

UNIDADE DE CADERNO DIDÁTICO PEDAGÓGICO



**GOVERNO DO ESTADO DO PARANÁ  
SECRETARIA DE ESTADO DA EDUCAÇÃO  
PROGRAMA DE DESENVOLVIMENTO EDUCACIONAL  
UNICENTRO – UNIVERSIDADE ESTADUAL DO CENTRO-OESTE  
NÚCLEO REGIONAL DE EDUCAÇÃO DE PITANGA**

**UNIDADE DE CADERNO DIDÁTICO PEDAGÓGICO**

**A TEORIA ASSOCIADA À PRÁTICA: A TRADUÇÃO INTERSEMIÓTICA E O  
USO DA TV MULTIMÍDIA NAS AULAS DE LÍNGUA INGLESA**

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**IES: UNICENTRO - UNIVERSIDADE ESTADUAL DO CENTRO-OESTE**

O professor de línguas estrangeiras é um profissional em formação contínua; precisa estar sempre se atualizando, não só para acompanhar um mundo em constante mudança, mas também para ser capaz de provocar mudanças. Emancipação, autonomia, diálogo, domínio afetivo, ênfase no desejo do aluno, ruptura com o tradicional, transgressão do currículo, formação integral (...) (LEFFA, 2006, p. 9).

**PITANGA**

**2008/2009**

### **Dear teacher!**

In the pages that follow you will be in contact with a material especially designed and prepared for you. Our main concern was the commitment to bring you a contribution to motivate you to teach and develop your work. We hope to offer you an interesting resource for teaching learning a second language In this case, English.

The aim of this work is to highlight some important issues related to the use of TV Multimedia in the development of English classes. Our theme focuses on Translation Studies, more specifically, inter semiotic translation. The efforts while designing this material gave emphasis on the meaning of words (vocabulary) by contextualizing them in terms of images, colors, in an unconscious ways for the students. Our intension was to make the lessons more interesting for students. If there is no change in the way of teaching, there will be no changes, therefore learn.

In time we remember that the theories which support this materials are Translation Studies, Systemic Functional Linguistics (LSF) as included in the Curriculum Guidelines of the Network of Public Basic Education of the State of Paraná (DCES) The emphasis to produce this material for teachers of English in demonstrates the commitment of scholars to improve the Educational field and at the same time to give new meaning to class.

### **Dear student!**

When learning a second language by this material you will be in touch with activities designed especially for you. Our aim is to involve you in a fascinating subject that is the English Language classes. The proposal suggested here uses a methodology where you need to think, sharpen your knowledge and discover that there are fun ways of acquiring knowledge.

The activities will bring a variety of pictures and images, texts and exercises. Because we believe that the relationship between images and learning that is the success of get more knowledge. One of the advantages in these materials is that you can take advantages of the technological resources available at schools to see this material, you will having fun while getting knowledge. I wish, you dear student, success and that these activities can result in learning and growth helping you to became a citizen.

## Unidade Didática I

### Clothes

Hello! In this unit, we will approach the theme: clothing, types of clothes for boys and girls, clothes that we take in trips, some products for cleaning and the Present Continuous Tense. I hope can count on your participation in all activities. I wish you all a good job!



*"Só pra ficar nu,  
Preciso de sete alfaiates!"*

El Rei Dom Manuel/  
Carlos Saldanha, II, 76

Alguém gostaria de falar sobre a imagem acima?

O que ela significa para vocês?

É correto afirmar que: "Uma imagem vale mais que mil palavras".

Na segunda frase "Só pra ficar nu, Preciso de sete alfaiates!", vocês já conheciam ou ouviram falar dela em outro lugar ou já leram a obra de El Rei Dom Manuel?

















Qual o significado dela? Alguém sabe o que é um alfaiate?

Nos dias atuais a profissão de alfaiate ainda sobrevive, mas poucos persistem em continuar nessa profissão.

E por falar em alfaiate na atividade a seguir, vamos falar sobre roupas para meninos e meninas. Então! Estão prontos para aprender se divertindo?

**Task 1 - Pre-reading**

**I prefer jeans and you?**

Ritinha era uma  -lho +  -olão + ta +  - dos, levada da breca,  - c. Algumas vezes achei que era mesmo hiperativa. Mas de uma coisa todos con +  + vam... Era a  mais  - é + i +  - la da  - da e como  - lo  - do + a bem! Ai que  - l + u +  - os + e do meu tempo de Ritinha, quer dizer: dos meus  - ênis + em +  - ste de  !

**Boys and girls** vestem-se como? Que  - jolos +  - sa de  ?

Os  gostam de roupas  ,  ,  ,  ou tanto faz?  ,  ,  ,  .

E as  ? Gosta de que tipo de roupas?

Vocês sabem dizer como surgiram as roupas?

PS. all pictures were taken from clipart

# ONE WAY



Let's go class!

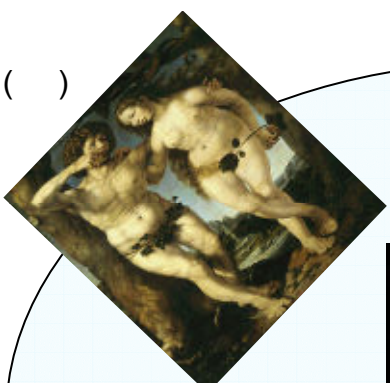


clipart

- ➡ Nas figuras abaixo, retratamos brevemente a história do surgimento das roupas. Você sabe dizer qual foi o primeiro modelo roupa vestido por alguém?
- ➡ Como eram feitas essas roupas e com que tipo de tecido?
- ➡ Que tipo de roupa você prefere? Jeans, shorts, camisa, camiseta, agasalho. Com que roupa você vai para a escola?
- ➡ Vamos enumerar as figuras abaixo pela ordem de acontecimento. Qual dessas roupas surgiu antes e depois?

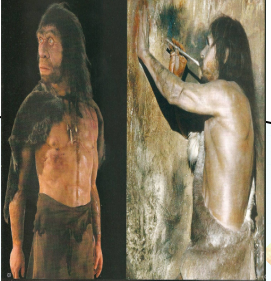
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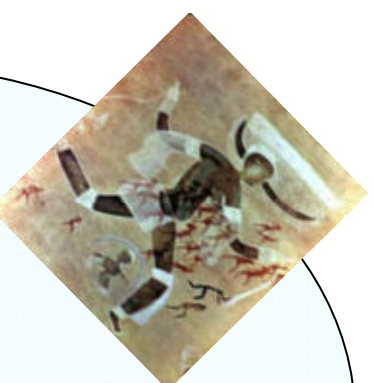
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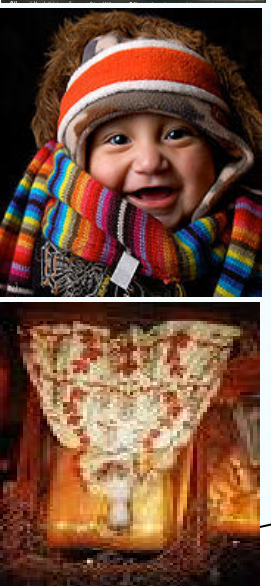
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<http://en.wikipedia.org/wiki/Clothing>

Revista Marie Clair maio/2007

**Reading**

**The functions of the clothes**

Clothing or clothes protect the human body from extreme weather and other features of the environment. It is worn for safety, comfort, modesty and to reflect religious, cultural and social meaning.

