

Step Up

11.º

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ASA

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Introduction

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I. Considerações prévias e fundamentação do projeto *Step Up 11*

Os documentos curriculares de referência orientadores da execução deste projeto são:

- *Perfil dos Alunos à Saída da Escolaridade Obrigatória (PASEO)*;
- *Aprendizagens Essenciais de Inglês – Formação Geral – Continuação – 11.º ano (AE)*;
- *Quadro Europeu Comum de Referência para as Línguas (QECR)*.

Indo ao encontro do preconizado pelas AE, as autoras nortearam o desenvolvimento do seu trabalho, no âmbito deste projeto, na conceção de que a aprendizagem de uma língua estrangeira envolve os seguintes pressupostos:

“Nos domínios da linguagem, informação e comunicação, promove o conhecimento de uma metalinguagem facilitadora da aquisição de outras línguas, desenvolve a capacidade de pesquisa e validação de informação e alarga a competência de comunicação e interação com o outro, mobilizando tipologias de atividades, projetos e recursos diversos. Potencia, ainda, situações e experiências que estimulam competências cognitivas, tais como: o raciocínio lógico, o pensamento crítico e a criatividade na gestão de projetos e resolução de problemas. Traduz-se, também, na construção de uma identidade própria de cidadão global na relação com os outros, alicerçada em atitudes e valores, tais como o respeito pelo outro e, no âmbito específico da língua inglesa, pela cultura anglo-saxónica, bem como pelas outras culturas no mundo, a responsabilidade e a cooperação entre indivíduos e povos com repercussões individuais e coletivas.”

*Aprendizagens Essenciais de Inglês
Formação Geral – Continuação – 11.º ano, pp. 1–2*

Embora respeitando as áreas temáticas/situacionais que estão elencadas nas AE¹, o manual *Step Up 11* aborda temáticas abrangentes, de uma forma que se pretende diferenciadora e distintiva, sem desvirtuar os objetivos de aprendizagem, tendo em mente o que enquadra o documento:

“As AE são o denominador curricular comum para todos os alunos, mas não esgotam o que um aluno deve fazer ao longo do ano letivo. Não são os mínimos a atingir para a aprovação de um aluno, são a base comum de referência.

Permitem libertar espaço curricular para que, em cada escola, se possa promover trabalho articulado entre as AE e as outras aprendizagens previstas nos demais documentos curriculares, com aprofundamento de temas, explorações interdisciplinares diversificadas, mobilização de componentes locais do currículo, entre outras opções, no âmbito dos domínios de autonomia curricular.

A aprovação do aluno dependerá sempre das aprendizagens realizadas, decorrentes da articulação entre a base comum de referência e o aprofundamento de outros conteúdos e temas, articulação essa orientada pelas áreas das competências inscritas no PA.”

<http://www.dge.mec.pt/aprendizagens-essenciais>
(consultado a 10/01/2021)

A gestão do currículo subjacente a este projeto está alicerçada, de acordo com as AE, em três pilares:

1. Competência comunicativa (que engloba as componentes de compreensão do oral, compreensão escrita [leitura], interação oral, interação escrita, produção oral e produção escrita), a que subjazem as áreas temáticas/situacionais previstas e outras que as autoras consideraram pertinentes;

¹ As áreas temáticas/situacionais elencadas nas AE são:

1. O Mundo à Nossa Volta: ameaças ao ambiente; questões demográficas; questões de bioética; intervenção cívica e solidária;
2. O Jovem e o Consumo: hábitos de consumo; publicidade e marketing; defesa do consumidor; ética da produção e comercialização de bens;
3. O Mundo do Trabalho: o mundo do trabalho em mudança; o jovem perante as mudanças;
4. Um Mundo de Muitas Culturas: a diversidade de culturas de expressão inglesa; a sociedade multicultural, movimentos e organizações de ação social e voluntariado.

- 2. Competência intercultural;
- 3. Competência estratégica.

Os **aspetos formais do sistema linguístico** são abordados em contexto, isto é, são proporcionadas aos alunos oportunidades de exercitar estruturas gramaticais/lexicais o mais próximas possível de situações de comunicação e da língua inglesa efetivamente em uso.

II. Apresentação dos componentes do projeto

Para o aluno

- Manual do aluno, que inclui:
 - *Extensive Reading*;
 - *Language Bank* (bloco informativo com trabalho orientado das diferentes *skills*);
- *Workbook*, que inclui:
 - exercícios de consolidação;
 - *practice tests*;
 - transcrições áudio e soluções destacáveis no final;
- Apoio Internet: www.stepup11.asa.pt;
-  auladigital ;
-  auladigital;
SMART
- Manual interativo.

Para o professor

- Manual do professor – igual ao do aluno, com sugestões de gestão curricular e soluções das atividades nas bandas laterais;
- *Workbook* do professor – igual ao do aluno, com soluções dos exercícios nas bandas laterais;
- Brochura *Step by Step*, com propostas de atividades de exploração diferenciada de conteúdos do manual, para turmas *mixed-ability*;
- Dossier do professor, que contém:
 - planificação (trimestral e semestral) e planos de aula, em formato digital e editável;
 - apoio digital (com tutoriais de acesso à Aula Digital e apresentação dos recursos multimédia do projeto;
 - recursos extra e fichas de trabalho (*below* e *above levels*) sobre diferentes *skills* e sobre aspetos da língua;
 - 8 testes de avaliação, que correspondem aos conteúdos trabalhados em cada um dos quatro módulos, com:
 - matrizes;
 - critérios de classificação e soluções;
 - grelhas de classificação com versão digital em Aula Digital;
 - 4 guiões para avaliação da componente oral, um por módulo, com os respetivos critérios de classificação;
 - *Rubrics* para a avaliação específica das quatro *skills*, alinhadas com as atividades propostas no manual;

– *MiniProjects* extra, que complementam as propostas do manual e que podem ser aplicados no âmbito da flexibilidade curricular como atividades de DAC;

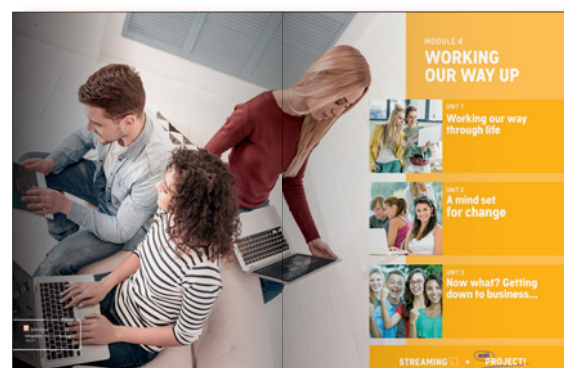
-  auladigital;
- Manual interativo (versão do professor).

III. Estrutura do manual

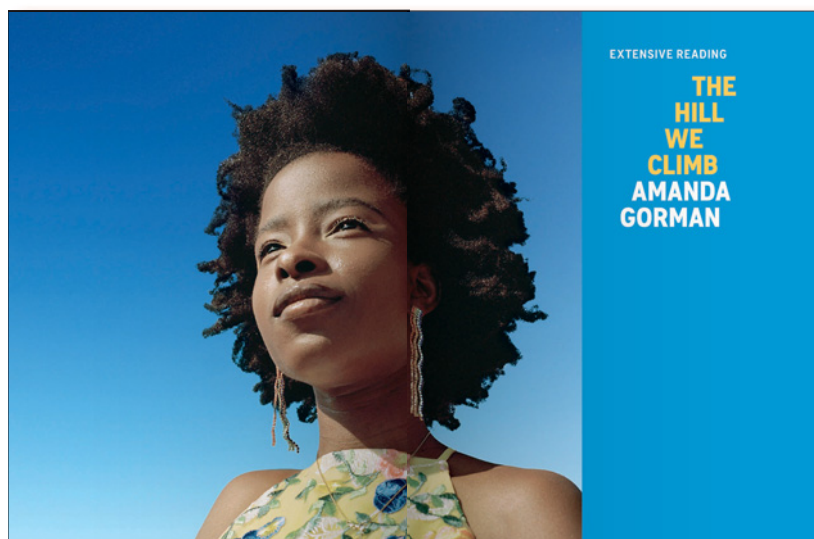
O manual (tanto o do professor como o do aluno) é constituído por **cinco módulos**, correspondendo os módulos 1 a 4 às áreas temáticas/situacionais previstas nas AE.

O **Módulo 0**, o módulo inicial, tem como referência os documentos curriculares em vigor. Engloba atividades de compreensão do oral, leitura, interação oral, produção escrita e alguns conteúdos relativos a aspetos formais do sistema linguístico, permitindo fazer um diagnóstico rápido das aprendizagens realizadas nos anos anteriores.

Cada um dos restantes **quatro módulos** é composto por três ou quatro unidades, apresentando, cada uma delas, atividades que incidem sobre a competência comunicativa (que engloba a compreensão do oral, a compreensão escrita, a interação oral, a interação escrita, a produção oral e a produção escrita), a que subjazem as áreas temáticas/situacionais previstas nas AE. A competência linguística (os aspetos formais do sistema linguístico), a competência intercultural e a competência estratégica são trabalhadas, de modo integrado, ao longo dos módulos.



No final do manual, é apresentada uma proposta de *Extensive Reading*, a partir do poema de Amanda Gorman *The Hill We Climb*, com atividades de compreensão escrita e de alargamento a outros suportes, que ajudam a trabalhar e a desenvolver a temática do poema.



O manual apresenta ainda um *Language Bank*, organizado em quatro secções:

Language Functions Bank
How to prepare a speaking activity
Useful expressions

Writing Bank
Tips, text games and side boxes for a range of the writing tasks.

Vocabulary Bank
Dictionary and practice exercises

Grammar Bank
Grammar explanations and practice exercises

Language Functions Bank
com expressões úteis contextualizadas e ilustradas com *Chunks in Action*.

Writing Bank
com textos modelo e caixas e destaques sobre a estrutura.

Vocabulary Bank
com glossários em inglês e português, acompanhados de exercícios de consolidação.

Grammar Bank
com explicações gramaticais em português, seguidas de exercícios de consolidação.

Por último, surge uma lista de verbos irregulares, na última página do manual, para fácil consulta.

IV. Estrutura das unidades

Cada unidade do manual apresenta uma estrutura diversificada e flexível, observando, no entanto, o princípio da coerência na sua organização (tanto intraunidade como interunidades), que pretende envolver todos os alunos e professores, evitando recorrer a uma sucessão de exercícios com tipologias e formatos previsíveis e repetitivos.

Em cada uma das unidades, surgem as seguintes rubricas e atividades:

Learning outcomes

Para orientar os alunos sobre as aprendizagens que irão realizar ao longo da unidade.

UNIT 2. What's in a brand?

Let's start!

ARE YOU A brand addict?

Learning Outcomes

Reading Understand main ideas and details in a personal account.
Listening & Watching Take notes of the most important information in texts; understand main ideas and details in a song, a documentary and a video.
Writing Write a slogan.
Speaking Give opinions and share viewpoints about different topics.
Vocabulary Understand and use words related to shopping and advertising.
Grammar Identify and use reflexive and reciprocal pronouns.

Exercises

APRENDIZAGENS ESSENCIAIS
 Competência comunicativa
 CC1, CC2, CC3, CC4, CC5, CC6, CC7, CC8, CC9, CC10, CC11, CC12, CC13, CC14, CC15, CC16, CC17, CC18, CC19, CC20, CC21, CC22, CC23, CC24, CC25, CC26, CC27, CC28, CC29, CC30, CC31, CC32, CC33, CC34, CC35, CC36, CC37, CC38, CC39, CC40, CC41, CC42, CC43, CC44, CC45, CC46, CC47, CC48, CC49, CC50, CC51, CC52, CC53, CC54, CC55, CC56, CC57, CC58, CC59, CC60, CC61, CC62, CC63, CC64, CC65, CC66, CC67, CC68, CC69, CC70, CC71, CC72, CC73, CC74, CC75, CC76, CC77, CC78, CC79, CC80, CC81, CC82, CC83, CC84, CC85, CC86, CC87, CC88, CC89, CC90, CC91, CC92, CC93, CC94, CC95, CC96, CC97, CC98, CC99, CC100, CC101, CC102, CC103, CC104, CC105, CC106, CC107, CC108, CC109, CC110, CC111, CC112, CC113, CC114, CC115, CC116, CC117, CC118, CC119, CC120, CC121, CC122, CC123, CC124, CC125, CC126, CC127, CC128, CC129, CC130, CC131, CC132, CC133, CC134, CC135, CC136, CC137, CC138, CC139, CC140, CC141, CC142, CC143, CC144, CC145, CC146, CC147, CC148, CC149, CC150, CC151, CC152, CC153, CC154, CC155, CC156, CC157, CC158, 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CC2139, CC2140, CC2141, CC2

Reading

Textos de gêneros diversos, locucionados por falantes nativos.

Podem ser escutados nas versões *standard* e *slow*.

O manual interativo permite acompanhar a leitura com destaques a par e passo com o áudio que está a ser escutado.

Reading Personal account

1. Before reading an influencer's personal account, choose the option that best defines what an influencer is.

a. ... Someone who sells products for a living.
b. ... A person that makes a living from promoting brands online.
c. ... A professional of the fashion industry who is paid to wear certain clothes.

2. Read the text and check your answer.

THE ART OF BEING AN INFLUENCER

Xenia Tschumi is a Swiss-born public speaker, influencer and digital entrepreneur who first became a household name in Switzerland when she won second place in the Miss Switzerland beauty pageant. Tschumi went on to develop and grow her online presence on social media through Instagram and her web magazine, which reaches over 7.4 million fans daily. Her online success has allowed her to work for brands such as Bulgari, American Express, Tom Ford, Versace and Ralph Lauren. This is what she said in a recent interview.

If you want to be a successful influencer, be true to yourself and very consistent. If you find a posting strategy that works for you, stick to it, and, when working with brands, learn to pick the right ones and the messages that you believe in. It is equally as important to learn how to say no to collaborations that don't fit with your message. You must have a message that offers your followers more than a beautiful sunset picture.

The future of the market is unpredictable. Brands are becoming increasingly smart on how to work with digital marketing and therefore it's always changing. I think the distance from influencer to follower is going to continue getting closer and people will get more connected to their idols.

Influencers are ultimately responsible for what they advertise. The regulators are starting to enforce disclosure rules on advertising. You will notice that the so-called "paid" or "sponsored post" labels are becoming obligatory in several countries. Most influencers are doing it spontaneously as a moral duty to their audience. You can be paid to use a product and fully stand behind it. For example, most of the items I promote are items I would personally wear and buy if I wasn't involved in this type of business. It's important that influencers understand that credibility is built on trust and honesty with your audience.

<https://thelocal.com/news/2019/08/22/xenia-tschumi-on-being-an-influencer/>

Do you get it?

Atividades de leitura que mobilizam diferentes níveis de complexidade cognitiva.



Exploração lúdica de cartoons e memes, apelando ao sentido crítico dos alunos.

Go deeper!

Questões que estimulam os alunos a partilharem opiniões e a relacionarem os assuntos dos textos com a sua experiência pessoal, desenvolvendo o pensamento crítico.

Grammar

As páginas de gramática estão divididas em:

RULE it!

(sistemizações claras, com quadros e destaques visuais)

USE it!

(exercícios diversificados, por vezes seguidos de canções contextualizadas)

4. Go for it!

Grammar Past perfect simple and past perfect continuous

RULE it!

1. Read the sentences and match the highlighted verb forms with the timelines.

a. "she **had been buying** from Stein"

b. "Retailers **migrated** their manufacturing process overseas, where labourers **had always worked** cheaper"

Completed action before some point in the past, often before another past action

Ongoing action before some point in the past, often before another past action

2. Complete the table with the missing information.

Tense	Use	Form
Past perfect simple	- Actions/Events that happened and finished before a specific time in the past; - Emphasis on the result of an action.	Affirmative: had + past participle Negative: hadn't + past participle Interrogative: had + past participle
Past perfect continuous	- Unfinished actions in progress before a point in the past; - Emphasis on the duration of the action.	Affirmative: had + been + verb + -ing Negative: hadn't been + verb + -ing Interrogative: had + been + verb + -ing

USE it!

1. Complete the sentences with the past perfect simple or continuous.

a. My best friend finally stopped being a shopaholic. She (try) to deal with it for ages and now she's got it!

b. They (not work) for the company for a long time when they found out it used cheap labour.

c. How many times (the CEO / visit) the factory by the time it went bankrupt?

d. The advertiser was relieved when the meeting finished. It (go) on for hours.

e. (she / work) there for so long? I had no idea!

Listening/Watching

Textos de diversos gêneros da oralidade, com enfoque em *real English*.

Atividades de compreensão do oral (e audiovisual) que combinam estratégias *bottom-up* e *top-down*, para facilitar a atribuição de sentido.

Listening Podcast

1. Listen to the first part of a podcast about shopping and match the names to the ideas.

- 1. Shopping centres are viewed with the same attraction as in the past.
- 2. Some shopping centres are not attractive to teens.
- 3. Going to shopping centres means spending money.
- 4. Buying online is the new trend.
- 5. Shopping centres are not for hanging out.
- 6. Finding a good shopping centre requires a longer trip.
- 7. Some teens' favourite hangout is the shopping centre.
- 8. There is more than one option when we think about where to shop.

2. Listen to the second part and decide who might say the sentences below: Mary, William or Annie.

a. I wear the clothes I want and I don't care about what other people wear.

b. I think buying clothes nowadays is much easier than in the past.

c. My clothes show people who I am, how I feel and what I think.

3. **Go deeper!** Discuss the following with a partner. Then, compile a mind map with your class's ideas.

3.1 Look at the pictures and mention one advantage and one disadvantage of shopping in each of these types of shops.

OPEN SHOP

ONLINE SHOP

Os áudios são disponibilizados nas versões *standard* e *slow*.

No final, para aprofundamento.

Os vídeos podem ser visionados com ou sem legendas.

Watching Mockumentary

1. Celebrities can have a positive influence on how we behave as consumers. Which causes (1-4) do you think the celebrities below defend?

1. Reusing clothes

2. No animal testing

3. Sustainable living solutions

4. Fair trade in the fashion industry

2. The video you are going to watch is called *Save Ralph*.

2.1 Watch the video and say which of the causes above is being addressed.

2.2 Watch it again and say whether the sentences are true (T), false (F) or not stated (NS).

a. Ralph was born blind in his right eye.

b. He underestimates the pain he is constantly feeling.

c. He thinks humans are greater than animals.

d. He is the first tester in his family.

e. He thinks his job is worthwhile as long as humans have the illusion of safety.

f. He thinks his life would be better in a field.

Writing/Speaking

Atividades de produção e interação escritas e orais, assentes em *steps*, com apoio de diagramas nas fases de *brainstorming* e de *outlining* e caixa *Tick or Cross/Rate* para autoavaliação, no final.

Do it right

Com dicas *learning to learn*, que ajudam aos alunos a refletir sobre a melhor forma de aprender.

Banda do professor

Sugestões de resposta para todas as atividades.

High-tech variation

Sugestões complementares para o desenvolvimento e apresentação dos trabalhos dos alunos.

Listening/Reading into Speaking Listening/Reading into Writing

Algumas atividades de produção – *writing* e *speaking* – são apresentados em articulação com as competências recetivas, para melhor apoio ao aluno.

Writing News item

Activity You are going to write a news item about an environmental issue to be published in the local newspaper.

1. Read the following news item and pay attention to the notes on the side.

LEONARDO DICAPRIO PRODUCED DOCUMENTARY ABOUT PEDROGÃO GRANDE

The tragedy of the fires in Pedrogão Grande is the subject of a documentary by Leonardo DiCaprio which screened twice at the 26th Climate Change Conference, held in Glasgow from 31st October to 12th November.

Leonardo DiCaprio, an actor who for years has used his visibility to talk about the importance of preserving the planet, produced the documentary and Orlando Von Einsiedel directed it. The documentary is called *From Devil's Breath* and 'tells the improbable first person story of two colliding narratives – the extraordinary community of survivors of the fatal fires of 2017 in Portugal, fighting to ensure that what they witnessed never happens again, and a revolutionary scientific discovery that can save us all from a climate emergency,' according to Time magazine.

2. Think about an environmental issue that is worrying the people in your neighbourhood and make notes. Try to answer the "SWH".

SWH

What? Where? When? Why? How?

3. Write the news item, mentioning all the relevant information.

My article

Includes a headline, an opening paragraph and a body.

My article gets

for content, for organization and clarity, for following procedures, for achieving its purpose.

Reading Speaking Debate tournament

Activity Read the texts below. In pairs, use the examples in the texts to come up with arguments to discuss if celebrities are positive or negative role models. You will have to role-play a debate tournament on the topic.

Positive or negative role models?

Sadio Mané, the Liverpool star earning approximately \$10.2 million per year, was seen carrying a cracked iPhone. "Why would I want ten Ferraris or twenty diamond watches? What would that do for the world? I survived. I worked in the fields. I played banfool, and I don't go to school. Now I can help people. I do not need to display luxury cars, luxury homes, tips, and even planes. I prefer that my people receive a little of what life has given me."

Miley Cyrus wants her dogs to be comfortable. In fact, she cares so much about their comfort that she decided to buy a car just for them. That's right, the singer shelled out \$125,000 for a Range Rover Sport so her dogs (Happy, Bean, Floyd, Mary Jane and Penny Lane) could have a means of transportation where they could ride in style.

Follow these steps.

1. In pairs, address roles: one student believes celebrities can be positive role models and the other believes they have a negative influence on people.

2. Expand on the arguments according to the role you have been assigned. Take notes. Predict your opponent's arguments and prepare a rebuttal.

3. It's time to have the class debate tournament.

My performance gets

for content, for organization and clarity, for following procedures, for achieving its purpose.

No final de cada módulo, surgem as secções: *Review*, *Streaming* e *MiniProjects*.

Review

Atividades de consolidação das estruturas linguísticas abordadas no módulo, com autoavaliação.

REVIEW

Vocabulary & Grammar

1. Three teenagers are talking about the environment. Name the environmental/social problems they are worried about.

There are two problems that really worry me. It's the fact that people living in some island countries will get the second is the fact that we are going extinct worldwide.

My two biggest concerns are different from yours, Mia. I just can't stop thinking about the number of people that don't have enough to eat, on the one hand, and, on the other hand, the amount of edible food that is thrown away every single day.

Well, I agree those problems are very serious, but, for me, the most important problems are the increasing average temperature on Earth and the trees being cut down in huge areas.

Mia Peter Kevin

2. Complete each sentence with the correct complex preposition in the box.

according to because of contrary to prior to on behalf of

a. _____ the latest IPCC report, climate change is intensifying in every region.

b. _____ previous studies, which said otherwise, it is now believed that the average temperature on Earth will rise 2 °C.

c. Climate scientists around the world are becoming more and more alarmed _____ the inevitable and irreversible changes.

d. NGOs usually work _____ individuals or groups that need their help.

e. Tessa had been an environmental activist for three years _____ becoming the executive director of that NGO.

3. Write sentences about the environment using the phrasal verbs in the box.

clean up dispose of heat up run out of scale down

4. Label the pictures with the correct collocation with sustainable or energy.

5. Complete the sentences so that they are related to the ones given.

a. People are becoming more and more anxious about climate change. The more conscious people are of climate change, _____.

b. Electric vehicles are becoming cheaper and cheaper due to the declining prices of batteries. The more affordable batteries are, _____.

c. Scientists' work to fight climate change is getting more and more important. The more serious consequences of climate change the world experiences, _____.

6. Which option is correct, a or b?

6.1 Many governments avoid passing environmental laws as if they don't care.

a. The sentence expresses something that is possibly real.
b. The sentence expresses something that is presently unreal.

6.2 Industries act as though they hadn't done anything to harm the environment.

a. The sentence expresses something that is presently unreal.
b. The sentence expresses something that was unreal in the past.

7. The irregular adverbs in the following sentences are incorrect. Correct them.

a. Activists are working hardly to help people affected by extreme climate events.

b. The members of the environmental group arrived lately and couldn't attend the seminar.

c. Schools are trying to raise awareness fastly among students about the urgent need to protect our planet.

ANSWER KEY

1. Mia: rising sea levels and melting ice caps
Peter: food insecurity and food waste
Kevin: global warming and deforestation

2. a. According to
b. Contrary to
c. In alarm of
d. On behalf of
e. Prior to

3. Possible answers:
Volunteers living in coastal areas usually help clean up the beaches.
All of us should dispose of waste properly.
The Earth is heating up very fast.
We are running out of time to stop the destruction of our planet.
Farmers need to scale down the use of pesticides.

4. a. sustainable energy
b. sustainable technology
c. clean energy
d. sustainable industry
e. the more anxious they become
f. the cheaper electric vehicles will be
g. the more important scientists' work gets

5. a. the more
b. the more
c. the more

6. a. The sentence expresses something that is possibly real.
b. The sentence expresses something that is presently unreal.
c. The sentence expresses something that is presently unreal.
d. The sentence expresses something that was unreal in the past.

7. a. Activists are working hard to help people affected by extreme climate events.
b. The members of the environmental group arrived late and couldn't attend the seminar.
c. Schools are trying to raise awareness fast among students about the urgent need to protect our planet.

Streaming

Exploração simples de conteúdos audiovisuais, para trabalho de grupo, replicando o modo de utilização de conteúdos *streaming*.

MiniProjects!

Atividades de projeto que podem ser desenvolvidas em articulação com outras áreas disciplinares/do conhecimento, promovendo, assim, o desenvolvimento de competências transversais e fomentando a utilização de processos cognitivos mais complexos e diversificados.

Podem materializar-se em projetos a desenvolver nos Domínios de Autonomia Curricular.

STREAMING

1. Below you can find videos of six endangered animals.

1.1 Form groups and choose one of the animals. Don't tell the other groups which one you have chosen.

Endangered animals

1.2 Watch the video of your choice and prepare a fact file about the chosen animal.

1.3 Try to guess each group's animal by asking yes/no questions.

1.4 After guessing all the animals, present your group's fact file. Remember: all group members must speak. Enjoy your time!

APRENDIZAGENS ESSENCIAIS
Competência comunicativa
CS, CE, EI, E, PE, PE
Competência estratégica
11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

PERFIL DOS ALUNOS
A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

MiniProject!

DESIGN AN INFOGRAPHIC

Infographics communicate messages in interesting and visual ways.

Activity In groups, design an infographic about one of the topics in this module. For example: environmental problems or solutions, genetic engineering, etc.

Follow these steps.

STEP 1 Plan your infographic design. (The infographic on the right will help you.)

STEP 2 Put things into practice.

- Create your infographic using cardboard.
- Make sure you find a balance in the amount of information.

STEP 3 Action time.

- Present your infographic to your class or showcase it in the school lobby.

Tick ✓ or cross ✗

Our infographic grabbed the attention of the audience.
Followed the steps.
Presented the topic clearly.
Had a good balance between text/images.

Rate Our infographic gets for content for organization and clarity for achieving its purpose for group work.

How to Plan Your Infographic Design

1. Choose the topic of your infographic.

2. Gather the data and information you need.

3. Choose the layout and design of your infographic.

4. Create the infographic using cardboard.

5. Present your infographic to your class or showcase it in the school lobby.

APRENDIZAGENS ESSENCIAIS
Competência comunicativa
CS, CE, EI, E, PE, PE
Competência estratégica
11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

PERFIL DOS ALUNOS
A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

High-tech variation
Students can create their infographic using Infocreator or Visme

Referências

- Conselho da Europa (2002). *Quadro Europeu Comum de Referência para as Línguas: Aprendizagem, Ensino, Avaliação*. Porto: ASA.
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- Ministério da Educação (2017). *Aprendizagens Essenciais de Inglês – Formação Geral – Continuação – 11.º Ano*. Lisboa: ME.
- Ministério da Educação. Direção-Geral de Educação (2018). *Perfil dos Alunos à Saída da Escolaridade Obrigatória*. Lisboa: ME/DGE.
- National Research Council (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: The National Academies Press.
- Partnership For 21st Century Skills (2010). *21st Century Readiness for Every Student: A Policymaker's Guide*. Tucson: Partnership For 21st Century Skills.



Planning

Contents

I. Annual planning (three terms)	*
II. Annual planning (two semesters)	*
III. Aprendizagens Essenciais – 11.º ano	*
IV. Lesson plans	*
Module 0	*
Module 1	*
Module 2	*
Module 3	*
Module 4	*

*** Nota:**

As planificações, o documento das AE e os planos de aula serão disponibilizados na  auladigital, em formato editável e na íntegra aos professores adotantes do projeto. Com esta medida, procuramos contribuir para a sustentabilidade ambiental.

Contents

Roteiro  auladigital	17
Guião de recursos multimédia <i>Step Up 11</i>	32



Digital tools



aula digital

Guia do utilizador • Professor

Índice

- I. Aula Digital – o que é e como aceder?**
- II. Explorar os manuais digitais e os manuais interativos**
 - a. Manuais Digitais
 - b. Manuais Interativos **EM DESTAQUE**
- III. Explorar os recursos exclusivos do Professor**
 - a. Dossiê do Professor
 - b. Banco de Recursos
- IV. Explorar os recursos do Aluno**
- V. Criar e editar aulas e testes interativos**
- VI. Comunicar e orientar o estudo dos alunos**
 - a. Comunicar
 - b. Enviar e acompanhar a realização de trabalhos e testes interativos
 - c. Partilhar recursos

I. Aula Digital – o que é e como aceder?

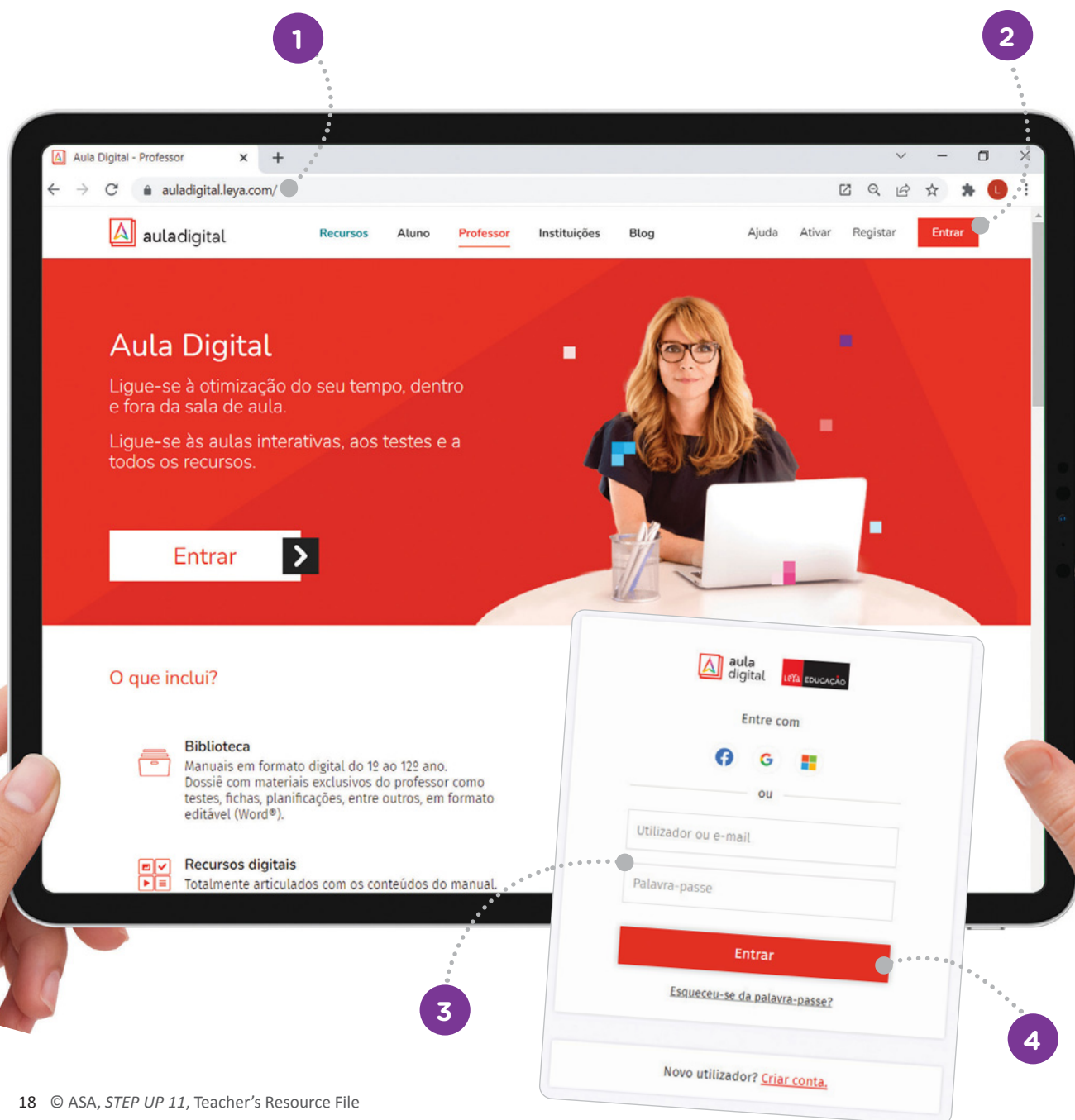
A Aula Digital, disponível em **auladigital.leya.com**, é a plataforma de ensino e aprendizagem da LeYa Educação.

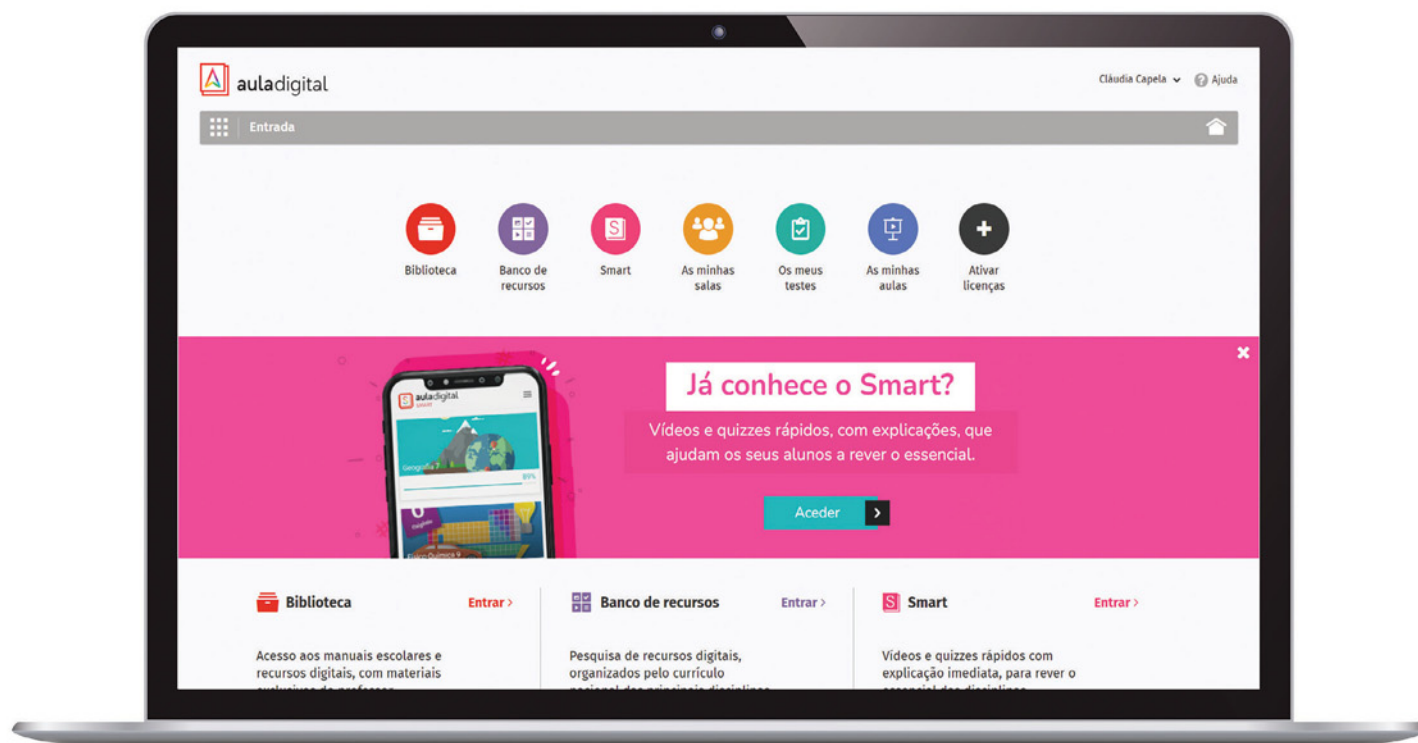
Aqui o Professor poderá aceder aos **projetos escolares** e a todos os **recursos** e **ferramentas digitais** a eles associados.

Para explorar os recursos disponíveis na plataforma, basta:

1. Aceder a **auladigital.leya.com**;
2. Clicar em **Entrar**;
3. Preencher os campos de **Utilizador** e **Palavra-Passe**;
4. Clicar em **Entrar**.

Tutorial: Registo e acesso do Professor





A Aula Digital está organizada nas seguintes áreas:

Biblioteca

Manuais e recursos digitais a eles associados, incluindo materiais exclusivos do Professor.



As minhas salas

Área de comunicação com os alunos através da criação de salas, que permitem atribuição de trabalhos e testes interativos (com relatório detalhado de resultados).



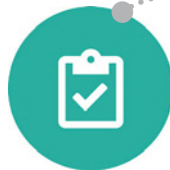
Banco de Recursos

Pesquisa de recursos por tipologia, ano de escolaridade, disciplina e/ou temas curriculares.



Os meus testes

Ferramenta de construção de testes interativos. Permite o acesso a questões de testes já existentes e a criação de questões personalizadas. As questões podem incluir imagens, áudios e fórmulas matemáticas. Estes testes podem ser partilhados com os alunos através da área “As minhas salas” ou exportados para Word®.



Smart

Vídeos e sínteses, para rever o essencial da matéria, e *quizzes* com explicações imediatas, para esclarecer dúvidas à medida que elas surgem. O registo do progresso apoia o aluno no seu estudo autónomo.



As minhas aulas

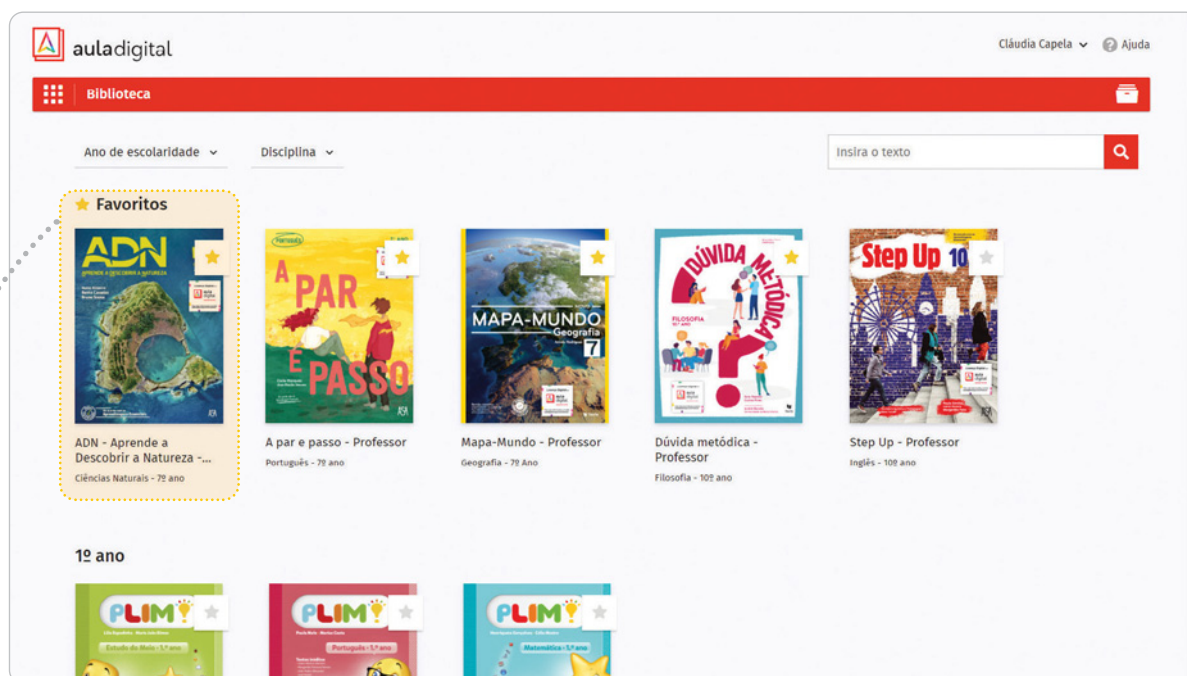
Ferramenta de elaboração de sequências de recursos disponíveis na área Biblioteca e/ou no Banco de Recursos. Inclui ainda a possibilidade de carregamento de recursos próprios. Estas sequências podem ser projetadas na sala de aula e/ou partilhadas com os alunos através da área “As minhas salas”.

II. Explorar os manuais digitais e os manuais interativos

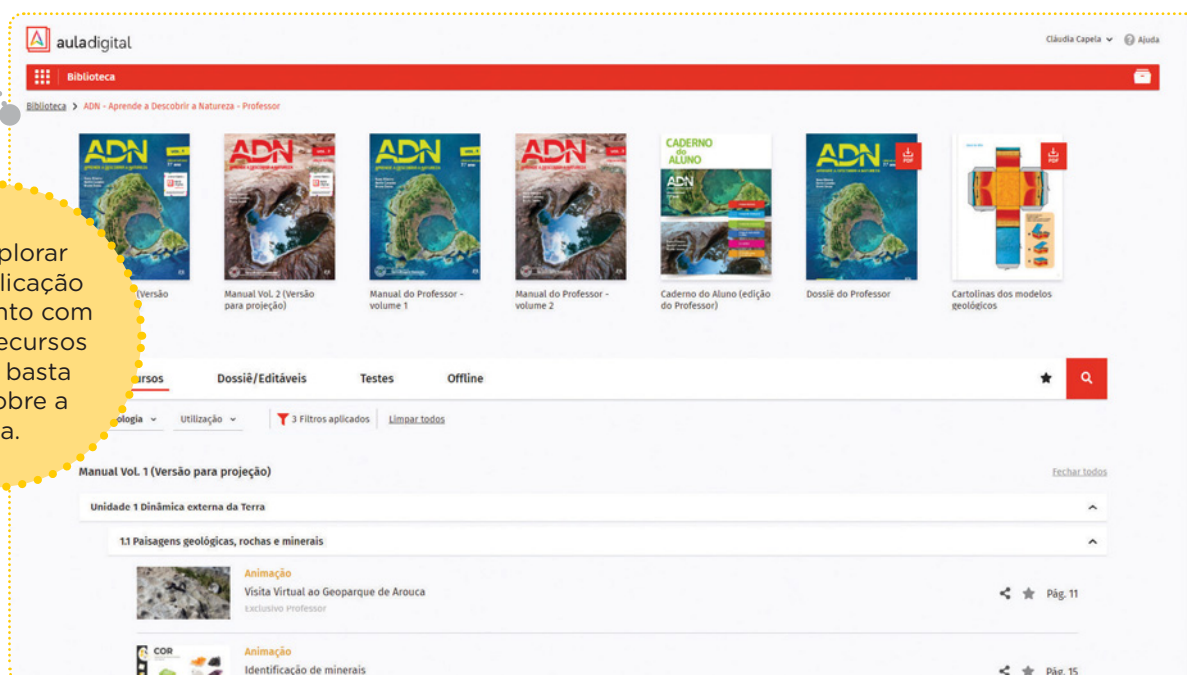
a. Manuais Digitais



Na **Biblioteca**, estão disponíveis todos os manuais em formato digital, assim como os recursos digitais a eles associados.



Para explorar uma publicação em conjunto com os seus recursos digitais, basta clicar sobre a capa.



A projeção do manual digital facilita a exploração dos conteúdos em sala de aula. Várias ferramentas apoiam o Professor nesta tarefa:

- Índice do manual
- Índice de recursos digitais
- Índice de notas e páginas marcadas

O zoom, o ajuste à largura/altura, a vista em página única/dupla e o full screen permitem ajustar a visualização e explorar texto, imagens ou esquemas com todo o detalhe.

- Desenho livre
 - Nota de texto
 - Marcador de página
- Todos os desenhos, notas e marcações ficam automaticamente guardados e acessíveis a partir de qualquer dispositivo.

Pesquisa

Como é constituído o interior da Terra?

A análise dos dados obtidos através dos métodos diretos e dos métodos indiretos de estudo do interior da Terra permitiu definir dois modelos da estrutura interna da Terra: **modelo geoquímico** e **modelo geofísico** (fig. 12).

Modelo geoquímico do interior da Terra
Baseia-se na composição química das diversas camadas do interior da Terra.

Modelo geofísico
Baseia-se nas propriedades físicas e no comportamento dos materiais do interior da Terra.

Camadas da Terra:

- Crosta continental** (0 km - 67 km): Constituída por rochas com grande percentagem de alumínio e de silicatos, como o granito.
- Crosta média** (67 km - 2900 km): Constituída por rochas com grande percentagem de silício, magnésio e de ferro, como o basalto.
- Crosta oceânica** (0 km - 7 km): Constituída por rochas com grande percentagem de silício, magnésio e de ferro, como o basalto.
- Manto** (67 km - 2900 km): Camada intermédia, constituída por rochas ricas em ferro e em magnésio, como o peridotito.
- Litofera** (0 km - 280 km): Camada mais superficial do planeta, que se encontra no estado sólido.
- Astenofera** (280 km - 700 km): Camada com material parcialmente fundido, o que lhe confere maior plasticidade e um comportamento semelhante a um fluido viscoso.
- Mesofera** (700 km - 2900 km): Camada intermédia, com material que se encontra maioritariamente no estado sólido.
- Núcleo externo** (2900 km - 5150 km): Camada no estado líquido.
- Núcleo interno** (5150 km - 6371 km): Camada no estado sólido.
- Núcleo** (2900 km - 6371 km): Camada central, constituída por ferro e por níquel.

Aplica:

- Transcreve o esquema que se segue para o teu caderno e preenche-o com o nome das camadas do interior da Terra, segundo o modelo geoquímico.
- Indica a constituição química do manto.
- Transcreve o esquema que se segue para o teu caderno e preenche-o de acordo com as propriedades físicas de cada uma das camadas do interior da Terra, segundo o modelo geofísico. Segue o exemplo.

Modelo geoquímico do interior da Terra:

- a) ...
- b) ...
- c) ...

Modelo geofísico do interior da Terra:

- Litofera (estado: sólido)
- Astenofera (estado: líquido)
- Mesofera (estado: líquido)
- Núcleo externo (estado: líquido)
- Núcleo interno (estado: sólido)

A barra e as setas de navegação permitem encontrar rapidamente uma página específica.

É possível destacar com diferentes cores um excerto de texto selecionado.

Modelo geofísico

Baseia-se nas propriedades físicas e no comportamento dos materiais do interior da Terra.

Na banda lateral surge a indicação dos recursos digitais disponíveis. Animações, vídeos, atividades interativas ou fichas do Caderno de Atividades, por exemplo, são algumas das tipologias de recursos a que o Professor pode recorrer, sem sair da página que está a projetar.



b. Manuais Interativos **EM DESTAQUE**

Na **Biblioteca**, está também disponível o **Manual interativo**. Esta nova versão do manual permite uma exploração mais integrada, dinâmica e motivadora dos conteúdos e respetivos recursos digitais.

Com o Manual interativo, poderá:

1. acompanhar a leitura dos textos com locução e destaques em simultâneo;

The screenshot displays the 'Voilà!' interactive manual interface. At the top, there is a navigation bar with a menu icon, the 'Voilà!' logo, a star rating, and page navigation controls showing page 78 of 161. Below the navigation bar, a section titled '4 En famille' is visible. The main content area features a 'Lire' (Read) button and a numbered instruction: '1 Lis attentivement le texte suivant.' (1 Read the following text attentively). Below this, there are two audio speed controls: 'Standard' and 'Lente' (Slow). The title 'Timothée Chalamet' is prominently displayed in a large, stylized red font. A progress bar indicates the audio playback status at 0:00 / 01:31. To the right of the text, there is a circular image of Timothée Chalamet with his family. The text 'EN FAMILLE' is followed by a paragraph describing his family background: 'Timothée Chalamet est né le 27 décembre 1995 et il a grandi à New York, aux États-Unis. Son père est français et sa mère est américaine. Sa sœur s'appelle Pauline.' Another paragraph follows: 'Timothée est né dans une famille d'artistes : sa mère était danseuse à Broadway, sa grand-mère était actrice, son oncle est réalisateur... Il découvre le théâtre à 13 ans, au lycée d'arts de LaGuardia à New York.' Below this, the section 'SA CARRIÈRE' is partially visible. A callout box at the bottom, labeled with a purple circle containing the number '1', shows the same text with the first sentence highlighted in orange and red, demonstrating the interactive highlighting feature.

Voilà!

4 En famille

Lire

1 Lis attentivement le texte suivant.

Standard Lente

Timothée Chalamet

0:00 / 01:31

EN FAMILLE

Timothée Chalamet est né le 27 décembre 1995 et il a grandi à New York, aux États-Unis. Son père est français et sa mère est américaine. Sa sœur s'appelle Pauline.

Timothée est né dans une famille d'artistes : sa mère était danseuse à Broadway, sa grand-mère était actrice, son oncle est réalisateur... Il découvre le théâtre à 13 ans, au lycée d'arts de LaGuardia à New York.

SA CARRIÈRE

1

EN FAMILLE

Timothée Chalamet est né le 27 décembre 1995 et il a grandi à New York, aux États-Unis. Son père est français et sa mère est américaine. Sa sœur s'appelle Pauline.

