SP FAZ ESCOLA
CADEÑNO DO PROFESSOR
LÍNGUA ESTRANGEIRA MODERNA
ENSINO FUNDAMENTAL
VOLUME 3
Governo do Estado de São Paulo

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ENSINO FUNDAMENTAL – 6º ANO
VOLUME 3
This Volume has activities to be developed during the third bimester of the school year. Besides the Student’s Learning Guide with directions in each activity (remember you can add or adjust the activities according to the needs of the group), you will find in the box below explanations about the approach / methodology as well as the skills / abilities needed to be developed by students aligned to *Currículo Paulista* and *Base Nacional Comum Curricular*. You will also find *Adaptação Curricular para o estudante Surdo* which brings important suggestions that will help you while preparing/adapting your lessons.

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

**Culture/Content/Cognition (Learning Outcomes)**

- Classify the main parts of a cell;
- Identify the functions of a cell;
- Relate characteristic features to genetics’ origins;
- Differentiate inherited traits and learned behaviors.

**Communication**

*Language of learning:*

*(Key Vocabulary)*

- Members/ limbs, face, eyes, hair, neck, chest, abdomen, head, trunk, back, belly, hands, fingers, leg;
- Viruses;
- Nutrition, protection, reproduction, function;
- Cell, microscope, prokaryotes, eukaryotes, membrane, nucleus, gamete;
- Surrounded;
- Genetic inheritance, inherited traits, learned behavior, heredity, chromosome;
- Genetic origin/Hereditary characteristics;
- Facial shape: shape, face, square, round, oval, rectangle;
- Cleft chin, dimple cheek, freckles;
- Small, medium, large;
- Curly, wavy, straight;
- Brown, blue, green, gray, amber;
- Talkative, friendly, emotive, easy going, calm, patient, quiet, organized, independent, creative, extroverted, shameful;
- Sibling, relative.

*Language for Learning:*

*(Functions & structures)*

- The **human body** can be divided into **__** .
- The **limbs** are divided into **__** .
- The **trunk** consists of **__** .
- The **face** is formed by **__** .
- I have a question for you:
  - The eyes are on the **__** .
  - Could you tell me more about the chest?
  - The chest is on **__**, where the **__** is.
  - In the text, it says that we have **__** fingers.
  - That is true! And it says that the belly is on the **__** .
  - Could you tell me more about the **function of the legs**?
  - What is your **genetic inheritance**?
  - My genetic inheritance is my **browneyes**, my **father** has **brown eyes** too.

*Language through Learning*

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

- Male;
- Female;
- Father;
- Mother;
- Sister;
- Brother;
- Parents;
- Relatives;
- Tree;
- Leaf/leaves.
• My heredity tree shows a sample of **green eyes** because it is a characteristic of my **father** and I have **brown hair** like my **mother**.

• Who do you look like?

• I look like my **mother** because we have **brown eyes**.

• Tracy **likes reading** books.

• Tommy **likes to swim**.

• Cecile **has curly hair**.

• In my group, most people are **male**.

• **Two** people have **round faces**.

• Most of us have **brown eyes**.

• **Seven** people are **right handed** and one is **left handed**.

• The number of people with **curly hair** and **straight hair** is **the same**.

• Our experiment **worked**.

• We **can** see clearly the substance floating in the mixture. This substance is the condensed DNA.

• Compared to the other groups’ experiments, our DNA is **more** visible.

**Instruments for Assessment**

*(how you will measure if outcomes met)*

- If you successfully identify the main parts of a cell;
- If you successfully use simple sentences to talk about your genetic inheritance;
- If you successfully present your organizer to a friend;
- If you successfully complete the chart in activity 7 about yours and your family’s physical characteristics;
- If you successfully make a graph about your group’s physical characteristics;
- If you successfully do the DNA experiment.

Adapted from a Lesson Plan Template from Arizona State University (2019).
The template above contains some concepts taken from Content and Language Integrated Learning – CLIL. It is an approach or method, which integrates the teaching of content from the curriculum with the teaching of a non-native language. CLIL sometimes is referred to ‘4 Cs’ as components:

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

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

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

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

There are three parts on Student’s Learning Guide:

1. **“Culture/Content/Cognition (Learning Outcomes)”** indicates teaching aims that will be developed by students. In the cognitive process students will develop aims to integrate culture, content and communication.¹

2. **“Communication”** follow the idea from Michael Halliday(1976) that identifies three major simultaneous relationships between language and learning.
   - Language **OF** learning uses language coming from the content areas such as science or social studies. It involves the type of discourse used by experts such as mathematicians, historians, and scientists. This can be modeled, collaboratively constructed, and finally used independently through a gradual release of responsibility sequence (Fisher and Frey, 2013; Gibbons, 2009). This includes vocabulary.
   - Language **FOR** learning identifies the purpose for using the language. These are language functions such as speech acts used in comparing, summarizing, describing concepts and processes. They can be introduced in the form of sentence frames (i.e., It is …. in…. / If ..., then....) (Kinsella, 2013; Shafer Willner, 2013).
   - Language **THROUGH** learning is developed on demand, within the learning task. This type of language is supported within dialogic, academic conversations because it is recycled, practiced, and becomes more precise the more it is used (Zwiers, 2014).

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

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

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

Habilidades

(EF06LI02) Coletar informações do grupo, perguntando e respondendo sobre a família, os amigos, a escola e a comunidade.

(EF06LI04) Reconhecer, com o apoio de palavras cognatas e pistas do contexto discursivo, o assunto e as informações principais em textos orais sobre temas familiares.

(EF06LI05) Aplicar os conhecimentos da língua inglesa para falar de si e de outras pessoas, explicitando informações pessoais e características relacionadas a gostos, preferências e rotinas.

(EF06LI06) Planejar apresentação sobre a família, a comunidade e a escola, compartilhando-a oralmente com o grupo.

(EF06LI07) Formular hipóteses sobre a finalidade de um texto em língua inglesa, com base em sua estrutura, organização textual e pistas gráficas.

(EF06LI08) Identificar o assunto de um texto, reconhecendo sua organização textual e palavras cognatas.

(EF06LI11) Explorar ambientes virtuais e/ou aplicativos para construir repertório lexical na língua inglesa.

(EF06LI12) Interessar-se pelo texto lido, compartilhando suas ideias sobre o que o texto informa/comunica.

(EF06LI14) Organizar ideias, selecionando-as em função da estrutura e do objetivo do texto.

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

Base Nacional Comum Curricular – Currículo Paulista – Ciências

Habilidades

(EF01CI02) Localizar, nomear e representar as partes do corpo humano, por meio de desenhos, aplicativos, softwares e/ou modelos tridimensionais e explicar as funções de cada parte.

(EF01CI04) Comparar as características físicas entre os colegas, reconhecendo a diversidade e a importância da valorização, do acolhimento e do respeito às diferenças.

(EF06CI05) Identificar a organização básica da célula por meio de imagens impressas e digitais, de animações computadorizadas e de instrumentos ópticos, reconhecendo-a como unidade estrutural e funcional dos seres vivos unicelulares e pluricelulares, na perspectiva da História da Ciência.
Adaptação Curricular para o estudante Surdo

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

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

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

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

○ Peça ao estudante que providencie um caderno para ser utilizado como banco de palavras.

○ Converse com o interlocutor sobre a função deste caderno. Durante as aulas, o interlocutor, orientado pelo(a) professor(a), auxiliará o estudante na construção do conceito (significado e significante) de cada vocábulo em língua estrangeira, sendo registrado no banco de palavras, que ao longo do ano será utilizado como fonte de consulta para a realização de atividades.

○ Defina qual será o vocabulário enfatizado durante a aula. Separe o vocabulário por classe gramatical, a princípio inicie com substantivos e verbos e com o passar do tempo inclua as demais de acordo com a sua intencionalidade, pronomes, adjetivos, advérbios e numerais; (Cabe pontuar que em Libras usa-se poucas conjunções, preposições e artigos, pois estão incorporados às palavras que se referem).

○ Ao longo da aula, defina com o estudante e o interlocutor uma cor para a classe gramatical que estará em estudo, pois será utilizada no decorrer das aulas subsequentes.

○ O estudante deverá pintar a palavra, o interlocutor fará a construção em libras do significado do vocábulo e só então a palavra nova irá para o banco de palavras do estudante.

○ O segredo não é pintar muitas palavras ou todas de determinada classe gramatical em um único dia, mas a qualidade da discussão e construção do significado, para isso, utilize recursos visuais, vídeos, imagens e ou simulações de cenas teatrais com a participação dos estudantes ouvintes promovendo o engajamento do estudante surdo. Estimamos que se o estudante se apropriar de cinco (5) palavras em uma aula, ao longo de um bimestre, dezessete (16) aulas, serão oitenta palavras (80), que ao longo do ano se tornarão duzentas e quarenta (240). Depois que ele se apropriar deste movimento, o céu será o limite. Esta estratégia pode ser utilizada com a turma toda!

○ Quando a palavra já estudada aparecer em aulas posteriores, não deverá ser pintada, mas consultada no banco de palavras e neste momento é hora de verificar se houve a apropriação do vocabulário.

○ Por fim, COMEMORE com seu estudante cada conquista! Eleve a autoestima dele construindo laços de afetividade. Desta forma, o aprender será prazeroso e permanente, pois o que toca a emoção, negativamente ou positivamente é perpetuado. Acesse o link abaixo para entender um pouco mais:

ACTIVITY 1

In this activity, ask students what they know about the cells. You can write what they will say on the blackboard like a brainstorming and invite them to fill out the first column of the chart with information about the topic. Ask them what they want to know about the topic and fill out the second column.

Curricular Adaptation

- Ask interpreter to signal what the deaf students knows about Cells and Genetic Inheritance;
- Ask interpreter if students know the meaning of Cells and Genetic Inheritance;
- Show the picture below and explain in brazilian sign language the meaning of Cells and Genetic Inheritance;
- Ask interpreter to signal the teacher and classmates' voices all the time to guarantee the inclusion of deaf students;
- Ask interpreter to signal what the deaf student wants to know. At this moment the interlocutor can use only Brazilian Sign Language;
- Select the keywords with the interpreter;
- The key words are the ones that students will be able to learn and they will contribute to their learning process.
a) What do you know about **Cells and Genetic Inheritance**? Use the columns below to write about what you **know** and what you **want to know**. Leave the third column in blank.

<table>
<thead>
<tr>
<th>KWL Chart</th>
<th>Cells and Genetic Inheritance</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know</td>
<td>What I want to know</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ACTIVITY 2**

a. At this moment, students will read the text and find the name of each part of the cell indicated by the arrows;
b. Ask students to read the text again and answer letter 2b;
c. Ask students to answer the question 2d, according to the text.

**Curricular Adaptation**

- Ask students to read the text and ask in Brazilian Sing Language what they have understood about the text;
- At this moment, students will read the text and find the name of each part of the cell indicated by the arrows.
- Tell interlocutor can explain the meaning of each word in Brazilian sing language;
- Tell interlocutor to provide the interaction of the deaf students with the class;
- It is important to use images or videos so deaf student can see more examples. It will help them learn the new vocabulary.
- After that, the students take notes of new words on the word bank notebook (see the explanation in the introduction of this guide).
- Ask interpreter to make a grammar wheel with the deaf students. It must be used in every single class:

![Images: Teacher Sam](https://example.com/grammar-wheel)

- Use the link shorturl.at/oxEWZ to get the real grammar wheel template and https://youtu.be/QAc75fEswKM (Teacher Sam’s channel). See the video about it.

**a)** Do you know what a cell is? Read the text and find the name of each part of the cell indicated by the arrows.
b) What are cells?
   Cells are considered the smallest part of living organisms.

c) How many cells approximately is the human body composed of?
   The human body has approximately 30 trillion cells that work in an integrated system.

d) According to the text, what types of cells can be found in the human body?
   Cells of the human body can be prokaryotes or eukaryotes.

e) Considering that we all are living beings, let's think about what makes us unique. Read the text, underline the cognates and, if necessary, research new words in a printed or online dictionary.

Who are you?

Science tells us that characteristic features and even our personality are defined by genetic inheritance. The shape of our face, the color of our eyes and even the color of our hair, are the result of our parents' genetic origin. These hereditary characteristics are obtained thanks to the fusion of gametes. The male and the female gametes have 23 chromosomes each. When there is a union of them, 23 chromosomes from the father and 23 chromosomes from the mother, they pass a chromosome set of new cells, that is YOU!

Text produced specially for this material.

f) Find the underlined words from the text in the word search below.
ACTIVITY 3

a. Ask students if they know how the human body is divided. You can write what they say on the chalkboard. Then ask students to read the text about the division of the human body. Note that there are underlined words that represent body parts.

b. Ask students to look at the drawing and label the parts of the body, using the underlined words from the text.

c. Ask students to go back to activity 3a and complete the sentences according to the information from the text.

d. Ask students to talk about the human body. For that, they will use the model to guide them.

Curricular Adaptation

• Tell interlocutor to provide the interaction of the deaf students with the class;
• Tell interlocutor can explain the meaning of each word in Brazilian sign language;
• After that, the students write down the new words on the word bank notebook. See the explanation in the introduction of this guide;
• Ask interpreter to review the words from the word bank notebook. Ask students to read the words every single class as a strategy to memorize the vocabulary.

a) Do you know how the human body is divided? Read the text and find out.

**The human body**

The human body is divided into three main parts: the head, the trunk and the limbs.

The face is formed by the **eyes**, **nose**, **mouth**, **ears** and our **hair**. Inside the head we have the brain. It allows us to learn many things, such as speaking, balancing, walking and learning.

The trunk consists of the **neck**, the **chest** (where the heart is found), the abdomen (where our **belly** is) and the back.

The limbs are divided into two parts, the upper limbs (**arms**, forearms, **hands** and **fingers**) and the lower limbs (tight, **legs**, **feet** and fingers). The legs allow us to make movements like jump, run, walk and many others.
b) Label the parts of the body with the underlined words from the text.
c) Complete the sentences below with information from the text – Activity 3a.

The **Human body** can be divided into three parts: **head**, **trunk**, and **limbs**.
The **limbs** are divided into two parts, **upper limbs** and **lower limbs**.
The **trunk** consists of **neck**, **chest**, **abdomen** and **back**.
The **face** is formed by **eyes**, **nose**, **mouth**, **ears** and also **hair**.

d) In pairs, talk to a friend about the human body. Follow the example:

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Student A: I have a question for you. Where are the eyes?
Student B: The **eyes** are on the **face**.
Student A: Could you tell me more about the **chest**?
Student B: The **chest** is on the **trunk**, where the **heart** is.
Student A: The text says that we have fingers.
Student B: That is true! And it says that the **belly** is on the **abdomen**.
Student A: Could you tell me more about the functions of the **legs**?
Student B: One of the functions of the **legs** is to **run**.
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**ACTIVITY 4**

a. Ask students to observe the chart. They will identify physical traits. They have to associate the words to the correct number. For this, they can use a dictionary to look up for the words they don’t know.

b. In this activity, students will describe their friends. Ask them to write short sentences.

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**Curricular Adaptation**

- Tell interlocutor to provide the interaction of the deaf students with the class;
- Tell interlocutor to explain the meaning of each word of the new vocabulary in Brazilian sign language;
- Ask students to add the keywords on the word bank notebook;
- Ask deaf students to teach their classmates the colors in sign language;
- Ask students to write the colors on their notebook using the color pencils;
- Tell the interpreter to review the personal pronouns;
- Ask students to describe their classmates and to write small sentences using the frame: **Matheus is young. He has blond hair and blue eyes.** Ask them to use the word bank notebook.

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a) Look at the chart and connect the characteristics to the people in the pictures. You can use a dictionary to look up for the words you don’t know.

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b) Now, describe your friends. Follow the model:

**Model:** **Matheus** is **young**. He has **blond hair** and **blue eyes**.
c) In pairs, talk to your partner about your genetic inheritance. Use the structures below to help you in this conversation:

**Student A**
What is your genetic inheritance?

• Sorry, I didn’t hear you.
• Can you repeat?
• Blue eyes, green eyes, brown hair, black hair, blond hair.
• Father, mother, grandfather, grandmother.

**Student B**
My genetic inheritance is my brown eyes. My father has brown eyes, too. What about you?

• Sorry, I didn’t hear you.
• Can you repeat?
• Nose, hands, mouth, ear, eyes.
• Oval, square, round, rectangle.

**Student A**
My genetic inheritance is the shape of my face. It is oval like my mother’s face.

ACTIVITY 5
a. Teacher, in this activity it is important that you read aloud the definition of inherited traits and learned behaviors. Then explain that they will do an interview with their parents or tutor. In pairs, students will present their organizer to a colleague. Then, ask students to build a tree organizer with the model of their hands, following the instructions in items I to V, listed below:

• Draw a basis for your tree and write the title “My heredity tree sample”;
• Draw your hands with open fingers on the top of the basis, each one for each side;
• Write “Inherited traits” in the middle of one hand and “Learned behaviors” in the middle of the other.
• Write some examples of each kind of characteristics on the fingers considering the topics.
• You can personalize your tree organizer.

b. Ask students to present their tree organizer to the class, following the model inserted in the activity.

c. Ask student to write a simple description of himself/herself. See the model.

Curricular Adaptation
• Tell interlocutor to provide the interaction of the deaf students with the class;
• Teacher, prepare a questionnaire to the parents answer the interview, because maybe parents don’t know the sign language;
• Ask interpreter to review the words from the word bank notebook. Ask students to read every single class as a strategy to memorize the vocabulary;
• Ask students to write a simple description of himself/herself, following the model.
• Remember to ask the students to write down new words on the word bank notebook. See the explanation in the introduction of this guide.

a) **Inherited traits** are characteristics that are determined by your parents and **learned behaviors** are that one’s taught and developed during the lifetime of a person or an animal. Interview your parents and consider which characteristic you have in common. Also think about what you can do, abilities that you have learned up to now. Then, build a tree organizer with the model of your hands. Follow the instructions:

1. Draw a basis for your family tree and write the title “My heredity tree sample”;

II. Draw your hands with open fingers on the top of the basis, each one for each side;
III. Write “Inherited traits” in the middle of one hand and “Learned behaviors” in the middle of the other hand.
IV. a) Write your Inherited traits on the fingers of your left hand.
      b) Write your Learned behaviors on the fingers of your right hand.
V. You can personalize your tree organizer.
   b) Present your family tree organizer to the class. You can use the sentences as an example:

   My heredity tree sample shows **brown eyes** because it is a characteristic of my **father**
   and I have **brown hair** like my **mother**.

   c) Write a description of yourself. Follow the model:

   Who do you look like?
   I look like **my mother** because I have **brown hair**.
   I have **brown eyes**, **wavy hair** and my **mouth** is **small**.

