



English Learning Workbook

Inglês Adulto

Básico 1

Student:

Class:

Teachers:

Programa Incluir — Universidade Federal de Minas Gerais

2026

MANUAL DO(A) ALUNO(A)

PROGRAMA INCLUIR

Prezado(a) estudante,

Seja bem-vindo(a)! Você está recebendo o Manual do(a) Aluno(a), que contém informações importantes sobre seus direitos e deveres, nossas rotinas administrativas, bem como nossas regras de ensino. Que o Programa INCLUIR seja um momento de aprendizado e novas oportunidades!

Coordenação do Programa

O QUE FAZEMOS

Incluir pessoas por meio do acesso ao conhecimento e às novas experiências, visando oportunizar a formação de cidadãos solidários, conscientes de seu papel social e político, para que sejam protagonistas de um mundo melhor e sustentável.

ONDE QUEREMOS CHEGAR

Buscamos contribuir para a construção de uma sociedade inclusiva, solidária e justa, propiciando o bem-estar social.

NOSSOS VALORES

Fazem parte dos nossos valores:

- | | | |
|-----------------|----------------------|----------------|
| ▪ inclusão | ▪ autoestima | ▪ determinação |
| ▪ solidariedade | ▪ trabalho em equipe | ▪ gratidão |
| ▪ persistência | ▪ união | ▪ generosidade |
| ▪ confiança | | |

SEUS DIREITOS

Fazem parte dos direitos dos(as) alunos(as):

- ser respeitado(a) e bem tratado(a) pelos membros do Programa INCLUIR e pelos colegas, sem discriminação nem preferência;
- ser orientado(a) em suas dificuldades com os conteúdos das disciplinas;
- ser informado(a) sobre o sistema de avaliação do seu curso ou sobre qualquer mudança nele;
- ter a carga horária integralmente cumprida pelo curso ofertado;
- ter acesso às suas avaliações, notas ou conceitos, e solicitar revisão de notas até 10 (dez) dias após o término do período letivo, quando necessário;
- receber retorno dos(as) professores(as) sobre o seu processo de aprendizagem;
- avaliar as aulas, o(a) professor(a) e as atividades de ensino, tendo o seu anonimato assegurado;
- usar as dependências da Escola de Engenharia da UFMG, no período do curso, respeitando os horários e as normas da instituição.

SEUS DEVERES

Fazem parte dos deveres dos(as) alunos(as):

- somente frequentar aula na turma em que estiver matriculado(a), ou seja, seu nome deverá constar na lista de presença da turma;
- o(a) aluno(a) tem até 2 (duas) semanas, a partir do primeiro dia letivo, para solicitar a troca de sala de aula, por meio de requerimento; ficando sujeita à aprovação da secretaria do Programa INCLUIR.
- respeitar as normas e valores da Universidade Federal de Minas Gerais (UFMG);
- respeitar as normas e valores do Programa INCLUIR;
- ser assíduo(a) e pontual às aulas e às avaliações;
- apresentar o seu crachá na entrada e na saída das aulas, sendo obrigatório o uso dele dentro das instalações da Escola de Engenharia da UFMG;
- manter os seus dados pessoais atualizados (endereço, telefone e e-mail);
- fazer o comunicado referente a faltas, por e-mail, para secretaria.eics@gmail.com;
- Entregar, na secretaria do Programa INCLUIR, as justificativas de faltas (atestados, sábados letivos, participação em competições etc.), para serem protocoladas, logo após seu retorno às aulas, garantindo o direito de reposição das avaliações perdidas.
Obs.: As faltas não serão abonadas, mas serão consideradas “justificadas” ao final do curso, quando o aluno obtiver 60 (sessenta) pontos de aproveitamento escolar;
- assistir às aulas e delas participar, evitando saídas desnecessárias;
- comportar-se de forma que não perturbe a ordem ou desacate as leis do país, as normas da UFMG, os(as) professores(as), os membros do Programa INCLUIR, os(as) colegas e os(as) visitantes;
- trazer o material didático necessário para as aulas: apostila do aluno, apostila de exercício, caderno de anotações, lápis e/ou caneta e borracha;
- preservar o seu material didático;
- cuidar e zelar pela ordem e pelo patrimônio da UFMG;
- ao término das aulas, deixar as salas em ordem e limpas para a próxima turma;
- contatar o(a) professor(a) quando faltar a alguma aula ou se informar com os colegas sobre eventuais atividades para as aulas seguintes;
- abster-se do uso de telefone celular durante as aulas, sendo o uso dele permitido apenas quando estritamente necessário e com o consentimento do(a) professor(a).

CARGA HORÁRIA

As aulas serão ministradas em um encontro semanal com duração de duas horas aos sábados. Cada curso terá a carga horária e a descrição dos conteúdos a serem ministrados descritas no Plano de Curso, informações que poderão ser consultadas nesse documento.

SISTEMA DE AVALIAÇÃO

O(A) aluno(a) deverá atingir o aproveitamento escolar de, no mínimo, 60 (sessenta) pontos, ao fim do curso, e ter frequência mínima de 75% (setenta e cinco por cento) nas aulas para ser considerado(a) aprovado(a) para o módulo subsequente. O Programa INCLUIR não adota o sistema de recuperação.

EMIÇÃO DE DECLARAÇÃO

O(A) aluno(a) deverá solicitar, pessoalmente, na sala da secretaria, a declaração de matrícula ou de comparecimento.

RENOVAÇÃO DE MATRÍCULA

Os(As) alunos(as) deverão renovar a matrícula no dia e horário informados previamente pela equipe do Programa INCLUIR. As condições para ser considerado(a) como “veterano(a)” são: a) ter sido aprovado(a) no semestre anterior; b) caso não tenha sido assíduo no curso, deverá ter assistido a pelo menos 50% (cinquenta por cento) das aulas previstas.

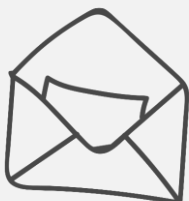
DESLIGAMENTO DO CURSO

Caso o(a) aluno(a) não possa continuar no curso, deverá informar à secretaria do Programa INCLUIR, não cabendo ressarcimento do valor pago no ato da inscrição.

SEGURANÇA

Solicitamos aos responsáveis pelas crianças e adolescentes que os deixem, com o referido crachá de uso obrigatório, e os busquem na portaria principal da Escola de Engenharia. A Universidade é um espaço público, e o Programa INCLUIR não possui controle das pessoas que têm acesso ao prédio onde se realizam as aulas e as atividades de orientação. Caso haja algum imprevisto no dia, o responsável deverá enviar uma autorização, por escrito, de entrega da(o) criança/adolescente, com seu nome e telefone (dados do responsável), para que possamos confirmar as informações necessárias. Solicitamos ainda que, no horário do intervalo e ao término das aulas, os(as) alunos(as) não acessem as dependências do prédio que não são usadas pelo Programa INCLUIR.

CONTATO



E-MAIL

secretaria.eicis@gmail.com

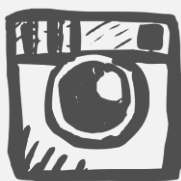
Informações sobre declarações, certificados e pendências relacionadas a inscrições e matrículas.

A secretaria também está disponível das 9h às 12h, na sala 1022, em todos os sábados letivos.



E-MAILS DOS(AS) SEUS/SUAS PROFESSORES(AS)

Ficará a critério de cada professor(a), a divulgação do seu e-mail, eximindo-se, desde já, a Coordenação do Programa INCLUIR de qualquer responsabilidade.



INSTAGRAM

[@programa_incluir](https://www.instagram.com/programa_incluir)

Fotos e vídeos das salas de aula, dos(as) voluntários(as) e dos(as) alunos(as), assim como informações gerais sobre matrículas do programa.

SUMMARY

Inglês Adulto — Básico 1

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CHAPTER 1

TEACHER EDITION

Nice to Meet You: Names, Cities, and Classroom Language

Use the verb to be, WH questions, and everyday vocabulary to meet someone new in English: say your name and your city, talk about work or study, and use basic classroom language when you need help.



Hello! Nice to meet you!

**Today's Mission:**

TEACHER EDITION

Meet someone new in English: say your name and your city, talk about your work or study, and use basic classroom language to ask for help.

Missão de hoje: conhecer alguém em inglês — dizer seu nome e sua cidade, falar sobre trabalho ou estudo e usar frases básicas de sala de aula para pedir ajuda.

**Survival Phrase Kit**

Purpose (Objetivo)	Useful language
Say who you are (dizer quem você é)	My name is _____. / I am ____ years old. (Meu nome é... / Eu tenho ... anos.)
Say where you are from (dizer de onde você é)	I am from _____. / I live in _____. (Eu sou de... / Eu moro em...)
Ask about the other person (perguntar sobre a outra pessoa)	What is your name? / Where are you from? / Are you a student? (Qual é o seu nome? / De onde você é? / Você é estudante?)
Repair communication (consertar a comunicação)	Sorry, can you repeat that? / What does ____ mean? (Desculpe, pode repetir? / O que significa ____?)

**Teacher Read-Aloud: Meeting a New Classmate**

Listen twice. First, identify who the people are. Then listen for the city and the repair phrase. (Ouça duas vezes. Primeiro, identifique quem são as pessoas. Depois, ouça a cidade e a frase de reparo.)

Mission Warm-up Who Is the New Student?

TEACHER EDITION

Listen without reading the script. Write short answers. (Ouça sem ler o texto. Escreva respostas curtas.)

1. What is the new student's name?

His name is João.

2. Where is he from?

He is from Contagem.

3. What repair phrase does João use?

"Sorry, can you repeat that?"

Teacher Route — 120 minutes:

0–15: mission and listening warm-up. **15–35:** verb *to be* formula (Unit 1.1) and WH question formula (Unit 1.3, table only). **35–80:** controlled practice — Exercise 1 or 2 (to be), Exercise 5 (WH words), and a quick oral pass through the "At School" vocabulary table (Unit 1.2). **80–115:** Mission Lab (Real Use unit). **115–120:** Exit Check and home mission. Units 1.4 (prepositions), 1.5 (reading), 1.6 (writing) and Exercises 3, 4, 6, 7, 8, 9, 10, 11, 12 are extension or homework.

Read twice: Ana: "Hi! My name is Ana. What is your name?" João: "Hello! I am João. Nice to meet you!" Ana: "Nice to meet you too! Where are you from?" João: "I am from Contagem. And you?" Ana: "I am from Belo Horizonte. Are you a student here?" João: "Sorry, can you repeat that?" Ana: "Are you a student here?" João: "Yes, I am. This is my first day."

Verb To Be — Review

TEACHER EDITION

Verb To Be: Present Tense

The verb **to be** is used to talk about identity, feelings, descriptions, age, and location.

Subject	Affirmative	Negative	Question
I	I am (I'm)	I am not (I'm not)	Am I ...?
you / we / they	You are (You're)	You are not (aren't)	Are you ...?
he / she / it	He is (He's)	He is not (isn't)	Is he ...?

Common uses:

- **Identity:** I **am** a student. She **is** my teacher.
- **Feelings:** He **is** tired. We **are** happy.
- **Description:** The classroom **is** big. The books **are** new.
- **Age:** I **am** 14 years old.
- **Location:** The school **is** on Rua das Flores.

Examples in Context

AFFIRMATIVE

I am a student at Escola Incluir.

Eu sou aluno(a) da Escola Incluir.

AFFIRMATIVE

The classroom is on the second floor.

A sala de aula fica no segundo andar.

NEGATIVE

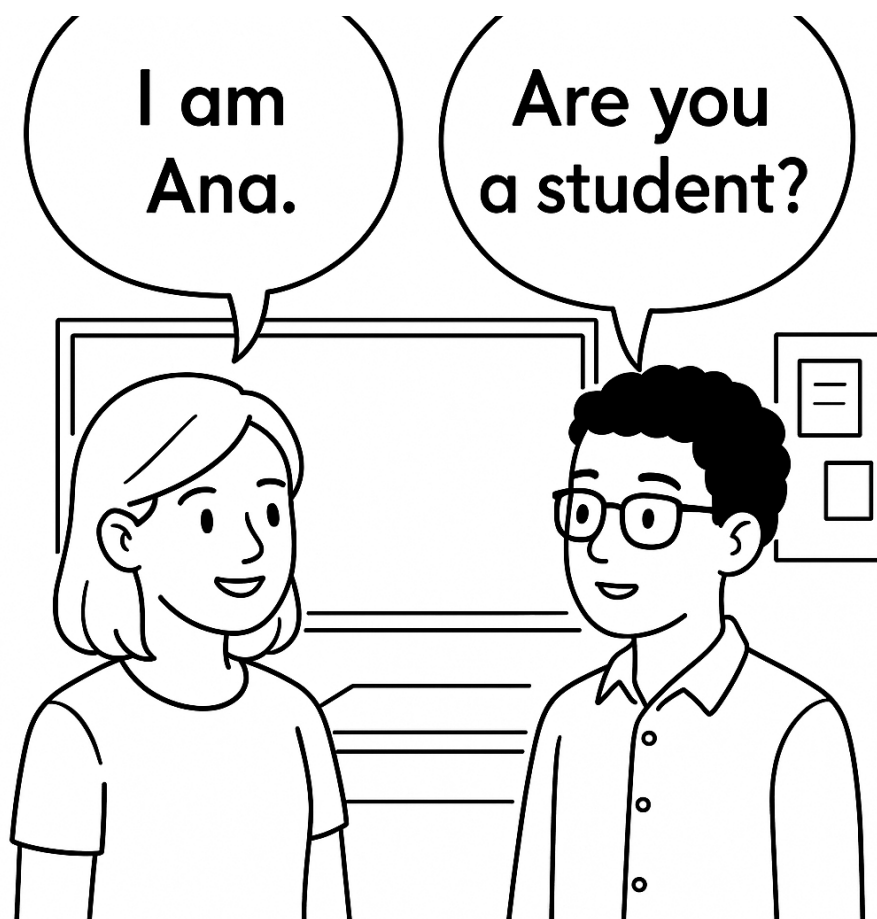
They aren't in the library right now.*Eles não estão na biblioteca agora.*

TEACHER EDITION

QUESTION

Is your backpack under the desk?*Sua mochila está embaixo da mesa?*

SHORT ANSWERS

Yes, it is. / No, it isn't.*Sim. / Não.*



Tip:

Common mistakes with the verb *to be*:

- **Missing the verb:** "She happy" → "She **is** happy"
- **Wrong form:** "They is tired" → "They **are** tired"
- **Double verb:** "I am have 14 years" → "I **am** 14 years old"

TEACHER EDITION

Teacher Note:

Suggested time: 20 minutes

Warm-up: Write "I am ____" on the board and ask each student to complete it with one true sentence about themselves. This activates prior knowledge from the previous semester.

L1 interference: Portuguese speakers often drop the verb *to be* or use "have" for age ("I have 14 years"). Highlight these differences explicitly.

Exercise 1 Complete with *am, is, or are*

Fill in the blanks with the correct form of the verb to be.

- | | |
|---|---------------|
| 1. I <u>am</u> from Brazil. | am |
| 2. She <u>is</u> my best friend. | is |
| 3. We <u>are</u> in the same class. | are |
| 4. The books <u>are</u> on the table. | are |
| 5. It <u>is</u> a beautiful day today. | is |
| 6. My parents <u>are</u> at work. | are |
| 7. He <u>isn't</u> here today. He is sick. (negative) | isn't |
| 8. <u>Are</u> you ready for the test? | Are |
| 9. I <u>am not</u> tired. I want to keep studying. (negative) | am not |
| 10. <u>Is</u> the library open today? | Is |

Exercise 2 Choose the Correct Option

TEACHER EDITION

*Select the correct form to complete each sentence.***1.** My name _____ Ana.☐ **a)** am☐ **b)** is☐ **c)** are**b) is****2.** The students _____ in the classroom.☐ **a)** is☐ **b)** am☐ **c)** are**c) are****3.** _____ your teacher from England?☐ **a)** Is☐ **b)** Are☐ **c)** Am**a) Is****4.** We _____ happy to be back at school.☐ **a)** is☐ **b)** are☐ **c)** am**b) are****5.** The weather _____ cold today.☐ **a)** are☐ **b)** am☐ **c)** is**c) is**

UNIT 1.2

Day-to-Day Vocabulary

At School

English	Português	Example Sentence
classroom	<i>sala de aula</i>	The classroom is on the first floor.
desk	<i>carteira / escrivaninha</i>	My notebook is on the desk.
board / whiteboard	<i>quadro / lousa</i>	The teacher is writing on the board.
backpack	<i>mochila</i>	My backpack is under my chair.
notebook	<i>caderno</i>	Open your notebooks, please.
pen / pencil	<i>caneta / lápis</i>	I need a pen to write the exercise.
eraser	<i>borracha</i>	The eraser is next to the pencil.
library	<i>biblioteca</i>	The library is next to the gym.
cafeteria	<i>cantina / refeitório</i>	We eat lunch in the cafeteria.
hallway	<i>corredor</i>	Don't run in the hallway!

At Home

English	Português	Example Sentence
kitchen	<i>cozinha</i>	My mother is in the kitchen.
bedroom	<i>quarto</i>	My bedroom is small but comfortable.
bathroom	<i>banheiro</i>	The bathroom is between the bedrooms.

English	Português	Example Sentence	TEACHER EDITION
living room	<i>sala de estar</i>	The TV is in the living room.	
fridge	<i>geladeira</i>	The juice is in the fridge.	
bed	<i>cama</i>	The cat is on the bed.	
chair	<i>cadeira</i>	There are four chairs in the kitchen.	
window	<i>janela</i>	The window is behind the sofa.	

Around Town

English	Português	Example Sentence
supermarket	<i>supermercado</i>	The supermarket is on the corner.
bus stop	<i>ponto de ônibus</i>	The bus stop is in front of the school.
park	<i>parque</i>	The park is near my house.
hospital	<i>hospital</i>	The hospital is far from here.
bakery	<i>padaria</i>	The bakery is between the pharmacy and the bank.
pharmacy	<i>farmácia</i>	Is there a pharmacy near here?



How many words from the tables can you find in this picture?

Teacher Note:

Suggested time: 20 minutes

Activity: Have students look at the vocabulary tables and cover the Portuguese column. Can they guess the meaning? Then cover the English column and practise the other way.

Extension: Ask students to add 2-3 more words to each category from their own experience.

Exercise 3 Match the Word to the Picture Description

TEACHER EDITION

Match each English word (left) with its correct description (right). Write the letter in the box.

1. backpack

2. fridge

3. library

4. bus stop

5. whiteboard

6. bedroom

a) A place with many books where you can study quietly.

b) You wait here to take the bus.

c) You carry your books and school materials in it.

d) The teacher writes on it in the classroom.

e) The room where you sleep.

f) It keeps food cold in the kitchen.

1. **c** _____2. **f** _____3. **a** _____4. **b** _____5. **d** _____6. **e** _____**1-c, 2-f, 3-a, 4-b, 5-d, 6-e**

Exercise 4 Complete with the Correct Word

TEACHER EDITION

Choose a word from the box to complete each sentence.



Word Box: kitchen • park • notebook • backpack • library • desk • cafeteria • pharmacy

1. I write my homework in my **notebook** .
2. My mother cooks dinner in the **kitchen** .
3. The children play soccer in the **park** .
4. My pencil is on the **desk** .
5. We eat lunch in the school **cafeteria** .
6. I need to buy medicine at the **pharmacy** .
7. My books are in my **backpack** .
8. I like to read books at the **library** .

notebook**kitchen****park****desk****cafeteria****pharmacy****backpack****library**

UNIT 1.3

WH Questions



WH Questions with the Verb *To Be*

WH questions ask for specific information. The structure is:

WH word + am/is/are + subject + ...?

WH Word	Use	Example
What	things, information	What is your name?
Where	places, location	Where is the library?
Who	people	Who is your English teacher?
When	time	When is the test?
Why	reasons	Why are you late?
How	manner, condition	How are you today?
How old	age	How old is your brother?
How many	quantity	How many students are in your class?

Examples in Context

WHAT

What is your favourite subject? — It's English.

Qual é sua matéria favorita? — É Inglês.

WHERE

TEACHER EDITION

Where are the bathrooms? — They are at the end of the hallway.*Onde ficam os banheiros? — Ficam no final do corredor.*

WHO

Who is that girl? — She is my cousin, Larissa.*Quem é aquela menina? — Ela é minha prima, Larissa.*

WHY

Why are you sad? — Because my friend is sick.*Por que você está triste? — Porque meu amigo está doente.*

HOW MANY

How many books are in your backpack? — There are three.*Quantos livros estão na sua mochila? — Há três.***Remember:**WH questions need a **specific answer**, not just "yes" or "no". Compare:

- **Yes/No:** Is she a teacher? → Yes, she is.
- **WH: Who** is she? → She is a teacher.

Teacher Note:**Suggested time:** 20 minutes

Activity: Write the WH words on the board. Ask random questions and have students identify which WH word you used. Then have students interview a classmate using at least 4 different WH questions.

Exercise 5 Choose the Correct WH Word

TEACHER EDITION

Complete each question with the correct WH word: **What, Where, Who, When, Why, How, How old, or How many.**

- | | | |
|--------------------|---|-----------------|
| 1. <u>Where</u> | is the supermarket? — It's on Avenida Brasil. | Where |
| 2. <u>What</u> | is your phone number? — It's 9988-7766. | What |
| 3. <u>Who</u> | is your best friend? — It's Marcos. | Who |
| 4. <u>How old</u> | is your sister? — She is 12. | How old |
| 5. <u>Why</u> | are you absent today? — Because I am sick. | Why |
| 6. <u>When</u> | is the English class? — It's on Tuesdays and Thursdays. | When |
| 7. <u>How</u> | are you? — I'm fine, thanks! | How |
| 8. <u>How many</u> | chairs are in the classroom? — There are 30. | How many |

Exercise 6 Write the Question

TEACHER EDITION

Look at the answer. Write the correct WH question.

1. A: What is your name?

What is your name?

B: My name is Pedro.

2. A: Where is the park?

Where is the park?

B: The park is near the school.

3. A: How old are you?

How old are you?

B: I am 15 years old.

4. A: Who is she?

Who is she? / Who is your English teacher?

B: She is my English teacher.

5. A: Why are you happy?

Why are you happy?

B: Because today is my birthday!

UNIT 1.4

Prepositions of Place



Prepositions of Place

Prepositions of place tell us **where** something or someone is.

Preposition	Português	Example
in	em / dentro de	The pen is in the box.
on	em cima de / sobre	The book is on the table.
under	embaixo de	The cat is under the bed.
next to	ao lado de	The school is next to the park.
between	entre	The bank is between the bakery and the pharmacy.
behind	atrás de	The garden is behind the house.
in front of	na frente de	The bus stop is in front of the school.
near	perto de	Is there a pharmacy near here?
far from	longe de	The hospital is far from my house.
at	em (local específico)	She is at school. / He is at home.

Examples in Context

IN

My keys are in my backpack.

Minhas chaves estão na minha mochila.

ON

TEACHER EDITION

The homework is on the teacher's desk.*A tarefa está na mesa do professor.*

BETWEEN

I sit between Lucas and Ana in class.*Eu sento entre o Lucas e a Ana na aula.*

IN FRONT OF

There is a big tree in front of the school.*Tem uma árvore grande na frente da escola.*

AT

My brother is at the supermarket.*Meu irmão está no supermercado.***Tip: in, on, at**

In Portuguese, "em" can mean **in**, **on**, or **at**. In English, they are different:

- **in** = inside something (in the box, in the room, in Brazil)
- **on** = on a surface (on the table, on the wall, on the floor)
- **at** = a specific point or place (at school, at home, at the bus stop)

Teacher Note:**Suggested time:** 25 minutes

Kinesthetic activity: Use real objects in the classroom — put a pen on the desk, under a book, next to the eraser, etc. Ask students "Where is the pen?" after each placement.

L1 interference: Portuguese "em" maps to three different English prepositions. Spend time on the in/on/at distinction with concrete examples from the classroom.

Exercise 7 Complete with the Correct Preposition

TEACHER EDITION

Fill in the blanks with the correct preposition of place: **in, on, under, next to, between, behind, in front of, near, at.**

1. The cat is **under** the table. **under**
2. My phone is **on** the desk. **on**
3. The milk is **in** the fridge. **in**
4. The pharmacy is **next to** the supermarket. **next to**
5. There is a garden **behind** the school. **behind**
6. The bus stop is **in front of** the library. **in front of**
7. I am sitting **between** Marcos and Julia. **between**
8. My grandmother is **at** home today. **at**
9. Is there a park **near** your house? **near**
10. The students are **in** the classroom. **in**

Exercise 8 Describe Your Classroom

TEACHER EDITION

Look around your classroom. Write 5 sentences describing where things or people are. Use different prepositions of place.

Example: The clock is on the wall. Maria is next to the window.

1.

Answers will vary.**2.**

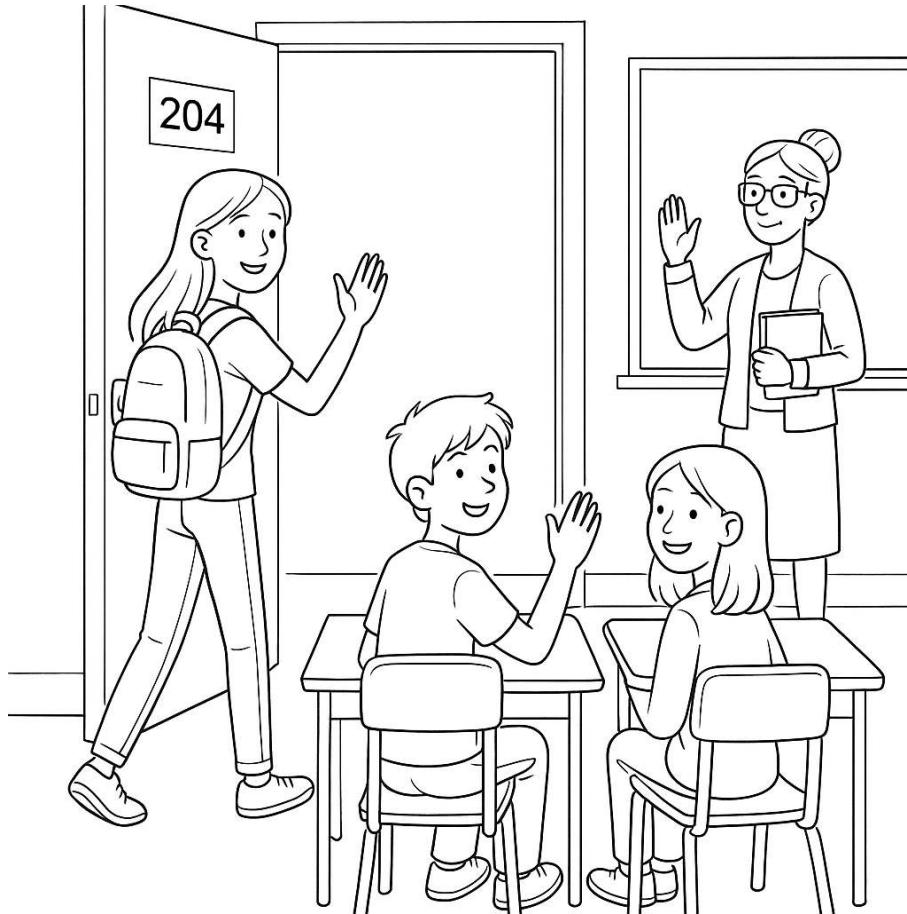
Answers will vary.**3.**

Answers will vary.**4.**

Answers will vary.**5.**

Answers will vary.

UNIT 1.5

Reading: The First Day Back*Mariana's first day back at school*

Mariana's First Day Back at School

Read the text carefully, then answer the questions below.

Hi! My name is Mariana and I am 14 years old. I am a student at Escola Incluir in Belo Horizonte. Today is the first day of the new semester and I am very excited!

My school is on Rua das Palmeiras. It is a big school with many classrooms. My classroom is on the second floor, next to the library. The library is my favourite place because there are many interesting books in it. The cafeteria is on the first floor, behind the main office.

Today I am in classroom 204. My desk is near the window. My best friend Carolina is next to me, and our friend Rafael is behind us. Our English teacher is Mrs. Silva. She is very nice and her class is always fun.

