



English Learning Workbook

Inglês Adulto

Básico 2

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.

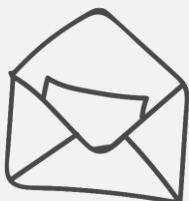
DESLIGAMENTO DO CURSO

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

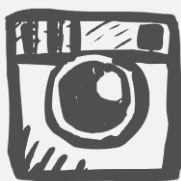
Informações sobre declarações, certificados e pendências relacionadas a inscrições e matrículas.

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

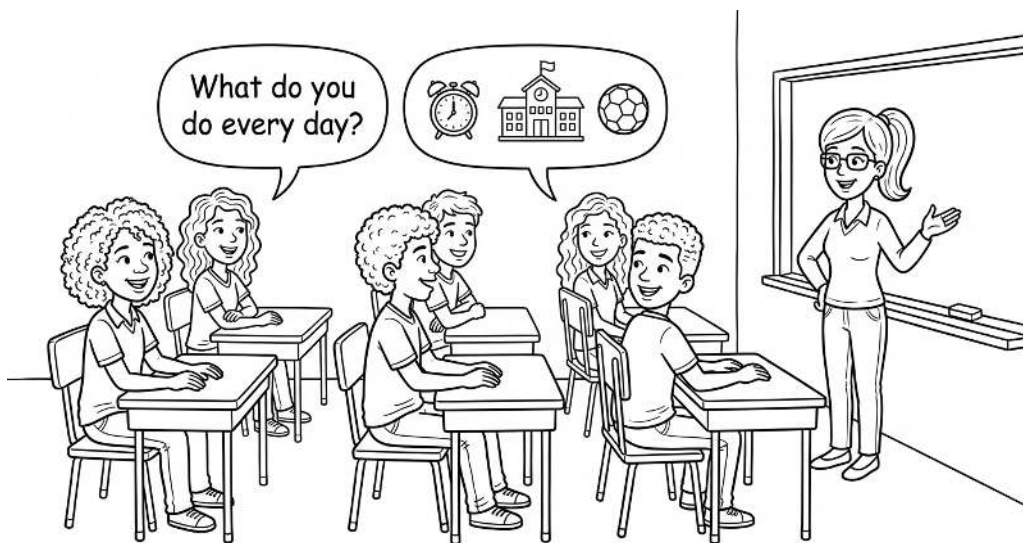
Inglês Adulto — Básico 2

01	The Welcome Interview: Ask About Routine, Work, and Daily Life	1
	Interview someone you have just met: ask WH questions about routine, work, and daily life.	
02	The Kitchen Check: Say What There Is and What Is Missing	30
	Check what there is in the kitchen, say what is missing, and build a shopping list.	
03	The Neighbourhood Tour: Describe Your City with a, an, and the	54
	Describe your neighbourhood to a visitor with a, an, and the, and recommend the best spots.	
04	The Shopping Trip: Say What You Need and How Much	81
	Go shopping with quantifiers: say what you need, how much or how many, and check the price.	
05	Moving Day: Show the Rooms and Point to What Goes Where	107
	Describe the rooms of a home and point to what goes where with this, that, these, those.	
06	The Video Call: Say What Is Happening Right Now	131
	Call someone and describe what is happening right now, even when the connection is bad.	
07	The Weekend Plan: Talk About Routine, Changes, and Plans	159
	Say what you usually do, explain what is different this week, and arrange a time to meet.	
08	The Explanation: Say What Happened and Why	185
	Explain a real situation with connectors: because, so, but, and although.	
09	The Recipe: Teach Something Step by Step	212
	Teach something step by step with first, then, after that, and finally.	
10	The Visitor: Survive a Whole Day in English	242
	Final mission: guide an English-speaking visitor through a whole day using everything from this workbook.	

CHAPTER 1

The Welcome Interview: Ask About Routine, Work, and Daily Life

Use the Present Simple and WH questions to interview someone you have just met: find out where they live, what they do, and what their daily routine looks like — and keep the conversation going when you don't understand.



What do you do every day? Let's review and practice!



Today's Mission:

Interview a new member at a community centre: ask WH questions about their routine, work or school, and daily life, and report what you learned. (*Entreviste uma pessoa nova: faça perguntas sobre rotina, trabalho ou escola e o dia a dia dela.*)



Survival Phrase Kit

Purpose	Useful language
Start the interview (<i>começar a entrevista</i>)	Welcome! Can I ask you some questions? / What's your name?
Ask about work and school (<i>perguntar sobre trabalho e escola</i>)	What do you do? / Where do you work or study?
Ask about routine (<i>perguntar sobre a rotina</i>)	What time do you get up? / How often do you come here?
Repair communication (<i>resolver mal-entendidos</i>)	Sorry, can you repeat, please? / Slower, please. / What does ____ mean?



Teacher Read-Aloud: Welcome Desk at the Community Centre

Listen twice. First, identify the situation. Then listen for the answers to the questions below.

Mission Warm-up The New Member

Listen without reading the script. Write short answers.

1. What does Marcos do?

2. What time does he start work?

3. What does Marcos say when he doesn't understand the question?

UNIT 1.1

Present Simple Review

Present Simple: Form & Structure

We use the Present Simple to talk about:

- **Habits and routines:** things we do regularly
- **General truths and facts:** things that are always true
- **Feelings and opinions:** what we like, think, or believe
- **Schedules and timetables:** fixed events

Form	Structure	Example
Affirmative	Subject + verb (+ s/es for he/she/it)	Ana studies English every day.
Negative	Subject + do/does + not + base verb	Lucas doesn't like waking up early.
Interrogative	Do/Does + subject + base verb + ?	Do you speak English at home?

Third person -s rules (he / she / it):

- Most verbs: add **-s** (work → works, read → reads, play → plays)
- Verbs ending in -ch, -sh, -ss, -x, -o: add **-es** (watch → watches, go → goes, wash → washes)
- Verbs ending in consonant + y: change y to **-ies** (study → studies, carry → carries)
- Special: have → **has**

Frequency adverbs tell us how often something happens. They usually go **before the main verb** but **after the verb "to be"**:

Adverb	Frequency	Português	Example
always	100%	sempre	She always arrives on time.
usually	90%	geralmente	I usually take the bus.
often	70%	frequentemente	We often eat rice and beans.

Adverb	Frequency	Português	Example
sometimes	50%	às vezes	He sometimes walks to school.
rarely / seldom	10%	raramente	They rarely eat out.
never	0%	nunca	I never drink coffee.

Verb	3rd Person (he/she/it)	Português	Example Sentence
wake up	wakes up	<i>acordar</i>	Camila wakes up at 6:30 every morning.
eat	eats	<i>comer</i>	Pedro eats lunch at the school cafeteria.
go	goes	<i>ir</i>	She goes to English class twice a week.
study	studies	<i>estudar</i>	He studies for his exams every night.
work	works	<i>trabalhar</i>	Maria works at a bookstore on weekends.
play	plays	<i>jogar / brincar / tocar</i>	Lucas plays the guitar after school.
watch	watches	<i>assistir</i>	Ana watches series on streaming platforms.
read	reads	<i>ler</i>	He reads the news online every morning.
speak	speaks	<i>falar</i>	She speaks three languages fluently.
live	lives	<i>morar / viver</i>	They live near the beach in Salvador.
have	has	<i>ter</i>	Camila has two older brothers.
teach	teaches	<i>ensinar</i>	Professor Silva teaches math and science.
take	takes	<i>pegar / levar</i>	Pedro takes the bus to school every day.

Verb	3rd Person (he/she/it)	Português	Example Sentence
practice	practices	<i>praticar</i>	She practices English with her friends online.



DAILY ROUTINE: WAKE UP, GO TO SCHOOL, STUDY, PLAY SPORTS, RELAX

Everyday activities using the Present Simple

Examples in Context

AFFIRMATIVE

Ana studies English every Tuesday and Thursday.

Ana estuda inglês toda terça e quinta.

AFFIRMATIVE (HE/SHE/IT)

Lucas always takes the bus to school. He never drives.

Lucas sempre pega o ônibus para a escola. Ele nunca dirige.

NEGATIVE

We don't have classes on Saturdays.

Nós não temos aulas aos sábados.

NEGATIVE (HE/SHE/IT)

Camila doesn't eat meat. She is vegetarian.

Camila não come carne. Ela é vegetariana.

QUESTION (YES/NO)

Do you usually do your homework before dinner?

Você geralmente faz o dever de casa antes do jantar?

QUESTION (HE/SHE/IT)

Does Pedro play soccer on weekends?

Pedro joga futebol nos finais de semana?

WITH FREQUENCY ADVERB

Maria often reads before going to sleep.

Maria frequentemente lê antes de dormir.



Tip: Common Mistakes to Avoid

Brazilian students often make these mistakes with the Present Simple:

- **Forgetting the -s:** "She study hard" → "She **studies** hard"
- **Double marking in negatives:** "He doesn't goes" → "He doesn't **go**"
- **Wrong auxiliary in questions:** "Does you like?" → "**Do** you like?"
- **Adding -s after does:** "Does she plays?" → "Does she **play**?"
- **Confusing frequency adverb position:** "She goes always" → "She **always** goes"

Exercise 1 Complete with the Present Simple

Fill in the blanks with the correct Present Simple form of the verb in parentheses. Pay attention to third person -s rules and negatives.

1. Ana _____ volleyball after school every Wednesday. (play)
2. We _____ English class on Fridays. (not have)
3. _____ Lucas _____ at a public school? (study)
4. My mother _____ Portuguese at a language school. (teach)
5. Pedro _____ waking up early on weekends. (not like)
6. Camila and Maria always _____ English together. (practice)
7. My father _____ the news every evening. (watch)
8. _____ you _____ any other languages? (speak)
9. She _____ to the gym three times a week. (go)
10. They _____ breakfast at school. They eat at home. (not eat)

Exercise 2 Choose the Correct Option

Select the correct option to complete each sentence.

1. Maria _____ English with her friends online every weekend.

- ☐ **a)** practice
- ☐ **b)** practices
- ☐ **c)** practicess

2. _____ your brother take the metro to work?

- ☐ **a)** Do
- ☐ **b)** Does
- ☐ **c)** Is

3. Lucas _____ eat meat. He is vegetarian.

- ☐ **a)** don't
- ☐ **b)** not
- ☐ **c)** doesn't

4. We _____ go to the beach in the winter. It's too cold.

- ☐ **a)** usually
- ☐ **b)** never
- ☐ **c)** always

5. Camila _____ three languages: Portuguese, English, and Spanish.

- ☐ **a)** speak
- ☐ **b)** speaks
- ☐ **c)** speaking

UNIT 1.2

WH Questions Review

WH Questions: Words, Usage & Structure

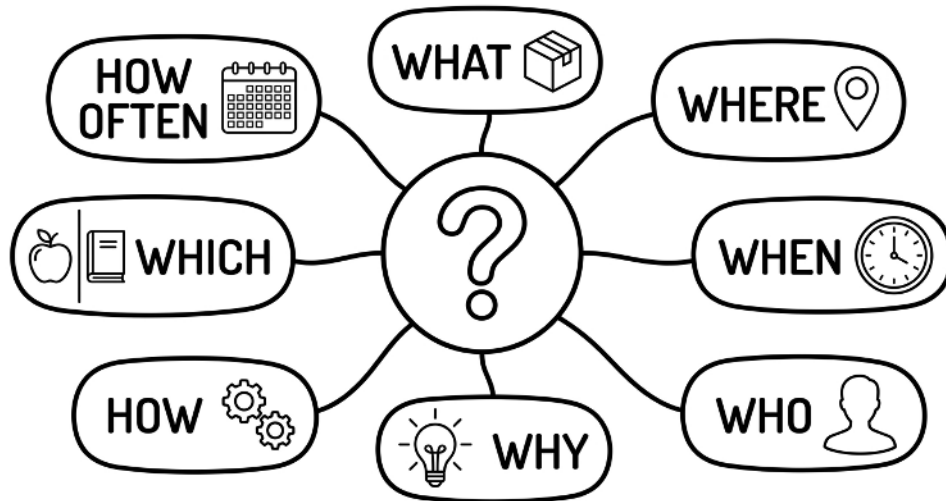
WH Questions start with a question word and ask for specific information (not just "yes" or "no").

Structure: WH word + do/does + subject + base verb + ?

WH Word	Português	We use it to ask about...	Example
What	O que / Qual	things, activities, information	What do you study?
Where	Onde	places, locations	Where does Ana live?
When	Quando	time, dates	When do you have English class?
Who	Quem	people	Who teaches your class?
Why	Por que	reasons (answer with "because")	Why do you study English?
How	Como	manner, way, condition	How do you go to school?
Which	Qual (entre opções)	choice between options	Which subject do you prefer?
How many	Quantos/Quantas	countable quantities	How many students are in your class?
How much	Quanto/Quanta	uncountable quantities, price	How much water do you drink?
How often	Com que frequência	frequency	How often do you exercise?

Important note about "Who": When *who* is the subject of the sentence, we do NOT use do/does:

- **Who teaches** your class? (who = subject) — NOT: Who does teach?
- **Who do you live** with? (you = subject) — do is needed here



The WH question word family

WH Questions in Everyday Life

WHAT

What does Camila usually eat for breakfast?

O que Camila geralmente come no café da manhã?

WHERE

Where do your parents work?

Onde seus pais trabalham?

WHEN

When does the English class start?

Quando a aula de inglês começa?

WHO

Who do you sit with in class?

Com quem você senta na aula?

WHY

Why does Pedro always arrive early?

Por que Pedro sempre chega cedo?

HOW

How does Maria get to school every day?

Como Maria chega à escola todo dia?

WHICH

Which bus do you take to go downtown?

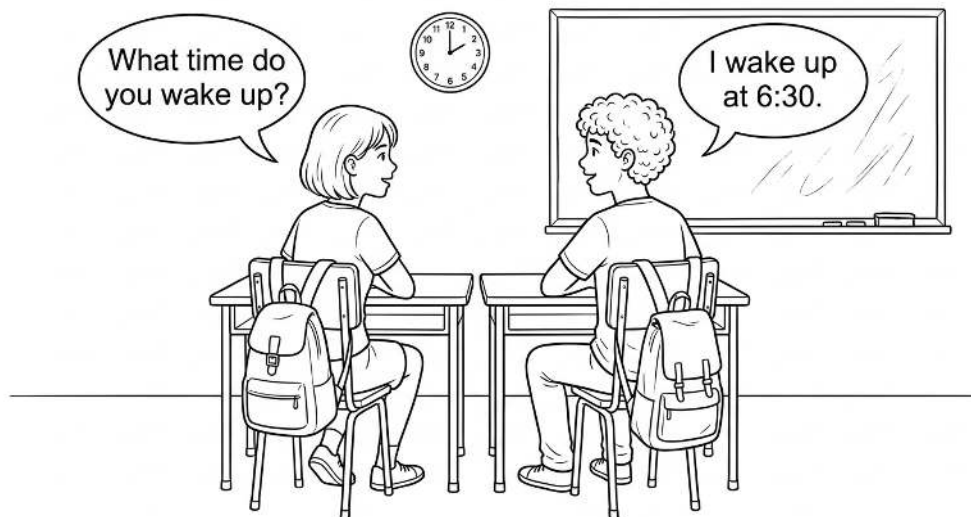
Qual ônibus você pega para ir ao centro?

HOW OFTEN

How often do you visit your grandparents?

Com que frequência você visita seus avós?

Dialogue: Getting to Know a New Classmate



Ana and Lucas talk about their daily routines

First Day of the New Semester

- Ana:** Hi! I'm Ana. What's your name?
- Lucas:** Hi, Ana! I'm Lucas. I just transferred from another school.
- Ana:** Welcome! Where do you live?
- Lucas:** I live near the shopping center, on Rua das Flores. How about you?
- Ana:** I live in the Jardim neighborhood. How do you get to school?
- Lucas:** I usually take the bus, but sometimes my dad drives me. What about you?
- Ana:** I always walk. My house is only ten minutes from here. What time do you wake up?
- Lucas:** I wake up at six o'clock because the bus comes early. When do you wake up?
- Ana:** I wake up at seven. Lucky me! What do you like to do after school?
- Lucas:** I play soccer with my friends on Tuesdays and Thursdays. On other days, I study or play the guitar. How about you?
- Ana:** I usually study in the afternoon, and I sometimes watch series on Netflix. How often do you practice English?
- Lucas:** I practice every day! I listen to podcasts and read articles online. Why do you study English?
- Ana:** Because I want to travel and study abroad someday. It's my dream!
- Lucas:** That's great! Me too. I think we're going to be good friends!



Remember:

In WH questions with the Present Simple, use **do** for I/you/we/they and **does** for he/she/it. After *does*, the verb stays in the **base form** (no -s):

- Where **does** she **live**? (NOT: Where does she lives?)
- What **do** you **eat** for lunch? (NOT: What do you eats?)

The only exception is "**who**" as a subject: "Who **lives** here?" (no do/does needed)

Exercise 3 Match the WH Questions to the Answers

Match each WH question on the left with the correct answer on the right. Write the letter in the box.

- | | |
|---|--|
| 1. Where does Pedro study? | a) She eats rice, beans, and salad. |
| 2. What does Camila eat for lunch? | b) Because she wants to travel abroad. |
| 3. When do they have English class? | c) On Mondays and Wednesdays. |
| 4. Who teaches math at your school? | d) He takes the bus. |
| 5. Why does Ana study English? | e) Three times a week. |
| 6. How does Lucas get to school? | f) Professor Silva. |
| 7. How many languages does Maria speak? | g) At Escola Municipal do Centro. |
| 8. How often do you exercise? | h) She speaks three: Portuguese, English, and Spanish. |

- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | |

Exercise 4 Write the WH Question

Read each answer. Then complete the WH question that matches it. The WH word is given in parentheses.

- 1. Answer:** I live in Recife.

_____ ? (Where)

- 2. Answer:** She wakes up at 6:30.

_____ ? (What time)

- 3. Answer:** Pedro plays soccer on Saturdays.

_____ ? (When)

- 4. Answer:** Professor Oliveira teaches English.

_____ ? (Who)

- 5. Answer:** Because I want to get a better job.

_____ ? (Why)

- 6. Answer:** Camila gets to school by bus.

_____ ? (How)

- 7. Answer:** There are 30 students in my class.

_____ ? (How many)

- 8. Answer:** I exercise three times a week.

_____ ? (How often)

UNIT 1.3

Reading: A Day in the Life of a Brazilian Student



Chapter 1: Morning Routine - Walking to School

A typical school day in Brazil

A Day in the Life of Camila

Read the text carefully, then answer the questions below.

Camila is a 17-year-old student who lives in Curitiba, in the south of Brazil. She goes to a public school called Escola Estadual Professor Carlos Drummond. She is in her second year of *ensino medio* and she studies in the morning shift.

Every day, Camila wakes up at six o'clock. She takes a quick shower and gets dressed. She usually has breakfast with her mother and her younger brother, Gustavo. They eat bread with butter and cheese and drink coffee with milk. Camila's father, Marcos, doesn't eat breakfast at home because he leaves for work very early. He works as a bus driver and starts his shift at five in the morning.

Camila walks to school because it is only fifteen minutes from her house. She likes walking because she listens to music or English podcasts on the way. She always arrives at school before seven o'clock, when classes start. Her favorite subjects are English and Biology. She doesn't like Math very much, but she studies hard because she wants good grades.

At ten o'clock, Camila and her friends have a break. They usually go to the school cafeteria and buy a snack. Her best friend, Ana, always buys *pao de queijo*. Camila sometimes brings fruit from home because she tries to eat healthy food.

Classes finish at noon. After school, Camila goes home and has lunch with Gustavo. Her mother works in the afternoon, so Camila often cooks lunch for herself and her brother. She makes simple dishes like rice, beans, and chicken. After lunch, she does her homework and then studies English for about one hour every day.

In the evening, Camila's family eats dinner together. They talk about their day, and Camila sometimes practices English with her father, who speaks a little. On weekends, Camila doesn't wake up early. She sleeps until nine and then meets her friends at the park or at the shopping center. She also volunteers at a community center on Saturdays, where she helps children with their homework.

Camila has a busy schedule, but she is happy. She dreams of going to university to study Biology, and she knows that English is important for her future career. She often says, "Every day I learn something new, and that makes me stronger."

Original text for Inclur English Workbook

Exercise 5 True or False

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

1. Camila takes the bus to school every morning. _____
2. Camila's father works as a bus driver. _____
3. Camila's favorite subjects are English and Math. _____
4. Camila volunteers at a community center on Saturdays. _____
5. Camila's mother cooks lunch for the family every day. _____

Exercise 6 Answer the WH Questions

Answer each question in a complete sentence based on the text. Notice how each question uses a different WH word.

1. Where does Camila live?

2. What does Camila listen to on the way to school?

3. Why doesn't Camila's father eat breakfast at home?

4. How often does Camila study English after school?

UNIT 1.4

Writing Task: Interview Your Classmate

Exercise 7 Write WH Questions and Interview a Classmate

In this activity, you will create your own WH questions and use them to interview a classmate about their daily routine. Follow the steps below.

Step 1: Write your questions.

Write one question for each WH word below. Your questions should be about daily routines, habits, or preferences. Use the Present Simple.

What:

Where:

When:

Who:

Why:

How:

How often:

Which:

Step 2: Interview your classmate.

Ask your classmate the questions you wrote above. Write their answers below.

Classmate's name: _____

Step 3: Write a paragraph about your classmate.

Using the answers from the interview, write a short paragraph (5-8 sentences) about your classmate's daily routine. Use the Present Simple and include frequency adverbs. Begin like this:

"My classmate's name is _____. He/She lives in _____. Every day, he/she _____..."

**Writing Tips:**

- Remember to add **-s** or **-es** to verbs when you write about your classmate (he/she).
- Use **frequency adverbs** to make your paragraph more detailed: always, usually, often, sometimes, rarely, never.
- Connect your sentences with words like **and**, **but**, **also**, and **because**.
- Check your questions: do they follow the pattern **WH + do/does + subject + base verb**?

REAL USE

Mission Lab: The Welcome Interview



Ask, listen, and note the answers

Model Exchange

Volunteer: Welcome! Can I ask you some questions?

New member: Yes, of course.

Volunteer: Where do you live?

New member: I live near the market, in Santa Tereza.

Volunteer: What do you do?

New member: I work at a bakery, and I study at night.

Volunteer: How often do you come to this neighbourhood?

New member: Sorry, slower, please.

Volunteer: How often do you come here?

New member: Every day. I work near here.

Final Task New Member Interview

Work in pairs. Student A is a volunteer at the welcome desk; Student B is a new member. Then switch roles.

- A. Volunteer:** greet the new member and ask at least five WH questions about routine, work or school, and daily life. Note the answers.
- B. New member:** answer with complete Present Simple sentences and use at least one repair phrase.
- ✓ **Mission success:** the volunteer can report three facts about the new member (“She lives... He works...”) without reading from the page.



Repair Challenge:

Your partner must answer one question very fast. If you do not understand, say: *Slower, please.* or *Sorry, can you repeat, please?* — and keep asking until you understand.



AI Mission — Interview a New Classmate:

In ChatGPT Voice, say: “Act as a new student at my school. Speak slowly. Let me ask you questions about your routine, work, and daily life. After each answer, correct my main mistake in Portuguese.” Practice for 10 minutes. **Offline:** interview a family member in English and write three sentences about their routine.

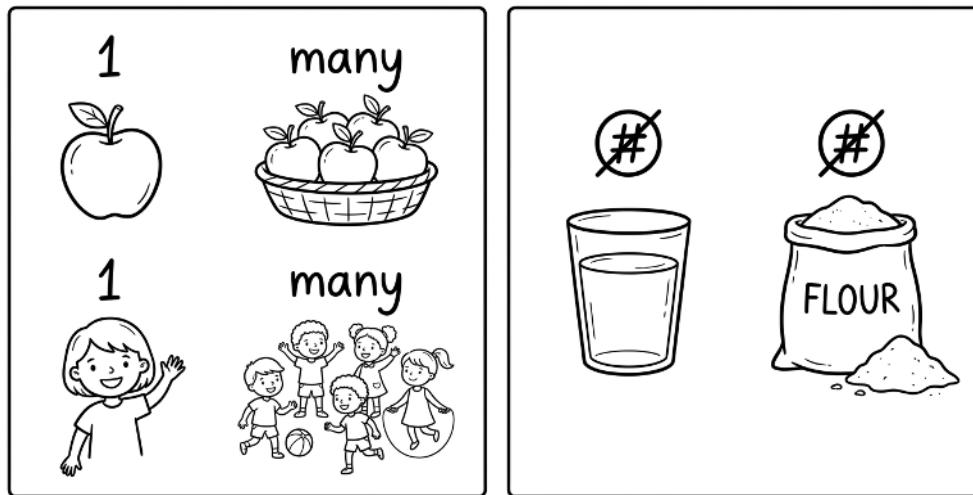
Exit Check My Can-Do Checklist

- ☐ I can start a conversation and ask someone's name.
- ☐ I can ask WH questions about routine, work, and school.
- ☐ I can answer questions about my daily life in the Present Simple.
- ☐ I can use frequency adverbs like always, usually, and sometimes.
- ☐ I can ask someone to repeat or speak more slowly.
- ☐ I can report facts about another person using he/she + -s.

CHAPTER 2

The Kitchen Check: Say What There Is and What Is Missing

Use plural nouns and countable/uncountable words to talk about food and objects: check what there is in a kitchen or another place, say what there is only a little of, and build a shopping list of what is missing.



Countable nouns can be singular or plural; uncountable nouns have no plural form



Today's Mission:

Check a kitchen before a cooking day: say what food and objects there are, what there is only a little of, and make a shopping list of what is missing. (*Confira a cozinha: diga o que tem, o que tem pouco e o que está faltando.*)



Survival Phrase Kit

Purpose	Useful language
Say what there is (<i>dizer o que tem</i>)	There is some rice. / There are three onions. / We have some eggs.
Ask about quantity (<i>perguntar a quantidade</i>)	How many eggs do we have? / How much sugar is there? / Is there any milk?
Say what is missing (<i>dizer o que falta</i>)	There isn't any bread. / We don't have much oil. / We need some cheese.
Repair communication (<i>resolver mal-entendidos</i>)	How do you say ____ in English? / Do you mean one or many? / Can you repeat, please?



Teacher Read-Aloud: Checking the Community Kitchen

Listen twice. First, identify the situation. Then listen for what there is and what is missing.

Mission Warm-up What Is There? What Is Missing?

Listen without reading the script. Write short answers.

1. What is there a lot of?

2. How many eggs are there?

3. What do Ana and João need to buy?

UNIT 2.1

Plural Formation Rules

Most English nouns can be made plural, but the rules for forming plurals are not always simple. In this unit we will study the regular rules first, then look at the many irregular forms that you need to memorise.

Regular Plural Rules

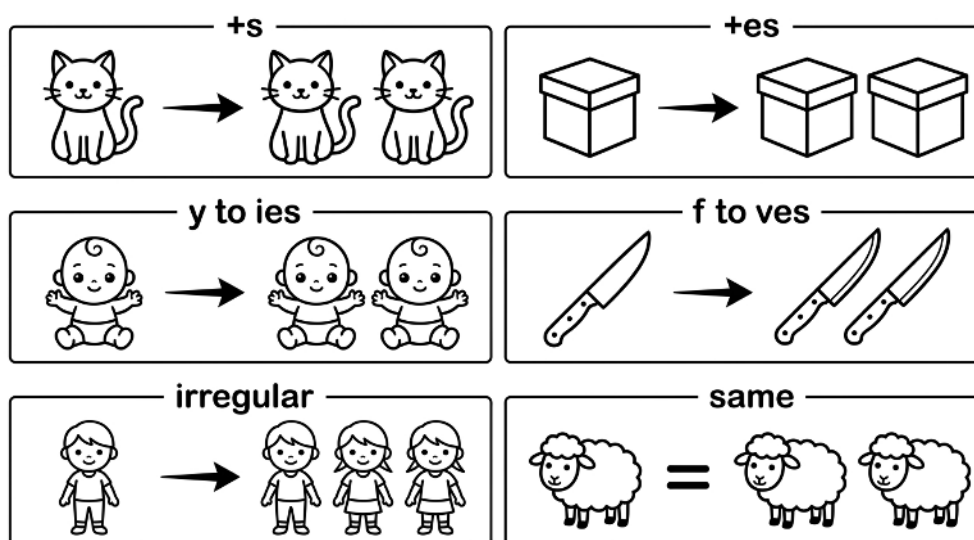
Rule	Ending	Example
Most nouns	add -s	book → books, car → cars, dog → dogs
Nouns ending in <i>-s, -ss, -sh, -ch, -x, -z</i>	add -es	bus → buses, glass → glasses, brush → brushes, match → matches, box → boxes
Nouns ending in <i>consonant + y</i>	change y → ies	city → cities, baby → babies, story → stories
Nouns ending in <i>vowel + y</i>	add -s	key → keys, day → days, boy → boys
Nouns ending in <i>-f</i> or <i>-fe</i>	change f/fe → ves	knife → knives, leaf → leaves, wife → wives, wolf → wolves
Nouns ending in <i>-o</i> (with consonant before)	add -es (most cases)	tomato → tomatoes, potato → potatoes, hero → heroes
Nouns ending in <i>-o</i> (music/foreign origin)	add -s	piano → pianos, photo → photos, video → videos

Irregular Plurals

These nouns do not follow regular rules. You must memorise them:

Singular	Plural	Português
child	children	criança / crianças
man	men	homem / homens
woman	women	mulher / mulheres
tooth	teeth	dente / dentes
foot	feet	pé / pés
mouse	mice	rato / ratos
person	people	pessoa / pessoas
goose	geese	ganso / gansos
ox	oxen	boi / bois
cactus	cacti	cacto / cactos

Same singular and plural: sheep → sheep, fish → fish, deer → deer, aircraft → aircraft, species → species



The main ways to form plurals in English

Singular	Plural	Português	Plural Rule
address	addresses	<i>endereço / endereços</i>	+es (-ss ending)
butterfly	butterflies	<i>borboleta / borboletas</i>	y → ies
church	churches	<i>igreja / igrejas</i>	+es (-ch ending)
dictionary	dictionaries	<i>dicionário / dicionários</i>	y → ies
family	families	<i>família / famílias</i>	y → ies
half	halves	<i>metade / metades</i>	f → ves
journey	journeys	<i>viagem / viagens</i>	+s (vowel + y)
leaf	leaves	<i>folha / folhas</i>	f → ves
loaf	loaves	<i>pão (inteiro) / pães</i>	f → ves
monkey	monkeys	<i>macaco / macacos</i>	+s (vowel + y)
potato	potatoes	<i>batata / batatas</i>	+es (-o ending)
sandwich	sandwiches	<i>sanduíche / sanduíches</i>	+es (-ch ending)

Singular	Plural	Português	Plural Rule
shelf	shelves	<i>prateleira / prateleiras</i>	f → ves
thief	thieves	<i>ladrão / ladrões</i>	f → ves
tomato	tomatoes	<i>tomate / tomates</i>	+es (-o ending)
tooth	teeth	<i>dente / dentes</i>	irregular
university	universities	<i>universidade / universidades</i>	y → ies
wife	wives	<i>esposa / esposas</i>	fe → ves

Examples in Context

REGULAR -S

There are 40 students in Fernanda's class at the university.