The practical function of clothing is to protect the human body from dangers in the environment: weather (strong sunlight, extreme heat or cold, and

precipitation, for example), insects, **noxious chemicals**, **weapons**, and contact with **abrasive** substances, and other **hazards**. Clothing can protect **against** many things that **might injure** the **naked** human body. In some cases, clothing protects the environment from the clothing **wearer** as well (example: **medical scrubs**).

Humans **have shown** extreme **inventiveness** in **devising** clothing solutions to practical problems and the distinction **between** clothing and other protective equipment is not **always clear-cut**; examples include **space suit**, **air conditioned clothing**, **armor**, **diving suit**, **swimsuit**, **bee-keeper's protective clothing**, **motorcycle leathers**, **high-visibility clothing**, and **protective clothing**.

**People** also decorate their **bodies** with **makeup** or cosmetics, **scented perfume**, and other ornamentation; they also **cut**, **dye**, and **arrange** the **hair** on their **heads**, **faces**, and bodies (**see hairstyle**), and **sometimes** also **mark** their **skin** (by tattoos, **scarifications**, piercings). **All** these **decorations** **may** contribute to the **overall effect** and **message** of clothing, but do not constitute clothing.

<http://en.wikipedia.org/wiki/Clothing>

Vocabulary help	
human body – corpo humano	might injure – pode prejudicar
noxious chemicals - produtos químicos	strong sunlight – raios solares
see hairstyle – ver penteados, estilos	to protect - proteger
medical scrubs – uniforme médico cirúrgico	have shown – tem mostrado
clear-cut – bem definido, bem claro,	space suit – macacão para astronautas, roupa espacial
air conditioned clothing – jaqueta com sistema de ar condicionado, roupas térmicas	diving suit – roupa de mergulho
bee-keeper's protective clothing – macacão de apicultor	motorcycle leathers – roupa de couro para motociclista
high-visibility clothing – roupa de alta visibilidade	protective clothing – roupas e equipamentos de proteção
scented perfume – loção perfumada	swimsuit – roupa de banho, maiô
Let's review some important points about the main functions of clothes	

<b>Task 2</b>	<b>Write <u>T</u> for true and <u>F</u> for false:</b>
---------------	--

- ( ) O Vestuário ou as roupas protegem o corpo humano das condições meteorológicas extremas e outras características do ambiente.
- ( ) As roupas podem proteger contra muitas coisas que possam ferir o corpo humano descoberto.
- ( ) Em alguns casos, o vestuário protege conforme o meio de uso, além de vestuário (exemplo: uniforme médico ).
- ( ) A função da roupa não é para proteger o corpo humano dos perigos do meio ambiente.
- ( ) Todas estas decorações podem contribuir para o efeito global da mensagem do vestuário, mas não se constituem como vestuário.
- ( ) As pessoas também decoram seus corpos com maquiagem ou cosméticos, perfumes e outros adornos; eles também cortam, tingem e arrumam o cabelo em suas cabeças, rostos, ...
- ( ) As pessoas também marcam suas peles com tattoos, escarificações e piercings.
- ( ) As roupas são usadas para proteger o corpo, conforto, recato, retratar uma religião, o meio social e cultural.

<b>Task 3</b>	<b>Testing your vocabulary: Find the meaning combining the colors.</b>
---------------	--

- |                               |                        |
|-------------------------------|------------------------|
| meio ambiente - _____         | proteção - _____       |
| em uso - _____                | recato - _____         |
| clima - _____                 | podem - _____          |
| roupas - _____                | conforto - _____       |
| vestuário - _____             | usada - _____          |
| refletir, representar - _____ | armamentos - _____     |
| frio - _____                  | meio, classe - _____   |
| pele - _____                  | calor - _____          |
| efeito - _____                | abrasivas - _____      |
| perigos - _____               | roupa de banho - _____ |
| contra - _____                | sempre - _____         |



corpos - \_\_\_\_\_  
 criatividade - \_\_\_\_\_  
 entre - \_\_\_\_\_  
 cabelos - \_\_\_\_\_  
 cabeças - \_\_\_\_\_  
 rostos, caras - \_\_\_\_\_  
 mensagem - \_\_\_\_\_  
 cortam - \_\_\_\_\_  
 às vezes - \_\_\_\_\_  
 arrumam, arranjam - \_\_\_\_\_  
 decorações - \_\_\_\_\_

riscos - \_\_\_\_\_  
 despido, nu - \_\_\_\_\_  
 armadura - \_\_\_\_\_  
 global, completo - \_\_\_\_\_  
 todas - \_\_\_\_\_  
 pessoas - \_\_\_\_\_  
 maquilagem - \_\_\_\_\_  
 criação - \_\_\_\_\_  
 pintam - \_\_\_\_\_  
 escarificação - \_\_\_\_\_  
 marcam - \_\_\_\_\_

**Task 4** | **Boy's and Girl's clothes.**

Look! The boy and girl need our help to get dressed. Let's help? You know how to help them? Let's cut and paste.

**Task 5** Clothes for boys and girls. Write B for boy's clothes or G for girl's clothes.



( ) dress



( ) hat



( ) T-shirt



( ) sneakers



( ) shoes



( ) skirt



( ) blouse



( ) jeans



( ) socks

➔ We saw in the last task that there are clothes for **boys** and for **girls**. Below are some examples of clothing according to gender, male or female. There are also clothes that are unisex, that boy and girl wear.

**Task 6** Let's check what each one can use. Write B for boy's clothes or G for girl's clothes and write in the central space that is unisex clothes.

**GIRL'S CLOTHES**



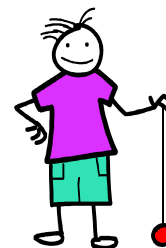
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**UNISEX  
CLOTHES**

Clipart



**BOY'S CLOTHES**



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( ) belt	cinto		( ) T-shirt	camiseta
( ) skirt	saia		( ) cap	boné, gorro
( ) nightgown	camisola		( ) sweatshirt	moletom
( ) sandals	sandálias		( ) briefs	cueca
( ) Jogging suit	agasalho		( ) pants	calça
( ) jeans	calça		( ) tie	gravata
( ) ring	anel		( ) jacket	jaqueta



( ) dress	vestido		( ) boots	botas
( ) sneakers	tênis		( ) shirt	camisa
( ) jacket	jaqueta		( ) cleats	chuteiras
( ) panties	calcinhas		( ) sweater	suéter
( ) bracelet	pulseira		( ) socks	meias
( ) slippers	chinelos		( ) pajamas	pijama
( ) necklace	colar		( ) shorts	calção
( ) panty hose	meia-calça		( ) trousers	calça
( ) bikini	biquíni		( ) shoes	sapatos
( ) shawl	xale		( ) eyeglasses	óculos
( ) earrings	brincos		( ) watch	relógio


<b>Task 7</b>		<b>Can you help Caroline and Gustavo pack their luggages?</b>	
Caroline will spend her vacation in <b>San Carlos de Bariloche</b> , Argentina, but she is having difficulties in making her luggage. Let us help her?		Gustavo won a trip with his parents for a week for <b>Beto Carreiro World</b> and he is also doing his luggage and do not know what to take. Let us help him?	
<p><b>she is having difficulty</b></p>  <p>Clipart</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>he is also doing its suit</b></p>  <p>Clipart</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



➡ Em casa ou na escola as crianças sempre acabam se sujando. Porém estudiosos dizem que elas devem se sujar. Para isso é preciso que os pais tenham paciência, pois terá muita roupa suja pra ser lavada.