Timothée est né dans une famille d'artistes : sa mère

2. realizar as atividades propostas e aceder à sua correção de forma imediata;
3. apresentar, alínea a alínea, as soluções de uma atividade ou de todas as atividades propostas numa página;

The screenshot displays the 'Step Up 10.º' digital platform. At the top, there's a navigation bar with a menu icon, the title 'Step Up 10.º', a star rating, and page navigation ('41 / 240'). The main content area features a lesson titled 'HAPPIER' by Marshmello ft. Bastille. Below the title, there's a grammar exercise (3) asking to complete song lyrics with the present perfect simple or continuous. The lyrics include blanks for verbs like 'think', 'become', 'begin', 'happen', and 'leave'. To the right of the lyrics is a circular image of Marshmello and Bastille. Below the lyrics, there are links for 'Bank p. 224' and 'WB p. 20'. At the bottom of the main content area is a video player (4) showing a scene from the song with the lyrics 'LATELY, I'VE BEEN, I'VE BEEN THINKING'. On the right side, there's a sidebar (5) with a section 'Exclusivo do Professor' containing links to 'Track 12 (CD1)', 'Workbook, page 20', and 'Speaking kickoff: Discussing ideas and presenting conclusions'. On the left side, there's a navigation icon (2) and a search icon (3). At the bottom of the tablet screen, there are icons for a checkmark, a magnifying glass, and a plus sign.

4. explorar os recursos digitais, em contexto, a partir das páginas do manual;
5. aceder a fichas do Caderno de Atividades ou a outros recursos complementares exclusivos do Professor sem sair da página do manual.

III. Explorar os recursos exclusivos do Professor

a. Dossiê do Professor

Na área **Dossiê/Editáveis** de cada projeto, é possível descarregar materiais exclusivos do Professor, totalmente **editáveis**, tais como planificações, grelhas de avaliação, fichas, testes ou materiais para alunos com dificuldades ou áudios.

Na pasta **Novidades** serão disponibilizados novos materiais ao longo do ano.

↓

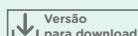
↓

↓

OFFLINE



Todas as publicações e recursos digitais disponíveis na Biblioteca estão também acessíveis *offline* através da *app* Aula Digital, em computador, *tablet* ou *smartphone*.



b. Banco de Recursos



No **Banco de Recursos** o Professor encontra recursos digitais das suas disciplinas, que pode usar de forma complementar ou independente do manual escolar.

Tutorial: Explorar o Banco de Recursos



auladigital
Banco de recursos

Mostrar favoritos

Filtrar por:

- Tipologia
- Ciclo de ensino
- Ano de escolaridade
- Disciplina

Filtrar por Temas Curriculares

Disciplina/Ano

Resultados: 30 / 4330

Título: A a Z

Estes recursos podem ser pesquisados pelos **temas curriculares** ou por palavra chave.

Cláudia Capela ? Ajuda

Os recursos são exibidos em uma grade com as seguintes informações:

- Tipologia (ex: Animação, Vídeo)
- Título (ex: Composição da lava e tipos de atividade vulcânica)
- Imagem representativa
- Ícones de partilha, favoritos e informação

Filtrar por:

- Tipologia
- Ciclo de ensino
- Ano de escolaridade
- Disciplina

Os **filtros** laterais ajudam a refinar a pesquisa por tipologia (vídeo, ficha, teste, ...), ciclo, ano ou disciplina.

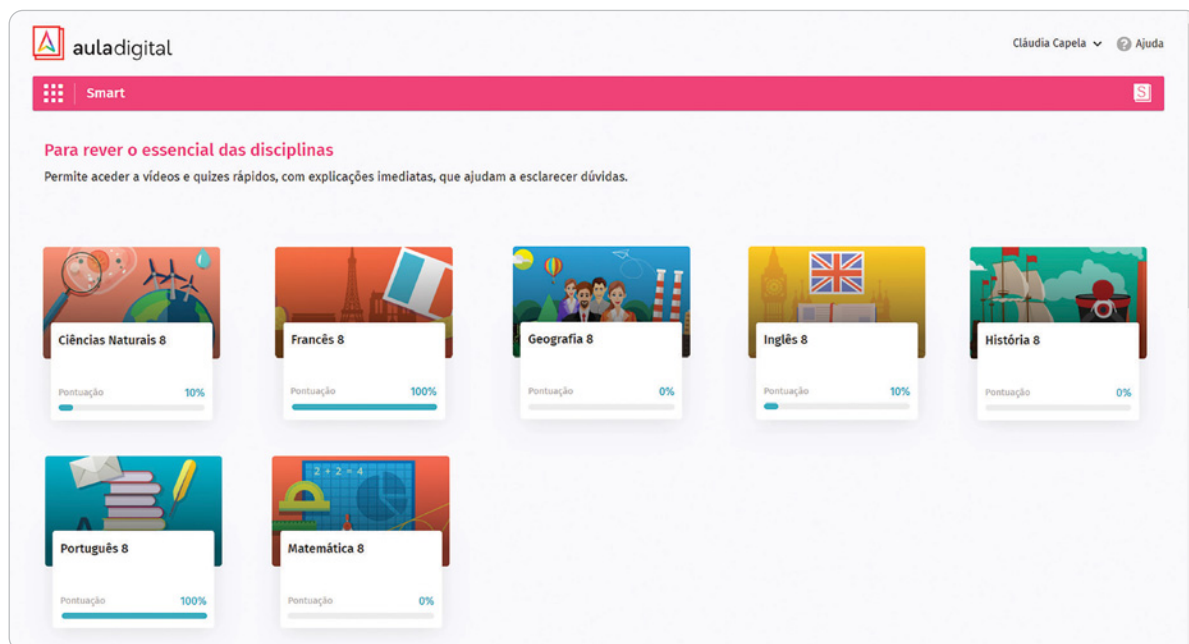


Todos os recursos da área **Banco de Recursos** e **Biblioteca** podem ser partilhados com os alunos através da área **As minhas salas** ou de qualquer outra plataforma de comunicação.

IV. Explorar os recursos do Aluno



Na área **Smart**, disponibilizam-se aos alunos sequências de aprendizagem que permitem rever o **essencial de cada conteúdo**, **testar conhecimentos** e **esclarecer dúvidas**. Esta área está também disponível para o Professor, que assim poderá fazer recomendações de estudo.



Vídeos, áudios e sínteses, organizados por temas curriculares, que ajudam a compreender a matéria.



Quizzes com explicações imediatas, que permitem esclarecer as dúvidas. A correção automática e o registo do progresso permitem autorregular a aprendizagem do aluno e melhorar os resultados.



Os conteúdos Smart podem também ser explorados a partir da **app Aula Digital**, disponível para computador, *tablet* ou *smartphone*, **com ou sem Internet**.



V. Criar e editar aulas e testes interativos



Nas áreas **Os meus testes** e **As minhas aulas**, o Professor pode personalizar os testes e as aulas, acedendo a propostas disponíveis na área **Biblioteca**, ou criar estes recursos de raiz.

Para **criar um novo teste interativo** com correção automática basta:

1. Entrar na área **Os meus testes**;
2. Clicar em **Novo teste**;
3. Preencher o título, as instruções e a duração do teste;
4. Adicionar questões ao teste, clicando em:
 - **Questão do banco** – para adicionar questões disponíveis na área **Biblioteca**;
 - **Nova questão** – para criar questões que podem incluir imagens, áudios e fórmulas matemáticas.
5. Clicar em **Gravar**.

Tutorial: Criar um teste interativo



auladigital

Cláudia Capela ▾ Ajuda

Os meus testes

Os meus testes > Testes > Criar teste

Insira aqui o título do teste

Visualizar Voltar Gravar

Instruções

Introduzir texto

Duração (min.)

Introduza o valor

* Preenchimento obrigatório

Adicionar:

Nova questão Questão do banco

Adicionar:

Nova questão Questão do banco

1 Das seguintes afirmações qual a correta. Escolha única

2 Observa o seguinte losango. Sabendo que P e Q são os pontos médios dos lados a que pertencem, qual a amplitude x, em graus? Resposta: _/105/_

3 Observa o seguinte losango. Qual é a amplitude x, em graus? Resposta: _/105/_

4 Observa a seguinte figura. Qual é a amplitude x, em graus? Resposta: _/130/_

5 Completa o seguinte texto. Um polígono de quatro lados chama-se _/quadrilátero/trapézio/losango/

Ponderação do teste

Peso	Porcentagem
5	33.3 %
3	20.0 %
1	6.7 %
2	13.3 %
4	26.7 %
Total	15 100 %

Depois de adicionar todas as questões ao teste é **possível definir diferentes pesos para cada uma das questões.**

Para **criar uma nova aula interativa**, ou seja, uma nova sequência pedagógica de recursos digitais, basta:

1. Entrar na área **As minhas aulas**;
2. Clicar em **Nova aula**;
3. Preencher o título, o sumário, a duração e carregar um plano (facultativo);
4. Adicionar recursos à aula, clicando em:
 - **Recursos** – para adicionar recursos da Biblioteca ou do Banco de Recursos;
 - **Páginas** – para adicionar páginas de qualquer livro disponível na Biblioteca;
 - **Testes** – para adicionar um teste interativo da Biblioteca, do Banco de Recursos ou da área Os meus testes;
 - **Ficheiro** – para adicionar os seus próprios recursos;
 - **Texto** – para adicionar texto;
 - **Link** – para adicionar *links* para páginas da Internet ou vídeos do YouTube.
5. Clicar em **Gravar**.

Tutorial: Criar uma aula interativa



auladigital

Cláudia Capela ▾ ? Ajuda

As minhas aulas

As minhas aulas > Aulas > Rascunho

Insira aqui o título da aula

Visualizar Voltar Gravar

Sumário

Inserir Texto

Duração (min.)

Introduza valor Carregar plano de aula

* Preenchimento obrigatório

Adicionar:

Recursos Páginas Testes Ficheiro Texto Link

As aulas e os testes interativos criados pelo Professor também podem ser partilhados com os alunos através da área **As minhas salas**.

Os testes interativos podem ser exportados em formato Word®.

As aulas e os testes interativos existentes na Biblioteca podem ser **copiados para as áreas de edição** – As minhas aulas e Os meus testes – para serem editados e adaptados à realidade das suas turmas.

Teste

O que é a Filosofia? As questões da Filosofia (Versão I)

Copiar para Os meus testes

Aula

Aula nº 1

Copiar para As minhas aulas

VI. Comunicar e orientar o estudo



Na área **As minhas salas** o Professor pode comunicar com os alunos e orientar o seu estudo, tirando partido dos recursos que encontra na Aula Digital.

Tutorial: Criar uma sala e associar alunos



Para criar uma sala e associar alunos basta:

1. Entrar na área As minhas salas e clicar em **Nova sala**;
2. Preencher o nome da sala;
3. Clicar em **Criar Sala**;
4. Clicar em **Associar alunos**;
5. Disponibilizar o código da sala aos alunos (alternativamente, é possível associar alunos introduzindo os seus e-mails)

5

Associe Alunos à sala

Por código
Os alunos podem utilizar o código abaixo para se associarem a esta sala.

fcult

Por convite
Em alternativa, é possível convidar os alunos por e-mail.

Introduza aqui os endereços de e-mail. Caso pretenda convidar vários utilizadores, separe os endereços de e-mail por vírgulas.

Para ativar o código e aceder a esta sala, os alunos devem registar-se em <https://auladigital.fcult.pt> e entrar na área "As minhas Salas".

Enviar Cancelar

a. Comunicar

Na **Entrada** de uma sala, o Professor pode publicar informações importantes, lançar questões/tópicos de debate ou partilhar recursos, **criando um post** no mural.

Prof. Isabel Rodrigues
07/01/2022 10:33

Na próxima aula vamos falar sobre a importância de protegermos a biodiversidade animal. Vejam este vídeo e procurem identificar atividades humanas que podem afetar a biodiversidade animal.

Biodiversidade Somos Nós | Jardim Zoológico

Ver mais... Partilhar

Biodiversidade somos nós

Ver no YouTube

Biodiversidade Somos Nós | Jardim Zoológico
<https://www.youtube.com/watch?v=OBQcpTkSOag>

4 Comentários

Faça um comentário

André Silva Lopes
08/01/2022 07:06
Olá! Tenho uma dúvida. A que horas vai ser a nossa aula?

Prof. Isabel Rodrigues
07/01/2022 12:31
Ainda bem que gostaram! É isso mesmo Ana Catarina, a poluição é uma consequência da atividade humana que põe em risco a biodiversidade animal.

Ana Catarina Ramalho
07/01/2022 12:25
Gostei muito deste vídeo! Percebi que lixo que fazemos pode afetar os animais...

Pedro Soeiro
07/01/2022 12:30
Eu também gostei muito.

Os alunos podem responder e colocar as suas questões num ambiente moderado pelo Professor.

b. Enviar e acompanhar a realização de trabalhos e testes interativos

A partir de uma sala o Professor pode enviar trabalhos e testes interativos, que os alunos podem realizar de acordo com as suas orientações.

Tutorial: Enviar um teste



Para **enviar um teste** basta:

1. No menu **Testes**, clicar em **Novo Teste**;
2. Definir as datas e as horas de início e de fim da realização do teste;
3. Clicar em **Adicionar teste** e seleccionar o teste interativo que pretende enviar;
4. Seleccionar os alunos a quem pretende enviar o teste.

auladigital

Isabel Rodrigues ▾ ? Ajuda

As minhas salas

As minhas salas > Sala 172 A > Lista de testes > Criar teste

Voltar Gravar Enviar

Data de início 18/02/2022 00:00 Data de fim 19/02/2022 23:59

2 3

Adicionar Teste

Utilizadores

4

☐ Seleccionar todos

☐ 1 | Ana Catarina Ramalho

☐ 2 | André Silva Lopes

☐ 3 | Inês Mourato

☐ 4 | Pedro Soeiro

☐ 5 | Rosa Valentim

☐ 6 | Valter Rodrigues

Depois de concluído o teste, o Professor acede a um **relatório automático** individual para cada aluno.

Relatório do teste

Classificação: 64.8% Total de questões: 9 Tempo: 0:04:03

Questão	11.1%	11.1%
Questão 1	11.1%	11.1%
Questão 2	3.7%	11.1%
Questão 3	11.1%	11.1%
Questão 4	0%	11.1%

Observa a figura e selecciona as afirmações verdadeiras.

Respostas dadas:

☒ a. ☐ O ponto M dista 2 cm de B e 5 cm de C.

☒ b. ☒ O lugar geométrico colorido da figura é constituído pelos pontos do plano cuja distância a C é superior a 5 cm e a distância a B é inferior a 2 cm.

☒ c. ☐ O ponto A pertence à mediatriz de BC.

☒ d. ☐ O ponto C é equidistante de A e B.

Para **enviar um trabalho** basta:

1. No menu **Trabalhos**, clicar em **Novo Trabalho**;
2. Preencher o **Título** e o **Enunciado** do trabalho;
3. Definir a **data** e a **hora** de início e de fim da realização do trabalho;
4. Indicar se o trabalho terá avaliação;
5. Selecionar os recursos de apoio à realização do trabalho;
6. Selecionar os alunos a quem pretende enviar o trabalho.

Tutorial: Enviar um trabalho



c. Partilhar recursos através de qualquer plataforma

Todos os recursos disponíveis na **Biblioteca** e no **Banco de Recursos**, incluindo os recursos exclusivos do Professor, podem ser partilhados com os alunos.

Clicando no botão de partilha, disponível no cartão de identificação ou no interior do recurso, é possível partilhá-lo através:

Listagem geral dos recursos multimédia *Step Up 11*

- **Áudios** – Disponíveis em versão *standard*, e, na maior parte das faixas, também na versão *slow*. Estão identificados através de *hotspots* na versão digital do manual.
- **67 Vídeos** – Vídeos com a possibilidade de apresentar legendas em inglês.
- **4 Vídeos interativos** – Vídeos intercalados com questões. Disponível a função de legendas em inglês *on/off*.
- **8 Karokes** – Vídeos de canções, acompanhados das letras e com marcação de texto.
- **7 Speaking tutorials** – Vídeos tutoriais de apoio à rubrica *Speaking* com indicações passo a passo de como comunicar em diferentes situações.
- **8 Writing tutorials** – Vídeos tutoriais de apoio à rubrica *Writing* com indicações passo a passo de como produzir diferentes tipologias de texto.
- **17 Tutoriais de gramática** – Animações dos conteúdos gramaticais, com explicações passo a passo do uso e da forma e com exemplos respetivos.
- **4 Infográficos** – Imagens interativas apresentadas na abertura de cada módulo, com pontos clicáveis que remetem para imagens, textos, áudios e/ou vídeos de exploração temática.
- **10 Apresentações PowerPoint®** – Recursos de apresentação e aplicação de conteúdos temáticos, de vocabulário e de gramática.
- **4 Glossários** – Glossários interativos que apresentam uma listagem de palavras e/ou expressões com a respetiva definição, tradução e áudio associado.
- **17 Atividades gramaticais** – Atividades com exercícios de aplicação dos conteúdos gramaticais abordados nos tutoriais de gramática. Inclui correção automática e notas de apoio (dicas).
- **6 Jogos (Board game)** – Jogos sobre vários aspetos temáticos ou culturais.
- **28 Testes interativos** – Testes com oito itens de resposta fechada e correção automática para revisão de cada unidade, catorze dos quais são exclusivos do professor.
- **10 Kahoots** – *Quizzes* sobre os conteúdos de vocabulário.
- **6 Quizzes** – *Quizzes* compostos por cinco questões de resposta automática com *feedback* imediato para revisão de conteúdos gramaticais.
- **Links** – *Links* para vídeos externos ou ferramentas externas de utilização facultativa.
- **3 Simuladores**, que podem ser usados em várias atividades e dinâmicas de sala de aula:
 - **Timer** – Cronómetro personalizável que permite inserir o tempo estimado para a realização de tarefas em sala de aula e mostrar a contagem decrescente do tempo.

- **Random number generator** – Ferramenta de atribuição aleatória de números que permite eleger um aluno, através do seu número de turma, para realizar uma determinada tarefa, organizar a saída dos alunos da sala de aula, etc.
- **Recorder** – Ferramenta que permite gravar registos áudio.

Recursos multimédia disponíveis no projeto *Step Up 11*

Module 0 – Step right in!	
Apresentação de conteúdos	• Apresentação Past tenses [Exclusivo para o professor] Apresentação em PowerPoint® sobre os tempos verbais do passado. • Gramática Past simple and past continuous Past perfect simple Animações explicativas dos conteúdos gramaticais. • Vídeo Summer (Calvin Harris) [Exclusivo para o professor] Vídeo externo com a letra da canção <i>Summer</i>, do Calvin Harris.
Aplicação/Consolidação	• Atividades Past simple and past continuous Past perfect simple Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Past tenses (2) Questões de resposta automática com <i>feedback</i> imediato. • Links [Exclusivo para o professor] Animoto, Podbean, Padlet, Google Forms, Poll Everywhere, Canva, Postermywall <i>Links</i> para ferramentas externas de utilização facultativa. • Simuladores Random number generator [Exclusivo para o professor] Timer [Exclusivo para o professor] Recorder
Module 1 – Shop for your life	
1. To buy or not to buy...	
Apresentação de conteúdos	• Infográfico Module 1: Shop for your life [Exclusivo para o professor] Imagem interativa com pontos clicáveis revelando vários aspetos relacionados com o módulo 1. • Apresentação Shop for your life [Exclusivo para o professor] Apresentação em PowerPoint® de exploração temática e vocabular (módulo 1). • Glossário Interactive Vocabulary Bank: Shop for your life Glossário interativo que apresenta uma listagem de palavras e/ou expressões com a respetiva definição, tradução e áudio associado relativas ao módulo 1. • Karaoke Eyes Wide Open (Gotye) [Exclusivo para o professor] Vídeo da canção acompanhado da letra. • Gramática Possessive 's Animação explicativa do conteúdo gramatical. • Vídeo Not My Responsibility (Billie Eilish) [Exclusivo para o professor] Vídeo externo da música <i>Not My Responsibility</i>, da Billie Eilish.

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Aplicação/ Consolidação	• Atividade Possessive 's Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Kahoot Money idioms [Exclusivo para o professor] <i>Quiz</i> de vocabulário. • Links [Exclusivo para o professor] Flipgrid, Google Forms, Poll Everywhere, MindMeister, Mentimeter <i>Links</i> para ferramentas externas de utilização facultativa. • Simuladores Random number generator [Exclusivo para o professor] Timer [Exclusivo para o professor] Recorder
Avaliação	• Teste interativo To buy or not to buy... (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo To buy or not to buy... (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.
2. What's in a brand?	
Apresentação de conteúdos	• Karaoke Fashion (Lady Gaga) [Exclusivo para o professor] Vídeo da canção acompanhado da letra. • Vídeo Fake Famous (trailer) Vídeo externo do trailer do documentário <i>Fake Famous</i>. • Gramática Reflexive and reciprocal pronouns Animação explicativa dos conteúdos gramaticais. • Vídeo What Do Teens Think About Advertising? [Exclusivo para o professor] Vídeo externo com opiniões de diferentes adolescentes sobre publicidade.
Aplicação/ Consolidação	• Jogo Board game: Brand expert Jogo de cariz temático. • Atividade Reflexive and reciprocal pronouns Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Links [Exclusivo para o professor] Animoto, Google Forms, Poll Everywhere <i>Links</i> para ferramentas externas de utilização facultativa. • Kahoot What's in a brand? [Exclusivo para o professor] <i>Quiz</i> de vocabulário.
Avaliação	• Teste interativo What's in a brand? (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo What's in a brand? (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.

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3. Stand up for your rights!	
Apresentação de conteúdos	- Gramática Collective nouns Animação explicativa do conteúdo gramatical. - Writing tutorial Formal email of complaint Tutorial, passo a passo, de como escrever um email de reclamação. - Vídeo Queenpins, Hacker, Identity Thief [Exclusivo para o professor] Vídeo externo com dois trailers de filmes e um excerto de um filme sobre crimes cibernéticos e roubo de identidade.
Aplicação/Consolidação	- Links [Exclusivo para o professor] Tricider, Smartdraw, Padlet Links para ferramentas externas de utilização facultativa. - Atividade Collective nouns Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas).
Avaliação	- Teste interativo Stand up for your rights (I) Teste com oito itens de resposta fechada e correção automática. - Teste interativo Stand up for your rights (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.
4. Go fair!	
Apresentação de conteúdos	- Vídeo When You Don't Want to Pay for a Plastic Bag [Exclusivo para o professor] Vídeo externo de uma curta-metragem que aborda a cobrança por sacos de plástico no supermercado. - Vídeo Save Ralph [Exclusivo para o professor] Vídeo externo de consciencialização para as consequências causadas pelos produtos testados em animais. - Speaking tutorial Debate tournament Tutorial, passo a passo, de como comunicar num debate. - Vídeo interativo Levi's TV Ad Vídeo externo intercalado com questões sobre o consumo excessivo e moda sustentável. - Gramática Past perfect simple and past perfect continuous Animação explicativa dos conteúdos gramaticais. - Vídeo The Seed (Aurora) [Exclusivo para o professor] Vídeo oficial da canção <i>The Seed</i>, da Aurora. - Writing tutorial Comment Tutorial, passo a passo, de como escrever um comentário.

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Apresentação de conteúdos	• Vídeo Fast Fashion [Exclusivo para o professor] Vídeo externo sobre <i>fast fashion</i>. • Vídeo Reusing [Exclusivo para o professor] Vídeo externo sobre uma cadeia de lojas que vende roupa em segunda mão. • Vídeo Fair Trade [Exclusivo para o professor] Vídeo externo sobre a importância do comércio justo. • Vídeo Reducing [Exclusivo para o professor] Vídeo externo sobre a experiência de Lauren Singer e a sua estratégia para reduzir o lixo produzido pelo ser humano. • Vídeo Kia Niro advertisement Vídeo externo de um anúncio a um carro.
Aplicação/Consolidação	• Jogo Board game: Shopping Jogo de cariz temático. • Atividade Past perfect simple and past perfect continuous Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Links [Exclusivo para o professor] Poll Everywhere, Padlet <i>Links</i> para ferramentas externas de utilização facultativa. • Quiz Past perfect continuous Questões de resposta automática com <i>feedback</i> imediato.
Avaliação	• Teste interativo Go fair! (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo Go fair! (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.
Module 2 – A planet for all 1. A planet on the edge	
Apresentação de conteúdos	• Infográfico Module 2: A planet for all [Exclusivo para o professor] Imagem interativa com pontos clicáveis revelando vários aspetos relacionados com o módulo 2. • Apresentação A planet for all [Exclusivo para o professor] Apresentação em PowerPoint® de exploração temática e vocabular (módulo 2). • Glossário Interactive Vocabulary Bank: A planet for all Glossário interativo que apresenta uma listagem de palavras e/ou expressões com a respetiva definição, tradução e áudio associado relativas ao módulo 2. • Vídeo Truth to Power (One Republic) [Exclusivo para o professor] Vídeo externo com a canção <i>Truth to Power</i>, dos One Republic.

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Apresentação de conteúdos	• Vídeo RiverBlue (trailer) Vídeo externo do trailer do documentário <i>RiverBlue – River Pollution</i>. • Vídeo Chasing Coral (trailer) Vídeo externo do trailer do documentário <i>Chasing Coral – Coral Bleaching</i>. • Vídeo David Attenborough: A Life on Our Planet (trailer) Vídeo externo do trailer do documentário <i>David Attenborough: A Life on Our Planet</i>. • Link Recognizing the Human Right to Healthy Environment Link para vídeo externo de utilização facultativa. • Gramática Complex prepositions Animação explicativa do conteúdo gramatical. • Vídeo The Human Element (trailer) Vídeo externo do trailer do documentário <i>The Human Element</i>. • Vídeo Overpopulation and the Environment [Exclusivo para o professor] Vídeo externo sobre o impacto da sobrepopulação no planeta. • Writing tutorial Newspaper article Tutorial, passo a passo, de como escrever uma notícia.
Aplicação/Consolidação	• Jogo Board game: Environment (I) Jogo de cariz temático. • Atividade Complex prepositions Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Kahoot Environment [Exclusivo para o professor] Quiz de vocabulário. • Links [Exclusivo para o professor] WordArt, Animoto, Global Footprint Network, Canva Links para ferramentas ou vídeos externos de utilização facultativa. • Simuladores Random number generator [Exclusivo para o professor] Timer [Exclusivo para o professor] Recorder
Avaliação	• Teste interativo A planet on the edge (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo A planet on the edge (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.

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2. Green up!	
Apresentação de conteúdos	• Vídeo interativo Influential Sustainable YouTubers [Exclusivo para o professor] Vídeo externo intercalado com questões sobre YouTubers apoiantes de estilos de vida sustentáveis. • Karaoke Cover Me in Sunshine (P!nk) [Exclusivo para o professor] Vídeo da canção acompanhado da letra. • Vídeo Cover Me in Sunshine (P!nk) [Exclusivo para o professor] Vídeo da música <i>Cover Me in Sunshine</i>, da P!nk. • Apresentação Adjective degrees [Exclusivo para o professor] Apresentação em PowerPoint® sobre os graus dos adjetivos. • Gramática Comparative structures As if/As though Animações explicativas dos conteúdos gramaticais. • Vídeo Environmentally-Friendly Celebrities (parts 1 and 2) [Exclusivo para o professor] Vídeos sobre várias celebridades que demonstraram atitudes sustentáveis. • <i>Speaking tutorial</i> Persuading Tutorial, passo a passo, de como como persuadir numa situação de comunicação oral.
Aplicação/Consolidação	• Jogo Board game: Environment (II) Jogo de cariz temático. • Kahoot Sustainability words and collocations [Exclusivo para o professor] Quiz de vocabulário. • Atividades Comparative structures As if/As though Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Quiz Double and proportional comparative Questões de resposta automática com <i>feedback</i> imediato. • Links [Exclusivo para o professor] Trello, Canva Links para ferramentas externas de utilização facultativa.
Avaliação	• Teste interativo Green up! (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo Green up! (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.

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3. Engineering life	
Apresentação de conteúdos	• Vídeo <i>What Is Gene Editing and How Does It Work?</i> [Exclusivo para o professor] Vídeo externo sobre genes e a sua manipulação. • Gramática Adverbs Animação explicativa do conteúdo gramatical. • <i>Writing tutorial Science fiction “very-short” story</i> Tutorial, passo a passo, de como escrever uma história. • <i>Speaking tutorial Discussing ideas</i> Tutorial, passo a passo, de como como discutir ideias. • Karaoke <i>Something Just Like This</i> (The Chainsmokers & Coldplay) [Exclusivo para o professor] Vídeo da canção acompanhado da letra. • Vídeos [Exclusivo para o professor] <i>Endangered Animals: Elephants</i> <i>Endangered Animals: Orangutans</i> <i>Endangered Animals: Tigers</i> <i>Endangered Animals: Dolphins</i> <i>Endangered Animals: Polar Bears</i> <i>Endangered Animals: Koalas</i> Vídeos externos sobre a exploração de animais em perigo iminente de extinção.
Aplicação/Consolidação	• Atividade Adverbs Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • <i>Links</i> [Exclusivo para o professor] <i>Create Your Own Superhero, Create a Superhero, Learn.Genetics, Padlet, Flipgrid, Whimsical, Venngage</i> <i>Links</i> para ferramentas externas de utilização facultativa.
Avaliação	• Teste interativo Engineering life (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo Engineering life (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.

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Module 3 – Taking a stand for diversity 1. English all around	
Apresentação de conteúdos	• Infográfico Module 3: Taking a stand for diversity [Exclusivo para o professor] Imagem interativa com pontos clicáveis revelando vários aspetos relacionados com o módulo 3. • Apresentação Taking a stand for diversity [Exclusivo para o professor] Apresentação em PowerPoint® de exploração temática e vocabular (módulo 3). • Glossário Interactive Vocabulary Bank: Taking a stand for diversity Glossário interativo que apresenta uma listagem de palavras e/ou expressões com a respetiva definição, tradução e áudio associado relativas ao módulo 3. • Vídeo What Does Diversity Mean to You? [Exclusivo para o professor] Vídeo externo com a definição do conceito de diversidade por parte de alguns estudantes universitários. • Vídeo Spoken-Word Poem [Exclusivo para o professor] Vídeo com o poema da página 97. • Karaoke Follow You (Imagine Dragons) [Exclusivo para o professor] Vídeo da canção acompanhado da letra. • Apresentação Future forms [Exclusivo para o professor] Apresentação em PowerPoint® sobre os tempos verbais do futuro. • Gramática Future: be about to/be likely to Animação explicativa do conteúdo gramatical. • Vídeo The Hundred-Foot Journey (trailer) Vídeo externo do trailer do filme <i>The Hundred-Foot Journey</i>. • Writing tutorial Magazine article Tutorial, passo a passo, de como escrever um artigo para uma revista.
Aplicação/Consolidação	• Kahoot Diversity [Exclusivo para o professor] Quiz de vocabulário. • Atividade Future: be about to/be likely to Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Links [Exclusivo para o professor] Flipgrid, Coggle <i>Links</i> para ferramentas externas de utilização facultativa. • Simuladores Random number generator [Exclusivo para o professor] Timer [Exclusivo para o professor] Recorder

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Avaliação	• Teste interativo English all around (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo English all around (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.
2. Branches of the same tree: walls	
Apresentação de conteúdos	• Karaoke It's a Sin (Years and Years) [Exclusivo para o professor] Vídeo da canção acompanhado da letra. • Vídeo On the Basis of Sex (trailer) Vídeo externo do trailer do filme <i>On the Basis of Sex</i>. • Link Biography of Ruth Ginsburg Link para página web de utilização facultativa. • Apresentação Passive [Exclusivo para o professor] Apresentação em PowerPoint® sobre a passiva. • Gramática The passive: causative have or get Animação explicativa do conteúdo gramatical. • Vídeo Being a White Student at a 99% Black School [Exclusivo para o professor] Vídeo externo que conta as experiências de alunos numa escola localizada numa zona segregada. • <i>Writing tutorial</i> Opinion text Tutorial, passo a passo, de como escrever um texto de opinião. • Vídeo When You're Too Scared to Say Black [Exclusivo para o professor] Vídeo externo de um episódio de uma série da BBC.
Aplicação/Consolidação	• Atividade The passive: causative have or get Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Quiz The passive: causative have or get Questões de resposta automática com <i>feedback</i> imediato. • Link Poll Everywhere [Exclusivo para o professor] Link para ferramenta externa de utilização facultativa.
Avaliação	• Teste interativo Branches of the same tree: walls (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo Branches of the same tree: walls (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.

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3. Branches of the same tree: bridges	
Apresentação de conteúdos	• Vídeo The DNA Journey (parts 1 and 2) [Exclusivo para o professor] Vídeos externos em que várias pessoas se voluntariam para que o seu ADN seja analisado. • Vídeo interativo The World Piece and Mo Ganji [Exclusivo para o professor] Vídeo externo intercalado com questões de uma entrevista ao tatuador Mo Ganji. • Vídeo The World Piece [Exclusivo para o professor] Vídeo externo sobre o projeto <i>The World Piece</i>. • Apresentação If-clauses [Exclusivo para o professor] Apresentação em PowerPoint® sobre as orações condicionais. • Gramática If-clauses with modal verbs and unless Animação explicativa do conteúdo gramatical. • Vídeo Sport Can Make the World a Better Place [Exclusivo para o professor] Vídeo externo sobre como o desporto pode ajudar a combater a discriminação. • <i>Speaking tutorial</i> Presentation Tutorial, passo a passo, de como fazer uma apresentação oral.
Aplicação/Consolidação	• Atividade If-clauses with modal verbs and unless Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Quiz Conditionals Questões de resposta automática com <i>feedback</i> imediato. • Jogo Board game: Celebrations Jogo de cariz cultural. • <i>Links</i> [Exclusivo para o professor] Tricider, Popplet <i>Links</i> para ferramentas externas de utilização facultativa.
Avaliação	• Teste interativo Branches of the same tree: bridges (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo Branches of the same tree: bridges (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.

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4. We care!	
Apresentação de conteúdos	• Vídeo Why Young People Should Volunteer [Exclusivo para o professor] Vídeo externo sobre voluntariado. • Links [Exclusivo para o professor] HumSub GlobalTEEN Poem of the day: Being Biracial Links para páginas web de utilização facultativa. • Gramática Intensifiers: so, such, too, enough Animação explicativa do conteúdo gramatical. • Karaoke Come Together (Now United) [Exclusivo para o professor] Vídeo da canção acompanhado da letra. • Speaking tutorial Podcast episode Tutorial, passo a passo, de como preparar e comunicar num <i>podcast</i>.
Aplicação/Consolidação	• Kahoots [Exclusivo para o professor] Volunteering, social activism, multiculturalism Collocations with activist and volunteer Quizzes de vocabulário. • Atividade Intensifiers: so, such, too, enough Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Quiz So/Such + that Questões de resposta automática com <i>feedback</i> imediato. • Link PodBean [Exclusivo para o professor] Link para ferramenta externa. • Vídeos [Exclusivo para o professor] Girls' Rights to Education Amnesty International Animal Rights Black Lives Matter Schools Strike for Climate Indigenous Peoples' Rights Vídeos externos sobre questões sociais várias.
Avaliação	• Teste interativo We care! (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo We care! (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.

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Module 4 – Working our way up 1. Working our way through life	
Apresentação de conteúdos	• Infográfico Module 4: Working our way up [Exclusivo para o professor] Imagem interativa com pontos clicáveis revelando vários aspetos relacionados com o módulo 4. • Apresentação Working our way up [Exclusivo para o professor] Apresentação em PowerPoint® de exploração temática e vocabular (módulo 4). • Glossário Interactive Vocabulary Bank: Working our way up Glossário interativo que apresenta uma listagem de palavras e/ou expressões com a respetiva definição, tradução e áudio associado relativas ao módulo 4. • Vídeos [Exclusivo para o professor] Workplace of the Future: How Will You Work in 2030? What Is the Future of Jobs? (parts 1 and 2) Vídeos externos sobre o futuro do mundo do trabalho. • Vídeo The Intern (trailer) Vídeos externo do trailer do filme <i>The Intern</i>. • Speaking tutorial Oral presentation Tutorial, passo a passo, de como falar sobre o emprego de sonho. • Gramática Correlative conjunctions Animação explicativa dos conteúdos gramaticais.
Aplicação/Consolidação	• Kahoot Working our way through life [Exclusivo para o professor] <i>Quiz</i> de vocabulário. • Atividade Correlative conjunctions Exercícios interativos sobre os conteúdos gramaticais respetivos, com correção automática e notas de apoio (dicas). • Links [Exclusivo para o professor] Movie Maker Online, Canva <i>Links</i> para ferramentas externas de utilização facultativa. • Simuladores Random number generator [Exclusivo para o professor] Timer [Exclusivo para o professor] Recorder
Avaliação	• Teste interativo Working our way through life (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo Working our way through life (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.

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2. A mind set for change	
Apresentação de conteúdos	• Vídeos Inner Workings (parts 1 and 2) [Exclusivo para o professor] Vídeos externos com parte da curta-metragem <i>Inner Workings</i>. • Gramática Partitives Animação explicativa do conteúdo gramatical. • Karaoke Courage to Change (Sia) [Exclusivo para o professor] Vídeo da canção acompanhado da letra. • Vídeo interativo Business Ideas for Teens [Exclusivo para o professor] Vídeo externo, intercalado com questões, com ideias para jovens empreendedores. • Writing tutorial Covering letter Tutorial, passo a passo, de como escrever uma carta de apresentação.
Aplicação/Consolidação	• Atividade Partitives Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Kahoot A mind set for change [Exclusivo para o professor] Quiz de vocabulário. • Link Doodle [Exclusivo para o professor] Link para ferramenta externa.
Avaliação	• Teste interativo A mind set for change (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo A mind set for change (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.
3. Now what? Getting down to business...	
Apresentação de conteúdos	• Gramática Adjectives followed by a preposition Animação explicativa do conteúdo gramatical. • Writing tutorial LinkedIn profile Tutorial, passo a passo, de como escrever sobre si no <i>LinkedIn</i>. • Links Different LinkedIn profiles [Exclusivo para o professor] Links para páginas <i>web</i> de utilização facultativa. • Vídeo Purl [Exclusivo para o professor] Vídeo externo da curta-metragem <i>Purl</i>. • Speaking tutorial Pre-recorded video job interview Tutorial, passo a passo, de como preparar e comunicar numa entrevista de emprego. • Apresentação Reported speech [Exclusivo para o professor] Apresentação em PowerPoint® sobre o discurso direto e indireto.

(continua)

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Apresentação de conteúdos	• Vídeos [Exclusivo para o professor] <i>How the World of Work is Changing!</i> <i>The World of Work is Changing</i> <i>Changing the World of Work</i> <i>The 5 Trends Shaping the Future of Work</i> <i>Work Reimagined – The Future of Work is Changing</i> <i>What Will the Future of Jobs Be Like?</i> Vídeos externos sobre o mundo do trabalho.
Aplicação/Consolidação	• Atividade Adjectives followed by a preposition Exercícios interativos sobre o conteúdo gramatical respetivo, com correção automática e notas de apoio (dicas). • Kahoot Now what? Getting down to business... [Exclusivo para o professor] Quiz de vocabulário. • Jogo Board game: Job interview Jogo de cariz temático. • Links [Exclusivo para o professor] Genially, OBS Studio Links para ferramentas externas de utilização facultativa.
Avaliação	• Teste interativo Now what? Getting down to business... (I) Teste com oito itens de resposta fechada e correção automática. • Teste interativo Now what? Getting down to business... (II) [Exclusivo para o professor] Teste com oito itens de resposta fechada e correção automática.
Extensive Reading – <i>The Hill We Climb</i>	
Apresentação de conteúdos	• Vídeo <i>The Hate U Give</i> (trailer) Vídeo externo do trailer do filme <i>The Hate U Give</i>. • Vídeo <i>Amanda Gorman's Interview on CNN</i> [Exclusivo para o professor] Vídeo externo de uma entrevista a Amanda Gorman. • Vídeo <i>The Hill We Climb</i> [Exclusivo para o professor] Vídeo externo do poema <i>The Hill We Climb</i>. • Vídeo <i>Martin Luther King's speech: I Have a Dream</i> [Exclusivo para o professor] Vídeo externo do discurso <i>I Have a Dream</i>, de Martin Luther King. • Vídeo <i>Soul</i> (trailer) Vídeo externo do trailer do filme <i>Soul</i>. • Vídeo <i>It's All Right</i> [Exclusivo para o professor] Vídeo externo da canção <i>It's All Right</i>.

Notas



Resources

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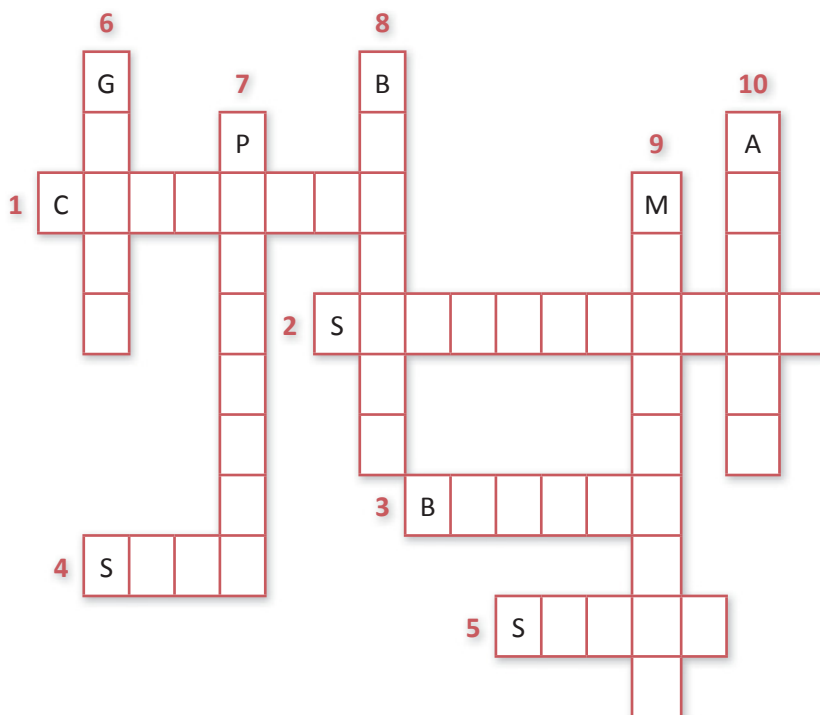
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Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Read the clues and complete the crossword puzzle.



ACROSS

1. someone who buys or uses goods or services
2. a person whose job is selling things in a shop
3. the amount of money you are allowed to spend
4. an occasion when goods are sold at a lower price than usual
5. give money as a payment for something

DOWN

6. items that are made to be sold
7. buy something
8. something that is sold for much less than its usual price
9. the work of advertising and offering goods or services for sale
10. have enough money to buy something

2. Complete the sentences with words from the crossword puzzle.

- a. When _____ is effective, people buy products which they don't need.
- b. Many companies already use the Internet to sell _____ and deliver services.
- c. I bought all these designer clothes in the _____. So, I didn't _____ too much.
- d. Consumers shouldn't buy anything they can't _____.
- e. The shop was so crowded that it was difficult to get the _____'s attention.
- f. A savvy _____ will never _____ overpriced items.
- g. I can't resist a good _____, which completely blows my _____ many times.

3. Do you agree with this definition of bargain?

Why?/Why not?

Share your opinion with a partner.

A BARGAIN IS
SOMETHING
YOU DON'T
NEED AT A
PRICE YOU
CAN'T RESIST.

FRANKLIN JONES

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Label the pictures with the problems in the box.



a. _____



b. _____



c. _____



d. _____

negative body image	waste disposal
overconsumption	exploitation/slavery

2. Read some of the consequences of consumerism below. With your partner, order them from the least serious to the most serious. Then, share your view with your class.

- a. ☐ Increased waste.
- b. ☐ Uneven resource distribution.
- c. ☐ Growing disparities between the rich and the poor.
- d. ☐ Feelings of frustration, exclusion, of never having enough or being good enough.
- e. ☐ The need to “keep up with the Joneses”.
- f. ☐ Degradation of the ecosystems.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____



Are you a wise consumer?

Choose the correct option to find out!

1. Which situation best describes informed consumer behaviour?

- a. ☐ Buying after researching the product.
- b. ☐ Buying without prior planning or thought.
- c. ☐ Buying the latest products shown on TV.

2. The best source of unbiased information about a product comes from

- a. ☐ an independent organization.
- b. ☐ a commercial.
- c. ☐ the company provider.

3. When we buy a product, we need to read the _____ because that's where some important information is.

- a. ☐ small print
- b. ☐ lower-case letters
- c. ☐ small register

4. As a consumer, it's always important to understand _____ of the places where you buy.

- a. ☐ the refund or exchange policy
- b. ☐ what the motivations to sell products are
- c. ☐ the organization

5. It is important not to let yourself be convinced by

- a. ☐ the qualities advertisers claim for products.
- b. ☐ so-called experts' advice on products.
- c. ☐ quality information about a product.

If you have mostly c	If you have mostly b	If you have mostly a
You are completely vulnerable to the strategies of the consumer society. Be careful!	You know some tricks of the consumer society. You're not easily manipulated!	You got it! You're definitely a wise consumer! Keep it up!

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Read the excerpt from *Confessions of a Shopaholic*, by Sophie Kinsella.

Choose an appropriate title and justify your choice.

- a. ☐ A secret dream b. ☐ A nightmare come true c. ☐ The Visa panic

OK. DON'T PANIC. DON'T panic. It's only a VISA bill. It's a piece of paper; a few numbers. I mean, just how scary can a few numbers be?

I stare out of the office window at a bus driving down Oxford Street, willing myself to open the white envelope sitting on my cluttered desk. It's only a piece of paper, I tell myself for the thousandth time. And I'm not stupid, am I? I know exactly how much this VISA bill will be.

Sort of. Roughly.

It'll be about £200. Three hundred, maybe. Yes, maybe £300. Three-fifty, max.

I casually close my eyes and start to tot up. There was that suit in Jigsaw. And there was dinner with Suze at Quaglino's. And there was that gorgeous red and yellow rug. The rug was £200, come to think of it. But it was definitely worth every penny – everyone's admired it. Or, at least, Suze has. And the Jigsaw suit was on sale – 30 per cent off. So that was actually saving money.

Do you want to know about my secret dream? It's based on a story I once read in *The Daily World* about a mix-up at a bank. I loved this story so much, I cut it out and stuck it onto my wardrobe door. Two credit card bills were sent to the wrong people, and – get this – each person paid the wrong bill without realizing. They paid off each other's bills without even checking them.

And ever since I read that story, my secret fantasy has been that the same thing will happen to me. I mean, I know **it** sounds unlikely – but if it happened once, it can happen again, can't **it**? Some dotty old woman in Cornwall will be sent my humongous bill and will pay it without even looking at it. And I'll be sent her bill for three tins of cat food at fifty-nine pence each. Which, naturally, I'll pay without question. Fair's fair, after all.

Sophie Kinsella, *Confessions of a Shopaholic*, London: Dell, 2003 (abridged)

Do you get it?

1. Find synonyms in the text for the words below.

a. approximately _____ c. eccentric _____

b. add up _____ d. huge _____

2. Find out what the words in bold in the last paragraph refer to in the text.

a. it (line 20) _____ b. it (line 21) _____

3. **Go deeper!** Discuss the following with a partner. Then, share your ideas in class.

3.1 Do you have the habit of not controlling the money you spend? Why?/Why not?

3.2 What would you do if you got the wrong credit card bill?



Name _____ Year _____ Class _____ No. _____ Date ____/____/____

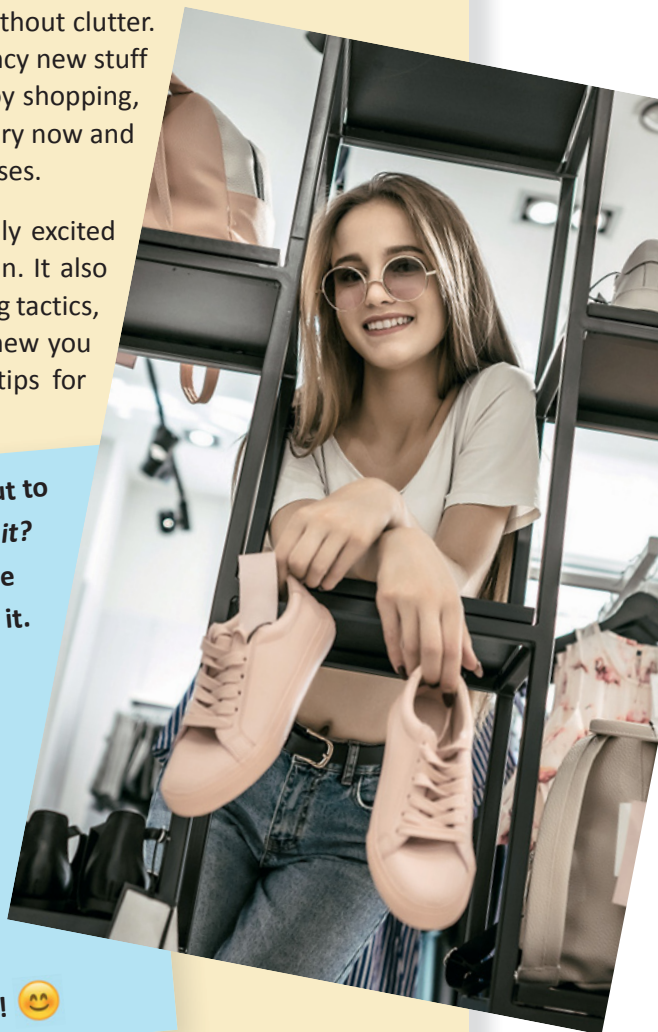
1. Read the title of the text and say what you think “shopping with intention” is. Then, read the text and see if you were right.

