



Área do conhecimento: Linguagens e suas Tecnologias

Componente curricular: Língua Inglesa

Ano/Série: 3.ª Série do Ensino Médio

Prezado(a) Estudante,

Esta **Trilha de Aprendizagem** apresenta possíveis caminhos para o desenvolvimento de habilidades relacionadas ao componente curricular e tem o objetivo de auxiliá-lo(a) na sua rotina de estudos para que você alcance o desempenho esperado.

No decorrer da Trilha, você poderá compreender melhor os temas estudados e ampliar seus conhecimentos, por meio de diferentes estratégias que visam contribuir para o seu processo de aprendizagem.

Segue abaixo a relação de unidades temáticas, objetos de conhecimento e habilidades a serem desenvolvidas.

UNIDADES TEMÁTICAS E OBJETOS DE CONHECIMENTO	HABILIDADES
Reading comprehension	H05 – Associar vocábulos e expressões de um texto em LEM ao seu texto.
	H06 – Associar vocábulos e expressões de um texto em LEM ao seu tema.
	H07 – Relacionar um texto em LEM, as estruturas linguísticas, sua função e seu uso social.
	H08 – Reconhecer a importância da produção cultural em LEM como representação
Grammar	The Passive

1. APROXIMAÇÃO

Assista às videoaulas referentes aos objetos de conhecimento e habilidades, gravadas por seu/sua professor(a) na ferramenta Microsoft Teams.

Registre, em seu caderno, os pontos mais importantes e pause as videoaulas para consultar o livro didático.

2. PERCEÇÃO E PREPARAÇÃO

Após realizar as anotações indicadas na seção anterior, assista aos vídeos sugeridos abaixo e anote os conhecimentos relacionados às habilidades propostas:

Reading comprehension: <https://youtu.be/KxOC0hcEf8Q>

<https://youtu.be/jBkRAG8L12o>

<https://youtu.be/DZaa5Ed-OYs>

<https://youtu.be/hDITq96sSK8>

The Passive Voice: <https://www.youtube.com/watch?v=DeqETCyXpQY&t=29s>

<https://www.youtube.com/watch?v=nkAyggAM1q4&t=621s>

<https://www.youtube.com/watch?v=QTQb42w7oig>

3. AMPLIAÇÃO

Leia notícias em: <https://breakingnewsenglish.com>

<https://www.newsinlevels.com/>

<https://www.bbc.co.uk/learningenglish/english/features/news-report>

4. USO

1. Read the text and answer questions *a* and *b* according to it in Portuguese.

Facebook Scandal

26-03-2018

People are deleting their Facebook accounts following a privacy scandal which hit last week when it was revealed that British consultants from *Cambridge Analytica* collected data of about 50 million Facebook users.

If you took a quiz on Facebook, the quiz collected data about you and all of your friends. The data, which was supposed to be used for academic purposes, allegedly was used by the Trump campaign to create targeted ads and fake news. This practice could have greatly influenced the results of the American presidential election as well as other world elections.

Facebook connects 2.2 billion users across the world, which no other company has been able to do, but some users no longer see Facebook as being secure and are considering deleting their accounts.

Furthermore, since the report came out on last Monday, Facebook stock took a big hit and suffered a 9% decline.

Available at: <https://www.newsinlevels.com/products/facebook-scandal-level-3>. Access on March 28th, 2018.

Glossary: *allegedly* – supostamente; influence – afetar; stock – ações (de investimento)

a) O que pode ter sido usado para coletar dados dos usuários do *Facebook*?

b) Como o *Facebook* foi afetado pelo escândalo?

2. (ENEM 2014)

The Road Not Taken (by Robert Frost)

Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.

Disponível em: www.poetryfoundation.org. Acesso em: 29 nov. 2011 (fragmento).

Estes são os versos finais do famoso poema *The Road Not Taken*, do poeta americano Robert Frost. Levando-se em consideração que a vida é comumente metaforizada como uma viagem, esses versos indicam que o autor

- A) festeja o fato de ter sido ousado na escolha que fez em sua vida.
- B) lamenta por ter sido um viajante que encontrou muitas bifurcações.
- C) viaja muito pouco e que essa escolha fez toda a diferença em sua vida.
- D) reconhece que as dificuldades em sua vida foram todas superadas.
- E) percorre várias estradas durante as diferentes fases de sua vida.

3. (ENEM 2015)

Why am I compelled to write? Because the writing saves me from this complacency I fear. Because I have no choice. Because I must keep the spirit of my revolt and myself alive. Because the world I create in the writing compensates for what the real world does not give me.

By writing I put order in the world, give it a handle so I can grasp it.

ANZALDÚA, G. E. Speaking in tongues: a letter to third world women writers.
In: HERNANDEZ, J. B. (Ed.). **Women writing resistance**: essays on Latin America and the Caribbean. Boston: South End, 2003.

Gloria Evangelina Anzaldúa, falecida em 2004, foi uma escritora americana de origem mexicana que escreveu sobre questões culturais e raciais. Na citação, o intuito da autora é evidenciar as

- A) razões pelas quais ela escreve.
- B) compensações advindas da escrita.
- C) possibilidades de mudar o mundo real.
- D) maneiras de ela lidar com seus medos.
- E) escolhas que ela faz para ordenar o mundo.

TEXTO PARA AS QUESTÕES 04 E 05.

