

Teaching Online:

Secondary & High School

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Oxford University Press



OXFORD
UNIVERSITY PRESS

Objetivos:



- Plataformas Virtuais Oxford University Press
- Integração dos livros com atividades online
- Dicas de websites
- Wrap-up

Como?



GROUP WORK



**INDIVIDUAL
WORK**



CHAT



HANDOUT

OXFORD
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Warm-up

Group work:

I give you a category and you have to name 3 things in 5 seconds.

Name 3 things...

...you like about teaching.

Name 3 books...

...you enjoyed reading.



Warm-up

Name 3 things...
...you like to do in your freetime.

Name 3 techniques...
...you use to teach online.



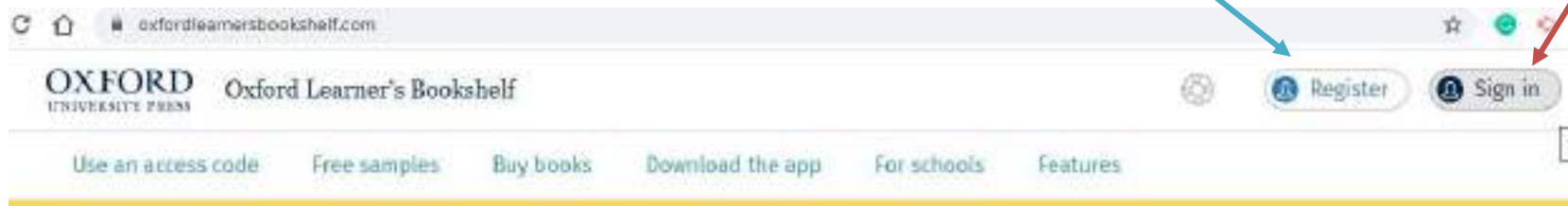
Plataformas OUP & Integração com livros:

Oxford Learner's Bookshelf (Classroom Presentation Tools)

<https://www.oxfordlearnersbookshelf.com/>

Se precisar se cadastrar

Se já for registrado



Plataformas OUP & Integração com livros:

Oxford Learner's Bookshelf (Classroom Presentation Tools) : <https://www.oxfordlearnersbookshelf.com/>

Para adicionar novos livros: (códigos no Teacher's Book ou com o Consultor OUP local)

The screenshot displays the Oxford Learner's Bookshelf interface. At the top, the logo for OXFORD UNIVERSITY PRESS is visible, along with the text 'Oxford Learner's Bookshelf'. Below this, there are navigation tabs for 'Bookshelf', 'Reading Diary', and 'Certificate'. A search bar on the right contains the placeholder text 'Title or level'. The main content area is titled 'My books' and features a grid of book covers. The first item in the grid is an orange button labeled 'Add books' with a white icon of a book and a plus sign. To its right are four book covers for 'Headway' by Headway, each with a red and yellow cover design. A red arrow points from the text box above to the 'Add books' button. A blue arrow points from a text box labeled 'Acesso aos livros disponíveis para você' to the first 'Headway' book cover.

Plataformas OUP & Integração com livros:



4 It's a mystery

4A What's happening?

Do you like mystery? Why, why not?
What do they make you eat?

Vocabulary Match the description to the picture.

1. He looks nervous. What's happening?
2. He looks angry. Match them to the pictures.
3. He looks happy. He's laughing.
4. He looks surprised. Check with a partner.
5. He looks sad. What's a picture that is what for your picture. Can you picture that?
6. He looks excited. He's looking at the screen.
7. He looks scared. He's looking at the screen.

1. He looks nervous. What's happening?
2. He looks angry. Match them to the pictures.
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7. He looks scared. He's looking at the screen.

Project Explore – Level 3 p. 46

Project Explore – Level 3:



1 jump out of your skin



2 make your hair stand on end



3 have nerves of steel



4 tear your hair out



5 have butterflies in your stomach



6 see red



7 jump for joy

Option 1:

Acesse a página > apresente o novo vocabulário utilizando as figuras do livro

Project Explore – Level 3:



Option 2:

Acesse a página > Tire um print da tela > Prepare um jogo para apresentar o vocabulário antes de acessar o livro

Matching game:

- Jump for joy
- Have nerves of steel
- Jump out of your skin
- See red
- Have butterflies in your stomach
- Tear your hair out
- Make your hair stand on end

Project Explore – Level 3:

Option 3: Dica de Site

Prepare um jogo online para praticar o novo vocabulário



Quizlet.com

https://quizlet.com/_8ax97k?x=1qqt&i=275gl1

Bela lista. Deseja compartilhar?

amigo@email.com Enviar e-mail

COMPARTILHAR O LINK VIA E-MAIL

https://quizlet.com/_8ax97k?x=1qqt&i=275gl1 Copiar link

Compartilhar no Google Classroom

Compartilhar no Remind

Project Explore – Level 3:

← → ↻ 🏠 📄 quizlet.com/br/502677152/project-explore-3-vocabulary-feelings-flash-cards/

Quizlet 🔍 Pesquisar 📄 Criar


Project Explore 3 - Vocabulary (feelings)

ESTUDAR

- 📄 Cartões
- 🔄 Aprender
- ✍ Escrever
- 🔍 Soletrar
- 📄 Avaliar

LOGAR

- 📄 Combinar
- 👶 Gravidade
- 👤 Live



to react strongly to shock or surprise

← 1/7 → 📄 🗄


Project Explore – Level 3:


Oxford Learner's Bookshelf (Classroom Presentation Tools) : <https://www.oxfordlearnersbookshelf.com/>


Vocabulary Idioms for strong emotion


1 a Look at the pictures (1–7). Do you know any of the idioms? Match them to the definitions (a–g).

a <input type="checkbox"/> very happy	e <input type="checkbox"/> very surprised
b <input type="checkbox"/> very angry	f <input type="checkbox"/> very brave
c <input type="checkbox"/> very frustrated	g <input type="checkbox"/> very scared
d <input type="checkbox"/> very nervous	

b  2.21 Listen and check. Practise saying the idioms.


2 a  2.24 Listen to the conversations. What's happening in each conversation?

b  2.24 Listen again. Match them to the idioms. In conversation 1 his hair's standing on end.

c  2.24 Listen again. Check with a partner.

3 **Over to you!** Work with a partner. Mime an idiom to your partner. Can your partner guess?

Are you tearing your hair out? Yes, I am!


 **Workbook** page 34, exercises 1–2

46 Unit 4 – It's a mystery

Áudio disponível:

- Escolha a velocidade do áudio
- Audio script também disponível

Áudio disponível online/offline:
Clique no símbolo do áudio para ouvir a conversa



Project Explore – Level 3: Games online:

Os profs. podem acessar o jogo na hora da aula

oxfordlearnersbookshelf.com/home/units.html

Back to p.0 047/034 Save and Close

4A

Grammar Relative clauses

4 **2:21** Read and listen to the dialogue. How is Simon annoying Tasha?

Simon What are you watching?

7 a Complete these definitions. Choose the correct relative pronouns, *who*, *which* and/or *that*.

- 1 It's a person ... gives lessons at school.
It's a person *who / that* gives lessons at school.
- 2 It's something ... tells the time.
- 3 It's a US city ... is also called the Big Apple.
- 4 It's something ... you need to play tennis.
- 5 It's someone ... investigates crimes.

b In pairs, read a definition. Your partner gives the answer.

Workbook page 35, exercises 3–4



Choose the correct
and/or that.
at school.
lessons at school.

Games online:
Escolha o nível

HOW TO PLAY

Find a treasure chest



Answer a question



Win a gold coin



PLAY ▶



4A

Choose the correct
and/or that.
at school.
lesson at school.