Há 40 alunos na turma da Fernanda na universidade.

-ES ENDING

Lucas packed three sandwiches for the school trip.

Lucas preparou três sanduíches para o passeio da escola.

-IES ENDING

There are many libraries in the city of São Paulo.

Há muitas bibliotecas na cidade de São Paulo.

-VES ENDING

In autumn, the leaves on the shelves of the garden wall turn brown.

No outono, as folhas nas prateleiras do muro do jardim ficam marrons.

IRREGULAR

The children ran barefoot, and their feet got dirty.

As crianças correram descalças e os pés delas ficaram sujos.

SAME FORM

The farmer has twenty sheep and a hundred fish in his pond.

O fazendeiro tem vinte ovelhas e cem peixes no lago dele.



Common Mistake - L1 Interference:

Brazilian Portuguese speakers often add -s to nouns that are **uncountable** in English. Be careful with these:

- **Wrong:** "informations" → **Correct:** "information" (a piece of information)
- **Wrong:** "furnitures" → **Correct:** "furniture" (a piece of furniture)
- **Wrong:** "advices" → **Correct:** "advice" (a piece of advice)
- **Wrong:** "equipments" → **Correct:** "equipment" (a piece of equipment)
- **Wrong:** "homeworks" → **Correct:** "homework"

In Portuguese, "informações", "móveis", "conselhos" are all plural, but in English they are uncountable!

Exercise 1 Write the Plural Form

Write the correct plural form of the noun in brackets.

1. leaf → _____
2. woman → _____
3. tomato → _____
4. butterfly → _____
5. mouse → _____
6. church → _____
7. shelf → _____
8. person → _____
9. potato → _____
10. thief → _____

Exercise 2 Choose the Correct Plural

Select the correct plural form of the underlined noun.

1. The *child* played in the park all afternoon.
 - ☐ a) The childs played in the park all afternoon.
 - ☐ b) The children played in the park all afternoon.
 - ☐ c) The childrens played in the park all afternoon.

2. Rodrigo bought a new *dictionary* for his English class.
 - ☐ a) Rodrigo bought new dictionarys for his English class.
 - ☐ b) Rodrigo bought new dictionaryes for his English class.
 - ☐ c) Rodrigo bought new dictionaries for his English class.

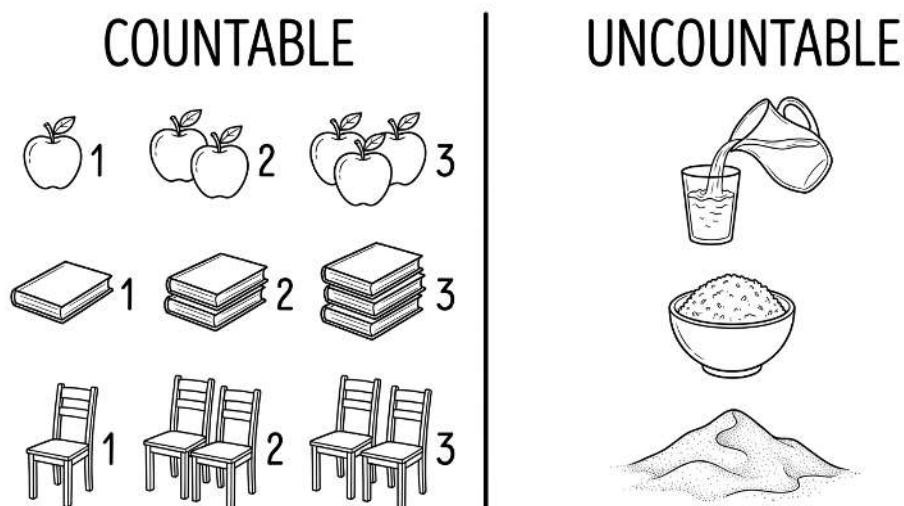
3. The farmer counted every *sheep* in the field.
 - ☐ a) The farmer counted all the sheep in the field.
 - ☐ b) The farmer counted all the sheeps in the field.
 - ☐ c) The farmer counted all the sheepes in the field.

4. Marina cut the bread with a sharp *knife*.
 - ☐ a) Marina needs two sharp knives for the kitchen.
 - ☐ b) Marina needs two sharp knives for the kitchen.
 - ☐ c) Marina needs two sharp knivs for the kitchen.

5. A *cactus* grows well in dry weather.
 - ☐ a) Several cactuses grow well in dry weather.
 - ☐ b) Several cacti grow well in dry weather.
 - ☐ c) Both a) and b) are acceptable.

Countable vs Uncountable Nouns

In English, nouns are divided into two main categories: **countable** and **uncountable**. Understanding this distinction is essential because it affects the articles, quantifiers, and verb forms you use with each noun. This is one of the most common areas of difficulty for Portuguese speakers, because many nouns that are countable in Portuguese are uncountable in English.



Countable nouns can be numbered; uncountable nouns represent masses, liquids, or abstract concepts

Countable Nouns vs Uncountable Nouns

Feature	Countable Nouns	Uncountable Nouns
Can be counted?	Yes (one apple, two apples)	No (NOT "one rice", "two rices")
Has a plural form?	Yes (book → books)	No (water is always "water")
Can use a/an?	Yes (a book, an apple)	No (NOT "a water", "an information")
Can use a number?	Yes (three books)	No (NOT "three waters")
Use with "some"	some books (= a few)	some water (= a quantity of)
Use with "much/many"	many books (NOT "much books")	much water (NOT "many water")
Use with "a few/a little"	a few books	a little water
How to count?	Use the number directly: two chairs	Use a measure word: two <i>glasses of</i> water, a <i>piece of</i> advice

Countable Nouns		Uncountable Nouns	
English	Português	English	Português
apple	<i>maçã</i>	water	<i>água</i>
book	<i>livro</i>	rice	<i>arroz</i>
bottle	<i>garrafa</i>	milk	<i>leite</i>
chair	<i>cadeira</i>	bread	<i>pão</i>

Countable Nouns		Uncountable Nouns	
English	Português	English	Português
coin	<i>moeda</i>	money	<i>dinheiro</i>
egg	<i>ovo</i>	sugar	<i>açúcar</i>
job	<i>emprego</i>	work	<i>trabalho</i>
letter	<i>carta</i>	mail	<i>correio</i>
suitcase	<i>mala</i>	luggage	<i>bagagem</i>
suggestion	<i>sugestão</i>	advice	<i>conselho</i>
report	<i>relatório</i>	information	<i>informação</i>
table	<i>mesa</i>	furniture	<i>mobília</i>

Examples Showing Usage Differences

COUNTABLE

Beatriz ate an apple and two bananas for breakfast.

Beatriz comeu uma maçã e duas bananas no café da manhã.

UNCOUNTABLE

She also drank some milk and ate some bread.

Ela também bebeu um pouco de leite e comeu um pouco de pão.

COUNTABLE + MANY

How many eggs do we need for the cake?

Quantos ovos precisamos para o bolo?

UNCOUNTABLE + MUCH

How much sugar do you want in your coffee?

Quanto açúcar você quer no seu café?

COUNTABLE + A FEW

Carlos has a few coins in his pocket.

Carlos tem algumas moedas no bolso.

UNCOUNTABLE + A LITTLE

There is a little money left in the jar.

Há um pouco de dinheiro sobrando no pote.

MEASURE WORD

Can I have a glass of water, please?

Posso tomar um copo de água, por favor?

MEASURE WORD

Dona Maria gave me a piece of advice about studying abroad.

Dona Maria me deu um conselho sobre estudar no exterior.

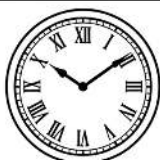
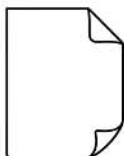


Tip: Some nouns can be both countable and uncountable!

The meaning changes depending on whether the noun is used as countable or uncountable:

- **coffee** (uncountable) = the drink in general: "I love coffee." / **a coffee** (countable) = a cup of coffee: "I'd like a coffee, please."
- **paper** (uncountable) = the material: "This is made of paper." / **a paper** (countable) = a newspaper or academic article: "I read a paper about climate change."
- **time** (uncountable) = the concept: "Time flies!" / **a time** (countable) = an occasion: "I visited Bahia three times."
- **glass** (uncountable) = the material: "The window is made of glass." / **a glass** (countable) = a drinking container: "I need two glasses."
- **chicken** (uncountable) = the meat: "I had chicken for lunch." / **a chicken** (countable) = the animal: "There are five chickens in the yard."

NOUNS WITH DUAL MEANINGS



Some nouns change meaning when used as countable or uncountable

Exercise 3 Sort: Countable or Uncountable?

Write **C** (Countable) or **U** (Uncountable) next to each noun.

1. furniture _____
2. banana _____
3. homework _____
4. suitcase _____
5. advice _____
6. bottle _____
7. luggage _____
8. suggestion _____
9. information _____
10. coin _____
11. rice _____
12. job _____

Exercise 4 Complete with a, an, some, or — (nothing)

Fill in the blank with **a**, **an**, **some**, or **—** (leave empty if no article is needed). Think about whether the noun is countable or uncountable.

1. Can I have _____ sandwich, please? (sandwich)
2. We need _____ rice for dinner tonight. (rice)
3. Marcelo gave me _____ excellent suggestion. (suggestion)
4. I don't have _____ money right now. (money)
5. There is _____ egg on the kitchen table. (egg)
6. Ana bought _____ new furniture for her apartment. (furniture)
7. _____ Bread is very popular in Brazil. (bread - general)
8. I'd like _____ glass of water, please. (glass)
9. Could you give me _____ information about the course? (information)
10. Felipe ate _____ banana after his football practice. (banana)

UNIT 2.3

Reading: Shopping at the Market



A typical Saturday morning at a Brazilian feira

Shopping at the Market

Every Saturday morning, the Oliveira family goes to the open-air market near their home in Belo Horizonte. The **children**, Pedro and Isabela, love going to the feira because there is always so much to see, smell, and taste.

Their mother, Dona Cláudia, always brings a long shopping list. She usually needs **some rice, some bread, a few eggs, and plenty of fruit**. Today the list also includes **three kilos of potatoes, two loaves of bread, some cheese, and a kilo of tomatoes**.

At the fruit stall, Pedro counts the **oranges**: "Mum, how **many oranges** do we need?" Dona Cláudia thinks for a moment: "Let's get a dozen. And grab **some bananas** too — **a bunch** should be enough."

Isabela is more interested in the vegetable stall. She points at the **carrots, onions, and lettuces**. "Can we make a salad tonight?" she asks. "Of course!" says Dona Cláudia. "We'll need **two lettuces, some tomatoes, and a little olive oil**."

Their father, Seu Ricardo, goes straight to the fish stall. He buys **some fish** — enough for the whole family. The vendor wraps the **fish** in paper and puts them in a bag. "How **much** is it?" asks Seu Ricardo. "Twenty-five reais for everything, sir," answers the vendor.

On their way out, the **children** stop at the pastel stall. Pedro wants **a pastel de carne**, and Isabela wants **a pastel de queijo**. Dona Cláudia smiles and orders **four pastéis** — one for each member of the family. She also asks for **some** sugar cane juice for everyone.

By the end of the morning, they have **several bags** full of **food**. There are **potatoes, tomatoes, carrots, eggs, fish, cheese, bread, fruit**, and of course, very full **stomachs** from the **pastéis**!

Dona Cláudia carries the heaviest bags — the ones with **rice** and **potatoes**. Seu Ricardo carries the **luggage** with the **fish** and **cheese**. The **children** carry the **fruit** and are already planning next Saturday's trip to the feira.

Exercise 5 True or False

*Read the statements and write **T** (True) or **F** (False) based on the reading passage.*

1. The Oliveira family goes to the market every Sunday morning. _____
2. Dona Cláudia's shopping list includes potatoes and tomatoes. _____
3. Pedro asks how many bananas they need. _____
4. Seu Ricardo buys fish at the market. _____
5. Dona Cláudia orders three pastéis for the family. _____

Exercise 6 Answer the Questions

Answer the questions based on the reading passage. Write complete sentences.

1. What does Dona Cláudia need for the salad?

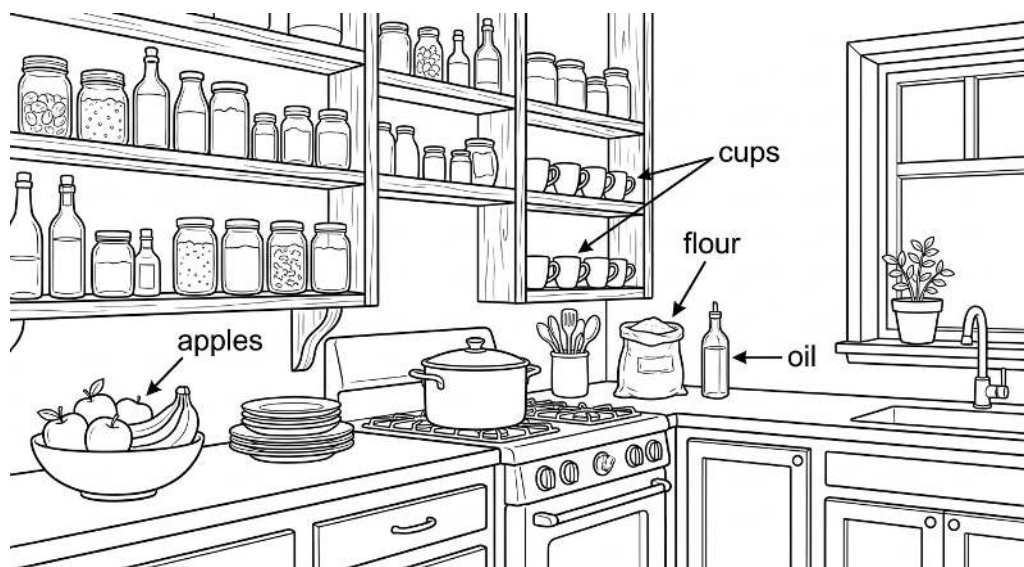
2. How much does Seu Ricardo pay for the fish?

3. Find two uncountable nouns in the text that describe food items.

4. Find two plural nouns in the text and explain what rule they follow.

Writing Task: What Is in Your Kitchen?

Now it is your turn to practise using plural nouns and uncountable nouns in your own writing. You will describe the items you can find in your kitchen or another room in your house.



A kitchen full of countable and uncountable items

Writing Task Describe Your Kitchen

Write a paragraph (8-12 sentences) describing what you can find in your kitchen or another room in your house. Follow the guidelines below:

- Use at least **5 plural nouns** (both regular and irregular).
- Use at least **3 uncountable nouns** with correct quantifiers (some, a little, much, a lot of).
- Use at least **2 measure words** (a bottle of, a bag of, a piece of, etc.).
- Include both **many** (for countable) and **much** or **a lot of** (for uncountable) at least once each.

Example beginning:

MODEL

In my kitchen, there are many plates and cups in the cupboard. On the counter, there is a bag of rice and some flour for making bread. My mother always keeps a few bananas and some oranges in a bowl on the table. We don't have much sugar left, so we need to buy more. There are three bottles of water in the fridge and a little milk for our coffee...

Now write your paragraph:



Writing Tip:

Before you start writing, make a quick list of items in your kitchen. Divide them into two columns: **countable** and **uncountable**. This will help you plan your sentences and make sure you use the correct articles and quantifiers.

Remember: for uncountable nouns, you cannot write "a rice" or "two breads". Instead, use measure words like "a bag of rice" or "two loaves of bread".

REAL USE

Mission Lab: The Kitchen Check



Check the shelves and build the shopping list

Model Exchange

- Cook:** Can you check the shelves? Is there any rice?
- Helper:** Yes, there is a big bag of rice.
- Cook:** How many onions do we have?
- Helper:** There are three onions and some potatoes.
- Cook:** What about oil?
- Helper:** There is only a little oil. We need more.
- Cook:** And bread?
- Helper:** Sorry, how do you say “pão de forma” in English?
- Cook:** Sliced bread.
- Helper:** Ah! There isn't any sliced bread. Can you add it to the list?

Final Task Kitchen Check

Work in pairs. Student A is the cook with the recipe; Student B is the helper checking the kitchen. Then switch roles.

- A. Cook:** ask about at least six foods or objects. Use *How many...?* for countable nouns and *How much...? / Is there any...?* for uncountable nouns. Write a shopping list of what is missing.
- B. Helper:** imagine your own kitchen (or use the picture in Unit 2.4) and answer with *There is / There are, some / any*, and correct plural forms.
- ✓ **Mission success:** the cook finishes with a shopping list of at least three missing items — without switching to Portuguese.



Repair Challenge:

Your partner must ask about one food you don't know in English. Don't stop — say: *How do you say ____ in English?* or *Do you mean one or many?*



AI Mission — Kitchen Inventory:

In ChatGPT Voice, say: “Act as my cooking partner. Ask me what there is in my kitchen, one question at a time. Speak slowly. Correct my main mistake in Portuguese — especially plurals and much/many.” Practice for 10 minutes. **Offline:** open your kitchen cupboard and say ten sentences with *There is / There are*; then write your family's shopping list in English.

Exit Check My Can-Do Checklist

- ☐ I can say what food and objects there are in a place.
- ☐ I can use plural forms correctly, including irregular ones (children, loaves).
- ☐ I can use some and any with countable and uncountable nouns.
- ☐ I can ask How many...? and How much...? correctly.
- ☐ I can say what is missing and make a simple shopping list.
- ☐ I can ask how to say a word in English when I don't know it.

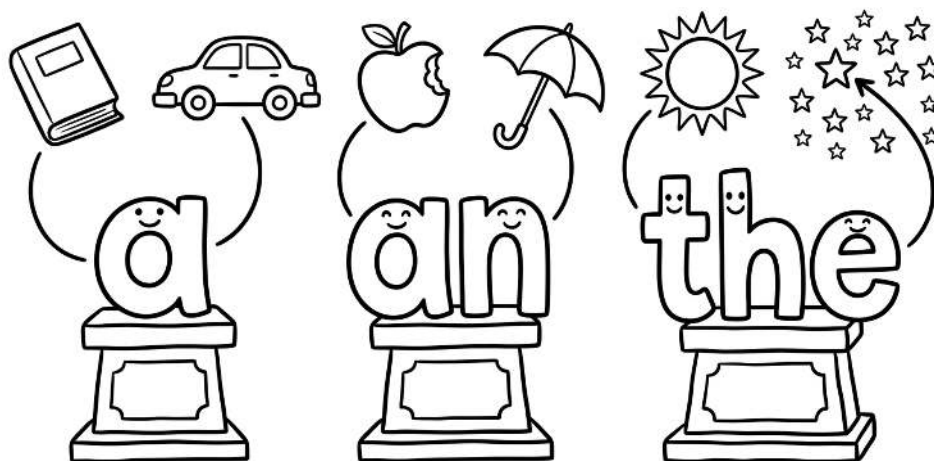
CHAPTER 3

The Neighbourhood Tour: Describe Your City with a, an, and the

Use **a**, **an**, **the** — and no article at all — to describe your neighbourhood or city to a visitor: introduce places for the first time, point to the specific ones you mean, and recommend the best spots.

Use **a**, **an**, **the** — e o artigo zero — para descrever seu bairro ou cidade para um visitante: apresente lugares, indique exatamente qual lugar você quer dizer e recomende os melhores.

GRAMMAR SPOT: Articles & Nouns



Articles help us understand whether we are talking about something specific or general.



Today's Mission:

Help a visitor who has just arrived: describe your neighbourhood or city, say what there is nearby, and recommend the best places — using **a**, **an**, **the**, or no article. (Ajude um visitante recém-chegado: descreva seu bairro ou cidade e recomende os melhores lugares.)



Survival Phrase Kit

Purpose	Useful language
Introduce a place (<i>apresentar um lugar</i>)	There is a bakery on my street. / It's an old market.
Point to a specific place (<i>indicar um lugar específico</i>)	The bakery near the square is very good. / The bus stop is next to the pharmacy.
Recommend the best (<i>recomendar o melhor</i>)	It's the best restaurant in the neighbourhood. / I live in Belo Horizonte — people here love football.
Repair communication (<i>resolver mal-entendidos</i>)	Sorry, which place do you mean? / Can you say that more slowly? / What does ____ mean?



Teacher Read-Aloud: A Visitor in the Neighbourhood

Listen twice. First, identify the situation. Then listen for the places and where they are.

Mission Warm-up Where Can the Visitor Go?

Listen without reading the script. Write short answers.

1. What is there on this street?

2. Where is the restaurant?

3. What does the visitor say when he doesn't understand?

UNIT 3.1

Indefinite Articles (a/an)



When to Use "a" vs. "an"

The choice between **a** and **an** depends on the **sound** that follows, not the letter.

Use **"a"** before words that start with a **consonant sound**:

- **a** book, **a** car, **a** dog, **a** house, **a** student

Use **"an"** before words that start with a **vowel sound**:

- **an** apple, **an** egg, **an** idea, **an** orange, **an** umbrella

Important: It is the *sound* that matters, not the spelling!

- **a** university (starts with the consonant sound /j/) — NOT "an university"
- **an** hour (the "h" is silent, so it starts with the vowel sound /aʊ/) — NOT "a hour"
- **a** European country (starts with the consonant sound /j/)
- **an** honest person (the "h" is silent)

Key Uses of "a" and "an"

We use the indefinite articles **a/an** in the following situations:

1. First mention — when we introduce something for the first time:

- I saw **a** dog in the park. **The** dog was very friendly.

2. One of many — when we talk about one example of a type:

- Can you give me **a** pen? (any pen, not a specific one)

3. Jobs and occupations — to say what someone does:

- She is **a** doctor. / He is **an** engineer.

4. With singular countable nouns — a/an can only be used with singular countable nouns:

- **a** chair (singular, countable) — correct
- **a** furniture (uncountable) — INCORRECT
- **a** chairs (plural) — INCORRECT

5. Expressions of quantity and frequency:

- once **a** week, twice **a** month, three times **a** year
- half **an** hour, **a** hundred, **a** thousand

Article	English Word	Starting Sound	Português
an	apple	vowel /æ/	<i>maçã</i>
an	elephant	vowel /ɛ/	<i>elefante</i>
an	idea	vowel /aɪ/	<i>ideia</i>
an	orange	vowel /ɒ/	<i>laranja</i>
an	umbrella	vowel /ʌ/	<i>guarda-chuva</i>

Article	English Word	Starting Sound	Português
an	hour	vowel /aʊ/ (silent h)	<i>hora</i>
an	honest person	vowel /ɒ/ (silent h)	<i>pessoa honesta</i>
a	book	consonant /b/	<i>livro</i>
a	car	consonant /k/	<i>carro</i>
a	university	consonant /j/	<i>universidade</i>
a	European city	consonant /j/	<i>cidade europeia</i>
a	one-way street	consonant /w/	<i>rua de mão única</i>

Examples with Portuguese Translations

FIRST MENTION

I bought a new phone yesterday.

Eu comprei um celular novo ontem.

ONE OF MANY

Could you lend me a pencil?

Você poderia me emprestar um lápis?

JOBS

Fernanda is an architect.

Fernanda é arquiteta. (sem artigo em português!)

JOBS

My brother wants to be a pilot.

Meu irmão quer ser piloto.

FREQUENCY

We have English class three times a week.

Temos aula de inglês três vezes por semana.

VOWEL SOUND

She waited for an hour at the bus stop.

Ela esperou uma hora no ponto de ônibus.

CONSONANT SOUND

He studies at a university in São Paulo.

Ele estuda em uma universidade em São Paulo.

EXCLAMATIONS

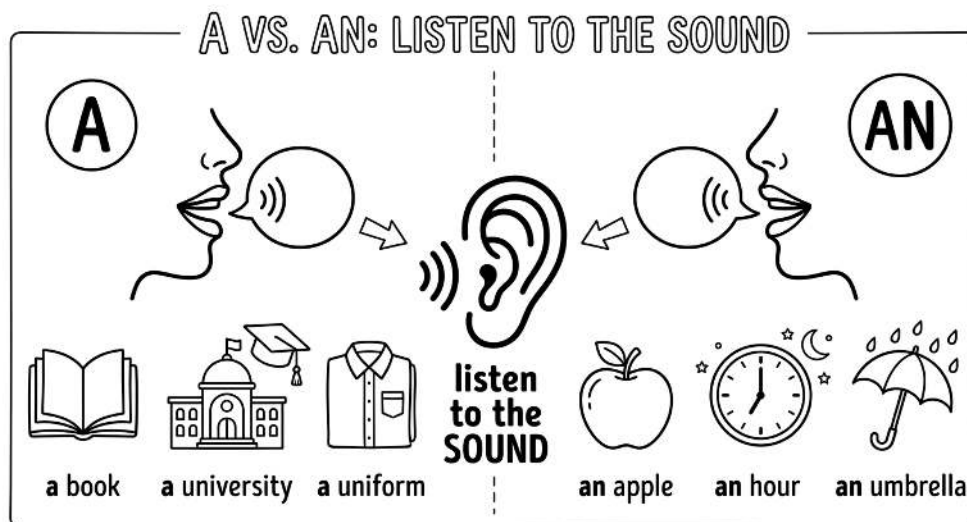
What a beautiful day!

Que dia lindo!



Tip:

Remember: **"a university"** (consonant sound /j/) but **"an hour"** (vowel sound /aʊ/). Always listen to the *sound*, not the letter! Other tricky words: **a** useful tool, **a** uniform, **an** MBA, **an** X-ray.



"A" before consonant sounds, "an" before vowel sounds.

Exercise 1 Complete with "a" or "an"

*Fill in each blank with **a** or **an**. Remember: it depends on the sound, not the letter!*

*Preencha cada espaço com **a** ou **an**. Lembre-se: depende do som, não da letra!*

1. Marcos is _____ student at a public school.
2. I ate _____ orange for breakfast.
3. She has _____ interesting idea for the project.
4. My mother is _____ nurse at the hospital.
5. He waited for _____ hour in the rain.
6. That is _____ useful app for learning vocabulary.
7. Camila wants to buy _____ umbrella before the trip.
8. He is _____ honest man.
9. She goes to _____ university in Belo Horizonte.
10. It was _____ amazing experience to visit the Amazon.

Exercise 2 Choose the Correct Option

Choose the correct article for each sentence.

Escolha o artigo correto para cada frase.

