

ANEXO 2 – ATIVIDADES DE PRODUÇÃO ESCRITA DA COLEÇÃO WAY TO GO!

1. ATIVIDADES DO VOLUME 1

Unidade 1 (p. 27)

In this unit you have read different infographics. Go back to pages 18 and 21 and explore the structure of this genre. Visit the websites <http://infographipedia.com> and <http://submitinfographics.com> to find other examples of infographics.

Notice that infographics present research data on a specific topic and use a wide range of visual elements (pictures, graphs etc.).

WRITING GUIDELINES

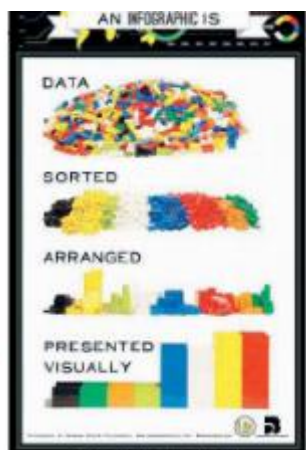
1. Technology in the classroom: What do students want? It is your turn to write an infographic about what you and your classmates want in the classroom in terms of technology. Work in groups.

Some questions to help you:

- Do you want more technology in the classroom?
- What digital tools or resources do you want? What for?

STEP BY STEP

1. Start your research by interviewing your classmates about what they want in the classroom in terms of technology.
2. Interview as many participants as possible.
3. Indicate statistics (percentages) and draw conclusions from your data.
4. Add pictures and graphs to illustrate your infographic.
5. Exchange infographics with classmates and discuss the texts.
6. Make the necessary corrections.
7. Write the final version of the infographic.



Use it!

- Use the Present Simple to write your description in a vivid way. Example:

Teachers have an appetite for more technology.

- Include percentages and draw important conclusions. Example:

78% of teachers use technology to respond to a variety of learning styles.

11 Escrever é um processo que envolve planejamento, a redação propriamente dita, a revisão e a reescrita.

2. Now it's time to share your infographic with your classmates and other people. The infographics can be published, for example, on the Internet (blog, school website etc.) or in the school newspaper. You can also use one of the online resources below to create and publish your infographic:

• Visual.ly: <http://create.visual.ly> • Easel.ly: <http://www.easel.ly> • Infogr.am: <http://infogr.am>

WRITING

Go back to page 32 and explore the structure of the genre mind map. Visit the website <http://learningfundamentals.com.au/resources/> to find other examples of mind maps.

A mind map is a diagram used to visually display information. It helps us to see connections between several ideas or pieces of information. A central concept is linked by lines or arrows to other concepts which are linked with other associated ideas, creating a web of relationships. Mind maps generally use different visual elements (pictures, graphs etc.).

WRITING GUIDELINES

1. Create a mind map with saving energy tips for your home.

STEP BY STEP

1. Think of useful tips for running an eco-friendly home.
2. Start your mind map by listing the parts of a house (kitchen, bathroom, garden etc.).
3. Write saving energy tips for each room (actions you should take to save energy in the kitchen, bathroom, garden etc.).
4. Add a picture or drawing for each action to illustrate your mind map.
5. Exchange mind maps with a classmate and discuss both texts.
6. Make the necessary corrections.
7. Make the final version of the mind map.

2. Now it's time to share your mind map with your classmates and other people. You can also use one of the online resources below to create and publish your mind map:

- **Bubblus:** <http://bubbl.us>
- **Mindomo:** www.mindomo.com
- **Text 2 Mind Map:** www.text2mindmap.com
- **Mind 42:** <http://mind42.com>

Use it!

Include verbs in the imperative in your mind map.

Examples:

"Don't leave appliances on standby."

"Use energy saving lightbulbs."

"Turn off the lights when you leave a room."

Unidade 3 (p.61)

WRITING

In this unit you have read different newspaper and magazine headlines about Brazil. Go back to pages 51 and 55 and notice how the headlines summarize the news and try to catch the reader's attention.

WRITING GUIDELINES

1. Write headlines to report interesting news about your city or region and give people a better idea of the place where you live.

STEP BY STEP

1. Decide what kinds of news you are going to focus on (tourism, environment, sports, culture, behavior, politics etc.). Visit www.newsmag.jp for headlines on different topics.
2. Read newspapers and magazines and interview members of your community to gather information. Look for reliable sources.
3. Check all the information you get.
4. Write a first draft of the headlines.
5. Add pictures to illustrate the headlines.
6. Exchange headlines with a classmate.
7. Make the necessary corrections.
8. Write the final version of the headlines.

2. Now, with your classmates, put all the headlines and pictures together to collaboratively create a classroom bulletin board or an online wall about your city or region. To create an online wall, you can use, for example, padlet.com.

Is the Brazilian Amazon shrinking faster?

Available at: www.globequest.com/blogpatch/news/regions/america/brazil/2012/5/brazilian-amazon-deforestation-rate-latest-comparison. Accessed in March 2012.

Brazil plans major Amazon rainforest survey

Available at: www.globequest.com/blogpatch/news/regions/america/brazil/2012/5/brazil-plans-major-amazon-rainforest-survey. Accessed in March 2012.