"Good morning, everyone! How are you today?" Mrs. Silva says.

"We are fine, thank you!" we answer.

"Where is Lucas?" she asks. "His chair is empty."

"He is at home. He is sick today," Carolina answers.

"That is sad. I hope he is better soon," Mrs. Silva says. "OK, let's start! What is in your backpacks today? Open them and put your notebooks and pens on your desks."

I open my backpack. My notebook is on top, my pencil case is under the notebook, and my water bottle is next to my books. I am ready for the new semester!

Original text for Incluir English Workbook

Teacher Note:

Pre-reading activity: Ask students: "What is the first thing you do when you arrive at school? Where do you sit in your classroom?"

Reading strategy: Have students underline all prepositions of place in one color and circle all forms of the verb *to be* in another color while reading.

TEACHER EDITION

Exercise 9 True or False

Read each sentence. Write T (True) or F (False) based on the text.

- Mariana is 15 years old. **F** (She is 14 years old)
- Her classroom is on the second floor. **T**
- The library is behind the cafeteria. **F** (The library is next to the classroom; the cafeteria is behind the main office)
- Carolina is Mariana's best friend. **T**
- Lucas is late for class. **F** (He is at home because he is sick)
- Mariana's desk is near the window. **T**

Exercise 10 Answer the Questions

TEACHER EDITION

Answer the questions in complete sentences based on the text.

1. Where is Mariana's school?

It is on Rua das Palmeiras in Belo Horizonte.

2. What is next to Mariana's classroom?

The library is next to her classroom.

3. Who is behind Mariana in class?

Rafael is behind Mariana.

4. Why is Lucas not at school?

Because he is sick. / He is at home because he is sick.

5. Where is the pencil case in Mariana's backpack?

It is under the notebook.

TEACHER EDITION

UNIT 1.6

Writing: About Me & My School

TEACHER EDITION

Exercise 11 Write About Yourself

Write a short paragraph (6-8 sentences) about yourself and your school. Use the verb to be, WH-question vocabulary, prepositions of place, and day-to-day vocabulary from this chapter.

Include:

- *Your name and age*
- *Where your school is*
- *Where your classroom is (floor, next to what)*
- *Where you sit and who is next to you*
- *Your favourite place at school and why*

**Tip:**

Use Mariana's text as a model. Start with "My name is..." and try to use at least 3 different prepositions of place.

TEACHER EDITION

Exercise 12 Interview a Classmate

TEACHER EDITION

Use the questions below to interview a classmate. Write their answers in the space provided.

1. What is your name?

2. How old are you?

3. Where are you from?

4. Who is your best friend in this class?

5. What is your favourite place at school?

6. Where is your house? Is it **near** or **far from** school?

Teacher Note:

Suggested time: 25 minutes (15 for writing, 10 for interview)

Assessment criteria for Exercise 11:

- Correct use of the verb *to be* (am/is/are)
- At least 3 different prepositions of place
- Day-to-day vocabulary from this chapter

- Clear paragraph structure (6-8 sentences)

TEACHER EDITION

Exercise 12: Have students work in pairs. After the interview, each student can introduce their partner to the class: "This is _____. He/She is _____ years old. He/She is from _____."

TEACHER EDITION

REAL USE

Mission Lab: Meet Someone New



Your first conversation in English

Model Exchange

TEACHER EDITION

- Student A:** Hi! My name is Paulo. What is your name?
- Student B:** Hello! I am Fernanda. Nice to meet you!
- Student A:** Nice to meet you too! Where are you from?
- Student B:** I am from Belo Horizonte. Are you a student or do you work?
- Student A:** Sorry, can you repeat that?
- Student B:** Are you a student, or do you work?
- Student A:** I am a student here. And I work in a supermarket.

Final Task Meet Your New Classmate

Work in pairs. Student A meets Student B for the first time. Then switch roles. (Trabalhem em duplas. O aluno A conhece o aluno B pela primeira vez. Depois, troquem os papéis.)

- A. Student A:** say your name, your city, and if you study or work. Ask at least two questions.
(Diga seu nome, sua cidade e se você estuda ou trabalha. Faça pelo menos duas perguntas.)
- B. Student B:** answer the questions, ask "What about you?", and use one repair phrase.
(Responda às perguntas, pergunte "What about you?" e use uma frase de reparo.)
- ✓ **Mission success:** both partners say their name and city, ask at least one question, and finish the conversation without reading every sentence from the page.

**Repair Challenge:**

Your partner must ask one question very fast. If you do not understand, say: *Sorry, can you repeat that?* or *Can you speak more slowly, please?*

**AI Mission — Meet Someone New:**

TEACHER EDITION

In ChatGPT Voice, say: “Act as my English teacher. I am a beginner English student from Brazil. Practice a first-meeting conversation with me. Ask me one question at a time about my name, my city, and my work or study. Speak slowly. Use easy English. If I make a mistake, correct me briefly in Portuguese and ask me to repeat.” Practice for 10 minutes.

Offline: record your own introduction (name, city, work/study) on your phone and listen to it, or practice the Final Task again with a family member.

Exit Check My Can-Do Checklist

- ☐ I can say my name, my age, and my city in English.
- ☐ I can say if I study or work.
- ☐ I can ask someone's name and where they are from.
- ☐ I can use classroom words like *notebook*, *desk*, and *board*.
- ☐ I can ask someone to repeat when I do not understand.

Performance Feedback:

Listen for message completion first: did the student say their name, city, and work/study? Then check the verb *to be* (am/is/are), question formation, and repair language. Do not interrupt every error — note one successful phrase and one next step for each student. Feedback can be given in Portuguese at this level.

Chapter 1 - Answer Key

Exercise 1: Complete with *am*, *is*, or *are*

1. am 2. is 3. are 4. are 5. is 6. are 7. isn't
8. Are 9. am not 10. Is

Exercise 2: Choose the Correct Option

1. b) is 2. c) are 3. a) Is 4. b) are 5. c) is

Exercise 3: Match the Word to the Picture Description

- 1-c (backpack) 2-f (fridge) 3-a (library) 4-b (bus stop)
5-d (whiteboard) 6-e (bedroom)

Exercise 4: Complete with the Correct Word

1. notebook 2. kitchen 3. park 4. desk 5. cafeteria
6. pharmacy 7. backpack 8. library

Exercise 5: Choose the Correct WH Word

1. Where 2. What 3. Who 4. How old 5. Why 6. When 7. How
8. How many

Exercise 6: Write the Question

1. What is your name? 2. Where is the park? 3. How old are you?
4. Who is she? / Who is your English teacher? 5. Why are you happy?

Exercise 7: Complete with the Correct Preposition

1. under 2. on 3. in 4. next to 5. behind 6. in front of
7. between 8. at 9. near 10. in

Exercise 8: Describe Your Classroom

TEACHER EDITION

Answers will vary. Check for correct use of prepositions of place and the verb to be. Each sentence should describe where something/someone is located.

Exercise 9: True or False

1. F (She is 14) 2. T 3. F (The library is next to the classroom)
 4. T 5. F (He is sick, not late) 6. T

Exercise 10: Answer the Questions

1. It is on Rua das Palmeiras in Belo Horizonte.
 2. The library is next to her classroom. 3. Rafael is behind Mariana.
 4. Because he is sick. / He is at home because he is sick.
 5. It is under the notebook.

Exercise 11: Write About Yourself

Answers will vary. Check for correct use of the verb to be (am/is/are), at least 3 prepositions of place, day-to-day vocabulary, and 6-8 complete sentences.

Exercise 12: Interview a Classmate

Answers will vary. Check that students answered in complete sentences using the verb to be correctly.

TEACHER EDITION

CHAPTER 2

TEACHER EDITION

Who Does What at Home: Chores, Pronouns, and Possessives

Use chore vocabulary, pronouns, and possessive adjectives to talk about family and home responsibilities: say what you do at home, explain who does the other chores, and ask about someone else's family.



Everyone helps at home!

**Today's Mission:**

TEACHER EDITION

Talk about responsibilities at home: say what chores you do, explain who does the other chores in your family, and ask about someone else's home.

Missão de hoje: falar sobre responsabilidades em casa — dizer quais tarefas você faz, explicar quem faz as outras tarefas na sua família e perguntar sobre a casa de outra pessoa.

**Survival Phrase Kit**

Purpose (Objetivo)	Useful language
Say what you do at home (dizer o que você faz em casa)	I wash the dishes. / I make my bed every day. (<i>Eu lavo a louça. / Eu arrumo minha cama todos os dias.</i>)
Say who does the other chores (dizer quem faz as outras tarefas)	My mother cooks dinner. She does the laundry. I help her. (<i>Minha mãe cozinha o jantar. Ela lava a roupa. Eu ajudo ela.</i>)
Ask about someone's home (perguntar sobre a casa de alguém)	Who cooks in your house? / Do you help at home? (<i>Quem cozinha na sua casa? / Você ajuda em casa?</i>)
Repair communication (consertar a comunicação)	Can you speak more slowly, please? / What does ____ mean? (<i>Pode falar mais devagar, por favor? / O que significa ____?</i>)

**Teacher Read-Aloud: Chores in Marcos's House**

Listen twice. First, identify the chores. Then listen for who does each one and the repair phrase. (*Ouça duas vezes. Primeiro, identifique as tarefas. Depois, ouça quem faz cada uma e a frase de reparo.*)

Mission Warm-up Who Does What in Marcos's House?

TEACHER EDITION

Listen without reading the script. Write short answers. (Ouça sem ler o texto. Escreva respostas curtas.)

1. Who cooks dinner in Marcos's house?

His mother cooks dinner.

2. What chores does Marcos do?

He washes the dishes and takes out the rubbish.

3. What repair phrase does Marcos use?

"Can you speak more slowly, please?"

Teacher Route — 120 minutes:

0–15: mission and listening warm-up. **15–35:** formula — chores vocabulary (Unit 2.1 table, oral pass), subject pronouns (Unit 2.2 table), and possessive adjectives (Unit 2.4 table). **35–80:** controlled practice — Exercise 1 (match the chores), Exercise 3 (subject pronouns), Exercise 6 (possessive adjectives); add Exercise 4 (object pronouns) if the group is fast. **80–115:** Mission Lab (Real Use unit). **115–120:** Exit Check and home mission. Unit 2.3 in depth, Unit 2.5 (reading), Unit 2.6 (writing) and Exercises 2, 5, 7, 8, 9, 10, 11, 12 are extension or homework.

Read twice: Teacher: "Marcos, do you help at home?" Marcos: "Yes, I do. I wash the dishes after dinner, and I take out the rubbish." Teacher: "Very good! And who cooks dinner in your house?" Marcos: "My mother cooks dinner. Her food is delicious. I always help her in the kitchen." Teacher: "Does your brother tidy up the bedroom you share?" Marcos: "Can you speak more slowly, please?" Teacher: "Does your brother tidy up your bedroom?" Marcos: "Yes, he makes his bed, and I make my bed."

UNIT 2.1

Household Chores

TEACHER EDITION

Chore	Português	Example Sentence
wash the dishes	<i>lavar a louça</i>	I wash the dishes after dinner.
sweep the floor	<i>varrer o chão</i>	She sweeps the floor every morning.
mop the floor	<i>passar pano no chão</i>	He mops the floor on Saturdays.
do the laundry	<i>lavar a roupa</i>	My mother does the laundry twice a week.
hang up the clothes	<i>estender a roupa</i>	We hang up the clothes outside.
iron the clothes	<i>passar a roupa</i>	My father irons his shirts on Sundays.
make the bed	<i>arrumar a cama</i>	I make my bed every morning.
tidy up the room	<i>arrumar o quarto</i>	Please tidy up your room before dinner.
take out the rubbish	<i>levar o lixo para fora</i>	He takes out the rubbish every night.
cook dinner	<i>cozinhar o jantar</i>	My grandmother cooks dinner for us.
set the table	<i>pôr a mesa</i>	Can you set the table, please?
clear the table	<i>tirar a mesa</i>	We clear the table after every meal.
vacuum the carpet	<i>aspirar o tapete</i>	She vacuums the carpet once a week.
water the plants	<i>regar as plantas</i>	I water the plants every two days.
feed the pet	<i>dar comida ao animal de estimação</i>	My brother feeds the dog in the morning.
do the shopping	<i>fazer as compras</i>	My parents do the shopping on Saturdays.



Which of these chores do you do?



Remember:

Many chores use **do** or **make**:

- **do** the dishes, **do** the laundry, **do** the shopping, **do** the ironing
- **make** the bed, **make** dinner, **make** breakfast

In Portuguese both are "fazer", but in English they are different!

Teacher Note:

Suggested time: 20 minutes

Warm-up: Ask students: "Do you help at home? What chores do you do?" Collect answers on the board in English.

Pronunciation focus: Practise the /ʃ/ sound in "wash", "dishes", "shopping" and the /θ/ in "the" (which many Portuguese speakers pronounce as /d/).

TEACHER EDITION

Exercise 1 Match the Chore to the Description

Match each chore (left) with its description (right). Write the letter in the box.

1. do the laundry

2. sweep the floor

3. set the table

4. take out the rubbish

5. water the plants

6. iron the clothes

7. feed the pet

8. make the bed

a) Use a broom to clean the floor.

b) Put plates, glasses, and cutlery on the table before a meal.

c) Wash and dry your dirty clothes.

d) Arrange the sheets and pillows neatly after you wake up.

e) Use a hot iron to remove wrinkles from clothes.

f) Give food to your dog or cat.

g) Carry the rubbish bag outside to the bin.

h) Give water to the flowers and plants.

1. **c** _____

2. **a** _____

3. **b** _____

4. **g** _____

5. **h** _____

6. **e** _____

7. **f** _____

8. **d** _____

1-c, 2-a, 3-b, 4-g, 5-h, 6-e, 7-f, 8-d

Exercise 2 Complete with the Correct Chore

TEACHER EDITION

Choose a chore from the box to complete each sentence.



Word Box: wash the dishes • make the bed • cook dinner • sweep the floor • do the laundry • take out the rubbish • set the table • feed the pet

1. The kitchen floor is dirty. I need to sweep the floor . sweep the floor
2. It is 7 p.m. and we are hungry. My dad is going to cook dinner . cook dinner
3. The dog is hungry. Can you feed the pet ? feed the pet
4. After I wake up, I always make the bed . make the bed
5. There are many dirty plates in the sink. I need to wash the dishes . wash the dishes
6. The rubbish bag is full. Please take out the rubbish . take out the rubbish
7. Dinner is almost ready. Can you set the table ? set the table
8. My clothes are all dirty. I need to do the laundry . do the laundry

UNIT 2.2

Subject Pronouns — Review

 Subject Pronouns

Subject pronouns replace the **subject** of a sentence — the person or thing that does the action.

Subject Pronoun	Português	Example
I	eu	I wash the dishes.
you	você / vocês	You sweep the floor.
he	ele	He cooks dinner.
she	ela	She makes the bed.
it	ele / ela (coisas/animais)	It is on the table.
we	nós	We do the laundry together.
they	eles / elas	They take out the rubbish.

Key point: The subject pronoun always comes **before** the verb.

Examples in Context

I

I tidy up my room on Saturdays.

Eu arrumo meu quarto aos sábados.

HE / SHE

My brother never helps at home. He is very lazy!

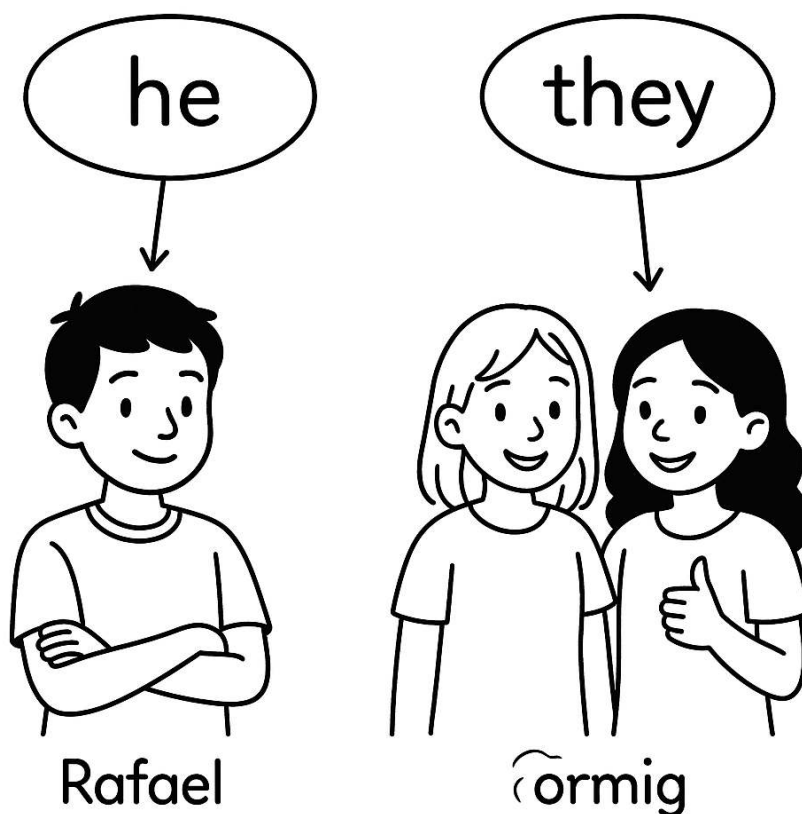
Meu irmão nunca ajuda em casa. Ele é muito preguiçoso!

IT

The broom is in the kitchen. It is behind the door.*A vassoura está na cozinha. Ela está atrás da porta.*

TEACHER EDITION

WE / THEY

We help our parents every day. They work very hard.*Nós ajudamos nossos pais todos os dias. Eles trabalham muito.***Tip:**

In Portuguese, you can often drop the pronoun ("Lavo a louça" = I wash the dishes). In English, **you must always include the subject pronoun:**

- "Wash the dishes every day." → **I** wash the dishes every day."
- "Cooks very well." → **She** cooks very well."

Exercise 3 Replace with a Subject Pronoun

TEACHER EDITION

Replace the underlined words with the correct subject pronoun: *I, you, he, she, it, we, or they*.

1. Maria washes the dishes after lunch. → She washes the dishes after lunch. **She**
2. Pedro and Lucas take out the rubbish. → They take out the rubbish. **They**
3. My father cooks dinner on Fridays. → He cooks dinner on Fridays. **He**
4. The vacuum cleaner is in the closet. → It is in the closet. **It**
5. Carolina and I do the laundry on weekends. → We do the laundry on weekends. **We**
6. My grandmother irons the clothes beautifully. → She irons the clothes beautifully. **She**

UNIT 2.3

Object Pronouns



Object Pronouns

Object pronouns replace the **object** of a sentence — the person or thing that receives the action. They come **after** the verb.

Subject	Object	Português	Example
I	me	me / mim	Can you help me ?
you	you	você(s) / te	I can see you .
he	him	ele / o	Tell him to sweep the floor.
she	her	ela / a	Ask her to set the table.
it	it	ele / ela (coisa)	Wash it now, please.
we	us	nós / nos	Mom asked us to help.
they	them	eles / elas / os / as	Give them the broom.

Examples in Context

ME

My mother always asks me to wash the dishes.

Minha mãe sempre me pede para lavar a louça.

HIM

Pedro doesn't like sweeping. Don't ask him to do it.

Pedro não gosta de varrer. Não peça a ele para fazer isso.

HER

Ana is busy. Can you help her with the laundry?*Ana está ocupada. Você pode ajudá-la com a roupa?*

TEACHER EDITION

IT

The floor is dirty. Please mop it.*O chão está sujo. Por favor, passe pano nele.*

US

Dad made dinner for us.*Papai fez o jantar para nós.*

THEM

The dishes are clean. Put them in the cupboard.*Os pratos estão limpos. Coloque-os no armário.***Teacher Note:****Suggested time:** 20 minutes**Activity:** Write short sentences on the board with full nouns (e.g., "I help Maria"). Have students come up and replace the noun with the correct object pronoun ("I help her").**Common error:** Students often use subject pronouns in object position ("I help she" instead of "I help her"). Reinforce the subject vs. object distinction with position in the sentence.

Exercise 4 Complete with the Correct Object Pronoun

TEACHER EDITION

Fill in the blanks with the correct object pronoun: **me, you, him, her, it, us, or them.**

1. I can't find my pen. Can you help **me** _____ ? **me**
2. The plates are dirty. Please wash **them** _____. **them**
3. Maria needs the broom. Give **her** _____ the broom, please. **her**
4. The dog is hungry. Please feed **it** _____. **it**
5. Rafael forgot his lunch. I will call **him** _____. **him**
6. We are tired. Can you cook dinner for **us** _____ ? **us**
7. The floor is wet. Don't walk on **it** _____. **it**
8. My parents work a lot. I always help **them** _____ at home. **them**
9. I made a cake for my sister. She loved **it** _____. **it**
10. You look tired. Let me help **you** _____. **you**

Exercise 5 Choose the Correct Pronoun

TEACHER EDITION

Select the correct pronoun to complete each sentence.

1. _____ always makes the bed in the morning.

- ☐ a) Her
☐ b) She
☐ c) Him

b) She

2. Can you tell _____ to sweep the floor?

- ☐ a) he
☐ b) his
☐ c) him

c) him

3. _____ do the shopping every Saturday.

- ☐ a) Us
☐ b) We
☐ c) Them

b) We

4. The clothes are clean. Please give _____ to me.

- ☐ a) they
☐ b) it
☐ c) them

c) them

5. I don't like mopping. Please don't ask _____ to mop.

- ☐ a) I
☐ b) me
☐ c) my

b) me

UNIT 2.4

Possessive Adjectives

Possessive Adjectives

Possessive adjectives show **who something belongs to**. They always come **before a noun**.

Subject	Possessive Adjective	Português	Example
I	my	meu(s) / minha(s)	I make my bed every morning.
you	your	seu(s) / sua(s)	Tidy up your room!
he	his	dele	He washes his clothes.
she	her	dela	She tidies up her room.
it	its	dele / dela (coisa)	The cat eats its food.
we	our	nosso(s) / nossa(s)	We clean our house on Saturdays.
they	their	deles / delas	They do their chores after school.



Tip: **her** — two meanings!

The word **her** can be an object pronoun *or* a possessive adjective:

- **Object pronoun:** I help **her**. (ajudo ela)
- **Possessive adjective:** This is **her** broom. (a vassoura dela)

How to tell the difference? If **her** comes before a **noun**, it is possessive. If it comes after a **verb**, it is an object pronoun.

**Remember:**

TEACHER EDITION

In Portuguese, "seu/sua" can mean "his", "her", or "your". In English they are different:

- Pedro lava **sua** roupa → Pedro washes **his** clothes.
- Ana lava **sua** roupa → Ana washes **her** clothes.

The possessive adjective matches the **owner**, not the thing owned.

Teacher Note:

Suggested time: 20 minutes

L1 interference: Portuguese "seu/sua" is ambiguous (his/her/your). In English, possessives always match the owner's gender. Practise with many examples: "João → his, Maria → her".

Activity: Point to students' belongings and ask: "Whose notebook is this?" Elicit "It is his/her/my notebook."

Exercise 6 Complete with the Correct Possessive Adjective

Fill in the blanks with the correct possessive adjective: **my, your, his, her, its, our, or their**.

- | | |
|---|--------------|
| 1. I always tidy up <u>my</u> room before school. | my |
| 2. Lucas washes <u>his</u> dishes after every meal. | his |
| 3. Ana makes <u>her</u> bed every morning. | her |
| 4. We clean <u>our</u> house on Saturdays. | our |
| 5. The children do <u>their</u> homework before doing chores. | their |
| 6. Please tidy up <u>your</u> desk. It is very messy! | your |
| 7. The cat is sleeping in <u>its</u> bed. | its |
| 8. My brother never cleans <u>his</u> room. It is always messy! | his |

Exercise 7 Complete the Pronoun Table

TEACHER EDITION

Fill in the missing pronouns in the table.

Subject Pronoun	Object Pronoun	Possessive Adjective
I	<u>me</u>	my
you	you	<u>your</u>
<u>he</u>	him	his
she	<u>her</u>	her
it	it	<u>its</u>
we	<u>us</u>	our
<u>they</u>	them	<u>their</u>

me, your, he, her, its, us, they, their

UNIT 2.5

Reading: Chores at Home**Dialogue: Who Does What?**

Saturday Morning — At Home

TEACHER EDITION

- Mom:** OK everyone, it's Saturday. You know what that means — cleaning day! Let me give you your chores.
- Rafael:** Oh no... Can I just play video games?
- Mom:** Nice try. Rafael, please sweep the kitchen floor and take out the rubbish. Can you do that for me?
- Rafael:** OK, Mom. I'll do it. Where is the broom?
- Mom:** It's behind the door in the kitchen. Bia, I need you to do the laundry. Put your dirty clothes and your brother's clothes in the washing machine.
- Bia:** His clothes are so dirty! Why can't he wash them himself?
- Mom:** Because he is sweeping and taking out the rubbish. Help him and he will help you. After the laundry, please hang up the clothes outside.
- Bia:** OK. And what about Dad? What are his chores?
- Mom:** Your father is cooking lunch for us today. He is making his famous lasagna!
- Rafael:** Nice! I love his lasagna! And what about you, Mom?
- Mom:** I'm going to vacuum the living room and mop the bathroom floor. We all help, and then our house is clean and beautiful. Deal?
- Bia & Rafael:** Deal!

Teacher Note:

Pre-reading activity: Ask students: "Who does the chores in your house? Is it fair?"

Reading strategy: Have students underline all **object pronouns** and circle all **possessive adjectives** in the dialogue.

Activity: Students read the dialogue in groups of 3 (Mom, Rafael, Bia). Then swap roles.

Exercise 8 True or False

TEACHER EDITION

Read each sentence. Write *T* (True) or *F* (False) based on the dialogue.

1. Rafael wants to do the chores. **F** **F (He wants to play video games)**
2. Rafael has to sweep the floor and take out the rubbish. **T** **T**
3. Bia does the laundry only with her own clothes. **F** **F (She washes her clothes and her brother's clothes)**
4. Dad is cooking lunch for the family. **T** **T**
5. Mom is not doing any chores. **F** **F (She vacuums the living room and mops the bathroom floor)**

Exercise 9 Answer the Questions

TEACHER EDITION

*Answer the questions in complete sentences based on the dialogue. Use **pronouns** where possible.*

1. Where is the broom?

It is behind the door in the kitchen.

2. What does Bia have to do after the laundry?

She has to hang up the clothes outside.

3. What is Dad cooking?

He is making his famous lasagna.

4. What are Mom's chores?

She is going to vacuum the living room and mop the bathroom floor.

5. Why does Bia have to wash Rafael's clothes too?

Because he is sweeping and taking out the rubbish. They help each other.

Exercise 10 Identify the Pronoun Type

TEACHER EDITION

Look at the bold word in each sentence from the dialogue. Write **S** (subject pronoun), **O** (object pronoun), or **P** (possessive adjective).

- | | | |
|--|----------------|---------------------------------|
| 1. "Can you do that for me ?" | O _____ | O (object pronoun) |
| 2. " He is making his famous lasagna!" | S _____ | S (subject pronoun) |
| 3. "Why can't he wash them himself?" | O _____ | O (object pronoun) |
| 4. "What are his chores?" | P _____ | P (possessive adjective) |
| 5. "Help him and he will help you." | O _____ | O (object pronoun) |
| 6. "Then our house is clean and beautiful." | P _____ | P (possessive adjective) |

TEACHER EDITION

UNIT 2.6

Writing: Chores in My Family

TEACHER EDITION

Exercise 11 Write About Your Family's Chores

Write a short paragraph (6-8 sentences) about the chores in your family. Who does what? Use:

- Household chores vocabulary from Unit 2.1
- Subject pronouns, object pronouns, and possessive adjectives

Follow this model:

In my family, everyone helps with the chores. My mother cooks dinner every day. I help her on weekends. My father washes his clothes and irons them. My brother takes out the rubbish, but I always have to ask him to do it...

**Tip:**

Use pronouns to avoid repeating names. Instead of "Maria cooks. Maria washes the dishes," write "Maria cooks. **She** washes the dishes."

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Exercise 12 Create a Chore Schedule

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Imagine you live with two friends. Create a weekly chore schedule for your house. Write who does each chore. Use pronouns and possessive adjectives.

