What's up? 8

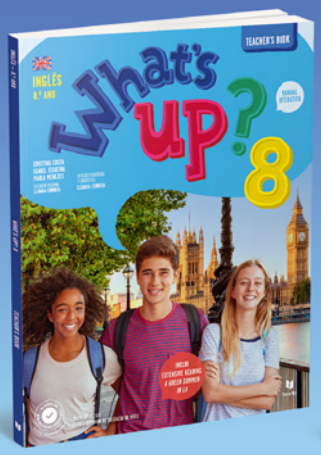
INGLÊS
8.º ANO

MANUAL CERTIFICADO

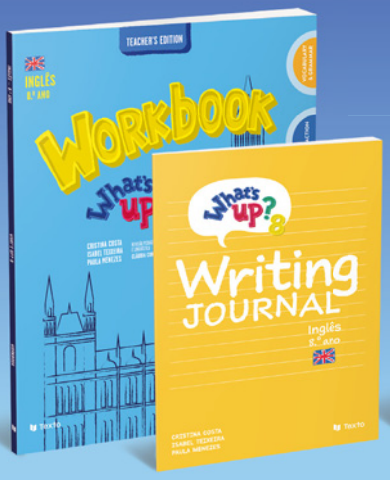
"All inclusive"

Texto

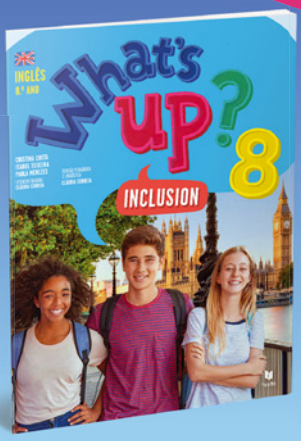
- High-interest content
- Carefully guided speaking and writing activities
- Clear grammar presentation & graded exercises
- Suitable for mixed-ability classes
- Focus on 21st century skills
- Packed with CreActivities for active learning
- Full of options for language practice and communication
- Powerful digital support



Student's Book
+ apêndice desdobrável
(inclui Extensive Reading)



Workbook
+ Writing Journal



Inclusion

Teacher's File

Manual interativo
+ App Aula Digital

BOX

Avaliar e aprender
numa cultura de
inovação pedagógica

Apoio à implementação do projeto
em formato Webinar, preparado e apresentado pela equipa de autoras e consultora

aula digital

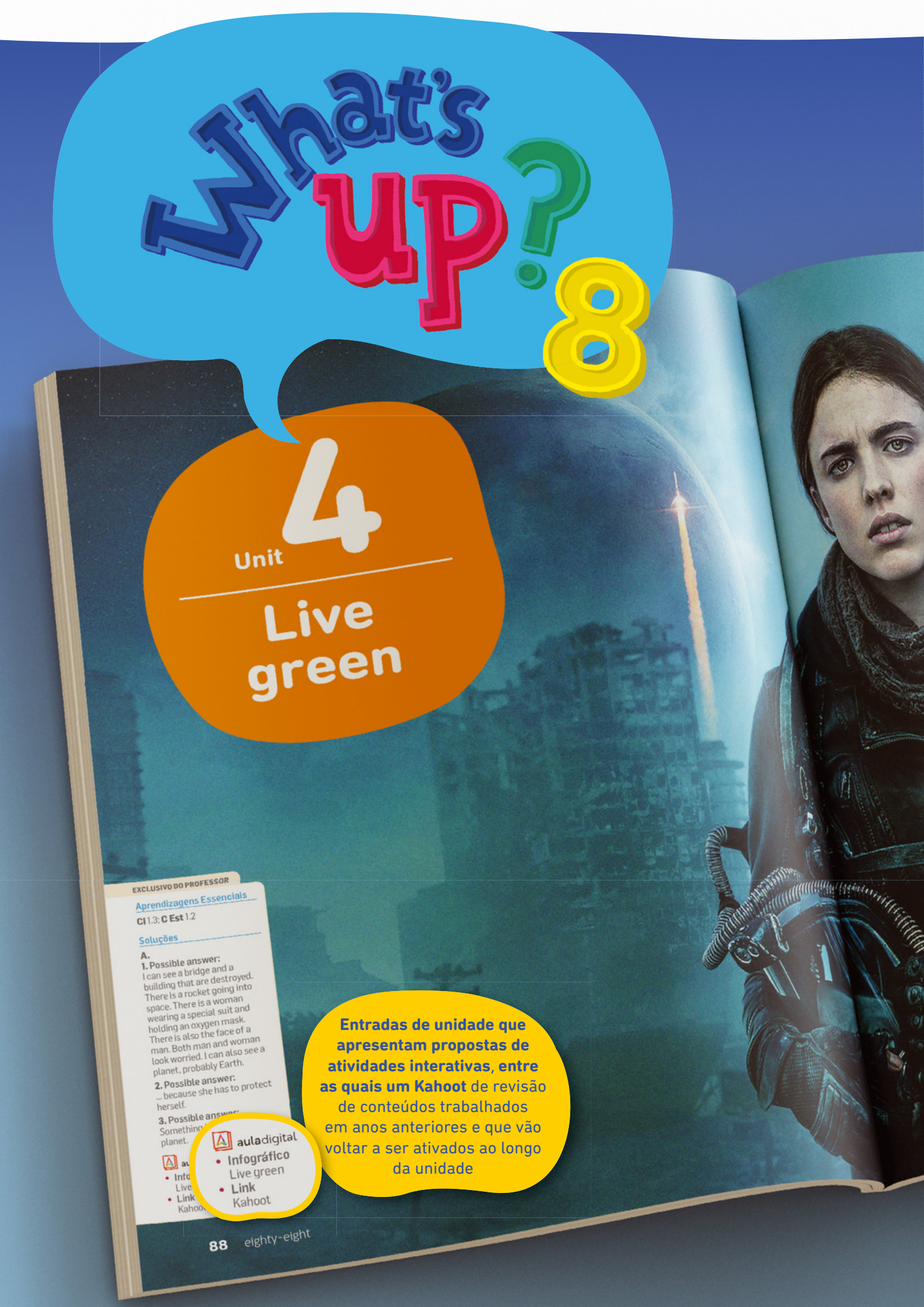
ONLINE OFFLINE DOWNLOAD

www.whatsup8.te.pt

What's up? 8

Unit 4

Live green



EXCLUSIVO DO PROFESSOR

Aprendizagens Essenciais

CI 1.3; **C Est** 1.2

Soluções

A.

1. Possible answer:
I can see a bridge and a building that are destroyed. There is a rocket going into space. There is a woman wearing a special suit and holding an oxygen mask. There is also the face of a man. Both man and woman look worried. I can also see a planet, probably Earth.

2. Possible answer:
... because she has to protect herself.

3. Possible answer:
Something
planet.

aula digital
- Infográfico
  Live green
- Link
  Kahoot

Entradas de unidade que apresentam propostas de atividades interativas, entre as quais um Kahoot de revisão de conteúdos trabalhados em anos anteriores e que vão voltar a ser ativados ao longo da unidade

"All inclusive"

O Manual inclui:

- ✓Extensive Reading *A Green Summer in LA*
- ✓Student's Corner (com exercícios complementares e explicações em português)
- ✓Extra Practice (exercícios de consolidação)

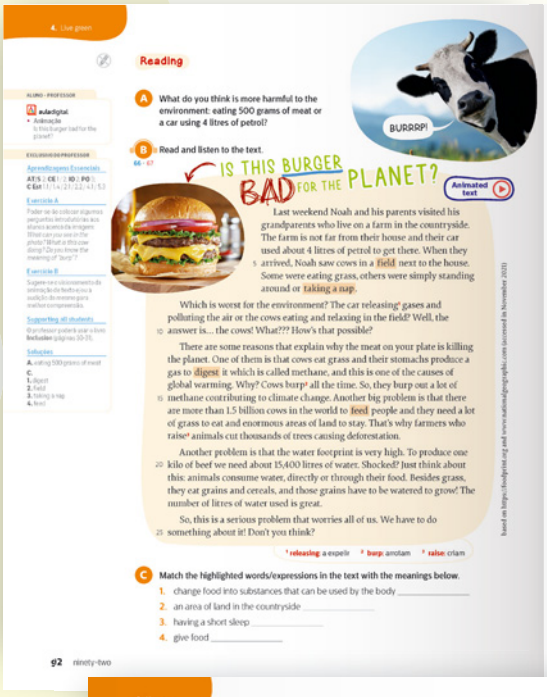
O Manual promove:

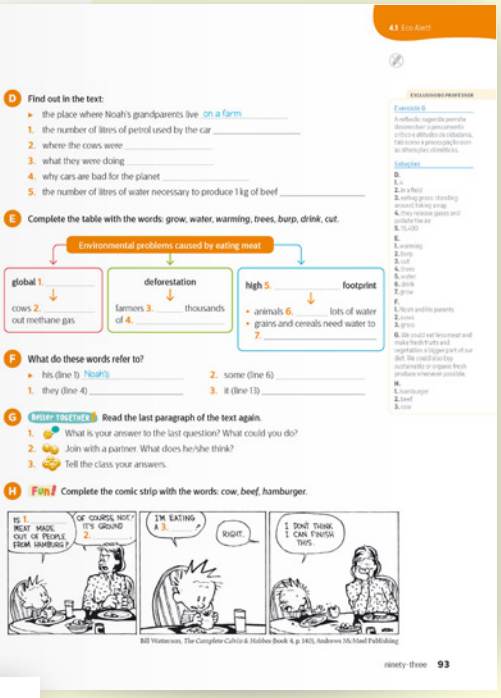
- ✓Inclusão (sugestões "Supporting all students" e "A bit more!")