Games online:
Compreenda como se joga

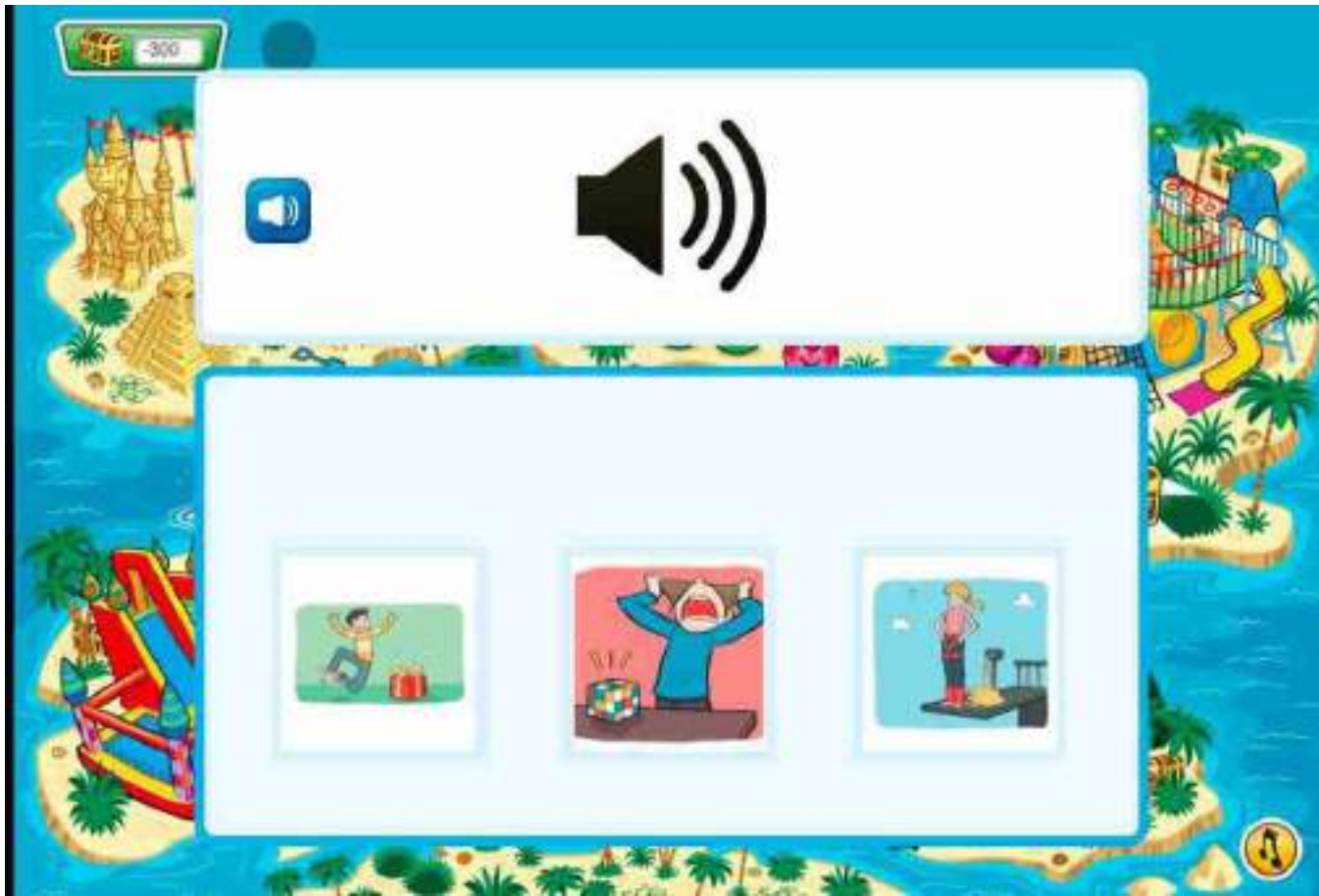


4A

Choose the correct
and/or that,
at school.
lessons at school.

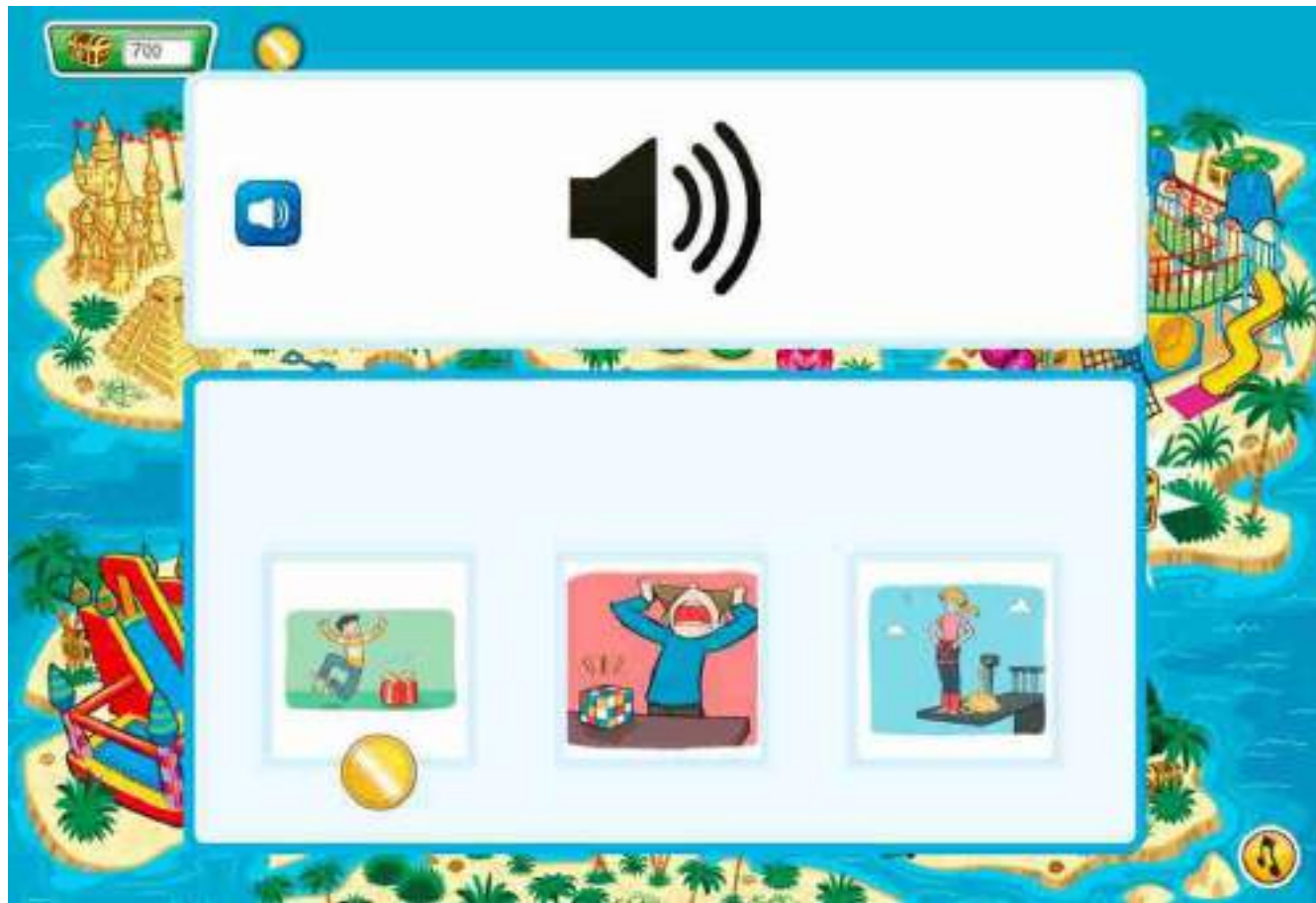
Games online:
Procure pelo tesouro

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Choose the correct
and/or that.
at school.
lessons at school.