Chore	Monday	Wednesday	Saturday
Cook dinner			
Wash the dishes			
Sweep the floor			
Take out the rubbish			

Now write 3 sentences about your schedule using pronouns:

Example: On Monday, I cook dinner. My friend João washes the dishes. I always help him.

Teacher Note:

Suggested time: 25 minutes (15 for writing, 10 for schedule + sharing)

Assessment criteria for Exercise 11:

- At least 4 different household chores mentioned
- Correct use of subject pronouns, object pronouns, and possessive adjectives
- Clear paragraph structure (6-8 sentences)
- Pronouns used to avoid repetition

TEACHER EDITION

Exercise 12: After completing the schedule, have students present it to the class: "In our house, I cook on Mondays. João helps me with the dishes..."

TEACHER EDITION

REAL USE

Mission Lab: Who Does What at Home



Interview your partner about chores at home

Model Exchange

TEACHER EDITION

Student A: Do you help at home?

Student B: Yes, I do. I make my bed and I wash the dishes.

Student A: And who cooks dinner in your house?

Student B: My father cooks. His food is very good. I always help him.

Student A: Who does the laundry?

Student B: Can you speak more slowly, please?

Student A: Who... does... the laundry?

Student B: Ah! My sister does the laundry. We help her on Saturdays.

Final Task Chore Interview

*Work in pairs. Student A interviews Student B about chores at home. Then switch roles.
(Trabalhem em duplas. O aluno A entrevista o aluno B sobre as tarefas de casa. Depois, troquem os papéis.)*

- A. Interviewer:** ask at least three questions with "Who...?" or "Do you...?" about chores. React to the answers. *(Faça pelo menos três perguntas com "Who...?" ou "Do you...?" sobre as tarefas. Reaja às respostas.)*
- B. Partner:** say two chores you do, say who does two other chores in your family — use *he/she*, *him/her*, and *my/his/her* — and use one repair phrase. *(Diga duas tarefas que você faz, diga quem faz duas outras tarefas na sua família — use os pronomes — e use uma frase de reparo.)*
- ✓ **Mission success:** both partners name their own chores and at least two family members' chores using pronouns instead of repeating names, without reading every sentence from the page.

**Repair Challenge:**

TEACHER EDITION

Your partner must ask one question with a chore you don't know in English. Say: *What does ____ mean?* or *Can you repeat that, please?*

**AI Mission — Chores at Home:**

In ChatGPT Voice, say: “Act as my English teacher. I am a beginner English student from Brazil. Ask me one question at a time about chores in my house and who does them. Speak slowly. Use easy English. If I make a mistake with pronouns like he, she, him, her, his, correct me briefly in Portuguese and ask me to repeat.” Practice for 10 minutes. **Offline:** record yourself describing three chores in your house and who does them, then listen and check your pronouns.

Exit Check My Can-Do Checklist

- ☐ I can name at least five household chores in English.
- ☐ I can say which chores I do at home.
- ☐ I can say who does the other chores using *he*, *she*, and *they*.
- ☐ I can use *my*, *his*, and *her* to talk about my family.
- ☐ I can ask "Who cooks in your house?" and understand the answer.
- ☐ I can ask someone to speak more slowly.

Performance Feedback:

Listen for message completion first: did the student say their chores and their family's chores? Then check pronoun accuracy (he/she vs him/her, possessives), the "always include the subject" rule, and repair language. Do not interrupt every error — note one successful phrase and one next step for each student. Feedback can be given in Portuguese at this level.

Chapter 2 - Answer Key

Exercise 1: Match the Chore to the Description

1-c (do the laundry) 2-a (sweep the floor) 3-b (set the table)
 4-g (take out the rubbish) 5-h (water the plants)
 6-e (iron the clothes) 7-f (feed the pet) 8-d (make the bed)

Exercise 2: Complete with the Correct Chore

1. sweep the floor 2. cook dinner 3. feed the pet
 4. make the bed 5. wash the dishes 6. take out the rubbish
 7. set the table 8. do the laundry

Exercise 3: Replace with a Subject Pronoun

1. She 2. They 3. He 4. It 5. We 6. She

Exercise 4: Complete with the Correct Object Pronoun

1. me 2. them 3. her 4. it 5. him 6. us 7. it 8. them
 9. it 10. you

Exercise 5: Choose the Correct Pronoun

1. b) She 2. c) him 3. b) We 4. c) them 5. b) me

Exercise 6: Complete with the Correct Possessive Adjective

1. my 2. his 3. her 4. our 5. their 6. your 7. its
 8. his

Exercise 7: Complete the Pronoun Table

me, your, he, her, its, us, they, their

Exercise 8: True or False

TEACHER EDITION

1. F (He wants to play video games) 2. T
3. F (She washes her and her brother's clothes) 4. T
5. F (She vacuums and mops)

Exercise 9: Answer the Questions

1. It is behind the door in the kitchen.
2. She has to hang up the clothes outside.
3. He is making his famous lasagna.
4. She is going to vacuum the living room and mop the bathroom floor.
5. Because he is sweeping and taking out the rubbish. They help each other.

Exercise 10: Identify the Pronoun Type

1. O (object pronoun – me) 2. S (subject pronoun – He)
3. O (object pronoun – them) 4. P (possessive adjective – his)
5. O (object pronoun – him) 6. P (possessive adjective – our)

Exercise 11: Write About Your Family's Chores

Answers will vary. Check for at least 4 different chores, correct use of all three pronoun types (subject, object, possessive adjective), and coherent paragraph structure (6-8 sentences).

Exercise 12: Create a Chore Schedule

Answers will vary. Check that the schedule is complete and the 3 sentences use pronouns correctly to describe the schedule.

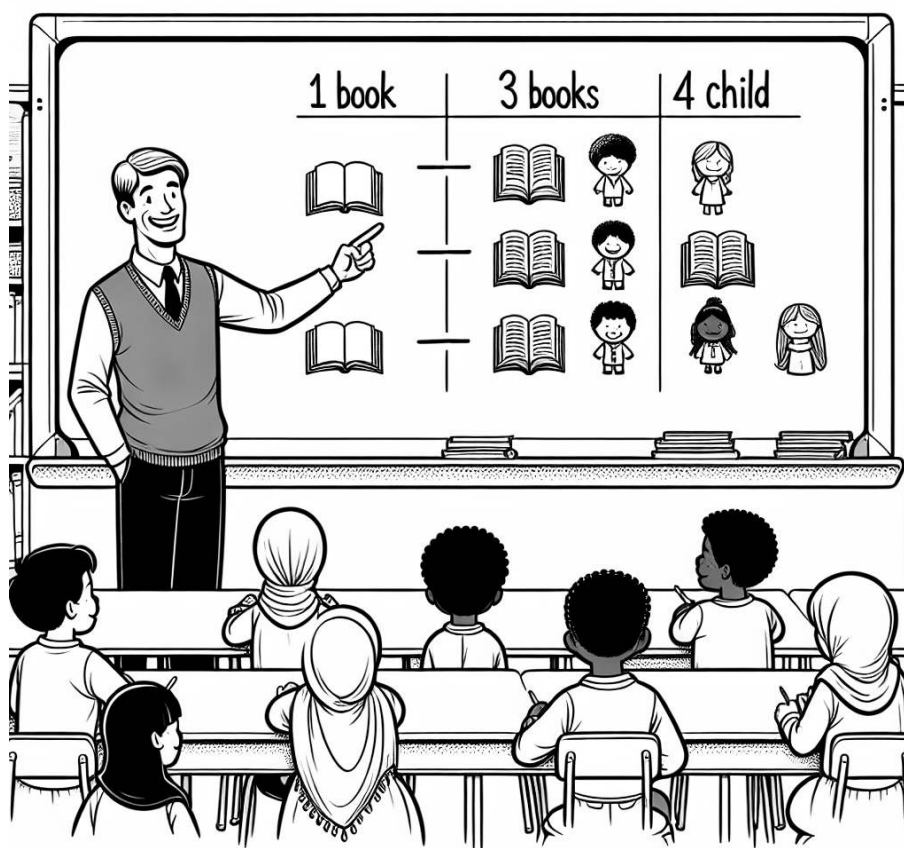
TEACHER EDITION

CHAPTER 3

TEACHER EDITION

A Day in My Life: Daily Routines and Everyday Things

Use the Simple Present and plural nouns to talk about your daily life: describe your routine from morning to night, name the everyday objects you use, and ask someone about their day.



Singular and plural — how nouns change when there is more than one

**Today's Mission:**

TEACHER EDITION

Talk about your daily routine: say what you do in the morning, afternoon, and evening, name the everyday objects you use, and ask someone about their day.

Missão de hoje: falar sobre sua rotina diária — dizer o que você faz de manhã, à tarde e à noite, nomear os objetos do dia a dia que você usa e perguntar sobre o dia de outra pessoa.

**Survival Phrase Kit**

Purpose (Objetivo)	Useful language
Describe your routine (descrever sua rotina)	I wake up at 6 o'clock. / I work in the morning and study at night. (Eu acordo às 6 horas. / Eu trabalho de manhã e estudo à noite.)
Talk about everyday things (falar sobre coisas do dia a dia)	I take my books and my keys. / We wash the dishes after lunch. (Eu pego meus livros e minhas chaves. / Nós lavamos a louça depois do almoço.)
Ask about someone's day (perguntar sobre o dia de alguém)	What time do you wake up? / Do you work or study? (Que horas você acorda? / Você trabalha ou estuda?)
Repair communication (consertar a comunicação)	Sorry, can you repeat that? / Can you speak more slowly, please? (Desculpe, pode repetir? / Pode falar mais devagar, por favor?)

**Teacher Read-Aloud: Ana's Busy Day**

Listen twice. First, identify the parts of Ana's day. Then listen for the times and the repair phrase. (Ouça duas vezes. Primeiro, identifique as partes do dia da Ana. Depois, ouça os horários e a frase de reparo.)

Mission Warm-up What Does Ana Do Every Day?

TEACHER EDITION

Listen without reading the script. Write short answers. (Ouça sem ler o texto. Escreva respostas curtas.)

1. What time does Ana wake up?

She wakes up at six o'clock.

2. How does she go to work?

She takes the bus.

3. What repair phrase does Ana use?

"Sorry, can you repeat that?"

Teacher Route — 120 minutes:

0–15: mission and listening warm-up. **15–35:** formula — Simple Present affirmative with the -s rule (Unit 3.2) and negative/questions with do/does (Unit 3.3 tables); quick oral pass through the plural rules table (Unit 3.1). **35–80:** controlled practice — Exercise 3 (verb forms), Exercise 4 or 5 (negatives/questions), and Exercise 1 items 1–5 (plurals). **80–115:** Mission Lab (Real Use unit). **115–120:** Exit Check and home mission. Unit 3.4 (dialogue and reading), Unit 3.5 (writing and speaking) and Exercises 2, 6, 7, 8, 9, 10, 11, 12 are extension or homework.

Read twice: Teacher: “Ana, tell us about your day.” Ana: “I wake up at six o'clock. I make my bed and I drink coffee. Then I take the bus to work.” Teacher: “Do you study too?” Ana: “Yes, I study English at night, here at the school.” Teacher: “What things do you carry in your bag every day?” Ana: “Sorry, can you repeat that?” Teacher: “What things are in your bag?” Ana: “Ah! My books, my keys, and my phone.”

Plural Nouns

TEACHER EDITION

Forming Plurals in English

In English, we add an ending to a noun to make it plural (more than one). The most common ending is **-s**, but there are some special rules.

Rule	Singular	Plural
Most nouns: add -s	book, desk, pen	books, desks, pens
Nouns ending in -s, -sh, -ch, -x, -z : add -es	bus, dish, watch, box	buses, dishes, watches, boxes
Consonant + y : change y to i and add -es	city, family, story	cities, families, stories
Vowel + y : just add -s	day, boy, key	days, boys, keys
Nouns ending in -f / -fe : change to -ves	knife, leaf, life	knives, leaves, lives

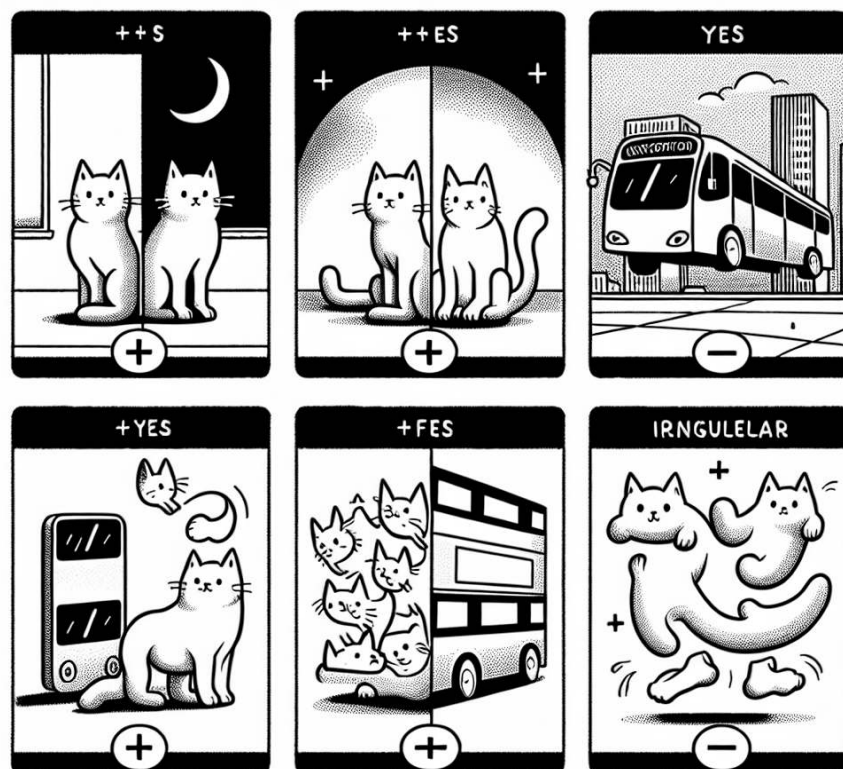
Irregular Plurals

TEACHER EDITION

Some nouns do not follow the regular rules. You need to memorise these.

Singular	Plural	Português
man	men	homem / homens
woman	women	mulher / mulheres
child	children	criança / crianças
person	people	pessoa / pessoas
tooth	teeth	dente / dentes
foot	feet	pé / pés
mouse	mice	rato / ratos
fish	fish	peixe / peixes

TEACHER EDITION



The five main ways to form plurals in English

Examples in Context

REGULAR -S

There are 30 students in my class.

Há 30 alunos na minha turma.

-ES ENDING

We take two buses to get to school.

Nós pegamos dois ônibus para chegar à escola.

-IES ENDING

There are many families in our neighbourhood.

Há muitas famílias no nosso bairro.

-VES ENDING

TEACHER EDITION

The leaves fall from the trees in autumn.*As folhas caem das árvores no outono.***IRREGULAR****The children play in the park after school.***As crianças brincam no parque depois da escola.***Tip:**

Common mistakes with plurals:

- **Wrong irregular:** "childs" → "**children**"
- **Forgetting -es:** "boxs" → "**boxes**"
- **Wrong y rule:** "citys" → "**cities**" (but "days" is correct — vowel + y)

Teacher Note:**Suggested time:** 25 minutes

Warm-up: Point to objects in the classroom and ask students to give you the plural: "one pen, two...?" This gets them thinking about the rules before reading them.

L1 interference: In Portuguese, plurals are mostly formed by adding -s, so students may try to apply only that rule. Pay special attention to the -es, -ies, and irregular forms.

Exercise 1 Write the Plural

TEACHER EDITION

*Write the plural form of each noun.***1.** book → **books****books****2.** watch → **watches****watches****3.** baby → **babies****babies****4.** child → **children****children****5.** bus → **buses****buses****6.** knife → **knives****knives****7.** man → **men****men****8.** country → **countries****countries****9.** tooth → **teeth****teeth****10.** key → **keys****keys**

Exercise 2 Choose the Correct Plural

TEACHER EDITION

Select the correct plural form.

1. The plural of *dish* is:

- ☐ a) dishs
- ☐ b) dishes
- ☐ c) dishies

b) dishes

2. The plural of *story* is:

- ☐ a) storys
- ☐ b) storyes
- ☐ c) stories

c) stories

3. The plural of *woman* is:

- ☐ a) womans
- ☐ b) womens
- ☐ c) women

c) women

4. The plural of *life* is:

- ☐ a) lifes
- ☐ b) lives
- ☐ c) lifs

b) lives

5. The plural of *person* is:

- ☐ a) persons
- ☐ b) peoples
- ☐ c) people

c) people

UNIT 3.2

Simple Present — Affirmative

 Simple Present: Affirmative Form

We use the **Simple Present** to talk about **habits, routines, facts**, and things that are **always true**.

Subject	Verb	Example
I / you / we / they	base form	I wake up at 6 a.m.
he / she / it	base form + -s	She wakes up at 7 a.m.

Spelling rules for he / she / it:

- Most verbs: add **-s** → plays, reads, eats
- Verbs ending in **-s, -sh, -ch, -x, -z, -o**: add **-es** → goes, washes, watches
- Verbs ending in consonant + **y**: change **y** to **i** and add **-es** → study → studies
- Special: **have** → **has**

Daily Routine Verbs

English	Português	He / She Form
wake up	<i>acordar</i>	wakes up
get up	<i>levantar</i>	gets up
take a shower	<i>tomar banho</i>	takes a shower
brush (teeth)	<i>escovar (dentes)</i>	brushes
have breakfast	<i>tomar café da manhã</i>	has breakfast

English	Português	He / She / It TEACHER EDITION
go to school	<i>ir para a escola</i>	goes to school
study	<i>estudar</i>	studies
have lunch	<i>almoçar</i>	has lunch
do homework	<i>fazer lição de casa</i>	does homework
watch TV	<i>assistir TV</i>	watches TV
play (sports/games)	<i>jogar / brincar</i>	plays
go to bed	<i>ir dormir</i>	goes to bed



A typical daily routine — we use the Simple Present to describe these habits

Examples in Context

TEACHER EDITION

I / WE / THEY

I wake up at six o'clock every day.*Eu acordo às seis horas todos os dias.*

I / WE / THEY

We have lunch at the school cafeteria.*Nós almoçamos na cantina da escola.*

HE / SHE / IT

She studies English every afternoon.*Ela estuda inglês toda tarde.*

HE / SHE / IT

He goes to school by bus.*Ele vai para a escola de ônibus.*

FACT

Water boils at 100 degrees Celsius.*A água ferve a 100 graus Celsius.***Tip:**

Common mistakes with the Simple Present:

- **Forgetting the -s:** "She study English" → "She **studies** English"
- **Adding -s with I/you/we/they:** "I plays football" → "I **play** football"
- **Wrong have/has:** "He have a dog" → "He **has** a dog"

Teacher Note:**Suggested time:** 25 minutes

Activity: Ask students to describe their morning routine in pairs. One student says a sentence ("I wake up at 7"), and the partner reports it ("He/She wakes up at 7"). This practises person -s naturally.

TEACHER EDITION

L1 interference: Portuguese does not add -s for third person, so students often forget this rule. Reinforce with repetition.

Exercise 3 Complete with the Correct Verb Form

Write the correct form of the verb in brackets.

- | | |
|--|----------|
| 1. She <u>wakes up</u> at 6:30 every morning. (wake up) | wakes up |
| 2. They <u>play</u> football after school. (play) | play |
| 3. My brother <u>watches</u> TV every night. (watch) | watches |
| 4. I <u>brush</u> my teeth twice a day. (brush) | brush |
| 5. Ana <u>studies</u> English on Mondays. (study) | studies |
| 6. We <u>go</u> to school by bus. (go) | go |
| 7. My mother <u>has</u> breakfast at 7 a.m. (have) | has |
| 8. The teacher <u>teaches</u> us grammar every week. (teach) | teaches |
| 9. You <u>read</u> books before bed. (read) | read |
| 10. He <u>does</u> his homework after dinner. (do) | does |

UNIT 3.3

Simple Present — Negative & Questions

Simple Present: Negative Form

To make a negative sentence in the Simple Present, use **do not (don't)** or **does not (doesn't)** + the **base form** of the verb.

Subject	Negative	Example
I / you / we / they	do not (don't) + base verb	I don't like coffee.
he / she / it	does not (doesn't) + base verb	She doesn't like coffee.

Important: After *doesn't*, the verb returns to the **base form** (no -s).

- "She doesn't **go**" (NOT "She doesn't goes")
- "He doesn't **have**" (NOT "He doesn't has")

Simple Present: Questions

TEACHER EDITION

To make a question, put **Do** or **Does** at the beginning of the sentence. The verb stays in the **base** form.

Question	Short Answer (Yes)	Short Answer (No)
Do you like football?	Yes, I do .	No, I don't .
Does she play tennis?	Yes, she does .	No, she doesn't .

WH questions:

- **What** do you study? — I study English.
- **Where** does he live? — He lives in Belo Horizonte.
- **When** do they have lunch? — They have lunch at noon.
- **What time** does she wake up? — She wakes up at 7.



Frequency Adverbs

TEACHER EDITION

We often use **frequency adverbs** with the Simple Present to say how often something happens. They go **before the main verb** (but **after** the verb *to be*).

Adverb	Frequency	Português
always	100%	sempre
usually	~80%	geralmente
often	~60%	frequentemente
sometimes	~40%	às vezes
rarely	~10%	raramente
never	0%	nunca

POSITION

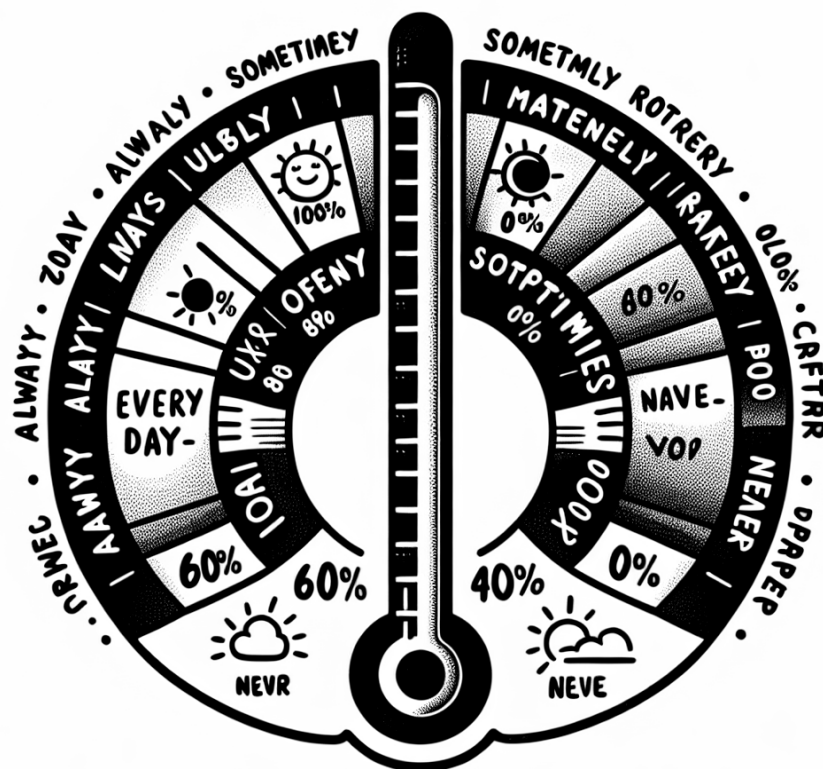
I always brush my teeth before bed.

The adverb goes BEFORE the verb.

WITH "BE"

She is always late for class.

With "be", the adverb goes AFTER the verb.



How often? Frequency adverbs from always to never

Examples: Negative & Questions

NEGATIVE

I don't eat meat. I am vegetarian.

Eu não como carne. Eu sou vegetariano(a).

NEGATIVE

He doesn't live near the school.

Ele não mora perto da escola.

YES/NO QUESTION

Do you like pizza? — Yes, I do.

Você gosta de pizza? — Sim.

WH QUESTION

Where does your father work?*Onde o seu pai trabalha?*

TEACHER EDITION

FREQUENCY ADVERB

We sometimes play volleyball after class.*Nós às vezes jogamos vôlei depois da aula.***Remember:**

After **doesn't** and **Does**, the verb always goes back to the **base form** — no -s, no -es, no -ies!

Teacher Note:**Suggested time:** 30 minutes

Activity: Write 5 sentences on the board without frequency adverbs. Students must add an adverb that is true for them, then compare answers with a partner. This personalises the grammar and generates natural conversation.

Common error: Students often keep the -s after "doesn't" ("She doesn't goes"). Drill this correction repeatedly.

Exercise 4 Make the Sentence Negative

TEACHER EDITION

Rewrite each sentence in the negative form using don't or doesn't.

1. She likes coffee.

She doesn't like coffee.

2. They play basketball on Saturdays.

They don't play basketball on Saturdays.

3. I watch TV at night.

I don't watch TV at night.

4. He goes to school by bus.

He doesn't go to school by bus.

5. We have English class on Fridays.

We don't have English class on Fridays.

Exercise 5 Write Questions

TEACHER EDITION

Write a question for each answer using Do or Does.

1.

Yes, I like chocolate.

Do you like chocolate?

2.

No, she doesn't study on Sundays.

Does she study on Sundays?

3.

Yes, they play football after school.

Do they play football after school?

4.

No, he doesn't live near the school.

Does he live near the school?

5.

Yes, we have homework every day.

Do you have homework every day?

Exercise 6 Add the Frequency Adverb

TEACHER EDITION

Rewrite each sentence with the frequency adverb in the correct position.

1. I eat breakfast before school. (always)

I always eat breakfast before school.

2. She is late for class. (never)

She is never late for class.

3. They play video games after dinner. (sometimes)

They sometimes play video games after dinner.

4. He walks to school. (usually)

He usually walks to school.

5. We are tired on Mondays. (often)

We are often tired on Mondays.

UNIT 3.4

Dialogue & Reading

Lucas and Beatriz talk about their daily routines

Dialogue: Talking About Routines

TEACHER EDITION

Lucas and Beatriz talk about their daily routines at school.

- Lucas:** What time do you wake up, Bia?
- Beatriz:** I usually wake up at six thirty. And you?
- Lucas:** I wake up at seven. I always take a quick shower and have breakfast.
- Beatriz:** Do you walk to school?
- Lucas:** No, I don't. My father drives me. What about you?
- Beatriz:** I take the bus. It takes about 20 minutes.
- Lucas:** Do you do your homework after school?
- Beatriz:** Sometimes. I usually do it after dinner. I sometimes play volleyball in the afternoon.
- Lucas:** Nice! I never play sports. I prefer reading books or playing video games.
- Beatriz:** What time do you go to bed?
- Lucas:** I usually go to bed at ten. I'm always tired!

Teacher Note:

Suggested time: 10 minutes

Activity: Have students read the dialogue in pairs. Then ask them to find all the frequency adverbs and underline them. Discuss the position of each adverb in the sentence.

Exercise 7 True or False

TEACHER EDITION

Read the dialogue above and write **T** (True) or **F** (False).

1. Beatriz wakes up at seven o'clock. **F** _____ **F (She wakes up at six thirty.)**
2. Lucas always takes a shower in the morning. **T** _____ **T**
3. Lucas walks to school. **F** _____ **F (His father drives him.)**
4. Beatriz usually does her homework after dinner. **T** _____ **T**
5. Lucas often plays sports after school. **F** _____ **F (He never plays sports.)**
6. Lucas goes to bed at ten o'clock. **T** _____ **T**

Reading: My Daily Routine

TEACHER EDITION

Read the text about Rafael's day.

My name is Rafael and I am 14 years old. I live in Belo Horizonte with my parents and my two sisters. We live in an apartment near the school.

I always wake up at six thirty. I take a shower and brush my teeth. Then I have breakfast with my family. We usually eat bread with butter and drink juice. My sisters don't like juice — they prefer milk.

I go to school on foot because it is very close. Classes start at seven thirty. I have six classes every day. My favourite subjects are English and Science. I don't like Maths very much, but my sister Carla loves it. She always helps me with my Maths homework.

After school, I usually have lunch at home. In the afternoon, I sometimes play football with my friends in the park. On Tuesdays and Thursdays, I have English classes at Escola Incluir. I really enjoy those classes!