Reading & Listening

Textos apelativos e motivadores que exploram o léxico e que contextualizam os conteúdos gramaticais

High-interest texts and content





Animated text

Animações dos textos que ajudam na compreensão dos mesmos

B
66 • 67

Áudios com versões *standard* & *slow* e produção cuidada

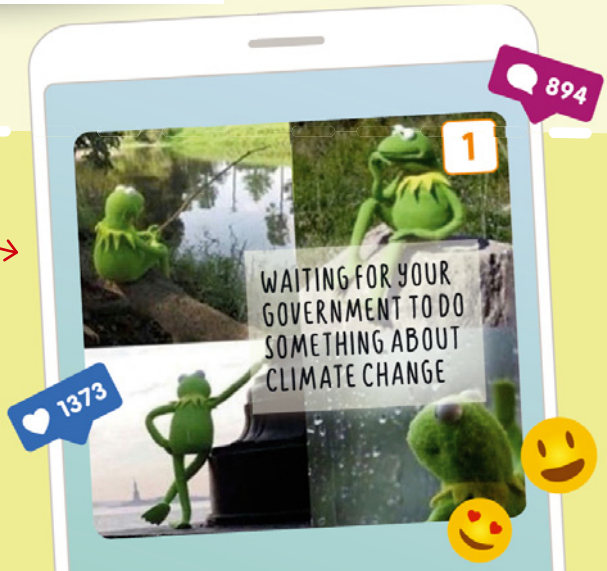
Song

Canções atuais relacionadas com os temas abordados

Fun!

NEW

Cartoons, tiras de BD e outros desafios contextualizados, **agora enriquecidos com *memes***



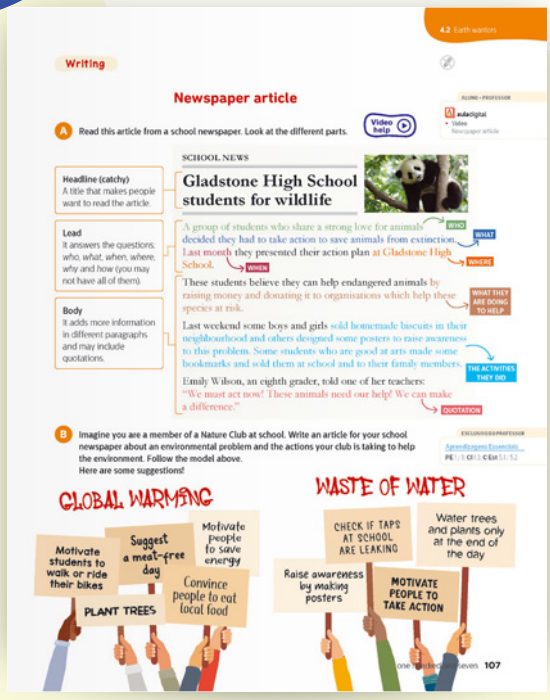
Speaking & Writing

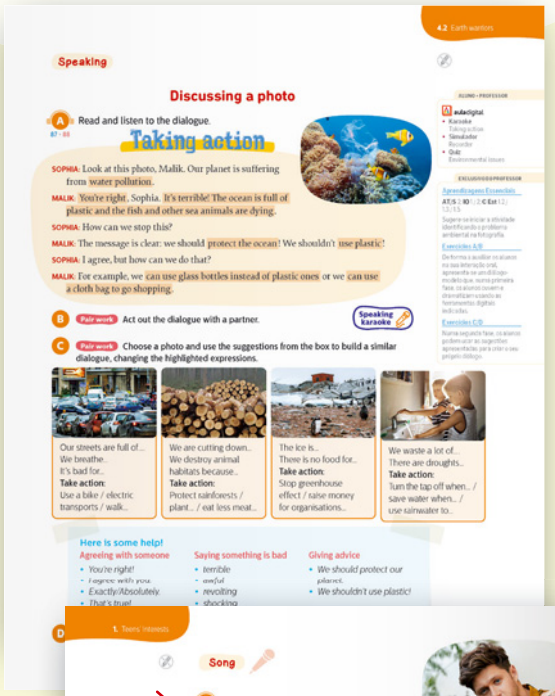
Writing

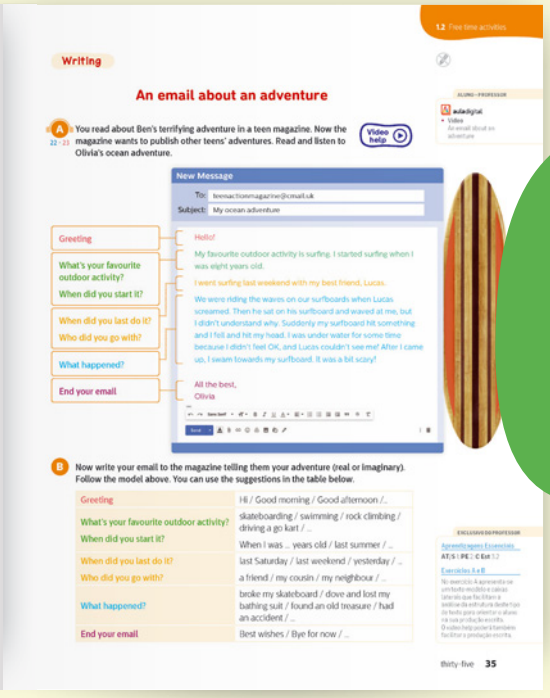
Com o apoio de texto-modelo e/ou guião, e ainda *video help*

Speaking Com o apoio de:

- audição ou leitura de um texto-modelo
- *Speaking karaoke*
- orientações esquemáticas