   **ACTIVITY 6**
   a. Ask students to say what they see in the boxes. Then, students read each sentence and classify them as inherited trait or learned behavior.
   b. At this moment, ask students to show what is inherited traits or learned behavior.
      Finally, ask students to present their learned behaviors to the class

   **Curricular Adaptation**

   • Pay attention, ask interpreter to review the words of the word bank notebook. Ask students to read every single class to memorize the vocabulary;
   • Remember to ask students to take notes of the new words on the word bank notebook. See the explanation in the introduction of this guide;
   • Do the pre-reading of the images Explain the meaning of the keywords: inherited trait and learned behavior. Use examples and images;
   • Ask Interpreter to explain the activity in Brazilian sign language;
   • Ask students to write a short text about themselves as a model I like to play videogame in my free time. I love to watch movies. I am a good soccer player. I can play basketball. Ask students to use the word bank notebook.

   a) Choose the correct kind of characteristic according to the picture and the description on each card.
b) There are many ways to tell people about our skills, abilities and learned behaviors. Write about your own learned behaviors. Follow the model.

I like to **play videogame** in my free time.
I love to **watch movies**.
I am a good **soccer player**.
I can **play basketball**.

c) Present your learned behaviors to the class.
**ACTIVITY 7**

a. Ask students to write the similarities between them and their parents or relatives in an inherited map. Then, the students will read each sentence and classify the similarities in a table considering the kind of characteristic.

**Curricular Adaptation**

- Ask students to explore the map and to circle the words that they know.
- Ask students to use the word bank as support to remember the vocabulary that they know. Ask them to fill out the map.

a) Let’s build an inherited traits map! Write down characteristics of your parents and relatives in order to notice how much you look like them:

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>You</th>
<th>Mom (mother)</th>
<th>Dad (father)</th>
<th>Sibling (brother or sister)</th>
<th>Sibling (brother or sister)</th>
<th>Other relative</th>
<th>Other relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shape of the face (square, round, oval, rectangle)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size and shape of the nose (small, medium, large)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Types of hair (curly, wavy, straight)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color of the eyes (brown, blue, green, gray, amber)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality traits (Talkative, friendly, emotive, easy-going, calm, patient, quiet, organized, independent, creative, extroverted, shameful)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Read the sentences below. Are they talking about inherited traits or learned behaviors? The first one is ready for you.

- A cat has brown fur. ✓
- A girl uses her to write.
- A rose has beautiful
- A boy plays guitar very well.
- A bird flies in the sky.
- A tree has small leaves.
- A man can speak French and Spanish.
- A wolf hunts at night.
ACTIVITY 8

a. In this activity, ask students to complete the survey. The information listed will be used to make a search about the group’s traits;
b. Then divided the class in groups;
c. In the same group, ask students to organize data in a graph following the model.
d. Explain for each group that they will select one member to present the graphic to the whole class.
e. Then, take the result of each group and prepare a large word wall chart.

You will observe the result of the whole class and build a final graph that represents the group’s traits.

Curricular Adaptation

- Ask students to explore the words and to circle the words that they know.
- Ask students to use the word bank as support to remember the vocabulary that they know and fill out the map;
- Ask students to add new keywords to the word bank notebook;
- Ask Interpreter to provide the interaction with the classmates.
- Write the traits in pieces of paper to classmates show to deaf students at the time of interaction.

a) Complete the chart:

<table>
<thead>
<tr>
<th>Inherited traits</th>
<th>Learned behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>brown fur</td>
<td>A girl uses her left hand to write.</td>
</tr>
<tr>
<td>A cat has brown fur.</td>
<td>A boy plays guitar very well.</td>
</tr>
<tr>
<td>A rose has beautiful red petals.</td>
<td>A man can speak French and Spanish</td>
</tr>
<tr>
<td>A bird flies in the sky.</td>
<td></td>
</tr>
<tr>
<td>A tree has small leaves.</td>
<td></td>
</tr>
<tr>
<td>A wolf hunts at night.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What combination of these traits do you have? Complete the survey to find out.</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. I am</td>
<td></td>
</tr>
<tr>
<td>2. I have</td>
<td>( ) a square face  ( ) a round face  ( ) an oval face  ( ) a rectangle face</td>
</tr>
<tr>
<td>3. I have</td>
<td>( ) a cleft chin  ( ) a dimple on my cheek  ( ) freckles</td>
</tr>
<tr>
<td>4. My eyes are</td>
<td>( ) brown  ( ) blue  ( ) green  ( ) amber</td>
</tr>
<tr>
<td>5. I am</td>
<td>( ) right-handed  ( ) left-handed</td>
</tr>
<tr>
<td>6. My hair is</td>
<td>( ) curly  ( ) wavy  ( ) straight</td>
</tr>
</tbody>
</table>
b) Now, in big groups, count how many friends have the traits below and write the number on the chart:

<table>
<thead>
<tr>
<th>Trait</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shape of face</strong></td>
<td></td>
</tr>
<tr>
<td>square</td>
<td></td>
</tr>
<tr>
<td>round</td>
<td></td>
</tr>
<tr>
<td>oval</td>
<td></td>
</tr>
<tr>
<td>rectangle</td>
<td></td>
</tr>
<tr>
<td><strong>Characteristic (face)</strong></td>
<td></td>
</tr>
<tr>
<td>cleft chin</td>
<td></td>
</tr>
<tr>
<td>dimple cheek</td>
<td></td>
</tr>
<tr>
<td>freckles</td>
<td></td>
</tr>
<tr>
<td><strong>Color of the eyes</strong></td>
<td></td>
</tr>
<tr>
<td>brown</td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>green</td>
<td></td>
</tr>
<tr>
<td>amber</td>
<td></td>
</tr>
<tr>
<td><strong>Hand</strong></td>
<td></td>
</tr>
<tr>
<td>left-handed</td>
<td></td>
</tr>
<tr>
<td>right-handed</td>
<td></td>
</tr>
<tr>
<td><strong>Hair</strong></td>
<td></td>
</tr>
<tr>
<td>curly</td>
<td></td>
</tr>
<tr>
<td>wavy</td>
<td></td>
</tr>
<tr>
<td>straight</td>
<td></td>
</tr>
</tbody>
</table>

c) Now, organize your group’s information in a graph. Look at the example.

![Graph Example](image-url)
d) Present the data collected to the whole class. You can use the following structures as an example.

In my group most people are **male**.
**Two** people have **round face**.
Most of us have **brown eyes**.
**Seven** people are **right-handed**, and one is **left-handed**.
The number of people with **curly** and **straight hair** is the same.

e) Your teacher will collect the traits’ data from the whole class and create a large wall chart. Then you will make one large graph together with the information of every group.

**ACTIVITY 9**

a. Ask students if they know what a DNA is. Ask students to read the text in order to check if their hypothesis were correct.
b. Invite students to make an experiment to see how DNA looks like. Show what they will need to do this experiment.
c. Ask students to follow the steps/instructions in order to be successful.
d. Ask students to take notes while they are doing the experiment and explain that the notes will be useful in a presentation.

**Curricular Adaptation**

- Use the instructions of the introduction of this guide;
- Ask interpreter to provide the interaction with the classmates;
- Ask students to summarize the experience in Brazilian sign language.
- Ask interpreter to make a video with the student to add to their portfolio, it can be a great way to assess their learning.

a) **Read the text.**

**What is DNA?**

DNA, or deoxyribonucleic acid, is the hereditary material in humans and almost all other organisms. Nearly every cell in a person’s body has the same DNA. Most DNA is located in the cell nucleus. [...] The information in DNA is stored as a code made up of four chemical bases: adenine (A), guanine (G), cytosine (C), and thymine (T). Human DNA consists of about 3 billion bases, and more than 99 percent of those bases are the same in all people. [...] Source: [https://ghr.nlm.nih.gov/primer/basics/dna](https://ghr.nlm.nih.gov/primer/basics/dna) (accessed on December 26th, 2019)
b) As you could see, all information about most organisms, including us, are in the DNA, a very small structure located in the nucleus of the cells. Do you want to know what DNA looks like? Let’s make an experiment to find out! First, talk to your teacher and in groups, gather all the materials you are going to need:

- Choose: Banana/onion/apple;
- Water;
- Salt;
- Alcohol;
- Dye;
- Detergent;
- Strainer;
- 1 glass;
- 1 tablespoon.

c) Now, let’s start our experiment. Follow the steps:

1. Smash the fruit, or vegetable, you have chosen until you get a tick mass;
2. Using the glass, pass the mass through the strainer and add one tablespoon of salt;
3. After that, add one soup spoon of detergent and mix it;
4. Finally fill half the glass with alcohol and mix it slowly (you can put some dye in the alcohol before mixing it);
5. Wait until a white “slime” starts floating in the mixture. That is the DNA condensed in one place!

d) Present your experiment to the class and compare your results to the other groups’. Follow the example:

Our experiment worked/didn’t work.
We can/can’t see clearly the substance floating in the mixture. This substance is the condensed DNA.
Compared to the other groups’ experiments, our DNA is more/less visible.
EXPANSION ACTIVITIES

Here you will find more activities to expand, review, and reinforce the content you studied in this unit. Each of the following exercises is divided according to the activity they are related to, so be careful to not do exercises you have not studied yet in your student’s learning guide.

ACTIVITY 2

a) Unscramble the words to write sentences about cells, characteristic features, and genetic inheritance.

<table>
<thead>
<tr>
<th>Very</th>
<th>small.</th>
<th>Cells</th>
<th>are</th>
</tr>
</thead>
</table>

1. **Cells are very small.**

<table>
<thead>
<tr>
<th>nucleus.</th>
<th>cells</th>
<th>Eukaryotic</th>
<th>have</th>
</tr>
</thead>
</table>

2. **Eukaryotic cells have nucleus.**

<table>
<thead>
<tr>
<th>body</th>
<th>of cells.</th>
<th>Composed</th>
<th>The human</th>
<th>is</th>
</tr>
</thead>
</table>

3. **The human body is composed of cells.**

<table>
<thead>
<tr>
<th>are</th>
<th>characteristics</th>
<th>genetics</th>
<th>defined by</th>
<th>inheritance.</th>
</tr>
</thead>
</table>

4. **Genetics characteristics are defined by inheritance.**

<table>
<thead>
<tr>
<th>Humans</th>
<th>46</th>
<th>have</th>
<th>chromosomes.</th>
</tr>
</thead>
</table>

5. **Humans have 46 chromosomes.**
b) Read the following definitions from The Cambridge Dictionary and relate the words from the box to each one of them.

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “The type of person you are, shown by the way you behave, feel, and think.” PERSONALITY</td>
</tr>
<tr>
<td>2. “Characteristics or diseases passed from the genes of a parent to a child, or (of titles and positions in society) passed from parent to a child as a right.” HEREDITARY</td>
</tr>
<tr>
<td>3. “The smallest basic unit of a plant or animal.” Cells</td>
</tr>
<tr>
<td>4. “The whole physical structure that forms a person or animal.” Body</td>
</tr>
<tr>
<td>5. “A typical or noticeable quality of someone or something.” CHARACTERISTIC</td>
</tr>
<tr>
<td>6. “Any of the rod-like structures found in all living cells, containing the chemical patterns that control what an animal or plant is like.” CHROMOSOME</td>
</tr>
<tr>
<td>7. “A man, woman, or child.” HUMAN</td>
</tr>
<tr>
<td>8. “The particular physical form or appearance of something.” SHAPE</td>
</tr>
<tr>
<td>9. “The appearance that something has as a result of reflecting light.” COLOR</td>
</tr>
<tr>
<td>10. “An occasion when two or more things join or are combined.” FUSION</td>
</tr>
</tbody>
</table>
ACTIVITY 3

a) Use the words below to write a small paragraph about your favorite animal. Look at the example:

My favorite animal is the monkey. The monkey is short, it has fingers, two legs, and a mouth.

b) Use the verbs from the box to write about the action(s) each of the following body parts allows us to do. Example: The arms bend.

1. The hands:
   The hands grab things.

2. The nose:
   The nose smells perfumes.

3. The legs:
   The legs allow us to run.

4. The ears:
   The ears allow us to listen to music.

5. The eyes:
   The eyes allow us to see things.
c) Make an Animal Web with pictures or drawings. Use the verbs below to write about what those animals can do. See the example:

1. Run
   The Dolphin cannot run, but it can swim.

2. Listen
   [Personal answers]

3. Talk
   [Blank]

4. Smell
   [Blank]

5. Hold
   [Blank]

6. Eat
   [Blank]

7. Jump
   [Blank]

8. Scream
   [Blank]
## ANIMAL WEB

![Animal Images](Images: Pixabay)

### DOLPHIN

<table>
<thead>
<tr>
<th>Action</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run</td>
<td>No</td>
</tr>
<tr>
<td>Swim</td>
<td>Yes</td>
</tr>
<tr>
<td>Walk</td>
<td>No</td>
</tr>
<tr>
<td>Jump</td>
<td>Yes</td>
</tr>
</tbody>
</table>
ACTIVITY 4

a) Combine the words from the bubbles to write sentences. Follow the example:

EXAMPLE: 1. My eyes are green.
2. Can you repeat, please?
3. They have short brown hair.
4. My eyes are green.
5. Cells are very small.
6. I like his black hair.
7. Two people have round face.
8. A cat has brown fur.
9. I love to watch movies.
10. The Dolphin can swim.

b) Describe the people in the pictures. Follow the example:
She is a **woman**.
She has **long hair**.
Her **hair** is **black**.
Her **eyes** are **brown**.

---

He is **a man**.
He has **short hair**
His **hair** is **blond**
His **eyes** are **blue**.

---

She is **a woman**.
She has **short hair**.
Her hair is **red**.
Her eyes are **black**.
ACTIVITY 5

a) Use the frame below to compare your appearance to someone in your family. Follow the example:
I look like my mother because we both have black hair and brown eyes, the shapes of our faces and noses are alike, our noses have the same shape.

b) Complete the chart below listing your own inherited traits and learned behaviors.

MY INHERITED TRAITS | MY LEARNED BEHAVIORS
---|---

b) Use the information from the chart you made in the last activity to write sentences. Follow the example:
I like to watch movies. That is one of my learned behaviors.
I have brown eyes. That is one of my inherited traits.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
ACTIVITY 7

a) Use the information from the chart in Activity 7a of your Student’s Learning Guide to write sentences describing yourself and your family. Follow the example:

The shape of my face is **oval**.
My **nose** is **medium**, my **hair** is **straight**, and my **eyes** are **brown**.
I am a **very friendly** and **talkative** person.

My **mother’s** face is **oval**.
**Her nose** is **large**, **her hair** is **wavy**, and **her eyes** are **brown too**.
**She** is a **calm** and an **independent** person.

1. Yourself:

2. Your mother:

3. Your father:

4. Your brother or sister:
## ACTIVITY 8

### a)

Read the following descriptions of people and then use the space given to draw each one of them.

1. Roberta’s face is oval.
   She has blue eyes, a small nose, and freckles on her face.
   Her hair is long, wavy and blond.

2. Pedro’s face is square.
   He has brown eyes, a medium nose, and doesn’t have freckles on his face.
   His hair is short, straight and black.

3. Poliana’s face is rectangle.
   She has green eyes, a small nose, and a cleft chin.
   Her hair is long, curly and black.

4. Felipe’s face is round.
   He has brown eyes, a large nose, and dimple cheek.
   His hair is short, curly and black.
ACTIVITY 9

a) Do a search on the internet or books and define the following terms:

1. DNA:
   The DNA is DNA, or deoxyribonucleic acid, is the hereditary material in humans and almost all other organisms. Nearly every cell in a person's body has the same DNA.


3. Chemical bases of the DNA: The information in DNA is stored as a code made up of four chemical bases: adenine (A), guanine (G), cytosine (C), and thymine (T). Human DNA consists of about 3 billion bases, and more than 99 percent of those bases are the same in all people.
SP FAZ EScola
Caderno do Professor
Língua Estrangeira Moderna
Ensino Fundamental – 7º Ano
Volume 3
This Volume has activities to be developed during the third bimester of the school year. Besides the Student’s Learning Guide with directions in each activity (remember you can add or adjust the activities according to the needs of the group), you will find in the box below explanations about the approach/methodology as well as the skills/abilities needed to be developed by students aligned to Curriculo Paulista and Base Nacional Comum Curricular. You will also find Adaptação Curricular para o estudante Surdo, which brings important suggestions that will help you while preparing/adapting your lessons.