In the evening, I do my homework and watch TV. I never go to bed late — I usually go to bed at nine thirty because I wake up very early.

Teacher Note:

Suggested time: 20 minutes (reading + exercises 8-9)

Pre-reading: Ask students what they think a typical Brazilian teenager's routine looks like. Write key vocabulary on the board.

Reading strategy: First reading for general understanding, second reading to find specific details for the exercises.

Exercise 8 Answer the Questions

TEACHER EDITION

Read the text about Rafael and answer the questions in complete sentences.

1. Where does Rafael live?

He lives in Belo Horizonte. / He lives in an apartment near the school.

2. What does Rafael's family usually have for breakfast?

They usually eat bread with butter and drink juice.

3. How does Rafael go to school?

He goes to school on foot. / He walks to school.

4. What are Rafael's favourite subjects?

His favourite subjects are English and Science.

5. Who helps Rafael with his Maths homework?

His sister Carla helps him.

6. What time does Rafael go to bed?

He usually goes to bed at nine thirty.

Exercise 9 Complete About Rafael

TEACHER EDITION

Complete each sentence about Rafael using the correct verb form.

1. Rafael **lives** _____ in Belo Horizonte. (live) **lives**
2. He **has** _____ two sisters. (have) **has**
3. His sisters **don't like** _____ juice. (not like) **don't like**
4. Rafael **doesn't like** _____ Maths very much. (not like) **doesn't like**
5. He **goes** _____ to school on foot. (go) **goes**
6. Carla always **helps** _____ him with homework. (help) **helps**
7. He **has** _____ six classes every day. (have) **has**
8. Rafael never **goes** _____ to bed late. (go) **goes**

UNIT 3.5

Writing & Speaking

Exercise 10 Match the Sentence Halves

Match the beginning of each sentence (1-6) with the correct ending (a-f).

- | | |
|------------------------|-----------------------------------|
| 1. The children always | a) gives us homework on Fridays. |
| 2. My mother doesn't | b) play in the park after school. |
| 3. Does your brother | c) stories before bed. |
| 4. We have three | d) like coffee — she prefers tea. |
| 5. My teacher usually | e) classes in the morning. |
| 6. I sometimes read | f) study English too? |

1-b, 2-d, 3-f, 4-e, 5-a, 6-c

Exercise 11 Write About Your Daily Routine

TEACHER EDITION

Write a short paragraph (6-8 sentences) about your daily routine. Use the Simple Present tense and at least 3 frequency adverbs.

Include:

- *What time you wake up*
- *How you go to school*
- *What you do after school*
- *What you do in the evening*
- *What time you go to bed*

**Tip:**

Use Rafael's text as a model. Start with "I usually wake up at..." and use words like *always, usually, sometimes, and never*.

Exercise 12 Interview a Classmate

TEACHER EDITION

Ask a classmate these questions and write their answers. Then report to the class using he/she.

1. What time do you wake up?

2. How do you go to school?

3. What do you usually have for breakfast?

4. What is your favourite subject?

5. What do you do after school?

6. Do you play any sports? Which one(s)?

Teacher Note:

Suggested time: 25 minutes (15 for writing, 10 for interview)

Assessment criteria for Exercise 11:

- Correct use of Simple Present (base form vs. -s/-es/-ies)
- At least 3 frequency adverbs in correct position
- Daily routine vocabulary from this chapter

- Clear paragraph structure (6-8 sentences)

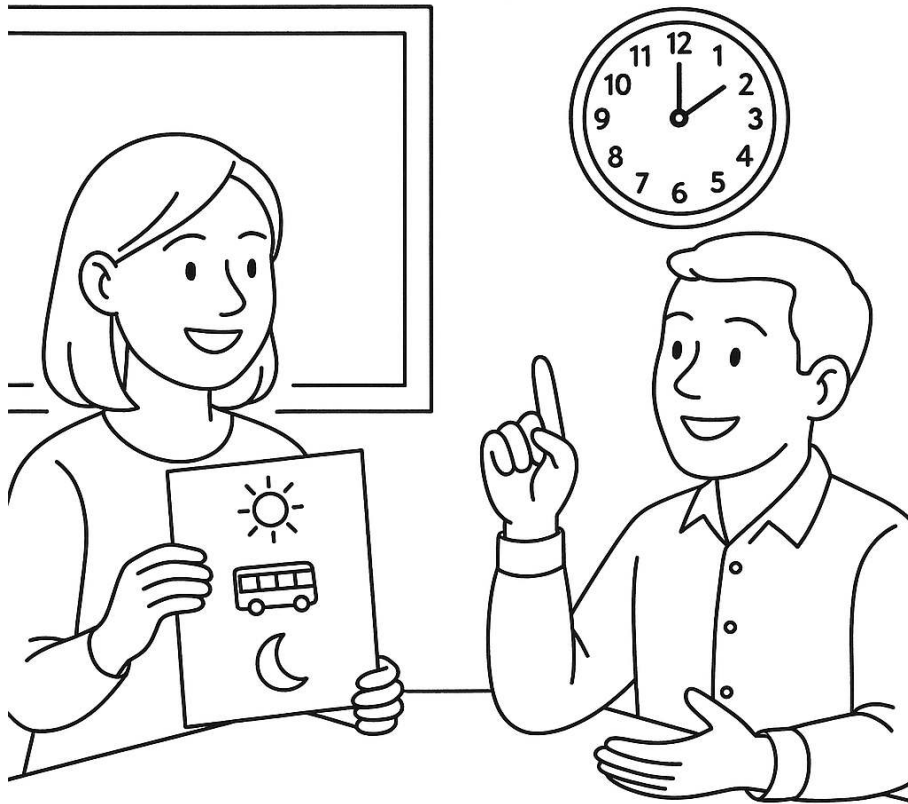
TEACHER EDITION

Exercise 12: After the interview, each student reports to the class using he/she forms: "Ana wakes up at 7. She goes to school by bus. She usually has bread for breakfast." This is excellent practice for the third-person -s rule.

TEACHER EDITION

REAL USE

Mission Lab: A Day in My Life



Tell your partner about your day

Model Exchange

TEACHER EDITION

Student A: What time do you wake up?

Student B: I wake up at six o'clock. I make my bed and drink coffee.

Student A: Do you work or study?

Student B: I work in a shop in the morning, and I study English at night.

Student A: What things do you take with you every day?

Student B: Sorry, can you repeat that?

Student A: What things are in your bag?

Student B: My books, my keys, and my phone. And you? What time do you wake up?

Final Task Routine Interview

Work in pairs. Student A asks about Student B's day. Then switch roles. (Trabalhem em duplas. O aluno A pergunta sobre o dia do aluno B. Depois, troquem os papéis.)

- A. Interviewer:** ask at least three questions about your partner's day — one with "What time...?", one with "Do you...?", and one about the things they use every day. *(Faça pelo menos três perguntas sobre o dia do seu parceiro.)*
- B. Partner:** describe your morning, afternoon, and evening with at least four different verbs, name two objects you use every day (in the plural if there is more than one!), and use one repair phrase. *(Descreva sua manhã, tarde e noite com pelo menos quatro verbos diferentes, nomeie dois objetos e use uma frase de reparo.)*
- ✓ **Mission success:** both partners describe a full day (morning to night), remember the -s with he/she when reporting ("She wakes up at..."), and finish without reading every sentence from the page.

**Repair Challenge:**

TEACHER EDITION

Your partner must ask one long question. If you do not understand, say: *Sorry, can you repeat that?* or *Can you speak more slowly, please?*

**AI Mission — My Daily Routine:**

In ChatGPT Voice, say: “Act as my English teacher. I am a beginner English student from Brazil. Ask me one question at a time about my daily routine — what I do in the morning, afternoon, and evening. Speak slowly. Use easy English. If I forget the -s with he or she, or make a plural mistake, correct me briefly in Portuguese and ask me to repeat.” Practice for 10 minutes. **Offline:** record yourself describing your day from morning to night on your phone, then listen and count how many different verbs you used.

Exit Check My Can-Do Checklist

- ☐ I can describe my daily routine from morning to night.
- ☐ I can talk about another person's routine using the -s form ("She works...").
- ☐ I can name everyday objects in the singular and plural.
- ☐ I can ask "What time do you...?" and "Do you...?" questions.
- ☐ I can say what I don't do ("I don't work on Sundays").
- ☐ I can ask someone to repeat or speak more slowly.

Performance Feedback:

Listen for message completion first: did the student describe a full day with several verbs? Then check the third-person -s when reporting a partner's routine, do/does in questions and negatives, plural forms of everyday objects, and repair language. Do not interrupt every error — note one successful phrase and one next step for each student. Feedback can be given in Portuguese at this level.

Chapter 3 - Answer Key

Exercise 1: Write the Plural

1. books 2. watches 3. babies 4. children 5. buses
6. knives 7. men 8. countries 9. teeth 10. keys

Exercise 2: Choose the Correct Plural

1. b) dishes 2. c) stories 3. c) women 4. b) lives
5. c) people

Exercise 3: Complete with the Correct Verb Form

1. wakes up 2. play 3. watches 4. brush 5. studies 6. go
7. has 8. teaches 9. read 10. does

Exercise 4: Make the Sentence Negative

1. She doesn't like coffee.
2. They don't play basketball on Saturdays.
3. I don't watch TV at night. 4. He doesn't go to school by bus.
5. We don't have English class on Fridays.

Exercise 5: Write Questions

1. Do you like chocolate? 2. Does she study on Sundays?
3. Do they play football after school?
4. Does he live near the school? 5. Do you have homework every day?

Exercise 6: Add the Frequency Adverb

1. I always eat breakfast before school.
2. She is never late for class.
3. They sometimes play video games after dinner.

4. He usually walks to school. 5. We are often tired on Mondays.

TEACHER EDITION

Exercise 7: True or False

1. F (She wakes up at six thirty.) 2. T
 3. F (His father drives him.) 4. T 5. F (He never plays sports.)
 6. T

Exercise 8: Answer the Questions

1. He lives in Belo Horizonte. / He lives in an apartment near the school.
 2. They usually eat bread with butter and drink juice.
 3. He goes to school on foot. / He walks to school.
 4. His favourite subjects are English and Science.
 5. His sister Carla helps him.
 6. He usually goes to bed at nine thirty.

Exercise 9: Complete About Rafael

1. lives 2. has 3. don't like 4. doesn't like 5. goes
 6. helps 7. has 8. goes

Exercise 10: Match the Sentence Halves

- 1-b (The children always play in the park after school.)
 2-d (My mother doesn't like coffee – she prefers tea.)
 3-f (Does your brother study English too?)
 4-e (We have three classes in the morning.)
 5-a (My teacher usually gives us homework on Fridays.)
 6-c (I sometimes read stories before bed.)

Exercise 11: Write About Your Daily Routine

Answers will vary. Check for correct use of Simple Present (base form for I/you/we/they, -s/-es/-ies for he/she/it), at least 3 frequency adverbs in the correct position, daily routine vocabulary, and 6-8 complete sentences.

Exercise 12: Interview a Classmate

TEACHER EDITION

Answers will vary. Check that students answered in complete sentences using the Simple Present correctly. When reporting, verify correct use of third-person forms (wakes up, goes, has, etc.).

TEACHER EDITION



Today's Mission:

TEACHER EDITION

Use numbers in real life: give your phone number and address, say your date of birth, and understand a price when you hear it.

Missão de hoje: usar números na vida real — dar seu telefone e endereço, dizer sua data de nascimento e entender um preço quando ouvir.



Survival Phrase Kit

Purpose (Objetivo)	Useful language
Give personal numbers (dar seus números pessoais)	My phone number is 9-8-7-6... / I live at number 245. (<i>Meu telefone é... / Eu moro no número 245.</i>)
Say dates (dizer datas)	My birthday is on May 3rd (the third of May). / I was born in 1998. (<i>Meu aniversário é 3 de maio. / Eu nasci em 1998.</i>)
Understand and say prices (entender e dizer preços)	How much is it? / It's 150 reais. (<i>Quanto custa? / Custa 150 reais.</i>)
Repair communication (consertar a comunicação)	Can you say the number again, please? / Slowly, please — number by number. (<i>Pode repetir o número, por favor? / Devagar, por favor — número por número.</i>)



Teacher Read-Aloud: Signing Up at the School Office

Listen twice. First, identify the situation. Then write down the numbers you hear. (*Ouçá duas vezes. Primeiro, identifique a situação. Depois, anote os números que ouvir.*)

Mission Warm-up Catch the Numbers

TEACHER EDITION

Listen without reading the script. Write the numbers you hear. (Ouça sem ler o texto. Escreva os números que ouvir.)

1. What is Paula's house number?

Number 342.

2. What is Paula's date of birth?

June 15th, 1995 (the fifteenth of June).

3. How much is the course book?

It's 120 reais.

Teacher Route — 120 minutes:

0–15: mission and listening warm-up. **15–35:** formula — hundreds (Unit 4.1 table) and ordinal numbers and dates (Unit 4.3 tables); mention thousands (Unit 4.2) briefly for years. **35–80:** controlled practice — Exercise 1 (numbers in words), Exercise 4 (ordinals), Exercise 5 (dates); oral number dictation in pairs. **80–115:** Mission Lab (Real Use unit). **115–120:** Exit Check and home mission. Unit 4.2 in depth, Unit 4.4 (reading), Unit 4.5 (writing) and Exercises 2, 3, 6, 7, 8, 9, 10, 11 are extension or homework.

Read twice: Secretary: “Good morning! Your name, please?” Paula: “Paula Souza.” Secretary: “What is your address?” Paula: “Rua das Flores, number three hundred and forty-two.” Secretary: “And your date of birth?” Paula: “June fifteenth, nineteen ninety-five.” Secretary: “The course book is one hundred and twenty reais.” Paula: “Can you say the number again, please?” Secretary: “One hundred and twenty reais.” Paula: “OK, thank you!”

Hundreds (100–999)

TEACHER EDITION

How to Say Hundreds

To say numbers from 100 to 999, use the pattern: **number + hundred (+ and + rest)**.

Number	English	Português
100	one hundred	cem
200	two hundred	duzentos
300	three hundred	trezentos
400	four hundred	quatrocentos
500	five hundred	quinhentos
600	six hundred	seiscentos
700	seven hundred	setecentos
800	eight hundred	oitocentos
900	nine hundred	novecentos

Important: "Hundred" does **NOT** change in the plural. We say "two hundred" (NOT "two hundreds").



Combining Hundreds with Other Numbers

TEACHER EDITION

When a number has hundreds plus tens or units, we use "**and**" between them.

Number	English
101	one hundred and one
115	one hundred and fifteen
250	two hundred and fifty
342	three hundred and forty-two
508	five hundred and eight
999	nine hundred and ninety-nine

Examples in Context

EXACT HUNDRED

There are three hundred students in our school.

Há trezentos alunos na nossa escola.

HUNDRED + AND

My book has two hundred and fifty pages.

Meu livro tem duzentas e cinquenta páginas.

HUNDRED + AND

The cinema is one hundred and twenty metres from here.

O cinema fica a cento e vinte metros daqui.

HUNDRED + AND

TEACHER EDITION

Brazil has more than five hundred and seventy cities with over 100,000 people.

O Brasil tem mais de quinhentas e setenta cidades com mais de 100.000 pessoas.

**Tip:**

In English, "hundred" never takes an **-s** when it comes after a number:

- "three hundred" (NOT "three hundreds")
- But we can say: "**hundreds** of people" (when we don't give an exact number)

Teacher Note:

Suggested time: 20 minutes

Warm-up: Write random 3-digit numbers on the board and ask students to say them aloud. Start with round hundreds (200, 500) then add complexity (215, 508, 999).

L1 interference: In Portuguese, each hundred has its own word (duzentos, trezentos, etc.). English is simpler: just "number + hundred". Students may also forget the word "and" in numbers like 101.

Exercise 1 Write the Number in Words

TEACHER EDITION

*Write each number in full English words.*1. 150 → one hundred and fifty

one hundred and fifty

2. 300 → three hundred

three hundred

3. 472 → four hundred and seventy-two

four hundred and seventy-two

4. 615 → six hundred and fifteen

six hundred and fifteen

5. 809 → eight hundred and nine

eight hundred and nine

6. 101 → one hundred and one

one hundred and one

7. 999 → nine hundred and ninety-nine

nine hundred and ninety-nine

8. 230 → two hundred and thirty

two hundred and thirty

UNIT 4.2

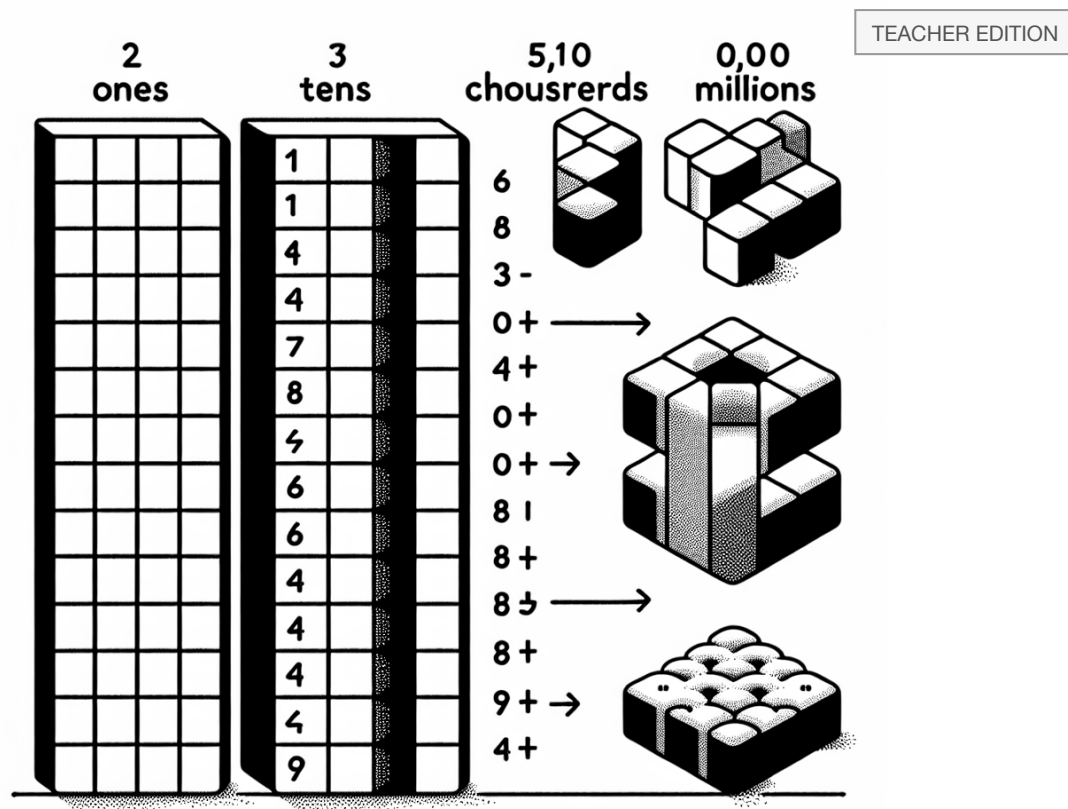
Thousands, Millions & Large Numbers



Thousands and Beyond

The same rule applies: **thousand**, **million**, and **billion** do NOT take -s after a number.

Number	English	Português
1,000	one thousand	mil
2,000	two thousand	dois mil
10,000	ten thousand	dez mil
100,000	one hundred thousand	cem mil
1,000,000	one million	um milhão
1,000,000,000	one billion	um bilhão



Place value — understanding how large numbers are built



How to Read Large Numbers

TEACHER EDITION

Read large numbers in groups, from left to right:

Number	How to Read
1,500	one thousand, five hundred
3,250	three thousand, two hundred and fifty
15,000	fifteen thousand
42,800	forty-two thousand, eight hundred
100,000	one hundred thousand
2,500,000	two million, five hundred thousand



Watch out!

English and Portuguese use commas and dots **differently** in numbers:

- **English:** 1,000 (comma separates thousands) — 3.50 (dot for decimals)
- **Português:** 1.000 (ponto separa milhares) — 3,50 (vírgula para decimais)

Examples in Context

THOUSANDS

Belo Horizonte has about two million, five hundred thousand people.

Belo Horizonte tem cerca de dois milhões e quinhentas mil pessoas.

THOUSANDS

The school library has three thousand books.

A biblioteca da escola tem três mil livros.

MILLIONS

TEACHER EDITION

Brazil has more than two hundred and fourteen million people.

O Brasil tem mais de duzentos e quatorze milhões de pessoas.

LARGE NUMBER

The distance from Earth to the Moon is about three hundred and eighty-four thousand kilometres.

A distância da Terra à Lua é de cerca de trezentos e oitenta e quatro mil quilômetros.

Teacher Note:

Suggested time: 20 minutes

Activity: Write large numbers (populations of Brazilian cities, distances, etc.) on the board. Students take turns reading them aloud. This makes the numbers feel real and relevant.

L1 interference: Students will often swap commas and dots (writing 1.000 instead of 1,000). Emphasise the difference early and often.

Exercise 2 Write the Large Number in Words

Write each number in full English words.

- | | |
|--|--------------------------------------|
| 1. 1,000 → <u>one thousand</u> | one thousand |
| 2. 2,500 → <u>two thousand, five hundred</u> | two thousand, five hundred |
| 3. 10,000 → <u>ten thousand</u> | ten thousand |
| 4. 75,300 →
<u>seventy-five thousand, three hundred</u> | seventy-five thousand, three hundred |
| 5. 1,000,000 → <u>one million</u> | one million |
| 6. 5,400,000 →
<u>five million, four hundred thousand</u> | five million, four hundred thousand |

Exercise 3 Choose the Correct Way to Write the Number

TEACHER EDITION

*Select the correct way to write the number in English.***1.** 4,200

- ☐ a) four thousands two hundreds
☐ b) four thousand, two hundred
☐ c) four thousand and two hundred

b) four thousand, two hundred**2.** 1,050

- ☐ a) one thousand and fifty
☐ b) one thousand fifty
☐ c) ten hundred and fifty

a) one thousand and fifty**3.** 3,000,000

- ☐ a) three millions
☐ b) three thousand thousand
☐ c) three million

c) three million**4.** 12,750

- ☐ a) twelve thousand, seven hundred and fifty
☐ b) twelve thousands seven hundreds fifty
☐ c) one two seven five zero

a) twelve thousand, seven hundred and fifty

UNIT 4.3

Ordinal Numbers & Dates



Ordinal Numbers

Ordinal numbers show the position or order of something (first, second, third...). Most ordinals are formed by adding **-th** to the cardinal number.

Cardinal	Ordinal	Abbreviation
1	first	1st
2	second	2nd
3	third	3rd
4	fourth	4th
5	fifth	5th
8	eighth	8th
9	ninth	9th
12	twelfth	12th
20	twentieth	20th
21	twenty-first	21st
30	thirtieth	30th
100	one hundredth	100th



Ordinal numbers tell us the position: first, second, third...



Saying Dates in English

TEACHER EDITION

In English, we use **ordinal numbers** for dates. We say "the" before the number and "of" before the month.

Written	How We Say It
1st March	the first of March
15th July	the fifteenth of July
22nd October	the twenty-second of October
3rd December	the third of December

Saying years:

- **2025** → "twenty twenty-five"
- **2000** → "two thousand"
- **2010** → "twenty ten" or "two thousand and ten"
- **1998** → "nineteen ninety-eight"
- **1900** → "nineteen hundred"

Months of the Year

English	Português	Abbreviation
January	<i>janeiro</i>	Jan
February	<i>fevereiro</i>	Feb
March	<i>março</i>	Mar
April	<i>abril</i>	Apr
May	<i>maio</i>	May

English	Português	Abbreviation	TEACHER EDITION
June	<i>junho</i>	Jun	
July	<i>julho</i>	Jul	
August	<i>agosto</i>	Aug	
September	<i>setembro</i>	Sep	
October	<i>outubro</i>	Oct	
November	<i>novembro</i>	Nov	
December	<i>dezembro</i>	Dec	

Examples in Context

DATE

My birthday is on the twenty-third of April.

Meu aniversário é no dia vinte e três de abril.

DATE

Christmas is on the twenty-fifth of December.

O Natal é no dia vinte e cinco de dezembro.

ORDINAL

This is my first year at this school.

Este é meu primeiro ano nesta escola.

YEAR

Brazil won the World Cup in two thousand and two (2002).

O Brasil ganhou a Copa do Mundo em 2002.

Teacher Note:

Suggested time: 25 minutes

Activity: Go around the class asking each student "When is your birthday?" and write the dates on the board. This practises ordinals and months in a personalised way.

TEACHER EDITION

Note: Students may need extra practice with the irregular ordinals (1st, 2nd, 3rd, 5th, 8th, 9th, 12th). Consider a quick drill before the exercises.

Exercise 4 Write the Ordinal Number

Write the ordinal form of each number.

1. 1 → first

first

2. 3 → third

third

3. 5 → fifth

fifth

4. 8 → eighth

eighth

5. 12 → twelfth

twelfth

6. 20 → twentieth

twentieth

7. 31 → thirty-first

thirty-first

8. 9 → ninth

ninth

Exercise 5 Write the Date in Words

TEACHER EDITION

Write each date in full English words. Example: 7th June → *the seventh of June*

1. 1st January

the first of January

2. 14th February

the fourteenth of February

3. 25th December

the twenty-fifth of December

4. 7th September

the seventh of September

5. 2nd March

the second of March

UNIT 4.4

Numbers in Everyday Life



Prices, Phone Numbers & Addresses

Prices: We read the number before the dot, then the number after:

- **\$5.99** → "five dollars and ninety-nine cents" or "five ninety-nine"
- **R\$12.50** → "twelve reais and fifty centavos" or "twelve fifty"
- **\$100.00** → "one hundred dollars"

Phone numbers: We say each digit separately. For "o" we say "oh":

- **555-0142** → "five five five, oh one four two"
- When two digits are the same: **55** → "double five"

Addresses: We use cardinal numbers for house/apartment numbers:

- **350 Rua das Flores** → "three fifty, Rua das Flores" or "three hundred and fifty"



We use numbers every day — especially when shopping!

Dialogue: At the School Supply Shop

TEACHER EDITION

Sofia and a shop assistant talk about prices at a school supply shop.

Sofia: Excuse me, how much is this backpack?

Assistant: That one is one hundred and twenty reais.

Sofia: Oh, that's expensive! And these notebooks?

Assistant: The small ones are eight fifty each. The big ones are fifteen ninety-nine.

Sofia: I'll take three small notebooks and two pens, please. How much are the pens?

Assistant: The pens are four ninety-nine each.

Sofia: So that's three notebooks at eight fifty plus two pens at four ninety-nine. How much is the total?

Assistant: Let me see... twenty-five fifty plus nine ninety-eight. The total is thirty-five forty-eight.

Sofia: Here you go. Thank you!

Assistant: Thank you! Here's your change — fourteen fifty-two.

Teacher Note:

Suggested time: 15 minutes

Activity: Have students read the dialogue in pairs. Then set up a "classroom shop" with items and price tags. Students role-play buying and selling, practising numbers and prices.

Exercise 6 True or False

TEACHER EDITION

Read the dialogue above and write **T** (True) or **F** (False).

1. The backpack costs one hundred and twenty reais. **T** _____ **T**
2. Sofia buys the backpack. **F** _____ **F (She says it's expensive and doesn't buy it.)**
3. The big notebooks cost fifteen ninety-nine. **T** _____ **T**
4. Sofia buys two small notebooks. **F** _____ **F (She buys three small notebooks.)**
5. The total is thirty-five forty-eight. **T** _____ **T**
6. Sofia pays with exact change. **F** _____ **F (She gets change back — fourteen fifty-two.)**

Reading: Numbers Around Us

TEACHER EDITION

Read the text about numbers in daily life.

Numbers are everywhere! Every day we use numbers without even thinking about it. Here are some interesting numbers about Escola Incluir and Brazil.

Our school has four hundred and fifty students and thirty-two teachers. The school was founded on the fifteenth of March, two thousand and eight. The school building has three floors and one hundred and twenty rooms.

Belo Horizonte, where our school is, has about two million, five hundred thousand people. It is the sixth largest city in Brazil. The city was founded in eighteen ninety-seven (1897) — that's more than one hundred and twenty-five years ago!

