are having a conversation, and the woman seems to be listening to something the man is saying. Picture two: They are in a waiting room, probably waiting for a job interview, trying to kill time. Incentive a turma a analisar as roupas, as expressões e a dinâmica das imagens para levantar as hipóteses solicitadas. Ajude os estudantes a perceber que, na primeira imagem, a mulher está sorrindo e inclinada para a frente, demonstrando que está confortável com a situação e prestando atenção na pessoa com quem está falando. Na segunda imagem, as três pessoas estão bem vestidas e concentradas em algo que estão lendo.



Man and woman talking.



People waiting sitting on a bench.

1. b) Personal answer. Possible answer: They seem to be relaxed in picture one and, in picture two, they seem to be concentrated.

4. Personal answer. Possible answers: smile, seat in an elegant way, try to look at ease, be prepared, relax, etc.



1. Look at the pictures and answer the questions.
 - a) Where are these people? What are they doing?
 - b) In your opinion, how do they feel? Give some evidence based on body language.
2. If someone says they'll give you some tips for a successful interview, what do you think the tips would be? Discuss with a classmate.
3. Listen to some teenagers interviewing Kadine Cooper, or Coach K, a Canadian career coach. Then check the tips she gives to prepare for a job interview.
 - practice a mock interview
 - think of the interview as a conversation X
 - dress appropriately for the job X
 - do research about the organization X
 - ask questions to the interviewer X
 - prepare your answers to possible questions
4. Compare your answers to **activity 2** to the tips given by Coach K. Did you mention any similar tips? *Personal answer.*
5. Listen to the audio again and choose the best answer to the questions.
 - a) What is the toolkit for job searching?
 - A resume, a cover letter and interviews.
 - A resume, a cover letter and networking. X
 - b) What is a cover letter?
 - It is a letter from someone who knows you presenting your skills.
 - It is a text presenting your skills and what you know about the organization. X
 - c) What are the paragraphs of a cover letter, according to Coach K?
 - First paragraph is about your skills, the second is the presentation of what you know about the organization, and the third one is for thanking the employer.
 - First paragraph is the presentation of what you know about the organization, the second is about your skills, and the third one is for thanking the employer. X
 - d) How would some candidates come to interviews, according to the coach?
 - They would come in unprepared and feeling nervous. X
 - They would come in with a cover letter and dressing comfortably.
6. Discuss with your classmates. *Personal answers.*
 - a) In a job interview, which qualities/abilities would you mention? Why?
 - b) What kind of job do you believe you are suitable for?



Speaking



1. Look at the ad. Which jobs does it offer?
2. What do you have to be passionate about to work in this company?
3. Is this company a good place to work? Why (not)? Discuss with your classmate.



USE

Are you interested in...?
 What about...?
 I'm good at...
 I'm passionate about...
 I can...
 I'm very good at...

FOLLOW US:

NEED A JOB? WE ARE HIRING NOW

WHY WORK WITH US?

- COMPETITIVE SALARY
- FLEXIBLE WORKING HOURS
- HYBRID WORK
- ANNUAL HEALTH CHECKUP
- HEALTH AND LIFE INSURANCE
- PROVIDENT FUND

IF YOU ARE PASSIONATE ABOUT ARTIFICIAL INTELLIGENCE AND HAVE THE SKILLS TO MAKE AN IMPACT, WE WANT YOU ON OUR TEAM.

OPEN POSITIONS

- PRODUCT MANAGER
- TECH LEAD
- QUANTITATIVE ANALYST
- JUNIOR ACCOUNTANT

SUBMIT YOUR CV

yourmail@email.here

1. Product manager, tech lead, quantitative analyst, junior accountant.
2. Artificial intelligence.
3. Possible answer: Yes, it is because it offers competitive salary, flexible working hours, hybrid work, annual health checkup, health and life insurance, and provident fund.

Going deep

Movie

Marte um, de Gabriel Martins (Filmes de plástico, 2022, 115 min). Um filme que acompanha o cotidiano da família Martins e a história de Delvinho, o caçula dessa família. O pai Wellington incentiva o filho para que ele se torne um jogador de futebol, e para agradecer o pai ele, aparentemente, compartilha desse sonho, mas, secretamente, nutre a vontade de ser um astrofísico e participar da primeira missão tripulada a Marte.



Filmes de Plástico/Canal Brasil

4. Read the definitions and say which one is related to each job.

- a) Product manager **5. Espera-se que os estudantes percebam que todas as posições exigem o uso de habilidades que envolvem hard skills, como o uso da tecnologia e da matemática, mas as posições que envolvem liderança e orientação como product manager e tech lead exigem o uso de soft skills como resolução de problemas, liderança, resolução de conflitos, pensamento crítico, organização e organização do trabalho em equipe.**
- b) Tech lead **resolução de problemas, liderança, resolução de conflitos, pensamento crítico, organização e organização do trabalho em equipe.**
- NOW YOU!** Incentive os estudantes a pensar sobre as possíveis carreiras que gostariam de seguir, como pretendem
- c) Quantitative analyst **fazer para alcançá-la e quais são as habilidades que já têm ou precisam adquirir para alcançar a posição almejada. Chame atenção da turma dizendo que, para sermos bem-sucedidos, precisamos nos planejar, estipular metas e objetivos claros. Explore e problematize também a questão da meritocracia por meio da seguinte questão: "Todos nós partimos do mesmo lugar na escalada social?"**
- d) Junior accountant

- helps with mentoring and decision-making without actually making the decision. **b**
- updates financial statements, maintains accounts receivable and accounts payable, organizes monthly payroll, and prepares financial reports. **d**
- coordinates teams to ensure all team members are on the right page. **a**
- programs algorithms that are fast and efficient to find good trades for the best price ahead of competitors. **c**

5. Do you have to use hard or soft skills for the positions offered? Discuss in pairs and explain.
6. Use the words from the box to complete the job interview dialogue. Then practice the conversation with a classmate.

about at detailed in of problem-solving

- A:** So, you are interested the position junior accountant?. **in, of**
- B:** Very much.
- A:** What about your soft skills?
- B:** I'm quite good
at problem solving
- A:** And...
- B:** I'm passionate AI. **about**
- A:** Good! And your communication skills?
- B:** I can make presentations. **detailed**

7. Now swap pairs and practice the dialogue again using different adjectives.

NOW YOU!

What is your dream job? In your notebook, list the necessary skills to get it. Then use the dialogue from **activity 6** and the expressions from the box **Use** to role-play job interviews with some classmates.

Writing

3. Enhance qualifications: My key strengths include:
- a technical degree in Computer Programming;
 - some experience in analyzing system performance;
 - strong command of computer programming languages.

Also, I enjoy learning about new technologies, and I am interested in developing my computer programming abilities even further.



3. Subject line: Caio - Job vacancy

1. Read the e-mail and answer the questions.

3. Salutation: Dear Mr. Klein

To: Human Resources Department
Subject: Caio - Job vacancy

Dear Mr. Klein,

I am writing to apply for the Tech lead position advertised on the job ad. As requested, I have enclosed my resume and two references for your review.

The job opportunity aligns with my career goals, and I believe my degree in Computer Programming combined with my experience as a trainee at Magnocomp, make me a suitable candidate for the position. My key strengths include:

- a technical degree in Computer Programming;
- some experience in analyzing system performance;
- strong command of computer programming languages.

Also, I enjoy learning about new technologies, and I am interested in developing my computer programming abilities even further.

I have attached my CV, which provides further details about my qualifications and work experience. I am available for an interview at your earliest convenience and can be reached by phone or email.

Thank you for your attention. I look forward to a reply.

Sincerely,
Caio

Acervo editora

3. Introduction: I am writing to apply for the Tech lead position advertised on the job ad. As requested, I have enclosed my resume and two references for your review.

The job opportunity aligns with my career goals, and I believe my degree in Computer Programming combined with my experience as a trainee at Magnocomp make me a suitable candidate for the position.

a) Who is the e-mail addressed to? Mr. Klein from the Human Resources Department.

b) Who wrote it? Caio.

c) Why did he write it? To apply for a job / to send his CV.

d) Which position is he applying for? Tech lead.

e) Where did he learn about the position? Job ad.

3. Refer to attached documents: I have attached my CV, which provides further details about my qualifications and work experience.

I am available for an interview at your earliest convenience and can be reached by phone or email.

3. Closing: Thank you for your attention. I look forward to a reply.

Sincerely,

Caio

2. What kind of information is included? Hard and soft skills.

3. Read this guide on how to write an effective e-mail application and identify the previous e-mail parts. Write them in your notebook.

Email topics

Subject line → Name - job position

First paragraph → Dear (Employer's name, Recruiter, Hiring manager)

Second paragraph → Short introduction of yourself, where you learned about the job opportunity, and any company references.

Third paragraph → Enhance your qualifications, sell yourself as an important addition to the team.

Closing → Refer to the attached documents. Thank them for their time and consideration.

→ Make it professional, use words like "Sincerely" or "Regards". Write your name and include your contact number.

Acervo editora

4. Personal answers.

4. Read the job ad in the **Speaking section** and do the following.

a) Choose one of the job positions and go around the class to find a classmate who has chosen the same profession as you. In pairs, brainstorm the abilities needed for that job. Write them down in your notebook.

b) Then follow the guidelines from **activity 3** and write an e-mail applying for one of the positions. Use the notes you made with

your classmate and the e-mail from **activity 1** as a model. Exchange your draft with your classmate in order to improve it. Rewrite it if necessary. Then send it to your teacher or post it on the social media classroom page, if there is one.



1. Enem (2016)

1. A alternativa **d** está correta, conforme a citação de Giovanni Azzone no segundo parágrafo, em que se lê que o uso de inglês nas aulas é para torná-las internacionais.

Italian university switches to English

By Sean Coughlan, BBC News education correspondent - 16 May 2012 - Last updated at 09:49 GMT

Milan is crowded with Italian icons, which makes it even more of a cultural earthquake that one of Italy's leading universities — the Politecnico di Milano — is going to switch to the English language. The university has announced that from 2014 most of its degree courses — including all its graduate courses — will be taught and assessed entirely in English rather than Italian.

The waters of globalisation are rising around higher education — and the university believes that if it remains Italian-speaking it risks isolation and will be unable to compete as an international institution. “We strongly believe our classes should be international classes — and the only way to have international classes is to use the English language”, says the university’s rector, Giovanni Azzone.

COUGHLAN, S. Disponível em: www.bbc.co.uk. Acesso em: 31 jul. 2012.

As línguas têm um papel importante na comunicação entre pessoas de diferentes culturas. Diante do movimento de internacionalização no ensino superior, a universidade Politecnico di Milano decidiu

- elaborar exames em língua inglesa para o ingresso na universidade.
- ampliar a oferta de vagas na graduação para estudantes estrangeiros.
- investir na divulgação da universidade no mercado internacional.
- substituir a língua nacional para se inserir no contexto da globalização. **x**
- estabelecer metas para melhorar a qualidade do ensino de italiano.

2. Na primeira questão, a alternativa **e** está correta, pois, conforme se lê no quadro 3, o personagem está tão atraído pelo jogo, que só em situações extremas ele deixaria de jogá-lo. Na segunda questão, a alternativa **e** está correta, porque a expressão citada expressa indignação.

2. Unesp (2024)

Leia a tira de Bill Amend para responder às questões [...]



From the comic strip, one can say that

- there is a generation conflict between mother and son.
- Eileen Jacobson and the boy are not friends anymore.
- the final level of the game is the boy's target before going to school.
- the ice cream is the boy's prize for winning the game.
- games exert an irresistible attraction on the boy. **x**

No primeiro quadrinho, a fala “Is she out of her mind?!” indica que o menino

- tomará sorvete após ter ido à escola.
- quer se reconciliar com Eileen após uma briga.
- acha que Eileen e a mãe querem agradá-lo.
- considera que a mãe está interferindo na amizade com Eileen.
- ficou irritado com o convite de Eileen. **x**

Self-Assessment

Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Pude falar sobre novas profissões no mercado de trabalho.
- Usei frases introduzidas por preposições e adjetivos para falar sobre as profissões do futuro.
- Ouvi dicas sobre como me comportar em uma entrevista de emprego.
- Falei sobre meu emprego ideal e quais habilidades são necessárias para obtê-lo.
- Elaborei um e-mail de candidatura a uma vaga de emprego.



1. Personal answer. Incentive a turma a analisar as imagens para responder à pergunta, justificando a forma como o sucesso e a felicidade estão representados nelas: tanto como amor romântico quanto como sucesso financeiro, trabalho voluntário e contato com a natureza.

2. Personal answer. Conduza a discussão para que os estudantes possam refletir e expressar o que cada palavra significa para eles e como eles as relacionam. É importante, durante a discussão, abordar questões voltadas à pressão, muitas vezes impulsionada pelas redes sociais, em demonstrarmos sempre uma vida repleta de felicidade e sucesso. Aborde essa temática com os estudantes, usando também o exemplo de muitos cantores de k-pop que lidam com questões de saúde mental por sofrerem com uma pressão midiática desproporcional e com cargas excessivas de trabalho na busca da perfeição e do sucesso.

How can we measure happiness?

Introduction



1. Look at the images. How are success and happiness represented in them?



Image from the movie *La La Land*, by Damien Chazelle, 2016.

Image from the movie *Slumdog Millionaire*, by Danny Boyle, 2009.



Volunteers cleaning a park.

Traveler walking in nature.

2. Are the words success and happiness synonyms? Can you have one without the other?

1. Personal answer. O *World Happiness Report* é um relatório produzido pela Rede de Objetivos de Desenvolvimento Sustentável da ONU, pelo Centro de Pesquisa em Bem-Estar de Oxford, e pela empresa de pesquisa Gallup. Ele se baseia em dados sobre as opiniões de indivíduos sobre seis critérios relacionados ao país em que vivem.

Looking at numbers



1. Have you ever heard about the World Happiness Report?

a) Check five factors you would use to measure how happy a country is. *Personal answer.*

- Climate and natural disasters
- Corruption
- Employment
- Education
- Socialization
- Natural beauty
- Government support
- Violence
- Freedom
- Life expectancy
- Generosity of the people
- Gross domestic product

Gross domestic product (GDP) é conhecido em português como Produto Interno Bruto (PIB), indicador econômico que soma

todos os bens e serviços finais produzidos por um

país, geralmente medido anualmente.

1. a) Estimule os estudantes a justificar as suas escolhas, explicando por que julgaram os fatores escolhidos como importantes para a felicidade das pessoas. Convide-os a refletir sobre a relação entre a situação econômica do país e o seu índice de corrupção. Pergunte aos estudantes se eles acreditam que essas questões estão relacionadas e quais seriam as possíveis explicações para esse fenômeno.

b) The following table shows the five happiest countries, Brazil's position, and the five least happy countries in the world, according to the World Happiness Report. Look at the criteria and compare them with your answers in item **a** of **activity 1**. *Personal answer.*

Overall rank	Country or region	Score	GDP per capita	Social support	Healthy life expectancy	Freedom to make life choices	Generosity	Perceptions of corruption
1	Finland	7.804	1.888	1.585	0.535	0.772	0.126	0.535
2	Denmark	7.586	1.949	1.548	0.537	0.734	0.208	0.525
3	Iceland	7.530	1.926	1.620	0.559	0.738	0.250	0.187
4	Israel	7.473	1.833	1.521	0.577	0.569	0.124	0.158
5	Netherlands	7.403	1.942	1.488	0.545	0.672	0.251	0.394
49	Brazil	6.125	1.454	1.250	0.387	0.558	0.131	0.137
133	Democratic Republic of the Congo	3.207	0.531	0.784	0.105	0.375	0.183	0.068
134	Zimbabwe	3.204	0.758	0.881	0.069	0.363	0.112	0.117
135	Sierra Leone	3.138	0.670	0.540	0.092	0.371	0.193	0.051
136	Lebanon	2.392	1.417	0.476	0.398	0.123	0.061	0.027
137	Afghanistan	1.859	0.645	0.000	0.087	0.093	0.093	0.059

Source: WORLD Happiness, Trust and Social Connections in Times of Crisis. In: WORLD HAPPINESS REPORT. [S. l.], 2023. Available at: <https://worldhappiness.report/ed/2023/world-happiness-trust-and-social-connections-in-times-of-crisis/#ranking-of-happiness-2020-2022>. Accessed on: Mar. 14, 2024.

c) Read the information in the table and check whether the following statements are **true** or **false**. *2. Personal answer. Espera-se que os estudantes possam inferir, com base nas informações apresentadas na tabela, que países com GDP per capita mais altos costumam ter melhores posições no ranking de países mais felizes, apesar de não ser o único fator determinante. Por essa razão, é possível associar dinheiro à felicidade. Contudo,*

- All top five countries have the highest scores in social support. *True.*
- Generosity is not a determinant factor of happiness. *False.*
- Countries in the bottom five have a high perception of corruption. *False.*



no âmbito pessoal, sucesso financeiro nem sempre pode ser sinônimo de felicidade.

2. How can money influence people's level of happiness?



Real life

1. Personal answer. Os estudantes deverão mencionar alguns valores pessoais, por exemplo: *family, honesty, ethics, focus* etc. Eles devem estabelecer uma relação entre esses valores e seus planos profissionais. Por exemplo, se a família é importante, então os estudantes podem escolher um trabalho que os permitam estar perto da família.



Career choices and personal fulfillment

1. Think about your life values. What are they? Read these examples from the box.



	courage	empathy	ethics	family
focus	honesty	kindness	respect	transparency

2. Intrinsic values, extrinsic values, and lifestyle values.

Incentive os estudantes a definir cada um dos valores apresentados com as próprias palavras. Escreva, em inglês, as melhores definições na lousa.

2. Read the following text. List the types of values it presents.



Do your Career and Work Values Align?

[...] Your core values are principles that you find desirable, important or even essential. An alignment between your career and your core values produces satisfaction, a sense of happiness and fulfillment. [...]

Work core values are typically broken into three types:

- Intrinsic values are related to the intangibles about the career. These [...] motivate you and help you feel fulfilled. Examples of intrinsic values are giving back to society and expressing your creativity.
- Extrinsic values relate to the tangible rewards derived from your career and your work environment. Some examples of extrinsic values are pay, working as part of a team and providing influence.
- Lifestyle values. [...] What you do for a career and where you work produces a certain type of lifestyle. The type of lifestyle you desire can help complete the picture of what you value. A few examples of lifestyle values include living in a big city, traveling extensively and living simply.

Some people's core values may have been obvious to them for a long time. For others, a recent event may uncover a set of personal core values. Recognition of your own core values may come to you naturally, or the process can be a struggle.

LOFFREDO, S. Do Your Career and Work Values Align? *In: INSIDE HIGHER ED. [S. L.], Nov. 13, 2017. Available at: www.insidehighered.com/advice/2017/11/13/importance-aligning-your-career-your-core-values-essay. Accessed on: Mar. 14, 2024.*

4. Personal answer. Espera-se que os estudantes reconheçam a importância de conciliar seus valores pessoais e suas aspirações profissionais. Por exemplo, se o impacto social do trabalho realizado é um valor importante para um dos estudantes, então ele deve procurar carreiras com maior impacto social.



3. Look at the following situations. Decide what kind of values are involved in each of them. Share your ideas with a classmate.



- a) Julia wants to go to college. She wants a career that will make her feel important to society, and that is not just a way to make money. **Suggested answer: intrinsic value.**
- b) Saulo wants a job that gives him a routine and safety. He wants to live close to work and get there by bike. **Suggested answer: lifestyle value.**
- c) Chloe sees work as a way to make money, so she wants a career that pays well and offers opportunities in leadership. **Suggested answer: extrinsic values.**

4. How do you think your personal values can influence your career choices?

5. Listen to Dr. Grace Lee talking about career and life fulfillment. Then match the columns according to it.



- | | |
|--|---|
| a) In order not to feel empty, | • you can have gratitude. c |
| b) If you are operating on your true values, | • that is the path to create fulfillment. b |
| c) If you make decisions that are truthful to you, | • you have to live according to your authentic values, not values you have adopted without reflecting. a |

6. Does it align with your answer to **activity 4**? Why (not)? **Personal answer.**





► Think about it

1. Read some job descriptions. Then talk to a classmate and match each professional to an undergraduate course that could lead to it.



Computer forensics professional: someone who investigates cybercrimes, such as fraud, stolen identities, fake news, etc.
Appraiser: a professional who is able to attribute a price to an object by analyzing how valuable it is.
Curator: a person in charge of a department of a museum or other place where objects of art, science, or from the past are collected, or a person who organizes and arranges a showing of art or other objects of interest.
Green home builder: someone who adjusts houses to make them more environmentally friendly.
City planner: someone who designs and implements solutions to improve urban centers.

1. Possible answers:
 Computer forensics professional: Software Engineering, Law.
 Appraiser: Fine Arts, Business, Curator: Fine Arts, Language Arts, Architecture.
 Green home builder: Architecture, Engineering, Agronomy. City planner: Engineering, Math, Architecture.

Agronomy Architecture Biology Business Engineering Fine Arts Law
 Language Arts Marketing Math Medicine Software Engineering

2. Barbara and Michael are reading an article about fun jobs. Complete their conversation using the professions described in **activity 1** and some of the undergraduate courses from the box.



Barbara: Look, Mike! I found my dream job: I would love to help the police solve internet crimes. Seriously.

Michael: You know that you need to study for that, right? You hate programming.

Barbara: Really? Forget it... What about this: I would be great at organizing this messy town we live in. Oh, no, I would probably have to study for that. No way, I hate calculus and geometry.

Michael: Hahaha, you can't even organize your notebook! Look, I think I want to be a It probably pays a lot of money, and I would be helping the planet.

Barbara: True. But what college degree would you need for that?

Michael: Maybe, too, because it involves structures. Or, because of design.

Barbara: Maybe. Hey, a would be cool. I love art and I am good at sorting things by category. This would be a cool job. I could apply for school.

Michael: The problem is that these courses are very expensive. [2. computer forensics professional / software engineering / city planner / Engineering / green home builder / Engineering / Architecture / curator / Fine Arts.](#)

Barbara: Not if you apply for a public university. Anyway, choosing a career is so hard. I don't even know what I want for dinner tonight. How can we make informed career decisions?

Michael: I know... Maybe we could ask our teachers for help. We should organize a Career Day at school.

Barbara: That is actually a great idea. Let's talk to Julie and...

3. Do you agree with Barbara when she says that choosing a career is hard? Why (not)? [Personal answers.](#)



4. What is your dream career? What do you think you need to study to do that? [Personal answers.](#)

Going deep

▼ Website

Job Bank: Career quizzes and tests, 23 jul. 2024.

Essa página da *web* contém diversos testes de personalidade para auxiliar na escolha de uma profissão. Disponível em: <https://www.jobbank.gc.ca/career-planning/quizzes>. Acesso em: 5 set. 2024.

▼ Video

How to Find a Career You Genuinely Love (2023,

12 min). Nesse vídeo, a pesquisadora Grace Lordan, em entrevista para o especialista em produtividade Ali Abdaal, compartilha dicas de como encontrar a carreira ideal. Disponível em: https://www.youtube.com/watch?v=O3m14PVOq_g. Acesso em: 5 set. 2024.



How can we promote a safe space to talk about career plans?

1. Choosing a career path is not an easy job, especially when we are young and do not have any work experience. With your group, in your notebook, complete the following list of actions that could help students make such decisions. [Personal answer.](#)

- List your skills and values.
- Find an internship in an area you are interested in.
- Research information about college courses.

2. Based on the list you wrote in **activity 1**, brainstorm ideas for a Career Day and write a mind map like the following one in your notebook. This project should help you reflect on your life choices and career paths. [Personal answer.](#)



Better together

What's conflict resolution?

[...] Conflict resolution is the art of addressing [...] differences and finding common ground that enables everyone to work together peacefully. Sometimes, the person who resolves a conflict may be a neutral party or mediator while at other times, they may be someone involved in the conflict who takes an outside perspective to find a solution. [...]

The steps listed in the following can help you to resolve many conflicts [...]:

- Stay calm and take a moment, if necessary.
- Find a private, comfortable place to discuss the conflict.
- Agree to find a resolution.
- Work to understand the perspective of everyone involved.
- Agree on a plan for resolution. [...]

HERRITY, J. 7 Conflict Resolution Skills (And How To Use Them at Work). *In*: INDEED. [S. l.], Jun. 14, 2024. Available at: www.indeed.com/career-advice/resumes-cover-letters/conflict-resolution-skills. Accessed on: Jun. 25, 2024.



1. Do you think a professional page is important for high school students? What about a resume? [Personal answers.](#)
2. Read the following text. What kind of information should high school students add to their professional pages? [2. A profile picture, a headline describing your goals, your experience in projects, volunteer work, internships, etc.](#)

Setting up a professional page

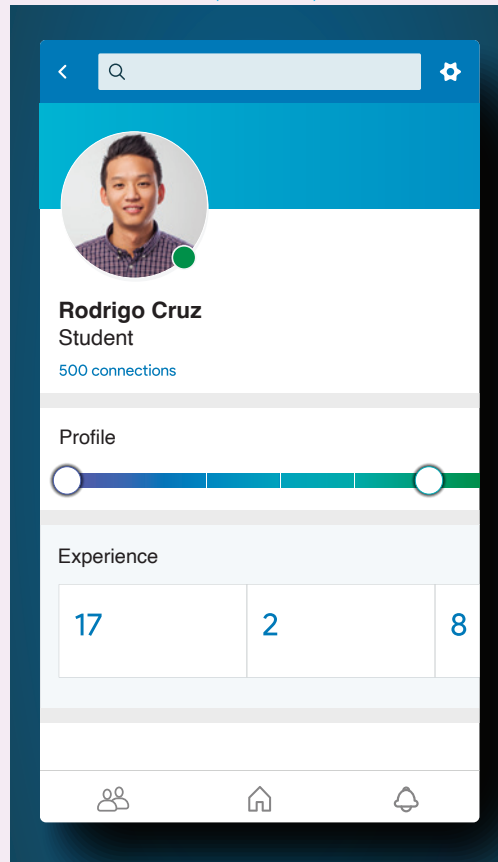
[...] Many people assume that you should be out of college before you join LinkedIn, but that's no longer true. [...]