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

<table>
<thead>
<tr>
<th>Culture/Content/Cognition (Learning Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify information and main ideas in texts about Civil Defense and natural disasters;</td>
</tr>
<tr>
<td>• Plan and write texts in order to inform past natural disasters and collected data;</td>
</tr>
<tr>
<td>• Use the modal verb can to express how climate change affects your country and how Civil Defense helps people;</td>
</tr>
<tr>
<td>• Contrast natural phenomena from natural disasters;</td>
</tr>
<tr>
<td>• Recognize the importance of Civil Defense and its actions for community safety.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language of learning: (Key Vocabulary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Civil defense, society, community actions, prevention, mitigation, preparation, response, recovery, protection, programs, projects, resources, supplies, emergency, rescue;</td>
</tr>
<tr>
<td>• Natural phenomena, natural disaster, climate change, flood, landslide, drizzle, rainbow, rain, tide, storm, fog, snow, hail, lightning storm, drought, avalanche, tsunami, cyclone, hurricane, fires, earthquake, lava eruption, erosion, tornados;</td>
</tr>
<tr>
<td>• Accidents, factors, metropolitan, populational, irregular constructions, risks, stilt houses, water course, trash.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language for learning: (Functions &amp; structures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is Civil Defense?</td>
</tr>
<tr>
<td>• Civil Defense is ________.</td>
</tr>
<tr>
<td>• Climate change happens because ________.</td>
</tr>
<tr>
<td>• Hurricanes can/can’t cause disasters.</td>
</tr>
<tr>
<td>• The Bohia cyclone was a tropical cyclone.</td>
</tr>
<tr>
<td>• I experienced a flood in Itaim Paulista. It was in 2018.</td>
</tr>
<tr>
<td>• I have never experienced a flood.</td>
</tr>
<tr>
<td>• On January 5th, it rained in my city.</td>
</tr>
<tr>
<td>• What does Civil Defense do?</td>
</tr>
<tr>
<td>• Civil Defense can ________.</td>
</tr>
<tr>
<td>• What are the actions Civil Defense takes?</td>
</tr>
<tr>
<td>• Can we help Civil Defense too?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language through learning (Incidental &amp; revisited (recycled) Language During the Lesson)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Disease;</td>
</tr>
<tr>
<td>• Garbage;</td>
</tr>
<tr>
<td>• River;</td>
</tr>
<tr>
<td>• Stream;</td>
</tr>
<tr>
<td>• Sick.</td>
</tr>
</tbody>
</table>
The template above contains some concepts taken from Content and Language Integrated Learning – CLIL. It is an approach or method, which integrates the teaching of content from the curriculum with the teaching of a non-native language. CLIL sometimes is referred to ‘4 Cs’ as components:

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

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

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

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

There are three parts on the Student’s Learning Guide:

1. **“Culture/Content/Cognition (Learning Outcomes)”** indicates teaching aims that will be developed by students. In the cognitive process, students will develop aims to integrate culture, content and communication.

2. **“Communication” follows** the idea from Michael Halliday (1976) that identifies three major simultaneous relationships between language and learning.
   - Language OF learning uses language coming from the content areas such as science or social studies. It involves the type of discourse used by experts such as mathematicians, historians, and scientists. This can be modeled, collaboratively constructed, and finally used independently through a gradual release of responsibility sequence (Fisher and Frey, 2013; Gibbons, 2009). This includes vocabulary.
   - Language FOR learning identifies the purpose for using the language. These are language functions such...
as speech acts used in comparing, summarizing, describing concepts and processes. They can be introduced in the form of sentence frames (i.e., It is... in... / If..., then...) (Kinsella, 2013; Shafer Willner, 2013).
- Language THROUGH learning is developed on-demand, within the learning task. This type of language is supported within dialogic, academic conversations because it is recycled, practiced, and becomes more precise the more it is used (Zwiers, 2014).

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

**A INTERFACE ENTRE A LÍNGUA INGLESA E OUTRAS ÁREAS DO CONhecimento**

**Base Nacional Comum Curricular – Currículo Paulista – Língua Inglesa**

**Habilidades**
(EF07LI04) Identificar o contexto, a finalidade, o assunto e os interlocutores em textos orais presentes no cinema, na internet, na televisão, entre outros.
(EF07LI12) Planejar a escrita de textos em função do contexto (público, finalidade, layout e suporte).
(EF07LI13) Organizar texto em unidades de sentido, dividindo-o em parágrafos ou tópicos e subtópicos, explorando as possibilidades de organização gráfica, de suporte e de formato do texto.
(EF07LI17) Explorar o caráter polissêmico de palavras de acordo com o contexto de uso.
(EF07LI20) Empregar, de forma inteligível, o verbo modal can para descrever habilidades (no presente e no passado).
(EF07LI23) Reconhecer a variação linguística como manifestação de formas de pensar e expressar o mundo.

**Base Nacional Comum Curricular – Currículo Paulista – Geografia**

**Habilidades**
(EF06GE11) Analisar distintas interações das sociedades com a natureza, com base na distribuição dos componentes físico-naturais, incluindo as transformações da biodiversidade local, regional e global.
(EF06GE29) Relacionar as características do processo de urbanização com a ocorrência de desastres socioambientais (inundações, enchentes, rompimento de barragens, deslizamentos de encostas, incêndios, erosão entre outros) em diferentes lugares.
(EF06GE32) Diferenciar fenômenos naturais e fenômenos provocados pela ação humana e relacionar com os fenômenos climáticos (radiação solar, a radiação ultravioleta, Ilha de Calor, o aquecimento global, El Niño, La Niña, Efeito Estufa e Camada de Ozônio entre outros).
(EF06GE13) Analisar causas e consequências das práticas humanas na dinâmica climática, discutir e propor ações para o enfrentamento dos impactos decorrentes das alterações climáticas em diferentes lugares.

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² The explanation is part of the “Theoretical Framework – English for STEAM, initially prepared by Barbara Noel, EL Specialist for the Curricular Action “A Interface entre a Língua Inglesa e outras Áreas do Conhecimento para o empoderamento do Jovem Genista”.”
Adaptação Curricular para o estudante Surdo

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

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

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

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

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

ACTIVITY 1

- Explain to students that, in this unit, they will learn about Civil Defense and its actions in society;
- Ask students what they know about Civil Defense, comment on the image and symbols represented;
- Write a KWL Chart on the board. (What I know – What I want to know – What I have learned)
- Ask students to fill out the first and the second columns;
- Fill out the first and the second column on the board asking the answers from students (the KWL chart is a useful tool in the beginning, during and after a lesson or unit);
- By the end of the lesson/unit, go back to the last column and ask them to write what they have learned about the topic. The information students will give you is very important and can be used as an assessment, or part of a recovery plan, according to their needs.

Curricular Adaptation

- Pay attention to the introduction text for this guide about curricular adaptation and choose the keywords that you would like your students to learn;
- Your learning intentionality is the principal thing to make the strategies of learning function;
- Ask the interpreter to provide the interaction with classmates in Brazilian Sign Language and Portuguese;
- Ask the interpreter to make a grammar wheel with the deaf students, so they can consult it every single class:

Use the link shorturl.at/oxEWZ to get the real grammar wheel template and https://youtu.be/QAc75fEswKM (Teacher Sam’s channel) to see the video about it.
a) What do you know about Civil Defense? Fill out the first and the second columns of the KWL chart.

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I want to know</th>
<th>What I have learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 2

- Ask students to read the text;
- Tell students to look up the words they don’t know in a dictionary;
- After individual reading, read with them;
- Read the questions and explain that, for b and c, the answers can be found in the text; it is necessary to discuss letter d, and each student can write their own impressions on the topic;
- Instruct students to share their answers with a classmate. Give them time to speak in English.

Curricular Adaptation

- Remember to think about what keywords are important for the students to grow in their learning;
- Ask the interpreter to use the word bank notebook to review the words learned;
- Use the strategies of the introduction of this guide;
- Ask the interpreter to provide the interaction with the classmates.

a) **First**, read the text. Then, circle the words you don’t know, and look them up in a dictionary.

Civil Defense...

...is the management of the whole society for self-defense by actions of prevention, mitigation, preparation, response, and recovery aimed at the protection and civil defense. Among other measures, it’s up to them to coordinate and supervise the civil defense’s actions, maintain and update specifics information, elaborate and implement programs and projects, predict budgetary resources for assistance actions, capacitate human resources, provide the distribution and control of supplies and propose the decree or homologation of state of emergency, or state of public calamity. [...] 


b) According to the text, what are the five actions taken by the Civil Defense for protection?

**Prevention, mitigation, preparation, response, and recovery.**

c) What actions can Civil Defense take to prevent disasters?

**Maintain and update specifics information, elaborate and implement programs and projects, predict budgetary resources for assistance actions, capacitate human resources, provide the distribution and control of supplies and propose the decree or homologation of state of emergency or state of public calamity.**

d) What is a well-prepared community?

**A well-prepared community recognizes, prioritizes, and plans activities to improve their capacity for disaster management.**
**ACTIVITY 3**

- Ask students to analyze the images;
- Discuss the places where situations/elements/living beings can be seen in the reality of the city/neighborhood/community;
- Ask students to relate the images to Civil Defense actions. It is important that, at the end of the activity, responses are shared, and actions are discussed from the point of view of the reality/neighborhood/community of the city.

**Curricular Adaptation**

- Ask students to explain in sign language what they can see in the pictures;
- Ask students what words are known;
- Use the strategies of this guide’s introduction to paint the new words;
- Ask the interpreter to help the students to consult the word bank notebook and add new words as well.

a) Match, on the chart, each action taken by Civil Defense according to its objective.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td>Actions taken in order to predict, prevent, or prepare the community;</td>
</tr>
<tr>
<td>Mitigation</td>
<td>Actions taken in order to minimize the damages during specific events;</td>
</tr>
<tr>
<td>Preparation</td>
<td>Actions taken in order to capacitate human resources;</td>
</tr>
<tr>
<td>Response</td>
<td>Actions taken in response to unpredicted or predicted events;</td>
</tr>
<tr>
<td>Recovery</td>
<td>Actions taken in order to help the community after specific events.</td>
</tr>
</tbody>
</table>
SOME OF THE ACTIONS CIVIL DEFENSE TAKES

1. Work in the prevention of accidents in coastal areas.
2. Watch climate changes and risks areas in order to predict emergency situations.
3. Offer rescue courses to capacitate people in the face of dangerous events.
4. Help people during flood events.
5. Provide the distribution and control of supply for people.
6. Rescue people in dangerous situations.
7. Map landslide risk areas.
8. Create campaigns in order to prevent diseases.
ACTIVITY 4

- Talk to students about what would be "natural phenomena";
  a) Ask them to relate the situations that appear in the images to the name of the natural phenomenon;
  b) Talk to students about climate change in Brazil. Read the text with them. It is recommended that students mark the words that they can recognize the meaning;
  c)/d) Ask students to answer in the notebook questions about the text;
  e) Read the statements with the students. Ask them to check the options that they consider to be true. It is important that after this activity they compare the answers with other classmates. Give them time to discuss the climate changes they have noticed in the region in which they live;
  f) Ask students to write in their notebooks the expressions created with modal verbs, following the examples;

Encourage the use of other words, with or without the support of a dictionary.

Curricular Adaptation

- Ask the interpreter to provide the interaction with the classmates in sign language and Portuguese;
- Encourage the deaf students to participate in the discussion;
- Use the grammar wheel that was constructed on the first activity as support for the students to read the questions about the text;
- Use the strategies of this guide’s introduction to paint the new words;
- Ask the interpreter to help students consult the word bank notebook and add new words too;
- Ask students to produce sentences in sign language and register them in a video. After that, ask them to write in English using the word bank notebook as support.

a) Natural phenomena are natural events that happen without human interference, like weather and climate events. Match each picture to the phenomenon it represents.
Many climate issues can affect the way people live, sometimes causing problems and even disasters. Read the text below to know how and why the climate is changing in Brazil:

**Climate change in Brazil**

[...] Climate change has had significant impact in climate patterns, for example in precipitations (rains) and hydrologic cycle, affecting the superficial water supply, as well as the soil humidity and subterranean water replacement. A recent study estimates that climate change is happening due to a global increase of water scarcity (20%), the population growth and economic development (80%).

Source: Adapted text. Unesco.


c) According to the text, why does climate change happen?  

**Due to a global increase of water scarcity, the population growth and economic development.**

d) What are the impacts of climate change?  

**Precipitations and hydrologic cycle, affecting the superficial water supply, as well as soil humidity and subterranean water replacement.**

e) Do you know how climate change can affect our planet? Read the following statements and mark with an X those you consider true:

- Make many animal and plant species be extinct. X
- Extinguish all the oxygen on Earth. X
- Make the weather and natural phenomena become harder and harsher. X
- Melt the ice on North and South poles, making the water levels rise around the globe. X
- Make the planet so hot that it will explode. X
- Change the ecosystems so people have to migrate to other regions. X
- Make the oceans the only safe place from climate changes.

Source: Pixabay

a) Now use the modal verb **can** and the information from the last activity to write what climate change **can or can’t** do to our planet. Follow the example. Write the sentences in your notebook.

Climate change **can** make many animal and plant species go extinct.  
Climate change **can’t** extinguish all the oxygen on Earth.
ACTIVITY 5

a) Resume with students the theme “natural phenomena”. Talk about their consequences in some regions and analyze the images that represent these disasters. Individually or in pairs, ask students to identify and relate to the words on the board;
b) / c) Ask students to take notes of activities in the notebook. Encourage them to seek more detailed information about natural disasters that have occurred in Brazil and in the region where they live;
d) Ask students to gather in groups to conduct research on the indicated disasters and to answer questions in the activity;
e) Guide students on how to present research, highlight information and the means that can be used to share information with colleagues.

Curricular Adaptation

- Tell the interpreter to provide the interaction with the classmates about consequences of natural phenomena;
- Reproduce the pictures below for students;
- Make some pieces of paper with the names of natural phenomena or cut this model:

![Diagram of natural phenomena]

- Ask the interpreter to construct the meaning of each natural phenomenon in sign language;
- Ask the interpreter to show only the pieces of paper with the natural phenomena names for the students to describe in sign language what they mean;
- Ask students to match the natural phenomena words with the respective names in their notebook;
Use the grammar wheel that was constructed on the first activity as support for the students to read the questions about the text;

- Ask students to add new words in the word bank notebook.

a) Natural phenomena may cause serious natural disasters, which sometimes require help from Civil Defense. Name each picture according to what they represent.

b) Research and indicate, from the natural phenomena above, those that occur in Brazil.

c) Have you and your community ever suffered any natural disaster? Which one(s)?

d) In groups, research some of the deadliest natural disasters in the World’s history. Choose one from the following list and answer the questions:
1. What happened?
2. Where did it happen?
3. When did it happen?
4. How many people died?

e) Now present your findings to the class using the following text as an example. You can also make posters or PPT presentations to illustrate it.

The **Bohla cyclone** was a **tropical cyclone**. It hit **India and Pakistan** in **1970**. The exact number of deaths is **still unsure**. But it is estimated that the storm took **more than 300,000** lives. The **Bohla cyclone** was a terrible disaster.

Source: Pixabay.

**ACTIVITY 6**

a) Ask students to read the text and highlight the words they recognize. Then, read with them highlighting the vocabulary and expressions already studied;
b) Ask students to perform the activity individually. After that, ask them to compare with their classmates;
c) Read with students the words on the board, which have already been studied. Ask them to do the activity individually.

**Curricular Adaptation**

- Use the strategies of this guide’s introduction to paint the new words and enlarge the students’ vocabulary;
- Ask the interpreter to help the students consult the word bank notebook and add new words as well;
- Ask the interpreter to provide the interaction with the classmates in the workgroups.
a) Do you know why natural disasters happen? Read the text below.

Natural disasters may be induced by many phenomena, such as floods, landslides, erosion, earthquakes, tornados, hurricanes, storms, droughts, and others. Besides the intensity of the natural phenomena, the fast urbanization process has occurred over the last decades, in many parts of the world including Brazil. Due to the growth of the cities, often times in appropriate locations, there has been an increasing of dangerous situations and a higher risk of natural disasters.


a) According to the text, mark the statements below with T (if they are true) or F (if they are false). Considering your knowledge on the sentences below, choose one sentence and talk about it with a classmate. Justify your answer.

- The intensity of the natural phenomena is due to the growth of the cities.
- Inappropriate occupation areas increase the risk of natural disasters.
- Natural disasters include: hurricanes, earthquakes, landslides and urbanization.
- The fast urbanization process also happens in Brazil.

b) Complete the sentences with the words from the box.

CLIMATE – DISASTERS – COMMUNITY – AVALANCHES – HURRICANE

1. Civil Defense helps the **COMMUNITY** recover from natural disasters.

2. The population growth is one of the factors for **CLIMATE** changes.

3. A **HURRICANE** is an example of a natural phenomenon that may cause serious damages.

4. **AVALANCHES** never occur in Brazil because it doesn’t snow in this country.

5. Intense natural phenomena may cause **DISASTERS**.

**ACTIVITY 7**

a) Read the text to the students and ask them to complete the sentences with the words on the board;

b) Ask students to gather in small groups to conduct the research;

c) Ask students to take notes of their colleagues’ responses in the notebook, following the example;

Walk around the groups to hear the expressions drawn from the survey.

d) Ask students to complete the mind map. Other mind maps can be created with other types of natural disasters.
Curricular Adaptation

- Ask students to write the keywords and draw the meaning of each word in the notebook:

```
```

- Ask students to explain each word in sign language;
- Ask the interpreter to read the text for the deaf students to complete the blanks with the correct word;
- Ask students to consult the word bank notebook to seek any word that they had learned;
- Ask the interpreter to provide the interaction in the workgroup;
- Ask students to make a new mind map as homework using drawings or pictures to glue.

a) Listen to your teacher’s reading of the following text and complete the blanks with the correct word:

```

The ______ ACCIDENTS and natural disasters in the state of São Paulo are predominantly associated to landslides, floods, fast erosion, and ______ STORMS (gales, lightnings and hail).

[...]

[...] Floods occur in the whole state along the main courses of ______ WATER.

However, it is the ______ METROPOLITAN region that, according to CEDEC, has the highest number of deaths in consequence of ______ FLOODS, probably due to the ______ POPULATION density, among other ______ FACTORS.
```


b) In groups, complete the chart with yours and your friends’ answers:

<table>
<thead>
<tr>
<th>Question</th>
<th>Me</th>
<th>Friend:</th>
<th>Friend:</th>
<th>Friend:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever experienced a flood?</td>
<td>( ) Yes</td>
<td>( ) Yes</td>
<td>( ) Yes</td>
<td>( ) Yes</td>
</tr>
<tr>
<td>( ) No</td>
<td>( ) No</td>
<td>( ) Yes</td>
<td>( ) No</td>
<td>( ) No</td>
</tr>
<tr>
<td>Where did it happen?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When did it happen?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) Use the information from the chart to make sentences. Write them in your notebook. Follow the example:

I faced a flood in **Itaim Paulista, São Paulo**. It was in **2018**.
I have **never** experienced a flood.

d) Complete the mind map with words you can relate to floods.
ACTIVITY 8

a/ b) Talk to students about how to prevent floods. In pairs or individually, ask students to answer the questions. Encourage students to ask questions of people in other groups;

c/ d) Ask students to get together in groups and analyze the answers they got. Ask them to draw up a chart like the model. They can make a presentation of the chart using different resources, such as posters, digital images, or panels.