1. Rafael wants to be _____ engineer when he grows up.
☐ a) a
☐ b) an
☐ c) the

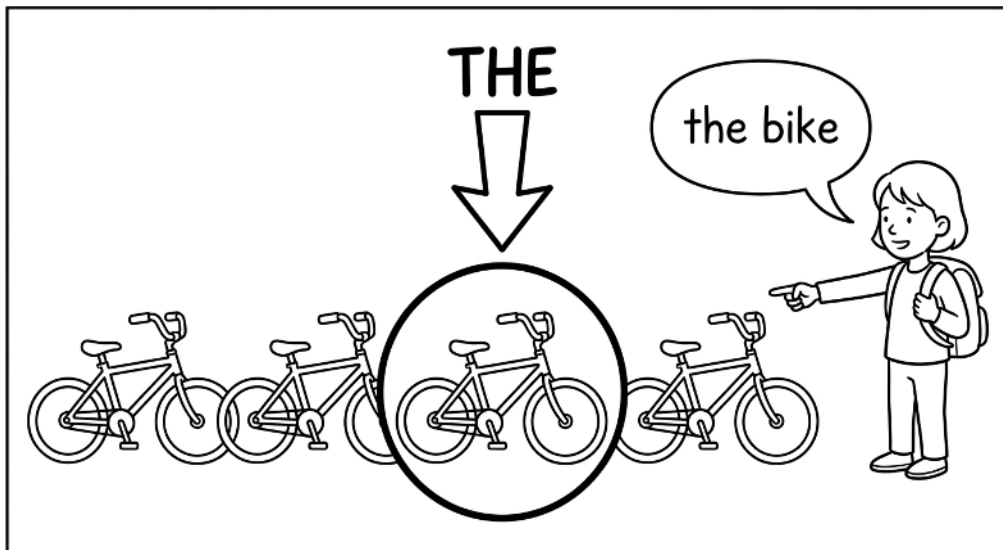
2. We need to wait _____ half hour for the bus.
☐ a) a
☐ b) an
☐ c) the

3. Paris is _____ European capital with many famous museums.
☐ a) a
☐ b) an
☐ c) the

4. Bianca received _____ excellent grade on her English test.
☐ a) a
☐ b) an
☐ c) the

5. He bought _____ uniform for the new school year.
☐ a) a
☐ b) an
☐ c) the

Definite Article (the)



"The" tells us we are talking about something specific.



When to Use "the"

We use the definite article **the** when both the speaker and the listener know which specific thing is being talked about.

1. Something already mentioned (second mention):

- I saw **a** cat in the garden. **The** cat was black and white.

2. Something unique — there is only one:

- **the** sun, **the** moon, **the** internet, **the** president

3. Superlatives:

- Rio de Janeiro is **the** most beautiful city I have ever visited.
- She is **the** tallest girl in the class.

4. With "of" phrases (specifying which one):

- **the** capital **of** Brazil, **the** end **of** the movie

5. Geographical names (some):

- Rivers: **the** Amazon, **the** São Francisco
- Oceans and seas: **the** Atlantic, **the** Pacific
- Mountain ranges: **the** Andes, **the** Alps
- Plural country names: **the** United States, **the** Philippines
- Deserts: **the** Sahara

6. Musical instruments:

- Gustavo plays **the** guitar.

7. Ordinal numbers:

- **the** first, **the** second, **the** last



When NOT to Use "the" (Zero Article)

In many cases, English uses **no article at all**. This is called the **zero article**. It is one of the biggest differences between English and Portuguese.

1. General statements (talking about things in general):

- **Dogs** are friendly animals. (dogs in general — NOT "The dogs are friendly animals.")
- **Water** is essential for life. (water in general)

2. Meals:

- I have **breakfast** at seven. (NOT "the breakfast")
- Let's have **lunch** together.

3. Languages:

- She speaks **Portuguese** and **English**. (NOT "the Portuguese")

4. Sports:

- They play **football** on Saturdays. (NOT "the football")

5. Most countries and cities:

- **Brazil** is a large country. (NOT "The Brazil")
- **São Paulo** is a big city. (NOT "The São Paulo")

6. Academic subjects:

- I study **Mathematics** and **History**.

7. Days and months:

- See you on **Monday**. Classes start in **February**.

Examples with Portuguese Translations

SPECIFIC (THE)

The book on the table is mine.

O livro na mesa é meu.

UNIQUE (THE)

The sun rises in the east.

O sol nasce no leste.

SUPERLATIVE (THE)

This is the best restaurant in the city.

Este é o melhor restaurante da cidade.

GENERAL (NO ARTICLE)

Music makes people happy.

Música faz as pessoas felizes. (Em português usamos "A música faz..." mas em inglês, NÃO se usa "the" para falar em geral.)

LANGUAGE (NO ARTICLE)

Larissa speaks English and Spanish.

Larissa fala inglês e espanhol.

SPORT (NO ARTICLE)

Matheus plays basketball after school.

Matheus joga basquete depois da escola.

COUNTRY (NO ARTICLE)

Brazil is the largest country in South America.

O Brasil é o maior país da América do Sul. (Em português usamos "O Brasil," mas em inglês NÃO usamos "the.")

RIVER (THE)

The Amazon is the longest river in Brazil.

O Amazonas é o rio mais longo do Brasil.


Warning — Common Mistakes:

Watch out for the difference between **general** and **specific** meanings:

- I like **music**. (music in general = NO article) ✓
- I like **the** music in this movie. (specific music = "the") ✓
- I like **the** music. (if you mean music in general = WRONG) ✗

Cuidado! Em português, dizemos "Eu gosto de música" (sem artigo) ou "Eu gosto da música desse filme" (com artigo). Em inglês é igual, mas muitos alunos brasileiros adicionam "the" desnecessariamente.

At School: Talking About the Weekend

- Lucas:** Hey, Beatriz! What did you do last weekend?
- Beatriz:** I went to **a** new shopping centre near **the** river. It was amazing!
- Lucas:** Oh, I know that place! **The** shopping centre next to **the** park, right?
- Beatriz:** Yes! I had **lunch** there with my family. We tried **a** Japanese restaurant.
- Lucas:** Was **the** food good?
- Beatriz:** It was **the** best sushi I have ever eaten! You should try it.
- Lucas:** I love **Japanese food**. Do they have **a** kids' menu? My little brother is very picky.
- Beatriz:** Yes, they do. After **lunch**, we went to **the** cinema and watched **a** great movie.
- Lucas:** Sounds like **a** perfect day! I usually play **football** on Saturdays, but next weekend I want to go there too.

Exercise 3 Complete with "the," "a," "an," or "—" (no article)

Fill in each blank with **the**, **a**, **an**, or — (no article). Write "—" if no article is needed.

Preencha cada espaço com **the**, **a**, **an** ou — (sem artigo). Escreva "—" se nenhum artigo for necessário.

1. _____ Amazon River is the longest river in South America.
2. Juliana speaks _____ French and _____ Italian.
3. We had _____ dinner at a restaurant near the beach.
4. _____ Brazil is _____ largest country in Latin America.
5. She plays _____ piano every afternoon.
6. Pedro is _____ teacher at _____ public school.
7. _____ Life is full of surprises.
8. This is _____ first time I have visited _____ United States.
9. _____ Children need love and attention.
10. Can you pass me _____ salt, please?

Exercise 4 Find and Fix the Article Mistakes

Each sentence below has an article mistake. Find the mistake and rewrite the sentence correctly.

Cada frase abaixo tem um erro com artigos. Encontre o erro e reescreva a frase corretamente.

1. I like the chocolate. (general statement) ✗

2. The Brazil is a beautiful country. ✗

3. She is teacher at my school. ✗

4. He plays the football every Saturday. ✗

5. I had the breakfast at eight o'clock. ✗

6. He studies at an university in Curitiba. ✗

7. Amazon is the longest river in South America. ✗

8. She speaks the English very well. ✗

UNIT 3.3

Reading: Visiting a New City



Students exploring Rio de Janeiro.

Reading: A Weekend in Rio

Read the text about Ana Clara and her classmates visiting Rio de Janeiro.

Last month, Ana Clara and her classmates went on **a** school trip to Rio de Janeiro. It was **the** first time many of them had visited **the** city, and everyone was very excited.

On **the** first day, they visited **the** famous Christ **the** Redeemer statue on top of Corcovado Mountain. **The** view from **the** top was incredible — they could see **the** entire city, **the** beaches, and **the** Atlantic Ocean. Their teacher, Professor Henrique, told them that **the** statue is one of **the** Seven Wonders of **the** Modern World. Ana Clara took **a** photo with her friends in front of it.

After that, they had **lunch** at **a** small restaurant near Copacabana Beach. They tried — typical Brazilian food: rice, beans, and grilled meat. **The** food was delicious. Lucas, one of Ana Clara's classmates, said it was **the** best meal he had ever had!

In **the** afternoon, they took **a** cable car to **the** top of Sugarloaf Mountain. From there, they could see **the** Guanabara Bay and **the** Niterói Bridge. — Beatriz, who wants to be **an** architect, was fascinated by **the** modern buildings along **the** waterfront.

On **the** second day, they visited **the** Maracanã Stadium. — Football is **the** most popular sport in — Brazil, and many of **the** students were excited to see **the** stadium where so many famous matches had taken place. Felipe, who plays — football for his school team, said he dreamed of playing there one day.

Before going home, they walked along **the** Ipanema boardwalk and visited **a** street market where they bought souvenirs. Ana Clara bought **an** "I love Rio" T-shirt and **a** small painting of **the** city. It was **an** unforgettable experience for everyone.

Exercise 5 True or False

*Read the sentences below. Write **T** (True) or **F** (False) based on the reading passage.*

*Leia as frases abaixo. Escreva **T** (Verdadeiro) ou **F** (Falso) com base no texto.*

- 1.** It was the first time Ana Clara had visited Rio de Janeiro.

- 2.** From Christ the Redeemer, they could see the beaches and the Atlantic Ocean.

- 3.** They had lunch at a big restaurant on Copacabana Beach.

- 4.** Beatriz wants to be an architect.

- 5.** Ana Clara bought a painting and a hat as souvenirs.

Exercise 6 Answer the Questions

Answer the following questions based on the reading passage. Write complete sentences.

Responda as perguntas a seguir com base no texto. Escreva frases completas.

1. Where did the students go on their school trip?

2. What did their teacher tell them about the Christ the Redeemer statue?

3. What could the students see from the top of Sugarloaf Mountain?

4. What is Felipe's dream?

Writing Task



Describe the place where you live!

Exercise 7 Describe Your Neighbourhood or City

Write a paragraph (8-10 sentences) describing your neighbourhood or city. Use articles correctly: **a/an**, **the**, and **zero article** (no article).

Escreva um parágrafo (8-10 frases) descrevendo seu bairro ou cidade. Use os artigos corretamente: **a/an**, **the** e **artigo zero** (sem artigo).

Include the following in your paragraph:

- The name of your city/neighbourhood (remember: no article with city names!)
- A description of a place you like (use "a" for first mention, then "the")
- Something you do for fun (sports, music, hobbies — check your article rules!)
- A superlative sentence (e.g., "the best," "the biggest")
- A general statement (e.g., about food, people, or weather — zero article)



Tip:

Before you write, make a short plan. For each sentence, ask yourself: "Am I talking about something specific (the), something general (no article), or something new/one of many (a/an)?" This will help you choose the right article every time.

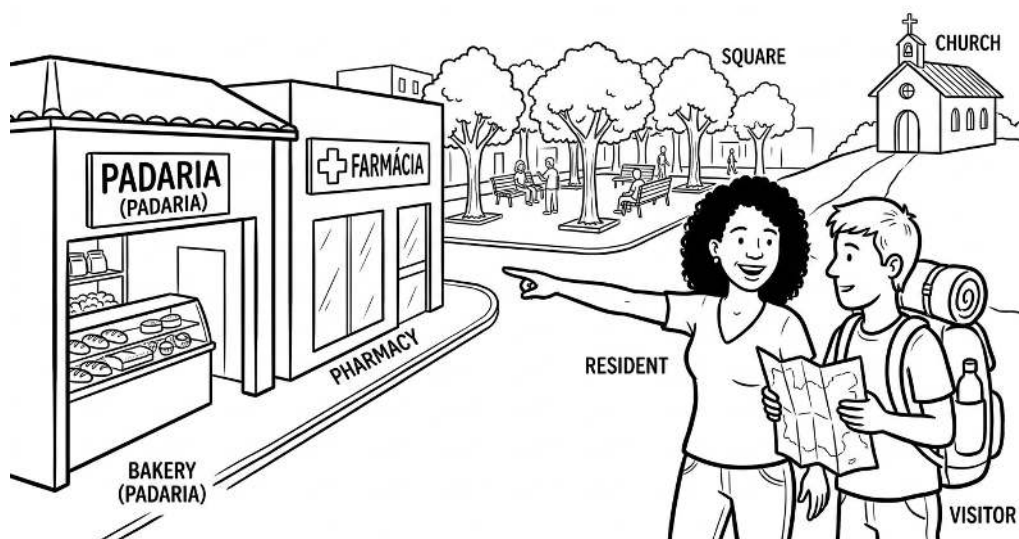
Antes de escrever, faça um pequeno plano. Para cada frase, pergunte-se: "Estou falando de algo específico (the), algo geral (sem artigo) ou algo novo/um entre muitos (a/an)?"

MODEL PARAGRAPH

I live in Campinas, a city in the state of São Paulo. There is a beautiful park near my house called Parque Ecológico. The park has a lake and many trees. I go there every weekend to play football with my friends. Football is the most popular sport in my neighbourhood. Near the park, there is a bakery that sells the best pão de queijo in town. People in Campinas are very friendly. I think it is the best place to live!

REAL USE

Mission Lab: The Neighbourhood Tour



Introduce the places, then point to the one you mean

Model Exchange

- Visitor:** I just arrived. What is this neighbourhood like?
- Resident:** It's a friendly place. There is a big square in the centre.
- Visitor:** Is there a good place to eat?
- Resident:** Yes, there is a restaurant next to the church. The restaurant is famous for its feijoada.
- Visitor:** Sorry, which place do you mean?
- Resident:** The restaurant next to the church — the white building.
- Visitor:** Perfect. And do people play football here?
- Resident:** Yes! People play football in the park every Sunday.

Final Task The Neighbourhood Tour

Work in pairs. Student A is a resident; Student B is a visitor who has just arrived. Then switch roles.

- A. Resident:** describe your real neighbourhood or city. Name at least three places — use *a/an* the first time and *the* when you talk about them again — and recommend the best place to eat.
- B. Visitor:** ask at least four questions (*Is there a...? / Where is the...? / What's the best...?*) and ask one clarifying question.
- ✓ **Mission success:** the visitor can repeat back two places and where they are — without switching to Portuguese.



Repair Challenge:

Your partner must mention one place without saying where it is. Don't guess — ask: *Sorry, which place do you mean?* or *Can you say that more slowly?*



AI Mission — Neighbourhood Guide:

In ChatGPT Voice, say: “Act as a visitor who just arrived in my city. Ask me one question at a time about my neighbourhood — places, food, and what to visit. Speak slowly. Correct my main mistake in Portuguese — especially *a*, *an*, and *the*.” Practice for 10 minutes. **Offline:** think of your street and say ten sentences about its places, using *a/an* for new information and *the* for specific places.

Exit Check My Can-Do Checklist

- ☐ I can describe my neighbourhood or city to a visitor.
- ☐ I can use a/an to mention a place for the first time.
- ☐ I can use the when I talk about a specific place again.
- ☐ I can use no article with city names, sports, and general ideas (Belo Horizonte, football, pizza).
- ☐ I can recommend the best place using the + superlative.
- ☐ I can ask which place someone means when I don't understand.

CHAPTER 4

The Shopping Trip: Say What You Need and How Much

Use quantifiers — much, many, a lot of, a few, a little, some, any, no — to go shopping: tell the assistant what you need, ask if the store has it, say how many or how much you want, and check the price.



How much do you need? How many do you want? Let's go shopping!



Today's Mission:

Go shopping for clothes: tell the assistant what you need, ask if the store has any, say how many or how much you want, and check the price. (*Vá às compras: diga o que você precisa, pergunte se a loja tem, diga a quantidade e confira o preço.*)



Survival Phrase Kit

Purpose	Useful language
Say what you need (<i>dizer o que precisa</i>)	I need some T-shirts. / I'm looking for a jacket.
Ask if the store has it (<i>perguntar se tem</i>)	Do you have any black shoes? / Do you have this in a smaller size?
Talk about quantity and price (<i>falar de quantidade e preço</i>)	How many do you want? — Just a few. / How much is it?
Repair communication (<i>resolver mal-entendidos</i>)	Sorry, can you repeat the price? / Can you write it down? / Do you mean the price or the size?



Teacher Read-Aloud: At the Clothing Stall

Listen twice. First, identify the situation. Then listen for the quantities and the price.

Mission Warm-up How Many Does She Want?

Listen without reading the script. Write short answers.

1. How many T-shirts does Clara want?

2. What does the stall have a lot of today?

3. What does Clara ask the assistant to repeat?

UNIT 4.1

Quantifiers with Countable and Uncountable Nouns

Which Quantifier Goes with Which Noun?

Some quantifiers are used only with **countable nouns** (things you can count: one shirt, two shirts). Others are used only with **uncountable nouns** (things you cannot count: money, information, cotton). Some work with **both**.

Quantifier	Countable	Uncountable	Example
many	Yes	No	How many shirts do you have?
a few	Yes	No	I have a few dresses.
few	Yes	No	There are few jackets left.
much	No	Yes	How much money do you have?
a little	No	Yes	I have a little money left.
little	No	Yes	There is little fabric in this colour.
a lot of	Yes	Yes	She has a lot of shoes. / He spent a lot of money.
some	Yes	Yes	I bought some socks. / I need some help.
any	Yes	Yes	Are there any boots? / Is there any cotton?
no	Yes	Yes	There are no belts. / There is no space.

Affirmative, Negative & Question Patterns

Where you use each quantifier depends on whether the sentence is **affirmative** (+), **negative** (-), or a **question** (?).

Sentence Type	Preferred Quantifiers	Example
Affirmative (+)	some, a lot of, a few, a little	I have some new shirts.
Negative (-)	any, much, many, no	I don't have any clean socks.
Question (?)	any, much, many, some (offers/requests)	Do you have any jeans?

Important: We use **some** in questions when we are offering something or making a request:

- *Would you like **some** help?* (offer)
- *Can I have **some** water, please?* (request)

Important: **Much** and **many** are mainly used in **questions** and **negatives**. In affirmative sentences, we usually prefer **a lot of**:

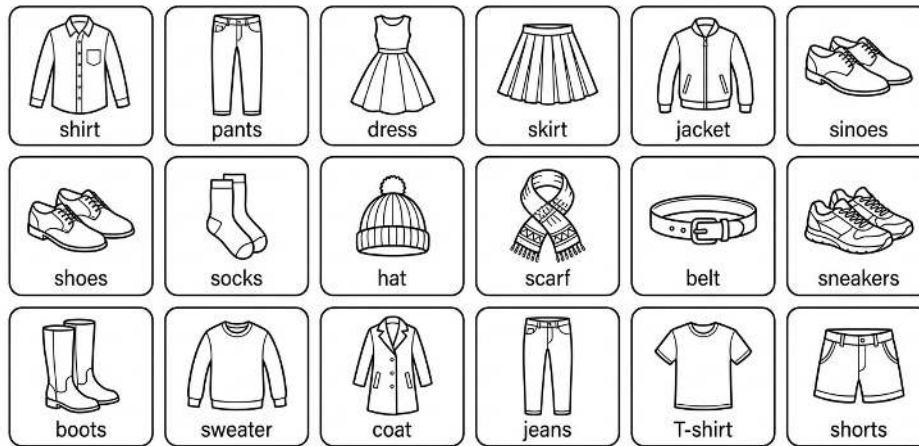
- She has **a lot of** clothes. (more natural than "She has many clothes.")
- He spent **a lot of** money. (more natural than "He spent much money.")

Clothes Vocabulary

Clothing Item	Português	Example Sentence
shirt	<i>camisa / camiseta</i>	He bought a new shirt for the party.
pants / trousers	<i>calça</i>	These pants are too long for me.
dress	<i>vestido</i>	She wore a beautiful dress to the wedding.

Clothing Item	Português	Example Sentence
skirt	<i>saia</i>	The school uniform includes a blue skirt.
jacket	<i>jaqueta</i>	Take your jacket — it's cold outside.
shoes	<i>sapatos</i>	I need new shoes for school.
socks	<i>meias</i>	I can never find matching socks!
hat	<i>chapéu / boné</i>	He always wears a hat when it's sunny.
scarf	<i>cachecol / lenço</i>	She wrapped a warm scarf around her neck.
belt	<i>cinto</i>	His belt matches his shoes.
boots	<i>botas</i>	These boots are perfect for rainy days.
sweater	<i>suéter / blusa de frio</i>	Put on a sweater — it's getting cold.
coat	<i>casaco</i>	She wore a long coat to the cinema.
jeans	<i>jeans / calça jeans</i>	Jeans are the most popular type of trousers.
sneakers / trainers	<i>tênis</i>	She bought some white sneakers for PE class.
T-shirt	<i>camiseta</i>	He wears a different T-shirt every day.
shorts	<i>shorts / bermuda</i>	In summer, everyone wears shorts.

CLOTHING VOCABULARY



Clothes vocabulary — can you name each item?

Examples in Context

MANY (COUNTABLE)

How many shirts did you buy at the shopping centre?

Quantas camisas você comprou no shopping?

MUCH (UNCOUNTABLE)

I don't have much money to spend on clothes this month.

Eu não tenho muito dinheiro para gastar com roupas este mês.

A LOT OF (BOTH)

Larissa has a lot of shoes in her closet.

Larissa tem muitos sapatos no armário dela.

A FEW (COUNTABLE)

I still have a few clean T-shirts for the week.

Eu ainda tenho algumas camisetas limpas para a semana.

A LITTLE (UNCOUNTABLE)

There is a little space left in this drawer for your socks.

Há um pouco de espaço nesta gaveta para suas meias.

SOME (AFFIRMATIVE)

I need to buy some new jeans for school.

Eu preciso comprar algumas calças jeans novas para a escola.

ANY (NEGATIVE)

We don't have any winter coats on sale right now.

Nós não temos nenhum casaco de inverno em promoção agora.

NO

There are no black belts in this store.

Não há cintos pretos nesta loja.



Tip:

Be careful with the difference between **a few / a little** and **few / little**:

- **a few** = some, a small number (positive meaning) — *I have **a few** friends who like shopping.* (= I have some friends, that's good!)
- **few** = not many, not enough (negative meaning) — *I have **few** friends who like shopping.* (= I don't have enough friends for that, it's a problem.)
- **a little** = some, a small amount (positive meaning) — *I have **a little** money.* (= I have some money, enough for something.)
- **little** = not much, not enough (negative meaning) — *I have **little** money.* (= I almost have no money, it's not enough.)

In Portuguese, this difference does not exist in the same way. *Poucos amigos* can mean both "a few friends" and "few friends". In English, the article **a** makes a big difference!

Exercise 1 Complete with much, many, or a lot of

Fill in each blank with **much**, **many**, or **a lot of**. Sometimes more than one answer is possible.

1. How _____ pairs of shoes do you have at home?
2. Fernanda has _____ dresses in her closet.
3. How _____ money did you spend at the mall?
4. There aren't _____ sweaters in size M.
5. Bruno doesn't have _____ patience for shopping.
6. We bought _____ clothes during the sale.
7. How _____ T-shirts do you need for the trip?
8. There isn't _____ space in my suitcase for more clothes.
9. Gustavo has _____ sneakers — he collects them!
10. How _____ fabric do we need to make a skirt?

Exercise 2 Choose the Correct Quantifier

Select the correct option to complete each sentence.

1. I don't have _____ warm clothes for winter.

☐ a) much
☐ b) many
☐ c) a little

2. There is _____ cotton in this shirt — it feels very soft.

☐ a) a lot of
☐ b) many
☐ c) a few

3. How _____ pairs of jeans does Mateus own?

☐ a) much
☐ b) a lot of
☐ c) many

4. She only has _____ patience left — she has been trying on clothes for two hours!

☐ a) a few
☐ b) a little
☐ c) many

5. Carolina bought _____ accessories at the market — earrings, bracelets, and a hat.

☐ a) much
☐ b) a lot of
☐ c) a little

UNIT 4.2

some, any, no, a few, a little in Context **Detailed Usage of some, any, and no**

Let's look more closely at how **some**, **any**, and **no** are used in different types of sentences:

Quantifier	Used in	Example	Português
some	Affirmative sentences	I bought some new socks.	Eu comprei algumas meias novas.
	Offers & requests	Would you like some help?	Você gostaria de ajuda?
any	Negative sentences	I don't have any clean shirts.	Eu não tenho nenhuma camisa limpa.
	Questions	Do you have any scarves?	Você tem algum cachecol?
no	Affirmative verb + no	There are no boots in my size.	Não há botas no meu tamanho.

Key point: When we use **no**, the verb is **affirmative** (NOT negative). Compare:

- *There **are no** jackets.* (correct — affirmative verb + no)
- *There **aren't any** jackets.* (correct — negative verb + any)
- *There **aren't no** jackets.* (WRONG — double negative!)

Shopping Examples

SOME (AFFIRMATIVE)

I'd like to try on some dresses, please.

Eu gostaria de experimentar alguns vestidos, por favor.

ANY (QUESTION)

Do you have any of these sneakers in size 38?

Vocês têm algum desses tênis no tamanho 38?

ANY (NEGATIVE)

Sorry, we don't have any in that size.

Desculpe, não temos nenhum nesse tamanho.

NO

There are no changing rooms available right now.

Não há provadores disponíveis agora.

A FEW (COUNTABLE)

We have a few shirts on sale in the back of the store.

Temos algumas camisas em promoção no fundo da loja.

A LITTLE (UNCOUNTABLE)

Can you give me a little time to decide?

Pode me dar um pouco de tempo para decidir?



At the clothing store — practising quantifiers while shopping

Dialogue: Shopping for Clothes

At a Clothing Store in Shopping Aricanduva, São Paulo

Shop assistant: Good afternoon! Can I help you?

Isabela: Yes, please. I'm looking for some new clothes for school. I need a few T-shirts and some jeans.

Shop assistant: Of course. We have a lot of T-shirts in different colours. What size do you wear?

Isabela: I wear size M. Do you have any white T-shirts?

Shop assistant: Let me check... Sorry, we don't have any white ones in size M. But we have a few in light blue and grey. Would you like to see some?

Isabela: Yes, I'd like to see the light blue ones. How much are they?

Shop assistant: They're forty-nine ninety-nine each. But if you buy three, you get a little discount — ten per cent off.

Isabela: That sounds good! I'll take three. And what about jeans? I don't have many pairs that still fit me.

Shop assistant: Our jeans section is over there. We have a lot of styles. There are no skinny jeans left, but we have some straight-leg and wide-leg options.

Isabela: OK. How much money do I need for two pairs?

Shop assistant: Each pair costs eighty-nine ninety-nine. So two pairs would be one hundred and seventy-nine ninety-eight.

Isabela: That's a lot of money! I only have a little cash with me. Can I pay by card?

Shop assistant: Yes, of course. We accept all cards. Do you need any socks or belts too?

Isabela: No, thanks. I have enough socks. But I don't have any belts that match these jeans. Do you have any brown ones?

Shop assistant: Yes, we have a few brown belts right here. They're thirty-nine ninety-nine each.

Isabela: Perfect. I'll take one. Thank you for all your help!

Shop assistant: You're welcome! Let me take you to the checkout.

**Remember:**

"no" = "not ... any". These two sentences mean exactly the same thing:

- *There are **no** shoes in my size.*
- *There **aren't any** shoes in my size.*

Both are correct. With **no**, the verb is affirmative. With **any**, the verb is negative.

In Portuguese, both translate to: *Não há sapatos no meu tamanho.*

Exercise 3 Complete with some, any, no, a few, or a little

Fill in each blank with **some**, **any**, **no**, **a few**, or **a little**.

1. I bought _____ new sneakers for PE class.
2. Do you have _____ black shoes in size 40?
3. There are _____ jackets left in this colour — they're all sold out.
4. We still have _____ skirts on sale — would you like to see them?
5. I have _____ money saved for a new coat.
6. Ricardo doesn't have _____ warm clothes for the trip to the south.
7. Would you like _____ help finding your size?
8. There is _____ discount on these boots — they are new arrivals.
9. I only need _____ pairs of socks — maybe two or three.
10. Can I borrow _____ money? I'm five reais short.

Exercise 4 Rewrite the Sentence Using a Different Quantifier

Rewrite each sentence using the quantifier in brackets. The meaning should stay the same (or very similar).

- 1.** There aren't any blue shirts in this store. (Use "**no**")

- 2.** There is no milk in the fridge. (Use "**any**")

- 3.** He has a lot of hats. (Use "**many**")

- 4.** There are no clean socks in the drawer. (Use "**any**")

- 5.** She doesn't have any belts. (Use "**no**")

- 6.** We don't have any money left. (Use "**no**")

- 7.** There are no scarves on sale. (Use "**any**")

- 8.** Pedro doesn't have any sneakers for the gym. (Use "**no**")

UNIT 4.3

Reading — Shopping Day

Read the text about Camila and her friends shopping for school clothes.

Last Saturday, Camila went to Shopping Metrô Itaquera with her friends Lucas and Amanda. They needed to buy some new clothes for the new school term. Camila's mother gave her some money — two hundred reais — and told her: "Buy only what you need. Don't spend too much!"

When they arrived at the mall, there were a lot of people everywhere. It was the beginning of the school year, so many families were doing the same thing. The first store they visited was a big clothing chain. Lucas needed many things — he didn't have any new shirts and his old sneakers had a lot of holes in them. He found a few nice shirts on sale and bought three for ninety reais. He also found some comfortable sneakers for one hundred and twenty reais.