Start professional networking early. When you connect to favorite teachers, coaches and mentors [...], you make it easy for them to **stay in touch** and follow your progress. They can write better recommendations and continue to **support** you.

[...] At a minimum you'll want:

- A high-quality profile picture of just you [...] in appropriate clothes [...] and smiling.
- An informative yet **catchy** headline that succinctly tells people what you do now and what you're excited for in the future.
- A smart summary **statement** to highlight your experience, qualifications, and goals [...]
- **Thorough** work and volunteer experience [...]
- **Internships**, [...] projects, honors, awards [...]

A menção ao nome de uma empresa nesse contexto pedagógico não tem o intuito de divulgar ou incentivar o consumo de nenhuma marca, conforme Parecer CNE/CEB nº 15/2000.



Asier Romero e art.em.po/Shutterstock.com

VOCAB

catchy: que chame atenção
internships: estágios
statement: declaração, relato
stay in touch: manter contato
support: apoiar
thorough: minucioso

SCHRAMM, J. LinkedIn Tips for High School Students. *In:* LINKEDIN. [S. l.], Jul. 10, 2018. Available at: www.linkedin.com/pulse/linkedin-tips-high-school-students-judy-schramm. Accessed on: Mar. 14, 2024.

3. Imagine you have to write your resume.
 - a) Get a blank sheet of paper.
 - b) "Brainstorm" your resume on that sheet: What kind of information do you need? How many sections should you have? Where on the page would each section go?
 - c) Show your sketch to a classmate and compare your work.
4. Read the following tips and compare the ideas presented with your work. What would you change? What would you add? [Personal answers.](#)

[3. Personal answers.](#) Se julgar pertinente, sugira aos estudantes que se organizem em duplas ou trios para compartilhar ideias antes de escrever o próprio currículo. Depois, incentive-os a trocar os rascunhos entre si para que possam sugerir alterações pontuais no texto do colega.

High School Resume: A Step-by-Step Guide

[...] A resume is **straightforward**: it's a one-page document **showcasing** you. [...] You want to give the reader an idea of who you are and your general qualities. [...]

Your name should be at the very top, in the largest text size. Your contact information should always be nearby and very visible. Include your phone number, email address, and your general location. [...]

VOCAB

straightforward: simples
showcasing: promovendo

VOCAB

accomplishment: conquista
deserve: merece
glean: extrair
insight: ideia
likely: provavelmente

You can also choose to include an objective or summary. Sort of like a tagline, it lets the person reading know your primary goal. [...]

The following section should be one of two options: either your high school information or most recent job/internship experience. [...]

Do you play a sport? Participate in a theater? Are you part of a club or organization? All of those activities you listed in your head in response to those questions are bullet points on your high school resume. [...]

Finally, no one expects a high school student to have extensive (if any) work experience. What they are expecting is to **glean** some **insight** into who you are. If you've worked at the local cafe for a year, they can tell you're responsible and **likely** have good customer service skills. [...]

You can find several great, free templates that are easy to work with for your high school resume. They're already formatted [...], so it's good to start with those.

[...] be proud of your **accomplishments** and advocate for yourself. After all, you want [...] the job [...], so show that you **deserve** it!

LUCYK, S. High School Resume: A Step-by-Step Guide. In: APPILY. [S. l.], c2024. Available at: www.cappex.com/articles/applications/high-school-resume-step-by-step. Accessed on: Mar. 14, 2024.

5. According to the text:

- What is the objective of a resume?
To give the reader an idea of who you are and your general qualities and abilities.
 - What kind of information should be the most visible?
Your name and contact information.
 - What other information do you think is important to include in your resume?
Personal answer. Suggestion: Extracurricular activities, extra courses, and general interests.
6. Compare both texts. What do a professional page and a resume have in common?
Objectives, work experience, and extra activities. They are ways to show your professional objectives and skills to potential employers.



Getting it done

1. In order to get ready for Career Day, you and your friends are going to prepare your resumes and your professional pages on social media.

Brainstorm and list the information you need to include on your page.

Items to include

- Personal information: name, date of birth, place of birth, where you live etc.
 - Objectives: What do you want to work with? What jobs are you looking for?
 - Academic background: Where did you go to school? Do you have any extra courses (computer, language courses, etc.)?
 - Work experience: What is your work experience? Have you ever worked?
 - Skills: What are you good at? What are your strong points?
 - Activities: Do you do any activities, such as volunteer work, religious groups, or community work?
 - Hobbies and free time activities: What are your hobbies? What do you like to do in your free time?
 - Other relevant information: What other information do you think is relevant to share?
2. Access a professional social media website and sign up to include your profile. Most sites allow you to write your profile in English. Remember to include:
- Your hobbies and interests.
 - School activities that might interest a potential employer.
 - A picture that looks professional.
- 3 Show your professional profile to a classmate. Listen to his/her opinion and suggestions, make some changes, if necessary, and provide him/her with your feedback on his/her page.

Tip

High school resumes can include things like:

- Education [...]
- Jobs
- Clubs/Activities [...]
- Projects
- Additional Skills
- Hobbies

LUCYK, S. High School Resume: A Step-by-Step Guide. In: APPILY. [S. l.], c2024. Available at: www.cappex.com/articles/applications/high-school-resume-step-by-step. Accessed on: Mar. 14, 2024.

Showing what we've got



1. It is time to present your ideas for Career Day in your school. Your audience will be the people who can help you organize the event: your teachers, coordinator, principal etc.
 - a) With your group, think about ways each of you can introduce yourselves to the audience. For example, you can use your online professional profile to help you introduce yourself to the audience and to the people who visit the event.
 - b) Show your audience why it is important to help students learn more about careers and jobs before making such an important decision. Select the information you read and discussed in the texts and activities from this unit.
 - c) Listen to questions and suggestions. How can students and school staff work together to have this event in school?
 - d) Select the best ideas. How can we take the best ideas out of each group and put together a great Career Day?
2. Present a plan that follows these steps.
 - How can this day be organized?
 - Who is the audience for this event?
 - When is the best time to do it?
 - What kind of resources are you going to need from the school?
 - Who can help you organize the event?
 - How can we get professionals from different areas to come and speak to the students?
3. These rubrics are for you! Use them for self-assessment.



Clark, Junebug/UNT Digital Library

Bill Ford's advertising class. University of North Texas. Frank & Sue Mayborn School of Journalism, 2016.

USE

Hello, everybody, thank you for coming.
 We want to start by introducing ourselves...
 The idea for our project came from...
 As we all know, many of us are asking ourselves...
 That is why we would like to have...
 Our plan is to...
 We would like your help with...

Student	Participation	Collaboration	Professional profile	Involvement and commitment
	How much work have I put into the project?	How much have I contributed to my team? Was I a helpful team player?	Was my professional profile made carefully? Is the information relevant?	Was the topic of this project relevant to me? How much commitment did I show?
Excellent				
Good				
Needs improvement				

4. Do you think it is difficult to give yourself a grade? Why (not)? [Personal answers.](#)

Learning about happiness and success from movies

1. Incentive a turma a trocar impressões sobre os filmes em duplas ou pequenos grupos. Em seguida, abra a discussão para que os estudantes possam expressar suas opiniões.

1. Have you seen these movies? What do you know about them?
Discuss with a classmate.



Soul, by Pete Docter, 2020.

[...] The existential questions that *Soul* brings up relate to passion and how much of your life you should or should not devote to those **whims**. “It’s this idea that you don’t have to have it all **figured out**,” explained Powers. “One of my favorite characters in the movie is Dez the Barber, because Dez the Barber is a guy that is a master at his craft. He’s a master barber. To the point that Joe was like, obviously, he always wanted to do this. And he’s like, ‘nah, man. I wanted to be a vet, but I’m pretty happy with where I landed. I found other dreams, I found other things that allowed me to find **fulfillment**’ ”.

FUJIIKAWA, J. Disney and Pixar’s *Soul* Will Have You Contemplating the Meaning of Life. In: DISNEY. [S. l.], Dec. 16, 2020. Available at: <https://news.disney.com/disney-pixar-soul-cast>. Accessed on: Mar. 14, 2024

[...] The anime also captures the sad reality of the countryside where more and more young people are motivated to move to cities in the **pursuit** for ‘better education’ and ‘better jobs’ [...]. The film also breaks the romantic myth that most city **dwellers** have of the countryside; it illuminates the hard life of the countryside that is built on a foundation of manual labor. Above all, it helps us realize that if we can find our motivation in the engagement with the natural world, we can weather these hardships and find happiness.



Only Yesterday, by Isao Takahata, 1991.

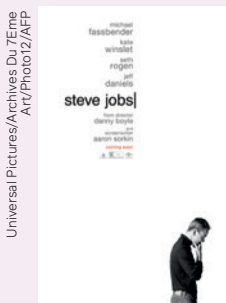
CHATHOTH, V. *Anime Review: Only Yesterday (1991)- I*. [S. l.]: Wordpress, Jun. 13, 2020. Available at: <https://vchathoth.wordpress.com/2020/06/13/anime-review-only-yesterday-1991-i/>. Accessed on: Mar. 14, 2024.

It would be a **stretch** to call Steve Jobs a **biopic** in any traditional sense, as it never **delves** deeply into Jobs’ life. Instead, Sorkin divides the film into three acts, focusing on a trio of pivotal product launches from Jobs’ career — namely, the Macintosh in 1984, the NeXT Computer in 1988, and the iMac in 1998.

OPAM, K. Steve Jobs movie review: portrait of a broken man. *The Verge*, [s. l.], Oct. 6, 2015. Available at: <https://www.theverge.com/2015/10/6/9461209/steve-jobs-movie-review-aaron-sorkin-danny-boyle-michael-fassbender>. Accessed on: Mar. 20, 2024.

VOCAB

biopic: filme biográfico
delves: investiga
dwellers: habitantes
figured out: resolvido
fulfillment: realização
pursuit: busca
stretch: forçar
whims: caprichos, desejos



Steve Jobs, by Danny Boyle, 2015.

2. Read the excerpts from movie reviews and answer.
 - a) Which movie is about a real person? *Steve Jobs*.
 - b) Which movie is about the meaning of life? *Soul*.
 - c) Which movie talks about the differences between lifestyles in the city and the countryside? *Only Yesterday*.
3. Choose one of the movies from **activity 1** to watch. Think about the following questions and present your ideas to your classmates.
 - a) What did you think about the movie? Does it offer an important lesson? *Personal answers*.
 - b) In what ways is the movie inspiring? *Personal answers*.
 - c) What does happiness mean to the main character? *Personal answers*.
 - d) What is the main lesson of the movie? *Personal answers*.





1. Complete the sentences with the words from the box. There are three extra ones.

under pressure out of print
 out of work at an advantage
 at present at risk out of control
 out of date out of fashion
 under treatment under stress

- a) He needs help. He has been for over four months now. **out of work**
- b) We feel to choose a career. **under pressure**
- c) I love the book, but I can't find a copy. Is it? **out of print**
- d) Remember they are They know the way. **at an advantage**
- e) You want to know what he is doing I have no idea. **at present**
- f) The crowd was totally The police had to be called. **out of control**
- g) Living so near the mine, they are putting their lives **at risk**
- h) Some people produce more if they are I don't! **under stress**

2. Read the text and answer the questions in your notebook using prepositional phrases to help you. Then, write the preposition that guided you to find the answer.

What the whole "***I don't dream of labor***" movement is trying to get at is that not everyone dreams of having a career — some people just want a simple job so that they can get paid to finance their lives. As in, they want to "***work to live, not live to work***" because that notion denies them from doing other things and it might even deny them happiness because they'll keep constantly chasing after career dreams and nothing else.

ELKADER, N. A. "I Don't Dream of Labor": Rise of Anti-Work Movement Explained! *Identity Magazine*, [s. l.], 20 jun. 2021.

- a) What kind of dream this movement's followers don't have? **Of having a career. OF**
- b) What is this movement about? **2. b) They want to "work to live, not live to work". AS IN**
- c) What is denied from people when they live to work? **Doing other things. FROM**
- d) What do people constantly chase after when they live to work? **Career dreams. AFTER**

My progress

Leia com os estudantes o boxe **My progress** para que reflitam sobre tudo o que estudaram até aqui. Ajude-os a pensar sobre como podem melhorar técnicas e estratégias a fim de aprimorar habilidades.



How has your learning progress been so far, on a scale of 1 to 5?

Reading skills

- Connect information with life experiences.
- Ask questions to understand texts.
- Understand information from an infographic and determine the importance of elements.
- Find meaningful information about life values.

Listening skills

- Understand the necessary skills for the 21st century.
- Understand more about digital nomads.
- Comprehend job interview tips.
- Find the importance of aligning values and career choices.

Speaking skills

- Talk about professions and abilities.
- Talk about future job plans.

- Talk about job ads.
- Talk about career intentions.

Language skills

- Use the present perfect to talk about actions and situations without time definition.
- Use the present continuous tense to talk about future intentions.
- Recognize and use prepositional phrases and adjectives to talk about jobs.
- Use previous structures to write a career page.

Writing skills

- Write a headline for a job ad.
- Create a budget plan.
- Write an e-mail for a job position.
- Create a career page to highlight personal information and skills.

Teenager lying on a mirror.

Poppy Pix/Shutterstock.com

Going deep

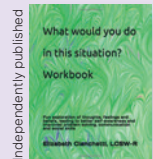
▼ Book

What would you do in this situation?, de Elizabeth Cianchetti (Independently published, 2016). Livro de exercícios que nos incentiva a explorar pensamentos, sentimentos e crenças para desenvolver o autoconhecimento e a consciência.

▼ Websites

Life skills that matter: What is self-awareness?, [20--]. O artigo aborda o conceito de autoconsciência, primeiro em relação ao indivíduo e, depois, ao coletivo. Ao final, apresenta dicas de como desenvolver essa habilidade e propõe um desafio para colocá-la em prática. Disponível em: <https://www.lifeskillsthatmatter.com/blog/self-awareness>. Acesso em: 20 jun. 2024.

Develop good habits: 8 ways to be more self-aware throughout life, 30 jul. 2023. Artigo com dicas para desenvolver, no dia a dia, hábitos de autocuidado. Disponível em: www.developgoodhabits.com/what-is-self-awareness/. Acesso em: 5 fev. 2024.



Develop Good Habits/
developgoodhabits.com

Self-awareness

1. Respostas pessoais. Espera-se que os estudantes reflitam sobre o conceito de autoconsciência; eles podem iniciar a discussão a partir do que sabem a respeito dos termos "auto" e "consciência". Incentive-os a pensar em exemplos de situações em que a autoconsciência é essencial. Explique que ela é a capacidade de uma pessoa perceber e entender seus próprios pensamentos, emoções e comportamentos, sendo um aspecto crucial do desenvolvimento pessoal e emocional, permitindo uma melhor gestão das emoções, uma comunicação mais eficaz e um relacionamento mais harmonioso com os outros.



► Think about it

1. O que você entende por autoconsciência?
2. Em sua opinião, as pessoas podem desenvolver a autoconsciência? Como?

2. Respostas pessoais. Encoraje os estudantes a expressar suas ideias, valorizando a participação de cada um. Promova práticas de *mindfulness* e meditação em sala de aula para ajudá-los a se conectar com suas emoções e a desenvolver mais autoconsciência. Incentive-os a implementar atividades de reflexão regular, como diários e discussões em grupo, em que eles possam explorar e expressar seus sentimentos e pensamentos. Convide-os a compartilhar experiências pessoais ou de conhecidos que envolvam a prática de autoconsciência.

Objetivos

Nesta unidade, você vai:

- refletir sobre o conceito de autoconsciência e identificar práticas para ajudar a desenvolvê-la;
- usar o verbo modal *should* para expressar probabilidade, pedir opinião, indicar obrigação moral, dar conselhos e sugestões;
- resumir um texto;
- compreender trecho de um áudio sobre *self-awareness*;
- dar conselhos sobre saúde mental;
- escrever uma postagem nas redes sociais.

1. Personal answers. Os estudantes podem citar que escrevem em diários, conversam sobre as suas ações e emoções com os pais, amigos etc.

Reading

2. Personal answers. Retome as respostas que os estudantes deram no início da aula, na seção **Think about it**, e incentive-os a refletir se, com base nas respostas dos colegas, eles podem pensar em novas formas de desenvolver a autoconsciência.



Before reading

1. Do you usually reflect on your actions and on how people see you? How do you do it?
2. How can you develop self-awareness?
3. Look at the text and the picture. What's the girl doing? Can you relate it to the title of the text? **3. Espera-se que os estudantes concluam que a garota está pensativa e que, talvez, ela possa estar refletindo, pensando sobre a vida e suas ações.**

VOCAB

assets: recursos
aware: consciente
biases: viéses
fearful: apreensiva
inner life: mundo interior
mindset: mentalidade
running amok: descontrolando-se
SEL: social-emotional learning

Going deep

Book

You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything, de Matthew Syed (Wren & Rook Books, 2018). O livro trata das possibilidades de se obter sucesso naquilo que nos propomos a fazer e, nesse sentido, explora também a importância da autoconfiança e a necessidade de aprender com os próprios erros.



Editora Wren & Rook

IN EDUCATION

SEL for Students: Self-Awareness [...]



Studio Grand Web/Shutterstock.com

Acervo editora

[...]

Self-Awareness is simply the ability to be **aware** of one's **inner life** – one's emotions, thoughts, behaviors, values, preferences, goals, strengths, challenges, attitudes, mindsets, and so forth – and how these elements impact behavior and choices across contexts.

For example

A student who is self-aware may notice her **fearful** emotional response as she is about to take a test. She may feel her heart beat faster and her stomach clench, making her thoughts race as she worries about failing the test. To get out of the test, she considers telling her teacher that she feels sick, but in the end, she recognizes that this behavior is a result of her emotions and thoughts **running amok**, and she accepts that these reactions can occur when she experiences anxiety.

Skills that develop self-awareness include:

- Identifying and analyzing one's emotions, and how they affect others
- Understanding the relationship between one's emotions, thoughts, values, and behaviors
- Integrating personal and social identities
- Identifying personal, cultural, and linguistic **assets**
- Demonstrating honesty and integrity
- Examining prejudices and **biases**
- Experiencing self-efficacy
- Having a growth **mindset**
- Developing interests and a sense of purpose

[...]

SEL for Students: Self-Awareness and Self-Management. In: GREATER GOOD IN EDUCATION. [S. l.], c2024. Available at: <https://ggie.berkeley.edu/student-well-being/SEL-for-students-self-awareness-and-self-management/>. Accessed on: May 27, 2024.

While reading



3. a) Self-awareness is the ability to recognize one's inner life, including emotions, thoughts, behaviors, values, and how these elements impact behavior and choices.

Read the text and answer the questions in your notebook.

1. Find words with the following meaning in the text.

- a) a conscious mental reaction (such as anger or fear) subjectively experienced as a strong feeling. **emotion**
- b) the way in which one acts. **behavior**
- c) a person's principles or standards of behavior. **value**
- d) an aim or desired result. **goal**
- e) a habitual or characteristic mental attitude that determines how you will interpret and respond to situations. **mindset**

3. b) The student feels fearful, experiences a faster heartbeat, stomach clenching, and racing thoughts due to anxiety.

3. c) The student considers telling the teacher she feels sick to avoid taking the test.

3. d) The student recognizes that her desire to avoid the test is driven by anxiety and accepts these reactions as part of experiencing anxiety.

2. Complete the sentences with words from the text.

- a) Identifying and analyzing one's , and how they affect others. **emotions**
- b) Integrating and social identities. **personal**
- c) Demonstrating honesty and **integrity**
- d) Having a growth **mindset**
- e) Developing and a sense of purpose. **interests**

2. Personal answer. Os estudantes podem mencionar que o autoconhecimento auxilia a refletir melhor sobre as próprias ações e a evitar desenvolver certos distúrbios, como o *burnout*. Reforce que pessoas autoconscientes são mais capazes de identificar sinais de estresse, ansiedade ou depressão em seus estágios iniciais, permitindo a busca de apoio ou intervenção antes que esses problemas se agravem. Além disso, a autoconsciência ajuda a identificar padrões de pensamento negativos ou autodestrutivos, o que possibilita a adoção de estratégias para os enfrentar.

3. Answer the questions according to the text.

- a) What is self-awareness?
- b) How does the student in the example feel before taking the test?
- c) What does the student consider doing to avoid taking the test?
- d) How does the student ultimately handle her feelings about the test?

3. Personal answer. Incentive os estudantes a discutir como a autoconsciência envolve a capacidade de reconhecer e entender nossas emoções, comportamentos e pensamentos, influenciando diretamente nossas escolhas e hábitos de saúde. Por exemplo, uma pessoa autoconsciente pode perceber os sinais do corpo indicando estresse ou fadiga e, assim, tomar as medidas necessárias, como descansar adequadamente, praticar exercícios físicos ou buscar ajuda profissional. Além disso, a autoconsciência pode ajudar na identificação de hábitos prejudiciais à saúde, como má alimentação ou sedentarismo, possibilitando mudanças no estilo de vida que contribuem para o bem-estar físico geral.

Post-reading

1. Personal answer. As respostas são pessoais, mas os estudantes podem citar exemplos do texto e ideias mencionadas nas discussões anteriores.

- 1. What would be the best way to develop self-awareness in your opinion?
- 2. How can self-awareness help in mental health?
- 3. How can you relate self-awareness to physical health?
- 4. After reading the text, would you change your answer to question 1 from the **Think about it** section? Explain.

Reading strategies

Circule pela sala de aula e auxilie os estudantes a realizar a atividade. Em seguida, sugira a troca de resumos entre as duplas ou a leitura deles em voz alta por um dos pares, para que os demais colegas possam questionar ou sugerir mudanças.

Summarizing

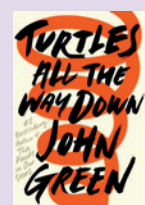
Resumir é uma estratégia de leitura fundamental que ajuda a melhorar a compreensão e a memorização das informações de um texto. Ela é baseada em produzir uma versão mais curta da produção original, apresentando suas ideias principais. A prática envolve identificar os temas centrais do texto, selecionar pontos importantes dele e, então, reescrever ambos com as próprias palavras, mantendo o novo texto coerente e conciso. Esse processo melhora a compreensão textual, a retenção de informações e o pensamento crítico, facilitando a revisão e a recuperação de pontos da leitura. Para resumir de forma eficaz, leia o texto atentamente, destaque os pontos principais, faça anotações concisas, esboce um resumo coeso e revise para obter precisão.

- In pairs, summarize the previous text with your own words. **Personal answer.**

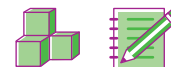
Going deep

Book

Turtles All the Way Down, de John Green (Penguin Books, 2017). O romance narra a história da adolescente Aza Holmes, que investiga o misterioso desaparecimento de um bilionário, enquanto também lida com o próprio transtorno obsessivo-compulsivo (TOC).



Editora Dutton Books for Young Readers



Modal verb – should

1. Read the following sentences extracted from some texts about self-awareness. Then choose the appropriate words to complete the alternatives **a** and **b**.

Self-awareness is a crucial skill that every person **should** have, especially students who are discovering their true selves and their place in the world.

WHAT are Self-awareness Skills for Students? *In: UNISHANOI. Hanoi, Aug. 14, 2023. Available at: <https://articles.unishanoi.org/what-are-self-awareness-skills-for-students/>. Accessed on: Aug. 4, 2024.*

Many of us grew up with the message that you **should not** show your emotions, so we attempt to ignore or suppress them.

PERRY, E. What is self-awareness and how to develop it. *In: BETTERUP. [S. l.], Sep. 14, 2022. Available at: <https://www.betterup.com/blog/what-is-self-awareness>. Accessed on: Jul. 22, 2024.*

The most important self-awareness habit you can practice is writing. You might be wondering, “So what exactly **should** I be writing about?”

WARLEY, S. What Is Self-Awareness? *In: LIFE SKILLS THAT MATTER. [S. l.], [20--]. Available at: <https://www.lifeskillsthatmatter.com/blog/self-awareness>. Accessed on: Aug. 4, 2024.*

- a) The verb **should** is expressing **order** / **recommendation**.
 - b) The verb **should** is telling what people **could do** / **have to do**.
2. Study some other examples with **should** with different meanings. Copy the chart into your notebook and complete it. **Express probability: c. Ask for opinions: a. Show moral obligation: d. Give a suggestion: b, e.**
 - a) Should we express our emotions?
 - b) They should go to the park to relax.
 - c) Carlos should arrive home from therapy at around 6 p.m.
 - d) You should examine your emotions before accusing anyone.
 - e) You shouldn't do something if you don't feel well.

3. Na interrogativa, com o *should* no início da frase, antes do pronomes. Na negativa, é acrescentado *not* e, na forma contraída, usamos *shouldn't*.

Express probability	Ask for opinions	Show moral obligation	Give a suggestion

3. Go back to the sentences in the chart and look for the interrogative and negative sentences. How are they formed?
4. Look at these pictures. In your notebook, use the clues and the modal verb **should** to write sentences suggesting a change in people's behavior.



Read more / avoid television. **She should read more and avoid television.**



Exercise outdoors / to feel more energized. **She should exercise outdoors to feel more energized.**



C

Talk to each other. They should talk to each other.



D

Not sit on the tables. They shouldn't sit on the tables.

5. Read some information received by teachers. Include **should** or **shouldn't** when necessary.

a) **should**

[...] teachers work with students one-on-one to figure out what distracts them and have students try to eliminate these distractions in class on their own. This promotes healthy self-control habits that keep distractions at a minimum throughout the year. [...]

