

BOCA DE LOBO

E-book de atividades de Língua Inglesa

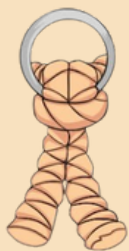


Erika Suellem Castro da Silva (Org.)

Grupo de Estudos de Professores de Línguas do Pará - GEPLIPA

2024



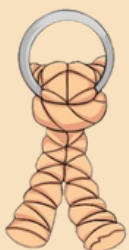


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LÍNGUAS DO PARÁ-GEPLIPA

***BOCA DE LOBO - E-BOOK DE ATIVIDADES DE LÍNGUA
INGLESA***

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2024



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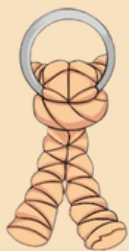
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PREFÁCIO

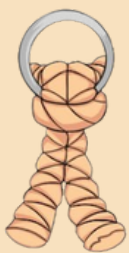
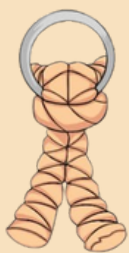
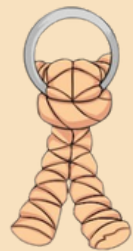
Erika Suellem Castro da Silva

Assumir a interdisciplinaridade na sala de aula de língua inglesa faz parte de uma educação linguística ampliada (Cavalcanti, 2013), que vai além das barreiras metodológicas limitadas a uma visão meramente estruturalista da língua-alvo, ou, ainda, ideologicamente euro-eua-centradas (Walsh, 2010). Quando abraçamos a perspectiva interdisciplinar e intercultural, certamente abrimos espaço para a riqueza de contextos diversos e para o nosso lugar no mundo.

O projeto *“Boca de Lobo - E-book de atividades de Língua Inglesa”* nasce neste campo interdisciplinar, considerando a representatividade paraense, adotando a decolonialidade como possibilidade de resignificação de nossa docência (Borelli et al., 2020), no sentido de refletir e agir a partir do local para o global, emergindo de sessões reflexivas com estagiários do terceiro ano do Curso de Licenciatura em Língua Inglesa da Universidade do Estado do Pará - UEPA, em uma parceria profícua entre docentes e discentes membros do Grupo de Estudos de Professores de Línguas do Pará (GEPLIPA/UEPA/CNPq)*.



A estratégia de encurtar os punhos de uma rede, adaptando o utensílio de descanso em espaços onde se pretende armá-la, é chamada por paraenses de “boca de lobo”. O título “Boca de Lobo” surge então nas conversas entre docente orientadora e discentes, como uma analogia à adaptabilidade da língua inglesa à nossa realidade regional. Além disso, a praticidade que o nó “boca de lobo” dá à rede é, semelhantemente, a mesma que tentamos apresentar nesta proposta, como forma de sugestão ou de material complementar, sem pretender, jamais, substituir os planos de aulas de nossos colegas.



Essa experiência nos permitiu repensar nossos próprios valores, cultura e praxiologias (Pessoa et al., 2021), ampliando nossa compreensão acerca de uma formação crítico-reflexiva docente que prioriza o outro – suas histórias e subjetividades – e que faça de “nós” inúmeros laços, capazes de fortalecer a educação linguística que tanto queremos.



*espelho do grupo no diretório do CNPq:
<http://dgp.cnpq.br/dgp/espelhogrupo/803658>



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1 - Art Through Amazon Eyes

Adrielly Almeida

BNCC

(EF08LI18) Construir repertório cultural por meio do contato com manifestações artístico-culturais vinculadas à língua inglesa (artes plásticas e visuais, literatura, música, cinema, dança, festividades, entre outros), valorizando a diversidade entre culturas.

TARGET PUBLIC AND MATERIALS

Target Public:
7th/8th grade Students.
Age: 12-14 years old.

Materials: computer, projector or TV, A3 paper, gouache paint, brushes, colored pencils, markers, paper sheets, adhesive tape.

ESTIMATED DURATION

3 classes of 50 minutes.

PROCEDURES

1st step: discovery

You can visit the *Laurimar Leal Virtual Museum of the Amazon* website (www.museudaamazonialaurimarleal.com) and present the pieces of art and their labels to the students.

In this opportunity, you will explain some shapes and symbolism in marajoara art. Tell students they will create an artwork based on what they are observing. They can note which visual elements inspire them.

2nd step: creation

It's time for students to create their own artwork inspired by the pieces they observed. They will also create the label for their artwork in English. Make sure students are creatively engaged and help them revise their descriptions before they finalize them.

3rd step: exhibition

Students organize their artwork as if they were setting up an art gallery. Each student, or group, presents their artwork, describing it in English to the class. They can talk about the label and the meaning behind the piece.

1 - Art Through Amazon Eyes



SUGGESTIONS AND COMMENTS

- If you can't access the Virtual Museum website, print images in black and white or color (when possible) of Amazon art that can easily be found on the website itself, and also online or in books. You can also try using artworks by artists from your own city.
- In large classrooms, you can divide the class into smaller groups to create a more organized environment.
- Assigning specific roles within groups, such as the lead artist student, the responsible for the art label, and the presentation leader, can be also a good adaptation in a large class.
- If the time is limited, you may want to consider rotate the activities: while one group works on the art creation, another can work on researching and writing the art label.

QR CODES

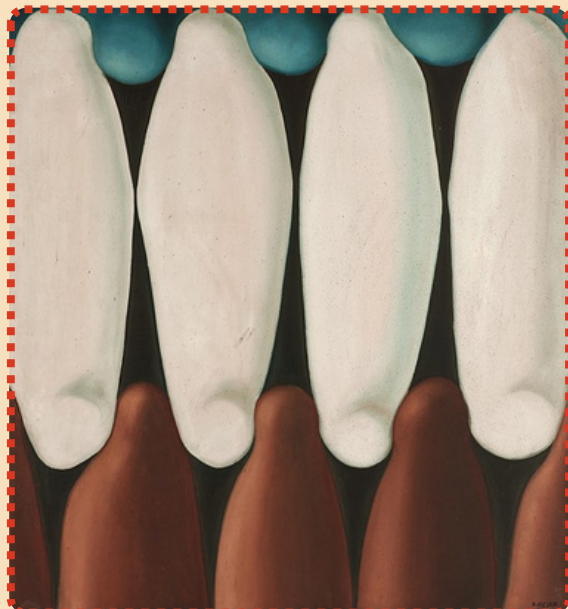
Scan this QR code to access the [Laurimar Leal Virtual Museum of the Amazon](#) website.