Amanda didn't need many clothes. She only needed a few pairs of socks and a new belt. She found some pretty socks with colourful patterns and a simple brown belt. She spent little money — only forty-five reais in total. She was very happy because she still had a lot of money left for other things.

Camila wanted to buy some jeans and a jacket. She tried on many pairs of jeans, but there weren't any in her size that she liked. The shop assistant said: "We don't have much variety in size P right now, but we will have some new stock next week." Camila was disappointed, but she found a beautiful denim jacket for eighty-nine ninety-nine. She also bought a few T-shirts — two white ones and a black one — for thirty reais each.

After shopping, they went to the food court. They didn't have much time because Camila's mother was picking them up at five o'clock. Lucas had no money left for food, so Amanda and Camila shared some snacks with him. They each had some açaí and a few pieces of pão de queijo. It was a fun day, even though Lucas had no change left in his pocket!



Camila, Lucas, and Amanda at the shopping centre

Exercise 5 True or False

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

1. Camila went shopping alone. _____
2. Lucas bought some shirts and some sneakers. _____
3. Amanda spent a lot of money on clothes. _____
4. Camila found some jeans in her size that she liked. _____
5. Lucas had no money left to buy food at the food court. _____

Exercise 6 Answer the Questions

Answer the questions in complete sentences based on the text.

- 1.** How much money did Camila's mother give her?

- 2.** Why were there a lot of people at the mall?

- 3.** Why couldn't Camila buy any jeans?

- 4.** What did the three friends eat at the food court?

UNIT 4.4

Writing Task



What's in your closet? Describe it using quantifiers!

Exercise 7 Describe Your Closet

Write a short paragraph (8-10 sentences) describing what clothes you have in your closet. Use at least **6 different quantifiers** from this chapter (*much, many, a lot of, a few, a little, some, any, no, few, little*).

Include:

- What clothes you have a lot of
- What clothes you have a few of
- What clothes you don't have any of (or have no...)
- What clothes you need to buy
- How much money you need for new clothes



Tip:

Use the vocabulary table from Unit 4.1 and the reading text from Unit 4.3 as models. Remember:

- Use **many** / **a few** / **few** with countable nouns (shirts, shoes, pants).
- Use **much** / **a little** / **little** with uncountable nouns (money, space, time).
- Use **a lot of** / **some** / **any** / **no** with both.
- Use **some** in affirmative sentences and **any** in negatives and questions.

Example start: *"In my closet, I have a lot of T-shirts because I wear them every day. I have a few pairs of jeans, but I don't have any shorts. I need to buy some..."*

REAL USE

Mission Lab: The Shopping Trip



Say what you need, ask how much, decide how many

Model Exchange

- Assistant:** Hello! Are you looking for anything special?
- Customer:** Yes, I need some T-shirts.
- Assistant:** How many do you need?
- Customer:** Just a few. Do you have any in blue?
- Assistant:** We have a lot of blue ones. What about socks? We have a special offer today.
- Customer:** No, thanks. I don't need any socks. How much are the T-shirts?
- Assistant:** Twelve reais each.
- Customer:** Sorry, can you write the price down?
- Assistant:** Of course — twelve reais. So, three blue T-shirts?
- Customer:** Yes, three, please.

Final Task At the Store

Work in pairs. Student A is the customer with a shopping list; Student B is the shop assistant. Then switch roles.

- A. Customer:** make a list of at least four items. Say what you need, ask if the store has any, ask the price, and decide how many to buy.
- B. Assistant:** answer with quantifiers (*a lot of, a few, some, any, no*), give prices, and offer one extra item the customer didn't ask for.
- ✓ **Mission success:** the customer "buys" at least three items with clear quantities and prices — without switching to Portuguese.



Repair Challenge:

Your partner must say one price very fast. Don't guess — say: *Sorry, can you repeat the price?* or *Can you write it down?*



AI Mission — Clothes Shopping:

In ChatGPT Voice, say: “Act as a shop assistant in a clothing store. I want to buy clothes. Ask me one question at a time about sizes, colours, and how many I need. Speak slowly. Correct my main mistake in Portuguese — especially much/many and some/any.” Practice for 10 minutes. **Offline:** open your closet and say ten sentences with quantifiers (*I have a lot of..., I don't have any...*); then write a shopping list of what you need.

Exit Check My Can-Do Checklist

- ☐ I can say what I need to buy in a store.
- ☐ I can ask if a store has something using any.
- ☐ I can use much, many, and a lot of correctly with countable and uncountable nouns.
- ☐ I can answer "How many do you want?" with a clear quantity.
- ☐ I can ask the price and understand the answer.
- ☐ I can ask someone to repeat or write down a price.

CHAPTER 5

Moving Day: Show the Rooms and Point to What Goes Where

*Help on a moving day: describe the rooms of a home with **there is** and **there are** plus quantifiers, and point to boxes and objects with **this**, **that**, **these**, **those** to say exactly where everything goes.*



What is there in your neighborhood?



Today's Mission:

Help a friend on moving day: describe the rooms of the new home with *there is / there are*, and point to boxes and objects with *this, that, these, those* to say where everything goes.
(Ajude no dia da mudança: descreva os cômodos e aponte os objetos para dizer onde cada coisa vai.)



Survival Phrase Kit

Purpose	Useful language
Describe a room (<i>descrever um cômodo</i>)	There is a big window in the living room. / There are two shelves on the wall.
Point to things near you (<i>apontar o que está perto</i>)	This box is heavy. / These chairs go in the kitchen.
Point to things far away (<i>apontar o que está longe</i>)	That lamp goes on the table. / Those boxes are for the bedroom.
Repair communication (<i>resolver mal-entendidos</i>)	Do you mean this one or that one? / Can you show me? / Sorry, can you repeat?



Teacher Read-Aloud: Moving Day at the New Apartment

Listen twice. First, identify the situation. Then listen for the rooms and where the things go.

Mission Warm-up Where Does Everything Go?

Listen without reading the script. Write short answers.

- 1.** How many rooms are there in the new apartment?

- 2.** Where do the boxes near the door go?

- 3.** What is in the bag by the window?

UNIT 5.1

Quantifiers in Existential Sentences (There is / There are)

There is / There are

We use **there is** and **there are** to say that something **exists** in a place.

Structure	Use	Example
There is + singular noun	One thing	There is a park near my house.
There is + uncountable noun	Uncountable things	There is water in the bottle.
There are + plural noun	More than one	There are three schools in my neighborhood.
There isn't / There aren't	Negative	There isn't a hospital nearby.
Is there...? / Are there...?	Questions	Is there a pharmacy on this street?

Combining "There is / There are" with Quantifiers

Quantifiers tell us **how much** or **how many** of something exists. Different quantifiers go with different types of nouns.

With Uncountable Nouns (There is...)	Português	Example
some	algum(a), um pouco de	There is some milk in the fridge.
a little	um pouco de	There is a little sugar left.
much (questions/negatives)	muito(a)	There isn't much time.
no	nenhum(a)	There is no water in the pool.
a lot of	muito(a)	There is a lot of traffic today.

With Plural Nouns (There are...)	Português	Example
some	alguns/algumas	There are some books on the shelf.
a few	alguns/algumas, poucos(as)	There are a few students in the classroom.
many	muitos(as)	There are many restaurants downtown.
no	nenhum(a)	There are no chairs in the room.
a lot of	muitos(as)	There are a lot of trees in the park.

Vocabulary: Places and Things in a City

English	Português	Example Sentence
park	<i>parque</i>	There is a beautiful park near my house.
hospital	<i>hospital</i>	There is a hospital on the main avenue.
pharmacy	<i>farmácia</i>	There are two pharmacies on this street.
bakery	<i>padaria</i>	There is a bakery next to the school.
bus stop	<i>ponto de ônibus</i>	There are many bus stops in the city center.
supermarket	<i>supermercado</i>	There is a big supermarket near the square.
church	<i>igreja</i>	There is an old church in the town center.
library	<i>biblioteca</i>	There is a library at my school.
traffic light	<i>semáforo</i>	There are three traffic lights on this road.
bridge	<i>ponte</i>	There is a bridge over the river.
sidewalk	<i>calçada</i>	There are wide sidewalks in this neighborhood.
square / plaza	<i>praça</i>	There is a square with a fountain downtown.
bench	<i>banco (de praça)</i>	There are some benches under the trees.
trash can	<i>lixeira</i>	There aren't enough trash cans on the street.
crosswalk	<i>faixa de pedestres</i>	There is a crosswalk in front of the school.
playground	<i>parquinho / playground</i>	There is a playground for children in the park.

Examples: There is / There are with Quantifiers

SOME + PLURAL

There are some trees in the square.

Há algumas árvores na praça.

A FEW + PLURAL

There are a few restaurants near the beach.

Há alguns restaurantes perto da praia.

MANY + PLURAL

There are many people at the bus stop.

Há muitas pessoas no ponto de ônibus.

A LITTLE + UNCOUNTABLE

There is a little noise outside.

Há um pouco de barulho lá fora.

SOME + UNCOUNTABLE

There is some water in the fountain.

Há um pouco de água na fonte.

NO + NOUN

There are no parking spaces on this street.

Não há vagas de estacionamento nesta rua.

A LOT OF + PLURAL

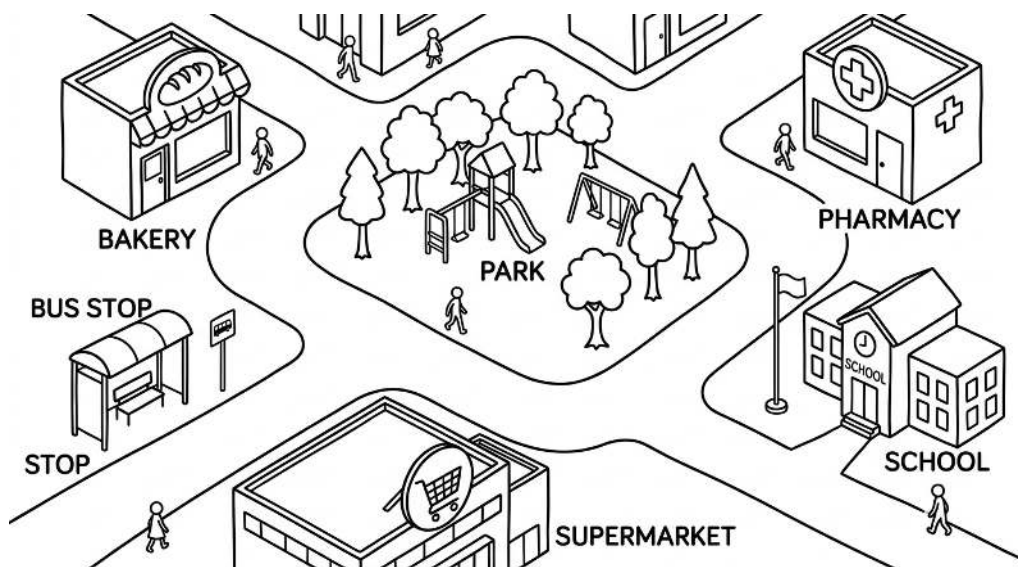
There are a lot of shops in the shopping center.

Há muitas lojas no centro comercial.

A LOT OF + UNCOUNTABLE

There is a lot of pollution in big cities.

Há muita poluição nas grandes cidades.



There are many places in Fernanda's neighborhood!



Tip: "There is" vs. "There are" in Portuguese

In Portuguese, we use **"Há"** or **"Tem"** for both singular and plural: *"Há um parque"* and *"Há muitos parques."* In English, you must choose between **"There is"** (singular/uncountable) and **"There are"** (plural). Pay attention to the noun that comes after!

Exercise 1 Complete with "There is" or "There are" + Quantifier

Fill in each blank with **There is** or **There are** and, when indicated, the correct quantifier from the word bank. Use each quantifier only once.

Word bank: some, a few, many, a little, no, a lot of, much, any

1. _____ beautiful parks in Curitiba.
(Há alguns parques bonitos em Curitiba.)
2. _____ milk left in the carton.
(Há um pouco de leite no pacote.)
3. _____ students in the school library today.
(Há muitos alunos na biblioteca da escola hoje.)
4. _____ sugar in this coffee. It's bitter!
(Não há açúcar neste café. Está amargo!)
5. _____ cars on the highway during rush hour.
(Há muitos carros na rodovia durante o horário de pico.)
6. _____ oranges in the fruit bowl.
(Há algumas laranjas na fruteira.)
7. _____ time before the exam. Let's hurry!
(Não há muito tempo antes da prova. Vamos nos apressar!)
8. _____ noise coming from the construction site.
(Há muito barulho vindo do canteiro de obras.)
9. Are _____ good restaurants near your house?
(Há algum bom restaurante perto da sua casa?)
10. _____ benches in the new square. We have to stand.
(Não há bancos na praça nova. Temos que ficar em pé.)

Exercise 2 Choose the Correct Option

Select the correct option to complete each sentence.

1. _____ a supermarket on Rua das Flores.
☐ a) There are
☐ b) There is
☐ c) Have

2. _____ many pharmacies in this neighborhood?
☐ a) Is there
☐ b) Are there
☐ c) Has there

3. There _____ a lot of traffic on Avenida Paulista during the week.
☐ a) are
☐ b) has
☐ c) is

4. There are _____ chairs in the classroom. We need more.
☐ a) a little
☐ b) a few
☐ c) much

5. There isn't _____ water in the swimming pool. It's almost empty.
☐ a) many
☐ b) a few
☐ c) much

Demonstratives as Determiners: This, That, These, Those

Demonstrative Determiners

Demonstratives point to specific things. We choose the demonstrative based on **number** (singular or plural) and **distance** (near or far).

- **This** and **these** → things that are **near** (close to the speaker)
- **That** and **those** → things that are **far** (away from the speaker)

Demonstratives: Summary Table

	Singular	Plural	Português
Near (perto)	this <i>this book</i>	these <i>these books</i>	este(a) / estes(as)
Far (longe)	that <i>that building</i>	those <i>those buildings</i>	aquele(a) / aqueles(as)

Note: In English, demonstratives come **before** the noun, just like in Portuguese:

- **This** pen = **Esta** caneta
- **Those** houses = **Aquelas** casas

Examples: Demonstratives in Context

THIS (SINGULAR, NEAR)

This backpack is very heavy.

Esta mochila é muito pesada.

THAT (SINGULAR, FAR)

Can you see that building over there? It's the new hospital.

Você consegue ver aquele prédio ali? É o hospital novo.

THESE (PLURAL, NEAR)

These exercises are easy.

Estes exercícios são fáceis.

THOSE (PLURAL, FAR)

Those mountains in the distance are beautiful.

Aquelas montanhas ao longe são bonitas.

THIS VS. THAT (CONTRAST)

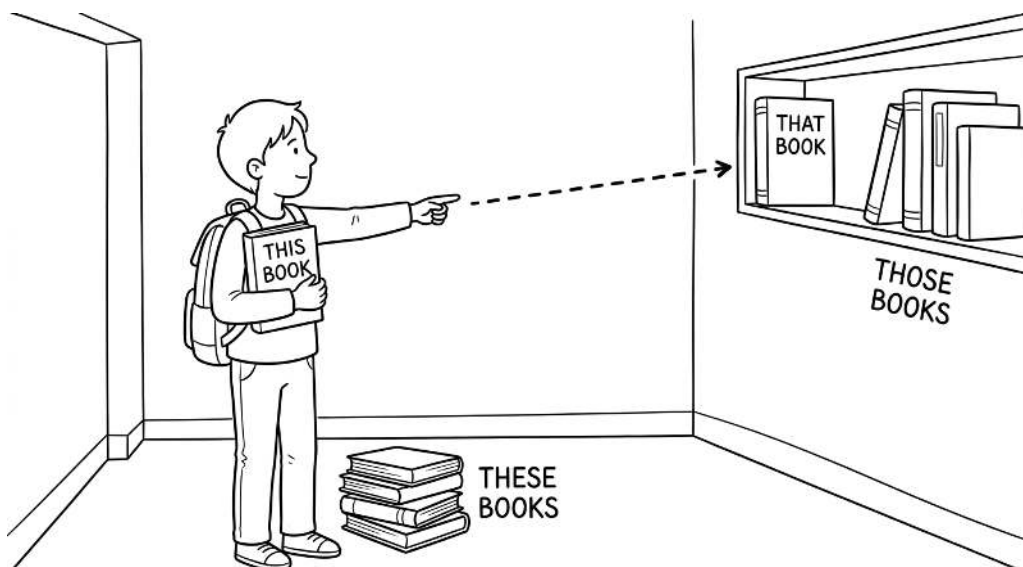
I like this shirt here, but I don't like that one over there.

Eu gosto desta camisa aqui, mas não gosto daquela ali.

THESE VS. THOSE (CONTRAST)

These cookies on my plate are chocolate, and those cookies on the counter are vanilla.

Estes biscoitos no meu prato são de chocolate, e aqueles biscoitos no balcão são de baunilha.



This book (near me) vs. That book (over there)

Dialogue: At the School Supply Store



Rafaela and Bruno shopping for school supplies

At the School Supply Store

- Rafaela:** Look, Bruno! **This** notebook has a really nice cover.
- Bruno:** Yes, it's cool. But I prefer **that** blue one on the top shelf. Can you reach it?
- Rafaela:** It's too high. Let me ask the shopkeeper. Excuse me, can I see **that** blue notebook, please?
- Shopkeeper:** Of course! Here you go. Do you need anything else?
- Bruno:** Yes. How much are **these** pens here?
- Shopkeeper:** **These** pens are three reais each. And **those** colored ones over there are five reais.
- Rafaela:** I want two of **these** black pens and one of **those** red ones, please.
- Bruno:** And I need **this** eraser and **that** ruler next to the pencils.
- Shopkeeper:** Great choices! **That** will be twenty-two reais total.
- Rafaela:** Perfect. **This** store has everything we need for school!



Remember:

this / these = near the speaker (aqui, perto de mim)

that / those = far from the speaker (lá, ali, longe de mim)

Think of it this way: if you can **touch it**, use *this/these*. If you need to **point to it**, use *that/those*.

Exercise 3 Complete with This, That, These, or Those

Fill in each blank with **this**, **that**, **these**, or **those**. Pay attention to whether the item is **near** or **far** and whether it is **singular** or **plural**.

1. _____ pen in my hand writes very well.
(Esta caneta na minha mão escreve muito bem.)
2. Can you see _____ birds on the roof across the street?
(Você consegue ver aqueles pássaros no telhado do outro lado da rua?)
3. _____ shoes I'm wearing are new.
(Estes sapatos que estou usando são novos.)
4. Look at _____ tall building over there! It's the new library.
(Olha aquele prédio alto ali! É a biblioteca nova.)
5. _____ cake right here is delicious. Try it!
(Este bolo aqui está delicioso. Prove!)
6. _____ students at the other table are from another class.
(Aqueles alunos na outra mesa são de outra turma.)
7. I love _____ song that is playing right now.
(Eu adoro esta música que está tocando agora.)
8. Do you remember _____ restaurant where we ate last month? It was far from here.
(Você lembra daquele restaurante onde comemos mês passado? Era longe daqui.)
9. _____ cookies on my plate are chocolate chip.
(Estes biscoitos no meu prato são de gotas de chocolate.)
10. Who is _____ person standing at the end of the hallway?
(Quem é aquela pessoa parada no final do corredor?)

Exercise 4 Match the Situation to the Correct Demonstrative

Read each situation on the left. Match it to the correct sentence with the appropriate demonstrative on the right.

1. You are holding a phone in your hand.
2. You point to mountains far away.
3. You are wearing new earrings.
4. You see some dogs across the park.
5. You pick up a letter from your desk.
6. Your friend points to clouds far in the sky.
7. You show your teacher the books on your desk.
8. You see a car parked at the end of the street.

- a) **Those** dogs are playing with a ball.
- b) **This** phone is brand new!
- c) **Those** mountains are covered with snow.
- d) **These** books are for the English class.
- e) **That** car looks like my uncle's.
- f) **These** earrings are a birthday gift.
- g) **Those** clouds look like rain is coming.
- h) **This** letter is from my grandmother.

- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | |

Reading: "Our New School"

Our New School

Read the text carefully, then answer the questions below.

My name is Gabriela, and I am fifteen years old. This year, my family moved from a small town in Minas Gerais to Belo Horizonte. I started studying at a new school last month, and I want to tell you about it.

Our new school is very big. There is a large courtyard in the center with many trees and benches. There are some flowers near the entrance, and there is a beautiful garden next to the library. The library is my favorite place. There are a lot of books there — about two thousand! There are also some computers that students can use for research.

There are three science laboratories in the school. There is a chemistry lab, a biology lab, and a physics lab. There is also a computer room with many modern computers. There isn't a swimming pool, but there is a big sports court where we play volleyball and futsal.

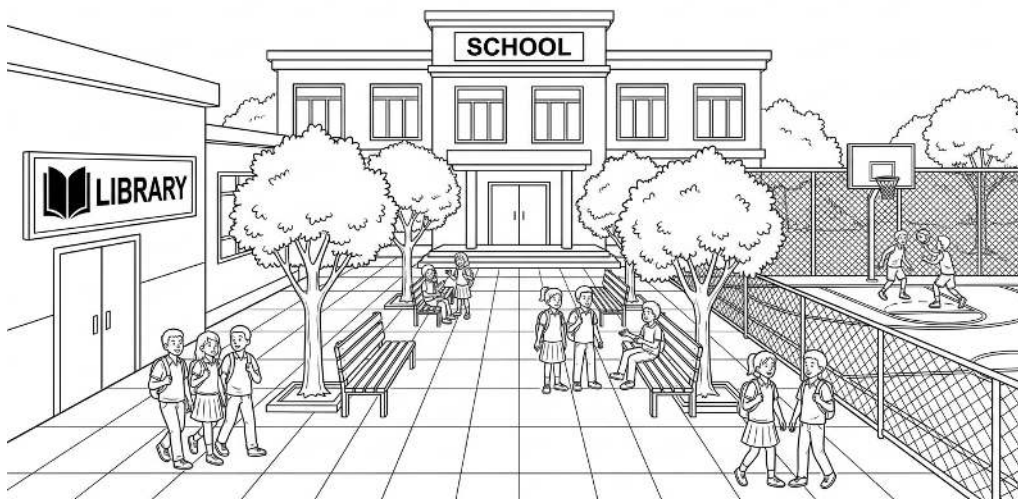
My classroom is on the second floor. This classroom is very spacious and has large windows. These windows let in a lot of natural light. I sit near the front, so I can see the whiteboard clearly. There are thirty desks in our classroom and there is a bookshelf with some English books near the door.

There is a cafeteria on the ground floor. There are many tables and chairs there, and there is always some delicious food. My friend Mateus loves the rice and beans. There are a few vending machines, but there isn't much variety in the snacks.

I really like this school. There are many kind teachers and there are a lot of interesting activities after class. There is a drama club, a music club, and a robotics club. I joined the music club because I play the guitar. Those clubs at my old school were very small, but these clubs here are much bigger and more organized.

Sometimes I miss my old school and those friends I left behind, but I am happy here. This new school has everything I need, and I am making new friends every day.

Original text for Incluir English Workbook



Gabriela's new school in Belo Horizonte

Exercise 5 True or False

*Read each sentence. Write **T** (True) or **F** (False) based on the text "Our New School."*

1. There are about two thousand books in the school library. _____
2. There is a swimming pool at the school. _____
3. There are four science laboratories in the school. _____
4. Gabriela joined the music club because she plays the guitar. _____
5. There are a lot of different snacks in the vending machines. _____

Exercise 6 Answer the Questions

Answer the questions in **complete sentences** based on the text.

1. What is there in the courtyard of Gabriela's school?

2. What does Gabriela say about her classroom?

3. What after-school clubs are there at the school?

4. How does Gabriela compare the clubs at her old school and her new school?

UNIT 5.4

Writing: Describe a Place You Know

Exercise 7 Write About Your Classroom or Bedroom

Write a paragraph (8–12 sentences) describing your **classroom** or your **bedroom**. Use "**there is / there are**" with quantifiers and at least **two demonstratives** (*this, that, these, those*). Use the sentence starters and word bank below to help you.



Writing Tips:

- Start by saying **what place** you are describing and **where** it is.
- Use "**there is**" for singular and uncountable nouns, and "**there are**" for plural nouns.
- Add **quantifiers** to make your description more precise: *some, a few, many, a lot of, no, a little*.
- Use "**this/these**" for things near you and "**that/those**" for things far from you.
- Include **negative** sentences too: "*There isn't a TV*" or "*There aren't many windows*."

Sentence starters:

- My classroom / bedroom is...
- There is a / an... near / next to / in front of...
- There are some / many / a few... on / under / behind...
- This ... is my favorite because...
- Those ... over there are...
- There isn't / There aren't any...

Word bank: desk, chair, bookshelf, window, poster, lamp, computer, pillow, curtain, whiteboard, closet, rug, wall, door

[illegible]

REAL USE

Mission Lab: Moving Day



This box, that table, those boxes — say where everything goes

Model Exchange

- Friend:** So this is the new place! There are two bedrooms and a big kitchen.
- Helper:** Great! Where do these boxes go?
- Friend:** These ones? In the kitchen. And those boxes by the door go in the bedroom.
- Helper:** What about this lamp?
- Friend:** Put it on that table near the window.
- Helper:** Sorry, do you mean this table or that one?
- Friend:** That one, near the window. Careful — there isn't much space!

Final Task Moving Day

Work in pairs. Student A has just moved into a new home; Student B is helping carry things. Use real objects in the classroom. Then switch roles.

- A. Resident:** describe the new home with at least three *There is / There are* + quantifier sentences, then tell the helper where five objects go using *this, that, these, those*.
- B. Helper:** ask where things go, pointing at real objects (*Where do these books go?*), and ask at least one clarifying question (*Do you mean this one or that one?*).
- ✓ **Mission success:** the helper puts (or mimes putting) five objects in the right place — without switching to Portuguese.



Repair Challenge:

Your partner must say only “*Put it there!*” once, without pointing clearly. Don't guess — ask: *Do you mean this one or that one?* or *Can you show me?*



AI Mission — Room Tour:

In ChatGPT Voice, say: “Act as a friend helping me move into a new home. Ask me one question at a time about my rooms and where my things go. Speak slowly. Correct my main mistake in Portuguese — especially *this/these* and *that/those*.” Practice for 10 minutes.

Offline: stand in your bedroom and say ten sentences: five with *There is / There are* and five pointing with *this, that, these, those*.

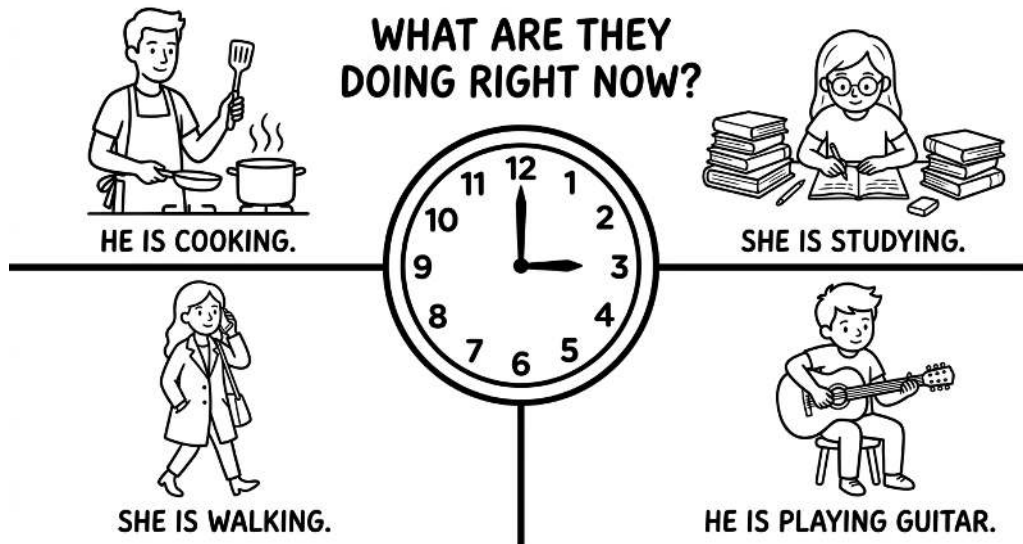
Exit Check My Can-Do Checklist

- ☐ I can describe a room with There is / There are and quantifiers.
- ☐ I can point to things near me with this and these.
- ☐ I can point to things far from me with that and those.
- ☐ I can tell someone where objects go.
- ☐ I can ask "Do you mean this one or that one?" when I am not sure.
- ☐ I can describe my home or classroom to a visitor.

CHAPTER 6

The Video Call: Say What Is Happening Right Now

Use the Present Continuous to describe a real scene as it happens: call someone, say what you are doing, describe what everyone around you is doing, and keep the conversation going when the connection is bad.



What is everyone doing right now?