### Children have to dirt




1 When  attending , usually some  complain about dirt and patches of paint or mud in their .

2 If the  does not have or does not require the use of the  is good that mothers split some clothes to give greater freedom to them.

3 When the school requires uniforms, it is a good to buy a sufficient quantity to have time to  and leave them in clean to wear.

4  should understand this, because it is very difficult to the teach how to prevent that. Students get dirt , playing in public parks, sand courts or

even  live in a .

5  need to , because the teaching-learning process happens with new friends and  in the kind of relationships they establish with them. It is because they exchange experiences that are very important for their lives.

<http://www.educador.brasilecola.com/> (minha tradução)

➡ Você concorda que as crianças têm que se sujar quando brincam e até mesmo quando estão aprendendo? Que é nessa relação entre amigos e professores que acontece o ensino-aprendizagem? Na Task 07, vamos colocar as frases em ordem, para isso vamos seguir o texto acima. Preste atenção nas figuras que elas nos ajudarão a descobrir a seqüência.

**Task 8**      **The phrases are all out of their seats. Let's put the sentences in order?**

- ( ) Se a escola não possui ou não exige o uso do uniforme é bom que as mães separem algumas roupas para dar maior liberdade aos filhos.
- ( ) Os pais devem ser compreensivos quanto a isso, pois é muito difícil para a professora impedir que os alunos se sujeem, já que tem atividades que envolvem o uso das tintas, argila, atividades físicas, além de brincar no parquinho de areia ou mesmo mexer numa horta.
- ( ) Quando as crianças passam a frequentar escolas, normalmente algumas mães reclamam da sujeira e das manchas de tinta ou terra em suas roupas.
- ( ) Crianças precisam brincar muito, pois o processo ensino-aprendizagem acontece nas relações que elas estabelecem com seus amigos e professores, numa troca de experiências que importantes para sua vida.
- ( ) Quando a escola exige o uniforme, é bom adquirir uma quantidade suficiente para que dê tempo de lavá-los e deixá-los em boas condições de uso.

**What are they doing?**








● **William is taking a bath.**

● **William's father is washing clothes.**



No texto **Children have to dirt** falamos sobre roupas, brincadeiras e sobre sujar-se. Temos vários produtos para limpar a sujeira. Vamos ver se vocês reconhecem quais produtos são estes? Aproveite e pesquise em sua casa quantos produtos de limpeza tem palavras escritas em inglês. Você pode trazê-los para a sala e mostrar para a sua turma.

Task 9	Match the columns	
1.		<input type="checkbox"/> It is a place that offers <b>credit</b> and <b>investments</b> .
2.		<input type="checkbox"/> It is a product that promises white and <b>bright clothes</b> .
3.		<input type="checkbox"/> It is a Cleaning product. <b>Fabric softener</b> , leaves <b>soft, smooth</b> and <b>smelling</b> .
4.		<input type="checkbox"/> It is a Make a traditional company that sells <b>food products</b> of animal origin.
		<input type="checkbox"/> It is a <b>Bleach, disinfectant</b> and <b>strip-spots</b> , impeccable whiteness of tissues, scented cleaning with the power of chlorine.

**Task 10**

**What our colleagues are doing? Let's find out?**



The teacher is **receiving** a gift from her students.



Victory is **reading** her geography book.



Margaret is **singing** her favorite song.



Marli is **playing** guitar very well.



Caroline is **talking** on the phone.



Anderson is a track **skating** rink in Canada.



<http://pt.wikipedia.org/wiki/Bariloche>



Paul and Sandra are **dancing**.



Jefferson is **riding** a bicycle in Moscow.



Margareth is **running** and **listening** to music.



Janete is **surfing** on a beach in Rio de Janeiro.



Juninho is **eating** his apple before pleasure.



Marta is **skiing**. She is **skiing** in Bariloche.

Task 11	Now that you know what they are doing can you write what they are wearing
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Handwriting practice area with 10 horizontal lines. A large, faint watermark in the center reads "For Students" with an illustration of two children holding hands.

**UNIDADE DIDÁTICA II**

**Seasons**

As we have worked with clothes you know that we have different seasons and we use different kinds of clothes. So, what about to study the different seasons of the year.

**The Seasons of the Year**

Did you know that directly climate changes have affected the seasons? Therefore, we need to take care of the Earth, do not deforest, preserving the sources of water and recycling the garbage.

No  , no  , no  !

Without  + s , without  + s , with no  .  
Clipart

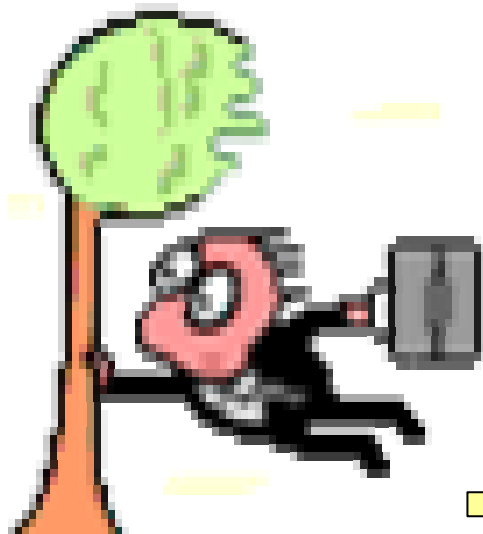
Sem trem, sem estação, sem destino!  
Sem rios, sem florestas, sem futuro!  
Qual a relação entre essas duas frases?