Games online:
- Ouça e responde
corretamente



Choose the correct
and/or that.
at school.
from at school,

Games online:

- Se a resposta estiver correta você é recompensado.

Project Explore – Level 3:

Oxford Learner's Bookshelf (Classroom Presentation Tools) : <https://www.oxfordlearnersbookshelf.com/>

Vocabulary Idioms for strong emotion

1 a Look at the pictures (1–7). Do you know any of the idioms? Match them to the definitions (a–g).

a very happy

e very surprised


b very angry


f very brave

c very frustrated

g very scared

d very nervous

b  2.23 Listen and check. Practise saying the idioms.

2 a  2.24 Listen to the conversations. What's happening in each conversation?

b  2.24 Listen again. Match them to the idioms. In conversation 1 his hair's standing on end.

c  2.24 Listen again. Check with a partner.

3 *Over to you!* Work with a partner. Mime an idiom to your partner. Can your partner guess?

Are you losing your hair out?

Yes, I am!

 **Workbook** page 34, exercises 1–2

46 Unit 4 • It's a mystery

Workbook:

É possível acessar o WB rapidamente durante a aula, seja para realizar uma atividade, seja para solicitar homework.

Project Explore – Level 3:

Oxford Learner's Bookshelf (Classroom Presentation Tools) : <https://www.oxfordlearnersbookshelf.com/>

4 It's a mystery
4A. What's happening?

Vocabulary: names of scary movies

1 Match the pictures (1-6) to the pictures (a-f).

2 Complete the dialogues with the correct idiom from exercise 1.

3 Complete the sentences with words from the box.

4 Complete the dialogues with the correct idiom from exercise 1.

Workbook:

- As estrelas mostram o nível de dificuldade dos exercícios
- As respostas podem ser apresentadas no momento da aula

2 Complete the dialogues with the correct idiom from exercise 1.

1 A: Be careful!
B: Don't worry. It's fine.
A: You have to have nerves of steel to ride your bike down that hill.
B: Just call me James Bond!

2 A: Can you tell me who's chasing the children in this film?
B: I'm not sure. But it's a bit scary.
A: Yes, it is. It's making my hair stand on end.
A: I can wait.

3 A: What was that horrible noise? I nearly jumped out of my skin.
B: Sorry, I fell over the dog and knocked over some glasses.
A: Is the dog OK?
B: Hey, what about me!

4 A: What's wrong?
B: I can't do this physics problem. I'm just beating my hair out trying to find the answer!
B: I'm sorry. I can't help you. Physics isn't my favourite subject.
A: It obviously isn't mine either!

American Headway 3 ed.– Starter level:

Oxford Learner's Bookshelf (Classroom Presentation Tools) : <https://www.oxfordlearnersbookshelf.com/>



Vídeos disponíveis online:

- Mais interação
- Contextualização para a aula
- Foco na utilização da língua na vida real
- Diversidade de recursos para alunos e professores

American Headway – Level 2:

READING AND SPEAKING
The happiness quiz

- 1 Look at the picture. What are the people doing? What are they happy?
- 2 Read the introduction. What are the main ideas?
 - 1 Why do you feel happy? What are you doing?
 - 2 What do you want to know about happiness?
 - 3 How can you be happy?
- 3 Talk to the class and write your answers to the questions.
- 4 Write a short story about happiness. What are the feelings when you are happy?

Your health
Your relationships
Happiness with yourself

- 1 Look at the introduction. Do you think you are a happy person? What are the reasons for this?

What do you think?

- 1 Try to give the results of a recent survey about happiness. Write a paragraph. Do you agree?
 - 2000 people in all wanted to make a happy life.
 - Happiness is not a matter of money and things around you.
 - It is more about how you feel. It is more about how you are.
 - It is not about money.
- 2 Write a short story about happiness. Do you agree?
 - 1 According to the text, what is the main reason for happiness?
 - 2 Do you agree with the text?

How happy are you?

Your happiness depends on how you see your world, what you want from life, and how well you get along with other people.

Do you need to know your self? What kind of person are you? What makes you happy? Do you know how to make yourself happy? If you can answer these questions, you can learn to change the way you think and the things. And you can be happy. It is not a matter of money.

How happy are you? Use the scale below to answer the questions.

1 = very happy 4 = not very happy
2 = fairly happy 3 = not happy at all
0 = about 50/50

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Option 2: Dica de Site
Unit 2 – page 14

Se o prof. quiser apresentar um vídeo com foco no tema que está sendo trabalhado, uma sugestão é o site:

<https://edpuzzle.com/>

American Headway – Level 2:



Answers and progress will not be saved

How to buy happiness | Michael Norton



Option 2: Unit 2 – page 14

How to buy happiness:

<https://edpuzzle.com/media/5e85ca803b84ec3e71a6f479>

Metro – Level 3:

Oxford Learner's Bookshelf (Classroom Presentation Tools) : <https://www.oxfordlearnersbookshelf.com/>

V Vocabulary

Truth and lies 

1 2 3 Read the conversation. What is a white lie?



Tripp: Happy birthday, Vicky! Did you know about the party?

Vicky: No, I had no idea. I thought my friends were busy ...

Rob: I feel really guilty about lying to you, Vicky.

Vicky: It's OK, Rob. It was only a white lie. You promised Amy not to tell me about the party. I should trust my friends more.

TRUTH AND LIES QUIZ

1 Your sister has a terrible new hairstyle. She asks what you think. What do you say?

a "I liked your old hairstyle better" - It's best to "tell the truth" (2 points)

b "You look awesome!" - Why not to like it? That way you won't hurt her feelings. (1 point)



Vocabulary Bank – extra:

- Mais prática para os alunos trabalharem com o novo vocabulário (pronúncia, sinônimos, antônimos) – o professor poderá adequar as atividades ao perfil e necessidade da turma.

Metro – Level 3:

Oxford Learner's Bookshelf (Classroom Presentation Tools) : <https://www.oxfordlearnersbookshelf.com/>

Vocabulary bank

do something wrong

do your best

do your chores

make a complaint

make a mess

make excuses

make mistakes

make noise

make rules

Bullying ← Student Book p.28 128

fight with

gossip about

ignore

play a joke on

tease

threaten

Unit 4 Truth and lies

← Student Book p.46 121

admit promise

believe tell the truth

lie

make up trust

pretend

Nouns ending with -ion

← Student Book p.50 122

action

collection

communication

connection

decision

description

discussion

explanation

imagination

invention

invitation

preparation

Vocabulary Bank – extra:
Extra practice for students

Metro – Level 3:

Oxford Learner's Bookshelf (Classroom Presentation Tools) : <https://www.oxfordlearnersbookshelf.com/>

admit believe lie make up
pretend promise tell-the-truth trust

3 Do the quiz.

4 Add up your points and look at the key. Compare your results in pairs. Do you agree?

KEY
5-6: You try to be honest, but you don't mind being "creative" with the truth. Be careful!
7-8: It's hard to be honest all the time, especially if it hurts someone's feelings. A white lie isn't a real lie!
9-10: You're super-honest! Your friends are very lucky. Can you trust them 100%, too?