Today's Mission:

Call a friend or family member and describe what is happening around you right now: who is there, what everyone is doing, and what you are doing. (*Ligue para alguém e descreva o que está acontecendo agora ao seu redor.*)



Survival Phrase Kit

Purpose	Useful language
Say what you are doing (<i>dizer o que você está fazendo</i>)	I'm walking to the bus stop. / I'm making dinner right now.
Describe the scene (<i>descrever a cena</i>)	The kids are playing outside. / Everyone is watching the game.
Ask what is happening (<i>perguntar o que está acontecendo</i>)	What are you doing? / What's going on there? / Is Dad working now?
Repair communication (<i>resolver mal-entendidos</i>)	I can't hear you — can you repeat? / Slower, please. / Do you mean now or every day?



Teacher Read-Aloud: A Video Call Home

Listen twice. First, identify the situation. Then listen for what each person is doing.

Mission Warm-up What Is Happening at the Party?

Listen without reading the script. Write short answers.

1. Where is Bia calling from?

2. What is Marcos doing?

3. What does Bia say when she can't hear her mum?

UNIT 6.1

Present Continuous Formation



Present Continuous: Basic Formation

We form the Present Continuous with:

Subject + am / is / are + verb-ing

Em portugues: Sujeito + am / is / are + verbo com -ing

This tense describes actions that are in progress **right now** or **around the present time**.



Affirmative, Negative, and Interrogative Forms

Form	Structure	Example
Affirmative	Subject + am/is/are + verb-ing	She is studying English.
Negative	Subject + am/is/are + not + verb-ing	They are not watching TV.
Interrogative	Am/Is/Are + subject + verb-ing?	Are you listening to music?

Contractions (common in spoken and informal English):

- I am = I'm → *I'm working.*
- He is = He's → *He's sleeping.*
- She is = She's → *She's cooking.*
- It is = It's → *It's raining.*
- We are = We're → *We're studying.*
- You are = You're → *You're reading.*
- They are = They're → *They're playing.*
- is not = isn't → *She isn't sleeping.*
- are not = aren't → *We aren't eating.*

Spelling Rules for Adding -ing

Pay attention to these spelling rules when adding **-ing** to verbs:

Rule	Explanation	Examples
Most verbs	Just add -ing	play → play ing , read → read ing , eat → eat ing
Silent -e	Drop the -e, add -ing	make → mak ing , write → writ ing , dance → danc ing
Short vowel + consonant	Double the final consonant, add -ing	run → run ning , sit → sit ting , swim → swim ming
Verbs ending in -ie	Change -ie to -y, add -ing	lie → ly ing , die → dy ing , tie → ty ing
Verbs ending in -ee	Just add -ing (do NOT drop the -e)	see → see ing , agree → agree ing

Verb	Portugues	-ing Form
cook	<i>cozinhar</i>	cooking
study	<i>estudar</i>	studying
write	<i>escrever</i>	writing
run	<i>correr</i>	running
swim	<i>nadar</i>	swimming
dance	<i>dancar</i>	dancing
read	<i>ler</i>	reading
listen	<i>ouvir / escutar</i>	listening

Verb	Portugues	-ing Form
sit	<i>sentar</i>	sitting
make	<i>fazer / fabricar</i>	making
talk	<i>conversar / falar</i>	talking
sleep	<i>dormir</i>	sleeping
drink	<i>beber</i>	drinking
eat	<i>comer</i>	eating
play	<i>jogar / brincar / tocar</i>	playing
work	<i>trabalhar</i>	working
wait	<i>esperar</i>	waiting
take	<i>pegar / levar</i>	taking

Spelling Rules for adding -ing to verbs

Row 1: most verbs +ing			
play	→	playing	
Row 2: drop the e			
take	→	taking	
Row 3: double the consonant			
run	→	running	
Row 4: ie to y			
lie → y	→	lying	

Remember the spelling rules when adding -ing!

Examples in Context

AFFIRMATIVE (I)

I am studying for my English test right now.

Eu estou estudando para a minha prova de ingles agora.

AFFIRMATIVE (HE/SHE)

Rafaela is cooking dinner in the kitchen.

Rafaela esta cozinhando o jantar na cozinha.

AFFIRMATIVE (THEY)

The children are playing soccer in the park.

As criancas estao jogando futebol no parque.

NEGATIVE

Pedro is not sleeping. He is reading a comic book.

Pedro nao esta dormindo. Ele esta lendo uma revista em quadrinhos.

NEGATIVE (CONTRACTION)

We aren't watching TV. We're doing our homework.

Nos nao estamos assistindo TV. Nos estamos fazendo nossa licao de casa.

QUESTION

Are you listening to music?

Voce esta ouvindo musica?

QUESTION (WHAT)

What is Beatriz doing at the moment?

O que a Beatriz esta fazendo no momento?

SHORT ANSWERS

Is he running? — Yes, he is. / No, he isn't.

Ele esta correndo? — Sim, ele esta. / Nao, ele nao esta.

**Tip:**

Common spelling mistakes with -ing forms:

- **Forgetting to drop the -e:** "writeing" → "writing"
- **Forgetting to double the consonant:** "runing" → "running"
- **Doubling when unnecessary:** "readding" → "reading" (two vowels before the consonant, so do NOT double)
- **Wrong -ie to -y change:** "lieing" → "lying"

Exercise 1 Form the Present Continuous

Fill in the blanks with the correct Present Continuous form of the verb in parentheses. Pay attention to spelling rules.

1. She _____ a book right now. (read)
2. They _____ soccer in the park. (play)
3. I _____ an email to my teacher. (write)
4. Carlos _____ in the park every morning this week. (run)
5. We _____ television. (not watch)
6. _____ Mariana _____ at the party? (dance)
7. The baby _____ in the bedroom. (sleep)
8. My parents _____ lunch for us. (make)
9. Felipe _____ on the sofa. (sit)
10. _____ you _____ in the pool? (swim)

Exercise 2 Choose the Correct Option

Select the correct Present Continuous form to complete each sentence.

1. Look! The cat _____ on the table!
 - ☐ a) is siting
 - ☐ b) is sitting
 - ☐ c) is sitteing

2. Juliana _____ a letter to her friend in Canada.
 - ☐ a) is writeing
 - ☐ b) is writting
 - ☐ c) is writing

3. _____ the students _____ attention to the teacher?
 - ☐ a) Are ... paying
 - ☐ b) Is ... paying
 - ☐ c) Do ... paying

4. It _____ outside. Take your umbrella!
 - ☐ a) rains
 - ☐ b) is raining
 - ☐ c) is rainingg

5. My brother _____ right now. He went to bed early.
 - ☐ a) isn't studying
 - ☐ b) doesn't studying
 - ☐ c) not is studying

UNIT 6.2

Uses of Present Continuous



Three Main Uses of the Present Continuous

We use the Present Continuous for:

Use	Explanation	Example
1. Actions happening now	Something in progress at the exact moment of speaking	She is talking on the phone right now.
2. Temporary situations	Something happening for a limited period of time, not permanent	Gustavo is living with his aunt this month.
3. Actions around now	Something happening around the present time, but not necessarily at the exact moment of speaking	I am reading a great book. (not at this second, but currently)

Use 1: Actions Happening Right Now

AT THIS MOMENT

Look! The bus is coming!

Olha! O onibus esta vindo!

RIGHT NOW

Shh! The baby is sleeping. Don't make noise.

Shh! O bebe esta dormindo. Nao faca barulho.

AT THIS MOMENT

I can't talk now. I'm eating lunch.

Nao posso falar agora. Estou almoçando.

Use 2: Temporary Situations

TEMPORARY

Fernanda is working at a cafe this summer.

Fernanda esta trabalhando em um cafe neste verao.

TEMPORARY

My cousin is staying with us for two weeks.

Meu primo esta ficando com a gente por duas semanas.

TEMPORARY

They are living in Curitiba while their house is being renovated.

Eles estao morando em Curitiba enquanto a casa deles esta sendo reformada.

Use 3: Actions Around the Present Time

CURRENTLY

I'm reading a really interesting book about space.

Eu estou lendo um livro muito interessante sobre o espaco.

THESE DAYS

Rodrigo is learning to play the guitar.

Rodrigo esta aprendendo a tocar violao.

THIS WEEK

We are studying for our final exams this week.

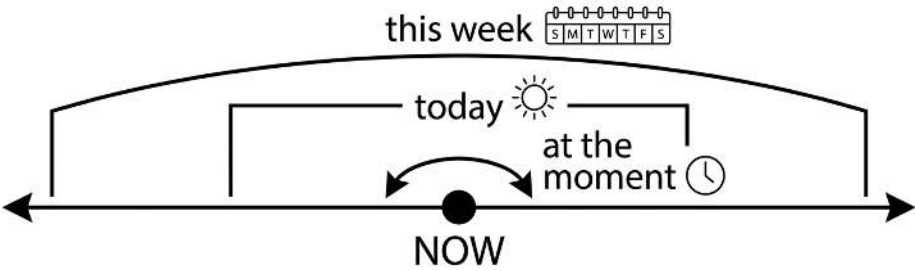
Nos estamos estudando para as provas finais esta semana.



Time Expressions Used with the Present Continuous

These time expressions are commonly used with the Present Continuous:

Time Expression	Portugues	Example
now	agora	She is studying now .
right now	agora mesmo	I'm eating right now .
at the moment	no momento	He is sleeping at the moment .
currently	atualmente	We are currently working on a project.
today	hoje	They are visiting their grandparents today .
this week / this month	esta semana / este mes	I'm taking a cooking class this month .
Look! / Listen!	Olha! / Escute!	Look! It's snowing!



Time expressions tell us when the action is happening.

Dialogue: What Are You Doing Right Now?

Two Friends Talking on the Phone

- Larissa:** Hey, Thiago! What are you doing right now?
- Thiago:** Hi, Larissa! I'm sitting on the sofa and watching a documentary about the Amazon rainforest. It's really interesting!
- Larissa:** That sounds cool! Is your sister watching it with you?
- Thiago:** No, she isn't. She's in her room. She's studying for a math test. She has one tomorrow.
- Larissa:** Oh, I see. And what about your mom? Is she cooking dinner?
- Thiago:** No, she isn't cooking today. My dad is making pizza! He's learning new recipes this month. He's taking an online cooking course.
- Larissa:** That's great! My mom is also taking a course. She's learning English at the community center this semester.
- Thiago:** Nice! So, what are you doing right now? Are you just calling to chat?
- Larissa:** Actually, I'm walking to the park. I'm meeting some friends there. We're playing volleyball today. Do you want to come?
- Thiago:** Sure! I'm coming! Let me just tell my dad. See you in 10 minutes!

**Remember:**

Some verbs are called **stative verbs** (verbos de estado). They describe states, not actions, and are **NOT normally used** in the Present Continuous. Use the Present Simple instead.

Stative Verb	Portugues	Correct / Incorrect
know	saber / conhecer	I know the answer. (NOT: I am knowing)
want	querer	She wants a new phone. (NOT: She is wanting)
like	gostar	I like chocolate. (NOT: I am liking)
love	amar	He loves music. (NOT: He is loving)
believe	acreditar	I believe you. (NOT: I am believing)
need	precisar	We need help. (NOT: We are needing)
understand	entender	She understands the lesson. (NOT: She is understanding)
remember	lembrar	I remember his name. (NOT: I am remembering)
prefer	preferir	They prefer tea. (NOT: They are preferring)

Cuidado! In Portuguese, you can say "Eu estou precisando de ajuda" or "Eu estou querendo ir embora." In English, these verbs are NOT used in the continuous form. This is a common mistake for Brazilian learners!

Exercise 3 Complete with the Present Continuous or Present Simple

Fill in the blanks with the correct form of the verb in parentheses. Use the **Present Continuous** for action verbs and the **Present Simple** for stative verbs. Be careful!

1. Look! It _____ outside. (rain)
2. I _____ the answer to this question. (know)
3. Ana _____ dinner for her family right now. (cook)
4. They _____ to go to the beach this weekend. (want)
5. Lucas _____ how to drive this month. (learn)
6. She _____ the homework. Can you help her? (not understand)
7. Shhh! The teacher _____. Please be quiet. (talk)
8. I _____ coffee to tea. (prefer)
9. Marcos and Camila _____ on a school project together this week. (work)
10. I _____ that he is telling the truth. (believe)

Exercise 4 Find and Correct the Mistakes

Each sentence below has a mistake with the Present Continuous. Rewrite the sentence correctly on the line. The mistakes may involve spelling, stative verbs, or wrong verb forms.

1. I am knowing the answer to this question. ✗

2. She is writeing an email to her teacher. ✗

3. We are needing more time to finish the project. ✗

4. The children is playing in the garden right now. ✗

5. He is runing very fast in the race. ✗

6. I am believing everything she says. ✗

7. Pedro are studying for his test at the moment. ✗

8. They are lieing on the grass in the park. ✗

UNIT 6.3

Reading: A Busy Saturday

A Busy Saturday at the Silva Family Home

Read the text carefully, then answer the questions below.

It is Saturday morning at the Silva family home in Recife. It is 10 o'clock, and everyone is busy doing something different. The house is full of noise, movement, and energy.

In the kitchen, Dona Marta, the grandmother, is cooking feijoada for lunch. She is stirring the big pot on the stove and singing a song from her youth. The delicious smell of the food is filling the whole house. She always cooks feijoada on Saturdays, but today she is making a special version with extra sausage because the whole family is coming for lunch.

In the living room, the twins, Matheus and Mateus, are sitting on the floor. They are playing a video game together. They are laughing and shouting because Matheus is winning, and Mateus is not happy about it. Their dog, Pipoca, is lying next to them and sleeping peacefully despite all the noise.

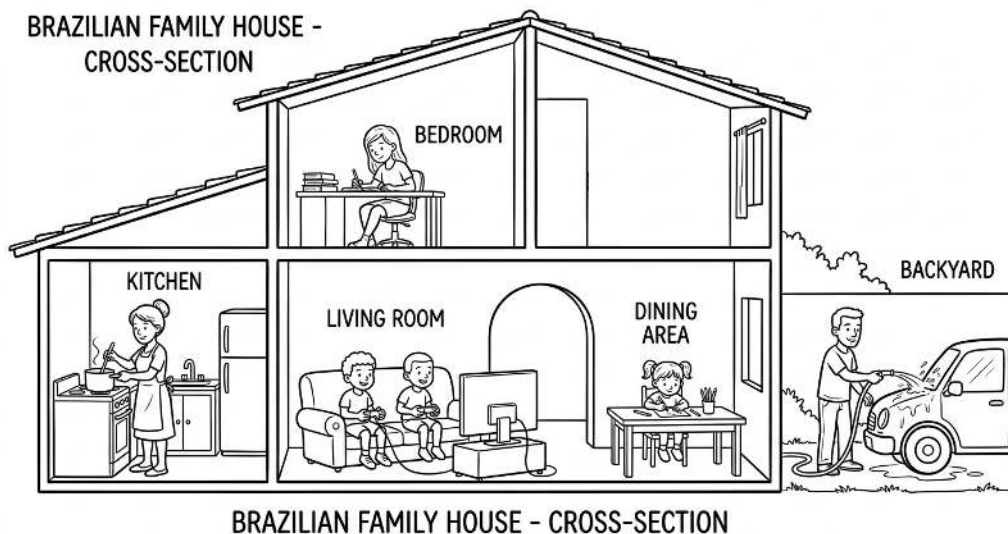
Upstairs, their older sister, Carolina, is not playing. She is studying in her bedroom because she has an important exam on Monday. She is reading her biology textbook and making notes in her notebook. She is also listening to soft music to help her concentrate. Carolina is currently preparing for the ENEM exam, so she is studying very hard these days.

In the backyard, their father, Seu Roberto, is washing his car. He is also talking on his phone at the same time. He is speaking to his brother, Tio Marcos, who is driving to Recife from Joao Pessoa. Tio Marcos is bringing his family to visit for the weekend, and everyone is excited.

Meanwhile, the youngest member of the family, little Sofia, is drawing pictures at the dining table. She is making a welcome card for Tio Marcos and his family. She is using colorful pencils and writing "Welcome!" in big letters. She isn't spelling everything correctly, but her card is beautiful.

It is a typical Saturday at the Silva home. Everyone is doing something different, but they are all looking forward to the same thing: a wonderful family lunch together.

Original text for Incluir English Workbook



A busy Saturday morning at the Silva family home.

Exercise 5 True or False

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

1. Dona Marta is cooking feijoada in the living room. _____
2. The twins are playing a video game together. _____
3. Carolina is studying for an English exam. _____
4. Tio Marcos is driving to Recife from Joao Pessoa. _____
5. Sofia is drawing a picture for her school homework. _____

Exercise 6 Answer the Questions

Answer the questions in complete sentences based on the text.

- 1.** What is Dona Marta doing in the kitchen, and why is today's feijoada special?

- 2.** What is the dog Pipoca doing while the twins are playing?

- 3.** Why is Carolina studying so hard these days?

- 4.** What are Seu Roberto and Tio Marcos doing at the same time?

UNIT 6.4

Writing: What Is Everyone Doing?

Exercise 7 Describe a Busy Scene

Choose **ONE** of the two options below and write a paragraph of at least 8 sentences using the **Present Continuous**. Describe what different people are doing.

Option A: Look around you right now. Describe what people around you are doing at this moment. What are your classmates doing? What is your teacher doing? What are people outside the window doing?

Option B: Imagine a busy scene (a park on a Sunday, a shopping mall on a Saturday afternoon, a beach in the summer, or a school during recess). Describe what at least 5 different people are doing in that scene.



Writing Tips:

- Use a variety of action verbs (don't repeat the same verb too many times).
- Include **affirmative** and **negative** sentences. Example: "The man is reading a newspaper. He is not talking to anyone."
- Use time expressions like **right now**, **at the moment**, and **currently**.
- Give names to the people in your scene to make it more vivid.
- Remember: do NOT use the continuous with stative verbs!
- Check your -ing spelling before finishing!

My chosen option: _____

My scene: _____



Describe what everyone is doing in a busy scene like this!

REAL USE

Mission Lab: The Video Call



Describe the scene while it is happening

Model Exchange

- Caller:** Hi! I'm calling from the square. Can you hear me?
- Friend:** Yes! What's going on there? It's so noisy!
- Caller:** There's a street fair today. A band is playing, and people are dancing.
- Friend:** Nice! What are you doing?
- Caller:** I'm waiting in line — they're selling pastel.
- Friend:** Sorry, do you mean now or every Sunday?
- Caller:** Right now! Come — it's happening right now!

Final Task The Live Call

Work in pairs, sitting back to back like a phone call. Student A is at a busy place; Student B is at home. Then switch roles.

- A. Caller:** choose a busy scene (street fair, family lunch, bus station, or this classroom right now). Describe at least five things that are happening, plus what you are doing.
- B. Listener:** ask at least four questions (*What are you doing? / What's going on? / Is anyone ...-ing?*), including one contrast question (*Do you do that every day, or are you doing it now?*).
- ✓ **Mission success:** the listener can report three things that are happening in the scene — without switching to Portuguese.



Repair Challenge:

Once during the call, your partner must speak very quietly, like a bad connection. Don't give up — say: *I can't hear you — can you repeat?* or *Slower, please.*



AI Mission — Live Report:

In ChatGPT Voice, say: “Act as my friend on a video call. Ask me one question at a time about what is happening around me right now. Speak slowly. Correct my main mistake in Portuguese — especially am/is/are + -ing.” Practice for 10 minutes. **Offline:** look out of your window for one minute and say ten sentences about what is happening; record them on your phone and listen back.

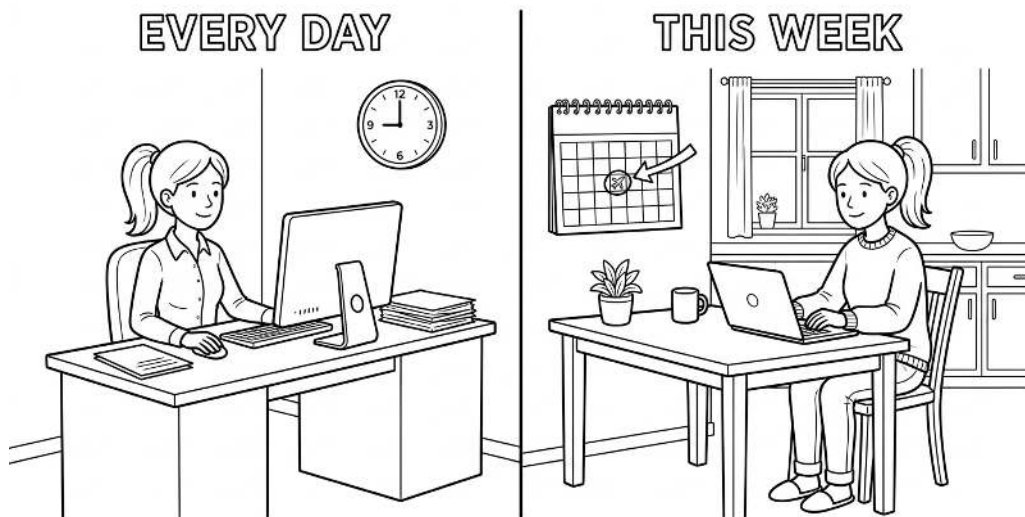
Exit Check My Can-Do Checklist

- ☐ I can say what I am doing right now.
- ☐ I can describe what other people are doing in a scene.
- ☐ I can ask "What are you doing?" and "What's going on?"
- ☐ I can form the Present Continuous with am/is/are + -ing.
- ☐ I can explain the difference between what I do every day and what I am doing now.
- ☐ I can ask someone to repeat when I can't hear on a call.

CHAPTER 7

The Weekend Plan: Talk About Routine, Changes, and Plans

Use the Present Simple and the Present Continuous together to make real plans with a friend: say what you usually do, explain what is different this week, and arrange a day and time to meet — like in a real conversation.



Present Simple for what you always do. Present Continuous for what is happening now, what is temporary, and what is arranged for the future.



Today's Mission:

Catch up with a friend and make a weekend plan: explain your normal routine, say what is different this week, and agree on a day and time to meet. (*Converse com um amigo e combine um programa para o fim de semana: rotina, mudanças da semana e planos.*)



Survival Phrase Kit

Purpose	Useful language
Talk about your routine (<i>falar da sua rotina</i>)	I usually study in the morning. / I work every Saturday.
Explain what is different this week (<i>explicar o que está diferente</i>)	This week I'm helping my uncle. / I'm staying at my grandmother's house these days.
Make and confirm plans (<i>combinar e confirmar planos</i>)	What are you doing on Saturday? / I'm meeting Ana at three. / Are you coming with us?
Repair communication (<i>resolver mal-entendidos</i>)	Sorry, do you mean this Saturday? / Can you repeat the time, please? / Slower, please.



Teacher Read-Aloud: Making Plans for Saturday

Listen twice. First, identify the situation. Then listen for routine, this week's changes, and the final plan.

Mission Warm-up Is Rafa Free on Saturday?

Listen without reading the script. Write short answers.

1. Why is Rafa busy this week?

2. What are Camila and her friends doing on Saturday evening?

3. What does Rafa say when he doesn't catch the time?

UNIT 7.1

Present Continuous vs Present Simple



Present Simple vs Present Continuous — When to Use Each

Both tenses describe the present, but they have different uses. Understanding the difference is essential for accurate English.

Present Simple	Present Continuous
Habits and routines I drink coffee every morning.	Happening right now I am drinking tea right now.
Permanent situations She lives in Curitiba.	Temporary situations She is living in Curitiba this semester.
General truths / facts Water boils at 100°C.	Changing / developing situations The weather is getting colder.
Frequency / how often He goes to the gym three times a week.	Actions around now (not necessarily at this exact second) He is reading an interesting book. (these days)

Time Expressions — Key Clues

Time expressions can help you decide which tense to use.

Present Simple	Present Continuous
always / usually / often / sometimes / never	now / right now / at the moment
every day / every week / every month	today / this week / this month / this year
on Mondays / on weekends / in the morning	currently / at present / for the time being
twice a week / once a month	these days / nowadays (with changing situations)

Contrastive Pairs

HABIT VS NOW

Present Simple: Rafaela takes the bus to work every day.

Rafaela pega o onibus para o trabalho todos os dias.

Present Continuous: Today, Rafaela is taking a taxi because it is raining.

Hoje, Rafaela esta pegando um taxi porque esta chovendo.

PERMANENT VS TEMPORARY

Present Simple: Marcos works at a bank.

Marcos trabalha em um banco.

Present Continuous: Marcos is working from home this week.

Marcos esta trabalhando de casa esta semana.

GENERAL TRUTH VS CHANGING SITUATION

Present Simple: Prices rise and fall over time.

Os preços sobem e descem ao longo do tempo.

Present Continuous: Prices are rising very fast this year.

Os preços estão subindo muito rápido este ano.

ROUTINE VS AROUND NOW

Present Simple: Juliana studies biology at university.

Juliana estuda biologia na universidade.

Present Continuous: This semester, she is studying extra hard for her exams.

Neste semestre, ela está estudando muito para as provas.

FREQUENCY VS THIS PERIOD

Present Simple: Bruno eats lunch at school every day.

Bruno almoça na escola todos os dias.

Present Continuous: This month, Bruno is eating lunch at his grandmother's house.

Neste mês, Bruno está almoçando na casa da avó.

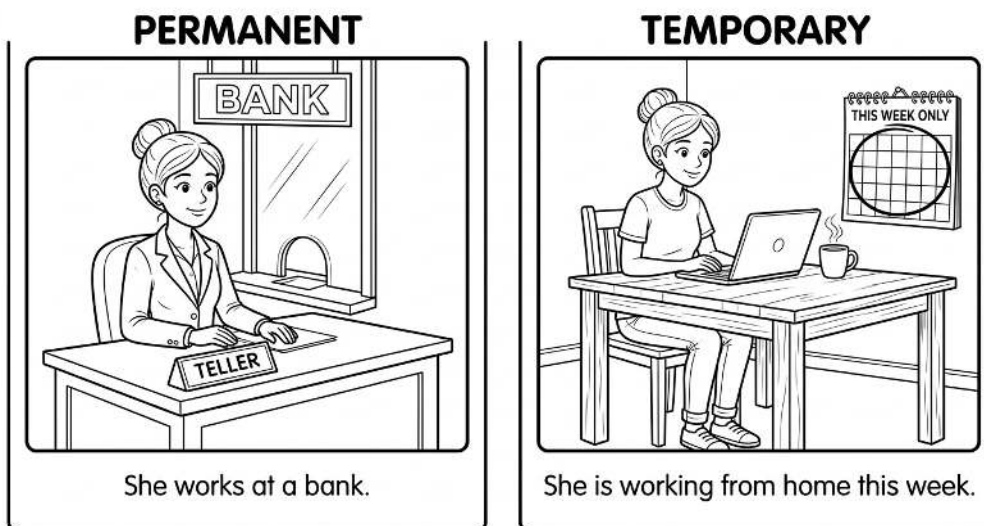
ABILITY VS CURRENT ACTION

Present Simple: Fernanda speaks three languages.

Fernanda fala três idiomas.

Present Continuous: Right now, Fernanda is speaking English with a tourist.

Agora, Fernanda está falando inglês com um turista.



"She works at a bank" (permanent) vs "She is working from home this week" (temporary)



Tip:

Ask yourself: Is this a **permanent fact** or a **temporary situation**?

- **"She works at a bank."** — This is her permanent job. Use Present Simple.
- **"She is working at a bank this month."** — This is temporary, maybe an internship. Use Present Continuous.

Em português, muitas vezes usamos o mesmo tempo verbal para os dois casos. Em inglês, a escolha do tempo verbal mostra se a situação é permanente ou temporária.

Exercise 1 Present Simple or Present Continuous?

Fill in the blanks with the correct form of the verb in parentheses. Decide whether to use the Present Simple or the Present Continuous based on the context.

1. Carolina usually _____ to school, but today she _____ the bus. (walk / take)
2. My father _____ at a hospital. He is a doctor. (work)
3. Look! It _____ outside. We can't go to the park. (rain)
4. Thiago _____ meat. He is vegetarian. (not eat)
5. This week, Larissa _____ with her aunt because her parents are traveling. (stay)
6. Water _____ at zero degrees Celsius. (freeze)
7. Be quiet! The baby _____. (sleep)
8. Renata and Gustavo _____ in Belo Horizonte. They have lived there for ten years. (live)
9. Technology _____ very fast nowadays. (change)
10. Pedro _____ soccer every Saturday, but this Saturday he _____ his grandparents. (play / visit)

Exercise 2 Choose the Correct Option

Select the correct tense to complete each sentence.

1. Helena _____ English at a language school. It is her permanent job.

- ☐ **a)** is teaching
- ☐ **b)** teaches
- ☐ **c)** teach

2. Shhh! I _____ to concentrate on my homework.

- ☐ **a)** try
- ☐ **b)** tries
- ☐ **c)** am trying

3. The population of the city _____ rapidly these days.

- ☐ **a)** grows
- ☐ **b)** is growing
- ☐ **c)** grow

4. Felipe usually _____ coffee, but this morning he _____ juice.

- ☐ **a)** drinks / is drinking
- ☐ **b)** is drinking / drinks
- ☐ **c)** drink / is drinking

5. The Earth _____ around the Sun. This is a scientific fact.

- ☐ **a)** is revolving
- ☐ **b)** revolve
- ☐ **c)** revolves

Present Continuous for Future Arrangements

Present Continuous for Planned Future Events

We can use the Present Continuous to talk about **future plans and arrangements** that have already been decided and organized. These are definite plans, often involving other people or specific times and places.