Carefully guided speaking and writing activities

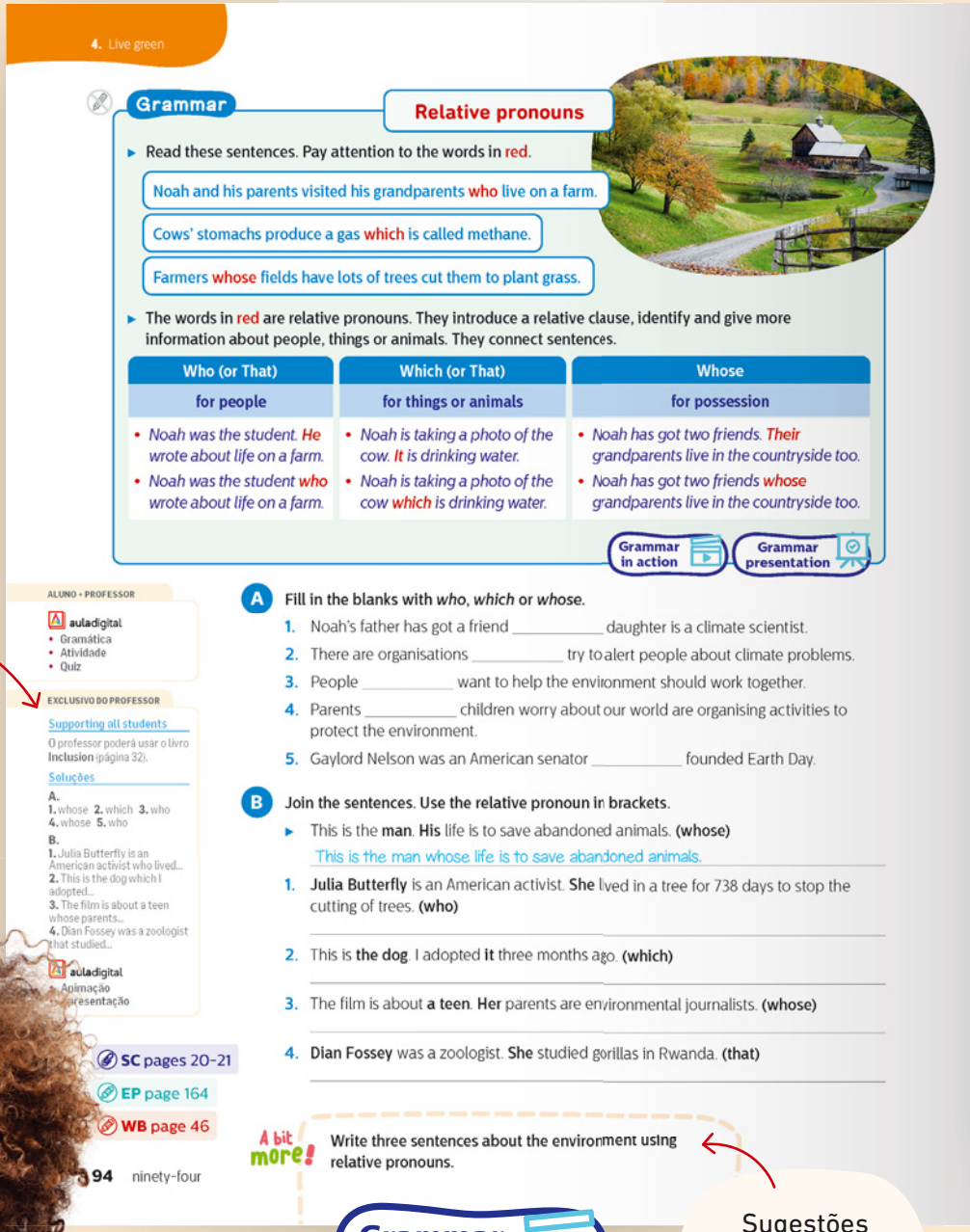
Grammar

Explicações passo a passo sobre o uso e a forma, com exemplos ilustrativos

Clear grammar presentation & graded exercises

Sugestões ***supporting all students*** para trabalhar com ***mixed-ability classes***

Exercícios de **complexidade crescente** e tipologia variada



4. Live green

Grammar — **Relative pronouns**

▸ Read these sentences. Pay attention to the words in red.

- Noah and his parents visited his grandparents who live on a farm.
- Cows' stomachs produce a gas which is called methane.
- Farmers whose fields have lots of trees cut them to plant grass.

▸ The words in red are relative pronouns. They introduce a relative clause, identify and give more information about people, things or animals. They connect sentences.

Who (or That)	Which (or That)	Whose
for people	for things or animals	for possession
• *Noah was the student. He wrote about life on a farm.*	• *Noah is taking a photo of the cow. It is drinking water.*	• *Noah has got two friends. Their grandparents live in the countryside too.*
• *Noah was the student who wrote about life on a farm.*	• *Noah is taking a photo of the cow which is drinking water.*	• *Noah has got two friends whose grandparents live in the countryside too.*

Grammar in action | Grammar presentation

ALUNO + PROFESSOR

auladigital
- Gramática
- Atividade
- Quiz

EXCLUSIVO DO PROFESSOR

Supporting all students

O professor poderá usar o livro **Inclusion** (página 32).

Soluções

A.
1. whose 2. which 3. who
4. whose 5. who

B.
1. Julia Butterfly is an American activist who lived...
2. This is the dog which I adopted...
3. The film is about a teen whose parents...
4. Dian Fossey was a zoologist that studied...

auladigital
- Animação
- Apresentação

A Fill in the blanks with *who*, *which* or *whose*.

1. Noah's father has got a friend _____ daughter is a climate scientist.
2. There are organisations _____ try to alert people about climate problems.
3. People _____ want to help the environment should work together.
4. Parents _____ children worry about our world are organising activities to protect the environment.
5. Gaylord Nelson was an American senator _____ founded Earth Day.

B Join the sentences. Use the relative pronoun in brackets.

▸ This is the **man**. **His** life is to save abandoned animals. **(whose)**
This is the man whose life is to save abandoned animals.

1. **Julia Butterfly** is an American activist. **She** lived in a tree for 738 days to stop the cutting of trees. **(who)**
2. This is **the dog**. I adopted **it** three months ago. **(which)**
3. The film is about **a teen**. **Her** parents are environmental journalists. **(whose)**
4. **Dian Fossey** was a zoologist. **She** studied gorillas in Rwanda. **(that)**

SC pages 20-21
EP page 164
WB page 46

A bit more! Write three sentences about the environment using relative pronouns.

94 ninety-four

Sugestões para ***fast finishers***

Grammar in action

Animações de situações de comunicação nas quais as estruturas linguísticas surgem contextualizadas de forma natural

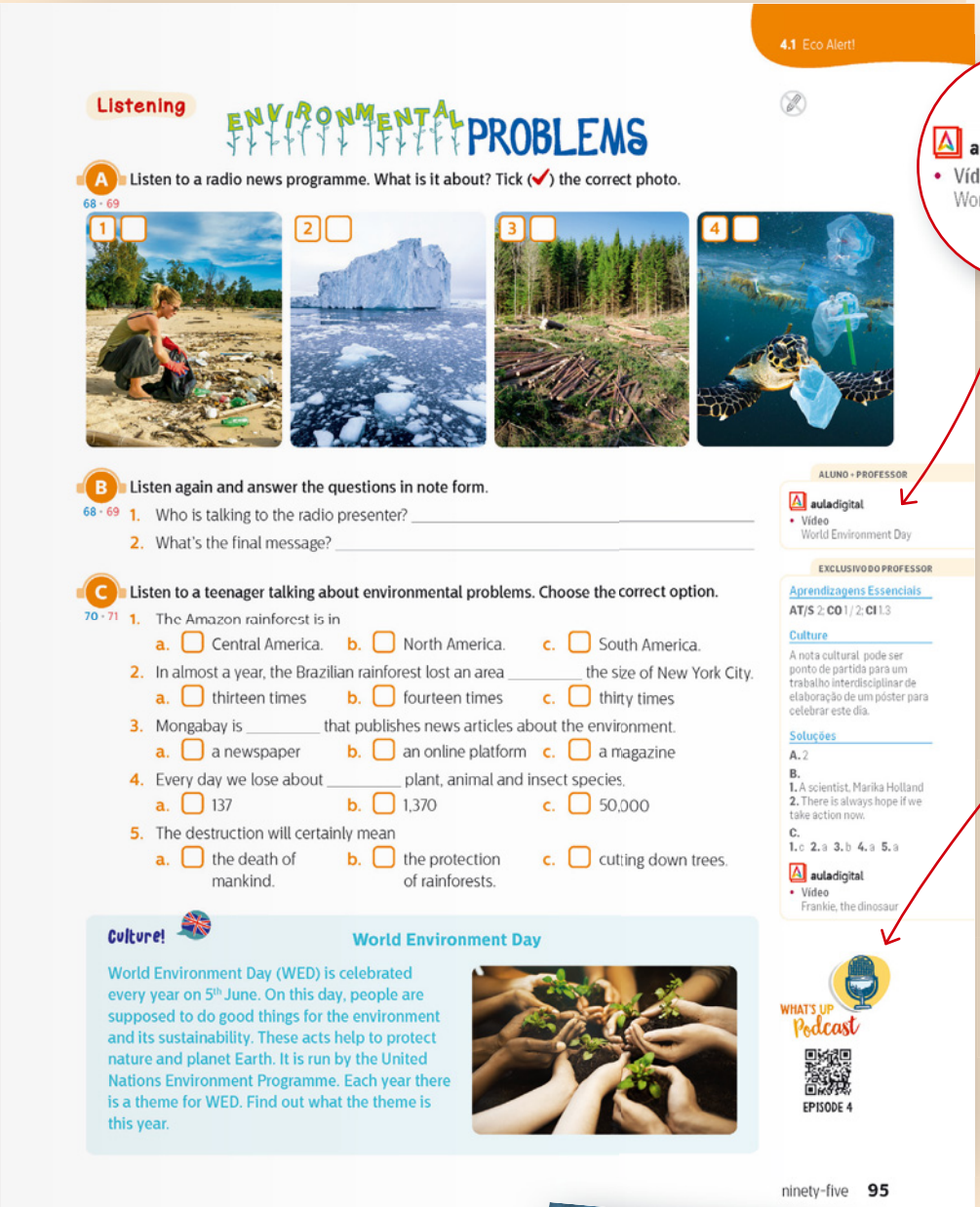
Grammar presentation

Explicações faseadas sobre o uso e a forma, com exemplos ilustrativos
+ Atividades gramaticais

Podcasts

Vídeos de extensão
com diferentes *playmodes*
e fichas complementares
no Teacher's File