In Brazil, Maid Service Becoming Thing Of The Past

Available at: www.farbus.com/blog/america/2012/10/10/in-brazil-maid-service-becoming-thing-of-the-past. Accessed in March 2012.

Use it!

- Be direct and keep headlines short, even when there are no space limitations.
- Always capitalize the first word of the headline and any proper names.
- Use the Present Simple tense even to talk about past facts. This makes past events more vivid.
- Use the Present Continuous tense to report a current tendency and/or an event in progress around now.

Unidade 4 (p. 75)

In this unit you have read descriptions of paintings on pages 69 and 70. These descriptions can be found in museum sites, art review magazines, blogs and other sites about art etc. Notice they describe some important elements in the picture, such as the central figure, the background and the colors.

WRITING GUIDELINES

1. Now it's your turn to write a description of a picture (painting, photo or drawing) to share your personal views on it. You and your colleagues may choose to focus on an artist, a theme or an art movement.

STEP BY STEP

1. Select a painting, photograph or drawing.
2. Start your description by saying the name of the picture and the artist.
3. Mention some of the important elements in the picture (central figure, colors, background, movement etc.).
4. Illustrate it with the picture of the painting, photograph or drawing you described.
5. Add a title (the name of the picture).
6. Exchange descriptions with a classmate and discuss both texts.
7. Make the necessary corrections.
8. Write the final version of the description.

2. Now it's time to share your description. You and your classmates can organize the description to create posters (using www.glogster.com, for example) on specific topics and share them with other students, your teachers, your families and people everywhere.

> Use it!

- Use the **Present Simple** to write your description in a vivid way. Examples:

The Scream painting by Edward Munch **is** one of the most well-known pieces of artwork in history...

Dalí's *Sleep of 1939* **deals** with a Freudian theme of the world of dreams...

- Use the **Present Continuous** to describe what a figure is doing or wearing. Examples:

...the person **is screaming**...

She **is resting** her left arm on the chair.

> Use it!

In your description you can include expressions such as:

... is one of the most well-known pieces of artwork in history.
What is so gripping about the image is that...

This painting is an attempt to...

The most important figure is...

Emphasis is put visually on the...

WRITING

In this unit you have read the introductory part of a biography on page 86. Notice that biographies usually include:

- why the person is/was important;
- when the person was born and, if it is the case, when the person died;
- where the person was born;
- who the person's parents are/were;
- what happened in the person's life (important facts about his/her life/career in a chronological order).

Biographies can also include comments on the person's personality and/or distinctive physical traits. Visit the websites www.values.com/your-everyday-heroes and www.biography.com to find other examples of biographies.

WRITING GUIDELINES

1. Write a biography of your everyday hero — a person you admire or consider of great importance. The figure can be dead or alive, from your neighborhood, your country or abroad.

STEP BY STEP

1. Think of your everyday hero such as an inspiring family member, a community leader from your neighborhood etc.
2. Start your biography by saying the name of the figure and mentioning why he/she is important.
3. Mention relevant dates, places (dates of birth and/or death, place of birth) and names (parents, siblings and/or spouse).
4. Say what happened in his/her early life and career.
5. Add a picture of the person you are writing about to illustrate your biography.
6. Exchange biographies with a classmate and discuss both texts.
7. Make the necessary corrections.
8. Write the final version of the biography.

2. Now it's time to share the biography of your real-life hero with your classmates and other people. The texts can be published, for example, on the Internet (blog, school website etc.) or in the school newspaper. You can also share the story of your hero at www.values.com/your-everyday-heroes.

> Use it!

- Try to explore the early life of the figure in your biography.

Examples:
When Serra was four, his father...
At eight years old, Serra...

WRITING

In this unit you have read timelines of famous scientists' lives on pages 98 and 106. Notice that timelines are often accompanied by a short biography and usually include important events such as date of birth/death, date of an important discovery/publication. Visit www.xtimeline.com to find other examples of timelines with short biographies.

WRITING GUIDELINES

1. Write a short biography and create a timeline to accompany it. You may write a short version of the biography you wrote in the last unit or choose a different person this time. The figure can be dead or alive, from your neighborhood, your country or abroad.

STEP BY STEP

1. Think of a person you admire or consider of great importance such as an inspiring family member, a community leader from your neighborhood, a famous scientist etc.
2. Write a short biography of this person. This version usually includes why the person is/was important and one or two facts about his/her life.
3. Select the important events of the person's life to create a timeline.
4. Start by mentioning the year or date and say what happened in his/her early life and career.
5. Add a picture of the person you are writing about to illustrate your timeline and short biography.
6. Exchange timelines and short biographies with a classmate and discuss both texts.
7. Make the necessary corrections.
8. Write the final version of the timeline and short biography.

Use it!

- Use the Past Simple tense to talk about completed past events. Example: Einstein received the 1921 Nobel Prize in Physics.
- Use the Past Continuous tense to talk about an event in progress in the past. Example: In 1905 Albert Einstein was studying his Theory of Relativity, when he created the equation $E = mc^2$.