Structure	Example
Subject + am/is/are + verb-ing + future time	I am meeting Ana tomorrow .
Subject + am/is/are + verb-ing + future time	We are having dinner at 8 tonight .
Subject + am/is/are + not + verb-ing + future time	She is not coming to the party on Saturday .
Am/Is/Are + subject + verb-ing + future time?	Are you doing anything this weekend ?

Key point: The future time expression (tomorrow, tonight, next week, on Friday, etc.) makes it clear that we are talking about the future, not the present.

Examples: Future Arrangements

ARRANGED MEETING

I am meeting my study group at the library tomorrow afternoon.

Eu vou encontrar meu grupo de estudos na biblioteca amanhã a tarde. (Ja esta combinado.)

TRAVEL PLAN

We are flying to Salvador next Friday.

Nos vamos voar para Salvador na proxima sexta-feira. (As passagens ja foram compradas.)

SOCIAL EVENT

Camila is having a birthday party on Saturday night.

Camila vai dar uma festa de aniversario no sabado a noite. (Ja esta organizado.)

NEGATIVE

Rodrigo is not playing in the match next Sunday. He hurt his ankle.

Rodrigo nao vai jogar na partida no proximo domingo. Ele machucou o tornozelo.

QUESTION

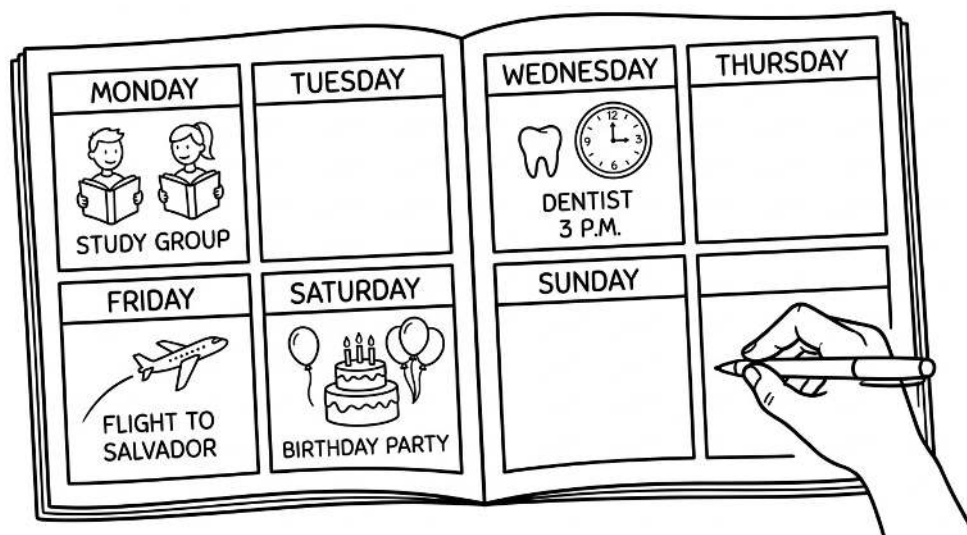
Are you doing anything special this weekend?

Voce vai fazer algo especial neste fim de semana?

APPOINTMENT

I am seeing the dentist on Wednesday at 3 p.m.

Eu vou ao dentista na quarta-feira as 15h. (A consulta ja esta marcada.)



The Present Continuous for future arrangements — plans that are already decided and organized.

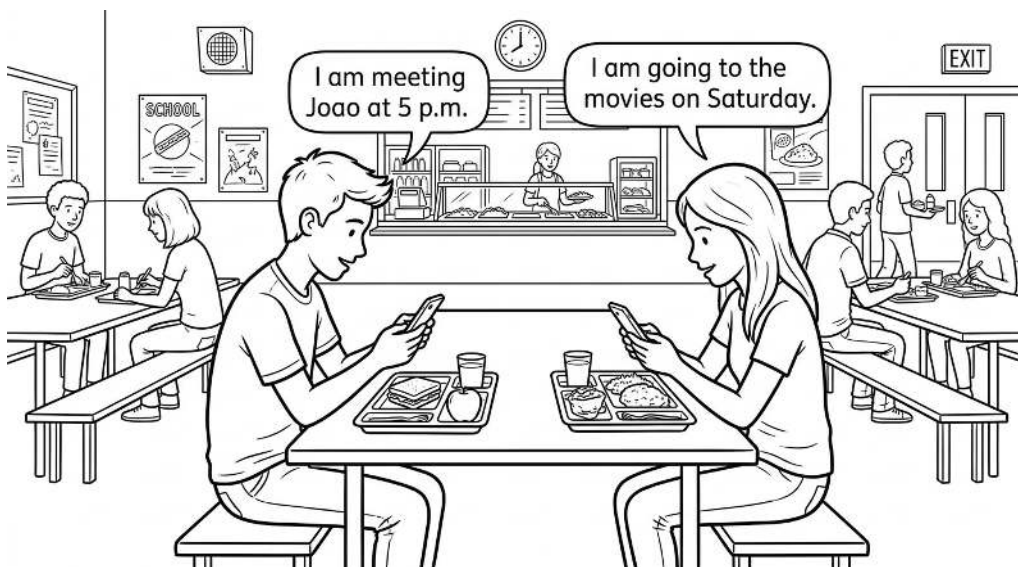
**Remember:**

Use the Present Continuous for the future **only for definite arrangements** — things you have already organized, often with other people involved.

- **Arrangement** (Present Continuous): "I **am meeting** Joao at 5 p.m." — It is arranged. Joao knows about it.
- **Intention** (going to): "I **am going to study** harder next semester." — This is your plan or intention, but nothing is arranged yet.
- **Prediction** (will): "It **will rain** tomorrow." — A prediction, not an arrangement.

Em portugues, normalmente usamos "vou + infinitivo" para todos esses casos. Em ingles, a escolha entre Present Continuous, "going to" e "will" depende do tipo de plano futuro.

Dialogue: Planning the Weekend



Leticia and Gabriel are making plans for the weekend.

Friday Lunch Break at School

- Leticia:** Hey, Gabriel! Are you doing anything this weekend?
- Gabriel:** Yes! I am playing soccer with some friends on Saturday morning. Do you want to come and watch?
- Leticia:** I can't on Saturday morning. I am visiting my grandmother. She is expecting me at 10.
- Gabriel:** What about Saturday afternoon? Some of us are going to the shopping center after the game.
- Leticia:** That sounds great! What time are you meeting there?
- Gabriel:** We are meeting at 2 p.m. at the food court. And on Sunday, I am having lunch at my aunt's house. What about you?
- Leticia:** On Sunday, I am studying for the English test with Beatriz. We are meeting at the library at 3 p.m.
- Gabriel:** Good idea! I should study too. Is Beatriz bringing her grammar book?
- Leticia:** Yes, she is. You can join us if you want!
- Gabriel:** Perfect! I am coming to the library after lunch then. See you on Saturday at the shopping center!
- Leticia:** See you there!

Exercise 3 Present, Temporary, or Future?

Fill in the blanks with the correct form of the verb in parentheses. Decide whether the sentence describes a habit (Present Simple), a temporary/current action (Present Continuous), or a future arrangement (Present Continuous with future meaning). Pay attention to time expressions.

1. Lucas _____ his tutor at 4 p.m. tomorrow. (meet)
2. Every morning, my mother _____ to work at 7:30. (drive)
3. Can you hear that? Someone _____ the guitar upstairs. (play)
4. We _____ dinner with the Silvas next Friday evening. (have)
5. Daniela _____ horror movies. She prefers comedies. (not like)
6. This month, Caio _____ at his uncle's restaurant because the regular waiter is on vacation. (work)
7. _____ you _____ to the party on Saturday? (come)
8. The sun _____ in the east and sets in the west. (rise)
9. Right now, the students _____ an essay about their favorite book. (write)
10. Amanda _____ to Recife on Monday. She already has her ticket. (fly)

Exercise 4 Rewrite Using the Present Continuous for the Future

Rewrite each sentence using the Present Continuous to express a future arrangement. Keep the same meaning and time expression.

- 1.** I plan to meet Ana on Saturday. (Rewrite using Present Continuous)

- 2.** We have plans to visit the museum next Sunday. (Rewrite using Present Continuous)

- 3.** My parents have arranged to have dinner at a restaurant tonight. (Rewrite using Present Continuous)

- 4.** Rafael has a doctor's appointment on Thursday at 2 p.m. (Rewrite using Present Continuous)

- 5.** Our class has plans to go on a field trip next month. (Rewrite using Present Continuous)

- 6.** Mariana and Joao have booked a flight to Florianopolis for next week. (Rewrite using Present Continuous)

- 7.** I have arranged to study with Beatriz at the library on Sunday. (Rewrite using Present Continuous)

- 8.** The band has a concert scheduled for Friday night. (Rewrite using Present Continuous)

UNIT 7.3

Reading: A Week of Changes

A Week of Changes

Read the text carefully, then answer the questions below.

Isabela is 17 years old and lives in Porto Alegre. She is a student at a public school and she is in her final year. Normally, she has a very organized routine. She wakes up at 6:30 every morning, takes a shower, eats breakfast with her family, and catches the bus to school at 7:15. She studies in the morning and usually has lunch at home. In the afternoon, she goes to a language school where she studies English twice a week. On the other days, she does her homework, helps her mother with the housework, or meets her friends at a cafe near her house. She goes to bed at around 10:30 every night.

But this week is very different from her normal routine. The school is organizing a science fair, and Isabela is the leader of her group's project. So this week, she is waking up earlier than usual — at 5:30 — to finish the project before school. She is not eating breakfast at home because she is leaving the house too early. Instead, she is buying a snack at the school cafeteria.

She is also not going to her English classes this week because she is spending every afternoon at school, working on the science fair project with her group. Her English teacher, Professor Marcos, understands the situation and is giving her extra exercises to do at home. Isabela is working very hard, but she is also feeling a bit tired and stressed.

At the same time, Isabela is making plans for the weekend. On Saturday, she is presenting her group's project at the science fair. She is nervous but excited. After the presentation, she is going to the shopping center with her friends to celebrate. They are eating pizza at their favorite restaurant and then watching a movie at the cinema.

On Sunday, things are going back to normal. She is sleeping late, having a relaxed lunch with her family, and doing some homework in the afternoon. She is looking forward to her normal routine again. As Isabela says, "Change is interesting, but I also love my routine!"

Original text for Incluir English Workbook



Isabela's week: working on the science fair project instead of following her normal routine.

Exercise 5 True or False

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

1. Isabela normally wakes up at 5:30 every morning. _____
2. This week, Isabela is buying a snack at the school cafeteria instead of eating breakfast at home. _____
3. Isabela's English teacher is angry because she is missing her classes. _____
4. On Saturday, Isabela is presenting her project at the science fair. _____
5. Isabela prefers her changed routine to her normal routine. _____

Exercise 6 Answer the Questions

Answer the questions in complete sentences based on the text.

1. What does Isabela normally do in the afternoon? (Use Present Simple)

2. Why is this week different for Isabela? (Use Present Continuous)

3. What are Isabela's plans for Saturday after the presentation? (Use Present Continuous for future)

4. Find one sentence in the text that uses the Present Simple (permanent/routine) and one that uses the Present Continuous (temporary/this week). Write them below.

Writing: My Routine, My Changes, and My Plans

Exercise 7 Write About Your Life Right Now

Write three short paragraphs about your life. Follow the instructions for each paragraph. Use the sentence starters below to help you.



Tip:

Think about the contrast between what you **always** do and what is **different** right now. Then think about what you **have arranged** for the coming weekend. This exercise practices all three uses of the tenses you learned in this chapter.

- **Paragraph 1:** Present Simple — your normal routine
- **Paragraph 2:** Present Continuous — what is different or temporary this week/month
- **Paragraph 3:** Present Continuous for future — your plans for the weekend

Dica: Pense no contraste entre o que voce sempre faz e o que esta diferente agora. Depois, pense nos seus planos ja combinados para o fim de semana.

Paragraph 1: My Normal Routine (Present Simple)

Every day, I wake up at _____. I usually _____. In the morning, I _____. In the afternoon, I _____. In the evening, I usually _____.

Paragraph 2: What Is Different This Week (Present Continuous)

This week is a bit different. I am _____. I am not _____ because _____. Instead, I am _____. Also, I am _____ this week because _____.

Paragraph 3: My Weekend Plans (Present Continuous for Future)

I have some plans for this weekend. On Saturday, I am _____. I am meeting _____ at _____. On Sunday, I am _____. In the evening, I am _____.



Write about your routine, your temporary changes, and your weekend plans.

REAL USE

Mission Lab: The Weekend Plan



What you usually do, what is different this week, and the plan for Saturday

Model Exchange

Friend A: Hey! Are you free on Saturday?

Friend B: Normally I work on Saturday mornings, but this week I'm on holiday.

Friend A: Great! We're going to the street market in the afternoon.

Friend B: Nice. What time are you meeting?

Friend A: At four, in front of the church.

Friend B: Sorry, do you mean this Saturday?

Friend A: Yes, this Saturday! Are you coming?

Friend B: Yes! I usually stay home, but this week I'm saying yes to everything.

Final Task The Weekend Planner

Work in pairs. Student A invites; Student B is busy at first. Then switch roles.

- A. Inviter:** invite your partner to do something this weekend. Explain what you usually do on weekends, what is different this week, and suggest a day and time. Use at least two arrangement sentences (*I'm meeting...* / *We're going...*).
- B. Invited friend:** you are busy on the first day suggested — explain why with a temporary situation (*This week I'm...*). Ask at least three questions (*What are you doing on ...?* / *Are you coming...?* / *Do you usually...?*) and agree on a final day and time.
- ✓ **Mission success:** both partners can say the final plan — day, time, and place — in one clear sentence (*We're meeting on Saturday at four, in front of the church.*) without switching to Portuguese.



Repair Challenge:

When your partner says the day, time, or place, they must say it very fast, one time. Don't guess — check: *Sorry, do you mean Saturday or Sunday?* or *Can you repeat the time, please?*



AI Mission — The Weekend Plan:

In ChatGPT Voice, say: “Act as my friend. Invite me to do something this weekend. Ask about my routine and my plans, one question at a time. Speak slowly. Correct my main mistake in Portuguese — especially Present Simple vs Present Continuous.” Practice for 10 minutes.

Offline: write your real plans for next week in five sentences with the Present Continuous (*I'm playing football on Sunday.*) and read them aloud to someone at home.

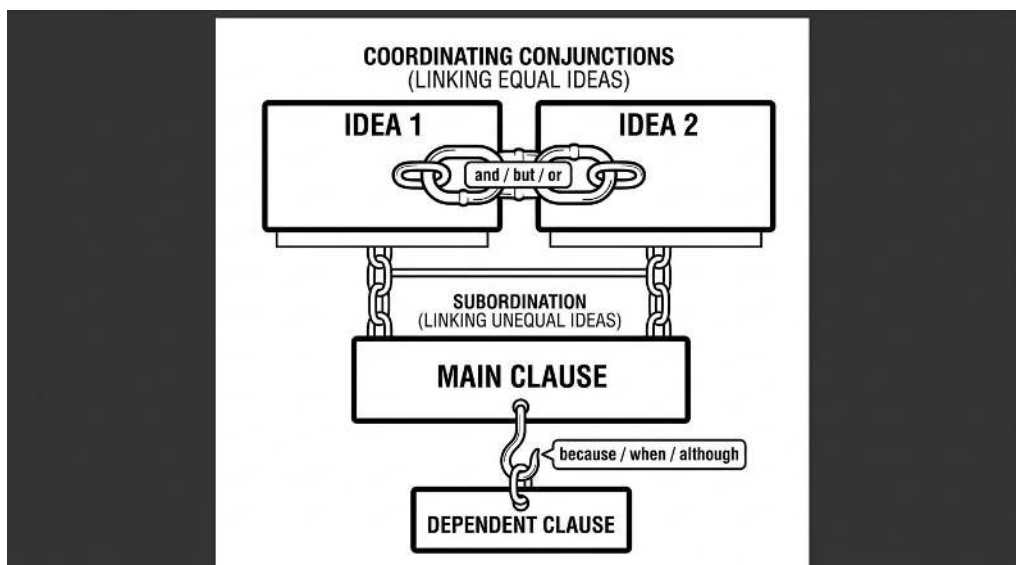
Exit Check My Can-Do Checklist

- ☐ I can say what I usually do with the Present Simple.
- ☐ I can explain what is different or temporary this week.
- ☐ I can talk about arranged plans (I'm meeting Ana on Saturday).
- ☐ I can ask about someone's plans (What are you doing on Saturday?).
- ☐ I can choose between Present Simple and Present Continuous in a conversation.
- ☐ I can confirm a day, time, and place when I'm not sure I understood.

CHAPTER 8

The Explanation: Say What Happened and Why

Use connectors to explain a real situation: say what happened, give the reason with because, show the result with so, and add contrast with but and although — so people understand your whole story, not just pieces of it.



Connectors join ideas together to make your English more natural



Today's Mission:

Explain a problem to someone: you arrived late (or missed something important) and you need to say what happened, why, and what comes next — connecting your ideas with *because*, *but*, *so*, and *although*. (*Explique um problema: diga o que aconteceu, por quê, e o que vem depois, conectando as ideias.*)



Survival Phrase Kit

Purpose	Useful language
Give a reason (<i>dar um motivo</i>)	I'm late because the bus broke down. / I missed the class because I was sick.
Show a result (<i>mostrar um resultado</i>)	The bus was full, so I walked. / I forgot my key, so I waited outside.
Contrast ideas (<i>contrastar ideias</i>)	I left early, but the traffic was terrible. / Although it was raining, I came.
Repair communication (<i>resolver mal-entendidos</i>)	Sorry, can you say that again, more slowly? / Do you mean before or after class?



Teacher Read-Aloud: Late for Class

Listen twice. First, identify the situation. Then listen for the reasons, results, and contrasts.

Mission Warm-up Why Is Pedro Late?

Listen without reading the script. Write short answers.

1. Why is Pedro late for class?

2. Why did he walk to school?

3. What does Pedro say when he doesn't understand the teacher?

UNIT 8.1

Coordinating Conjunctions (FANBOYS)

The FANBOYS: Seven Coordinating Conjunctions

Coordinating conjunctions connect two **equal** parts of a sentence: two words, two phrases, or two independent clauses. There are seven of them, and you can remember them with the acronym **FANBOYS**:

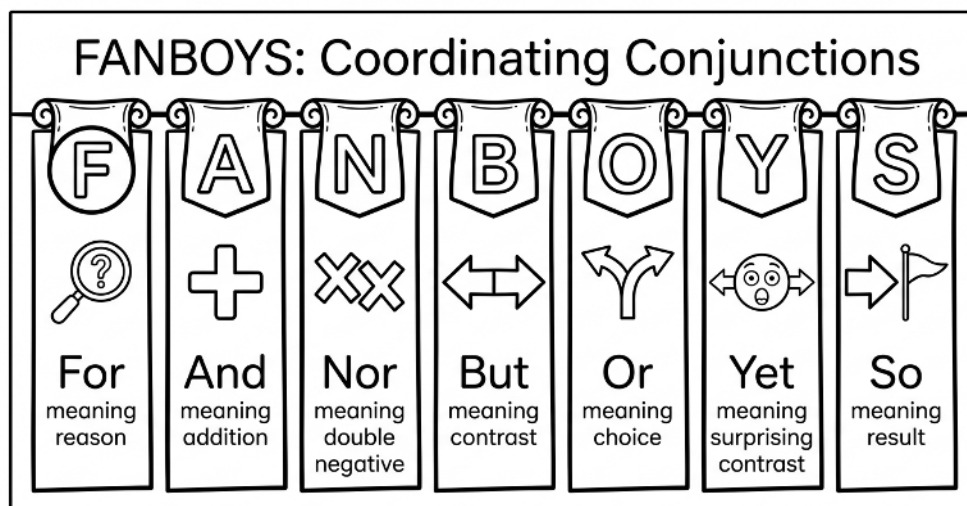
Letter	Conjunction	Meaning / Function	Significado
F	for	gives a reason (formal)	pois, porque (formal)
A	and	adds information	e
N	nor	adds a negative alternative	nem
B	but	shows contrast	mas
O	or	gives a choice / alternative	ou
Y	yet	shows contrast (unexpected)	mas, porém, no entanto
S	so	shows result / consequence	então, por isso

Punctuation Rule: Comma Before Coordinating Conjunctions

When a coordinating conjunction connects two **independent clauses** (complete sentences), use a **comma before the conjunction**.

- **Two clauses (use comma):** I wanted to go, but it was raining.
- **Two words/phrases (no comma):** I like rice and beans.

Independent clause + , + FANBOYS + independent clause



FANBOYS -- remember the acronym to recall all seven coordinating conjunctions

Connector	Português	Example Sentence
and	<i>e</i>	Lucas studies English and Spanish.
but	<i>mas</i>	She is tired, but she keeps studying.
or	<i>ou</i>	Do you want coffee or juice?
so	<i>então, por isso</i>	It was late, so we went home.
yet	<i>mas, porém</i>	He is young, yet he is very responsible.
for	<i>pois (formal)</i>	She stayed home, for she was not feeling well.
nor	<i>nem</i>	He doesn't like soccer, nor does he like volleyball.

Examples: Coordinating Conjunctions in Context

AND (ADDITION)

Rafaela made dinner, and Gustavo washed the dishes.

Rafaela fez o jantar e Gustavo lavou a louça.

BUT (CONTRAST)

I studied hard for the test, but I didn't get a good grade.

Eu estudei bastante para a prova, mas não tirei uma nota boa.

OR (CHOICE)

We can go to the park, or we can stay home and watch a movie.

Podemos ir ao parque ou podemos ficar em casa e assistir um filme.

SO (RESULT)

The bus was late, so Mateus walked to school.

O ônibus estava atrasado, então Mateus foi a pé para a escola.

YET (UNEXPECTED CONTRAST)

The exercise was difficult, yet all the students finished it.

O exercício era difícil, porém todos os alunos terminaram.

FOR (REASON - FORMAL)

Dona Lúcia closed the windows, for a storm was coming.

Dona Lúcia fechou as janelas, pois uma tempestade estava chegando.

NOR (NEGATIVE ADDITION)

Bruno doesn't eat meat, nor does he eat fish.

Bruno não come carne, nem come peixe.



Tip:

"but" vs "yet" -- what is the difference?

- **but** = general contrast. "I like coffee, **but** I don't like tea."
- **yet** = contrast with something **unexpected or surprising**. "He never studied, **yet** he passed the exam." (This is surprising!)
- In Portuguese, **yet** is closer to "porém" or "no entanto" -- more formal and emphatic than "mas."

Exercise 1 Complete with a Coordinating Conjunction

*Fill in the blanks with the correct coordinating conjunction: **and, but, or, so, yet, for, or nor.***

1. Beatriz likes to read, _____ she likes to draw.
2. I wanted to play outside, _____ it was raining heavily.
3. Would you like to sit here, _____ would you prefer a table near the window?
4. Felipe forgot his umbrella, _____ he got completely wet.
5. The restaurant was expensive, _____ the food was not very good.
6. We left early, _____ we did not want to miss the bus.
7. Ana doesn't speak French, _____ does she speak German.
8. Rodrigo practiced every day, _____ his English improved a lot.
9. You can do the homework now, _____ you can do it after dinner.
10. Camila is very shy, _____ she gave an excellent presentation in class.

Exercise 2 Choose the Correct Conjunction

Select the correct coordinating conjunction to complete each sentence.

1. I was very hungry, ____ I made a sandwich.

☐ a) but
☐ b) so
☐ c) yet

2. Marcos wanted to buy a new phone, ____ he didn't have enough money.

☐ a) and
☐ b) or
☐ c) but

3. She doesn't like horror movies, ____ does she like action movies.

☐ a) nor
☐ b) and
☐ c) so

4. You can take the bus, ____ you can walk to school.

☐ a) for
☐ b) or
☐ c) yet

5. The movie was very long, ____ it was absolutely worth watching.

☐ a) so
☐ b) for
☐ c) yet

UNIT 8.2

Subordinating Conjunctions



Subordinating Conjunctions: Connecting Unequal Clauses

Subordinating conjunctions connect a **main clause** (independent) to a **subordinate clause** (dependent). The subordinate clause cannot stand alone as a sentence.

Conjunction	Function	Português	Example
because	reason	porque	I stayed home because I was sick.
when	time	quando	I was happy when I heard the news.
if	condition	se	If it rains, we will stay home.
although / though	contrast	embora, apesar de que	Although it was cold, she went for a walk.
while	simultaneous actions	enquanto	While I cooked, he set the table.
before	sequence (earlier)	antes de / antes que	Brush your teeth before you go to bed.
after	sequence (later)	depois de / depois que	After she finished, she went out.

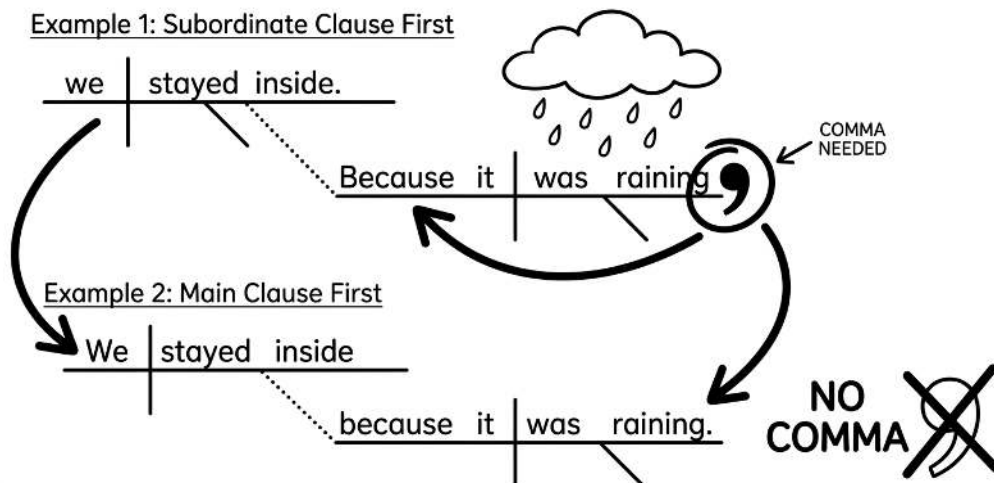
Clause Order and Punctuation

The subordinate clause can come **before** or **after** the main clause. The meaning is the same, but the punctuation changes:

- **Subordinate clause first** = use a comma: **Because** it was raining, we stayed inside.
- **Main clause first** = no comma needed: We stayed inside **because** it was raining.

Pattern:

- Subordinating conjunction + clause , + main clause.
- Main clause + subordinating conjunction + clause.



When the subordinate clause comes first, add a comma before the main clause

Examples: "because" (reason / motivo)

BECAUSE (AFTER MAIN CLAUSE)

Mariana missed the class because she had a doctor's appointment.

Mariana perdeu a aula porque tinha uma consulta médica.

BECAUSE (BEFORE MAIN CLAUSE)

Because the traffic was terrible, João arrived late to work.

Porque o trânsito estava terrível, João chegou atrasado ao trabalho.

Examples: "when" (time / tempo)

WHEN (AFTER MAIN CLAUSE)

I always feel happy when I listen to music.

Eu sempre me sinto feliz quando ouço música.

WHEN (BEFORE MAIN CLAUSE)

When the teacher arrived, everyone stopped talking.

Quando a professora chegou, todos pararam de falar.

Examples: "if" (condition / condição)

IF (AFTER MAIN CLAUSE)

We will go to the beach if the weather is good.

Nós iremos à praia se o tempo estiver bom.

IF (BEFORE MAIN CLAUSE)

If you study every day, you will learn English faster.

Se você estudar todo dia, vai aprender inglês mais rápido.

Examples: "although / though" (contrast / contraste)

ALTHOUGH (BEFORE MAIN CLAUSE)

Although he was tired, Pedro finished all his homework.

Embora estivesse cansado, Pedro terminou toda a lição de casa.

THOUGH (AFTER MAIN CLAUSE)

The test was not easy, though most students passed.

A prova não foi fácil, embora a maioria dos alunos tenha passado.

Examples: "while" (simultaneous / simultâneo)

WHILE (BEFORE MAIN CLAUSE)

While Fernanda studied English, her brother played video games.

Enquanto Fernanda estudava inglês, o irmão dela jogava videogame.

WHILE (AFTER MAIN CLAUSE)

I listened to a podcast while I was walking to school.

Eu ouvi um podcast enquanto caminhava para a escola.

Examples: "before / after" (sequence / sequência)

BEFORE

Before the class started, the students talked about the weekend.

Antes da aula começar, os alunos conversaram sobre o fim de semana.

AFTER

After we finished the project, we celebrated with pizza.

Depois que terminamos o projeto, comemoramos com pizza.

