

MySelfie

11



- Effective organisation
- New approach to reading – Highly interesting & teen-appealing texts
- Systematic/effective vocabulary development
- Communicative grammar focused on developing speaking and writing skills
- Promotion of intercultural competence in students
- Focus on 21st century skills
- Fully digital with plenty of interactive activities



Speaking
Cards



Teacher's Book



Workbook
(Teacher's
Edition)



Teacher's File



Avaliar e aprender
numa cultura
de inovação
pedagógica



Manual
Interativo
+ App
Aula Digital



auladigital



ONLINE



OFFLINE



DOWNLOAD

www.myselfie11.te.pt

#MySelfie

organisation

Appealing
picture

1. We are the world

- 1.1** English-speaking cultures
- 1.2** Cultures go global
- 1.3** Stronger together
- 1.4** A helping hand

Learn about:

- cultural diversity and stereotypes
- global society and global citizenship
- discrimination and prejudice
- the refugee crisis and humanitarian organisations

Learn how to:

- write a blog post
- describe clothes
- make a 60-second oral presentation
- role-play a situation
- write a narrative text
- lead a pair work discussion
- write an editorial
- write a memoir
- prepare an interview

Learn how to use:

- present, future and past tenses
- linking words and expressions
- prepositional verbs
- collocations with *make* and *do*
- idioms
- indefinite pronouns
- adjectives followed by prepositions
- present perfect simple and continuous
- if-clauses types 1, 2 and 3
- *I wish/If only*

pp. 14-15

Unit
contents

3 units

- We are the world
- There's no Planet B
(Fusão dos temas
"O mundo à nossa volta
e "Os jovens e o consumo")
- My job, my choices

**Divisão das
subunidades
garante
operacionalização
eficaz da
disciplina
(trimestral
ou semestral)**

Vídeos que introduzem
a temática da unidade
e motivam a troca de
opiniões.

EXTRA

- **Extensive Reading** –
The Hate U Give
- **MyGif** – Grammar in Function –
com exercícios de reforço
e consolidação;
- **MyGPS** – Grammar & Production
Skills – síntese gramatical
em português, com apoio
à oralidade e à escrita



EXCLUSIVO DO PROFESSOR
auladigital
Video: The Labels We Carry

UNIT 1



The Labels We Carry

1. What is the main message of the video?
2. Why do you think we put "labels" on people?
3. What impact can "labels" have on people?

#Reading

Getting ready for reading

→ Atividades de preparação e motivação para a leitura do texto, que mobilizam conhecimentos e competências prévias.

Excerpts of texts with brief informative note with the book cover and a brief information about the author.

Getting ready for reading

1. Listen to the poem "I am Human".

1.1 Which group of people in need do you think the man belongs to? Explain.

1.2 In which verses does the author express that he feels:

a) invisible? d) despised? g) hopeful?
b) sad? e) entitled? h) representative?
c) excluded? f) blameless?

2. Look at the poster series below.

2.1 What's the connection between the message in the poem and the pictures in the posters?

3. Watch Rita Ora's speech at Wembley Stadium on "WE Day" and note down:

a) her country of origin;
b) how old she was when she had to flee;
c) what country Rita and her family sought refuge in;
d) the two main reactions towards new immigrants;
e) how many displaced refugees from Syria the UK was about to accept;
f) what she thinks this is a good opportunity for;
g) two issues her family faced upon arrival in the UK;
h) the appeal she makes.

4. You are going to read a text about Mina, an eleven-grader Afghan girl relocated in Australia. Do you think she may have a similar story and similar feelings to Rita?

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We are the World
1.4 A helping hand

Reading

1. Read the following text.

Mina

This will be the last time I wake up here. I keep my eyes closed, savor my final moments lying in bed listening to the cacophony of morning sounds from nearby Auburn Road.

If I concentrate hard enough, I can bring the place alive: the fishmonger's van rumbling around the corner and over the uneven asphalt of the alley behind the mall adjacent to our house. The pungent scent of fish wafting out of the fish shop at the entrance to the mall. The fruit and vegetable store teeming with early morning shoppers, nobody queuing up, everybody somehow managing to buy their stuff without any fuss. The group of Sudanese men sitting at the corner coffee shop, smoking, sipping coffee, and talking. Big W next to a discount shop, a cheap lingerie stall, and a hijabi/anything-goes fashion house fronted by mannequins dressed in jeggings, long shapeless abayas*, or sequined minidresses. Mehmet will be starting on the salads at the corner Adana shop, while Ferhat mounts the doner kebabs onto the sticks.

There's something for everyone here, and I'm leaving this corner of my world, the only world I've known since arriving in Australia from Afghanistan ten years ago, to move to the lower North Shore of Sydney. And all because I passed the scholarship exam. And we discovered the transport situation would be two hours minimum on either side of the school day. Then my parents heard that the Lane Cove shops could do with some "exotic" food.

One thing led to another, and now here we are sitting among boxes about to relocate because my parents had big dreams for me. They wanted me to have the best education and the best future. Moving out of Western Sydney hadn't been part of the plan though. Baba had a successful restaurant here. Mum did all kinds of creative outreach classes at the community center, and worked at the after-school care at one of the local grade schools. Auburn has been home ever since Mum and I were released from Villawood detention center, ten years ago. We had been smuggled out of a warzone, lived in a refugee camp, travelled here on a leaky boat... We've made a new life for ourselves here...

Randa Abdel-Fattah (b. 1970) is an Australian writer of Palestinian and Egyptian heritage. She completed her PhD on Islamophobia and is one of the most important voices in current Muslim literature.

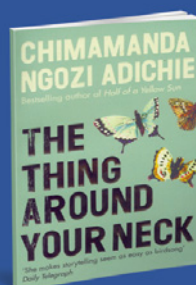
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Vídeos

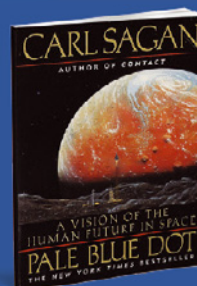
que acompanham as atividades



Some of the excerpts from teen fiction & bestselling novels



The Thing Around your Neck by Chimamanda Adichie



Pale Blue Dot by Carl Sagan



The Hate U Give by Angie Thomas



We are the World
1.3 Stronger together

Reading

1. Read the text below about global citizenship.

HOW DO WE BECOME GLOBAL CITIZENS?