Curricular Adaptation

- Do the pre-reading exploring the images;
- Ask students about their experiences with natural phenomena;
- Encourage the deaf students to participate in the groups and teach some words in sign language;
- Ask students to use the grammar wheel that was constructed to understand the questions;
- Ask the interpreter to make a video with the students about the discussion of the group to add to their portfolio – it can be a great way to assess their learning.

a) Floods are influenced by natural phenomena, like rains, hails, and storms. However, human interaction with the environment can also influence its occurrence. Read the chart to learn what we can do to prevent floods.
b) Think about the place you live and answer the questions.

1. Is your community affected by floods?
2. Are there many irregular constructions in your community?
3. Are there watercourses in your community? Are they clean?
4. Do you consider your community prepared to face natural disasters? Why?

c) Now, in groups, share your answers and make a chart with them. Follow the example:
d) Use the following text as an example to present your group’s results to the class:

In my group, most of the students’ communities are affected by floods. 70% of the students said that there are irregular constructions. The number of students who said that the water courses are clean and not clean is similar. The percentage of students who consider their communities prepared is 85%.
ACTIVITY 9

- Talk to students about images that are related to the text. Relate the words and situations that appear in the text with the images and ask students to take notes in their notebooks;
- Ask students to use the information from the text to complete the chart about the risks people put themselves in by moving during floods;
- In groups, ask students to create a poster with a preventive campaign, warning about the risks of floods. To do this, ask them to discuss the audience and the format of the poster, which can be presented in different forms, such as PPT, video or posters to be displayed in different parts of the school;
- Provide space for students to display their work.

Curricular Adaptation

- Do the pre-reading exploring the images;
- Ask students about their experiences with natural phenomena;
- Encourage the deaf students to participate in the groups and teach some words in sign language;
- Ask students to add new words in the word bank notebook.

a) Read the text below:

**During a flood**

It is inadvisable to move through places during floods, whether on foot, swimming, or by car. Besides the drowning risk, you can be electrocuted due to the fall of wires, power poles and transmission lines.

Human contact, consumption of floodwater, or consumption of food that had contact with floodwater may cause leptospirosis, typhoid fever, hepatitis, and cholera. [...]  


a) Use the information from the text to complete the chart below about the risks people put themselves in by moving during floods. Draw the chart on your notebook.
b) Now, in groups, make a poster giving instructions to people on how to act during floods and the dangers they are exposed to. You can use the one from Activity 8a as an example.

ACTIVITY 10

- Guide students to organize the words to make sentences. Then ask them to read the sentences individually;
- In groups, ask students to discuss what they have learned about Civil Defense actions; Encourage the use of other words and phrases they have learned in the unit, following the models.
- Ask students to go back to Activity 1a in order to fill out the third column of the KWL Chart.

Curricular Adaptation

- Ask the interpreter to encourage the students to use the word bank notebook and the grammar wheel to organize the sentences and construct their phrases as the model;
- Review the vocabulary that students learned and encourage them to complete the third column of activity 1a.

a) Put the words in the right order to reorganize the sentences.

<table>
<thead>
<tr>
<th>phenomena.</th>
<th>prevent</th>
<th>can’t</th>
<th>We</th>
<th>natural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We can’t prevent natural phenomena.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
<th>rivers.</th>
<th>build</th>
<th>to</th>
<th>houses</th>
<th>streams or</th>
<th>next</th>
<th>can’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. People can’t build houses next to streams or rivers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>catch</th>
<th>leptospirosis</th>
<th>in floodwater.</th>
<th>can</th>
<th>by moving</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. People can catch leptospirosis by moving in floodwater.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>throw</th>
<th>We</th>
<th>trash</th>
<th>on streams and rivers.</th>
<th>on the</th>
<th>street</th>
<th>can’t</th>
</tr>
</thead>
</table>
4. **We can’t throw trash on the street, on streams and rivers.**

b) In pairs, talk to your friend about what you have learned in this unit about Civil Defense. Use the following frames:

```
What is Civil Defense?

Sorry, I didn't understand. Can you repeat, please?

What does Civil Defense do?

Help people. Prevent disasters.

Civil Defense is ________

Civil Defense can ________

What are the actions Civil Defense take?


Can we help Civil Defense too?

Help keeping the streets clean. Build houses only in appropriate places.

Civil Defense ________

Sure, we can ________
```

Source: Pixabay

c) Go back to the KWL chart in Activity 1a and fill out the third column.

**EXPANSION ACTIVITIES**

Here you will find more activities to expand, review, and reinforce the content you studied in this unit. Each of the following exercises is divided according to the activity they are related to, so be careful to not do exercises you haven’t studied yet in your student’s learning guide.

**ACTIVITY 2**

- Ask students to research the work that Civil Defense does in their city and let them present their findings using the example;
- Guide students to write the sentences in correct order.

a) Do some search about the work the Civil Defense does in your city. Use the text below to help you present your findings.
b) Unscramble the words in order to write sentences. Follow the example:

<table>
<thead>
<tr>
<th>elaborates</th>
<th>The</th>
<th>projects.</th>
<th>Civil Defense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>The Civil Defense elaborates projects.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>emergency.</th>
<th>decree</th>
<th>can</th>
<th>They</th>
<th>state of</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. <strong>They can decree state of emergency.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>updates</th>
<th>information.</th>
<th>Civil Defense</th>
<th>The</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. <strong>The civil defense updates information.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>supplies.</th>
<th>Civil Defense</th>
<th>provides</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. <strong>Civil Defense provides supplies.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>capacitate</th>
<th>They</th>
<th>resources.</th>
<th>human</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. <strong>They capacitate human resources.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ACTIVITY 3**
- Ask students to return to Activity 3a and encourage them to come up with personal phrases.

**a)** Use the verbs from the chart in Activity 3a to write sentences. Follow the example:

1. Help.
   
   **Civil defense helps many people.**

2. Offer.
   
   **Civil Defense offers support to people during a catastrophe.**

3. Provide.
   
   **They provide food for people who lost their home.**

4. Rescue.
   
   **Civil Defense rescues people during floods.**

5. Work.
   
   **Civil Defense works on behalf of the population.**

6. Watch.
   
   **They watch and monitor information about natural phenomena.**

7. Create.
   
   **Civil Defense creates alerts for the population.**

**ACTIVITY 4**
- Read the definitions with students and ask them to relate them to the words. Cognate words can make it easier for students;

- Explain to students the use of the modal verb “can” and encourage them to make sentences;

- Ask students to research climate change and its consequences for global health to answer activities 4c and 4d. The answers are personal, and students can share their impressions. It is possible to prepare posters for an exhibition alerting the school community.

**a)** Read the following definitions from The Cambridge Dictionary and relate the words from the box to each one of them.
1. “Rain in very small, light drops.”
   DRIZZLE

2. “Drops of water from clouds.”
   RAIN

3. “An arch (= curved shape) of different colors seen in the sky when rain is falling, and the sun is shining.”
   RAINBOW

4. “The rise and fall of the sea that happens twice every day.”
   TIDE

5. “An extreme weather condition with very strong wind, heavy rain, and often thunder and lightning.”
   STORM

6. “A weather condition in which very small drops of water come together to form a thick cloud close to the land or sea ocean, making it difficult to see.”
   FOG

7. “The small, soft, white pieces of ice that sometimes fall from the sky when it is cold, or the white layer on the ground and other surfaces that it forms.”
   SNOW

8. “A sudden heavy fall of hail.”
   HAILSTORM

b) Use the modal verb CAN and the verbs below to write sentences. Follow the example.

   I can help my friends.

2. Can/work.
   Juan can work as a firefighter.

3. Can/rescue.
   Civil Defense can rescue people.

Human beings can change the world.

5. Can/make.
Students can make a portfolio with all activities during social distance.

I can watch the news on TV.

7. Can/offer.
Schools can offer support to students.

c) Do some search about climate change and answer the questions:
1. How climate change can affect people’s lives?

2. What can we do to reduce climate change effects over the planet?

3. What is the Brazilian government doing to help reduce impact over climate change?

d) Present your search to your friends. Use the text below as an example:

Climate change affects people’s lives by ___________________________. It can make and __________________________. We can help reduce climate change by _______.
In my country, our government is __________________________ in order to reduce impact over climate change.

ACTIVITY 5
- Draw students' attention to the writing activity. It is an opportunity for them to practice spelling. Stay alert for possible contractions of negative phrases;
- Ask students to make sentences using verbs and adverbs. It is time to review the past tense. Answers are personal and students can share them with colleagues.

a) The following sentences were written with no space between the words. Rewrite the sentences with the proper space. Follow the example:
1. CYCLONES CAN BE VERY DANGEROUS.
   Cyclones can be very dangerous.

2. THE FIRES ARE TERRIBLE FOR THE ENVIRONMENT.
   The fires are terrible for the environment.

3. IN PARAIBA PEOPLE SUFFER FROM DROUGHT.
   In Paraiba people suffer from drought.

4. RIO DE JANEIRO HAS MANY CASES OF LANDSLIDES.
   Rio de Janeiro has many cases of landslides.

5. THERE ARE MANY FLOODS IN SÃO PAULO DURING SUMMER.
   There are many floods in São Paulo during summer.

6. THERE AREN’T AVALANCHES IN BRAZIL.
   There aren’t avalanches in Brazil.

b) Use the verbs and the adverbs below to write sentences in the simple past. Follow the example:
1. help/yesterday
   I helped my mom yesterday.

2. offer/last week.
   They offered extra classes last week.

3. rescue/last month.
   She rescued a dog last month.

4. work/yesterday morning.
   I worked at home yesterday morning.

5. watch/last night.
   My family watched a film last night.

ACTIVITY 6
- Ask students to fill out the organizer with words that they will find in the text of activity 6a;
- Ask students to find words in the word search;
- Encourage students to come up with phrases using the words in the word search.

a) Read the text in Activity 6a and complete the visual organizer with words you can relate to natural disasters.
b) In the word search below, find the natural phenomena from the box.

```
FLOOD - LANDSLIDE - EROSION - EARTHQUAKE - TORNADO - HURRICANE - STORM - Drought
Y E A S N C Q R V A E S E R T
D R E C Y F W C Q U D R Y D
A R E R S I D L T Y H O G W
S T O R F L T Y K U T G S H U
R H U L O F D D O R E I S B
J Q E T W A E C F Z T O R E
U U C Y H N D V J M N P N D I
T A C H V Y T N H R B O T W C
G K A F O U I V W G V Q Q H A
D D E D X I L A N D S L I D E L J N
R V G S O F A T E S R E K E
E R O E A B Y M B R A T R I S
R D O S E M C T O R N A D O D
A G F K A L S Q U L B S H V
S V L F J S N D W O P M D T T
```

c) Write sentences using the words from the word search.
1. There was a hurricane in Mexico last year.
2. You can see drought in northern Brazil.
3. There are landslides after an earthquake.
4. I am afraid of storms.
5. I was in a flood ten years ago.

**ACTIVITY 7**
- Ask students to create phrases using the words in the bubbles. The phrases are personal; students can read and share them with the class.

a) Use the words from the bubbles to write sentences. Follow the example:
1. The population of northern Brazil suffers from drought.

2. There was a tornado in the USA.

3. People need help after a storm.

4. She worked many hours rescuing people.

5. He offered clean water to thirsty children.

6. Civil Defense helps people after storms.

7. We face many dangerous areas after disasters.

8. They offer food to help families.

9. It rained after the tornado.

10. Those people need help.

---

**ACTIVITY 8**

- Explain to students the imperative mood and tell them to make sentences using it. Answers are personal;
- Ask students to read again the chart of activity 8a to find answers for the questions;
- Motivate students to develop a chart with actions on reducing the impact of climate change, using the imperative mood. Students can follow the model of Activity 8a.

---

**a) Use the imperative mood to write sentences using the verbs and the words given. Follow the example:**

1. help/friend.
   **Help your friend in his activity.**

2. offer/help.
   **Offer help is needed.**

3. recycle/trash.
   **Recycle your trash.**

4. use/water.
   **Use water consciously.**

5. save/energy.
   **Save energy, help the planet.**
b) Go back to the chart in Activity 8a and answer the questions:
1. Which verbs are being used in the imperative form?
   - **The verbs in the imperative are build and throw.**

2. Are these verbs in the affirmative or negative form?
   - **These verbs are in the negative form.**

3. What instructions are being given?
   - **Instructions to prevent floods.**

b) Do a search and make a chart about how people can help reduce impact over climate change. Use the imperative form to give instructions. You can use the chart in Activity 8a as an example.

**ACTIVITY 9**

- Ask students to search information that shows what people must do or must not do when a natural disaster happens. Answers may vary.

a) Do a search and complete the chart below with information on what people must do when facing each of the natural disasters.

<table>
<thead>
<tr>
<th>LANDSLIDE</th>
<th>People must <strong>be far from these areas.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Image: Pixabay</td>
<td>People must not <strong>move in places with landslides.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STORM</th>
<th>People must <strong>stay in a safe area.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Image: Pixabay</td>
<td>People must not <strong>hide under the trees.</strong></td>
</tr>
</tbody>
</table>
People must **stay in hurricane shelters.**

People must not **walk on the streets.**

**ACTIVITY 10**
- Ask students to complete sentences with words learned during the two months. Give them time to discuss and think about what can be done to raise awareness among the school community and their families.

a) Complete the sentences with the words from the box:

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. São Paulo suffers from many <strong>floods</strong> during the summer.</td>
</tr>
<tr>
<td>2. Intense <strong>rain</strong> may cause floods and landslides.</td>
</tr>
<tr>
<td>3. We can create campaigns in order to prevent <strong>accidents</strong> and diseases.</td>
</tr>
<tr>
<td>4. <strong>Tsunamis</strong> are very big waves.</td>
</tr>
<tr>
<td>5. People must not throw <strong>trash</strong> in watercourses.</td>
</tr>
<tr>
<td>6. The <strong>hurricane</strong> Katrina hit the USA in 2005.</td>
</tr>
<tr>
<td>7. <strong>Fires</strong> may destroy forests and cause many damages to the environment.</td>
</tr>
</tbody>
</table>
SP FAZ EScola
CADERNO DO PROFESSOR
LÍNGUA ESTRANGEIRA MODERNA
ENSINO FUNDAMENTAL – 8º ANO
VOLUME 3
This Volume has activities to be developed during the third bimester of the school year and the “Complementary Materials”. Besides the Student’s Learning Guide with directions in each activity (remember you can add or adjust the activities according to the needs of the group), you will find in the box below explanations about the approach/methodology as well as the skills/abilities needed to be developed by students aligned to Curriculo Paulista and Base Nacional Comum Curricular. You will also find Adaptação Curricular para o estudante Surdo, which brings important suggestions that will help you while preparing/adapting your lessons.

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

<table>
<thead>
<tr>
<th>Culture/Content/Cognition (Learning Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan and write texts in order to make presentations about different types of cuisine;</td>
</tr>
<tr>
<td>• Use structures to express your likes and dislikes about food;</td>
</tr>
<tr>
<td>• Contrast different types of cuisine and cultures;</td>
</tr>
<tr>
<td>• Recognize cuisine as a way of cultural and historical expression.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language of learning: (Key Vocabulary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cuisine, typical, flavor, taste, culture, smell, sensations, textures, ingredients, spices, food, dish, baking powder, milk, kitchen;</td>
</tr>
<tr>
<td>• Acarajé, pancake, sushi, feijoada, brigadeiro, macaron, moqueca, pão de queijo, strapatsada, pesto pasta;</td>
</tr>
<tr>
<td>• Meat, fruit, vegetables, grain, cereal, honey, condensed milk, jam;</td>
</tr>
<tr>
<td>• Seasoning, garlic, onion, basil, salt, oregano, ginger, pepper, chive, cilantro, cinnamon;</td>
</tr>
<tr>
<td>• Beef, chicken, fish, pork;</td>
</tr>
<tr>
<td>• Banana, tomato, pineapple, strawberry;</td>
</tr>
<tr>
<td>• Beet, potato, carrot, cucumber;</td>
</tr>
<tr>
<td>• Chickpea, peas, rice, beans, flour;</td>
</tr>
<tr>
<td>• Clam chowder, chili, gumbo, fried chicken, crab cakes, lobster rolls, Buffalo wings, corn on the cob, potato salad, hamburgers, hot dogs, apple pie; Cup, spoon, bowl, skillet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language for learning: (Functions &amp; structures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• My favorite dish is pizza. It is an Italian dish.</td>
</tr>
<tr>
<td>• At home, we season rice with salt and garlic.</td>
</tr>
<tr>
<td>• In Juliana’s home, they season rice with salt and garlic.</td>
</tr>
<tr>
<td>• In Brazil, we eat fried chicken too.</td>
</tr>
<tr>
<td>• What is your favorite Brazilian dish?</td>
</tr>
<tr>
<td>• Brigadeiro is my favorite dish.</td>
</tr>
<tr>
<td>• Have you ever eaten any American dish?</td>
</tr>
<tr>
<td>• Yes, I have eaten pancakes.</td>
</tr>
<tr>
<td>• No, but I want to taste corn dogs someday.</td>
</tr>
<tr>
<td>• The dish we chose is the___.</td>
</tr>
<tr>
<td>• It was originated in___.</td>
</tr>
<tr>
<td>• Some of its recipes include ingredients like___.</td>
</tr>
</tbody>
</table>

An interesting fact about this dish is_____.

<table>
<thead>
<tr>
<th>Language through learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incidental &amp; revisited (recycled) Language During the Lesson</td>
</tr>
<tr>
<td>• Cooking;</td>
</tr>
<tr>
<td>• Lettuce;</td>
</tr>
<tr>
<td>• Mango;</td>
</tr>
<tr>
<td>• Grape;</td>
</tr>
<tr>
<td>• Lemon.</td>
</tr>
</tbody>
</table>
The template above contains some concepts taken from Content and Language Integrated Learning – CLIL. It is an approach or method, which integrates the teaching of content from the curriculum with the teaching of a non-native language. CLIL sometimes is referred to ‘4 Cs’ as components:

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

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

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

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

There are three parts on the Student’s Learning Guide:

1. **“Culture/Content/Cognition (Learning Outcomes)”** indicates teaching aims that will be developed by students. In the cognitive process, students will develop aims to integrate culture, content, and communication.1

2. **“Communication” follows** the idea from Michael Halliday (1976) that identifies three major simultaneous relationships between language and learning.
   - Language **OF** learning uses language coming from the content areas such as science or social studies. It involves the type of discourse used by experts such as mathematicians, historians, and scientists. This can be modeled, collaboratively constructed, and finally used independently through a gradual release of responsibility sequence (Fisher and Frey, 2013; Gibbons, 2009). This includes vocabulary.
   - Language **FOR** learning identifies the purpose for using the language. These are language functions such as speech acts used in comparing, summarizing, describing concepts and processes. They can be introduced in the form of sentence frames (i.e., It is …. in…. / If ..., then....) (Kinsella, 2013; Shafer Willner, 2013).
   - Language **THROUGH** learning is developed on-demand, within the learning task. This type of language is supported within dialogic, academic conversations because it is recycled, practiced, and

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1 The text was adapted from BENTLEY, K. The TKT Course CLIL Module. Cambridge University Press, 2010.
becomes more precise the more it is used (Zwiers, 2014).