2. Now it's time to share your timeline and short biography with your classmates and other people. You can also use one of the online resources below to create and publish your timeline:

- Timetoast: www.timetoast.com
- Dipity: www.dipity.com
- Xtimeline: www.xtimeline.com

WRITING

In this unit you have read different game reviews. Go back to pages 124-125 and explore the structure of this genre. Notice that one possible structure is: (A) starting the review with a general statement; (B) talking about special features; (C) summing up and, if it is the case, recommending the game.

1. Write a review to recommend a game you like. Examples from Use it! can help you.

STEP BY STEP

1. Think of a great game to write a positive review.
2. Start your review by saying the name of the game and mentioning one of its general features.
3. Mention the special features of the game.
4. Say why you recommend the game.
5. Add a picture or draw a character from the game to illustrate your review.
6. Exchange reviews with a classmate and discuss both texts.
7. Make the necessary corrections.
8. Write the final version of the game review.

2. Now it's time to share your game review with your classmates and other people. The game reviews can be published, for example, on the Internet (blog, school website etc.) or in the school newspaper.

Use it!

- * Use a general statement to start the review. Examples:
This game is definitely the best game in the series.
The best game for Kinect just got better.
I love the Wii Fit and you can't deny that it makes for a lot of family fun!
- * Use expressions to describe the special features of the game. Examples:
... adds a much-needed two-player mode.
... with interesting characters.
... an updated combat system, and a new story.
- * Use positive adjectives and adpositions. Examples:
multi-award, fun, colourful, vibrant, a quality title, an excellent addition.
It's ... a fun way to ... a must for everyone who likes to have fun, definitely a smart buy, great value for money.

WRITING

Poetry, like other forms of creative writing, can be a great way to propose ideas, convey emotions, and entertain the audience all in one. In this unit you have read different poems on pages 134, 139 and 140. Visit www.poemhunter.com to find other examples of poems. Read classic and contemporary poets. Get inspired!

WRITING GUIDELINES

1. Write a poem to express your ideas and feelings in a creative way. You may write a long or a short poem, use rhymes or not.

STEP BY STEP

1. Think of something to write about. You do not have to choose profound or "poetic" material. Anything can be the theme for a poem (a cell phone, a pet, a casual conversation, a dream etc.). Choose something you know well.
2. Focus on your theme and consider it from different angles. Get all your ideas down on paper.
3. Do not worry about "style" about writing in a "beautiful" or a "poetic" way. Focus on communicating an aspect of your experience. What makes the poem interesting is your unique perspective.
4. Then, start experimenting with the form of the poem. Try organizing your poem in different ways and see what happens. The length of the line can make the reader focus attention on certain words, for example.
5. Exchange poems with a classmate and discuss both texts. Talk about how you feel when you read the poems.
6. Work to write the final version of your poem.

Use it!

- Poetry is a form of creative writing. Use language in a creative way. Make comparisons like metaphors — for example: "Life is a sea in a jarrah" (Peter De Vries).
- Don't use clichés (ready-made phrases). Do not say, for example, that a person is "as sweet as sugar". Think about what exactly makes this particular person so sweet. Choose words that express the unique qualities of your subject.
- If you are writing about a feeling or an abstract concept such as love or death, try to describe its impact on specific people, things and places.
- Try to create a mental picture of your ideas. Make descriptions exploring the five senses (touch, sight, smell, taste and sound).

2. Now it's time to share your poem with your classmates and other people. You can publish it in websites like www.poemhunter.com.

2. ATIVIDADES DO VOLUME 2

Unidade 1 (p.27)

WRITING

In this unit you have read some online forum posts on pages 16 and 23. Basically, a forum is a place online where forum members can interact and discuss various topics. An initial post opens the forum and presents one or more topics for discussion. Then, forum members post messages to reply to previous ones. They can share personal opinions and a lot of information.

1. Choose one of the opening posts below and write a reply.
 - a. Local cultures are gradually changing because of globalization. In your opinion, does globalization destroy or enrich cultures?
 - b. The diffusion of popular culture may result in a loss of cultural distinctiveness that makes places unique. How can people try to preserve their local cultures?
 - c. I believe that when a cultural habit is introduced into another culture, it is never the same as in the original place. Do you agree?

STEP BY STEP

1. Think about the topic/question presented in the post that opens the forum.
2. Write down your ideas and experiences concerning the topic/question.
3. If necessary, talk to other people and/or do research on the Internet to get more information on the topic.
4. Write a first draft of the post.
5. Exchange posts with a classmate and discuss both texts.
6. Make the necessary corrections.
7. Write the final version of the post.

Use it!

- Abbreviations and emoticons are often found in online forum posts.
It looks horrible. 😞😞😞😞
- Expressions of agreement and disagreement are frequently used by forum members.
I'm sorry, but you're mistaken.

2. Now it's time to share your post with your classmates. You can organize all the posts on a classroom board or create a real online forum. Then, read your classmates' posts and choose one (or more) to reply to.



Unidade 2 (p.41)

WRITING

In this unit you have read different problem letters. Go back to pages 32 and 37 and explore the structure of this genre. Visit the websites www.DearAbby.com and www.elderwisdomcircle.org to find other examples of problem letters.

Tip Use o que você já sabe sobre como os textos se organizam, tanto em inglês quanto em português, para escrever seus próprios textos.

