

Prezado (a) Professor (a)

A Secretaria Estadual de Educação do Estado do Tocantins, visando o fortalecimento da prática pedagógica e, com base no Referencial Curricular do Ensino Fundamental, Proposta Curricular do Ensino Médio e Matriz de Referência da Prova Brasil, que norteiam as avaliações do **Sistema de Avaliação Permanente da Aprendizagem do Estado do Tocantins – sisAPTO**, apresenta o Guia Pedagógico, destinado aos professores do 5º e 9º ano do Ensino Fundamental e 3ª série do Ensino Médio da Rede Estadual de Ensino do Estado do Tocantins.

Os Guias Pedagógicos, por meio de itens elaborados e comentados, objetivam subsidiar o trabalho pedagógico do professor em sala de aula, na perspectiva de melhorar a qualidade do ensino e da aprendizagem dos alunos do sistema estadual de ensino, considerando a educação integral de forma humanizada.

Estamos certos de que as atividades propostas neste Guia, aliadas ao seu empenho e dedicação, fortalecerão a sua prática pedagógica em sala de aula levando ao sucesso de seus alunos e de sua escola.


Adão Francisco de Oliveira
Secretário Estadual de Educação



ESTADO DO TOCANTINS
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SUBSECRETARIA DA EDUCAÇÃO BÁSICA
SUPERINTENDENCIA DE TECNOLOGIA E INOVAÇÃO
DIRETORIA DE TECNOLOGIA, INOVAÇÃO E ESTATÍSTICA
GERÊNCIA DA AVALIAÇÃO DA APRENDIZAGEM

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MATRIZ DE REFERÊNCIA

A Matriz de Referência de Língua Inglesa do Sistema de Avaliação da Educação do Estado do Tocantins – SALTO é composta por seis tópicos, sendo eles:

- I - Procedimentos de Leitura;
- II - Implicações do Suporte, do Gênero e/ou do Enunciador na Compreensão do Texto;
- III – Localização de informação específica no texto escrito de gêneros textuais diferentes;
- IV - Coerência e construção de inferências no processamento do texto escrito de gêneros diferentes;
- V - Relações entre Recursos Expressivos e Efeitos de Sentido;
- VI – Conhecimento léxico-sistêmico.

MATRIZ DE REFERÊNCIA DE LÍNGUA INGLESA: TÓPICOS E SEUS DESCRITORES 3ª Série do Ensino Médio	
TÓPICOS	DESCRITORES
I - Procedimentos de Leitura	D1 – Identificar o tema ou o sentido global do texto. D2 – Reconhecer as funções sócio-comunicativas em um texto. D3 - Compreender frases ou partes que compõem um texto. D4 - Distinguir um fato da opinião relativa a esse fato. D5 - Inferir o sentido de uma palavra ou expressão. D9 - Inferir uma informação implícita em um texto.
II - Implicações do Suporte, Gênero e/ou Enunciador na Compreensão do Texto	D6 - Identificar o gênero de diferentes textos D7 - Identificar as relações linguísticas e não-linguísticas para constituição do gênero. D8 - Identificar palavras e expressões próprias da linguagem oral: hesitações, sinais de interrupção, coloquialismos e contrações. D10 - Localizar informações específicas no texto.
III - Localização de informação específica no texto escrito de gêneros textuais diferentes	D11 - Identificar e/ou localizar características lexicais e sintáticas de algumas das articulações textuais (enumeração, sequência), tendo em vista a compreensão global do texto. D12 - Identificar a parte principal ou outras partes secundárias que compõem o texto.
IV - Coerência e construção de inferências no processamento do texto escrito de gêneros diferentes	D13 - Inferir o significado de palavras e expressões desconhecidas com base na temática do texto, no uso do contexto e no conhecimento adquirido de regras gramaticais (flexões, posições das palavras nas frases, tempos verbais, preposições de tempo e lugar, advérbios de tempo, modo e lugar). D14 - Inferir o significado de palavras e expressões de uso cotidiano em diferentes textos.
V - Relações entre Recursos Expressivos e Efeitos de Sentido	D15 - Identificar efeitos de ironia ou humor em textos variados. D16 – Produzir efeitos de sentidos pretendidos pelo uso de notações como: travessão, aspas, itálico, negrito, letras maiúsculas, dois pontos e reticências em textos de diferentes gêneros.
VI – Conhecimento léxico-sistêmico	D17 - D17- Identificar e utilizar a forma adequada dos verbos, adjetivos e preposições. D18 – Reconhecer o uso adequado das wh-words em textos diversos. D19 – Reconhecer a forma escrita de valores e numerais, datas e número de telefone em textos diversos. D20 – Identificar os marcadores do discurso em textos diversos.