Global citizenship is more than a title – it's a mindset. Ask yourself – what communities am I a part of? Your answers could include your home, school, or neighbourhood – expanding that into the world community is what makes you a global citizen. Being a global citizen simply means a willingness to do this with people from different nations and cultural backgrounds to gather an understanding of cultures beyond your own.

How do we become global citizens? When people make the decision to become global citizens, they have already made a step in the right direction towards expanding their global awareness. However, there are some things that you personally can do to take steps towards creating global citizenship in your own life. Here are just a few.

1. TRAVEL

One of the best ways to become a citizen of the world is to get out and explore it. Travelling to other countries can provide you with invaluable experience and education through interacting with other cultures.

2. LEARN ABOUT THE WORLD

If you cannot visit specific countries or cultures, with the internet, you still have a way to learn and understand their experiences. This could be through reading, but also through connecting with others across the world and talking with them about your shared and contrasting life experiences. The internet is a wonderful resource, and a massive web of information is available with just a few clicks.

3. LEARN ABOUT YOURSELF

Being a part of any community involves giving and receiving. Are you passionate about social or political involvement? Do you wish you could alleviate poverty? Knowing what you care about and what you want to offer to the world will help you find your own global citizen definition. You'll quickly find that you have something to offer – and the power to impact lives.

4. BECOME A LEADER

It is said that ideas don't change the world, leaders do. Leaders with more diverse life experiences and greater empathy are desperately needed. By working on cultivating your personal leadership skills you may be able to contribute more by focusing and taking action on things that feel the most important to you.

https://www.globalcitizenyear.org (adapted; accessed in September 2021)

2. Find synonyms or antonyms for the words below in the first two paragraphs of the text.

Synonyms	Antonyms
a) designation	e) narrowing
b) comprise	f) reluctance
c) assemble	g) within
d) understanding	h) destroying

3. Match the sentence halves, linking them with you.

a) By travelling,	1. become better informed about other cultures and build cross-cultural relationships.
b) The internet is a useful tool because	2. get involved in something you're truly interested in.
c) You may make a positive difference in the world when	3. may help to resolve a problem close to your heart.
d) By developing your leadership skills,	4. gain first-hand information about the world's cultural diversity.

Master speaker

Words with -ough

Words that end in **gh** can be confusing because of their pronunciation.

"This could be through reading, but also through connecting with others across the world." (lines 18-19)

1. Listen to the words and order them.

☐ tough ☐ though ☐ thought ☐ through ☐ thorough

2. Complete the sentences with the words from exercise 1.

a) We become global citizens _____ the choices we make.

b) Authorities must conduct a _____ investigation into last night's racist incidents.

c) _____ Dylan is quite young, he speaks up about social injustices worldwide.

d) Ann struggled to live in such a _____ neighbourhood.

e) Everyone _____ these policies would reduce income inequality.

pp. 58-59

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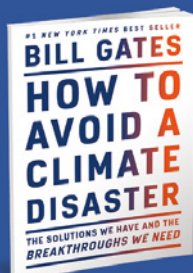


Master speaker

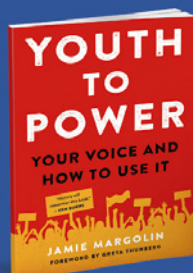
NEW

Atividades de vocabulário de uso corrente e pronúncia para melhorar nível de língua.

Highly interesting
& teen-appealing texts



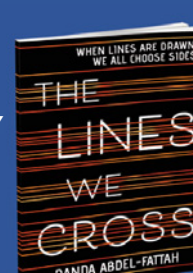
How to Avoid a Climate Disaster
by Bill Gates



Youth to Power
by Jamie Margolin



So Yesterday
by Scott Westerfeld



The Lines We Cross
by Randa Abdel-Fattah

#Vocabulary



Reading

1. Read an excerpt from Bill Gates's book.

Track 33

51 BILLION TO ZERO

There are two numbers you need to know about climate change. The first is 51 billion. The other is zero. Fifty-one billion is how many tons of greenhouse gases the world typically adds to the atmosphere every year. This is *where we are today*. Zero is *what we need to aim for*. To stop the warming and avoid the worst effects of climate change, humans need to stop adding greenhouse gases to the atmosphere.

This sounds difficult, because it will be. Every country will need to change its ways. Virtually every activity in modern life – growing things, making things, getting around from place to place – involves releasing greenhouse gases, and as time goes on, more people will be living this modern lifestyle. That's good, because it means their lives are getting better.

Yet if nothing else changes, the world will keep producing greenhouse gases, climate change will keep getting worse, and the impact on humans will be catastrophic. But "if nothing else changes" is a big if. I believe that things can change. We already have some of the tools we need, and as for those we don't yet have, we can not only invent, but also deploy them, and, if we act fast enough, avoid a climate catastrophe.

Two decades ago, I would never have predicted that one day I would be talking in public about climate change. My background is in software, not climate science.

Things changed for me when I met with two former Microsoft colleagues who were starting non-profits focused on energy and climate. They brought along two climate experts who were well versed in the issues, and the four of them showed me the data connecting greenhouse gas emissions to climate change. I kept learning everything I could about climate and energy, agriculture, oceans, sea levels, glaciers, power lines, and more. One thing that became clear to me was that our current sources of renewable energy – wind and solar, mostly – could make a big dent in the problem, but we weren't doing enough to deploy them.

It also became clear why, on their own, they aren't enough to get us all the way to zero. The wind doesn't always blow and the sun doesn't always shine. Within a few years, I had become convinced of three things:

1. To avoid a climate disaster, we have to get to zero.
2. We need to deploy the tools we already have, like solar and wind, faster and smarter.
3. We need to create breakthrough technologies that can take us the rest of the way.

