

Step Up

ASA

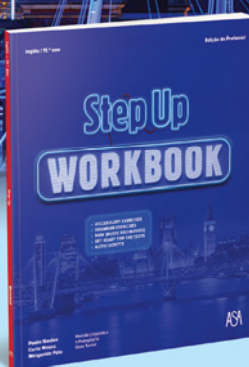
11.º

Step by step, help students be one step ahead!

- Self sufficient & all inclusive
- Step-by-step organization
- Step-by-step approach to speaking & writing
- Full support for mixed-ability classes
- Tests, tasks and rubrics for all assessment situations and purposes
- Powerful digital support



Teacher's Book



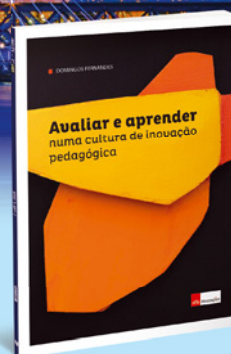
Workbook
Teacher's edition



Step by Step



**Teacher's
Resource File**



**Avaliar e aprender
numa cultura de
inovação pedagógica**



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ONLINE



OFFLINE



DOWNLOAD

www.stepup11.asa.pt



Manual Interativo



**App
Aula digital**

Step Up

11.º

**Step inside the
step-by-step
organization**



Exclusivo Professor



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Infográfico – Module 1: Shop for
your life

Throughout the units you'll find:

ASA

- **Stimulating topics & tasks** that will encourage and develop your students' thinking skills
- **Motivating short videos & songs**
- **Engaging texts & activities**
- **Motivating tasks** that develop your students' **digital literacy skills**



MODULE 1

SHOP FOR YOUR LIFE

UNIT 1

To buy or not to buy...

UNIT 2

What's in a brand?

UNIT 3

Stand up for your rights!

UNIT 4

Go fair!

STREAMING

+

MINI

PROJECT!

Vocabulary

Focus on topic-based vocabulary, collocations and idioms

LEARNING OUTCOMES

Objetivos que orientam o aluno nas aprendizagens da unidade

Atividades diversificadas e apelativas que introduzem e alargam o vocabulário essencial da unidade

MODULE 1

UNIT 4. Go fair!

LEARNING OUTCOMES

Reading
Understand main ideas and details in a website article.

Listening & Watching
Understand main ideas and details in different types of texts.

Writing
Write a comment.

Speaking
Prepare and role-play a debate.

Vocabulary
Understand and use words related to problems caused by consumerism.

Grammar
Understand the form, meaning and use of the past perfect simple and the past perfect continuous.

Let's start!

1. Discuss the following with a partner.

1.1 What do you understand by the phrase "consumer society"?

1.2 Choose two issues about the consumer society that worry you.

2. Listen to four teenagers talking about the consumer society and find out if they mention your ideas.

2.1 Listen again and complete the table with the missing information.

Name	Worries	Possible solutions
Tessa	* a. * negative impact on the b.	* banning plastic and c.
Alan	* companies d.	* e. * f.
Eve	* exploitation of g.	* be an informed and h. to be able to make the right choices
Alfred	* i.	* forbid it and j.

Watch the video and, in pairs, note down the items he buys. Which pair got more items? Say if you would consider doing the same as this customer.

42

PP. 42-43

Let's start!

Atividades de *brainstorming* – vídeos, canções, cartoons – que ativam conhecimentos relativos à área temática/ situacional e vocabular

MODULE 1 *Shop for your life*

Vocabulary QUIZ

ARE YOU A SOCIALLY RESPONSIBLE CONSUMER?

1. Choose an option and find out.

1.1 When you go shopping, you should
a. ☐ always take your own cloth bag so that you can reuse it.
b. ☐ buy paper bags that can be recycled afterwards.
c. ☐ buy plastic bags that you can throw away later.

1.2 When clothes are no longer trendy, you should
a. ☐ turn them into something else.
b. ☐ sell them at a bargain price.
c. ☐ throw them away.

1.3 Child labour is the
a. ☐ illegal and exploitative use of children in industry.
b. ☐ low-paid employment of children by industry.
c. ☐ association that provides children with part-time jobs.

1.4 When you buy cosmetic products like shampoo, deodorants or creams, you
a. ☐ check whether they were tested on animals and don't buy them if they were.
b. ☐ look at the label to see if they are animal-tested, but buy them anyway.
c. ☐ don't care how the products were produced as long as you like them.

1.5 Would you be willing to spend more for your vegetables to support an ecological, social or humanitarian cause?
a. ☐ Absolutely! Every action we take on this planet means something.
b. ☐ Sometimes, but not always. I have other priorities.
c. ☐ Not really.

1.6 The Fairtrade label is
a. ☐ a guarantee that the products are not a result of exploitation of workers.
b. ☐ a good idea, but most of the times you just go for the cheapest product.
c. ☐ a new brand of environmentally-friendly coffee.

YOUR SCORE:

If you have mostly a:
You've got it! You're definitely a socially responsible consumer!

If you have mostly b:
You are aware of some of the principles of buying responsibly. Keep it up!

If you have mostly c:
Try to be more careful about your choices – remember you can make a difference!

ANSWER KEY
Let's start (page 42)
2.3
a. overconsumption
b. environment
c. use paper bags
d. deceive people
e. consumer education classes
f. be alert
g. workers
h. educated consumer
i. animal testing
j. shut down companies (that exploited animals)
LOL (page 42)
Possible answer:
The customer didn't want to pay for the 50p for the plastic bag. I don't think I could have done the same, unless I was just stopping for a few items. Another option would be to have my own bags, preferably cloth ones.

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Reading

Authentic, relevant & engaging texts helping students think a step ahead!

Do you get it?

Exercícios que mobilizam diferentes níveis de complexidade cognitiva na compreensão da leitura

Pequenas atividades que motivam os alunos para a leitura do texto

Banda lateral sempre com **respostas-modelo** para **TODAS** as atividades

2. What's in a brand?

Reading Personal account

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

- Someone who sells secrets for a living.
- A person that makes a living from promoting brands online.
- 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 Tchoumi is a Swiss-Italian 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. Tchoumi 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 Rolls Royce. 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 '#ad' or 'sponsored post' labels are becoming obligatory in several countries. Most influencers are doing it spontaneously as a moral duty to their audiences. 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://fiondorepsekerbureau.com (adapted, accessed in August 2021)

Do you get it?