SUGESTÕES DE ATIVIDADES

TEXT ONE

Read the text

Ivânia Tupinambá lives at the edge of a city at the end of a peninsula. The Plataforma district of Salvador, Brazil, is, in the words of a local teacher, “on the way to nowhere”. People born there usually stay put, trapped by low or non-existent incomes and poor education. It is the sort of place where even many long-term residents of Salvador never stray. And so, despite living in an area where community workers estimate that 90 per cent of People do not have access to a private computer, 19 year-old Ivânia finds out about the world – and tells the world about her – via the internet.

Courtesy of a charitable project called Kabum – a brightly-painted art and technology school that has taught her photography, helped her to set up a blog and given her access to a dazzling array of flat-screen computers and image editing technology – Ivânia is a multimedia savvy as the best-equipped British teenager.

Source: Adapted from: YEOMAN, Fran. From Birmingham to Brazil, young people find safety in the net In: <women.timesonline.co.uk>. Access on Oct. 13, 2008

D1- Identificar o tema ou o sentido global do texto

01. (UFRGS/2009) – The text mainly describes:

- A) International contributions to the Plataforma district.
- B) The way a social project can help poor teenagers in Salvador.
- C) Class difference and its effects on Salvador.
- D) The hard time teenagers have with computers.
- E) The limitations of teenagers in poor nations.

D2 - Reconhecer as funções sócio-comunicativas em um texto.

02. (Salto) - What's the main purpose of this text?

- A) To inform.
- B) To instruct.
- C) To persuade.
- D) To laugh.
- E) To describe.

D3 - Compreender frases ou partes que compõem um texto.

03. (Salto) – The expression “On the way to nowhere” that best describes the intention of the speaker is:

- A) Indo para algum lugar.
- B) No caminho de nenhum lugar.
- C) No meio do nada.
- D) Bem localizado.
- E) Difícil de ser encontrado.

WRITING

04. Are you a multimedia savvy? How much time do you spend surfing on the internet?

05. Do you have a social network? Which one? Do you know the expression Selfie? Explain it.

TEXT TWO

Two angry men in Italy



A security camera video has been released. It shows two men on a scooter who stop in front of a shop and begin to shoot.

The two men shot eleven bullets at their victims. One of the victims hid in the shop and the other one ran away. When the two criminals finished shooting, they went after the man who ran away.

The video is almost two years old. Police took their time, but they have now charged the two men with attempted murder. It is thought that one of the victims owed one of the attackers a few thousand Euros. This may be the motive behind the attack.

Source: <http://www.newsintlevels.com/products/two-angry-men-in-italy-level-2/>

WRITING

06. What do you think about the security cameras shooting all your motion around the cities or places you go to? Discuss about it in English or in Portuguese.

D4 - Distinguir um fato da opinião relativa a esse fato.

07. (Salto) – The statement that shows an opinion is:

- A) It shows two men on a scooter.
- B) The video is almost two year old.
- C) They went after the man who ran away.
- D) The have now charged the two men.
- E) One of the victims owed one of the attackers.

D3 - Compreender frases ou partes que compõem um texto.

08. (Salto) – The sentence: "...they have now charged the two men with attempted murder." means:

- A) they are accused for attempted murder.
- B) they are not responsible for the attempted murder.
- C) they cannot prove the attempted murder.
- D) they are responsible for the two men.
- E) they will be in a jail for attempted murder.

D9 – Inferir uma informação implícita em um texto.