2. Find synonyms for these words in paragraph five.

- | | |
|------------------|--------------|
| a) previous | d) facts |
| b) specialists | e) reduction |
| c) knowledgeable | f) use |

3. Give information about the following in note form:

- a) what the figures 51 billion and zero refer to.
- b) why it is hard to eliminate greenhouse gases.
- c) how to avoid a climate disaster.
- d) who Bill Gates met.
- e) what they proved to him.
- f) what the drawbacks of solar and wind energies are.

4. Explain the meaning of the sentence below in your own words bearing in mind its context.

"We need to create breakthrough technologies that can take us the rest of the way."

Words at work

Phrasal verbs with go

1. Read the sentence and choose the correct meaning for the highlighted phrasal verb.

"as time **goes on**, more people will be living this modern lifestyle"

- a) vanishes
- b) continues
- c) resumes

2. Choose a phrasal verb from the box to replace each underlined expression.

go over • go against • go for • go about • go along with

- a) I refuse to **conform to** the company's unsustainable policies.
- b) Sue won't **decide in favour of** the purchase of solar panels.
- c) Industrial gas suppliers should **carefully check** their carbon footprint reports.
- d) One way to **start** dealing with climate change is to promote green initiatives.
- e) Some corporations **violate** environmental regulations for profits' sake.



#myviews
Which ideas presented by Bill Gates do you think are the most viable in the short term? Why?

EXCLUSIVO DO PROFESSOR

Key

1. a) former boss 2b. 3b. experts
4. d) data 5. c) on 6. f) display
7. a) 51 billion tons of greenhouse gases emitted per year; zero: future target for greenhouse gas emissions.
8. b) because our modern lifestyle still involves releasing greenhouse gases into the atmosphere.
9. c) We must invent and use new tools and work smarter.
10. b) Two former Microsoft colleagues and two climate scientists.
11. c) Greenhouse gas emissions are connected to or cause climate change.
12. f) They aren't enough to get us to zero carbon emissions.
13. a) It's important to create innovative technologies that will help us achieve the goal of zero carbon emissions.

Words at work

1. b

2. a) go along with • b) go for

c) go over • d) go about • e) go against

WB

p. 53



Words at work

Na sequência dos textos, tirando partido do contexto e com enfoque em **idioms, phrasal verbs e confusing words**.

pp. 106-107



Vocabulary

Culture-related nouns

1. Match the nouns on the left with their definitions on the right.

- a) Identity
- b) Background
- c) Expat(riate)
- d) Mindset
- e) Heritage
- f) Acculturation
- g) Citizen

1. A person's way of thinking and their opinions.
2. The family you come from, and the education, living conditions and money you had.
3. Someone who does not live in their own country.
4. The process of changing so that you become more like people from a different culture.
5. The distinguishing character or personality of an individual.
6. An inhabitant of a particular town or city.
7. Traditions, languages, or buildings created in the past that still have historical importance within a particular society or group.

2. Complete these teens' stories using the words above.

So, who am I? Where is my home? a) _____ is usually accompanied by a sense of belonging and by deep emotional connections. Like many other b) _____ who have moved here recently, I don't quite feel at home yet. However, I feel blessed to have known so many people with different ways of living who have changed my c) _____ about the global world we live in.



Sofia, 17



Januel, 18

I'm proud to feel like a d) _____ of the world. Although I was born and raised in Italy, when I was 12, my parents and I moved to Wales. Since then I've been through a process of e) _____, really. I was able to acquire a new lifestyle and customs over the years. I've never forgotten my Italian f) _____, though. How could I? Italy has such a wonderful cultural g) _____ that it is quite hard not to feel proud of it!

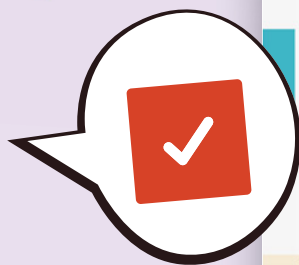
WB
p. 15

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Exercícios sobre o sentido e em contexto.

p. 39

#Grammar



Apresentação de conteúdos com apoio de quadro e tabelas, seguidos de exercícios com grau crescente de dificuldade.

We are the World
1.4 A helping hand

Grammar **If-clauses – Types 1, 2 and 3**

Type	Use	Form
If-clauses type 1	To express a real or possible future situation, depending on a condition.	If + present simple + will / can / may + infinitive <i>If I concentrate hard enough, I can bring the place alive.</i>
If-clauses type 2	To express an unreal or hypothetical situation in the present or in the future.	If + past simple + would / could / might + infinitive <i>If refugees had more help, it would be easier for them to fit in.</i>
If-clauses type 3	• To express past events that happened or didn't happen and their imaginary results. • To express regret or complain about something in the past.	If + past perfect + would have + past participle <i>If Mino hadn't won a scholarship, her family wouldn't have moved to a different town.</i>

1. Match each clause on the left with its ending on the right. Put the verbs in the correct verb tense.

a) If Luke _____ (not help) me,	• 1. If Amal doesn't accept my invitation.
b) If we welcomed them with a party,	• 2. I would have felt very lonely!
c) I _____ (be) disappointed	• 3. if we _____ (know) the place well.
d) If you could meet anyone in the world,	• 4. who _____ (you / choose)?
e) We wouldn't have got lost	• 5. they _____ (feel) appreciated.

2. Complete the text with the most suitable verb forms.

The wallet

I usually take the same route for a daily walk, but last Friday evening I chose not to. If I a) _____ (choose) the same one, I b) _____ (not find) a wallet full of money. At first, I was overjoyed, as life has been tough since we arrived from Kosovo. But then I thought it could have been me. If I c) _____ (lose) my wallet, I d) _____ (want) to get it back. My friend thought otherwise. She said, "Hakim, imagine how many things we e) _____ (buy) if we f) _____ (keep) the money?" I didn't listen to her, though. I gave it back to the owner, Mr Harry Taylor, as it had his address inside. He wanted to give me a reward; I refused. I simply said, "I know you're a big businessman, so if you g) _____ (get) my father a job in your company instead, my family h) _____ (be) forever grateful." And he did... Good deeds pay off, after all!