## Task 12 - Pre-reading

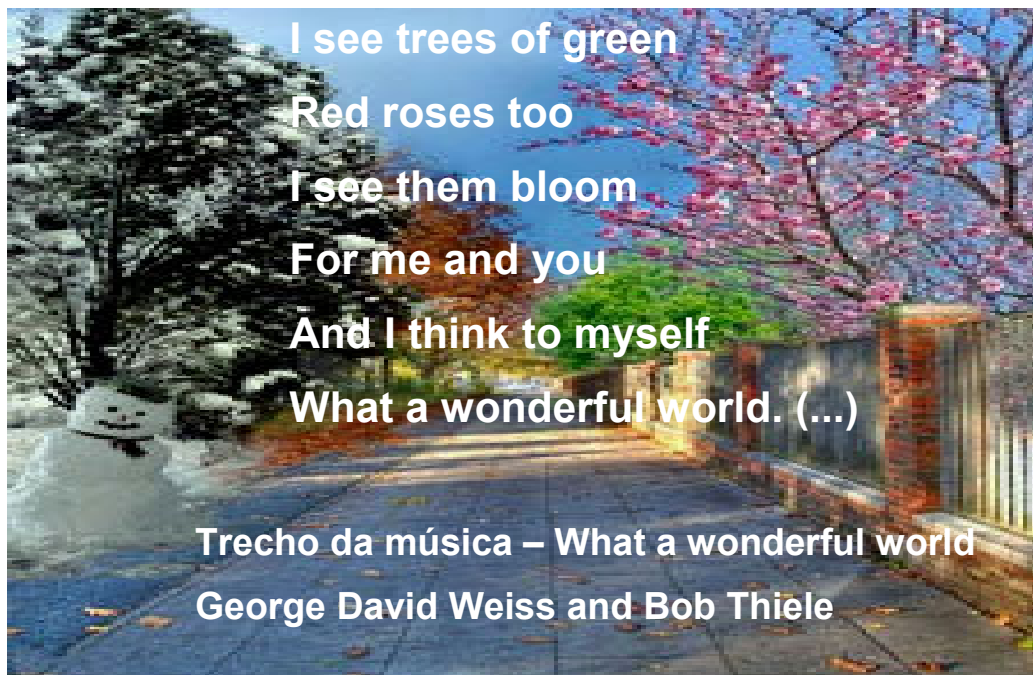
### Our climate is changing

- Todo  - ro + n +  - da já sabe que  - ver + nte o ano  
o +  + m as **IV**  - f + ções.
- As estações do ano acontecem por  - da +  - co da inclinação  
da  em relação ao . Alguém  - sa  - bo  
explicar como esse fenômeno ocorre?
- Se a  não se inclinasse, não existiriam as estações. Portanto,  
teríamos **XII**  - spital + ras de  e **12** horas  
de escuridão.
- Com o aquecimento  - o + al a  - stade + r  - vi da  
terra vem sofrendo alterações, conseqüentemente as condições climáticas  
em todo o  - ca +  - ca estão se alterando; ,  
, ,  e  são alguns dos resultados da  
ação **10** - z + s +  - nauta + sa do  . clipart



➔ Let's go!

- O que a imagem abaixo representa para você?
- Alguma coisa em especial chamou sua atenção? O quê?
- O que as cores significam?
- Qual a relação das cores com as estações?

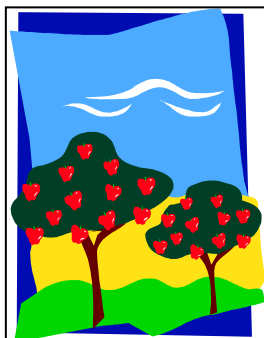


<http://images.google.com.br/>

### Reading

➤ Agora que já falamos sobre as cores e suas relações com as estações, vamos ver um pouco sobre cada estação. Qual estação do ano você mais gosta? Inverno, outono, primavera ou verão? No texto a seguir você encontra informações importantes e lindas figuras para te ajudar na compreensão dos exercícios. Bom estudo!

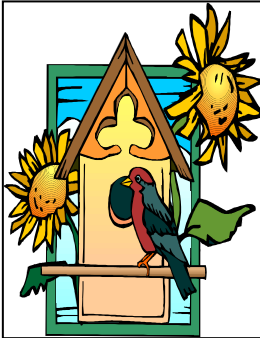
#### THE FOUR SEASONS OF THE YEAR



**Fall:** From March 21st to June 21st. From the Latin: **Autumn**.  
**Also known** as the time of **harvest**, because it is occurring at that time the **major crops**. The days get **shorter** and **cooler**. The **leaves** and **fruit** are **already** mature and well begin **to fall** on the **floor**.                      Clipart



**Winter:** From June 21st to September 23rd. From the Latin: **hibernu**. Associated with the biological cycle of some animals to enter hibernation and that collect during the period of intense **cold**. The **winter** season is the **most cold** of the **year**. The **days** are **short** and **dark so early**. clipart



**Spring:** From September 23rd to December 21st. From the Latin: **Primo Vere**, at the **beginning** of **summer**. It is the **most flowery** season of the year! This is the period in which the **animals** they reproduce and **build** their **nests**. The **insects** such as **butterflies** and **bees** fly from **flower** to flower **in search nectar** that the **flowers** have. clipart



**Summer:** From December 21st to March 21st. The Latin vulgaris: **veranuns tempus**, spring time. It's summer, the **hottest** season of the year. **Very hot** and **long days** well. The **trees** are **green** and **laden** with fruit. clipart

Fonte original: <http://www.fiocruz.br/biosseguranca/Bis/infantil/estacoes-ano.htm> (tradução minha)

### Vocabulary Help

**laden** carregadas

**shorter** mais curtos

**dark** escurecer

**so early** mais cedo

**short** curto

**very hot** muito calor

**to fall** cair

**also known** também conhecido

**major crops** grandes culturas

**most cold** mais frio

**most flowery** mais florida

**butterflies** borboletas

**beginning** começo

**floor** chão

**harvest** colheita

**cooler** mais fresco

**already** já

**hottest** mais quente



**long days** dias longos

**in search** em busca

**build** construir

➡ In the text **THE SEASONS OF THE YEAR**, we saw the characteristics of each season, their peculiarities, when it one of them starts and ends.

<b>Task 13</b>	<b>Now we discover the meaning of words, with the help of pictures.</b>
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01 – butterfly	( )	
02 - animal	( )	
	( )	
03 - tree		
04 – moon	( )	( )
	( )	
05 – insect		
06 – leaves	( )	
07 – fruit	( )	
		
08 – sun	( )	
09 – flowers	( )	
		
10 – nest	( )	
11 – bee	( )	

➡ Here's how it's easy to learn having fun. In the task below you need to find the words that match, namely: the English word and its meaning in Portuguese. An important tip: the English words are colorful, so look for color and its meaning.

<b>Task 14</b>	<b>Connect the corresponding columns. Attention in the colors.</b>		
1 – <b>Outono</b>	( ) <b>year</b>	11 – <b>Primavera</b>	( ) <b>Autumn</b>
2 – <b>chão</b>	( ) <b>butterflies</b>	12 – <b>Verão</b>	( ) <b>harvest</b>
3 – <b>colheita</b>	( ) <b>animals</b>	13 – <b>quente</b>	( ) <b>dark</b>
4 – <b>folhas</b>	( ) <b>Winter</b>	14 – <b>ano</b>	( ) <b>fruit</b>
5 – <b>frutas</b>	( ) <b>green</b>	15 – <b>árvores</b>	( ) <b>heat</b>
6 – <b>animais</b>	( ) <b>leaves</b>	16 – <b>verde</b>	( ) <b>cold</b>
7 – <b>frio</b>	( ) <b>hot</b>	17 – <b>calor</b>	( ) <b>bee</b>
8 – <b>Inverno</b>	( ) <b>Spring</b>	18 – <b>borboletas</b>	( ) <b>short</b>
9 – <b>curtos</b>	( ) <b>floor</b>	19 – <b>abelhas</b>	( ) <b>insects</b>
10 – <b>escuro</b>	( ) <b>trees</b>	20 – <b>insetos</b>	( ) <b>Summer</b>

## The Portuguese Language and its origin.

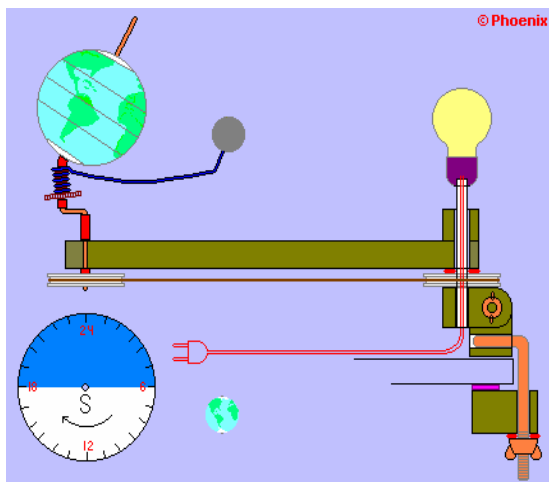


[http://pt.wikipedia.org/wiki/História\\_da\\_Língua\\_Portuguesa](http://pt.wikipedia.org/wiki/História_da_Língua_Portuguesa)

Did you know that most languages originated from the Latin, mainly the Portuguese and the Spanish. The English also had influences of Latin language. In the next exercise the intention is to make a comparison between these languages. There is column a gap in white so write the meaning the words that are missing in Portuguese.