09. (Salto) – Reading the whole text is possible to find out where the episode happens. Which letter is the correct one?

- A) South America.
- B) North America.
- C) Asia.
- D) Africa.
- E) Europe.

TEXT THREE**The Prince and the Pauper****Read de Text**

"In the ancient city of London, on a certain autumn day in the second quarter of the sixteenth century, a boy was born to a poor family of the name of Canty, who did not want him. On the same day another English child was born to a rich family of the name of Tudor, who did want him. All England wanted him too. England had so longed for him, and hoped for him, and prayed God for him, that, now that he was really come, the people went nearly mad for joy. Mere acquaintances hugged and kissed each other and cried. Everybody took a holiday, and high and low, rich and poor, feasted and danced and sang, and got very mellow; and they kept this up for days and nights together. By day, London was a sight to see, with gay banners waving from every balcony and housetop, and splendid pageants marching along. By night, it was again a sight to see, with its great bonfires at every corner, and its troops of revellers making merry around them. There was no talk in all England but of the new baby, Edward Tudor, Prince of Wales, who lay lapped in silks and satins, unconscious of all this fuss, and not knowing that great lords and ladies were tending him and watching over him-and not caring, either. But there was no talk about the other baby, Tom Canty, lapped in his poor rags, except among the family of paupers whom he had just come to trouble with his presence..."

**D6 - Identificar o gênero de diferentes textos.**

10. The text is:

- A) Comic strip.
- B) Fable.
- C) Tale.
- D) Prayer.
- E) Novel.

Source: (<http://pipcbcingles.blogspot.com.br>)

D11 - Identificar e/ou localizar características lexicais e sintáticas de algumas das articulações textuais (enumeração, sequência), tendo em vista a compreensão global do texto.

11. The text type is:

- A) Description.
- B) Narration.
- C) Injunction.
- D) Dissertation.
- E) Information.

Source: (<http://pipcbcingles.blogspot.com.br>)

D10- Localizar informações específicas no texto.

12. This text shows:

- A) A beautiful and a rich.
- B) A famous and a poor.
- C) A rich and a famous.
- D) A rich and a poor.
- E) A famous and a beautiful.

Source: (<http://pipcbcingles.blogspot.com.br>)

D10- Localizar informações específicas no texto

13. (Salto) – When Canty was born:

- A) He was wanted by his family.
- B) He was wanted by all England.
- C) He wasn't wanted by all England.
- D) He was wanted by everybody.
- E) He wasn't wanted by his family.

Source: <http://pipcbcingles.blogspot.com.br/>



TEXT FOUR

Fish and chips

"Fish and chips" is deep-fried fish in batter with deep-fried potatoes, and a popular take-away food. Fish and chips is originally from the United Kingdom, but also very popular in Australia, Canada, Ireland, New Zealand, South Africa and some coastal towns of the Netherlands and Norway; and also increasingly so in the United States and elsewhere. For decades it was the dominant (if not the only) take-away food in the United Kingdom.

The fried potatoes are called chips in British and international usage; and while American English calls them french fries, the combination is still called "fish and chips". (Potato chips, an American innovation, are a different potato-derived food, and are known as crisps in the United Kingdom.)

Fish and chips have separately been eaten for many years – though the potato was not introduced to Europe until the 17th century. The originally Sephardi dish Pescado frito, or deep-fried fish, came to Netherlands and England with the Spanish and Portuguese Jews in the 17th and 18th centuries.

The dish became popular in more widespread circles in London and the south-east in the middle of the 19th century (Charles Dickens mentions a "fried fish warehouse" in *Oliver Twist*) whilst in the north of England a trade in deep-fried "chipped" potatoes developed.

It is unclear when and where these two trades were merged to become the fish and chip shop industry we know today. The first combined fish and chip shop was probably the one opened in London by Joseph Malin in 1860.

During World War II, fish and chips were one of the few foods that were not rationed in the UK.