TEACHING Intangibles: Encourage Self-Awareness and Self-Advocacy in Students. *In*: PLANBOOK. [S. l.], [20-]. Available at: <https://blog.planbook.com/encourage-self-awareness/>. Accessed on: Feb. 5, 2024.

b) **should**

[...]

For this reason, schools look for ways to invest in a stress-free learning environment, teach emotional and social skills, how to build self-confidence and take care of the general well-being of yourself and others.

[...]

TEACHING Emotional Skills and Self-Awareness in Schools. *In*: HUNDRED. Espoo, Mar., 2017. Available at: <https://hundred.org/en/innovations/teaching-emotional-skills-and-self-awareness-in-schools>. Accessed on: Feb. 5, 2024.

c) **shouldn't**

Being self-aware make you feel paralyzed. On the contrary, it can be a tool to get to know yourself in a way that promotes practical actions for you and your environment.

NAVARRO, L. The Two Sides of Self-Awareness. *In*: FREELANCE LATIN AMERICA. [S. l.]: Jul. 26, 2022. Available at: <https://freelancelatam.com/the-two-sides-of-self-awareness/>. Accessed on: Aug. 1, 2024.

d) **should**

[...] No matter the age, everyone have aspirations to look forward to! Give time to discussing hopes and dreams for the future. You might discuss where students want to travel to, what activities they want to try, and what they hope to be like in the future. [...]

TEACHING Kids to Be Self-Aware. *In*: THE PATHWAY 2 SUCCESS. [S. l.], Sep. 1, 2019. Available at: www.thepathway2success.com/teaching-kids-to-be-self-aware-2/. Accessed on: Feb. 5, 2024.

6. Do you agree with the ideas in the extracts? Why (not)?

7. Match the two parts to form sentences and find information about **should**.

a) Should is a

b) Modal verbs are complemented by

c) Modal verbs add

d) Modal verbs do not change

e) To make questions with should,

f) The negative of should is

• invert the subject and the modal verb. e

• meaning to the main verb. c

• form depending on the person. d

• should not or shouldn't + base form of the main verb. f

• modal verb. a

• the base form of the main verb. b

5. b) Personal answers. Espera-se que os estudantes reflitam sobre suas preferências e necessidades para avaliar qual prática seria mais adequada e o porquê.

5. c) Personal answer. Os estudantes podem citar exemplos que conhecem. Porém, caso não apresentem um repertório relacionado a esse tópico, oriente-os a pesquisar e a trazer as suas descobertas na próxima aula, a fim de compartilhar com os colegas.

Going deep

Movie

Cast Away, direção de Robert Zemeckis (20th Century Fox, 2001, 143 min). O filme apresenta a história de um funcionário dedicado de uma empresa de entregas, Chuck Noland, que tinha uma rotina totalmente pautada no relógio. Contudo, sua vida muda quando ele sofre um acidente de avião e se vê isolado em uma ilha desabitada. A partir desse momento, sua maior preocupação passa a ser sobreviver ao isolamento, procurando manter sua saúde física, mental e emocional.



20th Century Fox / DreamWorks Pictures / Playtone

Listening

1. They are doing a yoga class / They are meditating.

1. Look at the image. What are these people doing?



2. Listen to Chandana Bhowmick, an Ashtanga yoga teacher from Pune, India. What's the main idea of her message?



a) The main goal of practicing yoga is to perfect every posture without considering personal limitations or self-awareness.

b) Practicing difficult yoga postures leads to self-awareness by focusing the mind and understanding personal strengths and weaknesses. **X**

c) Yoga primarily focuses on physical fitness and achieving flexibility, without any impact on mental or emotional well-being.

3. In your notebook, complete the sentences with the words from the box. Then listen again and check your answers.



self-awareness	weaknesses	posture
limitations	self	strength

a) When you do a very difficult posture, you don't think of anything else. **posture**

b) You're completely involved in posture: how to do it properly, how to breathe into it, how you can really do it without injuring yourself. **self**

c) That awareness of self and being present at that moment, like just thinking about the Asana, creates a lot of self-awareness. **self-awareness**

d) Some of the postures are really difficult, so you end up meeting your limitations and your fear, and you overcome that. **limitations**

e) By overcoming your fear and limitations, you understand your strength. **strength**

f) When you don't overcome a difficult posture, you understand your weaknesses and start working on them. **weaknesses**

4. Discuss the questions with a classmate. Then write the answers in your notebook.



a) Why is it important to learn how to do a posture properly? **To avoid injuring yourself.**

b) What effect does being present at the moment produce? **It creates a lot of self-awareness.**

c) How does practicing difficult postures help in understanding someone's strengths and weaknesses? **By overcoming limitations and fears that your own mind has set for you.**

5. In small groups, discuss the questions.



a) Have you ever tried any practice that helps in developing self-awareness? What was it like? If not, would you like to try?

b) What do you think would be better for you: yoga or meditation? Why?

c) How do different cultures deal with self-awareness?

5. a) Personal answers. Os estudantes podem compartilhar suas vivências e, caso tenham experiências com essas práticas, podem citar de quais mais gostaram e quais mais os auxiliaram a desenvolver o autoconhecimento.



frizes/Shutterstock.com

Speaking



- Look at the image. What we can infer about it. *Personal answer.*
- What do you know about the movie *Little Miss Sunshine*? How does it relate to self-awareness and society? *Personal answers.*



Big Beach Films/Third Gear Productions LLC / Deep River Productions/Alamy/Photarera

Scene from *Little Miss Sunshine*.

- Read the conversation between two girls about social media. What's Anna's problem?

Sheila: Hi, Anna, what's up? *3. She is comparing herself to some influencers and that makes her feel insecure.*

Anna: Oh, Sheila, I'll never be like her.

Sheila: Who? This girl in the picture?

Anna: Yes... She's beautiful and she might have lots of friends...

Sheila: Don't say that, Anna! Things on social media are not what they seem to be. This girl may have problems and insecurities with her image like any of us! But she doesn't show that on her page because this is not attractive to people who buy products that she might want to sell on it. You should not consume that kind of content. There are so many influencers who talk about healthy self-awareness and body positivity.

Anna: Right? I should talk to you more often. Can you show me some of these influencers?

Sheila: You should never believe what you see online, OK? This is not real life! Look at this profile, this other girl inspires their followers to love themselves as they are!

Anna: Gosh! I was so upset! It was some really toxic content!

Sheila: See? You should not feel this way when seeing things online.
- Which of the following pieces of advice does Sheila give Anna? What other ones would you give her? *Personal answer*
 - You should be like the girl on the website.
 - You should not consume that kind of content. **X**
 - You should not believe everything you see online. **X**
 - You should go and buy her products.

4. Explique aos estudantes que essas expressões são bastante coloquiais, portanto, informais – geralmente usadas em contextos orais.

What's up? Right? See?

- express confirmation? *Right?*
- agree with something? *See?*
- greet someone? *What's up?*

NOW YOU!

Have you ever felt the need to develop your self-awareness to deal with a problem? Think of a specific situation that troubles you and ask a classmate for advice.

USE

People might feel...
You should...
You shouldn't...

Going deep

Movies

Little Miss Sunshine,

direção de Jonathan Dayton e Valerie Faris (Twentieth Century Fox, 2006, 101 min). O filme narra as desventuras de uma família em uma viagem numa velha Kombi para apoiar a realização do sonho da pequena Olive de participar de um concurso de beleza, infantil na Califórnia.

Peaceful

Warrior, direção de Victor Salva (Lionsgate, 2006, 120 min). Nesse filme, um promissor ginasta embarca em uma jornada de autoconhecimento e reflexão sobre a própria vida após sofrer uma lesão e conhecer um estranho misterioso.



1. Read the following texts. What are they?
 - a) Blog article and feedback.
 - b) Social media post and comments. *X*
 - c) Social media entry and a blog post.

Danilo Bandeira



Jackson Jones ✓
@jjjones2000

▼

Self-awareness is the power of knowing yourself.

17:30 - March 5, 21 21

33,6K Reposts **330K** Likes

💬
🔄
♥
🔗



Sandy Sanders ✓ @sandysoulsanders
reply to @jjjones2000

Self-awareness is THE skill for the 21st century.



Mike Mandy Jr ✓ @jrmandymike
reply to @jjjones2000

Best thing to do for yourself: develop self-awareness.

2. Check some of the characteristics of social media post's comments.
 - a) They use informal language. *X*
 - b) They are long.
 - c) They are usually about someone's own opinion. *X*
 - d) They are about recent events. *X*
 - e) They can be fake news.
 - f) They are a reply to a post. *X*



Take note!

Comments on online forums should always be respectful, even if people don't agree on the matter.

3. Think about your opinion on the statement in the post presented in **activity 1**. 3. Personal answer.
4. Write down a comment as a reply to the post. Use **should** in your reply. 4. Personal answer.
5. Work with a classmate and read each other's replies. Suggest changes if necessary. 5. Personal answer.
6. Write the final version of your text. 6. Personal answer.



Exams

2. A alternativa **a** é a correta, já que o pôster traz as recomendações do Google, que são baseadas nas expressões mais procuradas na plataforma a partir da frase "women shouldn't". Nessas recomendações, é possível reconhecer que há muitas ideias do que a mulher "não poderia" fazer, demonstrando um posicionamento discriminatório da sociedade em relação a elas. A barra de busca



acima da boca da mulher, na imagem, também faz referência a uma ideia de silenciamento dessa figura. Por fim, a frase na parte inferior do cartaz defende

1. UNESP (2023) o que as mulheres realmente não deveriam: elas não deveriam ser discriminadas.

World's happiest ranking goes to Finland for fifth year in a row



People enjoy sunny weather on the waterfront in Helsinki.

Finland was crowned the happiest country in the world for the fifth consecutive year, with a score significantly ahead of its peers in the World Happiness Report 2022 ranking, published by a body linked to the United Nations. However, the authors detected, on average, a long-term moderate upward trend in stress, worry, and sadness in most countries, as well as "a slight long-term decline in the enjoyment of life," they wrote.

The report uses global survey data to report on how people evaluate their own lives in more than 150 countries around the world, with the ranking based on a three-year average. Key variables that contribute to explaining people's life evaluations include healthy life expectancy, generosity, social support, freedom to make life choices, perceptions of corruption, and the gross domestic product per capita (an indicator that measures a country's economic output per person, that is calculated by dividing the total gross domestic product of a country by its population).

"World leaders should take heed," Jeffrey Sachs, director of the Center for Sustainable Development at Columbia University, said. "Politics should be directed as the great sages long ago insisted: to the well-being of the people, not the power of the rulers."

(Kati Pohjanpalo. www.bloomberg.com, 18.03.2022. Adaptado.)

According to the text, the World Happiness Report 2022

1. A alternativa **d** é a correta, pois descreve exatamente o estudo do texto.

a) defines "enjoyment of life" as the most significant feeling that contributes to happiness.

- b) is unreliable since it collected subjective data without scientifically established criteria.
- c) showed that Finland is a surprisingly happy country although its score is not so high.
- d) ranks countries based on global survey information on how people appraise their lives according to some key variables. **X**
- e) identified a slight increase in happiness among the 150 countries surveyed.

2. Enem (2020)



Disponível em: <https://sites.psu.edu>.
Acesso em: 12 jun. 2018.

Os recursos usados nesse pôster de divulgação de uma campanha levam o leitor a refletir sobre a necessidade de

- a) criticar o tipo de tratamento dado à mulher. **X**
- b) rever o desempenho da mulher no trabalho.
- c) questionar a sobrecarga de atribuições da mulher.
- d) analisar as pesquisas acerca dos direitos da mulher.
- e) censurar a mulher pelo uso de determinadas palavras.

Self-Assessment



Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Apreendi a importância de ter autoconsciência e discuti sobre maneiras de desenvolvê-la.
- Compreendi um áudio de uma professora de ioga indiana sobre autoconsciência.
- Aconselhei um colega a evitar conteúdos tóxicos à saúde mental.
- Usei o verbo modal *should* nas formas afirmativa, negativa e interrogativa.
- Escrevi um comentário sobre autocuidado para responder a um post.

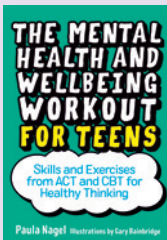


Going deep

▼ Book

The Mental Health and Wellbeing Workout for Teens, de Paula Nagel (Jessica Kingsley Publishers, 2019). Baseado nas experiências dos próprios adolescentes, este guia oferece dicas práticas e estratégias de como superar o estresse diário e livrar-se de pensamentos negativos.

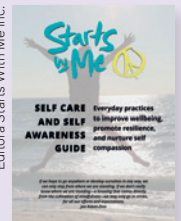
Editora: Jessica Kingsley Publishers



▼ Book

Starts with Me: Self Care and Self-awareness Guide, de Jon Kabat-Zinn (Starts With Me Inc., c2016). Um guia de práticas cotidianas para construir o caráter, melhorar o bem-estar e promover a resiliência. Disponível em: <https://www.caledon.ca/en/town-services/resources/take-care/Starts-With-Me-Self-Care-Self-Awareness-Guide-TEEN.2019.pdf>. Acesso em: 4 jul. 2024.

Editora: Starts With Me Inc.



Health and well-being



► Think about it

1. Como a autoconsciência pode auxiliar você na promoção e manutenção do seu bem-estar?
2. Você acredita que a autoconsciência e a saúde estão relacionadas? Como?

Respostas pessoais. Inicie a discussão perguntando aos estudantes como eles definem autoconsciência e, em seguida, explore como essa habilidade pode ajudar a reconhecer e gerenciar emoções, possibilitando a adoção de hábitos mais saudáveis e um estado mental mais positivo. Em seguida, pergunte se eles acreditam que estar cientes de seus próprios sentimentos e comportamentos pode influenciar a saúde, tanto física quanto mental. Encoraje-os a dar exemplos de como a autoconsciência pode impactar o bem-estar diário.

Objetivos

Nesta unidade, você vai:

- exercitar a autoconsciência;
- usar *zero conditional* para falar sobre saúde, autocuidado e bem-estar;
- ouvir e interpretar um trecho de *podcast* sobre como se concentrar no que é importante em sua vida;
- aplicar técnicas de resumo de um texto;
- escrever em um diário.

Young woman meditating in the sunrise.



Before reading

1. Read the title of the blog article. What are the examples about? [Self-awareness](#).
2. How can we classify this kind of text in relation to its content?
 - a) Fiction.
 - b) Psychology theory.
 - c) Self-help. **X**

VOCAB

ashamed: envergonhado
committing: se comprometer
denial: negação
recoil: recuar
subtle: sutil
warp: distorce
willing: disposto

10 Examples of how to increase self-awareness

[...]

1. Pay attention to what bothers you about other people

Often the things that irritate us the most in other people are a reflection of some quality we dislike in ourselves. [...] But if you don't know how to change these things (or don't believe it's possible), it's easy to end up ignoring them or living in **denial**. [...]

2. Meditate on your mind

[...] While mindfulness meditation has been shown to be beneficial for everything from weight loss to depression relief, it can actually be a powerful way to increase your level of self-awareness.

Specifically, mindfulness meditation is one of the best ways to learn more about how your thoughts and emotions work. When you practice watching and observing your thoughts without attaching to them or thinking about them, you begin to internalize a powerful idea: **You are not your thoughts**. [...]

3. Read high-quality fiction

It's often said that great writers are great observers of the world around them. And it's this capacity to notice **subtle** details and features of life that allows them to recreate it so movingly in their work. [...] So spend 30 minutes sometime and come up with a list of good fiction you've been meaning to read or ask a friend to recommend a few of their favorites.

4. Identify your emotional kryptonite

Nobody likes to feel sad, anxious, **ashamed**, or any other kind of difficult emotion. [...] while we all **recoil** from painful emotions, each of us tends to have one particular emotion that we especially dislike and try to avoid. [...] Learning to tolerate the discomfort of our emotional kryptonite [...] can unlock a wealth of insight about ourselves and our world if we're **willing** to listen.

5. Draw a timeline of your life

[...] Being able to think *developmentally* and in *context* is key to self-awareness.

6. Discover your blind spots by asking for feedback (and taking it well)

Here's a question: *How often do you deliberately seek out feedback about yourself?*

If you're anything like me—or most people, I bet—probably not often. Which is a shame because good feedback is one of the fastest and most effective ways to grow and improve ourselves. [...]

7. Do some micro-travel

New places and strange environments get us out of our routines and force us to be more self-aware. [...]

8. Learn a new skill

[...] learning something new increases self-awareness by forcing us to think and act in novel ways. [...] Whether it's speaking Mandarin or learning how to juggle, **committing** to learning a new skill is a powerful exercise in mental flexibility and self-awareness.

9. Identify cognitive distortions

Cognitive distortions are inaccurate thoughts and beliefs that **warp** how we see things—including ourselves—[...] Just like we all can get into unhelpful physical habits (e.g.: nail-biting, snacking late at night, etc.) [...]

The point is, a major source of a **lack** of self-awareness is inaccurate mental habits and self-talk. If you can learn to identify these patterns of inaccurate thinking, you can become more self-aware—and probably end up feeling better too.

10. Make time to clarify your values

Here's a somewhat intimidating question: *How often do you make time to deliberately consider your values and ideals?*

If you're like most of us, the busyness of daily life tends to **sweep you up** in a constant stream of activity without much time for reflection, especially reflection on your personal values. [...]

WIGNALL, N. 10 Simple Ways to Improve Your Self-Awareness [With Examples]. In: NICK WIGNALL. [S. l.], Nov. 4, 2021. Available at: <https://nickwignall.com/self-awareness/>. Accessed on: May 8, 2024.

VOCAB

lack: falta
sweep you up: passar por cima de você

While reading



- Copy the sentences in your notebook and underline what is wrong. Then correct the mistakes, according to the text.
 - What irritates us the most in other people is what we like in ourselves. *dislike*
 - Great readers are great observers of the world around them. *writers*
 - Being able to think developmentally and in context is bad to self-awareness. *key*
 - Good feedback is one of the worst ways to grow and improve ourselves. *best*
 - Learning something new reduces self-awareness by forcing us to think. *increases*
 - Choose the best option to complete the sentences.
 - If we don't know how to change things we don't like, we can end up doing the next best thing: Not about them.
 - believing
 - thinking X
 - can actually be a powerful way to increase your level of
 - Meditation / self-awareness X
 - Thoughts / feedback
 - New places and strange environments get us out of our and force us to be more self-aware.
 - routines X
 - everyday
 - Whether it's speaking Mandarin or learning how to juggle, committing to learning a new skill is a powerful
 - investment
 - exercise X
- Answer the questions according to the text.
 - What are cognitive distortions? **3. a)** They are inaccurate thoughts and beliefs that warp how we see things, including ourselves.
 - What are two examples of a lack of self-awareness? **3. b)** Inaccurate mental habits and self-talk.
 - What happens when you are taken over by a busy routine? **3. c)** We don't have much time for reflection, especially on the most important things.

1. Personal answer. No primeiro momento, a atividade deve ser realizada individualmente. Incentive os estudantes a refletir sobre as dicas apresentadas no texto e a relacioná-las às experiências, preferências e objetivos próprios. Em seguida, os estudantes devem discutir a respeito de suas respostas. Eles podem mudar de opinião com base nessa conversa. Esclareça que não há respostas corretas ou incorretas, apenas a ordem de prioridade é que muda para cada um.



Post-reading

- Renumber the examples in the text according to what you would do first and last in order to increase self-awareness. Start with the activity that is easiest for you to include in your life. Then compare your answers with a classmates'. Do you have similar answers?
- Has your level of self-awareness changed since you started studying this unit?

2. Personal answer. Os estudantes podem citar que estão mais cientes do que é autoconhecimento e que estão prestando mais atenção em suas atitudes. Incentive-os a pensar em quais atitudes eles gostariam de mudar e de melhorar após a leitura do texto e a explicar como planejam fazer isso.

Reading strategies

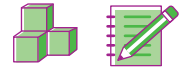
Summarizing

- Look at the image. Can you explain and summarize the idea?

Reading strategies 1. Personal answer. Os estudantes podem citar que a luminária está se autoavaliando, fazendo uma autorreflexão ou tentando se compreender.



J.C. Durfy/CartoonStock



Zero conditional

3. CONDITION:

- If you learn about self-awareness,
- If people take yoga classes regularly,
- if she has meditation classes.
- If people pay attention to their emotions; if you listen to feedback.

1. Read these extracts from the article on **pages 238 and 239** and choose the best option for each sentence.

But **if** you **don't know** how to change these things (or don't believe it's possible), it's easy to end up ignoring them or living in denial.

If you **can learn** to identify these patterns of inaccurate thinking, you **can become** more self-aware—and probably end up feeling better too.

When you practice watching and observing your thoughts [...], you begin to internalize a powerful idea [...].

- a) The sentences are in the **present / future**.
- b) We know that the results **will / will not** always happen.
- c) Sometimes “if” can be replaced by “**while**” / “**when**”.
- d) There **is one clause / are two clauses** in each sentence.
- e) The sentences are examples of **zero conditional / first conditional**.

3. RESULT:

- you make significant changes in your life.
- they feel calmer and at peace.
- Janet believes she feels more relaxed
- they can enhance their self-awareness.
- You gain insight into your blind spots

2. Match the two parts of the sentences to make examples of the zero conditional.

- a) If you learn about self-awareness,
 - they feel calmer and at peace. **b or d**
- b) If people take yoga classes regularly,
 - if you listen to feedback. **e**
- c) Janet believes she feels more relaxed
 - you make significant changes in your life. **a**
- d) If people pay attention to their emotions,
 - they can enhance their self-awareness. **d or b**
- e) You gain insight into your blind spots
 - if she has meditation classes. **c**

3. Complete the chart about the zero conditional in your notebook. Use the sentences from **activity 2**.

CONDITION (If clause)	RESULT (Main clause)
If + simple present	Simple present

4. Match the uses of the zero conditional to a proper example. Write them in your notebook.

- a) When we talk about scientific facts or general truths.
- b) When we describe habits or routine facts.
 - When I'm too nervous, I bite my nails. **b**
 - If you suffer bullying, you are at risk of having mental health problems. **a**
 - You can improve your mental health if you have a meditation routine. **a**
 - I can't sleep when it's test week. **b**

5. In your notebook, write one example for each use of the zero conditional about health and well-being which are true to you. *Personal answer.*

6. Decide whether the following sentences are examples of the zero conditional.

- a) When Karen goes to meditation classes, she leaves her cell phone at home. **Yes.**
- b) If you practice yoga, you become more aware of your body. **Yes.**
- c) If the school proposes activities to practice self-awareness, I will participate. **No.**
- d) If you keep a journal, you can track your feelings over time. **Yes.**

7. What do you do when... *Personal answers.*

- a) ... someone makes bad comments about you on social media?
- b) ... you feel bad about something you did?
- c) ... you feel uninspired and unmotivated?
- d) ... you feel anxious about a new school or a new job?

8. Read the issues and work out the best solution for them.

- a) I can't work with Dan, he's always telling people what to do. That is annoying.

7. Possible answers.

- a) If someone makes bad comments about me on social media, I stop talking to them.
- b) If I feel bad about something I did, I try to change my behavior.
- c) If I feel uninspired and unmotivated, I go for a walk and observe nature to change my mood.
- d) If I feel anxious about something, I practice meditation or physical exercises to feel better.



BearFotos/Shutterstock.com

8. Personal answers. É esperado que os estudantes utilizem o *if* na *zero conditional*. Após a realização da atividade, chame a atenção da turma para o significado das frases, elas são exemplos de falta de *self-awareness*. Explore mais o tema com os estudantes, se julgar pertinente. Para ampliar a discussão, é possível conferir o artigo "5 Signs You Lack Self-Awareness", escrito por Joanne Love. Disponível em: <https://leaderonomics.com/personal/5-signs-you-lack-self-awareness>. Acesso em: 4 jul. 2024.

- b) I'm sorry, I'm not going to do this all over again because it's Craig's fault, not mine.



Prostock-studio/Shutterstock.com

- c) I only told Bob he was a fool, because he needed to be put back in his place.



Mariana_erao/Shutterstock.com

▶ Listening



1. Look at the image. How does the person see herself?

1. Os estudantes podem dizer que a imagem representa autoconhecimento, pois a pessoa se vê muito poderosa, como uma vencedora. Crie um ambiente confortável para que os estudantes se sintam à vontade para expressar como cada um se vê no espelho, abordando também como imaginam que as pessoas os veem e como eles acreditam que realmente são. Incentive-os a refletir sobre o que podem fazer para melhorar a imagem que possuem de si mesmos, sendo mais gentis com seus defeitos e mais conscientes de suas qualidades.



Polly Grimm/Shutterstock.com



2. Listen to an extract of a podcast. What does the specialist talk about?
- She recommends focusing solely on positive thoughts immediately.
 - She suggests that ignoring negative thoughts is the best way to stay present.
 - She emphasizes using mindfulness to stay present and redirect focus. **X**



3. What do you understand by “side screen” and “front screen”?
4. Complete some of the sentences from the podcast. Then listen and check your answers.



3. Personal answers. Espera-se que os estudantes reflitam sobre as palavras *side* e *front* para que compreendam o significado delas, relacionando-as com o conteúdo do áudio.

- The specialist emphasizes using to stay present and redirect focus from negative thoughts. **mindfulness**
- The technique involves paying attention to the screen on purpose. **front**
- The screen is described as showing all the bad stuff and telling us negative things about ourselves. **side**
- The specialist encourages us to focus on what we are doing right now in the present. **physically**
- When we observe what's in front of us, we should try to feel about it. **neutral**

5. c) The side screen represents negative thoughts and bad stuff about ourselves.

5. d) We should redirect our focus to the front screen without judgment.

5. Answer the questions according to the podcast extract.
- What technique does the specialist emphasize for staying present? **Mindfulness.**
 - What are we supposed to focus on according to what she says? **The front screen.**
 - What does the side screen represent in her analogy?
 - What should we do if we get distracted by the side screen?