Task 15		The Seasons Of The Year and Foreign Languages	
ENGLISH	LATIN	PORTUGUESE	SPANISH
Fall	Autumn		Otoño
Winter	Hibernu		Invierno
Spring	Primo Vere		Primavera
Summer	Veranus		Verano










➡ To research. Ask your teacher of Geography about the the Earth Movements during the year. How the movements influence the seasons.



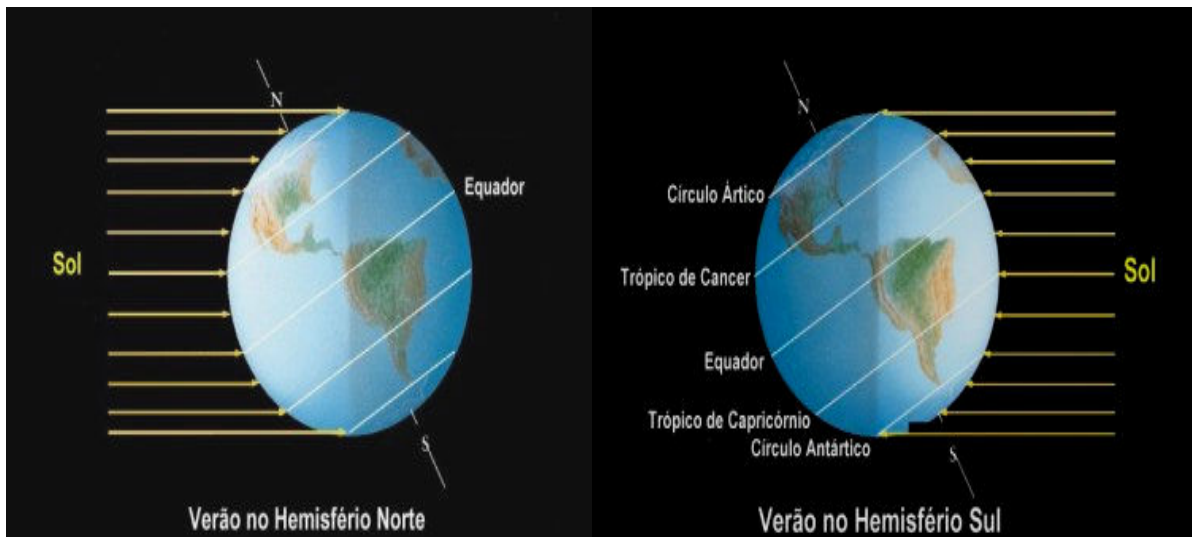
See if your school has the Planetarium Orrery, it is easier to understand that the succession of the seasons, in particular place on Earth, is governed by the movement of translation and the inclination of the axis land.

[http://paginas.terra.com.br/arte/observatoriophoenix/k\\_ensaios/24\\_k04.htm](http://paginas.terra.com.br/arte/observatoriophoenix/k_ensaios/24_k04.htm)




**Movimento anual do  e as Estações do  - c.**

A  - sa +  -bl das Seasons é a inclinação do  - r + xo de rotação da  n relação à s +  l órbita. No Equador todas as Seasons são muito parecidas: todos os dias do  o   horas acima do horizonte e  horas abaixo do horizonte. À medida que nos afastamos do Equador, as Seasons ficam mais acentuadas.

clipart




<http://astro.if.ufrgs.br/tempo/mas.htm>


Task 16		Type the meaning of words in English into Portuguese. Paying Attention in the figures.	
			
<b>Sun</b>	<b>Earth</b>	<b>Moon</b>	

 Do You know the ordinal numbers?

1st – first	11th - eleventh	21st – twenty-first
2nd – second	12th – twelfth	22nd – twenty-second
3rd - third	13th – thirteenth	23rd – twenty-third ... ..
4th – fourth	14th – fourteenth	30th – thirtieth
5th – fifth	15th – fifteenth	40th – fortieth
6th – sixth	16th – sixteenth	50th – fiftieth
7th – seventh	17th – seventeenth	60th – sixtieth
8th – eighth	18th – eighteenth	70th – seventieth
9th – ninth	19th – nineteenth	80th – eightieth
10th - tenth	20th - twentieth	90th – ninetieth ... 100th - hundredth

 Ordinal numbers, or simply ordinal, numbers are used to mark a position in an orderly sequence: first, second, third, fourth, fifth, sixth etc. The abbreviation of Ordinal Numbers is adding to the number the last two letters of its long form. **For example:**

abreviattion/ for extensive	abreviattion/for extensive
1st - first	30th - thirtieth
2nd - second	50th - fiftieth
3rd – third	62nd - sixty-second
4th - fourth	73rd - seventy-third
12th - twelfth	133rd - (one/a) hundred and thirty-third


 In **Portuguese**, when you read or write out the ordinal numbers, both in the dozen or in the hundreds and thousands in, all figures are for the ordinal form. In **English**, however, only the last digit is going to form ordinal:

21º - vigésimo primeiro = 21 <b>st</b> - twenty-first
72º - septuagésimo segundo = 72 <b>nd</b> - seventy-second

 **Ordinal Numbers in dates**

Uma mesma data pode ser expressa de diversas maneiras. Por exemplo, a data **13 de maio** pode ser escrita das seguintes formas:

**May 13 / May 13rd/ 13 May/ 13rd May.**

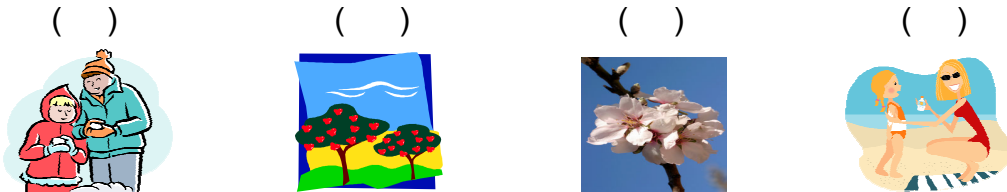
 O modo como se fala é geralmente **May the thirteenth** ou **The thirteen of May**. Entretanto, no inglês americano, também é possível dizer **May thirteen**.

Task 17 Complete the table of holidays.		
HOLIDAYS	DATE IN THE USA	DATE IN BRAZIL
Labor Day	First Monday in September	
Mother's Day	Second Monday in May	
Father's Day	Third Sunday in June	
Christmas Day	December 25th	
Independence Day	July 4th	
Easter Sunday	Sencond Monday in April	

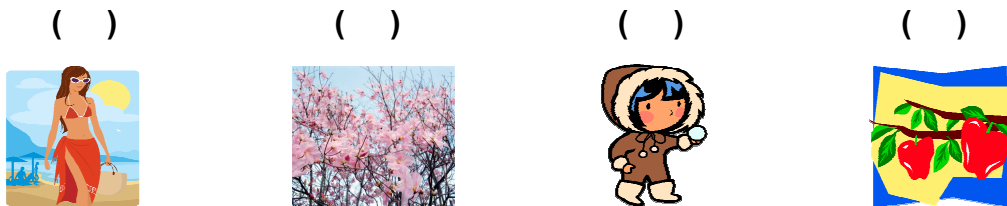
➡ We saw that the ordinal numbers are used to mark a position in an orderly sequence: first, second, third, also to start some event in a sequence. The following are the dates of the seasons, where we are using the ordinal numbers to mark the beginning and end of each season.