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

- proactive business person (paragraph 1)
- labels (paragraph 1)
- more and more (paragraph 3)
- obligation (paragraph 4)

2. What do the following words refer to in the text?

- it (line 14)
- it (line 21)
- it (line 27)

3. In which paragraph can you find the following information?

- Xenia's background
- The ethics of an influencer
- Xenia's predictions for the future

4. Answer the following questions.

- In Xenia's opinion, what are the best qualities of an influencer?
- What does Xenia think about the responsibility of an influencer towards the products advertised?

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

- Do you follow any influencers? Why/Why not?
- Do you think influencers really have the power to change people's minds? Why?

Help with words

- 'Hartz' - popular animal products brand
- 'flea and tick' - dog and cat parasites

ANSWER KEY

1. a. entrepreneur (line 2)
b. brands (line 8)
c. increasingly (line 20)
d. duty (line 20)

2. a. posting strategy
b. digital marketing
c. using labels like 'ad' or 'sponsored post'

3. a. paragraph 1
b. paragraph 4
c. paragraph 3
d. 4.1 Being consistent and having a message
4.2 The influencer must stand by and defend the product he/she is selling.

5. Possible answers:
5.1 Yes, because it's a way of knowing what's going on.
5.2 Yes, because they reach a lot of people through social media.

LOL What you wear can be a sign of social and economic status.

PP. 28-29

Textos autênticos, atuais e de gêneros muito diversos que ativam o pensamento crítico dos alunos

Go deeper!

Questões que estimulam a **comunicação**, a partilha de **opiniões**, a capacidade de **relacionar assuntos** e o **pensamento crítico**.

LOL NEW

Cartoons, memes, jokes entre outros apontamentos lúdicos que surgem a propósito da temática

Step-by-step students will develop their thinking skills

Grammar

Clear grammar presentation

— RULE it! —

Sistematizações claras com quadros e destaques visuais apresentadas em contexto e assentes em exemplos

MODULE 1

4. Go fair!

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 Shein"

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

2. Complete the table with the missing information.

Tense	Use	Form
Past perfect simple	<ul style="list-style-type: none"> Actions/Events that happened and finished before a specific time in the past; Emphasis on the result of an action. 	<p>✓ Affirmative: a. + past participle</p> <p>✗ Negative: hadn't + past participle</p> <p>❓ Interrogative: had + b. + past participle</p>
Past perfect continuous	<ul style="list-style-type: none"> Unfinished actions in progress before a point in the past; Emphasis on the duration of the action. 	<p>✓ Affirmative: had + c. + verb + -ing</p> <p>✗ Negative: hadn't been + verb + -ing</p> <p>❓ Interrogative: had + d. + been + verb + -ing</p>

— 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!

ANSWER KEY

RULE it!

1. A. 2
B. 1

2. a. had
b. subject
c. been
d. subject

USE it!

1. a. had been trying
b. hadn't worked/hadn't been working
c. had the CEO visited
d. had been going
e. Had she been working

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- Gramática - Past perfect simple and past perfect continuous
- Atividade - Past perfect simple and past perfect continuous
- Quiz - Past perfect continuous

— USE it! —

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

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

Bank p. 216 **Wi p. 19**

P. 48

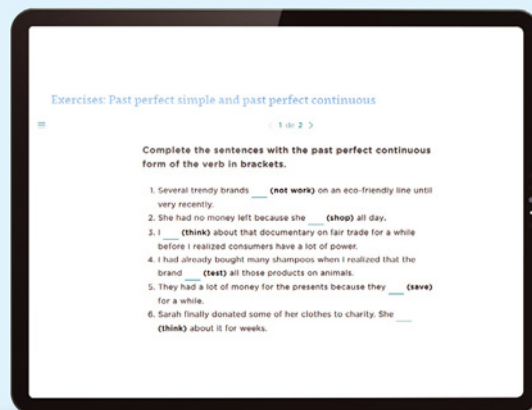
Exercícios diversificados de aplicação que apresentam um grau crescente de dificuldade

Extra support & consolidation activities in the Language Bank



Grammar tutorials

Animações dos conteúdos gramaticais com explicações **step-by-step**



Atividades interativas com questões para consolidação dos conteúdos gramaticais

Grammar Bank

Collective nouns

Referem-se a um grupo de pessoas, animais ou coisas.

ANSWER KEY

1. a. choir
b. panel
c. flock
d. team
e. fleet
f. herd
g. swarm
h. pack
i. pair
j. wedge

2. a. flock
b. swarm
c. flock
d. herd
e. flock
f. swarm
g. flock
h. swarm
i. flock
j. herd

Animals

a. a flock of sheep (rebanho)
b. a swarm of locusts (nuvem/enxame)
c. a pack of horses (cavalarias)
d. a pride of lions (alcateia)
e. a pack of wolves (alcateia)

NOTA:

* Podem ser seguidos de uma forma verbal singular se os considerarmos uma unidade, contudo, se forem precedidos de a em vez de the, a preferível utilizar a forma singular.

Past perfect continuous

Utiliza-se, tal como o past perfect simple, para nos referirmos a ações/situações passadas que aconteceram antes de outras ações também passadas; contudo, enfatiza a duração da ação ou o tempo que leva a realizar.

When James arrived from work, Alice **had been watching** TV all afternoon.

Com expressões de tempo, tais como: for, since, all morning, all day, all week...

Forma-se com:

✓ had + been + verbo + -ing
✗ had + not + been + verbo + -ing
❓ had + sujeito + been + verbo + -ing

Para rever o past perfect simple, consultar a página 210.

1. Fill in the sentences with the correct collective noun.

a. He has been singing in his church since he was six.

b. I heard a of scientists speaking about climate change.

c. My neighbour's were attacked by wasps.

d. I was scared when I saw a of wild horses running towards me.

e. The fishing is in the harbour.

f. A strange man at the bank was trying to hide a huge of hundred-dollar bills.

2. Choose the correct option to complete each sentence.

2.1 Silas for five years before he his degree in Mechanical Engineering.

a. ☐ studied... had been obtaining
b. ☐ had been studying... obtained

2.2 The city centre streets because it since early morning.

a. ☐ were flooded... had been raining
b. ☐ had been flooded... had rained

2.3 When the class many students for hours.

a. ☐ started... had been waiting
b. ☐ had been starting... waited

2.4 When the film my parents for a long time.

a. ☐ had ended... slept
b. ☐ ended... had been sleeping

Listening & Watching

Real English situations

Listening

Atividades de compreensão do oral com grande diversidade de gêneros da oralidade com enfoque em **real English**



Áudios disponíveis na versão *standard* e *slow* locucionados por *native speakers*

Watching

Atividades de compreensão de um suporte audiovisual, sempre com indicação do gênero ou da tipologia

1. To buy or not to buy...

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.

a. Mary
b. William
c. Annie

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.