1. Do not keep problems or doubts to yourself. Ask for advice! Write a problem letter to ask for advice on something that is worrying you, a friend or a family member.

STEP BY STEP

1. Think of a concern. It can be a problem or a doubt such as family, relationship or career questions.
2. Focus on what worries you the most. Get all your ideas down on paper.
3. Decide on the person you will ask for advice. Start your letter with Dear...
4. Describe the situation. Try to provide as many details as possible.
5. Finish your letter with a question like *What should I do?*
6. Do not write your real name on the letter. Use a pseudonym (fictional name).
7. Exchange letters with a classmate and discuss both texts.
8. Write the final version of your problem letter.

Use it!

- Use the modal verb **should** to ask for advice. Examples:
What should I do?
Which parent should I choose to live with...?
- Use a pseudonym related to the problem or doubt. Examples:
NEEDS A DIRECTION
LOOKED DOWN UPON IN
NEW JERSEY

2. Now it's time to share your problem letter with your classmates and other people. You can publish it on websites like www.DearAbby.com or www.elderwisdomcircle.org.
3. In small groups, choose problem letters to answer them. Discuss the situations with your classmates and try to give some useful pieces of advice. Review the letter of advice and share it with the whole class. You can find examples of letters of advice on pages 32 and 37.

WRITING

In this unit you have read the profiles of two athletes on pages 50 and 59. Notice that such profiles usually present short pieces of information about the athlete's life and career. Visit <www.london2012.com/athletes> and <www.london2012.com/paralympics/athletes> to find other examples of profiles.



1. Write the profile of a Brazilian Olympian or Paralympian you admire.

STEP BY STEP

1. Think of a Brazilian athlete you admire.
2. Get to know more about his/her life and career (personal details, olympic medals, awards, curiosities etc.). You can use the Internet to do some research.
3. First, organize the personal details (birth date, height, weight etc.).
4. Use short sentences to describe the other pieces of information about the athlete. Try to provide specific details about his/her life and career (education, awards, sports categories etc.).
5. Include a small photo of the athlete.
6. Exchange profiles with a classmate and discuss both texts.
7. Write the final version of the profile.

Use it!

- Use the comparative and/or the superlative form to describe the athlete's performance. Examples:

Daniel Dias had a better performance in 2012 London than in 2008 Beijing.

Sarah Menezes — The best female judoka in the -48kg category (2012 London).

César Cielo — The fastest swimmer in the men's 50m freestyle (2008 Beijing).

2. Now it's time to share the profile. You and your classmates can organize the profiles to create posters (using <www.glogster.com>, for example) on specific sports and share them with other students, your teachers, your families and people everywhere.

WRITING

In this unit you have read some texts organized in the format of questions and answers on pages 66 and 70. These texts are often referred to as Q&A (questions and answers) or FAQ (frequently asked questions). Q&As and FAQs help us organize information and make it easier for the reader to locate the pieces of information he/she is looking for. Notice FAQs are usually found in websites and are generally aimed at anticipating answers to the users' frequent doubts. Visit the websites www.allanswers.org and www.faqs.org to find other examples of questions and answers on diversified topics.

1. In small groups (of three or four students), write some questions and answers (Q&A) related to the theme of this unit — eating habits. Some topics to help you:

- Having healthy eating habits;
- Getting to know about eating disorders;
- Dieting and exercising.

STEP BY STEP

1. With your classmates, choose a topic to focus on.
2. Brainstorm questions about the topic.
3. Review all the questions and choose three or four that you consider really relevant. Check if the word order is correct in each question.
4. Do research to gather information to answer the questions. Look for reliable sources.
5. Check all the information you get.
6. Write a first draft of the answers. Start with the easiest questions. Be brief and clear. Add examples, if necessary.
7. Arrange questions and answers so that the questions are visually separated from the answers and easily found. You can use bold, italics and/or a different color, type or size of letters to write the questions.
8. Exchange questions and answers (Q&A) with another group and discuss them.
9. Make the necessary corrections.
10. Write the final version of the Q&A.

> Use it!

- Use the first conditionals to talk about a real possibility for a particular situation to happen in the future.

If obesity is genetic, what can I do about it?

If I drink a lot of water, will I gain weight?

- When composing questions for a Q&A, avoid yes or no questions. Use question words (what, who, why, where, when, how) to ask open-ended questions that invite creative responses.

What does healthy eating mean? Why is it important to have a healthy diet?

- Use such as, like, for instance or for example to introduce examples. They may avoid the "wrong" or "unhealthy" foods such as those made from animals or fats (...).

2. Now it's time to share your Q&A with your classmates and other people. You can organize all the questions and answers written by the class to create a single Q&A text about eating habits and publish it on the Internet.

WRITING

Did you know that letters to the editor are among the best-read sections of a newspaper/magazine? They allow readers to express their views on different topics and share them with other readers. In this unit you have read two letters to the editor on pages 86 and 90. Visit the websites www.publishaletter.com and www.teenink.com/hot_topics/letters_to_the_editor to find other examples of letters to the editor.

1. Write a letter to the editor to express your ideas about a specific topic. You may refer to the news article on page 85 or another one of your choice.