3. “Instruments for Assessment” suggests a different focus of assessment on areas of subject content and on communication skills, cognitive skills and practical skills. Teachers need to put learners at the center of the process and to find out what standards are achievable when they study subject content in a non-native language\(^2\). It is important to make sure your objectives, learning activities, and assessment indicators are aligned. You assess the learning objectives, not the activities.

A INTERFACE ENTRE A LÍNGUA INGLESA E OUTRAS ÁREAS DO CONHECIMENTO

**Base Nacional Comum Curricular – Currículo Paulista – Língua Inglesa**

**Habilidades**

(EF08LI05) Inferir informações e relações que não aparecem de modo explícito no texto para construção de sentidos.

(EF08LI07) Explorar ambientes virtual e/ou aplicativos para acessar e usufruir patrimônio artístico literário em língua inglesa.

(EF08LI08) Analisar, criticamente o conteúdo de textos, comparando diferentes perspectivas apresentadas sobre um mesmo assunto.

(EF08L20) Examinar fatores que podem impedir o entendimento entre pessoas e culturas diferentes que falam a língua inglesa.

**Base Nacional Comum Curricular – Currículo Paulista – Geografia**

**Habilidades**

(EF03GE02) Identificar, em seus lugares de vivência, marcas de contribuições culturais e econômicas de grupos sociais de diferentes origens.

(EF07GE17*) Identificar os processos migratórios internos e externos, reconhecendo as contribuições dos povos indígenas, africanos, europeus, asiáticos entre outros para a formação da sociedade brasileira, em diferentes regiões brasileiras, em especial no Estado de São Paulo.

(EF08GE04B) Analisar os fluxos de migração da América Latina e relacionar com os aspectos econômicos, políticos, sociais, culturais e ambientais, em diversos países do continente americano.

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\(^2\) The explanation is part of the “Theoretical Framework – English for STEAM”, initially prepared by Barbara Noel, EL Specialist for the Curricular Action “A Interface entre a Língua Inglesa e outras Áreas do Conhecimento para o empoderamento do Jovem Cientista”.
Adaptação Curricular para o estudante Surdo

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

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

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

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

○ Peça ao estudante que providencie um caderno para ser utilizado como banco de palavras.

○ Converse com o interlocutor sobre a função deste caderno. Durante as aulas, o interlocutor, orientado pelo(a) professor(a), auxiliará o estudante na construção do conceito (significado e significante) de cada vocábulo em língua estrangeira, sendo registrado no banco de palavras, que ao longo do ano será utilizado como fonte de consulta para a realização de atividades.

○ Defina qual será o vocabulário enfatizado durante a aula. Separe o vocabulário por classe gramatical – a princípio inicie com substantivos e verbos e com o passar do tempo inclua as demais de acordo com a sua intencionalidade: pronomes, adjetivos, advérbios e numerais. Cabe pontuar que em Libras usam-se poucas conjunções, preposições e artigos, pois estão incorporados às palavras a que se referem.

○ Ao longo da aula, defina com o estudante e o interlocutor uma cor para a classe gramatical que estará em estudo, pois será utilizada no decorrer das aulas subsequentes.

○ O estudante deverá pintar a palavra, o interlocutor fará a construção em libras do significado do vocábulo, e só então a palavra nova irá para o banco de palavras do estudante.

○ O segredo não é pintar muitas palavras ou todas de determinada classe gramatical em um único dia, mas a qualidade da discussão e a construção do significado, para isso, utilize recursos visuais, vídeos, imagens e ou simulações de cenas teatrais com a participação dos estudantes ouvintes promovendo o engajamento do estudante surdo. Estimamos que, se o estudante se apropriar de cinco (5) palavras em uma aula, ao longo de um bimestre, dezesseis (16) aulas, serão oitenta palavras (80), que ao longo do ano se tornarão duzentas e quarenta (240). Depois que ele se apropriar deste movimento, o céu será o limite. Esta estratégia pode ser utilizada com a turma toda!

○ Quando a palavra já estudada aparecer em aulas posteriores, não deverá ser pintada, mas consultada no banco de palavras e neste momento é hora de verificar se houve a apropriação do vocabulário.

○ Por fim, COMEMORE com seu estudante cada conquista! Eleve a autoestima dele construindo laços de afetividade. Desta forma, o aprender será prazeroso e permanente, pois o que toca a emoção, negativamente ou positivamente é perpetuado. Acesse o link abaixo para entender um pouco mais:
ACTIVITY 1

- KWL Chart is a useful tool to be used in the beginning, during, and after a lesson or unit. Explain to students that, in this unit, they will learn about food and its importance to health;
- Elicit student's background knowledge – ask them what they can see in the picture;
- Ask students if they know these kinds of food and if they have already eaten one of them. Motivate them to fill out the first and the second column;
- By the end of the activities, ask students to come back to this KWL chart and fill the third column with what they have learned about the topic. The information provided by students is very important and can be part of a recovery plan, according to their needs.

Curricular Adaptation

- Pay attention to this guide’s introduction text about curricular adaptation and choose the keywords that you would like your students to learn;
- Your learning intentionality is the principal thing to make the strategies of learning function;
- Ask the interpreter to provide the interaction with classmates in Brazilian Sign Language and Portuguese;
- Ask the interpreter to make a grammar wheel with the deaf students to consult every single class:

Images: Teacher Sam

- Use the link shorturl.at/oxEWZ to get the real grammar wheel template and https://youtu.be/QAc75fEswKM (Teacher Sam’s channel) to see the video about it.
a) What do you know about different cuisine? Fill out the first and the second columns of the KWL chart.

<table>
<thead>
<tr>
<th>KWL Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 2

This activity can be done in pairs or individually:

● Ask students to read and write in the notebook the words that they don’t know;
● Ask students to look up the words in a dictionary and write their meaning in the notebooks;
● After that, ask students to answer the question about the text;
● Ask students to complete the mind map with the words from the text that they can relate to cuisine.

Curricular Adaptation

• Ask students to read the text with the word bank notebook as support;
• Use the instructions of this guide’s introduction to explore the text and help students to construct in their mind their own storyboard (registration of the main images of the text) about the text;
• Ask students to signal their storyboard in sign language;
• Ask students to draw their storyboard in their notebooks;
• Ask students to add new keywords in the word bank notebook;
• Ask students to complete the mind map with the words from the text that they can relate to cuisine.

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

Every nation has a type of cuisine, a specific way of preparing food. From the point of view of folkloric culture, it is possible to notice that through different mixtures, temperatures, scents and colors, people transform food into an attraction. “To eat is to know”, says a traditional saying. That way, every cuisine in the world represents a means of knowledge. They are cultural signs passed by the taste, the vision, and the smell. They are flavors, sensations, textures, or touches that excite the appetite.


b) In a dictionary, look up for words you circled and write their meanings in your notebook.

c) According to the text, what does cuisine mean?

Every cuisine in the world represents a means of knowledge.

d) Is it possible to learn about culture through the cuisine of a specific place? Why?

Yes, because every nation has a type of cuisine, a specific way of preparing food.

e) Complete the mind map with words from the text that you can relate to “cuisine”.
ACTIVITY 3

- Let them discuss this kind of cuisine. “Where are these foods from? Which is Brazilian native cuisine?” After that, tell them to select the Brazilian cuisine by marking the image with “x”;
- Ask students to research the origin of their favorite dishes and tell them to fill out the first and the second column of the chart with their favorite dish and its country of origin, activities 3b and 3c. The answers are personal;
- Ask students to use the information from the chart to express their likes and, after that, to present them to the class.

Curricular Adaptation

- Tell the interpreter to provide the interaction in sign language;
- Tell the interpreter to explore the images and give students opportunity to express their ideas in sign language;
- Ask students to use the word bank notebook and the frame “My favorite dish is pizza. It is an Italian dish.” to create sentences with their favorite dishes.

a) Do you know the cuisine from where you live? Look at the chart below and mark with an X the dishes you can relate to the Brazilian native cuisine:

![Chart of Brazilian Foods](https://source_pixabay.com)

b) Do you know the origin of your favorite dishes? Complete the first column of the chart below with the names of your favorite dishes, then search for the origin of each one of them and fill out the second column.
<table>
<thead>
<tr>
<th>Favorite dish</th>
<th>Country of origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pizza</td>
<td>Italy</td>
</tr>
<tr>
<td>Sushi</td>
<td>Japan</td>
</tr>
</tbody>
</table>

c) Now use the information from the chart to express your likes. Follow the example:

My favorite dish is pizza. It is an Italian dish.
My favorite dish is sushi. It is a Japanese dish.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

d) Now present your favorite dishes to the class.

**ACTIVITY 4**

- Read the text and ask students to fill out the gaps with words from the box;
- Ask students to circle the words they don't know in the text and to look up in the dictionary;
- Ask students to answer the questions according to the text on how Brazilian cuisine was created and who brought oriental spices to Brazil;
- Ask students to match the name of the main spices used in Brazilian cuisine in each picture;
- Ask students to complete the sentence with the words they saw in the last activity.

**Curricular Adaptation:**

- Do the pre-reading of the text using some questions like what they know about the topic of a text?
- Elicit students to explain in sign language the meaning of the keywords:

  tastes – cuisine – ingredients – spices – cultures – food

- Ask the interpreter to construct the meaning of the words that students don’t know;
- Ask students to use the word bank notebook as support and add new words;
- Ask the interpreter to read the text in sign language for the students to fill out the blanks.
a) Listen to your teacher’s reading of the following text and complete the gaps with words from the box.

| tastes – cuisine – ingredients – spices – cultures – food |

Brazil has an original and expressive cuisine. For more than 500 years, Brazilians assimilated and transformed the European cuisine, specially the Portuguese, with _spices_ brought by the colonizers of Asia (China and India) and adding _ingredients_ from the African and native-born cuisines. [...] It was the _cultures_ exchanges, therefore, the union of distinct ways and life experiences, ethnicities and _cuisine_, the mix of _tastes_, forms and scents, that created a new and rich _food_: the Brazilian cuisine.


b) Circle the words you don’t know in the text and look up for them in a dictionary.

c) According to the text, how was Brazilian cuisine created?

_It was created by the exchange of cultures, the union of distinct ways and life experiences._

d) Who brought the orient spices to Brazil?

_The colonizers from Asia._

e) Match the name of the main seasonings and spices used in the Brazilian cuisine to its picture.
f) Complete the sentences with the words you saw in the last activity.

1. My father likes to eat his acarajé with lots of pepper.
2. I like to put oregano over my pesto pasta.
4. We love to eat onion rings.
5. We use garlic to season the feijoada.
6. Salt is very used in any cuisine to add flavor to food.
ACTIVITY 5

- Ask students to mark with an X or write in the notebook the type of food they eat most;
- Ask students to compare their answers with a partner and answer the following question;
- Ask students to work in pairs and complete in their notebook the first column of the chart with dishes or food they and their family cook at home;
- After that, ask students to fill the second column with the seasonings they use to cook;
- Ask students to write in their notebooks the sentences using the information from the chart in the last activity;
- The answers are personal. Motivate students to share their answers.

Curricular Adaptation

- Ask students to teach to classmates some signs about food;
- Tell the interpreter to provide the interaction with the classmates using the word bank notebook to help the students improve their English vocabulary;
- Ask students to use the word bank notebook and the frame “At home, we season the rice with salt and garlic” to create their own sentences.

a) In the chart below, there are some of the most consumed foods in Brazil. Mark with an X those you consume.

<table>
<thead>
<tr>
<th>Meat</th>
<th>Fruit</th>
<th>Vegetables</th>
<th>Grains and cereals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef (X)</td>
<td>Banana (X)</td>
<td>Beet ( )</td>
<td>Chickpea ( )</td>
</tr>
<tr>
<td>Chicken ( )</td>
<td>Strawberry ( )</td>
<td>Potato ( )</td>
<td>Peas ( )</td>
</tr>
<tr>
<td>Fish ( )</td>
<td>Tomato ( )</td>
<td>Carrot (X)</td>
<td>Beans (X)</td>
</tr>
<tr>
<td>Pork ( )</td>
<td>Pineapple ( )</td>
<td>Cucumber (X)</td>
<td>Rice (X)</td>
</tr>
</tbody>
</table>

Source: Pixabay

b) Compare your chart to a friend’s and answer:
1. Which food did you have in common?
2. Was there any food none of you marked? Which one(s)?
3. Is there any other food you frequently consume at home? Which one(s)?

c) In pairs, complete the first column of the chart with dishes or food you and your family cook at home. Then, fill the second column with the seasonings you use to prepare them. Follow the example.

<table>
<thead>
<tr>
<th>MY DISHES/FOOD</th>
<th>MY SEASONINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice</td>
<td>Salt, garlic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MY FRIEND'S DISHES/FOOD</th>
<th>MY FRIEND'S SEASONINGS</th>
</tr>
</thead>
</table>


d) Now write sentences using the information from the chart in the last activity. Follow the example.

At home, we season the rice with salt and garlic.
At Juliana's home, they season the rice with salt and garlic.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
ACTIVITY 6

- Read the text with the students;
- After that, let students answer the questions related to the text;
- Ask students to form groups to search the typical dishes in São Paulo;
- Ask students to choose a dish and register everything they found about it. This research must contain: the name of the dish, the place and time where it was originated, a short description and interesting facts. It is possible to present the research to the school community using posters or PowerPoint presentations;
- Ask students to use the text as an example to present their dishes;
- Now ask students to go back to the KWL chart in Activity 1a and fill out the third column.

Curricular Adaptation

- Ask the interlocutor to provide the interaction with the class;
- Tell deaf students to participate using sign language to share their ideas;
- Tell deaf students to use the word bank notebook to contribute to the search;
- Ask students to participate in the presentation for the classmates in sign language as well.

a) Read the following text:

The base of the typical São Paulo’s cuisine carries characteristics of the beginning of the settlement on Paulista land, a result of the encounter of native-born and European cultures through the first Portuguese colonizers. Over the centuries, influences from other people added new colors and flavors to the way people eat in São Paulo.

[…] The traditional Virado à Paulista, a mixture of corn flour and beans, was also originated at the time of the first colonizers, being part of their “survival kit” during travels.


b) According to the text, what is Virado à Paulista?

It’s a mixture of corn flour and beans.

c) Have you ever eaten Virado à Paulista?

Yes, I have / No, I haven’t.

d) Is there any Brazilian traditional dish you like? Which one?

Yes, there is. I like pão de queijo.

e) In groups, do a search about the typical São Paulo’s dishes. Choose a dish and take notes of everything you find about it. You must add:

1. The name of the dish;
2. The place and time of its origins;
3. A short description of the dish;
4. Interesting facts.

f) Present your search to your friends using posters or PPT presentations. Use the text below as an
example to present your dish:

The dish we chose is **Virado à Paulista**. It was originated **around the XVI century** in **Brazil**. The base of the dish is a **mixture of beans, manioc flour, fat, garlic and onion**. It is served **with rice, cabbage, fried egg, fried banana, crackling and fried sausage**.

| Image: Pixabay |

**ACTIVITY 7**

- Let the students read the text;
- Ask students to circle the words they don’t know;
- After that, ask students to look up in a dictionary;
- Ask students to answer the questions related to the text and write sentences indicating the American dishes they also eat in Brazil. The answers may vary.

**Curricular Adaptation**

- Ask students to read the text with the word bank notebook as support;
- Use the instructions of this guide’s introduction to explore the text and help students to construct in their mind their own storyboard (registration of the main images of the text) about the text;
- Ask students to signal their storyboard in sign language;
- Ask students to draw their storyboard in their notebook;
- Ask students to add new keywords in the word bank notebook;
- Use the grammar wheel that was constructed on the first activity as support for the students to read the questions about the text, answer and review the WH;
- Ask students to use the word bank notebook and the frame “In Brazil, we eat fried chicken too” to create their own sentences.
a) As you could see, we can learn a lot about the history of a nation through its cuisine. In Brazil, the cuisine was influenced by many other cultures, especially the European, due to the colonization process. Now, let’s study about other cultures. Read the following text and don’t forget to circle the words you don’t know and look up for them in a dictionary.

The United States is a nation of immigrants; only Native Americans can claim North America as their ancestral home. Other Americans or their ancestors came to this land, creating what many call “the melting pot.” These immigrants brought with them the traditions of their homeland—including their agricultural practices, food preferences, and cooking methods. [. . .] While there may be no perfect definition of traditional American cooking, dishes such as clam chowder, chili, gumbo, fried chicken, crab cakes, lobster rolls, Buffalo wings, corn on the cob, potato salad, hamburgers, hot dogs and apple pie would be on most lists.


b) According to the text, how immigrants influenced the American cuisine?
These immigrants brought with them the traditions of their homeland.

c) What is the definition of traditional American cooking?
There may be no perfect definition of traditional American cooking.

d) Which American dishes do we also consume in Brazil?
We consume hot dogs, hamburgers and fried chicken.

e) Write sentences indicating the dishes from the text you also eat in Brazil. Follow the example:

In Brazil, we eat fried chicken too.

1. Brazil has hot dog lovers.

2. There is boiled corn on the cob to eat on the beach.

3. We love hamburgers!

4. My mother prepares a delicious potato salad.
ACTIVITY 8

- Ask students to name each image of the USA’s popular dishes;
- Ask students to work in pairs and talk to their partner about their favorite dishes, using the frames (activity 8b).

