EPT CEEP SAÚDE DO CENTRO BAIANO	**CENTRO ESTADUAL DE EDUCAÇÃO PROFISSIONAL EM SAÚDE DO CENTRO BAIANO**
	Nome do aluno:
	Curso: ☐TEN ☐TAC ☐TSB ☐QUI ☐ADM ☐ NUT ☐ VIG
	Disciplina: **Inglês** | Série: | Turma: | Turno:
	Professor: Bleiser Santos de Lima | Data: /. /

ATIVIDADE P. 44 A 50

INTO READING Song lyrics

1. Explore these images. What can you tell about the young people's identities?

MISTUDIOIMAGES/E+/GETTY IMAGES

Teenage member of the 2SLGBTQIA+ community. Mexico, 2018.

RUBENS CHAVES/ARQUIVO DA EDITORA

Different generations interacting with each other. Comunidade Quilombola Ivaporunduva. Eldorado, SP, 2023.

FERNANDA LIMA/PROJETO PIM

PIM Project (Periferia Inventando Moda). São Paulo, SP, 2024.

HENVEY INLET FIRST NATION/WIRE PRODUCTION STUDIO (WPS)

Henvey Inlet First Nation young musicians, Canada, 2023.

2. Now read the definitions of social, personal, and ego identities. Then ask and answer the questions in pairs.

• Social identity: It is influenced by the environment and the need to fit into specific roles. It includes demographics (race/ethnicity, gender, class) and social roles (occupation or education status, for example).

• Personal identity: It connects social identities, and individual characteristics and experiences, for example, personal styles (clothes and accessories), cultural interest (music, sports team, religion, etc.), and social roles (friend, student, athlete, etc.).

• Ego identity: It refers to individual commitments, goals, and beliefs.

Source: http://www.chicksdigscience.com/slog/2018/11/11/simplified-identity-formation-theory. Accessed on: Mar. 9, 2023.

a. What is your social identity (race/ethnicity, gender, class, etc.)?

b. What is your personal identity (style, interests, etc.)?

c. What is your ego identity (causes you defend, plans, beliefs, etc.)?

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d. Who are your role models?

e. How do you integrate into your identity group: Do you participate in a sports team, a traditional group, for example?

3. You are going to read song lyrics made by N'we Jinan Artists from the Henvey Inlet First Nation. Before reading it, match the phrases to the appropriate image.
a. feeling joyful
d. flowers blooming
b. wind blowing
e. flowers flowing in the water
c. jumping over the rainbow
f. feeling blue

4. Now read the lyrics. How does the speaker feel?

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FLOWERS BLOOM (WATCH ME GROW) – Ouça e música e numere a ordem correta conforme a letra da música:
Henvey Inlet First Nation youth, 2023

MEMPHIS My home, My home, My home It feels like you Oh I just wanna be like you Oh I know when you smile it feels so true My home, My home, My home It feels like love It feels like trust It feels so joyful CHORUS (2x) Good vibes means I'm just tryna have fun Watch me grow Watch me jump over the rainbow Vocabulary help Good vibes means I'm coming home to you Got the deer up in the stew My strong home is like when flowers bloom	TEWAS Walking the dog in the bush I see the deer as I look The trees around me they grow (Like) Flowers when I'm at home New friends that I met yah I know they always respect yah There's only so little time left yah I know I used to feel sad yah Until I met these three friends I was off the deep end They take care of me when I'm feeling down
TOBY Flowing flowers in the water I'm tired of feeling Blue I wanna feel nostalgic I wanna love you I wanna love you Wanna wanna Wanna love you ya Cause you're the one true True true The real one true ya (2x) CHORUS Good vibes means I'm just tryna have fun Watch me grow Watch me jump over the rainbow Good vibes means I'm coming home to you Got the deer up in the stew My strong home is like when flowers bloom	MYRA I feel joyful When the wind blows I feel joyful This is how it goes Connection to the nature Find me in the woods With my favourite animals Life is all good CHORUS Good vibes means I'm just tryna have fun Watch me grow Watch me jump over the rainbow Good vibes means I'm coming home to you Got the deer up in the stew My strong home is like when flowers bloom

5. 6. Read the statement and choose the alternatives that complete it appropriately.
According to the lyrics, we can infer that the speaker...

a. feels happy when he is in nature.
b. says his favorite animal is the deer.
c. felt sad before meeting the three friends.
d. knows he can count on his friends.
e. does not feel connected to his roots.

Answer the questions. Then discuss in groups.

a. O que os diferentes elementos da natureza mencionados na canção podem nos dizer sobre a cultura da comunidade Henvey Inlet First Nation?

b. O que "home" significa para o eu lírico?

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c. What makes you feel joyful?

d. What does “home” mean to you?

INTO LANGUAGE Present continuous

Tempo verbal que indica ação em desenvolvimento no momento da fala.

Sujeito	Verbo to be	Verbo + ING	
Você	Está	Lendo	Agora.
You	Are	Reading	Now.