NEW

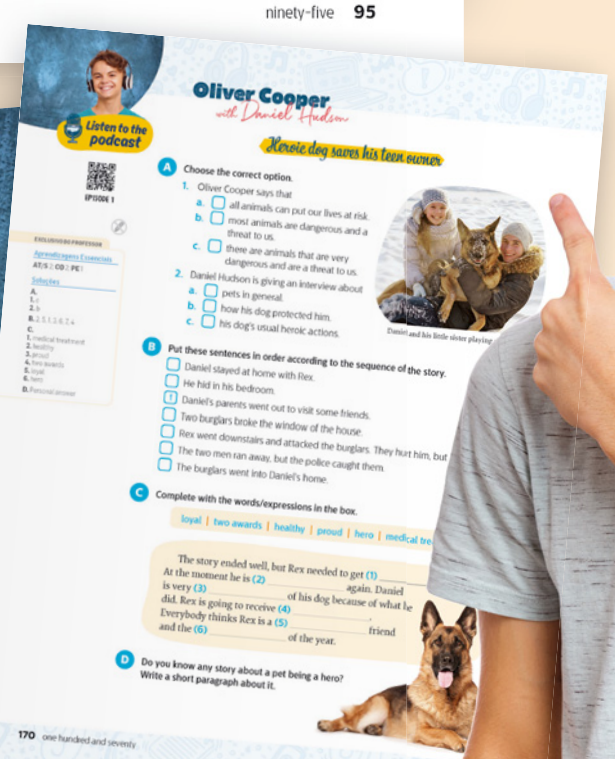


NEW

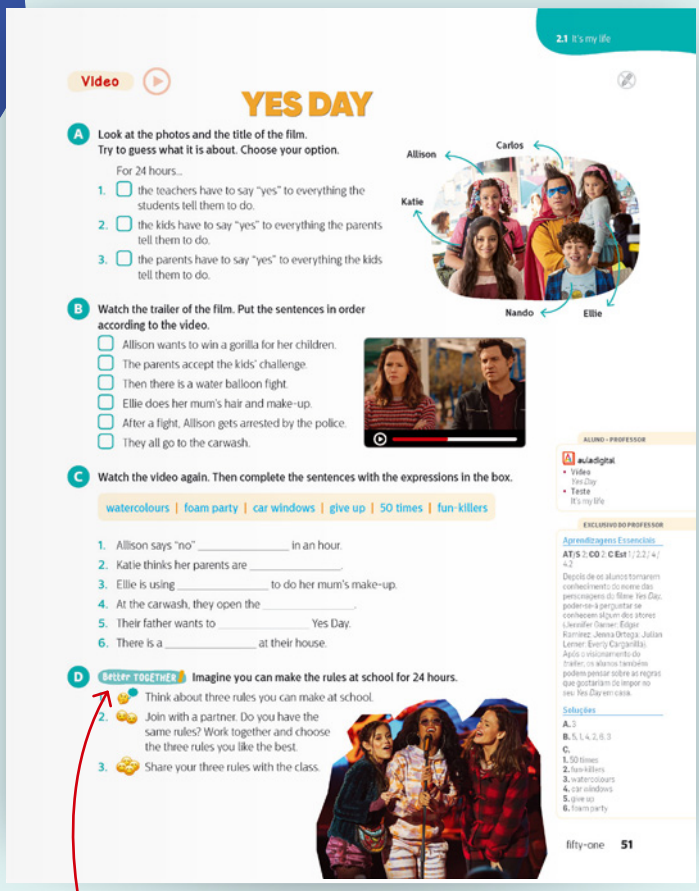
WHAT'S UP Podcast

Através de um QRcode, os alunos acedem a um episódio do *Podcast* conduzido pelos locutores Evelyn Spencer e Oliver Cooper

No final do manual,
em páginas próprias,
são disponibilizadas atividades
de compreensão sobre
as entrevistas



Focus on 21st century skills



Better TOGETHER!

Propostas para pensar **individualmente** e depois partilhar ideias com o/a **colega** e o **resto da turma**

Think

Espaço de desenvolvimento do **pensamento crítico**

Intercultural Awareness

PROJECT

- Free time fun!
- A fashion project
- A theme restaurant
- Let's Go Green
- WebQuest Plan a green travel to the Isle of Wight

PROJECT

Let's Go Green

We are living on this planet as if we had another one to go to, but that is not true, so let's help save this one.

STEP 1 Form groups – each group is going to decide on the work they want to do (option A, B or C):

A – Choose an environmental problem and decide what you can do to help.

YOUR CHOICE

B – Choose someone famous (singer, actor/ actress, politician...) who cares about the environment. Find out what they do to help save the planet.

C – Identify a situation at school that is not good for the environment and find possible solutions for it.

STEP 2 Do some research work to find information about the topic you chose. Take notes.

STEP 3 Go through the information you gathered and select the most important one for your work and decide the actions you are going to take.
For example: design / plan an anti-plastic campaign, start an eco-school poster competition, plan a Meat Free Day at the canteen, start a vegetable garden, plan activities to raise money...

STEP 4 Decide how you want to present your work to your class or your school.
For example: an infographic, posters, a PowerPoint presentation, a brochure, a short video...

STOP OCEAN PLASTIC POLLUTION

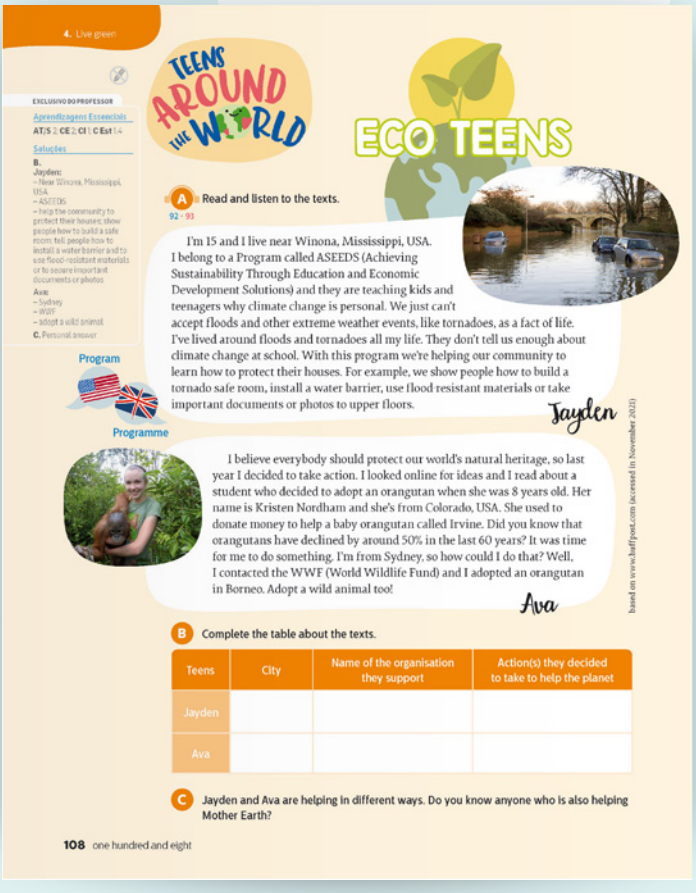
one hundred and nine 109

YOUR CHOICE!

Desafios sobre a forma como os alunos irão desenvolver e apresentar os seus projetos

TEENS AROUND THE WORLD

Textos para conhecer as vivências e a cultura de jovens de diferentes partes do mundo


4. Live green

TEENS AROUND THE WORLD

ECO TEENS

A Read and listen to the texts.

I'm 15 and I live near Winona, Mississippi, USA. I belong to a Program called ASEEDS (Achieving Sustainability Through Education and Economic Development Solutions) and they are teaching kids and teenagers why climate change is personal. We just can't accept floods and other extreme weather events, like tornadoes, as a fact of life. I've lived around floods and tornadoes all my life. They don't tell us enough about climate change at school. With this program we're helping our community to learn how to protect their houses. For example, we show people how to build a tornado safe room, install a water barrier, use flood resistant materials or take important documents or photos to upper floors.

Jayden

Program

Programme

I believe everybody should protect our world's natural heritage, so last year I decided to take action. I looked online for ideas and I read about a student who decided to adopt an orangutan when she was 8 years old. Her name is Kristen Nordham and she's from Colorado, USA. She used to donate money to help a baby orangutan called Irvine. Did you know that orangutans have declined by around 50% in the last 60 years? It was time for me to do something. I'm from Sydney, so how could I do that? Well, I contacted the WWF (World Wildlife Fund) and I adopted an orangutan in Borneo. Adopt a wild animal too!

Ava

based on www.bellpost.com (accessed in November 2021)

B Complete the table about the texts.

Teens	City	Name of the organisation they support	Action(s) they decided to take to help the planet
Jayden			
Ava			

C Jayden and Ava are helping in different ways. Do you know anyone who is also helping Mother Earth?

108 one hundred and eight

5.1 Travelling

Video

JUNGLE CRUISE

A Look at the photo.
1. Why do you think the film is called *Jungle Cruise*?
2. In your opinion what kind of film is it? Choose your option and justify your answer.
Drama Adventure Horror

B Watch the video and complete the main characters' profiles with the information in the box.

Frank | determined | explorer | funny | likes money | Lily | captain of the boat | scientist | tour guide | strong | can't swim

1 Name: Job: Personality:

2 Name: Job: Personality:

C Watch the video again. Are the sentences True (T) or False (F)? Correct the false one(s).

	T	F
1. Lily is looking for a flower with healing powers* in the Amazon Rainforest.		
2. Frank's river cruise is the most expensive one in the Amazon.		
3. Lily is travelling with her cousin.		
4. Frank believes in legends.		
5. Lily is going to pay more because she can't swim.		