Scan this QR code to have access to a [label template idea](#).



See attachment on page 17



2 - Amazon Animal Adventures

Adrielly Almeida and Matheus Magno

BNCC

(EF06LI15) Produzir textos escritos em língua inglesa (histórias em quadrinhos, cartazes, chats, blogs, agendas, fotolegendas, entre outros), sobre si mesmo, sua família, seus amigos, gostos, preferências e rotinas, sua comunidade e seu contexto escolar.

TARGET PUBLIC AND MATERIALS

Target Public:

5th/7th grade students.

Age: 9-12 years old.

Materials: Colored pencils, markers, animal picture cards (optional)

ESTIMATED DURATION

2 classes of 50 minutes.

PROCEDURES

1st step: the animals

The teacher can present the topic of comic strip by showing real comics (ex.: turma da Mônica, Mafalda).

Then, teacher present images of Amazon animals (jaguar, pink river dolphin, parrot, anteater) and their natural habitat. Say the names in English and ask students to repeat. Then, teach simple sentences like: "The jaguar is fast" and "The parrot is colorful".

2nd step: creation

Then, students choose an Amazon animal to be the main character of their comic strip. In the first panel, students draw the animal and write a short sentence describing it.

Let students free to create the other panels, exploring the animals' habitats and characteristics.

3rd step: presentation

In the end, teacher can help the students revise their texts.

Then, ask some of them to present their comic strips to the class by reading the sentences in English and showing their drawings.

2 - Amazon Animal Adventure



►► SUGGESTIONS AND COMMENTS

- If you predict it will be too difficult for students to create a whole comic strip from scratch, you can previously define what information each panel is supposed to contain.
- You can also offer simple pre-filled sentences for students to complete by filling in the animal's name or action (e.g., "The ___ lives in the forest").
- Distribute cards with the names and pictures of Amazon animals to help students remember how to write and draw their characters.
- Before creating the comic strip, students can participate in a matching activity, linking animal pictures with their names in English.

►► QR CODES

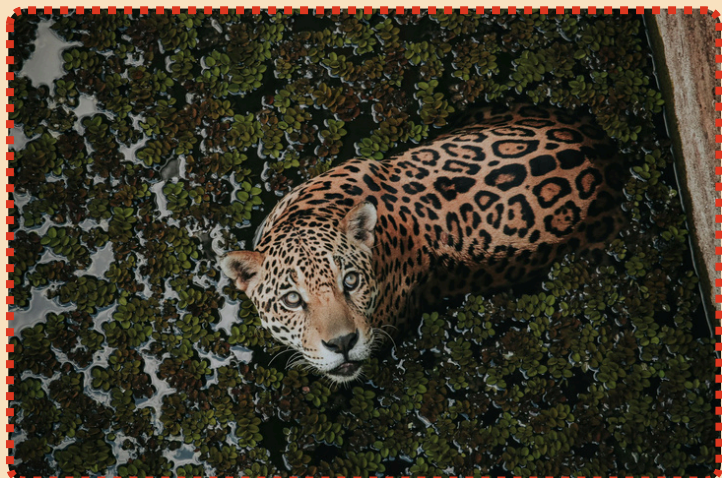
Scan this QR code to have access to a [comic strip template idea](#).



Scan this QR code to have access to the Amazon animals flashcards.



See attachments on pages 24-26



3- What is the brega?

Yasmin Marques

BNCC

(EF08LI18) Construir repertório cultural por meio do contato com manifestações artístico-culturais vinculadas à língua inglesa (artes plásticas e visuais, literatura, música, cinema, dança, festividades, entre outros), valorizando a diversidade entre culturas.

TARGET PUBLIC AND MATERIALS

Target Public:
8th grade Students.
Age: 13-14 years old.

Materials: Technological device connected to the internet and speaker (optional).

ESTIMATED DURATION

2 classes of 50 minutes.

PROCEDURES

1st step:

Divide the class in groups and present some songs in English. Then, the students need to find out what is the "technobrega" version, in Portuguese. The group also needs to inform who is the singer.

2nd step:

Write the name of the artist from the original version on the blackboard.

3rd step:

As a homework assignment, students must choose one pair of artists from the provided list and do a research, then create a board with these biographical information and share it with the whole class.

3 - What is the brega?



►► SUGGESTIONS AND COMMENTS

- It may be helpful to encourage students to listen to both the original English song and its technobrega version, to better understand how the musical style and lyrics have been adapted.
- Requesting the students to brainstorm other English songs that could have a potential technobrega adaptation is another way to engage the class.
- If needed, make use of the online music platform linked in the QR Code to help students find examples of technobrega versions of popular songs, as well as more information about the genre.

Scan these QR code to have access to an additional content.



[Playlist - What is the brega? - Acesse aqui](#)



4- Let's Wear Patchouli

Talita Lopes

BNCC

(EF08LI12) Construir repertório lexical relativo a planos, previsões e expectativas para o futuro.

TARGET PUBLIC AND MATERIALS

Target Public:

Students of the 8th grade.

Age: 13-14 years old.

Materials:

"Banho de Cheiro" (optional)

Cardboard, colored pens, images

ESTIMATED DURATION

3 classes of 50 minutes.

PROCEDURES

1st step:

Present some "Banhos de Cheiro" typical from Pará. Then, explain some meanings and characteristics of some herbs.