STEP BY STEP

1. Choose a news article on a topic that interests you. It can be related to the news article on page 85 or another one from a magazine, a newspaper or from the Internet.
2. Before writing your response, start the letter with the expression "To the Editor:" or "Dear Editor:"
3. Mention the news article you are responding to. You can use expressions like "In response to the article ..." or "Re ..."
4. Tell why you are writing the letter and make your point in a clear way in the first paragraph. Your letter can be positive, negative or informative in tone.
5. Explain your thoughts in the second paragraph. Do it in a critical way, but remember to be concise. It is important to focus on one main point.
6. Sign the letter. Anonymous letters are not published.
7. Read your text and check the form, the content and the tone of your letter. Always be polite!
8. Exchange letters with a classmate and discuss both texts. Try to make some suggestions on your classmate's letter.
9. Write the final version of your letter to the editor.

Use it!

- Use the Present Perfect tense to talk about changes over a period of time.
Examples:
Hot and very hot days have become more frequent...
The frequencies have shifted dramatically over the last half-century.
- Use expressions to state your opinion. Examples:
I think/believe that...
As I see it...
As far as I am concerned...
In my opinion/view...
From my point of view...

2. Now it's time to share your letter to the editor with your classmates and the local community. You can also publish it in websites like www.publishaletter.com.

WRITING

In this unit you have read movie reviews on pages 99, 105 and 106. Movie reviews are usually published in magazines, newspapers, and websites about movies. They can be written by professional critics or by anyone who wants to share their opinions about a movie. Movie reviews help us decide if a movie is worth seeing. Visit the websites <www.rottentomatoes.com> and <www.imdb.com> to find other examples of movie reviews.

1. Write a movie review to express your thoughts about a particular movie. You may refer to your favorite movie, a movie you have just seen or even a movie you did not like. It can be a national or international production.

STEP BY STEP

1. Choose a movie and gather basic facts about it such as the title, director, main actors, genre, country and year of release.
2. Watch the movie and take notes on relevant items (e.g. acting, soundtrack, photography etc.).
3. Rewatch some parts and take other notes, if necessary.
4. Start your review with general information about the movie (title, main actors, genre etc.).
5. Write a clear and short overview of the plot. Do not give away the ending of the movie!
6. Critique the movie by stating your opinion. Try to explain your reasons and provide examples/specific details to support your viewpoint.
7. Mention if you recommend the movie or not. Be honest.
8. Rate the movie using an easy system (e.g. 4 out of 5 stars).
9. Exchange reviews with a classmate and discuss both texts. Try to make some suggestions on your classmate's review.
10. Write the final version of your movie review.

Use it!

- Use the Present Perfect tense to talk about past experiences connected with the present.
Rio is the **BEST** movie that I have seen all year!
- Use adjectives to describe the movie and support your opinion.
Rio is a very nice, heartfelt, adventurous, and family-oriented movie.
The film seems to be well-written and is a good mix of comedy and drama.
... one of the coolest movies ever made; superb cast etc.
- Use expressions to recommend the movie.
I **HIGHLY** recommend that you see this heartfelt movie!

2. Now it's time to share your movie review with your classmates and the local community. You can also publish it in websites like <<http://sharedreviews.com>>.

Unidade 7 (p.129)

WRITING

In this unit you have read different interviews:

- Q&A-style interviews on pages 118 (Demi Lovato) and 126 (Rihanna);
- a story-style interview on page 120 (Amy Lee).

1. Conduct an interview to get to know more about a classmate you do not talk to that much. It can be a good opportunity to make a new friend!

STEP BY STEP

1. Choose a classmate to interview. Remember to speak only in English with each other!
2. Prepare for the interview. Plan out your questions in advance by writing down a list of questions to guide you through the interview.
3. Conduct the interview. You can record it and/or take notes. Be friendly and polite!
4. Read your notes and/or listen to your recording again to select the most interesting answers.
5. Organize your text. Check the order of the questions.
6. Include a picture of the person you are writing about to illustrate your interview.
7. Exchange interviews with a classmate and discuss both texts. Try to make some suggestions on your classmate's text.
8. Write the final version of the interview.

Use it!

- Use question words (e.g. what, how, when) to make open-ended questions.
What is your secret in success?
What do you think all young women need to know?
- Use the second conditional to talk about unreal and impossible situations.
... if you had the chance to go back in time and sit across the table from the high school student Amy Lee, what would you tell her?

2. Now it's time to share the interview with your classmates and other people. You can publish it on your school blog.



WRITING

In this unit you have read comic strips on pages 132, 138 and 144. A comic strip is a sequence of drawings in panels that tell a story with humor. By using illustrations, comic strips can express ideas that cannot be expressed through words alone.

1. Write a comic strip to illustrate a learning experience you or your friends have been through. Be careful to do it in a humorous way without embarrassing any classmates or school employees. Do not write real names.