* healing powers: poderes curativos

Culture! World Rainforest Day

June 22 is World Rainforest Day. This day has been set aside to help protect rainforests by raising awareness and encouraging action to protect them. Did you know that about 17 percent of the Amazonian rainforest has been destroyed over the past 50 years, and losses have recently been on the rise? How can you celebrate this day?

based on https://nationaldaycalendar.com and www.nationalgeographic.com (accessed in November 2021)

one hundred and twenty-three 123

Culture!

Pequenos apontamentos culturais acompanhados de vídeos

At the back of the book

Conheça aqui a sinopse!

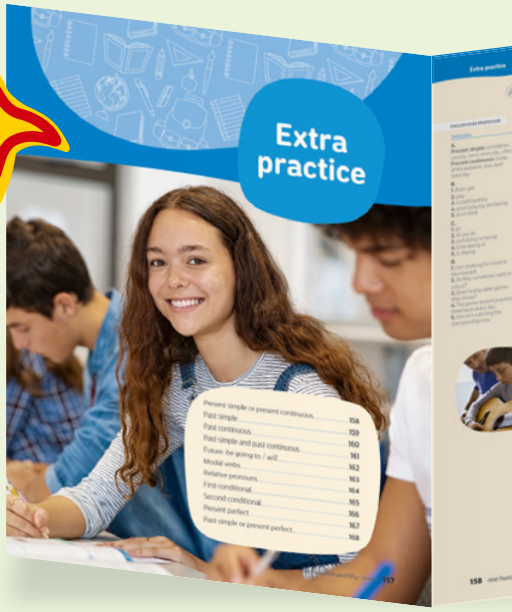
A *Green Summer in LA* is about the adventure of three British students who travel to Los Angeles

Extensive Reading

by Cláudia Correia

Animação da história em formato interativo, facilitando a compreensão da mesma e tornando-a mais apelativa

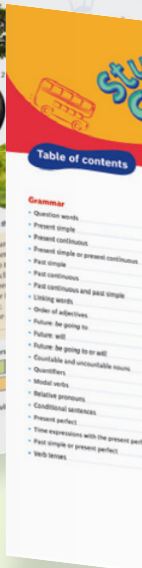
Extra Practice



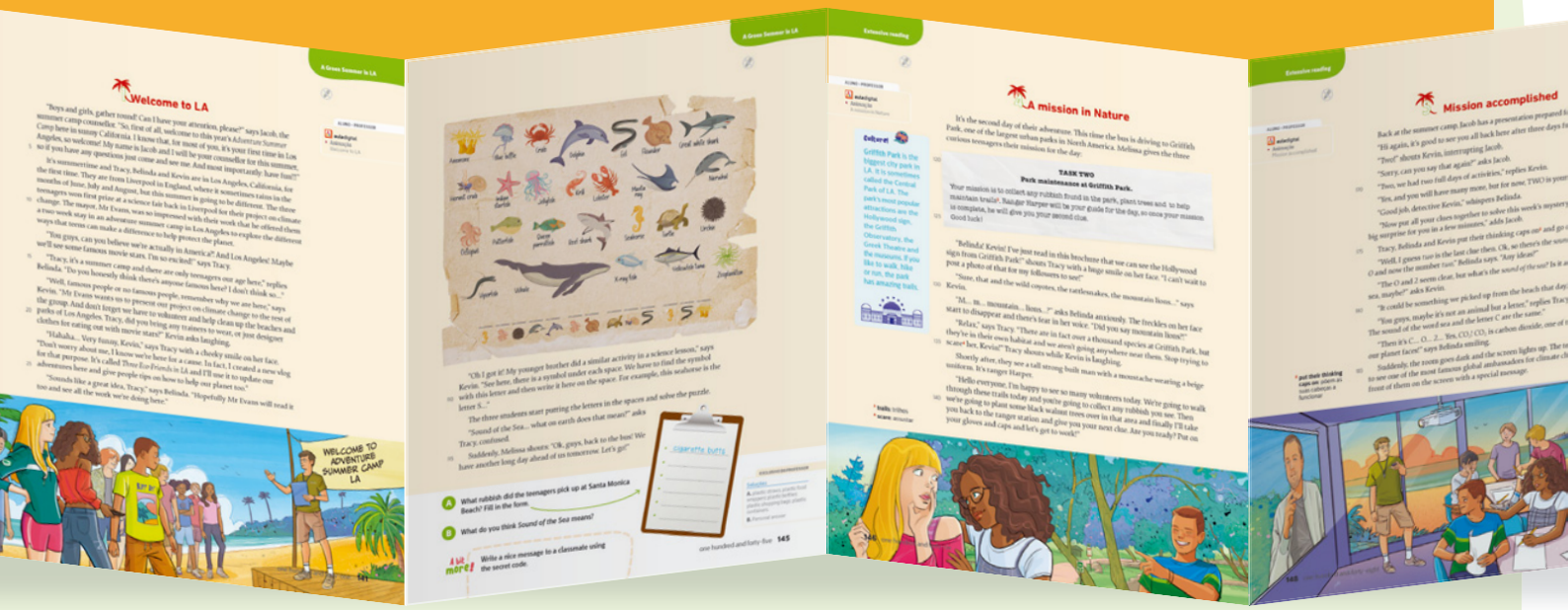
Exercícios que **complementam** e **reforçam** as propostas das páginas de gramática

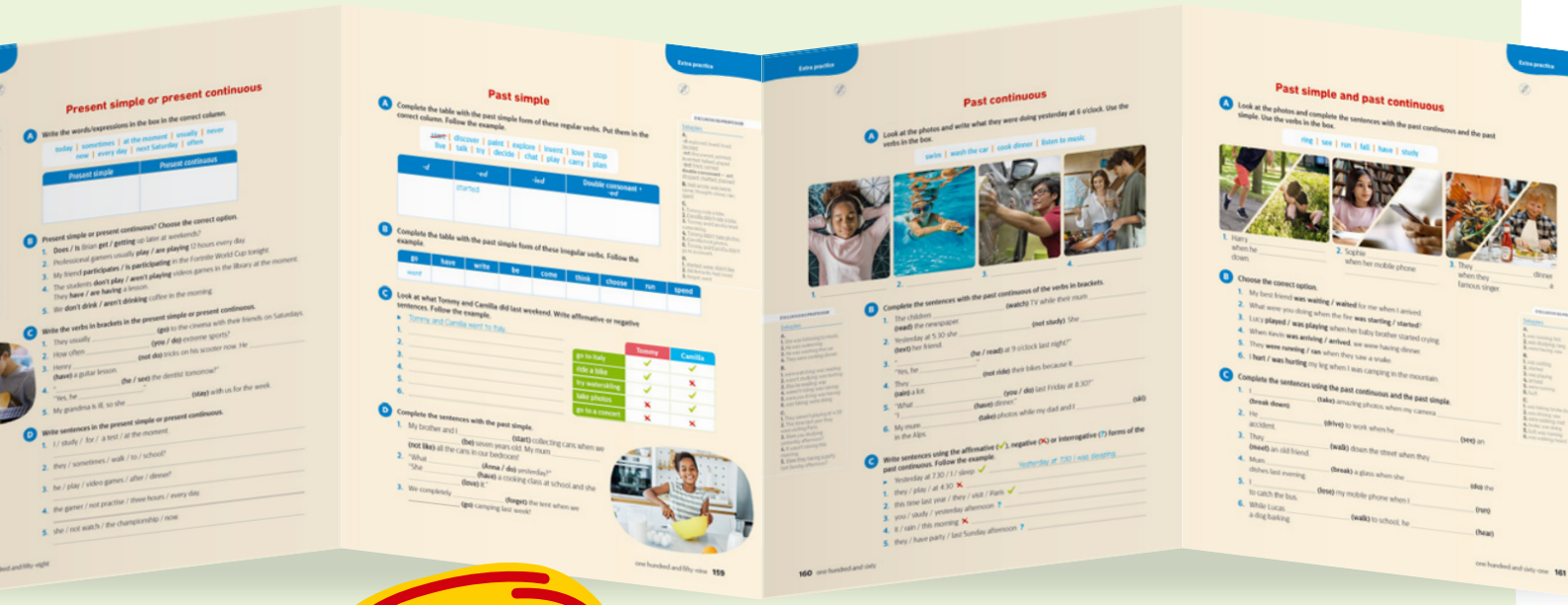
Time to celebrate

Textos, atividades e desafios sobre festividades típicas da cultura anglo-americana



for the first time. However, they're on a mission: to help create environmental awareness while trying to solve some clues along the way. Apart from sightseeing and participating in eco-friendly activities, these students had no idea about the surprise that was in store for them at the end!