2nd step:

Review the "Future Tense" and explain how we apply this verb tense when we talk about expectations and wishes.

3rd step:

Finally, as a homework assignment, tell to students bring their "perfect banho de cheiro" in order to present about their expectations for the future or what they wish for their lives. Ex: Money, health, peace, love

4- Let's Wear Patchouli



►► SUGGESTIONS AND COMMENTS

- If it is not possible to bring the “Real” Banho de Cheiro to present in class, students can talk to some people around them, collect information, and bring it on a cardboard as images, drawings or paintings.
- In the third step, you can adapt and bring a jar where students can put small pieces of paper with the names of some herbs chosen by them in order to explain their wishes.

►► In order to help you, here you can see a list of herbs used in our “Banho de Cheiro”

- **Rosemary (alecrim):** ideal para despertar felicidade, afastar a negatividade e abrir caminhos, além de combater o estresse, também atrai prosperidade, bons clientes e negócios.
- **Rue (arruda):** indicada para combater energias negativas, mal olhado e dar proteção.
- **Lavender (lavanda):** auxilia no relaxamento, recomenda-se para momentos de estresse e tensão.
- **Chamomile (camomila):** restaura forças, tranquiliza, acalma, recomendada para combate a insônia.
- **Dumb cane (comigo-ninguém-pode):** bloqueia energias negativas.
- **Mother-in-law's tongue (espada-de-são-jorge):** bloqueia energias negativas e duvidosas, trás segurança.
- **Basil (manjeirão):** purifica, atrai paz, alegria e felicidade,
- **Rose (rosa):** poderosa para atrair o amor.

5 - Make Your Own Folktale

Mateus Luan and Walquiria Silva

BNCC

(EF08LI18) Construir repertório cultural por meio do contato com manifestações artístico-culturais vinculadas à língua inglesa (artes plásticas e visuais, literatura, música, cinema, dança, festividades, entre outros), valorizando a diversidade entre culturas.

TARGET PUBLIC AND MATERIALS

Target Public:
7th/8th grade Students.
Age: 12-14 years old.

Materials: computer, projector or TV, A3 paper, colored pencils, markers, paper sheets.

ESTIMATED DURATION

3 classes of 50 minutes.

PROCEDURES

1st step: discovery

Teacher may explain to the students about the folktales and how it is present around Brazil. Some examples like: Boitatá, Boto-cor-de-rosa, lara and Saci-Pererê.

Teacher might compare the cultural aspects of Cosme e Damião and Halloween and ask the students if the two dates have something in common. (e.g. giving candy to kids).

2nd step: review

Teacher can give a brief review about adjectives and how its presented when we want to give characteristics for something/someone.

Teacher might use the folktale presented in the last step, where the students will have to describe it like its name, place of origin, characteristics and what it does.

3rd step: creation and presentation

The student may create their own folktale - they need to write the folktale's name, place of origin, characteristics etc. After that, they will present it to their classmates.

5 - Make Your Own Folktale



►► SUGGESTIONS AND COMMENTS

- You can simplify the activity by asking your students to use existent folktale and filling the sheet with the information that the student found about it.
- If you prefer, instead of using folktales, you can substitute for urban legends or “visagens”. We suggest using the book *Visagens e Assombrações de Belém* to search for more about it.
- In the case of large classrooms, you can divide the class into smaller groups to create a more organized environment, where the students will have to collaborate with each other in order to create their own myth/folktale/urban legend.

►► QR CODES

[Template idea for the activity](#)



[Article 1 about the book *Visagens e Assombrações de Belém*](#)

[Article 2 about the book *Visagens e Assombrações de Belém*](#)

See attachment on page 21



6 - Digging through Teatro da Paz' History

BNCC

Carlos Daniel and Victor Pinto

(EF07LI05) Compor em língua inglesa, narrativas orais sobre fatos, acontecimentos e personalidades marcantes do passado

TARGET PUBLIC AND MATERIALS

Target Public:
7th/8th grade Students.
Age: 12-14 years old.

Materials: Cardboard, colored pencil, glue, scissors.

ESTIMATED DURATION

3 classes of 50 minutes.

PROCEDURES

1st step: discovery

The teacher can start by talking about the Teatro da Paz: its architecture, how it began, how it works today, and the different types of presentations that happen there.

2nd step: review

Here, the students should be divided into 5 groups, and each group will have a theme/topic (architecture; curiosities; history; plays/concerts; how the history of the theater began, and how it is nowadays)

3rd step: creation and presentation

In the end, with the teacher's help, each group will plan and create a presentation by drawing their respective topics/themes and bringing up 3 to 5 points about them.

6 - Digging through Teatro da Paz' History



SUGGESTIONS AND COMMENTS

- You may choose one of the texts to contextualize the theater's history at the beginning of the class
- The teacher can use one class to talk about the Theater and give a homework to the students research the origin and their respective topics of the activity.
- The english teacher can work with the History teacher in an interdisciplinary class.

Links

Click here to have access to the first text. In this text you can read about the history of Teatro da Paz

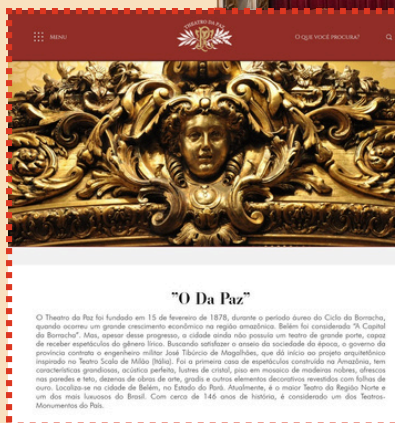
[Text 1](#)

Click here to have access to the second text. In this text you can read about the history of Teatro da Paz and it's origin

[Text 2](#)

Click here to have access to the third website. Here you will see what Teatro da Paz looks like, how it works, and what Plays/ presentantions will happen there.