EST Your turn

5 Discuss the questions.

- 1 Do you always tell the truth? Or do you make up stories sometimes?
- 2 Is it ever OK to lie? What about telling white lies?
- 3 Do you always admit to doing something wrong?
- 4 Who do you trust the most? Why?

forty-one
→ **METRO EXPRESS** n.112

46 → **Workbook n.103** **Online Homework**

2 You get home late because you were hanging out with friends. Your parents were worried. What do you say?


a "There weren't any buses so I had to walk." - Sometimes it's easier to [] a reason for being late. (1 point) []

b "I didn't realize the time. I [] not to be late again." - It's best to be honest about these things. (2 points) []

3 A friend is upset. He isn't a great soccer player and he didn't get onto the team. What do you say?

a "Forget about the team; you're very good at lots of other things." - Nobody's good at everything! (2 points) []

b "You're great! I can't understand why you didn't make the team." - There's no need to hurt people's feelings. It's OK to [] if it helps someone feel better. (3 points) []



Workbook + Online Practice:
Facilita o acesso ao Online Practice e ao Workbook (Homework)

Outras indicações para aulas online:

Solutions - Intermediate: Speaking Skills

with a student from Japan who is preparing to take part in the same scheme and you are giving him / her some advice. Discuss the following points:

- getting to know your exchange student
- useful things to take with you
- going to school in England
- advice about staying with an English family

2 Read the **Speaking Strategy** and the task above. Then match one or two of the ideas below with each topic.

carrying a dictionary doing hobbies together
eating in the canteen helping with housework
keeping your room tidy wearing a uniform

3 **Listen** Listen to a student doing the task from exercise 2. Does she discuss all the topics? Which ideas from the exercise does she mention?

LEARN THIS! Advice

- We use **should** and **ought to** to give advice.
You should / ought to take a dictionary.
- The negative forms are **shouldn't** and **ought not to**. However, we often use **I don't think you should...** instead.
I don't think you should carry too much money.
- We use **Should I...?** or **Do you think I should / ought to...?** to ask for advice.
*Should I send a thank you letter?
Do you think I ought to visit London?*

7 Read the task below. In pairs, think of one or two ideas for each topic. Make notes, using questions 1–4 to help you.

Imagine the following situation: you spent three weeks with a host family when you did a language course in England last summer. You are having a video call with a student from Japan who is planning to do the same thing this summer and you are giving him / her some advice. Discuss the following points:

- preparing for the visit
- what you can learn by studying in England
- staying in touch with people back home
- staying safe abroad

- 1 What should he / she take to England?
- 2 What things could he / she learn, apart from the language?
- 3 How did you keep in contact with your family and friends while in England?
- 4 Should he / she go out alone at night in England? What else should or shouldn't he / she do?

8 **SPEAKING** Work in pairs. Do the task in exercise 7 using your notes to help you.

I'm going to stay with a host family in England this summer. You did that last year, didn't you?

Yes, I did.

I'd really like some advice about...

Dica de site:

Speaking activity Unit 1 – Lesson 1G
page 16 – activity 7

Studying abroad (giving advice)

Preparar uma atividade com foco na oralidade para deixar a aula um pouco mais dinâmica:

<https://wheeldecide.com/>

Fusion – level 4: Vocabulary

THE COLORS BLOG

I'm Jessica Roberts, an artist who absolutely loves color! Research has shown that color affects our mood, and that's definitely true in my case. I can't imagine life in black and white! I've created this blog to discover how other people feel about color, so write a comment below to say how important it is to your life.

A Tarryn I'm a teacher, and I'm really interested in color psychology. I try to wear colors which influence students positively. When I want my students to open up, I wear yellow. Yellow also makes **grumpy** students more **cheerful** – they smile more when I wear it! However, I wear red when I want a more **dynamic** mood. Halfways in some American schools are painted red so students walk faster and get to class on time!

B Cool guy I'm going to paint my bedroom, so I've done some research into colors. My favorite color, green, is used in places like hospitals, to calm **anxious** people down and make them relax. So, unless I want to chill out instead of study, I'll have to think again. Experts say that blue is the perfect color for both studying and relaxing. I think I'll choose that, but I'll use light blue, because dark blue can make a room feel cold and **grimy**.

C Maria32 We went to a really cool "Food and color" exhibition at the museum yesterday, and I learned lots. Apparently, if you gave someone blue food, they probably wouldn't eat it. Why? Well, there isn't much blue food in stores and restaurants, and when we do see it, it is usually because the food is bad. You won't feel so hungry if you put a blue light in your fridge! That could be a good way to cut down on food.

48 Unit 4

Teaching Vocabulary: Adjectives
Dica de Site

<https://spark.adobe.com/>

Page 48: Adjectives

<https://spark.adobe.com/page/AQixDdIEMKshi/>

Got it! Level 1 2 ed.: Reading Skills

Dica de site: Creating QR Codes

www.goqr.me or <https://www.the-qr-code-generator.com/>



What is the text talking about?



Got it! Level 1 2 ed.: Reading Skills

Dica de site: Creating QR Codes

www.goqr.me or <https://www.the-qr-code-generator.com/>



Outras possibilidades:

- Alunos com diferentes parágrafos para depois contarem a sua parte da história.
- Perguntas diferentes para pequenos grupos/alunos e após a leitura do texto eles podem respondê-las.
- Fotos relacionadas ao texto (pre-reading activity).

Super Stars: Vocabulary + How many...

- Prática de vocabulário:

Matching [link 1](#)

Laribirinto [link 3](#)

Wordwall: <https://wordwall.net/>



Readers – for free

Oxford Learner's Bookshelf (Classroom Presentation Tools) : <https://www.oxfordlearnersbookshelf.com/>



Reader: The adventures of Tom Sawyer

CONTENTS

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5 In the cave	29
6 Under the cross	39
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ACTIVITIES: After Reading	48
ABOUT THE AUTHOR	52

1



Tom and his friends

'Tom! *Tom!* Where are you?'

No answer.

'Where is that boy? When I find him, I'm going to ... !'

Aunt Polly looked under the bed. Then she opened the door and looked out into the garden.

'*Tom!*'

She heard something behind her. A small boy ran past, but Aunt Polly put out her hand and stopped him.

'Ah, there you are! And what's that in your pocket?'

'Nothing, Aunt Polly.'



Reader: The adventures of Tom Sawyer

Before Reading

- 1 Read the back cover and the story introduction on the first page of the book. What does Tom Sawyer like?
Tick one box each time.

	YES	NO
1 school	<input type="checkbox"/>	<input type="checkbox"/>
2 swimming	<input type="checkbox"/>	<input type="checkbox"/>
3 getting up in the morning	<input type="checkbox"/>	<input type="checkbox"/>
4 work	<input type="checkbox"/>	<input type="checkbox"/>
5 fishing	<input type="checkbox"/>	<input type="checkbox"/>
6 adventures	<input type="checkbox"/>	<input type="checkbox"/>

- 2 What is going to happen in the story? Can you guess?
Tick one box for each sentence.

	YES	NO
1 Tom and Huck see a ghost.	<input type="checkbox"/>	<input type="checkbox"/>
2 Tom and Huck find a lot of money.	<input type="checkbox"/>	<input type="checkbox"/>

Create a poll:

<https://www.mentimeter.com/>

Reader: The adventures of Tom Sawyer

mentimeter.com/s/3e6f7878a3e936fbb5bd97037625d8046/8f9c4d504dc

Go to www.menti.com and use the code 71 57 01

What does Tom Sawyer like?