STEP BY STEP

1. Decide what to write about. It can be about a remarkable learning experience inside or outside the school. It can be about you or your friends.
2. Plan your story first and think of how many panels the comic strip will be divided into.
3. Start with a conflict (a misunderstanding, a problem, a challenge etc.) and finish with a solution or reflection. Remember that humor usually comes from the unexpected.
4. Write the captions for each panel before you start drawing. Remember that some panels may not have a caption.
5. Read through the captions and think of drawings to describe each panel. Add colors to your comic strip.
6. Exchange comic strips with a classmate and discuss both texts. Talk about how you feel when you read the strips.
7. Work to write the final version of your comic strip.

Use it!

* We often use informal language in comic strips. For example, contractions, multi-word verbs and idioms.
I'll look it up later.

Turn off that television, April.

* Words and expressions in bold are frequently used in comic strips to emphasize a particular idea.
But this is no game.

I wasn't told to learn anything.

* Use onomatopoeia to add vivid language to the comic strip.
GROAN
CLICK

2. Now it's time to share your comic strip with your classmates and other people. You can use one of the online resources to create and publish your comic strip: www.bitstrips.com; www.pixton.com.

ATIVIDADES DO VOLUME 3

Unidade 1 (p.27)

WRITING

In this unit you can find cartoons on pages 16 and 22. Each of them has a drawing and a cartoon caption. The combination of the visual and the verbal elements drives the humor. Cartoons can address several different issues of our lives and they are frequently published in magazines and newspapers. Some of them, like *The New Yorker* (www.newyorker.com/humor/caption) and *The Boston Globe* (www.boston.com/bostonglobe/toons/), even run cartoon caption contests which are quite popular.

Take the challenge to write cartoon captions. Exercise your creativity and sharpen your ability to see and create humor in all areas of life.

1. In pairs, create a cartoon to encourage a critical attitude towards ethnic diversity. Be careful to use humor without expressing prejudice.

STEP BY STEP

1. With your classmate, choose one of the drawings from this page or create your own.
2. Study the cartoon drawing and ask yourself a few questions: What is the most obvious thing happening? What could be happening here that is NOT obvious? Remember that humor is often produced by the unexpected.
3. Study the details of the cartoon and ask yourself: What could this detail mean? What else could this be?
4. Write down one or more captions. Eliminate every unnecessary word. Study the placement of the punch words, the words that drive the joke. They should normally be at the end of the caption.
5. Exchange captions with classmates and discuss all of them. Choose the best ones.
6. Make the necessary corrections.
7. Write the final version of the cartoon caption.

2. Now it's time to share your cartoon with your classmates and other people. What about running a cartoon contest and inviting the school community to vote?

WRITING

In this unit you have read a poll on page 38. A poll allows you to ask a group of people a multiple choice question in order to get information about their opinions on a subject. Online polls have become very popular. They allow Internet users to express themselves and also get informed about the results of the poll.

1. Make a poll about regrets people may have and/or about things they wish they had done differently. You can also ask what people would do (or would have done) in a particular situation. Choose one of the poll questions below or write a new one.
 - *What's your biggest regret so far?*
 - *What would you have done differently if you had known better?*
 - *If you could travel back in time and meet your 10-year-old-self, what would you say to you?*

STEP BY STEP

1. Think about your poll question. If you write your own question, make it short and objective.
2. Write at least five possible answers. Make them short and clear. You can add an *Other* field to allow a voter to enter his/her own answer.
3. Write a first draft of the poll. You can allow the voter to select just one answer or allow him/her to choose multiple answers.
4. Ask a classmate to answer your poll. This is a good way to figure out if the question and the answer options are clear enough.
5. Answer your classmate's poll and discuss with him/her both polls.
6. Make the necessary corrections.
7. Write the final version of the poll.

Use it!

- Use the third conditional to talk about unreal situations in the past.

What would you have done differently if you had had the chance?

- Use **could/might/should + have** to talk about regrets.

I could have learnt another foreign language.

I should have studied more.

- Use **wish/if only + Past Simple** to express that we want a situation in the present or future to be different.

I wish I were there.

- Use **wish/if only + Past Perfect** to express a regret, or that we want a situation in the past to be different.

If only I had known better!

2. Now it's time to print your poll or publish it online. To publish free online polls, you can use different online services such as:

<http://pollcode.com/>

www.surveymonkey.com/mp/online-polls/

<http://support.poll daddy.com/creating-a-poll/>

www.acepoll.com/create

Finally, invite people to answer your poll and share the results. Your friends are curious, just like you.

WRITING

In this unit you have read two different inspirational stories on pages 52 and 56-57. Each of them passes on a particular value and inspires in readers an emotion of positivity. The first story is non-fictional, based on real events, and describes the devotion of a father to his son. The second one is a fictional story with a moral, also known as a fable, and is about peace between enemies. You can find other inspirational non-fictional stories on www.values.com (The Foundation for a Better Life).

1. Write an inspirational story in order to promote an important value. It can be fictional or non-fictional. You can write different kinds of stories: family stories, love stories, friendship stories, stories about famous inspirational people, inspirational sports stories etc.

STEP BY STEP

1. Choose a value you would like to promote and decide if you are going to write a fictional or a non-fictional story. If you know a true story that is really inspirational and worth sharing, write a non-fictional story. If you don't know any or want to develop your creativity, write a fictional story.
2. Write down your ideas. Think about the basic elements of the story (characters, setting, important events).
3. Start writing after you have organized your thoughts. Remember that your story should contain: introduction, conflict, climax and conclusion.
4. Write a first draft of the story.
5. Include a picture (photograph or drawing) to illustrate your story.
6. Exchange stories with a classmate and discuss both texts. Try to make some suggestions on your classmate's story.
7. Make the necessary corrections.
8. Write the final version of the story.