Brazil is the fifth largest country in the world. It has an area of eight million, five hundred and fifteen thousand, seven hundred and sixty-seven square kilometres. The population is more than two hundred and fourteen million people. The country has twenty-six states and one federal district.

Did you know that the Amazon River is about six thousand, four hundred kilometres long? And that the Cristo Redentor statue in Rio de Janeiro is thirty-eight metres tall and stands at seven hundred and ten metres above sea level?

Teacher Note:

Suggested time: 20 minutes (reading + exercises 7-8)

Pre-reading: Ask students to guess some numbers about the school or Brazil. Write their guesses on the board, then read to compare.

Exercise 7 Write the Number in Digits

TEACHER EDITION

Read the text above and write the number in digits.

- | | |
|---|-------------------------|
| 1. Number of students at the school: <u>450</u> | 450 |
| 2. Number of teachers: <u>32</u> | 32 |
| 3. Population of Belo Horizonte: <u>2,500,000</u> | 2,500,000 |
| 4. Year Belo Horizonte was founded: <u>1897</u> | 1897 |
| 5. Population of Brazil: <u>214,000,000</u> | 214,000,000 (more than) |
| 6. Length of the Amazon River (km): <u>6,400</u> | 6,400 |
| 7. Height of Cristo Redentor (metres): <u>38</u> | 38 |
| 8. Number of states in Brazil: <u>26</u> | 26 |

Exercise 8 Answer the Questions

TEACHER EDITION

Answer each question in a complete sentence, writing the numbers in words.

1. When was Escola Incluir founded?

It was founded on the fifteenth of March, two thousand and eight.

2. What position is Belo Horizonte among the largest cities in Brazil?

It is the sixth largest city in Brazil.

3. What position is Brazil among the largest countries in the world?

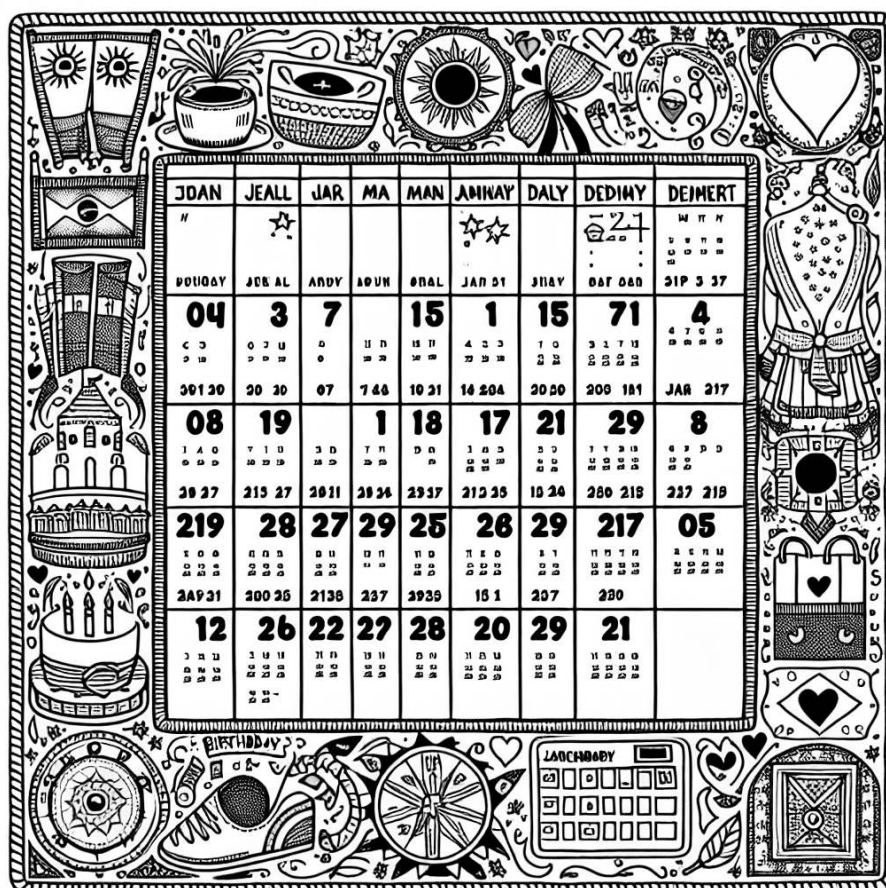
Brazil is the fifth largest country in the world.

4. How many floors does the school building have?

The school building has three floors.

UNIT 4.5

Writing & Speaking



Important dates — practise saying them in English!

Exercise 9 Match the Number to Its Written Form

TEACHER EDITION

Match each number (1-6) with its correct written form (a-f).

1. 1,250**a)** two million**2.** 15th**b)** eight hundred and five**3.** 500,000**c)** fifteenth**4.** 3rd**d)** one thousand, two hundred and fifty**5.** 2,000,000**e)** third**6.** 805**f)** five hundred thousand**1-d, 2-c, 3-f, 4-e, 5-a, 6-b**

Exercise 10 Write About Important Dates

TEACHER EDITION

Write the following dates and numbers in full English words.

- 1.** Your birthday (day and month):

- 2.** The year you were born:

- 3.** Your home address number:

- 4.** Your phone number:

- 5.** The number of students in your class:

Exercise 11 Interview a Classmate About Numbers

TEACHER EDITION

Ask a classmate these questions and write their answers using numbers in words.

1. When is your birthday?

2. What is your house or apartment number?

3. How many people live in your house?

4. What year were you born?

5. How much does a bus ticket cost in your city?

Teacher Note:

Suggested time: 25 minutes (10 for exercise 10, 15 for interview)

Assessment criteria for Exercise 10:

- Correct spelling of number words
- Correct use of ordinals for dates (the fifth of March, NOT "five March")
- Correct use of "and" in hundreds (one hundred and fifty)
- Phone numbers read digit by digit

Exercise 11: After interviews, have a few students report their partner's answers to the class. This practises third-person: "Her birthday is on the tenth of May."

TEACHER EDITION

TEACHER EDITION

REAL USE

Mission Lab: My Numbers



Registering for a course — numbers everywhere!

Model Exchange

TEACHER EDITION

Receptionist: Good morning! I need some information. What is your phone number?

Student: It's nine, nine, six, one, two, three, four, five.

Receptionist: And your address?

Student: Rua Bahia, number five hundred and sixty.

Receptionist: Date of birth?

Student: Can you say that again, please?

Receptionist: When were you born?

Student: Ah! March second, two thousand and one.

Final Task Course Registration Roleplay

Work in pairs. Student A works at the school office; Student B registers for a course. Then switch roles. (Trabalhem em duplas. O aluno A trabalha na secretaria da escola; o aluno B se matricula em um curso. Depois, troquem os papéis.)

- A. Receptionist:** ask for the student's phone number, address, and date of birth. Then say the price of the course (invent a number between 100 and 999 reais). Write down the answers. *(Peça o telefone, o endereço e a data de nascimento. Depois, diga o preço do curso e anote as respostas.)*
- B. Student:** give your real or invented numbers clearly, repeat the price back to confirm it, and use one repair phrase. *(Dê seus números com clareza, repita o preço para confirmar e use uma frase de reparo.)*
- ✓ **Mission success:** the receptionist writes down all three numbers correctly and the student repeats the price back correctly — checked at the end by comparing notes.

**Repair Challenge:**

TEACHER EDITION

Your partner must say one number very fast. Say: *Can you say the number again, please?* or *Slowly, please — number by number.*

**AI Mission — Numbers in Real Life:**

In ChatGPT Voice, say: “Act as my English teacher. I am a beginner English student from Brazil. Practice numbers with me. Say a price, a phone number, or a date, one at a time, and ask me to repeat it. Then ask me for my phone number and my date of birth. Speak slowly. If I make a mistake, correct me briefly in Portuguese and ask me to repeat.” Practice for 10 minutes. **Offline:** read five prices from a supermarket flyer aloud in English, and say your phone number and date of birth out loud three times.

Exit Check My Can-Do Checklist

- ☐ I can say my phone number in English, number by number.
- ☐ I can give my address with the house number.
- ☐ I can say my date of birth with the ordinal number and the year.
- ☐ I can understand a price when I hear it and repeat it back.
- ☐ I can ask someone to repeat a number slowly.

Performance Feedback:

Listen for message completion first: were the numbers communicated and understood? The comparison of notes at the end is the real test. Then check hundreds ("three hundred *and* forty-two"), ordinals in dates, and years. Do not interrupt every error — note one successful phrase and one next step for each student. Feedback can be given in Portuguese at this level.

Chapter 4 - Answer Key

Exercise 1: Write the Number in Words

1. one hundred and fifty 2. three hundred
3. four hundred and seventy-two 4. six hundred and fifteen
5. eight hundred and nine 6. one hundred and one
7. nine hundred and ninety-nine 8. two hundred and thirty

Exercise 2: Write the Large Number in Words

1. one thousand 2. two thousand, five hundred 3. ten thousand
4. seventy-five thousand, three hundred 5. one million
6. five million, four hundred thousand

Exercise 3: Choose the Correct Way to Write the Number

1. b) four thousand, two hundred 2. a) one thousand and fifty
3. c) three million 4. a) twelve thousand, seven hundred and fifty

Exercise 4: Write the Ordinal Number

1. first 2. third 3. fifth 4. eighth 5. twelfth
6. twentieth 7. thirty-first 8. ninth

Exercise 5: Write the Date in Words

1. the first of January 2. the fourteenth of February
3. the twenty-fifth of December 4. the seventh of September
5. the second of March

Exercise 6: True or False

1. T 2. F (She says it's expensive and doesn't buy it.) 3. T
4. F (She buys three small notebooks.) 5. T

6. F (She gets change back – fourteen fifty-two.)

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Exercise 7: Write the Number in Digits

1. 450 2. 32 3. 2,500,000 4. 1897 5. 214,000,000 (more than)
6. 6,400 7. 38 8. 26

Exercise 8: Answer the Questions

1. It was founded on the fifteenth of March, two thousand and eight.
2. It is the sixth largest city in Brazil.
3. Brazil is the fifth largest country in the world.
4. The school building has three floors.

Exercise 9: Match the Number to Its Written Form

- 1-d (one thousand, two hundred and fifty) 2-c (fifteenth)
3-f (five hundred thousand) 4-e (third) 5-a (two million)
6-b (eight hundred and five)

Exercise 10: Write About Important Dates

Answers will vary. Check for correct spelling of number words, correct ordinals for dates, correct use of "and" in hundreds, and phone numbers read digit by digit.

Exercise 11: Interview a Classmate About Numbers

Answers will vary. Check that students wrote numbers in complete words and used ordinals for dates correctly.

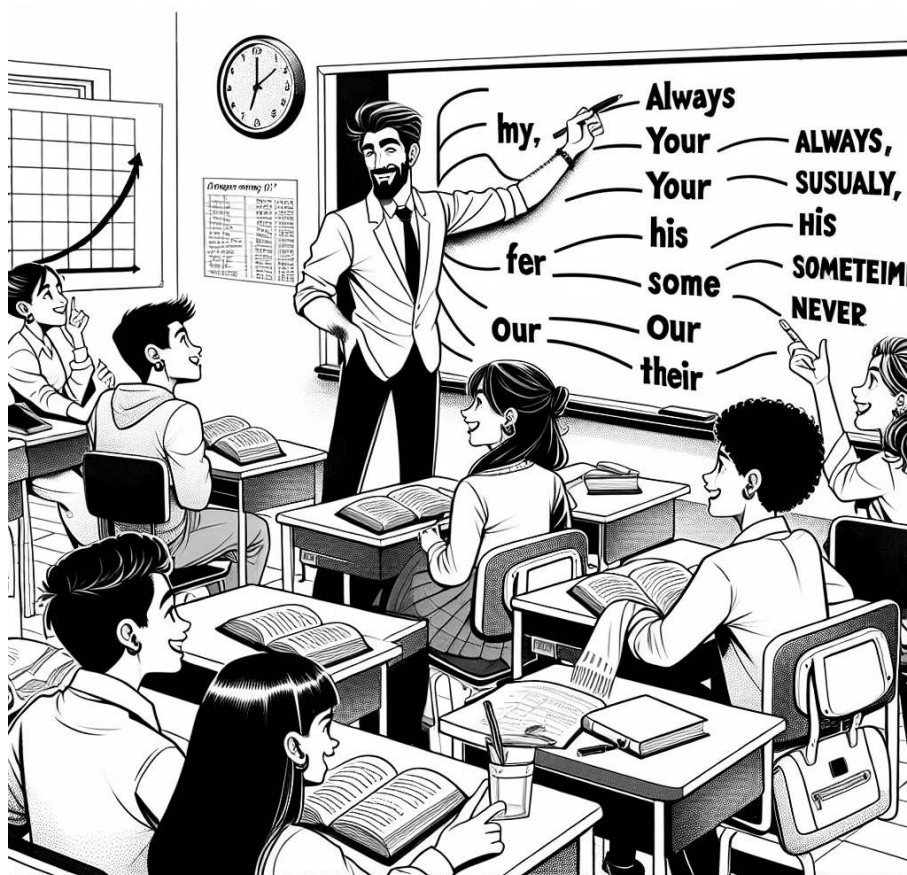
TEACHER EDITION

CHAPTER 5

TEACHER EDITION

My Week, My Things: Habits and Belongings

Use frequency adverbs and possessives to talk about your weekly life: say how often you do things, describe your week day by day, and explain what belongs to you and to other people.



How often do you study English? And whose book is this? Let's find out!

**Today's Mission:**

TEACHER EDITION

Talk about your week: say how often you do your habits, describe what you do on different days, and explain what belongs to you and to other people.

Missão de hoje: falar sobre sua semana — dizer com que frequência você faz suas atividades, descrever o que faz em dias diferentes e explicar o que pertence a você e a outras pessoas.

**Survival Phrase Kit**

Purpose (Objetivo)	Useful language
Say how often (dizer com que frequência)	I always wake up early. / I never work on Sundays. (<i>Eu sempre acordo cedo. / Eu nunca trabalho aos domingos.</i>)
Describe your week (descrever sua semana)	On Mondays I study English. / I visit my family twice a month. (<i>Às segundas eu estudo inglês. / Visito minha família duas vezes por mês.</i>)
Talk about belongings (falar sobre pertences)	This is my notebook. / That backpack is hers. / Whose pen is this? (<i>Este é meu caderno. / Aquela mochila é dela. / De quem é esta caneta?</i>)
Repair communication (consertar a comunicação)	Sorry, can you repeat that? / What does ____ mean? (<i>Desculpe, pode repetir? / O que significa ____?</i>)

**Teacher Read-Aloud: Julia's Week**

Listen twice. First, identify the days Julia mentions. Then listen for how often she does each thing and whose backpack she finds. (*Ouça duas vezes. Primeiro, identifique os dias. Depois, ouça a frequência de cada atividade e de quem é a mochila.*)

Mission Warm-up Julia's Habits

TEACHER EDITION

Listen without reading the script. Write short answers. (Ouça sem ler o texto. Escreva respostas curtas.)

1. How often does Julia have English class?

Twice a week (on Tuesdays and Thursdays).

2. What does Julia always do on Sundays?

She always visits her grandmother.

3. Whose backpack does Julia find?

It is her brother's backpack (it's his).

Teacher Route — 120 minutes:

0–15: mission and listening warm-up. **15–35:** formula — frequency adverbs and their position (Unit 5.1 scale and table), possessive adjectives (Unit 5.2 table), and the possessive pronouns table (Unit 5.3, table only). **35–80:** controlled practice — Exercise 1 (adverb position), Exercise 3 (possessive adjectives), Exercise 5 (adjective or pronoun). **80–115:** Mission Lab (Real Use unit). **115–120:** Exit Check and home mission. Unit 5.3 in depth, Unit 5.4 (dialogue and reading), Unit 5.5 (writing) and Exercises 2, 4, 6, 7, 8, 9, 10, 11, 12 are extension or homework.

Read twice: Teacher: “Julia, tell us about your week.” Julia: “I always wake up at six. I have English class twice a week — on Tuesdays and Thursdays. I usually study at night, and I never work on Saturdays.” Teacher: “And on Sundays?” Julia: “I always visit my grandmother. Her house is near mine.” Teacher: “Whose backpack is that on your chair?” Julia: “Sorry, can you repeat that?” Teacher: “That backpack — is it yours?” Julia: “No, it's not mine. It's my brother's. It's his.”

UNIT 5.1

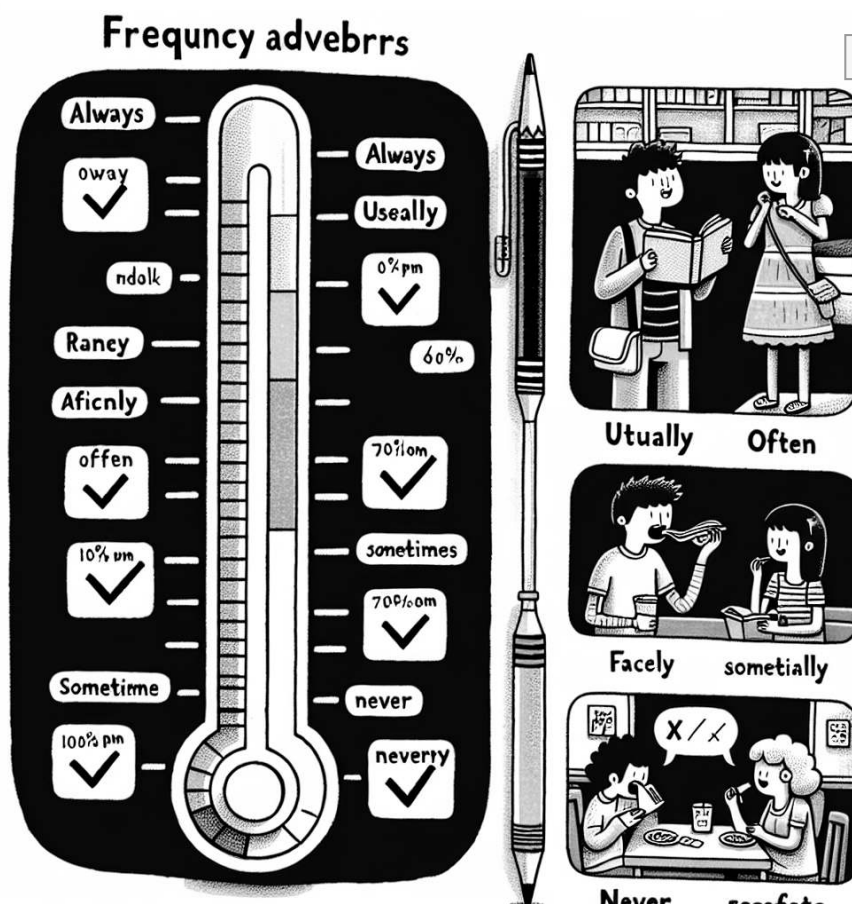
Frequency Adverbs

TEACHER EDITION

 Frequency Adverbs — How Often?

Frequency adverbs tell us **how often** something happens. They go from 100% (always) to 0% (never).

Frequency	Adverb	Português	Example
100%	always	sempre	I always eat breakfast.
90%	usually	geralmente	She usually walks to school.
70%	often	frequentemente	We often play football after class.
50%	sometimes	às vezes	He sometimes forgets his homework.
10%	rarely / seldom	raramente	They rarely eat fast food.
0%	never	nunca	I never drink coffee.



The frequency scale — from always to never

Where Do Frequency Adverbs Go?

TEACHER EDITION

The position of a frequency adverb depends on the verb in the sentence:

Rule	Position	Example
With most verbs	BEFORE the main verb	I always eat breakfast.
With the verb <i>be</i>	AFTER the verb <i>be</i>	She is always happy.
<i>Sometimes</i> (flexible)	Can go at the beginning or end	Sometimes I walk to school. / I walk to school sometimes .

Formula:

- Subject + **adverb** + main verb: "I **usually** study at night."
- Subject + *be* + **adverb**: "He *is* **never** late."

Time Expressions for Frequency

We can also express frequency with time expressions. These usually go at the **end** of the sentence.

English	Português	Example
every day	todo dia	I study English every day .
every week	toda semana	We have a test every week .
once a week	uma vez por semana	I go to the gym once a week .
twice a month	duas vezes por mês	She visits her grandparents twice a month .
three times a year	três vezes por ano	They travel three times a year .
on Mondays	às segundas-feiras	We have English class on Mondays .

Examples in Context

TEACHER EDITION

BEFORE MAIN VERB

I always brush my teeth before bed.

Eu sempre escovo os dentes antes de dormir.

AFTER "BE"

My teacher is usually very patient.

Minha professora geralmente é muito paciente.

BEFORE MAIN VERB

We often eat rice and beans for lunch.

Nós frequentemente comemos arroz e feijão no almoço.

TIME EXPRESSION

I go to Escola Incluir twice a week.

Eu vou à Escola Incluir duas vezes por semana.

NEVER (NEGATIVE MEANING)

She never eats breakfast. (= She does NOT eat breakfast, ever.)

Ela nunca toma café da manhã.



Watch out!

In English, **never** already has a negative meaning, so we do NOT use "not" with it:

- "I **never** eat fast food." (CORRECT)
- "I don't never eat fast food." (WRONG — double negative!)

In Portuguese, "Eu nunca *não* como..." also sounds wrong. The same logic applies in English.

Teacher Note:

Suggested time: 25 minutes

Warm-up: Write daily activities on the board (brush teeth, eat breakfast, play video games, read books, etc.). Ask students "How often do you...?" and help them use the correct adverb of frequency. Write a simple frequency scale on the board.

TEACHER EDITION

L1 interference: In Portuguese, adverbs of frequency are more flexible in position. Students may place them at the end of the sentence ("I eat always breakfast") instead of before the verb. Emphasise the two rules: before the main verb, after "be".

Exercise 1 Place the Frequency Adverb

TEACHER EDITION

Rewrite each sentence with the frequency adverb in the correct position.

1. I eat breakfast before school. (always)

I always eat breakfast before school.

2. She is late for class. (never)

She is never late for class.

3. We play video games after dinner. (sometimes)

We sometimes play video games after dinner.

4. He walks to school. (usually)

He usually walks to school.

5. They are tired on Monday mornings. (often)

They are often tired on Monday mornings.

6. My father watches football on TV. (often)

My father often watches football on TV.

7. The bus is on time. (rarely)

The bus is rarely on time.

8. I drink coffee. (never)

TEACHER EDITION

I never drink coffee.

Exercise 2 Complete with a Time Expression

Choose the correct time expression from the box to complete each sentence.

Options: *every day* | *once a week* | *twice a month* | *on Saturdays* | *three times a year* | *every morning*

- | | |
|--|---------------------------|
| 1. I brush my teeth <u>every morning</u> . (all mornings, no exceptions) | every morning |
| 2. We have English class <u>twice a month</u> . (2x per month) | twice a month |
| 3. My family goes to church <u>on Saturdays</u> . (every Saturday) | on Saturdays |
| 4. She goes to the dentist <u>three times a year</u> . (3x per year) | three times a year |
| 5. He plays football <u>once a week</u> . (1x per week) | once a week |
| 6. I study English <u>every day</u> . (all days) | every day |

UNIT 5.2

Possessive Adjectives

Possessive Adjectives

A **possessive adjective** shows who something belongs to. It comes **before a noun**.

Subject Pronoun	Possessive Adjective	Português	Example
I	my	meu / minha	My name is Ana.
you	your	seu / sua / teu / tua	Is this your book?
he	his	dele	His sister is tall.
she	her	dela	Her dog is friendly.
it	its	dele / dela (coisa/animal)	The cat licked its paw.
we	our	nosso / nossa	Our school is great.
they	their	deles / delas	Their house is big.

Important: Possessive adjectives do NOT change for singular/plural or masculine/feminine. We say "his book" and "his books" (NOT "his books" and "hises books").



Possessive adjectives — showing who things belong to

Examples in Context

MY

My mother always cooks dinner at seven.

Minha mãe sempre prepara o jantar às sete.

HIS / HER

His father is a doctor. Her mother is a teacher.

O pai dele é médico. A mãe dela é professora.

OUR

Our English class is always fun.

Nossa aula de inglês é sempre divertida.

THEIR

Their children never eat vegetables.*Os filhos deles nunca comem verduras.*

TEACHER EDITION

ITS

The dog wagged its tail happily.*O cachorro abanou a cauda dele alegremente.***Tip:**

In Portuguese, "seu/sua" can mean *his*, *her*, *your*, or *their* depending on context. In English, each person has a specific possessive adjective:

- **his** = dele (always refers to a male person)
- **her** = dela (always refers to a female person)
- **your** = seu/sua (refers to the person you are talking to)

**Watch out!**

Do not confuse **its** and **it's**:

- **its** = possessive (The dog ate **its** food.)
- **it's** = "it is" (contraction) (**It's** a beautiful day.)

Teacher Note:

Suggested time: 20 minutes

Warm-up: Point to students' belongings and ask "Whose pen is this?" Then model: "It's HIS pen. It's HER notebook." Have students practise in pairs pointing at objects and identifying the owner.

L1 interference: The biggest challenge is his vs. her. In Portuguese, "seu/sua" agrees with the noun, not the owner. In English, we always match the possessive to the *owner*: "Maria loves **her** cat" (not "his cat"), because Maria is female.

Exercise 3 Choose the Correct Possessive Adjective

TEACHER EDITION

Complete each sentence with the correct possessive adjective: **my, your, his, her, its, our, their**.

1. I love **my** family. (I) **my**
2. Carlos always does **his** homework after school. (Carlos = he) **his**
3. Maria loves **her** dog. (Maria = she) **her**
4. We always bring **our** books to class. (we) **our**
5. The students forgot **their** notebooks at home. (they) **their**
6. Is this **your** pencil? (you) **your**
7. The cat is drinking **its** milk. (it) **its**
8. Ana and Pedro love **their** school. (they) **their**

Exercise 4 Translate to English

TEACHER EDITION

Translate each sentence to English, paying attention to the possessive adjective.

1. A mãe dela é professora. (she)

Her mother is a teacher.

2. O pai dele é médico. (he)

His father is a doctor.

3. A nossa escola é grande. (we)

Our school is big.

4. Os amigos deles são legais. (they)

Their friends are cool / nice.

5. Eu amo o meu gato. (I)

I love my cat.

UNIT 5.3

Possessive Pronouns



Possessive Pronouns

A **possessive pronoun** replaces a possessive adjective + noun. It stands **alone** (no noun after it).

Possessive Adjective + Noun	Possessive Pronoun	Português
my book	mine	o meu / a minha
your book	yours	o seu / a sua
his book	his	o dele
her book	hers	o dela
our book	ours	o nosso / a nossa
their book	theirs	o deles / o delas

Key difference:

- Possessive adjective: "This is **my** pen." (before a noun)
- Possessive pronoun: "This pen is **mine**." (replaces "my pen")

Examples in Context

MINE

"Whose bag is this?" — "It's mine." (= It's my bag.)

"De quem é essa bolsa?" — "É minha."

YOURS

TEACHER EDITION

My phone is old. Yours is new. (= Your phone is new.)*Meu celular é velho. O seu é novo.*

HIS / HERS

This book is not his. It's hers. (= It's not his book. It's her book.)*Este livro não é dele. É dela.*

OURS

That classroom is ours. (= That is our classroom.)*Aquela sala de aula é nossa.*

THEIRS

These bicycles are theirs, not ours.*Essas bicicletas são deles, não nossas.***Tip:**

A quick way to remember: if there is a **noun right after**, use the possessive **adjective**. If the word stands **alone**, use the possessive **pronoun**.

- "This is **my** pen." (adjective — noun "pen" comes after)
- "This pen is **mine**." (pronoun — no noun after)

Teacher Note:**Suggested time:** 20 minutes

Activity: Collect objects from students (pens, erasers, notebooks). Hold up each item and ask "Whose is this?" Students answer using both forms: "It's my pen." / "It's mine." This helps them see the difference in real time.

L1 interference: In Portuguese, possessives work differently — "meu/minha" can function as both adjective and pronoun. Students may not see the need for two forms. Emphasise that English uses different words (my vs. mine, her vs. hers, etc.).

Exercise 5 Possessive Adjective or Pronoun?

TEACHER EDITION

Choose the correct option to complete each sentence.