Curricular Adaptation

- Ask the interpreter to encourage students to use the word bank notebook and the grammar wheel to organize the sentences and construct their phrases as a model;
- Review the vocabulary that students learned and encourage them to write some sentences using the frames (activity 8b);
- Tell the interpreter to provide the interaction with the classmates.

a) Name each USA's popular dish.
b) In pairs, talk to your friend about your favorite dishes. Use the frames below:

[Image]

ACTIVITY 9

- With the students, read the pancake recipe;
- Ask students to make a list with the *ingredients* of the recipe and the *kitchenware* they will need.

Curricular Adaptation

- Ask students to make a list of ingredients and add new words to the word bank notebook;
- Encourage the students to make the pancake recipe in their house and share some pictures with the class.

a) Pancakes are very popular and traditional in the USA, and people usually eat it for breakfast. It is delicious and a fast dish to prepare. Read the recipe below:
# Pancake Recipe

## Ingredients

1. 1 egg;
2. 1 1/4 cups of milk;
3. 1/2 spoon of salt;
4. 1 spoon of white sugar;
5. 1 cup of flour;
6. 2 spoons of butter;
7. 2 spoons of baking powder.

## How to Prepare

1. In a bowl, mix the flour, the salt and the baking powder;
2. Then, add the milk, the egg and the butter. Stir everything until you get a creamy mixture;
3. Warm a skillet over medium heat. Brush a little oil on it before adding the mixture. Put 2/3 of a ladle in the skillet and wait until little bubbles start popping from the pancake, then turn it and let the other side cook. It is ready!
4. You can add anything you like to your pancakes as toppings: fruit, condensed milk, honey, jam, etc.
a) When we are cooking, among other things, we need ingredients and kitchenware (everything we use to cook, such as knives, bowls, pans, etc.). Make a list in your notebook with the ingredients and kitchenware from the recipe above.

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
<th>KITCHENWARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egg</td>
<td>Bowl</td>
</tr>
<tr>
<td>Milk</td>
<td>Skillet</td>
</tr>
<tr>
<td>Salt</td>
<td>Spoon</td>
</tr>
<tr>
<td>White sugar</td>
<td>Cup</td>
</tr>
<tr>
<td>Flour</td>
<td></td>
</tr>
<tr>
<td>Butter</td>
<td></td>
</tr>
<tr>
<td>Baking powder</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY 10**

- Students will prepare a cooking fair;
- Ask students to form groups and choose one of the suggested countries from the box;
- Motivate students to research the cuisine of the country they chose. Following the instructions given, tell them to make posters with pictures of the dish(es) and information. Set a date for the cooking fair; if it is possible, ask students to bring the dish for tasting;
- Present the dish(es) to classmates;
- Ask students to use the frame as a guide;
- Tell students that, at the end of the cooking fair, they will answer the questions from activity 10b.

**Curricular Adaptation**

- Tell the interpreter to provide the interaction with the classmates and promote the inclusion of the deaf students;
- Construct with the students a script for their research;
- Give deaf students the opportunity to show in sign language their research.
a) In this unit, you studied the different types of cuisine and the way they are connected to people’s culture and history. Now, it is time for you and your friends to get your hands dirty and prepare a cooking fair! First, in groups, choose one of the following countries:

<table>
<thead>
<tr>
<th>Japan</th>
<th>France</th>
<th>Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>Peru</td>
<td>Angola</td>
</tr>
<tr>
<td>India</td>
<td>Spain</td>
<td>Italy</td>
</tr>
</tbody>
</table>

b) Now, you and your group will do a search about the cuisine of the country you chose. Follow the instructions:

1. Select one (or more) dish(es) from the selected country;
2. Search everything about this/these dish(es): origin, history, recipes, ingredients, and interesting facts;
3. Make posters with pictures of the dish(es) and information;
4. Did any cuisine surprise you? Which one? ____________________________________________________________________________

EXPANSION ACTIVITIES

Here you will find more activities for you to expand, review, and reinforce the content studied in this unit. Each of the following exercises is divided according to the activity they are related to, so be careful to not do exercises you haven’t studied yet in your student’s learning guide.
ACTIVITY 2

- Ask students to find words in the word search. You will find the answers below.

In the word search below, find the words from the box related to cuisine.


**ACTIVITY 3**

- Ask students to research the origin of dishes and make sentences following the example;
- Ask students to research the origin, type, scientific name, and dishes of the food in the chart.

a. Write the origin country of the dishes below.

b. Write sentences indicating the origin country of each dish from the last activity. Follow the example:
   1. **Ramen** is a Japanese dish.
   2. **Kibe** is a Lebanon dish.
   3. **Jalebi** is an Indian dish.
   4. **Esfhia** is a Syrian dish.
   5. **Dhokla** is an Indian dish.
   6. **Tempura** is a Japanese dish.
   7. **Tofu** is a Japanese dish.
   8. **Risotto** is an Italian dish.

c. Search and complete the chart with the information asked about each food. Follow the example:

<table>
<thead>
<tr>
<th>FOOD</th>
<th>TYPE</th>
<th>ORIGIN</th>
<th>SCIENTIFIC</th>
<th>DISHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ramen</td>
<td></td>
<td>JAPAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kibe</td>
<td></td>
<td>LEBANON</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jalebi</td>
<td></td>
<td>INDIA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Esfia</td>
<td></td>
<td>SYRIA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dhokla</td>
<td></td>
<td>INDIA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tempura</td>
<td></td>
<td>JAPAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tofu</td>
<td></td>
<td>JAPAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risotto</td>
<td></td>
<td>ITALY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME</td>
<td>Type</td>
<td>Origin</td>
<td>Scientific Name</td>
<td>Activity</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>--------------</td>
<td>--------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Cocoa</td>
<td>Fruit</td>
<td>Central America</td>
<td><em>Theobroma cacao</em></td>
<td>Cake, pie</td>
</tr>
<tr>
<td>Basil</td>
<td>Herb</td>
<td>India</td>
<td><em>Ocimum basilicum</em></td>
<td>Pesto</td>
</tr>
<tr>
<td>Cinnamon</td>
<td>Tree</td>
<td>Sri Lanka</td>
<td><em>Cinnamomum verum</em></td>
<td>Cake, spice, tea</td>
</tr>
<tr>
<td>Yuzu</td>
<td>Fruit</td>
<td>China</td>
<td><em>Citrus ichangensis</em></td>
<td>Tea, cake</td>
</tr>
<tr>
<td>Wheat</td>
<td>Cereal grass</td>
<td>Turkey</td>
<td><em>Triticum dicoccum</em></td>
<td>Flour</td>
</tr>
</tbody>
</table>

**ACTIVITY 4**

- Draw students' attention to the writing activity 4a. It is an opportunity for them to practice spelling. You will find the solution in the activity;

- Discuss with students what kind of spices their mothers use to prepare dishes. Tell them to fill out the chart from activity 4b. Answers are personal and may vary;

- Ask students to fill out the chart indicating the type of dish people usually cook with each food from the box. The answers may vary.

**a.** The following sentences were written without space between the words. Rewrite them using the proper space. Follow the example:

1. **WENEEDTOPUTMORESALTINTHEFEIJOADA.**
   - *We need to put more salt in the feijoada.*

2. **BASILISMYFAVORITESEASONING.**
   - *Basil is my favorite seasoning.*

3. **ILOVEMOZZARELLAPIZZAWITHLOTSOFOREGANO.**
   - *I love mozzarella pizza with lots of oregano.*
4. MYMOTHERSEASONSTHERICEWITHGARLIC.
   My mother seasons the rice with garlic.

5. IALWAYSORDERONIONRINGSWHENIEATOUT.
   I always order onion rings when I eat out.

6. ILIKEMYACARAJEWITHALITTLEPEPPER.
   I like my acarajé with a little pepper.

7. MYSISTERLIKESTOSEASONMEATWITHCHIVESANDSOMEGINGER.
   My sister likes to season meat with chives and some ginger.
8. **SWEET RICE WITH SOME CINNAMON IS DELICIOUS.**

   *Sweet rice with some cinnamon is delicious.*

b. People season their dishes differently according to their taste and culture. Complete the chart by indicating the seasonings you use in each of the following dishes:

<table>
<thead>
<tr>
<th>DISH</th>
<th>SEASONINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice</td>
<td>Garlic and salt</td>
</tr>
<tr>
<td>Chicken</td>
<td>Cinnamon, salt, pepper, and oregano</td>
</tr>
<tr>
<td>Beans</td>
<td>Onion, garlic, and cilantro</td>
</tr>
<tr>
<td>Pork</td>
<td>Chives, pepper, lemon, and salt</td>
</tr>
<tr>
<td>Potato salad</td>
<td>Salt, pepper, and oregano</td>
</tr>
</tbody>
</table>

c. Compare your chart with a friend.

d. People also use food for different types of dishes. Fruits, for example, can be used to make sweet dishes (like cakes and pies), or savory dishes (like salads and sauces). Complete the chart below by indicating the type of dish you usually cook with each food from the box.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomato</td>
<td>Apple</td>
<td>Pumpkin</td>
<td></td>
</tr>
<tr>
<td>Potato</td>
<td>Cherry</td>
<td>Avocado</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Passion fruit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mango</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Carrot</td>
<td></td>
</tr>
</tbody>
</table>

e. Search for and find examples of dishes that can be made using the food from the last activity. Then, share them with your friends.
ACTIVITY 5

- Ask students to write sentences using the words in the bubbles. Call student’s attention to the colors of the bubbles – it is a tip for them.

a. Use the words from the bubbles to write sentences. Follow the example:

1. I like to eat fish and chicken.
2. Ramen is a Japanese dish.
3. I am 14 years old.
4. She is 13 years old.
5. We season rice with garlic.
6. We eat fried chicken too.
7. We love feijoada.
8. My favorite dish is pizza.

9. Did any cuisine surprise you?

10. Savory and sweet dishes.

**ACTIVITY 6**

- Ask students to search for typical breakfast and lunch menus from Japan, the United States, and Mexico. There are many options for the answers according to their research. See some examples on the chart 6a.
- Responses to activity 6b may differ according to student research.
a. Search for and write common breakfast and lunch menus considering the profile of the following students:

| Name: Keiko Otsuka  Age: 14 years old  Country: Japan |
| Description: Keiko is a middle-schooler in Tokyo, Japan. She studies from 8:45 am to 3:15 pm. She usually has breakfast at home and lunch at school. |

**Menu**

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed rice with either ikura or uni; eggs with furikake; pickled vegetable salad; grilled fish and miso soup.</td>
<td>Rice; protein (fish, chicken, beef, etc.); vegetables; soup and milk.</td>
</tr>
</tbody>
</table>

| Name: Alisha Davis  Age: 16 years old  Country: United States |
| Description: Alisha is a high school student in Alabama, USA. She studies from 8:00 am to 3:00 pm. She usually has breakfast at home and lunch at school. |

**Menu**

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold cereal; hot cereal; toast; bagels; yogurt; coffee; butter; jelly; cream cheese, eggs, and bacon.</td>
<td>Salad; sandwich; pasta; soup or anything quick and affordable.</td>
</tr>
</tbody>
</table>
**Name:** Gloria Gonzáles  
**Age:** 15 years old  
**Country:** Mexico  
**Description:** Gloria is a high school student in Saltillo, Mexico. She studies from 8:00 am to 1:00 pm. She usually has breakfast at home and lunch at school.

### Menu

#### Breakfast
- Sweat breads or Conchas; red papaya; tamales, eggs and coffee or hot chocolate.

#### Lunch
- Rice or noodles; meat, chicken, or seafood; beans and corn tortillas.

---

b. Share your breakfast menus with your friends. You can use the text below as an example:

According to my research, **Keiko**’s breakfast menu would include **miso soup**. For lunch she could have some **rice** because in **Japan** people eat more **vegetables**.

c. Now use the information you found during the last activity and answer the questions:

1. Did you find any food in common between Keiko Otsuka’s and Alisha Davis’ menus? Which ones?
   
   Yes, I found soup for lunch.

2. Did you find any food in common between Keiko Otsuka’s and Glória Gonzáles’ menus? Which ones?
   
   Yes, I found eggs and rice.
3. Did you find any food in common between Alisha Davis' and Glória Gonzáles' menus? Which ones?
   Yes, I found eggs and coffee.
ACTIVITY 7

- Ask students to research American and Brazilian cuisine and write their findings on the visual organizer (2a). Use the words to make sentences on activity 2b. You will see some suggestions below.

a. Search for complete the visual organizers with dishes or foods you can relate to the American and Brazilian cuisine.

b. Now use the words from the visual organizer to write sentences relating the dishes and foods to its cuisine. Follow the example:

- **Blueberry** is a common **fruit** in **American cuisine**.
- **Feijoada** is a common **dish** in **Brazilian cuisine**.

1. My mom always prepares tapioca for our breakfast.

2. Grandma prepares a delicious Mac & Cheese on Thanksgiving Day.

3. People season acarajé with hot pepper.

4. Paulistanos usually eat Virado à Paulista on Tuesdays.

5. At Brazilian parties, it is easy to find brigadeiro.
6. I prefer to eat Apple Pie as dessert on Sundays.
ACTIVITY 8

- Ask students to unscramble the words to write correct sentences.

a. Unscramble the words to write the sentences. Follow the example.

1. I want pancakes for breakfast.
2. My sister loves fried chicken.
3. Waffles with ice cream are delicious.
4. I don’t like corn dogs.
5. Mac & Cheese is very common on Thanksgiving.
6. My grandma makes a delicious apple pie.
7. **My mother wants to eat lobster rolls.**

8. **My brother makes the best corn dogs.**
ACTIVITY 9

- Ask students to use the verbs and write sentences in the imperative mood. There are some examples in activity 9a.
- Encourage students to research traditional recipes with their families. They must transcribe the recipes in English in activity 9b. The answers are personal.

---

a. Use the verbs below to write sentences in the imperative form. Follow the example:

1. Mix
   Mix the milk, the eggs, and the butter.

2. Warm
   Warm a cup of water, please! I want some tea.

3. Bake
   Bake the cake for 10 minutes.

4. Cut
   Cut the dough into 4 slices.

5. Add
   Add a liquid mixture to the dry ingredients of your recipe.

6. Stir
   Stir 1 tsp. salt into 1 cup all-purpose flour.

7. Boil
   Boil until cabbage is fully cooked. It will be delicious!
8. Prepare

*Prepare a new recipe in a different language, it is good for your brain.*

b. Ask someone in your family for a recipe. It can be something you usually make, or a special recipe you make on special dates. Write in the chart below the name of the dish, the ingredients and use the imperative form to give the instructions about how to prepare it.

<table>
<thead>
<tr>
<th>Recipe:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingredients:</td>
</tr>
</tbody>
</table>
### ACTIVITY 10

- Ask students to search the ingredients used to prepare the dishes and their origin.

#### a. Complete the charts with the information being asked about each dish.

| Red velvet cake | Ingredients:  
| | 2 cups of flour;  
| | 1 cup of cocoa powder;  
| | 2 tablespoons of butter;  
| | 2 tbs of oil;  
| | 1 tbs of buttermilk;  
| | 1 teaspoon of gel food coloring;  
| | 4 eggs;  
| | **Filling:** cream cheese.  
| | **Origin country:** USA.  

Image: Pixabay
## Cheesecake

**Ingredients:**
- 3 eggs;
- 1 tsp of vanilla extract;
- 1 cup of sour cream;
- 1 cup of sugar;
- 2 pounds of cream cheese.

**Cracker crust:**
- 1 pack of cracker crust and 1 tbs of butter.

**Origin country:** Greece.
LÍNGUA ESTRANGEIRA MODERNA

TEACHER’S LEARNING GUIDE – 3º BIMESTRE

This Volume has activities to be developed during the third bimester of the school year. Besides the Student’s Learning Guide with directions in each activity (remember you can add or adjust the activities according to the needs of the group), you will find in the box below explanations about the approach / methodology as well as the skills / abilities needed to be developed by students aligned to Currículo Paulista and Base Nacional Comum Curricular. You will also find Adaptação Curricular para o estudante Surdo which brings important suggestions that will help you while preparing/adapting your lessons.

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

<table>
<thead>
<tr>
<th>Culture/Content/Cognition (Learning Outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Draw engineering designs in order to find solutions to real life situations;</td>
</tr>
<tr>
<td>• Predict results and implement planned strategies;</td>
</tr>
<tr>
<td>• Apply tests about engineering, physics and chemistry and evaluate their results;</td>
</tr>
<tr>
<td>• Use frames to present data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Language of learning: (Key Vocabulary)</th>
<th>Language for Learning: (Functions &amp; structures)</th>
<th>Language through Learning (Incidental &amp; revisited - Recycled Language During the Lesson)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Test, experiment;</td>
<td>• Tornados are strong.</td>
<td>• Interesting;</td>
</tr>
<tr>
<td>• Water, bottle, dish washer detergent, glitter, spoon, food coloring, egg, paper straws, plastic tape, potato, wire, copper, coin, balloon, plastic bag, cotton, rubber band, paper, string, zinc nail, scissors, light bulb;</td>
<td>• Our experiment was/ wasn’t successful because ___.</td>
<td>• Hard;</td>
</tr>
<tr>
<td>• Biomass, propane, coal, battery, photosynthesis.</td>
<td>• I think the LED light bulb generated light because ___.</td>
<td>• Accident;</td>
</tr>
<tr>
<td></td>
<td>• We could improve this experiment by ___.</td>
<td>• Better;</td>
</tr>
<tr>
<td></td>
<td>• Battery is an example of chemical energy.</td>
<td>• Useful.</td>
</tr>
<tr>
<td></td>
<td>• The experiment I liked the most was the ___.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Because _______________.</td>
<td></td>
</tr>
</tbody>
</table>
The template above contains some concepts taken from Content and Language Integrated Learning – CLIL. It is an approach or method, which integrates the teaching of content from the curriculum with the teaching of a non-native language. CLIL sometimes is referred to ‘4 Cs’ as components:

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

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

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

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

There are three parts on Student’s Learning Guide:

1. **“Culture/Content/Cognition (Learning Outcomes)”** indicates teaching aims that will be developed by students. In the cognitive process students will develop aims to integrate culture, content and communication.¹

2. **“Communication” follow** the idea from Michael Halliday (1976) that identifies three major simultaneous relationships between language and learning.
   - Language OF learning uses language coming from the content areas such as science or social studies. It involves the type of discourse used by experts such as mathematicians, historians, and scientists. This can be modeled, collaboratively constructed, and finally used independently through a gradual release of responsibility sequence (Fisher and Frey, 2013; Gibbons, 2009). This includes vocabulary.
   - Language FOR learning identifies the purpose for using the language. These are language functions such as speech acts used in comparing, summarizing, describing concepts and processes. They can be introduced in the form of sentence frames (i.e., It is .... in.... / If ..., then....) (Kinsella, 2013; Shafer

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¹ The text was adapted from BENTLEY, K. The TKT Course CLIL Module. Cambridge University Press, 2010.
Willner, 2013).
- Language THROUGH learning is developed on demand, within the learning task. This type of language is supported within dialogic, academic conversations because it is recycled, practiced, and becomes more precise the more it is used (Zwiers, 2014).