APRENDIZAGENS ESSENCIAIS
Competência comunicativa
C01, C02, C03, C04, I01, I02, I03
Competência estratégica
11, 12, 22, 41, 42, 51, 61, 62, 63, 64
PERFIL DOS ALUNOS
A, B, D, E, F
ANSWER KEY
1. a, 1, 4, 7
b, 2, 5, 8
c, 3, 5
2. a. William
b. Mary
c. Annie
3.3 Possible answer:
A. Physical shops
Advantage: seeing and touching the products
Disadvantage: having schedules
B. Online shops
Advantage: buying from shops around the world
Disadvantage: shipping costs
High-tech variation
Students create the mind map using
mind
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• Tracks 7-8 - standard & slow

P. 24

Taking digital a step further!



Short videos

Com possibilidade de legendas *on/off*

4. Go fair!

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?

a. Emma Watson
b. Peter Dinklage
c. Olivia Wilde
d. Shailene Woodley

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.

T F NS

APRENDIZAGENS ESSENCIAIS
Competência comunicativa
C01, C02, C03, C04
Competência estratégica
11, 12, 22, 41, 42, 51, 61, 62, 63, 64
PERFIL DOS ALUNOS
A, B, D, E, F
ANSWER KEY
1. a, 4
b, 2
c, 1
d, 3
2.2 Animal testing:
2.2 a. NS
b. T
c. F
d. F
e. T
f. NS
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• Video - Save Ralph

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Step-by-step approach to writing & speaking

Reading ^{into} Speaking **NEW**

Surge sempre que as atividades de *speaking* ou *writing* são despoletadas por um texto-problema

STEP 1

Brainstorm
ideas!

STEP 2

Organise your ideas into an outline!

STEP 3

Write the text
+ Help with
language

Writing Comment

Activity

Module 1 Shop for your life

Activity Listen to Aurora's song and write a comment of about 100 words on the chorus.

Just like the seed
I don't know where to go
Through dirt and shadow, I grow
I'm reaching light through the struggle

Just like the seed
I'm chasing the wonder
I unravel myself
All in slow motion

(Chorus)
You cannot eat money, oh no (>:))
When the last tree has fallen
And the rivers are poisoned
You cannot eat money, oh no



The seed

Escucha **Escucha**

APRENDEZENDO ESSENCIAS

Competência comunicativa
96, 403, 401, 193

Competência estratégica
1.1, 1.2, 1.3, 1.4, 4.2, 5.1, 5.2, 6.1, 6.2, 5.3, 4

PERFIL DOS ALUNOS
A, B, C, D, E, F

ANEXOKEY

Possible answer:

The song is part of the album *A Different Kind of Human* (She is), written and directed by Aurora. The chorus is based on a saying with roots in the American West, which is a myth where people should not rely on nature in the name of growth.

Without nature, we cannot sustain ourselves without the sustenance (the law is a society that doesn't respect the movement). We are told that not to suffer what we do, played with things and so. Hence, this is not necessarily true. We are told from the ground without going back and that it is not absolute. Hence, the present is a warning that should be taken seriously, and that we have to take the future into account.

High-tech variation

Students can share their comment on **YouTube** and provide some feedback for their classmates.

Feedback

Focus on Aurora's student's performance using the **Writing assessment rubric for speaking** (writing speaking) (20)

She is 20.

audigital:

- Track 1 - The Seed
- Texts interaction - On (3)

Follow these steps.

STEP 1 Do some research to learn about the context in which the song was written and what might have inspired it and take notes.

STEP 2 Plan your text and organize your paragraphs.

Paragraph 1

- Contextualize the song.

Paragraphs 2 and 3

- Explain the meaning of the song chorus (who said it, why they might have said it, ...).
- Refer back to the consumer society and to the impact it has on nature.

Paragraph 4

- Write about your reaction to the song chorus (your opinion about it, what it makes you feel, ...).

STEP 3 Write the comment. Use the paragraph plan above to help you.

Tip 1 or cross

My comment

I provided the necessary information.
I followed the steps.
I presented ideas logically.

Rate

My comment gets

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

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STEP 1

Brainstorm
ideas!

STEP 2

Discuss with a partner + Help with Language

STEP 3

Present your conclusions

MODULE 3 Taking a stand for diversity

Speaking Photo story

1. Look at the following photos. In small groups, discuss the questions below.

1.1 Which prejudiced attitudes might they refer to?

1.2 Who is the prejudice directed towards?

2. (Activity) Choose one of the photos and, within your group, prepare a story to tell the class.

Follow these steps.

STEP 1 Brainstorm ideas about the photos.

• Who • What • Where • When • How • Why

You may:

- refer to these people's dreams, motivations and feelings;
- include information about what you think happened after or before the photo was taken.

STEP 2 Write down your group's ideas in note form and decide on the story/eller.

STEP 3 Tell the story.

Tick ✓ or cross ✗

Our photo story

- addressed all the ideas in the photo.
- followed the steps.
- used appropriate language.
- kept the audience interested.

Rate

Our photo story gets

- for content.
- for organization and clarity.
- for appropriate language.
- for achieving its purpose.

Rubric **D10**

How well is a student's performance using the Speaking assessment scale for each rating: story/eller 7-10 (October 21)

APRENDIZAGENS ESSENCIAIS
Competência comunicativa
C10 C11 C12 C13 C14 C15 C16 C17 C18 C19 C20 C21 C22 C23 C24 C25 C26 C27 C28 C29 C30 C31 C32 C33 C34 C35 C36 C37 C38 C39 C40 C41 C42 C43 C44 C45 C46 C47 C48 C49 C50 C51 C52 C53 C54 C55 C56 C57 C58 C59 C60 C61 C62 C63 C64 C65 C66 C67 C68 C69 C70 C71 C72 C73 C74 C75 C76 C77 C78 C79 C80 C81 C82 C83 C84 C85 C86 C87 C88 C89 C90 C91 C92 C93 C94 C95 C96 C97 C98 C99 C100

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

ANSWER KEY

13 Possible answers:
A. Sexual orientation and gender discrimination
B. Racism
C. Xenophobia
D. Religious discrimination

12

A. ...
B. ...
C. ...
D. ...

2 Possible answers:

The young football player had the dream of playing for a great team in the most important football championship matches, we made his dream come true by not letting it go to the football. In one of those matches, he was having a lot of trouble trying to defeat the opposing team, unfortunately, the opposing team fans decided to come at him by bullying him and shouting racist remarks. We were hurt and decided to discuss the matter, but the opposing fans were the ones who were really bad and it was for them to keep doing what he does by being a bad person and not to be a good person.