Task 18 Check the station that is correct with his date.	
--	--

a) From March 21st to June 21st



b) From June 21st to September 23rd



c) From September 23rd to December 21st



d) From December 21st to March 21st



Clipart



## Complementary reading

➡ In autumn there are gardens and parks, covered with leaves of all sizes and colors; The days get shorter and cooler. The leaves and fruit, are already mature and they begin to fall on the ground;

➡ In winter some animals go into hibernation and that collect during the period of intense cold; As the temperature drops at that stage, people tend to spend more time indoors, especially between under the blankets;

➡ In the spring the day again be longer and warmer. This is the period in which the animals they reproduce and build their nests. The temperature is not as high or too low and doing a spring season very enjoyable.

➡ The summer season is the hottest of the year. Very hot and long days well. During this period the Earth receives more rain because of evaporation of water. The summer season is a very tasty.

➡ In Brazil, many Valentines have their weddings in May, because it is Brides Month. By the way what is the is the season of love? Let's read a love poem about season?



In any **season** of the year

when do I say to you: "I love you?"

In the **summer**, because it is blue and warm!

And the blood runs burning without fear

But in **autumn**,

my heart is bare

In **winter** it heats the cold

Almost colorless in its share

What about **spring**, no word ...

**Summer**, **autumn**, winter and **spring**,

Well are you: my passion.

Oh! **Season!**

Are we in love?

author unknown

TO REMEMBER YOU		The Months of the Year	
01 – January	05 - May	09 – September	
02 – February	06 – June	10 – October	
03 - March	07 – July	11 – November	
04 - April	08 - August	12 - December	
The Days of the Week			
01 – Sunday	04 – Wednesday	07 - Saturday	
02 – Monday	05 – Thursday		
03 - Tuesday	06 - Friday		
The Seasons of the Year			
Autumn, Fall - outono		Summer - verão	
Winter - inverno		Spring - primavera	

<b>Task 19</b>	Now that you've seen many things on the seasons, write in your notebook English words that appear in the poem and their meaning. To get easier, you can do this task in pairs.
----------------	--

<b>Task 20</b>	The next exercise will bring calm, concentration and you need to follow some instructions. Come on be a good student and have some fun learning.
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➡ **On line Activity**

➡ Now let's work at the Information technology Laboratory. We should follow the instructions of the teacher to be successful in this activity.

Let's the link: <http://www.starfall.com/n/holiday/earthday/load.htm?f>



➡ You saw in the last part “the Seasons of the Year” that climate changes is directly affecting the Seasons. You also know that we have to take care of the Earth, forests, preserve them and do not waste water and make the recycling of garbage. Now that you know how to take care the planet, Let's take care of our town? How is the traffic in our city?

**UNIDADE DIDÁTICA III**

**Traffic**  
**We should respect the Traffic**

**Mude**

Mude,  
mas comece devagar,  
porque a direção é mais importante  
que a velocidade (...)

(...)

Quando sair, procure andar pelo outro lado da rua.  
Depois, mude de caminho,  
ande por outras ruas,  
calmamente, observando com  
atenção os lugares por onde você passa. (...)

Trecho do poema “Mude” de Edson Marques

**Thought bubbles:**

- Yellow bubble: Caminhando e cantando E seguindo a canção... ..
- Light blue bubble: Ando devagar porque já tive pressa, ... ..

No trecho do poema **Mude**, de Edson Marques e nos pensamentos da tartaruga, retratamos de forma humorada como é o trânsito nas cidades. Vamos falar das leis de trânsito de nossa cidade de maneira responsável?

- ➡ O que você sabe sobre as leis de trânsito?
- ➡ A sua cidade é bem sinalizada com placas informativas e de advertências?
- ➡ Existem semáforos nas vias de maior fluxo de veículos?
- ➡ Os pedestres respeitam o trânsito?
- ➡ No texto a seguir você entrará em contato com uma carta enigmática que fala sobre o trânsito. Vamos descobrir o que está escrito?

### Task 20 Pre-reading

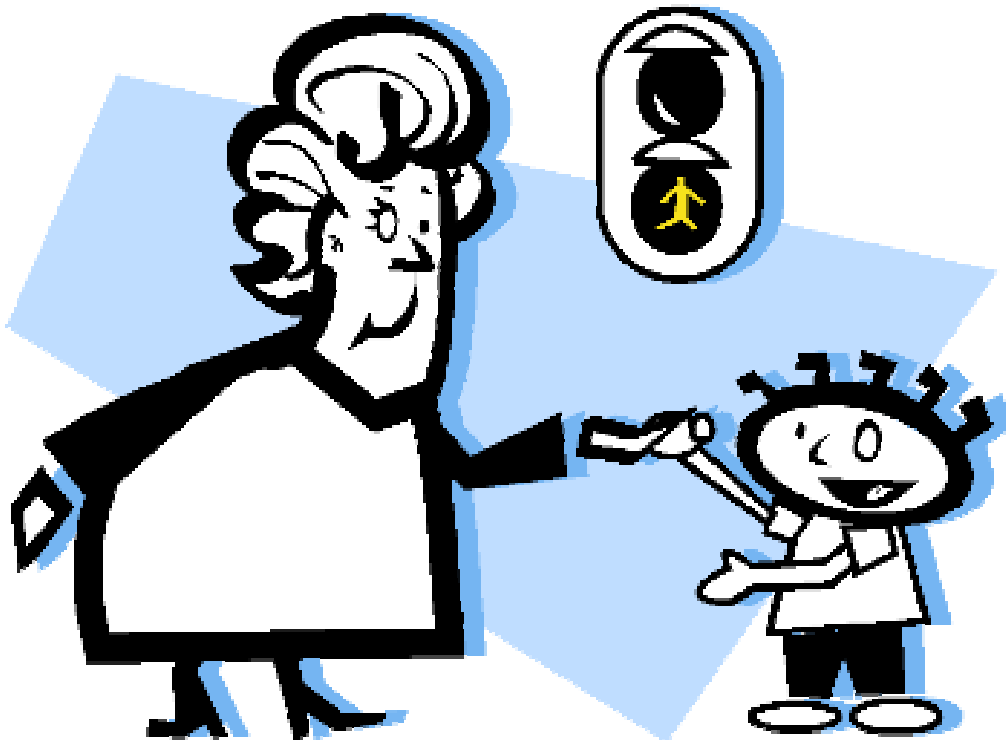
- Você tem **conscience** de que  - i + s +  - xe + tar as **rules** de trânsito é **to respect** a  - olão +  - ro?
- Você costuma **to cross** de um **side**  - ' +  - to outro uma **street** ou **avenue**  - ' +  - u faixa de **pedestrian** ou  + a em qualquer  - a +  - to + r?
- Na sua **school** existem **ramps** de acesso  - to +  - io  + ntes?
- Na sua  os **bathrooms** são adequados para o  - paraf de **people** com necessidades especiais?
- E em sua **city** como é  + da a **road-signs** com aquelas **lights** **red, yellow** e **green**? **Flagman**, Semáforo, Sinal ou Farol?
- Você  - po + **B** o **meaning** de cada uma dessas **colors**? Em **English** como falamos  ,  e  ?