6. Do you usually practice mindfulness in your life? How? How has it helped you?



6. Personal answer. Os estudantes podem citar exemplos de reflexões promovidas pelas perguntas, mencionando como elas auxiliaram no processo de autodescoberta.



Marie Maerz/Shutterstock.com

Speaking



1. Personal answer. Ajude a turma a perceber que o estudante está em uma sala de aula e, provavelmente, está decepcionado ou preocupado com algo relacionado à sua vida escolar. Pergunte a eles se já se sentiram dessa forma e por quê. Incentive respostas em língua inglesa.

- Look at the picture. Choose the best option(s) to describe it.
 - a) The student looks worried. **X**
 - b) The student isn't disturbed.
 - c) The student looks disappointed. **X**
 - d) The student looks happy.



Ground Picture/Shutterstock.com

2. Explore a imagem com os estudantes. Espere-se que eles percebam que nela o estudante parece preocupado e em dúvida sobre seu futuro profissional. Pergunte à turma o que esse estado de indecisão pode provocar. Questione os estudantes se eles se sentem ansiosos quando não conseguem tomar uma decisão importante. Incentive-os a listar outros pontos que geralmente despertam ansiedade neles. Escreva a lista na lousa. Retome as dicas do podcast sobre *mindfulness* da seção **Listening** e encoraje-os a usar a estrutura *you should do... to feel better* a fim de praticar a oralidade.

- Look at the following image. How is it related to the picture from the previous activity? Talk to your classmates about it.



Visual Generation/Stockphoto.com

Leia o boxe **Use** com a turma. Circule pela sala de aula e incentive os estudantes a trocar impressões em inglês. Solucione dúvidas de vocabulário e outras questões que eles possam ter em relação à atividade.

Going deep

Video

The Breakfast Club, direção de John Hughes (Universal Pictures, 1985, 97 min). Cinco estudantes de personalidades e vivências totalmente diferentes ficam de castigo na escola com a tarefa de escrever uma redação de 1000 palavras sobre o que pensam a respeito de si mesmos.



A&M Films Channel Productions

NOW YOU!

Do you already have plans for college? Does the subject make you feel anxious? Talk to a classmate about your plans and emotions and listen to their suggestions.



USE

I'm going to...	If I don't go to college I should...
I intend to...	You should...
If I go to college...	You shouldn't...



1. Read the following diary entry and answer the questions with **true** or **false**.

Day 1

10 minutes went faster than expected.

Mind:

Hoo-ey, there was a lot going on.

- to-do list
- reflecting on the fact that I was streaming thoughts
- later, reflecting on the fact that I was reflecting...

To try to stabilize/slow down/eventually eliminate racing thoughts I bobbed my head slightly side to side and imagined the thoughts falling out of my ears and disappearing. This proved to be very helpful.

Body:

I became very aware of how difficult it is to hold posture, but not in a bad way. Also became very aware of tightness of pants – distraction disappeared when I unbuttoned them.

Afterthoughts:

Looking forward to tomorrow, will wear looser pants.

CALM Water ahead. In: MY-DIARY.ORG. [S. L.], Jul. 9, 2014. Available at: <https://www.my-diary.org/read/e/544743005/calm-water-ahead%3A-day-1#blue>. Accessed on: Jun. 4, 2024.

Going deep

Movie

Wonder, direção de Stephen Chbosky (Lionsgate, 2017, 113 min). August Pullman, ou Auggie, é um garoto com uma síndrome genética que lhe deixou com deformidades faciais. Depois de anos de estudo domiciliar, ele inicia uma nova rotina cheia de desafios, ao ingressar em uma escola convencional.



Lionsgate/Mandeville Films

- The text is in first person. **True.**
 - The text is about other people's experiences. **False.**
 - A diary entry is about personal stuff. **True.**
 - The text brings up everyday situations in an informal way. **True.**
 - The text presents someone's feelings and emotions. **True.**
 - The text is a record of someone's mindfulness practice. **True.**
- Think about something special, like your career plans, college choice, or how you're feeling about yourself. Write some keywords. **Personal answer.**
 - Write the first draft of your diary entry. Include all the information from **activity 2** and keep it in a safe place. **Personal answer.**
 - One or two days later, read your text again. Notice:
 - one special thing;
 - how you were feeling;
 - eventual typos;
 - if the text is clear and simple.
 - Did the writing make you feel better? Did it help you understand your feelings by reading it with a distance of a day or two? **Personal answers.**



Take note!

By writing a diary, you'll learn about yourself. Diaries are a record of your thoughts and feelings and writing them down may help you understand them. A diary entry can be short or long, it always depends on how much you need to express.

Review

3. a) If you create a calendar, you can have more time for yourself.
 3. b) If you practice meditation, you learn how to calm down.
 3. c) If you develop self-awareness, you master one of the 21st century skills.



1. Complete the sentences with a verb from the box in the correct form.

feel believe come have
 value show respect

- a) If you in yourself, you are self-confident. **believe**
 b) He, who self-pity, sorry for himself. **shows / feels**
 c) If your own needs first, you are considered self-centered. **come**
 d) Self-esteem is high when the person and oneself. **values / respects**
 e) If she good self-control, she can be a leader. **has**

2. Look at the hikers climbing a mountain in the picture. In your notebook, write three sentences about it using **should**. One in the affirmative form, one in the negative form and one in the interrogative form. **2. Personal answers. Possible answers.**
 You should use the appropriate equipment to go climbing. You shouldn't go climbing alone. Is climbing a popular sport?



PHOTOCREO Michal Bednarek/Shutterstock.com



Daisy Daisy/Shutterstock.com



Anatolij Kariyuk/Shutterstock.com



Phase4Studios/Shutterstock.com



Inor Buljhin/Shutterstock.com

3. Read the clues and look at the pictures **A-D**. Write zero conditional sentences.
 a) calendar / more time for yourself
 b) practice meditation / calm down
 c) learn about self-awareness / one of the 21st century skills **3. d) If you learn a new skill, you find different ways to do things.**
 d) learn a new skill / different ways

4. Look at the previous pictures. Read the following commands and write the sentences in your notebook. **Personal answers. Possible answers.**
 a) a recommendation for picture **A**.
 4. a) **He should make more time for himself.**
 b) a suggestion for picture **B**.
 4. b) **She shouldn't be disturbed by external noises.**
 c) a piece of advice for picture **C**.
 4. c) **He shouldn't sleep on the grass.**
 d) an opinion about picture **D**.
 4. d) **She should always make pottery. It gives her busy mind a rest.**

Self-Assessment



Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

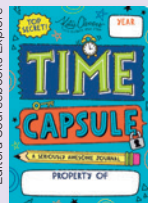
- Aprendi a respeito de saúde e bem-estar.
- Usei a *zero conditional* para falar sobre saúde, autocuidado e bem-estar.
- Entendi um *podcast* sobre *mindfulness*.
- Escrevi uma entrada de diário.

Going deep

▼ Book

Time Capsule: A Guided Journal for Kids and Teens to Capture This Moment in Time, de Katie Clemons (Sourcebooks Explore, 2020). Um guia capaz de auxiliar crianças e adolescentes a explorar suas próprias histórias, compreendendo como elas são interessantes e o quanto podem aprender com elas.

Editora Sourcebooks Explore



Journaling



► Think about it

1. What do you know about journaling? *Personal answer.*
2. Do you usually write about your days and plans? *Personal answer.*
3. Can you imagine what is the difference between a diary and a journal?

3. Inicie a aula perguntando aos estudantes: "Vocês sabem o que significa *journaling*?", e escreva a palavra na lousa. Incentive-os a compartilhar suas ideias e experiências com os colegas. Em seguida, pergunte: "Vocês costumam escrever sobre seus dias e planos?". Então, promova uma discussão para que os estudantes possam falar sobre suas práticas e os possíveis benefícios que escrever regularmente podem trazer. Por último, incentive os estudantes a concluir que a principal diferença entre um *diary* e um *journal* é o uso de cada um deles. Diga que um *diary* é um tipo de caderno em que registramos experiências pessoais e eventos diários. Explique à turma que a cronologia dos acontecimentos do dia a dia é importante. Já um *journal* é um registro pessoal e subjetivo de pensamentos, observações, ideias, sensações e sentimentos. Diga aos estudantes que eles podem ter desenhos, colagens e o que mais for importante para quem escreve. Comente com a turma que manter um *journal* pode se tornar uma ferramenta poderosa para desenvolver a autorreflexão, a inteligência emocional e o desenvolvimento pessoal. Mencione aos estudantes que expressar-se regularmente ajuda a expandir as habilidades de comunicação, aumentando a autoconsciência e ajudando a desenvolver uma compreensão mais profunda de si mesmo e do mundo.

Objetivos

Nesta unidade, você vai:

- identificar o que é *journaling* e quais são as vantagens dessa prática;
- conhecer e usar a *first conditional* para indicar possibilidades ou prováveis ações futuras;
- refletir sobre as razões de se fazer registros em um *journal*;
- iniciar a escrita de um *journal*.

Girl writing in a journal.



Take note!

Journaling is the act of keeping track of your personal thoughts, feelings, insights, and more. It can be written, drawn, or typed. The practice is known as a way of improving your mental health against anxiety.

VOCAB

- amazing:** incrível
- exchange:** discussão
- fulfilled:** realizadas
- it's up to you:** cabe a você
- nasty:** desagradável
- remiss:** negligente

2. Personal answers. Oriente os estudantes a observar as palavras em destaque, em formato diferente das demais, os números, as datas e palavras repetidas para realizar a atividade. Espera-se que eles consigam identificar que o texto trata da prática conhecida como *journaling*. Aproveite e pergunte se eles já tinham ouvido falar sobre ela.

Before reading

1. Oriente os estudantes a olhar rapidamente o título, o corpo do texto, a fonte e informações extras para responder à pergunta.

1. This is a blog post from a page called The Ladders. Where can you find this information along the text?
2. Read the title and skim the text. What do you think it is about?

5 reasons why daily journaling will make you happier

Natasha Nurse
February 11, 2019

American writer, filmmaker, philosopher, teacher, and political activist Susan Sontag once said, "In the journal, I do not just express myself more openly than I could to any person; I create myself. [...]"

[...] In fact, I believe more people would be happier and more **fulfilled** if they journaled each day. Why? Let's discuss ...

1. Awareness

[...] What do I always make time for? **Journaling**. It is a moment for me to have Me Time where I can critically think about my decisions and the direction of my life. If you never take time to think and reflect about your life, you will be too busy and miss opportunities or universal signs indicating it is time for you to act to improve your life. [...]

2. Resolution

Have you ever had a **nasty exchange** with someone, and you couldn't stop thinking about the incident in your head long after it took place? [...] Why not write out your experience in a journal? You can identify what the problem was and how you can act differently in similar events that might take place in the future.

[...]

3. Appreciation

What makes your life **amazing**? What do you love to do? Who are the people that truly support you? [...]

4. Effective Goal Setting

Goal setting is key to achieving your goals. Most people need to write (or type) their goals down. [...]

[...]

I would be **remiss** if I didn't share last minute journaling tips. Don't forget the following:

- There is no right or wrong way to journal – just write
- Whether you write your words or type them, just journal in a way that works best for you
- Stay committed to writing every day (even if it is just 5 minutes)
- **It is up to you** to make time for yourself in your own life

NURSE, N. 5 reasons why daily journaling will make you happier. *In*: THE LADDERS. [S. l.], Feb. 11, 2019. Available at: <https://www.theladders.com/career-advice/5-reasons-why-daily-journaling-will-make-you-happier>. Accessed on: Mar. 21, 2024.

While reading



- Match the words to their meanings.
 - awareness
 - appreciation
 - resolution
 - setting
 - writing
 - the feeling of being grateful for something **b**
 - establishing something **d**
 - perception or knowledge of a situation or fact **a**
 - noting down **e**
 - a firm decision to do or not to do something **c**
- Answer the questions according to the text.
 - How would people feel if they journaled? **2. a) People would be happier and more fulfilled if they journaled each day.**
 - What does the author always make time for? *Journaling.*
 - How does journaling help when it comes to resolution? **2. c) You can identify what the problem was and how you can act differently in similar events that might take place in the future.**
 - What is key to achieving your goals? *Setting your goals.*
 - How often does she recommend journaling? *Every day, even if it's just for five minutes.*
- Susan Sontag said "In the journal, I do not just express myself more openly than I could to any person; I create myself." Why do you think it happens?
- Read the sentences and choose the option that best classifies them as **true** or **false**.
 - You can write anything you want in a journal.
 - A journal is for other people to read.
 - People are happier when they write journals.
 - It's best to type instead of writing in a physical journal.
 - False, true, false, true.
 - True, true, false, false.
 - True, false, true, false. **X**

3. Personal answer. Espera-se que os estudantes possam concluir que durante a escrita de um *journal* as pessoas podem se libertar de medos e refletir sobre o próprio cotidiano e atitudes.

Post-reading

1. Personal answer. Espera-se que, após essa primeira discussão, os estudantes possam compartilhar, por exemplo, as experiências que eles têm ou gostariam de ter com a escrita de um *journal*, destacando que essa prática é muito intimista e subjetiva.



- How much do you know about journaling now?
- According to the text, what's the relation between happiness and journaling? Do you agree or disagree with it? Explain. *Journaling can help with happiness. Personal answers.*

1. Personal answers. Embora as respostas possam variar, é possível dizer que o texto é grandiloquente pelo uso de muitos advérbios e adjetivos, assim como escolhas lexicais como "armed".

2. Possible answer: Natasha Nurse is a speaker and consultant who promotes diversity, equity, inclusion, and empowerment. She uses her expertise to guide organizations in adopting inclusive policies.



Reading strategies

Summarizing

- Read the bio of the post's author. Write in your notebook the words from the box you would use to describe this paragraph.

beautiful complex grandiloquent
simple sophisticated wordy

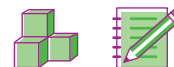
- Summarize her bio. Keep only the essential information and important details.
- De que maneira fazer resumos pode ajudar na compreensão?

3. Espera-se que os estudantes percebam que para reduzir o texto ao essencial, eles precisam antes compreender o conteúdo. E ao refletir sobre o que é mais importante manter, estão avaliando o texto criticamente, o que também ajuda no entendimento.

Natasha M. Nurse, Esq.

Natasha is a trailblazer in the realms of diversity, equity, inclusion, and empowerment. With a heart full of empathy and a mind sharp as a tack, Natasha has carved out a niche as a thought leader, inspiring change and promoting inclusive environments throughout her career. Armed with a blend of academic prowess and real-world experience, Natasha has become a sought-after speaker and consultant, guiding organizations to weave the threads of diversity and inclusion into the very fabric of their culture.

NURSE, N. M. About Me. *In: DRESSING ROOM 8. [S. l.], c2024.* Available at: <https://www.dressingroom8.com/about-me/>. Accessed on: Aug. 6, 2024.



First conditional

1. Read a sentence from the post on **page 248** and rewrite the false statements with the appropriate information in your notebook.

If you never take time to think and reflect about your life, you will be too busy [...] to improve your life.

- a) There are two clauses in this sentence.
 - b) The verb in the *if*-clause is in the present.
 - c) The verb in the main clause is in the present. *future*
 - d) The sentence is about something that may happen in the future.
 - e) The sentence describes impossible consequences if the condition is met. *possible*
 - f) The main clause expresses something that cannot come true. *can*
2. Study these examples. Then go back to **activity 1** and recheck your answers.
 - If my friend comes to visit me, I'll be happy.
 - If her mom reads her diary, she'll be very upset.
 - If my parents take me shopping, I'll buy a new notebook to start my journal.
 - If the teacher gives me a lot of homework, I won't go to the party this weekend.
- 2.** Auxilie os estudantes a perceber que as frases são formadas por duas orações: uma que expressa condição (com o uso de *if*) e outra que expressa uma situação futura (com o uso do verbo auxiliar *will* acompanhando o verbo principal, com ou sem emprego de *not* entre eles). Chame a atenção para o fato de que a condição refere-se ao momento presente, por isso o verbo está no *simple present*.
3. What will you do if...
 - a) you see a friend lying to another friend? **3. a)** Personal answer. Espera-se que o estudante construa a frase com *If I see a friend lying to another friend, I will...* + opinião própria.
 - b) you forget your mom's birthday? **3. b)** Personal answer. Espera-se que o estudante construa a frase com *If I forget my mom's birthday, I will...* + opinião própria.
 - c) you can't understand your homework? **3. c)** Personal answer. Espera-se que o estudante construa a frase com *If I can't understand my homework, I will...* + opinião própria.
 - d) you don't know how to start a journal? **3. d)** Personal answer. Espera-se que o estudante construa a frase com *If I don't know how to start a journal, I will...* + opinião própria.
 4. Write questions to the following answers.
 - a) I will go to the beach if I have a day off. *Where will you go if you have a day off? / What will you do if you have a day off?*
 - b) I will listen to music if I get bored at home. *What will you do if you get bored at home?*
 - c) I will study on Saturday if I don't have time on Friday. *When will you study if you don't have time on Friday?*
 - d) I will feel sad if my friend doesn't invite me to his party. *How will you feel if your friend doesn't invite you to his party?*
 5. Complete the quotes with verbs from the box. **4.** Escreva na lousa a primeira pergunta como exemplo e pergunte aos estudantes como são formadas as perguntas com *will*. Solicite, então, a eles que continuem com as demais perguntas.

love continue fall be find

You'll never a rainbow if you're looking down. (Charles Chaplin) **find**

QUOTABLE Quote. In: GOODREADS. [S. l.], c2024. Available at: <https://www.goodreads.com/quotes/77677-you-ll-never-find-a-rainbow-if-you-re-looking-down>. Accessed on: Mar. 21, 2024.

[...] If your happiness depends on money, you will never happy with yourself. Be content with what you have; rejoice in the way things are. [...] (Lao Tzu) **be**

QUOTABLE Quote. In: GOODREADS. [S. l.], c2024. Available at: <https://www.goodreads.com/quotes/738345-if-you-look-to-others-for-fulfillment-you-will-never>. Accessed on: Apr. 5, 2024.

You will never be happy if you to search for what happiness consists of. You will never live if you are looking for the meaning of life. (Albert Camus) **continue**

YOU will never be happy if... In: BRAINYQUOTE. [S. l.], c2001-2024. Available at: https://www.brainyquote.com/quotes/albert_camus_105605. Accessed on: Mar. 21, 2024.

Success is not the key to happiness. Happiness is the key to success. If you what you are doing, you will be successful. (Albert Schweitzer) **love**

SUCCESS is not the key to... In: BRAINYQUOTE. [S. L.], c2001-2024. Available at: https://www.brainyquote.com/quotes/albert_schweitzer_155988. Accessed on: Mar. 21, 2024.

Life is a journey, and if you in love with the journey, you will be in love forever. (Peter Hagerty)

LIFE is a journey, and if you fall in... In: QUOTESPEDIA. [S. L.], c2022. Available at: <https://www.quotespedia.org/authors/peter-hagerty/life-is-a-journey-and-if-you-fall-in-love-with-the-journey-you-will-be-in-love-forever-peter-hagerty/>. Accessed on: Apr. 5, 2024.

6. In your notebook, finish the story chain like in the example. **Possible answers:**

- If I have a journal, I'll write about my feelings.
- If I write about feelings, I'll understand them better.
- If I understand my feelings better, I'll deal with life in an easier way.

- a) If I don't study, **I'll fail the test.**
b) If I fail the test, **I won't go surfing.**
c) If I don't go surfing, **I won't learn new moves.**

7. Circule pela sala de aula e auxilie os estudantes no que for necessário. Estabeleça um tempo para que realizem a atividade. Em seguida, organize a turma de modo que todos possam ler e ouvir as **story chains** dos colegas.

7. Now, create a story chain about your daily life.

8. Look at the picture. Use the words from the box to complete the sentences about it, using the first conditional.

be blame continue get not stop quit



Korrawin/Stockphoto.com

- a) If she worrying, things worse. **doesn't stop; will get**
b) She's in such a difficult work situation. If she her job, nobody her. **quits; will blame**
c) If she working like this, she sick soon. **continues; will be**

Listening

1. Espera-se que os estudantes concluem que a imagem mostra páginas de um *journal* de 2023. Reproduza o áudio uma vez na íntegra e, depois, fazendo pausas para que os estudantes possam realizar a atividade.

1. You're going to listen to Raksha, a British vlogger. Look at the image. What do you think she is going to talk about?



Bibadash/Shutterstock.com



2. Listen to Raksha and check your previous answer.
3. Listen to the recording again and complete the sentences with words from the box. 3. Reproduza o áudio fazendo pausas para que os estudantes possam realizar a atividade. Estabeleça um tempo e reproduza o áudio mais uma vez para que verifiquem as respostas.



2. Espera-se que a turma mencione que Raksha está contando um pouco sobre a própria prática de escrita de seu *journal*, explicando como categoriza e organiza as informações e contando como essa prática ajuda a lidar com as próprias emoções. Reproduza o áudio uma vez na íntegra e, depois, fazendo pausas para que os estudantes possam realizar a atividade.

page bullet moment learnings

- a) The ritual in the journal method involves flicking through your notebooks for the year. **bullet**
b) As I went through my journals, I couldn't help but notice all of the sprinkled across the pages. **learnings**
c) I love having all the key moments from the year condensed onto one **page**
d) It's a reminder to savor the present and embrace the significance of being in the **moment**



4. Answer the questions. Then listen again and check your answers.



4. a) The ritual involves flicking through your notebooks for the year and reflecting on the year gone by.

4. b) She noticed all of the learnings sprinkled across the pages, waiting to be given attention.

4. c) She loves having all the key moments from the year condensed onto one page, which feels like a burst of positivity.

- a) What is the ritual mentioned in the vlog?
b) What did Raksha notice while going through her journals?
c) What does she love about the Highlights section?
d) What all the key moments in the Highlight section reminds her to do?

4. d) It reminds her to savor the present and embrace the significance of being in the moment.

5. Answer the questions with information about yourself.

- a) After learning more about journaling, do you think this is something you'd like to do? Why (not)? 5. Personal answers. Incentive os estudantes a refletir sobre os próprios hábitos.
b) How can journaling help people with their emotions? Explain.



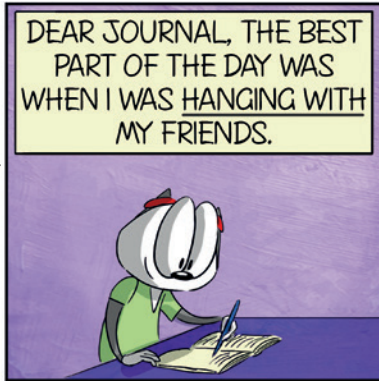
Speaking

1. Personal answers. Leia a tirinha com os estudantes e solucione possíveis dúvidas de vocabulário e pronúncia que possam surgir. **a)** Espera-se que eles conclua que o personagem está escrevendo em seu diário enquanto o seu "eu subjetivo" reclama por atenção ao escutar o que o



1. Read the comic strip and answer.
 - a) What do you think is happening?
 - b) How many characters are there?

Anthony Labonte/Filbert Cartoons



@FilbertCartoons

física, o *journal* pode nos ajudar a manter a boa saúde. Reforce que escrever pensamentos e sentimentos pode nos ajudar a acalmar e a limpar a mente; a liberar sentimentos reprimidos, tensão e estresse diários; e a abandonar pensamentos negativos. Diga que a prática pode ajudar a controlar a ansiedade e a depressão, aumentar a autoconsciência e melhorar a sensação geral de bem-estar. As evidências nos dizem que escrever pode produzir um benefício terapêutico próximo ao das sessões com um psicoterapeuta.

VOCAB

needy: carente
hanging with: passar tempo com

2. In the second panel, the character says "Hey! What about our time together?". Who's speaking? What did he mean by that? Discuss with a classmate and share your impressions with the group.



3. Why does he say he is needy? Write the best option in your notebook.
 - a) Because his inner self needs alone time.
 - b) Because his inner self needs attention. **X**
 - c) Because his inner self needs peace.

NOW YOU! Circule pela sala de aula e incentive os estudantes a se expressar durante a realização da atividade. Verifique as respostas e solucione dúvidas de vocabulário e pronúncia que surgirem. Então, auxilie as duplas a compor o diálogo a fim de apresentá-lo para os demais colegas. Se julgar oportuno, destaque a importância desse momento de reflexão e expressão dos sentimentos para aplacar a ansiedade, restabelecer a saúde mental e, quem sabe, dirimir problemas de comportamento enfrentados em sala de aula.

4. Answer the following questions. *Personal answers.*
 - a) In general, what's the best part of your day?
 - b) Do you like spending time with yourself? Why (not)?
 - c) Do you consider yourself needy? Explain.
 - d) Do you keep a journal? If not, would you like to start one? Why (not)?

USE

I usually enjoy...

I (don't) like spending time with...

I (don't) consider myself needy because...

I (don't) keep a journal because...

I would (not) like to start a journal because...

NOW YOU!

Work with a classmate and create a conversation using the questions and answers from **activity 4.**



Writing

2. Personal answer. Chame atenção dos estudantes para o fato de que o trecho tem data e, por relatar experiências pessoais, está escrito em primeira pessoa. Destaque à turma que, embora o trecho comece com a palavra *Today*, o tempo verbal usado é o *past simple*, pois ele narra uma situação que começou e terminou no passado. Espera-se que



1. Read the journal entry and answer the following questions. os estudantes elaborem um parágrafo ou frase resumindo o conceito de journaling.

Date: October 21, 2022

Today, I took a few minutes to practice mindfulness during my lunch break. I closed my eyes and took a few deep breaths, feeling the air fill my lungs and then releasing it slowly. As I focused on my breath, I noticed that my mind kept wandering to my to-do list for the rest of the day. I gently brought my attention back to my breath, reminding myself that the present moment is all that exists right now.

Then, I continued to breathe deeply, noticing the sensation of the air moving in and out of my body. I became aware of the sounds around me – the **hum** of the air conditioner, the **chatter** of coworkers in the break room. **Rather than** getting caught up in these distractions, I simply observed them and let them be.