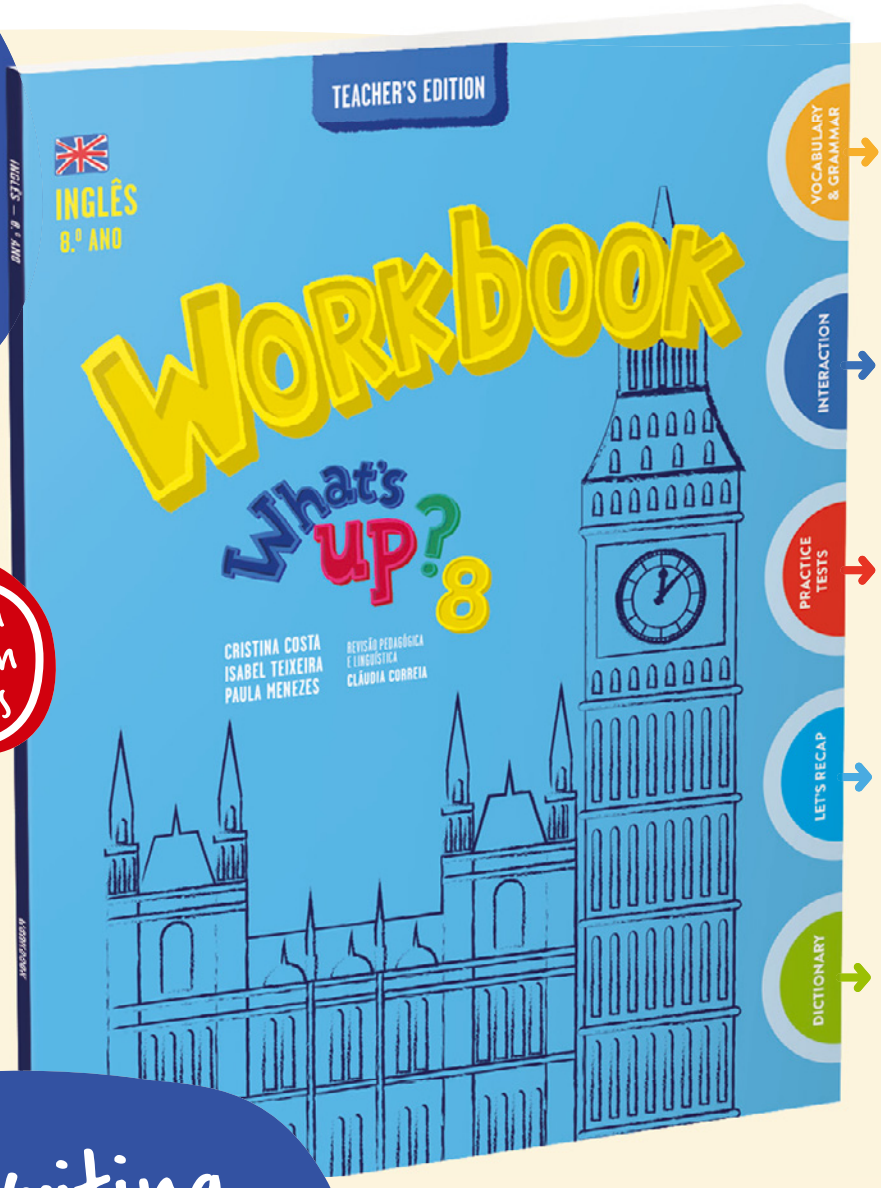


Student's Corner on the back cover

Explicações **em português** que auxiliam o aluno na aprendizagem do vocabulário e da gramática lado a lado com **exercícios de aplicação**

WORKBOOK

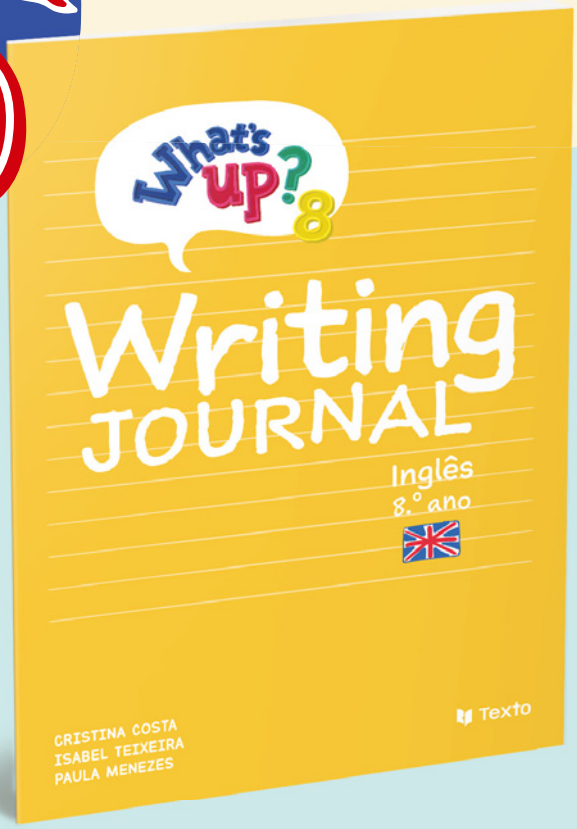
Edição exclusiva do Professor com bandas laterais



+ Writing Journal

NEW

Incluído no Workbook



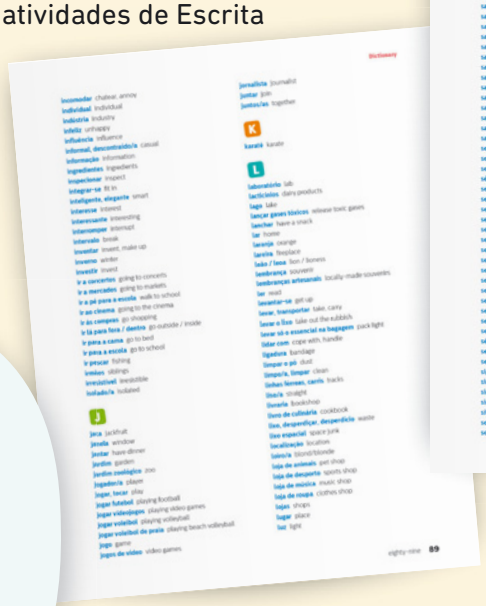
Para os alunos

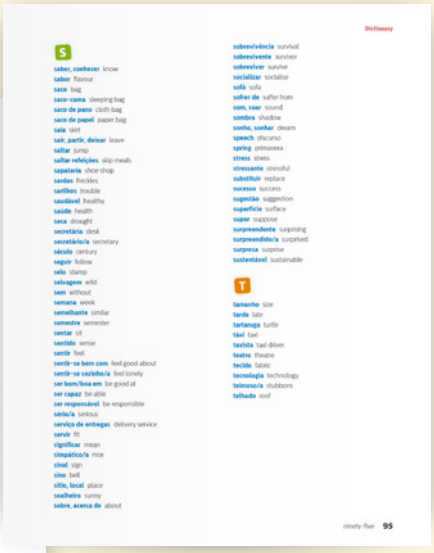
Permite consolidar o trabalho em torno dos **géneros textuais**, de forma mais livre e lúdica, e dotar os alunos de ferramentas que lhes permitam **escrever com mais autonomia**

Let's recap

- Exercícios de vocabulário e gramática
- Teste de preparação para os momentos de avaliação
- Exercícios para consolidar conteúdos de anos anteriores

- Exercícios de compreensão e interação oral
- Dicionário Português-Inglês para apoiar os alunos nas atividades de Escrita





Inclui:

- Sugestões de utilização
- Propostas com **texto-modelo** à esquerda e ***Have a go!*** à direita (com orientações esquemáticas e *stickers* sobre a estrutura do texto ou a linguagem a utilizar)
- *Writing checklist* no final

TEACHER'S FILE

DACs NEW
- Planificações para auxiliar a implementação dos Projetos do manual nas páginas *Project*

Teacher's Planner

Follow-up ideas
- Video extension worksheets NEW
- Vários Kahoot

All about What's up? 8
- Apresentação do projeto passo a passo

Rubrics NEW
- Rubricas e listas de verificação para todas as atividades de interação e produção do manual

Digital tools
- Guia de recursos multimédia + tutoriais úteis
- Guia do Manual Interativo