[Link 3](#)



"O Da Paz"

O Teatro da Paz foi fundado em 15 de fevereiro de 1878, durante o período áureo do Ciclo da Borracha, quando ocorreu um grande crescimento econômico na região amazônica. Belém foi considerada "A Capital da Borracha". Mas, apesar desse progresso, a cidade ainda não possuía um teatro de grande porte, capaz de receber espetáculos do gênero lírico. Buscando satisfazer o anseio da sociedade da época, o governo da província contratou o engenheiro militar José Tibúrcio de Magalhães, que dá início ao projeto arquitetônico inspirado no Teatro Scala de Milão (Itália). Foi o primeiro caso de espetáculos construído no Amazonas, tem características grandiosas, acústica perfeita, lutas de cenário, piso em mosaico de madeira nobres, abóbada nas paredes e teto, decorações de colunas de ouro, grutas e outros elementos decorativos revestidos com folhas de ouro. Localiza-se na cidade de Belém, no Estado do Pará. Atualmente, é o maior Teatro da Região Norte e um dos mais luxuosos do Brasil. Com cerca de 146 anos de história, é considerado um dos Teatros Monumentos do País.

7 - A Trip Around Pará

Fabricio Leonam and Susane Pinheiro

BNCC

(EF06LI04) Construir repertório lexical relativo a temas familiares (escola, família, rotina diária, atividades de lazer, esportes, entre outros).

TARGET PUBLIC AND MATERIALS

Target Public:

6th grade Students. Age:
11-12 years old.

Materials: Computer, projector or TV,
colored cardboards, colored pencils.

ESTIMATED DURATION

2 classes of 50 minutes.

PROCEDURES

1st step

Teacher will start presenting the types of boats there are around Pará. Then, teacher will talk to the students, asking them if they know the boats, if they take them to travel and to where they go. (e.g: Popopô, big boat).

2nd step

So, teacher will present cities around the countryside of Pará, what may happen during the trip to those places and the type of activities they can do there. (e.g.: You may feel nausea, you may see ribeirinhos and local sellers). Teacher will ask the class if they usually travel around the state and what they usually do if so.

3rd step

Lastly, teacher will sort a city for each group and ask students to make a research about those places using WH Questions: How to get there, which boat to take, what we can feel or experience during the trip and what they can do in the city.

7 - A Trip Around Pará



SUGGESTIONS AND COMMENTS

- It may be helpful to advise the students to interview their parents, relatives and neighbors in order to discover information about the countryside of Pará, if they need to.
- Requesting the students to create another questions following the structure of the examples is another way to engage the class.
- If needed, make use of the website in QR Code to help students pick a place, the website shows different aspects of 11 cities around Pará.
- Remember to make a copy of the Complementary Slideshow, if you decide to use it in the class, in order to be free to adapt the content as you need.
- You may find it helpful to align your activity with the Geography class. Try to coordinate with the teacher to elaborate an interdisciplinary class.

QR Codes and Links

Scan these QR code to have access to an additional content.



Click here to see a [Complementary Slideshow](#) where you can see the types of boats, cities of Pará state and activities to do in those places.

Click here to read an article called [Cities of Pará: 11 destinations worthy the visit](#). It brings information about their gastronomy, culture and more.

Cidades do Pará: 11 destinos que valem a visita!



A TRIP AROUND PARÁ



BNCC

(EF06LI04): Reconhecer, com o apoio de palavras cognatas e pistas do contexto discursivo, o assunto e as informações principais em textos orais sobre temas familiares.

(EF06LI12): Interessar-se pelo texto lido, compartilhando suas ideias sobre o que o texto informa/comunica.

TARGET PUBLIC AND MATERIALS

Target Public:

6th grade Students. Age:
11-12 years old.

Materials: Amazon Riddleforest's rules, cards and make your own cards

ESTIMATED DURATION

3 classes of 45 minutes.

PROCEDURES

1st step

First, you should give a class about some animals, including where they live, how they look, what they eat, interesting facts, and their daily routines, to familiarize the kids with the vocabulary.

2nd step

Then, introduce the game and explain its rules to the class (refer to the Amazon Riddleforest rules and cards) after that play the game with the students.

3rd step

To conclude, you can either have students reflect on the activity, or let them create their own cards (refer to Amazon Riddleforest: make your own cards) and play again. This option lets them be creative and express their own views on our animals.

8 - Amazon Riddleforest



►►► SUGGESTIONS AND COMMENTS

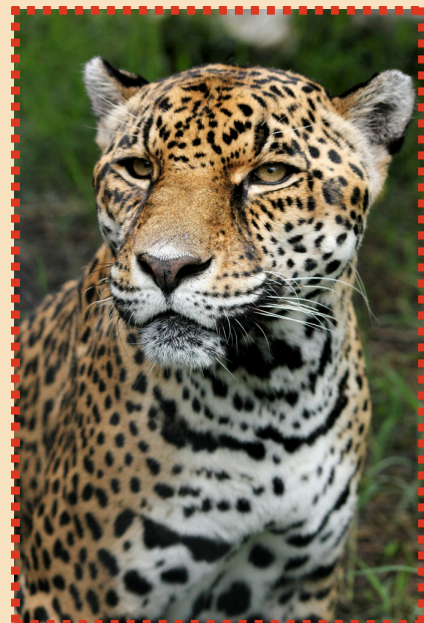
- Customize the game to fit your needs. Feel free to add, remove, or change anything.
- In the variation 'make your own cards', the groups will create their own cards; however, they didn't guess their cards, they read the information on their own cards to the other groups to guess, as in the normal game.
- It is interesting an interdisciplinary approach with a biology teacher for greater accuracy in choosing animal information.

►►► LINKS

Scan these QR code or click in the [link](#) to have access to an additional content.



[Amazon Riddleforest's Canva](#)



Bonus activity 1: Museums of Belém

Raissa Pamplona, Evelyn Pimentel and Maria Eduarda Moreno

BNCC

(EM13LGG403) Fazer uso do inglês como língua de comunicação global, levando em conta a multiplicidade e variedade de usos, usuários e funções dessa língua no mundo contemporâneo.