Minimalism and shopping – helpful tips for shopping with intention

In the pursuit of minimalism, I love a simple lifestyle without clutter. I’m happy with what I have and rarely overspend on fancy new stuff or seek retail therapy to make me feel good. I still enjoy shopping, though, and it does feel nice to get something new, every now and then. I guess I’m lucky that I enjoy shopping in small doses.

But I know a lot of people love shopping and get really excited about buying something new, especially if it’s a bargain. It also may seem hard to resist temptation and sharp marketing tactics, and you end up buying new things even before you knew you wanted them. If this sounds familiar, here are four tips for shopping with intention instead:

- 1 Ask yourself three questions whenever you’re about to buy something: *Do I really need it? Do I really love it? Is it really worth spending my money buying it?* The answers should be YES! YES! YES! If not, don’t buy it.
- 2 Always go armed with a list of what you want to buy. If it’s not on the list, then don’t buy it.
- 3 Set your budget before you go, or only take with you a certain amount of cash, so you don’t get carried away. Avoid using cards.
- 4 Take a friend you trust with you. Make sure he/she tells you to stop if you do get carried away... and, of course, obey your friend’s order! 😊



Remember that minimalism isn’t about trying to live with as little as possible or never buying things that make you happy. Saying that you can’t ever go shopping, buy new things and have fun doing it is NOT what the minimalist life is about.

And, we’ve all bought something that was totally pointless, we didn’t need or we didn’t really think through just because we loved it, we wanted it and we had to have it! However, minimalism encourages you to rethink old habits and redefine your priorities.

And, remember, next time you go shopping, follow these tips!

<https://balancethroughsimplicity.com> (adapted; accessed in July 2021)

Do you get it?

1. Explain the meaning of these expressions in the text.

- a. retail therapy (line 3) _____
- b. every now and then (lines 4-5) _____
- c. get carried away (lines 19-20) _____
- d. think through (line 28) _____

2. Complete the table with information from the text. Write in note form.

Tip	Key action	Reason
1	Ask/Answer questions	Need to reflect
2	a. _____	b. _____
3	c. _____	d. _____
4	e. _____	f. _____

3. Identify the speaker's purpose in using the following devices:

- the underlined verbs in "it does feel" (line 4) and "you do get carried away" (lines 22-23)
- capital letters in "YES! YES! YES!" (line 15) and "NOT" (line 26)
- exclamation marks in "obey your friend's order!" (line 23) and "follow these tips!" (line 30)

4. List three reasons why people buy something without intention according to the text.

Reason #1 _____

Reason #2 _____

Reason #3 _____

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Read the text and identify who says that

- a. being deceived by advertising can be considered a crime. _____
- b. being aware of scams is the best way to protect ourselves. _____
- c. sometimes people change the rules in the middle of the game and you don't have to accept it.

- d. the law protects both consumers and sellers. _____
- e. consumers must be compensated when they are harmed by the goods bought.

Why should you know your rights as a consumer?



James Talbot

Well, the more we know our rights, the less likely it is for us to fall victim to fraud, that is, to get ripped off. On the other hand, the law also provides protection for the seller, to prevent unscrupulous consumers from ripping them off.



Barry Gold

Actually, it's not that complicated. You have a right to know what you are buying. Misrepresentation is false advertising at best, and might be outright fraud. You have a right to know the price you are paying before you complete the transaction. If somebody tells you something costs A and then wants you to pay A plus \$500, say no. Just walk away.



Edilson Navas

In my opinion, some key consumer rights are:

- Life and health protection: consumers should be warned of possible risks when using a certain product.
- Information: every product must have clear information about its weight, composition, price.
- Reimbursement: when the product has caused damage, the consumer has the right to be reimbursed.

<https://www.quora.com> (adapted; accessed in July 2021)

2. Watch the video of Joe Lycett's show. Decide which of Navas's consumer rights is being disrespected.



• Video – Joe Lycett's
Got Your Back



Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Read the text below and match the headings in the box with the right section. Two are not used.

100% natural Multigrain Gluten-free Low fat No added sugar

What you see is what you get... or maybe not!

a. _____

What you think it means: It's full of healthy WHOLE grains that are better for you. Unlike refined flour, whole grains have fibre, protein, and nutrients. So, you grab the loaf of the healthy expensive-looking bread.

What it actually means: Multi means many types of grains which may or may not be whole.

What you need to look for: Inspect the ingredient list, all types of grains should have the word "whole" in front of them.

b. _____

What you think it means: Maybe you think it's a sugar-free food, healthier for you, or lower in carbs.

What it actually means: It's either been packed with artificial sweeteners (that can, according to some studies, actually change your brain chemistry) OR it's a food that naturally contained enough sugar it didn't need a sweetener (like juice).

What you need to look for: Learn the names of artificial sweeteners (sucralose, aspartame, and just about anything that ends in -tol) and learn optional names of sugar.



c. _____

What you think it means: It's healthy and low in calories.

What it actually means: Many companies replace fat with sugar to make up for the lost taste. Besides, if food tastes light and is light in colour, it can still carry the "light" label.

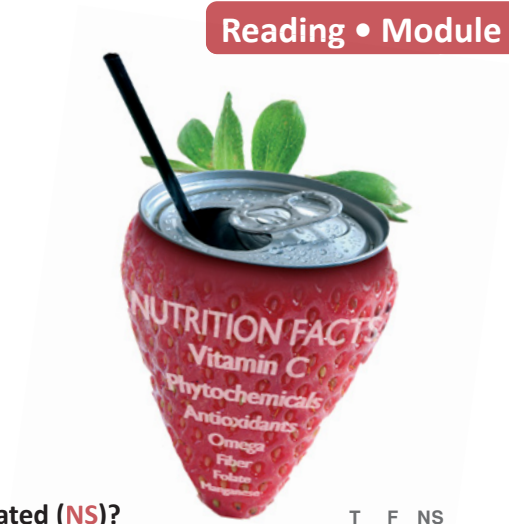
What you need to look for: Use the per 100 g column on the nutrition information table (instead of the per portion) and compare sugar and fat content on the original and the reduced-fat product. It's worth checking salt too, as low-fat options can sometimes be higher in salt.

<https://hungryhobby.net>; <https://www.youtube.com>;
<https://www.bhf.org.uk> (adapted; accessed in July 2021)

Do you get it?

1. Find synonyms in the text for the words below.

- a. take _____
b. filled _____
c. synthetic _____



2. Are the statements below true (T), false (F) or not stated (NS)?

- | | T | F | NS |
|--|--------------------------|--------------------------|--------------------------|
| a. Whole-grain bread is more expensive than regular bread. | ☐ | ☐ | ☐ |
| b. The “no added sugar” label means the product doesn’t have any sugar. | ☐ | ☐ | ☐ |
| c. The “light” label may simply mean the food has a light colour. | ☐ | ☐ | ☐ |
| d. The per portion information doesn’t really provide you objective information. | ☐ | ☐ | ☐ |

3. **Go deeper!** Discuss the following with a partner. Then, share your ideas in class.

- 3.1 Do you ever look at the labels of the products you buy? Why?/Why not?
3.2 Why can that be important?



Look at the cartoon below.

1. What reasons may the man have had to make such a decision?
2. Will this cartoon change your attitude towards food labels? Why?/Why not?



Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. In pairs, answer the question:

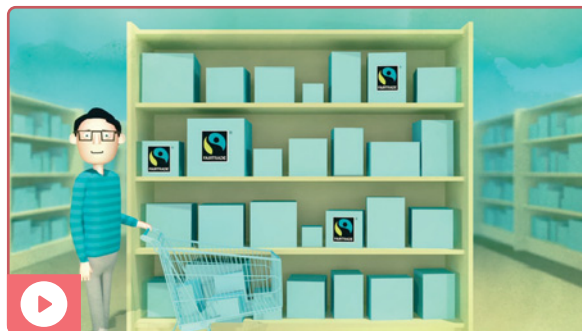
Have you ever heard about fair trade?

If so, write your own personal definition and share it with your class.

If not, can you try to guess what it is?

2. Watch the video on how fair trade works and complete the fact file with the missing information.

- Video – How Fair Trade Works  aula digital
- Link – Check your footprint slavery



FACT FILE

FAIR TRADE

What fair trade products do:

a. _____

Advantages to the system of cooperatives:

- b. _____
- c. _____
- d. _____

Examples of fair trade products:

e. _____

Slogan:

f. _____



3. As consumers, we can make wise and responsible choices so that we can diminish our slavery footprint. Follow the link below, take the survey and check out your slavery footprint.

<https://slaveryfootprint.org>

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Discuss these questions with a partner. Then, share your ideas with your classmates.

- 1.1** Have you ever felt deceived by advertising? If so, what happened? What did you do about it?
- 1.2** Do you think Portuguese consumers are informed about their rights?
- 1.3** What can you do when you are not satisfied about the way you are treated as a consumer?

2. Watch the first part of the video without sound and say:

- a.** what you can guess about the woman by the way she's walking;
- b.** how you think she's feeling.

- 2.1** Now, watch it with sound and see if you were right.

**3. Watch the second part of the video.**

- 3.1** Say whether the statements below are true (T) or false (F).

- a.** The woman was anticipating an argument when she got into the shop.
- b.** She was surprised by the saleswoman's reaction.
- c.** The saleswoman was rather impolite.
- d.** She offered the woman some compensation for the trouble.
- e.** The woman was relieved for not having to fight.

T	F
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

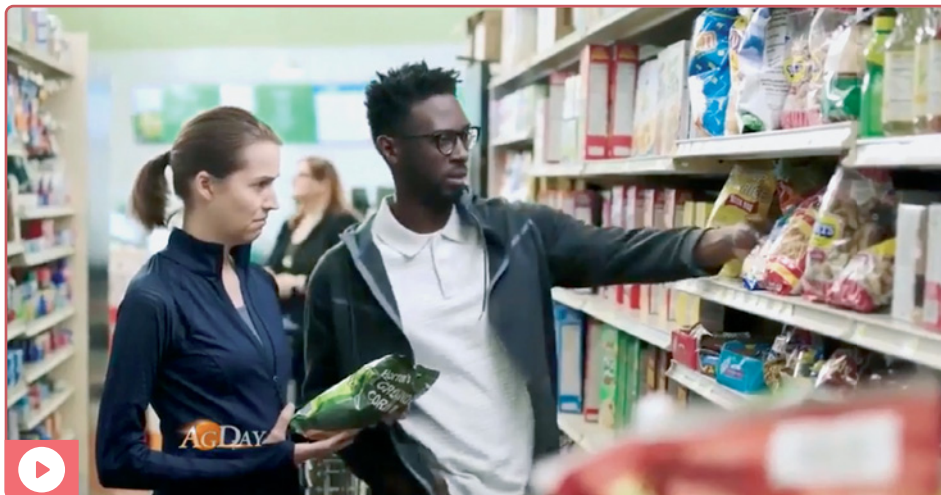
- 3.2** Why do you think the saleswoman reacts the way she does? Choose the right answer.

- a.** ☐ Because she wants the woman to leave.
- b.** ☐ Because the client is always right.
- c.** ☐ Because she is afraid of a formal complaint.

• Video – Baroness Von Sketch Show (parts 1 and 2)



Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Watch the video about food labelling.

• Video – Food Labelling Sketch  aula digital

1.1 Which intention below best underlies the creation of the video? Choose the right answer.

- a. ☐ To laugh about consumers' choices.
- b. ☐ To expose deceptive labelling.
- c. ☐ To show how consumers shop.
- d. ☐ To teach us to read product labels.

2. Answer the questions.**2.1** Why do you think it is important for the grocery store to be a confusing place?**2.2** What does the businessman mean when he says: “technically, it’s not lying”?**3. Discuss the following with a partner. Then, share your ideas in class.****3.1** The advertiser says consumers want advertisers to bend the truth about what’s in their products. Do you agree? Why?/Why not?**3.2** Do you relate your experience as a consumer with what is shown in the video?

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. This is Jessi Arrington, an American designer.

1.1 What can you infer about her spending habits from looking at the picture?

2. Watch the **first part** of her TED talk and check if you were right.

2.1 Why does she compare shopping to a treasure hunt?



• Videos – Jessi Arrington's TED Talk (parts 1 and 2)



3. Watch the **second part** of her TED talk and say if these statements are true (T), false (F) or not stated (NS) according to what you hear.

- Jessi bought all the clothes she is wearing in Palm Springs.
- Looking great is doable for less than \$15.
- Wearing colourful clothes is the key to being in a good mood.
- Being who you are is more important than fitting in.
- Confidence determines the clothes people decide to wear.
- The best way to express yourself is through clothes.

T F NS

☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

4. **Go deeper!** Discuss the following with a partner. Then, share your ideas in class.

4.1 Jessi says she is going to donate all the clothes she bought. Which category do you think Jessi's attitude best fits into: consumerism or minimalism? Why?



Look at the comic strip below.

- Why can Jessi's attitude be described as the middle ground between panel no. 1 and panel no. 2?
- What can you infer from the look on the face of the penguin on the right?



Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Watch the trailer of the series *Broken*.

1.1 Tick the idioms that may be used to describe the situations portrayed.

a. ☐ flatter to deceived. ☐ save for a rainy day• Video – *Broken* (trailer)b. ☐ pass the buck toe. ☐ go through the roofc. ☐ a fast buck1.2 Which idiom above can replace the expressions in **bold** from the video? Make any necessary changes.a. It's incredible what people do to make **easy money**. _____b. In no shape or form should the industry **put the burden on** the consumer. _____c. Plastic production has **exploded** over the last several decades. _____

2. Consider the statements from the video. Discuss them with your partner and share your views with your class.

a. "Everybody just wants the nicest, newest thing for the cheapest price possible."

b. "Counterfeits have tested positive for known carcinogens, horse urine and superglue."

3. **Answer the following questions.**

3.1 What is implied in the question: "What is the true price of the products you buy?"

3.2 A representative of a Big Vape says: "We are absolutely against any use of our products by minors." Do you think being against is enough? Why?/Why not?

3.3 "We have made changes before, even when the odds were stacked against us." Do you agree or disagree with the statement? Justify your answer.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Watch the trailer of the series *Broken*. In groups, answer the questions below by using just one to three words.

• Video – *Broken* (trailer)

SCAVENGER HUNT



- What do people want to make? _____
- What causes accidents every 17 minutes? _____
- What do you call products that are fraudulent imitations of others? _____
- Which product production has escalated in the last decades? _____
- What adjective describes what the industry wants consumers to be regarding finding solutions for environmental problems? _____
- What is attached to the low price? _____

2. Using all the words from your answers, write a summary of the trailer. Write no more than 80 words.

Do it right

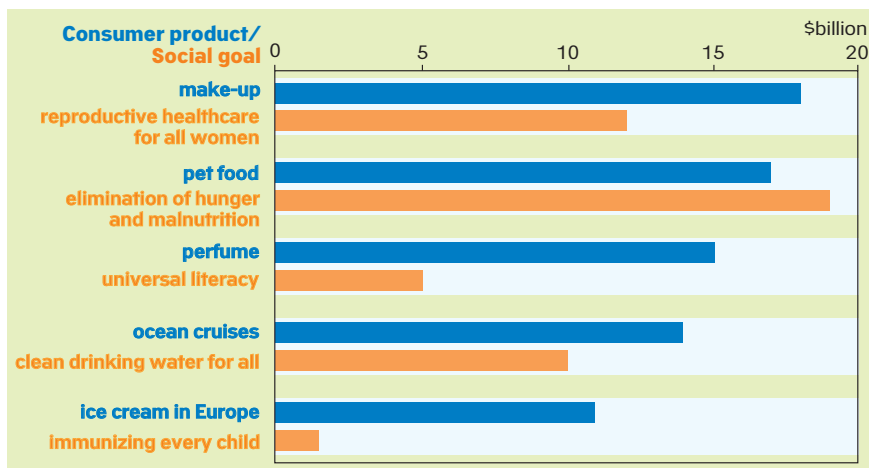
In your summary:

- ▶ begin with an introductory sentence;
- ▶ use your own words, but do not give your opinion;
- ▶ try to be comprehensive, but concise and coherent.

3. Choose a spokesperson to represent your group. As a class, choose the best summary.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. This graph illustrates the amount the Western world spends on luxury products and on social goals.



2. Analyse the graph and discuss the following with a partner.
Then, share your ideas/conclusions in class.

2.1 What can you conclude?

2.2 Do you think that, as a consumer, you can have an impact on the way Western society trades?

Help with language

To present your conclusions from the graph, you can say:

- ▶ A pattern we notice from the graph is...
- ▶ The data that most stood out was...
- ▶ When we first looked at this graph, we...



Name _____ Year _____ Class _____ No. _____ Date ____/____/____

Activity Imagine there is a discussion on fair trade chocolate at your school and a panel has been invited to take part. The panel may consist of: a farmer, the manager of a chocolate company, a supermarket owner, a regular consumer and a moderator.

Get into groups and follow these steps.

STEP 1 Read the cards below and brainstorm ideas and arguments according to the different perspectives represented in the panel.

Farmer

- You grow cocoa beans in an underdeveloped country;
- You need to make enough money to keep the business running, feed your family and send your children to school;
- You want to persuade the manager of the company that farmers need to be fairly paid;
- You want to persuade the supermarket owner to sell fair trade products and the consumer to buy them.

Manager

- You are a manager of a chocolate company;
- Your aim is to make as much chocolate as you can at the lowest price;
- You want to persuade the farmer that processing cocoa beans is expensive and you need cheap raw material;
- You want to persuade the supermarket owner and the consumer that your chocolate is better than fair trade chocolate and that fair trade co-operatives also exploit farmers.

Supermarket owner

- You own a supermarket in a small village in Portugal;
- You need to make enough profit to keep the business running;
- The shoppers in your area don't know much about fair trade;
- You want to persuade the manager to lower the price of chocolate.

Consumer

- You are a consumer living in a small village in Portugal;
- You don't know much about fair trade, but you think it's far too expensive.

STEP 2 Assign parts and study your character.

If you are the moderator, prepare questions to ask the panel.

STEP 3 Use your imagination. Act out your debate and have fun!

Reflection time!

Think about your own and your group members' performance.

How well did you do in terms of

- contributing with useful ideas?
- participating in the tasks and activity?
- preparing your part?
- supporting your classmates?

What would you change about

- the way you collaborated?
- the design of your work?
- the presentation of your work?

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Study the table with words frequently used with *environment*.

Adjectives	Verbs
aquatic, coastal, desert, global, local, marine, natural, physical, rainforest	affect, conserve, damage, degrade, destroy, harm, pollute, preserve, protect, safeguard

1.1 Write sentences using three adjectives and three verbs in the table.

2. Read the proverbs and idioms updated to climate change by Ginny Hogan, stand-up comic and contributor for *The New Yorker*.

2.1 Say what environmental problem they illustrate. The first one is done for you.

- a. A bird in the hand is worth more than it used to be because they're going extinct.
biodiversity loss/animal extinction/endangered species
- b. A rising tide floods all houses. _____
- c. One man's trash is everybody's trash because it all goes in the same enormous landfill.

- d. When it rains, it acid-rains. _____
- e. There's got to be at least one other fish left in the sea. _____
- f. Let's save it for a rainy day – and, by that, I mean let's never, ever do it. _____
- g. You can lead a horse to a dried-up reservoir, but you can't make it drink dirt. _____
- h. You're on thin ice, buddy. In fact, we all are. If there's a part of the world that still has thick ice, we need to know about it immediately. _____

2.2 Find out the original proverbs and idioms and explain what they mean. The first one is done for you.

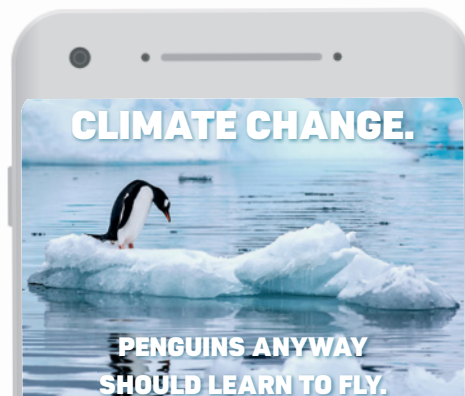
A bird in the hand is worth two in the bush – it's better to hold onto something you have rather than take the risk of trying to get something better which may come to nothing.



Look at the memes and say what problems they are criticizing.



a. _____



b. _____

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Before reading the text, discuss the following question with a partner.

How are climate change and human rights related?

1.1 Read the text to see if you were right.

It has long been recognized that a clean, healthy and functional environment is integral to the enjoyment of human rights, such as the rights to life, health, food and an adequate standard of living. Climate change is the largest, most pervasive threat to the natural environment and human societies the world has ever experienced.

5 The latest assessment report from the Intergovernmental Panel on Climate Change describes how observed and predicted changes in climate will adversely affect billions of people and the ecosystems, natural
10 resources, and physical infrastructure upon which they depend. These harmful impacts include sudden-onset events that pose a direct threat to human lives and safety, as well as more gradual forms of environmental
15 degradation that will undermine access to clean water, food and other key resources that support human life. As a consequence, climate change will have a profound effect on the enjoyment of human rights for individuals and communities across the planet. This is not merely an abstract, future possibility.



20 The report describes the latest projections and observations of how climate change impacts and responses can affect the environment, individuals and communities. Some of the key findings include:

- The impacts of climate change on freshwater resources, ecosystems, and human settlements are already:
25 undermining access to clean water, food, shelter and other basic human needs, interfering with livelihoods and displacing people from their homes.
- These impacts constitute a serious
30 interference with the exercise of fundamental human rights, such as the rights to life, health, water, food, housing and an adequate standard of living.
- Mitigation, adaptation and geoengineering measures can also adversely affect the exercise
35 of human rights. For example, there are documented instances of hydroelectric and biofuel projects that have resulted in human rights violations. There is also a high risk of human rights violations resulting from the implementation of resettlement programmes for those who are displaced or at risk of displacement due to climate change.



<https://www.unep.org> (adapted; accessed in July 2021)

Do you get it?

1. Match the definitions with the corresponding words in the text.

- a. necessary and important as a part of a whole (paragraph 1) _____
- b. present or noticeable in every part of a thing or place (paragraph 1) _____
- c. occurring quickly and without warning (paragraph 2) _____
- d. means of support or subsistence (first bullet point) _____
- e. examples of something that happens generally (third bullet point) _____

2. Complete the sentences according to the text.

- a. We need _____
_____ in order to be able to enjoy human rights.
- b. Natural environment and human societies are _____
_____.
- c. Climate change affects humans both directly and indirectly due to its impacts on _____
_____ they need to live.
- d. Instead of being _____
_____, we can already see the impacts of climate change on human rights.
- e. Some climate change responses, like _____
_____, can be detrimental to humans.

3. Discuss the following with a partner. Then, share your ideas in class.

- 3.1 Which of the human rights mentioned in the second bullet do you think is the most important? Why?
- 3.2 And which is the least important? Why?

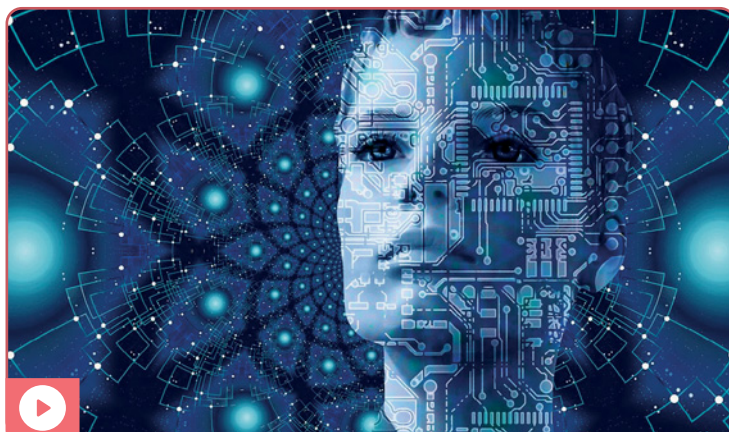


Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. The following words/expressions appear in the video. Can you use them to predict what the video is about?

revolution civilization neohumanity technology new model

- 1.1 Watch the video to check your predictions.



• Video – A New Era for Humanity



Do you get it?

1. Are the sentences true (T), false (F) or not stated (NS)?

T F NS

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a. Our civilization just needs a new technological revolution. | ☐ | ☐ | ☐ |
| b. It is improbable that the future humankind will evolve naturally. | ☐ | ☐ | ☐ |
| c. The 2045 social network has expanded beyond expectations. | ☐ | ☐ | ☐ |
| d. From 2030 to 2035, scientists will finally uncover all the secrets of our brains. | ☐ | ☐ | ☐ |
| e. In 2035, it will be possible to transfer someone's personality into a storage device. | ☐ | ☐ | ☐ |
| f. From 2040 onward, bodies made of nanorobots will replace holograms. | ☐ | ☐ | ☐ |
| g. The aim of humankind will be to conquer the stars. | ☐ | ☐ | ☐ |
| h. In 2050, a new era will arrive. | ☐ | ☐ | ☐ |

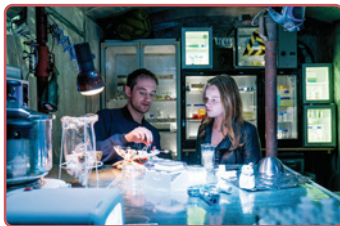
2. **Go deeper!** Discuss the following with a partner.

Then, share your opinions in class.

- 2.1 Do you think these predictions are probable?
Why?/Why not?
- 2.2 Would you like them to be fulfilled?
Why?/Why not?



Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Look at the pictures from the series *Biohackers*. What do they tell you about the series?

1.1 Watch the trailer of the series and check if you were right.

• Video – *Biohackers*
(trailer)

2. Complete the sentences according to the trailer.

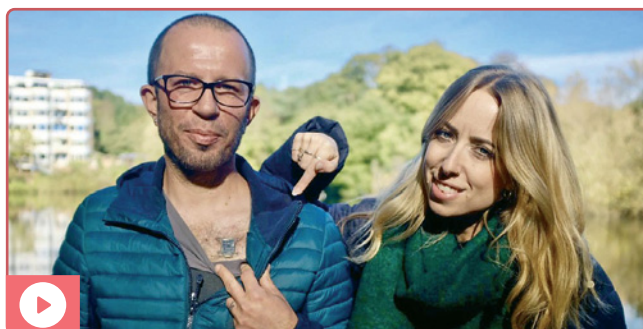
- a. Synthetic biology has allowed _____.
- b. Synthetic biology goes beyond medicine. It is _____.
- c. The glowing mouse is the result of _____.
- d. According to Dr Lorenz, scientists are the ones who _____.

3. Discuss this statement with your partner and share your ideas in class.

"SCIENTISTS ARE THE CREATORS OF TOMORROW."

4. *Biohackers* are already a reality. Watch the video and answer the questions.

- 4.1 Do you think these procedures should be allowed? Why?/Why not?
- 4.2 Which, if any, of these enhancements are useful?

• Video – Meet the
Biohackers

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

Do the following exercises with a partner. Then, share your ideas in class.

1. Find out what the Anthropocene is and what it means to our planet.



2. How does it relate to the quote and the picture below?

“An imbalance in one element leads to an imbalance in another.”

James Balog



Name _____ Year _____ Class _____ No. _____ Date ____/____/____

Activity Imagine António Guterres, UN Secretary-General, is visiting your school with a UN committee and your class has been chosen to tell them the story of climate change.

In pairs, prepare a two-minute story to tell them and your classmates.

Remember: a story is a description of a connected series of events.

Follow these steps.

STEP 1 Brainstorm ideas and search for information online.

- Decide which topics you want to mention – causes, effects...
- Choose a photo (or more) to illustrate these topics (see the examples below).
- Add a title to your photos (see the examples below).



STEP 2 Prepare your story.

- Choose the format of your story – digital, print or a combination of the two.
- Organize the story into, at least, three parts:
 - **introduction** (welcome your audience and introduce the story);
 - **development** (use the photos to state your points);
 - **conclusion** (restate the most relevant information to sum up the main point(s) and thank your audience).

STEP 3 Ask for peer feedback and practise.

- Ask a pair of your classmates to listen to your story and give you feedback.
- Improve your story according to the feedback they give you.
- Practise telling your story as many times as you need to feel confident.

STEP 4 Tell your story.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

Activity You are going to learn how to write an abstract.

An abstract is a short summary of a longer work (such as a dissertation or research paper) that concisely reports the aims and outcomes of your research so that readers know exactly what the paper is about.

1. Fill in the gaps of the abstract below with the collocations in the box.

climate change funding gap fundraising campaigns online survey
opposite direction potential donors social distance

Section 1

An **a.** _____ was distributed to potential donors based across the UK in order to test the hypothesis that smaller **b.** _____ leads to higher donation intention. Respondents were randomly divided into two conditions (large and small social distance) and asked to respond to one of two sets of fundraising material. Responses were analysed using a two-sample t-test.

Section 2

These results suggest that **c.** _____ are more likely to respond to campaigns depicting victims that they perceive as socially distant from themselves. On this basis, the concept of social distance should be taken into account when designing environmental **d.** _____.

UK environmental organizations currently face a significant **e.** _____. It is well-established that representations of individual victims are more effective than abstract concepts like **f.** _____ when designing fundraising campaigns. This study aims to determine how such representations can be better targeted in order to increase donations. Specifically, it investigates whether the perceived social distance between victims and potential donors has an impact on donation intention.

Section 3**Section 4**

The results showed a small effect in the **g.** _____ than hypothesized: large social distance was associated with higher donation intention than small social distance.

<https://www.scribbr.com> (adapted; accessed in July 2021)

2. This sentence was taken from one of the sections. Which one?

“ In this context, social distance is defined as the extent to which people feel they are in the same social group (in-group) or another social group (out-group) in relation to climate change victims. ”

3. Match the sections of the abstract to the corresponding topic.

- | | | |
|--------------|---|------------------|
| a. Section 1 | • | • 1. Methods |
| b. Section 2 | • | • 2. Conclusion |
| c. Section 3 | • | • 3. Objectives |
| d. Section 4 | • | • 4. Key results |

4. Search for other examples of abstracts and identify these four sections.

When the time comes, write your abstract following the tips in the *Do it right* box.

Do it right

A good abstract is:

► **brief, but packed with information**

Each sentence must be written with maximum impact in mind. To keep your abstract short, focus on including the essential points, concepts, or findings.

► **objective and accurate**

The purpose of the abstract is to report rather than comment. It should accurately reflect what your paper is about. Only include information that is also included in the body of your paper.

<https://www.verywellmind.com> (adapted; accessed in July 2021)



Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Look at the pictures and match them with a suitable emotion from the box.

fear happiness sadness anger surprise



a. _____

b. _____

c. _____



d. _____

e. _____

2. Emotions can be subtle or very strong. Order the adjectives below from the weakest to the strongest.

a. fear adjectives

☐ scared witless

☐ petrified

☐ apprehensive

☐ terrified

☐ alarmed

b. happiness adjectives

☐ cheerful

☐ pleased

☐ blissful

☐ merry

☐ delighted

c. sadness adjectives

☐ melancholic

☐ miserable

☐ downhearted

☐ sorrowful

☐ upset

d. anger adjectives

☐ exasperated

☐ cross

☐ resentful

☐ outraged

☐ annoyed

e. surprise adjectives

☐ puzzled

☐ amazed

☐ dumbstruck

☐ astounded

☐ startled

3. Identify which emotion the idioms in bold refer to.

- a. His **hair stood on end** when he saw the mob approaching. _____
- b. When people mistreat immigrants, I just **fly off the handle**. _____
- c. I felt **on cloud nine** when they received the prize for their association. _____
- d. My **heart was hammering** at the demonstration. _____
- e. It's easy to understand why he was feeling **down in the dumps**. People keep pushing him aside.

- f. They were **mad as a hornet** when they found out their child had been discriminated against.

- g. What she went through was so hard that it **pierced everyone's hearts**. _____
- h. I was **rooted to the spot** when I heard what had happened. I couldn't believe it!

4. Write one sentence for each emotion using a suitable adjective or idiom.

Fear

Happiness

Sadness

Anger

Surprise

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. The poem you are going to read is called *Home*.**1.1** Read some information about the writer and predict what it is going to be about.**1.2** Read and listen to the poem to check if you were right.**Warsan Shire**

Born in Kenya to Somali parents. Poet, writer, editor and teacher. Lives in London. In 2013–2014, she was the Young Poet Laureate for London. She wrote “Conversations About Home (At a Deportation Centre)” in 2009, a piece inspired by a visit she made to the abandoned Somali Embassy in Rome, which some young refugees had turned into their home.

**Home**

no one leaves home unless
home is the mouth of a shark
you only run for the border
when you see the whole city running as well

- 5 your neighbours running faster than you
breath bloody in their throats
the boy you went to school with
who kissed you dizzy behind the old tin factory
is holding a gun bigger than his body
10 you only leave home
when home won't let you stay.

no one leaves home unless home chases you
fire under feet
hot blood in your belly
15 and even then you carried the anthem under
your breath
only tearing up your passport in an airport toilet
sobbing as each mouthful of paper
made it clear that you wouldn't be going back.

- 20 you have to understand,
that no one would put their children in a boat
unless the water is safer than the land
no one burns their palms
under trains
25 beneath carriages
no one spends days and nights in the gallbladder of a truck
feeding on newspaper unless the miles travelled
means something more than journey.
no one crawls under fences
30 wants to be beaten
pitied

(...)



I want to go home,
 but home is the mouth of a shark
 home is the barrel of a gun
 35 and no one would leave home
 unless home chased you to the shore
 unless home told you
 to quicken your legs
 leave your clothes behind
 40 crawl through the desert
 wade through the oceans
 drown
 save
 be hunger
 45 beg
 forget pride
 your survival is more important.

no one leaves home until home is a sweaty voice in your ear
 saying
 50 leave,
 run away from me now
 I don't know what I've become
 but I know that anywhere
 is safer than here.



<https://www.facinghistory.org> (abridged; accessed in January 2022)

Do you get it?

1. Answer the questions below.

- 1.1 Whose is the voice in the poem?
- 1.2 Why does the poet repeat the verse “no one leaves home” throughout the poem?
- 1.3 What does “the mouth of a shark” symbolize?

2. In groups, divide the stanzas and prepare to recite the poem. Pay attention to intonation and pronunciation.

- 2.1 Recite the poem to your class.
- 2.2 Which group performed the best?

Tick ✓ or cross ✗!

Our recitation

- ☐ was fluid and natural.
- ☐ showed confidence.
- ☐ was powerful and captured the attention of the audience.

Rate

Our performance gets

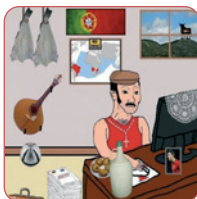
- ☐ for articulation.
- ☐ for confidence.
- ☐ for impact on the audience.



Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Discuss the questions below with a partner.

- 1.1** What is a nationality and what defines it?
- 1.2** Do you think there are national characteristics common to each country?
- 1.3** Look at the pictures of national stereotypes below. Can you identify the nationalities? Do you think there is any truth in these stereotypes?



- 1.4** What do you think about the Portuguese stereotype?
- 1.5** If you had to choose the coolest nationalities, which ones would they be? Why?

2. Read the text.

The coolest nationalities

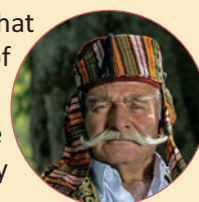
Is it possible to call an entire nation cool? Is it fair to say one nation is cooler than another?

The answer is unequivocally – yes. To help sort the cool from the less fortunate, we've compiled this list of some of the hippest peoples on the planet.

Turks

- ⁵ Given that their homeland straddles two continents, it should be no surprise that Turkish people have a fairly cool outlook on life, embracing a diverse range of cultures, cuisines and plumbing standards.

Bathroom fittings and moustaches aside, the Turks display their rich heritage with casual pride – nowhere more so than in the shabby but breathtakingly
¹⁰ beautiful city of Istanbul.



Chinese

- Not the most obvious choice, but with a population of more than one billion, statistically China must have its fair share of cool people. Besides, it's prudent to include the Chinese in any list like this because, if we didn't, China's resourceful
¹⁵ hackers would simply crack into this site and add themselves anyway.



Spaniards

There *ain't* no party like a Spanish fiesta.

Sun, sea, sand, siestas and sangria aside, Spain is cool – and so are the Spaniards, who don't even start the party until most other nations have gone to bed.



20 Jamaicans

There's more to Jamaicans than reggae, including Rastafarian (the most kick-back religion ever invented), an accent that's the envy of the English-speaking world and the planet's most distinctive and recognizable hairstyle. Note to backpackers: dreadlocks only cool on actual Jamaicans.



25 Brazilians

Dressing up like an exotic bird of paradise is way cooler than reading this article. Without Brazilians, we wouldn't have samba and Rio carnival, and, unless they're using their laid-back reputation as a cover for exterminating dolphins or invading Poland, then we have no choice but to name Brazilians as the coolest people on the planet.



<https://edition.cnn.com> (adapted; accessed in January 2022)

Do you get it?

1. Match the nationalities in the text with the reason why they are in the list.

- | | |
|-----------------|-----------------------------------|
| a. Turks • | • 1. amazing accent and hairstyle |
| b. Chinese • | • 2. cultural diversity |
| c. Spaniards • | • 3. exuberance |
| d. Jamaicans • | • 4. laidbackness |
| e. Brazilians • | • 5. population numbers |

2. Explain what the author means by

- "Bathroom fittings and moustaches aside" (line 8)
- "Note to backpackers: dreadlocks only cool on actual Jamaicans." (lines 23-24)

3. Match the words/expressions on the left with an equivalent on the right.

- | | |
|----------------------------|--------------------------|
| a. straddles (line 5) • | • 1. remarkable |
| b. shabby (line 9) • | • 2. is on both sides of |
| c. fair (line 13) • | • 3. old and decaying |
| d. distinctive (line 23) • | • 4. reasonable |

4. Choose a different nationality from the ones in the text. Write about 70 words justifying your choice.

MODULE 3

LISTENING & SPEAKING

Minority groups

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to three teenagers talking about their experiences as parts of minority groups.



- 1.1 Complete the table with the missing information.



Name	Country of origin	Age of arrival at host country	Future plans	Favourite thing about host country	Difficulty in host country
Anton	a. _____	b. _____	stay in Portugal	c. _____ _____	d. _____ _____
Lídia	Portugal	e. _____	f. _____ _____	g. _____ _____	h. _____ _____
Gathii	i. _____	10	j. _____ _____	k. _____ _____	l. _____ _____

- 1.2 Which teenager seems to be happiest in their host country? _____

2. Find a student in your school who is originally from another country (OR, if you are yourself from another country, you can choose to share your own story).

- 2.1 Talk to him/her about how he/she feels about living in Portugal.

- 2.2 Then report what he/she said to your class.

Tick ✓ or cross ✗!

My report

- ☐ was fluid and natural.
- ☐ showed confidence.
- ☐ captured the attention of the audience.

Rate

My report gets

- ☐ for articulation.
- ☐ for confidence.
- ☐ for impact on the audience.



3. How do the majority of respondents feel about living in Portugal? If their experience is not good, what strategies can you organize to make them feel more comfortable?

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. The video you are going to watch is called *Perpetual Motion*.• Video – *Perpetual Motion***1.1** What do you think it will be about?**2. Watch the video to confirm your predictions.****3. Answer the questions according to the video.****3.1** What is the only thing in the universe that can be rigid?**3.2** What do our beliefs and truths do to us?**3.3** What is the purpose of life?**4. Discuss these questions with a partner. Then, share your ideas in class.****4.1** How do you think Andrea feels about stereotypes? Justify your answer.**4.2** Andrea says “We’re all free electrons linked to each other.” What do you think he means?**4.3** What do the dance and the words in the video have in common?**5. How do you feel about the video? Prepare a short presentation and share your reaction to the video with your class.**Tick  or cross !**My presentation**

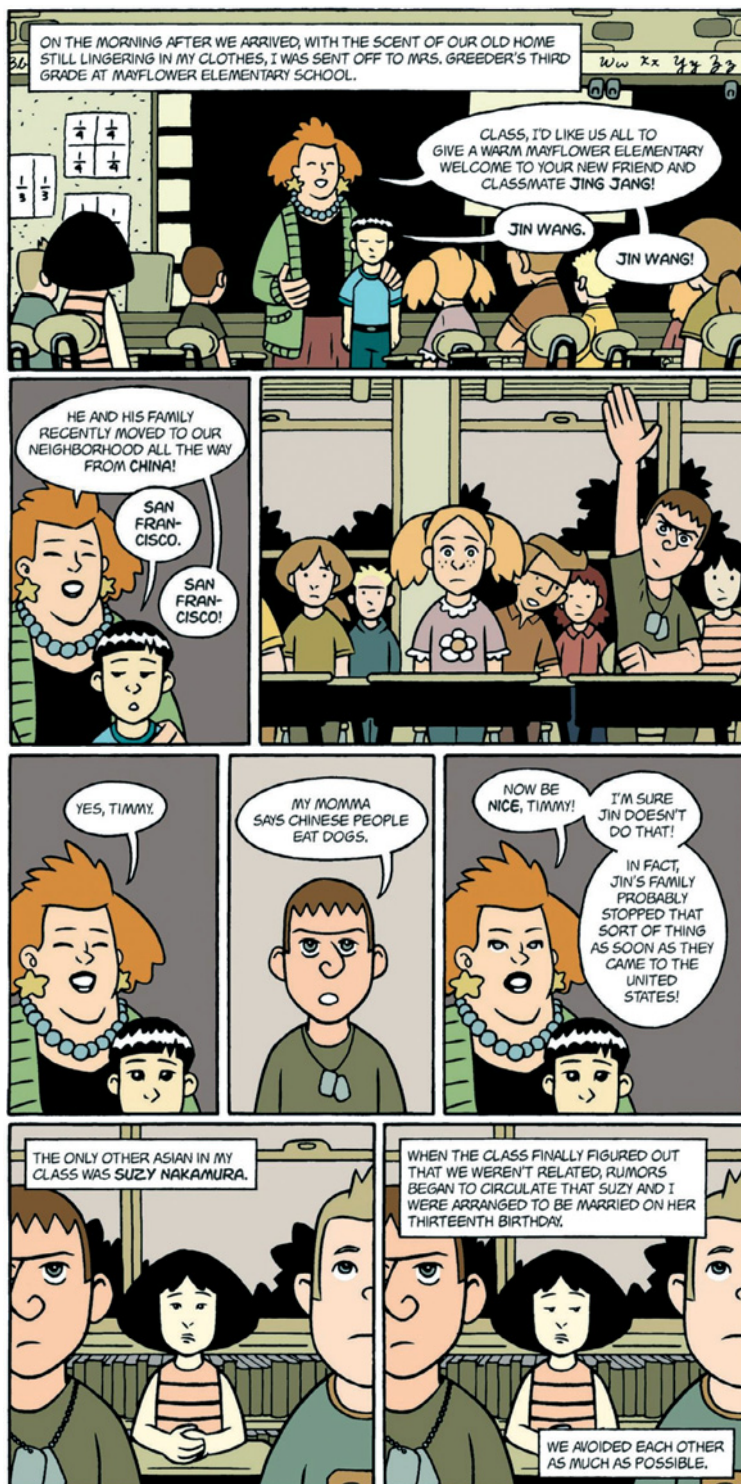
- ☐ addressed the ideas.
- ☐ used appropriate language.
- ☐ kept the audience interested.

Rate

**My presentation gets**

- ☐ for content.
- ☐ for organization and clarity.
- ☐ for achieving its purpose.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Read the strips from the graphic novel *American Born Chinese*, by Gene Luen Yang.**1.1** Refer to two criticisms the author implies using the teacher's speech.**1.2** How do you think the boy feels?**2. How do you think it feels to be one of these people? Choose one of the characters in the video or the script. Put yourself in that person's shoes and write a text of 120 words on the topic:****HOW WOULD YOU LIKE TO BE IN MY SHOES?**

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Match the phrasal verbs on the left with the corresponding meanings on the right.

- | | | |
|-----------------------|---|---|
| a. get into something | • | • 1. become interested in a job/activity |
| b. hold on | • | • 2. begin to do something as a job/activity |
| c. run into something | • | • 3. have an unpleasant experience |
| d. start out (as) | • | • 4. make yourself continue to do a job/activity although it is difficult or unpleasant |
| e. take up something | • | • 5. begin your working life in a particular way |

2. Complete the sentences with a phrasal verb from exercise 1. Make any necessary changes.

- a. Megan _____ in 1998 as a high school teacher.
- b. Yesterday, Tim _____ some trouble with his boss because he arrived late at work, which his boss hates.
- c. Mary _____ **(recently)** acting, which is surprising because she didn't like it before.
- d. Today, I _____ the position of CEO of the company where I've worked for the past ten years.
- e. Many young people have to _____ until they find better jobs.

3. Replace the expressions in bold with an idiom from the box. Make any necessary changes.

be in someone's good/bad books	get your feet under the table
knuckle under	pull your weight put pen to paper

- a. Everyone is waiting for the last novel of the trilogy and the writer has finally **started writing it**.

- b. I felt quite insecure in the new job at first, but after six months I finally feel I've **established myself firmly in it**. _____
- c. **Jane's boss is not pleased with her** because she didn't do the task she had been asked to.

- d. Tom finally **accepted his manager's power over him and started doing what she told him to do**.

- e. Working with Jason is a very pleasant experience because he always **works as much as every other team member** in every task. _____

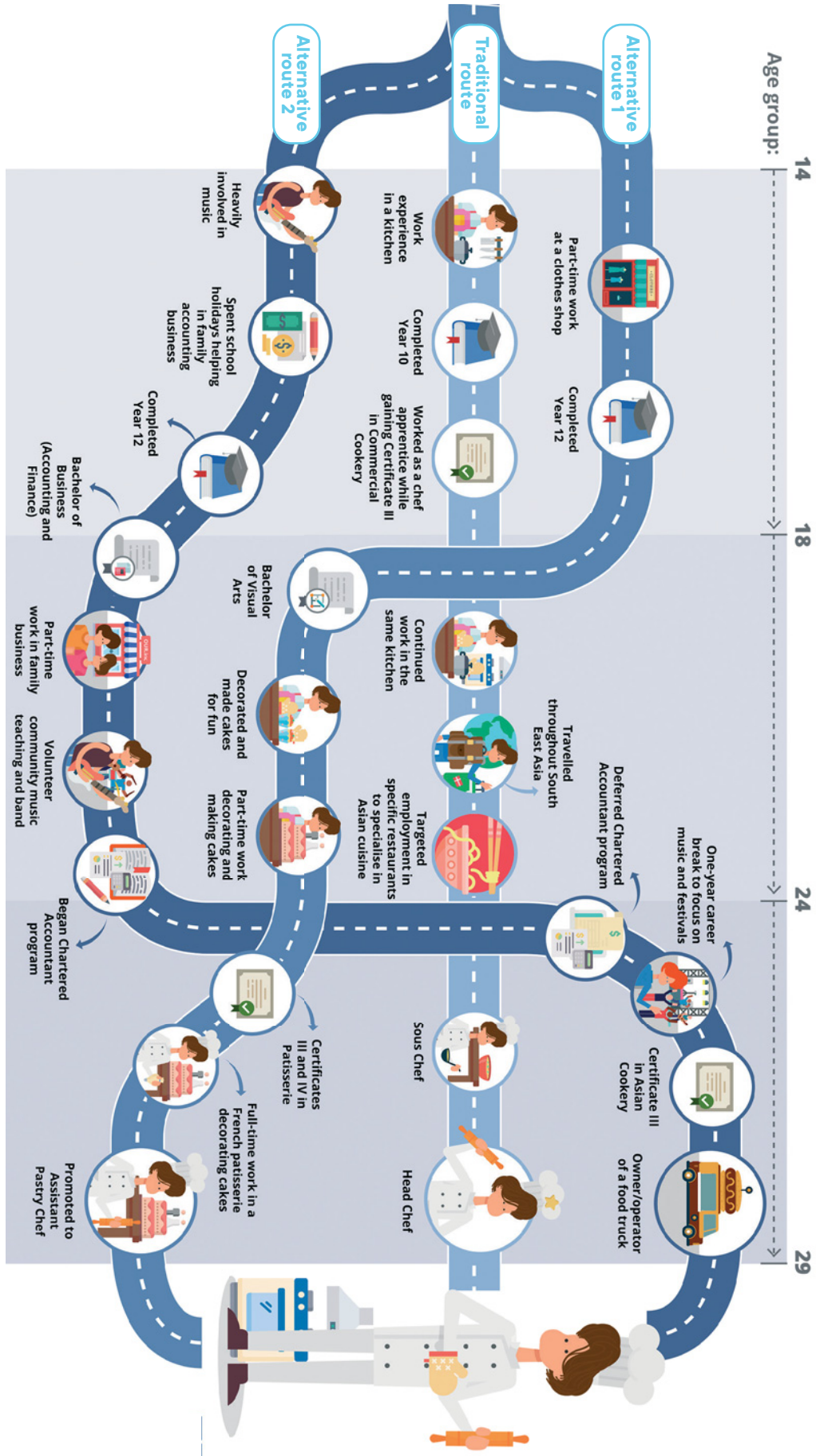
Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Analyse the infographic on the next page.**1.1** Complete the table in note form.