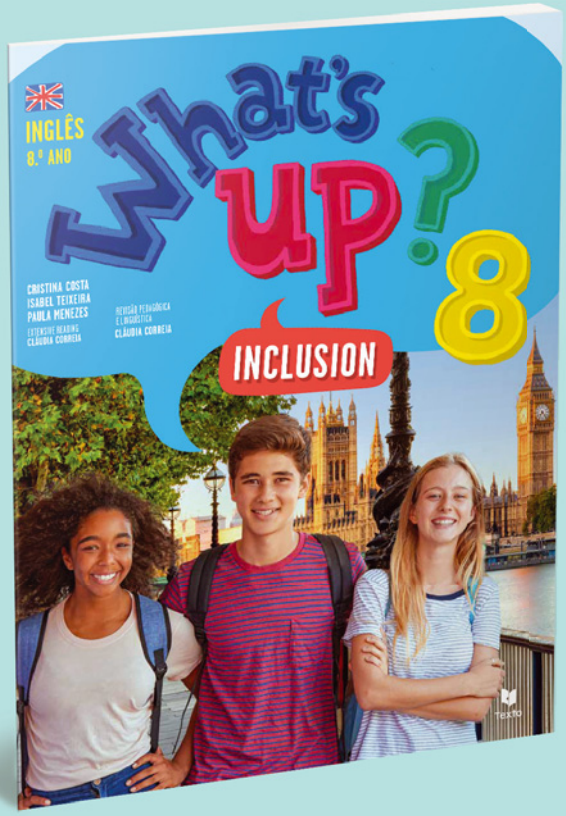
Worksheets (*grammar*, *vocabulary*, *reading* e *listening*, com dois níveis de complexidade)

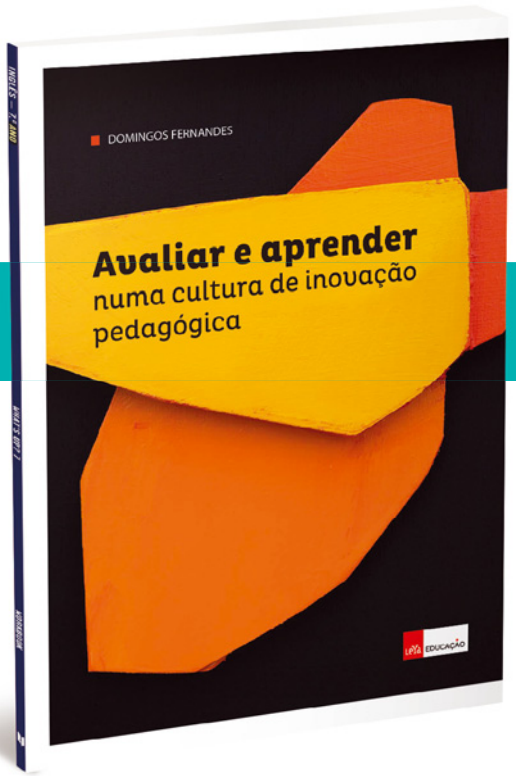
Planning
- Planificação trimestral e semestral + planos de aula

Assessment
- Teste de diagnóstico
- Testes de avaliação diferenciados (A e B)
- Materiais para avaliação de *speaking*
- 10-minute tests NEW
- Grelhas de avaliação

INCLUSION

Versão adaptada do manual para atender às necessidades dos alunos com mais dificuldades





DOMINGOS FERNANDES

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

WEBINAR
EXCLUSIVO

AVALIAÇÃO BASEADA EM CRITÉRIOS

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.**

WHAT'S UP? 8 BOX

BRAND NEW

Packed with CreActivities

10-minute games

Spoken interaction cards pair work

Spoken interaction cards group work

Spoken production cards

10-minute memes

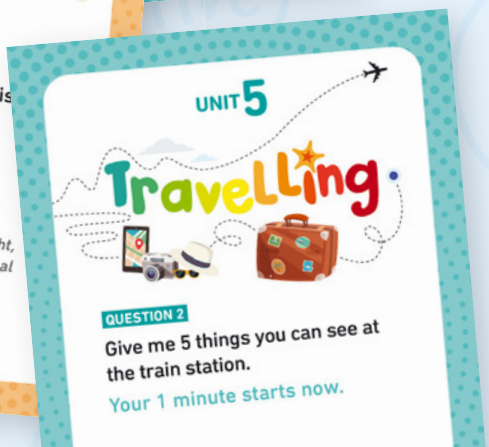
Paddles

WHAT'S UP? 8 BOX

Bringing novelty and fun into the classroom

10-minute games

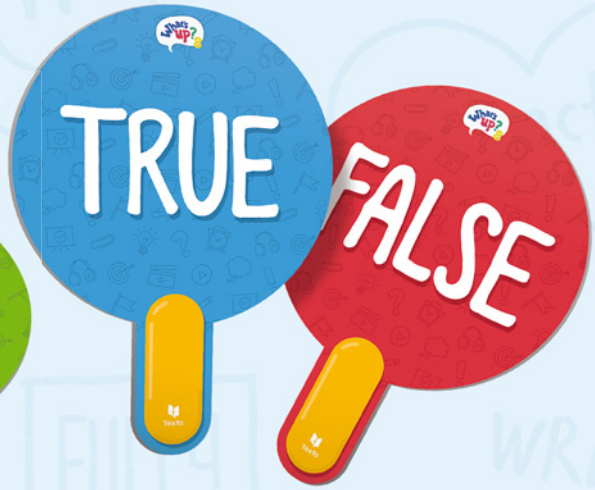
Para rever vocabulário e gramática de forma lúdica



E para uma maior interação

Paddles!

10-minute memes



WHAT'S UP BOX

Full of options for language practice and communication

40 Spoken interaction cards pair work

20 Spoken interaction cards group work

36 Spoken production cards

STUDENT B

You don't know anything about the fashion show, so ask your partner some questions about it.

- What / name / school?
- What / event?
- Who / participate?
- When?
- What time?
- Where?
- How much / tickets?

STUDENT B

Use the information below to ask your partner questions about his/her free time activity.

1. What / you / do / in your free time?
2. Who / you / go with?
3. Where / you / practise it?
4. How often / you / go there?
5. What / you / need / to practise it?
6. What / you / like about it?

Read the information about Sophie Lewis's sport and introduce her to your class.

Read the information about Alex Hill and introduce him to your class.

Name	Alex Hill
Age	16 years old
Sport he does	rock climbing
When and how he started	6 years old go / a summer camp / try / rock climbing for the first time / he / love / it start / train / with / some friends

Read the information about Chloe MacLean and introduce her to your class.

Name	Chloe MacLean
Age	14 years old
Sport she does	snowboarding
When and how she started	5 years old imitate / old / brother start / indoor snow centre train / with / brother

Look at the two groups of photos and imagine you are one of these teenagers.

Group 1:

Group 2:

What is worrying you?	no time to do the things I like (play video games; talk to friends online; watch series or films...) / spend too much time / avoid doing school

Read the information about Emma's hobby and introduce her to your class.

Name	Emma Stuart
Age	15
Hobby	playing the guitar
When she does it	She / practise / guitar / 4 times a week / at the weekend / play / a band
When she started it	10 years old
Why she started it	She / see / new neighbour playing / and / decide / to try it
Feelings about her hobby	like / very much / have / lot of fun doing it
Her dream	have / own / band

Look at the two groups of photos and imagine you are one of these teenagers.

Look at the photo and describe it. Use the information in the table to help you.

Who can you see?	a man
Where is he?	stairs / city
What is his fashion style?	trendy
What is he wearing?	red jacket and shirt, blue tie and matching pocket handkerchief, red socks, blue and brown boots, red gloves, sunglasses
What's your opinion about this fashion style?	like/dislike fashion style / too formal / bright colours / very fashionable

Look at the photo and describe it. Use the information in the table to help you.

Who can you see?	a teenager
Where is she?	street
What is her fashion style?	girly
What is she wearing?	colourful shirt, earrings, sunglasses, hair bandana
What's your opinion about this fashion style?	like/dislike fashion style / too many bright colours / too simple / very fashionable / a bit crazy...

Start like this: In this photo, I can see...

Imagine this is your favourite free time activity. Look at the information below to answer your partner's questions.

What	mountain biking
Who	friends
Where	forest / hills
How often	every Saturday afternoon
Gear	mountain bike / helmet / gloves / knee pads
Opinion	awesome to be in the open air / cool activity to do with friends

Imagine this is your favourite restaurant. Use the information below to describe it.

Name	The Green Affair
Location	Lisbon
Type of restaurant	Vegetarian
Why it's your favourite restaurant	sophisticated atmosphere staff / have very friendly attitude serve food quickly
Food it serves	vegetarian food favourite dishes: breaded cauliflower / mushroom risotto / roasted portobello mushroom
Price	good price considering food quality
Final comment	best to book in advance

Start like this: I'm going to talk about... The name of the restaurant is...

Imagine this is your favourite restaurant. Use the information below to describe it.

Name	La Grange Aux Canards
Location	Paris
Type of restaurant	Traditional restaurant
Why it's your favourite restaurant	excellent service and amazing food friendly and warm staff cosy atmosphere
Food it serves	typical French food variety of duck dishes, cassoulet and fo my favourite dish / magret de canard for dessert / fabulous crème brûlée

Imagine you are Arthur. Use the information in the table to talk about your diet.

What is your diet?	Vegetarian
When did you start this diet?	6 months ago
What does the diet include?	vegetables, eggs, milk, che but no meat or fish
Why did you decide to start this diet?	want / take a stand for ani rights
How do you feel?	more energetic skin less spotty
What are the disadvantages?	vitamin deficiency / should supplements sometimes / consume /

Read the information about this project. Then introduce it to your class.