TARGET PUBLIC AND MATERIALS

Target Public:

High school students

Age: 16-18 years old.

Materials: Colored pencils, markers, cards of the museums with their descriptions (optional) and slides (optional)

ESTIMATED DURATION

1 class of 50 minutes.

PROCEDURES

1st step

Start the class by engaging the students with questions like "Have you ever been to a museum in Belém?"

2nd step

Then, introduce the museums in Belém and highlight the key differences between them, possibly including the topic of address formats and opening hours.

3rd step

After this moment, it would be interesting to present some vocabulary related to museums (e.g., paintings, sculptures, tour guide, etc.). Then, the class can have a short time to discuss the museums in the city of Belém.

Bonus activity 1: Museums of Belém

SUGGESTIONS AND COMMENTS

- To practice the new vocabulary, divide the students into pairs, assigning a museum to each pair. They will be responsible for creating a role-play based on the illustrated model.
- Optional activity: Memory game
 1. Divide the class into 3 or more groups.
 2. Each group takes turns flipping two cards to find matches.
 3. If a match is found, the group keeps the pair; if not, they turn them back.
 4. The game continues until all pairs are found, and the group with the most pairs wins.
 5. Wrap up by reviewing the vocabulary used. Have fun!

SUGGESTED ROLE-PLAY

A: Hello, my name is and I will be your guide today at the *Museum of the State of Pará*.

B: Nice to meet you! I'm so excited to see all of the artworks in here!

C: Yes, me too! These paintings are so beautiful!

A: Yes they are, but please be careful because many of the artifacts here are fragile.

B: We will be careful! Hopefully we will be able to see everything today.



SUGGESTED SLIDE TEMPLATE

Museu da imagem e do som do Pará
(Image and Sound Museum of Pará)



160 Nossa Senhora de Nazaré Avenue - Nazaré, Belém - PA
Opening hours: Tuesday to Sunday, 9 am to 5 pm.
Closed on Mondays!

Museu de Arte Sacra
(Museum of Sacred Art)



Frei Brandão Square - Cidade Velha, Belém - PA
Opening hours: Tuesday to Sunday, 9 am to 5 pm.
Closed on Mondays!



*Museu do Círio
(Círio's Museum)*

Padre Champagnat Street – Belém. PA. 66020-310

Weekday: 9 a.m. ~ 12 p.m. / 2 p.m. ~ 6 p.m.

Weekend: 8 a.m. ~ 12 p.m.

Closed on Sunday!

514 Serzedelo Correa Avenue – Belém. PA.

Weekday: 9 a.m. ~ 9 p.m.

Weekend: 9 a.m. ~ 5 p.m.

Closed on Tuesday and Wednesday!

*Cemitério Soledade
(Solitude Cemetery)*

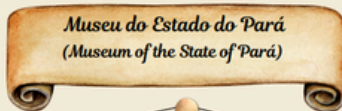


*Palacete Faciola
(Faciola Palace)*

138 Nossa Senhora de Nazaré Avenue – Nazaré. Belém - PA

Opening hours: Tuesday to Sunday, 9 am to 5 pm.

Closed on Mondays!



*Museu do Estado do Pará
(Museum of the State of Pará)*

Dom Pedro II Square – Cidade Velha. Belém - PA

Opening hours: Tuesday to Sunday, 9 am to 5 pm.

Closed on Mondays!



*Museu do Forte do Presépio
(Presépio Fort Museum)*

Frei Brandão Square – Belém. PA. 66020-600

Weekday: 9 a.m. ~ 5 p.m.

Weekend: 9 a.m. ~ 5 p.m.

Closed on Sunday!

Siqueira Mendes Street – Belém. PA 66020-600

Weekday: 9 a.m. ~ 5 p.m.

Weekend: 9 a.m. ~ 5 p.m.

Closed on Monday!

*Casa das Onze Janelas
(House of Eleven Windows)*



Useful Words – Museum Glossary

- Admission fee
- Audience
- Curator
- Tour guide
- Exhibition
- Sculpture
- Marble
- Artworks
- Painting
- Fragile
- Oil on canvas

- Taxa de entrada
- Público
- Curador
- Guia de visita
- Exposição
- Escultura
- Mármore
- Obras de arte
- Pintura
- Frágil
- Óleo sobre a tela



Bonus activity 2: Halloween Boardgame

Bruna Oliveira, Camille Duarte, Lanna Emanuelle, Giulya Desire and Eri Teixeira

BNCC

(EF08LI18) Construir repertório cultural por meio do contato com manifestações artístico-culturais vinculadas à língua inglesa (artes plásticas e visuais, literatura, música, cinema, dança, festividades, entre outros), valorizando a diversidade entre culturas.

TARGET PUBLIC AND MATERIALS

Target Public:

8th/9th grade Students.

Age: 13-15 years old.

Materials:

Boardgame, cards, dices

ESTIMATED DURATION

2 classes of 50 minutes

PROCEDURES

1st step

The teacher starts talking to the students considering what they know about Halloween to introduce and contextualize the lesson based on their knowledge.

2nd step

Then, teacher presents the origin of Halloween and its characteristics, in parallel with Brazilian folklore legends and "lendas urbanas" we have here. After that, the students will be introduced to some symbols and words related to Halloween to practice vocabulary.

3rd step

The students will be divided in 4 or 5 groups with 5 or 6 students where they will play a boardgame about what they learned in this class.

Bonus activity 2: Halloween Boardgame

▶▶▶ HOW TO PLAY:

- 1 - First of all, the teacher should ask for each participant to choose different items to represent their board pieces. Any tiny item is enough, including pen caps, erasers, paper balls, etc.
- 2 - Secondly, each player should roll the dice and move their pieces according to the number received. The player will follow the board's instruction, which could be return a little, draw a trick or treat card to read, give a card to other player, or stay in the same place for two turns.
- 3 - The last part are the cards, the person who draws a card should answer the question. The player will stay in the same place and return one frame if they give a wrong answer. The player always receives a card after falling in a "trick or treat" frame.