As I continued to breathe, I noticed a sense of relaxation spreading throughout my body. I felt more grounded and centered, and I found that I was able to approach the rest of my work day with greater focus and clarity. [...]

WRIGHT, K. W. *20 Journaling Examples to Inspire Your Practice*. [S. l.]: Dayone, Mar. 10, 2023. Available at: <https://dayoneapp.com/blog/journaling-examples/#9-mindfulness-journal>. Accessed on: Jul. 5, 2024.

- a) Is the writer talking about a personal experience? **Yes.**
 - b) What kind of experience is he talking about? Explain. **1. b) Mindfulness, which is a kind of meditation focused on breathing.**
 - c) Did the practice help him? How? **Yes, it did. He felt a sense of relaxation throughout his body.**
2. The text above is an example of journaling. Explain what journaling is in your own words. Summarize it!
 3. Think about something personal, an experience you'd like to write down and which is possible to share. **Personal answer.**
 4. Using the text in **activity 1** as an example, write the first draft of your journal entry. Remember to follow these steps:

- Decide if you prefer a notebook or a digital journal. Choose what suits your style and is easily accessible.
- Pick a consistent time each day to write. Regularity helps build the habit.
- Begin each entry with a prompt or question to guide your writing. It can be something like "What am I grateful for today?" or "What did I learn today?"
- Write freely without worrying about spelling, or structure. Focus on expressing yourself.
- Write about your day, your emotions, and any significant moments. Reflect on what went well and what could be improved.
- End by setting small goals or intentions for the next day. This helps keep you focused and motivated. **5. Circule pela sala de aula para auxiliar os estudantes na composição do texto. Se possível, crie uma página on-line para publicar o trabalho deles.**

5. Show it to your classmates and teacher to make sure there are no typos and for feedback. Rewrite it according to their suggestions, if necessary.



VOCAB

chatter:

conversa, burburinho

grounded: calm and connected

hum: zumbido

rather than: em vez de

4. Leia as orientações com a turma e solucione possíveis dúvidas de vocabulário que os estudantes possam ter. Circule pela sala de aula para auxiliá-los na realização da tarefa e incentive-os a incrementar seus relatos com imagens diversas, como desenhos, ilustrações ou colagens.

Take note!

In journaling, it's common to include images, drawings, or visual aids to illustrate the text.

Going deep

Movie

Freedom Writers: Stories from the Heart, de Don Hahn (MTV Films, 2007, 56 min). O documentário narra a jornada de uma professora do sul da Califórnia que leciona para 150 estudantes considerados problemáticos. Ela busca criar conexão com essa turma, enfrentando, na sala de aula, questões sociais e raciais do contexto em que estão inseridos.

NOW YOU!

Time to start your own journal. Grab an old notebook or a new one, it doesn't matter. You're about to start a new journey and you'll have lots of things to think and write about. Give it a try! Remember to:

- Write the date.
- Describe an experience, thought, or feeling.
- Write any way you know how. You are practicing.





1. IME (2023)
Nas questões de 21 a 32, escolha a opção que completa o texto 1 corretamente.

Text 1

Why we should eat less meat

Eating less meat is good for the planet, good (21) animals, and good for (22) health. It's not all or (23). While adopting a vegan or vegetarian diet is commendable, it (24) not be possible for everyone. The current demand for animal protein (meat, dairy, and eggs) is unsustainable. It enforces the (25) for intensive farming methods, (26) animals are inhumanely caged in small spaces that restrict their natural behaviours, selectively bred to grow (27) and pumped full of antibiotics unnecessarily. Of the 70+ billion animals farmed globally (28) year, an estimated 50 billion of them will spend their entire lives on these factory farms where (29) like commodities. A substantial reduction in animal protein consumption across the globe (30) free up land and other resources, making room for higher welfare, more sustainable production systems, that would benefit both the animals and humans. Factory farming fuels climate change, pollutes landscapes and waterways, and wastefully uses precious resources. Animal agriculture is estimated to account for nearly 15% of global greenhouse gas emissions, (31) more than all the cars, planes, and other forms of transport put together. Decreasing the demand for animal products will help conserve water, save vital habitats, reduce greenhouse gas emissions and help conserve our Earth. Industrial animal agriculture is the (32) largest driver of habitat loss and deforestation worldwide.

Adapted from: World Animal Protection in: <https://www.worldanimalprotection.ca/news/why-we-should-eat-less-meat>
[Accessed on March 06th, 2023].

21. a) to the c) by e) for x
b) at d) to
22. a) ours c) yours e) Every
b) your x d) us
23. a) nothing x c) anything e) never
b) none d) everything
24. a) can c) should e) must
b) ought to d) may x
25. a) apply c) need x e) rise
b) help d) chase
26. a) where x c) wherever e) whose
b) who d) which
27. a) down c) quick e) quickly x
b) fastly d) brief
28. a) all c) any e) that
b) each x d) at one
29. a) they are treated x d) they treat
b) they are treaten
c) they have treated e) they would be treated
30. a) would x d) will be
b) will going to
c) is going to e) would be
31. a) in addition c) even x e) yet
b) away d) by
32. a) most c) big
b) more d) single x e) best

Self-Assessment



Como foi o progresso do seu aprendizado até agora nesta unidade, em uma escala de 1 a 5?

- Aprendi a diferença entre *diary* e *journal*.
- Usei a *first conditional* para falar sobre situações reais ou prováveis de acontecer.
- Entendi as dicas de uma *vogglers* britânica sobre *journaling*.
- Falei sobre a minha rotina e como iniciar um *journal*.
- Escrevi um comentário para iniciar um *journal*.

How do we fight ageism?

Introduction



Video
Getting old
and healthy

1. Espera-se que os estudantes mencionem que, tanto no *slogan* quanto na imagem, os idosos são representados como pessoas aptas a contribuir com a sociedade, com capacidades plenas.

2. Personal answer. Espera-se que os estudantes relacionem *ageism* à palavra *age* (idade) e ao sufixo *-ism* (usado também para indicar discriminação e preconceito). É importante que eles entendam que se trata da palavra em inglês para etarismo, termo referente à discriminação pela idade.

3. a) Personal answer. É importante esclarecer que o termo *ageism* está relacionado a qualquer discriminação envolvendo idade – seja contra jovens ou idosos. Porém, os idosos são muito mais afetados pelo etarismo.

3. b) Personal answer. É importante destacar aos estudantes que o etarismo perpetua estereótipos e determina políticas que podem limitar as oportunidades de jovens e idosos, gerando discriminação no mercado de trabalho e em outras áreas da vida e afetando profundamente as pessoas que são vítimas dele. Além disso, o etarismo é um problema da sociedade de modo geral, pois, muitas vezes, impede cidadãos de contribuírem de diversas formas para a vida em coletividade e de ter acesso a direitos básicos garantidos por lei.

1. Read the slogan and look at the picture. How are older people represented in them?

Intelligence never gets old

END AGEISM. San Francisco: San Francisco Reframing Aging Campaign. Available at: <https://endageism.com/>. Accessed on: Aug. 28, 2024.



Intergenerational basketball game.

2. Have you ever heard of the expression ageism? What do you think it means?
3. Read the following definition of ageism and answer.
 - a) Were your guesses correct?
 - b) Why is ageism a problem?

Ageism refers to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) towards others or oneself based on age. [...]

Ageism is everywhere: from our institutions and relationships to ourselves. For example, ageism is in policies that support healthcare rationing by age, practices that limit younger people's opportunities to contribute to decision-making in the workplace, patronizing behavior used in interactions with older and younger people, and in self-limiting behavior, which can stem from internalized stereotypes about what a person of a given age can be or do.

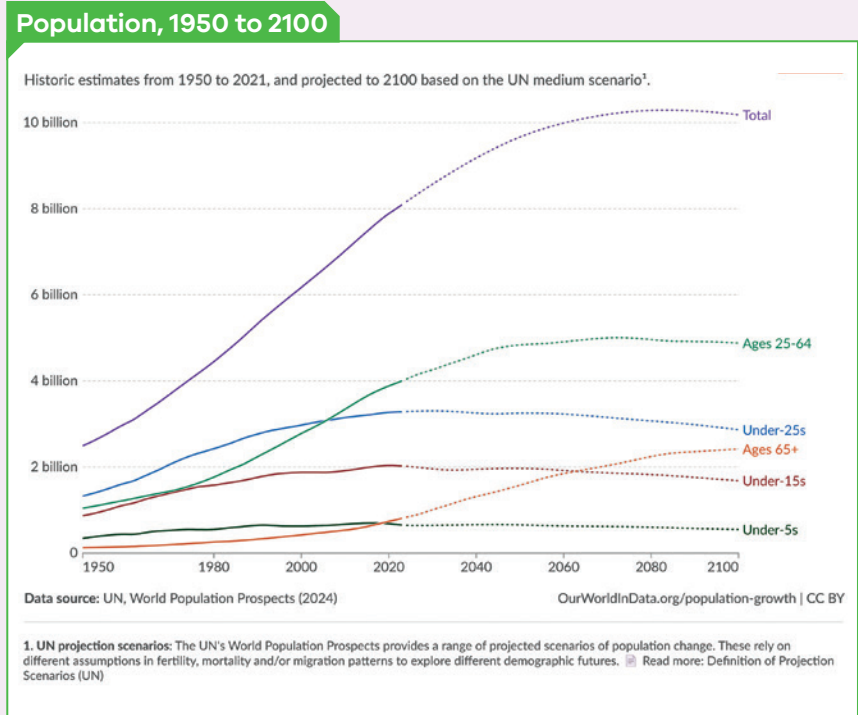
WORLD HEALTH ORGANIZATION. Ageing: ageism. In: WORLD HEALTH ORGANIZATION. [S. l.], Mar. 18, 2021. Available at: <https://www.who.int/news-room/questions-and-answers/item/ageing-ageism>. Accessed on: Mar. 25, 2024.

Looking at numbers



1. Look at the following chart and write the alternatives that are true in your notebook.

- The chart shows the increase in population in South American countries.
- The chart shows that the population who is 65 years old and older has more than doubled between 1950 and 2020. **X**
- The chart shows that the trend is that the population of 65+ will grow more than the population of 15 years old or under. **X**
- By the year 2100, the projection is that the population of 65+ will be less than 2 billion.



RITCHIE, H.; ROSER, M. Age Structure. In: OUR WORLD IN DATA. Oxford, Feb. 2024. Available at: <https://ourworldindata.org/age-structure>. Accessed on: Jun. 21, 2024.

- Ajude os estudantes a perceber que a tabela revela o crescimento da população acima de 60 anos entre 1950 e 2020 e apresenta projeções para 2050 e 2100. Destaque para a turma que os números absolutos devem ser multiplicados por mil. Por exemplo: a população total em 1950 era de 53.975.000 (quase 54 milhões). Diga também que a última linha da tabela mostra quantas vezes a população da faixa etária cresceu. Por exemplo, a população total cresce 3,3 vezes entre 1950 e 2100.
- The following table reflects the population growth of people 60+ since 1950 and presents a projection for the following decades. Read the information and answer the questions.
 - Which age group has grown the most in relative numbers? **The 80+.**
 - What will happen to the total population of Brazil between 2050 and 2100? **It will decrease.**
 - What will be the total population of people over 60 by 2100? **About 162 million.**
 - How many times will the population of 65+ have grown by 2100 compared to 1950? **2. d) More than 38 times.**

População absoluta e relativa de idosos de 60 anos e mais e 80 anos e mais Brasil: anos selecionados entre 1950 e 2100 (em mil)

anos	Total	60 anos e +	65 anos e +	80 anos e +	% 60 e +	% 65 e +	% 80 e +
1950	53.975	2.627	1.606	153	4,9	3,0	0,3
2000	174.790	13.874	9.175	1.429	7,9	5,2	0,8
2020	212.559	29.857	20.389	4.159	14,0	9,6	2,0
2050	228.980	67.361	52.026	15.376	29,4	22,7	6,7
2100	180.683	72.386	61.544	28.210	40,1	34,1	15,6
2100/1950	3,3	27,6	38,3	184,8	8,2	11,5	55,2

UN/Pop Division: World Population Prospects 2019 <https://population.un.org/wpp2019/>

- Personal answer. Espera-se que os estudantes reflitam a respeito das mudanças que precisam ocorrer nas áreas de saúde, previdência e educação para atender ao envelhecimento da população no Brasil. Se julgar oportuno, peça aos estudantes que pesquisem como outros países, como Japão e Suíça, tratam o envelhecimento da população. O Japão, por exemplo, tem o "Plano Dourado", que promove assistências diversas aos idosos. Já a Suíça é considerada um dos melhores países do mundo para envelhecer.
- Compare the information in the charts (Global Ageing and Brazil's Population) and answer.
 - Are the projections for Brazil following the same trend as the projections for the world? Explain. **Yes, in both projections, we can see a trend in population aging.**
 - In your opinion, what kind of changes will need to happen in Brazil by 2060? Reflect on the following aspects.
 - Work and retirement.
 - Health.
 - Education.

ENVELHECIMENTO populacional continua e não há perigo de um geronticídio, artigo de José Eustáquio Diniz Alves. *Ecodebate*, [s. l.], Jun. 19, 2020. Available at: <https://www.ecodebate.com.br/2020/06/19/envelhecimento-populacional-continua-e-nao-ha-perigo-de-um-geronticidio-artigo-de-jose-eustaquio-diniz-alves/>. Accessed on: Aug. 24, 2024.



Is that ageism?

1. Read the interview with Ashton Applewhite, an activist against ageism. Then write in your notebook the part of the text that confirms each of the following statements.



- a) It's important to understand why we have prejudices against ageing. *We need to look for reasons we are ageist.*
 - b) Our use of language shows how we feel about aging. *1. b) The way we use the words 'old' and 'young' is deeply indicative of the way we view ageing.*
 - c) People can only see the bad side of aging, but that's not the total truth. *1. c) We have a picture of ageing as only loss, and yes there are real losses, but there are also benefits. [...]*
 - d) Separating generations reinforces stereotypes. *1. d) It's segregation that enables stereotyping.*
 - e) We should not hide our age. *I think it is really important to say how old you are.*
- [...]

Are you a fan of the idea of 'positive ageing'?

[...] The way we use the words 'old' and 'young' is deeply indicative of the way we view ageing, and often we're totally **unaware** of it. A man came up to me recently and told me his mum was in her 90s, but that she "wasn't old". But although she may be a marathon runner...she's really old! [...]

Often people use the word "ageless" as a compliment, but the idea of agelessness robs us of our years. I like to think of us as "ageful." We have a picture of ageing as only loss, and yes there are real losses, but there are also benefits. [...]

What role does prejudice play in ageism?

Ageism is a form of prejudice: It's discrimination and stereotyping on the basis of age. Prejudice **pits** us **against** each other, that is its function. And we're only now starting to look at that prejudice in ourselves and call it out in society. [...]

The solutions are intergenerational – bring old and young together and ageism **dismantles** itself because you have allies. [...] When all ages mix, it's the natural order of things; it's segregation that enables stereotyping. All prejudice involves "othering"— seeing another person or group as "other" than oneself, which makes them seem less human and legitimises discrimination against them. The paradox of ageism is that that "other" is your future self. [...]

How can we start to challenge ageism and move things forward as individuals?

[...] All change starts within us. We need to look for reasons we are ageist – which we all are – rather than evidence that you're not. Once you start to see it in yourself, you start to see it in the world. It's difficult and uncomfortable to look at your own **bias** – but it is really liberating. [...]

I think it is really important to say how old you are. At the same time, it's important to **push back** against the fixed meanings attached to numbers in society. If someone asks my age, I say, "I'm happy to tell you, but first tell me why you want to know." I'm 65. [...]

SMITH, Z. Ashton Applewhite, Author of This Chair Rocks, Explores the Solution to Ageism. *In: ELDER*. [S. l.], Sep. 6, 2017. Available at: <https://www.elder.org/the-elder/ashton-applewhite-author-of-this-chair-rocks-explores-the-solution-to-ageism/>. Accessed on: Mar. 25, 2024.

VOCAB

bias: viés
dismantles: desmorona
pit against: colocar uma pessoa contra outra
push back: combater
unaware: sem consciência

- 2. Ashton says there are benefits in ageing. Do you agree with her? Why (not)?
- 3. Do you know anyone who has been victim of ageism? Share their stories.

2. Personal answers. Espera-se que os estudantes considerem as mudanças positivas que tendem a ocorrer com o envelhecimento, por exemplo: acumular mais experiências de vida; possuir menos preocupação com a opinião alheia; e dar mais importância para o que não é material.

MORAL COMPASS

What kind of things do we say unconsciously that can be considered ageist? Can we make it different?

3. Personal answers. Comente com a turma que reformular a própria percepção do envelhecimento e a maneira como pensamos sobre isso é fundamental para evitar o preconceito. Diga que incentivar amizades intergeracionais para quebrar estereótipos e pensar na linguagem e nas imagens usadas ao descrever pessoas idosas também é imprescindível atualmente.



► Think about it

1. Personal answers. Espera-se que os estudantes estabeleçam uma relação entre as palavras "cyber" e "senior", para prever que o programa trata de algo relativo à tecnologia para idosos.

1. You are going to listen to the presentation of a program called Cyber Seniors. Based on the name, what do you think the program is about?
2. Listen to the presentation and complete the sentences using the words from the box.



Monkey Business Images/Shutterstock.com



retirement home	joy	connected
internet	shrink	digital divide
technology	commented	
experience	encourage	

Cyber-Seniors is a worldwide movement whose goal is to bridge the and connect generations through **digital divide; technology**

In 2009, my sister Macauley and I founded Cyber-Seniors as a community service project for school.

We came up with the idea after my grandmother had on a picture I'd posted [...] **commented**

We started to realize how the internet really had changed their lives, and it had changed our relationship with them. They were always pretty cool, but now they were super cool and we had way more in common with them now that they're We wanted to focus a program specifically on the because we believe the internet has the power to expand a senior's social and physical world. **connected; internet**

We knew from my grandparents that as seniors age, their social circles begin to and their physical world becomes limited. **shrink**

We believe that the internet has the power to bring the world to them by providing them with a new way of connecting so we developed some training manuals and convinced several of our school friends to start visiting a local to teach seniors how to get online. **retirement home**

The seniors loved seeing us and were so excited by the things we showed them on the internet. [...]

Once we saw how much it brought to people's lives we wanted to share our with other young people and them to do the same. **joy; experience; encourage**

3. Answer these questions. **Personal answers.**

a) Do you agree with the sentence: "the internet has the power to expand a senior's social and physical world"? How can the internet do that?

b) In your opinion, what do we need to consider when we teach older people how to use technology?

4. Read the text and talk to a classmate. Then answer the following questions. **Personal answers.**



Am I Old Enough to Be Taken Seriously?

[...] "It's true that people often apply patronizing stereotypes to older workers [...]. But younger people tend to be more exposed to all forms of prejudice and discrimination [...]— racism, sexism, and ageism."

According to my research, this is what reverse ageism can look like: More senior or experienced employees overlooking feedback from younger colleagues on projects. Seasoned employees assuming that younger colleagues can't be trusted with important tasks. Or younger colleagues being the target of stereotypical age assumptions. [...]

WALDMAN, E. Am I Old Enough to Be Taken Seriously? *In: HARVARD BUSINESS REVIEW*. Cambridge, 25 nov. 2020. Available at: <https://hbr.org/2020/11/am-i-old-enough-to-be-taken-seriously>. Accessed on: Aug. 6, 2024.

a) Have you ever felt you were being disrespected only because of your age? How did it feel?

b) Do you agree that young people and older people can learn from one another? What do you think you can teach them? What do you think you can learn from them?



How can young and older people help and learn from each other?

1. Personal answers. Enfatize que, ao interagirem e aprenderem com os jovens, os idosos podem ter uma melhor compreensão das novas tecnologias e expandir as competências que já possuem. Esse pode ser um dos benefícios adicionais de atividades intergeracionais. Além disso, os idosos também podem orientar os mais jovens, o que pode dar aos idosos um senso de propósito e realização, enquanto os jovens podem ampliar seu repertório sobre formas de viver e perceber o mundo.

1. Copy the Venn diagram in your notebook to brainstorm ways to:
 - a) Help older people in your community by teaching them something they need to learn.
 - b) Learn from older people based on their life experience and skills.
 - c) Promote spaces for interaction where there is learning on both sides.
 - d) Find a way to do all those things at the same time.



Acervo editora

2. Avoid ageist comments and jokes: Think before making offensive remarks. Put yourself in the person's shoes.

2. Don't ignore older people: Try to include older people in events and in conversations. Listen and have patience.

2. Avoid stereotypes: Don't prejudge a person's abilities based on their age.

2. Invite an older adult to socialize: Be friends with people who are older than you – your grandparents' friends, for example.

2. The following table contains tips to help older people be more active and involved in the community. With your group, read them and think of actions you can do (or avoid doing) according to each of them.



Tips
Avoid ageist comments and jokes.
Don't ignore older people.
Avoid stereotypes.
Invite an older adult to socialize.

3. What can you do to make a difference for the older people in your community? Share your ideas with a classmate. [Personal answers.](#)
4. Use the ideas from **activities 1** and **2** to design your project. [Personal answers.](#)
5. Show your ideas to an older person you know and care about. Listen to their suggestions and make changes if necessary. [Personal answers.](#)





1. Have you ever had to teach an older adult something related to technology? How was this experience?
2. Read these tips. In your notebook, match them with the appropriate titles.

1. Personal answer. Leia as perguntas com a turma e incentive os estudantes a refletir sobre elas.

2. Leia o texto com os estudantes e solucione possíveis dúvidas de vocabulário. Espera-se que eles possam concluir que os idosos, geralmente, acham que não serão capazes de aprender e não sabem onde ou a quem recorrer para pedir ajuda.

Adapt devices to meet physical needs **7** Start by addressing security concerns **1**
 Show patience — even when teaching gets repetitive **5** Take it slow **3**
 Explore games to get used to technology **6** Emphasize internet safety **2** Write it down **4**

Helpful ways you can help seniors learn new technology

1. [...] Help your students by showing them how to set secure passwords and download a password manager app on their devices so they don't have to remember all the passwords to log in.
Take a look at their privacy settings on social networks and show them how to set their information so that only friends can view it. [...]
2. [...] Warn your students not to accept connection requests from anyone they don't know on social media, never send personal information (such as credit card or social security numbers) via email, text or chat, and never click on suspicious links.
3. It's always best to start small and have multiple sessions so you don't give your students information overload. [...]
4. As you move slowly through the different tasks your students may want to complete using technology, encourage them to write it down. Provide a notebook where they can log passwords and usernames [...]
5. [...] You may need to repeat concepts or steps multiple times until your student gets the hang of using their favorite app or website. Tell them that's okay. Remind them of times when they were the teacher and had to give their students several tries to get something right — whether it was teaching a child how to ride a bike or mentoring a new hire at work.
6. [...] Download an app or give them a website and show them how to play from their device. You can even play interactive games like *Words with Friends* or *Animal Crossing* together — which is another great way to show people how technology can help them connect with others.
7. Many of us have challenges beyond simply learning how to use technology. Small touchscreens may be challenging for anyone with arthritis. Those with vision problems may not be able to read the words on a screen. [...]

HOW To Teach Technology To Seniors. In: PAPA PALS. [S. l.], c2024. Available at: <https://www.papa.com/resources/blog/how-to-teach-technology-to-seniors>. Accessed on: Jun. 25, 2024.

3. Think about an older adult you know. Use some of the tips from **activity 2** to “prepare” him or her a small class on something related to technology. [Personal answers.](#)

USE	
First you need to...	This is called...
Then you have to click/select/go to...	We use this button when we have to...
Now you need to...	Very good! Now let's try again.

Getting it done

1. As part of your project, you are going to offer classes to older learners. Get together with your group to plan the project. Think of the following:
Personal answers.



adriaticfoto/Shutterstock.com



Volunteers interacting with older people and technology.

- a) What kind of classes can you offer? Think of what older people would like to learn. If there is an opportunity, ask them.
- b) Where can you offer these classes? Can you use the school space? Who do you need to ask permission from?
- c) How much of your time can you offer? Think of all the group members: How can you share the workload?
- d) How are you going to inform people? Social media? Posters? Pamphlets?
2. You should also think of how older people can offer help and teach something to the students at your school. Look at the ideas and think of older people you know who could do these jobs. *Personal answers.*
Who could...
- a) teach a craft? b) offer career advice? c) babysit children? d) give cooking classes?

Leia o texto do boxe **Better together** com a turma e solucione possíveis dúvidas de vocabulário. Comente com os estudantes que o texto traz dicas para organizar um trabalho em grupo de forma eficaz. Lembre-os de se apoiarem em palavras cognatas em destaque ou que se repetem para entender melhor o texto. Diga também aos estudantes que a palavra *summarising* está escrita conforme as convenções ortográficas do inglês britânico, com "s"; no inglês americano, é escrita com "z": *summarizing*.

Better together

Making the team function

An effective team requires the following roles to work efficiently. [...]

- Facilitator or leader [...] for making sure the aims of the meeting are clarified and for summarising discussions and decisions; [...]
- Note taker to keep a record of ideas that are discussed and decisions that are made and who is doing what.
- Time keeper to make sure that you discuss everything you need to in the time available for the meeting.
- Progress chaser to chase people up and make sure that the jobs get done by the time agreed and sort out problems if they are not.
- Process watcher someone who has an eye on process rather than content and can bring problems to the attention of the team. [...]
- Editor to compile contributions, identify gaps or overlaps, and ensure consistency in the final submission.

GUIDE to Group Work. In: UNSW SYDNEY. Sydney, [20--]. Available at: <https://student.unsw.edu.au/groupwork>. Accessed on: Mar. 25, 2024.

Showing what we've got



Ground Picture/Shutterstock.com

A girl with her grandmother playing the piano.

USE

Hello, everyone. Today we would like to present our project about...

We decided to...

