

8º ANO

LÍNGUA INGLESA

Superintendência de  
Educação Infantil e  
Ensino Fundamental

Secretaria de  
Estado da  
Educação



## ATIVIDADE 10

**Tema:** Music can change the world: future (Will and Going to)

NOME:

UNIDADE ESCOLAR:

Leia o **Card** a seguir:

## 30 DAY SONG CHALLENGE

### DAY 1

A song you have recently shared with a friend

### DAY 2

A song you like with a colour in the title

### DAY 3

A song that helps you concentrate

### DAY 4

A song you've performed most on karaoke.

### DAY 5

A song you like with a number in the title

### DAY 6

A song that motivates you

### DAY 7

A song you just have to dance to!

### DAY 8

A song you hadn't heard in ages till recently.

### DAY 9

A song that means lots to you, but not to anyone else.

### DAY 10

A song that's longer than 4 minutes

### DAY 11

A song that you dislike the most!

### DAY 12

A song that needs to be played LOUDLY!

### DAY 13

A song that brings up happy memories.

### DAY 14

A song others would use to describe you.

### DAY 15

A song that best describes your personality

### DAY 16

A song that describes your best friend.

### DAY 17

A song with a person's name in the title

### DAY 18

Your favourite song by a male artist.

### DAY 19

Your favourite song by a group.

### DAY 20

A song you didn't like at first, but now love!

### DAY 21

A song you got the lyrics wrong to the first time you heard it.

### DAY 22

Your favourite song from the year you were born.

### DAY 23

Your favourite song from childhood.

### DAY 24

Your favourite song by a female artist.

### DAY 25

A song that reminds you of summer.

### DAY 26

Your favourite guilty pleasure song.

### DAY 27

A cover version of a song you prefer to the original

### DAY 28

A song that gets stuck in your head the most.

### DAY 29

Your favourite song from a different decade to the one you were born in

### DAY 30

Your favourite song EVER!

Disponível em: <https://twitter.com/golbornehigh/status/1245684796581392385> Acesso em 10 de maio de 2021.

1. Após a leitura do **Card**, “30 Day Song Challenge”, elabore outro **Card** com suas respostas e compartilhe com seus colegas.

Agora, leia o texto sobre a influência da música no mundo.

### Music can change the world

Do you ever listen to a song and find yourself moved so deeply you are almost in tears? (...) Music has the power to move us and to change us. Yet today's music mostly does not seem to have the same earth-moving, society-shaping effects as that of the past.

(...)

Music is an important part of popular culture, it entertains us, and so it is a great platform for discussions on social issues. Concerts are particularly effective because artists have the opportunity to address large crowds. For social messages to take root, they must be accepted by large numbers of people, and individuals are more likely to accept these messages if their peers do.

When music is played over the radio, people hear and sing along to the songs, repeating the messages so that they and others really hear them. This gives people an opportunity to understand what messages the music holds and then to speak about them.

Disponível em: <https://www.un.org/africarenewal/magazine/december-2013/music-can-change-world> Acesso em 10 de maio de 2021.

2. Answer these questions about the text “Music can change the world”.

- Does music have the power to move us and to change us?
- Is music an important part of popular culture?
- Why are concerts effective?
- What happens when music is played over the radio?

3. Answer these questions and then ask your friends. Take notes in the following chart. (Responda essas perguntas e depois pergunte a seus amigos. Faça as anotações na tabela a seguir.)

	Your answer	Your friend's answer	Your friend's answer
How often do you listen to music?			
Who is favorite singer?			
What is your favorite song?			
Do you sing along to the songs when music is played over the radio?			
Do you think music is an important part of popular culture?			

A música “Blowin’ In The Wind” é um dos grandes clássicos de **Bob Dylan** e uma das maiores canções de protestos de todos os tempos, segundo o *Far Out Magazine*. Segundo o compositor, ele não escreveu a canção como uma forma de protesto. Leia a letra da música a seguir e responda as questões do exercício 4.

#### Blowin’ in the wind (Bob Dylan - 1962)

“Yes, and how many years can a mountain exist  
Before it's washed to the sea?  
Yes, and how many years can some people exist  
Before they're allowed to be free?

Yes, and how many times can a man turn his  
head  
And pretend that he just doesn't see?  
The answer, my friend, is blowin' in the wind  
The answer is blowin' in the wind.”

Disponível em: <https://yourstory.com/2017/05/music-of-bob-dylan/amp> Acesso em 10 de maio de 2021.

4. Answer this question in Portuguese.

Why does the writer say that the answer is blowing in the wind?

**Zenzile Miriam Makeba**, também chamada de "**Mama Africa**" (Joanesburgo, 4 de março de 1932 — Castel Volturno, 10 de novembro de 2008) foi uma cantora, compositora, atriz, embaixadora da boa vontade da ONU e ativista pelos direitos humanos e contra o *apartheid* sul-africana. Seus gêneros musicais incluíam o jazz, *World Music* e Afro-Pop.

Leia a letra da música a seguir e responda os exercícios.

### What is Love (Miriam Makeba)

“In this world where people are restless  
Wondering where to turn  
Looking for the answer  
To a question they once learned  
And they light their candle  
But both ends do they burn

Asking love, what is love  
When will they learn  
Loving is love  
Love, what is love  
For people who know  
The answer is always love”

Disponível em: <https://www.songtexte.com/songtext/miriam-makeba/what-is-love-23c04097.html> Acesso em 10 de maio de 2021.

5. Match the words in column A with their meanings in column B.

Column A	Column B
a) restless	( ) to be on fire or to produce flames;
b) to light	( ) unwilling or unable to stay still or to be quiet and calm, because you are worried or bored;
c) candle	( ) a cylindrical piece of wax with a wick in the middle of it which produces light as it slowly burns
d) to burn	( ) to start to burn

6. Após a leitura da letra da música “**What is Love**”, discuta com os colegas e identifique a ideia central.

7. Identifique o referente do pronome THEY no seguinte verso “**When will they learn**”.

8. Retire do texto uma oração em que o verbo esteja no futuro.

#### “I’ll” and “I will”

A diferença entre “I’ll” e “I will” são as formalidades. As contrações são geralmente menos formais do que as mesmas duas palavras escritas. Por esse motivo, as formas abreviadas são mais usadas em músicas, charges, cartuns, dentre outros. Você pode usar as contrações na fala e nas mensagens informais, mas não na escrita formal, como em uma avaliação.

Na letra da música a seguir, o autor usa a forma contrata para se aproximar mais do interlocutor. Observe.

#### All My Loving (Beatles)

Close your eyes and I'll kiss you  
Tomorrow I'll miss you  
Remember I'll always be true  
And then while I'm away, I'll write home everyday  
And I'll send all my loving to you

Disponível em: <https://www.letras.mus.br/the-beatles/172/traducao.html> Acesso em 10 de maio de 2021.

9. Identifique o sentimento do “eu-lírico” na música “**All my loving**” e comprove sua resposta.

10. Complete the sentences with GOING TO or WILL.

- a) I \_\_\_\_\_ (travel) to Rio de Janeiro next month. We have already booked the hotel.
- b) Maybe they \_\_\_\_\_ (visit) their friends next week.
- c) We think \_\_\_\_\_ (have) pizza for dinner on Saturday.
- d) She \_\_\_\_\_ (buy) a new car. She has worked very hard in order to have enough money.