Task 21

To discover the meaning of words note that that every word written in English text above is written with a different color. So find the color and the meaning. Let's go to work!

sinaleiro \_\_\_\_\_  
significado \_\_\_\_\_  
respeitar \_\_\_\_\_  
amarelo \_\_\_\_\_  
lado \_\_\_\_\_  
verde \_\_\_\_\_  
avenida \_\_\_\_\_  
pedestres \_\_\_\_\_  
escola \_\_\_\_\_  
rampas \_\_\_\_\_  
banheiros \_\_\_\_\_

inglês \_\_\_\_\_  
cores \_\_\_\_\_  
regras \_\_\_\_\_  
rua \_\_\_\_\_  
cruzar \_\_\_\_\_  
vermelho \_\_\_\_\_  
luzes \_\_\_\_\_  
sinalização \_\_\_\_\_  
cidade \_\_\_\_\_  
pessoas \_\_\_\_\_  
consciência \_\_\_\_\_



Let's Go!



## Learn playing in Traffic!



Folder – Mutirão Pela VIDA – Campanha de Redução de Acidentes no Trânsito, Paz no Trânsito, 2005.

### Reading

Can you **find** out what are the 13 errors? **Look at** pedestrians, **drivers**, cyclists and motorcyclists in the picture **above**. What are the **traffic offences** they are **committing**?

Errors are **common** on the **streets** of **cities** that **put** our **lives** at risk. With education and **good will**, can **turn** into a traffic **area safer** for **everyone**. And **remember**: To respect traffic **rules** is to respect life.

### Vocabulary help

encontrar	olhe para	drivers - motoristas
acima	cometendo	infrações de trânsito
comum	ruas	colocam
vidas	boa vontade	transformar
seguro	todos	lembre-se
leis	idades	espaço

**Task 22** In the text above we have a few words that are similar: English – Portuguese. Let's see the meaning of each.

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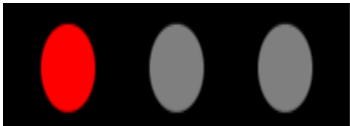
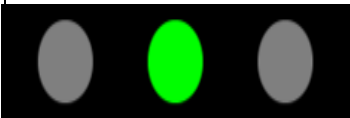

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**Task 23** Test your knowledge!

➡ Each of the lights is activated with a different color. What does each one means? Pay attention because you have been in traffic!

	( ) <b>Green</b> indicates that the crossing line is free to you go straight.
	( ) <b>Yellow</b> indicates that the transition is about to be closed. (It is usually only for traffic of vehicles)
	( ) <b>Red</b> indicates that the passage through the crossing is temporarily blocked.


<http://pt.wikipedia.org/wiki/Sem%C3%A1foro>

➡ Vimos até agora algumas informações sobre o trânsito, aprendemos algumas palavras em inglês com a ajuda das cores e aprendemos o que cada cor do semáforo significa. Agora vamos fazer um exercício com palavras que estão diretamente ligadas ao trânsito. Let's Go!


**Task 24****Comprehension**

In this exercise relate a few words directly linked with the theme "Traffic". Let's find the meaning of them.

A- <b>pedestrians</b>	( ) motociclistas	( ) pedestres
B- <b>education</b>	( ) educação	( ) precaução
C- <b>respect</b>	( ) respeitar	( ) esperto
D- <b>traffic</b>	( ) tráfego	( ) tráfico
E- <b>streets</b>	( ) ruas	( ) estreito
F- <b>drivers</b>	( ) ciclistas	( ) motoristas
G- <b>motorcyclists</b>	( ) ciclistas	( ) motociclistas
H- <b>cities</b>	( ) cidades	( ) sinalização
I- <b>cyclists</b>	( ) ciclovia	( ) ciclistas
J- <b>learning</b>	( ) aprendendo	( ) brincando
K- <b>playing</b>	( ) brincando	( ) correndo

 Como estamos falando de trânsito e cores, vamos falar um pouco sobre o arco-íris. Alguém já viu um arco-íris? Tem uma lenda sobre quando o arco-íris aparece no céu, que lenda é essa? Você sabia que o arco-íris é um fenômeno óptico? Vamos saber um pouco mais sobre ele. Let's Go!

**Improving your knowledge - The Rainbow**

 Um **arco-íris** aparece quando a luz branca do sol é interceptada por uma gota d'água da atmosfera. Parte da luz é refratada para dentro da gota, refletida no seu interior e novamente refratada para fora da gota. A luz branca é uma mistura de várias cores. Quando a luz atravessa uma superfície líquida - no caso, a gota da chuva - ou sólida (transparente), a refração faz aparecer o espectro de cores: **violeta, indigo, azul, verde, amarelo, laranja e vermelho**.

Para ajudar a lembrar a sequência de cores do arco-íris, usa-se a \***mnemônica**: «**Vermelho** lá vai **violeta**», em que **l,a,v,a,i** representam a sequência laranja, amarelo, verde, azul e índigo (anil).

\***mnemônica** - arte de fortalecer e desenvolver a memória.

Consultado em 24/11/2008: <http://noticias.terra.com.br/educacao/vocesabia/interna>



**Task 25****We will exercise our memory too!**

Você tem 5 minutos para observar as cores e fazer um teste de memória.



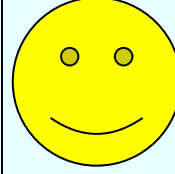
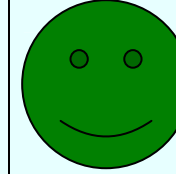
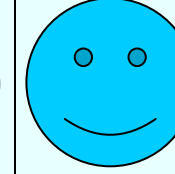
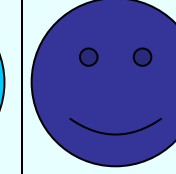
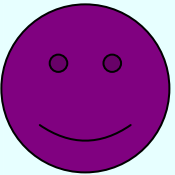
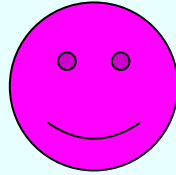
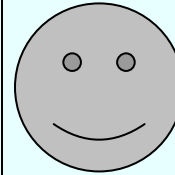
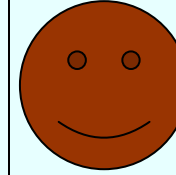
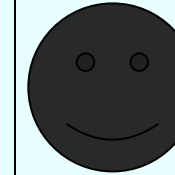
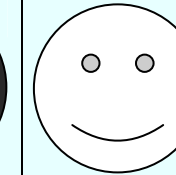
Use a **mnemônica** para lembrar a seqüência das cores e a **\*semiótica**.

Lembre-se:

**mnemônica** - arte de fortalecer e desenvolver a memória.

**\*semiótica**: estuda os sistemas de significados, faz a aproximação entre os signos lingüísticos (linguagem, escrita, etc) a outros sistemas de signos (imagens, vestuário, ritos, gestos, etc.)

**What color do you prefer?**

red	orange	yellow	green	blue	indigo
					
					
violet	pink	gray	brown	black	white

**More a curiosity for you****You know what is an illusion?**

➡ No desenho abaixo em forma de espiral, temos a sensação que existe um movimento de dentro para fora, porém é só ilusão de ótica.



➡ No quadro abaixo que aparentemente é normal, vemos as palavras em cores diferentes, porém aqui também existe ilusão de ótica.

Vamos testar?

Olhe no quadro e diga as **cores**, não as palavras: diga as cores uma após a outra, sem parar.



➡ Acontece um conflito no nosso cérebro, o lado direito do cérebro tenta dizer a cor, porém o lado esquerdo insiste em ler a palavra.

