INTO LANGUAGE Simple present (affirmative and negative sentences)

1. Explore some sentences taken from the text on pages 23 and 24 and pay attention to the words in **blue**. Do the activities.

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Sentence 1
And the thing the world **needs** the most is the mindset to accept and embrace these differences [...].
Sentence 2
[...] Who I **am**, what I love [...].
Sentence 3
I **listen** to music.
Sentence 4
[...] we **forget** about who we **are** [...].
Sentence 5
Life **is** a journey of finding ourselves.
Sentence 6
We **are not** 100% right always.
Sentence 7
I **don't know** whether it **is** good or bad.

a. Choose the idea(s) the previous sentences express: [redacted]

fact	opinion	prediction	frequency	habit

b. Write the following charts in your notebook and use the words in **blue** from the sentences to complete the charts. [redacted]

Verb to be

Subject	Affirmative sentences	Negative sentences
I	[redacted] = 'm	am not = 'm not
she / he / it	[redacted]	is not = isn't
you / we / they	[redacted]	[redacted] = aren't

Other verbs

Subject	Affirmative sentences	Negative sentences
I / you / we / they	[redacted]	[redacted]
she / he / it	[redacted]	doesn't mean

1. c. Facts, opinions, frequency, and habits.
The verb to be: am; is; are / is; are; not

c. Now, consider your answers in **a.** and **b.** and complete the explanation. Write it in your notebook.

We use the simple present tense to talk about [redacted]
The verb *to be*
The verb *to be* has three forms according to the subject: [redacted]
In negative sentences, ◆ and ◆ can be contracted to the word [redacted]

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The other verbs [redacted]

The other verbs have two forms: subjects ◆ / ◆ / ◆ / ◆ are followed by the infinitive, and when the subject is ◆ / ◆ / ◆, the verb receives the suffix *-s*, *-es* or *-ies*.

Note: the 3rd person form of the verb *have* is *has*.

In negative sentences, when the subject is I / you / we / they, the verb is preceded by ◆, and when the subject is she / he / it, the verb is in the infinitive and is preceded by ◆.

d. Go back to Sentence 6 and find a word that indicates frequency. What other words do you know? [redacted]

Language tip

Frequency adverbs

100% = always
90% = usually
80% = generally
70% = often
50% = sometimes
30% = occasionally
15% = seldom
5% = rarely/hardly ever
0% = never

2. Read part of another blog post under the same topic (personal growth), by Anna Buinova, and do the activities.

My strength is helping others

By Anna Buinova

March 2, 2023

I (am / is) a graphic designer from Kharkiv, Ukraine. I usually (works / work) with design identities – I (create / creates) logos and corporate style, but I discovered that working on projects is something that really (**drive** / drives) me. [...] And my strength (is / are) in helping others. So, **although** the war (**challenge** / challenges) us every day, I was able to create the Teenager Island project, together with the team within the UPSHIFT program [...] to help Ukrainian teenagers (**improve** / improves) their psychological condition.

[...]

I also **set goals** for the year, month, week, and day. This greatly (improve / improves) my motivation and understanding. But if I (don't have / doesn't have) the **strength** to plan, then I (don't make / doesn't make) a plan and I (don't punish / doesn't punish) myself for it, and I (are / am) happy even for the little things that I have done.

Available at: https://www.voicesofyouth.org/blog/my-strength-helping-others. Accessed on: Apr. 28, 2023.

Vocabulary help

drive: motivar
although: embora
challenge: desafiar
improve: melhorar
set goals: estabelecer objetivos
strength: força; ponto forte

a. How does she help others? And herself? [redacted]

b. Rewrite the post in your notebook, completing it with the appropriate forms of the verbs in parentheses. [redacted]

INTO WRITING A blog post

1. Taieba e Anna são de diferentes países (Índia e Ucrânia) e escrevem seus *posts* em inglês. Com base em sua experiência, qual é o papel do inglês:

a. na comunicação com pessoas ao redor do mundo?

b. em fazer com que você se sinta um cidadão do mundo?

2. You are going to write a blog post inspired by Taieba's and Anna's posts, with the title "This is me, a young Brazilian." Follow the steps.

[redacted]

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INTO LISTENING *Teen life on social media*

1. Generations Z and Alpha are associated with digital culture and the use of technological devices and media. In pairs, talk about the following questions. Use the **Useful language** box to help you.

a. Do you have a smartphone?

b. If so, how often do you use your smartphone in a day?

c. What do you use it for?

d. Do you have social media? If so, which ones do you use?

2. You are going to listen to teens talk about the use of social media. Listen to the first extract and answer: Which image best summarizes the teens' answers?

TRACK *Teen life on social media*

Useful language

Answering questions

Yes, I do. / No, I don't.

All the time. / Always. / Not very often. Just when I…

I use it to…

I have…

Asking for further details

What's your phone number?

What's your username?

How do you spell that?

3. Now, listen to Alejandra and choose the options that complete these statements.

TRACK *Teen life on social media (Alejandra)*

3.1. Alejandra is

a. 13.

b. 17.

3.2. On a daily basis, she spends about

a. 7-8 hours using her phone every day.

b. 5-6 hours using her phone every day.

3.3. On social media, Alejandra

a. posts pictures, videos, and comments on stuff.

b. produces videos and follows her favorite bands.

Comprehension strategy

Ao interagir com textos, mobilize o conhecimento que você já tem sobre o assunto, principalmente por meio de palavras ou termos que foram emprestados da língua inglesa, que circulam entre nós e que representam elementos ou aspectos do assunto tratado.

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4. Now listen to Sasha and choose the options that complete these statements.

TRACK *Teen life on social media (Sasha)*

4.1. Sasha is [redacted]

a. 14.

b. 16.

4.2. Sasha likes to play [redacted]

a. different kinds of video games when he gets home.

b. the same video game to relax after school.

4.3. Sasha explains that [redacted]

a. he can stay longer without using media now that he is a teen.

b. it is hard to resist going on social media when all your friends are there.

Focus on pronunciation

TRACK *Stressed words*

1. Listen again to these excerpts from Alejandra's and Sasha's talk and notice the parts that are stressed. [redacted]

> "My name's Alejandra, I'm thirteen [...]. I post pictures or videos. [...]
>
> "I'm Sasha, I'm sixteen [...]. I like to play a lot of video games [...]."

2. They contain content words (with information), like verbs, nouns. These words have to be stressed because they carry meaning.

2. Now, answer: what kind of words do these parts contain? Why are they stressed?

5. Now, discuss in groups:

a. Em sua fala, Sasha afirma que "I absolutely think there is an addictive quality to video games". Você concorda com ele? Será que isso também acontece com as mídias sociais? [redacted]

b. Em que medida isso pode ser um problema para os jovens? [redacted]

Focus on genre

1. O texto que você estudou em **Into listening** é uma *self-introduction* e tem por objetivo apresentar quem você é e alguns aspectos da sua vida. Considerando esse gênero textual, responda às seguintes perguntas:

[redacted]

a. Em quais situações você precisa se apresentar a alguém que não conhece?

b. Quão semelhantes ou diferentes são as situações que você listou no item **a**?

c. Que tipo de informação você geralmente dá em cada situação?

d. Em situações informais, como um primeiro encontro, sobre o que você pergunta com o objetivo de "puxar assunto" e conversar com a outra pessoa?

e. Há alguma pergunta que você considera inapropriada para fazer, em nossa cultura, em um primeiro encontro?

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