Age	Career: chef	Traditional route	Alternative route 1	Alternative route 2
14-16	Work experience	Work experience in a kitchen; worked as a chef apprentice	a. _____ _____ _____	b. _____ _____ _____
	Educational qualifications/ levels	c. _____	Year 12	d. _____
18-23	Work experience	e. _____ _____ _____	f. _____ _____ _____	Part-time work in family business; volunteer community music teaching and band
	Educational qualifications/ levels	—	g. _____ _____ _____	h. _____ _____ _____
24-28	Work experience	i. _____ _____ _____	j. _____ _____ _____	k. _____ _____ _____
	Educational qualifications/ levels	—	l. _____ _____ _____	m. _____ _____ _____

1.2 Compare your answers with a partner's and come to an agreement if they don't match.**2. Which route to becoming a chef do you think is the most surprising? Discuss it with a partner. Then, share your ideas in class.**

School-to-work pathways to become a chef



- 3. With a partner, have a look at the booklet *School-to-Work Pathways*, choose a job you like and complete the table in note form.**

Age	Career: _____	Traditional route	Alternative route 1	Alternative route 2
14-16	Work experience			
	Educational qualifications/ levels			
18-23	Work experience			
	Educational qualifications/ levels			
24-28	Work experience			
	Educational qualifications/ levels			

4. In class, discuss the advantages and disadvantages of having various school-to-work pathways and complete the table.

Advantages	Disadvantages

- #### 4.1 Which were easier to find – advantages or disadvantages? Why do you think that is?

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Read the text about three jobs of the future and decide which would be more suitable for each teen.



I care about the environment and don't mind a little bit of dirt.

a. _____



I am empathetic and like to analyse every side of a story.

b. _____



I am very creative and enjoy discussing ideas with other people.

c. _____

JOBS OF THE FUTURE

Robot ethicists will be concerned with the ethical issues that are associated with artificial intelligence, robots, cyborg technologies and augmented/virtual reality. Key topics with which robot ethicists engage include robot rights, weaponization of AI and robot morality.

- 5 Robot ethicists will understand logic and how it interacts with human emotions, beliefs and moral standards. They will listen to and comprehend a variety of different opinions based on multiple logical and philosophical approaches, and fairly assess them. They will have excellent analytical skills and a contemporary understanding of ethics as applied to digital technologies.

- 10 **Biofilm plumbers** install and maintain coatings of biofilm on the walls of sewerage and wastewater pipes and liquid composting bins. These biofilms are made of millions of friendly bacteria that then break down complex organic matter (waste) of various types.

- Using digital bacterial analysis tools, biofilm plumbers diagnose problems with biofilm and rebalance bacteria if the waste breakdown isn't working properly. Biofilm
15 plumbers will be good at working with their hands and at problem-solving. They will be able to read and interpret schematics and plans.

- Off-world habitat designers** work with other specialists and scientists to build habitable buildings on other worlds. Beginning with scientific space stations, but soon moving into tourism, Mars was the first planet to be off-world colonized, and
20 several space stations are already in development with other planets and moons. There is a need to design complete habitats for these off-world environments.

The off-world habitat designer will have ecological and architectural skills and understandings and be creative in how they meet the challenges and possibilities in off-world locations. They will also have high-level communication skills as they will be designing alongside others.

<https://100jobsofthefuture.com> (adapted; accessed in January 2022)



Do you get it?

1. What do these words refer to in the text?

- a. it (line 5) _____
- b. their (line 15) _____
- c. they (line 23) _____
- d. others (line 24) _____

2. Find nouns in the text that match the definitions.

- a. the process of adapting something for injuring, defeating or destroying _____
- b. the process of decomposing _____
- c. the process of creating or making more advanced _____

3. List the skills mentioned in the text that you think you already have.

4. Explain why the author uses the past simple in the sentence “Mars *was* the first planet to be off-world colonized” (line 19).

5. Which of these jobs do you think is the most useful?

6. Take the quiz *What will future look like for you?* and find out your job(s) of the future. Then, discuss the following questions in class.

- 6.1 Have you ever thought of doing this job? Why?/Why not?
- 6.2 How many of your classmates had the same results?

7. Write a text about your future dream job to be posted in your class blog.

Write a minimum of 160 words.

Provide three clear reasons, with corresponding examples, to support your choice.

• Link – Quiz: What will future work look like for you?  aula digital

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Listen to the song *Work* by Pop Evil and complete the lyrics with the missing words.**Work by Pop Evil**

Am I ever gonna break free?
 Will I ever see what it's worth?
 'Cause you tell me to be **a.** _____
 When all I do, all I do is **b.** _____

5 I've been running round since the crack of **c.** _____

I've been making rounds, I've been pounding
 It's been ninety days since I've seen a friend
 Since I've had some time to allow this

I remember the days with **d.** _____ on my own

10 But now there's barely meat on the bone

Nothing's left, but leave me **e.** _____

All the people I see are just on my phone

I can feel it coming, I've been feeling it for days

I'm out here in the **f.** _____, while you're hiding in the **g.** _____

15 You follow me around like a **h.** _____ full of rage

Am I ever gonna break free?

Will I ever see what it's worth?

'Cause you tell me to be **i.** _____

When all I do, all I do is **j.** _____

20 All I do is **k.** _____

2. Discuss the following questions with a partner. Then, share your ideas in class.

2.1 "Am I ever gonna break free?" What does the author want to break free from?

2.2 "It's been ninety days since I've seen a friend." How would you feel if it were you?

2.3 What does the author mean by the following lines?

a. "But now there's barely meat on the bone"

b. "All the people I see are just on my phone"

3. Would working less make people happier?

In pairs, write an opinion text (a minimum of 160 words) for the school newsletter on the topic.

Remember to provide three clear reasons, with corresponding examples, to support your opinion.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. The world of work will change dramatically in the next few decades. The research project *100 Jobs of the Future* aims to look at the future of work in an increasingly technologically-driven society.

1.1 Watch the video to find out more about the project.



• Video – *100 Jobs of the Future*



2. Discuss the questions below with a partner. Then, share your ideas in class.

- 2.1 Professor Russel Tyler mentions two reasons why the world of work is going to change. Which do you think is more obvious? Why?
- 2.2 Do you agree that not only STEM (science, technology, engineering and mathematics) skills but also artistic and creative capabilities will be important in the future world of work? Why?/Why not?
- 2.3 Which of the future jobs mentioned in the video do you think is more interesting – nostalgist or cyborg psychologist? Why?

3. In groups, discuss how you think technology will shape the future world of work. Give examples to support your ideas.

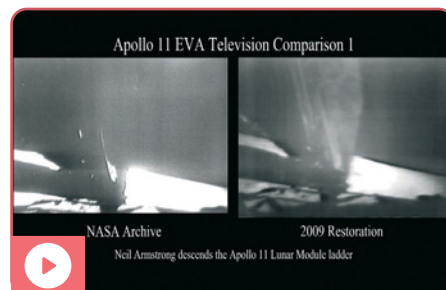
Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Discuss the following questions with a partner. Then, share your ideas in class.

- 1.1** When Neil Armstrong first set foot on the moon, he said: "One small step for a man, one giant leap for mankind." Do you agree with him? Why?/Why not?
- 1.2** Have you ever dreamed of becoming an astronaut? If so, why? If not, what is your dream job?

2. Watch NASA's restored footage of Neil Armstrong's first steps on the lunar surface in July 1969 and say:

- a.** what you would have said if it were you.
- b.** why you think many people still believe this was a hoax.
- c.** how important it is to explore the moon and why.



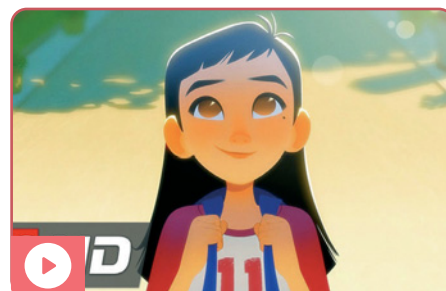
• Video – *One Small Step, One Giant Leap*

**3. The animated short film *One Small Step* tells the story of Luna, a young Chinese-American woman who has dreamt of being an astronaut all her life. Watch it and choose the correct option to answer the questions.****3.1** Why was Luna so happy about her birthday present?

- a.** ☐ The boots were in a ribboned gift box.
- b.** ☐ The boots were similar to astronauts' boots.
- c.** ☐ The boots fitted her so well that she could run.

3.2 Why was Luna so upset when she arrived home after school?

- a.** ☐ She failed a test and tumbled to the ground during a race.
- b.** ☐ She didn't like the food her father had made for dinner.
- c.** ☐ Her father didn't wait for her and was already having dinner.



• Video – *One Small Step*

**3.3** What happened when Luna decided to apply for NASA for the first time?

- a.** ☐ She studied hard and her application was accepted.
- b.** ☐ She didn't study hard, but her application was accepted.
- c.** ☐ She studied hard, but her application wasn't accepted.

3.4 What is the main message of the film?

- a.** ☐ Never give up on your dreams.
- b.** ☐ Being an astronaut is a dream.
- c.** ☐ All dreams are hard to get.

MODULE 1

Vocabulary – Consumerism

- 1. Across:** 1. consumer 2. salesperson 3. budget
4. sale 5. spend
Down: 6. goods 7. purchase 8. bargain 9. marketing
10. afford
2. a. marketing b. goods c. sale; spend d. afford
e. salesperson f. consumer; purchase g. bargain;
budget
3. Personal answer

Vocabulary – Problems related to consumerism

1. a. exploitation/slavery b. waste disposal c. negative body image d. overconsumption
2. Personal answer

Vocabulary – Quiz: Are you a wise consumer?

Personal answers

Reading – Confessions of a Shopaholic

1. Personal answer

Do you get it?

1. a. roughly b. tot up c. dotty d. humongous
2. a. mix up at the bank b. my humongous bill
3. **Possible answers:** 3.1 Yes, I don't pay much attention to money./No, money is very hard to earn.
3.2 I would check with the credit card company.

Reading – Minimalism and shopping

1. **Possible answer:** Shopping with intention is buying only what you really want.

Do you get it?

1. **Possible answers:** a. The act of buying special things for yourself in order to feel better when you are unhappy. b. Sometimes, but not regularly. c. Become so excited about something that you do not control what you say or do. d. To carefully consider the possible results of doing something.
2. **Possible answers:** a. Stick to a list b. Not buy unnecessary/unwanted products c. Set a budget d. Not to overspend e. Take a friend f. Help control what you buy
3. **Possible answer:** To emphasize the message she wants to convey.
4. **Reason #1:** they loved it;
Reason #2: they wanted it;
Reason #3: they had to have it.

Reading & Watching – Consumer rights: Q&A

1. a. Barry b. James c. Barry d. James e. Edison
2. The information the consumer got was not accurate, so the good he received was not what he had expected.

Reading – What you see is what you get... or maybe not

1. a. Multigrain b. No added sugar c. Low fat

Do you get it?

1. a. grab b. packed c. artificial
2. a. NS b. F c. T d. NS
3. **Possible answers:** 3.1 No, we don't. They are too complicated and most of the time we don't really understand them. 3.2 That can be important because they give us information about the products and sometimes that information is not in agreement with what the slogan says.
LOL Possible answers: 1. He probably found out the product had such unhealthy ingredients that eating the package sounded healthier. 2. We think it might. We don't usually read food labels, or, when we read them, we don't really understand them. Maybe it's important to read food labels more carefully.

Watching – Fair trade: institutional video

1. **Possible answer:** Yes, we have. Fair trade is trade that respects workers and allows for a fair payment of their labour.
2. a. improve the working and living conditions of families in developing countries b. the minimum price c. a fair trade premium d. having a stable income
e. coffee, bananas, ice cream, rice, cocoa, sugar, herbs, honey, dried fruit and nuts, fruit juices, tea, wine, flowers, cotton and sports balls f. The power is in your hands

Watching – Baroness Von Sketch Show

1. **Possible answers:** 1.1 Yes. I once ordered a beautiful sweater online and, when I got it, the material was really bad and the colour was quite different from what I wanted. 1.2 Not really. People know they can complain, but I don't think they know the legal procedures and the consumer support they can have. 1.3 I think that, depending on the problem, we can complain, ask for a replacement, a repair, a refund or compensation. We can also take legal action if the company doesn't offer us a solution.
2. **Possible answers:** a. The woman seems to be rehearsing something. She's carrying a bag and seems to be talking about it. b. She seems angry about something. She keeps moving her arms and points her finger as if she were accusing or threatening someone.
3.1 a. T b. T c. F d. T e. F 3.2 b

Watching – Food labelling: sketch video

- 1.1 b
2. **Possible answers:** 2.1 If customers feel confused, they may buy more easily. 2.2 He means they are not really saying anything false, but they play with facts or may present a variation of the truth.
3. **Possible answers:** 3.1 No, we don't. We think consumers want advertisers to be honest. No one enjoys being deceived and spending money on useless things. 3.2 Yes. Sometimes it's really difficult

to choose a product because there is too much choice. Besides, labels can be suspicious and we don't really know if we can really trust them.

Watching – Jessi Arrington's TED talk

1.1 Possible answer: She must spend quite a lot of money on clothes.

2. Possible answer: No, I wasn't. She says that she buys second-hand clothes and that they are cheap.

2.1 Because she has to look for the specific types of clothes she likes.

3. a. F b. F c. NS d. T e. T f. NS

4.1 Possible answer: Minimalism, because she doesn't keep what she buys.

LOL 1. She doesn't buy new clothes, but she also doesn't wear her clothes until they wear out. **2.** The penguin must buy a lot of new clothes.

Watching – Broken: trailer

1.1 b, c, e **1.2 a.** a fast buck **b.** pass the buck to **c.** gone through the roof

2. Possible answers: **a.** We think it is true that people want the latest trends for the lowest possible price and they don't even think about why the price is so low. **b.** The fact that harmful substances have been found in counterfeit products is evidence that we should be more aware of where the products we buy come from and how they are produced.

3. Possible answers: **3.1** The question implies that the price is not really only what we pay for the product. It is also connected to the consequences of our purchase. These consequences are not only environmental, but also social and health consequences. **3.2** It is a lack of responsibility to just say we "are against" while you are promoting your product on social media or movies. If the company was truly against the use of the product by minors, they should try to enforce that. **3.3** I agree with the statement even though I think reversing the trend of overconsumption is not easy. However, humankind is ingenious, and, if we set our minds on changing things, I'm sure we will. We just have to be aware the clock is ticking.

Watching & Writing – Broken: summary

1. a. easy money **b.** fast furniture **c.** counterfeits **d.** plastic **e.** responsible/accountable **f.** a price tag

2. Possible answer: The trailer is from the series *Broken*, which is about the consumer society and the importance people give to making easy money without thinking about consequences. Either by producing fast furniture, counterfeits or plastic, the trailer shows there is no concern for consumers or for the environment. The trailer also shows the industry wants consumers to be the only ones responsible for solving the problems. According to the trailer, a low price always comes with a heavy price tag.

Speaking – Analysing a graph

2. Possible answers: **2.1** We can conclude that, overall, the western world spends much more money on luxury and pet products than on trying to address world problems. **2.2** We think so. As consumers we can always check the origin of our products and make informed choices. We can also try to consume in a more balanced way, and we can always contribute to social causes.

Speaking – Debate on fair trade

Possible arguments:

Farmer:

- It is not fair that companies get all the profit from your hard work.
- You have to bear the expenses of growing and harvesting the beans.
- You have to sustain losses from bad weather conditions and natural plagues.
- You have no governmental support.
- You need to cater for your family and make sure your children go to school.
- Supermarket owners should do their share by promoting fair trade products.
- Consumers should realize that paying what is fair is a matter of respect for those who work hard.

Manager:

- Processing the product is much more expensive than growing it.
- The company needs to provide for their workers and their families too.
- Chocolate produced in modern factories is of higher quality than fair trade chocolate.
- Fair trade cooperatives do not succeed in helping workers who work for bigger farmers.
- Cooperatives do not manage the money fairly.

Supermarket owner:

- People don't care about fair trade; they just want cheaper products.
- Companies make huge profits while you have a very small margin for profit.
- You need cheaper chocolate in order to sell more.
- Companies need to support smaller, family businesses.

Consumer:

- There is no information available on fair trade; it may even be a scheme.
- The products you find are really too expensive.
- The quality doesn't seem any different.

MODULE 2

Vocabulary – Environment: collocations, idioms and proverbs

1.1 Possible answer: It is everyone's duty to protect the aquatic environment. The natural environment

is being destroyed at an alarming rate. Industrial activities are affecting the coastal environment.

2.1 b. rising sea levels/floods **c.** waste **d.** air pollution **e.** biodiversity loss/animal extinction/endangered species/overfishing **f.** drought/water pollution **g.** water pollution **h.** melting sea ice **2.2 b.** A rising tide lifts all boats – a strong economy benefits businesses and individuals at all levels.

c. One man's trash is another man's treasure – what one person may consider worthless could be highly prized or valued by someone else. **d.** When it rains, it pours – when something good or bad happens, similarly good or bad things tend to follow. **e.** There are plenty more fish in the sea – there are many other excellent or more suitable people, things, opportunities or possibilities in the world that one may find. **f.** Save/Keep money for a rainy day – save/keep money for a time when it might be needed unexpectedly. **g.** You can lead a horse to water, but you can't make him drink – you can give someone an advantage or provide them with an opportunity, but you can't force them to do something if they don't want to. **h.** Be/Skate/Walk on thin ice – be engaged in some activity or behaviour that is very risky, dangerous or likely to cause a lot of trouble.

(<https://idioms.thefreedictionary.com>; <https://dictionary.cambridge.org>; accessed in August 2021)

LOL 1. people's ignorance and denial of climate change **2.** people's complete disregard for the dramatic effects climate change has on life on Earth.

Reading – Climate change and human rights

1. Possible answer: Humans cannot fully enjoy their rights when they are affected by, for example, extreme weather events, such as droughts or floods.

Do you get it?

1. a. integral **b.** pervasive **c.** sudden-onset **d.** livelihoods **e.** instances

2. Possible answers: **a.** a clean, healthy and functional environment **b.** being largely and pervasively threatened by climate change **c.** the ecosystems, natural resources and physical infrastructure **d.** merely an abstract, future possibility **e.** hydroelectric and biofuel projects and the implementation of resettlement programmes

3. Possible answers: **3.1** Apart from the right to life, for obvious reasons, the right to clean water and food because, without these, no one can survive. **3.2** The right to an adequate standard of living because all the others are necessary to human survival and this isn't.

Watching – A New Era for Humankind: video

1. Possible answer: The video is about important social changes that will happen in the future due to technology.

Do you get it?

1. a. F **b.** T **c.** NS **d.** NS **e.** T **f.** F **g.** F **h.** T

2. Possible answers: **2.1** Yes, we do, because technology will make them possible. **2.2** Not really, because they can have many unexpected consequences for us, humans.

Watching – Biohackers: trailer

1. Possible answer: The series seems to be about scientific experiments that may be dangerous and that may be connected to genetic engineering.

2. Possible answers: **a.** human beings to become creators **b.** the future of mankind **c.** a genetic engineering experiment with a fluorescent protein gene **d.** have the responsibility for creating the world of the future

3. Possible answer: If we consider the latest scientific breakthroughs, we have to agree with the statement that scientists are the creators of tomorrow. Nowadays, science can change the makeup of living things, which means it can alter living beings and transform the world.

4. Possible answers: **4.1** I don't think so. Changing our bodies like this, sometimes with no supervision, should not be allowed. The consequences may be terrible and irreversible. **4.2** Some may be useful. For example, we will not need our car keys again.

Speaking – Anthropocene: sharing ideas

1. Possible answer: It is an unofficial unit of geologic time, used to describe the most recent period in Earth's history when human activity started to have a significant impact on the planet's climate and ecosystems.

(<https://www.nationalgeographic.org>; accessed in August 2021)

2. Possible answer: The quote says the elements are interconnected as imbalanced elements cause chain reactions in others. The pictures show how the human element has unevenly impacted the others, triggering those chain reactions.

Speaking – The story of climate change

Possible answer:

Good morning and welcome, Mr Guterres and class. I'm going to tell you the story of climate change – some of its causes and consequences.

It all began in the 19th century, when human activity started influencing the climate due to the emission of greenhouse gases into the atmosphere. Carbon dioxide, for example, continues to rise every month, which leads to a rapid increase of the Earth's temperature, and there are many consequences of this process.

The first I'd like to tell you about is melting sea ice, which contributes to rising sea levels and further global warming because it fails to keep the whole Earth cool.

Next, we have floods, which are a result of both rising sea levels and extreme weather events.

Then, we have the Amazon rainforest, which is now emitting a greater amount of carbon dioxide than it is absorbing, and this is the result of large-scale deforestation and climate change.

Moreover, forests are also affected by wildfires, which further contribute to deforestation and the warming of our planet.

Last, but not least, in the face of climate change, the poor don't have money to adapt to the changes in lifestyle and living conditions.

All in all, it began almost two centuries ago, but climate change affects life around the globe more and more every day.

Thank you for listening.

Writing – Abstract

1. **a.** online survey **b.** social distance **c.** potential donors **d.** fundraising campaigns **e.** funding gap **f.** climate change **g.** opposite direction

2. Section 3.

3. **a.** 3 **b.** 1 **c.** 4 **d.** 2

MODULE 3

Vocabulary – Feelings

1. **a.** anger **b.** fear **c.** happiness **d.** sadness **e.** surprise

2. **a.** 4, 5, 1, 3, 2 **b.** 2, 1, 5, 3, 4 **c.** 4, 5, 2, 3, 1

d. 3, 2, 4, 5, 1 **e.** 2, 3, 5, 4, 1

3. **a.** fear **b.** anger **c.** happiness **d.** fear **e.** sadness

f. anger **g.** sadness **h.** surprise

4. Personal answer

Reading – Home: poem

1.1 Possible answer: It may be about refugees because the information refers to a “deportation centre” and we know the writer’s parents are from Somalia, a country with a long tradition of war.

Do you get it?

1.1 The voices of the migrant running from war.

1.2 To emphasize the fact that people don't leave their home unless it is really necessary. Sometimes people in Europe refer to refugees as if they leave because they want to and as if the crisis they are running away from is not true. The poet wants to highlight the fact that this is not so. **1.3** It symbolizes death.

Reading – The world’s coolest nationalities: where do you rank?

1.1/1.2 Personal answers **1.3** French, German, Portuguese, American, English, Australian

1.4/1.5 Personal answers

Do you get it?

1. **a.** 2 **b.** 5 **c.** 3 **d.** 1 **e.** 4

2. **a.** He means that we need to disregard Turkish

bathrooms and moustaches when considering their “coolness”. **b.** He means that, apart from Jamaicans, when people wear dreadlocks, they don't really look cool.

3. **a.** 2 **b.** 3 **c.** 4 **d.** 1

4. Personal answer

Listening & Speaking – Minority groups

1.1 a. Romania **b.** 12 **c.** studying and working conditions **d.** the language **e.** 8 **f.** stay in the UK and go to university **g.** diversity of cultural activities **h.** missed her family **i.** Kenya **j.** travelling the world **k.** amazing diversity **l.** feeling different **1.2** Lída

2./3. Personal answers

Watching & Speaking – Perpetual Motion: video

1. Personal answer

3. **Possible answers:** **3.1** Our fixed ideas. **3.2** They stop us from moving on. **3.3** To keep moving, exploring and searching.

4. **Possible answers:** **4.1** I would say he thinks they are not justifiable because stereotypes are fixed and preconceived ideas we have, without knowing the people or realities they refer to. **4.2** I think he means that, just like electrons, we move in a vacuum, but we are all connected and part of a bigger thing. **4.3** They both emphasize the importance of movement and of change.

5. Personal answer

Reading & Writing – American Born Chinese: graphic novel

1. **Possible answers:** **1.1** People think just because a person is Asian, they have just arrived from China. Another criticism is that people have pre-conceived ideas about other cultures and assume they give up their heritage when they are migrants. **1.2** I think he may feel embarrassed. He probably feels he doesn't fit in.

2. Personal answer

MODULE 4

Vocabulary – Phrasal verbs and idioms

1. **a.** 1 **b.** 4 **c.** 3 **d.** 5 **e.** 2

2. **a.** started out **b.** ran into **c.** has recently got into **d.** am taking up **e.** hold on

3. **a.** put pen to paper **b.** got my feet under the table **c.** Jane is in her boss's bad books **d.** knuckled under to his manager **e.** pulls his weight

Reading – School-to-work pathways

1.1/1.2 a. Part-time work at a clothes shop **b.** Heavily involved in music; spent school holidays helping in family accounting business **c.** Year 10 **d.** Year 12

e. Continued work in the same kitchen; targeted employment in specific restaurants to specialize in Asian cuisine f. Decorated and made cakes for fun; part-time work decorating and making cakes g. Bachelor of Visual Arts h. Bachelor of Business (Accounting and Finance); began Chartered Accountant programme i. Sous chef; head chef j. Full-time work in a French patisserie decorating cakes; promoted to assistant pastry chef k. Owner/Operator of a food truck l. Certificates III and IV in Patisserie m. Deferred Chartered Accountant programme; Certificate III in Asian Cookery

2. Possible answer: Alternative route number 2 because of the interest in music.

3. Personal answers.

4. Possible answers: Advantages: Question and explore options; research all the possibilities.

Disadvantages: The more options we have, the more difficult it is to make a decision; having to do so much research makes career planning more complex than what it already is. **4.1 Possible answer:** Advantages because there are more advantages than disadvantages.

Reading & Writing – Jobs of the future

1. a. Biofilm plumber **b.** Robot ethicist **c.** Offworld habitat designer

Do you get it?

1. a. logic **b.** biofilm plumbers **c.** ecological and architectural skills and understandings **d.** off-world habitat designers

2. a. weaponization **b.** breakdown **c.** development

3. Personal answer.

4. The author wants to give us the idea that this is a text written in the future.

5. Possible answer: Biofilm plumbers because there will be a serious waste problem in the future.

6./7. Personal answers.

Listening & Writing – Work: song

1. a. happy **b.** work **c.** dawn **d.** time **e.** alone **f.** sun **g.** shade **h.** monster **i.** happy **j.** work **k.** work

2.1. Possible answer: The author wants to break free from the chains of work. **2.2** Personal answer.

2.3 Possible answers: a. The author is working so hard that there's no time left to do anything else but work. **b.** The author doesn't have free time to meet people face to face.

3. Personal answer.

Watching & Speaking – The future world of work

2. Possible answers: 2.1 Losing jobs to machines because it is already happening. **2.2** Yes, I do, because they complement each other. **2.3** Cyborg psychologist because I think cyborgs will find it hard to accept their bodies as one.

3. Personal answer.

Watching – One small step

1. Possible answers: 1.1 Definitely yes. Setting foot on the moon meant many years of effort had paid off. It was the climax of one of the most important scientific breakthroughs of humankind. **1.2** No, I haven't. My dream job is becoming a marine biologist.

2. Possible answers: a. We made it! **b.** Because many people don't believe what they see on the TV. They have to see for themselves. In this particular case, many people believed that the USA lacked the technical capability to go to the moon (or at least to the moon and back). **c.** It is very important because we may need to relocate if the Earth ever becomes uninhabitable.

3. 3.1 b 3.2 a 3.3 c 3.4 a

Notes



Inclusion

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* Nota:

As fichas de trabalho *Inclusion* e o *booklet Step by Step* são apresentados numa versão demo para poderem ser analisados e serão disponibilizados na íntegra aos professores adotantes do projeto, no início do ano letivo, para garantir a exclusividade no acesso aos materiais.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____



1. Choose the option that makes a correct sentence.

- a. Influencers share stories about **themselves / ourselves** and promote products they use each day.
- b. Steve introduced **myself / himself** to the other influencer's followers.
- c. As an influencer, Sheila prides **himself / herself** on her ability to judge people's characters.
- d. We need some help; we can't manage the media platform **ourselves / yourselves**.
- e. Sometimes I can't say exactly what I mean. I wish I could express **myself / itself** better.
- f. If somebody attacks you, you need to be able to defend **himself / yourself**.
- g. The tech influencer showed that a more efficient machine would pay for **itself / himself** within a year.

2. Match the two parts of the sentences.

- | | |
|---|--|
| a. Tom and I have known | • 1. in touch with one another. |
| b. However, it's been a long time | • 2. get along well with one another. |
| c. Old school friends often try to keep | • 3. talking to each other about their problems. |
| d. They are a really close family; they can always | • 4. each other for more than ten years. |
| e. Students in your class | • 5. helping one another out in tough times. |
| f. The couple sat in the corner during the party, | • 6. since we talked to each other. |
| g. It's amazing to see all the members of the group | • 7. rely on one another. |

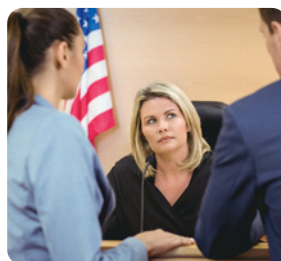
3. Correct the underlined pronoun where necessary.



- a. In Britain friends often give one another presents at Christmas.
- _____



- b. "Are you talking to me?"
"No, I'm talking to yourself."
- _____



- c. The two defendants blamed one another for the crime they were charged with.
- _____



- d. "The new software seems to run by himself."
"Really? We're still teaching ourselves how to use it."
- _____

Name _____ Year _____ Class _____ No. _____ Date ____/____/____



1. Complete with the correct reflexive pronoun.

- a. Influencers share stories about _____ and promote products they use each day.
- b. Steve introduced _____ to the other influencer's followers.
- c. As an influencer, Sheila prides _____ on her ability to judge people's characters.
- d. We need some help; we can't manage the media platform _____.
- e. Sometimes I can't say exactly what I mean. I wish I could express _____ better.
- f. If somebody attacks you, you need to be able to defend _____.
- g. The tech influencer showed that a more efficient machine would pay for _____ within a year.

2. Rewrite the sentences using a reciprocal pronoun.

- a. Tom has known me and I have known him for more than ten years.

- b. However, it's been a long time since I talked to him or he talked to me.

- c. Old school friends often try to keep in touch with other old school friends.

- d. They are a really close family; everyone can always rely on everyone.

- e. The couple sat in the corner during the party; he and she were talking about their problems.

- f. It's amazing to see each member of the group helping all the other members out in tough times.

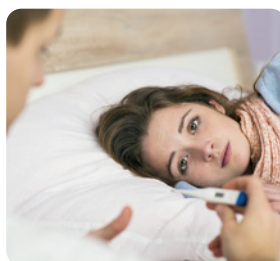
3. Complete each sentence with three to five words, including the word given.



- a. "Where did Sally buy that sweater?"
"She didn't buy it. She _____."
(herself)



- b. "After losing the match, everyone in the team felt sad."
"Yeah, they _____."
(one another)



- c. "Do you want me to call the doctor for you?"
"No, _____."
(myself)



- d. "Have you met Jordan lately?"
"No, but we _____"
a Christmas message."
(each other)

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Choose the correct option and match the captions with the pictures.

- a. ☐ A gang / troupe / flock of thieves.
- b. ☐ A gang / hive / flight of bees.
- c. ☐ A pack / flock / herd of cattle.
- d. ☐ A bouquet / bunch / band of grapes



2. Match the collective nouns on the left to the corresponding words on the right.

- | | | |
|--------------------|---|-----------------|
| a. a pack of | • | • 1. biologists |
| b. a litter of | • | • 2. dishes |
| c. a team of | • | • 3. kings |
| d. a collection of | • | • 4. kittens |
| e. a pile of | • | • 5. cards |
| f. a dynasty of | • | • 6. coins |

3. Underline two collective nouns in each picture.



4. Use the collective nouns in the box to complete the sentences.

row crew jury mob board shoal

- a. The _____ found the defendant not guilty of any crime.
- b. The shark described a circle around the _____ of brightly coloured fish.
- c. On the left side of the road we can see a _____ of beautiful stone cottages.
- d. Dua Lipa arrived at the airport to find a _____ of very enthusiastic fans waiting for her.
- e. An Azorean film _____ is making a documentary about whale watching.
- f. Mr Holmes joined the bank's executive _____ of directors in 2021.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Complete the captions and match them to the pictures.

a. ☐ A gang of _____b. ☐ A hive of _____c. ☐ A herd of _____d. ☐ A bunch of _____DEMO
VERSION

2. Use the clues in the box to find the collective noun that matches the words given.

a. A _____ of biologists

d. A _____ of kittens

b. A _____ of dishes

e. A _____ of cards

c. A _____ of kings

f. A _____ of coins

a. a number of people who do something together as a group

b. a number of objects positioned one on top of another

c. a series of rulers or leaders who are all from the same family

d. a group of animals that are born at the same time and have the same mother

e. a small cardboard or paper container and the items contained within it

f. a group of objects of one type that have been gathered by one person

3. Underline the collective nouns in the pictures and write their definitions.



Victims of family violence form choir to bring a message of hope to others

CS
NEWS
CHANNEL

Massachusetts State Police Investigating Body in Pittsfield Forest

NEWS
CHANNEL
13

4. Fill in the gaps with a suitable collective noun.

a. The _____ found the defendant not guilty of any crime.

b. The shark described a circle around the _____ of brightly coloured fish.

c. On the left side of the road we can see a _____ of beautiful stone cottages.

d. Dua Lipa arrived at the airport to find a _____ of very enthusiastic fans waiting for her.

e. An Azorean film _____ is making a documentary about whale watching.

f. Mr Holmes joined the bank's executive _____ of directors in 2021.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____

1. Choose the correct option.



- [illegible]

2. Match the beginning of each sentence to its corresponding ending.

- | | | |
|---|---|--|
| a. When he got home, he noticed that | • | • 1. her mother had prepared for her. |
| b. He was very tired | • | • 2. since we had been looking forward to it. |
| c. Emily had been eating chocolates all afternoon, | • | • 3. though I'd never agreed with her decisions. |
| d. She really enjoyed the chicken soup | • | • 4. because he'd been working all day. |
| e. I was sorry when I heard about Maria's problems, | • | • 5. he'd left his mobile at the office. |
| f. We were disappointed when we had to cancel our visit to New York | • | • 6. so she felt sick. |

3. Complete the sentences with the past perfect simple or continuous of the verbs in brackets.

a. I was sad when I sold my car because I _____ **(have)** it for a very long time.

b. My mother _____ (work)
for the company for twenty years
before she retired.

c. When he had the accident, it _____ (**rain**) all day.

d. Jerry was upset to hear that he _____ **(not get)** his driving license.

e. _____ you
_____ (**already / put
out**) the fire before the firefighters
arrived?

f. Brenda and Joe _____
(not expect) their daughter so they
were very surprised to see her.

Name _____ Year _____ Class _____ No. _____ Date ____/____/____



1. Complete the sentences with the correct past perfect form of the verbs: *send, seek, handle, not contact, warn*.

- I _____ advice from a helpline before I filed the complaint.
- By the time I got the advice, I _____ the store yet.
- I was informed that they _____ a new item to replace the damaged one.
- Before this incident my sister _____ me about the company customer service.
- How many complaints _____ John _____ when the problem was solved?

2. Complete the sentences with the past perfect simple or continuous of the verbs in brackets.

- When he got home, he noticed that he _____ (**leave**) his mobile at the office.
- He was very tired because he _____ (**work**) all day.
- Emily _____ (**eat**) chocolates all afternoon, so she felt sick.
- She really enjoyed the chicken soup her mother _____ (**prepare for**) her.
- I was sorry when I heard about Maria's problems, though I _____ (**never / agree**) with her decisions.
- We were disappointed when we had to cancel our visit to New York since we _____ (**look forward to**) it.

3. Complete the sentences using a suitable verb in the past perfect simple or continuous.

a. I was sad when I sold my car because I _____ it for a very long time.

c. When he had the accident, it _____ all day.

e. _____ you already _____ the fire before the firefighters arrived?

b. My mother _____ for the company for twenty years before she retired.

d. Jerry was worried to hear that he _____ (**not**) his driving license.

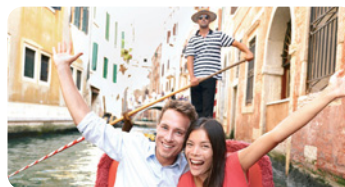
f. Brenda and Joe _____ (**not**) their daughter so they were very surprised to see her.

4. Find an explanation for the following situations. Use the suggested verb tenses.



(past perfect continuous)

a. Grace was exhausted this morning.



(past perfect / just)

b. The Powells were so excited.

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MODULE 1

SHOP FOR YOUR LIFE



Reading

Blog post

1. Read the text and complete the title with the missing word.

Home

About us

Blog

Key questions

Events

Connect

What should know about us?



We, Gen Z-ers, value things in brands that we also value in our daily lives. Smart brands should, therefore, take the following tips into account!¹

1 We want you to show that you care about the world.

We don't want to be sold to: we want to see that the brands we like support² good in the world. We believe companies **must** act to help social and environmental issues and we will do research to see if a company is being honest when it takes a stand on issues. We **do** want to know the brands we buy support the causes we care about, and, if they don't, we have no problem spending our money elsewhere.

2 We support businesses that show authenticity and relatability³.

When it comes to our consumer beliefs⁴, authenticity and relatability are key. We are on the hunt for the TRUTH and we want to understand, trust and feel connected to the ads we see or the person behind the cash register.

3 We use social media to research before we buy.

Social media platforms influence our buying habits, but we tend to move through multiple touchpoints⁵ before making a purchase: doing online, social media and in-store research to compare quality and prices. Some call it being picky⁶; we call it being INFORMED. Despite the fact that we have grown up on digital, that's not our only way to shop. We also like visiting physical shops and we love to interact with brands in person!

4 We want to encourage financial wellness⁷.

We are financially proactive. We monitor our spending habits through apps and don't use credit cards, unlike previous generations. We use our own money, linking our account to a debit card. When making a purchase decision, we are more likely to consult online ratings⁸ – and then discuss it with peers – rather than going through a sales rep. Because of this, financial institutions can better engage with us by adopting more digital solutions.

Help with words

¹ **take something into account:** levar em consideração

² **support:** apoiar

³ **relatability:** ligação (emocional)

⁴ **beliefs:** crenças

⁵ **touchpoints:** pontos de contacto

⁶ **picky:** exigente

⁷ **wellness:** bem-estar

⁸ **ratings:** avaliações



Do you get it?

1. What do the following expressions mean in the text?

- a. be sold to (line 4) • 1. expresses its opinion about
- b. takes a stand on (line 7) • 2. be persuaded that products are good
- c. on the hunt for (line 12) • 3. searching for

2. Complete the sentences about the text.

- a. Supporting meaningful causes is the way for companies
(section 1)
- b. Only after of products do teens buy something.
(section 3)
- c. Gen Z-ers are financially healthier because they
(section 4)

3. Identify the author's purpose in using these devices. Tick the correct option.

- a. ☐ To emphasize the message. b. ☐ To persuade the readers.

- The verbs in bold in "companies **must** act" (line 5) and "We **do** want" (line 7).
- Capital letters in "TRUTH" (line 12) and "INFORMED" (line 18).
- Exclamation marks in "Smart brands should... take the following tips into account!" (line 2) and "we love to interact with brands in person!" (line 20).

4. Discuss the following with a partner. Then, share your ideas in class.

4.1 Which of the four tips in the text do you think is most important to companies? Why?

4.2 What might make you buy a product? Complete the table with the reasons on the right.

Not-so-good answers	Good answers
• Buying this product will make me more like the person I saw in the ad. • a.	• Buying this product will show the world I care about the environment. • b.

For me, it's tip no.
because

Reason 1

Buying this product will show the world I care about working conditions.

Reason 2

Buying this product will impress someone.



Look at the memes and say if you relate to any of them and why.



Yes, I relate to A/B / A and B because...
No, I don't relate to any of them because...

Notes



Assessment

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I. Testes

TEST WRITING CHECKLIST

Situation	Yes?	No?
Is the test according to what was taught?		
Is the test testing what is supposed to be tested?		
Are the instructions clear and concise?		
Is the language in the instructions at the students' average linguistic level?		
Is the test testing students' linguistic ability rather than imagination?		
Does the test focus on linguistic ability rather than skills or content knowledge of other academic areas?		
Does the test focus on linguistic ability rather than general knowledge of the world?		
Is there enough context provided to choose or give the correct answer?		
Can the questions be answered with information from the input text?		
Is there only one possible answer for a question?		
Is there always a correct answer for a question?		
Is the test free of typing errors or typos that interfere with understanding and possibly students' performance?		
Are marks correctly allocated?		
Is the sum of marks correct?		
Will the test be easy and fast to mark?		

Based on: Harris & McCann (1998). *Assessment*. Oxford: Macmillan Heinemann

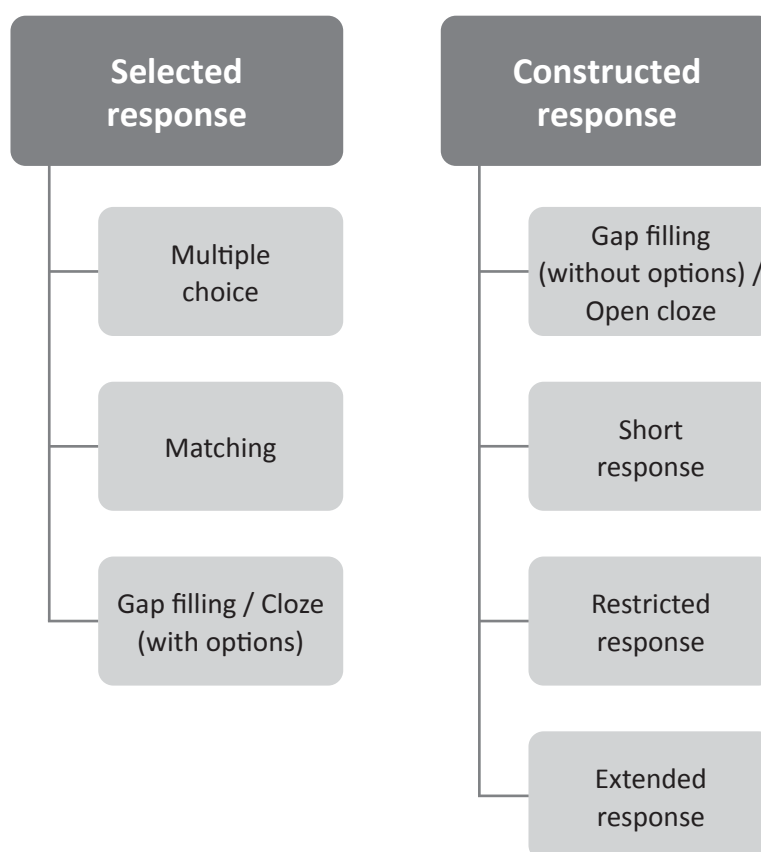
TEST ITEM TYPES AND FORMATS

Test items can be of two different **types**: selected response and constructed response.

In selected response items, the student chooses the correct answer among a set of options given, matches elements or parts of sentences or fills gaps in a text also choosing from given options, but doesn't "construct" the answer.

Constructed response items, on the other hand, require the student to write an answer.

Both types of items can have different **formats**, as shown in the scheme below.



Selected response formats

Multiple choice: the correct answer must be chosen from a set of options given. The incorrect options are called distractors. The distractors must be wrong but plausible, or the item has little validity.

Matching: students must match elements from two or more columns. There must be distractors here also, which means that there must be more elements at least in one column.

Gap filling / Cloze: students must complete a text choosing the correct words from a given set.

Constructed response formats

Gap filling / Open cloze: students must complete a text by using their own words, without given options.

Short response: the answer consists only of a word or an expression.

Restricted response: the answer is restricted to a limited number of aspects or topics; widely used in reading comprehension items or the writing of emails, text messages or notes.

Extended response: an essay or extended writing of a certain text type, which can be focused, for example, on creation, argumentation or critical analysis.

TESTE DE AVALIAÇÃO DE INGLÊS

11.º ano • Módulo 1 • Teste 1

MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral		1 item (30 pontos)	2 itens (10 pontos)		3 itens/ 40 pontos
B. Leitura	1 item (10 pontos)	4 itens (40 pontos)	2 itens (10 pontos)		7 itens 60 pontos
C. Uso da língua		4 itens (40 pontos)			4 itens/ 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item/ 60 pontos
Total de itens/pontos	1 item/ 10 pontos	9 itens/ 110 pontos	4 itens/ 20 pontos	1 item/ 60 pontos	15 itens/ 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to three teenagers talking about the impact of advertising on their lives. You are going to listen twice. Read all the items first.



1. Match the names on the left with the ideas they express on the right.

[30 pontos]

- | | | |
|------------|---|---|
| a. Sabine | • | 1. Advertising has a helpful, informative function. |
| b. Vincent | • | 2. The strategies used by advertisers are not ethical. |
| c. Sandra | • | 3. Celebrities can inspire young people. |
| | • | 4. I like it when I'm not forced to see all kind of advertisements. |
| | • | 5. Advertising has a negative impact on self-esteem. |
| | • | 6. I think advertising is all about making money. |
| | • | 7. The importance of celebrities is hard to understand. |

2. Choose the correct option (A, B or C) to complete the sentences according to what Sabine, Vincent and Sandra say.

[2 × 5 pontos]

2.1 The three teenagers agree that the

- (A) ☐ impact of advertising can be positive.
 (B) ☐ power of advertising is inevitable.
 (C) ☐ presence of advertising is unavoidable.

2.2 Both Sabine and Sandra

- (A) ☐ dislike advertising.
 (B) ☐ enjoy how celebrities look.
 (C) ☐ think advertisers are deceitful.



Part B – Reading

You are going to read an article about advertising.

In advertising, there's a big difference between pushing the truth and making false claims. Many companies have been caught using wild claims like "scientifically proven" and with "guaranteed results". For companies that cross the line, this can fairly cost millions and lead to a damaged reputation. Some companies have already had difficult experiences first-hand.

5 Strangely enough, some don't seem to have learnt from it.

Red Bull said it could "give you wings".

Energy drinks company Red Bull was sued for its tagline "Red Bull gives you wings". The company settled the class
10 action case by agreeing to pay out a maximum of \$13 million – including \$10 to every US consumer who had bought the drink since 2002.

The tagline, which the company has
15 used for nearly two decades, went alongside marketing claims that the caffeinated drink could improve a consumer's concentration and reaction speed. Beganin Caraethers was one of several consumers who brought the case against the Austrian drinks company. He said he was a regular consumer of Red Bull for ten years, but that he had not developed "wings", or shown any signs of improved intellectual
20 abilities. As foolish as it might seem, he was right.



L'Oréal claimed its skincare products were "clinically proven" to "boost genes".

Cosmetics company L'Oréal was forced to admit that their skincare products were not "clinically proven" to "boost genes"
25 and give "visibly younger skin in just seven days," as stated in its advertising.

In the settlement, L'Oréal USA was banned from making claims about anti-aging, without "competent and reliable
30 scientific proof substantiating such claims".

Though L'Oréal escaped a fine at the time, each future violation of this agreement will cost the company up to \$16,000.



Classmates.com was accused of tricking users into paying to respond to friends who weren't actually on the site.

35 Millions of people lit up when Classmates.com sent them an email saying old friends were trying to contact them, promising to rekindle old friendships and flames if subscribers upgraded to a “Gold” membership.

40 However, with the upgrade, the expected reunion never came. It turns out the social networking site used the ploy to get users to give up extra dollars. As a result, it was sued for “deceptive” emails.

45 Classmates.com eventually agreed to pay out a \$9.5 million settlement – \$3 for every subscriber who fell for the dirty trick – to resolve the case, according to the Business Journal.

However, the website did not learn from its mistakes and some years later it was given another \$11 million in fines, according to Consumer Affairs.



<https://www.businessinsider.com> (adapted; accessed in November 2021)

1. Choose the correct option (A, B, C or D) to answer the questions about the text. [2 × 5 = 10 pontos]

1.1 What is the main purpose of this text?

- (A) ☐ To inform the public about advertising scandals.
- (B) ☐ To inform about deceiving advertising strategies.
- (C) ☐ To criticize advertising companies.
- (D) ☐ To criticize consumers who sue companies.

1.2 What is the author's position towards the punishment of companies?

- (A) ☐ He thinks it's a wild measure.
- (B) ☐ He believes it's difficult to achieve.
- (C) ☐ He agrees with it.
- (D) ☐ He finds it strange.

2. Match the ideas on the left with the paragraph they refer to on the right.

You don't need to use all the paragraphs.

[5 pontos]

- | | | |
|-------------------------------|---|---------------|
| a. Need for grounded evidence | • | • paragraph 2 |
| b. A misleading slogan | • | • paragraph 3 |
| c. Paid compensations | • | • paragraph 4 |
| | | • paragraph 5 |
| | | • paragraph 6 |

3. Complete the sentences according to the text.

[3 × 5 = 15 pontos]

- a. In advertising, exaggerating the quality of the products and actually lying _____.
- b. L'Oréal can no longer _____.
- c. Classmates.com was sued as _____.

4. Find evidence in the text that shows that

[2 × 5 = 10 pontos]

- a. Sometimes firms are given a second chance.
- b. Some firms seem to find it difficult to learn a lesson.

5. Match the words on the left with the idea they refer to in the text.

[2 × 5 = 10 pontos]

- | | |
|-------------------|---|
| a. it (line 43) • | <ul style="list-style-type: none"> • 1. complaining about Red Bull • 2. developing wings or becoming more intelligent • 3. the tagline |
| b. it (line 47) • | <ul style="list-style-type: none"> • 1. the reunion • 2. the site • 3. the ploy |

6. Find synonyms for the words below in paragraphs 4 and 5.

[2 × 5 = 10 pontos]

- a. stimulate _____
- b. agreement _____

Part C – Use of language**1. Rewrite the sentences below using the underlined words and a possessive structure.****Make the necessary changes.**

[4 × 3 pontos]

- a. The advertisements the students did were really funny.

- b. Sometimes advertising affects the ways teenagers see themselves.

- c. Advertising should focus on the qualities of the product.

- d. The major concern of the advertising industry is profit.