The term optical illusion is applied the illusions that trick the human visual system see us doing anything that is not present or making us see it in a different way. The optical illusions to emerge naturally or can be created by specific visual techniques that show certain assumptions about the functioning of the human visual system.

[http://pt.wikipedia.org/wiki/Ilus%C3%A3o\\_de\\_%C3%B3tica](http://pt.wikipedia.org/wiki/Ilus%C3%A3o_de_%C3%B3tica)

### Have you ever seen a rainbow?

A rainbow, also called arch-celestial, arch-of-alliance, arch-of-rain or rainbow, is an **optical and meteorological phenomenon** that separates the light from the sun in its spectrum approximately continued when the sun shines on drops of rain. He is a multicolored arch with the red on its exterior and violet in its interior, the complete sequence is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

The most spectacular rainbow appears when half the sky is still dark with clouds of rain and an observer is in place with clear sky. Another common place to see the rainbow is close to waterfalls.

<http://pt.wikipedia.org/wiki/Arco-%C3%ADris>





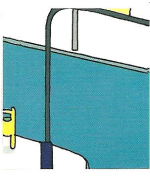
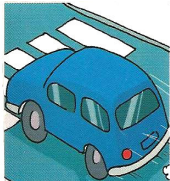
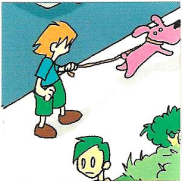
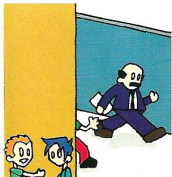
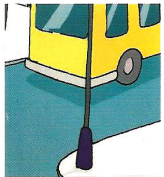
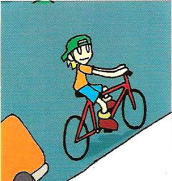

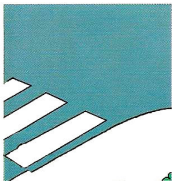
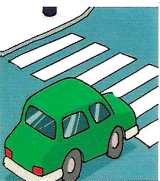
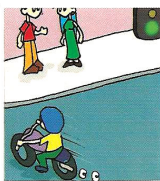
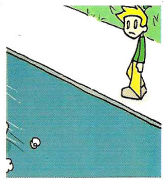
<http://pt.wikipedia.org/wiki/Arco-%C3%ADris>

<b>Task 26</b>	<b>What the seven colors that make a rainbow?</b>
	<p>You've seen a rainbow and he has seven colors. Let's see if you are a good observer and have a good memory.</p> <p><b>Type T for True and F for False.</b></p> <p>( ) red      ( ) pink      ( ) white          ( ) orange    ( ) yellow    ( ) black          ( ) brown    ( ) green    ( ) blue          ( ) violet    ( ) gray    ( ) indigo</p>

<http://office.microsoft.com/pt-br/clipart/default.aspx>

<b>Task 27</b>	<b>Game of the 13 errors</b>
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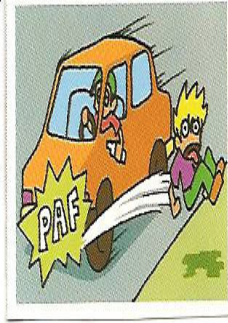


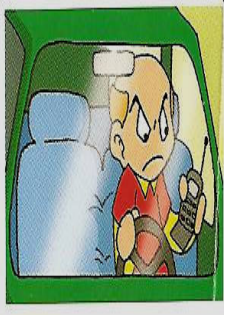
➡ Find out what are the 13 errors in the text appears “**LEARNING PLAYING IN TRAFFIC**”, cut and paste the corresponding parts on the picture that is with the error. Note the horizontal line; it has comic numbered 1 to 6. In the vertical line is comic marked with the letters A, B, C and D. Good luck and repair the traffic in their city.

			
<p>Driving and talking on the phone is forbidden and it is also very dangerous. <b>D6</b></p>	<p>Parking the car on the pedestrian line is forbidden <b>C1</b></p>	<p>Take the car parked in a forbidden place. <b>B2</b></p>	<p>Put the garbage in garbage cans. Do not throw it in the streets. <b>C5</b></p>
<p><b>PLAYING</b> to paste</p> <p><b>PLAYING</b> transit</p> <p><b>PLAYING</b> to respect</p> <p><b>PLAYING</b> to live</p>			
	<p>Always take your pet for a walk in a pet collar. <b>D2</b></p>	<p>A safe place for pedestrians is on the sidewalk! <b>B1</b></p>	<p>Do not try to get a ride out of the bus! <b>B5</b></p>
			
	<p>A safe place to ride your bicycle is not on the street! <b>D1</b></p>	<p>Crossing the red signal can be dangerous! <b>C3</b></p>	<p>Children should always walk hand to hands with adults! <b>B6</b></p>
			
	<p>Pedestrian crossing line is not for cars! <b>C2</b></p>	<p>Ride your bike wearing your clearance and a helmet! <b>B4</b></p>	<p>Cross the street using the pedestrian crossing! <b>C6</b></p>

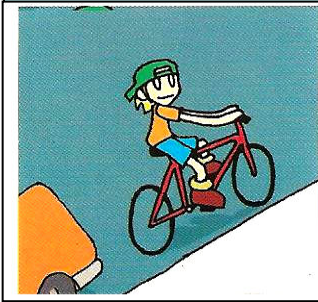
Folder – Mutirão Pela VIDA – Campanha de Redução de Acidentes no Trânsito

➤ So, taking our city as an undisturbed traffic, it is necessary to drive carefully, always observe the traffic laws. Education and good will can avoid accidents. Remember that!

➤ No exercício abaixo temos relacionado algumas transgressões de trânsito. Vamos relacionar cada uma delas à figura correspondente.


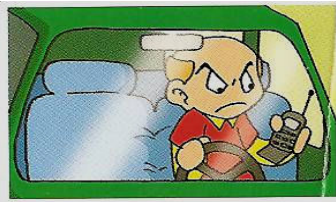

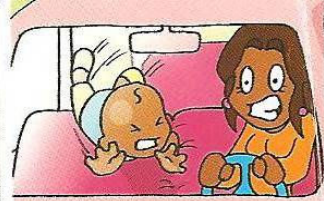
Task 28	Match the columns			
a) Failing to help victims in car crashes;				
b) Talking on the cell phone while driving;				
c) Driving under the influence of alcoholic or toxic substances;				
d) Driving without a seat belt;				
e) Transporting children under 10 years in the front seat of the vehicle;				
f) Transporting children under 7 years on motorcycles;				
g) Riding a motorcycle without the safety helmet;				
h) Driving any vehicle without a driving license;				
i) Allowing someone, especially underage, to drive without a driving license;				
j) Taking part in joyrides on public roads.				
( )	( )	( )	( )	( )
				
( )	( )	( )	( )	( )
				

<b>Present Continuous Tense</b>	<b>Look at the image.</b>
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The boy is **riding a bicycle** on the street.  
 → The **Present Continuous** is used to express the idea that something is happening or not this exact moment, give something in progress, in progress, and some action or event usually temporary.

Take Your Time, vol. 1, p. 93

<b>Task 29</b>	<b>Write what's happening in the traffic.</b>
	<hr/>
	<hr/>
	<hr/>
	<hr/>

<b>TASK 29</b>	<b>Checking what you saw in this unit.</b>
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Now let's divide the classroom into two groups. Students on the right can make a poster in English about traffic laws or giving advice. Students on the left side can make a poster with drawings representing what you have studied. Good job!

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