1. This is _____ notebook. (I)

☐ a) mine

☐ b) my

b) my

2. This notebook is _____. (I)

☐ a) mine

☐ b) my

a) mine

3. Is this _____ phone? (you)

☐ a) yours

☐ b) your

b) your

4. The blue car is _____. (they)

☐ a) their

☐ b) theirs

b) theirs

5. She always brings _____ lunch to school. (she)

☐ a) hers

☐ b) her

b) her

6. "Whose pencil is this?" — "It's _____. (he)

☐ a) his

☐ b) him

a) his

Exercise 6 Rewrite Using a Possessive Pronoun

TEACHER EDITION

Rewrite each sentence replacing the underlined words with a possessive pronoun.

1. This is my book. → This book is mine. **mine**
2. That is her bag. → That bag is hers. **hers**
3. These are our desks. → These desks are ours. **ours**
4. That is their car. → That car is theirs. **theirs**
5. This is your pen. → This pen is yours. **yours**
6. That is his phone. → That phone is his. **his**

Exercise 7 Mixed Practice — Adjective or Pronoun?

Complete each sentence with the correct possessive adjective or possessive pronoun.

1. I forgot my umbrella. Can I borrow yours? (I / you) **my, yours**
2. She likes her teacher, but he doesn't like his. (she / he) **her, his**
3. Our house is small, but theirs is big. (we / they) **Our, theirs**
4. "Is this your eraser?" — "No, it's not mine." (you / I) **your, mine**
5. Pedro has his own room. His is on the second floor. (he / he) **his, His**

UNIT 5.4

Dialogue & Reading

Camila and Felipe talk about their weekly routines and belongings

Dialogue: After Class

TEACHER EDITION

Camila and Felipe talk after their English class at Escola Incluir.

- Camila:** Hey, Felipe! Do you always come to class on Tuesdays?
- Felipe:** Yes, I always come on Tuesdays and Thursdays. What about you?
- Camila:** I usually come on Tuesdays, but I sometimes miss Thursdays because of my volleyball practice.
- Felipe:** Oh, nice! Do you often play volleyball?
- Camila:** Yes, I practise three times a week. My team is really good! Hey, is this your pen?
- Felipe:** No, that's not mine. I think it's Larissa's. Hers is blue like that one.
- Camila:** You're right. And whose notebook is this?
- Felipe:** Let me see... It has "Felipe" on the cover. Oh, it's mine! I always forget my things.
- Camila:** Ha! You should put your name on all your books. I always write my name on mine.
- Felipe:** Good idea. See you on Thursday!
- Camila:** Maybe! If I don't have volleyball practice. Bye!

Teacher Note:

Suggested time: 15 minutes

Activity: Have students read the dialogue in pairs. Ask them to underline all frequency adverbs in one colour and all possessives in another. Then discuss: which possessives are adjectives and which are pronouns?

Exercise 8 True or False

TEACHER EDITION

Read the dialogue above and write **T** (True) or **F** (False).

1. Felipe always comes to class on Tuesdays and Thursdays. **T** **T**
2. Camila never misses Thursday classes. **F** **F (She sometimes misses Thursdays because of volleyball practice.)**
3. Camila practises volleyball once a week. **F** **F (She practises three times a week.)**
4. The blue pen belongs to Felipe. **F** **F (It belongs to Larissa.)**
5. The notebook with "Felipe" on the cover is his. **T** **T**
6. Camila always writes her name on her books. **T** **T**

Reading: Our Weekly Activities

TEACHER EDITION

Read the text about Escola Incluir students and their weekly habits.

At Escola Incluir, every student has their own routine. Let me tell you about some of my classmates and their habits.

My name is Gabriela and I always arrive at school early. My best friend, Thiago, is usually late. His excuse is always the same: "My alarm clock never works!" Our teacher, Ms Santos, is always patient with him, but she sometimes gives him extra homework.

In our class, most students usually bring their own lunch. My lunch is always rice and beans — it's my favourite! Thiago rarely brings his lunch. He usually buys food at the cafeteria. His favourite is coxinha.

After school, we often study together at the library. I always bring my English books, and Thiago brings his Maths books. We help each other: I help him with his English, and he helps me with my Maths. Our study sessions are usually on Mondays and Wednesdays.

On weekends, I sometimes visit my grandmother. She lives far from our house, so we only go twice a month. Thiago often plays football with his friends on Saturdays. He never misses a game! Their team practises at the park near their school every Saturday morning.



TEACHER EDITION

Gabriela and Thiago study together at the library

Teacher Note:

Suggested time: 20 minutes (reading + exercises 9-10)

Pre-reading: Ask students what they do every week. Write key activities on the board. Then have students read to compare their own routines with Gabriela and Thiago's.

Reading strategy: First reading for general understanding. Second reading to identify all frequency adverbs and possessives. Students can highlight or underline them.

Exercise 9 Answer the Questions

TEACHER EDITION

Read the text about Gabriela and Thiago and answer in complete sentences.

1. Who is usually late for school?

Thiago is usually late for school.

2. What does Gabriela always bring for lunch?

She always brings rice and beans. / Her lunch is always rice and beans.

3. How often do Gabriela and Thiago study together?

They usually study together on Mondays and Wednesdays. / They study together twice a week.

4. How does Gabriela help Thiago? How does Thiago help Gabriela?

She helps him with his English, and he helps her with her Maths.

5. How often does Gabriela visit her grandmother?

She visits her grandmother twice a month.

6. What does Thiago often do on Saturdays?

He often plays football with his friends on Saturdays.

Exercise 10 Find the Possessives in the Text

TEACHER EDITION

Look at the reading text and complete the table. Find an example of each possessive from the text and write the full phrase.

1. my (adjective): my classmates / my favourite / my English books / my Maths / my grandmother	Possible answers: my classmates, my favourite, my English books, my Maths, my grandmother
2. his (adjective): his excuse / his lunch / his Maths books / his English / his friends	Possible answers: his excuse, his lunch, his Maths books, his English, his friends
3. their (adjective): their own routine / their habits / their own lunch / their team / their school	Possible answers: their own routine, their habits, their own lunch, their team, their school
4. our (adjective): our teacher / our class / our study sessions / our house	Possible answers: our teacher, our class, our study sessions, our house

TEACHER EDITION

UNIT 5.5

Writing & Speaking

TEACHER EDITION

Exercise 11 Write About Your Weekly Routine

Write a short paragraph (6-8 sentences) about your weekly routine. Use at least 4 frequency adverbs and 3 possessive adjectives or pronouns.

Include:

- *How often you study English*
- *What you usually do after school*
- *What your family members often do*
- *Something you never do*
- *What you do on weekends*

**Tip:**

Use Gabriela's text as a model. Remember to place frequency adverbs **before** the main verb and **after** the verb "be". Use possessives like *my, his, her, our* when talking about belongings and people.

TEACHER EDITION

Exercise 12 Interview a Classmate

TEACHER EDITION

Ask a classmate these questions and write their answers. Then report to the class using he/she and the correct possessives.

1. How often do you study English?

2. What do you usually do after school?

3. Do you always eat breakfast? What is **your** favourite food?

4. What does your family usually do on weekends?

5. Is there something you **never** do? What is it?

6. How often do you help **your** parents at home?

Teacher Note:

Suggested time: 25 minutes (15 for writing, 10 for interview)

Assessment criteria for Exercise 11:

- At least 4 frequency adverbs in the correct position
- At least 3 possessive adjectives or pronouns used correctly

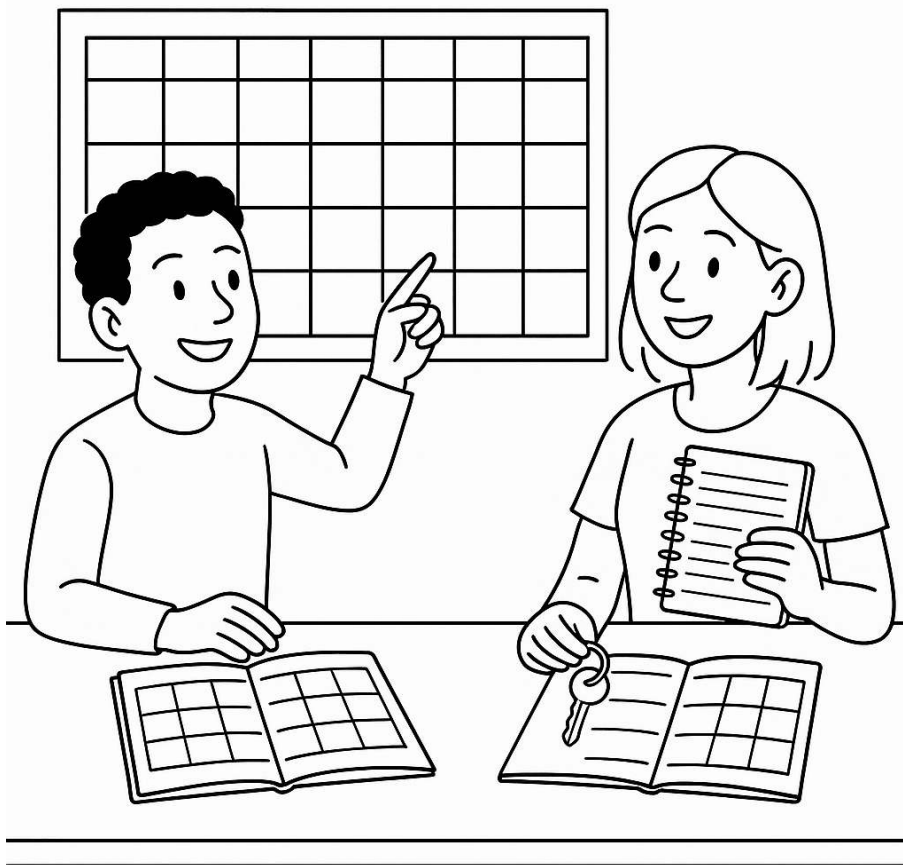
- Correct Simple Present verb forms
- Clear paragraph structure (6-8 sentences)

TEACHER EDITION

Exercise 12: After the interview, each student reports to the class using he/she forms and possessives: "Ana always studies English. Her favourite subject is Science. She usually helps her mother on weekends." This practises both third-person forms and possessive adjectives together.

REAL USE

Mission Lab: My Week and My Things



Compare your weeks — and find out whose things are on the table

Model Exchange

Student A: How often do you study English?

Student B: Twice a week. I usually study at night. And you?

Student A: I always study on Saturday mornings. What do you do on Sundays?

Student B: I never work on Sundays. I always visit my family.

Student A: Nice! Hey, whose pen is this? Is it yours?

Student B: No, it isn't mine. Maybe it's Carla's. Yes — it's hers.

Final Task Week Interview + Whose Is It?

TEACHER EDITION

Work in pairs. Part 1: interview each other about your weeks. Part 2: put three objects from each partner on the table and play "Whose is it?". (Trabalhem em duplas. Parte 1: entrevistem um ao outro sobre a semana. Parte 2: coloquem três objetos de cada um na mesa e joguem "De quem é?".)

- A. Part 1:** ask at least three "How often...?" or "What do you do on...?" questions. Answer with a frequency adverb in the correct position. *(Faça pelo menos três perguntas e responda com um advérbio de frequência na posição correta.)*
- B. Part 2:** point at each object and ask "Whose ____ is this?". Answer with *mine, yours, his, or hers* — and use one repair phrase during the game. *(Aponte para cada objeto e pergunte "Whose ____ is this?". Responda com mine, yours, his ou hers — e use uma frase de reparo.)*
- ✓ **Mission success:** each partner uses at least three different frequency adverbs and answers three "Whose...?" questions with the correct possessive, without reading every sentence from the page.

**Repair Challenge:**

Your partner must ask one question about a day of the week very fast. If you do not understand, say: *Sorry, can you repeat that?* or *Do you mean Saturday or Sunday?*

**AI Mission — My Week:**

In ChatGPT Voice, say: "Act as my English teacher. I am a beginner English student from Brazil. Ask me one question at a time about my weekly routine — how often I do things and what I do on each day. Sometimes ask me whose things are in my house, like 'Whose is the TV?'. Speak slowly. Use easy English. If I put the frequency adverb in the wrong position or mix up my/mine, correct me briefly in Portuguese and ask me to repeat." Practice for 10 minutes. **Offline:** write your weekly plan and read it aloud, one day at a time, using a different frequency adverb for each day.

Exit Check My Can-Do Checklist

TEACHER EDITION

- ☐ I can say how often I do things with always, usually, sometimes, and never.
- ☐ I can describe my week day by day.
- ☐ I can put the frequency adverb in the correct position.
- ☐ I can ask "Whose is this?" and answer with mine, yours, his, or hers.
- ☐ I can use my, your, his, and her before a noun.
- ☐ I can ask someone to repeat when I do not understand.

Performance Feedback:

Listen for message completion first: did the student describe their week and identify the owners of the objects? Then check adverb position (before the main verb, after *to be*), adjective-vs-pronoun choice (my/mine, her/hers), and repair language. Do not interrupt every error — note one successful phrase and one next step for each student. Feedback can be given in Portuguese at this level.

Chapter 5 - Answer Key

Exercise 1: Place the Frequency Adverb

1. I always eat breakfast before school.
2. She is never late for class.
3. We sometimes play video games after dinner.
4. He usually walks to school.
5. They are often tired on Monday mornings.
6. My father often watches football on TV.
7. The bus is rarely on time.
8. I never drink coffee.

Exercise 2: Complete with a Time Expression

1. every morning
2. twice a month
3. on Saturdays
4. three times a year
5. once a week
6. every day

Exercise 3: Choose the Correct Possessive Adjective

1. my
2. his
3. her
4. our
5. their
6. your
7. its
8. their

Exercise 4: Translate to English

1. Her mother is a teacher.
2. His father is a doctor.
3. Our school is big.
4. Their friends are cool / nice.
5. I love my cat.

Exercise 5: Possessive Adjective or Pronoun?

1. b) my
2. a) mine
3. b) your
4. b) theirs
5. b) her
6. a) his

Exercise 6: Rewrite Using a Possessive Pronoun

1. mine 2. hers 3. ours 4. theirs 5. yours 6. his

TEACHER EDITION

Exercise 7: Mixed Practice — Adjective or Pronoun?

1. my, yours 2. her, his 3. Our, theirs 4. your, mine
5. his, His

Exercise 8: True or False

1. T
2. F (She sometimes misses Thursdays because of volleyball practice.)
3. F (She practises three times a week.)
4. F (It belongs to Larissa.) 5. T 6. T

Exercise 9: Answer the Questions

1. Thiago is usually late for school.
2. She always brings rice and beans. / Her lunch is always rice and beans.
3. They usually study together on Mondays and Wednesdays.
4. She helps him with his English, and he helps her with her Maths.
5. She visits her grandmother twice a month.
6. He often plays football with his friends on Saturdays.

Exercise 10: Find the Possessives in the Text

1. my: my classmates, my favourite, my English books, my Maths, my grandmother (any one accepted)
2. his: his excuse, his lunch, his Maths books, his English, his friends (any one accepted)
3. their: their own routine, their habits, their own lunch, their team, their school (any one accepted)
4. our: our teacher, our class, our study sessions, our house (any one accepted)

Exercise 11: Write About Your Weekly Routine

TEACHER EDITION

Answers will vary. Check for at least 4 frequency adverbs in the correct position (before main verbs, after "be"), at least 3 possessive adjectives or pronouns used correctly, correct Simple Present verb forms, and 6-8 complete sentences.

Exercise 12: Interview a Classmate

Answers will vary. Check that students answered in complete sentences using frequency adverbs and possessives correctly. When reporting, verify correct use of third-person forms and possessive adjectives (his/her).

TEACHER EDITION

CHAPTER 6

TEACHER EDITION

When Does It Start? Times, Schedules, and Appointments

*Use clock times and the prepositions **at**, **in**, and **on** to talk about schedules: ask and say when classes, work, and activities start and finish, and check an appointment time before you miss it.*



What time is it? Learning to tell the time in English

**Today's Mission:**

TEACHER EDITION

Talk about schedules: ask what time something starts and finishes, understand the answer, and confirm the day and time of an appointment.

Missão de hoje: falar sobre horários — perguntar a que horas algo começa e termina, entender a resposta e confirmar o dia e a hora de um compromisso.

**Survival Phrase Kit**

Purpose (Objetivo)	Useful language
Ask and say the time (perguntar e dizer as horas)	What time is it? / It's half past seven. / It's 7:30. (<i>Que horas são? / São sete e meia.</i>)
Say when something happens (dizer quando algo acontece)	The class starts at 7 p.m. / I work on Mondays. / I study in the morning. (<i>A aula começa às 19h. / Trabalho às segundas. / Estudo de manhã.</i>)
Ask about a schedule (perguntar sobre um horário)	What time does it start? / When is the class? / Is it from 7 to 9? (<i>Que horas começa? / Quando é a aula? / É das 7 às 9?</i>)
Repair communication (consertar a comunicação)	Sorry, did you say 6 or 7? / Can you repeat the time, please? (<i>Desculpe, você disse 6 ou 7? / Pode repetir o horário, por favor?</i>)

**Teacher Read-Aloud: Asking About the Course Schedule**

Listen twice. First, identify the situation. Then write down the days and times you hear. (*Ouça duas vezes. Primeiro, identifique a situação. Depois, anote os dias e horários que ouvir.*)

Mission Warm-up Catch the Schedule

TEACHER EDITION

Listen without reading the script. Write short answers. (Ouça sem ler o texto. Escreva respostas curtas.)

1. On which days are the English classes?

On Tuesdays and Thursdays.

2. What time does the class start and finish?

It starts at 7 p.m. and finishes at 9 p.m. (from 7 to 9).

3. What repair phrase does Pedro use?

"Sorry, did you say 7 or 11?"

Teacher Route — 120 minutes:

0–15: mission and listening warm-up. **15–35:** formula — telling the time (Unit 6.1 clock table) and *at/in/on* with time expressions (Unit 6.2 rules table); show *from...to* from Unit 6.3 for class times. **35–80:** controlled practice — Exercise 1 (times in words), Exercise 3 (*at/in/on*), and an oral pair drill: one student says a digital time, the other says it in words. **80–115:** Mission Lab (Real Use unit). **115–120:** Exit Check and home mission. Unit 6.3 in depth, Unit 6.4 (dialogue and reading), Unit 6.5 (writing) and Exercises 2, 4, 5, 6, 7, 8, 9, 10, 11, 12 are extension or homework.

Read twice: Pedro: “Good morning! I have a question about the English course.” Secretary: “Of course! The classes are on Tuesdays and Thursdays.” Pedro: “What time does the class start?” Secretary: “It starts at seven p.m. and finishes at nine p.m. — from seven to nine.” Pedro: “Sorry, did you say seven or eleven?” Secretary: “Seven. Seven in the evening.” Pedro: “Perfect. See you on Tuesday at seven!”

UNIT 6.1

Telling the Time

TEACHER EDITION



O'clock, Half Past, Quarter Past, Quarter To

In English we say "**It's...**" to tell the time. Here are the main patterns:

Time	English	Português
3:00	It's three o'clock .	São três horas.
3:15	It's quarter past three .	São três e quinze.
3:30	It's half past three .	São três e meia.
3:45	It's quarter to four .	São quinze para as quatro.

Key idea: For times after the half hour (31–59 minutes), English often counts *backwards* to the next hour using "**to**".



Minutes Past and Minutes To

TEACHER EDITION

For other times, use **"past"** (1–30 minutes after the hour) or **"to"** (1–29 minutes before the next hour).

Time	English	Português
5:05	It's five past five .	São cinco e cinco.
5:10	It's ten past five .	São cinco e dez.
5:20	It's twenty past five .	São cinco e vinte.
5:40	It's twenty to six .	São vinte para as seis.
5:50	It's ten to six .	São dez para as seis.
5:55	It's five to six .	São cinco para as seis.



Digital Time and AM/PM

TEACHER EDITION

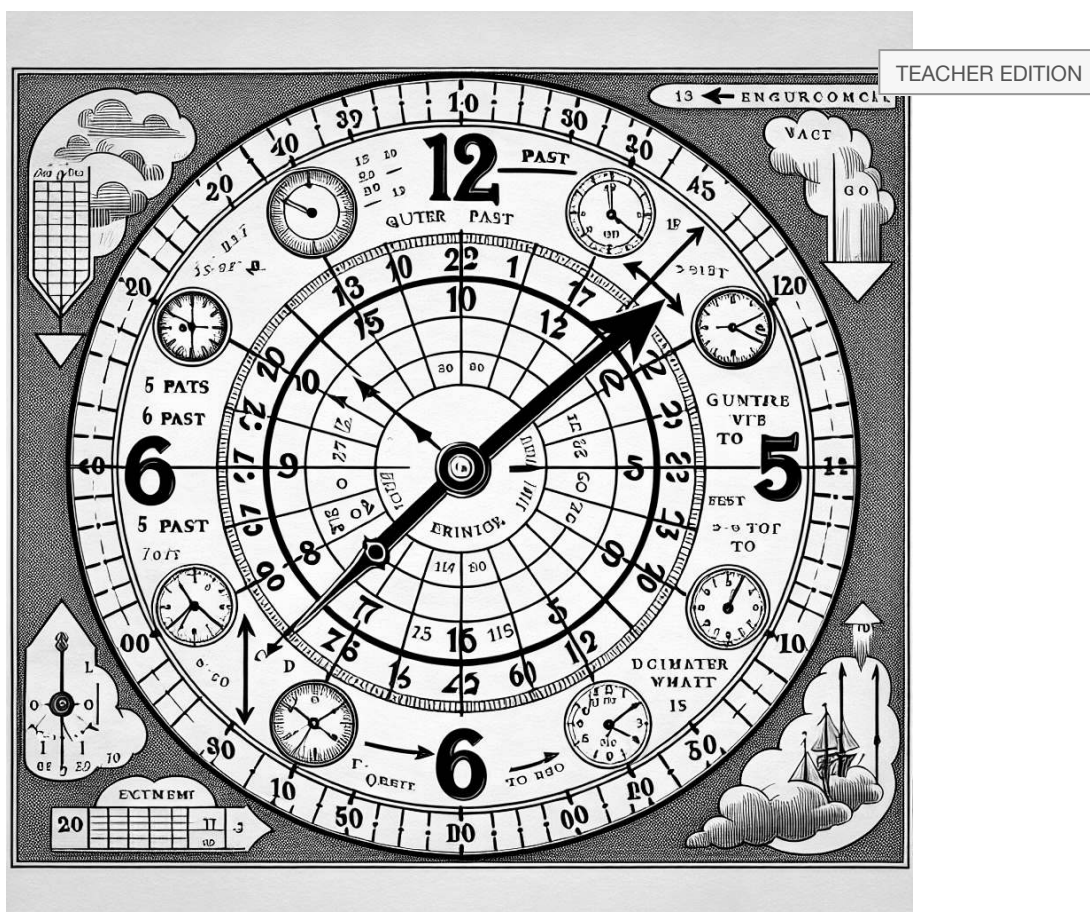
You can also say the time in **digital style** — just read the numbers directly. This is very common in everyday speech.

Time	Traditional	Digital Style
7:15	quarter past seven	seven fifteen
9:30	half past nine	nine thirty
3:45	quarter to four	three forty-five
11:05	five past eleven	eleven oh five

AM and PM:

- **AM** = from midnight (00:00) to midday (11:59) — *ante meridiem*
- **PM** = from midday (12:00) to midnight (23:59) — *post meridiem*

English	Meaning	Português
7:00 AM	seven in the morning	7 da manhã
12:00 PM	noon / midday	meio-dia
3:00 PM	three in the afternoon	3 da tarde
9:00 PM	nine in the evening	9 da noite
12:00 AM	midnight	meia-noite



The clock face: "past" on the right, "to" on the left

Examples in Context

O'CLOCK

School starts at eight o'clock.

A escola começa às oito horas.

HALF PAST

I have lunch at half past twelve.

Eu almoço ao meio-dia e meia.

QUARTER TO

The bus arrives at quarter to eight.

O ônibus chega às quinze para as oito.

DIGITAL STYLE

TEACHER EDITION

The film starts at seven forty-five PM.*O filme começa às sete e quarenta e cinco da noite.*

NOON / MIDNIGHT

We eat lunch at noon and the party ends at midnight.*Nós almoçamos ao meio-dia e a festa termina à meia-noite.***Tip:**

Common mistakes when telling the time:

- **Wrong word order:** "It's past ten five" → "It's **five past ten**"
- **Using "and" like Portuguese:** "three and thirty" → "**three thirty**" or "**half past three**"
- **Forgetting "oh" for single digits:** "It's seven five" → "It's seven **oh** five" (7:05)

Teacher Note:**Suggested time:** 25 minutes

Warm-up: Draw a large clock on the board. Move the hands and ask "What time is it?" Students call out the answer. Start with o'clock, then half past, then quarter past/to, then other minutes.

L1 interference: In Portuguese, times after :30 are often expressed as "X e Y" (e.g. "três e quarenta e cinco"), whereas English uses "to" (quarter to four). Spend extra time on the "to" pattern.

Exercise 1 Write the Time in Words

TEACHER EDITION

Write each time in words using the **traditional style** (o'clock, past, to, quarter, half).

1. 6:00 →**six o'clock**

2. 9:30 →**half past nine**

3. 2:15 →**quarter past two**

4. 7:45 →**quarter to eight**

5. 10:10 →**ten past ten**

6. 4:50 →**ten to five**

7. 1:05 →**five past one**

8. 8:55 →**five to nine**

9. 11:20 →**twenty past eleven**

10. 12:00 →

twelve o'clock / noon / midday

TEACHER EDITION

Exercise 2 Match the Digital Time to the Words

Match each digital time (1–6) with the correct way to say it (a–f).

1. 3:45

2. 6:30

3. 11:15

4. 8:05

5. 1:40

6. 12:00 AM

a) five past eight

b) quarter to four

c) midnight

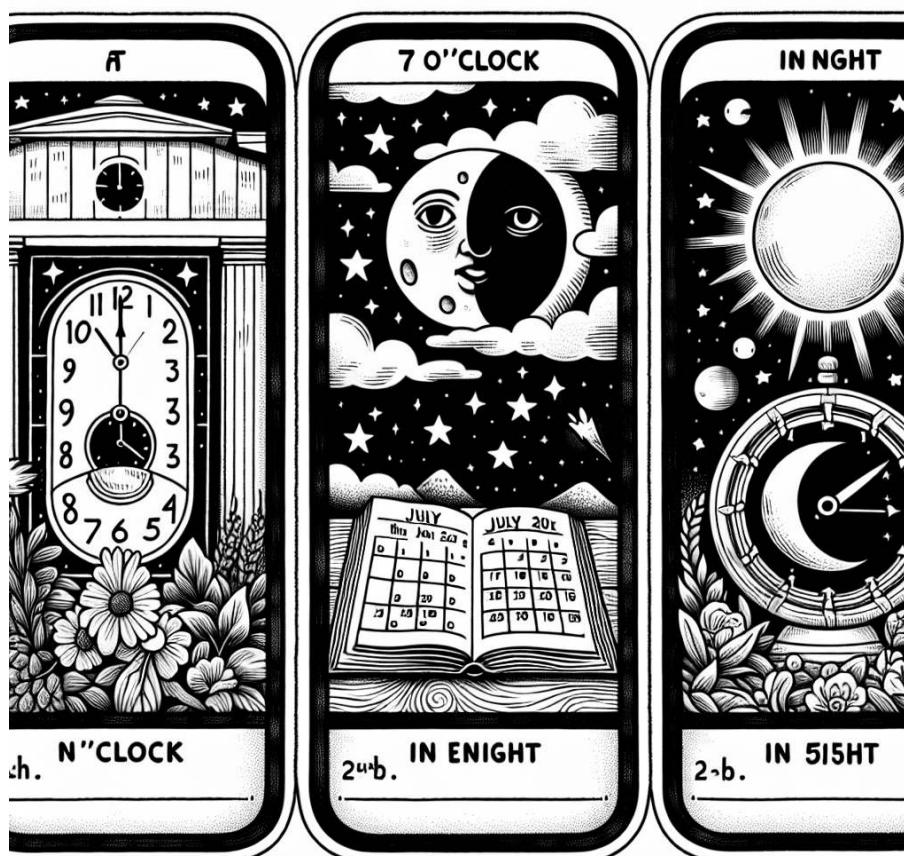
d) half past six

e) twenty to two

f) quarter past eleven

1-b, 2-d, 3-f, 4-a, 5-e, 6-c

UNIT 6.2

Time Prepositions — at, in, on

Three prepositions, three rules: at, in, on



AT — Specific Times and Fixed Expressions

TEACHER EDITION

Use **"at"** with specific times of the clock and some fixed expressions.

