



Área do conhecimento: Linguagens

Componente curricular: Língua Inglesa

Ano/Série: 9.º Ano do Ensino Fundamental Anos Finais

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
Recursos de argumentação	(EF09LI06) Distinguir fatos de opiniões em textos argumentativos da esfera jornalística. (EF09LI07) Identificar argumentos principais e as evidências/exemplos que os sustentam.
Verbos modais: can, could, would, should, must, have to, may e might	(EF09LI16) Empregar, corretamente, verbos modais para indicar ofertas, pedidos, recomendação, necessidade ou obrigação, proibição e probabilidade.
Orações condicionais (tipos 1 e 2)	(EF09LI15) Empregar, corretamente, as formas verbais em orações condicionais dos tipos 1 e 2.

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. PERCEPÇÃO E PREPARAÇÃO

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

Persuasion: https://youtu.be/nRAAtS4s_Dr8 / <https://youtu.be/msM6CmSGkuk/>
<https://youtu.be/snTxISDNMSQ>

Modal verbs: <https://youtu.be/zdHuotOzWVc> / <https://youtu.be/WemHq-Po9-E>
<https://youtu.be/2JKcJ238UIk> / <https://youtu.be/vuvS5BpmpEA>

Conditionals 1 and 2: https://youtu.be/D7X_WmvJMnA / <https://youtu.be/4uLfgDHeS34>
<https://youtu.be/RB8cDdvj5uc> / <https://youtu.be/wA85Nu5mo68>

3. AMPLIAÇÃO

Reveja recursos de persuasão:

Veja a apresentação com recursos de persuasão no *link*: <https://bit.ly/2xHI2hp>

Teste seus conhecimentos:

<https://agendaweb.org/exercises/verbs/modals/mixed-1>

<https://agendaweb.org/exercises/verbs/modals/mixed-3>

<https://agendaweb.org/exercises/verbs/modals/must-have-not>

<https://agendaweb.org/exercises/verbs/modals/mixed-modals-2>

<https://agendaweb.org/verbs/conditional-first-exercises.html>

<https://www.perfect-english-grammar.com/first-conditional-exercise-1.html>

<https://www.perfect-english-grammar.com/second-conditional-exercise-1.html>

<https://www.perfect-english-grammar.com/modal-verbs-of-ability-exercise-1.html>

<https://www.perfect-english-grammar.com/modal-verbs-of-obligation-exercise-1.html>

<https://www.perfect-english-grammar.com/modal-verbs-of-probability-exercise-1.html>

4. USO

1. **COMPLETE** the sentences with a modal verb.

CAN / MAY / COULD / WOULD / MUSTN'T / SHOULDN'T

- My grandma is 85. When she was younger, she _____ sing really well in church.
 - _____ I come in, Ms. Jones?
 - _____ you do me a favor, Peter? I really need some money.
 - You _____ lie to your parents. It's a bad idea. In the end, they always find out.
 - This is a hospital. You _____ smoke here!
 - _____ you like some help, Jane? Just ask me.
-

2. Modal verbs convey different ideas. **WRITE** the corresponding numbers for the ideas expressed in the sentences in exercise 1.

- | | |
|--------------------|------------------|
| _____ advice | _____ offer |
| _____ past ability | _____ permission |
| _____ prohibition | _____ request |
-

3. **FILL IN** the gaps with the modal verbs **must**, **mustn't**, **have to** or **should**.

- My mother _____ exercise more often to relieve her work stress.
 - Don't forget, Carol! You _____ be at school when the gate opens.
 - Do you _____ send this text right now?
 - You _____ read more instead of using so much technology all the time.
 - You _____ use your cell phone during classes.
-

4. **FILL IN** the gaps with the appropriate modal verbs.

- Susie, I am not sure, but I believe Sandy _____ come home tomorrow. (possibility)
 - That Science project was so difficult that even the most intelligent student _____ finish it. (inability)
 - Martha, _____ you like some ice with your juice? (offer)
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- d. Mom, _____ I go to my room? I'm really sleepy. (permission)
 - e. Hey, Mike, _____ I use your cell phone to call my parents? Mine is dead. (permission)
 - f. Mrs. Roberts, you _____ wait for me inside my office. (possibility/permission)
 - g. Alice, _____ you like to go to the theater with me on Saturday? (invitation)
 - h. Good morning, Ms. Richards! _____ you confirm if you received my e-mail? (request)
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5. Read the text.

IF YOU COULD DO SOMETHING FOR THE WORLD

What would you do if you were rich and famous? Would you stay at home or would you travel? Would you do anything special? Well, some celebrities do many special things, and they help millions of people. Bill Gates, one of the richest people in the world, and his wife, created the *Bill and Melinda Gates Foundation*. It's the largest foundation in the world, and it has \$31 billion to spend on health and education in poor countries. Angelina Jolie and Brad Pitt, the famous actors, give a lot of money to charity. They sold pictures of their twin babies to a magazine for \$14 million! But they gave all the money to charity. And in her role as an ambassador for the United Nations, Angelina visits the world's poorest countries. She wants everyone to know about problems there. Elton John, who has played over 3,000 concerts in over 75 countries, is one of the world's greatest singers. He had seen many of his friends die from AIDS, so he created the Elton John AIDS Foundation. It has raised over \$125 million to support programs on prevention and to help people living with AIDS around the world. But you don't have to be rich and famous to help. Everyone can do something. If you could do something for the world, what would you do?

ANSWER these questions.

- a. Who helped Bill Gates to create a foundation?
- b. What did Angelina Jolie and Brad Pitt sell to get money to charity?
- c. Why did Elton John create a foundation to help people who have AIDS?
- d. Which foundation had more money to help people?

6. **USE** the *First* or *Second conditionals* to complete the sentences below.

- a. Her mother will be very upset if she _____ to the movies by herself. (go)
 - b. I would allow you to take my headphones if you _____ to take good care of them. (promise)
 - c. When you study on regular basis, your results _____. (improve)
 - d. Deborah _____ her vacation abroad if she saved enough money. (spend)
 - e. If you _____ this package by mail today, Sue would get it soon. (send)
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7. **WRITE** advice using *If I were you, ...* and the verbs below.

- a. _____ (eat health food)
 - b. _____ (go running more often)
 - c. _____ (neg; wear it)
 - d. _____ (come home earlier)
-

8. **COMPLETE** the first and second conditionals freely.

- a. Don't eat so much chocolate. If you eat lots of it, _____
- b. I'm not the president of Brazil. If I were, _____
- c. Marina treats me bad because she doesn't like me.
She would treat me better if _____
- d. Yoko has to study for her finals because she still has a chance of passing the school year.
If Yoko doesn't study, _____

5. FEEDBACK

Entre em contato com o(a) professor(a), por meio da ferramenta Microsoft Teams – Canal Individual, 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