2. Complete the text with the missing reflexive pronouns.

[3 × 3 pontos]

Most advertisers don't see **a.** _____ as responsible for the consequences of the ads they produce. Society doesn't worry much about it and seems to expect the problem will work **b.** _____ out. We need to find ways of protecting **c.** _____ from its influence.

3. Complete the sentences with a suitable collective noun.

[3 × 3 pontos]

- a. There is a debate today about advertising strategies with a _____ of experts.
- b. Some advertisements are just a _____ of lies.
- c. A _____ of marketers usually come up with more creative ideas than when they work solo.

4. Complete the sentences with the verbs in brackets in the past perfect simple or continuous.

[5 × 2 pontos]

- a. I tried not to be influenced by advertising many times, but, until recently, I _____ **(not find)** the right strategy.
- b. They _____ **(work)** on that campaign without stopping for so long that they were exhausted.
- c. When some rules were finally legislated, many companies _____ **(already / have)** their share of deceitful advertising.
- d. I _____ **(never / think)** about the way advertising manipulates us, but then I watched a very interesting documentary about it.
- e. She _____ **(work)** in the advertising campaign for a long time when the client decided to change everything.

Part D – Writing

You have ordered a product online, but the product you received is far from what you had expected. Write a complaint e-mail (120–150 words).

Remember to:

- explain the situation;
- tell them what you expect from them.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1. 30 pontos

Níveis	Descritores de desempenho	Pontuação
3	Associa corretamente 6 ou 7 ideias aos respetivos nomes.	30
2	Associa corretamente 4 ou 5 ideias aos respetivos nomes.	20
1	Associa corretamente 2 ou 3 ideias aos respetivos nomes.	10

Chave:

a. 2, 6 b. 1, 3, 4 c. 5, 7

2. (2 × 5 pontos) 10 pontos

Itens	2.1	2.2
Chave	C	A

Parte B – Leitura

1. (2 × 5 pontos) 10 pontos

Itens	1.1	1.2
Chave	A	C

2. 5 pontos

Chave:

a. paragraph 5 b. paragraph 3 c. paragraph 2

3. (3 × 5 pontos) 15 pontos

Níveis	Descritores de desempenho	Pontuação
2	Completa a frase de acordo com o texto e com correção gramatical. Pode escrever com incorreções de grafia e de pontuação não impeditivas da compreensão.	5
1	Completa a frase de acordo com o texto. Pode escrever com incorreções linguísticas não impeditivas da compreensão.	3

Exemplo:

- a. is quite different
- b. make unsubstantiated claims about anti-aging products
- c. a consequence of manipulating/deceiving the users

4. (2 × 5 pontos) 10 pontos

Chave:

- a. "Though L'Oréal escaped a fine at the time, each future violation of this agreement will cost the company up to \$16,000." (lines 31–32)
- b. "However, the website did not learn from its mistakes" (line 47)

NOTA: Não são penalizadas as incorreções de transcrição não impeditivas da compreensão.

5. (2 × 5 pontos) **10 pontos**

Chave:

a. 2 b. 2

6. (2 × 5 pontos) **10 pontos**

Chave:

a. boost b. settlement

Parte C – Uso da língua

1. (4 × 3 pontos) **12 pontos**

Chave:

- a. The students' advertisements were really funny.
- b. Sometimes advertising affects teenagers' ways of seeing themselves.
- c. Advertising should focus on the product's qualities.
- d. The advertising industry's major concern is profit.

2. (3 × 3 pontos) **9 pontos**

Chave:

a. themselves b. itself c. ourselves

3. (3 × 3 pontos) **9 pontos**

Chave:

a. panel b. pack c. group/team

4. (5 × 2 pontos) **10 pontos**

Chave:

a. had not found b. had been working c. had already had d. had never thought e. had been working

Parte D – Produção escrita

Nível/ Pontuação	Conteúdo	Funções comunicativas	Coerência e coesão	Correção linguística
N4 15 pontos	O conteúdo é adequado, revelante e suficiente face à tarefa proposta.	O aluno cumpre os objetivos de comunicação da tarefa proposta, utilizando as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, com utilização dos elementos de ligação adequados.	- O vocabulário é variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão ou deturpam o sentido.
N3 11 pontos	O conteúdo é geralmente adequado, relevante e suficiente face à tarefa proposta, embora possa apresentar pequenos lapsos ou irrelevâncias.	O aluno cumpre os objetivos de comunicação da tarefa proposta, embora nem sempre utilize as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, embora nem sempre os elementos de ligação utilizados sejam adequados.	- O vocabulário é geralmente variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão, embora possam deturpar o sentido pretendido.
N2 7 pontos	O conteúdo nem sempre é adequado, relevante e/ou suficiente face à tarefa proposta, revelando algum grau de incompreensão da tarefa.	O aluno cumpre parcialmente os objetivos de comunicação da tarefa proposta, pois não utiliza as funções adequadas ao texto pretendido.	O texto revela alguma incoerência estrutural e nem sempre os elementos de ligação utilizados são adequados.	- O vocabulário nem sempre é variado e/ou adequado à tarefa. - Erros linguísticos podem impedir a compreensão e/ou deturpar o sentido pretendido.
N1 3 pontos	O conteúdo é maioritariamente inadequado, irrelevante e/ou insuficiente face à tarefa proposta.	Os objetivos de comunicação da tarefa proposta não são cumpridos maioritariamente, pelo que o texto produzido é funcionalmente pouco adequado.	O texto é maioritariamente incoerente e estruturalmente pouco organizado.	- O vocabulário é maioritariamente repetitivo e/ou inadequado à tarefa. - Erros linguísticos frequentes impedem a compreensão e/ou deturpam o sentido pretendido.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____				Class: _____													
N.º	Name	Part A (40 p)			Part B (60 p)						Part C (40 p)				Part D (60 p)		Total (200 p)
		1 30 p	2 2 × 5 p	Total	1 2 × 5 p	2 5 p	3 3 × 5 p	4 2 × 5 p	5 2 × 5 p	6 2 × 5 p	Total	1 4 × 3 p	2 3 × 3 p	3 3 × 3 p	4 5 × 2 p	1 60 p	
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TESTE DE AVALIAÇÃO DE INGLÊS

11.º ano • Módulo 1 • Teste 2

MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral		1 item (30 pontos)	2 itens (10 pontos)		3 itens/ 40 pontos
B. Leitura	1 item (10 pontos)	2 itens (25 pontos)	4 itens (25 pontos)		7 itens/ 60 pontos
C. Uso da língua		4 itens (40 pontos)			4 itens/ 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item/ 60 pontos
Total de itens/pontos	1 item/ 10 pontos	7 itens/ 95 pontos	6 itens/ 35 pontos	1 item/ 60 pontos	15 itens/ 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to three teens talking about their shopping habits and preferences.
You are going to listen twice. Read all the items first.



1. Complete the table with the missing information in note form.

Use no more than three words in each space.

[12 × 2,5 pontos]

Name	What?	Where?	Why?	With whom?
Bea	a. _____ _____ _____ _____	b. _____ _____ _____ _____	c. _____ _____ _____ _____	d. _____ _____ _____ _____
Mark	e. _____ _____ _____ _____	f. _____ _____ _____ _____	g. _____ _____ _____ _____	h. _____ _____ _____ _____
Sophie	i. _____ _____ _____ _____	j. _____ _____ _____ _____	k. _____ _____ _____ _____	l. _____ _____ _____ _____

2. Choose the correct option (A, B or C) to answer the questions according to what you hear.

[2 × 5 pontos]

2.1 What do the three teens have in common?

- (A) ☐ They are green consumers.
 (B) ☐ They are economical consumers.
 (C) ☐ They are ordinary consumers.

2.2 Bea and Mark both like

- (A) ☐ hanging out at the mall.
 (B) ☐ talking to people.
 (C) ☐ being out in the nature.



Part B – Reading

You are going to read a text about social media ads.

HOW TEENS FEEL ABOUT SOCIAL MEDIA ADS

Kaci Owens, a 16-year-old high school junior, knows she's going to be blasted with advertising every time she checks Facebook, YouTube or Instagram. In her words, it's "a few posts, an ad" then, "a few more posts, another ad". "I think it's
 5 everywhere," Kaci says, adding that she most often sees ads for make-up or food. But unlike most of us adults, this does not seem to bother her: "I usually just scroll past it."

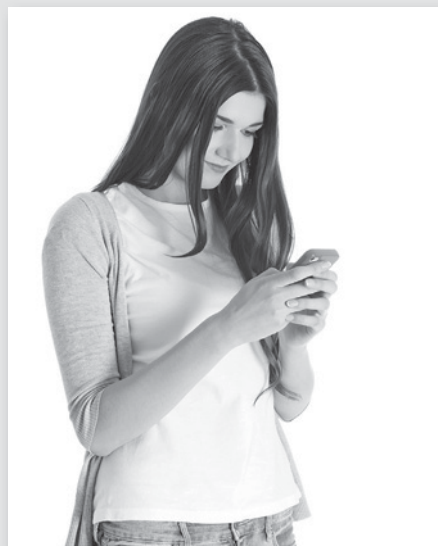
This behaviour sounds like a marketer's nightmare. But, despite all the ads Kaci may ignore, there's one kind in particular
 10 she and other teens are likely to engage with: sponsored videos from online "influencers", those quasi-celebrities paid by brands to talk about their products to their legions of adoring fans.

Kaci knows those influencers are being paid, sometimes in the millions, to influence her buying choices. But she says she'll still listen to what they have to say. That's because, to some
 15 degree, she trusts they wouldn't sell a product they didn't believe in. She also appreciates that many of them are forward about their financial arrangements. "They'll say 'I'm being paid to do this,' but I'll want to listen to what their opinion is," Kaci says. "It doesn't mean that I go out and buy it right away."

Marketers say such influencers are offering a way
 20 for them to advertise to an engaged audience of teens, who represent \$44 billion in annual purchasing power – and who often carry brand loyalties into young adulthood. Social media companies are capitalizing on the trend. YouTube has become so saturated with
 25 popular vloggers that marketers are now turning to so-called "micro-influencers" with smaller but more devoted followings, while agencies are shifting their ad dollars from television to YouTube. Snapchat recently opened its platform to more advertisers, too.

Influencers' success partly relies on authenticity.
 30 If you're being sponsored by a certain company, you don't have a script that you're reading from: you are saying what you actually feel about it. For most teens, social media personalities usually wind up feeling like a friend who you go to for advice.

The idea of paying a celebrity to promote a brand is far from a new invention. What is new,
 35 however, is today's more authentic breed of celebrity. If you hit it right, you can become an influencer pretty quickly. Marketing through them also solves brands' dilemma of trying to get a team of marketers to "speak teenager". "I think it's pretty clever," Kaci says.



<https://time.com> (adapted; accessed in December 2021)

1. Choose the correct option (A, B, C or D) to answer the questions about the text. [2 × 5 = 10 pontos]

1.1 What is the main purpose of the text?

- (A) ☐ To teach people about advertising trends.
 (B) ☐ To discuss teens and social media advertising.
 (C) ☐ To inform the public about influencers.
 (D) ☐ To warn about the negative influence of social media.

1.2 What does the author think about the way teens deal with ads on social media?

- (A) ☐ He finds it strange.
 (B) ☐ He thinks it's a good strategy.
 (C) ☐ He believes adults are different.
 (D) ☐ He says it must be difficult.

2. Match the ideas on the left with the paragraph they refer to on the right. You don't need to use all the paragraphs. [5 pontos]

- | | | |
|---|---|---------------|
| a. Admitting financial benefits | • | • paragraph 1 |
| b. The emotional engagement on social media | • | • paragraph 2 |
| c. Kaci's favourite ads | • | • paragraph 3 |
| | | • paragraph 4 |
| | | • paragraph 5 |

3. Complete the sentences according to paragraph 4. Use no more than four words. [3 × 5 = 15 pontos]

- a. Marketers consider teens very important because they have _____ and remain _____ when they grow up.
 b. This new trend gives social media companies the _____.

4. Answer the questions using your own words. [2 × 5 = 10 pontos]

- a. Why is it relevant that influencers don't have a script?
 b. What does the author mean by the expression "speak teenager"?

5. Who or what do the following words refer to in the text? [2 × 5 = 10 pontos]

- a. it (line 4) _____
 b. This (line 8) _____

6. Find synonyms for the words below in paragraphs 4 and 5. [2 × 5 = 10 pontos]

- a. connected _____
 b. depends _____

Part C – Use of language

1. Complete the sentences below using the words in brackets and a possessive structure.

[4 × 3 pontos]

- a. Some fast-food advertisers use _____ **(children)** favourite toys as baits to persuade them to buy the food.
- b. _____ **(advertisers)** strategies are very effective.
- c. Teenagers sometimes ignore their _____ **(parents)** warnings about social media.
- d. It's really difficult to avoid that _____ **(influencer)** suggestions.

2. Rewrite the sentences starting them as suggested and using appropriate reciprocal pronouns.

[3 × 3 pontos]

- a. The advertiser and the media representative were having a conversation.
The advertiser and the media representative were talking _____.
- b. It's important for the three advertisers to collaborate when designing campaigns.
It's important for the three advertisers to work _____.
- c. Each advertiser accused all the others of malpractice.
The advertisers accused _____ of malpractice.

3. Complete the sentences with a suitable collective noun.

[3 × 3 pontos]

- a. There was a huge _____ of people waiting for the influencer.
- b. The _____ of his company is really hard-working.
- c. In the advertisement he was giving her a _____ of flowers.

4. Complete the sentences with the verbs in brackets in the past perfect simple or continuous.

[5 × 2 pontos]

- a. When he arrived at the office, I _____ **(work)** on the report for hours.
- b. I _____ **(never / see)** him before the campaign.
- c. The radio _____ **(broadcast)** the advertisement for a week when the company was sued.
- d. The celebrity _____ **(already / sign)** the contract when the advertising campaign was cancelled.
- e. The teenager found out the influencer _____ **(lie)** all the time.

Part D – Writing

Your school newspaper is publishing an issue about advertising. You are participating with an opinion text (120–150 words) about the following topic:

Should advertising companies be controlled?

Remember to:

- mention at least two reasons;
- give one example for each reason.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1. (12 × 2,5 pontos) **30 pontos**

Exemplo:

a. stationery b. online c. likes art d. alone e. vinyl records f. mall g. has a collection h. with the gang
i. food j. grocery/flea market k. environmental concerns/being sensible l. father

2. (2 × 5 pontos) **10 pontos**

Itens	2.1	2.2
Chave	B	C

Parte B – Leitura

1. (2 × 5 pontos) **10 pontos**

Itens	1.1	1.2
Chave	C	C

2. **5 pontos**

Chave:

a. 3 b. 5 c. 1

3. (3 × 5 pontos) **15 pontos**

Níveis	Descritores de desempenho	Pontuação
2	Completa a frase de acordo com o texto e com correção gramatical. Pode escrever com incorreções de grafia e de pontuação não impeditivas da compreensão. Não excede o número de palavras sugerido.	5
1	Completa a frase de acordo com o texto. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Pode exceder o número de palavras sugerido.	3

Exemplo:

a. enormous buying power; loyal to brands

b. opportunity/chance to make profit

4. (2 × 5 pontos) **10 pontos**

Exemplo:

a. Not having a script makes influencers sound more authentic, which contributes to bringing them closer to their audience.

b. The author means influencers are able to speak in a language that teenagers are able to understand.

NOTA: Não são penalizadas as incorreções de grafia não impeditivas da compreensão.

5. (2 × 5 pontos) **10 pontos**

Chave:

a. advertising b. scrolling past ads

6. (2 × 5 pontos) **10 pontos**

Chave:

a. engaged b. relies

Parte C – Uso da língua

1. (4 × 3 pontos) **12 pontos**

Chave:

a. children's **b. Advertisers'** c. parents' d. influencer's

2. (3 × 3 pontos) **9 pontos**

Chave:

a. to each other **b. with one another** when designing campaigns c. one another

3. (3 × 3 pontos) **9 pontos**

Chave:

a. crowd/number/mass/mob **b. staff** c. bunch/bouquet

4. (5 × 2 pontos) **10 pontos**

Chave:

a. had been working **b. had never seen** c. had been broadcasting d. had already signed e. had been lying

Parte D – Produção escrita

Nível/ Pontuação	Conteúdo	Funções comunicativas	Coerência e coesão	Correção linguística
N4 15 pontos	O conteúdo é adequado, revelante e suficiente face à tarefa proposta.	O aluno cumpre os objetivos de comunicação da tarefa proposta, utilizando as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, com utilização dos elementos de ligação adequados.	- O vocabulário é variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão ou deturpam o sentido.
N3 11 pontos	O conteúdo é geralmente adequado, relevante e suficiente face à tarefa proposta, embora possa apresentar pequenos lapsos ou irrelevâncias.	O aluno cumpre os objetivos de comunicação da tarefa proposta, embora nem sempre utilize as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, embora nem sempre os elementos de ligação utilizados sejam adequados.	- O vocabulário é geralmente variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão, embora possam deturpar o sentido pretendido.
N2 7 pontos	O conteúdo nem sempre é adequado, relevante e/ou suficiente face à tarefa proposta, revelando algum grau de incompreensão da tarefa.	O aluno cumpre parcialmente os objetivos de comunicação da tarefa proposta, pois não utiliza as funções adequadas ao texto pretendido.	O texto revela alguma incoerência estrutural e nem sempre os elementos de ligação utilizados são adequados.	- O vocabulário nem sempre é variado e/ou adequado à tarefa. - Erros linguísticos podem impedir a compreensão e/ou deturpar o sentido pretendido.
N1 3 pontos	O conteúdo é maioritariamente inadequado, irrelevante e/ou insuficiente face à tarefa proposta.	Os objetivos de comunicação da tarefa proposta não são cumpridos maioritariamente, pelo que o texto produzido é funcionalmente pouco adequado.	O texto é maioritariamente incoerente e estruturalmente pouco organizado.	- O vocabulário é maioritariamente repetitivo e/ou inadequado à tarefa. - Erros linguísticos frequentes impedem a compreensão e/ou deturpam o sentido pretendido.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____				Class: _____													
N.º	Name	Part A (40 p)		Part B (60 p)						Part C (40 p)				Part D (60 p)		Total (200 p)	
		1 12 × 2,5 p	2 2 × 5 p	Total	1 2 × 5 p	2 5 p	3 3 × 5 p	4 2 × 5 p	5 2 × 5 p	6 2 × 5 p	Total	1 4 × 3 p	2 3 × 3 p	3 3 × 3 p	4 5 × 2 p		1 60 p
1																	
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TESTE DE AVALIAÇÃO DE INGLÊS

11.º ano • Módulo 2 • Teste 1

MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral		7 itens (35 pontos)	1 item (5 pontos)		8 itens/ 40 pontos
B. Leitura	3 itens (15 pontos)	5 itens (25 pontos)	4 itens (20 pontos)		12 itens/ 60 pontos
C. Uso da língua		3 itens (40 pontos)			3 itens/ 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item/ 60 pontos
Total de itens/pontos	3 itens/ 15 pontos	15 itens/ 100 pontos	5 itens/ 25 pontos	1 item/ 60 pontos	24 itens/ 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to a text about four youth climate activists and how they are changing the future. You are going to listen twice. Read all the items first.



1. Choose the correct option (A, B or C) to complete the sentences according to what you hear.

[8 × 5 pontos]

1.1 In their own words, Kevin, Jamie and Zina's climate action

- (A) ☐ can be considered a vocation by many.
- (B) ☐ has a common denominator – young people.
- (C) ☐ is something they have wanted for long.

1.2 Kevin got involved in fighting the climate crisis after

- (A) ☐ having a series of health problems due to air pollution.
- (B) ☐ not being able to breath well because of air pollution.
- (C) ☐ realizing air pollution caused serious health problems.

1.3 Jamie founded Zero Hour because she

- (A) ☐ anticipated Greta Thunberg's school strike.
- (B) ☐ wanted young people to come together.
- (C) ☐ witnessed some extreme weather events.

1.4 Zina considers herself to be super lucky thanks to the fact that

- (A) ☐ climate action can be her only occupation.
- (B) ☐ justice and equity will soon be a reality.
- (C) ☐ she spends time and money fighting for climate.

1.5 Hakim thinks

- (A) ☐ people should go on climate change marches.
- (B) ☐ schools should teach climate education.
- (C) ☐ we should fight for what we believe in.

1.6 We can infer from Kevin's opinion that

- (A) ☐ it's young people's duty to fight for their future.
- (B) ☐ other communities should fight climate change.
- (C) ☐ politicians are not working to protect our future.

1.7 Zina feels empowered knowing that

- (A) ☐ communities and movement are working together.
- (B) ☐ she is able to deal with the emotions she feels.
- (C) ☐ they are being successful at what they are doing.

1.8 Jamie believes

- (A) ☐ working in the movement improves people's skills.
- (B) ☐ forests and movements are similar in the way they function.
- (C) ☐ people should know what their strengths are to succeed.



Part B – Reading

You are going to read a text about the COP26 climate summit.

CLIMATE PROMISES MADE IN GLASGOW NOW REST WITH A HANDFUL OF POWERFUL LEADERS

by Somini Sengupta



In Washington, Beijing, New Delhi and beyond, governments face conflicting forces – political, social and economic – that will shape their next steps in the effort to avert a climate crisis.

After all the rousing speeches and bitter negotiations, the celebrity appearances and the parade of promises to protect this and invest in that, now what? Will the Glasgow summit
5 make any difference in bending the arc of global warming? Well, that depends on at least four things.

First, what will leaders, starting with President Biden, do in key national capitals? Will Biden persuade Congress to pass his main climate legislation, known as the Build Back Better Act? Likewise, will the leaders of big polluter countries shift their policies at home to
10 meet some of the big promises made, whether that's cutting methane emissions (China) or boosting renewable energy sources (India) or reversing deforestation (Brazil) or vague net-zero goals by mid-century (Russia and India)? All these pledges are voluntary. "They're all in the ether," Simon Stiell, the environment minister of Grenada told me the morning after the summit.

15 Second, chiefly in democracies, how much pressure will they face from their citizens? A generation of angry young activists has been pushing politicians and corporate bosses to address the climate crisis, not only on the streets but also in the courts, where citizens groups in a variety of countries have sued their
20 governments and, in one instance, Shell, one of the world's biggest oil companies. Whether and how quickly governments and private companies respond remains to be seen.

Third, business. A coalition of the world's biggest investors, which collectively controls \$130 trillion in assets,
25 promised to use its capital to hit net-zero emissions targets for investments by 2050. But will they? And how quickly?



Also keep an eye on whether companies will be compelled to shift their business practices to meet a new pledge made in Glasgow to reduce deforestation. That impacts the supply chains of many industries, ranging from the palm oil used in lipstick, to soy for chicken feed.

30 And finally, fourth, compensation. One of the most bitterly contested issues in Glasgow was a demand for funding from rich, industrialized nations mainly responsible for the warming of the atmosphere to poor, climate vulnerable countries who bear little responsibility for the problem. Rich countries, including those of the European Union and the United States, pushed back against the idea of new loss and damage compensation, as it's known. They
35 agreed to have a "dialogue" in the future. Demands are likely to intensify before the next global climate summit scheduled.

<https://www.nytimes.com> (adapted; accessed in November 2021)

1. Match the words on the left with the word they refer to in the text.

Two options do not apply.

[2 × 5 pontos]

1.1 The word "their", in these lines, refers to:

- | | | |
|--------------------|---|------------------|
| a. their (line 2) | • | • 1. citizens |
| b. their (line 16) | • | • 2. companies |
| c. their (line 27) | • | • 3. governments |
| | | • 4. leaders |
| | | • 5. practices |

1.2 The word "they", in these lines, refers to:

- | | | |
|-------------------|---|------------------|
| a. They (line 13) | • | • 1. coalition |
| b. they (line 15) | • | • 2. democracies |
| c. they (line 26) | • | • 3. leaders |
| | | • 4. pledges |
| | | • 5. targets |

2. Find synonyms for the following words in paragraphs 1, 2 and 4.

[3 × 5 pontos]

- a. prevent _____
- b. enthusiastic _____
- c. mainly _____

3. Complete the sentences according to the paragraphs 1 and 2.

Use three to four words in each space.

[2 × 5 pontos]

- a. Governments' climate action across the globe is influenced by their country's _____.
- b. The author wonders whether the Glasgow summit will _____.

4. Choose the correct option (A, B, C or D) to complete the sentences according to the text.

[2 × 5 pontos]

4.1 In paragraph 3, the author implies that leaders

- (A) ☐ have to push for change.
 (B) ☐ made some false promises.
 (C) ☐ will follow President Biden.
 (D) ☐ will only do what they want to.

4.2 In paragraph 4, the author states that

- (A) ☐ an oil company has been convicted of climate crimes.
 (B) ☐ citizens have taken action to solve the climate crisis.
 (C) ☐ governments and companies will respond quickly.
 (D) ☐ old people are not concerned about the environment.

5. Find evidence for the statements in paragraphs 5 and 6.

[3 × 5 pontos]

- a. The results of some climate action will be seen in less than three decades.
 b. The issue of cutting down trees in large areas was also addressed in the summit.
 c. Some countries postponed the decision to pay the victims for the harm they caused.

Part C – Use of language**1. Complete the sentences with the correct complex preposition from the box.**

[5 × 2 pontos]

according to because of by means of in addition to regardless of

- a. _____ agreeing to boost renewable energy sources, India also agreed to net-zero goals.
 b. _____ Simon Stiell, promises made at the summit may never be fulfilled.
 c. Brazil will reverse deforestation _____ an integrated approach.
 d. Climate change will continue to affect us for many years _____ all the promises made.
 e. Countries need to shift their policies at home _____ the big promises they made.

2. Complete the sentences with a comparative structure and using the adjective in brackets.

[4 × 5 pontos]

- a. Young activists are becoming _____ (**angry**) at politicians and corporate bosses.
 b. The more methane emissions China cuts, the _____ (**good**) for the entire planet.
 c. The _____ (**active**) citizens are, the more accountable governments feel.
 d. The effects of climate change are _____ (**catastrophic**), especially in island nations.

3. Complete the sentences with an irregular adverb (not ending in *-ly*) which has the same meaning as the words/expressions given. [5 × 2 pontos]

- a. Governments and private companies should respond _____ to the pressure from their citizens. **(quickly)**
- b. If they respond _____, citizens will not be happy. **(after the expected time)**
- c. Many companies work _____ to fight climate change. **(with a lot of effort)**
- d. At the summit, time was short. So, envoys had to get _____ to the point. **(immediately)**
- e. One day, perhaps _____ into the future, we'll be able to reverse the consequences of what we have done to the planet. **(at a great distance in time)**

Part D – Writing

Imagine you have decided to participate in a climate summit. Write a text (120–150 words) for the school newspaper about what you expect from the summit.

Remember to:

- provide three clear expectations;
- back them up with examples.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.8 (8 × 5 pontos) **40 pontos**

Itens	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
Chave	B	C	C	A	B	C	C	B

Parte B – Leitura

1.1 e 1.2 (2 × 5 pontos) **10 pontos**

Chave:

1.1 a. 3 b. 4 c. 2 1.2 a. 4 b. 3 c. 1

2. (3 × 5 pontos) **15 pontos**

Chave:

1.1 a. avert b. rousing c. chiefly

3. (2 × 5 pontos) **10 pontos**

Níveis	Descritores de desempenho	Pontuação
2	Completa a frase de acordo com o texto e com correção gramatical. Pode escrever com incorreções de grafia e de pontuação não impeditivas da compreensão. Não excede o número de palavras sugerido.	5
1	Completa a frase de acordo com o texto. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Pode exceder o número de palavras sugerido.	3

Exemplo:

- a.** politics, society and economy
b. help stop climate change

4.1 e 4.2 (2 × 5 pontos) **10 pontos**

Itens	4.1	4.2
Chave	A	B

5. (3 × 5 pontos) **15 pontos**

Chave:

- a.** “A coalition of the world’s biggest investors, which collectively controls \$130 trillion in assets, promised to use its capital to hit net-zero emissions targets for investments by 2050.” (lines 23-26)
b. “Also keep an eye on whether companies will be compelled to shift their business practices to meet a new pledge made in Glasgow to reduce deforestation.” (lines 27-28)
c. “Rich countries, including those of the European Union and the United States, pushed back against the idea of new loss and damage compensation, as it’s known. They agreed to have a ‘dialogue’ in the future.” (lines 33-35)

Parte C – Uso da língua

1. (5 × 2 pontos) **10 pontos**

Chave:

a. In addition to b. According to c. by means of d. regardless of e. because of

2. (4 × 5 pontos) **20 pontos**

Chave:

a. angrier and angrier/angrier b. better c. more active

d. more and more catastrophic/more catastrophic

3. (5 × 2 pontos) **10 pontos**

Chave:

a. fast b. late c. hard d. straight e. far

Parte D – Produção escrita

Nível/ Pontuação	Conteúdo	Funções comunicativas	Coerência e coesão	Correção linguística
N4 15 pontos	O conteúdo é adequado, revelante e suficiente face à tarefa proposta.	O aluno cumpre os objetivos de comunicação da tarefa proposta, utilizando as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, com utilização dos elementos de ligação adequados.	- O vocabulário é variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão ou deturpam o sentido.
N3 11 pontos	O conteúdo é geralmente adequado, relevante e suficiente face à tarefa proposta, embora possa apresentar pequenos lapsos ou irrelevâncias.	O aluno cumpre os objetivos de comunicação da tarefa proposta, embora nem sempre utilize as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, embora nem sempre os elementos de ligação utilizados sejam adequados.	- O vocabulário é geralmente variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão, embora possam deturpar o sentido pretendido.
N2 7 pontos	O conteúdo nem sempre é adequado, relevante e/ou suficiente face à tarefa proposta, revelando algum grau de incompreensão da tarefa.	O aluno cumpre parcialmente os objetivos de comunicação da tarefa proposta, pois não utiliza as funções adequadas ao texto pretendido.	O texto revela alguma incoerência estrutural e nem sempre os elementos de ligação utilizados são adequados.	- O vocabulário nem sempre é variado e/ou adequado à tarefa. - Erros linguísticos podem impedir a compreensão e/ou deturpar o sentido pretendido.
N1 3 pontos	O conteúdo é maioritariamente inadequado, irrelevante e/ou insuficiente face à tarefa proposta.	Os objetivos de comunicação da tarefa proposta não são cumpridos maioritariamente, pelo que o texto produzido é funcionalmente pouco adequado.	O texto é maioritariamente incoerente e estruturalmente pouco organizado.	- O vocabulário é maioritariamente repetitivo e/ou inadequado à tarefa. - Erros linguísticos frequentes impedem a compreensão e/ou deturpam o sentido pretendido.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____										Class: _____									
N.º	Name	Part A (40 p)		Part B (60 p)					Part C (40 p)			Part D (60 p)		Total (200 p)					
		1 8 × 5 p	Total	1 2 × 5 p	2 3 × 5 p	3 2 × 5 p	4 2 × 5 p	5 3 × 5 p	1 5 × 2 p	2 4 × 5 p	3 5 × 2 p	1 60 p	Total						
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2																			
3																			
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TESTE DE AVALIAÇÃO DE INGLÊS

11.º ano • Módulo 2 • Teste 2

MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral		7 itens (35 pontos)	1 item (5 pontos)		8 itens/ 40 pontos
B. Leitura	3 itens (15 pontos)	5 itens (25 pontos)	4 itens (20 pontos)		12 itens/ 60 pontos
C. Uso da língua		3 itens (40 pontos)			3 itens/ 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item/ 60 pontos
Total de itens/pontos	3 itens/ 15 pontos	15 itens/ 100 pontos	5 itens/ 25 pontos	1 item/ 60 pontos	24 itens/ 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to a text about why younger generations are more willing to change in the name of sustainability. You are going to listen twice. Read all the items first.



1. Choose the correct option (A, B or C) to complete the sentences according to what you hear.

[8 × 5 pontos]

- 1.1 People commonly assume that Gen Z and millennials
 - (A) ☐ can use digital devices more easily than others.
 - (B) ☐ fight for what they care about through the media.
 - (C) ☐ worry about problems that affect the whole world.
- 1.2 According to a GreenBiz report, about _____ of young people think public protests are effective.
 - (A) ☐ one quarter
 - (B) ☐ two quarters
 - (C) ☐ three quarters
- 1.3 Businesses and brands should understand how different generations are in order to
 - (A) ☐ be better able to get consumers' approval.
 - (B) ☐ implement a clear sustainability policy.
 - (C) ☐ reinforce consumers' behaviours.
- 1.4 This year's research from GlobeScan surveyed
 - (A) ☐ 1000 people in each market.
 - (B) ☐ both younger and older people.
 - (C) ☐ people from all over the world.
- 1.5 According to the research,
 - (A) ☐ millennials are more willing to make life changes than Gen Z.
 - (B) ☐ older generations should follow younger generations' footsteps.
 - (C) ☐ younger generations are more thoughtful than older generations.
- 1.6 The gap between what people say and what people do
 - (A) ☐ is substantial across all generations.
 - (B) ☐ poses a problem for all generations.
 - (C) ☐ seems to be ignored by all generations.
- 1.7 In the past year, Gen Z and millennials
 - (A) ☐ adopted new lifestyles due to online inspiration.
 - (B) ☐ led healthier and more sustainable lifestyles.
 - (C) ☐ were better informed about different lifestyles.
- 1.8 The next generation expects brands to
 - (A) ☐ hire better employees.
 - (B) ☐ solve problems by themselves.
 - (C) ☐ work together with them.



Part B – Reading

You are going to read a text about clothes and sustainability.

ARE CLOTHES MADE FROM RECYCLED MATERIALS REALLY MORE SUSTAINABLE?

by Emma Bryce

A growing number of brands are switching to recycled fibres, but experts worry consumers may believe their purchases are impact-free – when that's
5 far from true.

Woven into your clothes is a material that takes on many disguises. It may have the texture of wool, the lightness of linen or the sleekness of silk. It's in
10 two-thirds of our clothing – and yet most of us don't even know that it's there. It's plastic, and it's a big problem.



Today – unlike in the past, when natural fibres were widely used – about 69% of clothes are made up of synthetic fibres, including elastane, nylon and acrylic. Polyester is the most
15 common, making up 52% of all fibre production. But there's a climate cost – the raw material for these fibres is fossil fuels. Textile production consumes 1.35% of global oil production, more oil than Spain uses in a year, and significantly contributes to the fashion industry's huge climate footprint. Synthetics also continue to have an impact long after production because they shed plastic microfibers into the environment when clothes are washed.

In response, a growing number of brands are switching to recycled versions of synthetic fibres, like polyester, often advertising these clothes as the “more sustainable” or “conscious” choice, which seems like an environmental win. But, as brands weave more of these recycled yarns into their garments, some experts question whether they are just patching over fashion's environmental harms. Maxine Bédar, executive director of the New Standard
25 Institute, said: “We've been led to believe that recycled and sustainable are synonymous, when they are anything but.”

The demand for recycled synthetic fibres from industries, including fashion, is expected to accelerate. Many big companies have committed to increase their share of recycled polyester to 45% by 2025 as part of a recycled
30 polyester challenge set by the Textile Exchange, a non-profit working to increase uptake of lower-impact fibres across the textile industry.

Gap Inc, in spite of having committed to the 2025 challenge, says that recycled synthetics
35 are not a magic bullet. “We really try to stay away from the term ‘sustainable garment’



because it implies that we've reached the destination. We really haven't. It's a continuous journey," said Alice Hartley, director of product sustainability and circularity at the company.

Yet, this nuanced message may not be filtering through to consumers, especially as
 40 many other brands do describe recycled fabrics as sustainable. Because of this, George Harding-Rolls, campaigns adviser at the Changing Markets Foundation, warns us that "if you are recycling synthetics, that doesn't get rid of the microplastics problem. Fibres continue shedding from recycled plastic yarns just as much as from virgin yarns."

<https://www.theguardian.com> (adapted; accessed in November 2021)

1. Match the words on the left with the word/expression they refer to in the text. Two options do not apply. [2 × 5 pontos]

1.1 The word "their", in these lines, refers to:

- | | | |
|--------------------|---|-------------------|
| a. their (line 3) | • | 1. big companies |
| b. their (line 23) | • | 2. brands |
| c. their (line 28) | • | 3. consumers |
| | | 4. purchases |
| | | 5. recycled yarns |

1.2 The word "they", in these lines, refers to:

- | | | |
|-------------------|---|-----------------------------|
| a. they (line 19) | • | 1. brands |
| b. they (line 23) | • | 2. experts |
| c. they (line 26) | • | 3. plastic microfibres |
| | | 4. recycled and sustainable |
| | | 5. synthetics |

2. Find synonyms for the word/expression in paragraphs 1 and 2.

[2 × 5 pontos]

- a. changing _____
- b. incorporated _____

3. Complete the sentences according to paragraphs 1 and 2. Use no more than four words in each space.

[3 × 5 pontos]

- a. Although more and more clothes are made of recycled fibres, buying _____ on the environment.
- b. Plastic may seem to be _____.
- c. The percentage of clothing that has plastic in its composition is _____.

4. Choose the correct option (A, B, C or D) to complete the sentences according to the text.

[2 × 5 pontos]

4.1 In paragraph 3, the author states that

- (A) ☐ the past textile industry was more worried about sustainability.
- (B) ☐ most clothes are made from fossil fuels.
- (C) ☐ natural fibres are cheaper than synthetic fibres.
- (D) ☐ we shouldn't wash our clothes so often.

4.2 From paragraph 4, we can infer that recycled versions of synthetic fibres

- (A) ☐ are considered sustainable by many.
- (B) ☐ often do more harm than good.
- (C) ☐ seem worse than non-recycled versions.
- (D) ☐ should not be used by brands at all.

5. Reread paragraphs 5, 6 and 7 and quote the pieces of information from which we can make these inferences.

[3 × 5 pontos]

- a. Some fibres are more harmful to the environment than others.
- b. Recycling fibres is not a solution to environmental problems.
- c. Recycled fibres increase the environmental problem of microplastics.

Part C – Use of language

1. Choose the correct complex preposition in the sentences.

[5 × 2 pontos]

- a. **According to / By means of** Maxine Bédard, recycled and sustainable do not mean the same.
- b. **Because of / In addition to** using recycled synthetics, brands should also work towards sustainability.
- c. Marine life is deeply affected by plastic pollution **according to / regardless of** all the attempts to solve this problem.
- d. Plastic is everywhere **because of / regardless of** its very low price.
- e. We could only make brands reduce the use of synthetic fibres **by means of / in addition to** increasing consumer awareness.

2. Complete the sentences with a comparative structure and using the adjective given. [4 × 5 pontos]

- a. Synthetics pose a _____ **(big)** problem because brands are making _____ **(affordable)** clothes.
- b. The less synthetic fibres brands use, the _____ **(good)** for all of us.
- c. The _____ **(aware)** consumers are, the more environmentally friendly brands have to be.

3. Complete the sentences with the correct irregular adverb from the box.

[5 × 2 pontos]

far fast hard late straight

- a. Brands should meet consumer expectations _____ because, if they do it _____, consumers will not buy their products.
- b. Some experts think that, _____ from helping the environment, recycled synthetics do it great harm.
- c. Many non-profits work _____ to solve environmental problems.
- d. When customers are in a hurry, they don't compare prices – they go _____ for the first option.

Part D – Writing**The fashion industry needs to change in order to mitigate its impact on the environment.****Write an opinion text (120–150 words) for the school newspaper on the topic.**

[60 pontos]

Remember to:

- provide three clear reasons to support your opinion;
- give at least one example for each reason.

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.8 (8 × 5 pontos) **40 pontos**

Itens	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
Chave	C	C	A	B	C	A	C	C

Parte B – Leitura

1.1 e 1.2 (2 × 5 pontos) **10 pontos**

Chave:

1.1 a. 3 b. 2 c. 1

1.2 a. 5 b. 1 c. 4

2. (2 × 5 pontos) **10 pontos**

Chave:

a. switching b. woven into

3. (3 × 5 pontos) **15 pontos**

Níveis	Descritores de desempenho	Pontuação
2	Completa a frase de acordo com o texto e com correção gramatical. Pode escrever com incorreções de grafia e de pontuação não impeditivas da compreensão. Não excede o número de palavras sugerido.	5
1	Completa a frase de acordo com o texto. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Pode exceder o número de palavras sugerido.	3

Exemplo:

a. them has an impact b. wool, linen or silk c. 33%

4.1 e 4.2 (2 × 5 pontos) **10 pontos**

Itens	4.1	4.2
Chave	B	A

5. (3 × 5 pontos) **15 pontos**

Chave:

a. lower-impact fibres” (line 31)

b. “recycled synthetics are not a magic bullet” (lines 34-35)

c. “if you are recycling synthetics, that doesn’t get rid of the microplastics problem. Fibres continue shedding from recycled plastic yarns just as much as from virgin yarns” (lines 41-43)

Parte C – Uso da língua

1. (5 × 2 pontos) **10 pontos**

Chave:

a. According to b. In addition to c. regardless of d. because of e. by means of

2. (4 × 5 pontos) **20 pontos**

Chave:

a. bigger and bigger/bigger; more and more affordable/more affordable b. better c. more aware

3. (5 × 2 pontos) **10 pontos**

Chave:

a. fast **b.** late **c.** far **d.** hard **e.** straight

Parte D – Produção escrita

Nível/ Pontuação	Conteúdo	Funções comunicativas	Coerência e coesão	Correção linguística
N4 15 pontos	O conteúdo é adequado, revelante e suficiente face à tarefa proposta.	O aluno cumpre os objetivos de comunicação da tarefa proposta, utilizando as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, com utilização dos elementos de ligação adequados.	- O vocabulário é variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão ou deturpam o sentido.
N3 11 pontos	O conteúdo é geralmente adequado, relevante e suficiente face à tarefa proposta, embora possa apresentar pequenos lapsos ou irrelevâncias.	O aluno cumpre os objetivos de comunicação da tarefa proposta, embora nem sempre utilize as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, embora nem sempre os elementos de ligação utilizados sejam adequados.	- O vocabulário é geralmente variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão, embora possam deturpar o sentido pretendido.
N2 7 pontos	O conteúdo nem sempre é adequado, relevante e/ou suficiente face à tarefa proposta, revelando algum grau de incompreensão da tarefa.	O aluno cumpre parcialmente os objetivos de comunicação da tarefa proposta, pois não utiliza as funções adequadas ao texto pretendido.	O texto revela alguma incoerência estrutural e nem sempre os elementos de ligação utilizados são adequados.	- O vocabulário nem sempre é variado e/ou adequado à tarefa. - Erros linguísticos podem impedir a compreensão e/ou deturpar o sentido pretendido.
N1 3 pontos	O conteúdo é maioritariamente inadequado, irrelevante e/ou insuficiente face à tarefa proposta.	Os objetivos de comunicação da tarefa proposta não são cumpridos maioritariamente, pelo que o texto produzido é funcionalmente pouco adequado.	O texto é maioritariamente incoerente e estruturalmente pouco organizado.	- O vocabulário é maioritariamente repetitivo e/ou inadequado à tarefa. - Erros linguísticos frequentes impedem a compreensão e/ou deturpam o sentido pretendido.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____				Class: _____											
N.º	Name	Part A (40 p)		Part B (60 p)					Total	Part C (40 p)			Part D (60 p)		Total (200 p)
		1 8 × 5 p	Total	1 2 × 5 p	2 3 × 5 p	3 2 × 5 p	4 2 × 5 p	5 3 × 5 p		1 5 × 2 p	2 4 × 5 p	3 5 × 2 p	1 60 p	Total	
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TESTE DE AVALIAÇÃO DE INGLÊS

11.º ano • Módulo 3 • Teste 1

MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral		1 item (30 pontos)	2 itens (10 pontos)		3 itens/ 40 pontos
B. Leitura	1 item (10 pontos)	3 itens (25 pontos)	3 itens (25 pontos)		7 itens/ 60 pontos
C. Uso da língua		4 itens (40 pontos)			4 itens/ 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item/ 60 pontos
Total de itens/pontos	1 item/ 10 pontos	8 itens/ 95 pontos	5 itens/ 35 pontos	1 item/ 60 pontos	15 itens/ 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to three teens giving their views on diversity.
You are going to listen twice. Read all the items first.



1. Who says what? Write *D* (Dania), *M* (Meaghan) or *T* (Tommy).

[30 pontos]

Who

- a. says we are all diverse? _____
- b. is critical of older generations? _____
- c. has multicultural friends? _____
- d. thinks differences bring prosperity to a community? _____
- e. loves experiencing other cultures' traditions? _____
- f. says the world is more colourful? _____
- g. believes diversity increases empathy? _____

2. Choose the correct option (A, B or C) to answer the questions according to what you hear.

[2 × 5 pontos]

2.1 About which of the aspects below do these teens have a different opinion?

- (A) ☐ How respect can be taught.
- (B) ☐ Why diversity is important.
- (C) ☐ What diversity is.

2.2 Who has friends with different origins?

- (A) ☐ Meaghan and Tommy.
- (B) ☐ Dania and Meaghan.
- (C) ☐ Dania and Tommy.



Part B – Reading

You are going to read a text about teens and racial issues.

Teens attitudes towards race and diversity

NEW YORK – The most racially diverse generation in American history works hard to see race as just another attribute, no more important than the cut of a friend's clothes.

But the real world keeps intruding. "As a generation, we don't acknowledge color, but we know that the race problem is still there," says 16-year-old Nailah Richards. Nailah's generation is defined by opinion surveys as racially open-minded and struggling to be "post-racial". "We don't really care if you're purple, brown, black – it doesn't even matter," Nailah says. "If you're a person, you are who you are." But, as their generation matures, these young people are recognizing just how much race still matters to society. "I don't think racism ever left," says Izabelle Denize, 22. "I think, with every decade, it transforms into something really different." Esther agrees. She was born in Ghana and now lives in the Bronx with her mother. Teachers at Esther's school regularly tell her and her classmates that they can be anything they want to be, but she isn't so sure that all of the adults in her life actually believe that.

Howard Ross, author of the book *Everyday Bias*, says young people are likely as surprised by recent racially charged events as anyone. "This is a generation of people who are now saying, 'Wait a second, we thought this was over. We were told this was over. We thought we were moving forward, and now we see the same old stuff happening.'"

In his book, Ross notes that humans are "consistently and profoundly biased". The fact that we are drawn towards each other is because our brain feels very comfortable with people like ourselves, because we know what to expect. We can do this based on the music we listen to or the clothes we wear. "That's not necessarily a bad thing, but what's troubling is when that's the only connection we have," Ross says.

Researcher Danah Boyd notes that even though “teens do work to maintain cross-racial friendships, they’re more likely to interact with people of the same race in class, in the lunchroom and online.” When Boyd visited one Los Angeles high school, she recalled: “I
 25 was initially delighted by how integrated the school appeared to be.” But during lunch and between classes, “the school’s diversity dissolved as peers clustered along racial and ethnic lines.”

Moreover, social divisions, including racial ones, “are not disappearing simply because people have access to technology,” Boyd says. “Tools that enable communication do not
 30 sweep away distrust, hatred and prejudice.” The mere existence of new technology is not a silver bullet – it does not solve problems. In fact, their construction typically reinforces existing social divisions.

<https://eu.usatoday.com> (adapted; accessed in December 2021)

1. Match the ideas on the left with the paragraph they refer to on the right. You don’t need to use all the paragraphs. [5 pontos]

- | | | |
|-----------------------------|---|---------------|
| a. a biological explanation | • | • paragraph 1 |
| b. racism evolves with time | • | • paragraph 2 |
| c. caught off guard | • | • paragraph 3 |
| | | • paragraph 4 |
| | | • paragraph 5 |

2. Find a phrase/sentence in the text that shows: [3 × 5 = 15 pontos]

- teenagers today don’t look beyond the fact we are all humans.
- as teenagers grow up, they are faced with the importance of racial issues.
- some teenagers suspect adults don’t mean what they say.

3. Are the sentences below true (T), false (F) or not stated (NS). [5 × 3 = 15 pontos]

- | | T | F | NS |
|---|--------------------------|--------------------------|--------------------------|
| a. For Howard Ross, the recent racial events were not a surprise. | ☐ | ☐ | ☐ |
| b. According to Ross’s book, humans should not be limited in their experiences. | ☐ | ☐ | ☐ |
| c. Danah Boyd realized that in LA races are truly integrated. | ☐ | ☐ | ☐ |
| d. Boyd blames distrust, hatred and prejudice for racial division. | ☐ | ☐ | ☐ |
| e. She defends technology should evolve in different ways. | ☐ | ☐ | ☐ |

4. Choose the correct option (A, B, C or D) to answer the questions about the text. [3 × 5 = 15 pontos]

4.1 What does the author mean by “But the real world keeps intruding” (line 3)?

- (A) ☐ Disregarding racial issues is still a fantasy for teens.
- (B) ☐ Society does not allow for real change to happen.
- (C) ☐ Reality stops young people from accepting each other.
- (D) ☐ Most people do not work towards racial equality.

4.2 Why does Danah Boyd use the auxiliary verb “do” (line 22)?

- (A) ☐ To ask an implicit question.
- (B) ☐ To express necessity.
- (C) ☐ To present a contrast.
- (D) ☐ To emphasize the idea.

4.3 What do Ross and Boyd have in common?

- (A) ☐ They are both scientists.
- (B) ☐ They believe teenagers are different.
- (C) ☐ They found out diversity is hard to keep.
- (D) ☐ They think equality will never happen.

5. Who or what do the following words refer to?

[2 × 5 = 10 pontos]

a. there (line 4) _____

b. this (line 14) _____

Part C – Use of language

1. Choose the correct option to complete the sentences.

[4 × 2 = 8 pontos]

- a. Racial issues are **so / such** a huge problem in some countries that we really need to address them.
- b. For some people, these issues are **so / such** hard to deal with that they prefer to ignore them.
- c. Teenagers are **so / such** disappointed in the way things are evolving!
- d. Integration has **so / such** an important role that governments should encourage it.