A study carried out by Lauren Sherman of the University of California and her colleagues investigated how use of the “like” button in social media affects the brains of teenagers lying in body scanners. Thirtytwo teens who had Instagram accounts were asked to lie down in a functional magnetic resonance imaging (fMRI) scanner. This let Dr. Sherman monitor their brain activity while they were perusing both their own Instagram photos and photos that they were told had been added by other teenagers in the experiment. In reality, Dr. Sherman had collected all the other photos, which included neutral images of food and friends as well as many depicting risky behaviours like drinking, smoking and drug use, from other peoples’ Instagram accounts. The researchers told participants they were viewing photographs that 50 other teenagers had already seen and endorsed with a “like” in the laboratory. The participants were more likely themselves to “like” photos already depicted as having been “liked” a lot than they were photos depicted with fewer previous “likes”. When she looked at the fMRI results, Dr. Sherman found that activity in the nucleus accumbens, a hub of reward circuitry in the brain, increased with the number of “likes” that a photo had.

The Economist, June 13, 2016. Adaptado.

4. Segundo o texto, como resultado parcial da pesquisa, observou-se que

- A) as fotos com imagens neutras provocaram menor impacto do que as que retratavam comportamento perigoso.
- B) os participantes mostraram tendência a “curtir” uma imagem que já havia recebido número considerável de “curtidas”.
- C) os adolescentes demonstraram certo desconforto, quando solicitados a avaliar fotos produzidas por eles próprios.
- D) as tarefas propostas aos participantes apresentaram limitações, por terem foco exclusivo na rede *Instagram*.
- E) a metodologia adotada no experimento confirmou conclusões de estudos anteriores sobre redes sociais.

5. Conforme o texto, a região do cérebro que se mostrou mais ativa, quando da análise dos resultados da ressonância, corresponde a um sistema de

- A) memória recente.
- B) defesa.
- C) recompensa.
- D) repetição.
- E) inibição.

6. **ANSWER** the questions in PORTUGUESE, accordingly to the text below.

These are fragmental transcriptions of the speech that Malala Yousafzai gave to the United Nations on 12 July 2013, the date of her 16th birthday and "Malala Day" at the UN.



Today is it an honor for me to be speaking again after a long time. Being here with such honorable people is a great moment in my life and it is an honor for me that today I am wearing a shawl of the late Benazir Bhutto. I don't know where to begin my speech. I don't know what people would be expecting me to say, but

first of all thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and new life. I cannot believe how much love people have shown me. I have received thousands of good wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me. I would like to thank my nurses, doctors and the staff of the hospitals in Pakistan and the UK and the UAE government who have helped me to get better and recover my strength.

I fully support UN Secretary General Ban Ki-moon in his *Global Education First Initiative* and the work of UN Special Envoy for Global Education Gordon Brown and the respectful president of the UN General Assembly Vuk Jeremic. I thank them for the leadership they continue to give. They continue to inspire all of us to action. Dear brothers and sisters, do remember one thing: Malala Day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights.

There are hundreds of human rights activists and social workers who are not only speaking for their rights, but who are struggling to achieve their goal of peace, education and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand. So here I stand, one girl, among many. I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated. (...)

Dear sisters and brothers, we realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realized the importance of pens and books when we saw the guns. The wise saying, "The pen is mightier than the sword." It is true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them. This is why they killed 14 innocent students in the recent attack in Quetta. And that is why they kill female teachers. That is why they are blasting schools every day because they were and they are afraid of change and equality that we will bring to our society. And I remember that there was

a boy in our school who was asked by a journalist why are the Taliban against education? He answered very simply by pointing to his book, he said, "a Talib doesn't know what is written inside this book." (...)

Disponível em <https://www.theguardian.com/commentisfree/2013/jul/12/malala-yousafzai-united-nations-education-speech-text>

Acesso em 06 abr. 2017.

a) Por que Malala afirma que o Dia da Malala não é de fato dela, mas de cada garota ou garoto que levantou sua voz em prol dos seus direitos? **EXPLICITE** esse pensamento.

b) Segundo Malala, por que a caneta é maior que a espada? **RELACIONE**, ainda, o poder da mulher neste cenário e como isso pode ser uma ameaça aos extremistas.

"The only solution is education, education, education."

Malala Yousafzai

7. **REWRITE** sentences A – E using passive voice. There are some prompts for you.

a) Stella McCartney designed this wedding dress.

This wedding dress _____

b) Vandals have damaged his car.

His car _____

c) They gave me a farewell present when I left the company.

I _____

d) People associate good looks with a slim, healthy body.

Good looks

e) They may offer Jim a job in the accounts department.

Jim _____

8. **DO** the online practice:

- a) <https://www.perfect-english-grammar.com/passive-exercise-1.html>
- b) <https://www.perfect-english-grammar.com/passive-exercise-2.html>
- c) <https://www.perfect-english-grammar.com/passive-exercise-3.html>
- d) <https://www.perfect-english-grammar.com/passive-exercise-4.html>
- e) <https://www.perfect-english-grammar.com/passive-exercise-5.html>
- f) <https://www.perfect-english-grammar.com/passive-verbs-two-objects-exercise-1.html>

5. FEEDBACK

Entre em contato com o(a) professor(a), por meio da ferramenta Microsoft Teams – Equipe Chat Professor, caso necessite de suporte para utilizar a Trilha de Aprendizagem ou esclarecer dúvidas na realização das atividades.

6. AVALIAÇÃO

As orientações para a Avaliação de Recuperação seguirão posteriormente.