Dialogue: Planning the Weekend

Saturday Morning -- Larissa and Thiago Are Making Plans

- Larissa:** Hey Thiago! Do you want to go to the park, **or** do you prefer to go to the mall?
- Thiago:** I'd love to go to the park, **but** I need to finish my homework first.
- Larissa:** No problem! **If** you finish **before** noon, we can still go.
- Thiago:** Good idea. I'll do my math homework **while** I eat breakfast.
- Larissa:** **After** you finish, call me, **and** we'll decide where to meet.
- Thiago:** Sounds good! **Although** the weather forecast says it might rain, I still want to go outside.
- Larissa:** Me too! We can bring an umbrella, **so** we'll be fine.
- Thiago:** Perfect. **Because** it's a holiday weekend, the park will probably be full of people.
- Larissa:** That's true, **yet** it's always fun to be around people! See you later!



Remember:

Each subordinating conjunction answers a specific question:

- **"because"** answers **"Why?"** (Por quê?)
- **"when"** answers **"When?"** (Quando?)
- **"if"** answers **"Under what condition?"** (Em que condição?)
- **"although"** answers **"Despite what?"** (Apesar de quê?)
- **"while"** answers **"During what?"** (Durante o quê?)
- **"before / after"** answers **"In what order?"** (Em que ordem?)

Exercise 3 Complete with a Subordinating Conjunction

Fill in the blanks with the correct subordinating conjunction: **because, when, if, although, while, before, or after.**

1. I couldn't sleep last night _____ the neighbors were having a party.
2. _____ Gabriela was a child, she lived in Salvador.
3. _____ you don't understand something, you should ask the teacher.
4. _____ the exam was difficult, most students passed.
5. My mother listened to the radio _____ she cooked dinner.
6. Please wash your hands _____ you eat.
7. _____ the game ended, everyone went to get ice cream.
8. Renato went to school _____ he was feeling sick.
9. _____ the bell rings, all the students run to the door.
10. We will cancel the trip _____ the weather is too bad.

Exercise 4 Combine the Sentences

Combine each pair of sentences into one sentence using the conjunction given in parentheses. Remember the comma rule!

- 1.** It was raining. / She walked to school. (Use "although")

- 2.** I was studying. / My brother was watching TV. (Use "while")

- 3.** Clara did not go to the party. / She was feeling sick. (Use "because")

- 4.** You finish your homework. / You can play outside. (Use "after")

- 5.** We eat dinner. / We usually go for a walk. (Use "before")

- 6.** You practice every day. / You will improve your pronunciation. (Use "if")

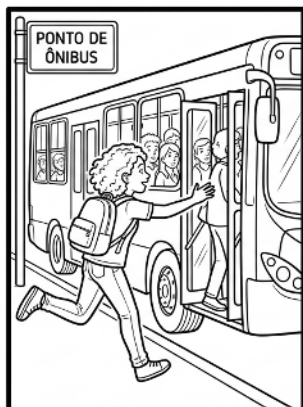
- 7.** Daniela arrived at the cinema. / The movie had already started. (Use "when")

- 8.** He is only fifteen years old. / He speaks three languages. (Use "although")

UNIT 8.3

Reading: Ana's Busy Day

PANEL 1



PANEL 1

PANEL 2



PANEL 2

PANEL 3



PANEL 3

Ana's challenging day -- full of surprises and unexpected events

Ana's Busy Day

Read the text and answer the questions below.

Ana woke up late on Monday **because** her alarm didn't go off. She jumped out of bed **and** quickly got dressed, **but** she couldn't find her school bag. **After** she looked everywhere, she finally found it under her bed.

She ran to the bus stop, **yet** she arrived too late -- the bus had already left. **Because** there was no other bus for thirty minutes, she decided to walk to school. **While** she was walking, it started to rain. She didn't have an umbrella, **so** she got completely wet.

When Ana finally arrived at school, she was twenty minutes late. **Although** the teacher was strict, she was understanding that day. "You can sit down **and** dry off," the teacher said kindly. Ana felt grateful **because** the teacher didn't get angry.

Before the math class started, Ana realized she had forgotten her calculator at home. She asked her friend Caio **if** she could borrow his. Caio said yes, **so** Ana was able to do the exercises. **While** they worked on the problems together, Ana felt much better.

After school, Ana's mother picked her up in the car **because** it was still raining. On the way home, Ana told her mother about the terrible morning. Her mother laughed **and** said, "Everyone has bad days, **but** they always get better!" **Although** Ana had a rough start, she learned something important: **if** you stay positive, **and** you have good friends, even the worst day can turn out okay.

Original text for Inclur English Workbook

Exercise 5 True or False

Read each statement. Write **True** or **False** based on the reading text.

1. Ana woke up late because she stayed up all night.

2. Ana walked to school because she missed the bus.

3. The teacher was angry when Ana arrived late.

4. Ana borrowed a calculator from her friend Caio.

5. Ana walked home after school because the rain had stopped.

Exercise 6 Answer the Questions

Answer the questions in complete sentences based on the text. Try to use a conjunction in each answer.

- 1.** Why did Ana get wet on the way to school?

- 2.** What did Ana forget at home, and how did she solve the problem?

- 3.** How did the teacher react when Ana arrived late? Why was this surprising?

- 4.** What lesson did Ana learn from her bad day?

UNIT 8.4

Writing: A Memorable Day



Think about a day you will never forget -- what happened and why?

Exercise 7 Write About a Memorable Day

Write a paragraph (8-12 sentences) about a memorable day in your life. It can be a happy day, a funny day, a difficult day, or a surprising day. Use **at least 6 different connectors** from this chapter (coordinating and subordinating conjunctions). Underline each connector you use.

**Tip:**

Before you start writing, make a quick plan:

- **What happened?** (Tell the main events)
- **Why was it memorable?** (Use "because")
- **What happened first / next / last?** (Use "before," "after," "when")
- **Was anything unexpected?** (Use "but," "yet," "although")
- **What were the choices or consequences?** (Use "or," "so," "if")

Try to use connectors naturally -- don't force them into every sentence. Your writing should flow like a real story.

My Memorable Day

Use the sentence starters below to help you begin, or write freely:

I will never forget the day when _____. It was memorable because _____. Before _____, I _____. Although _____, I _____.

[illegible]

Connectors checklist: After writing, check which connectors you used. Did you use at least 6 different ones?

Connector	Used?
and	_____
but	_____
or	_____
so	_____
yet	_____
because	_____
when	_____
if	_____
although	_____
while	_____
before	_____
after	_____

REAL USE

Mission Lab: The Explanation



What happened, why it happened, and what comes next

Model Exchange

- Student:** Good morning. I'm really sorry I'm late.
- Teacher:** What happened?
- Student:** I left home early, but the bus broke down.
- Teacher:** Did you wait for the next one?
- Student:** The next bus was full, so I walked.
- Teacher:** You walked in this rain?
- Student:** Yes — although it was raining, I didn't want to miss class.
- Teacher:** All right. Talk to me after class, and we'll organise what you missed.
- Student:** Sorry, do you mean today after class?
- Teacher:** Yes, today.

Final Task Explain Yourself

Work in pairs. Student A explains; Student B listens and asks questions. Then switch roles.

- A. Explainer:** choose a situation — late for class, missed a family lunch, forgot a friend's birthday, or didn't finish your homework. Explain what happened using at least four connectors: one *because*, one *so*, one *but*, and one *although*.
- B. Listener:** you are the teacher, boss, or friend. Ask at least three follow-up questions (*Why...?* / *What happened next?* / *So what are you doing now?*) and decide if you accept the explanation.
- ✓ **Mission success:** the listener can retell the story in two sentences using *because* and *so* — without switching to Portuguese.



Repair Challenge:

Once during the explanation, the listener must ask a question very fast. Don't panic and don't guess — say: *Sorry, can you say that again, more slowly?* and answer only after you really understand.



AI Mission — The Explanation:

In ChatGPT Voice, say: “Act as my teacher. I'm going to explain why I was late. Ask me one follow-up question at a time. Speak slowly. Correct my main mistake in Portuguese — especially *because*, *so*, *but*, and *although*.” Practice for 10 minutes. **Offline:** write five true sentences about your week using *because*, *so*, *but*, *although*, and *or* — then read them aloud to someone at home.

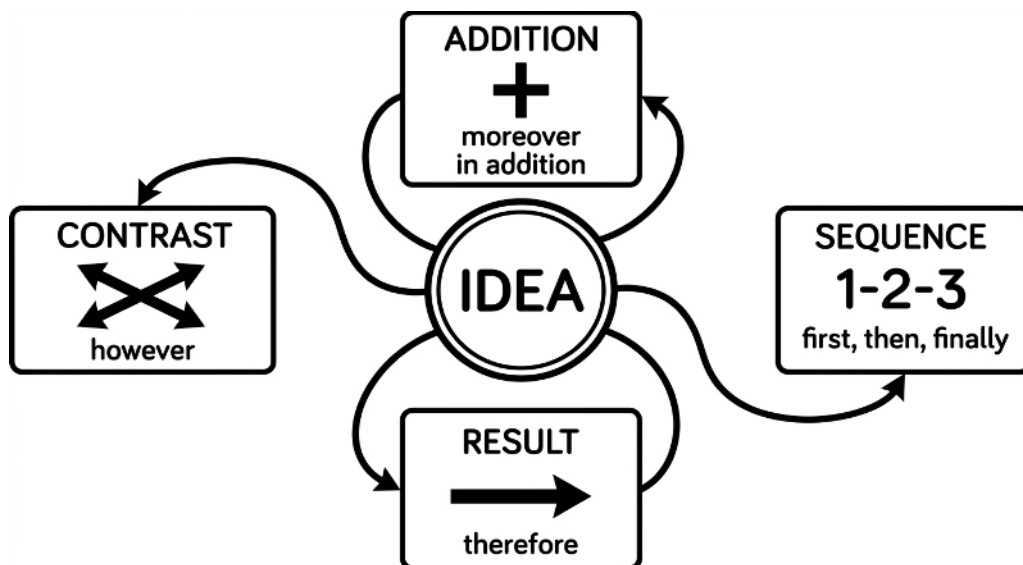
Exit Check My Can-Do Checklist

- ☐ I can give a reason with because.
- ☐ I can show a result with so.
- ☐ I can contrast two ideas with but and although.
- ☐ I can connect two short sentences into one longer sentence.
- ☐ I can explain a problem: what happened, why, and what comes next.
- ☐ I can ask someone to repeat or slow down when I don't understand a question.

CHAPTER 9

The Recipe: Teach Something Step by Step

Use linking words to teach someone something you know well: put the steps in order with first, then, after that, and finally, add details, warn about common mistakes with however — and check that your listener really understood.



Connectors: the glue that holds your ideas together



Today's Mission:

Teach someone how to make a dish (or do a task you know well), step by step — *first, then, after that, finally* — and check that they can repeat the steps in order. (*Ensine alguém a fazer uma receita ou tarefa, passo a passo, e confira se a pessoa entendeu.*)



Survival Phrase Kit

Purpose	Useful language
Put steps in order (<i>colocar os passos em ordem</i>)	First, wash the rice. / Then, add the water. / After that, wait. / Finally, serve.
Add information (<i>acrescentar informação</i>)	Also, add a little salt. / In addition, you can use garlic.
Warn and contrast (<i>avisar e contrastar</i>)	However, don't use too much oil. / It looks difficult; however, it's easy.
Repair communication (<i>resolver mal-entendidos</i>)	Sorry, what comes after that? / Can you repeat step two? / What does "stir" mean?



Teacher Read-Aloud: How to Make Brigadeiro

Listen twice. First, identify what Ana is teaching. Then listen for the order of the steps.

Mission Warm-up Listen and Follow the Steps

Listen without reading the script. Write short answers.

1. What do you put in the pan first?

2. Why do you have to stir all the time?

3. What does the neighbour say when she doesn't know a word?

UNIT 9.1

Linking Words for Addition and Contrast

Addition Connectors: Adding More Information

Addition connectors are used when you want to add extra information that supports or extends the same idea.

Connector	Meaning / Use	Position in Sentence
also	adds extra information (neutral)	before the main verb; after "be"
too	adds extra information (informal)	end of the sentence
as well	same as "too" (informal)	end of the sentence
in addition	adds a new point (formal)	beginning of the sentence + comma
moreover	adds a stronger or more important point (formal)	beginning of the sentence + comma
furthermore	adds another point (very formal)	beginning of the sentence + comma
besides	adds an extra reason (informal/neutral)	beginning of the sentence + comma

Pattern: Idea 1. **In addition / Moreover / Furthermore**, Idea 2.

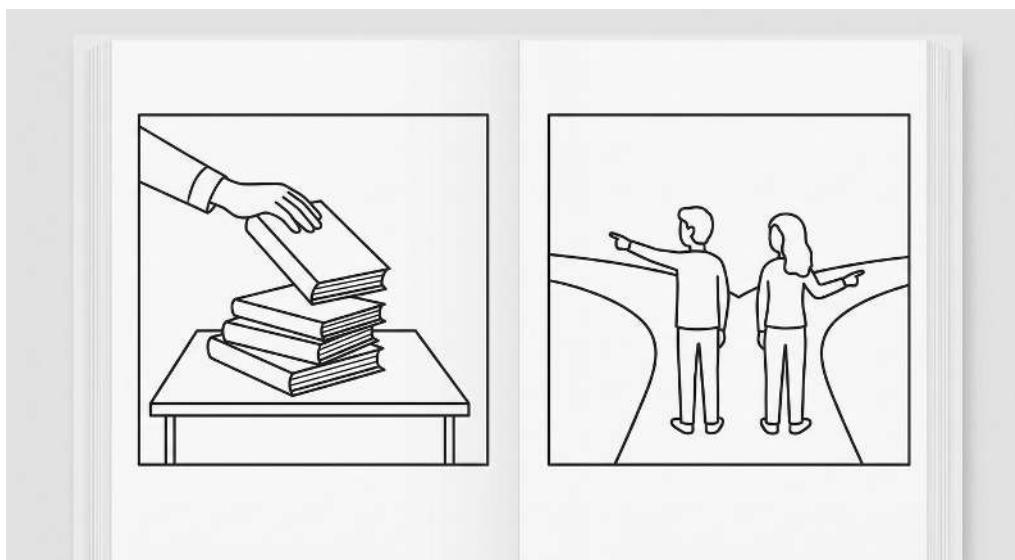
Contrast Connectors: Showing Differences or Unexpected Results

Contrast connectors are used when two ideas are different, opposite, or when the second idea is unexpected.

Connector	Meaning / Use	Position in Sentence
however	introduces a contrasting idea (formal)	beginning of new sentence + comma
on the other hand	presents an alternative viewpoint	beginning of new sentence + comma
nevertheless	"despite what was just said" (formal)	beginning of new sentence + comma
in spite of	"despite" + noun / -ing form	beginning or middle of sentence
despite	same as "in spite of" + noun / -ing	beginning or middle of sentence
whereas	compares two different things directly	joins two clauses (mid-sentence)
instead	in place of something	beginning or end of sentence

Pattern: Idea 1. **However,** / **Nevertheless,** Idea 2.

Pattern: **Despite** / **In spite of** + noun/-ing, Idea.



Addition connectors add more; contrast connectors show difference

Connectors: Addition and Contrast

Connector	Português	Type	Register
Addition			
also	<i>também</i>	addition	neutral
too	<i>também</i>	addition	informal
as well	<i>também</i>	addition	informal
in addition	<i>além disso</i>	addition	formal
moreover	<i>além disso; ademais</i>	addition	formal
furthermore	<i>além do mais</i>	addition	very formal
besides	<i>além disso; além do mais</i>	addition	informal/neutral
Contrast			
however	<i>porém; no entanto; contudo</i>	contrast	formal
on the other hand	<i>por outro lado</i>	contrast	neutral

Connector	Português	Type	Register
nevertheless	<i>no entanto; mesmo assim</i>	contrast	formal
in spite of	<i>apesar de</i>	contrast	neutral
despite	<i>apesar de</i>	contrast	neutral
whereas	<i>enquanto; ao passo que</i>	contrast	formal
instead	<i>em vez disso; ao invés</i>	contrast	neutral

Examples: Addition Connectors

ALSO

Rafael speaks English fluently. He also speaks Spanish.

Rafael fala inglês fluentemente. Ele também fala espanhol.

TOO / AS WELL

Bianca likes reading. She likes writing too. / She likes writing as well.

Bianca gosta de ler. Ela gosta de escrever também.

IN ADDITION

The school offers English and math courses. In addition, there are art and music classes.

A escola oferece cursos de inglês e matemática. Além disso, há aulas de arte e música.

MOREOVER

The project was well organized. Moreover, all the students participated actively.

O projeto foi bem organizado. Além disso, todos os alunos participaram ativamente.

FURTHERMORE

Recycling reduces waste. Furthermore, it helps protect the environment for future generations.

A reciclagem reduz o lixo. Além do mais, ajuda a proteger o meio ambiente para as futuras gerações.

BESIDES

I don't want to go out tonight. Besides, it's raining.

Não quero sair hoje à noite. Além disso, está chovendo.

Examples: Contrast Connectors

HOWEVER

Gustavo studied very hard for the exam. However, he didn't get the grade he expected.

Gustavo estudou muito para a prova. No entanto, não tirou a nota que esperava.

ON THE OTHER HAND

Living in a big city is exciting. On the other hand, it can be very stressful.

Morar em uma cidade grande é empolgante. Por outro lado, pode ser muito estressante.

NEVERTHELESS

The weather was terrible. Nevertheless, the festival was a huge success.

O tempo estava péssimo. Mesmo assim, o festival foi um grande sucesso.

DESPITE / IN SPITE OF

Despite the rain, Fernanda went for a run. / In spite of being tired, she finished the race.

Apesar da chuva, Fernanda foi correr. / Apesar de estar cansada, ela terminou a corrida.

WHEREAS

Larissa loves the beach, whereas her brother prefers the mountains.

Larissa ama a praia, ao passo que o irmão prefere as montanhas.

INSTEAD

We didn't go to the cinema. We stayed home and watched a movie instead.

Não fomos ao cinema. Ficamos em casa e assistimos a um filme em vez disso.

**Tip: Position Matters!**

"However" usually starts a new sentence and is followed by a **comma**:

- She studied hard. **However**, she didn't pass. (CORRECT)
- She studied hard however she didn't pass. (WRONG — missing period and comma)

"Also" goes **before the main verb** but **after "be"**:

- He **also plays** guitar. (before "plays")
- She **is also** a great singer. (after "is")

"Despite" and **"in spite of"** are followed by a **noun** or **-ing form**, never by a clause with a subject + verb:

- **Despite the rain**, we went out. (CORRECT — noun)
- **Despite being tired**, she continued. (CORRECT — -ing)
- **Despite it rained**, we went out. (WRONG — use "Although" for clauses)

Exercise 1 Complete with Addition or Contrast Connectors

Fill in each blank with the most appropriate connector from the box. Each connector is used only once.

WORD BANK

however

also

in addition

nevertheless

despite

moreover

whereas

instead

besides

too

1. Thiago wanted to be a doctor. _____, he decided to study engineering.
2. Camila speaks English and French. She _____ speaks a little Italian.
3. The hotel was close to the beach. _____, it had a beautiful swimming pool.
4. The team lost the first game. _____, they continued to train hard and won the championship.
5. _____ the heavy traffic, Lucas arrived at school on time.
6. The book was interesting. _____, it taught me many new things about Brazilian history.
7. Ana likes pop music, _____ her sister prefers rock.
8. We didn't go to the park. We went to the shopping centre _____.
9. I don't want to eat pizza again. _____, we had it yesterday.
10. Pedro plays football, and his brother plays _____.

Exercise 2 Choose the Correct Connector

Choose the best connector to complete each sentence.

1. Mariana studied all night for the test. _____, she got the highest score in the class.
 - ☐ a) However
 - ☐ b) Moreover
 - ☐ c) Instead

2. _____ being very young, João is already an excellent swimmer.
 - ☐ a) However
 - ☐ b) Despite
 - ☐ c) Furthermore

3. Bruno prefers to study in the morning, _____ his friend Rodrigo studies best at night.
 - ☐ a) moreover
 - ☐ b) in addition
 - ☐ c) whereas

4. The restaurant was expensive. _____, the food was not very good.
 - ☐ a) In addition
 - ☐ b) Moreover
 - ☐ c) Nevertheless

5. The train was cancelled. We took the bus _____.
 - ☐ a) however
 - ☐ b) instead
 - ☐ c) also

UNIT 9.2

Linking Words for Result and Sequence



Result Connectors: Showing Consequences

Result connectors show that the second idea is a consequence or result of the first idea.

Connector	Português	Register	Position
therefore	portanto; por isso	formal	beginning of sentence + comma
as a result	como resultado; consequentemente	formal	beginning of sentence + comma
consequently	consequentemente	formal	beginning of sentence + comma
so	então; por isso	informal	joins two clauses (mid-sentence)
that's why	é por isso que	informal	beginning of sentence / mid-sentence

Pattern: Cause. **Therefore,** / **As a result,** / **Consequently,** Result.

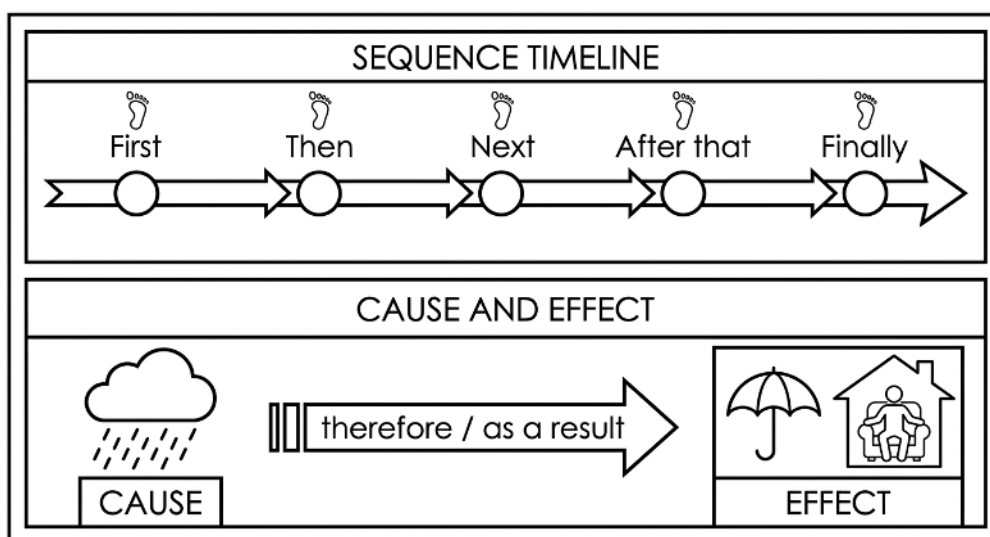
Pattern: Cause, **so** result.

Sequence Connectors: Ordering Events and Ideas

Sequence connectors help you organize events or ideas in a logical order.

Connector	Português	Use
first / firstly	primeiro; primeiramente	introduces the first step or point
then	então; depois	the next step
next	em seguida	the following step
after that	depois disso	the step that follows
meanwhile	enquanto isso	at the same time as another event
eventually	finalmente; por fim	after a long time or process
finally	finalmente; por último	the last step or point

Pattern: First, ... Then, ... Next, ... After that, ... Finally, ...



Sequence connectors create a timeline; result connectors show cause and effect

Examples: Result Connectors

THEREFORE

It rained all day. Therefore, the football match was cancelled.

Choveu o dia todo. Portanto, o jogo de futebol foi cancelado.

AS A RESULT

Juliana didn't study for the exam. As a result, she failed.

Juliana não estudou para a prova. Como resultado, foi reprovada.

CONSEQUENTLY

The factory closed last year. Consequently, many people lost their jobs.

A fábrica fechou no ano passado. Consequentemente, muitas pessoas perderam o emprego.

SO

Diego was feeling sick, so he stayed home.

Diego estava se sentindo mal, então ficou em casa.

THAT'S WHY

I love animals. That's why I want to be a vet.

Eu amo animais. É por isso que quero ser veterinário(a).

Examples: Sequence Connectors

FIRST / THEN / FINALLY

First, we bought the ingredients. Then, we prepared the cake. Finally, we decorated it with chocolate.

Primeiro, compramos os ingredientes. Depois, preparamos o bolo. Finalmente, decoramos com chocolate.

MEANWHILE

Gabriela was setting up the decorations. Meanwhile, Felipe was preparing the music playlist.

Gabriela estava arrumando as decorações. Enquanto isso, Felipe estava preparando a playlist de música.

EVENTUALLY

We waited for the bus for over an hour. Eventually, it arrived.

Esperamos o ônibus por mais de uma hora. Por fim, ele chegou.

Dialogue: Telling a Story

At School — Talking About the Weekend

Amanda: Hey, Matheus! How was your weekend?

Matheus: It was great! I went on a trip to Petrópolis with my family.

Amanda: Really? Tell me about it!

Matheus: Well, **first**, we woke up early on Saturday morning. **Then**, we drove for about two hours. We were all excited, **so** the trip didn't feel long at all.

Amanda: What did you do when you arrived?

Matheus: **First**, we checked into the hotel. **After that**, we visited the Imperial Museum. It was really interesting! **Meanwhile**, my little sister was playing in the garden outside.

Amanda: And on Sunday?

Matheus: **Next**, on Sunday, we went hiking in the mountains. It started raining, **so** we had to stop. **However**, we found a nice café and waited there. **Eventually**, the rain stopped, and we continued the walk. **Finally**, we drove back home tired but happy!

Amanda: That sounds amazing! I **also** want to visit Petrópolis someday.



Remember: Formal vs. Informal Register

Some connectors mean the same thing but are used in different situations. Choose the right one depending on the context!

Formal (essays, reports)	Informal (conversations, emails)
therefore	so
furthermore / moreover	also / besides
however / nevertheless	but / still
consequently / as a result	so / that's why
in addition	too / as well

Example:

- **Formal:** The experiment failed. **Therefore**, we had to repeat it.
- **Informal:** The experiment failed, **so** we had to repeat it.

Exercise 3 Complete with Result or Sequence Connectors

Fill in each blank with the most appropriate connector from the box. Each connector is used only once.

WORD BANK

therefore

as a result

so

that's why

consequently

first

then

after that

meanwhile

finally

1. To make a good presentation, _____ you need to choose your topic.
2. _____, you should do some research about the topic.
3. _____, you can organize your ideas and create your slides.
4. _____, you should practise your presentation several times before the big day.
5. Renata forgot her umbrella, _____ she got completely wet in the rain.
6. The students didn't do their homework. _____, the teacher gave them extra exercises.
7. The road was blocked by an accident. _____, we arrived late for the concert.
8. Vitor was preparing the barbecue in the garden. _____, his friends were playing music in the living room.
9. The city has too much pollution. _____, many residents have developed health problems.
10. I love cooking for my friends. _____ I decided to take a cooking course.

Exercise 4 Put the Sentences in Order

The sentences below tell the story of how Carolina prepared for a school science fair. Number them 1–8 to form a coherent paragraph. Pay attention to the connectors!

☐ ~~After~~ that, she built a small model of a volcano using paper and paint.

☐ ~~First~~, Carolina chose her project topic: volcanoes.

☐ ~~As a result~~, the judges gave her first place!

☐ ~~Then~~, she went to the library and borrowed three books about the topic.

☐ ~~Finally~~, on the day of the fair, she presented her project with confidence.

☐ ~~Next~~, she wrote a summary of the most important information.

☐ ~~She had~~ always been interested in science. That's why she picked this subject.

☐ ~~Moreover~~, her teacher said it was one of the best projects she had ever seen.

UNIT 9.3

Reading: The School Festival



A school festival brings the whole community together.

The School Festival

Read the text carefully, then answer the questions below.

Every year, the Colégio São Paulo organizes a school festival in June. It is one of the most important events of the year, and both students and parents look forward to it. Last year, the festival was bigger and better than ever. **However**, organizing it was not easy — it required weeks of hard work.

First, the student council had a meeting to choose the theme. Some students wanted a music festival, **whereas** others preferred a cultural fair. **After** a long discussion, they decided on "Cultures of Brazil" because it would allow everyone to participate. **Moreover**, the teachers loved the idea because it was educational.

Then, the students were divided into groups. Each group was responsible for a different region of Brazil. For example, Beatriz's group presented the culture of the Northeast, **whereas** Caio's group focused on the Amazon region. **In addition**, there were groups for the South, the Southeast, and the Central-West.

Next, the real work began. The students had to prepare food, decorations, and presentations. **Despite** having only three weeks, everyone worked very hard. Beatriz's group made tapioca and cuscuz. **Meanwhile**, Caio's group was building a model of a river boat and learning about indigenous culture. **Furthermore**, Leticia's group prepared chimarrão and baked polenta for the South region stall.

However, there were some problems. **First**, the sound system broke two days before the festival. **As a result**, the music teacher, Professor Marcos, had to borrow speakers from another school. **In addition**, it rained on the morning of the festival, **so** the team had to move some of the outdoor stalls inside. **Nevertheless**, everyone stayed positive and found solutions quickly.

On the day of the festival, the school looked incredible. **Besides** the regional food stalls, there were dance performances, art exhibitions, and a storytelling corner. The students **also** organized a quiz about Brazilian culture, and the winning team received a prize. Rodrigo, who **also** plays guitar, performed a bossa nova song on stage. His performance was wonderful. **Consequently**, he became the most popular student in school for a whole week!