2. Complete the sentences with *be about to* or *be likely to* and the verbs in brackets.

Use the appropriate tenses.

[3 × 2 = 6 pontos]

- a. Hurry! The interview with Ross _____ (**start**). I don't want to miss it.
- b. His book was so successful that I think he _____ (**write**) a new one.
- c. The problem of racism _____ (**continue**) because people don't take a stand.

3. Rewrite the sentences using conditionals and starting them as suggested.

[4 × 5 = 20 pontos]

- a. Boyd got a different perspective because she watched teens during breaks.
If _____.
- b. Things will only change when people get involved.
Unless _____.
- c. My friends are not racist. That is why I can easily get along with them.
If my friends _____.
- d. They told me they would publish my article but I had to change a few words.
They told me that unless _____.

4. Complete the sentences using the causative with *have* or *get*.

[3 × 2 = 6 pontos]

- a. Danah Boyd didn't edit her article herself. She _____.
- b. After finishing writing, she hired an advertising firm to advertise her documentary.
She _____ online and on the radio.
- c. She didn't film it herself. She _____.

Part D – Writing

Read the statement below written by a teenager. Write an opinion text (120–150 words) on it to be posted on your class webpage.

Remember to:

- explain the meaning of the statement in your own words;
- write how you feel about it and justify it with reasons and examples.

“So often I look at the huge world problems and think: ‘What a shame, but I don’t really have anything to do with that.’ But the truth is that the small things we do really do add up to the big issues. I may not be the problem, but I must be the solution.”

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1. 30 pontos

Níveis	Descritores de desempenho	Pontuação
3	Associa corretamente 6 ou 7 ideias aos respetivos nomes.	30
2	Associa corretamente 4 ou 5 ideias aos respetivos nomes.	20
1	Associa corretamente 2 ou 3 ideias aos respetivos nomes.	10

Chave:

a. T b. D c. D d. M e. D f. T g. M

2. (2 × 5 pontos) 10 pontos

Itens	2.1	2.2
Chave	A	B

Parte B – Leitura

1. 5 pontos

Chave:

a. paragraph 4 b. paragraph 2 c. paragraph 3

2. (3 × 5 pontos) 15 pontos

Exemplo:

- a. "If you're a person, you are who you are." (line 7)
 b. "But as their generation matures, these young people are recognizing just how much race still matters to society." (lines 7-8)
 c. "she isn't so sure that all of the adults in her life actually believe that" (line 12)

3. (5 × 3 pontos) 15 pontos

Chave:

a. F b. T c. F d. T e. NS

4. (3 × 5 pontos) 15 pontos

Itens	4.1	4.2	4.3
Chave	B	D	C

5. (2 × 5 pontos) 10 pontos

Chave:

- a. in society
 b. the fact that racially charged events still happen

Parte C – Uso da língua

1. (4 × 2 pontos) 8 pontos

Chave:

a. such b. so c. so d. such

2. (3 × 2 pontos) **6 pontos**

Chave:

a. is about to start **b.** is likely to write **c.** is likely to continue

3. (4 × 5 pontos) **20 pontos**

Chave:

a. Boyd hadn't watched teens during breaks, she wouldn't have got a different perspective

b. people get involved, things will not change

c. were racist, I couldn't easily get along with them

d. I changed a few words, they wouldn't publish my article

4. (3 × 2 pontos) **6 pontos**

Chave:

a. had/got it edited **b.** had/got it advertised **c.** had/got it filmed

Parte D – Produção escrita

Nível/ Pontuação	Conteúdo	Funções comunicativas	Coerência e coesão	Correção linguística
N4 15 pontos	O conteúdo é adequado, revelante e suficiente face à tarefa proposta.	O aluno cumpre os objetivos de comunicação da tarefa proposta, utilizando as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, com utilização dos elementos de ligação adequados.	- O vocabulário é variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão ou deturpam o sentido.
N3 11 pontos	O conteúdo é geralmente adequado, relevante e suficiente face à tarefa proposta, embora possa apresentar pequenos lapsos ou irrelevâncias.	O aluno cumpre os objetivos de comunicação da tarefa proposta, embora nem sempre utilize as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, embora nem sempre os elementos de ligação utilizados sejam adequados.	- O vocabulário é geralmente variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão, embora possam deturpar o sentido pretendido.
N2 7 pontos	O conteúdo nem sempre é adequado, relevante e/ou suficiente face à tarefa proposta, revelando algum grau de incompreensão da tarefa.	O aluno cumpre parcialmente os objetivos de comunicação da tarefa proposta, pois não utiliza as funções adequadas ao texto pretendido.	O texto revela alguma incoerência estrutural e nem sempre os elementos de ligação utilizados são adequados.	- O vocabulário nem sempre é variado e/ou adequado à tarefa. - Erros linguísticos podem impedir a compreensão e/ou deturpar o sentido pretendido.
N1 3 pontos	O conteúdo é maioritariamente inadequado, irrelevante e/ou insuficiente face à tarefa proposta.	Os objetivos de comunicação da tarefa proposta não são cumpridos maioritariamente, pelo que o texto produzido é funcionalmente pouco adequado.	O texto é maioritariamente incoerente e estruturalmente pouco organizado.	- O vocabulário é maioritariamente repetitivo e/ou inadequado à tarefa. - Erros linguísticos frequentes impedem a compreensão e/ou deturpam o sentido pretendido.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____			Class: _____												
N.º	Name	Part A (40 p)		Part B (60 p)					Part C (40 p)				Part D (60 p)		Total (200 p)
		1 30 p	2 2 × 5 p	1 5 p	2 3 × 5 p	3 5 × 3 p	4 3 × 5 p	5 2 × 5 p	1 4 × 2 p	2 3 × 2 p	3 4 × 5 p	4 3 × 2 p	1 60 p	Total	
1															
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TESTE DE AVALIAÇÃO DE INGLÊS

11.º ano • Módulo 3 • Teste 2

MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral		7 itens (35 pontos)	1 item (5 pontos)		8 itens/ 40 pontos
B. Leitura	1 item (5 pontos)	4 itens (45 pontos)	2 itens (10 pontos)		7 itens/ 60 pontos
C. Uso da língua		4 itens (40 pontos)			4 itens/ 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item/ 60 pontos
Total de itens/pontos	1 item/ 5 pontos	15 itens/ 120 pontos	3 itens/ 15 pontos	1 item/ 60 pontos	20 itens/ 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to Gitanjali Rao, a very special teenager. You are going to listen twice. Read all the items first.



1. Decide whether the sentences are true (T), false (F) or not stated (NS).

[7 × 5 = 35 pontos]

- a. For Gitanjali, learning is every student's obligation.
- b. She thinks she's a very fun person.
- c. Science is necessary for a kind world.
- d. Gitanjali's device – Tethys – allows people to detect the presence of lead in the sea water.
- e. The device sends information to an app which scientists created.
- f. Gitanjali fell in love with chemistry when she was 4 or 5 years old.
- g. In order to keep her level of motivation, Gitanjali works quickly.

T F NS

☐ ☐ ☐

☐ ☐ ☐

☐ ☐ ☐

☐ ☐ ☐

☐ ☐ ☐

☐ ☐ ☐

☐ ☐ ☐

2. Choose the correct option (A, B or C) to answer the question according to what you have heard.

[5 pontos]

2.1 What can you infer about Gitanjali's opinion on cloning animals?

- (A) ☐ She wants to take part in it.
- (B) ☐ She thinks it is wrong.
- (C) ☐ She feels it can be possible.

COVER STORY



Part B – Reading

You are going to read a text about a teen who is taking the lead.

VOICE OF YOUTH

I am Gitanjali Rao, a student, an activist, innovator and an author. I believe in the use of empathy to advocate for a people-centred approach to invention and problem-solving.

5 From the age of 6 or 7, I was taught to take risks and raise my voice or try solutions if I see something wrong. Slowly, my teachers encouraged me and I took on some complex problems to solve with simple solutions.

10 From cyberbullying to education equality, I believe that each one of us can take small steps to address these problems with whatever talents we have. While I started slow, I made it a mission to create global awareness of these
15 issues we face as a community. My long-term vision is to introduce innovation tools and techniques earlier in our education and in the curriculum across the world so that everybody can develop ideas and use science as a catalyst
20 for social impact and change.

Smiles affect me. They're contagious and have a ripple effect. My innovation workshops have already impacted over 55,000 students and have resulted in other innovations. Imagine the ripple effect if each one of us takes our idea and solution to reality. I have received heart-warming responses of encouragement and inspiration; these are invaluable for me.

25 Helping the community is rewarding in many ways. Things that I have taken for granted, such as basic school necessities and qualified teachers, are not easily available everywhere. They are a luxury. Reaching out to others helped me learn about different cultures, tolerance levels and the value of hard work. It warms my heart to see these students' responses that they were unaware of certain options, resources and tools available. I learned the importance
30 of communicating effectively to diverse groups of individuals with varied backgrounds and being humble enough to accept the fact that they have a lot to teach me. I believe we stop growing when we stop learning. The feedback I get through social media makes me want to do better, empathize with the needs of many who are just looking for an opportunity and help cultivate the next generation of innovation leaders.

35 As a student with my own academic plan, time management has been tough. I am still learning the perfect balance and do not have a magic formula. To tackle that, my future plans include conducting more sessions, expanding the reach to more underdeveloped areas of the world and developing local chapters that make my mission self-sustaining beyond me and my schedule.



40

I believe we have contributed to a better future for all of us. Innovation is a necessity and not a luxury anymore, and I hope to keep taking risks and dreaming big to mandate an innovation curriculum in our early education no matter the economic status or background we are born into.

Gitanjali Rao

<https://www.voicesofyouth.org> (adapted; accessed in December 2021)

1. Choose the best option to answer the questions about the text.

[2 × 5 = 10 pontos]

1.1 What is Gitanjali's purpose in this text?

- (A) ☐ To convince young people to join her.
- (B) ☐ To introduce herself and her goals.
- (C) ☐ To criticize adults for not solving problems.
- (D) ☐ To explain the importance of innovation.

1.2 Which is the main idea in paragraph 3?

- (A) ☐ Gitanjali believes empathy helps spread causes.
- (B) ☐ Gitanjali likes the feedback students give her.
- (C) ☐ Gitanjali works very hard preparing workshops.
- (D) ☐ Gitanjali is very popular among students.

2. Match the ideas on the left with the paragraph they refer to on the right.

You don't need to use all the paragraphs.

[5 pontos]

- | | | |
|------------------------|---|---------------|
| a. challenges I face | • | • paragraph 1 |
| b. early habits | • | • paragraph 2 |
| c. my privileged world | • | • paragraph 3 |
| | | • paragraph 4 |
| | | • paragraph 5 |

3. Find evidence in the text for the sentences below.

[3 × 5 = 15 pontos]

- a. Gitanjali thinks that, no matter what skills we have, we all have a say when it comes to solving problems.
- b. She believes in the importance of learning for our personal development.
- c. Everyone is entitled to a curriculum that fosters innovation.

4. Answer the questions using your own words.

[3 × 5 = 15 pontos]

- a. Why does Gitanjali think introducing innovation tools and techniques in the curriculum is essential?
- b. Mention three things Gitanjali has learnt from her project.
- c. Why is science so important for Gitanjali?

5. Match the words on the left with the word/expression they refer to in the text.**Two options do not apply.**

[5 pontos]

- | | | |
|-------------------|---|---------------------------------------|
| a. They (line 27) | • | • 1. students |
| b. they (line 29) | • | • 2. varied backgrounds |
| c. they (line 31) | • | • 3. responses |
| | | • 4. individuals |
| | | • 5. things she has taken for granted |

6. Find synonyms for the words below in paragraphs 1 and 2.

[2 × 5 = 10 pontos]

- a. campaign for _____
- b. focus on _____

Part C – Use of language**1. Choose the correct option to complete the sentences.**

[4 × 2 = 8 pontos]

- a. Gitanjali is **so / such** an amazing young girl that she was considered teen of the year.
- b. She has **so / such** hardworking habits that she's able to do lots of different things.
- c. She gives **so / such** wonderful workshops!
- d. Her last workshop was **so / such** great that most teenagers didn't want to leave.

2. Complete the sentences with *be about to* or *be likely to* and the verbs in brackets.

[3 × 2 = 6 pontos]

- a. Most teenagers who attend innovation workshops _____ (**get**) involved in scientific projects.
- b. Gitanjali _____ (**receive**) her prize for being the teen of the year.
- c. Her family has organized her a surprise party and she _____ (**come in**).

3. Rewrite the sentences using conditionals and starting them as suggested.

[4 × 5 = 20 pontos]

- a. The problems we face today will only be solved with collaboration.
Unless _____.
- b. Gitanjali was encouraged by her teachers. That is why she was so motivated.
If Gitanjali _____.
- c. Problems can be solved, but young people need to be willing to get involved.
If young people _____.
- d. They don't try hard. That is why they don't succeed.
Unless they _____.

4. Complete the dialogue using the causative with *have*.

[3 × 2 = 6 pontos]

- a. Did you write the project yourself? No, I _____.
- b. I broke my device. I must _____.
- c. She wrote a great article. She _____ **(publish)** next month.

Part D – Writing

Your teacher has asked you to write an opinion text (120–150 words) on the topic:
Who is responsible for solving world problems: teens or adults?

Remember to:

- mention at least two reasons;
- give one example for each reason.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1. (7 × 5 pontos) **35 pontos**

Níveis	Descritores de desempenho	Pontuação
3	Identifica corretamente 6 ou 7 frases.	35
2	Identifica corretamente 4 ou 5 frases.	25
1	Identifica corretamente 2 ou 3 frases.	15

Chave:

a. NS b. NS c. T d. F e. F f. T g. F

2. **5 pontos**

Itens	2.1
Chave	C

Parte B – Leitura

1. (2 × 5 pontos) **10 pontos**

Itens	1.1	1.2
Chave	B	A

2. **5 pontos**

Chave:

a. paragraph 5 b. paragraph 1 c. paragraph 4

3. (3 × 5 pontos) **15 pontos**

Chave:

- a. "I believe that each one of us can take small steps to address these problems with whatever talents we have." (lines 10-13)
 b. "I believe we stop growing when we stop learning." (lines 31-32)
 c. "mandate an innovation curriculum in our early education no matter the economic status or background we are born into" (lines 42-43)

4. (3 × 5 pontos) **15 pontos**

Exemplo:

- a. She thinks introducing innovation tools and techniques is essential because these will provide students with the tools to develop their life-changing ideas.
 b. She has learnt about tolerance, about the importance of communication skills and about being humble.
 c. She thinks science is an engine of change, so it is a powerful means that can have a deep impact on society.

NOTA: Não são penalizadas as incorreções de grafia não impeditivas da compreensão.

5. 5 pontos

Chave:

a. 5 b. 1 c. 4

6. (2 × 5 pontos) 10 pontos

Chave:

a. advocate for b. address

Parte C – Uso da língua

1. (4 × 2 pontos) 8 pontos

Chave:

a. such b. such c. such d. so

2. (3 × 2 pontos) 6 pontos

Chave:

a. are likely to get b. is about to receive c. is about to come in

3. (4 × 5 pontos) 20 pontos

Exemplo:

- a. there is collaboration, the problems we face today will not be solved
- b. hadn't been encouraged by her teachers, she wouldn't have been so motivated
- c. are willing to get involved, problems will be solved
- d. try hard, they will not succeed

4. (3 × 2 pontos) 6 pontos

Chave:

a. had it written b. Have it repaired/fixed c. will have/is going to have it published

Parte D – Produção escrita

Nível/ Pontuação	Conteúdo	Funções comunicativas	Coerência e coesão	Correção linguística
N4 15 pontos	O conteúdo é adequado, revelante e suficiente face à tarefa proposta.	O aluno cumpre os objetivos de comunicação da tarefa proposta, utilizando as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, com utilização dos elementos de ligação adequados.	- O vocabulário é variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão ou deturpam o sentido.
N3 11 pontos	O conteúdo é geralmente adequado, relevante e suficiente face à tarefa proposta, embora possa apresentar pequenos lapsos ou irrelevâncias.	O aluno cumpre os objetivos de comunicação da tarefa proposta, embora nem sempre utilize as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, embora nem sempre os elementos de ligação utilizados sejam adequados.	- O vocabulário é geralmente variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão, embora possam deturpar o sentido pretendido.
N2 7 pontos	O conteúdo nem sempre é adequado, relevante e/ou suficiente face à tarefa proposta, revelando algum grau de incompreensão da tarefa.	O aluno cumpre parcialmente os objetivos de comunicação da tarefa proposta, pois não utiliza as funções adequadas ao texto pretendido.	O texto revela alguma incoerência estrutural e nem sempre os elementos de ligação utilizados são adequados.	- O vocabulário nem sempre é variado e/ou adequado à tarefa. - Erros linguísticos podem impedir a compreensão e/ou deturpar o sentido pretendido.
N1 3 pontos	O conteúdo é maioritariamente inadequado, irrelevante e/ou insuficiente face à tarefa proposta.	Os objetivos de comunicação da tarefa proposta não são cumpridos maioritariamente, pelo que o texto produzido é funcionalmente pouco adequado.	O texto é maioritariamente incoerente e estruturalmente pouco organizado.	- O vocabulário é maioritariamente repetitivo e/ou inadequado à tarefa. - Erros linguísticos frequentes impedem a compreensão e/ou deturpam o sentido pretendido.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____				Class: _____														
N.º	Name	Part A (40 p)			Part B (60 p)						Total	Part C (40 p)				Part D (60 p)		Total (200 p)
		1 7 × 5 p	2 5 p	Total	1 2 × 5 p	2 5 p	3 3 × 5 p	4 3 × 5 p	5 5 p	6 2 × 5 p		1 4 × 2 p	2 3 × 2 p	3 4 × 5 p	4 3 × 2 p	1 60 p	Total	
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TESTE DE AVALIAÇÃO DE INGLÊS

11.º ano • Módulo 4 • Teste 1

MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral		8 itens (40 pontos)			8 itens/ 40 pontos
B. Leitura		4 itens (24 pontos)	6 itens (36 pontos)		10 itens/ 60 pontos
C. Uso da língua		3 itens (40 pontos)			3 itens/ 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item/ 60 pontos
Total de itens/pontos		15 itens/ 104 pontos	6 itens/ 36 pontos	1 item/ 60 pontos	22 itens/ 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to a text about preparing students for the future world of work.
You are going to listen twice. Read all the items first.



1. Choose the correct option (A, B or C) to complete the sentences according to what you hear.

[8 × 5 pontos]

1.1 According to the Australian Taxation Office report, professionals in three specific sectors

- (A) ☐ earn more than professionals in the other sectors.
- (B) ☐ have earned more this year than in previous years.
- (C) ☐ should be used as an example by career advisers.

1.2 The fourth industrial revolution has contributed to

- (A) ☐ the invention of disruptive technologies.
- (B) ☐ an increased duration of formal education.
- (C) ☐ a fast change in the nature of work.

1.3 People whose jobs consist of doing the same task(s) over and over are most likely to

- (A) ☐ become unemployed.
- (B) ☐ create their own jobs.
- (C) ☐ learn new skills.

1.4 The OECD thinks that employers and school career advisers should

- (A) ☐ question people's statutes.
- (B) ☐ reject some stereotypes.
- (C) ☐ work together in schools.

1.5 The National Career Education Strategy was designed to

- (A) ☐ encourage female students to follow STEM careers.
- (B) ☐ help students make wiser choices for the future.
- (C) ☐ provide disadvantaged students with further support.

1.6 This year's OECD study showed that

- (A) ☐ Europe is well prepared for the 21st-century world of work.
- (B) ☐ disruptive technologies have shaped educational policies.
- (C) ☐ industries and schools need to collaborate more in Australia.

1.7 Career development activities

- (A) ☐ allow for students to choose specific future occupations.
- (B) ☐ don't have to be complex and expensive to be effective.
- (C) ☐ increase students' awareness of disruptive technologies.

1.8 Employers can help prepare students for the future by

- (A) ☐ becoming involved in education.
- (B) ☐ giving them a part-time job.
- (C) ☐ organizing different activities.



Part B – Reading

You are going to read a text on the future of jobs.

JOBS THAT MIGHT NOT EXIST IN 50 YEARS



In August 2020, jobless claims had been approaching 55 million in the USA, since the start of the coronavirus pandemic. Due to a very slow recovery, it's projected that thousands of jobs are unlikely to ever return. In addition to fewer jobs being available in certain sectors, other employment sectors as a whole are at risk – and many were at risk long before COVID-19, as we know. The technology that makes our jobs easier may soon make some jobs scarce. Sophisticated software, robotics, automation, artificial intelligence and changing trends threaten the livelihoods of everyone in the same way – from taxi drivers and restaurant servers to computer programmers and librarians. These technical innovations will soon render many longstanding skills and trades obsolete.

Many of the jobs most likely to disappear are among the last well-paying jobs one can get with only a high school diploma. Low-paying, unskilled jobs with low educational entry barriers are most susceptible to automation. These are the jobs that robots will do. Manufacturing will require greater technical skills to operate and programme computers. Those who lose their jobs will largely be shut out of the high-paying, highly skilled jobs that remain, many of which will go to specialists tasked with tending to and improving upon the very machines and programmes that replaced the human workers.

Here's a look at four careers – among many – that will probably disappear over the next 50 years.

Pilot

In 2016, the *New York Post* reported that pilots were likely to be replaced by robots. In fact, pilots generally assume control of their airplanes only during take-off and landing. These tasks, however, are being taught to computers, and it's likely that both humans and cargo will soon be shuttled around in pilotless planes. The very thought of this happening is scary to many.



Fast-food worker

Fast-food restaurants are essentially assembly lines. Just as robots are beginning to dominate the assembly
 30 lines that churn out engines, so, too, will the ones that churn out burgers and fries. Robots will soon run the show at one New York City Shake Shack.



Referee

In 2018, the *Daily Star* predicted that giant leaps
 35 in artificial intelligence would lead computers forcing European soccer referees out of their jobs by 2030. Even the commissioner of Major League Baseball believes that flawlessly accurate computers will soon be available to replace umpires.



Disc jockey

The DJ booth has always been one of the most coveted spots in the nightclub. Thanks to services like iTunes and Spotify, however, many of those booths are already operated by computers. Many venues' managers
 45 are already asking themselves why they should pay to hire disc jockeys to spin tunes when they could just use their computers.



<https://stacker.com> (adapted; accessed in November 2021)

1. Match the words on the left with the word/expression they refer to in the text.

Two options do not apply.

[2 × 6 pontos]

1.1 The word "that", in these lines, refers to:

- | | | |
|-------------------|---|----------------------------|
| a. that (line 5) | • | 1. human workers |
| b. that (line 12) | • | 2. jobs |
| c. that (line 16) | • | 3. machines and programmes |
| | • | 4. robots |
| | • | 5. technology |

1.2 The word "their", in these lines, refers to:

- | | | |
|--------------------|---|--------------|
| a. their (line 22) | • | 1. airplanes |
| b. their (line 36) | • | 2. jobs |
| c. their (line 47) | • | 3. managers |
| | • | 4. pilots |
| | • | 5. referees |

2. Match the words on the left with the word/expression they refer to in the text.**Two options do not apply.**

[6 pontos]

- | | | |
|-------------------|---|--------------|
| a. very (line 2) | • | 1. exactly |
| b. very (line 16) | • | 2. extremely |
| c. very (line 25) | • | 3. mere |
| | • | 4. same |
| | • | 5. true |

3. Choose the correct option (A, B, C or D) to complete the sentences according to the text.

[4 × 6 pontos]

3.1 The word “projected” (line 2), means

- (A) ☐ budgeted.
- (B) ☐ designed.
- (C) ☐ estimated.
- (D) ☐ planned.

3.2 In paragraph 1, the author states that

- (A) ☐ jobless claims were at their highest in August 2020.
- (B) ☐ the types of jobs which will be lost are similar.
- (C) ☐ technology will make many workers redundant.
- (D) ☐ jobs lost during the pandemic won't come back.

3.3 In paragraph 2, the author implies that

- (A) ☐ academic degrees will be very important to get a job.
- (B) ☐ jobs that pay well are at higher risk of disappearing.
- (C) ☐ specialists will take the places of unskilled workers.
- (D) ☐ urban workers will be less affected by automation.

3.4 In this text, the writer's main purpose is to emphasize how

- (A) ☐ high unemployment rates will be in the future.
- (B) ☐ technology impacts certain jobs.
- (C) ☐ important formal education is to have good jobs.
- (D) ☐ the pandemic impacted the world of work.

4. Complete the sentences according to paragraphs 4 to 7. Use no more than three words in each space.

[2 × 6 pontos]

- a. Neither pilots nor fast-food workers will _____ robots.
- b. Both referees and disc jockeys will _____ to computers.

5. Read the following paragraph about robots that are replacing fast-food workers at a new Shake Shack. Three sentences have been removed from it. Choose from sentences 1 to 5 the one which fits each gap. Two sentences do not apply.

[6 pontos]

Robots are replacing fast-food workers

It's the future of fast-food bytes in the Big Apple. Robots will replace humans and cash won't be accepted at a soon-to-open Shake Shack in the East Village, representatives for the popular burger chain said Monday. **a.** _____
 _____. However, there's one exception to this – workers dubbed "hospitality champs" will guide diners through possible tech glitches as they place orders at the kiosks. **b.** _____
 In addition to these innovations, buzzers at the burger joint will be replaced by text messages to alert diners when their food is ready. **c.** _____
 _____. By doing so, Shake Shack aims to further support ongoing digital innovation.

<https://nypost.com> (adapted; accessed in November 2021)

1. Believe it or not, this staff will be paid an incredible minimum of \$15 an hour to do it.
2. In the future, the chain also plans to offer more of these computer-based solutions for high-speed delivery and innovative packaging.
3. Nonetheless, the new Shake Shack will have dining rooms and waiting areas similar to other New York City branches.
4. Surprising as it may seem, Shake Shack is far from being the only restaurant chain that will soon go cashless.
5. Thanks to this, there won't be human employees, and customers will only be able to place and pay for orders via an app or at touch-screen kiosks.

Part C – Use of language

1. Rewrite the sentences using the correlative conjunctions in brackets.

Make the necessary changes.

[4 × 5 pontos]

- a. In my opinion, the future world of work is daunting and exciting at the same time. (**both... and**)

- b. Michael's job doesn't pay well and it doesn't allow him to have a second job either. (**neither... nor**)

- c. Mary and Jane love their jobs and they also enjoy being volunteers at the soup kitchen. (**not only... but also**)

- d. Yesterday, Timothy arrived late at work because one of two things happened: he fell asleep or he missed the bus. I don't know which. (**either... or**)

2. Complete each of the spaces in the paragraph below with a partitive (for example: *piece, part...*).

[5 × 2 pontos]

According to a **a.** _____ of news I read yesterday, a significant **b.** _____ of the postal service workforce will lose their jobs, and they will need more than just a **c.** _____ of luck to be able to find new ones. They need to learn new skills, which, hopefully, they will view as a **d.** _____ of fresh air, and they will probably lose more than a **e.** _____ of sleep thinking about their future.

3. Complete the sentences with the correct adjective + preposition from the box.

[5 × 2 pontos]

amazed at engaged in protected from proud of worried about

- a.** Young people are _____ their future because they don't know if they will find a good job.
- b.** Experts believe that workers must become _____ lifelong learning or else they will have a hard time maintaining their jobs.
- c.** Highly-skilled jobs seem to be _____ the devastating impact of automation.
- d.** During job interviews, interviewers always become _____ how skilled she is. It seems almost unbelievable that she hasn't found a job yet.
- e.** Some employers are _____ paying their employees much better than average because it makes them feel pleased and satisfied.

Part D – Writing

Education systems need to change in order to mitigate the impact of automation on the future world of work. Write an argumentative text (120–150 words) for the school newsletter on the topic.

Remember to:

- provide two arguments for and two arguments against;
- back them up with examples.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.8 (8 × 5 pontos) **40 pontos**

Itens	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
Chave	A	C	A	B	B	C	B	A

Parte B – Leitura

1.1 e 1.2 (2 × 6 pontos) **12 pontos**

Chave:

1.1 a. 5 b. 2 c. 3

1.2 a. 4 b. 5 c. 3

2. **6 pontos**

Chave:

a. 2 b. 4 c. 3

3.1 a 3.4 (4 × 6 pontos) **24 pontos**

Itens	3.1	3.2	3.3	3.4
Chave	C	C	A	B

4. (2 × 6 pontos) **12 pontos**

Níveis	Descritores de desempenho	Pontuação
2	Completa a frase de acordo com o texto e com correção gramatical. Pode escrever com incorreções de grafia e de pontuação não impeditivas da compreensão. Não excede o número de palavras sugerido.	6
1	Completa a frase de acordo com o texto. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Pode exceder o número de palavras sugerido.	3

Exemplo:

a. escape competition from

b. lose their jobs

5. **6 pontos**

Chave:

a. 5 b. 1 c. 2

Parte C – Uso da língua

1. (4 × 5 pontos) **20 pontos**

Chave:

a. In my opinion, the future world of work is both daunting and exciting.

b. Michael's job neither pays well nor allows him to have a second job.

c. Mary and Jane not only love their jobs but they also enjoy being volunteers at the soup kitchen.

d. Yesterday, Timothy arrived late at work because either he fell asleep or missed the bus.

2. (5 × 2 pontos) **10 pontos**

Chave:

a. piece b. part c. stroke d. breath e. night

3. (5 × 2 pontos) **10 pontos**

Chave:

a. worried about b. engaged in c. protected from d. amazed at e. proud of

Parte D – Produção escrita

Nível/ Pontuação	Conteúdo	Funções comunicativas	Coerência e coesão	Correção linguística
N4 15 pontos	O conteúdo é adequado, revelante e suficiente face à tarefa proposta.	O aluno cumpre os objetivos de comunicação da tarefa proposta, utilizando as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, com utilização dos elementos de ligação adequados.	- O vocabulário é variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão ou deturpam o sentido.
N3 11 pontos	O conteúdo é geralmente adequado, relevante e suficiente face à tarefa proposta, embora possa apresentar pequenos lapsos ou irrelevâncias.	O aluno cumpre os objetivos de comunicação da tarefa proposta, embora nem sempre utilize as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, embora nem sempre os elementos de ligação utilizados sejam adequados.	- O vocabulário é geralmente variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão, embora possam deturpar o sentido pretendido.
N2 7 pontos	O conteúdo nem sempre é adequado, relevante e/ou suficiente face à tarefa proposta, revelando algum grau de incompreensão da tarefa.	O aluno cumpre parcialmente os objetivos de comunicação da tarefa proposta, pois não utiliza as funções adequadas ao texto pretendido.	O texto revela alguma incoerência estrutural e nem sempre os elementos de ligação utilizados são adequados.	- O vocabulário nem sempre é variado e/ou adequado à tarefa. - Erros linguísticos podem impedir a compreensão e/ou deturpar o sentido pretendido.
N1 3 pontos	O conteúdo é maioritariamente inadequado, irrelevante e/ou insuficiente face à tarefa proposta.	Os objetivos de comunicação da tarefa proposta não são cumpridos maioritariamente, pelo que o texto produzido é funcionalmente pouco adequado.	O texto é maioritariamente incoerente e estruturalmente pouco organizado.	- O vocabulário é maioritariamente repetitivo e/ou inadequado à tarefa. - Erros linguísticos frequentes impedem a compreensão e/ou deturpam o sentido pretendido.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____		Class: _____													
N.º	Name	Part A (40 p)		Part B (60 p)					Total	Part C (40 p)			Part D (60 p)		Total (200 p)
		1 8 × 5 p	Total	1 2 × 6 p	2 6 p	3 4 × 6 p	4 2 × 6 p	5 6 p		1 4 × 5 p	2 5 × 2 p	3 5 × 2 p	1 60 p	Total	
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2															
3															
4															
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TESTE DE AVALIAÇÃO DE INGLÊS

11.º ano • Módulo 4 • Teste 2

MATRIZ

Estratégias/ Processos cognitivos Componentes	Reconhecer/ Identificar	Compreender/ Aplicar	Interpretar/ Analisar	Criar	Total de itens/pontos
A. Compreensão do oral	1 item (5 pontos)	7 itens (35 pontos)			8 itens/ 40 pontos
B. Leitura		4 itens (24 pontos)	6 itens (36 pontos)		10 itens/ 60 pontos
C. Uso da língua		3 itens (40 pontos)			3 itens/ 40 pontos
D. Produção escrita				1 item (60 pontos)	1 item/ 60 pontos
Total de itens/pontos	1 item/ 5 pontos	14 itens/ 99 pontos	6 itens/ 36 pontos	1 item/ 60 pontos	22 itens/ 200 pontos

Name: _____ Year: _____ Class: _____ Number: _____ Mark: _____

Part A – Listening

You are going to listen to a text about what should be done to face the changing world of work.
You are going to listen twice. Read all the items first.



1. Choose the correct option (A, B or C) to complete the sentences according to what you hear.

[8 × 5 pontos]

1.1 Work patterns have changed particularly fast in the past ____ months.

- (A) ☐ 8
- (B) ☐ 18
- (C) ☐ 80

1.2 Dan Schawbel says companies' leaders should

- (A) ☐ assess employees' skills regularly.
- (B) ☐ remain fast, flexible and precise in their decisions.
- (C) ☐ know when and what to do at all times.

1.3 Peter Harte states companies need to make sure that employees

- (A) ☐ both work and are assessed digitally.
- (B) ☐ have what is needed to work remotely.
- (C) ☐ use technology to have better lives.

1.4 According to Dan Schawbel, employees' voices

- (A) ☐ are increasingly important and all should be heard.
- (B) ☐ have not been heard often enough recently.
- (C) ☐ should be heard by everyone in the company.

1.5 The Workforce Institute report on employee voice stated that, in the UK,

- (A) ☐ most employees think employers are unfair.
- (B) ☐ organizations treat people unfairly and differently.
- (C) ☐ undervaluation is linked to underrepresentation.

1.6 Both Dan Schawbel and Peter Harte think that

- (A) ☐ regular surveys are effective in hearing employees' voices
- (B) ☐ organizations need stronger teams to be able to thrive.
- (C) ☐ people-oriented companies are based on technology.

1.7 The Workplace Intelligence survey concluded that

- (A) ☐ more than half of employees prefer the way things are now.
- (B) ☐ most of the employees prefer to work with new technologies.
- (C) ☐ many employees wanted quicker answers from their employers.

1.8 At the end, we get to know that

- (A) ☐ employers need employees now more than before.
- (B) ☐ organizations have to consider employees' needs.
- (C) ☐ we can't predict what it will take to be successful.



Part B – Reading

You are going to read a text about the future of jobs.

So long nine-to-five: how the idea of work-life balance has changed forever

by Helena Pozniak



The pandemic was able to shift the conversation around flexible working from workplaces to everywhere. It also moved this conversation forward by about 10 years, say experts. But where do we go from here?

“The boundaries of nine-to-five are long, long gone. The pandemic just accelerated the flexibility that was happening anyway, and it will increase from now on. Employees can be more authentic, be themselves,” says Cecile Leroux, a workforce expert who is speaking from a wood-beamed farmhouse kitchen in Provence, where the Internet connection is decent and she has opted to spend a month.

But the flexibility afforded by technology hasn’t been entirely beneficial, says Leroux. Some remote workers are struggling to create boundaries, whether in time, in space or in their heads. Newspaper headlines warn that burnout is now common and working hours have increased. “Employers must help staff put life before work, or this level of burnout will continue,” says Leroux. “That’s why we need a change to what we call life-work technology, which allows an awareness of people’s quality of life.”

“We need to remind organizations of the flexibility which existed prior to the pandemic, and then explore how to go beyond that, looking at job design to incorporate greater flexibility,” she says. The use of technology, which is part of that flexibility, can allow staff to feel more engaged and to collaborate more easily. Online meetings have allowed more people to be included, and remote working definitely helps employees who feel marginalized in an office.

But will this shift make for a healthier work-life balance? According to Leroux, rather than seeking an artificial division, we should be looking at overall satisfaction, the ability to deal with the demands of work and of life outside work. “It’s the ability to devote the time and energy you want to all those different elements,” she says. This is what Leroux means when
 25 she refers to “life-work”, rather than the more frequently used “work-life”. She explains life-work as “acknowledging you have a life and it’s not just about work.”

This is particularly pertinent for frontline staff who work hourly shift after hourly shift and must be present to do their jobs. While they may not be able to benefit from remote working, it is possible for employers to provide them with not only more control over their
 30 schedules, but also greater flexibility, which is what they want for now. This type of control and flexibility is something “organizations are going to have to get creative at offering,” says Leroux. And, while technology won’t create flexibility alone, she adds, it can make a difference if used well.

<https://www.theguardian.com> (adapted; accessed in November 2021)

1. Match the words on the left with the word/expression they refer to in the text. Two options do not apply.

[2 × 6 pontos]

1.1 The word “who”, in these lines, refers to:

- | | | |
|------------------|---|---------------------|
| a. who (line 6) | • | 1. employees |
| b. who (line 19) | • | 2. employers |
| c. who (line 27) | • | 3. frontline staff |
| | • | 4. people |
| | • | 5. workforce expert |

1.2 The word “which”, in these lines, refers to:

- | | | |
|--------------------|---|-------------------------|
| a. which (line 14) | • | 1. awareness |
| b. which (line 15) | • | 2. flexibility |
| c. which (line 17) | • | 3. life-work technology |
| | • | 4. pandemic |
| | • | 5. use of technology |

2. Match each word on the left with the word on the right that can replace it in the text. Two options do not apply.

[6 pontos]

- | | | |
|--------------------|---|-----------------|
| a. shift (line 1) | • | 1. vary |
| b. shift (line 21) | • | 2. period |
| c. shift (line 27) | • | 3. modification |
| | • | 4. exchange |
| | • | 5. displace |

3. Choose the correct option (A, B, C or D) to complete the sentences according to the text.

[5 × 6 pontos]

3.1 The word “afforded” (line 9), means

- (A) ☐ bore.
- (B) ☐ paid for.
- (C) ☐ provided.
- (D) ☐ purchased.

3.2 From paragraph 2, we can infer that

- (A) ☐ Cecile Leroux won’t work at an office anymore.
- (B) ☐ many employees will have to work longer hours.
- (C) ☐ people won’t have the chance to work nine to five.
- (D) ☐ there will be more flexible work arrangements.

3.3 In paragraph 3, Cecile Leroux implies that

- (A) ☐ burnout may cause absenteeism if left untreated.
- (B) ☐ life-work technology will improve workers’ lives.
- (C) ☐ remote work has more drawbacks than benefits.
- (D) ☐ workers must fight for reduced working hours.

3.4 According to paragraph 4,

- (A) ☐ if you use technology, you will feel engaged.
- (B) ☐ if you use technology, you will feel included.
- (C) ☐ remote working and flexibility increase inclusion.
- (D) ☐ remote working and flexibility mean the same.

3.5 In this text, the writer’s main purpose is to

- (A) ☐ stress the importance of remote working and flexibility.
- (B) ☐ show the differences between work-life and life-work.
- (C) ☐ persuade employers and employees to avoid burnout.
- (D) ☐ explain and exemplify the meaning of work-life balance.

4. Complete the sentences according to paragraphs 5 to 6.**Use between three and five words in each space.**

[2 × 6 pontos]

- a. When we use the expression “life-work” instead of “work-life”, we want people to get the message that _____.
- b. Frontline staff would like to have more _____.

Part C – Use of language

1. Complete each of the spaces in the paragraph below with a partitive (for example: cup, slice...).

[5 × 2 pontos]

For me, it's a **a.** _____ of respect when employers allow employees to have a good life-work balance. Provided that we do our **b.** _____ of work in time, we should be able to enjoy our lives and have a **c.** _____ of fun. I believe this will be much more common in the future. Workers will be able to go out for a **d.** _____ of coffee or a **e.** _____ of pizza with their family and friends more often.

2. Rewrite the sentences using the correlative conjunctions in brackets. Make the necessary changes.

[4 × 5 pontos]

- a.** According to some experts, flexibility should be compulsory for employers and optional for employees. (**both... and**)

- b.** The idea of working remotely isn't appealing to many of my friends and it isn't appealing to me either. (**neither... nor**)

- c.** Frontline staff would like to have more control over their schedules and also greater flexibility. (**not only... but also**)

- d.** Remote workers are more likely to feel extremely tired for one of two reasons: working longer hours or not having enough rest. (**either... or**)

3. Complete the sentences with the correct adjective + preposition from the box.

[5 × 2 pontos]

afraid of brilliant at interested in sorry about terrible at

- a.** Frontline staff are _____ saying no when employers ask them for help even though they might be feeling extremely tired. They always say yes.
- b.** I'm just _____ not having been able to help her choose the best work arrangement.
- c.** I've always been _____ losing my job if I ever told my manager I would rather work from home.
- d.** Many people are _____ starting their own business because they don't like the thought of having to follow someone's orders.
- e.** Some employees are _____ maintaining the perfect life-work balance. They manage to do everything and never get stressed.

Part D – Writing

Your English teacher wants to know what your favourite flexible work arrangement is. Write a descriptive text (120–150 words) about it.

Remember to:

- provide three details;
- illustrate each of them with examples.

[60 pontos]

Critérios de classificação

Parte A – Compreensão do oral

1.1 a 1.8 (8 × 5 pontos) **40 pontos**

Itens	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
Chave	A	A	A	A	B	C	B	B

Parte B – Leitura

1.1 e 1.2 (2 × 6 pontos) **12 pontos**

Chave:

1.1 a. 5 b. 1 c. 3

1.2 a. 3 b. 2 c. 5

2. **6 pontos**

Chave:

a. 5 b. 3 c. 2

3.1 a 3.5 (5 × 6 pontos) **30 pontos**

Itens	3.1	3.2	3.3	3.4	3.5
Chave	C	D	B	C	A

4. (2 × 6 pontos) **12 pontos**

Níveis	Descritores de desempenho	Pontuação
2	Completa a frase de acordo com o texto e com correção gramatical. Pode escrever com incorreções de grafia e de pontuação não impeditivas da compreensão. Não excede o número de palavras sugerido.	6
1	Completa a frase de acordo com o texto. Pode escrever com incorreções linguísticas não impeditivas da compreensão. Pode exceder o número de palavras sugerido.	3

Exemplo:

a. life is more than work

b. control and flexibility

Parte C – Uso da língua

1. (5 × 2 pontos) **10 pontos**

Exemplo:

a. sign **b.** share **c.** bit **d.** cup **c.** slice

2. (4 × 5 pontos) **20 pontos**

Chave:

- a. According to some experts, flexibility should be both compulsory for employers and optional for employees.
- b. The idea of working remotely is appealing neither to many of my friends nor to me.
- c. Frontline staff would like to have not only more control over their schedules, but also greater flexibility.
- d. Remote workers are more likely to feel extremely tired either because they work longer hours or because they don't have enough rest.

3. (5 × 2 pontos) **10 pontos**

Chave:

- a. terrible at b. sorry about c. afraid of d. interested in e. brilliant at

Parte D – Produção escrita

Nível/ Pontuação	Conteúdo	Funções comunicativas	Coerência e coesão	Correção linguística
N4 15 pontos	O conteúdo é adequado, revelante e suficiente face à tarefa proposta.	O aluno cumpre os objetivos de comunicação da tarefa proposta, utilizando as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, com utilização dos elementos de ligação adequados.	- O vocabulário é variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão ou deturpam o sentido.
N3 11 pontos	O conteúdo é geralmente adequado, relevante e suficiente face à tarefa proposta, embora possa apresentar pequenos lapsos ou irrelevâncias.	O aluno cumpre os objetivos de comunicação da tarefa proposta, embora nem sempre utilize as funções previstas e adequadas ao texto pretendido.	O texto é estruturalmente organizado e coerente, embora nem sempre os elementos de ligação utilizados sejam adequados.	- O vocabulário é geralmente variado e adequado à tarefa. - Erros linguísticos eventuais não impedem a compreensão, embora possam deturpar o sentido pretendido.
N2 7 pontos	O conteúdo nem sempre é adequado, relevante e/ou suficiente face à tarefa proposta, revelando algum grau de incompreensão da tarefa.	O aluno cumpre parcialmente os objetivos de comunicação da tarefa proposta, pois não utiliza as funções adequadas ao texto pretendido.	O texto revela alguma incoerência estrutural e nem sempre os elementos de ligação utilizados são adequados.	- O vocabulário nem sempre é variado e/ou adequado à tarefa. - Erros linguísticos podem impedir a compreensão e/ou deturpar o sentido pretendido.
N1 3 pontos	O conteúdo é maioritariamente inadequado, irrelevante e/ou insuficiente face à tarefa proposta.	Os objetivos de comunicação da tarefa proposta não são cumpridos maioritariamente, pelo que o texto produzido é funcionalmente pouco adequado.	O texto é maioritariamente incoerente e estruturalmente pouco organizado.	- O vocabulário é maioritariamente repetitivo e/ou inadequado à tarefa. - Erros linguísticos frequentes impedem a compreensão e/ou deturpam o sentido pretendido.

GRELHA DE CLASSIFICAÇÃO

SCHOOL: _____				Class: _____											
N.º	Name	Part A (40 p)		Part B (60 p)				Total	Part C (40 p)			Part D (60 p)		Total (200 p)	
		1 8 × 5 p	Total	1 2 × 6 p	2 6 p	3 5 × 6 p	4 2 × 6 p		1 5 × 2 p	2 4 × 5 p	3 5 × 2 p	1 60 p	Total		
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II. Guiões de interação e produção orais

Áreas temáticas/situacionais

O Jovem e o Consumo: hábitos de consumo; ética da produção e comercialização de bens.

Informações prévias

- Este guião está dividido em três partes, a que correspondem atividades de interação (professor-aluno), produção (individual) e interação (aluno-aluno).
- Os professores não devem introduzir quaisquer alterações ao guião.
- Se possível, os professores devem aplicar o guião a cada par de alunos sem estarem na presença dos restantes elementos da turma e deverá estar presente um professor classificador, cuja função será apenas classificar.
- Os tempos apresentados são uma referência para a duração da aplicação do guião.

Instruções gerais

- Caso os alunos ultrapassem o tempo previsto, o professor deve interrompê-los, dizendo: **Thank you.**
- Caso os alunos falem baixo, o professor deve dizer: **I’m sorry, but I can’t hear you. Could you speak louder, please?** (Este pedido pode ser repetido ao longo de todo o guião, se necessário.)

1.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] Good morning/afternoon. First, I'm going to ask each of you some questions.
Professor Aluno A +/- 1'	So, [nome do aluno A], • Do you consider that you contribute to the consumerist society? (Why? / Why not?) • Have you ever bought a product which you didn't actually need? (What was it?) (Why?) / (Why not?) • In your opinion, how important is it to be able to go shopping whenever you want? (Why?) • Tell me about the last time you went shopping.
Professor	Thank you.
Professor Aluno B +/- 1'	And you, [nome do aluno B], • Do you prefer to go shopping alone or with your friends or family? (Why?) • In your opinion, do people nowadays worry about the quality of the products they buy? (Why?) • What is the most important skill you think today's consumers should develop? • Tell me about the last time you decided not to buy something.
Professor	Thank you. That is the end of part 1.
Instruções específicas • O professor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o professor não deve fazê-las. • Mesmo que não tenham sido feitas todas as perguntas, o professor deve dar por terminada esta parte assim que o aluno usar o tempo previsto.	

2.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	<i>[O professor dirige-se aos dois alunos, em simultâneo.]</i> I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about one minute, and also to answer a question related to your partner's photographs. You mustn't interrupt your partner while he/she is speaking. You have a maximum of 15 seconds to look at the photographs.
Aluno B +/- 15"	<i>[Nome do aluno B], it's your turn first. Here are your photographs. [O professor entrega o conjunto de fotografias 1 ao aluno B.]</i> They show different environmental problems .
Professor	I'd like you to compare the photographs, and say what environmental problems can be caused by consumerism .
Aluno B +/- 1'	
Professor	Thank you. <i>[Nome do aluno A], which of these environmental problems do you think is the most serious? (Why?)</i>
Aluno A +/- 15"	
Professor	Thank you. Can I have the photographs, please? <i>[O professor recolhe o conjunto de fotografias 1.]</i>
Aluno A +/- 15"	Now, <i>[nome do aluno A]</i> , here are your photographs. <i>[O professor entrega o conjunto de fotografias 2 ao aluno A.]</i> They show different situations in which consumerism can impact on people's lives .
Professor	I'd like you to compare the photographs, and say in what situations consumerism can impact on people's lives .
Aluno A +/- 1'	
Professor	Thank you. <i>[Nome do aluno B], which of these situations do you think is the most serious? (Why?)</i>
Aluno B +/- 15"	
Professor	Thank you. Can I have the photographs, please? <i>[O professor recolhe o conjunto de fotografias 2.]</i> That is the end of part 2.
Instruções específicas • Caso o discurso do aluno seja insuficiente, revele pouco conteúdo ou o aluno tenha dificuldade em começar a falar, o professor deve ajudá-lo, fazendo algumas das perguntas seguintes: • What are the differences between the photographs? • What about the similarities? • What do you mean? • Can you expand on that? • Caso o aluno se afaste do tema, o professor deve lembrar-lhe a tarefa, dizendo: Remember you have to... <i>[O professor repete a instrução.]</i> • Caso o aluno ultrapasse o tempo previsto, o professor deve interrompê-lo, dizendo: Thank you.	