You can find the board in the section "attachments" (p.33) or the link for it in the next page.

▶▶▶ CARDS:

- Scroll down to find the link for the cards!

Bonus activity 2: Halloween Boardgame

SUGGESTIONS AND COMMENTS

- If the teacher has no dice or has an insufficient number of them, they can print out some from the internet, or use a **virtual dice**.
- If the class is small, the teacher can print out a single game in a larger size and work with just one group, saving resources and making it easier to control the game.

LINKS

[Click here to access the BOARD.](#)



[Click here to access the CARDS.](#)

- If you want to EDIT or CHANGE the content of the board or the cards, you just need to make a COPY of the documents on Canva.

[Article about the book Visagens e Assombrações de Belém!](#)

What does the word "Samhain" mean? (O "Samhain" significa)

a) A type of de fantasia)

b) A Celtic fe end of harves que marca o

c) A famou (Uma cas famosa)

What do people knock on Halloween? (O que dizem quando vão no Halloween)

a) Happy Halloween!)

b) Trick-or-travessuras)

c) Candies de susto)

Activity 1: Art Through Amazon Eyes -Example of artwork label

Artist's name (student)

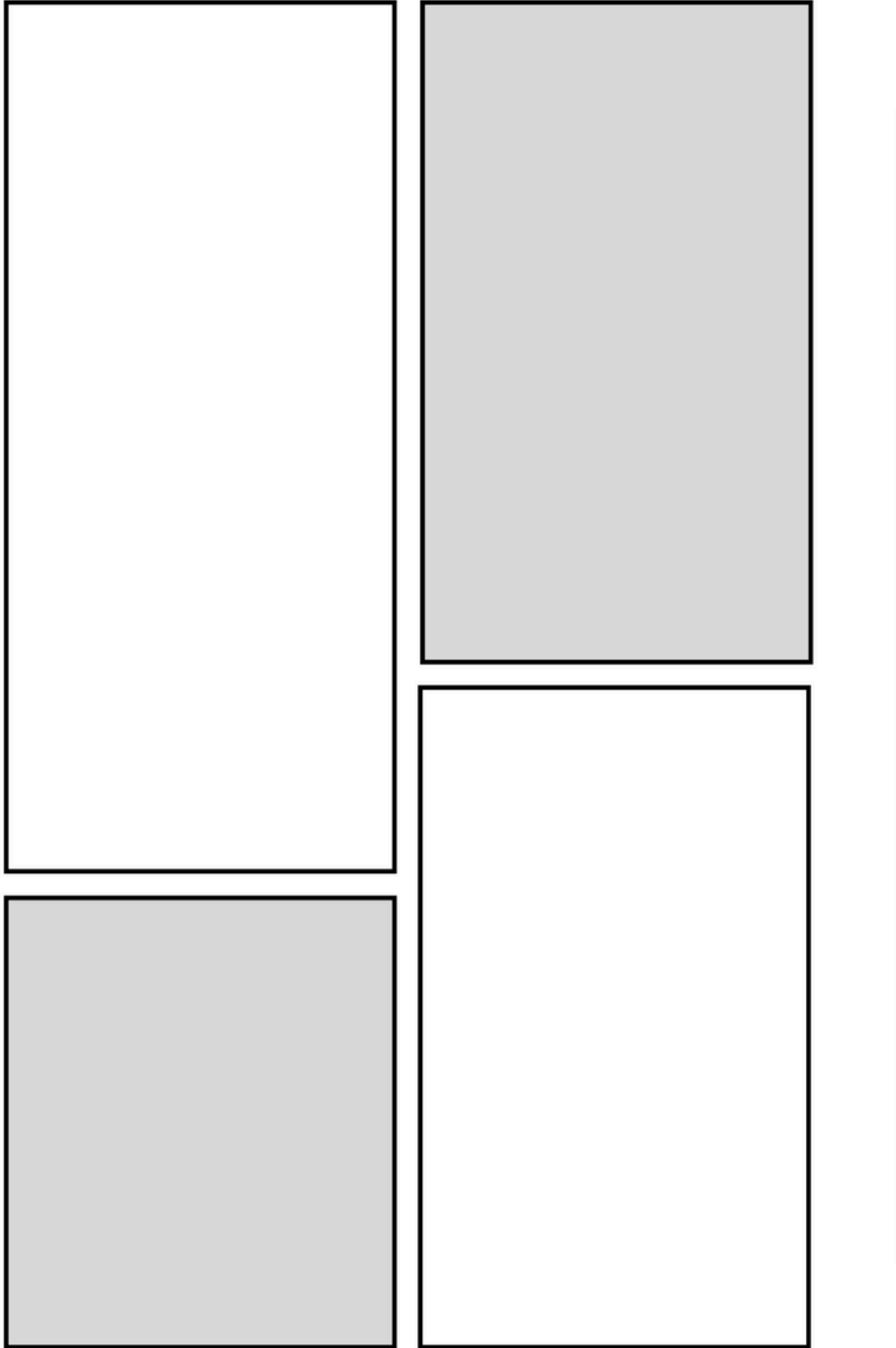
Title of the artwork

A short description (2-3 sentences) about what the artwork represents.

Date and location of creation.

ATTACHMENTS

Activity 2: Amazon Animal Adventures - Comic strip blank template



ATTACHMENTS

Activity 2: Amazon Animal Adventurues - Comic strip pre-defined template

The natural habitat of the _____ is the _____.

Hi! I am a _____.

I am _____ and _____.