Use AT with	Examples	Português
Clock times	at 7 o'clock, at 3:30, at half past nine	às 7 horas, às 3:30, às nove e meia
Noon / Midnight	at noon, at midnight	ao meio-dia, à meia-noite
Night	at night	à noite
Mealtimes	at lunchtime, at dinnertime	na hora do almoço, na hora do jantar
The weekend	at the weekend (British English)	no fim de semana

IN — Parts of the Day, Months, Seasons, Years

TEACHER EDITION

Use **"in"** with longer periods of time.

Use IN with	Examples	Português
Parts of the day	in the morning, in the afternoon, in the evening	de manhã, de tarde, de noite (início)
Months	in January, in July, in December	em janeiro, em julho, em dezembro
Seasons	in (the) summer, in (the) winter	no verão, no inverno
Years	in 2025, in 1998	em 2025, em 1998
Centuries / Decades	in the 21st century, in the 1990s	no século XXI, nos anos 90

ON — Days and Dates

Use **"on"** with specific days and dates.

Use ON with	Examples	Português
Days of the week	on Monday, on Friday, on Saturdays	na segunda-feira, na sexta, aos sábados
Specific dates	on the 5th of March, on 15th July	no dia 5 de março, no dia 15 de julho
Special days	on Christmas Day, on my birthday, on New Year's Day	no dia de Natal, no meu aniversário, no Ano Novo
Day + part of day	on Monday morning, on Friday evening	na segunda de manhã, na sexta à noite

**Remember:**

TEACHER EDITION

"at night" NOT "in the night"! This is a very common mistake. We say "in the morning", "in the afternoon", "in the evening", but **"at night"**.

Also: when we combine a day with a part of the day, we use **"on"**: "on Monday morning" (NOT "in Monday morning").

Examples in Context

AT

I wake up at seven o'clock every day.*Eu acordo às sete horas todos os dias.*

AT

My father works at night.*Meu pai trabalha à noite.*

IN

We have English class in the morning.*Nós temos aula de inglês de manhã.*

IN

My birthday is in October.*Meu aniversário é em outubro.*

ON

We don't have school on Saturdays.*Não temos aula aos sábados.*

ON

The test is on the 20th of March.*A prova é no dia 20 de março.*

**Tip:**

TEACHER EDITION

Think of it this way to remember the rule:

- **AT** = a point in time (a precise moment) — *at 3 o'clock, at noon*
- **IN** = inside a period (a longer time) — *in the morning, in July*
- **ON** = on a specific day (a date on the calendar) — *on Tuesday, on the 1st of May*

Teacher Note:

Suggested time: 25 minutes

Activity: Write "AT", "IN", and "ON" on three large cards. Say time expressions aloud ("Monday", "7 o'clock", "the morning", "July", "my birthday") and have students hold up the correct card.

L1 interference: In Portuguese, "em" is used for many of these — "em segunda", "em julho", "em 2025", "em janeiro". Students tend to overuse "in" because "em" maps to "in" in their minds. Emphasise that days need "on" and clock times need "at".

Exercise 3 Choose at, in, or on

TEACHER EDITION

Complete each sentence with **at**, **in**, or **on**.

1. I have Maths class _____ Monday.

on

2. The film starts _____ 8 o'clock.

at

3. We go to the beach _____ the summer.

in

4. My birthday is _____ the 15th of April.

on

5. She studies English _____ the afternoon.

in

6. The concert is _____ Saturday evening.

on

7. I was born _____ 2011.

in

8. He works _____ night.

at

9. School starts _____ February.

in

10. We have a party _____ New Year's Day.

on

TEACHER EDITION

Exercise 4 Correct the Mistakes

Each sentence has a **wrong preposition**. Rewrite the sentence with the correct preposition.

1. I wake up in 7 o'clock.

I wake up at 7 o'clock.

2. We have a test at Friday.

We have a test on Friday.

3. She goes running on the morning.

She goes running in the morning.

4. My father works in night.

My father works at night.

5. The holiday is at the 25th of December.

The holiday is on the 25th of December.

UNIT 6.3

Other Time Expressions

More Time Expressions

Besides at/in/on, English has many other useful time expressions.

Expression	Meaning	Português	Example
from...to	start point to end point	de...até / das...às	I study from 8 to 12 .
from...until	same as from...to	de...até	She works from Monday until Friday.
before	earlier than	antes de	I have breakfast before school.
after	later than	depois de	We play football after class.
during	throughout a period	durante	Don't talk during the lesson.
between...and	from one point to another	entre...e	Lunch is between 12 and 1 .
by	no later than (deadline)	até (prazo)	Finish your homework by Friday.

English	Português	Example Sentence
from...to	<i>de...até</i>	I work from 9 to 5.
until / till	<i>até</i>	Wait until 3 o'clock.
before	<i>antes de</i>	Wash your hands before lunch.

English	Português	Example Sentence	TEACHER EDITION
after	<i>depois de</i>	I do homework after school.	
during	<i>durante</i>	Be quiet during the exam.	
between...and	<i>entre...e</i>	The break is between 10 and 10:30.	
by	<i>até (prazo final)</i>	Submit the project by Monday.	
ago	<i>atrás</i>	I arrived 10 minutes ago.	

Examples in Context

FROM...TO

Classes are from 7:30 to 12:00.

As aulas são das 7:30 às 12:00.

BEFORE / AFTER

I brush my teeth before bed and after meals.

Eu escovo os dentes antes de dormir e depois das refeições.

DURING

We can't use our phones during class.

Não podemos usar o celular durante a aula.

BY (DEADLINE)

Please finish the exercise by next Wednesday.

Por favor, termine o exercício até a próxima quarta-feira.

**Tip:**

TEACHER EDITION

"during" vs. "for":

- **during** = tells you WHEN something happens — "I fell asleep **during** the film." (during answers "when?")
- **for** = tells you HOW LONG — "I slept **for** two hours." (for answers "how long?")

"by" vs. "until":

- **by** = at any time before the deadline — "Finish **by** 5 PM." (the task must be done before 5 PM)
- **until** = continuing up to that time — "I will wait **until** 5 PM." (I keep waiting from now to 5 PM)

Teacher Note:**Suggested time:** 20 minutes

Activity: Write the school timetable on the board and practise: "Maths is from 7:30 to 8:20", "We have a break between 10 and 10:20", "We must arrive by 7:25".

L1 interference: "durante" in Portuguese maps cleanly to "during" in English, but students sometimes confuse "during" and "for". Use plenty of contrastive examples.

Exercise 5 Complete with a Time Expression

TEACHER EDITION

Complete each sentence with **from...to**, **before**, **after**, **during**, **between...and**, or **by**.

1. I study English _____ 2:00 _____ 4:00 every Tuesday.

from...to

2. Please don't talk _____ the exam.

during

3. I always wash my hands _____ lunch.

before

4. We play football _____ school.

after

5. You must finish the project _____ next Monday.

by

6. The break is _____ 10:00 _____ 10:20.

between...and

Exercise 6 Translate into English

TEACHER EDITION

Translate the following sentences from Portuguese into English. Pay attention to the time prepositions.

1. Eu acordo às seis e meia.

I wake up at half past six. / I wake up at six thirty.

2. Nós temos aula de inglês na segunda-feira.

We have English class on Monday.

3. Ela nasceu em 2012.

She was born in 2012.

4. O jogo começa às quinze para as três.

The game starts at quarter to three. / The game starts at 2:45.

5. Eu estudo de manhã e trabalho à noite.

I study in the morning and work at night.

UNIT 6.4

Dialogue & Reading

Marina and Pedro talk about their weekly schedules

Dialogue: Talking About Schedules

TEACHER EDITION

Marina and Pedro compare their school timetables during break.

- Marina:** What time does your first class start, Pedro?
- Pedro:** It starts at quarter past seven. I always arrive at school by seven o'clock.
- Marina:** That's early! My first class starts at half past seven. What do you have on Mondays?
- Pedro:** On Monday morning I have Portuguese from 7:15 to 8:05, then Maths from 8:05 to 8:55.
- Marina:** When is your break?
- Pedro:** The break is between 9:45 and 10:05. What about you?
- Marina:** My break is at ten o'clock too. Do you have English class this week?
- Pedro:** Yes! I have English on Tuesdays and Thursdays in the afternoon, from 2:00 to 3:30.
- Marina:** I have English on Wednesday morning. Our teacher said we must finish the project by Friday.
- Pedro:** I know! I'm going to work on it after dinner tonight. What time do you go home?
- Marina:** I leave school at noon. I don't have classes in the afternoon on Mondays.
- Pedro:** Lucky you! I stay until quarter past twelve. See you tomorrow!

Teacher Note:

Suggested time: 10 minutes

Activity: Have students read the dialogue in pairs. Then ask them to underline all the time expressions and identify the preposition used (at, in, on, from...to, between, by, until). Discuss why each preposition is correct.

Exercise 7 True or False

TEACHER EDITION

Read the dialogue above and write **T** (True) or **F** (False).

1. Pedro's first class starts at half past seven.
F **F (It starts at quarter past seven.)**
2. Pedro has Maths from 8:05 to 8:55 on Mondays. **T** **T**
3. Pedro's break is between 10:00 and 10:20.
F **F (It's between 9:45 and 10:05.)**
4. Pedro has English class on Tuesdays and Thursdays. **T** **T**
5. The project deadline is on Wednesday. **F** **F (The deadline is by Friday.)**
6. Marina leaves school at noon on Mondays. **T** **T**

Reading: Camila's Weekly Schedule

TEACHER EDITION

Read the text about Camila's week.

My name is Camila and I am 13 years old. I live in São Paulo with my mum and my older brother, Lucas. I am in the 8th grade at a public school near my house.

My alarm goes off at quarter past six every morning. I get up, take a shower, and have breakfast before 7 o'clock. I usually eat bread with cheese and drink a glass of milk. I leave home at ten to seven and walk to school — it only takes five minutes.

Classes start at seven o'clock and finish at noon from Monday to Friday. In the morning I have six classes. My favourite subject is English, and I have it on Tuesdays and Thursdays from 9:50 to 10:40. I also like Art, which I have on Wednesday morning.

The break is between quarter to ten and five past ten. During the break I usually talk to my friends and eat a snack. After school, I go home and have lunch at about half past twelve.

In the afternoon I have different activities on different days. On Mondays and Wednesdays I have English classes at Escola Incluir from 2:00 to 3:30. On Tuesdays I go to the library and study until 4 o'clock. On Thursdays I play volleyball with my friends in the park. On Fridays I don't have any activities — I just relax at home!

In the evening I do my homework before dinner. We usually eat at about half past seven. After dinner I watch a little TV or read a book. I always go to bed by ten o'clock because I need to wake up early.

Teacher Note:

Suggested time: 20 minutes (reading + exercises 8-9)

Pre-reading: Ask students to describe their own weekly schedule briefly in Portuguese. Then tell them they will read about a student with a similar routine.

Reading strategy: First reading for general understanding, second reading to find specific times and prepositions for the exercises.

TEACHER EDITION

Exercise 8 Answer the Questions

Read the text about Camila and answer the questions in complete sentences.

1. What time does Camila's alarm go off?

Her alarm goes off at quarter past six. / It goes off at 6:15.

2. What time do classes finish?

Classes finish at noon. / They finish at 12 o'clock.

3. On which days does Camila have English at school?

She has English on Tuesdays and Thursdays.

4. What does Camila do during the break?

She talks to her friends and eats a snack.

5. What does Camila do on Thursdays in the afternoon?

She plays volleyball with her friends in the park.

6. What time does Camila go to bed?

She goes to bed by ten o'clock. / She always goes to bed by 10.

Exercise 9 Complete About Camila

TEACHER EDITION

Complete the sentences about Camila using the correct time preposition (**at, in, on, from...to, before, after, during, between...and, by, or until**).

1. She has breakfast _____ 7 o'clock.

before

2. She has English at school _____ Tuesdays and Thursdays.

on

3. The break is _____ quarter to ten _____ five past ten.

between...and

4. She talks to friends _____ the break.

during

5. She goes home _____ school.

after

6. She has classes at Escola Incluir _____ 2:00 _____ 3:30.

from...to

7. On Tuesdays she studies _____ 4 o'clock.

until

8. She goes to bed _____ ten o'clock.

by

UNIT 6.5

Writing & Speaking



A weekly timetable — can you describe yours in English?

Exercise 10 Fill In Your Timetable

TEACHER EDITION

Complete the timetable below with **your own** school subjects and activities. Write the times and the subjects in English.

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Exercise 11 Write About Your Weekly Schedule

Using the timetable above, write a paragraph (6–8 sentences) describing your weekly schedule. Use the time prepositions you learned in this chapter (**at, in, on, from...to, before, after, during, by**). You can use Camila's text as a model.

Include:

- What time you wake up and leave home
- What time your classes start and finish
- At least two specific days with activities
- What you do before and after school
- What time you go to bed

Exercise 12 Interview a Classmate

TEACHER EDITION

Ask a classmate the questions below and write their answers. Then report their schedule to the class using *he/she*.

1. **What time** do you wake up?

2. **What time** do your classes start?

3. **What** do you have **on** Wednesdays?

4. **What** do you do **after** school?

5. **What** do you do **at** the weekend?

6. **What time** do you go to bed?

Teacher Note:

Suggested time: 25 minutes (10 for timetable, 15 for writing, 10 for interview)

Assessment criteria for Exercise 11:

- Correct use of at least 4 different time prepositions (at, in, on, from...to, before, after, etc.)
- At least 2 times expressed correctly in words

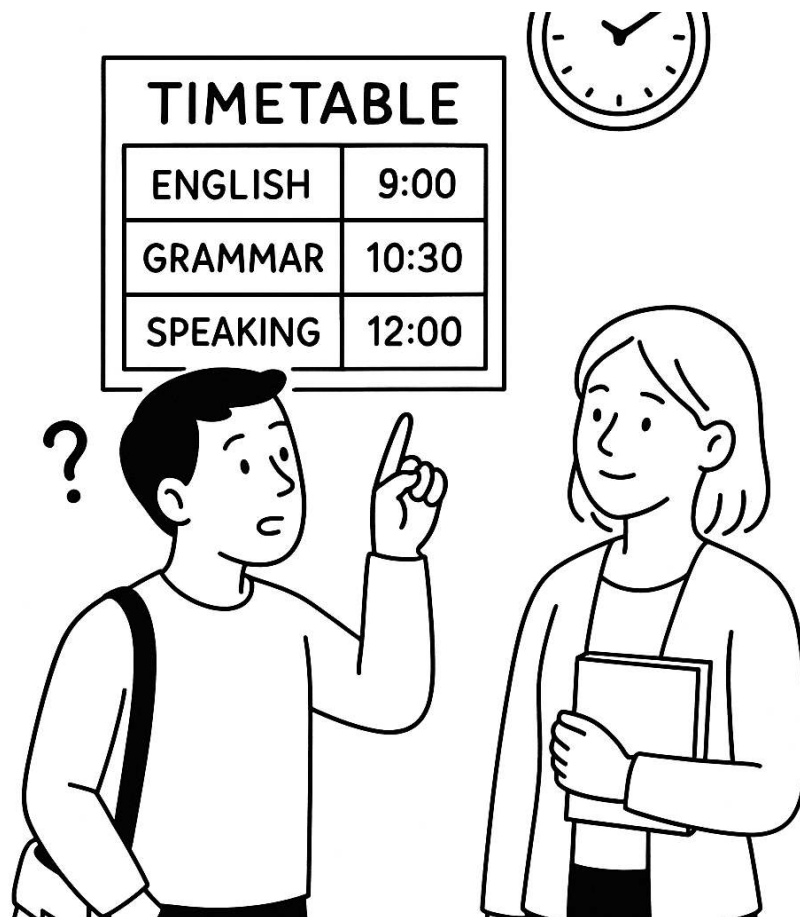
- Clear paragraph structure (6-8 sentences)
- Accurate description matching the timetable

TEACHER EDITION

Exercise 12: After the interview, each student reports to the class: "Ana wakes up at seven. She has classes from 7:30 to 12. On Wednesdays she has English in the morning." This practises third-person forms and reinforces time prepositions in a communicative context.

REAL USE

Mission Lab: When Does It Start?



Ask about the schedule — and don't miss your class!

Model Exchange

TEACHER EDITION

- Student:** Excuse me, when is the computer course?
- Secretary:** It's on Mondays and Wednesdays, in the evening.
- Student:** What time does it start?
- Secretary:** At half past six. It finishes at half past eight.
- Student:** Sorry, did you say 6:30 or 7:30?
- Secretary:** 6:30 — half past six.
- Student:** Great. So, on Monday at 6:30. Thank you!

Final Task Schedule Information Roleplay

Work in pairs. Student A is the school secretary; Student B asks about two courses. Then switch roles. (Trabalhem em duplas. O aluno A é o secretário da escola; o aluno B pergunta sobre dois cursos. Depois, troquem os papéis.)

- A. Secretary:** invent a timetable for two courses (days + start and finish times). Answer with *on* for days, *at* for times, and *from...to* for the period. (*Invente o horário de dois cursos e responda usando on, at e from...to.*)
- B. Student:** ask about the days and times of both courses, write down the schedule, confirm it back ("So, on Monday at 6:30?"), and use one repair phrase. (*Pergunte os dias e horários dos dois cursos, anote, confirme repetindo e use uma frase de reparo.*)
- ✓ **Mission success:** the student's written schedule matches the secretary's invented timetable exactly — days and times — checked by comparing notes at the end.

**Repair Challenge:**

The secretary must say one time that sounds confusing (like 6:30 / 7:30 or 13 / 30). Check it: *Sorry, did you say 6:30 or 7:30?* or *Can you repeat the time, please?*



AI Mission — My Schedule:

TEACHER EDITION

In ChatGPT Voice, say: “Act as a school secretary. I am a beginner English student from Brazil. I want to know the schedule of three courses. Invent the days and times. Answer my questions one at a time. Speak slowly. After the roleplay, correct my main mistakes with at, in, and on in Portuguese.” Practice for 10 minutes. **Offline:** write your own weekly schedule and read it aloud: "On Monday I work from 8 to 5. My English class is at 7 p.m."

Exit Check My Can-Do Checklist

- ☐ I can ask and say what time it is.
- ☐ I can ask what time something starts and finishes.
- ☐ I can use at for times, on for days, and in for parts of the day.
- ☐ I can say a period with from...to ("from 7 to 9").
- ☐ I can confirm an appointment by repeating the day and time.
- ☐ I can check a confusing time ("Did you say 6:30 or 7:30?").

Performance Feedback:

Listen for message completion first: does the written schedule match? That comparison is the real test. Then check *at/in/on* accuracy, time pronunciation (half past, quarter to), and repair language. Do not interrupt every error — note one successful phrase and one next step for each student. Feedback can be given in Portuguese at this level.

Chapter 6 - Answer Key

Exercise 1: Write the Time in Words

1. six o'clock 2. half past nine 3. quarter past two
4. quarter to eight 5. ten past ten 6. ten to five
7. five past one 8. five to nine 9. twenty past eleven
10. twelve o'clock / noon / midday

Exercise 2: Match the Digital Time to the Words

- 1-b (quarter to four) 2-d (half past six)
3-f (quarter past eleven) 4-a (five past eight)
5-e (twenty to two) 6-c (midnight)

Exercise 3: Choose at, in, or on

1. on 2. at 3. in 4. on 5. in 6. on 7. in 8. at
9. in 10. on

Exercise 4: Correct the Mistakes

1. I wake up at 7 o'clock. 2. We have a test on Friday.
3. She goes running in the morning. 4. My father works at night.
5. The holiday is on the 25th of December.

Exercise 5: Complete with a Time Expression

1. from...to 2. during 3. before 4. after 5. by
6. between...and

Exercise 6: Translate into English

1. I wake up at half past six. / I wake up at six thirty.
2. We have English class on Monday. 3. She was born in 2012.

4. The game starts at quarter to three. / The game starts at 2:45.

5. I study in the morning and work at night.

TEACHER EDITION

Exercise 7: True or False

1. F (It starts at quarter past seven.) 2. T

3. F (It's between 9:45 and 10:05.) 4. T

5. F (The deadline is by Friday.) 6. T

Exercise 8: Answer the Questions

1. Her alarm goes off at quarter past six. / It goes off at 6:15.

2. Classes finish at noon. / They finish at 12 o'clock.

3. She has English on Tuesdays and Thursdays.

4. She talks to her friends and eats a snack.

5. She plays volleyball with her friends in the park.

6. She goes to bed by ten o'clock. / She always goes to bed by 10.

Exercise 9: Complete About Camila

1. before 2. on 3. between...and 4. during 5. after

6. from...to 7. until 8. by

Exercise 10: Fill In Your Timetable

Answers will vary. Check that students wrote times and subjects in English correctly.

Exercise 11: Write About Your Weekly Schedule

Answers will vary. Check for correct use of at least 4 different time prepositions (at, in, on, from...to, before, after, etc.), at least 2 times expressed correctly in words, clear paragraph structure (6-8 sentences), and accuracy matching the timetable.

Exercise 12: Interview a Classmate

TEACHER EDITION

Answers will vary. Check that students answered in complete sentences using time prepositions correctly. When reporting, verify correct use of third-person forms and appropriate time prepositions.

TEACHER EDITION

CHAPTER 7

TEACHER EDITION

Finding My Way: Describing People and Asking for Directions

Use descriptions, transport words, and direction phrases to survive in the city: describe a person you are looking for, say how you travel, and ask for help when you don't know the way.



People, transportation, and finding your way around town

**Today's Mission:**

TEACHER EDITION

Find your way in the city: ask how to get to a place, understand the directions and which bus to take, and describe the person you are going to meet.

Missão de hoje: encontrar o caminho na cidade — perguntar como chegar a um lugar, entender as direções e qual ônibus pegar, e descrever a pessoa que você vai encontrar.

**Survival Phrase Kit**

Purpose (Objetivo)	Useful language
Ask for directions (pedir direções)	Excuse me, how do I get to ____? / Is it far from here? (Com licença, como chego a ____? / É longe daqui?)
Understand the route (entender o caminho)	Go straight. / Turn left/right. / It's next to the pharmacy. / Take the number 30 bus. (Siga reto. / Vire à esquerda/direita. / Fica ao lado da farmácia. / Pegue o ônibus 30.)
Describe a person (descrever uma pessoa)	She is tall and has short dark hair. / He is wearing a red shirt. (Ela é alta e tem cabelo escuro curto. / Ele está de camisa vermelha.)
Repair communication (consertar a comunicação)	Can you speak more slowly? / Left or right? / Can you show me on the map? (Pode falar mais devagar? / Esquerda ou direita? / Pode me mostrar no mapa?)

**Teacher Read-Aloud: Lost on the Way to the Health Center**

Listen twice. First, identify where Carla wants to go. Then listen for the route, the bus number, and the repair phrase. (Ouça duas vezes. Primeiro, identifique aonde Carla quer ir. Depois, ouça o caminho, o número do ônibus e a frase de reparo.)

Mission Warm-up Which Way Does Carla Go?

TEACHER EDITION

Listen without reading the script. Write short answers. (Ouça sem ler o texto. Escreva respostas curtas.)

1. Where does Carla want to go?

To the health center.

2. Which bus does she need, and where is the health center?

The number 30 bus; the health center is next to the pharmacy.

3. What repair phrase does Carla use?

"Left or right?" (checking the direction).

Teacher Route — 120 minutes:

0–15: mission and listening warm-up. **15–35:** formula — describing people with *is/has* (Unit 7.1 tables), transport with *by/on* (Unit 7.3 table), and the directions phrases (Unit 7.4 table). **35–80:** controlled practice — Exercise 1 (*is/has*), Exercise 5 (*by/on*), Exercise 7 (complete the directions); quick oral drill: teacher gives a direction, students point. **80–115:** Mission Lab (Real Use unit). **115–120:** Exit Check and home mission. Unit 7.2 (personality and clothes), Unit 7.5 (dialogue, reading and writing) and Exercises 2, 3, 4, 6, 8, 9, 10, 11, 12 are extension or homework.

Read twice: Carla: "Excuse me, how do I get to the health center?" Man: "It's far from here. Take the number 30 bus at the corner." Carla: "The number 30. OK. And then?" Man: "Get off at the market, go straight, and turn left at the bank. The health center is next to the pharmacy." Carla: "Left or right?" Man: "Left. At the bank." Carla: "Go straight, turn left at the bank, next to the pharmacy. Thank you very much!"

Describing People — Physical Appearance

TEACHER EDITION

Using "Be" + Adjective for General Appearance

We use **be** + **adjective** to describe someone's general appearance.

English	Português	Example
tall	alto(a)	He is tall.
short	baixo(a)	She is short.
fat	gordo(a)	The cat is fat.
thin / slim	magro(a) / esbelto(a)	She is slim.
young	jovem	They are young.
old	velho(a) / idoso(a)	My grandfather is old.

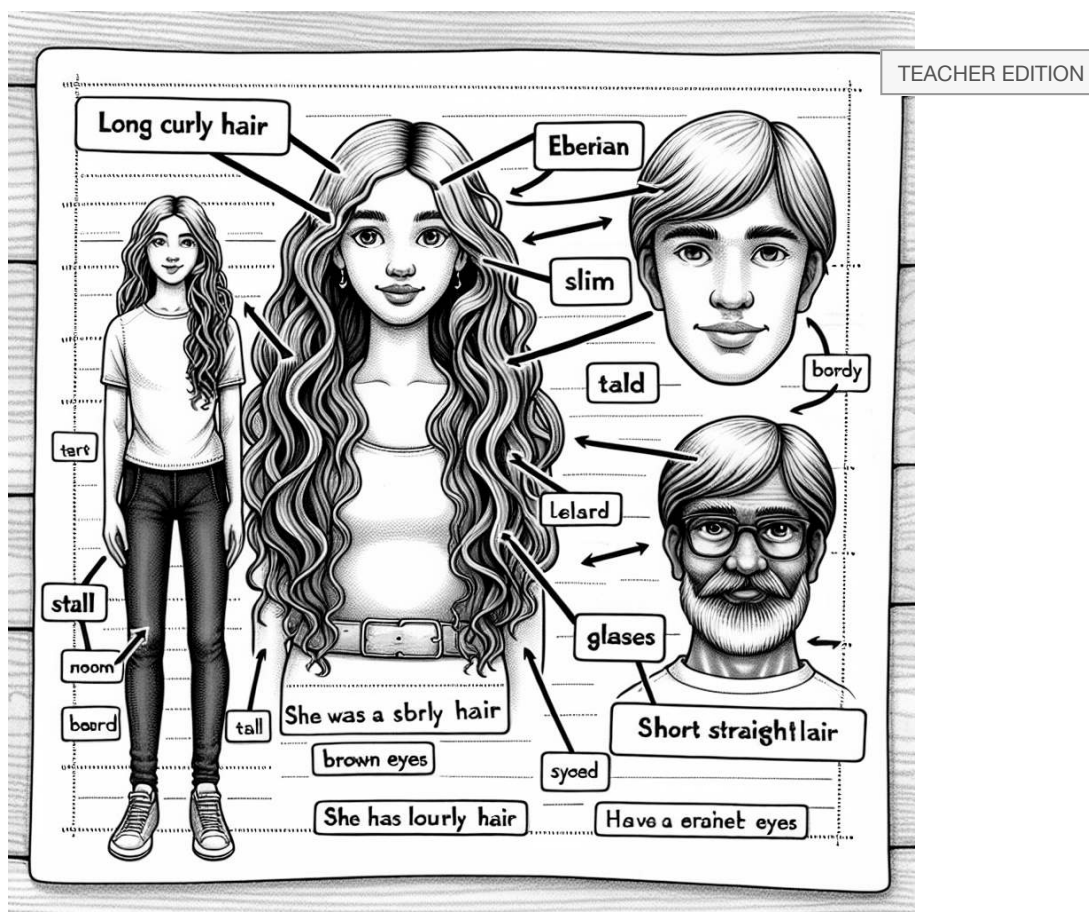
Using "Have / Has" + Noun for Specific Features

TEACHER EDITION

We use **have / has + noun** to describe specific features like hair, eyes, a beard, etc.