3. “Instruments for Assessment” suggests a different focus of assessment on areas of subject content and on communication skills, cognitive skills and practical skills. Teachers need to put learners at the center of the process and to find out what standards are achievable when they study subject content in non-native language\(^2\). It is important to make sure your objectives, learning activities, and assessment indicators are aligned. You assess the learning objectives, not the activities.

**A INTERFACE ENTRE A LÍNGUA INGLESA E OUTRAS ÁREAS DO CONHECIMENTO**

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

**Habilidades**

(EF09LI01) Fazer uso da língua inglesa para expor pontos de vista, argumentos e contra-argumentos, considerando o contexto e os recursos linguísticos voltados para a eficácia da comunicação.

(EF09LI02) Compilar as ideias-chave de textos por meio de tomada de notas.

(EF09LI09) Compartilhar, com os colegas, a leitura dos textos escritos pelo grupo, valorizando os diferentes pontos de vista defendidos, com ética e respeito.

(EF09LI13) Reconhecer, nos novos gêneros digitais (blogs, mensagens instantâneas, tweets, entre outros), novas formas de escrita (abreviação de palavras, palavras com combinação de letras e números, pictogramas, símbolos gráficos, entre outros) na constituição das mensagens.

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

**Habilidades**

(EF08CI17*) Discutir e propor o uso da energia de modo confiável, sustentável, moderno e economicamente acessível para todos.

(EF08CI02) Planejar e construir circuitos elétricos com pilha/bateria, fios e lâmpada ou outros dispositivos e compará-los aos circuitos elétricos residenciais.

(EF09CI02) Identificar e comparar quantidades de reagentes e produtos envolvidos em transformações químicas, estabelecendo a proporção entre as suas massas.

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

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

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

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

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

○ Peça ao estudante que providencie um caderno para ser utilizado como banco de palavras.

○ Converse com o interlocutor sobre a função deste caderno. Durante as aulas, o interlocutor, orientado pelo(a) professor(a), auxiliará o estudante na construção do conceito (significado e significante) de cada vocábulo em língua estrangeira, sendo registrado no banco de palavras, que ao longo do ano será utilizado como fonte de consulta para a realização de atividades.

○ Defina qual será o vocabulário enfatizado durante a aula. Separe o vocabulário por classe gramatical, a princípio inicie com substantivos e verbos e com o passar do tempo inclua as demais de acordo com a sua intencionalidade, pronomes, adjetivos, advérbios e numerais; (Cabe pontuar que em Libras usa-se poucas conjunções, preposições e artigos, pois estão incorporados às palavras que se referem).

○ Ao longo da aula, defina com o estudante e o interlocutor uma cor para a classe gramatical que estará em estudo, pois será utilizada no decorrer das aulas subsequentes.

○ O estudante deverá pintar a palavra, o interlocutor fará a construção em libras do significado do vocábulo e só então a palavra nova irá para o banco de palavras do estudante.

○ O segredo não é pintar muitas palavras ou todas de determinada classe gramatical em um único dia, mas a qualidade da discussão e construção do significado, para isso, utilize recursos visuais, vídeos, imagens e ou simulações de cenas teatrais com a participação dos estudantes ouvintes promovendo o engajamento do estudante surdo. Estimamos que se o estudante se apropriar de cinco (5) palavras em uma aula, ao longo de um bimestre, dezesseis (16) aulas, serão oitenta palavras (80), que ao longo do ano se tornarão duzentas e quarenta (240). Depois que ele se apropriar deste movimento, o céu será o limite. Esta estratégia pode ser utilizada com a turma toda!

○ Quando a palavra já estudada aparecer em aulas posteriores, não deverá ser pintada, mas consultada no banco de palavras e neste momento é hora de verificar se houve a apropriação do vocabulário.

○ Por fim, COMEMORE com seu estudante cada conquista! Eleve a autoestima dele construindo laços de afetividade. Desta forma, o aprender será prazeroso e permanente, pois o que toca a emoção, negativamente ou positivamente é perpetuado. Acesse o link abaixo para entender um pouco mais:

ACTIVITY 1

By the end of this bimester, students will have done some experiments. So, it is important to do some agreements with the group. The students need to be active and protagonists of their actions in order to develop the experiments.

Warm up

a) Write a KWL Chart on the board. (What I know - What I want to know - What I have learned)
   - Elicit from students what they know about experiments;
   - Ask students to fill out the first and the second columns;
   - Fill out the first and the second column on the board asking the answers from students (the KWL chart is a useful tool to be used in the beginning, during and after a lesson or unit);
   - Talk to students that in this unit they will do some experiments;
   - By the end of the lesson/unit go back to the last column and ask them to write what they have learned about the topic. The information students will give you is very important and can be used as assessment, or part of a recovery plan, according to their needs.

Curricular Adaptation

- Ask interpreter to signal what the deaf students knows about experiments;
- Ask interpreter to signal the teacher and classmates’ voices all the time to guarantee the inclusion of deaf students;
- Select the keywords with the interpreter that the students will be able to learn and contribute to their learning process;
- Ask interpreter to make a grammar wheel with the deaf students to use every single class to consult:

Teacher Sam
- Use the link shorturl.at/oxEWZ to get the real grammar wheel template and https://youtu.be/QAc75fEswKM (Teacher Sam’s channel) to see the video about it.

ACTIVITY 1
a) What do you know about experiments? Fill out the first and the second columns of the KWL chart.

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I want to know</th>
<th>What I have learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

ACTIVITY 2
In this activity students will understand the purpose of scientific experiment.

- Read the definition of “experiment” to students and elicit what they know about it;
- Give time to students to discuss and individually answer questions B, C, D on their notebooks.
- Ask students to share their answers. Possible answers:

Curricular Adaptation

- Ask student to read the text with the word bank notebook as support;
- Use the instructions of the introduction of this guide to explore the text and help students to construct in their mind own storyboard (registration of the main images of the text) about the text;
- Ask students to signal their storyboard in sign language;
- Ask students to draw their storyboard in your notebook;
- Ask students to add new keywords in the word bank notebook;
- Use the grammar wheel that had contructed on first activiy to read the questions about the text, answer and review the WH.
- If the student don’t have the chart with WH in their word bank notebook ask to student to make a draw to represent each WH like the model below. This chart will support him/her to do others activities:
a) Read the following definition of “experiment”. You can also take the 7th grade’s volume 1 of the student’s learning guide to help you answer the questions.

“A test done in order to learn something or to discover if something works or if it is true.”

Source: [https://dictionary.cambridge.org/pt/dicionario/ingles/test](https://dictionary.cambridge.org/pt/dicionario/ingles/test)

b) What are experiments used for?
Experiments are used to test ideas/ formulas/ substances.

c) What kind of professionals make experiments?
Scientists do experiments

d) Can anybody do experiments?
Yes, anybody can do experiments.

e) Have you ever made an experiment? If so, what have you done?

ACTIVITY 3

In this activity, students will explore the vocabulary needed to explain the experiments they will do during this unit.

Individually, or in pairs, ask students to name each picture using the words from the box:
● Read the words to students ask them to repeat after you;
● Point to each picture and ask students to read the words You can write the words on the board and make corrections if necessary.

Individually, or in pairs, ask students to complete the sentences using the words from the last activity.
● Give students the opportunity to read and complete the sentences;
● Write the sentences on the board and ask students to read their answers. Read each sentence to students and ask them to repeat after you. Solution:
Curricular Adaptation

- Use the instructions of the introduction of this guide to explore the vocabulary;
- Ask interpreter to review the words of word bank notebook. Ask to students to read every single class to memorize the vocabulary;
- Remember to ask the students of to register new words in the word bank notebook like the explanation in the introduction of this guide;
- Do the pre-reading of the images Explain the mean of the keywords
- Ask Interpreter to explain the activity in Brazilian sign language;

Ask students to complete the sentences using the word bank notebook.

a) You don’t need professional items to do experiments. It is possible to do it using things you can find at home. Name each material in the chart below with words from the box.

```
FOOD COLORING – EGG – PAPER STRAWS – PLASTIC TAPE – WIRE – COPPER COIN
```

![Chart with materials](Source: Pixabay)

b) Complete the following sentences with words from the chart:

1) We must add food coloring into the water.
2) Sabrina, mix the liquid using the spoon.
3) Be careful, don’t drop the egg.
4) You must spin the water inside the bottle.
5) Use the glitter to decorate your project.
6) Paper straws are better for the environment.
In this activity, students will have the opportunity to realize the relevance that an experiment has to different kinds of professions and its preparation process.

a) First, present to students the guiding question. You can write it on the board and elicit students what they know about engineers and their work.
   - Ask students to think about ways of solving the problem presented to them;
   - Write their ideas on the board.

b) Now, individually, ask students to draw on their notebooks an egg protector design using only the materials listed in the box.
   - Give time to students to think and draw their own designs;
   - Ask students to share their ideas.

c) In groups of three, ask students to read each other designs and evaluate it. They have to classify from 1 to 10 considering the instructions found in Activity 4c.
   - Fill out the chart with the grades and see which has received more votes;

d) Give time to the groups to discuss the characteristics of the winner design.

Curricular Adaptation
- Tell the interpreter to signal the instructions of the activity;
- Ask students to explain what they understood about the activity;
- Ask interpreter to provide the interaction in the group and encourage the group to learn some signs of Brazilian sign language. This action can make students protagonists;
- Ask students to write down the new words in the word bank notebook.

a) One of the reasons why professionals make experiments is to find solutions. Usually, an experiment is made to answer a question. Engineers, for example, make many questions in order to solve problems and find better solutions for many things. In this activity, pretend you are an engineer and think about:

Is it possible to protect an egg from a 2 meters fall?

b) Now, using only the materials from the boxes below, think about a way to protect an egg from a 2 meters fall. Draw the design of your project. Remember: you have to design something to protect the egg.

- Balloons;
- A plastic bag;
- Plastic tape;
- Paper straws;
- Cotton;
- Rubber bands;
- Sheets of paper;
- Meters of string.
c) Now, in groups of three, share your design with your friends. Evaluate each design and give a grade to them (from 1 to 10), considering that: from 1 to 4, the project will not work; from 5 to 6, there is a chance the project will work; and from 7 to 10, the project has good chances of being successful.

<table>
<thead>
<tr>
<th>Project designer</th>
<th>Successful rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me</td>
<td></td>
</tr>
</tbody>
</table>


d) Whose design had a better evaluation and why?

e) Now, your teacher will organize the materials you will need for the next activity and establish a date to bring them to school.

**ACTIVITY 5**

In this activity, students will have the opportunity to do the experiment. Previously you must decide where the experiment can be made. You will need a place where everybody can see the tests from a safe distance. The floor should be flagged in paper with a target on it.

a) Divide the class in groups and give them time to build their projects.

b) When the projects are ready:
   - Ask students to play odd or even to know who will start testing;
   - The groups choose one student to represent them;
   - One by one, ask the leader to let the egg protector fall on the target;
   - Advise students to take notes of the results on their notebooks;

c) Ask students to use their notes to complete the lab report.

d) Ask students to present their lab reports in English (you can help them with pronunciation).
   - Encourage students to use the language.

e) Let students answer the questions with impressions they got during the experiment.
Curricular Adaptation

- Ask students to take notes of the results using the word bank notebook as support;
- Ask students to add the new keywords in the word bank notebook and use it to complete the activity;
- Ask students to make their own storyboard with subtitle (registration of the main images of the activity) about the experiment;
- Ask students to explain their storyboard in sign language;

a) It is time to put into practice the project which had a better evaluation in Activity 4c. Get together with your group and start making the egg protector. Be careful to not break the egg during this process.

![Egg Protectors](https://pixabay.com/en/eggs-protectors-colorful-easter-750868/)

Source: Pixabay.

b) Now that your project is ready, it is time for one of the most important steps in an experiment: test it! Follow the instructions:

1. Wait until your teacher prepares the testing area;
2. Establish an order for the group’s presentation;
3. Pay attention to every group presentation and make notes on your notebook;
4. Test your project. Hold your egg protector 2 meters high and then drop it;
5. What happened?

c) Considering your group’s result, answer the lab report:
d) Present your lab report to the class.
e) Now, answer the questions about your test:

1. What was the most useful material? ____________________
2. What was the useless material? ____________________
3. Considering your test results, how would you improve your project? __________

ACTIVITY 6
In this activity, students will have the opportunity to increase their knowledge about tornadoes.

Read the tornado definition to students and elicit what they know about it.

- Let students talk about tornadoes and improve their vocabulary.

Ask students to complete the visual organizer with words they can relate to “tornadoes”.

- Give time to students to write on their visual organizers;
- Make a visual organizer on the board. Ask students to share their answers and write them on the board.

Individually, ask students to write sentences using the words they have selected for their visual organizers.

- Ask students to read, share their sentences and encourage them to use English

Curricular Adaptation

- Ask interlocutor to provide the interaction with the classmates about tornadoes;
- Ask students to mark in the chart the pictures they can relate to the definition;
- Ask students to complete the visual organizer with words they can relate to “tornadoes” in sign language. After, help them to write in English and complete the visual organizer.
a) Read the text:

“A strong, dangerous wind that forms itself into an upside-down spinning cone and is able to destroy buildings as it moves across the ground.”


b) Which of the following pictures illustrates the definition?

![Three pictures with red X marks and one without](https://source_pixabay.com)

Source: Pixabay

c) Complete the visual organizer with words you can relate to tornadoes.

![Visual organizer](visual_organizer.png)

d) Now, use the words from the last activity to write sentences. Follow the example:

Tornadoes are **strong**.

1. Tornadoes are natural disasters.
2. Tornadoes are dangerous because they can destroy cities.
3. A strong wind that can hit the ground.
4. It is possible to imagine a disaster caused by tornadoes.
ACTIVITY 7

In this activity, students will have the opportunity to do an experiment: “Tornado in a bottle”; previously, decide where the experiment can be made. You will need a place where everybody can see the tests. Set up a date to bring the needed materials;

Divide the class in groups of three in order to do the experiment;
- Follow the instructions;
- Ask students to observe what happens and take notes;

Ask students to use their notes to fill out the lab report;
Ask students to share their lab reports;
- Give time to students to prepare their presentation and help them with pronunciation;
Ask students to present their lab report in English.

Curricular Adaptation

- Ask interlocutor to provide the interaction with the classmates and teacher;
- Ask students to take notes of the results using the word bank notebook as support;
- Ask students to add the new keywords in the word bank notebook and use it to complete the activity;
- Ask students to make their own storyboard with subtitle (registration of the main images of the activity) about the experiment;
- Ask students to explain their storyboard in sign language.

a) Did you know you can have your own tornado inside a bottle? For this activity, make groups of three students and organize with your teacher when and how you will gather the materials needed for this experiment.

Tornado in a bottle

What you will need:
- A transparent plastic bottle;
- Water;
- Glitter;
- Dish washer detergent.

Source: Pixabay.

b) In groups, get ready to make your tornado in a bottle. Follow the instructions:

1. Fill 3/4 of the bottle with clean water;

2. Add three or four drops of dish washer detergent;
3. Throw some glitter in the water;
4. Close the bottle very tightly;
5. Now, hold the bottle and quickly spin it in a circular movement for a few seconds;
6. Put the bottle over a table and watch the result.

c) What happened during this experiment? Answer the lab report:

<table>
<thead>
<tr>
<th>LAB REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The experiment worked. ( )</td>
</tr>
<tr>
<td>2. The experiment didn’t work. ( )</td>
</tr>
<tr>
<td>The circular movement didn’t create anything. ( )</td>
</tr>
<tr>
<td>The circular movement created a real tornado. ( )</td>
</tr>
<tr>
<td>The circular movement created a water vortex. ( )</td>
</tr>
<tr>
<td>3. The glitter was used to simulate water particles found in real tornados. ( )</td>
</tr>
<tr>
<td>The glitter was used to simulate the debris and dust found in real tornados. ( )</td>
</tr>
<tr>
<td>4. The water keeps spinning in the bottle because of gravity. ( )</td>
</tr>
<tr>
<td>The water keeps spinning in the bottle because of magnetism. ( )</td>
</tr>
<tr>
<td>The water keeps spinning in the bottle because of centripetal force. ( )</td>
</tr>
</tbody>
</table>

d) Read your lab report and check your answers with your friends and your teacher.

ACTIVITY 8

In this activity, students will review what they have learned during the second bimester of the school year and deepen vocabulary about electricity. Present the pictures and the sentences to students, they can elaborate different sentences and show to their classmates.

- Elicit from students what they remember about electricity, renewable and non-renewable energy sources.

- Ask students to unscramble the words and write the sentences.
- Ask students to read their sentences and write them on the board. You can make corrections if necessary.

Curricular Adaptation

- Ask students to use the word bank notebook to remember the vocabulary about electricity;
- The structure of phrases in sign language does not always follow the structure of oral languages. Give one example to them: I need electrical energy to charge my computer;
- Ask interpreter to help students to unscramble the other sentences thinking the structure of phrases in English.
a) As you studied in the last bimester, electricity is a secondary source of energy used to charge up many things such as smartphones, televisions and light bulbs. Let's remember a few things about electrical energy. Tick the true statements about electrical energy.

![Source: Pixabay.](image)

Solar energy is a non-renewable source of energy. ( )
Hydropower is a renewable source of energy. ( )
Natural gas can be used to generate electrical energy. ( )
Wind is one of the natural sources of energy that can't be converted into electrical energy. ( )
Geothermal energy is a secondary source of energy. ( )
Nuclear power is a primary source of energy. ( )

b) Check your answers with your friends and your teacher.

c) Put the words in the right order to unscramble the sentences.