ATTACHMENTS

Activity 2: Amazon Animal Adventures - Amazon animal cards



Toucan



**Yellow-footed
Tortoise**



**Golden lion
tamarin**



Sloth



Jaguar



Giant Anteater



Capybara



**Amazon River
Dolphin**



Macaw



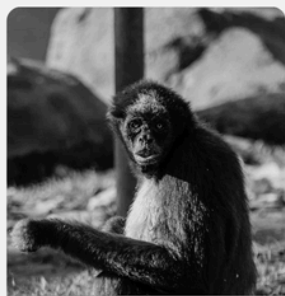
Giant Otter



Tamarin Monkey



Harpy Eagle



Spider monkey



Royal heron

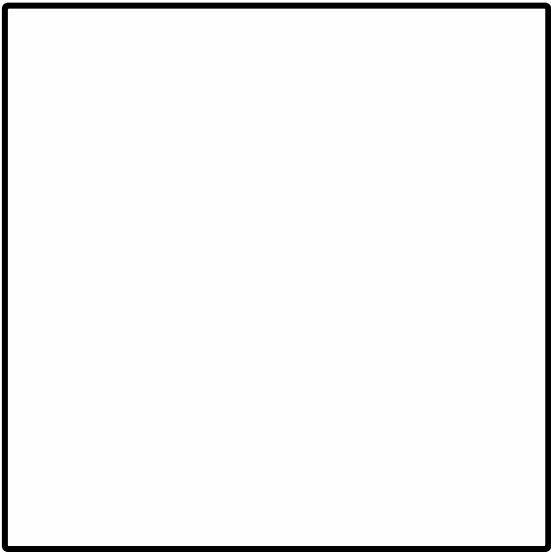


Cougar



Maned Wolf

Activity 5: Make Your Own Urban Legend

◆ Name: _____									
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Characteristics								
◆ Where to find?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>								
<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>									

ATTACHMENTS

Activity 8: Amazon Riddleforest's rules

Introduction

You need to recruit Amazonian wildlife to fight against deforestation, poachers, and human greed. To recruit the animals, you must guess who they are through riddles. The winner is the one who has recruited the most animals by the end of the rounds.

1st step: Forming groups

To start, select the amounts of cards the game will have then please ask students to form groups for the game. Aim for 2 to 6 groups to ensure everyone can fully participate.

2nd step: Who starts?

Ask, 'What color is the Boto?' The group that answers correctly the fastest will be the first to guess. The next group to guess will be decided in clockwise direction.

5th step: the game ends

this repeats until the set number of cards is over. the game ends when all cards were won

4th step: a turn

If no group guesses correctly based on the previous number, the next group clockwise chooses the next number to be read. This continues until the riddle is solved. (If no one guesses correctly even after all numbers are read, give extra clues.)

3rd step: the game begins

Pick a card and ask the first group to choose a number. Read the information for that number, then give the first group time to guess. If they guess correctly, the card goes to that group.

Activity 8: Amazon Riddleforest's cards

Scan these QR code or click in the [link](#) to have access to an additional content.



Jaguar

- 1 - | am yellow with black spots.
- 2 - | am Scary.
- 3 - | am carnivorous.
- 4 - | am a big cat.
- 5 - | eat fish

Blue Macaw

- 1 - | am Blue.
- 2 - | have a movie
- 3 - | am a bird.
- 4 - | am smart
- 5 - | am Big

Southern tamandua

- 1 - | eat ant
- 2 - | have a long tongue
- 3 - | am a mammal
- 4 - | have claws
- 5 - | am brown and black

Amazon River Dolphin

- 1 - | am pink.
- 2 - | live in the river.
- 3 - | am a dolphin.
- 4 - | am smart
- 5 - | eat fish

Capybara

- 1 - | am brown.
- 2 - | can swim.
- 3 - | am herbivorous.
- 4 - | don't have a tail
- 5 - | am a big rat

Leafcutter Ants

- 1 - We have six legs
- 2 - We are insect
- 3 - We cut leaves
- 4 - We are strong
- 5 - We have a queen

Piranha

- 1 - We are small
- 2 - We like blood
- 3 - We live together
- 4 - We are fish
- 5 - We are carnivorous

Green Anaconda

- 1 - | am long snake.
- 2 - | have a movie.
- 3 - | am green with black spots.
- 4 - | can swim.
- 5 - | can't walk

Electric Eel

- 1 - | live in rivers
- 2 - | produce electricity
- 3 - | am long
- 4 - | am black
- 5 - | can't walk

Sloth

- 1 - | love to sleep
- 2 - | am very very slow
- 3 - | have claws
- 4 - | live on trees
- 5 - | am gray

Squirrel monkey

- 1 - | am a mammal
- 2 - | have a long tail
- 3 - | live on trees
- 4 - | am smart
- 5 - | like bananas

Black Caiman

- 1 - | am green.
- 2 - | swim.
- 3 - | am carnivorous.
- 4 - | can run
- 5 - | am a big reptile

giant armadillo

- 1 - | am brown.
- 2 - | live in a hole.
- 3 - | can be a ball.
- 4 - | am herbivorous.
- 5 - | have a shell

Amazon tortoise

- 1 - | carry my house
- 2 - | live 70 years
- 3 - | am herbivorous
- 4 - | am a reptile
- 5 - | am very very slow

Scan these QR code or click in the [link](#) to have access to an additional content.



Activity 8: Amazon Riddleforest: make your own cards

1 - _____
2 - _____
3 - _____
4 - _____
5 - _____

1 - _____
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4 - _____
5 - _____

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1 - _____
2 - _____
3 - _____
4 - _____
5 - _____

Bonus activity 1: Museums of Belém



Image and Sound Museum of Pará

An important place for organizing and keeping safe all the visual material, such as CDs, cassette tapes, vinyl records, machinery used by broadcasters, and some old film posters from Belém.



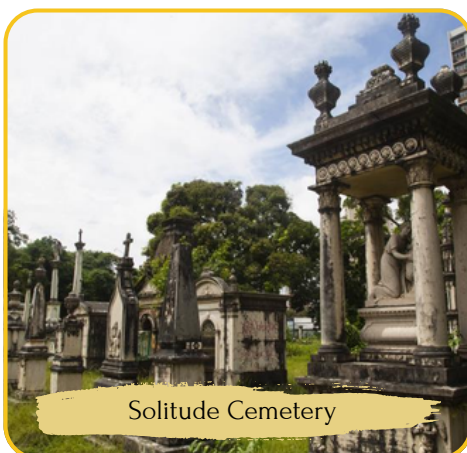
Cirio's Museum

Founded in 1986 and has Catholic objects, this place is responsible for the references of the Biggest religious festival in Belém, and has Miriti objects, mantle, plaster pieces, and images of the saint.



