



**Área do conhecimento:** Linguagens e suas Tecnologias

**Componente curricular:** Língua Inglesa

**Ano/Série:** 1.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 e objetos de conhecimento.

UNIDADES TEMÁTICAS	OBJETOS DE CONHECIMENTO
Think green: environment and carbon footprint	Reading: graphs Grammar: articles Vocabulary: materials, energy, recycling and environmental issues
The world of Sports	Grammar: present continuous

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:

Interpreting graphs and tables: <https://www.youtube.com/watch?v=CmPiD89OU3A>

Articles: <https://www.youtube.com/watch?v=IrIFgy8mEzk&t=381s>

<https://www.youtube.com/watch?v=iwfAY0T0ePQ&t=163s>

Materials: <https://www.youtube.com/watch?v=cMQ6HhwY9Ts>

[https://www.youtube.com/watch?v=E6layOy\\_VpA](https://www.youtube.com/watch?v=E6layOy_VpA)

Present Continuous: <https://youtu.be/F2dRBNnKfyY> / <https://youtu.be/ZKqliwc5Eaw>

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

<https://youtu.be/jBkRAG8L12o>

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

## 3. AMPLIAÇÃO

Test your English: <https://www.youtube.com/watch?v=iwfAY0T0ePQ&t=163s>

Play: <https://quizizz.com/join/quiz/5b5f291d1a725c001acb163a/start>

<https://quizizz.com/join/quiz/5ac62af819a4f3001fa6664a/start>

Extra Practice: [http://www.adelescorner.org/grammar/pres\\_cont/pres\\_cont\\_1.html](http://www.adelescorner.org/grammar/pres_cont/pres_cont_1.html)

<https://www.englishmaven.org/HP6/Present%20Tense%20Exercise%2017.htm>

<https://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/simcon1.htm>

[https://www.englishpage.com/articles/articles\\_3.htm](https://www.englishpage.com/articles/articles_3.htm)

<https://usefulenglish.ru/grammar/articles-exercise-one>

## 4. USO

1. (PUC Minas) Read the text.

### Getting real about the high price of cheap food

by Brian Walsh, Friday, August 21st, 2009.

Horror stories about the food industry have been with us since 1906, when Upton Sinclair's novel *The Jungle* told ugly truths about how America produces its meat. Nowadays, things have got much better, and in some ways much worse. The US agricultural industry can now produce unlimited quantities of meat and grains at remarkably cheap prices. But it does so at a high cost to the environment, animals and humans. Some of those hidden prices are the erosion of fertile farmland and the rise of antibiotic-resistant bacteria among farm animals.



Some Americans are noticing such warnings and working to transform the way the country eats—farmers who are raising sustainable food in ways that don't ruin the earth. Documentaries and the work of journalists are reprising Sinclair's work, awakening a sleeping public to the realities of how we eat.

Change is also coming from the very top. First lady Michelle Obama's White House garden has so far raised a lot of organic produce—and tons of powerful symbolism. Nevertheless, despite increasing public awareness and sustainable agriculture, remains a tiny enterprise: according to recent data from the US Department of Agriculture, less than 1% of American cropland is farmed organically. Sustainable food is also pricier than conventional food and harder to find.

Unless Americans radically rethink the way they grow and consume food, they face a future of eroded farmland and high health costs. Sustainable food has an elitist reputation, but each of us depends on the soil, animals and plants. And as every farmer knows, if you don't take care of your land, it can't take care of you.

Retrieved from: [www.time.com](http://www.time.com). Access on: Sep. 24, 2010. (Adapted)

a. What is the criticism to the increased production of grains and meat in the US?

b. What are the two problems concerning sustainable food?

2. **COMPLETE** the sentences with *a*, *an*, *the* or *x* (*no article*).

- a. Are you coming to \_\_\_\_\_ party next Saturday? Everyone is coming.
- b. I bought \_\_\_\_\_ new TV set yesterday.
- c. I think \_\_\_\_\_ man over there is very ill. He can't stand on his feet.
- d. I watched \_\_\_\_\_ video you told me about.
- e. She was wearing \_\_\_\_\_ horrible dress when she met him.
- f. I am crazy about reading \_\_\_\_\_ history books.
- g. She is \_\_\_\_\_ incredible girl.
- h. Do you want to go to \_\_\_\_\_ restaurant where we first met?
- i. He is \_\_\_\_\_ engineer.
- j. He thinks that \_\_\_\_\_ love is what will save us all.

Retrieved from: <http://www.butte.edu/departments/cas/tipsheets/grammar/articles.html>. Access on: 26 Aug. 2019.

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3. In English there are three articles: *a*, *an*, and *the*. Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (*the*) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (*a*, *an*) is used before a noun that is general or when its identity is not known. There are certain situations in which a noun takes no article.

Retrieved from: [https://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-articles-2.php](https://www.myenglishpages.com/site_php_files/grammar-exercise-articles-2.php). Access on: 2<sup>nd</sup> July, 2019.

**FIND** in the text (exercise 1) examples of articles being used according to the rules. Write them here.

- a. The definite article indicates something is specific, known to the reader.
  - b. The indefinite article is used before a noun that is general or mentioned for the first time.
  - c. A noun takes no article because it is uncountable or is in the plural.
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4. **WRITE** the correct form of the verbs. Use *simple present* or *present continuous*.

- a) ' \_\_\_\_\_ Jim \_\_\_\_\_ (come) to party tonight?'  
'I don't know. He \_\_\_\_\_ (have) a terrible headache.'
  - b) 'I \_\_\_\_\_ (think) of my future career these days. Maybe I'll work for some time before going to college.'
  - c) We \_\_\_\_\_ (stay) at my grandma's home this month because our parents \_\_\_\_\_ (have) our apartment painted.
  - d) Jessica \_\_\_\_\_ (not be) a bright student but she always \_\_\_\_\_ (do) her best to achieve her goals.
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5. **COMPLETE** the sentences with the words from the box.

FABRIC – GLASS – METALS – PLASTIC – STONE – STYROFOAM

- a. Beer bottles are usually made of brown or green \_\_\_\_\_. Some people prefer them because they can be recycled.
- b. PET bottles are made of \_\_\_\_\_, and costs very little to produce.
- c. What is the most comfortable \_\_\_\_\_ for clothes, in your opinion?
- d. \_\_\_\_\_ is a trademark brand of closed-cell extruded polystyrene foam, that is used for protection and insulation. They are also used for disposable cups and packaging.
- e. \_\_\_\_\_ walls are a kind of masonry construction that has been used for thousands of years.
- f. \_\_\_\_\_ are usually hard and melt at high temperatures. They're very useful to people and are durable.

## 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.