Source: <http://www.saberingles.com.ar/reading/>

D1- Identificar o tema ou o sentido global do texto

14. (Salto) –The main idea of the text is

- A) American people love fish and chips.
- B) The popularity of fish and chips.
- C) The history of fish and chips.
- D) The origin of fish and chips.
- E) How fish and chips became popular.

D6- Identificar o gênero de diferentes textos.

15. (Salto) – The text 4 is a

- A) Recipe.
- B) Tale.
- C) Fable.
- D) Report.
- E) Poem.

D2- Reconhecer as funções sócio-comunicativas em um texto.

16. (Salto) – The text “Fish and Chips” serves to

- A) Inform.
- B) Amuse.
- C) Laugh.
- D) Instruct.
- E) Reflect.

D13- Inferir o significado de palavras e expressões desconhecidas com base na temática do texto, no uso do contexto e no conhecimento adquirido de regras gramaticais (flexões, posições das palavras nas frases, tempos verbais, preposições de tempo e lugar, advérbios de tempo, modo e lugar).

17. (Salto) – Text 4 says that: “Fish and chips” is deep-fried fish in batter with deep-fried potatoes, and a popular take-away food. According to the text the underlined expression means

- A) Comida servida nos mais badalados restaurantes.
- B) Comida vendida pra ser consumida em outro lugar.
- C) Comida cara, mas muito saborosa e de pouco valor nutritivo.
- D) Comida barata, deliciosa e de muito valor nutritivo.
- E) Comida servida em restaurantes populares.

TEXT FIVE

No Pants Subway Ride!



If you took the subway on Wednesday you may have **got a shock** when you noticed another passenger who had ‘forgotten’ to put on his pants (or trousers in the UK). If so, he was probably **taking part** in the ‘No Pants Subway Ride’: an annual event, which began as a **prank** by a group of New Yorkers in 2002.

The idea is to get on the subway without pants and **act** completely normal. The participants do not behave as if they know each other, and they all wear winter coats, hats, scarves, and gloves. The only unusual thing is their **lack** of pants. Over the last **decade**, the silly **trend** has **spread** to undergrounds all across the planet.

Source: <http://tinytexts.wordpress.com/>

Vocabulary

Got a shock- had a big surprise
Taking part in- participating
Prank- joke
Act- behave
Lack- when something is missing

Decade- ten years
Silly – frivolous, not serious
Trend- fashionable activity
Spread- extended from one place to another

D18 – Reconhecer o uso adequado das wh-words em textos diversos.

18. (Salto) – The sentence: "...you may have got a shock when you noticed another passenger who had 'forgotten' to put on his pants". The underlined word gives idea of

- A) Place
- B) Manner.
- C) Time.
- D) Opposition.
- E) Addition.

TEXT SIX



Source: <http://pipcbcingles.blogspot.com.br/>

D7- Identificar as relações linguísticas e não-linguísticas para constituição do gênero.

19. Smudge seems to be

- A) Doubtfully.
- B) Angry.
- C) Lazy.
- D) Hungry.
- E) Happy.

D17- Identificar e utilizar a forma adequada dos verbos, adjetivos e preposições.

20. (Salto) - In the sentence: "They say that when more blood flows to your head, your mind functions better!" The underlined word shows that the mind

- A) Will become more complicated.
- B) Will become more difficult.
- C) Will functionate very well.
- D) Will functionate very little.
- E) Will become problematical.



D15 - Identificar efeitos de ironia ou humor em textos variados.

21. (Salto) – The mood happens on text 7 due to:

- A) They are wearing funny clothes and Christmas bonnet.
- B) Her earrings look like Christmas ornaments.
- C) She didn't understand what he said.
- D) His walking stick looks like a big candy.
- E) She has been sarcastic to him.

Source: www.facebook.com/inglesnapontadalingua

TEXT EIGHT

Guess - ingredients and names of the recipe



Preparation:

Season the pieces of fish with salt and pepper. Sauté the chopped shallots and garlic in butter in a large frying pan. Add tomato chunks, wine and parsley. Leave to simmer for 1 to 2 minutes.

Add the fish. Cover the pan with the lid. Cook the fish on a low heat for about 6-10 minutes. Carefully remove the fish from the pan using a spatula and keep warm in a serving dish.