<table>
<thead>
<tr>
<th>my computer.</th>
<th>I need</th>
<th>to charge</th>
<th>electrical energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I need electrical energy to charge my computer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>smartphones.</td>
<td>We need</td>
<td>our electrical energy</td>
<td>to charge</td>
</tr>
<tr>
<td>2. We need electrical energy to charge our smartphones.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>home.</td>
<td>at electricity</td>
<td>They want</td>
<td>to save</td>
</tr>
<tr>
<td>3. They want to save electricity at home.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY 9**

For this activity you can talk to the science teacher and work together. Students will have the opportunity to do an experiment: "The potato battery".
First, decide where the experiment can be done. You will need a place where everybody can see the tests. After that, choose a date to bring the materials needed. In order to do this experiment, it is recommended...
to use low voltage LED light bulbs (0.072W). Also, only one potato is not enough to light the light bulb, but let students test it using only one potato first. After that, explain to them they will have to make a **circuit**. In other words, they will have to repeat the procedure connecting four or five potatoes.

In groups, ask students to do the experiment following the instructions.

- Ask them to take notes on their notebooks about the process and the results.
- Ask students to complete the lab report.
- Encourage students to present the lab report in English;
- Ask students to do a search about the energy produced in the experiment and complete the text.
- Ask students to share their findings;
- Ask students to compare their results and ideas to the other groups.

**Curricular Adaptation**

- Ask students to take notes of the results using the word bank notebook as support;
- Ask students to add the new keywords in the word bank notebook and use it to complete the lab report;
- Ask students to make their own storyboard with subtitle (registration of the main images of the activity) about the experiment;
- Ask students to explain their storyboard in sign language.

a) Light bulbs need electricity in order to generate light, but did you know you can light a light bulb using a potato? For this activity, form groups of three. Your teacher will tell you when and how you will gather the materials needed for the last experiment of this unit.

**The potato battery**

What you will need:
- One big potato;
- One zinc nail;
- One copper coin (5 cents coins);
- 20 cm of copper wire;
- A LED light bulb;
- Pointless scissors.

Image: Pixabay.

b) Get your group together and carefully follow each step:

1. Get the potato and make a circular hole in the middle (4.3 X 2.3 cm);
2. Now, take the copper wire and remove the plastic cover from both edges (6 cm);
3. Use the uncovered wire to wrap the zinc nail and the copper coin (one at each side);
4. Insert half the coin into one edge of the potato and half the zinc nail on the opposite side;
5. Finally, it is time to test your experiment. Put the LED light bulb in the potato’s hole you have made in the beginning and see what happens.

c) Fill out the lab report about the Potato Battery experiment:
d) Present your lab report to the class.

e) Do a search and complete the sentences below.

The energy produced by the potato battery is called **chemical** energy.
This type of energy is converted into **electricity** by electron transfer.
The two metals (zinc and **cooper**) react with each other and the potato to form a **small electric current**.
The LED light bulb uses this energy in order to generate **light**.

Source: Pixabay

f) Compare your answers with a friend and check them with your teacher.

**ACTIVITY 10**
In this activity, students will have the opportunity to increase their knowledge about “Chemical energy”. Read the definition of Chemical energy to students. If possible, access the link to learn more about this type of energy;
- Give time to students present their ideas about chemical energy and read the text;
Explore the vocabulary from chemical energy using the pictures.
- Ask students to connect each picture to the word they can relate to it;
- Read the words to students and ask them to repeat after you;
- Ask students to share their answers;
- Ask students to write the sentences using the words from the last activity;
- Ask students to share their sentences and write them on the board. You can make corrections if necessary.
Curricular Adaptation

- Ask interpreter to signal the text;
- Ask students to circle the words that they know;
- Ask interpreter to explore the images to explain the meaning of new words in sign language;
- Ask students to use the word bank notebook to write sentences.

a) Read the text.

“Chemical energy is energy stored in the bonds of atoms and molecules. Batteries, biomass, petroleum, natural gas and coal are examples of chemical energy. Chemical energy is converted to thermal energy when people burn wood in a fireplace or burn gasoline in a car engine.”


b) Considering what you read in the previous activity, name each of the following examples of chemical energy.

Source: Pixabay.

c) Use the words from the last activity to write sentences. Follow the example:

**Battery** is an example of chemical energy.

1. **Biomass** is organic materials that comes from plants and animals.
2. **Propane** is used for heating and cooking.
3. **Coal** is a hard rock which can be burned.
4. **Food** provides nutritional support for an organism.
5. **Photosynthesis** is a process used by plants and other organisms to convert light energy into chemical energy.
ACTIVITY 11

In this activity students must check their learning progress.

- Encourage students to check the experiments they have done in this Unit;
- Ask them to answer the questions.
- Ask students to share their answers.
- Discuss with the class the most relevant topics.
- Ask students to go back to the KWL Chart on Activity 1a and fill out the third column;

Curricular Adaptation

- Ask students to use the word bank notebook as support to answer the activity 11.

a) In this unit, you had the opportunity to plan, design and test different experiments. About the experiments you and your friends did, answer the questions:

1. Which experiment did you like the most? Why?
The experiment I liked the most was the_____________________________________.
Because_____________________________________.

2. Which was the most difficult experiment(s)? Why?

_____________________________________.

Source: Pixabay.
b) Share your answer with your friends.
c) Go back to the KWL chart in Activity 1a and fill out the third column.

EXPANSION ACTIVITIES

Here you will find more activities to expand, review, and reinforce the content you studied in this unit. Each of the following exercises is divided according to the activity they are related to, so be careful to not do exercises you haven’t studied yet in your student’s learning guide.

ACTIVITY 2

a) Mark with an “X” only in the situations describing experiments.

1. A zoologist is observing a wild tiger in its habitat. ( )
2. An engineer is making tests with a new device he has invented. (x)
3. A doctor is examining a very sick patient. ( )
4. A physicist is putting into practice one of his theories and recording the results. (x)
5. A pharmaceutical scientist is testing the reaction of a new drug he developed. (x)

ACTIVITY 3

a) Read the following definitions from The Cambridge Dictionary and relate the words from the box to each one of them.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Very small pieces of shiny material used to decorate the skin or used by children to make pictures.”</td>
<td>GLITTER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. “Thin metal thread with a layer of plastic around it, used for carrying electric current.”</td>
<td>WIRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. “A round vegetable that grows underground and has white flesh with light brown, red, or pink skin, or the plant on which these grow.”</td>
<td>POTATO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. “A container for liquids, usually made of glass or plastic, with a narrow neck.”</td>
<td>BOTTLE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. “A long, narrow strip of material that is sometimes sticky on one side.”</td>
<td>PLASTIC TAPE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. “An object consisting of a round, hollow part and a handle, used for mixing, serving, and eating food.”
   **SPOON**

6. “A chemical substance in the form of a powder or a liquid for removing dirt from clothes, dishes, etc.”
   **DETERGENT**

5. “A thin tube made of plastic or waterproof paper that is used to suck liquid into the mouth.”
   **PAPERSTRAWS**

b) Write sentences using the words given. Follow the example:

1. Egg / make
   **My mother uses eggs to make cakes.**

2. Potato / eat Possible answers
   **I love to eat potato.**

3. Paperstraw/use
   **I only use paperstraw.**

4. Detergent/wash
   **I use detergent to wash my hands.**

5. Bottle / recycle
   **I recycle soda bottles.**

6. Water / save
   **I save water at home.**

7. Glitter / decorate
   **I use glitter to decorate my drawings.**

8. Spoon / cook
   **I cook with a spoon.**

10. Plastic tape / fix
9. Food coloring / make

I like to make food coloring.

10. Plastic tape / fix
ACTIVITY 4
You can use plastic tape to fix small things.
   a) Do a search about engineers and complete the chart below with the information being asked. Possible answers from the 7th grade material – 1st bimester:

<table>
<thead>
<tr>
<th>Engineer</th>
<th>What do engineers do?</th>
<th>Where do they work?</th>
<th>What kind of experiments do they do?</th>
<th>What solution would you like to find if you were an engineer?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Fid solutions to real life problems; • Try to learn how the world works; • make observations and look for interesting patterns; • use experiments to try to answer questions and solve problems; • learn things through research.</td>
<td>• They work in labs, companies, government.</td>
<td>• Experiments to find solutions • Build prototype</td>
<td></td>
</tr>
</tbody>
</table>

2. ____________________________________________________________________________
ACTIVITY 5

a) Unscramble the words to write sentences.

<table>
<thead>
<tr>
<th>useful</th>
<th>plastic bag</th>
<th>the least</th>
<th>The</th>
<th>was</th>
<th>material</th>
</tr>
</thead>
</table>

1. The plastic bag was the least useful material.

<table>
<thead>
<tr>
<th>Cotton</th>
<th>my project</th>
<th>in</th>
<th>material</th>
<th>useful</th>
<th>was</th>
<th>The most</th>
</tr>
</thead>
</table>

2. Cotton was the most material in my project.
3. We didn’t use the rubber bands.

4. We used the balloons to protect the egg.

5. The sheets of paper were the least useful material.

b) Read the chart below and write sentences pointing the most and least useful materials for each group. Follow the example.

1. For group 1, the most useful material was cotton and the least useful was the rubber band.

2. For group 2, the most useful material was the and the least useful was the .

3. For group 3

4. 
ACTIVITY 6

a) Do some search about tornadoes using books or the internet to answer the questions in the chart below.

<table>
<thead>
<tr>
<th>TORNADOES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are tornadoes?</td>
</tr>
<tr>
<td>How tornadoes are formed?</td>
</tr>
<tr>
<td>What are the most known tornadoes?</td>
</tr>
</tbody>
</table>

b) Present your chart to the class.

ACTIVITY 7

a) In the sentences below, there are words causing problems in understanding. Find those words, circle them, and then rewrite the sentences making the corrections. Follow the example:

1. I need to buy a bottle of eggs.
   I need to buy a bottle of **water**.

2. Tornadoes are formed by water.
   Tornadoes are formed by **wind**.

3. I need to buy a debris of water.
   I need to buy a **bottle** of water.

4. She likes to decorate her projects with detergent.
   She likes to decorate her projects with **glitter**.

5. People can’t live without tornadoes.
   People can’t live without **water**.
ACTIVITY 8

a) The following sentences were written with no space between the words. Rewrite them with the proper space. Follow the example:

1. WENEEEELECTRICITYTODOMANYTHINGS.
   We need electricity to do many things.

2. SOLARENERGYCANBECONVERTEDINTOELECTRICITY.
   Solar energy can be converted into electricity.

3. IALWAYSSAVEELECTRICITYATHOMEBYTAKINGSHORTSHOWERS.
   I always save electricity at home by taking short showers.

4. IONLYCHARGEMYSMARTPHONEONCEADAY.
   I only charge my smartphone once a day.

5. HYDROPOWERISTHEMAINSOURCEOFENERGYINMYCOUNTRY.
   Hydropower is the main source of energy in my country.

6. WINDISANATURALSOURCEOFENERGY.
   Wind is a natural source of energy.

7. WE DON’THAVENUCLEARPOWERPLANTSINBRAZIL.
   We don’t have nuclear power plant in Brazil.

b) Do a search to complete the charts about the most used sources of energy around the world. Answers may vary:

1. **NUCLEAR ENERGY**

   Nuclear power is the use of nuclear reactions that release nuclear energy to generate heat, which most frequently is then used in steam turbines to produce electricity in a nuclear power plant. Nuclear power can be obtained from nuclear fission, nuclear decay and nuclear fusion reactions.

   **What are the benefits of this type of energy?**
   - One of the most low-carbon energy sources.
   - It also has one of the smallest carbon footprints.
   - It’s one of the answers to the energy gap.
   - It is essential to our response to climate change and greenhouse gas emissions.
   - Reliable and cost-effective.
What are the disadvantages?

Expensive to Build. Despite being relatively inexpensive to operate, nuclear power plants are incredibly expensive to build—and the cost keeps rising. ... Accidents. ...

Produces Radioactive Waste. ...

Impact on the Environment. ...

Security Threat. ...

Limited Fuel Supply.

Which countries use this type of energy?

Sweden.

Spain. ...

Belgium. ...

India. ...

Czech Republic. ...

Switzerland. ...

Finland. The Olkiluoto 3 nuclear power plant is being built next to the existing Olkiluoto 1 and 2 plants on Finland’s western coast. ...

Japan.

How much electric energy does it produce in a day?

The amount of electricity that a power plant generates during a period of time depends on the amount of time it operates at a specific capacity. For example, if the R.E. Ginna reactor operates at 582 MW capacity for 24 hours, it will generate 13,968 megawatthours (MWh). If the reactor generated that amount of electricity every day of the year, it would generate 5,098,320 MWh. However, most power plants do not operate a full capacity every hour of every day of the year. In 2018, the R.E. Ginna nuclear power plant actually generated at total of 4,689,440 MWh

Wind turbines use blades to collect the wind’s kinetic energy. Wind flows over the blades creating lift (similar to the effect on airplane wings), which causes the blades to turn. The blades are connected to a drive shaft that turns an electric generator, which produces (generates) electricity.

**What are the benefits of this type of energy?**

The main advantages include an unlimited, free, renewable resource (the wind itself), economic value, maintenance cost, and placement of wind harvesting facilities.

**What are the disadvantages?**

- Wind turbines depend on a suitable wind speed in order to generate electricity.
- If wind speed is below a certain threshold, turbines depend on other forms of electricity generation in order to operate.
- Planning permission can be hard to get hold of for onshore wind farms due to the visual impact of the turbines.
- The complexity of manufacturing offshore wind farms makes it a much more costly method than onshore wind farms.
- Wind turbines generate a lot less power than the average fossil fuelled power station, requiring multiple wind turbines to be built in order to make an impact.

**Which countries use this type of energy?**

World’s top 10 countries in wind energy capacity

1. China. China has a installed capacity of 221 GW and is the leader in wind energy, with over a third of the world’s capacity.
2. United States. The US comes second with 96.4 GW of installed capacity.
3. Germany.
4. India.
5. Spain.
6. United Kingdom.
7. France.
8. Brazil.

**How much electric energy does it produce in a day?**

For example, a turbine with a rated capacity of 1.5 megawatts and efficiency factor of 25 percent would be expected to produce as follows: 365 * 24 *
1,500 (kW) * .25 = 3,285,000 kilowatt hours per year. This calculation assumes wind availability at 24 hours a day all year around.

Source: https://www.ewea.org/wind-energy-basics/faq/ > 28/07/2020

3. NATURAL GAS

Natural gas is a fossil energy source that formed deep beneath the earth's surface. Natural gas contains many different compounds. The largest component of natural gas is methane, a compound with one carbon atom and four hydrogen atoms (CH4).

What are the benefits of this type of energy?
Natural gas is environmentally friendly because it burns cleaner than other fossil fuels. It's safer and easier to store when compared to other fossil fuels. Natural gas is extremely reliable, unlike electric power that can be knocked out during a storm. Natural gas is less expensive than other fossil fuels.

What are the disadvantages?
Natural gas is a non-renewable source of energy. This means that one day we will run out of natural gas. Burning gas produces carbon dioxide gas. ... Burning gas can pollute the air. Like coal, much of our gas has to be imported.

Which countries use this type of energy?
Here are some of the most natural gas consuming countries around the world:
Japan. They consumed 116.8 billion cbm of gas in 2013. ...
China. China has consumed 161.6 billion cbm of gas in 2012. ...
Iran. They beat China by a small margin at 162.2 billion cbm of gas. ...
Russia. ...
United States of America.

How much electric energy does it produce in a day?
According to the EIA, in 2017, the average annual electricity consumption for a U.S. residential home customer was 10,399 kilowatt hours (kWh), an average of 867 kWh per month. That means the average household electricity consumption kWh per day is 28.9 kWh (867 kWh / 30 days).
Hydropower, or hydroenergy, is a form of renewable energy that uses the water stored in dams, as well as flowing in rivers to create electricity in hydropower plants. The falling water rotates blades of a turbine, which then spins a generator that converts the mechanical energy of the spinning turbine into electrical energy. Hydroelectric power is a significant component of electricity production worldwide.

**What are the benefits of this type of energy?**

Hydropower is fueled by water, so it’s a clean fuel source, meaning it won’t pollute the air like power plants that burn fossil fuels, such as coal or natural gas. Hydroelectric power is a domestic source of energy, allowing each state to produce their own energy without being reliant on international fuel sources.

**What are the disadvantages?**

- Environmental Consequences. The environmental consequences of hydropower are related to interventions in nature due to damming of water, changed water flow and the construction of roads and power lines. ...
- Expensive. ...
- Droughts. ...
- Limited Reservoirs

**Which countries use this type of energy?**

China produces the most electricity from hydroelectric power, some 856.4 billion kilowatt hours a year – more than double the amount produced by Brazil, in second place. The top three is completed by Canada, which produces 376.7 billion kilowatt hours a year.

Source: <https://www.weforum.org/agenda/2015/10/which-countries-produce-the-most-hydroelectric-power/#:~:text=China%20produces%20the%20most%20hydroelectric%20energy%2C%20some%20856.4%20billion%20kilowatt%20hours%20a%20year.>

**How much electric energy does it produce in a day?**

Hydropower is the most efficient way to generate electricity. Modern hydro turbines can...
convert as much as 90% of the available energy into electricity. The best fossil fuel plants are only about 50% efficient. In the U.S., hydropower is produced for an average of 0.85 cents per kilowatt-hour (kwh).
ACTIVITY 10

a) Do a search in order to indicate the type(s) of energy (heat, light, sound, electricity, etc.) the following matters can be converted into.

1. Wood can be converted into heat.

2. Coal can be converted into electricity.

3. Battery can be converted into electricity.

4. Food can be converted into energy.
b) Use the words from the bubbles to write sentences. Follow the example:

1. Food can be converted into energy.
2. Solar energy is a non-renewable source of energy.
3. Nuclear power is a primary source of energy.
4. Tornadoes are strong.
5. What are experiments used for?
6. Battery is an example of chemical energy.
7. Our experiment was successful.
8. It was successful because the egg didn’t break.
9. I didn’t get it.
10. Can you speak slowly.
c) Complete the visual organizer with what you have learned about chemical energy.

- It can damage the environment
- Battery is an example of chemical energy
- It can be converted to electrical energy
- The chemical energy in coal is converted to electrical energy at a power plant
- It is non-renewable