1. Study the following verses from the lyrics. Pay attention to the words in bold and answer:

a. Do the sentences describe actions in progress or routine activities?
I am just trying to have fun. I’m coming home to you.

b. How many words are there in each verb form?

c. The second word in bold is a verb (try, come). What do you observe in these verb forms?

d. What do you observe when the -ing is added to the verb come?
e. What is the interrogative form of the sentences?
f. What is the negative form of the sentences?

2. Read the explanation about the present continuous, reproduce it in your notebook, and complete the gaps based on your analysis in activity 1.

MODELO

USES	**a.** to describe activities in ◆ progress around now **b.** to describe future arrangements **c.** to describe activities that are in progress at the moment of speaking	
STRUCTURE	AFFIRMATIVE SENTENCES be (◆, am, ◆) + verb in the ◆ form is, are / -ing	
	NEGATIVE SENTENCES	subject + ◆ + ◆ + main verb be / not
	INTERROGATIVE SENTENCES	◆ + subject + ◆ be / main verb
SPELLING RULE	come – ◆; run – run**ning**; die – d**ying** coming	
EXAMPLES	(1) “I **am studying** English now. I can’t talk to you.” “What about tomorrow? Are you free around 9?” (2) “Sorry, I’**m seeing** the dentist.”	

3. Review the explanation about the present continuous and answer:

a. Are the uses similar in Portuguese?

b. Considering the examples, which uses are they related to?

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4. Now read part of a testimonial taken from the article called “How Brazil’s indigenous youth use YouTube to celebrate their cultures” and do the activities.

a. What aspect of his people’s culture is Denilson showing in the videos?

b. Reproduce the testimonial in your notebook and choose the appropriate verb form to complete it.

Mark the correct verb:

Denilson Baniwa, a member of the Baniwa people: “Currently, I **am focusing / focus** on interviews with indigenous artists, from authors to producers. [...] The space that we **create / are creating** is [...] a place where [...] it is up to us to talk for and about ourselves. [...] What makes me feel better is that, fairly often, I **get / am getting** messages from teachers who ask me questions about certain topics and who share my videos with their class. I am thinking / think that it is really important to fill the learning gap and make sure kids **is learning / are learning** about what it **is meaning / means** to be indigenous.”
Available at: https://observers.france24.com/en/20190211-brazil-indigenous- youth-youtube-cultures. Accessed on: Mar. 3, 2023. Suppressions for pedagogical purposes marked with “[...]”.

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5. Now read it again and answer:

a. How important is it for Brazilian indigenous people to show their culture?

b. Do you know anyone else who uses social media to show their culture?

The Linguistic Colonialism of English

Anna Corradi / April 25 2017

[...]

The first population to speak English was the British. About five hundred years ago, between 5 and 7 million people spoke the language; today, about 1.8 billion people do. [...] In the 19th century, Britain was a superpower, an empire, and the method of colonization was violent. It also included opening schools which taught English language and Western culture to locals who needed to be "modernized." Most former British colonies now use English as their official language (e.g. Ghana and South Africa).

Today, English is the third most spoken language in the world and tops the list of second languages. English is a necessity for studying at the most prestigious institutions of higher learning, a ticket to working almost anywhere in the world and an instrument enabling a livelihood in the wealthiest nations. It is the norm for non-native English speakers to communicate with other non-native English speakers in English if they do not share a native language. For example, Amsterdam is now populated by a large foreign community; most Italian, Spanish, and Chinese nationals who work there use English in the office to communicate amongst themselves and Dutch locals.

A language is not only an instrument of communication, however. It is also the instrument of a society, made up of its culture, traditions, religions and beliefs and has nuances which represent its origin. [...] Okoth Okombo, a professor of linguistics at the University of Nairobi, summarizes this: "The death of a language is like the burning of a library." According to UNESCO, about 231 languages are extinct in the world, 37 of which originated in Sub-Saharan Africa. These indigenous languages were replaced by Western languages, imposed by colonizers.

[...]

Available at: https://brownpoliticalreview.org/2017/04/linguistic-colonialism-english/.

Accessed on: Oct. 27, 2023. Suppressions for pedagogical purposes marked with "[...]".

Faça uma tradução do texto acima:

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3. Que tal investigar? Faça uma pesquisa para saber sobre as línguas e culturas de alguns dos países que foram colônias britânicas. Trabalhe em grupos e descubra:

FOTOS: 1,2,5: ANASTASIIA GUSEVA/SHUTTERSTOCK; 3: NAU 2018/SHUTTERSTOCK; 4: OLLEG VISUAL CONTENT/SHUTTERSTOCK; 6, 8, 9: ARAVIND TEK/SHUTTERSTOCK; 7: HXDBZXY/SHUTTERSTOCK

a. Informações sobre o país: capital, população e línguas faladas, além do inglês.
b. Período durante o qual foi colônia britânica e quando se tornou independente.
c. O papel ou a função da língua inglesa para a população do país.
d. Se a língua inglesa constituiu uma variedade linguística própria daquele país.
e. Se a convivência entre as diferentes culturas é conflituosa ou apresenta algum tipo de tensão.

País	Capital	População	Línguas faladas	Período de colônia

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