Cook the sauce some more until nice and thick, gently stir in the crème fraîche. Season with salt, pepper and lemon zest. Pour over the fish and garnish with some parsley. Lovely with mashed potatoes.



Fonte: <http://www.radionetherlands.nl/images/assets/12418361>

D17- Identificar e utilizar a forma adequada dos verbos, adjetivos e preposições.

22. (Salto) - Recipe has specific structures and one of them is the use of the verb. The most appropriated tense to write a recipe is:

- A) Present tense subjunctive.
- B) Past tense indicative.
- C) Present tense indicative.
- D) Present tense imperative.
- E) Past tense imperative.

23. Let's create a recipe. Imagine you are a very important Chef and you work in a famous restaurant where many celebrities go to eat the food you prepare.

TEXT NINE

(You Drive Me) Crazy / Crazy

Glee (Song)

.....

You drive me crazy (crazy)

I just can't sleep

Crazy I'm in too deep

You know I'm crazy, but it feels alright (crazy)

Baby thinking of you keeps me up all night ...

D14- Inferir o significado de palavras e expressões de uso cotidiano em diferentes textos.

24. (Salto) – The most appropriated translation to the underlined word “You drive me crazy” on the text eight is

- A) Dirigir.
- B) Direcionar.
- C) Causar.
- D) Levar.
- E) Orientar.

TEXT TEN

J. K. Rowling to pen first novel for adults

Author J. K. Rowling has announced plans to publish her first novel for adults, which will be “very different” from the Harry Potter books she is famous for.

The book will be published worldwide although no date or title has yet been released. “The freedom to explore new territory is a gift that Harry’s success has brought me,” Rowling said.

All the Potter books were published by Bloomsbury, but Rowling has chosen a new publisher for her debut into adult fiction. “Although I’ve enjoyed writing it every bit as much, my next book will be very different to the Harry Potter series, which has been published so brilliantly by Bloomsbury and my other publishers around the world,” she said, in a statement. “I’m delighted to have a second publishing home in Little, Brown, and a publishing team that will be a great partner in this new phase of my writing life.”



Fonte: Disponível em: www.bbc.co.uk. (ENEM 2103)

D20 – Identificar os marcadores do discurso em textos diversos.

25. (Salto) – In the sentence: “Although I’ve enjoyed writing it every bit as much, my next book will be very different to the Harry Potter series...” The underlined word gives the idea of

- A) Addition.
- B) Contrast.
- C) Opposition.
- D) Conclusion.
- E) Comparison.

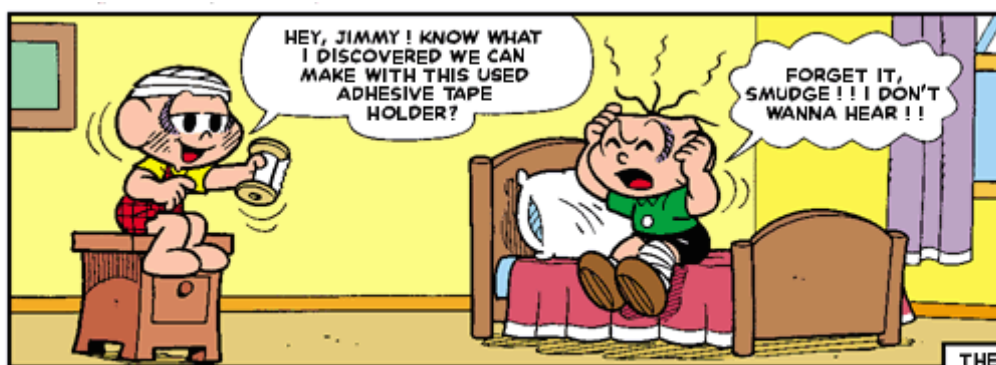
D12 - Identificar a parte principal ou outras partes secundárias que compõem o texto.

26. (Salto) - The text 10 talks about J. K. Rowling's new book that will be released by a new publish. According to the text, can we say that the date and title to release the book is secondary information? Why?