MyGPS p. 213 WB p. 31

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We are the World
1.4 A helping hand

Grammar **I wish/If only**

	Use	Example
I wish + past simple	To express wishes about the present.	<i>I wish I had a REFOOD branch near my house! (but I don't)</i>
I wish + could	To express wishes that are difficult or impossible.	<i>I wish I could do more to help people in need! (but I can't)</i>
I wish + would	To express annoyance about behaviour we would like to see changed.	<i>I wish you would stop being so biased against refugees!</i>
I wish + past perfect	To express wishes or regrets about the past.	<i>I wish he had told me his sad story before! (but he didn't)</i>

Note: You can replace **I wish** with **If only** for emphasis. In speech, the words are usually stressed.

MyGPS p. 228

1. Choose the best option in each sentence.

a) There is so much hunger in the world. I wish we **could do / would do** more to end it soon!

b) Ellen is such an engaged activist. If only more people **had / would have** her commitment!

c) I love being a volunteer at REFOOD. I wish I **knew / had known** about the project sooner!

d) Most people ignore the homeless on the streets. I wish they **were / had been** less indifferent!

e) I want to do something to feel useful. If only I **had known / knew** where to find a solidarity organisation nearby...

2. Coleen's family is going through difficulties. Complete Coleen's words.

a) Her father lost his job.
"I wish my father _____"

b) She knows jobs are really hard to find.
"If only jobs _____"

c) They moved to a smaller house.
"I wish we _____"

d) She feels helpless as she can't contribute much.
"I wish I _____"

e) People are nasty and not very supportive.
"I wish people _____"

3. What about you? What are your wishes...

a) about the present? c) about behaviour you'd like to see changed?

b) about something difficult or impossible? d) about something in the past?

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Inclui remissões para **MyGPS** e **MyGIF**

I wish I had more free time.

A wish about a present situation

(...) I WISH I HAD MORE FREE TIME.

wishes regrets annoyance about som

"A great man doesn't seek to lead. He's called to it." But if your answer is no... you'll still be the only thing I ever needed you to be... my son.

Grammar in action

Short videos onde a gramática surge contextualizada de forma natural. Inclui exercício de aplicação no final.

Animações de gramática

Animações de conteúdos gramaticais com explicações passo a passo, intercaladas com perguntas com validação.

#Watching & Listening

Watching & Listening This is poverty

1. Watch the testimonies of three people from the UK and match the sentences.

- a) Kai found himself without any income
- b) Kai sometimes doesn't eat for two days because he
- c) He compares the way he lives to
- d) As a child, Ashley was aware of
- e) Ahsley believes that having a mental health condition
- f) She complains that society is not
- g) Tracey says she's an example that
- h) She lives in fear of

- 1. makes it difficult to find a way out of poverty.
- 2. what it means to try to make ends meet.
- 3. doesn't mean you're homeless.
- 4. not being able to afford rent.
- 5. trying not to drown.
- 6. doing enough to help economically disadvantaged people.
- 7. has to wait until the next pay day.
- 8. following the death of a parent.



UNIT 1



Áudios
com versão
standard
e slow!

2. Listen to the texts about global organisations that provide support to people in need around the world and match the information to the right organisation.

 Track 25

#myviews

Discuss the question:
What is poverty?

#myviews

Questões que promovem o pensamento crítico.



United Nations
World Food Programme



MEDECINS SANS FRONTIERES
DOCTORS WITHOUT BORDERS



UNHCR
The UN Refugee Agency

- a) It has a 20,000 staff worldwide.
- b) It is concerned with keeping people safe in violent situations.
- c) It works to help farmers improve their productivity.
- d) Its staff consists mainly of local people in the affected areas.
- e) It provides all the basic necessities to displaced people.
- f) It was recently awarded an important prize for its work.
- g) It supports displaced people upon return to their home country.
- h) It takes no account of origin, religion or politics when it's time to help.

☐
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EXCLUSIVO DO PROFESSOR

AE

Compreensão oral

Compreender vários tipos de discurso; interpretar atitudes, emoções, pontos de vista e informação explícita e implícita.

Competência Intercultural

Demonstrar capacidade de questionar atitudes estereotipadas; desenvolver atitudes e valores cívicos e éticos favoráveis à compreensão e convivência multicultural.

Key

1. a) 5 b) 7 c) 5 d) 2 e) 1 f) 6

g) 3 h) 4

2. a) 1 b) 3 c) 1 d) 2 e) 3 f) 1

g) 3 h) 2

Teacher's file

• Follow-up #7: Doctors Without Borders

 **auladigital**

• Video: This is poverty
• Track 25: standard & slow

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p. 73

Vídeos

Exercícios variados
sempre com suporte
áudio e/ou vídeo.



#Speaking

Developing students' communication skills

Propostas de trabalho assentes em orientações esquemáticas e com apoio de *Useful language* com: *chunks* e *language functions*.

Speaking Interview

1. You are going to carry out an interview in a REFOOD centre.

An **interview** is a conversation between two or more people in which a person is asked questions so that we can hear their views on a certain topic. It can be more or less formal according to the purpose. It can be done online or face to face.

EXCLUSIVO DO PROFESSOR

AE
Interação oral
Interagir com eficácia interagindo, pedindo clarificação, reformulação e/ou repetição.

UNIT 1

1.1 **Work in pairs** Choose a role and prepare the questions and the answers in note form.

Role A

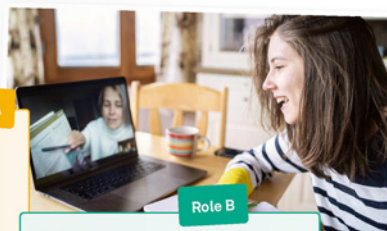
You are interested in doing some volunteer work with REFOOD, but there are things you need to know before embarking on the experience:

- the place you will potentially be working;
- the tasks you will be asked to do;
- the weekly frequency of the tasks;
- the schedule;
- the difficulties you may face;
- ...