Use it!

- Use direct speech to introduce the characters' exact words. Notice that the quotation goes inside quotation marks.

The fish answered: "Today I played with an animal called SHARK"

"I tried to be optimistic," he said.

- Use indirect speech to report what the characters said without quoting their exact words.

Rick told his father that he wanted to participate in a 5-mile benefit run...

Dick agreed to push Rick in his wheelchair and they finished all 5 miles...

2. Now it's time to share your story with your classmates and the local community. You can organize all the stories on a classroom board or publish it on the school's website. You can also publish it on www.values.com.

WRITING

In this unit you have read several answers to the same question, *What did your parents want you to be?*, all published as part of a newspaper article. To answer the question, people used their recollections and told short personal stories about a specific aspect of a person's life: parents' expectations about their children's professions. In these stories, people shared things that had happened to them and to their family, things their parents had told them and also their feelings about all that.

Personal stories are personal accounts of events and experiences a person has been through. Writing a personal story allows you to share your life with other people. It can also help you think about the meaning some past events have to you and how they have affected your life. You can write a personal story because you have to do it — for a job perhaps — or because you choose to do it — for a blog post, a comment on a website, an answer to a survey question etc.

TIP Lembre-se de que tudo o que é publicado na Internet pode ser compartilhado com qualquer um e ficar disponível para sempre. Seja cuidadoso.

1. Write a short personal story about your parents' (or other close relatives') expectations about your professional future. Try to answer the question "What do your parents (or other close relatives) want you to be?". Writing it can help you think about your own career expectations.

STEP BY STEP

1. Try to remember past events related to your parents' or other relatives' expectations about your future profession, such as giving you profession-related toys (a doctor doll, toy tools etc.) or making you take piano lessons.
2. Also try to remember moments in which your parents (or other close relatives) have talked about career choices with you or other people. They may have talked about their own job experiences.
3. Write down your ideas.
4. Write a first draft of the story. Remember you can report the facts (what has happened) and also the words (what your parents or other relatives have said).
5. Include a picture to illustrate your text.
6. Exchange stories with a classmate and discuss both texts. Try to make some suggestions on your classmate's story.
7. Make the necessary corrections.
8. Write the final version of your personal story.

Use it!

- Use direct speech to introduce the characters' exact words.
He always used to say, "No matter what happens in life if you know how to play, you can always teach piano lessons".
- Use indirect speech to report what the characters said without quoting their exact words.
My father always told me to do what makes me happy (...).

2. Now it's time to share your personal story with your classmates and other people. You can put all the texts together on a classroom board or on the school's website.

WRITING

Fact files are collections of facts related to a specific topic. They are used to present information in a direct and objective way. In this unit you have read fact files about tropical rain forests (on page 86) and about some animals (on page 92).

1. Write a fact file about an ecosystem, an animal or a plant of your choice to inform people about its main characteristics and, if possible, its conservation status.

STEP BY STEP

1. Choose an ecosystem of your region or a species of its fauna or flora.
2. Do research to gather information about it. Try to check its conservation status. It is very important to alert people if a species is already threatened (that is, if it is critically endangered, endangered or vulnerable). Look for reliable sources.
3. Check all the information you get and organize it in topics.
4. Write a first draft of the fact file. Use short sentences.
5. Include one or more pictures to illustrate your text. Other visual and graphic elements, such as tables, words in bold and different sizes of letters can help you display the information in an organized manner.
6. Exchange fact files with a classmate and discuss both texts. Try to make some suggestions on your classmate's work.
7. Make the necessary corrections.
8. Write the final version of the fact file.

> Use it!

- Use the passive voice when you want to focus on the action rather than the performer of the action. Also use the passive voice when it is not possible or necessary to mention the agent.

Approximately 117,000 square kilometres of rainforest are destroyed each year.

Most nutrients in tropical rain forests are stored in the vegetation rather than in the soil, which is very poor.

Toco toucans' nests are built in decayed, hollow trees of the rainforest.

The typical wagtails are often found near running water, on riverbanks and in most grassland areas.

2. Now it's time to share your fact file with your classmates and other people. You can organize all the fact files on a classroom board or publish them on the school's website, for example.

WRITING

You have read several posters in this unit. They are an effective way to promote and advertise a product, service, event or idea. Advertising posters are normally just briefly seen by the target audience, so they must be attractive and have a clear point. They usually have eye-catching images and a slogan or a headline message. Sometimes there is also a short text to provide some additional relevant information.

1. In small groups (of three or four students), make an advertising poster to invite people to think about their shopping habits and start shopping more consciously. You can create it on paper or on the computer.