Mentimeter



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Reader: The adventures of Tom Sawyer

ACTIVITIES

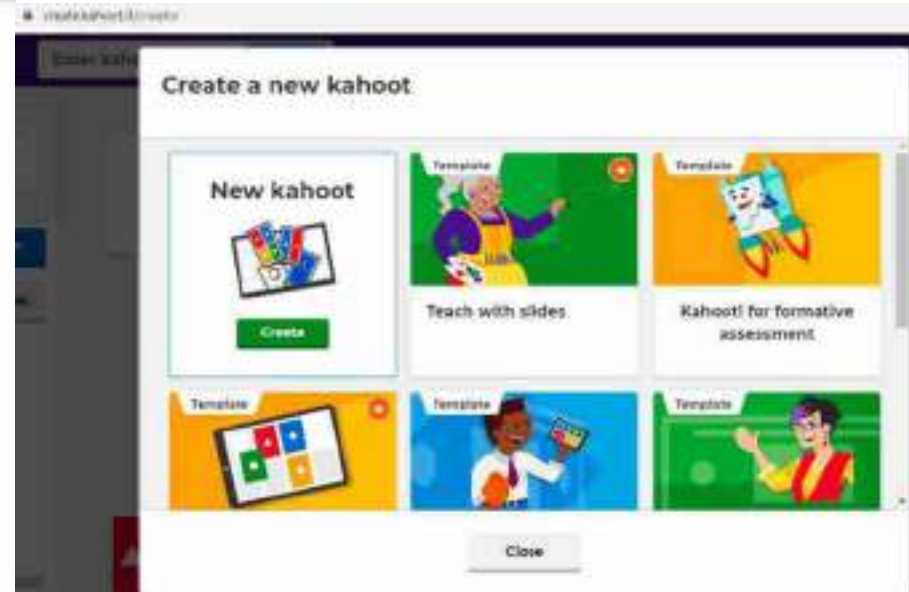
While Reading

Read Chapter 1. Are these sentences true (T) or false (F)?
Rewrite the false ones with the correct information.

- 1 Tom lived with his mother and father.
- 2 Tom painted all the fence.
- 3 Huck Finn went to school.
- 4 Huck wanted to go and see ghosts.
- 5 Tom wanted to sit with the girls.
- 6 Becky Thatcher didn't like Tom's pictures.

Read Chapter 2. Who said this, and to whom?

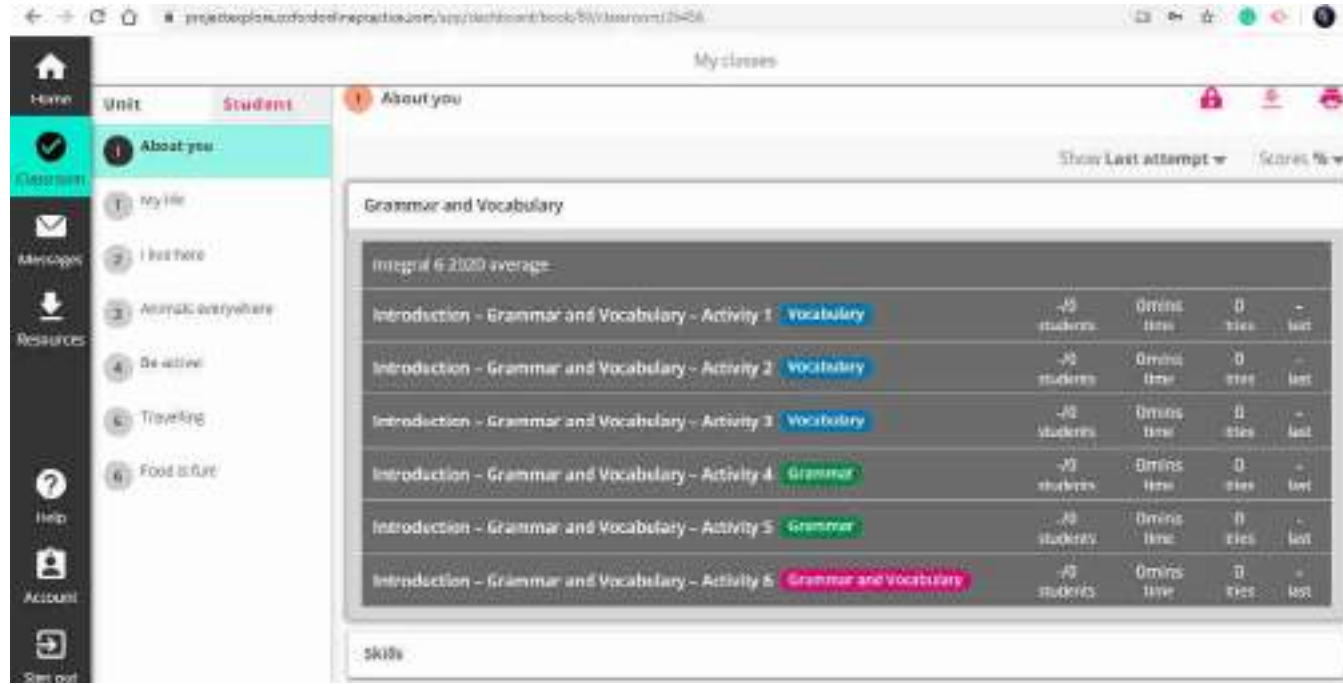
- 1 'Oh, let's go home!'
- 2 'What are they doing here?'
- 3 'I gave you the money this morning.'
- 4 'I want that money!'



Create a game on
<https://create.kahoot.it/creator>

Plataformas OUP para Online Practice:

<https://projectexplore.oxfordonlinepractice.com/>



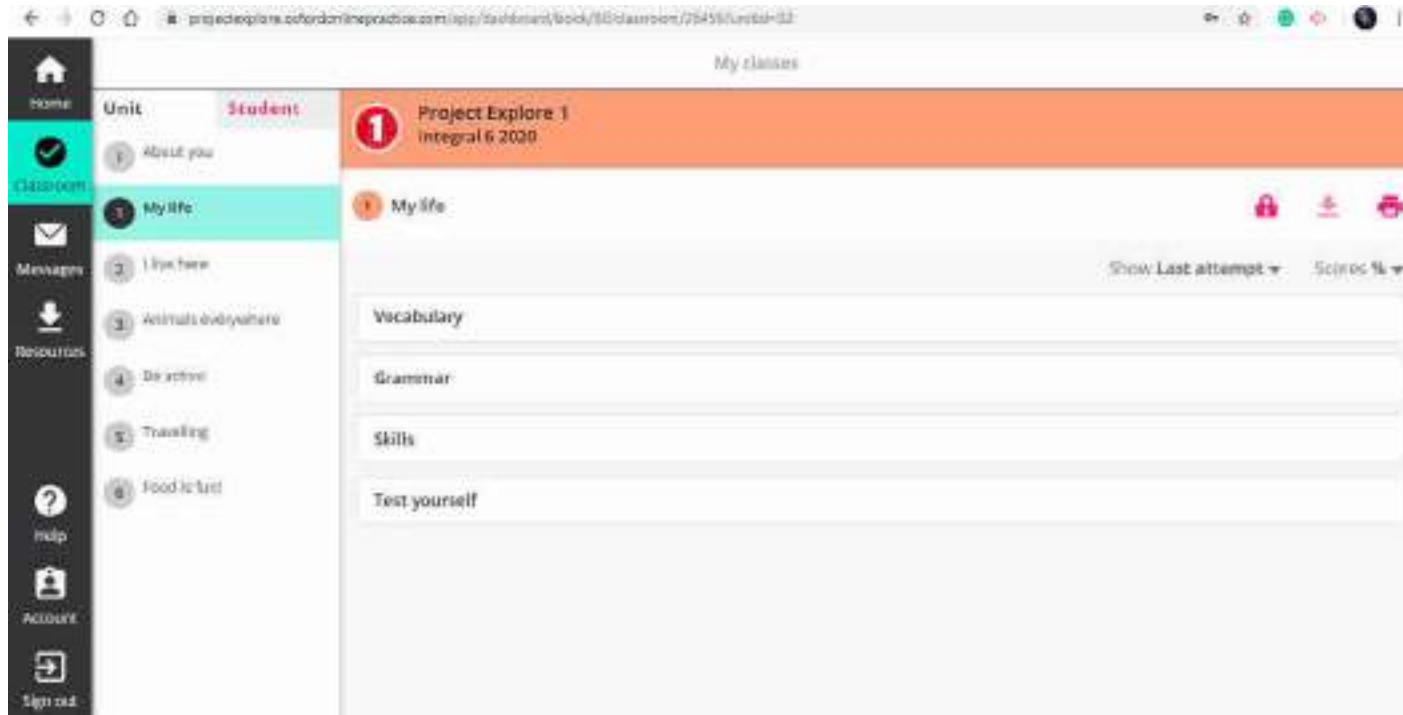
The screenshot shows a web browser window with the URL <https://projectexplore.oxfordonlinepractice.com/>. The page is titled "Myclasses" and displays a sidebar with navigation options: Home, Unit, Student, About you, My file, I list here, Assignments everywhere, Be active, Traveling, Food & fun, Help, and Account. The main content area shows a table of activities under the heading "Grammar and Vocabulary".