Role B

You have been working as a volunteer for REFOOD for a while and your task now is to welcome new volunteers and give the required information; but you also need some information about them:

- name;
- age;
- availability;
- motivations and expectations;
- ...



2. Now prepare and carry out the interview.

Useful language

Asking for information

- Can you tell me...?
- I'd like to know...
- I was wondering...
- I'm interested in...
- Could you give me some idea of...
- Have you got an idea of...?
- I wonder if you could tell me...?

Being helpful

- What can I do for you?
- No problem!
- Definitely!
- Willingly!
- Sure I can/will.

Asking for clarification

- Does that mean...?
- If I understand right...
- I'm not sure I understand...
- Sorry, I didn't catch that.
- What do you mean (by that)?

MyGPS
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Apoio extra no MyGPS

79

p. 79



Speaking Tutorials NEW

Vídeos que exemplificam como estruturar uma situação de produção/interação oral acompanhados de resumos visuais.



Speaking Cards

Propostas de produção/interação oral diversificadas.

#Writing

Apoio
extra no
MyGPS

Definição
do género
textual.

Propostas de
atividades prévias
para **brainstorming**
de ideias.

Tips para orientar
a escrita e indicações
sobre o plano de
texto à margem.

We are the World
1.4 A helping hand

Writing Memoir



1. You are going to write a memoir with the title "How did I get here?" where a girl shares a particular life-changing moment.

A **memoir** is a non-fiction narrative text based on someone's personal memories of a particular event or time, such as touchstone moments and turning points in their life.

- 1.1 Watch the video *Kids meet a refugee* to learn about the story of Aline, a refugee, and take some notes about:

- her country of origin/her age;
- her journey while fleeing;
- the reason for fleeing her country;
- her life in the first country she arrived in;
- what she experienced before fleeing;
- her impressions of her host country;
- what happened to her mother and father;
- how she sees her future.

2. Work through your notes and write Aline's memoir about her story as a refugee, organising the information in chronological order. Add as many details as you wish.

EXCLUSIVO DO PROFESSOR

AE

Compreensão oral

Compreender vários tipos de discurso e seguir linhas de argumentação; interpretar atitudes, emoções, pontos de vista e intenções do(a) autor(a) e informação explícita e implícita.

Produção escrita

Elaborar textos claros e variados, de modo estruturado, atendendo à sua função e destinatário.

Aauladigital

- Video: Kids meet a refugee

ALUNO - PROFESSOR

Aauladigital

- Animação: Memoir

Tips

- As a personal report, a memoir should have an emotional tone.
- Use **vivid language** that helps your reader visualise each scene.
- Show how you **grew and changed** as a result of what you had lived through.

HOW DID I GET HERE?

My name is _____

I had to leave my country _____

I saw terrible things _____

I was terribly alone as _____

My journey was quite hard _____

I finally arrived somewhere _____

About my new life in America _____

In the future _____

MyGPS
p.237

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Writing tutorials

Vídeos tutoriais com indicações passo a passo, que apoiam o aluno na escrita de diferentes géneros textuais.

Creative writing

I'M A STRANGER here

Creative writing, what is it?
Original writing that expresses ideas and thoughts in an imaginative way. It should make you step out of reality and into a new realm inspired by your own imagination.

You are going to write a character's inner monologue. Think about what it would be like to walk in this person's shoes and feel what they feel in the situation you see in the pictures, and practise writing from their perspective.



A Tibetan monk on his first visit to a big city

A western woman living and working in an all-Muslim country



Duchess of Cambridge/Kate/Duke of Cambridge/William dancing in Jordan

p. 37

Apoio complementar no *Workbook* com propostas de **Creative writing**.

#Development of 21st Century Skills

I challenge myself to... **NEW**

Desafios que estimulam a criatividade.



I challenge myself to... create a **Check your Privilege** video

- Watch the video again and note down the questions.
- Choose two people and ask them these questions as you record it on video.
- Watch the videos in class and discuss the results.

Whatif

Situações que colocam os alunos perante dilemas e situações-problema e que implicam tomadas de posição.

#whatif

Imagine that you had to flee your country and leave behind your home and everything you owned carrying only a backpack. What would you put in it? Why?

#Myworld

Questões que implicam reflexão e comparação com outras realidades.

#myworld

Find a similar organisation near you where you can volunteer with. Gather information about what it does and how it works so that you can share it with the class.

Myviews

Situações que implicam reflexão crítica sobre as temáticas das unidades.

#myviews

Does the culture we live in influence our dressing code and/or our fashion style? Explain.

#At the end of each subunit

Play it COOL

Conteúdos da unidade abordados de forma lúdica e numa lógica de *gaming*.

Play it COOL

IF JOKEs

1. Match the questions with the answers to make jokes with conditional sentences.

a) What would you do if you were in my shoes?
b) If you could ask Shakespeare to make you breakfast, what would you ask for?
c) Darling, if the boat sank who would you save first – me or the children?
d) If the baby wakes up during the night, who will get up?
e) If we get engaged to be married, will you give me a ring?
f) If you dial 21548098522541567890025680015474, what will you get?
g) How did we end up in this fish shop?
h) If I fall out of the tree and break my legs, what will you do?
i) What would happen if you could meet Monday and Tuesday?
j) If you weren't a footballer, what would you see yourself doing?
k) Wouldn't it have been better if you hadn't behaved like a wise guy?

1. If we hadn't opened our mouths, we wouldn't have been caught!
2. Polish them!
3. I would punch them!
4. Sure! What's your phone number?
5. The whole neighbourhood!
6. A blister on your finger!
7. Nothing, and don't come running to me for help!
8. A mirror cleaner. That's a job I could really see myself doing.
9. Me!
10. Me!
11. A homie!

Summing up



Atividades de escolha múltipla sobre os itens gramaticais da unidade.