Bank 185

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Extra:

- **Tick or cross:** checklist
- **Rate:** self-evaluation

NEW

P. 41

P. 41

My presentation

- addressed all the ideas in the text
- kept the audience interested.
- followed the steps.
- used appropriate language.

PHRASES

"focus on"
"is entirely devoted to"

PARAGRAPH
Contextualize the song.

This song is part of the album "Into the Wild" by Eddie Vedder, which was made for a film with the same name. Both the album and the film focus on the transition from living in a consumer society to leaving it.

PHRASES

"I believe there's nothing wrong with celebrities being role models. They are often hard-working and passionate about what they do."

PARAGRAPH
Contextualize the song.

I believe there's nothing wrong with celebrities being role models. They are often hard-working and passionate about what they do.

PHRASES

"That might be true for some celebrities, but a lot of them don't really contribute to the world. They just spend their money on frivolous things and sometimes are so self-absorbed that they don't treat others well."

PARAGRAPH
Contextualize the song.

That might be true for some celebrities, but a lot of them don't really contribute to the world. They just spend their money on frivolous things and sometimes are so self-absorbed that they don't treat others well.

Vídeos tutoriais

Para desenvolver a competência de *Writing* e de *Speaking*

Review, Streaming and Mini projects

At the end of each module students consolidate the units' grammar and vocabulary

REVIEW

Inclui atividades de consolidação das estruturas linguísticas abordadas no módulo e que podem ser utilizadas como autoavaliação

NEW

STREAMING

Sugestões de visionamento de pequenos vídeos atuais, permitindo que vários grupos de trabalho realizem tarefas diferentes e tornem o momento de partilha mais rico

REVIEW

Vocabulary & Grammar

1. Complete the second sentence with an idiom from the box so that it has a similar meaning to the first one. There is an extra idiom you don't need to use.

chalk and cheese build bridges
mending pot singing a different tune

a. Although people in the USA are different, they manage to coexist and live together as one nation.
The USA is a _____.

b. Respect and tolerance are very different from each other.
Respect and tolerance are as different as _____.

c. The members of government were all expressing different opinions about how to include immigrants in our society.
The members of government were all _____ regarding the inclusion of immigrants in our society.

2. Choose the correct explanation.

2.1 The government is about to pass new laws to establish full rights for minorities.

a. ☐ Something is expected to happen very soon.
b. ☐ There is the possibility/probability of something happening.

2.2 Some works of art are more likely to be bought by artists than others.

a. ☐ Something is expected to happen very soon.
b. ☐ There is the possibility/probability of something happening.

3. Match the words on the left to the corresponding definitions on the right.

a. assumption
b. bias
c. ethnicity
d. prejudice
e. stereotype
f. xenophobia

1. a particular race of people
2. a set idea people have about what someone or something is like, especially an idea that is wrong
3. an unfair and unreasonable opinion or feeling formed without enough thought or knowledge
4. extreme dislike or fear of foreigners, their customs, their religions, etc.
5. something that you accept as true without question or proof
6. the action of supporting or opposing a particular person in an unfair way because personal opinions influence your judgement

4. Rewrite the sentences so that they have the same meaning as the ones given. Start as suggested and use the causative have or get.

a. The teacher told the students to prepare a presentation about stereotypes.
The teacher _____.

b. Poets usually find it difficult to publish their work for the first time.
Poets usually find it difficult to _____.

c. Jane asked her parents to buy Armande Gorman's book of poems.
Jane _____.

d. Tania didn't write the essay about *The Hill We Climb* herself.
Tania _____.

5. Rewrite the sentences using conditional sentences and the words given.

a. When you read about the project *The World Piece*, I'm sure you will find it very interesting. (should)

b. Governments don't respect citizens' opinions. So, citizens don't support them. (unless)

c. If it stopped raining, we would be able to hold the rally. (could)

6. Complete the sentences with the correct expression in the box.

so worried enough such tragic too unaware of

a. Some politicians seem _____ the effects of discrimination in society.

b. Environmental volunteers are all _____ about the planet, but we are not doing _____ to protect our Home.

c. There are _____ stories behind the birth of some social movements.

7. Complete the sentences with the collocations in the box.

political activists volunteer force committed volunteers

a. In some countries _____ are arrested because of their opinions.

b. The _____ is made up of unpaid workers.

c. NGOs are always in need of _____ to work with them.

PP. 130-131



MINI PROJECTS!

Sugestões de projetos interdisciplinares que promovem as competências transversais

STREAMING

Social movements are agents of change. They bring about or prevent social change if people work collectively towards the same goal.

1. Below you can find videos about six different social movements.

1.1 Form groups. Each group chooses a video to watch. Remember: more than one group can choose the same video if necessary, but you have to compromise if any of the videos are left out.

Social movements

1.2 Watch the video chosen by your group and discuss the main ideas with your group mates. Then, prepare a presentation of the video for your classmates of no more than three minutes. Remember: all group members must speak.

1.3 As you listen to the other groups' presentations, be prepared to point out any similarities and/or differences there may be between your video and the other groups' videos. Enjoy your time!

MINI PROJECT!

A social movement

Activity: What are the problems your community faces? Find out and create a social movement to address the problem you think is most worrying. Then, present your social movement to your classmates.

Remember: a social movement is an organized effort by a group of people to achieve a particular goal, which may be to carry out, resist or undo a social change. It is a type of group action and may involve individuals, organizations or both.

Follow these steps.

STEP 1 Plan things.

- Do a survey to find out what problems your community faces.
- Form groups of 3-4 members and brainstorm ideas about:

your cause (the problem you want to solve) how your social movement will improve your community what action you will take what needs to be done, who will do it and the deadlines

STEP 2 Put things into practice.

- In groups, search for information about important aspects to consider.
- Decide how you are going to present the information (pre-recorded video, live with/without the help of digital tools, etc.).
- Organize the information to be presented in a clear and straightforward way.
- Make sure every member of the group participates.
- Practise, practise, practise.

STEP 3 Action time: it's presentation day.

- Give your audience all the important information about your social movement.
- Be prepared to answer any questions your classmates may ask.

Tick, ✓ or cross ✗

Our social movement followed the steps presented the problem clearly and straightforwardly grabbed the attention of the audience.

