



Área do Conhecimento:	Linguagens
Componente Curricular:	Língua Inglesa
Ano/Série:	8º Ano do Ensino Fundamental

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	OBJETOS DE CONHECIMENTO	HABILIDADES
ESTRATÉGIAS DE LEITURA	Construção de sentidos por meio de inferências e reconhecimento de implícitos	(BNCC – EF08LI05) Inferir informações e relações que não aparecem de modo explícito no texto para construção de sentidos.
AVALIAÇÃO DOS TEXTOS LIDOS	Reflexão pós-leitura	(BNCC – EF08LI08) Analisar, criticamente, o conteúdo de textos, comparando diferentes perspectivas apresentadas sobre um mesmo assunto.
GRAMÁTICA	Quantificadores	(BNCC – EF08LI16) Utilizar, de modo inteligível, corretamente, some, any, many, much.
	Pronomes relativos	(BNCC – EF08LI17) Empregar, de modo inteligível, os pronomes relativos (who, which, that, whose) para construir períodos compostos por subordinação.

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 ou documento eletrônico, os pontos mais importantes e pause as videoaulas para consultar o livro didático.

2. PERCEPÇÃO E PREPARAÇÃO

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

QUANTIFIERS:

- ▶ <https://www.youtube.com/watch?v=vVZ02KOwgWI>
- ▶ <https://www.youtube.com/watch?v=Ff4pmSCf5sM>
- ▶ <https://www.youtube.com/watch?v=gYHeC6Jap60>

RELATIVE PRONOUNS:

- ▶ <https://www.youtube.com/watch?v=Vlt6dpwTgp8>
- ▶ <https://www.youtube.com/watch?v=fZGeLzgIKQ0&t=1s>
- ▶ https://www.youtube.com/watch?v=cpl0NMAtA_g

3. AMPLIAÇÃO

TEST YOUR KNOWLEDGE:

- ▶ https://agendaweb.org/grammar/any_some-exercises.html
- ▶ https://agendaweb.org/grammar/many_much-exercises.html
- ▶ <https://agendaweb.org/grammar/many-much-few-litte-exercises.html>
- ▶ <https://agendaweb.org/grammar/quantifiers-quantity-exercises.html>
- ▶ https://agendaweb.org/grammar/relative_pronouns_clauses-exercises.html

PLAY:

- ▶ <https://quizizz.com/join/quiz/5a6072833cbd990010a42ff6/start>
- ▶ <https://quizizz.com/join/quiz/5e840d92b4d083001df0ccc3/start>
- ▶ <https://quizizz.com/join/quiz/5eabdf5cfb9281001cfa914f/start>
- ▶ <https://quizizz.com/join/quiz/60d98b3643a529001cc29e74/start>

4. USO

01. **COMPLETE** with quantifiers MANY or MUCH.

a) _____ apples	d) _____ room	g) _____ money
b) _____ books	e) _____ juice	h) _____ cats
c) _____ ice cream	f) _____ houses	i) _____ children

02. **COMPLETE** with quantifiers FEW or LITTLE.

a) _____ apples	d) _____ room	g) _____ money
b) _____ books	e) _____ juice	h) _____ cats
c) _____ ice cream	f) _____ houses	i) _____ children

03. **COMPLETE** with quantifiers SOME or ANY.

- a) Are there _____ apples in the kitchen?
- b) There are _____ books in the car.
- c) Would you like _____ ice cream?
- d) There isn't _____ room left for another bed in my room.
- e) We don't need _____ juice. Thanks.
- f) There aren't _____ houses to rent in my neighborhood.
- g) Do you have _____ money to lend me, Mike?
- h) There are _____ cats for adoption in that shop.
- i) There aren't _____ children at school on weekends.

04. **CHOOSE** the best quantifier according to their use.

FEW – LITTLE – LOT – LOTS – MANY – MUCH

- a) There aren't _____ apples in this fruit salad.
- b) Do you eat _____ meat?
- c) Can you put a _____ more tomatoes in the pasta?
- d) There's a _____ cheese in the fridge for the pizza.
- e) I always have a _____ of sugar in my coffee. I just love sweet drinks.
- f) Doctors say we have to drink _____ of water to be healthy.

SASLOW, J., ASCHER, A. Teen2teen 3 – Student CD-ROM. Oxford: OUP, 2014. (Adapted).

05. Working with Relative Pronouns – **FILL IN** the sentences with which, who, where or whose.

- a) That's the book _____ I told you about.
- b) Barack Obama, _____ wife is a very influential woman, was President of the USA twice.
- c) The restaurant _____ we usually eat is very near our school.
- d) The person _____ I spoke to yesterday is Paula's friend.

06. **JOIN** the sentences using a relative pronoun.

- a) That is the house. I lived there when I was a child.
- b) Lucia lives near me. Her father is a lawyer.
- c) The best sandwich is made in that snack bar. I ate the sandwich.
- d) Our class has a new student. She is really smart.

07. Read the text.

If you're unfamiliar with the concept, music shaming is basically the act of criticizing someone for having musical preferences that differ from your own. [...]

Maybe it's a matter of self-validation, and criticizing someone else's musical taste makes you feel better about your own. [...] Whatever the reason, it's flawed, it's hurtful, and it's just not cool. [...]

Disponível em: <https://www.theodysseyonline.com/why-music-shaming-needs-end>. Acesso em: 29 jul. 2021.

The text implies that music shaming

- A) makes other people feel happy.
- B) Is a new, popular music genre.
- C) shows a form of bullying.
- D) differs from other music.

08. Read this text.



Disponível em: <https://bit.ly/2VcGk2d>. Acesso em: 29 jul. 2021.

What are the different perspectives from this text and the one in question 07?

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.