Grammar and Vocabulary					
Integral 6 2020 average					
Introduction - Grammar and Vocabulary - Activity 1	Vocabulary	0/0 students	0mins time	0 files	0 list
Introduction - Grammar and Vocabulary - Activity 2	Vocabulary	0/0 students	0mins time	0 files	0 list
Introduction - Grammar and Vocabulary - Activity 3	Vocabulary	0/0 students	0mins time	0 files	0 list
Introduction - Grammar and Vocabulary - Activity 4	Grammar	0/0 students	0mins time	0 files	0 list
Introduction - Grammar and Vocabulary - Activity 5	Grammar	0/0 students	0mins time	0 files	0 list
Introduction - Grammar and Vocabulary - Activity 6	Grammar and Vocabulary	0/0 students	0mins time	0 files	0 list

Online Activities for Students

Plataformas OUP para Online Practice:

<https://projectexplore.oxfordonlinepractice.com/>

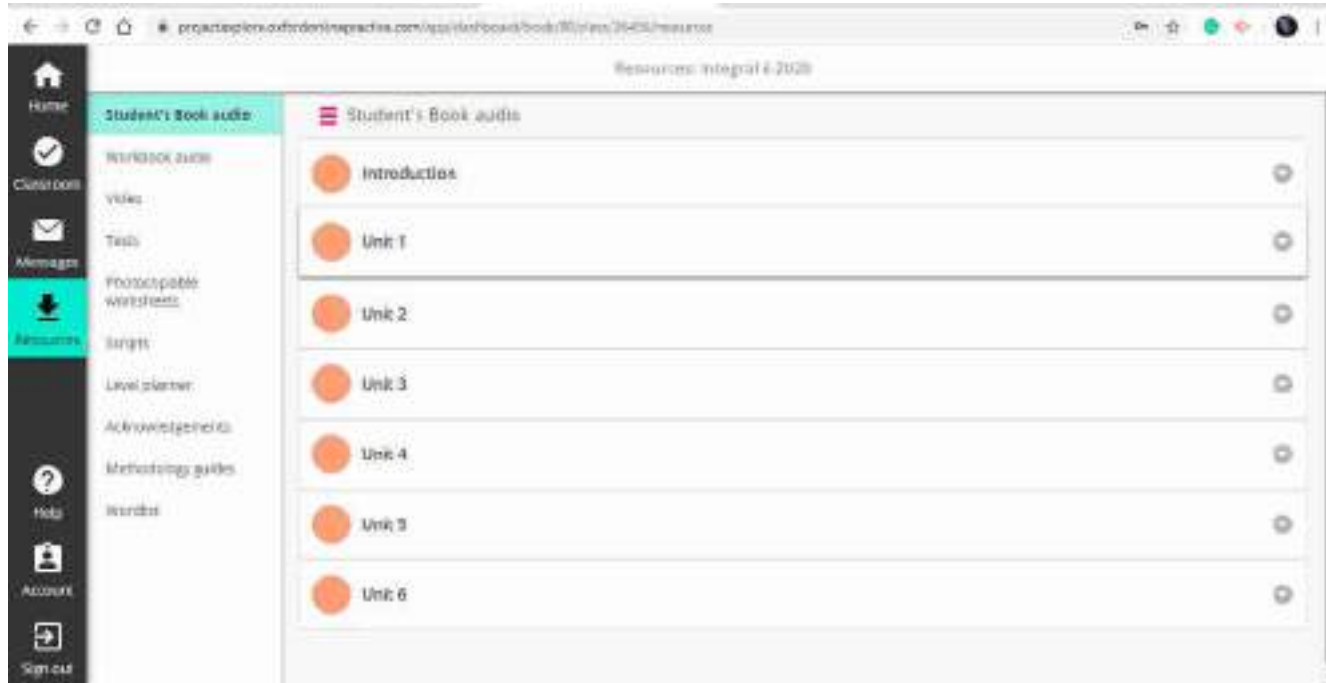


The screenshot shows the 'My classes' page for a student. The browser address bar displays 'projectexplore.oxfordonlinepractice.com/step/step/element/book/18/classroom/25456/unit6-02'. The page title is 'My classes'. On the left, a navigation sidebar includes: Home, Class room (highlighted), Messages, Resources, help, Account, and Sign out. The main content area is titled 'Unit' and 'Student'. It features a list of units: 1. About you, 2. My life (highlighted), 3. I live here, 4. Animals everywhere, 5. Do you?, 6. Travelling, and 7. Food is fun. The 'My life' unit is expanded, showing a list of activities: Vocabulary, Grammar, Skills, and Test yourself. At the top of the unit view, there is a red notification icon with the number '1' and the text 'Project Explore 1 integral 6 2020'. Below the unit title, there are icons for a lock, a download, and a print. At the bottom right of the unit view, there are dropdown menus for 'Show Last attempt' and 'Scores %'.

Online Activities for Students – per unit

Plataformas OUP para Online Practice:

<https://projectexplore.oxfordonlinepractice.com/>




Online Activities for Teachers – Resources:

- Audios
- Videos
- Photocopiable worksheets
- Tests
- Scripts

Plataformas OUP para Online Practice:

<https://brightideas.oxfordonlinepractice.com/>

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BRIGHT IDEAS

Sign in

Sign in using your [Oxford ID](#)

Username

Password

[forgot your password?](#)

[Sign in](#)

Register

Don't have an Oxford ID account?
Create one now with your [account code](#) for Bright Ideas Online Practice.

[Register](#)

Plataformas OUP para Online Practice:

<https://brightideas.oxfordonlinepractice.com/>

The screenshot displays the Oxford University Press online practice interface. On the left, a dark blue sidebar contains navigation icons for Home, Classroom, Resources, Help, Account, and Sign out. The main content area is titled "Unit 1 > The Big Question > Activity 2" and features a "Tools" icon in the top right. The exercise is titled "Look, read and choose." and consists of three numbered items. Item 1 shows a red cloud-like shape next to a dropdown menu with "purple" and "red" as options. Item 2 shows a green cloud-like shape next to an empty dropdown menu. Item 3 shows a blue cloud-like shape next to an empty dropdown menu. At the bottom right, there is a pink "CHECK ANSWERS" button. A score indicator at the bottom left shows "-/6" and "Last score:".