D10- Localizar informações específicas no texto.

27. (Salto) - Will J. K. Rowling publish her new book with the same one that published Potter books? Explain your answer according to the text.

TEXT ELEVEN



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D8 - Identificar palavras e expressões próprias da linguagem oral: hesitações, sinais de interrupção, coloquialismos e contrações.

28. In the sentence: "Hey, Jimmy! Know what I discovered..." The underlined word means that

- A) He's crying.
- B) He's screaming.
- C) He's calling.
- D) He's fighting.
- E) He's sleeping.

TEXT TWELVE

The Fox and the Crow

A Crow, having stolen a bit of meat, sat in a tree and held it in her beak. A hungry Fox, seeing this, envied the crow and wished to have the meat for himself. So he came up with a cunning plan. "How gracious you are," he exclaimed, "how beautifully your feathers shine! Oh, if only your voice were equal to your beauty, you would deserve to be called the Queen of Birds!" The Crow was really flattered by these words, so, anxious to be called the Queen of Birds, she gave a loud caw and dropped the meat. The Fox quickly picked it up, and thus addressed the Crow: "My dear Crow, you have a nice voice, indeed, but I'm afraid you have no wits."



Do not trust flatterers.

D16 – Produzir efeitos de sentidos pretendidos pelo uso de notações como: travessão, aspas, itálico, negrito, letras maiúsculas, dois pontos e reticências em textos de diferentes gêneros.

29. (Salto) - In the sentence: "How gracious you are," he exclaimed, "how beautifully your feathers shine! Oh, if only your voice were equal to your beauty, you would deserve to be called the Queen of Birds!" The exclamation was used to express

- A) Emphasis.
- B) False admiration.
- C) Great admiration.
- D) Mood.
- E) Colloquialism.

Source: <http://pipcbcingles.blogspot.com.br/>

D5 - Inferir o sentido de uma palavra ou expressão.

30. (Salto) - In the sentence: "So he came up with a cunning plan." The underlined word can be replaced by

- A) Good.
- B) Bad.
- C) Smart.
- D) Unhappy.
- E) Stupid.

Source: <http://pipcbcingles.blogspot.com.br/>

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Image Source: www.facebook.com/inglesnapontadalingua

GABARITO

QUESTÃO	GABARITO DAS QUESTÕES	DESCRIPTOR
01	B	D1
02	A	D2
03	C	D3
04	Sugestão de resposta – Dizer se é experiente, conhecedor de diferentes mídias e se fica muito tempo navegando na internet. Incentivar escrever em inglês, mesmo que seja períodos curtos.	WRITING
05	Sugestão de resposta – Dizer se faz parte de uma rede social (facebook, twitter, instagran, whatsapp...) e explicar a expressão selfie e caso não conheçam, peça para fazerem uma pesquisa e compartilhar em sala de aula.	WRITING
06	Sugestão de resposta – Dizer o que sentem em relação às câmeras de segurança espalhadas em locais públicos e pelas ruas das grandes cidades. Melhora a segurança das pessoas ou é uma invasão de privacidade ser filmado por onde passam?	WRITING
07	E	D4
08	A	D3
09	E	D9
10	C	D6
11	B	D11
12	D	D10
13	E	D10
14	C	D1
15	D	D6
16	A	D2
17	B	D13
18	C	D18

19	A	D7
20	C	D17
21	E	D15
22	D	D17
23	Sugestão de resposta – Incentivar os alunos a criarem receitas em inglês. Receitas fáceis para não desestimularem com o vocabulário. Usar dicionário.	WRITING
24	C	D14
25	B	D20
26	Sugestão de resposta – o aluno deve analisar o texto e distinguir a informação principal da secundária. O texto possui várias informações, mas a mais importante é a criação de um livro para adultos pela autora J.K. Rowling. Discuta com os alunos quais as informações presentes e qual a mais importante.	WRITING
27	Sugestão de resposta - No. The book will be published by Little, Brown and Potter books were published by Bloomsbury.	WRITING
28	C	D8
29	B	D16
30	C	D5