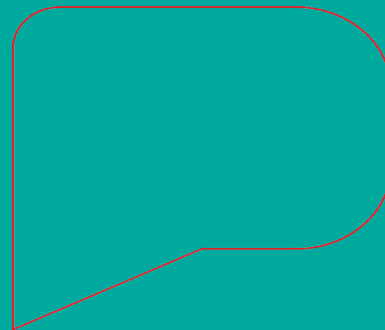


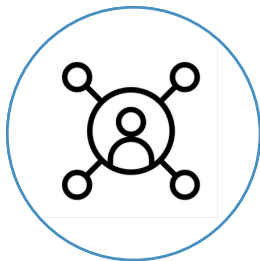
#FormaçãoSP

ATPC #FAPE

## Língua Inglesa – Anos Finais

CAN YOU WRITE ABOUT YOURSELF?  
AULA 14 - 7º ANO






# OBJETIVOS - ATPC

Língua Inglesa - EFAP

- Passar dicas sobre compreensão de texto.
- Sugerir atividade complementar.

Curriculo em **Ação** MATERIAL DIGITAL

7<sup>o</sup>  
ANO



Língua Inglesa

**Can you write about yourself?  
Part 2**

2<sup>o</sup> bimestre - Aula 14  
Ensino Fundamental: Anos Finais

Secretaria da Educação **SÃO PAULO** GOVERNO DO ESTADO

Currículo  
em **Ação**

**MATERIAL  
DIGITAL**



**7º**  
ANO

2024\_AF\_V1

Língua Inglesa

# Can you write about yourself? Part 2

2º bimestre - Aula 14

Ensino Fundamental: Anos Finais

## Conteúdo

- Temático: *childhood stories*;
- Gramatical: *Past Simple* (ou *Simple Past*) e *Past Continuous*.

## Objetivos

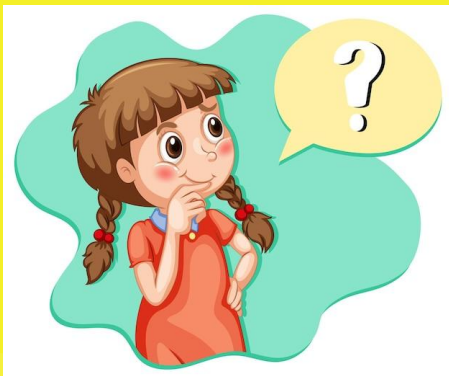
- Identificar as diferenças entre o *Past Simple* (ou *Simple Past*) e *Past Continuous*;
- Ler e reescrever alguns textos sobre histórias da infância;
- Elaborar a versão final de uma produção escrita sobre lembranças da infância.



# Dicas para ler um texto em língua estrangeira:

- CASO HAJA **DESENHOS** NOS TEXTOS, PRESTE ATENÇÃO NESSES DESENHOS, MUITAS VEZES, POR MEIO DELES, ENCONTRAMOS AS RESPOSTAS PARA AS QUESTÕES;
- DAR ATENÇÃO ÀS **PALAVRAS COGNATAS** - as palavras cognatas são encontradas em diferentes idiomas. Elas têm a mesma origem, são escritas de formas semelhantes e possuem o mesmo significado. Exemplos: Family – família;
- **PRESTE ATENÇÃO AO LAYOUT DO TEXTO** – formato do texto;
- Deixar claro para o estudante que **ele não precisa saber o significado de todas as palavras do texto, ele deve procurar entender o texto como um todo.**

# PROVA PAULISTA 6º ANO



Leia o texto para responder à questão.

## FOOD & DRINK

THAT DAMAGE YOUR TEETH



ICE



COFFEE / TEA



CANDIES



ALCOHOL



SWEET DRINKS



CITRUS FRUITS  
AND FRESH

Disponível em: <<https://encurtador.com.br/hsGW1>>. Acesso em: 19 mai. 2023.

O tema do infográfico é referente

- A) aos danos causados aos dentes pelos doces.
- B) aos alimentos que prejudicam os dentes.**
- C) à importância da higienização dos dentes.
- D) à sensibilidade dos dentes a bebidas geladas.

# COMPREENDENDO O TEXTO



## Para começar

1. Read the texts below.

Underline the verbs into the Past Simple and Past Continuous tense.

### Glossary

Funny: engraçado(a)

Hear: escutar

Noises: barulhos

Something: algo, alguma coisa

Everybody: todos

Pick up: pegar, buscar

I remember a funny story from my childhood. I was seven years old. I was trying to sleep when I started to hear some strange noises. I noticed there was something under my bed.

I was shaking when I decided to see what was there [...]

It was a cat. I forgot the window opened, and the cat came in and hid under my bed.

Paulo

What I remember most vividly from these days was my 10<sup>th</sup> birthday. I invited everybody from my classroom. It rained a lot, and nobody came. I was crying in front of my birthday cake when my family decided to get their cars and pick up my classmates at their houses.

At the end, all of them could go, and I had the perfect birthday party.