Vocabulary
Practice

Plataformas OUP para Online Practice:

<https://brightideas.oxfordonlinepractice.com/>

The screenshot displays the Oxford Online Practice interface. On the left is a dark blue sidebar with icons for Home, Classroom, Resources, Help, Account, and Sign out. The main content area has a light blue header with navigation buttons: 'Back', 'previous', 'next', and 'Tools'. Below the header, the activity title is 'Unit 2 - The Big Question - Activity 1'. The instruction reads 'Watch, read and choose.' To the left of the question is a video player showing a family in a park with a pink text overlay that says 'What's interesting about families?'. To the right of the video are six radio button options arranged in two columns: 'family', 'cat', 'dog', 'mum', 'fat', and 'baby'. At the bottom right of the activity area is a pink button labeled 'Check answers'. At the bottom left of the sidebar, there is a 'Lectures' button with a '+/6' icon.

Listening Practice

Plataformas OUP para Online Practice:

<https://elt.oup.com/student/shineon>



Plataformas OUP para Online Practice:

<https://elt.oup.com/student/shineon/>



Oxford Teacher's Club:

<https://elt.oup.com/teachers>

The screenshot shows the Oxford University Press website for English Language Teaching in Brazil. The search bar contains the word 'Solutions'. The navigation menu includes 'Início', 'Catálogo', 'Oxford Teachers' Club', 'Recursos de aprendizagem', and 'Onde Comprar'. The breadcrumb trail is 'Início > Oxford Teachers' Club > Teenage Learners > Solutions'. The main heading is 'Solutions Teacher's Site'. Below it are two tabs: 'Informações do produto' and 'Recursos de ensino'. The content area features a welcome message, a book cover for 'Third Edition Solutions', and a section titled 'We know teaching teenagers can be challenging!' with a sub-image for 'Teaching Teenagers'.

Na busca:

- Digite o nome do livro

- Clique em 'Recursos de Ensino'

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Oxford Teacher's Club:

<https://elt.oup.com/teachers>

teaching notes and answer keys for each unit.

Placement test

The Solutions placement test will provide you with a guide as to which level of the course is the most appropriate for your students.

Course syllabus

See what is taught in every level of Solutions.

Solutions Recommended Readers 3rd Edition PDF (1 MB)

Choose the right graded reader for your course.

Audio scripts 2nd and 3rd Edition

Audio scripts for Student's Book and Workbook audio in an editable format.

Testbank MultiROM 2nd Edition

Ask your local CUP office or representative about the Testbank MultiROM for 2nd Edition with 63 tests per level, including 20 Progress tests (A and B versions), 16 Short tests (A and B versions) and 3 Cumulative tests (A and B versions).

Worksheets 2nd Edition

Printable Classroom Activities for further practice.

➤ Solutions 2nd Edition Elementary Worksheets ZIP (16 MB)

➤ Solutions 2nd Edition Pre-Intermediate Worksheets ZIP (30 MB)

Workbook keys

Download the Solutions Workbook keys for Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate and Advanced.

Tests 3rd Edition

To download the Solutions 3rd Edition course tests and audio, go to www.oup.com/elt/download and use the level codes on your access card.

Wordlists 2nd and 3rd Edition

Solutions 2nd and 3rd Edition Wordlists, with lexical items, phrases, transcriptions and key phrases.

Solutions Advanced Grammar Builder and Vocabulary Builder answer keys 2nd Edition

Download the answer keys for Solutions Advanced Grammar Builder and Vocabulary Builder for 2nd Edition.

Solutions Recommended Readers 2nd Edition PDF (3 MB)

Choose the right graded reader for your course.

Self-Test Sheets 2nd Edition

Printable Self-Test sheets for vocabulary revision.

➤ Solutions 2nd Edition Elementary Self-Test sheets ZIP (2 MB)

➤ Solutions 2nd Edition Pre-Intermediate Self-Test sheets ZIP (4 MB)

➤ Solutions 2nd Edition Intermediate Self-Test sheets

Recursos de Ensino: Solutions

1

WARMERS AND FILLERS

Ideas for short revision activities you could do at the start or end of a class, or give to students to do themselves.

1 Write words which are the opposite of the adjectives below, e.g.

interesting – boring

attractive

beautiful

boring

different

early

easy

exciting

free

intelligent

interesting

late

modern

natural

new

nice

quiet

same

short

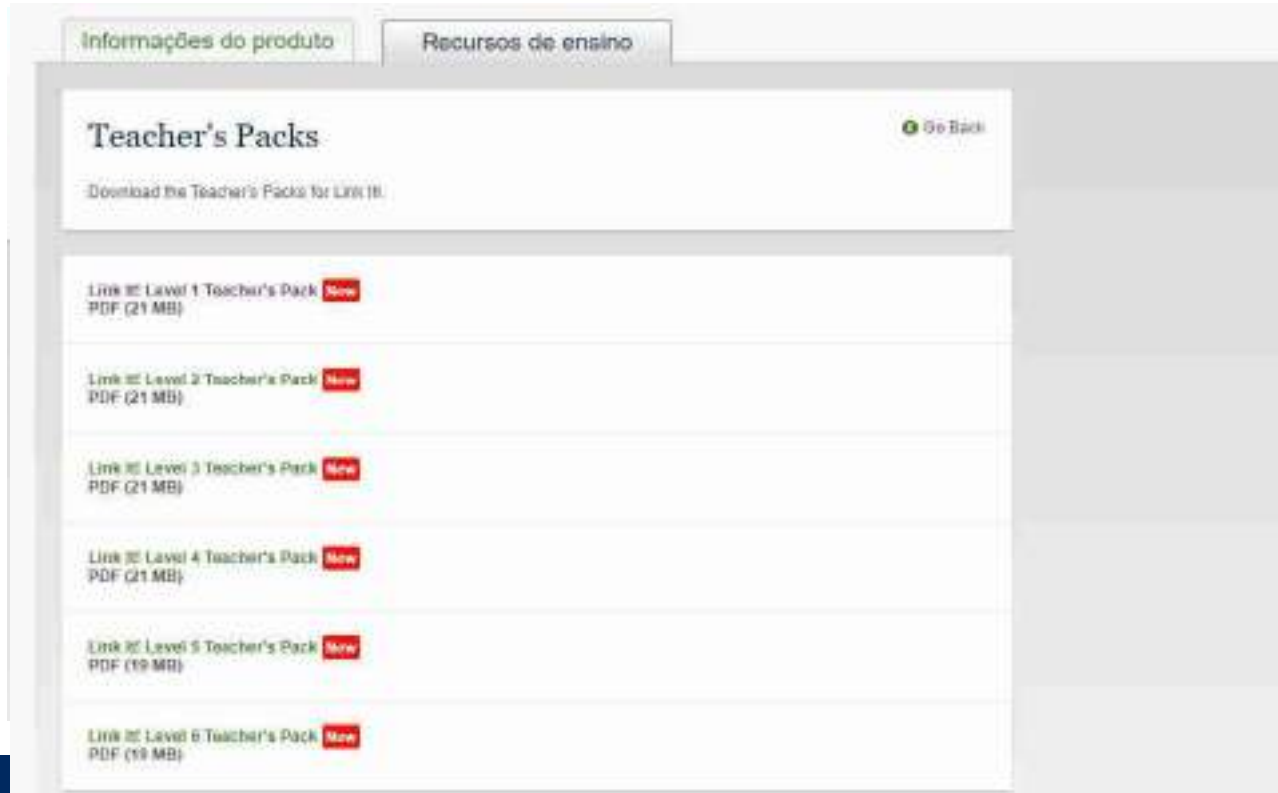
small

true

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Oxford Teacher's Club:

<https://elt.oup.com/teachers>



The screenshot shows the 'Recursos de ensino' (Teaching Resources) tab selected. The main heading is 'Teacher's Packs' with a 'Go Back' button. Below the heading, there is a sub-heading 'Download the Teacher's Packs for Link It!' and a list of six items, each labeled 'Link It! Level X Teacher's Pack' (where X is 1 through 6), 'PDF (X MB)', and a 'New' badge. The items are: Link It! Level 1 Teacher's Pack PDF (21 MB), Link It! Level 2 Teacher's Pack PDF (21 MB), Link It! Level 3 Teacher's Pack PDF (21 MB), Link It! Level 4 Teacher's Pack PDF (21 MB), Link It! Level 5 Teacher's Pack PDF (19 MB), and Link It! Level 6 Teacher's Pack PDF (19 MB).

**Recursos de
Ensino: Link it!**

Todos os Teachers'
Book disponíveis
em pdf.

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Oxford Teacher's Club:

<https://elt.oup.com/teachers>

The screenshot shows the Oxford University Press website interface. At the top, there's a navigation bar with the Oxford University Press logo, the text 'English Language Teaching', and a search bar containing 'CLIL'. Below the navigation bar, there's a blue header with links for 'Inicio', 'Catálogo', 'Oxford Teachers' Club', 'Recursos de aprendizagem', and 'Crie uma Conta'. The main content area displays 'Search results (148)' for the query 'CLIL'. On the left, there are filters for 'Refinar por' (Refine by) with categories like 'Tipo de programa' (Program type) and 'Materia' (Subject). The search results list includes 'CLIL' with a 'Catálogo' (Catalog) link and a description: 'Many of our primary and secondary coursebooks support Content and Language Integrated Learning (CLIL). We also publish teacher-training resources and dictionaries for CLIL.' Below this, another result for 'CLIL' is partially visible with a 'Learning Resources' link.

Na busca digite o que procura:
Ex. CLIL

Oxford Teacher's Club:

<https://elt.oup.com/teachers>

Inicio > Oxford Teacher's Club > Teenage Learners > Scope Teacher's Site > Photocopiable worksheets: CLIL

Scope Teacher's Site

A comprehensive four-skills course

Photocopiable worksheets: CLIL

Go Back

Download these worksheets for additional reading practice and activities based on grammar topics

Refinar por

Nivel

- Level 1 (3)
- Level 2 (3)
- Level 3 (2)
- Level 4 (3)

Seleccionar por Título (de A a Z)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000

Scope 1 CLIL Worksheet 1 PDF (82 KB)

Level 1

Scope 1 CLIL Worksheet 2 PDF (163 KB)

Level 1

Scope 1 CLIL Worksheet 3 PDF (150 KB)

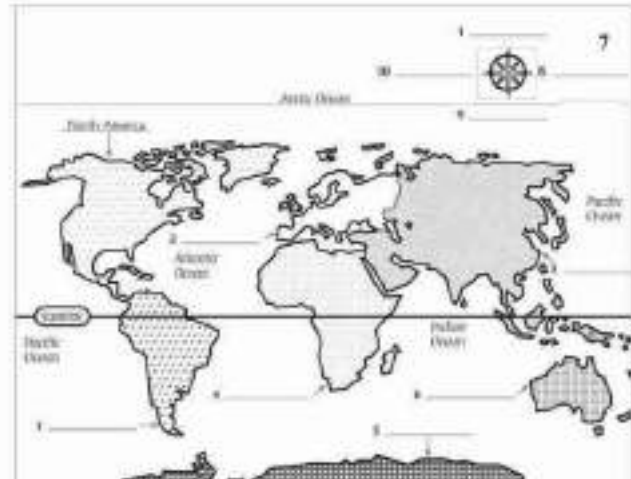
Level 1

Geography: Continents

1 Look at the map of the world. Then label the map with the words below.

Continents: Africa Antarctica Asia Europe North America Oceania South America

Compass: east north south west



Oxford Teacher's Club:

CLIL Cards & Activities



Oxford Teacher's Club:

<https://elt.oup.com/teachers>

Na busca digite o que procura:

Ex. flashcards



Flashcards - Starlight

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Oxford Teacher's Club:

Oxford Teacher's Club:
CLIL Cards & Activities



Oxford Teacher's Club:
Flashcards



Oxford Teacher's Club:
Picture Dictionary



Oxford Teacher's Club:

<https://elt.oup.com/teachers>



The screenshot shows the Oxford University Press website for English Language Teaching. The header includes the Oxford University Press logo, the text "English Language Teaching", and a search bar. A navigation menu contains links for "Info", "Catálogo", "Oxford Teachers' Club", "Recursos de aprendizagem", and "Onde Comprar". The main content area is titled "Upcoming Events" and features a "Featured" section for a webinar. The webinar is titled "Engaging and Fun Ideas for Reading Tasks and Activities" and is presented by speaker Gustavo González. It is scheduled for three dates in April 2020: 21st, 22nd, and 23rd. The page includes a "More details" link and a "Register now" button. An illustration of a blue car with a lightbulb on top is also visible.

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English Language Teaching

48 Search title, ISBN, etc.

Info Catálogo Oxford Teachers' Club Recursos de aprendizagem Onde Comprar

Home > Upcoming Events

Upcoming Events

Find out what's happening in your area

Engaging and Fun Ideas for Reading Tasks and Activities Featured

Speaker: Gustavo González

Date and Times:
21st April 2020, 08:00 - 09:00 UTC
22nd April 2020, 16:00 - 17:00 UTC
23rd April 2020, 20:00 - 21:00 UTC

More details Register now

Share your views!



Webinars for Teachers

Learn at home:

<https://elt.oup.com/feature/global/learnathome>

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English Language Teaching
Brazil

All → Search title, ISBN etc.



Início

Catálogo

Oxford Teachers' Club

Recursos de aprendizagem

Ordem Comprar

Início > Learn at home

Learn at home



Wherever you teach, wherever you learn, we're with you

Online resources and activities to help teachers, parents and students get the most out of learning at home.

OXFORD
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Learn at home:

<https://elt.oup.com/feature/global/learnathome>

Professional Development

Continue your professional development at home with webinars, blogs and expert advice from Oxford.

1. Epigeum are now offering two online courses for free: Teaching Online and Blended Learning 📺
2. Upcoming Webinars 📺
3. Webinar library highlights 📺
4. Advice from our experts 📺
5. Watch recordings of all the expert sessions at ELTDC 2020



Teacher Wellbeing

Take some time to focus your wellbeing so that you can continue to be a great teacher, even in demanding situations.

1. Thinking Thoughtfully: Tips for your Wellbeing – Blog from Tammy Gregerson 📺
2. Tips for Language Teacher Wellbeing webinar 📺
3. Wellbeing video tips with Ushapa Fortescue

Wrap-up:

Gostei de...

Vou tentar...

Aprendi que...

Depois desta
sessão...

Espero...

Gostaria de
saber mais...

Nos próximos
dias...

Minha 1ª
ação será...

*“I’ve learned that people will forget
what you said, people will forget
what you did, but people will never
forget how you made them feel.”*

Maya Angelou

Poet and award-winning author

Thank you!

oup.br@oup.com



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