Our social movement gets for content: for organization and clarity, for achieving its purpose, for group work.

Extra:

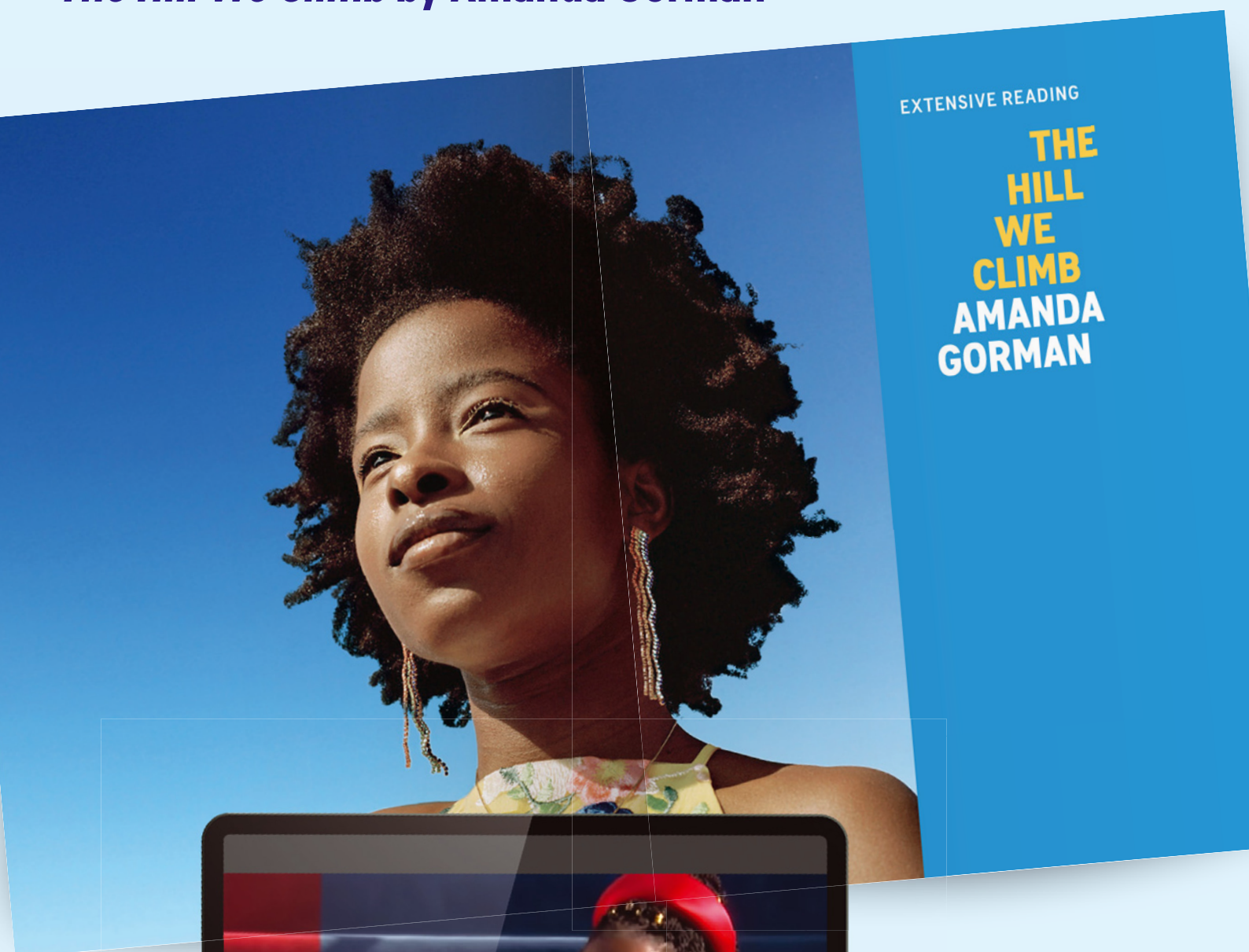
- Tick or cross: checklist
- Rate: self-evaluation

PP. 132-133



Extensive Reading & Viewing

At the end of the book explore
The Hill We Climb by Amanda Gorman



Extensive Viewing

Inclui propostas de
exploração do vídeo

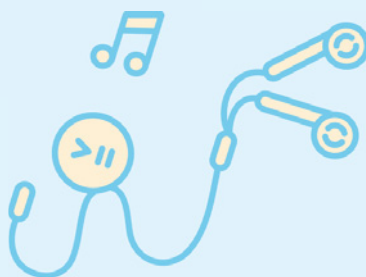
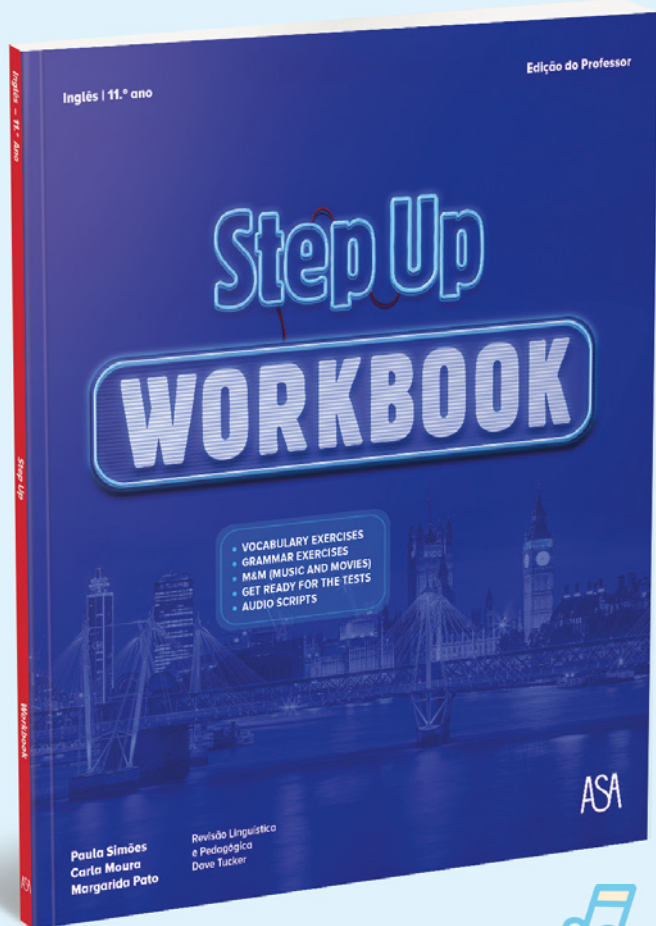