Summing up

1. Choose a, b) or c) for each question and check what you have learnt.
- 1.1 If he _____ this fundraising platform, he _____ more money for good causes.
a) used... will raise b) uses... would raise c) uses... will raise
- 1.2 If we had known she felt excluded, we _____ to be more supportive.
a) will try b) would try c) would have tried
- 1.3 Your favourite causes _____ if you bought some gifts from charity shops.
a) will benefit b) would benefit c) will benefit
- 1.4 I would have helped more in the campaign if I _____ more time.
a) had had b) have c) would have
- 1.5 Migrants _____ more at home if countries _____ more measures to help them integrate.
a) feel... will adopt b) felt... would adopt c) felt... would adopt
- 1.6 There _____ to be so much inequality in society unless governments _____ action.
a) won't continue... don't take b) will continue... wouldn't take c) will continue... take
- 1.7 They _____ to the food bank unless they _____ jobless.
a) would go... had been b) would go... weren't c) wouldn't go... were
- 1.8 If only we _____ the directions, we would be there by now.
a) had followed b) will follow c) follow
- 1.9 I wish they _____ the importance of building a shelter in this neighbourhood.
a) know b) knew c) will know
- 1.10 I wish you _____ being so prejudiced against immigrants!
a) would stop b) stopped c) stop

2. Sum up the message.
Write a short paragraph relating the quote given at the beginning of the sub-unit to the messages conveyed by the activities you have been working on.

The smallest deed is better than the greatest intention.

Sum up the message

Em articulação com a rubrica **Food for thought** surge comentário à citação inicial.

#At the end of each unit

Raising Students' awareness of the role of culture in communication



Para alargar o nível de conhecimentos culturais dos alunos.

Through OTHER eyes

WHAT IF IT WERE YOU...

Challenge A: Bearing in mind the refugee crisis, which demonstration would you be willing to take part in if it took place in your country?

Challenge B: Imagine yourself as a refugee at a detention centre waiting to be either granted or refused entry into a peaceful country.

1. Note down all the feelings you might be experiencing.
2. Write down a possible message to be read aloud at both demonstrations above so that people can put themselves in your shoes.

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Para desenvolver a competência intercultural, através de desafios que levam os alunos a compreenderem e aceitarem as diferenças culturais.

Culture EXPERTS

Life-changing EVENTS

1. These are iconic award-winning photographs which mark significant turning points in the history of relationships between nations and/or races/people. Do some research to answer the following questions.

1.1 What are the events depicted in the photographs?
1.2 When and where did they take place?
1.3 What turning points in history do they represent?
1.4 Can we say they were a step towards a stronger awareness of the need for global citizenship? Explain.

Photo A: A black and white photograph of a man in a white shirt and dark trousers running towards the camera. He is looking back over his shoulder. The background is a blurred crowd of people.

Photo B: A color photograph of a man in a blue shirt and dark trousers running towards the camera. He is looking back over his shoulder. The background is a blurred crowd of people.

Photo C: A color photograph of a man in a blue shirt and dark trousers running towards the camera. He is looking back over his shoulder. The background is a blurred crowd of people.

Photo D: A color photograph of a man in a blue shirt and dark trousers running towards the camera. He is looking back over his shoulder. The background is a blurred crowd of people.

MINGLED project

Work in groups. Read the following suggestions and choose a project in your study area.

Science
Do some research on life-changing scientific discoveries which, in spite of being normal for most of us, haven't reached the whole world population, thus causing social and economic inequalities. Make a poster with the most important information for an exhibition.

Economics
Do some research on the pros and cons of globalisation in countries belonging to the EU and/or Europe. Choose a country and make a flyer to present the information.

Humanities
Do some research on the impact of women's suffrage around the world bearing in mind the different roles assigned to women in different countries. Make a poster with the most important information for an exhibition.

Arts
Do some research on personalities who played an important role in creating a more tolerant society. Draw their portrait using any technique of your choice and present it in class together with a short biography.

pp. 82-83



Sugestão de projetos organizados por 4 áreas:

- Science
- Economics
- Humanities
- Arts

e que podem ser desenvolvidos com articulação curricular.

Word list

Nouns related to identity and culture
Nomes relacionados com identidade e cultura

acculturation: aculturação
animosity: animosidade; hostilidade
assumption: suposição
asylum: asilo
background: antecedentes; enquadramento; contexto; cenário
beliefs: crenças
bias: preconceitos; parcialidade
citizenship: cidadania
empathy: empatia
equity: equidade; imparcialidade
expatriate: expatriado/a
features: características
hated: ódio
heritage: herança; património
landmark: marco; ponto de referência
mindset: mentalidade
policy: política; estratégia
poverty: pobreza
prejudice: preconceito
refugee: refugiado/a
scapegoat: bode expiatório
sense of belonging: sentimento de pertença
uniqueness: singularidade
upbringing: educação; formação
values: valores

Verbs related to identity and culture
Verbos relacionados com identidade e cultura

approach: aproximar-se; contactar
blend: misturar-se com; integrar-se
despite: apesar de; apesar de
desolve: desvolar
feed: alimentar
fit in: integrar-se
flee: fugir; abandonar
migrate: migrar
provide: providenciar; proporcionar; dar
repress: reprimir; domar
resent: ressentir-se; guardar rancor
smuggle: fazer contrabando
strive: ambicionar; lutar
target: visar; apontar; visar; indicar
undertake: empreender; aceitar

Words related to social movements and volunteering
Palavras relacionadas com movimentos sociais e voluntariado

accomplishment: realização; conquista
aid: assistência
charity: instituição de caridade; beneficência
commitment: compromisso; dedicação
deed: feito; acto
donation: doação
famine: fome
fundraising: angariação de fundos
host country: país de acolhimento
non-governmental organisation (NGO): organização não governamental (ONG)
non-profit organisation: organização sem fins lucrativos
social engagement: compromisso social
willingness: boa vontade

Adjectives related to identity and culture
Adjectivos relacionados com identidade e cultura

derisive: desdenhoso
displaced: deslocado/a; realojado/a
helpless: desamparado/a; vulnerável
inherited: hereditário; hereditário/a
narrow-minded: fechado/a de espírito; limitado/a
offensive: ofensivo/a; insultuoso/a
open-minded: compreensivo/a; tolerante
preconceived: inflexível; preconceituoso/a
prejudiced: preconceituoso/a
unaware: inconsciente; ignorante

p. 85

Word list

Lista de vocabulário específico, organizado por áreas temáticas

Interactive word list

que apresenta uma listagem de palavras ou expressões com a respetiva definição, tradução e áudio.