Name	We Just Recycle
What it is	UK based company / recycle textiles, shoes, bags, belts, toys from UK / then / it / export / items / many countries
Why it started	good clothes / go / to waste / when / they / can / be / recycled second life
How it works	people / unwanted clothes / bags

Read the information about this project. Then introduce it to your class.

Name	Giving Food Waste a Second Chance
What it is	keep food waste / out of / landfills implement / more sustainable practices
Why it started	people / not eat / 1/3 of all food / world cause / 8% / greenhouse gases Governor of New Jersey, USA / sign / w recycling law / saying / food waste / be recycled
How it works	restaurants, grocery shops and prisons separate / food waste / recycle / it
Benefits	recycling food / turn / food waste / into energy or fertilizers food waste / not go / landfills / and / not pollute / planet

Start like this: I'm going to talk about an environmentally friendly project. It's called...

Imagine you are Mason. Use the information in the table to talk about healthy eating.

Name	Mason McKay
City / Country	Wellington, New Zealand
Importance of a healthy diet	stay strong and healthy feel good and enjoy life boost brain power
What you usually eat	eat balanced meals no meat eat 3 meals a day, with healthy snacks drink water to stay hydrated and avoid sugary drinks
Other important healthy habits	never eat junk food control the amount of calories I eat keep moving and sleep well

Start like this: Hi! I'm ... I come from...

In my opinion I think... I believe...

Read the information below. Tell the class about the problem of plastic waste.

What it is	plastic waste we / produce / 400 million tonnes / pl every year people / not recycle / seriously / affe environment
Why it is a problem	people / use more plastic / need / an throw away plastic / take / 400 years / decompos it / stay / in / environment / pollute /
Suggestions	people / change / habits / and / not u plastic / so much they / should / use / things / made of materials join a beach clean-up group / it / fun

Start like this: I'm very worried about plastic waste. Plastic waste is...

Read the information about Julie's school and introduce her to your class.

Introduction	green school / ever possible / help / ev
Development	school / sustainab vegetables / fruit there be / meatles students / swap w last year / plant / school / member lessons / not allow students also le
Conclusion	this school / care eco-friendly students / take a

NEW

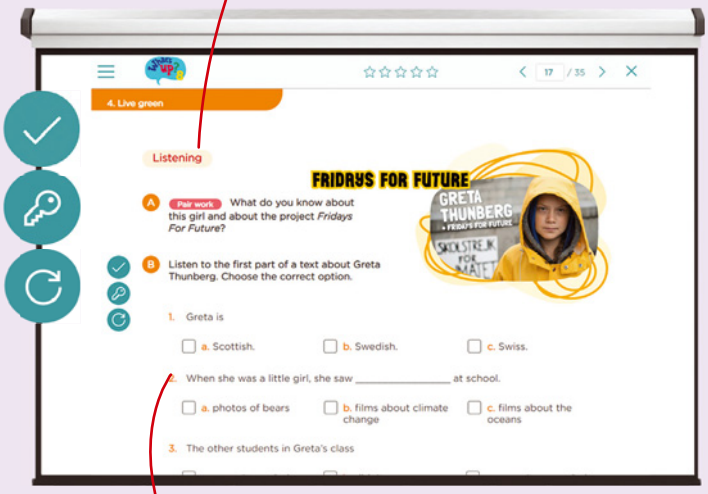
Manual interativo

auladigital

Agora já pode escrever no seu manual e fazer correção automática

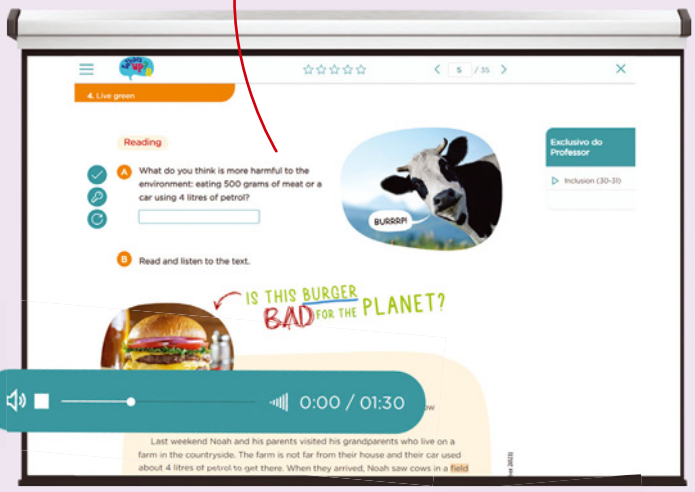
Projete o Manual Interativo e experimente a forma mais fácil de trabalhar em sala de aula

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

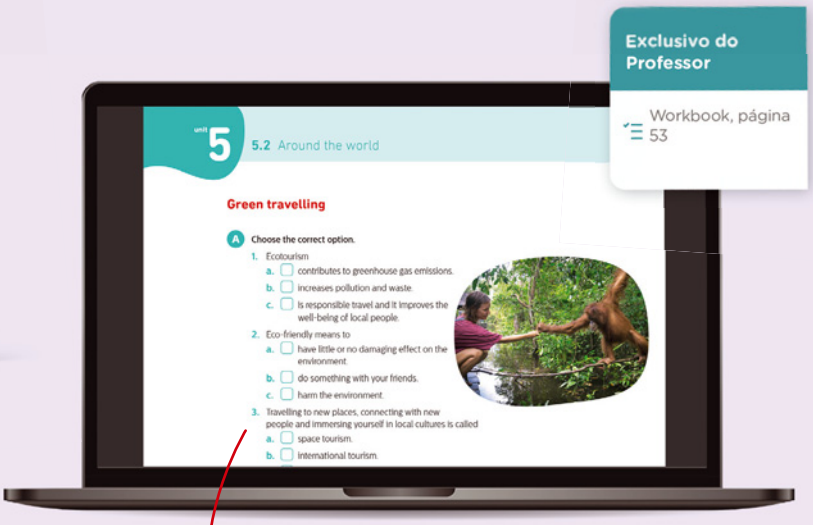


Num só clique, mostre as soluções, alínea a alínea, ou da totalidade das atividades da página. Permite limpar e voltar a fazer

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



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



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

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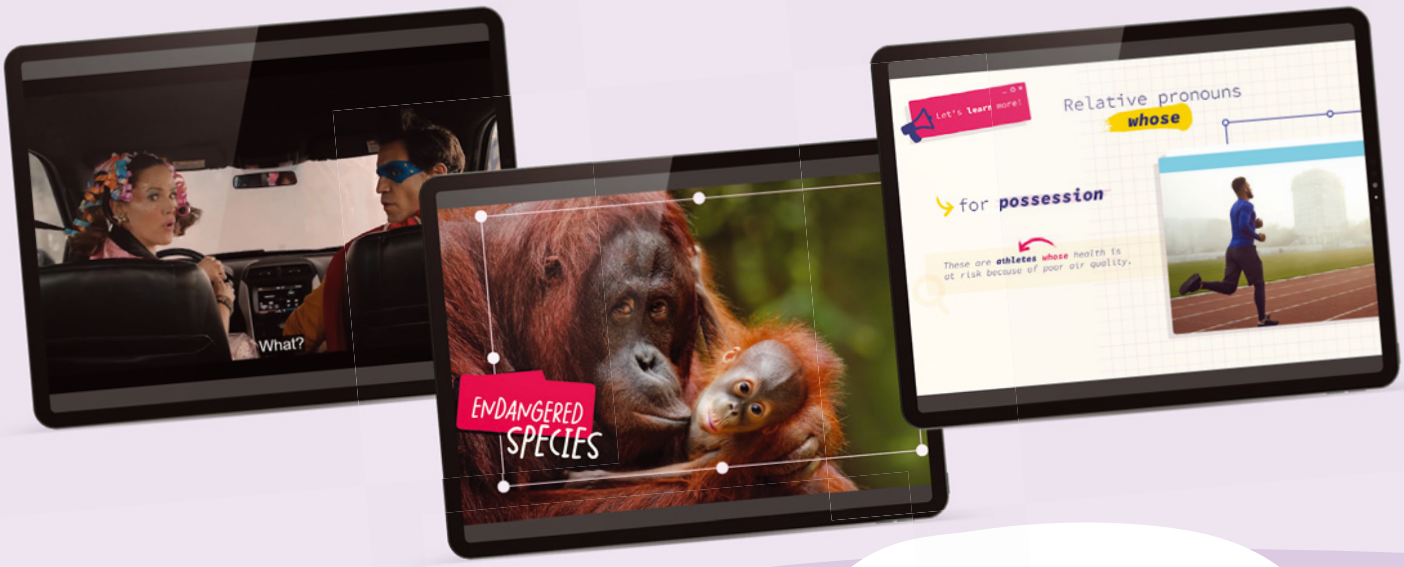
- **Versões editáveis dos recursos do Teacher's File**



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