Workbook

Step inside the workbook & you'll find:

- Vocabulary & Grammar Exercises
- Music & Movies:
- Get ready for the tests

Inclui **music & movies**
Movies & songs about the topics



music & movies

1. Look at the poster of the film *Free Guy* and guess what kind of film it is.

a science fiction film
an adventure film
a comedy

2. Watch the trailer of the film.
www.stepup11.com.pt

2.1 Say if the statements are true (T) or false (F).

a. Guy thinks his world is perfect. ☐

b. He lives alone with no family or friends. ☐

c. His life changes when he puts a pair of glasses on. ☐

d. He decides to be a hero fighting the game's creator. ☐

2.2 Order the sentences as you listen to them and tick their authors.

	Guy	Millie	Buddy	Antwan
a. "Terminate him."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. "I don't know what's happening, but I love it!"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. "This world is a video game. You're not real."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. "We can save our world, but we have to fight together."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adverbs

1. Choose the correct adverb in each sentence.

a. Dr Stone went **deep** / long into the investigation.

b. She asked herself if she was doing it **far** / right this time.

c. A week after, she knew she was **early** / near to solve the puzzle.

d. In *The Mandalorian*, we meet the clone scientist very **early** / low in the film.

e. We don't know how **far** / right to trust him.

f. He aims **well** / high in his scientific ambitions.

2. Complete the sentences with the irregular adverbs in the box.

daily straight fast wrong hard late well

a. It is really _____ to predict the developments in technology.

b. Is the importance of genetic technology growing too _____?

c. Sometimes I can't understand all these new scientific breakthroughs very _____.

d. The situation changes _____, so you've got to be aware of the most recent developments.

e. Hopefully, we won't regret our choices too _____.

f. When things go _____, all of us naturally feel disappointed and apprehensive.

g. When the problem appeared, they went _____ to the experts for advice.

3. Adjective or adverb? Tick the correct option.

a. He eats too much **fast** food. ☐ **ADJECTIVE** ☐ **ADVERB**

b. Watch to see how **fast** he eats. ☐ **ADJECTIVE** ☐ **ADVERB**

c. Suddenly everything went **wrong**. ☐ **ADJECTIVE** ☐ **ADVERB**

d. He was driving on the **wrong** side of the road. ☐ **ADJECTIVE** ☐ **ADVERB**

e. He learned a **hard** lesson today. ☐ **ADJECTIVE** ☐ **ADVERB**

f. He is fighting **hard** to keep his job. ☐ **ADJECTIVE** ☐ **ADVERB**

music & movies

1. Before listening to the song, complete the text with the prepositions: because of, along with, apart from, according to.

SINGING AN IMPORTANT MESSAGE

_____ an interview, Billie Eilish confirmed that a lot of *All the Good Girls Go to Hell* is about global warming and the ways humans are causing the climate crisis b. _____ exacerbating it c. _____ being vegan, the singer has been outspoken about her passion for protecting animals and the environment in interviews and on her social media channels. d. _____ all her civic actions, it's no surprise that her message has spread into her music.

2. Listen to the song and fill in the blanks with the missing words.

ALL THE GOOD GIRLS GO TO HELL
by Billie Eilish

My Lucifer is a _____. Hills burn in California
Standing there, b. _____. My turn to g. _____ ya
Can't c. _____ anything. Don't say I didn't h. _____ ya
but a crime
Peter's on vacation, an open d. _____
has enemies
And once the water starts to rise
And heaven's out of l. _____
She'll want the devil on her k. _____
My Lucifer is lonely

3. What is this song about? Say if the topics are true (T) or false (F).

a. The failure of humanity to take proper care of the planet. ☐

b. Devil and God against the human race for destroying the earth. ☐

c. Hope on mankind to stop climate change. ☐

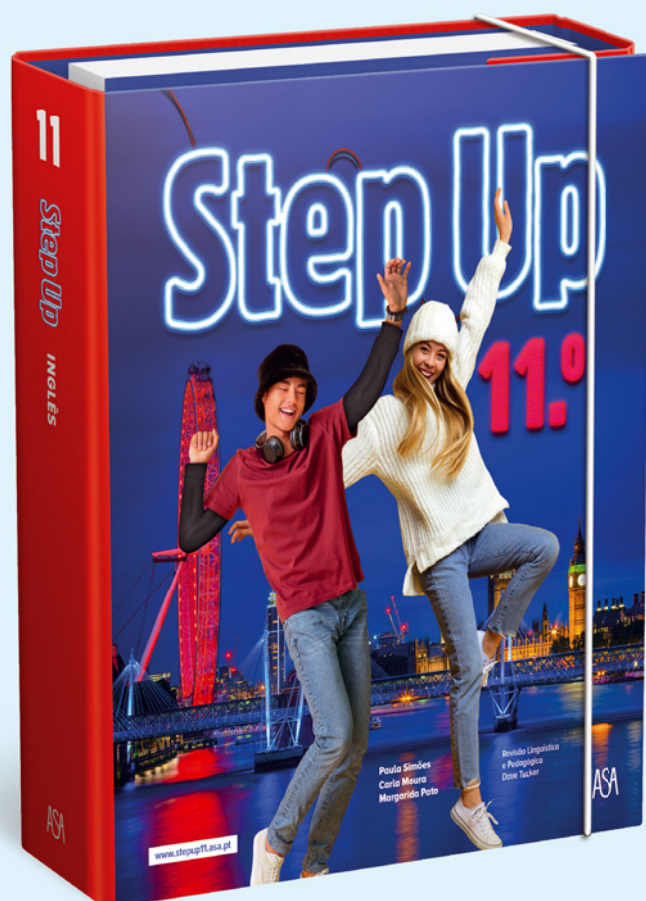
d. Faith in God to help humanity. ☐

e. Disappointment and disbelief in humanity. ☐

4. What climate disasters are explicitly referred in the song?

Teacher's Resource File

Editable at  auladigital



The Teacher's Resource File includes:

Planning

- Annual, term & semester
- Lesson plans

Resources

- Extra materials for all modules

Inclusion

- 2 level worksheets "Below & Beyond"

Assessment

- 2 evaluation tests per module
- Table of specifications, grids, assessment criteria and answer keys