The first thing we found out was that...

According to research/this chart/this article...

We used this information to help us...

Our idea is that...

1. Oriente os grupos a se organizarem para a apresentação. Leia as alternativas com eles e solucione possíveis dúvidas que possam ter.

2. Leia com os estudantes as informações do quadro e solucione dúvidas de vocabulário que eles possam ter. Em seguida, oriente a turma a copiar o quadro no caderno para avaliar a apresentação dos grupos.

- Get into your groups to present your project to your classmates.
 - Look at the rubric in **activity 2**. How would you grade each aspect of your own group project?
 - What parts of the project can still be adjusted/changed before being presented?
 - How happy are you with the final version of your project?
- As you watch your classmates, assess their work using the following rubrics.



Tip

Use data and information from safe sources to justify the importance of your idea. Using charts and statistics, for example, can help people see the relevance of your project more clearly. Visuals are always more persuasive than words. Facts are always stronger than opinions.

Group	Presentation	Ideas presented	Community involvement	Overall impression
	Was the presentation equally shared among the group members?	Were the ideas for teaching and learning from older people easy to implement?	Were older people consulted about their wants and needs?	What did you think of the project?
Excellent				
Good				
Needs improvement				



Movies and TV shows portraying older people

1. Personal answer. Espera-se que os estudantes reconheçam que as habilidades podem variar de idoso para idoso – reflexão já incentivada no texto de abertura.

2. Personal answer. Espera-se que os estudantes apresentem exemplos.

1. Read the following activities. Order them from the easiest to the most difficult for an older person to perform. Share your opinions with a classmate.

- a) Riding a bike.
- b) Running from the rain.
- c) Taking yoga classes.
- d) Starting a business.
- e) Playing team sports.
- f) Getting a new job.
- g) Using a cell phone/computer.



2. How often do you see older people doing these things in movies and on TV?

3. The movie and TV show in the pictures have older people as protagonists. Read the synopsis of both.

- a) How are older people portrayed in them? **3. a) They are portrayed as people who are active, smart, and whose lives are not over.**
- b) Which of the activities from **activity 1** would you expect to see in them? **Personal answer.**



Everett Collection/Fotoarena

The intern

A retired 70-year-old widower, Ben (played by Robert De Niro), is bored with retired life. He applies to be a senior intern at an online fashion retailer and gets the position. The founder of the company is Jules Ostin (Anne Hathaway), a tireless, driven, demanding, dynamic workaholic. Ben is made her intern, but this is a nominal role – she doesn't intend to give him work and it is just window dressing. However, Ben proves to be quite useful and, more than that, a source of support and wisdom.

THE intern. In: IMDB. [S. l.], c1990-2024. Available at: www.imdb.com/title/tt2361509/plotsummary. Accessed on: Jun. 24, 2024.

Scene from *The Intern*, by Nancy Meyers, 2015.



Everett Collection/Fotoarena

Grace and Frankie

Grace and Frankie follows Grace, a retired cosmetics mogul, and Frankie, a hippie art teacher, whose husbands, Robert and Sol, are successful divorce lawyers in San Diego. Grace and Frankie's lives are turned upside down when Robert and Sol announce that they are in love with each other and are leaving their wives. Now, the women, who have never particularly liked each other, are forced to live together and support each other as they navigate the next chapter of their lives.

GRACE and Frankie (TV Series). In: GRACE AND FRANKIE WIKI. [S. l.], [20-]. Available at: [https://graceandfrankie.fandom.com/wiki/Grace_and_Frankie_\(TV_Series\)](https://graceandfrankie.fandom.com/wiki/Grace_and_Frankie_(TV_Series)). Accessed on: Jun. 24, 2024.

Scene from *Grace and Frankie*, by Tate Taylor and Scott Winant, 2016.

4. Personal answer. Espera-se que os estudantes reflitam sobre a representação de idosos em um filme ou um programa televisivo que conheçam. Para isso, eles devem responder às questões propostas, compartilhando suas ideias com os colegas.

4. Think about a movie or TV show you have seen that portrays older characters. Share your views about it with a classmate. Consider the following:

- a) What did they do in the story?
- b) Were they portrayed in a negative or positive way?
- c) Do you think they were shown in an ageist/stereotypical perspective? Why (not)?
- d) How would you change that?





- Match the columns to form a sentence.

a) She will miss the train	• we won't go on our camping trip. c
b) If we drive to the city center,	• if she doesn't hurry up. a
c) If it rains a lot tomorrow,	• if he doesn't review his lessons well. d
d) Justin will fail his exam	• it will take some time to find a parking lot. b
- Choose the appropriate answer and write them in your notebook.
 - If Alice keeps eating junk food, she **will get sick / get healthier**.
 - Farmers won't be happy if it **doesn't rain / rains**.
 - Lauren will never forgive you if you **apologize / don't apologize** to her.
- Write the verbs between parentheses in the appropriate tense.
 - We (not/reach) old age in a healthy way if we (not/start) exercising while we are young. **won't reach / don't start**
 - if we (have) the good fortune to live a long life, inaccurate stereotypes about aging (harm) all of us. **have / will harm**
 - Our elders (live) longer if we (stay) closer to them. **will live / stay**

- If an old person (have) a negative self-perception, she or he might be more likely to engage in unhealthy habits, like eating a poor diet, drinking, or skipping prescription medications. **has**
- Choose the best option to complete the text.

[...] Our response in challenging situations is often to get defensive, make excuses, or blame another person, because we don't want to see our own part in the disaster. If we can observe ourselves during such incidents, it a good start to self-awareness. [...]

DAVIS, T. What Is Self-Awareness, and How Do You Get It? In: PSYCHOLOGY TODAY. [S. l.], Mar. 11, 2019. Available at: <https://www.psychologytoday.com/us/blog/click-here-for-happiness/201903/what-is-self-awareness-and-how-do-you-get-it>. Accessed on: Mar. 21, 2024.

- will see b) will be **X** c) will come
- Complete the following sentences with your ideas.
 - Ageism will not spread if
 - If my mom doesn't cook dinner tonight I
 - We can change the world if we
 - If it rains, the fire in the forest
 - The ice melts if
 - We will celebrate if
 - You won't have to do it again if

My progress

Leia com os estudantes o boxe **My progress** para que reflitam sobre tudo o que estudaram até aqui. Ajude-os a pensar sobre como podem melhorar técnicas e estratégias a fim de aprimorar habilidades.



How has your learning progress been so far, on a scale of 1 to 5?

Reading skills

- Learn strategies for summarizing texts.
- Summarize an idea from a picture.
- Summarize ideas from an online course.
- Understand texts with multiple semiosis.

Listening skills

- Understand a simple conversation about self-awareness.
- Reflect on a podcast about mindfulness.
- Learn journal writing techniques from a vlog.
- Recognize ways to help older adults deal with technology.

Speaking skills

- Give pieces of advice.
- Make analogies between images.

- Ask and answer subjective questions about yourself.
- Talk about how young and older people can learn from each other.

Language skills

- Use the modal verb *should* to express probability, ask for opinion, indicate moral obligation, give advice and suggestions.
- Use the zero conditional to talk about things that are generally true.
- Use the first conditional to talk about future situations that are possible to happen.
- Use verb tenses, modal verbs, and conditionals studied so far.

Writing skills

- Write a reply to a social media post.
- Write a diary entry.
- Write a journal entry.
- Create a project to offer classes to older learners.

Expand Your Knowledge



Necropolitics

Before reading

1. What do you think a protest song is?
2. In your opinion, what songs from your country could be considered protest songs?

Strange Fruit

Southern trees **bear** a strange fruit **A**
Blood on the leaves and blood at the root **A**
Black bodies swingin' in the Southern
breeze **B**
Strange fruit hangin' from the **poplar**
trees **B**

Pastoral scene of the **gallant** South **C**
The **bulgin'** eyes and the twisted mouth **C**
Scent of magnolias sweet and fresh **D**
Then the sudden smell of burnin' flesh **D**

Here is a fruit for the crows to **pluck** **E**
For the rain to gather **F**
For the wind to suck **E**
For the sun to rot **G**
For the tree to drop **G**
Here is a strange and bitter **crop** **G**

Esta canção foi originalmente publicada como um poema, "Bitter Fruit", pelo professor Abel Meeropol, em um esforço para denunciar a violência contra a comunidade negra, focando especialmente os linchamentos que muitos sofreram em diferentes estados do país.

STRANGE Fruit. Interpreter: Billie Holiday. Composer: Abel Meeropol. In: BILLIE Holiday. [S. l.]: Commodore, 1939. Available at: <https://billieholiday.com/signaturesong/strange-fruit/> Accessed on: Jul. 22, 2024.



VOCAB

bear: carregar
bulgin': esbugalhado
crop: colheita, safra
gallant: galante
poplar: álamo, um tipo de árvore
pluck: arrancar

3. Bucolic scene:

Pastoral scene of the gallant South / Scent of magnolias sweet and fresh; **Macabre scene:** Blood on the leaves and blood at the root / Black bodies swingin' in the Southern breeze / The bulgin' eyes and the twisted mouth / Then the sudden smell of burnin' flesh. The articulation of the bucolic and macabre scenes exposes the inhumane violence that marks the racist reality of the U.S.A. The speaker is capable of exposing the reality of the relationship between different races in Southern America, where there are bucolic landscapes, but Black people are part of macabre scenes. Ajude a turma a perceber que o contraste entre essas duas imagens torna as diferenças mais marcantes.

4. AABCCDDEFEGGG. Explique à turma que o termo *rhyme scheme* se refere ao padrão de versos rimados em um poema e é identificado por letras para indicar quais versos rimam. Diga que uma estrofe de dois versos é o esquema mais comum de rima em um poema ou música. Se os dois versos rimam, eles têm um esquema de rima AA. Se dois versos na próxima estrofe rimam, eles têm um esquema de rima BB.

While reading

1. Read the Strange Fruit lyrics and choose the option that best describes its main topic:
 - a) Necropolitics and racist brutality. **X**
 - b) Xenophobia and immigration.
2. What is the strange fruit the speaker mentions in the lyrics?
3. These lyrics are filled with contradictory images of bucolic and macabre scenes. Choose two verses to illustrate each element and explain what effect is obtained with this figure of speech called metaphor.
4. In your notebook, identify the lines that rhyme in the lyrics and find its rhyme scheme.



Cameroonian professor Achille Mbembe defines **necropolitics** as "the capacity to define who matters and who does not, who is disposable and who is not".

Source: MBEMBE, J.-A.; MEINTJES, L. Necropolitics. *Public Culture*, [s. l.], v. 15, n. 1, 2003, p. 11-40.

Post-reading

1. Do you know other songs about the same topic as Strange Fruit? Which ones? **Personal answers.**

NOW YOU!

In small groups, create a playlist with protest songs about the violence against the Black community in Brazil. Then, choose a song from the playlist and write five cards with information about it and its connections to the concept of necropolitics. The cards should be similar to the ones streaming services display with information on the context behind the lyrics, the message or its literary constitutive elements.



1. Personal answers. Possible answers: car driver; taxi driver; motorcycle courier; cleaner/ housekeeper; construction worker; dog walker; makeup artist; hairdresser; social media manager; graphic designer; photographer; private teacher; personal trainer; web designer; event planner; writer; software developer; real estate agent; videographer; gardener; interior designer. Caso os estudantes não conheçam o termo *self-employed*, dê alguns exemplos de profissões que costumam ser autônomas no Brasil e peça que eles citem outros. Também é possível direcioná-los ao box **Vocab** da página para que eles leiam a tradução.



Platformization Before reading

1. What are the most common self-employed occupations in your country?
2. Do you know someone who is self-employed? What is their job like? *Personal answers.*
3. In your opinion, what are the advantages and disadvantages of being self-employed?

Você deve lutar pela xepa da feira e dizer que está recompensado: evidências da plataformização e a precarização do trabalho no Brasil

O título do artigo citado é um verso da canção "Comportamento geral", do cantor e compositor Gonzaguinha. Caso julgue oportuno, reproduza a música em sala de aula para que os estudantes a escutem.

This article, using data from the Pesquisa por Amostra de Domicílios (PNAD) and the Pesquisa por Amostra de Domicílios Contínua (PNAD Contínua), shows that the platformization of the occupations of passenger transport drivers and deliverers/ motorcycle couriers has increased the participation of the transport and postal sector in the Brazilian economy, as well as contributing significantly to the recent rise of **self-employed** workers. In addition, the expansion of platform workers clearly represents a process of precarization, with lower incomes, less formalization, lower social security contributions and longer working hours. We also take advantage of the recent release of the Pesquisa Nacional por Amostra de Domicílios Contínua: teletrabalho e trabalho por meio de plataformas digitais 2022 to establish a more accurate and complete picture of the characteristics of platform work and corroborate the process of precarization brought about by the platformization of work.

Keywords: labor precarization; self-employed work; worker's rights.

DE CARVALHO, S. S.; NOGUEIRA, M. O. *Você deve lutar pela xepa da feira e dizer que está recompensado: evidências da plataformização e a precarização do trabalho no Brasil*. Rio de Janeiro: IPEA, 2024. Available at: <https://www.econstor.eu/bitstream/10419/285390/1/TD2951.pdf>. Accessed on: Jul. 22, 2024.

3. Personal answers. Possible answers: **Advantages:** flexible hours; working from home/remotely; you don't have to pay too many taxes; having multiple jobs; no need of justifying absences. **Disadvantages:** lower income; no health insurance; no meal vouchers; longer working hours; no (or lower) social security contributions; lack of stability; being subject to the law of supply and demand; no paid vacations.

VOCAB

self-employed:
autônomo,
trabalhador
independente

While reading



1. What type of text is it?
a) A news lead. b) A movie synopsis. c) An abstract. X
2. What is the main topic of the text? *The precarization of work through digital platforms.*
3. What sources of data did the research use to study transport drivers and couriers? *It used data from the Pesquisa por Amostra de Domicílios (PNAD) and the Pesquisa por Amostra de Domicílios Contínua (PNAD Contínua).*
4. According to the text, what caused the rise in the number of self-employed workers in the past years? *The platformization of the occupations of passenger transport drivers and deliverers/motorcycle couriers.*
5. What service sectors have benefited from the platformization of transport jobs according to the text? *The transport and postal sectors.*
6. What are some negative effects of more platform workers, according to the article?
6. Negative effects include lower incomes, less formalization, lower social security contributions, and longer working hours.

Post-reading



1. Based on the text you read, are there more advantages or disadvantages of being self-employed? Why?

1. Espera-se que os estudantes compreendam que o processo de precarização do trabalho, conforme descrito no *abstract*, é caracterizado pela existência de mais desvantagens do que vantagens para o trabalhador.

NOW YOU!

What should be done about the expansion of the platformization of work? In small groups, prepare a series of arguments to support your position in a debate.

Food sovereignty and sustainability



Before reading

1. Personal answers. Possible answer: Controlling the food system countries can have economic stability while ensuring a sufficient supply of food for their population. It also enables them to support local farmers, sustaining rural economies.



1. Do you think it is important for countries to control their own food systems? Why?
2. Listen to two people explaining the work they develop at the Food Force Initiative. What is its main goal? **2. To restore traditional practices and community engagement.**

Food systems are networks that produce, distribute, and consume food.

Never before was the inequity of the global food system more **starkly** evident than during the Food Crisis of 2007-08. As people were starving, agribusiness and commodity traders reported record profits. This crisis demonstrated clearly how neo-liberal policies have replaced production of local food to feed the country, with export crops to feed international markets. [...] as a result, communities worldwide are now highly vulnerable to rising food prices.

It is clear that the globalized and industrialized food system is failing to meet the needs of the world's people and to sustain the ecosystems on which food production depends. Real food security is impossible without first achieving food sovereignty. [...] Instead of focusing merely on production and trade, the Food Sovereignty **framework** serves all elements of the system - farmers, communities, ecosystems, climate, markets and consumers everywhere.

[...] Food Sovereignty expresses "the right of nations and peoples to control their own food systems, including their own markets, production modes, food cultures and environments." Its holistic approach ensures that each aspect of the food system builds a just, regenerative and resilient system for food production, distribution and consumption. [...]

The word "Sovereignty", or "*Soberania*" was chosen for its significance in the region where the movement was founded. Latin America has a history of **peasant-based** social movements, and the term "*soberania*" has a clear political meaning. [...] It refers to communities' or nations' collective power, their rights and responsibilities, empowerment, autonomy, independence and freedom to make decisions about issues that affect them.

AFSA ALLIANCE FOR FOOD SOVEREIGNTY IN AFRICA. Food Sovereignty Systems: Feeding the World, Regenerating Ecosystems, Rebuilding Local Economies, and Cooling the Planet – all at the same time. In: AFSA ALLIANCE FOR FOOD SOVEREIGNTY IN AFRICA. [S. l.], 2011. Available at: <https://afsafrica.org/wp-content/uploads/2014/05/AFSA-Documents.pdf>. Accessed on: Jul. 7, 2024.

VOCAB

framework: estrutura
peasant-based: liderado por pequenos agricultores
starkly: claramente

While reading



3. Replacing production of local food to feed the country, with export crops to feed international markets.

4. It was chosen for its significance in Latin America, where the movement was founded. It has a political meaning, referring to communities' or nations' collective power, rights, responsibilities, empowerment, autonomy, independence and freedom to decide on issues that affect them.

1. To argue in favor of adopting the Food Sovereignty framework.
1. Skim the text and answer: What's the main goal of the text?
2. According to the text, what was highlighted by the Food Crisis of 2007-08 regarding the global food system? **2. The inequality that marks the global food system.**
3. What change in government policies has made communities vulnerable to rising food prices?
4. What does the Food Sovereignty framework aim to address that the current food system does not?

Post-reading



1. Based on what you listened and read, does the Food Force initiative adopt a food sovereignty framework? **Personal answer.**

NOW YOU!

Research food sovereignty initiatives in your own country and present them to your group. Use a slide presentation to help get your message across.

Deep fake in post-truth times



1. Personal answers. Comente com a turma que as notícias falsas no mundo moderno assumiram novas dimensões com o advento da relativização da verdade, fenômeno também conhecido como pós-verdade, em que a racionalidade é reduzida, quando se interpreta a "verdade dos fatos", em favor da própria conveniência.

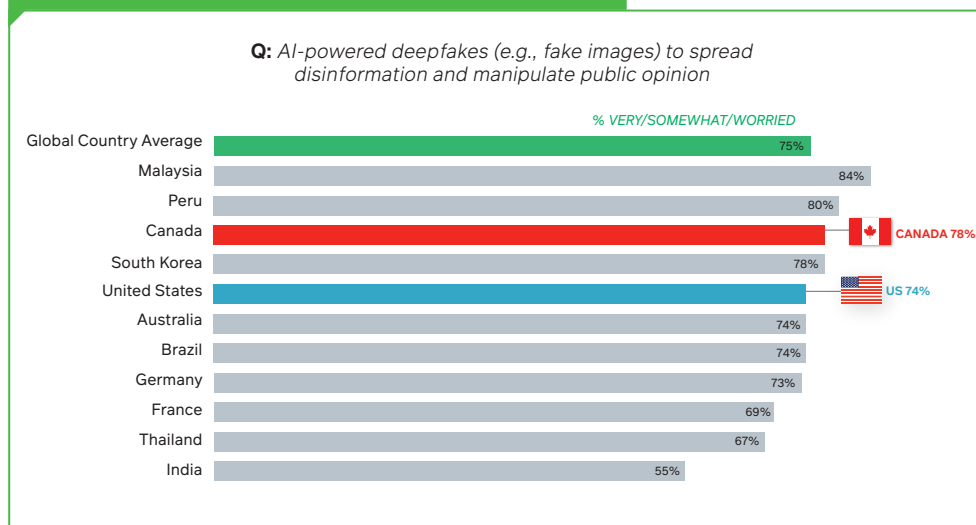
Before reading

Reforce a influência da internet na propagação das notícias falsas em tempos de pós-verdade e os efeitos advindos dessas notícias, uma vez que suas consequências podem colocar em crise a ciência, a política e a segurança pública de uma nação.



1. In your opinion, what is the relation between digital technology and post-truth?

THREAT POSED BY ARTIFICIAL INTELLIGENCE



Post-truth describes situations when objective facts have less influence than appeals to emotions and personal beliefs, especially in relation to public opinion.

Online samples in Brazil, Chile, Colombia, Indonesia, Ireland, Malaysia, Mexico, New Zealand, Peru, Singapore, South Africa, Thailand, and Turkey tend to be more urban, educated, and/or affluent than the general population.

BRICKER, D. Citizens of 30 countries assess threats and engagement in international affairs. In: IPSOS. New York, 2023. Available at: <https://www.ipsos.com/sites/default/files/ct/news/documents/2023-11/ipsos-hisf-world-affairs-report-2023-final.pdf>. Accessed on: Jul. 23, 2024.

While reading



1. Analyze the previous opinion polls graph and decide whether the following statements are **true (T)** or **false (F)**.
 - a) Asian countries share similar opinions about the impact of AI on democracy. **F**
 - b) South Koreans are less worried than Germans about deepfakes manipulating public opinion. **F**
 - c) Americans are more worried than the global average about deepfakes manipulating public opinion. **F**
 - d) Brazilians are as worried as Australians about the spreading of disinformation. **T**
2. Read the graph's source and answer.
 - a) Who published it? **2. a) Ipsos.**
 - b) Do some research and answer: what can we infer about the reason why the data on Canada and USA were highlighted in the graph? **2. b) They were highlighted because the Halifax International Security Forum is an event in Canada and it is focused on American and Canadian matters, although it is an international forum.**

Post-reading



1. Read the poll question in the graph and discuss it with a classmate. Then summarize what you discussed and present it to the whole class. **Personal answers.**

NOW YOU!

Data from surveys and polls conducted by reliable institutions are useful to backup arguments in essays and other argumentative texts. Pretend you are writing an essay on Brazilian people's relationship with AI. Write a paragraph using the information from the graph to support your argument.

NOW YOU! Possible answer: According to a report from 2023 conducted by Ipsos, Brazil seems to be a skeptical country when it comes to the possible impacts of AI-powered tools and their development.

Cyberbullying and mental health

1. Personal answers. Possible answers: Zayn Malik, Lorde, Selena Gomez, Demi Lovato, Tom Daley, Leticia Sabatella, Babu Santana.



2. Personal answers.

Possible answer: If someone is being bullied or cyberbullied, ask for help from someone you trust, like your parents, a family member, or another trusted adult. At school, talk to a counselor, coach, or favorite teacher, either online or in person. If you don't want to talk to someone you know, find a helpline in your country to speak with a professional counselor.

VOCAB

body-shaming:
comentários
ofensivos sobre o
corpo

disorder:
transtorno

Going deep

Website

Cyberbullying:

What is it and how to stop it, c2024. O artigo explica o que é o *cyberbullying* e como impedir que ele ocorra. Disponível em: <https://www.unicef.org/end-violence/how-to-stop-cyberbullying>. Acesso em: 2 set. 2024.

Movie

Ferrugem,

direção de Aly Muritiba (Globo Filmes, 2019, 105 min.). Após perder o celular, a adolescente Tati vê seu mundo desabar ao ser vítima da divulgação criminosa de um vídeo íntimo seu.

Before reading

3. Bullying and cyberbullying are aggressive and intimidating practices. Bullying is related to in-person actions, like physical violence, while cyberbullying occurs online.



1. Do you know of any celebrities who were victims of bullying or cyberbullying?
2. What should one do if they are being harassed?
3. What are the differences and similarities between bullying and cyberbullying?

Charli D'Amelio

A menção ao nome de uma empresa nesse contexto pedagógico não tem o intuito de divulgar ou incentivar o consumo de nenhuma marca, conforme Parecer CNE/CEB nº 15/2000.

Charli Grace D'Amelio is best recognized as a TikTok superstar and a Guinness World Record holder of the highest number of TikTok followers in a year. Her social media charm and compassion for others made her a media, brand, and peer favorite. A Taurus born on May 1, 2004, D'Amelio grew up in Norwalk, Connecticut. Her mother, Heidi D'Amelio, is a photographer and former model, and her father, Marc D'Amelio, is a business owner and former Republican Connecticut Senate candidate. Her older sister, Dixie, is also a TikTok personality. As a student, D'Amelio attended King School and took up competitive dancing lessons as her extra-curricular [...].

[...]

5 SURPRISING FACTS

1. UNICEF's anti-bullying campaign

Together with her sister, D'Amelio expressed her support for the UNICEF campaign against bullying as she received **body-shaming** comments from her peers. In effect, she suffers from an eating **disorder**.

[...]

TIKTOK star: Charli D'Amelio. In: NATIONAL TODAY. [S. l.], c2017-2024. Available at: <https://nationaltoday.com/birthday/charli-damelio/>. Accessed on: Jul. 23, 2024.

While reading

2. Charli D'Amelio is best recognized as a TikTok superstar and a Guinness World Record holder of the highest number of TikTok followers in a year.



1. What is the primary focus of this profile about Charli D'Amelio?
2. What is Charli best recognized for?
3. What campaign did she and her sister support?
4. What personal challenge did Charli face as a result of cyberbullying?

Post-reading

1. Personal answers. Possible answer: Celebrities should use their platforms to spread information about the effects of cyberbullying and educate their audience.



1. Charli D'Amelio supported UNICEF's campaign against bullying and cyberbullying after being a victim of it. What else should celebrities do to fight it, in your opinion?
 2. Charli developed an eating disorder due to body-shaming comments on her social media. What other problems can bullying and cyberbullying cause?
2. They can cause isolation, low self-esteem and mental health problems.

NOW YOU!

In small groups, design informative posters about bullying or cyberbullying for your school community. Make sure to include information about their impact on victims' mental health.

Climate change and environmental racism



1. Human activity has already caused the endangerment of various species, overproduction of trash and overall pollution of both land and ocean. On the other hand, humans also can protect endangered species.