3.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] Now, I'd like you to talk about something together for about two minutes. I'd like you to imagine that I have asked you to discuss the strategies people can use to fight consumerism. Here are some strategies that you should consider and a question for you to discuss. First, you have a maximum of 15 seconds to look at the task. [O professor entrega o documento aos alunos.]
Alunos +/- 15"	
Professor	Now, talk to each other about what strategies people can use to fight consumerism.
Alunos +/- 2'	
Professor	Thank you. Now, you have about one minute to discuss which strategy is the most effective and why.
Alunos +/- 1'	
Professor	Thank you. Can I have the handout, please? [O professor recolhe o documento.] That is the end of your test.
Instruções específicas • Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de 15 segundos, o professor deve repetir as instruções ou dizer: Could you start, please? • Caso os alunos não interajam entre si, o professor deve lembrá-los de que devem fazê-lo, dizendo: Remember you have to talk to each other. • Caso um aluno fale muito mais do que outro, o professor deve tentar equilibrar as suas intervenções, dizendo: Remember both of you have to talk. • Caso os alunos se afastem do tema, o professor deve lembrar-lhes a tarefa, dizendo: Remember you have to... [O professor repete a instrução.]	

2.ª PARTE

Set 1

What environmental problems can be caused by consumerism?



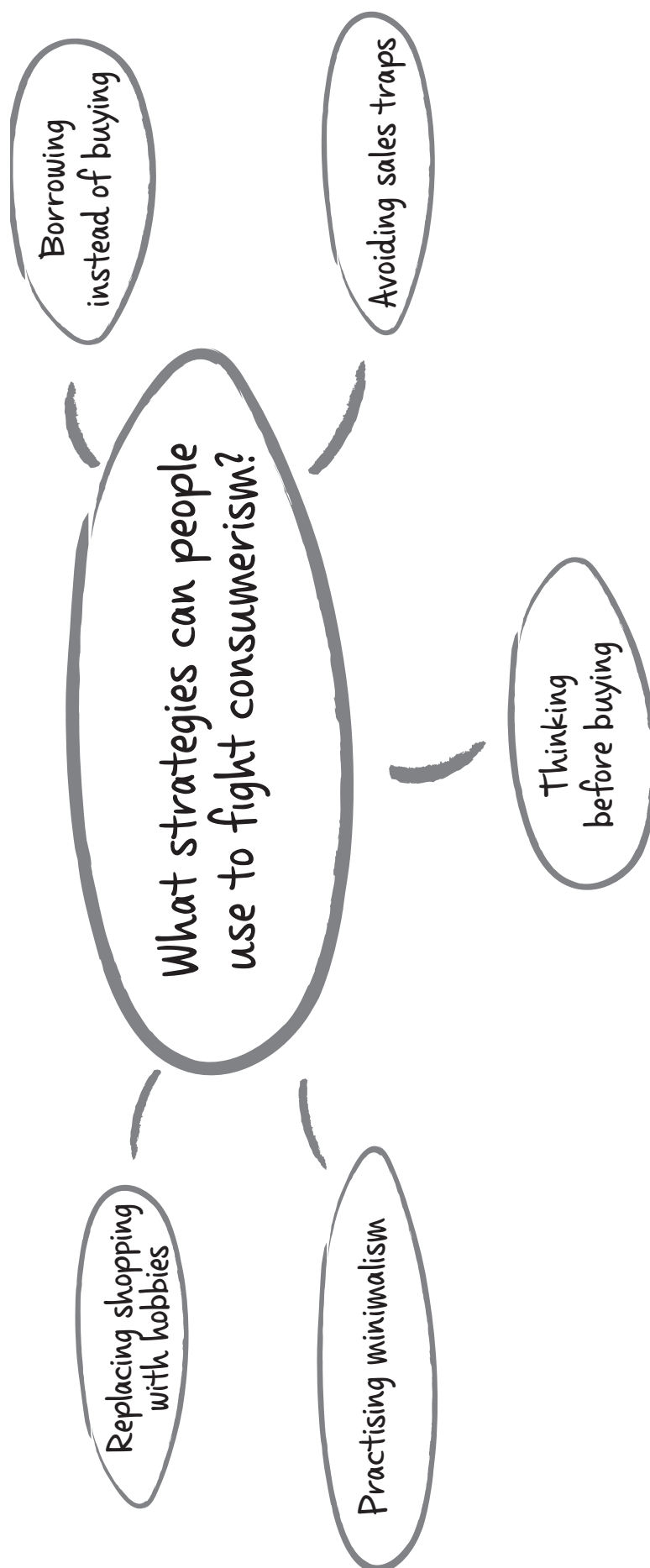
2.ª PARTE

Set 2

In what situations can consumerism impact on people's lives?



3.ª PARTE



Áreas temáticas/situacionais

O Mundo à Nossa Volta: ameaças ao ambiente; questões demográficas.

Informações prévias

- Este guião está dividido em três partes, a que correspondem atividades de interação (professor-aluno), produção (individual) e interação (aluno-aluno).
- Os professores não devem introduzir quaisquer alterações ao guião.
- Se possível, os professores devem aplicar o guião a cada par de alunos sem estarem na presença dos restantes elementos da turma e deverá estar presente um professor classificador, cuja função será apenas classificar.
- Os tempos apresentados são uma referência para a duração da aplicação do guião.

Instruções gerais

- Caso os alunos ultrapassem o tempo previsto, o professor deve interrompê-los, dizendo: **Thank you.**
- Caso os alunos falem baixo, o professor deve dizer: **I’m sorry, but I can’t hear you. Could you speak louder, please?** (Este pedido pode ser repetido ao longo de todo o guião, se necessário.)

1.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] Good morning/afternoon. First, I'm going to ask each of you some questions.
Professor Aluno A +/- 1'	So, [nome do aluno A], • Do you consider yourself to be environmentally friendly? (Why? / Why not?) • Have you ever felt you were harming the environment? (What did you do?) (Why?) / (What would you have done if you did?) (Why?) • In your opinion, how important is it for students to learn environmental education at school? (Why?) • Tell me about the last time you were worried about an environmental problem.
Professor	Thank you.
Professor Aluno B +/- 1'	And you, [nome do aluno B], • In your opinion, do people nowadays worry about the impact their actions have on the environment? (Why?) • Have you ever thought of joining an environmental organization? (Why? / Why not?) • Do you think it is important for families to talk about environmental problems at home? (Why?) • Tell me about the last time you decided to do something to help the planet.
Professor	Thank you. That is the end of part 1.
Instruções específicas • O professor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o professor não deve fazê-las. • Mesmo que não tenham sido feitas todas as perguntas, o professor deve dar por terminada esta parte assim que o aluno usar o tempo previsto.	

2.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	<i>[O professor dirige-se aos dois alunos, em simultâneo.]</i> I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about one minute, and also to answer a question related to your partner's photographs. You mustn't interrupt your partner while he/she is speaking. You have a maximum of 15 seconds to look at the photographs.
Aluno B +/- 15''	<i>[Nome do aluno B], it's your turn first. Here are your photographs. [O professor entrega o conjunto de fotografias 1 ao aluno B.]</i> They show different actions that can help the environment.
Professor	I'd like you to compare the photographs, and say in what ways these actions can help the environment.
Aluno B +/- 1'	
Professor	Thank you. <i>[Nome do aluno A], which of these actions do you think is the most effective? (Why?)</i>
Aluno A +/- 15''	
Professor	Thank you. Can I have the photographs, please? <i>[O professor recolhe o conjunto de fotografias 1.]</i>
Aluno A +/- 15''	Now, <i>[nome do aluno A]</i> , here are your photographs. <i>[O professor entrega o conjunto de fotografias 2 ao aluno A.]</i> They show different types of pollution that can impact on people's lives.
Professor	I'd like you to compare the photographs, and say in what ways these types of pollution can impact on people's lives.
Aluno A +/- 1'	
Professor	Thank you. <i>[Nome do aluno B], which of these types of pollution do you think is the most serious? (Why?)</i>
Aluno B +/- 15''	
Professor	Thank you. Can I have the photographs, please? <i>[O professor recolhe o conjunto de fotografias 2.]</i> That is the end of part 2.
Instruções específicas • Caso o discurso do aluno seja insuficiente, revele pouco conteúdo ou o aluno tenha dificuldade em começar a falar, o professor deve ajudá-lo, fazendo algumas das perguntas seguintes: • What are the differences between the photographs? • What about the similarities? • What do you mean? • Can you expand on that? • Caso o aluno se afaste do tema, o professor deve lembrar-lhe a tarefa, dizendo: Remember you have to... <i>[O professor repete a instrução.]</i> • Caso o aluno ultrapasse o tempo previsto, o professor deve interrompê-lo, dizendo: Thank you.	

3.^a PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] Now, I'd like you to talk about something together for about two minutes. I'd like you to imagine that I have asked you to discuss how environmental problems damage the planet. Here are some problems that you should consider and a question for you to discuss. First, you have a maximum of 15 seconds to look at the task. [O professor entrega o documento aos alunos.]
Alunos +/- 15"	
Professor	Now, talk to each other about how these environmental problems damage the planet.
Alunos +/- 2'	
Professor	Thank you. Now, you have about one minute to discuss which problem damages the planet the most and why.
Alunos +/- 1'	
Professor	Thank you. Can I have the handout, please? [O professor recolhe o documento.] That is the end of your test.
Instruções específicas • Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de 15 segundos, o professor deve repetir as instruções ou dizer: Could you start, please? • Caso os alunos não interajam entre si, o professor deve lembrá-los de que devem fazê-lo, dizendo: Remember you have to talk to each other. • Caso um aluno fale muito mais do que outro, o professor deve tentar equilibrar as suas intervenções, dizendo: Remember both of you have to talk. • Caso os alunos se afastem do tema, o professor deve lembrar-lhes a tarefa, dizendo: Remember you have to... [O professor repete a instrução.]	

2.ª PARTE

Set 1

In what ways can these actions help the environment?



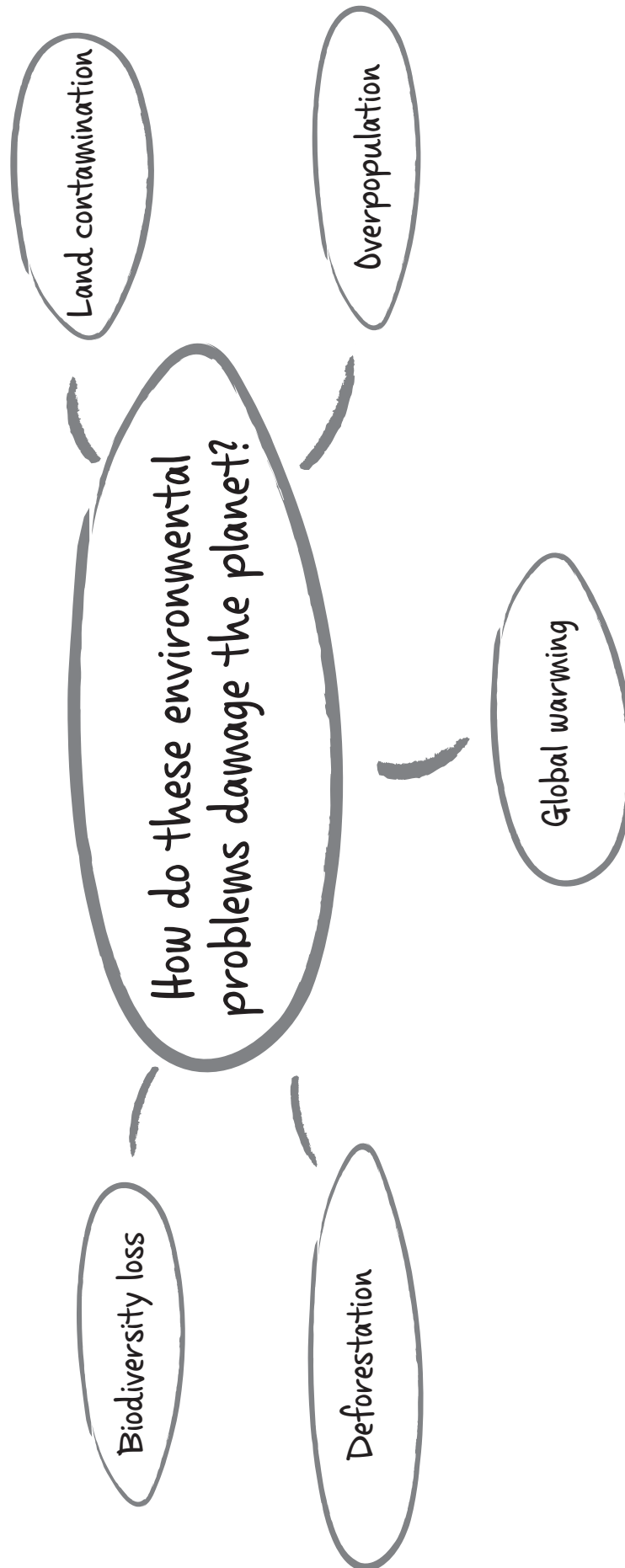
2.ª PARTE

Set 2

In what ways can these types of pollution impact on people's lives?



3.ª PARTE



Áreas temáticas/situacionais

Um Mundo de Muitas Culturas: diversidade de culturas de expressão inglesa; sociedade multicultural; movimentos e organizações de ação social e voluntariado.

Informações prévias

- Este guião está dividido em três partes, a que correspondem atividades de interação (professor-aluno), produção (individual) e interação (aluno-aluno).
- Os professores não devem introduzir quaisquer alterações ao guião.
- Se possível, os professores devem aplicar o guião a cada par de alunos sem estarem na presença dos restantes elementos da turma e deverá estar presente um professor classificador, cuja função será apenas classificar.
- Os tempos apresentados são uma referência para a duração da aplicação do guião.

Instruções gerais

- Caso os alunos ultrapassem o tempo previsto, o professor deve interrompê-los, dizendo: **Thank you.**
- Caso os alunos falem baixo, o professor deve dizer: **I’m sorry, but I can’t hear you. Could you speak louder, please?** (Este pedido pode ser repetido ao longo de todo o guião, se necessário.)

1.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] Good morning/afternoon. First, I'm going to ask each of you some questions.
Professor Aluno A +/- 1'	So, [nome do aluno A], • In your opinion, how different are your habits and customs from those of immigrants who have lived in Portugal for many years? (Why?) • Who do you think is more affected by discrimination: young people or adults? (Why?) • Have you ever considered yourself to be more respectful of other cultures than other people? (Why? / Why not?) • Tell me about how young people can promote respect for other cultures.
Professor	Thank you.
Professor Aluno B +/- 1'	And you, [nome do aluno B], • Have you ever felt any type of discrimination? (How did you react?) (Why?) / (How would you have reacted if you had?) (Why?) • In your opinion, how important is it for students to learn multicultural education at school? (Why?) • Do you usually go out with people who have different cultural backgrounds? (What do you do together?) / (Would you like to?) (Why? / Why not?) • Tell me about a culture you would like to know more about. (Why?)
Professor	Thank you. That is the end of part 1.
Instruções específicas • O professor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o professor não deve fazê-las. • Mesmo que não tenham sido feitas todas as perguntas, o professor deve dar por terminada esta parte assim que o aluno usar o tempo previsto.	

2.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about one minute, and also to answer a question related to your partner's photographs. You mustn't interrupt your partner while he/she is speaking. You have a maximum of 15 seconds to look at the photographs. [Nome do aluno B], it's your turn first. Here are your photographs. [O professor entrega a fotografia 1 ao aluno B.] They show different types of contexts in which leaders can fight against religious discrimination.
Aluno B +/- 15''	
Professor	I'd like you to compare the photographs, and say how leaders can fight against religious discrimination.
Aluno B +/- 1'	
Professor	Thank you. [Nome do aluno A], which leaders do you think are the most effective in fighting against religious discrimination: political or religious? (Why?)
Aluno A +/- 15''	
Professor	Thank you. Can I have the photographs, please? [O professor recolhe o conjunto de fotografias 1.] Now, [nome do aluno A], here are your photographs. [O professor entrega o conjunto de fotografias 2 ao aluno A.] They show different types of contexts in which society can fight against cultural discrimination.
Aluno A +/- 15''	
Professor	I'd like you to compare the photographs, and say how society can fight against cultural discrimination.
Aluno A +/- 1'	
Professor	Thank you. [Nome do aluno B], which of these types of contexts do you think is the most relevant? (Why?)
Aluno B +/- 15''	
Professor	Thank you. Can I have the photographs, please? [O professor recolhe o conjunto de fotografias 2.] That is the end of part 2.
Instruções específicas • Caso o discurso do aluno seja insuficiente, revele pouco conteúdo ou o aluno tenha dificuldade em começar a falar, o professor deve ajudá-lo, fazendo algumas das perguntas seguintes: • What are the differences between the photographs? • What about the similarities? • What do you mean? • Can you expand on that? • Caso o aluno se afaste do tema, o professor deve relembrar-lhe a tarefa, dizendo: Remember you have to... [O professor repete a instrução.] • Caso o aluno ultrapasse o tempo previsto, o professor deve interrompê-lo, dizendo: Thank you.	

3.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	<i>[O professor dirige-se aos dois alunos, em simultâneo.]</i> Now, I'd like you to talk about something together for about two minutes. I'd like you to imagine that I have asked you to discuss the advantages of living in a multicultural society. Here are some advantages that you should consider and a question for you to discuss. First, you have a maximum of 15 seconds to look at the task. <i>[O professor entrega o documento aos alunos.]</i>
Alunos +/- 15"	
Professor	Now, talk to each other about what the advantages are of living in a multicultural society.
Alunos +/- 2"	
Professor	Thank you. Now, you have about one minute to discuss which advantage is the biggest and why.
Alunos +/- 1'	
Professor	Thank you. Can I have the handout, please? <i>[O professor recolhe o documento.]</i> That is the end of your test.
Instruções específicas • Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de 15 segundos, o professor deve repetir as instruções ou dizer: Could you start, please? • Caso os alunos não interajam entre si, o professor deve lembrá-los de que devem fazê-lo, dizendo: Remember you have to talk to each other. • Caso um aluno fale muito mais do que outro, o professor deve tentar equilibrar as suas intervenções, dizendo: Remember both of you have to talk. • Caso os alunos se afastem do tema, o professor deve lembrar-lhes a tarefa, dizendo: Remember you have to... <i>[O professor repete a instrução.]</i>	

2.ª PARTE

Set 1

How can leaders fight against religious discrimination?



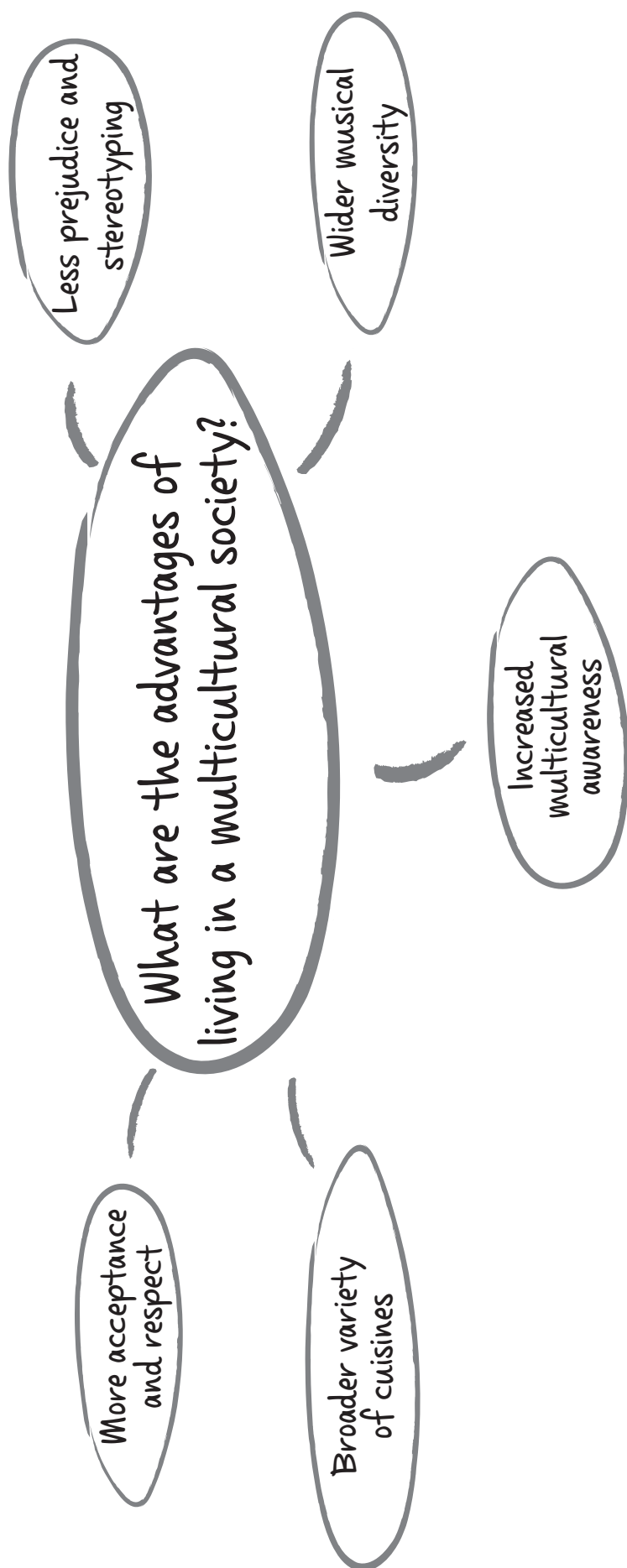
2.ª PARTE

Set 2

How can society fight against cultural discrimination?



3.ª PARTE



Áreas temáticas/situacionais

O Mundo do Trabalho: o mundo do trabalho em mudança; o jovem perante as mudanças.

Informações prévias

- Este guião está dividido em três partes, a que correspondem atividades de interação (professor-aluno), produção (individual) e interação (aluno-aluno).
- Os professores não devem introduzir quaisquer alterações ao guião.
- Se possível, os professores devem aplicar o guião a cada par de alunos sem estarem na presença dos restantes elementos da turma e deverá estar presente um professor classificador, cuja função será apenas classificar.
- Os tempos apresentados são uma referência para a duração da aplicação do guião.

Instruções gerais

- Caso os alunos ultrapassem o tempo previsto, o professor deve interrompê-los, dizendo: **Thank you.**
- Caso os alunos falem baixo, o professor deve dizer: **I’m sorry, but I can’t hear you. Could you speak louder, please?** (Este pedido pode ser repetido ao longo de todo o guião, se necessário.)

1.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] Good morning/afternoon. First, I'm going to ask each of you some questions.
Professor Aluno A +/- 1'	So, [nome do aluno A], • What is your dream job? (Why?) • Do you think it will be easy for you to have that job in the future? (Why? / Why not?) • In your opinion, how important is it for students to learn employability skills at school, such as decision-making and planning? (Why?) • Tell me about your most important concern about the future world of work. (Why?)
Professor	Thank you.
Professor Aluno B +/- 1'	And you, [nome do aluno B], • In your opinion, do young people nowadays worry about developing the skills they need for a future job? (Why? / Why not?) • Have you ever thought of volunteering to help you develop the skills you need for a future job? (Why? / Why not?) • Do you think it is important for families to help young people choose a future job? (Why?) • Tell me about a job you wouldn't like to have in the future. (Why?)
Professor	Thank you. That is the end of part 1.
Instruções específicas • O professor deve seguir a ordem das perguntas apresentadas. Caso o aluno antecipe respostas a perguntas previstas, o professor não deve fazê-las. • Mesmo que não tenham sido feitas todas as perguntas, o professor deve dar por terminada esta parte assim que o aluno usar o tempo previsto.	

2.ª PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about one minute, and also to answer a question related to your partner's photographs. You mustn't interrupt your partner while he/she is speaking. You have a maximum of 15 seconds to look at the photographs. [Nome do aluno B], it's your turn first. Here are your photographs. [O professor entrega o conjunto de fotografias 1 ao aluno B.] They show different types of areas where people can work.
Aluno B +/- 15''	
Professor	I'd like you to compare the photographs, and say what the advantages and disadvantages are of working in these types of areas .
Aluno B +/- 1'	
Professor	Thank you. [Nome do aluno A], in which of these areas would you prefer to work? (Why?)
Aluno A +/- 15''	
Professor	Thank you. Can I have the photographs, please? [O professor recolhe o conjunto de fotografias 1.]
	Now, [nome do aluno A], here are your photographs. [O professor entrega o conjunto de fotografias 2 ao aluno A.] They show different types of places where people can work .
Aluno A +/- 15''	
Professor	I'd like you to compare the photographs, and what the advantages and disadvantages are of working in these types of places .
Aluno A +/- 1'	
Professor	Thank you. [Nome do aluno B], in which of these places would you prefer to work? (Why?)
Aluno B +/- 15''	
Professor	Thank you. Can I have the photographs, please? [O professor recolhe o conjunto de fotografias 2.] That is the end of part 2.
Instruções específicas • Caso o discurso do aluno seja insuficiente, revele pouco conteúdo ou o aluno tenha dificuldade em começar a falar, o professor deve ajudá-lo, fazendo algumas das perguntas seguintes: • What are the differences between the photographs? • What about the similarities? • What do you mean? • Can you expand on that? • Caso o aluno se afaste do tema, o professor deve lembrar-lhe a tarefa, dizendo: Remember you have to... [O professor repete a instrução.] • Caso o aluno ultrapasse o tempo previsto, o professor deve interrompê-lo, dizendo: Thank you.	

3.^a PARTE

Intervenientes e tempos	Descrição das atividades
Professor	[O professor dirige-se aos dois alunos, em simultâneo.] Now, I'd like you to talk about something together for about two minutes. I'd like you to imagine that I have asked you to discuss jobs that may be challenging . Here are some jobs that you should consider and a question for you to discuss. First, you have a maximum of 15 seconds to look at the task. [O professor entrega o documento aos alunos.]
Alunos +/- 15''	
Professor	Now, talk to each other about why these jobs may be challenging .
Alunos +/- 2'	
Professor	Thank you. Now, you have about a minute to discuss which job is the most challenging and why .
Alunos +/- 1'	
Professor	Thank you. Can I have the handout, please? [O professor recolhe o documento.] That is the end of your test.
Instruções específicas • Caso nenhum dos alunos tome a iniciativa e tenham decorrido mais de 15 segundos, o professor deve repetir as instruções ou dizer: Could you start, please? • Caso os alunos não interajam entre si, o professor deve lembrá-los de que devem fazê-lo, dizendo: Remember you have to talk to each other. • Caso um aluno fale muito mais do que outro, o professor deve tentar equilibrar as suas intervenções, dizendo: Remember both of you have to talk. • Caso os alunos se afastem do tema, o professor deve lembrar-lhes a tarefa, dizendo: Remember you have to... [O professor repete a instrução.]	

2.ª PARTE

Set 1

What are the advantages and disadvantages of working in these types of areas?



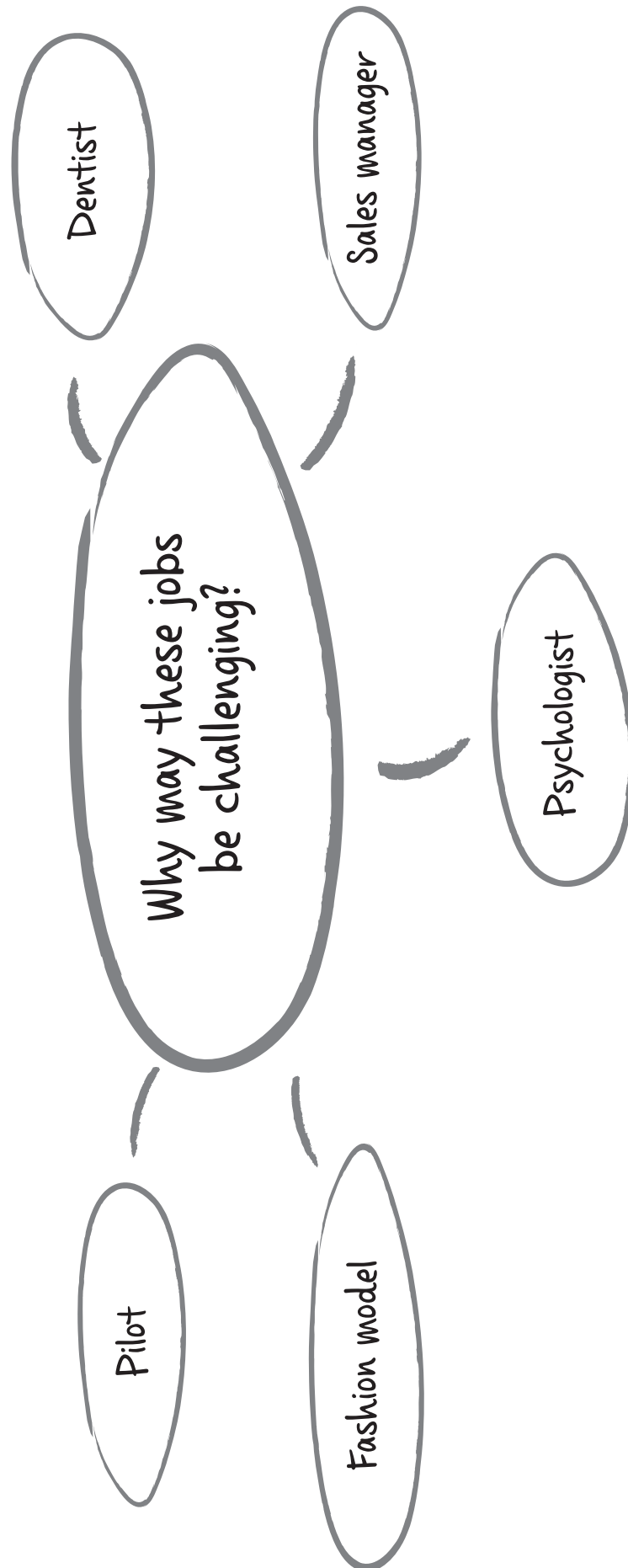
2.ª PARTE

Set 2

What are the advantages and disadvantages of working in these types of places?



3.ª PARTE



Critérios de classificação e descritores

Níveis de proficiência				
	Excelente	Bom	Suficiente	Insuficiente
Crítérios				
Âmbito	40 • Usa um conjunto amplo e variado de recursos linguísticos simples e complexos e adequados para exprimir as ideias.	30 • Usa um conjunto variado de recursos linguísticos simples e complexos e adequados para exprimir as ideias.	20 • Usa um conjunto limitado de recursos linguísticos simples e nem sempre adequados para exprimir as ideias.	10 • Usa um conjunto muito limitado de recursos linguísticos simples, muitas vezes repetidos e nem sempre adequados para exprimir as ideias.
Correção	40 • O discurso é quase sempre gramaticalmente correto. • Os erros pontuais não impedem a compreensão. • A interferência da língua materna é mínima. • A pronúncia é clara e compreensível.	30 • O discurso é geralmente gramaticalmente correto. • Os erros pontuais não impedem a compreensão. • A interferência da língua materna é mínima. • A pronúncia é geralmente clara e compreensível.	20 • O discurso tem erros e há alguma interferência da língua materna, que, em geral, não impedem a compreensão. • A pronúncia é por vezes pouco clara, mas, em geral, compreensível.	10 • O discurso tem erros numerosos e interferência da língua materna, que podem impedir a compreensão. • A pronúncia é muitas vezes o que pode dificultar a compreensão.
Fluência	40 • O discurso é fluente e natural, com bom ritmo. • As pausas e as hesitações são pontuais.	30 • O discurso é fluente e natural, com bom ritmo. • As pausas e as hesitações ocasionais não impedem a fluência.	20 • O discurso é razoavelmente fluente. • O ritmo e a fluência são por vezes quebrados por pausas e hesitações.	10 • O discurso é muitas vezes hesitante. • Há pausas frequentes ou frases incompletas.
Desenvolvimento temático	40 • Consegue facilmente manter uma conversa ou uma discussão. • Os argumentos e as ideias são adequados, claros e pertinentes. • Usa elementos de coesão adequados e variados para ligar as ideias.	30 • Consegue manter uma conversa ou uma discussão dentro de temas que domina. • Os argumentos e as ideias são geralmente adequados, claros e pertinentes. • Usa elementos de coesão adequados e variados para ligar as ideias.	20 • Consegue manter uma conversa ou uma discussão com algumas hesitações dentro de temas que domina. • Os argumentos e as ideias são geralmente adequados e pertinentes embora nem sempre claros. • Usa elementos de coesão simples, mas adequados e variados para ligar as ideias.	10 • Mantém uma conversa ou uma discussão com hesitações ou com muitas dificuldades. • Repete ou reformula um número limitado de argumentos ou ideias, nem sempre adequados. • O discurso é por vezes incoerente e usa elementos de coesão elementares e pouco variados.
Interação	40 • Interage naturalmente e sem problemas de compreensão do que ouve. • Toma a iniciativa de perguntar ou dar explicações de forma confiante. • Respeita a sua vez e a vez do interlocutor.	30 • Interage naturalmente e geralmente não tem problemas de compreensão do que ouve. • Toma a iniciativa de perguntar ou dar explicações de forma confiante embora com algumas hesitações. • Respeita a sua vez e a vez do interlocutor.	20 • Revela por vezes alguns problemas de compreensão do que ouve. • Pode tomar a iniciativa de perguntar ou dar explicações embora com hesitações e nem sempre com sucesso. • Respeita a sua vez e a vez do interlocutor.	10 • Revela frequentemente problemas de compreensão do que ouve. • Raramente é capaz de tomar a iniciativa de perguntar ou dar explicações. • Pode não respeitar ou não ser capaz de respeitar a sua vez e a vez do interlocutor.

GRELHA DE CLASSIFICAÇÃO

ESCOLA: _____		Turma: _____		Data: ____/____/____			
N.º	Nome	Interação e produção orais				Total (200 p)	
		Âmbito (gramatical e vocabular)	Correção/Controlo	Fluência	Desenvolvimento temático, coerência e coesão		Interação
		40 p	40 p	40 p	40 p		40 p
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Notes



Rubrics

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I. Introduction

1. Assessing listening activities

Listening skills are not usually assessed by themselves in the English classroom as they are usually included in a multi-skilled test. However, we can assess listening skills — whatever the activity used. **Step Up 11** presents a set of listening assessment rubrics which are very diverse and easy to use: checklists to assess vocabulary comprehension, film viewing (extensive listening), general listening comprehension in the language classroom and a descriptive rubric for text comprehension.

2. Assessing speaking and writing activities

Production skills require special techniques to be accurately assessed in the classroom. **Step Up 11** is focused on helping English teachers in this difficult task. Not only are most of the suggestions presented in our *Speaking and Writing* sections prepared as assessment activities, but we also provide oral and written assessment rubrics, especially designed to be used with the activities in the project.

We present here several rubrics for assessing oral and written work that are feasible and easy to use, as well as objective and fair.

How to use the speaking and writing assessment rubrics

For each activity, a number of assessment criteria or categories is established. Each category is allocated a percentage of the final mark. However, the distribution we present is merely a suggestion, and teachers can allocate marks according to what they consider more or less important in their students' performance. We have paid special attention to the general categories of use of language, accuracy and fluency, because these are the linguistic support of the students' production. Moreover, in each case, special importance has been given to the distinctive features and functions of the activity itself (debating, narrating or describing, for example).

To make the marking process easier, each category is divided into five levels of performance, and each level is allocated a percentage of the total marks of the category. The interval between the score on the different levels must be equal. This way, the final mark will be the sum of the different marks in each category, and it does not imply the mark was the same for each category accessed.

The assessment grids presented here are also provided in Excel format at [http://jfmuellet.faculty.noctrl.edu/toolbox/](#), and, therefore, can be edited according to each teacher's needs.

We hope this will help ease the workload of such a difficult and time-consuming task.

References

<http://jfmuellet.faculty.noctrl.edu/toolbox/>, accessed in February 2021.

<https://dese.mo.gov/sites/default/files/AEL-esl-high-begin.pdf>, accessed in January 2021.

MARZANO, R. (2010). *Formative assessment & standards-based grading*. Marzano Research Laboratory (The classroom strategies series): Bloomington, Indiana.

TOMLINSON, C. and MCTIGHE, J. (2006). *Integrating differentiated instruction & understanding by design*. ASCD: Alexandria, Virginia.

WIGGINS, G. (1998). *Educative assessment: designing assessments to inform and improve student performance*. Jossey-Bass: San Francisco.

II. Teacher observation checklists for the classroom and assessment rubrics

GENERAL LISTENING COMPREHENSION IN THE CLASSROOM CHECKLIST

Teacher observation

General descriptor

Can understand straightforward factual information about common everyday related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. Can understand the main points of clear standard speech on familiar matters. Can understand instructions and explanations, provided speech is clearly and slowly articulated.

Specific descriptors		Can understand common classroom instructions, requests and simple learning tasks explanations	Can follow clearly articulated speech in everyday conversation, though has to ask for repetition of particular words and phrases	Can generally follow the main points of extended discussions, provided speech is clearly articulated	Can understand the main points of recorded material on topics of personal or general interest delivered relatively slowly and clearly	Can catch the main points on familiar topics delivered relatively slowly and clearly
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Legend: Y = yes; N = no; ~ = with help

Based on: larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in January 2021

EXTENSIVE LISTENING/VIEWING CHECKLIST (FEATURE FILM)

Teacher observation

General descriptor

Can understand and identify both the general idea and specific details in the story/plot. Can understand the main points of clear standard speech. Can identify specific aspects of the film: characters, time, setting...

Specific descriptors		Can identify the film genre and main topic	Can understand the main ideas/ message of the story/plot	Can understand the sequence of events in the story/plot and eventual parallel stories/ story within the story	Can identify and distinguish main and supporting characters	Can identify time and setting of the story/plot	Can understand the film without the help of subtitles
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Legend: Y = yes; N = no; ~ = with help

Based on: larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in January 2021

LISTENING FOR A SPECIFIC PURPOSE CHECKLIST

Teacher observation

General descriptor

Can understand common and specific vocabulary in an audio text, regardless of the text type and provided that speech is clearly articulated. Can identify requested word relations (synonyms, opposites...), semantic relations and common language patterns within a particular context.

Specific descriptors		Can understand common isolated words	Can understand new words in context	Can identify specific topic vocabulary	Can identify synonyms of given words	Can identify opposites of given words	Can identify specific word categories (nouns, verbs, adjectives...)	Can identify specific word patterns (collocations, noun phrases, compound words...)
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Legend: Y = yes; N = no; ~ = with help

Based on: larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in January 2021

GENERAL SPEAKING INTERACTION IN THE CLASSROOM CHECKLIST

Teacher observation

General descriptor

Can use English to interact orally in the classroom. Can identify and use appropriate language to communicate effectively in everyday situations.

Specific descriptors		Can ask for clarification and understanding	Can respond appropriately to oral requests	Can ask for information and assistance	Can express likes, dislikes and needs	Can ask and answer simple questions	Can participate in group conversations and join in a group response	Can express opinions on an event in the world	Can express need to know information on a focused topic
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Legend: Y = yes; N = no; ~ = with help

Based on: larc.sdsu.edu/.../WebinarAssessingL2PPT.pdf, accessed in January 2021

LISTENING COMPREHENSION ASSESSMENT RUBRIC

Performance level descriptors					
Criteria Levels	Text type, theme and purpose	Comprehension strategies	Understanding of content	Interpreting texts	Critical literacy
Level 5 Excellent	40 • Shows excellent ability to identify text type, theme and purpose	40 • Shows excellent ability to distinguish a variety of text features: main and supporting ideas, sequence of events (narration), arguments or opinions (opinion text)	40 • Shows excellent ability to understand ideas and information in oral texts	40 • Shows excellent ability to develop and explain interpretations of oral texts and support interpretations	40 • Shows excellent ability to use critical literacy skills to understand the content, tone and point of view of oral texts
Level 4 Good	32 Contains elements of level 5 and elements of level 3				
Level 3 Average	24 • Shows reasonable ability to identify text type, theme and purpose	24 • Shows reasonable ability to distinguish a variety of text features: main and supporting ideas, sequence of events (narration), arguments or opinions (opinion text)	24 • Shows reasonable ability to understand ideas and information in oral texts	24 • Shows reasonable ability to develop and explain interpretations of oral texts and support interpretations	24 • Shows reasonable ability to use critical literacy skills to understand the content, tone and point of view of oral texts
Level 2 Limited	16 Contains elements of level 3 and elements of level 1				
Level 1 Poor	8 • Shows poor ability to identify text type, theme and purpose	8 • Shows poor ability to distinguish a variety of text features: main and supporting ideas, sequence of events (narration), arguments or opinions (opinion text)	8 • Shows poor ability to understand ideas and information in oral texts	8 • Shows poor ability to develop and explain interpretations of oral texts and support interpretations	8 • Shows poor ability to use critical literacy skills to understand the content, tone and point of view of oral texts

LISTENING COMPREHENSION ASSESSMENT GRID

Student		Criteria					Total score
		Text type, theme and purpose	Comprehension strategies	Understanding of content	Interpreting texts	Critical literacy	
		8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	
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SPEAKING ASSESSMENT RUBRIC: DEBATING

Performance level descriptors						
Criteria Levels	Use of language (range)	Fluency	Accuracy	Topic development	Interaction	Debating/Social skills
Level 5 Excellent	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	20 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	30 - Speech is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Intonation is clear and understandable	50 - Shows a very good knowledge of the topic - Arguments/Ideas are clear and pertinent - Uses appropriate cohesive elements to connect ideas	30 - Interacts naturally no problems/a few problems in understanding what is being said - Is ready to ask for or give explanations when he/she doesn't understand - Asks and answers questions confidently	20 - Respects other people's opinions and doesn't interrupt them - Follows the conventions of turn-taking - Contributes positively, pertinently and in a constructive way to the debate
Level 4 Good	Contains elements of level 5 and elements of level 3					
Level 3 Average	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	12 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	18 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear, but understandable	30 - Shows a reasonable knowledge of the topic - Arguments/Ideas are clear and mostly pertinent - Speech is usually coherent, with simple cohesive elements	18 - Sometimes shows a few problems in understanding what is being said - Is ready to ask for or give explanations when he/she doesn't understand, but is not always successful - Shows some difficulty when asking or answering questions	12 - Respects other people's opinions, but sometimes interrupts them - Follows the conventions of turn-taking - Contributes positively and in a constructive way to the debate, although not always pertinently
Level 2 Limited	Contains elements of level 3 and elements of level 1					
Level 1 Poor	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate	4 - Speech is often hesitant - Makes frequent pauses or doesn't finish sentences	6 - Speech reveals numerous errors that often interfere with understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand	10 - Shows limited knowledge of the topic - Repeats or rephrases a limited number of arguments/ideas, mostly not pertinent or out of the topic - Speech is sometimes incoherent or with elementary cohesive elements	6 - Is frequently unable to understand what is being said - Shows difficulty in asking for or giving explanations when he/she doesn't understand - Shows difficulty when asking or answering questions	4 - Shows little respect for other people's opinions and often interrupts them - Doesn't speak in his/her turn - Often disrupts the activity with inappropriate or unsuitable comments

SPEAKING ASSESSMENT GRID: DEBATING

Student		Criteria						Total score
		Use of language	Fluency	Accuracy	Topic development	Interaction	Debating/ Social skills	
		10/20/30/40/50	4/8/12/16/20	6/12/18/24/30	10/20/30/40/50	6/12/18/24/30	4/8/12/16/20	
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Available in Excel® format at  auladigital

SPEAKING ASSESSMENT RUBRIC: INTERACTIONS/INTERVIEWS

Performance level descriptors					
Criteria Levels	Use of language (range)	Fluency	Accuracy	Conversation development	Interaction
Level 5 Excellent	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	30 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	30 - Speech is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Intonation is clear and understandable	50 - Shows a very good ability to maintain a conversation/discussion - Arguments/Ideas are clear and pertinent - Uses appropriate cohesive elements to connect ideas	40 - Interacts naturally and usually shows no problems/a few problems in understanding what is being said - Is ready to ask for or give explanations when he/she doesn't understand - Asks and answers questions confidently
Level 4 Good	Contains elements of level 5 and elements of level 3				
Level 3 Average	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	18 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	18 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear, but understandable	30 - Shows a reasonable knowledge of the topic - Arguments/Ideas are clear and mostly pertinent - Speech is usually coherent, with simple cohesive elements	24 - Sometimes shows a few problems in understanding what is being said - Is ready to ask for or give explanations when he/she doesn't understand, but is not always successful - Shows some difficulty when asking or answering questions
Level 2 Limited	Contains elements of level 3 and elements of level 1				
Level 1 Poor	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate	6 - Speech is often hesitant - Makes frequent pauses or doesn't finish sentences	6 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand	10 - Shows limited ability to maintain a conversation/discussion - Repeats or rephrases a limited number of arguments/ideas, mostly not pertinent or out of the topic - Speech is sometimes incoherent - Uses basic cohesive elements	8 - Is frequently unable to understand what is being said - Shows difficulty in asking for or giving explanations when he/she doesn't understand - Shows much difficulty when asking or answering questions

SPEAKING ASSESSMENT GRID: INTERACTIONS/INTERVIEWS

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Conversation development	Interaction	
		10/20/30/40/50	6/12/18/24/30	6/12/18/24/30	10/20/30/40/50	8/16/24/32/40	
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SPEAKING ASSESSMENT RUBRIC: PRESENTATIONS

Performance level descriptors					
Criteria Levels	Use of language (range)	Fluency	Accuracy	Topic development	Communication skills/posture
Level 5 Excellent	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	30 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	40 - Speech is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Intonation is clear and understandable	50 - Shows very good knowledge of the topic presented - Examples are clear and pertinent - Uses appropriate cohesive elements to connect ideas	30 - Shows outstanding self-confidence and communication skills in oral production - Establishes eye contact - Projects the voice audibly and clearly
Level 4 Good	Contains elements of level 5 and elements of level 3				
Level 3 Average	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	18 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	24 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear, but understandable	30 - Knowledge of the topic presented is reasonable, but not solid - Examples are mostly clear and mostly pertinent - Speech is usually coherent, with simple cohesive elements	18 - Shows reasonable communication skills in oral production - Doesn't always establish eye contact - The voice occasionally interferes with communication
Level 2 Limited	Contains elements of level 3 and elements of level 1				
Level 1 Poor	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate	6 - Speech is often hesitant - Makes frequent pauses or doesn't finish sentences	8 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand	10 - Knowledge of the topic presented is scarce and limited - Repeats or rephrases a limited number of examples, mostly not pertinent or out of the topic - Speech is sometimes incoherent or with elementary cohesive elements	6 - Shows lack of communication skills in oral production - Seldom establishes eye contact - The voice is often difficult to hear, causing a breakdown in communication

SPEAKING ASSESSMENT GRID: PRESENTATIONS

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Topic development	Communication skills/posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
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SPEAKING ASSESSMENT RUBRIC: ARGUING/STATING OPINIONS

Performance level descriptors					
Criteria Levels	Use of language (range)	Fluency	Accuracy	Quality of argumentation	Communication skills/posture
Level 5 Excellent	50 • Uses a wide range of complex, appropriate linguistic resources to express ideas	30 • Fluent natural stream of speech, with good rhythm • Hesitations and pauses are rare	40 • Speech is grammatically correct • Minor errors do not interfere with understanding • Minimal interference from mother tongue • Intonation is clear and understandable	50 • Shows very good knowledge of the topic presented • Points of view and opinions are clearly stated • Presents at least three clear arguments illustrated with examples • Uses appropriate cohesive elements to connect ideas	30 • Shows outstanding self-confidence and communication skills in oral production • Establishes eye contact • Projects the voice audibly and clearly
Level 4 Good	Contains elements of level 5 and elements of level 3				
Level 3 Average	30 • Uses a limited range of simple linguistic resources, some of which are inappropriate	18 • Speech is reasonably fluent • Rhythm is sometimes broken by hesitations and pauses	24 • Speech is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Intonation is at times unclear, but understandable	30 • Knowledge of the topic presented is reasonable, but not solid • Points of view and opinions may not be clear or show confusion • Presents at least two arguments, but these may not be totally clear or illustrated • Speech is usually coherent, with simple cohesive elements	18 • Shows reasonable communication skills in oral production • Doesn't always establish eye contact • The voice occasionally interferes with communication
Level 2 Limited	Contains elements of level 3 and elements of level 1				
Level 1 Poor	10 • Uses a very limited range of elementary linguistic resources, most of which are inappropriate	6 • Speech is often hesitant • Makes frequent pauses or doesn't finish sentences	8 • Speech reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Intonation is mostly unclear and at times makes speech difficult to understand	10 • Knowledge of the topic presented is limited • Points of view and opinions are difficult to perceive or nonexistent • Repeats or rephrases one argument, or presents none at all • Speech is sometimes incoherent or with elementary cohesive elements	6 • Shows lack of communication skills in oral production • Seldom establishes eye contact • The voice is often difficult to hear, causing a breakdown in communication

SPEAKING ASSESSMENT GRID: ARGUING/STATING OPINIONS

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Quality of argumentation	Communication skills/posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
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SPEAKING ASSESSMENT RUBRIC: DESCRIBING

Performance level descriptors					
Criteria Levels	Use of language (range)	Fluency	Accuracy	Description process	Communication skills/posture
Level 5 Excellent	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	30 - Fluent natural stream of speech, with good rhythm - Hesitations and pauses are rare	40 - Speech is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Intonation is clear and understandable	50 - Description is accurate and precise - Details are clearly presented - Speech is well organized with use of appropriate cohesive elements to connect ideas	30 - Shows outstanding self-confidence and communication skills in oral production - Establishes eye contact - Projects the voice audibly and clearly
Level 4 Good	Contains elements of level 5 and elements of level 3				
Level 3 Average	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	18 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	24 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear, but understandable	30 - Description is mostly accurate and precise - Details may not be fully presented - Speech is generally organized and coherent, with the use of simple cohesive elements	18 - Shows reasonably effective communication skills in oral production - Doesn't always establish eye contact - The voice occasionally interferes with communication
Level 2 Limited	Contains elements of level 3 and elements of level 1				
Level 1 Poor	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate	6 - Speech is often hesitant - Makes frequent pauses or doesn't finish sentences	8 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand	10 - Description is confusing and mostly inaccurate - Details are incompletely presented - Speech is mostly disorganized, sometimes incoherent - Uses elementary cohesive elements	6 - Shows lack of communication skills in oral production - Seldom establishes eye contact - The voice is often difficult to hear, causing a breakdown in communication