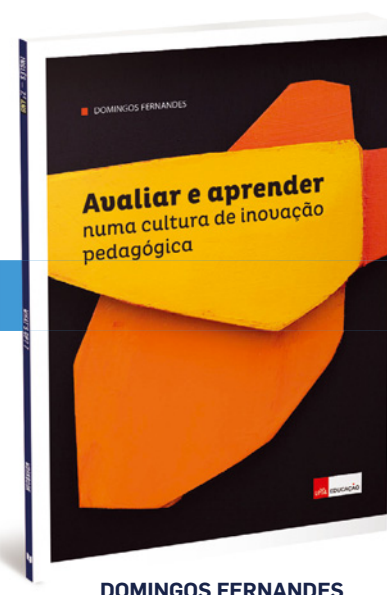
Rubrics

- Teacher observation checklist
- Assessment rubrics for Listening, Speaking & Writing

Projects

Audioscripts

Assessment grids provided in Excel format at  auladigital



DOMINGOS FERNANDES

Avaliar e aprender numa cultura de inovação pedagógica

AVALIAÇÃO BASEADA EM CRITÉRIOS

Uma proposta de orientação prática, que apoia uma efetiva avaliação baseada em critérios.

Nesta publicação destacamos:

- Avaliação formativa e sumativa: conceitos, propósitos e práticas
- Critérios de avaliação e a sua utilização na avaliação e na classificação
- Diversificação dos processos de recolha de informação
- Participação dos alunos nos processos de avaliação

Para futuros utilizadores do projeto

Um apoio efetivo à implementação de uma avaliação baseada em critérios, com explicação detalhada sobre a operacionalização em sala de aula.



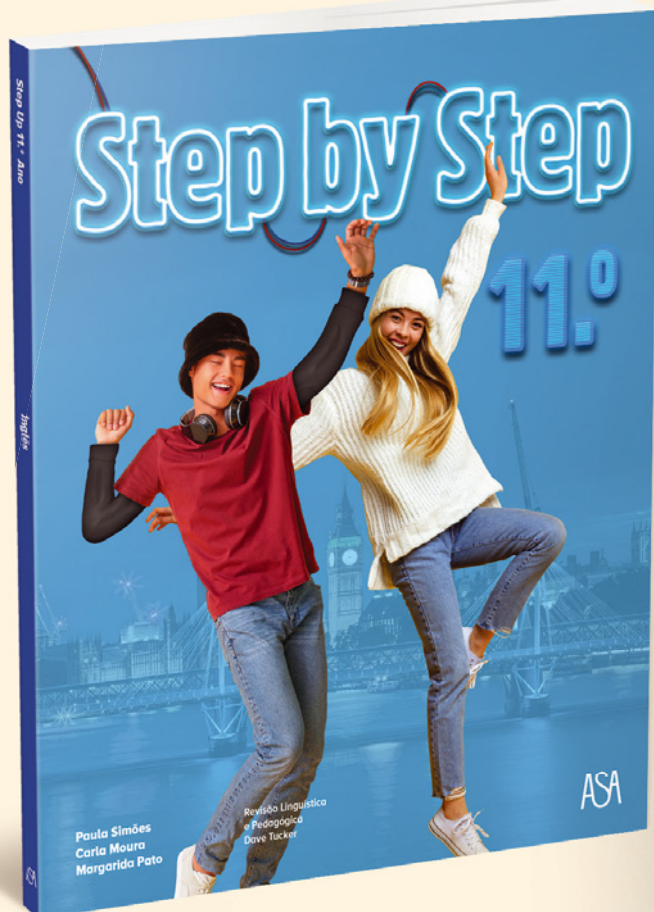
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WEBINAR
EXCLUSIVO