Museum of Sacred Art

This museum was founded in 1988 and is located in a church with baroque art, angels and other images of saints and Jesus, constructed by the indigenous people of Pará, who carved the wood and produced the images.



Solitude Cemetery

Founded in 1850 in the neighborhood of Batista Campos due to epidemics in the 19th century. In 2023, it was transformed into an urban park and a museum-cultural space.



Faciola Palace



A historic mansion located on Nazaré Avenue, built in 1901 in the context of the Belle Époque era, houses the Department of Historical, Artistic, and Cultural Heritage (DPHAC) and the Museum of Image and Sound of the State (MIS).



Museum of the State of Pará



It is a Brazilian government museum created in 1981, currently situated in the Lauro Sodré Palace in the Cidade Velha neighborhood. It hosts various exhibitions of contemporary artists.



Presépio Fort Museum












Its collection highlights the material culture from the historical site itself and its surroundings, as well as artifacts and photographs of some contemporary indigenous groups.



House of Eleven Windows



Space dedicated to Brazilian contemporary art for the North and Northeast regions. Located next to the Presépio Fort, it is housed in an 18th-century building

 <p>MULHER DO TÁXI HAS FOUND YOU! TO ESCAPE, GO BACK 4 SPACES</p>	11	 <p>SACI PERERÉ GOT YOU! YOU ARE TRAPPED FOR 2 ROUNDS</p>	15	 <p>MULA SEM CABEÇA HAS FOUND YOU! TO ESCAPE, GO BACK 4 SPACES</p>
<p>TRICK OR TREAT?</p> 	12	<p>CHOOSE A FRIEND TO DRAW A CARD</p> 	<p>CHOOSE A FRIEND TO DRAW A CARD</p> 	<p>TRICK OR TREAT?</p> 
8	<p>TRICK OR TREAT? DRAW A CARD FROM HERE</p>			 <p>FINISH</p>
<p>SACI PERERÉ GOT YOU! YOU ARE TRAPPED FOR 2 ROUNDS</p> 	 <p>YOU SAW A VISAGEM AND GOT SCARED. GO BACK 2 SPACES</p>	<p>CHOOSE A FRIEND TO DRAW A CARD</p> 	<p>TRICK OR TREAT?</p> 	2
7	<p>ESCAPE FROM THE LEGENDS</p> <p>Legendary creatures from Amazonian folklore are lurking in the shadows, and your only goal is to escape before they catch you.</p> <p>Will you make it out of the jungle in time, or will the legends claim you as their next victim?</p> <p>Gather your friends, roll the dice, and try to survive by answering the questions in the cards. The jungle is waiting... but so are its legends.</p>			1
	 <p>START</p>			

Sobre Nós

Discentes do curso de Letras - Língua Inglesa da Universidade do Estado do Pará (UEPA)



Victor Freitas Pinto

Biografia: Ministra aula em um curso particular de inglês. Louco pelo Corinthians, fã de Séries (The office, Friends), System of a Down e literatura.



Susane Pinheiro

Biografia: Ministrou aulas para a escola pública, Usina da Paz e cursos privados. Vê em Paulo Freire e em bell hooks exemplos de educadores. Fã de MPB, açaí com farinha e literatura.



Talita Lopes

Biografia: Apaixonada pelo Pará e pela Língua Inglesa. Acredita que através da educação e da afetividade, a sociedade pode ser mudada. Torcedora do Paysandu e fã de futebol.



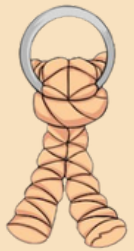
Romeo Paixão

Biografia: Amante de Board/Card games e caminhadas ao ar livre. Entusiasta da docência com uma abordagem lúdica.



Matheus Magno

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Walquiria Silva

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Mateus Soares

Biografia: Amante de filmes, principalmente do gênero de drama e terror, coleciono livros e jogos.



Fabricio Costa

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Adrielly Ferreira

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Eri Rodrigues

Biografia: Artista independente e fã de contos e lendas do folclore brasileiros.





Camille Duarte da Conceição

Biografia: Ama livros, scrapbooks e Bungou Stray Dogs. Neurodiva.



Lanna Bezerra

Biografia: Possui o gosto musical mais eclético que você já viu, apaixonada por toda arte que envolva o audiovisual e fã número 1 de gatinhos.



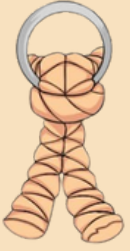
Bruna Oliveira

Biografia: Consumidora ávida de ficção científica e ouve The Magnus Archives no ônibus nas horas vagas.



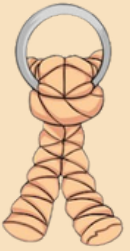
Evelyn Pimentel

Biografia: Sagitariana, fã n°1 de Coca-cola e piadista.



Maria Eduarda Moreno

Biografia: Amante de música com um grande interesse por crimes reais. Ouve música 24 horas por dia.



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Supervisor do projeto

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O projeto “Boca de Lobo - E-book de atividades de Língua Inglesa” é um material interdisciplinar, com base na Linguística Aplicada Crítica, que prioriza a representatividade paraense, adotando a decolonialidade como possibilidade de resignificação de nossa docência, no sentido de refletir e agir a partir do local para o global, emergindo de sessões reflexivas com estagiários do Curso de Licenciatura em Língua Inglesa da Universidade do Estado do Pará - UEPA, em uma parceria profícua entre docentes e discentes membros do Grupo de Estudos de Professores de Línguas do Pará (GEPLIPA/UEPA/CNPq).

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