Finally, at the end of the day, the principal, Dona Marta, gave a short speech. She said the festival had brought the whole school community together. **In spite of** the problems, the event was a huge success. **That's why** everyone is already excited about this year's festival!

Original text for Incluir English Workbook

Exercise 5 True or False

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

1. The theme of the festival was "Music of Brazil." _____
2. The sound system broke two days before the festival. _____
3. Caio's group presented the culture of the South region. _____
4. It rained on the morning of the festival. _____
5. Dona Marta said the festival was a failure because of the problems. _____

Exercise 6 Answer the Questions

Answer the questions in complete sentences based on the text.

1. Why did the students choose "Cultures of Brazil" as the theme?

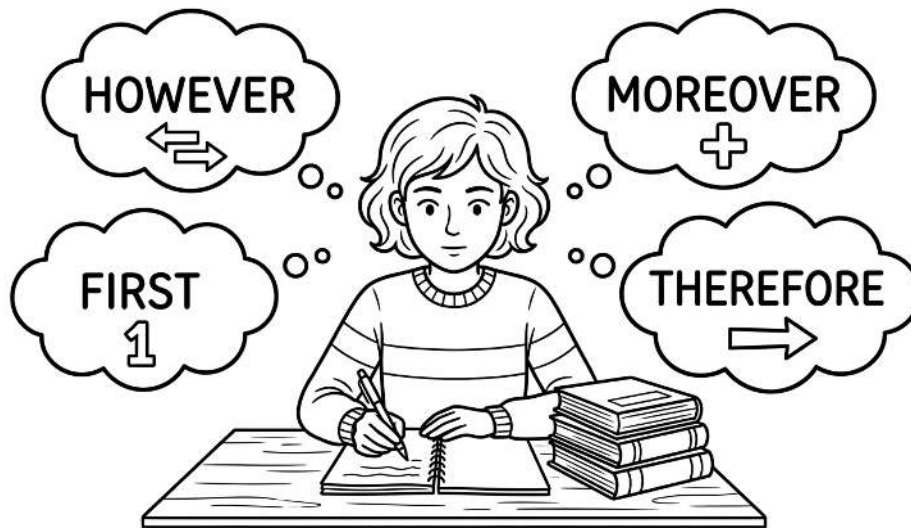
2. What two problems happened before the festival, and how were they solved?

3. What activities were there at the festival besides the food stalls?

4. Find three different types of connectors used in the text and give one example of each.

UNIT 9.4

Writing: Using Connectors in a Short Essay



Good connectors make your writing clear, organized, and professional.

Exercise 7 Write a Short Essay or Story

Choose **one** of the topics below and write a short essay or story (120–180 words). You must use **at least 8 different connectors** from this chapter. Underline each connector you use.

Topic A: Write about a school event or trip you attended. Describe what happened step by step, what problems occurred, and how you felt about it.

Topic B: Write about the advantages and disadvantages of social media. Give reasons for your opinions and present both sides.

Topic C: Write about how you learned something new (a sport, an instrument, a recipe). Describe the process from beginning to end.



Tip: Planning Your Essay

Before you start writing, plan your ideas:

- **Introduction:** Present the topic (1–2 sentences).
- **Body:** Develop your ideas. Use **sequence connectors** to organize steps, **addition connectors** to add points, **contrast connectors** to show different viewpoints, and **result connectors** to explain consequences.
- **Conclusion:** End with a final thought or summary (1–2 sentences).

Remember to choose between **formal** and **informal** connectors based on your topic. A school essay about social media = more formal. A story about a trip = more informal.

My topic: _____

My connectors (list at least 8):

My essay/story:

REAL USE

Mission Lab: The Recipe



First, then, after that, finally — teach it step by step

Model Exchange

- Visitor:** This is delicious! Can you teach me?
- Cook:** Sure! First, you heat a little oil in the pan.
- Visitor:** OK. What comes next?
- Cook:** Then, you add the garlic and the rice. Also, add a little salt.
- Visitor:** Sorry, can you repeat that? Garlic first, or rice first?
- Cook:** Garlic first. After that, you add the hot water and wait.
- Visitor:** How long?
- Cook:** About fifteen minutes. However, don't open the lid all the time — that's the secret!
- Visitor:** So: first the oil, then the garlic and rice, then the water. Finally, I wait!
- Cook:** Perfect! You've got it.

Final Task Teach Me How

Work in pairs. Student A teaches; Student B learns and takes notes. Then switch roles.

- A. Teacher:** choose something you really know how to do — a simple recipe, how to get to your house from school, or how to use an app. Teach your partner in at least six steps, using *first*, *then*, *after that*, and *finally*, plus one *also* and one *however*.
- B. Learner:** take notes. Ask at least three questions (*What comes after that?* / *Can you repeat step ...?* / *What does ... mean?*). At the end, repeat all the steps back in order.
- ✓ **Mission success:** the learner can repeat the steps in the correct order using *first*, *then*, and *finally* — without switching to Portuguese.



Repair Challenge:

The teacher (Student A) must include one word the learner probably doesn't know. Learner: don't skip it — ask *What does ____ mean?* and only move to the next step after you understand.



AI Mission — The Recipe:

In ChatGPT Voice, say: “I'm going to teach you a Brazilian recipe in English, step by step. Ask me a question when a step is not clear. Speak slowly. At the end, repeat my steps back and correct my main mistake in Portuguese — especially *first*, *then*, *after that*, and *finally*.” Practice for 10 minutes. **Offline:** write the steps of your favourite recipe in six sentences using sequence connectors, then read them aloud to someone at home.

Exit Check My Can-Do Checklist

- ☐ I can explain the steps of a task in order with first, then, after that, and finally.
- ☐ I can add extra information with also and in addition.
- ☐ I can contrast ideas with however and instead.
- ☐ I can show a result with so, therefore, and that's why.
- ☐ I can ask about a step I didn't understand.
- ☐ I can repeat instructions back to check that I understood.

CHAPTER 10

The Visitor: Survive a Whole Day in English

Welcome to your final mission! An English-speaking visitor is spending the day with you. To be a great guide, you will need everything from this workbook: WH questions, plurals, articles, quantifiers, demonstratives, the Present Continuous, and connectors. Review the rules, practice hard, and get ready to survive a whole day in English.

Bem-vindo à sua missão final! Um visitante que fala inglês vai passar o dia com você. Para ser um bom guia, você vai precisar de tudo o que aprendeu neste livro. Revise as regras, pratique bastante e prepare-se para um dia inteiro em inglês.



Time to review everything you have learned!



Today's Mission:

An English-speaking visitor spends the day with you: answer their questions about your routine, describe your neighbourhood, help them buy food at the market, and explain what is happening around you. (*Um visitante passa o dia com você: responda perguntas, descreva o bairro, ajude nas compras e diga o que está acontecendo.*)



Survival Phrase Kit

Purpose	Useful language
Answer questions about your life (<i>responder perguntas sobre sua vida</i>)	I live near the centre. / I usually work in the morning, but today I'm free.
Describe places (<i>descrever lugares</i>)	This is the main square. / There's a good bakery on this street. / That building over there is the community centre.
Help with shopping (<i>ajudar nas compras</i>)	How much is the cheese? / We need some tomatoes, but we don't need any rice. / How many bananas do we need?
Repair communication (<i>resolver mal-entendidos</i>)	Sorry, can you speak more slowly? / What does ____ mean? / Do you mean this street or that one?



Teacher Read-Aloud: Showing a Visitor Around

Listen twice. First, identify the situation. Then listen for the places, the shopping, and what is happening in the square.

Mission Warm-up The Visitor Arrives

Listen without reading the script. Write short answers.

1. Where does the guide usually buy food?

2. What are the people in the square doing?

3. What does the visitor say when the guide speaks too fast?

UNIT 10.1

Grammar Review Part 1: Tenses and Questions

Present Simple - Quick Review

We use the **Present Simple** for habits, routines, general truths, and permanent situations.

(Usamos o Present Simple para hábitos, rotinas, verdades gerais e situações permanentes.)

Form	Structure	Example
Affirmative	Subject + verb (+s/es for he/she/it)	Renata works at a hospital.
Negative	Subject + don't/doesn't + base verb	They don't speak French.
Question	Do/Does + subject + base verb?	Does Bruno play guitar?

Key signals: always, usually, often, sometimes, rarely, never, every day, on Mondays, twice a week

(Sinais-chave: sempre, geralmente, frequentemente, as vezes, raramente, nunca, todo dia, as segundas, duas vezes por semana)

Present Continuous - Quick Review

We use the **Present Continuous** for actions happening now, temporary situations, and future arrangements.

(Usamos o Present Continuous para acoes acontecendo agora, situacoes temporarias e planos futuros ja combinados.)

Form	Structure	Example
Affirmative	Subject + am/is/are + verb-ing	Juliana is studying right now.
Negative	Subject + am/is/are + not + verb-ing	We aren't watching TV today.
Question	Am/Is/Are + subject + verb-ing?	Are you listening to me?

Key signals: now, right now, at the moment, today, this week, currently, Look! Listen!

(Sinais-chave: agora, neste momento, hoje, esta semana, atualmente, Olhe! Escute!)

WH Questions - Quick Review

Structure: WH word + auxiliary (do/does/am/is/are) + subject + base verb/verb-ing?

WH Word	Portugues	Asks about	Example
What	O que / Qual	things, activities	What does she study?
Where	Onde	places	Where do you live?
When	Quando	time	When does class start?
Who	Quem	people	Who teaches English?
Why	Por que	reasons	Why are you smiling?
How	Como	manner, method	How do you get to school?
How many	Quantos/as	quantity (countable)	How many brothers do you have?
How much	Quanto/a	quantity (uncountable) / price	How much water do you drink?



Remember: Present Simple vs Present Continuous

Present Simple	Present Continuous
Habits and routines	Actions happening NOW
General truths / permanent	Temporary situations
I walk to school every day.	I am walking to school right now.
She doesn't eat meat.	She isn't eating lunch at the moment.

Stative verbs (know, like, want, need, believe, understand, have*) are NOT normally used in the continuous form.

(Verbos de estado geralmente NAO sao usados na forma continua.)

Exercise 1 Present Simple or Present Continuous?

Complete each sentence with the correct form of the verb in parentheses. Use the Present Simple or the Present Continuous. Pay attention to the time expressions!

(Complete cada frase com a forma correta do verbo entre parenteses. Use o Present Simple ou o Present Continuous. Preste atencao nas expressoes de tempo!)

1. Fernanda usually _____ the bus to school, but today she _____. (take / walk)
2. Look! The children _____ in the park. (play)
3. Rafael _____ coffee. He always _____ juice in the morning. (not like / drink)
4. Shhh! Be quiet! The baby _____. (sleep)
5. _____ Marcelo _____ English at home? (speak)
6. Right now, we _____ a grammar review. We _____ this every semester. (do / do)
7. Larissa _____ at a public school in Belo Horizonte. (study)
8. What _____ you _____ at the moment? (read)
9. My parents _____ TV during the week. They only _____ on weekends. (not watch / watch)
10. Listen! Someone _____ at the door. (knock)

Exercise 2 Form the WH Question

Read each answer. Then write the WH question that matches it. The WH word is given in parentheses.

(Leia cada resposta. Depois escreva a pergunta WH correspondente. A palavra WH é dada entre parenteses.)

- 1. Answer:** Beatriz lives in Fortaleza.

(Where) _____?

- 2. Answer:** They are studying for the English test.

(What) _____?

- 3. Answer:** Rodrigo goes to the gym three times a week.

(How often) _____?

- 4. Answer:** Because she wants to be a doctor.

(Why) _____?

- 5. Answer:** Professor Carla teaches English at our school.

(Who) _____?

UNIT 10.2

Grammar Review Part 2: Nouns, Articles, and Quantifiers



At the market: How much? How many? Which ones?

Plural Nouns - Quick Review

Rule	Singular	Plural
Most nouns: add -s	book	books
-s, -sh, -ch, -x, -z : add -es	bus, box	buses, boxes
Consonant + y: change to -ies	city, family	cities, families
-f / -fe : change to -ves	knife, life	knives, lives
Irregular plurals	child, person, tooth	children, people, teeth



Countable & Uncountable Nouns - Quick Review

Countable (contavel)	Uncountable (incontavel)
Can be counted: one apple, two apples	Cannot be counted: water, rice, information
Have singular and plural forms	Only singular form (NO -s)
Use: a/an, many, few, a few, How many?	Use: much, little, a little, How much?
Use: some, any, a lot of	Use: some, any, a lot of

*Cuidado: Em portugues, "informacao" e contavel, mas em ingles "information" e incontavel!
Nao diga "informations."*



Articles (a / an / the / zero article) - Quick Review

Article	Use	Example
a	Before consonant sounds (singular, first mention)	She is a student.
an	Before vowel sounds (singular, first mention)	He is an engineer.
the	Specific / already known / unique	The school is on Rua das Flores.
- (zero)	General / plural / uncountable (general sense)	- Music makes people happy.



Quantifiers - Quick Review

Quantifier	Countable	Uncountable	Portugues
some	some books	some water	alguns / alguma / um pouco de
any	any students	any milk	algum / nenhum (neg. e perguntas)
many	many friends	---	muitos/as
much	---	much time	muito/a
a lot of	a lot of people	a lot of fun	muito/a, muitos/as
a few	a few ideas	---	alguns/algumas (positivo)
a little	---	a little sugar	um pouco de (positivo)

Demonstratives & There is / There are - Quick Review

Demonstratives:

	Singular	Plural
Near (perto)	this (este/esta)	these (estes/estas)
Far (longe)	that (aquele/aquela)	those (aqueles/aquelas)

There is / There are:

Form	Singular / Uncountable	Plural
Affirmative	There is a park nearby.	There are three schools here.
Negative	There isn't any milk.	There aren't any buses today.
Question	Is there a supermarket?	Are there any students?


Tip: Common Errors to Watch Out For

Wrong	Right	Why?
I need an information.	I need some information.	"Information" is uncountable
There is many people.	There are many people.	"People" is plural
I like the music.	I like - music. (in general)	No article for general statements
She is a engineer.	She is an engineer.	"Engineer" starts with a vowel sound
This books are mine.	These books are mine.	Plural = these/those

(Cuidado com esses erros comuns! Muitos deles acontecem por causa de interferencia do portugues.)

Exercise 3 Articles, Quantifiers, and Demonstratives

Complete each sentence with the correct word from the options: **a, an, the, some, any, many, much, this, that, these, those, there is, there are**. Some sentences may have more than one correct answer.

(Complete cada frase com a palavra correta. Algumas frases podem ter mais de uma resposta correta.)

1. _____ five students absent today.
2. Can I have _____ water, please?
3. Look at _____ birds over there in the tree! They are so colorful.
4. Gustavo is _____ excellent soccer player.
5. We don't have _____ time. The bus leaves in ten minutes.
6. _____ is my new English workbook. I bought it yesterday.
7. Are there _____ good restaurants near your school?
8. How _____ languages does your teacher speak?
9. _____ Incluir English School is on Avenida Brasil.
10. I have _____ friends who speak English very well.

Exercise 4 Find and Fix the Mistakes

Each sentence below has ONE grammar mistake. Find the mistake and rewrite the sentence correctly on the line.

(Cada frase abaixo tem UM erro gramatical. Encontre o erro e reescreva a frase corretamente na linha.)

1. She don't like vegetables.

2. There is many childrens in the park.

3. I need a advice about my homework.

4. This shoes are very comfortable.

5. Marcos is eating lunch right now. He eats lunch every day at noon. He is liking rice and beans.

6. How much students are there in your class?

7. She is a honest person.

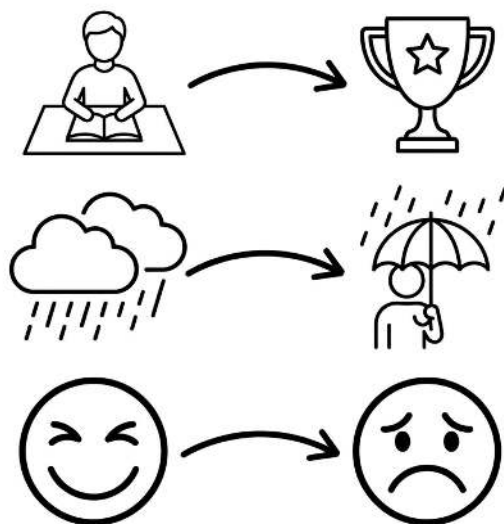
8. Does Ana has any brothers or sisters?

9. I like the music. It makes me happy.

10. There isn't some milk in the fridge.

UNIT 10.3

Grammar Review Part 3: Connectors



Connectors help us link our ideas and make our writing flow

Connectors - Quick Review

Connectors are words that join ideas, sentences, or clauses. They help your English sound more natural and organized.

(Conectores são palavras que ligam ideias, frases ou orações. Eles ajudam seu inglês a soar mais natural e organizado.)

1. Coordinating Connectors (join equal ideas)

Connector	Portugues	Use	Example
and	e	addition	I study English and Spanish.
but	mas	contrast	She studies hard, but she doesn't pass.
or	ou	alternative	Do you want coffee or tea?
so	então / por isso	result	It's raining, so we can't play outside.

2. Subordinating Connectors (one idea depends on the other)

Connector	Portugues	Use	Example
because	porque	reason	I study because I want a good job.
when	quando	time	When it rains, I take the bus.
if	se	condition	If you study, you will learn.
although / even though	embora / mesmo que	concession	Although she is tired, she keeps studying.

3. Linking Words / Adverbs (connect sentences or paragraphs)

Connector	Portugues	Use	Example
however	no entanto	contrast	I like math. However , I prefer English.
also / too	tambem	addition	She speaks English. She also speaks French.
for example	por exemplo	exemplification	I like sports. For example , I play soccer.
first / then / finally	primeiro / depois / finalmente	sequence	First , I wake up. Then , I have breakfast.

Exercise 5 Choose the Right Connector

Complete each sentence with the best connector from the box below. Use each connector only once.

and | but | so | because | when | if | although | however | also | for example

(Complete cada frase com o melhor conector. Use cada conector apenas uma vez.)

1. Thiago wants to study abroad, _____ he is learning English every day.
2. Camila likes English _____ Biology. They are her favorite subjects.
3. _____ the test was difficult, most students passed.
4. I always bring an umbrella _____ I see dark clouds in the sky.
5. Pedro is a good student, _____ he sometimes forgets to do his homework.
6. _____ you practice every day, your English will improve quickly.
7. Larissa studies English at school. She _____ watches English videos at home.
8. I couldn't go to class _____ I was sick last week.
9. There are many fun activities in our city. _____, there are free concerts in the park every Sunday.
10. The weather is beautiful today. _____, we can't go to the beach because we have class.

Exercise 6 Combine the Sentences

Combine each pair of sentences into one sentence using an appropriate connector. Write the complete sentence on the line. The connector type is given in parentheses as a hint.

(Combine cada par de frases em uma única frase usando um conector apropriado. Escreva a frase completa na linha. O tipo de conector é dado como dica.)

- 1.** Ana is studying hard. She wants to pass the exam. (reason)

- 2.** Lucas likes soccer. He doesn't like basketball. (contrast)

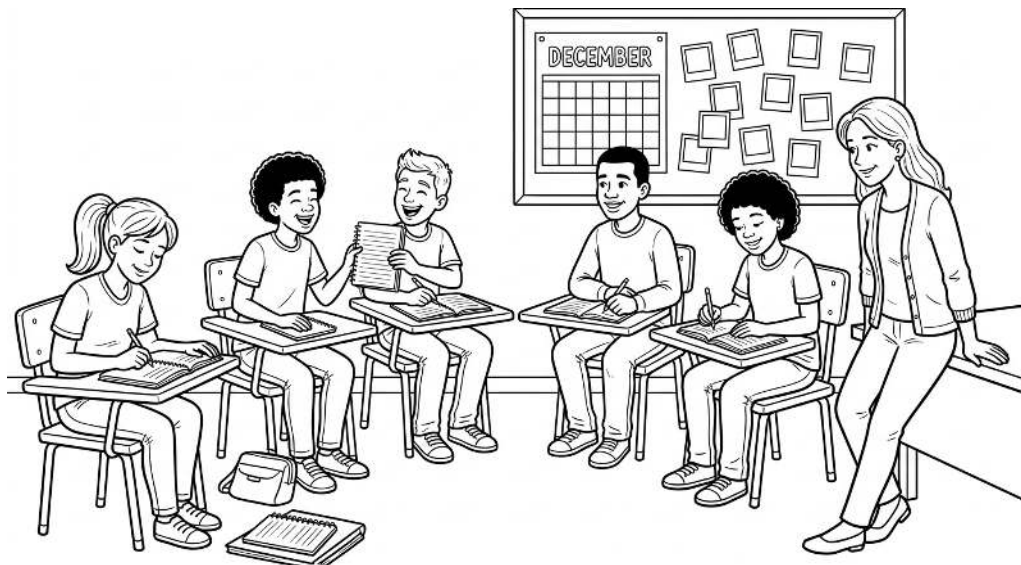
- 3.** It starts to rain. We close the windows. (time)

- 4.** Fernanda didn't sleep well. She is tired today. (result)

- 5.** The homework was hard. Beatriz finished it on time. (concession)

UNIT 10.4

Reading: A Year at Incluir English



Looking back at everything we learned this year

A Year at Incluir English

Read the text carefully, then answer the questions below.

It is December, and the students at Incluir English are finishing their last week of classes. This is a special moment because they are looking back at everything they learned during the year. Three students - Beatriz, Rodrigo, and Juliana - are sitting in the classroom and talking about their experiences.

Beatriz is from Manaus. She lives with her parents and her two younger sisters in a small apartment near the school. She usually walks to class because it only takes fifteen minutes. "When I started the course, I didn't know much English," she says. "I could say 'hello' and 'thank you,' but that was all. Now I can talk about my daily routine, describe my neighborhood, and even write short paragraphs in English. I am really proud of myself!"

Beatriz remembers that she had a lot of difficulty with articles at the beginning. "In Portuguese, we use articles all the time - 'a musica,' 'o livro.' But in English, sometimes you don't use any article at all! For example, we say 'I like music,' not 'I like the music.' That was very confusing for me, but now I understand the rules much better."

Rodrigo is from Recife, but he is living in Sao Paulo this year because his father got a new job there. "This city is very different from Recife," he explains. "There are many more people here, and there isn't much green space near our apartment. However, there are a lot of cultural activities. For example, there are free museums and concerts every weekend." Rodrigo also says that he is enjoying the English course. "I like it because the teachers use Brazilian contexts. We talk about our cities, our food, and our culture. That makes it easier to learn."

Juliana lives in a small town near Campinas. She takes the bus to school every day, and the journey takes about forty-five minutes. Although the commute is long, she doesn't mind it. "I listen to English podcasts on the bus," she explains. "It's good practice, and the time goes fast." Juliana is currently reading a simple book in English. "Right now, I am reading a story about a girl who travels to London. It's a little difficult, but I understand most of it because I know many words now."

When asked about their favorite grammar topic, the three students give different answers. Beatriz likes the Present Continuous because she thinks it is fun to describe what people are doing right now. Rodrigo prefers quantifiers and "there is/there are" because he can use these structures to describe places. And Juliana's favorite topic is connectors. "Connectors make my writing so much better," she says. "Before, I wrote short, simple sentences. Now I can connect my ideas with words like 'because,' 'however,' and 'although.' My paragraphs sound more natural."

As the final class ends, the teacher asks the students to write one sentence about what English means to them. Beatriz writes: "English opens doors to new opportunities." Rodrigo writes: "Learning English helps me understand the world better." And Juliana writes: "English gives me confidence to dream bigger." These three students are proof that hard work, practice, and a good attitude can make a real difference.

Original text for Incluir English Workbook

Exercise 7 True or False

Read each sentence. Write T (True) or F (False) based on the reading passage. If the sentence is false, correct it.

(Leia cada frase. Escreva T (Verdadeiro) ou F (Falso) com base no texto. Se a frase for falsa, corrija-a.)

1. Beatriz takes the bus to school because she lives far away. _____
2. Rodrigo is originally from Recife but is living in Sao Paulo this year. _____
3. Juliana drives to school every day. _____
4. Rodrigo's favorite grammar topic is quantifiers and "there is/there are." _____
5. Beatriz says that articles were easy for her from the beginning. _____

Exercise 8 Answer the Questions

Answer each question in a complete sentence based on the reading passage.

(Responda cada pergunta em uma frase completa com base no texto.)

- 1.** Why is Rodrigo living in Sao Paulo this year?

- 2.** What does Juliana do on the bus to practice English?

- 3.** What was difficult for Beatriz when she started learning English? Give an example from the text.

- 4.** What sentence did Juliana write about what English means to her?

UNIT 10.5

Final Writing Task: A Letter to a Pen Pal

ENGLISH WORKBOOK - UNIT 4: PEN PALS



Write a letter to a pen pal using everything you have learned!

Exercise 9 Write a Letter to Your Pen Pal

Imagine you have a pen pal in another country who is also learning English. Write a letter introducing yourself and describing your life. Your letter should include information about:

- *Your name, age, and where you live*
- *Your daily routine (what you do every day)*
- *Your city or neighborhood (what there is and what there isn't)*
- *What you are doing this week (temporary activities or plans)*
- *Your hobbies, likes, and dislikes*

Write at least 10 sentences. Use the grammar structures you have learned in this course.

(Imagine que voce tem um amigo por correspondencia em outro pais que tambem esta aprendendo ingles. Escreva uma carta se apresentando e descrevendo sua vida. Escreva pelo menos 10 frases. Use as estruturas gramaticais que voce aprendeu neste curso.)

Start your letter like this:

Dear [pen pal's name],

My name is _____ and I am _____ years old. I live in _____, a city in Brazil...

[illegible]

Best wishes,

[Your name]



Writing Checklist: Grammar to Include

Before you hand in your letter, check that you have used:

- **Present Simple** for your habits and routines (I wake up, she studies, they don't work...)
- **Present Continuous** for actions happening now or this week (I am reading, we are preparing...)
- **Correct plural forms** (cities, children, people, knives...)
- **Articles** (a, an, the, or zero article where appropriate)
- **Quantifiers** (some, any, many, much, a lot of, a few, a little)
- **Demonstratives** (this, that, these, those)
- **There is / There are** to describe your city or neighborhood
- **Connectors** (and, but, because, so, however, although, when, if...)
- **At least one WH question** to ask your pen pal about their life

(Antes de entregar sua carta, verifique se voce usou todas essas estruturas!)

REAL USE

Mission Lab: The Visitor



Your neighbourhood, your market, your day — all in English

Model Exchange

- Visitor:** So, do you live near here?
- Guide:** Yes, I live on this street. That house with the white gate is mine.
- Visitor:** It's a beautiful neighbourhood. What's happening in the square?
- Guide:** They're preparing the festival. Come — first we need to buy some fruit.
- Visitor:** How much fruit do we need?
- Guide:** Some bananas and a few oranges. We don't need any apples.
- Visitor:** Sorry, do you mean this stall or that one?
- Guide:** That one — it's cheaper, and the fruit is better.
- Visitor:** You're a great guide!
- Guide:** Thanks! I usually feel nervous in English, but today I'm doing great.

Final Task Survival Day: Three Stops

Work in pairs. Student A is the local guide; Student B is the visitor. Walk through the three stops together. Then switch roles.

- A. Guide:** take your visitor through three stops. **Stop 1 — Getting to know you:** answer questions about your routine, family, and work or school. **Stop 2 — The neighbourhood:** describe three places using *there is/there are, this/that/these/those*, and articles. **Stop 3 — The market:** decide together what to buy using *some/any/much/many/a few*.
- B. Visitor:** keep the conversation alive. Ask at least five WH questions across the three stops, ask what the people around you are doing (Present Continuous), and use at least one repair phrase at each stop.
- ✓ **Mission success:** the visitor can report the day in three connected sentences (*First we..., then we..., and finally we...*) — and the guide stayed in English at all three stops.



Repair Challenge:

Once during the day, the visitor must ask a question with a word the guide doesn't know. Guide: don't freeze — say *What does ____ mean?* or *Can you say it another way?* and keep the tour going.



AI Mission — Survival Day:

In ChatGPT Voice, say: “You are a visitor in my city and I am your guide for a day. Ask me about my routine, my neighbourhood, and shopping — one question at a time. Speak slowly. At the end, correct my three most important mistakes in Portuguese.” Practice for 10 minutes. **Offline:** walk around your home or street and describe it aloud for two minutes — what there is, what people are doing, and what you usually do there. Record it on your phone and listen back.

Exit Check My B2 Can-Do Checklist

- ☐ I can answer WH questions about my routine, work, and life.
- ☐ I can describe a place with there is/there are, articles, and this/that/these/those.
- ☐ I can buy food using some/any/much/many and how much/how many.
- ☐ I can say what is happening around me right now.
- ☐ I can explain what I usually do and what I am doing now.
- ☐ I can connect my ideas with because, so, but, and first/then/finally.
- ☐ I can ask for repetition, slower speech, or the meaning of a word.