

5ª QUINZENA – 3º CICLO

Habilidades Essenciais: (EF07LI06-A) Antecipar o sentido global de textos por inferências, com base em leitura rápida, observando títulos, primeiras e últimas frases de parágrafos, palavras-chaves repetidas e palavras cognatas, para compreender textos sobre eventos históricos; (EF07LI18) Utilizar o passado simples e o passado contínuo para produzir textos orais e escritos, mostrando relações de sequência e causalidade; (GO-EF07LI24) Reconhecer as diferentes funções sintáticas das palavras em textos variados para relacioná-las com as classes gramaticais; (EF07LI23-A) Identificar e distinguir as variações linguísticas como manifestação de formas de pensar e expressar o mundo no ambiente social em que se encontra, para respeitar suas particularidades e observar a influência dos eventos históricos na sociedade atual.

NOME:

UNIDADE ESCOLAR:

Tema/ objeto de conhecimento: Syntactic Functions, Simple Past and Past Continuous

Syntactic Functions:

Subject is a part of a sentence that contains the person or thing performing the action (or *verb*) in a sentence.

Predicate consists of the verb, all accompanying modifiers, and other words that receive the action of a transitive verb or complete its meaning.

Here are some examples:

SUBJECT	PREDICATE	
	VERB + COMPLEMENT	
The boys	played	soccer yesterday.
We	are watching	a good film now.
You	can sing	very well.

American vs. British Spelling Differences

Quick Reference Chart

ENSE vs. ENCE

American	British
defense	defence
license	licence
practise	practice

ER vs. RE

American	British
center	centre
liter	litre
meter	metre
theater	theatre

OR vs. OUR

American	British
color	colour
favorite	favourite
neighbor	neighbour

Common Words

American	British
jewelry	jewellery
pajamas	pyjamas
plow	plough
program	programme
mom	mum
mustache	moustache
specialty	speciality
tire	tyre
whiskey	whisky

ED vs. T

American	British
dreamed	dreamt
learned	learnt
burned	burnt

K vs. QUE

American	British
bank	banque
check	cheque
checker	chequer

IZE vs. ISE

American	British
analyze	analyse
criticize	criticise
recognize	recognise

LL vs. L

American	British
enrollment	enrolment
fulfill	fulfil
skillful	skilful

OG vs. OQUE

American	British
analog	analogue
catalog	catalogue
dialog	dialogue

David Bowie (1947 – 2016)



He was born as David Robert Jones on 8 January 1947 in Brixton, London, England, to Margaret Mary "Peggy" and Haywood Stenton "John" Jones. His mother worked as a waitress while his father was a promotions officer for the children's charity Barnardo's.

He was a creative child who developed an early interest in music. He was greatly influenced by Elvis Presley.

After attending Burnt Ash Junior School, he moved on to Bromley Technical High School. As a teenager, he started playing multiple instruments like ukulele, tea-chest bass, and piano, and also began performing at the local Wolf Cub group. At school, he studied art, music and design, including layout and typesetting.

Disponível em <https://www.thefamouspeople.com/profiles/david-robert-jones-1160.php> Acesso em 17 de set. de 2020.

1. Match the first column to the second and make a sentence according to the text.

- | | |
|-------------------|---|
| (A) Elvis Presley | () worked as waitress. |
| (B) His mother | () worked at children's charity Barnardo's. |
| (C) His father | () began performing at the local Wolf Cub group. |
| (D) David Bowie | () influenced David Bowie. |

2. Answer these questions in English.

- Where was David Bowie born?
- Did he develop an early interest in music?
- Where did he move after attending Burnt Ash Junior School?
- What did he study at school?

3. Identify the subject and predicate - verb + complement - of the following sentences.

(Identifique o sujeito e o predicado – verbo + complemento – das seguintes sentenças.)

- His mother worked as a waitress.
- He studied art, music and design.

The Portuguese

- Notable Colony: Brazil - 1535



Portuguese Sugar Plantations

Sugar became the New World's leading export. To meet demand, the Portuguese enslaved the natives to cultivate the land. When demand was still not met, they started importing many African slaves. Other European colonies would model their slave labor after the successful plantation.

Disponível em: <https://www.slideshare.net/e007534/european-colonization> Acesso em 17 de set. de 2020.

4. Mark an X TRUE or FALSE according to the text. (Marque um X no verdadeiro ou falso de acordo com o texto.)

	TRUE	FALSE
a) The Portuguese enslaved Brazilian natives to cultivate the land.		
b) Brazilian slaves started importing many African slaves.		
c) Sugar became the New World's leading import.		
d) The plantation was successful.		

5. Write B (British) or A (American) for the following sentences.

- a) () My favourite colour is red.
b) () His pajamas are very old.
c) () My family went to the theatre in Goiânia last year.
d) () Steve recognized that he was lost.