SPEAKING ASSESSMENT GRID: DESCRIBING

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Description process	Communication skills/posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
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SPEAKING ASSESSMENT RUBRIC: NARRATING/STORYTELLING

Performance level descriptors					
Criteria Levels	Use of language (range)	Fluency	Accuracy	Story development	Communication skills/posture
Level 5 Excellent	50 Uses a wide range of complex, appropriate linguistic resources to express ideas	30 - Fluent, natural stream of speech, with good rhythm - Hesitations and pauses are rare	40 - Speech is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Intonation is clear and understandable	50 - Shows a very good notion of narrative text structure and organization — beginning, development and ending - Time, setting, plot and characters are well defined - Uses appropriate cohesive elements to connect ideas	30 - Shows outstanding self-confidence and communication skills in oral production - Establishes eye contact - Projects the voice audibly and clearly
Level 4 Good	Contains elements of level 5 and elements of level 3				
Level 3 Average	30 Uses a limited range of simple linguistic resources, some of which are inappropriate	18 - Speech is reasonably fluent - Rhythm is sometimes broken by hesitations and pauses	24 - Speech is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Intonation is at times unclear, but understandable	30 - Shows a good notion of narrative text structure and organization — beginning, development and ending - Time, setting, plot and characters may not be clearly defined - Speech is usually coherent, with simple cohesive elements	18 - Shows reasonably effective communication skills in oral production - Doesn't always establish eye contact - The voice occasionally interferes with communication
Level 2 Limited	Contains elements of level 3 and elements of level 1				
Level 1 Poor	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate	6 - Speech is often hesitant - Makes frequent pauses or doesn't finish sentences	8 - Speech reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Intonation is mostly unclear and at times makes speech difficult to understand	10 - Text structure and organization is confusing and unclear - Time, setting, plot and characters are not clearly perceived - Speech is sometimes incoherent or with elementary cohesive elements	6 - Shows lack of communication skills in oral production - Seldom establishes eye contact - The voice is often difficult to hear, causing a breakdown in communication

SPEAKING ASSESSMENT GRID: NARRATING/STORYTELLING

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Story development	Communication skills/posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
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WRITING ASSESSMENT RUBRIC: ARGUING/EXPRESSING OPINION

Performance level descriptors					
Criteria Levels	Vocabulary	Content	Grammar	Focus	Organization
Level 5 Excellent	40 • Uses a diversified range of appropriate vocabulary; word choice is appropriate to the topic	40 • Well developed and clear arguments, which help fulfil the purpose of the text; opinions are clearly stated and justified • Text conveys a sense of completeness	40 • Writing is grammatically correct • Minor errors do not interfere with understanding • Minimal interference from mother tongue • Linguistic conventions are respected	40 • Arguments/Opinions presented are clear, accurate and pertinent • Focus on purpose and genre is constantly present	40 • Text clearly shows beginning, development and ending • Writing is well organized with use of appropriate cohesive elements to connect ideas • Paragraphs are well defined and correctly applied • Sentences are clear and correctly structured • Punctuation is correct
Level 4 Good	32 Contains elements of level 5 and elements of level 3				
Level 3 Average	24 • Uses a limited range of appropriate vocabulary; word choice is mostly appropriate to the topic	24 • Mostly clear arguments, which help fulfil the purpose of the text, although sometimes inappropriate or out of context; opinions are clearly stated, but not always justified • Text may seem incomplete or less effective	24 • Writing is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Linguistic conventions are sometimes not respected	24 • Arguments/Opinions presented are mostly clear, accurate and pertinent; a few repetitions may occur • Focus on purpose and genre is sometimes diverted	24 • Text shows beginning, development and ending, although transition may be confusing • Writing is generally organized and coherent, with the use of simple cohesive elements • Paragraphs may not be well defined or correctly applied • Sentences are mostly clear and correctly structured • Punctuation may not always be precise
Level 2 Limited	16 Contains elements of level 3 and elements of level 1				
Level 1 Poor	8 • Uses a very limited range of vocabulary, most of which is inappropriate; word choice is mostly inappropriate or outside the topic scope	8 • Arguments are scarce or mostly inappropriate/out of context, failing to fulfil the purpose of the text; opinions are scarce or confusing, and without justification • Text lacks completeness or effectiveness as far as arguing is concerned	8 • Writing reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Linguistic conventions are seldom respected	8 • Arguments/Opinions are presented in a confusing and mostly inaccurate way, or consist mostly of repetitions • Lack of sense of focus on purpose and genre	8 • Text lacks defined beginning, development and ending • Writing is mostly disorganized, sometimes incoherent, with the occasional use of elementary cohesive elements • Paragraphs are not correctly applied or defined • Sentences are mostly confusing and incorrectly structured • Punctuation is non-existing or shows lack of precision

WRITING ASSESSMENT GRID: ARGUING/EXPRESSING OPINION

Student		Criteria					Total score
		Vocabulary	Content	Focus	Grammar	Organization	
		8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	
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WRITING ASSESSMENT RUBRIC: DESCRIBING

Performance level descriptors					
Criteria Levels	Vocabulary	Content	Grammar	Focus	Organization
Level 5 Excellent	40 Uses a diversified range of appropriate vocabulary; adjectives are plenty and in support of imagery	40 - Good amount of information, which helps fulfil the purpose of the text - Text conveys a sense of completeness	40 - Writing is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Linguistic conventions are respected	40 - Description is accurate and precise - Focus on purpose and genre is constantly present	40 - Text clearly shows beginning, development and ending - Writing is well organized with use of appropriate cohesive elements to connect ideas - Paragraphs are well defined and correctly applied - Sentences are clear and correctly structured - Punctuation is correct
Level 4 Good	32 Contains elements of level 5 and elements of level 3				
Level 3 Average	24 Uses a limited range of appropriate vocabulary; adjectives are enough to help support imagery	24 - Enough amount of information, which helps fulfil the purpose of the text - Text may seem incomplete or less effective	24 - Writing is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Linguistic conventions are sometimes not respected	24 - Description is mostly accurate and precise - Focus on purpose and genre is sometimes diverted	24 - Text shows beginning, development and ending, although transition may be confusing - Writing is generally organized and coherent, with the use of simple cohesive elements - Paragraphs may not be well defined or correctly applied - Sentences are mostly clear and correctly structured - Punctuation may not always be precise
Level 2 Limited	16 Contains elements of level 3 and elements of level 1				
Level 1 Poor	8 Uses a very limited range of vocabulary, most of which is inappropriate; very few adjectives	8 - Not enough information to help fulfil the purpose of the text - Text lacks completeness or effectiveness as far as description is concerned	8 - Writing reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Linguistic conventions are seldom respected	8 - Description is confusing and mostly inaccurate - Lack of sense of focus on purpose and genre	8 - Text lacks defined beginning, development and ending - Writing is mostly disorganized, sometimes incoherent, with the occasional use of elementary cohesive elements - Paragraphs are not correctly applied or defined - Sentences are mostly confusing and incorrectly structured - Punctuation is non-existing or shows lack of precision

WRITING ASSESSMENT GRID: DESCRIBING

Student		Criteria					Total score
		Vocabulary	Content	Focus	Grammar	Organization	
		8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	
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WRITING ASSESSMENT RUBRIC: INFORMING/EXPOSING INFORMATION

Performance level descriptors					
Criteria Levels	Vocabulary	Content	Grammar	Focus	Organization
Level 5 Excellent	40 Uses a diversified range of appropriate vocabulary; nouns and verbs are in support of clarity of information	40 - Good amount of information, which helps fulfil the purpose of the text - Text conveys a sense of completeness	40 - Writing is grammatically correct - Minor errors do not interfere with understanding - Minimal interference from mother tongue - Linguistic conventions are respected	40 - Information is presented in an accurate and precise way - Focus on purpose and genre is constantly present	40 - Text clearly shows beginning, development and ending; topics are clearly presented - Writing is well organized with use of appropriate cohesive elements to connect ideas - Paragraphs are well defined and correctly applied, when they apply - Sentences are clear and correctly structured - Punctuation is correct
Level 4 Good	Contains elements of level 5 and elements of level 3				
Level 3 Average	24 Uses a limited range of appropriate vocabulary; nouns and verbs are not always accurate or in support of clarity of information	24 - Enough amount of information, which helps fulfil the purpose of the text - Text may seem incomplete or less effective	24 - Writing is not always grammatically correct - Some errors, but these do not interfere with understanding - Some interference from mother tongue - Linguistic conventions are sometimes not respected	24 - Information is mostly presented in an accurate and precise way; a few repetitions may occur - Focus on purpose and genre is sometimes diverted	24 - Text shows beginning, development and ending, although transition may be confusing; topics may be confusingly presented - Writing is generally organized and coherent, with the use of simple cohesive elements - Paragraphs may not be well defined or correctly applied, when they apply - Sentences are mostly clear and correctly structured - Punctuation may not always be precise
Level 2 Limited	Contains elements of level 3 and elements of level 1				
Level 1 Poor	8 Uses a very limited range of vocabulary, most of which is inappropriate; nouns and verbs are mostly inaccurate or fail to support clarity of information	8 - Not enough information to help fulfil the purpose of the text - Text lacks completeness or effectiveness as far as informing is concerned	8 - Writing reveals numerous errors that often prevent understanding - Frequent interference from mother tongue - Linguistic conventions are seldom respected	8 - Information is presented in a confusing and mostly inaccurate way, or consists mostly of repetitions - Lack of sense of focus on purpose and genre	8 - Text lacks defined beginning, development and ending or topics are confusingly presented - Writing is mostly disorganized, sometimes incoherent, with the occasional use of elementary cohesive elements - Paragraphs are not correctly applied or defined, when they apply - Sentences are mostly confusing and incorrectly structured - Punctuation is non-existing or shows lack of precision

WRITING ASSESSMENT GRID: INFORMING/EXPOSING INFORMATION

Student		Criteria					Total score
		Vocabulary	Content	Focus	Grammar	Organization	
		8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	
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WRITING ASSESSMENT RUBRIC: NARRATING

Performance level descriptors					
Criteria Levels	Vocabulary	Content	Grammar	Focus	Organization
Level 5 Excellent	40 • Uses a diversified range of appropriate vocabulary; nouns, verbs and adjectives are plenty and in support of imagery and narrative sequence	40 • Good amount of information, which helps fulfil the purpose of the text • Text conveys a sense of completeness	40 • Writing is grammatically correct • Minor errors do not interfere with understanding • Minimal interference from mother tongue • Linguistic conventions are respected	40 • Shows a very good notion of narrative text structure and organization (beginning, development and ending) • Time, setting, plot and characters are well defined	40 • Text clearly shows the characteristics of a well-structured story • Writing is well organized with use of appropriate cohesive elements to connect ideas • Paragraphs are well defined and correctly applied • Sentences are clear and correctly structured • Punctuation is correct
Level 4 Good	Contains elements of level 5 and elements of level 3				
Level 3 Average	24 • Uses a limited range of appropriate vocabulary; nouns, verbs and adjectives are enough to help support imagery and narrative sequence	24 • Enough amount of information, which helps fulfil the purpose of the text • Text may seem incomplete or less effective	24 • Writing is not always grammatically correct • Some errors, but these do not interfere with understanding • Some interference from mother tongue • Linguistic conventions are sometimes not respected	24 • Shows a good notion of narrative text structure and organization (beginning, development and ending) • Time, setting, plot and characters may not be clearly defined	24 • Text shows the characteristics of a reasonably structured story, although storyline may be confusing • Writing is generally organized and coherent, with the use of simple cohesive elements • Paragraphs may not be well defined or correctly applied • Sentences are mostly clear and correctly structured • Punctuation may not always be precise
Level 2 Limited	Contains elements of level 3 and elements of level 1				
Level 1 Poor	8 • Uses a very limited range of vocabulary, most of which is inappropriate; nouns, verbs and adjectives are scarce or inappropriate for a narrative sequence	8 • Not enough information to help fulfil the purpose of the text • Text lacks completeness or effectiveness as far as narration is concerned	8 • Writing reveals numerous errors that often prevent understanding • Frequent interference from mother tongue • Linguistic conventions are seldom respected	8 • Text structure and organization is confusing and unclear • Time, setting, plot and characters are not clearly perceived	8 • Text lacks the characteristics of a structured story • Writing is mostly disorganized, sometimes incoherent, with the occasional use of elementary cohesive elements • Paragraphs are not correctly applied or defined • Sentences are mostly confusing and incorrectly structured • Punctuation is non-existing or shows lack of precision

WRITING ASSESSMENT GRID: NARRATING

Student		Criteria					Total score
		Vocabulary	Content	Focus	Grammar	Organization	
		8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	8/16/24/32/40	
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Notes



Projects

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TEACHER

ÁREAS TEMÁTICAS/SITUACIONAIS

Módulo 1

O jovem e o consumo: hábitos de consumo

APRENDIZAGENS ESSENCIAIS

Competência comunicativa

CO, CE, IO, IE, PO, PE

Competência estratégica

1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4

PERFIL DOS ALUNOS

A, B, C, D, E, F, H, J

EDUCAÇÃO PARA A CIDADANIA

Domínios

1.º grupo – Desenvolvimento sustentável e educação ambiental

2.º grupo – Literacia financeira e educação para o consumo

CROSSOVER ACTIVITIES

When working on their projects, students may do the following crossover activities, among others teachers find suitable:

- **Filosofia:**

Analysing the ethical implications of consumerism.

- **Biologia:**

Analysing the environmental implications of consumerism.

- **História:**

Conducting research on the history of consumerism.

- **Geografia:**

Conducting research on the environmental and socio-demographic impact of consumerism.

- **Other subjects:**

Helping set up the fashion show.

High-tech variation

Students record the fashion show. Then, they upload and share the video in the LMS in use at their schools – for example, Microsoft Stream.

Name: _____ Year: _____ Class: _____ Number: _____

BUY NOTHING FASHION SHOW

“Like clockwork, when the crisp fall weather arrives, stores fill up with cosy new clothes and magazines are splashed with the latest looks from New York Fashion Week. All of this sends a subliminal message that we should stock up on jackets and sweaters in autumnal colours and buy new back-to-school outfits.”¹ But... should we really? Our consumption habits are driving the planet to the brink of collapse.

¹ Elizabeth Segran, <https://www.fastcompany.com> (accessed in December 2021)

Activity In groups, you are going to organize a *Buy Nothing Fashion Show*. Clothes can be either reused, borrowed or recycled... but not bought.

Follow these steps.

STEP 1 Brainstorm ideas and take notes.

Don't forget that, at this stage, it is important to think about:

- the venue, the date and time;
- the theme, music, lighting, decorations, etc.;
- the team – models, hair and makeup artists, stage and lighting personnel, photographers, DJs, etc.

STEP 2 Plan and assign parts.

Decide who is going to be responsible for the different things you need to do:

- checking venue availability;
- putting the team together;
- setting up the runway, lighting, decorations, etc.;
- checking the venue on the day of the show, etc.

Be creative!

STEP 3 Prepare the fashion show.

Check all of you are:

- doing the assigned parts;
- using your strengths;
- overcoming (or at least trying to overcome 😊) your difficulties;
- having fun.

STEP 4 Run the fashion show.

Make sure:

- the event starts on time;
- each model's look is perfect;
- the photographer takes plenty of photos.



TEACHER

ÁREAS TEMÁTICAS/SITUACIONAIS

Módulo 2

O mundo à nossa volta: ameaças ao ambiente

APRENDIZAGENS ESSENCIAIS

Competência comunicativa

CO, CE, IO, IE, PO, PE

Competência estratégica

1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4

PERFIL DOS ALUNOS

A, B, C, D, E, F, G, I

EDUCAÇÃO PARA A CIDADANIA

Domínios

1.º grupo – Desenvolvimento sustentável, educação ambiental e saúde (alimentação)

2.º grupo – Educação para o consumo

CROSSOVER ACTIVITIES

When working on their projects, students may do the following crossover activities, among others teachers find suitable:

- **Filosofia:**

Analysing the ethical implications of food waste.

- **Biologia:**

Analysing the physical and psychological implications of food waste.

- **História:**

Conducting research on the history of food waste.

- **Geografia:**

Conducting research on the environmental and socio-demographic impact of food waste.

- **Português:**

Writing survey questions in Portuguese (because some of the interviewees may not speak English).

- **Matemática:**

Analysing, interpreting and presenting statistical data.

- **TIC:**

Creating the online survey and the graphs.

- **Other subjects:**

Helping create and launch the communication campaign.

High-tech variation

Students use SurveyMonkey.

Name: _____ Year: _____ Class: _____ Number: _____

No food waste on my watch

Food waste is defined by the Food and Agriculture Organization of the United Nations (FAO) as “food appropriate for human consumption being discarded, whether or not after it is kept beyond its expiry date or left to spoil.”¹ It is a serious economic and environmental issue.

¹ <http://www.fao.org> (accessed in December 2021)

Activity In groups, you are going to launch a communication campaign to raise awareness of this issue.

Follow these steps.

STEP 1 Brainstorm ideas and take notes.

Agree on the **goals** you want your campaign to achieve – to reduce food waste, to reuse food when waste isn’t avoidable, to preserve natural resources, etc.

Decide who your **target audience** is – students, families, community, etc. – and which **media channels** you will use to reach and influence it – social media, local radio/TV, local/school newspaper, etc.

STEP 2 Plan and assign parts.

Decide on what needs to be done, who will do it and the deadlines.

Don’t forget it’s important to:

- gather information about food waste – what causes it; how it impacts on the global economy, food availability and the environment; what can be done to reduce it; etc.;
- provide tips to tackle this issue – buy ugly fruits and vegetables; learn to understand the sell-by and best-before dates; use up leftovers, freeze, turn it into garden food, etc.;
- find a way to assess the effectiveness of your campaign – a survey, etc.

STEP 3 Create the communication campaign.

Do your fair share of work in collaboration with all the group members.

Keep track of what each of you is doing so that everyone feels welcome and useful as an active member in the group.

STEP 4 Present it to the class.

Launch the campaign at class level first, to get feedback from your peers and teacher.

Use the feedback to improve your campaign and then reach your target audience.

Vote for the best campaign and award its creators a prize (even a small one 😊).

STEP 5 Assess it.

Don’t forget to assess the effectiveness of your campaign and make any necessary adjustments.



TEACHER

ÁREAS TEMÁTICAS/SITUACIONAIS

Módulo 3

Um mundo de muitas culturas: a sociedade multicultural

APRENDIZAGENS ESSENCIAIS

Competência comunicativa

CO, CE, IO, IE, PO, PE

Competência intercultural

CI1, CI2, CI3, CI4, CI5, CI6

Competência estratégica

1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4

PERFIL DOS ALUNOS

A, B, C, D, E, F, I

EDUCAÇÃO PARA A CIDADANIA

Domínios

1.º grupo – Direitos humanos (civis e políticos, económicos, sociais e culturais e de solidariedade) e interculturalidade (diversidade cultural e religiosa)

CROSSOVER ACTIVITIES

When working on their projects, students may do the following crossover activities, among others teachers find suitable:

- **Filosofia:**

Analysing ethical issues in intercultural dialogue.

- **História:**

Conducting research on the history of intercultural dialogue.

- **Geografia:**

Conducting research on the socio-demographic impact of intercultural dialogue.

- **Português:**

Writing survey questions in Portuguese (because some of the interviewees may not speak English).

- **Matemática:**

Analysing, interpreting and presenting statistical data.

- **TIC:**

Creating the online survey and the graphs.

- **Other subjects:**

Helping create and launch the challenge.

High-tech variation

Students use different online platforms to reach the target audience.

Students use SurveyMonkey.

Name: _____ Year: _____ Class: _____ Number: _____

Knowing a new culture challenge

Intercultural dialogue is a process that comprises an open and respectful exchange of views between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage, on the basis of mutual understanding and respect.¹ In order for intercultural dialogue to take place, we need to know other cultures.

¹ <https://en.unesco.org> (accessed in December 2021)

Activity In groups, you are going to start the *Knowing a New Culture Challenge* to encourage people to learn about new cultures and to promote intercultural dialogue.

Follow these steps.



STEP 1 Brainstorm ideas and take notes.

Outline what the challenge will consist of. Here is an example:

A person is filmed describing the most important characteristics of a culture they have been learning about; the individual then nominates a minimum of three people to do the same thing, with only a 24-hour time frame to complete the challenge.

Decide who your **target audience** is – students, families, community, etc. – and which **online platforms** – social media, learning management systems, etc. – you will use to reach it.

STEP 2 Plan and assign tasks.

Decide on what needs to be done, who will do it and the deadlines.

Don't forget it's important to:

- know about the impact similar challenges have had in order to improve your challenge;
- provide the target audience with tips on how to achieve the best results;
- find a way to assess the effectiveness of your challenge – a survey, etc.

STEP 3 Start the challenge.

Present your target audience with the challenge and don't forget you should set the example.

Offer to help those who might have failed to understand what the challenge consists of.

Monitor how the challenge is developing and make any necessary adjustments.

STEP 4 Analyse and present the results of the challenge.

Analyse and present the results of the challenge to your class, school, community, etc.

STEP 5 Assess it.

Don't forget to assess the effectiveness of the challenge and try to understand the reasons behind the results you got.

TEACHER

ÁREAS TEMÁTICAS/SITUACIONAIS

Módulo 4

O mundo do trabalho: o mundo do trabalho em mudança; o jovem perante as mudanças.

APRENDIZAGENS ESSENCIAIS

Competência comunicativa

CO, CE, IO, IE, PO, PE

Competência estratégica

1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4

PERFIL DOS ALUNOS

A, B, C, D, E, F, G, I

EDUCAÇÃO PARA A CIDADANIA

Domínios

3.º grupo – Mundo do trabalho

CROSSOVER ACTIVITIES

When working on their projects, students may do the following crossover activities, among others teachers find suitable:

- **Filosofia:**

Analysing the ethical implications of the future world of work.

- **História:**

Conducting research on the history of the world of work.

- **Geografia:**

Conducting research on the socio-demographic impact of the changing world of work.

- **Other subjects:**

Helping create and launch the communication campaign.

High tech variation

Students can use different online tools, depending on the product they want to create – for example:

- Leaflet – Bannersnack, Flipsnack, etc.;
- Poster – Piktochart, Crello, etc.;
- Presentation – PowerPoint, Prezi, etc.;
- Video – Biteable, Moovly, etc.

Name: _____ Year: _____ Class: _____ Number: _____

BATTLE OF THE JOBS: ONLY SOME HAVE A FUTURE

“There’s no way around it: work is changing. However, working itself is not going away any time soon. Work is, in fact, ever-changing, ever-evolving, always progressively, never at once, as we create new problems just as fast as we solve old ones.”¹ Technology has led to the creation of a vast array of really good jobs. Let’s find out which...

¹ Adrien Book, <https://cult.honeypot.io> (accessed in December 2021)

Activity In groups, you are going to start the *Battle of the jobs: Only some have a future* to raise awareness of the changing world of work, the jobs that might disappear in the future and the need to be prepared for this.

Follow these steps.

STEP 1 Brainstorm and take notes.

Outline what the **battle will consist of** – for example, groups present a job that might exist in the future (edge computing manager, digital store guide, augmented reality storyteller, ethics officer, data investigator, etc.) and, then, the target audience votes for the best job.

Decide who your **target audience** is – students, families, community, etc. – and which **online platforms** – social media, learning management systems, etc. – you will use to reach it and how the target audience will vote.

STEP 2 Plan and assign tasks.

Decide on what needs to be done, who will do it and the deadlines.

Don’t forget it’s important to gather information about:

- how the world of work is changing;
- different jobs that might exist in the future;
- education requirements and others to do these jobs;
- how to be persuasive.

STEP 3 Make the presentation and share it with your audience.

Share the presentation at class level first, to get feedback from your peers and teacher.

Use the feedback to improve your presentation and then reach your target audience.

Don’t forget a good project involves constant revision.

Finally, share the presentation with your target audience.

STEP 4 Write an individual reflection paper about it.

Your paper should include important aspects – for example, what you enjoyed most about the project, what you enjoyed least, what you learnt from it, what you would do differently, how you rate your performance, etc.

Don’t forget to award the winners a prize (even a small one 😊).



Notes



Audio scripts

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Coursebook

Module 0, page 8

Hannah

I had a great time these holidays! I enjoy the outdoors and trekking. It's one of my favourite activities. It just gives me a sense of freedom that I can't get on crowded beaches.

Tim

After a whole year of hard work at school, the last thing I want is to go out. Of course, I like hanging out with my friends, but I can do that from home — all I need is my console!

Marlene

There is nothing like getting a good tan and enjoying the company of our friends! I usually go camping, but this year my friends and I had a great week by the coast.

Module 1, Unit 1, page 24

Part 1

Hello, I'm Adam! Welcome to the latest episode of *Money Well Spent Show*, a podcast all about shopping. In this episode, I'm doing a deep dive into the world of young people's consumer habits with Mary, Annie and William, who have very different views on the topic. Happy listening!

Adam: Welcome to the show!

Mary, William and Annie: Thanks for having us.

Adam: How does your generation view shopping centres?

Mary: Teens today love shopping centres as much as the older generations. However, online shopping is becoming more and more popular among us while shopping centres tend to be the best pick for a typical hangout, at least for my friends and for me.

William: In my town, the shopping centre is actually very small and doesn't have many shops that appeal to teens. We stick to purchasing on the Internet or out of town (at better shopping centres). I think the shopping centre is cool to hang out at.

Annie: I think that we view the shopping centre as exactly what it is: a place to shop. That's all! My friends and I just go there to buy our clothes to go to our favourite hangouts. It doesn't even compare to the other places we hang out at.

Part 2

Adam: In terms of shopping and fashion, what makes your generation different from older generations?

Mary: One important thing is that the Internet is changing the way we shop a lot. We can now buy all the clothes we want with the click of a mouse.

Annie: Style has merged into other areas besides clothing: hair, make-up, accessories, shoes... Fashion is undefined, leaving teens liberated in all they can wear. Clothing has become more than the essentials: it has branched out to an art form, a means of self-expression.

William: Our generation has a tendency to take styles too far. We have become a lot more comfortable wearing funky clothes regardless of what anyone else is wearing, and this is much more acceptable than before.

Based on: <https://www.nreionline.com/mag/teen-talk> (accessed in July 2021)

Module 1, Unit 4, page 42

Tessa

I think the problem with society today is overconsumption. People just buy everything and they are not even aware of the negative impact that consumerism has on the environment and on their own lives. And the solutions found are completely useless. For example, making customers pay for plastic bags doesn't really solve anything because people will go on using them. Plastic should be banned altogether. We can all use paper bags, right?

Alan

What really concerns me is the fact that some advertising companies find ways of deceiving us and we don't even realize it. For example, when you go to the supermarket, there are all these labels about healthy products and fitness and, to be honest, I'm not sure whether I can trust them! We have to be on the alert for that! Besides, I think we should have some sort of consumer education classes at school. That could help us deal with all the misinformation out there!

Eve

I often think about the way some people are exploited so that we can buy cheap products. It's not really fair... It's not ethical. I know this is difficult to solve, but we, as consumers, need to be informed and educated. If we know about it, we can make the right choices and have a positive impact.

Alfred

I hate the way some cosmetic companies use animals to test their products. This type of unethical behaviour should be completely forbidden and companies should be shut down whenever they disrespect animals.

Module 2, Unit 2, page 77

What is eco-voluntourism?

The term voluntourism is a combination of the words "volunteer" and "tourism". In brief, it refers to the act of volunteering during one's travels to specific destinations, contributing to local communities which are part of volunteer travel programmes.

Some volunteer travel programmes are also eco-programmes. They allow you to see the world, learn about a new culture or environment, and all the while helping or protecting the planet.

What kind of volunteer possibilities are there?

There are a variety of options for the volunteer eco-traveller. Programmes such as working to protect animals, volunteering at sustainable organic farms, monitoring wildlife, reforestation, helping research, participating in beach clean-ups, working to educate local communities and schools on manageable campaigns to support the protection of the local environment are just a few of the options available.

Of course, if the volunteer has special skills, such as being a medical professional, the options could be a bit more focused regarding professional ability if the volunteer so chooses.

What are the pros of volunteer travel?

The benefits of volunteer work are universal. When volunteering abroad, one has the additional possibilities to visit cool places and see the sights, learn more about the history and culture of the destination, learn new skills, meet interesting people and really establish good friendships with like-minded people around the globe.

Voluntourists contribute to the aims of the projects they participate in and gain meaningful experiences that enrich their lives much more than typical commercial travel.

<https://ecotourism-world.com> (adapted; accessed in November 2021)

Module 2, Unit 3, page 78**Vincent**

I would definitely like to have some sort of superpower. Maybe being extremely strong or fast. That would really help me in my daily life. Imagine how fast I would be at dealing with homework! (*chuckles*). Besides, it would be great to be young forever, don't you think?

Carol

I really think we must learn to live as we are. People are always wishing for things just because they don't have them. Of course, having a super talent or being able to resist all diseases sounds nice, but I'm not so sure about the unintended consequences of all these changes. So, I just want to be a regular teen, I guess.

Andrew

Well, it would be amazing to eat all the chips in the world without putting on any extra weight! Actually, it would be amazing to have a gene that could transform all the fast food I eat into instantaneous muscles! Can you imagine? Having an extra-large brain, able to read people's minds and move things around just with a thought. How cool would that be?

Module 4, Unit 3, page 157**Olivia**

I would like to visit foreign countries, which is a great way to meet new people, have different experiences and explore new cultures. Money won't be an issue because I've had a part-time job and saved enough money to be able to pay for this adventure.

Emma

Learning in the classroom just isn't enough for me. I think on-the-job learning is much better because it is a great way to gain valuable practical knowledge and hands-on experience for a future manual job – for example, carpenter, which is my dream job.

Darius

Giving back to my community without being paid for it is what motivates me. By doing that, I can, at the same time, learn new skills, make connections, and focus my energy on a cause that really interests me – helping those in need.

Resources – Listening**Module 3, Listening into Speaking****Anton**

I come from Romania and I've been living in Portugal for five years. It was really difficult at first. I arrived here when I was 12 and I remember how difficult it was to go to school because I couldn't understand a word of Portuguese and I really felt lost during those first times. I met a couple of other students who also came from Romania and they really helped me out. Portuguese people are nice, but it is really difficult to mix. Even though I was never mistreated, I can't say I feel really integrated. Most of my friends are Romanian and I still speak my mother tongue at home. I think a real multicultural society shouldn't be like this, but I think people have the tendency to look for the comfort of their peers. I don't think we can avoid it. I love travelling to Romania in the summer. I especially enjoy visiting my grandparents. I miss them a lot, but my life and my future are here now. Studying and working conditions are much better.

Lídia

I'm Portuguese, but my parents emigrated to the UK when I was 6, so I think I'm more British than Portuguese. I missed my grandparents when I came, but now they visit very often and I have got used to it. I have lots of friends at school, but most of them are from other nationalities. It's great because I get to know lots of different cultures and I think that makes me a better person. I guess it's easier to mix with people that understand our position. I also have British friends, though. I love the cultural activities we can find here. There is always something going on. My parents want to go back to Portugal, but I'm planning to go to university here. I like travelling to Portugal, but living there is not really part of my plans. Even though the weather is much better than in the UK!

Gathii

I'm originally from Kenya, but I've been living in the US for quite a while, actually since I was 10. I like it here, even though sometimes I feel a bit different, which is not very comfortable. My parents are really hardworking and we have a nice life. They want me to go to university, but, to tell you the truth, I want to travel the world. My name means traveller or wanderer, and I think it really suits my spirit. I don't like feeling trapped in a place, even when it's America with its amazing diversity.

Assessment – Listening tests**Module 1, Test 1****Sabine**

I don't really have a good relationship with advertising. I think the only thing that drives advertisers is profit and I don't like the idea of people making money by manipulating my choices instead of just informing me about what is out there. They make you believe their product can actually make you happy and solve all your problems and make you look like a celebrity. Nothing is further from the truth and I think these schemes should not be allowed. The worst thing is that it is so intrusive that no one can really escape from it. It has a positive impact, but only for those who get rich from it. Some people are really naïve and say advertising can have a positive impact, though!

Vincent

I think advertising really helps us make our decisions. It lets us know about the products available and their qualities. I also like to know what famous people are wearing. They always have an eye for fashion and I enjoy wearing the latest trends. I really think advertising has a positive impact on the way we look. I like social media advertising because it is customized – I only see adverts that may potentially interest me. Otherwise, ads can be really boring. Sometimes, you just want to get away from them. It is impossible, though. But I think it can only affect you if you let it. You always have the choice and the power to say no.

Sandra

No one can deny advertising has a tremendous effect on our lives. It can make us feel terrible about ourselves and the way we look. And you can't really avoid it, even if you try. Of course, some ads are fun to watch, but, overall, I don't really like advertising. It's also amazing when you think about the amount of money celebrities get just for featuring in adverts. I sometimes wonder why they have such an important role. Most of them are not really good role models; they are only interested in their looks.

Module 1, Test 2**Bea**

Shopping is not exactly one of my favourite things. I only shop when I need something. I buy mostly stationery. I'm into arts, so that's really what I like buying. I absolutely hate going to shopping centres.

They're overcrowded and noisy – I prefer the outdoors. I enjoy shopping on my own. That doesn't mean I don't like hanging out with my friends. I do. What's good about the modern world is that I can do my shopping without getting out of the house and having to talk to lots of people. That is great!

Mark

I think I can easily control myself when I go shopping. I don't like spending money on things that I don't need. I'm a self-contained shopper who likes saving for a rainy day. The best thing about going shopping, for me, is hanging out with the gang. I'm not a mall rat or anything – I actually prefer the open air –, but we usually meet at the mall, grab a sandwich and talk. Then, if we need something, we go shopping. There's only one thing I can't resist. I've got this vinyl collection I inherited from my mom. I always like to add something to it when I go to the mall. Besides, the clerk at the record store is a very friendly old man and he loves talking about the old days. I love talking to him.

Sophie

I'm far from being a shopaholic. I believe shopping is a necessity, not a leisure activity. If we go to a shopping centre at weekends, they're crowded with families. I don't get it: why not go to a park or a museum instead? Nowadays, we don't really need to have many things. Why is having a wardrobe full of clothes or owning the latest mobile phone important? We need to be sensible and think about the environmental consequences of consumerism. Buying locally, for example, is essential. I even avoid going to big supermarkets – my father and I buy food from a local grocery. Otherwise, I go to flea markets and buy whatever I need. People are really nice there and it's always great to have a chat.

Module 2, Test 1

Kevin Patel (Founder, One Up Action): Our generation should be the last generation to be fighting the climate crisis.

Jamie Margolin (Founder, Zero Hour): Seeing my dream come true, seeing so many young people in the streets demanding everything, is not only inspirational and amazing, but it literally is, at least for me, a dream come true.

Zina Precht-Rodriguez (Press and Media Fellow, Sunrise Movement): I knew that it was my duty to work on this for the rest of my life until we got this fight done. And I think it's similar to a lot of young people and that they feel like this is a moral calling for them in a sense.

Kevin Patel: I started five years ago because I saw, in my city of Los Angeles, we were being affected by air pollution. And learning about that, seeing how that affects our health, how students are getting asthma, how they're getting heart palpitations and how they're getting other heart issues, it was stemming from those – from the climate crisis.

Jamie Margolin: Back in 2017, I had a dream of young people mobilizing for climate. And I had this vision especially after the disasters of Hurricane Maria, the disasters of the wildfires, especially the wildfire smog from Canada that blew over my city of Seattle and made it very hard to breathe, and made the city just coated in this almost apocalyptic mist.

We formed this organization called Zero Hour and, over the course of a year, we built up the momentum, we built up the necessary political atmosphere in order to have the youth climate marches on July 21st 2018 and in 25 cities around the world. And then, a month later, Greta Thunberg started her school strike for climate, and the school strike for climate movement came off the back of that.

Zina Precht-Rodriguez: I think that I am super lucky in that I have the ability to work full-time on climate, and it's really important to remember that, for a lot of people, they can't strike – they can't just leave work or leave school because they would face a significant fear of economic and political backlash.

We're fighting in the climate movement and we're building the bridge between protest, organizing and electoral politics. And we're fighting for a Green New Deal because we know that that's going to bring in a new era in our society of justice and of equity in climate.

Hakim Evans (Youth Fundraising Advisory Board, Alliance for Climate): Education is very important in this specific time because of the climate crisis, and education on the climate crisis needs to be implemented in formal education. The turning point that helped me to define myself as a climate leader was at the People's Climate March, where I saw a vast amount of people turn out for issues that intersect with climate change. It's really helped me to boil the climate crisis down as a fight for what we love and want to protect.

Kevin Patel: Young people, frontline communities and indigenous communities are fighting on the frontlines every single day on these issues. To think that we, as young people, have to keep fighting to have a livable future, or to even have a future, is wrong. And I think we need to; politicians need to act now because we don't have time left.

Zina Precht-Rodriguez: I definitely feel a sense of empowerment just from the community within the organization and the movement at large. It's quite, like, frustrating and fearful to think about these things every day and to be doing this work. But, at the same time, so much of the work is just about channelling these emotions we feel and, when we have big wins like we have had just in the past year, it's extremely just empowering to know that, like, the work that we're doing is actually paying off.

Jamie Margolin: Well, I always describe the movement as an ecosystem. You know, in the forest, the birds, the worms, the trees, they all serve their own unique purpose. They work together and they can't replace each other, but they work in harmony with each other. And so, I would say find what you're already good at. If you're really good at technology or computer programming, if you're really good at art or music or dance, if you're really good at reading and writing – find what it is that you are good at and apply that skill to the movement because we need artists in this movement, we need people who know about technology in this movement, we need organizers, we need writers, we need all of the different talents in the movement. So, I'd say find what you already do which you are already good at and apply that into an organizational space.

https://www.youtube.com/watch?v=QR0QDS9_6NY (adapted; accessed in November 2021)

Module 2, Test 2

It is a common assumption that younger generations – Gen Z and millennials – are more greatly concerned with global issues. Born in the digital age, these generations are seen to be more health-conscious, socially aware and environmentally responsible. This narrative is consistently reiterated by the media who frequently highlight the willingness of these younger generations to stand up for what they consider important.

In a GreenBiz report, about 3 in 4 young people support public protests to raise awareness of issues, with the Black Lives Matter movement cited as an example of the next generation raising their voices on the issues that matter. This is in comparison to their older counterparts, who are perceived to be less vocal and less optimistic about the future.

Our understanding of these generational differences is particularly important when considering how businesses and brands can best connect with consumers to both encourage and activate their support for a healthier and more sustainable future.

This year's research from GlobeScan has helped to provide a deeper understanding of how generations differ in their opinions, experience and attitudes toward sustainability. Designed in collaboration with a range of partners, including CVS Health, IKEA, PepsiCo, Visa and WWF International, this research surveyed 27,000 people of all ages across 27 markets to explore their sentiment around healthier, more sustainable lifestyles.

One takeaway from the research is that, globally, younger generations are more likely to feel ashamed (“very often” or “often”) about living lifestyles that are unhealthy and are not environmentally friendly, compared to their older peers.

With this in mind, it is not surprising that younger generations are also more interested in changing their behaviours to become healthier and more sustainable in their day-to-day lives. Gen Z are the most likely to say they desire to change their lifestyles to be healthier, more environmentally friendly and helpful to others, followed by millennials.

A similar pattern persists when looking at actions taken in the past year, with Gen Z consumers claiming to have made some or major changes to be more environmentally friendly (74 percent), healthier (80 percent) and more helpful to others (77 percent).

Despite this, the gap between actions taken and the desire to change remains significant in all age groups, representing a key challenge for brands and businesses which must be overcome to activate positive change.

Perhaps being conscious of this gap, Gen Z and millennials are the most self-critical. They believe they have the capacity to do more than what they are doing and are also more likely to believe that what is good for them may not be good for the environment.

For Gen Z and millennials, there is a clear intention to find out more, with a significant proportion claiming to have looked for information related to healthier and more environmentally-friendly lifestyles in the past year. These generations are also more likely to be inspired by online influencers or celebrities to live a more sustainable lifestyle.

The next generation is looking for brands to lead the way – 81 per cent of those under 30 believe brands are an essential part of the solution for the global challenges facing humanity today.

In addition, they want brands to create change with them, not just for them – 85 per cent want to share ideas and experiences with brands to develop better solutions.

And they will reward brands that take responsibility for their role in creating the change they seek – 93 percent of corporate employees under 30 agree that the more socially and environmentally responsible their companies become, the more motivated and loyal they will be as employees.

<https://www.greenbiz.com> (adapted; accessed in November 2021)

Module 3, Test 1

Dania Rivas, 16

Well, I'd say diversity is like having a bunch of people from different religions, genders, views and nationalities, people from different places of the world coming together to form a different community. My group, in particular, is actually very diverse and that impacts me in a good way because I get to see like my friends from different countries and I get to go to their birthday parties or their homes and see their festivities and the lifestyle they have. It's really interesting. I know our parents sometimes don't understand this, but accepting differences is the way forward and they must acknowledge that. I think school is really important in the teaching of multicultural values.

Meaghan Nally, 16

Diversity is when a group of people have different views, different races, different ethnicities, different backgrounds, but they're all in one group and they're all together. So they're one, but they're all different, which contributes to the success of a group. Getting to know people with different origins has also made me a better person. I have a better appreciation for how other people live around the world, I'm more sensitive to world events and it's just interesting getting different ideas and seeing different cultures. It's a shame that not all people in my generation understand this, but I guess this is something that can't really be taught at schools.

Tommy Yoe, 16

Diversity is simply something that makes you different from other human beings whether it be orientation, gender, race or hair colour, or being a Mormon. That basically means we are all different in one way or another. And that's good. Life is better when it's not black and white. Differences bring lots of shades and colours! I'm glad young people nowadays know this!

Based on: <https://www.youtube.com/watch?v=LFNuRjm4LMs> (accessed in November 2021)

Module 3, Test 2

I'm a very curious person, if that's one thing you need to know about me. I love learning about the environment, ecology... everything is just of such interest to me. I just like learning in general, so everything in school is actually super fun.

I cannot see a world filled with kindness without science and technology being involved.

I created a device called Tethys. Each and every one of us have the right to know what is in our water and have access to clean drinking water, and this fully functional device can help with that.

Tethys is a device that detects lead in drinking water faster and more inexpensive than the current methods out there today. It's based on carbon nanotube sensor technology and provides all the results to your mobile phone on an app that I created.

My inspiration behind it was actually the Flint water crisis. It was just so unacceptable that kids my age were essentially drinking a poison every day, and I realized that something really needed to be done to help solve that problem.

I don't think I can say there was like an aha moment where I was like, "This is what I want to do." It was rather just like this continuous like learning and loving more about stem and science and technology. But I can tell you a huge changing moment in my life was about, I want to say when I was four or five years old. My uncle got me a chemistry kit and I felt the need to finish the whole thing in one day, and I did.

A lot of my devices are based on biology, chemistry, physics, computational method. This process is usually spread over a couple of months, even years. It's just based on how I feel about it and how I get inspired by something. I don't force myself through the process, I don't do anything to accelerate it. I do it at a pace which makes me feel excited and makes me want to keep going. You see, that's the biggest thing about innovation: if you don't have that motivation and drive to keep going, it's going to be dry. It's not going to be something you enjoy doing or anybody else is going to enjoy hearing about. 2020 has really helped me be a kid. Obviously, I do need fresh air, so I go on bike rides a lot. I fence. I did a lot of virtual fencing. I fenced a lot of pillows. I baked a lot. An insane amount. Calligraphy is now a thing I do.

Our family is huge, like world traveling family. I've been to a lot of countries. I want to say about 14. Where I want to go? I know we're not gonna go here anytime soon, but Madagascar and it's such a cool place! I'm just obsessed with animals and free, wild, roaming things. The dinosaurs are probably my favourite animal hands down. There's so many of them and they're so cool. If someone figures out how to make dinosaurs come back to life, please call me or email me.

I can tell you a couple lasting words that stayed with me. Ms Stockdale, who was my teacher when I was in second grade, the first time she met me she told me that I was going to change the world. I've been wanting to change the world, and hopefully I am changing the world.

<https://www.youtube.com/watch?v=f2RQMOft5w8> (accessed in November 2021)

Module 4, Test 1

Every year, the Australian Taxation Office releases a report that includes the highest earning occupations in Australia. These are mostly in the medical, legal and financial sectors. This information is commonly used by school career advisers, together with other career development material, to help teenagers make career choices.

But the nature of work is changing rapidly under the fourth industrial revolution, which was driven by disruptive technologies, such as automation, artificial intelligence, robotics, machine learning and digitalization. And this new revolution is already having an impact on current jobs. Despite young people generally completing more years of formal education than their parents, many are struggling to find relevant and consistent employment.

The change is expected to lead to the complete loss of some jobs (such as those in repetitive, production-line manufacturing), the need for significant reskilling in other jobs (such as pilots and radiologists) and the creation of completely new ones (such as robot trainers and big data analysts).

Governments are increasingly worried about the mismatch between what societies and industries demand versus what education systems supply. The OECD calls for a partnership between employers and school career advisers. Guidance that starts early challenges stereotyping (based on gender and socio-economic status). Successful career guidance results in better economic, education and social outcomes.

The Australian government developed a National Career Education Strategy in 2019, after working with the state and territory education, business and industry, and career education groups. This aims to support school students to make better informed future study and career choices. While this is a good first step, we need better support for students from disadvantaged backgrounds, especially those in regional, rural and remote locations – as well as female students interested in participating in science, technology, engineering and mathematics jobs.

This year's OECD study found countries like Austria and Germany, which had a much lower concentration of 20th-century careers, had high-quality vocational education and training (VET) programmes available for people from a young age. This reinforces research findings and policy reviews that call for closer collaboration between the Australian VET sector and industry. It also shows why governments should start considering higher investment in the sector in terms of training and developing skills which are relevant for disruptive technologies.

Exposing school students to relatively simple and low-cost career development activities, like attending job fairs, has been shown to significantly increase awareness of different occupations and reduce career concentration. There isn't a consensus among employers on how disruptive technologies will impact on their organizations and they are not willing to invest heavily in specific skills and training.

But employers still have a very important role in preparing students with the skills to succeed in the future. The OECD study actively encourages employer engagement in education by, for example, participating in activities arranged by schools, such as careers-insight talks, subject talks, enterprise competitions, mentoring, workplace visits, job shadowing and short work placements.

<https://theconversation.com> (adapted; accessed in November 2021)

Module 4, Test 2

With work patterns changing fast, especially in the past 18 months, most organizations are fully focused on what comes next. What should the new world of work look like? How should hybrid working models operate in practice? And what should employers be aiming for?

Dan Schawbel, managing partner of Workplace Intelligence says: "Companies' leaders will always have to evaluate their workforce skills every few months, because things can change. So, being fast and adaptable is critical. No leader will make the right decision all of the time. The biggest challenge is knowing what to do and when to do it."

Peter Harte, vice president of Ultimate Kronos Group, says: “Companies need to do a full digital assessment to see if they have the tools to support hybrid working. This means making sure workers can access the systems that they need anywhere and in a safe way. Once that’s done, technology can be used to improve people’s working lives and make them feel more connected to the company.”

Dan Schawbel says: “One of the biggest things I’ve seen lately is that not all voices in the workplace are heard equally. While the employee voice is becoming more important, it’s easy for employers to ignore certain voices.” He says that essential workers and younger people aren’t heard often enough. “If someone doesn’t feel they’re being treated fairly or heard equally, they’re more likely to leave, and replacing them is time-consuming and expensive.”

In a report on the employee voice by The Workforce Institute, 83% of UK employees surveyed felt that people at their organization were not heard fairly or equally and nearly half (46%) said that underrepresented voices remained undervalued by employers. However, they said they didn’t feel the same in other areas.

Dan Schawbel says the best way to hear employee voices is by using short, quick surveys that are sent to staff regularly. Peter Harte agrees, adding: “If people feel fairly treated and that they can contribute to ideas, teams will be stronger and companies will succeed.” He says that thinking of technology as something that is designed to serve people is essential to becoming a people-oriented company – particularly as flexible and hybrid working become strong.

In a survey of 4,000 people, conducted by Workplace Intelligence, 38% of respondents are worried that their employers will go back to the “old way” of operating as soon as possible. This is despite 86% saying they enjoyed the benefits of the new technologies. So, while many employees were impressed by their employers’ ability to respond quickly to the need for new technologies, many now fear going backwards.

We can conclude that, if employers want to succeed, they need an engaged workforce. It might not be possible to predict how the world of work will change in the future, but a strong sense of engagement and adaptability will be a crucial part of success – whatever that ends up looking like. One thing is for sure, now organizations know they have to think about the well-being of employees and how they really feel.

<https://www.theguardian.com> (adapted; accessed in November 2021)

Título
Teacher's Resource File
Step up
Inglês – 11.º Ano

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Design Gráfico
Texto Editores

Créditos Fotográficos
© Dreamstime
© iStock

Execução Gráfica
Lidergraf

ISBN
978-888-89-1639-2

Ano / Edição
2022 / 1.ª Edição

Depósito Legal
N.º 494 516/22



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uma editora do Grupo LeYa

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