Before reading

1. What are some ways in which human activities impact the environment, both positively and negatively?
2. Do you think different ethnicities and socioeconomic groups suffer the consequences of climate change and global warming the same way? **2. Personal answers.** Possible answer: It's proven that low-income, black and indigenous communities have been disproportionately exposed to fumes, toxic dust, ash, soot, and other pollutants. Due to this reality, members of these communities face increased risks of health problems like cancer and respiratory issues.

Environmental racism refers to the unequal impact climate change has on different ethnic groups, and to practices related to the environment that racially discriminate, even if unintentionally.

Extract from *We Can Be More*

Because it's all in People Power. People have the power to make the people **greedy** or equals, through the sequels of our days, changing our ways, can rephrase our answer, to yes.

Yes, I will change, opening a new page, starting a new stage, entering a new age, in saving our world.

Because this is something we can't **erase**, and yet we're still choosing money over something that is irreplaceable, and here it looks alright, but over there it's disgraceful.

Because our home is dying.

Our ice caps are crying. Our ecosystems are **sighing**, while we keep buying,

Keeping our business ships sailing, but our tips are failing to maintain our **rubbish**.

When did our planet deserve to be punished?

VOCAB

erase: apagar

greedy: ganancioso

rubbish: lixo

sighing: suspirando

MORRIS, L. Thirteen-year-old slam poet champions change. *The Sydney Morning Herald*, Sydney, 2018. Available at: <https://www.smh.com.au/entertainment/art-and-design/thirteen-year-old-slam-poet-champions-change-20180831-p500wi.html>. Accessed on: Jul. 23, 2024.

While reading



1. What is the primary theme of the poem? **1. The importance of change and action.**
2. According to the poem, what can people change through their actions? **2. The future.**
3. What does the poem suggest is being prioritized over something irreplaceable? **3. Money.**
4. Which of the following best describes the condition of the Earth as depicted in the poem? **4. Suffering and deteriorating.**
5. What figure of speech is used in the line "Our ice caps are crying"? **5. Personification.**
6. What does the phrase "our business ships sailing" imply? **6. Trade and commerce continue despite environmental issues.**

1. Personal answers. Possible answers: Saving water; Saving energy; Using little to no disposable plastic containers and packages; Avoiding purchasing products online; Avoiding purchasing takeout and delivery food; Recycling and sorting; Eating less meat; Reusing and wasting less; Composting; Prioritizing renewable energy; Avoiding wasting food; Using a reusable water bottle; Using reusable containers.

Post-reading



1. How do you think individual actions can contribute to addressing the environmental issues mentioned in the poem?
2. How do you think different peoples are affected by the issues mentioned in the poem?

2. Personal answers. Possible answers: Peoples who live near the sea may have their land submerged; peoples who practice subsistence farming may struggle due to dying ecosystems.

NOW YOU!

Write a quatrain (a four-line stanza) that addresses environmental racism. Think about the impact climate change has on different communities and on the environment. Make sure to use at least one figure of speech to convey your message.

Glossary

UNIT 1

along with: junto com
among: entre (vários)
average: médio(a)
feature: apresentar
forest ranger: guarda-florestal
foster: promover
further: adiante, mais longe
headquarters: sede
hunter-gatherers: caçadores-coletores
improve: melhorar
ingrained: enraizada
issue: problema, questão
knowledge: conhecimento
launch: lançar
livelihood: subsistência
plains: planícies
poverty: pobreza
range: variedade, gama
rate: taxa
roughly: aproximadamente
scheduled: agendado(a)
tear: rasgar
through: através, por meio de
throughout: por toda a parte
trade: comércio, trocar
trap: fazer armadilha
vanish: desaparecer

UNIT 2

almost: quase
belong: pertencer
century: século
commitment: comprometimento, compromisso
equity: equidade
ethnicity: etnia
gather: reúne, reunir
granted: reconhecido(a)
harassment: assédio
inequality: desigualdade
leadership: liderança

manager: gerente
most: maioria, maior parte
pursuit: busca
report: relatar, relatório
speech: discurso
tougher: mais difícil
toward: em direção a
widespread: generalizado(a)

UNIT 3

at least: pelo menos
ban: proibir, banir
dissatisfaction: insatisfação
employment: emprego
enhanced: aprimorado(a)
gadget: aparelho
law: lei
limb: parte do corpo, membro
measures: medidas
minors: menores de idade
promote: fomentar, promover
prompted: solicitado(a)
realm: domínio, esfera
(be) required: (ser) necessário(a)
seek: procurar
share: compartilhar
support: apoiar
straightforward: direto(a)
thrive: prosperar
turning point: momento decisivo
uphold: defender
wheelchair: cadeira de rodas

UNIT 4

available: disponível
belief: crença
boost: estímulo
brighten: iluminar, animar
catchy: cativante
compelling: atraente
comprise: compreende
displaced: deslocado(a)
donors: doadores

emerge: emergir, surgir
fiery: feroso(a), impetuoso(a), intenso(a)
figure: número, quantidade, imagem
fundraiser: campanha de arrecadação de fundos
goal: objetivo
go-with-the-flow: seguir o fluxo
greatly: muito
length: tamanho, comprimento
prejudice: preconceito
qualified: qualificado(a)
rating: avaliação
remarks: avaliações
shelter: abrigo

UNIT 5

aim: visa, aspira
allows: permite
avoid: evitar
behavior: comportamento
believe: acredita
beyond: além de
caption: legenda
engaged: engajado(a), comprometido(a), empenhado(a)
ensures: garante
fast-paced: ritmo acelerado
gossip: fofoca
harmful: prejudicial
heed: prestar atenção
illiterate: analfabeto(a)
income: renda (financeira)
legit: legítimo(a)
log off: desconectar, sair
passwords: senhas
piece: parte, pedaço
roundup: panorama, cobertura, resumo
screen: tela
showcases: mostra, expõe
skills: habilidades
source: fonte
trust: confiar, acreditar
widely: amplamente

UNIT 6

assumptions: suposições

challenges: desafios
citizenship: cidadania
consumer: consumidor(a)
cross-selling: venda casada
data: dados, informações
degree: graduação
encoder: codificador
engagement: engajamento, participação
recognition: reconhecimento
replace: substituir
role: papel, função
role-play: encenação
rostering: escalafão
shape: moldar, molde, formato
smart: inteligente
spread: espalhar(-se)
staff: empregados, funcionários
take action: agir
thus: portanto
underlying: subjacente
wealth: fortuna

UNIT 7

addiction: vício
broadcast: transmitir
counter: balcão
emulate: imitar
fellow: amigo(a), companheiro(a)
instead of: em vez de
join: juntar, fazer parte de
lecturers: palestrantes
misinformation: desinformação
newness: novidade
pick out: escolher
relationship: relacionamento
several: diversos(as)
stamp: selo
task: tarefa
turn on: ligar
wear: usar, vestir

UNIT 8

awareness: conhecimento
appeal: chamar a atenção, atrair
be able to: ser capaz de
concerned: preocupado(a)
demand: exigir
detect: detectar
fill in: preencher
hoaxes: farsas
look for: procurar
major: principal, mais importante
make up one's mind: decidir-se
parents: pais
samples: amostras
spot: ver, identificar
slightly: um pouco, levemente
survey: pesquisa
target: alvo, objetivo
trash: lixo
trigger: disparar gatilhos, acionar
unreliable: não confiável

UNIT 9

budget: orçamento
business: negócio
buyers: compradores
clothes: roupas
crossing: atravessando
entrepreneurship: empreendedorismo
founder: fundador
jigsaw: quebra-cabeça
marathon: maratona
newspaper: jornal
purchase: compra, comprar

UNIT 10

across: entre, de um lado a outro, em todo
believe: acreditar
chopped: picado(a)
contest: concurso
deep: fundo(a)
dish: prato
downsides: desvantagens
dry: seco, secar
felt: feltro

gloves: luvas
glue: cola, colar
highlight: realçar, destacar
ink: tinta
joints: articulações
leaflets: folhetos
persecution: perseguição
portrays: retrata
provide: fornecer
raising: criando
rubbing: friccionar, esfregar
saucepan: panela
sealed: selado(a)
shredded: ralado(a), desfiado(a), triturado(a)
still: ainda
surface: superfície
tender: macio(a)
venue: local
winner: vencedor(a)
within: dentro de, em

UNIT 11

apply: candidatar-se
argue: discutir, argumentar
asleep: dormindo
assessment: avaliação
belief: crença
change: mudança
doorbell: campainha
drives: impulsos
elegible: elegível, apto(a)
empowering: fortalecendo
environment: meio ambiente
grown: cultivados(as)
helpful: útil
ongoing: em andamento, contínuo
profit: lucro
regard: considerar
remind: lembrar
tools: ferramentas
unable: incapaz
update: atualizar

UNIT 12

bear in mind: ter em mente

boast: vangloriar-se, gabar-se
customers: clientes
embed: incorporar
entrepreneur: empreendedor(a)
environmental: ambiental
feasible: viável
hunger: fome
leading: principal
purpose: propósito
rehearse: ensaiar
remarkable: notável, impressionante
research: pesquisar
revenue: receita, faturamento
traits: características, traços de personalidade
waste: desperdício
windmills: moinhos de vento

UNIT 13

ancient: antigo
approach: abordagem, método
background: conhecimento prévio; origens
bored: entediado(a)
delight: agradar, prazer, satisfação
directive: diretivo(a)
effective: eficaz, eficiente
encourages: encoraja, incentiva
engage: engajamento
instruction: educação
matters: assuntos
mindset: mentalidade
outcome: resultado
patterns: padrões, estilos
prompt: provocar, instigar
subjects: tópicos
thread: fio, discussão
queerness: estranheza
relentlessly: implacável
workshop: oficina

UNIT 14

abroad: exterior, fora do país
assure: assegurar

compliments: elogios
currently: atualmente
goods: bens, mercadorias, produtos
growth: crescimento
greenhouse: estufa
huge: enorme
landscaping: paisagismo
literacy: alfabetização
manage: administrar
renewable: renovável
restore: restaurar, recuperar
save: economizar
sustainable: sustentável

UNIT 15

although: embora
assumptions: suposições
bulging: protuberante
clinging: agarrado(a)
crafting: construindo, criando, produzindo
disrespectful: desrespeitoso(a)
enemy: inimigo
fiercely: ferozmente
flicking: movimento
languishing: definhando
scare off: assustar
shimmering: cintilante
throw a party: dar uma festa
tongue: língua
values: valores

UNIT 16

assigning: atribuindo
audience: plateia, público
biases: preconceitos
characters: personagens
chess: xadrez
depicted: retratado(a)
dismantle: desmantelar
excerpts: fragmentos, trechos
frame: moldar, enquadrar, painel
hint: dica
interact: interagir
own: possuir, próprio(a)
portray: descrever, retratar
pursue: perseguir, buscar
succeed: ter sucesso

UNIT 17

development: desenvolvimento
edge: borda, limite
esteem: estima
evolve: evoluir
headache: dor de cabeça
in-demand: em demanda, procurado(a)
requirements: requisitos
stir: agitar, mexer
source: fonte
tight: apertado(a)
vanity: vaidade

UNIT 18

backyard: quintal
chances: possibilidades, probabilidades
full-time: tempo integral
lifestyle: estilo de vida
part-time: meio período
productivity: produtividade
tax: imposto
trends: tendências
release: liberar
seeking: procurando
slang: gíria
spreadsheet: planilha

UNIT 19

advertised: anunciado(a)
articulate: que se expressa bem
bank teller: caixa de banco
cashiers: caixas
clerical: administrativo(a)
clerks: escrivães(as)
cutting edge: pioneiro(a), de ponta
decrease: diminuir, queda
enclosed: anexado(a)
hire: empregar, contratar
inflation: inflação
ingenious: habilidoso, criativo
magazine: revista
multifaceted: multifacetado(a)
obsolete: velho(a), obsoleto(a), antiquado(a)
overcome: superar

pair: emparelhar, ficar lado a lado
prize: prêmio
rank: classificar, classificação
reply: resposta
strengths: pontos fortes
suitable: adequado(a)

UNIT 20

advertising: publicidade, anúncio
awards: prêmios
blank: em branco
core values: valores fundamentais
countryside: interior
crowd: multidão
desirable: desejável
enables: permite, possibilita
end up: terminar
expectancy: expectativa
freedom: liberdade
fulfillment: realização
intangible: intangível, impalpável
internship: estágio
labor: trabalho
land: pousar
launch: lançar
measure: medir
nearby: próximo(a)
path: caminho
tagline: *slogan*
tangible: tangível
valuable: valioso
weather: clima

UNIT 21

appraise: avaliar
attempt: tentar, tentativa
ill: doente
habits: hábitos
handle: lidar
outdoors: ao ar livre
self-worth: autovalorização, amor-próprio
take care: cuidar
thoughts: pensamentos
upset: aborrecido(a)
well-being: bem-estar
wonder: imaginando
worries: preocupações

UNIT 22

annoying: irritante
blind spot: ponto cego, ponto obscuro
bother: incomodar
climb: escalar
commit to: comprometer-se
denial: negação
enhance: melhorar
fault: culpa
features: características
feedback: retorno, resposta, opinião
feelings: sentimentos
fool: tolo(a)
mind: pensamento, mente
mindfulness: atenção plena
movingly: de maneira comovente
nail-biting: roer as unhas
novel: novo(a)
painfully: dolorosamente
racing: acelerado(a)
recurring: recorrente
relief: alívio
set up: estabelecer
snack: lancha, lanche
stream: fluxo
somewhat: um pouco, um tanto
unbuttoned: desabotoado(a)
unlock: destravar, abrir com chave, desbloquear, liberar
wealth: riqueza
(be) willing: querer, ter vontade, (estar) disposto
work out: funcionar
yet: porém, entretanto

UNIT 23

after: depois
amazing: incrível
blame: culpar
blend: mistura
breath: respiração
caught up: capturado, pego
carved out: forjou, esculpiu
chat: conversa
committed:

comprometido(a)
establishing: estabelecendo
fulfilled: satisfeito(a), realizado(a)
grab: pegar
grateful: grato(a)
linked: ligado(a), conectado(a)
lungs: pulmões
proWess: destreza
rejoice: alegrar-se
remiss: descuidado(a), negligente
search: procurar, pesquisar
sprinkled: polvilhado(a)
sought-after: procurado(a)
take place: acontecer
tips: dicas
trailblazer: pioneiro(a)
truly: verdadeiramente, realmente
sharp as a tack: astuto(a), extremamente inteligente
weave: entrelaçar

UNIT 24

advice: conselho
ally: aliado(a)
attach: ligar, juntar, anexar
bias: preconceito
blame: culpar
craft: artesanato
deeply: profundamente
disrupt: perturbar, quebrar
enables: permite
excuses: desculpas
fabric: estrutura, composição
fight: lutar
guide: guia
hire: contratação
jokes: piadas
overlap: sobrepor
rather than: em vez de
remind: lembrar
request: pedido, solicitação
retailer: varejista
retirement: aposentadoria
skewed: distorcido(a)
warn: avisar
wisdom: sabedoria

Unit 1

P. 22 Listening

Audio 1

At the start of the 20th century, Brazil was intent on becoming a modern country. Cities along the coast were already being developed. But the Amazon, which covers almost half the country, was remote, inaccessible, and home to tens of thousands of indigenous people who had lived there for centuries. Around the 1920s, Brazil's government pushed an aggressive plan to change the shape of the Amazon. They brought telegraph lines, roads, schools, and people into the Amazon, while forcibly pushing these indigenous groups out of the way. "Troops had to be called out in Brasilia to quell the bitter protests of thousands, through brief and bloodless military coup." Then, in the 1960s, a brutal military dictatorship took over Brazil and carried out genocide against indigenous people. They took away their lands to build highways, mines and dams across the Amazon. During this time, more than 8,300 indigenous people were killed, and tens of thousands had lost their homes.

BRAZIL'S indigenous land is being invaded. [S. l.: s. n.], 2019. 1 video (ca. 10 min). Published by Vox channel. Available at: www.youtube.com/watch?v=oGjRNBxRXI&t=166s. Accessed on: Jun. 28, 2024.

Audio 2

[...] Apart from India, indigenous communities are the most neglected worldwide.

South America and the Caribbean is home to 50 million indigenous peoples. They have a 60% higher infant mortality rate as compared to the rest of the population. There is also a high rate of substance abuse, depression, and HIV/AIDS. Two centuries of colonial rule and migration of slaves have had an adverse impact on their health.

Asia is home to 14.2 million indigenous people. They die early, have high rates of malnutrition, and child mortality. The languages spoken by indigenous populations are not recognized by the state either [...]

[...] Although they comprise less than five percent of the world population, indigenous people protect 80% of the world's biodiversity in the ecosystems in which they have lived for centuries, and it becomes extremely important to recognize this contribution in a warming world.

INTERNATIONAL Day of the World's Indigenous Peoples 2023. [S. l.: s. n.], 2023. 1 video (4 min). Published by Down To Earth channel. Available at: <https://www.youtube.com/watch?v=mtJRGJXzhl>. Accessed on: Jun. 28, 2024.

Unit 2

P. 32 Listening

Audio 3

[...] I delivered a couple of reviews to females who were either average performers or even above average. And after the conversation, they just, you know, say "Thank you for the kind words, love being here". And that was it. And then I go on to deliver the reviews for the men, who were, if I recall, average performers, maybe even a little below average. And of course, the first thing that comes out of the review is "Great, thank you, but when am I getting promoted?" What I do as a manager now, of course, I try to treat everybody the same. [...]

WOMEN in the workplace: 5 Workable women talk about their working experiences. [S. l.: s. n.], 2024. 1 video (ca. 9 min). Published by Workable channel. Available at: <https://www.youtube.com/watch?v=2MpBCzjnTD4>. Accessed on: Jun. 28, 2024.

Audio 4

[...] But we need from the ground up to actually train accordingly. We as women have to actually really toughen up, especially if we are, you know, queer women or women of color, and all of that. It makes it even tougher. And we become so tough that we are becoming even more competitive instead of actually cultivating resilience. And we need to actually promote solidarity also between women. [...]

WOMEN in the workplace: 5 Workable women talk about their working experiences. [S. l.: s. n.], 2024. 1 video (ca. 9 min). Published by Workable channel. Available at: <https://www.youtube.com/watch?v=2MpBCzjnTD4>. Accessed on: Jun. 28, 2024.

Audio 5

It's really helpful for young women just trying to progress in their career to see people who look like them [...]

[...] and they are able to be met with this union mentality and bringing them up with them because there's space for more than one at the top. So, we need to start with that domino effect and realize all of the ways that we can change just by pulling other people up with us. Those are the types of things that's that's, inspiring others. [...]

WOMEN in the workplace: 5 Workable women talk about their working experiences. [S. l.: s. n.], 2024. 1 video (ca. 9 min). Published by Workable channel. Available at: <https://www.youtube.com/watch?v=2MpBCzjnTD4>. Accessed on: Jun. 28, 2024.

Audio 6

[...] Obviously, you evolve as a person when you become a parent, especially a mother. You bring that back to the workplace without realizing it, and you do put a lot of pressure on yourself to go the extra mile. But actually, if you take a step back and see how you compare to your male counterparts or even other counterparts that don't necessarily have children, you're probably doing twice the amount of work because you feel like you're not giving enough. [...]

WOMEN in the workplace: 5 Workable women talk about their working experiences. [S. l.: s. n.], 2024. 1 video (ca. 9 min). Published by Workable channel. Available at: <https://www.youtube.com/watch?v=2MpBCzjnTD4>. Accessed on: Jun. 28, 2024.

Unit 3

P. 42 Listening

Audio 7

Every single person is great at things that you may not expect them to be but it's really hard for us to see that when we're so powerfully guided by the things we expect to be true in the world. I grew up surrounded with this conversation about what you can't do and what you won't be able to do. My name's Enrico and I'm an autistic software engineer. The first time I go through the performance review process I was asked for 5 strengths. It was the first time that I had ever been prompted to think in that way about myself and it was really a life changing moment for me. When we are working in our day to day jobs we are still making judgements about the people around us [...]

UNCONSCIOUS Bias at Work – Making the Unconscious Conscious. [S. l.: s. n.], 2014. 1 video (ca. 4 min). Published by Life at Google channel. Available at: https://www.youtube.com/watch?v=NW5s_-NI3JE. Accessed on: Jun. 28, 2024

Audio 8

[...] By embracing diversity we can create an inclusive environment where everyone has the opportunity to contribute and thrive. Diversity offers numerous benefits both in the workplace and in society. Some of these benefits include enhanced creativity and innovation. A diverse group of individuals brings together different perspectives, ideas, and experiences [...]

Diverse teams are more likely to examine multiple viewpoints and consider a wider range of options leading to better decision-making and problem-solving, increased employee engagement and satisfaction. A diverse and inclusive workplace creates a sense of belonging and value resulting in higher employee engagement and satisfaction.

WHY is Diversity Important? [S. l.: s. n.], 2023. 1 video (ca. 4 min). Published by Diversity for Social Impact channel. Available at: <https://www.youtube.com/watch?v=7YvxIO-f94A>. Accessed on: Jun. 28, 2024.

Unit 4

P. 48 Real life

Audio 9

Interviewer: I know that like many people think of Brazil as a country which is where like the people are very warm, they're very open, they're very welcoming. Do you have the same experience or would you ask people to manage their expectations when they're coming to Brazil?

Boy: OK. Well, I have the same experience. I have the same experience. Brazilians are very friendly. And very nice people, very welcoming people and, one more thing, the fact that I speak Portuguese helped me a lot, because nobody speaks English here. Very very less people. I would not say that nobody, but very less people speak English because one more fact I would like to tell that Brazilians don't learn English as a compulsory language like in India English is a is like second language for us but in Brazil they learn English as a foreign language so English is not taught as a second language in schools. It is taught as a foreign language so Brazilians you will you will find very less people who speak English here so if you speak Portuguese then you will have a very great experience, you will feel like home, you will feel like you are in your home country okay and even if you don't speak uh Portuguese you can manage with uh the google translator. So, Brazilians are very nice and very friendly no doubt. You won't face any issues, you won't face and Indian won't face any kind of racism here.

HOW is it to live as an Indian in Brazil ft. @Raja Bhaiya Brazil
Wale. [S. l.: s. n.], 2021. 1 video (ca. 21 min). Published by Bharat in Germany! channel. Available at: <https://www.youtube.com/watch?v=xyKAuG-2KCg>. Accessed on: Jun. 28, 2024.

Unit 5

P. 62 Listening

Audio 10

[...] "and I make biscuits. All of them love my biscuits." Besides cooking, she spends time on her tablet. She enjoys keeping up with relatives through Facebook. She also plays games that keep her mind engaged.

"And if you don't do things like that, you'll soon go down." Sinkler says it's important to keep learning. Especially at her age.

She believes staying active helps protect seniors from dementia and other harmful conditions. That's why she decided to take a Digital Literacy Class back in 2021. That class, hosted by Palmetto Care Connections, is where she learned how to navigate her tablet, explore the internet, and use telehealth.

THE LASTING Impact of Digital Literacy Training for Seniors. [S. l.: s. n.], 2024. 1 Video (ca. 5 min). Published by SouthCarolinaETV channel. Available at: <https://www.youtube.com/watch?v=i8BdqBkZo9k>. Accessed on: Jun. 28, 2024.

P. 63 Speaking

Audio 11

Woman 1: Sometimes you're reading something, and you don't know if it's true or not, that's really worrying.

Woman 2: Not to trust everything you see.

Boy: Yeah!

Woman 2: To ask questions about things that you read, and you look at.

Boy: Cause it might be fake news. You never know.

Woman 3: More and more services are moving online. So people can't access the services that they need to participate in life.

Woman 4: You know how risky the online space can be for anybody. But there's an added vulnerability for young people with learning disabilities and then fear for their families around the exploitation that they could face or the added risk of harm.

OFCOM in the Community: Improving Media Literacy. London, 2024. 1 video (ca. 4 min). Published by Ofcom channel. Available at: <https://www.youtube.com/watch?v=I35JuvszW5M>. Accessed on: Jun. 28, 2024.

Unit 6

P. 72 Listening

Audio 12

[...] deepfakes are 21st century's answer to Photoshop. Let's take the term first, deep fake, the "deep" here stands for deep learning and "fake" just means fake. This is a form of artificial intelligence that makes images of fake events. And how is it done? Say you have two people, person A and person B, and you want to swap their faces. First, you run their shots through an AI algorithm. It's called the encoder. You run thousands of shots through this encoder. It will start looking at the similarities between these two faces and then the swap will begin. The AI compares the faces frame by frame. It focuses on similarities and turns them into common shared features. That's another algorithm. And what does it do? It reconstructs the face of person A with the expressions and voice of person B. This is the ultimate step, the perfect swap. I know it sounds complex, because it is complex. Making a deep fake is not an easy process. For a video to look very real, you have to match it frame by frame. Now, a standard video has more than 20 frames. So you can imagine how complex this is. More than a thousand frames to match every minute. But now, there are apps that make it easier for you. They don't give the same finesse and accuracy, but they're pretty good and they're getting better. [...]

AI-GENERATED deepfakes are taking over the world. Here's how | Between the lines with Palki Sharma. [S. l.: s. n.], 2023. 1 video (ca. 10 min). Published by Firstpost channel. Available at: <https://www.youtube.com/watch?v=UcQet3Tcx9M>. Accessed on: Jun. 28, 2024.

Unit 7

P. 82 Listening

Audio 13

Welcome to another Frequently Asked Question from Ursa Minor Audio. Do I need to read a script? No, in fact it's probably better if you don't. There's a lot to consider when planning the content of a podcast. Here's five reasons why planning to improvise can take your podcast to the next level:

Listeners will know if you're reading. It could help you make the words perfect, but it will sound too rigid.

Improvising gives your words authenticity. Sometimes the small pauses and the intonation that comes from improvised speech lets the audience know that these are your words and no one else's.

Improvising makes your podcast more dynamic.

A loose and malleable flow puts the listeners at ease.