AVALIAÇÃO BASEADA EM CRITÉRIOS

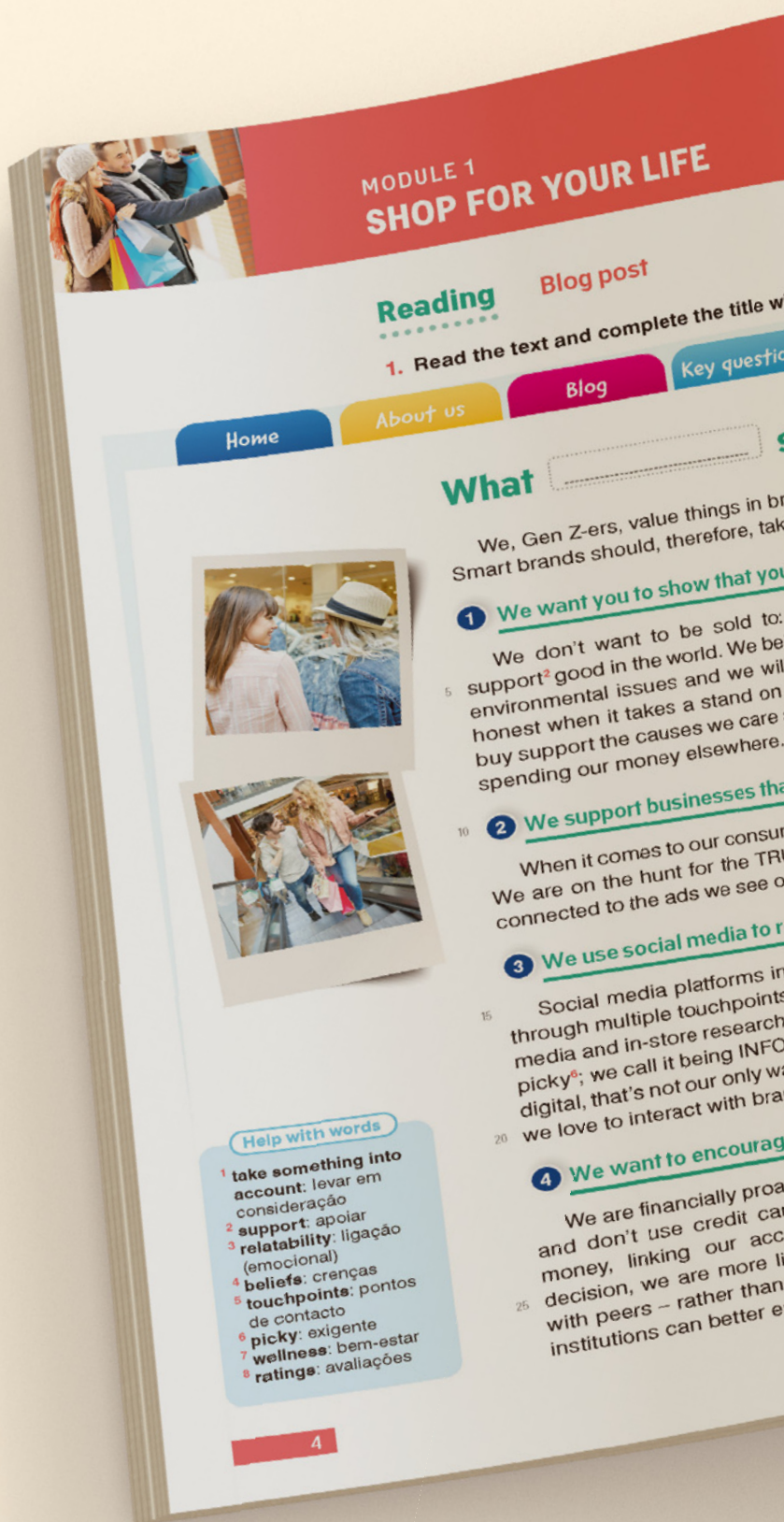
Step by Step



Helping teachers manage MIXED-ABILITY classes

- Conjunto de materiais do *Student's Book* adaptados e simplificados para trabalho das diferentes *skills*.
- Destinam-se aos alunos que necessitam de mais apoio para o acompanhamento da aula.

Ready to use



Available in
September
for schools using
Step Up 11

Do you get it?

- What do the following expressions mean in the text?
 - be sold to (line 4)
 - takes a stand on (line 7)
 - on the hunt for (line 12)
 - expresses its opinion about
 - be persuaded that products are good
 - searching for

2. Complete the sentences about the text.

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

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

- ☐ To emphasize the message.
- ☐ 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. **Go deeper!** Discuss the following with a partner. Then, share your ideas in class.

- Which of the four tips in the text do you think is most important to companies? Why?
- What might make you buy a product? Complete the table with the reasons on the right.

Not-so-good answers	Good answers
<ul style="list-style-type: none"> Buying this product will make me more like the person I saw in the ad. a. 	<ul style="list-style-type: none"> Buying this product will show the world I care about the environment. b.

For me, it's tip no.
because

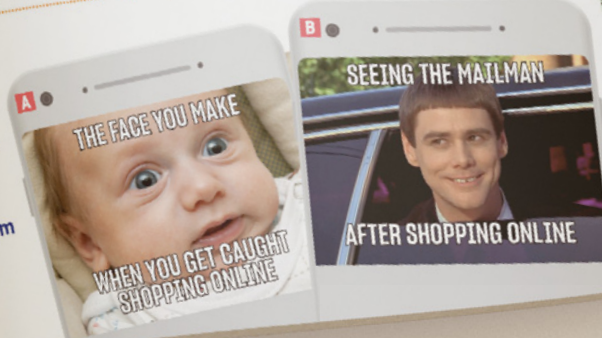
Reason 1
Buying this product will show the world I care about working conditions.

Reason 2
Buying this product will impress someone.

Yes, I relate to A/B / A and B because...
No, I don't relate to any of them because...



Look at the memes and say if you relate to any of them and why.



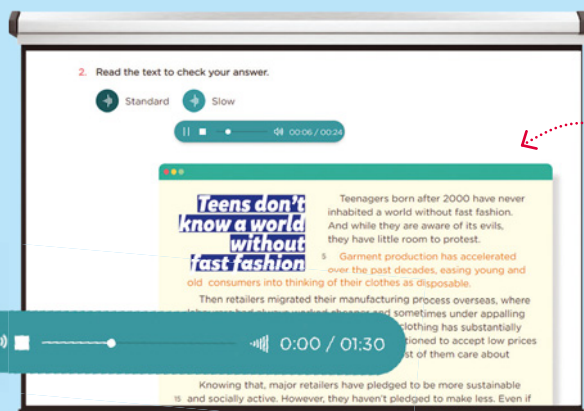
App Aula Digital

- Vídeos para compreender melhor a matéria;
- Quizzes rápidos com explicação imediata;
- Avaliação do progresso;
- Acesso em qualquer lugar.

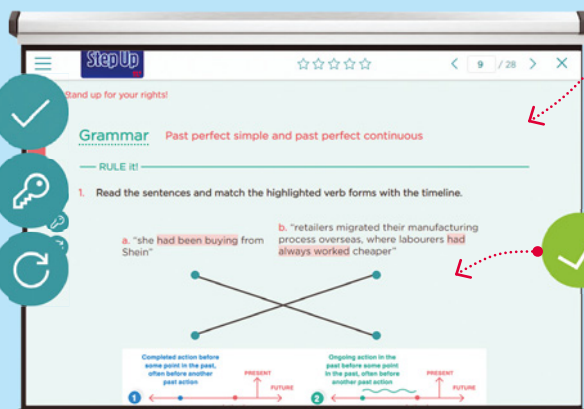


Agora já pode escrever no seu manual e fazer correção automática

Projete o Manual Interativo e experimente a forma mais fácil de trabalhar em sala de aula



Faça a leitura acompanhada em sala de aula, com locução e destaques em simultâneo.



Responda às atividades do manual, escrevendo diretamente nas páginas e fazendo a correção automática.

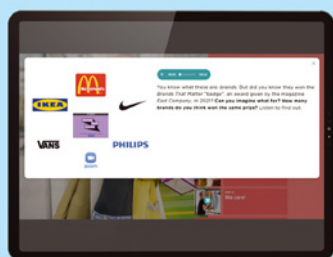
Num só clique, mostre as soluções, alínea a alínea, ou da totalidade das atividades da página. Permite limpar e voltar a fazer.

Aceda ao *Workbook* ou aos materiais do *Teacher's File*, sem sair da página.

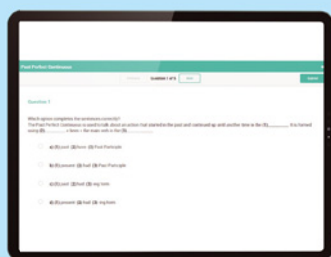


Explore os recursos digitais dentro da página e veja em simultâneo os exercícios do Manual.

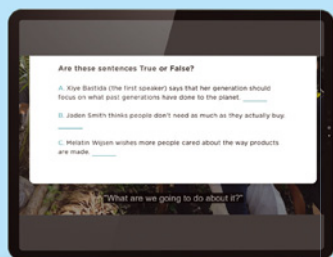
Recursos digitais



Imagens interativas



Quizzes



Atividades interativas



Vídeos com legendas on/off

Na Aula digital pode comunicar com os alunos, partilhar recursos, enviar trabalhos e testes e ter *feedback* automático.

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