Camila

Texts were produced for this material.



# Correção

1. Read the texts below.

Underline the verbs into the Past Simple and Past Continuous tense.

### Glossary

Funny: engraçado(a)

Hear: escutar

Noises: barulhos

Something: algo, alguma coisa

Everybody: todos

Pick up: pegar, buscar

I remember a funny story from my childhood. I was seven years old. I was trying to sleep when I started to hear some strange noises. I noticed there was something under my bed.

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What I remember most vividly from these days was my 10<sup>th</sup> birthday. I invited everybody from my classroom. It rained a lot, and nobody came. I was crying in front of my birthday cake when my family decided to get their cars and pick up my classmates at their houses.

At the end, all of them could go, and I had a perfect birthday party.

Camila

## ***Past Simple (ou Simple Past) x Past Continuous***

O *Simple Past* (ou *Past Simple*) (Passado Simples) expressa ações ou fatos pontuais que começaram e terminaram no passado.

O *Past Continuous* (Passado Contínuo) expressa ações contínuas que ocorreram no passado.

I **was trying** to sleep when I **started** to hear some strange noises.

↓  
Past Continuous: ongoing action

↓  
Past Simple: second action

Past Continuous: ongoing action

Past Simple: second action

↑  
I **was crying** in front of my birthday cake when my family **decided** to get their cars and pick up my classmates at their houses.  
↑

2. In pairs, match the sentence halves.

- a. I was reading a book....
- b. My mother was preparing the meal...
- c. Our dog was sleeping...
- d. My brother was playing soccer...

when he fell and broke his arm. ( )

when it heard a strange noise. ( )

when her telephone rang. ( )

when my father arrived at home. ( )

## Correção

2. In pairs, match the sentence halves.

- a. I was reading a book....
- b. My mother was preparing the meal...
- c. Our dog was sleeping...
- d. My brother was playing soccer...

when he fell and broke his arm. ( **d** )

when it heard a strange noise. ( **c** )

when her telephone rang. ( **b** )

when my father arrived at home. ( **a** )



## Na prática

3. In pairs, rewrite different endings for the stories you read at the beginning of class.

Use Simple Past and Past Continuous.

I remember a funny story from my childhood. I was seven years old. I was trying to sleep when...

What I remember most vividly from these days was my 10<sup>th</sup> birthday. I invited everybody from my classroom.

## Correção

3. In pairs, rewrite different endings for the stories you read at the beginning of class.

Use Simple Past and Past Continuous.

**Personal answers.**

I remember a funny story from my childhood. I was seven years old. I was trying to sleep when...

What I remember most vividly from these days was my 10<sup>th</sup> birthday. I invited everybody from my classroom.

# ATIVIDADE COMPLEMENTAR - DICTATION

- 1) The meeting \_\_\_\_\_ at 9 a.m.
- 2) I \_\_\_\_\_ my umbrella at home.
- 3) It \_\_\_\_\_ a lot yesterday.
- 4) Peter \_\_\_\_\_ to buy a new car.
- 5) The baby \_\_\_\_\_ when I arrived.
- 6) What \_\_\_\_\_? A car accident?
- 7) I \_\_\_\_\_ a cat when I \_\_\_\_\_ a child.

# DICTIONARY - ANSWERS:

- 1) The meeting **started** at 9 a.m.
- 2) I **forgot** my umbrella at home.
- 3) It **rained** a lot yesterday.
- 4) Peter **decided** to buy a new car.
- 5) The baby **was crying** when I arrived.
- 6) What **happened**? A car accident?
- 7) I **had** a cat when I **was** a child.

Referência:

PRESCHER, Elisabeth. **Jogos e atividades para o ensino de inglês: the book of activities and games.** Barueri, SP: Disal, 2010.



### **Writing about your childhood memories**

Last class, you wrote a first draft about a good childhood memory you have.

Now, you will write a final version of it.

Follow the steps on the next slide:



## Aplicando

Check if you answered the questions:

a. When did it happen?

b. Who were you with?

c. Where did it happen?

d. What happened? (the sequence of events: use Simple Past and Past Continuous tense).

e. How did you feel?

## Aplicando

Share it with your classmates and your teacher;

Make the necessary adjustments;

Write your final version on a separate sheet;

Display your production on the school walls.

## O que aprendemos hoje?



- Identificamos as diferenças entre o *Past Simple* (ou *Simple Past*) e *Past Continuous*;
- Lemos e reescrevemos alguns textos sobre histórias da infância;
- Elaboramos a versão final de uma produção escrita sobre lembranças da infância.

## Referências

PRESCHER, Elisabeth. **Jogos e atividades para o ensino de inglês: the book of activities and games** – Barueri, SP: Disal, 2010

**Slides 5 e 6** – MUNIZ, Carla. **Toda Matéria**. Disponível em:  
<https://www.todamateria.com.br/past-continuous/>. Acesso em: 11 mar. 2024.

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**#SP**

**Professor**

**Compartilhe sua experiência com  
Material Digital.**

**#aredenaefape**





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