STEP BY STEP

1. With your classmates, choose the size of your poster based on where you want it to be hung.
2. Think about your target audience (students, teacher, local community etc.) so that you can tailor the images and the message to that audience.
3. Brainstorm for ideas. Come up with ideas for slogans, images, colors, fonts and overall messages.
4. Look for potential images. If you already have a slogan, look for an image that fits it. If you don't, a striking image may give you ideas for a slogan.
5. Choose a memorable image. Simple but unexpected is often the best route to take.
6. Define your slogan or headline message. It should be no longer than eight to ten words.
7. Below the main headline, you can add some other relevant information in a smaller font size. But don't use too much text. Try to keep your poster visual.
8. Place headlines, text and images in an eye-catching configuration.
9. Do 2 or 3 draft versions and exchange them with another group. Ask the group to select the best poster and give feedback on it.
10. Make any necessary changes.
11. Make the final version of the advertising poster.

> Use it!

- Consider using humor, irony, idioms, metaphor, a play on words, rhyme or other linguistic resources to write a catchy slogan or headline.
Always root for the underdog!
- Use verbs in the imperative to catch the reader's attention.
Adapt: don't buy.

2. Now it's time to share your poster with your classmates and other people. You can hang it on a school board or publish it on the Internet (a blog, the school's website, a non-profit organization's website etc.).

WRITING

In this unit you have read plot overviews on pages 118, 120 and 125. A plot overview is a short summary of the story of a literary work, such as a novel or a play. It is not a review and should not contain the opinions of the author. A plot overview, also called a plot summary, simply tells what happens in a story without confusing the reader with unnecessary details. Well-written plot overviews describe the main events in the work, linking them together with brief descriptions of less important scenes.

1. Write a plot overview to tell the readers the story of a literary work you like. If they have already read the work, your summary can remind them of the story and even help them understand it better. If they have not read the literary work yet, the summary of the story may get them interested in the original text.

STEP BY STEP

1. With one or two classmates, choose a piece of literature (in English or in Portuguese) that you have already read. Name the title and the author.
2. Try to remember the basic elements of the story (characters, setting, important events) and take notes. If necessary, read the story (or parts of it) again and/or do some research about it.
3. Start writing after you have organized your thoughts. Summarize the main events of the story. Remember your text should not cover every scene and every moment of a story.
4. It is not necessary to tell the events of the story in the order they appear, but it is often helpful. If it makes the plot easier to explain, events can be reordered.
5. Write a first draft of the plot overview.
6. If possible, include a picture of the book cover to illustrate your text.
7. Improve your plot overview by making sure you have included the most important events in the correct order.
8. Exchange plot overviews with other classmates and discuss both texts. Try to make some suggestions on your classmates' texts.
9. Make the necessary corrections.
10. Write the final version of the plot overview.

Use it!

- Plot overviews are usually written in the narrative present. Use the present tense and make events more vivid.
... Jane accepts a governess position.
St. John decides to travel to India...
- Use relative pronouns to link ideas and avoid repetition.
Rochester proposes to Jane, who accepts.
Jane's employer is a man named Rochester, with whom Jane finds herself falling secretly in love.
- Use expressions of place to present the setting. Use expressions of time to indicate the order of events.
At Lowood, ...
After teaching for two years, ...

2. Now it's time to share your plot overview with your classmates and other people. You can organize all the plot overviews on a classroom board. You can also publish your plot overview on the class blog or on the school's website.

WRITING

In this unit you have read a quiz on page 132. A quiz is a set of quick questions designed to test knowledge. It can be used as a game, a competition or a short test given to students.

Quizzes may be held on a variety of subjects (general knowledge quizzes) or be subject-specific (a quiz on Literature, Brazilian History, Technology etc.). The format of the quiz can also vary widely. Online quizzes have become very popular. Visit www.dkquiz.com to find examples of quizzes on several different subjects.

1. In small groups (of three or four students), write a quiz on love or another topic of your choice to challenge your friends. If you choose love as the topic of your quiz, you can make questions about wedding anniversaries, love songs, love movies etc.

STEP BY STEP

1. With your classmates, choose a topic to focus on. Decide how many questions you are going to make.
2. Brainstorm questions about the topic. You can use different types of questions: multiple choice, yes or no, true or false. If necessary, do research on the Internet to get more information on the topic. Look for reliable sources.
3. Be creative. Write interesting and challenging questions that are not too easy to answer.
4. Review all the questions and choose those that you consider the most relevant. Check if the word order is correct in each question. If necessary, brainstorm more questions.
5. In the case of multiple choice questions, decide how many choices per question you are going to use and write down answer options for each question.
6. Write a first draft of the quiz and choose a title for it. Don't forget to prepare a key with the correct answers.
7. Exchange quizzes with another group and discuss them.
8. Make the necessary corrections.
9. Write the final version of the quiz.

Use it!

- Use question words (what, which, who, why, where, when, how) to create multiple choice questions.
Which Italian city was the home of Shakespeare's famous star-crossed lovers, *Romeo and Juliet*?
What are girlfriends permitted to do every time Valentine's Day falls on a leap year?
In which country is the equivalent of Valentine's Day known as "Dia dos Namorados"?

2. Now it's time to share your quiz and challenge your classmates and other people. You can print copies of your quiz or publish it on the Internet. To create an online quiz, you may use one of the services below:

• www.makeaquiz.net

• www.quizyourfriends.com

• www.quizbox.com/builder