This is a podcast, not a lecture.

Improvised speech emulates conversation. Having a conversational tone in your podcast makes your words more engaging. This is a one-to-one with you and your listener.

Reading is boring. A podcast is not a blog. Give your audience unique content that they can't get anywhere else.

Try writing your content in bullet points instead of a full script. Practice extemporising on those bullet points and you'll become a better podcast host.

PODCASTING FAQs: Do I need to read a script? Ursa Minor. [S. l.]: Ursa Minor Audio, 2013. *Podcast*. Available at: <https://soundcloud.com/ursami/do-i-need-to-read-a-script>. Accessed on: Jun. 28, 2024.

Unit 8

P. 90 Real life

Audio 14

Find out if the article is current. Sometimes old articles are recirculated online.

Ask if the site where the article is posted is reputable.

Open a second tab on your computer and look into the site that hosts the article. Find out who the author is. Is it a person with verifiable credentials?

Find out the purpose or point of view of the article.

Is it trying to sell you something, or convince you of their position?

Finally, you can always use plain old common sense.

WHAT Is Fake News? [S. l.: s. n.], 2019. 1 video (ca. 4 min). Published by CyberWise channel. Available at: <https://www.youtube.com/watch?v=V4o0B6IDo50>. Accessed on: Jun. 28, 2024

Unit 9

P. 108 Listening

Audio 15

Start to actually... like... just gently question yourself: What's it... What feelings are coming up when I think about money? What memories are coming up when I think about money? I like to have people ask themselves: What was your first experience with money? Most likely it was in your family, with your caregivers... What did money feel like in your household? When you saw... if you ever saw... any... like... instances of money being handled or mishandled, how did that feel? And how might that have contributed to the way that you feel about money now? Maybe you feel the exact same way as your caregiver did about money and it's freaking you out? Or you ran to the opposite side of the spectrum because you didn't want to be like them. Either way, we're all carrying financial baggage, we're all carrying financial trauma.

HOW to Budget: Simple and Easy Tips | Financially Inclined. [S. I.: s. n.], 2023. 1 video (ca. 15 min). Published by Marketplace APM. Available at: <https://www.youtube.com/watch?v=u4kUsdT53P4>. Accessed on: Jun. 28, 2024.

Audio 16

And it's such an important thing to examine... You don't have to... It's not the kind of thing where it's like... You have to heal yourself before you start budgeting! But... 'cause... uh... If my therapist taught me anything it's that nobody is all the way healed. Uh-uh. And we don't have the time. It's good to start unpacking that. And so, you start to separate. Like... This is not... You know, money is not necessarily all scarcity, or all evil, or all negative, or all bad. These are just the feelings that I've attached to it. And the more I examine that, the more I can put a little space between me and those feelings, even though they're totally valid, and actually start to budget.

HOW to Budget: Simple and Easy Tips | Financially Inclined. [S. I.: s. n.], 2023. 1 video (ca. 15 min). Published by Marketplace APM. Available at: <https://www.youtube.com/watch?v=u4kUsdT53P4>. Accessed on: Jun. 28, 2024.

Audio 17

And then that second part is: What... what am I missing then... from my budgeting process? Um... one thing that I found, that I was like... whoa! Once I found this in my budgeting process, I will never leave it behind but a lot of people don't talk about it. Is the community of budgeting. So, we do so much money management on our own. And a lot of us are taught, especially if you're raised within the American dream or first-gen in America, like, it's so individualistic. Everything is you pulling yourself up by bootstraps: You learning this on YouTube, you reading the books, you listening to

the podcast... But if you start... For me, when I started to incorporate community, I started to talk to people about my budgeting methods. I started to learn about other people's budgeting methods. I found other creators who could teach me about other budgeting methods. It like... It lit a whole different fire in me because it felt like I was doing this with people. And that broke so much of the negative feelings that I felt because one of the biggest negative feelings we feel about money is shame and isolation. Once I started to talk about my budgeting, and just, literally, just airing it out verbally with other people. Or feeling like I found community online. It made budgeting feel completely different. I would say... like... Get up out of your little... like... budgeting clamshell and find community.

HOW to Budget: Simple and Easy Tips | Financially Inclined. [S. I.: s. n.], 2023. 1 video (ca. 15 min). Published by Marketplace APM. Available at: <https://www.youtube.com/watch?v=u4kUsdT53P4>. Accessed on: Jun. 28, 2024.

Unit 10

P. 118 Listening

Audio 18

Well, it was a little shocking that it actually happened. And I felt like I needed to help, so I did that painting. It's basically of what's going on... and there is a soldier attacking innocent people and the hand, like an empowerment hand, saying that Ukraine is not gonna give up.

MEET The 11-Year-Old Painter Who Made \$1.3 Million At Art Miami | Forbes. [S. I.: s. n.], 2023. 1 video (ca. 2 min). Published by Forbes channel. Available at: <https://www.youtube.com/watch?app=desktop&v=PziZifYvM5U>. Accessed on: Jun. 28, 2024.

Unit 11

P. 128 Listening

Audio 19

I'm Michael Stone, I'm the vice president of innovative learning for the public Education Foundation. We're a local non-profit in southeast Tennessee. [...]

We do a lot of professional development for teachers and principals and I think probably why we're connecting today. Part of that PD, a lot of that professional development last seven or eight years has focused around how to integrate Fab labs in schools we've been working with [...]

So, like, we stumbled into Fab Labs the Fab Foundation out of MIT and we were like: okay, what if you rethought how you did school and if kids just happened to have access to a Fab Lab, what would you do different in school? What I was excited about was the principal said (his name is Dr Tony Donan), he said "I know what we won't do: is we won't spend all day teaching kids lecture style or didactically how

to use 3D printers and laser cutters and the tools. We are about putting kids into the most authentic situations as possible and packing rich learning into those situations [...]

It was a lot like critical thinking, creative problem solving, productive collaboration; like, so much a school doesn't give kids the opportunity to develop their creative muscle or to truly collaborate or engage in project management. So, Fab Labs became a modality for us to say "what if we change how kids engage in traditional learning by really preparing them for a world where the content I know may be the least valuable asset I bring to workforce. My ability to learn new content and my ability to apply what I've learned, those skills and competencies, in a new context are ubiquitous, it's transferable and it's personal, it's based on my interests". We've learned a lot in that direction. It's been a wild ride.

[...] when kids are engaged in that process of taking an authentic problem, and being tasked with building a functional solution, packaging, they're learning in it and then getting tons of feedback on those essential skills as they build their solutions out, we've started seeing students are developing a sense of identity, they're starting to discover like what they like to do, what kinds of problems they like to solve and what are they good at [...]

AUTHENTIC Learning and Making. [S. l.: s. n.], 2023. 1 video (ca. 29 min). Published by Maker Ed. Available at: <https://www.youtube.com/watch?v=kSkhYU2pqqU>. Accessed on: Jun. 28, 2024.

Unit 12

P. 135 Think about it

Audio 20

The individual who sees that something is amiss in the world sees also the opportunity to make it better, and who pulls up his or her socks creates the venture, summons the resources, assumes the risk, and drives that venture unrelentingly to bring about change, that change that she or he envisions so clearly, that's an entrepreneur, that's a social entrepreneur, that is a rare individual.

These are issues like water and sanitation, education and health, climate change and deforestation. These are issues like sustainable markets and how we create a more equitable economic system for our countries and for the world at large.

THE SOCIAL Entrepreneur: That Rare Individual | Interview with Sally Osberg of Skoll Foundation. [S. l.: s. n.], 2013. 1 video (ca. 3 min). Published by Skoll.org channel. Available at: https://www.youtube.com/watch?v=KrrF_LrlYus. Accessed on: Jun. 28, 2024.

Unit 13

P. 148 Listening

Audio 21

One of the things I know we were working on at Morris Brown, uh, recently, and I think, um, STEAM, right? You've heard that before, right? STEAM. I heard "STEM." Okay, okay, so probably I don't know how many years so far, but so, Science, Technology, Engineering, Arts is the "A" for STEAM and Mathematics, you know, for a while, you know, it was statement, STEM-based education. They wanted to talk about it, but I, um, I can't remember and pinpoint exactly when they decided to make sure that they added the Arts to it, which really brings in the abstract thought that it takes to come up with a lot of these different Technologies. And if you don't have that art, abstract thinking side of the mind, then you really aren't innovative and creative. But for, you can look at any scientist anywhere, I'll tell you they have some art background. Either they were deep into music, um, you know, painting, arts, drawing, um, storytelling, film. There's some art they were deeply, um, involved in and immersed in, um, as a part of their science because you just, to come up with the things that people come up with when they invent stuff, you gotta have that artistic mindset. If you don't have it, you know, and people will say they're very technical and, and, and, you know, got the algorithms and everything. But they do have so a little bit of abstract thought because if you get discreet math to just be good in math, I'm telling you right now, if you can't, you know, think outside of the box and see how different things work together and how you can derive equations from one from another, that takes an artistic brain in order to do. You can't just do that with just an analytical brain, um, only. You've got to have both things working on the sides of that.

STEAM Education For Creative Students. GameFi Podcast. [S. l.: s. n.], 2023. 1 video (ca. 9 min). Published by LivehiphopDaily OnDemand channel. Available at: <https://www.youtube.com/watch?v=fuO5cAwoW2Q>. Accessed on: Jun. 28, 2024.

Unit 14

P. 158 Listening

Audio 22

Let's touch on the environmental impact of flex culture. So, naturally, we're talking about waste, baby. I gotta stop throwing "baby" onto everything. It doesn't work. So again, in terms of clothing, the environmental impact is that it creates a lot more waste and there's more resource usage. The thing is, what these people who are flexing, it's not just about not repeating outfits in public, but these people have closets full of clothing, brand new things, tags still on them that they will never wear. And I just find that unbelievable.

THE DARK Sides of Flex Culture. [S. l.: s. n.], 2019. 1 video (ca. 32 min). Published by tiffanyferg channel. Available at: <https://www.youtube.com/watch?v=eh0wc3rMCq8&t=678s>. Accessed on: Jun. 28, 2024.

Unit 15

P. 168 Listening

Audio 23

Haka, a Maori practice from New Zealand. This ancient ritual dance comes from Maori legend. The dance is said to imitate the dance of Tane-Rore, the son of the personification of summer, Hine-raumati, and the sun god Tama-nui-te-ra.

It's said that the shimmering appearance of heat in the summer is Tane-Rore dancing for his mother, Hine-raumati.

The dancers' flickering hand movements are thought to emulate the flicking of Tane-Rore's dance.

The haka consists of people chanting with foot stamping and body slaps in rhythm.

It's often men that perform this, but women perform this too.

They incorporate exaggerated facial expressions into the dance, such as bulging eyes and protruding tongues.

There are many different versions of haka, as haka is simply the term for all Maori dances.

Haka was originally used as a war dance to unify the men and scare off the enemy.

Today, a haka may be performed for a variety of reasons, and serve many functions like birthdays, weddings, welcoming guests, rugby matches, funerals, and more.

10 INTERESTING Traditions Around The World That Are Still Practiced Today. [S. l.: s. n.], 2020. 1 video (ca. 11 min). Published by BuzzFeed Bring Me channel. Available at: <https://www.youtube.com/watch?v=j5da1f7NT4Q>. Accessed on: Jun. 28, 2024.

Unit 16

P. 174 Real Life

Audio 24

I was born and raised in São Paulo City, and, like many others from low income backgrounds, education was seen by my family as a solution for many of the difficulties we faced.

My career is a result of many public policies and opportunities in education, including scholarships and awards. [...]

[...] in my previous work at the International Center for equity and health in Brazil, I focused on investigating how the social determinants of health, including gender roles, impact child care and survival in low and middle-income countries. In addition to that, I started some investigation on racial and ethnic disparities in Latin America [...]

JANAINA Calu Costa PhD, Scientista Awardee. [S. l.: s. n.], 2024. 1 video (ca. 3 min). Published by Dimensions Sciences channel. Available at: <https://www.youtube.com/watch?v=5HLjrUG87tg>. Accessed on: Jun. 28, 2024.

Audio 25

Gender equality as defined by Wikipedia is a state of equal ease of access to resources and opportunities regardless of gender, including economic participation and decision making. It is the state of valuing different behaviors, aspirations, and needs equally, regardless of gender.

I can safely say that not a single country today has yet achieved gender equality. Not one country can say that they place upon the same footing both men and women free from all prejudices and stereotypes.

Gender inequality exists in our society today no matter how much we try to dismiss or deny it. Don't believe me? Well, face the facts. There have been improvements, that is correct, but those improvements are simply baby steps in a cross-country race. UNESCO has determined that over 130 million girls are out of school today and that out of the world's illiterates two-thirds of them are women.

'GENDER Equality' Speech by Rose Mathew | Carmel CMI Public School, Vazhakulam. [S. l.: s. n.], 2019. 1 video (ca. 4 min). Published by Prime Talks by Weva channel. Available at: <https://www.youtube.com/watch?v=MGorFzhypqM>. Accessed on: Jun. 28, 2024.

Unit 17

P. 192 Listening

Audio 26

I'm gonna talk to you about the basic fundamental foundations of communication skill and how you can strengthen those foundations to improve your communication skills across all situations. [...]

First of all, it is very simple, for every person you meet, ask yourself what are they feeling in the moment that you meet them. Just try to label one feeling so you'll have to develop your vocabulary of feeling words. [...] You'll have to develop that vocabulary and learn to apply it. So you have to look at their posture, their gesture, their facial expression, their non-verbal behavior, what they're saying, and use that to draw conclusions about what they might be feeling and then put a label on that feeling [...]

IMPROVE Your Communication Skills: Simple Tips, Killer Results. [S. l.: s. n.], 2018. 1 video (ca. 20 min). Published by How Communication Works channel. Available at: <https://www.youtube.com/watch?v=AkVcd056sUY>. Accessed on: Jun. 28, 2024.

Audio 27

Another is to try and take their perspective. What are they thinking? What are their plans? What are their goals? What are their intentions? Especially those three things to think about: what are their plans, what are their goals, and what are their intentions.

This will improve your perspective taking ability if you practice this.

IMPROVE Your Communication Skills: Simple Tips, Killer Results. [S. l.: s. n.], 2018. 1 video (ca. 20 min). Published by How Communication Works channel. Available at: <https://www.youtube.com/watch?v=AkVcd056sUY>. Accessed on: Jun. 28, 2024.

Unit 18

P. 202 Listening

Audio 28

Mend Mariwany: When I interviewed people for this episode, I set out to answer the question: to what extent digital nomads are to blame for the changing landscapes of cities from Mexico City to Bangkok. And it seems there just isn't an easy way to answer this. A point Fabiola made that really struck me was that digital nomads are basically just reacting to the increasing costs and failures of our societies in the global North and they do this with whatever tools and privileges they have that are available to them to improve their life.

Fabiola Mancinelli: They think that digital nomadism is a creative answer to structural failures and casualization of labor rising living costs etc etc. So they find an individual exit strategy to structural problems and in this sense they can do so thanks to practicing Geographic Arbitrage.

Mend: What she means by Geographic Arbitrage is the ability to live in one place where the value of your income is higher because of the difference in value of currencies around the world. So, rather than looking at digital nomads as the cause of inequalities. She says they should be seen as a symptom of historic inequalities.

Fabiola: This idea that you can stretch the power of your salary or of your pension by going and living in a country with lower living costs. This is fantastic and it works on an individual basis but it's only allowed because of global inequalities and long history of dependence and colonialism and etc. So, if we look at the big picture we see that in this growing phenomenon that we have ahead there are, like, some history and hidden reasons that should be acknowledged and investigated.

WHEN digital nomads come to town. [S. l.: s. n.], 2022. 1 video (ca. 40 min). Published by The Conversation. Available at: https://www.youtube.com/watch?v=CN_lbnQhLEA. Accessed on: Jun. 28, 2024.

Audio 29

Mend: And that's especially pertinent when looking at how countries are attempting to entice digital nomads with strong passports so these are passports that allow them to travel the world relatively easily, but it's often very different for people trying to migrate to these countries from the global South.

Fabiola: By studying special visa program we see how States nation states are behaving like enterprises they are creating categories of desirable aliens they want to attract. Yet, the same States at the same time are making the life of labor migrants or refugees impossible because they are not giving them access to the country, so we see that by looking in contrast at the different programs and how nation states manage migrations at large that we can really see the classist and racist criteria that are at work also in institutional policies.

Mend: So, essentially there's a two-tier system, right?
Fabiola: Absolutely, absolutely. And this is what I find striking. Also, if a migrant is overstaying their visa, it will be deported but if digital nomads or privileged migrant overstay their visa, very likely the state will come up with a program that will benefit them. We find we will make an exception for digital nomads as the same exception is not at stake for other kinds of migrants.

WHEN digital nomads come to town. [S. l.: s. n.], 2022. 1 video (ca. 40 min). Published by The Conversation. Available at: https://www.youtube.com/watch?v=CN_lbnQhLEA. Accessed on: Jun. 28, 2024.

Unit 19

P. 212 Listening

Audio 30

Tia: So, do you have like any advice or hacks to kickstart that's job search?

Coach K: Absolutely! The first thing that I would say is get your resume, like your job search strategy has to start with your toolkit, which consists of your resume, your cover letter and then networking as a component of that.

Tristan: Now, coach Kay, earlier you mentioned something about cover letters and I'm not actually sure what that is. Do you mind like quickly explaining?

Coach K: Absolutely! So a cover letter is something that accompanies your resume and it's something that based on your research, what you know about this organization, that's what they wanna know, so the first, I usually break it up into three paragraphs, so the first paragraph is you telling the employer: Mr. Employer, this is what I know about you, your mission, your values, which is why I want to work with you. The second paragraph is you kind of elaborating on your skills that would be a beneficial or benefit to the employer. And the third one is you kind of just closing it up and summarizing it, and saying thank them, thanking them for actually taking the time to review your resume. So it's kind of like, um, a soft intro to your skill sets and your experience before they actually get to the meat and potatoes of your resume.

Coach K: So, one of the things that, in my experience when I was doing rapid fire interviews that I would say is when candidates would come in and they were not prepared. So sometimes they'd forget even what they were coming in for, the interview, um, they wouldn't have eye contact with me, so they would be looking head down at their feet. Um, and you could just tell that they were super nervous. One of the tips that I'll share with you is something that I tell all my clients is that an interview is a conversation, so treat it as such. They're a human being, you're a human being, and it's a two-way street that you play. You're the interviewee, you're also the interviewer, because you should be looking at them and asking them questions about their company, their culture, their management style, you know, opportunities for growth. So, it's not a one-way street, it's a two-way street, right? So having a conversation with someone I think that also helps to ease the nerves as well.

Tristan: Do you have any other additional tips for us, like, how we should prepare for, how we should prepare for an interview, or any other interview etiquette?

Coach K: Um, so you definitely want to make sure that you do your research any interview that you're going into. An employer wants to know that you've done the research about the organization. The other thing that you want to do is you want to make sure that you're dressing appropriately for the job, that you're being comfortable and confident and able to articulate your skill sets and your abilities, even if you don't have a ton of experience, you definitely want to make sure that you are comfortable articulating the skill sets that you do have.

NAIL Your First Job Interview: Tips for Teens!. [S. l.: s. n.], 2024. 1 video (ca. 22 min). Published by EPIC Generation TV channel. Available at: <https://youtu.be/k2piOEKpmEc>. Accessed on: Sep. 10, 2024.

Unit 20

P. 218 Real life

Audio 31

[...] right. And there's a lot of conversation around "Something feels empty about what I'm doing, and I just can't quite put my finger on it." And those feelings are opportunities to explore whether or not you have chosen according to your highest values, according to values that are authentic to you and not values that you've adopted as someone else's over the years and just accepted those as yours but didn't take the time to question and reflect on the truthfulness of that, right? And so, if you are operating on your true values, that is the path to create fulfillment, and fulfillment in life because you know that your performance, right, and your confidence is all around and your self-esteem is all around "Well, did you or did you not take the actions that were in alignment with your purpose?". Right? "Did you or did you not make decisions that were truthful, that were authentic to you?". And if you did, then you can have gratitude, then you can be thankful that you had that awareness to do so [...].

HOW Values Help You to Achieve Career and Life Fulfillment. [S. l.: s. n.], 2020. 1 video (ca. 7 min). Published by Dr. Grace Lee channel. Available at: <https://www.youtube.com/watch?v=mq7yzPdyCBo>. Accessed on: Jun. 28, 2024.

Unit 21

P. 232 Listening

Audio 32

[...] you're completely involved in that, specifically when you do a very difficult posture. You don't think of anything else. You're completely involved in self: like, how to do it properly, how to breathe into it, how you can really do it without injuring yourself, which is very important. So, that awareness of self and being present

at that moment, like just thinking about the Asana, it creates a lot of self-awareness. And also, because some of the postures are really difficult, you end up meeting your limitations and your fear, and you overcome that. So, you understand your strength, and sometimes when you don't overcome that, you understand your weaknesses and you start working on that.

YOGA as a journey to selfawareness. [S. l.: s. n.], 2023. 1 video (ca. 4 min). Published by Sigismondi channel. Available at: <https://www.youtube.com/watch?v=KZWFM2G37zQ>. Accessed on: Jun. 28, 2024.

Unit 22

P. 242 Listening

Audio 33

So we're gonna talk about what techniques can we use to stay present in our front screen. And we're gonna practice some of those today. So the first thing is just mindfulness. And I've done several episodes on mindfulness and how we can be mindful in our daily life. And this is the same thing. I'm just gonna talk about it in a little bit different way. But it just means that we're gonna pay attention to the front screen on purpose, we're going to keep redirecting our sight from that side screen that is showing us all the bad stuff and telling us all these bad things about ourselves. And we're gonna turn our focus to the front screen.

What's in front of us? What are we physically doing right now in the present? And we're gonna do that without judgment. We're not going to judge ourselves because we got distracted by the side screen.

We're not going to judge what the side screen is telling us. We're just going to allow it and we're gonna look forward. And when we're observing what's in front of us, we're also going to try to feel neutral about that. But we're going to be on purpose about an intent on what we're doing in the present. So this is one of the most powerful strategies to use so that we can redirect ourselves away from the side screen without fighting against it and trying to ignore it. We just allow it to be there. And we're gonna stay in the present moment.

THE TEEN anxiety maze: e 188: Finding Serenity: Techniques for Staying Present Amidst Anxiety. Cynthia Coufal. [S. l.]: Apple Podcasts, c2024. Podcast. Available at: <https://podcasts.apple.com/ph/podcast/e-188-finding-serenity-techniques-for-staying-present/id1527874768?i=1000652589282>. Accessed on: Jun. 28, 2024.

Unit 23

P. 252 Listening

Audio 34

Next, we have the 2023 Lessons Learned. Part of the chapter ritual in the Bullet Journal method involves flicking through your notebooks for the year and

reflecting on the year gone by. As I went through my journals, I couldn't help but notice all of the learnings sprinkled across the pages, waiting to be given attention. So, I've pulled out some of them and I'll write them out here.

Next up we've got the Highlights section. I love having all the key moments from the year condensed onto one page. It's like a burst of positivity, leaving me feeling uplifted every time I look at it. But it's also more than that. It's a reminder to savor the present and embrace the significance of being in the moment. So, I always love doing one of these Highlights Pages.

SIMPLE and Purposeful Bullet Journal Setup for 2024. [S. l.: s. n.], 2023. 1 video (ca. 6 min). Published by Reflect with Raksha channel. Available at: <https://www.youtube.com/watch?v=N3Xadlubt5w>. Accessed on: Jun. 28, 2024.

Unit 24

P. 259 Think about it

Audio 35

Cyber-Seniors is a worldwide movement whose goal is to bridge the digital divide and connect generations through technology.

In 2009 my sister Macauley and I founded Cyber-Seniors as a community service project for school.

We came up with the idea after my grandmother had commented on a picture I'd posted [...] we started to realize how the internet really had changed their lives, and it had changed our relationship with them.

They were always pretty cool, but now they were super cool and we had way more in common with them now that they're connected. We wanted to focus a program specifically on the internet because we believe the internet has the power to expand a senior's social and physical world.

We knew from my grandparents that as seniors age, their social circles begin to shrink and their physical world becomes limited.

We believe that the internet has the power to bring the world to them by providing them with a new way of connecting so we developed some training manuals and convinced several of our school friends to start visiting a local retirement home to teach seniors how to get online.

The seniors loved seeing us and were so excited by the things we showed them on the internet. [...]

Once we saw how much joy it brought to people's lives we wanted to share our experience with other young people and encourage them to do the same.

INTRODUCTION To The Cyber Seniors Program. [S. l.: s. n.], 2022. 1 video (ca. 13 min). Published by Cyber-Seniors. Available at: <https://www.youtube.com/watch?v=h53B5oTEOQk>. Accessed on: Jun. 28, 2024.

Expand your knowledge

P. 268

Audio 36

[...] to bring more access back to traditional and medicinal ways as they're slowly being lost to modern modernization. We're trying to give uh members that access again and bring them closer bring them closer, bring back community engagement, that we once had back in the day and being in charge of our own food systems and just being able to provide for ourselves provide for others. Hunting, fishing, gardening, snaring and all those kind of things. Just being able to not being so independent on super stores and grocery stores, but being able to grow our own foods and enjoy them and enjoy them with the community.

I believe it's important for everybody to be involved, because we do consume the food so what better it is to plant it yourself so you can see all the life cycles that go goes through and what it actually takes to produce food. That is healthy for you and gives you all that vitamins and good stuff, because, what you put in it, that's what you get at the end of it so it's important for people to be part of that food chain, is being able to to grow with themselves and to harvest themselves so they can eat it put all that good inside of them.

GROW: AN INDIGENOUS Food Sovereignty Story. [S. l.: s. n.], 2023. 1 video (ca. 7 min). Published by Canadian Feed The Children. Available at: https://www.youtube.com/watch?v=VuDMKawl_-M. Accessed on: Jul. 25, 2024.

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