Feature	Vocabulary	Português
Hair length	long hair	cabelo comprido
	short hair	cabelo curto
	medium-length hair	cabelo de comprimento médio
Hair type	curly hair	cabelo cacheado
	straight hair	cabelo liso
	wavy hair	cabelo ondulado
Hair colour	blonde hair	cabelo loiro
	brown hair	cabelo castanho
	black hair	cabelo preto
	red hair	cabelo ruivo
Eyes	blue eyes	olhos azuis
	green eyes	olhos verdes
	brown eyes	olhos castanhos
Facial hair	a beard	uma barba
	a moustache	um bigode

Word order for hair: She has **long curly brown** hair. (length + type + colour)



Describing physical appearance – use "be" for general features and "have/has" for specific ones

Examples in Context

BE + ADJECTIVE

My brother is tall and slim.

Meu irmão é alto e magro.

HAVE + NOUN

She has long curly brown hair.

Ela tem cabelo castanho comprido e cacheado.

HAS + NOUN

My father has a beard and brown eyes.

Meu pai tem barba e olhos castanhos.

BE + HAVE

TEACHER EDITION

Ana is short and has short straight black hair.*Ana é baixa e tem cabelo preto, curto e liso.***Tip:**

Common mistakes when describing people:

- **Wrong verb:** "She has tall" → "She **is** tall" (use *be* for adjectives)
- **Wrong verb:** "He is brown eyes" → "He **has** brown eyes" (use *have* for body parts)
- **Wrong order:** "She has brown long hair" → "She has **long brown** hair" (length before colour)

Teacher Note:**Suggested time:** 25 minutes

Warm-up: Describe a famous person (e.g., a footballer or singer the students know) and ask students to guess who it is. This introduces the vocabulary naturally.

L1 interference: In Portuguese, "ele tem alto" is sometimes heard colloquially. Stress that in English the distinction between "be" (adjectives) and "have" (nouns) is strict.

Exercise 1 Complete with "is" or "has"

TEACHER EDITION

Complete each sentence with **is** or **has**.

1. My sister **is** _____ tall and slim. **is**
2. Pedro **has** _____ short black hair. **has**
3. My grandmother **is** _____ old but very strong. **is**
4. Lucas **has** _____ green eyes and a beard. **has**
5. The teacher **is** _____ young and friendly. **is**
6. Maria **has** _____ long wavy blonde hair. **has**
7. My dog **is** _____ fat and very lazy. **is**
8. Carlos **has** _____ a moustache. **has**

Exercise 2 Write a Description

TEACHER EDITION

Look at each description in Portuguese and write the English version. Use "is" or "has" correctly.

1. Ela é alta. Ela tem cabelo comprido e castanho.

She is tall. She has long brown hair.

2. Ele é baixo e gordo. Ele tem olhos azuis.

He is short and fat. He has blue eyes.

3. Meu avô é velho. Ele tem barba e cabelo branco curto.

My grandfather is old. He has a beard and short white hair.

4. A professora é jovem e magra. Ela tem cabelo ruivo e cacheado.

The teacher is young and slim. She has curly red hair.

UNIT 7.2

Describing People — Personality & Clothes

Personality Adjectives

English	Português	Example
friendly	<i>amigável / simpático(a)</i>	She is very friendly.
shy	<i>tímido(a)</i>	He is a bit shy.
funny	<i>engraçado(a)</i>	My brother is very funny.
serious	<i>sério(a)</i>	The teacher is serious.
kind	<i>gentil / bondoso(a)</i>	My grandmother is very kind.
lazy	<i>preguiçoso(a)</i>	The cat is really lazy.
hardworking	<i>trabalhador(a) / esforçado(a)</i>	Ana is very hardworking.



Clothing Vocabulary & "Wearing" vs "Has"

TEACHER EDITION

We use **"is wearing"** to describe what someone has on *right now*. We use **"has"** for things that are always true (like hair or eyes).

English	Português
a shirt	uma camisa
a T-shirt	uma camiseta
trousers / pants	calças
jeans	jeans / calça jeans
a dress	um vestido
a skirt	uma saia
shoes	sapatos
trainers / sneakers	tênis
a hat	um chapéu / boné
a jacket	uma jaqueta

Compare:

- "She **is wearing** a red dress." (right now)
- "She **has** brown eyes." (always true)

Examples in Context

PERSONALITY

My best friend is funny and very kind.

Meu melhor amigo é engraçado e muito gentil.

WEARING

TEACHER EDITION

Today she is wearing a blue T-shirt and jeans.

Hoje ela está usando uma camiseta azul e jeans.

FULL DESCRIPTION

Pedro is tall and has short brown hair. He is friendly but a bit shy. He is wearing a white shirt and black trousers.

Pedro é alto e tem cabelo castanho curto. Ele é simpático mas um pouco tímido. Ele está usando uma camisa branca e calças pretas.

**Watch out!**

Do not confuse **"is wearing"** with **"has"**:

- "She **is wearing** a hat." (something she can take off)
- "She **has** blue eyes." (a permanent feature)
- **WRONG:** "She has a red dress" (to describe what she wears right now)

Teacher Note:

Suggested time: 25 minutes

Activity: Ask students to stand up and describe what a classmate is wearing without saying who. The class guesses who they are describing. This practises "is wearing" naturally.

L1 interference: In Portuguese, "usar" covers both "wear" and "use". Students may say "She uses a dress" instead of "She is wearing a dress".

Exercise 3 Match the Personality Adjective

TEACHER EDITION

Match each description with the correct personality adjective.

- | | |
|---|--------------------|
| 1. She always makes everyone laugh. → <u>funny</u> | funny |
| 2. He doesn't like talking to new people. → <u>shy</u> | shy |
| 3. She always helps others and is very nice. → <u>kind</u> | kind |
| 4. He doesn't want to do any work. → <u>lazy</u> | lazy |
| 5. She studies every day and always does her homework. → <u>hardworking</u> | hardworking |
| 6. He is easy to talk to and makes friends quickly. → <u>friendly</u> | friendly |

Exercise 4 Complete with "is wearing" or "has"*Complete each sentence with **is wearing** or **has**.*

- | | |
|---|-------------------|
| 1. Today Maria <u>is wearing</u> a yellow dress. | is wearing |
| 2. João <u>has</u> brown eyes and curly hair. | has |
| 3. The girl <u>is wearing</u> a red hat and white shoes. | is wearing |
| 4. My teacher <u>has</u> a moustache and short grey hair. | has |
| 5. Carlos <u>is wearing</u> jeans and a black jacket today. | is wearing |
| 6. Beatriz <u>has</u> long straight blonde hair. | has |

UNIT 7.3

Means of Transportation



How Do You Go To...?

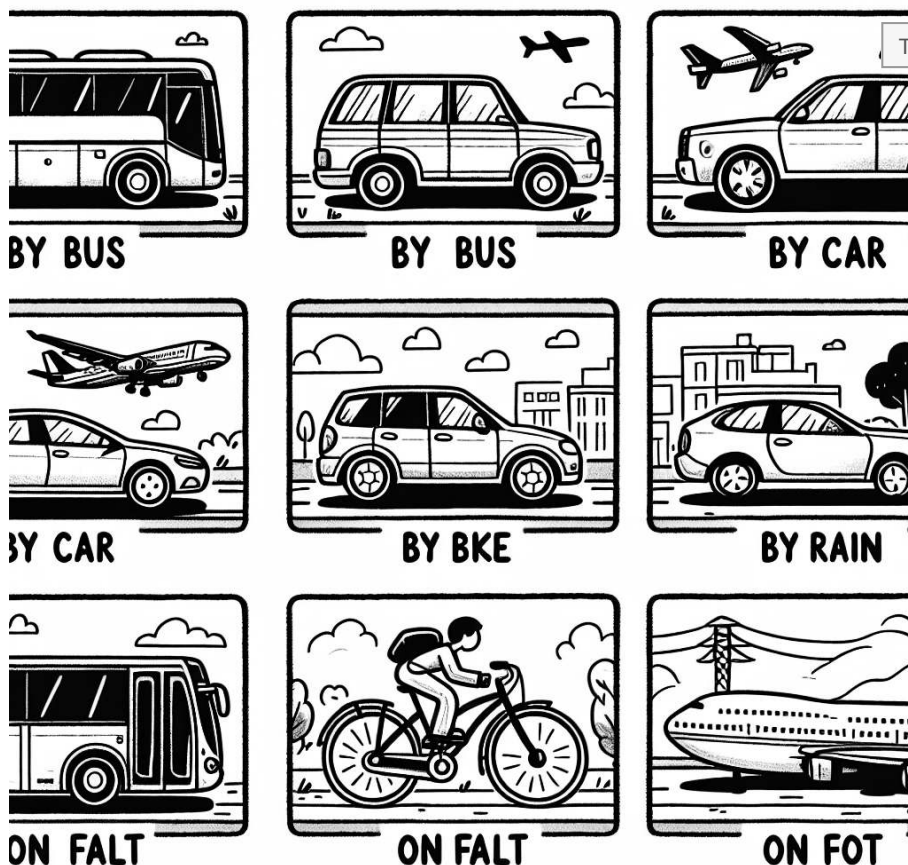
To talk about transportation, we use **"by" + vehicle** (without "a" or "the") or **"on foot"** for walking.

Question: How do you go to school / work / the city centre?

Answer: I go to school **by bus**. / I go **on foot**.

Means of Transportation

English	Português	Example
by bus	<i>de ônibus</i>	I go to school by bus.
by car	<i>de carro</i>	My father goes to work by car.
by bike / by bicycle	<i>de bicicleta</i>	She goes to the park by bike.
by train	<i>de trem</i>	We go to São Paulo by train.
by plane	<i>de avião</i>	They travel to Rio by plane.
by subway / by metro	<i>de metrô</i>	He goes to the centre by metro.
on foot	<i>a pé</i>	I go to school on foot.
by taxi	<i>de táxi</i>	We go to the airport by taxi.



Common means of transportation — how do you go to school?



Tip:

Important rules about "by" + transport:

- Use **"by"** (NOT "of" or "in"): "by bus" (NOT "of bus")
- Do NOT use "a" or "the" after "by": "by car" (NOT "by a car" or "by the car")
- The exception is walking: **"on foot"** (NOT "by foot")

Teacher Note:

Suggested time: 20 minutes

Activity: Do a quick class survey: "How do you come to school?" Write a tally on the board (by bus: IIII, on foot: III, etc.) and practise the responses as a group.

L1 interference: Portuguese uses "de" for all transport (de ônibus, de carro), which leads students to say "of bus" or "of car". Emphasise that English uses "by". Also watch out for "on foot" instead of "on foot".

TEACHER EDITION

Exercise 5 Complete with "by" or "on"

Complete each sentence with **by** or **on**.

1. I go to school **by** _____ bus.
2. She walks to the market **on** _____ foot.
3. We travel to Brasília **by** _____ plane.
4. My father goes to work **by** _____ car.
5. The children go to the park **on** _____ foot.
6. He goes to the city centre **by** _____ metro.

by

on

by

by

on

by

Exercise 6 How Do You Go?

TEACHER EDITION

Answer each question in a complete sentence. Use the transport in brackets.

1. How does Ana go to school? (bus)

Ana goes to school by bus.

2. How do you go to the supermarket? (on foot)

I go to the supermarket on foot.

3. How does your family travel to São Paulo? (car)

My family travels to São Paulo by car.

4. How do tourists go from Guarulhos Airport to the city centre? (taxi)

Tourists go from Guarulhos Airport to the city centre by taxi.

UNIT 7.4

Giving & Understanding Directions



Key Phrases for Giving Directions

When someone asks "Excuse me, how do I get to...?" or "Where is the...?", use these phrases:

English	Português
Go straight (ahead).	Siga em frente.
Turn left.	Vire à esquerda.
Turn right.	Vire à direita.
It's on the left.	É/Fica à esquerda.
It's on the right.	É/Fica à direita.
Cross the street.	Atravesse a rua.
Take the first turning on the left.	Pegue a primeira rua à esquerda.
Take the second turning on the right.	Pegue a segunda rua à direita.

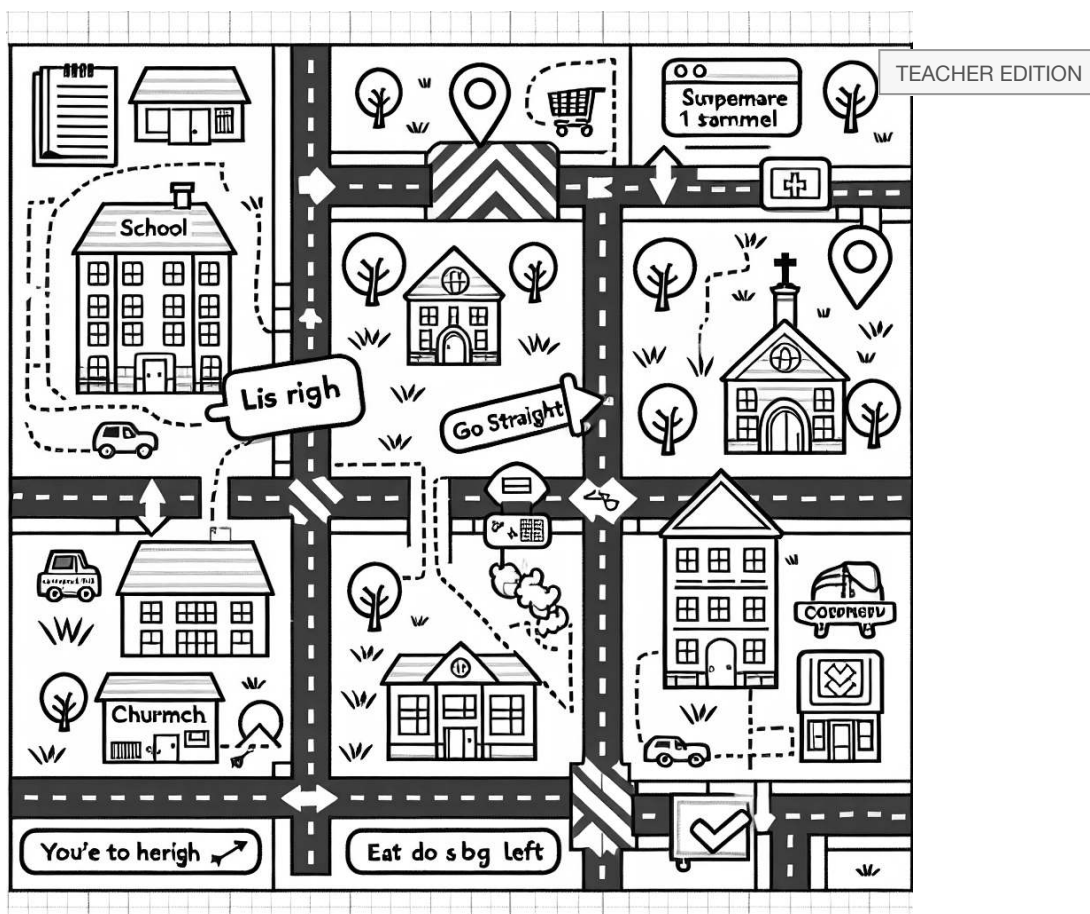


Prepositions of Place for Directions

TEACHER EDITION

Use these prepositions to say where something is located:

English	Português	Example
next to	ao lado de	The bank is next to the supermarket.
between	entre	The school is between the park and the church.
opposite	em frente a / do outro lado	The pharmacy is opposite the hospital.
in front of	na frente de	There is a bus stop in front of the school.
behind	atrás de	The car park is behind the shopping centre.
on the corner (of)	na esquina (de)	The café is on the corner of Rua XV.



A simple map — practise giving and following directions

Examples in Context

ASKING

Excuse me, how do I get to the hospital?

Com licença, como eu chego ao hospital?

GIVING DIRECTIONS

Go straight and turn right at the traffic lights. The hospital is on the left, next to the pharmacy.

Siga em frente e vire à direita no semáforo. O hospital fica à esquerda, ao lado da farmácia.

LOCATION

The supermarket is between the bank and the bakery, opposite the park.

O supermercado fica entre o banco e a padaria, em frente ao parque.

DIRECTIONS

TEACHER EDITION

Cross the street and take the second turning on the left. The school is on the right.

Atravesse a rua e pegue a segunda rua à esquerda. A escola fica à direita.

**Tip:**

Do not confuse these similar phrases:

- **"opposite"** = on the other side of the street (em frente / do outro lado)
- **"in front of"** = directly before it, same side (na frente de)
- The school is **opposite** the park. (across the street)
- The bus stop is **in front of** the school. (right at the school entrance)

Teacher Note:

Suggested time: 25 minutes

Activity: Draw a simple map of the school's neighbourhood on the board. Ask students to give directions from the school to familiar places (the bus stop, the bakery, etc.).

L1 interference: Portuguese "em frente" can mean both "opposite" and "in front of", which causes confusion. Use diagrams to make the distinction clear.

Exercise 7 Complete the Directions

TEACHER EDITION

Complete each sentence with one of these words: **straight, left, right, cross, next to, between, opposite, behind.**

1. Go **straight** _____ and then turn right at the corner. **straight**
2. Turn **left** _____ at the traffic lights. The bank is on the left. **left**
3. The pharmacy is **next to** _____ the hospital. **next to**
4. **Cross** _____ the street and the supermarket is on the right. **Cross**
5. The park is **opposite** _____ the school, on the other side of the street. **opposite**
6. The cinema is **between** _____ the restaurant and the bookshop. **between**
7. The car park is **behind** _____ the shopping centre. **behind**
8. Turn **right** _____ at the church. The library is on the left. **right**

Exercise 8 Translate the Directions

TEACHER EDITION

Translate each direction from Portuguese to English.

1. Siga em frente e vire à esquerda.

Go straight and turn left.

2. A escola fica ao lado do parque.

The school is next to the park.

3. Atravesse a rua. O banco fica à direita.

Cross the street. The bank is on the right.

4. Pegue a primeira rua à direita. O hospital fica entre a farmácia e o restaurante.

Take the first turning on the right. The hospital is between the pharmacy and the restaurant.

UNIT 7.5

Dialogue, Reading & Writing

Asking for and giving directions on the street

Dialogue: Asking for Directions

TEACHER EDITION

A tourist asks Camila for directions in Belo Horizonte.

Tourist: Excuse me, I'm looking for the Mercado Central. Can you help me?

Camila: Of course! It's not far from here. Go straight ahead on this street.

Tourist: OK, go straight. And then?

Camila: Take the second turning on the left. That's Rua Curitiba.

Tourist: Second turning on the left. Got it.

Camila: Then go straight for about two blocks. The Mercado Central is on the right, next to a large church. You can't miss it!

Tourist: Great! How far is it? Can I walk?

Camila: Yes, it's about ten minutes on foot. Or you can take a bus — the bus stop is in front of that shop.

Tourist: I'll walk. Thank you very much!

Camila: You're welcome! Enjoy the Mercado — the cheese bread there is amazing!

Teacher Note:

Suggested time: 10 minutes

Activity: Have students read the dialogue in pairs. Then ask them to identify all the direction phrases (go straight, turn left, next to, etc.) and underline them.

Exercise 9 True or False

TEACHER EDITION

Read the dialogue above and write **T** (True) or **F** (False).

1. The tourist is looking for a restaurant. **F** **F (He is looking for the Mercado Central.)**
2. The Mercado Central is far from where they are. **F** **F (Camila says it's not far.)**
3. The tourist needs to take the second turning on the left. **T** **T**
4. The Mercado Central is next to a large church. **T** **T**
5. The tourist decides to take the bus. **F** **F (He decides to walk.)**
6. It takes about ten minutes to walk there. **T** **T**

Reading: My Best Friend

TEACHER EDITION

Read the text about Juliana's best friend.

My best friend is called Fernanda. She is 15 years old and she lives near my house in Belo Horizonte. We go to the same school — Escola Incluir.

Fernanda is tall and slim. She has long straight black hair and brown eyes. She is very pretty. She usually wears jeans, a T-shirt, and white trainers. Today she is wearing a blue dress because we have a school party.

Fernanda is very friendly and funny. She always makes me laugh! She is also hardworking — she studies every day and always gets good marks. But she is a bit shy with new people. When she meets someone new, she doesn't talk much at first.

Fernanda and I go to school together every day. We walk because the school is close — only about five minutes on foot. After school, we sometimes take the bus to the city centre to go shopping or visit the park. On Saturdays, Fernanda goes to her grandmother's house by car with her family. Her grandmother lives in Contagem, a city next to Belo Horizonte.

I really love my friend Fernanda. She is kind, funny, and always there when I need her!

Teacher Note:

Suggested time: 20 minutes (reading + exercises 10-11)

Pre-reading: Ask students to think about their best friend and what words they would use to describe them. Write suggestions on the board in English.

Reading strategy: First reading for general understanding, second reading to find specific details for the exercises.

Exercise 10 Answer the Questions

TEACHER EDITION

Read the text about Fernanda and answer the questions in complete sentences.

1. What does Fernanda look like? (physical appearance)

She is tall and slim. She has long straight black hair and brown eyes.

2. What is Fernanda wearing today? Why?

She is wearing a blue dress because they have a school party.

3. What is Fernanda's personality like?

She is friendly, funny, hardworking, and a bit shy with new people.

4. How do Juliana and Fernanda go to school?

They walk / They go on foot.

5. How do they sometimes go to the city centre after school?

They sometimes take the bus.

6. How does Fernanda go to her grandmother's house? Where does her grandmother live?

She goes by car with her family. Her grandmother lives in Contagem.

Exercise 11 Write About a Friend or Family Member

TEACHER EDITION

Write a short text (6-8 sentences) describing a friend or family member. Include:

- *Their name and age*
- *Physical appearance (use "is" + adjective and "has" + noun)*
- *What they are wearing today (use "is wearing")*
- *Their personality (use at least 2 personality adjectives)*
- *How they go to school or work (use "by" or "on foot")*

Exercise 12 Interview a Classmate

TEACHER EDITION

Interview a classmate using these questions. Write their answers.

1. What colour are your eyes?

2. What is your hair like? (long/short, curly/straight, colour)

3. What are you wearing today?

4. How do you go to school?

5. Are you shy or friendly? Describe your personality.

6. How do you go from your house to the nearest supermarket?

Teacher Note:

Suggested time: 25 minutes (15 for writing, 10 for interview)

Assessment criteria for Exercise 11:

- Correct use of "is" + adjective vs "has" + noun
- Correct use of "is wearing" for current clothing
- At least 2 personality adjectives

- Correct use of "by" + transport or "on foot"
- Clear paragraph structure (6-8 sentences)

TEACHER EDITION

Exercise 12: After the interview, each student reports to the class using he/she forms: "Maria is tall and has brown eyes. She is wearing a blue shirt today. She goes to school by bus." This is excellent practice for third-person descriptions.

REAL USE

Mission Lab: Meeting a Friend Downtown



Ask the way, catch the right bus, find your friend

Model Exchange

TEACHER EDITION

- Visitor:** Excuse me, how do I get to the central park?
- Local:** Go straight for two blocks and turn right at the bakery. It's in front of the church.
- Visitor:** Can you speak more slowly, please?
- Local:** Of course. Go straight... two blocks... turn right at the bakery.
- Visitor:** Thank you! I'm meeting a friend there, but I don't know her. She is tall and has long dark hair, and she is wearing a yellow T-shirt.
- Local:** Well, good luck! The park is not far — you can go on foot.

Final Task Lost Downtown

Work in pairs. Student A is a visitor, lost in the city; Student B lives there. Then switch roles. (Trabalhem em duplas. O aluno A é um visitante perdido na cidade; o aluno B mora lá. Depois, troquem os papéis.)

- A. Visitor:** choose a place (hospital, market, school...). Ask how to get there and if you need a bus. Then describe the person you are meeting there — height, hair, and clothes. At the end, repeat the route back. *(Escolha um lugar, pergunte como chegar e se precisa de ônibus. Descreva a pessoa que você vai encontrar. No final, repita o caminho.)*
- B. Local:** invent the route with at least three instructions (go straight, turn left/right, it's next to...) and say which bus to take or if it's on foot. Ask one question about the friend's appearance. *(Invente o caminho com pelo menos três instruções, diga qual ônibus pegar ou se é a pé, e faça uma pergunta sobre a aparência do amigo.)*
- ✓ **Mission success:** the visitor repeats the full route back correctly, and the local can repeat the friend's description — both without reading every sentence from the page.

**Repair Challenge:**

TEACHER EDITION

The local must give one instruction very fast. Check it: *Left or right?* or *Can you speak more slowly, please?*

**AI Mission — Lost in the City:**

In ChatGPT Voice, say: “Act as a person on the street in Brazil. I am a beginner English student and I am lost. I will ask you for directions to different places. Invent the routes and tell me which bus to take. Answer one question at a time. Speak slowly. If I do not understand, rephrase in easier English. After the roleplay, correct my main mistakes in Portuguese.” Practice for 10 minutes. **Offline:** describe the route from your house to the school aloud, step by step, and describe one family member's appearance in three sentences.

Exit Check My Can-Do Checklist

- ☐ I can ask how to get to a place ("How do I get to...?").
- ☐ I can understand and repeat simple directions (go straight, turn left/right).
- ☐ I can say how I travel (by bus, by car, on foot).
- ☐ I can describe a person's appearance with *is* and *has*.
- ☐ I can say what someone is wearing.
- ☐ I can check a direction when I am not sure ("Left or right?").

Performance Feedback:

Listen for message completion first: was the route understood and repeated back? Was the description clear enough to recognize the person? Then check *is* vs *has* in descriptions, *by* vs *on* for transport, direction phrases, and repair language. Do not interrupt every error — note one successful phrase and one next step for each student. Feedback can be given in Portuguese at this level.

Chapter 7 - Answer Key

Exercise 1: Complete with "is" or "has"

1. is 2. has 3. is 4. has 5. is 6. has 7. is 8. has

Exercise 2: Write a Description

1. She is tall. She has long brown hair.
2. He is short and fat. He has blue eyes.
3. My grandfather is old. He has a beard and short white hair.
4. The teacher is young and slim. She has curly red hair.

Exercise 3: Match the Personality Adjective

1. funny 2. shy 3. kind 4. lazy 5. hardworking 6. friendly

Exercise 4: Complete with "is wearing" or "has"

1. is wearing 2. has 3. is wearing 4. has 5. is wearing
6. has

Exercise 5: Complete with "by" or "on"

1. by 2. on 3. by 4. by 5. on 6. by

Exercise 6: How Do You Go?

1. Ana goes to school by bus.
2. I go to the supermarket on foot.
3. My family travels to São Paulo by car.
4. Tourists go from Guarulhos Airport to the city centre by taxi.

Exercise 7: Complete the Directions

1. straight 2. left 3. next to 4. Cross 5. opposite
6. between 7. behind 8. right

Exercise 8: Translate the Directions

TEACHER EDITION

1. Go straight and turn left.
2. The school is next to the park.
3. Cross the street. The bank is on the right.
4. Take the first turning on the right. The hospital is between the pharmacy and the restaurant.

Exercise 9: True or False

1. F (He is looking for the Mercado Central.)
2. F (Camila says it's not far.)
3. T
4. T
5. F (He decides to walk.)
6. T

Exercise 10: Answer the Questions

1. She is tall and slim. She has long straight black hair and brown eyes.
2. She is wearing a blue dress because they have a school party.
3. She is friendly, funny, hardworking, and a bit shy with new people.
4. They walk / They go on foot.
5. They sometimes take the bus.
6. She goes by car with her family. Her grandmother lives in Contagem.

Exercise 11: Write About a Friend or Family Member

Answers will vary. Check for correct use of "is" + adjective, "has" + noun, "is wearing" for current clothing, at least 2 personality adjectives, correct "by" + transport or "on foot", and 6-8 complete sentences.

Exercise 12: Interview a Classmate

Answers will vary. Check that students answered in complete sentences. When reporting, verify correct use of third-person descriptions (She is tall. She has brown eyes. She is wearing a blue shirt. She goes to school by bus.).