Developing students' intercultural competence

Interactive Word List: Unit 1

Themes...

IDENTITY AND CULTURE RELATED NOUNS

Acculturation
Aculturação
The process of modifying your behaviour and beliefs in order to become more like the people from a different culture.

Animosity
Animosidade; hostilidade
Strong feelings of hate, anger or opposition that can turn into hostile behaviour.

#Extensive Reading

13 weeks later - The decision Track 87

"This is the hottest station in the nation, Hot 105," the DJ says. "If you're just tuning in, the grand jury has decided not to indict Officer Brian Cusick Jr. in the death of Khalil Harris. Our thoughts and prayers are with the Harris family. Stay safe out there, y'all."

I told the truth. I did everything I was supposed to do, and it wasn't good enough. Khalil's death wasn't horrible enough to be considered a crime. But damn, what about his life? He was once a walking, talking human being. He had family. He had friends. He had dreams. None of it mattered. He was just a thug who deserved to die. Car horns honk around us. Drivers shout the decision to the rest of the neighborhood. Some kids around my age stand on top of a car as they shout, "Justice for Khalil!" Music blasts, horns blare, people hang out car windows, stand on the hoods. Ms. Ofrah said they would be leading protests around the city if the grand jury didn't indict, but it's more crowded than I realized. About half the neighborhood is out here.

A few blocks away, a line of cops in riot gear march down the street, followed closely by two tanks with bright lights. "This is not a peaceful assembly," an officer on a loudspeaker says. "Disperse now, or you will be subject to arrest." People hurl rocks and glass bottles at the cops. "Exit the streets immediately or you will be subject to arrest." The rocks and bottles continue to fly. "You need to exit the street," a voice announces from a loudspeaker. "You are unlawfully blocking traffic." A red, green, and yellow school bus is parked on the street to our right. It says "Just Us for Justice" on the side.

Ahead of the crowd a lady with twists stands on top of a police car, holding a bullhorn. She turns toward us, her fist raised for black power. Khalil smiles on the front of her T-shirt. It's Ms. Ofrah. Now, I know Ms. Ofrah was about that radical life, but when you think "attorney" you don't really think "person standing on a police car with a bullhorn," you know?

I walk towards her. "Ms. Ofrah, during the other protests, I watched. And talked. So now I wanna do something."

"Remember what I told you about your voice?"

"You said it's my biggest weapon."

"You want to fight the system tonight?" I nod.

"C'mon then," Ms. Ofrah takes my hand and leads me through the crowd. She takes me to the patrol car and hands me the bullhorn. Ms. Ofrah passes it over to me. "Use your weapon," she says.

I turn toward the crowd. They watch me expectantly. The bullhorn is as heavy as a gun. I have no idea what to say. I put it near my mouth and press the button.

9. Find out from the text:

- the Grand Jury's decision.
- the way Starr feels about it.
- how people are reacting on the street.
- how the police are handling the situation.
- what Ms. Ofrah is doing.
- what Ms. Ofrah tells Starr to do.

CREATIVE TIME
Imagine you are Starr. You are holding the bullhorn and are about to make a speech to the crowd. What would your message be?

EXTENSIVE READING

ALIGNED - PROFESSION
Background
Track 87

QR CODE
Scan Starr's speech here

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p. 205

Inclui:

- Teaching notes & extra teaching resources
- While-Reading activities
 - Prediction time
 - Discussion time
 - Creative time

QR Codes

A new way of interactive reading

- Audio files
- Videos
- Excerpts from the film



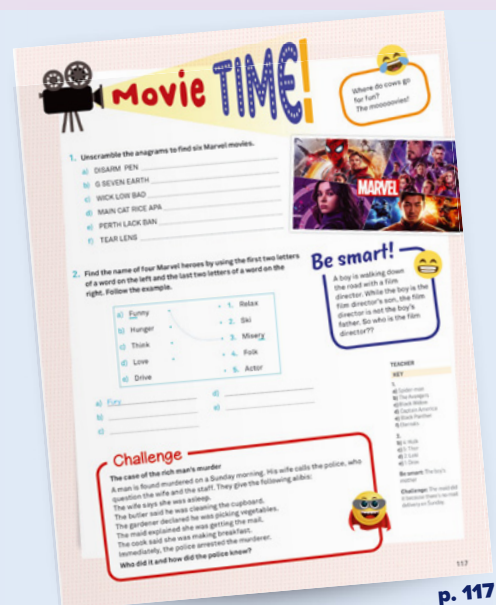
pp. 196-197

#Workbook



Inclui:

- Grammar & Vocabulary exercises
- Pick-a-book time (exercícios de língua com base em excertos de teen fiction)
- Creative writing
- Practice tests



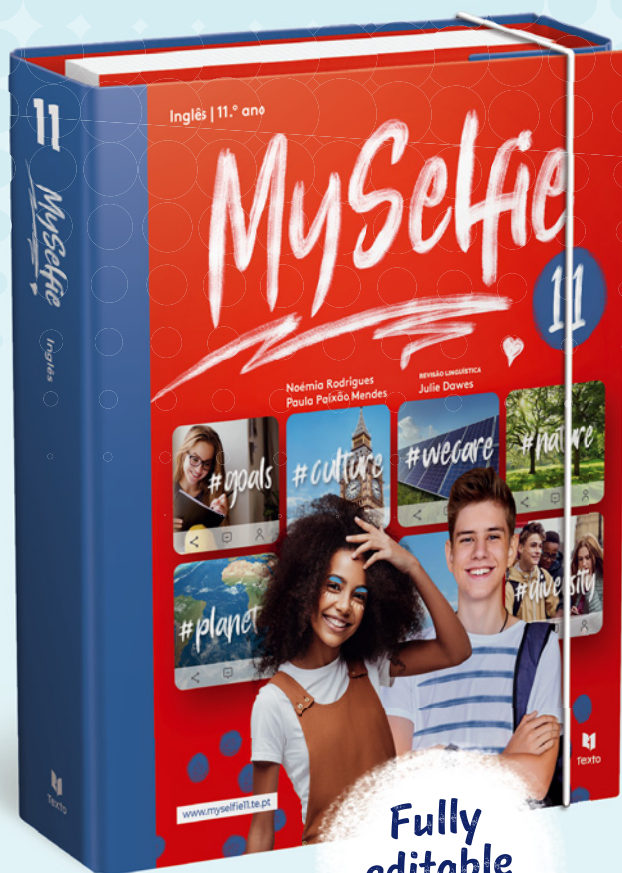
p. 117

Fancy a Challenge

- Challenges, brain teaser
- Jokes, riddles, tongue twisters, ...
- Crossword, word search puzzles
- Games

#Teacher's File

Fully packed
with materials for
mixed-ability classes



Fully
editable
at
 auladigital

#1 Planning

#2 Digital Tools

#3 Unit 1

#4 Unit 2

#5 Unit 3

#6 Celebrations

#7 Follow-up activities

#8 Extra help

- Tests + 10-minute tests + Extensive Reading
- Rubrics (Speaking, Writing & Intercultural Competence)
- Speaking cards

#9 Audioscripts

For each unit:

- Graded worksheets (all skills)
- Inclusion worksheets (all skills)
- Progress Tests (standard & inclusion)
- Exam-style test
- Audioscripts & Answer keys

NEW

Assessing students'
performance efficiently
& consistently

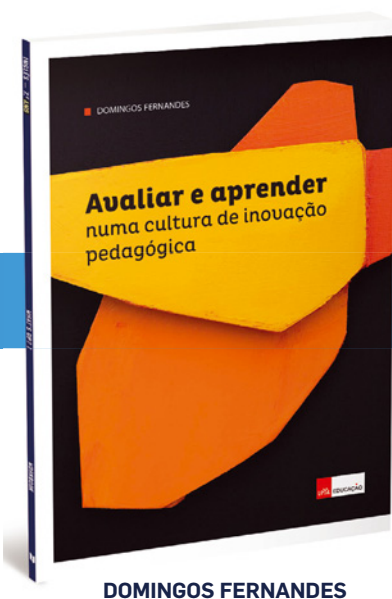
Avaliar e aprender numa cultura de inovação pedagógica

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



DOMINGOS FERNANDES

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.



Consulte o webinar mais recente sobre a temática através do código QR.

WEBINAR
EXCLUSIVO



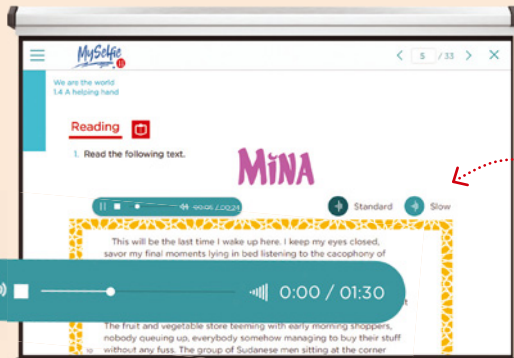
AVALIAÇÃO BASEADA EM CRITÉRIOS



Manual Interativo

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



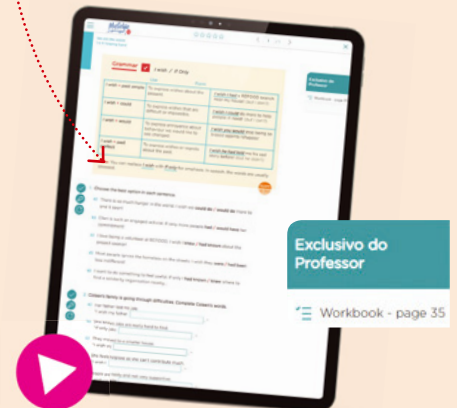
Faça a leitura acompanhada em sala de aula, com locução e destaques em simultâneo.



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

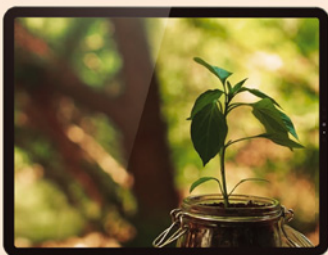
Num só clique, mostre as soluções, alínea a alínea, ou da totalidade das atividades da página. Permite limpar e voltar a fazer.

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



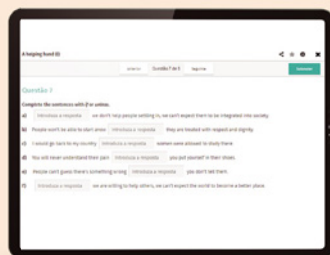
Videos



Karaokes



Games



Interactive tests

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

- Apresentações em **PowerPoint**
- Tutoriais de **Speaking** e **Writing**
- Vídeos interativos com legendas *on/off*
- Gramáticas interativas
- Atividades gramaticais interativas com dicas e correção automática
- Karaokes
- Áudios com versão *standard* e *slow*
- Testes interativos
- Quizzes
- Jogos e kahoots
- Interactive Word List
- Timer
- Random number generator
- Recorder



#MySelfie



#mixed-ability classes

Fully packed with materials for inclusive & mixed-ability classes



#21st century skills

Full of activities that help students enhance their 21st century skills



#teen-appealing texts

Engage reluctant readers and cover authentic everyday language



#fully digital

An interactive learning experience!



#intercultural competence

Raises students' awareness of their own culture



#communicative Grammar

Focused on developing speaking and writing skills

#effective organisation

